



**CITRUS COLLEGE DISTRICT CONSORTIUM
DRAFT PLAN REPORT:
Objectives #1, #2, & #4**

CCDC Members:

Citrus College

Azusa Unified School District

Claremont Unified School District

Duarte Unified School District

Glendora Unified School District

Monrovia Unified School District

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Preface: CCDC Member Contact Information

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Chapter I: Summary

Summary of the CCDC Planning Process to Date

This first draft of the Citrus College District Consortium (CCDC) regional plan springs forth from tremendous energy and commitment from every CCDC member.

Consortium members have earnestly carried out the AB86 Work Group's request for data gathering and analysis and have placed a premium on integrity and uniformity in the process. CCDC members have refused to settle for simple answers, choosing instead to grasp the complexities of the data requested, by engaging in hearty discussions within the consortium and, when necessary, requesting clarification from the AB86 Work Group. Members truly believe the efforts herein are exemplary and that the data and subsequent examinations have integrity and value. Members have faced the difficult obstacles of limited time, occasional unclear parameters, and often inadequate internal data systems to create a draft plan with excellent data tables and quality analysis.

Members have embraced the process and have come to recognize the tremendous benefit from simply entering the conversation. Though members are ostensibly serving a similar adult learner population that lives in the same San Gabriel Foothill region, every CCDC member has forged a unique approach in what programs are offered and how the success of those programs is evaluated. One of the most important benefits of this data gathering process has been member discussions about programs and evaluative practices. Though these conversations have not always been easy, they have been illuminating and have become the starting point for the consortium to address the goals of AB86: postsecondary education and/or employment for California's adult learners. AB86 endeavored to develop regional collaboration to improve linkages between K-12 and community college adult education programs in order to maximize the state's return on its investment in adult education. This data gathering process has fostered collaboration and linkages by providing a common language of existing programs and evaluative practices. CCDC members are now poised for success as a direct result of these efforts.

The Citrus College District Consortium wants to stress that this is a draft of progress to date on Objectives #1, #2, and #4. The consortium feels it has done an excellent job of addressing Objective #1, but that it is just scratching the surface of Objectives #2 and #4. The consortium believes it has a solid strategy and a powerful economic data tool to address Objectives #2 and #4. The consortium did not spend any planning dollars on hiring outside consultants, instead choosing to commit resources to Economic Modeling Systems Inc. (EMSI), a potent tool that members believe will provide substantial data to address Objectives #2 and #4. The delay in funding caused a delay in procuring access to EMSI for all consortium members. Chapter IV and V provide a glimpse of how CCDC

members will use EMSI for addressing Objectives #2 and #4. By the next submission deadline of October 31, 2014 these objectives will be vigorously flushed out in the draft plan.

During the course of the data gathering process, three major themes have emerged for the CCDC members.

1. Member data systems are disparate and sometimes unreliable and data the AB86 Work Group was wanting was not always clear

CCDC member data collection systems and the data the AB86 Work Group exactly desired were critical areas for consortium discussions.

In gathering data for the plan tables, issues around member data collection systems frequently arose. To begin with, the community college data collection system is different than K-12 systems and, frankly, seems to be superior. An overwhelming amount of demographic and program success data presented over a number of years was readily available from Banner, the data collection system used by Citrus College. Three of the five K-12 member institutions use ASAP and these members often expressed frustration with inconsistencies in data that system provides. Also, even though these three use ASAP, they utilize the system differently by gathering different data. Finally, two of the K-12 members are simply not large enough to employ large data collection systems. (Though they are smaller institutions, their size does not diminish the importance of the programs they offer to their communities.)

Though the community college data collection system is excellent, the data requested by AB86 does not easily or readily correspond to the data gathered in that system. Citrus College establishes cost centers to track program spending and used these cost centers to provide data for tables 1.1A. Cost center data for credit and noncredit basic skills contains program costs for **all** students in English, Math and noncredit classes, including students who are **below college level** and **on-level**. The cost center data for credit basic skills and the different noncredit areas has not been disaggregated. The process to complete that task would have been too onerous and time consuming. Therefore, the Citrus cost analysis data entered into Table 1.1A for credit basic skills includes **all** math and English credit costs. Likewise for noncredit, **all** costs are aggregated into a single row. Citrus estimates that approximately 70% of those costs are actually for below college level classes, but the total amount from the cost center was entered.

A lack of AB86 data definitions led to hearty internal consortium discussions. For example, members discussed at length whether or not it was the intention of the AB86 Work Group to have Costs (Table 1.1A) equal Funding (Table 1.1B). Though some CCDC members went to great lengths to ensure costs equaled funding (by including

portions of overhead costs like administration, building lease, utilities, etc.), other members simply could not do so. The community college member has huge overhead costs in the form of administration, counseling, maintenance, etc. To try to apportion those costs into the program costs would have been folly. The main issue was CCDC members were not even clear as to whether that was the intention of Tables 1.1A and 1.1B. Also, Table 1.1B was not clear as to whether it wanted the institution's entire spending or spending on just the specific programs. CCDC members thought an analysis of the piece to the whole would be useful analysis and something that perhaps AB86 Work Group desired. It was not clear exactly until phone calls to the Work Group cleared that up. Moving forward, the Citrus College consortium requests a data dictionary be developed and disseminated in order to populate future tables. Outcome measures and analysis guides are also coveted to ensure our responses reflect the criteria established in the statewide plan and legislation.

In terms of data discrepancies members can control, we are making efforts to address them. The linkages and seamless transitions called for by AB86 cannot be achieved, if data collection for member is not significantly uniform. This is a problem the consortium will address in the coming months.

2. Initial assessment and program evaluative processes are different for every member.

During the data gathering process, members discovered that each pursues different initial assessment protocols for incoming students. All institutions do transcript analysis, but that is where similarities end. Some institutions utilize CASAS and TABE at intake; others may only use oral examinations. Even the institution that uses assessment data has internal questions as to how that data is being disseminated and used. In addition to the different ways new students are processed, members use different tools to evaluate program success. Members have been willing to have the hard conversations around these issues of initial assessment and evaluation and are in the process of addressing them so that there is uniformity across the consortium.

3. Major trends in population served.

The Great Recession has caused a great disruption in the local economy and member institutional budgets. Conventional wisdom would dictate that during a typical recession, workers who are laid off would go back to school to improve training skills. Adult ed institutions should have seen an increase enrollment. However, budget cuts severely limited adult school course offerings. Thus, at a time when consortium members should have seen an increase in enrollment, enrollment halved. The analysis of enrollment data from Tables 1.1A and 1.1B will explore this theme further.

Please note while reading that though we are striving for linkages, the K-12 and community college adult education systems are still very different entities. Often in the narrative it is simply not possible to make generalizations from the data that fit both systems. Thus, where the narrative is compelled to delineate and discuss each institution separately, it does so.

Chapter II: Description of the Citrus College District Consortium Region

Regional Demographics

The Citrus College District Consortium (CCDC) is comprised of six institutional members: Citrus College, Azusa USD, Claremont USD, Duarte USD, Glendora USD, and Monrovia USD. Approximately 90-95% of the adult students served by CCDC live in fourteen municipalities and the unincorporated areas surrounding those cities along an approximate 28 mile corridor of Interstate 210 in the San Gabriel Valley. The area is bounded by Pasadena to the west and Upland to the east and West Covina, Covina and Pomona to the south.

In analyzing the consortium region, CCDC members have utilized 2010 census data, recent Bureau of Labor Statistics and the San Gabriel Valley Economic Partnership (SGVEP) *2014 Regional Overview*. In order to grasp a global perspective of the region, CCDC members felt the most important characteristics to analyze were total adult population, census data on educational attainment, place of birth and language spoken at home, most recent city unemployment rates and San Gabriel Valley ethnic breakdown. As Table 8 (in Appendix B) demonstrates, in the fourteen cities of the CCDC region the total population of citizens over the age of 18 is 663,604 and the total population of adults over the age of 25 is 555,769. Thus, the six institutions of the CCDC region serve quite a significantly sized adult population.

Table 8 also speaks to the critical need of improving educational outcomes for the residents in the CCDC region. The table indicates that 52,020 of adults over the age of 25 have less than a 9th grade education and 45,908 have a 9th to 12th grade education, but no diploma. As nearly 100,000 individuals over the age of 25 in the CCDC region do not have a high school diploma, the member institutions are very aware of the critical mission to address this need. Additionally, almost 115,000 adults have only a high school diploma and no post-secondary education, and another 121,296 have some college, but no diploma. Thus, approximately 236,000 adults in the region are potential candidates that could benefit from AB86 collaboration and linkages. By examining this educational attainment data, CCDC members better recognized the vital need for the ASE and ABE services our institutions provide in the five program areas.

In addition to aggregate totals, CCDC members wanted to focus on those cities where a high percentage of the adult population has not earned a high school diploma. Table 9 (also in Appendix B) notes the aggregate data from Table 8 by percentages. CCDC members identified four cities that had percentages of adults without a high school diploma that are near 20% and higher: Duarte (19.3%), Azusa (24.9%), Montclair (31.3%) and Pomona (35.8%). CCDC members are more aware of cities in the region that have a greater need for ABE and ASE programs.

Since CCDC members provide numerous programs for immigrants, CCDC members wanted to analyze two different census categories to understand the size of the

population that could benefit from these services. Members wanted to analyze what percent of the region was foreign born and that spoke English Less Than “Very Well.” The total population that spoke English Less Than “Very Well” for the fourteen municipalities was 150,982, a total that represented 22.8% percent of the population over the age of 18. The population of foreign born individuals was even higher: 251,946 individuals identified in the 2010 census as Foreign Born. That total represents 38.3% of the region’s population over 18.

Members then drilled down into this data a little further. We focused on those cities with percentage rates higher than 20% for the category Speaks English Less Than “Very Well.” Six cities in the CCDC region met that criteria: Arcadia (29.6%), Azusa (23.6%), Duarte (22.8%), Montclair (31.2%), Pomona (28.6%), and West Covina (20.6%). We discussed the importance of improving outreach efforts to those cities. Recognizing that the region has 150,000 individuals with poor English skills and 250,000 individuals born in a foreign country, members realize the enormity of services that need to be provided in the region. Table 10 details the data from the 2010 US Census.

Table 10 – Language Spoken and Foreign Born in CCDC Region by City

City	Speaks English Less Than “Very Well” Total	Speaks English Less Than “Very Well” %	Foreign Born Total	Foreign Born % Rate
Arcadia	15,944	29.6%	27,012	47.8%
Azusa	10,205	23.6%	14,439	31.0%
Claremont	2,350	7.0%	6,371	18.2%
Covina	3,561	8.1%	10,647	22.7%
Duarte	4,591	22.8%	7,287	34.0%
Glendora	3,839	8.1%	7,477	14.9%
La Verne	2,106	7.0%	4,419	14.2%
Montclair	10,560	31.2%	14,126	38.3%
Monrovia	4,519	13.3%	9,139	24.9%
Pasadena	23,319	18.0%	41,967	30.6%
Pomona	39,482	28.6%	51,583	34.5%
San Dimas	2,812	8.8%	7,369	22.0%
West Covina	19,896	20.1%	36,159	34.0%
Upland	7,798	11.2%	13,951	18.5%
TOTALS	150,982	22.8%*	251,946	38.0%*

(2010 US Census Data)

* = percent of citizens 18 or older (2010 US Census Data)

In addition to educational attainment, CCDC members endeavored to consider unemployment rates for the fourteen cities in the CCDC region. Members have thoroughly bought into the notion that all consortium resources and practices must be brought to bear on two vital outcomes: postsecondary education and the workforce. If it is of the utmost importance that the CCDC members integrate existing programs to provide adult students seamless transitions to the workforce, members needed to analyze overall unemployment rates. This was especially critical as the region recovers from the worst recession in decades. Table 11 demonstrates unemployment rates for the fourteen cities in the CCDC region as of May 2014 (BLS May 2014).

Table 11 – Unemployment Rates of CCDC Region by City

City	Unemployment Rate
Arcadia	4.5%
Azusa	8.7%
Claremont	4.1%
Covina	5.6%
Duarte	8.0%
Glendora	4.1%
La Verne	4.5%
Montclair	7.6%
Monrovia	7.0%
Pasadena	6.0%
Pomona	8.9%
San Dimas	4.6%
West Covina	7.0%
Upland	5.6%

(May 2014, Bureau of Labor Statistics)

Members discussed the importance of improving outreach efforts out to those cities near our institutions with unemployment rates 7% or greater. Thus, Azusa, Duarte, Montclair, Monrovia, Pomona, and West Covina were identified as cities to whom members needed to improve communicative efforts. CCDC members noted that those cities with the highest unemployment rates (Azusa, Duarte, Montclair and Pomona), also had the highest percentages of the adult population without a high school diploma.

