

# Inland Empire/Desert Regional Consortium

## Strong Workforce Program Regional Plan

### 2016 – 2020

*FINAL VERSION approved by IE/DRC Executive Council on January 23, 2017*



## Introduction

The IE/DRC Steering Committee, along with regional DWM key talent, met in June 2016 to design a planning framework in response to the Strong Workforce Program (SWP). The primary goal of regional planning was to engage required stakeholders in discussion and assessment of regional labor market gaps and to develop strategies to address the gaps. This dialogue and assessment would inform the development of the region's formal SWP Plan and 2016-2017 40% budget, which was prepared by the IE/DRC Steering Committee in December 2016 and approved by the IE/DRC Executive Council on January 23, 2017.

## 1. Who Engaged and How

### A. Who participated in planning meetings?

Approximately 640 individuals attended three large region-wide SWP planning meetings and 27 small sector focused work group sessions. This represented 268 *unduplicated* individuals, of which 74 were external, non-education partners (business/industry leaders and administrators and staff from both county Workforce Development Boards), 32 were external education partners (K-12, adult schools, universities), and 151 were community college faculty, administrators and staff.

### B. How was Planning Organized?

#### Stage 1: Planning Kick-Off and Small Workgroups (September-October)

A region-wide meeting was held September 12 to “kick-off” the planning process, with 108 individuals in attendance. Participants at the kick-off meeting were provided with labor market supply and demand data prepared by the region's Center of Excellence (COE). They identified numerous gaps and critical priorities. After the meeting, a follow-up survey was sent to all regional stakeholders in order to narrow the gaps and critical priorities identified during the kick off meeting down to the top five and top four respectively (see Figure 1, next page).

Small workgroups were convened around 1) current DWM priority and emerging industry sectors, 2) other industry sectors identified as having potential regional labor market gaps, and 3) Strong Workforce Taskforce recommendations. Regional key talent and Steering Committee members agreed to convene various small workgroup meetings with the goal of engaging required stakeholders, especially faculty and industry partners, and producing draft proposals/strategies to address regional gaps. A total of 27 small workgroup sessions were held during September and October and were attended by all required regional stakeholders.

*Figure 1: Gaps and Critical Priorities Identified by Regional Stakeholders*

**Top 5 Gaps**

CTE Marketing; Program Specific w/Regional Approach  
Pathway Misalignment: Create Clear Pathways  
Program Development/Approval Process  
Experience: Internships & Externships; Earn and Learn  
Qualified Instructors; Increase Faculty Pool

**Top 4 Critical Priorities**

Marketing: Regional CTE Marketing, Recruitment  
Job Placement Assistance: Internships (including w/vendors); Retention  
Middle Skills Gap  
Industry Engagement/Industry Leadership

Stage 2: Conference Call Listening/Feedback Sessions (October)

Small workgroup meetings were followed by 16 Listening/Feedback Sessions. The purpose of these conference calls was to vet initial small workgroup recommendations (in the form of proposals) with a larger regional audience during brief conference calls, and to utilize feedback to refine their recommendations. Participation in conference calls was low, with most conference calls having fewer than ten participants. Participant headcount in conference calls is not included in the total participants (640) reported above.

Stage 3: Region-wide Proposal Vetting Sessions (November 1 and November 16)

Two region-wide stakeholder meetings were held where 45 proposals developed by the various small workgroups were reviewed and ranked. Fifty-seven individuals attended the November 1 session and 48 individuals attended the November 16 session.

**C. How is the plan aligned with mandated partners?**

The sector priorities and projects proposed for 2016-2017 40% funding are “informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships.” Specifically, the following sectors continue to be identified by both San Bernardino and Riverside county economic and workforce development boards (WDBs) as WIOA priority sectors for high-demand living-wage jobs. Many of these WDB sectors overlap with sectors included in the IE/DRC SWP plan and budget.

- Health Care\*
- Supply Chain Logistics (Transportation and Warehousing)
- Retail and Wholesale Trade
- Manufacturing\*
- Construction
- Utilities and Energy
- Government and Education

\*Healthcare and manufacturing are also WDB Slingshot sectors. The IE/DRC DWM sector navigators will work closely with Slingshot’s dedicated regional sector navigators.

The region's SWP sectors and proposed projects also align with pathways and strategies identified by multiple regional adult education consortia in their three year plans (2015-2018); K-12 pathways and initiatives, like California Partnership Academies (CPAs), Linked Learning initiatives, and two regional California Career Pathways Trust grants (CCPT); and regional workforce and education partnerships, like Growing Inland Achievement (GIA), Inland Empire Economic Partnership (IEEP) and Coachella Valley Economic Partnership (CVEP).

Industry sectors and occupations considered for inclusion in the regional plan also align with those identified in the 2015 Economic Report prepared by Chmura Economics and Analytics for the San Bernardino County WDB (see Table 2) and were included in Riverside County WDB's 2013-2017 WIB Plan (see Table 3).

