

California Community Colleges

Strong Workforce Program Dashboard Fall 2021 Technical Webinar

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Bitly link for PPT: <http://bit.ly/LBSWP-101821>



Welcome

Sandra Sanchez

Assistant Vice Chancellor

Economic and Workforce Development

California Community Colleges Chancellor's Office



Objectives

By the end of this webinar, participants will understand:

- The purpose of the Strong Workforce Program Dashboard
- The information that is available in the dashboard
- The value of this data for students, the system, and the state
- The sources of the data and the upload process
- Basic navigation of the dashboard to find information you need

What we'll cover today

What

is the purpose of the dashboard?
information is available?

How

do you find the information that you need?

Why

do these data matter to student success?

Where

do the data come from?



Strong Workforce Program

Completion and employment data for examining long-term outcomes.

[Explore](#)

What is the purpose?

Accountability to the legislature
Accountability to students

Accountability to the legislature

Are the dollars spent on Strong Workforce Program benefiting CTE students and meeting regional workforce needs?

Strong Workforce Program dashboard provides data to:

- Measure progress on Strong Workforce Program goals, aligned to Vision for Success and reported to the legislature
- Measure progress toward regional workforce development goals, as outlined in Strong Workforce Program
- Determine 17% SWP Incentive Funding Allocation

Accountability to the legislature

Strong Workforce Program offers a one-stop view of key accountability metrics

- **More CTE**

- Number of students enrolled in CTE Programs
- Information available by sector or program, as well by region, district, or college

- **Better CTE**

- Earn 9+ CTE or meet a workforce milestone
- Student Outcomes
 - Earn an award or apprenticeship journey level status
 - Transfer
 - Median Earning
 - Change in Earnings
 - Living Wage Attainment

Accountability to CTE students

Are the dollars spent on Strong Workforce Program benefiting CTE students and meeting regional workforce needs?

Strong Workforce Program Dashboard provides data to:

- Understand whether we are delivering on commitments to students
- Improve programs to better serve students
- Are we serving students equitably?





What information is available?

A 'State of the System' overview of CTE students and programs across the state

Why the LaunchBoard?



The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. [Find out more about the LaunchBoard dashboards here.](#)

Student Success Metrics

Student Success Metrics Dashboard
View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

[Explore](#)

Community College Pipeline

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

[Explore](#)

Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

[Explore](#)

Strong Workforce Program

Completion and employment data for examining long-term outcomes.

[Explore](#)

K-14 CTE Transitions

Examine outcomes for high school CTE students after they enroll in community college.

[Explore](#)

Guided Pathways

First-year momentum points for evaluating college redesign efforts.

[Explore](#)

Resources

Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.

[Explore](#)

Developed in Partnership With



In 2019-2020,
1,007,649
students enrolled in
Career Technical
Education Courses



71%

are considered
economically
disadvantaged

49%

are 25 or older

45%

identify as Hispanic

13%

identify as Asian or
Filipino

51%

identify as Female

6%

identify as Black or
African American

25%

identify as White

Of those students. . .

19%

earned 9 or more
career education
credits in the district
in a single year

65%

completed a
noncredit CTE or
workforce
preparation course

In 2019-2020

77,269

earned a degree or
certificate or attained
apprenticeship
journey status

In 2018-2019

61,964

Transferred to a
Four-Year
Postsecondary
Institution

In 2017-2018

72%

Report working in job
closely related to
their field of study

Median Annual Earnings and Median Change in Earnings

In 18-19, the median annual earnings for CTE students statewide was

\$36,216

22% median change in earnings

In 2018-19, of the approximately 200,000 CTE program students who exited postsecondary...

53% attained the living wage



What information is available?

An overview of key metrics

Who are the students included in the Strong Workforce Program Dashboard?

All **minimally enrolled credit or noncredit** students in the selected year who:

- who had an enrollment as a non-special admit student in at least one term of the selected year
- who enrolled on a TOP code that is assigned to a **vocational industry sector** in the selected year

Who are the students included in the Strong Workforce Program Dashboard?

