

Workforce Program Funding Implementation

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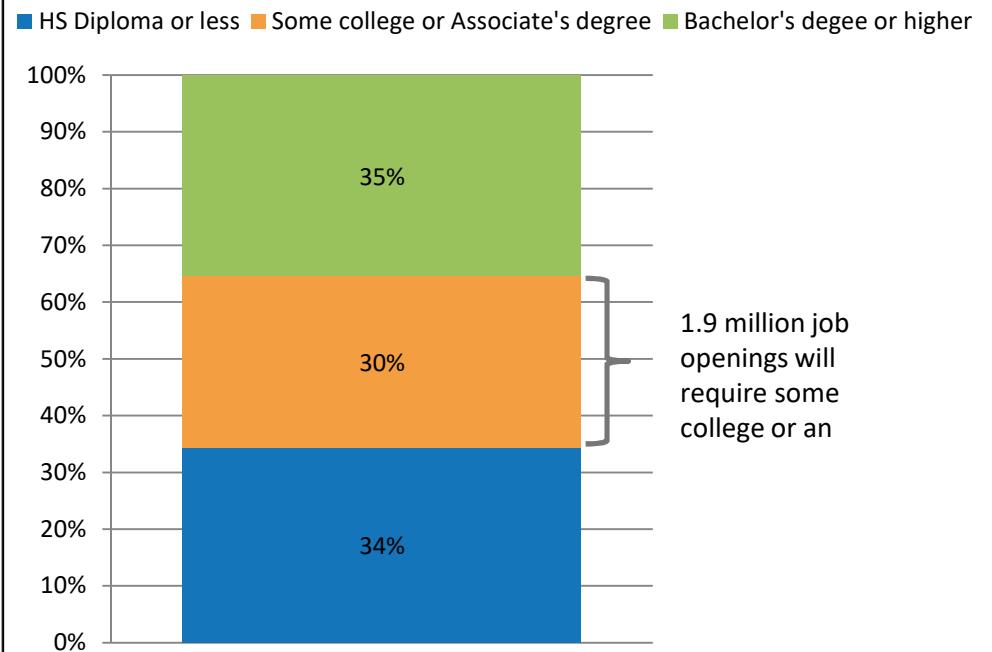
Download this PowerPoint at: <http://bit.ly/2d8quN1>



A Call for More and Better CTE Through Innovation

We encourage innovations in Career Technical Education (CTE) processes, curriculum and the student experience that can deliver a strong workforce at the speed of business.

California's Job Openings by Education Level
2015-2025



Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013.
Analysis: Collaborative Economics



A Different Distribution Approach

- Funds are ongoing and have been allocated to colleges based on a labor market need, enrollments, and student outcomes, rather than putting out an RFP.
- Plans and budgets are very simple, focusing on proof of labor market need and projections regarding how student outcomes will change.



Allocations Information

[Interview](#) | [Resource Map](#) | [\\$200M Strong Workforce](#) | [LaunchBoard](#) | [For WEDD Grantees](#) | [For College Leadership](#) | [Events](#) | [Newsroom](#) | [Contact](#)

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- Overview: PDF | PPTX

- Process Flow Chart

Regional Shares

- Reporting Template - TBD

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Labor Market Information
Library

Demand & Supply Data
Tools

Ideas for Growing CTE FTES

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Allocation Model

1. Unemployment rate
2. Proportion of CTE FTEs
3. Projected job openings
4. Successful workforce outcomes*

2016-17

2017-18+

1/3

1/3

1/3

1/3

1/3

1/6

0

1/6



Focus for the Funds

- **Increase quantity of CTE** —→ More enrollments in programs leading to high-demand, high wage jobs
- **Improve quality of CTE** —→
 - More students complete/transfer
 - More students employed
 - More students improving their earnings



Plan Elements

- SHALL increase the **number** of students in **quality** CTE courses, programs, and pathways that will achieve successful workforce outcomes.
- MAY invest in **new or emerging** CTE courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
- MAY Address Strong Workforce Task Force recommendations.
- SHALL Provide **evidence of demand** for workers within the funded CTE Program(s) AND
 - Identify geography and occupations targeted
 - Identify labor market demand and supply **gap**
 - Cite **source** of labor market information



Receiving Funding

- Colleges will receive 2016-17 funding once their District certifies the local share report template.
- Colleges will have three years to expend 2016-17 funding.
- Colleges will submit another local share reporting template in 2017, for 2017-18 funding.



