

Inland Empire/Desert Regional Consortium

Strong Workforce Program 2025-2029 Strategic Plan

POWERED BY

California Community Colleges

IEDRC
INLAND EMPIRE/DESERT REGIONAL CONSORTIUM
FUNDED BY STRONG WORKFORCE

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This project is funded by the Strong Workforce Program administered through the Inland Empire/Desert Regional Consortium (IEDRC). For more information about the IEDRC, visit: https://desertcolleges.org/.

Introduction

The Inland Empire/Desert Regional Consortium (IEDRC) serves as a regional framework to communicate, collaborate, promote, plan, and implement strategies that advance career education and workforce and economic development in the region.

Nine community college districts that are home to 12 community colleges comprise the Inland Empire/Desert Regional Consortium which serves a geographic region that includes two county offices of education, 56 public school districts, and four regional occupational centers/programs.

Strong Workforce Program funding for both community colleges and K12 education requires that funded work is guided by a region's strategic plan and implemented to improve student outcomes.

The consortium's 2025-2029 Strategic Plan describes the work that is planned and currently being carried out to align community college programs with regional workforce needs, while strengthening pathways between postsecondary institutions and K12 education. The goals and strategies included in this plan reflect the outcomes of discussions initiated through a regional SWP planning process which collected feedback from a diverse group of regional partners and collaborators.

Through the lens of the Strong Workforce Program and the Chancellor's Vision for Success, goals and priorities were identified and defined in June 2022 when stakeholders convened to discuss opportunities and known successes in career education programming at the region's 12 colleges. Since then continuous engagement and comprehensive conversations have been facilitated to identify areas of focus for the consortium going forward. These areas include equity, CTE pathway development, student outcomes, and sustained engagement with partners and collaborators.

Strong Workforce Program

The Strong Workforce Program focuses on data-driven outcomes, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes. CTE Data Unlocked, a component of the program, helps colleges use CTE data to strengthen regional workforce plans by furthering local processes like program review, accreditation, and integrated planning.

This work hinges upon the belief that investments in the preparation of a ready and skilled workforce lead to higher employment rates and greater career advancement opportunities for the region's diverse learning populations, including community college students. Career pathways are foundational to achieving this work since they offer structured routes for professional growth and when paired with degrees or certifications, demonstrate that students have achieved recognized standards of competency.

The region has six priority sectors:

1. **Advanced Manufacturing**
2. **Advanced Transportation and Logistics**
3. **Business and Entrepreneurship**
4. **Energy, Construction, and Utilities**
5. **Health**
6. **Information and Communication Technology/ Digital Media**

Student programmatic and student labor market outcomes serve as the guideposts for the achievement of SWP goals in the state and the region and are addressed in the following sections.

Underpinning the consortium's goals and strategies outlined in this plan is the premise that deploying targeted, localized strategies to prepare the region's workforce can be advanced through a robust network of training, education, workforce, and community partners.

Ultimately, these strategies, which are informed by data analysis insights, will contribute toward supporting pathways into high-demand, well-paid jobs that contribute to a thriving regional economy.

ABOUT THE REGION

9 community college districts

12 community colleges

2 county offices of education

56 public school districts

4 regional occupational centers/programs

Regional snapshot

The Inland Empire/Desert Region encompasses Riverside and San Bernardino counties and a population of roughly 4.7 million, according to the latest U.S. Census data.

There are approximately 2.5 million residents in Riverside County, and 2.2 million in San Bernardino County. The largest city is Riverside, with nearly 319,000 residents, followed by San Bernardino, Fontana, and Moreno Valley.

Spanning 27,000 square miles, from the border of Los Angeles County to the borders of Nevada and Arizona, the region covers a vast landscape and is only slightly smaller than the state of South Carolina. The geography of the region is incredibly varied and dramatic, encompassing the San Bernardino Mountains, San Jacinto Mountains, and parts of the San Gabriel Mountains, as well as two deserts, the Mojave and Colorado.

The county is racially and ethnically diverse, with 54% of residents identifying as Hispanic, 8% identifying as Asian, and 7% identifying as Black. Data analysis in the "Regional Overview" section of this report shows that the region has a higher percentage of residents with less than a bachelor's degree than the state, 76% compared to 65%, indicating lower educational attainment in the region. Additionally, when this data is examined by race and ethnicity, the greatest proportion of residents with less than a bachelor's degree identify as Hispanic/Latino, 79%, followed by American Indian or Alaska Native, 77%, and two or more races, 72%.

The region's median household income of $81,041 is about $15,300 less than the state median household income of $96,332, according to U.S. Census data. (The median household income is above the region's living wage of $20.76/hour, which translates to roughly $43,200/year.[1]) Earning enough to stay above the poverty line is a challenge for a considerable share of the population, with about a third of households in the region earning less than $50,000.[2]

Altogether, the consortium's 12 member colleges served 143,824 students in the 2021-22 academic year, the latest year of data available through LaunchBoard. This number represents nearly 9% of all students enrolled in California Community Colleges statewide during the same academic year. In the 2023-24 academic year, there were 89,539 CTE students in the region, an increase from 72,459 students in the 2021-22 academic year.

In addition to the nine community college districts that are home to 12 community colleges (Exhibit 1), the region also has a substantial number of public and private four-year colleges and universities with which the community colleges have numerous transfer agreements. Other postsecondary institutions in the region include University of California-Riverside, California State University-San Bernardino, Loma Linda University, University of Redlands, California Baptist University, and La Sierra University.

Community college students represent just one of many different populations of learners in the region. The consortium coordinates closely with 56 K12 partner school districts and a number of adult education consortia. Altogether, more than 37,200 adult learners were served in the region in the 2021-22 academic year, according to LaunchBoard data.

Additionally, the consortium partners and collaborates with a wide range of employers, industry associations, and workforce entities. These include the two workforce development boards in Riverside and San Bernardino counties and 16 chambers of commerce. Strengthening partnerships between colleges and employers allows institutions to adapt program curricula to be responsive and relevant to workforce needs, provide hands-on training and work-based learning to ensure students are prepared for real-world challenges, and connect students to viable employment opportunities.

[1] *"Self-Sufficiency Standard: Washington State," Center for Women's Welfare, University of Washington, 2025, accessed March 10, 2025, https://selfsufficiency-standard.org/washington/.*

[2] *"Riverside-San Bernardino-Ontario, CA Metro Area," Census Reporter, accessed June 18, 2025, https://censusreporter.org/profiles/31000US40140-riverside-san-bernardino-ontario-ca-metro-area/.https://censusreporter.org/profiles/31000US40140-riverside-san-bernardino-ontario-ca-metro-area/.*

Exhibit 1. Map of member community colleges in the Inland Empire/Desert Regional Consortium





Organizational Overview

Mission

Educators play a key role in economic vitality and prosperity by preparing residents for positions and careers that pay a living wage. The Inland Empire/Desert Regional Consortium partners are committed to working together to provide the region with workforce development programs that address real needs and contribute to economic prosperity.

The mission of the Inland Empire/Desert Regional Consortium is to enhance its stakeholders' workforce efforts through communication, coordination, collaboration, and provision of resources.

Vision statement

The Inland Empire/Desert Regional Consortium is a trusted partner of regional workforce entities and contributes to the social and economic prosperity of the region and its diverse communities.

Organizational structure

The Inland Empire/Desert Regional Consortium is composed of 12 community colleges in Riverside and San Bernardino counties (Exhibit 2). Riverside Community College District serves as the consortium's fiscal agent. Consortium activities and funding allocations are overseen by the Regional Chair/Executive Director. The region's Chief Executive Officers (college presidents and district chancellors) provide general oversight. The Deans Committee determines the approval of new CTE programs and initiatives. The Executive Council authorizes the allocation of SWP funding for new projects and initiatives.

The consortium's projects and services support the work of not only community college and K12 partners and collaborators but extend to adult education, Regional Occupational Centers (ROPs), public charter schools, local workforce development boards, regional non-profit workforce and business entities, community-based organizations, and others.

The consortium's staff infrastructure supports the missions of the regional community colleges by providing additional capacity to implement activities and projects. Staff roles are specifically directed toward assisting with K12 connections to community colleges, establishing and maintaining employer partnerships, facilitating student job placement, providing industry sector expertise, and managing communication and marketing efforts. Staff positions supporting the mission and activities of the consortium include fiscal staff, the Director of Regional Marketing, the K14 Technical Assistance Provider (TAP), and the Director of Strategic Partnerships.

There are a number of other key participants who contribute to the overall reach and effectiveness of the consortium (Exhibit 2).

Exhibit 2. List of the consortium's member community college districts and their community colleges

Community College Districts	Community Colleges	
Barstow Community College District		Barstow Community College
Chaffey Community College District		Chaffey College
Copper Mountain Community College District		Copper Mountain College
Desert Community College District		College of the Desert
Mt. San Jacinto Community College District		Mt. San Jacinto College
Palo Verde Community College District		Palo Verde College
Riverside Community College District		Moreno Valley College
		Norco College
		Riverside City College
San Bernardino Community College District		Crafton Hills College
		San Bernardino Valley College
Victor Valley Community College District		Victor Valley College

Center of Excellence—The Inland Empire/Desert Center of Excellence (COE) for Labor Market Research is one of 10 regional centers, funded by the California Community Colleges Chancellor's Office, which provide labor market information and workforce research to community colleges across the state. These centers play a pivotal role in helping communities understand and contextualize labor market data so they can actively address their current and future workforce training needs through program development and curricula.[3] The COE produces reports and tools that provide a real-time picture of the labor market, where it is headed, and what programs and training are needed to meet future workforce demand. This research helps community colleges tailor their programs to support the state's dynamic and competitive workforce, and is also applied to educational policy, faculty professional development, and work-based learning opportunities for students.[4]

K14 CTE and Regional Technical Assistance Provider (TAP)—The K14 TAP provides regional leadership in the development, administration, and organization of pathway improvement initiatives and intersegmental partnerships in the region for the K12 Strong Workforce Program (K12 SWP) and the overall expansion of CTE programs.[5] The K14 TAP develops key relationships between stakeholders, which include leaders and representatives from the region's local education agencies (LEAs), community colleges and community college districts, professional organizations, and local business community. The K14 TAP facilitates engagement and collaboration related to CTE programs involving representatives from K12 agencies and the community colleges, including CTE deans and directors, Early College Credit Practitioners, secondary and postsecondary CTE faculty and teachers, and college/career counselors to support effective and successful K14 pathway initiatives within the region. The K14 TAP guides the region's K12 Pathway Coordinators, including work plan coordination, provision of resources, technical assistance, and professional development.[6]

K12 Pathway Coordinators—K12 Pathway Coordinators are tasked with: providing technical assistance and support to LEAs to implement CTE courses, programs, and pathways, and ensure programs are aligned with the California Career Technical Education Model Curriculum Standards; collaborating on behalf of the LEAs within the region with local partners to support and align K12 CTE programs; acting as a first point of contact to respond to industry needs and facilitate industry connections; cultivating collaborative communities so LEAs and industry representatives can provide knowledge exchange in areas of common interest to inform the development of high quality education programs; and working with the consortium's job developers to improve linkages and pathways alignment between middle schools, high schools, public postsecondary institutions, and the workforce.[7]

[3] *"Collaborative for Regional Effectiveness, Action, Transformation, and Equity (Regional Centers of Excellence)," California Community Colleges Chancellor's Office, August 1, 2023, accessed June 18, 2025, https://www.cccco.edu/-/media/CCCCO-Website/docs/rfa/2023-rfa-ewd-regional-centers-final-a11y.pdf?la=en&hash=4B3DB7869E68C43511B19143B1F3659D764E565C.*

[4] *"About Us," Center of Excellence for Labor Market Research, accessed June 18, 2025, https://coeccc.net/about-us/.*

[5] *"K12 Pathway Coordinators and K14 Technical Assistance Providers," California Community Colleges Chancellor's Office, accessed June 18, 2025, https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-Pathway-Coordinators#:~:text=The%20K14%20Technical%20Assistance%20Provider,expansion%20of%20career%20technical%20education.*

[6] *"K14 Technical Assistance Provider Scope of Work Overview," California Community Colleges Chancellor's Office, April 23, 2024, accessed June 18, 2025, https://www.cccco.edu/-/media/CCCCO-Website/docs/general/2024k14tapscopeofwork4824a11y.pdf?la=en&hash=CACAB8C83DFA68B6C90E0EA01C8DB92547331A9F.*

[7] *"K12 Pathway Coordinator Scope of Work Overview," California Community Colleges Chancellor's Office, April 9, 2024, accessed June 18, 2025, https://www.cccco.edu/-/media/CCCCO-Website/docs/general/k12pcscopeofwork32524a11y-remediated.pdf?la=en&hash=DDD44D34615A82AAC2604B32AF9963AC3D1F77E4.*

Employment Engagement Managers (EEMs)—EEMs serve as sector generalists for employer engagement in each of the four sub-regions encompassing the consortium's member colleges. While employer engagement, including responsiveness to employer training needs, accounts for their primary responsibility, EEMs also coordinate with multiple colleges, K12 education institutions, and the region and serve as a conduit between employers and college services to ensure employers have access to a full range of opportunities. Additionally, they conduct outreach to individual businesses, participate in local industry/business meetings (e.g., local chambers of commerce), and facilitate interactions between employers and educational providers, including assisting with securing employer participation for CTE events held by community colleges and K12 LEAs.

Job Developers—Additionally, the consortium's Job Developers work to establish job pathways for students. Job Developers provide specialized services for career planning, development, and placement programs to assist students with employment opportunities and workability skills. This work involves developing student-facing resources and offering services to students along a spectrum of workforce readiness areas, such as through workshops, mock interviews, resume writing, and identifying job interests to assist with job searches. Job Developers also collaborate with local employers and businesses to identify opportunities for student employment, apprenticeships, and internships.



Regional Overview

Providing foundational information on a subregion's demographic composition can help ensure that all residents are equitably served by local educational institutions (Exhibit 3). This section analyzes the Inland Empire/Desert Region's demographic characteristics, including population size, gender, race/ethnicity, age, educational attainment, and labor force participation.

Exhibit 3. Population and labor market characteristics of the Inland Empire/Desert Region

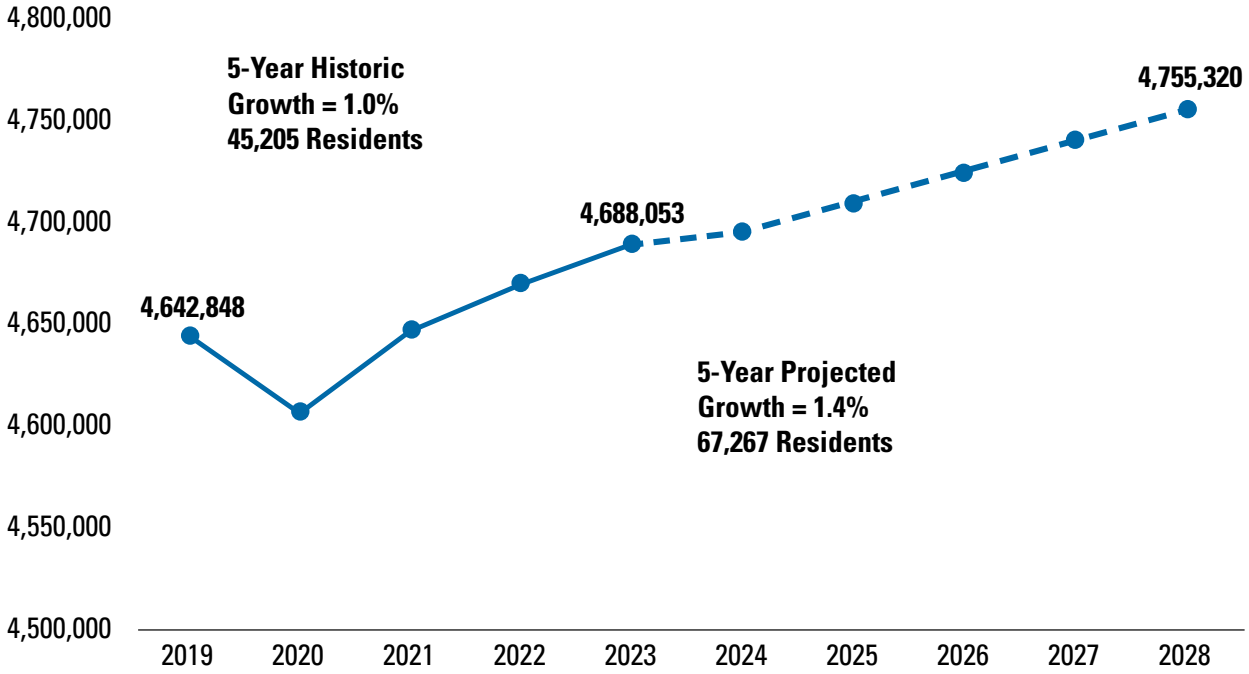
Inland Empire/Desert Region	
2023 Population	4,688,053
Households	1,409,904
Median Household Income	$81,041
Per Capita Income	$33,460
2023 Unemployment Rate	4.65%
Total 2023 Jobs	1,893,164
10-Year Projected Job Growth	11.7%

Source: Lightcast 2025.1.

Population

According to the latest U.S. Census data, the region was home to approximately 4.69 million residents in 2023 (Exhibit 4). Between 2019 and 2023, the region added more than 45,205 residents. Between 2023 and 2028, the region is projected to add 67,267 new residents, totaling nearly 4.76 million residents.