The final piece regional data analyzed by CCDC members was ethnic breakdown. Instead of using valuable time investigating demographic data from each regional municipality, members analyzed demographic data from the entire San Gabriel Valley. Table 12 below depicts ethnic breakdowns for the San Gabriel Valley obtained from US census data and California Department of Finance and cited by the SGVEP in its *2014 Regional Overview* (14).

Table 12 – Ethnic Breakdown for San Gabriel Valley

Race	% of Population
African-American	3.5%
Asian	26.7%
Hispanic	45.2%
White	21.0%
Other (includes American Indian, Pacific Islander, Two or more races)	3.1%

(San Gabriel Valley Economic Partnership, *2014 Overview*)

That nearly 75% of the population in the San Gabriel Valley was either Hispanic or Asian was most notable to CCDC members. This was not surprising as these are the two largest ethnicities served for both the K-12 and community college CCDC members. A further analysis of institutional demographics is presented in the next section.

Institutional Demographics

The simple process of member institutions providing demographic data for their student population quickly brought to light theme #1 of disparate data collection systems as noted in Chapter 1. Because it uses Banner, Citrus College was able to quickly provide detailed demographic data over three years that included retention and success rates by program and ethnicity. Citrus administration did note one limitation in what Banner collects: respondent choices for ethnicity are not as expansive as they should be. The administrator’s belief is that many respondents do not fit in the available categories, which limits the data’s effectiveness. He suggested the simple fix of adding the category “Other” so that Citrus could measure where existing categories fall short in describing respondents’ ethnicity.

One other issue with Citrus demographic data is that the total number of students was different than the numbers included in Table 1.1A (substantially higher for program area #1 and slightly lower for program area #2). There are a few reasons for this.

Demographic data for Citrus College credit courses is generated at the program level. Therefore, the data represented for Category #1 Credit Basic Skills is of **all** students in

English and Math, including students below college level and those on-level. This issue (highlighted in the summary) is further discussed at length in Chapter III (on page 16). Noncredit demographic data has been disaggregated by apportionment area.

One final reason why program area #1 enrollment is significantly higher is that the data system counted students who attended more than one quarter. (This is discussed further after Table 13.) Despite these drawbacks, CCDC members analyzed the percentages by ethnic breakdown and felt that they decently represented Citrus student demographics. Hispanics were by far the largest ethnicity at 55.7%, followed by Whites at 18.1% and Asians at 14.2%. The demographic data for Citrus College 2012-13 is available in Table 13 below:

Table 13: 2012-2013 Citrus College Enrollment by Program and Ethnicity

	Asian	Black	Hispanic	Native American	Pac. Islander	2 or more	Unkwn	White	Total
Category 1 Basic Skills Credit	1,949	888	10,767	42	40	500	695	3,473	18,354
Category 1 Basic Skills Non-Credit	148	103	1,338	0	17	14	329	276	2,225
Category 2 Immigrants Credit	900	7	143	0	0	2	44	66	1,162
Category 2 Immigrants Non-credit	181	5	273	0	1	0	30	143	633
Category 3 Disabilities	6	0	44	0	0	3	0	18	71
Category 4 CTE Non-Credit	46	37	15	256	3	190	81	19	647
Category 5 Apprentice	--	--	--	--	--	--	--	--	0
TOTAL	3,216	1,012	12,650	42	58	519	1,117	4,106	22,720
Percent of Total	14.2%	4.5%	55.7%	0.2%	0.3%	2.3%	4.9%	18.1%	

Note: Demographic Data for Citrus College credit courses is generated at the program level. Therefore, the data represented for credit basic skills is of all students in English and Math (below college level and on-level students). Noncredit demographic data has been disaggregated by apportionment area.

Adult ed institutions were not able to provide quality demographic data due to a variety of reasons. First of all, two of the K-12 institutions are not big enough to use ASAP, the standard adult education data system. One of these smaller members did provide accurate data from CASAS, but the data did have one problem in that 25% of students left the question of ethnicity blank, choosing not to respond to the question. This same problem existed with two of the consortium's larger institutions that do use ASAP. Thus, the second largest category in the ethnic breakdown is "Blank" (19.3%). Through the course of communications and meetings, members do recognize this as an issue that needs to be addressed. Even though collections systems may differ, a uniform approach to data collection should be the consortium standard. Members are discussing and working to agree to those standards in the arena of demographics.

One other aspect of the K-12 ethnic data needs to be further explained. ASAP may provide dissimilar results depending on the parameters of the report requested. That is the case when comparing unduplicated enrollment numbers (report #2.46) to demographics (report #4.13a). For example, in Table 1.1A, as pulled from report #2.46, Monrovia states total unduplicated enrollment for 2013-14 as 2,335 (category 1 – 573, category 2 – 1,254, and category 4 – 508). However, when running demographic reports from report #4.13a, only 1,756 students are totaled in the report. This is due to the same student participating in more than one program. K-12 adult ed partners believe that it is accurate to use the unduplicated enrollment for Table 1.1A because those students are utilizing services in each of the programs in which they participate.

This does cast a light on the disparate data collection methods that lead to different member approaches just in analyzing enrollment and demographics. Citrus College's demographic data included students that attended multiple quarters, while K-12 institutional demographic data included unique enrollment (even if a student participated in more than one program). For Table 1.1A purposes, the converse was true. Citrus College used unduplicated enrollment (i.e. a student that may have attended multiple quarters was only counted once) and K-12 counted a student every time he or she participated in a different program. To further complicate matters, Citrus College data included adults enrolled in basic education who are outside the purvey of AB86.

Despite these issues, CCDC members have some confidence in the percentages revealed in K-12 demographic. At 49.3%, the Hispanic population was by far the largest for the K-12 adult ed institutions. Asians represented 13.7% and Whites represented 12.1%. The population of these three largest groups closely resembled the breakdown revealed by Citrus College's breakdown (Asian population is almost equal). K-12 members believe that reducing the percent of "Blanks" would increase the percentage

of Hispanic population to be very similar to Citrus as well. Table 14 below has the K-12 ethnic breakdown by AB86 program.

Table 14: 2013-2014 K-12 Adult Enrollment by Program and Ethnicity

	Am. Indian	Asian	Black	Filipino	Hispanic	Pac. Islander	White	Unsp. (Blnk)	Other	Total
Category 1 ABE, ASE	5	57	63	15	1,032	3	226	265	17	1,683
Category 2 Immigrants	2	430	4	3	630	--	54	405	30	1,558
Category 3 Disabilities	--	--	--	--	--	--	--	--	--	0
Category 4 CTE	1	46	37	15	256	3	190	81	19	647
Category 5 Apprentice	--	--	--	--	--	--	--	--	--	0
TOTAL	8	533	104	33	1,918	6	470	751	66	3,888
Percent of Total	0.2%	13.7%	2.8%	0.8%	49.3%	0.2%	12.1%	19.3%	1.7%	

Consortium Processes

The consortium has continued to benefit from the same organizational structures used since its inception. Prior to the release of the Certification of Eligibility (COE), representatives of every member in the regional consortium met as a Committee of the Whole. After the release of the COE and during this entire first reporting period, CCDC members have maintained that organizational structure. The Committee of the Whole has served members well by avoiding unnecessary bureaucracy and streamlining communication and data sharing. A delay in the initial plan funding did slightly slow consortium momentum, but members overcame the delay with tremendous energy (as evidenced by this draft report). Members continued to meet as needed to foster relationships with potential partners and to discuss data gathered on existing programs.

Monrovia has continued to coordinate the planning process: aggregating data and writing the regional plan. Members utilized budgeted funds to gather requested data and forward it to the project coordinators. Administrators availed themselves over days and weeks to numerous emails and phone calls so that they could answer clarifying questions and resubmit data as requested. This process led to numerous conversations between administrators and the project coordinators about administration

and evaluation of existing programs. It was in these clarifying conversations that much was learned that has been shared in this draft report. The walls were knocked down and consortium members learned that though we serve a similar adult population, we administer and evaluate these programs differently.

As the plan and data was in shape to be presented and edited, members met as a Committee of the Whole to do so. During these meetings, information gleaned from individual conversations was shared and discussed with all members present. The genesis of future common evaluative practices occurred in these meetings. For example, templates evaluating adult high school effectiveness that were devised before the advent of the COE were utilized by most K-12 members during the data gathering process.

Individual member conversations also analyzed the intentions of the data instruments and led to clarifying conversations with the AB86 Work Group. CCDC members believe understanding the why of the data gathering process led to better data collection.

Again, it cannot be overstated how well CCDC members have continued to work together during this phase of the planning process. Meetings continue to be very professional and collegial and unanimity and cooperation continue to be the order of the day. CCDC members are very proud that meetings have been productive and all voices have been heard in this phase of the regional plan.

After all of the above efforts were utilized to address Objective #1, members turned their attention to Objective #2. To address this objective, data again was the order of the day. Members surveyed regional demographic data as outlined above. They compared 2008-09 enrollment to more recent years. Most critically, the consortium utilized Economic Modeling Systems Inc. (EMSI). EMSI is an exhaustive economic and employment data tool that provides profoundly valuable data. The consortium believed it was an important enough tool that it voted to commit nearly 10% of planning resources to purchase it.

The consortium members envision using EMSI to drive global discussions about needs and linkages. The tool gives comprehensive data about job growth by sectors and career. Consortium members intend to use it to create and revise the approach to fulfilling Objective #2. Again due to delays in plan funding, the project coordinators have just started to tap into the power of the tool. However, initial reports and tables were created and brought to a member meeting for discussions. This brainstorming session provided much of what is outlined in Chapter IV of this draft and informed the process to address Objective #4. In addition to EMSI, the consortium will look to the San Gabriel Valley Economic Partnership and LA County WIB to provide economic and

employment data to revise Objective #2 and #4 as needed. CCDC members will utilize a wealth of information in identifying future needs and ways to address gaps.

Professional development informing instructors about what AB86 means for the future of adult education and contextual strategies have already occurred for some CCDC members. Articulation meetings will better integrate programs between the community college and adult education programs and improve student outcomes. The Professional Development and Articulation Sub-committee will begin to have scheduled meetings once this first phase is completed. This sub-committee will be responsible for coordinating locations, times, and agendas for professional development and articulation meetings between adult education institutions and Citrus College. Other committees that need to be formed will continue to be formed on ad hoc basis and will reach across all CCDC member institutions for participants.

Finally, CCDC members have engaged in important discussions with potential partners. Difficulties arose, however, in compiling data for Table 1.2. Although consortium members have multiple partners who assist us in providing programs and services to adults, the data requested does not apply. Many of our partners allow us to use facilities, provide referrals and feeder programs that eventually may send students to us, and offer expertise and data in industries we service. These past services are not directly applicable in our efforts to attain pertinent financial data regarding categories 1000 through 70000. For example, the local WIB board is an incredibly supportive partner. They were not in a position to give us the enrollment and financial data needed for Table 1.2. As members approached partner institutions, partners were confused and/or non-responsive. On a go forward basis, in an effort to achieve Objective 7 for AB86, planning and better leveraging of these partners is forthcoming.

Initial Assessments

Analyzing the role of student preparedness in the entrance process has been another critical area of discussion amongst CCDC members. Student preparedness is a vital component of members building seamless transitions and linkages to postsecondary programs. The CCDC community college member provided significant unsettling data in this area of concern.

The unfortunate reality is that most community college students begin their academic careers requiring developmental coursework in math and English. Statewide approximately 70-80 percent of first-time entering students need at least one developmental course in English, reading, ESL, or mathematics (Illowsky, Molloy, & Deegan, 2013). To complicate matters is the poor success rate of these students who enter below college level. Data available on the California Student Success Scorecard website (<http://scorecard.cccco.edu>) show that only 30.5% of developmental math students, 43.2% of developmental English students and 44.2% of developmental ESL

students completed a college-level course in the same discipline at Citrus College. The majority of these entering underprepared students fail to complete the college-level course required for associate degree or transfer study completion. According to the 2014 data available on the Student Success Scorecard website, only 41.3% of these underprepared students complete a degree, certificate, or transfer within six years of starting college, compared to the 68.6% of students who entered as college prepared. On a larger scale, California's overall community college success data for students needing developmental coursework mirrors Citrus College's data, with 70.2% of the state's college-prepared students finishing their degree or certificate or transferring in six years compared to the success rate of 40.5% for those students who required developmental coursework. (Lancaster, 2014)

K-12 institutions must do a better job of preparing its students for the rigors of a postsecondary education, if students are to successfully transition to those programs. All K-12 members recognize the need to implement Common Core State Standards, in an effort to address the troubling data presented in the prior paragraph.

The process of assessing new students needs uniformity for K-12 members. Where K-12 adult ed consortium members provide the same programs, the content and learning outcomes for them are the same, but initial assessment protocols often differ. For example, when consortium members offer the same career technical programs, the content and objectives are very similar because the programs are preparing students for exams, certifications, and/or employment opportunities in the profession. One notable difference, however, between member programs was the varying processes that each educational entity used in order to pre-assess students prior to entering into the program. Some of our institutions use the TABE and others have developed their own assessments to determine if students are prepared to enter the program and be successful. We are not prepared currently to say that one method is superior, but we do see the need for further dialogue. Consortium members believe we should come to a common consensus as we move into the future.