Minimally enrolled credit or noncredit students:

- took at least 0.5 units in any single credit course at the selected college **OR**
- who had at least 12 positive attendance hours in any noncredit course(s) **OR**
- who enrolled in noncredit course(s) in Spring 2020 at any college in the selected year

9+ CTE Units in the District

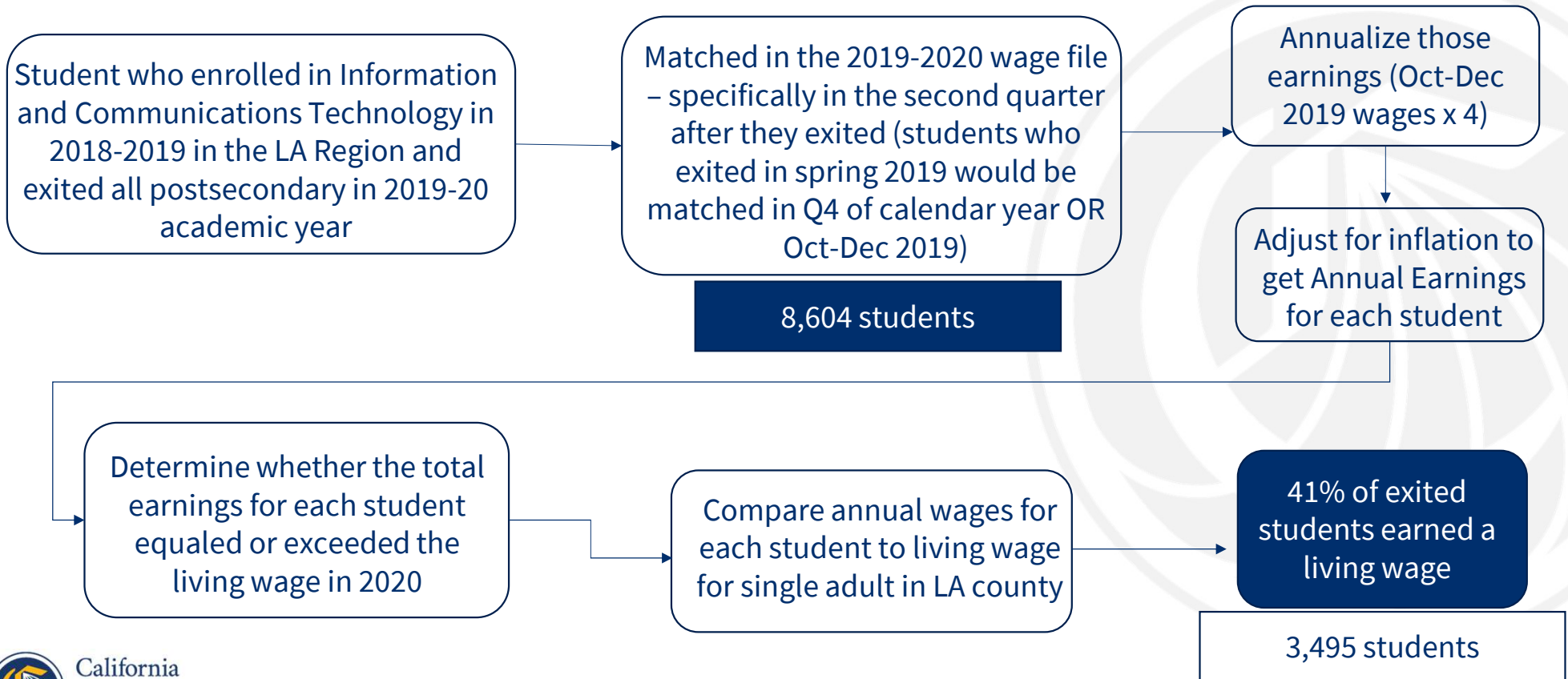
- Convert quarter units earned in the district in the selected year to semester units
- AND earned passing grades (A,B,C,P) in nine or more semester units in the district
- WHERE the nine or more semester units earned within the district were considered CTE per SCFF definition
 - Course flagged as CTE using CB03 Course-TOP-Code
 - Course flagged as an apprenticeship course or clearly/advanced occupational using CB09 Course-SAM-Priority-Code
- AND in the selected year
- AND count students at any college and on any TOP code assigned to a vocational sector where a student took 0.5 or more units or noncredit courses in the selected year

Median Annual Earnings

For Students Employed in the Second Fiscal Quarter After Exiting All Postsecondary, calculate median annual earnings:

- Were matched in the UI wage file in the second fiscal quarter after exit
 - or Q4 (Oct-Dec) of the calendar year or Q2 of the subsequent academic year after exiting all postsecondary institutions
- AND annualize earnings in the second fiscal quarter after the academic year of exit
 - Q4 quarterly wages x 4 to annualize
- AND adjust for inflation

Attained the Living Wage





How do you navigate the dashboard?

