Strong Workforce Program Four-Year Plan

2024–2027: 2025 Update

Transforming the way educators, industry,
and community partners equitably advance economic mobility

SAN DIEGO AND IMPERIAL REGIONAL CONSORTIUM

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Introduction

San Diego and Imperial Regional Consortium

MISSION

The San Diego and Imperial Regional Consortium provides leadership and guidance on regional career education initiatives that serve its members and partners. Driven by an equity framework, the Consortium collaborates with educators, industry, community partners, and students to develop a skilled workforce that aligns with the future needs of the regional ecosystem.

With its equity-centered mission, the San Diego and Imperial Regional Consortium (SDI RC) focuses on advancing the social and economic mobility of individuals and their families by supporting innovative, high-quality career education (CE) programs, strategies, and activities that lead adults to more and better career opportunities in the region. Within a regional workforce ecosystem, the SDI RC partners with educators, workforce development, industry, and community-based organizations to prepare, bolster, and sustain a highly skilled workforce as it builds the capacity of the community colleges to meet the region's needs. These efforts are in collaboration with the region's six community college districts, including its 10 community colleges, as they implement the Strong Workforce Program (SWP) on behalf of the California Community Colleges Chancellor's Office (CCCCO).

The CCCCO's Vision 2030 roadmap, prioritizing data-based approaches to advance equity in access, support, and success for every learner, reflects the current and planned work already underway by the SDI RC. The *San Diego and Imperial Regional Consortium: Strong Workforce Program Four-Year Plan 2024–2027: 2025 Update* demonstrates how the SDI RC's goals, objectives, and regional priorities focus on supporting the community colleges in key areas in order to strengthen data-informed practices that increase access to and completion of academic and career paths leading students successfully to the workforce. The SDI RC and the community colleges continue to sharpen their equity-centered strategies to remove barriers for students and to provide supports that better align with students' needs and lived experiences with the goal of ensuring their social and economic mobility.

SAN DIEGO AND IMPERIAL REGIONAL CONSORTIUM

GOALS

- **Build college capacity to create equitable systemic change which closes equity gaps**
- **Unify the workforce ecosystem**
- **Advocate for changes to policy, processes, and practices**

VALUES

- **Adaptive**
- **Fearless**
- **Interdependent**
- **Reflective**
- **Sustainable Justice**
- **Transparent**

SAN DIEGO AND IMPERIAL COUNTIES

DISTRICTS & COLLEGES

- **Grossmont-Cuyamaca Community College District**
  - » Cuyamaca College
  - » Grossmont College
- **Imperial Community College District**
  - » Imperial Valley College
- **MiraCosta Community College District**
  - » MiraCosta College
- **Palomar Community College District**
  - » Palomar College
- **San Diego Community College District**
  - » San Diego City College
  - » San Diego College of Continuing Education
  - » San Diego Mesa College
  - » San Diego Miramar College
- **Southwestern Community College District**
  - » Southwestern College

Regional Consortium: Governance

SWP Decision-Making

The SDI RC takes pride in its unique governance structure, which reflects collaboration, representation, interdependency, and transparency among partners. In addition, the SDI RC fosters an upward implementation workflow from the cross-college workgroups to the college presidents and chancellors (see Figure 1: SDI RC Strong Workforce Program Implementation). What follows are descriptions of each segment of the SDI RC governance structure and how each serves a distinct role in supporting the implementation of SWP in the region.

- **San Diego & Imperial Counties Community Colleges Association** (SDICCCA)—the college presidents and chancellors, also known as chief executive officers (CEOs)—sets policy for SWP in the region and is the final authority for all decisions.

- The **regional chair** takes direction from and reports to SDICCCA and facilitates collaboration, feedback, and communications among the community colleges' CE deans and CE associate deans, chief instructional officers, and chief student services officers.

- The **fiscal agent** monitors and oversees distribution of SWP and K–12 SWP funds and reports to the state. Grossmont-Cuyamaca Community College District serves as the region's fiscal agent.

- The **Regional Oversight Committee** (ROC) is the regionally representative governance committee for SWP implementation, providing oversight and ensuring that the work aligns with SWP goals and strategic priorities. The ROC provides approval of funding and guidance on other issues presented for their consideration.

- The **Workforce Development Council** (WDC) is the regional community college body that is open to all constituents who engage in workforce activities. The WDC is chaired by the regional chair and CE Deans' Council chair. It supports the colleges' program operations in order to strengthen the regional economy and reduce the job skills gap.

- The **CE Deans' Council**, comprising CE deans and CE associate deans, addresses curriculum recommendations for the region and workforce issues. The lead CE deans are designated by their respective CEOs. An elected CE dean chairs the council.

- The **SWP Implementation Committee** comprises all SWP workgroup leads, who meet to discuss and resolve implementation issues. A CE dean or designee chairs the committee.

- The SWP workgroups convene constituents from all 10 colleges to develop strategies for implementing the regional recommendations. Workgroup strategies are vetted by the CE Deans' Council, WDC, ROC, and SDICCCA. For 2024–2025, the SDI RC supports **the following workgroups** and other related committees and communities of practice (CoPs):

  - » **K–14 Career Pathways**
    - Adult Education/Noncredit (committee)
    - Credit for Prior Learning (committee)
    - Rising Scholars (committee)
    - Early College Credit (CoPs)

  - » **Career Navigation**

  - » **Retention, Success & Support**
    - Faculty Institute (ad hoc committee)
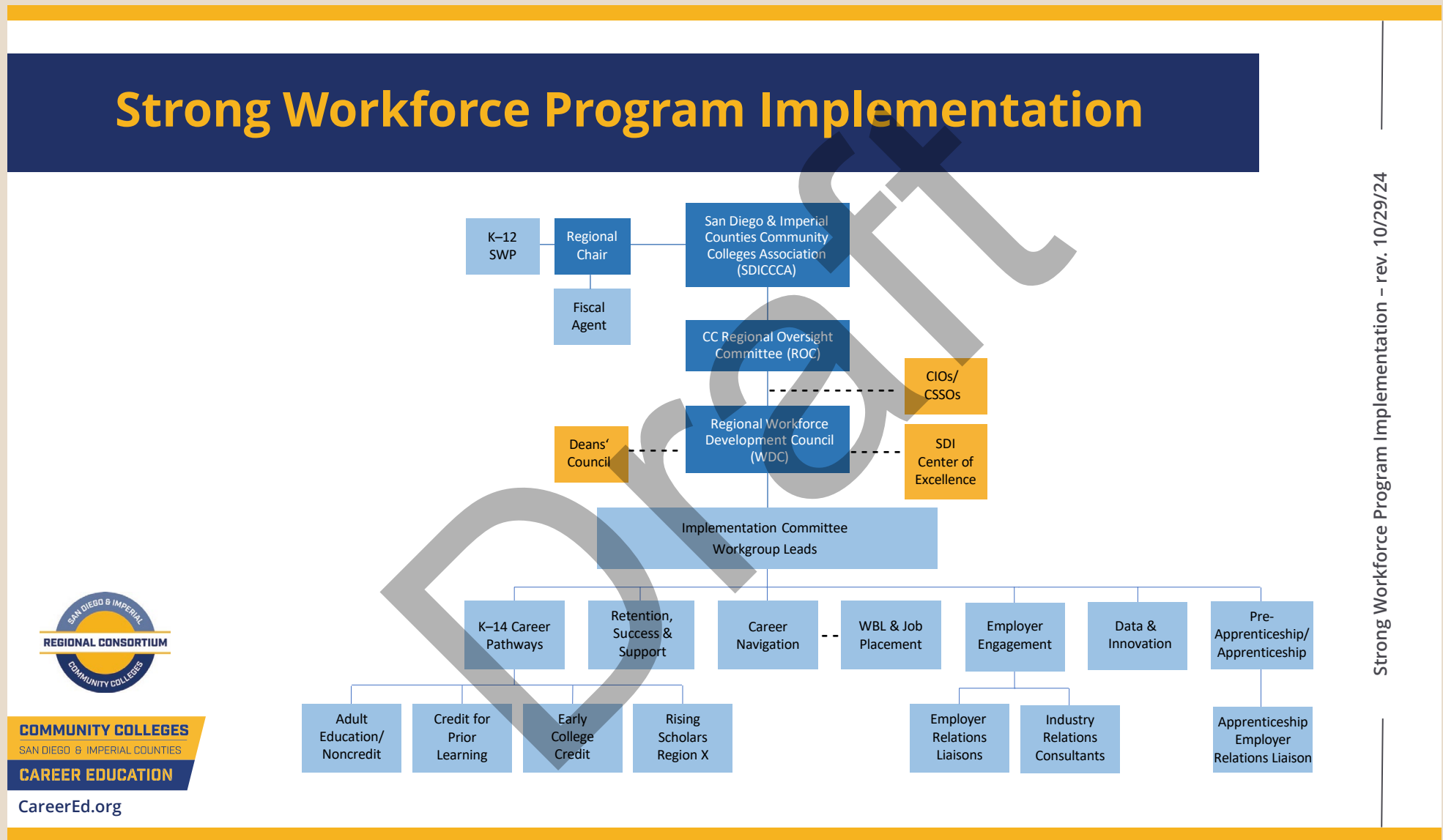   - Counselor Institute (ad hoc committee)

  - » **Employer Engagement**
    - Regional Apprenticeship Planning Team (committee)
    - Sector Investments (CoPs)

  - » **Data & Innovation**

Figure 1. SDI RC Strong Workforce Program Implementation

Strong Workforce Program Implementation

Strong Workforce Program Implementation – rev. 10/29/24

K–12 SWP — **Regional Chair** — **San Diego & Imperial Counties Community Colleges Association (SDICCCA)**

Fiscal Agent

CC Regional Oversight Committee (ROC)

CIOs/CSSOs

Deans' Council — **Regional Workforce Development Council (WDC)** — **SDI Center of Excellence**

Implementation Committee Workgroup Leads

- K–14 Career Pathways
- Retention, Success & Support
- Career Navigation
- WBL & Job Placement
- Employer Engagement
- Data & Innovation
- Pre-Apprenticeship/Apprenticeship

Under K–14 Career Pathways:
- Adult Education/Noncredit
- Credit for Prior Learning
- Early College Credit
- Rising Scholars Region X

Under Employer Engagement:
- Employer Relations Liaisons
- Industry Relations Consultants

Under Pre-Apprenticeship/Apprenticeship:
- Apprenticeship Employer Relations Liaison

REGIONAL CONSORTIUM
SAN DIEGO & IMPERIAL COUNTIES COMMUNITY COLLEGES

COMMUNITY COLLEGES
SAN DIEGO & IMPERIAL COUNTIES
CAREER EDUCATION

CareerEd.org

*Note. For a description of the SWP governance structure flowchart, see **Figure 1 in the appendix**.*
Source. San Diego and Imperial Regional Consortium, 2024.

Regional Consortium: Strong Workforce Program Approach

Within the SDI RC, partners comprising leaders, CE deans, CE associate deans, educators, workforce development, and industry come together to work collaboratively on SWP efforts. The *how* of the work—its governance structure, collaborative decision-making, and support for the colleges to build capacity—serves as a model for large-scale institutional reform.

Regional Strategies

When portions of SWP funds were reallocated in the 2024–2025 budget to expand needed programs for nursing and the United Domestic Workers labor union, the SWP regional consortia and the state's community colleges were compelled to reassess plans. For the next five years, the SDI RC anticipates an annual budget reduction starting with $2 million for 2024–2025. Despite the new budget constraints, the SDI RC's goal is to protect its supports to the colleges with as little impact as possible. The SDI RC continues to invest in building the capacity of the colleges through its agreed-upon services and activities while remaining committed to using the following strategies in its approach:

- Foster a **collaborative relationship** with the colleges that provides facilitative leadership to support the colleges' work, increase capacity, and incentivize change.

- Provide a governance structure that includes **cross-functional and cross-institution workgroups**—comprising partners from the region's community colleges, other education segments, workforce development, and industry—grounded in equity-centered practice that fosters collaboration and buy-in.

- **Support workgroups** in conducting collaborative decision-making and guiding the colleges in improving CE programs and student success outcomes. The SDI RC supports work that allows for collaboration and the sharing of resources across the colleges that leads to achieving economies of scale.

- Make **data-informed investment decisions** based on where the need is. By soliciting input and feedback from partners at the colleges and by using labor market information, the SDI RC assists the colleges with curriculum and program development and improvement.

- Commission and support **regional studies**, such as the 2023 study and report *Black Student Equity: Overcoming Barriers and Providing Support*, to understand the experiences of Black students in the region's community college CE programs, identify barriers, and inform programming and strategies in order to increase student success outcomes for Black students. The study identified three key student needs and research-based strategies for addressing Black students' needs. These recommendations were integrated into the round 8 request for applications (RFAs) for the colleges to identify which, if any, to implement.

In 2024–2025, a new regional study for consideration will focus on adult learning and will mirror the intent of the *Black Student Equity* study: to gain a deeper understanding of the adult learner experience, including barriers, and inform programming to increase student success outcomes. The findings will inform future RFAs that can support change at the region's colleges.

- Create **SWP-funded positions** for each college, including work-based learning (WBL) coordinators, employer relations liaisons, and job placement case managers, in order to advance career development opportunities for students.

- Award **institutional grants** to support the colleges in improving systems and processes. In consultation with CE deans, CE associate deans, the SWP Implementation Committee, and workgroups, the SDI RC identifies specific areas of improvement for the colleges that will further collective regional goals. Once the SDI RC develops and releases an RFA to communicate a project's purpose and goal, the SDI RC invites the colleges to apply and submit their plans. These often multiyear funding opportunities enable the colleges to plan and implement innovative, research-based practices in a particular area of focus that meet the needs of their students and faculty. The colleges benefit from a regional approach in which they collaborate with one another and learn about other colleges' emerging practices. Over the years, RFAs have focused on strategies for priority sectors, pathway navigation, credit for prior learning, job placement case management, college-based marketing, and work-based learning, to name just a few.

For example, in 2023–2024 the colleges made advancements by utilizing two grants offered by the SDI RC. Colleges applied for and received planning grants to develop career services strategic plans aligned to the NACE (National Association of Colleges and Employers) professional standards and with an emphasis on ensuring that services support students who are disproportionately impacted on their respective campuses. As colleges complete their strategic plans, they are beginning to apply for implementation funds.

Another example of regional momentum is how colleges have been using their employer engagement grants to increase WBL opportunities and support for CE students in obtaining employment connected to their CE pathways.

- Take a **continuous improvement** approach in order to recognize where change is needed and how to support it. This approach involves data analysis to identify disparities and challenges, research to inform evidence-based solutions, collaboration to implement or adapt strategies, and further data analysis to measure progress. With its established structure for working collaboratively and a regional buy-in to a continuous improvement approach, the SDI RC is poised to pivot and respond to shifts in foci that either the region recognizes as a need or the CCCCO introduces.

Regional Professional Development

The SDI RC supports impactful professional development (PD) opportunities for faculty, counselors, and staff. For example, regional PD for practitioners is designed to increase capacity in equity-centered practices such as data usage and data-informed work, WBL, or instruction. However, the range of PD offerings is one area in which the SDI RC can adjust its investment due to budget reductions. This is especially true when the SDI RC has helped colleges build the capacity of faculty to implement equity-centered practices learned from SDI RC–supported PD and/or when colleges offer their own customized version of a regional PD such as the Faculty Institute.

- **Faculty Institute.** Instructional faculty engage in two sessions over two semesters, learning to analyze student data from their courses through an equity lens, identify patterns that indicate where student success gaps exist, develop an action plan, and implement equity-centered practices. The SDI RC has supported the Faculty Institute with stipends for three cohorts of faculty as well as with funds to increase data capacity in the institutional research offices in the amount of $175,000 to each college. In total, 518 faculty members comprising 62 percent CE faculty and 38 percent non-CE faculty from across the 10 colleges have participated in the impactful PD. Additionally, three colleges have already developed their own version of the PD, building capacity to train their faculty in data-driven practices. As a result, the SDI RC will complete the Faculty Institute in 2024–2025. Testimonials from the Faculty Institute can be viewed on YouTube. The Faculty Institute is conducted in partnership with the San Diego & Imperial Center of Excellence.

- **Counselor Institute.** Academic and career counselors engage in PD focused on the analysis of student data to understand disparities in student success and to implement new equity-centered practices in order to close the student success gap. The first regional Counselor Institute kicked off in October 2023 in partnership with the Center of Excellence. The SDI RC is continuing the Counselor Institute into 2024–2025.

- **Work-Based Learning Course.** This course supports CE faculty and other staff in working together to ensure that WBL experiences are embedded into curricula and support learning. The online course focuses on WBL as a critical instructional strategy that supports students' career development and future employment. The course takes participants through four modules, from an introduction to WBL through development of a WBL lesson plan, over approximately 20 hours of coursework. Through the WBL course, the SDI RC has accomplished its goal of supporting the integration of WBL into curricula, supporting faculty in developing WBL knowledge, and building college capacity. In fact, in 2024–2025, the SDI RC is exploring expanding the course to include noninstructional examples of WBL for counselors and staff who participate in the course.

- **Career Education Teacher Preparation Course.** This course, informed by experienced CE faculty, supports colleges in preparing new faculty who come from industry, helping ensure their success in teaching CE courses. The online, cohort-based course is comprehensive, introducing CE teachers to topics such as understanding community college students, equity-minded teaching strategies, learning styles and support for student agency, basic teaching skills, integration of project-based learning and WBL into curricula, and assessment practices.

Regional Assets: Partners and Collaborators

San Diego & Imperial Center of Excellence

The SDI RC works closely with the San Diego & Imperial Center of Excellence to access current and forecasted labor market information (LMI) in San Diego and Imperial Counties. The Center of Excellence produces reports about LMI to help ensure that the colleges' CE programs are aligned with the region's economic needs and that employment opportunity gaps are studied and reported to inform where new programs or practices are needed. The Center of Excellence also provides data analyses in areas related to workforce development. These analyses are related to LMI and provide additional insight for program and support service decision-makers

through reports such as *Pandemic-Resilient Jobs, Childcare Industry Workforce Needs Study,* and *Equity Gaps in Priority Jobs and Programs.*

Workforce Development

A key component of the SDI RC's approach is reflected in its strong partnerships with workforce development organizations, which are the result of intentional relationship building and collaborative efforts toward creating strategic career development opportunities for the increased economic mobility of SDI students. The SDI RC continues to support the colleges in strengthening and expanding employer relationships in order to offer equitable and more WBL and internship opportunities, particularly for the region's disproportionately impacted (DI) students.

