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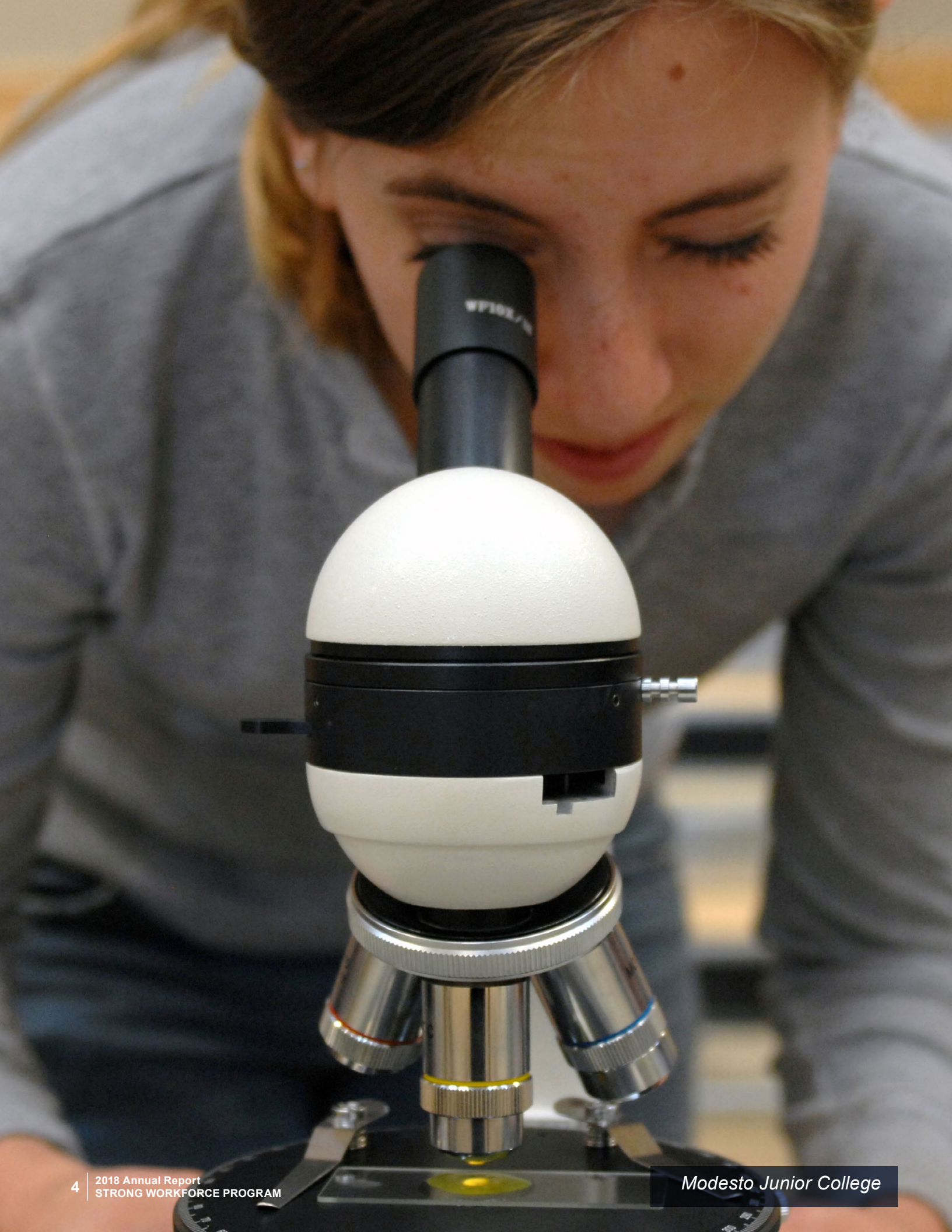
Strong Workforce Program

ANNUAL REPORT 2018



TABLE OF CONTENTS

Letter to the Governor, Senators and Assembly Members.....	5
Executive Summary	6
Strong Workforce Program	8
Phasing in the SWP Allocation Formula	12
Related Workforce Development Initiatives/Programs	13
SWP Investments for Year 1	18
Highlighting Career Education	24
Examining Impacts After Year 1	26
Strong Workforce Program Recommendations	28
Conclusion	31



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Chancellor

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The Honorable Edmund G. Brown, Jr.
Governor of California
State Capitol
Sacramento, CA 95814

Secretary of the Senate
State Capitol, Room 3044
Sacramento, CA 95814

Chief Clerk
California State Assembly
State Capitol, Room 3196
Sacramento, CA 95814

Dear Governor Brown, Senators and Assembly Members,

We are pleased to submit to you this report detailing the inaugural year of the Strong Workforce Program, pursuant to Assembly Bill 1602. The \$200 million in funding allocated to the program in 2016-17 provided substantial support for continued expansion of and improvement to career education programs that meet both employer and worker needs. The California Community Colleges' 114 colleges and their many workforce development partners remain committed to the goal of producing one million middle-skill workers and look forward to building on the work described in this report in Year 2 of the program.

