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Section 1: Consortium Information

South Bay Adult Education Consortium/Southwestern

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Summarize your regional consortium’s adult education impact for the previous planning period, and your vision, goals, and key indicators of progress for the next three-year planning cycle relative to the seven program areas allowable under AB104.

Vision: The South Bay Adult Education Consortium/Southwestern is a collaborative of South Bay educational districts (Coronado Unified School District, Southwestern Community College District, and Sweetwater Union High School District Division of Adult Education) committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. The South Bay Adult Education Consortium/Southwestern members offer well-aligned educational programs that provide the region’s adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school diploma or equivalent, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce. Adult education includes programs designed specifically for residents with disabilities, in strong collaboration with public and private partners.

Mission: Coronado Unified School District, Southwestern College, and Sweetwater Union High School District Division of Adult Education build on the strengths and resources that each member of the Consortium brings to the partnership to create an integrated system of high quality educational programs and services tailored to the needs of the adult residents of the region. A range of adult education services help students to acquire the skills needed to participate fully in the community and succeed in educational programs, and to become ready for a career with a sustainable, living wage. Adult learners in the South Bay receive integrated support. The South Bay Adult Education Consortium members collaborate with other organizations to provide a continuum of services in the community and ensure that there is “no wrong door” for adult learners to enter the education pipeline.

Coronado Unified School District (CUSD) is located in the city of Coronado, in South San Diego County. Coronado is connected to the city of San Diego by the San Diego-Coronado Bridge and to the city of Imperial Beach to the south by State Highway 75. Coronado is home to Naval Base Coronado, which includes Naval Air Station North Island and the Naval Amphibious Base. CUSD serves approximately 3,000 students in grades K-12; 36 percent of students are connected to the military and 10 percent are inter-district transfer students. The district consists of five schools (Coronado High School, Palm Academy, Coronado Middle School, Strand Elementary, and Village Elementary), a Preschool program for three and four year olds, and adult education classes serving over 100 adults in CAEP programs.

CUSD’s impact for the previous planning period includes maximizing the instructional capacity by expanding their ESL program from one to four classes. ESL classes include ESL multi-level, ESL Conversation and Grammar, ESL Conversation and Pronunciation, and Citizenship Preparation. These courses have been strategically placed in the community to meet the need, which includes Coronado High School, Coronado Public Library, and St. Paul’s Methodist Church. CUSD has also committed to partnering with local industry and leveraging resources within the consortium when developing new CTE courses. The current CTE program includes a partnership with the Coronado Unified School District itself, where clerical employees can improve their office automation skills and apply skills learned to their day to day tasks. In the next planning period, CUSD will be developing a partnership with other consortium members and the Naval Base to deliver a Child Development program.

Southwestern Community College District (SWC) is located south of San Diego and extends to the U.S.–Mexico border crossings at San Ysidro and Otay Mesa. The District consists of multiple locations: the Chula Vista campus, three Higher Education Centers located in National City, Otay Mesa, and San Ysidro, an Aquatic Center in Coronado, and multiple educational access points via military bases, libraries, community centers, partner agencies, businesses, and an array of distance education opportunities. SWC serves as the primary source of college education for approximately 382,000 residents of the South San Diego County area including the communities of Bonita, Chula Vista, Imperial Beach, National City, Otay Mesa, San Ysidro, and Coronado. The current enrollment – at all locations – exceeds 19,000 students, with approximately 2,200 CAEP students. SWC is actively engaged with five other area community college districts that make up Region 10 (San Diego Imperial County Community College Association).

SWC’s impact for the previous planning period includes integrating existing programs to aid in the transition from adult school to community college, and leveraging existing structures to bring support services to non-credit students. Southwestern College offered NC220 Transitioning to College ESL to ESL students at the Chula Vista Adult School, and NC90 Retraining Readiness to the general adult school population at all four of SUHSD’s adult schools. Inviting adult school students to tour Southwestern College has become a consortium annual event that also includes an overview of non-credit counseling services. Over the previous planning period, non-credit students have gained access to all regular student support services for which they are eligible, through a non-credit student identification card. SWC also participates in a pilot program related to Guided Pathways in non-credit, and is mobilizing to address coding irregularities, to further lay the groundwork for student pathway mapping. SWC continues to find ways to address challenges in following students from adult school to non-credit, including changing the non-credit application to include a question about whether the student comes from one of our member adult schools, as this information is not captured on the credit application. A non-credit application through CCC Apply is also under development, which is an example of a statewide solution that may impact our local efforts in the future. Continued improvements in CAEP data collection process at the state level, consortium level, and local level will facilitate the warm hand off that we strive toward from adult school to SWC.

Sweetwater Union High School District (SUHSD) is the largest secondary school district in California, serving over 41,000 students in grades 7 through 12 and approximately 13,000 adults in CAEP programs. The district operates 14 high schools, 11 middle schools, and 4 adult schools. Located in the urban corridor between downtown San Diego and the International Border with Mexico, Sweetwater serves one of the most culturally and economically diverse populations in the state. Approximately 87 percent of district students belong to an ethnic minority group and over 40 percent qualify for the free or reduced lunch program. The majority of students are from ethnic groups currently underrepresented in higher education. A language other than English is spoken in the homes of one in four students. Included within district boundaries are the cities of National City, Chula Vista, Imperial Beach and the southernmost portions of the City of San Diego and San Ysidro.

SUHSD’s impact for the previous planning period includes maximizing instructional capacity, creating integrated/contextualized learning models, restructuring ABE classes so that students are scheduled into homogeneous groups by skill level and course content, creating a professional learning community structure that is incorporated into the regular instructional day, and restructuring student intake procedures to include more thorough orientations and student goal setting. Although there have been staffing reductions during the previous planning period, SUHSD has worked toward accelerating student progress and serving as many students as possible by creating block scheduling for all adult schools where students may take multiple courses in the morning block or evening block. For example, students may take ABE reading, writing, and math in separate periods, all in the morning block or evening block. SUHSD has

expanded the Integrated Education and Training model to provide contextualized ESL support for the following CTE courses: Welding, Medical Terminology, Administrative Professional, and Child Development, with plans to expand this model to other CTE courses. During the previous planning period, professional learning communities have transformed from an optional activity to becoming a regular part of teachers' schedules, ensuring that all teachers have a voice in their respective curriculum and assessment. New student orientations have evolved from program-specific to a more general overview of all options available to adult school students, including courses and support services. In addition, SUHSD has formalized the process of capturing student goals at the beginning of the school year, with plans to utilize this information in revising student support services procedures in the future.

Consortium impact includes a commitment to shared professional development, faculty collaboration, and leveraging members' strengths to deliver adult education programs together, in partnership with community and industry partners. We have participated in shared professional development around adults with disabilities, Human Centered Design, and pathway development, which have all positively impacted our strategic planning, as well as internal member implementation. Faculty from all three member districts participate in faculty workgroups that meet to determine our overarching goals for consortium work. These faculty workgroups have been integral in laying the foundation for understanding how each member delivers adult education, and how we can better work together to fill gaps in services, accelerate student progress, and assist students in transitioning to postsecondary and the workforce, and how to better market our programs. Our plans to expand on this collaborative relationship include incorporating members' input in future curriculum development to better inform our pathway mapping efforts. To date we have collaborated on the delivery of two new adult education programs: Customer Service (SWC) with ESL support (SUHSD) for Goodwill Industries of San Diego and Facilities Maintenance Service Technician (SUHSD) with embedded OSHA training (SWC) for the San Diego Apartment Association, tailored to meet the need for these specific partners.

Governance structures have impacted our processes as well. SWC served as the fiscal agent during the development of the AB86 comprehensive adult education plan, until the end of the 2015-2016 program year (the first year of implementation). Starting with the 2016-2017 program year, SUHSD assumed the role of fiscal agent for the consortium once Maintenance of Effort funds were incorporated under the Adult Education Block Grant (AEBG). Fiscal agency does not imply a governance role; regional planning has been driven by shared leadership and decision making. Consortium members make joint decisions about funds and program design. In the spring of 2016, during the transition phase of fiscal agent from SWC to SUHSD, the consortium decided to create the positions of Consortium Project Director and Consortium Administrative Assistant who rotate offices on a weekly basis, to ensure that the coordination of consortium activities would be conducted by those in neutral broker roles. Both positions are SUHSD positions due to the fiscal agency status, but are funded by the Consortium, which are funds set aside for consortium activities, and do not belong to any one member. The governance structure is summarized as follows:

Decisions are made by representatives of the Consortium Directors Council (CDC). The CDC consists of one representative from each member district who is named by their respective governing boards, and who all serve in district level administrative positions (i.e. Director (CUSD), Vice President (SWC), and Assistant Superintendent (SUHSD) level positions). The CDC is responsible for approving funding allocations to members, as well as consortium strategic and annual plans. Each representative receives one vote, where motions carry by majority.

Co-chairs from SWC and SUHSD, along with the Consortium Project Director, lead Advisory Committee meetings. The Advisory Committee consists of two representatives from CUSD, six representatives from SUHSD, and six representatives from SWC. The Advisory Committee reviews and discusses input from

faculty workgroups, the state CAEP office, and the public, and works toward consensus of a unified recommendation for official decision-making at the CDC level. The majority rules when consensus cannot be reached. Each of the three districts has determined its own internal leadership and decision-making process, with an ear to student, partner and community voices. The decision-making process of this consortium reflects the shared governance expectations of each district, wherein voting should adequately represent districts' constituent groups. A challenge for the Advisory Committee is consistent faculty representation at each meeting. The previous planning period has seen a shift in meeting structure to address this challenge. Initially, meetings were weekly, then monthly, and have since settled on bi-monthly. Meeting times have also alternated between morning and afternoon due to differing faculty schedules for each member district. Rotating meeting locations between SWC and SUHSD has aided in some faculty being able to attend at least monthly.

A representative from each district has been identified as their project coordinator to serve as the key contact person and to provide follow-up on communications and tasks to be completed. All three project coordinators along with the consortium project director form the consortium Implementation Team. The Implementation Team meets bi-monthly as well, either over the phone or in person, rotating locations. The Implementation Team develops the day to day strategies to implement the more general goals of the strategic and annual plans. The actual implementation carried out by each project coordinator may look different in practice from district to district, due to the differing policies, procedures, and culture/climate of each district.

As fiscal agent, SUHSD is responsible for budget management and the timely submission of all required reports. On behalf of the fiscal agent, the consortium project director communicates with each member regarding their respective deliverables. The advent of the NOVA system has eased communication efforts around member and consortium deliverables.

Strategic planning activities began with a consortium summit held in spring 2018. Faculty and staff from all three member districts convened to discuss what our ideal consortium would look like moving forward. In doing so, we also addressed our consortium needs as they relate to relationship-building, and we heard from a panel of students who shared their successes and challenges as students of both adult schools and Southwestern College. Data gathered from the summit, along with strategies learned during the CAEP Human Centered Design training were used by the Implementation Team to better refine upcoming implementation strategies. The Advisory Committee completed a Consortium Program Quality Self-Assessment to evaluate our consortium's progress as it relates to capacity, student connection, student entry, student progress, and student completion/transition. The results were given to faculty workgroups to start their discussions around long-term goals and progress indicators. The four faculty workgroups consisted of faculty from all three member districts and were organized as follows: Gaps in Services, Marketing, Seamless Transitions, and Student Acceleration. Updates were provided to the Advisory Committee throughout the process, where ideas were further refined and additional information and experiences from each member district were incorporated. SWC also compiled demographic and industry data specific to the South Bay, which was the first time our consortium reviewed data at that level. Our plans include utilizing this data as a tool when deciding what programs to offer and where to offer them, to fulfill the greatest need.

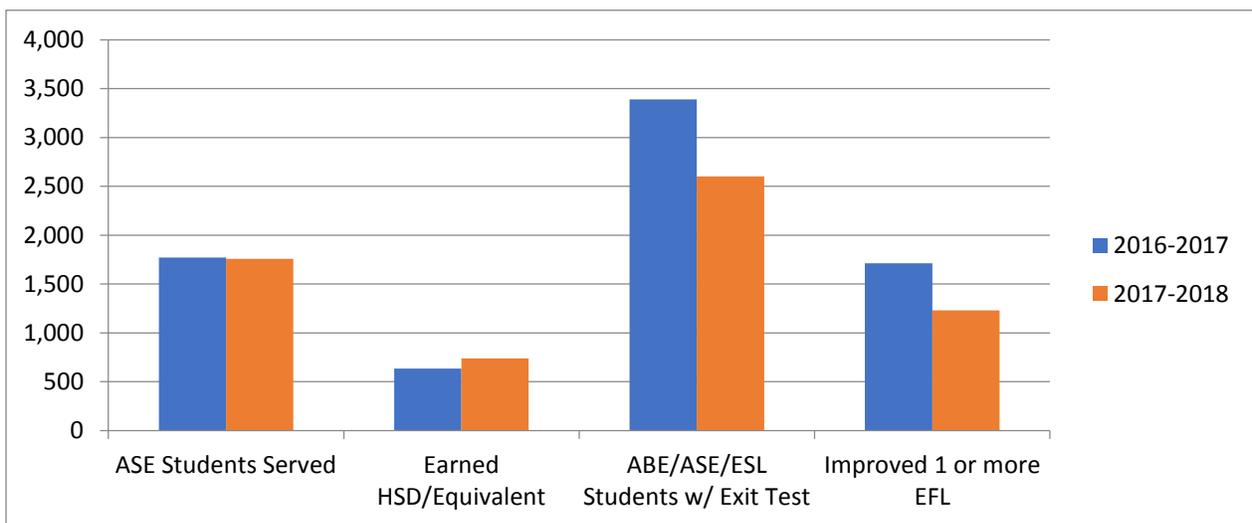
CAEP data collection continues to be a challenge, but is improving every year. One-time Data and Accountability funds in 2015-2016 proved to be somewhat premature for our consortium without statewide processes and procedures in place to assist with student data collection, but were valuable for professional development and other capacity building activities. With the addition of the Adult Education Pipeline tab on LaunchBoard, we are able to access some student data going back to the 2016-2017 school year. With the new requirement of adult schools assigning a Statewide Student Identifier (SSID) to

adult ed students starting in July 2019, we expect to have even more data available to us. We anticipate this statewide solution will enhance our efforts at the local level when it comes to student data sharing and utilizing accurate data to inform our decisions. The following is a summary of our collective consortium student data on the LaunchBoard:

At the time of the 2016-2017 program year data collection, CAEP at the community college level included both credit and non-credit courses and students. This has since changed, and credit was no longer counted under CAEP during the time of the 2017-2018 program year data collection. For this reason, we see a decrease in CAEP students from 2016-2017, as the credit students counted in 2016-2017 were no longer counted in 2017-2018. Also, SUHSD Adult Ed continued to see cuts in program offerings to CAEP students year after year starting well before the 2016-2017 program year, with no COLA at the time to offset costs. The result is a decrease from 13,846 in 2016-2017 to 12,650 in 2017-2018 adult students served.

Chart 1 displays outcomes for Adult Basic Education (ABE), Adult Secondary Education (ASE), and ESL students. A unique metric for ASE students includes High School Diploma or Equivalency attainment. The common metric for all ASE, ABE and ESL students include Educational Functioning Level (EFL) attainment. The number of ASE students served in 2016-2017 and 2017-2018 (1,772 and 1,759 respectively), remained relatively the same, but there was an increase in the number of students earning their high school diploma or equivalent, from 633 to 740. This speaks to SUHSD’s efforts in retaining students through completion. SUHSD has since streamlined the adult ed high school diploma requirements to align more closely to the state requirements, and is projecting a further increase in the number of students able to complete the high school diploma within the program year. The Chula Vista Adult School Testing Center has also streamlined their processes to be able to provide more testing options to students seeking their high school equivalency. EFLs are scaled levels defined by the National Reporting System to describe the skill level of Adult Basic Education, Adult Secondary Education, and ESL students. The Comprehensive Adult Student Assessment System (CASAS) exam is used to determine a student’s advancement in EFLs. We see from 2016-2017 to 2017-2018 that the number of students improving one or more EFL has decreased (1,711 to 1,230) in proportion to the decrease in the total number of ABE, ASE, and ESL participants with an exit test (3,388 to 2,600).

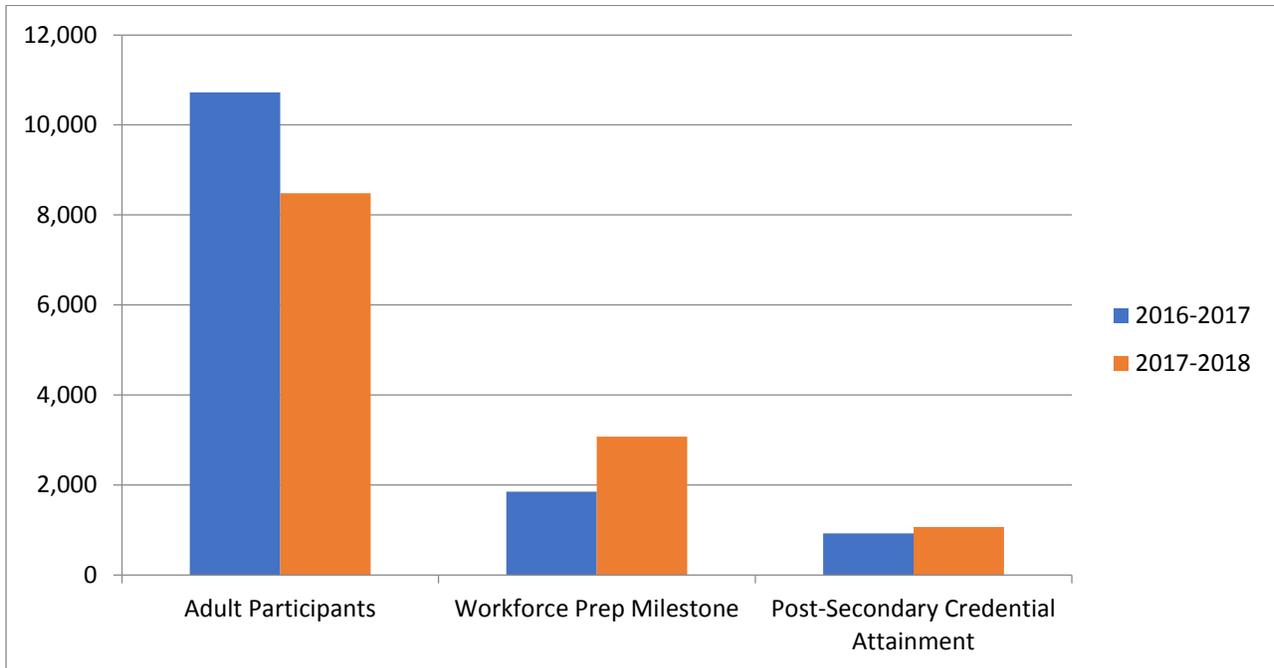
Chart 1. ABE, ASE & ESL CAEP Outcomes



Source: LaunchBoard Adult Education Pipeline, California Community Colleges Chancellor’s Office, Cal-PASS

In regards to Post Secondary Credential Attainment, we see a decrease in the number of participants (adult students with at least one hour of instruction) from 10,725 to 8,484 due to the reasons referenced previously. Despite this, we see an increase in the number of students who have obtained a workforce preparation milestone (i.e. completing a course in CTE pathway) from 1,851 to 3,071 as well as an increase in the number of students who have obtained a post-secondary credential from 925 to 1,061, as displayed in Chart 2.

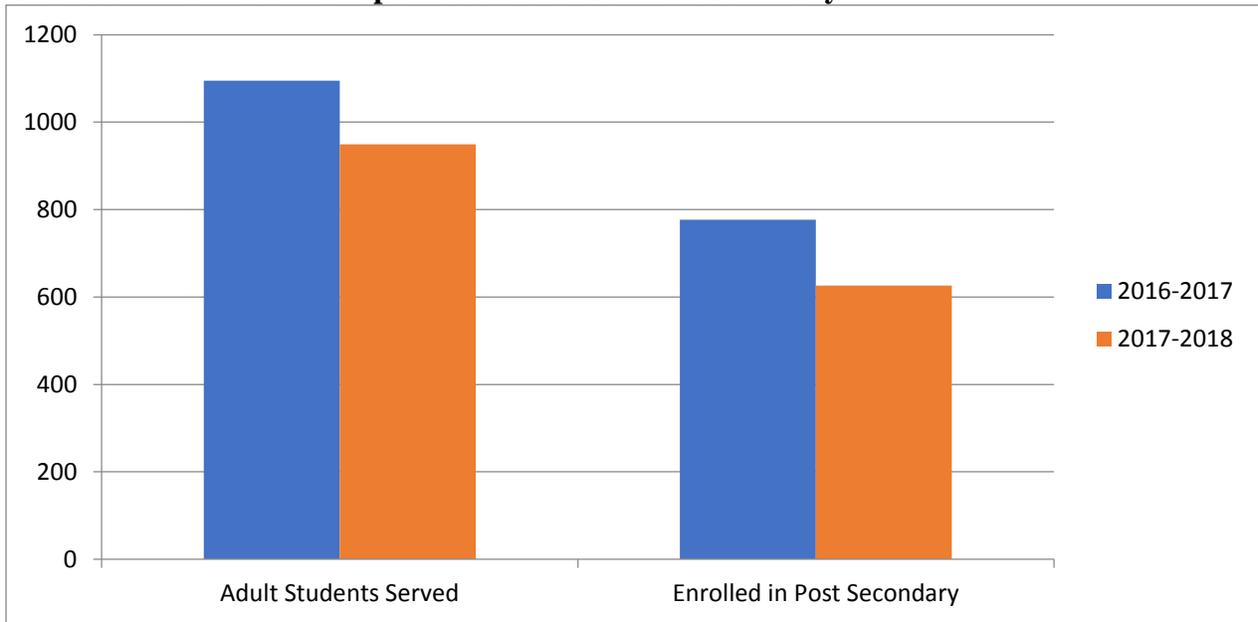
Chart 2. Post-Secondary Credential Attainment



Source: LaunchBoard Adult Education Pipeline, California Community Colleges Chancellor’s Office, Cal-PASS

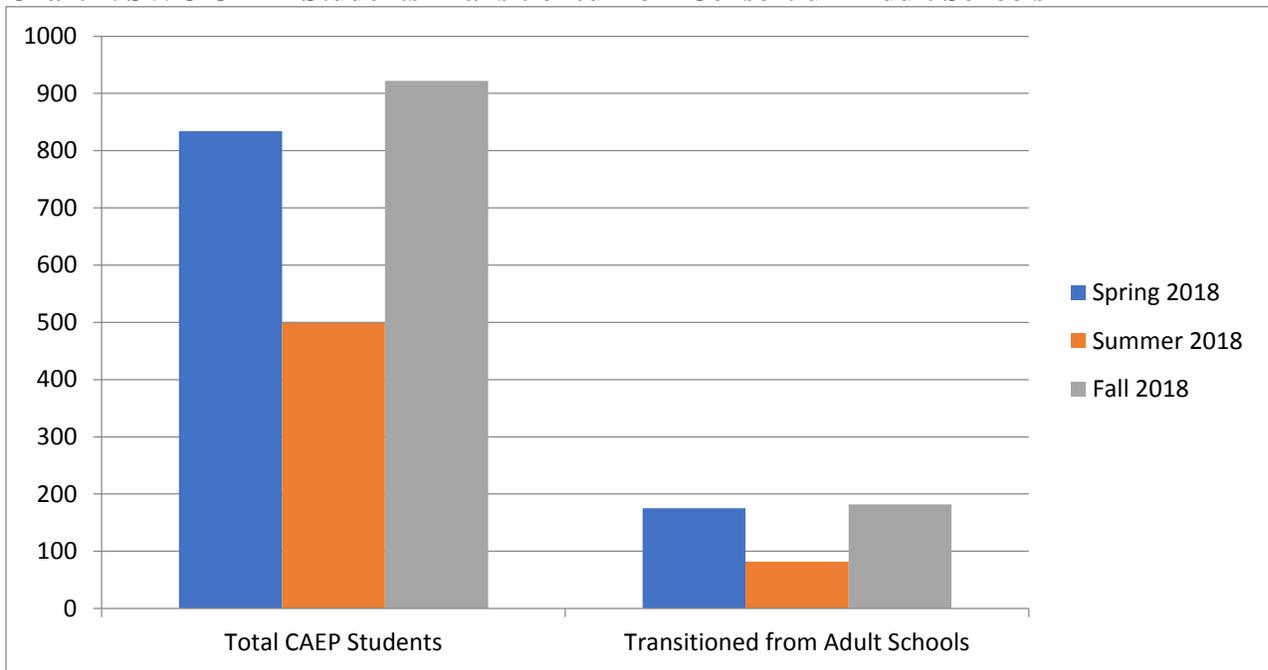
Due to the challenges related to tracking adult education students from adult school to community college, we have yet to obtain official consortium-wide data related to students transitioning from adult schools to SWC. We expect to have more accurate data by the end of this current three year cycle. We do have data collected by the TRiO Educational Opportunity Center (EOC) Wahupa Educational Services counselors co-located at SUHSD’s adult schools. The data references how many SUHSD adult school students they have assisted in transitioning to postsecondary education. Chart 3 summarizes their combined data collection from all four of SUHSD’s adult schools. The decreases in adult students served (1,095 to 949) and those enrolling in post-secondary (777 to 626) are indicative of the decrease in enrollment described previously. We also have preliminary data from SWC’s noncredit program as to how many of their CAEP students self-identified as transitioning from one of the adult schools in our consortium. Chart 4 shows that 175 of 834 SWC AEP students transitioned from an adult school in our consortium during the spring 2018 term, 82 of 499 from the summer 2018 term, and 182 of 922 from the fall 2018 term.

