



California Community Colleges

Strong Workforce Program Overview

SWP Team

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“More, Better CTE”



Investment by the Legislature during FY 2016-17 in workforce training with the goal of increasing the number of middle-skill workers.



The “**more**” is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs.



The “**better**” is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.

Chancellor's Office Role in Implementing the Strong Workforce Program (SWP)

Education Code Sections 88820 - 88833

- **Facilitate** the development, implementation, and sharing of CTE effective practices, curriculum models and courses, and community college credentials, certificates, degrees, and programs statewide.
- **Provide** accessible performance and labor market data that can be used to support the implementation of the SWP and related efforts to align regional workforce and education programming with regional labor market needs.
- **Ensure** that community college district SWP expenditures are focused on improving student success and workforce outcomes for all students enrolled in community college CTE courses, programs, and pathways.



Facilitate = Field Guidance & Implementation



Provide = Data & Research + Technology Infrastructure and Investments (Launchboard)



Ensure = Funding and Contract Management

Investment in SWP Program Outcomes

- Per Education Code, the use of Strong Workforce Program funding will meet the intent of the program to accomplish the following:
 - (A) Increase the number of students in **quality career technical education courses, programs, and pathways** that will **achieve successful workforce outcomes**.
 - (B) Increase the number of **quality career technical education courses, programs, and pathways** that **lead to successful workforce outcomes**, or **invest in new or emerging career technical education courses, programs, and pathways** that may become operative in subsequent years and are likely to lead to successful workforce outcomes.

Regional Funds



- Forty percent of the funds apportioned for the Community College component of the program shall be apportioned directly to the fiscal agents of the consortia for the purpose of funding regionally prioritized projects and programs that meet the needs of local and regional economies, including development of short-term workforce training programs focused on California's economic recovery from COVID-19 beginning in 2020, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans.

Local Funds



- Sixty percent of the funds apportioned for the Community College component of the program shall be apportioned directly to community college districts in the consortia. Funds apportioned directly to a community college district shall be expended for the purpose of funding regionally prioritized projects and programs within the community college district that meet the needs of local and regional economies, including development of short-term workforce training programs focused on California's economic recovery from COVID-19 beginning in 2020, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans. As a condition of receiving direct funding, each community college district shall actively participate in its consortium.

Expanded Use of Funds

- Funds apportioned directly to a community college district may also be used for all of the following:
 - (i) Providing funds for student grants to cover fees for third-party certification and licensing.
 - (ii) Enhancing student services to support retention, work experience, and job placement.
 - (iii) Providing students with an integrated educational program that connects academic curricula to applied and experiential learning in the workplace, including, but not limited to, work-based learning programs and models.

Conditions of Funding

- Community college districts shall comply with all of the following:
 - Be a member of a consortium.
 - Participate in regional planning efforts formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other efforts that align workforce, employment, and education services.
 - Work with other consortium members to create and submit a plan to the chancellor's office by January 31 of every fourth year of a four-year plan cycle.
 - Provide accessible performance and labor market data that can be used by community college districts and their regional partners to support the implementation of the program and any related efforts to align regional workforce and education programming with regional labor market needs, including, but not limited to, regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).
 - Include interested public universities and local educational agencies in regional planning.

