

Strong Workforce Program Regional Allocation Proposal



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Background on the Strong Workforce Program

The Regional Consortium for Workforce Development for San Diego-Imperial Counties Community Colleges is the regional entity working with the six community college districts to implement Doing What Matters for Jobs & the Economy and the new Strong Workforce Program (SWP).

The region received \$16,510,425 of SWP funds for 2016-17; \$9,906,256 went directly to community college districts to invest in their CTE programs and \$6,504,171 went to the Regional Consortium for investment in CTE regional impact programs/services – funding was received by the Regional Consortium but will be disbursed to regional colleges for regional projects. The SWP provides annual categorical funding to grow and improve outcomes for Career Technical Education.

Fiscal agent for the San Diego Imperial Counties Regional Consortium is the Grossmont Cuyamaca Community College District. The Regional Consortium’s governance structure is shown below.



Project 1. CTE Employment Readiness and Job Placement Services for Region

Description

This project will design and initiate development of an online regional system with two key functions: (1) CTE career planning and job readiness skills development; and (2) proactive, case-managed job placement for CTE students, especially in the priority sectors (health, life sciences/biotech, advanced transportation/renewables) and emerging sectors (advanced manufacturing and ICT/digital media). Project staff will review evidence-based research on best practices and visit model inter-agency programs to collect the information needed to design this regional CTE career planning and placement system. A consultant will be hired to guide development of infrastructure and processes for the regional system.

Project activities include:

1. Research on best practices.
2. Visits to other institutions around the U.S. to see systems in action.
3. Development of a plan/specifications for the regional system, which is expected to include an e-portal, a student career exploration and CTE education planning system, an online single point of contact for employers offering work-based learning opportunities, and an internship/job placement system.
4. Short-term plan: while the regional plan is under development, provide one-time funding of \$200,000 to each of the ten San Diego Imperial County Community College Association (SDICCCA) colleges. This will fund short-term, noncontract staffing and supplies to continue the career services best practice improvements begun using CTE EF funding.

Industry Sectors: All CTE Sectors

Proposal Details

Proposal start date: 1/31/2017

Proposal end date: 12/31/2018

Estimated proposal cost: \$3,000,000

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What need does this proposal address?

This proposal addresses several regional needs:

Each college has its own career services system, which is usually isolated from course content, educational planning and CTE leadership. Many community college students do not access career planning and guidance services until they are close to leaving the institution, whether by graduation or by deciding to leave to pursue work. Each college in the region offers some career services which may include career exploration materials and counselors available to students who make their way to the office to seek assistance. Colleges may offer in-person individual and group counseling, and offer a series of job fairs and workshops each semester on career exploration and related topics (such as resume development, interviewing, etc.). In addition, most colleges provide access to online career exploration information and materials on their websites. They may also offer access to online workshops on a range of topics.

In many majors, students must initiate career planning; it is not usually integrated into their CTE coursework. Most community college career services require the student to initiate the job search, rather than having career exploration, understanding foundational skills, and developing strong workplace skills integrated into the institution's CTE courses and ongoing student planning and information systems. Because many students attend more than one institution, students need to be able to transport their career and educational plans among the region's colleges.

Employers report that students do not have the job readiness skills or soft skills that employers need. These skills can include adaptive, analysis/solution mindset, collaboration, communication, digital fluency, an entrepreneurial mindset, empathy, resilience, self-awareness, and social/diversity awareness. Employers have difficulty filling jobs due to lack of qualified applicants.

Most colleges also offer links to internship search sites (and many of these links require the student to leave the college's career center website to access external sites). There is no central site for internships and job placement; employers may be contacted by many different people from across the region looking for placements. Although the career center and CTE programs may have leads on some local internship opportunities, the student is often left to find the actual internship on their own.

Finally, the SDICCCA colleges need expert guidance about how to design and implement the type of system envisioned.

How does this proposal meet the needs of your regions labor market?

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

1. **Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent.** This is especially true for small businesses who may not have a human resources department or professional. Employers do not have a lot of time to search for the perfect candidate and are open to new ideas for finding job candidates.

2. **Workers with strong soft skills are essential for businesses to succeed.** The number one skill requested by employers across all sectors are the soft skills – communication, professionalism, critical thinking, problem solving, etc.
3. **Soft skills make the difference in securing and retaining employment.** Like the point above, if a job candidate can prove their soft skills to an employer, they have a much higher likelihood of retaining employment.
4. **Previous work experience is key for many well-paying middle-skill occupations.** Previous work experience offers a lot of insight to employers without even meeting a candidate. It shows that the candidate has both technical and soft skills required for the position, as they have successfully held a previous position. Work experience gives a leg-up when the competition is tight for a position.
5. **Technical skills are required to respond to the latest innovations and technological changes.** With a quickly changing technologic world, it is important for workers to keep up with new technologies for companies to remain competitive in the economy.
6. **Industry-based certifications are an indicator to employers of a job candidate's technical proficiency.** Certifications are a great way for employers to know right off the bat what skills an individual possesses. Many certifications are approved through the state of California, resulting in a state-wide inventory of those individuals who possess a certain certificate.
7. **Small businesses have few jobs posted online, and instead rely on word-of-mouth to hire new employees.** While most aspects of business have moved online, the job market is still a low-tech area. Instead of hiring an unknown individual based on a resume and interview, employers can utilize existing employees for referrals, which may be more reliable for finding new workers.
8. **Imperial County's economy is strongly tied to the border region and cross-border trade with Mexico.** While both San Diego and Imperial Counties share a border with Mexico, and trade is an important sector in both counties, Imperial's County's economy relies on trade with Mexico to a much greater extent. This creates a unique opportunity in the area for innovative solutions.
9. **Many students are completing programs/graduating with degrees; however, the quality of the labor supply is unknown** – this is an area for further evaluation and study. The Priority Sector Initiatives report compiles nearly 500 workforce initiatives, including hundreds of education and training programs; however, their effectiveness can be studied to determine if training gaps have, in fact, been addressed by the initiatives, or if program improvement or new programs are necessary to fill those gaps.

