

PROGRAM ADMINISTRATION DESIGNEE AND PLAN SIGNATURES

This regional plan represents the San Diego Workforce Development Board's efforts to maximize and coordinate resources available under Title I of the *Workforce Innovation and Opportunity Act* in coordination with Imperial County Workforce Development Board.

This local plan is submitted for the period of July 1, 2017 through June 30, 2020 in accordance with the provisions of the WIOA.

Local Workforce Development Board Chair



Signature

Phil Blair

Name

Board Chair
Owner/Executive-Manpower

Title

8/17/17

Date

Chief Elected Official



Signature

Scott Sherman

Name

Councilmember District 7

Title

8-25-17

Date



Workforce Innovation and Opportunity Act

4-Year Regional Planning Unit Plan

and Related Local Plans

Program Years 2017-2020

Local Workforce Development Areas:

Imperial County

San Diego County

Regional Lead Contact for RPU: Miguel Figueroa

Date of Submission: _____

Local Area	Contact Name	Phone Number
Imperial County	Miguel Figueroa	(442) 265-4968
San Diego	Peter Callstrom	(619) 228-2900

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Executive Summary

The Southern Border Region is at the forefront of economic trade and cultural merging in America, due to its location along the border with Mexico. The opportunity of the region exists in its focus on entrepreneurship and its strong urban anchor to the west, San Diego. The largely rural communities to the east of that anchor city, in Imperial County, are working to develop the sustainable economic growth that has existed in San Diego in recent years.

The workforce development system in the Border Region began coordination and alignment efforts in recent years, with the goals of supporting the businesses of the region and to ensure that every person has the skills to ensure a sustainable career. In that regard, we support the State Plan's overarching goals of one million more industry-recognized credentials in the next 10 years, and doubling the amount of apprentices in the same time span. This Regional Plan aligns our efforts to achieving those goals, not only among the participating Workforce Development Boards, but all of the partners in the region's workforce development system.

The Southern Border Region's Regional Plan was developed from a core document that was designed to be shared by both the Workforce Development Boards for the WIOA Regional Plan, as well as the Community College system for their Strong Workforce Regional Report. This type of collaboration is a hallmark of the work in our region. The development of that core document incorporated many regional partners, including: The ten Community Colleges and six Community College districts in the region, The San Diego and Imperial County Workforce Development Boards, K-12 and Adult Education, Universities, Economic Development entities, Employment Development Department LMID, CalWorks, County of San Diego, Department of Rehabilitation (DOR), and Community Organizations from throughout the two county region.

This collaborative determined three strategic priorities, which will be discussed in-depth in the plan. These priorities are:

- **Strategic Priority #1: Coordinating industry engagement and developing a single entry point for business customers**
- **Strategic Priority #2: Creating opportunity for all San Diego and Imperial County residents through Career Pathway Development**
- **Strategic Priority #3: Supporting human-centered approach to service design.**

These strategic priorities will be at the center of planning for the region's workforce development system, and align well with the priorities of the Unified Workforce Development Plan for the State of California.

List of Regional Partners Who Are Party to the Plan

Describe the geographic boundaries of the Regional Planning Unit and any plans to petition for a regional planning partner modification.

The region is the southernmost region in California. Surrounding counties include Orange and Riverside to the north. The Colorado River forms the eastern boundary of Imperial and the Arizona-California border. The region enjoys seventy miles of Pacific Ocean coastline, and shares its southern border with the country of Mexico. The major east-west thoroughfare is Inter-state 8, which begins in San Diego and travels east to Arizona; state routes 78 and 111 also figure importantly in the county's transportation system.

List the regional partners who are party to the plan and describe their role in developing and implementing the regional plan.

The Southern Border Regional Workforce Development Plan Committee first met in June of 2016. The following organizations had representatives that attended one or more of the following regional feedback and planning sessions:

1. Formation Meeting in May, 2016
2. Initial Meeting in June, 2016
3. Partner Meeting in September, 2016
4. San Diego Workforce Partnerships Conference in November, 2016
5. Assessment Meeting in November, 2016

Ten Community Colleges (six districts) in the Region

Cuyamaca College
Grossmont College
Imperial Valley College
MiraCosta College
Palomar College
San Diego City College
San Diego Continuing Education
San Diego Mesa College
San Diego Miramar College
Southwestern College

San Diego and Imperial Workforce Development Boards

San Diego Workforce Partnership (SDWP)
Imperial County Workforce Development Office (ICWDO)

K-12 (Secondary) and Adult Education

San Diego County Office of Education
Poway Unified School District (more districts represented – Poway represented on the Planning Committee, check sign-in sheet for Nov. 7)
Imperial County Office of Education
San Diego-Imperial Adult Education Consortia

Universities

University of California San Diego (UCSD) Extension
San Diego State University (SDSU)

Industry/Industry Association/Regional Government/Economic Development/Chambers

East County Economic Development Council
Imperial Valley Economic Development Corporation (IVEDC)
San Diego Regional Economic Development Corporation
SANDAG

Other

Employment Development Department LMID
CalWorks
County of San Diego
Department of Rehabilitation (DOR)

In addition, the Region contacted Community-Based Organizations through the California Workforce Association to ensure that they were informed on the planning process. This contact culminated in a statewide webinar that described the regional and local planning processes in detail, with an invitation to participate in the planning process in the region.

In all, 100 individuals serving these populations were contacted, including but not limited to:

- Next Gen Climate
- California Immigrant Policy Center
- The Alliance for Language Learners Integration, Education and Success
- CAA
- Southeast Asia Resource Action Center
- Asian Resources Inc.
- World Relief

Regional Economic and Background Analysis

Provide a regional analysis of economic conditions including existing and emerging in-demand industry sectors and occupations, and employment needs of employers in existing and emerging in-demand

industry sectors and occupations. A local area may use an existing analysis, which is a timely current description of the regional economy, to meet the foregoing requirements.

Top Demand Industry Sub Sector	Total Projected Job Openings 2012-2022
Restaurants and Other Eating Places	64,622
Elementary and Secondary Schools	23,190
Management, Scientific, and Technical Consulting	19,426
Colleges, Universities, and Professional Schools	17,332
Individual and Family Services	16,127
Traveler Accommodation	13,766
Employment Services	13,232
Offices of Physicians	12,089
Scientific Research and Development Services	11,529
Computer Systems Design and Related Services	11,431

Top Emergent Industry Sub Sector	Numeric Change 2012-2022	Percent Growth
Management, Scientific, Tech Consulting	15,700	87.30%
Beer, Wine, Distilled Alcoholic Beverage	960	81.70%
Wired Telecommunications Carriers	1,980	79.20%
Technical and Trade Schools	1,280	71.50%
Other General Merchandise Stores	7,580	71.30%
Wholesale Electronic Markets and Agents and	3,880	69.00%
Residential Building Construction	4,470	64.60%
Amusement Parks and Arcades	3,000	58.60%
Nondepository Credit Intermediation	2,340	57.50%
Business Schools, Computer/Mgmt Training	730	56.50%

Source: Employment Development Department, Labor Market Information Division.

The San Diego Workforce Partnership (SDWP) and community colleges in the region represented by the San Diego and Imperial Counties Community Colleges Association (SDICCCA) initiated and implemented regional collaboration over the past three years to conduct research and produce studies with actionable findings for the region. These studies represent the first step in cooperative, sector-based strategies for workforce development. Together, regional partners conducted online surveys, in-person interviews and focus groups of regional employers from five priority sectors and collaborated on several additional sector studies. These reports are listed in Appendix A:

- Advanced Manufacturing
 - Aerospace
 - Blue Tech
- Clean Energy

- Advanced Transportation
- Aircraft
- Automotive/Motorcycle
- Information & Communication Technologies
- Healthcare
- Life Sciences
- Small Business
- Specialty Foods & Microbreweries
- Global Trade & Logistics
- Workforce Initiatives in the Priority Sectors
- Middle-skill Jobs
- Apprenticeships
- Retail
- Gig Economy

Comprehensive interviews and surveys of thousands of employers in the region gave the region an insight into the jobs that can be filled with an associate degree or postsecondary certificate. Our findings and recommendations paint a picture of today's labor market needs and potential shortages of trained workforce.

Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.

Middle-skill Workforce Needs

Regional partners have conducted analysis of the projected demand for middle-skill occupations and available supply of trained workers (Appendix C). The analysis of showed an undersupply of workers in the region in the following occupational groups:

- Office & administrative support
- Health care practitioners and technical occupations (SD only)
- Sales & related
- Installation, maintenance and repair
- Construction & extraction
- Production (SD only)
- Transportation & material moving
- Life, physical & social science (SD only)
- Community & social services
- Legal (SD only)
- Health care support
- Personal care & service
- Education, training & library
- Food preparation & serving (Imperial only)

Cross-sector Employer Needs:

Utilizing the findings from multiple sector studies, regional partners established several cross-sector employer needs/priorities:

1. **Workers with strong soft skills are essential for businesses to succeed.** The number one skill requested by employers across all sectors are the soft skills – communication, professionalism, critical thinking, problem solving, etc.
 - Communication, both written and spoken (advanced manufacturing)
 - Teamwork, customer service, problem solving and critical thinking (health care)
 - Basic work skills such as basic computer skills, ability to read a tape measure, and workplace readiness (advanced manufacturing, clean energy, global trade)
2. **Soft skills make the difference in securing and retaining employment.** Like the point above, if a job candidate can prove their soft skills to an employer, they have a much higher likelihood of retaining employment.
 - Communication, writing, troubleshooting, problem solving and critical thinking (advanced manufacturing)
 - Teamwork, customer skills, time management, written and oral communication, problem solving, and job readiness skills (health care)
 - Project management, flexibility, relationship building, listening, critical thinking (ICT/digital media)
3. **Previous work experience is key for many well-paying middle-skill occupations.** Previous work experience offers a lot of insight to employers without even meeting a candidate. It shows that the candidate has both technical and soft skills required for the position, as they have successfully held a previous position. Work experience gives a leg-up when the competition is tight for a position.
 - Allied health occupations - employers seeks candidates with at least one year of clinical experience
 - 57% of biotech employers are having difficulty finding experienced workers
 - Employers across sectors report the need for more experienced workforce
4. **Technical skills are required to respond to the latest innovations and technological changes.** With a quickly changing technologic world, it is important for workers to keep up with new technologies for companies to remain competitive in the economy.
 - Communication, writing, troubleshooting, problem solving and critical thinking (advanced manufacturing)
 - Teamwork, customer skills, time management, written and oral communication, problem solving, and job readiness skills (health care)
 - Project management, flexibility, relationship building, listening, critical thinking (ICT/digital media)
5. **Industry-based certifications are an indicator to employers of a job candidate's technical proficiency.** Certifications are a great way for employers to know right off the bat what skills an individual possesses. Many certifications are approved through the state of California, resulting in a state-wide comprehension of those individuals who possess a certain certificate.
 - Phlebotomy, animal laboratory certification (life sciences/biotech)

- Microsoft, Cisco, CompTIA (ICT/digital media)
 - Automotive Service Excellence Certification (advanced transportation)
6. **Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent.** This is especially true for small businesses who may not have a human resources department or professional. Employers do not have a lot of time to search for the perfect candidate and are open to new ideas for finding job candidates.
 - Businesses have a strong interest in partnering with the community colleges for internships and company tours (advanced manufacturing)
 - Companies are seeking workers who have strong technical skills and hands-on experience
 - Employers are interested in hiring and promoting from within, creating strong career pathways inside a single company, providing opportunity for training incumbent workers (advanced transportation)
 7. **Small businesses have few jobs posted online, and instead rely on word-of-mouth to hire new employees.** While most aspects of business have moved online, the job market is still a low-tech area. Instead of hiring an unknown individual based on a resume and interview, employers can utilize existing employees for referrals, which may be more reliable for finding new workers.
 - Networking is essential to find these small business jobs (all sectors)
 - Improved collaboration between community college and businesses to conduct job placement and ensure training programs focus on the in-demand skills (advanced manufacturing, health care)
 8. **Imperial County's economy is strongly tied to the border region and cross-border trade with Mexico.** Imperial's County's economy, while tied to San Diego County, is very strong in cross-border relations, due to the proximity to Mexico. This creates a unique opportunity in the area for innovative solutions.
 - Logistics, supply chain management (global trade)
 - Entry-level jobs that could be filled by graduates of community college programs (shipping, receiving and traffic clerks) (global trade, advanced manufacturing)
 - Manufacturing occupations at companies whose product is sold globally (advanced manufacturing)
 9. **Many students are completing programs/graduating with degrees; however, the *quality* of the labor supply is unknown** – this is an area for further evaluation and study. The Priority Sector Initiatives report compiles nearly 500 workforce initiatives, including hundreds of education and training programs; however, their effectiveness can be studied to determine if training gaps have, in fact, been addressed by the initiatives, or if program improvement or new programs are necessary to fill those gaps.

Provide an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

The labor force in the two-county region has shrunk as employment has increased, giving the region a healthy 4.9% unemployment rate as a whole. The two-county region does not have a large outflow-inflow

deficit in terms of commute traffic, with a net outflow that amounts to 2.1% of the total employed population in the region. The two counties do have a large variance in median household income, with San Diego County households generating about \$64,000 and Imperial County households generating over \$22,000 less per year.

Labor Market Profile	May 2016	May 2015	Change	Percent
Labor Force	1,635,900	1,645,400	-9,500	-0.6%
Employed	1,555,400	1,547,600	7,800	0.5%
Unemployed	80,400	97,700	-17,300	-17.7%
Unemployment Rate	4.9%	5.9%	-1.0%	-

Source: Employment Development Department, Labor Market Information Division. Data Note: Numbers may not add due to rounding.

The Hispanic/Latino Community comprises 35.2% of the population of the two-county region. The region's diversity also includes a 7.1% Black/African-American, 0.6% American Indian, 16.3% Asian, 0.6% Native Hawaiian/Pacific Islander, and a 4.9% Other/Two Race population. Of the total population, 23.8% are foreign born, and 16.7% are classified as speaking English "less than very well". Veterans and individuals with disabilities also comprise large segments of the two-county region's population, with veterans totaling 7.2% and individuals with disabilities at 9.7%.

Ensuring the prosperity of the families that comprise these communities is not only good policy, it is essential to maintaining a robust economic engine in the two-county region. The Workforce Boards and their partners have made equity in access to these services one of their key priorities, as discussed later. The subsets of individuals with barriers to employment listed above require specialized services that are targeted to their specific barriers. The America's Job Center of California system in San Diego and Imperial Counties, along with their community college partners, are developing a customer-centered approach to serving these populations that will be discussed in depth later in the plan.

