

APPENDIX C

Program Gap Analysis Required Narrative and Advisory Committee Consultation

Required Questions making up the 4-year Application

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

Recommendations

1. ***In-demand Industry Sectors:*** It is recommended that Rancho Santiago 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 County's WIOA Regional Planning Unit (RPU). All Districts in Orange County and WIOA RPU have chosen the following eight in-demand industry sectors, six priority and two emerging: Advanced Transportation & Logistics; Business and Entrepreneurship; Energy; Construction & Utilities; Health; Advanced Manufacturing; ICT/Digital Media; Retail, Hospitality & Tourism; and Life Sciences & Biotechnology.
2. ***Performance Gaps:*** §113 of the Perkins V requires review of core indicators measuring completions, retention, placement and non-traditional participation including Perkins special populations data and ethnicity, gender, and retention of these groups. This review was completed for the District overall but detailed within Santiago Canyon and Santa Ana Colleges. The following is a synopsis of student performance gaps which must be a part of the College's focused 1-year applications using Perkins V or in-kind funding:
 - English Learners have an estimated high demographic within the District. After review of each college's core indicator data, specific programs require review of non-duplicative core indicator student data to determine if there are issues in English Learner students becoming concentrators or choosing CTE programs. Subsequent improvement/outreach plans to increase English Learner participation and completion in CTE programs will be designed using Perkins V or in-kind funding.
 - After review of each college's core indicator data, specific programs require review of non-duplicative core indicator student data to determine if there are issues in non-traditional students becoming concentrators or choosing CTE programs. Subsequent improvement/outreach plans to increase non-traditional participation and completion in CTE programs will be designed using Perkins V or in-kind funding.

- Completion/Persistence/Placement are issues within specific college programs - not meeting 90% of State negotiated rates and therefore require review and improvement plans.
 - Management Information Systems (MIS) data for core indicators is shown to have some consistent errors in the data and so a coding review to fix the errors is required to be within the 1-year focused workplans.
3. **Process Gaps:** Appendix C is a review by Santiago Canyon and Santa Ana Colleges of all the process questions required (in narrative format) by the 4-year application, the CLNA and the District Perkins Advisory review of gaps to CTE student success in programs/programs of study from secondary to postsecondary to employment. The following are activities that will be funded with Perkins and/or in-kind funding to improve CTE student outcomes by both colleges:
- **Special Population Job Preparedness:** Awareness strategies (targeting special populations) will take place by partnering with K-12 feeder schools to identify special population students prior to enrollment at the colleges. This will allow outreach to these students upon enrollment, ensuring that special population students are given awareness of services, workshops and specialized classes that are available to help students retain, complete and get employment. In-kind funding will be used for strategic outreach to this population to increase overall preparedness for high-skill, high-wage, or in-demand industry sectors.
 - **Special Population (Out-of-Pocket Expenditures):** Strategic planning for special populations with an economically disadvantaged need (supplies, equipment, recognized postsecondary credential) for completion or marketability in placement will be addressed in the focused 1-year Perkins application.
 - **Worked-based Learning:** Strategic planning to build an infrastructure to ensure that all CTE students are exposed to work-based learning opportunities. Additionally, certain special populations, such as English Learners often are challenged when it comes to being able to participate in work-based learning opportunities for various reasons (i.e. unable to afford the time and cost, no social security number, etc.). Strategies to overcome these gaps will be addressed in the focused 1-year Perkins application.
 - **Relationship Building/Professional Development:** Strategic planning in relationship building and professional development for CTE counseling (both in linking secondary and postsecondary and all counselors from both systems understanding what CTE offers for lucrative careers with multiple entry and exit points in order to work while advancing). Starting in the focused 1-year Perkins application, Perkins and/or in-kind funding will be used to institute a process of professional development and continued updates around CTE programs for counselors.

- (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; NOTE: This section is completed after Advisory review and 1-year focused workplan funding.
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and; NOTE: This section is completed after Advisory review and 1-year focused workplan funding.
 - (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;

Santiago Canyon and Santa Ana Colleges have designed guided pathways implementation requiring that all students, including students who are members of special populations, will learn about the colleges' Career and Technical Education (CTE) course offerings and whether each course is part of a CTE program of study. **Santiago Canyon College** (SCC) started at high school providing students with guidance to pathways, workshops, events, and other resources within 17 CTE programs with a dedicated CTE counselor and career coach since spring 2018 that provides students with expertise in career, financial aid, and other resources. These students also have access to a job developer (providing industry information, employment workshops, resume writing, interviewing skills, etc.). **Santa Ana College** (SAC) is one of 20 colleges selected to implement structured academic and career pathways for all incoming students as of fall 2019. All incoming freshmen are assigned to one of seven Career and Academic Pathways (CAPs) based on their chosen program of study. As of fall 2020, each CAP has a dedicated success team consisting of a counselor, faculty advisor, financial aid expert, student success coach, and peer mentor that provide a variety of services (creating social connections, clarifying aspirations, enhancing commitments to academic and career goals, developing college know-how, and making college life manageable for students). Students are also provided with access to program maps (developed by academic faculty and counselors) that provide a program description, careers attainable upon program completions and course sequencing for each semester.

