

K12 STRONG WORKFORCE PROGRAM

San Diego and
Imperial Counties



COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

K12 STRONG WORKFORCE

Regional Approach to Strong Workforce

Regional Approach

- Our region's approach to Strong Workforce is a transformational and focused on institutional change.
- Our expectation is that this work is sustainable and data-driven.
- We also value equity and social mobility.

Regional Approach

Workforce Gap= Opportunity for Students

- A shortage exists of qualified middle-skill workers to high-wage, high-demand jobs.
- At the same time, too many people in our communities are under-employed and in low-paying jobs.
- The ideal proposals link populations of students who may lack opportunity with pathways to great careers and the knowledge and skills they need to obtain one of these jobs.

K12 STRONG WORKFORCE

Overall Intent

Overarching Intent of Strong Workforce

. . . . is for colleges to work together with workforce development providers, education partners and other stakeholders to be responsive to the needs of employers by aligning and expanding high-quality industry valued offerings, enabling students to access current and future job markets and promoting economic and social mobility.

Specific Intent: Ed Code 88825.5

Give positive consideration to:

- (A) Aligned programs serving unduplicated pupils
- (B) Programs that the subcommittee, in consultation with the consortium, determines most meet the needs of the local and regional economies.
- (C) Programs serving pupil subgroups that have higher than average dropout rates
- (D) Programs located in an area of the state with a high unemployment rate.

CDE & CCCCCO Welcome Video

Metrics

K12 SWP Metrics measure:

- Student completion of two or more CTE courses in high school in the same program of study
- Completion of two or more CTE courses in high school that include early college credit, work-based learning, or third-party certification
- High school graduation rate
- Enrollment in a CA Community College within one year of high school graduation

Timeline

Application available for review	Oct 1 st
Application available in NOVA	Nov 1 st
Application due	Dec 18 th
Awardees announced	Late February

Application Overview

- Problem Statement
- Project Objectives
- Work Plan
- Budget/Match

K12 STRONG WORKFORCE

Problem Statement

Problem Statement (Statement of Need)

For your statement of need, we'll discuss...

- Labor Market Information (LMI) and
- Geographic Distribution of Need
- Why they are important
- How to use them

Labor Market Information

- What jobs and skills are in demand?
- What are employers looking for?
- What jobs pay a living wage?

