APPENDIX C- Narrative

Program Gap Analysis
Required Narrative and Advisory Committee Consultation

(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

1. ***In-demand Industry Sectors:*** It is recommended that South Orange County CCD -- Perkins V Advisory Committee approve the following in-demand industry sectors (as sanctioned by regional/local LMI Data and Industry Sector focus groups) discussed in Appendix A and adopted by Orange Counties WIOA Regional Planning Unit (RPU). So, all Districts in Orange County and WIOA RPU have chosen the same 8 in-demand industry sectors 6 priority & 2 emerging (Advanced Transportation & Logistics, Business and Entrepreneurship, Energy, Construction & Utilities, Health, Advanced Manufacturing, ICT/Digital Media, Retail, Hospitality, & Tourism, Life Sciences & Biotechnology).

2. ***Performance Gaps:*** Appendix B contains an overview of student performance as determined by State negotiated core indicators within §113 of the Act (indicators measuring completions, retention, placement and non-traditional participation were reviewed along with all other special populations of Perkins which includes looking at ethnicity, male and female, and retention of these groups) as part of LaunchBoard. This review was done for the District overall but detailed within Irvine Valley and Saddleback Colleges. Appendix B contains specific activities needed in specified performance gaps for each entity and the following is a rolled-up need of these gaps:

   - After review of each college's core indicator data, specific programs require review of non-duplicative core indicator student data to determine issues in English Learner students becoming concentrators and an outreach plans to increase English Learner participation in CE programs.

   - After review of each college's core indicator data, specific programs require review of non-traditional core indicator student data to determine issues in Non-traditional students becoming concentrators and an outreach plans to increase Non-traditional participation in CE programs.

   - Completion/Persistence/Placement issues within specific College TOPs - not meeting 90% of State negotiated rates and therefore need review and improvement plans.

   - MIS data for Core Indicators is shown to have some consistent errors in the data and so review and revision of data coding needs to be a part of the 1-year focused workplan.

3. ***Process Gaps:*** Appendix C is a review by Irvine Valley and Saddleback College of all the process questions required (in narrative format) by the 4-year application, the CLNA and the District Perkins Advisory round tables by Industry Sector review of gaps to CE student success in programs/programs of study from secondary to postsecondary to employment. The following are activities that will be funded with Perkins and in-kind funding to improve CE student outcomes:

- ***Career Exploration and Development***: Targeting special populations, outreach through career exploration will occur to introduce students to in-demand industries aligned with the college's programs. The outreach will encompass strategies with local K12 feeder districts, as well as current students on campus. The outreach will include specialized workshops and in-class presentations.

- ***Skill Development/Worked-based Learning:*** In order to support learning in the classroom, skill attainment will be accelerated through specific CE Tutoring Services. Ensuring CE students have access to work-based learning opportunities is integral to their success. Strategic opportunities for on-campus and off-campus work based learning opportunities will be developed within CE programs.

- ***Professional Development:*** To align with evolving technology and innovations of industry, providing professional development opportunities for faculty and staff will advance CE programs and ensure better preparedness for students.

- ***Services for Special Populations & Economically Disadvantaged Students:*** With the increased cost of overall education, including the cost of textbooks, even with Zero Textbook Initiative and Open Education Resources, many classes still require a textbook, and this is a barrier for students to persist through the program, especially special populations. In order to support CE students, strategic supplies and equipment will be made available to ensure completion and placement

(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;

The comprehensive needs assessment was used to finalize funded projects through a prioritization process. The prioritization process included a review of the identified gaps and labor market analysis, as well as alignment to the Perkins intent and core indicators measures. See question one above to see a synopsis of findings.

(B)   a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

Saddleback College and Irvine Valley College are fully implementing the Guided Pathways framework with a design to help students discover groupings of programs that lead to similar career and industry areas. It is part of a state- and nation-wide framework to help students enter an area of study, help them stay on their path, and provide them with the information and support they need to complete their academic goals in a timeframe tailored for them. CE programs of study are a large part of the guided pathways.

The Saddleback College guided pathways are Applied & Advanced Technologies, Science/Engineering & Pre-Med, Health & Wellness, Social Sciences & Education, Literature & Languages, Arts/Design & Entertainment, and Business & Economics. Within these guided pathways, there are 37 CE disciplines with nearly 100 programs of study. As identified through the comprehensive review cycle, the college intends to develop an additional program of study within the Computer Information Management program utilizing Perkins funds, to incorporate industry credentials along with the high academic standards, technical skills, industry needs, to prepare students as a Cybersecurity Specialist. This program will add expertise with CompTIA, Cisco CCNA, and add Cloud courses related to Microsoft Azure. This project is in partnership with the Regional Director for Employer Engagement in the ICT/Digital Media Sector, and includes professional development for faculty, equipment upgrade and services for special populations.

