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CIOs Conference Call
Transcript of Audio Recording

1 VAN TON-QUINLIVAN: THANK YOU SO MUCH, KELLY, FOR THE
2 INVITATION, AND WE ENJOYED THE TRADITION OF BRIEFING THE
3 CIOS SO THAT WE CAN BENEFIT FROM YOUR COUNSEL AND
4 FEEDBACK, ESPECIALLY AS NEW PROGRAMS ARRIVE AT OUR
5 DOORSTEP.

6 AND SO THERE IS A CATEGORICAL EXPANSION SIGNED IN TO
7 PLACE BY THE GOVERNOR. WE HAD BEEN VERY, VERY UNSURE THAT
8 THIS WOULD MAKE IT TO THE FINISH LINE. AND SO WE WANTED
9 TAKE THE OPPORTUNITY TO FAMILIARIZE EVERYONE ON THE TENETS
10 OF THIS POLICY THAT IS COMING THROUGH AS SOON AS THE
11 TIMING WAS AVAILABLE, AND WE HAD CERTAINTY THAT THESE
12 DOLLARS WOULD ACTUALLY BE COMING INTO OUR SYSTEM.

13 I'M GOING TO -- MATT AND I ARE WORKING OFF A SLIDE
14 DECK THAT WAS SENT TO YOU. AND I'M GOING TO JUST CALL OUT
15 THE PAGE NUMBERS SO YOU CAN TRACK WITH US. SO BEFORE I
16 TURN IT OVER TO MATT TO BRIEF YOU ON THE DETAILS NEW \$164
17 MILLION, FIRST I WANT TO DO A SHOUT OUT AND CELEBRATION OF
18 THE GOOD WORK THAT ALL OF OUR COLLEGES HAVE BEEN DOING,
19 ALL THIS CAREER EDUCATION PROGRAMS ON YOUR CAMPUSES.

20 YOU KNOW, ON PAGE TWO, WE HAVE BEEN DOING A LOT OF
21 WORK TO HELP BUILD CAPACITY AND BRING RESOURCES UNDER THE
22 DOING WHAT MATTERS FOR JOBS AND ECONOMY FRAMEWORK OVER THE
23 MANY YEARS WITH YOU TO THINK ABOUT (INDISCERNIBLE)
24 ECONOMIES, WHAT DOES THAT LABOR MARKET NEED, WHAT ARE THE
25 INDUSTRY SECTORS THAT DRIVE THE JOB CREATION, AND WHAT ARE
THE CAREER PATHWAYS AND GUIDED PATHWAYS THAT STAIR STEP

1 OUR COMMUNITY INTO THOSE -- THOSE FUTURES. AND OF COURSE,
2 WE ALL THE COMMON GOAL OF HAVING STUDENT SUCCESS, IN
3 PARTICULARS WITH THESE MONIES, IT'S STUDENT SUCCESS WITH
4 WORKFORCE OUTCOMES.

5 SO THE SHOUT OUT IS JUST TO THE -- ALL THE EXEMPLARS
6 IN OUR COLLEGES. AS YOU SEE ON PAGE THREE, THIS IS THE
7 SECOND YEAR THAT WE ARE NOW RECOGNIZING EXEMPLARY CAREER
8 EDUCATION PROGRAMS, AND AS YOU KNOW, YOUR PROGRAMS CAN
9 ONLY GET ON THE LIST IF YOUR LAUNCH BOARD DATA TELLS US
10 OBJECTIVELY IS THAT STUDENTS ON AVERAGE ARE EARNING AT
11 LEAST 50 PERCENT OR MORE WHICH IS A DEMONSTRATION OF
12 SOCIAL MOBILITY; IF THERE ARE -- AT LEAST 70 PERCENT OF
13 THE STUDENTS ARE BREAKING REGIONAL LIVING WAGE, YET
14 ANOTHER CELEBRATION OF SOCIAL MOBILITY; AND IF 90 PERCENT
15 OR MORE OF THE STUDENTS WERE EMPLOYED IN JOBS SIMILAR TO
16 THEIR FIELDS OF STUDIES, WHICH FROM -- FOR INDUSTRY
17 PARTNERS, THEY LOVE THAT, BECAUSE IT'S REALLY LIKE A JD
18 POWERS QUALITY MEASURE IN TERMS OF STUDENTS PREPAREDNESS
19 FOR THEIR JOBS.

20 AND SO IF YOU'RE ABLE -- IF YOUR CAREER EDUCATION
21 PROGRAMS MET ONE, TWO, OR THREE OF THESE, THEY HAVE EARNED
22 A GOLD STAR, SILVER STAR, BRONZE STAR DESIGNATION. AND ON
23 PAGE FOUR, JUST WANT TO ACKNOWLEDGE THE REGIONAL PORTFOLIO
24 THAT RESULTED IN 114 GOLD STARS, 295 SILVER STARS, AND 977
25 BRONZE STARS. SO THESE ARE PROGRAMS THAT WE WANT TO SHOUT
OUT BECAUSE THEY HAVE -- THEIR SHOWING US THE WAY IN TERMS

1 OF (INDISCERNIBLE) .

2 AND THEN ON PAGE FIVE, ALL OF THOSE PROGRAMS ARE
3 SEARCHABLE -- ALL THE GOLD STAR PROGRAMS HAVE BEEN
4 RESEARCHED BY WEST ED SO THERE'S EVEN DEEPER DESCRIPTION.
5 AND AS YOU CAN SEE ON THIS DWM SHOWCASE, YOU CAN SEARCH
6 THEM SO THAT YOUR FACULTY OR DEANS ARE ABLE TO LOOK THEM
7 UP AND BE ABLE TO LEARN FROM GREAT PRACTICES. AND YOU CAN
8 SEE THEY'RE SEARCHABLE, YOU KNOW, BY COLLEGE, BY REGION,
9 BY SECTOR, BY OTHER CRITERIA. SO LOT OF GOOD STUFF GOING
10 ON WITHIN OUR COLLEGES THAT WE WANT TO CELEBRATE AND
11 REPLICATE.