This proposal directly addresses the needs of the regional labor market in two ways. First, it develops a system designed to provide case-managed job placement services to help match students with employers looking for workers with their skills. Second, it develops a system

designed to help students acquire the job readiness skills that employers indicate they require but cannot find in most applicants.

How does this proposal address the identified needs?

This proposal addresses the identified need by developing infrastructure and processes for a regional system that (a) promotes CTE student career exploration, support, and foundation workplace/career skills leading to employment related to their training; and (b) provides active student support through case-managed job placement services. The proposed system will help all participating colleges provide the same access to quality career exploration and support services, and will provide all the participating colleges with access to programs that will help students develop workplace and career skills, including soft skills. Once complete and fully implemented, the proposed system will allow students to transport their career plans among the colleges, access regional internship opportunities, develop the work readiness skills they need, and get help to find a job in their field.

How does this proposal address the priorities established by your region?

The Southern Border Region Workforce Development Planning group established nine common tenets and workforce priorities during the planning of the four-year regional plan required under the Strong Workforce Program and the Workforce Innovation and Opportunity Act (WIOA). The nine priorities are presented in Appendix A. The proposed system will directly address the first strategic priority, coordinating industry engagement and developing a single entry point for business customers. Today, the public workforce system engages employers by program, with different people from different organizations calling employers to hire their participants. We change this by taking a “demand driven” approach to business services. San Diego’s public workforce system must engage businesses by sector under a common strategy with a coordinated sales force. The project will address this by developing an e-portal for work-based learning opportunities, and will have the capacity to coordinate employer contacts and involvement in the region.

Program Metrics

Investment plan

The plan for this project is to develop infrastructure and processes for a regional system that will (a) promote CTE student career exploration and development of foundational workplace/career skills and (b) project students with employment services to place them into jobs related to their training.

The proposed system is expected to include development of a process to alert students and the college when a student is close to program completion. However, only employment metrics were selected for this project because the project focuses on career readiness and job placement

rather than program completion, and some students may choose to go directly into a job once they are ready to do so, rather than enrolling in and completing CTE courses and programs.

A total of \$1,000,000 will be spent on development of the regional CTE employment readiness and job placement system. This investment will result in a detailed plan for implementation of the proposed system. An additional \$2 million will be allocated to the 10 regional colleges (\$200,000 each) to provide one-time funding to continue the best practice improvements in career services that each college began using CTE EF funding. This investment can cover short-term, noncontract staffing and supplies; these funds may not be used for contract staff.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2016/2017: All courses, duplicated enrollment

2017/2018: 1% increase in course enrollment from 16/17

Fall 2018 (semester only): 1% increase in course enrollment from Fall 2017

Course enrollment is defined as number of registrations in all courses offered within a program year

Employed two quarters after exit (Source: EDD match, retried from LaunchBoard "SWP Metrics")

Baseline 2016/2017: 59%

2017/2018: Increase to 61%

Fall 2018: Increase to 62%

Job closely related to field of study (Source: CTE Employment Outcome Survey; LaunchBoard "SWP Metrics")

Baseline 2016/2017: 81%

2017/2018: Increase to 82%

Fall 2018: 82%

Proposal Work Plan

Risks: The risks most likely to prevent the successful completion of this project include difficulty identifying successful models at other colleges of the type of regional employment readiness and job placement system that this proposal envisions. A second risk is that the funds allocated to the 10 regional colleges do not result in employment preparation and job placement services that help students get jobs in their field.

Workplan item 1: Research

Major activities

Contract with a consultant to work with SDICCCA's Regional Oversight Committee (ROC), the Workforce Development Council (WDC), and in collaboration with the San Diego Workforce

Partnership/Imperial Valley Workforce Development Boards and other potential partners; complete research on best practices and effective partner-aligned employment services programs across the country; share research with the WDC/ROC and agree on which programs to investigate further; utilize travel funds for consultant/college representatives to bring experts to our region or travel to their locale for further research; and complete a full report by August 2017, with recommendations for implementation based on regional input. Specific activities and timelines include (a) Develop scope of work/RFA for consultant contract (ROC subcommittee) by March 1, 2017; (b) Consultant proposals received by April 1, 2017; (c) Consultant is hired and work conducted by August 20, 2017; (d) ROC/WDC members conduct best practices site visits in summer 2017 ; and (e) Consultant report/Proposal outlining options to undertake envisioned system is received, with options, by September 1, 2017.