Exhibit 4. Population estimates and projections in the Inland Empire/Desert Region, 2019 to 2028



Source: Lightcast 2025.1.

Demographics

Exhibit 5 shows projected changes in the region's race and ethnicity demographics by 2028. The largest group in the region is White, Hispanic, totaling more than 2.27 million residents in 2023. The number of individuals identifying as White, Non-Hispanic, the second largest demographic group in the region, is expected to decline by 149,511 residents over the next five years. Rapid growth rates are projected for residents identifying as Asian, Non-Hispanic, 15% growth; Asian, Hispanic, 13%; and Native Hawaiian or Other Pacific Islander, Hispanic, 11%. The most substantial population growth by number of residents is projected for: White, Hispanic residents, an increase of 133,794 (representing 6% growth); and Asian, Non-Hispanic residents, an increase of 56,312, 15% growth.



Exhibit 5. Projected change in race and ethnicity, Inland Empire/Desert Region, 2023-2028

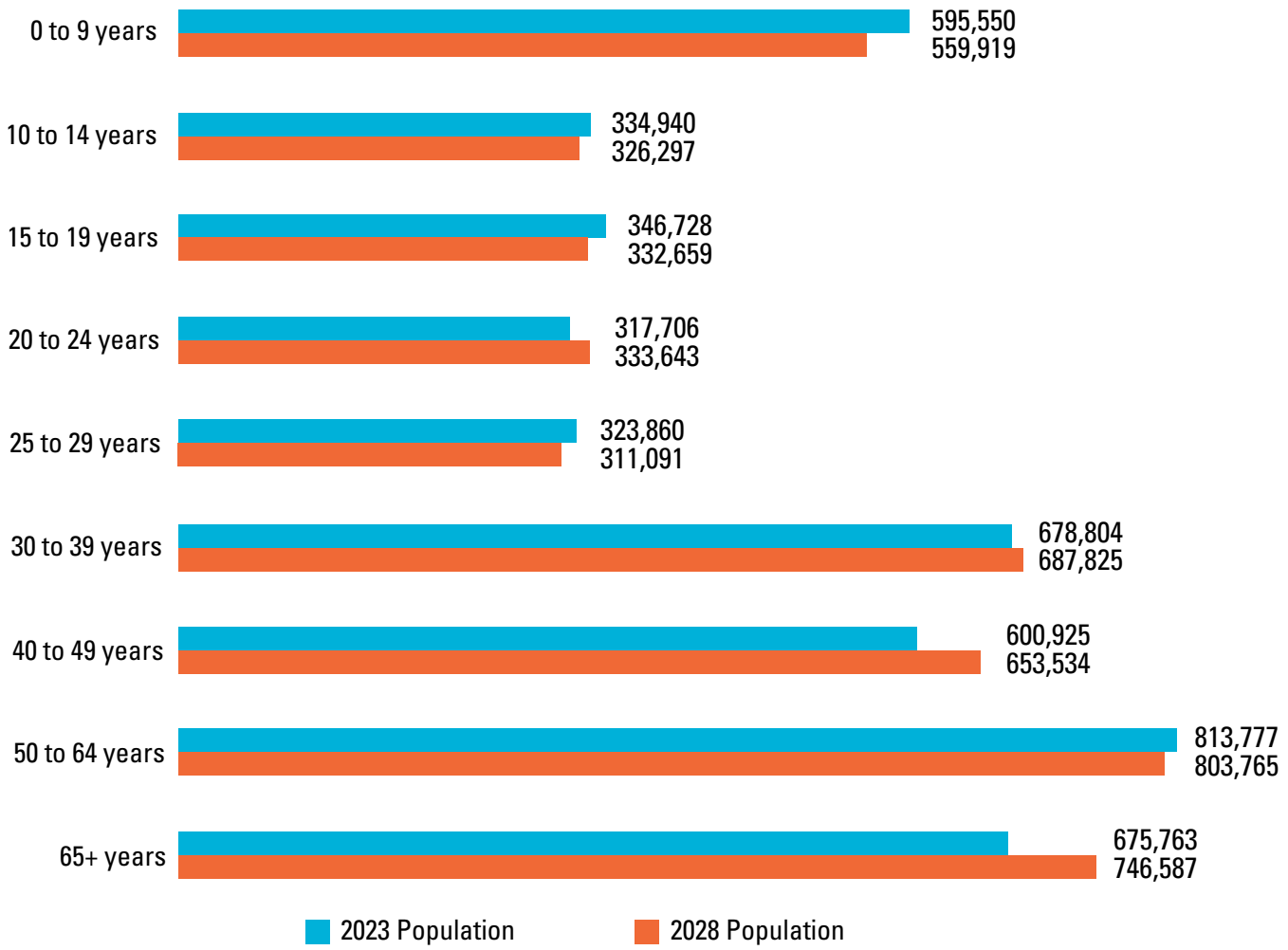
Race/Ethnicity	2023	2028	5-Year Change	5-Year % Change
White, Hispanic	2,273,135	2,406,929	133,794	6%
White, Non-Hispanic	1,312,137	1,162,626	(149,511)	(11%)
Asian, Non-Hispanic	371,459	427,771	56,312	15%
Black, Non-Hispanic	336,880	339,715	2,835	1%
Two or More Races, Non-Hispanic	113,536	120,924	7,388	7%
American Indian or Alaska Native, Hispanic	77,314	80,024	2,710	4%
Two or More Races, Hispanic	68,021	72,647	4,626	7%
Black, Hispanic	59,018	63,091	4,073	7%
Asian, Hispanic	33,326	37,561	4,235	13%
American Indian or Alaska Native, Non-Hispanic	19,601	18,966	(635)	(3%)
Native Hawaiian or Other Pacific Islander, Non-Hispanic	14,976	15,503	527	4%
Native Hawaiian or Other Pacific Islander, Hispanic	8,650	9,562	912	11%
TOTAL	**4,688,053**	**4,755,320**	**67,267**	**1%**

Source: Lightcast 2025.1.

The size of resident age categories may provide insight into future demand for housing, services, and educational enrollment needs. In 2023, the 0-to-24 age group represented 34% of the region's population (Exhibit 6). By 2028, this age group is projected to decrease by nearly 3%, or 42,407 residents. The most notable decline in population is projected to occur in the 0-to-9 age group (down 6.0%). A shrinking 0-to-9 age group may indicate a smaller share of potential K12 student enrollments in the mid- to long-term.

The working-age population, the 25-to-64 age group, comprised nearly 52% of the region's population in 2023. Over the next five years, the working-age population is expected to gain about 38,850 residents, expanding by 1.6%. Within the working-age population, notable growth over the next five years is projected in the 40-to-49 age group, increasing by 8.8%. The 50-to-64 age group was the largest age group in the region in 2023. The age group comprising residents 65 years and older is projected to rise by 10.5% over the next five years, adding nearly 78,824 residents.

Exhibit 6. Resident age composition and five-year change, Inland Empire/Desert Region, 2023-2028



Source: Lightcast 2025.1.

When separate age cohorts are considered, the analysis shows that the 0-19 age cohort will shrink over the next five years at a rate of 5%. This age cohort is projected to decline by 58,343 individuals by 2028. Should this trend continue, K12 and community college enrollment may be impacted. By contrast, the 55+ age cohort will increase at a rate of 5%, adding more residents proportionally than the 20-to-54 age cohort, which has a growth rate of 3% (Exhibit 7).

Exhibit 7. Projected change in age cohorts, Inland Empire/Desert Region, 2023-2028

Age Cohort	2023	2028	Change	% Change
0 to 19 years	1,277,218	1,218,875	(58,343)	(5%)
20 to 54 years	2,202,699	2,264,154	61,455	3%
55+ years	1,208,136	1,272,292	64,156	5%

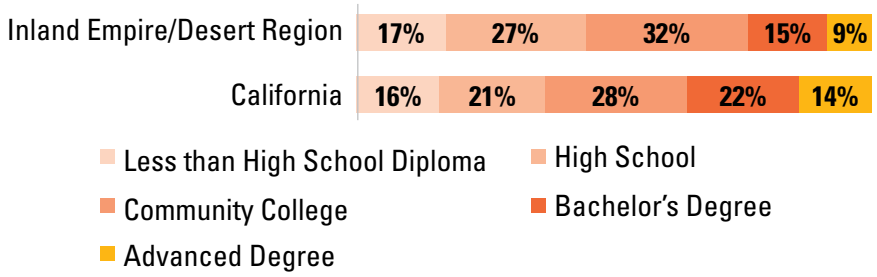
Source: Lightcast 2025.1.

Educational attainment

Educational attainment refers to the highest level of education that residents aged 25 or older have completed. Educational attainment data may illuminate mismatches between resident skills and employment needs and the need for additional regional postsecondary program offerings to improve educational attainment levels. Approximately 44% of the residents in the Inland Empire/Desert Region have a high school diploma or less, a 7% greater share than California (Exhibit 8). This may indicate an opportunity for more CTE program outreach with the goal of increasing educational attainment in the region. The region has a greater share of residents with a community college education (some college but no degree, or an associate degree), 32%, than the state, 28%. The region has significantly fewer residents who have completed a bachelor's degree or higher compared to the state, with only 24% of residents possessing this level of education in the region, compared to 36% in the state.



Exhibit 8. Educational attainment, California and Inland Empire/ Desert Region, 2023



Source: U.S. Census Bureau – Table S1501: Educational Attainment: 2023 American Community Survey 5-Year Estimates.

Breaking the region's educational attainment down by race and ethnicity reveals that at 28%, Hispanic or Latino residents have the largest share of individuals with less than a high school diploma (Exhibit 9). Conversely, 58% of Asian residents and 41% of White residents have a bachelor's degree or higher level of education.

Exhibit 9. Educational attainment of adults 25 years and older by race and ethnicity, Inland Empire/Desert Region, 2023

	Hispanic or Latino	Asian	White	Black or African American	Two or More Races	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native
Less than high school diploma	28%	10%	6%	9%	22%	9%	21%
High school diploma up to some college	51%	33%	53%	55%	50%	58%	56%
Bachelor's degree or higher	21%	58%	41%	36%	28%	33%	23%

Source: Lightcast 2025.1.

Labor force and employment

The size and characteristics of a region's labor force are important considerations in workforce planning. Labor force, employment, and unemployment data are based upon "place of residence"—where people live, regardless of where they work. Individuals who have more than one job are counted only once. These data elements differ from industry employment estimates that are based on "place of work"—where the employer/workplace is located, regardless of where the employee resides. Between 2019 and 2023, the labor force in the region increased by 133,857 workers (Exhibit 10). Employment increased by 115,96 workers, from 1.96 million workers in 2019 to 2.08 million workers in 2023. Unemployment rose from 4.1% in 2017 to 4.7% in 2023.



Exhibit 10. Labor force size, employment, and unemployment, Inland Empire/Desert Region, 2019-2023

	2019	2023	5-Year Change
Labor Force	2,046,473	2,180,330	133,857
Employment	1,962,874	2,078,070	115,196
Unemployment	83,599	102,260	18,661
Unemployment Rate	4.1%	4.7%	0.6%

Source: U.S. Bureau of Labor Statistics. (n.d.). Local Area Unemployment Statistics. https://data.bls.gov/. Retrieved May 13, 2025, from https://data.bls.gov/.



Goals and Strategies

In order to close skills gaps and drive innovation, it is fundamentally essential for education to evolve in tandem with industry. Prioritizing CTE pathways that lead to sustainable wages and secure employment for students is not just an educational imperative, it reflects a commitment to economic equity and advancing long-term prosperity in the region. With this in mind, the consortium has undertaken meaningful engagement with member colleges, K12 partners, and industry and employer representatives to advance four goals guiding the consortium's efforts to support the development and expansion of workforce-aligned CTE programs and pathways in the region.

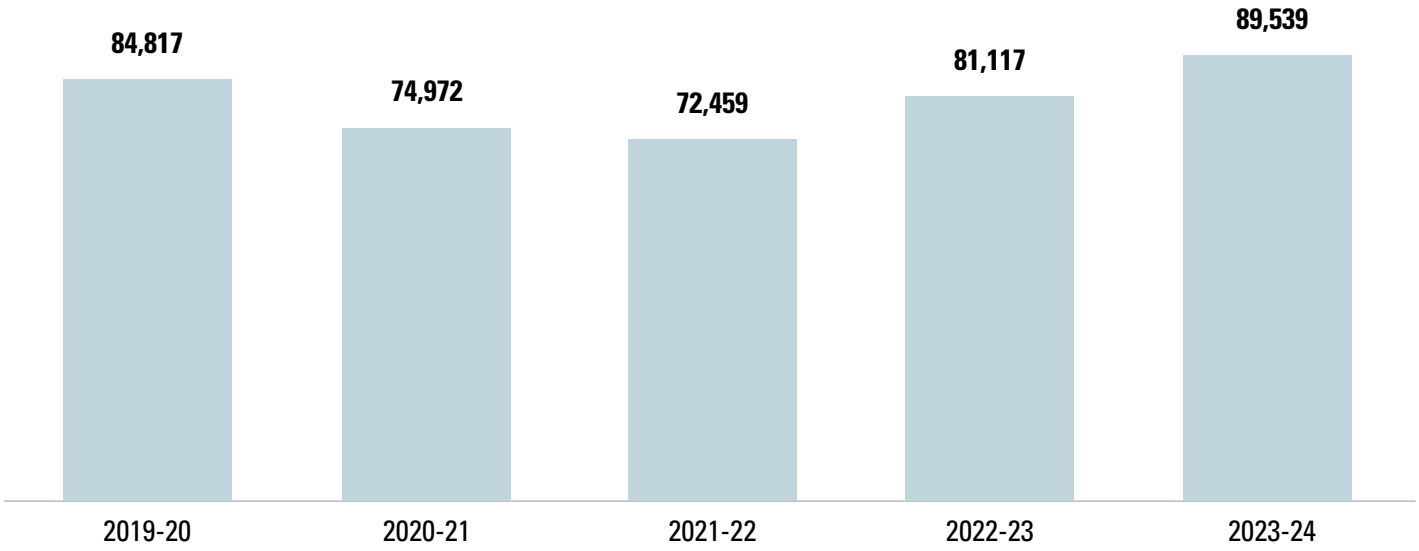
Equity

Goal 1. Reinforce efforts to address issues of diversity, equity, inclusion, and accessibility in the region's CTE programs.

Strategies:

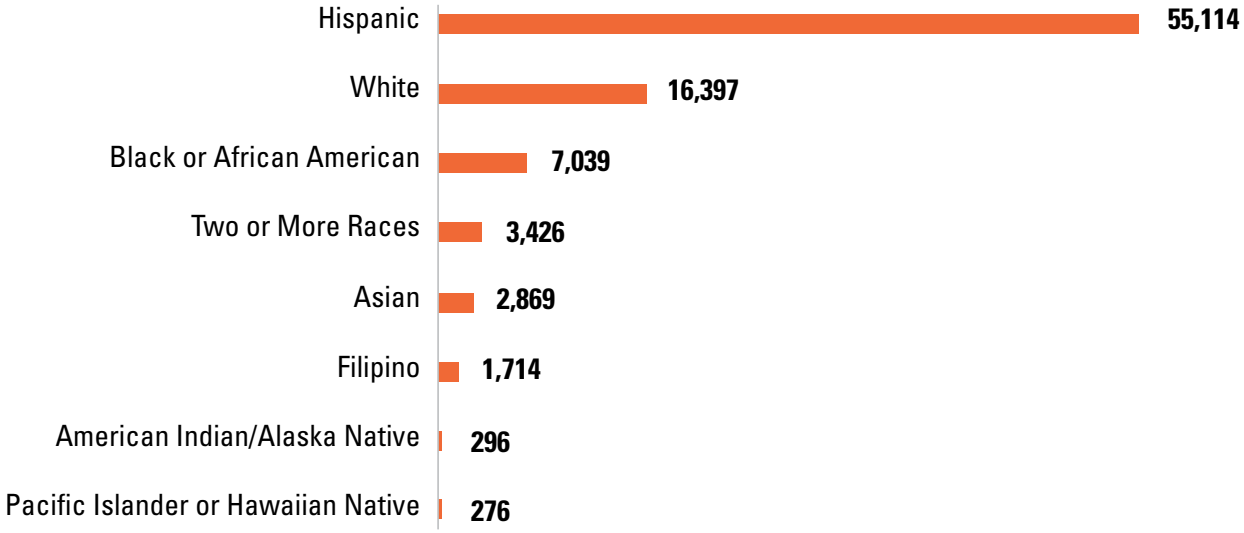
- Ensure educators and other decision makers receive current and necessary data.
- Deliver professional development opportunities specific to data knowledge, use, and application.
- Promote professional development for educators specific to diversity, equity, inclusion, and access.
- Promote effective communication among educators and regional staff to address issues of diversity, equity, inclusion, and access to CTE pathways.

Exhibit 11. Number of SWP CTE students, 2019-20 to 2023-24 academic years



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Exhibit 12. Number of SWP CTE students by race and ethnicity category, 2023-24 academic year



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Exhibit 13. SWP CTE students by race and ethnicity, 2019-20 to 2023-24 academic years

	2019-20	2020-21	2021-22	2022-23	2023-24
Hispanic	49,817	45,067	43,526	49,223	55,114
White	17,872	15,436	14,744	15,803	16,397
Black or African American	6,714	5,622	5,450	6,374	7,039
Two or More Races	2,819	2,754	2,687	3,089	3,426
Asian	2,762	2,519	2,475	2,565	2,869
Filipino	1,449	1,427	1,433	1,512	1,714
American Indian/ Alaska Native	341	263	224	292	296
Pacific Islander or Hawaiian Native	294	241	220	227	276

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.