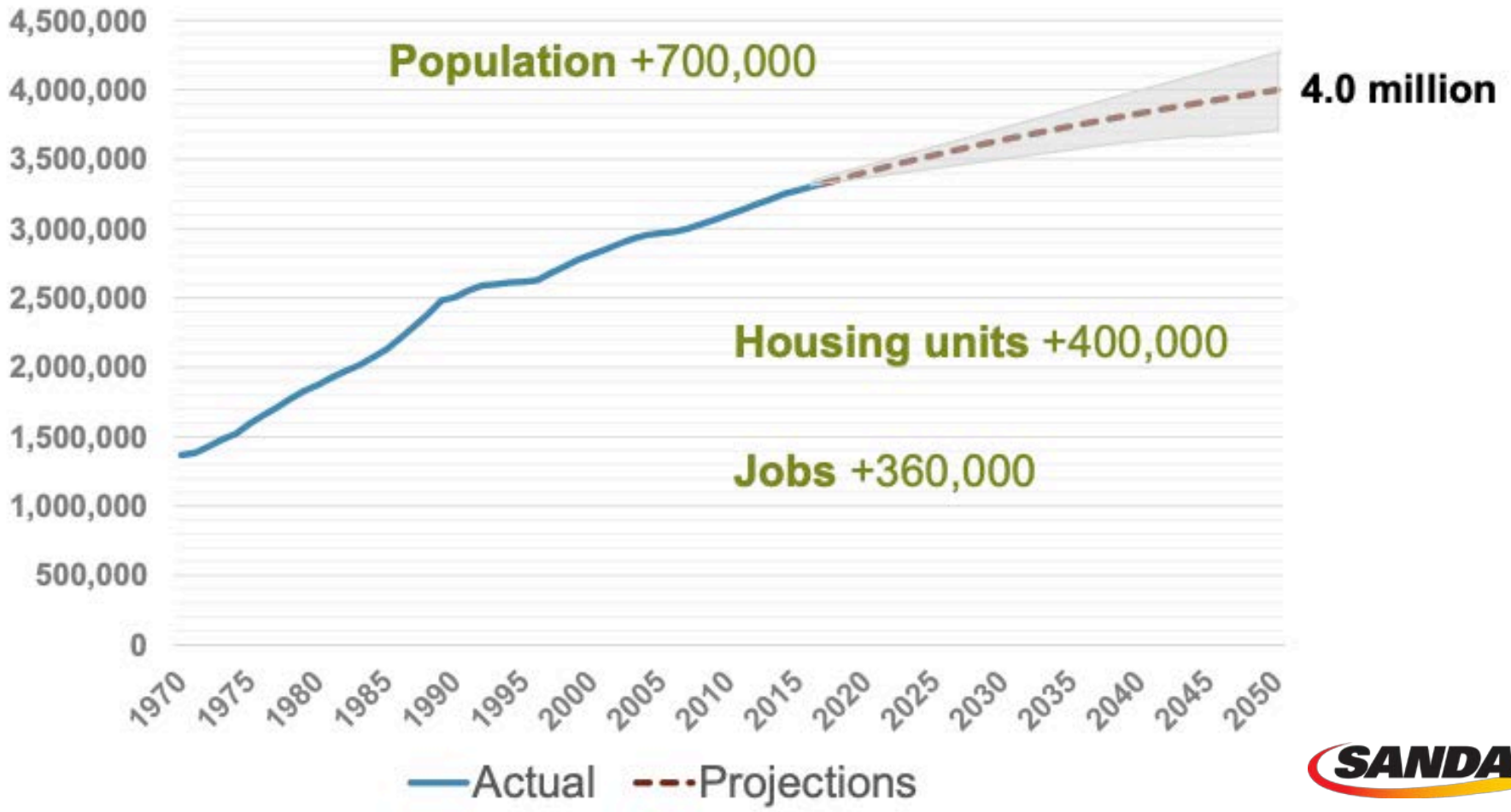
Geographic Distribution of Need

- What zip codes in San Diego and Imperial Counties have the greatest need?
- What areas are disproportionately impacted due to socioeconomic circumstances?