Chart 3. TRiO EOC Wahupa Educational Services Summary



Source: TRiO EOC Wahupa Educational Services Annual Report, 2018

Chart 4. SWC CAEP Students Transitioned from Consortium Adult Schools



Source: Southwestern College Continuing Education Database, 2019

Long-term goals were developed by each faculty workgroup (Gaps in Services, Marketing, Seamless Transitions, and Student Acceleration) and included an overarching goal statement for each:

Gaps in Services: To identify and address any service, policy, or procedure – or lack thereof - that prevents or impedes students’ progress toward their academic, career and personal goals.

Marketing: Identify strategic marketing options that reach potential students leveraging multiple funding sources and collaboration with a goal to create a unified Adult Education marketing design and outreach plan with CUSD, SWC, and SUHSD. The community will be aware and have clarity of options and pathways to meet their goals.

Seamless Transitions: Adult school students will be prepared, supported, informed, and empowered to transfer and succeed in a CE program at SWC

Student Acceleration: Increase the number of students transitioning from adult education to SWC and the workforce in a timely manner. Strategies include: creating clear pathways which includes coordinated curriculum and assessment to better ensure degree and or certificate completion and or career training at Southwestern College.

Key indicators of progress were also developed by each faculty workgroup as a guide in implementing our long-term goals. A common theme in all workgroups was recognizing the need to first establish baseline data before setting concrete targets for improvement. Workgroups also discussed the role of non-credit in aiding adult school students’ transition to the credit program at SWC. In addition, workgroups recognize that the actual implementation of AB705 at SWC may or may not impact the timeline of these key indicators. Key indicators of progress for the next three year planning cycle are as follows:

Gaps in Services:

- By June 2020 develop Consortium FAQ resource and Consortium Orientation (in person and online) for use by students, consortium faculty and staff.
- By June 2021 develop list of Consortium Common Resources for AE & NC Students: (i.e., services and programs at CUSD, SWC, and SUHSD) that is accessible hard copy and online for students and faculty.
- By June 2021 strengthen partnership between CUSD, SWC, and SUHSD by establishing ongoing professional development.
- By June 2022 increase student transfer rate from Adult Education to Community College. Data sharing agreements and mechanism will be in place.
- By June 2022 increase student completion of certificates, programs and/or degrees to meet educational, career and personal goals.

Marketing:

- By the end of 2019 hire marketing firm to develop a marketing plan.
- By June 2020 marketing materials (banners, flyers, and pathways) will be ready for dissemination.
- By June 2021 at least a 5% increase in enrollment should be achieved due to marketing investments and efforts.
- By June 2022, an additional 5% increase in completion and enrollment from June 2021 should be reported.

Seamless Transitions:

- By May 2022, identify, align, map, and (at least) annually update the pathways for CE students in order to increase student completion of certificates, programs, and/or transfer rates between the districts.
- By May 2022, the districts will see an increase in students enrolling and completing higher levels of CE certification within and across the districts through the full implementation of a shared data system.
- By May 2022, the districts will see an increase in students who complete their CE certificate and are immediately hired in their field of study because of the timely adoption of current industry trends to the curriculum.
- By May 2022, districts will see an increase in the number of students enrolling and successfully completing CE programs because a career exploration tool identified student interests, skills, and abilities prior to enrolling in a program

Student Acceleration:

- By 2020, create an open line of communication between the Power Study Program at SWC (or similar) and Adult Ed. sites for Academic Success Center tours (or similar program). Presentations will create a welcoming environment and introduce the concept of supplemental instruction to Adult Ed. students. Pilot with one Adult Ed. site to test success and expand services as interest builds.
- By 2021, create and display printed maps for CTE, math, ESL, and English course pathways. Display these materials in Adult Ed. classrooms and provide updated information to Adult Ed. faculty.
- By 2022 create and fill a liaison/counselor position, or identify faculty/staff position(s), to provide accurate information to all Adult Ed. and SWC faculty, staff, and students. Measure the number of Student Education Plans (SEPs) created before and after, as well as the number of students who stay on their path and complete their goal within a measurable time.

2.2 Pre-Planning Assessment

Identify consortium and member capacity, key partners, and alignment of Adult Education services provided by the consortium with other regional plans and planning processes.

In the spring of 2018, the consortium hosted a summit for faculty, staff, and students from all member districts with the intention of gaining a broad perspective of what our ideal consortium would look like moving forward, including ways to further strengthen our partnership. Faculty and staff described an ideal consortium that truly embraces the notion of “no wrong door”, in which a strong partnership is the foundation. A student panel consisted of students who have attended both SUHSD’s adult schools and SWC, and have either realized their educational and workforce goals or who are well on their way to realizing their goals. Students expressed their challenges along the way and what helped them overcome their challenges. Overwhelmingly, it was the relationships that the students formed with their teachers, counselors, peers, and family that helped them overcome obstacles, which reinforced for us the importance of forging an even stronger partnership to be better equipped to help students along their journey.

In the fall of 2018, the consortium Advisory Committee completed the Consortium Program Quality Self-Assessment tool based on five quality indicators: capacity, connection, entry, progress, and completion/transition. The results were used to later frame the initial conversations of the faculty workgroups, as they formed our long-term goals and progress indicators. The following is a summary of the self-assessment results.

Consortium capacity is limited compared to the need. Ideally, the consortium would be staffed with a researcher, counseling/transition specialist, and a marketing/outreach technician to deliver these specialized services consortium-wide. At the member level, turnover in leadership positions and limited resources are a challenge when following through in meeting some goals and objectives of CAEP. The consortium members themselves, however, are fully engaged in consortium activities. One member commented, “We have done a good job allocating [resources], but it is not enough for our agency”.

Connection and proactive engagement of potential students varies from member to member, which is a key reason why centralized marketing efforts would be beneficial to all members. A standard set of program maps that clearly delineate requirements and aligned career pathway opportunities (backed by labor market information) across members is lacking, and some (but not all) counselors/advisors are comfortable referring students to programs and services offered by the consortium.

Entry services including intake and assessment procedures, and career and goal exploration and planning that address individual student needs and interest also vary from member to member. In relation to student education plans, one member commented, “This is optional. The percentage of CAEP students that have education plans is approximately 40-50%. Tracking progress is just starting and is limited due to resource limitations”. A centralized counseling/transition specialist position would be beneficial in this process.

Progress along a pathway geared toward academic, career, and community goals is not consistently monitored among members. Integrated Education and Training (IET) is available at some locations and will see an expansion in the future, but the processes for tracking student support needs and acting on data to ensure student success needs further development.

Completion/Transition is also not consistently monitored among all members, though the difficulty in CAEP data collection is one reason for this. The implementation of a statewide student identifier is an opportunity for a statewide solution to the local challenge of tracking student progress throughout our consortium. Also, processes in transition support and monitoring of student goal achievement are not uniform or aligned across agencies. In regards to stakeholder engagement in the continuous improvement planning and evaluation cycle, one member suggested to “consider having a community representative on the Advisory Committee”.

A major takeaway from this self-assessment was the realization that each member was in a different stage of progress for various indicators. A challenge moving forward is bringing each member’s progress up to speed while simultaneously moving the consortium’s progress forward.

Member capacity in Table 1a below displays that each CAEP program area is represented by one or more consortium member. This indicates a branching out to new program areas from our last three year

plan. Our consortium recognizes that the community need for CAEP programs is greater than our member capacity combined. Because of this, members have committed to being more strategic when reviewing and expanding their course offerings. As we continue to work toward further alignment of program offerings, key items that each member will consider include student pathways for articulated and non-articulated courses, determining course locations and offerings based on highest concentration of need, and committing to using labor market information as a tool in developing and revising CTE programs.

Table 1a. Member CAEP Program Area Offerings

	Coronado Adult Education	Southwestern College Continuing Education Noncredit	Sweetwater Union High School District Division of Adult Education
Adult Basic Education			X
Adult Secondary Education		X	X
English as a Second Language	X	X	X
Citizenship Preparation	X		X
CTE- Agricultural & Natural Resources			X*
CTE- Arts, Media & Entertainment			X*
CTE – Building & Construction Trades		X	X
CTE – Business & Finance		X	X*
CTE – Education, Child Development & Family Services	X**	X	X*
CTE – Health Science & Medical Terminology		X	X*
CTE – Hospitality,		X	X*

Tourism & Recreation			
CTE – Information & Communication Technologies	X	X	X*
CTE- Public Services		X	X
CTE- Transportation			X
Adults with Disabilities		X	X**
Workforce (Re) Entry		X	
Pre Apprenticeship		X**	X
K-12 Success		X	

*Includes articulated courses with Southwestern College credit program

**Includes courses currently in the approval process

Aligning adult education services provided with other regional plans and planning processes is underway for both SWC and SUHSD. In regards to the Workforce Innovation and Opportunity Act (WIOA) MOU between the America’s Job Center of California (AJCC), Partners, and the San Diego Workforce Partnership (SDWP), SUHSD Adult Ed is the WIOA Title II partner for the South Region, and SWC is an Education partner for the South Region. Many of the providers listed in Table 1b are also included as partners in this MOU.

Our consortium also participates in the San Diego Super Region Roundtable, where all five consortia in San Diego County and one consortium from Imperial County participate. The Super Region leverages its resources by sharing best practices in professional development, strategic planning, and curriculum development. We have formed a Transition Services Subcommittee that includes counselors and transition specialists from each consortium, and shares best practices in transitioning students through programs and to community college and career. Recently, we have incorporated the Super Region collective voice into the Strong Workforce planning sessions, in hopes of better defining the Adult Education pipeline to community college and the workforce. The Super Region has also further solidified our relationship with the San Diego Workforce Partnership by inviting a representative from the SDWP to attend our monthly meetings. In the future, the Super Region will continue to work together to identify and realize shared goals that would benefit all consortia at the table.

Table 1b. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Able-Disabled Advocacy	CBO	4283 El Cajon Blvd, San Diego, CA 92105		X		X	X			X		Vocational Training, Youth HSD/HSE
Access Inc.	CBO	2612 Daniel Ave, San Diego, CA 92111			X	X			X			Ed, employment, immigr svcs, microenterprise, Title I: Youth
The ARC of San Diego	CBO	3030 Market St, San Diego, CA 92102					X					Wraparound services (career, residential, wellness, etc.)
The Bellus Academy	Education Provider	970 Broadway, Chula Vista, CA 91911				X						Advanced cosmetology certifications
CA Dept of Corrections & Rehab	State Corrections	480 Alta Rd, San Diego, CA 92179	X	X	X	X			X			K-12 adult & noncredit available
CA Dept of Rehabilitation	Vocational Rehab	855 Third Ave, Chula Vista, CA 91911					X					Employment & independent living Title IV: Vocational Rehab
Catholic Charities	CBO	293 H St, Chula Vista, CA 91910							X			Immigrant services, social services
Center for Employment Training	Education Provider	293 Market St C, San Diego, CA 92102				X			X			Employment Services, Title I: Migrant Seasonal Farmworkers
Chula Vista Elem School District	Education Provider	84 East J St, Chula Vista, CA 91910									X	Workshops for parents at various schools
Chula Vista Library Civic Center Branch	Library Literacy Program	365 F St, Chula Vista, CA 91910		X		X						Online High School Diploma, Career training

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas							If other, provide a brief description of services provided
Chula Vista Library Otay Ranch Branch	Library Literacy Program	2015 Birch Rd Suite 409, Chula Vista, CA 91915		X		X				Online High School Diploma, Career Training
Chula Vista Library South Chula Vista Branch	Library Literacy Program	389 Orange Ave, Chula Vista, CA 91911		X		X				Online High School Diploma, Career Training
Comprehensive Training Systems	Education Provider	497 11 th St #4, Imperial Beach, CA 91932	X			X		X		Career training, job readiness, GED prep
Coronado Unified School District - Coronado Adult School	Education Provider	650 D Ave, Coronado, CA 92118			X	X				
Employment Development Dept South County Career Center	State Developmt Center	1111 Bay Blvd, Suite E, Chula Vista, CA 91911						X		AJCC, Title III: Wagner Peyser, Veterans, Unemployment
Goodwill Industries of San Diego San Ysidro Employment Center	Business	630 Front St, San Diego, CA 92173						X		Employment services
Juan Diego Adult Centers	Education Provider	1615 Mater Dei Dr, Chula Vista, CA 91913			X					ESL & Citizenship courses, private
Heartland Coalition	CBO	6125 Imperial Ave, San Diego, CA 92114						X		Career development, housing, healthcare, Title I: Youthbuild
International Brotherhood of Electrical Workers Local Union 569	Apprenticeship	4545 Viewridge Ave #100, SD, CA 92123							X	Graduates to Journeyman Wireman status
International Rescue Committee	CBO	5348 University Ave, San Diego, CA 92105			X			X		ESL, job, computer, financial literacy, social svcs for refugees
Kaplan Higher Education	Education Provider	555 Broadway, Chula Vista, CA 91910				X				CTE programs, private
Lang-Lab San Diego	Education Provider	1680 Broadway, Chula Vista, CA 91911			X					ESL, private

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas								If other, provide a brief description of services provided
MAAC Project SWITCH	Education Provider	845 Broadway, Chula Vista, CA 91911				X		X			Workforce Development, vocational healthcare training
Metro United Methodist Ministry	CBO	6154 Mission Gorge Rd #104, SD, CA 92120						X			Youth offender programs, employment assistance
Momax Truck Driving School	Education Provider	302 W 19 th St, National City, CA 91950				X					Class A, B, C and commercial license endorsements, private
National School District	Education Provider	1500 N Ave, National City, CA 91950								X	Workshops for parents at various schools
National University	Education Provider	660 Bay Blvd #110, Chula Vista, CA 91910				X					Marine technology & EMT certificates
Naval Base San Diego, Pt Loma, Coronado	Apprenticeships	1220 Pacific Highway, San Diego, CA 92132								X	Electrician, mason, welder, pipefitter, mechanic, HVAC, etc.
Pathways Academy Adult Ed Center	Education Provider	pathwaysadulthoodeducation.org		X				X			Online HSD, job readiness, job placement
Pima Medical Institute	Education Provider	780 Bay Blvd, Chula Vista, CA 91910				X					CTE medical, private
SD Council on Literacy	CBO	2515 Camino del Rio S #239, SD, CA 92108			X						Literacy referrals, tutor training
SD County Dept of Health & Human Services	County Services	303 H St, Chula						X			CalWORKS, employment training
SD County Office of Education	Education Provider	6401 Linda Vista Rd, San Diego, CA 92111								X	Parent engagement workshops
SD County Public Library System Bonita-Sunnyside Branch	Library Literacy Program	4375 Bonita Rd Bonita, CA 91902		X	X						LEARN: Adult Literacy Library High School

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas								If other, provide a brief description of services provided
SD Housing Commission	Housing Development	1122 Broadway, San Diego, CA 92101						X			Financial literacy
SD Job Corps	Education Provider	1325 Iris Ave, Imperial Beach, CA 91932		X	X	X		X			Title I: Job Corps, youth, housing
SD Workforce Partnership	Workforce Develop Board	9246 Lightwave Ave, Ste 210, SD, CA 92123						X			Title I: Adult/Dislocated Worker/Youth
San Ysidro School District	Education Provider	4350 Otay Mesa Rd, San Ysidro, CA 92173								X	Workshops for parents at various schools
Second Chance	CBO	6145 Imperial Ave, San Diego, CA 92114						X			Job readiness, placement, reentry services, housing
Senior Community Service Employment Program (H&HAS)	CBO	1111 Bay Blvd Suite E, Chula Vista, CA 91911				X		X			Title V: Older Americans Act, career training for 55+
South Bay Community Services	CBO	430 F St, Chula Vista, CA 91910								X	Title I: Youth, Community Services Block Grant, community engamnt
South Bay Union School District	Education Provider	601 Elm Ave, Imperial Beach, CA 91932								X	Workshops for parents at various schools
South County Career Center	Local One-Stop	1111 Bay Blvd Suite E, Chula Vista, CA 91911						X			Job search, career development
Southwestern College - Chula Vista Campus	Education Provider	900 Otay Lakes Rd, Chula Vista, CA 91910			X	X					
Southwestern College – Crown Cove Aquatic Center	Education Provider	5000 Highway 75, Coronado, CA 92118				X					
Southwestern College - Higher Education Center – National City	Education Provider	880 National City Blvd, National City, CA 91950			X						

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas								If other, provide a brief description of services provided	
Southwestern College - Higher Education Center – Otay Mesa	Education Provider	8100 Gigantic St, San Diego, CA 92154				X						
Southwestern College - Higher Education Center – San Ysidro	Education Provider	460 W. San Ysidro Blvd, San Ysidro, CA 92173			X	X						
Sweetwater Union High School District	Education Provider	1130 Fifth Ave, Chula Vista, CA 91911								X		Parent engagement events
Sweetwater Union High School District – Chula Vista Adult School	Education Provider	1034 Fourth Ave, Chula Vista, CA 91911	X	X	X	X					X	
Sweetwater Union High School District – Montgomery Adult School	Education Provider	3240 Palm Ave, San Diego CA 92154	X	X	X	X					X	
Sweetwater Union High School District – National City Adult School	Education Provider	517 Mile of Cars Way, National City, CA 91950	X	X	X	X					X	
Sweetwater Union High School District – San Ysidro Adult School	Education Provider	4220 Otay Mesa Rd, San Diego, CA 92154	X	X	X	X					X	
US Citizenship & Immigration Services	US Dept of Homeland Secur	1325 Front St, San Diego, CA 92101				X						ESL, Citizenship class referrals
United Union of Roofers, Waterproofers , Allied Wkr Local #45	Apprenticeship	3737 Camino del Rio S, San Diego, CA 92108									X	Graduates to journeyman status
Wahupa Educational Services	US Dept of Ed	3960 Park Blvd, Suite D, SD, CA 92103	X	X	X	X						Education referrals, collocated SUHSD adult schools

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$14,816,459	\$14,816,459	\$14,816,459
CalWORKs	\$171,996	\$171,996	\$171,996
CCD Apportionment	\$753,066	\$818,550	\$884,034
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$108,973	\$108,973	\$108,973
WIOA II	\$1,157,926	\$1,157,926	\$1,157,926
Other			
Local Fee Revenue	\$200,000	\$200,000	\$200,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$17,208,420	\$17,273,904	\$17,339,388

2.3 Community Need and Customers

Describe the regional need for Adult Education and workforce services as it pertains to your current customers, the regional community, and the regional labor market. Define shared and unique customers, as well as service priorities and communities of need. Evaluate the alignment between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

The South Bay Adult Education Consortium / Southwestern conducted an analysis of publicly available community data to support development of the three year plan. The study area for this project was defined as the eleven zip codes identified by Southwestern College’s Chief Public Information & Government Relations Office as the “South Bay” in San Diego County. This definition is slightly different than the college’s official service area because of the availability and accessibility of public data, but it incorporates the majority of the population served by the Consortium. The study area includes five Chula Vista zip codes, with Bonita and National City to the north, Coronado and Imperial Beach to the west, and San Diego and San Ysidro to the South. (U.S. Census Bureau, American Fact Finder, 2017 Boundaries)

A full report of the analysis is included in Appendix A. Some highlights from the analysis are summarized below in Table 3a.

Table 3a. South Bay Adult Education Community Assessment Summary

Demographics	There are approximately 509,000 people in the South Bay and 383,000 people ages 18 and older, with over 60% of the total population identifying as Hispanic or Latino. In National City and San Ysidro zip codes, the median household income is \$38,911 and \$42,942, compared with a median household income of \$131,486 in 91914. In the San Ysidro ZCTA, almost one in four people ages 18 to 64 are living in poverty.
Adults with Disabilities	There are more than 22,000 people ages 18-64 with a disability.
Educational Attainment	There are more than 71,000 people ages 25 and older with less than a high school diploma.
Employment	Approximately 22% of the civilian population ages 16 and older are employed in the educational services, and health care and social assistance sectors.
Language Spoken at Home	There are more than 113,000 people who speak English less than “very well”.

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/2019.

The Centers of Excellence compiled a sub-regional profile of the San Diego South Region that includes labor market information. The study area slightly different from our community assessment study area,

but does include many areas of overlap. The full report is included in Appendix D. Some highlights are summarized below in Table 3b.

Table 3b. South Region: Subregional Profile Summary

Top Industries with the Greatest Number of Jobs in 2018	<ol style="list-style-type: none"> 1) Government (77,668) 2) Retail Trade (28,403) 3) Health Care and Social Assistance (23,200) 4) Accommodation and Food Services (19,882) 5) Manufacturing (over 17,845)
Businesses with the Greatest Number of Unique Online Job Openings in 2018	<ol style="list-style-type: none"> 1) Lyft, Inc. (3,341) 2) Uber Technologies, Inc. (571) 3) United Technologies Corporation (470) 4) Marriott International, Inc. (416) 5) Robert Half International, Inc. (403)
Top Jobs with High Entry-Level Earnings by Annual Job Openings 2018-2018	<ol style="list-style-type: none"> 1)General & Operation Managers (252) 2)Business Operations Specialists (241) 3)Registered Nurses (233) 4)Bookkeeping, Accounting, & Auditing Clerks (220) 5)First-Line Supervisors of Office & Administrative Support Workers (196)
Top Certifications/Qualifications in 2018	<ol style="list-style-type: none"> 1) Commercial Driver’s License (723) 2)Certified Nursing Assistant (262) 3)Licensed Vocational Nurse (234) 4)Licensed Practical Nurse (139) 5)Nurse Practitioner (133)

Source: “South Region: Subregional Profile, San Diego County” Centers of Excellence, May 2019.

Our current customers come to us with varying educational backgrounds, and include anyone in our local community looking for a low cost way of enhancing their skills and knowledge. Our customers include ESL learners, high school graduates, veterans, incumbent workers, non-credit and credit students, parents of children in school, high school diploma and equivalency seekers, and those who may or may not be educated in their native language. Also, our customers are more inclined to live, work, and study in the same community as opposed to commuting long distances due to transportation challenges.

Coronado Adult Ed CAEP students are mainly white (94.51%) female (74.73%) and over the age of 35 (76.93%). A full description of CUSD CAEP student demographics can be found in Appendix C. CUSD Adult Ed served over 90 students in 2017-2018 in ESL and CTE. Starting in 2018-2019, Coronado Adult Ed is in the process of overhauling their programs to increase ESL programming and decrease CTE programming. The plan is to identify pockets of ESL need in Coronado first, then look to one or two CTE industries to expand.

Southwestern College CAEP students are mainly Hispanic (55.5%) female (70.6%) and over the age of 35 (67.1%). SWC served over 2,200 CAEP students in 2017-2018 in ESL and CTE (Internal Business Objects Data, Accessed March 14, 2019). Southwestern College continues to build partnerships in the community to expand noncredit ESL and CTE. Southwestern College also works closely to the credit side of the house to expand noncredit as needed. Noncredit CAEP courses continue to be leveraged to assist students transitioning from adult school to community college (i.e. NC220 Transitioning to College ESL and NC90 Retraining Readiness).

Sweetwater Adult Ed CAEP students are also mainly Hispanic (83.59%) female (64.69%) and over the age of 35 (57.04%). A full description of SUHSD Adult Ed CAEP student demographics can be found in Appendix D. SUHSD Adult Ed served over 13,800 students in 2017-2018 in ESL, ABE, ASE, CTE, Workforce Readiness, and Pre Apprenticeship (SUHSD Demographic Summary, CASAS, Accessed 4/22/2019). Sweetwater Adult Ed continues to reinvent their program to serve as many students as possible, by modifying the times of their course offerings and moving resources back to the classroom. Sweetwater Adult Ed is also reinventing their student orientation processes and curriculum, to better standardize the student experience.

Together, we are focusing on leveraging our resources to better serve our community. Southwestern College and Sweetwater Adult Ed has partnered on two such projects, which are scheduled to roll out fall 2019. One is with Goodwill Industries of San Diego. Goodwill identified a need for their ambassadors to gain certification in customer service. Southwestern College will provide the customer service certification (noncredit CTE) and Sweetwater Adult Ed will provide the ESL support for the customer service certification. The other is with the San Diego Apartment Association. SDAA has identified a need to hire handymen with training. Sweetwater Adult Ed will provide the building maintenance technical training (CTE) and Southwestern College will provide the OSHA certification (noncredit CTE). We also worked together to create a new K-12 Success program, led by Southwestern College. We brought together all three members during the planning stages to focus a pilot program in San Ysidro in April and May 2019. We have committed to planning together as a consortium to expand this program to other areas of need as well.

The fact remains that the need for all adult ed program areas in our community is more than our capacity combined. Our strategy moving forward is to evaluate pockets of the most need and target those areas for expansion. For example, Sweetwater Adult Ed is in the planning stages of developing an Adults with Disabilities program, which is currently underdeveloped in our consortium. Using data from Southwestern College's Office of Institutional Research, we will know where to focus this program based on the highest concentrations of need.

2.4 Identifying Goals and Strategies

Identify activities and measurable goals to address community needs and improve student outcomes, describe strategies to improve integration of services, and describe strategies to improve transitions into postsecondary education and the workforce.

The following logic models and progress indicators are the result of workgroup collaborations between faculty members from all three member districts. Our workgroups were modeled after the overarching goals of CAEP (Gaps in Services, Seamless Transitions, Student Acceleration) along with a Marketing workgroup, to better inform our marketing and outreach efforts moving forward. Workgroup participants were identified based on interest and by program area or support service provided, with the intent to have a variety of CAEP program areas and support services represented on each workgroup. Each workgroup was tasked with reviewing the results of the Consortium Program Quality Self-Assessment, previously completed by the Advisory Committee, as a starting point for their discussion on goals and progress indicators.

Aside from an initial kickoff meeting and a midway check in meeting where all workgroup participants interacted with each other, each workgroup met independently to develop their own goal statements, outputs, activities, outcomes, and progress indicators. Each workgroup also identified a lead to act as facilitator. Consortium staff (Implementation Team members) attended most workgroup meetings for observation purposes and to answer potential questions, and a representative from each workgroup also brought forward periodic updates to the Advisory Committee. The logic models were completed with the understanding that goals would be broad, and subsequent annual plans would provide more specific targets and details on implementation. We are also under the assumption that goals may be modified in the future due to external factors in each district such as AB705 and Guided Pathways implementation, and further staffing changes.

