
Readiness Assessment Report:

Opportunity Youth Academy

June 2020



Introduction

The world that our students will enter after they graduate is rapidly changing, and districts have a responsibility to prepare students not only for the quickly evolving careers of today, but also for fields that are yet to be invented. To thrive in this undefined, but exciting future, students will need a strong foundation of content and technical skills, as well as the critical thinking, communication, and problem-solving skills necessary to become lifelong learners. With that in mind, many districts around the country are committed to making a promise to their students and families. It is a promise to make the changes in the system necessary to guarantee that students graduate with the skills, experiences, and attributes necessary to succeed in college and career.

MDRC produced a groundbreaking study in 2008, "Career Academies: Long-term Impacts on Labor Market Outcomes, Educational Attainment and Transitions to Adulthood," by James Kemple outlining the positive impacts of academies on student achievement across the country. The MDRC study lists three major components of academies that were present in all places where positive findings occurred.

Core Components of the Academy Model:

- 1) Small Learning Communities with support for academic and career-related course combinations
- 2) Career-themed curricula
- 3) Partnerships with employers for work-based learning and other career awareness and development opportunities

SRI Linked Learning Study:

During the initial pilot, a multi-year evaluation was conducted by SRI International's Center for Education Policy ([SRI Report](#)). It showed that students in certified Linked Learning pathways within the California Linked Learning District Initiative were better prepared to succeed in college, career, and life compared to peers in traditional high school programs.

I. Overall Background

On January 1, 2020, the Santa Clara County Office of Education and Opportunity Youth Academy (OYA), contracted with ConnectED: The National Center for College and Career to provide a sequenced set of activities and services to support the introduction and implementation of the Linked Learning approach in the district. The activities and services included:

- January 17, 2020, Initial consultation and guidance from ConnectED
- March 4-5, April 30 & May 6, 2020, Linked Learning Overview and Readiness Assessment carried out by team from ConnectED: Ben Crosby, Associate Director Digital Learning and Media; Rob Atterbury, Director District & Regional Support; Daphannie Stephens, Chief Program Officer
- As a part of the Readiness Assessment ConnectED also facilitated the OYA Leadership Team through a Needs and Capacity evaluation to identify any work needed to strengthen the critical conditions for cross-campus support of College and Career Readiness pathways

II. Readiness Assessment Process

The purpose of the Readiness Assessment process was to engage a broad cross-section of site, central campus and community stakeholders in order to build their understanding of Linked Learning, identify key assets that can support Linked Learning implementation, and surface key questions and concerns that need to be addressed for successful systemic implementation of Linked Learning.

The specific participant outcomes for the Readiness Assessment were:

1. Participating district and site level staff and community partners can articulate the purpose of a common vision of graduating all students ready for college AND career and express the will to develop that common vision in the near future.
2. District and community participants understand the core components of the Linked Learning approach, and the role that Linked Learning can play in achieving their vision for all students.

3. Participants can more clearly identify existing district and community assets (partnerships, programs, initiatives, etc.) that can contribute to building a system of high-quality Linked Learning pathways.
4. Central campus and county office leaders have identified opportunities and next steps to better align existing initiatives, and the current work of central campus and county office departments and community partners in support of achieving a common vision of college and career ready graduates.

Prior to the visits in March, April & May, members of the ConnectED team consulted with Phil Morales, Opportunity Youth Academy (OYA) Principal and Dr. Katherine Everett, OYA Assistant Principal to set-up the series of Readiness Assessment meetings to determine whether or not OYA was ready to implement College and Career Readiness Pathways.

The findings and recommendations below are based on information gained from site visits, Listening Campaign interviews with various stakeholders along with review of site documents and artifacts all assessed through the lens of accepted college and career readiness standards for pathways.

III. Findings

Impetus for Change

“Is there widespread dissatisfaction with current results and eagerness to improve student outcomes?”

There is currently some dissatisfaction with student outcomes among the OYA staff, students, and partners. This was evident across several stakeholder groups. Some of the critical areas identified for change are summarized below:

- Students are not prepared for college transition and success. This was expressed in student feedback to OYA and during the in-person faculty/staff interviews.
- Students are arriving at OYA with reading and math competencies below grade level. Several stakeholder groups expressed a desire

to address this and identified academic preparation as a barrier to postsecondary success.

- Staff and partners expressed a strong desire to move beyond the perception that OYA is a “diploma mill” and want to implement change that will prepare all students for college and career.
- There are only small numbers of students enrolled in Career Technical Education (CTE) coursework. Some stakeholders expressed the desire to increase enrollment but cited the lack of CTE teaching credentials and training as an obstacle.
- Teachers and leaders are interested in project-based learning but may have limited opportunities within the current school structures.
- Employer/workforce partners feel somewhat disconnected but also strongly believe in the mission and vision as expressed in the school charter.
- In a recent survey of graduates who enrolled in college after attending OYA, the majority of respondents said they did not feel prepared to succeed in college. The great news about the finding is that students who attended OYA simply to earn enough credits to graduate high school were encouraged to continue their education. The challenge is that in order to do this they feel they will need to increase their ability to succeed in this next chapter.