Exhibit 14. SWP CTE students by gender, 2019-20 to 2023-24 academic years

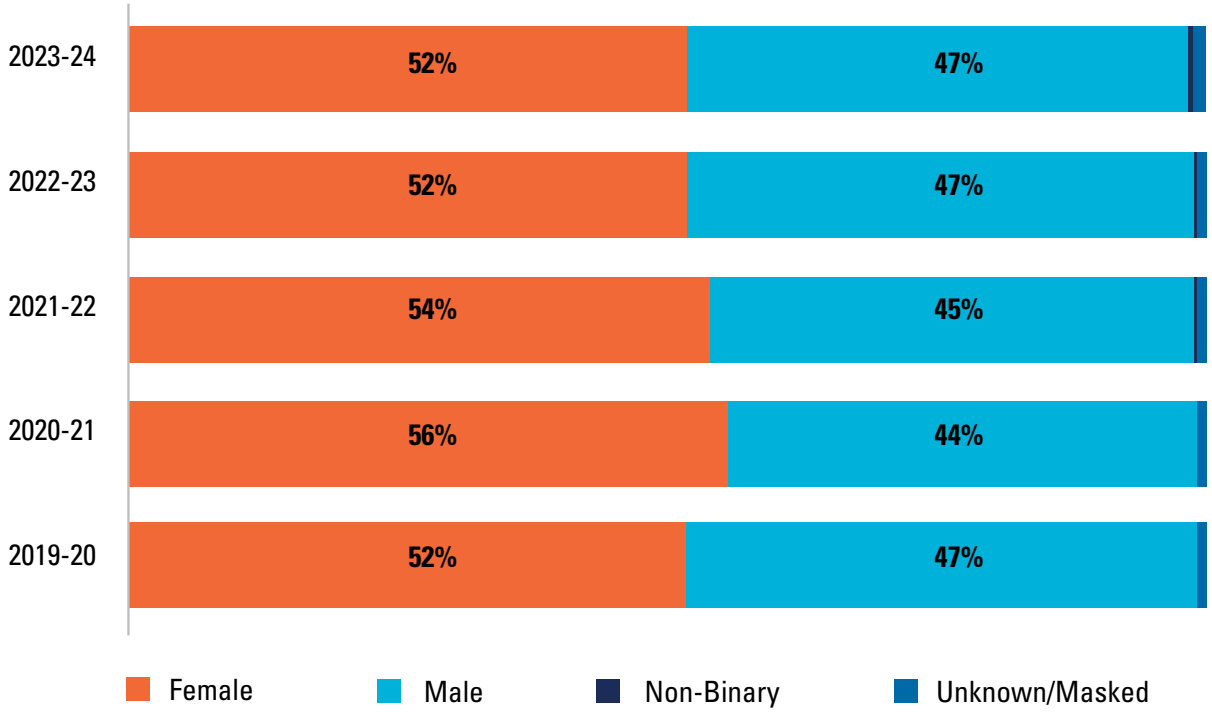
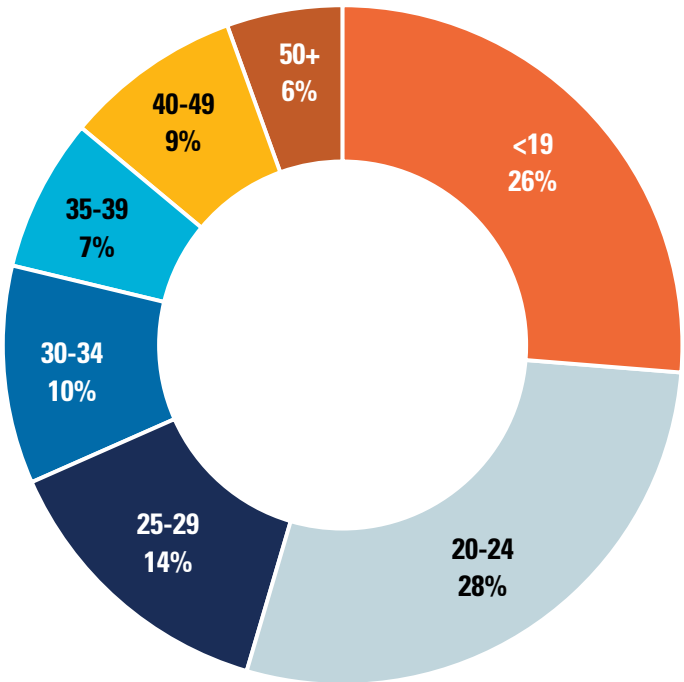


Exhibit 15. SWP CTE students by age group, 2023-24 academic year



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Career education pathways

Goal 2. Support relevant and valuable education opportunities for all students via distinct career education pathways.

Strategies:

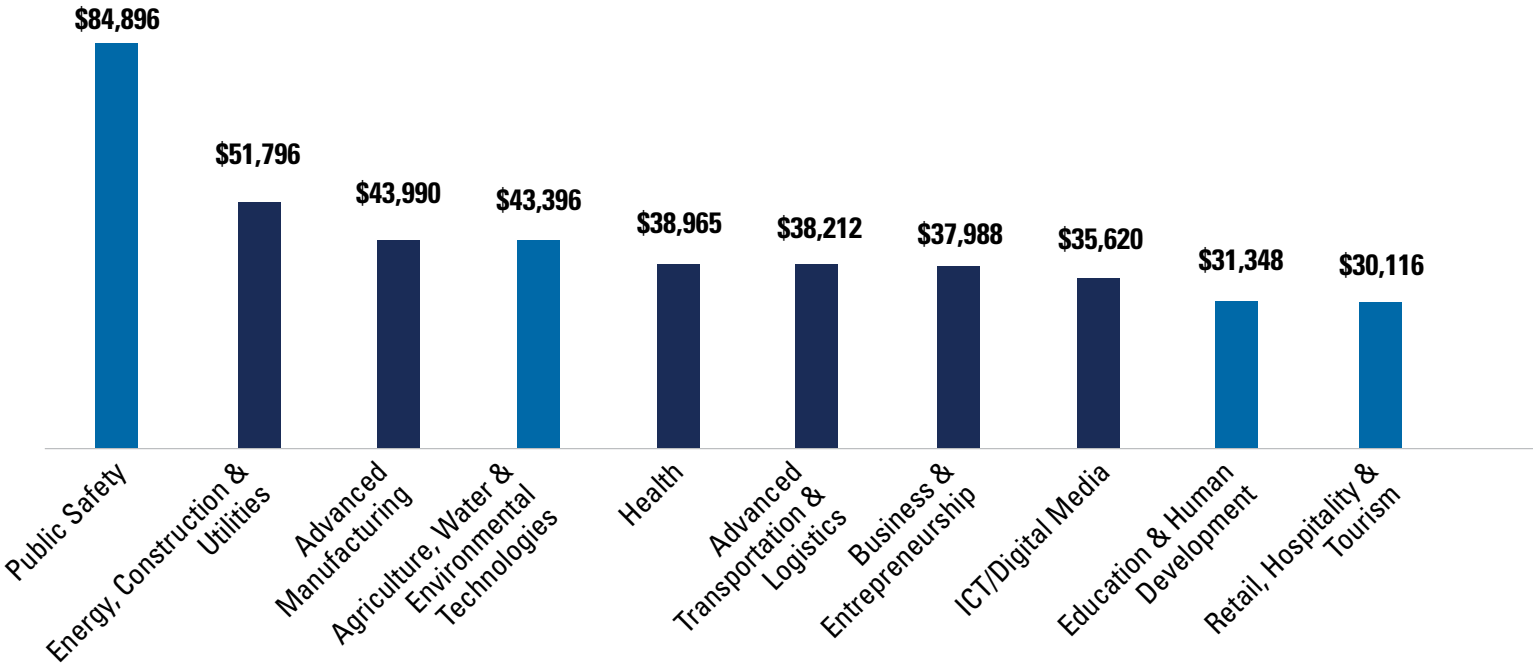
- Support and promote CTE pathways from K12 to community college.
- Assist with the development of new pathway resources for use and implementation by educators.
- Support the development and promotion of paid work-based learning opportunities.
- Increase awareness of CTE pathways among existing and future students through targeted communication and outreach.
- Use regional infrastructure to support the increase of CTE enrollment.

Exhibit 16. Number of SWP CTE students enrolled in the region's priority sectors, 2019-20 to 2023-24 academic years

Sector	2019-20	2020-21	2021-22	2022-23	2023-24
ICT/Digital Media	22,544	19,905	18,958	21,247	23,159
Business & Entrepreneurship	20,866	19,507	18,792	21,255	22,835
Health	13,673	12,936	13,739	15,145	17,399
Energy, Construction & Utilities	3,906	3,060	3,073	4,186	5,102
Advanced Transportation & Logistics	3,337	2,058	2,203	2,998	3,890
Advanced Manufacturing	3,085	1,754	1,973	2,456	2,758

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Exhibit 17. Median annual earnings for exiting students with dark blue denoting priority sectors, 2022-23 academic year



Source: DataVista.



Student outcomes

Goal 3. Strengthen initiatives that facilitate student CTE course and program completion.

Strategies:

- Raise awareness of the need for student support services and promote effective strategies.
- Bolster efforts to retain students in CTE programs.
- Support efforts to increase student completion of CTE programs.
- Assess student success outcomes on a regular basis.
- Use regional infrastructure to advance education and workforce outcomes.

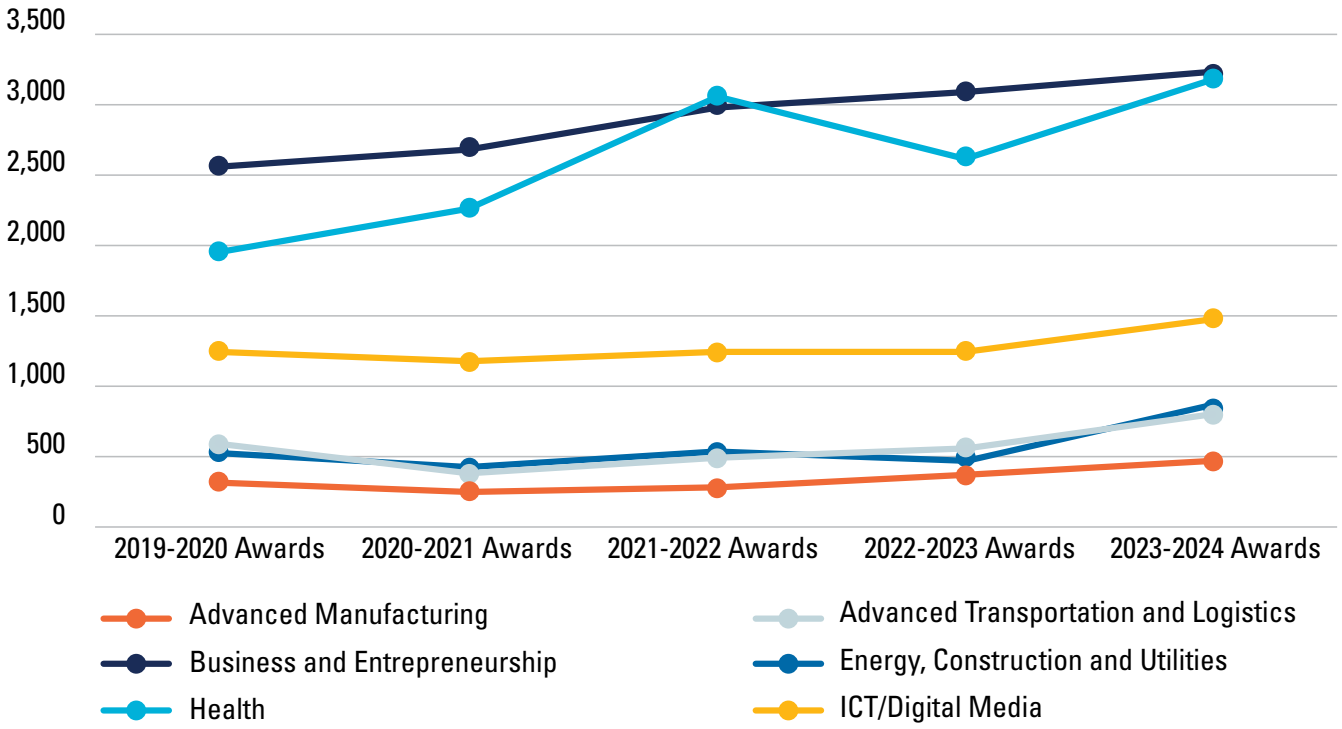
Exhibit 18. Number of awards conferred to SWP CTE students in the region's six priority sectors

Sector	2019-2020 Awards	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards
Advanced Manufacturing	278	209	231	322	419
Advanced Transportation & Logistics	507	331	453	481	765
Business & Entrepreneurship	2,498	2,632	2,941	3,034	3,144
Energy, Construction & Utilities	449	370	477	442	800
Health	1,884	2,196	2,967	2,563	3,095
ICT/Digital Media	1,182	1,093	1,176	1,189	1,430

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.



Exhibit 19. Number of awards conferred to SWP CTE students in the region's six priority sectors, 2023-24 academic year



Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.



Exhibit 20. Number of noncredit SWP CTE students in the region's six priority sectors

Sector	2019-20	2020-21	2021-22	2022-23	2023-24
Advanced Manufacturing	141	72	203	178	94
Advanced Transportation & Logistics	77	62	160	238	387
Business & Entrepreneurship	41	283	330	632	968
Energy, Construction & Utilities	102	85	95	124	186
Health	316	414	492	718	720
ICT/Digital Media	42	207	284	450	486

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Exhibit 21. Number of SWP CTE students who transferred and had been enrolled in the region's six priority sectors

Sector	2019-20	2020-21	2021-22	2022-23
Advanced Manufacturing	69	42	40	45
Advanced Transportation & Logistics	38	25	24	21
Business & Entrepreneurship	1,322	1,305	1,171	1,158
Energy, Construction & Utilities	85	81	82	82
Health	741	796	759	749
ICT/Digital Media	1,302	1,388	1,229	1,174

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Engagement with partners and collaborators

Goal 4. Expand and enrich relationships with employer partners and collaborators to support students' transition into, and their progression within, the local labor market.

Strategies:

- Support the establishment and expansion of employer partnerships in areas aligned with CTE programs.
- Conduct continuous and meaningful engagement with regional non-profit organizations, local workforce development boards, community-based organizations, and other workforce and business entities involved in the region's labor market ecosystem.



Key Partners & Collaborators

- K-16 Collaborative
- Inland Economic Growth & Opportunity (IEGO)
- Growing Inland Achievement (GIA)
- Inland Regional Energy Network (I-REN)
- Inland Empire Labor Institute (IELI)
- San Bernardino County Workforce Development Board
- Riverside County Workforce Development Board
- 16 chambers of commerce
- America's Job Centers of California in San Bernardino and Riverside counties
- Adult education providers
- Community college administrators, CTE deans, faculty, and staff
- K12 school districts and schools
- California Community Colleges Chancellor's Office Division of Workforce and Economic Development
- California Community College Board of Governors



Employer Partners		
A&D Solutions	Eisenhower Health	Rancho California Water District
Ad Astra Behavior Analytic Services (BAS)	Family Service Association	Represent U
ADee Technologies LLC	Fortitude Financial Partners	Riverside San Bernardino Building & Construction Trades Council
American Medical Response (AMR)	Gonzo's Welding Inc.	San Bernardino County Sheriff
Arosa	Hirely, LLC.	Sebaz Video Productions
Caltrans District 8	Increasing Desired Behaviors	SoCalGas
Canyon Lake Fire Department	Inland Respite, Inc.	Southern California Sheet Metal JATC
Catalyst Family Inc.	Institute for Behavioral Health, Inc.	Temecula Valley Chamber of Commerce
Chick-fil-A Temecula	JDS Creative Academy / JDS Studio	Temecula Valley Entrepreneur's Exchange (TVE2)/City of Temecula
Chino Valley Chamber of Commerce	Lighthouse Social Service Centers	Temecula Valley Hospital
City of Banning	Metropolitan Water District of Southern California	The Freaky Cookie
City of Temecula Workforce Development	Murrieta Valley Unified School District	Trinity Health Academy
COPE Health Solutions	Oak Mountain Winery	TVUSD
Department of Rehabilitation	Positive Behavior Supports, Corp.	Vizard Marketing & PR LLC
Desert Capital Management Group	Prime Media Consulting	VPCS | Van Pelt
Diversify Bx LLC	Primerica	

Chambers of Commerce

Banning/Beaumont
Barstow
Chino
Colton
Fontana
Inland Empire Regional Chamber
Loma Linda / Grand Terrace
Menifee
Murrieta
Wildomar
Ontario
Palm Springs
Redlands
San Jacinto
Temecula
Victorville
Yucaipa



Regional and State Sector Alignment

Inland Empire WDBs

Given the important role of the workforce development system in meeting the needs of the regional economy, the consortium and its member colleges have been tasked with working to align their efforts with the region's workforce development boards. The Riverside County Workforce Development Board and San Bernardino County Workforce Development Board work in collaboration on workforce development activities in the Inland Empire's two counties, Riverside and San Bernardino.