Key items that were identified across workgroups included the value of professional development and leveraging resources to our consortium work. The workgroups recognized that some of the gaps in services, challenges in accelerating and transitioning students, and shortfalls in previous marketing efforts were actually a result of each member's lack of awareness about what programs and services their fellow consortium members and partners are offering to the community. In addition, to some extent each member also faces some challenge sharing information with their own agency. For these reasons, we see a common theme of sharing data and information among members, and moving to the point of institutionalizing this data and information sharing. This also relates to the importance of establishing college and career pathways for students and utilizing student educational plans as tools to help guide students in realizing their goals. The workgroups recognized that challenges would remain for students in being able to obtain the necessary programs and services around the consortium needed to realize their goals, until we are able to seamlessly share this information with each other.

A unique aspect of the Seamless Transitions workgroup was that they chose to focus on adult school students transitioning to Career Education (CE) programs at SWC, as opposed to encompassing a broader transition to SWC in general. They felt that a more specific focus would result in stronger

procedures to assist students' transition, and they chose CE programs to take advantage of the fact that we have some articulated courses in this area, which would be a good foundation to enhance our procedures and practices. Future plans could use procedures and processes developed here to focus on other areas of transition.

An important factor added to some logic models that was previously unknown until April 2019, relates to the incorporation of the SSID (Statewide Student Identifier) to K-12 adult school student data collection that is to take effect July 2019. As we learn more about implementation of the SSID and its relation to CALPADS (California Longitudinal Pupil Achievement Data System), we anticipate that this will have a positive impact on our data/information sharing efforts, as we have yet to be able to effectively follow students as they transition out of K-12 adult schools to community college, without SSID. We look forward to further state guidance, professional development, and collaboration with each K-12 adult school's district CALPADS administrator around this topic in the coming months, so that we can develop an effective SSID protocol within and among consortium members, to be included in our upcoming annual plans.

Figure 1a. Logic Model – Gaps in Services

Goal Statement: To identify and address any service, policy, or procedure – or lack thereof - that prevents or impedes students’ progress toward their academic, career and personal goals.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>1. Identify Consortium community needs in Adult Education</p> <p>2. Identify Consortium Faculty and Staff needs</p>	<p>1a. Survey Consortium communities and current students with regard to their needs at Sweetwater, Coronado, & SWC</p> <p>1b Review existing data regarding successful programs and student services</p> <p>2a. Survey Consortium Faculty and Staff about goals and needs to reach those goals</p> <p>2b. Ongoing professional development for Consortium members (all faculty and staff) *How to address goals with students *Guided Pathways *Faculty and Staff observe all 3 partners’ students</p>	<p>1a. Data report with recommendations for further development of programs and student services</p> <p>1b. Definition determined: Services for students in Adult Education</p> <p>2a. Consistent knowledge across the Consortium Faculty and Staff regarding student services in Adult Education.</p> <p>2b. Shared knowledge of course and student services offerings within Consortium; frequently revisited</p>	<p>1a. Identify student services gaps and students’ academic needs</p> <p>2a. Data for budgeting, staffing and classroom needs</p>	<p>1a. Increase enrollment and/or co-enrollment</p> <p>2a. Strengthen partnership between Sweetwater and Coronado Adult Education and SWC</p> <p>2b. Consortium FAQ resource</p> <p>2c. By June 2021 Develop list of Consortium Common Resources for AE & NC Students: (i.e., services and programs at SWC, SUHSD, Coronado)</p>	<p>1a. Increase student transition rate from Adult Education to Community College</p> <p>1b. Student completion of certificates, programs and/or degrees to meet educational, career and personal goals – Consortium services to follow-up with students for data</p>

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
3. Consortium Faculty and Staff input	orientations 3a. Develop Consortium Orientation for community	3a. Consortium Orientation presentation (accessible and online) for community	3a. Community is informed of options in Adult Education and identify goals	3a. Increase enrollment and/or co-enrollment	3a. Increase student transfer rate from Adult Education to Community College 3b. Student completion of certificates, programs and/or degrees to meet education, career and personal goals
Assumptions			External Factors		
Budget will affect staffing, number of courses available and equipment/classroom supplies Student data may not always be accurate or up to date			Changes in local labor market demands Education budget at the state level		

Table 4a. Progress Indicators – Gaps in Services

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By June 2020 develop Consortium FAQ resource and Consortium Orientation (in person and online) for use by students, consortium faculty and staff.
2. By June 2021 develop list of Consortium Common Resources for AE & NC Students: (i.e., services and programs at CUSD, SWC, and SUHSD) that is accessible hard copy and online for students and faculty
3. By June 2021 strengthen partnership between CUSD, SWC, and SUSD by establishing ongoing professional development
4. By June 2022 increase student transfer rate from Adult Education to Community College. Data sharing agreements and mechanism will be in place.
5. By June 2022 increase student completion of certificates, programs and/or degrees to meet educational, career and personal goals

Figure 1b. Logic Model - Marketing

Goal Statement: Identify strategic marketing options that reach potential students leveraging multiple funding sources and collaboration with a goal to create a unified Adult Education marketing design and outreach plan with CUSD, SWC, and SUHSD. The community will be aware and have clarity of options and pathways to meet their goals.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>1a. Identify staff to liaise between the campuses to ensure information is being disseminated to staff from all participating districts (i.e., Adult school, SWC, CUSD, SUHSD) in addition to potential students/community members.</p> <p>1b. Slogan and a new look/name to South Bay Adult Education Consortium/Southwestern. “An Education for Everyone” for example</p> <p>2. Materials that highlight Adult Ed pathways to career education, etc.</p> <p>3. All marketing effort needs to be in numerous languages</p>	<p>1a. Identify all marketing/outreach procedures currently in use for adult ed at SWC, SUHSD, and CUSD, and comparable consortia around the state</p> <p>1b. Marketing firm will evaluate and create a new marketing plan for the Consortium which includes a new logo, name and slogan.</p> <p>2. Create brochures, pamphlets, banners, websites, and social media, etc. that show pathway options, in accordance with marketing plan</p> <p>3. Hire a firm that can translate all materials into various languages, specifically, those languages</p>	<p>1a. Identify gaps in marketing/outreach to be filled by marketing firm’s new marketing plan or by other consortium members</p> <p>1b. Consortium partnership will be recognized by the community</p> <p>2. An increase in enrollment should be observed from Adult Ed to Career/Continuing education</p> <p>3. An increase in the diversity of student enrollment should be observed</p>	<p>1a. Staff and teachers/faculty will recognize the partnership among members of the Consortium and the resources/educational opportunities that are offered</p> <p>1b. Marketing plan approved and ready for dissemination</p> <p>2. An increase in enrollment of greater than 1% compared to 18-19 baseline data</p> <p>3. Enrollments of diverse languages should see an increase of greater than 1% compared to 18-19</p>	<p>1. Current students will recognize the partnership among members of the Consortium and the resources/educational opportunities that are offered</p> <p>2. An increase in enrollment of greater than 5% compared to 18-19 baseline data</p> <p>3. Enrollments of diverse languages should see an increase of greater than 5% compared to 18-19 baseline</p>	<p>1. Staff, faculty, students and the community clearly recognize the partnership among members of the Consortium and the resources/educational opportunities that are offered</p> <p>2. An increase in enrollment of greater than 10% compared to 18-19 baseline data</p> <p>3. Enrollments of diverse languages should see an increase of greater than 10% compared to 18-19</p>

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	identified as most common in the community		baseline data	data	baseline data
Assumptions			External Factors		
<p>The committee assumes that a marketing firm that has expertise in community relations in the South Bay in addition to working with educational institutions will be hired by the middle of 2019</p>			<p>Currently there is knowledge that the number of youth in the South Bay continues to decline. This will have an impact on enrollment. Additionally, financial distresses within SUHSD have caused courses/programs to be eliminated which will also have an impact on enrollment. Also, if there is limited students support/counseling available this could cause enrollment to stagnate as a result of students not knowing what to do or where to go.</p>		

Table 4b. Progress Indicators - Marketing

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

6. By the end of 2019 hire marketing firm to develop a marketing plan.
7. By June 2020 marketing materials (banners, flyers, and pathways) will be ready for dissemination.
8. By June 2021 at least a 5% increase in enrollment should be achieved due to marketing investments and efforts.
9. By June 2022, an additional 5% increase in completion and enrollment from June 2021 should be reported.

Figure 1c. Logic Model – Seamless Transitions

Goal Statement: Adult school students will be prepared, supported, informed, and empowered to transfer and succeed in a Career Education (CE) program at SWC

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>1. Dedicated counselor(s) or Career Education (CE) faculty working with CE faculty at each district</p> <p>2. A user friendly, effective career exploration tool.</p> <p>3. Utilize the SSID protocol for K-12 Adult Schools to monitor transitions from adult school to community college.</p> <p>4. Maintain faculty recency and relevancy in fields of CE programs/areas of expertise</p>	<p>1. Identify, align, map, and regularly update the pathway for existing CE programs at the districts. Vett pathways with labor market information and industry input. Leverage CATEMA resource.</p> <p>2. Identify students who could benefit from further career exploration and guide them towards a career.</p> <p>3. Effectively share information about our students and programs among consortium members</p> <p>4. Ongoing outreach and collaboration with industry, the maintenance of relationships, adoption of new industry standards to the CE curriculum</p>	<p>1a. Increase student completion of certificates and/or programs.</p> <p>1b. Increase the student transfer rate between the districts.</p> <p>2. More students will take advantage of CE programs offered by the districts</p> <p>3. Facilitate each student’s transition within and across our programs and districts.</p> <p>4. Provide relevant, timely career training for our students based on labor market information.</p>	<p>1. Identify the CE pathway between the districts.</p> <p>2. An increase of students enrolling in CE programs</p> <p>3. K-12 Adult School members identify staff to implement SSID protocol for Adult School students.</p> <p>4. Outreach and establishment or relationships with industry</p>	<p>1. Align and map the CE pathway between the districts.</p> <p>2a .An increase in CE completion rate.</p> <p>2b. Consortium FAQ resource</p> <p>3. Use transition data to set a baseline level of students transitioning from adult school to community college.</p> <p>4. Changing/adopting new curriculum to reflect the changes in industry</p>	<p>1. Identified, aligned, mapped, and updates CE pathway, leading to an increase in student completion of certificates and/or programs, while increasing the transfer rate and partnership between the districts.</p> <p>2. An increase of students seeking higher levels of CE certification and transfer to SWC or other and a reevaluation of the career exploration tool</p> <p>3. Consortium evaluates transition data to create strategies to increase transition</p> <p>4. Reevaluate CE programs for relevance and timeliness</p>

Assumptions	External Factors
<p>The lack of specific and detailed communication between districts, schools, and business/employers stems from a lack of procedures, tolls, and time</p> <p>All students are not getting the support, information, or preparation necessary to succeed in district CE programs</p> <p>Students will be better served if sequential and aligned programs exist to provide a pathway to greater economic and professional opportunities</p>	<p>Labor demand and market</p> <p>Funding for programs</p> <p>State and federal laws regarding CE training</p>

Table 4c. Progress Indicators – Seamless Transitions

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

10. By May 2022, identify, align, map, and (at least) annually update the pathways for CE students in order to increase student completion of certificates, programs, and/or transfer rates between the districts
11. By May 2022, the districts will see an increase in students enrolling and completing higher levels of CE certification within and across the districts through the full implementation of a shared data system
12. By May 2022, the districts will see an increase in students who complete their CE certificate and are immediately hired in their field of study because of the timely adoption of current industry trends to the curriculum
13. By May 2022, districts will see an increase in the number of students enrolling and successfully completing CE programs because a career exploration tool identified student interests, skills, and abilities

Figure 1d. Logic Model – Student Acceleration

Goal Statement: Increase the number of students transitioning from adult education to SWC and the workforce in a timely manner.

Strategies include: creating clear pathways which includes coordinated curriculum and assessment to better ensure degree and or certificate completion and or career training at Southwestern College.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>1. Coordinate curriculum and programs from all three agencies and meet with specific departments to identify overlapping programs such as ESL. Review and increase the number of courses that are articulated.</p> <p>2. Offer a SWC Personal Development course (100 & or 100C or similar) to Adult Ed. Students during their first semester at SWC (coordinated with consortium)</p>	<p>1a. Training with Adult Ed. and SWC staff to better understand program offerings and curriculum. AB705 training regarding course placement. Meet with Adult Ed. Counselors and teachers to develop an education plan for Adult Ed. Sites which transitions to SWC.</p> <p>1b. Continue collecting data on HiSET/GED scores for course placement</p> <p>2. Identify Adult Ed. students with a community college goal (career training/transfer)</p>	<p>1. Ongoing Professional development opportunities for Adult Ed & SWC faculty and staff regarding changes to curriculum, enrollment policies, and or program offerings, etc.</p> <p>2. Begin tracking Adult Ed. student progress and needs</p>	<p>1. Format universal CTE and ESL offerings list for use at adult school sites and SWC.</p> <p>1b. SUHSD staff will meet on a regular basis to coordinate data collected and review updates information on AB705</p> <p>2. Continue to build data to support a learning community cohort. Research funding sources to support learning community resources.</p>	<p>1a. With more training, faculty and staff can refer students from adult schools to SWC and vice versa depending on the students overall goal.</p> <p>1b. Hire dedicated consortium resource counselor to provide professional development to staff at both institutions, manage the transition of student education plans, organize field trips, coordinate student acceleration efforts, coordinate data (point person)</p> <p>1c. Clarify placement recommendations and equivalencies from Adult Ed. students</p> <p>2. Identify funding sources and other resources for Adult Ed. learning community</p>	<p>1a. Every students will have a detailed student education plan completed within the first year.</p> <p>1b. Institutionalized student data sharing procedures</p> <p>1c. Institutionalized placement procedures</p> <p>2. Create and Adult Ed. learning community with designated counselor, adult ed. teacher follow up</p>

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>resource counselor)</p> <p>3. Offer noncredit college readiness course at Adult Ed. sites (NC37 Personal Development for older adults or similar)</p> <p>4. Adult Ed. students attend on a revolving basis and further tracking is needed at Adult Ed. sites</p> <p>5. Ensuring students have access to classes that have support to accelerate progress (Power Study Program tutoring, learning communities, corequisite classes co enrolled in noncredit support classes)</p>	<p>3. Develop more noncredit college readiness courses to offer at Adult Ed. sites</p> <p>4. Increase general tracking of Adult Ed. completion data thru SSID assignment, create surveys to track student completion or reasons for student exit</p> <p>5. Involve consortium resource counselor in the transfer process and course enrollment</p>	<p>3. Begin tracking identified noncredit students as they transition to SWC and continue to take noncredit courses or transition to credit courses</p> <p>4. Create a database/spreadsheet with results of data collected</p> <p>5. Increase Adult Ed. student access to classes with added support (Power Study Program)</p>	<p>3. Learn more about the needs of noncredit students and increase the number of noncredit course options for career training</p> <p>4&5. Improve tracking and accountability of student completion data from adult schools using SSID protocols</p>	<p>3. Hire data analyst to track data consortium-wide</p> <p>4&5. Consortium resource counselor to have access to flagged courses and disseminate information among other counselors</p>	<p>3. Share data if and when student transitions to SWC for noncredit and or credit courses</p> <p>4&5. Flagging power student courses for entering Adult Ed. students. Power Study Program courses could easily be identified in course schedule</p>

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact

Assumptions	External Factors
<p>The implementation of AB705 and Guided Pathways at SWC will impact the amount of basic skills courses offered to Adult Ed. students. Adult Ed. students seeking basic skills courses can turn to noncredit support or Power Study corequisite courses at SWC. Tracking of student information from Adult Ed. site to SWC will be vital as AB705 eliminates the placement test and placing students becomes more complex.</p> <p>Power Study will seek out funding to ensure courses that are in demand by Adult Ed. students transferring to SWC are supported.</p>	<p>The SWC Guided Pathway framework has not yet fully addressed a plan for continuing education/noncredit courses</p> <p>Consortium funding would need to increase to include a data analyst & dedicated resource counselor/liaison</p>

Table 4d. Progress Indicators – Student Acceleration

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

14. By 2020, create and open line of communication between the Power Study Program at SWC (or similar) and Adult Ed. sites for Academic Success Center tours (or similar program). Presentations will create a welcoming environment and introduce the concept of supplemental instruction to Adult Ed. students. Pilot with one Adult Ed. site to test success and expand services as interest builds.
15. By 2021, create and display printed maps for CTE, math, ESL, and English course pathway. Display these materials in Adult Ed. classrooms and provide updated information to Adult Ed. faculty.
16. By 2022, create and fill a liaison/counselor position, or identify faculty/staff position(s), to provide accurate information to all Adult Ed. and SWC faculty, staff, and students. Measure the number of Student Education Plans (SEPs) created before and after, as well as the number of students who stay on their path and complete their goal within a measurable time.

2.5 Piloting and Implementation

Explain how you will prototype new strategies and evaluate the effectiveness of these pilots using formative data collected throughout to inform continuous improvement processes, as well as summative data to assess the overarching impact of these strategies.

Prototyping new strategies will be within the purview of the consortium implementation team. The implementation team consists of the consortium project director, and the three project coordinators from our three member agencies: Coronado Unified School District, Southwestern Community College District, and Sweetwater Union High School District.

Problems that most need solving, and lend themselves to a rapid prototyping approach are those that directly affect students. For this reason, piloting via rapid prototyping will occur for problems that affect different points along the student journey, which includes connection, entry, progress, and completion.

The overarching question to answer when developing a pilot will be: why do students take certain actions, and what are they setting out to accomplish? We will then narrow the scope to a particular point on the student journey: entry, connection, progress, or completion. We will answer the appropriate guiding question below depending on which part of the student journey the pilot is focusing on:

- **Connection:** How and why do community members decide to show up at our campuses?
- **Entry:** How and why do community members decide to become students or to not enroll?
- **Progress:** How and why do students progress or not progress through a particular goal?
- **Completion/Transition:** How and why do students realize or not realize their goal?

Evaluation of the effectiveness of our pilots will be done through formative data collected throughout to inform continuous improvement processes, and summative data collected to assess the overarching impact of these strategies.

Formative data collected may include surveying and/or interviewing students throughout the pilot, and modifying certain aspects of the pilot as necessary.

Summative data collected may include student exit cards, interviewing instructors and/or other staff involved, and focus groups of students at the end of the pilot, or at a predetermined amount of time after the pilot is completed.

During the planning stages we will answer "yes" to the following questions before moving forward:

- Are all appropriate stakeholder voices represented in the planning stage?
- Is the pilot addressing a point along the student journey (connection, entry, progress, or completion)?

When determining the overall effectiveness of the pilot, all stakeholders will be able to provide input, so that we may ensure objective measurement and evaluation.

In addition to future pilots identified through the logic models, pilots currently under development include:

- Establishing cohorts of students transitioning from adult school to SWC
- Non-credit Student Education Plan
- Shared professional development around establishing effective pathways for students, leading to cross faculty collaboration on curriculum development
- How to further bridge non-credit curriculum to assist students transitioning from adult school to SWC and the workforce (i.e. Career Exploration course for adult school students)
- Collaborating with credit counseling to follow students transitioning to credit
- SY Se Puede K12 Success program

Appendix

A. South Bay Adult Education Community Assessment/Southwestern College CAEP Student Profile



South Bay Adult Education Community Assessment

May 2019

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**Disclaimer:**

This report was prepared by the Office of Institutional Research and Assessment at Southwestern College to support the development of the South Bay Adult Education Consortium / Southwestern's three year plan for the California Adult Education Program. This report was used as a tool to further explore ideas for program development and collaboration based on community need.

Southwestern College's Office of Institutional Research and Assessment is not responsible for any decisions made using this data and encourages dialogue around the quantitative figures provided in this assessment. For information or questions regarding the content of this assessment, please contact Jessica Noel, Research Analyst at Southwestern College at jnoel@swccd.edu.



South Bay Adult Education Community Assessment

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Study Overview

The purpose of this study is to better understand the demographics and characteristics of potential adult education students in the community served by the South Bay Adult Education Consortium / Southwestern.

The reports provides an overview of:

- 1) The demographics of the study area (“South Bay”);
- 2) The demographics of Southwestern College’s adult education students based on the 2017-18 program period;
- 3) Community characteristics of South Bay related to adult education program areas. This includes data on adults with disabilities, employment, educational attainment, and language spoken at home.

Methodology

The majority of data in this assessment comes from the 2013-2017 American Community Survey 5-Year Estimates. Data was accessed using the U.S. Census Bureau’s American FactFinder tool between March and April 2019. Data was pulled at two levels of geography: 1) zip code tabulation areas (ZCTA’s), and 2) census tracts. See the Study Area Definition section for details about how the study area was defined.

When percentages were not provided, they were calculated by dividing estimates by totals. Cumulative figures for the South Bay were calculated by summing estimates for all zip codes and dividing by the total. In these cases, margin of error is not available.

All estimates and calculations in this assessment are subject to the sampling variability that occurs in the American Community Survey. In most cases, the margin of error provided is the 90% margin of error. This represents the range (+ or -) that one can expect, with 90% probability, to find the true value in the population.

- Visit the American FactFinder to find margin of errors associated with the estimates and percentages provided in this report. This tool can be accessed at: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.
- Visit the Codes, Definitions, and Accuracy page for the American Community Survey for more information about sampling variability and data definitions. This page can be accessed at: <https://www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html>
- For more information on sample size and data quality for the American Community Survey, visit: https://www.census.gov/acs/www/methodology/sample_size_and_data_quality/.

Finally, the maps provided in this report were produced using the American FactFinder’s Advanced Search “Create a Map” tool. The data presented in the maps comes directly from the corresponding data tables.



Study Area Definition

The study area for this project is defined as the eleven non- military zip codes identified by Southwestern College’s Chief Public Information & Government Relations Office as the “South Bay.” Military zip codes are excluded from this analysis because demographic data is typically unavailable for these areas. This definition is slightly different than the college’s official service area because of the availability and accessibility of public data. See the map in the Appendix A for details on Southwestern College’s official service area.

The yellow shaded Zip Code Tabulation Areas (ZCTAs),¹ which are U.S. Census boundaries that closely resemble zip codes used by the U.S. Postal Service, represent the study area for this project. This area will be referred to as the “South Bay.”

Study Area Zip Codes

Zip Code	City
91902	Bonita
91910	Chula Vista
91911	Chula Vista
91913	Chula Vista
91914	Chula Vista
91915	Chula Vista
92118	Coronado
91932	Imperial Beach
91950	National City
92154	San Diego
92173	San Ysidro

South Bay ZCTAs



Source: U.S. Census Bureau, American Fact Finder, 2017 Boundaries

¹ ZIP Code Tabulation Areas (ZCTAs) are generalized areal representations of United States Postal Service (USPS) ZIP Code service areas. The U.S. Census Bureau provides detailed statistical data for ZCTAs and in most cases, the ZCTA code is the same as the zip code for an area. Learn more at <https://www.census.gov/programs-surveys/geography/guidance/geo-areas/zctas.html>.



Study Area Demographics

Overall, there are about 509,000 people in the South Bay. The most populated ZCTA in the South Bay is 92154 (87,218 people), while 91914 is the least populated (17,186 people).

Total Population

ZCTA	Estimate	Margin of Error (+/-)
91902	19,762	1,376
91910	76,250	1,826
91911	84,025	2,653
91913	49,346	2,424
91914	17,186	958
91915	32,073	1,554
91932	26,713	221
91950	62,386	343
92118	22,623	451
92154	87,218	2,207
92173	31,728	1,026
Total	509,310	-

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/19

Gender

Slightly more than half of people (50.5%) in the study area are female. ZCTA 91915 has a higher percentage of females (53.2%) compared to other areas.

Population by Gender

ZCTA	Overall	Male		Female	
	Estimate	Estimate	Percent	Estimate	Percent
91902	19,762	9,761	49.4%	10,001	50.6%
91910	76,250	37,794	49.6%	38,456	50.4%
91911	84,025	41,213	49.0%	42,812	51.0%
91913	49,346	24,213	49.1%	25,133	50.9%
91914	17,186	8,457	49.2%	8,729	50.8%
91915	32,073	15,011	46.8%	17,062	53.2%
91932	26,713	13,115	49.1%	13,598	50.9%
91950	62,386	31,158	49.9%	31,228	50.1%
92118	22,623	11,377	50.3%	11,246	49.7%
92154	87,218	44,516	51.0%	42,702	49.0%
92173	31,728	15,517	48.9%	16,211	51.1%
Total	509,310	252,132	49.5%	257,178	50.5%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/19



Age

There are nearly 383,000 people ages 18 and older in the study area. According to the American Community Survey's 5-year estimates (2013-17), San Diego County's median age is 35.4 and California's median age is 36.1.

Median age in the study area varies. Some areas of the South Bay are much older than San Diego County, including 91902 (Bonita area) and 92118 (Coronado area) that have median ages between 40 and 41. Alternatively, there are areas in the South Bay that have much lower median ages, such as 92173 (San Ysidro area) that has a median age of 30.6.

