



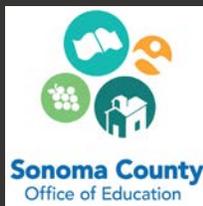
2018 EDUCATION & WORKFORCE DEVELOPMENT PROGRESS REPORT

DEMOGRAPHICS REPORT

2018



In collaboration with SCOE, the CTE Foundation, Sonoma County WIB, Sonoma State University and Santa Rosa Junior College



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Cover photo courtesy of Santa Rosa Junior College. Photo by Adrian Mendoza.



EXECUTIVE SUMMARY

May 2018

The Sonoma County Economic Development Board (EDB) is pleased to present the 2018 Education Progress Report.

This report intends to recognize and celebrate the strengths of Sonoma County's education system, while also identifying possible areas for progress and improvement. Education is integral in driving prosperity and economic progress, as well as a key indication of an individual's earning potential. It is imperative that we address weaknesses and cultivate strategies to ensure that future graduates enter the workforce with the skills necessary to succeed.

Sonoma County schools celebrate an ethnically and socially diverse population. Evidence suggests that an attainment gap among different ethnicities and different social backgrounds still persists. We can endeavor to end this as to allow all students, regardless of race or socioeconomic background, to get as much out of their schooling years as possible.

Key areas for improvement include early childhood education, and absenteeism. With targeted action, there is little reason why these areas cannot see substantial improvement in years to come. Investment may be necessary, though the high cost of education is only outweighed by the cost of failing to educate the workforce for the future.

Across all grades, Sonoma County students test well. Smarter Balanced results show students grades 3-8 achieving results in line with the state average. SAT results show students consistently exceeding state averages. This is excellent progress and contributes to the high percentage of students (36%) who are able to attend a UC or CSU institution after high school graduation.

Sonoma County, like regions across the U.S, is facing a skills gap; a shortage of workers equipped with the skills required by employers to fill positions. Though the county boasts impressive unemployment and graduation figures, there is seemingly little link between the majors that students are taking and the occupations which are expected to see vacancies. Further analysis of the skills gap will be necessary to fully understand the extent to which Sonoma County will be impacted.



36% of graduates eligible to attend UC/CSU institutions



College graduate output has increased at all levels since 2007



Sonoma County SAT results continue to exceed state averages

Thank you for your interest in the Economic Development Board's research. For additional information, questions, comments, or suggestions please contact us at (707) 565-7170 or visit www.sonomaedb.org.



Courtesy of Santa Rosa Junior College.
Photo by Adrian Mendoza.



Courtesy of Santa Rosa Junior College.
Photo by Adrian Mendoza.

DEMOGRAPHICS

DEMOGRAPHIC SUMMARY

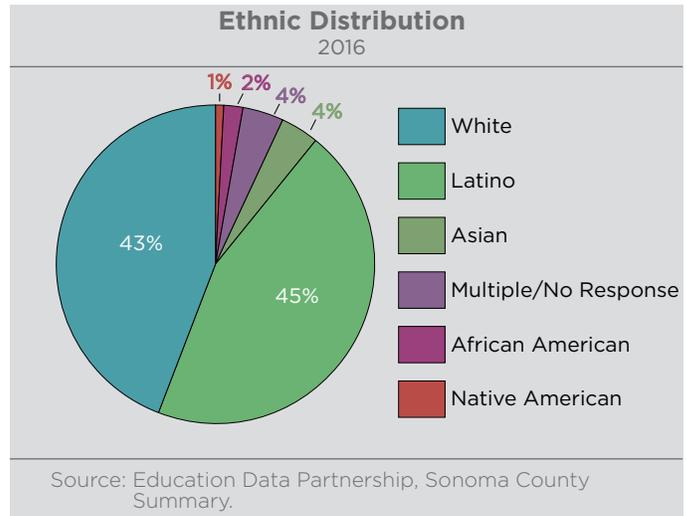
Sonoma County has one of the smallest schooling populations when compared with similar regions (16 students per 100 residents). Of the 71, 000 students enrolled in K-12 public schools, the overwhelming majority are either Hispanic/Latino (45%) or white (43%). When compared with neighboring counties, only Napa exceeds Sonoma in the proportion of Hispanic/Latino students.

As of fall 2017, a significant proportion of the schooling population was classed as socioeconomically disadvantaged (46%). 34% of students were eligible for free or reduced-price meals, a small decrease on the year previous. While low, these students were not spread evenly among county schools. Kaisha Elementary, Roseland, Horicon Elementary and Fort Ross Elementary all had student populations where at least 70% qualified for free lunches.

EdData states that 1,085 students were registered migrants during the same academic year, while 839 were registered homeless. A further 373 met the definition of foster youth when enrollment counts were taken. Each of these individual circumstances will undoubtedly have an effect upon the student’s overall educational attainment, and it is therefore important to monitor the progress of disadvantaged students in order to provide them with as much support as possible.

LANGUAGE

A rapidly increasing Latino population between 2011 and 2016 has contributed to a steady increase in the number of students classified as English Learners over the past five years. Though Spanish remains the most widely spoken language other than English at home, small numbers of students also speak Mandarin, French and Khmer as their first language, and resultantly, 22% of all students in 2017 were deemed English Learners. During said year, however, 1,925 of these students were re-designated Fluent English Proficient.



COUNTY-WIDE FACTS



40 School Districts

- 31 Elementary
- 3 High School
- 6 Unified



183 Public Schools

- 110 Elementary
- 27 Middle/Junior High
- 19 High Schools
- 19 Alternative Schools
- 8 Independent Study Schools



7,417 Schooling Staff

- 401 Administrators
- 3,733 Teachers
- 465 Pupil Services
- 967 Teaching Assistants
- 1,851 Other



K-12 Budget

\$910,443,566

INSTITUTIONS

CHOICE

Sonoma County offers a wide array of educational choices in both the public and private sectors.

Charter Schools

These are publicly funded independent schools, established by teachers, parents or community groups under the terms of a charter with a local or national authority.

Parochial Schools

Private schools supported by a church or parish.

Independent Schools

Truly independent schools in mission, governance, finance, admissions, curriculum and instruction.

Home Schooling

An alternative option for families who would prefer to educate their children at home.

PRIVATE SCHOOLS

According to the California Department of Education, Sonoma County is home to at least 40 private schools, providing another option for education to a further 4,900 students. The Department of Education lists only those schools that have more than six students enrolled. For this reason, the number of private schools, along with the number of privately educated students may be higher.

Of these institutions, half are religiously affiliated, with most being Roman Catholic. Sonoma County private schools benefit from a student to teacher ratio of 10:1. Only a third of these private schools offer special education.

FURTHER EDUCATION

Within 50 miles of the county, there are 14 institutions offering a variety of post-secondary options to students. Within the county, there are six institutions offering degree programs from the associate level through to graduate.



Santa Rosa Junior College

Serving more than 28,000 students each year, SRJC offers Associate degree programs in more than 100 majors.



Sonoma State University

SSU offers Bachelor's degrees in 46 majors and 47 minors, and a further 15 at the Master's level. There are also further certificate opportunities.



Empire College

Offers a variety of vocational classes and certificate programs through its Business and Law schools.



Meridian University

Based in Petaluma, Meridian offers graduate degrees in business, psychology and education.



University of Northern California

Specializing in biomedical engineering and technology, UNC offers opportunities for graduate study.



Bergin University of Canine Studies

Offers Certificate programs, Associate's, Bachelor's and Master's degrees specifically in canine studies.

