



SANTA ROSA JUNIOR COLLEGE GUIDE FOR STRONG WORKFORCE PROGRAM ROUND 11 & PERKINS 2026-27 PROJECT APPLICATION

Submit application to your Dean by March 30, 2026

Please note that large construction projects will not be considered this year

This document is a guide for all of the information that is needed when you submit your application. Once you have all of the below documentation and information, [complete the application here.](#)

Start: Welcome Page

The application begins with a welcome screen that has a list of documentation required to upload with the application and helpful reminders about application processes.

Applicant Information

- This area is for contact information of the person submitting the application and identifying information about the program.
- TOP, CIP, and SOC codes can be located on the [Bay Region Demand & Supply](#) “TOP-CIP-SOC Crosswalk” tab
- The TOP-CIP-SOC Crosswalk is a required upload in the documentation section

Project Description

- Project Title & Description:
- Project Rationale: the rationale is the foundation of the project plan – it explains why the project exists and why it matters
- Impact of Project: HOW the project will address the needs described in the Rationale

Objectives (Goals) & Activities

Describe the Objectives (goals) of this project and specific Activities needed to achieve each Objective.

- There is space in the application for up to three Objectives and up to three Activities for each Objective.
- If there are more than three Objectives in this project, please upload additional Objectives and corresponding Activities to the “Additional Objectives and Activities” area at the end of the application.
- If there are more than three Activities for an Objective, please upload additional Activities to the “Additional Objectives and Activities” area at the end of the application.
- Each Activity needs a Budget outlining the cost to carry out that Activity
- Each Activity needs to indicate Metrics that will be met through that Activity. Each box checked here should also be checked in the Metrics section.

Metrics

- Select each metric that will be impacted by this project.
- For each metric selected, describe how investment in this project will result in improved performance of that metric.
- You do not need to address all metrics. Focus on the one(s) that will be impacted by this project and address how program numbers or performance will improve as a result of this project.

Strong Workforce Program (SWP) Student Success

Review definitions of each SWP Metric.

Select any Metric impacted by this project. A description box will come up for each Metric selected.

- **Completion:** Increase the number of students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.
- **Transfer:** Increase number of students transferring annually to a UC or CSU.
- **Unit Accumulation:** Decrease average number of units accumulated by students earning associate degrees.
- **Workforce:** Increase the percent of exiting students who report being employed in their field of study.
- **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. Be specific about which population(s) are included in the term underrepresented.

Bay Area Community College Consortium (BACCC) Regional Strategic Plan

Review definitions of each BACCC Goal

Select any Goal impacted by this project. A description box will come up for each Goal selected.

- **Goal A:** Provide pathways that enable all Bay Area students to find employment and advance to livable wages
- **Goal B:** Meet the needs of employers in the Bay Region for well-qualified candidates for positions that pay livable wages
- **Goal C:** Ensure equity in participation, completion, and employment

Vision 2030 Outcomes

Review definitions of each Vision 2030 Outcome.

Select any Outcome impacted by this project. A description box will come up for each selected.

- **Outcome 1: Equity in Success** Ensure the academic and career success of all current and prospective students.
 - **Completion:** Increase, with equity, the number of students who complete a meaningful educational outcome.
 - **Baccalaureate Attainment:** Increase, with equity, the number of students who transfer or earn an ADT.
 - **Workforce:** Increase, with equity, the number of students who earn a living wage.
- **Outcome 2: Equity in Access** Increase, with equity, the number of students attending college with emphasis on underserved.
- **Outcome 3: Equity in Support** Partner with other systems to provide academic, financial, social support necessary to thrive.
 - **Maximize Financial Aid:** Increase, with equity, students receiving financial aid.
 - **Reduce Units to Completion:** Decrease, with equity, the number of units in excess of 60 for ADT.

Perkins Categories

Review definitions of each Perkins Category

Select any Categories impacted by this project. A description box will come up for each Category selected.