A Different Funding Approach

- Very few limitations on what is allowable
- Focus on outcomes rather than activities
- Emphasis on innovation and risk-taking so colleges can be more responsive to labor market conditions and student outcomes



Review Guidance Documents

[Interview](#) | [Resource Map](#) | [\\$200M Strong Workforce](#) | [LaunchBoard](#) | [For WEDD Grantees](#) | [For College Leadership](#) | [Events](#) | [Newsroom](#) | [Contact](#)

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Guidelines, Definitions & Reasonable Standards

No Supplanting

- This shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs.
- However, the **percentage of full-time equivalent students enrolled in CTE courses shall not be reduced** from the percentage computed for the 2015–16 fiscal year.



Guidelines, Definitions & Reasonable Standards

Funding CTE Only

Funds expended must show a direct benefit to the requirements of the Strong Workforce Program:

- Increase the **number** of enrollments or **quality** of CTE courses, programs, and pathways.
- Address the **recommendations** of the Strong Workforce Task Force Report.



Guidelines, Definitions & Reasonable Standards

Duplication of Effort

Activities funded shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including:

- Workforce Innovation and Opportunity Act
- Adult Education Block Grant consortia
- K-12 career technical education programs



Guidelines, Definitions & Reasonable Standards

District Procedures

All fiscal policy and program procedures adopted by the applicable Community College District shall be followed when expending local and regional allocations.



Guidelines, Definitions & Reasonable Standards

Non-Allowable Activities

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

Indirect Cost Rates Allowed

- 60% Local Share: 4%
- 40% Regional Share: None



A Different Data Approach

- Information has been compiled for colleges
- Emphasis is on reviewing available data and using it to target investments



Valid Sources of Labor Market Information

Use information that has already been compiled

- 1) Use data that was validated within the last two years
 - Validated local or regional employer input through an employer survey or advisory
 - Regional program approval process
 - Prior regional planning process
 - Local biannual program review
- 2) Find data in a report in the LMI Resource Library

Filter by sector and region to obtain reports and data

doingwhatmatters.cccco.edu/StrongWorkforce/LMILibrary.aspx
- 3) Demonstrate living wage attainment

Programs where at least 50% of students earned a living wage

<https://www.calpassplus.org/LaunchBoard/SWP.aspx>



Valid Sources of Labor Market Information

Use information that your college creates

1) Compile a custom analysis from the COE Demand and Supply Tables.

Retrieve LMI data for relevant occupations and regions

www.coecccc.net/supply-demand

2) Use non-standard sources that have been certified through your region.



Explore the Labor Market Library

\$200M Strong Workforce Program Rollout

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25 Recommendations Adopted by the Board of Governors



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Overview Slides: PDF | PPTX
Work in Progress
Project Plan
Technical Assistance Providers
Advisory Body

Expert Papers

Workforce Data & Outcomes
Curriculum Development & Instructors
Structured Pathways & Student Support - Part 1
Structured Pathways & Student Support - Part 2
Regional Coordination
Funding



Find Evidence in the Labor Market Library

Labor Market Information Library

What sector or program area is your focus?

Transportation

What geographic areas are you interested in?

- Inland Empire

Search titles and descriptions by keyword(s):

Find LMI Resources

Resources filtered by Sector = Transportation, and Geographic Area = Inland Empire, and Keyword =

Pages: 1

Regional Planning Unit Summary: Inland Empire

Author/Organization: EDD-LMID

Release Date: Sep 2016

EDD's Labor Market Information Division prepared the Regional Planning Unit Summaries for use by the California Workforce Development system. [View »](#)

Advanced Transportation

Author/Organization: CoE

Release Date: Sep 2016

[View »](#)

Inland Empire Desert Regional Labor Market Assessment

Author/Organization: COE

Release Date: Sep 2016

[View »](#)

