Welcome from CCCAOE

Our mission: To provide leadership for occupational education and economic development professionals involved in workforce development and the enhancement of California's position within a global economy.

We are your CTE & EWD association!
CCCAOE Working Together

- Executive Board
- 7 macro-regions with Regional Vice Presidents to serve as a regional voice
- Committee involvement ongoing
CCCAOE Strategic Priorities:

• Advocacy of CTE & Workforce Development
• Professional Development
  • CCCAOE Fall & Spring Conferences
  • Leadership Academy
• More & Better CTE Forums
Thank you from CCCAOE!

• Thank you for your attendance today.
• Please provide feedback so that we can best meet the needs of CTE & EWD professionals throughout the state.

www.cccaoe.org
Strong Workforce Program

- Introduction by Amy Schulz
- Housekeeping
- Goals for the day
  - Overview of SWP
  - Sector Strategy
  - LaunchBoard Overview
California Community College Association for Occupational Education
Meeting the Education & Training Needs of California’s Workforce
Purpose of *More & Better CTE Forum*

• Assist local colleges align with Strong Workforce Program, the CCCCCO CTE/EWD division and the “Doing What Matters” framework.

• Ensure all stakeholders are connected to the process
What do Career Technical Education and Workforce Development mean to you?
CTE: The Path out of Poverty

$60,771
($29.22/hour)
2-parent with one working adult, 2-child
Source: CA Budget Project

$66,000
AA – Career Technical Education
5-years later
Source: Salary Surfer, 113 CA Community Colleges

$38,500
AA - General Education
5-years later
Source: Salary Surfer, 113 CA Community Colleges
California’s Job Openings by Education Level
2015-2025

1.9 million job openings will require some college or an Associate's degree

Analysis: Collaborative Economics
SWP Funding: More & Better CTE

Increase quantity of CTE

Improve quality of CTE

Courses, programs, pathways, certificates, degrees

Requirement: labor market demand!
Goals of the Strong Workforce Program (SWP)

- Responsive and high-quality program offerings
- Data driven decision making
- Regionally aligned workforce partnerships
- Colleges and regions able to share best practices with others
- All funding are used to support Career Technical Education and Workforce Development
Strong Workforce Taskforce Recommendations

- Student Success
- Workforce Data & Outcomes
- Curriculum
- Career Pathways
- CTE Faculty
- Regional Coordination
- Funding
SWP Funding Shares

- 60% LOCAL SHARE
- 40% REGIONAL SHARE
### SWP Allocation Model

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18+</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unemployment rate</td>
<td>1/3</td>
<td>1/3</td>
</tr>
<tr>
<td>2. Proportion of CTE FTEs</td>
<td>1/3</td>
<td>1/3</td>
</tr>
<tr>
<td>3. Projected job openings</td>
<td>1/3</td>
<td>1/6</td>
</tr>
<tr>
<td>4. Successful workforce outcomes*</td>
<td>0</td>
<td>1/6</td>
</tr>
</tbody>
</table>
Guiding Values: Incentive Funding
(formerly known as 17% Funding or 1/6 Funding)

*SUCCESSFUL WORKFORCE OUTCOMES:
- Improve student outcomes, focused on completion, employment, earnings
- Students leave community college with the skills employers need
- Alignment of programs and curriculum with regional labor market demand
- Shifts in overall college investments
- Long-term investments
- Calculated risks to drive innovation
- Deliberate, thoughtful actions
- Continuous improvement
- Rewards over punishments
- Collaboration over competition
Strong Workforce Program Incentive Funding

The Strong Workforce Program (SWP) helps to strengthen career and technical education (CTE) programs through regional collaboration and by preparing more students for high-demand, high-wage jobs. SWP incentive funding provides rewards to colleges and regions that attain these goals.

Learn more about the SWP Incentive Funding Model

• Download Infographic
• Access Overview PowerPoint
• Access Detailed PowerPoint
• Read Detailed Model Description
Strong Workforce Program incentive funding rewards colleges and regions that strengthen career and technical education (CTE) programs through regional collaboration and by preparing more students for high-demand, high-wage jobs.