- **Career Exploration and Development:** Provide career exploration and career development activities through an organized, systematic framework.
- **Professional Development:** Provide professional development for CTE professionals.
- **Skill Development:** Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations.
- **Skill and Program Integration:** Support integration of academic skills into CTE programs.
- **Implement Achievement Programs:** Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement.

Perkins Core Indicators

Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the report.

[Click here to access Perkins Core Indicators](#)

The Core Indicators is a required upload in the documentation section

- How many core indicators are at or above the State negotiated level(s)?
- How many core indicators are below the State negotiated level(s)?
- How many core indicators are listed as N/R or N/A?
- If applicable, explain how this project helps improve Core Indicators that are below the State negotiated level.

Comprehensive Local Needs Assessment

Projects that address gaps identified in the CLNA receive funding priority

- Special Populations focus of any Core Indicator
 - Special populations are: economically disadvantaged; non-traditional fields; single parents; with disabilities; out of workforce; English learners; homeless youth; foster care system youth; youth with parents on active duty in armed forces
- Detailed information about specific CE programs, including attainable jobs and potential wages
- Clarity of multiple entry and exit points within career pathways
- Inclusion of career guidance and employability skills in curriculum
- Encouragement of work-based learning
- Guidelines for internships and measures to support interns

Guided Pathways

Projects that address Guided Pathways Pillars receive funding priority

More information and some examples/areas of emphasis can be found on the [SRJC Forward website](#) and at the bottom of the [SRJC Forward homepage](#)

- Clarify Paths To Student Goals: SRJC Forward begins by improving how students understand their options. This pillar focuses on ensuring that students can clearly see majors and certificates, how programs relate to careers and transfer, and what it takes to complete a certificate or degree without taking unintended units.
- Help Students Get on a Path: This pillar focuses on how students experience SRJC before and during their first term. SRJC Forward emphasizes entry experiences that reduce friction and

confusion, acknowledge that many students are unsure of their goals, and intentionally support exploration rather than forcing premature decisions.

- **Help Students Stay on a Path:** This pillar addresses how the institution supports students after entry — especially during moments when students are most likely to stall or stop out. SRJC Forward prioritizes support that is proactive rather than reactive, coordinated across Academic Affairs and Student Services, and informed by timely information about student progress.
- **Ensure Students are Learning:** The fourth pillar grounds SRJC Forward in the classroom. This work focuses on ensuring that students are not only persisting but learning meaningfully and equitably — especially in courses that are critical for progress.

Documentation to Upload with Application

Uploads will not save in the form until the application is submitted.

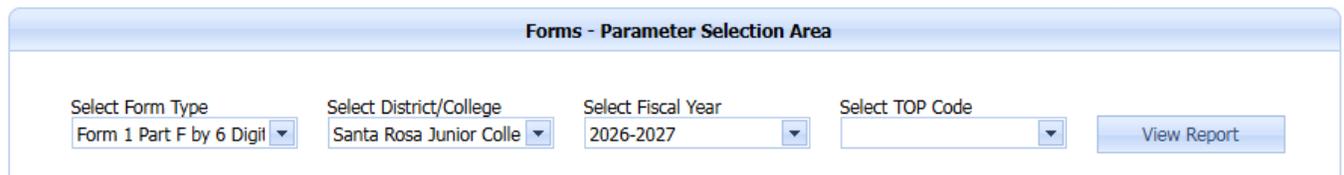
Signed Perkins Core Indicators

Review your program’s five-year historical core indicator summary spreadsheet and explore gaps in performance. This spreadsheet must be wet-signed by the department Chair and Dean, and a paper copy sent to the Career Education department in addition to submitting it with the application.

To locate program core indicator summary, go to:

https://datamart.cccco.edu/Perkins/Core_Indicator_Reports/Forms_All.aspx

Enter information as shown below, with your program’s TOP code, then click “view report”



Review core indicator report by TOP Code. The total of each positive, negative, N/R, or N/A outcome in the last column of the report must be entered in the application.