Regional Economic Analysis Profiles

Author/Organization: EDD-LMID

Release Date: Aug 2016

These reports focus on the future employment demand of economic market industry clusters and feature them as primary investment opportunities for California's workforce development system. [View »](#)

Help Wanted Online Job Ads Statistics

Author/Organization: EDD-LMID

Release Date: Jul 2016

Things you will find in this data series: (1) Top 10 Occupations with the most job ads in an area; (2) Top 10 employers with the most job ads in an area; (3) Number of job ads vs. the number of unemployed; and (4) Cities with the most jobs ads. [View »](#)

About the Labor Market Information Library

The Labor Market Information (LMI) Library is a compilation of reports and data tables relevant to career technical education program planning. To be included in the library, the report focus is occupational and includes timely information on workforce needs and/or trends relevant to California community colleges.

Do you have a report recommendation for the LMI Library? If so, send a link or attachment to submit@coeccc.net.

[Submit Report Recommendation »](#)

Popular Labor Market Research Tools

[Local Share LMI Worksheet](#)

[Demand & Supply Data Tables](#)

[Economic Indicators](#)



Regional LMI Assessments

Regional Labor Market Assessment

San Diego County

September, 2016



Prepared by:
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Center of Excellence
San Diego/Inspiral
zhenya.indzhon@calstate.edu



Regional Labor Market Assessment, San Diego Region

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Installation, Maintenance & Repair Occupations.....	44
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Life, Physical & Social Sciences Occupations.....	51
Management Occupations.....	55
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Production Occupations.....	66
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Summaries of Demand, Supply, Living Wages

Exhibit 4: 5-Year Projected Occupation Data, Architecture & Engineering Occupations

SOC	Description	2015 Jobs	2020 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Openings
17-3023	Electrical and Electronics Engineering Technicians	2,666	2,687	21	1%	67	71
17-3029	Engineering Technicians, Except Drafters, All Other	1,512	1,606	94	6%	38	57
17-3011	Architectural and Civil Drafters	1,469	1,566	97	7%	19	38
17-3027	Mechanical Engineering Technicians	764	834	70	9%	20	34
17-3022	Civil Engineering Technicians	638	710	72	11%	17	31
17-3026	Industrial Engineering Technicians	716	757	41			
17-3012	Electrical and Electronics Drafters	855	898	43			
17-3013	Mechanical Drafters	528	568	40			
17-3031	Surveying and Mapping Technicians	407	444	37			
17-3024	Electro-Mechanical Technicians	299	316	17			
17-3031	Aerospace Engineering and Operations	207	224	17			

Exhibit 5: Comparison of Entry & Experience Wages with Living Wages, Architecture & Engineering Occupations

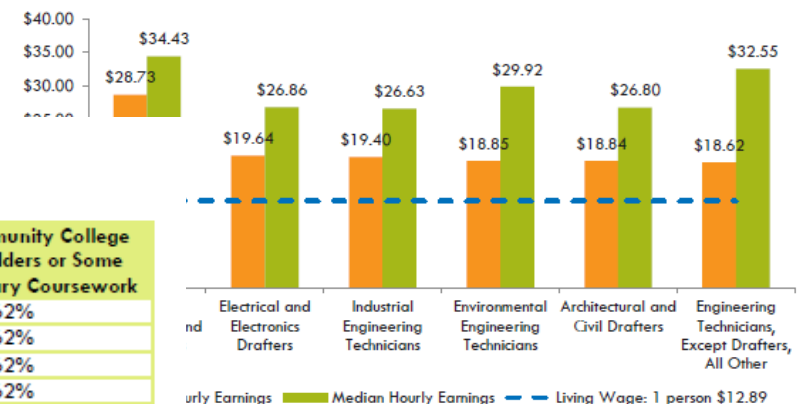


Exhibit 6: Education and Training Requirements, Architecture & Engineering Occupations

