

2300



SOCAL
ROC

SOUTHERN CALIFORNIA

REGIONAL
OCCUPATIONAL
CENTER

Reskill Upskill:

**A Blueprint for Innovative Workforce
Development Through Strategic
Partnerships**



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Reskill Upskill Initiative Implementation Google Drive



SOCAL ROC Southern California ROC

- Founded in 1967
- Joint Powers Authority
- High school students
- Adult students
- Cities in and around LA South Bay



Pivotal Partnerships



REDONDO BEACH
UNIFIED SCHOOL DISTRICT



SOUTH BAY
ADULT SCHOOL



- TK–12 school district
- SoCal ROC JPA partner
- Provide opportunities for employees to strengthen skills for their current positions and develop competencies for future roles

- TK–8 public school district
- Expand classified professional development through a partnership with SoCal ROC
- Build internal talent pipelines and strengthen workforce capacity

Challenge:

**How can SoCal ROC and
our partner districts
collaborate to invest in
and grow our own
workforces?**



Community Needs

- Evolving workforce needs
- Limited hiring pools
- Vacancy and turnover data
- District workforce gaps
- Strengthen internal talent pipelines



- Persistent challenges recruiting and retaining skilled classified employees
- Existing employees often want opportunities for career growth and advancement
- Many of the skills districts need are already taught within their local CTE system

Before looking outside the organization for talent, what if we invested in the people already inside it?

Vision, Goals & Intended Outcomes

- Address district workforce gaps
- Improve retention and institutional capacity
- Targeted industry-aligned training
- Certification, advancement, and long-term career mobility

How do we build career pathways for the workforce already in our schools?



Solution:

Reskill Upskill Initiative 1.0



- Strategic partnership between K-12 school districts and ROC
- Leverages CTE infrastructure and industry expertise
- Reskill and upskill district employees

The innovation wasn't necessarily creating new training — it was connecting existing CTE capacity to an overlooked population of learners.



“Reskilling” & “Upskilling”

- “Reskilling” develops **new** skills in a **new** field and is ideal for those changing careers or industries
- “Upskilling” fosters attainment of new skills to adapt with rapidly changing fields and technologies and allow for **upward mobility**



Reskill Upskill 1.0 Partnership Model

Partner District	SoCal ROC	Employee
• Identifies workforce needs • Identifies potential participants • Communicates opportunities to employees • Supports employee participation • Connects training to local employment opportunities	• Provides CTE programs and instructors • Delivers technical instruction • Provides facilities, labs, and equipment • Assesses occupational competencies • Supports certificates and/or industry credentials where applicable	• Chooses to participate • Completes training • Demonstrates competencies • Builds skills for advancement or transition

**Reskill/Upskill is not simply tuition assistance.
It is a workforce-development partnership.**

Partnership Framework

- Memorandum of Understanding (MOU) between LEAs
 - Description of Services
 - Purpose of MOU
 - Duties and obligations of each LEA
 - Eligible programs and pathways
 - Student obligations
 - Compensation
 - Period of MOU
 - Insurance



UPSKILLING AND RESKILLING FOR STAFF

EXPAND YOUR OPPORTUNITIES



Are you a current South Bay Adult School student looking to advance in your current position or explore new opportunities? South Bay Adult School in partnership with SoCal ROC offers the training necessary for your success. Join us in taking the next step toward enhancing your skills and transforming your future!

WHAT YOU CAN LEARN:

- ✓ General Electrician
- ✓ Plumbing
- ✓ Welding
- ✓ Automotive
- ✓ Heating, Ventilation, and Air Conditioning (HVAC)
- ✓ Pharmacy Technician
- ✓ Physical Therapy Aide
- ✓ Certified Nursing Assistant/ Home Health Aide

THE BENEFITS OF REGISTERING:

- ✓ Earn Industry Certifications
- ✓ Morning, Afternoon, and Evening Courses Available
- ✓ Engage in hands-on training

INFORMATION SESSION

DATE: JAN 08TH, 2025
TIME: 3:30PM
LOCATION: SOUTH BAY ADULT SCHOOL





For additional information, please reach out to Maria Recarte, Career Transition Specialist by calling 310-937-3340 ext. 3322 or emailing mrecarte@rbusd.org
2300 Crenshaw Blvd., Torrance, CA 90502 | 310-224-4200 | www.socalroc.com