- (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;

Santiago Canyon and Santa Ana Colleges have participated in a regional Strong Workforce Program (SWP) project called the K12 Community College Crosswalk Enrollment Tool. Through this tool, collaboration among the 9 community colleges, the North Orange Continuing Education, and 15 K12 school districts in Orange County will enable gains in the matriculation of CTE students from secondary to postsecondary. The tool identifies the CTE pathways in the Orange County high schools and aligns them to their community college pathway matches. The project lead for this tool, Steve Glycer, came to SAC's February 21, 2020 Workforce Council meeting and presented the attendees with a live demonstration of this tool. CTE counselors, faculty, staff, and administrators now have the knowledge of how to navigate this tool to plan targeted career exploration activities and services for students in specific CTE pathways.

Additionally, about a year ago, a group of Santa Ana local workforce development boards, local workforce agencies, one-stop delivery systems, chamber members, nonprofits, K12 representatives, **Santa Ana College and Rancho Santiago CCD** representatives began meeting to discuss how to best meet workforce needs within the community. The best part of this collaboration is the discussion of career exploration and career development coursework, activities, and services that are already happening. **Santiago Canyon College** has participated in the Orange County Economic Development, Orange County Business Council, One-Stop of Orange County, local chambers, associations, local workforce agencies, government agencies such as county and cities and has a Strong Workforce Program (SWP) Job Developer that provides resources and workshops conducted by industry experts both in person and virtually to provide career exploration and career development.

The **Santa Ana College** Career Center provides resources and workshops conducted by industry experts to provide career exploration and career development activities and services. In conjunction with the Center's efforts, the SAC Business Division has expanded its CTE Work Experience/Internship Program and provides CTE students with on-the-job experience. Furthermore, service learning is available to all students at SAC. **Santiago Canyon College** also expanded their CTE Work Experience/Internship Program that provides CTE students with on-the-job experience with a large industry partner being Orange County Sanitation District.

Santiago Canyon and Santa Ana Colleges have many CTE faculty who organize guest speakers, field trips, and class projects which address career exploration and career development coursework, activities, and services. The Regional Directors of Employer Engagement, LAOC/RC, CTE, and Vital Link OC have also been instrumental in coordinating career exploration and career development activities for SAC and services such as Career Discovery Days, Career Pathway Tours, and Employability Regional Workshops (which target special populations). SCC provides Career Education days twice per year and a CTE day (including industry participation) where students are exposed to all CTE programs and are provided school IDs, a tour of the campus, and a connection to the CTE counselor, Career Coaches, and Job Developer.

In addition, **Santiago Canyon and Santa Ana College's** CTE faculty members continue to maintain business relationships within their respective industries that often result in internships, apprenticeships and jobs for CTE students. These business relationships often begin with Advisory Committee/Open House invitations and continue to be developed and nurtured throughout the year.

- (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

Santa Ana College since Round 1 of the Strong Workforce program, has participated in a regionally-funded Career Education Marketing and Branding project. This project will develop and invest in the following: 1. Sustainable marketing and branding strategy including development of marketing materials and outreach resources; 2. Development of social media and web-based resources to support marketing and outreach; 3. Development of outreach methods that can be used regionally and locally to promote current and future career education programs; 4. Establish a story map platform that will provide career education information and drive interested parents and students to sector/college points of contact with the intent to promote student enrollment; 5. Provide a web-based resource to provide career education information to parents, students, counselors, and industry partners; and 6. Support K-14 counselor collaboration by maintaining a CTE Counselor Network and by continued partnership with the Orange County Department of Education on an annual Counselor Conference. Locally, SAC has used a small amount of these funds to develop, write, and design collateral for a digital campaign to promote Career Education applications and enrollment for SAC. Digital advertisements followed the Future Built brand while still incorporating required Chancellor's Office design elements as well as the SAC logo. SAC used a certified media buyer to place SAC's marketing campaign and conducted a complete and thorough analysis of the best media vehicles to reach SAC's target audience most cost-effectively. Finally, funds were used to write content for 36 CTE program brochures as well as design a template for a general CTE brochure to create a standardized look, feel and messaging for marketing SAC's 36 CTE programs.

Santiago Canyon College hosts a yearly Master Technical Advisory Committee with over 120 participants including industry, small business, and entrepreneurs to provide an update of the industry, curriculum content, employment trends and skills. Faculty then takes this information and applies it to the classroom and updates curriculum. Business and Career Education have also revamped the website with information regarding careers, industry, salaries, and CTE pathways. The website should be launched by early fall. We have invested in marketing strategies for CTE programs and development of marketing material for all programs.

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

Santa Ana College's Guided Pathways implementation will create an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. SAC is one of 20 Community Colleges selected to design and implement structured academic and career pathways for all incoming students beginning fall 2019. Using a data-driven approach and feedback from staff, faculty, and students, seven Career and Academic Pathways (CAPs) have been established. Beginning in fall 2019, all incoming freshmen will be assigned to a CAP based on their chosen program of study. Students will be provided with guidance to pathway-related services, events, and resources. Beginning in fall 2020, each CAP will have a dedicated success team consisting of a counselor, faculty advisor, financial aid expert, student success coach, career coach, and peer mentor. The success team is tasked with creating social connections, clarifying aspirations, enhancing commitments to academic and career goals, developing college know-how, and making college life manageable for students. Academic faculty, with the assistance of counselors, have created program maps to guide students through their academic journeys. Program maps contain a description of the program, information about careers attainable with program completion, and a sequence of courses from semester one to completion of the program. Students will have access to program maps from our new Guided Pathways webpage. With the understanding that the success of Guided Pathways will depend on a campus-wide effort, our Guided Pathways teams will begin to more intentionally work with other existing campus committees including Outcomes Assessment, Professional Development, and Student Success & Equity. Furthermore, the SAC Career Center provides resources and workshops conducted by industry experts to ensure that students have a strong understanding of the many CTE programs and career opportunities offered by the college. Additionally, this Center houses one full-time and two part-time CTE counselors so students can receive specialized counseling and guidance support while participating in a career and technical education program.