Both county boards each have workforce development plans. The two boards also partnered to create an Inland Empire regional workforce development plan. As of this writing, the latest workforce development plan for Riverside County covers the years 2021-2024. San Bernardino County has posted a draft plan for the county that covers 2025-2029[8] and for the Inland Empire region for 2025-2028.[9]

The "Inland Empire Regional Workforce Development Plan Program Years 2025-2028" is intended as a strategic roadmap "to guide the region's workforce programs and services at a strategic level."[10] The plan identifies four target sectors for workforce development in the region: health care, manufacturing, transportation and logistics, and public administration. (See Exhibit 22 for a matrix comparing target sectors identified by the consortium, local workforce development boards, and Thrive Inland SoCal, which is the regional initiative of California Jobs First.)

The Inland Empire regional plan analyzes the current needs of employers using the top 10 occupations by annual demand in the four target sectors:

- Health care has the highest annual growth of the four target sectors with strong annual demand for occupations such as registered nurses, medical assistants, and personal care aides, which have the lowest pay relative to other occupations on the list. Other occupations, such as nursing and medical assistants, pay closer to the family-sustaining wage in the region.
- The manufacturing sector has the most demand for one of the lower-paying occupations, team assemblers. Additionally, there is demand for several occupations with an annual average salary just under the family-sustaining wage, including inspectors, testers, sorters, samplers, and weighers.
- In public administration, there are multiple occupations above the family-sustaining wage. The highest paid positions are in police and fire, but jobs that require less training and education have strong annual demand, such as maintenance and repair workers, eligibility interviewers, and court, municipal, and license clerks.

[8] *"San Bernardino County Workforce Development Board Local Workforce Development Plan: Program Years 2025-2029," San Bernardino County Workforce Development, accessed June 18, 2025, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ https://workforce.sbcounty.gov/wp-content/uploads/sites/104/WDBoard/StrategicPlans/SBC-2025-28-Local-Plan-Posting-DRAFT-1-24-25.pdf.*

[9] *"Strategic Plans," San Bernardino County Workforce Development, accessed June 18, 2025, https://workforce.sbcounty.gov/about/strategic-plans/.*

[10] *"Inland Empire Regional Workforce Development Plan Program Years 2025-28," San Bernardino County Workforce Development and Riverside County Workforce Development Board, accessed June 18, 2025, https://rivcoworkforce.org/sites/g/files/aldnop141/files/2025-01/IERPU%202025-28%20Plan%20Posting%20DRAFT%201-23-25.pdf.*

- Transportation and logistics has the second highest annual growth of the four target sectors. Similar to health care, the biggest demand is in lower-paying occupations, such as laborers. However, employment opportunities exist for jobs that pay above a family-sustaining wage, such as heavy and tractor-trailer truck drivers, light truck drivers, and first-line supervisors of transportation and material moving workers.

The draft "San Bernardino County Workforce Development Board Local Workforce Development Plan Program Years 2025-2029" provides the details of its operational implementation in San Bernardino County.[11]

The San Bernardino plan summarizes findings from more than 1,000 pieces of feedback gathered from community members and job seekers in San Bernardino and Riverside counties in December 2024. Key themes include:

- A need among employers for human resources support for people problems vs. compliance.
- The expanded digital divide, rapidly changing technology, and lack of access to technology.
- The cultural divide with a younger workforce: work ethic, language, motivation.
- Declining interest in target sectors.
- A desire for connections across partners and coordination of services.
- A need for a centralized resource guide or database that provides information about employers, jobs available, etc.
- Increasing access via satellite to the America's Job Center of California, a one-stop shop for no-cost job and training services.



[11] *"San Bernardino County Workforce Development Board Local Workforce Development Plan: Program Years 2025-2029," San Bernardino County Workforce Development Board, accessed June 23, 2025, https://workforce.sbcounty.gov/wp-content/uploads/sites/104/WDBoard/StrategicPlans/SBC-2025-28-Local-Plan-Posting-DRAFT-1-24-25.pdf.*

Inland Empire/ Desert Region

The California Job's First "Playbook" identifies key regional sectors and foundational anchors for the Inland Empire/Desert Region.

Regional sectors:

- Working lands and water
- High tech
- Clean economy
- Financial and professional services
- Manufacturing

Foundational anchors:

- Housing
- Infrastructure
- Education and skilled workforce
- Health care
- Childcare

Source: https://jobsfirst.ca.gov/wp-content/uploads/CJF-Investment-Playbook.pdf

- Increasing connections related to CTE with community colleges, secondary education, and employers with opportunities for internships, pre-apprenticeships, apprenticeships, and work experience.

As of this writing, the current draft version of the San Bernardino plan does not include an analysis of priority sectors. However, communication between the consortium and the San Bernardino Workforce Development Board confirmed that the county's priority sectors are government/education/public sector; ore/mining; construction; health; administration of the movement of goods and services (logistics/transportation); manufacturing; and professional services.

Riverside County's "2021-2024 Local Workforce Development Plan" focuses on seven key sectors: construction; transportation and warehousing; health care and social assistance; manufacturing; retail trade; administrative support and waste remediation services; and other services, excluding public administration.[12]

California Jobs First

The California Jobs First Economic Blueprint is a model to guide continued economic growth and prosperity that benefits all Californians and helps the state navigate emerging workforce development trends by bringing together the perspectives of business, labor, education, local government, and many other community members.[13] The Inland Empire/Desert Regional Consortium is aligned with this plan and well-positioned to help the region attain its economic goals and pivot when needed to address emerging trends.[14]

[12] *"Riverside County Workforce Development Board 2021-2024 Local Workforce Development Plan," Riverside County Workforce Development Center, accessed June 18, 2025, https://rivcoworkforce.org/sites/g/files/aldnop141/files/2022-11/2021-2024_WDB_Local_Plan.pdf.*

[13] *"State Economic Blueprint," California Jobs First, February 2025, accessed June 18, 2025, https://jobsfirst.ca.gov/wp-content/uploads/Economic-Blueprint.pdf.*

[14] *"The Playbook," California Jobs First, accessed June 18, 2025, https://jobsfirst.ca.gov/wp-content/uploads/CJF-Investment-Playbook.pdf.*

The blueprint's North Star is to help create, attract, and increase access to well-paid jobs. It seeks to achieve this by focusing on four goals:

- Supporting sustainable and equitable growth across regions and populations.
- Investing in the workforce for the sectors of the future.
- Creating an attractive environment for and with job creators.
- Strengthening California's innovation economy and entrepreneurial culture.

The blueprint identifies sectors that will shape the state's future economy. It breaks down those sectors into four categories: strengthen, accelerate, bet, and anchor.

- **"Strengthen"** sectors are ones in which California has an established competitive position and/or significant employment, but where growth or wages are leveling. They are the creative economy (including film, TV, and the arts); manufacturing; financial and professional services; tourism and outdoor recreation; working lands and water (agricultural production and food processing); and transport and logistics.
- **"Accelerate"** sectors have moderate to high projected growth, are areas ready for expansion and could benefit from additional investments. They are aerospace and defense (aircraft and space, defense, and satellites); clean economy (batteries, onshore wind, solar, and zero-emission vehicles) life sciences (med-tech and pharma/ biotech); working lands and water (ag-tech and farm equipment); high-tech (hardware, semiconductors and microelectronics, and software and services); and advanced and precision manufacturing.
- **"Bet"** sectors are emerging and have significant investment or high strategic importance to the innovation economy. They are the clean economy (carbon management, critical minerals, hydrogen, and offshore wind); working lands and water (bioeconomy and blue economy/tech); and high-tech (artificial technology, quantum computing, and robotics).
- **"Anchor"** sectors are critical for attracting and supporting industry activities while providing quality, well-paid jobs. They are childcare; education and skilled workforce; health care; and housing and infrastructure (broadband, transmission and distribution, transportation infrastructure, and water).



Thrive Inland SoCal

Thrive Inland SoCal, a regional collaborative dedicated to advancing inclusive economic development, was organized in response to the statewide California Jobs First initiative.[15] The collaborative is working to build a more competitive, more resilient, and more inclusive regional economy that gives all residents a fair chance to build a better life for themselves and their families.

Thrive Inland SoCal applied the California Jobs First process to develop a roadmap anchored in the region's distinct economic strengths. The collaborative conducted research and community engagement to better understand emerging opportunities, persistent challenges, and actions and investments needed to help the region deliver on its potential.

Thrive seeks to boost opportunity industries needed to diversify the economy and overcome the deficit in quality jobs available for residents and ensure workers have the support needed to take advantage of those jobs and build wealth to get ahead.

Thrive's economic plan highlights new possibilities for the region and reaffirms existing activities and ideas that require scale and execution. The plan focuses on regional economy-shaping action and investment on three fronts:

- Quality job creation strategies to spur economic diversification and strengthen sectors most likely to create new quality jobs, increase household incomes, and bring money into the region by selling goods and services to customers located elsewhere.
- Quality job access strategies to establish clear, well-supported pathways that enable more residents to pursue and obtain quality jobs in the region.
- Economic mobility and wealth-building strategies to help residents achieve financial self-sufficiency by supporting entrepreneurship, small business success, and improving access to transportation, technology, and childcare.

Closing the quality jobs gap is critical to lifting struggling families into financial stability. Thrive's plan highlights the clean economy, cleantech, cybersecurity, and advanced manufacturing clusters as being well-positioned to accelerate quality jobs growth. The report calls for:

- Leveraging the region's emerging clean economy innovation cluster to establish the region as an ideal location for innovative clean economy firms to launch and grow, and supercharging the regional clean economy with targeted interventions to accelerate the energy transition, strengthen local businesses, and improve quality of life for residents, particularly those hardest hit by climate impacts and industrial pollution.
- Retaining and modernizing Inland SoCal's metals manufacturing supply chain to strengthen locally-owned small- and medium-sized metals manufacturers, diversify business ownership, and improve access to jobs.
- Converting a locally-grown cybersecurity talent pool into a regional specialization capable of meeting a growing demand from public- and private-sector entities to navigate an increasingly complex digital threat environment.

[15] *"Home," Thrive Inland SoCal, accessed June 18, 2025, https://www.thriveinlandsocal.org/.*

The report calls for creating large numbers of new quality jobs and expanding access to quality jobs already in the region. It also advocates strengthening the regional education and workforce training ecosystem to increase awareness of and access to pathways into quality jobs and opportunities for skills development and career advancement, from K12 students up through incumbent workers seeking training to advance their careers. It focuses on jobs in four areas: health care; construction and related trades, particularly related to the climate transition; IT and management with a focus on skills development; and leadership training and career advancement, particularly among residents from groups historically underrepresented in corporate leadership.

The report also highlights the need to implement strategies that target economic mobility, wealth-building, and structural barriers that pose roadblocks to finding a quality job. The report outlines specific tactics to address these challenges, including developing an inclusive entrepreneurial ecosystem; improving internet connectivity and offering digital literacy programs; increasing availability to affordable childcare; offering programs focused on financial literacy, networking, and exposure to different career paths; and exploring how area employers can support the expansion of affordable housing in the region.





Sector matrix for comparison purposes

Please note that variation exists in how various workforce entities define their sector titles. For example, WDBs appear to largely use "industry sectors" defined by the North American Industry Classification System (NAICS) while the California Community Colleges Chancellor's Office (CCCCO) defines its sectors using occupational groups based on the Standard Occupational Classification (SOC) system. As such, the sector titles displayed in Exhibit 22 may not be perfectly aligned. Due to these differences, the "strategic sectors" selected for the Inland Empire/Desert Region in the California Jobs First Blueprint are shown at right but are not perfectly aligned since the sector titles diverge somewhat from commonly used labels. The Jobs First sectors are clean economy, high-tech, working lands and water, manufacturing, financial and professional services, construction, and health care.[16]



[16] *"State Economic Blueprint," California Jobs First, accessed June 18, 2025, https://jobsfirst.ca.gov/wp-content/uploads/Economic-Blueprint.pdf.*

Exhibit 22. Priority sectors for the Inland Empire/Desert Regional Consortium, Inland Empire Regional Plan, Riverside County WDB, San Bernardino County WDB, California Jobs First, and Thrive Inland SoCal Plan

CCCCO Sector	IEDRC	Inland Empire Regional Plan	Riverside County WDB	San Bernardino County WDB	California Jobs First	Thrive Inland SoCal
Advanced Manufacturing	X	X	X	X	X	X
Advanced Transportation & Logistics	X	X	X			X
Agriculture, Water & Environmental Technologies					X	
Life Sciences/ Biotech						
Business & Entrepreneurship	X			X	X	
Education & Human Services				X		
Energy, Construction & Utilities	X		X	X	X	X
Health	X	X	X	X	X	X
ICT/Digital Media	X					X
Retail, Hospitality & Tourism			X			

Regional Economy:
Top Occupations in Priority Sectors

The consortium's focus on creating and expanding CTE pathways leading to in-demand, well-paid occupations is a critical component of offering valuable, targeted workforce training for community college students in Riverside and San Bernardino counties, a region that has historically been challenged by lower rates of educational attainment and lagging high-road job opportunities compared to its nearby neighbors, Los Angeles County, Orange County, and San Diego County.

This section summarizes the region's top middle-skill occupations—those requiring more education and training than a high school diploma but less than a bachelor's degree—for each of the consortium's priority sectors. Middle-skill occupations included in this section are considered relevant to the skills and training provided by community college education in the region. Only occupations that offer more than 50 annual openings in the two-county area and that pay above the region's living wage of $20.76/hour are included.[17]

Community colleges play a crucial role in preparing students to enter the workforce with the skills necessary to secure stable employment. As the economy evolves, colleges must prioritize programs that lead to occupations that enable students to financially support themselves and their families and contribute meaningfully to their communities. Programs focused on occupations in sectors with strong employment demand—such as health, ICT/digital media, and skilled trades in the construction industry—enhance job placement rates and the economic mobility of students. When program completers earn a living wage, they achieve financial stability, reduce reliance on social services, and as gainfully employed workers, contribute to strengthening their local and regional economies.

Advanced manufacturing

Exhibit 23. Top occupations in the advanced manufacturing sector, Inland Empire/Desert Region, 2023

Occupation	Median Wage	Annual Openings
First-Line Supervisors of Production and Operating Workers	$30.83	510
Welders, Cutters, Solderers, and Brazers	$23.90	472
Industrial Machinery Mechanics	$30.17	344

Source: Lightcast 2025.1.

[17] The region's living wage is derived from the University of Washington's Women's Center 2024 standard. The higher of the two counties' standards was selected for use, $20.76/hour.



Advanced transportation and logistics

Exhibit 24. Top occupations in the advanced transportation and logistics sector, Inland Empire/Desert Region, 2023

Occupation	Median Wage	Annual Openings
Heavy and Tractor-Trailer Truck Drivers	$27.94	6,093
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	$31.07	1,159
Automotive Service Technicians and Mechanics	$26.66	985
First-Line Supervisors of Mechanics, Installers, and Repairers	$37.69	633
Production, Planning, and Expediting Clerks	$25.59	577
Bus and Truck Mechanics and Diesel Engine Specialists	$30.33	557
Transportation, Storage, and Distribution Managers	$45.01	489
Bus Drivers, Transit and Intercity	$29.60	454
Logisticians	$35.03	257
Mobile Heavy Equipment Mechanics, Except Engines	$33.91	250
Aircraft Mechanics and Service Technicians	$37.44	245
Automotive Body and Related Repairers	$24.56	208

Source: Lightcast 2025.1.


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Business and entrepreneurship

Exhibit 25. Top occupations in the business and entrepreneurship sector, Inland Empire/Desert Region, 2023

Occupation	Median Wage	Annual Openings
General and Operations Managers	$49.86	2,246
Bookkeeping, Accounting, and Auditing Clerks	$23.54	1,922
First-Line Supervisors of Office and Administrative Support Workers	$31.88	1,563
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	$30.19	1,393
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	$29.25	942
Insurance Sales Agents	$22.97	532
Real Estate Sales Agents	$26.86	514
Billing and Posting Clerks	$22.56	482
Property, Real Estate, and Community Association Managers	$29.93	365
Buyers and Purchasing Agents	$32.06	364
Executive Secretaries and Executive Administrative Assistants	$36.07	331
First-Line Supervisors of Non-Retail Sales Workers	$30.27	292
Real Estate Brokers	$36.91	228
Administrative Services Managers	$50.33	213
Payroll and Timekeeping Clerks	$27.09	201
Human Resources Assistants, Except Payroll and Timekeeping	$25.80	175
Tax Preparers	$26.08	164
Facilities Managers	$49.19	148
Word Processors and Typists	$23.01	138
Claims Adjusters, Examiners, and Investigators	$37.40	131
Loan Interviewers and Clerks	$22.96	74

Source: Lightcast 2025.1.