CCDC K-12 members have different initial assessment approaches in ESL, ASE and ABE programs as well. All institutions audit student transcripts to ensure students are scheduled in the correct classes. However, there is delineation between the programs that receive funding from the 231 WIA Title II grant and those who do not. The institution that receives Title II funds pre-tests every ESL and basic education student in order to establish a baseline for benchmarks. All other ESL and basic education programs do an oral examination in addition to transcript review during the intake process. Again, consortium members believe we should come to a common consensus in this area as we move into the future.

The community college member also does not have entrance testing. This member, similar to some K-12 members, assesses students orally at registration and relies on the student to select the correct class in which to enroll. ESL and basic skills classes offered for credit have the built in ability to monitor progress through grades awarded.

Evaluation and Accountability

K-12 consortium members have also ascertained that evaluation of program effectiveness differs from institution to institution. Again, those who receive WIA Title II funding have adopted the accountability and success measuring system that comes with this grant through the CASAS assessment system. Success in these programs is determined by the CASAS scores and the resulting progression through the articulated levels that the grant dictates. Programs that don't have this grant use various different methods for their assessment of the program as well as measuring student progress. Again the consortium is not currently ready to say which method is superior, but there is discussion concerning a common measurement of completion and level attainment within the programs. Like assessments and articulated levels seem to be a clearer way for us to proceed in the future.

Academic programs also differ in their delivery and possibly their rigor. This comes as no surprise because the same issues exist throughout public education. One area of growth we could explore is a common amount of credits and a common listing of required courses that could be used throughout the consortium as the necessary graduation requirements. Consortium members have just started the dialogue in this arena as well.

With a clear need to focus on accountability it is the goal of our stakeholders and partners that we work for similar requirements, assessments and even program evaluations. Our geographic footprint is small enough that we need to communicate better and the planning grant is the first step in that direction.

Chapter III: Objective #1 – Services & Programs Currently Provided by CCDC Members

Current Services for Five Program Areas

Of the five program areas the consortium primarily serves 3 of the 5 program categories: adult basic and secondary education, classes for immigrants, and career technical employment. The consortium is exploring ways to improve and increase services to adults with disabilities and for apprenticeship programs.

Academic and High School Programs

Delivery of basic education instruction differs between the K-12 and community college consortium members. All K-12 institutions utilize some variation of an independent study/lab mode of delivery. Teachers in an academic lab assign high school course work and provide one-on-one instruction as students need assistance completing assignments. One institution utilizes OdysseyWare, an online credit recovery system. Adult Basic Education skills are provided in a similar fashion. Where possible, instructors may offer small group direct instruction around specific Math or English skills, but limited time and resources often mean limited direct instruction. In contrast, both credit and non-credit courses at Citrus College are direct instruction classes in the classroom. This difference was an important point of discussion for consortium members.

The numbers of students needing to finish their High School Diploma within the geographic footprint of our area is staggering. As our previous demographic data shows, nearly 100,000 adults over 25 in the region have not completed a high school diploma. As Table 1.1A demonstrates, in the 2013-2014 school year, the members of our consortium served a total of 10,949 individuals, who were working towards attainment of Adult Basic Skills and/or High School Diploma programs. That number only represents a little more than 10% of potential students. Citrus College served 9,175 of these students and the four Adult Schools combined to serve 1,774 students. Drilling down into this data is revealing. Of the 9,175 students that Citrus served, 1,828 were in non-credit basic ed classes. That was nearly 50% more than the year before and more than the K-12 adult ed institutions. The implications of this data were discussed at length by consortium members.

One critical point to address about consortium data in Table 1.1A was briefly outlined in Chapter 2, "Institutional Demographics." As was mentioned in that section, the enrollment for Citrus College in Table 1.1A included students enrolled in credit and non-credit basic skills that are a higher level than adult ed basic skill classes. Thus, the numbers in cells F18 and F19 in Table 1.1A are higher than actual numbers the AB86 Work Group is potentially seeking. Teasing out the exact enrollment numbers for program area #1 is a problem all community college members of AB86 consortia must face. For Citrus College, to tease out these numbers would simply be too onerous.

However, methods gleaned from AB86 conference calls may be brought to bear to the problem, if it does become too difficult.

One positive trend that members acknowledged is that enrollment improved from 2012-13 to 2013-14. In the 2012-13 school year, consortium members served 9,568 students. In 2012-2013, Citrus College served 7,621 students (6,336 credit and 1,285 non-credit) and the Adult Schools combined to serve 1,947. The trend here shows a growing need for adult basic and secondary education services in our area.

We feel that we are serving much of the region's needs, but the data shows that we still have massive amounts of the regional population that are not high school graduates. We see this as a program where more work and resources are needed. In 2008-2009 our consortium served 17,139 students in Academic and High School programs. We don't believe that the needs of 7,000 students just disappeared between 2008 and 2012. We believe the 7,000 student gap represents the Adult Ed. students who were unable to be served because of the budget cuts that occurred in 2008 to the regional adult schools. When adult education funding was flexed, programs shrunk to fit the budget that was then allotted. Our goal is to return our services to the level that they were in 2008 and even to grow beyond that to truly meet the needs of our area.

English Language Learners

Our Consortium has a large and diverse contingent of English Language Learners who have been diligently served by our programs. The ESL programs our institutions offer are similar in some ways and very different in others. Not all consortium members have the same programs and not all are accountable to the CASAS testing system for their academic performance and funding.

The Data shows that there is a very diverse population of English Language Learners entering into our programs. It also shows that we receive students over a large amount of the area. It also shows that like our Academic programs, we have lost the opportunity to serve many of our stakeholders because of the diminished funding brought on by flexibility and a lack of dedicated funding for these programs ever since 2008.

In the 2012-2013 school year our consortium served 4,803 students and in the 2013-2014 school year our consortium combined to serve 5,353 students in our English as a Second Language and Citizenship programs. This shows a recent growth trend over the last two years as immigrant students are entering society and the work place and are recognizing the need to educate themselves. There is a trend of growth at both the Community College level as well as at each of the four Adult Schools within our consortium. In conversations with our partners (such as Azusa Public Library) who also serve English Learning students, they all seemed to be experiencing a growing need in

this area as well. Though the trend has been growing over the last three years, again we are still serving a significantly lower population than we served in the 2008-2009 school year. In that year the data shows that our consortium served a total of 8,428 students in classes and courses for immigrants. Again, we see the effects of the budget cuts and subsequent flexing that limited the classes offered by the adult schools in this area. All four adult schools in our consortium feel that a large number of ESL learners and immigrants are not being served due to funding constraints. The data certainly would seem to bear this out.

Adults with Disabilities

Our consortium is working hard to serve all learners who come to us regardless of their specific needs. Monrovia has an Adult Transition class that is located on the Adult School campus which allows the opportunity to work with the disabled adult students. This class is not counted in the reported data numbers because it's funding comes from a K-12 source. We do serve these students with the adult education programs even with no funding assistance. By weekly attendance in Monrovia's One-Stop center any student can get assistance and job training that is specific to their needs. The One Stop Center supports all consortium members who can refer students who are then provided the opportunity to learn life and personal skills working on real projects that the adult school staff provides for them. This creates an environment for not only learning new skills, but working with others outside their own classroom environment.

Azusa served 178 students in their Adults with Disabilities program in the 2008-2009 school year. After the budget cuts the following year they no longer had the resources to continue the program. Currently Citrus College is the only Consortium member to have served Adults with Disabilities in a designated program in recent years. In 2012-2013 they served 72 adults. However, while the college had minimal dedicated programming for adults with disabilities, the college continues to provide robust ancillary services such as DSPS and a veteran's support center to assist students in their academic and personal goal achievement as well as success in credit and noncredit programs. The number of students served by such programs was not included because of unclear data definitions.

The difficulty in gleaning any useful information from the data stems from the fact that adults with disabilities are often mainstreamed into other program areas. Monrovia's One Stop, which assists adults in job search and development, serves a number of students who had learning or emotional disabilities. Citrus' specific program that served adults with disabilities went from an enrollment of 72 in 2012-13 to 0 in 2013-14 due to

Career Technical Programs

With the recent economic growth in our state, there are many opportunities for adults to enter the work force with specific education and training. Our Adult Education programs

and Citrus College all have a long history of preparing adults in our area for good jobs with solid earning potential. In the 2012-2013 school year our consortium members served 1,196 students in this area. In 2013-2014 we served 951 students. With the need for health care professionals in our area, our consortium members have focused on healthcare jobs that meet current demands in our area. We have all seen evidence of the high employability of the programs we offer and we also see the ever present need of employers.

The healthcare sector in the region has provided jobs for students from our institutions. We have many regional healthcare facilities that look to us to fill vacancies. We are able to partner with City of Hope, Santa Teresita, and Arcadia Methodist hospitals as well as many convalescent and care facilities within our regional. Our CCDC partners are active in recruiting and advisory capacities, as we work together to bring qualified employees to the work place.

As with the other programs we offer, Adult Ed numbers are currently much smaller than they were in years past due to budget cuts and flexibility. In the 2008-2009 school year, we served 4,758 students in program area #4. Citrus program area #4 enrollment has help somewhat constant due to stable funding, but K-12 adult programs are struggling to maintain enrollment, as they search for dedicated funding. Additionally, much of the CTE training, even short-term (less than one year) is credit apportionment at Citrus College. Therefore, reported enrollment data for short-term CTE reflects a small fraction of the college's efforts. The programs that existed during this school year were better funded and more robust. The decline in enrollment has been troubling because data indicates the need is still strong for educating adults in short-term CTE programs with high employment potential. The data that the consortium is analyzing comes from EMSI and will be discussed further in Chapter IV.

Apprenticeship Programs

CCDC members were initially very hopeful that program area #5 could be an area to target for growth. This hope was based on the fact that initial definitions for apprenticeships coming down from the AB86 Work Group were going to be broad. Further research into this topic indicates apprenticeships are going to be subject to the California Division of Apprenticeship standards. That severely limits consortium strategies.

The one bright spot for developing this program area is that Monrovia currently is creating construction pathways in a partnership with the local WIB. The hope is that these pathways will provide apprenticeship opportunities for regional students with the International Brotherhood for Electrical Workers (Local 11) and other construction trade unions.

What the Data from the Tables Reveals and Evaluation of Adequacy and Quality

The data from our tables, members believe, was helpful, but not perfect in giving us a clear picture of what we are and what we offer. We saw immediately that the systems that we used to gather and measure the needed data were different and sometimes incomplete within our consortium. We also noticed that often there were multiple ways to interpret what was being asked for and we often had to call and ask for clarification on what was wanted. What we did gather represents an honest effort to bring forth a true picture of what has been asked for.

The data reveals that as a consortium we are currently serving a large number of students in the region. Our programs in academic areas, ESL and classes organized for Immigrants, and Short Term CTE are still thriving despite K-12 cutbacks in budgets. Though the quantity of offerings has diminished, K-12 members have not diminished program quality. The data shows that Citrus College is a strong viable option to students who seek education in the five program areas and that the adult schools remain strong options as well -- just for a smaller number of potential clients. The data also shows a need to grow programs. Table 2 depicts that enrollment declined by nearly 50% from 2008-09. Considering regional demographic data, members concluded that is not because a 50% decrease in need for services, but due to severe budget cuts.

Members do not believe that 2008-09 funding should be restored to all members just for the sake of restoring funding. Targeting state resources to truly address the current needs of community college and K-12 adult education institutions has been approached with care and collaboration. The results of that data and analysis are forthwith in Chapters IV and V.

Chapter IV: Objective #2 – Evaluation of Current Needs for CCDC Members

Needs by Five Program Areas

Despite excellent efforts by CCDC members to provide quality programs for adult learners across the five program areas, unmet consortium needs have challenged all of us in these efforts. Members believe that the process of breaking down communication barriers has assisted us in identifying and codifying these unmet needs. In addition, members have been able to compare individual institutional needs and take a regional view when planning how to best fix our issues and serve the stakeholders who rely on us.

We have identified the following needs and listed them as action items (they are discussed at length in the next section):

1. We need to serve ASE and ABE adult students at enrollment levels that reflect the actual regional needs as indicated by consortium and institutional data.
2. We need to serve ESL and Immigrant adult students at enrollment levels that reflect the actual regional needs as indicated by consortium and institutional data.
3. We need to maximize high employment CTE program opportunities for students based on quality data for actual employment needs in the region's industries.
4. We need to increase student awareness of careers, education and training that is available to them.
5. We need to better align education and training with employer and market needs.
6. K-12 adult high school programs need to complete the process of altering curriculum and instruction to address Common Core State Standards so that we provide students with strong academic skills and career-readiness.
7. We need to streamline our programs to allow students to advance more quickly through our systems towards their chosen career or educational path.
8. We need to take a regional approach to allocating consortium resources to address on what campuses programs are placed to insure it is in accordance to regional student needs.
9. We need to assist students in gaining important career-related and real-world experiences during their educational program.
10. We need to streamline and articulate our programs better, in order to assist postsecondary institutions with impacted programs.
11. We need to improve data collection systems for K-12 members.