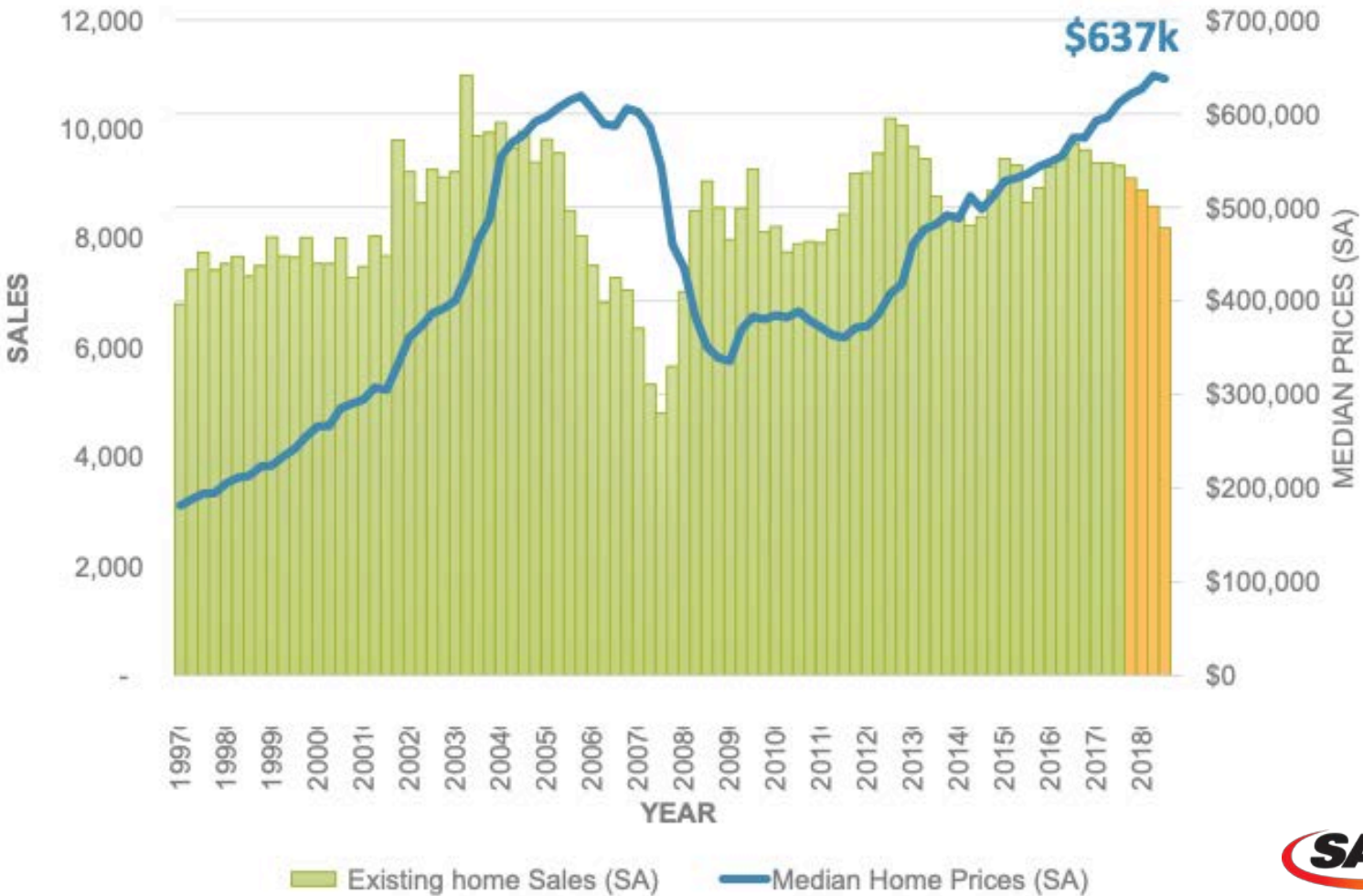
Why respond to labor market demand?



San Diego County Growth Forecast (2018-2050)



San Diego County Real Estate Market



What jobs are in demand in my region?



myworkforceconnection.org/Imi

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COLLEGES
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IMPERIAL
COUNTIES
**REGIONAL
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FOR BUSINESS AND INDUSTRY

WDC GET IN TOUCH

| LABOR MARKET INFORMATION - MY WORKFORCE CONNECTION

LABOR MARKET INFORMATION

The **Centers of Excellence for Labor Market Research (COE)** are the number one source of regional labor market information (LMI) for the California Community Colleges. The San Diego-Imperial COE team consists of:

Tina Ngo Bartel, Director (tngobartel@miracosta.edu)

John Edwards, Research Analyst (jedwards@miracosta.edu)

GET IN TOUCH WITH US

First name Last name

Email

How can we help you?

My question/comment is about:

May 2019



May 2019

May 2019

CENTRAL REGION: Subregional Profile

San Diego County

EAST REGION: Subregional Profile

San Diego County

NORTH REGION: Subregional Profile

San Diego County

SOUTH REGION: Subregional Profile

San Diego County

The subregional profiles have data on...

- Businesses with the most online job postings
- Zip codes with the most job openings
- Top jobs by educational attainment, high median earnings, and high entry-level earnings
- Top technical and soft skills
- Top certifications