The Irvine Valley College guided pathways are built into Academic Schools and include; The Arts, Business Sciences, Guidance & Counseling, Humanities, Integrated Design/Engineering & Automation, Kinesiology/Health & Athletics, Language & Learning Resources, Life Science & Technologies, Mathematics & Computer Science, Physical Sciences & Technologies, and Social & Behavioral Sciences. Within these guided pathways, there are 18 CE disciplines with nearly 65 programs of study. As identified through the comprehensive review cycle, the college intends to develop an additional program of study within the Electronics and Industrial Technology programs utilizing Strong Workforce Program funds to develop certificates in Mechatronics and Automation Fundamentals. Elements of Electronics and Industrial Technology will be merged to make curricular changes that will include common Student Learning Outcomes among colleges within the region. This project is in partnership with the Regional Director of Energy, Construction and Utilities and will contribute to the development of stackable certificates and enrollment growth.

(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;

Saddleback College and Irvine Valley College participate in the regional CE Marketing efforts through the LA/OC Regional Consortium supported by the Strong

Workforce Program. This is a countywide effort to inform students of CE program opportunities and make it easier for students to find information and enroll in local college programs. The colleges leverage this regional marketing effort with local college marketing efforts to highlight specific programs of study. Additionally, the colleges are participating in the CE Program Mapper Tool, which is an online tool that aligns local high school CE programs with the local college CE programs. The website is a communication tool to inform students on which college offers their interested program of study aligns with their high school CE program. The tool is also used by faculty and staff for collaboration with career pathways.

Saddleback College and Irvine Valley College are both implementing the Guided Pathways framework to better communicate the programs of study available at the college. Irvine does this through program mapping (interest area roadmaps with clear pathways and Saddleback is helping students enter the college in one of the seven identified Learning Pathways. To help students make informed decisions about the coursework available within the programs of study, a Course Roadmap is available. Once a student has completed 15 units, or by the end of their 3rd semester, whichever comes first, they are required to create an academic plan, called My Academic Plan (MAP). The MAPs are reviewed and approved by a college counselor. For on-campus information sharing, counselors visit classrooms to inform students of the opportunities within CE, and the Career & Re-Entry Center hosts *Trending Now* workshops highlighting CE programs of study. Off-campus at our local feeder high schools, Saddleback College Counselors host office hours and workshops to inform high school students of the opportunities available at the college. Also, through the use of CE Articulated Courses at the High School, high school students have a pipeline built to the college's CE programs of study.

Irvine Valley College counselors and Career Center staff host workshops, visit classrooms, and participate in CE focused outreach events on campus as well as off campus at our feeder high schools. This work is supported by CE faculty and staff through their participation at career fairs and outreach events. CE faculty staff program specific tables, provide demonstrations of specialized equipment, and share program information to students and parents.

The Career Education programs at **Irvine Valley College** have a prominent position on the college's website with a link and photo included in the header of the homepage. Once selected, students are directed to a webpage dedicated to CE programs, which includes course and program information, career options, and yearly salaries. On each program page is the option to contact a Career Education counselor. All inquiries are responded to by a team of Career Education counselors who can provide detailed information about the CE programs at Irvine Valley College. The process allows students to explore CE opportunities and connects the student with a Career Education counselor.

(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;

Saddleback College and Irvine Valley College participate actively in the Orange County Business Council Workforce Development Committee, South Orange County Economic Coalition, and all regional Strong Workforce Program meetings to shape our responsiveness to the local labor market needs.

Saddleback College provides career exploration through a variety of methods including Counseling 100, a College Success course offered at each of our 11 feeder high schools. The Counseling 100 courses is a career exploration, academic planning and college introduction course specifically designed for high school students, and is intended to support students choosing and entering a pathway. Career Exploration events are also hosted for high school students in partnership with a local intermediary, Vital Link. These events bring high school students to campus where students can experience our CE programs in person and meet with faculty and industry representatives. Once enrolled at the college, career exploration can continue through private appointments in the counseling division, appointments and workshops in the Career & Re-Entry center, and/or enrolling in Counseling 60, Career Exploration course. During the academic year, several events are hosted on campus including the Learning Pathways Fair, Career Fair, Transfer Fair, and more, to ensure students have an opportunity to choose and stay on a pathway. To provide career development activities in a real-world setting, the college offers an extensive Cooperative Work Experience program as well as on-campus employment through Federal Work Study and the CE Skills Attainment Program.

