Task Force Implementation Update: DATA

Recommendations: Workforce Data & Outcomes

- Create **common workforce metrics** for all state funded CTE programs.

- Expand the **definition of student success** to better reflect the wide array of CTE outcomes of community college students.

- Establish a **student identifier** for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.

- Increase the ability of governmental entities to **share** employment, licensing, certification, and wage outcome **information**.

- **Improve the quality, accessibility, and utility** of student outcome and labor market **data** to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Recommendations: Student Success Definition

The Student Success Scorecard has been revised to include the change in earnings for skills-builders (students who take one or two courses to maintain and add to skill-sets required for ongoing employment and career advancement)

- Skills-builders increased their median earnings by 14%
- 86,360 students are included in the skills-builder metric
- One in four exiting students have been reclassified from failures to successes

Scorecard Display

Statewide

	MOMENTUM POINTS			DEGREE/TRANSFER OUTCOMES	CAREER TECHNICAL EDUCATION METRICS	
CURRENT PROFILE	REMEDIAL/ESL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION	SKILLS BUILDER

Skills Builder

Click here to view trend data

The median percentage change in wages for students who completed higher level CTE coursework in 2012-13 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+13.6%
N=86,360

Disciplines with the highest enrollment		Median % Change	Total N
Administration of Justice		7.7%	9,299
Child Development/Early Care and Education		15.7%	7,027
Accounting		20.8%	6,788
Police Academy		7.8%	6,258
Office Technology/Office Computer Applications		16.6%	3,399
Fire Technology		12.5%	3,307
Business and Commerce, General		25.4%	2,951
Emergency Medical Services		30.0%	2,871
Business Management		17.6%	2,812
Information Technology, General		18.4%	2,264

*: Cohort fewer than 10 students

CTE Data Unlocked:

- ***Provides tools, training, technical assistance, and funding*** to support better use of CTE outcomes data and labor market information
- Supports the development of regional workforce plans and prepares for $200 million in new CTE funding that will be available in 2017
- Strengthens ongoing capacity for CTE data usage in program review, accreditation, integrated planning, and regional and sector-based program design
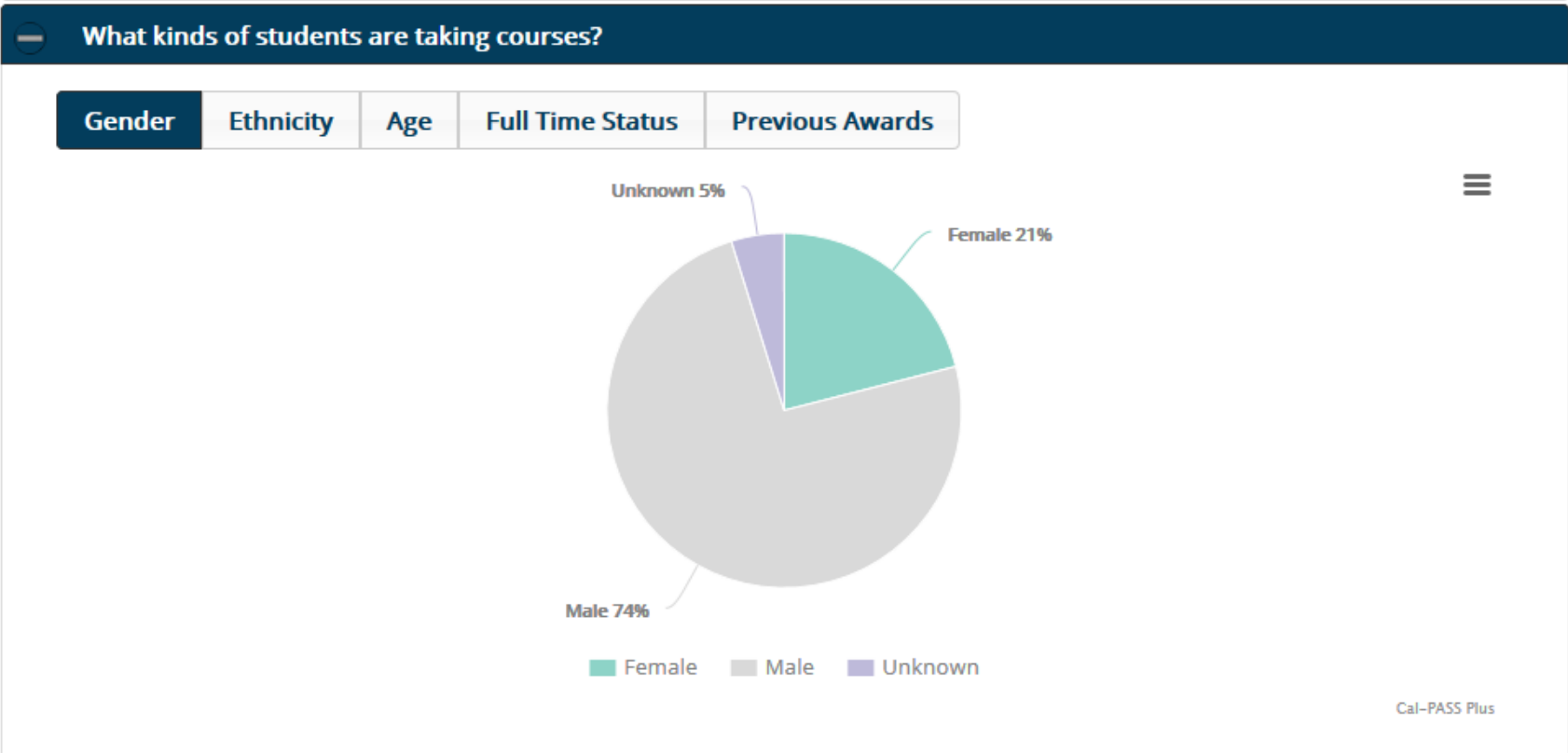
Dig Deeper:

EXAMPLES OF STATEWIDE DATA TOOLS

Program-Level Data: Student Characteristics
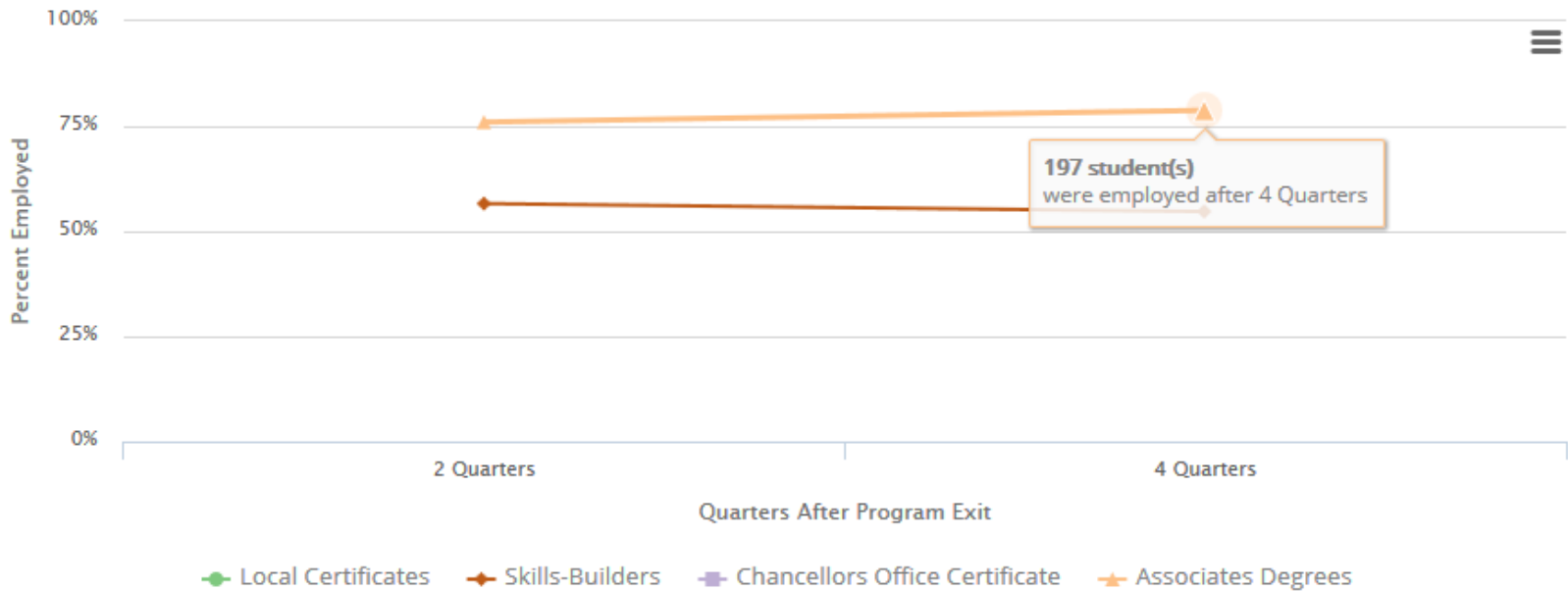
Labor Market Information: Jobs Data