*Table 2. Data from the 2015 Chmura  
Economic Report for San Bernardino County*

<b>Priority Sectors/Occupations</b>
Health Care and Social Assistance
Transportation and Warehousing
Retail Trade
Wholesale Trade
Arts, Entertainment, and Recreation
Manufacturing
Construction
Utilities

*Data from the 2016 Chmura Report for San Bernardino County will be evaluated by the regional consortium when it becomes available (estimated January 2017).*

Table 3. Riverside County's 2013-2017 WIB Plan

<b>Priority Sectors/Occupations</b>	
<p><b><u>Healthcare</u></b></p> <p>Dental Assistants Dental Hygienists Licensed Vocational Nurses Massage Therapists Medical Records and Health Information Technicians Pharmacy Technicians Radiologic Technologists and Technicians Registered Nurses Emergency Medical Technicians &amp; Paramedics Medical Assistants Psychiatric Technicians Respiratory Therapists</p>	<p><b><u>Business/Professional Services</u></b></p> <p>Legal Secretaries Computer Support Specialists Paralegals and Legal Assistants Court, Municipal, and License Clerks Bookkeeping, Accounting, and Auditing Environmental Engineering Technicians Clerks Mechanical Engineering Technicians Civil Engineering Technicians Tax Preparers</p>
<p><b><u>Utilities</u></b></p> <p>Bookkeeping, Accounting, and Auditing Clerks Electricians Computer Support Specialists Stock Clerks and Order Fillers Chemical Technicians Truck Drivers, Heavy and Tractor-Trailer Aircraft Mechanics and Service Technicians Meter Readers, Utilities Billing and Posting Clerks and Machine Operators Bill and Account Collectors</p>	<p><b><u>Infrastructure</u></b></p> <p>Construction and Building Inspectors Pile-Driver Operators Office Clerks, General Security Guards Maintenance and Repair Workers, General Production, Planning, and Expediting Civil Engineering Technicians Clerks Tile and Marble Setters Crane and power Operators Carpenters</p>
<p><b><u>Renewable Energy</u></b></p> <p>PV Installer Maintenance Workers, Machinery Solar Thermal Installer Machine Feeders and Off-bearers Sales Representative Structural Metal Fabricators and Filters Solar Designer/Engineer Industrial Truck and Tractor Operators Installation Manager/Project Foreman Welders, Cutters, Solderers, and Brazers</p>	<p><b><u>Logistics</u></b></p> <p>Accountants and Auditors Buyer and Purchasing Agents Courier Import and Export Agent Inventory Manager Machine Operator Maintenance Mechanic Purchasing &amp; Procurement Clerk Rail Transportation Operator Shipping and Receiving Clerk Supply Chain Technician Truck Driver</p>

## 2. Data Analysis for the Region

### A. Demand / Supply Gap Analysis

Regional Labor Market data reports were prepared by the region's Center of Excellence. Organized by occupational cluster, the reports provided regional labor market demand data for occupations that are relevant to community college-level education and training programs. The reports also provided regional supply data for community colleges and other education and training provider programs, by occupation. The regional gap analysis focused on occupations that require a typical entry-level education that can be acquired by attending community college and occupations in which at least one-third of the current workforce holds a postsecondary degree or award. The median hourly wages for the occupations analyzed were above the MIT living wage for the region of \$11.75/hour for a single adult.

- 1) **Advanced Manufacturing:** Architectural and structural metals manufacturing industries had the most jobs in the region in 2015. Beverage manufacturing is expected to grow 21% in the next five years, adding nearly 700 jobs. Forging and stamping establishments are nearly twice as concentrated in the region compared to the state, as a whole, and have the highest average earnings.

Occupational analysis: The occupation of computer-controlled machine tool operators (metal and plastic) comprises just under 1% of all occupations in this industry group, but employment for this occupation is projected to grow more than 12%, with 50+ annual job openings in the region over the next five years. Currently, machinists and computer-controlled machine tool operators have annual openings of 53 and 171, respectively. The region has an average of 113 students enrolled in manufacturing and industrial technology courses and 135 students enrolled in machining and machine tools. There is a high demand for customer service representatives in this industry with 814 openings annually, but there is only an average of 122 students taking customer services courses at our colleges. In contrast, sales representatives have 635 openings per year, and there is an average of 1,186 students enrolled in marketing and distribution.

- 2) **Advanced Transportation / Renewable Energy:** General freight trucking is the largest industry in this group and is expected to grow 13% over the next five years. Support activities for road transportation industries, which includes establishments engaged in motor vehicle towing, automobile and truck delivery services, cargo surveyors, and independent truck drivers, is three times more concentrated in the Inland Empire region compared to the nation. Rail transportation has the highest average earnings per worker, but employment is projected to decrease four percent over the five-year projection period and this industry only has a single establishment in the region.