Exhibit 16: Top Jobs with High Entry-Level Earnings that Require a Bachelor's Degree or Higher in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
11-1021	General and Operations Managers	252	Bachelor's degree	None	5 years+	\$33.35
13-1199	Business Operations Specialists, All Other	241	Bachelor's degree	None	None	\$27.08
29-1141	Registered Nurses	233	Bachelor's degree	None	None	\$37.58
25-3098	Substitute Teachers	181	Bachelor's degree	None	None	\$16.44
25-2021	Elementary School Teachers, Except Special Education	178	Bachelor's degree	None	None	\$26.71
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	146	Bachelor's degree	None	None	\$28.05
11-9199	Managers, All Other	140	Bachelor's degree	None	< 5 years	\$24.14
13-2011	Accountants and Auditors	140	Bachelor's degree	None	None	\$27.00
13-1111	Management Analysts	116	Bachelor's degree	None	< 5 years	\$31.22
13-1071	Human Resources Specialists	110	Bachelor's degree	None	None	\$22.20
25-1099	Postsecondary Teachers	82	Doctoral or professional degree	None	None	\$23.00
13-1081	Logisticians	82	Bachelor's degree	None	None	\$33.02
13-1028	Buyers and Purchasing Agents	73	Bachelor's degree	Moderate-term OJT	None	\$23.30
13-1161	Market Research Analysts and Marketing Specialists	73	Bachelor's degree	None	None	\$21.70
21-1021	Child, Family, and School Social Workers	73	Bachelor's degree	None	None	\$20.42
15-1199	Computer Occupations, All Other	67	Bachelor's degree	None	None	\$29.07
13-1041	Compliance Officers	67	Bachelor's degree	Moderate-term OJT	None	\$28.10
25-2022	Middle School Teachers, Except Special and Career/Technical Education	62	Bachelor's degree	None	None	\$27.83

How do I know if a job
pays a living wage?



California Family Needs Calculator

- \$15.99 per hour for a single adult in San Diego County
 - \$13.20 per hour for single adult in a family of four* in Imperial County
- These are the minimum wages to cover basic expenses

Living wage is dependent on the family size and can be calculated at insightcced.org/2018-family-needs-calculator.

*2 working adults and 2 school-aged children

What sector should I focus on?



LEARN MORE. EARN MORE.

CAREER EDUCATION GUIDE

SAN DIEGO & IMPERIAL COUNTIES COMMUNITY COLLEGES



Posters: Priority & Emerging Sectors



ADVANCED MANUFACTURING

FAST FACTS*

- 111,197** people employed
- 4% (4,799)** 5-year projected job growth
- 8%** of the sector's employment in California
- \$99,907** average earnings per job

DID YOU KNOW?

- San Diego County's Advanced Manufacturing sector includes **aerospace devices and products, pharmaceuticals, sporting goods, beverage**
- 62%** of students who graduated from the San Diego-Imperial community colleges in 2016 were employed after a year of exiting post-secondary education
- Most employers have difficulty finding qualified candidates for **computer programmers, mechanical engineers and machinists**.
- Because **Advanced Manufacturing companies are small, specialized** resources in training their workforce and providing personnel opportunities are limited.

Sources: San Diego-Imperial Center of Excellence for Labor Market Research

TOP JOBS THAT ARE ATTAINABLE WITH A COMMUNITY COLLEGE DEGREE

What jobs require a high school diploma + postsecondary training (e.g., certificate)?

- Maintenance and Repair Workers, General
- Computer-Controlled Machine Tool Operators, Metal and Plastic



ADVANCED TRANSPORTATION AND LOGISTICS

FAST FACTS*

- 50,443** people employed
- 13% (6,459)** 5-year projected job growth
- 8%** of the sector's employment in California
- \$95,760** average earnings per job

DID YOU KNOW?

- The Advanced Transportation and Logistics sector includes **road, marine, and aviation technologies** such as smart ticketing systems, electric/hybrid buses, high-speed rail, and autonomous vehicles.
- Freight, transportation, delivery, and port operations** are the largest sub-sectors in California. Most jobs in Advanced Transportation are concentrated in the San Diego region.
- According to the San Diego Air and Space Museum, **San Diego is known** for its role in the development of the aircraft carrier as a maritime weapon occurred between 1920 and 1945.
- 73%** of San Diego-Imperial community college students who completed Advanced Transportation and Logistics programs in 2016 attained a living wage.

Sources: San Diego-Imperial Center of Excellence for Labor Market Research

TOP JOBS THAT ARE ATTAINABLE WITH A COMMUNITY COLLEGE DEGREE

What jobs require a high school diploma + postsecondary training (e.g., certificate)?

- Automotive Service Technicians and Mechanics
- Cargo and Freight Agents



AGRICULTURE, WATER AND ENVIRONMENTAL TECHNOLOGIES

SAN DIEGO

FAST FACTS*

- 36,966** people employed
- 3% (1,188)** 5-year projected job growth
- 5%** of the sector's employment in California
- \$46,398** average earnings per job

DID YOU KNOW?