Bay Region Data

<https://public.tableau.com/app/profile/bayregioncoe/viz/BayRegionDemandandSupplyDashboard/BayRegion>

1. **TOP-CIP-SOC Crosswalk**
2. Deselect “All” in TOP Program List
3. Type in TOP code
4. Click the button in the upper right corner that looks like what is circled in yellow in this screenshot



- 5.
6. Click “PDF”

7. Choose Landscape orientation
8. Save as “(Program Name) Crosswalk”

Demand

1. Deselect “All” in SOC Job List
2. Type in SOC code(s)
3. Click the button in the upper right corner that looks like what is circled in yellow in this screenshot



- 4.
5. Click “PDF”
6. Choose Landscape orientation
7. Save as “(Program Name) Demand”

Supply

1. Deselect “All” in Subregion List
2. Select “North Bay” in Subregion List
3. Deselect “All” in County List
4. Select “Sonoma” in County List
5. Select TOP code
6. Select CIP code(s)
7. Click the button in the upper right corner that looks like what is circled in yellow in this screenshot.



- 8.
9. Click “PDF”
10. Choose Landscape orientation
11. Save as “(Program Name) Supply”

DataVista

https://datavista.cccco.edu/data_views/swp_report

1. Locale Type: select “College”
2. Locale Search: type “santa rosa” and enter
3. Select “Santa Rosa Junior College”
4. Program: type in 4-digit TOP code and enter
5. Select program from list
6. Time trend reports for program:
7. Students overall
8. Earned an Award
9. Attained Living Wage
10. Save each graph as a PDF and combine PDFs into one for upload.

21-22	
LOCALE	
Select ...	College
the list ...	
Press "Enter" on keyboard to search. To clear search, delete all	
Locale S...	santa
Click a locale below to view.	
Santa Rosa Junior College	
PROGRAM	
Program...	
CTE	CTE
Sector	Advanced Manufacturing

Impact on District Resources

If your project impacts other departments, email communication with and confirmation of support from that department **must** be included with your application

Examples (not limited to these examples):

- Information Technology (Carl Chiu)
- Software, including ongoing support and maintenance needs
- How will new technologies be supported in the future in the absence of additional grant funding? For example, warranty coverage, software subscription costs, eventual hardware replacement.
- Are there potential conflicts with existing standards for district technology such as accessibility or data security?
- Media Services (Q McQuaig)
- Initial configuration, installation, implementation and ongoing maintenance
- Are there potential conflicts with existing standards for district technology such as accessibility or data security?
- Facilities Operations (Hank Lankford)
- Does your project require installation and/or physical modifications to existing facilities such as walls, floors, lighting, upgrade of power source, built-in cabinetry, etc.?
- Capital Projects: large construction projects will not be considered this year

Any other reports or data that support investment in this project

Documentation in support of amount requested

Sample Narratives for Project Rationale & Impact of Project

Sample Narrative for Project Rationale

“This project is motivated by a convergence of regionally validated needs identified in the Orange County Regional Consortium (OCRC) Strong Workforce Program 2025–2029 Regional Plan.

First, there is a clear imperative to address labor market demand and documented supply gaps in priority sectors. OCRC’s analysis ranks Health, ICT/Digital Media, and Business & Entrepreneurship at the top with the largest annual openings and the most pronounced labor gaps concentrated in Business & Entrepreneurship and Health; investing in these areas delivers the greatest return on student outcomes and regional workforce readiness (sector rankings, annual openings, and gap analyses).

Second, employers across the region consistently call for work-based learning, apprenticeship pathways, and job-ready skills, prompting OCRC to adopt an Employer Engagement Strategy centered on apprenticeships/externships, internships, work experience education, career placement, and industry-aligned training. Building capacity for these strategies—and providing the concierge/onboarding, partner coordination, and faculty professional development needed to operate them at scale—directly responds to employer feedback and strengthens the talent pipeline.