Irvine Valley College Career Center counselors and staff provide career exploration and planning workshops on a weekly basis, including Choosing a Major/Career, Researching a Career, Networking and Informational Interviewing. The Career Center hosts career fairs throughout the semester and provides ongoing guidance and career research assistance through one-on-one counseling appointments. Laser Day, a new student orientation hosted by Admissions & Records, provides new students with information about campus resources and academics programs, including CE programs. Students have the opportunity to explore career options and interact with program faculty. The Career Center supports the College Center Network, the college's job posting site. The site allows employers to post part-time and full-time employment opportunities, as well as internship opportunities. Internships, in conjunction with Cooperative Work Experience coursework and faculty mentorship, allow students to engage in on-the-job career exploration and provide real world experience for CE students. CE faculty participate in career exploration events, such as Manufacturing day, which allow students from feeder high schools to research CE program opportunities while on campus through tours, lab demonstrations and engagement with CE faculty. Efforts are support by CE and Outreach and Community Relations staff.

(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

Saddleback College provides up-to-date career and employment opportunities to both students and faculty through the Center of Excellence (COE) data resources, and information reports from Economic Modeling Systems, Inc. (EMSI). For students, they have access to the EMSI Career Coach online tool that aligns local labor market information with college programs. Students can use this information to explore careers including salary and employment demand information. Students can also receive information through the Career & Re-Entry Center, Career Placement Services, as well as the college website. Faculty receive COE and EMSI reports for Program Reviews, Program Development, and for validation at their advisory committees. They also share information in class with students.

CE programs at **Irvine Valley College** convene advisory board meetings that provide an opportunity for CE faculty, staff, and business leaders to exchange information and review the most up-to-date information on high-skill, high-wage occupations within their industry sectors. Recommendations following the review provide the foundation and direction for program expansion and curriculum development. Each CE program completes a program review every two years and conducts a comprehensive review and analysis of the program, including a review of relevant labor market data and college data provided by the Office of Research, Planning and Accreditation. Student learning outcomes are assessed each semester. All processes allow CE faculty to assess and maintain high standards for their programs, while also providing opportunities for program improvement. Students receive information through the Career Center.

Both Saddleback College and Irvine Valley College actively participate in regional meetings and focus groups hosted by county workforce partners including the Orange County Center of Excellence. Additionally, the Orange County Business Council in partnership with the OC Workforce Development Board publishes an annual workforce report that guides our work on program development to increase employment opportunities for students. Information derived from these collaborations, are used to promote in-demand occupations on the career education websites, and marketing & outreach materials. Detailed information includes skills necessary to be successful and prepare for in-demand employment.

(C) An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

Saddleback College and Irvine Valley College have adopted the Guided Pathways framework to ensure that clear curricular pathways to employment and to further education are accessible to students. This includes clear information on college

websites, clear information on printed materials, and rich information shared at the high schools. To help a student choose and enter the pathway, Counseling Services are available and include developing academic plans to ensure students stay on the path. To ensure learning is occurring with intentional outcomes, progress reports are available and academic nudges via technology.

Saddleback College hosts *Family Welcome Night* in the fall to introduce families and student supporters to the campus the year prior to them enrolling. This event includes an overview of the college and breakout sessions on special topics such as financial aid, and career education programs. In the Spring, the college hosts *Freshman Advantage* to incoming freshman in order to provide them an opportunity to apply early, complete the Matriculation Process early, receive an early Freshman Advantage registration date, and enroll in classes before the majority of new and continuing students. Both events incorporate career and academic planning services to students through the Guided Pathway framework before enrolling into the college. While participating in a CE program, students have access to Counseling Services where academic, career, and personal counseling are offered in a private setting. The Career & Re-Entry Center provides career exploration workshops coordinated with the CE instructional programs.

CE programs have a strong partnership in support with the counselors and staff in the Career Center and Re-Entry Center. With dedicated CE counselors who are active and involved in regional CE efforts, students have direct access to industry specific events and workshops, including one-on-one opportunities for mentorship from business and industry partners.

Irvine Valley College Career Center counselors and staff provide career exploration and planning workshops on a weekly basis, including Choosing a Major/Career, Researching a Career, Networking and Informational Interviewing. The Career Center hosts career fairs throughout the semester and provides ongoing career guidance and academic support through one-on-one counseling appointments. Laser Day, a new student orientation hosted by Admissions & Records, provides new students with information about campus resources and academics programs, including CE programs. Students have the opportunity to explore career options and interact with program faculty.

(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);

Saddleback College and Irvine Valley College follow California Education Code 78016 for Career Education (CE) Programs and SOCCCD Board Policy/Administrative

Regulation 6100 and review CE programs every two-years for labor market demand, unnecessary regional duplication, and demonstrated effectiveness. Every three years, a Program Review process is conducted to include a self-evaluative comprehensive process. This process includes a deep analysis of program effectiveness as well as resource needs to ensure the deeper level of learning is occurring. Following Title 5, Sections 55600 et. seq., and SOCCD Board Policy 6180, CE Programs host annual program advisory meetings made up of representatives from business, industry, labor, education, and /or government. The committee provide input on the quality, content, relevance, currency, and expected outcomes of the program and its courses. This review cycle allows programs the opportunity to ensure programs are well rounded and prepare students for the workforce.