Major outcomes

Proposed regional CTE Employment Readiness and Job Placement Services system are recommended to ROC/WDC and approved for implementation by SDICCCA.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 16/17; 17/18

Workplan item 2: Implementation Plan

Major activities

1. ROC reviews and agrees upon final option presented by consultant and recommends approval to SDICCCA by September 30, 2017
2. SDICCCA reviews and approves ROC-recommended option by October 10, 2017
3. Contractor develops initial implementation plan and presents it to ROC by October 31, 2017
4. Implementation plan approved by ROC by 10/31/2017
5. Contractor develops detailed implementation plans based on those approved by ROC by 12/31/17
6. Implementation begins: 1/1/18

Major outcomes

Contractor/system developer is selected and works on system.

System is ready to pilot test by January 1, 2018.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 17/18

Workplan item 3: College Work-Based Learning Support

Major activities

While the regional plan is under development, provide one-time funding to all 10 SDICCCA (regional) colleges to continue the career services best practice improvements begun using CTE EF funding from 2015/16: \$200,000 per college for short-term, noncontract staffing and supplies. Major activities include:

1. Regional Consortium Fiscal agent develops contract template with scope of work and metrics to measure success included : January 15, 2017
2. Contract template reviewed by ROC: January 31,2017
3. Colleges/districts issued contracts by fiscal agent: February 5
4. Contracts go to governing boards: February/March 2017
5. As contracts returned, Regional Consortium Chair/staff reviews scope as meeting intent of funding, and approves contracts: February 15-March 31, 2017
6. Contracts finalized; implementation begins

Major Outcomes

Each participating college uses funds to continue best practices.

Each participating college provides a report on use of funds.

Interim career employment services contracts at each college result in increased student success.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 16/17; 17/18

Program Budget

Research and Implementation Plan

Institution: GCCCD as fiscal agent

Description: brief description of expenditure

Contract consultant services

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$1,000,000

2017 – 2018 amount requested: \$0

Fall 2018 amount requested: \$0

College Work-Based Learning Support

Institution: A separate budget item will be created for each of the 10 SDICCCA colleges

Description: brief description of expenditure

Contracts with each participating college to continue best practices developed under CTE EF.

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$2,000,000 (\$200,000 per college)

2017 – 2018 amount requested: \$0

Fall 2018 amount requested: \$0

Project 2. Career Pathways and Work-Based Learning

Description

This project will hire a consultant to (a) guide exploration of the use of an e-portal or related technology that provides a platform for sharing employer and student internship opportunities and for providing student support services; (b) develop a methodology and template that builds on the work of California Career Pathways Trust (CCPT) and local high school/college partnerships to establish a system for developing career pathways in any sector; (c) review the objectives and progress of the region's CCPT grants and guide the development of articulated and industry-informed 9-14 career pathways in high priority sectors, with an emphasis on expanding work-based learning to enhance student engagement and work-readiness; and (d) develop and implement communication strategies that encourage high school students to continue their career pathway at a community college.

Industry Sectors: All Sectors

Proposal Details

Proposal start date: 1/31/2017

Proposal end date: 12/31/2018

Estimated proposal cost: \$1,000,000

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What need does this proposal address?

At this time there is no regional articulation of CTE courses and programs, although there is articulation across some high school and community college partners. Currently each school district is doing its own version of career pathways, and some do not yet coordinate with community colleges. Not all programs offer work-based learning or integrate work readiness into the coursework. Students get different levels of access to programs across the region, depending on where they live. Because there is considerable student mobility around the region, it is critical that students have portable credentials and courses so that they can continue on their pathway if they have to change schools.

The San Diego/Imperial region has two CCPT grants working to develop career pathways in specific sectors:

The San Diego County College and Career Readiness Consortium (CCRC) was launched in 2014 as a regional approach to implementing the California Career Pathways Trust (CCPT) grant. The school partners in the CCPT grant are 16 districts with high-schools, one charter school, and the

region's five community college districts. The purpose of the CCPT project is to provide infrastructure investment to support the development of key components of a regional system to ensure delivery of streamlined, coordinated, sequenced career pathway curricula aligned to industry needs. Industry sectors targeted through the application include Advanced Manufacturing, Clean Energy, and Information and Communication Technologies. CCRC supports career pathway programming county-wide through: 1) A regional, online work-based learning portal to broker work-based learning opportunities, 2) Work-based learning teams to build the portal, 3) Professional development for teachers and counselors, 4) Curriculum alignment and development, 5) Marketing to students and parents, 6) Data collection and evaluation, and 7) Meaningful industry engagement with facilitation from the United Way of San Diego County. Such activities support the advancement of CCPT objectives.

In their CCPT grant, Imperial Valley College is partnering with IVROP, the Imperial County Office of Education Alternative Education program and five local high school districts to offer students in their junior year of high school the opportunity to earn college credit in the fields of Administration of Justice and Allied Health. By the time they graduate from high school, students seeking careers in Administration of Justice will have 12 units of the 60 units needed for an Associate of Arts Transfer degree. Students in health fields will have the capability to obtain certification as either an Emergency Medical Technician, Home Health Aide or Certified Nursing Assistant during the summer of their senior year.

This proposal will develop a system that provides methodology and a template to develop career pathways in all industry areas. It will develop an e-portal and related technology that will work for community colleges; CCPT is using the CCC Foundation portal, which has been designed mainly for K-12 uses, rather than for community colleges. The project also will develop communications strategies to encourage students to pursue their career pathways at the community colleges. The objective is to develop a better system to feed prepared students to community college programs. The project will create coordinated pathways across the high school and community college systems; moving from a series of courses to actual pathways with work-based learning incorporated in them.. The project will work to leverage the CCPT and SWP funding. The colleges have used SB 1070 funds to develop work-based learning activities, which will be integrated into the pathways developed through this project.