12 AND ALSO IN THE HERE TO CAREER MOBILE APP, WHICH IS -
13 - ALLOWS STUDENTS AND THEIR FAMILIES TO DO CAREER
14 EXPLORATION AND LOOK AT WHAT ARE THE PROGRAMS, AVAILABLE
15 CERTIFICATES AND PROGRAMS AVAILABLE WITHIN 50 MILES
16 COMMUTING RADIUS, ALL THE PROGRAMS THAT RECEIVE STAR
17 DESIGNATION WILL BE HIGHLIGHTED BY THE END OF THE MONTH.
18 SO THAT'S ANOTHER DESIGNATION THAT WILL BE POPPED OUT AS
19 STUDENTS AND THEIR FAMILIES SEARCH FOR PROGRAMS IN THE
20 AREA. SO PLEASE CONTINUE TO DO A GREAT JOB BECAUSE IT'S A
21 WHOLE DISPLAY OF THE INVESTMENTS THAT THE STATE HAS MADE
22 IN OUR COLLEGES.

23 SO WITH THAT, LET ME TRANSITION TO PAGE SIX. SO EVEN
24 AS WE CELEBRATE THE GREAT WORKS AND CAREER EDUCATION THAT
25 IS GOING ACROSS THE SYSTEM, THIS POLICY MATT WILL BE
PRESENTING IS AN EXTENSION OF THE STRONG WORKFORCE PROGRAM

1 AND INVESTMENTS TO EXTEND THE STRONG WORKFORCE FRAMEWORK
2 THAT YOU'VE BEEN APART OF DOWN STREAMED SO FURTHER
3 STRENGTHEN CAREER PATHWAYS BETWEEN THE SECONDARY SYSTEM
4 AND OUR POST-SECONDARY SYSTEM.

5 NOW, THOSE OF YOU WHO HAVE BEEN AROUND KNOW THAT
6 THESE ARE NOT NEW EFFORTS. WE HAD 50 MILLION IN SP70,
7 SP1070 MONEY THAT SEATED A LOT OF GOOD MODELS, AND A LOT
8 OF IMPORTANT EXPERIMENTATION. AND WHILE WE WERE BRAIDING
9 FUNDS UNDER DOING WHAT MATTERS FOR JOBS AND THE ECONOMY,
10 OUR K12 SYSTEM WAS RECEIVING MONIES IN THE FORM OF THE
11 CALIFORNIA CAREER PATHWAYS TRUST WHICH WERE ALL ONE TIME
12 MONEY. SOME OF OUR COLLEGES, YOU KNOW, WERE LEAD
13 APPLICANTS ON THAT, ALL THE PARTNERS THROUGH THE K12 ON
14 THOSE.

15 AND THEN ON THE K12 SIDE, THEY WENT FROM THE CAREER -
16 - CALIFORNIA CAREER PATHWAY TRUST TO THE CTE INCENTIVE
17 FUND WHICH WAS ANOTHER GROUP OF ONE-TIME MONIES INTENDED
18 TO MOTIVATE LOCAL FUNDING FORMULA INVESTMENT IN CAREER
19 TECHNICAL EDUCATION.

20 SO WHAT IS MONUMENTAL ABOUT THIS BUDGET IS THAT THEY
21 -- THE STATES -- THE GOVERNOR HAS MADE KIND OF A PARALEGAL
22 MIRROR IMAGE SET OF INVESTMENTS -- AND IT'S ON GOING
23 INVESTMENTS, NOT ONE TIME WHICH IS OF GREAT SIGNIFICANCE.
24 AND IT'S COUPLING TWO POTS OF MONEY TOGETHER, ONE
25 ADMINISTERED BY OUR K12 AGENCY. IT'S 150 MILLION IN CTE
INCENTIVE FUNDS. IT'S ONGOING. AND ON OUR SIDE, WE'RE

1 BEING ASKED TO ADMINISTER KIND OF A MIRROR IMAGE OF 164
2 MILLION WITH THE INTENT OF BRINGING THE STRONG WORKFORCE
3 PROGRAM DOWN. SO, YOU KNOW, TOGETHER IT'S OVER \$300
4 MILLION BEING INVESTED IN FORTIFYING K14 CAREER PATHWAYS.