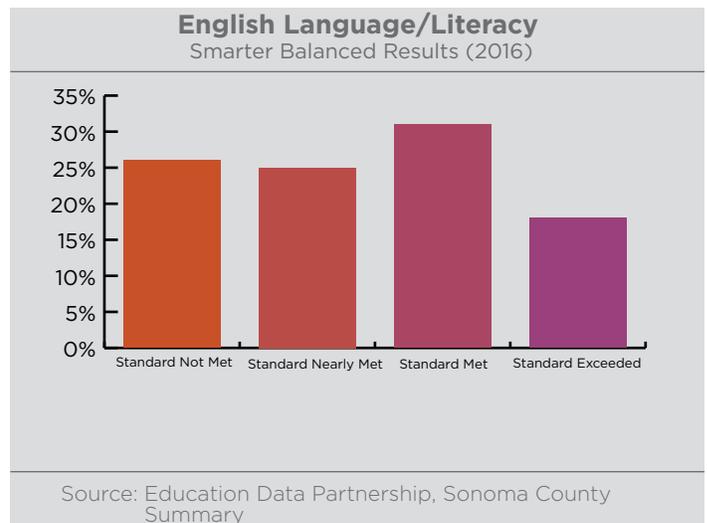
PERFORMANCE INDICATORS

COMMON CORE STANDARDS AND SMARTER BALANCED ASSESSMENT

Beginning in 2012, all California public schools began the transition process of implementing the Common Core State Standards. Common Core is a national initiative that establishes educational standards for grades 3 to 8. These new standards have presented a challenge to students, pushing them to think deeper, more critically and apply their knowledge better.

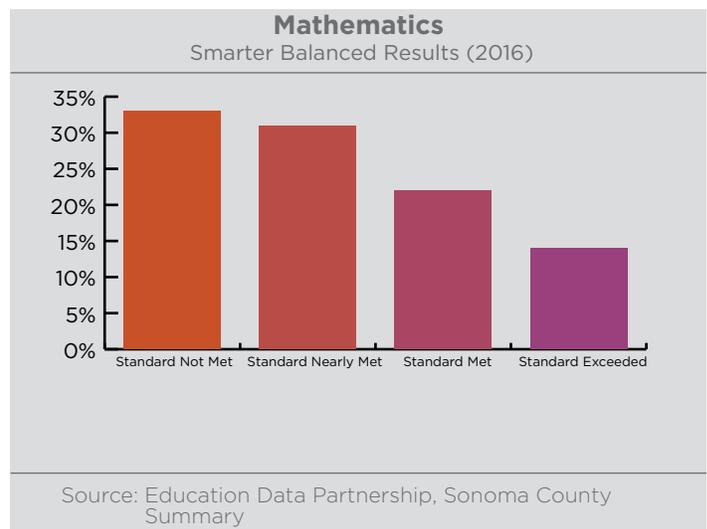
California has joined with the Smarter Balanced Assessment Consortium to test students in a way that allows them to better demonstrate what they know. Classic testing strategy normally involves marking students down for what they do not know. A computer-adaptive format customizes a student’s test questions, becoming more difficult when a student answers correctly, and easier when a student answers incorrectly. Additional support is available for test takers with special needs and those who are English Learners, helping mitigate testing difficulties for both groups. Higher Education leaders in California have stated that the state’s “implementation of the Common Core standards and aligned assessments has the potential to dramatically improve college readiness and help close the preparation gap that exists for California students”.

In 2016-2017, Sonoma County students fared better at English than at Mathematics. Nearly half the students who took the English Language Arts (ELA) test met or exceeded the standard. This falls in line with the state average of 49%. The percentage of students meeting or exceeding the Mathematics standard was much lower at 36%. This fell slightly below the state average of 39%. Sonoma County must endeavor to target those ‘nearly meeting’ the standard in both subjects to push them into the category above.



“THIRD GRADE READING ACHIEVEMENT IS THE MOST IMPORTANT PREDICTOR OF HIGH SCHOOL GRADUATION AND CAREER SUCCESS. STUDENTS WHO CANNOT READ ON GRADE LEVEL BY THE END OF THIRD GRADE ARE FOUR TIMES MORE LIKELY TO DROP OUT OF SCHOOL THAN THEIR PEERS WHO ARE PROFICIENT READERS”

- THE ANNIE E. CASEY FOUNDATION



EARLY CHILDHOOD EDUCATION

Research demonstrates that appropriate, high quality early childhood programs correlate positively with a child’s cognitive and social development in both the short- and long-term. In this respect, early childhood education can be considered an investment in the child and the community. In 2015, President Obama remarked that for every dollar invested in high-quality early childhood education, there is a \$7 dollar return in reduced teen pregnancy, improved graduation rates, improved performance in school and reduced incarceration rates.

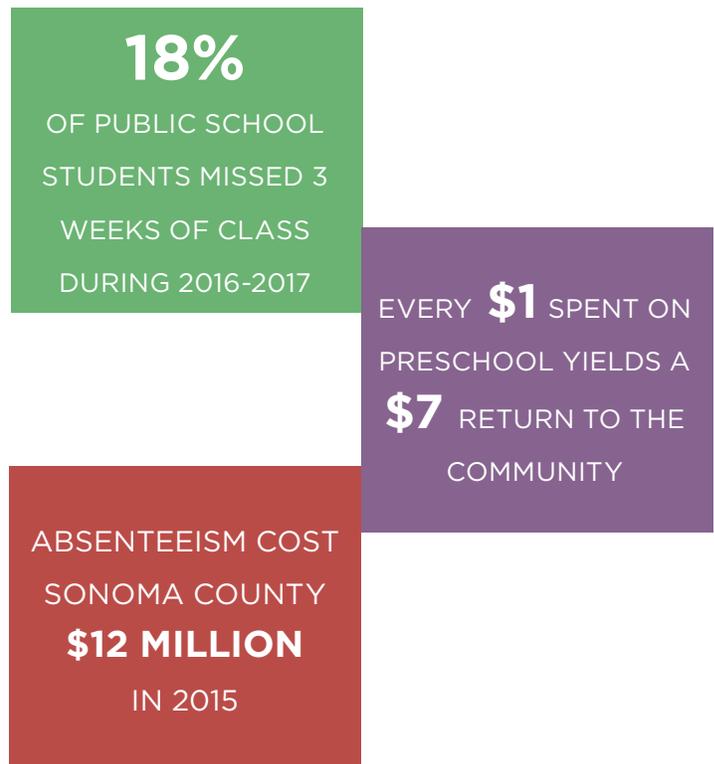
Though sources disagree with the legitimacy of this claim, two prominent studies into the effectiveness of early childhood education appear to support the 7:1 ratio. Researchers found that a dollar investment in students that participated in the Perry Preschool Program in Ypsilanti, Michigan yielded a \$7 return. Follow-up analysis found that the cost-benefit ratio rose to \$16 for every \$1 spent. It should be noted, however, that this program specifically targeted African-American students. The Child-Parent Centers in Chicago found similar results, estimating a return of \$11 for every dollar.

Despite predicted benefits, 60 percent of Sonoma County children enter Kindergarten underprepared. This figure increases to three quarters with regards to children from Spanish-speaking households. The study, commissioned by First 5 Sonoma County, found that the majority of these students struggled with staying focused, controlling their impulses and recognizing shapes and colors. Whether the child had previously been enrolled in preschool consequently played a significant role in their school readiness.

ABSENTEEISM

According to the U.S. Department of Education, more than 18 percent of Sonoma County public school students missed at least three weeks of class during the 2016-2017 academic year. This is a worrying 8% greater than the statewide average. Several Sonoma County schools were recorded as having much greater levels of absenteeism, including some of the region’s largest campuses. Students who miss more than three weeks of school per year are deemed ‘chronically absent’. In terms of ethnicity, all groups recorded levels of absenteeism greater than the state average, however American Indian (34.4%), African American (25.2%) and Pacific Islander (25.1%) were all significantly greater.

Absenteeism is not only detrimental to a child’s educational attainment, it leads directly to less money for the schools themselves. Santa Rosa City schools can lose up to \$50 a day per absent student. In 2015, Sonoma County schools lost an estimated \$12 million in revenue as a result of student absences.