Supportive Culture

- Is there a willingness amongst the staff to engage in a change process?
 - There is ample evidence that the OYA staff is willing to engage in a change process in order to achieve the vision expressed in the OYA Charter. Across stakeholder groups, it was clear that change was needed in order to move beyond the perception that OYA is a “diploma mill”. The OYA leaders and staff expressed a desire to improve their program outcomes overall and specifically in reducing the need for remediation at postsecondary.
 - OYA has successfully implemented change in the past by bringing on new staff such as the Navigators and a College Counselor and by beginning to incorporate additional learning experiences for students through their burgeoning dual enrollment program and “after school” groups.

- There are several cultural norms and practices in place at OYA that can support and sustain ongoing change. Teachers from across all of their sites convene every Friday for professional development. OYA has instituted cohort groups at all of the sites and students were increasingly opting to attend the group sessions. Finally, the leadership team at OYA has expanded to include new roles on campus and is developing a more collaborative approach to problem-solving.
- Without exception, at every location visited, the OYA culture was student centered and geared toward support. Every person interviewed expressed a desire to see students succeed and mentioned countless ways that they and others had gone above and beyond to keep students engaged and headed toward their goals.

Regional Viability

- Potential for 9-16 Alignment and Dual Enrollment and any current community workforce or college agreements or partnerships
 - OYA is situated well for postsecondary alignment to high-wage, high demand careers. With 15 community/2-year colleges and 3 four-year universities, there are a multitude of options available for higher education.
 - Considering that OYA is located in Silicon Valley, it makes sense that one of the most widely available college career paths is in the area of Computer Information Systems (CIS), more specifically in Computer Programming. Looking at both certifications and Associate degrees, 12 of the 15 local community/2-year colleges offer computer programming.
 - Another highly available pathway is in the Health Care sector. From the entry level Medical Assistant up through LVN/RN, all of the 15 community/2-year colleges offer either a certificate or Associate Degree of some sort related to the Health industry.
 - With both Health and CIS, there is high potential for alignment and dual enrollment opportunities, taking into account that the OYA SiaTech curriculum has CTE courses in these sectors. The other CTE courses in SiaTech such as Advanced Manufacturing, also have some potential for alignment, although there are far

fewer opportunities than there are for Health and CIS. See Appendix B for more detailed information.

- There is overlap between the SiaTech CTE Curriculum foci, local 2-4 year college course offerings and local employers in the regional labor market. See Appendix C for more detailed information on the regional labor market and possible industry themes.

Recognition of District Strengths

Four Core Components: Cross District

1. **Rigorous Academics:** The campus utilizes Schoology to help provide standards based rigorous courses and assist with data tracking and analysis. The administrative team is working to increase staff capacity with this online platform. OYA has worked to increase college going by providing students with a counselor who actively partners with local community colleges to assist with student selection of courses and enrollment.
2. **Career Technical Education:** The campus utilizes SiaTech to provide online access to career technical training and twenty first century skills development. Sia Tech also provides on the ground coaching support to help staff maximize the available coursework and integrate it into the program. OYA also partners with Gear Up and Year Up to provide virtual career lab access to students. These programs are very popular with students and have resulted in some participants achieving stipends, certificates of achievement and jobs.
3. **Work-based Learning:** Students are gaining limited access to the first two stages of work-based learning on the continuum: Awareness and Exploration via the SiaTeach and Year Up curriculum.
4. **Student Support:** OYA excels at Student Support. This work and value is built into the DNA of the school and its team. The team supports students in a variety of ways ranging from personal well-being support connecting them with Covid-19 and foodbank resources to goal completion and academic advancement support including providing laptops and taking them on college campus visits.

Critical Conditions: Cross District

1. Leadership Commitment and Accountability- OYA has a dedicated and hardworking leadership team with clear roles and responsibilities regarding their areas of expertise.
2. Support for High-quality Teaching and Learning - Teachers go above and beyond to push students to stay engaged and achieve their credit recovery and high school graduation goals. The leadership team supports a culture that encourages teachers to care about students beyond just their academic goals. The administrative team provides teachers with weekly community of practice and professional development time to come together across sites and build cross-network understanding and awareness. The schools do not operate as separate silos. Teachers and staff know and have supportive relationships with colleagues at other sites.
3. Student Equity, Access and Choice- student voice is valued. Every student is known and given advice and consultation. Students are met where they are at and provided with scaffolds or bridges to achieve their goals as opposed to just being left to fend for themselves after enrollment.
4. Sustained Partnerships- The school has a large number of allies and partnerships with the county office, community colleges, and several technical assistance organizations that have room to grow and expand.
5. Operational Alignment - There are computer labs available at every site. There is program wide commitment to send each student home with a laptop and internet access.

