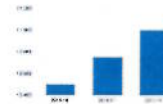


# Strong Workforce Program Overview

## Strong Workforce Program Goals

**MORE** - Increase the amount of CTE instruction delivered (FTES, Enrollments)



**BETTER** - Continuously improve CTE outcomes (Course Completion, Award Completion, Transfer, Employment Rates, Employment in Field of Study, Earnings, Proportion of Students Obtaining Livable Wages) with a particular focus on completion of industry valued credentials, job placement, and wage advancement



**EQUITY** - close equity gaps in program access, completion, and earnings of underserved demographic groups



**MEET NEEDS OF BOTH SIDES OF LABOR MARKET** - Provide career pathways that prepare more un- and underemployed students with pathways to employment that pays livable wages and meets increased demand for middle skills workforce with industry-valued credentials

## Strategies

- **Allocate funds according to needs of labor market and capacity of colleges to meet those needs** ( $\frac{1}{3}$  unemployment rate,  $\frac{1}{3}$  CTE FTES,  $\frac{1}{3}$  job opening in first year)
- **Utilize 60% of funds to directly resource colleges to provide more and better CTE**
  - Enroll more students in CTE programs and offer more CTE programs in pathways where there is labor market demand equal to or greater than the supply
  - Utilize outcomes data to guide investments to obtain better rates of course and certificate/degree completion, job placement and retention, and wage advancement for all students
- **Convene workforce development stakeholders to identify regional labor market gaps, and find ways to work together to build and improve career pathways** that address needs of regional labor markets
  - Mandated stakeholders include Workforce Development Boards, Adult Ed Consortia, K-12, as well as other Higher Ed, Industry, and Civic Leaders
  - First plan due 1/31/17 with annual updates and new plans due every 4th year
- **Direct 40% of funds through regional consortia to facilitate collaborative approaches** that utilize the system's scale to deliver more and better CTE and address regional labor market gaps
  - Colleges vote where to direct funds to best achieve SWP goals
  - All funds must go to colleges
- **Pay attention to results and adjust accordingly**
  - CTE Data Unlocked initiative provides \$50k/college to enhance ability to use data
  - 17% of funds flow according to performance in 2nd and subsequent years (reducing job openings factor from  $\frac{1}{3}$  to 17%)
  - Regions recommend changes and Chancellor's Office reports to Governor and Legislature each year

## Criteria for Use of Funds

- All expenditures must be directed towards goals of more and better CTE and meeting labor market gaps. Expenditures must target [SWP Metrics](#) and project how investments will improve metrics. Colleges must report out on success at moving metrics
- Colleges must document that funded CTE programs will prepare students for labor markets where the supply of graduates from all sources is not greater than the labor market demand
- Expenditures must not supplant
- Funds must be spent within 2.5 years. 2016-17 funds by 12/31/18
- Legislation affords colleges considerable discretion, but also expects accountability for delivering more and better CTE

## Process and Timelines

See [DoingWhatMatters.cccco.edu/StrongWorkforce.aspx](http://DoingWhatMatters.cccco.edu/StrongWorkforce.aspx) for most current details

### Local Share

(See link to Local Shares Process Flow Chart in the Planning Box on the [SWP Rollout Page](#))

- 7/30/16 [Allocations to Districts](#) released. Districts determine how to allocate within district.
- 9/19/16 Local Share on-line reporting platform available for colleges to begin entering targeted programs, supporting labor market information, targeted metrics, plans for allocation of funds.
- Colleges may validate labor market demand using tools developed by Centers of Excellence or develop from other sources and submit for review to 3-person committee (See links in [Labor Market Research Box](#) )
  - Colleges may begin immediately spending funds as soon as plan entered, labor market validated
- 1/31/17 Planning of first year Local Share funds completed and entered into on-line system

### Regional Planning

(See link to Regional Shares Process Flow Chart in the Planning Box on the [SWP Rollout Page](#))