**MEASURES RESULTS FOR ALL CTE PROGRAMS**

Outcomes are counted for all CTE students, both at the college and regional level, to incentivize strong overall CTE portfolios and collaboration across institutions.

**TRANSPARENCY AND ACCOUNTABILITY**

Annual progress is made visible on the LaunchBoard Strong Workforce Program tab and effective programs are recognized through an awards program each year.

**CONTINUOUS IMPROVEMENT**

Colleges and regions update their plans each year, using labor market data and nonbinding projections at the program level, to ensure that investments expand and improve CTE programs.
Extra points are awarded for economically disadvantaged students who attain these outcomes.

Using a points system, colleges and regions receive additional funding for every CTE student who...

The Strong Workforce Program incentive funding model was developed with input from practitioners and experts, based on the goals of the Strong Workforce Program, lessons learned in other states, and extensive data modeling involving all California community colleges and regions.
Strong Workforce Program: Plan Elements

• SHALL increase the **number** of students in **quality** CTE courses, programs, and pathways that will achieve successful workforce outcomes.

• MAY invest in **new or emerging** CTE courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.

• MAY Address Strong Workforce Task Force recommendations.

• SHALL Provide **evidence of demand** for workers within the funded CTE Program(s) AND
  - Identify geography and occupations targeted
  - Identify labor market demand and supply **gap**
  - Cite **source** of labor market information
3-Year Projections Based on SWP Metrics

**INCREASE QUANTITY**
- CTE enrollment

**FOCUS ON QUALITY**
- Skills gains
- Completion
- Transfer
- Employment rates
- Employment in field of study
- Earnings/Median change in earnings
- Proportion of students who attained living wages
SWP Allowable Spending

• Use reasonable standard
• Focus on Strong Workforce outcomes
• Supplement not supplant

**CTE Portfolio:** “The percentage of that community college district’s total full-time equivalent students enrolled in career technical education courses relative to the total full-time equivalent students enrolled in the district shall not be reduced from the percentage computed for the 2015–16 fiscal year.”
Strong Workforce Program Allocation

• Funds are ongoing and have been allocated to districts based on a labor market need
• Plans and budgets are very simple
• Avoid duplication of effort, partner with:
  • Workforce Innovation and Opportunity Act (WIOA)
  • Adult Education Block Grant consortia
  • K-12 career technical education programs
Improvements in Curriculum Review Process

• Chancellor’s Office has modified course review criteria to ensure that only new and substantial changes go through a comprehensive review.

• Board of Governors revised Title 5 in July 2016 to return stand alone course approval to local colleges.
Projects in Common

WHY SCALE PROJECTS IN COMMON?
For a number of the Community College Strong Workforce Recommendations, there is economy of scale to do “projects in-common” across all regions.

Project 1: Curriculum Streamlining
Project 2A Outreach to Parents and Students & Project 2B Outreach to Employers - CTE Rebranding
Project 3: Employability/Soft Skills
Project 4: Early Career Exploration
Project 5: Scale Regional STEM/STEAM Teacher Pipeline
Project-in-Common: Curriculum Streamlining

North Far North Curriculum Workshop Result

• Current Curriculum Process Average: 6.6 Months

• Collaborative Regional Possible Processes: 3.3 Months

An Effective Curriculum Processes Primer
(Approved October 1, 2016 by the ASCCC Executive Committee)

“If your college curriculum approval process takes more than 3 months from submission to the Curriculum Committee to action by the Governing Board, your academic senate might consider leading a review of the process to identify practices to make the curriculum approval process more efficient and effective.”
Projects-in-Common: Rebranding CTE

- Develop statewide “umbrella” brand that can be adapted to serve local and sector-specific needs.
- Leverage existing and emerging assets to do a better job telling the story of CTE.
- Research conducted in Spring 2016; launched statewide campaign August 2017
Projects-in-Common: 21st Century Employability Skills

