



California Community Colleges

Fall 2023 CCCAOE Conference Strong Workforce Program Pre-Conference Session

Chancellor's Office Updates

Bitly link for PPT: <https://bit.ly/SWPCCCAOEFA23>

October 17, 2023



Agenda

1:30-1:50	Welcome and Framing: Dean LaCandice Ochoa	Slides 1-15
1:50-2:35	Accountability and Strategies for Data Use to Align, Plan and Evaluate	Slides 16-24
2:35-3:00	Activity & Discussion: Recapping Regional Plan Priorities	Slides 25-30
3:00-3:20	Break and Explain 3 Breakout Groups	Slide 31-32
3:20-4:15	3 Breakout Sessions	Slides 32-88
4:15 -4:25	Recapping Breakouts Together	Slides 89
4:25-4:30	Closing	Slide 90-94

Objectives

1. Gain an understanding of how SWP metrics align with ***Chancellor's Office Vision 2030***
2. Learn strategies for how to incorporate SWP metrics and related data into local and regional planning processes
3. Review student outcome data scenarios with colleagues in support of fostering the use of data, inquiry, and evidence to improve career education services for students



Vision 2030

**Ismenia Siaumau from
Long Beach City College**

Vision 2030 envisions a higher education system more inclusive of all Californians that ensures access points for every learner across race, ethnicity, region, class and gender to enter a pathway, with tailored supports and exit points to transfer or complete a community college baccalaureate or obtain a job with family-sustaining wages.

Vision 2030 Framework

Vision 2030 3 Goals

Equity in Success
Equity in Access
Equity in Support



Vision 2030 6 Outcomes & Metrics



Strategic Direction 2: Equitable Workforce and Economic Development

Equitable Pathways
to Baccalaureate Attainment

Equitable Workforce
and Economic Development

The Future of
Teaching and Learning

Actions 7-11 will advance Strategic Direction 2 in particular but will also positively impact Strategic Directions 1 and 3.

7. Increase educational access for prospective learners of low income to enhance their socioeconomic mobility by developing a customized educational and training opportunities to them.
8. **Health care:** Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.
9. **Climate action:** Advance community college engagement with the four fields of climate practice — facilities, workforce and curriculum, community engagements and benefits, and resource development.
10. **STEM:** Expand success, access and support in science, technology, engineering and math disciplines for historically underrepresented students.
11. **Education:** Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.

How You Can Get Involved!

Visit our website: CCCVision2030.org.

Share your ideas and feedback.

Important dates:

- **Monthly Consultation Council meetings** (third Thursday of the month).
- **System Webinars Every First Wednesday of the Month**
(Nov. 1 and Dec. 6).
- **Statewide Events and District Town Halls (Ongoing).**
- **Board Presented With Final Revisions (Jan. 22, 2024).**



“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.

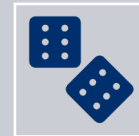
Chancellor's Office Role in Implementing the Strong Workforce Program (SWP)

[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



Statewide SWP Supporting Cast

- **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.*

23-24 Strong Workforce Funding Allocation Breakdown

SWP Total Allocation = \$290m

Chancellor's Office Admin
= \$14m

SWP Funds to the Field
= \$276m

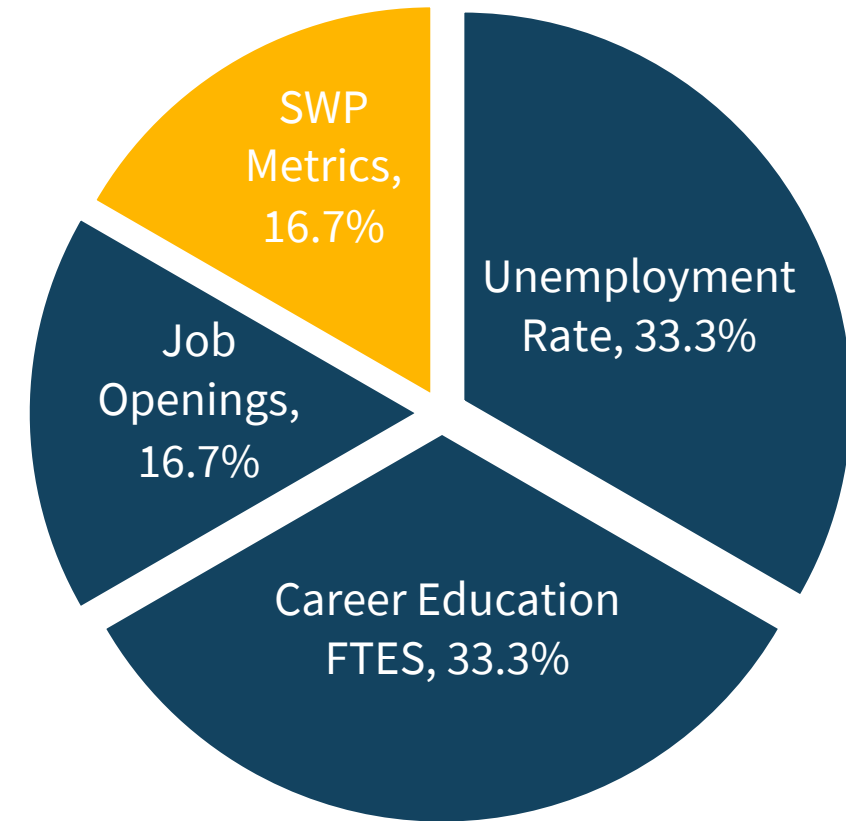
Local Share (60%)
= \$138m

Regional Share (40%)
= \$92m

Strong Workforce Program Funding Formula

Both the Strong Workforce Program base and incentive funding allocations are re-calculated each year according to the factors prescribed in [Education Code Section 88825](#).

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



Use of Funding to Meet SWP Program Intent

- 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.

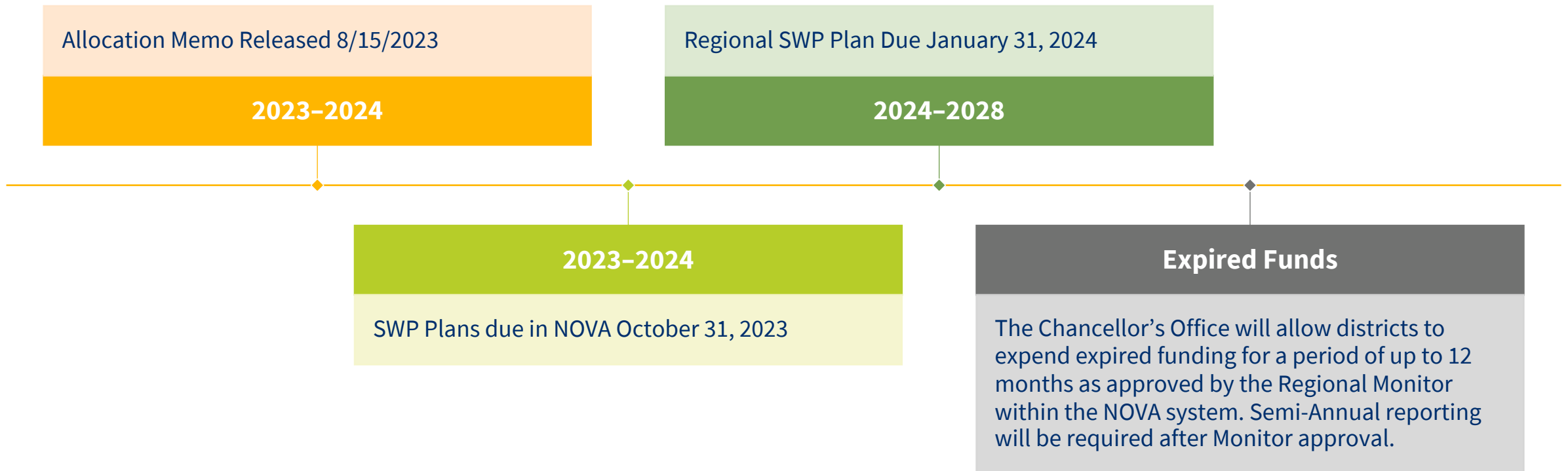
Expanded Uses of SWP Funding

- The Fiscal Year 2023 – 2024 enacted State budget included expanded uses of SWP funding as outlined in [Education Code section 88825](#). SWP funds apportioned directly to a community college district may also be used for all of the following:
 - Providing funds for student grants to cover fees for third-party certification and licensing;
 - Enhancing student services to support retention, work experience, and job placement; and
 - 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.