Partnerships with, for example, the San Diego Regional Economic Development Corporation (EDC), Imperial County Workforce Development Board (ICWDB), and the San Diego Workforce Partnership (SDWP) have led to SDI RC's and the colleges' involvement in Advancing San Diego. Led by the EDC, Advancing San Diego is a $3 million investment in fueling the region's economic growth in targeted industries and employing more of the region's DI population. The work of these partnerships has evolved into the creation of the Border Region Inclusive Talent Pipeline

Collaborative and serves as a model for cross-sector collaboration among education, workforce development, and industry. In recent years, the Talent Pipeline Collaborative has initiated critical projects in the region, including the K16 Collaborative Grant; collaboration with the U.S. Navy to expand capacity in relevant programs; and an application for Phase 1 of the Regional Technology and Innovation Hub Program, a new initiative of the U.S. Economic Development Administration. Such partnerships ensure that within the workforce ecosystem, the SDI community colleges are equipped to prepare their students for career opportunities in high-demand industries aligned to the economy's needs.

Additionally, SDI community college representatives serve on boards of the EDC, ICWDB, and SDWP, as well as on committees with economic development agencies, further cross-pollinating knowledge, resources, and new opportunities.

Values to Partners and Collaborators

We create the space and capacity to guide successful career education programs and initiatives.

We remove barriers and make it efficient and rewarding for students to achieve their goals.

We advocate for changes to policy, processes, and practices.

Industry

The SDI RC supports the community colleges' partnerships with industries and employers, which are especially strong in the CE programs. Leadership and guidance from the Career Navigation workgroup, the Employer Engagement committee, and people in the college-based SWP-funded roles (such as WBL coordinators, employer relations liaisons, and job placement case managers) who actively provide WBL and job placement opportunities for students contribute to ensuring that SDI students are highly qualified candidates in a competitive workforce. The relationships offer mutual benefits to both the colleges and employers and to the students.

Adult Education

The SDI RC intentionally partners with the California adult schools in the region. The consortium supports adult education and noncredit community college programs while also coordinating with the adult education Super Region, comprising the five adult education consortia in California's southern region. This partnership reflects the importance of adult education and noncredit programs as an on-ramp to for-credit pathways, as shown in Figure 2: A Community College Student's Road to Career Success (see next section), and reflects the colleges' commitment to serving adults in the region who could benefit from further education or training at the community colleges.

K-12

The SDI RC is committed to collaborating with the region's SWP K–14 technical assistance provider (K–14 TAP). The K–14 TAP, along with the K–12 pathway coordinators, works with the K–12 local educational agencies (LEAs) to create high-quality and seamless K–14 career and technical education (CTE) pathways that lead students to community college CE programs through K–12 SWP. An activity that facilitates this journey is aligning K–14 collaborative projects with regional SWP goals and priority sectors through K–12 SWP. Another is supporting LEAs to analyze equity gaps in enrollment and completion of CTE pathways and matriculation to community colleges—informed by the SDI RC's large-scale data collection and analyses of the *Options After High School* survey data. Additionally, the SDI RC supports the creation of the *Career Education Guide*, a K–12-focused CE document that showcases LMI and career pathways information. Finally, the SDI RC supports early college credit, namely dual enrollment (DE), with grants to the colleges for developing a DE strategic plan and technical assistance for implementing their plans.

Rising Scholars

The SDI RC partners with the state-based Rising Scholars Network to support the region's community colleges that actively work to meet the unique needs of justice-involved students (i.e., formerly incarcerated individuals, incarcerated individuals, or individuals with incarcerated family members) so that they can successfully achieve their career and education goals. This equity-centered work includes collaborating with corrections, community, and education partners to identify solutions, create resources, and foster a shared learning environment for success.

A Community College Student's Road to Career Success

Since the launch of SWP, the region's community colleges have been committed to reconceptualizing the student experience so that students are equipped with information to be able to follow clear, well-supported, efficient, and equitable paths that lead to an industry-valued certificate, an associate degree, transfer to a four-year college or university for a bachelor's degree, and the attainment of a living wage. Informed by research-based best practices and community college data, the region developed the Community College Student's Road to Career Success (Figure 2).

The Student's Road to Career Success represents a student's career journey from their secondary and postsecondary engagement as K–12 and adult students—through onboarding, student retention and transition supports, and ongoing education and career development—to their careers. The road highlights key processes needed to ensure that this journey is smooth.

Secondary & Postsecondary Engagement

The journey begins with recognizing the myriad entry points into the varied types of secondary and postsecondary engagement—outreach, alignment, and acceleration—that prospective students can use to guide them through community college. Entry points can include workforce development programs, targeted community programs, employer and self-referrals, middle school and high school, and adult education and noncredit courses.

Onboarding

Onboarding processes such as comprehensive intake, differentiated orientation, and career planning alongside education planning set students on their paths to successfully launch their college experience.

Student Retention & Transition Supports

Four interrelated components ensure students are engaged and stay on their path:

- pathway participation
- applied and work-based learning
- career readiness and employment
- transfer services

A system of supports, including financial planning, advising, tutoring, and others, undergird these components.

Ongoing Education & Career Development

When students exit the postsecondary path, they can continue their journey through options that may include further education, such as transferring to a four-year institution, taking advantage of "upskilling" opportunities, and/or learning on the job during employment and at successive workplaces over time.

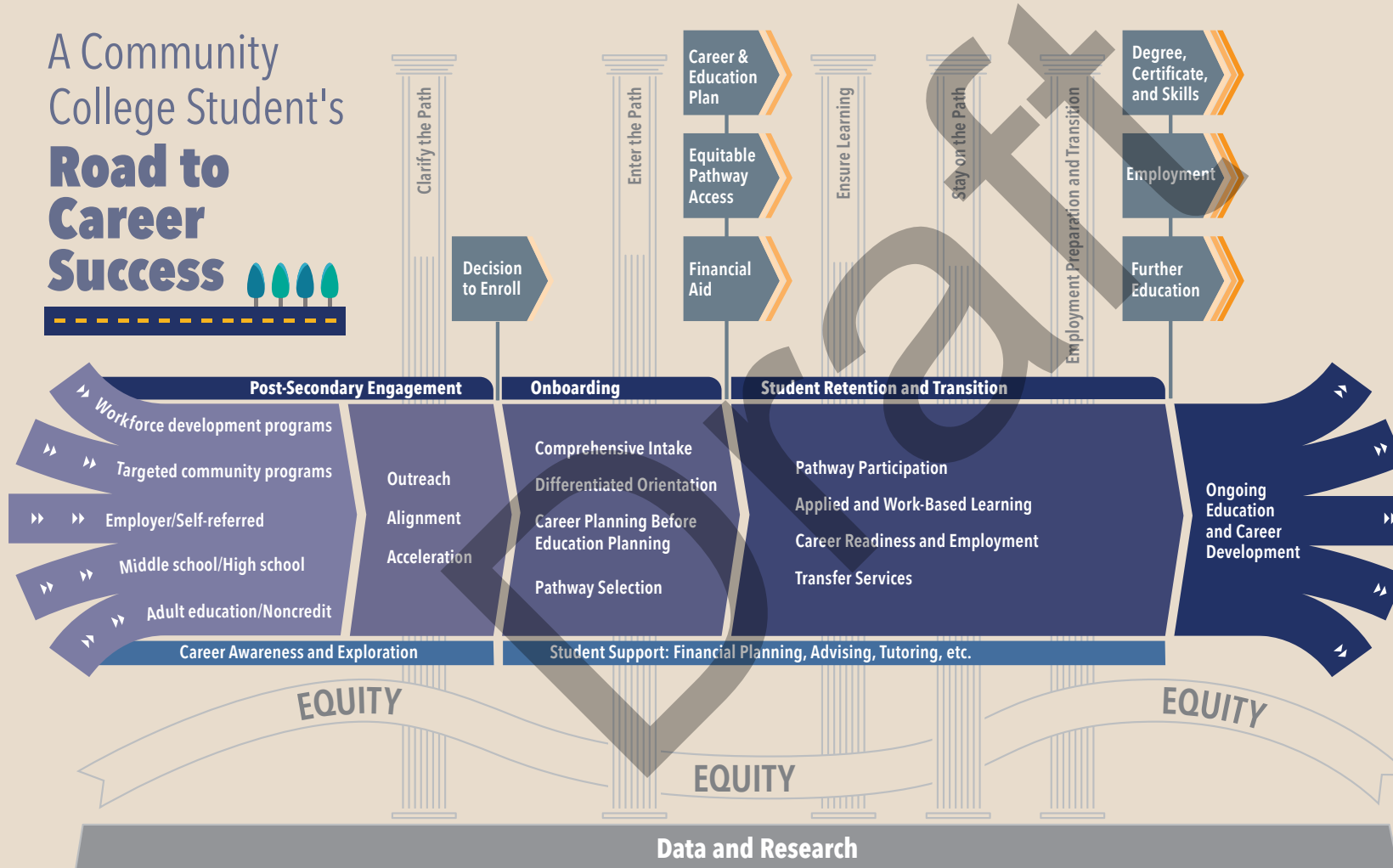**Figure 2. A Community College Student's Road to Career Success**

Regional Investments for 2024–2025

The SDI RC's regional approach is reflected in its annual budget and how the SDI RC invests in its regional priorities and projects toward implementing SWP (Table 1). The details of the regional priorities and projects are described in the Regional Priority sections of this plan.

Table 1. SDI RC Investments in Regional Projects, 2024–2025

Priorities and projects	Amount
Job placement case management	$1,750,000
Sector strategies and equity outcomes	$1,088,597
Employer engagement	$1,005,500
Work-based learning coordination	$800,000
Guided career pathways implementation	$728,000
Labor market research	$700,000
Regional research investment	$525,000
Accelerating career education outcomes	$500,000
Counselor Institute 2.0	$500,000
Faculty Institute 3.0	$200,000
Regional Consortium management (3%)	$246,224
SWP administration (2%)	$164,150
Total investment	**$8,207,471**

Source. San Diego and Imperial Regional Consortium, 2024.

The Regional Consortium Story

The San Diego and Imperial community colleges' progress in improving student success outcomes reflects the coordinated efforts of the colleges with the SDI RC. As the region's SWP work has matured and advanced over the past eight years, the SDI RC has also evolved to best support the colleges. The timeline below shows the SDI RC's history of regional collaboration.

A History of Regional Collaboration

1963

SDICCCA

For decades, San Diego & Imperial Counties Community Colleges Association (SDICCCA) has been the organization through which the region's community college presidents and chancellors network and collaborate. Through SDICCCA, the senior leaders have built strong rapport, fellowship, trust, and regional pride in its 10 community colleges.

November 18, 1994

SDI Regional Consortium 1.0

The San Diego and Imperial Regional Consortium was established as the region's fiduciary to manage the distribution of funds issued by the federal or state government, such as the Carl D. Perkins grants, the SWP grants, and other funding sources. The Foundation for Grossmont & Cuyamaca Colleges is the fiscal agent for the SDI RC.

June 15, 2016

New SWP Initiative

With the launch of SWP, the SDI RC engaged the 10 community colleges as partners to understand the needs of the colleges related to CE and workforce. The process began with an inquiry that involved cross-college interviews and a needs assessment of the community colleges. This initial work led to a set of comprehensive recommendations to guide systemic change at the community colleges.

A History of Regional Collaboration (continued)

Fall 2016

SDI Regional Consortium 2.0

By leveraging SDICCCA's collaborative way of working as a region, SDI RC is designed to carry out SWP efforts and necessary support for the 10 colleges with a regional lens. The organizational structure of the consortium includes SDICCCA's leadership, the ROC, the WDC, the CE Deans' Council, and cross-functional and cross-institution workgroups focused on key change areas.

Spring 2017

SDI RC Workgroups

Within the workgroups, the SDI RC makes space for the collective body of more than 150 partners across the colleges to play active roles in determining how to address issues and make positive changes for the region. Each of the initial workgroups focused on a specific component of SWP implementation:

- Career Pathways
- Pathway Navigation
- WBL & Job Placement
- Retention, Success & Support
- Employer Engagement
- Data & Research
- Marketing

Intentional Approach to Guide, Support, and Collaborate

The SDI RC has always intended to guide and support the colleges in improving systems that lead more students to success while also building the capacity of the colleges in areas such as data-informed decision-making, equity-centered approaches, career development, and academic and nonacademic student supports. As previously stated, the SDI RC intentionally takes a collaborative rather than a mandated approach with the colleges. With representation of the colleges within each workgroup, the SDI RC has worked to establish a culture of solving problems collectively and sharing promising practices.

Shifts Over Time

Investing in Regional Projects

Compared with its approach during the early rounds of SWP, the SDI RC has shifted away from investing in short-term, one-off, college-based projects. Its current approach is to apply a regional lens and provide seed money to help the colleges build capacity. For example, as shown in Table 2, during rounds 1 through 4 (2016–2017 through 2019–2020) the SDI RC invested in one-year projects at selected colleges, including the innovative collaborative projects, the tutoring pilot project, and the 21st century employability skills pilot. Now with the SDI RC using a strategic approach of investing in regional projects, it can focus on comprehensive systems improvements across the region's community colleges. In this way, the SDI RC can better leverage its resources to support the colleges with data, PD, technical assistance, and funds. Moreover, as the SDI RC uses a regional approach to help the colleges implement new regional initiatives and new CCCCO mandates, the colleges can share promising practices with one another.

Table 2. SDI RC Investments by Project and Round, 2016–2017 through 2024–2025

Project	Target	Total investment (Rounds 1–9)	Rounds								
			1	2	3	4	5	6	7	8	9
Pre-college outreach	Regionwide support	5,315,665	x	x	x	x	x	x	x	x	
Guided career pathways implementation	Regionwide support	7,408,629	x	x	x	x	x	x	x	x	x
Dual enrollment	Colleges	949,360							x	x	
Credit for prior learning	Colleges	419,016							x	x	
Pathway navigation	Colleges	3,964,321		x	x	x	x	x	x	x	
Retention and success/Faculty and Counselor Institutes	Colleges	7,396,723			x	x	x	x	x	x	x

Project	Target	Total investment (Rounds 1–9)	Rounds								
			1	2	3	4	5	6	7	8	9
Sector strategies and equity outcomes	Colleges	5,714,850		x	x	x	x	x	x	x	x
Clinical placement planning	Regionwide support	390,945						x	x	x	
Employer engagement	Regionwide support	3,548,704						x	x	x	x
Work-based learning coordination	Colleges	5,825,401		x	x	x	x	x	x	x	x
Job placement case management	Colleges	14,110,743	x	x	x	x	x	x	x	x	x
Marketing of CE programs	Regionwide support	7,554,876	x	x	x	x	x	x	x	x	
College-based marketing of CE programs	Colleges	3,858,965	x		x	x	x	x	x	x	
Labor market research	Regionwide support	5,787,630	x	x	x	x	x	x	x	x	x
Accelerating career education outcomes	Colleges	500,000									x
Innovative collaborative projects	Colleges	501,374	x								
Regional research investment	Colleges	525,000									x
Tutoring pilot project	Colleges	48,032		x							
21st century employability skills pilot	Colleges	132,659		x							
Work-based learning assessment	Colleges	165,378		x							
Improving the student enrollment process	Colleges	1,485,254		x	x	x					
Retention and success acceleration projects	Colleges	824,952		x							
Regional consortium implementation	Regionwide support	2,413,538	x	x	x	x	x	x	x	x	x
SWP administration	Regionwide support	1,609,027	x	x	x	x	x	x	x	x	x
Total investment		**80,451,313**									

Note. For an alternative version of this table, see Table 2 in the appendix. San Diego and Imperial Regional Consortium, 2024.

Building Trust and a Partnership

The active participation and problem-solving of the consortium members have contributed to the building of trusted relationships within the SDI RC over the years. But it took time. Initially, the community colleges were uncertain about trusting the SDI RC. Understandably, the colleges and the SDI RC needed time to understand how best to work together in their unique relationship.

Today the SDI RC's symbiotic relationship with the colleges is the core of the region's education and workforce ecosystem. In recent years, the SDI RC has seen a shift in how the colleges rely on the consortium to support the advancement of SWP efforts and increased trust that the consortium is a reliable partner that can provide capacity-building support, resources, research-based practices, and structures for problem-solving and collaboration. For example, the colleges depend on the consortium to lead learning opportunities, including CoPs for shared learning across the colleges and PD informed by regional needs, such as the Faculty Institute for building faculty capacity for using student data to inform equity-centered practices and the online CE teacher preparation course for preparing new teachers coming from industry. The colleges have learned they can consistently depend on the SDI RC as a partner.

Evolving Workgroups and Focus Areas

The strength of the working relationship between the SDI RC and the colleges enables the SDI RC to be nimble in how it supports the colleges when needs change. As the colleges make strides in their progress and evolve, the SDI RC can identify new regional priorities that are important for continued systems change. Following are some examples of shifts in recent years:

- reenvisioning and implementing a new employer engagement model
- emphasizing the importance of WBL experiences from an equity perspective
- evolving workgroups to meet changing needs within a structure that allows for new priorities

Moving Equity to the Center

Since the start of SWP, the SDI RC has recognized the need for improving systems and practices to ensure equitable success outcomes for every student, especially for DI students. SWP investments in the region have enabled the SDI RC to, among other foundational achievements, forge established relationships with partners, including the colleges, to work collaboratively on advancing change; support capacity for data collection and analysis of disaggregated data; and cultivate a culture within the workgroups in order to lead SWP efforts based on research.

In recent years, the SDI RC has sharpened its focus on equity. The region is even more equipped to assertively make a difference from 2023–2024 through 2026–2027. The SDI RC's plans build on the equity work begun in 2022–2023:

- Implement equity-minded and race-conscious recommendations to systems and practices informed by the findings from the *Black Student Equity* report, commissioned in fall 2022.