STATE OF HISPANIC EDUCATION

As stated previously, Hispanic students are the largest demographic of Sonoma County’s schooling population (45%). Given the large percentage of Hispanic students, it is important to examine how proficient they are in reading and math. At both the elementary and the secondary level, an achievement gap is evident when compared with White students’ results.

ELEMENTARY ACHIEVEMENT GAP

On grade 3 literacy tests, only 30% of Hispanic students scored at or above the standard in 2016, compared to 60% of White students. Low literacy test scores may be indicative of English being a second language for many of the students. On grade 3 math, 32% of Hispanic students scored at or above the standard, compared to 58% of White students.

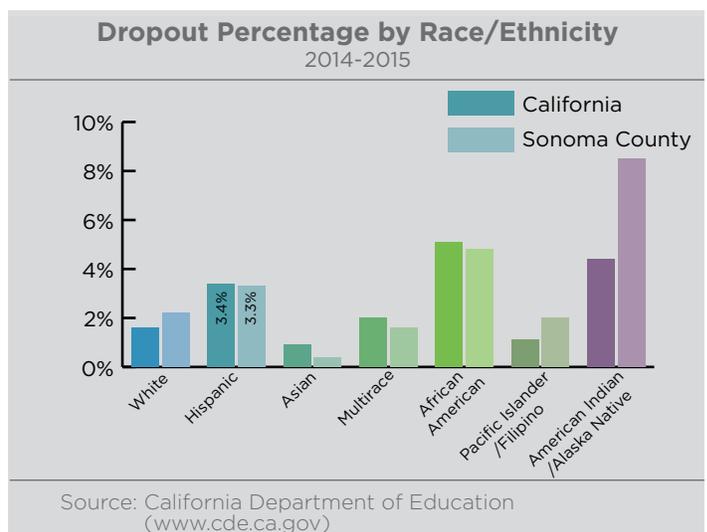
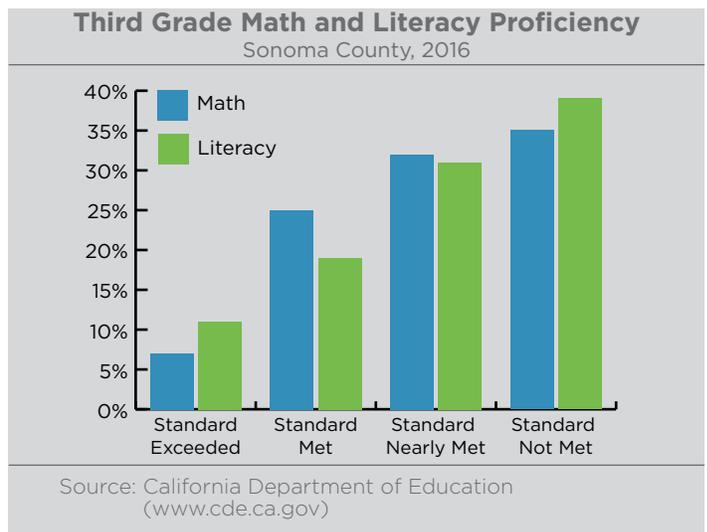
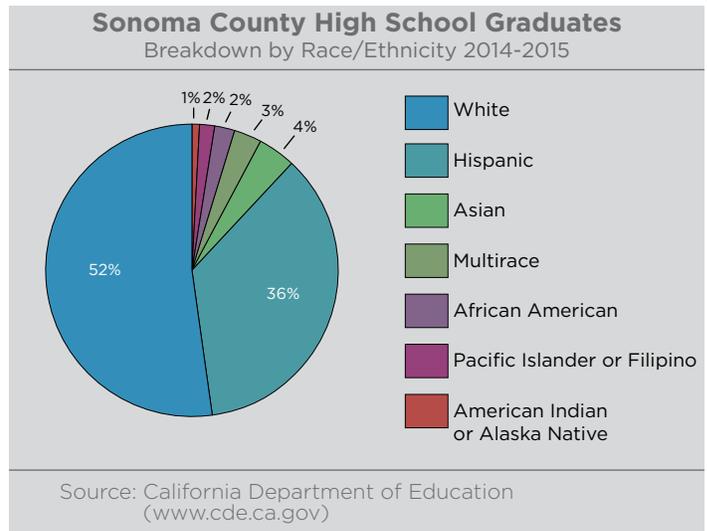
SECONDARY ACHIEVEMENT GAP

Similar gaps remain several years into the students’ education. On grade 11 literacy tests, 46% of Hispanic students scored at or above the standard. This is 28 percentage points less than White students. On grade 11 math tests, 19% met or exceeded the standard, compared to 46% of White students.

DROP-OUT RATES

Achieving skilled employment and earning a high income are not contingent upon a four-year university degree, though both are becoming increasingly harder to obtain for those without a high school diploma or equivalent qualification. As of 2015, the annual adjusted dropout rate for Hispanic students was 3.3%.

Maintaining a downward trend in dropout rates will be vital for the economic competitiveness of the ever-increasing number of Hispanics entering the workforce. Improving Hispanic attainment at all levels, from grade level exams, to high school graduation, through to university acceptance will not only aid Hispanics in gaining the competitive and productive careers of their choice, but will improve the productivity of the workforce as a whole.



Further investment into improving education for Hispanic students is therefore a key part of this.

GRADUATION RATES

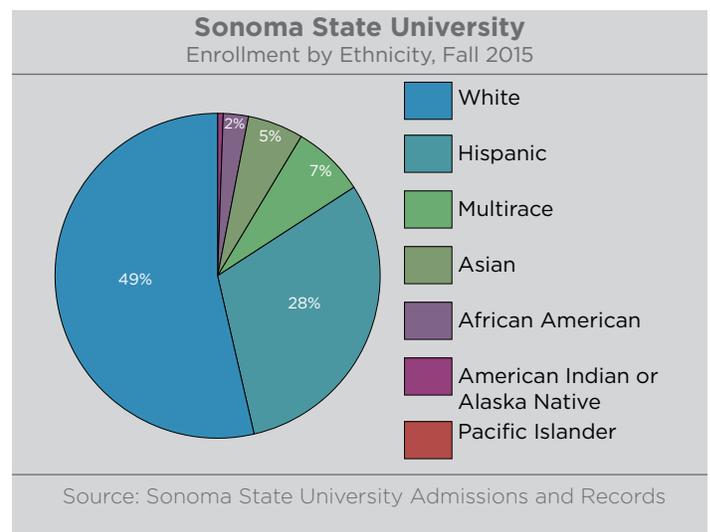
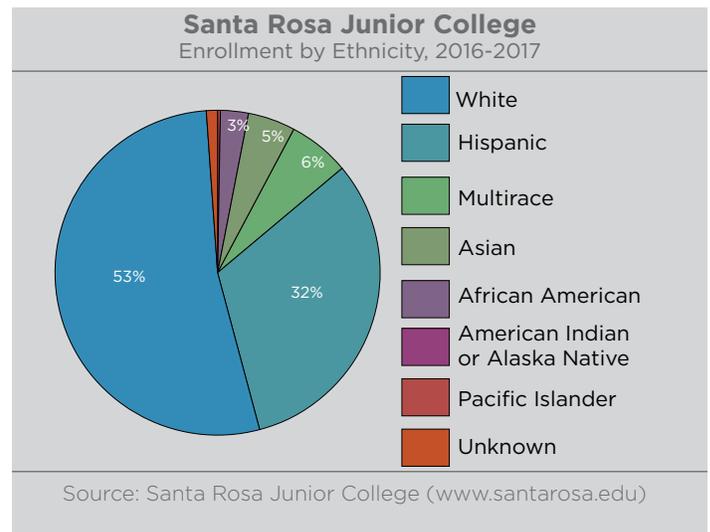
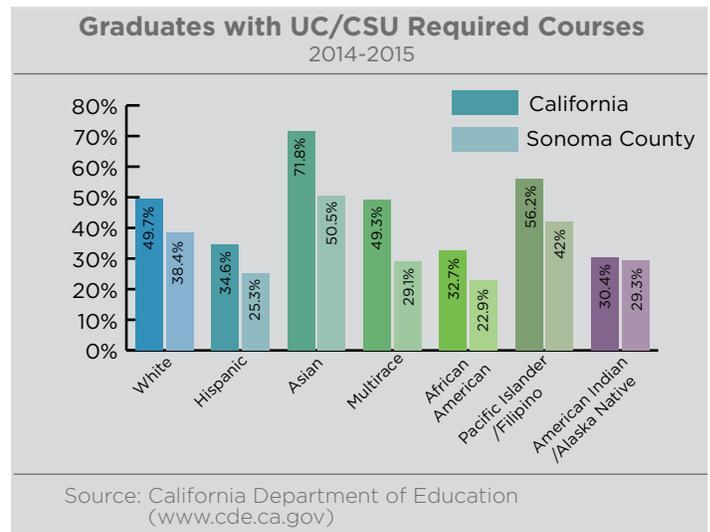
Graduation rates among Sonoma County Hispanics are continuing their promising trend. In 2015, 52% of Sonoma County graduates were White, compared with 36% Hispanic. This is up 24% from 5 years ago. In the same year, 25% of Hispanic graduates achieved grades sufficient enough to be accepted onto a four-year university program. Statewide, 35% of Hispanic graduates achieved this standard.

