

From Secondary to College and Career Along a Guided Pathway: Collaborative Funding and Policies

**Get Focused, Stay Focused Conference
Santa Barbara City College**

January 2, 2019

Presenters:

- Donna Wyatt - Director, Career and College Transition Division, California Department of Education
- Dr. Alice Perez - Vice Chancellor, Academic Affairs, California Community Colleges Chancellor's Office
- Dr. Matthew Roberts - Dean, Workforce and Economic Development, California Community Colleges Chancellor's Office

Collaboration with the CDE Fostering K–14+ Career Pathways Success

- Face-to-face work sessions
- Monthly joint meetings with Department of Finance and Legislative Staff
- Ongoing review of legislation to ensure non-duplication of efforts
- Reciprocity in attending regional meetings
- Joint communications and presentations
- Ongoing collegial strategic discussions

Career Technical Education

- A program of study that involves a multi-year sequence of courses that integrate core academic knowledge with technical and occupational knowledge, and skills to provide students with a pathway to postsecondary education and careers
- Informed by industry and labor market
- Progression of work-based learning experiences
- Industry credentials and certifications
- Early college credit opportunities
- Credentialed teachers with industry experience
- Career Technical Education (CTE) Model Curriculum Standards adopted in 2013

Policies Fostering K–14+ Career Pathways Success

Administered by the CA Department of Education

- \$15M – SB1070/SB70/CTE Initiative
- \$500M - CA Career Pathway Trust (\$250M for two years)
- \$900M – CTEIG Funds (paid over three years)

\$150M - CTEIG Funds (ongoing)

Administered by the CA Community Colleges Chancellor's Office

- \$48M - SB1070 /SB70
Doing What MATTERS for Jobs & the Economy
- \$248M CA Community Colleges Chancellor's Office (CCCCO) Kindergarten through grade twelve (K–12) Strong Workforce Program (K–12 SWP) (ongoing)

\$164M - K–12 SWP (ongoing)



Aligned metrics

Career Technical Education Incentive Grant

- Initial one time investment of Career Technical Education Incentive Grant (CTEIG) allocated \$400M in 2015–16, \$300M in 2016–17, and \$200M in 2017–18
- Encouraged the development of new CTE programs, expansion of and improvement of current CTE programs during the transition to full implementation of the Local Control Funding Formula
- 2018–19 Budget Act allocates \$150M in ongoing funding for CTE, administered by the CDE
- Establishes a state education, economic and workforce development initiative to encourage the maintenance and strengthening high-quality CTE Programs and Programs of Study

Career Technical Education Incentive Grant (continued)

- A Request for Applications (RFA) was released on December 19, 2018 and is due to the CDE by 5:00pm on January 25, 2019
- The RFA includes a CTE Program Evaluation Tool/Rubric. The Rubric is designed to identify areas of improvement across CTE programs
- Funding allocations will be approved at the March 2019 State Board of Education meeting
- The CTEIG RFA is available on the CDE website at:
<https://www.cde.ca.gov/fg/fo/profile.asp?id=5288>

K–12 SWP Funding Administered by the CCCCO

- **\$150M– administered by the CCCCO, partnered with CDE**
 - Emphasis on collaborative approach between systems
 - Create, support, and/or expand high-quality CTE programs at the K–12 level that are aligned with and the workforce development efforts occurring through the K–12 SWP and regional priorities
 - Increase the transition from secondary to post secondary programs, and career pathways
 - Competitive; available only to K–12
- **\$14M – administered by the CCCCO, partnered with CDE**
 - K–12 Workforce Pathway Coordinators (est.114)
 - Network of Kindergarten through grade fourteen (K–14) Regional Technical Assistance Provider (est. 8)
 - Statewide K–14 Regional Technical Assistance Provider (est.1)
 - CTE Regional Consortia administrative costs

K–14 Technical Assistance Providers, K–12 Selection Committees, and K–14 Pathway Coordinators

- K–12 SWP Coordinators
- Network of K–14 Regional Technical Assistance Provider
- K–12 SWP Selection Committee:

Each CTE Regional Consortium shall form a K–12 Selection Committee, made up of individuals with expertise in K–12 CTE and workforce development (specific list provided in statute)

California Workforce Pathways Joint Advisory Committee

California *Education Code* (EC) Section 12053 establishes an advisory committee to help aid the planning and coordination of vocational education and training programs, known today as career technical education (CTE) programs. The Committee is composed of an equal number of members from the State Board of Education and the Board of Governors (BOG) of the California Community Colleges.