5 THESE -- IN A WAY, YOU CAN THINK ABOUT IT SIMILAR TO
6 THE WAY TO THE STRONG WORKFORCE MONIES ROLLED OUT IN THE
7 PAST FEW YEARS. INITIALLY, WE HAD 200 MILLION FOR THE
8 COMMUNITY COLLEGES AND THEN 248 MILLION. 60 PERCENT OF
9 THAT WERE LOCAL SHARES THAT WERE BY FORMULA ALLOCATED
10 STRAIGHT OUT TO THE DISTRICTS AND 40 PERCENT WERE REGIONAL
11 SHARES WHERE COLLEGES HAD TO COME TOGETHER, LOOK AT LABOR
12 MARKET, TALK TO ALL OF THEIR PARTNERS WITHIN THE REGION
13 BEFORE MAKING INVESTMENTS. SO YOU LOOK AT THE 150 AND THE
14 164, IT HAS ALMOST LIKE A SIMILAR PATTERN WHERE THE 150
15 MILLION IS ACTUALLY LIKE A LOCAL SHARE BEING PRORATED OUT
16 STRAIGHT TO THE K12 ENTITIES, LOCAL EDUCATION AGENCIES.
17 AND THEN THE 164 MILLION, WHICH MATT WILL GO INTO MORE
18 DETAIL, OPERATES FOR LIKE A REGIONAL SHARE, WHERE BEFORE
19 THE LOCAL EDUCATION ENTITY AGENCIES CAN PUT THOSE MONIES
20 TO WORK. THEY NEED TO DO SOME WORK ON REGIONAL PLANNING
21 AND ALIGNING LABOR MARKET NEEDS, ET CETERA.

22 SO I KNOW YOU'RE CURIOUS ON THE DETAILS, SO WHY DON'T
23 I JUST TURN IT OVER TO MATT RIGHT NOW, AND HE'LL BE MOVING
24 ON TO PAGE SEVEN.

25 MATT ROBERTS: EXCELLENT. THANK YOU, VAN, AND
WELCOME, EVERYONE. NICE TO TALK TO YOU THIS AFTERNOON.

1 HOPEFULLY YOUR SUMMERS HAVE BEEN RELAXING SOMEWHAT AS WE
2 CAN KIND OF MOVE INTO A NEW FISCAL YEAR, A NEW SCHOOL
3 YEAR.

4 SO AS VAN WAS POINTING OUT, THIS IS REALLY A BIG
5 SIGNAL FOR US IN TERMS OF ONGOING DOLLARS AND THE
6 STABILITY THAT THAT PROVIDES IN TERMS OF MAKING
7 INVESTMENTS THAT REALLY MOVE THE METRICS FOR US AND MOVE
8 THOSE OUTCOMES THAT YOU'RE ALL INTERESTED IN DOING IN
9 REALLY MAKING SURE THAT WE'RE USING THE -- THESE STRONG
10 WORKFORCE FUNDS AS PART OF THE GUIDED PATHWAYS PROCESS SO
11 THAT YOU'RE ABLE TO SEE THE VALUE OF INTEGRATING ALL OF
12 THESE TYPES OF FUNDS. SO THIS IS YET ANOTHER ARM OF
13 MAKING THINGS HAPPEN. SO WHAT I'LL TALK ABOUT HERE IN
14 SLIDE SEVEN IS JUST THE 164 MILLION SIDE THAT'S
15 ADMINISTERED BY THE COMMUNITY COLLEGE CHANCELLOR'S OFFICE.

16 SO REALLY, IT'S BROKEN DOWN INTO TWO PARTS, THE 164.
17 150 MILLION REALLY JUST NEEDS TO GO TOWARDS A PROGRAM, AND
18 SO THOSE ARE NOT GRANTS. THEY'RE PROJECT BASED
19 APPLICATIONS THAT BENEFIT BOTH THE TRANSITION FROM K12 TO
20 SECONDARY AND COMMUNITY COLLEGE AND POST-SECONDARY AND
21 JOBS. IT ALSO EMPHASIZES A COLLABORATIVE APPROACH BETWEEN
22 THE SYSTEMS, AND SO WE'RE SEEING MONEY ON BOTH OF SIDES OF
23 THE AISLE OR BOTH SIDES OF THE SYSTEMS, IT REALLY IS
24 PUTTING PRESSURE ON SORT OF A CENTRAL POINT.

25 AND YOU CAN REALLY TAKE A LOOK AT THESE BULLETS HERE
AND SEE THAT IT'S ABOUT THE COLLABORATION. IT'S ABOUT

1 SEIZING THIS MOMENT IN TERMS OF HAVING DOLLARS THAT ARE,
2 YOU KNOW, ON BOTH SIDES THAT ARE SORT OF PINNING DOWN WHAT
3 WE REALLY NEED TO DO. AND THAT'S TO CONTINUE TO CREATE
4 HIGH QUALITY CAREER EDUCATION PROGRAMS, SUCH AS WHAT
5 YOU'RE DOING NOW.

6 WE'RE REALLY PLEASED WITH ALL OF THE WORK AS VAN WAS
7 SAYING, ALL OF THE HARD WORK THAT THE COLLEGES ARE
8 ENGAGING IN, ALL OF THE REGIONS ARE ENGAGING IN. WE'RE
9 SEEING THE COLLABORATION REALLY COMING THROUGH. AND SO
10 PART OF THESE DOLLARS IS TO ENSURE THAT THAT'S THE SPIRIT
11 FOR WHICH WE'RE, YOU KNOW, EMBARKING ON THIS MISSION.