Understanding of Key Needs and Concerns

Four Core Components: Cross District

1. Rigorous Academics
 - a. How is rigor identified in OYA learning and teaching practice?
 - b. What supports are available for instructional change?
 - c. What are the success indicators OYA will use to identify rigorous learning and teaching?

- d. How does OYA track and enrich student achievement and progress in core content development in addition to graduation requirement progress?
2. Career Technical Education
 - a. What are the obstacles to increasing the quality and engagement of career technical learning at OYA?
 - b. What role will the SiaTech curriculum play in supporting high-quality CTE?
 - c. What are the staffing implications and/or partnership strategies for implementing integrated CTE pathways?
 3. Work-based Learning
 - a. What are the needed system components to support all students in participating and succeeding in high-quality work-based learning?
 - b. Which partnerships need to be established, re-established, and/or made coherent in order to develop a successful work-based learning system?
 4. Student Support
 - a. Is OYA staffed appropriately to deliver effective student support equitably across all sites?
 - b. How are student supports monitored for success?

Critical Conditions: Cross District

6. Leadership Commitment and Accountability - How does the leadership team track or hold itself accountable for achieving the charter or WASC goals? Has staff capacity to achieve the goals been assessed? If so, is leadership providing the team with the means to grow in the ways necessary?
7. Support for High-quality Teaching and Learning - Many people expressed concern about the academic and communication skills students have. How have these concerns been addressed in the past? What curricular or professional development resources are being provided to build teacher lesson planning, differentiated instruction, accelerated learning and career technical education

capacity? How can the leadership team help to lighten the load of teachers who are feeling fatigued by multiple initiatives and ever-evolving work?

8. Student Equity, Access and Choice - Currently not all students take advantage of the variety of supports and programs offered by OYA. How can the school increase awareness of all of the options available and incentivize enrollment in more robust programming? How can the school push students to venture out and achieve life goals that extend beyond credit recovery? How can the leadership team increase expectations around partnering so that teachers, navigators and the counselor all have designated places where they partner on key activities and share information?
9. Sustained Partnerships- The school has great partners in SiaTech and Gear Up/Year Up. The school is located in a region with a lot of technical assistance providers. Does the school have a vision for/understanding of how each of the partners it currently works with advances the overall goals and student outcomes the school is striving for? Is the school aware of any gaps in services or skills it may have? Does the school have a clear picture of the role each partner could play to address gap areas?
10. Operational Alignment - the school has space and location challenges. Many people interviewed expressed concern about the limited amount of "Breakout" rooms at each site; the lack of which hampered confidential conversations with students and the ability to hold simultaneous training or tutoring sessions. The spaces were also not always conducive to group work. The nature of the sites also limits the potential for developing onsite career technical preparation spaces complete with industry themed equipment and workspaces. How can the current locations be reconfigured or renegotiated to create at least one private area per site and room for group sessions?

IV. System of College and Career Pathway Options

When determining what options are possible for pathways at a school site we take into consideration the potential for the Four Core and the following Common Pathway Features:

Common Features Check			
Common Pathway Features	Possible	Not Possible	Possible with Modifications
Utilize pathway student learning outcomes to guide and align assessment, curriculum, and instruction in a program of study			OYA does not yet have pathway learning outcomes tied to industry themes and aligned with the graduate profile characteristics. This will be possible with a modified program of study.
Blend academic and career-themed course content through rigorous and relevant standards-aligned projects			OYA already has access to some career-themed courses. It will be possible to tie individual or group projects to the CTE and Academic core work as long as projects are achievable in a short amount of time and incentivized.
Students learn in cohorts			Every site currently has reserved time for some form of student cohort grouping.
Teachers use common planning time			Teachers have weekly professional learning time across sites which could also be used for common planning for pathways. The limited number of teachers at each site prohibits common planning time with multiple teachers at each site but the staff at each site appear to collaborate regularly.
Provide learning beyond the classroom and the school day			Some students are able to participate in off-site learning opportunities through programs like "Year Up". With some modifications in practice, it's possible for all students to have the opportunity to engage in learning beyond the classroom.
Offer dual-enrollment and/or dual-credit with college institutions			Some students are able to participate in dual enrollment courses. With some modifications in practice, it's possible for all students to have the opportunity to engage in dual enrollment opportunities.