Individuals with Barriers to Employment	Total
Ethnic Minorities	1,826,361
Households with Cash Public Assistance or Food Stamps	85,209
Population 18 and Over with Less Than a 9 th Grade Level Education	179,561
Single Parent Households	198,561
Speak English Less Than "Very Well"	524,828
Youth Ages 10 to 24	729,621

Educational Attainment, 25 Years and Over	TOTAL
Less than high school diploma	334,296
High school graduate (includes equivalency)	419,691
Some college or associate's degree	692,985
Bachelor's degree or higher	747,150
Total	2,194,122

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates

One significant barrier to employment in the region is the educational barriers faced across populations. The total amount of otherwise-qualified individuals who have less than a high school diploma numbers 334,296 persons, which amounts to 15.2% of the overall qualified population. This segment is largely disadvantaged in the labor market, and must be given a pathway to education and industry-recognized certifications to raise their chances at economic success. These pathways will be discussed at length in this plan.

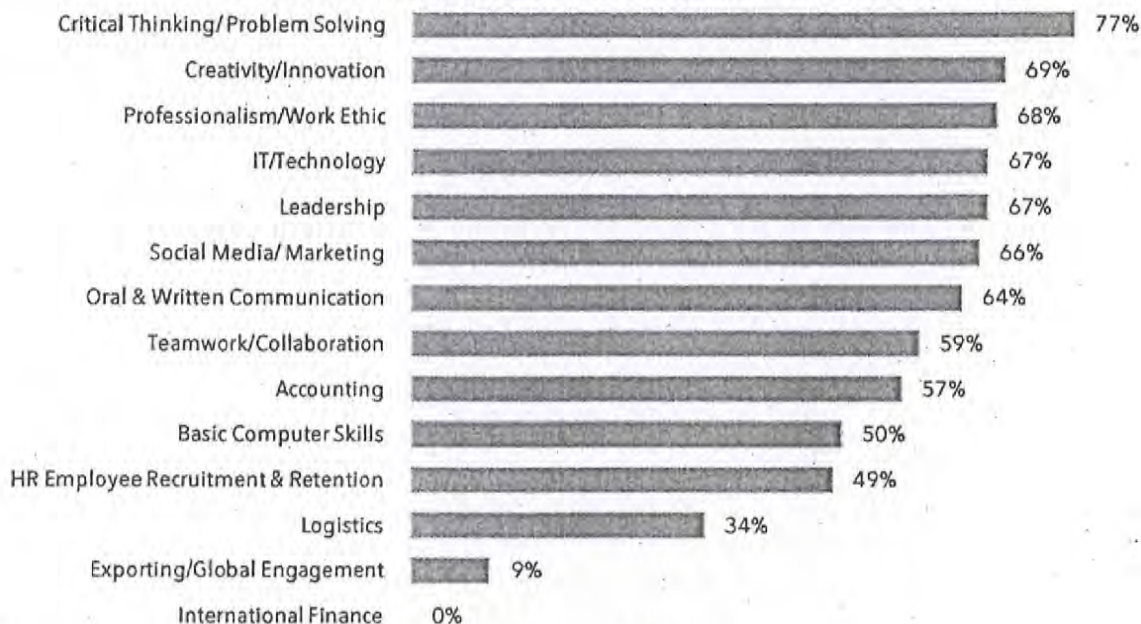
Please see further demographic information, included in the Appendices at the end of this report.

Provide an analysis of workforce development activities, including education and training, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

Based on the findings for each sector, SDWP created an inventory of all workforce-related programs and initiatives and classified them by Priority Sector to determine where there were gaps between the recommendations for the research and the reality of the workforce development landscape.

Advanced Manufacturing

Figure 9. Useful Workshops for Advanced Manufacturing Small Business (n=28)



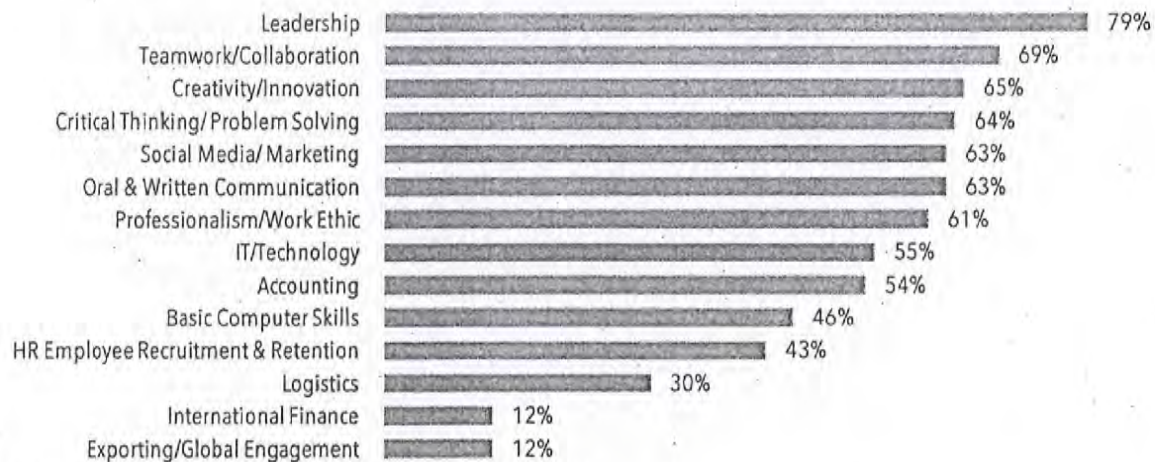
Source: San Diego Workforce Partnership, Advanced Manufacturing Sector Brief, 2015

Five of the eight main research findings from Advanced Manufacturing are being addressed either in whole or in part by initiatives in the region. Still missing are ways to align the workforce system with employer

needs, standardization of certificates, and employer knowledge of business assistance programs. 57 education and training programs are offered in San Diego County: 23 in community colleges, 10 at 4-year universities, 8 private, 5 nonprofit and 1 program through the County Office of Education.

Health Care

Figure 9. Useful Workshops for Health Care Small Businesses (n=53)



Source: San Diego Workforce Partnership, Health Care Sector Brief, 2015

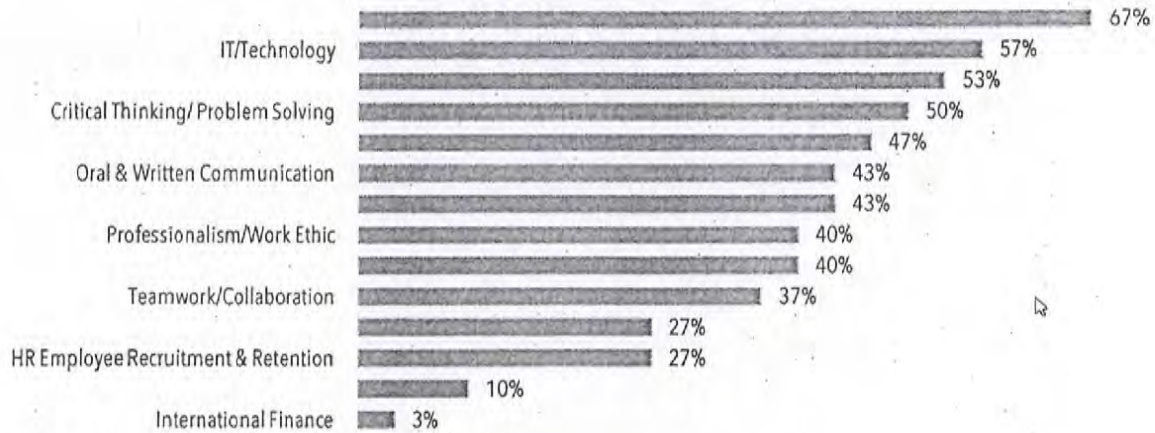
Like Clean Energy, one of four findings for the Health Care sector have been addressed in the region. Completion rates of existing programs, alignment between employers and training providers, and soft skill training are areas for improvement. There are 107 training and education programs in San Diego County: 5 at adult schools, 18 at community colleges, 33 at 4-year universities, 5 nonprofit and 46 private programs.

Clean Energy

Only one of the four research findings for Clean Energy was found to be addressed by the initiatives in the region. Areas where there is still a gap are soft skill training, upskilling incumbent Clean Energy workers, and educational programs that result in professional licensures. 65 of the initiatives in Clean Energy are education and training programs in San Diego County: 31 in community colleges, 7 at 4-year universities, 20 private and 7 nonprofit programs.

Information & Communication Technologies

Figure 9. Usefull Workshops for ICT Small Business (n=30)

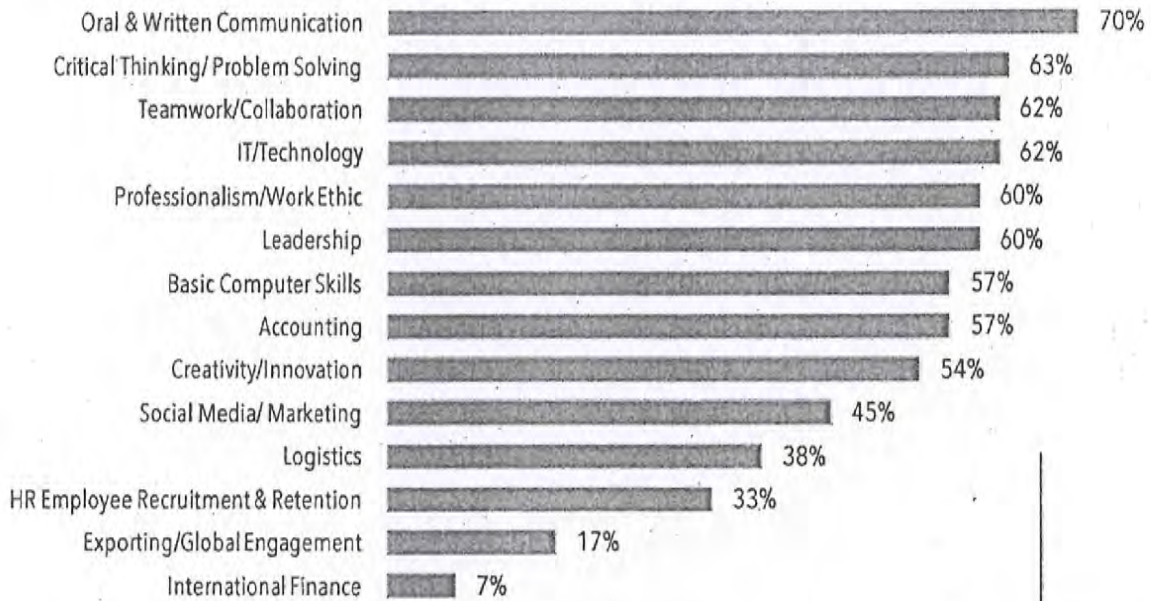


Source: San Diego Workforce Partnership, ICT Sector Brief, 2015

Again, the ICT sector had only one of four findings addressed by the initiatives compiled in the inventory. Still needing attention are providing relevant work experience during education/training, providing industry-recognized certifications as a part of training, and soft skills training. There are 112 ICT education and training programs in San Diego County: 2 in the K-12 system, 48 in the community colleges, 14 at 4-year universities, 2 nonprofit and 46 private programs.

Life Sciences

Figure 9. Useful Workshops for Biotech Small Business (n=33)



Two of the four Life Sciences findings were addressed by initiatives in the region. Two topics that need attention are: 1) A way for students to understand what working in the sector entails (it is a very fast-paced and fast-evolving sector) and, 2) Investing in professional development to increase employee retention. Additionally, the research identified an under-supply of labor for the sector – 57% of employers report having difficulty finding experienced workers who have hands-on laboratory experience or training. Many workers report having to return to the community colleges after attaining a Bachelor's degree to obtain lab experience. The Life Sciences sector has 50 education and training programs in San Diego County: 14 in community colleges, 35 at 4-year universities and 1 industry association training program.

Small Business

Small business crosses all sectors, with firms with fewer than 50 employees making up 95% of all establishments in the County. While there is not a supply/demand gap analysis for Small Businesses, it is important to note that they place the highest value on previous work experience and technical skills when hiring. Workers who have multiple strengths and who are willing to “wear many hats” will grow best in small business. There are educational programs that result in business degrees, including community college pathways to 4-year schools, bachelor's degrees and MBAs in the San Diego region.

Overall, the needs in these sectors have significant overlap. Cross-sector findings that still need to be addressed include:

- STEM education in the K-12 system
- Internship or work experience as part of education/training
- Soft skills training
- Education/training programs that result in professional licensures, and
- Ensuring that education/training programs are training for the skills that employers need – meaning meeting with employers to design curriculum to match the skills they require of their employees.

The alignment of partner programs in San Diego and Imperial Counties around data and research collaboration have brought a shared understanding of the needs of business and the strengths and weaknesses of the jobseekers in the community. The commonality of data sources and outputs allow for meaningful and actionable dialogue in how to support the economy of the two counties, and a more robust and agile system in responding to the always-changing economic and workforce landscape in the Southern Border Region.

Organizations that participate in these collaborations include, but are not limited to:

- San Diego Workforce Partnership
- Imperial County Workforce Development Board
- San Diego and Imperial Counties Community Colleges Association
- San Diego Regional Economic Development Corporation

- University of California – San Diego Extension
- San Diego Association of Governments
- East County Economic Development Council
- San Diego and Imperial Counties' Adult Education Consortia
 - Coastal North County Adult Education Consortium
 - The Education to Career Network of North San Diego County
 - San Diego East Region Adult Education Consortium
 - San Diego Adult Education Regional Consortium
 - South Bay Adult Education Consortium/Southwestern
 - Imperial County Adult Education Consortium

Examples of collaborations around data and research include, but are not limited to:

- In-Demand Jobs: The Occupational Outlook in San Diego County (November, 2016)
- Special Report: Apprenticeships (November, 2016)
- Essential Skills for Success (January, 2016)
- Priority Sectors: Workforce Initiatives in San Diego County (November, 2015)
- Labor Market Analysis (October, 2014)

The continuous, constructive dialogue and action are the central strengths of the region's workforce development activities. The input and support of city and county governments in the region allow for the needed support to achieve the goals established by the partners in the region. The focus on continuous improvement, as outlined in executed and planned technical assistance within and between partners in the region will continue to escalate the capacity of all system partners to better serve jobseekers and businesses.