If you have any questions regarding this annual report, please contact Executive Vice Chancellor for Workforce & Digital Futures Van Ton-Quinlivan at 916-327-5492 or vtquinlivan@cccoco.edu.

Sincerely,

Eloy Ortiz Oakley
Chancellor, California Community Colleges

EXECUTIVE SUMMARY

This report details the first year of the **\$200 million** Strong Workforce Program, which was created by Assembly Bill 1602 in 2016-17 to expand and improve career education (also known as career technical education, or CTE) throughout the state with the California Community Colleges’ system and its **114 colleges** leading the effort. Herein is information about program structure, accountability, funding and first-year investments, as well as efforts to bring greater visibility to career education, Year 1 impacts and recommendations for Year 2.

Year 1 served primarily as an implementation year, with colleges and regions planning, preparing and collaborating to begin laying the foundation for “more and better” career education programs. First-year activities led to:

- 1) Increased collaboration, prioritization of investments and transparency of program development for new and existing career education programs.
- 2) Strengthened regional collaboration between community colleges, local education agencies, workforce development boards, and business and industry partners.
- 3) Increased visibility of career education programs.

- 4) Greater focus on programmatic decision-making based on relevant labor-market information aimed at improving students’ educational and employment outcomes.
- To improve the Strong Workforce Program in Year 2, California Community Colleges recommend:
- Continuing the development of regional structures, with regional consortia continuing to expand the infrastructure and capacity to position them as key coordinating bodies with the ability to address statewide sector needs and impact California’s regional economies.
 - Strengthening connections to partners, with regional consortia continuing to deepen relationships with local education agencies, adult education programs, workforce development boards and business and industry.
 - Promoting the use of data, with community college leadership, administration and faculty increasing their data literacy and expanding their use of data to better understand the areas in which they are succeeding and where they need improvement related to student outcomes.

METHODOLOGY

The data for this report were collected through quantitative and qualitative methods. Data related to regional and local investments were collected through the NOVA reporting system. Due to the timing of this report and the availability of data from the colleges, outcomes for the Strong Workforce Program metrics for 2016-17 were not yet available. Qualitative data related to investments were collected through a review of regional plans. Interviews with each regional consortium chair provided insights into Strong Workforce Program impacts. The data presented in this report covers the grantee term fiscal year 2016-17.



Miramar College



STRONG WORKFORCE PROGRAM

BACKGROUND & STRUCTURE

Projections indicate that by 2025, 30 percent of all job openings in California (a total of 1.9 million jobs) will require middle-skills training – more than a high school diploma but less than a four-year degree – and the state is expected to fall short by one million middle-skilled workers. To address the projected shortfall of middle-skill workers, the California Community Colleges Board of Governors (Board of Governors) commissioned the Task Force on Workforce, Job Creation and a Strong Economy on Nov. 17, 2014. The task force, comprised of both internal and external stakeholders, recommended policies and practices to increase the production of industry-valued degrees and credentials needed to close California’s skills gap.

To implement the task force recommendations, the Board of Governors asked and received from the Governor and Legislature in 2016-17 \$200 million in recurring annual funds. Funding requires colleges and regions to create “more and better” career education among the system’s 114 community colleges, which operate as the primary engine driving social and economic mobility in our state. This funding created the Strong Workforce Program.

Strong Workforce Program aims to:

- Remove barriers to education completion.
- Position industry at the forefront of career pathway development.
- Commit to continuous program improvement.
- Streamline the curriculum-approval process.
- Increase the pool of qualified career-education faculty.
- Enable regional coordination.
- Establish a dedicated and sustainable funding source.

Strong Workforce Program funds mandate that colleges, college districts and regions improve and expand career education programs by incorporating two key tenets: 1) increased regional collaboration among colleges and across regional partners, such as K-12 education, Adult Education Block Grant consortia, the workforce system and other economic partners focused on regional priorities and 2) the use of labor-market and student-outcomes data to make programmatic decisions, measure programmatic effectiveness and incentivize outcomes.

To support regional-college district collaboration, annual Strong Workforce Program funding is split with 60 percent allocated to community college districts (local share), and 40 percent awarded to regional consortia (regional share), which in turn award funding to projects that meet the regional priorities for the employment needs of business and industry.