Total People Employed in the Region

	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
2. Requires an Associate Degree				
Environmental Engineering Technician (173025)	184	166	18	⬆
5. On-The-Job Training, No College Required				
Hazardous Materials Removal Workers (474041)	482	392	90	⬆

Projected Regional Job Openings

	Projected 5 Year Openings (2014-2019)	Projected Average Annual Openings (2014-2019)
2. Requires an Associate Degree		
Environmental Engineering Technician (173025)	69	14
5. On-The-Job Training, No College Required		
Hazardous Materials Removal Workers (474041)	116	23

Median Regional Annual Salary

	Entry Level Salary	Median Salary
2. Requires an Associate Degree		
Environmental Engineering Technician (173025)	$39,416	$62,130
5. On-The-Job Training, No College Required		
Hazardous Materials Removal Workers (474041)	$25,917	$37,856

Program Size | Student Characteristics | Milestones | Success | Employment | Regional Labor Market Information

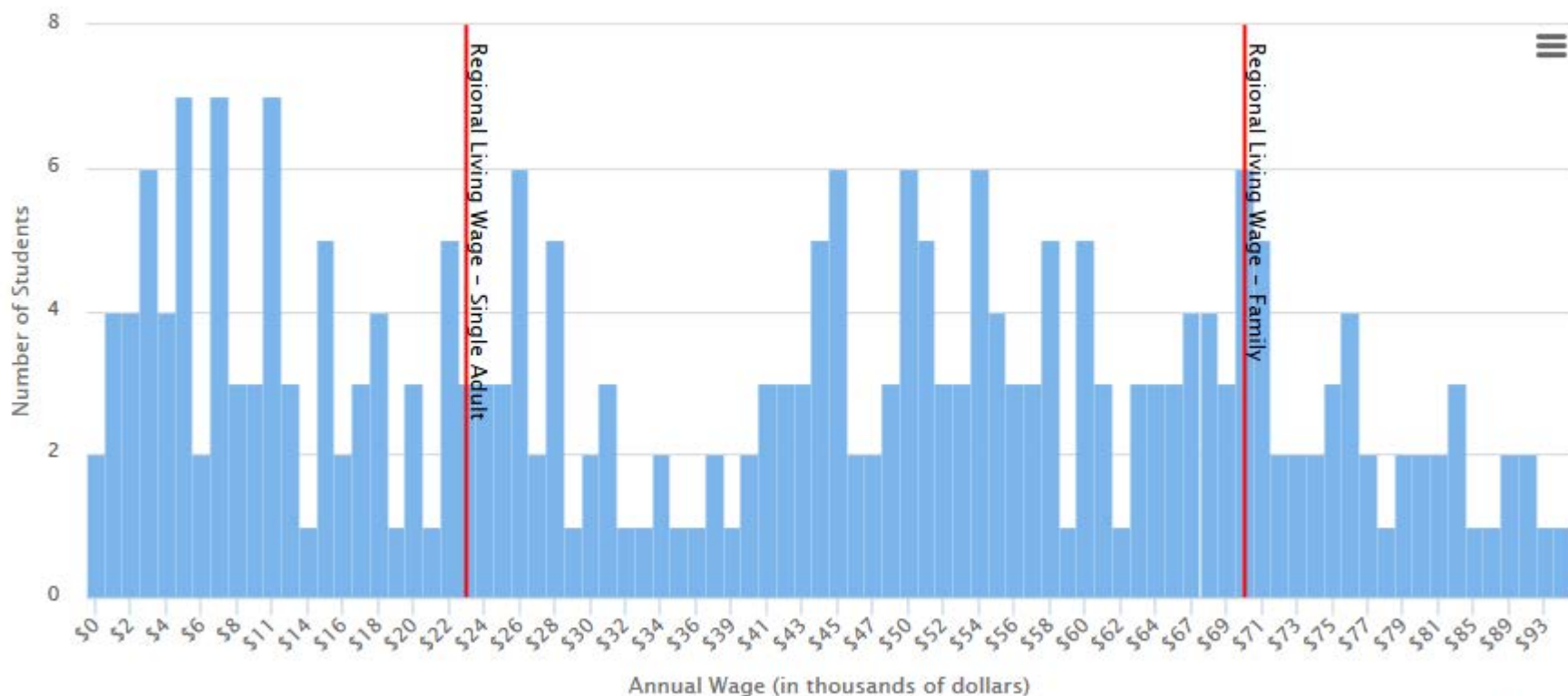# Post-College Data: College & Region Earnings Trends
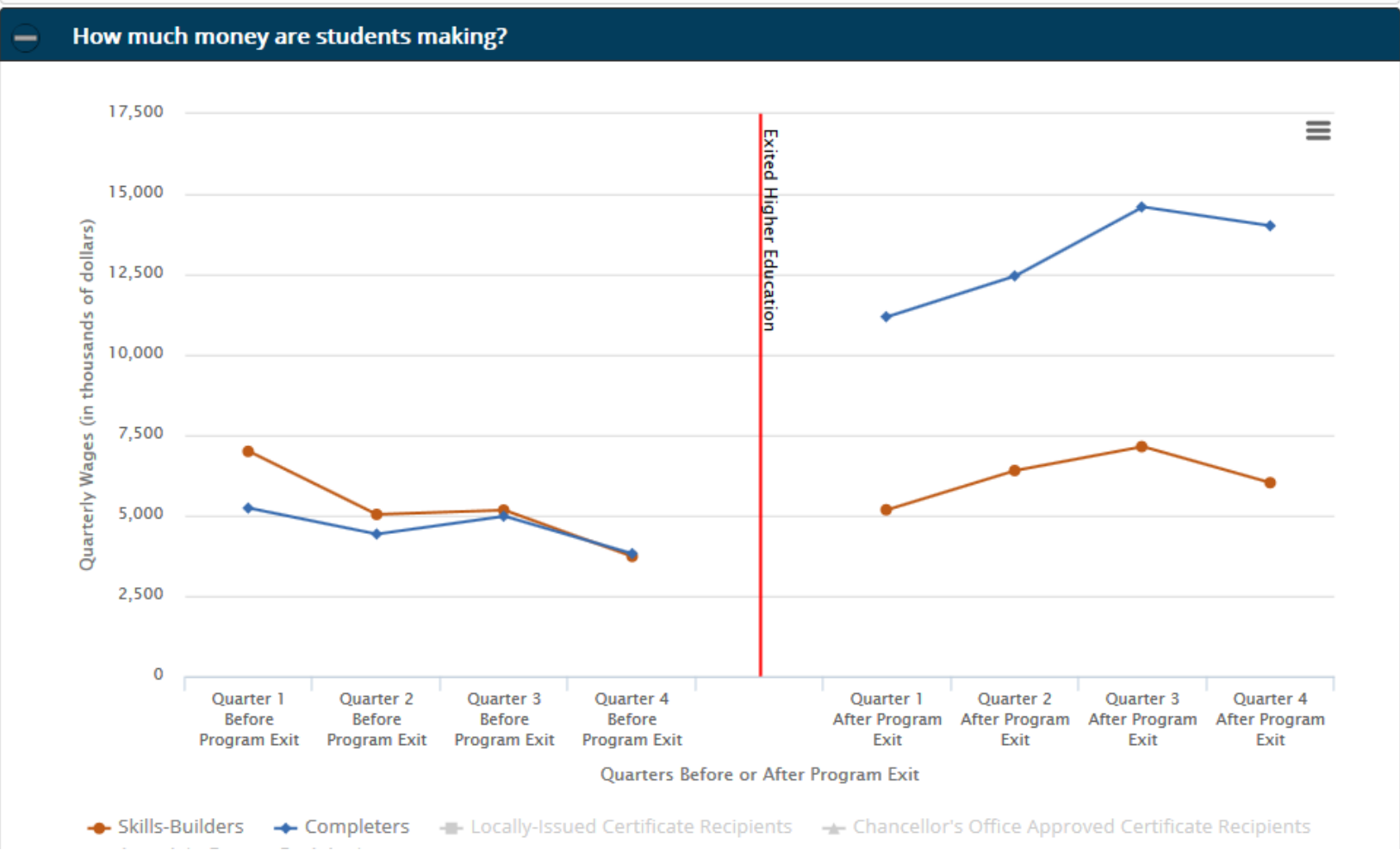
Post College Data: Are Earnings on Target?