ENROLLMENT IN FURTHER EDUCATION

During the 2016-2017 academic year, 32% of the student body at Santa Rosa Junior College was Hispanic. White students continue to dominate SRJC, making up over half of the student population. As of Fall 2015 at SSU, There were almost double the number of white students to Hispanic students.

EDUCATIONAL ATTAINMENT

According to 2016 U.S Census data, 12.5% of Hispanics over the age of 25 have attained a Bachelor's degree or higher, a small rise on the previous year. In comparison, 40% of those over the age of 25 who identify as solely white attained the same level of education. On average, 34% of Sonoma County residents have achieved a Bachelor's degree or higher, a statistic that falls slightly above the national average. It is clear from this that there is huge need for further investment in Hispanic education.



COLLEGE READINESS

GRADUATION RATES

The importance of graduation rates cannot be downplayed. In the first instance, graduation rates represent an accessible and comparable measure of educational attainment, with many job openings requiring at least high school completion. Educational attainment is often a strong indicator of future earning potential. Having graduated high school, an employee is likely to have acquired at least a basic set of soft, transferable skills, all necessary for success in the workplace.

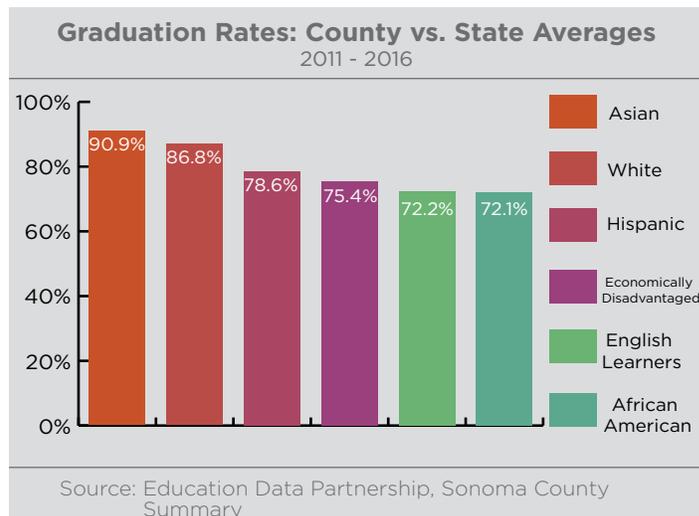
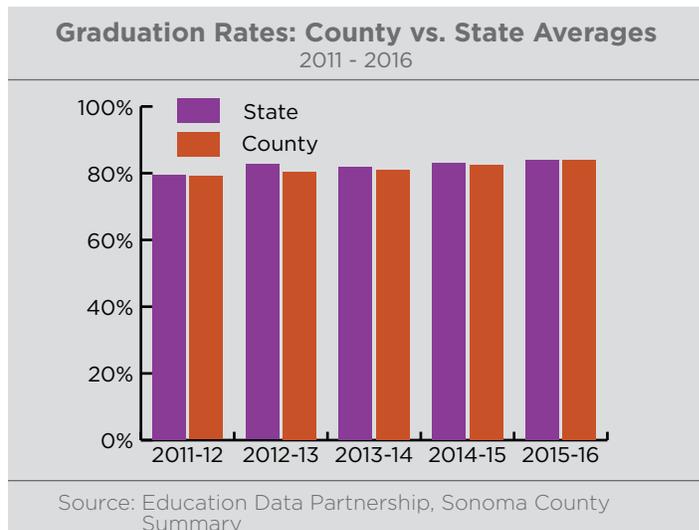
Graduation rates have risen more than five percentage points over the past five years. At 89 percent, Sonoma County has among the highest rate of high school completion within four years when compared to neighboring Marin, Contra Costa, Lake, Napa, Alameda and Mendocino Counties.

As touched on previously, an achievement gap is evident among students of differing ethnic and social backgrounds. Though narrowing, this gap still persists. While graduation rates for White and Asian students grew by 4 percent over the last four years, rates rose by more than 10% for Hispanic, African American and Economically Disadvantaged students, as well as English Learners. It is hoped that with time, investment, and more targeted efforts, these students will be able to catch up to the levels attained by White and Asian students.

DROP-OUTS

Data from the previous academic year shows that Sonoma County's dropout rate has dipped below that of the state average. At 10.3%, this is a promising trend.

The Sonoma County Office of Education (SCOE) has a number of programs in place for mitigating the effects of expulsion or severe disengagement with school. Alternative schools provide small school settings for referred students who are experiencing difficulties in traditional schools, offer home and independent study alternatives, and deliver daily instruction for incarcerated



youth and juvenile wards of the court. In 2017, SCOE recognized 24 students who earned their high school diplomas through the program.

SAT REASONING RESULTS 2016

In the 2015-2016 academic year, 1,909 students took the SAT reasoning test. On average, Sonoma County students significantly exceeded both state and national averages in all three tests.

Though taken by significantly fewer students, those that chose the ACT also exceeded state averages.



WHERE NEXT?

Upon High School Graduation, 36% of 2016 Sonoma County graduates were eligible to attend either a University of California (UC) or a California State University (CSU) institution. This figure has risen 9 percentage points since 2010.

In the 2015-2016 academic year, 40% of Sonoma County graduates enrolled in Santa Rosa Junior College, 16% enrolled at Sonoma State University (SSU) and 6% enrolled with a UC institution.

PREPAREDNESS

Though 36% of students completed coursework making them eligible to apply directly to a UC/CSU institution, evidence suggests that students lack basic literacy and numeracy skills necessary for success at a four-year institution.

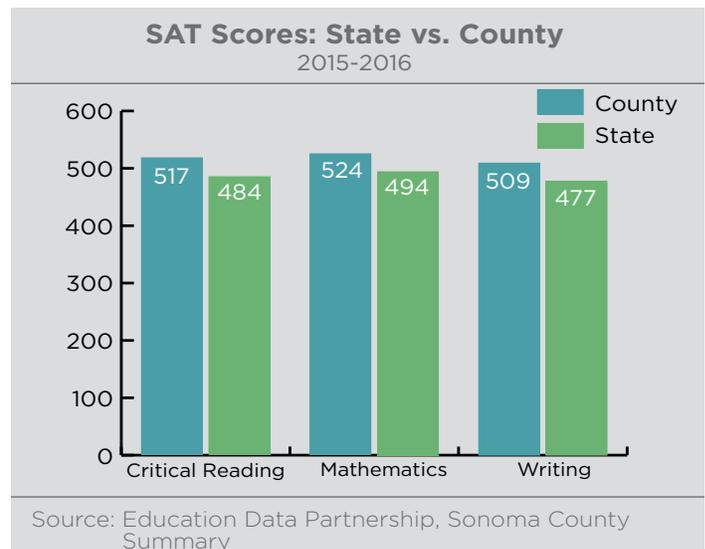
Of those meeting us/CSU requirements, 40% of CSU freshmen and 23% of UC freshmen are required to take developmental/remedial math and/or English classes.