Population by Age Group

ZCTA	Total population	Under 18 years		18 years and over		65 years and over		Median Age
	Estimate	Estimate	Percent	Estimate	Percent	Estimate	Percent	
91902	19,762	4,008	20.3%	15,754	79.7%	3,799	19.2%	40.5
91910	76,250	16,977	22.3%	59,273	77.7%	11,334	14.9%	37.5
91911	84,025	20,948	24.9%	63,077	75.1%	10,893	13.0%	33.7
91913	49,346	14,149	28.7%	35,197	71.3%	4,640	9.4%	33.3
91914	17,186	5,329	31.0%	11,857	69.0%	1,658	9.6%	36.1
91915	32,073	9,845	30.7%	22,228	69.3%	2,070	6.5%	32.5
91932	26,713	7,048	26.4%	19,665	73.6%	2,798	10.5%	32.6
91950	62,386	13,833	22.2%	48,553	77.8%	7,634	12.2%	32.7
92118	22,623	4,388	19.4%	18,235	80.6%	4,506	19.9%	40.8
92154	87,218	20,866	23.9%	66,352	76.1%	9,942	11.4%	34.3
92173	31,728	9,309	29.3%	22,419	70.7%	3,069	9.7%	30.6
Total	509,310	126,700	24.9%	382,610	75.1%	62,343	12.2%	-

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/19



Race / Ethnicity

About 61% of people in the study area are Hispanic (of any race), 18.7% are White, and 12.9% are Asian. However, there are poignant differences in race / ethnicity when comparing ZCTAs. In 92173 (San Ysidro area), 94.6% of people are Hispanic or Latino, but 76.3% of people are White in 92118 (Coronado area).

Population by Race / Ethnicity

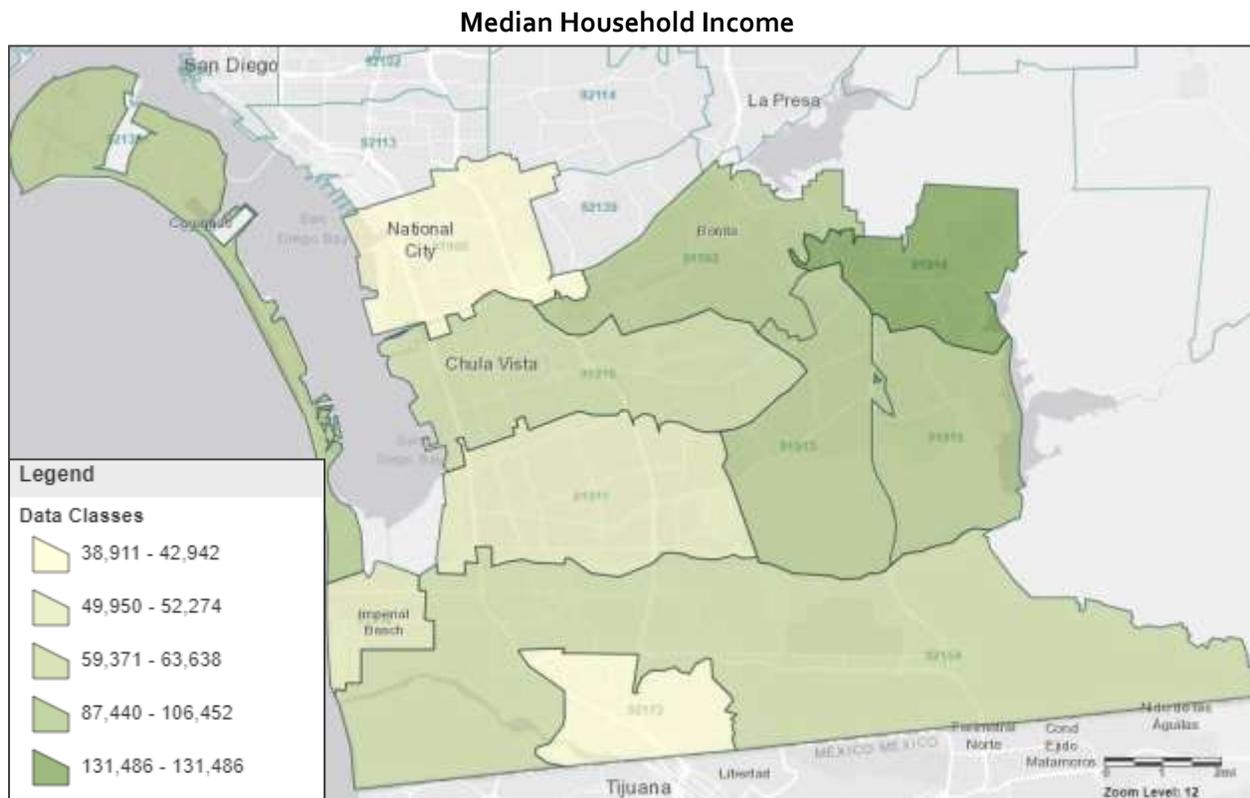
ZCTA	Estimate or Percent	Total Pop.	Hisp. or Latino (of any race)	White alone	Black or African Amer. alone	Amer. Indian and Alaska Native alone	Asian alone	Native Hawaiian / Other Pacific Islander alone	Some other race alone	Two or more races
91902	Est.	19,762	9,451	6,622	596	12	2,167	141	26	747
	Percent		47.8%	33.5%	3.0%	0.1%	11.0%	0.7%	0.1%	3.8%
91910	Est.	76,250	46,347	17,424	2,721	74	7,136	342	127	2,079
	Percent		60.8%	22.9%	3.6%	0.1%	9.4%	0.4%	0.2%	2.7%
91911	Est.	84,025	62,511	11,870	2,514	44	5,795	289	50	952
	Percent		74.4%	14.1%	3.0%	0.1%	6.9%	0.3%	0.1%	1.1%
91913	Est.	49,346	22,182	7,124	2,988	0	14,979	291	164	1,618
	Percent		45.0%	14.4%	6.1%	0.0%	30.4%	0.6%	0.3%	3.3%
91914	Est.	17,186	7,751	3,459	972	6	3,912	50	50	986
	Percent		45.1%	20.1%	5.7%	0.0%	22.8%	0.3%	0.3%	5.7%
91915	Est.	32,073	16,015	5,002	1,777	23	6,592	134	591	1,939
	Percent		49.9%	15.6%	5.5%	0.1%	20.6%	0.4%	1.8%	6.0%
91932	Est.	26,713	13,629	8,454	989	155	2,153	187	0	1,146
	Percent		51.0%	31.6%	3.7%	0.6%	8.1%	0.7%	0.0%	4.3%
91950	Est.	62,386	40,360	6,224	2,757	172	11,736	303	26	808
	Percent		64.7%	10.0%	4.4%	0.3%	18.8%	0.5%	0.0%	1.3%
92118	Est.	22,623	3,214	17,255	649	66	710	32	35	662
	Percent		14.2%	76.3%	2.9%	0.3%	3.1%	0.1%	0.2%	2.9%
92154	Est.	87,218	58,818	10,636	4,700	160	10,315	560	57	1,972
	Percent		67.4%	12.2%	5.4%	0.2%	11.8%	0.6%	0.1%	2.3%
92173	Est.	31,728	30,002	980	148	12	420	0	0	166
	Percent		94.6%	3.1%	0.5%	0.0%	1.3%	0.0%	0.0%	0.5%
Overall Count		509,310	310,280	95,050	20,811	724	65,915	2,329	1,126	13,075
Overall Percent			60.9%	18.7%	4.1%	0.1%	12.9%	0.5%	0.2%	2.6%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/19

Median Household Income and Poverty

Across the South Bay, median household income ranges from about \$39,000 to more than \$130,000. In 92173 and 91950, median household income is \$39,000 and \$43,000. To put this data into context, San Diego County’s median household income is \$70,588. Dollars are adjusted to 2017 inflation.

Similar to median household income, the percentage of people in poverty (ages 18 to 64) varies across the study area. ZCTAs 92173 and 91950 have higher concentrations of poverty compared to areas like 91914. In the San Ysidro ZCTA, almost one in four people ages 18 to 64 (24.1%) are living in poverty compared to 2.4% in 91914. In San Diego County, the rate is 12.9%.



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/2019

Percent of 18 to 64 Year Olds in Poverty



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 4/15/2019



Southwestern College’s AEP Students (2017-18)

Southwestern College AEP Student Definition

At Southwestern College Adult Education Program (“AEP”) students are non-credit students that are served in adult basic or secondary education, programs for adults with disabilities, career education, English as a second language courses, and workforce readiness training. Notably, Southwestern College is currently undergoing a coding project to update its non-credit category codes (CB22, CCCCO MIS data element) to more accurately reflect the content of their courses. This project is critical to understanding an accurate picture of Southwestern Colleges AEP students.

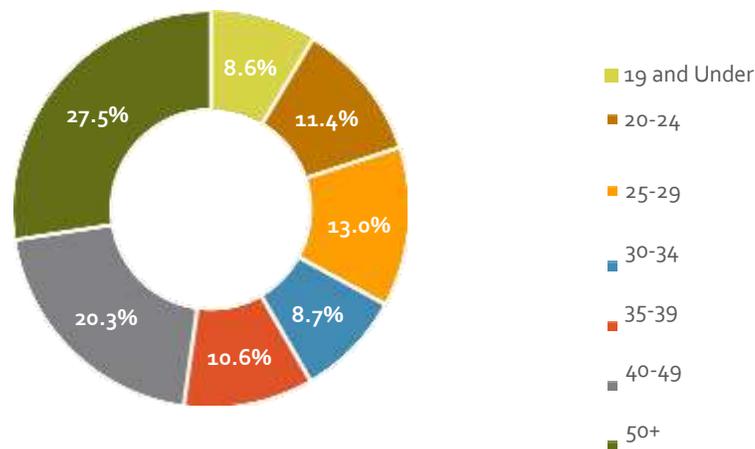
Due to coding concerns, this analysis relies on direction provided by the Continuing Education Department to identify AEP courses. It is important to note that these courses may not be on record at the state Chancellor’s Office as meeting AEP criteria. A full list of the courses included in this analysis is available in Appendix B.

Criteria for Inclusion: A student is included in this analysis if they had at least one hour of positive attendance between July 1, 2017 and June 30, 2018 in one of the courses identified as “AEP” by the Continuing Education Department. This criteria yielded slightly more than 2,200 hundred students.

Age

More than one in four AEP students is age 50 and older and nearly half are 40 and older. About 80% are ages 25 and older, which translates to about four out of five AEP students. Less than 9% of AEP students are ages 19 and under.

AEP Students by Age (2017-18)



Source: Internal Business Objects Data, Accessed March 14, 2019

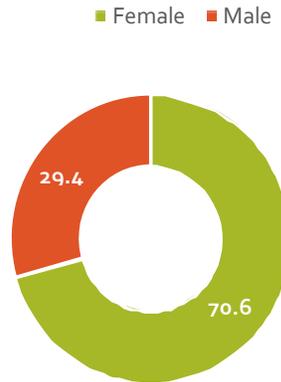
Age Determination: Age is calculated by subtracting the participant’s birth year from 2017, which is the leading year in the program period.

Note: Students with an unknown age have been excluded.

Gender

AEP students at Southwestern are overwhelmingly female. About 71% of AEP students identify as female compared to slightly less than 30% of AEP students that identify as male.

AEP Students by Gender (2017-18)

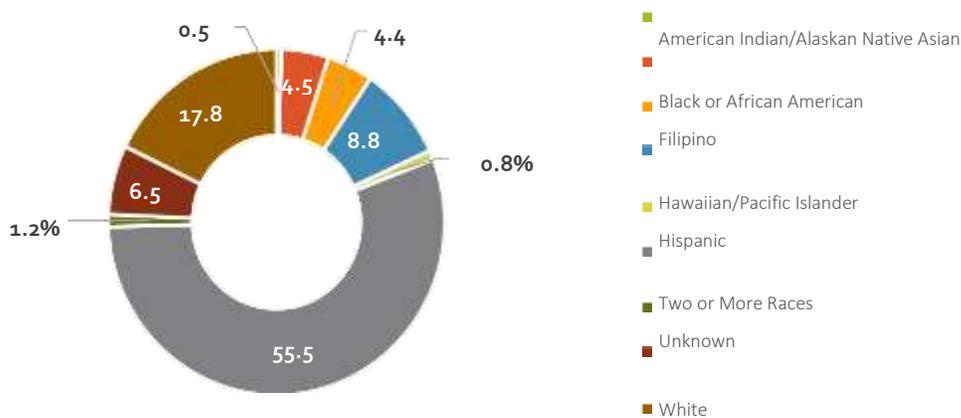


Source: Internal Business Objects Data, Accessed March 14, 2019
 Note: Students with an unreported gender have been excluded.

Race / Ethnicity

More than half (55.5%) of AEP students are Hispanic. Approximately 18% identify as White and about 9% identify as Filipino.

AEP Students by Race / Ethnicity (2017-18)



Source: Internal Business Objects Data, Accessed March 14, 2019
 Race / Ethnicity Definition: Race / ethnicity is based on the current race / ethnicity SWC has in the system. It is possible that a student may have reported themselves as one race in 2017-18, but reapplied and reported a different race in a more recent year.



Highlighted Community Characteristics

Adults with Disabilities

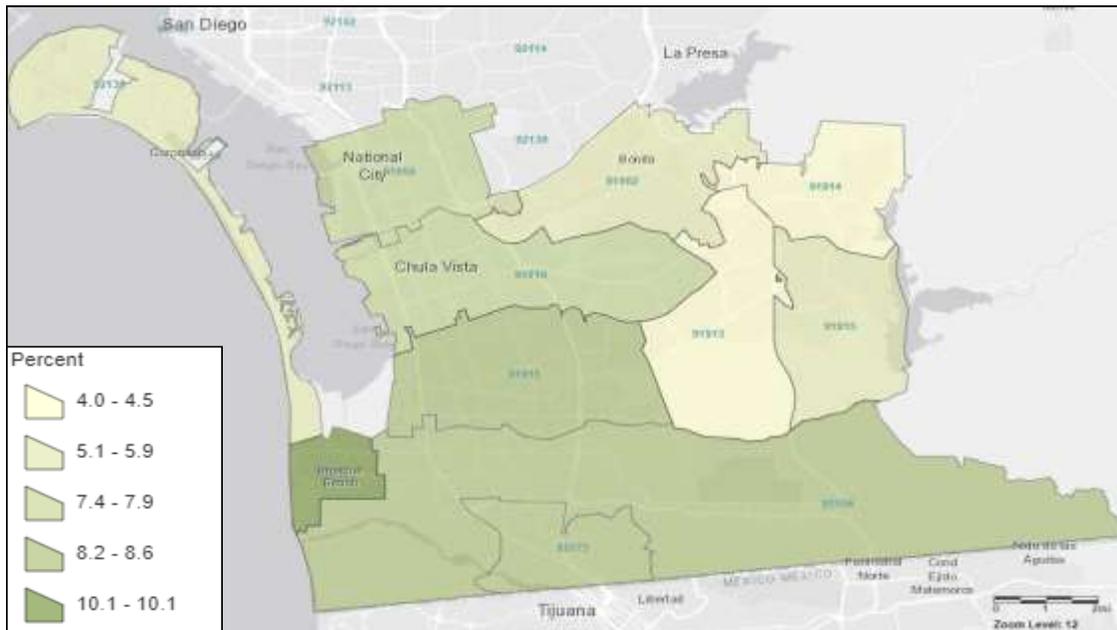
There are more than 22,000 people (7.4%) ages 18 to 64 in the South Bay with a disability. However, about 10% of 18 to 64 year olds have a disability in 91932 compared to only 4% in 91914.

Disability Status of the Civilian Noninstitutionalized Population, Ages 18 to 64

ZCTA	Population Estimate Ages 18 to 64	With a Disability	
		Estimate	Percent
91902	11,813	695	5.9%
91910	46,997	3,485	7.4%
91911	51,761	4,248	8.2%
91913	29,432	1,321	4.5%
91914	9,939	397	4.0%
91915	19,420	1,074	5.5%
91932	16,249	1,635	10.1%
91950	36,670	2,906	7.9%
92118	10,330	527	5.1%
92154	51,680	4,468	8.6%
92173	19,315	1,611	8.3%
Total	303,606	22,367	7.4%

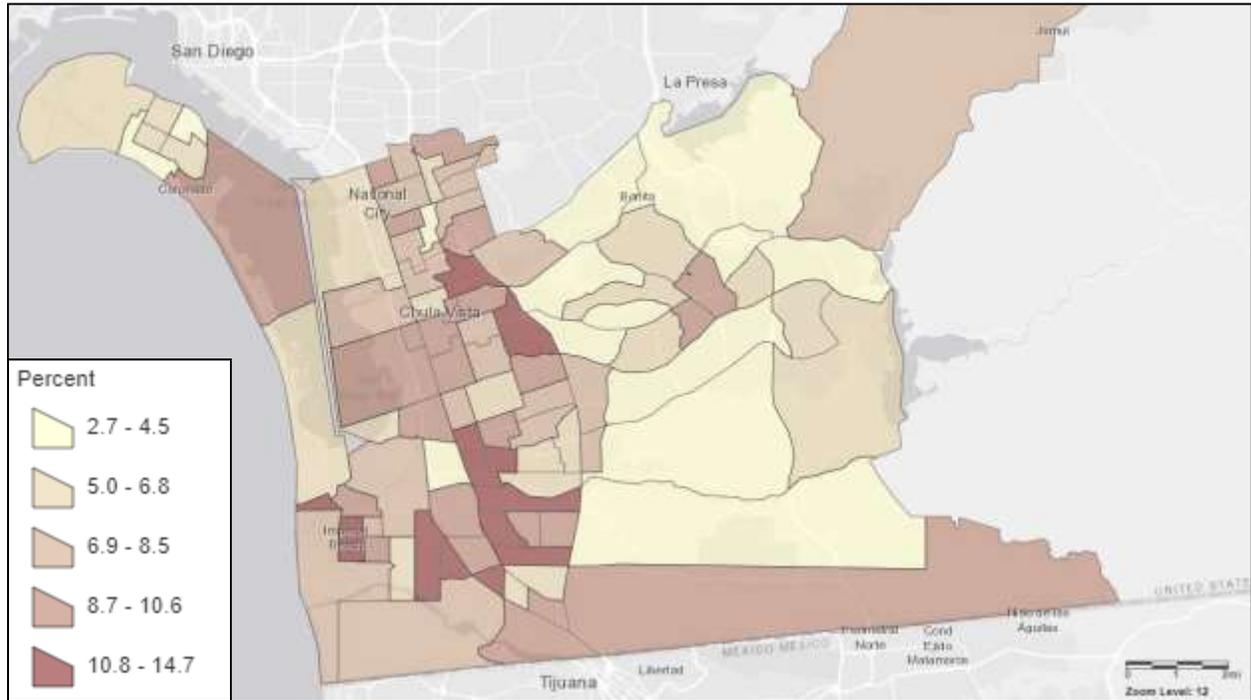
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019

Concentration of 18 to 64 Years Olds (Civilian Noninstitutionalized) with a Disability by ZCTA



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019

Percent of 18 to 64 Years Olds (Civilian Noninstitutionalized) with a Disability by Census Tract



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019

Educational Attainment

There are more than 71,000 people ages 25 and older in the South Bay with less than a high school education. This represents approximately 22% of that population. Notably, 92173 has the highest concentration adults, about 42% or 2 in 5 adults, with less than a high school education.

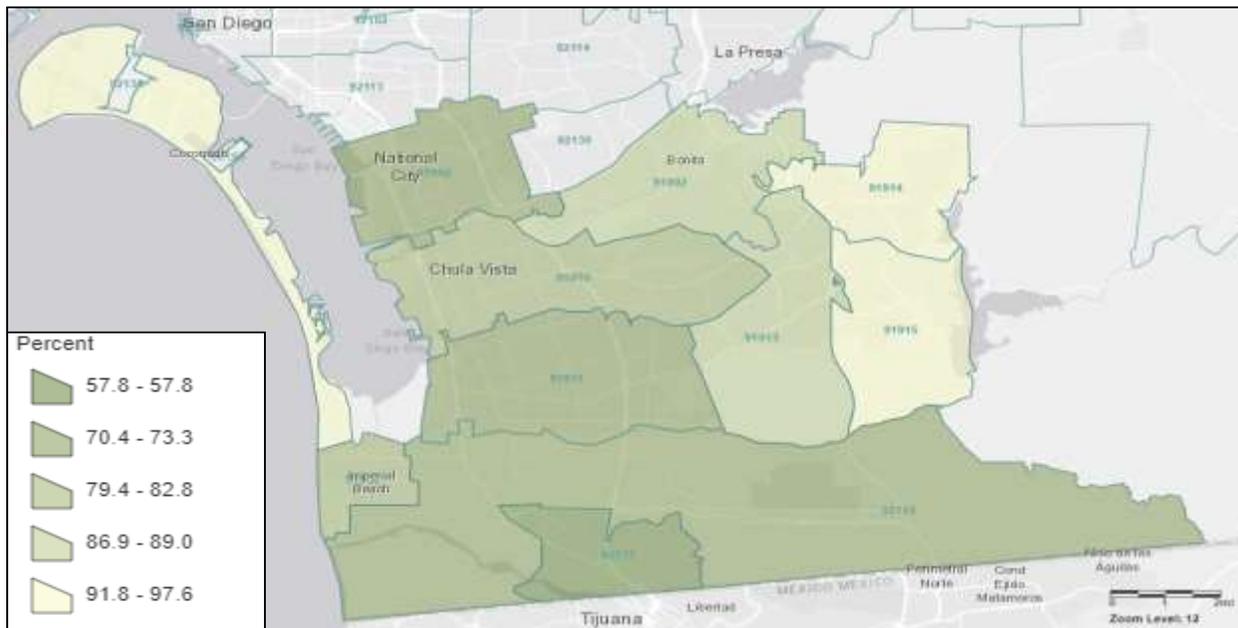
Educational Attainment, Ages 25 and Older

ZCTA	Population 25 Years and Older	Percent High School Graduate or Higher	Percent Less than High School*
91902	13,952	89.0%	11.0%
91910	51,281	79.4%	20.6%
91911	54,242	70.4%	29.6%
91913	30,443	86.9%	13.1%
91914	10,435	91.8%	8.2%
91915	18,864	92.9%	7.1%
91932	16,974	82.8%	17.2%
91950	39,428	73.3%	26.7%
92118	15,721	97.6%	2.4%
92154	55,950	72.7%	27.3%
92173	18,768	57.8%	42.2%
Total	326,058	78.1%	21.9%

* This metric is [100% - the Percent of High School Graduate or Higher].

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019

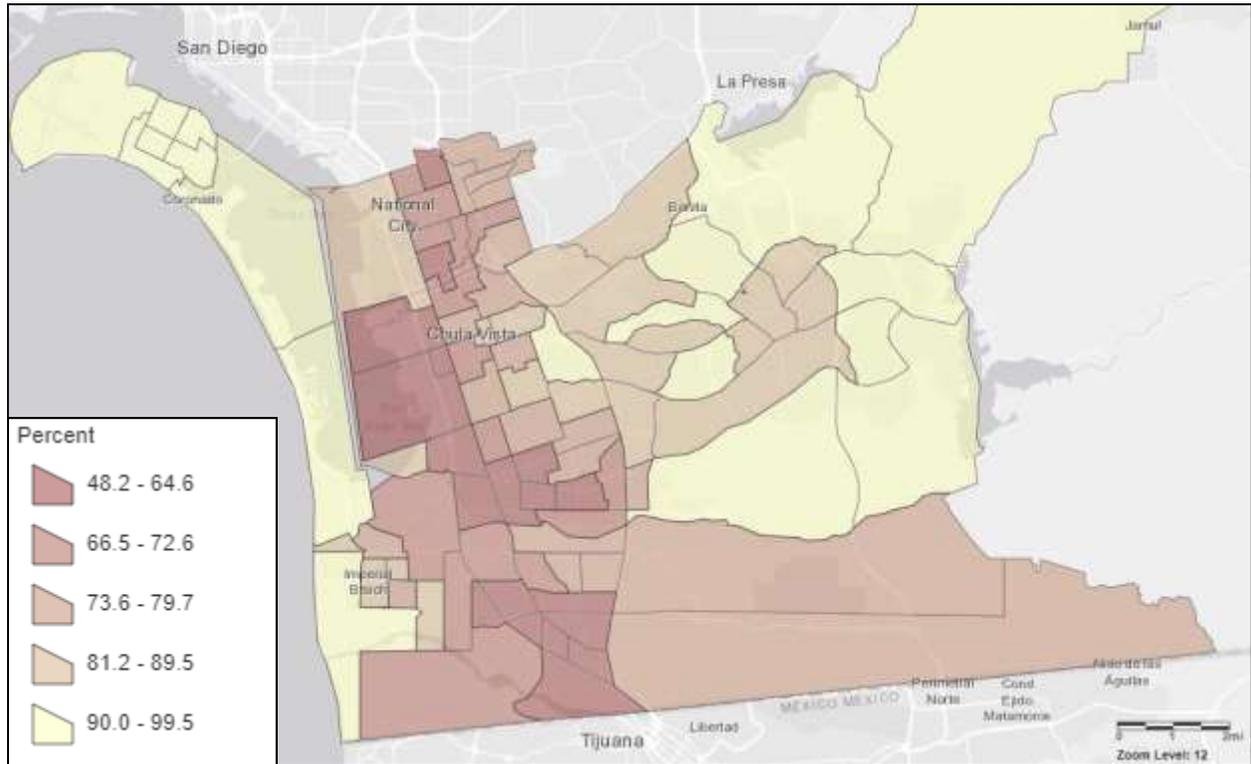
Percent of People 25 and Older that are High School Graduates by ZCTA



Note: Darker color represents a *lower concentration* of people that are high school graduates.

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019

Percent of People 25 and Older that are High School Graduates by Census Tract



Note: Darker color represents a *lower concentration* of people that are high school graduates.