FOCUS ON COLLABORATION

Under the Strong Workforce Program, seven regional consortia, 72 community college districts, K-12 school districts, four-year universities, local workforce development boards, economic development and industry leaders and local civic representatives collaborate to inform the regional priorities affecting course offerings, programs, pathways and workforce development opportunities that enable student employability, as well as social and economic mobility. Collective priorities drive the regional collaborative process and expand upon existing state and regional partnerships and economic and workforce development efforts, such as the California Strategic Workforce Development Plan developed under the federal Workforce Innovation and Opportunity Act (WIOA), Adult Education Block Grant consortia work and K-12 career education programs.¹

¹ More information about the current regional plans is found at: <http://bit.ly/2nBNGum>

EMPHASIS ON ACCOUNTABILITY

The Strong Workforce Program encourages college districts and regions to support the development of career education programs, pathways and credentials that are responsive to the needs of students and the economy. It emphasizes evidence-based decision-making in the development and refinement of programmatic offerings. Regional consortia and college districts use current labor-market information to close identified skills gaps when determining how to invest Strong Workforce Program funds.

Accountability, in the form of student achievement outcomes, ensures that college districts focus on improving the workforce outcomes of students enrolled in community college career education programs. To this end, the Chancellor’s Office incorporated Strong Workforce Program accountability metrics, as shown in **Figure 1**, that align with those of WIOA. An incentive-funding component determines one-sixth of the annual Strong Workforce Program funding allocation. Regions, college districts and colleges can review their performance relative to the metrics in the Strong Workforce Program tab of LaunchBoard,² a statewide data system supported by the Chancellor’s Office that provides data on student progress and educational, employment, and earnings outcomes for career education and other pathways at California community colleges.

² More information about the LaunchBoard can be found at <http://doingwhatmatters.cccco.edu/LaunchBoard.aspx>

FIGURE 1: METRICS

Outcome	Measure
Course Enrollments	Registrations in career education courses
Credential Attainment	Earned a career education degree or certificate
Progress	Attained 12 credit units in an academic year
	Attained 48 noncredit career education instructional contact hours in an academic year
Transfer	Transferred to a four-year institution
Employment	Employed in the second fiscal quarter after exit
	Employed in the fourth fiscal quarter after exit
	Job closely related to field of study
Earnings	Median earnings in the second fiscal quarter after exit
	Median change in earnings
	Attained a regional living wage

FUNDING MODEL

For the 2016-17 program year, Strong Workforce Program allocations to regions and college districts were based on the local unemployment rate, the region’s proportion of career education full-time equivalent students and the proportion of projected job openings, with each accounting for one-third of the formula, as shown in **Figure 2**. Beginning in the 2017-18 program year, the three measures will account for 83 percent of the allocation to regions and college districts, with the remaining 17 percent allocated through the incentive-funding model that is based upon performance on the Strong Workforce Program metrics.



FIGURE 2: PHASING IN THE STRONG WORKFORCE PROGRAM ALLOCATION FORMULA

Category	2016-17	2017-18+
Unemployment Rate	1/3	1/3
Proportion of Career Education FTEs	1/3	1/3
Projected Job Openings	1/3	1/6
Strong Workforce Program Outcomes		1/6

To assist with design of the incentive-funding model, the Chancellor’s Office established a committee (known as the 17 Percent Committee) of knowledgeable leaders from across the community college system. With support from data experts, the committee reviewed research related to incentive models nationwide and provided recommendations for how the incentive funds should be designed to advance the goals articulated by the Task Force on Workforce, Job Creation and a Strong

Economy. The committee worked to ensure that lessons learned from other states were adapted to fit the context and scale of California’s community colleges. The Chancellor’s Office remains engaged with practitioners and experts to review the funding formula periodically and to ensure it continues to incentivize Strong Workforce Program outcomes.¹

¹ For more information about the Strong Workforce Program incentive funding and the 17 Percent Committee, please visit <http://doingwhatmatters.cccco.edu/StrongWorkforce/SWPIncentiveFunding.aspx>

RELATED WORKFORCE DEVELOPMENT INITIATIVES/PROGRAMS

DOING WHAT MATTERS FOR JOBS AND THE ECONOMY

The Strong Workforce Program is complemented by Doing What MATTERS for Jobs and the Economy (DWM), a unifying framework driven by the intrapreneurship of field talent to help move innovations to scale. DWM provides structure for a system of service to community colleges, employers, workers and students aimed at supporting the growth of California’s regional economies. An important feature of the framework is that it encourages the state’s community colleges to work in concert to prepare students for the workforce, rather than compete against one another for funding.

As a conduit to connect academia with industry and other stakeholders, the Doing What MATTERS framework (see **Figure 3**) is segmented by statewide industry sectors and economic geographic regions, as shown in **Figure 4** and **Figure 5**, respectively.

Doing What MATTERS uses a regional approach, dividing the state into seven economic macro-regions – there also are 15 smaller economic sub-regions within those larger regions – in order to help colleges collaborate in their efforts to support California’s varied regional economies. This approach has allowed the regions to emerge organizationally to better implement Strong Workforce Program investments. As a main strategy under DWM, the Strong Workforce Program funding flows to local college districts and to the regional consortia using the seven-region DWM model. In each region, college districts, K-12 school districts, Adult Education Block Grant consortia, public four-year universities, local workforce development boards, economic development and industry leaders, and civic representatives are expected to work collaboratively to meet the needs of the regional economy.