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

Upcoming Deadlines





Strategies for Data Use to Align, Plan and Evaluate

Using data to connect the dots and align with a focus on **STUDENTS**

- Vision 2030
- Accountability
- Four-Year Strategic Regional Plans
- Local Priorities



Accountability through Student Centered Funding Formula and Strong Workforce Program Metrics

The **Student Centered Funding Formula's (SCFF) metrics** are in line with the goals and commitment set forth in the California Community Colleges' ***Vision 2030*** and can have a profound impact in **closing achievement gaps and boosting key student success outcomes.**

Strong Workforce Program 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.

➤ Only one significant example: Transfer to a Four-Year



Accountability to the Legislature

The SWP Dashboard provides data that:

- Measures progress on Strong Workforce Program goals, aligned to Vision 2030 and reported to the legislature
- Measures progress toward regional workforce development goals, as outlined in Strong Workforce Program
- Determines 17% SWP Incentive Funding Allocation

System Accountability Metrics are Similar and Aligned

Metric Type	Metric	Vision Goals	Funding Formula (SCFF)	Student Success Metrics	SWP (17% Incentive Funding)
Progress	Earned 9+ CTE Units in the District in a Year		X	X	X
↓	Noncredit Workforce Milestone at the College in a Year			X	X
↓	Completed Transfer-Level Math & English in the District in the First Year		X	X	
Success	Average Number of Units for Associate Degree Earners	X		X	
↓	Students Who Earned a Degree or Certificate (over 8 or 16 units or 48 hours) or Attained Apprenticeship Journey Status in the District in the Year	X	X	X	X
↓	Transferred to a Four-Year Institution (NOT EXACTLY ALIGNED)	X	X	X	X
Employment	Job in Field of Study from CTE Outcomes Survey	X		X	X
Earnings	Median Annual Earnings			X	X
↓	Median Change in Earnings			X	X
↓	Living Wage Attainment		X	X	X

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+ CTE 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

How can these accountability metrics help Guide investments?

- Choosing/determining local efforts for improvement
- Compare results for different populations at your college
 - Note any differences for further investigation to see if there are potential disproportionate impacts for any populations
- Compare college results to statewide, region, district or other colleges with similar student demographics
 - Note any metrics where your college may be underperforming or doing well
- If there is already an effort underway or if there is a local champion for a cause, data can help make the case that effort is justified and that results are measurable

How can these accountability metrics help Evaluate investments?

- What key metrics might show an improvement from the effort undertaken?
- Is a particular group of students targeted?
- When would the anticipated effect show up in the data?
- How does the data displayed on the dashboard compare to data available locally at our college or district?
- Are our assumptions about observed changes valid? Does the metric capture and measure what we think it does?

Strategies

Explore

- **4-Yr Regional Plans**
- Labor Market Info:
 - Centers of Excellence
 - Lightcast: buy a license or Community College Pipeline (free)
 - [O*NET OnLine](#) (free)
- LaunchBoard
- Industry & other partners
- Other local data
- Other CO Data: [COCI](#) and [Datamart](#)

Compare

- Benchmarking feature in SWP
- Comparison feature in SWP and Community College Pipeline (CCP)
- Equity Gap charts in CCP

Establish SMART goals

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound
- Dashboards aligned to systemwide accountability metrics focused on student outcomes



Planning the Use of SWP Funding through Regional Plans and LaunchBoard Data

Overview of Activities for the day - 5 Steps to Planning Use of SWP Funding with Data

➤ Data Informed Decisions for Investing SWP Funds

1. **Know** the priorities in your [SWP Regional Plan](#)
2. **Understand** how those priorities fit into your local context
3. **Compare** student outcomes for the program(s) targeted to grow or improve with use of SWP funding
4. **Analyze** if goals established are SMART
5. **Evaluate** equity gaps to see if a more targeted investment is needed

5 Steps to Planning Use of SWP Funding with Data - Regional Plan and Local Context Framing

1. **Know** the priorities in your [SWP Regional Plan](#)
2. **Understand** how those priorities fit into your local context
 - Note: to see programs at your college, you can use [COCI](#) and [mapping of TOP codes to sectors](#) (resource on SWP)
 - Note: to easily see metrics for all colleges in your micro or macro region, use the table provided in CCP when you make a regional selection
3. **Compare** student outcomes for the program(s) targeted to grow or improve with use of SWP funding
4. **Analyze** if goals established are SMART
5. **Evaluate** equity gaps to see if a more targeted investment is needed

5 Steps to Planning Use of SWP Funding with Data

1. Know the Priorities in your SWP Regional Plan

- Industry Sectors and/or Occupations based on regional LMI
- Goals and Strategies
- Student Outcome Metrics
- Equity Gaps to close



The screenshot shows the homepage of the Strong Workforce Program (SWP) Resource Center. At the top, there is a navigation bar with links: FIND A COLLEGE, ENROLL NOW, DATA, NEWS & MEDIA, CONTACT. Below this is a secondary navigation bar with links: HOME, STUDENTS, COLLEGE PROFESSIONALS, ABOUT US, and a search icon. The main heading is "Strong Workforce Program (SWP) Resource Center". Below the heading, there are three expandable sections: "REGIONAL SWP PLANS" (expanded), "GUIDANCE", and "PLANNING AND REPORTING DATES". The "REGIONAL SWP PLANS" section lists several regional consortiums and their plans, including Bay Area, Central Mother Lode, Inland Empire/Desert, Los Angeles, North Far North, Orange County, San Diego and Imperial, South Central Coast 2021, and South Central Coast 2023.

REGIONAL SWP PLANS

- [Bay Area Community College Consortium Regional Plan 2022-23](#)
- [Central Mother Lode Regional Consortium](#)
- [Inland Empire/Desert Regional Consortium](#)
- [Los Angeles Regional Consortium's 2021, 2022, and 2023 Updates](#)
- [North Far North Regional Consortium 2022-2024 Update](#)
- [Orange County Regional Consortium](#)
- [San Diego and Imperial Regional Consortium](#)
- [South Central Coast Regional Consortium 2021](#)
- [South Central Coast Regional Consortium 2023](#)

GUIDANCE

PLANNING AND REPORTING DATES

Activity: Peruse your Regional Plan Priorities

Take **15 minutes** to see if you can quickly find the following in your SWP Regional Plan:

1. Priority Industry Sectors and/or Occupations
2. Priority Regional Equity Efforts
3. Priority Regional Goals and Strategies
4. Think about how these regional priorities align with your local ones

Link to Worksheet: <https://bit.ly/SWPFA23Activity>

Discussion: Share out from Regional Plan Priorities

1. What are the priority sectors or occupations in your region?
2. What are the specific equity efforts in your region?
3. What are the goals or strategies in your region for either priority sectors or occupations or equity efforts?
4. How do those regional priorities synch up with your local priorities?