Program Design Considerations

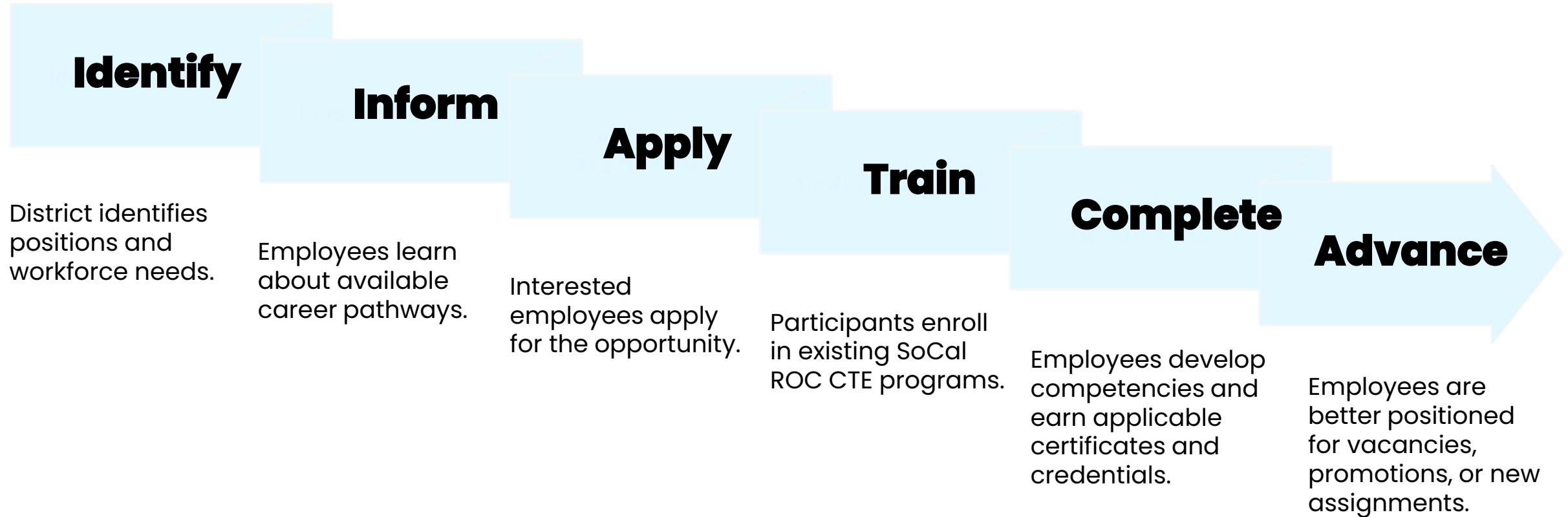
- District/institution strategic plan
- Program model (i.e., existing pathway, professional learning series)
- Scheduling and logistics (e.g., release time, paid training)
- Collective bargaining implications
- Equity and access



- Braid funding sources (e.g., adult education, workforce boards, district funds, state and federal CTE funds)
- Calculated cost-per-student, cost-per-enrollment, and cost-per-completer metrics
- Calculated return on investment through retention and vacancy reduction
- Communicate program value to boards and stakeholders

Reskill Upskill 1.0 Model

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Step 1: Identify

- Identify high-need roles
- Internal workforce skills inventory
- Map internal advancement pathways
- Stackable credential models
- Align curriculum with industry-recognized certifications

The image shows a survey form titled "SCROC/ESUSD Skilled Maintenance Worker & Custodian Survey". The form is from the El Segundo Unified School District (ESUSD) and is part of the SOCAL ROC initiative. It is designed to help the Maintenance and Operations Department understand the skills, experience, and training needs of their skilled maintenance workforce. The form includes a section for identifying strengths across maintenance trades, supporting targeted professional development and training, and improving safety, efficiency, and service delivery across school sites. It also includes a section for rating the current level of knowledge, skill, and confidence based on regular work assignments and experience. The form is divided into two main sections: "Working knowledge" and "Advanced / Mentor Level". The "Working knowledge" section includes a table with columns for "Working knowledge", "Proficient", "Advanced / Mentor Level", and "N/A". The "Advanced / Mentor Level" section includes a table with columns for "Advanced / Mentor Level" and "N/A". The form is partially obscured by a blue banner at the top.

SOCAL ROC El Segundo Unified School District

SCROC/ESUSD Skilled Maintenance Worker & Custodian Survey

This self-assessment is designed to help the Maintenance and Operations Department better understand the **skills, experience, and training needs** of our skilled maintenance workforce. The information collected will be used to:

- Identify strengths across maintenance trades
- Support targeted professional development and training
- Improve safety, efficiency, and service delivery across school sites

This survey is **not an evaluation**. Its intent is to support continuous improvement and ensure our schools remain **safe, clean, and fully operational** for students, staff, and the community.

Please review each competency area and rate your **current level of knowledge, skill, and confidence** based on your regular work assignments and experience.