Student Earnings Compared to the Regional Living Wage

70% of students were making a living wage.

Cal–PASS Plus

Post-College Data: Employment & Earnings Detail

For students who were last enrolled in the selected year		
	Selected Year	
⊕ Employed in the Second Quarter After Exit (Completers) ⓘ	76%	Trend
	Selected Year	
⊕ Employed in the Second Quarter After Exit (Skills-Builders) ⓘ	57%	Trend
	Selected Year	
⊕ Employed in the Fourth Quarter After Exit (Completers) ⓘ	79%	Trend
	Selected Year	
⊕ Employed in the Fourth Quarter After Exit (Skills-Builders) ⓘ	55%	Trend
	Selected Year	
⊕ Median Annual Earnings (Completers) ⓘ	47,063	Trend
	Selected Year	
⊕ Median Annual Earnings (Skills-Builders) ⓘ	23,290	Trend
	Selected Year	
⊕ Change in Earnings (Completers) ⓘ	130%	Trend
	Selected Year	
⊕ Change in Earnings (Skills-Builders) ⓘ	25%	Trend
	Selected Year	
Job Closely Related to Field of Study (Completers) ⓘ	24	Trend
In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.		

Task Force Implementation Update:
REGIONAL COORDINATION

Recommendations: Regional Coordination 17a

Recommendation	Type of Action	Lead Vice Chancellor	
REGIONAL COORDINATION			
Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.			
17a. Clarify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance Providers and their relationships with the CCCCO and the colleges.	Administrative	Ton-Quinlivan	

'Key Talent' Roles Enabling Regional Coordination

Sector Navigators (SNs): **Statewide roles with sector expertise**
- Help the community college system connect with major employers and employer groups
- Guide efforts of Deputy Sector Navigators to serve the region, including sharing of best practices

Deputy Sector Navigators (DSNs): **Regional roles that consider a given sector's unique regional needs**
- Help colleges, especially their pertinent faculty, connect with employers, by supporting efforts to align employer needs and community college offerings and career pathways

Regional Consortia (RCs): **Regional roles that coordinate common regional needs for all sectors and more**
- Examples: work to connect colleges with DSNs and other regionally-provided resources; organize colleges to review regional labor market gaps and set regional priorities, and lead joint marketing and outreach

Technical Assistance Providers (TAPs): **Domain experts who assist SNs, DSNs, RCs to achieve their goals**
- Examples: conduct labor market research, create and train on data tools, advise on career pathway development
- Provide in-service training and development and field ad hoc questions