There are traditionally 300-400 students enrolled per pathway or small school. This enrollment number allows comprehensive high schools to assign dedicated staff and cohorts of students to a variety of pathways. In an alternative or adult school setting multiple pathway options aren't

always possible due to lower enrollment numbers. The examination of what’s possible in this setting must include considerations about content as well as configuration. The first configuration challenge to address is that OYA currently offers three separate programs of study:

Program A	Program B	Program C
<ul style="list-style-type: none"> • 130 credits • No career tech • Court Mandated • AB167 • Basic GED level 	<ul style="list-style-type: none"> • 200 credits • Has an added 10 credits of Career Technical Education • Offers academic courses beyond basic GED 	<ul style="list-style-type: none"> • 220 credits • Offers Service-learning credits • Offers all of the academic courses including a dual enrollment option

The only program that can accommodate all of the Common Features in a high-quality pathway is Program C. Although some of the features can be woven into Program B, the goal would be to increase student enrollment in Program C in order to provide the maximum programming to the largest number of students. A staffing challenge across all of the current program configurations is the small number of teachers in general and the even smaller number of teachers who have career technical education credentials. Depending upon the program model selected there are a few ways to address the CTE credential challenge. Below are three possible options based on the program configuration parameters:

- Option 1: **Theme-based Linked Learning Pathways.** One option for OYA to consider involves identifying 2-3 career themes to develop a program of study around. Based on local labor and postsecondary data, student interest, staff capacity, and other considerations, the OYA leadership team might identify the 2-3 career themes and dedicate resources to reorient the school around those themes. This might involve:
 - building on the current CTE offerings in SiaTech (specifically Health, Computer Information Systems (CIS) and Manufacturing)
 - building/adding staff capacity to deliver the courses

- developing/organizing partnerships and work-based learning experiences around the career themes
- identifying opportunities to integrate the core academics with the CTE courses, ideally through thematic integration across all courses and/or through integrated CTE/academic project-based learning. Group projects could be possible during the cohort sessions or as a “Club” offering during after-school hours with a cross-campus population in a virtual or in-person setting.
- systematizing student supports around the pathway experience
- identifying and utilizing a quality framework to measure success
- Adding a Senior/Capstone Project requirement to Program C

The decision would have to be made as to where to locate the pathways. All six campuses could offer up to all three of the selected pathways. This would require there to be a community college nearby that also offers all three of the industry themes and thereby could provide the CTE instruction through dual enrollment. Offering the same pathway on several campuses would allow teachers to join subgroups based on their designated industry theme and co-plan projects and share resources during their professional learning time on Fridays to support network wide industry theme coherence.

Each of the six campuses could also specialize in one pathway. This would allow each campus to have a CTE credentialed teacher if there was funding to pay for willing teachers to acquire CTE credentialing in the needed areas or enough funding to hire retired professionals in the needed areas.

This option would require Program C. One way to increase student enrollment in Program C would be to create a program of study template for all students that was designed for Program C but had “stopping” points built in for Program A and B. This would allow students to select one of the three pathways based on their interests and know in advance what the path to full completion would look like if they so choose to take it. Increasing incentives could be provided at the end of each program creating a desire to collect all three possible incentives by continuing on. Incentives could range from the very practical -letters of recommendation, completion certificates, new skills that can be added to resumes, assistance with enrollment at the local college, free tutoring, employer introductions, gift cards to the whimsical such as membership in the Program A Club with each level of club coming with new perks and outing possibilities.

The benefit of Option 1 is that it limits the number of connections OYA teachers and Administrative staff will have to develop and manage. It also allows industry expertise and long-term partnerships and connections to develop over time as campuses share best practices and are provided with multiple opportunities to revise the work. The challenge of Option 1 is that it limits the career options available to students.

- Option 2: **Student-interest based personalized pathways.** Using student-interest as the driving force, OYA might re-envision school around identifying student career interests and aptitudes, then leveraging postsecondary and work-based learning partnerships to provide a pathway experience unique to each student. This might involve:
 - developing a wide variety of dual-enrollment opportunities across several college and career pathways
 - partnering closely with industry partners across several sectors to support work-based learning opportunities for all students
 - focusing the OYA program of study on general college and career readiness skills which would crosscut all industry sectors
 - developing OYA capacity to support work-site focused learning, providing mentorship and coaching around work-site success
 - systematizing student supports around each student's personalized pathway
 - identifying and utilizing a quality framework to measure success

This option could be implemented using only the career electives in Program B. Since it is not well suited for group work since sites may or may not have a number of students interested in the same pathway all integrated projects would need to be individually designed and smaller scale. The benefit of this option is that it would offer students a wide variety of careers to pursue. The only limitation on industry theme options would be the number offerings available at the local colleges and through neighboring employers. The main challenge with this option is that it would require an elaborate management plan to help teachers and the administrative team track each student's access to and achievement in key areas. There would also be multiple employers and college partnerships to start and maintain with new connections possibly needed every semester.

- **Option 3: Hybrid Approach.** This approach would consider a combination of theme-based and student-interest based approaches, to simultaneously provide 2-3 integrated college and career themes internally at OYA with an option for students to engage in a personalized pathway experience. This option would combine the elements of options 1 and 2.

The benefit of option 3 is that students who are not interested in any of the three main options have an alternative program of study. The challenges are the same as they would be for both options 1 and 2.

The key to determining which option would be best is determining what the leadership teams' capacity and will is for building out and managing robust pathways. Ultimately, the student body will also need to weigh-in on which options they would be more inclined to participate in.