Break

Breakout Groups – Approaches to Writing SWP Plans

1. Exploring the LaunchBoard - How to navigate LaunchBoard in order to assist in developing SWP plans
2. Examining Equity in SWP Planning – Considering equity gaps in developing SWP plans
3. From Data to Action – Data coaching to understand how to take on your challenges and implement in SWP

Breakout Group 1: Exploring the LaunchBoard



Exploring 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.](#)



California Community Colleges

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](#)



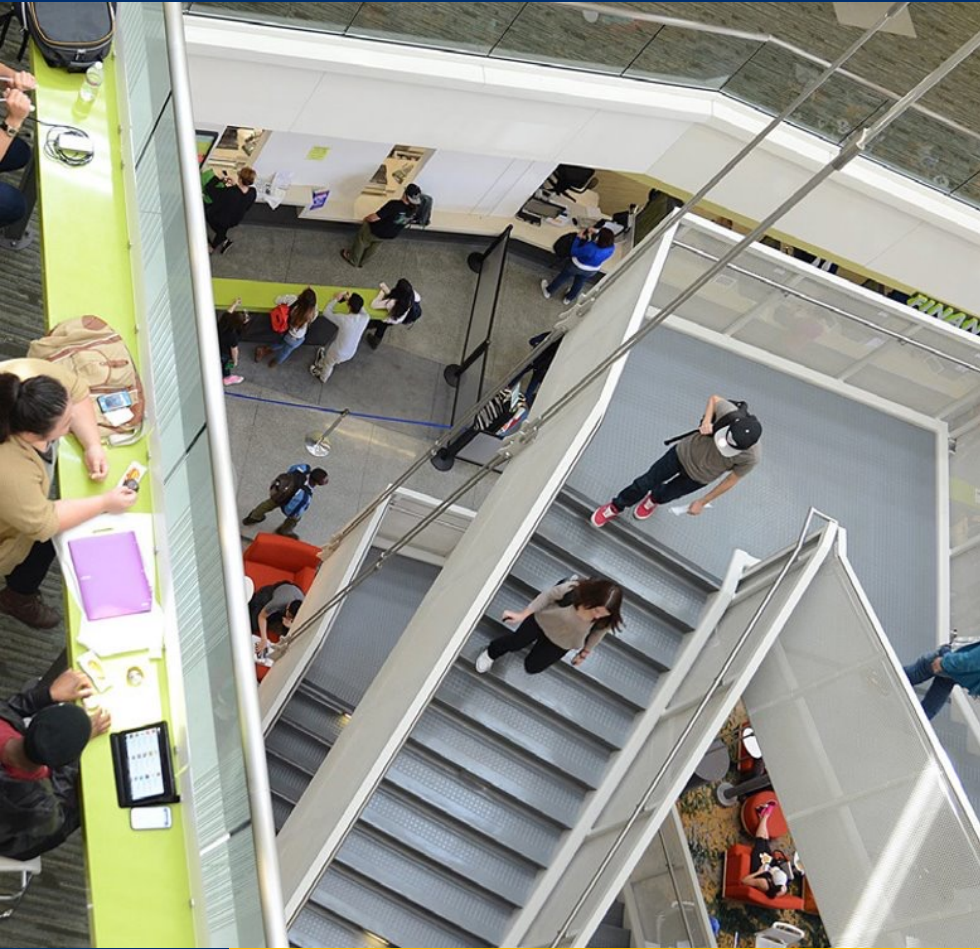
K12 Strong Workforce Program
Examine CTE system engagement and high school graduation for K12 students at institutions awarded K12 SWP funding.
[Explore](#)



Guided Pathways
Guided Pathways metrics have been brought into the Student Success Metrics Cohort View. Guided Pathways will no longer be updated.
[Explore](#)



Resources
Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.
[Explore](#)



The Hard Truth

Dashboards cannot answer all your questions or the why, BUT the data can be useful



Dashboard Data as Directional Signage



Overview of Dashboards in the LaunchBoard

Strong Workforce Program—displays data for CTE students on all CTE programs, industry sectors and individual programs (using the four- and six-digit Taxonomy of Program coding).

Community College Pipeline—is the most comprehensive dashboard with nearly 150 metrics, offering views of students at the industry sector and program level.

Student Success Metrics—showcases student progression along various educational journeys, from recruitment to completion, transfer and the workforce for a Cohort and Snapshot view

Adult Education Pipeline—displays data for K-12 adult education and community college noncredit student journeys, including progress, transition, completion and workforce outcomes.

K12 SWP—displays data for students enrolled in grades 9th, 10th, 11th, or 12th grade at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding

Where does the data in the LaunchBoard come from?

Student and program term and annual files (submitted by college institutional research offices to the Chancellor's Office MIS)

Employment and earnings data from Employment Development Department

Employment outcomes from the CTE Outcomes Survey administered by Santa Rosa Junior College

Labor market information and online job postings data from Lightcast (formerly EMSI) in Community College Pipeline

K12 information from CALPADS for K12 SWP

K12 Adult Ed information from CASAS for Adult Education Pipeline

A photograph of a person with long blonde hair, wearing a blue shirt, sitting at a desk and writing in a spiral notebook with a black pen. A white coffee cup sits on a saucer to the left of the notebook. The background is softly blurred, showing office equipment and bright light from a window. The text 'Planning the Use of SWP Funding through Regional Plans and LaunchBoard Data Continued...' is overlaid on the left side of the image in a bold, dark blue font.

Planning the Use of SWP Funding through Regional Plans and LaunchBoard Data Continued...

Using Strong Workforce Program Dashboard for Guiding the Use of SWP Funds

SWP Dashboard provide functionality to inform inquiry & analysis

- Data included from 2011-12 to 2021-2022
- Displays by college, district, microregion, macroregion and statewide
- Displays by All Programs, All CTE Programs, All Non-CTE Programs, sectors, TOP04 and TOP06
- Disaggregations for Demographics and Economically Disadvantaged
- Comparisons in SWP; Benchmarking in SWP

Overview of Activities for the day - 5 Steps to Planning Use of SWP Funding with Data

1. Know the priorities in your [SWP Regional Plan](#)
2. Understand how those priorities fit into your local context
3. Compare student outcomes for the program(s) targeted to grow or improve with use of SWP funding
4. Analyze if goals established are SMART
5. Evaluate equity gaps to see if a more targeted investment is needed

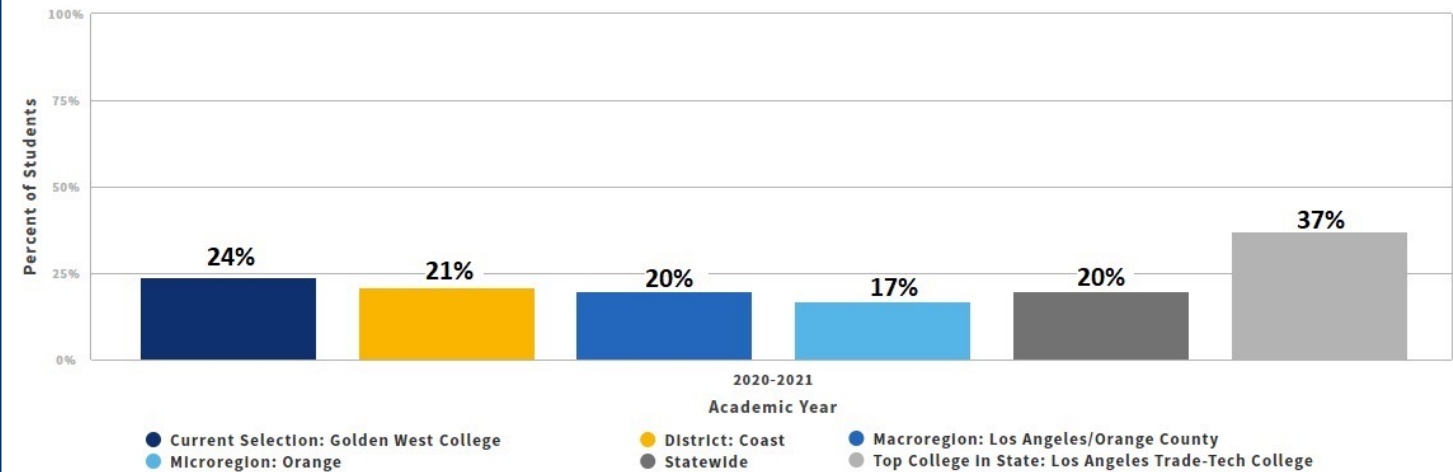
5 Steps to Planning Use of SWP Funding with Data

1. **Compare** student outcomes for the targeted program(s) to improve with the use of SWP funding