Occupational analysis: Automotive service technicians and mechanics have a large demand of job openings each year (approximately 462), and there are currently 147 students enrolled in alternative fuels and advanced transportation technology courses and 2,954 taking automotive technology courses, culminating in 190 annual awards earned. Bus and truck mechanics and diesel engine specialists have 179 annual openings with 133 students enrolled in diesel technology and 8 awards earned. First-line

supervisors of mechanics, installers and repairers average 153 openings with 195 students taking electrical systems and power transmission courses and 61 awards earned.

- 3) **Agriculture:** Eight agriculture industries were identified in the region. In general, agriculture employment is in decline. Employment opportunities do exist in this industry, but students may find limited employment options.

Occupational analysis: Many occupations identified (like heavy and tractor-trailer truck drivers, bookkeeping, accounting, and auditing clerks, maintenance and repair workers, and sales representatives) are not traditional agriculture occupations, but are necessary to support the agriculture industry's operations. First-line supervisors of office and administrative support workers have approximately 525 annual openings, and 975 students are currently taking management development and supervision courses, with another 94 students enrolled in office management courses. Agricultural and food science technicians have only about 12 openings per year, and there are 56 students enrolled in agriculture technology and sciences and 84 in viticulture, enology and wine business.

- 4) **Construction, Energy Efficiency, Utilities, Water:** The land subdivision industry—which consists of establishments primarily engaged in servicing land and subdividing property into lots for subsequent sale to builders—is projected to grow by 34% between 2015 to 2020, adding 361 jobs. Building finishing contractors will see a 10% growth, adding 2,234 jobs. Waste collection jobs will increase by 19%, while projections for utilities system construction businesses show 13% expansion.

Occupational analysis: Carpenter occupations are just over 12% of this occupational cluster, with 409 annual job openings projected during the next five years. Cost estimators earn a median wage of \$29.58/hour, more than two-and-a-half times the MIT living wage, with 121 annual job openings. Currently, 492 students are currently enrolled in construction crafts technology and 69 in carpentry. Heating, air conditioning and refrigeration mechanic and installer is the fastest growing occupation, with nearly 13% projected growth (154 annual openings), and there are 585 students taking environmental control technology courses and 122 taking energy systems technology courses.

- 5) **Global Trade / Logistics:** Warehousing and storage is expected to expand by 39% during the next five years, adding 14,840 jobs, with an average salary of \$44,828/year. Grocery and related product merchant wholesalers are projected to grow by 25%, adding 2,392 jobs to the region by 2020. Wholesale electronic markets, agents and brokers, which includes establishments engaged in business-to-business transactions and wholesale trade agents and brokers, is projected to add 1,316 jobs over five years and has an average salary of more than \$65,000/year.

Occupational analysis: Heavy equipment and tractor-trailer truck drivers will have the most job openings (1,330 per year) over the five-year projection period, and there are currently no available courses for drivers at regional community colleges. Wholesale and manufacturing sales representative (except technical and scientific products) is the

fastest growing occupation in this industry group, expanding by 13% and adding 1,635 new jobs during the next five years. Sales representatives in wholesale and manufacturing are expected to have 635 annual openings. There are 352 students enrolled in International Business and Trade courses and 1,186 in Marketing and Distribution courses in the region.

- 6) **Healthcare:** Offices of physicians are expected to grow 17%, adding 5,383 jobs by 2020. From 2015 to 2020, continuing care retirement communities and assisted living facilities for the elderly will expand by 30%, adding more than 2,000 jobs.

Occupational analysis: Registered nurse occupations are projected to grow 15%, adding 3,953 jobs by 2020. Licensed practical and licensed vocational nurses will expand by 14%, adding 942 total new jobs and 402 jobs openings each year by 2020. Currently, there are 1,462 annual job openings for Registered Nurses with 633 students enrolled in Nursing courses and 1,514 enrolled in Registered Nursing courses with 585 average annual awards. Home health aides project 642 annual job openings with 32 students enrolled in Home Health Aide courses and 419 in Gerontology courses. There are 640 openings for nursing assistants annually, and 1,285 students taking general Health Occupations courses and 325 enrolled in Certified Nurse Assistant courses, culminating in an average of 118 awards earned annually. Medical assistants have 422 job openings and 120 students enrolled in Medical Assisting with 41 annual awards earned.

- 7) **Hospitality and Tourism:** Restaurants and other eating establishments have the most jobs in the region and are projected to add 16,482 jobs during the next five years. Other general merchandise stores—which includes businesses engaged in automotive parts, dry goods, hardware, groceries, housewares or home furnishings, and warehouse clubs and supercenters—is expected to grow by 26% during the same period, adding nearly 4,600 jobs.