- Summer Initial outreach to stakeholders, Labor Market Data Collection and Analysis
- 9/16/16 Convening of BACCC CTE Leadership Group
- 10/21/16 Convening #1 of Consortium and Stakeholders
- 12/2/16 Convening #2 of Consortium and Stakeholders
- 1/31/17 Planning of first year funds completed and entered into on-line system

### Regional Share

(See link to Regional Shares Process Flow Chart in the Planning Box on the [SWP Rollout Page](#))

- 10/28/16 Fiscal Agent determined
- 10/31/16 On-line Application for Regional Share available
- 11/4/16 Consultation Council meets to begin work on 40% Regional Share allocation process
- Jan 2017 Consultation Council and/or Leadership Team meets to decide allocations of Regional Share
- 1/31/17 Planning and allocation of first year Regional funds completed and entered into on-line system



# Strong Workforce Program Metrics

## Background

Per the Strong Workforce Program legislation, performance accountability measures shall “to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). Outcome measures shall include, to the extent possible, demographic data, to allow policymakers and the general public to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.... Recommendations for future allocations to consortiums [should be] based upon program outcomes, including, at a minimum, the number of certificates granted to, and wage increases of, students who have completed a career technical education program.”

## Metrics

All metrics are disaggregated by race, gender, and age grouping, and are available in the LaunchBoard.

- *FTES*: College’s overall proportion of CTE FTES\*\*
- *Skills gains*: Course success rate for credit courses\*
- *Completion*: Unique individuals who completed a credit or noncredit local certificate, credit or noncredit Chancellor’s Office approved certificate, associate degree, applied bachelor’s degree, or third-party credential\*
- *Transfer*: Unique individuals who transferred to a four-year institution
- *Employment rates*: Employment rate for exiting students at two and four fiscal quarters after leaving the community college system, with disaggregated data provided on outcomes for completers and skills-builders (based on a match to the state unemployment insurance wage file)\*
- *Earnings*: Earnings for exiting students at two fiscal quarters after leaving the community college system, with disaggregated data provided on outcomes for completers and skills-builders (based on a match to the state unemployment insurance wage file)\*

July 14, 2016



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- *Employment in field of study:* The proportion of students who reported that their current job is close or very close to their field of study, with disaggregated data provided on outcomes for completers and skills-builders (based on responses in the CTE Outcomes Survey)
- *Median change in earnings:* Percentage change in earnings for exiting students, one year before and one year after exiting the California community college system, with disaggregated data provided on outcomes for completers and skills-builders (based on a match to the state unemployment insurance wage file)\*\*
- *Proportion of students who attained living wages:* Earnings among exiting completer and skills-builder students, compared to the Living Insights Center data for a single individual in the college's Doing What Matters region

\* WIOA metrics

\*\* additional metrics flagged in the legislation

## Questions

Please contact [launchboard@cccoco.edu](mailto:launchboard@cccoco.edu)

July 14, 2016

# Guidelines, Definitions and Reasonable Standards for Strong Workforce Funding Investment

*(Local and Regional Share)*

## Reasonable

Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision. Systems that can guide this definition are: necessary for the performance of the funding; follow sound business practices (procurement processes, follow state and local laws, follow the terms of the funding source); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

The following, directly relate to Strong Workforce Education Code Requirements and some examples of the standard non-allowable activities that meet the "front-page of the newspaper" test of reasonable and the allowable indirect cost rate:

- **Supplanting:** Funds appropriated to community college districts for local or regional share investment shall supplement, not supplant, existing funding of community college career technical education programs. This shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs, but 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. *[EC§88824(e)]*
- **Funding CTE Only:** Funds expended must show a direct benefit to the requirements of the Strong Workforce Program outcomes of increasing the number of quality students or programs in CTE courses programs and pathways and addressing the recommendations of the Strong Workforce Task Force. *[EC§88824(d)(5)(A-C)]*
- **Duplication of Effort:** To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and K-12 career technical education programs. *[EC§88821(4)(d)]*
- **District Procedures:** All fiscal policy and program procedures adopted by the applicable Community College District shall be followed when expending (local and regional) allocations.