- **Benchmarking**
- **Comparison View**
- **Drilldowns**

SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

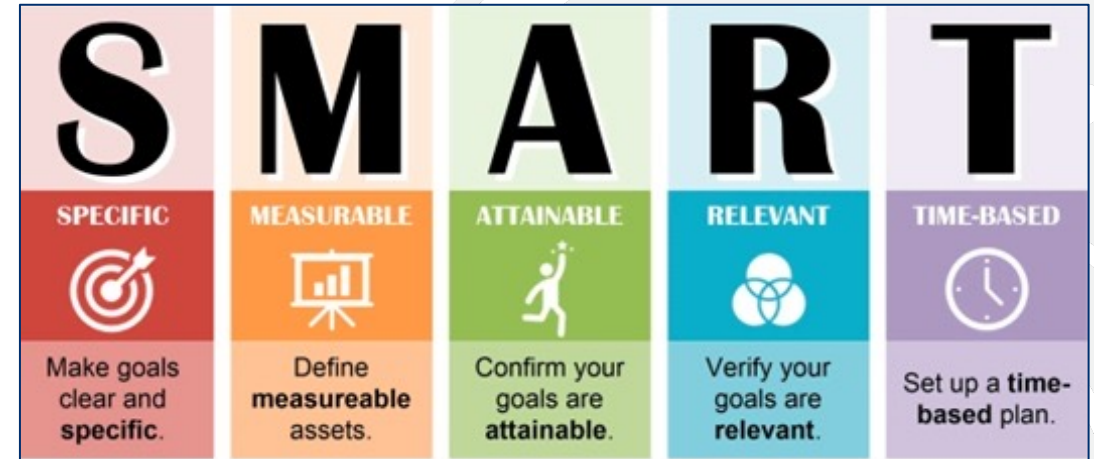
Among all SWP students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district



5 Steps to Planning Use of SWP Funding with Data

4. Analyze if goals in plans are SMART

- **Specific** in its program or in its target population
- **Measurable** with a CTEOS metric
- **Attainable** consider past efforts or what others have done
- **Relevant** to the SWP program
- **Time-Based** between 2018 and 2024



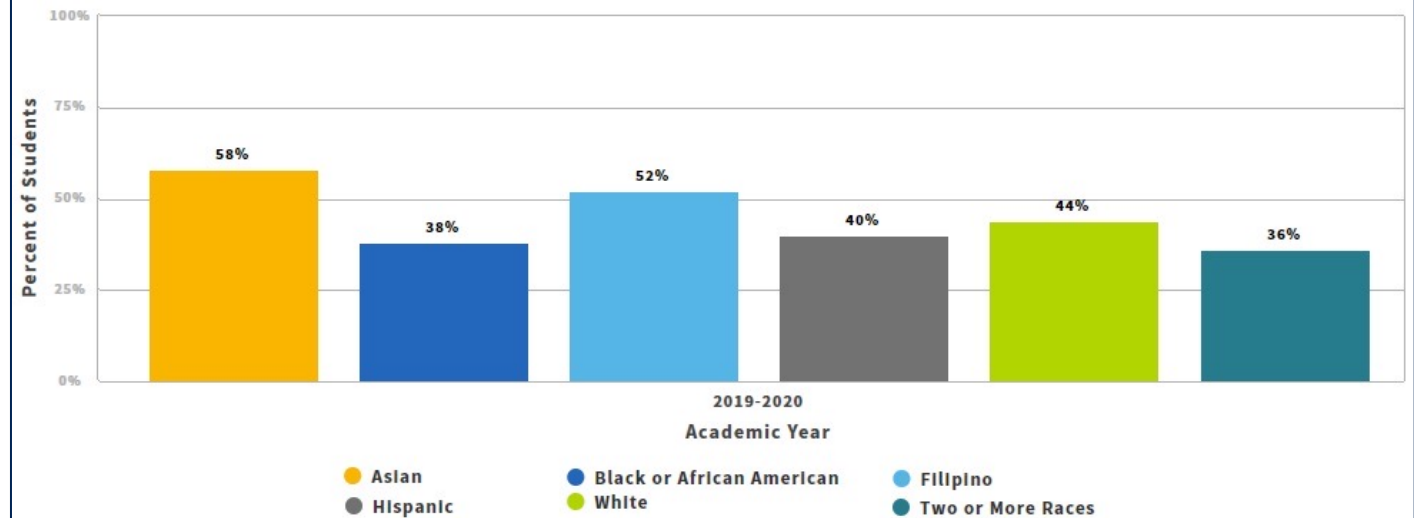
5 Steps to Planning Use of SWP Funding with Data

5. **Evaluate** equity gaps to see if a more targeted investment is needed to close a persistent equity gap for a certain student population

- Economically Disadvantaged Status
- Race/Ethnicity
- Gender

SWP Exiting Students Who Attained the Living Wage

Among SWP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit



Together: Looking at data to evaluate an idea for an investment using SWP local funding

Should I make an investment in my Medical Assisting Program?

1. Priority Sector Identified in Regional Plan: Health Sector
2. Local Context: Heard from local advisory board that Medical Assistants completing the program are trending to return back to school to get a better job due to lower wages.
3. Comparisons in SWP: Review outcomes on the dashboard for my MA program at my college compared to regional outcomes to see if investment makes sense
4. SMART goals: What would be a SMART goal if I were to make an investment?
5. Equity: Consider disaggregations. Should there be a more targeted investment on a particular student population?

Activity: Now it's your turn to Compare, Analyze, Evaluate a SWP local investment

Take **25 minutes** to think about an investment with SWP funding that you have made or are thinking about making at your college, district, region:

1. Is it in a priority sector identified in **regional plan**?
2. What is your **local context**? Do you have a champion? Does it fit in with local priorities?
3. How do outcomes for the targeted program **compare**?
4. Can I **analyze SMART goals**?
5. Have I **evaluated** to see if a more targeted investment to address **equity issues** is needed?

Breakout Group 2: Considering Equity Gaps



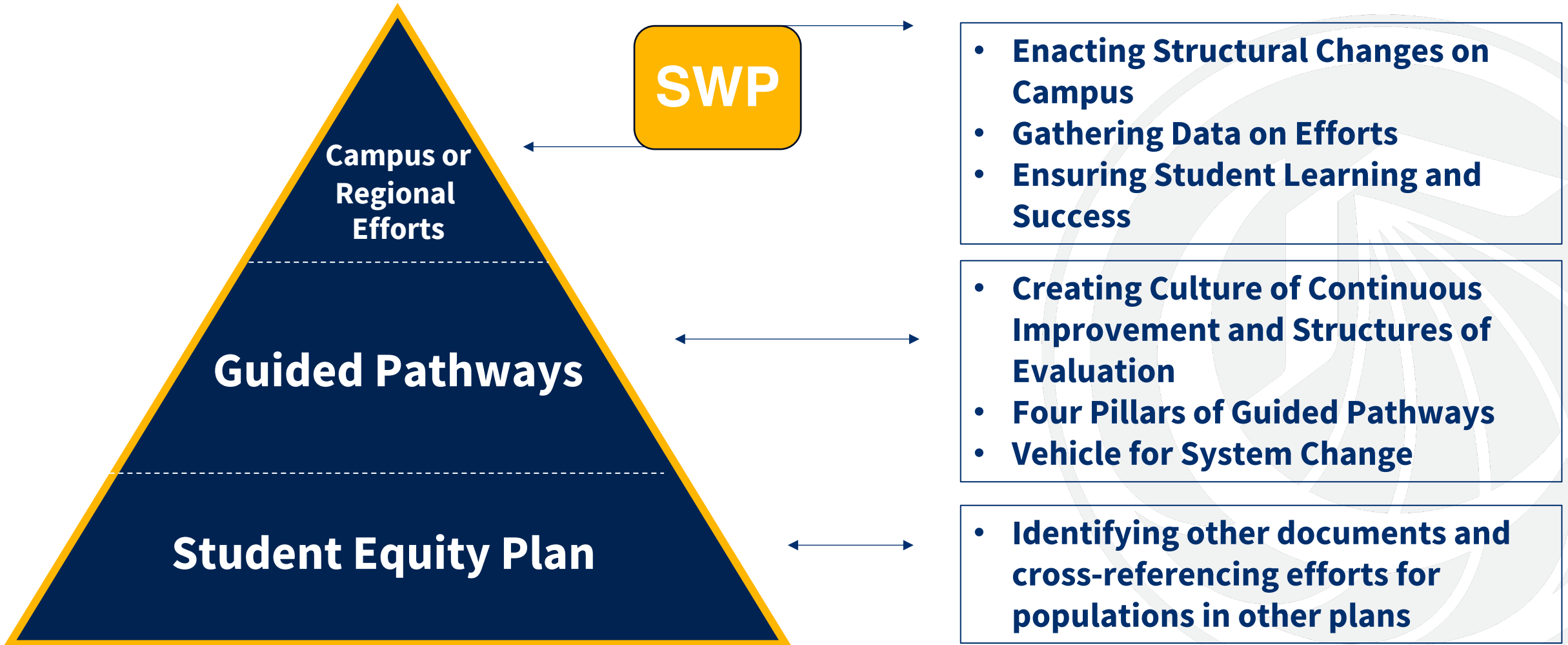
Discussion: How is your region currently considering equity in the SWP Plans?