- Provide regional support through a new RFA and technical assistance for the colleges to develop and implement a career services strategic plan that is informed by the NACE standards and focused on equity-centered strategies that improve access and services to DI students. Strategies include understanding the needs of specific student populations—including students with disabilities, veterans, first-generation students, English language learners, and justice-impacted students—by partnering with specific programs and departments on campus to ensure that career services staff is reaching those students and providing needed services. Additionally, colleges are incorporating new platforms that collect and track student data, such

as Starfish, which can be shared by career services and WBL staff to better understand how to identify gaps and pivot as student needs change.

- Support cohorts of faculty and counselors participating in the Faculty Institute and Counselors Institute as they learn to analyze disaggregated student data and adopt data-informed, equity-centered practices to address disproportionate student outcomes.

- Support the colleges and districts in building capacity around CTE data usage, such as identifying equity gaps in CE programs and access to and completion of early college credit, credit for prior learning, and WBL opportunities for DI student groups.

- Update and implement new technologies to increase internal efficiencies in order to better communicate with and support partners and the colleges. This work includes adopting Grouptrail, an RFA program management software, to better track the colleges' outcomes for regionally supported SWP projects. To improve both external and internal efficiencies, the SDI RC has a redesigned website, SDIRegionalConsortium.org, and has added K–12 and adult education/noncredit programs to the Program Finder function of the region's CareerED.org website, demonstrating possibilities for a continuous intersegmental K–14 pathway.

- Increase career opportunities, including WBL and paid internships, for every student, particularly for DI students, through positions that build local capacity at the colleges: WBL coordinators, employer relations liaisons, and job placement managers.

Regional Consortium and Vision 2030

The SDI RC aims to transform the ways that educators, industry, and community partners advance economic mobility equitably, especially for individuals of minoritized groups who attend San Diego and Imperial community colleges. As described throughout this 2025 update of the San Diego and Imperial Regional Consortium four-year plan, the SDI RC continues to build community college capacity to create equitable systemic change and close equity gaps, sharpen equity-centered strategies and remove barriers for students, and provide supports that better align with students' needs and lived experiences to help ensure their social and economic mobility. The goals of the SDI RC align with the CCCCO's Vision 2030 roadmap, focusing on equity in success, equity in access, and equity in support. The SDI RC's investments (Tables 3 and 4) further demonstrate how its strategic approach to increase equitable opportunities and success in higher education, improve education and career outcomes, and connect students with employment that provides family-sustaining wages is a commitment to ensuring economic mobility for those it serves.

Table 3. 2024 SDI RC Investments and Alignment With Vision 2030

Priorities and project	Close equity gaps	Align education with workforce needs	Promote student-centered enrollment and support	Increase credential attainment	Ensure affordability and financial support	Build stronger partnerships	Strengthen sustainability and climate resilience
Apprenticeship	x	x	x	x	x	x	x
Black Student Equity report	x		x				
Career services projects	x	x	x			x	
Clinical placement planning	x	x		x		x	
College-based marketing projects	x		x	x			x
Comprehensive regional needs assessment	x		x			x	

Priorities and project	Close equity gaps	Align education with workforce needs	Promote student-centered enrollment and support	Increase credential attainment	Ensure affordability and financial support	Build stronger partnerships	Strengthen sustainability and climate resilience
Counselor Institute/retention and success	x		x				
Credit for prior learning/credit by exam	x	x	x	x	x	x	x
Dual enrollment	x		x	x	x	x	
Employer engagement	x	x		x		x	x
Faculty Institute/retention and success	x		x				
Job placement case management	x	x	x	x		x	
Labor market research	x	x				x	x
Pathway navigation	x		x	x			
Pre-college outreach	x	x	x	x	x	x	x
Regional marketing of career education programs	x				x	x	x
Retention and success acceleration projects	x	x	x				
Sector strategy projects	x	x	x	x	x	x	x
Industry-to-teacher preparation course	x	x	x			x	
Work-based learning assessment (SG-21)	x	x		x		x	
Work-based learning coordination	x	x	x	x		x	
Work-based learning course	x	x	x	x		x	

Source. San Diego and Imperial Regional Consortium, 2024.

Table 4. Upcoming SDI RC Investments and Alignment With Vision 2030, 2024–2026

Priorities and projects	Close equity gaps	Align education with workforce needs	Promote student-centered enrollment and support	Increase credential attainment	Ensure affordability and financial support	Build stronger partnerships	Strengthen sustainability and climate resilience
Adult learner report	x		x	x	x		
Artificial intelligence (AI)	x		x	x		x	
Internships (paid)	x	x			x	x	
Sector strategy project: Blue Economy	x	x				x	x

Source. San Diego and Imperial Regional Consortium, 2024.

Regional Demographics

San Diego and Imperial Counties offer a wide range of occupations and career opportunities within their diverse regional economies.
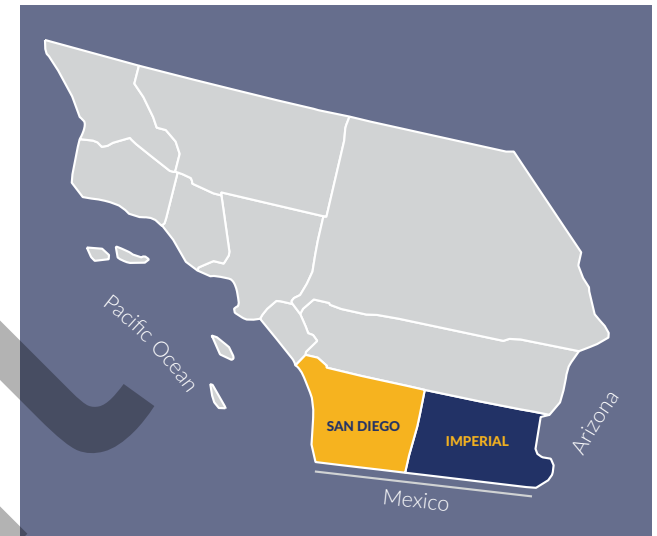
San Diego County

San Diego County is largely urban, with a highly educated workforce. The region offers a diverse economy that includes "the largest military concentration in the world and a strong tourism industry" and has become an innovation hub in cybersecurity, wireless technologies, and software. Top local employers in the region are the U.S. Navy; the University of California, San Diego; Sharp HealthCare; and the County of San Diego. In Q1 2023, San Diego led employment growth in California, with the strongest growth in government and leisure and hospitality.

(Source. San Diego Regional Economic Development Corporation)

Imperial County

Imperial County is largely rural and boasts a strong and established agricultural industry. The county is emerging in renewable energy production and is quickly growing its capacity to produce energy through solar, geothermal resources, and wind. Imperial County is also emerging as California's "Lithium Valley," developing mineral extraction facilities to support the state's investment in electric-fueled transportation.

(Source. Imperial Valley Economic Development Corporation)

San Diego and Imperial Counties span the width of California at the state's most southern region, with the Pacific Ocean to the west, Arizona to the east, Riverside County to the north, and Mexico to the south.
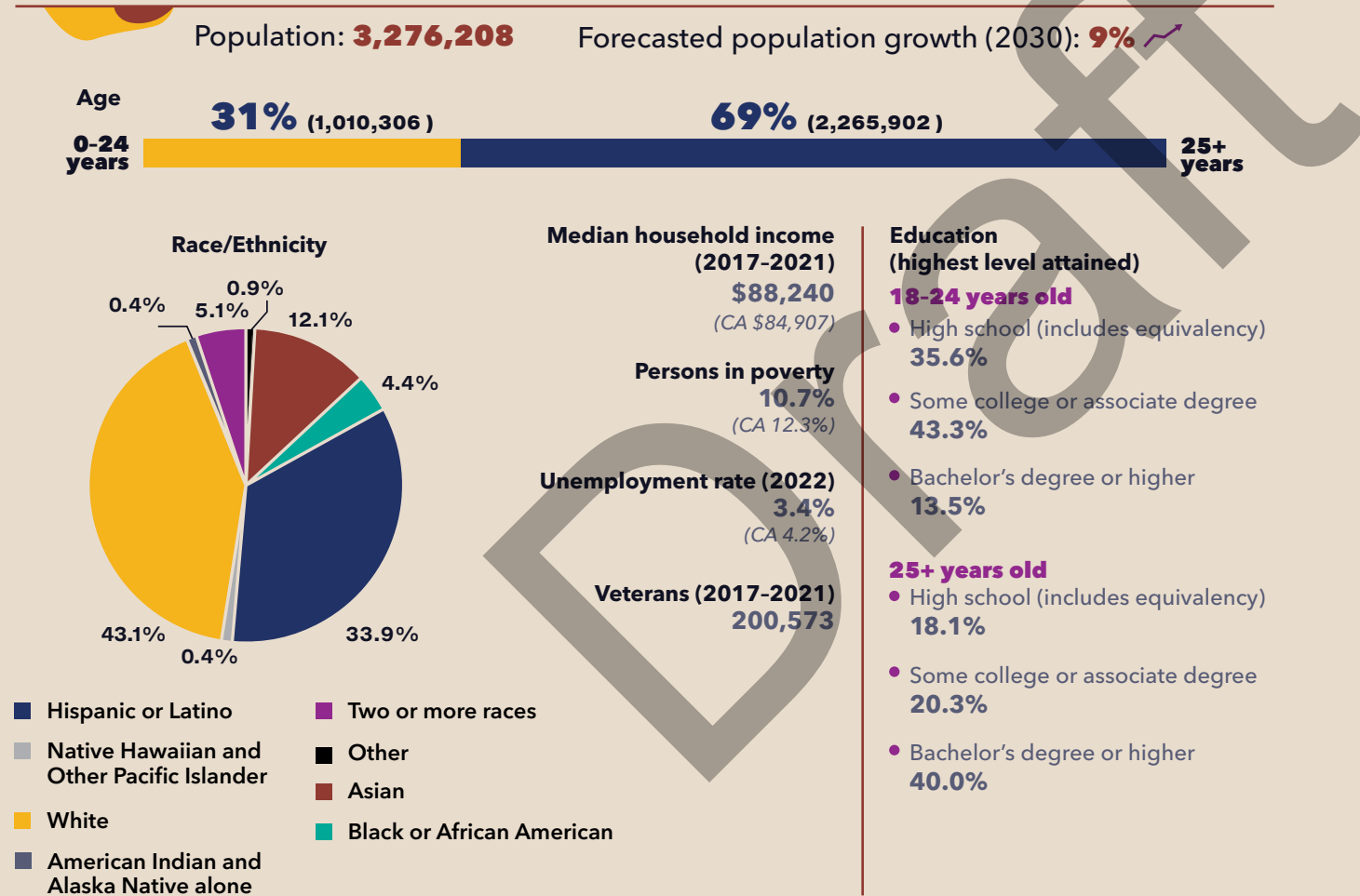
San Diego County is the second most populous county of 58 counties in California and the fifth largest county in the United States.

Imperial County is the least populous county in southern California and is the 31st largest county in the state.

The demographics of San Diego and Imperial Counties (Figures 3 and 4) are reflected in the region's diversity of population size, race and ethnicity, income, and education as reported by the U.S. Census Bureau (2021, 2022).

Figure 3. Demographics of San Diego County

San Diego County

Population: **3,276,208**   Forecasted population growth (2030): **9%** ↗

Age

31% (1,010,306)   **69%** (2,265,902)

0-24 years   **25+ years**

Race/Ethnicity

0.4%
5.1%
0.9%
12.1%
4.4%
33.9%
0.4%
43.1%

- ■ Hispanic or Latino
- ■ Native Hawaiian and Other Pacific Islander
- ■ White
- ■ American Indian and Alaska Native alone
- ■ Two or more races
- ■ Other
- ■ Asian
- ■ Black or African American

Median household income (2017–2021)
$88,240
(CA $84,907)

Persons in poverty
10.7%
(CA 12.3%)

Unemployment rate (2022)
3.4%
(CA 4.2%)

Veterans (2017–2021)
200,573

Education (highest level attained)

18-24 years old
- High school (includes equivalency) **35.6%**
- Some college or associate degree **43.3%**
- Bachelor's degree or higher **13.5%**

25+ years old
- High school (includes equivalency) **18.1%**
- Some college or associate degree **20.3%**
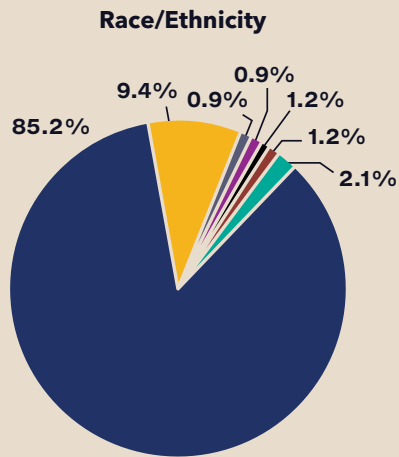- Bachelor's degree or higher **40.0%**

Note. Percentages may not sum to 100% because of rounding. For tables of the data shown here, see Figures 3 and 4 in the appendix.

Figure 4. Demographics of Imperial County

Imperial County

Population: **178,713**   Forecasted population growth (2030): **3%** 📈

Age

38% (67,358)   **61%** (111,355)

0-24 years ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ **25+ years**

Race/Ethnicity

85.2%
9.4%
0.9%
0.9%
0.9%
1.2%
1.2%
2.1%

- ■ Hispanic or Latino
- ■ White
- ■ American Indian and Alaska Native alone
- ■ Two or more races
- ■ Other
- ■ Asian
- ■ Black or African American

Median household income (2017-2021)
$49,078
(CA $84,907)

Persons in poverty
17.3%
(CA 12.3%)

Unemployment rate (2022)
14.7%
(CA 4.2%)

Veterans (2017-2021)
5,605

Education (highest level attained)

18-24 years old
- High school (includes equivalency)
  34.7%
- Some college or associate degree
  53.4%
- Bachelor's degree or higher
  1.2%

25+ years old
- High school (includes equivalency)
  26.0%
- Some college or associate degree
  26.2%
- Bachelor's degree or higher
  13.5%

Note. Percentages may not sum to 100% because of rounding. For tables of the data shown here, see Figures 3 and 4 in the appendix.

Regional Labor Market Information and Landscape

San Diego and Imperial Counties each have their own thriving economies—from the life sciences and military and defense industries in San Diego to the long-established agribusiness and mineral extraction industries in Imperial County that have paved the way for the new lithium industry. Each county's industry needs and individuals and families making up the local workforce have unique characteristics.

The San Diego & Imperial Center of Excellence provides labor market information (LMI) that drives community college CE program development. For example, during 2023–2024 the 10 colleges requested 42 LMI reports from the Center of Excellence to inform local decision-making for 40 unique programs. While the Center of Excellence equips the region's colleges with comprehensive analyses of the middle-skills labor market, it also leads the Data & Innovation workgroup, the latter of which is made up of institutional researchers who identify and address common research needs across the region. Some key research is detailed in this section, and the full list of the region's LMI resources can be found at the SDI RC's website.

Increased Labor Market Demands

Between 2022 and 2032, the number of jobs in San Diego and Imperial Counties is expected to increase by 14 percent and 18 percent respectively, as shown in the projected data reported by the Center of Excellence (see Table 3).

Table 3. Number of Jobs and Projected Percentage Change in San Diego County, Imperial County, and California, 2022–2032

Region	Jobs, 2022	Jobs, 2032	Job change, 2022–2032	Projected percentage change
San Diego County	1,767,478	2,007,861	240,383	14%
Imperial County	68,865	81,301	12,436	18%
California	20,352,832	23,201,331	2,848,499	14%

Source. San Diego & Imperial Center of Excellence, 2023.

Selection of Regional Priority Industry Sectors

To adequately meet the demands of the local labor market across the two counties, the SDI RC selected four priority industry sectors among the 11 industry sectors to guide the region's community colleges in strategic planning and program development. By keeping consistent with the same four priority sectors through 2025, the SDI RC enables the colleges to continue their focus and use their planning and implementation grants to enact change. The four priority sectors are Advanced Manufacturing, Advanced Transportation & Logistics, Health, and Information Communication Technologies (ICT) & Digital Media.

- **Advanced Manufacturing**

- **Advanced Transportation & Logistics**

- Agriculture, Water & Environmental Technologies

- Business & Entrepreneurship

- Education & Human Development

- Energy, Construction & Utilities

- **Health**

- **Information Communication Technologies (ICT) & Digital Media**

- Life Sciences & Biotechnology

- Public Safety & Government

- Retail, Hospitality & Tourism

The SDI RC selected these four sectors based on analyses of multiple regional data sources. First, the SDI RC considered industry demand, potential living wage, and the programs offered at the San Diego and Imperial community colleges. The analyses detailed in the Center of Excellence's two 2022 reports, *Sector Analysis: San Diego County* and *Sector Analysis: Imperial County*—which examined the 11 industry sectors across 15 metrics, including number of jobs, percentage of change in job availability over time, average entry-level earnings by job, and average median earnings by job—informed the selection. The analyses also included qualitative data from town hall meetings and inclusive feedback strategies solicited from partners across the region.

Further, the region's priority sectors align with the state's priority sectors as described in the CCCCO's Vision 2030 roadmap. For example, the SDI RC's support to expand access and success in Advanced Transportation & Logistics includes programs involving hybrid/electric vehicles. Its support in Advanced Manufacturing, Health, and ICT & Digital Media includes expanded success, access, and support in STEM, especially for DI students. One college is developing a psychiatric technician program to address behavioral health needs in the region; it will be the only such program in San Diego and Imperial Counties. Another college is developing a noncredit vocational nursing program in an effort to create a pipeline to registered nursing and bachelor of science in nursing (BSN) programs in the region. Lastly, the SDI RC supports work in the Education & Human Development space by funding entrepreneurship opportunities in child development programs.

Jobs and Earning Potential by Priority Sectors

With the LMI that the Center of Excellence prepares, the community colleges can better understand the region's job demand and wage information in order to support individuals and families in earning a living wage. Job and wage information by priority sector in San Diego County is shown in Table 4 and in Imperial County in Table 5. Median hourly earnings for all 11 sectors in the two counties can be found in the *Career Education Guide 2023–2024* developed for the San Diego and Imperial community colleges.