Occupational analysis: The occupation of first-line supervisors of food preparation and serving workers is expected to have the highest percent change in job openings during the next five years, with 633 annual job openings. Customer service representatives will have the most annual openings, approximately 814 jobs each year. Student course enrollment is currently: 1,816 in Nutrition, Foods and Culinary Arts, 27 in Dietetic Services and Management, 606 in Culinary Arts, 355 in Hospitality, and 482 in Restaurant and Food Services and Management. These courses are also relevant for Chefs and Head Cooks, which have 75 annual job openings, and Food Service Managers, which have 191 annual openings.

- 8) **Information & Communications Technology (ICT) / Digital Media:** Computer systems design and related services industries have the most jobs in the region, but only moderate growth (8%) is projected over the next five years. The wireless telecommunications carriers (except satellite) industry is expected to grow by 23% during the same period, adding nearly 336 jobs. Cable and other subscription programming industries have the highest average earnings (\$119,447/year). Office administrative services will expand 15% by 2020, adding 815 jobs.

Occupational analysis: web developers are projected to increase by 15%, adding 149 jobs over the next five years. Current courses available in the region include website design and development, computer science, computer software development, computer programming, world wide web administration, and e-commerce (technology emphasis). Computer user support specialist occupations are expected to have 122 annual job openings, with courses offered in computer information systems and computer support. Graphic designers are projected to have 69 job openings, and telecommunications equipment installers and repairers will have 46 annual job openings during the same time frame.

- 9) **Protective Services:** Four protective services industries were identified in the inland empire/desert region. Local government, excluding education and hospitals, has the most jobs in the region, but is projected to have modest growth, 5%, over the next five years. The investigative and security services industry is expected to grow 16% in the same period, adding nearly 2,300 jobs. Federal government (civilian) has the highest average earnings per worker in the region (\$96,616/year).

Occupational analysis: The occupation of police and sheriff's patrol officers represents nearly 5% of this industry group and is expected to expand by 7% by 2020. Currently, there are 294 annual job openings for police and sheriff's patrol officers. Regional students currently take courses in administration of justice (5,135 enrollments) and police academy (1,169) to fill these positions. Correctional officers and jailers have a demand of 187 jobs annually, and students are enrolled in courses in corrections (1,177) and probation and parole (247). Firefighters have 150 annual job openings, and students are enrolled in courses in fire technology (3,557), wildland fire technology (81), and fire academy (314).

- 10) **Small Business and Entrepreneurship:** Small businesses are involved in most of the sectors throughout the region. The occupation of maintenance and repair workers (general) is projected to have 618 job openings each year and has a median hourly wage of \$17.59/hour. The following occupations fall below the living wage: hairdressers, hairstylists and cosmetologists; and manicurists and pedicurists.

Occupational analysis: There are a number of job openings available annually for small businesses. These include tax preparers (53), preschool teachers, except special education (160), massage therapists (80), first-line supervisors of landscaping, lawn service and grounds keeping workers (68), hairdressers, hairstylists and cosmetologists (487), first-line supervisors of office and administrative support workers (525), bookkeeping, accounting and auditing clerks (231), and secretaries and administrative assistants (551).

**B. Regional/Sub Regional Labor Market Information**  
**Supply & Demand Table with Living Wage Occupations**

**Exhibit 1: Five-year Projected Growth for Selected Occupations  
by Major Group (2015-2020)**

Major Occupational Groups 2-digit code and title	2015 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Job Openings	Median Wages
11 - Management Occupations	19,653	469	2%	450	664	\$29.72
13 - Business & Financial Operations Occupations	15,762	1,021	6%	451	657	\$27.30
15 - Computer & Mathematical Occupations	8,725	846	10%	128	297	\$32.59
17 - Architecture & Engineering Occupations	4,648	9	0.2%	93	102	\$26.60
19 - Life, Physical & Social Science Occupations	2,102	109	5%	88	109	\$24.74
21 - Community & Social Services Occupations	3,750	749	20%	83	233	\$16.53
23 - Legal Occupations	3,757	210	6%	86	130	\$25.48
25 - Education, Training & Library Occupations	19,392	1,422	7%	543	827	\$15.48
27 - Arts, Design, Entertainment, Sports & Media Occupations	9,113	435	5%	263	351	\$18.18
29 - Healthcare Practitioners & Technical Occupations	53,654	7,976	15%	1,275	2,670	\$27.16
31 - Healthcare Support Occupations	34,564	6,916	20%	859	2,242	\$17.64
33 - Protective Service Occupations	17,189	1,080	6%	534	748	\$33.77
35 - Food Preparation & Serving Related Occupations	11,598	1,790	15%	349	708	\$14.32
37 - Building and Grounds Cleaning & Maintenance Occupations	2,449	102	4%	46	66	\$15.62
39 - Personal Care & Service Occupations	36,563	1,899	5%	1,089	1,474	\$15.16
41 - Sales & Related Occupations	57,948	3,472	6%	1,389	2,148	\$18.67
43 - Office & Administrative Support Occupations	113,495	8,289	7%	2,021	3,733	\$18.72
47 - Construction & Extraction Occupations	44,154	1,890	4%	932	1,357	\$26.23
49 - Installation, Maintenance & Repair Occupations	56,288	4,798	8%	1,470	2,440	\$22.71
51 - Production Occupations	23,000	294	1%	653	811	\$20.75
53 - Transportation & Material Moving Occupations	42,982	4,666	11%	872	1,820	\$25.77
<b>Grand Total</b>	<b>582,787</b>	<b>46,441</b>	<b>8%</b>	<b>13,628</b>	<b>23,788</b>	<b>\$22.56</b>