FIGURE 3:
DOING WHAT MATTERS FOR JOBS AND THE ECONOMY, A FOUR-PRONGED FRAMEWORK.





FIGURE 4:
STATEWIDE PRIORITY

INDUSTRY SECTORS

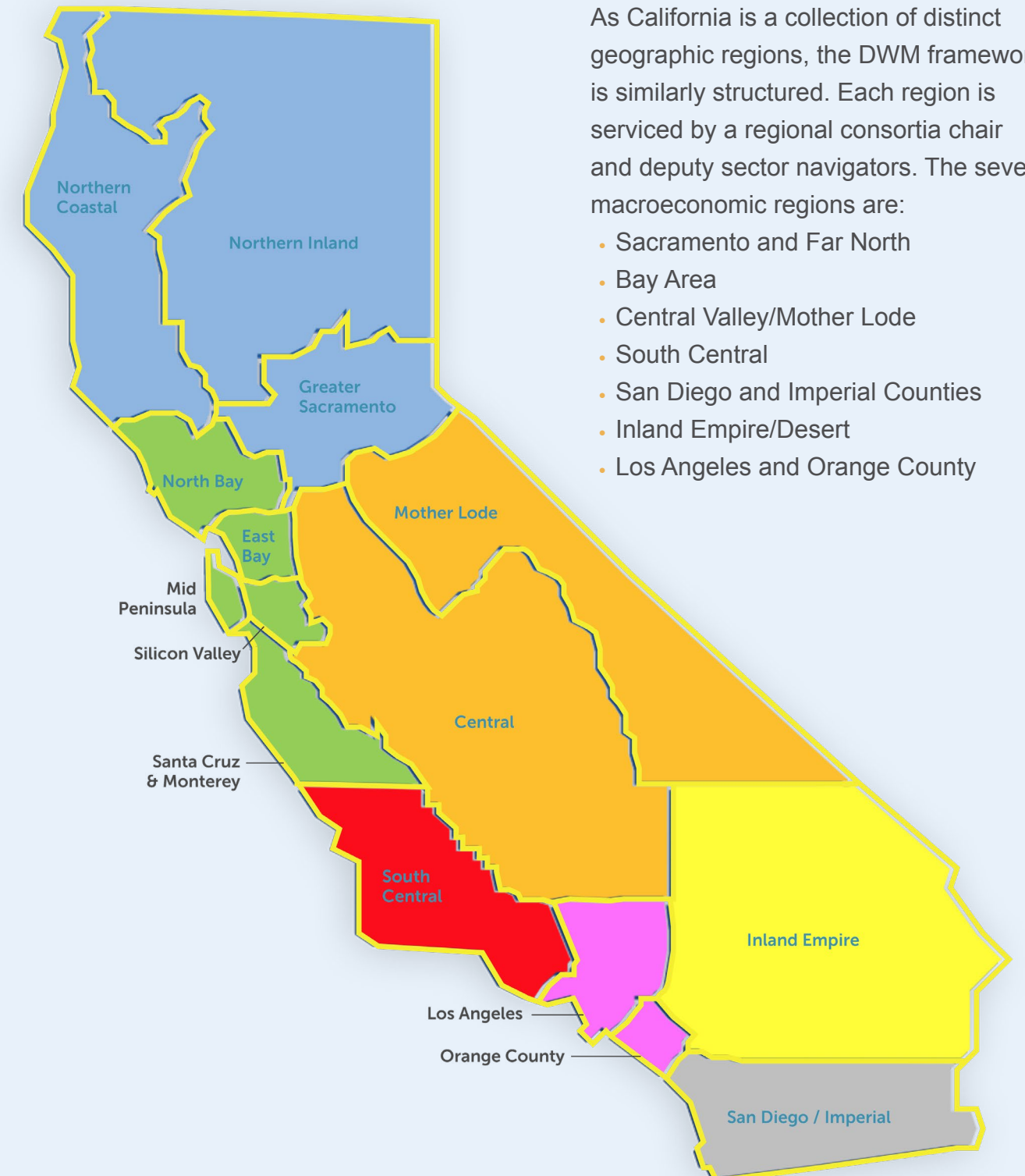
In 2013-14, each economic region identified industry sectors with maximum economic impact and demand for a skilled workforce. Each is served by a statewide sector navigator and regional deputy sector navigators.