12 THESE DOLLARS ARE COMPETITIVE. THEY ARE AVAILABLE TO
13 THE K12 -- WHAT ARE CALLED LEAS. IF YOU HAVEN'T HEARD THE
14 TERM BEFORE, IT MEANS "LOCAL EDUCATIONAL AGENCY." AND
15 I'LL GO OVER WHAT AN LEA IS IN JUST A COUPLE OF MINUTES,
16 OR MORE SPECIFICALLY WHO CAN APPLY THAT'S AN LEA FOR THESE
17 DOLLARS. BUT THEY'RE NOT A PASS THROUGH, AND I THINK THAT
18 THAT'S A SIGNIFICANT PIECE. THEY HAVE CERTAIN THINGS THAT
19 THEY NEED TO TIE BACK TO THE REGIONAL PLANS, THE LABOR
20 MARKET INFORMATION, AND I'LL TALK ABOUT THAT IN A MINUTE.

21 THE OTHER PART OF THE FUNDING IS 14 MILLION, AND THIS
22 IS ADMINISTERED BY THE CO AND PARTNERSHIPS WITH CDE. AND
23 THROUGHOUT THE TRAILER BILL LANGUAGE, IT REALLY SUPPORTS
24 THIS NOTION OF JOINT PARTNERSHIPS BETWEEN CDE AND US, AND
25 SO WE'RE ALREADY SORT OF BUILDING ON THE GREAT WORK THAT
HAS BEEN DONE OVER THE PAST SEVERAL YEARS WITH YOUR

1 LEADERSHIP.

2 YOU CAN SEE THE 14 MILLION, THOUGH, SPECIFICALLY WILL
3 GO TOWARDS A PATHWAY COORDINATOR POSITION. WE'RE
4 PROPOSING THAT IT'S ONE PER COLLEGE. NOW, KNOWING THAT A
5 LOT OF YOU HAVE MADE INVESTMENTS IN THIS AREA, THIS
6 POSITION IS VERY PARTICULAR IN THAT IT LINKS K12 PARTNERS
7 TO WITHIN SORT OF A COLLEGE AREA, BUT MORE IMPORTANTLY TO
8 THE PATHWAY STRUCTURES THAT ARE -- MIGHT BE AVAILABLE OR
9 MIGHT BE BUILDABLE BETWEEN THESE TWO SYSTEMS OR BETWEEN
10 THE SECONDARY UNITS THAT ARE WITHIN A COLLEGE'S SPHERE OF
11 INFLUENCE OR SPHERE OF ATTENDANCE.

12 THE OTHER THING THAT THE FUNDING DOES IS IT ENABLES
13 US TO KIND OF SUSTAIN MAYBE SOME OF THE INVESTMENTS THAT
14 YOU'RE CURRENTLY MAKING AROUND THESE TYPES OF GLUE
15 POSITIONS. AND SO THESE POSITIONS ARE REALLY DESIGNED TO
16 LINK THE REGIONAL WORK AND YOUR COLLEGE WORK ESPECIALLY TO
17 YOUR K12 PARTNERS. SO THINK OF IT AS A WAY TO SORT OF
18 AUGMENT TO SHORE THAT UP. IT'S A BIG INVESTMENT AND SO
19 THE -- WE'RE GOING TO SPEND A LOT OF TIME, AND WE'D
20 CERTAINLY LIKE YOUR FEEDBACK ON, YOU KNOW, HOW TO
21 IMPLEMENT THIS -- THESE KEY TALENT POSITIONS INTO THE
22 FIELDS.

23 JUST LIKE WHAT WE'VE DONE WITH THE SECTOR NAVIGATORS
24 AND THE DEPUTY SECTOR NAVIGATOR RFA RECENTLY, WE REALLY
25 WANT TO MAKE SURE THAT WE'RE TYING THAT BODY OF WORK
THAT'S ABOUT EMPLOYER ENGAGEMENT AND, YOU KNOW,

1 PARTNERSHIPS AND SUCH, WE WANT TO MAKE SURE THAT LINKS
2 BACK TO YOU AS A CIO. SO THIS POSITION WOULD NOT BE ANY
3 DIFFERENT THAN THAT. THE SCOPE OF WORK, THE WORK PLANS
4 WILL ALL BE GEARED TOWARDS MAKING THOSE CONNECTIONS FOR
5 YOU.

6 AND AGAIN, WE WANT TO DO THIS IN SUCH A WAY THAT
7 DOESN'T DISRUPT -- AND WE HEAR THAT FROM THE DEANS OF
8 COURSE OUT IN THE FIELD. IT'S, YOU KNOW, ONES THAT MAY
9 HAVE POSITIONS IN PLACE, AND SO THEY'RE WONDERING HOW THIS
10 IS GOING TO WORK. SO I THINK THIS IS AN AREA THAT WILL --
11 IS A TOUCH POINT THAT CDE AND THE COMMUNITY COLLEGE SYSTEM
12 NEEDS TO DECIDE UPON, YOU KNOW, WHAT'S THE JOB DESCRIPTION
13 LOOK LIKE.