Source: EMSI

## C. Asset Map

### 1) Major initiatives already underway

Regional Networks and Initiatives	K-Adult	Community Colleges	University	Community	Employers
Adult Ed	G, N	G, N			
Alignment San Bernardino	X			N	
Alliance for Education	I				N
CCPT (2) (Lead Colleges: VVC and Norco)	X	G, N			
Cradle to Career	I				
CTE Innovation	G, N				
Coachella Valley Economic Partnership	X	X	X	X	N
Doing What Matters (DWM)	X	I		X	X
DWM: 6 Priority/Emerging Sectors		G			X
DWM: Regional Consortium		G, N			
DWM: SB1070	X	G			
Governor's Innovation Award (GIA)	X	X	G, N	X	
Inland Empire Economic Partnership	X	X	X	X	N
Inland Health Professions Coalition, Convergence	X	X	X	X	N
Linked Learning HUB	G, N	X	X		
Perkins	G	G			
Perkins: CTE Transitions	X	G			
Prop 39		G			
Slingshot (Riverside & San Bernardino WDBs)		G			
TAAOCCT		G			X

X = Partner; G = Grant; I = Initiative; N = Network/Workgroup

### 2) Summary of Local Share Investments by Sector

As of January 5, 2017, regional community colleges have not completed and submitted their local share plans. Once they have done so (not later than January 31, 2017), the regional plan will be updated to include a summary of all local investments by sector.

### 3. Broad list of strategic priorities for the region

The regional planning process resulted in the development of 45 proposals for the allocation of the regional 40% fund. Below is a summary of the strategic priorities identified for initial funding. Final project proposals can be found in the addendum to this plan, which will be added once all metrics projections and budget details have been finalized and the online templates have been completed (not later than February 1, 2017).

#### **Health Sector: Nursing Placement and Clinical Site Coordination**

Cost: \$585,000

Number of colleges participating: 8

Lead college: College of the Desert, Carol Scobie, [cscobie@collegeofthedesert.edu](mailto:cscobie@collegeofthedesert.edu)

***Colleges participating: Chaffey, College of the Desert, Copper Mountain, Mt. San Jacinto, Palo Verde, Riverside City, San Bernardino Valley, Victor Valley***

Clinical rotations are a required part of the nursing education program. Lack of clinical site placements is a barrier to increasing capacity in nursing programs as well as other allied health programs. A regional coordination and collaboration model for clinical placement will be deployed that coordinates hospital and skilled nursing facility/long term care placements for nursing students. Regional placement coordinators will communicate with each other to ensure that there is no overlapping of students from different institutions on a single ward in a hospital and will also be responsible for exploring other potential clinical and community sites. This model may be replicated and expanded to include other allied health programs in the future, if funding is available.

#### **Advanced Manufacturing: Regional Mechatronics Technician Training Pathway**

Cost: \$513,250

Number of colleges participating: 3

Lead college: Chaffey, Ken Eaves, [Kenneth.eaves@chaffey.edu](mailto:Kenneth.eaves@chaffey.edu)

***Colleges participating: Chaffey, Norco, San Bernardino Valley***

With the rapid technology shift in advanced manufacturing and other industries, there is a demand for skilled mechatronics technicians. The project will establish a pathway for entry-level workers, for all sizes of industry, that will be designed along the “learn and earn” model. It will meet industry needs and assist with succession planning. This project aligns well with WIOA and adult education efforts to increase industry recognized certificates and apprenticeship programs in the region.

#### **Global Trade / Logistics: Tractor Trailer Operator Feasibility Study**

Cost: \$60,000

Number of colleges participating: TBD

Lead College: Copper Mountain College, Zachary Ginder, [Zachary.Ginder@cmccd.edu](mailto:Zachary.Ginder@cmccd.edu)

The heavy and tractor-trailer truck driver occupation continues to grow, with an anticipated 3,278 new job openings between 2015 and 2020 (excluding replacement jobs for those leaving the workforce). Currently, the statewide marketplace for occupational training in this area appears to belong primarily to for-profit and/or private driving schools. Further, it appears that very few, if any, community colleges within the California Community College system offer commercial driving, bus driving, or tractor-trailer operator certificate programs. This provides an exceptional

opportunity for the region to meet local and statewide demand through the offering of an industry recognized credential at an affordable cost to students.