Santiago Canyon College hosts *Early College Welcome* through their Counseling Division to all incoming students. In addition, through guided pathways implementation, a CTE counselor, Career Coaches, and Job Developer help students navigate through college. Students are exposed to CTE pathways and programs. Faculty and counselors are in the process of creating program maps to guide students through their academic journeys. Program maps will contain program description, information about careers attainable with program completion, and a sequence of courses from semester one to completion of the program. Students will have access to program maps from the Guided Pathways webpage. The Career Center and CTE Job Developer provides resources and workshops conducted by industry experts to ensure that students have a strong understanding of the many CTE programs and career opportunities offered by the college

- (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);

Santiago Canyon and Santa Ana College's CTE programs are required to have a minimum of one Advisory committee per academic year. An Advisory committee is an effective way to help connect colleges to their environments and the industries they serve. The committee serves to improve communication and interaction of the program instructors and students with the work-world by helping to provide insights, expertise, connections, and access to valuable resources, job market assistance and public relations.

Since a Career Education Advisory committee provides direct linkages between faculty and administrators with representatives from business, industry, and labor, the committee must be greatly concerned with the education and training of CTE students and the competencies required by employers. As a result, the committee provides leadership in the following areas: professional development, curriculum development, and partnership development. Thus, it is responsive to recognized industry standards.

Santiago Canyon and Santa Ana Colleges are also guided by California Education Code Section 78016, which states:

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand; (2) Does not represent unnecessary duplication of other manpower training programs in the area; and (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Additionally, the CTE Program Approval Process contains three layers—the internal Curriculum and Instruction approval process, the LAOC/RC program recommendation process, and the State Chancellor's approval process. All of this is outlined in the 7th Edition of the Program and Course Approval Handbook, beginning on p. 79, which is consistent with Title 5 of the California Code of Regulations.

Santa Ana College's CTE faculty members have been heavily involved in the College's Basic Skills Initiative (reading, writing and math). Many faculty members have participated in training programs such as Reading Apprenticeship and basic skills conferences to integrate responsible learning, reading, writing and math into their lectures and labs. Efforts are ongoing between CTE faculty and English, Speech and Math faculty to create discipline-specific contextualized courses. Additionally, several CTE faculty have been integrating WorkKeys into their CTE curriculum. As a result, students have the opportunity to increase their skill levels in the areas of Applied Mathematics, Reading for Information and Locating Information.

Santiago Canyon and Santa Ana Colleges are working as part of the Rancho Santiago Adult Education Consortium. Consequently, CTE faculty members from both Colleges are working with Continuing Education noncredit faculty to create pathways for students from noncredit to credit CTE programs. **Santiago Canyon College** is in the beginning stages with Real Estate, Business, and Water Utility Science programs and **Santa Ana College** has achieved progress in the Automotive Technology and Pharmacy Technology programs. Finally, through SAC's involvement with the Guided Pathways initiative, all of SAC's programs (CTE and non-CTE) are being evaluated to ensure students identify and enter the programs that they are best suited for; receiving access to resources that will best ensure their success. Basic skills are being redesigned. Effective learning will continue to be monitored through assessment of program student learning outcomes (SLOs) and internship and work-based learning projects and opportunities increased.

- (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;

Santa Ana College's Career Center offers the following workshops multiple times each semester: Résumé Writing, Résumé Critique, Interview Techniques, LinkedIn (social media for professional networking), Service Learning Orientations (volunteer internships), and "Let's Decide!" – Undecided Major Workshops. The schedule of these workshops is emailed to all SAC email users. Additionally, students may obtain more information on career research, Undecided Major/Career Education counseling, employer recruitment, job openings, and special events by visiting the Career Center.

Santiago Canyon College's Job Developer and Career Center offers workshops on business etiquette, interview skills, and résumé writing. The college provides activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

ACKNOWLEDGED GAP: Although **Santiago Canyon and Santa Ana Colleges** currently provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency, there is a gap in strategically targeting these special populations to make these students aware of the services/workshops/classes already in existence at the College to help students get jobs. Part of this gap most likely stems from the fact that students are more hesitant to declare their special population status once they leave high school. Thus, both Colleges within the district will strategically partner with their K12 feeder schools to gather this information and reach out to students who then enroll. **Santiago Canyon and Santa Ana Colleges** will use in-kind funding to be more strategic in reaching out to special populations to increase their awareness of activities, services, and resources which will help prepare them 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;

Santa Ana College's Outreach efforts will continue to promote career opportunities to non-traditional audiences, emphasizing high-skill and high-wage careers. SAC has developed materials to encourage non-traditional roles for women and men, and conducts community and college outreach activities. Working with businesses and industries, SAC assists them in the recruitment process for non-traditional applicants. CTE faculty members are aware of and use strategies to support non-traditional students who have started on a career pathway, including tutoring support, mentoring, internships, leadership activities/organizations and engagement in student-professional organizations. During Workforce Council meetings, members are reminded to review updates and resources posted on the Joint Special Populations Advisory Committee (JSPAC) website. Furthermore, this year, SAC coordinated and hosted an *Empowering Women in Career Education* conference to empower and inspire female students pursuing non-traditional CTE pathways through breakout sessions and a panel of female professionals. SAC intends to make this conference an annual event.

