



CALIFORNIA COMMUNITY COLLEGES

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FOR JOBS AND ECONOMY

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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.

- *Enrollments*: The number of registrations in 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)*
- *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)

September 14, 2016



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- *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)*
- *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

September 14, 2016

Use of \$200M Strong Workforce Program

- Increase quantity of CTE
 - Improve quality of CTE
- Courses, programs, pathways, credentials (licensure), certificates, degrees

Requirement: labor market demand!

- Directed student services
- Provide career exploration, job readiness, job placement, work-based learning – *leveraging Student Success/Students Equity funds, Local Workforce Investment Board resources, etc.*



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	No Indirect Allowed

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

Allocation Model for the Funds: Variables and Weighting

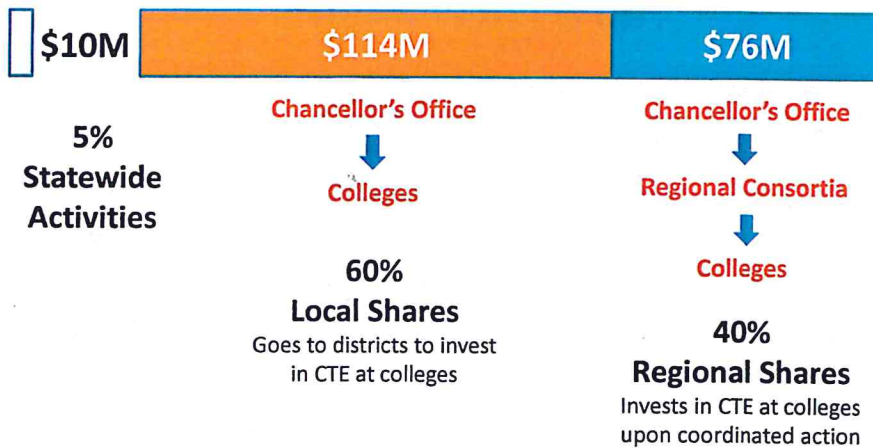
	2016-17	2017-18+
1. Unemployment rate	1/3	1/3
2. Proportion of CTE FTEs	1/3	1/3
3. Projected job openings	1/3	1/6
4. Successful workforce outcomes*	0	1/6

* Launchboard has already been updated for WIOA alignment.



CALIFORNIA COMMUNITY COLLEGES

\$200M - Flow of Funds



CALIFORNIA COMMUNITY COLLEGES

\$19.2M to IE/DRC



**60%
Local Shares**

**40%
Regional Share**



... and beyond



60% Local Shares

Barstow \$204,128	COD \$1,083,030	RCCD \$2,918,233
Chaffey \$2,172,129	MSJC \$1,813,511	SBCCD \$1,770,527
Copper Mountain \$144,525	Palo Verde \$234,242	Victor Valley \$1,215,020

STRONG WORKFORCE PROGRAM

Goal Identified in Trailer Bill Language: Increase number of students in quality CTE (courses, programs, pathways, credentials, certificates, degrees) that lead to successful workforce outcomes; OR invest in new or emerging CTE that is likely to lead to successful workforce outcomes

Flow of Funds:

The language requires the funding to be allocated to CTE Regional Consortia (link: <http://goo.gl/W1Kzjm>) that will allocate the funding to colleges through a regional plan. The CCCCCO will look to the consortia infrastructure to engage colleges in regional planning – amongst themselves but also with regional partners – rather than build new infrastructure. Colleges must participate in regional planning to be eligible recipients for these funds.

60% for Local Share \$11,555,336 (Year 1)

40% for Regional Share \$ 7,703,557 (Year 1)

Allowable Uses of Local Shares:

Carry-over: Local Shares can fund multi-year programming up to 3 years. Local Shares uncommitted after 18 months shall revert to the region for reallocation.

Types of CTE: Local Shares must be used on CTE that meet labor market needs such as:

CTE with labor market need in the region's priority and emerging industry sectors.

CTE with labor market need and proven "student success with labor market outcomes."

CTE with labor market need and public benefit.

CTE with labor market need and completes a structured pathway, either from secondary to post-secondary, adult education to post-secondary, or to satisfy a community college baccalaureate degree.