FIGURE 5:
DOING WHAT MATTERS' 15 ECONOMIC REGIONS AND 7 MACRO-REGIONS

As California is a collection of distinct geographic regions, the DWM framework is similarly structured. Each region is serviced by a regional consortia chair and deputy sector navigators. The seven macroeconomic regions are:

- Sacramento and Far North
- Bay Area
- Central Valley/Mother Lode
- South Central
- San Diego and Imperial Counties
- Inland Empire/Desert
- Los Angeles and Orange County



Source: doingwhatmatters.cccco.edu

**ECONOMIC AND WORKFORCE
DEVELOPMENT PROGRAM**

The Economic and Workforce Development (EWD) Program supports the Strong Workforce Program by furnishing education, training and other services that advance the economic growth and global competitiveness of California and its regional economies. Through grant awards, EWD provides financial support to meet the workforce development needs of employers, workers and students. The majority of the grantees form the “ecosystem of intrapreneurs” and are sector experts and navigators who work to build and strengthen the business and industry link with community colleges to ensure that programs move and form at the speed and need of business and industry.

**WORKFORCE INNOVATION AND
OPPORTUNITY ACT**

State law requires the California Workforce Development Board to collaborate with the Chancellor of the California Community Colleges, the California Department of Education, other appropriate state agencies and local workforce development boards to develop a comprehensive state plan as a framework for public policy, fiscal investment and the operation of all state labor exchange, workforce education and training programs. State law specifically directs the California Workforce Development Board to develop a plan that builds regional alliances between workforce and education professionals and employers to meet industry’s workforce needs.

State planning requirements anticipate, and are consistent with, the policy direction prescribed in the Workforce Innovation and Opportunity Act. This state plan coordinates training services and investment to align with industry needs by organizing efforts around career pathways and regional labor-market trends. By doing so, the state plan is designed to meet both state and federal planning requirements while also providing a comprehensive framework for partnership between private industry and the state’s publicly funded workforce and education systems.



Mt. San Antonio College

STRONG WORKFORCE PROGRAM INVESTMENTS FOR YEAR 1

2016-17 INVESTMENTS

In 2016-17, colleges and regions spent time planning, preparing and collaborating for Strong Workforce Program implementation. During the program’s inaugural year, the Chancellor’s Office distributed \$200 million to regions – see **Figure 6** for investments by region – and college districts to create “more and better” career education programs. Regional consortia were tasked with creating four-year action plans that detailed regional priorities and how their investments would support those priorities. This was achieved using a collaborative process to increase effectiveness and reduce duplicative efforts with workforce partners. Regions held several key planning events, such as partnership summits, planned primarily by regional Centers of Excellence, chambers of commerce, county workforce investment boards, deputy sector navigators (DSNs), industry and workforce partners, K-12 school districts and adult education providers.

Common priorities and goals across plans included strengthening communication, coordination and timely decision-making in regional workforce training and education efforts. This helped to enhance participation in career pathways development and implementation, strengthen leadership among key partners and stakeholders, and align college programs with regional and industry needs. Most importantly, regional planning processes worked to provide pathways that enable students to find employment at livable wages and meet the needs of employers seeking skilled candidates.¹

¹ Detailed regional plans and their unique regional strategies can be found at <http://bit.ly/2nBNGum>

FIGURE 6: INVESTMENT BY REGION

Macro Region	Strong Workforce Program Regional Share Funding	Strong Workforce Program Local Share	Total for Region	% Strong Workforce Program
A - Sacramento & Far North	\$6,970,845	\$10,456,268	\$17,427,113	9.17%
B - Bay Area	\$ 16,675,900	\$25,013,851	\$41,689,751	21.94%
C - Central	\$ 7,779,382	\$11,669,072	\$19,448,454	10.24%
D - South Central	\$4,227,548	\$6,341,322	\$10,568,870	5.56%
E - San Diego/Imperial	\$6,604,171	\$9,906,256	\$16,510,426	8.69%
F - Inland Empire/Desert	\$ 7,703,557	\$11,555,336	\$19,258,893	10.14%
G1- Los Angeles	\$ 18,631,147	\$27,946,721	\$46,577,868	24.51%
G2- Orange County	\$7,407,450	\$11,111,175	\$18,518,625	9.75%
Total	\$76,000,000	\$114,000,001	\$190,000,000*	100%

*Five percent of training was retained for statewide coordination activities.
More detailed analytics on the 2016-17 Strong Workforce Program allocations can be found at <http://bit.ly/2HyKpBM>.