- **Non-Allowable Activities:**

**Entertainment** – Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

**Alcoholic Beverages** – Costs of alcoholic beverages are unallowable.

**Contingency** (Rainy Day Funds) – Contributions to a contingency reserve or any similar provision made for events the occurrence of which cannot be foretold with certainty as to time, intensity, or with an assurance of their happening, are unallowable.

**Goods and Services for Personal Use** – Cost of goods and services for Personal use is unallowable.

**Lobbying** – Lobbying is never allowed unless it meets the following criteria: (1) Technical and factual presentations on topics directly related to the performance of a grant, contract, or other agreement (through hearing testimony, statements, or letters to the Congress or a State legislature, or subdivision, member, or cognizant staff member thereof), in response to a documented request (including a Congressional Record notice requesting testimony or statements for the record at a regularly scheduled hearing) made by the recipient member, legislative body or subdivision, or a cognizant staff member thereof, provided such information is readily obtainable and can be readily put in deliverable form, and further provided that costs under this section for travel, lodging or meals are unallowable unless incurred to offer testimony at a regularly scheduled Congressional hearing pursuant to a written request for such presentation made by the Chairman or Ranking Minority Member of the Committee or Subcommittee conducting such hearings.

**Contributions or Donations** – Cash or property contributions or donations are unallowable.

**Fund Raising and Investment Costs** – Costs of organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable, regardless of the purpose for which the funds will be used.

**Indirect Cost Rates Allowed**

Allocation	Indirect Cost Rate (Total Direct Costs)
60% Local Share	4%
40% Regional Share (5%) Fiscal Agent/Regional Consortium (95%) District	No Indirect Cost Allowed 4%

The following table can be used as a quick reference guide for participation requirements and/or plan requirements as listed within Division 7, Title 3 Education Code Section 88820-88826 (Strong Workforce Program) guidelines. This table is not meant to substitute a full review of Division 7, Title 3 Education Code Section 88820-88826 (Strong Workforce Program) guidelines in their entirety in addition to all recommendations from the Strong Workforce Task Force. Links to the above mentioned documents and documents that are designed to inform in the development of these investments can be found at:

<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

Recipients of Local or Regional Share Funding Shall	Plans for Local or Regional Share Funding Shall Address
<p><b>Be a member of a consortium</b> [EC§88824(d)(1)]            (Career Technical Education Regional Consortium," or "consortium," means an administrative grouping of community college districts by the Division of Workforce and Economic Development of the chancellor's office for the purpose of coordination and joint planning within regions, as defined in subdivision [EC88822§(c)])</p>	<p>Increasing the number of student in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.            [EC§88824(d)(5)(A)]</p>
<p><b>Work with other members of the consortium to create and submit a plan to the chancellor by January 31, 2017</b> [EC§88824 (d)(2)], for inclusion in the submissions of regional plans for purposes of the program and the federal Workforce Innovation and Opportunity Act (Public Law 113-128).</p>	<p>Increasing the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes (completions, transfer, employment rates, employment in a field of study, earning, median change in earning, proportion of student who attained living wages). [EC§88824(d)(5)(B)]</p>
<p><b>Collaborate:</b> [EC§88821(a-e)] All Community College Districts participating in local or regional investments are required to follow collaboration requirements as specified in these sections.</p>	<p>Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning. [EC§88824(d)(5)(C)]  <a href="http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016_11%20Workforce_Task_Force_Implementation%20Recommendations%20Version%201.pdf">http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016_11%20Workforce_Task_Force_Implementation%20Recommendations%20Version%201.pdf</a></p>
<p><b>LMI Data:</b> [EC§88824(d)(4)] Provide accessible performance and labor-market data that can be used by community college districts and their regional partners to support the implementation of the program and describe related efforts to align regional workforce and education programming with regional labor market needs, including, but not limited to, regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).</p>	<p><b>Local Investment Shall:</b> Provide Evidence of Demand for Workers within the funded CTE Program or Across Multiple Programs</p> <ul style="list-style-type: none"> <li>• Identify geography and occupations targeted</li> <li>• Identify demand and supply and gap Cite source of Labor Market Information</li> </ul>