As you considered your regional plan, was there any mention of DEI or student populations targeted for the use of SWP funding because of equity gaps observed?

Is it clear what investments are being made to address equity gaps in the region? Is there a clear strategy for closing those gaps?

Do you have ideas about the why your region may have struggled or succeeded in using SWP funding to close a persistent equity gap for historically marginalized student populations?

Equity in context of the CCC system



What is Equity? What is an Equity Gap?

Equity is the attainment of comparably positive outcomes for all groups within, or served by, any complex system through implementation of policies, practices, and procedures that remove systemic barriers and provide the supports needed to ensure everyone's full and successful participation in the system.

Equity exists when race, ethnicity, language, religion, gender identity, sexual orientation, age, national origin, physical or cognitive ability, socioeconomic status, and other such characteristics are not predictors of outcomes for any group or the individuals in it.

When we refer to **equity gaps** we are talking about disparities in educational outcomes and student success across race/ethnicity, socioeconomic status, gender, physical or mental abilities, and other disaggregations and intersectionalities (e.g., male Cambodian).

These gaps often signal that current practices and procedures are not effectively supporting all student groups.

The importance of disproportionate impact (DI) calculations to determine equity gaps

- Consistency and intentionality
- A gap needs a reference point
- Use statistical methods to help be confident that a gap exists (not random chance)
- Help inform prioritization based on the size the gap or number of students impacted

Recognize that there are several methods for calculating DI for student populations

Each method has pros and cons, but all provide valuable information to inform discussion around where to focus efforts to close observed persistent equity gaps

- 80% Rule
- Proportionality Index: used on the CCP dashboard for the equity gap charts
- Percentage Point Gap (PPG): used to calculate some metrics for the 2019 Student Equity Plan data (SEP)
- Percentage Point Gap Minus One (PPG-1): official CO methodology used to calculate DI for the 2019 and 2022 Student Equity Plan data

Which students are experiencing equity gaps in terms of Transfer?

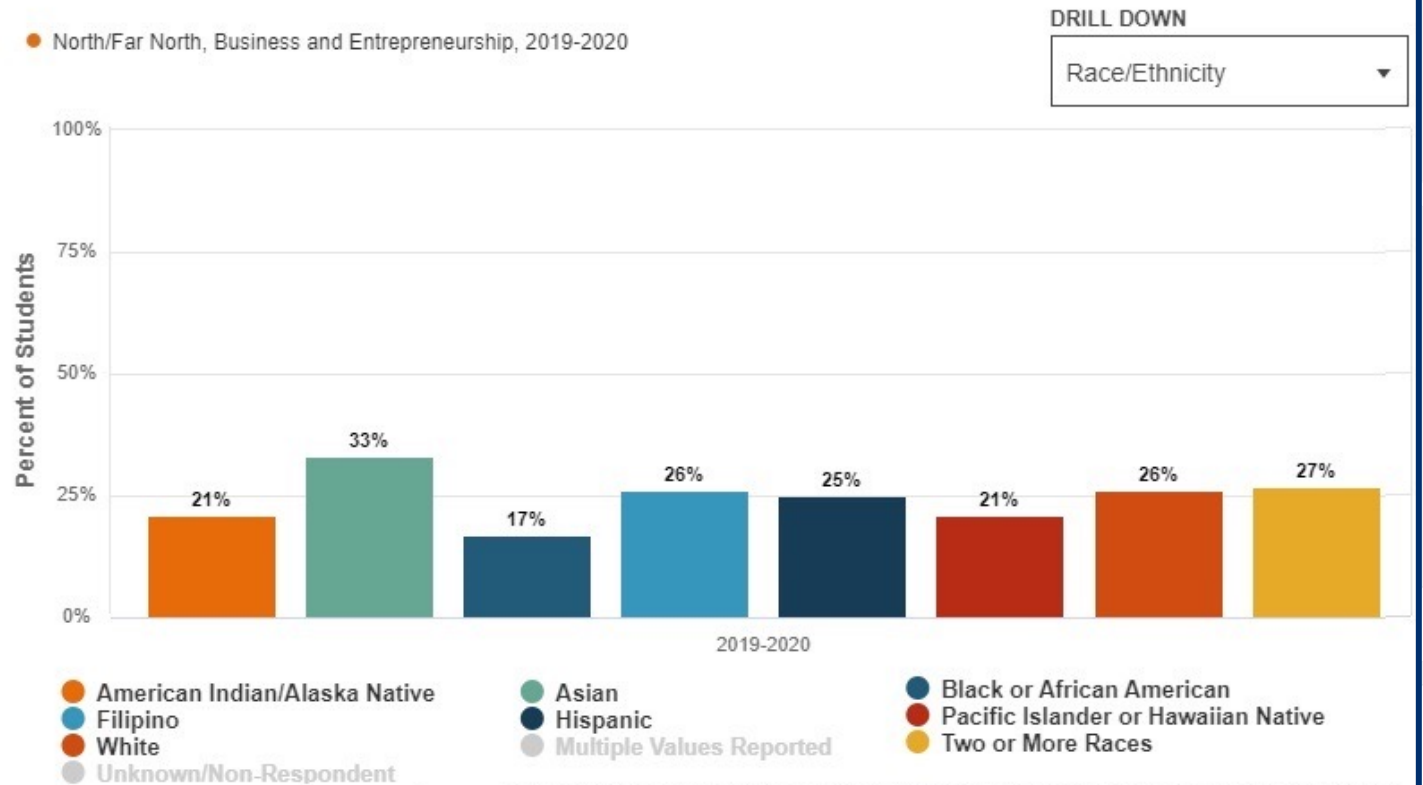
By disaggregating the data, you can easily see the differences in transfer rates for ethnic groups

However, to truly determine if there are equity gaps, you **would want to know**:

1. the number of students in each subgroup
2. is the gap significant or substantive
3. how severe the equity gaps are in terms of the size of the gap and number of students who need to transfer to close the gap

Transferred to a Four-Year Institution

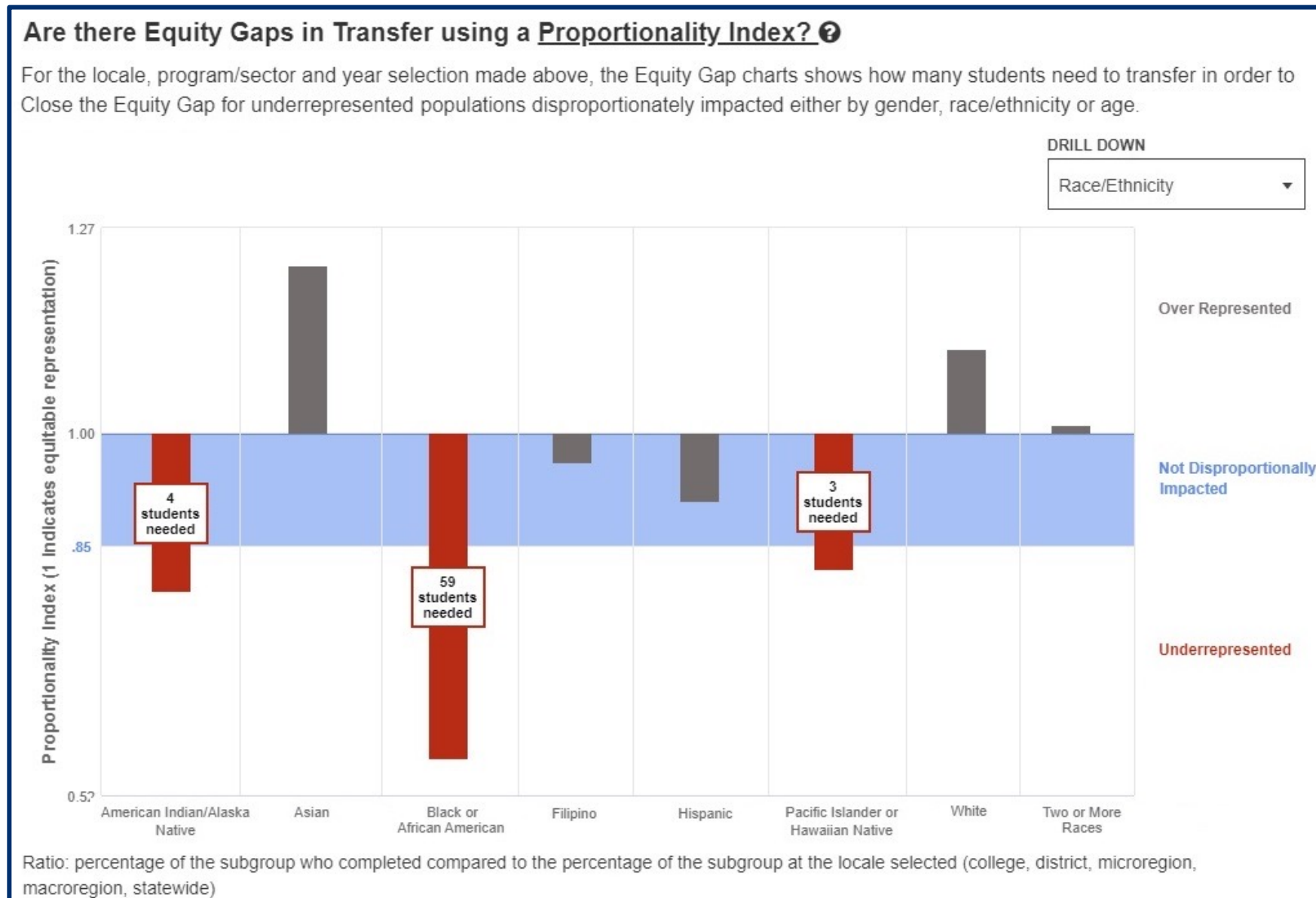
Among CCP students in selected student journey who earned 12 or more units at any time and at any college up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year