Some of the results of this dialogue include:

1. Dramatically increased support and outcomes for both CONNECT2Careers and the Life Sciences Summer Institute through partnerships and grants with the City of San Diego, County of San Diego, San Diego Foundation, McCarthy Foundation, California Career Pathways Trust and many employers.
2. Received a grant from Third Sector Capital Partners as part of a national competition to assess the feasibility of implementing Pay for Performance to improve education, employment and recidivism outcomes for youth involved in San Diego's juvenile justice system.
3. Expanded our partnership with the County of San Diego by becoming a Live Well San Diego partner and establishing the Live Well County Internship Pilot Program, which employed 39 young adults in seven-week paid internships at more than 30 County offices from El Cajon to Oceanside to Chula Vista.

Weaknesses include a system that is still working to braid the services offered by the individual partners in the workforce development system, including in constructing a program around the assessment of work-readiness skills that businesses will find relevant to their needs across the board. As the system sees shared goals and strategies between partners, the on-the-ground execution and tracking of participant

activities and business outreach remains a work in progress, though a work in progress that the region is firm in its commitment to undertake.

The economy of the region will only operate to its best potential when equity exists in the opportunity to participate in that economy. As discussed later in more detail, two of the three main goals of the partners in the region is to create career pathways for all San Diego and Imperial County residents and to develop a customer-centered focus to both jobseeker and business services. These commitments are central to the development of the system in the region, and includes a commitment to serve all persons, regardless of the barriers to employment they may have when entering the system.

The plan analyzes the region’s foreign born and limited English proficient population. The RPUs with at least 15 percent limited English proficient residents must assess and specify in their regional plans how they will address the needs of and provide services to those who are limited English proficient.

These RPUs are required to provide an assessment of the need to provide services to and how services will be provided to limited English proficient individuals.

Native and Foreign Born	Population	Percentage
Native	2,558,884	76.2%
Foreign Born	801,285	23.8%
Total	3,360,169	100.0%

English Learners	Population	Percentage
Speaks English Less Than “Very Well”	524,828	16.7%
Speaks English “Very Well”	705,287	22.5%
Speaks Only English	1,906,697	60.8%
Total	3,136,812	100.0%

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

The two-county region houses over a million people who speak a language other than English at home, with approximately 44% of those people self-describing as speaking English “less than very well”. Ensuring access to services for these large populations presents a challenge for the workforce system. The system is dedicated to meeting the challenge through targeted employment of people into the system who are members of these communities, and ensuring that the services provided are accessible to speakers of all languages in the region.

The system is working in combination with our Adult Education providers to share this information and create a common starting point for conversations on how to serve these communities, as well as identifying best practices for serving these populations and addressing deficiencies discovered immediately through technical assistance and representative hiring practices.

One example of this is shown through an ELL grant awarded to the region to better serve ELLs in East San Diego County by creating stronger ties between WIOA Title 1 and Title 2 providers and using an immigrant specialized CBO (IRC) as a navigator to enhance services between AJCCs, Adult Ed and CBOs

Required Content on Regional Sector Pathways

A description of the way planning partners, including local economic development agencies, assessed regional industry workforce needs, including a description of the data sources utilized, the industry leaders engaged, and the manner in which industry engagement took place, including a summary of any relevant convening activities, the dates partners met, who attended, and what was decided.

San Diego and Imperial Counties Workforce Development Community have a history of working together as a region. For community colleges, the region is composed of both counties and each college is represented at SDICCCA (San Diego Imperial Counties Community Colleges Association). SDICCCA meets monthly and representatives from UC and CSU attend regularly; WDBs attend occasionally.

In 2014, a memorandum of collaboration (MOC) was signed by SDICCCA, Imperial Valley WDB, Imperial Valley Regional Occupation Program, San Diego Workforce Partnership, and San Diego County Office of Education. The objective of this collaboration was to develop a coordinated approach to industry sector analysis, enhance regional capacity to support the growth and expansion of priority and emergent sectors, create regional systems of data collection, knowledge development and action planning, and to develop and enhance career pathway training programs.

On May 3rd, 2016 a group of Community College and Workforce Board executives from the two-county region met to form the Core Planning Committee for the San Diego and Imperial County Region. The committee membership includes:

Lorraine Collins (SDCCD)
Lynn Ornelas (CTE Dean Miramar & Chair of WDC)
Zhenya Lindstrom (COE)
Sally Cox (GCCCD)
Greg Newhouse (DSN)
Mary Wylie
Andy Hall (VP, Chief Program Officer of SDWP)
Tina Ngo Bartel (Research, SDWP)

At the initial meeting, the parties agreed to work together, and to form a research plan that Zhenya Lindstrom and Tina Ngo Bartel would co-lead. They began to form a list of shared priority initiatives, including

- Labor Market priorities,
- Need for foundational and soft skills,
- Business services,
- Job-readiness implementation

The formal Strong Workforce Planning Committee was constituted, and meetings held September 1, 2016 and September 21, 2016. The following partners participated:

Community Colleges

Cindy Miles, Ph.D, Chancellor, Grossmont-Cuyamaca Community College District
Efrain Silva, CTE Dean, Imperial Valley College
Greg Newhouse, Deputy Sector Navigator, Advanced Transportation & Renewables
Kate Alder, Ph.D, Vice President of Instruction, San Diego Continuing Education
Katrina VanderWoude, Ed.D, Regional CIO Chair, Vice President of Instruction, Grossmont College
Lorraine Collins, CTE Dean, District Office, San Diego Community College District
Lynn Ornelas, Workforce Development Council Chair, CTE Dean, Miramar College
Mary Wylie, Co-Chair, Regional Consortium
Sally Cox, Executive Director, Grossmont-Cuyamaca CCD Foundation, Fiscal Agent, Regional Consortium
Wilma Owens, Co-Chair, Regional Consortium
Zhenya Lindstrom, Labor Market Director, San Diego-Imperial, Centers of Excellence

San Diego and Imperial Workforce Development Boards

Andy Hall, Vice President/Chief Program Officer, San Diego Workforce Partnership (SDWP)
Camilo Garcia, Employment Coordinator, ICWDO
Kelly Henwood, San Diego Continuing Education, SDWP training provider
Maria Solano, Program Compliance Coordinator, ICWDO
Miguel Figueroa, Director, Imperial County Workforce Development Office (ICWDO)
Omar Passons Esq., Vice President, Jacobs Center, WDB member, San Diego
Sarah Burns, Research Manager, SDWP
Tina Ngo-Bartel, Director of Business Programs and Research, SDWP

K-12 (Secondary)

Brian Butler, Ed.D, CTE District Advisor, College & Career Readiness Unit, Learning & Leadership Services, San Diego County Office of Education
Kathleen Coy Porter, Executive Director, Career, Technical, Adult and Alternative Education, Poway Unified School District
Pam Garramone, Assistant Principal, CTAAE, Poway Unified School District

Adult Education

Denise Cabanilla, Director of Higher Education and Adult Learning, Imperial County Office of Education
Susan Yamate, Representative, San Diego Imperial Adult Education Consortia, Coordinator, SDCE

University of California San Diego/San Diego State University

Antoinette Marbray, Ph.D, Associate Vice President, Student Affairs, SDSU
Mary Walshok, Ph.D, Associate Vice Chancellor, Public Programs, UCSD Extension

Industry/Industry Association/Regional Government/Economic Development/Chambers

James Sly, Vice President, East County Economic Development Council

Mark Cafferty, President and CEO, San Diego Regional Economic Development Corporation

Ray Major, Chief Economist, SANDAG

Sean Wilcock, Vice President of Business Development & Services, Imperial Valley Economic Development Corporation (IVEDC)

Timothy Kelly, IVEDC

Employment Development Department

Abel Alcocer, Region Manager, Employment Development Department & LMID

Annie Ta'amilo, Regional Director, Employment Development Department (EDD)

Ruth Salcido, EDD

County of San Diego/CalWorks

Laura Hernandez, Program Manager, CalWorks

Lisa Purser, Program Specialist, County of San Diego

Department of Rehabilitation

Carmencita Trapse, Regional Administrator, Department of Rehabilitation (DOR)

Virginia Ruth Guerra, Associate Information Systems Analyst, DOR

It was agreed that a Data Subcommittee composed of Zhenya Lindstrom, Sarah Burns, and representatives from EDD, SANDAG and Economic Development would meet prior to the next meeting to formalize a research plan. A discussion of structure to achieve an agreed upon draft plan by December resulted in: (1) One large regional planning meeting targeted for all partners to be held in late October/early November to review the regional data and gap analysis, and formulate strategic workforce development priorities. (2) A Regional Strategic Workforce Priorities Subcommittee will meet to discuss and draft broad core strategic priorities that could be used to encourage discussion at the regional planning meeting. Kelly Henwood, Susan Yamate, Andy Hall, Mary Wylie, Lorraine Collins, and Miguel Figueroa agreed to serve on that subcommittee.

Through these meetings, nine core tenets and four industry sectors were agreed upon to focus on, and are discussed in the following section:

An analysis of the manner in which regional partners, including industry leaders, have determined, or will determine whether existing training and education programs in the region were/are meeting industry's workforce needs. This analysis should provide a description of any areas of identified training and education deficiency and what planning partners have committed to do to resolve relevant deficiencies.

Core tenets were agreed upon:

1. ***The Regional Workforce Development System is more than the programs we fund:*** Each of the stakeholders manage individual programs, infrastructure, and investments. Our vision is to connect these programs to create a more unified, integrated workforce development system. Programs change lives, but systems have the power to transform communities.
2. ***Shared Labor Market Data:*** The Southern Border workforce stakeholders will collaborate on sector research and reports, creating a common vision/agreement on which sectors/occupations to invest in, reduce duplication, and to align the direction of our collective investments.
3. ***Creating Opportunity for ALL San Diegans:*** Our dual mission of regional prosperity and income mobility for the hardest to serve do not have to be mutually exclusive. Our job is not finished with just job placement. We must go further by creating and supporting career pathways to careers that offer family sustaining wage and room for professional growth for ALL communities.
4. ***Human-centered approach to service design:*** We must organize services around customer needs, not programmatic requirements. Whether it is employers, adult jobseekers, or youth, our focus should not be on programs, it should be on people.
5. ***Single entry point for business customers:*** Today, the public workforce system engages employers by program, with different people from different organizations calling employers to hire their participants. We change this by taking a “demand driven” approach to business services. San Diego’s public workforce system must engage businesses by sector under a common strategy with a coordinated sales force..
6. ***Increase service access points:*** Through co-location, service integration with system partners, and the development of meaningful remote access points, we must create more on-ramps into the public talent development system. Through co-location with partners, development of affiliate sites, better on-line and mobile friendly service offerings, and other strategies, we must increase the accessibility or program services.
7. ***Common definition of work-readiness:*** Businesses want a way to measure and understand job-readiness and essential skills in addition to the technical skills. We must all agree on a common, nationally-recognized career readiness certificate (such as the ACT National Career Readiness Certificate) for all jobseekers and students coming out of our programs, schools, and job centers.
8. ***Less money spent on bricks and mortar, more invested in people:*** Through shared and leveraged infrastructure, integrated staffing models, and expanded use of technology, system-stakeholders must reduce money spent on bricks and mortar and invest more in people.
9. ***Efficiency and measurable continuous improvement:*** Ineffective tactics will hinder well-thought out strategies. We must continuously improve the system’s processes, policies, and professionalism while maintaining our commitment to transparency to achieve the vision and intent of WIOA.

The adoption of these core tenets led to four priorities and five specific goals for the region to work towards in the coming year:

- A. **Priority 1: Support 18 sectors that drive the regional economy; focus regional efforts on Advanced Transportation/Clean Energy, Advanced Manufacturing, Health, and ICT (Core Tenet #2):**

- a. Action Item: Agree on the major regional shared sector research studies for each fiscal year, collaborate on these studies, and fund the research and resulting dissemination of reports/conferences.
- B. **Priority 2: Coordinate industry engagement and develop a single entry point for business customers (Core Tenet #5):**
 - a. Action Item: Explore the use of an e-portal, including the CCPT developed portal, for **work-based learning** opportunities for K-14 individuals, with the capability of coordinating employer contacts and involvement in the region.
- C. **Priority 3: Create opportunity for all San Diego and Imperial County residents through Career Pathway Development (Core Tenet #3):**
 - a. Action Item: Agree to focus on one sector and from a regional perspective, describe the career pathway/career ladder for K through adult participants, involving all partners including business/industry and resulting in a clear understanding of access and upward mobility. A review of relevant information gained from the CCPT/SB 1070 projects and the CCC Guided Pathways initiative will be completed. Partners annually agree on the major regional shared sector research reports for each fiscal year, fund the research and resulting dissemination reports and conferences.
 - b. Action Item: Hold a meeting with partners in the first quarter of 2017 to solidify plan for work readiness initiatives across partner organizations.
- D. **Priority 4: Support human-centered approach to service design (Core Tenet #4):**
 - a. Action Item: Agree to provide human-centered design training for all partnering agencies in 2017-18; upon completion of training, agree regionally to identify a regional design training opportunity, and complete the three stages: Inspiration, Ideation, and Implementation.

On November 7, 2016 another meeting of the Planning Group was held. Based on an understanding of the labor market demand/supply workforce needs and gap analysis of the region, the group agreed to focus regional efforts on four sectors. Below is a summary of the gap analyses for each of these four sectors.