How does this proposal meet the needs of your regions labor market?

Comprehensive interviews and surveys of thousands of employers in the region gave the region an insight into the jobs that can be filled with an associate degree or postsecondary certificate. Regional partners conducted analysis of the projected demand for middle-skill occupations and available supply of trained workers. The analysis showed an undersupply of workers in the region in the following occupational groups: Office & administrative support; Health care practitioners and technical occupations (San Diego only); Sales & related; Installation, maintenance and repair; Construction & extraction; Production (San Diego only); Transportation & material moving; Life, physical & social science (San Diego only); Community & social services; Legal (San Diego only);

Health care support; Personal care & service; Education, training & library; and Food preparation & serving (Imperial only).

Utilizing the findings from multiple sector studies, regional partners identified several cross-sector employer needs/priorities. These priorities include the need for workers with strong soft skills – communication, professionalism, team work, critical thinking, problem solving, etc. In addition, previous work experience is key for many well-paying middle-skill occupations. Technical skills are required to respond to the latest innovations and technological changes, and many employers look for industry-based certifications as an indicator to employers of a job candidate’s technical proficiency. Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent.

This proposal meets the needs of the labor market by focusing student preparation on the most in demand occupations that offer a living wage.

How does this proposal address the identified needs?

This proposal identifies and addresses the identified needs by creating a system to guide development of career pathways in all industry areas, implementing an e-portal and related technologies, and implementing communication strategies.

How does this proposal address the priorities established by your region?

The Southern Border Region Workforce Development Planning group established nine common tenets and workforce priorities during the planning of the four-year regional plan required under the Strong Workforce Program and the Workforce Innovation and Opportunity Act (WIOA). The nine priorities are presented in Appendix A.

This proposal directly addresses the third strategic priority in this list, creating opportunity for ALL in the region through better-defined career pathways. Participants in the regional planning process noted that our dual mission of regional prosperity and income mobility for the hardest to serve do not have to be mutually exclusive. Our job is not finished with just job placement. We must go further by creating and supporting career pathways to careers that offer family sustaining wage and room for professional growth for ALL communities.

Program Metrics

Investment plan

The purpose of this project is to develop a stronger system to feed prepared students into community college CTE programs. The project will increase enrollments through dual enrollment and articulated courses, making it more likely that participating high school students will matriculate into community college programs. Some students in this project will be high school juniors, and some will be in transfer-oriented programs (such as engineering). While the career

pathways will make it more likely that students will matriculate into the community colleges, not all will be in CTE programs or planning to seek employment soon. Therefore only increased enrollment was selected as the metric for this project (using a broader definition of enrollments that includes all types of college programs, not only CTE).

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2016/2017: All courses, duplicated enrollment

2017/2018: 1% increase in course enrollment from 16/17

Fall 2018 (semester only): 1% increase in course enrollment from Fall 2017

Proposal Work Plan

Risks: The greatest risk of this project is not being able to collaborate with the CCPT projects enough to coordinate activities and leverage funds.

Workplan item 1

Major activities

(1) Project Lead Committee established; (2) Secure strong involvement of regional DSNs/CTE Deans; (3) Develop scope of work for consultant contract and release RFP (ROC subcommittee); (4) Interview potential contractors (such as West ED, Jobs of the Future); (5) Consultant hired and work conducted.

Major outcomes

Based on a thorough review of the status of career pathways and the work underway by CCPT and SB 1070 in the region, the consultant will (a) recommend an e-portal; b) develop a methodology and template that builds on the CCPT grants and local high school/college partnerships to establish a system for developing career pathways in any sector; (c) guide the development of articulated and industry-informed 9-14 career pathways in high priority sectors; and (d) recommend communication strategies that encourage high school students to continue their career pathway at a community college. Overall, the consultant will produce an environmental scan that provides the basis for future program decision-making to strengthen and enhance regional CTE student outcomes.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 16/17; 17/18

Program Budget

Institution: GCCCD

Description: Consultant contract to confirm the workability of the CCPT portal developed by the CCC Foundation to electronically match students/teachers with employers/internship opportunities; fund the software development and determine the FTE needed to support the portal at our colleges.

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$1,000,000

2017 – 2018 amount requested: \$0

Fall 2018 amount requested: \$0

Project 3. Marketing of CTE Programs

Description

The long-term objective for this project is to develop and implement a regional marketing plan to promote SDICCCA CTE programs, with local implementation tools and options, utilizing a contracted marketing firm. Steps include (a) prioritization of target CTE programs and audiences; (b) application of media formats proven most effective for each audience; (c) development of a common branding and outreach campaign to promote high-demand careers and community college educational/training options; (d) cost-benefit analysis of participating in the CCCCCO statewide CTE marketing effort and leveraging state matching funds; and (e) an evaluation plan to measure marketing effectiveness. In the short-term while the regional marketing campaign is under development, the project will provide one-time funding of \$50,000 per college to support local marketing efforts.