SOC	Occupations	Typical Entry Level Education	Typical On-The-Job Training	% of Community College Award Holders or Some Postsecondary Coursework
17-3011	Architectural and Civil Drafters	Associate degree	None	62%
17-3012	Electrical and Electronics Drafters	Associate degree	None	62%
17-3013	Mechanical Drafters	Associate degree	None	62%
17-3019	Drafters, All Other	Associate degree	None	62%
17-3021	Aerospace Engineering and Operations Technicians	Associate degree	None	55%
17-3022	Civil Engineering Technicians	Associate degree	None	55%
17-3023	Electrical and Electronics Engineering Technicians	Associate degree	None	55%
17-3024	Electro-Mechanical Technicians	Associate degree	None	55%
17-3025	Environmental Engineering Technicians	Associate degree	None	55%



Living Wage Data in the LaunchBoard

Strong Workforce Program Metrics

Santa Rosa Junior College || Accounting (050200) || 2014-2015 [\(Change Filter?\)](#)

— ATTAINED A LIVING WAGE: 52%

43%

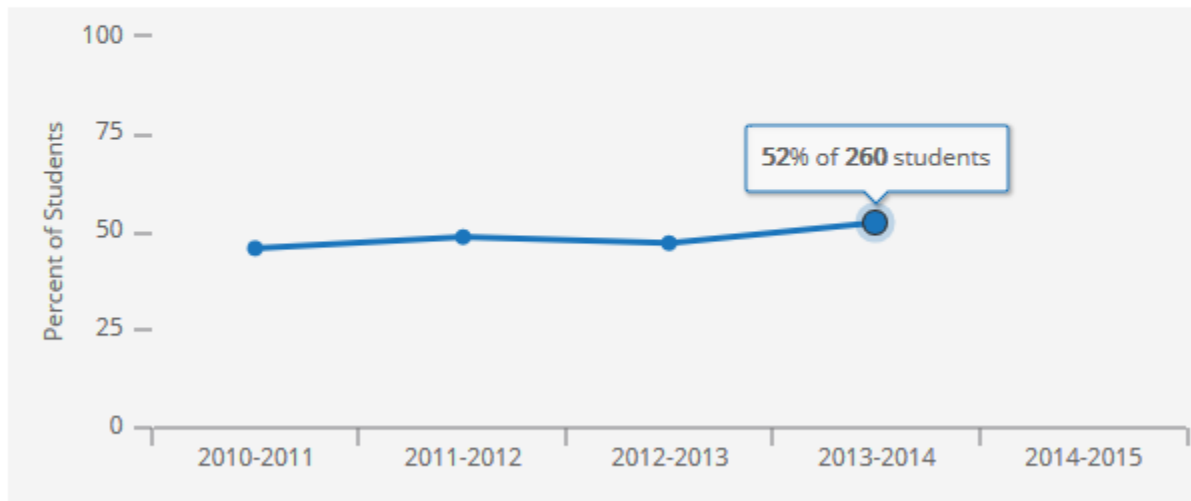
Regional Median

43%

State Median

83%

Top in State





COE Demand Data Tool

To View your Demand Side Data BELOW make your selections in the boxes on the RIGHT. Refer to the TIP box (top right) for help. Click the "SOC Code Search" box BELOW to navigate away from this page to the Instructions tab for help on choosing SOC codes.

REFRESH - Clear All Filters

TIP: To filter your choices, click on your selection in the boxes below. To select more than one option within a box, hold down the Control Key while making your selections.

SOC Code	Occupational Title	Typical Entry Level Education	2014 Jobs	2017 Jobs	2014-17 Change	% Change 2014-17	Openings (New + Replacements)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
17-3023	Electrical and Electronics Engineering Technicians	4) Associate degree	2,795	2,834	39	1.4%	215	72	\$18.53	\$29.07
17-3029	Engineering Technicians, Except Drafters, All Other	4) Associate degree	1,592	1,661	69	4.3%	170	57	\$18.64	\$32.54
17-3031	Surveying and Mapping Technicians	7) HS diploma or equivalent	407	457	49	12.1%	74	25	\$16.15	\$26.62
Grand Total			4,795	4,952	157	3.3%	459	153	\$18.36	\$30.01