- There are more than **45 certified farmers' markets** in San Diego County.
- More than **83%** of students who graduated from the San Diego-Imperial community colleges' Water and Environmental Technology programs in 2016 attained living wages.
- Due to a shortage of agricultural workers in recent years, adoption of new technologies and processes has become prevalent on local farms. Many growers have large machine shops on their properties to fabricate and repair equipment. Demand for occupations related to the **fabrication and repair of mechanized equipment** is high.
- According to the San Diego Farm Bureau, San Diego County has the **12th largest farm economy** in the nation. Additionally, **San Diego has more small farms** (less than 10 acres) than any other county in the nation.

Sources: San Diego-Imperial Center of Excellence for Labor Market Research

TOP JOBS THAT ARE ATTAINABLE WITH A COMMUNITY COLLEGE DEGREE

What jobs require a high school diploma + postsecondary training (e.g., certificate)?

How much will I earn per year?

Job Title	Entry-Level (10th percentile)	Median (50th percentile)
Farmers, Ranchers, and Other Agricultural Managers	\$11	\$14
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	\$15	\$18

Industry Sector Crosswalk

K12 Strong Workforce Program

The tables below show industry sector alignment between the California Department of Education (CDE), the U.S. Department of Education (USDOE) and the U.S. Department of Labor (USDOL).

Agriculture Sector Alignment

ORGANIZATION	SECTOR NAME
CDE	Agriculture and Natural Resources
CCCCO	Agriculture, Water & Environmental Technologies
USDOE	Agriculture, Food & Natural Resources
USDOL	Farming, Fishery, & Forestry

Why target geographic areas with need?

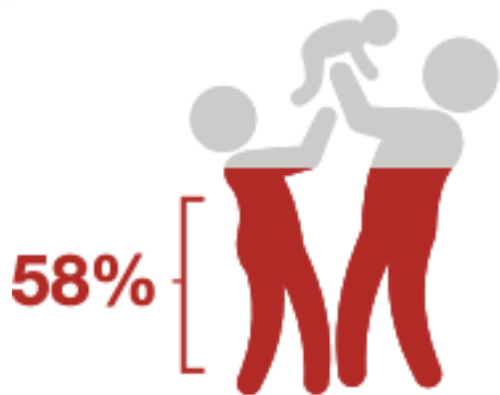


The Cost of Being Californian: A Look at the Economic Health of California Families