Source: Chancellor's Office Management Information System, National Student Clearing House, CSU/UC Match

Equity Gaps calculated in Community College Pipeline

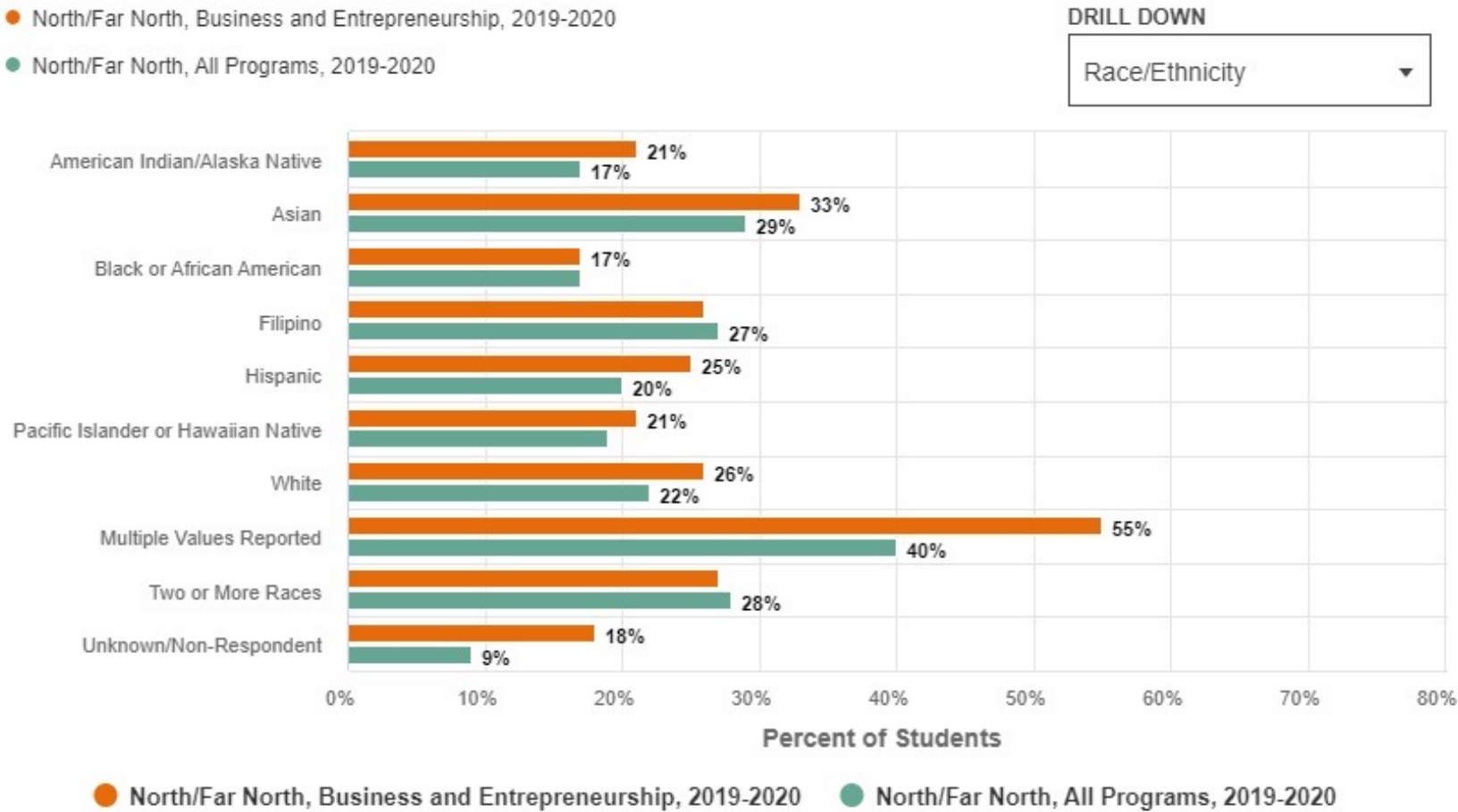
- How large is the gap? **Ratio for Proportionality Index**
- Is the equity gap significant? **Red (>0.85)**
- How many students need to transfer to close the equity gap?
Example: **59 more Black students**



Ways to do Comparisons for Equity

Transferred to a Four-Year Institution

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



By comparing program/sector to All Programs or All CTE Programs, you can see if the equity issues are unique to that area or not

Ethnicity	North/Far North, Business and Entrepreneurship, 2019-2020	North/Far North, All Programs, 2019-2020
American Indian/Alaska Native	21% 16 / 77	17% 103 / 614
Asian	33% 266 / 812	29% 1,451 / 5,006
Black or African American	17% 80 / 484	17% 551 / 3,197
Filipino	26% 32 / 124	27% 285 / 1,043
Hispanic	25% 441 / 1,770	20% 3,148 / 15,368
Pacific Islander or Hawaiian Native	21% 12 / 58	19% 73 / 380
White	26% 829 / 3,208	22% 5,344 / 24,345
Multiple Values Reported	55% 11 / 20	40% 70 / 174
Two or More Races	27% 113 / 416	28% 813 / 2,947
Unknown/Non-Respondent	18% 37 / 203	9% 289 / 3,070

Considering equity data in making decisions on using SWP funding

- Now it's your turn to look at the data with disaggregations and comparisons in SWP or equity gap charts in CCP for access, completion and transfer:
 1. Select a program/sector
 2. Select a college/district/region
 3. Choose a metric in SWP or the transfer metric in CCP
 4. Use disaggregations, comparisons in SWP and equity gap charts if you chose completion or transfer in CCP

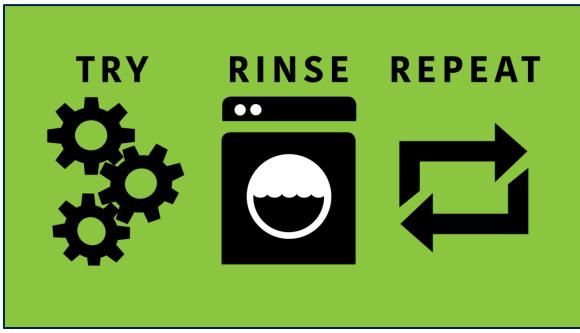
Considering equity data in making decisions on using SWP funding

Discuss with a partner(s):

1. Any equity gaps visible in the data either by race/ethnicity or any other drilldown (age, gender, economically disadvantaged)
2. Use the comparison feature or equity gap charts to better understand effort needed
3. What other data (quantitative or qualitative) would you want to gather to better understand the issue?
4. Brainstorm a list of possible activities that you could fund by SWP investments to address the equity gap
5. How would you select activities to address equity gaps to fund with SWP dollars?