12. We need the dedicated resources to allow us to ensure that we can successfully execute all of the aforementioned action items.

Assessment of Needs Unmet

1. Serve ABE and ASE adult students at sufficient enrollment levels that reflect the actual regional needs

Data from Table 2 shows there was a significant decrease in the number of adults served, who needed basic skills and/or a high school diploma. 2008-09 combined enrollment for all consortium members was 17,139 total students served. By 2012-13, that number had decline to 9,568, a massive decrease of 44%. Though enrollment did increase in 2013-14 to a consortium total 11,002, that number is still 36% lower than 2008-09 enrollment levels served. Considering that census data demonstrates that nearly 100,000 adults in our region have not completed a high school diploma, there exists a significant gap between the number of students member institutions should be serving and those they actually have had the resources to serve.

2. Serve ESL and Immigrant adult students at sufficient enrollment levels that reflect the actual regional needs

Data from Table 2 shows there was a significant decrease in the number of adults served, who needed English language instruction and classes for immigrants. 2008-09 combined enrollment for all consortium members was 8,428 total students served. By 2012-13, that number had decline to 4,803, a massive decrease of 43%. Though enrollment did increase in 2013-14 to a consortium total 5,353, that number is still 36.5% lower than 2008-09 enrollment levels served. Considering that census data demonstrates that 150,000 adults in our region speak English less than “Very Well” and 250,000 adults hail from foreign soil, there exists a significant gap between the number of students member institutions should be serving and those they actually have had the resources to serve.

3. Maximize high employment CTE program opportunities

CCDC members have made this unmet need the highest priority. The consortium has allocated significant planning funds to purchase EMSI which will provide exhaustive industry and occupational data that will drive consortium discussions.

Attached to this regional plan in Appendix C (and emailed under separate cover) is Table 15, which is one of the first reports run on EMSI. Table 15 analyzes an area with the following boundaries: to the north are the communities along the 210 freeway, to the east are the communities along the 15 freeway, to the south are the communities along the 91 freeway, and to the west are the communities along the

710 freeway, and all municipalities within those boundaries. Also, since arts, media, and entertainment are of interest to consortium members, the table also includes Glendale, Burbank and the surrounding areas.

This is the just the first of many Tables that will inform member discussions and subsequent program offering decisions. EMSI allows users to drill down into the data by industry and members will analyze education needed for these occupations and regional completers.

Due to the short time members were allotted from the time of funding for completion of this draft, full utilization of the data is not included in this current plan. The CCDC will provide detailed employment data analysis in the next submission.

4. Increase student awareness of careers, education and training

K-12 adult institutions have lost substantial counseling resources. These resources must be restored to better place students in the meaningful programs and pathways that are being developed in action item #1.

5. Better align education and training with employer and market needs

CCDC members have expressed a desire to utilize common advisory boards and community partnerships, in an effort to gain a better understanding of employer and market needs. For example, members have expressed that the consortium find a less bureaucratic process for coordinating adult education CTE programs with local Workforce Investment Boards. Also, consortium members recognize the need

6. Transition to Common Core State Standards in adult high school programs

In an effort to provide students with strong academic and problem-solving skills, and better career and postsecondary readiness, adult schools must adapt the Common Core State Standards.

7. Implement ways to accelerate and advance students through our programs

To help students advance more quickly through our systems towards their chosen career or educational path, all member institutions must agree on common accelerated and competency-based approaches to advancement and then implement those approaches.

8. Allocate consortium resources from a regional approach

Consortium resources should be allocated from a regional approach. For example, the K-12 adult institutions in the eastern part of the consortium region do not have

any CTE programs. Claremont serves some residents from Pomona, which has a high level of unemployment and adults over 25 without diplomas.

9. Help students gain important real-world experiences during programs

Though program area #5 is narrowly defined through California apprenticeship standards, consortium members must work with regional partners to increase internship, externship and job-shadowing opportunities.

10. Articulate programs to create better transitions

CCDC members need to create a more effective transition between secondary and postsecondary education, which includes aligning exit and entry assessment processes. Members have also discussed the possibility of K-12 institutions assisting the postsecondary institution in providing pre-requisite and lower level courses in impacted programs.

11. Improve K-12 data collection systems

The standard data collection systems, ASAP and TOPS Enterprise, which are sanctioned by CDE are ineffective in providing accurate and consistent data that reflects the realities of current service to adult learners in K-12 Adult Education programs. Members need these systems to improve their effectiveness, if we are going to continue to rely upon them. Also, K-12 members must do a better job of collecting student data on program outcomes. Institutions need uniform and accurate data in regards to employment and exam pass rates for CTE programs, level completers for ESL classes, and postsecondary enrollment and progress. Outcome data is either poorly collected or not uniform. Members require the resources to meet this unmet need.

12. Dedicated resources to ensure we can successfully meet existing needs and execute all of the aforementioned action items

K-12 institutions must have adequate and designated funding to support existing adult education programs, facilities and equipment. And, if consortium members are going to create educational programs per action item #1, there must be funding to support those programs.

Regional Data Sources

Members are primarily focusing on five industry sectors from the CDE Career Technical Education sectors. Primarily these sectors are being analyzed because members have some level of existing programs with established pathways in these sectors. The five industry sectors are Health, Science and Medical Technology; Building Trades and Construction; Arts, Media and Entertainment; Education, Child Development and Family

Services; and Transportation. Even though varying level of programs exist across these sectors for CCDC members, all programs will be scrutinized through the lens of whether or not the program will serve the needs of regional students by leading to employment. EMSI will provide data by industry and then occupation for the region.

Table 15 is just an example of the many reports consortium members are planning to utilize in attacking action item #1. Members can search and sort industries by regional competitive growth advantage (the Location Quotient), by the aggregate number of expected job growth (Expected Change), by the percent of job growth (% Change) or other criteria. Once industries with good employment opportunities are identified, members will drill down into occupational data. Table 16 is a sample occupation table. Members can sort the Occupation Table by education requirements, expected number of new jobs and number of students who completed regional certifications. By using Industry and Occupation Tables from EMSI data, members will identify programs that could be created or avoided and make hard decisions about existing programs.

What the Data from the Table Reveals

At the time of submission, consortium members were just beginning to utilize this comprehensive tool. As future tables are created, this section will be have a more thorough and in-depth analysis of EMSI data.

Chapter V: Objective #4 – CCDC Response to Gaps Identified

Program and Service Gaps by Program

Table 4 identifies numerous gaps that exist, but CCDC members wish to stress that data collection for Objective #4 is still a work in progress. EMSI data will expand member understanding of CTE programs and common member approaches will assist in addressing gaps identified in other programs.

Academic and High School Programs

In the CCDC region, there are approximately 100,000 adults without a high school diploma. From 2008-09 to 2013-14 there was a 36% decrease in Category 1 services provided to regional adults. This is clearly a gap that needs to be addressed. There was a regional gap **before** budget cuts, but the gap was certainly exacerbated by the cuts.

English Language Learners

In the CCDC region, there are approximately 150,000 adults with poor English skills, and approximately 250,000 foreign born adults. There was a 37% decrease in Category 2 services from 2008-09 to 2013-14. This is clearly a gap that needs to be addressed. There was a regional gap **before** budget cuts, but the gap was certainly exacerbated by the cuts.

Adults with Disabilities

CCDC members will address gaps in this program area in the next draft of the regional plan.

Career Technical Programs

EMSI data will demonstrate where gaps exist between employment opportunities and CTE programs. Due to a limited time available to use the tool, gaps are not identified in a detailed manner. The gaps and ways to address them will be better articulated in the next draft of the regional plan.

Apprenticeship Programs

The consortium has identified a gap between the need for internships, externships and job-shadowing and the level to which we utilize existing opportunities.

Strategies to Build Capacity

The consortium has realized that they must find funding and resources to grow Category 1 and Category 2 programs. We also understand that we now have a powerful tool to show our regional needs. We plan to use EMSI data to identify industries and occupations where true employment opportunities exist. We then plan to align program offerings to that data. As we do so, we will want to ensure that our students are knowledgeable and properly placed into the programs that fit their needs. In order to ensure that this happens we plan to increase funding for K-12 member counselors and guidance services. Increased counseling, better post-graduate data collection, better

information gathering and connectedness to adult high school graduates, improve articulation amongst K-12 programs and between K-12 and community college programs Agree on uniform data collection platforms and procedures for K-12 members, address problems and issues with ASAP, explore using new data collection system Continue to advocate for substantial dedicated funding for all CCDC members.

We understand the need to have articulation and seamless transition into the work place. To accomplish this we plan to create common industry advisory boards for consortium members, staff development on industry standards, and staff job-shadowing in the industry. We will utilize K-12 district resources and processes to transition curriculum and create common assessments for entrance and advancement in the programs we offer. We will explore possibilities of more seamless transitions between member CTE programs, use EMSI data to identify potential CTE program offerings for K-12 members that wish to expand services Improve partnerships with community businesses, local employers, Work Investment Boards, and other economic partners.

Resources Needed to Implement Capacity Building Strategies

Our regional consortium sees the need for additional teachers, facilities, counselors, curricula, and supplies in order to reach our goals of growing our programs. We also want to ensure that these resources are put to into necessary and relevant programs. EMSI (purchased with AB86 planning funds) will provide us with the proper information to navigate the discussions of maintaining the correct CTE programs and growing in the right areas. Member advisory boards and committees will need to be formed in order to continue to steer our efforts while keeping us in touch with the realities of the industries that we serve.

Methods and Metrics to Track the Successful Implementation of the Plan.

As a consortium we realize the need to have solid evidence of our achievement in order to quantify if our efforts have been truly successful. We will seek to see a rise in enrollment rates, and a greater attendance after enrollment in our academic and ESL programs. We will look for larger numbers of students attaining higher levels of credit acquisition, higher CAHSEE pass rates and of course, higher graduation rates from K-12 high school diploma programs. In our CTE programs we will look at employment rates and successful completion of certifications as well as growth of programs that are verified as job growth industries.

Our use of EMSI data and our restructured advisory boards will steer us in the right direction and provide current and relevant feedback that keeps us on course.

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Directions:

Region (select your region from drop down):	Citrus
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	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
Total for Consortium Members:	15639	1948.72	10077172	6473769	880514	1881322	235258

Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
Monrovia	Citrus	1-Elementary and Basic Skills	CDE Adult Education		583	30.93	209475	83181	23952	47646	9026
Monrovia	Citrus	2- Classes and Courses for Immigrant	CDE Adult Education		1081	161.01	414259	185960	43297	86129	16316
Monrovia	Citrus	4- Short Term CTE	CDE Adult Education		612	93.06	434388	303238	24873	49478	9373
Claremont	Citrus	1-Elementary and Basic Skills	CDE Adult Education		724	0	312041	62305	150320	33416	66000
Claremont	Citrus	2- Classes and Courses for Immigrant	CDE Adult Education		961	0	482606	148875	207585	46146	80000
Azusa	Citrus	1-Elementary and Basic Skills	CDE Adult Education		595	55.3	370181	189926	56017	63991	12876
Azusa	Citrus	2- Classes and Courses for Immigrant	CDE Adult Education		514	137	574966	211719	129397	94440	21692
Azusa	Citrus	4- Short Term CTE	CDE Adult Education		377	85.7	385258	177463	78505	62733	0
Citrus College	Citrus	1-Elementary and Basic Skills	Community College	Credit Basic Skills	6336	1019	5252714	4084042	13500	1149145	6027
Citrus College	Citrus	1-Elementary and Basic Skills	Community College	Non-Credit	1285	130	516474	279880	0	36546	1248
Citrus College	Citrus	2- Classes and Courses for Immigrant	Community College	Credit ESL	1085	93.1	432456	328483	0	103473	500
Citrus College	Citrus	2- Classes and Courses for Immigrant	Community College	Non-Credit	1117	55.8	484950	300275	101704	80631	2340
Citrus College	Citrus	2- Classes and Courses for Immigrant	Community College	Enhanced Non-Credit	0	0	0				

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
488510	5000	112799	17276	2096.46	10711615	6985099	882923	1899122	240161	475258	0	229052