- Answer honestly based on your **actual experience**, not what you think you should know.
- It is acceptable — and expected — to have varying skill levels across different trades.
- Lower ratings help the district identify **training opportunities**, not deficiencies.
- If a task is **outside your job assignment or scope**, rate it accordingly.

	Working knowledge	Proficient	Advanced / Mentor Level	N/A
(package units, split systems, heat pumps)	☐	☐	☐	☐
Replace or clean air filters on a scheduled basis	☐	☐	☐	☐

Pathway Development

School of Engineering and Design

- Systems Diagnostics, Service & Repair: Automotive
- Residential and Commercial Construction: Electrical
- Mechanical Systems Installation & Repair: HVAC
- Residential and Commercial Construction: Plumbing
- Engineering & Heavy Construction: Welding



Pathway Development

School of Health Sciences

- Health Care Administrative Services: Medical Front Office
- Patient Care: Certified Nursing Assistant/Home Health Aide
- Patient Care: Physical Therapy Aide



Step 2: Inform & Step 3: Apply

- Coordination with district
- Informational sessions
- Career and Program Fairs
- Employee eligibility
- Application vs. supervisor selection

HOSTED BY:
REDONDO BEACH
UNIFIED SCHOOL DISTRICT

"LEVEL UP"

UNIVERSITY PROGRAM AND RESOURCE FAIR



ALL EMPLOYEES WELCOME

Date: Wednesday, January 15, 2025
Time: 3:30 to 5:00 PM
Location: South Bay Adult School Multi Purpose Room

FOR MORE DETAILS, CONTACT:
Jeff Winckler
Director of Professional Learning
Email: jwinckler@rbusd.org
Phone: 310-937-1224

REGISTER NOW!
SCAN THE QR CODE





School of Engineering and Design

General Electrician

Power up a high-demand career in the skilled trades. This intensive two-semester program combines classroom theory with extensive hands-on lab work to prepare you for an entry-level electrical career. You will learn essential safety protocols (OSHA), electrical theory, and National Electrical Code (NEC) requirements. Gain practical experience installing conduit, wiring panels and switchboards, and working with motors, transformers, and lighting systems. The curriculum also covers blueprint reading, jobsite management, and testing procedures, providing a comprehensive foundation to begin a successful apprenticeship and journey toward becoming a licensed journeyman electrician.

2519-319 | General Electrician (Modules IV - VI) | 02/02/26 - 06/10/26 | M-Th | 9:45 am - 2:45 pm | \$4,050*
2519-313 | General Electrician (Modules IV - VI) | 02/02/26 - 06/10/26 | M-Th | 3:45 - 6:45 pm | \$4,050*

*Course has additional fees detailed in the Spring 2026 Master Schedule.

Residential Electrical Wiring

Power up your career as a residential electrician. This practical course provides foundational training in installing, maintaining, and repairing electrical systems in homes. You will master the National Electrical Code (NEC) requirements, learn to wire circuits, outlets, and switches, and understand electrical service panels. Emphasis is placed on safety protocols, proper grounding techniques, and the use of diagnostic tools, preparing you for an apprenticeship and a successful career in the electrical trade.

4-324 | Residential Electrical Wiring | 02/02/26 - 06/10/26 | M/W | 4:15 - 7:00 pm | \$1,000*
4-334 | Residential Electrical Wiring | 02/02/26 - 06/10/26 | T/Th | 4:15 - 7:00 pm | \$1,000*
4-334 | Advanced Residential Electrical Wiring | 09/09/26 - 01/27/27 | T/Th | 4:15 - 7:00 pm | \$1,000

*Course has additional fees detailed in the Spring 2026 Master Schedule.

Electronic Circuits and Motor Systems

Dive into the fundamentals of electricity and electronics. This hands-on course teaches you to build, analyze, and troubleshoot DC and AC circuits using components like resistors, capacitors, and transistors. You will learn to read schematics, apply Ohm's Law, and use multimeters and oscilloscopes. The curriculum also covers the principles and operation of industrial motor control systems, providing a solid foundation for careers in electronics repair, robotics, and industrial maintenance.

15140-327 | Electronic Circuits and Motor Systems | 02/02/26 - 06/10/26 | M/W | 7:00 - 9:45 pm | \$1,000

Mechanical Systems Installation and Repair

HVAC Pathway

- Semester 1: HVAC I (1508)
- Semester 2: HVAC II (2508)

Learn how to install, operate, and repair HVAC systems for residential and commercial ventilation

Prepare for Environmental Protection Agency (EPA) license and other complementary licenses

Explore electricity generation and modification for HVAC systems, wiring principles per the National Electrical Code (NEC), operational techniques for ventilation and refrigeration, and troubleshooting refrigeration systems

Your Future in HVAC...