Santiago Canyon College has a process to work with the special populations. First core indicators are reviewed to make sure there are no gaps. Students are prepared by assigning them to a Career Technical Education (CTE) Counselor (making sure they are within a program/program of study). CTE faculty understand the challenges and are aware with non-traditional students to use the appropriate strategies to support this population. In addition, services such as tutoring, mentoring, lab assistance, and access to professional networking activities are provided to retain non-traditional students. A combination of activities such as career fairs, career pathways, and outreach are used as a plan to recruit non-traditional students. In order to promote employment, the College partners with industry, businesses, and non-profits to provide career fairs, career pathways, field trips, (preparing student to obtain employment in non-traditional fields while providing services such as job development, resume writing, and interviewing skills).

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

Santa Ana College's CTE programs and curriculum are reviewed at a minimum of once per year during their Advisory Committee meetings. SAC's funded programs monitor special populations through core indicators and continue to implement a variety of strategies to support both success and access. Math and English continue to be challenges for many students, regardless of age, educational background or native language. Barriers are especially noticeable for non-native English speakers and English learners in this service area. For academic and other support, students access the Success Center, Math Center, Learning Center, Career Center and EOPS/CARE. Also, SAC's CalWORKs program is designed to help single and dual parent students receiving government cash aid (TANF, Welfare or GAIN) from their local county social service agency to achieve economic self-sufficiency. Social Services assists students with the costs for textbooks, school supplies, gas mileage reimbursement and child care. Additional program benefits include: priority registration, monthly self-

development workshops, gas cards for program special events, submission of required social service documents, and individualized math tutoring.

Santiago Canyon College's student population barriers are challenging especially for English learners. For academic and other support, students access the First Year Support Center, College Assistance Migrant Program, Community Service, Cooperative Agencies Resources for Education, Guardian Scholars, Hawk's Next Food Pantry, Math Success Center, Career Center and EOPS/CARE. Many of the students receive CalWORKs services, which are designed to help single and dual parent students receiving government aid from their local county social service agency to achieve economic self-sufficiency (costs for textbooks, school supplies among many others). Additional program benefits include priority registration, tutoring and special events.

Santiago Canyon and Santa Ana Colleges have Disabled Student Programs & Services departments (DSP&S) that are actively involved in providing assistance to disabled students participating in workforce programs and educating other faculty and staff on available resources. Outreach efforts are targeted to a range of audiences and special populations including English language learners, noncredit populations, traditional high school students, continuation school students, teen moms and incumbent workers.

Santa Ana College has a Veteran's Resource Center (VRC) which was created to help incoming Veteran students transition from soldiers to scholars. In addition, Veterans, Active Duty, Reservists, and their dependents are assisted with accessing their VA education benefits when pursuing an eligible AA/AS, Certificate, or Transfer Program for a BA/BS. The VRC also directs students to campus resources that would help them succeed in their educational goals.

Additionally, **Santiago Canyon and Santa Ana Colleges** have established a *Vision for Success* goal to reduce achievement gaps in 2021-2022. Included are the disproportionately impacted student groups of the economically disadvantaged, foster youth, disabled, and veteran. A brief description of the activities and areas of focus to achieve this goal include the following: implementation of the major principles of the Guided Pathways Framework, professional development opportunities to educate the faculty on strategies and best practices, implementation of technology to support student success, restructuring courses and course sequences, revising existing programs and creating new ones, improved communication of resources and services, targeted outreach, and increased financial support to remove barriers.

ACKNOWLEDGED GAP: There is a gap in special populations being able to afford required supplies, equipment, and fees for state exams and/or licensing, which are necessary to certify CTE students and make them more marketable with industry so they can obtain employment. Perkins and/or in-kind funding will be used to address this gap in the upcoming year at both **Santiago Canyon and Santa Ana Colleges**.

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

Santa Ana's College's 2019-2022 Equity Plan and **Santiago Canyon College's** Office of Student Equity and Success ensures that members of special populations will not be discriminated against on the basis of their status as members of special populations. As stated in the plan, educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. This Student Equity initiative is designed to make the attainment of these dreams and goals incumbent upon the hard work and character of our students and not income, gender, ethnicity, disability status, foster youth status, LGBTQ identity, previous military service, nor any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

There are multiple activities related to SAC's 2019-2022 Equity Plan. As a Guided Pathways college, SAC has been involved in implementing the Guided Pathways framework for two years. The Guided Pathways activities at SAC are overseen by six design teams led by an executive team and core teams. In 2019-2020, SAC is finalizing steps to launch the "Meta-Majors" grouping of programs, program mapping and the integration of programs and services to support student success. Program mapping will be used to identify gaps in the scheduling of classes. To ensure learning, SAC has revitalized its Institutional Effectiveness Committee and will be establishing an Outcomes and Assessment Committee.

SAC's Professional Development Office provides opportunities for college faculty, staff and administrators to attend conferences and external and internal training sessions and events related to Guided Pathways, Equity, and effective practices.