With regards to community college students, 80% of freshmen enroll in at least one developmental course in Math, English or both.

FINANCIAL AID AND SCHOLARSHIPS

Though Sonoma County students benefit from being academically eligible to apply to a number of further education institutions, financial hurdles can prevent many from being able to pursue the path of their choosing. Financial aid is critical for many students in considering college as a viable option. With rising tuition fees, it is becoming increasingly common for students to seek financial aid from several separate sources, be that the federal or state governments, colleges and universities, family or private organizations.

To further exacerbate the situation, Sonoma County students must contend with rising rent costs and limited supplies of student accommodation. This has exacerbated since the October 2017 wildfires. A student's decision to go to college must therefore include the added



expenses brought about by simply living in the Bay Area.

Santa Rosa Junior College

Community Colleges offer an alternative route to post-secondary education. Commonly, students can study at a Community College for two years and transfer to a four-year institution upon graduation. SRJC has experienced a 78% increase in tuition fees since 2000, though California Community Colleges still remain some of the most inexpensive in the nation.

Sonoma State University

Since 2007, SSU tuition fees have risen by 97%. Though this rise has stabilized, financial aid has become a primary payment method for many students. Recent figures show that 41% of SSU students received some form of grant or scholarship, equating to \$29.5 million in total aid and averaging \$8,528 per student. 32% of students received Pell Grants (federal) totaling \$4,196 per student. 41% of students were in receipt of federal student loans, with an average of \$6,502 dollars per student. These statistics do not account for those students who have taken out private loans, or loans from their parents, thus the average amount that SSU students borrow may be significantly higher.

GRADUATE OUTPUT

CERTIFICATION

Sonoma County has seen steady growth in college graduate output, primarily in the number of students awarded Associate’s and Bachelor’s degrees. Despite this, Sonoma County has seen a 3% decline in the number of students enrolled in college since 2011. Therefore, while fewer students are enrolling in further education in Sonoma County, those who are are yielding better results. Between 2007 and 2017, the number of Associate’s degrees conferred by Santa Rosa Junior College (SRJC) increased by 79%, now hovering around a similar level to that of the number of Bachelor’s degrees awarded annually. At both the Associate’s and Bachelor’s level, growth in Sonoma County’s educational output has far outpaced the U.S average.

MAJOR OUTPUT

Santa Rosa Junior College (SRJC)

Sonoma County’s largest post-secondary institution, SRJC offers Certificate programs and Associate’s degrees in 100 different majors, many specifically designed to transfer to a four-year institution. In terms of numbers awarded, the top Certificate fields for 2015 were:

1. **Public Safety** (1,276)
2. **Health Care** (886)
3. **Mechanics and Repair Technicians** (290)
4. **Business** (191)
5. **Human Sciences** (120)

Between 2012 and 2016, the most popular Associate’s majors in terms of average number completed annually were:

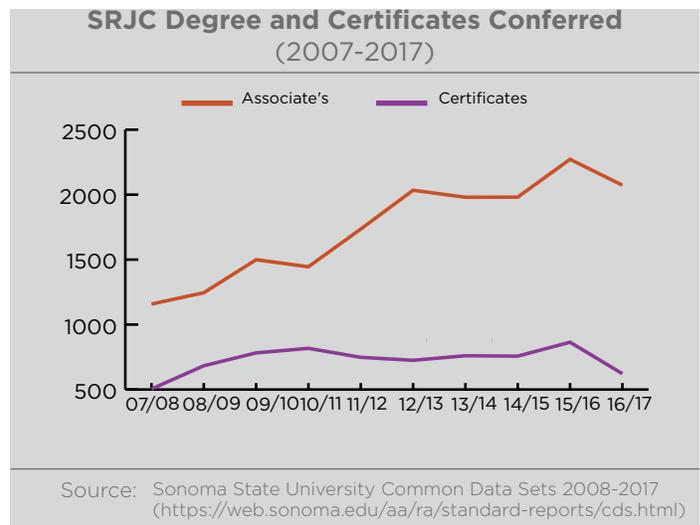
1. **Criminal Justice/Police Science** (avg. 886 degrees per year)
2. **Emergency Medical Technology** (avg. 684 degrees per year)
3. **Social Sciences (General)** (avg. 428 degrees per year)

4. **Automobile/Automotive Mechanics** (avg. 245 degrees per year)

5. **Fire Prevention and Safety** (avg. 238 degrees per year)

In recent years, Biology and Physical Sciences have begun to overtake Fire Prevention and Safety.

Almost all departments at SRJC noted having seen an increase in the number of degrees administered since 2008, suggesting a greater degree of diversity among major choices. Despite this, many majors remain unpopular with students. The Art, Counselling, and Industrial Trade and Technology departments have all seen the greatest losses.



Sonoma State University (SSU)

Sonoma State University offers degrees in 46 majors and 47 minors at the Bachelor’s level within the fields of Social Science, Science and Technology, Arts and Humanities, Business and Economics, and Education. In 2015, SSU’s most popular degrees were:

1. **Business** (357)
2. **Social Sciences** (245)
3. **Psychology** (197)



Between 2012 and 2016, in terms of average degrees conferred annually, the most popular majors at SSU were:

1. **Business Administration** (avg. 416 degrees per year)
2. **Psychology** (General) (avg. 185 degrees per year)
3. **Liberal Studies** (avg. 149 degrees per year)
4. **Sociology** (avg. 138 degrees per year)
5. **Registered Nursing** (avg. 112 degrees per year)

According to 2017 data provided by Sonoma State, Early Childhood Education is becoming an increasingly popular option among students.

At the Master's level, SSU awards the most degrees in the fields of:

1. **Education** (63)
2. **Business** (58)
3. **Health Care** (29)
4. **English** (9)
5. **Psychology** (7)

WHERE NEXT?

Santa Rosa Junior College

Upon completion, a significant number of SRJC students opt to transfer to a four-year institution. While students go on to a large number of different institutions, the majority of students choose to stay within California. Traditionally, transferring to a California State Institution (CSU) has proven the most popular choice, with significant numbers of students favoring those institutions closest to Sonoma County such as:

Sonoma State University

San Francisco State University

California State University, Sacramento

A large percentage, however, continue their education at a University of California institution (roughly a quarter of the amount who opt to attend a CSU campus). Popular choices include:

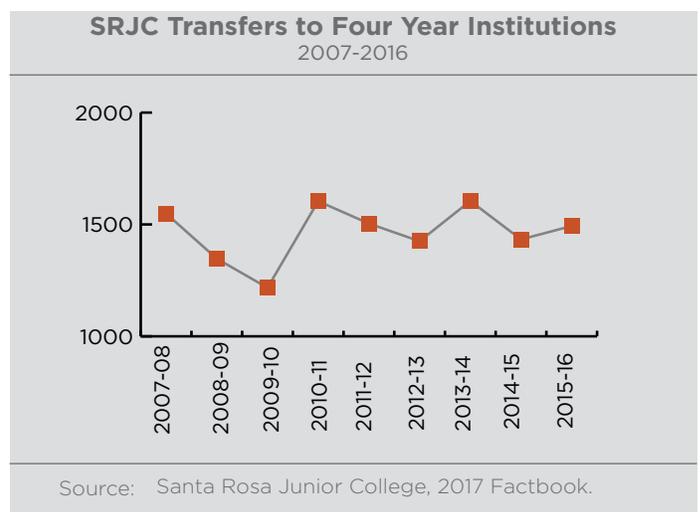
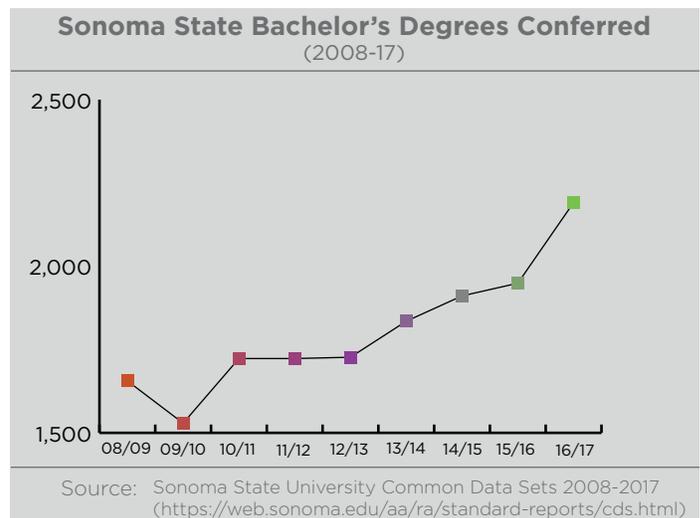
University of California, Davis

University of California, Berkeley

University of California, Santa Cruz

Sonoma State University

Sonoma State currently does not track the occupations which their students go on to pursue, nor whether they continue their education, though is looking into ways to get this information in the future.



OCCUPATIONAL OUTLOOK

WHAT IS A 'SKILLS GAP'?

Employers often cite 'a lack of available talent' as being a primary difficulty they face when recruiting. 'Skills gaps' occur when prospective applicants do not possess the skills required by employers, leaving positions unfilled for extensive periods of time. Evidence suggests that, like many regions across the U.S, Sonoma County is no exception.

According to the EDB's 2017 Workforce Development Survey, 83% of employers reported having difficulty hiring, an increase of nearly 20% on the previous year. Insufficient numbers of applicants was cited as the primary cause of this (73%), with lack of relevant work experience (61%) and unwillingness to accept offered wages (40%) also being noted. Strong applicants are increasingly able to negotiate their terms of employment, as employers face being unable to fill the position if they do not agree to the applicant's wishes.

Nationally speaking, 35% of occupations will require a Bachelor's degree by 2020. According to the 2016 U.S census, 33% of Sonoma County residents over 25 years of age possess a Bachelor's degree. With increasing numbers of Sonoma County students attaining post-secondary degrees, it would not be wrong to suggest that this target will be met. Despite this, there is often no direct link between employment needs and what skills graduates possess upon college completion.

A five-year projection has been used when investigating Sonoma County's occupational outlook, as it roughly equates to the time within which one student cohort will begin and complete a four-year degree. By looking at where we are now and comparing this to what the job market will look like in five years' time, it is hoped that current and soon-to-be freshmen will be able to make more informed decisions about their career paths based upon the knowledge of what opportunities will be available to them upon graduation. This may include undertaking internships, finding part-time employment,



or even altering their major as to ensure efficient and timely integration into the labor market.

INDUSTRIAL OUTLOOK

Studies predict that Sonoma County will see a 7% increase in the number of job openings between 2017 and 2022. This equates to 15,680 new jobs within the five-year period. California, as a whole, anticipates the same amount of growth, which is 1% greater than predicted national growth. Job growth is anticipated in most industry clusters, with the following seeing the greatest percentage increases:

- 1. Healthcare and Social Assistance (14%)**
- 2. Real Estate and Rental Leasing (9%)**
- 3. Accommodation and Food Service (9%)**

Similarly, the industries expected to add the most jobs between 2017 and 2022 are, in order:

- 1. Healthcare and Social Assistance (4,875)**
- 2. Accommodation and Food Services (1,905)**
- 3. Retail Trade (1,275)**

The few industries predicted to decline, ranked in order of jobs lost, include:

1. **Transport and Warehousing (-103)**
2. **Agriculture (Fishing, Forestry and Hunting) (-102)**
3. **Mining and Extraction (-7)**

OCCUPATIONAL OUTLOOK

According to Emsi data, the largest occupations in Sonoma County in 2022 will be:

1. **Cashiers (6,395 jobs)**
2. **Retail Salesperson (5,327 jobs)**
3. **Waiters and Waitresses (5,333 jobs)**

The occupations adding the most jobs to the workforce between 2017 and 2022 are projected to be:

1. **Personal Care Aides (904)**
2. **Food Prep. and Serving Workers (510)**
3. **Waiters and Waitresses (402)**

The occupations predicted to see the greatest percent growth are as follows:

1. **Chemical Plant and System Operators (+64%)**
2. **Home Health Aides (+50%)**
3. **Chemical Equipment Operators and Tenders (+48%)**

Openings by Typical Entry Education Level

Between 2017 and 2022, 74% of all total job openings (replacement jobs plus newly created jobs) will only require applicants to have achieved a high school diploma or equivalent. 37% of the total job openings will require no formal education credentials.

Openings by Median Hourly Income

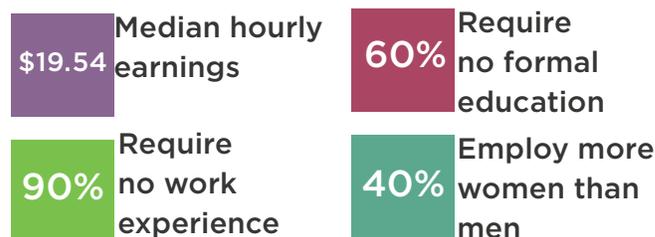
68% of all job openings between 2017 and 2022 will pay between \$0 and \$20. At \$27.33, this

equates to a substantial number of Sonoma County workers earning below the California average hourly wage.

Though there is nothing to say that one's major choice should match the career that they plan on pursuing, it is a reasonable indication of the direction students are leaning towards. Particularly with regards to the social sciences, it is becoming increasingly difficult to assign an obvious career path to a student's choice of major. As Sonoma County's unemployment remains low, students who lack the skills required by employers upon graduation will struggle to transition into the workforce and consequently may be forced to look outside of the county for a job. Indeed, students acquire transferable skills during the course of their education, though without an alignment of genuine knowledge in their field of work and study, students may struggle to find employment efficiently after graduation.

Furthermore, the job opportunities that will be available in 2022 suggest that those students who do pursue a Bachelor's degree will be vastly over-qualified. With many jobs being created in the retail and food and beverage serving sectors, many individuals may find themselves having to take positions with low hourly rates of pay and requiring little-to-no prior experience. The salaries associated with these careers alone are not enough to sustain a life in Sonoma County, and again, residents may be forced to look outside of the county for work.

Of the 20 occupations employing the most people between 2017 and 2022:



SONOMA COUNTY WORKERS

Age

Sonoma County workers are a similar age to the national average. With a median age of 41, there is less than a year's difference between the typical Sonoma County worker and the U.S worker. The county has seen a marked change in its demographic make-up over the last decade, with the percentage of residents under the age of 24 decreasing by 5%. With a 49% increase in the number of residents over the age of 60, Sonoma County has an active labor force whereby 28% are over the age of 55.

Workforce and participation

As of December 2017, Sonoma County's labor force stood at 260,000 workers. Of this, 252,000 are employed, leaving 7,400 unemployed. Sonoma County's unemployment rate therefore stands at 2.8%. Comparatively, this is significantly lower than both the U.S rate of 4.1% and the California average of 4.9%. Though promising, unemployment rates do not include discouraged workers who left the labor force during the recession and who are no longer actively seeking work. The 2017 labor force participation rate of 65% continues to be below pre-recession levels, which peaked at 68% in 2009. The decreasing labor force participation rate indicates that workers who left the labor force during the recession have not yet returned, despite a strong economic recovery.