Role of California Workforce Pathways Joint Advisory Committee

- The California Workforce Pathways Joint Advisory Committee (CWPJAC) has a role in both the CTEIG as well as the K–12 SWP.
- *EC* sections 53071(C) and 88828(C) read:
No later than November 30 of each fiscal year, the Workforce Pathways Joint Advisory Committee established pursuant to Section 12053 shall review the data metrics specified in subparagraph (B) and make recommendations to the fiscal and appropriate policy committees for both houses of the Legislature and the Department of Finance as to whether they are the most appropriate metrics to measure and evaluate program outcomes for both new and renewal applicants, and whether other metrics should be included.

Proposed K–12 SWP Metrics

- Completed two or more CTE courses in high school in the same program of study
- Completed two or more CTE courses in high school on the same program of study that include: early college credit, work-based learning, or third-party certification
- High School Graduation Rate
- Enrolled in a CA Community College within one year of leaving secondary school
- Completed nine or more CTE units in the first year of CA Community College
- CA Community College certification/degree or journey level status
- Transferred to a four year institution after exiting CA Community College
- Employed in a job closely related to field of study after exiting CA Community College

Proposed K–12 SWP Metrics (continued)

- Median annual earnings of students after exiting CA Community College
- Attained a living wage after exiting CA Community College
- Entered registered apprenticeship after participation in high school pre-apprenticeship program
- Enrolled in another form of job training (other than CA Community College)

Proposed CTEIG Metrics

- High School Graduation Rate (changed from Cohort Graduation Rate) in the same program of study
- Number of pupils completing CTE coursework
- Number of pupils meeting academic and career readiness standards as defined in the College/Career Indicator of the California School Dashboard.
- Number of pupils obtaining an industry recognized credential, certificate, license, or other measure of technical skill attainment
- Number of former pupils employed and the types of businesses in which they are employed
- Number of former pupils enrolled in: (1) a postsecondary educational institution (2) a state apprenticeship program (3) a form of job training other than a state apprenticeship program

California Workforce Pathways Joint Advisory Committee Members

State Board of Education Members

- Feliza Ortiz-Licon
- Patricia Rucker
- Ting Sun, Vice Chair

CA Community Colleges Board of Governor's Members

- Amy Costa
- Jolena Grande, Chair
- Man Phan

Ex-Officio Members

- Kristin McCabe, Young Invincibles
- David Rattray, Los Angeles Area Chamber of Commerce