**Advanced Transportation and Renewable Energy: Updating Automotive Labs - Electric Vehicle (EV) & Hybrid Instruction**

Cost: \$991,000

Number of colleges participating: 9

Lead college: College of the Desert, Larry McLaughlin, [lmclaughlin@collegeofthedesert.edu](mailto:lmclaughlin@collegeofthedesert.edu)

***Colleges participating: Barstow, Chaffey, College of the Desert, Copper Mountain, Mt. San Jacinto, Palo Verde, Riverside City, San Bernardino Valley, Victor Valley***

The transportation sector is an important sector for economic growth in the region. The project will integrate EV & Hybrid systems instruction by acquiring the necessary equipment and continuing faculty professional development and completes a program development process that began almost two years ago. The region's automotive faculty are all in agreement about the need for this curriculum component and have already participated in many hours of training and collaborated on curriculum development, including participation in the state-level C-ID process. The only pieces remaining are to acquire the necessary equipment and implement the courses.

**Small Business/Entrepreneurship: Sub-regional Business Incubator and Makerspace\***

Cost: \$750,000

Number of colleges participating: 4

Lead college: San Bernardino CCD, Ashley Gaines, [againes@sbccd.cc.ca.us](mailto:againes@sbccd.cc.ca.us)

***Colleges participating: Crafton Hills, Mt. San Jacinto, Moreno Valley, San Bernardino Valley***

Only 66% of new businesses survive their first year, and only 50% survive at least five years.

Business incubators and makerspaces are critical in helping new businesses survive because they help entrepreneurs stay on track through mentoring and leadership development. This project will expand students' knowledge and skills necessary to be successful entrepreneurs and will provide the space and tools they need to explore and develop their product ideas and grow their businesses.

**Advanced Manufacturing, ICT/Digital Media, Small Business: Regional, Accelerated, Career, and Employment Program**

Cost: \$1,060,000

Number of colleges participating: 4

Lead college: Norco, Jesse Lopez, [jesse.lopez@norcocollege.edu](mailto:jesse.lopez@norcocollege.edu)

***Colleges participating: Chaffey, Mt. San Jacinto, Norco, Riverside City***

Offer short-term, accelerated CTE programs. Participating colleges will select which of their existing programs they will offer in the accelerated format and will ensure their students receive the support and resources necessary to complete their CTE training in an accelerated format. Programs will be supported by industry partners who commit to hiring qualified graduates from the ACE programs. ACE programs may include credit, not-for credit, and contract education coursework but all will result in a certificate or industry recognized credential. Additionally, these accelerated training programs may provide training to both entry-level students and incumbent workers. Colleges will conduct coordinated regional Information Sessions to market ACE programs.

## **ACROSS ALL SECTORS – TASKFORCE RECOMMENDATIONS:**

### **Regional and District Job Developers**

Cost: \$1,915,000

Number of colleges participating: 8

***Colleges participating: Barstow, College of the Desert, Copper Mountain, Crafton Hills, Moreno Valley, Palo Verde, San Bernardino Valley, Victor Valley***

This project will provide a collaborative regional approach to job development and placement for students within the region. Regional job developers will be primarily responsible for seeking out jobs in their respective college areas for their college's CTE graduates. They will also identify jobs that may be available in areas where their college may not offer the CTE program, or where no qualified local college candidates can be identified, and will make referrals to other regional colleges where the CTE program is offered. Job developers will seek students with the identified industry skills to match to job openings and procure interviews or job placement with the companies identified. This effort will result in an increase in the number of students who are placed in jobs that are within their CTE certificate/degree skill set.

### **Regional/Sub-Regional CTE Advisory Program - Pilot Project**

Cost: \$300,000

Number of colleges participating: 12

Lead College/District: San Bernardino CCD, Susanne Mata, [smata@sbccd.cc.ca.us](mailto:smata@sbccd.cc.ca.us)

Currently, each educational entity in the region manages and facilitates advisories to support their individual CTE programs. The demand for business partner engagement far exceeds the available supply of quality business partners. Limited resources (including time, money, and personnel) impact regional business partners and make it difficult to meet the growing demand in the region. The project will develop regional and sub-regional advisory committee(s) that will serve both community colleges and K-12 feeder schools. The project will collaborate with the IEEP to convene and facilitate advisory meetings and strengthen industry-education relationships. The project will also promote concurrent curriculum revisions (when needed) and help ensure that programs accurately predict skill requirements to develop a workforce that will meet the future needs of industry.