Race

Sonoma County's workforce continues to be dominated by white workers. At 64%, this is slightly above the U.S average of 61%. Latino workers make up 26% of the workforce, the same proportion as the national average. Though the proportions of other ethnicities, including Native Hawaiian and Pacific Islander, Asian and American Indian and Alaskan, are roughly in line with U.S averages, Sonoma County has a significantly smaller population of Black/African American workers.

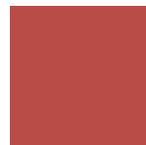
Working from Home

7.3% of Sonoma County residents work from home. Between 2011 and 2016, this figure grew by 15%.

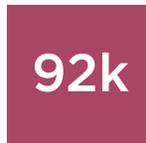
Foreign-Born Residents

Sonoma County has a high proportion of residents who were born abroad. At 17%, this is more than the national average. Of them, only 7% are US citizens, the remaining 10% being foreign-born without citizenship.

BY THE NUMBERS



Fewer millennials than comparable regions.



Sonoma County residents are 65 years and over. This is **1/5th** of the population.



of the Sonoma County active labor force are 'nearing retirement'.



Median age of Sonoma County workers.

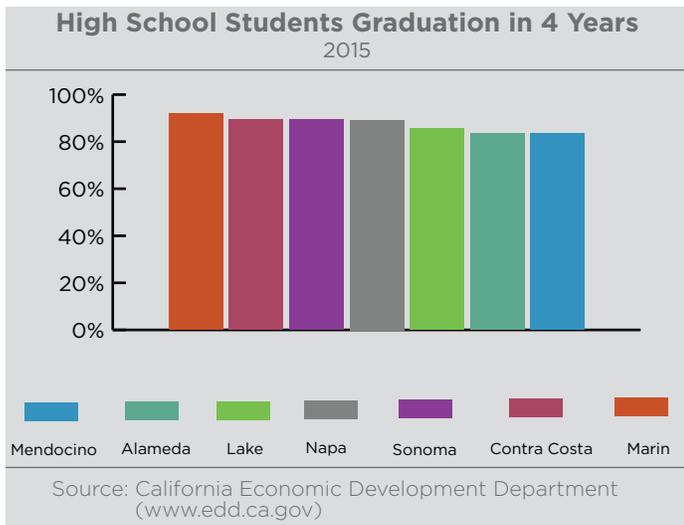


Unemployment rate as of December 2017.

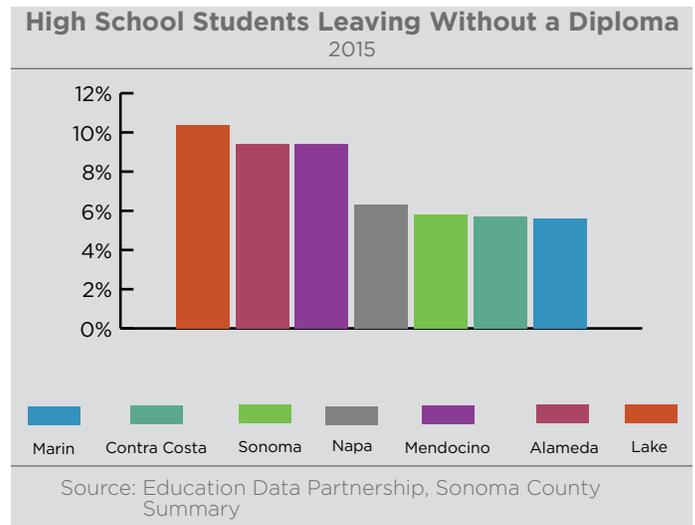


of the population were born abroad.

HOW COMPETITIVE IS SONOMA COUNTY?

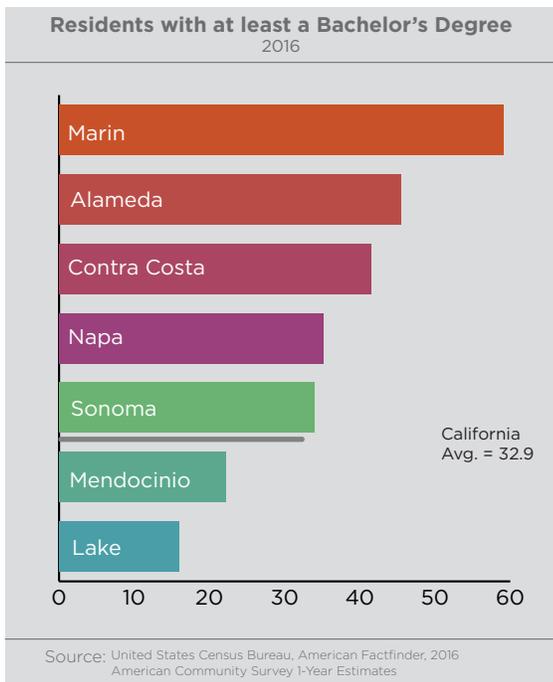


At 89 percent, Sonoma County has among the highest rate of high school completion within four years when compared to its neighbors.

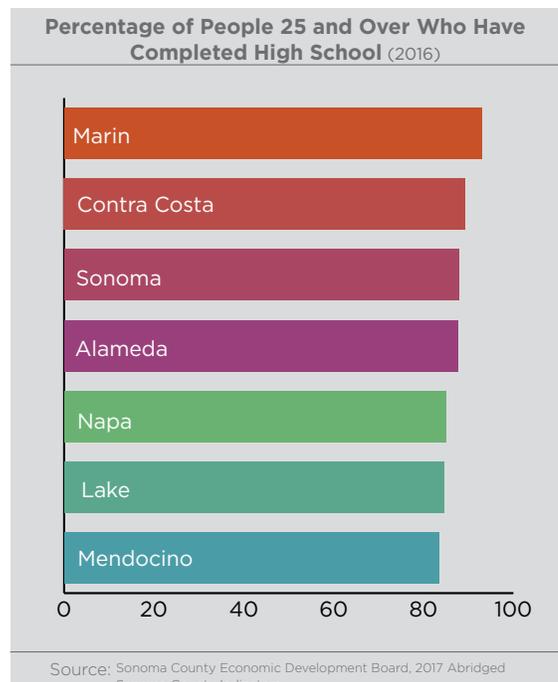


Similarly, Sonoma County has comparably low rates of students leaving high school without a diploma or GED.

POST-SECONDARY ATTAINMENT



Though Sonoma County exceeds the state average, it has one of the lowest percentage of residents with at least a Bachelor's degree in the North Bay (34%).



Sonoma County fares similarly to its neighbors with regards to the percentage of people over age 25 who have completed high school (88%).