Industry Sectors: All Sectors

Proposal Details

Proposal start date: month/day/year 1/31/2017

Proposal end date: month/day/year 12/31/2018

Estimated proposal cost: \$1,500,000

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What need does this proposal address?

CTE's share of statewide community college enrollment (FTES) declined from 31.3% in 2000/2001 to 28.2% in 2013/2014. While non-CTE FTES increased 16.2% during this time period, CTE FTES remained about the same. Overall, in years when total FTES increases, the percentage increase for CTE tends to be lower than for non-CTE. In years when total FTES decreased, the percentage decrease in CTE tends to be greater than for non-CTE. This pattern has been observed in the San Diego/Imperial region as well as statewide.

The colleges in the San Diego/Imperial region seek to increase enrollments in their CTE programs. However, each college does its own marketing of its career technical education programs to students (with publication in the class schedule often the only CTE marketing effort). There is no cohesive, coherent message to all students and potential students in the region. The State Chancellor's office has retained the services of renowned public relations firm Ogilvie to do an environmental scan and set a path forward on to deploy up to \$3 million of state funds. This project aims to ensure that the San Diego/Imperial regional plan is coordinated with that plan.

In addition, the public workforce system engages employers by program, with different people from different organizations calling employers to hire their participants. Each college does its own marketing of its career technical education programs to employers; there is no cohesive, coherent message to all employers in the region.

How does this proposal meet the needs of your regions labor market?

CTE enrollments have been in decline throughout the region over the past decade. However, the gap between job openings and the availability of qualified applicants is expected to increase to over one million jobs statewide by 2025. The number of students enrolling in CTE programs in the region and statewide is not expected to fill that gap. Strong Workforce Program local funds will provide additional CTE training opportunities, but students must learn that they are available and that they offer the ability to earn a living wage.

In addition, regional partners identified several cross-sector employer needs/priorities by utilizing the findings from multiple sector studies. The top priority is for workers with strong soft skills – communication, professionalism, critical thinking, problem solving, etc. These soft skills make the difference in securing and retaining employment; previous work experience also is key for many well-paying middle-skill occupations, and employers across sectors report the need for more experienced workforce. Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent. They indicate that industry-based certifications are an indicator to employers of a job candidate’s technical proficiency. While some businesses surveyed (particularly in advanced manufacturing) indicated a strong interest in partnering with the community colleges for internships and company tours, many were not aware of the training programs that the community colleges offer or how they could partner with the colleges to find a qualified work force.

How does this proposal address the identified needs?

This proposal addresses the identified needs by hiring a marketing firm to develop a regional marketing plan focused on increasing both student and employer involvement in the community colleges, implementing that regional plan, and providing an interim allocation to the participating colleges to enable them to continue their own marketing program while the regional marketing program is under development.

How does this proposal address the priorities established by your region?

The Southern Border Region Workforce Development Planning group established nine common tenets and workforce priorities during the planning of the four-year regional plan required under the Strong Workforce Program and the Workforce Innovation and Opportunity Act (WIOA). The nine priorities are presented in Appendix A. This proposal directly addresses several of these priorities: connecting programs to create a more unified, integrated workforce development system; implementing a more human-centered approach; and coordinating industry engagement and developing a single entry point for employer partners.

Program Metrics

Investment plan

Investments: A consultant will be hired under contract to develop a regional marketing plan that can coordinate directly with the statewide plan. The focus of the marketing program is to attract students to enroll in the community college CTE programs. It does not have an employment component, so increased enrollments is the only metric selected.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2016/2017: All courses, duplicated enrollment

2017/2018: 1% increase in course enrollment from 16/17

Fall 2018 (semester only): 1% increase in course enrollment from Fall 2017

Proposal Work Plan

Risks: The risk most likely to prevent the successful completion of this project is for the region's colleges to continue to use their own marketing activities and to approach employers separately, rather than coordinating employer outreach regionally.

Workplan item 1: Regional CTE Marketing Plan

Major activities

Major activities for the long-term marketing planning include (a) Develop scope of work/RFA for consultant contract (ROC subcommittee); (b) WDC/PIO committee established to work with consultant; (c) Consultant proposals received and consultant hired; (d) consultant develops and submits Draft Marketing Plan; (e) ROC reviews Draft Marketing Plan and requests changes as needed; (f) Final Marketing Plan recommended by ROC and approved by SDICCCA; (g) Plan implemented/contract with marketing firm approved.

Major outcomes

Major outcomes include a completed and approved regional Marketing Plan.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 16/17; 17/18

Workplan item 2: College Marketing Support

Major activities

While the regional marketing plan is being developed, the project will provide \$50,000 to each regional college (\$500,000 total) to continue implementation of their marketing efforts. This short term project activities include development of a contract template between the fiscal agent and each college, with a scope of work included; review of the contract template by the ROC; Colleges/districts issued contracts by fiscal agent, after the Regional Consortium Chair/staff reviews scope as meeting intent of funding, and approves contracts; and implementation of the marketing scope of work.

Major outcomes

Major outcomes include reports of completion of scope of work by each participating college for short-term funds.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 16/17; 17/18

Program Budget

Regional CTE Marketing Plan

Institution: GCCCD as fiscal agent

Description: Consultant contract for development and implementation of regional marketing plan.

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$500,000

2017 – 2018 amount requested:\$500,000

Fall 2018 amount requested: \$0

Workplan item 2: College Marketing Support

Institution: Need to do a separate budget item for each college

Description: Contracts with each participating college to implement short-term marketing.