Santa Ana College recently implemented texting system will be used to target Disproportionately Impacted student groups. The college will replicate and expand a successful outreach pilot to communicate with applicants who have not enrolled. Greater efforts will be made to inform all students of the many programs and services available. The Guided Pathways Communications Team will facilitate regular in-class updates on campus events, transfer and pathways. First-time enrolling Career and Academic Pathways (CAP) students will receive a welcoming communication from SAC's president. These same students will receive orientations to the CAP at SAC Days, which is a two-day student orientation.

Santiago Canyon and Santa Ana Colleges recently implemented texting system will be used to improve communication with students and allow for targeted and immediate relaying of important information. At SAC, a new online orientation will launch this fall along with online probation workshops. Future plans include the implementation of software for virtual student services, predictive analytics, early alert and student case management. Additional technology to support creating online educational plans at scale will also be implemented. A new digital media specialist position has been

approved with responsibilities that include modernization of the college website. SAC has launched a new initiative to promote the use of Nuventive software by faculty for the tracking and documentation of Student Learning Outcomes (SLO) assessment data.

SAC has restructured its assessment and placement system and English/math course sequences to comply with AB705 legislation. The test-based course placement system has been replaced with self-guided placement and direct placement by high school GPA. Beginning fall 2019, offerings of Basic Skills level math/English courses have been reduced or eliminated. The sequence of English courses will consist primarily of transfer-level courses and one accelerated English Basic Skills course designed to prepare students for transfer-level English. Approximately half of SAC's Math 140 (college Algebra) and 219 (Statistics and Probability) classes in fall 2019 will have a co-requisite support lab (Math 040 and 019, respectively). Offerings of online and hybrid courses have significantly increased to match the demand. SAC now offers four completely online degree programs. SAC will increase its offerings of accelerated and intersession courses.

The eligibility criteria for SAC's Promise Program, which waives student fees and promotes transfer, will be adjusted to increase participation. SAC will expand its promotion of supportive services such as tutoring. The Student Success and Equity Committee is reviewing the allocation of funds to programs to ensure that funded activities are aligned with Guided Pathways, College Strategic Goals, and Equity Goals. Benchmarks will be established for tracking of program outcomes.

Creation of an online orientation is in process and the on-campus all day orientation/information event, and SAC Days have been expanded to attract more students. Programs have been grouped into Career and Academic Pathways or CAPs. SAC will assign Success Teams to students enrolled in each CAP. The Career Assessment tool, SuperStrong, will be made available to incoming students. The college will allocate funds annually for marketing activities. Data will be analyzed to identify opportunities to increase the percentage of applicants that enroll.

Activities and events also introduce noncredit students to college programs. The noncredit program will reach out to non-traditional, incarcerated, and formerly incarcerated students. SAC will promote its Career Education programs that provide industry recognized certification.

The SAC Office of College Advancement has launched a college-wide needs assessment to identify funding priorities and areas that require resources to support student success. The needs assessment will be followed by a fundraising effort for scholarships and other campus initiatives. SAC will maximize access to financial aid. Students who do not receive financial support such as Pell Grants or California Promise Grants (BOG Waivers) are less likely to be retained. Increasing retention will require a concerted effort to ensure that students are able to access financial aid if eligible.

- (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;

Santa Ana College's Career Center provides resources and workshops conducted by industry experts to ensure that students have a strong understanding of the many CTE programs and career opportunities offered by the college. In conjunction with the Center's efforts, the SAC Business Division has expanded its CTE Work Experience/Internship Program and provides CTE students with on-the-job experience. Furthermore, service learning is available to all students. Many CTE faculty also organize guest speakers, field trips, and class projects which address industry standards. The Regional Directors of Employer Engagement, LAOC/RC, CTE, and Vital Link OC have also been instrumental in bringing industry together to educate faculty and staff about skills gaps and certification requirements within CTE industries. In addition, CTE faculty members continue to maintain business relationships within their respective industries that often result in internships, apprenticeships and jobs for CTE students. These business relationships often begin with Advisory Committee/Open House invitations and continue to be developed and nurtured throughout the year. Internships and work-based learning opportunities and projects will be increased with SAC's involvement in the Guided Pathways initiative.

Santiago Canyon and Santa Ana Colleges have been participating in an Orange County Regional Work-Based Learning and Job Placement SWP project, which is designed to research, develop, and implement a sustainable regional approach to career services, work-based learning, internships, job placement, and employment engagement for students, employers, colleges/schools, and community partners. This network will be designed to promote: career exploration, employability skills attainment, employer engagement, work-based learning, and job placement opportunities to address Strong Workforce metrics.

Santiago Canyon College offers work-based learning opportunities such as internship opportunities and provides students with real-life experiences where they apply academic and technical skills and develop their employability skills. This allows students to explore potential career fields through immersion in the field and most importantly, to apply their learned skills in an authentic setting. The college offers these services through Internships, Cooperative Work experience, Practicum, Work Study and Apprenticeship. SCC has one of the largest Apprenticeship programs in the state. Our faculty continue to maintain business and industry relationships.

ACKNOWLEDGED GAP: Although all of these resources are available at both Colleges within the district, there appear to be gaps in an infrastructure to ensure that all CTE students are exposed to work-based learning opportunities. Additionally, certain special populations, such as English-language learners often are challenged when it comes to being able to participate in work-based learning opportunities for various reasons (i.e. unable to afford the time and cost, no social security number, etc.). Strategies to overcome these gaps will be addressed with Perkins and/or in-kind funding in the upcoming year.