- “Top 10” 21st Century Skills
  - Adaptability
  - Analysis/Solution Mindset
  - Collaboration
  - Communication
  - Digital Fluency
  - Empathy
  - Entrepreneurial Mindset
  - Resilience
  - Self-Awareness
  - Social/Diversity Awareness
Hi Touch Healthcare

www.ca-hwi.org/?lp=10001
Projects-in-Common: CCC Maker

- Promoting Engagement of the California Community Colleges with the
  Maker Movement

- *California Council on Science and Technology - April 2016 Report*

- **4Cs of the Creative Economy**
  - Critical Thinking
  - Creativity
  - Collaboration
  - Communication
Projects-in-Common: Get Focused...Stay Focused!

Initiative Goals for High School Graduates:

• A carefully-considered career path

• An informed major or program of study

• A college or post-secondary path

• A 10-year career and life plan

• A unique skills-based education plan
Projects-in-Common: Teacher Preparation Pipeline

TEACHER PREPARATION PIPELINE
PREPARING CALIFORNIA'S STEM AND CTE TEACHERS

ABOUT THE TPP PROGRAM

Teacher Preparation Pipeline:
Preparing California's STEM and CTE Teachers

www.teacherpipeline.com

The Teacher Preparation Pipeline was established in 2006 by the California Community Colleges
Centers of Excellence
Funded by the Chancellor’s Office

✓ Industry Sector Profiles
✓ Regional Labor Market Profiles
✓ Supply and Demand Tables
✓ Curated Library

http://www.coeccc.net/dwm/
Institutional Effectiveness Partnership Initiative

• IEPI Mini-Partnership Resource Teams (Mini-PRTs) will be available to assist a limited number of individual institutions with local plan implementation of SWP later this spring.

• Recruitment of volunteers for these SWP-specific Mini-PRTs is underway.

• If you would like to share your CTE knowledge, please complete the appropriate survey:
  • Current faculty survey: https://www.surveymonkey.com/r/FacultyExpertise2016
  • Current non-faculty survey: https://www.surveymonkey.com/r/IEPI-PRT-Pool-Expertise-Inventory-201612
Upcoming Professional Development:

• CCCAOE:
  • [https://www.cccaoe.org](https://www.cccaoe.org)
  • 2017 Fall Conference, November 1-3, Rancho Mirage
  • 2018 Spring Conference, March 7-9, Sacramento
  • 2018 Leadership Academy, June 5-8, Sacramento

• IEPI:
  • [http://iepi.cccco.edu/professional-development](http://iepi.cccco.edu/professional-development)

• Academic Senate of California Community Colleges
  • [http://www.asccc.org/calendar/list/institutes](http://www.asccc.org/calendar/list/institutes)
References

• *Task Force on Workforce, Job Creation and a Strong Economy:*
  

• Strong Workforce Funding Implementation webinar presentation to CIO’s on October 11, 12, & 14, 2016: [http://www.doingwhatmatters.cccco.edu/StrongWorkforce/PresentationArchive.aspx](http://www.doingwhatmatters.cccco.edu/StrongWorkforce/PresentationArchive.aspx)

• $200M Strong Workforce Program CTE Faculty TakeNote, presented on September 6, 2016 by Matt Roberts and Lynn Shaw, PhD: [http://www.doingwhatmatters.cccco.edu/StrongWorkforce/PresentationArchive.aspx](http://www.doingwhatmatters.cccco.edu/StrongWorkforce/PresentationArchive.aspx)

• Technical Assistance Providers: [http://doingwhatmatters.cccco.edu/Contact.aspx#forgrantees](http://doingwhatmatters.cccco.edu/Contact.aspx#forgrantees)


• CTE Data Unlocked Technical Assistance for Strong Workforce Program

• Local Share Planning:

References

• Sacramento Expectations for the Strong Workforce Program, Vice Chancellor Mario Rodriguez, August 2016