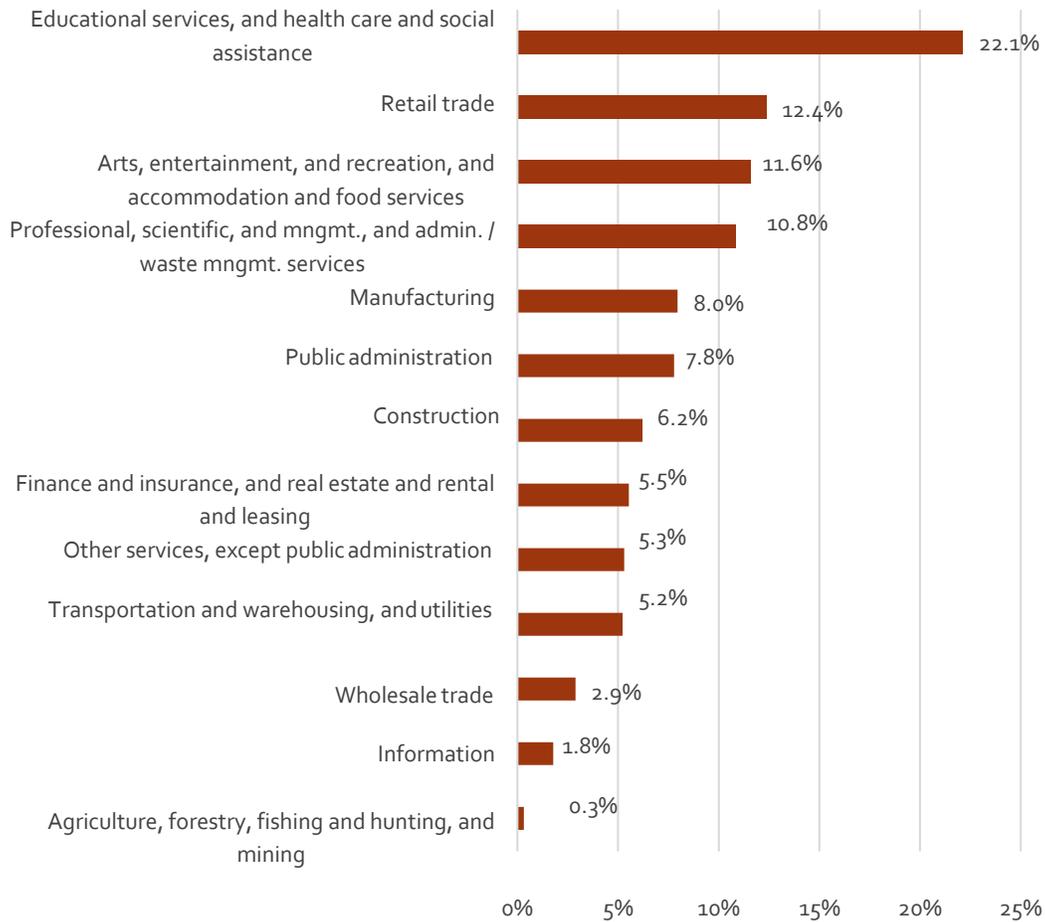
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019.



Employment

Data suggests that approximately 22.1% of the civilian employed population ages 16 and older are employed in the educational services, and health care and social assistance sectors across the South Bay. In this data, “industry” represents the kind of business conducted by an individual’s employing organization. Industries are classified by the North American Industry Classification System (NAICS). Learn more about NAICS at <https://www.census.gov/eos/www/naics/>.

**Civilian Employed Population 16 Years and Over
by Industry Sector in the South Bay by ZCTAs**



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 3/4/2019

Language Spoken at Home

More than 292,000 people ages 5 years and over (61.6%) in the South Bay speak a language other than English at home. Nearly 24% (more than 113,000 people) in the South Bay speak English less than “very well.” Specifically, more than 27% of the 5 years and older population in 91911, 91950, 92154, and 92173 speaks English less than “very well.” Notably, 92.4% of people speak a language other than English at home in 92173 and 45.8% of people speak English less than “very well.”

Language Spoken at Home, Ages 5 Years and Older, by ZCTA

ZCTA	Population Estimate 5 Years and Over	Language other than English		Speak English Less than "Very Well"	
		Estimate	Percent	Estimate	Percent
91902	18,889	8,731	46.2%	2,385	12.6%
91910	71,717	40,796	56.9%	15,765	22.0%
91911	78,406	53,303	68.0%	22,341	28.5%
91913	45,644	26,866	58.9%	9,737	21.3%
91914	15,993	7,317	45.8%	2,128	13.3%
91915	29,691	15,960	53.8%	4,484	15.1%
91932	24,943	12,223	49.0%	4,001	16.0%
91950	58,469	40,900	70.0%	16,408	28.1%
92118	21,448	3,124	14.6%	677	3.2%
92154	81,275	56,638	69.7%	22,037	27.1%
92173	29,294	27,065	92.4%	13,429	45.8%
Total	475,769	292,923	61.6%	113,392	23.8%

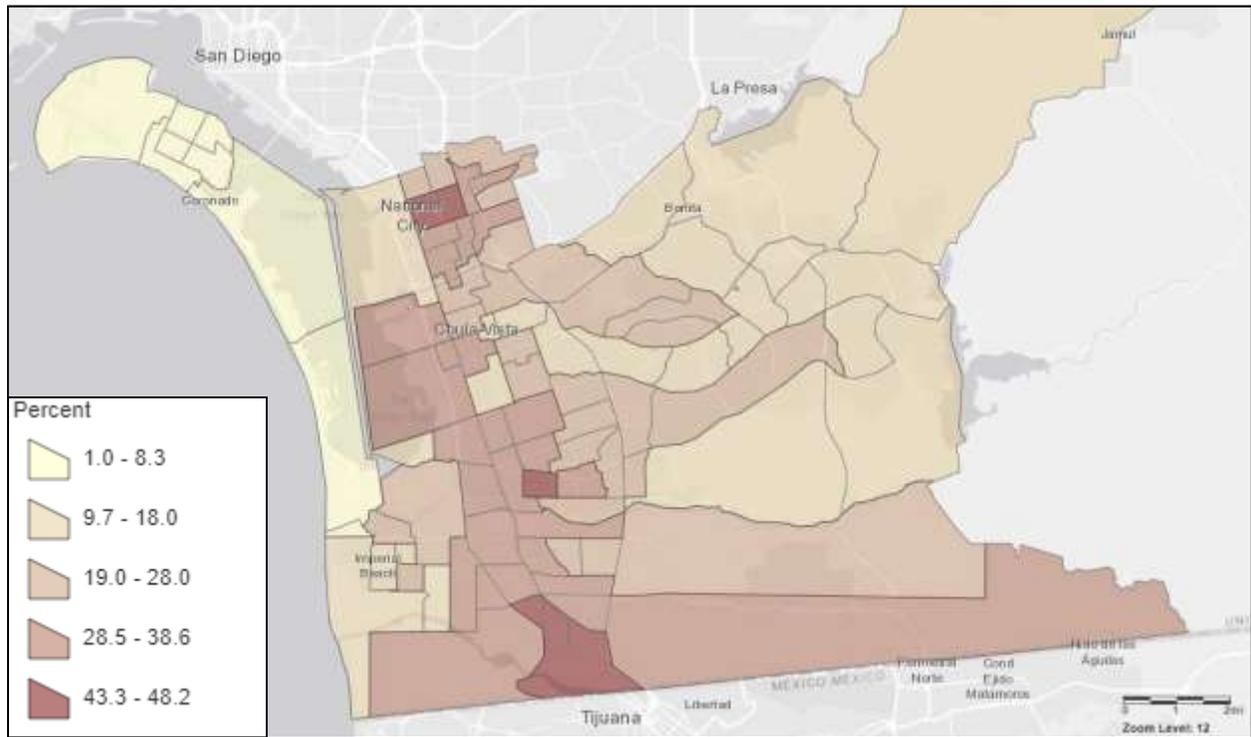
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 2/27/2019

Percent of People that Speak English Less than “Very Well” by ZCTA



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 2/27/2019

Percent of People that Speak English Less than "Very Well" by Census Tract



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, Accessed 2/27/2019

Appendix

A. Southwestern College Service Area vs. Study Area Comparison



Source: U.S. Census Bureau | City of Chula Vista, SanGIS, Bureau of Land Management, Esri, HERE, Garmin, USGS, NGA, EPA, USDA, NPS. 5/2/2019.

B. AEP Courses Included in the Analysis

Courses Included in Southwestern College AEP Student Demographics Analysis Period: July 1, 2017 - June 30, 2018

Course	Course Title
NC-1002	Customer Serv: Customer Appr
NC-1003	Customer Serv: Mastrng Comm
NC-1006	Customer Serv---Deal/People
NC-1007	CPR for Professional Rescuer
NC-1014	Oxygen Administration-Rescuer
NC-102	Occupational Opportunities
NC-1022	Pediatric Bc Life Sup/First A
NC-103	Step Stone Success Workplace
NC-1039	Basic Life Support Instructor
NC-1046	Basic Boating & Water Safety
NC-105	Ind, Social, and Study Strat
NC-1051	Introduction to Computers
NC-1054	Family Childcare Business I
NC-1055	Family Child Care Business II
NC-1056	Family Childcare Business III
NC-1057	Family Childcare Business IV
NC-1058	Family Childcare Business V
NC-106	Ocean Lfgrdg Rec Assistants
NC-1064	Boating Safety Paddle Sports
NC-1069	Cust Service: Managing Change
NC-107	Building Social Skills
NC-1070	CS: Dec Makg & Problem Solv
NC-1073	CS---The Right Attitude
NC-1074	Customer Service: Team Bldg.
NC-108	Basic ESL I
NC-109	Basic ESL II
NC-110	Basic ESL III
NC-1104	Trigonometry Refresher
NC-113	Tax Prep/Income Tax Course I
NC-114	Tax Prep/Income Tax Course II
NC-119	Hospitality Wkplc Commun I
NC-132	Food Ind & Prep Food Hand Cer
NC-15	First Aid-Public Safety Person
NC-198	Intro to Microsoft Word
NC-199	Intro to Microsoft Outlook
NC-200	Introduction to Keyboarding
NC-220	Transitioning to College ESL
NC-24	Dev High-Perf Chart-Excel
NC-40	Basic First Aid and Adult Cpr
NC-70	Lifeguard Training
NC-92	Using Foreign Degree in U.S.

Source: Internal Business Objects Data, Accessed March 2019

B. Coronado Unified School District CAEP Demographic Summary 2017-2018

CASAS			Demographic Summary			Page 1 of 3		
04/23/2019 11:26:31			by Agency			062		
Agency: 9508 - Coronado USD			Students: 91					
Has SSN			#	%				
Yes	0	0.00						
No	0	0.00						
N/A	91	100.00						
Consent			#	%				
Yes	0	0.00						
No	0	0.00						
N/A	91	100.00						
Age			#	%				
Under 15	0	0.00						
15 - 17	0	0.00						
18 - 21	4	4.40						
22 - 24	1	1.10						
25 - 29	12	13.19						
30 - 34	4	4.40						
35 - 39	2	2.20						
40 - 44	11	12.09						
45 - 49	6	6.59						
50 - 54	13	14.29						
55 - 59	7	7.69						
60 - 64	7	7.69						
65 - 69	12	13.19						
70+	12	13.19						
N/A	0	0.00						
Highest Diploma in U.S.			#	%				
None	3	3.30						
HSE	1	1.10						
HS Diploma	13	14.29						
Technical	3	3.30						
No Degree	10	10.99						
A.A./A.S.	10	10.99						
College	27	29.67						
> B.A./B.S.	19	20.88						
IEP	0	0.00						
Other Diploma	0	0.00						
N/A	5	5.49						
Highest Diploma outside of U.S.			#	%				
None	3	3.30						
HSE	1	1.10						
HS Diploma	14	15.38						
Technical	3	3.30						
No Degree	11	12.09						
A.A./A.S.	11	12.09						
College	29	31.87						
> B.A./B.S.	19	20.88						
IEP	0	0.00						
Other Diploma	0	0.00						
N/A	0	0.00						
Gender			#	%				
Male	23	25.27						
Female	68	74.73						
Non-binary	0	0.00						
N/A	0	0.00						
Program			#	%				
ABE	0	0.00						
ESL/ELL	19	20.88						
Citizenship	0	0.00						
High School Diploma	0	0.00						
HSE	0	0.00						
CTE	87	95.60						
Workforce Readiness	0	0.00						
Adults w/Disabilities	0	0.00						
Pre-Apprenticeship	0	0.00						
Adults supporting K12	0	0.00						
ROCP	0	0.00						
Other Program	0	0.00						
N/A	0	0.00						
Highest School Year			#	%				
Under 6	0	0.00						
6 - 8	1	1.10						
9 - 10	3	3.30						
11	0	0.00						
12	15	16.48						
13+	72	79.12						
N/A	0	0.00						
School out of US			#	%				
Yes	4	4.40						
No	0	0.00						
N/A	87	95.60						
Ethnicity			#	%				
Hispanic	34	37.36						
Not Hispanic	56	61.54						
N/A	1	1.10						
Race			#	%				
White	86	94.51						
Asian	6	6.59						
Black	1	1.10						
Hawaiian	0	0.00						
Pacific	0	0.00						
Filipino	0	0.00						
Indian	0	0.00						
Alaskan	0	0.00						
N/A	0	0.00						



Demographic Summary

04/23/2019
11:26:31

by Agency

Page 2 of 3
062

Agency: 9508 - Coronado USD

Students: 91

Native Language	#	%
English	51	56.04
Spanish	29	31.87
Arabic	1	1.10
Chinese	1	1.10
Vietnamese	0	0.00
Hmong	0	0.00
Haitian	0	0.00
Somali	0	0.00
Russian	0	0.00
Korean	1	1.10
Tagalog	0	0.00
Urdu	0	0.00
French	0	0.00
Portuguese	1	1.10
Japanese	1	1.10
Punjabi	0	0.00
Bengali	0	0.00
Nepali	0	0.00
Burmese	0	0.00
Hindi	0	0.00
Karen	0	0.00
Gujarati	0	0.00
Farsi	2	2.20
Cambodian	0	0.00
German	0	0.00
Amharic	0	0.00
Navajo	0	0.00
Polish	0	0.00
Armenian	0	0.00
Ukrainian	0	0.00
Lao	0	0.00
Other	4	4.40
N/A	0	0.00

Training Services	#	%
On the Job Training	0	0.00
Skill Upgrading	0	0.00
Entrepreneurial Training	0	0.00
ABE/ESL w/Training	0	0.00
Customized Training	0	0.00
Other Occupational Skills Training	0	0.00
Remedial Training	0	0.00
Prerequisite Training	0	0.00
Registered Apprenticeship	0	0.00
Youth Occupational Skills Training	0	0.00
Other Non-Occupational-Skills Training	0	0.00
Unspecified Training	0	0.00
N/A	91	100.00

Vocational Rehabilitation Services	#	%
Vocational Rehabilitation	0	0.00
Vocational Rehabilitation & Employment	0	0.00
N/A	91	100.00

Transition Services	#	%
Assessment/Testing/Counseling	0	0.00
Personal Development Training	0	0.00
Counseling/Career Development	0	0.00
Job Development/Job Search Assistance	0	0.00
Occupational Skills Training (non-OJT)	0	0.00
On-the-Job Training (OJT)	0	0.00
Work Experience	0	0.00
Pre-Employment Skills/Job Readiness Tra	0	0.00
Postsecondary Academic Education	0	0.00
Other Transition Services	0	0.00
N/A	91	100.00

Supportive Services	#	%
Transportation	0	0.00
Health Care and Mental Health Care	0	0.00
Family/Child Care	0	0.00
Housing or Rental Assistance	0	0.00
Personal, Financing, or Legal Counseling	0	0.00
Supplementary Instruct. Serv.	0	0.00
Needs-Based Related Payments	0	0.00
Emergency Financial Services	0	0.00
Federal Education Cash Assist.	0	0.00
Other Supportive Services	0	0.00
N/A	91	100.00



04/23/2019
11:26:31

Demographic Summary

by Agency

Page 3 of 3
DS2

Criteria

- Base container is: Agency 9508 - Coronado USD
- Interrogation mode is: 'Aggregated data'
- Program year: 07/01/2017 - 06/30/2018
- Aggregate Multiple Agencies: No
- Compare with CAEP Consortium: No
- Include Prepared By: Yes
- Include Print Time: Yes
- Include Criteria Info: Yes
- Report Sort Order: Program, Agency, Site, Class
- Chart Type: None
- Pie Chart Descriptors: Legend
- Report Style Option: Blue
- Reporting Level: Agency
- Agency Print Option: ID Name
- Site Print Option: ID Name
- Class Print Option: ID Name
- Program Print Option: Name
- Personnel Print Option: ID Name
- Break on Instructional Program: No
- Warn if too many pages: Yes
- Page Orientation: Portrait

C. Sweetwater Union High School District CAEP Demographic Summary 2017-2018



Demographic Summary

04/22/2019
15:20:01

by Agency

Page 1 of 3
D52

Agency: 1380 - Sweetwater UHSD - Adult & Continuing Educat... **Students:** 13,839

Has SSN	#	%
Yes	1,754	12.67
No	0	0.00
N/A	12,085	87.33

Consent	#	%
Yes	179	1.29
No	3,075	22.22
N/A	10,585	76.49

Age	#	%
Under 15	0	0.00
15 - 17	0	0.00
18 - 21	1,291	9.33
22 - 24	1,163	8.40
25 - 29	1,912	13.82
30 - 34	1,581	11.42
35 - 39	1,454	10.51
40 - 44	1,366	9.87
45 - 49	1,370	9.90
50 - 54	1,324	9.57
55 - 59	1,112	8.04
60 - 64	676	4.88
65 - 69	326	2.36
70+	264	1.91
N/A	0	0.00

Highest Diploma in U.S.	#	%
None	1,779	12.85
HSE	117	0.85
HS Diploma	989	7.15
Technical	692	5.00
No Degree	1,224	8.84
A.A./A.S.	126	0.91
College	381	2.75
> B.A./B.S.	371	2.68
IEP	1	0.01
Other Diploma	287	2.07
N/A	7,872	56.88

Highest Diploma outside of U.S.	#	%
None	1,196	8.64
HSE	100	0.72
HS Diploma	1,064	7.69
Technical	717	5.18
No Degree	1,172	8.47
A.A./A.S.	105	0.76
College	526	3.80
> B.A./B.S.	406	2.93
IEP	1	0.01
Other Diploma	284	2.05
N/A	8,268	59.74

Gender	#	%
Male	4,886	35.31
Female	8,953	64.69
Non-binary	0	0.00
N/A	0	0.00

Program	#	%
ABE	1,384	10.00
ESL/ELL	5,362	38.75
Citizenship	622	4.49
High School Diploma	1,109	8.01
HSE	1,730	12.50
CTE	3,728	26.94
Workforce Readiness	347	2.51
Adults w/Disabilities	0	0.00
Pre-Apprenticeship	2	0.01
Adults supporting K12	0	0.00
ROCP	0	0.00
Other Program	1,263	9.13
N/A	3,699	26.73

Highest School Year	#	%
Under 6	756	5.46
6 - 8	931	6.73
9 - 10	1,709	12.35
11	1,298	9.38
12	2,984	21.56
13+	2,627	18.98
N/A	3,534	25.54

School out of US	#	%
Yes	6,464	46.71
No	3,930	28.40
N/A	3,445	24.89

Ethnicity	#	%
Hispanic	11,568	83.59
Not Hispanic	2,271	16.41
N/A	0	0.00

Race	#	%
White	11,976	86.54
Asian	418	3.02
Black	419	3.03
Hawaiian	14	0.10
Pacific	107	0.77
Filipino	958	6.92
Indian	406	2.93
Alaskan	39	0.28
N/A	0	0.00



04/22/2019
15:20:01

Demographic Summary

by Agency

Page 2 of 3
DS2

Agency: 1380 - Sweetwater UHSD - Adult & Continuing Educat... **Students:** 13,839

Native Language	#	%
English	2,933	21.19
Spanish	10,001	72.27
Arabic	33	0.24
Chinese	64	0.46
Vietnamese	13	0.09
Hmong	0	0.00
Haitian	0	0.00
Somali	0	0.00
Russian	7	0.05
Korean	52	0.38
Tagalog	572	4.13
Urdu	1	0.01
French	0	0.00
Portuguese	0	0.00
Japanese	1	0.01
Panjabi	0	0.00
Bengali	0	0.00
Nepali	0	0.00
Burmese	0	0.00
Hindi	0	0.00
Karen	0	0.00
Gujarati	0	0.00
Farsi	9	0.07
Cambodian	3	0.02
German	0	0.00
Amharic	0	0.00
Navajo	0	0.00
Polish	0	0.00
Armenian	0	0.00
Ukrainian	0	0.00
Lao	0	0.00
Other	150	1.08
N/A	0	0.00

Training Services	#	%
On the Job Training	321	2.32
Skill Upgrading	1,100	7.95
Entrepreneurial Training	7	0.05
ABE/ESL w/Training	67	0.48
Customized Training	228	1.65
Other Occupational Skills Training	543	3.92
Remedial Training	41	0.30
Prerequisite Training	106	0.77
Registered Apprenticeship	33	0.24
Youth Occupational Skills Training	8	0.06
Other Non-Occupational-Skills Training	80	0.58
Unspecified Training	512	3.70
N/A	12,108	87.49

Vocational Rehabilitation Services	#	%
Vocational Rehabilitation	7	0.05
Vocational Rehabilitation & Employment	10	0.07
N/A	13,822	99.88

Transition Services	#	%
Assessment/Testing/Counseling	6,339	45.81
Personal Development Training	277	2.00
Counseling/Career Development	798	5.77
Job Development/Job Search Assistance	177	1.28
Occupational Skills Training (non-OJT)	353	2.55
On-the-Job Training (OJT)	195	1.41
Work Experience	183	1.32
Pre-Employment Skills/Job Readiness Tra	282	2.04
Postsecondary Academic Education	40	0.29
Other Transition Services	123	0.89
N/A	6,969	50.36

Supportive Services	#	%
Transportation	112	0.81
Health Care and Mental Health Care	189	1.37
Family/Child Care	89	0.64
Housing or Rental Assistance	124	0.90
Personal, Financing, or Legal Counseling	103	0.74
Supplementary Instruct. Serv.	21	0.15
Needs-Based Related Payments	16	0.12
Emergency Financial Services	10	0.07
Federal Education Cash Assist.	36	0.26
Other Supportive Services	618	4.47
N/A	12,886	93.11



Demographic Summary

by Agency

04/22/2019
15:20:01

Criteria

Base container is: Agency 1380 - Sweetwater UHSD - Adult & Continuing Education
Interrogation mode is: 'Aggregated data'
Record date: 07/01/2017 - 06/30/2018
Activity date: 07/01/2017 - 06/30/2018
Program year: 07/01/2017 - 06/30/2018
Aggregate Multiple Agencies: No
Compare with CAEP Consortium: No
Include Prepared By: Yes
Include Print Time: Yes
Include Criteria Info: Yes
Report Sort Order: Program, Agency, Site, Class
Chart Type: None
Pie Chart Descriptors: Legend
Report Style Option: Blue
Reporting Level: Agency
Agency Print Option: ID Name
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Class Print Option: ID Name
Program Print Option: Name
Personnel Print Option: ID Name
Break on Instructional Program: No
Warn if too many pages: Yes
Page Orientation: Portrait



D. South Region: Subregional Profile

May 2019



SOUTH REGION: Subregional Profile

San Diego County



**SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES**



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INTRODUCTION

This subregional profile highlights demographics, industries, and occupations in the South Region of San Diego County. The San Diego-Imperial Center of Excellence for Labor Market Research (COE) categorizes San Diego County into four major subregions: Central, East, North, and South (Exhibit 1). The purpose of this brief is to assist the San Diego-Imperial COE's stakeholders in developing strategic plans to support the occupational demand and workforce needs of employers in the South Region.

Exhibit 1: San Diego County's Four Regions



Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.



For the purpose of this report, the South Region is defined by the following zip codes (Exhibit 2). The information, exhibits, and analyses in this brief will be based on these zip codes.¹

Exhibit 2: San Diego County's South Region by Zip Codes

Zip Code	Area	Zip Code	Area
91902	Bonita	91980	Tecate
91906	Campo	92113	San Diego
91909	Chula Vista	92114	San Diego
91910	Chula Vista	92118	Coronado
91911	Chula Vista	92135	San Diego
91912	Chula Vista	92136	San Diego
91913	Chula Vista	92139	San Diego
91914	Chula Vista	92153	San Diego
91915	Chula Vista	92154	San Diego
91917	Dulzura	92155	San Diego
91932	Imperial Beach	92158	San Diego
91933	Imperial Beach	92173	San Ysidro
91935	Jamul	92178	Coronado
91950	National City	92179	San Diego
91951	National City		

Data Sources

The data presented in this brief was derived from Emsi's Analyst program. The dataset is 2019.01.

¹ The backbone of ZIP-level data is Emsi county-level data, which is built using the U.S. Bureau of Labor Statistics Quarterly Census of Employment and Wages (QCEW) dataset, the most complete source of employment data available in the United States (kb.economicmodeling.com/how-does-emsis-create-zip-level-employment-data). Strictly speaking, ZIP codes are not geographical areas. They are a construct used by the Postal Service to define carrier routes. While many ZIP codes can be approximated using geographical boundaries, many are points on a map (kb.economicmodeling.com/why-dont-all-my-zip-codes-appear-on-a-report-with-a-map/#item=%27population%27).

DEMOGRAPHICS

The South Region had a population of 686,838 people in 2018. That number is expected to increase by 56,837 or eight percent in the next 10 years. More specifically, the zip code with the highest growth rate will be in 91911 (Chula Vista) with a nine percent growth (Exhibit 3).