Table 4. Number of Jobs, Job Change Percentage, and Earnings by Priority Sector in San Diego County, 2022

Indicator *Analysis by SOC CODES*	Advanced Manufacturing	Health	Advanced Transportation & Logistics	ICT & Digital Media
Number of jobs by sector in San Diego, 2022	127,528	245,883	135,449	91,404
Percentage job change by sector in San Diego, 2012–2022	11%	24%	23%	21%
Average entry-level hourly earnings by sector in San Diego, 2022	$21.07	$39.03	$22.89	$28.31
Average median hourly earnings by sector in San Diego, 2022	$25.46	$51.41	$27.92	$37.83

Source. Lightcast 2023.02; QCEW, Non-QCEW, Self-Employed.

Table 5. Number of Jobs, Job Change Percentage, and Earnings by Priority Sector in Imperial County, 2022

Indicator *Analysis by SOC CODES*	Advanced Manufacturing	Health	Advanced Transportation & Logistics	ICT & Digital Media
Number of jobs by sector in Imperial, 2022	2,933	12,965	5,876	941
Percentage job change by sector in Imperial, 2012–2022	20%	22%	19%	8%
Average entry-level hourly earnings by sector in Imperial, 2022	$10.57	$22.76	$18.24	$18.93
Average median hourly earnings by sector in Imperial, 2022	$12.43	$28.14	$23.48	$23.85

Source. Lightcast 2023.02; QCEW, Non-QCEW, Self-Employed.

Equity Gaps in Priority Sectors

With the SDI RC's commitment to equity, workgroups such as Employer Engagement and Data & Innovation are engaged in making connections between LMI and equity gaps in regional priority sector jobs and community college enrollment. To better understand the equity gaps in the priority sectors, the Center of Excellence released two 2023 reports, _Equity Gaps in Priority Jobs and Programs: San Diego County_ and _Equity Gaps in Priority Jobs and Programs: Imperial County_, which document labor market demand and postsecondary program data for each county. These reports pinpoint priority jobs (jobs with earnings above the living wage and in high demand) and priority programs (programs that train for priority jobs). The reports identify equity gaps by race/ethnicity, age, and gender for each job and program. For the jobs, the Center of Excellence compared the demographics of each job with the workforce overall. For the programs, the Center of Excellence compared the demographics of each program with the overall community college student population.

To further the end goal of growing and supporting priority programs and equitable representation in priority jobs, the findings of these reports can inform diversity, equity, inclusion, and belonging strategies such as targeted recruitment and retention efforts for priority programs. These goals and strategies are also reflected in the sections on SDI RC regional priorities and projects in this plan.

Career Education Student Demographics

The regional demographic data and LMI in the previous sections illustrate the labor market landscape of San Diego and Imperial Counties and the need to educate and employ a growing population by 2030. The data also show a need to increase the economic mobility of the region's residents who are not earning a family-sustaining wage and identify industry sectors in which job growth is anticipated.

CE programs serve an important and key role in preparing students for career success, and the aforementioned LMI helps the colleges align CE programs to the region's labor market needs. Demographic data of the region's CE students provides another lens for understanding who CE students are at San Diego and Imperial community colleges, how many enroll in CE programs, and what supports CE students, particularly CE students from DI populations, need to succeed.

CE Enrollment

In 2020–2021, the 10 San Diego and Imperial community colleges served a total of 167,742 students, including 85,374 CE students (Figure 5). In San Diego and Imperial Counties, CE students comprise about one half of the students enrolled at the community colleges. (All LaunchBoard data that inform Figures 5 through 11 represent the most recent data when this report was published.)

Figure 5. One Half of San Diego and Imperial Community College Students Are Enrolled in a CE Course, 2020–2021
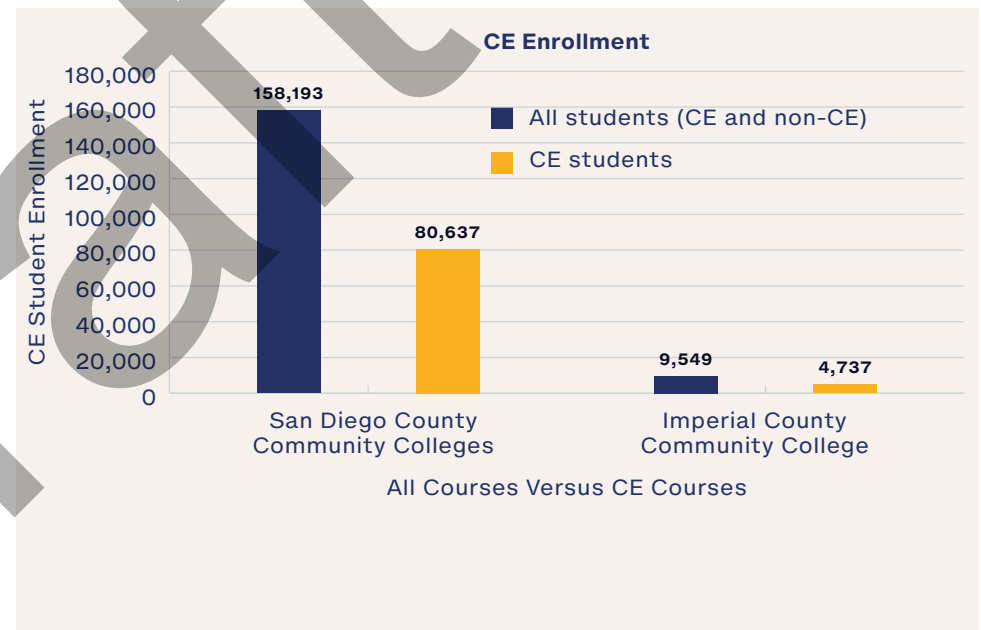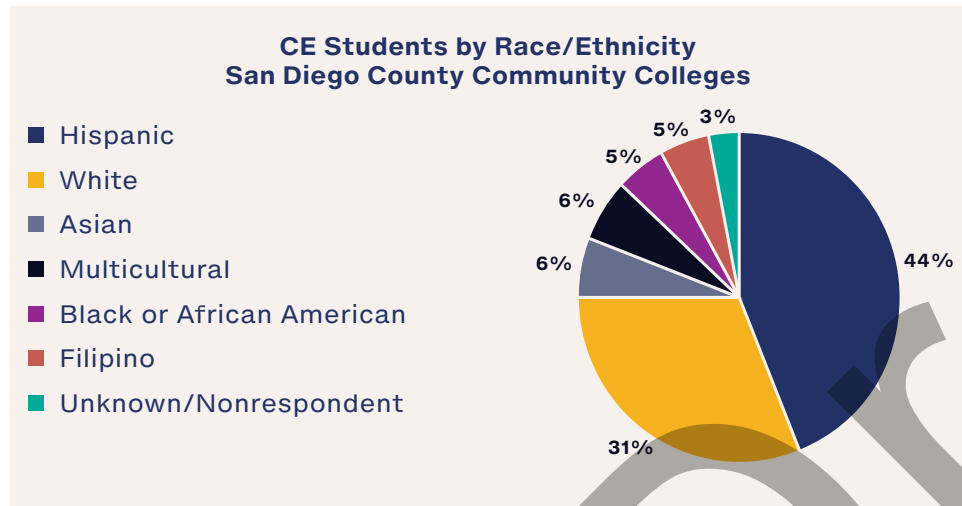

Note. For a table of the data shown here, see Figure 5 in the appendix.

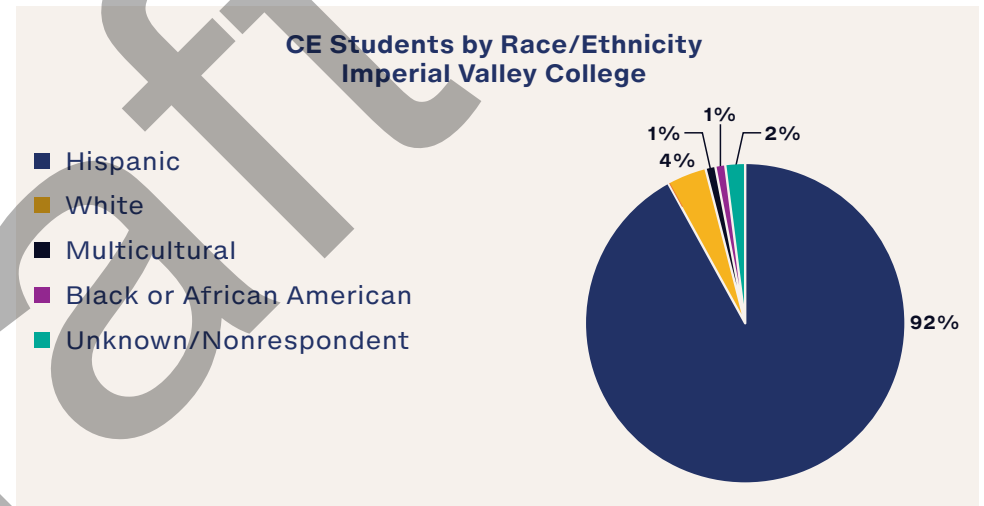*Source. LaunchBoard, 2020–2021.*

CE Students by Race/Ethnicity

With a CE student population highly diverse in terms of race/ethnicity, socioeconomics, and age, SDI community colleges are trying to intentionally design programs and supports to meet the range of student needs (see Figures 6 and 7).

Figure 6. Two Thirds of CE Students Identify as Students of Color at San Diego County Community Colleges

CE Students by Race/Ethnicity
San Diego County Community Colleges

- Hispanic
- White
- Asian
- Multicultural
- Black or African American
- Filipino
- Unknown/Nonrespondent

44%
31%
6%
6%
5%
5%
3%

Note. For a table of the data shown here, see Figure 6 in the appendix.
Source. LaunchBoard, 2020–2021.

Figure 7. Ninety-Two Percent of CE Students Identify as Hispanic at Imperial Valley College


CE Students by Race/Ethnicity
Imperial Valley College

- Hispanic
- White
- Multicultural
- Black or African American
- Unknown/Nonrespondent

92%
4%
1%
1%
2%

Note. For a table of the data shown here, see Figure 7 in the appendix.
Source. LaunchBoard, 2020–2021.

# CE Students by Economically Disadvantaged Designation

The Perkins Act V ensures that all secondary and postsecondary students, but especially historically underrepresented students, are provided high-quality CTE programs. In the region's community colleges, more than three quarters of CE students are adults with a low income, individuals who are unsheltered, and individuals who have aged out of foster care (see Figures 8 and 9).

Figure 8. Nearly 75 Percent of CE Students Are Designated Economically Disadvantaged at San Diego County Community Colleges

CE Students by Economically Disadvantaged Designation
San Diego Community Colleges

Not economically disadvantaged	Economically disadvantaged
21,772	58,865
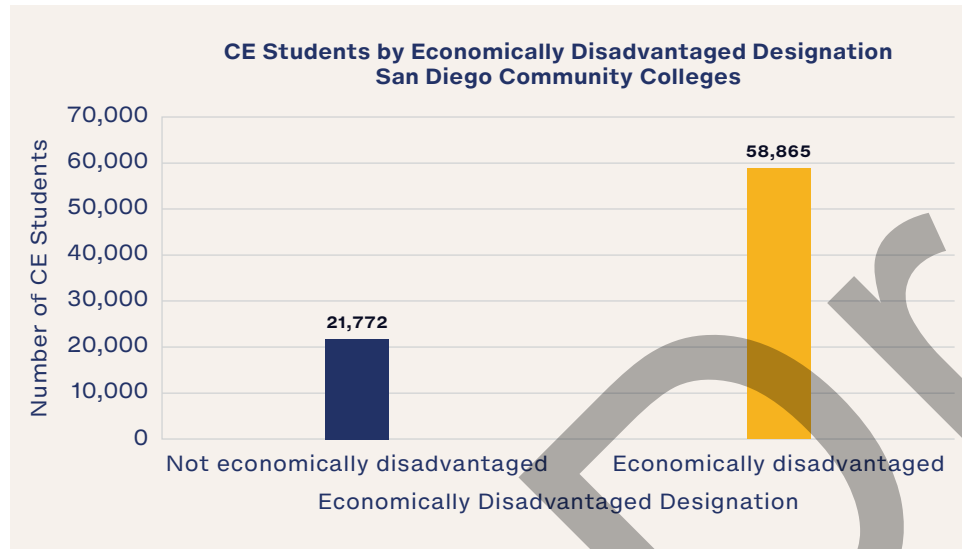
Note. For a table of the data shown here, see Figure 8 in the appendix.
Source. LaunchBoard 2020–2021.

Figure 9. More Than Ninety Percent of CE Students Are Designated Economically Disadvantaged at Imperial Valley College

CE Students by Economically Disadvantaged Designation
Imperial Valley College

Not economically disadvantaged	Economically disadvantaged
426	4,311
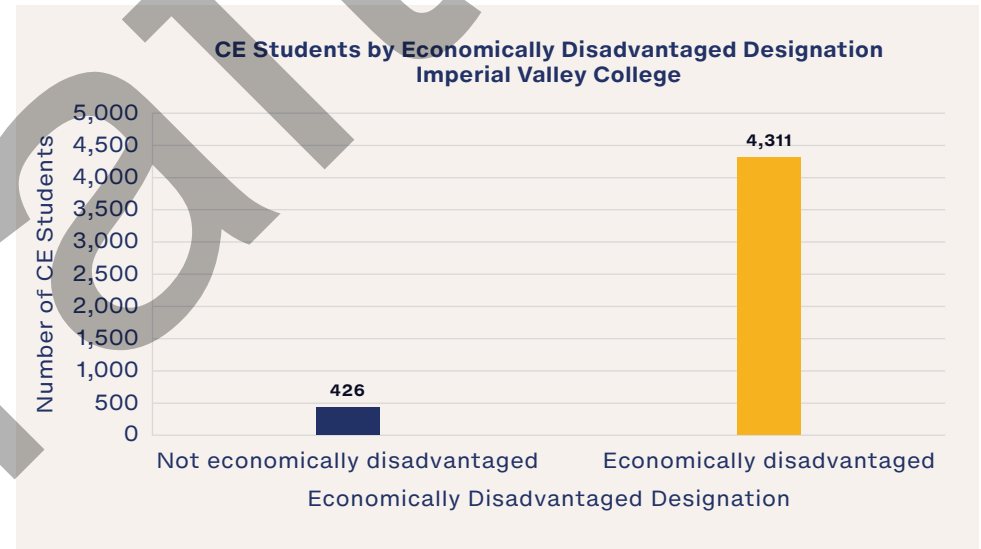
Note. For a table of the data shown here, see Figure 9 in the appendix.
Source. LaunchBoard 2020–2021.

CE Students by Age Group

SDI community college students who are enrolled in CE programs span a wide range of age groups. About one half of San Diego CE students and two thirds of Imperial CE students comprise two age groups: *19 years or younger and 20 to 24 years*. The remaining students are older adults aged 25 and older (see Figures 10 and 11). Some of these nontraditional older adult students may want to upskill to seek higher wages, make career changes, return to civilian life, or attend college for the first time.
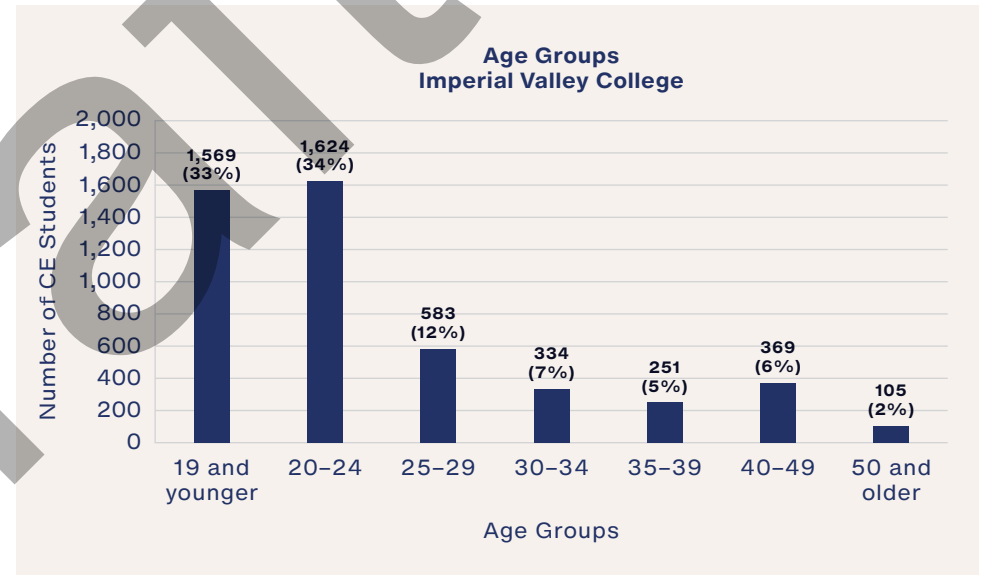
Figure 10. One Half of CE Students Are 24 Years Old or Younger at San Diego County Community Colleges
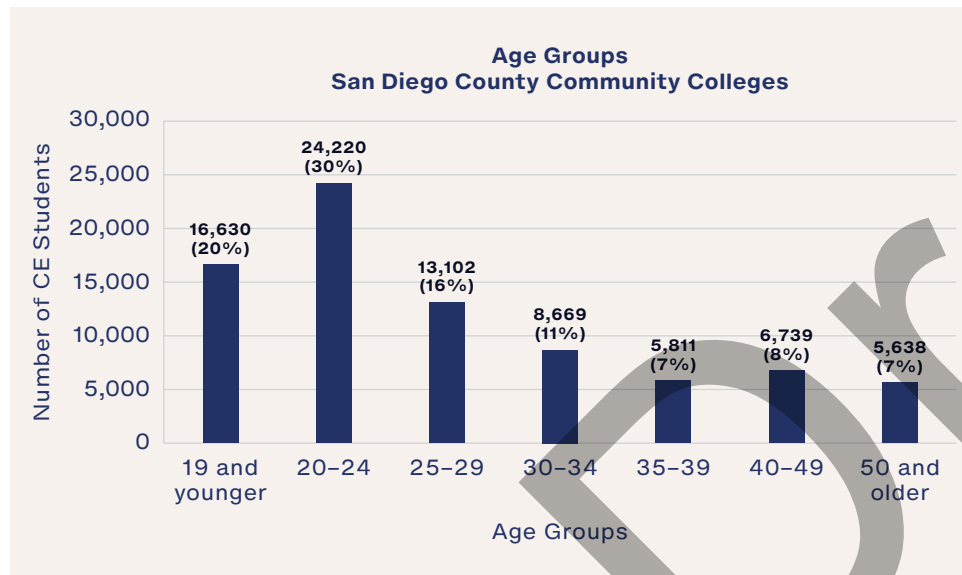
Note. For a table of the data shown here, see Figure 10 in the appendix. Percentages do not add to 100 because of rounding.