### **Regional Marketing and Outreach**

Cost: \$1,144,129

Number of colleges participating: 12

Lead College/District: TBD – Ad hoc regional committee will coordinate project

The project will develop a multi-pronged approach to marketing CTE programs regionally and will leverage regional efforts with statewide “projects in common” efforts related to branding and outreach to students and to employers. The statewide branding and outreach effort is already underway. The regional consortium will conduct research (phase 1) to gain a solid understanding of opportunities for developing a strategic approach and plan for communications within the four main stakeholder groups – students, colleges, third-party workforce development partners, and business and industry employers. Phase 1 will produce a comprehensive Communications Assessment, which will inform future phases of the regional marketing and outreach project.

**A. Sectors: Are priority and emergent sectors still the same for the region?**

The region focused on 10 industry sectors during the regional planning process. The 10 sectors are identified below. For the first annual allocation of regional funds, the region remains committed to the priority and emergent sectors identified as part of our ongoing Doing What Matters efforts.

Priority Sectors:

- Advanced Manufacturing
- Health
- Global Trade and Logistics (specific focus on logistics/supply chain)
- Small Business and Entrepreneurship

Emerging Sectors:

- Advanced Transportation and Renewable Energy
- Information and Communications Technology (ICT) / Digital Media

Additionally, the region identified additional sectors that were in alignment with economic priorities of the region and/or its sub-regions:

- Retail, Hospitality and Tourism
- Energy, Construction, and Utilities
- Agriculture, Water and Environmental Technology
- Protective Services

**B. Pathways: What more must be done for students to move through the region's career pathways in the sectors?**

To help better align pathways between our K-12 partners and CC's the region needs to:

- Complete a comprehensive K-12 & ROP CTE program inventory. A comprehensive regional program inventory already exists for community college credit programs.
- Conduct a regional gap analysis and comparison of K-14 CTE programs.
- Identify commonalities (i.e., programs that align).
- Identify gaps (programs that are missing a segment).
- Identify and promote articulation and dual credit opportunities.
- Develop a plan of action to address misalignment and gaps. Complete a backward mapping process to begin to develop better aligned CTE pathways.
- Market pathways by industry sector/CTE program to students, parents, and employers.

### **C. Work-Based Learning**

Included in the regional plan are several projects that promote work-based learning approaches. Specifically, the Clinical Placement Coordination project will develop a model program that can be replicated in other CTE Program areas. Regional coordination vs. competition will ensure that we maximize opportunities available to our students.

How will job placement, internships, and regional industry engagement be coordinated? The Mechatronics Technician Training Pathway, Accelerated Career and Employment, and Regional Job Developers projects all support program/sector specific placement, whether internships, apprenticeships, or employment. Several regional colleges have also been awarded apprenticeship grants to expand apprenticeships within the region.

### **D. Industry Engagement: How can industry inform and co-invest in CTE development?**

Industry Engagement:

The regional shared advisory project will be an ideal opportunity for the region's industry partners to better inform educational entities within the region and to identify opportunities for mutual investment. In addition, more robust industry engagement in regional SWP planning will be a priority as the region develops its 2017-2018 allocation budget and plan.

### **E. Other Initiatives**

Below is a list of regional initiatives whose goals overlap those of the Strong Workforce Program. Each of these project leads/projects directors were involved in the regional SWP planning. The region will continue to engage with these initiatives to leverage resources and expand regional capacity to do "more" and "better" CTE.

- California Career Pathways Trust (CCPT) - 2 funded
- Department of Labor Grants
- Economic and Workforce Development (EWD) Doing What Matters
- Employment Training Panel (ETP) - 3 colleges (RCCD, SBCCD, Chaffey)
- Financial Institutions - JP Morgan Chase
- Growing Inland Achievement
- Industry Driven Regional Collaborative (IDRC) - SBCCD, Chaffey
- Inland Empire Economic Partnership / Coachella Valley Economic Partnership
- Linked Learning
- San Bernardino Alliance for Education
- San Bernardino Cradle to Career
- Trade Adjustment Assistance Community College and Career Training (TAACCCT)
- Various California Community College Chancellor's Office EWD Grants

## 4. Agreed Upon Outcomes / Metrics

The following outcomes/metrics have been identified for improvement with the regional SWP fund. Amounts shown are cumulative across all colleges/programs funded. Specific project metrics can be found in the addendum to this plan, which will be added once all projections have been finalized and the online templates have been completed (not later than February 1, 2017).