Exhibit 3: Population Change in the South Region by Zip Code, 2018-2028

Zip Code and Area	2018 Population	2028 Population	% Change
91911 Chula Vista	84,250	92,144	9%
92154 San Diego	81,839	89,459	9%
91910 Chula Vista	75,108	81,877	9%
92114 San Diego	71,702	78,148	9%
91950 National City	60,851	66,374	9%
91913 Chula Vista	50,558	54,676	8%
92113 San Diego	47,512	51,068	7%
92139 San Diego	37,785	40,810	8%
91915 Chula Vista	33,937	36,527	8%
91932 Imperial Beach	26,194	27,834	6%
92173 San Ysidro	25,998	28,595	10%
92118 Coronado	22,945	23,279	1%
91902 Bonita	18,772	20,327	8%
91914 Chula Vista	12,818	13,797	8%
91935 Jamul	11,152	11,598	4%
92153 San Diego	6,357	6,777	7%
91912 Chula Vista	4,942	5,327	8%
91906 Campo	2,998	3,195	7%
91951 National City	2,777	3,139	13%
91980 Tecate	2,701	2,879	7%
91933 Imperial Beach	2,523	2,667	6%
91917 Dulzura	1,720	1,763	3%
92178 Coronado	1,398	1,415	1%
92136 San Diego	0 ²	0	0%
92155 San Diego	0	0	0%
92135 San Diego	0	0	0%
91909 Chula Vista	0	0	0%
92158 San Diego	0	0	0%
92179 San Diego	0	0	0%
Total	686,838	743,675³	8%

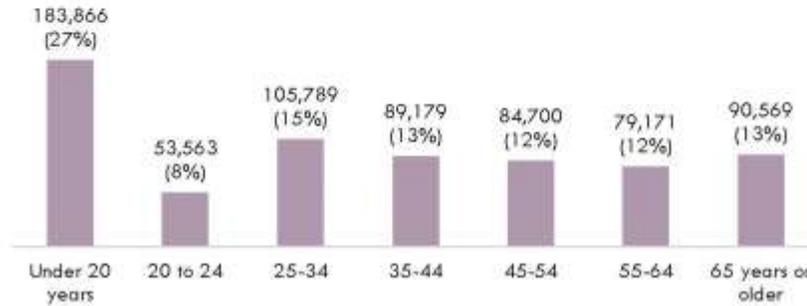
² The population data was originally derived from the 2010 Census. Ensil uses proprietary data methods to make projections from existing data; population data may not exist for certain zip codes as a result. Those data will be updated when the census completes its population data update. zip-codes.com/zip-code/92136/zip-code-92136-2010-census.asp

³ The totals for 2018 and 2028 populations may not add up exactly to the zip codes above due to rounding.

AGE

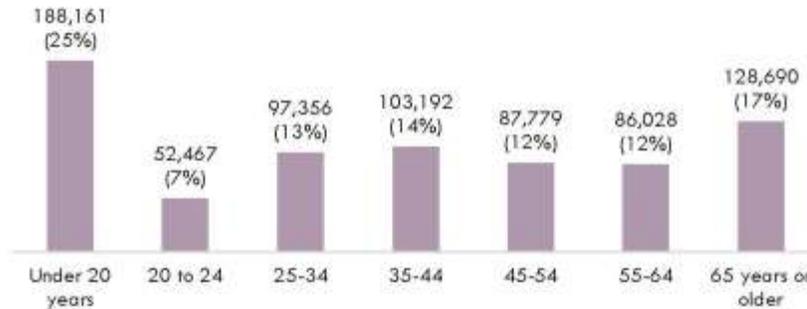
In 2018, individuals under 35 years old amounted to 50 percent of the South Region's population (Exhibit 4).

Exhibit 4: Age Breakdown in the South Region, 2018



The percent of individuals under 35 years old is projected to decline to 45 percent by 2028 (Exhibit 5). The South Region's 65 years or older population will make up 17 percent of the population in 2028, compared to 13 percent in 2018.

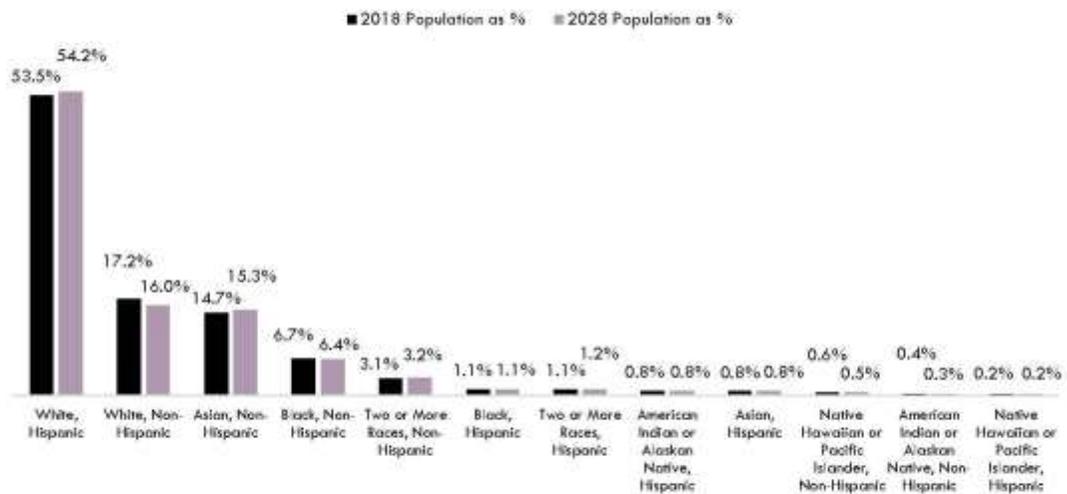
Exhibit 5: Age Breakdown in the South Region, 2028



ETHNICITY

In 2018, 52 percent of the South Region's population were White, Hispanic. In 2028, that number is expected to increase by 37,821 or approximately one percent (Exhibit 6).⁴

Exhibit 6: Ethnicity Breakdown in the South Region, 2018-2028



Basic Analysis of Potential Commuters

According to the population data, 52 percent of the South Region's 2018 population are between the ages of 25 and 64 years old. Assuming that the working age population is within this age range, the South Region has 358,839 individuals who could potentially participate in the labor force. This number may be inflated because the number of individuals who do not participate in the labor force due to a variety of reasons, including personal choice, ability status, situational circumstances, etc. are not excluded from this number.

According to the jobs data, there were 228,951 jobs in the South Region as of 2018. If there are 228,951 jobs and 358,839 working-age individuals living in the South Region, it could be estimated that approximately 36 percent of the working-age population (129,888 people) commute to other parts of San Diego County (or outside the region) for work.

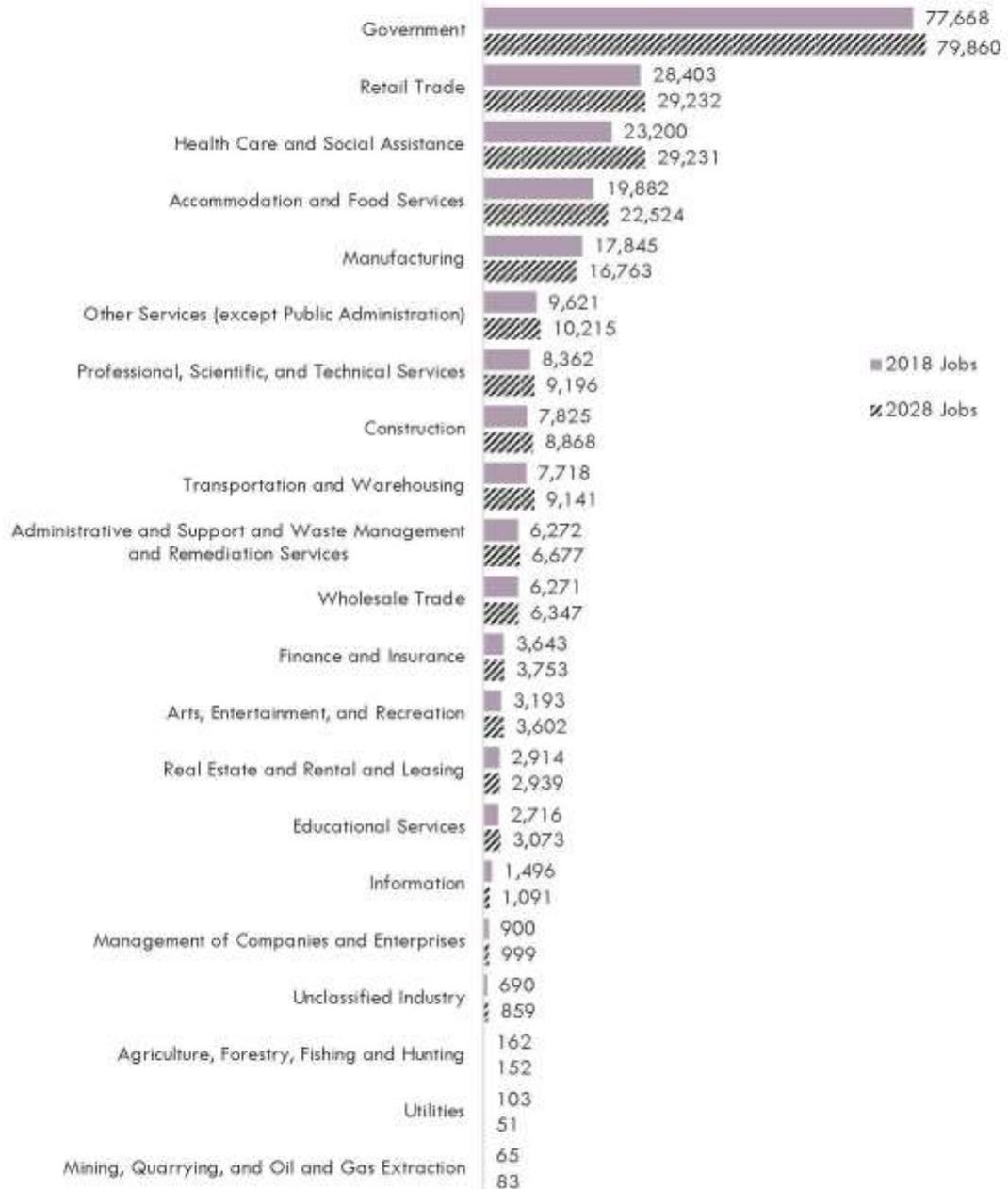
Disclaimer: This is a basic analysis of the number of potential commuters in the South Region. It does not include information about the number of people who may be in the military, school, etc.

⁴ The federal government tracks several racial categories (White, Black or African American, Asian, etc.) but only two ethnic categories, Hispanic and Non-Hispanic. There may be some overlap between race and ethnicity unless the two characteristics are clearly separated, e.g., "White non-Hispanic," "White Hispanic," and "Non-white Hispanic." (whitehouse.gov/omb/fedreg_race-ethnicity); klu.com/nationmodeling.com/glossary/race-and-ethnicity

INDUSTRIES

The top industries in the South Region with the greatest number of jobs in 2018 were Government⁵; Retail Trade; Health Care and Social Assistance; Accommodation and Food Services; and Manufacturing (Exhibit 7).

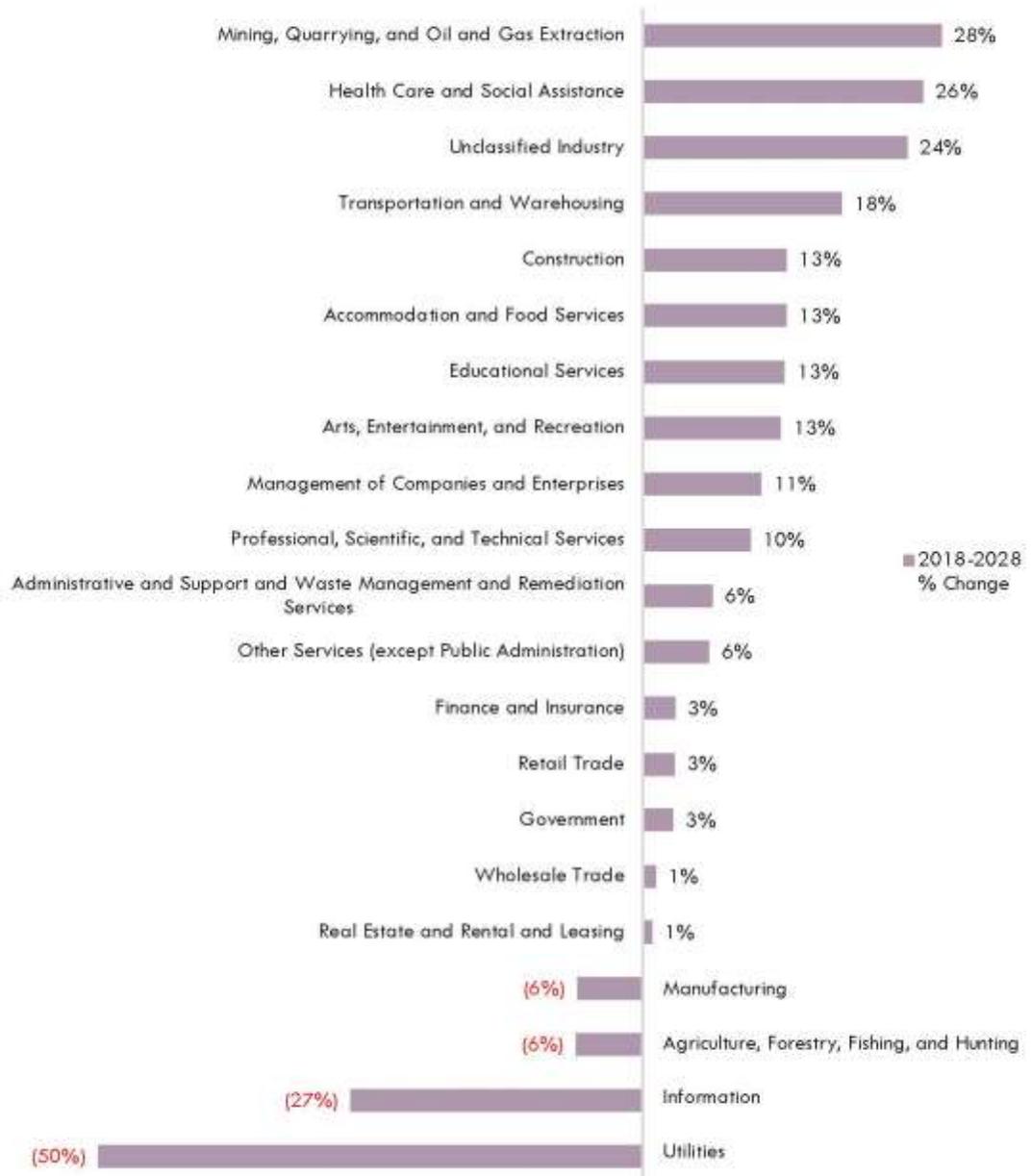
Exhibit 7: Number of Jobs by Industry in the South Region, 2018-2028



⁵ "Government" represents Public Administration and Educational Services, which are two separate two-digit NAICS codes.

Between 2018 and 2028, the industries projected to have the greatest job growth are Mining, Quarrying, and Oil and Gas Extraction; Health Care and Social Assistance; Unclassified Industry⁶; Transportation and Warehousing, and Construction. Conversely, the industries projected to have the greatest percentage of job decline are Manufacturing; Agriculture, Forestry, Fishing, and Hunting; Information; and Utilities (Exhibit 8).

Exhibit 8: Projected Percentage Change of Jobs by Industry in the South Region, 2018-2028



⁶ This category captures businesses that did not report a North American Industry Classification System (NAICS) code. These are mostly newer businesses. ksa.economicmodeling.com/glossary/unclassified-industry

BUSINESSES

Businesses in the South Region posted 28,942 unique online job postings between January and December 2017. During this period, businesses with the greatest number of unique online job postings in the South Region were Lyft, Postmates, CRST International, United Technologies Corporation, and Sharp Healthcare (Exhibit 9).

Exhibit 9: Businesses with the Greatest Number of Unique Online Job Postings in the South Region, 2017

Company Name	Unique Online Job Postings	Company Name	Unique Online Job Postings
Lyft, Inc.	1,474	Marriott International, Inc.	113
Postmates Inc.	1,198	Chula Vista Elem School District	110
CRST International, Inc.	546	Care.com, Inc.	109
United Technologies Corporation	428	Instacart Inc.	105
Sharp Healthcare	388	Staffd, Inc.	103
C.R. England, Inc.	282	Sweetwater Union High School District	103
Penn National Gaming, Inc.	278	The Cheesecake Factory Incorporated	98
Starbucks Corporation	242	The Home Depot Inc	97
Delta Companies, LLC	213	Zillow Group, Inc.	92
Prime Healthcare Services Inc	201	Panera Bread Company	87
H&R Block, Inc.	182	AMF Bowling Inc.	87
Barton & Associates, Inc.	167	Southwestern College	86
Uber Technologies, Inc.	156	CVS Health Corporation	83
Loews Corporation	153	Hilton Worldwide Holdings Inc.	83
Robert Half International Inc.	152	Best Buy Co., Inc.	79
Macy's, Inc.	148	Petco Inc	76
Target Corporation	145	Kentucky Fried Chicken	76
Coronado Unified School District	143	Scripps Health	75
Window Enterprises, Inc.	142	Loews Hotel	74
Tradesmen International, Inc	139	L Brands, Inc.	74
Sears Holdings Corporation	135	Prime Inc	69
Forward Air Corporation	132	Sunrise Senior Living, Inc.	67
Sunbelt Staffing, LLC	132	Sodexo, Inc.	66
Toys "R" Us, Inc.	127	Ross Stores, Inc.	64
Soliant Health, Inc	122	J.C. Penney Corporation, Inc.	60

Businesses in the South Region posted 32,461 unique online job postings between January and December 2018. During this period, businesses with the greatest number of unique online job postings in the South Region were Lyft, Uber Technologies, United Technologies Corporation, Marriott International, and Robert Half International (Exhibit 10).

Exhibit 10: Businesses with the Greatest Number of Unique Online Job Postings in the South Region, 2018

Company Name	Unique Online Job Postings	Company Name	Unique Online Job Postings
Lyft, Inc.	3,341	Paradise Valley Hospital	162
Uber Technologies, Inc.	571	Ross Stores, Inc.	161
United Technologies Corporation	470	Target Corporation	159
Marriott International, Inc.	416	Instacart Inc.	157
Robert Half International Inc.	403	Rover Inc.	155
Varsity Tutors LLC	351	Hilton Worldwide Holdings Inc.	153
CRST International, Inc.	349	Roadrunner Transportation Systems, Inc.	151
VIP Kidz LLC	323	Tutree, Inc.	144
Sharp Healthcare	323	United States Department of the Air Force	142
UTC Aerospace Systems	322	Carlisle Hotels, Inc.	127
Sears Holdings Corporation	286	Allied Universal	127
Hired	258	Prime Inc.	124
H&R Block, Inc.	218	Penn National Gaming, Inc.	122
Sunbelt Staffing, LLC	196	Tradesmen International, Inc.	117
Virtual Vocations	185	J.C. Penney Corporation, Inc.	106
Macy's, Inc.	184	Bank of America Corporation	106
United States Department of the Navy	181	Curio Collective	101
Starbucks Corporation	179	Castleaura Enterprise	100
Soliant Health, Inc.	176	The Home Depot Inc.	98
Coronado Unified School District	173	Mercy Scripps Hospital	95
Shipt LLC	172	Ameriplan Corporation	94
J B Window Company, Inc.	166	Southwestern College	93
Zillow Group, Inc.	163	Chula Vista Elem School District	90
C.R. England, Inc.	163	Sysco Corporation	90
CVS Health Corporation	162	Sweetwater Union High School District	90

JOBS

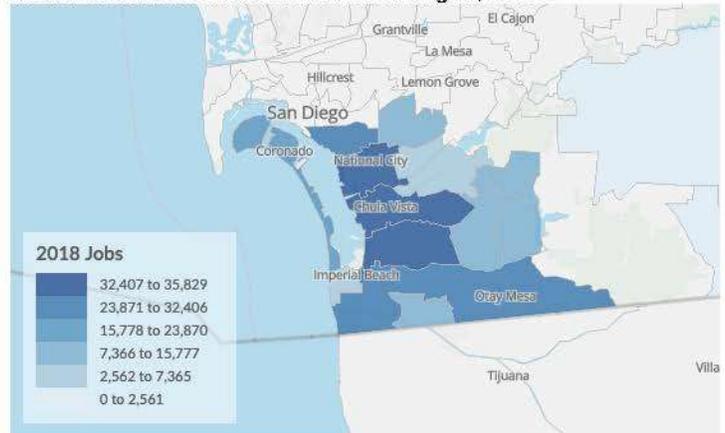
Between 2018 and 2028, the number of jobs in the South Region is expected to grow from 228,951 to 244,656. That is an increase of 15,705 jobs or seven percent. Comparatively, San Diego County and California are projected to grow by 151,179 jobs (or 8.8 percent) and 1,890,514 jobs (or 9.7 percent), respectively (Exhibit 11). Of the 151,179 projected job growth in San Diego County, approximately 10 percent (or 15,705 jobs) will be from the South Region.

Exhibit 11: Jobs Change by Region, 2018-2028

Region	2018 Jobs	2028 Jobs	Change (2018-2028)	Change % (2018-2028)
South Region	228,951	244,656	15,705	7.0%
San Diego County	1,717,825	1,870,004	151,179	8.8%
California	19,494,226	21,384,740	1,890,514	9.7%

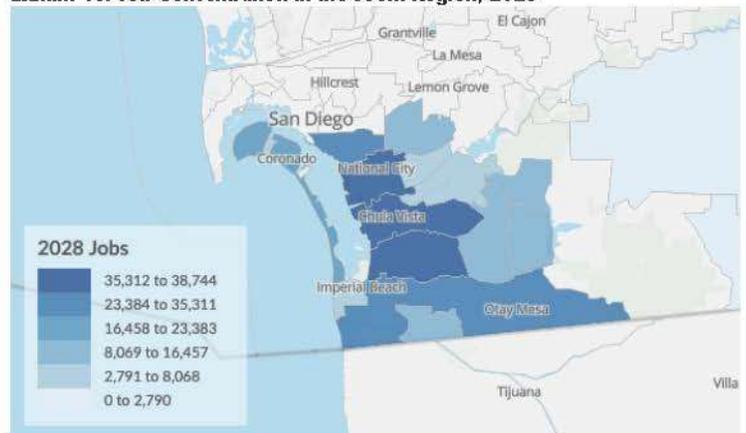
In 2018, the greatest number of jobs were located in zip code 91910, which is in Chula Vista (Exhibit 12).

Exhibit 12: Job Concentration in the South Region, 2018



The greatest number of jobs is projected to remain in the same area in 2028 (Exhibit 13).

Exhibit 13: Job Concentration in the South Region, 2028



Between 2018 and 2028, the greatest labor market demand will be in Chula Vista (91910), followed by National City (91950) and Chula Vista (91911) (Exhibit 14). Labor market demand is defined by the number of jobs per year that employers expect to fill (i.e., annual job openings).

Exhibit 14: Average Annual Job Openings by Zip Code in the South Region (2018-2028)

Zip Code	Area	Annual Jobs Openings	Zip Code	Area	Annual Jobs Openings
91910	Chula Vista	4,415	91935	Jamul	248
91950	National City	4,242	92155	San Diego	119
91911	Chula Vista	3,984	92136	San Diego	113
92154	San Diego	3,097	91906	Campa	79
92113	San Diego	2,544	91980	Tecate	29
92118	Coronado	1,947	91912	Chula Vista	13
91915	Chula Vista	1,219	92178	Coronado	11
92173	San Ysidro	1,217	91951	National City	8
91914	Chula Vista	1,014	92158	San Diego	7
91913	Chula Vista	899	91917	Dulzura	7
92114	San Diego	893	92153	San Diego	6
91932	Imperial Beach	672	92179	San Diego	1
91902	Bonita	610	91933	Imperial Beach	1
92139	San Diego	437	91909	Chula Vista	Insf. Data
92135	San Diego	282			

Between 2018 and 2028, the greatest labor market demand will be in Chula Vista (91910), followed by National City (91950) and Chula Vista (91911) (Exhibit 14). Labor market demand is defined by the number of jobs per year that employers expect to fill (i.e., annual job openings).

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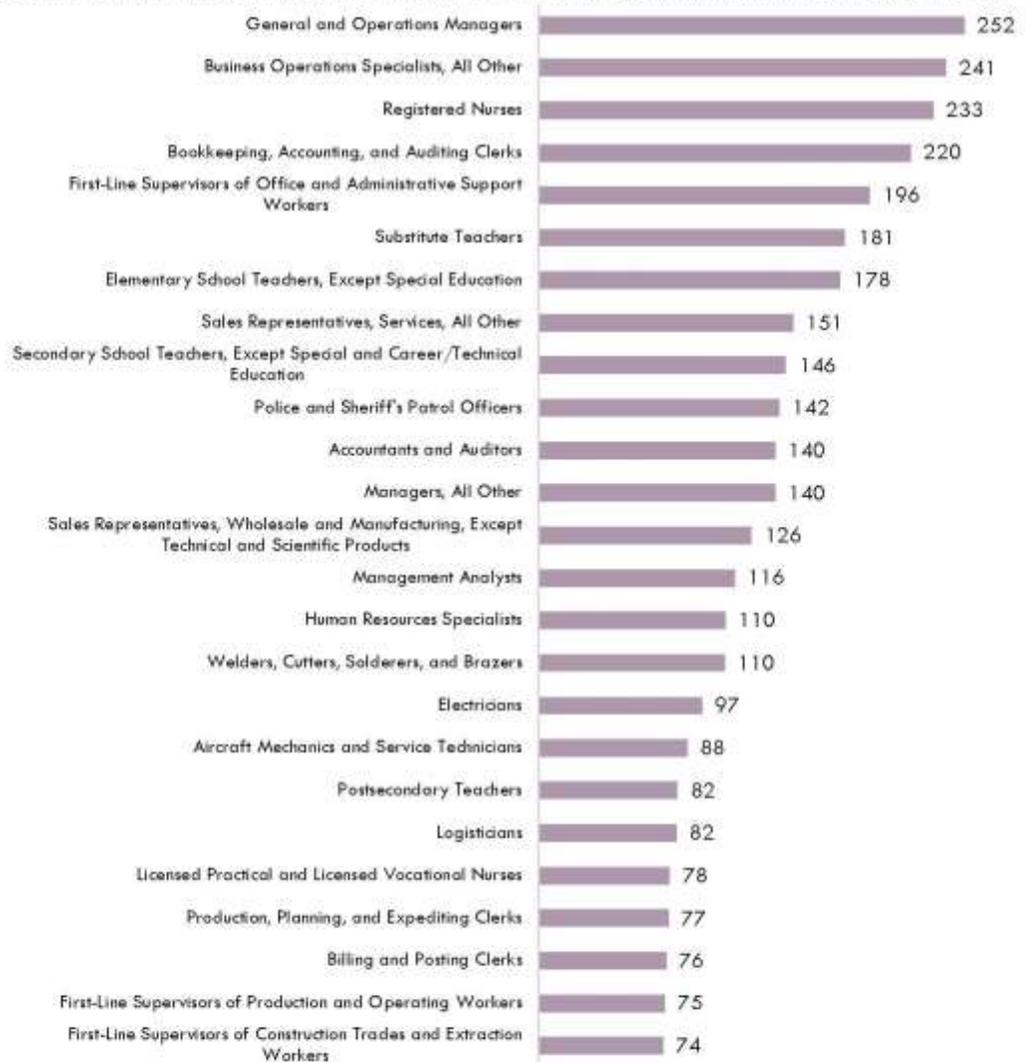
TOP JOBS WITH HIGH ENTRY-LEVEL EARNINGS

The following section highlights the top jobs with high entry-level earnings in the South Region. Top jobs with high entry-level earnings are defined as occupations with:

- The greatest labor market demand (highest average number of annual job openings between 2018 and 2028)
- **Entry-level hourly earnings** equal to or higher than the Self-Sufficiency Standard⁷

Based on the criteria above, Exhibit 15 lists the top jobs in the South Region by annual job openings.