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$500,000

2017 – 2018 amount requested: \$0

Fall 2018 amount requested: \$0

Project 4. Labor Market Research

Description

Provide critical information (e.g., labor market, demand and supply, student outcomes data), analysis, and training for evidence-based decision-making for our region by expanding the capacity of the San Diego Imperial region Center of Excellence for Labor Market Research (COE).

Industry Sectors: All Sectors

Proposal Details

Proposal start date: 1/31/2017

Proposal end date: 12/31/2018

Estimated proposal cost: \$200,000

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What need does this proposal address?

The Centers of Excellence (COE) aspire to be the leading source of regional workforce information and insight for California Community Colleges. As a grant-funded technical assistance provider, the COE work with colleges, regions and the sector networks to: (a) Identify opportunities and trends in high growth, emerging, and economically critical industries and occupations; (b) Estimate the gap between labor market demand, available training, and existing or future workers; (c) Help regions respond to workforce needs by providing them quality information for decision-making.

COE funds only one position for the San Diego/Imperial region, making it difficult for colleges to access the information they need in a timely manner.

How does this proposal meet the needs of your regions labor market?

The Centers of Excellence deliver regional workforce research and technical expertise to California Community Colleges for program decision making and resource development. This research and technical expertise include:

- Gap Analysis Reports match current and projected employment needs to the regional training supply, identify workforce gaps or oversupply and offer recommendations for alignment.

- Environmental Scans provide a comprehensive overview for assessing industry trends, occupational needs and training supply, and usually include primary data collection.
- Key Findings review and highlight significant findings from employer surveys or environmental scans. Short and to-the-point, Key Finding documents are designed for quick reference.
- Labor Market Assessments provide an overview of the local labor market or college service area for high level planning and strategic development.
- Research Briefs are customized for COE clients and vary in length and content.
- Consultation and Technical Expertise is available to assist in the interpretation and application of data and research findings. The COE also provides input to organizations about data applications and tools that give community colleges better access to labor market information.

How does this proposal address the identified needs?

This project will provide additional funding to the San Diego Imperial region COE to enable it to hire more staff and expand the services provided. These expanded services will provide data/analysis support for our local colleges and the region including the following:

- Update regional labor market assessment reports for middle-skill occupations in San Diego and Imperial counties annually; fall 2017, fall 2018.
- Provide consultation and training to regional colleges to explain labor market information, sources and gap analysis as needed.
- Retrieve customized labor market data for emerging occupations through the use of Burning Glass and other data sources.
- Support regional projects with data and research.
- Participate in regional Curriculum Program Endorsement process.
- Support the San Diego and Imperial "Southern Border" Regional Workforce Development Plan

How does this proposal address the priorities established by your region?

The Southern Border Region Workforce Development Planning group established nine common tenets and workforce priorities during the planning of the four-year regional plan required under the Strong Workforce Program and the Workforce Innovation and Opportunity Act (WIOA). The nine priorities are presented in Appendix A. The proposed project will directly address the second of these key priorities: Shared Labor Market Data. The Southern Border workforce

stakeholders will collaborate on sector research and reports, creating a common vision/agreement on which sectors/occupations to invest in, reduce duplication, and to align the direction of our collective investments.

Program Metrics

Investment plan

Investments: This project will provide funding to enable the San Diego Imperial region Center for Excellence to hire more staff to expand the services provided to colleges in the region. Colleges that design programs around the increased labor market information available through this project are likely to attract more students to programs that have a stronger tie to industry opportunities.

Metrics:

Course Enrollments (MIS, Launchboard,SWP metrics)

Baseline 2016/2017: All courses, duplicate enrollments

2017/2018: Increase of 1% all course enrollments

Fall 2018: Increase of 1% all course enrollments

Proposal Work Plan

Risks: The risk most likely to prevent the success of this project is colleges concluding that they are not getting improved services with documented outcomes in increased enrollments.

Workplan item 1:

Major activities

1. Finalize scope of work for enhanced services to region (January 15, 2017), including updating regional labor market assessment reports for middle-skill occupations in San Diego and Imperial Counties on annual basis (Fall 2017; Fall 2018); Providing consultation and training to the regional colleges to explain labor market information, sources and gap analysis as needed; Retrieving customized labor market data for emerging occupations through the use of Burning Glass and other data sources; Supporting regional share projects with data and research; Participating in the regional Curriculum Program Endorsement process; and Supporting the San Diego Imperial "South Region" Workforce Development Plan.
2. The Scope of Work is approved by ROC/WDC.

3. Contract developed and issued to regional COE fiscal agent.
4. Contract signed and implemented.

Major outcomes

Evidence-based decision-making. The Colleges design programs around the information, so there will be a better tie into the industry opportunities. This activity will eventually impact all of the metrics, but in 22 months we expect to see an impact on enrollments.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All regional colleges

Year 16/17; 17/18

Program Budget

Institution: GCCCD as fiscal agent

Description: Contract with Center for Excellence to expand services

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$200,000

2017 – 2018 amount requested: \$0

Fall 2018 amount requested: \$0

Project 5. Collaborative Program Innovation Projects

Description

This project will identify research-based criteria to support development of multi-district partnership projects that promote Strong Workforce Program goals and have a strong impact on student success and meeting workforce needs in the region (such as new certificate/degree programs, inclusion of external credentials, regional curriculum review, regional alignment of existing programs, and partnerships with other regional entities).