Soliciting Input on Roles

Intent of Changes:
- Align scope with Strong Workforce recommendations
  - Increase accountability
  - Increase regional impact
  - Incorporate lessons learned
  - Ensure consistency of practices across colleges

- *Subcommittee work group (DWM 2.0)*
- *3rd party program evaluation reports*
- *Chief Instructional Officers*
  - *Annual conference discussion*
  - *Focus groups*
- *DSN focus groups*
- *WEDPAC/EDPAC*
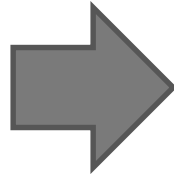
Changes Being Made to the 2016-17 Grant Scope:

- Revised scope & responsibilities
  - Minimum qualifications
    - CCCCO role in hiring
  - 100% roles, instead of 80%
- Standard 360-degree feedback
- Role clarification of supervisor-of-record at local college vs. CCCCO
(onboarding of campus-specific business processes vs. onboarding of scope & responsibilities of the grant)
- Legal language in support thereof

Fiscal Management Options
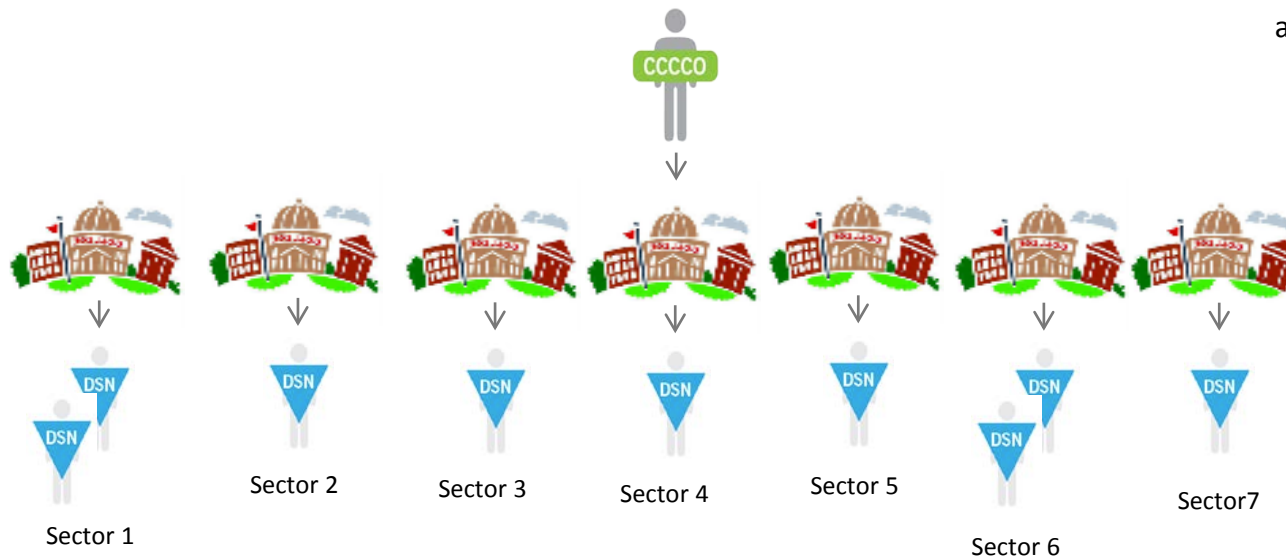
Option 1: Multiple grants within the region