Exhibit 15: Top Jobs in the South Region with High Entry-Level Earnings by Annual Job Openings, 2018-2028



⁷ Hourly earnings are grouped into five percentiles: 10th, 25th, 50th (median), 75th, and 90th. Entry-level or 25th percentile earnings of \$15.99/hr indicate that 75% of the workers in that occupation make more than \$15.99/hr. Median earnings of \$15.99/hr mean that half of workers in that occupation make more and half make less (kb.economicmodeling.com/glossary). The Self-Sufficiency Standard in San Diego for one adult is \$15.99 (insightcced.org/2018-self-sufficiency-standard).

Exhibits 16, 17, 18, and 19 separate the top jobs in the South Region into four categories based on typical entry-level education: 1) bachelor's degree or higher, 2) associate degree, 3) some college or postsecondary education non-degree award, and 4) high school diploma or lower.

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

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
11-1021	General and Operations Managers	252	Bachelor's degree	None	5 years+	\$33.35
13-1199	Business Operations Specialists, All Other	241	Bachelor's degree	None	None	\$27.08
29-1141	Registered Nurses	233	Bachelor's degree	None	None	\$37.58
25-3098	Substitute Teachers	181	Bachelor's degree	None	None	\$16.44
25-2021	Elementary School Teachers, Except Special Education	178	Bachelor's degree	None	None	\$26.71
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	146	Bachelor's degree	None	None	\$28.05
11-9199	Managers, All Other	140	Bachelor's degree	None	< 5 years	\$24.14
13-2011	Accountants and Auditors	140	Bachelor's degree	None	None	\$27.00
13-1111	Management Analysts	116	Bachelor's degree	None	< 5 years	\$31.22
13-1071	Human Resources Specialists	110	Bachelor's degree	None	None	\$22.20
25-1099	Postsecondary Teachers	82	Doctoral or professional degree	None	None	\$23.00
13-1081	Logisticians	82	Bachelor's degree	None	None	\$33.02
13-1028	Buyers and Purchasing Agents	73	Bachelor's degree	Moderate-term OJT	None	\$23.30
13-1161	Market Research Analysts and Marketing Specialists	73	Bachelor's degree	None	None	\$21.70
21-1021	Child, Family, and School Social Workers	73	Bachelor's degree	None	None	\$20.42
15-1199	Computer Occupations, All Other	67	Bachelor's degree	None	None	\$29.07
13-1041	Compliance Officers	67	Bachelor's degree	Moderate-term OJT	None	\$28.10
25-2022	Middle School Teachers, Except Special and Career/Technical Education	62	Bachelor's degree	None	None	\$27.83
17-2051	Civil Engineers	62	Bachelor's degree	None	None	\$31.26
11-3031	Financial Managers	62	Bachelor's degree	None	5 years+	\$42.84
15-1132	Software Developers, Applications	57	Bachelor's degree	None	None	\$38.10

Exhibit 17: Top Jobs with High Entry-Level Earnings that Require an Associate Degree in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	34	Associate degree	None	None	\$17.77
29-2021	Dental Hygienists	34	Associate degree	None	None	\$41.00
23-2011	Paralegals and Legal Assistants	30	Associate degree	None	None	\$24.73
29-2018	Clinical Laboratory Technologists and Technicians	28	Associate degree	None	None	\$17.35
17-3029	Engineering Technicians, Except Drafters, All Other	26	Associate degree	None	None	\$26.21
17-3023	Electrical and Electronics Engineering Technicians	25	Associate degree	None	None	\$25.06
49-2091	Avionics Technicians	23	Associate degree	None	None	\$25.91
17-3022	Civil Engineering Technicians	19	Associate degree	None	None	\$17.75
53-2021	Air Traffic Controllers	18	Associate degree	Long-term OJT	None	\$54.80
29-2034	Radiologic Technologists	14	Associate degree	None	None	\$27.90
17-3011	Architectural and Civil Drafters	13	Associate degree	None	None	\$24.57
29-1126	Respiratory Therapists	13	Associate degree	None	None	\$32.71
19-4099	Life, Physical, and Social Science Technicians, All Other	13	Associate degree	None	None	\$18.84
15-1152	Computer Network Support Specialists	12	Associate degree	None	None	\$26.48
15-1134	Web Developers	12	Associate degree	None	None	\$16.67
31-2021	Physical Therapist Assistants	11	Associate degree	None	None	\$21.54
23-2099	Legal Support Workers, All Other	11	Associate degree	None	None	\$18.20
19-4091	Environmental Science and Protection Technicians, Including Health	10	Associate degree	None	None	\$19.56
17-3021	Aerospace Engineering and Operations Technicians	9	Associate degree	None	None	\$25.59
17-3013	Mechanical Drafters	8	Associate degree	None	None	\$22.24
17-3027	Mechanical Engineering Technicians	7	Associate degree	None	None	\$20.96
17-3026	Industrial Engineering Technicians	7	Associate degree	None	None	\$28.16

Exhibit 18: Top Jobs with High Entry-Level Earnings that Require Some College or Postsecondary Non-Degree Award in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
43-3031	Bookkeeping, Accounting, and Auditing Clerks	220	Some college, no degree	Moderate-term OJT	None	\$16.92
49-3011	Aircraft Mechanics and Service Technicians	88	Postsecondary nondegree award	None	None	\$25.89
29-2061	Licensed Practical and Licensed Vocational Nurses	78	Postsecondary nondegree award	None	None	\$22.02
33-2011	Firefighters	67	Postsecondary nondegree award	Long-term OJT	None	\$24.46
15-1151	Computer User Support Specialists	43	Some college, no degree	None	None	\$22.50
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	33	Postsecondary nondegree award	Moderate-term OJT	None	\$19.79
29-2099	Health Technologists and Technicians, All Other	32	Postsecondary nondegree award	None	None	\$17.46
25-4031	Library Technicians	29	Postsecondary nondegree award	None	None	\$16.21
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	29	Postsecondary nondegree award	Long-term OJT	None	\$16.38
53-5021	Captains, Mates, and Pilots of Water Vessels	27	Postsecondary nondegree award	None	< 5 years	\$24.60
29-2071	Medical Records and Health Information Technicians	19	Postsecondary nondegree award	None	None	\$16.88
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	17	Postsecondary nondegree award	Long-term OJT	None	\$24.93
27-4011	Audio and Video Equipment Technicians	14	Postsecondary nondegree award	Short-term OJT	None	\$16.28
29-2055	Surgical Technologists	13	Postsecondary nondegree award	None	None	\$24.52
31-9097	Phlebotomists	8	Postsecondary nondegree award	None	None	\$17.47
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	6	Postsecondary nondegree award	Long-term OJT	None	\$26.04
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	6	Postsecondary nondegree award	Moderate-term OJT	< 5 years	\$41.52
53-5031	Ship Engineers	5	Postsecondary nondegree award	None	< 5 years	\$33.23
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	5	Postsecondary nondegree award	Moderate-term OJT	None	\$22.12
49-2097	Electronic Home Entertainment Equipment Installers and Repairers	5	Postsecondary nondegree award	Short-term OJT	None	\$16.04
31-9094	Medical Transcriptionists	5	Postsecondary nondegree award	None	None	\$16.64

Exhibit 19a: Top Jobs with High Entry-Level Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
43-1011	First-Line Supervisors of Office and Administrative Support Workers	196	HS diploma or equivalent	None	< 5 years	\$21.62
41-3099	Sales Representatives, Services, All Other	151	HS diploma or equivalent	Moderate-term OJT	None	\$16.44
33-3051	Police and Sheriff's Patrol Officers	142	HS diploma or equivalent	Moderate-term OJT	None	\$33.71
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	126	HS diploma or equivalent	Moderate-term OJT	None	\$18.28
51-4121	Welders, Cutters, Solderers, and Brazers	110	HS diploma or equivalent	Moderate-term OJT	None	\$17.06
47-2111	Electricians	97	HS diploma or equivalent	Apprenticeship	None	\$19.34
43-5061	Production, Planning, and Expediting Clerks	77	HS diploma or equivalent	Moderate-term OJT	None	\$18.06
43-3021	Billing and Posting Clerks	76	HS diploma or equivalent	Moderate-term OJT	None	\$16.76
51-1011	First-Line Supervisors of Production and Operating Workers	75	HS diploma or equivalent	None	< 5 years	\$22.54
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	74	HS diploma or equivalent	None	5 years+	\$26.44
25-3021	Self-Enrichment Education Teachers	72	HS diploma or equivalent	None	< 5 years	\$18.11
47-2152	Plumbers, Pipefitters, and Steamfitters	71	HS diploma or equivalent	Apprenticeship	None	\$18.12
41-3021	Insurance Sales Agents	69	HS diploma or equivalent	Moderate-term OJT	None	\$21.00
43-6011	Executive Secretaries and Executive Administrative Assistants	68	HS diploma or equivalent	None	< 5 years	\$23.83
51-4041	Machinists	63	HS diploma or equivalent	Long-term OJT	None	\$16.48
33-3021	Detectives and Criminal Investigators	62	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$42.13
53-1048	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	59	HS diploma or equivalent	None	< 5 years	\$18.85
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	59	HS diploma or equivalent	None	< 5 years	\$26.00
43-4061	Eligibility Interviewers, Government Programs	59	HS diploma or equivalent	Moderate-term OJT	None	\$18.90
33-3012	Correctional Officers and Jailers	57	HS diploma or equivalent	Moderate-term OJT	None	\$27.26
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	56	HS diploma or equivalent	Long-term OJT	None	\$18.35
47-2073	Operating Engineers and Other Construction Equipment Operators	49	HS diploma or equivalent	Moderate-term OJT	None	\$24.57

Exhibit 19b: Top Jobs with High Entry-Level Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028 (Continued)

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
49-9041	Industrial Machinery Mechanics	44	HS diploma or equivalent	Long-term OJT	None	\$22.19
43-4199	Information and Record Clerks, All Other	44	HS diploma or equivalent	Short-term OJT	None	\$19.42
41-1012	First-Line Supervisors of Non-Retail Sales Workers	40	HS diploma or equivalent	None	< 5 years	\$17.44
31-9099	Healthcare Support Workers, All Other	39	HS diploma or equivalent	None	None	\$16.91
41-9022	Real Estate Sales Agents	37	HS diploma or equivalent	Moderate-term OJT	None	\$18.45
47-5031	Explosives Workers, Ordnance Handling Experts, and Blasters	35	HS diploma or equivalent	Long-term OJT	< 5 years	\$29.52
43-5032	Dispatchers, Except Police, Fire, and Ambulance	35	HS diploma or equivalent	Moderate-term OJT	None	\$16.08
43-5052	Postal Service Mail Carriers	32	HS diploma or equivalent	Short-term OJT	None	\$18.44
39-1018	First-Line Supervisors of Gaming Workers	32	HS diploma or equivalent	None	< 5 years	\$18.52
35-1011	Chefs and Head Cooks	31	HS diploma or equivalent	None	5 years+	\$17.46
13-1031	Claims Adjusters, Examiners, and Investigators	30	HS diploma or equivalent	Long-term OJT	None	\$23.97
11-3071	Transportation, Storage, and Distribution Managers	29	HS diploma or equivalent	None	5 years+	\$33.98
47-2081	Drywall and Ceiling Tile Installers	29	No formal educational credential	Moderate-term OJT	None	\$17.80
47-2211	Sheet Metal Workers	28	HS diploma or equivalent	Apprenticeship	None	\$21.13
43-3051	Payroll and Timekeeping Clerks	28	HS diploma or equivalent	Moderate-term OJT	None	\$20.47
47-4011	Construction and Building Inspectors	27	HS diploma or equivalent	Moderate-term OJT	5 years+	\$26.19
43-9041	Insurance Claims and Policy Processing Clerks	27	HS diploma or equivalent	Moderate-term OJT	None	\$16.24
11-9141	Property, Real Estate, and Community Association Managers	26	HS diploma or equivalent	None	< 5 years	\$21.13
51-8031	Water and Wastewater Treatment Plant and System Operators	26	HS diploma or equivalent	Long-term OJT	None	\$26.48
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	25	HS diploma or equivalent	Long-term OJT	None	\$21.23
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	23	HS diploma or equivalent	Moderate-term OJT	None	\$16.34
53-2012	Commercial Pilots	23	HS diploma or equivalent	Moderate-term OJT	None	\$19.03
43-4031	Court, Municipal, and License Clerks	22	HS diploma or equivalent	Moderate-term OJT	None	\$20.75

Exhibit 19c: Top Jobs with High Entry-Level Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028 (Continued)

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
43-9022	Word Processors and Typists	20	HS diploma or equivalent	Short-term OJT	None	\$17.41
53-7081	Refuse and Recyclable Material Collectors	19	No formal educational credential	Short-term OJT	None	\$16.69
33-1012	First-Line Supervisors of Police and Detectives	19	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$55.27
27-2042	Musicians and Singers	19	No formal educational credential	Long-term OJT	None	\$16.63
43-5031	Police, Fire, and Ambulance Dispatchers	18	HS diploma or equivalent	Moderate-term OJT	None	\$23.02
47-2221	Structural Iron and Steel Workers	18	HS diploma or equivalent	Apprenticeship	None	\$22.20
13-2082	Tax Preparers	18	HS diploma or equivalent	Moderate-term OJT	None	\$18.23
33-9093	Transportation Security Screeners	17	HS diploma or equivalent	Short-term OJT	None	\$19.55
43-9011	Computer Operators	16	HS diploma or equivalent	Moderate-term OJT	None	\$18.77
47-2051	Cement Masons and Concrete Finishers	16	No formal educational credential	Moderate-term OJT	None	\$18.64
43-4131	Loan Interviewers and Clerks	15	HS diploma or equivalent	Short-term OJT	None	\$16.74
43-6012	Legal Secretaries	15	HS diploma or equivalent	Moderate-term OJT	None	\$19.13
41-9021	Real Estate Brokers	15	HS diploma or equivalent	None	< 5 years	\$23.92
43-3061	Procurement Clerks	13	HS diploma or equivalent	Moderate-term OJT	None	\$17.52
53-6051	Transportation Inspectors	12	HS diploma or equivalent	Moderate-term OJT	None	\$24.66
51-8021	Stationary Engineers and Boiler Operators	12	HS diploma or equivalent	Long-term OJT	None	\$30.82
47-2121	Glaziers	12	HS diploma or equivalent	Apprenticeship	None	\$16.72
47-4041	Hazardous Materials Removal Workers	11	HS diploma or equivalent	Moderate-term OJT	None	\$17.52
47-4051	Highway Maintenance Workers	11	HS diploma or equivalent	Moderate-term OJT	None	\$19.54
43-5053	Postal Service Mail Sorters, Processors, and Processing Machine Operators	10	HS diploma or equivalent	Short-term OJT	None	\$16.63
33-1099	First-Line Supervisors of Protective Service Workers, All Other	10	HS diploma or equivalent	None	< 5 years	\$20.31

Exhibit 19d: Top Jobs with High Entry-Level Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028 (Continued)

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Entry-Level Earnings
31-9093	Medical Equipment Preparers	9	HS diploma or equivalent	Moderate-term OJT	None	\$16.56
49-2092	Electric Motor, Power Tool, and Related Repairers	9	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$29.32
11-9081	Lodging Managers	9	HS diploma or equivalent	None	< 5 years	\$23.99
49-9096	Riggers	9	HS diploma or equivalent	Moderate-term OJT	None	\$21.85
49-9052	Telecommunications Line Installers and Repairers	9	HS diploma or equivalent	Long-term OJT	None	\$30.61
49-9043	Maintenance Workers, Machinery	8	HS diploma or equivalent	Long-term OJT	None	\$18.54
47-2082	Tapers	8	No formal educational credential	Moderate-term OJT	None	\$17.47
49-9051	Electrical Power-Line Installers and Repairers	8	HS diploma or equivalent	Long-term OJT	None	\$29.35
17-3031	Surveying and Mapping Technicians	8	HS diploma or equivalent	Moderate-term OJT	None	\$22.61
47-2161	Plasterers and Stucco Masons	8	No formal educational credential	Long-term OJT	None	\$21.83
47-2071	Paving, Surfacing, and Tamping Equipment Operators	7	HS diploma or equivalent	Moderate-term OJT	None	\$21.42
53-7021	Crane and Tower Operators	7	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$23.35
43-2099	Communications Equipment Operators, All Other	7	HS diploma or equivalent	Short-term OJT	None	\$24.56
43-5051	Postal Service Clerks	6	HS diploma or equivalent	Short-term OJT	None	\$21.22
33-9021	Private Detectives and Investigators	6	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$23.76
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	6	HS diploma or equivalent	Moderate-term OJT	None	\$18.28
47-2171	Reinforcing Iron and Rebar Workers	6	HS diploma or equivalent	Apprenticeship	None	\$19.43
47-2131	Insulation Workers, Floor, Ceiling, and Wall	6	No formal educational credential	Short-term OJT	None	\$16.88
33-1011	First-Line Supervisors of Correctional Officers	6	HS diploma or equivalent	None	< 5 years	\$45.15

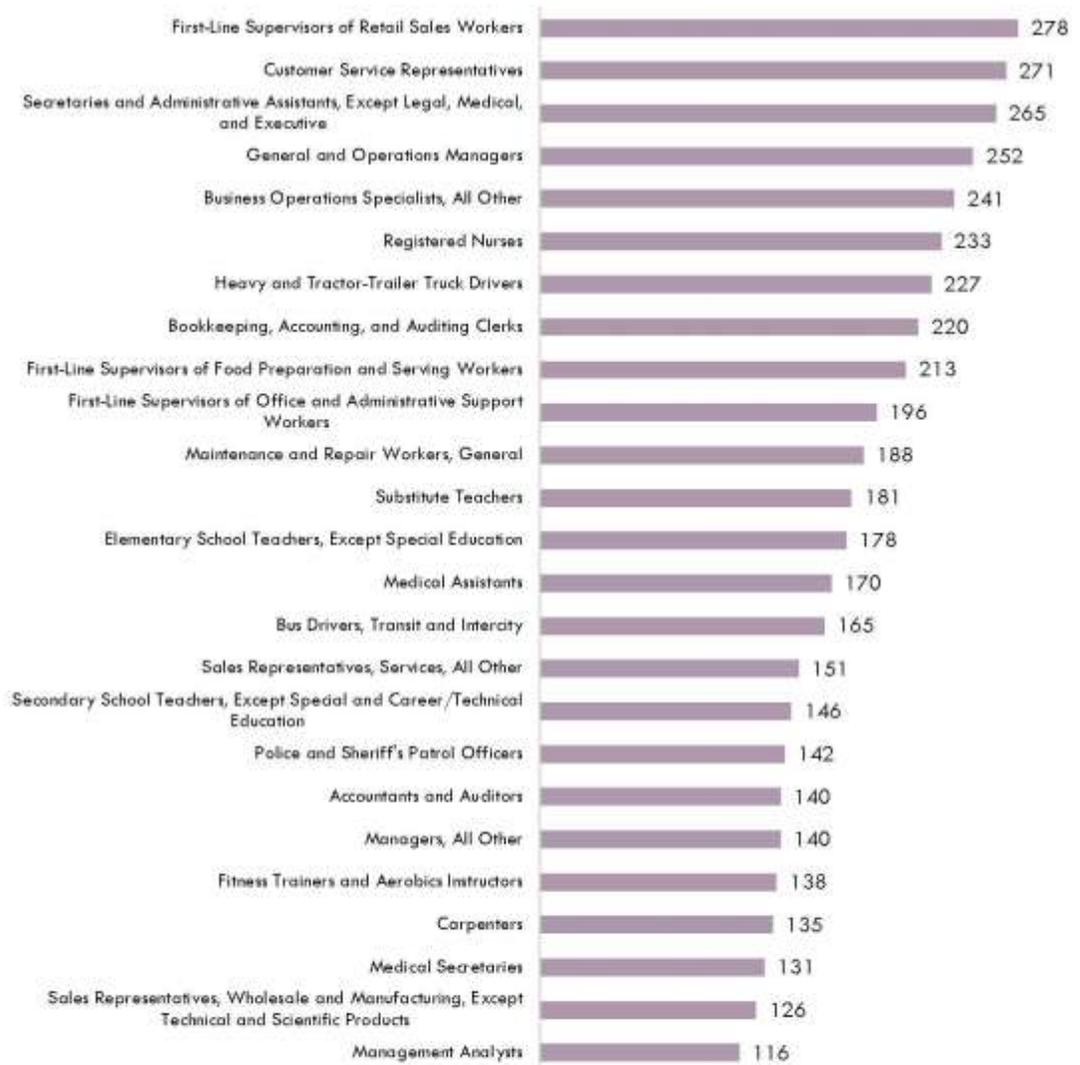
TOP JOBS WITH HIGH MEDIAN EARNINGS

The previous section highlights jobs with high entry-level earnings, while this section examines the top jobs with high median earnings. This list is more inclusive as there are more jobs with median earnings at or above the Self-Sufficiency Standard than jobs with entry-level earnings at or above the Self-Sufficiency Standard. These top jobs are defined as occupations with:

- The greatest labor market demand (highest average number of annual job openings between 2018 and 2028)
- **Median hourly earnings** equal to or higher than the Self-Sufficiency Standard⁶

Based on the criteria above, Exhibit 20 lists the top jobs with high median earnings in the South Region by annual job openings.

Exhibit 20: Top Jobs with High Median Earnings in the South Region by Annual Job Openings, 2018-2028



⁶ Median earnings of \$15.99/hr mean that half of workers in that occupation make more and half make less (ko.economicmodeling.com/glossary). The Self-Sufficiency Standard in San Diego for one adult is \$15.99 (insightcced.org/2018-self-sufficiency-standard).

Exhibits 21, 22, 23, and 24 separate the top jobs in the South Region into four categories based on typical entry-level education: 1) bachelor's degree or higher, 2) associate degree, 3) some college or postsecondary education non-degree award, and 4) high school diploma or lower.