Third, OCRC’s data-informed, equity-focused framework underscores the need to increase enrollment, completion, and employment outcomes for students historically underserved by traditional postsecondary pathways; implementing Credit for Prior Learning (CPL) and Competency-Based Education (CBE), aligning curriculum with current labor market information (LMI), and embedding targeted supports (equipment, certification fees, tutoring, counseling) help shorten time-to-credential, improve persistence, and raise rates of living-wage attainment. The project also responds to performance accountability and coordination requirements that cut across Strong Workforce, WIOA, and EDD collaboration. OCRC’s plan emphasizes measurable movement on DataVista metrics—students earning nine or more CE units, completions, jobs closely related to field of study, median earnings, earnings change, and attainment of the living wage—and requires quarterly convenings, timely invoicing, and robust evaluation to guide continuous improvement. Expanding employer engagement functions,

modernizing instructional practice through faculty externships and LMI-aligned curriculum, and scaling CPL/CBE are all needed to meet these metrics and demonstrate WIOA-aligned impacts—higher employment rates, improved skills, and better cross-system coordination with workforce boards and AJCCs. In addition, the plan highlights capacity constraints in high-demand programs (e.g., clinical placement limits in Health and equipment refresh needs in advanced technologies), motivating targeted investments in simulation labs, industry-standard tools, and program equipment to unlock enrollment growth and elevate student performance in priority sectors.

Finally, the project is motivated by the need to leverage and avoid duplication within the regional ecosystem. OCRC expects projects to build on existing regional assets—OC Center of Excellence technical assistance, regional marketing, Program Finder, SCALE dashboards—and to operate within governance and fiscal agent processes (CIO approval for instructional components, CRLC consultation, Governance Council oversight, first-right-of-refusal and reallocation rules for unspent funds). Structuring investments to complement these shared resources and comply with OCRC protocols ensures funds are used efficiently, outcomes are reportable, and successful practices are scalable across institutions.

In sum, the project meets regionally agreed needs by: targeting sectors with the greatest gaps and openings; expanding WBL, apprenticeships, and placement capacities in line with employer demand; modernizing curriculum and recognition of prior learning to accelerate completions; providing equity-centered supports to raise living-wage attainment; and aligning governance, evaluation, and reporting to OCRC and WIOA requirements

Sample Narrative for How many students will this impact & how did you come up with this number?

“This project is expected to positively impact approximately 1,060 students over two fiscal years, with an estimated 480 students in Year 1 and 580 students in Year 2 as implementation scales up. These figures were derived using a conservative capacity model based on activities prioritized in the Orange County Regional Consortium (OCRC) 2025–2029 Regional Plan, including work-based learning (WBL) placements, career placement services, faculty externships with curriculum alignment, Credit for Prior Learning (CPL) and Competency-Based Education (CBE) implementation, and targeted student supports. We benchmarked these estimates against DataVista metrics and regional project exemplars to ensure alignment with OCRC’s data-informed and equity-focused framework. To avoid double-counting, a 10% overlap adjustment was applied across activity streams. Students will benefit in several ways.

First, expanded WBL and apprenticeship opportunities will increase job-related employment and earnings, improving outcomes such as median annual wages and employment in fields of study.

Second, CPL and CBE strategies will accelerate time-to-credential, boosting completions and attainment of nine or more career education units.

Third, faculty externships and curriculum updates will ensure programs reflect current industry standards in priority sectors such as Health, ICT/Digital Media, and Business and Entrepreneurship, enhancing job readiness and living wage attainment.

Finally, equity-focused supports—including equipment, certification fees, and embedded counseling—will help underrepresented students persist, complete, and transition into high-demand, living-wage careers. This plan addresses regionally agreed-upon needs by targeting sectors with the largest labor gaps and aligning activities with OCRC’s Employer Engagement Strategy, which emphasizes apprenticeships, internships, career placement, and industry training. All activities are designed to move DataVista metrics and meet Workforce Innovation and Opportunity Act (WIOA) performance measures, including increased employment rates, skill gains, and improved coordination among partners. Governance and compliance requirements will be met through CIO approval for instructional components, CRLC consultation, quarterly partner meetings, and timely invoicing with documentation. Data collection and evaluation will

be conducted in collaboration with institutional research and the OC Center of Excellence to ensure accurate reporting and continuous improvement. This approach supplements, rather than supplants, existing efforts and leverages regional assets to maximize impact and scalability.”