(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;

Saddleback College and Irvine Valley College conduct outreach activities to reach special populations, specifically English Learners through the noncredit Adult Education programs. Both colleges provide information sessions, guest speakers and marketing to prepare special populations for college credit programs leading to in-demand occupations. The Adult Education programs have dedicated counseling, mentoring and tutoring services to help prepare English Learners to be successful in CE programming. The Adult English as a Second Language faculty at Irvine Valley College are developing an AESL Workforce ESL course, which will provide specific job and English skills to students. To assist current and former foster youth students, Saddleback College offers the Bridges to Foster Student Success (BRIDGES) Program funded through the Student Equity Program to ensure foster students have access to support services leading to successful attainment of their academic & career goals. Irvine Valley offers the Guardian Scholar program, which provides academic and career counseling, plus assistance with non-academic barriers to ensure foster-youth students are supported towards completions of their goals and successfully progress through pathways.

Saddleback College's Career & Re-Entry Center offers career guidance services and resources to assist with making career decisions, choosing a major, and researching occupational information. The re-entry services helps individuals transitioning to college, changing careers, or finding a new direction in their lives. In addition to offering career guidance and re-entry services, the center also prepares students for occupations by offering the 21st Century Skills workshops which includes teaching students employability skills necessary to succeed in a rapidly changing world of work. These workshops are offered weekly, and made available online due to remote working situations.

At **Irvine Valley College**, career guidance and academic counseling is provided to CE students through one-on-one appointments and classroom presentations. A dedicated CE/Career Counselor provides CE students with targeted counseling services that focus on certificate and degree completion, and encourage support

services, such as tutoring and learning resources. CE counselors perform specialized classroom visits and participate in outreach and recruitment efforts both on and off campus. The dedicated CE/Career Counselor co-chairs the CE Taskforce Committee and is a prominent member of the planning team. The CE/Career Counselor actively participates in regional CE activities and shares her experiences and updates at bi-monthly committee meetings. Career Center counselors and staff provide career exploration and planning workshops on a weekly basis, including Choosing a Major/Career, Researching a Career, Networking and Informational Interviewing. The Career Center hosts career fairs throughout the semester and provides ongoing career guidance and academic support through one-on-one counseling appointments.

(B) Prepare CE participants for non-traditional fields;

To ensure the participation and advancement of students in non-traditional fields, **Saddleback College and Irvine Valley** utilize resources from the California Joint Special Populations Advisory Committee.   Both colleges host non-traditional programs such as architectural technology, child development, computer networking, desktop publishing, to name a few. Saddleback specifically offers several health related, cosmetology, and automotive technology non-traditional programs, and Irvine Valley specifically offers administration of justice, computer networking, and others. To recruit students into nontraditional fields, special attention is given to the outreach message specifically shared at the high schools. Images of non-traditional students and faculty members are specifically used in outreach materials to foster gateways, and professional development is provided to faculty to encourage the use of gender neutral language is used in the classroom to provide a welcoming environment and ensure students stay on the path to completion.

Saddleback College reviews core indicators annually to understand and assess how our CE programs are welcoming non-traditional students to our programs. This begins with ensuring our programs reflect a diverse population in our marketing & outreach materials, as well as hired instructional staff. It's important that prospective students can see themselves in the programs. Once students are enrolled in courses, they are required to complete an academic plan and meet with a counselor after 15 units or after 3 quarters of attending the college. This allows our counseling staff to work closely with the students to ensure they are meeting the requirements to complete their goals, and are prepared for their next steps towards achieving their employment goal.

All CE programs at **Irvine Valley College** assess and evaluate their certificate and degree programs to ensure students can successfully complete their identified CE pathway. Core indicator data is routinely reviewed in an effort to ensure barriers and access issues that unfairly impact students in non-traditional fields are identified and intervention strategies are implemented early.   Targeted marketing materials addressing the unique needs of CE students participating in non-traditional fields are distributed in an effort to improve retention and completion efforts.

(C) Provide equal access for special populations to career and technical education courses, programs, and programs of study; and

Saddleback College and Irvine Valley College conduct curriculum and program reviews through several means, including discussions with advisory committee meetings annually (per, SOCCCD Board Policy 6180: Career and Technical Education Program Advisory Committees), CE Board Review (per, Ca. Education Code 78106) every two years, Program Review (per SOCCCD Administrative Regulation 6100- Instructional Program Review) every 3 years, and course review on cycle. The reviews are opportunities to ensure that students, including those in special populations are accessing CE programs and progressing through them. Core indicator data is routinely reviewed in an effort to ensure barriers and access issues that unfairly impact special populations are identified and intervention strategies are implemented early. The Guided Pathways effort has provided opportunities for CE programs to reach students by area of interest and clarify the required coursework. Providing this information up front, can help students understand what it will take to complete.