- (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;

Santiago Canyon and Santa Ana Colleges offer both dual and concurrent enrollment opportunities. California Ed Code Sections 76004 and 48800 allow these opportunities provided the appropriate partnerships, documentation, and processes are followed. At SAC, these dual and concurrent enrollment partners include: Garden Grove Unified School District, Santa Ana Unified School District, charter schools, and a private high school. These opportunities exist at 14 different sites, including one Middle College High School. At SCC, the efforts have expanded to all their local feeder schools.

Santiago Canyon and Santa Ana Colleges have partnered with local high schools and the Regional Occupational Programs in articulating programs and services. Currently, SAC has 131 active articulation agreements with career and technical education courses. Pathways have been developed in Animation, Automotive Technology, Biotechnology, Business, Child Development, Counseling, Criminal Justice, Digital Media, Education, Emergency Medical Technician, Engineering, Fashion Design and Merchandising, Fire Technology, Legal Studies, Manufacturing Technology, Medical Assistant, Culinary/Nutrition & Dietetics, Pharmacy Technology, Photography, and Welding Technology. SCC has expanded dual enrollment by offering Child Development, Pathways to Teaching, Business, Marketing, Personal Finance, and Computer Information Systems courses both face to face or hybrid.

Santiago Canyon and Santa Ana Colleges have department representatives serve on secondary advisory committees and participate as exhibitors in industry conferences and secondary career fairs. Additionally, through participation in the regional SWP Early College Pathways project, all nine community colleges in Orange County are discussing best practices for linking secondary and postsecondary CTE programs so that students will be more likely to persist and complete in their chosen CTE pathways. **Santa Ana College** is working with the other Orange County community colleges, high school districts, and ROPs to develop common marketing language for CTE, along with a Crosswalk Tool to link K-12 and community college enrollment. Finally, SAC has partnered with the Santa Ana Unified School District through a Career Pathways Trust round 2 grant to develop pathways in Biotechnology, Engineering, and Legal Studies. SAC has also partnered with the Placentia-Yorba Linda Unified School District through a Career Pathways Trust round 2 grant to develop pathways in Pharmacy Technology and other disciplines. Both of these grants aid in CTE pathway development so that students have the opportunity to gain postsecondary credit while still attending high school, which will enable them to be successful in obtaining high-skill, high-wage, and in-demand occupations. **Santiago Canyon College** participates and leads Regional Strong Workforce Program (SWP) projects within the Biotechnology Collaborative, Automation Pathway, and the Early College Pathways project referenced above.

- (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

Santa Ana College recruits potential CTE faculty, administrators, and specialized instructional support personnel and paraprofessionals through the placement offices of local universities including UCI, CSU Long Beach, CSU Dominguez Hills, and CSU Fullerton. SAC also lists such employment opportunities online via sites such as the Chronicle of Higher Education and the CCC Registry. Successful and qualified CTE graduates are recruited and trained for adjunct positions in their respective discipline. The college works collaboratively with local high schools, ROPs, other community colleges, and business and industry partners to identify potential candidates for CTE positions. In addition, new faculty members attend the Faculty Institute to receive extensive training on college policies and procedures. Some of the topics covered include the following: classroom and student management, strengthening student success, tenure review process and contractual issues, best practices in the classroom/teaching techniques, educational technology/distance education, instructional support services/basic skills, faculty role and responsibilities, and grading. Furthermore, experienced faculty members mentor new adjunct faculty to ensure a successful transition into education.

All funded programs at SAC have developed plans for professional development addressing improvement in technical and instructional skills. Furthermore, faculty and staff participate in professional development activities/workshops the week before the start of fall and spring semesters. All faculty, staff, and administrators have the opportunity to participate in professional development activities all year long, as SAC is very fortunate to have a robust Professional Development team. These professional development activities address topics such as computer skills/technology training, communication, leadership, and student support resources. Faculty currency in their professional discipline and in instructional strategies is recognized as key to providing a quality education experience by industry partners and by students.

Santiago Canyon College recruits CTE faculty, administrator, and adjunct instructors through different channels such as CCC Registry, Rancho Santiago Community College District website, Chronicle of Higher Education, different universities, and the K-12 system. SCC works closely with business and industry to identify candidates for CTE faculty and part-time instructors. Most of our part-time instructors are industry leads and have an extensive experience in industry. All new faculty attend the Faculty Institute and receive a widespread of training on the college policies and procedures such as curriculum, collegial governance, classroom and student management, student success, tenure review process, distance education, online training, instructional support services, faculty responsibilities. All part-time instructors receive training and guidance by department chairs and tenured faculty. All faculty, part-time instructors, and staff receive extensive professional

development through the year. Including flex week which is the week before instruction begins for the fall and spring semester. Flex week professional development includes workshops, events, and activities. We also provide extensive professional development for faculty, part-time instructors, and administration through different state organizations so they can enhance skills and knowledge through training.

- (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.