14 LUCKILY WHAT'S HAPPENED IS OUR K14 TAPS THAT ARE
15 CURRENTLY IN PLACE IN THE SYSTEM CONTINUE TO SORT OF KEEP
16 SOME SEMBLANCE OF AN ORGANIZATION THERE. SO THE
17 CHANCELLOR'S OFFICE HAS REALLY TRIED TO KEEP, YOU KNOW,
18 WORK FROM GOING AWAY, BUT -- NECESSARILY SORT OF KEEP IT
19 GOING TO WHERE WE CAN BUILD ON IT AND OPPORTUNITIES LIKE
20 THIS. SO THAT'S KIND OF THE SHAKEDOWN IN TERMS OF THE 164
21 MILLION.

22 YOU MAY BE ASKING YOURSELF, THOUGH, HOW IS THIS
23 ALLOCATED? SO I'M GLAD YOU ASKED THAT QUESTION. ON PAGE
24 EIGHT OR SLIDE EIGHT, IT TALKS ABOUT THE ALLOCATION. SO
25 THESE DOLLARS WILL GO OUT TO THE REGIONAL FISCAL AGENTS
ACROSS THE STATE. THERE'S SEVEN OF THEM. AND THE FACTORS

1 THAT WILL DETERMINE THE ALLOCATION ARE THE THREE THAT YOU
2 SEE HERE.

3 ONE IS REGIONAL UNEMPLOYMENT RATES, WHICH IS AGAIN,
4 THE SIMILAR, THE SAME DATA SET AS WE USE FOR THE 248
5 MILLION STRONG WORKFORCE. THE SECOND DATA POINT IS
6 PARTICULAR TO K12, BUT SIMILAR TO WHAT WE USE FOR OUR
7 ALLOCATION IN STRONG WORKFORCE FOR THE 248, AND THAT'S
8 ATTENDANCE NUMBERS OR ENROLLMENT NUMBERS. IN THIS CASE
9 THE REGIONAL AVERAGE DAILY ATTENDANCE FOR PEOPLES IN GRADE
10 SEVEN THROUGH 12. AND THE REASON WHY WE LANDED ON 7
11 THROUGH 12 IS, NUMBER ONE, WE WANTED TO REALLY START AT
12 THE SECONDARY. THE OTHER PIECE THAT IT REALLY DOES OR
13 THAT IT AFFECTS IS WHEN YOU THROW IN THE K6 NUMBERS,
14 ENROLLMENT NUMBERS, A LOT OF THE DOLLARS TEND TO SHIFT
15 DOWN TO SOUTHERN CALIFORNIA. AND IT'S NOT THAT THAT'S A
16 NEGATIVE THING. WHAT HAPPENS IS IF YOU KEEP IT THE 7
17 THROUGH 12 THEN IT'S A MORE EQUAL DISTRIBUTION THROUGHOUT
18 THE STATE.

19 SO -- AND THE LAST ONE IS THE REGIONAL PROPORTION OF
20 JOB OPENINGS, WHICH AGAIN, ARE DATA SETS THAT WE CURRENTLY
21 USE FOR THE 248 MILLION. THESE DATA SETS ARE CITED DOWN
22 BELOW, AS YOU CAN SEE MSI AND THE CAL PADS SYSTEM.

23 THE NEXT ONE HAS TO DO WITH THE SELECTION COMMITTEE.
24 SO THE OTHER PART THAT'S PART OF THE GRANT AND PART OF THE
25 (INDISCERNIBLE) FOR IT IS THE GOVERNANCE STRUCTURE. SO
THE GOOD NEWS IS THAT WE DO HAVE A REGIONAL STRUCTURE IN

1 PLACE THAT HAS SECTOR ACTIVITIES THAT ARE TAKING PLACE
2 THAT ARE LINKED BACK TO DISTRICTS AND OTHER PARTNERS.

3 AND SO THE SELECTION COMMITTEE IS PART OF THE TRAILER
4 BILL THAT BASICALLY DIRECTS US TO FORM A K12 SELECTION
5 COMMITTEE MADE OF UP INDIVIDUALS OF EXPERTISE IN THE K12
6 CTE WORLD AND WORKFORCE DEVELOPMENT. THIS IS A MORE OR
7 LESS A SUBCOMMITTEE TO THE REGIONAL CONSORTIA. AND IT'S
8 THIS BODY THAT WILL BE LINKED TO THE REGIONS THROUGH THE
9 K14 TAPS AND SO TO THE K12 PARTNERS OUT THERE THAT ARE
10 ACTUALLY APPLYING FOR DOLLARS.

11 SO YOU CAN SEE THE LIST OF QUALIFICATIONS THAT WE'RE
12 LOOKING FOR FOR THIS. WHEN THIS TRAILER BILL FIRST CAME
13 OUT WHEN IT WAS PROPOSED FROM THE GOVERNOR'S PROPOSAL FOR
14 THE BUDGET, THIS WASN'T AS SPECIFIC AS IT IS NOW. AND SO
15 WE'RE REALLY -- WE'RE QUITE HAPPY WITH THE WAY THIS LOOKS
16 NOW, SO WE CAN START TO DO IT. THERE'S ALREADY A LOT OF
17 DISCUSSION IN EACH OF THE REGIONS ABOUT HOW TO SORT OF
18 FORM THIS COMMITTEE, HOW TO MAKE SURE THAT IT ADDRESSES
19 THE REMOTENESS OF SOME COLLEGES, THE GEOGRAPHIC SORT OF
20 BARRIERS THAT MIGHT EXIST. SO THERE'S A LOT OF THOUGHT
21 THAT'S GOING INTO IT.