Content and Context: Integration of General Education and CTE

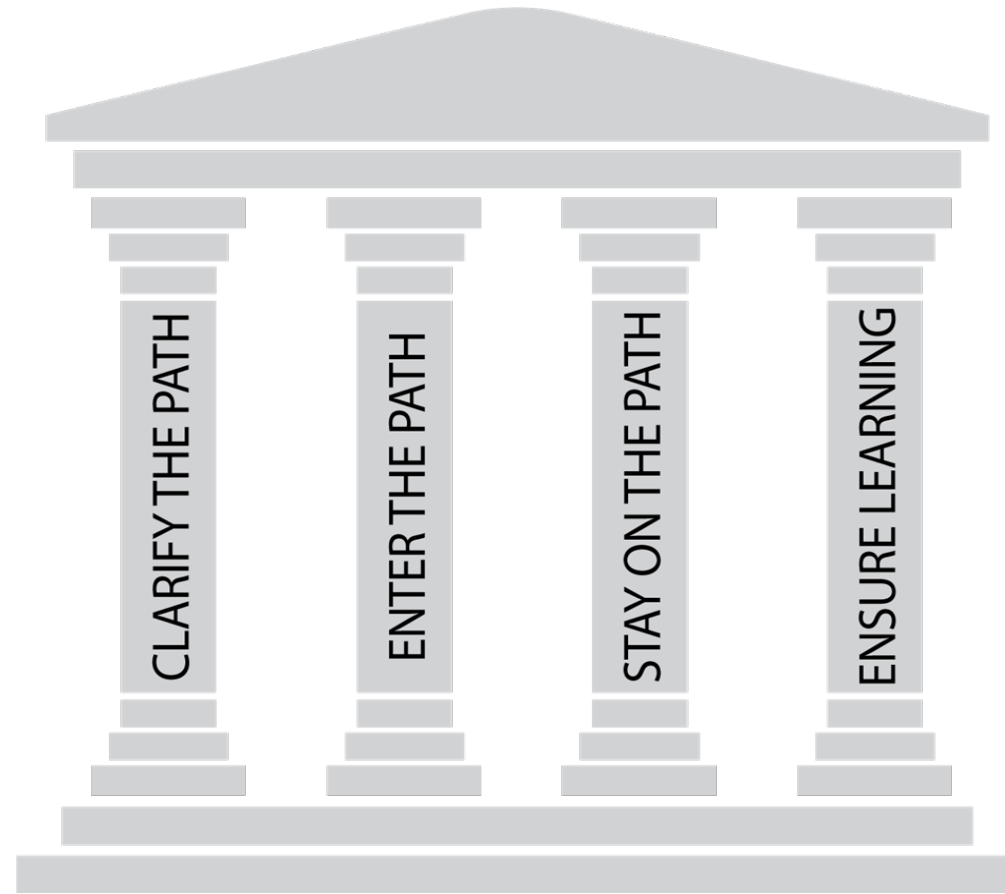
Benefits:

- Connects different areas of study by cutting across subject-matter lines, and emphasizing unifying concepts
- Increasing student engagement, higher retention, relevant real-world learning
- Allows for industry participation and input

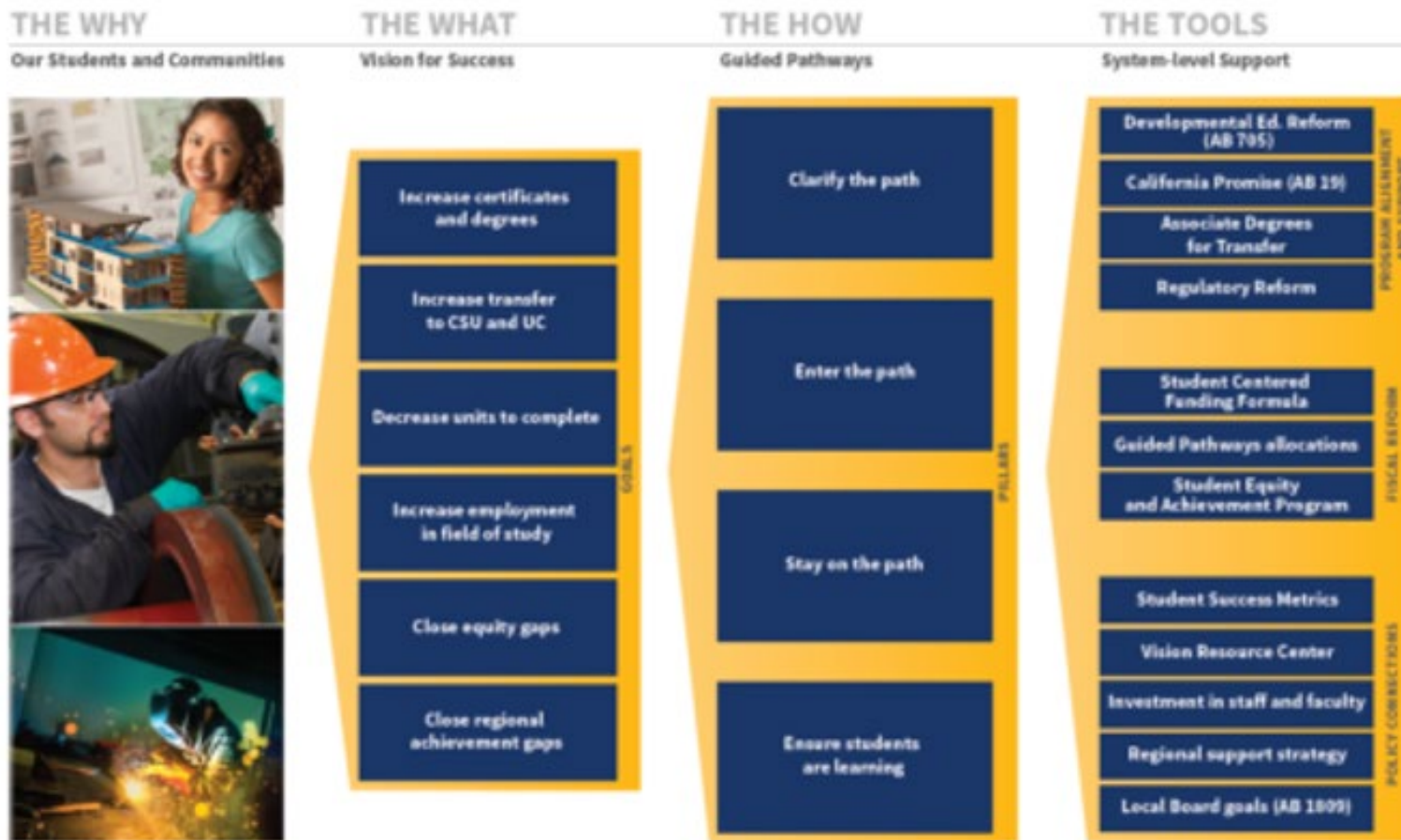
Challenges:

- Common planning time for educators
- Professional development across content areas
- Teacher preparation and credentialing programs
- Mindset shift for educators

Four Pillars of Guided Pathways



Aligned Resources and Programs to Put Students First



2018 Listening Tour

College/Career Indicator

CTE in the State Accountability System

- The College/Career Readiness Indicators places CTE into the State Accountability System
- Statewide Career Readiness Indicator currently includes CTE Pathway Completion, and early college credit in CTE courses
- Future Career Readiness Indicators, will include work-based learning, attainment of industry recognized credentials, pre-apprenticeships, and work readiness certificates
- Other Career Readiness Indicators to be explored include stand-alone CTE courses, and participation in Career Technical Student Organizations

Recruiting, Retaining, and Professional Development of CTE Educators

- CTE teachers bring knowledge of industry to the classroom
- Industry experience is necessary to teach technical skills, establish industry advisory partnerships, and create work-based learning experiences, including internships for students
- Local Educational Agencies (LEAs) report the lack of CTE teachers is a leading obstacle to the expansion of CTE programs
- A joint study is currently under way with California Teaching Commission (CTC) and the CDE

Recruiting, Retaining, and Professional Development of CTE Educators (continued)

The joint CTC/CDE study will examine a variety of issues affecting the shortage of CTE teachers including:

- Credentialing Requirements: Hours versus Competency
- Ways to incentivize industry partners coming into the classroom, and increase work-based learning opportunities for students
- Creating Professional Development opportunities for CTE teachers, that include CTE Model Curriculum Standards, pedagogy, core content standards and Educator Externships to update industry knowledge and skills
- Challenges to Integration between general education and CTE

The Role of Industry in CTE

- An industry advisory council is a requirement of all CTE programs.
- Industry supports the development and maintenance of CTE programs in a variety of ways:
 - Advising on labor market needs and emerging trends
 - Advising on curriculum and project-based and problem-based learning
 - Providing recommendations regarding current industry equipment
 - Creation of work-based learning experiences for students
 - Creation of Educator Externships for CTE teachers and General Education Teachers
 - Advocacy for CTE programs and CTE in general
 - **JOBS** for students!!!!