Energy, construction, and utilities

Exhibit 26. Top occupations in the energy, construction, and utilities sector, Inland Empire/Desert Region, 2023

Occupation	Median Wage	Annual Openings
Carpenters	$28.31	1,834
Maintenance and Repair Workers, General	$23.72	1,681
Electricians	$32.15	984
First-Line Supervisors of Construction Trades and Extraction Workers	$36.91	982
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$28.82	686
Plumbers, Pipefitters, and Steamfitters	$27.08	512
Operating Engineers and Other Construction Equipment Operators	$38.51	498
Construction and Building Inspectors	$40.55	195
Water and Wastewater Treatment Plant and System Operators	$37.78	159
Telecommunications Line Installers and Repairers	$32.63	139
Electrical Power-Line Installers and Repairers	$53.08	136
Structural Iron and Steel Workers	$33.06	133
Sheet Metal Workers	$28.17	128
Telecommunications Equipment Installers and Repairers, Except Line Installers	$30.57	125
Glaziers	$27.27	120
Security and Fire Alarm Systems Installers	$29.01	116
Solar Photovoltaic Installers	$24.75	114
Plasterers and Stucco Masons	$25.87	95
Architectural and Civil Drafters	$29.88	90

Source: Lightcast 2025.1.



Health

Exhibit 27. Top occupations in the health sector, Inland Empire/ Desert Region, 2023

Occupation	Median Wage	Annual Openings
Registered Nurses	$60.94	2,607
Licensed Practical and Licensed Vocational Nurses	$34.61	843
Massage Therapists	$20.04	486
Pharmacy Technicians	$23.12	479
Phlebotomists	$22.67	214
Dental Hygienists	$51.14	171
Physical Therapist Assistants	$38.46	169
Clinical Laboratory Technologists and Technicians	$30.66	161
Radiologic Technologists and Technicians	$48.00	160
Respiratory Therapists	$40.71	140
Medical Records Specialists	$25.68	140
Opticians, Dispensing	$26.76	93

Source: Lightcast 2025.1.



ICT/digital media

Exhibit 28. Top occupations in the ICT/digital media sector, Inland Empire/Desert Region, 2023

Occupation	Median Wage	Annual Openings
Computer User Support Specialists	$30.98	296
Musicians and Singers	$33.37	235
Photographers	$22.57	169
Network and Computer Systems Administrators	$45.41	107

Source: Lightcast 2025.1.



SWP Project Investments

The consortium's strategic priorities are rooted in its commitment to strengthening the region's workforce development efforts through the expansion and improvement of education and training programs, work-based learning opportunities, meaningful collaboration, and data-driven improvement. Guided by eight key priorities, the consortium's early initiatives focused on advancing student success, supporting Guided Pathways, and engaging with employers to ensure a seamless transition for students entering employment.

By leveraging key resources through the Strong Workforce Program and a variety of other collaborative partnerships, the consortium has worked to implement regional and statewide initiatives, measure outcomes effectively, and support priority sectors that drive economic growth at the local, regional, and state levels.

As of January 2025, SWP project investments totaled:

- Round 8 funding $6,856,388
- Round 9 funding $5,013,331

One example of efforts to advance consortium priorities includes the consortium's READY Career Education marketing campaign, launched in 2017, which promotes CTE programs at the consortium's 12 community colleges to boost awareness that students can earn affordable associate degrees and certificates leading to quality, in-demand jobs in the region.

Building on the eight foundational priorities adopted during its early formation, the consortium launched new strategies in early 2025, addressing emerging gaps and existing opportunities in educational access and workforce needs. Recently, renewed emphasis has been placed on continuous improvement through data-driven decision-making, and additional attention is being devoted toward targeted investments in justice-impacted education, adult education programs, and noncredit responsive training.

Through well-coordinated educational and workforce development strategies, the consortium aims to expand CTE education and training opportunities for diverse learners while fostering closer collaboration between the K12 and community college systems. These initiatives reflect an ongoing commitment to equity, economic mobility, and ensuring California's workforce remains competitive and well-prepared to meet the needs of a rapidly evolving labor market.

Starting in early 2025, the consortium identified and began implementing strategies addressing several priority areas:

1. Continuous improvement—Data collection and analysis informing adjustments to project budgets and activities, aimed at improving outcomes and capitalizing on programmatic opportunities.

2. Justice impacted education—According to the Vera Institute of Justice, of all counties in California, San Bernardino County had the second largest county jail population and Riverside County had the fourth highest in 2022.[18, 19] Of people sent to state prisons, San Bernardino ranked second in the state, and Riverside County ranked fourth. Given these startling statistics, the consortium is working with local correctional facilities, with a focus on youth correctional facilities/juvenile detention facilities, to explore opportunities for dual enrollment for this specific population of learners.

[18] *"San Bernardino County," Vera Institute of Justice, accessed June 18, 2025, https://www.vera.org/california-state-of-incarceration/county/San%20Bernardino.*

[19] *"Riverside County," Vera Institute of Justice, accessed June 18, 2025, https://www.vera.org/california-state-of-incarceration/county/Riverside.*

3. Adult education—The consortium collaborates with six regional adult education consortia on increasing opportunities for adult learners to access regional career training programs. This work is being undertaken with attention toward training programs that address diverse learners and that contribute toward developing a skilled workforce to ensure businesses have the talent they need.

4. Noncredit—Noncredit "responsive training" encompasses a variety of no-cost courses that help students reach their personal, academic, and professional goals. The Chancellor's Office has identified 10 categories to classify a noncredit course in accordance with its primary objective.[20]

5. Aligning K12 and community college investments—The consortium has been intentional in promoting and encouraging awareness between the K12 and community college systems of existing projects and potential investment opportunities that can contribute to stronger collaborative efforts among K12 districts/schools and community colleges.[21]

Adult Education Partners

- About Students Regional Consortium, Riverside
- Barstow Area Consortium for Adult Ed
- Desert Regional Consortium
- Inland Adult Education Consortium
- Morongo Basin AEBG Consortium
- Palo Verde River Consortium
- Southwest Riverside Adult Education
- Victor Valley Adult Education Regional Consortium
- West End Corridor/Chaffey Regional AE Consortium

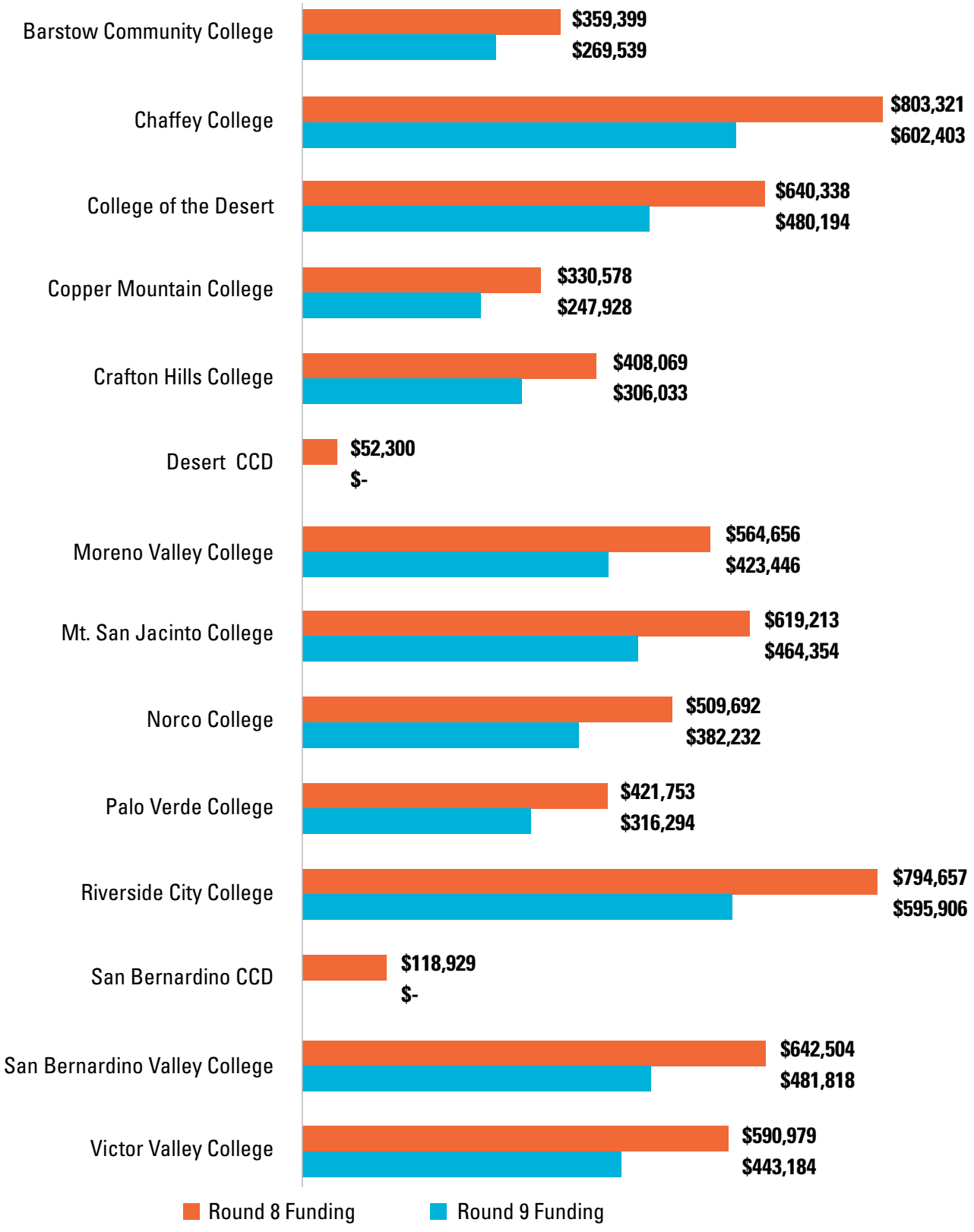
Source: https://caladulted.org/ConsortiumDirectoryMap



[20] *"Noncredit Curriculum and Instructional Programs," California Community Colleges Chancellor's Office, accessed June 18, 2025, https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Noncredit-Curriculum-and-Instructional-Programs.*

[21] *Please refer to the "K12 SWP Pathways Summary" section for more details on the extent of this work.*

Exhibit 29. Regional SWP funds invested by community college or district, Round 8 and Round 9



Source: Inland Empire/Desert Regional Consortium.


JUNE







Notable Projects and Initiatives

Efforts to improve equity and outcomes for community college students have traditionally focused on recognizing and validating diverse learning experiences and implementing strategies that offer support and facilitate access to higher education for underrepresented students. For example, initiatives such as early career exploration, dual enrollment, and work-based learning opportunities help create and sustain pathways from K12 to community college, ensuring a smoother transition for all students.

An overarching objective being carried out by the Inland Empire/Desert Regional Consortium and its partners applies to expanding access for community college students to enter middle-skill occupations—jobs that require some education beyond high school but less than a four-year degree—an effort that requires partnerships between K12 schools, postsecondary institutions, industries, employers, and workforce training providers. By prioritizing diversity, equity, student supports, and flexibility in education and training, the initiatives supported by the consortium help prepare students for well-paid, in-demand careers, creating a more inclusive and prosperous workforce and contributing to the vitality of the economy both locally and regionally.

Through the responsible application of targeted funding, the consortium has launched and/or partnered on a number of initiatives to address its goals and strategies, which were identified through extensive engagement with partners and collaborators in the region. Especially relevant is addressing student equity (Goal #1), which is foundational to many of the projects and efforts undertaken by the consortium.

Additionally, many of the initiatives that the consortium is either spearheading or is a partner on address student access to postsecondary education and the successful transition from education to the workforce. Central to this is the development of pathways leading from K12 schools to community colleges and increased employment opportunities for students in middle-skill jobs. For example, through its statewide goal to increase the award of credit for prior learning by assigning college credit for skills and knowledge gained outside traditional classrooms to working adults and apprentices, the Mapping Articulated Pathways (MAP) Initiative aligns with the consortium's goals of addressing equity, developing CTE pathways, and improving student outcomes, namely increasing access, completion, and career attainment for students.

Finally, it is worth noting that the consortium's efforts to bridge equity gaps, prepare students for career success, and strengthen the region's overall workforce have made substantial progress due to the cooperative relationship between the consortium and the Inland Empire Regional K-16 Education Collaborative, which aims to reduce inequities in higher education and workforce participation while supporting regional economic development. Collectively, this work supports sustained and streamlined pathways from high school to postsecondary education and into the workforce, strengthening the region's and California's education-to-career pipeline.

The following is a general summary of the major projects and initiatives, for which the consortium is either providing leadership or is a key participant.

MAP Initiative

In 2024, the California Community Colleges Chancellor's Office expanded the Mapping Articulated Pathways (MAP) Initiative to all 116 community colleges to award Credit for Prior Learning (CPL) to students.[22] To date, the MAP initiative, which is hosted by Riverside Community College District, has documented over 8,500 CPL awards for more than 35,000 units for a savings, preservation of funds, and 20-year impact exceeding $170 million.[23] The MAP Initiative was originally developed and launched locally by Norco College and aims to recognize and validate the diverse learning experiences of students, particularly working adults, apprentices, and veterans.

The Chancellor's 2030 Vision is to develop college capacity and procedures to ensure that at least 250,000 Californians, including 220,000 working adults and apprentices, and 30,000 veterans, receive offers and awards of CPL leading to increased equitable college access, completion, and career attainment.

In 2024, San Bernardino Valley College was honored as the MAP College of the Year for awarding 1,034 units to 153 students while achieving $684,610 in financial savings, with their health care programs contributing to a remarkable $4.9M total community impact and an average of 6.8 units per student.

LAUNCH Apprenticeship Network

The LAUNCH Apprenticeship Network was originally formed in 2018 by the consortium and leverages the region's workforce and education systems, including the 12 community colleges, K12 districts, and two Workforce Development Boards.[24] By integrating apprenticeships into these organizations and institutions, LAUNCH acts as an intermediary and education provider for businesses adopting the apprenticeship model. In addition, LAUNCH provides regional resources for developing programs and increasing pathways into apprenticeship both in traditional apprenticeships and new and innovative programs.

Growing Inland Achievement (GIA)

Growing Inland Achievement (GIA) is a regional K16 collaborative working to achieve educational and economic equity in the Inland Empire which has received funding through the Bill & Melinda Gates Foundation.[25] GIA staff support this work by engaging a cross-sector network of education, government, nonprofit, and business institutions in the Inland Empire, working toward a shared vision of educational and economic success. GIA's vision is that by 2035, San Bernardino and Riverside counties will be widely recognized for their educated workforce, thriving communities, and vibrant economy that creates prosperity for all.

GIA serves as the consortium's facilitator for #CaliforniansForAll College Corps, a college service program led by California Volunteers, Office of the Governor, to create debt-free pathways for low-income students who commit to volunteer service in climate action, K12 education, or food insecurity issues for an academic year. Eight campuses are participating, with GIA providing support with recruitment, training, planning, evaluation, and events.

Additionally, GIA is the Inland Empire Regional Coordinator for California's Cash for College (C4C) program, managed by the California Student Aid Commission (CSAC), to help youth access the information and resources needed to enroll in higher education. Inland Empire C4C programs and workshops hosted by GIA and partners promote various financial aid opportunities, including grants, scholarships, work-study jobs, and loans.

[22] *"About," MAP Initiative, California MAP Initiative, accessed May 20, 2025, https://map.rccd.edu/about/.*

[23] *"MAP Mapping Articulated Pathways: Credit for Prior Learning," MAP Initiative, California MAP Initiative, accessed May 20, 2025, https://map.rccd.edu/.*

[24] *"About LAUNCH," LAUNCH Apprenticeship Network, LAUNCH, accessed May 20, 2025, https://launchapprenticeship.org/about-launch/.*

[25] *"ABOUT," Growing Inland Achievement, accessed May 20, 2025, https://inlandempiregia.org/about/.*

Inland Empire Regional K-16 Education Collaborative

The Inland Empire Regional K-16 Education Collaborative comprises 200+ regional partnerships (including K12 districts, postsecondary institutions, and workforce partners like California Jobs First) to support equitable pathways for students pursuing business, education, engineering, and health care from high school to postsecondary education and into the workforce in the Inland Empire.[26] The collaborative has adopted three overarching goals:

1. Streamline pathways to degree completion.
2. Build intersegmental, sustainable, and inclusive educational partnerships to support students who are first-generation, income-eligible, and from under-resourced schools to pursue postsecondary education attainment.
3. Create workforce partnerships to support student success beyond degree completion.

The program works with 75+ industry partners committed to providing apprenticeships, internships, and work-based learning opportunities for students, strengthening college-to-career pathways and expanding workforce development opportunities across the region. The California Regional K-16 Education Collaboratives Grant Program is made possible by a $250 million appropriation to the Department of General Services (DGS) in the Budget Act of 2021.

Inland Economic Growth & Opportunity (IEGO)

Inland Economic Growth and Opportunity (IEGO) is a non-profit, collaborative organization dedicated to fostering economic growth, driving innovation, and promoting opportunity across Southern California's Inland Empire.[27] IEGO brings together community-based organizations, businesses, educational institutions, and government agencies to address the region's most pressing economic challenges and capitalize on the Inland Empire's vast potential.

In 2023, the CREATE grant revolutionized workforce training across the California Community Colleges, emphasizing diversity, equity, and flexibility to prepare individuals for high-demand careers. IEGO leverages this initiative by providing essential labor market information to the consortium's 12 community colleges, ensuring education offerings align with real-world job needs. This strategic partnership between IEGO and local businesses enhances employability and skills, creating a bridge between education and industry for a future-ready workforce.