22 AND I WANT TO DO A SHOUT OUT TO CIOS ACROSS THE STATE
23 WHO HAVE REALLY PROVIDED GREAT FEEDBACK SO FAR WITHIN THE
24 REGIONAL MEETINGS ON HOW THIS COMMITTEE COULD FORM. SO
25 ALREADY OUT THERE SORT OF GETTING YOUR FEEDBACK ON IT, AND
WE WANT THAT TO CONTINUE. SO -- BUT MORE TO COME ON THE

1 SELECTION COMMITTEE.

2 THIS IS AGAIN A JOINTLY ADMINISTERED PART OF THE --
3 THIS PROGRAM SO WE WILL SIT DOWN WITH CDE AND KIND OF
4 HAMMER THIS OUT.

5 WE WANT TO MAKE SURE THAT THERE ARE TIES WITH
6 PROJECTS AND WHO APPLIES. AND SO IF YOU LOOK AT SLIDE 10,
7 THIS GIVES YOU THE ELIGIBLE ENTITIES OR THE ELIGIBLE LEAS
8 AS PART OF THE COMPETITIVE PROCESS. JUST TO KIND OF JUMP
9 DOWN TO THE BULLETS, IT INCLUDES SCHOOL DISTRICTS WHICH
10 ARE, YOU KNOW, PRE-K THROUGH 12. AND INCLUSIVE OF
11 CONTINUATION ED, INCLUSIVE OF AEBG EDUCATION, THAT TYPE OF
12 THING.

13 THE COUNTY OFFICES OF EDUCATION ARE ANOTHER LEA THAT
14 CAN APPLY. CHARTER SCHOOLS WHICH ARE PUBLIC LEAS THAT ARE
15 SORT OF SISTERS TO THE TRADITIONAL MODEL OF SCHOOLS. AND
16 THEN LASTLY IS THE REGIONAL OCCUPATION CENTERS, THE ROPS
17 WHICH REALLY HAVE DONE THE BULK OF REGIONAL WORK OVER THE
18 YEARS WE THINK WITHIN THE K12 SYSTEM.

19 SO THESE ARE THE FOLKS THAT THE DOLLARS ARE INTENDED
20 TO BENEFIT, BUT AGAIN, THE DOLLARS REALLY ARE TIED TO THE
21 REGIONAL SORT OF PRIORITIES IN TERMS OF GUIDING OUR
22 INVESTMENTS, MUCH LIKE WHAT YOU GUYS DO, THE COLLEGES DO
23 TO MAKE INVESTMENTS ON BEHALF OF STRONG WORKFORCE. SO
24 WE'RE HAPPY TO HAVE THIS LIST.

25 WHAT THE REGIONS ARE DOING WHAT RIGHT NOW IS THEY'RE
SORT OF SAYING, OKAY. WHO ARE THE PEOPLE IN OUR

1 NEIGHBORHOOD, HOW DO THEY ASSOCIATE WITH A COLLEGE? SO
2 YOU CAN EXPECT THE REGIONS TO GO OUT AND VET THAT WITH
3 EACH COLLEGE TO SAY, YOU KNOW, DOES THIS MAKE SENSE TO
4 HAVE THIS ALIGNMENT OF THIS HIGH SCHOOL OR SECONDARY
5 SCHOOL TO THIS PARTICULAR COLLEGE. SO THERE WILL BE SOME
6 ALIGNMENT PIECES THAT TAKE PLACE, MUCH LIKE A CROSSWALK,
7 SO MORE TO COME ON THIS ONE.

8 ADDITIONAL REQUIREMENTS FOR FOLKS THAT ARE APPLYING
9 FOR DOLLARS. AGAIN, LEAS APPLY TO RECEIVE A PROJECT
10 ALLOCATION FROM A CONSORTIUM, AND THE CONSORTIUM IS NOT A
11 NEW CONSORTIUM, IT'S NOT AN ADDITIONAL ONE THAN THE ONES
12 WE HAVE WITH AEBG AND STRONG WORKFORCE. IT'S PART OF THE
13 STRONG WORKFORCE REGIONAL CONSORTIA. AND SO WE WANT TO
14 MAKE SURE AGAIN THAT THEY'RE GEOGRAPHICALLY WITHIN THE
15 BOUNDARIES OF THE CONSORTIA, AND AGAIN, WE'LL ENGAGE WITH
16 YOU TO MAKE SURE THAT THAT LIST IS ACCURATE.

17 THE SECOND ONE IS IS THAT WE WANT TO USE THE
18 CONSORTIUM'S PLAN. THIS IS IMPORTANT BECAUSE THIS IS HOW
19 ONE OF THE MAIN AREAS THAT IT TIES THESE DOLLARS BACK TO
20 THE WORK THAT WE'RE DOING. SO IF YOU READ THAT SECOND
21 BULLET YOU CAN SEE THAT IT'S REALLY TO INFORM THE EFFORTS
22 TO CREATE, SUPPORT AND IMPLEMENT, OR EXPAND UPON CAREER
23 TECHNICAL EDUCATION COURSES.