Industry Sectors: All Sectors

Proposal Details

Proposal start date: 1/31/2017

Proposal end date: 12/31/2018

Estimated proposal cost: \$500,000

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What need does this proposal address?

While each college in the region is doing its own CTE program development, the region's needs may not be addressed. Based on input from employers regarding the difficulty they experience in finding new hires with soft and job readiness skills, it may be concluded that colleges are not meeting employer workforce needs. Currently each school district is doing its own version of career pathways, and some do not yet coordinate with community colleges. Collaborating colleges can be funded to work with faculty to align curriculum with the same CTE programs in the region, improving access to career pathways and providing a clearer guide to employers wishing to hire graduating students.

Not all programs offer work-based learning or integrate work readiness into the coursework. Collaborating colleges could be funded to develop a stronger, regional work-based learning component for their CTE program. Based on regional LMI analysis, program gaps (especially in emerging fields) need to be responded to as a region. Partnering colleges can be funded to research this new/modified CTE opportunity, determine scope, develop the curriculum with industry input, and agree on which colleges should offer the program. Finally, the region's colleges agreed that we need to take a careful, considered approach to developing projects that address these regional needs. Colleges need adequate time to plan, so that the investments made are well spent. Therefore, this project provides for adequate planning to confirm the

priorities, process, proposal applications and rubrics for scoring.

How does this proposal meet the needs of your regions labor market?

Comprehensive interviews and surveys of thousands of employers in the region gave the region an insight into the jobs that can be filled with an associate degree or postsecondary certificate. Regional partners conducted analysis of the projected demand for middle-skill occupations and available supply of trained workers. The analysis showed an undersupply of workers in the region in the following occupational groups: Office & administrative support; Health care practitioners and technical occupations (San Diego only); Sales & related; Installation, maintenance and repair; Construction & extraction; Production (San Diego only); Transportation & material moving; Life, physical & social science (San Diego only); Community & social services; Legal (San Diego only); Health care support; Personal care & service; Education, training & library; and Food preparation & serving (Imperial only).

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

1. **Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent.** This is especially true for small businesses who may not have a human resources department or professional. Employers do not have a lot of time to search for the perfect candidate and are open to new ideas for finding job candidates.
2. **Workers with strong soft skills are essential for businesses to succeed.** The number one skill requested by employers across all sectors are the soft skills – communication, professionalism, critical thinking, problem solving, etc.
3. **Soft skills make the difference in securing and retaining employment.** Like the point above, if a job candidate can prove their soft skills to an employer, they have a much higher likelihood of retaining employment.
4. **Previous work experience is key for many well-paying middle-skill occupations.** Previous work experience offers a lot of insight to employers without even meeting a candidate. It shows that the candidate has both technical and soft skills required for the position, as they have successfully held a previous position. Work experience gives a leg-up when the competition is tight for a position.
5. **Technical skills are required to respond to the latest innovations and technological changes.** With a quickly changing technologic world, it is important for workers to keep up with new technologies for companies to remain competitive in the economy.
6. **Industry-based certifications are an indicator to employers of a job candidate's technical proficiency.** Certifications are a great way for employers to know right off the bat what skills an individual possesses. Many certifications are approved through the state of

California, resulting in a state-wide inventory of those individuals who possess a certain certificate.

7. **Small businesses have few jobs posted online, and instead rely on word-of-mouth to hire new employees.** While most aspects of business have moved online, the job market is still a low-tech area. Instead of hiring an unknown individual based on a resume and interview, employers can utilize existing employees for referrals, which may be more reliable for finding new workers.
8. **Imperial County's economy is strongly tied to the border region and cross-border trade with Mexico.** While both San Diego and Imperial Counties share a border with Mexico, and trade is an important sector in both counties, Imperial County's economy relies on trade with Mexico to a much greater extent. This creates a unique opportunity in the area for innovative solutions.
9. **Many students are completing programs/graduating with degrees; however, the quality of the labor supply is unknown** – this is an area for further evaluation and study. The Priority Sector Initiatives report compiles nearly 500 workforce initiatives, including hundreds of education and training programs; however, their effectiveness can be studied to determine if training gaps have, in fact, been addressed by the initiatives, or if program improvement or new programs are necessary to fill those gaps.

The proposed projects may address any of these needs and priorities on a regional basis, based on collaborating colleges' analysis of regional needs and best practices to address them.

How does this proposal address the identified needs?

This proposal addresses the identified needs by giving college faculty time to carefully and thoughtfully develop projects that implement new programs, processes and systems to meet the identified needs. This project will identify research-based criteria to support development of multi-district partnership projects that promote SWP goals and have a strong impact on student success and meeting workforce needs in the region (such as new certificate/degree programs, inclusion of external credentials, regional curriculum review, regional alignment of existing programs, partnerships with other regional entities).

How does this proposal address the priorities established by your region?

The Southern Border Region Workforce Development Planning group established nine common tenets and workforce priorities during the planning of the four-year regional plan required under the Strong Workforce Program and the Workforce Innovation and Opportunity Act (WIOA). The nine priorities are presented in Appendix A.