<p><b>Local Investment Planning Efforts:</b>  <i>[EC§88823(f)]</i> Community College Districts participating in a consortium shall utilize their region's plan to inform local campus planning efforts to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and nonpublic resources to ensure that students will achieve successful workforce outcomes.</p>	<p><b>Regional Investment Shall --</b> <i>[EC 88823(b)(3-7)]</i> review for the following:</p> <ul style="list-style-type: none"> <li>Summary of Local Share Investments by Sector</li> <li>Regional/Sub Regional Labor Market Information</li> <li>Supply &amp; Demand Table with Living Wage Occupations</li> <li>Other Establish Questions &amp; Agenda for Collaborative Regional Planning</li> <li>Are priority and emergent sectors for the region still the same?</li> <li>What more must be done for students to move through the region's career pathways in the sectors?</li> <li>How will job placement, internships, and regional industry engagement be coordinated?</li> <li>How can industry inform and co-invest in CTE?</li> </ul>
<p><b>Certifications:</b> <i>[EC§88824(d)(5)(A-C)]</i> Community College Districts will certify that the use of funds will meet the intent of the program to accomplish all of the following:</p> <ul style="list-style-type: none"> <li>(A) Increase the number of students in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.</li> <li>(B) Increase the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.</li> <li>(C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.</li> </ul>	<p><b>Regional Share Plan</b> <i>[EC §88823 (h)]</i></p> <p>Each region's plan shall be for the primary purpose of informing the development of strategies related to career technical education and workforce development courses, programs, and pathways. Each region's plan shall reflect strategies to efficiently and effectively utilize any available public and private resources, including funds for the Career Technical Education Pathways Program established in Part 52 (commencing with Section 88530), in a manner that better aligns career technical education courses, programs, and pathways with the needs of their regional economies.</p>
<p><b>Regional Share Consortium Shall:</b></p> <ul style="list-style-type: none"> <li>• <i>[EC§88824(c)(1) &amp; §88823(b)(1)]</i> each consortium shall select a CCD to be fiscal agent.</li> <li>• <i>[EC§88824(f)]</i> a consortium shall allocate funds only to CCDs.</li> <li>• <i>[EC§88823(b)(2)]</i> a consortium shall establish a governance model for the consortium. Fiscal Resources shall be determined exclusively by the CCDs participating in the consortium.</li> </ul>	