When determining what is possible regarding systemic support across school sites, we take into consideration the potential for the following Sustainable System Features:

Sustainable System Features Check			
Sustainable System Features	Possible	Not Possible	Possible with Modifications
Define what students need to know and be able to do through a Graduate Student Profile	The Leadership team is in the process of developing their Graduate Student Profile		
Design and implement high quality pathways to produce profile outcomes			It will be possible to build in all of the high-quality pathway common features to Program C. Increasing enrollment in this program will require major changes to the orientation process.
Transform learning and teaching	There is dedicated time once a week for professional learning. This work		

	is aligned with school goals and indicators of progress can be identified and monitored.		
Create district/community systems to continuously improve and sustain the work			There are several local colleges nearby and a robust industry council at the county office. The site will need to modify their practice to build in regular use of the council and formal interaction with colleges and employers.

There are a couple of things that can be done to develop and sustain a robust College and Career Readiness system:

- Draft a Program of Study for the preferred option and selected industry themes to see what the student experience would entail
- Draft a management plan for the preferred option to see what support steps would be needed to put the plan in place and maintain it
- Review the challenges raised and determine a way to double check their accuracy and address them
- Design a comprehensive and consistent orientation process that identifies all student self-assessed strengths and career interests. Create a checklist for teachers to help each one consistently and fully onboard students during orientation. Provide teachers with orientation professional development to get everyone on the same page.
- Create a College and Career Plan template or an online portfolio for each student to help them set and track goals around their areas of interest.
- Offer an online supplemental and enrichment curriculum. Provide teachers with professional development in this area. The current SiaTech and/or Schoology online curriculums may already have enrichment modules built in. Enrichment curriculum will allow teachers to build skill development into their lesson planning. It will also allow students to work autonomously, independently and

asynchronously on skill development at their own pace while still being able to receive feedback.

- Determine the industry themes best suited for your students by considering the following: an inventory of student interests, feedback from a student survey, top high wage/high demand careers that align with local community college offerings, list of nearby employers or virtual career labs aligned with the industry themes that you have access to.
- Create a list of the non-credit bearing courses associated with the industry theme so that you can design the sequence of CTE courses in the pathway program of study with the non-threatening and low detriment courses upfront.

V. Overall Conclusion

The ConnectEd Readiness and Asset Mapping Team believes that there is a readiness and a willingness among key stakeholders to implement a Linked Learning approach to better prepare students for college, career, and life. It is also our belief that the school will need to make some courageous and strategic decisions about which pathways it can build community alignment around and how it can build systems and management processes to support the work of implementing college and career ready pathways. This work will have to be baked into how “school is done” at OYA to create a confluence of effort. Otherwise the school runs the risk of Linked Learning being added as “one more thing” that gets marginalized and will not be successful. Building it into the standard process right from the start during orientation and across teacher and student practices throughout the program will help to reduce the initiative fatigue and overload currently present. OYA is positioned to take this work up based on the building blocks it already has in place as long as it is able to develop complimentary systems and practices owned by the whole staff.

VI. Reflection Questions

The ConnectED team identified areas of challenge for OYA in moving forward with implementing a Linked Learning approach. To best assist

the leadership in developing strategies to meet each of these challenge areas, the team developed a set of questions for ongoing reflection and discussion.

- What is the vision for high-quality learning and teaching at OYA? How will the OYA leaders and staff assess effective learning and teaching?
- How can OYA graduation requirements be re-envisioned to deliver on the OYA mission and vision and the developing Graduate Profile?
- How will CTE be incorporated into the OYA graduation requirements/program of study? What strategies can be used to increase engagement in CTE offerings? What are the staffing implications and/or strategies for increasing CTE engagement?
- How will the OYA Leadership Team develop a continuum of Work-based Learning so that all students are provided opportunities to participate and succeed?
- How can student supports be systematized and delivered equitably across the OYA sites? What are the staffing and partnering implications?

VII. Recommended Next Steps

District Systems:

- Establish a cross-functional Linked Learning leadership team with clear decision-making authority and involvement of executive leadership that meets monthly, and a smaller core working group with clear authority for implementation that meets weekly.
- Modify the Student Information System to allow for pathway enrollment, and ensure all participating students are tagged in the system.
- Complete a Linked Learning Needs and Capacity Self-Assessment
- Complete a Linked Learning Multi-Year Implementation Plan that includes:
 - self-assessment of existing pathways and CTE programs that will become pathways

- [Interactive OYA and College Location Map](#)