• Stand-Alone Credit Course Approval, Board of Governors approval of Title 5 55100, July 2016
  [http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2016_agendas/july/Attachment-2.2-Stand-Alone.pdf]

• Doing What Matters Strong Workforce Program Metrics, December 5, 2016:
  [http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Strong%20Workforce%20Metrics.pdf]

• LaunchBoard Industry Credentials:
  [http://doingwhatmatters.cccco.edu/LaunchBoard/IndustryCredentials.aspx]

• Reviewing, Evaluating and Improving the Curriculum Process – A Local Academic Senate Responsibility, February 2016
  [http://asccc.org/content/reviewing-evaluating-and-improving-curriculum-process-%E2%80%93-local-academic-senate-responsibilit]

• Strong Workforce Implementation – Curriculum, June 2016 – 2017

The LaunchBoard for Planning

CCCAOE More & Better CTE Forum
Cal PASS Plus Temp Log-in

If you have your own log-in info, please use it. If not, we have a temporary log-in for the day.

• www.calpassplus.org
• Username: mbcte
• Password: mbcte0917
Objectives:

• Explore the data in your program
• Check for accuracy and if necessary, start the conversation for data clean-up
• Learn about resources for LaunchBoard
Warm Up: CTE Data In Context

• What types of information do you consider in reviewing your program for improvement?

• What types of data are you currently using to evaluate CTE outcomes?

• Do you have access to the information you need?

• Do you have any challenges with understanding and using CTE data?
The LaunchBoard Program Snapshot Tab

• Access student outcomes, employment and earnings data, and labor market information by program, sector, college, and region

• View visual reports that answer questions like “where are students taking courses" and "how much money are students making“

• Drill down into detailed data tables on student characteristics, milestones, and success
The LaunchBoard Program Snapshot Tab

- **Student characteristics, progress, and completion** from the CCCCCO database (populated by colleges)

- **Employment and earnings data** from Employment Development Department

- **Employment outcomes** from the CTE Outcomes Survey

- **Labor market information** from EMSI
www.calpassplus.org/user/login.aspx
LaunchBoard: Data-Backed Decisions

The CTE LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor’s Office and hosted by Cal-PASS Plus, provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. This information is intended to facilitate local, regional and statewide conversations about how to improve student transitions from K-12 to college and on to the workforce. Click on this link to view video tutorials on specific tools within the LaunchBoard.

LaunchBoard Features

The LaunchBoard includes several tools to support collecting and viewing information on student outcomes in CTE.

- **Program Snapshot**
  - The Program Snapshot includes graphical, question-and-answer style reports on programs, labor market demand, completion, and employment outcomes.

- **Program Tables**
  - The Program Tables provide detailed information on programs, grouped into categories including program size, student characteristics, milestones, success, employment, and regional labor market information. It includes disaggregated metrics as well as comparison data on historical trends, regional totals, and state medians.

- **Strong Workforce Program Metrics**
  - Program-level information on the metrics associated with the Strong Workforce Program, including comparison data based on historical trends, regional and state medians, the highest state outcomes, and college goals.
In the Reports, Find Answers to Your Questions

Program Snapshot Reports

What level of program information would you like?
Program Level:
- Sectors (Multiple Codes)
Credit Status:
- Both For and Non-Credit

Which programs would you like to view?
College or Region:
- MACROREGION - Bay Area
Program or Sector:
- SECTOR - Advanced Manufactur...
Which academic year should be included in the report?
- 2013-2014

View

Find out more about the data in the LaunchBoard
Give us your feedback
In the Program Snapshot, Find Answers to Your Questions

### Program Snapshot Reports

**MACROREGION - Bay Area | SECTOR - Advanced Manufacturing and Advanced Technology | 2013-2014 (Change Filter?)**

#### Students
- Where are students taking courses in the region?
- What kinds of students are taking courses?
- Are students progressing in the pathway?
- How many students are succeeding in the region?

#### Equity
- Are there equity gaps in access?
- Are there equity gaps in completion?
- Are there equity gaps in transfer?
- Are there equity gaps in skills-builder earnings gains?