Assignment Review with Live Demo

Your assignment

Practice using the LaunchBoard to answer three questions related to your college:

- How many CTE program students in your college were considered economically disadvantaged in 2018-2019?
- What percentage of CTE program students transferred in 2018-2019? What were the percentages for students of different races/ethnicities?
- In 2018-2019, what were the median annual earnings of CTE program students who identify as male? What were the earnings of students who identify as female?

Strong Workforce Program Dashboard Assignment

Practice using the SWP Dashboard to answer three questions related to your college

Question 1: How many of the CTE program students in your college were considered economically disadvantaged in 2018-2019, using the Perkins definition?

Answer 1:

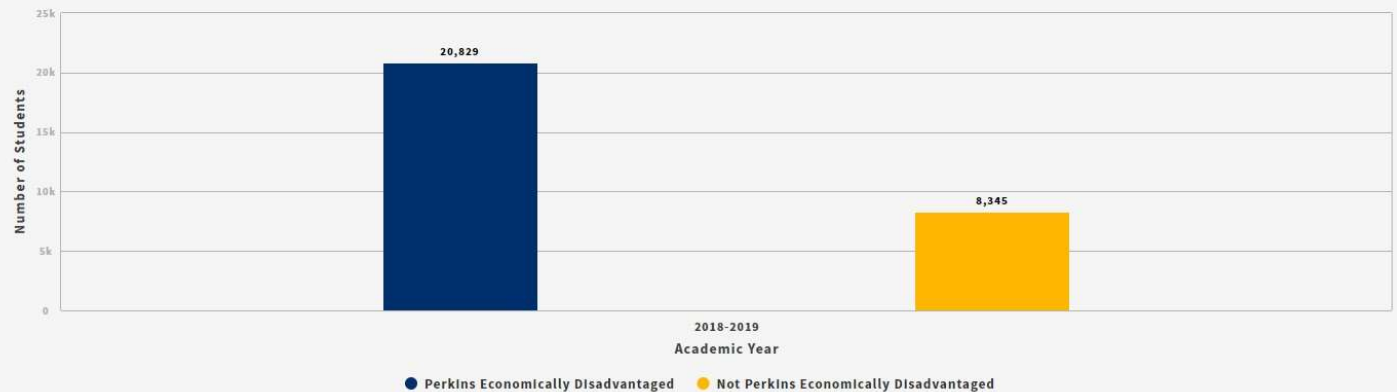
Q. How many CTE program students in your college were considered economically disadvantaged in 2018-2019?

A. Example answer from American River College

The screenshot shows the California Community Colleges Strong Workforce Program dashboard. At the top, there is a 'LaunchBoard Menu' button and the California Community Colleges logo. Below the logo, the text 'Strong Workforce Program' is displayed. A link 'Interested in how the data is calculated? See the Metric Definition Dictionary' is also present. The main section contains filters for 'Statewide', 'Macroregion', 'Microregion', 'District', and 'College'. The 'College' filter is selected, showing 'American River College'. Below this, there are dropdown menus for 'Program or Sector' (set to 'All CTE Programs'), 'Year' (set to '2019-2020'), and 'Drill Down' (set to 'Economically Disadvantaged'). A 'VIEW' button is located at the bottom right of the filter section. At the bottom of the dashboard, it says 'Viewing Data for: American River College, All CTE Programs, 2019-2020'.