College	Type	CS: Networking	CS: Programming	CS: Systems Administration	CS: Web Development	Health: Biotechnology/Engineering	Health: Medical Assistant	Health: Nursing	Health: Home Health	Health: EMT/Paramedic	Health: Other (Phlebotomy, Kinesiology, Dental, other medical office)	Adv. Manufacturing: Machinist (or related)	Adv. Manufacturing: CADD
San Jose City College	Public - 2 year	X	X	X	X	X			X		X		
Evergreen Valley College	Public - 2 year		X			X	X						X
West Valley College	Public - 2 year		X			X				X			
Mission College	Public - 2 year	X	X		X		X	X					
De Anza College	Public - 2 year	X	X	X	X	X	X			X	X	X	
Foothill College	Public - 2 year		X						X	X	X		
Gavilan College	Public - 2 year	X	X				X	X					
Cañada College	Public - 2 year		X			X				X			
Dhlonc College	Public - 2 year	X	X	X	X	X				X	X		
Carrington College	Private - 2 year					X	X			X			
Las Positas College	Public - 2 year	X	X	X	X		X			X	X	X	
College of San Mateo	Public - 2 year	X	X	X	X		X		X	X			X
Chabot College	Public - 2 year		X	X			X			X	X		
Unitek College Fremont	Private - 2 year			X		X	X			X			
Unitek College San Jose	Private - 2 year					X	X						

Figure 1 - Matrix View – Prevalence of Career Pathways at Community Colleges - Original Document Linked Above

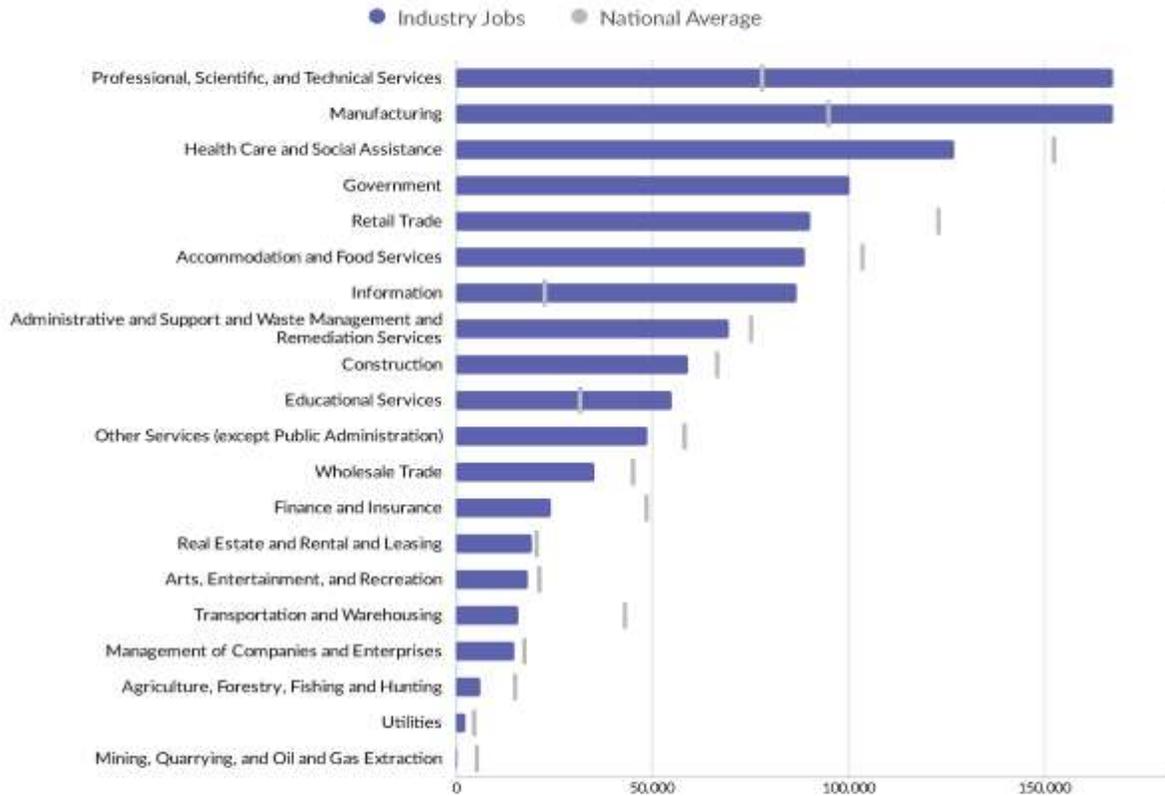
C. Labor Market Analysis

In The Top 10 Growing Industries (High Demand)	In The Top 10 Industries Salaries Over \$50,000 (High Wage)	In The Top 11 Local Largest Companies (High Internship Possibilities)	Aligned SiaTech or Local 2-4 Year Programs
Information	Information	Information	Computer Information Science (CIS) Sia Tech and multiple 2-4 year programs
Professional, Scientific & Technical Services	Professional, Scientific and Technical Services	Professional, Scientific, and Technical Services	Multiple 2-4 year colleges
Health Care & Social Assistance	Financial Services	Healthcare & Social Assistance	Healthcare -SiaTech and multiple 2-4 year programs
Accommodations and Food Services	Management of Companies and Enterprises	Accommodations and Food Services	Multiple 2 year colleges
Other Services	Utilities	Retail Trade	N/A
Manufacturing	Wholesale Trade	Manufacturing	Advanced Manufacturing -Sia Tech and multiple 2-4 year colleges
Support and Waste Management and Remediation Services	Mining, Quarrying, Oil and Gas Extraction	Support and Waste Management and Remediation Services	N/A
Government	Government	Government	Public service or law programs
Construction	Construction	Construction	Local Trade Unions and Guilds and 2-4 year colleges
Educational Services	Educational Services	Educational Services	Multiple 2-4 year colleges