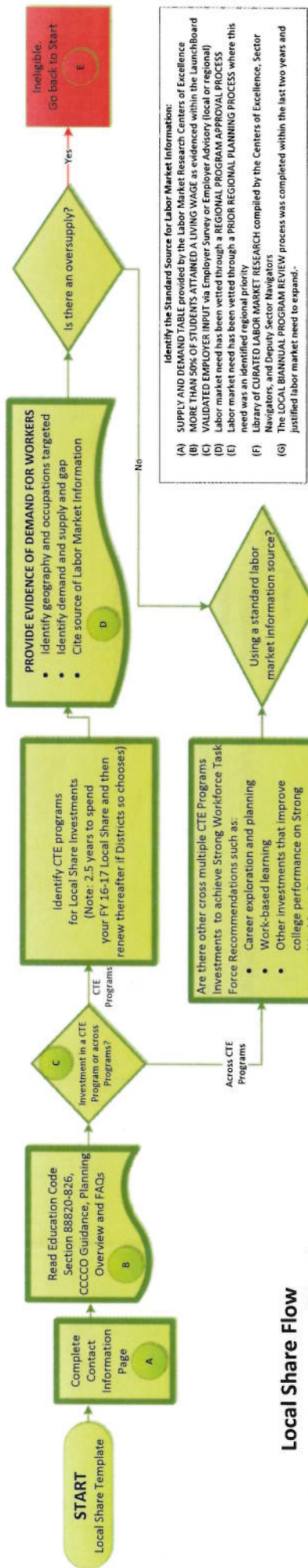
## SWP Allocation to Bay Area

60% Allocation	25,013,851
40% Allocation	16,675,900
BACCC	633,795
Fiscal Agent to Administer Subgrants	200,000
<b>Available for Allocation</b>	<b>15,842,105</b>

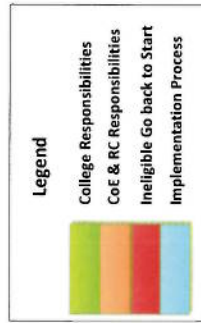
		% of 40%	% of total SWP
Directed to Colleges to Address Local Needs	7,921,053	50%	
Directed to Colleges to Address Regional Needs	2,921,052	18%	
<b>Total Direct to Colleges</b>	<b>10,842,105</b>	<b>68%</b>	<b>87%</b>
Directed to Regional, Subregional, Multi-college	5,000,000	32%	13%

Districts	60% Allocation	% of Total Bay	Directed to Colleges for Local Needs	Directed to Colleges for Regional Needs	Total Directed to Colleges
Cabrillo	867,486	3.47%	274,704	101,303	376,007
Chabot-Las Positas	1,981,902	7.92%	627,602	231,441	859,044
Contra Costa	3,250,714	13.00%	1,029,393	379,610	1,409,003
Foothill-DeAnza	1,799,581	7.19%	569,867	210,150	780,018
Gavilan	639,561	2.56%	202,528	74,686	277,214
Hartnell	850,472	3.40%	269,316	99,316	368,632
Marin	579,287	2.32%	183,441	67,648	251,089
Monterey Peninsula	444,402	1.78%	140,727	51,896	192,623
Napa Valley	459,874	1.84%	145,627	53,703	199,330
Ohlone	666,609	2.66%	211,093	77,845	288,938
Peralta	2,156,948	8.62%	683,034	251,883	934,916
San Francisco	2,729,009	10.91%	864,186	318,687	1,182,873
San Jose-Evergreen	2,229,959	8.91%	706,154	260,409	966,562
San Mateo	2,076,866	8.30%	657,674	242,531	900,205
Solano	1,416,804	5.66%	448,655	165,451	614,105
Sonoma	1,641,874	6.56%	519,927	191,734	711,661
West Valley-Mission	1,222,503	4.89%	387,126	142,761	529,887
<b>TOTAL</b>	<b>25,013,851</b>	<b>100.00%</b>	<b>7,921,053</b>	<b>2,921,052</b>	<b>10,842,105</b>