#### Employment
- What are the projected job openings in the region?
- Are students getting jobs?
- How much money are students making?
- Are students making reasonable wages?

#### Excellence
- Which colleges have the most effective programs in the state?

*Find out more about the data in the LaunchBoard*
Get a Deeper Level of Information

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Age</th>
<th>Full Time Status</th>
<th>Previous Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td>Unknown 2%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>Female 9%</td>
</tr>
</tbody>
</table>

Find out more:
- Dig Deeper into additional student populations, such as foster youth and disabled students
- What do I need to know about these figures?
Get a Deeper Level of Information

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.
Understanding Your Students and their Progress
Students: Common Questions

- Are there other programs nearby?
  - See the size of programs at nearby colleges and how many students they attract

- What kinds of students do I have?
  - View information on standard demographic categories, plus full-time status and whether students have already earned a certificate or degree

- Are my students making progress?
  - Review fall-to-spring retention plus continuous enrollment for three terms within your program (both at your college and within your region, for swirling students)

- Are there equity gaps?
  - See the difference in proportions of students who enrolled versus the proportion who earned a certificate or degree, transferred, and got an earnings increase after taking only a few classes

- Video: https://youtu.be/62RpD7NxBc?list=PLhHAT4sS1OyNabbnRH0tRBQ9jn_3FWQv3
See Where Students Are Enrolling

Victor Valley College || Nursing (123000) || 2011-2012 (Change Filter?)

689 students took courses at 4 colleges.

Courses Students FTES

Victor Valley College
Chaffey College
Riverside Community College
Mt San Jacinto College

Cal-PASS Plus
Find Out More About Your Students
Find Out More About Your Students

Victor Valley College || Nursing (123000) || 2011-2012 (Change Filter?)

Where are students taking courses in the region?

What kinds of students are taking courses?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Age</th>
<th>Full-Time Status</th>
<th>Previous Awards</th>
</tr>
</thead>
</table>

- Full-Time 2%
- Part-Time 98%

Cal-PASS Plus
Find Out More About Your Students
Do Students Stay in Your Program?

| Where are students taking courses in the region? |
| What kinds of students are taking courses? |
| Are students progressing in the pathway? |

**Term-to-Term Retention**

<table>
<thead>
<tr>
<th>Term-to-Term Retention within College</th>
<th>Term-to-Term Retention within Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>49%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Do They Make Progress Toward Awards?

| Where are students taking courses in the region? |
| What kinds of students are taking courses? |

Are students progressing in the pathway?

<table>
<thead>
<tr>
<th>Term-to-Term Retention</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence within College</td>
<td>18%</td>
</tr>
<tr>
<td>Persistence within Region</td>
<td>18%</td>
</tr>
</tbody>
</table>
Are There Equity Gaps?

There were equity gaps for Female students, when comparing program enrollments and overall college enrollment rates. 9% of 16,950 Female students enrolled and 86 additional must enroll to close the gap.
Learn More About the LaunchBoard
Searchable Resources Library

CTE Data Unlocked Resources

What Do You Need To Do?  
All Usage Types

What Is Your Role?  
Faculty

What Type Of Resource Are You Interested In?  
All formats

Find My Resources

Resources filtered by Usage = All, User Role = Faculty, and Format = All

Pages: 1 2 3 4 5 »

CTE Data Unlocked | Experts Unlocked
Four-minute video explaining the types of information that colleges need to use as part of the Strong Workforce Program funding and how the CTE Data Unlocked Experts can support colleges in accessing this information.  
Get related resource(s):  
Contact the Expert who has been assigned to your college

Understanding Employment and Earnings Data
Infographic that spells out tools that show employment information, where the data comes from, how representative it is, and issues to consider when reviewing the data.  
view »

Should you grow your program?
Find out how the LaunchBoard can help you get a better understanding of the jobs that are available in your region and whether the number of jobs is growing or shrinking related to specific programs.  
Get related resource(s):  
View other two minute videos on how to use the LaunchBoard to support college processes