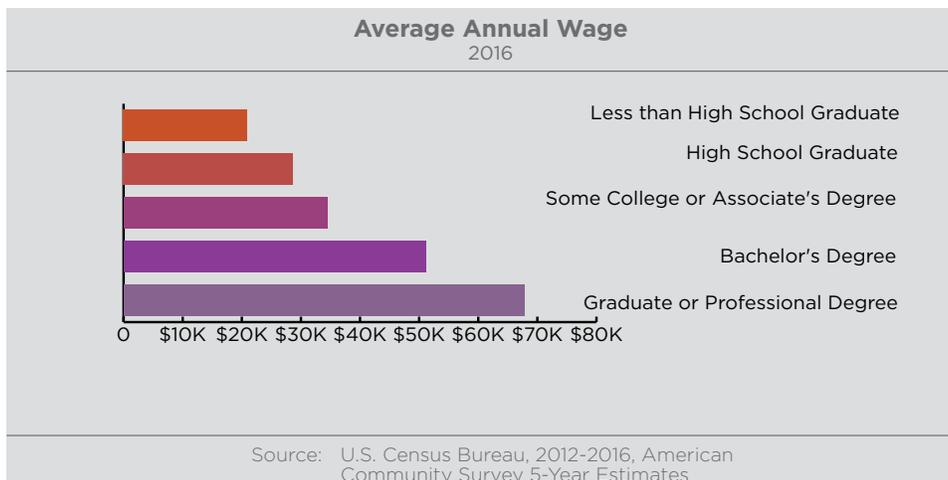
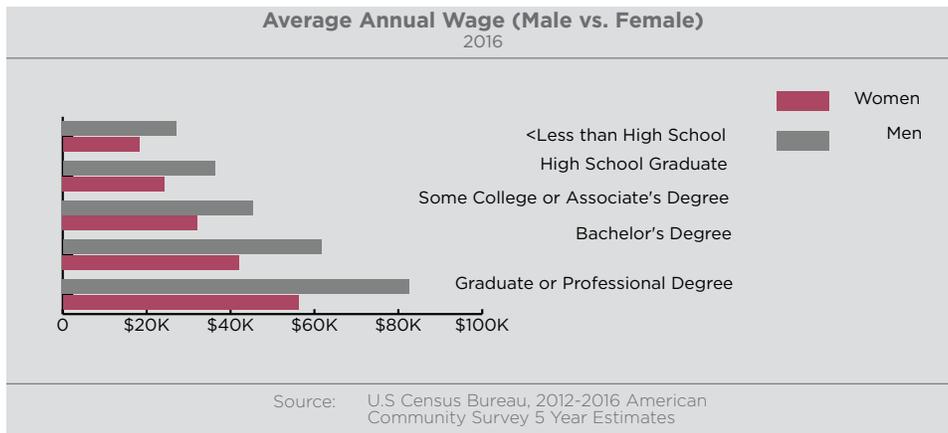


EDUCATION AND EARNING POTENTIAL

As stated previously, educational attainment is a clear determinant of future earning potential. The average Sonoma County resident can expect to earn \$36,810 annually, however, when broken down by educational attainment, statistics show that there is a substantial \$47,000 annual difference between those who do not graduate high school and those who pursue graduate or professional degrees.

This is not at all surprising, as jobs that require higher levels of training will naturally pay more. What is surprising, however, is the disparity in earnings between men and women. In 2016, a Sonoma County man, who attained a high school diploma only, can expect to earn on average 19% more than a woman who attended some college or attained an Associate’s degree. For people who did not graduate high school, men, on average, earn 56% more than their female counterparts. These men also earn more than the women who do graduate high school but do not pursue any further education. At the other end of the spectrum, Sonoma County women in possession of a Master’s degree or higher earn 33% less than men with the same level of qualification.

Between 2010 and 2016, there is little notable change in these statistics, suggesting the perseverance of pay gaps.



CAREER TECHNICAL EDUCATION

CTE IN SONOMA COUNTY

The CTE Foundation was started in 2012 with the intention of aligning education and industry to strengthen economic development and student achievement. By enhancing and expanding career technical education programs, the Foundation envisages a county whereby students have rewarding careers that strengthen their lives, our community and the economy.

HOW?

CTE aims to integrate core curriculum with hands-on, industry-related project work and skill-building exercises to connect academic work to the real world. It provides an environment to learn and practice skills needed in the workplace, such as critical thinking, creativity, collaboration, communication and career-specific skills. CTE gives students the opportunity to observe and apply classroom learning via industry engagement, job shadows, industry-mentored projects and academic internships. By fostering high school and post-secondary partnerships, clear certification and degree pathways are set for students.

EXAMPLES OF CURRENT PROGRAMS

The CTE Foundation offers grants to schools for programs consistent with the above goals.

Current programs include:

- Automotive Repair Technology
- Sustainable Organic Food Systems
- Computer-Aided Design/ Construction Tech
- Farm-to-Table
- Principles of Engineering
- Viticulture
- Food Science and Technology
- Power Mechanics.

CAREER TECHNICAL EDUCATION



FOUNDATION SONOMA COUNTY

BY THE NUMBERS

98

New or improved CTE programs implemented since 2013.

7637

Students engaged in a CTE program since 2013.

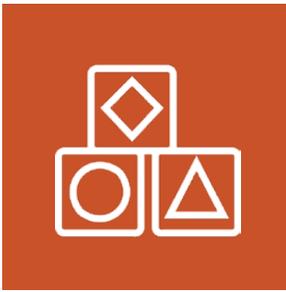
\$2.02

Millions awarded in grants to schools since 2013.

4384

Students completing financial literacy programs since 2013.

CHALLENGES AND OPPORTUNITIES



Early Childhood Education.

Expand access to early childhood education to support school readiness and early childhood learning. Address high costs, and lack of availability.



Absenteeism

Foster communication ties among all parties to address absenteeism and truancy. Identify at-risk students early and adopt appropriate measures.



Achievement Gap

Enhance support systems for Hispanic/Latino, African American and disadvantaged students to increase educational attainment.



English Proficiency

Implement provisions to encourage students to attain fluent English proficiency quickly and efficiently.



Financial Barriers

Investigate methods to reduce the financial burden of further education e.g. text book costs.



Curricula Alignment

Align employer needs with course curricula by encouraging communication between businesses and educators.



Skills Gap

Incentivize students to take relevant majors, possibly through cooperative education.



Talent Development

Strengthen county talent development programs to support the County's talent pipeline.



Data Collection

Encourage post-secondary institutions to better record what paths their graduates take upon graduation.

RESOURCES

TALENT DEVELOPMENT PROGRAM

Sonoma County Economic Development Board (EDB) provides free, customized support to develop your workforce through job fairs, job link, employment training, subsidized training and more.

SONOMA COUNTY CONNECTIONS

Sonoma County's award-winning talent attraction website is purposefully designed to help ease the process of relocating to the County. By showcasing all aspects of Sonoma County from housing, schools, and culture to business assistance, Sonoma County Connections is the perfect resource for all things related to the County.

www.sonomacountyconnections.org

EDUCATION REPORT CARD

Presents a two-page infographic summary of the progress of education and workforce development in Sonoma County.

Hardcopies are available at the EDB offices.

JOB MARKET TRACKER

The EDB prepares a monthly Sonoma County Job Market Tracker to provide an insight into current workforce demands of the local economy.

www.sonomaedb.org/Data-Center/Worforce/

SOURCES

Avalanche Consulting - *Strategic Sonoma Competitive Assessment*.

California Assessment of Student Performance and Progress, Sonoma County Results

California Department of Education

California State University, *Sonoma State University- 10 Year Fee History*

Community Childcare Council of Sonoma County, *Sonoma County Preschool Update 2015*

EDB Workforce Development Survey 2017

EDD, Labor Market Information Division

Education Data Partnership

Economic Modelling Specialists Inc. (Emsi)

Santa Rosa Junior College

Sonoma County Office of Education, *Education Facts 2016-2017*

United States Census Bureau, *QuickFacts Sonoma County*

All icons used in this report were obtained from www.flaticons.com and were made by the following artists:

Becris	Dimitry Miroliubov
Freepik	Gregor Kresnar
Prosymbols	Smachicons

METHODOLOGY AND NOTES

For the purposes of this report, ‘Hispanic’ and ‘Latino’ have been grouped together in the same category and used interchangeably. According to the U.S. Census Bureau, Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or person’s parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race. This report has continued to use the Census Bureau’s definitions when referencing all other ethnicities.

This report offers composite representations of raw data, and cites respective data sets on education in Sonoma County. The indicators do not provide complete in-depth analyses of Sonoma County’s educational institutions. The Economic Development Board (EDB) believes all data contained within this report to be accurate and the most current available, but does not guarantee its accuracy or completeness. Use of an outside data source does not represent an endorsement of any product or service by the EDB, its members or affiliates.

For more information, please see the listed sources. Interested readers are encouraged to contact data source agencies or organizations for further research or visit our website at www.sonomaedb.org. Readers are also invited to suggest improvements for future reports by calling (707) 565-7170 or emailing edb@sonoma-county.org.

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This report was conceived by 2016-2017 Project Coordinator Evie Taylor.

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