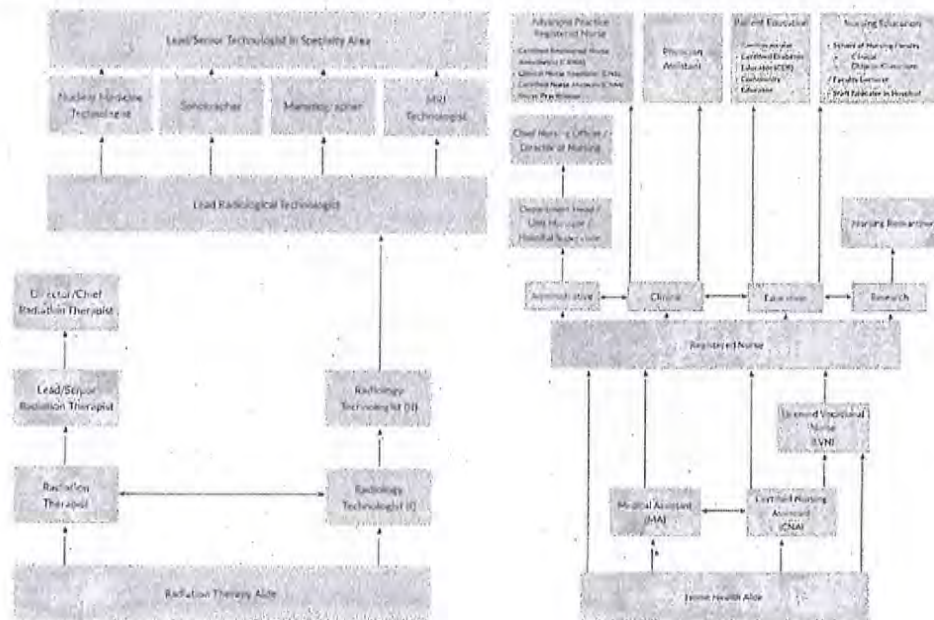
Clean Energy/Advanced Transportation

A unique part of this sector is that there is a balanced supply of workers; however, these tend to be older workers who will need to be replaced when they retire in the future. Hands-on training is typical, and many jobs are apprenticeship. Based on the supply/demand gap analysis, there are certain worker shortages, specifically in new clean energy-specific trade work even though the sector is balanced. The Advanced Transportation sub-sector of Clean Energy is also a balanced market, though there may be an under-supply of auto mechanics and fleet managers. Skills in demand include repair design, diagnostics and asset management. Talent is typically grown from within companies in this sub-sector. The workforce system can help the Clean Energy sector continue to grow with investments in new technology in the classroom, work with employers to standardize certifications where they are not yet standardized, recruit dislocated workers with experience in construction to upgrade skills, and incorporate soft skills training into education/training programs.

Health Care

The research shows that there is an over-supply of certain health care workers, but an under-supply of other occupations. There are many occupation-specific technical skills, which reduces the amount of transferable skills in this sector; however, the most important skills are soft skills. The workforce development system can focus on soft skills in training programs, especially teamwork, communication, problem solving, critical thinking, organization, time management and customer service. Additionally, the workforce system can provide basic technical skills in education programs, coordinate externship experience for students, and assist in the transfer of knowledge from older workers to those newer to the workforce.

Ten separate career pathways were created for the Health Care priority sector report, one for each occupational pathway. These were completed and reviewed by medical professionals as well as hospital administrators and health care educators.



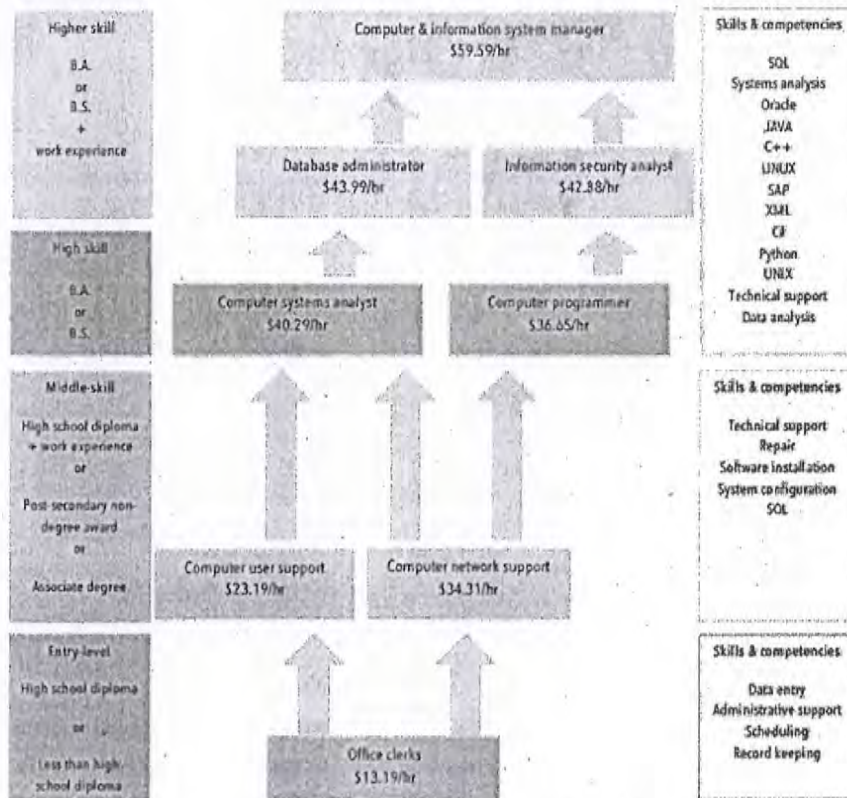
Information & Communication Technologies

Based on a supply/demand gap analysis, there is a shortage of many ICT workers; however, there is a balance, or even an over-supply of workers in the Digital Media subsector. Some of the top occupations with high demand are software development, and computer support and networking. The workforce development system can assist the ICT industry by exposing students and job seekers to the variety of employment opportunities through partnerships with employers, focus on industry certifications in education and training programs, and provide the opportunity for students to attain those certifications.

While conducting research on middle-skill jobs in San Diego, another career pathway was created for the ICT sector based on the research conducted, and was reviewed and verified by individuals working in the sector and executives from several large ICT firms in San Diego.



Information and Communication Technologies Career Pathways



*Wages listed are the reported median hourly wages for San Diego County. Education listed is the reported educational attainment for each type of occupation. (BMSI, January 2015)

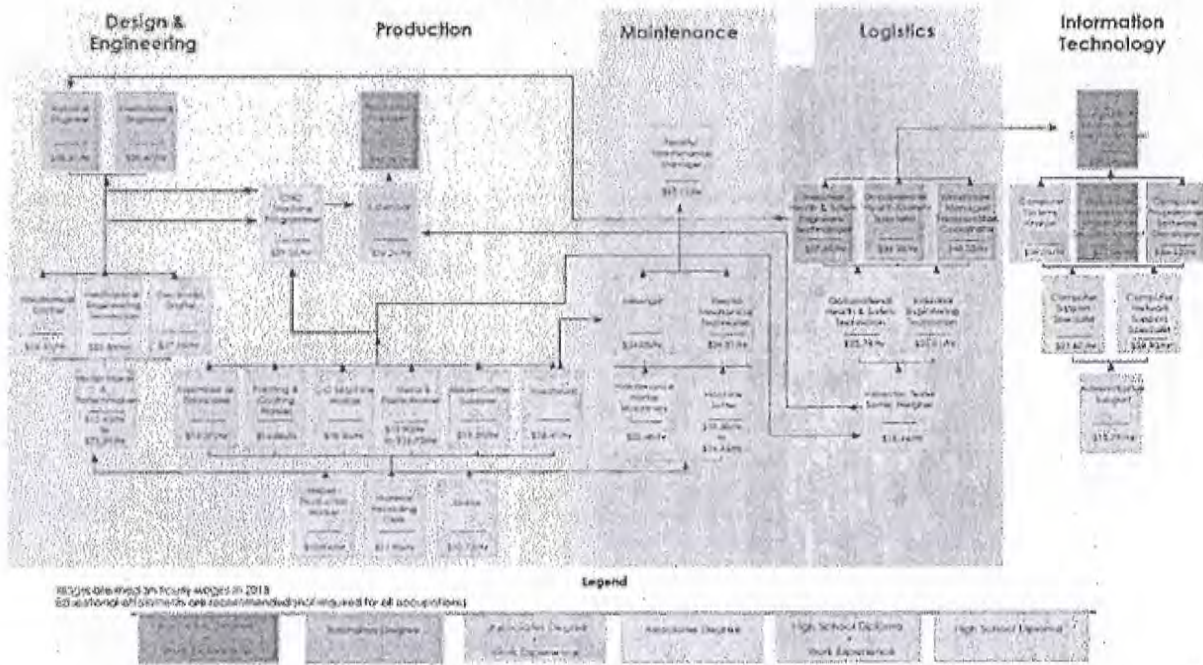
Advanced Manufacturing

Based on a supply/demand gap analysis, the San Diego region is under-supplying most Advanced Manufacturing jobs, especially drafting and technician roles. CNC machine tool programmers, machinists, and computer-controlled machine tool operators are the three production jobs that are hardest to fill. The workforce system can continue to shift the public image of Advanced Manufacturing, work with employers to develop a talent pipeline, add internship and/or work experience requirements to education/training programs, and work with employers to standardize certifications throughout the sector.

During the Priority Sector research collaboration, the research team worked with industry representatives to create career pathways for many of these sectors. The **Advanced Manufacturing** career pathway (career lattice) shows many occupations with multiple paths that could be taken from one specialization to

another, from lower level jobs to higher jobs with the right mix of education and work experience. This career lattice was reviewed and approved by the Priority Sector report advisory committee (which consisted of employers and educators).

Figure 20: Advanced Manufacturing Career Lattice



The four sectors that were chosen by the Planning Committee (Health, Clean Energy/Advanced Transportation, Advanced Manufacturing, and Information and Communications Technologies) are industries that have representation both in existing training and education programs at Community Colleges and partner educational institutions, as well as a presence on the region’s two Workforce Development Boards. Deficiencies in the programs will be established through conversations with industry leaders in the region, which will be more easily facilitated by the creation of the planned e-portal designed to provide a single point of contact for businesses to find services and information related to the workforce system. Feedback and discussion with industry will be a central part of the development of new educational programs, allowing for the fostering of industry-recognized credentials that will truly be by, of, and for the business community of the region.

To continue closing the supply gap in these sectors, the region can continue to update the database of workforce initiatives that was started in 2015 with the release of the Priority Sector Initiatives report. Additionally, based on the findings of all the studies, programs within the database should be evaluated to determine if the existing programs are meeting the needs of employers.

The Planning Group also agreed upon regional workforce development priorities, and action items to execute on the priorities:

- Strategic Priority: Coordinating industry engagement and developing a single entry point for business customers
 - Action Item: Develop an e-portal for work-based learning opportunities for youth and young adults, with the capability of coordinating employer contacts and involvement in the region

- Strategic Priority: Creating opportunity for all San Diego and Imperial County residents through Career Pathway Development
 - Action Item: Partners annually agree on the major regional shared sector research reports for each fiscal year, obtain agency approvals, fund the research and resulting dissemination reports and conferences
 - Action Item: Focus on one sector and from a regional perspective, describe the career pathway/career ladder for K through adult participants, involving all partners including industry and resulting in a clear understanding of access and upward mobility
 - Action Item: Hold a meeting with partners in the first quarter of 2017 to solidify plans for work readiness initiatives across partner organizations.

- Strategic Priority: Supporting human-centered approach to service design.
 - Action Item: Provide human-centered design training for all partnering agencies in 2017-18

A description of any existing career pathway programs in the region that have been identified as meeting leading and emergent industry sector needs. This description should specifically articulate the manner in which industry participated in the identification of relevant pathways.

A description of the work being done by industry, workforce boards, economic development agencies, and relevant faculty partners to recommend and implement any necessary adjustments to further develop career pathway programs that meet regional industry needs.

There are two major regional career pathway projects that support sector-based pathway development. The San Diego County College and Career Readiness Consortium (CCRC) was launched in 2014 as a regional approach to implementing the California Career Pathways Trust (CCPT) grant. The school partners in the CCPT grant are 16 districts with high-schools, one charter school, and the region's five community college districts. The purpose of the CCPT project is to provide infrastructure investment to support the development of key components of a regional system to ensure delivery of streamlined, coordinated, sequenced career pathway curricula aligned to industry needs. Industry sectors targeted through the application include Advanced Manufacturing, Clean Energy, and Information and Communication Technologies. CCRC supports career pathway programming county-wide through: 1) A regional, online work-based learning portal to broker work-based learning opportunities, 2) Work-based learning teams to build the portal, 3) Professional development for teachers and counselors, 4) Curriculum alignment and

development, 5) Marketing to students and parents, 6) Data collection and evaluation, and 7) Meaningful industry engagement with facilitation from the United Way of San Diego County. Such activities support the advancement of CCPT objectives.

For the Imperial Valley CCPT grant, Imperial Valley College is partnering with IVROP, the Imperial County Office of Education Alternative Education program and five local high school districts to offer students in their junior year of high school the opportunity to earn college credit in the fields of Administration of Justice and Allied Health. By the time they graduate from high school, students seeking careers in Administration of Justice will have 12 units of the 60 units needed for an Associate of Arts Transfer degree. Students in health fields will have the capability to obtain certification as either an Emergency Medical Technician, Home Health Aide or Certified Nursing Assistant during the summer of their senior year. As part of the planning process, the Committee reviewed a chart of workforce initiatives underway in the region and were asked to update the chart if new initiatives needed to be included.

Initiative	What it is?	Programs of Study	Status	Funder/Amount/Duration	Partners
Community Colleges					
CTE Enhancement Fund (CTE EF)	One-time funds to create greater incentive for Community Colleges to develop, enhance, retool, and expand quality CTE offerings.	All CTE Programs	Regional work-readiness certification implemented, 580 of internships filled, industry certification centers supported, and regional career outcomes will be measured this year.	CCCCO/\$4.3 million/ - 7/2015-12/2016	Regional Community Colleges, Industry, WDB
CTE Pathways/SB 1070	Engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success by developing CTE pathways.	All Priority, Emergent & Regional Sectors	Regional policy discussion on articulation, matriculation, and dual enrollment in process. Thousands of work-based learning opportunities filled. Curriculum developed.	CCCCO/\$1.3 million/ - 1/2014-12/2016	Regional Community Colleges, K-12, Industry, WDB, CBOs
DSN SB 858 Funds (DSN SB 1070)	Support DSNs continued pathway and partnership work with the K-12 providers and regional employers.	All Priority, Emergent & Regional Sectors	Joint professional development hosted, curriculum work completed, work-based learning offered.	CCCCO/\$700,000 - 1/2016-12/2016	Regional Community Colleges, K-12, Industry
Slingshot	Creates industry-requested training opportunities for low-income individuals interested in Advanced Manufacturing	Advanced Manufact	San Diego and Imperial WIBs partnering. Implementation plan in development.	State WDB/\$1 million - Funded in 3/2016, flexible	Regional Community Colleges, WDBs, East County EDC

SDWP Job Developer	Pilot project evaluating the effectiveness of WIOA job developers in college career centers.	All Programs	Cuyamaca, MiraCosta, City College, and Southwestern all currently have a job developer.	SDWP/ in-kind personal	Regional Community Colleges
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K-12

Career Pathways Trust (CCPT)	Motivate the development of sustained K-14 career pathways programs that connect businesses, K-12 schools, and community colleges in order to better prepare students for the 21st century workplace.	Adv. Transport & Renewables, Advanced Manufact, ICT/Digital Media	Steering committee is active, work-based learning portal has is being tested, K-12 districts have implemented programs. Regional work with community colleges will start in year 2.	CDE/\$13 million - 7/2015-6/2018	K-12, Regional Community Colleges, Industry, WDB, CBOs
CTE Incentive Grant (CTEIG)	A state education and workforce development initiative with the goal of providing K-12 students with the skills necessary to transition to employment and postsec education.	All CTE Programs	K-12 schools are in process of implementing projects.	\$600 million statewide	Include school districts, county offices of education, charter schools, or ROCP's operated by JPA.