Santiago Canyon and Santa Ana Colleges will analyze their individual core indicator data to determine where the disparities or gaps in performance exist. After these gaps are identified, SAC will engage with its Research Office and SCC engage its Institutional Effectiveness Research, Library & Learning Support Services to determine if strategies to improve performance have been identified and/or implemented. Furthermore, both colleges will consult with other internal stakeholders to assess if there were certain events/activities which resulted in the performance disparities or gaps. Additionally, both colleges will engage with its RSCCD Perkins Advisory Council by presenting the identified disparities or gaps in performance, as well as any improvement strategies that have or may be implemented. Finally, this Council will help to develop and implement a program improvement plan, which will continue to be evaluated and revised according to the performance data.

Required Questions As part of the Comprehensive Data Analysis

- (B) A description of how career and technical education programs offered by the eligible recipient are—
- (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

The Executive Summary of the Orange County Sector Analysis project states that the all sectors top middle-skill jobs in Orange County show a demand of 28,702 and a supply of 9,633. This leaves a gap of 19,069 jobs that need to be filled. These top middle-skill jobs have the most labor market demand (50+) and have entry-level wages above the living wage. This same project states that the all sectors middle-skill jobs with low entry-level wages in Orange County show a demand of 35,977 and a supply of 8,006. This leaves a gap of 27,971 jobs that need to be filled. These “most potential opportunity” middle-skill jobs have the most labor market demand (annual openings 50+) and entry-level wages below the living wage but median wages above it. This project also shows demand and supply of individual sectors. The Business and Entrepreneurship sector has an OC labor/supply gap of 19,270. The Advanced Manufacturing sector has an OC labor/supply gap of 4,047. The Life Sciences & Biotechnology sector has an OC labor/supply gap of 1,216. The Advanced Transportation & Logistics sector has an OC labor/supply gap of 2,554. The Energy, Construction, & Utilities sector has an OC labor/supply gap of 6,055. The Health sector has

an OC labor/supply gap of 5,888. The Retail, Hospitality, & Tourism sector has an OC labor/supply gap of 5,275. The ICT & Digital Media sector has an OC labor/supply gap of 2,641.

The CTE programs offered at **Santiago Canyon and Santa Ana Colleges** can help narrow this OC labor/supply gap. SAC offers over 200 CTE certificate, degree, and bachelor's programs and SCC offers CTE certificate and degree programs that cross all of these sectors. Additionally, many of these programs are offered in stackable certificates/credentials that then lead to degree options. Furthermore, many of these programs align with pathways at the secondary levels, so students have the option of taking courses while in high school, continuing on in their chosen pathway at the postsecondary level, and receiving industry experience via work-based learning which helps them to obtain jobs in these in-demand industry sectors. Pathways are being developed from noncredit to credit in these sectors so that students have multiple entry and exit points in their chosen pathways. Finally, all student groups, including special populations, have equitable access to these CTE programs as SCC & SAC continues the rollout of their Guided Pathways implementation.

The **Santiago Canyon and Santa Ana Colleges** portfolio planning and assessment processes provide the mechanism for identification of services and activities that will address program quality. The District's organization of career clusters, requiring participating programs to interact with related disciplines, also promotes the identification and sharing of best practices, including those services and activities that promote student access, equity, and success. These successful practices and strategies are highlighted at departmental advisory committees and Workforce Council meetings.

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

Many of **Santa Ana College's** funded programs are evaluated and accredited by professional and industry organizations. Program goals and objectives that both meet accreditation requirements and the intent of Perkins V are supported. When other voluntary industry-based certifications are supported by advisories, those efforts are encouraged and may, in part, be funded if outside the college budget. These accreditation/certification processes, combined with existing college required assessments, support continued program evaluation focused on expansion, improvement, and implementation of CTE programs and programs of study.

Additionally, the Strong Workforce Program (SWP) (Assembly Bill 1602) has provided dedicated funding to regions and colleges for the purpose of creating "more and better" CTE. Specifically, these funds are meant to improve CTE student success in the areas of progress, credential attainment, transfer, employment, and earnings.

Santa Ana College's regional and local SWP funding has assisted with the implementation and expansion of the following programs: TV/Video Communications, Diesel Technology, Nursing, Occupational Therapy Assistant, Occupational Studies (Bachelor's degree), Biotechnology, Welding Technology, Health Sciences/EMT, Auto Technology, Culinary,

Criminal Justice Academies, Fire Technology/Public Safety Wellness, Global Trade and Logistics, and Education. Furthermore, funds have been used to assist with marketing these programs, providing faculty professional development, creating noncredit to credit pathways, and providing stipends to develop strategic online and zero textbook cost certificate and degree programs in CTE areas. **Santiago Canyon College's** regional and local SWP funding has helped with the implementation and expansion of the following programs: Cinema Studies, Water Utilities Science, Real Estate, Child Development, American Sign Language, Surveying/Mapping Sciences, and Biotechnology. Funds have been used to assist with marketing these programs, providing faculty professional development, and creating noncredit to credit pathways.

- (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.

Santa Ana College recruits potential CTE faculty, administrators, career guidance and academic counselors, and specialized instructional support personnel and paraprofessionals through the placement offices of local universities including UCI, CSU Long Beach, CSU Dominguez Hills, and CSU Fullerton. SAC also lists such employment opportunities online via sites such as the Chronicle of Higher Education and the CCC Registry. Successful and qualified CTE graduates are recruited and trained for adjunct positions in their respective discipline. The college works collaboratively with local high schools, ROPs, other community colleges, and business and industry partners to identify potential candidates for CTE positions. In addition, new faculty members attend the Faculty Institute to receive extensive training on college policies and procedures. Some of the topics covered include the following: classroom and student management, strengthening student success, tenure review process and contractual issues, best practices in the classroom/teaching techniques, educational technology/distance education, instructional support services/basic skills, faculty role and responsibilities, and grading. Furthermore, experienced faculty members mentor new adjunct faculty to ensure a successful transition into education.