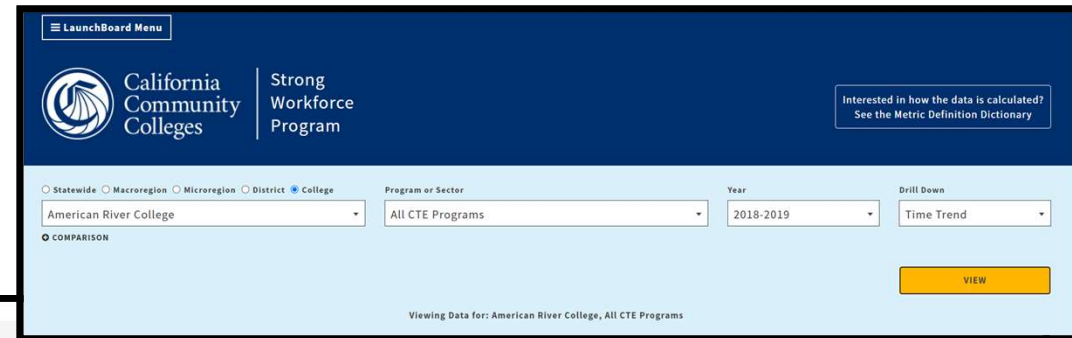
Strong Workforce Program Students

All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year



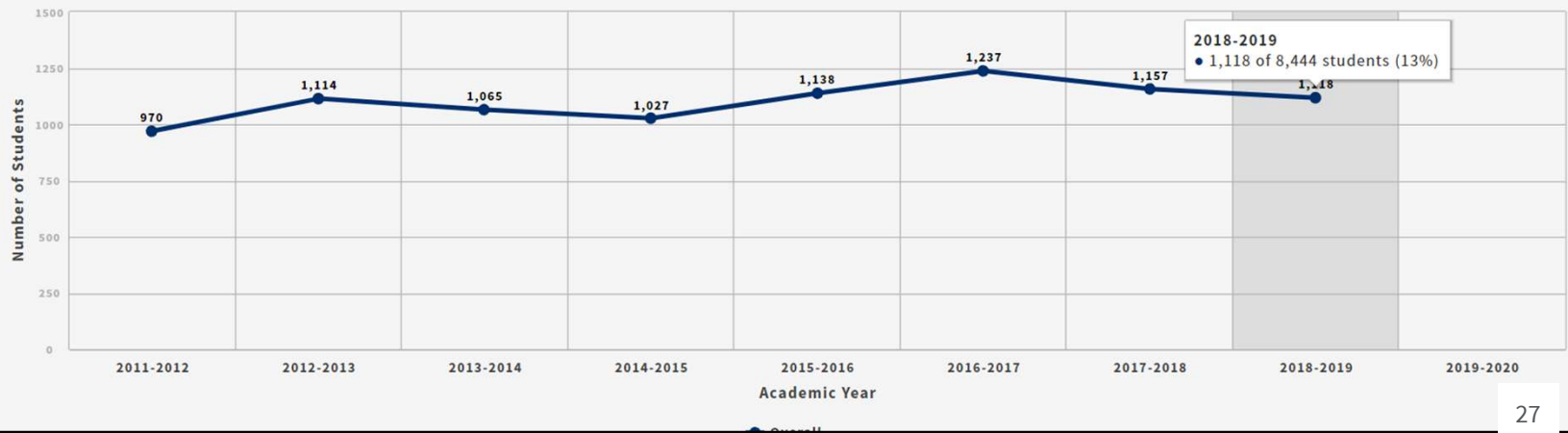
Q. What percentage of CTE program students transferred in 2018-2019?

13.2% (1,118 out of 8,444 students)