Enhanced workplan, onboarding, monitoring
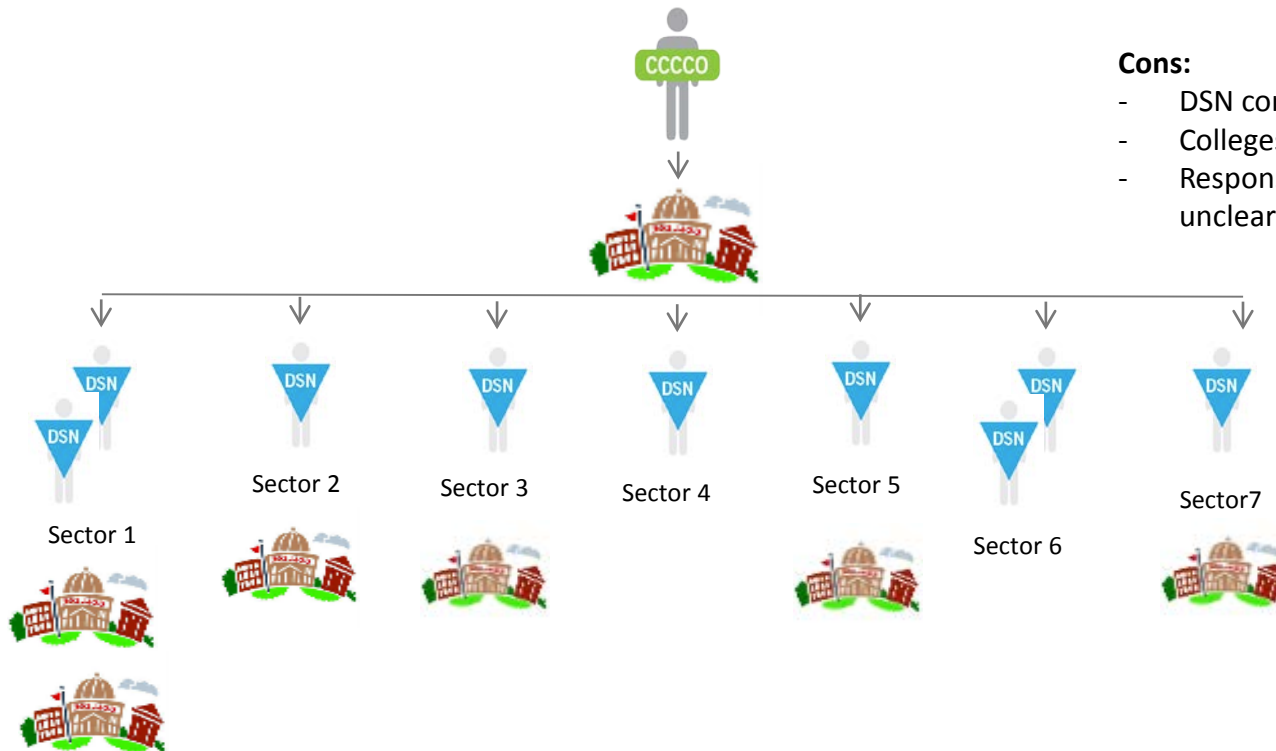
Pros:
- Least disruptive

Cons:
- Unclear lines of responsibility
- Inconsistency in oversight
- Cumbersome when a performance issue arises or hiring change is needed

Fiscal Management Options

Option 2: Streamline under a single fiscal agent within the region

Pros:
- Common business practices
- Consistent onboarding
- Consistent 360 evaluation
- Consistent grant reporting
- More flexibility for when hiring changes needed

Cons:
- DSN concerns for their own job security
- Colleges becomes subcontracts of the fiscal agent
- Responsibility for addressing performance issues still unclear and cumbersome

Sector 1
Sector 2
Sector 3
Sector 4
Sector 5
Sector 6
Sector7

Fiscal Management Options

Option 3: Streamline through a Regional Joint Power Authority

Pros:
- Common business practices
- Consistent onboarding
- Consistent 360 evaluation
- Consistent grant reporting
- More flexibility for when hiring changes needed
- Responsibility for addressing performance issues is owned by the JPA, and all colleges have a vote
- Sustainable structure for new funding/state, federal and regional grants

Cons:
- DSN concerns for their own job security
- Colleges becomes subcontracts of the JPA
- Requires new organizational structure

Joint Power Authority representing all the region's Colleges in a legal voting structure

Sector 1
Sector 2
Sector 3
Sector 4
Sector 5
Sector 6
Sector7