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
28952	0	16718	573	25.33	235403	90075	24762	46804	6208	26122	0	41432
52336	0	30221	1254	150.09	537571	244214	55715	105308	11222	46217	0	74895
30065	0	17361	508	104.58	457814	315613	22699	42903	6447	27127	0	43025
0	0	0	571	0	327000	65000	157000	35000	70000	0	0	0
0	0	0	876	0	503500	155000	215500	48000	85000	0	0	0
36725	995	9651	630	60.5	267354	88422	47057	62358	17453	38194	0	13870
91343	2465	23910	372	104	579550	224632	108919	90815	26170	94652	0	34362
50079	1540	14938	229	43	378467	175720	65622	59456	247	55954	0	21468
0	0	0	7347	1140	5858214	4664301	43902	1143984	6027	0	0	0
198800	0	0	1828	181	480812	261141	0	31623	1248	186800	0	0
0	0	0	1500	93.3	452362	349277	0	102585	500	0	0	0
0	0	0	1280	111.3	425912	215000	104949	101576	4387	0	0	0
			0	0	0							

Table 2: Evaluation of Existing Adult Education Enrollment

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Citrus

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Total for Members and Partners:	30865	15639	17306	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Monrovia	Citrus	1-Elementary and Basic Skills	1005	583	573	
Monrovia	Citrus	2- Classes and Courses for Immigran	3000	1081	1254	
Monrovia	Citrus	4- Short Term CTE	3204	612	508	
Claremont	Citrus	1-Elementary and Basic Skills	1037	724	574	
Claremont	Citrus	2- Classes and Courses for Immigran	932	961	877	
Claremont	Citrus	4- Short Term CTE	351	0	0	
Azusa	Citrus	1-Elementary and Basic Skills	164	595	630	
Azusa	Citrus	2- Classes and Courses for Immigran	2208	514	372	
Azusa	Citrus	3- Adults with Disabilities	178	0	0	
Azusa	Citrus	4- Short Term CTE	1203	377	229	
Glendora	Citrus	1-Elementary and Basic Skills	95	45	50	
Glendora	Citrus	2- Classes and Courses for Immigran	40	45	70	
Citrus College	Citrus	1-Elementary and Basic Skills	14838	7621	9175	
Citrus College	Citrus	2- Classes and Courses for Immigran	2248	2202	2780	
Citrus College	Citrus	3- Adults with Disabilities	362	72	0	
Citrus College	Citrus	4- Short Term CTE	0	207	214	

Table 8 - Population 18 or older, Older than 25 and Educational Attainment by CCDC City

	Pasadena	Arcadia	Monrovia	Duarte	Azusa	West Covina	Covina	Glendora	San Dimas	La Verne	Pomona	Claremont	Mntclr.	Upland	Total
Educational Attainment	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
18 or older	111,893	44,049	36,598	16,618	34,446	79,215	35,306	38,012	26,858	24,590	105,404	28,077	26,896	55,642	663,604
Older than 25	98,720	39,610	24,900	14,960	25,277	67,854	30,394	32,567	23,245	21,180	84,661	21,581	22,601	48,219	555,769
Less than 9th grade	9,274	1,914	1,716	1,753	3,676	5,426	1,823	1,209	797	467	17,236	630	3,567	2,532	52,020
9th to 12th grade, no diploma	6,015	1,575	1,102	1,137	2,586	6,557	2,464	2,078	1,056	1,211	12,216	941	3,493	3,477	45,908
High school graduate (includes equivalency)	13,442	5,934	5,326	3,767	7,217	15,579	7,425	6,882	4,976	4,493	20,837	2,367	6,429	10,181	114,855
Some college, no degree	16,692	5,804	5,683	3,054	4,977	16,729	8,487	9,840	6,204	5,965	15,445	4,033	4,793	13,590	121,296

Table 9 - Percentage of Educational Attainment by CCDC City

	Pasadena	Arcadia	Monrovia	Duarte	Azusa	West Covina	Covina	Glendora	San Dimas	La Verne	Pomona	Claremont	Mntclr.	Upland
Educational Attainment	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Older than 25	98,720	39,610	24,900	14,960	25,277	67,854	30,394	32,567	23,245	21,180	84,661	21,581	22,601	48,219
Less than 9th grade	9.4%	4.8%	6.9%	11.7%	14.6%	8.0%	6.0%	3.7%	3.4%	2.2%	20.4%	2.9%	15.8%	5.3%
9th to 12th grade, no diploma	6.1%	4.0%	4.4%	7.6%	10.3%	9.7%	8.1%	6.4%	4.5%	5.7%	14.4%	4.4%	15.5%	7.2%
High school graduate (includes equivalency)	13.6%	15.0%	21.4%	25.2%	28.6%	23.0%	24.4%	21.1%	21.4%	21.2%	24.6%	11.0%	28.4%	21.1%
Some college, no degree	16.9%	14.7%	22.8%	20.4%	19.7%	24.6%	27.9%	27.8%	26.7%	28.2%	18.2%	18.7%	21.2%	28.2%

	Pasadena	Arcadia	Monrovia	Duarte	Azusa	Covina
Ethnicity	% of Pop.	% of Pop.	% of Pop.	% of Pop.	% of Pop.	% of Pop.
Persons Who Did Not Identify as Hispanic or Latino	67.3%	87.9%	61.6%	52.2%	32.8%	52.2%
White alone	40.0%	25.7%	41.1%	26.9%		
Black alone	10.1%	1.1%	6.4%	7.0%		
Native American alone	0.6%	0.1%	0.2%	0.3%		
Hawaiian or Pac. Islnd. alone	0.1%	0.0%	0.2%	0.1%		
Asian alone	14.3%	58.9%	10.9%	15.4%		
Some Other Race alone	0.3%	0.2%	0.3%	0.3%		
Two or More Races	2.1%	1.9%	2.5%	2.3%		
Persons Who Did Identify as Hispanic or Latino	32.7%	12.1%	38.4%	47.8%	67.2%	47.8%
White alone	17.1%	6.6%	18.9%	25.1%		
Black alone	0.5%	0.1%	0.4%	0.5%		
Native American alone	0.4%	0.2%	0.5%	0.5%		
Asian alone	0.2%	0.2%	0.3%	0.3%		
Some Other Race alone	13.3%	4.0%	15.6%	19.0%		
Two or More Races	2.1%	0.9%	2.6%	2.3%		

	Pasadena	Arcadia	Monrovia	Duarte
Ethnicity	% of Pop.	% of Pop.	% of Pop.	% of Pop.
White	55.9%	32.3%	60.0%	52.0%
White alone	38.8%	25.7%	41.1%	26.9%
White Hispanic	17.1%	6.6%	18.9%	25.1%
Black or African-American	10.6%	1.2%	6.8%	7.5%
Native American	0.6%	0.3%	0.8%	0.8%
Hawaiian or Pacific Islander	0.1%	0.0%	0.2%	0.1%
Asian	14.3%	59.2%	11.2%	15.7%
Some Other Race	13.6%	4.2%	15.9%	19.3%
Hispanic alone	13.3%	4.0%	15.6%	19.0%
Other alone	0.3%	0.2%	0.3%	0.3%
Two or More Races	4.9%	2.8%	5.1%	4.6%

Table 14 - CCDC Regional Industry Analysis by 6 Digit NAICS Code

NAICS	Description	2011 Jobs	2014 Jobs	2018 Jobs	% Change	2014 Wages, Salaries, & Proprietor Earnings	2014 Location Quotient	Expected Change	Competitive Effect
541214	Payroll Services	11,478	15,512	15,992	39%	\$80,344	7.75	3,196	1,319
332998	Enameled Iron and Metal Sanitary Ware Manufacturing	898	1,066	1,100	22%	\$54,975	7.60	72	130
311830	Tortilla Manufacturing	1,314	1,551	1,629	24%	\$33,825	7.37	179	136
562112	Hazardous Waste Collection	610	732	959	57%	\$56,332	7.09	36	313
424990	Other Miscellaneous Nondurable Goods Merchant Wholesalers	5,448	6,154	7,140	31%	\$43,667	6.66	258	1,434
423210	Furniture Merchant Wholesalers	2,904	3,247	3,438	18%	\$47,234	6.61	399	135
311941	Mayonnaise, Dressing, and Other Prepared Sauce Manufacturing	916	1,037	1,266	38%	\$55,878	6.37	153	198
339992	Musical Instrument Manufacturing	602	711	797	32%	\$34,132	6.11	(44)	239
561311	Employment Placement Agencies	11,876	16,847	22,207	87%	\$25,855	5.54	2,257	8,074
713110	Amusement and Theme Parks	7,132	9,635	10,375	45%	\$26,440	4.72	1,794	1,449
424340	Footwear Merchant Wholesalers	1,003	1,108	1,150	15%	\$55,066	4.37	(128)	273
331512	Steel Investment Foundries	559	557	636	14%	\$37,950	4.34	32	46
332722	Bolt, Nut, Screw, Rivet, and Washer Manufacturing	1,623	1,892	1,974	22%	\$62,711	4.33	9	343
424610	Plastics Materials and Basic Forms and Shapes Merchant Wholesalers	876	999	930	6%	\$58,703	4.28	25	29
322214	Fiber Can, Tube, Drum, and Similar Products Manufacturing	362	434	560	55%	\$54,398	4.10	(20)	217
336413	Other Aircraft Parts and Auxiliary Equipment Manufacturing	4,370	4,564	4,795	10%	\$60,875	3.92	619	(194)
423990	Other Miscellaneous Durable Goods Merchant Wholesalers	2,498	2,874	3,457	38%	\$57,145	3.62	527	433
333995	Fluid Power Cylinder and Actuator Manufacturing	714	702	763	7%	\$79,015	3.52	124	(75)
424420	Packaged Frozen Food Merchant Wholesalers	625	1,051	1,236	98%	\$44,507	3.49	16	594
541690	Other Scientific and Technical Consulting Services	6,353	8,789	11,391	79%	\$50,437	3.47	4,151	887
335122	Commercial, Industrial, and Institutional Electric Lighting Fixture Manufacturing	722	799	798	11%	\$53,979	3.45	62	14
311991	Perishable Prepared Food Manufacturing	937	1,494	1,845	97%	\$33,910	3.44	190	718
423710	Hardware Merchant Wholesalers	2,727	2,864	3,093	13%	\$61,040	3.35	290	76
424330	Women's, Children's, and Infants' Clothing and Accessories Merchant Wholesalers	2,220	2,601	3,163	42%	\$49,341	3.28	345	598
424310	Piece Goods, Notions, and Other Dry Goods Merchant Wholesalers	695	766	811	17%	\$47,348	3.07	(31)	146
485991	Special Needs Transportation	2,103	2,018	2,351	12%	\$29,479	3.05	478	(229)
334417	Electronic Connector Manufacturing	572	638	777	36%	\$44,873	3.05	42	163
423130	Tire and Tube Merchant Wholesalers	660	810	1,047	59%	\$66,360	2.90	123	264
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers	4,621	5,306	5,583	21%	\$46,488	2.87	292	670
333319	Other Commercial and Service Industry Machinery Manufacturing	1,256	1,466	1,535	22%	\$73,032	2.82	(6)	285
423220	Home Furnishing Merchant Wholesalers	1,355	1,748	1,909	41%	\$50,350	2.71	25	530
334290	Other Communications Equipment Manufacturing	496	574	567	14%	\$65,159	2.69	(76)	148
531390	Other Activities Related to Real Estate	1,251	1,465	1,436	15%	\$83,330	2.57	474	(289)
326140	Polystyrene Foam Product Manufacturing	553	759	593	7%	\$45,047	2.44	78	(38)
311920	Coffee and Tea Manufacturing	354	516	628	77%	\$44,013	2.41	145	130
532490	Other Commercial and Industrial Machinery and Equipment Rental and Leasing	1,252	1,548	1,694	35%	\$59,092	2.37	474	(31)
337212	Custom Architectural Woodwork and Millwork Manufacturing	319	475	632	98%	\$54,268	2.36	137	176
423910	Sporting and Recreational Goods and Supplies Merchant Wholesalers	1,177	1,314	1,362	16%	\$51,787	2.32	221	(37)
322212	Folding Paperboard Box Manufacturing	700	709	746	7%	\$67,652	2.28	(62)	109
541614	Process, Physical Distribution, and Logistics Consulting Services	2,202	2,618	3,199	45%	\$51,767	2.27	554	443
339999	All Other Miscellaneous Manufacturing	1,263	1,322	1,339	6%	\$45,637	2.27	27	49
333996	Fluid Power Pump and Motor Manufacturing	521	477	567	9%	\$61,686	2.26	38	8
424490	Other Grocery and Related Products Merchant Wholesalers	4,867	5,258	5,505	13%	\$66,612	2.21	272	367
493190	Other Warehousing and Storage	1,092	1,108	1,191	9%	\$50,582	2.18	114	(15)