All funded programs at SAC have developed plans for professional development addressing improvement in technical and instructional skills. Furthermore, faculty and staff participate in professional development activities/workshops the week before the start of fall and spring semesters. All faculty, staff, and administrators have the opportunity to participate in professional development activities all year long, as SAC is very fortunate to have a robust Professional Development team. These professional development activities address topics such as computer skills/technology training, communication, leadership, and student support resources. Faculty currency in their professional discipline and in instructional strategies is recognized as key to providing a quality education experience by industry partners and by students.

Santiago Canyon College recruits CTE faculty, administrator, and adjunct instructors through different channels such as CCC Registry, Rancho Santiago Community College District website, Chronicle of Higher Education, different universities, and the K-12 system.

SCC works closely with business and industry to identify candidates for CTE faculty and part-time instructors. Most of our part-time instructors are industry leads and have an extensive experience in industry. All new faculty attend the Faculty Institute and receive a widespread of training on the college policies and procedures such as curriculum, collegial governance, classroom and student management, student success, tenure review process, distance education, online training, instructional support services, faculty responsibilities. All part-time instructors receive training and guidance by department chairs and tenured faculty. All faculty, part-time instructors, and staff receive extensive professional development through the year. Including flex week which is the week before instruction begins for the fall and spring semester. Flex week professional development includes workshops, events, and activities. We also provide extensive professional development for faculty, part-time instructors, and administration through different state organizations so they can enhance skills and knowledge through training.

ACKNOWLEDGED GAP: Although all funded programs at **Santiago Canyon and Santa Ana Colleges** have developed plans for professional development addressing improvement in technical and instructional skills, there does appear to be a gap in CTE counseling both in linking secondary and postsecondary and all counselors from both systems understanding what CTE offers for lucrative careers and multiple entry and exit points (that allow job placement while advancing to a living wage). Perkins and/or in-kind funding will be used to institute a process of professional development and continued updates around CTE programs for counselors.

- (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.

Santiago Canyon and Santa Ana Colleges' CTE programs and curriculum are reviewed at least once a year during annual Advisory Committee meetings. SAC's funded programs monitor special populations through core indicators and continue to implement a variety of strategies to support both success and access. Math and English continue to be challenges for many students, regardless of age, educational background, or native language. SCC and SAC found that barriers are especially noticeable for non-native English speakers and English learners in this service area. For academic and other support at SAC, students access the Success Center, Math Center, Learning Center, Academic Computing Center, Physical Science Study Center, Science and Health Sciences Center, Career Center, and EOPS/CARE. For academic and other support at SCC, students access the First Year Support Center, College Assistance Migrant Program, Community Service, Cooperative Agencies Resources for

Education, Guardian Scholars, Hawk's Food Pantry, Math Success Center, Career Center and EOPS/CARE.

Santiago Canyon and Santa Ana Colleges' CalWORKs programs are designed to help single and dual parent students receiving government cash aid (TANF, Welfare or GAIN) from their local county social service agency to achieve economic self-sufficiency. Social Services assists students with the costs for textbooks, school supplies, gas mileage reimbursement and child care. Additional program benefits include: priority registration, monthly self-development workshops, gas cards for program special events, submission of required social service documents, and individualized math tutoring. In addition, the Disabled Student Programs & Services department (DSPS) is actively involved in providing assistance to disabled students participating in workforce programs and educating other faculty and staff on available resources.

Santa Ana College currently partners with the Orange County Transportation Authority (OCTA) to offer students with free and/or reduced bus passes to help eliminate transportation barriers for students. This bus pass can be used for unlimited rides on all OC buses, so students can use it for work, school, errands, etc. Additionally, SAC participates in a Digital Dons laptop loan program which is a program designed to meet students' technology needs and achieve more equitable course completion. Through this program, eligible students may borrow a laptop and keep it for the entire term.

At SAC, all CTE students have the opportunity to participate in Service Learning and Internship opportunities, as well as to enroll in a Cooperative Work Experience course. These opportunities provide students with the 21st Century skills training required to be successful for high-skill, high-wage, and in-demand occupations. Additionally, program outreach efforts are targeted to a range of audiences and special populations including English language learners, noncredit populations, traditional high school students, continuation school students, teen moms, and incumbent workers. Finally, Student Support Specialists provide CTE classroom visits to current and prospective students regarding SAC's student support services, such as counseling, financial aid, internships, career center, service learning, tutoring, MESA, the OCTA bus pass, and the Digital Dons laptop loan program.

Santiago Canyon College's program outreach efforts are targeted to a range of audiences and special populations including English language learners, noncredit populations, traditional high school students, continuation school students, teen moms and incumbent workers. The college has also focused on the Vision for Success goal to reduce the achievement gap. Perkins and/or in-kind funding will be used to address this gap in the upcoming year. All CE students have the opportunity to participate in our Service Learning and Internship opportunities, as well as to enroll in a Cooperative Work Experience course. These opportunities provide students with the 21st Century skills training required to be successful for high-skill, high-wage, and in-demand occupations.