SOC Code Search

Regions

- LA_Orange
- North Far North
- San Diego/Imp...
- South Central

Econ Subregions

- San Diego/Imperial
- Central Valley North
- Central Valley South
- East Bay
- Greater Sacramento

Counties

- San Diego
- Alameda
- Alpine
- Amador
- Butte

SOC Code

- 17-3026
- 17-3027
- 17-3029
- 17-3031
- 19-1011
- 19-1012

Occupational Titles

- Electrical and Electronic...
- Engineering Technicians,...
- Surveying and Mapping T...
- Accountants and Auditors
- Actors
- Actuaries

Education Levels

- 4) Associate degree
- 7) HS diploma or ...
- 1) Doctoral or prof...
- 2) Master's degree
- 3) Bachelor's degree
- 5) Postsecondary ...

LMI Data

Filters

INSTRUCTIONS DEMAND LMI Data Definitions Interpreting Data



COE Supply Data Tool

To View your Supply Side Data Below, make your selections in the boxes on the RIGHT. Refer to the TIP box for help.

REFRESH - Clear All Filters

TIP: To filter your choices, click on your selection in the boxes below. To select more than one, hold down the Control Key while making your selections.

For more detail, click on the "+"

TOP6 - Program Title	2011-12	2012-13	2013-14	2014-15	Latest Available 3 Yr Avg*
093400 - Electronics and Electric Technology					
Imperial Valley College					
Associate Degree	-	3	2	-	2
Certificate 6 to < 18 semester units	-	18	7	13	13
Imperial Valley College Total	-	21	9	13	14
San Diego City College					
Certificate 30 to < 60 semester units	-	2	-	-	1
Certificate 18 to < 30 semester units	-	6	10	3	
Certificate 6 to < 18 semester units	-	-	5	4	3
San Diego City College Total	-	8	15	7	10
San Diego Mesa College					
Noncredit award from 288 to < 480 hrs	-	33	54	94	60
Noncredit award from 480 to < 960 hrs	-	-	3	38	14
San Diego Mesa College Total	-	33	57	132	74
093400 - Electronics and Electric Technology Total	-	62	81	152	98
Grand Total	-	62	81	152	98

Type of Educ. Institute
Community College
Other Postsecond...

Regions
Desert
Los Angeles/Or...
North Far North
San Diego/Impe...
South Central
(blank)

Economic Subregions
San Diego/Imperial
Central Valley No...
Central Valley So...
East Bay
Greater Sacramento
Inland Empire/De...

Counties
Imperial
San Diego
Alameda
Butte
Contra Costa
El Dorado

TOP6
092530
093400
093410
093420
093430

TOP6 or Program Titles
Gerontology
Graphic Art and Design
Health Information Coding
Health Information Technol...
Health Occupations, General

Award Levels
1) Associate Degree
4b) Certificate 30 to < 60 ...
4c) Certificate 18 to < 30 ...
4e) Certificate 6 to < 18 s...
6b) Noncredit award fro...

Supply Data

Filters

Instructions | **SUPPLY LMI** | Data Definitions | Interpreting Data



Strong Workforce Program Metrics

Size of CTE Programs (“more”)

required for all programs

- Enrollments

Outcomes for CTE Programs (“better”)

pick only those metrics that are relevant for your investment

- Completion
- Transfer
- Employment
- Employment in field of study
- Second quarter earnings
- Median change in earnings
- Proportion of students who attained a living wage



Strong Workforce Program Metrics

- Colleges should not compile this information on their own.
- All data points have been **pre-populated on the LaunchBoard Strong Workforce Program tab**, with benchmarking information.
- The source of the information is the data that colleges upload to the Chancellor's Office for MIS reporting, the Chancellor's Office match to the state wage file, and CTE Outcomes Survey data.



