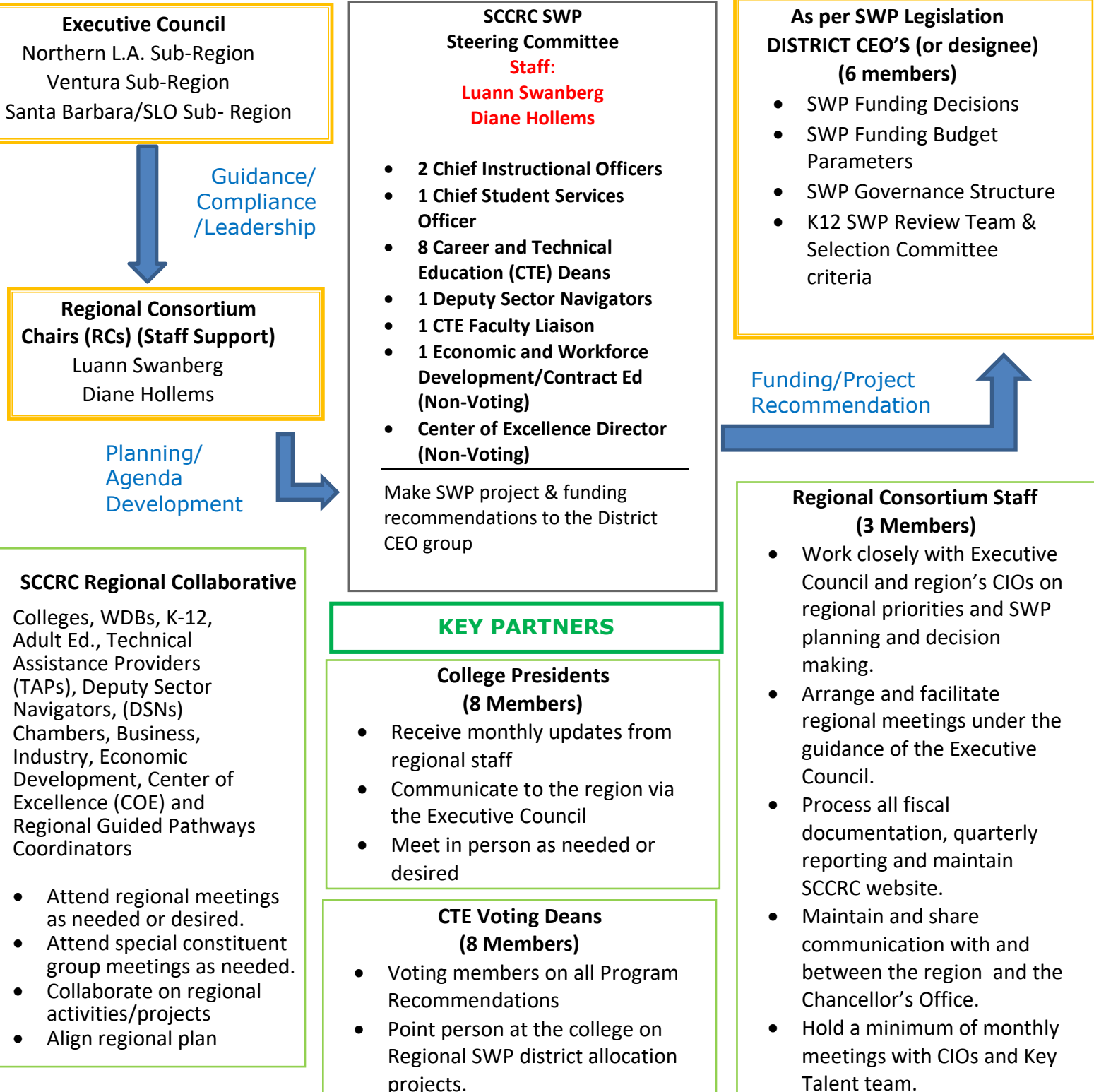


# South Central Coast Regional Consortium SWP Governance

## GOAL OF THE CONSORTIUM:

Leverage resources and economies of scale regionally and statewide with a focus on accountability and ROI.