CTE Marketing and Outreach to Parents

- National Marketing efforts through Advance CTE and the Association of Career Technical Education are located on the Advance CTE website at: <https://careertech.org/campaign-video>
- CA Community College Career Education information can be located on the CA Community College website at: <https://player.vimeo.com/video/225629508?autoplay=1>
- College AND Career Information Events
- School site College and Career Centers
- School District CTE Information Days
- Pathway Information, Recruitment and Selection Days
- School websites
- Printed materials sent home in registration packets

Strengthening Career and Technical Education in the 21st Century Act

- Known as Perkins V
- In 2018–19 Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provided \$120M to CTE, split between CDE and the CCCCCO
- Perkins V transition Year 2019–20, with an effective date of July 1, 2020
- Stakeholder Feedback meetings will begin late spring 2019, and include industry partners, parents, students, educators, and special populations

For additional resource information

- College and Career Transition Division, please visit the CDE website at:
<https://www.cde.ca.gov/re/di/or/scald.asp>
- K–12 SWP, please visit the CCCCO website at:
<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>
- CWPJAC, please visit the CDE website at:
<https://www.cde.ca.gov/ci/ct/gi/workpathjac.asp>
- Advance CTE, please visit the Advance CTE website at:
<https://careertech.org/>
- Association of Career Technical Education, please visit the Association of CTE website at:
<https://www.acteonline.org/>
- Strengthening Career and Technical Education in the 21st Century Act, please visit the congress government website at:
<https://www.congress.gov/bill/115th-congress/house-bill/2353>

K–12 SWP 2018–19

Pathway Improvement Funding Submission Planning Calendar 2/2

- Online application for Pathway Improvement funding submissions available to LEAs– **January 7, 2019**
- Pathway Improvement funding submission deadlines – **March 15, 2019**
- Pathway Improvement award notification – **April 30, 2019**
- Regional fiscal agents disburse first Pathway Improvement funds released– **June 15, 2019**

Letter of Intent

- The first step in the competitive funding process is the Letter of Intent (LOI)
- Collaborative tool to develop an idea for funding
- Once LOI is submitted, you may edit, and resubmit
- Aligns with the LEA Local Control Accountability Plan development timeline
- Helps to develop the application
- Demo LOI online tool

K–12 SWP Selection Committee

Each CTE Regional Consortium shall form a K–12 SWP Selection Committee, made up of individuals with expertise in K–12 CTE, and workforce development, which meet the following requirements:

- Current or former K–12 CTE teachers and administrators.
- Charter school representatives, including representatives of charters operating pursuant to *EC* Section 47612.1(a).
- Career guidance counselors.
- Representatives of industries that are prioritized by the consortium.
- At least one CA Community College faculty or administrator.
- Other K–12 educators or other stakeholders as determined by the consortium.
- The K–14 Technical Assistance Provider in each consortium shall serve as a consultant to the K–12 Selection Committee.

Forthcoming Guidance (General Dates)

1. K–12 SWP Selection Committee selection, and activation (November)
2. Pathway Improvement Submission overview and general guidelines (January)
3. Metrics and Data collection (November)
4. K–12 SWP Pathway Coordinator position (January)
5. K–14 Regional Technical Assistance Provider position (January)

Stay Informed

- Subscribe to the statewide K–12 SWP Listserv to receive information by email, available on the CCCCO website at:
<https://docs.google.com/forms/d/e/1FAIpQLSdocRGr36HI1DNAR0Rc6eOIDbnkqyxu6PIB9m64ZG6puyIYBw/viewform>
- Visit the K–12 SWP Timeline for important dates, available on the CCCCO website at:
<http://doingwhatmatters.cccco.edu/StrongWorkforce/K12SWPTimeline.aspx>
- Review the Regional List of Eligible LEAs, available on the CCCCO website at:
<https://doingwhatmatters.cccco.edu/StrongWorkforce/K12SWPPartnerMap.aspx>
- Register to attend an upcoming Regional Engagement Meeting on the CCCCO website at:
<http://doingwhatmatters.cccco.edu/StrongWorkforce/K12SWPRegionalMeetings.aspx>
- For the official source of information for the K12 SWP, bookmark the K–12 SWP webpage, available on the CCCCO website at: <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