Statewide SWP Strategic Partners

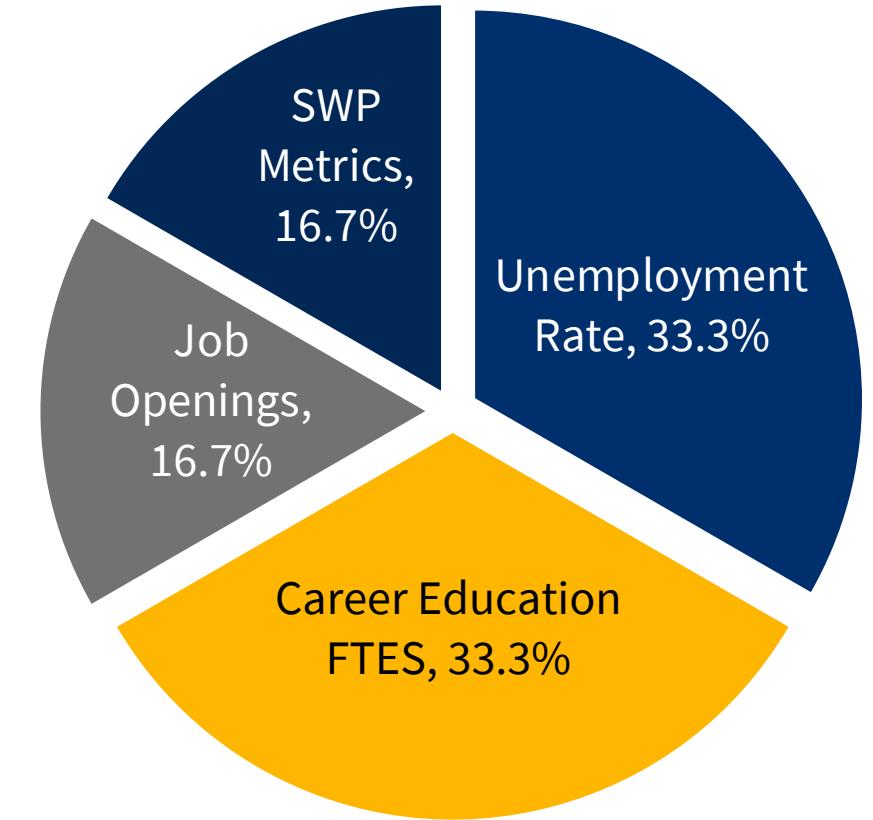


- **Regional Consortia** - establish regional strategic priorities, administer state and federal funding; form industry and public private partnerships; provide recommendations about curriculum; and approve funding proposals for Career Education programs.
 - <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/regional-consortium-chairs>
- **Centers of Excellence** - provide customized data on high growth, emerging, and economically-critical industries and occupations.
 - <https://coeccc.net/>
- *Both the Regional Consortia and Centers of Excellence are funded by the Chancellor's Office, Workforce and Economic Development Division.*

Strong Workforce Program Funding Model

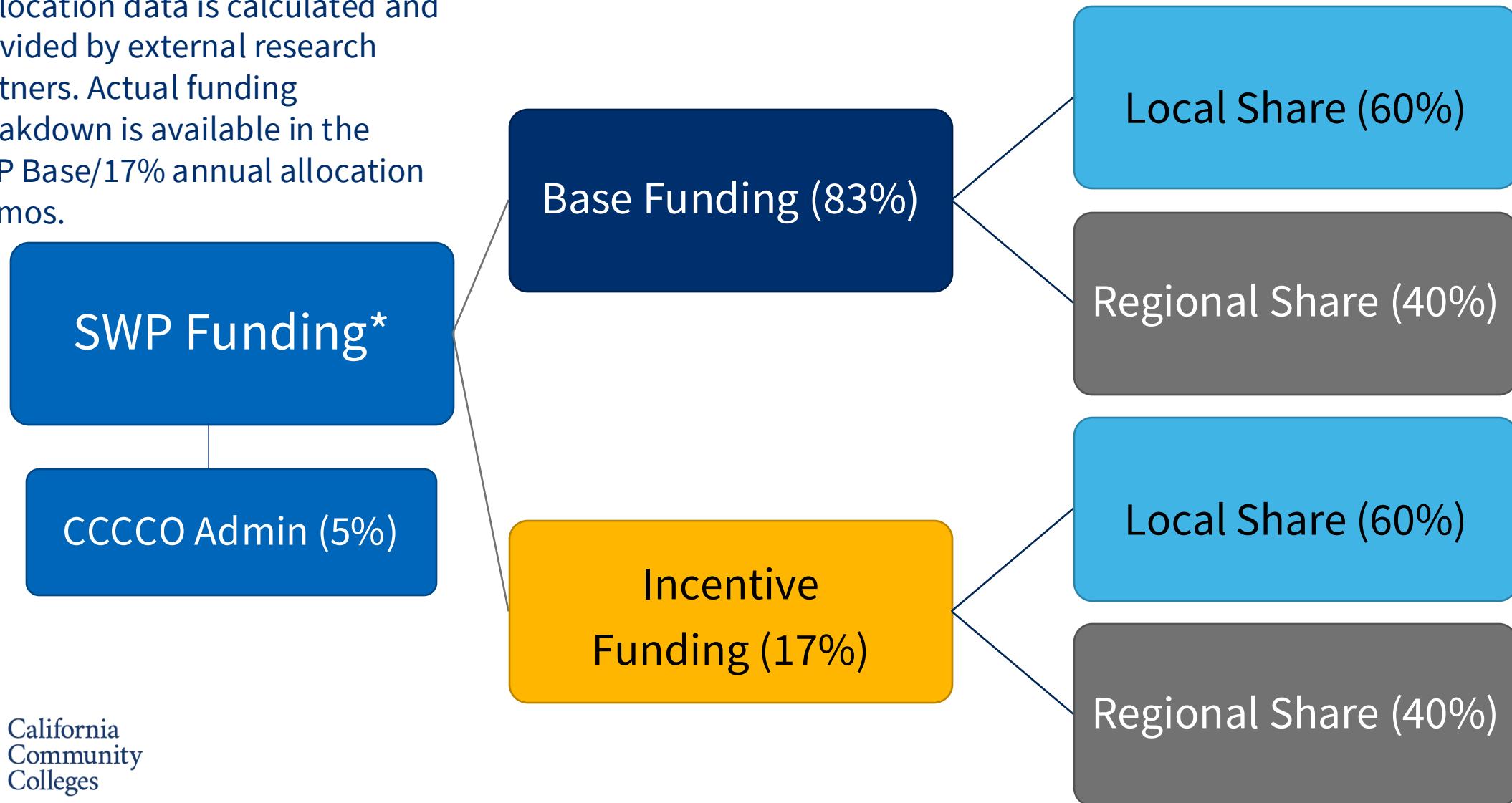
Funding is re-calculated each year according to the factors prescribed in legislation:

Factors	Proportions
Base Funding	Unemployment Rate 1/3
	Career Education FTES 1/3
	Job Openings 1/6
Incentive Funding	SWP Metrics 1/6



Strong Workforce Program Funding Model

* Allocation data is calculated and provided by external research partners. Actual funding breakdown is available in the SWP Base/17% annual allocation memos.



Allocation Expenditure Timeframes



SWP Metrics

Metric Type	Metric
Progress	Strong Workforce Program Students Who Earned 9 or More CTE Units in the District in a Single Year
	Strong Workforce Program Students Who Completed a Noncredit CTE or Workforce Preparation Course
Credential Attainment	Strong Workforce Program Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status
Transfer	Strong Workforce Program Students Who Transferred to a Four-Year Postsecondary Institution
Employment	Strong Workforce Program Students with a Job Closely Related to Their Field of Study
Earnings	Median Annual Earnings for Strong Workforce Program Exiting Students
	Median Change in Earnings for Strong Workforce Program Exiting Students
	Strong Workforce Program Exiting Students Who Attained the Living Wage



NOVA Project Plan Development & Fiscal Reporting

Understanding your NOVA role



District Chief Executive/Business Officer

This role is responsible for certifying projects and reports within its district.

Permissions

- Edit and Submit Headcount Information
- Approve Project Plans
- Approve Fiscal Reports



Certifying Authority

This role is responsible for certifying projects within its institution.

Permissions

- Approve and Close Project Plans
- Approve Surveys
- Approve Fiscal Reports
- Decertify Project Plans



Institution Fiscal Reporter

This role is responsible for fiscal reporting within its institution.

Permissions

- Edit and Submit Fiscal Reports



Institution Project Manager/Project Lead

This role is responsible for managing projects within its institution.

Permissions

- Create, Edit, and Submit Project Plans
- Submit Project Plan Surveys
- Edit Fiscal Reports
- Decertify Project Plans



Additional Contact

This role may support data entry tasks.

Permissions

- Edit Project Plans
- Edit Fiscal Reports

Is the expenditure allowable?



Allowable

Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations



Reasonable

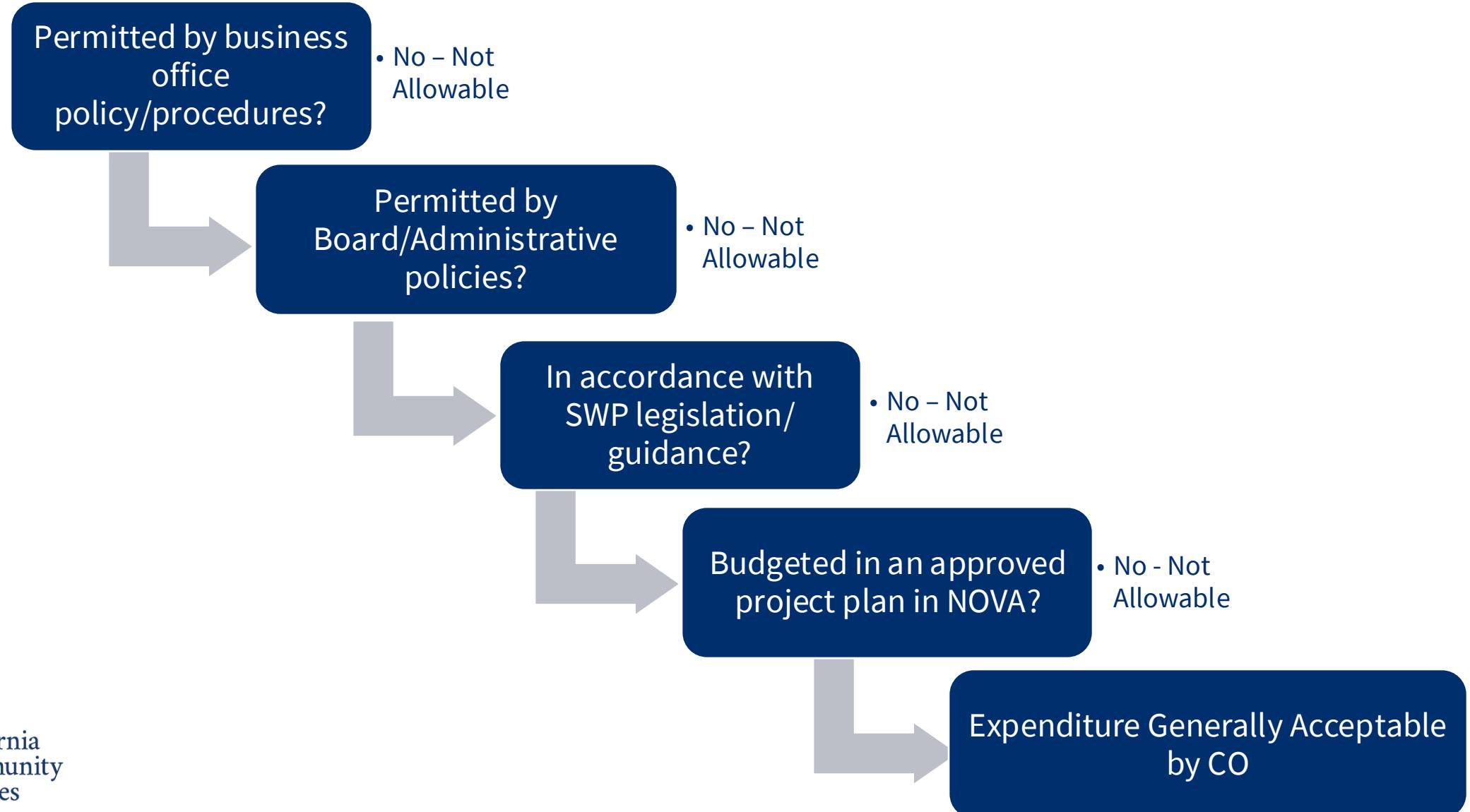
necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.