24 AS VAN INDICATED EARLY ON IN THIS CALL, WE REALLY
25 WANT TO MAKE SURE THAT THE APPLICANTS WHO ARE APPLYING GO
THROUGH A SERIES OF SORT OF CHECK POINTS IF YOU WILL, THAT

1 THEY SHOW US THAT, YOU KNOW, THEY'RE READY TO TAKE ON, YOU
2 KNOW, THE TYPE OF RIGOROUS PROGRAMS THAT WE WANT TO
3 INSTILL WITH THEM -- WITHIN OUR COLLEGES AND FOR STUDENTS
4 AS THEY MOVE ON TO TRANSFER AND TO COMPLETION INTO CAREER.

5 SO -- AND WE'LL HAVE MORE ABOUT THE REQUIREMENTS FOR
6 WHAT A -- WHAT AN APPLICANT WILL LOOK LIKE OR SHOULD LOOK
7 LIKE, AND WE'LL MAKE SURE THAT WE'RE ENGAGING WITH WHAT
8 THESE FOLKS TO DEVELOP THEIR CAPACITY AND TO ALSO IDENTIFY
9 WHAT TYPE OF TECHNICAL ASSISTANCE THAT'S NEEDED.

10 MOVING ON TO SLIDE 12, THIS IS REALLY A JUSTIFICATION
11 FOR THE WORK THAT WE DO. AND THIS IS A DATA SET THAT
12 COMES FROM OUR CAL PASS PLUS SYSTEM, AND IF YOU'RE
13 FAMILIAR WITH THAT ONE, THAT'S WHERE THE K12 SUBMIT DATA -
14 - THEIR CAL PADS DATA ANNUALLY, AND IT SHOWS US NUMBERS
15 FOR OUR K12 PARTNERS. THIS ONE IN PARTICULAR IS
16 INTERESTING IF YOU LOOK AT IT. THIS IS ACTUALLY OUT OF
17 OUR LAUNCH BOARD TOOL OR YOUR LAUNCH BOARD TOOL. AND SO
18 WE WANT TO SHOW YOU THE BENEFITS OF THIS.

19 WE ANTICIPATE THE METRICS THAT ARE CALLED OUT FOR
20 WITHIN THE K12 STRONG WORKFORCE PROGRAM WILL SORT OF FIT
21 WITHIN LAUNCH BOARD, AND WE'RE CURRENTLY WORKING OUT, YOU
22 KNOW, WHAT THOSE FINAL METRICS ARE GOING TO LOOK LIKE.

23 (INDISCERNIBLE) NOTHING DIFFERENT. I MEAN, WE'RE
24 STILL OPERATING IN OUR SAME MILIEU. BUT THIS IS JUST --
25 HOW DO YOU SHOW THE TRANSITION OF STUDENTS? RIGHT? HOW
DO YOU SHOW THAT? HOW DO YOU SHOW -- IF A STUDENT IS

1 TAKING, YOU KNOW, TWO CTE COURSES IN HIGH SCHOOL, WHAT
2 HAPPENS WHEN THEY GET TO THE COMMUNITY COLLEGE? HOW DO
3 THEY DO IN MATH? HOW DO THEY DO IN ENGLISH? IS THERE A
4 PREDICTOR THERE? AND YOU CAN SEE THE CHART HERE ON THE
5 VERY LEFT-HAND SIDE, SEE HOW FAR APART OF THE GREEN -- THE
6 FAR LEFT GREEN DATA POINT IS FROM THE -- FROM THE PINK ONE
7 DOWN BELOW.

8 NOW LOOK AT IT TO THE FAR RIGHT WHICH IS AN
9 ADVANCEMENT IN YEARS OF ABOUT FOUR YEARS. YOU CAN SEE
10 THOSE NUMBERS ARE VERY MUCH CLOSER TOGETHER. WE LIKE
11 THAT. WE ALSO LIKE FROM THAT LAST TRAM LINE, HOW THAT
12 LAST TRAM LINE LOOKS, EVEN THOUGH IT'S DECLINING, THAT THE
13 NUMBERS ARE SORT OF -- THAT THE LINES ARE STAYING SOMEWHAT
14 PARALLEL. MAYBE NOT EXACTLY PARALLEL FOR YOUR MATH PEOPLE
15 OUT THERE, BUT IT LOOKS PRETTY CLOSE TO ME.

16 SO WE'RE SEEING A REDUCTION IN THAT RATIO THAT WE'RE
17 ALL INTERESTED IN MAINTAINING THE ONES THAT WE'VE SPOKEN
18 TO ABOUT ON A NUMBER OF OCCASIONS, AND THAT IS THE RATIO
19 BETWEEN CTE AND NON CTE COURSES. SO EVEN THOUGH WE'RE
20 SEEING A DECLINE OVERALL IN OUR SYSTEMS, AND I THINK
21 YOU'RE AWARE OF THAT, WE'RE SEEING THE GAP BETWEEN THAT
22 RATIO SORT OF DIMINISH. SO THAT'S GOOD.