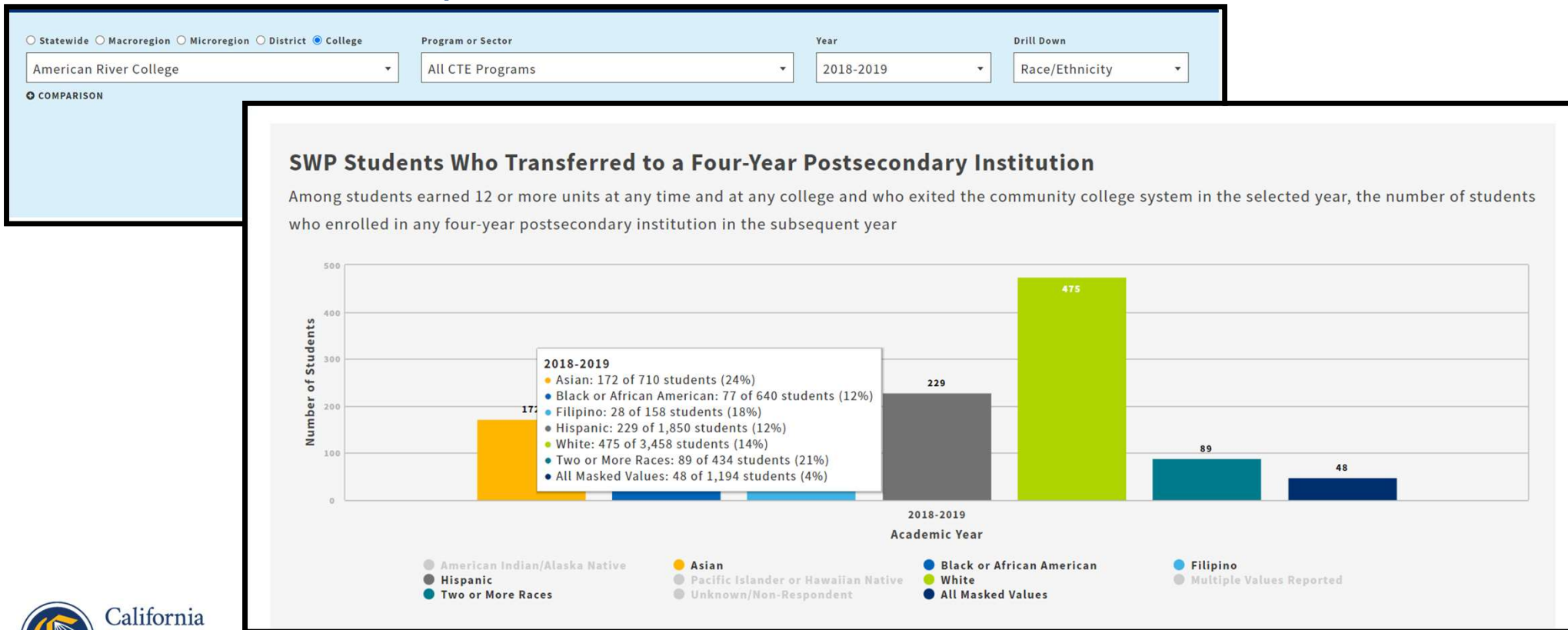


SWP Students Who Transferred to a Four-Year Postsecondary Institution

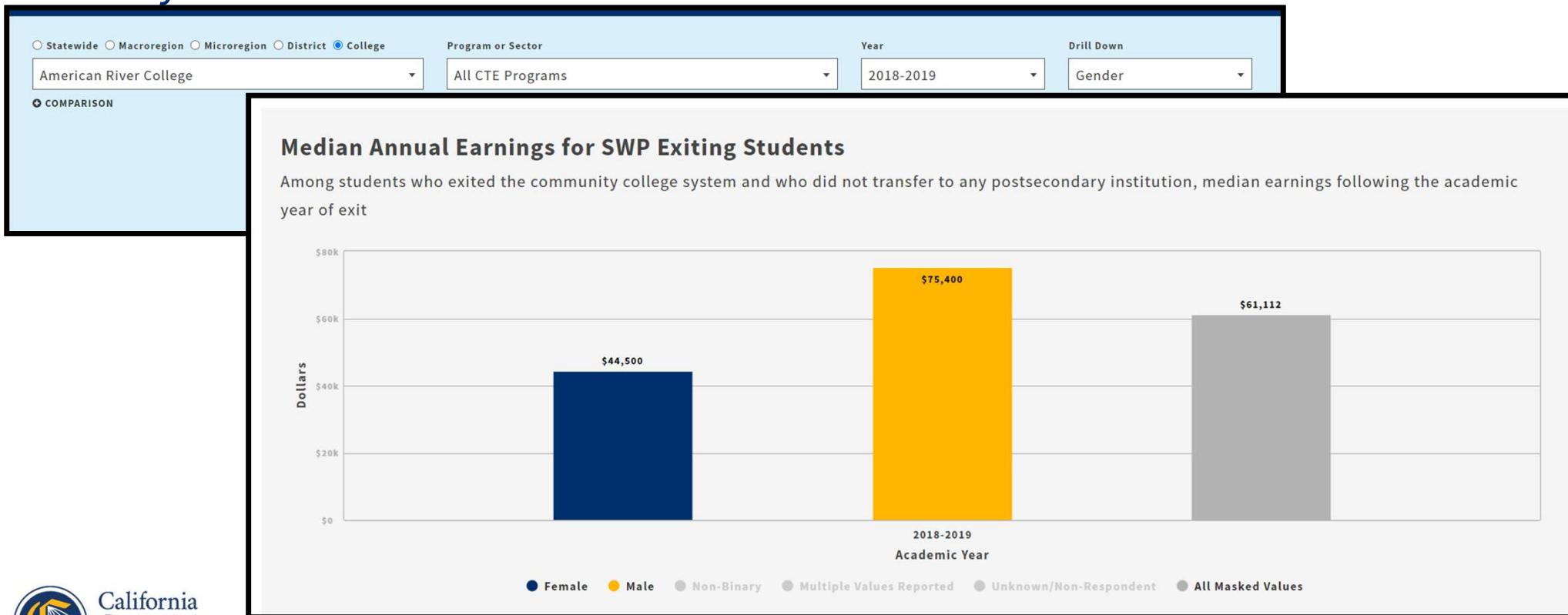
Among students earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of students who enrolled in any four-year postsecondary institution in the subsequent year