Instructional support services include access to the Language Acquisition Center, Math Center, Student Success Center (tutoring), and the Writing Center. Initiatives are provided on campus to ensure students have access to supports through including:

Disabled Student Programs and Services (DSPS) -- provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience.

Veteran's Education & Transition Services (VETS) -- Program directly provides support services and acts as a bridge to external support services for student Veterans, active military personnel, and their loved ones. VETS Program services include new student guidance, Veterans counseling, scholarship and financial aid assistance, access to emergency grants, a link to the Veterans Student Council, outreach to the military affiliated community, a venue for community-building, and more.

Extended Opportunity Program & Services (EOPS) -- provides student support services such as priority registration, personalized counseling, book vouchers, extended tutoring, scholarships and much more. The program's goal is to provide EOPS students with the tools and support that is needed to succeed in academic and/or career goals.

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

SOCCCD is committed to providing an academic and work environment free of unlawful discrimination and harassment. Federal and state laws and District policies afford students and employees the right to work or learn in an environment free from discriminatory intimidation, ridicule and insult.

The District prohibits illegal harassment including the acts of students, employees, and non-employees. Prompt and equitable action, including appropriate disciplinary action, will be taken against any student, employee (supervisory or otherwise), or agent of the District, who engages in such conduct. The action will be prompt, effective, and commensurate with the severity of the offense.

Individuals, who believe they have been subjected to unlawful discrimination, including harassment, may report complaints to the designated officers.

The District has established "designated officers" who are charged with receiving complaints. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment. If there is a simple misunderstanding or the individual does not wish to file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint. An individual who feels they have been subjected to sexual assault may file a complaint with the police department in addition to any other complaint.

Nondiscrimination notifications to students, parents, school employees, and the general public are made on the college's websites, student code of conduct manual, and college catalogs.

The **Saddleback College** 2019-22 Student Equity Plan, outlines support services for disproportionately impacted students. These services include Book Grant Program, Transportation Card Grant Program, Laptop Lending Program, Food Card Grant Program, High School and Community Outreach, Chicano, Latino, Access, Success & Empowerment Program, Transfer Mentor Program, Counseling and Academic Success Program.

The **Irvine Valley College** 2019-2022 Student Equity plan outlines support services for disproportionately impacted students. These services include DREAM Scholars Program, Pride Scholars Program, Re-Entry Program, Guardian Scholars, LGBTQIA+ Resources, Veterans Resources, and Food Resource Center.

(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;

Aligned with Title 5 (55255), the **SOCCCD** Cooperative Work Experience Education (CWEE) Plan provides opportunities for students to receive either General Work Experience Education, or Occupational Work Experience Education. The CWEE opportunities is currently available for off campus opportunities in partnership with local employers.

Saddleback College and Irvine Valley College have participated in the Orange County Regional Work-based Learning & Job Placement project, funded by the regional OC

Strong Workforce Program. Leveraging this work, students are benefiting from a regional system of career exploration, and work-based learning experiences related to Internships, Cooperative Work Experience, and Job Placement services.

(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;

While still attending high school, **SOCCCD** provides K-12 students the opportunity to study in advanced-level instructional areas not offered at their present school. College courses completed by K-12 students carry the full weight of college credit, and will count toward college degrees and/or certificates. Following California Education Code: Sections 48800-48802, 76001-76002 and 76300, the district provides support for students through Admissions and Records.

Both **Saddleback College and Irvine Valley College** are participating in the Orange County Regional Early College Pathways project, funded through Strong Workforce Program. This partnership brings together K-12 and community college leaders to share best practices and develop regional efficiencies supporting the ability to offer high school students the opportunity to gain postsecondary credit.

Saddleback College offers Early College Credit Opportunities in CE through the High School Articulation Program, and the Dual Enrollment Program. The CE High School Articulation program includes 150 agreements with the two major feeder K-12 districts covering about 30 disciplines. Allowed by Title 5, California Code of Regulations, Section 51002; 55051 Articulation of High School Courses; and SOCCCD Board Policy/Administrative Regulation 6110, college credit was awarded to 1200 students in 18/19 through articulation. This effort is a partnership between college instructors and administrators, as well as high school teachers and administrators.

Authorized by California EC Section 76004, **Saddleback College and Irvine Valley College** have entered into College and Career Access Pathways (CCAP) partnerships with both major feeder districts.

Saddleback College has developed a Dual Enrollment CCAP program through the Early College Pathways in three disciplines, Business, Computer Information Management and Automotive Technology, and will launch in Fall 2020.

Irvine Valley College focuses its efforts on high schools and K-12 programs that align with CE programs through Early College and Dual Enrollment programs and articulation agreements with area high schools. Irvine Valley College has multiple educational pipelines feeding K12 students into to college and the workforce. Irvine Valley College has College and Career Access Pathways (CCAP) agreements with four high school districts in four discipline areas. Each of these CCAP agreements allows the college to offer dual enrollment in both transfer and career pathways.