Source. LaunchBoard, 2020–2021.

Figure 11. Two Thirds of CE Students Are 24 Years Old or Younger at Imperial Valley College

Note. For a table of the data shown here, see Figure 11 in the appendix. Percentages do not add to 100 because of rounding.

Source. LaunchBoard, 2020–2021.

Reasons High School Students Choose Community College

In 2023–2024, the SDI RC continued its third year of gathering the perspectives of the region's high school students concerning their interests and reasons for choosing community college as their option after high school. Between January and March 2024, more than 10,000 high school students from 89 schools in the region participated in the *Options After High School* survey. A notable change since the first year of the survey is the increase in the percentage of students who identify as being in a pathway, from 54 percent in 2021–2022 to an impressive 74 percent in 2023–2024, an increase of 20 percent. Among 12th grade students, 35 percent reported that community college was their first choice, a significantly higher increase than in previous years. Among all surveyed students, following are some reasons for choosing community college for their postsecondary education:

- Saving money was their primary reason for choosing community college (reported by 69.2 percent of the students).

- Community college programs will help them prepare for a career (reported by 35.8 percent of the students).

- Community college courses will help them get into a four-year college (reported by 45.1 percent of the students).

Strong Workforce Program Metrics

Today, the SDI RC has established itself as an integral entity in the collective efforts of systems change toward increasing opportunities for student success. The results of these efforts are reflected in the commitment to improvement and innovation, collaborative work, and measurable progress at the region's 10 community colleges. Since 2015–2016, the year prior to the launch of SWP, **SDI community colleges have moved the needle in educating and preparing more CE students who are completing CE credits, attaining degrees and certificates, and earning higher wages after exiting**.

The progress of SWP at the SDI community colleges is measured by the SWP Metrics, which are aligned to the CCCCO's Student Success Metrics and categorized by momentum, success, employment, and earnings, as shown in Figures 11 through 18. In the case of the metric "employment in a related field of study," the rate fell slightly; however, the SDI community colleges are actively focused on increasing career opportunities. Separate from the Student Success Metrics, the colleges examine disaggregated data to understand and improve the outcomes of DI students. All data presented are from LaunchBoard and report on the academic years between 2015–2016 (the last year prior to SWP) and 2021–2022 (the most recent year for which there is data when this report was published) unless noted.

Momentum

Career Education Course Completion

The rate of SDI CE students who completed a noncredit CE or workforce preparation course or had a minimum of 48 contact hours in a single year **increased** from 57 percent to 84 percent between 2015–2016 and 2021–2022 (Figure 12).

Figure 12. CE Course Completion Rates Grew by Nearly 50 Percent Over a Seven-Year Period

CE Students Who Completed a Noncredit CE of Workforce Preparation Course
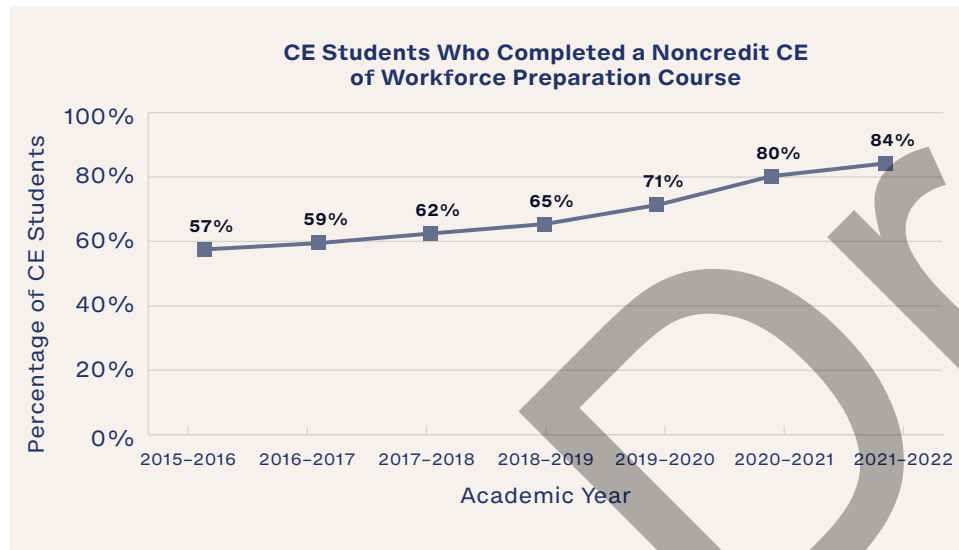
Note. For a table of the data shown here, see Figure 12 in the appendix.
Source. LaunchBoard, 2015–2016 through 2021–2022.

9+ Career Education Units

SDI colleges saw an **increase** in CE students successfully completing nine or more CE credits in a single year, rising from 16 percent to 19 percent between 2015–2016 and 2021–2022 (Figure 13).

Figure 13. Proportion of Students Completing 9+ CE Credits Rose by About 19 Percent Over a Seven-Year Period

CE Students Who Earned 9 or More CE Units in a Single Year

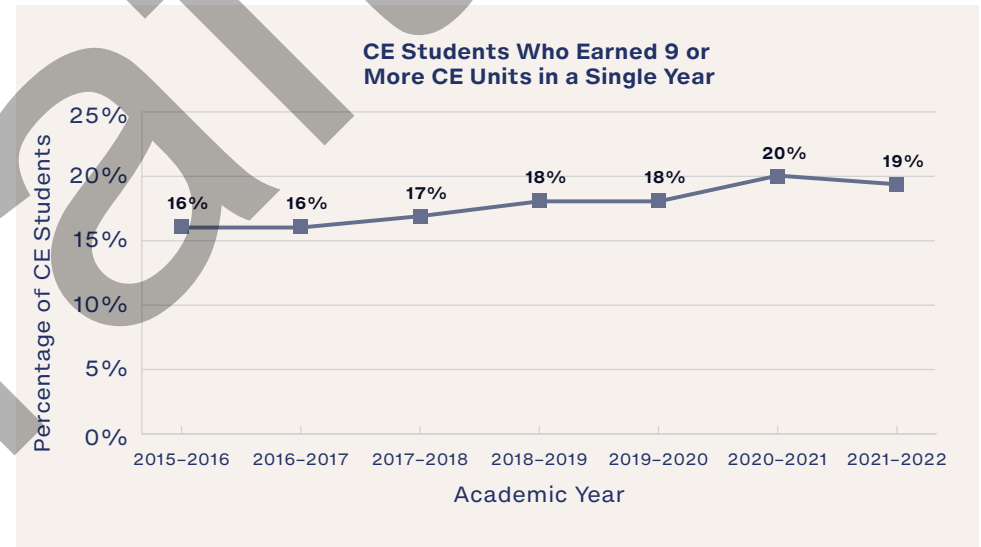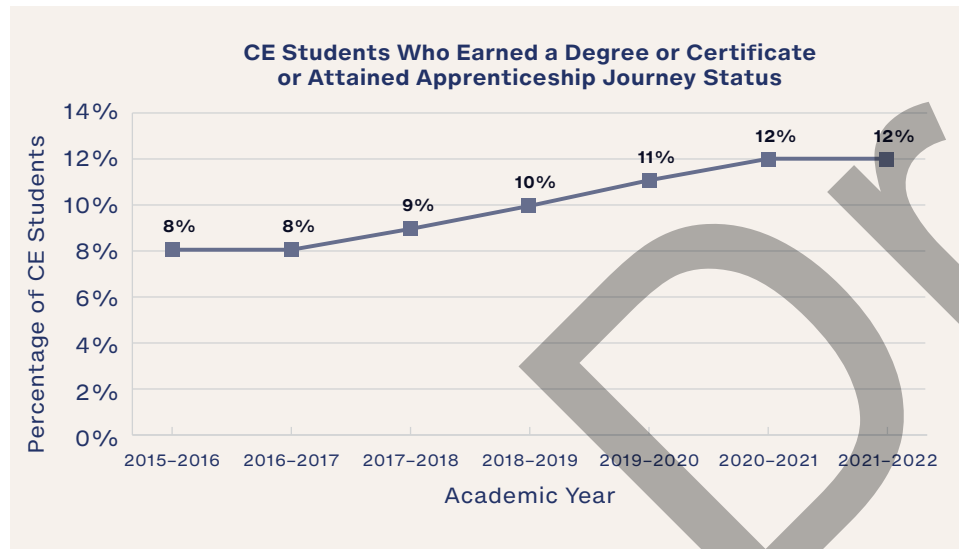*Note. For a table of the data shown here, see Figure 13 in the appendix.*
Source. LaunchBoard, 2015–2016 through 2021–2022.

Success

Degree Completion

The rate of SDI CE students who earned a noncredit certificate, a CCCCO-approved certificate, an associate degree, and/or a CCC baccalaureate degree or attained apprenticeship journey status steadily **increased** from 8 percent to 12 percent between 2015–2016 and 2021–2022 (Figure 14).

Figure 14. Percentage of CE Students Who Earned Degrees, Certificates, or Journeyman Status Rose by Half Over a Seven-Year Period

Note. For a table of the data shown here, see Figure 14 in the appendix.

Source. LaunchBoard, 2015–2016 through 2021–2022.

Transfer to a Four-Year Institution

The rate of SDI CE students who transferred to a four-year institution **rose** from 5.5 percent to 8 percent between 2015–2016 and 2020–2021, despite a 14 percent decline in CE student enrollment during the same years (in 2015–2016, 98,867 students enrolled in a CE course, and in 2020–2021, 85,819 students enrolled) (Figure 15).

Figure 15. Rate of CE Students Who Transferred to a Four-Year Institution Rose by More Than 30 Percent in a Six-Year Period

Note. For a table of the data shown here, see Figure 15 in the appendix.

Source. LaunchBoard, 2015–2016 through 2020–2021.

Employment

Employment in Related Field of Study

Despite **slight declines** in job placement rates between 2015–2016 and 2019–2020, about three out of five SDI CE pathway students transitioned to jobs related to their fields of study upon program completion in 2019–2020 (Figure 16).

Figure 16. Rate of CE Students Working in Jobs Related to Their Field of Study Fell Slightly in a Five-Year Period

CE Students with a Job Closely Related to Their Field of Study

Academic Year	Percentage
2015–2016	69%
2016–2017	74%
2017–2018	70%
2018–2019	71%
2019–2020	66%

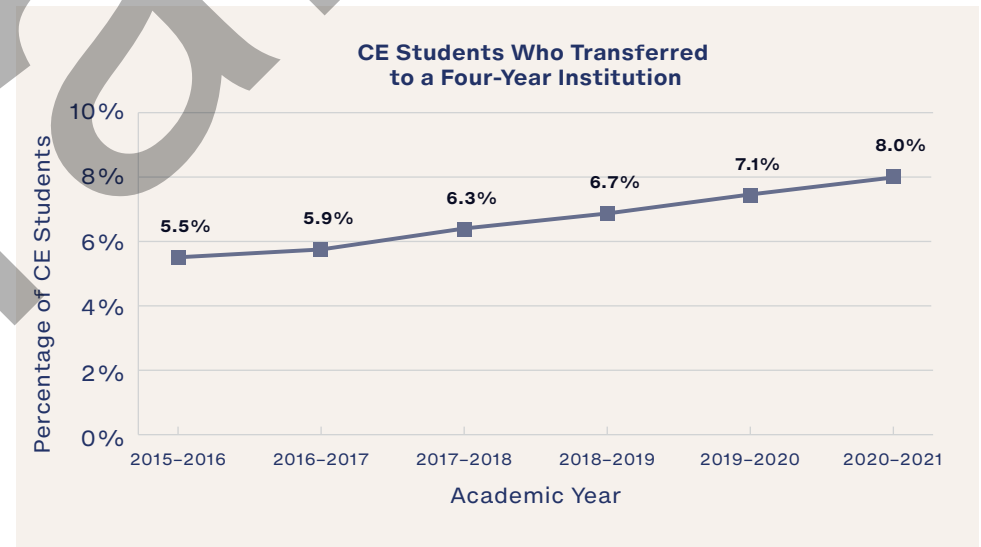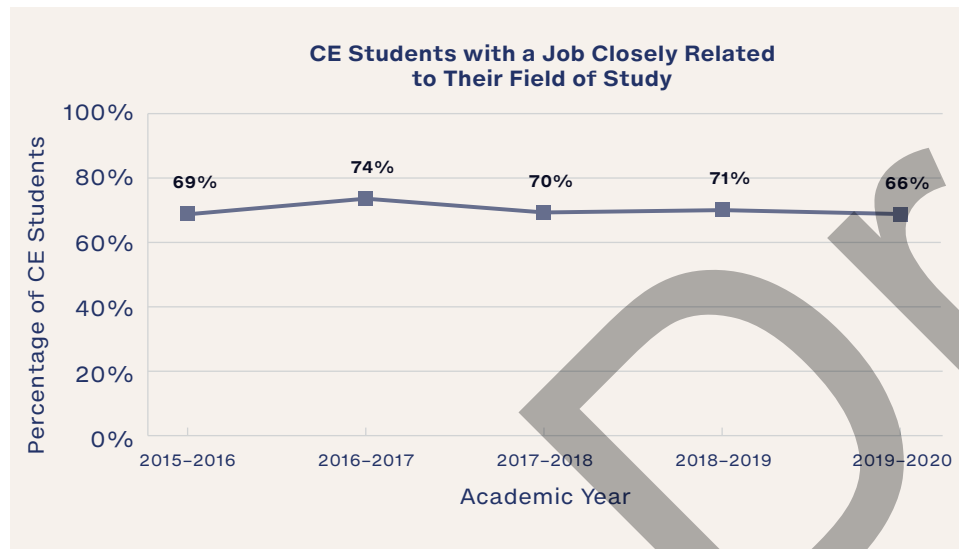*Note. For a table of the data shown here, see Figure 16 in the appendix.*
Source. LaunchBoard, 2015–2016 through 2019–2020.

Earnings

Median Annual Earnings

The median annual earnings **rose** from $35,599 to $39,500 between 2015–2016 and 2020–2021 for SDI CE students who exited the community college system and who did not transfer to any postsecondary institution during that period of time (Figure 17).

Figure 17. Median Annual Earnings of Exiting CE Students Rose About 11 Percent in a Six-Year Period

Median Annual Earnings for Exiting CE Students

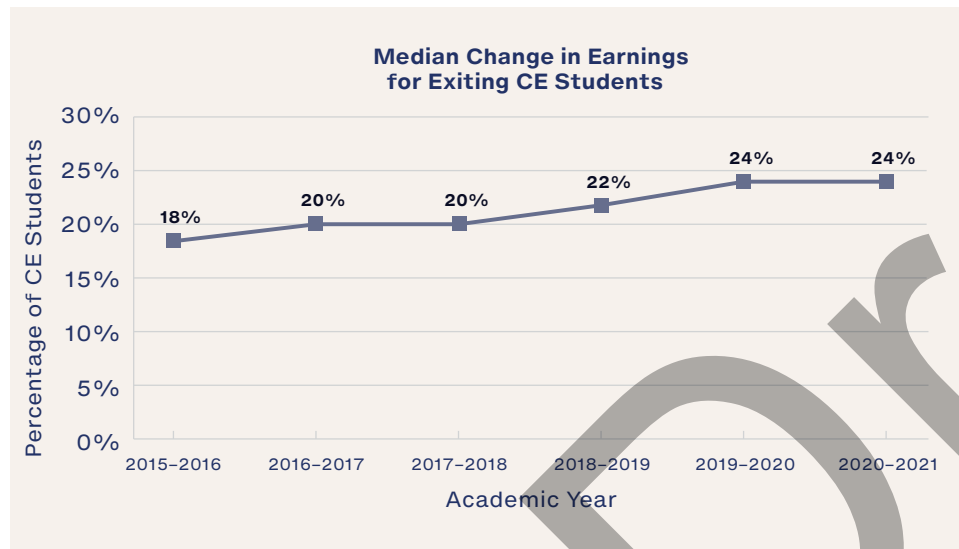| Academic Year	Median Earnings
2015–2016	$35,599
2016–2017	$37,371
2017–2018	$37,560
2018–2019	$36,859
2019–2020	$37,633
2020–2021	$39,500
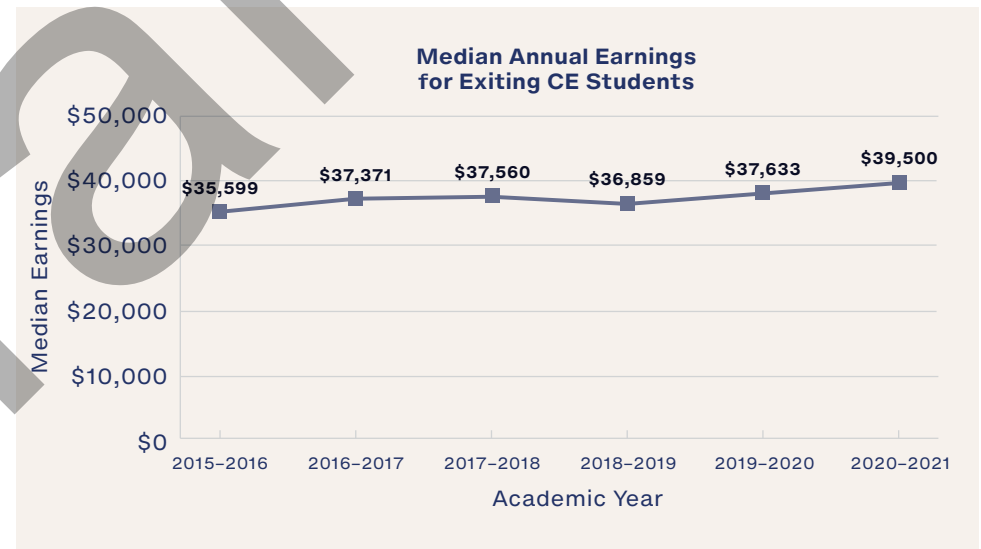
Note. For a table of the data shown here, see Figure 17 in the appendix.
Source. LaunchBoard, 2015–2016 through 2020–2021.