At a November 2016 meeting of the regional Planning Group and other partners and stakeholders, the Planning Group agreed that three of these regional workforce development priorities should be addressed first. These priorities include:

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

The criteria developed to select specific projects to undertake under this proposal will focus on meeting the top three priorities, with preference given to projects that address more than one of the region's priorities.

Program Metrics

Investment plan

Investments: This project will provide funding to specific projects that are thoughtfully and well designed to address regional priorities and workforce needs. These projects have yet to be determined, but will be expected to enhance program enrollment and completion as well as short-term employment-related outcomes.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2016/2017: All courses, duplicated enrollment

2017/2018: 1% increase in course enrollment from 2016/17

Fall 2018 (semester only): 1% increase in course enrollment from Fall 2017

Completion (Source: MIS, unduplicated, all programs, LaunchBoard "SWP Metrics")

Baseline 2016/2017: estimated 14,900

2017/2018: 1% Increase from 2016/17

Fall 2018 (semester only): 1% Increase from Fall 2017

Completion is defined as number of students who received degrees and/or certificates within a program year

Employed two quarters after exit (Source: EDD match, retrieved from LaunchBoard "SWP Metrics")

Baseline 2016/2017: 59%

2017/2018: Increase to 61%

Fall 2018 (semester only): Increase to 62%

Employed four quarters after exit (Source: EDD match, retrieved from LaunchBoard “SWP Metrics”)

Baseline 2016/2017: 59%

2017/2018: Increase to 61%

Fall 2018 (semester only): Increase to 62%

Job Closely related to field of study (Source: CTE Employment Outcomes Survey, retrieved from LaunchBoard “SWP Metrics”)

Baseline 2016/2017: 81%

2017/2018: Increase to 82%

Fall 2018 (semester only): 82%

Attained a living wage (Source: EDD match, retrieved from LaunchBoard “SWP Metrics”)

Baseline 2016/2017: 46%

2017/2018: Increase to 47%

Fall 2018 (semester only): 47%

Proposal Work Plan

Risks: The risks most likely to prevent the successful completion of this project include a lack of strong proposals from collaborative groups of faculty and regional CTE Deans, and difficulties in implementing the projects proposed.

Workplan item 1

Major activities

Activities include (1) Regional Consortium Chair/staff develops SWP proposal form with rubric by January 20, 2017; (2) ROC approves proposal form/rubric by February 1, 2017; (3) Multi-district proposals submitted from CTE regional deans by March 31,2017; (4) WDC Committee reviews proposals, scores rubrics and recommends approval of projects to ROC by April 15, 2017; (5) ROC approves projects & recommends funding to SDICCCA by May 8, 2017; (6) Projects approved by SDICCCA, contracts issued to Colleges/districts by May 20, 2017; and (7) Projects implemented.

Major outcomes

Individual collaborative projects designed to address regional priorities will be selected for funding based on rubrics approved by the ROC. Projects will be implemented and completed by December 31, 2018.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 16/17; 17/18

Program Budget

Institution: GCCCD as fiscal agent

Description: Contracts with selected collaborative groups to undertake the projects proposed.

Source: 40%

Object code: 5000

2016 – 2017 amount requested: \$500,000

2017 – 2018 amount requested: \$0

Fall 2018 amount requested: \$0

Appendix A

San Diego Imperial County Community College Association (SDICCCA)

Southern Border Regional Workforce Development Plan

Workforce Tenets and Priorities

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

ACT National Career Readiness Certificate) for all jobseekers and students coming out of our programs, schools, and job centers.

8. ***Less money spent on bricks and mortar, more invested in people:*** Through shared and leveraged infrastructure, integrated staffing models, and expanded use of technology, system-stakeholders must reduce money spent on bricks and mortar and invest more in people.
9. ***Efficiency and measurable continuous improvement:*** Ineffective tactics will hinder well-thought out strategies. We must continuously improve the system's processes, policies, and professionalism while maintaining our commitment to transparency to achieve the vision and intent of WIOA.

Top Priorities. In November 2016 a regional meeting of community colleges, partners and stakeholders was held. The participants agreed that three of these regional workforce development priorities should be addressed first. These priorities and action items to execute on the priorities include:

- Strategic Priority: Coordinating industry engagement and developing a single entry point for business customers
 - Action Item: Develop an e-portal for work-based learning opportunities for youth and young adults, with the capability of coordinating employer contacts and involvement in the region
- Strategic Priority: Creating opportunity for all San Diego and Imperial County residents through Career Pathway Development
 - Action Item: Partners annually agree on the major regional shared sector research reports for each fiscal year, obtain agency approvals, fund the research and resulting dissemination reports and conferences
 - Action Item: Focus on one sector and from a regional perspective, describe the career pathway/career ladder for K through adult participants, involving all partners including industry and resulting in a clear understanding of access and upward mobility
 - Action Item: Hold a meeting with partners in the first quarter of 2017 to solidify plans for work readiness initiatives across partner organizations.
- Strategic Priority: Supporting human-centered approach to service design.
 - Action Item: Provide human-centered design training for all partnering agencies in 2017-18

APPENDIX B
CALIFORNIA COMMUNITY COLLEGES
TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY
STRONG WORKFORCE RECOMMENDATIONS

STUDENT SUCCESS

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

CAREER PATHWAY

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

WORKFORCE DATA & OUTCOMES

4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

CURRICULUM

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

CTE FACULTY

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

REGIONAL COORDINATION

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.
22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.