[26] *"About Us," Inland Empire Regional K-16 Education Collaborative, accessed May 20, 2025, https://www.iek16collaborative.org/about.*

[27] *"About IEGO," IEGO, Inland Economic Growth & Opportunity, accessed May 20, 2025, https://iegocollab.com/about/.*

Inland Regional Energy Network (I-REN)

Inland Regional Energy Network (I-REN) is made up of the Coachella Valley Association of Governments, San Bernardino Council of Governments, and Western Riverside Council of Governments.[28] It strives to actively participate in California's clean energy initiatives and build a stronger clean energy economy throughout communities in Riverside and San Bernardino counties (11% of California's population, located on 17% of the state's land area), whose remoteness, extreme heat, and intensely dry conditions necessitate air conditioning in most buildings, resulting in high energy use and costs. I-REN's work is currently budgeted through 2027 to focus on three sectors: Public Sector (Municipal-Owned Facilities), Codes and Standards, and Workforce Education and Training (WE&T). As I-REN is funded by utility ratepayer funds through the California Public Utilities Commission, there is no charge to participate in the programs it administers, ensuring equal access to the benefits of energy efficiency and the support needed to create greener, climate-resilient communities.



[28] *"Who We Are," Inland Regional Energy Network, accessed May 20, 2025, https://www.iren.gov/129/Who-We-Are.*

K12 SWP Pathways Summary

K12 Strong Workforce Program (SWP) funds create, support, and/or expand high-quality CTE programs at the K12 level that are aligned with the workforce development efforts occurring through the California Community Colleges Strong Workforce Program and regional priorities. K12 SWP also establishes K12 Pathway Coordinators assigned to community college district service areas to provide technical assistance and support local education agencies (LEAs) implementing CTE courses, programs, and pathways (Ed Code 88833). Additionally, K12 SWP establishes a K14 Technical Assistance Provider (TAP) to serve as an in-region contact to provide leadership and technical assistance regionwide on K14 CTE programs and pathways (Ed Code 88833). A major component of this work hinges upon the role of the K12 Pathways Coordinator in supporting the implementation of projects receiving K12 SWP funding. This work is critical for supporting K14 pathways development with the goal of creating seamless transitions for students entering the workforce. There are four agencies that serve as hosts for the region's K12 Pathways Coordinators:

- Riverside County Office of Education
- Jurupa Unified School District
- San Bernardino County Superintendent of Schools
- Colton-Redlands-Yucaipa Regional Occupation Program (CRY-ROP)

During recent rounds of K12 Pathways investments, the K12 Selection Committee placed emphasis on supporting projects that direct attention toward meeting the following criteria: addressing high labor demand or closing gaps in workforce areas with high employment demand; developing connections to sectors and/or pathways with high wage-earning potential and opportunities for students to reach and/or exceed a living wage; incorporating project designs that take into account sustainability since K12 SWP funding is intended to create, support, and/or expand high-quality CTE programs over the long term; and supporting the formation of pathways connecting middle schools with secondary and postsecondary partner agencies.

Most recently, three targeted areas for additional technical support have been identified:

- Work-based learning opportunities.
- CTE early college credit opportunities including dual enrollment, concurrent enrollment, and articulation agreements.
- Artificial intelligence (AI) literacy and readiness.

Examples of efforts in the three targeted areas of support include hosting a retreat for community college faculty and high school teachers involved in CTE programs, focusing on AI literacy and readiness, as well as offering a Microsoft Learners for Educators (MSLE) boot camp for teachers to develop competencies in using AI. The MSLE bootcamp trained teachers and faculty to maximize capacity and simplify processes behind common teaching responsibilities, such as creating syllabi, lesson plans, and quizzes. Another specific example of the consortium's efforts to support connections between secondary and postsecondary educational institutions and advance pathways development is the region's annual counselor conclave for high school and community college counselors, which is the only event in the region offering professional development for counselors with a focus on CTE programs and pathways leading to high-wage, high-demand, high-skill jobs.

Other efforts have involved supporting K12 SWP grantees in conducting more efficient engagement with employer partners to reduce duplication of efforts and to effectively involve employers in discussions about common challenges, workarounds, and how to improve workforce learning.

In the area of CTE early college credits, a successful project has entailed compiling an inventory of all the early college credit opportunities and CTE pathways in the region, including articulation agreements, concurrent and dual enrollment programs, and existing CTE pathways to inform the region's next step of identifying roadblocks hindering progress and opportunities for new initiatives.

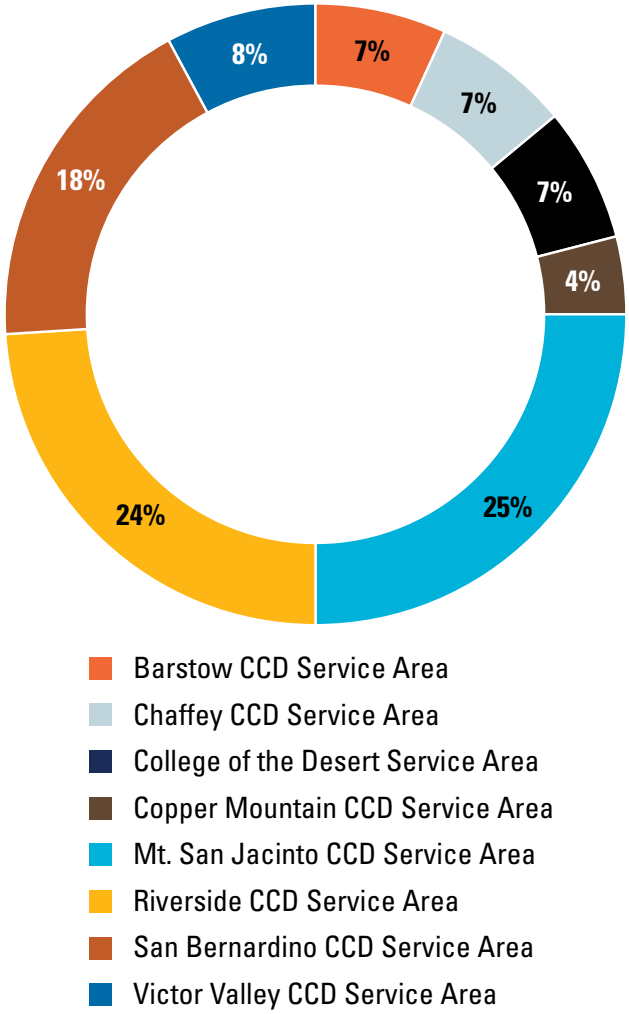
Exhibit 30. Number of projects up to Round 6 by geographical service area

Geographical Service Area	Number of Projects
Barstow CCD Service Area	10
Chaffey CCD Service Area	11
College of the Desert Service Area	10
Copper Mountain CCD Service Area	5
Mt. San Jacinto CCD Service Area	35
Palo Verde CCD Service Area	0
Riverside CCD Service Area	34
San Bernardino CCD Service Area	25
Victor Valley CCD Service Area	11

Source: Inland Empire/Desert Regional Consortium.

Lastly, it is important to note that continuous and consistent efforts to align K12 and postsecondary pathways in the region have been legitimized by the sustained K12 SWP grant funding, resulting in a keystone of significant and transformational progress—the regular and repeated convening of two educational systems that otherwise would not have the opportunity or incentive to come together and build connections through meetings, retreats, workshops, and other types of events that nurture mutually beneficial intersegmental partnerships.

Exhibit 31. Percentage of funding up to Round 6 by community college district service area



Source: Inland Empire/Desert Regional Consortium.

Exhibit 32. List of K12 SWP partner agencies

K12 SWP Partner Agencies		
Alta Vista Innovation High	Gorman Learning Center San Bernardino/Santa Clarita	Riverside County Office of Education
Apple Valley Unified	Hemet Unified	Riverside Unified
Baldy View ROP	Hesperia Unified	San Bernardino City Unified
Barstow Unified	Jurupa Unified	San Bernardino County Office of Education
Bear Valley Unified	Lake Elsinore Unified	San Bernardino County ROP
Beaumont Unified	Lucerne Valley Unified	San Bernardino Valley College
California School for the Deaf-Riverside	Mojave Unified*	Santa Rosa Academy
Chaffey Joint Union High	Moreno Valley Unified	SIATech
Chino Valley Unified	Morongo Unified	SIATech Indio
Claremont Unified	Murrieta Valley Unified	Silver Valley Unified
Colton Joint Unified	Palm Springs Unified	Sky Mountain Charter
Colton-Redlands-Yucaipa ROP	Pivot Charter School Riverside	Snowline Joint Unified
Corona-Norco Unified	Provisional Accelerated Learning Academy	Temecula Valley Unified
Desert Sands Unified	Public Safety Academy	Upland Unified
Excelsior Charter	Redlands Unified	Val Verde Unified
Fontana Unified	Rialto Unified	Victor Valley Union High
Gateway College and Career Academy	Rim of the World Unified	Yucaipa-Calimesa Joint Unified
	River Springs Charter	

Source: Inland Empire/Desert Regional Consortium.



SWP Metrics for Priority Sectors

Advanced manufacturing

Key Findings:

- The number of SWP students in advanced manufacturing programs dipped during the pandemic but had mostly recovered by the 2023-24 academic year.
- The number of students who earned 9 or more career education units in a single year increased by about a third, from 32% in the 2019-20 academic year to 40% in the 2023-24 academic year.
- The number of students who earned a degree or certificate or attained apprenticeship journey status increased substantially from 184 in the 2019-20 academic year to 235 in the 2023-24 academic year.



Exhibit 33. Advanced manufacturing metrics, 2019-20 to 2023-24 academic years

Advanced Manufacturing	2019-20	2020-21	2021-22	2022-23	2023-24
Strong Workforce Program Students	3,085	1,754	1,973	2,456	2,758
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	32%	32%	33%	35%	40%
Students Who Attained a Noncredit Workforce Milestone in a Single Year	73%	81%	88%	74%	69%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	184	126	166	160	235
SWP Students Who Transferred to a Four-Year Postsecondary Institution	69	42	40	45	-
Median Annual Earnings for SWP Exiting Students	42,102	43,093	43,795	43,990	-
Median Change in Earnings for SWP Exiting Students	37%	34%	33%	34%	-
SWP Exiting Students Who Attained the Living Wage	49%	50%	50%	52%	-
SWP Students with a Job Closely Related to Their Field of Study	60%	78%	61%	-	-

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Advanced transportation and logistics

Key Findings:

- The number of SWP students in advanced transportation and logistics programs declined by more than 1,000 during the pandemic but has since recovered and grown by a substantial proportion from 3,337 students in the 2019-20 academic year to 3,890 students in the 2023-24 academic year.
- The number of students who earned a degree or certificate or attained apprenticeship journey status has increased substantially from 331 in the 2019-20 academic year to 468 in the 2023-24 academic year.
- Although data is not yet available for the last two academic years, the number of students obtaining a job closely related to their field of study has been trending upward from 56% in the 2019-20 academic year to 71% in the 2021-20 academic year.

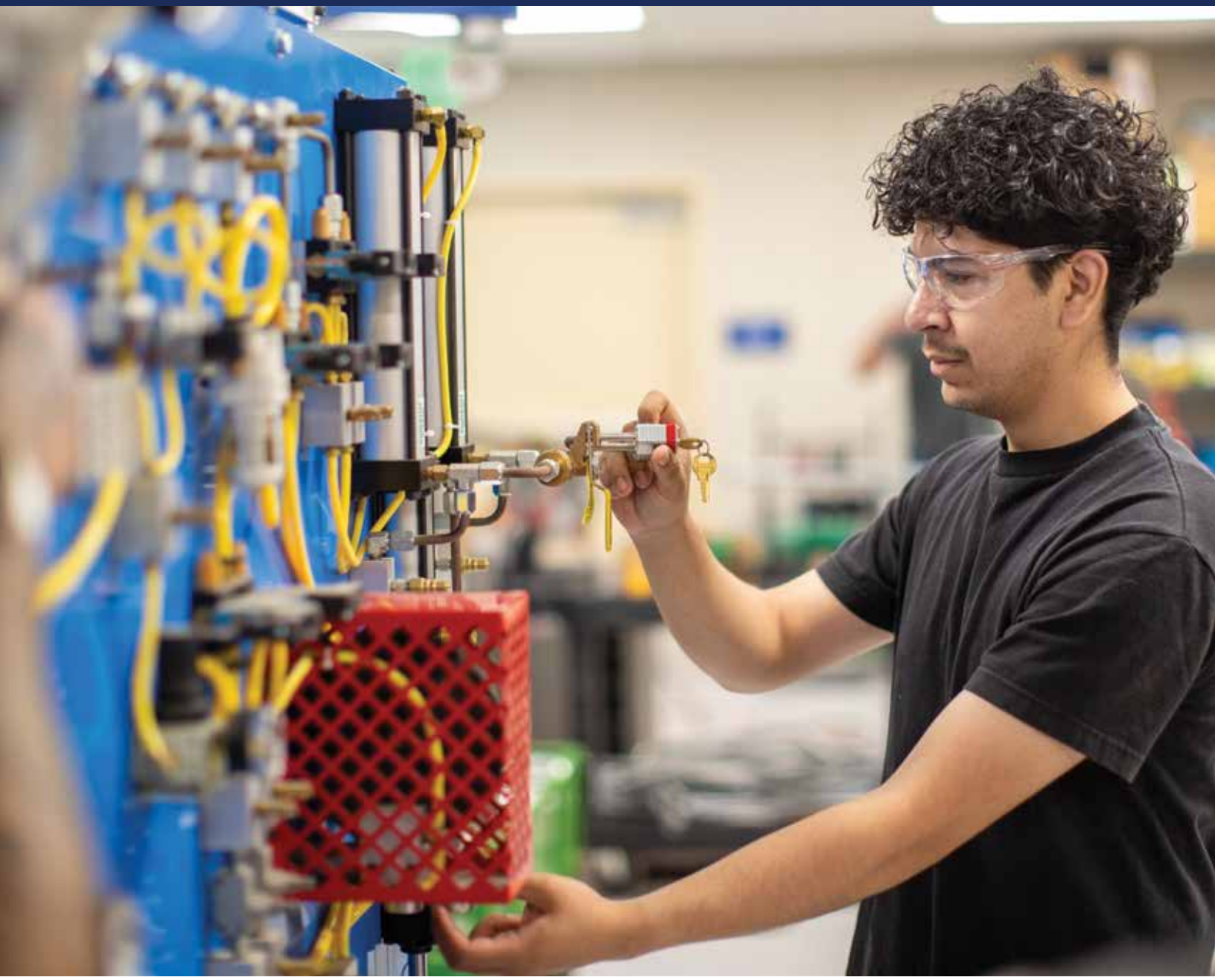


Exhibit 34. Advanced transportation and logistics metrics, 2019-20 to 2023-24 academic years

Advanced Transportation & Logistics	2019-20	2020-21	2021-22	2022-23	2023-24
Strong Workforce Program Students	3,337	2,058	2,203	2,998	3,890
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	33%	30%	36%	33%	33%
Students Who Attained a Noncredit Workforce Milestone in a Single Year	75%	86%	84%	71%	68%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	331	212	256	326	468
SWP Students Who Transferred to a Four-Year Postsecondary Institution	38	25	24	21	-
Median Annual Earnings for SWP Exiting Students	$36,566	$38,427	$40,094	$38,212	-
Median Change in Earnings for SWP Exiting Students	49%	49%	44%	34%	-
SWP Exiting Students Who Attained the Living Wage	37%	42%	45%	41%	-
SWP Students with a Job Closely Related to Their Field of Study	56%	71%	71%	-	-

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Business and entrepreneurship

Key Findings:

- The number of SWP students in business and entrepreneurship programs increased from 20,866 students in the 2019-20 academic year to 22,835 students in the 2023-24 academic year.
- The number of students who attained a noncredit workforce milestone in a single year increased from only 26% in the 2019-20 academic year to 58% in the 2023-24 academic year.
- The number of students who earned a degree or certificate or attained apprenticeship journey status rose from 1,763 students in the 2019-20 academic year to 2,174 students in the 2023-24 academic year.