LaunchBoard SWP Metrics Tab

Strong Workforce Program Metrics

College of the Canyons || Water and Wastewater Technology (095800) || 2011-2012 ([Change Filter?](#))

+ NUMBER OF ENROLLMENTS: **117**

+ NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: **21**

+ NUMBER OF STUDENTS WHO TRANSFERRED: **0**

+ EMPLOYED 2 QUARTERS AFTER EXIT: **67%**

+ EMPLOYED 4 QUARTERS AFTER EXIT: **71%**

+ JOB CLOSELY RELATED TO FIELD OF STUDY: *****

+ MEDIAN EARNINGS TWO QUARTERS AFTER EXIT: **\$10,145**

+ MEDIAN CHANGE IN EARNINGS: **7%**

+ ATTAINED A LIVING WAGE: **56%**

+[Find out more about the data in the Strong Workforce Program Metrics](#)



LaunchBoard SWP Metrics Tab

College of the Canyons | | Water and Wastewater Technology (095800) | | 2011-2012 ([Change Filter?](#))

— NUMBER OF ENROLLMENTS: 117

76

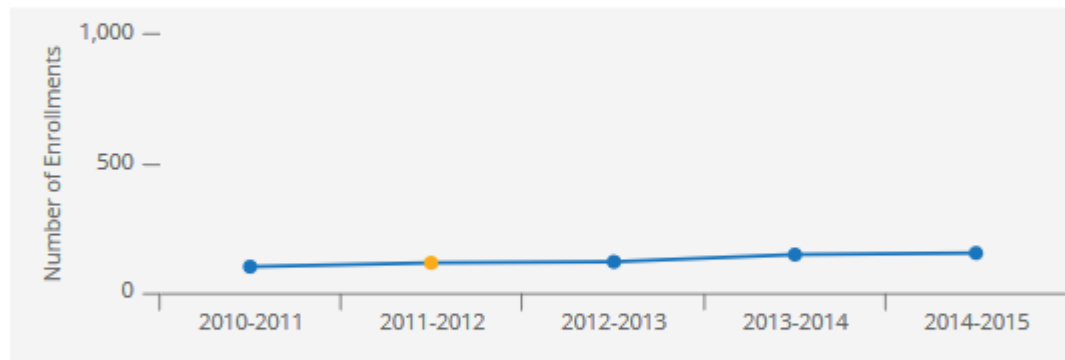
Regional Median

99

State Median

734

Top in State



+ NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: 21

+ NUMBER OF STUDENTS WHO TRANSFERRED: 0



Get Support to Fill Out the Application

- Step-by-step guide on the planning process and how to fill out the template
- Worksheet to record figures
- Demand and supply calculator worksheet



Local Share Reporting Template Resources

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Step-By-Step Instructions

Local Share Reporting Template

Strong Workforce Program Local Share Reporting Template Guide

Offers step-by-step instructions, with screen shots, on how to prepare information necessary for the Local Share Reporting Template.

Local Share Reporting Template Worksheet

Spreadsheet where colleges can record information for each field in the Local Share Reporting Template, as they develop their submission materials

Local Share LMI Worksheet

Spreadsheet where colleges can record demand and supply numbers, and use built-in calculations to determine whether there is an oversupply of qualified workers for specific occupations

\$200M Strong Workforce Program

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[Regional Share Overview](#)

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Guidance, Presentation
Archive, Planning, Labor
Market Research, CTE
Program Outcomes,
Directories

25 Recommendations Adopted by the Board of Governors

[Recommendations \(PDF\)](#)

[Task Force Expert Papers](#)



CTE Data Unlocked Experts

Each college has been assigned a CTE Data Unlocked Expert, who will provide ten hours of free technical assistance to:

- Examine data for your priority programs
- Support the process of setting goals for SWP metrics
- Connect you to additional resources

Your assigned expert has already contacted your college.