What were the transfer percentages for students of different races/ethnicities?



In 2018-2019, what were the median annual earnings of CTE program students who identify as male? What were the earnings of students who identify as female?



Reading the answer key (exported LaunchBoard data)

	A	B	C	D	E	F	G	H	I	J	K
	localeName	academic	question#	metric	title	disagg	subgroup	value	denom	perc	ferpaFl
5	American River College	2019	1	SW 122	SWP Students	None	Overall	\$29,174			0
6	American River College	2019	1	SW 122	SWP Students	Perkins ECD	Not Perkins Economically D	\$8,345			0
7	American River College	2019	1	SW 122	SWP Students	Perkins ECD	Perkins Economically Disac	\$20,829			0
8	American River College	2019	2	SW 620	SWP Students Who	None	Overall	1,118	8,444	13.2%	0
9	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	All Masked Values	48	1,194	4.0%	0
0	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	Asian	172	710	24.2%	0
1	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	Black or African American	77	640	12.0%	0
2	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	Filipino	28	158	17.7%	0
3	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	Hispanic	229	1,850	12.4%	0
4	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	Two or More Races	89	434	20.5%	0
5	American River College	2019	2	SW 620	SWP Students Who	Race/Ethnicity	White	475	3,458	13.7%	0
6	American River College	2019	3	SW 800	Median Annual Ea	Gender	All Masked Values	\$61,112	169		0
7	American River College	2019	3	SW 800	Median Annual Ea	Gender	Female	\$44,500	2,779		0
8	American River College	2019	3	SW 800	Median Annual Ea	Gender	Male	\$75,400	4,486		0
9	American River College	2019	3	SW 800	Median Annual Ea	None	Overall	\$61,812	7,434		0
01											
02											



Why do these data matter?

To students

To the system

To the state

Why do these data matter for students?

Strong Workforce Program Dashboard provides data to:

- Understand whether we are delivering on commitments to students
- Improve programs to better serve students
- Are we serving students equitably?



Why do these data matter for students?

Number of students

- Identify ways to connect with students to increase enrollments
- Improve recruitment to get more students engaged
- Identify and address equity gaps

9+ Units and Workforce Milestone

- Indicate if there are barriers or disconnects where students get off route to achieve their goals

Completion and transfer

- Indicate whether students completed their journey or continued their journey at a four-year

Employment and earnings

- Tells us what happens to students once they leave the college
- Indicates whether we are delivering on promises of economic mobility

Why do these data matter to the system?