Adult Education

Adult Education Block Grant (AEBG/AB 86)	Administer the Adult Education Block Grant to identify and understand the educational needs of adults and to support the effective provision of services to address those.	Basic Skills, CTE	Consortia have transitioned from planning to implementing Adult Education plans to support more adult learners moving to careers and college.	\$500 million statewide / fiscal year	K-12/ Regional Adult Schools, Regional Community Colleges, Industry, WDB
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Required Content on Industry-Valued Post-Secondary Credential Attainment

Identify the process used to determine industry-valued and recognized postsecondary credentials. Describe the process taken to ensure industry leads this discussion and process.

Identify the current industry-valued and recognized postsecondary credentials being emphasized in the regional plan and the process that will be used to ensure their relevance in subsequent years as labor markets change.

Identify the manner in which regional partners, including industry leaders determined that the relevant credentials are actually industry valued.

Identify the relevant training and education providers providing the credentials.

Industry-valued Credentials/Certifications support attainment of living wage jobs and are seen as desirable by the employer community. Community Colleges and local Workforce Development Boards are working together to increase access and knowledge about the valued in-demand credentials/certifications.

The following certifications were identified by the community college Deputy Sector Navigators, Sector Navigators or other partners as desirable certifications for the corresponding sector in our region:

- **Advanced Manufacturing:** ACT-National Career Readiness Certificate (NCRC), Manufacturing Skills Standards Council (MSSC)- Certified Production Technician and Certified Logistics Technician Certification, Manufacturing Skills Institute (MSI)- Manufacturing Technician 1, National Institute for Metalworking Skills (NIMS), American Welding Society (AWS)-Certified Welder Certifications, International Society of Automation (ISA)-Certified Control Systems Technician (CCST) and Certified Automation Professional (CAP), National Center for Construction Education and Research (NCCER), North American Die Casting Association (NADCA), Fabricators & Manufacturers Association International (FMA)-Precision Sheet Metal Operator Certification (PSMO), International Fluid Power Society (IFPS), SME-Lean Certification, Packaging Machinery Manufacturing Institute (PMMI)-Mechatronics Certificate, American Society for Quality (ASQ), American Society of Transportation and Logistics (ASTL), Association for Operations Management (APICS)-Certified in Production and Inventory Management (CPIM) and Certified Supply Chain Professional (CSCP), Certified Manufacturing Technologist (CMfgT). **Certificate information provided by East County Economic Development Council*
- **Advanced Transportation/Renewable Energy:** ACT-National Career Readiness Certificate (NCRC) PV Technical Sales, PV Installation Professional, Solar Heating Installer, Small Wind Installer, California Advanced Lighting Controls Training Program (CALCTP), Electric Vehicle Infrastructure Training Program (EVITP), ASE certification (brakes, engines, electrical, diesel), North American Board of Certified Energy Practitioners (NABCEP).
- **Agriculture/Water/Environmental Technologies:** ACT-National Career Readiness Certificate (NCRC)
- **Energy Efficiency/Utilities:** ACT-National Career Readiness Certificate (NCRC)
- **Global Trade/Logistics:** ACT-National Career Readiness Certificate (NCRC)
- **Health:** ACT-National Career Readiness Certificate (NCRC), Licensed Vocational Certificate (NCLEX-PN), Nursing Assistant, Registered Nurse (NCLEX, RN), National Board for Certification in Occupational Therapy (NBCOT) Orthopedic Technology, Anesthesia Tech, Registered Dental Assistant, Certified Dental Assistant, Registered Health Information Technology, Certified Coding Specialist, Certified Coding Assistant, Registered Health Information Management, Phlebotomy, Physical Therapy Assistant, Veterinary Technician
- **ICT/Digital Media:** ACT-National Career Readiness Certificate (NCRC), C++, JAVA, Linux, Microsoft SharePoint, Oracle, Network Security, Security +, CEH (Certified Ethical Hacker),

- CompTIA N+, S+ Certification, Adobe, Microsoft Office certification, Certified Web Designer Associate
- **Life Sciences/Biotech:** ACT-National Career Readiness Certificate (NCRC)
 - **Retail/Hospitality/Tourism 'Learn and Earn:** ACT-National Career Readiness Certificate (NCRC), American Hotel & Lodging Association – Guest Service Gold, Convention Industry Council – Certified Meeting Planner, National Restaurant Association – ServSafe Food Handler, National Restaurant Association—ServeSafe Food Safety for Managers, National Retail Federation – Customer Service and Sales, Professional Bartending Schools of America – Training for Intervention Procedures, Society of Wine Educators – Certified Specialist of Wine, Society of Wine Educators—Certified Wine Educator, Western Association of Food Chains – Retail Management Certificate, Comp TIA A+ Certification – Computer Retail
 - **Small Business:** ACT-National Career Readiness Certificate (NCRC)

Other certifications in demand in the region across all sectors include project management (PMP), security clearance, forklift operator certificate and lean six sigma across all sectors (not just manufacturing). As the industries change, the certification courses and tests tend to follow those changes, so keeping up on industry-approved certifications will prove beneficial for job seekers in the region. Employers that participate in the region’s talent networks will be contacted. Using feedback from these employers, the partners will continue to refine the list of industry-valued credentials.

Identify how the regional planning partners will establish regional goals for, and track attainment of, industry recognized credentials produced in each region, including each Local Board’s contribution, and the total contribution of industry recognized credentials produced by the partners collectively in the RPU.

Education partners will be convened on a regular basis to ensure that the credentials are being offered in a systemic manner, with credential programs being made available to as many geographic areas in the region as feasible.

The region will track attainment of these credentials through annual updates submitted to the collective partners in the system. The establishment of regional goals for credentials will be established during the process of collecting feedback on the proposed industry-valued and recognized credentials in 2017, and each county’s share of that goal will be reported to the state upon establishment of said goal.

Required Content on Accessibility and Inclusivity

A description of regional planning outreach efforts made to include stakeholders and CBOs representing the individuals from target populations that represent the demography of the region, including those groups who have experience serving or working with high-need and historically disadvantaged communities such as farmworkers, ex-offenders, those who are limited English proficient, out of school

and/or disconnected and foster youth (including former foster youth). This description should include how and which groups (by name) were contacted and invited to participate in regional planning efforts.

The Region contacted Community-Based Organizations through the California Workforce Association to ensure that they were informed on the planning process. This contact culminated in a statewide webinar that described the regional and local planning processes in detail, with an invitation to participate in the planning process in the region. The persons contacted include:

Joyce Hinkson, Outreach and Technical Assistance Network for Adult Educators

Adriana Sanchez-Ochoa, Next Gen Climate

Felicia Gomez, California Immigrant Policy Center

Ilse Pollet, The Alliance for Language Learners Integration, Education and Success

Nkauj Iab Yang, Southeast Asia Resource Action Center

Audrey Pryadko, Asian Resources Inc.

Elke Damesyn, World Relief

Jennie Mollica, Represents organizations such as: Women's Action to Gain Economic Security, Lao Family Community Development, International Rescue Committee, East Bay Refugee Forum, and other CBOs.

A description of the manner in which AEBG consortia participated in the WIOA regional planning process:

Adult Education Consortia were represented in the regional planning process by Denise Cabanilla, Director of Higher Education and Adult Learning for the Imperial County Office of Education and Susan Yamate, from the San Diego Imperial Adult Education Consortia. Both were included in the Strong Workforce Planning Committee, with Susan also serving on the Regional Strategic Workforce Priorities Subcommittee.

As a result of their participation, San Diego and Imperial County are working with their adult education partners toward a common definition of work readiness which provides businesses a way to measure and understand job readiness and basic skills in addition to the technical skills. We use a common, nationally recognized career readiness certificate (ACT National Career Readiness Certificate) for job seekers and students coming out of our programs, schools, and job centers as well as standardized tools (such as EMSI) to produce sector/industry specific job-readiness approaches.

San Diego is transforming the Eligible Training Provider List (ETPL) by moving to increased integration with WIOA Title I, Adult Education, Career and Technical Education partners as key providers of ETPL-based training for WIOA participants.

An analysis of the need for basic skills education in the RPU, including background on the demography and languages spoken in the region, as well as an enumeration of the estimated number of individuals being served regionally, the types of basic skills related services offered in the RPU, and an overview of the way the regional partners are working together to meet any unmet needs.

An analysis of the way basic skills education will be integrated into regional sector pathways programs

emphasized by the regional plan, including an analysis of any strategies to serve members of the regional population who have limited English proficiency.

The two-county region houses over a million people who speak a language other than English at home, with approximately 44% of those people self-describing as speaking English “less than very well”. Ensuring access to services for these large populations presents a challenge for the workforce system. The system is dedicated to meeting the challenge through targeted employment of people into the system who are members of these communities, and ensuring that the services provided are accessible to speakers of all languages in the region.

The system is working in combination with our Adult Education providers to share this information and create a common starting point for conversations on how to serve these communities, as well as identifying best practices for serving these populations and addressing deficiencies discovered immediately through technical assistance and representative hiring practices.

San Diego County - Language Spoken	Speak English Less Than Very Well	Speak English Very Well	Total Persons
Spanish	44.1%	55.9%	725,000
Tagalog	39.4%	60.6%	90,200
Vietnamese	62.1%	37.9%	42,000
Chinese	49.3%	50.7%	41,100
Arabic	51.6%	48.4%	19,591
Persian	41.2%	58.8%	14,034
Korean	53.3%	46.7%	13,710
Japanese	47.3%	52.7%	12,618
African	36.2%	63.8%	11,927
Other	51.1%	48.9%	11,697
German	13.1%	86.9%	10,934
Other Pacific	38.9%	61.1%	9,809
French	17.7%	82.3%	9,216
Russian	47.4%	52.6%	8,813
Other Asian	32.4%	67.6%	8,540
Hindi	25.1%	74.9%	6,425
Laotian	54.8%	45.2%	5,936
Italian	27.8%	72.2%	5,820
Portuguese	26.3%	73.7%	5,280
Cambodian	47.9%	52.1%	4,785
TOTAL	44.0%	56.0%	1,057,435

Imperial County - Language Spoken	Speak English Less Than Very Well	Speak English Very Well	Total Persons
Spanish	43.3%	56.7%	117,200
Chinese	71.0%	29.0%	730
Tagalog	27.8%	72.2%	435
TOTAL	43.3%	56.7%	118,365

Source: U.S. Census Bureau, as reported by The Statistical Atlas at statisticalatlas.com (2015)

As part of the Student Success Scorecard, the percentage of credit students who attempted a math, English, or ESL course designated as below transfer, and successfully completed a college level course in the same subject anywhere in the California community college system within six years of entry is tracked. The percentage of completion for the San Diego campuses was higher than the state average in all three categories measured: English, Math, and ESL. To support participants who fall behind in basic skills, the workforce boards have formed partnerships with adult education institutions to refer participants to them, including and especially those with language barriers, as addressed earlier in this plan.

The Imperial and San Diego County Workforce Boards are championing the ACT National Career Readiness Certificate (NCRC), which assesses individuals on applied math, workplace documents, and graphic literacy abilities. These three areas are key indicators of the abilities a potential employee have to offer employers. It is also meant to provide greater marketability for the participants, and increase their success in Career Pathways Programs. NCRC assessments will be utilized for all participants entering into career pathways programs in the region, and those who do not pass the assessment will be referred to adult education partners to hone their skills and ensure they can receive the credential and achieve success in career pathways programs.

A description of regional efforts to streamline and coordinate intake, assessment, and referrals of individuals needing basic skills remediation.

An analysis of the ways in which RPU partners, including Local Boards, Community Colleges, Adult Schools, and AEBG consortia will ensure program and physical accessibility and participation in regional sector pathway programs for individuals with disabilities.

One-stop centers in the two county region will streamline services for jobseekers by ensuring access to needed services, educating program staff about all of the one-stop services available to job seekers, and consolidating case management and intake procedures. Programs that provide basic skills remediation will have referrals coordinated to them through a common intake form that limits the customer's need to duplicate efforts in order to access needed services.

Local Boards, Community Colleges, Adult Schools, and AEBG consortia are dedicated to ensuring program and physical accessibility and participation in regional sector pathway programs, and are compliant in all physical accessibility laws and regulations as established at the federal, state, and local level. The partners will also dedicate technical assistance and training to staff in the field that ensures they are proficient in the techniques and knowledge that is needed to ensure accessibility to individuals with disabilities. The

Department of Rehabilitation has been active in discussions around the formation of this regional plan, and will continue to provide technical assistance and guidance to ensure that all populations with disabilities have access to the system established by this plan.

As appropriate, an analysis of the need for, and a description of the means by which regional partners will work together to place individuals enrolled in TANF/CALWORKS in regional sector pathway programs.

Almost 500,000 people in the region, 15% of the population as a whole, live in poverty. This population is eligible for TANF services, and the future health of the economy of the region depends on the incorporation of this population into the economy. The disconnection of this large segment of the population from the skilled workforce is not only a detriment to those individuals, but is a detriment to business owners and proprietors in the region, who do not have the benefit of the potential of that segment to potentially hire from and are not able to sell their products and services to the entire population. This limits growth potential for business both in hiring and spending. These populations, likewise, are less likely to produce children who will move up the economic ladder, perpetuating the issues into a multi-generational morass that the fabric of the region's economy.

The workforce system in the Southern Border region believes that working in collaboration with TANF agencies to ensure common understanding of the benefits of each system is the starting place to deeper co-mingling of services, and this process has begun through the regional planning process, where TANF agencies are represented. The region will be moving to common intake strategies with common case management, ensuring that the customer's experience with the system is streamlined and that they do not have to duplicate efforts to access the benefits of the system. This will lead to an increase in participation by TANF customers in the programs and training provided by the workforce system, and increased entries into the regional career pathways developed by the system.

An analysis of the way regional program partners will work together to provide supportive services to individuals enrolled in regional sector pathways programs, including individuals from populations with barriers to employment. Regional plans should demonstrate how partners will work together to ensure a comprehensive provision of services that facilitate program completion.