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College	Expert	Phone	Email
Allan Hancock College	Daniel Martinez	909-648-5460	dilmatz@yahoo.com
American River College	Nathan Tharp	530-394-7078	ntharp@gmail.com
Antelope Valley College	Sable Cantus	323-271-0763	sable@cantus.us
Bakersfield College	Nathan Pellegrin	650-388-8903	npellegrin@alembicanalytics.com
Barstow Community College	Gabrielle Stanco	714-432-5977	gstanco@occ.cccd.edu
Berkeley City College	Angela Gomez-Holbrook	714-337-7539	agomezholbrook@gmail.com
Butte College	Alison Bolton	925-457-8999	allyinfo@comcast.net
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Canada College	Cathy Hasson	619-920-3417	chasson@rocketmail.com
Cerritos College	Angela Gomez-Holbrook	714-337-7539	agomezholbrook@gmail.com
Cerro Coso College	Kelly Cooper	559-670-0352	kellycooper@whccd.edu
Chabot College	Karen Beltramo	831-332-1253	kabeltra@cabrillo.edu
Chaffey College	Gabrielle Stanco	714-432-5977	gstanco@occ.cccd.edu
Citrus College	Arineh Arzoumanian	626-585-7149	axarzoumanian@pasadena.edu
City College of San Francisco	Cathy Hasson	619-920-3417	chasson@rocketmail.com
Clovis Community College	Nathan Pellegrin	650-388-8903	npellegrin@alembicanalytics.com
Coastline Comm. College	Bryan Ventura	951-830-3181	bcventura@gmail.com
College of Alameda	Cathy Hasson	619-920-3417	chasson@rocketmail.com



Data Resource Library

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Data-Backed Decisions

Third Party Credentials

[Workforce Credentials Coalition](#)

Code Alignment

Access the LaunchBoard Tabs

Program Snapshot & Program Table

Visuals and data tables on college offerings, educational attainment, employment, and regional labor market demand



Searchable Data Resource Library

CTE Data Unlocked Resources

What Do You Need To Do?	<input type="text" value="Understanding Data"/>	Find My Resources
What Is Your Role?	<input type="text" value="All User Roles"/>	
What Type Of Resource Are You Interested In?	<input type="text" value="All formats"/>	

Resources filtered by Usage = Understanding Data, User Role = All, and Format = All

Pages: 1 2 3 4 5 »



Understanding Employment and Earnings Data

Infographic that spells out tools that show employment information, where the data comes from, how representative it is, and issues to consider when reviewing the data. [View »](#)



Understanding Employment and Earnings Data

Four-page guide explaining the sources of employment and earnings data for Chancellor's Office data tools such as the LaunchBoard, Student Success Scorecard, and Salary Surfer, including issues to consider when using these data sources. [Download »](#)

Get related resource(s):
[Infographic](#)



How Workforce Pathways Shape College Outcomes and Earnings Gains

This eight minute video examines the multiple types of workforce training offered by community colleges and their associated earnings gains, as a means of documenting the value of both short-term and long-term educational pathways. [Watch the video »](#)

Get related resource(s):
[Building More Comprehensive Measures of Workforce Training Success](#)



Which Data Tool Should I Use?

Three-page guide summarizing the optimal statewide tools to use when undertaking program development, program review, accreditation, student educational planning, and equity planning. [Download »](#)



Stay Up to Date

Check back on the Strong Workforce Program site for updates and additional resources.

<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>

Hands-On: Strong Workforce Program Funding Implementation



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Supporting Innovation: Cross Program Investment

Colleges can invest in cross-program interventions, such as:

- Integrating career planning into ed planning
- Strengthening work-based learning
- Mapping stackable credentials
- Developing outreach materials for CTE programs

Plus any other intervention that you think would improve enrollments, completion, employment, and earnings.



Example: Cross Program Investments

Hire a career adviser who works with all students who are undecided for their major, to help them explore career options and educational pathways to those jobs.



Example: Cross Program Investments

If you elect to do a cross-program investment:

- You do not need to cite labor market information.
- You do need to benchmark improvement for all students on enrollments and/or completion, employment, and earnings.



Hands On: Review All-Program Outcomes

Live demo:

Show all program option in the SWP
LaunchBoard tab.



Supporting Innovation: Improving an Existing Program

Colleges can use the funds to improve existing programs, such as:

- Hiring additional faculty or staff
- Aligning curriculum with third-party credentials
- Training faculty on skills that are currently in demand
- Purchasing equipment or improving facilities

Plus any other intervention that you think would improve enrollments, completion, employment, and earnings.



Example: Improving an Existing Program

Align the curriculum and learning outcomes for the engineering tech program with a National Association of Manufacturing certificate and include the exam in the course.