Median Change in Earnings

The median change in earnings prior to community college enrollment and after exiting **rose** by one third, from 18 percent to 24 percent, between 2015–2016 and 2020–2021 for SDI CE students who exited college and did not transfer to any postsecondary institution (Figure 18).

Figure 18. Median Change in Earnings for Exiting CE Students Trended Upward in a Six-Year Period

Median Change in Earnings for Exiting CE Students

Academic Year	Percentage of CE Students
2015–2016	18%
2016–2017	20%
2017–2018	20%
2018–2019	22%
2019–2020	24%
2020–2021	24%

Note. For a table of the data shown here, see Figure 18 in the appendix.
Source. LaunchBoard, 2015–2016 through 2020–2021.

Attainment of the Living Wage

Among SDI CE students who exited college and did not transfer to any postsecondary institution, a little over half (52 percent) obtained living-wage jobs in 2020–2021, **up** from 47 percent in 2015–2016 (Figure 19).

Figure 19. Rate of CE Students Who Attained the Living Wage Following Exit Rose 5 Percent Over a Six-Year Period

Exiting CE Students Who Attained the Living Wage

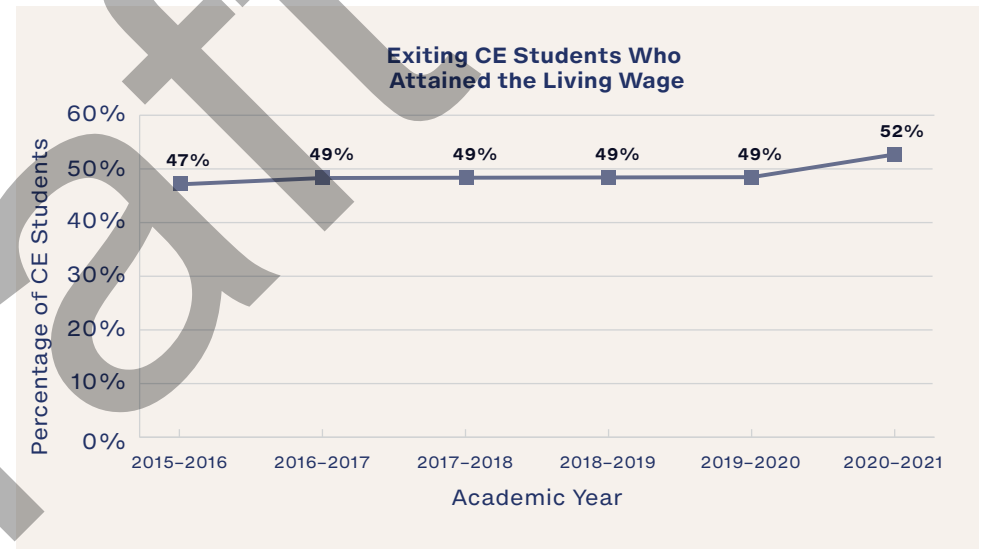| Academic Year	Percentage of CE Students
2015–2016	47%
2016–2017	49%
2017–2018	49%
2018–2019	49%
2019–2020	49%
2020–2021	52%

Note. For a table of the data shown here, see Figure 19 in the appendix.
Source. LaunchBoard, 2015–2016 through 2020–2021.

Regional Consortium Goals and SWP Objectives

SDI REGIONAL CONSORTIUM

GOALS

Build college capacity to create equitable systemic change which closes equity gaps

Unify the workforce ecosystem

Advocate for changes to policy, processes, and practices

SDI Regional Consortium SWP Objectives

To achieve its three overarching goals, the SDI RC is committed to accomplishing the following five SWP objectives, which are measurable and action oriented.

1. Provide guidance, support, and funding to the colleges to address the regional priorities.

2. Provide guidance, support, and funding to the colleges to implement recommendations from the *Black Student Equity* report.

3. Provide guidance, support, and funding to the colleges to implement recommendations from the K–14 Career Pathways committees for the development of high-quality K–14 career pathways.

4. Engage with the San Diego Workforce Partnership and the San Diego and Imperial EDCs to strengthen collaboration among all organizations that can lead to increased career and employment opportunities for students.

5. Develop a sustainable regional structure dedicated to providing pre-apprenticeship and apprenticeship opportunities for students through collaborative community college and industry partnerships.

Overview of Regional Priorities

Regional Priorities

With consideration of the region's LMI, the demographics of the region's population, the needs of SDI students, and the community colleges' SWP progress, the SDI RC has identified five **regional priorities** to guide the work in support of the colleges toward achieving the region's SWP objectives.

K–12 partners who are developing K–12 SWP plans and applying for regional K–12 SWP funds can reference these regional priorities and utilize a crosswalk to in-demand sectors aligned to K–12 career pathways as resources to inform their plans.

1 To **better prepare the region's prospective students** for college through outreach, alignment, and acceleration

2 To **better onboard and support students** in their education and prepare them for the workforce and launch of their careers

3 To **involve employers** in students' preparation for the workforce and provide opportunities through aligned curricula, career exploration, WBL experiences, and job placement toward increasing students' socioeconomic mobility

4 To **ensure that colleges have data-based resources** to make informed programmatic decisions that equitably benefit students and create opportunities for them while supporting regional continuous improvement

5 To **increase awareness** throughout the region of the San Diego and Imperial community colleges and Career Education programs

Workgroups and Committees

K–14 Career Pathways

Career Navigation

Retention, Success & Support

Employer Engagement

Data & Innovation

Distinct workgroups, plus related committees and ad hoc committees as needed, lead the efforts to enact the regional priorities through their own sets of goals and activities. (See the Regional Consortium: Governance section earlier in this plan for information about the committees.) Aligned with the regional goals, the focus and work of the workgroups and committees reflect the region's commitment to equity and its goal of ensuring that every student is guided toward career and education opportunities for increased socioeconomic mobility.

Regional Priority 1

Regional Priority

To better prepare the region's prospective students for college through outreach, alignment, and acceleration

Evolution of the K–14 Career Pathways Workgroup

The **K–14 Career Pathways workgroup** was the overarching workgroup focused on enacting regional priority one. The workgroup comprised several entities, each focused on a set of key activities related to secondary and postsecondary engagement that involves outreach, alignment, and acceleration. Although the workgroup will no longer meet in 2024–2025, thought leaders from each educational segment—K–12, Adult Education/Noncredit (AE/NC), community college—will be consulted to identify new strategies for engaging in regional K–14 career pathway work.

Accomplishments 2023–2024

Following are key accomplishments of the K–14 Career Pathways work that contributed to the region's SWP goals:

Administered *Options After High School* survey for the third year to all high school CTE students in the region.

Response rate increased by almost 70 percent between the first and third administrations. An impressive 10,051 high school students responded from 25 districts and 89 schools. Results have yielded recommendations for the region, colleges, and K–12 partners and have informed a district-level dashboard of results.

Collected pathway data to foster intersegmental conversation about equitable pathway participation.

Established K–14 Equitable Career Pathways Pilot Project focused on Healthcare in Imperial County and ICT in San Diego County. Collected partial data on pathway enrollment and completion along with demographic data, and shared the data for intersegmental conversations about observations and opportunities to use data to close equity gaps.

Launched and promoted a new Program Finder tool on CareerEd.org.

Launched new Program Finder site with expanded features for K–12, AE/NC, and community college practitioners and students to see how programs and pathways align in the region. Developed how-to videos, a user guide, and marketing campaigns to increase usage.

Compiled baseline data to provide a regional view of early college credit access and success.

Established baseline data by collecting aggregated course-level dual enrollment (DE) and articulation credit by exam (CBE) data for students enrolled in DE or CBE in 2021–2022. Continued to collect the number of college and high school courses with an articulation agreement and through the good will of the intersegmental relationships.

Expanded support to accelerate dual enrollment.

Continued to expand the regional early college credit web page with more resources and current information such as changes in legislation about DE. Established twice-a-month office hours for DE practitioners.

Launched and continued support of the regional dual enrollment CoP.

Supported K–14 DE practitioners by contracting with a DE consultant; convening a CoP for K–14 DE practitioners; providing resources on a regional web page; and assisting via office hours and one-on-one consulting with adult education, colleges, and K–12 LEAs as requested. Provided grant support for K–12 LEAs and made possible DE SWP funding to colleges with regional RFA to support their DE strategic plan development.

Showcased promising practices during workgroup meetings.

Organized a series of presentations in which members presented on challenges and solutions regarding career pathways (e.g., articulation CBE), recommendations to community colleges to support high-quality K–14 career pathways, and the pilot of the equitable career pathways project.

Long- and Short-Term Goals for K–14 Career Pathways

Four-Year Goals

Goal 1: Strong, collaborative, and integrated working relationships across K–14 CE pathways focused on regional SWP goals and priority sectors.

Goal 2: Equity in regional CE pathway students' success with inclusive K–14 transition supports.

Goal 3: Adaptable career pathways that meet regional priority workforce demands.

Goal 4: Broad awareness and understanding of regional career pathways from middle school and high school, adult education, and community college.

Goal 5: Accessible high-quality CE pathways to high-wage, high-demand occupations that include career exploration, work-based learning, and pathway accelerators for each student.

One-Year Goals

Goal 1: Continue to collaborate with K–14 TAP to align collaborative projects with regional SWP goals and priority sectors.

Goal 2: Provide analyses of the *Options After High School* survey data to support K–12 LEAs in implementing one or two intervention strategies from the *Postsecondary Engagement for Successfully Transitioning Students to College* document and in analyzing equity gaps in enrollment and completion of CTE pathways and matriculation/transition into the community colleges.

Goal 3: Collaborate with K–14 partners to analyze and share local LMI data to help identify programmatic gaps and identify one or two career pathways that can be enhanced to build connections with industry needs.

Goal 4: Work with thought leaders to make data-driven recommendations for enhancing pathway development and alignment with industry demands.

One-Year Projects and Strategies

The K–14 Career Pathways committees plan to engage in activities toward achieving their one-year goals. The majority of the work will take place through CoPs. In 2024–2025, the SDI RC is supporting efforts to transition the committees to the San Diego County Office of Education, which will lead them going forward.

1. SDI RC team members will consult with thought leaders from each educational segment—K–12, AE/NC, and community college—in fall 2024 to identify new strategies for engaging in regional K–14 career pathway work that will be initiated in spring 2025.

2. Continue to support early college credit practitioners through regional CoPs.

3. Complete a fourth and final round of the *Options After High School* survey and provide updated recommendations for engagement for community colleges, community college districts, and the region.

4. Promote the new Program Finder tool and support use with the K–14 audience.

Committee Projects

Adult Education/Noncredit

Focus

Increase awareness of adult education and noncredit programs at institutions and for students, ensure curriculum and instruction incorporate skills that align with industry needs, ensure students have access to training programs and career pathways with multiple entry and exit points, and examine equitable learning across student populations.

Accomplishments

- Continued to update the data repository to store CTE programs to help set the stage for future horizontal and vertical alignment, coordination, and sharing of best practices. This information enabled adult education to be added to the K–14 Program Finder tool, where prospective students can learn about adult education, noncredit, and credit programs offered in the region.

- Continued supporting the recently formed data CoP and included data leads to ensure the repository was kept current.

- Continued the horizontal alignment work with adult schools and community colleges, promoting collaboration and the exchange of best practices.

Goals

- Assist in the creation of an adult education program recommendation process for the region.

- Convert the data repository information for use in an internal dashboard for improved usability.

Credit for Prior Learning

Focus

Increase regional awareness and implementation of credit for prior learning (CPL), by which college credit is awarded for validated college-level skills and knowledge gained outside of a college classroom.

Accomplishments

- Continued the regional approach to CPL across 10 colleges within the region by providing training, exposure, and implementation support.

- Provided funding for a faculty CPL lead to participate in PD and then support the development of a CPL process on their own campus.

- Formed a regional CPL CoP from this group.

- Trained CPL leads and campus colleagues on topics such as student services CPL processes, counseling for CPL, strategies for working with faculty on CPL, and removing barriers for CPL students.

- Developed a catalog of marketing videos that are available on the regional website CareerEd.org.

- Developed and launched the course Credit for Prior Learning: Planning Through Implementation, housed in the CCCCO's Vision Resource Center, to support system professionals in the planning and implementation of a local CPL program.

- Assisted colleges in identifying the best way to respond to a regional RFA, providing continued support based on their starting point in FY 2023–2024.

Goals

The CPL technical assistance (TA) provider/coach will continue to support the regional efforts by holding one-on-one meetings with all college CPL leads to do the following:

- Provide guidance in implementing tasks agreed upon in the CPL RFA.

- Assist with progress reporting as needed for the RFA.

- Offer hands-on CPL training/PD workshops for faculty, staff, and administrators.

- Provide written and verbal updates on the status of work at each college awarded a CPL RFA.

The CPL TA provider/coach will attend the 2024 Council for Adult and Experiential Learning Conference and share CPL updates, data, and best practices from colleges throughout the country with the region's CPL leads and campus colleagues.

Rising Scholars

Focus

- Expand the number of justice-involved students participating and succeeding in the region's community colleges.

Accomplishments

- Maintained regional meetings by creating opportunities for sharing best practices, featuring guest speakers who presented on relevant topics, and offering mutual support for students and practitioners.

- Formed a subcommittee to design a series of student workshops.

- Promoted the Onward! Online Workshop Series for Formerly Incarcerated Students and offered it to the statewide Rising Scholars network.

- Organized a regional video conferencing event, Graduate Empowerment Hour, that brought together all of the San Diego and Imperial Counties' Rising Scholars graduates in District X (10) to recognize and celebrate their achievements.

Goals

- Continue the student-centered focus, building a community of connections and support.

- Design a series of spring 2025 student workshops for Rising Scholar students and practitioners around the needs of the Rising Scholars population.

- Continue disseminating and sharing resources and best practices to enhance academic, career, and holistic support programs.

Regional Priority 2

Regional Priority

To better onboard and support students in their education and prepare them for the workforce and launch of their careers

Workgroup

Career Navigation

(formerly Pathway Navigation and Work-Based Learning & Job Placement)

Evolution of Career Navigation Workgroup

The **Career Navigation workgroup** launched in fall 2023, following the community colleges' response to a Career Navigation RFA earlier in the year. This workgroup is the combination of two key workgroups (Pathway Navigation and Work-Based Learning & Job Placement) that have grown more connected in recent years.

- The **Pathway Navigation workgroup** focused on adopting and embedding onboarding strategies for every student—namely, intake processes, outreach, pre-enrollment engagement, orientation, and career exploration and planning processes—all aligned with the community colleges' Guided Pathways and Student Equity and Achievement Program efforts. The regional colleges achieved significant gains, but also uncovered the need to support career services and better expose students to and prepare them for careers.

- The **Work-Based Learning workgroup** focused on improving and increasing WBL and job placement opportunities across the continuum of experiences that would lead students to better job opportunities and employment outcomes. This included embedding WBL coordinators and job placement case managers on campuses in the region and the development of an employer engagement model to connect the region's employers to the workgroup.

Both the Pathway Navigation and the WBL workgroups agreed on the interconnectedness of their respective projects around supporting students, especially the region's DI students. The new Career Navigation workgroup focuses on providing the support that students need to learn about careers and pathways and to gain a competitive edge for entering the workforce. Career services on campuses are critical in offering students the opportunities to explore career options; understand and experience workplace expectations; hone soft skills; and find employment opportunities via career assessments, WBL, or job-referral programs. Thus, based on the colleges' need for career services support and on research pointing to career development as integral to student success, the SDI RC is committed to supporting the colleges through the efforts of the Career Navigation workgroup.

Accomplishments 2023-2024

Following are samples of key accomplishments of the Pathway Navigation and WBL workgroups contributing to the region's SWP goals:

Established a new Career Navigation workgroup.

Successfully merged the Pathway Navigation and WBL & Job Placement workgroups' membership into the new Career Navigation workgroup, with CoPs convening monthly. All 10 colleges actively participate in the convenings and seek ways to improve career services at their respective campuses.

Facilitated full engagement in the Career Navigation process.

Guided colleges into the Career Navigation process, where all 10 colleges have been actively engaged, developing intentional and impactful career services strategic plans and grounding their plans in their findings from the NACE standards self-evaluation tool. The colleges are in varying stages of development and implementation, continuously seeking to improve their plans with support and technical assistance from the SDI RC.

Sustained support for existing Pathway Navigation and WBL projects.

Sustained ongoing support for existing Pathway Navigation and WBL projects through multiple types of assistance:

- facilitating CoPs for Pathway Navigation and WBL & Job Placement members to engage in a forum for rich discussion and peer-to-peer feedback

- providing technical assistance such as project completion sessions to support the colleges' advancement of key projects (e.g., career services strategic plans)

- providing implementation funding for colleges to execute their career services strategic plans, outreach funding for acceleration, and staffing funding for job placement case managers and WBL coordinators

The success of the SDI RC supporting all of these strands of work involved the collaborative efforts of the Employer Engagement activities, the local workforce development boards and economic development corporations, and the accomplished employer relations liaisons (ERLs).

Long- and Short-Term Goals for Career Navigation

Four-Year Goals
Goal 1: A career services experience that gives every student, especially populations of DI students, myriad opportunities for career awareness and career exploration throughout their student journey.
Goal 2: Increased participation of students in WBL.
Goal 3: Embedded career navigation processes into all community college coursework.
Goal 4: Successful implementation of colleges' unique career services strategic plans over three years with support and technical assistance from the Regional Consortium.

One-Year Goals
Goal 1: Focus on centering equity in all processes, services, and offerings.
Goal 2: Provide a career services experience that gives *all* students a myriad of opportunities for career awareness and exploration throughout their student journey.
Goal 3: Embed WBL processes into the community college student experience.
Goal 4: Ensure successful implementation of colleges' unique career services strategic plans over two years with support and technical assistance from the SDI RC.