Reflections

- What venues do you have to continue discussing student outcomes and equity issues?
- What types of information could you bring to those conversations based on what you learned today?
- What are your top take-aways from today?



Closing Equity Gaps is a Process

Identify—What tools do you use to identify equity or disproportionate impact issues on your campus or in your region?

Understand—How do you explore any significant disproportionate impacted student populations on your campus or in your region?

Address—What steps can you take to close the equity gaps that you explored?

Evaluate—Did your efforts have any impact on the targeted student population?

Breakout Group 3: From Data to Action

Discussion: How is your region currently using data?

As you thought about using data to develop your regional plan, what examples came to mind about things that have gone well?

What are the sticking points that you have experienced?

Do you have ideas about why your region experiences those challenges?

The Framework

Supercharging the Inquiry Process

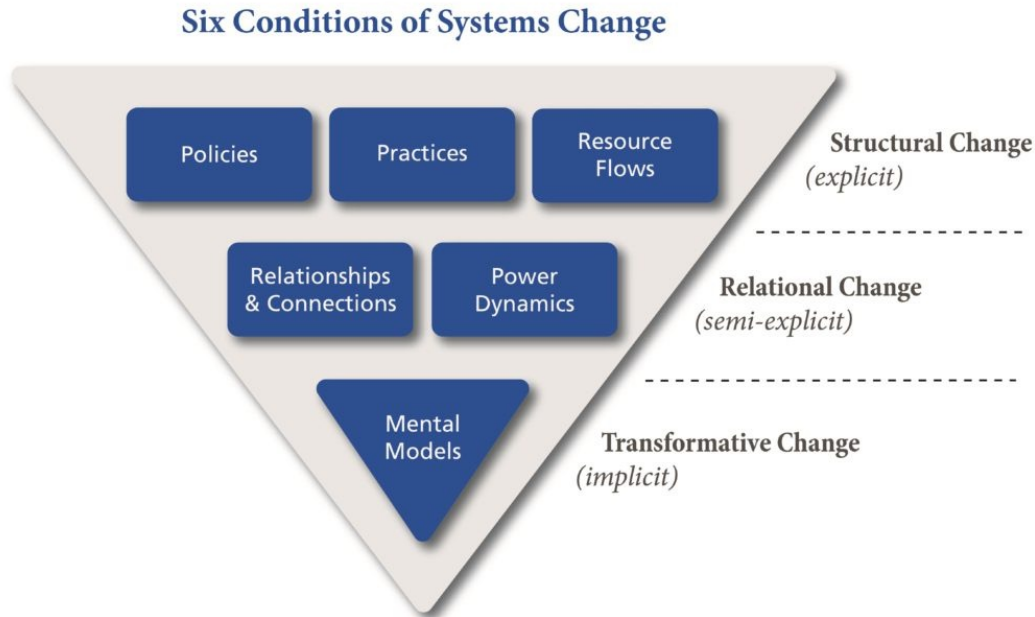
Getting from discussion to lasting action

Often, data-informed discussions don't result in an analysis of the necessity of changing *how* work gets done—we tend to get overly focused on *what* we should be doing.

This frequently leads to the deadly sin of “Death by Pilot” and the epidemic of “Initiative Fatigue.”

It can be useful to identify how your actions relate to making lasting change.

FSG's Water of Systems Change Model



Example: Pathways from Construction Crafts to Engineering

Structural Changes

- Policy:** government, institution, or organizational rules, regulations, and/or priorities
- Practices:** activities, procedures, guidelines, or information shared habits
- Resource Flows:** how money, people, knowledge, information, and/or other assets such as infrastructure are allocated and distributed

Relational Changes

- Relationship and Connections:** the quality and kinds of connections and communications among actors in the systems, especially among those with differing histories and viewpoints
- Power Dynamics:** the distribution of decision-making power, authority, and formal and informal influence among individuals and organizations

Transformative Changes

- Mental Models:** deeply held beliefs and assumptions, and taken-for-granted ways of operating that influence how we think, what we do, and how we talk

When supporting your colleagues to focus on systems change, evidence is critical to inquiry, but not all data are the same

- **Interesting data:** alerts you to an issue or establishes a framework
“One Shot Deal” report provides student perspective on assessment tests
- **Useful data:** provides aggregated information on outcomes that highlights structural issues
LaunchBoard shows that only 10% of students make it through transfer-level English and math in their first year
- **Actionable data:** provides specific information that can be used to guide service delivery
MMAP formula, applied to specific students, allows colleges to determine the amount of support students may need to be successful in a college-level course

Critical things to know about an inquiry process

1. Data points and charts are Useful Data—they don't give definitive answers to questions, but instead point you to areas that deserve study and experimentation
2. After you augment data points with other sources of information, you still have to decide what specific actions to take and ensure that they are addressing underlying barriers and accelerators for success
3. You will need to measure additional factors, at a more granular level, to determine if your change strategy is changing the factors that hold inequity in place

When examining Useful Data for the first time

1. Create space for people to **describe** what jumps out at them, from a range of perspectives
2. Ask people to present **hypotheses** about why these outcomes are present, and encourage them to develop alternative hypotheses, particularly regarding factors that the college can influence
3. Determine what you can **agree on** based on the data, particularly regarding specific action steps
4. List **additional information** you need to guide possible action steps, including specifying how this additional information will support action planning
5. Attend to concerns about methodology, but don't let these questions prevent a **discussion about the actions you can take**

Information that can augment dashboard data for action planning

- Create a **journey map** focused on the arc of a student's experience over time. Identify the highs and lows, and the reasons for these highs and lows.
- Conduct **focus groups** and interviews with students to understand their emotions, thoughts, and needs.
- Create a visual representation of the way work is currently done using a **process map**. Annotate the map with the major issues or barriers that arise in the work.
- Analyze **additional quantitative data** about the problem to better understand its dimensions.
- **Scan research** and relevant literature to find information about the problem or how it may be solved.

A Chance to Practice

The Inquiry Process



Demonstration

1. Vote on a topic (we will do these in order of your priority): Enrollment, Completion, Living Wage
2. We will review two data points
3. We will follow several discussion prompts—I will interrupt to point out process considerations
4. Each example lists potential conversations in which these data examples could be used, if you want to try a similar exercise at your college

Data Conversation #1: Automotive Program

How can we increase enrollment?

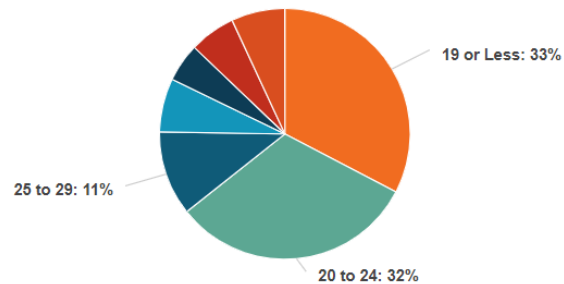
Clarify Your Current Market

Many different types of students are taking classes in this program area. It may be helpful to tailor your programs based on the type of student.