- Work on heating, ventilation, cooling, and refrigeration systems
- Work in a variety of industries such as construction, commercial and industrial facilities, education, healthcare, and retail

Step 4: Train & Support

- District support via Adult School, administrators, and direct supervisors
- ROC support via instructors, Career Guidance Specialists, administrators, and staff

Career Guidance Specialists

Career Guidance Specialists are dedicated to supporting students in achieving their educational and career goals. They serve as your primary resource for navigating our programs, understanding career pathways, and connecting your learning to future opportunities.

Career Guidance Specialists:

- Provide one-on-one counseling to help you select and register for courses aligned with your career interests and educational plans.
- Offer guidance on postsecondary options, including college, technical schools, apprenticeships, and direct-to-career employment.
- Assist with resume building, interview preparation, and job search strategies.
- Coordinate with instructors to ensure you are on track toward program completion and industry certifications.
- Coordinate with high school counselors, serving high school students as their career resource liaison to assist with student enrollment and registration for all CTE classes offered both on-site at the high school and at the center campus.
- Connect you with internships, job shadowing opportunities, and industry partners.
- Help you understand graduation requirements, articulation agreements, and transfer credits, where applicable.

Their goal is to empower you with the knowledge, tools, and confidence to make informed decisions about your future. Students are encouraged to meet with their Career Guidance Specialist regularly to maximize the benefits of their SoCal ROC experience.

Career Guidance Specialists' offices are located in the SoCal ROC Career Center. The scheduled Career Center hours are Monday – Thursday, 8:00 a.m. – 6:30 p.m.

Our Career Guidance Specialists can help you find a career path that fits you and your goals!



Eder Flores
Career Guidance Specialist
✉ Email Eder Flores



Rocio Pineda-Contreras
Career Guidance Specialist
✉ Email Rocio Pineda-Contreras



Raul Rubio
Career Guidance Specialist
✉ Email Raul Rubio

Program Enrollment Data

Program	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026
Electrical	–	1	1	1	–	–
HVAC	4	–	9	7	–	3
Plumbing	3	–	3	1	–	1
Welding	6	1	3	6	–	5
Total	13	2	16	15	–	9

Program Completer Data

Program	Spring 2025 Cohort	Fall 2025 Cohort	Spring 2026 Cohort
Electrical	–	1	1
HVAC	3	5	5
Plumbing	2	1	1
Welding	–	1	–
Total	5	8	7

Step 5: Complete

- Measuring outcomes and communicating impact
- Program Completion Survey
 - Recruitment, Selection Process, Onboarding
 - Program Quality, Curriculum
 - Instruction, Faculty, Facilities, Learning Environment
 - Support from District, Support from ROC
- Continuous improvement!

Reskill/Upskill Initiative Program Completion Survey

Thank you for participating in the Reskill/Upskill Initiative through the Southern California Regional Occupational Center (SoCal ROC). Your feedback is essential to the continuous improvement and long-term sustainability of this partnership-based workforce development model.

This survey is designed to gather comprehensive input on your experience — from the initial information session and application process through instruction, program completion, and post-program impact. We are seeking your candid assessment of program quality, instructional effectiveness, facilities, administrative coordination, and the level of support provided by both your district and SoCal ROC.

The data collected will be used to:

- Strengthen program design and delivery for future cohorts
- Improve alignment with district workforce needs and high-demand industry sectors
- Inform strategic planning and continuous improvement efforts
- Guide resource allocation and funding decisions
- Evaluate return on investment and internal talent pipeline development
- Report outcomes to participating districts, governing boards, and applicable grant agencies

All responses will be reviewed in aggregate to identify trends, strengths, and areas for refinement. Individual responses will remain confidential and will not impact your employment status or future advancement opportunities.

Your participation directly contributes to building a stronger, more sustainable workforce development system for our districts and the communities we serve.

What We Learned from Reskill Upskill 1.0

Employees want opportunities to grow.

Classified staff represent an existing talent pool that districts can develop.

CTE programs have untapped capacity.

Programs designed for students can also serve incumbent workers.

Existing courses aren't always enough.

A semester-long program may be appropriate for career transition, but not for every employee or district workforce need.

District needs are often competency-specific.

Sometimes employees don't need an entire occupational program — they need targeted skills they can apply immediately.

Challenge:

Instead of asking employees to fit into existing CTE programs, could we bring CTE expertise directly into the district's professional development system?