Exhibit 21: Top Jobs with High Median Earnings that Require a Bachelor's Degree or Higher in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
11-1021	General and Operations Managers	252	Bachelor's degree	None	5 years+	\$51.59
13-1199	Business Operations Specialists, All Other	241	Bachelor's degree	None	None	\$37.22
29-1141	Registered Nurses	233	Bachelor's degree	None	None	\$45.21
25-3098	Substitute Teachers	181	Bachelor's degree	None	None	\$18.11
25-2021	Elementary School Teachers, Except Special Education	178	Bachelor's degree	None	None	\$34.70
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	146	Bachelor's degree	None	None	\$36.47
11-9199	Managers, All Other	140	Bachelor's degree	None	< 5 years	\$51.27
13-2011	Accountants and Auditors	140	Bachelor's degree	None	None	\$33.74
13-1111	Management Analysts	116	Bachelor's degree	None	< 5 years	\$38.14
13-1071	Human Resources Specialists	110	Bachelor's degree	None	None	\$30.63
25-3097	Teachers and Instructors, All Other	102	Bachelor's degree	None	None	\$18.68
25-1099	Postsecondary Teachers	82	Doctoral or professional degree	None	None	\$36.20
13-1081	Logisticians	82	Bachelor's degree	None	None	\$40.90
13-1028	Buyers and Purchasing Agents	73	Bachelor's degree	Moderate-term OJT	None	\$31.17
13-1161	Market Research Analysts and Marketing Specialists	73	Bachelor's degree	None	None	\$29.76
21-1021	Child, Family, and School Social Workers	73	Bachelor's degree	None	None	\$25.18
13-1041	Compliance Officers	67	Bachelor's degree	Moderate-term OJT	None	\$39.60
15-1199	Computer Occupations, All Other	67	Bachelor's degree	None	None	\$41.79
25-2022	Middle School Teachers, Except Special and Career/Technical Education	62	Bachelor's degree	None	None	\$35.13
11-3031	Financial Managers	62	Bachelor's degree	None	5 years+	\$59.64
17-2051	Civil Engineers	62	Bachelor's degree	None	None	\$39.80

Exhibit 22: Top Jobs with High Median Earnings that Require an Associate Degree in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	34	Associate degree	None	None	\$20.69
29-2021	Dental Hygienists	34	Associate degree	None	None	\$44.89
23-2011	Paralegals and Legal Assistants	30	Associate degree	None	None	\$30.22
29-2018	Clinical Laboratory Technologists and Technicians	28	Associate degree	None	None	\$25.95
17-3029	Engineering Technicians, Except Drafters, All Other	26	Associate degree	None	None	\$33.03
17-3023	Electrical and Electronics Engineering Technicians	25	Associate degree	None	None	\$32.44
49-2091	Avionics Technicians	23	Associate degree	None	None	\$30.29
17-3022	Civil Engineering Technicians	19	Associate degree	None	None	\$24.86
53-2021	Air Traffic Controllers	18	Associate degree	Long-term OJT	None	\$71.29
29-2034	Radiologic Technologists	14	Associate degree	None	None	\$37.32
17-3011	Architectural and Civil Drafters	13	Associate degree	None	None	\$28.59
19-4099	Life, Physical, and Social Science Technicians, All Other	13	Associate degree	None	None	\$25.59
29-1126	Respiratory Therapists	13	Associate degree	None	None	\$38.08
15-1134	Web Developers	12	Associate degree	None	None	\$22.64
15-1152	Computer Network Support Specialists	12	Associate degree	None	None	\$33.55
31-2021	Physical Therapist Assistants	11	Associate degree	None	None	\$27.07
19-4093	Forest and Conservation Technicians	11	Associate degree	None	None	\$18.77
23-2099	Legal Support Workers, All Other	11	Associate degree	None	None	\$25.39
19-4091	Environmental Science and Protection Technicians, Including Health	10	Associate degree	None	None	\$23.46
17-3021	Aerospace Engineering and Operations Technicians	9	Associate degree	None	None	\$30.12
17-3013	Mechanical Drafters	8	Associate degree	None	None	\$28.45
17-3026	Industrial Engineering Technicians	7	Associate degree	None	None	\$33.95
17-3027	Mechanical Engineering Technicians	7	Associate degree	None	None	\$27.58

Exhibit 23: Top Jobs with High Median Earnings that Require Some College or Postsecondary Non-Degree Award in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
53-3032	Heavy and Tractor-Trailer Truck Drivers	227	Postsecondary nondegree award	Short-term OJT	None	\$19.03
43-3031	Bookkeeping, Accounting, and Auditing Clerks	220	Some college, no degree	Moderate-term OJT	None	\$20.93
31-9092	Medical Assistants	170	Postsecondary nondegree award	None	None	\$17.40
49-3023	Automotive Service Technicians and Mechanics	116	Postsecondary nondegree award	Short-term OJT	None	\$18.10
49-3011	Aircraft Mechanics and Service Technicians	88	Postsecondary nondegree award	None	None	\$29.64
31-9091	Dental Assistants	88	Postsecondary nondegree award	None	None	\$17.67
29-2061	Licensed Practical and Licensed Vocational Nurses	78	Postsecondary nondegree award	None	None	\$25.93
33-2011	Firefighters	67	Postsecondary nondegree award	Long-term OJT	None	\$30.09
15-1151	Computer User Support Specialists	43	Some college, no degree	None	None	\$27.43
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	33	Postsecondary nondegree award	Moderate-term OJT	None	\$26.05
29-2099	Health Technologists and Technicians, All Other	32	Postsecondary nondegree award	None	None	\$20.44
25-4031	Library Technicians	29	Postsecondary nondegree award	None	None	\$20.27
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	29	Postsecondary nondegree award	Long-term OJT	None	\$24.57
53-5021	Captains, Mates, and Pilots of Water Vessels	27	Postsecondary nondegree award	None	< 5 years	\$41.11
29-2071	Medical Records and Health Information Technicians	19	Postsecondary nondegree award	None	None	\$21.61
49-2011	Computer, Automated Teller, and Office Machine Repairers	18	Some college, no degree	Short-term OJT	None	\$17.14
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	17	Postsecondary nondegree award	Long-term OJT	None	\$29.04
27-4011	Audio and Video Equipment Technicians	14	Postsecondary nondegree award	Short-term OJT	None	\$19.72
29-2055	Surgical Technologists	13	Postsecondary nondegree award	None	None	\$28.25
31-9097	Phlebotomists	8	Postsecondary nondegree award	None	None	\$20.76
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	6	Postsecondary nondegree award	Long-term OJT	None	\$28.74
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	6	Postsecondary nondegree award	Moderate-term OJT	< 5 years	\$50.62

Exhibit 24a: Top Jobs with High Median Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
41-1011	First-Line Supervisors of Retail Sales Workers	278	HS diploma or equivalent	None	< 5 years	\$18.31
43-4051	Customer Service Representatives	271	HS diploma or equivalent	Short-term OJT	None	\$17.74
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	265	HS diploma or equivalent	Short-term OJT	None	\$19.07
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	213	HS diploma or equivalent	None	< 5 years	\$16.59
43-1011	First-Line Supervisors of Office and Administrative Support Workers	196	HS diploma or equivalent	None	< 5 years	\$27.02
49-9071	Maintenance and Repair Workers, General	188	HS diploma or equivalent	Moderate-term OJT	None	\$18.56
53-3021	Bus Drivers, Transit and Intercity	165	HS diploma or equivalent	Moderate-term OJT	None	\$16.66
41-3099	Sales Representatives, Services, All Other	151	HS diploma or equivalent	Moderate-term OJT	None	\$23.91
33-3051	Police and Sheriff's Patrol Officers	142	HS diploma or equivalent	Moderate-term OJT	None	\$41.08
39-9031	Fitness Trainers and Aerobics Instructors	138	HS diploma or equivalent	Short-term OJT	None	\$19.69
47-2031	Carpenters	135	HS diploma or equivalent	Apprenticeship	None	\$20.03
43-6013	Medical Secretaries	131	HS diploma or equivalent	Moderate-term OJT	None	\$19.02
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	126	HS diploma or equivalent	Moderate-term OJT	None	\$24.76
51-4121	Welders, Cutters, Solderers, and Brazers	110	HS diploma or equivalent	Moderate-term OJT	None	\$22.28
47-2111	Electricians	97	HS diploma or equivalent	Apprenticeship	None	\$27.74
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	89	No formal educational credential	Short-term OJT	None	\$16.03
43-5061	Production, Planning, and Expediting Clerks	77	HS diploma or equivalent	Moderate-term OJT	None	\$22.90
43-3021	Billing and Posting Clerks	76	HS diploma or equivalent	Moderate-term OJT	None	\$20.70
51-1011	First-Line Supervisors of Production and Operating Workers	75	HS diploma or equivalent	None	< 5 years	\$29.83
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	74	HS diploma or equivalent	None	5 years+	\$35.57
25-3021	Self-Enrichment Education Teachers	72	HS diploma or equivalent	None	< 5 years	\$22.11

Exhibit 24b: Top Jobs with High Median Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028 (Continued)

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	71	HS diploma or equivalent	Moderate-term OJT	None	\$19.18
47-2152	Plumbers, Pipefitters, and Steamfitters	71	HS diploma or equivalent	Apprenticeship	None	\$24.01
41-3021	Insurance Sales Agents	69	HS diploma or equivalent	Moderate-term OJT	None	\$25.64
33-9099	Protective Service Workers, All Other	68	HS diploma or equivalent	Short-term OJT	None	\$18.71
43-6011	Executive Secretaries and Executive Administrative Assistants	68	HS diploma or equivalent	None	< 5 years	\$29.61
11-9051	Food Service Managers	68	HS diploma or equivalent	None	< 5 years	\$21.30
21-1093	Social and Human Service Assistants	65	HS diploma or equivalent	Short-term OJT	None	\$17.84
51-4041	Machinists	63	HS diploma or equivalent	Long-term OJT	None	\$21.81
33-3021	Detectives and Criminal Investigators	62	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$43.40
49-9099	Installation, Maintenance, and Repair Workers, All Other	62	HS diploma or equivalent	Moderate-term OJT	None	\$17.89
53-1048	First-line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	59	HS diploma or equivalent	None	< 5 years	\$24.43
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	59	HS diploma or equivalent	None	< 5 years	\$32.06
47-2141	Painters, Construction and Maintenance	59	No formal educational credential	Moderate-term OJT	None	\$16.09
43-4061	Eligibility Interviewers, Government Programs	59	HS diploma or equivalent	Moderate-term OJT	None	\$25.51
33-3012	Correctional Officers and Jailers	57	HS diploma or equivalent	Moderate-term OJT	None	\$32.67
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	56	HS diploma or equivalent	Long-term OJT	None	\$25.24
47-2073	Operating Engineers and Other Construction Equipment Operators	49	HS diploma or equivalent	Moderate-term OJT	None	\$29.78
53-3022	Bus Drivers, School or Special Client	49	HS diploma or equivalent	Short-term OJT	None	\$19.13
53-7051	Industrial Truck and Tractor Operators	47	No formal educational credential	Short-term OJT	None	\$19.40
29-2052	Pharmacy Technicians	46	HS diploma or equivalent	Moderate-term OJT	None	\$17.72
49-9041	Industrial Machinery Mechanics	44	HS diploma or equivalent	Long-term OJT	None	\$26.80
43-4199	Information and Record Clerks, All Other	44	HS diploma or equivalent	Short-term OJT	None	\$22.30

Exhibit 24c: Top Jobs with High Median Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028 (Continued)

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
43-5011	Cargo and Freight Agents	43	HS diploma or equivalent	Short-term OJT	None	\$19.94
43-4151	Order Clerks	41	HS diploma or equivalent	Short-term OJT	None	\$18.69
41-1012	First-Line Supervisors of Non-Retail Sales Workers	40	HS diploma or equivalent	None	< 5 years	\$21.18
31-9099	Healthcare Support Workers, All Other	39	HS diploma or equivalent	None	None	\$20.09
39-1021	First-Line Supervisors of Personal Service Workers	37	HS diploma or equivalent	None	< 5 years	\$20.20
41-9022	Real Estate Sales Agents	37	HS diploma or equivalent	Moderate-term OJT	None	\$19.83
47-5031	Explosives Workers, Ordnance Handling Experts, and Blasters	35	HS diploma or equivalent	Long-term OJT	< 5 years	\$34.50
43-5032	Dispatchers, Except Police, Fire, and Ambulance	35	HS diploma or equivalent	Moderate-term OJT	None	\$20.85
51-2041	Structural Metal Fabricators and Fitters	34	HS diploma or equivalent	Moderate-term OJT	None	\$20.38
41-9099	Sales and Related Workers, All Other	33	HS diploma or equivalent	None	None	\$18.50
43-5052	Postal Service Mail Carriers	32	HS diploma or equivalent	Short-term OJT	None	\$28.74
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	32	HS diploma or equivalent	None	< 5 years	\$16.32
39-1018	First-Line Supervisors of Gaming Workers	32	HS diploma or equivalent	None	< 5 years	\$24.10
35-1011	Chefs and Head Cooks	31	HS diploma or equivalent	None	5 years+	\$22.47
13-1031	Claims Adjusters, Examiners, and Investigators	30	HS diploma or equivalent	Long-term OJT	None	\$29.93
11-3071	Transportation, Storage, and Distribution Managers	29	HS diploma or equivalent	None	5 years+	\$40.84
47-2081	Drywall and Ceiling Tile Installers	29	No formal educational credential	Moderate-term OJT	None	\$26.28
47-2211	Sheet Metal Workers	28	HS diploma or equivalent	Apprenticeship	None	\$27.61
43-3051	Payroll and Timekeeping Clerks	28	HS diploma or equivalent	Moderate-term OJT	None	\$24.21
43-9041	Insurance Claims and Policy Processing Clerks	27	HS diploma or equivalent	Moderate-term OJT	None	\$19.41
47-4011	Construction and Building Inspectors	27	HS diploma or equivalent	Moderate-term OJT	5 years+	\$36.11
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	27	HS diploma or equivalent	Moderate-term OJT	None	\$19.10
11-9141	Property, Real Estate, and Community Association Managers	26	HS diploma or equivalent	None	< 5 years	\$25.50
51-8031	Water and Wastewater Treatment Plant and System Operators	26	High school diploma or equivalent	Long-term OJT	None	\$32.38

Exhibit 24d: Top Jobs with High Median Earnings that Require a High School Diploma or Lower in the South Region, 2018-2028 (Continued)

SOC	Occupational Title	Annual Job Openings	Typical Entry-Level Education	Typical On-the-Job Training (OJT)	Work Experience Required	Median Earnings
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	25	HS diploma or equivalent	Long-term OJT	None	\$26.45
53-5011	Sailors and Marine Oilers	24	No formal educational credential	Moderate-term OJT	None	\$18.86
43-4111	Interviewers, Except Eligibility and Loan	23	HS diploma or equivalent	Short-term OJT	None	\$18.55
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	23	HS diploma or equivalent	Moderate-term o OJT	None	\$21.60
53-2012	Commercial Pilots	23	HS diploma or equivalent	Moderate-term OJT	None	\$33.43
43-3011	Bill and Account Collectors	22	HS diploma or equivalent	Moderate-term OJT	None	\$18.41
43-4031	Court, Municipal, and License Clerks	22	HS diploma or equivalent	Moderate-term OJT	None	\$23.90
51-9122	Painters, Transportation Equipment	22	HS diploma or equivalent	Moderate-term OJT	None	\$19.60
43-9022	Word Processors and Typists	20	HS diploma or equivalent	Short-term OJT	None	\$19.80
27-4021	Photographers	20	HS diploma or equivalent	Long-term OJT	None	\$17.17
51-2028	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	19	HS diploma or equivalent	Moderate-term OJT	None	\$16.11
53-7081	Refuse and Recyclable Material Collectors	19	No formal educational credential	Short-term OJT	None	\$22.06
33-1012	First-Line Supervisors of Police and Detectives	19	HS diploma or equivalent	Moderate-term OJT	< 5 years	\$63.16
27-2042	Musicians and Singers	19	No formal educational credential	Long-term OJT	None	\$22.11
43-5031	Police, Fire, and Ambulance Dispatchers	18	HS diploma or equivalent	Moderate-term OJT	None	\$28.02
47-2221	Structural Iron and Steel Workers	18	HS diploma or equivalent	Apprenticeship	None	\$32.26
13-2082	Tax Preparers	18	HS diploma or equivalent	Moderate-term OJT	None	\$22.66
33-9093	Transportation Security Screeners	17	HS diploma or equivalent	Short-term OJT	None	\$19.78
49-3021	Automotive Body and Related Repairers	17	HS diploma or equivalent	Long-term OJT	None	\$16.05
53-3099	Motor Vehicle Operators, All Other	17	No formal educational credential	Short-term OJT	None	\$19.91

TECHNICAL SKILLS

Businesses in the South Region posted 28,942 unique online job postings⁹ between January and December 2017. During this period, 2,955 or 11 percent of the 28,942 online job postings listed "Restaurant Operation" as a desired technical skill (Exhibit 25).

Exhibit 25: Top Technical Skills in Online Job Postings by Percentage in the South Region, 2017

Technical Skill	% of Total Online Job Postings	Technical Skill	% of Total Online Job Postings
Restaurant Operation	10%	Telemetry	2%
Selling Techniques	6%	Business Development	2%
Merchandising	6%	Auditing	2%
Nursing	5%	Warehousing	2%
Application Programming Interface	5%	Speech-Language Pathology	2%
Home Care	4%	Post-Anesthesia Care Unit	1%
Caring For People With Dementia	3%	Operating Theater	1%
Customer Experience	3%	Medical Surgical Nursing	1%
Accounting	3%	Continuous Improvement Process	1%
Strategic Business Unit	3%	Microsoft Access	1%
Basic Life Support	3%	Rehabilitations	1%
Purchasing	3%	Caregiving	1%
Loss Prevention	3%	Neonatal Intensive Care Unit	1%
Customer Satisfaction	2%	Brokerage	1%
Surgeries	2%	Cath Lab	1%
Cash Register	2%	Loans	1%
Intensive Care Unit	2%	Strategic Planning	1%
Acute Care	2%	Customer Relationship Management	1%
Sales Management	2%	Nursing Care	1%
Emergency Departments	2%	Occupational Therapy	1%
Truckload Shipping	2%	Diseases and Disorders	1%
Food Services	2%	Anesthesias	1%
Oncology	2%	Safety Standards	1%
Advanced Cardiovascular Life Support (ACLS)	2%	Pediatric Intensive Care Unit	1%
Pediatrics	2%	Demos	1%

⁹ Online job postings are different than employment numbers referenced

Businesses in the South Region posted 32,461 unique online job postings between January and December 2018. During this period, 2,186 or seven percent of the 32,461 online job postings listed "Merchandising" as a desired technical skill (Exhibit 26).

Exhibit 26: Top Technical Skills in Online Job Postings by Percentage in the South Region, 2018

Technical Skill	% of Total Online Job Postings	Technical Skill	% of Total Online Job Postings
Merchandising	7%	Accounts Receivable	1%
Employment Agency	7%	Lesson Planning	1%
Selling Techniques	6%	Safety Training	1%
Accounting	6%	Client Rapport	1%
Restaurant Operation	5%	Aerospace Engineering	1%
Nursing	4%	Microsoft Access	1%
Customer Experience	3%	Customer Relationship Management	1%
Strategic Business Unit	3%	Strategic Planning	1%
Loss Prevention	3%	Demos	1%
Capital Markets	2%	Mortgage Loans	1%
Customer Satisfaction	2%	Brokerage	1%
Purchasing	2%	Accounts Payable	1%
Home Care	2%	Performance Appraisal	1%
Cash Register	2%	Retail Management	1%
Billing	2%	Composite Structures	1%
Continuous Improvement Process	2%	Acute Care	1%
Space Exploration	2%	JavaScript (Programming Language)	1%
Food Services	2%	Corrective and Preventive Actions	1%
Aerostructure	2%	Intensive Care Unit	1%
Caring For People With Dementia	2%	Alternative Education	1%
Basic Life Support	2%	Disabilities	1%
Auditing	2%	Advanced Cardiovascular Life Support (ACLS)	1%
Warehousing	2%	Speech-Language Pathology	1%
Sales Management	2%	Security Policies	1%
Business Development	2%	Inventory Management	1%

SOFT SKILLS

Businesses in the South Region posted 28,942 unique online job postings between January and December 2017. During this period, 5,961 or 21 percent of the 28,942 online job postings listed "Management" as a desired soft skill (Exhibit 27).

Exhibit 27: Top Soft Skills in Online Job Postings by Percentage in the South Region, 2017

Soft Skill	% of Total Online Job Postings	Soft Skill	% of Total Online Job Postings
Management	21%	Training and Development	2%
Sales	19%	Cleanliness	2%
Customer Service	19%	Verbal Communication Skills	2%
Communications	15%	Cardiopulmonary Resuscitation	2%
Operations	9%	Coordinating	2%
Leadership	8%	Real Estates	2%
Android (Operating System)	7%	Clerical Works	2%
Apple iPhone	6%	Mentorship	2%
Service-Orientation	5%	Writing	2%
Interpersonal Skills	5%	Teaching	2%
Innovation	5%	Trust	2%
Problem Solving	4%	Punctuality	2%
Written Communication	4%	Decision Making	2%
Hospitality	4%	Microsoft Outlook	2%
Multilingualism	4%	Prioritization	2%
Spanish Language	4%	Microsoft Office	1%
Computer Literacy	4%	Driving	1%
Presentations	4%	Microsoft PowerPoint	1%
English Language	4%	First Aid	1%
Retail Sales	4%	Financial Services	1%
Microsoft Excel	3%	Information Technology	1%
Time Management	3%	Construction	1%
Sanitation	2%	Data Entry	1%
Investigation	2%	Adaptabilities	1%
Research	2%	Career Development	1%

Businesses in the South Region posted 32,461 unique online job postings between January and December 2018. During this period, 7,060 or 22 percent of the 32,461 online job postings listed "Management" as a desired soft skill (Exhibit 28).

Exhibit 28: Top Soft Skills in Online Job Postings by Percentage in the South Region, 2018

Soft Skill	% of Total Online Job Postings	Soft Skill	% of Total Online Job Postings
Management	22%	Mentorship	2%
Sales	20%	Coordinating	2%
Customer Service	19%	Clerical Works	2%
Communications	15%	Investigation	2%
Android (Operating System)	10%	Real Estates	2%
Operations	10%	Driving	2%
Apple iPhone	10%	Chinese Language	2%
Leadership	9%	Cardiopulmonary Resuscitation	2%
Innovation	8%	Cleanliness	2%
Multilingualism	5%	Information Technology	2%
Written Communication	5%	Writing	2%
Problem Solving	5%	Adaptabilites	2%
Interpersonal Skills	5%	Data Entry	2%
Hospitality	4%	Trust	2%
Computer Literacy	4%	Sanitation	2%
Retail Sales	4%	Microsoft Office	2%
Presentations	4%	Punctuality	2%
Spanish Language	4%	Decision Making	2%
English Language	3%	Microsoft Outlook	1%
Microsoft Excel	3%	Prioritization	1%
Teaching	3%	Troubleshooting (Problem Solving)	1%
Time Management	3%	First Aid	1%
Verbal Communication Skills	3%	Microsoft PowerPoint	1%
Research	3%	Financial Services	1%
Training and Development	2%	Creativity	1%

CERTIFICATIONS AND QUALIFICATIONS

In 2017, employers in the South Region listed Commercial Driver's License (CDL) as the top certification or qualifications in online job openings (Exhibit 29).

Exhibit 29: Top Certifications or Qualifications in Online Job Postings by Number of Postings in the South Region, 2017

Certification or Qualification	# Online Job Postings	Certification or Qualification	# Online Job Postings
Commercial Driver's License (CDL)	1,061	Product Certification	46
Certified Nursing Assistant	346	Master of Business Administration (MBA)	43
Nurse Practitioner	294	Certified Regulatory and Compliance Professional	42
Licensed Vocational Nurses	230	Certified Pharmacy Technician	40
Critical Care Registered Nurse (CCRN)	215	Radiologic Technologist	40
CNOR Certification	209	Certified Public Accountant	39
Associate of Science In Nursing	187	American Registry of Radiologic Technologists (ARRT) Certified	37
Licensed Practical Nurse	119	Family Nursing Practitioner	36
Associates Degree in Nursing	112	Certified Hemodialysis Technologist/Technician	29
Advanced Practice Registered Nurse	107	Transportation Worker Identification Credential (TWIC) Card	29
Radiation Oncologist	94	Advanced Life Support	28
Licensed Clinical Social Worker (LCSW)	91	Certified Case Manager	24
Neonatal Nurse Practitioner	85	Medical Technologist	23
CompTIA Security+	76	Series 6 Investment Company and Variable Contracts License (Mutual Funds/Variable Annuities)	22
Certified Occupational Therapy Assistant	73	Certified Information Systems Security Professional	21
Registered Dental Assistant	72	Microsoft Certified Systems Engineer	20
Psychiatric-Mental Health Nurse Practitioner	65	National Council Licensure Examination	20
Series 7 General Securities Representative License (Stockbroker)	62	Certified Coding Specialist	17
Patient Care Technician	61	Certified First Responder	17
Series 66 Uniform Investment Adviser : Combined State Laws License (Combined 63 and 65)	55	Microsoft Certified Professional	17
Certified Financial Planner	53	Certified Information Security Manager	16
Certified Novell Salesperson	52	Licensed Marriage and Family Therapist (LMFT)	16
Certified Benefits Professional	50	Certified Home Health Aide	15
Clinical Nurse Specialists (CNS)	50	Licensed Professional Counselor (LPC)	15
Certified Registered Nurse Anesthetist (CRNA)	49	Certified Professional Coder	14

In 2018, employers in the South Region listed "Commercial Driver's License (CDL)" as the top certification or qualifications in online job openings (Exhibit 30).

Exhibit 30: Top Certifications or Qualifications in Online Job Postings by Number of Postings in the South Region, 2018

Certification or Qualification	# Online Job Postings	Certification or Qualification	# Online Job Postings
Commercial Driver's License (CDL)	723	Radiologic Technologist	34
Certified Nursing Assistant	262	Transportation Worker Identification Credential (TWIC) Card	34
Licensed Vocational Nurses	234	Microsoft Certified Systems Engineer	31
Licensed Practical Nurse	139	Professional Engineer	31
Nurse Practitioner	133	Certificate In English Language Teaching To Adults (CELTA)	30
CompTIA Security+	115	Master of Business Administration (MBA)	30
Critical Care Registered Nurse (CCRN)	85	Advanced Life Support	28
Associate of Science In Nursing	83	Certified Public Accountant	28
CNOR Certification	83	American Registry of Radiologic Technologists (ARRT) Certified	27
Radiation Oncologist	76	Neonatal Nurse Practitioner	27
Certified Occupational Therapy Assistant	65	Doctor of Medicine (MD)	26
Certified Benefits Professional	64	Certified Medical Assistant	25
Series 7 General Securities Representative License (Stockbroker)	60	Cisco Certified Network Associate	25
Advanced Practice Registered Nurse	55	Family Nursing Practitioner	25
Certified Financial Planner	54	Cisco Certified Network Professional	24
Series 66 Uniform Investment Adviser : Combined State Laws License (Combined 63 and 65)	53	Registered Dental Assistant	23
Psychiatric-Mental Health Nurse Practitioner	46	Certified First Responder	21
Patient Care Technician	45	Certified Hemodialysis Technologist/Technician	21
Clinical Nurse Specialists (CNS)	43	Registered Investment Advisor	21
Licensed Clinical Social Worker (LCSW)	42	Certified Coding Specialist	20
Product Certification	42	Certified Information Security Manager	19
Series 6 Investment Company and Variable Contracts License (Mutual Funds/Variable Annuities)	39	Project Management Professional Certification	19
Certified Information Systems Security Professional	35	Microsoft Certified Systems Administrator (MCSA)	18
Certified Regulatory and Compliance Professional	35	National Council Licensure Examination	18
Certified Novell Salesperson	34	Certified Professional Coder	17