Table 14 - CCDC Regional Industry Analysis by 6 Digit NAICS Code

NAICS	Description	2011 Jobs	2014 Jobs	2018 Jobs	% Change	2014 Wages, Salaries, & Proprietor Earnings	2014 Location Quotient	Expected Change	Competitive Effect
332912	Fluid Power Valve and Hose Fitting Manufacturing	755	910	1,037	37%	\$60,769	2.17	133	150
238330	Flooring Contractors	1,244	1,535	1,668	34%	\$42,340	2.16	93	331
334513	Instruments and Related Products Manufacturing for Measuring, Displaying, and Controlling	1,298	1,477	1,926	48%	\$64,917	2.16	136	492
339116	Dental Laboratories	994	1,077	1,069	8%	\$38,824	2.15	(4)	79
519120	Libraries and Archives	540	641	647	20%	\$43,825	2.13	(11)	118
424470	Meat and Meat Product Merchant Wholesalers	860	875	987	15%	\$49,377	2.10	37	90
445291	Baked Goods Stores	450	570	700	56%	\$29,882	2.09	65	186
423690	Other Electronic Parts and Equipment Merchant Wholesalers	3,253	3,379	3,602	11%	\$69,561	2.08	(328)	678
424130	Industrial and Personal Service Paper Merchant Wholesalers	1,239	1,350	1,323	7%	\$59,083	2.08	(35)	119
611519	Other Technical and Trade Schools (Private)	1,591	1,621	1,985	25%	\$46,215	2.06	31	363
621491	HMO Medical Centers	2,375	3,039	3,783	59%	\$88,596	2.05	852	557
423310	Lumber, Plywood, Millwork, and Wood Panel Merchant Wholesalers	1,694	2,045	2,077	23%	\$49,565	2.04	(215)	598
493110	General Warehousing and Storage	11,956	13,944	15,433	29%	\$44,875	2.04	2,795	682
454111	Electronic Shopping	2,040	3,481	4,316	112%	\$60,604	2.03	1,589	687
484110	General Freight Trucking, Local	4,570	5,218	5,568	22%	\$44,069	2.02	527	471
339112	Surgical and Medical Instrument Manufacturing	1,843	2,693	3,276	78%	\$80,550	2.01	185	1,248
311942	Spice and Extract Manufacturing	299	514	586	96%	\$53,294	1.98	63	224
423860	Transportation Equipment and Supplies (except Motor Vehicle) Merchant Wholesalers	665	716	757	14%	\$88,417	1.94	38	54
335314	Relay and Industrial Control Manufacturing	791	1,019	1,049	33%	\$55,943	1.91	53	205
611310	Colleges, Universities, and Professional Schools (Private)	36,484	39,090	44,750	23%	\$45,950	1.90	4,911	3,355
446191	Food (Health) Supplement Stores	809	1,048	1,213	50%	\$29,298	1.90	163	240
813211	Grantmaking Foundations	1,069	1,238	1,512	41%	\$44,875	1.88	316	128
522310	Mortgage and Nonmortgage Loan Brokers	1,008	1,537	1,288	28%	\$94,485	1.86	52	228
323113	Commercial Screen Printing	1,385	1,372	1,561	13%	\$30,579	1.86	329	(152)
541430	Graphic Design Services	1,143	1,282	1,337	17%	\$66,757	1.85	20	174
332111	Iron and Steel Forging	455	496	515	13%	\$57,174	1.84	27	34
237210	Land Subdivision	825	933	1,206	46%	\$73,350	1.83	(195)	576
311821	Cookie and Cracker Manufacturing	500	683	803	61%	\$30,996	1.81	19	285
611511	Cosmetology and Barber Schools (Private)	409	436	591	44%	\$38,447	1.81	104	79
423610	Electrical Apparatus and Equipment, Wiring Supplies, and Related Equipment Merchant Wholesalers	2,647	3,048	3,345	26%	\$66,549	1.78	314	383
488410	Motor Vehicle Towing	1,002	1,045	1,208	21%	\$35,216	1.75	184	22
561740	Carpet and Upholstery Cleaning Services	555	857	910	64%	\$29,892	1.74	34	321
337121	Upholstered Household Furniture Manufacturing	819	1,048	1,125	37%	\$34,465	1.73	11	294
611710	Educational Support Services (Private)	2,163	2,237	2,895	34%	\$32,078	1.67	698	35
424410	General Line Grocery Merchant Wholesalers	3,857	4,278	5,162	34%	\$48,856	1.65	340	965
561110	Office Administrative Services	7,485	8,586	9,513	27%	\$81,275	1.65	2,128	(99)
621511	Medical Laboratories	3,144	3,177	3,492	11%	\$53,012	1.64	664	(315)
423840	Industrial Supplies Merchant Wholesalers	1,354	1,553	1,729	28%	\$61,046	1.62	292	83
488510	Freight Transportation Arrangement	3,249	3,471	3,724	15%	\$55,642	1.62	473	1
812191	Diet and Weight Reducing Centers	465	523	613	32%	\$53,810	1.62	(49)	198
332721	Precision Turned Product Manufacturing	587	725	691	18%	\$50,314	1.61	(2)	106
541930	Translation and Interpretation Services	410	491	580	41%	\$45,377	1.61	238	(68)
423850	Service Establishment Equipment and Supplies Merchant Wholesalers	848	961	952	12%	\$55,381	1.59	(62)	166
423720	Plumbing and Heating Equipment and Supplies (Hydronics) Merchant Wholesalers	1,436	1,516	1,631	14%	\$54,185	1.58	142	53

Table 14 - CCDC Regional Industry Analysis by 6 Digit NAICS Code

NAICS	Description	2011 Jobs	2014 Jobs	2018 Jobs	% Change	2014 Wages, Salaries, & Proprietor Earnings	2014 Location Quotient	Expected Change	Competitive Effect
442110	Furniture Stores	3,759	3,766	4,304	14%	\$35,476	1.58	(80)	625
311919	Other Snack Food Manufacturing	472	635	692	47%	\$52,241	1.56	42	178
325412	Pharmaceutical Preparation Manufacturing	3,441	3,612	4,016	17%	\$65,085	1.55	104	470
621492	Kidney Dialysis Centers	1,721	1,894	2,189	27%	\$55,367	1.55	600	(131)
517210	Wireless Telecommunications Carriers (except Satellite)	2,630	2,645	3,108	18%	\$65,949	1.53	(87)	565
541890	Other Services Related to Advertising	1,280	1,381	1,393	9%	\$35,367	1.51	380	(267)
238350	Finish Carpentry Contractors	1,543	1,962	1,981	28%	\$41,194	1.51	42	396
423940	Jewelry, Watch, Precious Stone, and Precious Metal Merchant Wholesalers	705	725	801	14%	\$49,790	1.49	93	3
332710	Machine Shops	4,339	4,842	5,060	17%	\$48,619	1.49	720	1
493120	Refrigerated Warehousing and Storage	607	837	1,004	65%	\$48,358	1.48	73	323
812990	All Other Personal Services	642	903	1,009	57%	\$50,991	1.47	136	231
332322	Sheet Metal Work Manufacturing	1,621	1,637	1,843	14%	\$45,283	1.46	269	(46)
621320	Offices of Optometrists	1,736	1,958	2,137	23%	\$35,334	1.46	337	64
488119	Other Airport Operations	774	1,122	1,257	62%	\$25,371	1.45	179	305
332323	Ornamental and Architectural Metal Work Manufacturing	408	556	571	40%	\$53,035	1.45	51	112
332420	Metal Tank (Heavy Gauge) Manufacturing	498	546	573	15%	\$55,992	1.40	156	(81)
812331	Linen Supply	1,055	1,125	1,116	6%	\$35,770	1.39	80	(20)
238110	Poured Concrete Foundation and Structure Contractors	2,228	2,829	2,603	17%	\$49,231	1.39	568	(193)
811121	Automotive Body, Paint, and Interior Repair and Maintenance	3,094	3,306	3,357	9%	\$39,802	1.39	327	(64)
423730	Warm Air Heating and Air-Conditioning Equipment and Supplies Merchant Wholesalers	689	877	1,046	52%	\$72,167	1.36	73	284
237130	Power and Communication Line and Related Structures Construction	2,178	2,447	2,698	24%	\$86,939	1.33	665	(145)
424450	Confectionery Merchant Wholesalers	741	762	795	7%	\$56,886	1.30	71	(17)
441110	New Car Dealers	12,960	14,561	15,158	17%	\$59,679	1.28	1,243	954
443112	Radio, Television, and Other Electronics Stores	4,985	4,604	5,527	11%	\$63,934	1.28	475	67
531210	Offices of Real Estate Agents and Brokers	4,176	4,485	4,645	11%	\$73,996	1.27	211	258
522210	Credit Card Issuing	698	1,423	2,524	262%	\$71,610	1.27	(28)	1,854
621210	Offices of Dentists	11,684	12,377	13,283	14%	\$41,163	1.26	1,720	(121)
561710	Exterminating and Pest Control Services	1,340	1,501	1,487	11%	\$41,940	1.24	311	(164)
811310	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Merchant Wholesalers	2,520	2,657	2,770	10%	\$56,452	1.23	365	(115)
238390	Other Building Finishing Contractors	712	970	1,260	77%	\$42,431	1.23	247	301
424480	Fresh Fruit and Vegetable Merchant Wholesalers	1,092	1,226	1,333	22%	\$53,715	1.22	210	31
522320	Financial Transactions Processing, Reserve, and Clearinghouse Activities	1,650	1,642	2,225	35%	\$75,525	1.20	477	98
238320	Painting and Wall Covering Contractors	2,128	2,446	2,484	17%	\$36,311	1.19	234	121
441120	Used Car Dealers	1,592	1,924	2,293	44%	\$46,555	1.18	540	160
424930	Flower, Nursery Stock, and Florists' Supplies Merchant Wholesalers	526	586	573	9%	\$31,563	1.18	1	47
238210	Electrical Contractors and Other Wiring Installation Contractors	8,829	10,447	10,760	22%	\$60,091	1.17	1,238	694
238290	Other Building Equipment Contractors	1,407	1,699	1,772	26%	\$76,134	1.17	286	79
423830	Industrial Machinery and Equipment Merchant Wholesalers	3,508	4,012	3,944	12%	\$64,205	1.16	398	38
333514	Special Die and Tool, Die Set, Jig, and Fixture Manufacturing	660	831	789	20%	\$47,626	1.13	(11)	140
541213	Tax Preparation Services	1,225	1,155	1,366	12%	\$36,617	1.13	(87)	228
238150	Glass and Glazing Contractors	537	606	762	42%	\$57,558	1.12	125	100
448150	Clothing Accessories Stores	825	819	980	19%	\$34,879	1.12	272	(116)
339950	Sign Manufacturing	792	883	889	12%	\$42,229	1.11	96	2
327215	Glass Product Manufacturing Made of Purchased Glass	472	529	616	31%	\$38,357	1.11	(3)	147