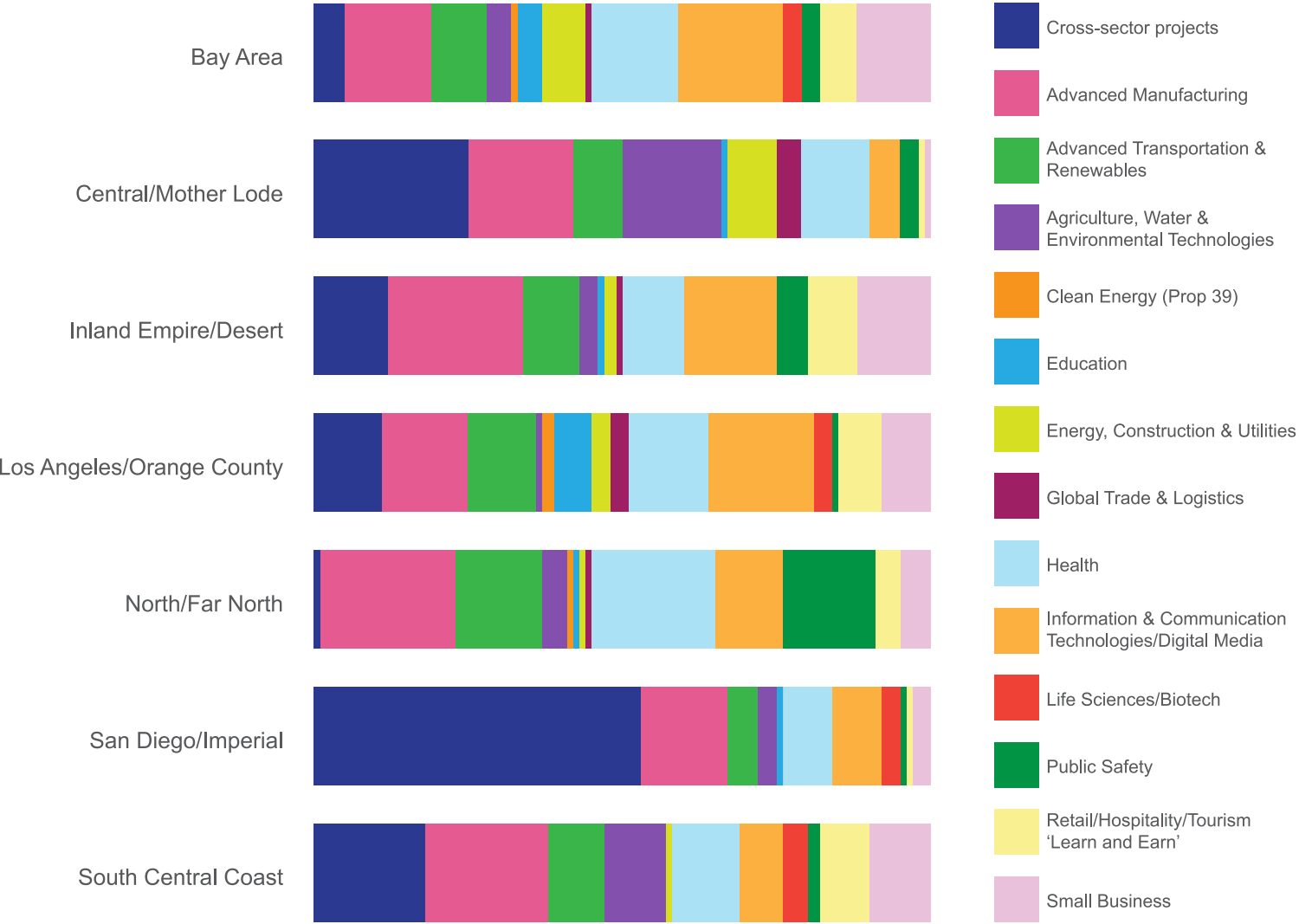


INVESTMENT BY SECTOR

In 2016-17, funds were invested in a variety of sectors across the seven macro-regions. As seen in **Figure 7**, regions invested most of their funds in the Advanced Manufacturing, Health and Information & Communication Technologies (ICT)/Digital Media sectors and in cross-sector projects.

In the Bay Area and Los Angeles/Orange County, the sector with the largest investment was ICT/Digital Media, with roughly a **17 percent** investment in each of the two regions. The Central/Mother Lode and San Diego/Imperial regions invested **25 percent** and **53 percent**, respectively, in cross-sector projects. The Inland Empire/Desert, South Central Coast, and North/Far North regions prioritized spending in Advanced Manufacturing, with **22 percent**, **20 percent** and **19 percent**, respectively.

FIGURE 7: INVESTMENTS BY SECTOR, BY REGION



PROJECTS-IN-COMMON

The Chancellor's Office analyzed the Strong Workforce task force recommendations and found the system and its colleges could realize economies of scale by creating common projects across all regions. The Chancellor's Office is planning further development of statewide or multi-region "projects-in-common."