## Strong Workforce Program (SWP) Governance & Regional Decision-Making Structure



# **(SCCRC) Strong Workforce Program Regional Budget Parameters**

## **Background:**

The Budget Parameters provide guidelines to assist in the process of developing the annual budget in support of the SCCRC Mission and Goals related to Strong Workforce Program Regional Funds. The Budget Parameters take into consideration the State and Federal regulations and laws governing Community College fiscal and operational standards and requirements as well as parameters for spending outlined by the Chancellor's Office for Strong Workforce Funding on the Strong Workforce Program tab on the Doing What Matters Website (<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>). Approved allocation of spending will align with goals and priorities identified in the [Vision for Success](#), [Strong Workforce Legislation](#), [Strong Workforce Metrics](#), Incentive Funding Metrics, SCCRC Regional Goals and Strategic Priorities ([SCCRC SWP Regional 3-Year Plan-Jan 2017](#)) ([SCCRC SWP Plan Update Jan 2019](#)), and Themes from Sub-Regional Stakeholder Meetings and other guidance provided by the Chancellor's Office

## **ALL REGIONAL STRONG WORKFORCE INVESTMENTS WILL ALIGN WITH THE FOLLOWING:**

**Chancellor's Office Vision for Success:** The new statewide [Vision for Success](#) adopted by the Board of Governor that outlines six ambitious goals to meet California's needs and calls for the California Community College system to achieve these outcomes by 2022.

While all **six goals** focus on greater student attainment, the bolded goals stand out in their direct relationship to the use of Strong Workforce Program dollars:

- **Increase by at least 20 percent the number of CCC students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in- demand job;**
- Increase by 35 percent the number of CCC students transferring annual to a UC or CSU;
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units – the average among the quintile of colleges showing the strongest performance on this measure;
- **Increase the percentage of CTE students who report being employed in their field of study from 60 to 69 percent – the average among the quintile of colleges showing the strongest performance on this measure;**
- **Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.**
- **Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.**

## **Outcome Metrics: All Projects Should Impact One Or More of These Metrics.**

Priorities for funding are based on incentive metrics ([SWP Incentive Funding Overview](#)):

- Course Enrollments (will not be counted starting in FY 18-19 due to duplicative counts)
- Credential Attainment
- Progress
- Transfer
- Employment
- Earnings
- Supports Economically Disadvantaged Students

Use the Strong Workforce Program tab in [Launchboard](#) on the Doing What Matters website to track outcomes data and make associated investment decisions.

### **SCCRC Mission:**

The South Central Coast Regional Consortium facilitates and promotes effective regional initiatives for its member colleges and key stakeholders in support of local, regional, and statewide workforce development efforts. We collaboratively leverage employer, community, and educational resources in partnership to create and maintain a highly skilled workforce that meets identified regional needs.

### **SCCRC Strategic Goals:**

The strategic goals of the South Central Coast Regional Consortium are:

1. Strengthen communication, coordination, and timely decision-making in regional CTE efforts.
2. Enhance participation in CTE Career Pathways between K-16.
3. Reinforce regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
4. Align college programs with regional and industry needs and provide support for CTE programs.
5. Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

### **Broad list of Strategic Priorities for the Region:**

Based on the regional and sub-regional labor market data and the input from Stakeholder meetings, the current priority and emerging sectors in our region were validated.

- Advanced Manufacturing
- Global Trade and Logistics (Now just Global Trade)
- Health
- Information Communications Technologies & Digital Media
- Small Business (Now Business and Entrepreneurship)
- Agriculture, Water, & Environmental Technology
- Energy, Construction and Utilities

### **Themes from Regional Stakeholder Meetings:**

1. Need to address the following industry sectors in our region in addition to those already represented by Deputy Sector Navigators:

- PUBLIC SECTOR/PUBLIC SAFETY/HUMAN SERVICES
- EDUCATION
- HOSPITALITY/TOURISM.

Other strong themes:

- ENTERTAINMENT for the Santa Clarita Valley
- TRANSPORTATION for Ventura County.

2. Need across all industry sectors for basic, entrepreneurship and professional skills training (communication, critical thinking, etc.).

3. Need job placement, internship and work experience services throughout the region.

4. Need large-scale marketing and outreach services for CTE to students, parents and counselors in addition to college/district specific marketing and outreach.

5. Strengthen existing pathways and develop new pathways based on industry needs.

6. Need to increase industry engagement in pathways and curriculum development/ alignment through advisory committees, sector-specific working groups, internships, externships and work-based learning.

## **BUDGET DEVELOPMENT GUIDANCE**

### **Regional SWP Allocations from the Chancellor's Office:**

- **83.5% base funding and the 16.5% Incentive funding will be allocated in the fall of each fiscal year. The Incentive Funding will be based on the SWP Metrics and associated incentive funding calculations.**

[2018-2019 Strong Workforce \(\\$248 million\) Regional and Local Share Base and Incentive Funding Allocations](#)

**Distribution of Regional SWP Funds:**

**SWP Regional Fiscal and Operational Support:** No less than 5% of the total yearly allocation of the Regional Share goes to support the Regional SWP fiscal and operational support provided by the Regional Consortium and the SWP Fiscal Agent, Santa Barbara City College.

**District Allocations of SCCRC Regional Share for District/College Initiatives:** No less than 50% of the total regional allocation (base and incentive) will go to district/college initiatives that will align with the SCCRC strategic goals and regional priorities highlighted in the SCCRC SWP Regional Plan.