Table 14 - CCDC Regional Industry Analysis by 6 Digit NAICS Code

NAICS	Description	2011 Jobs	2014 Jobs	2018 Jobs	% Change	2014 Wages, Salaries, & Proprietor Earnings	2014 Location Quotient	Expected Change	Competitive Effect
811111	General Automotive Repair	3,449	3,957	4,205	22%	\$35,726	1.10	456	301
445230	Fruit and Vegetable Markets	458	498	520	14%	\$33,732	1.10	25	38
441221	Motorcycle, ATV, and Personal Watercraft Dealers	650	706	798	23%	\$48,380	1.09	86	63
611110	Elementary and Secondary Schools (Private)	10,624	11,783	12,645	19%	\$38,158	1.09	1,411	609
237120	Oil and Gas Pipeline and Related Structures Construction	1,153	1,601	2,054	78%	\$71,739	1.07	597	304
444110	Home Centers	6,891	8,101	8,970	30%	\$26,932	1.06	1,328	751
621111	Offices of Physicians (except Mental Health Specialists)	26,399	28,382	31,886	21%	\$77,882	1.05	4,305	1,181
621112	Offices of Physicians, Mental Health Specialists	566	575	648	14%	\$52,638	1.05	84	(2)
624190	Other Individual and Family Services	4,222	4,694	5,134	22%	\$37,583	1.05	751	161
812210	Funeral Homes and Funeral Services	1,121	1,213	1,245	11%	\$48,303	1.04	68	56
446199	All Other Health and Personal Care Stores	653	697	775	19%	\$47,149	1.04	75	47
624110	Child and Youth Services	1,901	2,227	2,410	27%	\$36,476	1.04	350	160
238190	Other Foundation, Structure, and Building Exterior Contractors	390	477	558	43%	\$41,260	1.02	182	(14)
236118	Residential Remodelers	2,620	3,322	4,494	72%	\$45,993	1.02	1,343	531
238990	All Other Specialty Trade Contractors	2,824	3,281	3,530	25%	\$50,739	1.02	572	134
561990	All Other Support Services	1,784	2,340	2,554	43%	\$74,300	1.02	330	441
611610	Fine Arts Schools (Private)	899	906	1,049	17%	\$28,320	1.02	204	(54)
445110	Supermarkets and Other Grocery (except Convenience) Stores	26,635	27,808	30,257	14%	\$27,996	1.02	2,028	1,594
446110	Pharmacies and Drug Stores	7,895	8,055	8,690	10%	\$43,033	1.01	498	297
424210	Drugs and Druggists' Sundries Merchant Wholesalers	1,779	2,100	2,213	24%	\$72,609	1.01	(49)	483
541380	Testing Laboratories	1,641	1,875	2,163	32%	\$66,611	1.00	326	197
452910	Warehouse Clubs and Supercenters	12,341	15,144	18,814	52%	\$28,135	0.97	4,014	2,460
532299	All Other Consumer Goods Rental	533	604	688	29%	\$36,320	0.96	202	(47)
623110	Nursing Care Facilities	16,690	17,577	20,017	20%	\$32,625	0.96	958	2,368
562910	Remediation Services	559	809	849	52%	\$57,701	0.96	27	262
441320	Tire Dealers	1,797	1,904	1,994	11%	\$38,578	0.96	199	(3)
623312	Homes for the Elderly	3,637	4,144	4,965	37%	\$25,011	0.96	832	496
522110	Commercial Banking	14,176	13,619	15,155	7%	\$79,647	0.95	342	636
524210	Insurance Agencies and Brokerages	8,589	8,916	9,395	9%	\$73,565	0.93	1,170	(364)
561730	Landscaping Services	6,231	6,872	6,990	12%	\$28,197	0.92	1,089	(330)
621512	Diagnostic Imaging Centers	652	694	791	21%	\$58,873	0.92	85	54
621330	Offices of Mental Health Practitioners (except Physicians)	608	688	790	30%	\$36,082	0.91	114	68
425120	Wholesale Trade Agents and Brokers	8,084	8,842	10,635	32%	\$66,936	0.90	2,240	312
621910	Ambulance Services	1,627	1,666	1,972	21%	\$34,013	0.90	383	(39)
622310	Specialty (except Psychiatric and Substance Abuse) Hospitals (Private)	2,010	2,030	2,475	23%	\$53,390	0.89	445	20
334419	Other Electronic Component Manufacturing	597	587	630	6%	\$56,697	0.89	(20)	53
238220	Plumbing, Heating, and Air-Conditioning Contractors	7,106	8,946	9,264	30%	\$54,113	0.87	1,407	750
517110	Wired Telecommunications Carriers	4,541	5,902	6,354	40%	\$90,351	0.87	(208)	2,021
332312	Fabricated Structural Metal Manufacturing	763	851	841	10%	\$51,197	0.84	165	(87)
623220	Residential Mental Health and Substance Abuse Facilities	1,653	1,945	2,366	43%	\$35,691	0.84	357	355
541310	Architectural Services	1,343	1,462	1,585	18%	\$80,607	0.81	98	144
236220	Commercial and Institutional Building Construction	4,610	4,950	5,250	14%	\$72,933	0.81	510	130
237990	Other Heavy and Civil Engineering Construction	896	977	1,046	17%	\$92,795	0.81	131	19
531312	Nonresidential Property Managers	1,154	1,304	1,426	24%	\$64,921	0.81	159	113

Table 14 - CCDC Regional Industry Analysis by 6 Digit NAICS Code

NAICS	Description	2011 Jobs	2014 Jobs	2018 Jobs	% Change	2014 Wages, Salaries, & Proprietor Earnings	2014 Location Quotient	Expected Change	Competitive Effect
237310	Highway, Street, and Bridge Construction	2,483	2,690	2,918	18%	\$79,103	0.80	163	272
484121	General Freight Trucking, Long-Distance, Truckload	3,956	4,379	4,968	26%	\$40,738	0.80	229	782
561621	Security Systems Services (except Locksmiths)	862	983	1,010	17%	\$49,546	0.80	175	(27)
424690	Other Chemical and Allied Products Merchant Wholesalers	865	960	1,028	19%	\$68,867	0.80	81	82
813910	Business Associations	974	1,052	1,052	8%	\$74,629	0.80	59	19
531311	Residential Property Managers	3,316	3,379	3,803	15%	\$40,003	0.77	703	(216)
712110	Museums	640	694	776	21%	\$44,535	0.76	106	30
321920	Wood Container and Pallet Manufacturing	469	439	515	10%	\$33,137	0.74	112	(66)
541519	Other Computer Related Services	828	894	993	20%	\$94,252	0.74	(41)	206
621310	Offices of Chiropractors	986	1,026	1,081	10%	\$29,435	0.74	140	(45)
621610	Home Health Care Services	9,134	10,379	12,569	38%	\$30,739	0.73	3,332	103
446130	Optical Goods Stores	506	574	642	27%	\$25,020	0.72	67	70
541611	Administrative Management and General Management Consulting Ser	2,845	3,589	4,094	44%	\$98,157	0.69	981	269
541940	Veterinary Services	2,172	2,497	2,658	22%	\$38,756	0.69	409	78
238140	Masonry Contractors	927	942	997	8%	\$41,530	0.68	(69)	140
532412	Construction, Mining, and Forestry Machinery and Equipment Rental a	445	514	526	18%	\$68,159	0.67	168	(87)
562111	Solid Waste Collection	928	971	1,138	23%	\$49,004	0.67	201	10
522291	Consumer Lending	656	722	835	27%	\$58,621	0.66	130	49
541620	Environmental Consulting Services	517	625	649	26%	\$71,246	0.65	99	33
624410	Child Day Care Services	5,868	6,073	6,329	8%	\$25,743	0.65	568	(106)
621420	Outpatient Mental Health and Substance Abuse Centers	1,400	1,458	1,725	23%	\$42,409	0.65	337	(13)
523920	Portfolio Management	991	1,198	1,283	29%	\$272,478	0.63	446	(155)
541511	Custom Computer Programming Services	5,062	5,318	6,049	19%	\$94,600	0.62	1,615	(628)
621498	All Other Outpatient Care Centers	711	852	1,003	41%	\$46,292	0.61	292	1
621340	Offices of Physical, Occupational and Speech Therapists, and Audiolo	1,916	2,181	2,509	31%	\$40,236	0.61	652	(59)
444130	Hardware Stores	822	963	941	14%	\$36,294	0.60	13	106
622110	General Medical and Surgical Hospitals (Private)	30,003	29,534	31,574	5%	\$69,416	0.60	2,743	(1,172)
621493	Freestanding Ambulatory Surgical and Emergency Centers	698	762	908	30%	\$59,249	0.59	300	(91)
902612	Colleges, Universities, and Professional Schools (State Government)	16,079	16,554	16,899	5%	\$54,898	0.59	1,221	(401)
623311	Continuing Care Retirement Communities	2,439	2,809	3,766	54%	\$25,680	0.57	682	645
522220	Sales Financing	418	509	698	67%	\$90,994	0.56	(19)	299
454113	Mail-Order Houses	830	853	892	7%	\$45,811	0.56	(101)	162
721110	Hotels (except Casino Hotels) and Motels	8,318	9,237	9,861	19%	\$30,280	0.55	768	776
541110	Offices of Lawyers	5,966	6,189	6,426	8%	\$98,860	0.53	252	208
621399	Offices of All Other Miscellaneous Health Practitioners	471	524	634	35%	\$36,276	0.53	252	(89)
541990	All Other Professional, Scientific, and Technical Services	433	583	723	67%	\$60,807	0.46	215	74
541512	Computer Systems Design Services	4,244	4,071	4,539	7%	\$94,176	0.44	1,655	(1,359)
541613	Marketing Consulting Services	767	954	1,009	32%	\$69,790	0.44	349	(107)
524113	Direct Life Insurance Carriers	1,178	1,277	1,397	19%	\$98,355	0.41	(77)	297
561422	Telemarketing Bureaus and Other Contact Centers	1,844	1,968	2,319	26%	\$44,970	0.38	555	(79)
481111	Scheduled Passenger Air Transportation	1,514	1,633	1,667	10%	\$62,089	0.36	(50)	202
		639,357	715,438	795,791	24%	\$53,148		97,501	58,933

California
Occupation Table

Parameters

Institution

Code	Description
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Regions

Code	Description
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90601	Whittier
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90602	Whittier
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90603	Whittier
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90604	Whittier
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90605	Whittier
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90606	Whittier
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90607	Whittier
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90608	Whittier
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90609	Whittier
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90610	Whittier
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90640	Montebello
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90660	Pico Rivera
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90661	Pico Rivera
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90662	Pico Rivera
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91001	Altadena
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91003	Altadena
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91006	Arcadia
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91007	Arcadia
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91008	Duarte
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91009	Duarte
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91010	Duarte
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91016	Monrovia
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91017	Monrovia
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91021	Montrose
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91024	Sierra Madre
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91025	Sierra Madre
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91030	South Pasadena
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91031	South Pasadena
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91066	Arcadia
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91077	Arcadia
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91101	Pasadena
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91102	Pasadena
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91103	Pasadena
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91104	Pasadena
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91105	Pasadena
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91106	Pasadena
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91107	Pasadena
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91108	San Marino
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91109	Pasadena
91110	Pasadena
91114	Pasadena
91115	Pasadena
91116	Pasadena
91117	Pasadena
91118	San Marino
91121	Pasadena
91123	Pasadena
91124	Pasadena
91125	Pasadena
91126	Pasadena
91129	Pasadena
91182	Pasadena
91184	Pasadena
91185	Pasadena
91188	Pasadena
91189	Pasadena
91199	Pasadena
91701	Rancho Cucamonga
91702	Azusa
91706	Baldwin Park
91708	Chino
91709	Chino Hills
91710	Chino
91711	Claremont
91722	Covina
91723	Covina
91724	Covina
91729	Rancho Cucamonga
91730	Rancho Cucamonga
91731	El Monte
91732	El Monte
91733	South El Monte
91734	El Monte
91735	El Monte
91737	Rancho Cucamonga
91739	Rancho Cucamonga
91740	Glendora
91741	Glendora
91744	La Puente
91745	Hacienda Heights
91746	La Puente
91747	La Puente
91748	Rowland Heights
91749	La Puente
91750	La Verne
91755	Monterey Park
91756	Monterey Park
91758	Ontario
91761	Ontario
91762	Ontario

91763	Montclair
91764	Ontario
91765	Diamond Bar
91766	Pomona
91767	Pomona
91768	Pomona
91769	Pomona
91770	Rosemead
91771	Rosemead
91772	Rosemead
91773	San Dimas
91780	Temple City
91784	Upland
91785	Upland
91786	Upland
91788	Walnut
91789	Walnut
91790	West Covina
91791	West Covina
91792	West Covina
91793	West Covina

Timeline

Start Year: 2013

End Year: 2018

Current Year: 2014

Classes Of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

CCDC Regional Occupation Data

SOC	Description	2013 Jobs	2014 Jobs	2018 Jobs	Annual Openings	% Change	Regional Completions (2013)	Work Experience Required	Typical Entry Level Education	Avg. Hourly Earnings
29-2041	Emergency Medical Technicians and Paramedics	1,100	1,126	1,317	79	20%	170	None	Postsecondary non-degree award	\$13.20
29-2056	Veterinary Technologists and Technicians	405	438	484	20	20%	78	None	Associate's degree	\$17.39
39-5094	Skincare Specialists	586	608	688	26	17%	843	None	Postsecondary non-degree award	\$14.26
21-1011	Substance Abuse and Behavioral Disorder Counselors	749	769	877	44	17%	96	None	High school diploma or equivalent	\$15.68
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	5,904	6,237	6,875	385	16%	29	Less than 5 years	High school diploma or equivalent	\$14.11
29-2061	Licensed Practical and Licensed Vocational Nurses	5,558	5,731	6,458	330	16%	340	None	Postsecondary non-degree award	\$23.69
39-9041	Residential Advisors	664	683	769	53	16%	4	None	High school diploma or equivalent	\$16.31
43-6013	Medical Secretaries	4,368	4,479	5,052	195	16%	281	None	High school diploma or equivalent	\$17.12
29-2081	Opticians, Dispensing	604	627	697	38	15%	91	None	High school diploma or equivalent	\$17.10
31-1014	Nursing Assistants	9,104	9,286	10,462	463	15%	223	None	Postsecondary non-degree award	\$13.13
29-2052	Pharmacy Technicians	1,971	2,012	2,255	79	14%	455	None	High school diploma or equivalent	\$17.61
43-5011	Cargo and Freight Agents	911	959	1,035	52	14%	159	None	High school diploma or equivalent	\$19.74
21-1093	Social and Human Service Assistants	3,559	3,712	4,036	199	13%	129	None	High school diploma or equivalent	\$16.23
31-9092	Medical Assistants	5,562	5,672	6,296	266	13%	1,863	None	Postsecondary non-degree award	\$15.62
53-3031	Driver/Sales Workers	2,792	2,892	3,159	125	13%	0	None	High school diploma or equivalent	\$14.03
29-2071	Medical Records and Health Information Technicians	1,102	1,122	1,246	60	13%	288	None	Postsecondary non-degree award	\$19.46
29-2034	Radiologic Technologists	796	806	900	33	13%	59	None	Associate's degree	\$31.79
53-7081	Refuse and Recyclable Material Collectors	1,064	1,067	1,202	57	13%		None	Less than high school	\$17.54
29-2012	Medical and Clinical Laboratory Technicians	1,123	1,136	1,265	61	13%	40	None	Associate's degree	\$19.22

Data filtered by % change in growth and minimum wage of \$13.00. CCDC region includes 111 zip codes in the San Gabriel Valley.