One-Year Projects and Strategies

The Career Navigation workgroup plans to engage in projects and strategies toward achieving its one-year goals.

1. Support colleges with the development and implementation of their career services strategic plans.

2. Identify strategies to improve WBL coordinator and job placement case manager functions at each of the 10 colleges.

3. Establish goals and processes for career services with equity as a priority.

4. Support colleges by providing professional development to expand and/or improve the services offered by career services staff.

Regional Priority 3

Regional Priority

To involve employers in students' preparation for the workforce and provide opportunities through aligned curricula, career exploration, WBL experiences, and job placement toward increasing students' socioeconomic mobility

Workgroup

The **Employer Engagement workgroup** is the overarching workgroup focused on enacting regional priority three. The workgroup comprises several entities, each of which is focused on a set of key activities that involve employers engaging in a myriad of opportunities to prepare students for the workforce. These entities are the Regional Apprenticeship committee, along with the region's teams of WBL coordinators, employer relations liaisons (ERLs), and job placement case managers dedicated to the individual colleges. Collectively, their activities and projects—aligned to regional priority three—contribute to the efforts and accomplishments of this multifaceted workgroup.

Accomplishments 2023–2024

Following are key accomplishments of the Employer Engagement workgroup contributing to the region's SWP goals:

Success generating WBL opportunities for students

Developed over 1,815 unduplicated WBL activities for students across 10 colleges while collaborating with 1,066 employers in the region to accomplish this significant effort. Activities spanned the WBL spectrum, including internships, job shadows, mentorships, company tours, and more.

Success in developing student job opportunities for social mobility

Alongside 1,066 partnering employers, developed 1,593 student job opportunities that spanned across all 11 industry sectors in the region and aligned to colleges' specific programmatic needs.

Continuous improvement of Employer Engagement model

Maintained and improved the new Employer Engagement model (Figure 20) and hired 10 ERLs, each focused on the employer relationships at their college. The model employs a blended approach of college-focused work and sector-based employer engagement, including members from the Health, Advanced Manufacturing, and Advanced Transportation & Logistics sectors.

Expansion of CRM platform for managing employer engagement

Expanded use of regional CRM (customer relationship management) tool, HubSpot, which Employer Engagement team members use to track day-to-day activities and provide monthly employer engagement reporting.

Direct support for colleges addressing employer needs

Facilitated and maintained professional groups and communities of practice during the year intentionally tied to priority sector work in the region: (1) San Diego Nursing Consortium, (2) Community College Nursing, (3) Allied Health, (4) Clinical Placements, (5) Advanced Manufacturing/Industry 4.0, (6) Electric Vehicles/Auto, and (7) Supply Chain & Logistics.

Assisted San Diego Miramar College in its successful award of a three-year Advanced Technology Education grant from the NSF for the college's zero-emission vehicle initiative. Also assisted San Diego College of Continuing Education with a 1.175 million dollar grant from the U.S. Navy to expand the capacity of its welding program.

Supported the colleges in their ability to respond to employer needs by adding 226 industry professionals to the crucial Career Education Program advisory committees to ensure that CE programs are responsive to employer needs, are relevant, and are high quality.
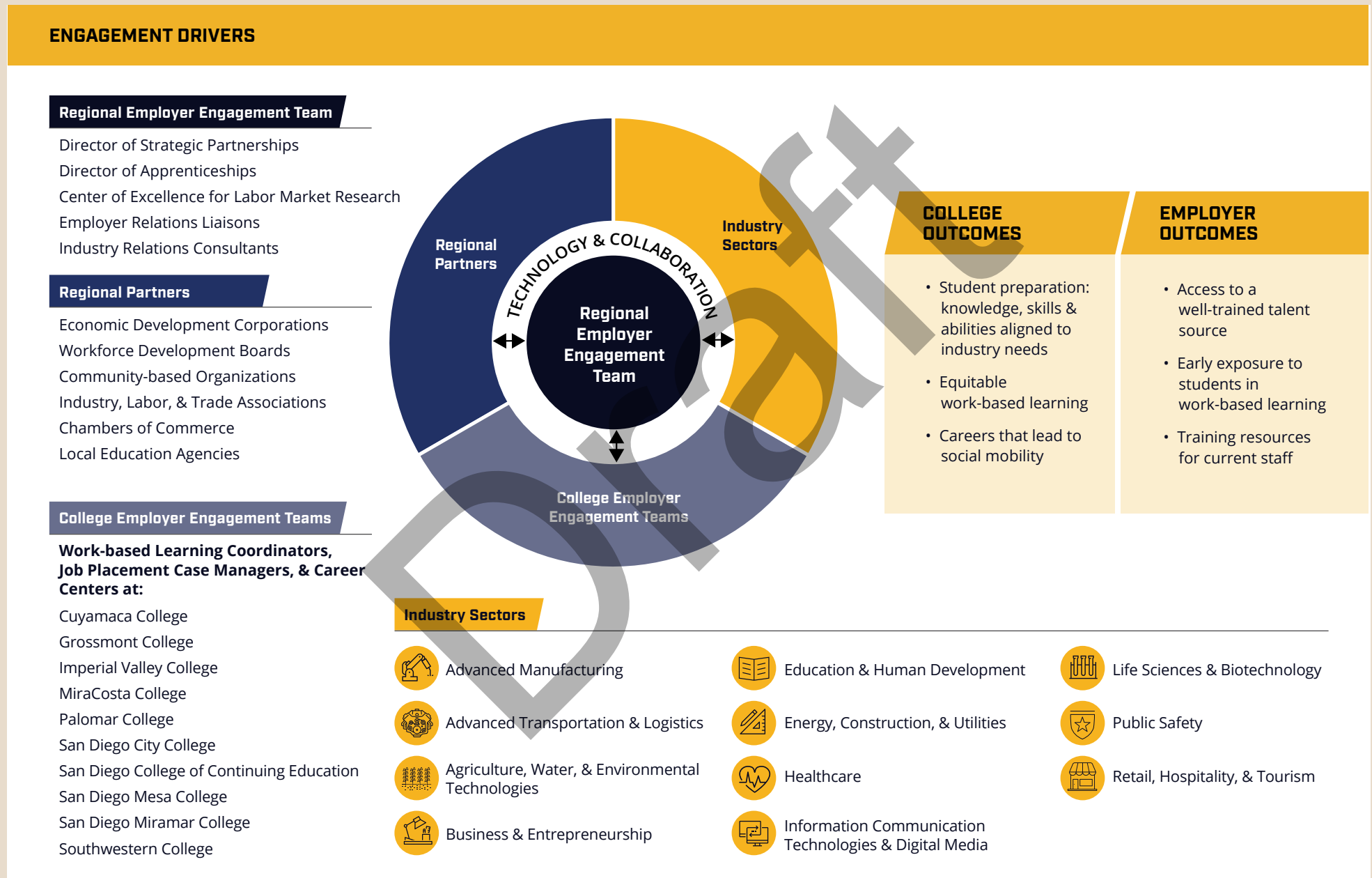
Strengthened partnerships with economic and workforce agencies

Continued close collaborations through the Employer Engagement model between the SDI RC and these partners: San Diego Workforce Partnership, Imperial County Workforce Development Board, San Diego Regional EDC, Imperial Valley EDC, East County EDC, North County EDC, South County EDC, City of San Diego, and County of San Diego. The SDI RC staff worked with WorkforceConnect, California State University San Marcos, San Diego State University, San Diego County Office of Education, Imperial County Office of Education, and the Burnham Center for Community Advancement. Many other workforce partners and collaborators in the region have shared their support with the SDI RC and its Employer Engagement team:

- AALL CARE In Home Services
- Able-Disabled Advocacy
- Aerotek
- Alpine Special Treatment Center, Inc.
- American Lithium Energy
- Aquillius
- Aveanna Healthcare
- Biocom California Institute
- Brain Balance
- BrightStar Care
- Care Choice Health Systems, Inc.
- Chicano Federation of San Diego County, Inc.
- CMTC CA Manufacturing Resource Network
- Darlington Marketing
- Encinitas Chamber of Commerce
- EnergySource Minerals

- Foot Solutions Encinitas
- Gafcon
- General Dynamics NASSCO
- Grossmont Union High School District
- Hidalgo Consulting
- Hudson Ranch Power
- Hyatt Hotels Corporation
- Imperial Regional Alliance
- Imperial Valley College, School of Nursing
- Imperial Valley College, Department of Nursing & Allied Health
- Imperial Valley College, President
- Intesa Communications Group
- MAAC
- Maxim Healthcare Services
- MiraCosta College, School of Nursing, Health, and Wellness

- Mor Furniture for Less, Inc.
- National University
- North San Diego Business Chamber
- Northrop Grumman Aeronautics Systems
- Ormat Nevada, Inc.
- PKL Services, Inc.
- Port of San Diego
- Positive Behavior Supports Corp.
- ResMed
- RICK Engineering Company
- Sage Business & Education, LLC
- San Diego Equality Business Association
- San Diego Regional East County Chamber of Commerce
- Scripps Research Translational Institute

- San Diego State University, Coastal and Marine Institute Laboratory
- Silverado Hospice San Diego
- Smith Group
- Society of Women Engineers, San Diego
- Solar Turbines, A Caterpillar Company
- Southwestern College, Dental Hygiene Program
- Southwestern College, Nursing & Health Occupation Programs
- Sun Valley Research Center, Inc.
- SWF Partners, LLC
- Taylor Guitars
- The Westin, San Diego Bayview
- Turner Construction Company
- Viejas Casino & Resort

Figure 20. San Diego and Imperial Counties Strong Workforce Employer Engagement Model

ENGAGEMENT DRIVERS

Regional Employer Engagement Team

Director of Strategic Partnerships
Director of Apprenticeships
Center of Excellence for Labor Market Research
Employer Relations Liaisons
Industry Relations Consultants

Regional Partners

Economic Development Corporations
Workforce Development Boards
Community-based Organizations
Industry, Labor, & Trade Associations
Chambers of Commerce
Local Education Agencies

College Employer Engagement Teams

Work-based Learning Coordinators, Job Placement Case Managers, & Career Centers at:

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

TECHNOLOGY & COLLABORATION

Regional Employer Engagement Team

Regional Partners

Industry Sectors

College Employer Engagement Teams

COLLEGE OUTCOMES

- Student preparation: knowledge, skills & abilities aligned to industry needs
- Equitable work-based learning
- Careers that lead to social mobility

EMPLOYER OUTCOMES

- Access to a well-trained talent source
- Early exposure to students in work-based learning
- Training resources for current staff

Industry Sectors

- Advanced Manufacturing
- Advanced Transportation & Logistics
- Agriculture, Water, & Environmental Technologies
- Business & Entrepreneurship
- Education & Human Development
- Energy, Construction, & Utilities
- Healthcare
- Information Communication Technologies & Digital Media
- Life Sciences & Biotechnology
- Public Safety
- Retail, Hospitality, & Tourism

Note. For a description of this figure, see Figure 20 in the appendix. San Diego and Imperial Regional Consortium, 2023.

Long- and Short-Term Goals for Employer Engagement

Four-Year Goals

Goal 1: Increase outreach to employers to create more WBL opportunities for students.

Goal 2: Cultivate relationships with employers that lead to increased equitable student employment opportunities and outcomes.

Goal 3: Develop approaches that are more responsive to employers' immediate training needs, particularly with emerging technologies.

Goal 4: Continue to foster strong relationships with regional and local workforce development, community-based organizations, industry, and LEAs.

One-Year Goals

Goal 1: Generate and develop equitable and more WBL opportunities for students.

Goal 2: Increase student job opportunities in careers that lead to social mobility and improve employment outcomes.

Goal 3: Develop programmatic approaches that are more responsive to employers' immediate training needs, particularly with emerging technologies.

One-Year Projects and Strategies

The Employer Engagement workgroup, specifically the ERLs, plan to implement the key performance indicators established for the Employer Engagement Model by engaging in the following activities:

1. Actively participate in employer engagement activities, including meetings, phone calls, emails, and visits.

2. Actively engage with key college partners (e.g., faculty, deans, WBL coordinators, job placement case managers, career centers) involved in WBL and employment outcomes.

3. Collaborate with new and existing employers, as well as colleges, to develop more WBL and job opportunities.

4. Attend multiple networking events each month and follow up with new contacts.

5. Assist colleges in identifying industry contacts for advisories and improving advisory experience.

6. Participate in the Career Navigation projects and support the colleges in their efforts to provide students with equitable career services.

7. Support college events that promote WBL and employment for students.

Additional Workgroup Projects

Apprenticeships

Focus

Identify opportunities for efficient collaboration and opportunities to build or expand the apprenticeship model as an equity-centered strategy, encourage transparency, and leverage existing resources to further serve students and employers.

Accomplishments

- Continued to identify regional professional learning needs about apprenticeships and pre-apprenticeships. Based on feedback from colleges, the regional team developed and implemented several targeted professional development sessions on topics such as community college capacity building to support apprenticeships, overview and support of pre-apprenticeship programs, and new federal and state funding resources for apprenticeships.

- Developed new partnership with LAUNCH Apprenticeship Network and San Diego Workforce Partnership to leverage apprenticeship sector intermediaries to strengthen the capacity of community colleges to work effectively with business and industry in developing and sustaining pre-apprenticeship and apprenticeship programs.

- Continued to collaborate with the San Diego and Imperial Center of Excellence on a regional apprenticeship report by developing an addendum to the report, which includes a strategic planning guide for colleges interested in developing new registered apprenticeship programs.

- Supported the community colleges in attaining new apprenticeship grants awarded through the California Apprenticeship Initiative, California Opportunity Youth Apprenticeship, and James Irvine Foundation.

- Completed early development of the first healthcare apprenticeship—specifically, pharmacy technician—for the region's community colleges.

- Expanded the building trades pre-apprenticeship program at Imperial Valley College.

Goals

- Develop a regional intermediary structure to support and expand equitable access to registered apprenticeships and pre-apprenticeships in the region.

- Work collaboratively with industry and community college partners, exploring regional sector-based strategies to identify new apprenticeship/pre-apprenticeship opportunities in high-growth industries, including new and innovative sectors.

- Engage in cooperative efforts with community college and industry partners to offer technical and related support and establish viable funding strategies to build local capacity and ensure successful initiation and long-term growth and sustainability.

Regional Priority 4

Regional Priority

To ensure that colleges have data-based resources to make informed programmatic decisions that equitably benefit students and create opportunities for them while supporting regional continuous improvement

Workgroup

Data & Innovation

The **Data & Innovation workgroup** helps facilitate data-informed, programmatic decision-making by building the capacity of college stakeholders to conduct data-driven work as a practice and by serving as data and research experts for problem-solving data-related issues. The workgroup, in collaboration with the Center of Excellence, trains CTE research experts who are dedicated to supporting the data needs of CTE projects and the work of the colleges' institutional research offices. The activities and projects of the Data & Innovation workgroup align to regional priority four.

Accomplishments 2023–2024

Following are key accomplishments of the Data & Innovation workgroup contributing to the region's SWP goals:

Partnership with San Diego & Imperial Center of Excellence

Established a strong relationship with the Center of Excellence, which led to collaborative work.

- Supported the regional Faculty Institute and the Counselor Institute in building capacity in data-driven work.

- Identified current LMI and emerging trends for informing programmatic decisions.

Capacity building for data-driven practices

In partnership with the Center of Excellence, conducted the Faculty Institute and the Counselor Institute to build data literacy among the region's faculty and counselors so that they can conduct inquiry- and data-driven work that improves student success outcomes, especially for DI students, while improving practices and shifting mindsets.

Metrics and data components in RFAs

Integrated metrics and data gathering into the region's RFA process, so that all awarded projects will involve data collection to demonstrate progress and success.

Data and research expertise

Provided a reliable forum for problem-solving related to data needs from the region. Regional workgroup leads have used the Data & Innovation workgroup as a resource for answering data questions and getting feedback on data products. An example is the K–14 Career Pathways members seeking feedback on a dual-enrollment dashboard.

Capacity at institutional research offices

Increased staffing capacity of institutional research offices in the region by adding six new CTE researchers to focus on meeting the colleges' data needs in order to achieve SWP objectives.

Regional forum for knowledge building and sharing

Successfully created a learning space for workgroup members to discuss internal data product alignment and engage in cross-college troubleshooting about reporting requirements.

Successfully created a collaborative space for researchers to share data products and software that inspired the design of data dashboards and new practices across the region.

Long- and Short-Term Goals for Data & Innovation

Four-Year Goals
Goal 1: Meet the ongoing data needs of the community colleges with regional data support so that the colleges are equipped to make data-informed decisions to achieve their goals.
Goal 2: Establish a sustainable communications channel with the CCCCO by identifying best-fit methods and testing new approaches that work for the ongoing and reliable sharing of information.
Goal 3: Institute an annual Data & Innovation showcase that enables the colleges to share knowledge about data-based products and usage implemented by faculty, counselors, and the college research offices.

One-Year Goals
Goal 1: Create a new regional process so that a research component and a request for data are included with all RFAs issued by the SDI RC.
Goal 2: Identify and understand all the varying definitions of CTE used by the 10 colleges and the CTE sources used for state and federal reporting.
Goal 3: Build capacity to support understanding of the Chancellor's Office Management Information Systems (MIS), including LaunchBoard and other MIS products, in addition to understanding internal data product alignments.

One-Year Projects and Strategies

The Data & Innovation workgroup plans to engage in the following projects and strategies toward achieving its one-year goals.

1. The SDI RC issued eight different RFAs in the region for the 10 colleges to advance their SWP efforts, and each RFA has its unique set of metrics for measuring progress. Researchers will assess colleges' progress and performance on the metrics relevant to the RFA and its particular focus.

2. A series of Data & Innovation workgroup meetings are planned for the colleges' institutional researchers and the recently hired regional CTE-focused researchers to identify definitions of CTE and support state and federal reporting.

3. A regional learning event for building knowledge about the Chancellor's Office MIS and related MIS products will include guest speakers from the community college districts' information technology departments and the Chancellor's Office Digital Innovation and Infrastructure Division. Speakers will be invited to present their data processes and field questions from the workgroup.