Example: Existing Program Investments

If you elect to do a program improvement investment:

- You need to cite labor market information to show that there is a gap in qualified workers for this program.
- You need to benchmark improvement for students in all related TOP codes on enrollments and/or completion, employment, and earnings.



Hands On: Review Existing Program Outcomes

Live demo:

Show a specific program in the SWP
LaunchBoard tab.



Supporting Innovation: Starting a New Program

Colleges can use the funds to create new programs, such as:

- Create a medical assisting program because the for-profit college in your region has closed
- Develop a biotech program because a new employer has moved into the region
- Restart a program that was cut during the recession, but is still in demand

Plus any other intervention that you think would improve enrollments, completion, employment, and earnings.



Example: Starting a New Program

With ITT Tech closing, employers no longer have a pipeline for medical assistant training. The college works with employers to create a program that meets their needs, including aligning program outcomes with priority skills.



Hands On: Starting a New Program

Live demo:

Use the LMI Library to access the San Diego Regional Assessment and show demand and supply data.



Either Use the CTE Funding Calculator to Generate Budgets for High-Cost Programs

[Return to Budget](#)

CTE Funding Calculator

Fill out the open fields on this page to run the CTE calculator. The locked fields are real-time calculations and are dynamically managed.

When you are done, click Next to return to your budget.

	Factors
1. The <i>target</i> average number of students/section	<input type="text" value="30"/>
2. Maximum percentage of the <i>target</i> students/section that will be support-funded in year one .	<input type="text" value="55"/> %
3. District per FTES allocation	\$ <input type="text"/>

Funding Request

Calculate the following data for the program proposed for funding

A. Total number of sections conducted (at census) in the previous academic year (excluding summer sessions)	<input type="text"/>
B. Total weekly student contact hours (WSCH) generated in A	<input type="text"/>
C. Total number of students enrolled (at census) in the previous academic year (excluding summer session)	<input type="text"/>
D. Average number of students enrolled per section	<input type="text"/>
E. Average weekly student contact hours (WSCH)	<input type="text"/>



Or, Enter Standard Budget Line Items

CTE Program Budget Detail Sheet

Object of Expenditure	Classification	Amount
1000	Instructional Salaries	\$ <input type="text"/>
2000	Non-Instructional Salaries	\$ <input type="text"/>
3000	Employee Benefits	\$ <input type="text"/>
4000	Supplies and Materials	\$ <input type="text"/>
5000	Other Operating Expenses and Services	\$ <input type="text"/>
6000	Capital Outlay	\$ <input type="text"/>
7000	Other Outgo	\$ <input type="text"/>
	Total Direct Costs	\$ <input type="text"/>
	Total Indirect Costs	\$ <input type="text"/>
	Total Program Costs	\$ <input type="text"/>



Resources and Tools to Take Back

- Step-by-step guide on the planning process and how to fill out the template
- Demand and supply calculator worksheet
- Worksheet to record figures
- Curated supply and demand reports, plus tools to do custom pulls
- Dedicated LaunchBoard tab with Strong Workforce Program metrics
- Ten hours of free technical assistance from the CTE Data Unlocked Experts, who can connect you to other Key Talent supports



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\$200M Strong Workforce Program Rollout

GUIDANCE

Trailer Bill Language:
PDF | Word

CCCCO Guidance Memos
(coming soon)

FAQs

Allocations

COMPILE YOUR OWN SLIDES

[Presentation Archive](#)

PLANNING

Master Calendar

Local Shares

- Reporting Template - TBD
- Overview Slides:
PDF | PPTX
- Process Flow Chart

Regional Shares

- Reporting Template - TBD
- Overview Slides
PDF | PPTX
- Process Flow Chart

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](#)

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](#)

25 Recommendations Adopted by the Board of Governors



Communications

25 Strong Workforce
Recommendations (PDF)

Overview Slides: PDF | PPTX

Work in Progress

Project Plan

Technical Assistance Providers

Advisory Body

Expert Papers

[Workforce Data & Outcomes](#)

[Curriculum Development & Instructors](#)

[Structured Pathways & Student Support - Part 1](#)

[Structured Pathways & Student Support - Part 2](#)

[Regional Coordination](#)

[Funding](#)