CCDC Regional Occupation Data

SOC	Description	2013 Jobs	2014 Jobs	2018 Jobs	Annual Openings	% Change	Regional Completions (2013)	Work Experience Required	Typical Entry Level Education	Avg. Hourly Earnings
15-1134	Web Developers	944	983	1,063	41	13%	956	None	Associate's degree	\$26.06
35-2012	Cooks, Institution and Cafeteria	1,645	1,673	1,848	78	12%	37	None	Less than high school	\$13.33
29-2021	Dental Hygienists	1,244	1,275	1,397	66	12%	50	None	Associate's degree	\$45.88
29-2099	Health Technologists and Technicians, All Other	910	924	1,020	33	12%	135	None	High school diploma or equivalent	\$21.23
39-9031	Fitness Trainers and Aerobics Instructors	1,492	1,546	1,665	54	12%	488	None	High school diploma or equivalent	\$21.27
39-1021	First-Line Supervisors of Personal Service Workers	1,446	1,510	1,611	63	11%	4,387	Less than 5 years	High school diploma or equivalent	\$17.47
29-1141	Registered Nurses	14,532	14,748	16,185	638	11%	1,582	None	Associate's degree	\$41.12
31-9011	Massage Therapists	1,267	1,301	1,410	44	11%	581	None	Postsecondary non-degree award	\$14.88
49-3011	Aircraft Mechanics and Service Technicians	786	831	874	42	11%	105	None	Postsecondary non-degree award	\$29.09
43-4121	Library Assistants, Clerical	665	670	739	46	11%	17	None	High school diploma or equivalent	\$13.32
47-2041	Carpet Installers	454	482	504	21	11%	29	None	Less than high school	\$16.29
25-4031	Library Technicians	601	604	667	48	11%	17	None	Postsecondary non-degree award	\$19.41
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,565	1,673	1,736	79	11%	80	None	Postsecondary non-degree award	\$21.81
47-2051	Cement Masons and Concrete Finishers	911	1,022	1,007	41	11%	7	None	Less than high school	\$21.93
37-3013	Tree Trimmers and Pruners	608	629	671	29	10%	0	None	High school diploma or equivalent	\$14.61
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	493	514	544	21	10%	78	None	High school diploma or equivalent	\$14.01
41-3099	Sales Representatives, Services, All Other	5,420	5,654	5,980	277	10%	44	None	High school diploma or equivalent	\$28.94
47-2044	Tile and Marble Setters	667	707	735	29	10%	7	None	Less than high school	\$15.41
53-3032	Heavy and Tractor-Trailer Truck Drivers	14,771	15,502	16,268	587	10%	0	None	Postsecondary non-degree award	\$19.29

Data filtered by % change in growth and minimum wage of \$13.00. CCDC region includes 111 zip codes in the San Gabriel Valley.

CCDC Regional Occupation Data

SOC	Description	2013 Jobs	2014 Jobs	2018 Jobs	Annual Openings	% Change	Regional Completions (2013)	Work Experience Required	Typical Entry Level Education	Avg. Hourly Earnings
43-3021	Billing and Posting Clerks	3,656	3,738	4,025	147	10%	196	None	High school diploma or equivalent	\$17.72
43-5032	Dispatchers, Except Police, Fire, and Ambulance	1,513	1,576	1,665	78	10%		None	High school diploma or equivalent	\$18.75
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	1,873	1,938	2,061	94	10%	0	Less than 5 years	High school diploma or equivalent	\$22.96
47-2152	Plumbers, Pipefitters, and Steamfitters	2,121	2,259	2,332	72	10%	7	None	High school diploma or equivalent	\$25.59
49-9051	Electrical Power-Line Installers and Repairers	504	498	554	32	10%	117	None	High school diploma or equivalent	\$43.52
47-2061	Construction Laborers	9,885	10,461	10,856	452	10%	22	None	Less than high school	\$16.35
15-1151	Computer User Support Specialists	3,527	3,618	3,863	130	10%	750	None	Some college, no degree	\$24.37
25-3021	Self-Enrichment Education Teachers	2,152	2,158	2,357	84	10%	0	Less than 5 years	High school diploma or equivalent	\$18.46
43-4051	Customer Service Representatives	13,863	14,310	15,160	676	9%	0	None	High school diploma or equivalent	\$17.83
51-3021	Butchers and Meat Cutters	1,237	1,270	1,352	57	9%	0	None	Less than high school	\$13.24
27-1026	Merchandise Displayers and Window Trimmers	552	561	603	27	9%	24	None	High school diploma or equivalent	\$14.32
43-4171	Receptionists and Information Clerks	6,970	7,146	7,611	331	9%	159	None	High school diploma or equivalent	\$13.67
41-9099	Sales and Related Workers, All Other	1,407	1,445	1,536	57	9%	44	None	High school diploma or equivalent	\$16.74
47-2111	Electricians	3,799	4,061	4,147	151	9%	44	None	High school diploma or equivalent	\$27.31
19-4099	Life, Physical, and Social Science Technicians, All Other	361	374	394	22	9%	0	None	Associate's degree	\$24.27
51-2099	Assemblers and Fabricators, All Other	2,011	2,179	2,193	89	9%		None	High school diploma or equivalent	\$13.34
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	15,722	16,131	17,121	495	9%	145	None	High school diploma or equivalent	\$17.76
27-4021	Photographers	893	952	972	29	9%	304	None	High school diploma or equivalent	\$19.01
41-9011	Demonstrators and Product Promoters	782	814	851	40	9%	0	None	High school diploma or equivalent	\$13.35

Data filtered by % change in growth and minimum wage of \$13.00. CCDC region includes 111 zip codes in the San Gabriel Valley.

CCDC Regional Occupation Data

SOC	Description	2013 Jobs	2014 Jobs	2018 Jobs	Annual Openings	% Change	Regional Completions (2013)	Work Experience Required	Typical Entry Level Education	Avg. Hourly Earnings
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	1,613	1,663	1,755	77	9%	0	Less than 5 years	High school diploma or equivalent	\$27.11
43-3011	Bill and Account Collectors	3,214	3,221	3,495	160	9%	3	None	High school diploma or equivalent	\$19.21
47-4011	Construction and Building Inspectors	427	443	464	20	9%	17	5 years or more	High school diploma or equivalent	\$31.75
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	1,296	1,331	1,408	56	9%	4,375	Less than 5 years	High school diploma or equivalent	\$16.83
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	556	569	604	50	9%	0	None	High school diploma or equivalent	\$14.16
31-9097	Phlebotomists	831	823	896	32	8%	0	None	Postsecondary non-degree award	\$17.92
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	1,768	1,830	1,906	70	8%	209	None	High school diploma or equivalent	\$22.81
37-2021	Pest Control Workers	753	805	811	35	8%	0	None	High school diploma or equivalent	\$14.54
51-9199	Production Workers, All Other	2,123	2,258	2,286	107	8%		None	High school diploma or equivalent	\$14.37
43-3051	Payroll and Timekeeping Clerks	1,362	1,407	1,466	55	8%	196	None	High school diploma or equivalent	\$20.48
11-3071	Transportation, Storage, and Distribution Managers	976	1,003	1,050	40	8%	4,087	5 years or more	High school diploma or equivalent	\$40.56
47-2073	Operating Engineers and Other Construction Equipment Operators	1,272	1,310	1,368	57	8%	7	None	High school diploma or equivalent	\$31.33
41-2022	Parts Salespersons	1,513	1,580	1,625	66	7%	0	None	Less than high school	\$16.36
41-3021	Insurance Sales Agents	4,526	4,575	4,861	183	7%	0	None	High school diploma or equivalent	\$27.39
35-1011	Chefs and Head Cooks	843	860	905	29	7%	1,227	5 years or more	High school diploma or equivalent	\$18.77
31-9091	Dental Assistants	2,887	2,924	3,098	106	7%	469	None	Postsecondary non-degree award	\$16.34
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	1,129	1,164	1,211	32	7%	27	Less than 5 years	High school diploma or equivalent	\$16.03
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12,172	12,481	13,051	306	7%	196	None	High school diploma or equivalent	\$19.10
31-9099	Healthcare Support Workers, All Other	819	826	878	30	7%	11	None	High school diploma or equivalent	\$16.91

Data filtered by % change in growth and minimum wage of \$13.00. CCDC region includes 111 zip codes in the San Gabriel Valley.

CCDC Regional Occupation Data

SOC	Description	2013 Jobs	2014 Jobs	2018 Jobs	Annual Openings	% Change	Regional Completions (2013)	Work Experience Required	Typical Entry Level Education	Avg. Hourly Earnings
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	1,834	1,887	1,965	64	7%	0	None	Postsecondary non-degree award	\$25.99
29-1126	Respiratory Therapists	859	859	920	27	7%	122	None	Associate's degree	\$32.56
49-9052	Telecommunications Line Installers and Repairers	1,413	1,448	1,513	64	7%	0	None	High school diploma or equivalent	\$27.90
53-3099	Motor Vehicle Operators, All Other	665	685	712	30	7%	0	None	High school diploma or equivalent	\$16.90
49-9071	Maintenance and Repair Workers, General	7,325	7,502	7,835	258	7%	0	None	High school diploma or equivalent	\$18.98
13-1199	Business Operations Specialists, All Other	5,978	6,121	6,381	171	7%	44	None	High school diploma or equivalent	\$34.93
49-3023	Automotive Service Technicians and Mechanics	5,589	5,788	5,963	238	7%	1,347	None	High school diploma or equivalent	\$15.94
43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	999	1,019	1,065	37	7%	159	None	High school diploma or equivalent	\$13.61
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,610	12,970	13,430	485	7%	46	None	High school diploma or equivalent	\$30.07
43-1011	First-Line Supervisors of Office and Administrative Support Workers	11,183	11,346	11,903	433	6%	44	Less than 5 years	High school diploma or equivalent	\$27.14
47-2181	Roofers	955	1,016	1,015	38	6%	7	None	Less than high school	\$16.02
13-1022	Wholesale and Retail Buyers, Except Farm Products	1,418	1,458	1,507	60	6%	23	None	High school diploma or equivalent	\$25.41
53-3033	Light Truck or Delivery Services Drivers	8,106	8,309	8,614	247	6%	0	None	High school diploma or equivalent	\$16.31
23-2011	Paralegals and Legal Assistants	1,122	1,148	1,192	38	6%	248	None	Associate's degree	\$28.19
43-9061	Office Clerks, General	24,523	25,147	26,013	863	6%	159	None	High school diploma or equivalent	\$14.45
49-9098	Helpers--Installation, Maintenance, and Repair Workers	961	994	1,019	43	6%	8	None	High school diploma or equivalent	\$14.57
49-9099	Installation, Maintenance, and Repair Workers, All Other	1,332	1,382	1,412	43	6%	68	None	High school diploma or equivalent	\$16.41
15-1152	Computer Network Support Specialists	834	852	883	25	6%	750	None	Associate's degree	\$31.05
43-4111	Interviewers, Except Eligibility and Loan	1,616	1,620	1,703	53	5%	0	None	High school diploma or equivalent	\$18.27

Data filtered by % change in growth and minimum wage of \$13.00. CCDC region includes 111 zip codes in the San Gabriel Valley.

CCDC Regional Occupation Data

SOC	Description	2013 Jobs	2014 Jobs	2018 Jobs	Annual Openings	% Change	Regional Completions (2013)	Work Experience Required	Typical Entry Level Education	Avg. Hourly Earnings
49-3093	Tire Repairers and Changers	759	788	799	38	5%	0	None	High school diploma or equivalent	\$14.59
47-2031	Carpenters	7,745	8,207	8,150	234	5%	7	None	High school diploma or equivalent	\$17.55
53-3021	Bus Drivers, Transit and Intercity	1,316	1,351	1,384	49	5%	0	None	High school diploma or equivalent	\$19.79
25-2011	Preschool Teachers, Except Special Education	3,220	3,254	3,384	129	5%	880	None	Associate's degree	\$15.38
43-9199	Office and Administrative Support Workers, All Other	4,853	4,908	5,096	198	5%	159	None	High school diploma or equivalent	\$13.14
		318,466	328,232	347,646	13,242	9%				

Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department