The region is committed to providing a holistic approach to supportive services to give participants in the system greater opportunity for success in regional sector pathways programs. The workforce boards of San Diego and Imperial Counties will be in contact with transportation, housing, child care, and mental health providers to develop solutions for program participants. These conversations will include TANF, Adult Education, the Department of Rehabilitation, and other agencies who serve populations with barriers so as to find common strategies, streamline funding, and reduce unnecessary duplication of efforts.

A description of the role of CBOs, such as Independent Living Centers, in helping provide services to and integrating individuals with barriers to employment into region sector pathway programs, including

participation in program development, outreach, and the provision of specialized supportive services for relevant target populations.

The Workforce Boards involve Community-Based Organizations in both delivery of services and program planning. Aside from CBO participation on Local Boards and committees, CBOs are also involved in the development and execution of programs such as the Second Chance Job Center, located inside of a detention facility, as well as the Connect2Careers Opportunity Youth Collaborative, where the workforce boards supply resources and lead conversation to fill the need for advocacy, input, and best practice sharing among youth organizations throughout the region. The design for these programs was developed through the San Diego Workforce Partnership's Annual Conference, which saw 200 CBO representatives attend, providing feedback to the region's workforce partners as to best practices and needs of the CBOs in order to best serve their clients.

A description of the process Local Boards and their partners will use to retain individuals in relevant programs as they work their way through the career pathway progressing into livable wage jobs and careers.

In order to ensure success for all individuals who enter into the system, the workforce boards have utilized grants outside of WIOA to develop and fund an increase in incumbent worker training. San Diego Workforce Partnership will hire two analysts to look into best practices around serving veterans and the formerly-incarcerated to ensure that these populations are fully reaching their employment goals. The region is committed to continuing their work with the state to reach data sharing agreements around the UI base wage file, so as to best track participants in the short and long terms.

Required Content on Job Quality Considerations

Provide a description of the projected earnings of those employed in occupations directly related to the regional sector pathway programs emphasized in the regional plan.

Provide a comparison of the foregoing wage levels to the median wage in the relevant RPU.

The Center for Policy Initiatives sets the living wage in the region at \$13.09 per hour. The following chart specifies in-demand jobs for the region that list a median wage above that living wage. These jobs are the targets of regional sector pathway programs currently operating in the Southern Border Region, as well as in development with regional partners for future utilization.

Please see Appendix C for the In-Demand Jobs Report, produced by San Diego Workforce Partnership.

Provide a description of the way each of the Local Boards in the RPU will assist and prioritize working with employers who offer jobs with good wages and benefits, especially those employers who have a

history of hiring high need or historically disadvantaged population, including from populations with barriers to employment.

The Workforce Development Boards of San Diego and Imperial Counties use the \$13.08/hour wage to determine training program eligibility for the ETPL, and all contractors with the workforce boards must guarantee that wage requirement as well, unless they can demonstrate a clearly articulated career path that leads to the participant being placed into a job that earns above a living wage.

Provide a description of the process Local Boards will take to implement incumbent worker training strategies to ensure progression along career pathways.

The boards ensure this continuation on a career pathway through follow-up services and education to employers about incumbent worker training that may be utilized to keep participants on their pathway while creating a value add for employers. Employers and incumbent workers are provided information on services and resources available through the local one-stop workforce and career service delivery system, including information on the local incumbent worker-training program. For the purpose of the local incumbent worker-training program, the employer's assessment of the worker's skills and the determination that the worker requires skill improvement serve as a career service and may result in immediate qualification for training.

Training activities may include, but not be limited to, Occupational Skills Training, Skill Upgrading and Retraining, Literacy Activities related to Basic Work Readiness, Job Readiness Training or Work Readiness Training, and Customized Training.

Required Content on Regional Assessment

Provide a description of how the regional partners in the RPU will work together to track training-related employment for individuals entering the labor market.

The Southern Border Region and its partners understand the need for collaborative tracking of training-related employment outcomes to measure the effectiveness of the training provided to the customer, as well as to gauge the usefulness of the training for the businesses who hire from our talent pool.

Training-related employment will be tracked alongside of the tracking of industry-recognized credentials. San Diego Workforce Partnership is currently building an ETPL Scorecard with their own software developers. This scorecard will match training participant job outcomes with NAICS data, giving an automated "yes/no" response as to whether the participants' job outcomes matched the industry in which they were being trained. The concept is in beta testing, with release later in 2017. The contents of these reports will include identifiers for workforce system participants who engaged in training programs, the training programs entered, their completion status, and the employment outcome as determined by reporting through the State Base Wage File.

Community Colleges use a statewide system entitled LaunchBoard to track all of their Strong Workforce metrics/student outcomes. Data is available by specific program, by college, by sector and by region. Metrics include WIOA employment outcomes - job placement, job retention, wages.

These reports will be analyzed annually to determine the effectiveness of training programs. Those programs garnering insufficient results will be reviewed by the partners, with industry engaged, to determine where deficiencies lie and to help develop a more relevant program that will result in stronger outcomes for the participants involved.

Description of the manner federal WIOA regional plan requirements not covered by the State Plan required content are being met

For any federal RPU A-H requirements not already met using regional plan content related to State Plan requirements, provide a description of how the relevant federal requirements are being met.

The Southern Border Region meets the federal requirements pertaining to the coordination of services with regional economic development agencies by:

- Including representatives from leading Economic Development agencies from the region into the Southern Border Regional Workforce Development Plan Committee that developed this plan. These agencies include: East County Economic Development Council, San Diego Regional Economic Development Corporation, SANDAG, Imperial Valley Economic Development Corporation (IVEDC)
- Partnering with multiple EDCs in developing the San Diego Workforce Conference 2016, which helped to inform aspects of this Regional Plan, including especially a solicitation of input from Community Based Organizations and businesses in the region, including major partners like: Bank of America, Kaiser Permanente, Qualcomm and others.
- An attachment is included in the following section of the plan that displays the cost-sharing agreement to develop this Regional Plan with the California Workforce Association, which fills the requirement for cost-sharing among regional partners as described in WIOA.

Public Comment and Responses

Comments were taken for a 30 day period ending March 8, 2017. A summary of the comments is below:

- Comments were received regarding the necessity of a single entry point to the workforce system in the region for business customers, including collaboration with Title II, and the potential for damaging existing business relationships that partners may have developed independently.

Response: The single-entry point concept is in development amongst the myriad partners who

engaged in the process of the development of this Regional Plan. The partners do intend to expand the reach of these conversations to include core and non-core partners who engage in business services across the breadth of the system. Existing relationships would not be harmed, as coordination will include a mapping of these relationships. It is the intention of the single-entry concept to be a place that is easily marketed to expand the outreach and service capability of the system as a whole, with coordination in providing those services to include all partners. Likewise, it is the intention of the boards to build relationships with all educational entities, especially including Title II Adult Education, to increase knowledge of each others' systems and work together to develop strategies that best serve the region's businesses and jobseekers. No edits were made to the Plan as a result of these comments.

- Comments were received regarding the necessity of outreach to multiple Adult Education consortiums in the county.

Response: The Workforce Development Boards agree that it is necessary to engage the multiple consortiums that fall in the jurisdiction of San Diego and Imperial Counties, and resolve to do so as further strategy development and implementation of those strategies are pursued. No edits were made to the Plan as a result of these comments.

- Comments were received in regards to serving specific populations, with specific entities described in the comments who could execute strategies with these populations.

Response: The Workforce Boards of the region are in agreement that all populations must be served, and champion policies that ensure that all people, regardless of background, can access the services of the workforce system. This Regional Plan builds on the seven core strategies outlined in the State Workforce Development Plan, and the Boards believe that these strategies will be effective in generating the demand-driven careers that are relevant to the marketplace and will lead to sustainable income for all Californians. We encourage specific programs to engage their local boards to see how they can help ensure prosperity for the populations they serve. No edits were made to the Plan as a result of these comments.

- Comments were received indicating that the six adult education consortia from San Diego and Imperial Counties be included in the list of organizations that participate in regional workforce collaborations, found starting at the bottom of Page 14

Response: The listing of consortia were added. Also, a notation was made before the Adult Education Regional Plan listed in the Appendix that the plan is one of six plans designed throughout the counties and surrounding areas.

- Comments were submitted in regards to questioning whether the ACT National Career Readiness Certificate (NCRC) is actually an industry-valued certification.

Response: This comment is written in regards to the report-out of the industry-valued certification list as established by the community college system. Since this list is a report-out, the NCRC will remain to ensure that the reporting is accurate to the college system's findings. However, the Region welcomes discussion on this point going forward.

- Technical edits were suggested, and the following were adopted in the plan:
 - o Bottom of Page 6: Columns eliminated to make the listing of reports clearer
 - o Page 29: In ICT/Digital Media Certifications, CompTIA N+ and S+ Certifications were added.

Appendices

Appendix A – Research and Data Resources

1. **Priority Sector Studies for San Diego & Imperial Counties:** Comprehensive demand and supply analyses using various data sources, including employer surveys. Available at: workforce.org/reports and coecc.net/sandiego_imperial.asp
 - Life Sciences/Biotechnology
 - Clean Energy
 - Advanced Manufacturing
 - Information and Communication Technologies & Digital Media
 - Health Care
 - Advanced Transportation:
 - Automotive Technicians & Managers
 - Aircraft Maintenance & Pilotin
 - ○ Motorcycle Technicians
 - Global Trade and Logistics
 - Workforce Needs of Small Businesses in San Diego
 - Specialty Foods & Brews
 - Retail Industry
 - Priority Sectors: Workforce Initiatives in San Diego County
2. **In-Demand Jobs Report:** top occupations offering a living wage that are projected for growth over the next five years for San Diego County. Available at: workforce.org/reports
3. **Regional Labor Market Assessment Reports:** demand data by major occupational group and related post-secondary program data ("supply") focused on middle-skill/community college relevant occupations.
 - a. San Diego County:
<http://coecc.net/documents/Regional%20Planning%20Report%20SD%20final.pdf>
 - b. Imperial County:
<http://coecc.net/documents/Regional%20Planning%20Report%20Imperial%20County%20Final.pdf>
4. **Top Middle-Skill Occupations:** demand data for top middle-skill/community college relevant occupations organized by education level.
 - a. San Diego County: http://coecc.net/documents/Top%20Occupations_San%20Diego.pdf
 - b. Imperial County: http://coecc.net/documents/Top%20Occupations_Imperial.pdf
5. **EDD LMID Resources**
 - a. Southern Border Regional Planning Unit Summary: demographics, top industries, top 25 middle-skill occupations, top skills (<http://www.labormarketinfo.edd.ca.gov/Publications/REA-Reports/Southern-Border-RPU-Summary.pdf>)
6. **SANDAG. Traded Industry Clusters in the San Diego Region: 2016 Data Update.** March 2016. Traded sandag.org/uploads/publicationid/publicationid_2017_20489.pdf

7. **Imperial County Comprehensive Economic Development Strategy.** 2014-2015 Annual Update. Effective 2014-2015.
8. **San Diego Workforce Partnership.** workforce.org/research. Publications from 2012 to 2016.
9. **"Assessing Industry and Occupation Trends in Imperial County."** Procured by the Imperial County Workforce Development Office and developed by the San Diego State University, Imperial Valley Campus. 2015.
10. **San Diego Regional Economic Development Corporation.** sandiegobusiness.org. 2016.
11. **South County's Maritime Industry Plan.**
http://media.wix.com/ugd/061260_4c6275e0bffa43fb9c4ee2315dda76e1.pdf. 2015
12. **East County EDC.** <http://eastcountyedc.org/>. 2016
13. **Key Industry Clusters.** <http://sdnedc.org/>. 2016
14. **City of San Diego Economic Development.** <https://www.sandiego.gov/economic-development/sandiego/economy/>. 2016

Appendix B – Southern Border Regional Workforce Development Plan Committee Members

The Southern Border Regional Workforce Development Plan Committee first met in June of 2016, and consist of the following:

Community Colleges

Cindy Miles, Ph.D., Chancellor, Grossmont-Cuyamaca Community College District
Efrain Silva, CTE Dean, Imperial Valley College
Greg Newhouse, Deputy Sector Navigator, Advanced Transportation & Renewables
Kate Alder, Ph.D., Vice President of Instruction, San Diego Continuing Education
Katrina VanderWoude, Ed.D., Regional CIO Chair, Vice President of Instruction, Grossmont College
Lorraine Collins, CTE Dean, District Office, San Diego Community College District
Lynn Ornelas, Workforce Development Council Chair, CTE Dean, Miramar College
Mary Wylie, Co-Chair, Regional Consortium
Sally Cox, Executive Director, Grossmont-Cuyamaca CCD Foundation, Fiscal Agent, Regional Consortium
Wilma Owens, Co-Chair, Regional Consortium
Zhenya Lindstrom, Labor Market Director, San Diego-Imperial, Centers of Excellence

San Diego and Imperial Workforce Development Boards

Andy Hall, Vice President/Chief Program Officer, San Diego Workforce Partnership (SDWP)
Camilo Garcia, Employment Coordinator, IVWDO
Kelly Henwood, San Diego Continuing Education, SDWP training provider
Maria Solano, Program Compliance Coordinator, IVWDO
Miguel Figueroa, Director, Imperial County Workforce Development Office (ICWDO)
Omar Passons Esq., Vice President, Jacobs Center, WDB member, San Diego
Sarah Burns, Research Manager, SDWP
Tina Ngo-Bartel, Director of Business Programs and Research, SDWP

K-12 (Secondary)

Brian Butler, Ed.D., CTE District Advisor, College & Career Readiness Unit, Learning & Leadership Services, San Diego County Office of Education
Kathleen Coy Porter, Executive Director, Career, Technical, Adult and Alternative Education, Poway Unified School District
Pam Garramone, Assistant Principal, CTAAE, Poway Unified School District

Adult Education

Denise Cabanilla, Director of Higher Education and Adult Learning, Imperial County Office of Education
Susan Yamate, Representative, San Diego Imperial Adult Education Consortia, Coordinator, SDCE

University of California San Diego/San Diego State University

Antoinette Marbray, Ph.D., Associate Vice President, Student Affairs, SDSU
Mary Walshok, Ph.D., Associate Vice Chancellor, Public Programs, UCSD Extension

Industry/Industry Association/Regional Government/Economic Development/Chambers

James Sly, Vice President, East County Economic Development Council

Mark Cafferty, President and CEO, San Diego Regional Economic Development Corporation

Ray Major, Chief Economist, SANDAG

Sean Wilcock, Vice President of Business Development & Services, Imperial Valley Economic Development Corporation (IVEDC)

Timothy Kelly, IVEDC

Employment Development Department

Abel Alcocer, Region Manager, Employment Development Department & LMID

Annie Ta'amilo, Regional Director, Employment Development Department (EDD)

Ruth Salcido, EDD

County of San Diego/CalWorks

Laura Hernandez, Program Manager, CalWorks

Lisa Purser, Program Specialist, County of San Diego

Department of Rehabilitation

Carmencita Trapse, Regional Administrator, Department of Rehabilitation (DOR)

Virginia Ruth Guerra, Associate Information Systems Analyst, DOR

Appendix C – Statistical Data on the Workforce of the Region

Living and Employed in the Area	Inflow	Outflow
1,034,900	231,942	253,696

Source: U.S. Census Bureau and LEHD Origin-Destination Employment Statistics (Beginning of 2nd Quarter of 2002-2014).