D. Economic overview

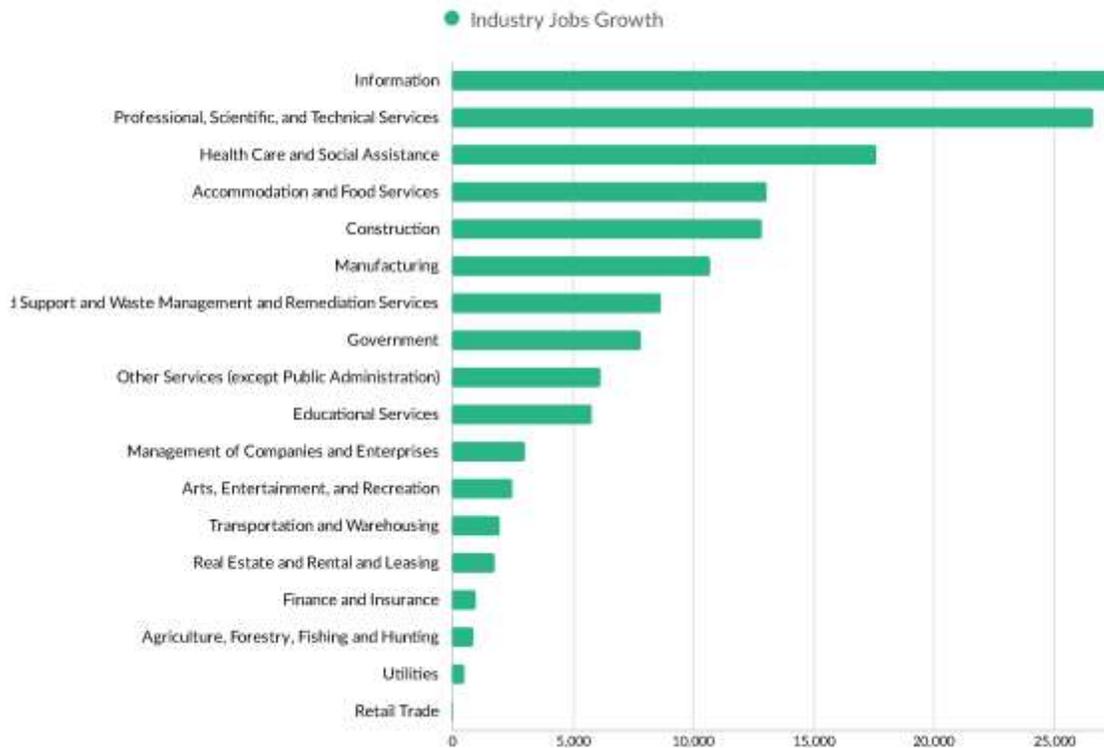
The following charts were taken from the Emsi Economic Overview Report for San Jose- Sunnyvale- Santa Clara, CA Quarter 4 2018 Data Set www.economicmodeling.com