(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

SOCCCD Board Policy 4010, Commitment to Diversity, states that the District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and offering professional development that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

When recruiting for faculty, including CE faculty, standard advertising and supplemental advertising are allowed and encouraged per Board Policy 4011.1. Within specific divisions, faculty are cultivated from advisory committees, industry partners, students, and workforce partners.

Under Board Policy 4161, **SOCCCD** encourages faculty, classified staff and administration to develop and keep current their professional skills and knowledge through varied educational opportunities, both within and outside the District. For faculty this includes participating in Professional Development Flex Weeks, industry events, and workshops related to their field. National conference agendas and programs are reviewed for alignment to individualized professional development plans before being approved for Perkins funding. Counselors actively participate in regional network meetings that include professional development. Content often includes industry training, pedagogy training, and topics relevant to a modern educational system.

Saddleback College provides a Faculty Resource Center that provides services to support the instructional design and delivery of content. These services include support for online instruction with accessibility & captioning, Canvas tutorials, Zoom tutorials, and connection to the CVC-OEI resources. Additionally, Perkins funds are utilized for CE specific professional development opportunities for faculty, staff and administrators.

Irvine Valley College CE administrators, faculty, and counselors are offered professional development opportunities to expand and strengthen the delivery of relevant and rigorous content. Part-time and full-time faculty can apply for professional development funds through the college funding process, which allows for participation in content specific trainings and conferences. When applicable, Perkins and Strong Workforce Program funds are used for CE specific professional development opportunities, most specifically those that are focused on and relevant to CE program and curriculum development, and instructional pedagogy as it relates to CE programs and students. Professional development opportunities and report outs are shared at bi-monthly CE Taskforce meetings.

(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.

Annually, **Saddleback College and Irvine Valley College** review their CE program core indicators to identify disparities or gaps in performance. These gaps are reviewed with programs, and solutions are identified through program advisory committees, best practices with other institutions, and professional development through reputable organizations such as the Joint Special Populations Advisory Committee, and California Community College Association for Occupational Education. Data is analyzed with the District Research Planning and Data Management Department, as well as the college's institutional research offices. Engagement with the SOCCCD Perkins V Advisory Committee occurs every two years, and the Program Advisories annually. Consultation with these partners track performance, and identify needed program improvement plans.

If an eligible recipient is unable to make meaningful progress towards reducing gaps after three years, additional actions will include collaboration with the state project monitor, and engagement with technical experts from the Joint Special Populations Advisory Committee. The expanded collaboration and engagement will be activated to provide a narrow focus on analyzing the underlying barriers in the program. This will include direct input from students and industry, with shared solution creation.

Required Questions As part of the Comprehensive Data Analysis

(2) Requirements.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Irvine College

Persistence/ Completion/Placement:

- Within 04 Biological Sciences the completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

- Within 06 Media & Communications completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

- Within 07 Information Technology the persistence core indicator did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

- Within 14 Law completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

Non-traditional:

- Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plans to increase non-traditional concentrators in the following CE programs needs development 07 Information Technology, 09 Engineering & Industrial Tech., 13 Family & Consumer Sciences, 14 Law.

English Learners:

- The largest demographic of the area, within the top three of Irvine Valley College and listed as the largest English learners (limited English proficient) in Irvine City is Asian. Within course completion and retention this group is also within the top three. Irvine Valley College has the highest English learner percentage of concentrators of all the colleges within the Orange County (11.04%). However one of the top five programs (21 Public & Protective Services) which is 7.9% of all concentrators has only 2% English learners and therefore a review of non-duplicate core indicator student data to determine issues in English learner students becoming concentrators and an outreach plans to increase English learner participation in CE is needed within this program.

Saddleback College

Persistence/Completion/Placement:

- Within 01 Agriculture & Natural Resources placement did not meet 90% of State negotiated rates (particularly for non-traditional and economically disadvantaged). Note that while persistence made 90% of State negotiated rates, within that indicator non-traditional were the only special population not making 90% and since they also did not make placement this becomes an issue. Data needs review to determine an improvement plan.

- Within 09 Engineering & Industrial Tech. completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

- Within 13 Family & Consumer Sciences the persistence core indicator did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

- Within 21 Public & Protective Services the completion core indicator did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

- Within 30 Commercial Services completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

Non-traditional:

- Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plans to increase non-traditional concentrators in CE programs needs development for the College overall since it is at 16.97% and following programs in particular (07 Information Technology, 08 Education, 09 Engineering & Industrial Tech., 12 Health, 13 Family & Consumer Sciences, 30 Commercial Services).