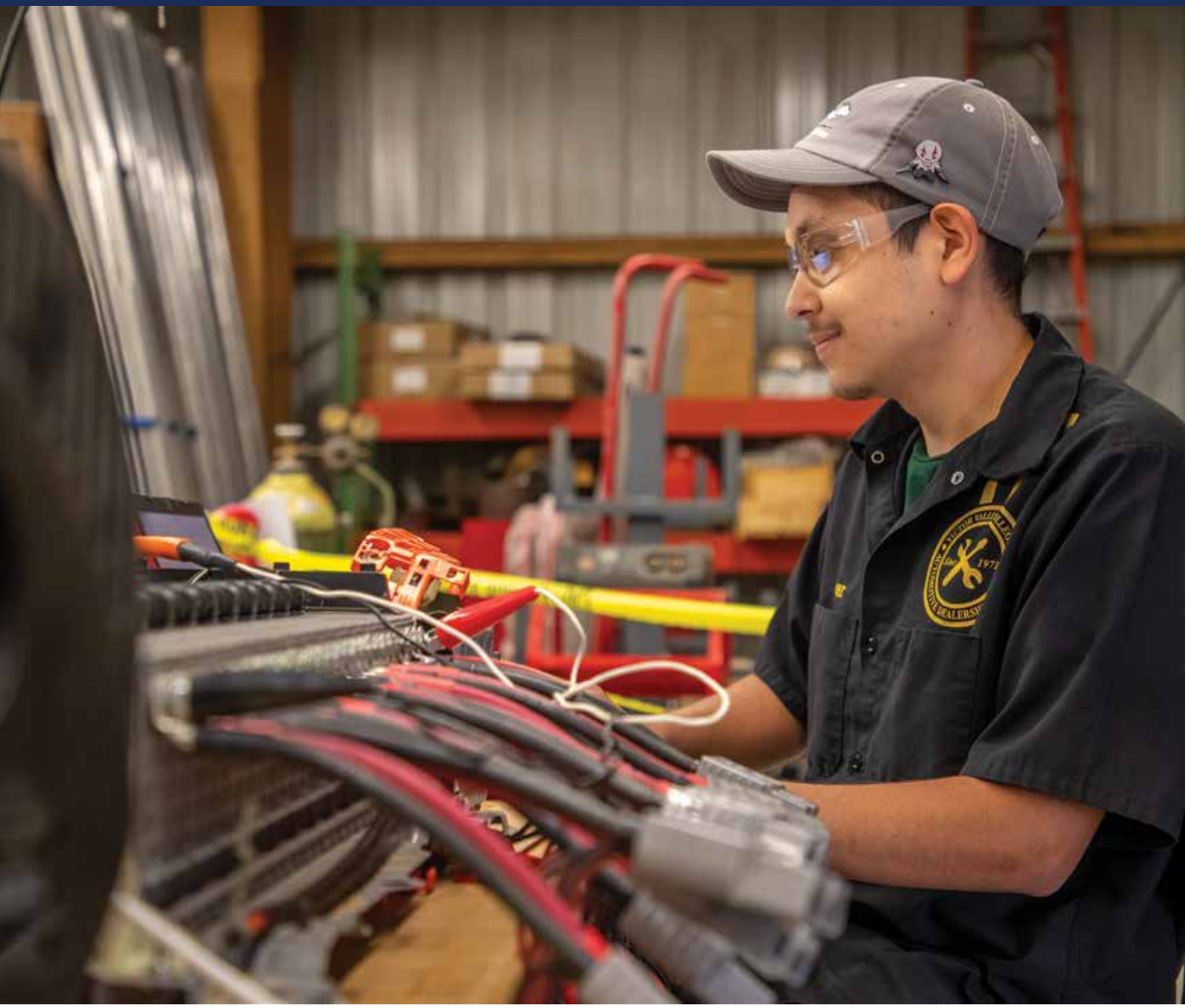


Exhibit 35. Business and entrepreneurship metrics, 2019-20 to 2023-24 academic years

Business & Entrepreneurship	2019-20	2020-21	2021-22	2022-23	2023-24
Strong Workforce Program Students	20,866	19,507	18,792	21,255	22,835
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	25%	26%	26%	25%	26%
Students Who Attained a Noncredit Workforce Milestone in a Single Year	26%	51%	50%	56%	58%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	1,763	1,974	2,001	2,132	2,174
SWP Students Who Transferred to a Four-Year Postsecondary Institution	1,322	1,305	1,171	1,158	-
Median Annual Earnings for SWP Exiting Students	$37,669	$40,590	$39,838	$37,988	-
Median Change in Earnings for SWP Exiting Students	31%	35%	32%	33%	-
SWP Exiting Students Who Attained the Living Wage	42%	46%	45%	42%	-
SWP Students with a Job Closely Related to Their Field of Study	70%	70%	71%	-	-

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Energy, construction, and utilities

Key Findings:

- Growing by more than 1,000 students, the number of SWP students in energy, construction, and utilities programs increased from 3,906 students in the 2019-20 academic year to 5,102 students in the 2023-24 academic year.
- The number of students who earned a degree or certificate or attained apprenticeship journey status increased moderately from 309 students in the 2019-20 academic year to 359 students in the 2023-24 academic year.
- Median annual earnings for existing students have increased from $47,856 in the 2019-20 academic year to $51,796 in the 2022-23 academic year.

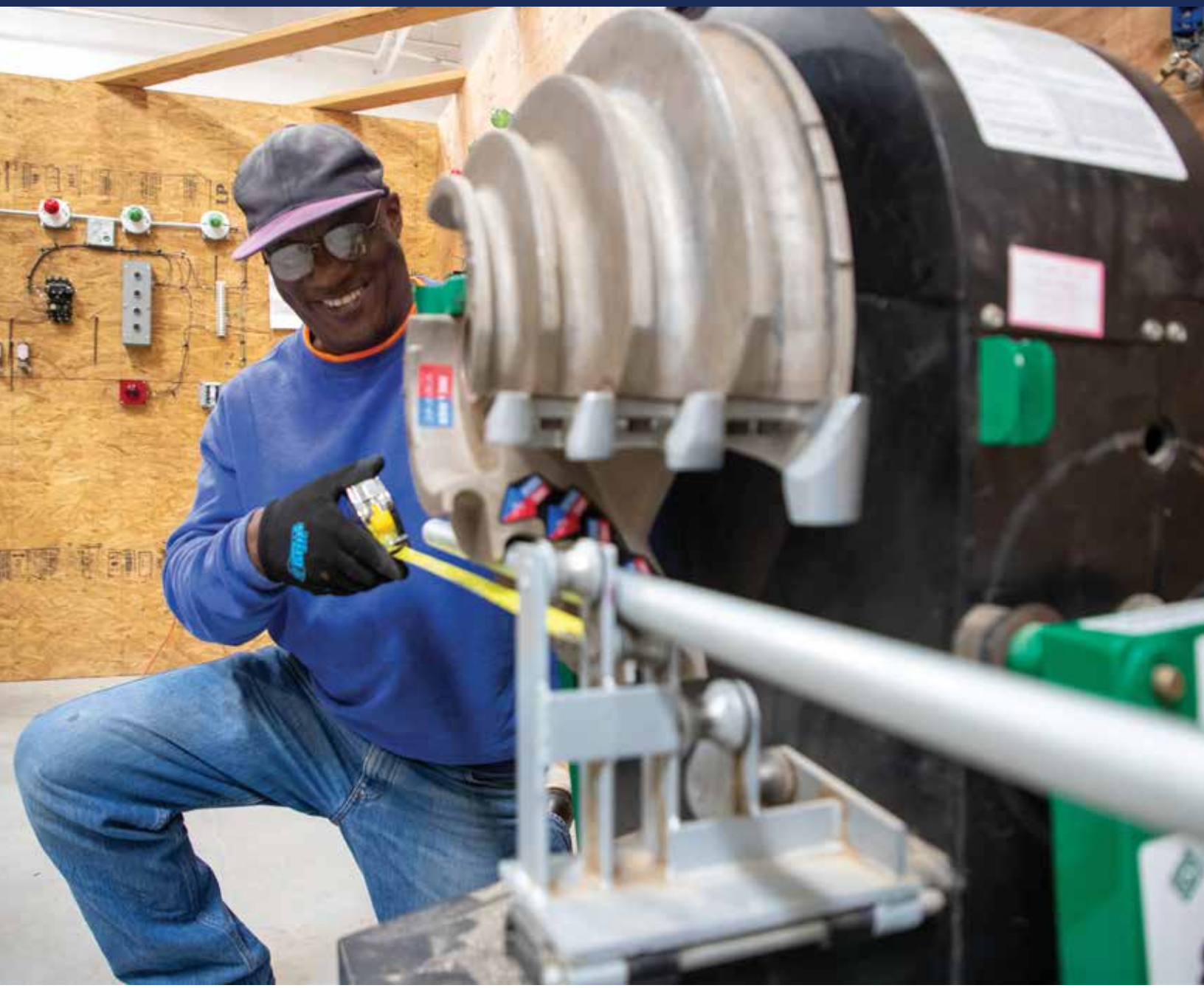


Exhibit 36. Energy, construction, and utilities metrics, 2019-20 to 2023-24 academic years

Energy, Construction & Utilities	2019-20	2020-21	2021-22	2022-23	2023-24
Strong Workforce Program Students	3,906	3,060	3,073	4,186	5,102
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	35%	32%	34%	28%	28%
Students Who Attained a Noncredit Workforce Milestone in a Single Year	78%	48%	54%	50%	53%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	309	221	280	289	359
SWP Students Who Transferred to a Four-Year Postsecondary Institution	85	81	82	82	-
Median Annual Earnings for SWP Exiting Students	$47,856	$50,034	$52,893	$51,796	-
Median Change in Earnings for SWP Exiting Students	31%	29%	37%	36%	-
SWP Exiting Students Who Attained the Living Wage	58%	59%	61%	60%	-
SWP Students with a Job Closely Related to Their Field of Study	74%	65%	58%	-	-

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Health

Key Findings:

- Adding more than 3,700 students over the last five years, health programs increased the number of enrolled students from 13,673 in the 2019-20 academic year to 17,399 in the 2023-24 academic year.
- The number of students who attained a noncredit workforce milestone in a single year increased from 71% in the 2019-20 academic year to 82% in the 2023-24 academic year.
- The number of students who earned a degree or certificate or attained apprenticeship journey status grew from 1,054 students in the 2019-20 academic year to 1,729 students in the 2023-24 academic year.



Exhibit 37. Health metrics, 2019-20 to 2023-24 academic years

Health	2019-20	2020-21	2021-22	2022-23	2023-24
Strong Workforce Program Students	13,673	12,936	13,739	15,145	17,399
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	29%	29%	27%	28%	28%
Students Who Attained a Noncredit Workforce Milestone in a Single Year	71%	85%	74%	78%	82%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	1,054	1,293	1,732	1,525	1,729
SWP Students Who Transferred to a Four-Year Postsecondary Institution	741	796	759	749	-
Median Annual Earnings for SWP Exiting Students	$37,718	$40,294	$40,792	$38,964	-
Median Change in Earnings for SWP Exiting Students	48%	42%	48%	39%	-
SWP Exiting Students Who Attained the Living Wage	42%	46%	46%	43%	-
SWP Students with a Job Closely Related to Their Field of Study	83%	65%	81%	-	-

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

ICT/digital media

Key Findings:

- As in many of the consortium's priority sectors, the number of SWP students in ICT/digital media programs dipped during the pandemic. But, as of the 2023-24 academic year, the number of SWP students had rebounded, reaching a total 23,159 students, an increase of more than 600 students.
- The number of students who attained a noncredit workforce milestone in a single year grew from 18% in the 2019-20 academic year to 59% in the 2023-24 academic year.
- The number of students who earned a degree or certificate or attained apprenticeship journey status rose from 654 students in the 2019-20 academic year to 940 students in the 2023-24 academic year.



Exhibit 38. ICT/digital media metrics, 2019-20 to 2023-24 academic years

ICT/Digital Media	2019-20	2020-21	2021-22	2022-23	2023-24
Strong Workforce Program Students	22,544	19,905	18,958	21,247	23,159
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	23%	25%	24%	24%	25%
Students Who Attained a Noncredit Workforce Milestone in a Single Year	18%	49%	53%	55%	59%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	654	676	727	792	940
SWP Students Who Transferred to a Four-Year Postsecondary Institution	1,302	1,388	1,229	1,174	-
Median Annual Earnings for SWP Exiting Students	$34,727	$37,874	$36,462	$35,620	-
Median Change in Earnings for SWP Exiting Students	31%	34%	33%	29%	-
SWP Exiting Students Who Attained the Living Wage	37%	42%	39%	39%	-
SWP Students with a Job Closely Related to Their Field of Study	65%	71%	68%	-	-

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart.

2030 Vision for Success

VISION 2030 GOALS

Goal 1. Equity in Success

Ensure the academic and career success of all Californians who are current and prospective California community college students.

Goal 2. Equity in Access

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Goal 3. Equity in Support

Partner with other systems, agencies, institutions, and community-based organizations to provide students the academic, financial, and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

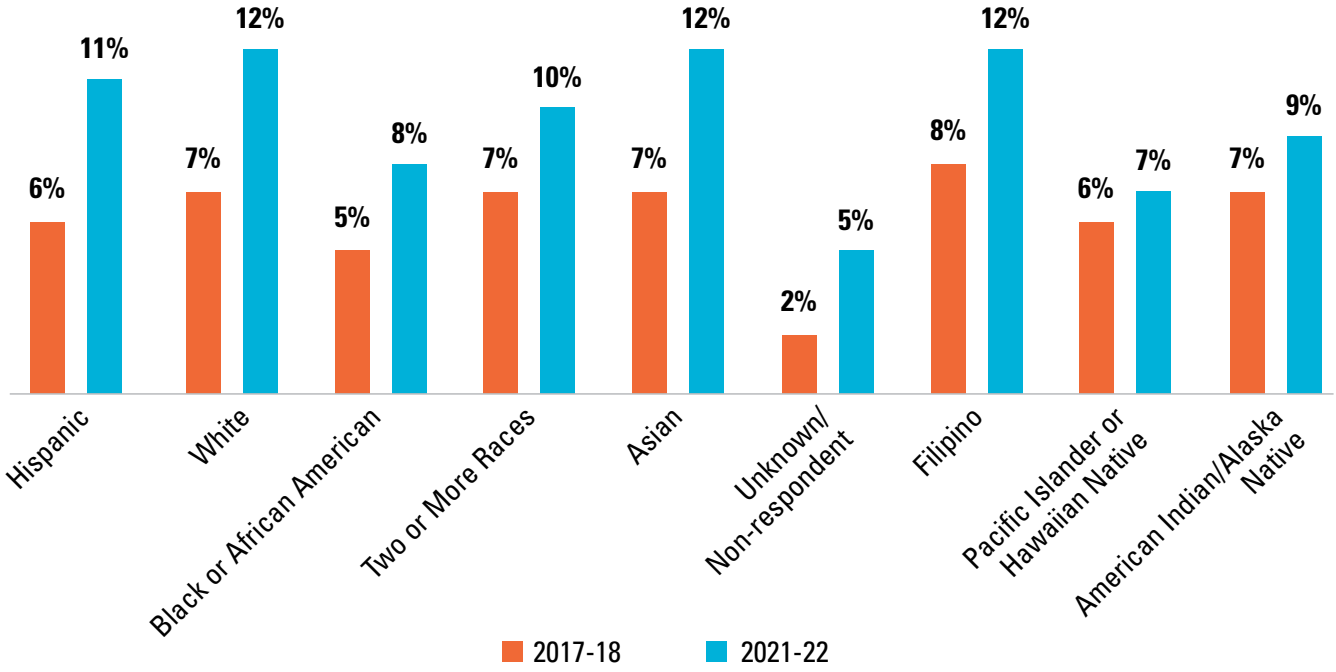
Source: https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf.

Vision 2030 is a roadmap for the California Community Colleges developed by the Chancellor's Office that is intended to guide educators' field of practice, remove student barriers, foster policy reform, and support college implementation of strategies to meet the needs of students, their communities, and the economy. The initiative has three core goals related to student success, access, and support. A number of outcomes are tied to these goals, such as student completion, student participation, and workforce outcomes. This section summarizes key findings related to the Inland Empire/Desert Region's progress toward these goals.

Equity in success

2030 definition of completion: Degree attainment and transfer rates can serve as indicators of student success. Analysis of students by race and ethnicity who attained the Vision 2030 goal definition of completion shows progress for the last five years of available data through LaunchBoard. Across all race and ethnicity groups, the percentage of students attaining this goal increased. The most substantial percent increases occurred among Hispanic students, White students, and Asian students (Exhibit 39). When this measure is examined by gender, female students (a total of 9,330) outnumber male students (a total of 5,726) in terms of meeting the Vision 2030 goal in the 2021-22 academic year.

Exhibit 39. Percent of community college students by race and ethnicity who attained the Vision 2030 goal definition of completion, 2017-18 and 2021-22 academic years



Source: Student Success Metrics, CalPass Plus LaunchBoard.



Earned an associate degree or transferred: When examined through the lens of race and ethnicity, the number of awards conferred to students and the number of students who earned degrees for transfer can shed light on equity in success. At 11%, Filipino students have the highest percentage of individuals earning any associate degree from community colleges in the region for the most recent year of available data (Exhibit 40). At 10%, Asian students have the second highest percentage. Race and ethnicity groups with the lowest percentage in the region are Pacific Islander or Hawaiian Native, 6%, and Unknown/Non-Respondent, 4%. A higher percentage of female students, 10%, earned associate degrees compared to male students, 7% and non-binary students, 4%. The percentages of students who earned transfer degrees across all race and ethnicity groups and in terms of gender are fairly low, ranging from 2% to 5%.

Exhibit 40. Percent of students by race and ethnicity and gender who earned any associate degree or a degree for transfer, 2021-22 academic year

	Earned Any Associate Degree	Earned an Associate Degree for Transfer
Race and Ethnicity		
Filipino	11%	4%
Asian	10%	4%
White	9%	4%
Hispanic	9%	4%
Two or More Races	8%	4%
American Indian/Alaska Native	7%	N/A
Black or African American	7%	3%
Pacific Islander or Hawaiian Native	6%	2%
Unknown/Non-Respondent	4%	2%
All Masked Values	N/A	3%
Gender		
Female	10%	5%
Male	7%	3%
Non-Binary	4%	N/A
Unknown/Non-Respondent	7%	4%
All Masked Values	22%	2%

Source: Student Success Metrics, CalPass Plus LaunchBoard.