Largest Industries

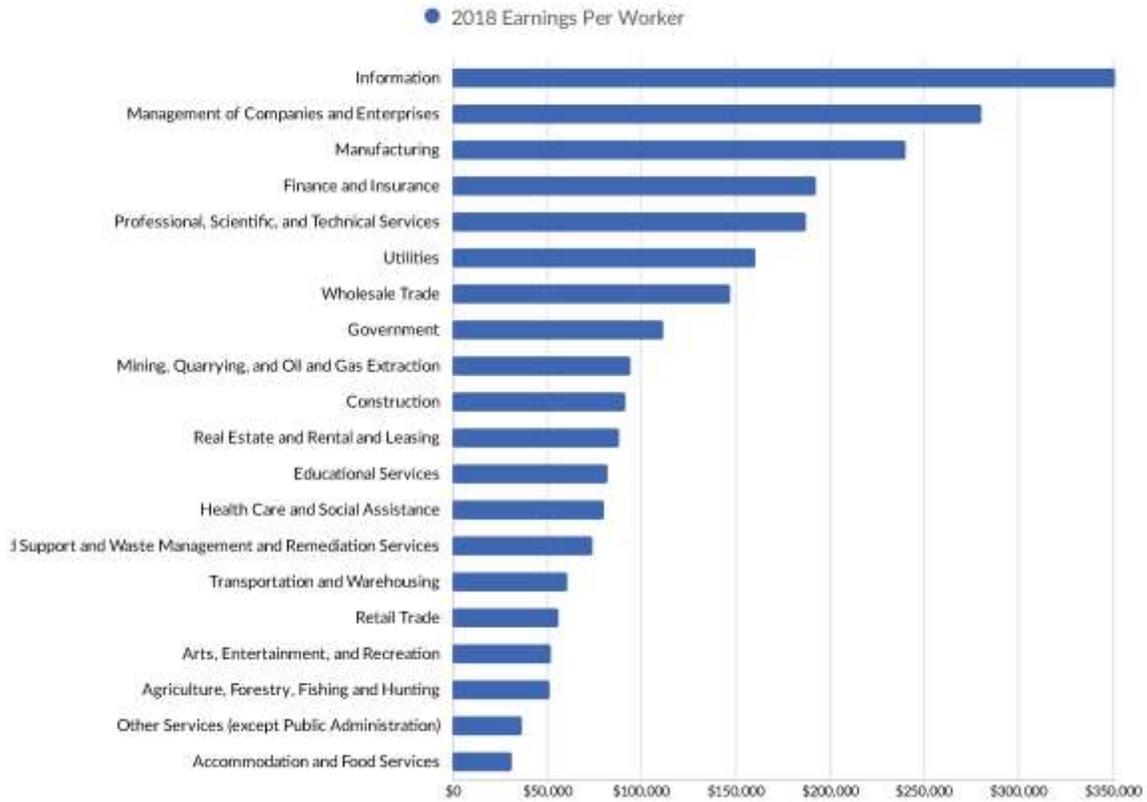


Industry Characteristics - Cont.

Top Growing Industries



Top Industry Earnings



OYA Labor Market Analysis of the charts above:

Labor Market Information Analysis from Work 2 Future

Industry	Top Growing	Top Earnings	Largest Industry	Average	Rating
Information	1	1	6	2.67	1
Professional, Scientific, and Technical Services	2	5	1	2.67	1
Manufacturing	6	3	2	3.67	2
Health Care and Social Assistance	3	11	3	5.67	3
Government	8	8	4	6.67	4
Construction	5	10	7	7.33	5
Support and Waste Management and Remediation Services	7	12	7	8.67	6
Accommodation and Food Services	4	18	5	9.00	7
Education Services	10	12	8	10.00	8
Other Services (Except Public Administration)	9	17	9	11.67	9

Emsi Economy Overview San Jose- Sunnyvale- Santa Clara, CA

Industry	Top Growing	Top Earnings	Largest Industry	Average	Rating
Information	1	1	2	1.33	1
Professional, Scientific, and Technical Services	2	5	3	3.33	2
Manufacturing	6	3	1	3.33	2
Management of Companies	10	2	7	6.33	3
Government	8	8	5	7.00	4
Retail Trade	0	17	5	7.33	5
Health Care and Social Assistance	3	14	6	7.67	6
Construction	5	10	9	8.00	7
Administrative Support and Waste Management and Remediation Services	7	12	8	9.00	8
Finance and Insurance	15	4	8	9.00	8
Wholesale Trade	17	7	4	9.33	9
Accommodation and Food Services	4	20	6	10.00	10
Education Services	10	12	10	10.67	11

F. Typical Expenses

These figures show the individual expenses that went into the living wage estimate. Their values vary by family size, composition, and the current location.

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORKING)			
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children
Food	\$3,592	\$5,306	\$7,976	\$10,578	\$6,586	\$8,208	\$10,589	\$12,893	\$6,586	\$8,208	\$10,589	\$12,893
Child Care	\$0	\$8,448	\$14,228	\$20,007	\$0	\$0	\$0	\$0	\$0	\$8,448	\$14,228	\$20,007
Medical	\$2,211	\$7,364	\$7,076	\$7,196	\$5,455	\$7,076	\$7,196	\$7,097	\$5,455	\$7,076	\$7,196	\$7,097
Housing	\$23,424	\$34,068	\$34,068	\$45,948	\$27,792	\$34,068	\$34,068	\$45,948	\$27,792	\$34,068	\$34,068	\$45,948
Transportation	\$4,094	\$7,982	\$10,126	\$11,032	\$7,982	\$10,126	\$11,032	\$11,564	\$7,982	\$10,126	\$11,032	\$11,564
Other	\$2,734	\$4,558	\$4,732	\$5,953	\$4,558	\$4,732	\$5,953	\$5,955	\$4,558	\$4,732	\$5,953	\$5,955
Required annual income after taxes	\$36,056	\$67,726	\$78,206	\$100,713	\$52,373	\$64,210	\$68,838	\$83,458	\$52,373	\$72,658	\$83,066	\$103,465
Annual taxes	\$5,657	\$12,050	\$14,486	\$19,357	\$8,755	\$11,227	\$12,908	\$15,345	\$8,755	\$13,197	\$15,616	\$19,997
Required annual income before taxes	\$41,713	\$79,775	\$92,692	\$120,070	\$61,127	\$75,438	\$81,146	\$98,803	\$61,127	\$85,855	\$98,682	\$123,462