4. To increase understanding of employment and wage outcomes and their relationship to building a regional and comprehensive infrastructure, the Data & Innovation workgroup plans to meet with regional research experts and leverage their expertise.

Regional Priority 5

Regional Priority

To increase awareness throughout the region of the San Diego and Imperial community colleges and CE programs

Evolution of Marketing Workgroup

In keeping with the SDI RC's approach to being nimble and responsive to the evolving needs of the community colleges, the SDI RC has shifted regional priority five from a *regional effort* to *regional support* for the colleges to build their capacity through college-based marketing strategies. Colleges now have the agency to plan and implement marketing strategies in order to improve awareness, recruitment, retention, and completion of CE programs with the focus of reaching their unique audience of CE students. The Marketing workgroup was sunsetted in December 2023. However, the SDI RC actively continues annual grantmaking to the colleges for college-based marketing strategies with an emphasis on addressing equity and identifying measurable outcomes.

College-Based Marketing Accomplishments

As the SDI RC has shifted to supporting college-based marketing efforts, following are some of the community colleges' marketing accomplishments thus far:

Individual Colleges

- Developed a CE marketing plan.

- Reviewed local CE program paths and deployed research activities, such as student surveys, to understand barriers and gaps for marginalized students. Used findings to develop outreach, marketing, and recruitment strategies for CE campaigns to target underrepresented students in three key areas: (1) adult learners, (2) high school students and students aged 18 to 24, and (3) demographic-specific populations, including female students, veterans, immigrants, refugees, students of color, parents, and community-based organizations.

- Developed CE campaign targeting adult learners (over the age of 25) and high school students looking for nontraditional education pathways, including certificate programs and two-year degrees, to prepare them for immediate entry into the workforce.

- Adopted a search engine optimization (SEO) program, which enables the college to access and examine its website analytics and increase traffic to CE web pages.

- Implemented a digital media campaign to improve the awareness and recruitment of female students in Diesel Technology, HVAC, and Water Technology—industries in which female workers make up 1 percent, 2 percent, and 7 percent of the workforce, respectively.

- Gathered student feedback data about a sense of belonging and student experience satisfaction through surveys and focus groups in order to understand barriers. Planning to use this information to improve inclusivity and belonging through professional development activities and efforts to convey to students a campus that cares.

Long-Term Goals for Supporting College-Based Marketing

Four-Year Goals

For the long term, the SDI RC is supporting the community colleges' marketing efforts through the following four-year goals:

Goal 1: Provide support to increase awareness, elevate perceptions, and bolster retention and completion of CE programs.

Goal 2: Provide support to address regional priorities and directions with the appropriate marketing resources.

Goal 3: Provide support for data-informed decision-making through an equity lens to define marketing audiences and strategies.

Strategies

The SDI RC will continue to provide grants and support the community colleges with their college-based marketing strategies that are focused on improving student success in CE programs, ensuring equity-centered approaches, and implementing ways to measure outcomes.

Appendix: Descriptions of Figures

This appendix provides descriptions of the figures in this document for readers who are sight-impaired.

Figure 1. SDI RC Strong Workforce Program Implementation

Overview and Presentation

The flowchart in Figure 1 depicts each segment of the SDI RC governance structure and how each serves a role in supporting the implementation of SWP.

The San Diego Imperial Counties Community College Association (SDICCCA) oversees the regional chair, the Regional Oversight Committee, and the Regional Workforce Development Council:

- The regional chair oversees the K–12 Strong Workforce Program and the fiscal agent.

- The Regional Oversight Committee collaborates with the CIOs and CSSOs.

- The Regional Workforce Development Council collaborates with the Deans' Council and the SDI Center of Excellence.

The Implementation Committee workgroup leads oversee the Strong Workforce Program committees:

- K–12 Career Pathways
  - » Adult Education/Noncredit
  - » Credit for Prior Learning
  - » Early College Credit
  - » Rising Scholars, Region X

- Retention, Success & Support

- Career Navigation

- WBL & Job Placement

- Employer Engagement
  - » Employer Relations Liaisons
  - » Industry Relations Consultants

- Data & Innovation

- Pre-Apprenticeship/Apprenticeship
  - » Apprenticeship Employer Relations Liaison

Note: See Figure 1.

Table 2. SDI RC Investments by Project and Round, 2016–2017 through 2024–2025

Project	Target	Total investment (Rounds 1–9)	Rounds
Pre-college outreach	Regionwide support	5,315,665	Rounds 1–8
Guided career pathways implementation	Regionwide support	7,408,629	Rounds 1–9
Dual enrollment	Colleges	949,360	Rounds 7–8
Credit for prior learning	Colleges	419,016	Rounds 7–8
Pathway navigation	Colleges	3,964,321	Rounds 2–8
Retention and success/Faculty and Counselor Institutes	Colleges	7,396,723	Rounds 3–9
Sector strategies and equity outcomes	Colleges	5,714,850	Rounds 2–9
Clinical placement planning	Regionwide support	390,945	Rounds 6–8
Employer engagement	Regionwide support	3,548,704	Rounds 6–9
Work-based learning coordination	Colleges	5,825,401	Rounds 2–9
Job placement case management	Colleges	14,110,743	Rounds 1–9
Marketing of CE programs	Regionwide support	7,554,876	Rounds 1–8
College-based marketing of CE programs	Colleges	3,858,965	Rounds 1, 3–8
Labor market research	Regionwide support	5,787,630	Rounds 1–9
Accelerating career education outcomes	Colleges	500,000	Round 9
Innovative collaborative projects	Colleges	501,374	Round 1
Regional research investment	Colleges	525,000	Round 9
Tutoring pilot project	Colleges	48,032	Round 2
21st century employability skills pilot	Colleges	132,659	Round 2
Work-based learning assessment	Colleges	165,378	Round 2
Improving the student enrollment process	Colleges	1,485,254	Rounds 2–4
Retention and success acceleration projects	Colleges	824,952	Round 3
Regional consortium implementation	Regionwide support	2,413,538	Rounds 1–9
SWP administration	Regionwide support	1,609,027	Rounds 1–9
Total investment		**80,451,313**	

Source. San Diego and Imperial Regional Consortium, 2024.

Note: See Table 2.

Figures 3 and 4. Demographics of San Diego and Imperial Counties

Overview and Presentation

The infographics show the overall demographics of San Diego and Imperial Counties.

Numerical Values Presented in the Infographic

Demographic	San Diego County	Imperial County
Population	3,276,208	178,713
Forecasted population growth (by 2030)	9%	3%
Age: 0–24 years old	1,010,306 (31%)	67,358 (38%)
Age: 25 years and older	2,265,902 (69%)	111,355 (62%)
Race/ethnicity: American Indian and Alaska Native alone	0.4%	0.9%
Race/ethnicity: Asian	12.1%	1.2%
Race/ethnicity: Black	4.4%	2.1%
Race/ethnicity: Hispanic or Latino	33.9%	85.2%
Race/ethnicity: Native Hawaiian and Other Pacific Islander	0.4%	0%
Race/ethnicity: White	43.1%	9.4%
Race/ethnicity: Other	0.9%	1.2%
Race/ethnicity: Two or more races	5.1%	0.9%
Veterans (2017–2021)	200,573	5,605
Median household income (2017–2021) (California median household income during this period: $84,907)	$88,240	$49,078
Unemployment rate (2022) (California unemployment rate during this period: 4.2%)	3.4%	14.7%
Persons in poverty (Persons in poverty in California during this time: 12.3%)	10.7%	17.3%

Demographic	San Diego County	Imperial County
Highest level of education attained, 18–24 years old: High school (includes equivalency)	35.6%	34.7%
Highest level of education attained, 18–24 years old: Some college or associate degree	43.3%	53.4%
Highest level of education attained, 18–24 years old: Bachelor's degree or higher	13.5%	1.2%
Highest level of education attained, 25 years old and older: High school (includes equivalency)	18.1%	26%
Highest level of education attained, 25 years old and older: Some college or associate degree	20.3%	26.2%
Highest level of education attained, 25 years old and older: Bachelor's degree or higher	40.0%	13.5%

Note: Percentages may not sum to 100% because of rounding. Source: U.S. Census Bureau, 2021 and 2022.

Figure 5. One Half of San Diego and Imperial Community College Students Are Enrolled in a CE Course, 2020–2021

Overview and Presentation

The bar graph shows that during the 2020–2021 academic year, roughly one half of students who attended San Diego and Imperial community colleges were enrolled in a CE course.

Numerical Values Presented in the Graph

County	All students (CE and non-CE)	CE students
San Diego County community colleges	158,193	80,637
Imperial County community colleges	9,549	4,737

Source. LaunchBoard, 2020–2021. **Table 2. SDI RC Investments by Project and Round, 2016–2017 through 2023–2024**

Figure 6. Two Thirds of CE Students Identify As Students of Color at San Diego County Community Colleges

Overview and Presentation

The pie chart shows the distribution of CE students at San Diego community colleges by race/ethnicity during the 2020–2021 academic year.

Numerical Values Presented in the Graph

Race/Ethnicity	Percentage of CE students
Hispanic	44%
White	31%
Asian	6%
Multiracial	6%
Black or African American	5%

Source. LaunchBoard, 2020–2021.

Note: See Figure 6.

Figure 7. Ninety-Two Percent of CE Students Identify As Hispanic at Imperial Valley College

Overview and Presentation

The pie chart shows the distribution of CE students at Imperial Valley College by race/ethnicity during the 2020–2021 academic year.

Numerical Values Presented in the Graph

Race/Ethnicity	Percentage of CE students
Hispanic	92%
White	4%
Multiracial	1%
Black or African American	1%
Unknown/Nonrespondent	2%

Source. LaunchBoard, 2020–2021.   *Note: See Figure 7.*

Figure 8. Nearly 75 Percent of CE Students Are Designated Economically Disadvantaged at San Diego County Community Colleges

Overview and Presentation

The bar graph shows that during the 2020–2021 academic year, 73 percent of CE students who attended San Diego community colleges were designated economically disadvantaged.

Numerical Values Presented in the Graph

Economic designation	Number of CE students
Economically disadvantaged	58,865
Not economically disadvantaged	21,772

Source. LaunchBoard, 2020–2021.   *Note: See Figure 8.*

Figure 9. More Than Ninety Percent of CE Students Are Designated Economically Disadvantaged at Imperial Valley College

Overview and Presentation

The bar graph shows that during the 2020–2021 academic year, 91 percent of CE students who attended Imperial Valley College were designated economically disadvantaged.

Numerical Values Presented in the Graph

Economic designation	Number of CE students
Economically disadvantaged	4,311
Not economically disadvantaged	426

Source. LaunchBoard, 2020–2021.

Note: See Figure 9.

Figure 10. One Half of CE Students Are 24 Years Old or Younger in San Diego County Community Colleges

Overview and Presentation

The bar graph shows that during the 2020–2021 academic year, 50 percent of students who attended San Diego community colleges were 24 years old or younger.

Numerical Values Presented in the Graph

Age	Number of CE students	Percentage of CE students
19 years old and younger	16,630	20%
20–24 years old	24,220	30%
25–29 years old	13,102	16%
30–34 years old	8,669	11%
35–39 years old	5,811	7%
40–49 years old	6,739	8%
50 years old and older	5,638	7%

Source. LaunchBoard, 2020–2021.

Figure 11. Two Thirds of CE Students Are 24 Years Old or Younger at Imperial Valley College

Overview and Presentation

The bar graph shows that during the 2020–2021 academic year, 67 percent of students who attended Imperial Valley College were 24 years old or younger.

Numerical Values Presented in the Graph

Age	Number of CE students	Percentage of CE students
19 years old and younger	1,569	33%
20–24 years old	1,624	34%
25–29 years old	583	12%
30–34 years old	334	7%
35–39 years old	251	5%
40–49 years old	369	6%
50 years old and older	105	2%

Source. LaunchBoard, 2020–2021.

Note: See Figure 11.

Figure 12. CE Course Completion Rates Grew by Nearly 50 Percent Over a Seven-Year Period

Overview and Presentation

The line graph shows that the percentage of CE students who completed a noncredit CE or workforce preparation course rose from 57 percent during the 2015–2016 academic year to 84 percent during the 2021–2022 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of CE students
2015–2016	57%
2016–2017	59%
2017–2018	62%
2018–2019	65%
2019–2020	71%
2020–2021	80%
2021–2022	84%

Source. LaunchBoard, 2015–2016 through 2021–2022.   *Note: See Figure 12.*

Figure 13. Proportion of Students Completing 9+ CE Credits Rose by About 19 Percent Over a Seven-Year Period

Overview and Presentation

The line graph shows that the percentage of CE students who earned nine or more CE units in a single year rose from 16 percent during the 2015–2016 academic year to 19 percent during the 2021–2022 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of CE students
2015–2016	16%
2016–2017	16%
2017–2018	17%
2018–2019	18%
2019–2020	18%
2020–2021	20%
2021–2022	19%

Source. LaunchBoard, 2015–2016 through 2021–2022.

Note: See Figure 13.

Figure 14. Percentage of CE Students Who Earned Degrees, Certificates, or Journeyman Status Rose by Half Over a Seven-Year Period

Overview and Presentation

The line graph shows that the percentage of CE students who earned a degree or certificate or attained apprenticeship journey status rose from 8 percent during the 2015–2016 academic year to 12 percent during the 2021–2022 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of CE students
2015–2016	8%
2016–2017	8%
2017–2018	9%
2018–2019	10%
2019–2020	11%
2020–2021	12%
2021–2022	12%

Source. LaunchBoard, 2015–2016 through 2021–2022.

Note: See Figure 14.

Figure 15. Rate of CE Students Who Transferred to a Four-Year Institution Rose by More Than 30 Percent in a Six-Year Period

Overview and Presentation

The line graph shows that the percentage of CE students who transferred to a four-year institution rose from 5.5 percent during the 2015–2016 academic year to 8 percent during the 2020–2021 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of CE students
2015–2016	5.5%
2016–2017	5.9%
2017–2018	6.3%
2018–2019	6.7%
2019–2020	7.1%
2020–2021	8.0%

Source. LaunchBoard, 2015–2016 through 2020–2021.

Note: See Figure 15.

Figure 16. Rate of CE Students Working in Jobs Related to Their Field of Study Fell Slightly in a Five-Year Period

Overview and Presentation

The line graph shows that the percentage of CE students who worked in a job that closely related to their field of study fell from 69 percent during the 2015–2016 academic year to 66 percent during the 2019–2020 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of CE students
2015–2016	69%
2016–2017	74%
2017–2018	70%
2018–2019	71%
2019–2020	66%

Source. LaunchBoard, 2015–2016 through 2019–2020.

Note: See Figure 16.

Figure 17. Median Annual Earnings of Exiting CE Students Rose About 11 Percent in a Six-Year Period

Overview and Presentation

The line graph shows that the median annual earnings of exiting CE students rose from $35,599 during the 2015–2016 academic year to $39,500 during the 2020–2021 academic year.

Numerical Values Presented in the Graph

Academic year	Median earnings
2015–2016	$35,599
2016–2017	$37,371
2017–2018	$37,560
2018–2019	$36,859
2019–2020	$37,633
2020–2021	$39,500

Source. LaunchBoard, 2015–2016 through 2020–2021.

Note: See Figure 17.

Figure 18. Median Change in Earnings for Exiting CE Students Has Trended Upward Over a Six-Year Period

Overview and Presentation

The line graph shows that the median change in earnings for exiting CE students rose from 18 percent during the 2015–2016 academic year to 24 percent during the 2020–2021 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of exiting CE students
2015–2016	18%
2016–2017	20%
2017–2018	20%
2018–2019	22%
2019–2020	24%
2020–2021	24%

Source. LaunchBoard, 2015–2016 through 2020–2021.

Note: See Figure 18.

Figure 19. Rate of CE Students Who Attained the Living Wage Following Exit Rose 5 Percent Over a Six-Year Period

Overview and Presentation

The line graph shows that the percentage of exiting CE students who attained the living wage rose from 47 percent during the 2015–2016 academic year to 52 percent during the 2020–2021 academic year.

Numerical Values Presented in the Graph

Academic year	Percentage of exiting CE students
2015–2016	47%
2016–2017	49%
2017–2018	49%
2018–2019	49%
2019–2020	49%
2020–2021	52%

Source. LaunchBoard, 2015–2016 through 2020–2021.

Note: See Figure 19.

Figure 20. San Diego and Imperial Counties Strong Workforce Employer Engagement Model

Overview and Presentation

The strong workforce employer engagement model is depicted by a wheel whose hub is the SDI RC's Regional Employer Engagement Team. Through technology and collaboration, this team works with the three segments of the wheel—regional partners, each college's employer engagement team, and industry sectors—to involve employers in students' preparation for the workforce and provide opportunities for increasing students' socioeconomic mobility.

The desired outcomes of each party in the college–employer collaboration are as follows:

College outcomes

- Student preparation: knowledge, skills, and abilities aligned to industry needs
- Equitable work-based learning
- Careers that lead to social mobility

Employer outcomes

- Access to a well-trained talent source
- Early exposure to students in work-based learning
- Training resources for current staff

The following teams comprise the hub and segments of the wheel:

Regional Employer Engagement Team

- Director of strategic partnerships
- Director of apprenticeships
- Center of Excellence for Labor Market Research
- Employer relations liaisons
- Industry relations consultants

Regional partners

- Economic development corporations
- Workforce development boards
- Community-based organizations
- Industry, labor, and trade associations
- Chambers of congress
- Local education agencies

College employer engagement teams
These teams consist of work-based learning coordinators, job placement case managers, and career centers at the following colleges:

- Cuyamaca College
- Grossmont College
- Imperial Valley College

- MiraCosta College
- Palomar College
- San Diego City College
- San Diego College of Continuing Education
- San Diego Mesa College
- San Diego Miramar College
- Southwestern College

Industry sectors

- Advanced Manufacturing
- Advanced Transportation and Logistics
- Agriculture, Water, and Environmental Technologies
- Business and Entrepreneurship
- Education and Human Development
- Energy, Construction, and Utilities
- Healthcare
- Information Communication Technologies and Digital Media
- Life Sciences and Biotechnology
- Public Safety and Government
- Retail, Hospitality, and Tourism

Note: See Figure 20.