Information and Updates



Strong Workforce Program

\$248M for Community Colleges

GUIDANCE What is Strong Workforce? Trailer Bill Language: PDF Word CCCC Guidance Memos FAQs: Round 1 2016-17, Round 2 2017-18 Nova System: Template Instructions, Reporting Instructions, SWP Module Updates, Webinars Allocations: 2016-17, 2017-18 2017-18 Incentive Funding Allocations VIDEO SERIES PRESENTATION ARCHIVE WEB-BASED ASSISTANCE	PLANNING Regional/Local Plans & Analytics: Round 1 2016-17, Round 2 2017-18 (TBD) CTE Rebrand Master Calendar & Regional Meetings Local Shares - Reporting Template - System Slides (TBD) - Overview Regional Shares - Reporting Template - Overview	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 Strong Workforce Program Incentive Funding Incentive Funding Breakdown	DIRECTORIES Find My Regional Partners CTE Regional Consortia Sector Navigators / Deputy Sector Navigators Labor Market Research Centers of Excellence CTE Data Unlocked Experts Technical Assistance Providers WORKFORCE RECOGNITION Strong Workforce Stars Practices with Promise Strong Workforce Champions
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\$164M for K-12 Local Education Agencies

GUIDANCE What is K12 Strong Workforce Program Trailer Bill Language: PDF Word CCCC Guidance Memos FAQs Nova System: Template Instructions, Reporting Instructions, SWP Module Updates, Webinars Allocations	PLANNING Regional Plans & Analytics Master Calendar & Regional Meetings Local Shares	LABOR MARKET RESEARCH Labor Market Information Library Demand & Supply Data Tools K-12 CTE PROGRAM OUTCOMES Strong Workforce Program Metrics	DIRECTORIES Find My Regional Partners CTE Regional Consortia Sector Navigators / Deputy Sector Navigators Labor Market Research Centers of Excellence CTE Data Unlocked Experts Technical Assistance Providers
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<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

Resources

The remaining slides represent additional resources with detailed information (updates may be forthcoming)

Community College Regions



Application Information 1 of 2

- Provides opportunities for pupils to participate in after school, extended day, and out of-school internships, competitions, and other work-based learning opportunities.
- Leads to an industry-recognized credential or certificate, or appropriate postsecondary training or employment.
- Is staffed by appropriately credentialed teachers or faculty and provides professional development opportunities for those teachers or faculty members.
- Reports data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Application Information 2 of 2

The application as it describes the applicant's CTE program, as applicable, shall meet all of the following minimum eligibility standards:

- Is informed by, aligned with, and expands upon regional plans and planning efforts occurring through the K–12 SWP.
- Offers high-quality curriculum and instruction aligned with the K–12 California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that teach industry valued technical skills while reinforcing academic skills, that enable pupils to transition to postsecondary education or training programs that lead to a career pathway or attain employment upon graduation from high school.
- Provides pupils with quality career exploration and guidance.
- Provides pupil support services, including, but not limited to, counseling and student leadership development.

Pathway Improvement Proposal Criteria

When determining pathway Improvement allocations under the K–12 component of the K–12 SWP, the K–12 SWP Selection Committee shall:

Give positive consideration to each of the following characteristics in an application:

- Aligned programs serving unduplicated pupils
- Programs that the K–12 SWP Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.
- Programs serving pupils that have higher than average dropout rates
- Programs located in an area of the state with a high unemployment
- Written in Local Control Accountability Plans

Pathway Improvement Proposal Criteria (continued)

When determining Pathway Improvement allocations under the K–12 component of the K–12 SWP, the K–12 SWP Selection Committee shall:

Give positive consideration to programs that:

- Successfully leverage existing structures, requirements, and resources of Perkins, the California Partnership Academies, workforce development boards or the Agricultural CTE Incentive Grant.
- Include contributions from industry, labor, and philanthropic sources.
- Make significant investments in programs for students, sustainable CTE infrastructure and classroom equipment.
- Operate within rural school districts

Conditions of Grant Funding

As a condition of receiving grant funds, Pathway Improvement allocation recipients shall do the following:

- Certify to the K–12 SWP Selection Committee that grant funds received and the matching funds contributed by each LEA shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.
- Make expenditure data on CTE programs available for purposes of determining if the grant recipients have met the dollar-for-dollar match requirement specified in subdivision (c) of *EC* Section 88828, and for monitoring the use of funds provided pursuant to *EC* Section 88827.
- The Controller shall include the instructions necessary to enforce the requirements pertaining to the K–12 component of the K–12 SWP in the audit guide required by *EC* Section 14502.