Do Our Training Programs Align With Available Jobs?
Small Group Work

- Break into small groups (ideally with the team from your college)
- Open a browser window to: www.calpassplus.org/launchboard/SnapShotReports.aspx
- Use the worksheet to complete the exercise
- There will be a chance to share observations at the end of the break-out
Employment & Earnings
Employment & Earnings: Common Questions

- **Did my students get jobs?**
  - Post-college employment for both completers and skills-builders

- **How much money are students making?**
  - See pre- and post-college earnings trajectories for both completers and skills-builders

- **Are my students making reasonable wages?**
  - Compare earnings to expected wages and to the regional living wage
  - Video: [https://youtu.be/8HAMoxbMPyE?list=PLhHAT4sS1OyNabbnRHOtRBQ9jn_3IWQv3](https://youtu.be/8HAMoxbMPyE?list=PLhHAT4sS1OyNabbnRHOtRBQ9jn_3IWQv3)
Where are all my completers?

- **People versus paper:** There may be fewer people than awards
- **Excluded completers:** Transfer students aren’t included
- **Unreported earning categories:** self-employed, cash economy, out-of-state, government, military
- **Variable employment:** earnings graphs suppressed if fewer than 10 can be found in all eight quarters
- **Miscoding or multi-coding:** assigning a different TOP code to the award than the coursework
Small Group Work

• Break into small groups (ideally with the team from your college)
• Open a browser window to: https://www.calpassplus.org/launchboard/SnapShotReports.aspx
• Use the worksheet to complete the exercise
• There will be a chance to share observations at the end of the break-out
Resources to support using data
Code Alignment Project

• The Code Alignment Project is a voluntary, faculty-led process for examining the reporting codes (TOP, CIP, SOC, and SAM) that have been assigned to CTE courses and program awards, to ensure that they appropriately match the content of the curriculum.

• [http://doingwhatmatters.cccco.edu/LaunchBoard/CodeAlignment.aspx](http://doingwhatmatters.cccco.edu/LaunchBoard/CodeAlignment.aspx)
What will you do based on what you’ve learned?
Warm Down: Action Steps

- Do these tools address the problems you’ve had with getting information on CTE outcomes?

- Is there a specific action step that you are likely to take based on what you learned today?
Get Started!

• Resources, videos, and guides:
  • [http://doingwhatmatters.cccco.edu/LaunchBoard.aspx](http://doingwhatmatters.cccco.edu/LaunchBoard.aspx)

• Answers to questions:
  • [launchboard@ccc.edu](mailto:launchboard@ccc.edu)

• Log onto the LaunchBoard:
  • [www.calpassplus.org/LaunchBoard](http://www.calpassplus.org/LaunchBoard)
Understanding Employment & Earnings Data

Colleges are increasingly being asked to review employment and earnings data on their former students to understand the impact of their programs, and with the development of statewide tools like the Salary Surfer and the LaunchBoard, more practitioners now have access to this information.

However, there is no definitive source of employment information that can answer the full range of questions that educators and policymakers have. Therefore, it's helpful to approach the review of employment information as a multiple measures effort, and to see employment data as a starting place in understanding longer-term outcomes. Employment data offers an important window on college goals like closing equity gaps and raising students’ standard of living, but it requires further discussion with students, faculty, and employers to discern its meaning for program improvement.

Where do employment and earnings data come from?
There are two primary sources of employment and earnings data for California community colleges:

California’s Unemployment Insurance (UI) Wage File
Each quarter, employers are required to report how much they paid each of their employees. The...
Thank you!

Resources, videos, and guides:  
http://doingwhatmatters.cccco.edu/LaunchBoard.aspx

Answers to questions:  
launchboard@cccco.edu

Log onto the LaunchBoard:  
www.calpassplus.org/LaunchBoard
Thank you for your service to California Community College students!

Amy Schulz
abagschulz@gmail.com