English Learners:

- English learners are shown to be much lower in Mission Viejo by a rate of 1.5 to surrounding areas, so the expectation is that the English learners (limited English proficient) population would also be lower within the college. However as 8 of the 13 programs at the college are 3.5% or below as concentrators that are English learners (representing 56.23% of all concentrators) therefore a review of non-duplicate core indicator student data to determine issues in English learner students becoming concentrators and an outreach plans to increase English learner participation in CE programs needs development for the following: 01 Agriculture & Natural Resources, 03 Environment Sciences & Tech., 05 Business & Management, 06 Media & Communications, 08 Education, 10 Fine & Applied Arts, 12 Health, 21 Public & Protective services.

General Data Review:

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Saddleback College is missing this data in at a 6-digit level for the following TOPs : (011500, 030200, 051110, 060400, 083580, 122800, 130900). Follow-up with a plan to fix this data needs development.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Saddleback College is missing this data at a 2-digit level for the following TOP : 03 Environmental Science & Tech. Follow-up with a plan to fix this data needs development.

- TOP 011500 Natural Resources and 125100 Paramedic need review as the non-duplicate student count is less than the concentrator count. Follow-up with a plan to fix this data needs development.

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) One-year focused application will be of sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

Saddleback College and Irvine Valley College have rigorous local application processes to ensure that local college projects are of sufficient size, scope and quality. This process begins with faculty & staff professional development during professional development flex weeks, regional meetings, updates through the Saddleback CE Committee and Irvine Valley CE Taskforce, and attendance at learning conferences, such as the California Community College Association for Occupational Education and the Association for Career & Technical Education. The local applications require that proposals address size (i.e. addressing in-demand industries), scope (i.e. equity, access & continual improvement), and quality (i.e. pathway development through early college credit, multiple entry & exit points, work-based learning and/or articulation). During the development of the applications, coaching is provided to ensure the project idea serves students in alignment with the purposes of the Act. At both campuses, a voting membership of CE professionals are selected to prioritize the applications using a pre-determined rubric. The applications are reviewed for the identified needs, how the need will be addressed, and includes a review of labor market and core indicator data. The one-year focused applications are then reviewed for allowability and allocability by the college's grant's analysts, including a budget review for reasonable costs. Once the prioritization is concluded, the applications are approved by the college & submitted to the state for final approval.

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Saddleback College and Irvine Valley College have CE programs aligned with the Orange County Workforce Development Board plans for career pathways ensuring a vibrant and educated local workforce. In compliance with state law, both colleges participate in regional and local planning in coordination with K-12, other community colleges, and WIOA systems around industry sector strategies. The Orange County Community College Regional Report identifies 8 priority industry sectors.

Saddleback College offers programs in 7 of the in-demand industry sectors; Advanced Manufacturing, Advanced Transportation, Business & Entrepreneurship,

Energy/Construction/Utilities, ICT/Digital Media, Health, and Retail/Hospitality /Tourism.

Irvine Valley College offers programs in 5 of the in-demand industry sectors; Advanced Manufacturing, Business & Entrepreneurship, Energy/Construction/ Utilities, ICT/Digital Media, and Life Sciences & Biotechnology.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Saddleback and Irvine Valley Colleges utilizes both Perkins Act funds and California Strong Workforce Program funds to ensure the successful development, implementation, and enhancement of CE programs of study, including the successful strategies to ensure students complete and attain their desired academic & career goals.

Saddleback College has utilized categorical funding to implement and enhance the following programs and services: Advanced Manufacturing, Architecture & Drafting, Automotive Technology, Child Development & Education, Culinary, Health & Human Services, Health IT, Interior Design, Medical Assisting, Medical Lab Technician, Nursing, Nutrition, and the Paramedic program. Additionally, student support services for CE students including CE Tutoring, CE Book Loan, CE Counseling, and work-based learning experiences have been funded. To ensure a full program of study, programs are influenced by industry and workforce collaborations, and aligned with regional college programs. Articulation with the local high schools creates a pathway from High School to College, and the articulations with the four-year universities ensure a continued program of study.

Irvine Valley College has utilized categorical funding to implement and enhance the following programs & services: Biotechnology, Teacher Preparation, Business Information Worker, Entrepreneurship, Human Services, Accounting, and Computer Information Management. Irvine Valley College has multiple educational pipelines feeding K12 students into to college and the workforce. Irvine Valley College has College and Career Access Pathways (CCAP) agreements with four high school districts in four CE discipline areas. Each of these CCAP agreements allows the college to offer dual enrollment in both transfer and career pathways. Dual enrollment programs with area high schools and articulations with four-year universities provide students with a seamless transition in and through the college.

(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.

SOCCCD's goal as an academic community is to sustain a working environment that fosters and celebrates diversity, promotes and rewards excellence, and is welcoming to all. An exemplary academic community promotes an inclusive environment that best prepares faculty, staff, and students to live, work, and contribute in a global society. We seek highly qualified people to join our organization, that have passion for excellence and a commitment to preparing students for the highly competitive, global workplace. CE professional are recruited from program advisory committees, local industry, alumni, and

professional associations. In order to properly retain our CE Professionals, professional development plans are funded through Perkins on an annual basis.