Solution:

Reskill Upskill Initiative 2.0



- Evolution from individual course enrollment → district-wide workforce development and professional learning model
- CTE provider can become a professional development partner for an entire K-12 workforce

- Often centered on compliance, policy, or instructional practice
- Frequently delivered as one-time workshops
- Limited opportunities for classified employees to develop technical skills
- Training may not connect directly to employees' daily work or career advancement

- Treat professional development as **workforce development**
- Partner directly with school districts to identify employee skill gaps
- Use existing CTE programs, instructors, labs, and industry expertise
- Deliver hands-on, competency-based technical training
- Create opportunities for both **upskilling and reskilling**

The same CTE infrastructure we use to prepare students for careers can also strengthen the workforce already serving our schools.

District Needs to Workforce Capacity

Identify Needs

District identifies workforce needs and participating employees.

Co-Design Training

District and CTE provider determine the technical areas most relevant to employees.

Deliver Applied Learning

Industry-certified instructors provide hands-on training using CTE facilities, equipment, curriculum, and materials.

Document Competency

Attendance and performance are tracked; participants receive certificates of completion, with industry certification available.

Why This PD Model Works

For Employees

- Builds job-relevant skills
- Creates career mobility
- Provides hands-on learning
- Can lead to industry certification
- Recognizes classified staff as professionals

For Districts

- Develops internal workforce capacity
- Addresses identified skill gaps
- Supports employee retention and growth
- Creates customized PD
- Connects PD spending to workforce needs

For CTE Providers

- Extends CTE beyond traditional students
- Leverages existing instructional expertise, labs, and equipment
- Expands community impact
- Creates a new partnership model
- Positions CTE as a workforce-development hub

Evolution of Reskill Upskill

Reskill Upskill 1.0



Reskill Upskill 2.0

Employee enrolls in an existing course

Individual participation

Existing course schedule

Existing curriculum

Primarily career advancement

CTE provider as course provider

District identifies a workforce need

Employee cohorts

Customized PD schedule

Needs-based curriculum

Career advancement **and** organizational capacity

CTE provider as workforce-development partner

1. Listen

What skills does the district workforce need?

2. Inventory

What programs, instructors, labs, equipment, and credentials already exist within your CTE system?

3. Match

Connect district workforce needs with existing CTE instructional capacity.

4. Customize

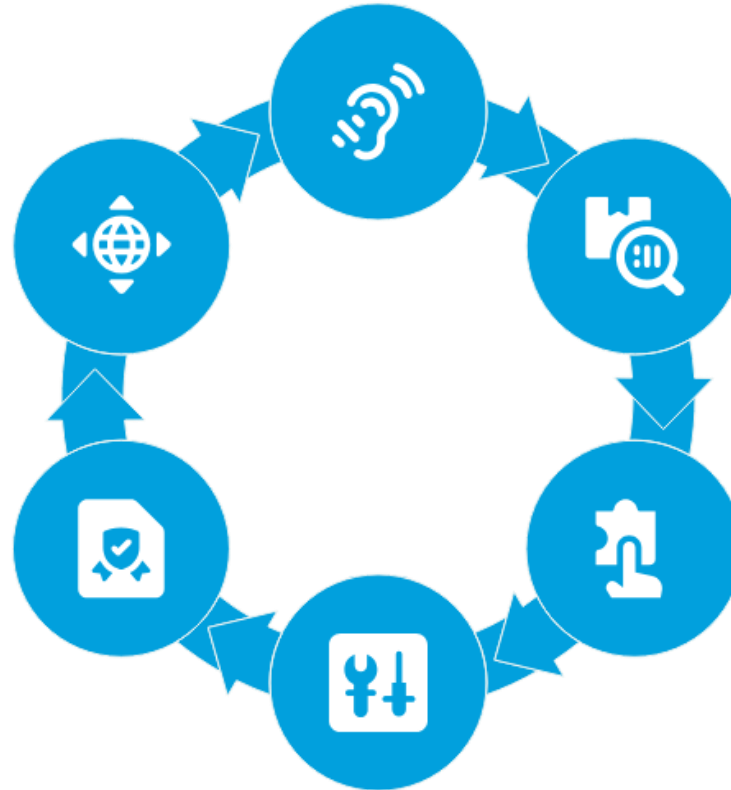
Adapt curriculum, schedule, delivery, and assessment for incumbent workers.

5. Credential

Document competencies and provide certificates and industry credentials where applicable.

6. Scale

Move from individual courses → cohorts → customized district PD → regional workforce partnerships.



Next Steps

- Ongoing collaboration with existing partner districts
- Expanded programs and course offerings
- Future collaboration with new districts and new professional learning models!



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Your Future.
Reimagined.