Policies and Procedures

- LEA Default Policies and Procedures
- All fiscal policy and regulations adopted by the applicable LEA

Match Fund Requirements

- Provide matching funds for any grant funding received from this program as follows:
 - A. For ROCPs operated by joint powers authorities, one dollar (\$1) for every one dollar (\$1) received from this program.
 - B. For LEAs, two dollars (\$2) for every one dollar (\$1) received from this program.
- The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other source, except as provided in paragraph (3).

Match Requirements (continued)

- That local match shall not include any funding received by the applicant from the California Career Pathways Trust established pursuant to Section 53010, or the California Career Technical Education Incentive Grant Program established pursuant to Section 53070.
- An applicant's matching funds shall be used to support the program, or programs, for which the applicant was awarded a grant.

Guidelines, Definitions & Reasonable Standards

Example Non-Allowable Activities:

- Entertainment
- Alcoholic Beverages
- Contingency (Rainy Day Funds)
- Goods and Services for Personal Use
- Lobbying
- Contributions or Donations
- Facility costs including code upgrades

Forthcoming Technical Assistance

- Step-by-step guide on the Pathway Improvement submission process and how to fill out the online application
- Demand and supply labor market information tools
- Upcoming Webinars
- Email address for the K–12 SWP assistance:
Strongworkforcehelpdesk@cccco.edu

K–12 SWP Pathway Coordinator

- K–12 SWP Pathway Coordinator within the geographical boundaries of each community college district (unless otherwise jointly decided)
- Selected through a competitive process jointly administered
- Provide technical assistance and support to LEAs in utilizing their region's plan developed
- Collaborate on behalf of the LEAs within the consortium, including identifying and advocating for K–12 programmatic priorities
- Remains current with the needs of K–12 CTE programs and their regional and local labor markets in order to provide guidance, in collaboration with LEAs participating in the consortium, to the CCCCCO, the consortium, and industry sector representatives

K–12 SWP Pathway Coordinator (continued)

- Act as first point of contact for LEAs, industry representatives, and employers with the intent of assisting LEAs respond to industry needs and facilitating industry connection with K–12 CTE programs
- Cultivate collaborative communities so that LEAs, and industry representatives can collaborate and provide peer-to-peer knowledge exchange in areas of common interest to inform the development of high-quality education programs
- Work in conjunction with the CA Community College Deputy Sector Navigators, and CDE Industry Sector Leads to improve linkages and alignment of CTE pathways between middle schools, high schools, public postsecondary institutions, and the workforce

K–14 Regional Technical Assistance Providers

K–14 Regional Technical Assistance Providers (established as Program Specialists) under the California Career Pathways Trust Program (Chapter 433, Statutes of 2012). One shall be selected for each consortium through a competitive process jointly administered by the Superintendent of Public Instruction and the Chancellor, and shall perform duties, including, but not limited to, all of the following:

- Provide leadership, guidance, and technical assistance to create, support, expand and improve CTE opportunities for LEAs.
- Act as a liaison between the consortium and the CDE, and serve as a consultant to the K–12 SWP Selection Committee.

K–14 Regional Career Technical Assistance Providers (continued)

- Interact with the K–12 SWP Pathway Coordinators and the CA Community College Deputy Sector Navigators to improve linkages and CTE pathways between middle schools, high schools, public postsecondary institutions, and the workforce.
- Identify professional development opportunities for the K–12 SWP Pathway Coordinators and educational entities, including educational leaders and counselors.
- Regularly facilitate convenings of K–12 SWP grantees to develop a network of educators to share best practices and cultivate state resources that can be used by agencies charged with providing assistance within the Statewide System of Support authorized pursuant to *EC* Section 52059.5.

K-12 SWP Information & Updates



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\$248M for Community Colleges

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