<b>Program size</b>	
• Enrollments	747,088
<b>Completion</b>	
• Students who earn a degree or certificate	10,450
• Students who transfer to a four-year institution	
<b>Employment</b>	
• Employment rate at the second and fourth fiscal quarters after students exit the California community college system	2,312* 2,389*
• Proportion of exiters in a job closely related to their field of study	157*
<b>Earnings</b>	
• Earnings in the second fiscal quarter after students exit the California community college system	
• Percent change in earnings	**
• Proportion of students who attained the regional living wage	**

*\*This number reflects the anticipated increase in the number of completers who are employed.*

*Once metrics projections have been finalized, this number will reflect the overall employment rate (%) of CTE students.*

*\*\*These projections are pending.*

### **Health Sector: Nursing Placement and Clinical Site Coordination**

- **Program TOPS Codes:** Licensed Vocational Nursing (123020), Registered Nursing (123010)
- **Metrics:** Undetermined

### **Global Trade / Logistics: Tractor Trailer Operator Feasibility Study**

- **Program TOPS Codes:** Truck and Bus Driving (094750)

### **Advanced Manufacturing: Regional Mechatronics Technician Training Pathway**

- **Program TOPS Codes:** Electronics and Electric Technology (093400), Manufacturing and Industrial Technology (095600)
- **Metrics:** Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Job Closely Related to Field of Study, Change in Earnings

### **Advanced Transportation and Renewable Energy: Updating Automotive Labs - Electric Vehicle (EV) & Hybrid Instruction**

- **Program TOPS Codes:** Automotive Technology (094800)
- **Metrics:** Enrollments, Students Who Earn a Degree or Certificate

**Small Business/Entrepreneurship: Sub-regional Business Incubator and Makerspace\***

- **Program TOPS Codes:** Business Administration (050500), Business Management (050600), Computer Information Systems (070200), Computer Infrastructure And Support (070800), Computer Networking (070810), Computer Support (070820), Health Information Technology (122300), Machining And Machine Tools (095630), Marketing And Distribution (050900)
- **Metrics:** Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit

**Advanced Manufacturing, ICT/Digital Media, Small Business: Regional, Accelerated, Career, and Employment Program**

- **Program TOPS Codes:** Business Administration (050500), Information Technology (0701), Computer Information Systems (070200), Software Applications (070210), Television (060420), Electrical (095220), Industrial Systems Technology And Maintenance (094500), Machining And Machine Tools (095630), Manufacturing And Industrial Technology (095600), Welding Technology (095650)
- **Metrics:** Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Job Closely Related To Field Of Study, Change In Earnings, Job Closely Related to Field of Study, Change in Earnings, Attained a Living Wage

**Regional and District Job Developers**

- **Across all CTE Sectors**
- **Metrics:** Enrollments, Employed 2 Quarters After Exit, Employed 4 Quarters After Exit

**Regional/Sub-Regional CTE Advisory Program - Pilot Project**

- **Across all CTE Sectors**
- **Metrics:** Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Employed 4 Quarters After Exit

**Regional Marketing and Outreach**

- **Across all CTE Sectors**
- **Metrics:** Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Employed 4 Quarters After Exit

## 5. Agreements About Future Engagement

At the conclusion of the November 16 regional stakeholder meeting, participants were asked for feedback about the planning process. The Executive Council will take this feedback into consideration when developing a future planning framework. Below are suggested areas for improvement:

- Joint meeting of the Executive Council and Steering Committee at the beginning of the process.
- Define broad objectives.
- Embed SWP discussion in ongoing industry advisory committee meetings.
- Set agendas and topics for discussion in advance of planning meetings so that each meeting does not result in covering ground that was previously addressed (i.e., not starting over every time), especially when there is a sequence of meetings.
- Train facilitators and script certain parts of the planning meetings so that everyone gets the same information.
- Develop rubrics and check-lists prior to proposal development.
- Begin planning in the Spring each year.
- Set specific parameters for sector-specific workgroups, like limiting the number of proposals that can be submitted to one or two per sector.
- Require letters of support from industry partners.
- Hold fewer meetings.
- SWP needs to be an ongoing conversation both locally and regionally.
- Create space on the regional consortium quarterly meeting agendas in order to have 3-4 colleges present local share SWP efforts/projects on a regular basis.
- Develop proposals around regional strategic priorities rather than free-for-all process.
- Provide a specific definition of what “regional” means as it relates to SWP 40% funding.

### A. Process for Annual Update

As suggested above, annual planning will begin in the Spring of each year and will conclude by early September so that funds can be allocated to regional projects by October 1. The region’s Executive Council and Steering Committee will meet jointly to design the planning update framework (proposal development and budget approval process) and will communicate timelines and guidelines to the field in April.

### B. Process to Develop a New Plan Every 4 years

The process to develop a new plan commence the Spring of 2020 and will conclude in early fall so that adequate time is allowed for public input and submission to the CCCC by January 31, 2021. As with annual updates, the region’s Executive Council and Steering Committee will meet jointly to design the 4-Year planning framework and will communicate timelines and processes to the field. To the extent possible, regional planning timelines will complement college strategic planning timelines. Additionally, effort will be made to align and consolidate (where possible) SWP planning and regional Workforce Development Boards’ WIOA planning efforts.