Allocable

A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program.

Expenditure Decision-Making Process



Project Plan Development

- Objectives should be in support of:
 - Goals identified in the SWP 4 Year Regional Plan
 - Regional Priority Sectors
 - Analysis of regional labor market needs.
 - Programs and services that aim to close relevant labor market and employment gaps.
- Activities should be in support of:
 - Increasing the Number of Students Enrolled in High-Quality CTE Programs
 - Improving the Quality of CTE Programs
 - Increasing Employment Outcomes for Students
 - Closing Equity Gaps
 - Regional Collaboration
 - Increasing Work-Based Learning Opportunities
 - Improving Data and Accountability

Project Plan Budgets

- Expenditure Type
 - 1000 - Instructional Salaries
 - 2000 - Non-Instructional Salaries
 - 3000 - Employee Benefits
 - 4000 - Supplies and Materials
 - 5000 - Other Operating Expenses and Services
 - 6000 - Capital Outlay
- Description
 - Reasonable detailed description of Expenditure Type
 - List specific items or services being purchased, rather than using broad categories, to show exactly what is being funded

Project Plan Budgets

- Excellent Example Description
 - 1 – Workshop director/Coordinator – work hours total of 100 hours, @ \$40 hourly rate (professional expert, acct: 23430), includes planning, organizing, scheduling, and day of activities such as liaison, presenter, and directing others.
 - Computer replacement 26 stations, HP Z2 Mini-\$2,379.84 x 26= \$61,875.84 + \$4,800 tax at 7.75%
- Acceptable Example Description
 - Faculty salaries for Program Development
- Poor Example (Project Plan Rejected)
 - Purchase of equipment

Fiscal Reporting Requirements

Fiscal report due dates are outlined in the annual allocation memo

- ❖ Be prepared to report on the following
 - ❖ Expenditures by Object Code
 - ❖ Remaining budget balance
 - ❖ Specific accomplishments resulting from the project plan
 - ❖ Number of students impacted
 - ❖ SWP Metric Outcomes
 - ❖ Success Stories
 - ❖ Challenges

SWP NOVA Best Practices

- New to NOVA: [Watch training videos](#).
- Contact the [NOVA Help Desk](#).
- Communicate with your [regional monitor](#).
- Budget modifications: Should you exceed 10% across all plans at your institution, your grant monitor may ask for additional details.
- Complete budgets at college level before moving to NOVA.
- Complete [Fiscal reports](#) quarterly for up-to-date expenditure tracking.
- Follow up with approvers who may overlook the singular email notification (check junk mail).
- Keep institutional point of contacts current in NOVA.

SWP Resources

[SWP Website](#)

[SWP FAQs](#)

[SWP Ed Code](#)

[SWP NOVA YouTube Page](#)

[DataVista](#) (Replacement for LaunchBoard)



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Thank you!

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