Suggested Expenditures: This program focuses on 'student success with workforce outcomes', and provides broad authority for colleges to expend resources in line with a plan to meet their region's middle-skills gap. The trailer bill language does not explicitly articulate what these funds can be spent on, however, during discussions over the past year with faculty and administrators, we have identified some broad areas that these restricted funds should focus in order to increase the number of students in quality CTE program or invest in new or emerging CTE programs likely to lead to successful workforce outcomes:

- Low student-to-instructor courses as required by standard setting or safety bodies
- High cost equipment and consumables
- Minor improvements to facilities
- Professional development, including cost to certify instructor to teach and backfill so that instructor can attend the training
- Regional analysis

- Work-based learning and job placement support; student internships ☐ Curriculum development and instructional redesign
- New program start-up cost
- Employer and workforce partner engagement that result in internships, job placement and/or co-investments
- No more than 2% of the Local Share can be used as indirect.

Allowable Uses of Regional Shares:

- No less than 85% of the Regional Shares shall be used to create a Regional CTE Incentive Fund 1) to incentivize multi-college programming of quality CTE to solve acute regional middle-skills gap and 2) to incentivize high value workforce outcomes.
- Collectively market CTE programs to employers in order to secure internships, and job placements for students and/or co-investment
- Collectively build awareness and early career exploration amongst potential students (and their families) on the value of CTE as a postsecondary option
- Work on region-wide instructional design/redesign and curricular alignment, and professional development of faculty and staff thereof, in furtherance of structured pathways, such as between secondary to post-secondary and adult education to postsecondary
- Provide region-wide analytics and data support
- Provide capacity for and conduct the coordination activities outlined in, but not limited to, Strong Workforce recommendation #17
- Develop regional initiatives and pilots that respond to industry training/workforce needs
- No more than 4% of the Regional Share can be used as indirect

Allocation Formula:

The language requires the regional formula to consider:

- CTE FTES,
- Job openings, and
- Unemployment in the first year of the program (2016-17), and includes improvements in workforce metrics for the out years.

Overview | Resource Map | \$200M Strong Workforce | LaunchBoard | For WEDD Grantees | For College Leadership | Events | Newsroom | Contact

Web Site Search



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Home > Strong Workforce > Local Share Reporting Instructions

Step-By-Step Instructions

Local Share Reporting Template

Easy to Use Local Share System: Strong Workforce Program

Four-minute video explaining what you need to do to fill out the Local Share Reporting Template.

Local Share Reporting Template Quick Start Guide

One pager describing key data elements and where to access related information.

Strong Workforce Program Local Share Reporting Template Guide

Offers step-by-step instructions, with screen shots, on how to prepare information necessary for the Local Share Reporting Template.

Tips for Calculating Demand and Supply

Detailed information on how to do custom analyses of demand and supply.

Tips for Developing Outcomes Projections

Detailed information on selecting outcomes metrics and setting outcomes projections.

Local Share Reporting Template Worksheet

Spreadsheet where colleges can record information for each field in the Local Share Reporting Template, as they develop their submission materials

Local Share LMI Worksheet

Spreadsheet where colleges can record demand and supply numbers, and use built-in calculations to determine whether there is an oversupply of qualified workers for specific occupations

GUIDANCE

Trailer Bill Language:

PDF | Word

CCCCO Guidance Memos

FAQs

Local Share Reporting
Instructions

Allocations

RESOURCES

Presentation Archive

Upcoming Workshops,
Training, Events

PLANNING

Master Calendar

Regional Meetings

Local Shares

- Reporting System

- Overview: PDF | PPTX

- Helpful Resources

- Summary Reports - TBD

Regional Shares

- Reporting Template - TBD

- Overview: PDF | PPTX

- Process Flow Chart

LABOR MARKET RESEARCH

Labor Market Information
Library

Demand & Supply Data Tools

Ideas for Growing CTE FTES

CTE PROGRAM OUTCOMES

Find CTE Outcomes

Strong Workforce Program
Metrics

DIRECTORIES

Find My Regional Partners

CTE Regional Consortia

Sector Navigators / Deputy
Sector Navigators

Labor Market Research
Centers of Excellence