Up to **10 percent** of the regional share allocation can be deployed for projects-in-common, with attention to: **1)** regionwide outreach to employers related to internship/job placements; **2)** regionwide outreach to prospective students relevant to career awareness/career education options; **3)** additional data-related needs and **4)** professional development to streamline curriculum approval. To support the regional work, the Chancellor's Office provided examples of projects-in-common that have been effectively piloted across the state, among them career exploration through the Get Focused, Stay Focused program; marketing of career education programs; the Teacher Preparation Pipeline; and employability and soft-skills training through the New World of Work and Hi-Touch Healthcare. These opportunities will help regions and colleges optimize their Strong Workforce Program funds by co-investing in programs that are focused on promoting targeted student outcomes.¹

FIELD PLANNING TOOLS

To assist college districts and regions with planning for the Strong Workforce Program, the Chancellor's Office developed an online reporting system called NOVA. NOVA allows colleges, college districts and regions to submit plans, budgets and expense reports directly to the Chancellor's Office through one portal. The Strong Workforce Program was the first to report via NOVA, which has been expanded as an agency-wide tool to include the Adult Education Block Grant, Integrated Planning, and Guided Pathways. Because NOVA houses multiple programs, with a single account, authorized personnel can manage all the funding streams and educational programs in their college. In addition to housing various other programs, NOVA allows users access to real-time analytics for their investments in the Strong Workforce Program.²

¹ More information about projects-in-common can be found at <http://bit.ly/2p6UmPo>

² Strong Workforce Program analytics can be found at <http://bit.ly/2nBNGum>



The Chancellor's Office analyzed the Strong Workforce task force recommendations and found the system and its colleges could realize economies of scale by creating common projects across all regions.

HIGHLIGHTING CAREER EDUCATION: TRANSPARENT OUTCOMES & RAISING AWARENESS

STRONG WORKFORCE STARS

To recognize and celebrate career education programs achieving Strong Workforce Program goals, the California Community Colleges in 2017 launched Strong Workforce Stars.¹ These are the state’s top career education programs whose students showed significant gains in factors important for advancing social mobility: a substantial increase in earnings, attainment of a living wage and a job closely matched with the field of study. Strong Workforce Stars demonstrate quantitative gains in factors important for advancing social mobility, as measured by the Strong Workforce Program LaunchBoard data dashboard. The number of programs recognized each year depends upon the number of programs that meet the established criteria.

¹ Learn more about Strong Workforce Stars at http://dwms Showcase.com/workforce_stars.asp

STRONG WORKFORCE CHAMPIONS

Strong Workforce Champions² was launched to shine a light on industry partners who are helping to move the needle on workforce development in our state. Strong Workforce Champions accolades are given to individuals and organizations who demonstrate the essential components of the Strong Workforce Program. Specifically, they:

- Advance work-based learning opportunities, including internships and apprenticeships.
- Collaborate with career education faculty to develop programs and curricula with the skills that industry demands.
- Support development of quality career education faculty.
- Support general career education efforts.
- Support sustainable funding for career education programs.

Fifteen Strong Workforce Champions were named in 2017.

² Learn more about Strong Workforce Champions at http://dwms Showcase.com/showcase_champions.asp

CAREER EDUCATION REBRANDING

Research conducted by the Chancellor’s Office in 2016 concluded that lack of knowledge about career education programs and opportunities is the biggest barrier to enrollment. Therefore, the Chancellor’s Office launched a statewide branding campaign for career education programs, as called for in the Strong Workforce task force recommendations.

The objective of the campaign is to:

- Define and raise awareness among students, their influencers, key stakeholders and others about the variety of career pathways available through career education programs at California community colleges leading to good-paying jobs.
- Increase awareness and engagement by business and union leaders for community college career education programs.

The campaign seeks to establish a statewide brand to lift the profile of career education and community colleges in general, while producing highly customizable materials in English and Spanish that regions and colleges can use to promote the overall brand. Future editions in other languages will be published soon.³

³ From <http://ccccteupdates.org/>



EXAMINING IMPACTS AFTER YEAR 1 OF THE STRONG WORKFORCE PROGRAM

FOSTERING COLLABORATION

The Strong Workforce Program elevated the regional approach established in Doing What MATTERS by emphasizing the importance of collaboration at the regional level. Districts and regions worked together to ensure that local investments supported the regional priorities that had been identified. The program encouraged colleges to develop shared goals and pool resources, resulting in coordinated multi-college investments able to return more value to regional businesses and industry. As such, the Strong Workforce Program supports colleges moving from competitors to collaborators.

The Strong Workforce Program elevated the profile of career education programs, both internally to college leadership and externally to students and employers. Regional consortium chairs indicate that colleges are more focused on investing in career education programs. In addition, the increased visibility brought on by the program planning process served to induce more diverse college voices to participate in the career education planning process. Because many colleges used Strong Workforce Program funds to promote and market their career education programs this first year, these programs have also garnered more attention from the public, employers and business and industry groups, increasing the transparency of investments.

The augmented planning process also increased collaboration among community colleges and other education and economic and workforce entities. While most regions had already been coordinating with adult education programs, local education agencies, workforce development agencies, and business and industry, the Strong Workforce Program funding helped regions to deepen involvement of their partners in career education program planning at the colleges. Specifically, the program required greater coordination with the workforce development system, especially around alignment to California’s WIOA state plan. Because of this focus on alignment, regions worked closely with their local workforce development boards and business and industry to create strategic partnerships aimed at achieving the common goal of identifying what programs and practices would best serve students and regional employers. By being more inclusive of and responsive to business and industry, regional consortia report that the Strong Workforce Program heightened the value of the community college system to employers.