Report
April 2018

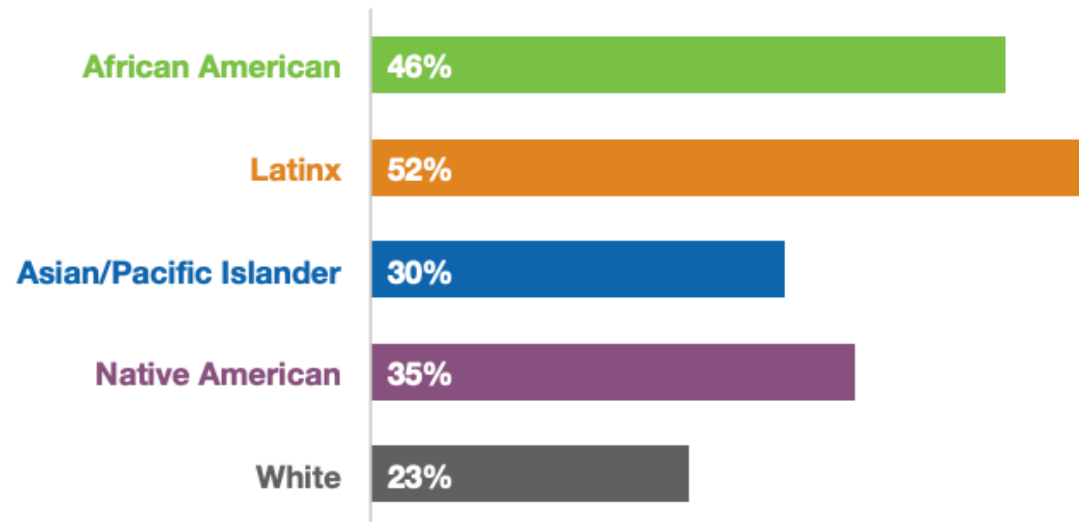


3.3 MILLION HOUSEHOLDS ARE LIVING PAYCHECK-TO-PAYCHECK



OF HOUSEHOLDS WITH CHILDREN UNDER THE AGE OF 6 CANNOT MEET THEIR BASIC NEEDS

PERCENTAGE OF HOUSEHOLDS THAT FALL BELOW THE STANDARD BY RACE



The COE analyzed 10 different metrics...

1. Single parent household
2. Less than A.A./A.S. educational attainment
3. Veteran status
4. Disability status
5. Not a U.S. citizen
6. Language other than English spoken at home
7. Households without a computer
8. Households without internet subscription
9. Unemployment rate
10. Low income

...and produced a list of need by zip code

Geographic Distribution of Need: Strong Workforce Program

The following table provides a list of zip codes sorted by the greatest need to the least in San Diego and Imperial Counties based on socioeconomic factors. If a zip code is not listed in this table, then that zip code did not have at least four metrics in which it was above the median.

Zip Code	# of Metrics Above the Median
91932	10
91977	10
92021	10
92132	10
91910	9
91911	9
91945	9
91950	9

Zip Code	# of Metrics Above the Median
92061	7
92066	7
92069	7
92070	7
92083	7
92084	7
92086	7
92111	7

A good statement
of need describes
what...

- labor market demand
(e.g., jobs, sectors)
- service areas
(e.g., zip codes)
- populations
(e.g., demographics)

... that the work plan
proposes to address

Feel free to contact me if you need **technical assistance** on the labor market reports or geographic distribution of needs zip code list

Tina Ngo Bartel

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Director, San Diego-Imperial
Center of Excellence for Labor
Market Research

K12 STRONG WORKFORCE

Project Objectives

Project Objectives Informed By Regional Strong Workforce Priorities

1. Middle School Career Development Continuum
2. High School Career Development Continuum
3. Pathway Development

At least 25% of the resources will be allocated to each of these three areas

MS/HS Career Development Continuum

Services and opportunities that build awareness, foster exploration, and build skills *across multiple pathways* in four domains (25% each):

1. In-school Standards-Based Curriculum (focus on teaching and learning)
2. In-School: Career Research & Planning Activities
3. Out-of-School: Work-Based Learning
4. Out-of-School: Postsecondary Engagement

See the Middle School and High School Career Development Continuum Documents for guidance

Self Awareness

Learning about ONESELF

Build awareness of strengths, interests and values and connect this information to future purpose and **career** through reflection and related metacognitive activities.

Classroom and School

- Curriculum and tools to identify strengths, interests and values and connections to career
- Personalized learning experiences and activities to unlock students' strengths and potential
- Building students' sense of themselves as "college and career bound"

Career Awareness

Learning ABOUT a wide variety of careers

Build awareness of the variety of careers available and the preparation required to obtain a career; broaden student options.

Classroom and School

- Career contextual instruction
- Exposure to career pathways
- Projects
- Building skills and habits of mind needed for HS, college, career, and life success, including social-emotional and "21st Century" skills
- Building a "love of learning"
- Building respect for all work

Career Exploration

Learning ABOUT work and exploring, research and planning for career

Explore career and post-secondary options for the purpose of motivating students and to inform their decision making in secondary school through postsecondary education.

Classroom and School

- Courses, experiences and clubs
- Pathway exploration
- Integrated curriculum
- Classroom simulations
- Career-focused projects, assignments and assessments
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21st Century" skills

Career Preparation

Learning THROUGH work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Classroom and School

- Core academic preparation
- Career technical courses and programs
- Career-related project-based learning
- College and career portfolio that carries forward from year to year
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21st Century" skills

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- Building respect for all work

Career Exploration

Learning ABOUT work and exploring, research and planning for career

Explore career and post-secondary options for the purpose of motivating students and to inform their decision making in secondary school through postsecondary education.