Equity in access

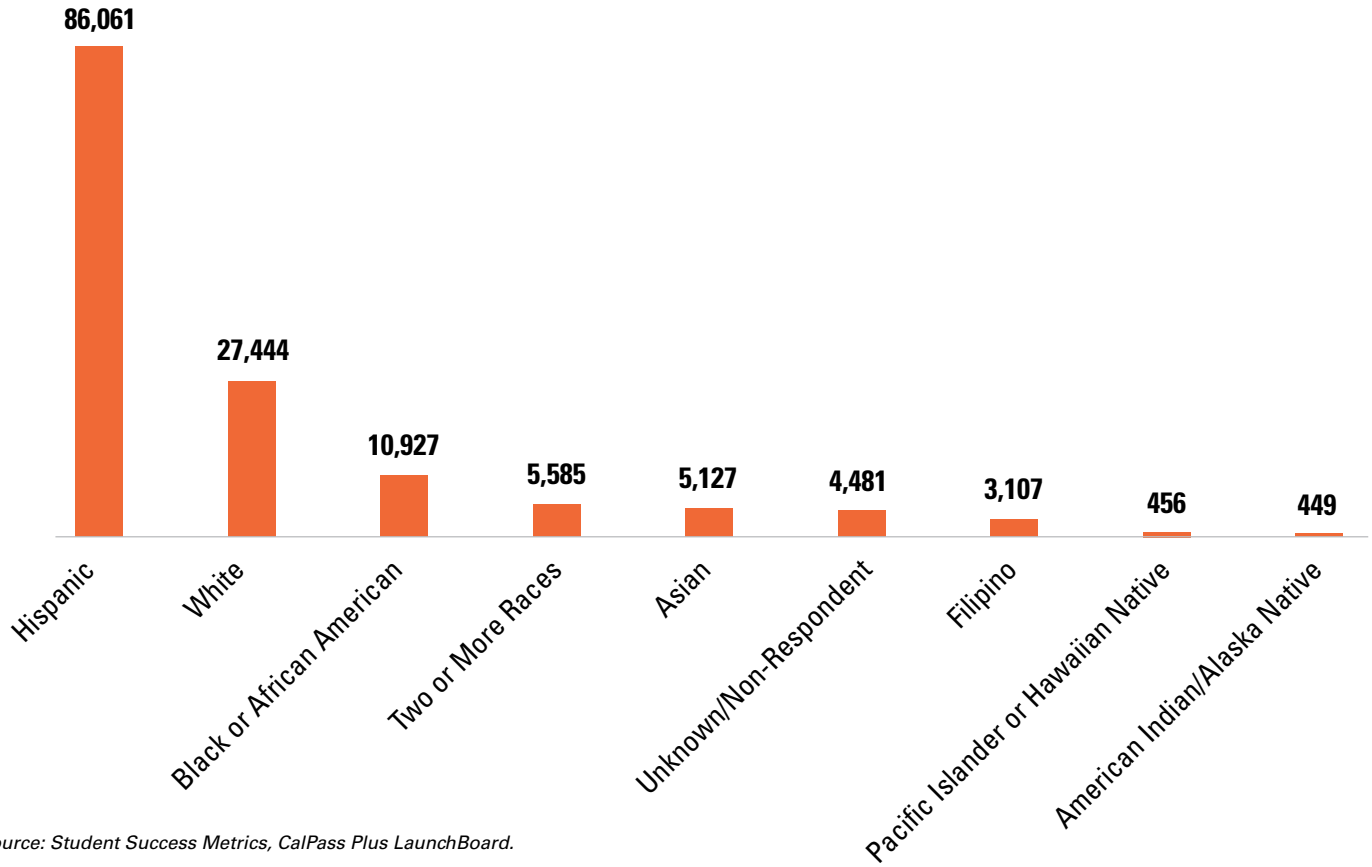
Student enrollment: Comparing race and ethnicity data representing the residential population in the region and student enrollment data can help illuminate areas of focus for equity in access for specific student race and ethnicity groups. For the most part, when this data is examined, student race and ethnicity demographics mirror the race and ethnicity composition of the region's residential population (Exhibit 41).

For example, Hispanic residents comprise the largest demographic group in the region, and Hispanic students comprise the largest race and ethnicity group among community colleges in the region. However, Asian students appear to be somewhat underrepresented. In the region, Asian residents comprise the third largest race and ethnicity group in the region, but among community colleges, this group of students ranks fifth in terms of number enrolled.

In terms of gender, the number of female students enrolled (82,864) is substantially higher than the number of male students (59,476) in the 2021-22 academic year, potentially indicating that barriers may exist limiting male student enrollment.



Exhibit 41. Enrollment by race and ethnicity, all students, 2021-22 academic year



Source: Student Success Metrics, CalPass Plus LaunchBoard.

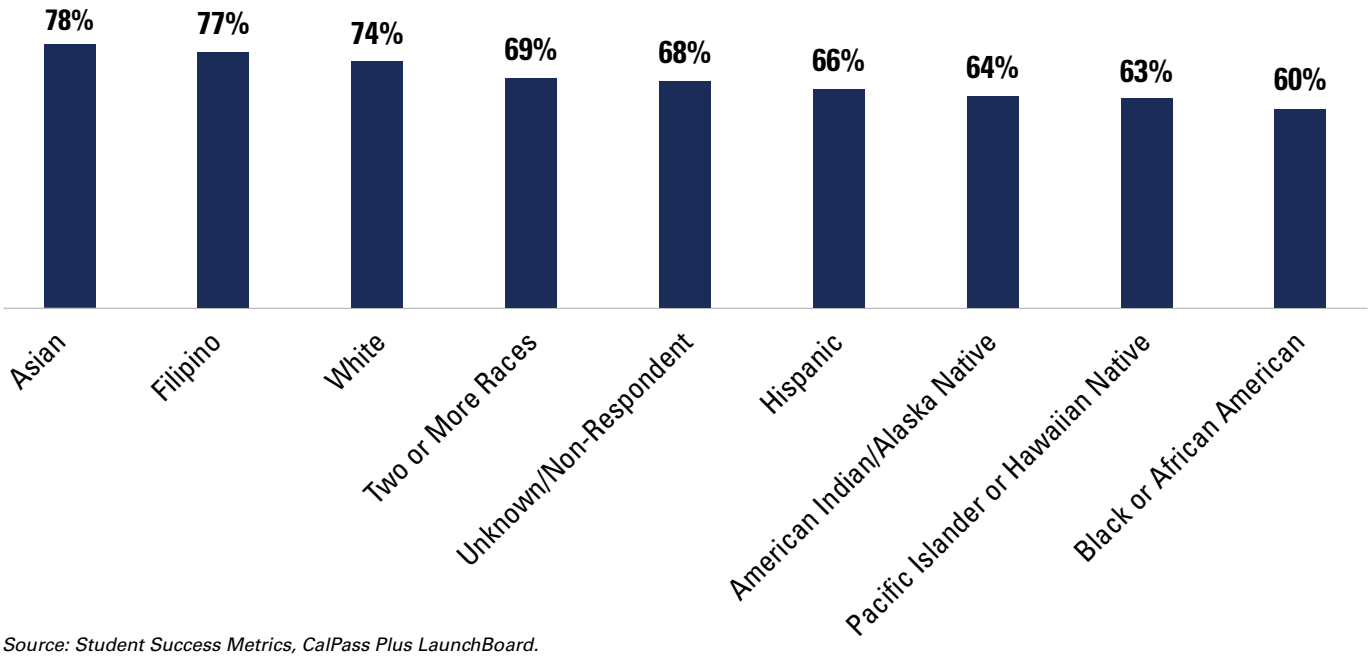
Equity in support

Course success rate: When examined over the last five years of the most recent data available, course success rates for specific race and ethnicity groups have not varied substantially over time. For example, the course success rate for Asian students in 2017-18 was 80% and in 2021-22 was 78%.

However, course success does vary by race and ethnicity group. In the 2021-22 academic year, Asian students had the highest course success rate, 78%, followed by Filipino students, 77%. At 63% and 60%, Pacific Islander or Hawaiian Native students and Black or African American students had the lowest course success rates (Exhibit 42). When data for the same academic year is examined by gender, female, male, and non-binary students have similar course success rates, respectively 67%, 68%, and 62%.



Exhibit 42. Course success rates by race and ethnicity, all students, 2021-22 academic year

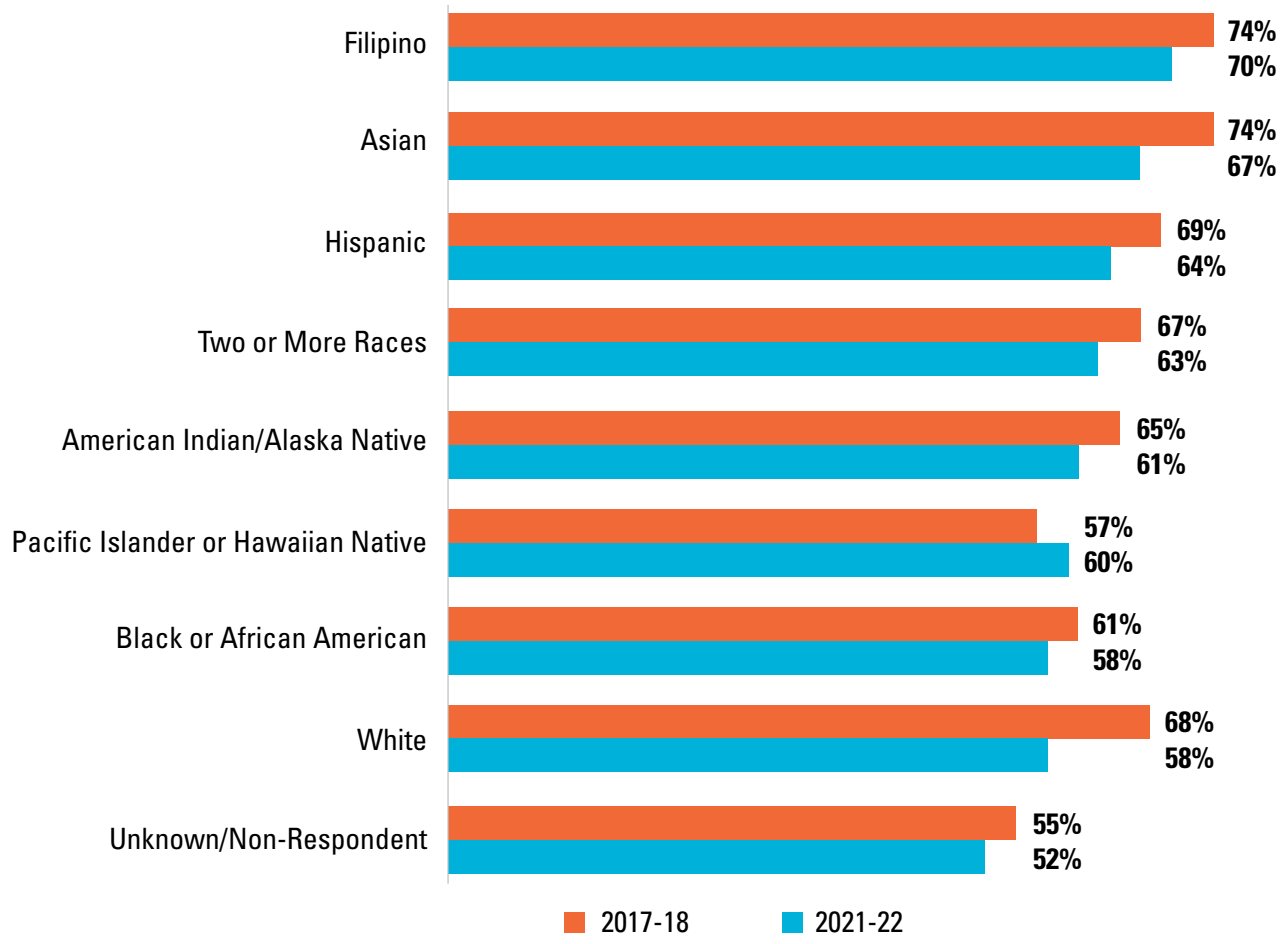


Source: Student Success Metrics, CalPass Plus LaunchBoard.

Persistence: Analysis of the most recent five years of data related to student persistence in the region shows that the proportion of students who continued from the fall to spring terms at the same college declined for nearly every race and ethnicity group between the 2017-18 and 2021-22 academic years, except for students who identify as Pacific Islander or Hawaiian Native (Exhibit 43). In terms of gender, persistence also declined in this time period: for female students from 69% to 63% and for male students from 67% to 60%. Persistence reported for non-binary students varied only slightly, increasing from 70% to 72%.

Given these overall declines, it is important to note that the latest available year of data, the 2021-22 academic year, occurred toward the end of the Covid-19 pandemic when many students were impacted by the economic downturn resulting from the pandemic. It has been reported in the news media that community college students left their schooling to financially support their families during this time. The student persistence data in Exhibit 43 may reflect this shift. New data from the 2022-23 academic year could shed light on whether student persistence rebounded once the economic effects of the pandemic waned.

Exhibit 43. Student persistence by race and ethnicity as a proportion of those who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution, 2017-18 and 2021-22 academic years



Source: Student Success Metrics, CalPass Plus LaunchBoard.

Sector Crosswalk, Definitions, and Data Sources

CCCCO-CDE sector crosswalk

The following crosswalk displays sectors designated by the California Community Colleges Chancellor's Office aligned with sectors designated by the California Department of Education.[29]



[29] *"Industry Sector Crosswalk," California Community Colleges Chancellor's Office, accessed June 18, 2025, https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program/SWP-Archive/Events/K12-SWP-Industry-Sector-Crosswalk.*

CCCCO	CDE
Advanced Manufacturing	Manufacturing and Product Development
Advanced Transportation & Logistics	Transportation
Agriculture, Water & Environmental Technologies	Agriculture & Natural Resources
Business & Entrepreneurship	Business & Finance; Marketing, Sales & Service
Education & Human Development	Education, Child Development & Family Services
Energy, Construction & Utilities	Building & Construction Trades; Energy, Environment & Utilities
Health; Life Sciences/Biotech	Health Science & Medical Technology
ICT/Digital Media	Arts, Media & Entertainment; Information & Communication Technologies
Public Safety	Public Services
Retail, Hospitality & Tourism	Fashion & Interior Design; Hospitality, Tourism & Recreation

Definitions of SWP metrics

SWP Students—All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 and who enrolled in a TOP code that is assigned to a vocational industry sector in the selected year.

SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status—This is the number of unduplicated SWP students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or California Community colleges baccalaureate degree in a Taxonomy of Programs (TOP) code assigned to a vocational sector and who were enrolled in the district in any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code.

Median Annual Earnings—Formally referred to as Median Annual Earnings for SWP Exiting Students, median earnings is calculated following the academic year of exit among students who left the community college system and who did not transfer to any postsecondary institution.

Median Change in Earnings—Among SWP students who exited and who did not transfer to any postsecondary institution, this is the median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

Attained a Living Wage—Among students who exited college and did not transfer to any postsecondary institution, this is the proportion who attained the district county living wage for a single adult measured immediately following their academic year of exit.

Job Closely Related to Their Field of Study—Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, this is the proportion who reported that they are working in a job very closely related to their field of study.

Additional terms and definitions

Average Annual Openings—Estimated employment change and turnover for an occupation for a given year. Average annual openings are a combination of two types of data:

- **Job Growth** occurs when an employer experiences greater demand for its products and/or services and must hire new employees to increase production/output. If job growth is zero or negative, any and all openings are due to replacement needs. Data includes the new BLS "Separations" methodology in its calculation of replacement needs.
- The term **"Replacement Needs"** refers to when an employer hires replacement workers for employees who leave the workforce or change occupations. Replacement rates are derived from national 10-year, occupation-specific percentages published by the Bureau of Labor Statistics (BLS) Employment Projections (EP) program.

Student Gender, Race and Ethnicity, and Age Group—Proportion of students who were in specific categories. This report uses demographic data from LaunchBoard and DataVista collected by the California Community Colleges.[30]

[30] *"Strong Workforce Program Metric Definition Dictionary," Cal-PASS Plus, accessed June 18, 2025, https://www.calpassplus.org/Launchboard/SWP-MDD.*

[31] *"Occupation Earnings," Lightcast, accessed June 18, 2025, https://kb.lightcast.io/en/articles/7934068-occupation-earnings.*

Median Hourly Wages—Average earnings are determined by dividing the total earnings for the occupation by the number of jobs in the occupation.[31] Earnings are reported in terms of hourly income rather than annual income for all but a handful of occupations. For occupations with earnings reported annually, we divide by 2,080 (number of hours in a working year) to determine hourly earnings. Median earnings of $15/hour would mean that half of workers in that occupation make more than $15/hour, and half make less than $15/hour.

Occupational Title—A set of activities or tasks that an employee performs. Employees that perform the same tasks are in the same occupation, whether or not they work in the same industry.

Data sources

Labor Market Information—Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast's occupational employment datasets are based on final Lightcast industry data and final Lightcast 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). For more information, see https://lightcast.io/.

Living Wage—The living wage is derived from the "Self-Sufficiency Standard" provided by the Center for Women's Welfare, University of Washington, which measures the income necessary for an individual or family to afford basic expenses.

Typical Education Level, On-the-Job Training, and Educational Attainment—The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data. For more information, https://www.bls.gov/emp/documentation/education/tech.htm.

Labor Force, Employment, and Unemployment Estimates—The California Employment Development Department's Labor Market Information Division is a source of labor market and workforce data. For more information, https://labormarketinfo.edd.ca.gov/.

Educational Supply—The California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart provides information about students, courses, student services, outcomes, and faculty and staff. For more information, https://datamart.cccco.edu.

Student Metrics and Demographics—DataVista, a statewide data system supported by the Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, https://datavista.cccco.edu/.



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