INCREASING FUNDING FOR CAREER EDUCATION

The Strong Workforce Program greatly increased funding for career education priorities at both the regional and local levels with an emphasis on reducing duplication of programs. The flexibility of the funding enabled colleges to invest in the resources necessary to improve both the number and quality of career education programs. In addition, the knowledge that program funding is ongoing helped colleges make long-term investments, such as hiring new career education faculty. Colleges were ambitious in their efforts and developed a number of new career education programs designed to fill the needs of regional employers, including being able to fund program ideas long dormant due to prior lack of resources. Colleges experimented with more diversified approaches to programming, such as cross-departmental and regional program development. Others leveraged partnerships with business and industry to develop innovative and scalable new programs. Investments also were made to improve existing career education programs by updating curricula or equipment, investing in new technology to make programs more current, and spending money on needed program maintenance.

MAKING DATA-INFORMED DECISIONS

The Strong Workforce Program’s emphasis on data use helped re-frame the accountability discussion around program efforts to focus on moving the needle on student outcomes. The requirement that regions and colleges look at labor-market information to justify career education program investments encouraged practitioners to make data-informed decisions prior to expanding or creating new programs. By developing WIOA-aligned metrics, regional consortia chairs report that, now more than ever, colleges are basing programmatic decisions on strategies that will have the biggest impact on improving student-level employment outcomes, in addition to academic achievement.

MOVING THE TASK FORCE RECOMMENDATIONS

The Strong Workforce task force identified 25 recommendations to enhance career education and workforce training to meet the demands of the economy and the labor market, thus benefiting individuals, communities and the entire state. The Chancellor’s Office, regions, college districts and colleges have made significant progress in implementing the recommendations. One notable achievement is the streamlining of the curriculum approval process by allowing community college districts to approve and offer stand-alone courses without needing separate approval by the Chancellor’s Office.¹

¹ More information on the implementation progress of the Strong Workforce task force recommendations can be found at <http://bit.ly/2hQpmPr>

STRONG WORKFORCE PROGRAM RECOMMENDATIONS

Based on a review of the Strong Workforce Program plans and progress reports and discussions with community college leadership, the Chancellor’s Office has the following recommendations for improvements in Year 2:

- Continued development of regional structures: Under the Strong Workforce Program, regional consortia took on increased oversight and coordinating responsibility. The regional consortia should continue to develop the infrastructure and capacity to position them as key coordinating bodies with the ability to address statewide sector needs and impact California’s regional economies. Regional consortia also should build the capacity necessary to braid additional funds, should new funding streams become available.
- Strengthened connections to partners: Regions, college districts and colleges made great strides in increasing coordination with local education agencies, adult education programs, workforce development boards and business and industry during the Strong Workforce Program’s inaugural year. The regional consortia should continue to deepen these relationships, with a special focus on incorporating K-12 institutions into regional efforts.

- Increased use of data: The focus on accountability has increased awareness of regions, college districts and colleges to available data related to student educational and employment outcomes. Practitioners are beginning to factor these data into decisions about career education programming. Community college leadership, administration and faculty should increase their data literacy and expand their use of data to better understand the areas in which they are succeeding and where they need improvement related to student outcomes. Practitioners should take advantage of the dedicated resources and training that the Chancellor’s Office provides on understanding and using labor-market information and student-level outcomes data in regional and local processes.

Fullerton College





The Strong Workforce Program will expand upon the work of the colleges and the regions to...advance the social and economic mobility of more Californians by providing them opportunities to obtain in-demand skills required to secure well-paying jobs.

CONCLUSION

The first year of the Strong Workforce Program led to:

1) increased collaboration, prioritization of investments and transparency of program development for new and existing career education programs; **2)** strengthened regional collaboration between community colleges, local education agencies, workforce development boards and business and industry; **3)** increased visibility of career education programs; and **4)** greater focus on making programmatic decision-making based on relevant labor-market information aimed at improving students' educational and employment outcomes.

In the next program year, the Strong Workforce Program will expand upon the work of the colleges and the regions to create career education programs that meet industry needs, deliver the more than **one million** industry-recognized middle-skill credentials needed over the next decade to meet the needs of California's economy, and advance the social and economic mobility of more Californians by providing them opportunities to obtain in-demand skills required to secure well-paying jobs.



**Thank you for your
interest in the California
Community Colleges
Strong Workforce Program.**



Los Medanos College

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with us!*

WEBSITES

California Community Colleges
CaliforniaCommunityColleges.cccco.edu

Student Success Scorecard
scorecard.cccco.edu

Salary Surfer
salarysurfer.cccco.edu

Associate Degree for Transfer
adegreewithaguarantee.com

Priority Registration
stepforward.cccco.edu

Workforce & Economic Development
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Financial Aid
icanaffordcollege.com

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