Classroom and School

- Career pathways, courses, experiences and clubs
- Integrated curriculum
- Simulated environments
- Career-focused projects, assignments and assessments
- College and career portfolio that carries forward from year to year
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21st Century" skills

Career Preparation: Practicum & Internships

Learning THROUGH work

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Classroom and School

- Freshman transition courses
- Core academic preparation
- Career technical courses and programs
- Career-related project-based learning
- Advanced level courses related to career
- Building skills and habits of mind needed for HS, college, and career, and life success, including social-emotional and "21st Century" skills
- Occupational certifications
- Work-ready certification/"21st century" skills

Career Training

Learning FOR work

Train for employment and/or postsecondary education in a specific range of occupations.

Classroom and School

- Work-ready certification/"21st century" skills
- Occupational certifications

Pathway Development

Focuses on one or more pathways within identified sectors; encompasses activities such as:

- Providing opportunities and services described in the Career Development Continuum documents but *in specifically designated sectors and pathways, per High Quality CTE Program Evaluation rubric*
 - Curriculum and Instruction
 - Career Exploration/Guidance & Support (including Postsecondary Engagement)
 - Work-Based Learning (pre-apprenticeships, internships, other WBL)

Pathway Development (continued)

“Structural” activities for creating, expanding, or improving pathways:

- Creating new courses as part of the pathway
 - Curriculum development
- Sequencing courses within a pathway
 - Curriculum alignment
 - Master scheduling
- Aligning courses between high school and community college
 - Aligning outcomes
 - Creating articulation agreements in a designated sector or pathway

Pathway Development: “Structural” Activities (continued)

- Designing and creating dual enrollment courses or early credit options
- Engaging employers to support the pathways; recruiting for and conducting advisory committee meetings
- Aligning courses with the labor market and Regional Plan
- Ensuring pathway lead to credentials, certificates, further education, or employment
- Ensuring skilled teaching staff and providing professional development, including externships
- Recruitment and enrollment of students and ensuring equitable access and retention

See the High Quality CTE Program Evaluation (CTEIG) rubric for guidance on Pathway Development

Assessment

- The CTEIG High-Quality CTE Program Evaluation
 - Help LEA identify areas of improvement
 - Help to develop the K12 SWP Work Plan to address target areas
 - K12 SWP funding can complement existing CTE plans/work

How does K12 SWP complement the CTEIG?

- Both K12 SWP and CTEIG are state-based education, economic, and workforce development initiatives to support LEAs in creating, maintaining, or expanding CTE pathways.
- K12 SWP requires LEAs to partner with at least one community college or community college district to create, strengthen, or expand K14 CTE course sequences, programs, and pathways.

K12 STRONG WORKFORCE

Work Plan

WORK PLAN

- Scope of CTE Pathway work
- Create a new pathway(s)
- Improve and/or modifying an existing pathway(s)
- Expand and/or scale an existing pathway(s)
- Cross-Sector Work

Overview of Pathway work

- Curriculum and Instruction
- College and Career Exploration
- Postsecondary Transition
- Work-Based Learning

WORK PLAN

K14 Pathway Quality Elements	Work to be funded	Artifacts of activities	Role of partner community college	Regional workforce alignment or Collaborative partners and roles	Indicators of accomplishments
<ol style="list-style-type: none"> 1. Curriculum 2. Career Exploration 3. Postsec Transition & Completion 4. WBL 	Describe the specific activities and efforts aligned to curriculum to be funded by K12-SWP.	Identify the artifacts that will serve as evidence that these activities and efforts occurred.	Describe the role your community college partner(s) play in supporting these activities and efforts.	Describe how this element will address regional workforce needs. or Identify the collaborative partner(s) and the proposed role each plays in supporting this element.	Identify the intermediate, quantifiable indicators of participation.

K12 STRONG WORKFORCE

Budget

BUDGET

- Regional Funding Philosophy
- Focus is on social mobility and increasing economic opportunity
- Strengthen and transform institutions
- Sustainability
- Strengthen partnership with industry without paying industry for work-based learning
- No per-pupil costs like industry certifications, uniforms or paying students for WBL

BUDGET

Match

2:1 for most LEAs

1:1 for ROCPs—must be the lead

50% of required match must be cash match

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Q & A