Median Household Income by County	Median Household Income
Imperial	\$41,772
San Diego	\$63,996

Poverty Status	Population	Percentage
Income in the Past 12 Months Below Poverty Level	494,790	15.1%
Income in the Past 12 at or Above Poverty Level	2,774,080	84.9%
Total	3,268,870	100.0%

Race	Population	Percentage
Hispanic or Latino	1,183,842	100.0%
White Alone	846,512	71.5%
Black or African American Alone	10,119	0.9%
American Indian and Alaska Native Alone	10,897	0.9%
Asian Alone	6,425	0.5%
Native Hawaiian and Other Pacific Islander Alone	1,003	0.1%
Some Other Race Alone	247,818	20.9%
Two or More Races	61,068	5.2%
Non-Hispanic or Latino	2,176,327	100.0%
White Alone	1,533,808	70.5%
Black or African American Alone	155,402	7.1%
American Indian and Alaska Native Alone	12,909	0.6%
Asian Alone	354,196	16.3%
Native Hawaiian and Other Pacific Islander Alone	13,492	0.6%
Some Other Race Alone	4,794	0.2%
Two or More Races	101,726	4.7%

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Native and Foreign Born	Population	Percentage
Native	2,558,884	76.2%
Foreign Born	801,285	23.8%
Total	3,360,169	100.0%

English Learners	Population	Percentage
Speaks English Less Than "Very Well"	524,828	16.7%
Speaks English "Very Well"	705,287	22.5%
Speaks Only English	1,906,697	60.8%
Total	3,136,812	100.0%

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Veteran Status	Population	Percentage
Male Veterans	218,831	90.4%
Female Veterans	23,353	9.6%
Total	242,184	100.0%

Disability Status	Population	Percentage
With Any Disability	314,053	9.7%
No Disability	2,935,691	90.3%
Total	3,249,744	100.0%

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates.

Educational Attainment by Race, 25 Years and Over	White Alone	Black or African American Alone	American Indian and Alaska Native Alone	Asian Alone	Native Hawaiian and Other Pacific Islander Alone	Some Other Race Alone	Two or More Races	Total
Less than high school diploma	221,961	11,362	3,451	29,460	1,700	57,464	8,898	334,296
High school graduate (includes equivalency)	305,271	24,858	3,916	38,032	2,547	33,640	11,427	419,691
Some college or associate's degree	511,332	45,027	5,866	67,041	3,884	34,819	25,016	692,985
Bachelor's degree or higher	566,940	22,382	2,066	117,362	1,560	15,660	21,180	747,150
Total	1,605,504	103,629	15,299	251,895	9,691	141,583	66,521	2,194,122

Source: U.S. Census Bureau, 2010-2014 American Community Survey, 5-Year Estimates

Major Industry Sector	May 2016 (preliminary)	May 2012	Change	Percent	Location Quotient
Total All Industries	1,496,700	1,361,500	135,200	9.9%	-
Total Farm	25,700	22,100	3,600	16.3%	0.6
Total Nonfarm	1,471,000	1,339,400	131,600	9.8%	1.0
Mining and Logging	400	400	0	0.0%	0.2
Construction	71,600	57,000	14,600	25.6%	1.1
Manufacturing	107,300	100,100	7,200	7.2%	1.0
Trade, Transportation and Utilities	231,100	216,600	14,500	6.7%	0.9
Information	24,100	25,000	-900	-3.6%	0.6
Financial Activities	74,300	70,800	3,500	4.9%	1.0
Professional and Business Services	237,700	217,600	20,100	9.2%	1.1
Educational and Health Services	209,600	183,600	26,000	14.2%	0.9
Leisure and Hospitality	194,400	166,500	27,900	16.8%	1.2
Other Services	54,500	50,700	3,800	7.5%	1.1
Government	262,700	249,500	13,200	5.3%	1.2

Top 25 Middle-Skill, Middle-Wage or Higher Occupations	Total Projected Job Openings 2012-2022	HWOL Job Ads	Median Annual Wage 2016 1st Quarter
Registered Nurses	7,140	4,327	\$86,400
Computer User Support Specialists	3,099	1,951	\$55,979
Medical Assistants	2,787	673	\$35,607
Licensed Practical and Licensed Vocational Nurses	2,632	987	\$54,719
Heavy and Tractor-Trailer Truck Drivers	2,382	1,642	\$38,995
Preschool Teachers, Except Special Education	2,017	625	\$33,660
Paralegals and Legal Assistants	1,553	435	\$58,351
Dental Assistants	1,427	784	\$39,660
Telecommunications Equipment Installers and Repairers, Except Line Installers	990	192	\$55,897
Web Developers	981	1,663	\$70,542
Electrical and Electronics Engineering Technicians	962	377	\$64,165
Dental Hygienists	819	112	\$88,531
Firefighters	795	16	\$61,742
Heating, Air Conditioning, Refrigeration Mechanics/Installers	793	362	\$55,107
First-Line Supervisors of Production and Operating Workers	726	864	\$61,154
Medical Records and Health Information Technicians	652	310	\$40,152
Aircraft Mechanics and Service Technicians	601	66	\$59,788
Computer Network Support Specialists	591	26	\$72,000
Medical and Clinical Laboratory Technicians	569	163	\$47,281
Library Technicians	559	29	\$45,664
Massage Therapists	529	287	\$37,654
Veterinary Technologists and Technicians	471	119	\$44,747
Computer, Automated Teller, and Office Machine Repairers	406	4	\$38,461
Electrical and Electronics Repairers, Commercial and Industrial Equipment	406	14	\$60,792
Environmental Science and Protection Technicians, Inc Health	374	151	\$44,931

Source: Employment Development Department, Labor Market Information Division; The Conference Board Help Wanted OnLine™ (HWOL) Data Series, 120-day period ending June 21, 2016.

Data Note: Middle-skill occupations typically require more than a high school diploma but less than a Bachelor's degree. Middle-wage occupations make at least 80 percent of the area's median annual wage (\$40,058).

Major Industry Sector (El Centro MSA)	2014 Millions of Current Dollars
Total All Industries	\$5,655
Agriculture, Forestry, Fishing, and Hunting	(D)
Mining	(D)
Utilities	\$194
Construction	\$148
Manufacturing	\$203
Wholesale Trade	\$330
Retail Trade	\$517
Transportation and Warehousing	\$168
Information	\$55
Finance, Insurance, Real Estate, Rental, and Leasing	\$354
Professional and Business Services	\$187
Educational Services, Health Care, and Social Assistance	\$251
Arts, Entertainment, Recreation, Accommodation, and Food Services	\$121
Other Services, Except Government	\$117
Government	\$1,802

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

Major Industry Sector (San Diego-Carlsbad MSA)	2014 Millions of Current Dollars
Total All Industries	\$206,817
Agriculture, Forestry, Fishing, and Hunting	\$609
Mining	\$355
Utilities	\$2,782
Construction	\$6,828
Manufacturing	\$19,625
Wholesale Trade	\$9,896
Retail Trade	\$11,156
Transportation and Warehousing	\$2,081
Information	\$7,176
Finance, Insurance, Real Estate, Rental, and Leasing	\$47,298
Professional and Business Services	\$31,115
Educational Services, Health Care, and Social Assistance	\$13,540
Arts, Entertainment, Recreation, Accommodation, and Food Services	\$8,662
Other Services, Except Government	\$4,218
Government	\$41,474

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

Skill Requirements for Top 25 Middle-Skill, Middle-Wage or Higher Occupations

Occupations	Skills																													
	Active Learning	Active Listening	Complex Problem Solving	Coordination	Critical Thinking	Equipment Maintenance	Equipment Selection	Installation	Instructing	Judgment and Decision Making	Learning Strategies	Management of Personnel	Mathematics	Monitoring	Operation and Control	Operation Monitoring	Operations Analysis	Programming	Quality Control Analysis	Reading Comprehension	Repairing	Science	Service Orientation	Social Perceptiveness	Speaking	Systems Analysis	Time Management	Troubleshooting	Writing	
Registered Nurses	•	•	•	•	•				•					•					•				•	•	•					
Computer User Support Specialists	•	•	•	•	•				•					•						•				•	•	•				•
Medical Assistants	•	•	•	•	•									•						•				•	•	•				•
Licensed Practical and Licensed Vocational Nurses		•	•	•	•					•				•						•				•	•	•		•		
Heavy and Tractor-Trailer Truck Drivers		•	•	•	•									•	•	•				•						•	•			
Preschool Teachers, Except Special Education		•	•	•	•					•				•						•				•	•	•		•		
Paralegals and Legal Assistants	•	•	•	•	•									•						•				•	•	•		•		•
Dental Assistants	•	•	•	•	•				•					•						•				•	•	•		•		•
Telecommunications Equipment Installers and Repairers, Except Line Installers	•	•	•	•	•									•		•			•		•			•	•	•		•		•
Web Developers	•	•	•	•	•					•				•			•			•										•
Electrical and Electronics Engineering Technicians*		•	•	•	•								•	•						•	•				•	•		•	•	
Dental Hygienists	•	•	•	•	•					•				•						•				•	•	•		•		•
Firefighters*		•	•	•	•					•				•		•				•				•	•	•				
Heating, Air Conditioning, and Refrigeration Mechanics and Installers*		•	•	•	•			•						•					•	•	•						•			
First-Line Supervisors of Production and Operating Workers		•	•	•	•							•								•				•	•	•		•		•
Medical Records and Health Information Technicians		•	•	•	•					•	•			•						•					•	•	•		•	•
Aircraft Mechanics and Service Technicians		•	•	•	•				•						•				•	•	•						•			•
Computer Network Support Specialists	•	•	•	•	•					•				•						•						•	•			•
Medical and Clinical Laboratory Technicians	•	•	•	•	•					•				•						•		•			•	•				•
Library Technicians	•	•	•	•	•				•					•						•				•	•	•		•		•
Massage Therapists	•	•		•	•					•				•						•				•	•	•		•		•
Veterinary Technologists and Technicians	•	•	•	•	•					•				•						•				•	•	•		•		•
Computer, Automated Teller, and Office Machine Repairers	•	•	•	•	•									•		•				•	•							•		•
Electrical and Electronics Repairers, Commercial and Industrial Equipment		•	•	•	•									•		•				•	•	•						•		•
Environmental Science and Protection Technicians, Including Health		•	•	•	•					•				•						•					•	•				•

Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.

* Skills listed for the occupation represent a specialty occupation.

Skill Requirements for Top 25 Middle-Skill, Middle-Wage or Higher Occupations

Occupations	Knowledge																												
	Administration and Management	Biology	Building and Construction	Chemistry	Clerical	Communications and Media	Computers and Electronics	Customer and Personal Service	Design	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Geography	Law and Government	Mathematics	Mechanical	Medicine and Dentistry	Personnel and Human Resources	Philosophy and Theology	Physics	Production and Processing	Psychology	Public Safety and Security	Sales and Marketing	Sociology and Anthropology	Telecommunications	Therapy and Counseling	Transportation
Registered Nurses		•			•		•			•		•				•		•				•			•			•	
Computer User Support Specialists	•				•	•	•			•	•	•				•											•		
Medical Assistants	•				•		•	•		•	•	•						•				•	•					•	
Licensed Practical and Licensed Vocational Nurses				•	•			•		•	•	•				•		•		•		•						•	
Heavy and Tractor-Trailer Truck Drivers	•							•		•	•	•	•	•	•	•	•						•					•	
Preschool Teachers, Except Special Education	•							•		•		•	•							•		•	•			•		•	
Paralegals and Legal Assistants	•				•	•	•	•		•	•	•			•	•						•	•						
Dental Assistants				•	•		•	•		•	•	•						•				•	•		•				
Telecommunications Equipment Installers and Repairers, Except Line Installers				•			•	•		•	•	•				•	•							•			•		
Web Developers	•				•	•	•	•	•	•	•	•				•									•				
Electrical and Electronics Engineering Technicians*								•	•	•	•	•				•	•				•	•							
Dental Hygienists	•	•		•	•		•	•	•	•	•	•						•				•	•		•				
Firefighters*	•	•	•					•		•	•	•			•		•				•		•		•				
Heating, Air Conditioning, and Refrigeration Mechanics and Installers*			•	•				•	•	•	•	•				•	•				•								
First-Line Supervisors of Production and Operating Workers	•				•		•	•		•	•	•				•	•		•			•							
Medical Records and Health Information Technicians	•					•	•	•	•		•	•			•	•								•					
Aircraft Mechanics and Service Technicians				•				•	•		•	•				•	•				•	•		•					•
Computer Network Support Specialists	•				•	•	•	•	•	•	•	•				•											•		
Medical and Clinical Laboratory Technicians	•	•		•	•		•	•				•				•		•				•	•						
Library Technicians	•				•	•	•	•	•	•	•	•			•	•													
Massage Therapists	•	•			•		•	•		•	•	•						•				•		•					•
Veterinary Technologists and Technicians	•	•			•		•	•		•	•	•				•		•						•					
Computer, Automated Teller, and Office Machine Repairers								•	•		•	•				•	•					•	•				•		
Electrical and Electronics Repairers, Commercial and Industrial Equipment			•					•	•		•	•				•	•					•	•						
Environmental Science and Protection Technicians, Including Health	•		•	•			•	•				•	•			•						•		•					

Source: U.S. Department of Labor's Occupational Information Network (O*NET) at www.onetonline.org.

* Knowledge listed for the occupation represent a specialty occupation.