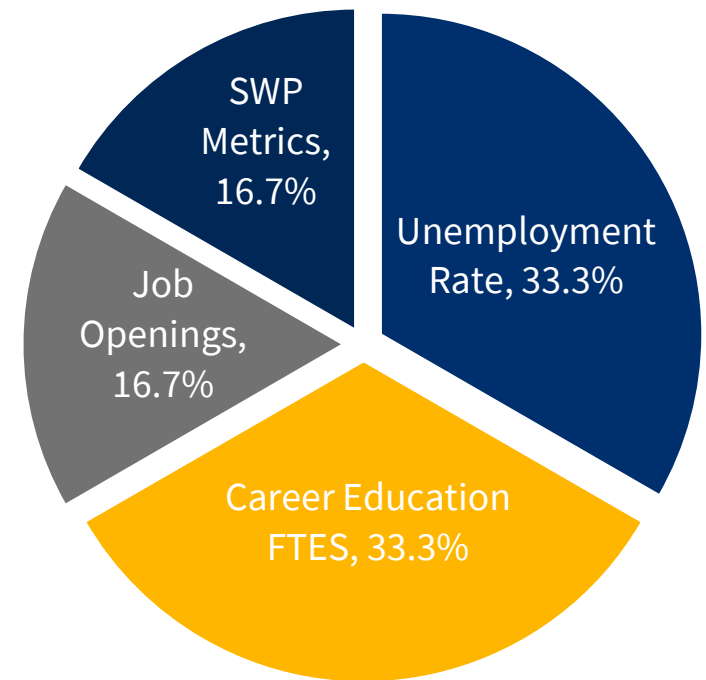
SWP Metrics **are aligned with the Student Success Metrics** which are aligned to the SCFF student success allocation **EXCEPT** where the Chancellor's Office has determined not to align

The **Student Centered Funding Formula's metrics** are in line with the goals and commitment set forth in the California Community Colleges' [**Vision for Success**](#) and can have a profound impact **closing achievement gaps and boosting key student success outcomes**. It was created in coalition with organizations such as the Campaign for College Opportunity, Education Trust-West and other key stakeholders.

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





Where do these data come from?

Data sources

Data update process

Where does the data come from?

- **Chancellor's Office MIS (COMIS)**
Student & Course term and annual
- **Chancellor's Office Transfer Outcomes**
CSU/UC transfer match
National Student Clearinghouse
- **California Employment Development Department**
Employment and Earnings (UI Wage data)
Labor Market Information
- **CTE Outcomes Survey**
Field of Study, Employment status, and many more
- **Department of Apprenticeship Standards**
- **TOPSPro Enterprise**
- **CCC Apply**
- **California Department of Education**
CALPADS K12 into CalPASS Plus

Dashboard Update Process

- Pre-Build and Planning Phase
 - Meetings with Business Owner(s) of the dashboard to determine new metrics, changes in definitions, new MIS data elements or values, alignment, new drilldowns, etc.
 - Specifications for User Interface and Metric Definition Dictionary are created
 - Ingestion of Data Sets to be used for the build
 - Testing
 - Building and Coding
 - Testing
 - User Interface Updates
 - Testing
 - Creation of Resources for the Dashboard Release
-
- A diagram illustrating a feedback loop in the dashboard update process. A rounded rectangular box on the right contains the text "Checking the dashboards for errors and inconsistencies". Three blue arrows originate from this box and point to the "Testing" steps in the list: the first arrow points to the "Testing" step following "Ingestion of Data Sets", the second arrow points to the "Testing" step following "Building and Coding", and the third arrow points to the "Testing" step following "User Interface Updates".



Q&A

Give us your feedback!

Feedback survey
link: https://bit.ly/SWP-Webinar_10-18_Survey

For any comments or questions: please
email launchboard@cccco.edu



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Thank you!

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Appendix

Assignment Handout

Strong Workforce Program Dashboard Assignment

Practice using the SWP Dashboard to answer three questions related to your college

Question 1: How many of the CTE program students in your college were considered economically disadvantaged in 2018-2019, using the Perkins definition?

Answer 1:

Question 2: What percentage of CTE program students from your college transferred in 2018-2019? What were the percentages for students of different races/ethnicities?

Answer 2:

Question 3: In 2018-2019, what were the median annual earnings of CTE program students who identify as male? What were the earnings of students who identify as female?

Answer 3:

Answer Key

There are two options for checking your answers to the assignment



Option 1

Find answers for every program in this spreadsheet:

https://bit.ly/SWP_10-7_AnswerKey

Download the spreadsheet and filter by your college



Option 2

Join us for the Strong Workforce Program Technical Webinar on October 18th from 11am to 12:30pm

We'll demonstrate how to find each answer on the Strong Workforce Program Dashboard

Register here: https://bit.ly/SWP-Tech-Webinar_10-18