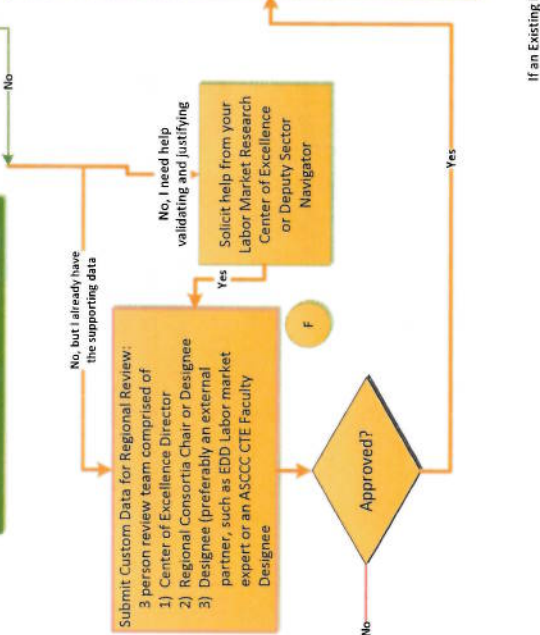
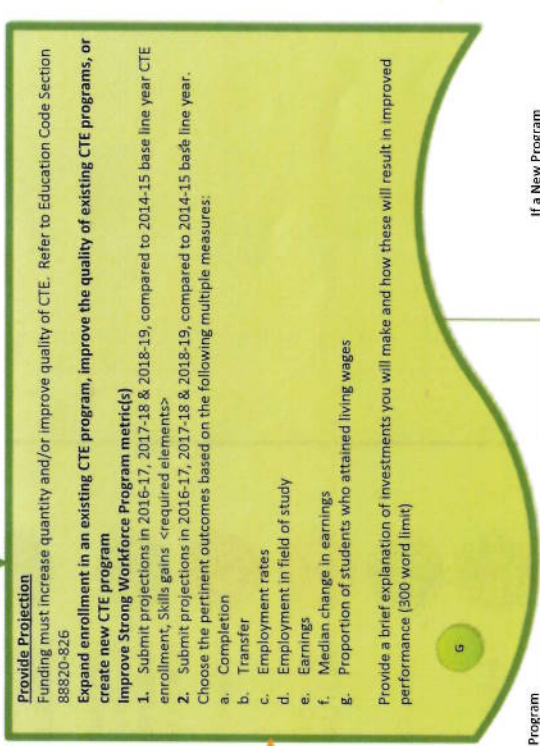


**Local Share Flow to report on uses of funds by districts Flowchart**  
(DRAFT Ver. 23)



**Identify the Standard Source for Labor Market Information:**

- (A) SUPPLY AND DEMAND TABLE provided by the Labor Market Research Centers of Excellence
- (B) MORE THAN 50% OF STUDENTS ATTAINED A LIVING WAGE as evidenced within the LaunchBoard
- (C) VALIDATED EMPLOYER INPUT via Employer Survey or Employer Advisory (local or regional)
- (D) Labor market need has been vetted through a REGIONAL PROGRAM APPROVAL PROCESS
- (E) Labor market need has been vetted through a PRIOR REGIONAL PLANNING PROCESS where this need was an identified regional priority
- (F) Library of CURATED LABOR MARKET RESEARCH compiled by the Centers of Excellence, Sector Navigators, and Deputy Sector Navigators
- (G) The LOCAL BIENNIAL PROGRAM REVIEW process was completed within the last two years and justified labor market need to expand.



**IMPLEMENTATION**

## Local Share Process Flow

- A** Complete Contact Information Page
- B** Read Education Code Section 88820-826  
Visit Strong Workforce website at <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>  
Read the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report Recommendations  
FAQ's: <http://doingwhatmatters.cccco.edu/StrongWorkforce/FAQ20MRollout.aspx>  
CCCCO Guidance: Coming Soon!  
Planning Review
- C** Refer to Education Code Section 88820-826  
Education Code Section 88820-826: <http://doingwhatmatters.cccco.edu/portals/6/docs/sw/SWB%20Trailer%20Bill%20Language.pdf>
- D** Labor Market Information  
Demand and Supply Data Tools: <http://coeccc.net/supply-demand/>  
Curated Report by Region: [http://coeccc.net/regional\\_resource\\_map.asp](http://coeccc.net/regional_resource_map.asp)  
Ideas for Growing CTE-FTES: <http://getthejobdone.info/>
- E** Ineligible? Go Back to Start
- F** Submit Custom Data for Regional Review  
Link to LMI Library: Coming Soon!
- G** Metrics, Complete Local Share Projection Template
- H** If an Existing Program, Run CTE Funding Calculator and complete Program and Budget Form
- I** If a New Program, Complete Program and Budget Form
- J** District Certifies – Approval to proceed. Move to Implementation phase