Demand/Supply for Middle-skill Occupations | San Diego County

Major Occupational Group	Annual Demand	Annual Supply			Areas of Undersupply?
	Job Openings	CC Credit Awards (degrees & cert.)	CC Noncredit Awards	Other Postsecondary Institutions Awards	
Office and Administrative Support	3,772	653	935	99	Yes
Healthcare Practitioners and Technical	2,500	937	10	1,419	Yes
Sales and Related	1,752	114	0	4	Yes
Installation, Maintenance, and Repair	1,700	595	649	121	Yes
Construction and Extraction	1,152	256	161	62	Yes
Production	930	361	177	193	Yes
Transportation and Material Moving	630	35	0	0	Yes
Life, Physical, and Social Science	180	126	0	0	Yes
Community and Social Services	177	173	0	23	Yes
Legal	167	79	0	5	Yes
Healthcare Support	2,136	266	366	2,297	Maybe
Personal Care and Service	1,470	616	139	1,866	Maybe
Computer and Mathematical	598	297	178	343	Maybe
Education, Training, and Library	580	445	124	746	Maybe
Business and Financial Operations	1,138	1,488	243	1,040	No
Management	671	1,387	154	1,100	No
Food Preparation and Serving Related	661	192	532	290	No
Protective Service	468	677	0	178	No
Arts, Design, Entertainment, Sports, and Media	426	372	279	280	No
Architecture and Engineering	341	400	77	154	No
Building and Grounds Cleaning and Maintenance	57	55	0	93	No

Source: California Community Colleges' Center of Excellence for Labor Market Research, coeccc.net

Demand/Supply for Middle-skill Occupations | Imperial County

Major Occupational Group	Annual Demand	Annual Supply		Areas of Undersupply?
	Job Openings	CC Credit Awards (degrees & cert.)	Other Postsecondary Institutions Awards	
Construction and Extraction	183	11	86	Yes
Office and Administrative Support	167	34	47	Yes
Installation, Maintenance, and Repair	124	33	66	Yes
Sales and Related	102	4	73	Yes
Healthcare Support	93	32	0	Yes
Personal Care and Service	70	39	0	Yes
Transportation and Material Moving	61	0	0	Yes
Education, Training, and Library	56	38	0	Yes
Food Preparation and Serving Related	21	0	0	Yes
Community and Social Services	23	13	0	Maybe
Protective Service	125	177	0	No
Healthcare Practitioners and Technical	72	99	0	No
Management	65	72	58	No
Business and Financial Operations	30	81	47	No
Production	19	40	66	No
Computer and Mathematical	7	18	0	No

Source: California Community Colleges' Center of Excellence for Labor Market Research, coeccc.net

In-Demand Jobs Report

Occupation Title (SOC)	2015 Jobs	5-year Growth	Annual Openings	Median Wage	Typical Entry Level Education
Aerospace Engineers (17-2011)	1,770	10%	88	\$50.02	Bachelor's degree
Anesthesiologists (29-1061)	650	14%	39	\$110.75	Doctoral or professional degree
Architects, Except Landscape and Naval (17-1011)	1,463	10%	55	\$34.40	Bachelor's degree
Architectural and Civil Drafters (17-3011)	1,371	7%	37	\$27.57	Associate degree
Architectural and Engineering Managers (11-9041)	2,562	9%	130	\$73.17	Bachelor's degree
Billing and Posting Clerks (43-3021)	4,977	12%	235	\$17.51	High school diploma or equivalent
Bus and Truck Mechanics and Diesel Engine Specialists (49-3031)	1,855	12%	78	\$24.45	High school diploma or equivalent
Bus Drivers, School or Special Client (53-3022)	2,426	15%	110	\$18.44	High school diploma or equivalent
Bus Drivers, Transit and Intercity (53-3021)	2,086	13%	85	\$14.29	High school diploma or equivalent
Business Operations Specialists, All Other (13-1199)	13,964	5%	317	\$35.39	Bachelor's degree
Cargo and Freight Agents (43-5011)	755	12%	44	\$19.57	High school diploma or equivalent
Compliance Officers (13-1041)	4,031	5%	99	\$37.33	Bachelor's degree
Computer and Information Systems Managers (11-3021)	4,321	9%	136	\$71.45	Bachelor's degree
Computer Network Architects (15-1143)	1,196	10%	45	\$47.74	Bachelor's degree
Computer Network Support Specialists (15-1152)	2,342	7%	65	\$34.16	Associate degree
Computer Systems Analysts (15-1121)	5,873	14%	242	\$43.39	Bachelor's degree
Computer User Support Specialists (15-1151)	6,400	9%	196	\$26.59	Some college, no degree
Computer-Controlled Machine Tool Operators, Metal and Plastic (51-4011)	1,043	12%	60	\$20.78	High school diploma or equivalent
Construction and Building Inspectors (47-4011)	1,261	9%	60	\$34.50	High school diploma or equivalent
Database Administrators (15-1141)	1,100	9%	46	\$45.98	Bachelor's degree
Dental Assistants (31-9091)	3,947	8%	166	\$19.06	Postsecondary nondegree award
Dental Hygienists (29-2021)	1,582	10%	60	\$42.33	Associate degree
Dental Laboratory Technicians (51-9081)	680	10%	33	\$18.62	High school diploma or equivalent

Dentists, General (29-1021)	1,696	8%	62	\$70.95	Doctoral or professional degree
Diagnostic Medical Sonographers (29-2032)	473	25%	34	\$44.36	Associate degree
Environmental Engineers (17-2081)	658	16%	41	\$44.10	Bachelor's degree
Environmental Science and Protection Technicians, Including Health (19-4091)	683	8%	40	\$21.60	Associate degree
Environmental Scientists and Specialists, Including Health (19-2041)	1,065	12%	61	\$37.51	Bachelor's degree
Family and General Practitioners (29-1062)	1,135	13%	67	\$89.26	Doctoral or professional degree
First-Line Supervisors of Mechanics, Installers, and Repairers (49-1011)	3,065	7%	109	\$31.25	High school diploma or equivalent
First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators (53-1031)	1,328	7%	63	\$26.36	High school diploma or equivalent
Health Diagnosing and Treating Practitioners, All Other (29-1199)	553	16%	32	\$28.53	Master's degree
Health Technologists and Technicians, All Other (29-2099)	1,213	10%	38	\$22.58	High school diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers (53-3032)	8,283	8%	295	\$18.21	Postsecondary nondegree award
Human Resources Managers (11-3121)	1,572	8%	73	\$53.92	Bachelor's degree
Industrial Engineers (17-2112)	3,169	8%	148	\$44.77	Bachelor's degree
Industrial Machinery Mechanics (49-9041)	1,544	14%	89	\$25.24	High school diploma or equivalent
Information Security Analysts (15-1122)	815	14%	34	\$46.32	Bachelor's degree
Licensed Practical and Licensed Vocational Nurses (29-2061)	5,176	16%	335	\$25.78	Postsecondary nondegree award
Machinists (51-4041)	3,663	7%	169	\$24.01	High school diploma or equivalent
Mechanical Engineers (17-2141)	3,152	14%	200	\$42.11	Bachelor's degree
Medical and Clinical Laboratory Technicians (29-2012)	2,368	16%	140	\$22.52	Associate degree
Medical and Clinical Laboratory Technologists (29-2011)	1,129	23%	83	\$37.10	Bachelor's degree
Medical and Health Services Managers (11-9111)	2,595	14%	143	\$52.22	Bachelor's degree
Medical Assistants (31-9092)	7,140	18%	427	\$17.06	Postsecondary nondegree award
Medical Records and Health Information Technicians (29-2071)	2,009	12%	97	\$19.08	Postsecondary nondegree award

Medical Scientists, Except Epidemiologists (19-1042)	3,145	15%	200	\$48.70	Doctoral or professional degree
Medical Secretaries (43-6013)	7,594	13%	288	\$17.66	High school diploma or equivalent
Meeting, Convention, and Event Planners (13-1121)	1,309	10%	44	\$22.13	Bachelor's degree
Mental Health Counselors (21-1014)	968	10%	42	\$18.84	Master's degree
Network and Computer Systems Administrators (15-1142)	3,713	8%	112	\$38.76	Bachelor's degree
Nurse Practitioners (29-1171)	1,367	25%	105	\$54.54	Master's degree
Nursing Assistants (31-1014)	9,184	19%	574	\$13.88	Postsecondary nondegree award
Occupational Therapists (29-1122)	1,164	16%	63	\$45.13	Master's degree
Occupational Therapy Assistants (31-2011)	426	24%	35	\$33.84	Associate degree
Operations Research Analysts (15-2031)	1,044	18%	58	\$40.91	Bachelor's degree
Opticians, Dispensing (29-2081)	792	17%	50	\$20.86	High school diploma or equivalent
Pharmacy Technicians (29-2052)	2,808	7%	71	\$17.42	High school diploma or equivalent
Phlebotomists (31-9097)	1,094	26%	84	\$17.73	Postsecondary nondegree award
Radiologic Technologists (29-2034)	1,496	15%	75	\$33.40	Associate degree
Registered Nurses (29-1141)	22,872	10%	1,067	\$40.92	Bachelor's degree
Rehabilitation Counselors (21-1015)	1,346	7%	50	\$13.89	Master's degree
Respiratory Therapists (29-1126)	1,368	8%	56	\$35.18	Associate degree
Software Developers, Applications (15-1132)	10,050	9%	343	\$48.57	Bachelor's degree
Software Developers, Systems Software (15-1133)	7,486	7%	211	\$55.00	Bachelor's degree
Surgeons (29-1067)	770	14%	46	\$94.08	Doctoral or professional degree
Veterinarians (29-1131)	866	16%	47	\$46.39	Doctoral or professional degree
Veterinary Assistants and Laboratory Animal Caretakers (31-9096)	1,298	18%	77	\$13.93	High school diploma or equivalent
Veterinary Technologists and Technicians (29-2056)	862	30%	63	\$21.56	Associate degree
Web Developers (15-1134)	2,397	12%	93	\$30.05	Associate degree

Source: "In-Demand Jobs Report", San Diego Workforce Partnership, November, 2016



Appendix D – Provide Any Community College and AEBG Related Attachments to the Regional plan, including Strong Workforce Program regional plans required as part of Assembly Bill (AB) 1602 (Assembly Budget Committee, Chapter 24, Statutes of 2016).

COMMUNITY COLLEGE STRONG WORKFORCE PLAN

California state law SB 293, Statutes of 2005 (Unemployment Insurance (UI) Code Section 14020) requires the California Workforce Development Board to collaborate with the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs.

The Community College Strong Workforce Program (Ed Code Title 3, 88821) requires the Community College Board of Governors to facilitate program coordination and alignment with other workforce training, education, and employment services in the state. The Strong Workforce Program shall operate in a manner that complies with the California Strategic Workforce Development Plan, required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and expand upon existing consortia infrastructure.

Each regional planning unit in the state submits a regional workforce development plan to meet the requirements of their funding entity and the State of California's adopted Workforce Development State Plan. Developed with required partners, the plan provides direction and regional support for sectors that drive the regional economy, career pathways, strategic workforce development priorities, and agreement on outcomes/metrics. While the plan is developed jointly, the annual funding plans from each entity are developed and approved by each entity's governance structure.

The Imperial County Workforce Development Board (ICWDB), the San Diego Workforce Partnership (SDWP), and the San Diego Imperial Counties Community Colleges Regional Consortium agreed to work together, with mandated partners, to produce a joint core Regional Workforce Development Plan, to which each organization and agency would include in the respective local and regional funding plans, with the goal of having a common set of tenets, priority sectors, and priorities in all Southern Border workforce plans. This document serves as this core regional plan which the Community College Strong Workforce Plan incorporates into their mandated regional plan.

San Diego Adult Education Regional Consortium (SDAERC) 2015-2016 Plan

While collaboration between the San Diego Community College District and the San Diego Unified School District is not a new one, AB 86/AB 104 has renewed the conviction to achieve what is the most ambitious goal in the past 100 years: to change the structure of adult education in the San Diego region. When this goal is met, opportunities for adults will grow in both breadth and depth, transitions into the workforce or post-secondary learning will improve; individuals who are learning English, obtaining a high school diploma or those with disabilities will see opportunities increase. The mission and vision is to provide ongoing learning opportunities and prepare diverse students for advancement—assisting students to transform their lives.

To achieve this ambitious goal, the SDAERC in year one (1) will:

- Begin the process to align and standardize high school diploma curricula, placement assessment (CASAS), course mastery standards, and Career Technical Education embedded course content to ensure that the dually offered High School Diploma Program is aligned and standardized.
- The SDUSD program will establish 2 additional Adult Basic Education sites and 2 additional Adult Secondary Basic Education sites (adult high school diploma.)
- The SDUSD program will purchase needed technology for all sites.
- The SDUSD will employ additional instructional mentors to support students.
- Explore, implement and analyze student outcome in order to determine the strength of programs
- Reevaluate programs within the consortium to assure that curriculum is aligned and proficient instruction is employed to deliver said curricula
- Support on-going professional development
- Improve communication paths
- Provide counseling support
- Investigate, access website, newsletter and other communication support

AEBG Regional Assessment Plan

SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College

Chancellor's Office (CCCCO) for program placement in the California Community Colleges.

The key ingredient to seamless transitions from Elementary and Basic Skills programs to other academic or career pathways is program alignment. It is critical that agencies are aligned between sites within an agency as well as between agencies within the region to ensure student success. As discussed above, work will begin on the alignment of placement assessment instruments, curricular course content, course/objective mastery assessments and rubrics. The re-establishment of the JECC, as discussed in 2.2b above, will serve as the vehicle for this important work. Successful completion of this objective will not only result in a significant increase in the number of high school diplomas and/or equivalency certificates awarded but will also thoroughly prepare students for what comes next in their academic or career endeavors.

The strength of the programs within the consortium is measured by their efficacy: Are the programs effective? Do students reach their goals? A key element in designing effective programs and instruction, developing effective faculty and support services through well-targeted professional development, and building mutually beneficial partnerships is the assessment of outcomes as student's transition beyond our programs. The only way to know if the goals of the regional consortium are met is to track those outcomes carefully. The SDAERC will:

- Explore ways to track outcomes through the system for all learners, including those not currently captured.
- Explore the use of a statewide learner identification system to better track students.
- Use data consistently to form policy and inform procedural and funding decisions.
- Implement data-driven program improvement from year one that provides regular increases in the percentage of students who transition annually.
- Analyze student outcomes and employment, including the number and type of certificates or degrees attained; transition rates from basic skills to progressively higher levels of coursework; employment outcomes, including wages, benefits, retention, pay upgrades and promotions; relationship of jobs secured to student field of study.
- Track longitudinal data on learning gains and employment outcomes and disseminate this information statewide.
- Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.
- Create a clerical position to spearhead the tracking of data.
- Increase the percentage of students who transition annually.

Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.

Appendix E – Provide Regional Memorandum of Understanding(s) or Cooperative Service Agreements between RPU partners.