1. Any increases in the 83.5% base funding shall be proportionally allocated to the District/College Initiatives. The balance of said funding shall be allocated to other regional projects by the District CEOs based on recommendations from the Steering Committee.
2. Regional Incentive funding will be allocated to each District based on the same percentage as each District receives of the total Local Share Incentive funding distributed to the Districts in the region. (NOTE: Refer to each year's SWP Regional and Local Incentive Funding Allocation Memo.)
3. In the case of reduced funding, the District CEOs shall convene to reconsider this policy and determine allocations based on available revenue.

**Other Regional Projects/Projects-In-Common Buckets after District Allocations:**

**\* Projects-in-Common as recommended by the Chancellor's Office**

- Marketing and outreach/Career Education Support
- LinkedIn – Career Strategist Digital Badge
- Get Focused Stay Focused
- Teacher Preparation Pipeline/ACUE Faculty Development
- Center of Excellence Data Support

**\* Job Developer/Placement Specialist**

**\* Key Talent Project Funding (DSNs/TAPs)**

**\* Other Regional Projects**

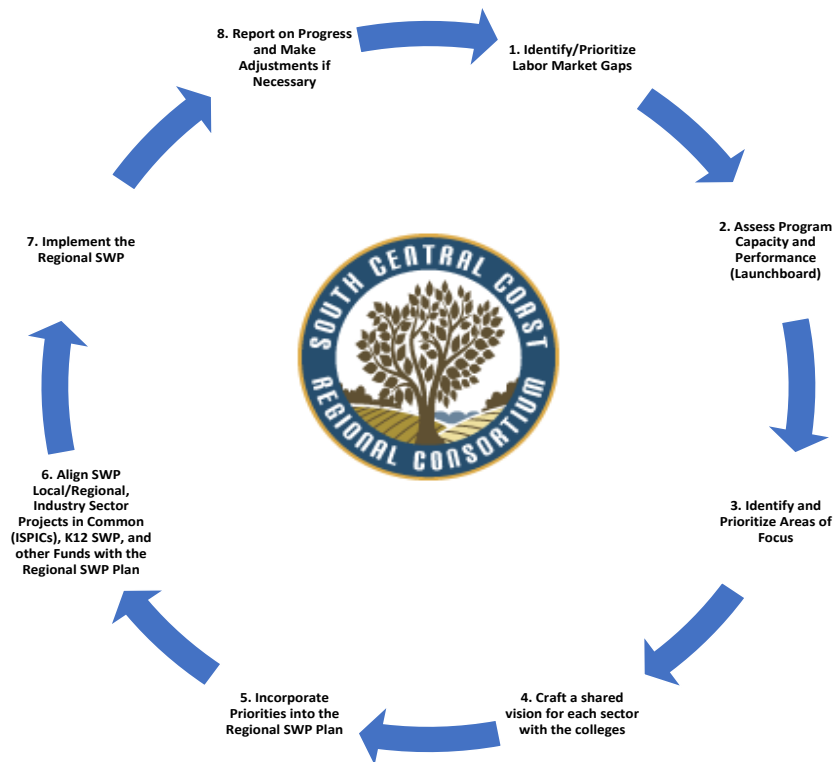
- Virtual Labs
- Credit for Prior Learning (17/18 only)
- Facilities Collaborative (17/18 only)

## New Regional SWP Plan 2020 - 2024

# Regional Planning Framework (in process)

*The joint work Colleges, Regional Consortium, Center of Excellence, Sector/Deputy Sector Navigators will be conducting between now and Jan 2020.*

**(New Regional SWP 4-Year Plan due Jan 2020)**



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4. Align college programs with regional and industry needs and provide support for CTE programs.
5. Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

# Vision for Success

**STRENGTHENING** THE CALIFORNIA COMMUNITY COLLEGES TO MEET CALIFORNIA'S NEEDS

## GOALS FOR MEETING CALIFORNIA'S NEEDS

**The success of California's broader system of higher education and workforce development stands or falls with the CCCs. To meet California's needs, the CCC system should strive to achieve the following goals by 2022:**

- Increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

## A VISION FOR CHANGE

**Achieving these goals will require a combination of strategies and the coordinated efforts of tens-of-thousands of individuals both inside and outside the CCC system.**

**Below are seven core commitments the community college system can make to achieve these ambitious goals and realize its full potential to meet the future workforce needs of California:**

### 1 | Focus relentlessly on students' end goals.

Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

## **2 | Always design and decide with the student in mind.**

Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

## **3 | Pair high expectations with high support.**

Students should be encouraged to go “all in” on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

## **4 | Foster the use of data, inquiry, and evidence.**

Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

## **5 | Take ownership of goals and performance.**

The CCC system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.

## **6 | Enable action and thoughtful innovation.**

Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

## **7 | Lead the work of partnering across systems.**

Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.