23 I WANTED TO JUST GIVE YOU AN IDEA OF THE TIMELINE.
24 THIS IS A LITTLE BIT OF A MORE RELAXED TIMELINE THAN MAYBE
25 WHAT WE DID WITH THE FIRST STRONG WORKFORCE 200 MILLION
AND THEN AS IT WENT INTO 248, SO WE HAVE A LITTLE BIT OF

1 BREATHING ROOM. WE ARE WORKING ON THE ALLOCATIONS TO
2 POST. THE LEGISLATION ASKS US TO DO IT BY AUGUST 30TH,
3 AND SO WE'LL PUT IT OUT BETWEEN THE 15TH AND THE 30TH.
4 OUR BOG APPROVES RECEIPT OF FUNDING ON SEPTEMBER 17TH IF
5 THIS HAS BEEN APPROVED. AND THEN FROM THERE, IT REALLY
6 ALLOWS FOR REGIONAL ACTIVITIES UP UNTIL JANUARY.

7 SO WE WANT TO GIVE REGIONS A CHANCE TO, YOU KNOW,
8 NUMBER ONE, FOR SCHOOL TO START. RIGHT? AND NUMBER TWO
9 FOR REGIONS TO WORK WITH COLLEGES TO IDENTIFY THEIR
10 PARTNERS IN THE K12 WORLD, AND THEN BEGIN TO MAKE SURE
11 THAT WE'RE ENGAGING WITH FOLKS TO CREATE THAT APPLICANT
12 THAT WE'RE LOOKING FOR.

13 THIS IS A PROJECT SUBMISSION TEMPLATE THAT WILL GO
14 LIVE. ULTIMATELY WE WANT TO PUT THIS WITH THE NOVA AS A
15 WAY TO CAPTURE BOTH THE PROJECT APPLICATIONS, BUT ALSO THE
16 REPORTING ELEMENTS AS WELL. SO YOU CAN EXPECT THAT TO
17 SORT OF COME OUT. IT MAY BE A GOOGLE DOC BEFOREHAND, AND
18 IT MAY BE LIKE JANUARY OR FEBRUARY BEFORE THAT TEMPLATE
19 GOES LIVE. THAT'S A DELIBERATE THING TO DO TO ALLOW FOR
20 ENGAGEMENT.

21 THE REGIONAL ALLOCATIONS ARE DISPERSED TO THE STRONG
22 WORKFORCE FISCAL AGENTS. AGAIN, THESE DOLLARS WILL FLOW
23 BY WEIGHTED ALLOCATION TO EACH OF THE REGIONS IN JANUARY.
24 THERE'S THE 30 MONTH WINDOW TO EXPEND, JUST LIKE THERE IS
25 WITH THE 248 MILLION WITH STRONG WORKFORCE. THEN THE
FINAL DATE TO SUBMIT LEA ROUND ONE PROPOSALS TBD, BUT

1 WE'RE PROBABLY LOOKING AT MARCH OR APRIL OF 2019. SO YOU
2 CAN SEE WHERE THE PROJECT PROPOSALS WERE DUE IN, YOU KNOW,
3 DECEMBER, JANUARY WITH THE 248 MILLION. WE'RE GIVING THIS
4 A FEW MORE MONTHS TO ALLOW FOR GELLING. NOT A LOT, BUT,
5 YOU KNOW, SOMEWHAT.

6 THIS IS A TIMELINE THAT'S BEEN VESTED WITH THE
7 DEPARTMENT OF FINANCE AND ALSO CDE. AND SO WE'RE IN
8 AGREEMENT ON THE PURPOSEFUL ROLL OUT OF THIS
9 IMPLEMENTATION. SO HOPEFULLY THAT'S -- ALLOWS YOU TO
10 BREATHE A SIGH OF RELIEF.

11 THE LAST SLIDE THAT I'LL PRESENT AS I'VE TALKED YOUR
12 EAR OFF TODAY, BUT -- IS WEBSITE INFORMATION. AS YOU
13 KNOW, WHAT WE ALWAYS DO IS TO PROVIDE TECHNICAL ASSISTANCE
14 AND GUIDANCE AND INFORMATION RIGHT WHEN THIS THING COMES
15 OUT OF THE GATE. SO I'M VERY PLEASED THAT YOU CAN GO TO
16 THE NORMAL STRONG WORKFORCE 248 MILLION PROGRAM WEBSITE,
17 AND DOWN BELOW IT, YOU'LL SEE INFORMATION ABOUT THE 164
18 MILLION FOR K12. THIS WILL BECOME POPULATED MORE OVER
19 TIME, BUT AGAIN, A LOT OF THE METHODOLOGY THAT USED IN
20 STRONG WORKFORCE WILL TRANSITION TO THESE DOLLARS AS WELL.

21 SO I THINK IN TERMS OF (INDISCERNIBLE) PROCESS, A LOT
22 OF THIS WE'VE LIFTED, THAT YOU'VE LIFTED, AND SO MY -- I
23 THINK THE LAST THING THAT I'LL SHARE WITH YOU IS THAT
24 WITHOUT YOU AND THE PARTNERS THAT YOU WORK WITH, THE
25 SUCCESS OF THIS PROGRAM IS (INDISCERNIBLE). SO I WANT TO
MAKE SURE THAT WE'RE THANKING YOU FOR YOUR LEADERSHIP

1 BECAUSE YOUR LEADERSHIP DOES MATTER IN THIS CASE AND IN
2 ALL CASES. SO.

3 LOOK FOR THIS TO CONTINUE, AND WITH AGAIN MY SINCERE
4 KUDOS TO ALL OF YOUR HARD WORK FOR STRONG WORKFORCE AND
5 MAKING IT SUCCESSFUL.

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7 (END OF RECORDING.)

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