SOCCCD Board Policy 4010, Commitment to Diversity, states that the District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and offering professional development that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

When recruiting for faculty, including CE faculty, standard advertising and supplemental advertising are allowed and encouraged per Board Policy 4011.1. Within specific divisions, faculty are cultivated from advisory committees, industry partners, students, and workforce partners.

Under Board Policy 4161, **SOCCCD** encourages faculty, classified staff and administration to develop and keep current their professional skills and knowledge through varied educational opportunities, both within and outside the District. For faculty this includes participating in Professional Development Flex Weeks, industry events, and workshops related to their field. National conference agendas and programs are reviewed for alignment to individualized professional development plans before being approved for Perkins funding. Counselors actively participate in regional network meetings that include professional development. Content often includes industry training, pedagogy training, and topics relevant to a modern educational system.

Saddleback College provides a Faculty Resource Center that provides services to support the instructional design and delivery of content. These services include support for online instruction with accessibility & captioning, Canvas tutorials, Zoom tutorials, and connection to the CVC-OEI resources. Additionally, Perkins funds are utilized for CE specific professional development opportunities for faculty, staff and administrators.

Irvine Valley College CE administrators, faculty, and counselors are offered professional development opportunities to expand and strengthen the delivery of relevant and rigorous content. Part-time and full-time faculty can apply for professional development funds through the college funding process, which allows for participation in content specific trainings and conferences. When applicable, Perkins and Strong Workforce Program funds are used for CE specific professional development opportunities, most specifically those that are focused on and relevant to CE program and curriculum development, and instructional pedagogy as it relates to CE programs and students. Professional development opportunities and report outs are shared at bi-monthly CE Taskforce meetings.

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.

Saddleback College and Irvine Valley College review core indicators for Programs of Study on an annual basis and make program improvements accordingly. Through comprehensive Program Reviews, performance progress is analyzed. Results are communicated with Program Advisory Committee members s to discuss improvement strategies, when needed.

To ensure equal access to the colleges, both campuses increase awareness of CE programs by providing high school presentations, community presentations, college fairs, and by participating in local events.

Both campuses host student service programs that are designed to enable special populations to meet performance levels. Programs such as CalWORKs, designed to help single and dual parent students receiving government cash aid, the Disabled Student Programs & Services department (DSPS), and the Extended Opportunity Programs & Services (EOPS), are actively involved in providing assistance to students participating in workforce programs. To ensure academic barriers are addressed, both colleges offer Tutoring Services, Writing Centers, and Reading Centers.

Saddleback College and Irvine Valley College conduct outreach activities to reach special populations, specifically English Learners through the noncredit Adult Education programs. Both colleges provide information sessions, guest speakers and marketing to prepare special populations for college credit programs leading to in-demand occupations. The Adult Education programs have dedicated counseling, mentoring and tutoring services to help prepare English Learners to be successful in CE programming. The Adult English as a Second Language faculty at Irvine Valley College are developing an AESL Workforce ESL course, which will provide specific job and English skills to students. To assist current and former foster youth students, Saddleback College offers the Bridges to Foster Student Success (BRIDGES) Program funded through the Student Equity Program to ensure foster students have access to support services leading to successful attainment of their academic & career goals. Irvine Valley offers the Guardian Scholar program, which provides academic and career counseling, plus assistance with non-academic barriers to ensure foster-youth students are supported towards completions of their goals and successfully progress through pathways.

Saddleback College's Career & Re-Entry Center offers career guidance services and resources to assist with making career decisions, choosing a major, and researching occupational information. The re-entry services helps individuals transitioning to college, changing careers, or finding a new direction in their lives. In addition to offering career guidance and re-entry services, the center also prepares students for occupations by offering the 21st Century Skills workshops which includes teaching students employability skills necessary to succeed in a rapidly changing world of work. These workshops are offered weekly, and made available online due to remote working situations.

At Irvine Valley College, career guidance and academic counseling is provided to CE students through one-on-one appointments and classroom presentations. A dedicated CE/Career Counselor provides CE students with targeted counseling services that focus on certificate and degree completion, and encourage support services, such as tutoring and learning resources. CE counselors perform specialized classroom visits and participate in outreach and recruitment efforts both on and off campus. The dedicated CE/Career Counselor co-chairs the CE Taskforce Committee and is a prominent member of the planning team. The CE/Career Counselor actively participates in regional CE activities and shares her experiences and updates at bi-monthly committee meetings. Career Center counselors and staff provide career exploration and planning workshops on a weekly basis, including Choosing a Major/Career, Researching a Career, Networking and Informational Interviewing. The Career Center hosts career fairs throughout the semester and provides ongoing career guidance and academic support through one-on-one counseling appointments.