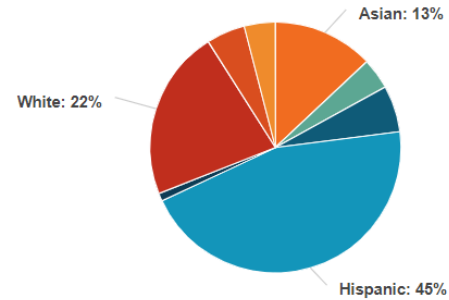
73% were part time

10% had previously earned a certificate or degree

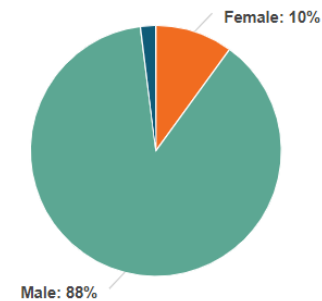
Age Group



Race/Ethnicity

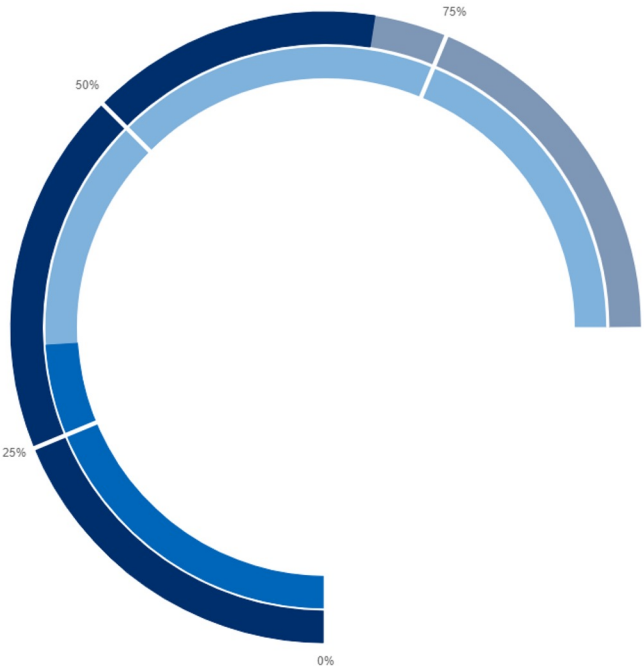


Gender



Examine the Durability of your Current Market

Do Students Stay Enrolled?



70%

Term-to-Term Retention Rate

32%

Persistence Rate

Most students in this program were not continuously enrolled.



California
Community
Colleges

- What do you notice about these figures?
- What hypotheses or explanations do you have about what you see?
- What do you agree on?
- What additional information do you need?
- What actions are you ready to take?



Additional information sources:

- Journey map
- Focus group
- Process map
- Quantitative analysis
- Literature/best practice review

Clarify Your Current Market

This information could be used to discuss issues such as:

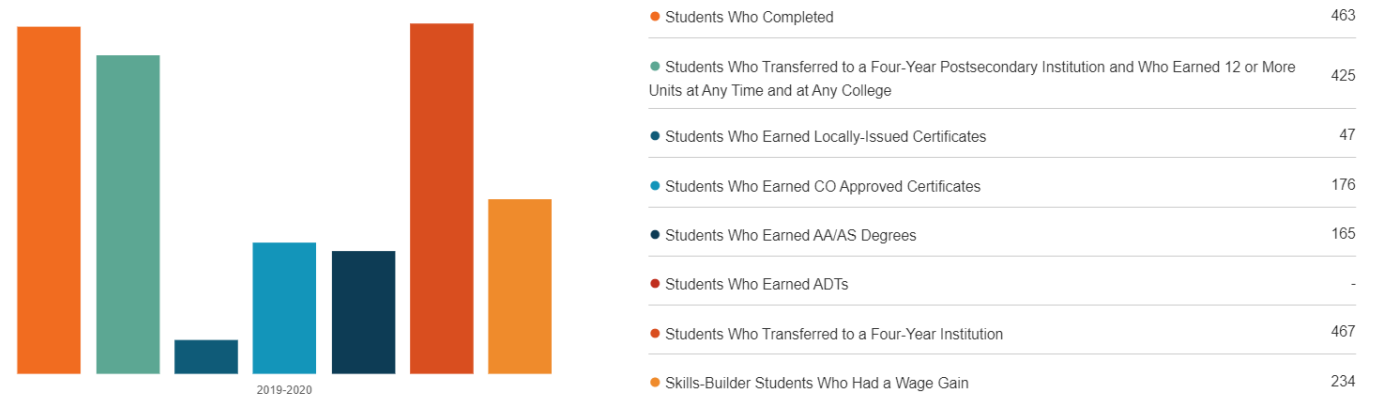
- Where would additional marketing and outreach be fruitful?
- How could scheduling be adjusted meet the needs of students?
- Does the program content align with the experience level of participants?
- How could we get more students to come back?

Data Conversation #2: Small Business & Entrepreneurship Students

How can we increase completion?

Examine Your Current Successes

Students benefitted from the program in a number of ways including **463 completers**, **467 transfers**, and **234 skills-builders with an earnings gain**.

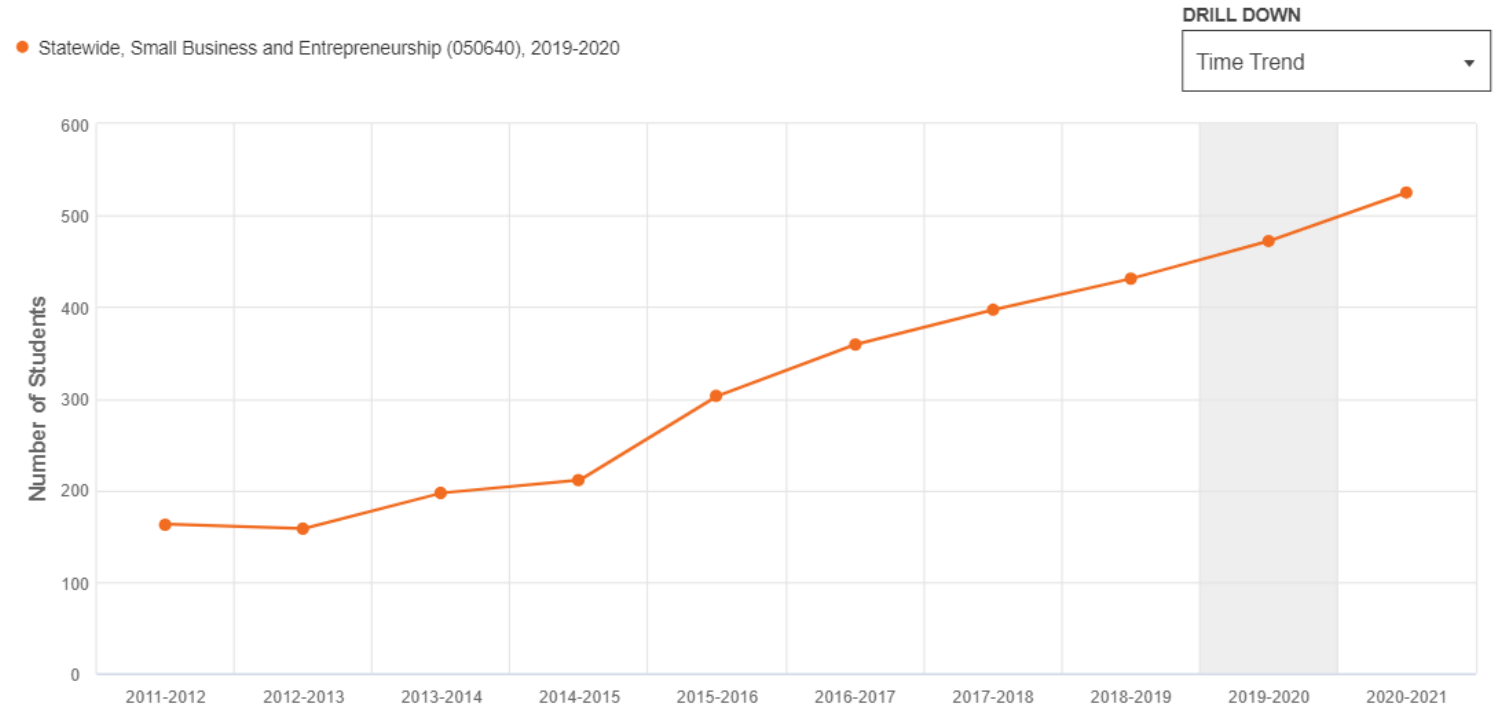


- Note: 8,863 students took a small business & entrepreneurship course

Examine Your Past Successes

Earned a Degree or Certificate or Attained Apprenticeship Journey Level Status

Number of unduplicated students who met the CCP definition for completion, meaning that they earned one or more noncredit certificates, Chancellor's Office approved credit certificates, associate degrees, or community college bachelor's degrees in the selected year and were also enrolled within the same community college district in the selected year where and when the student earned the award or who attained apprenticeship journey level status within the selected year and who were enrolled at any community college at the start of their apprenticeship program on a vocationally flagged TOP code



- What do you notice about these figures?
- What hypotheses or explanations do you have about what you see?
- What do you agree on?
- What additional information do you need?
- What actions are you ready to take?



Additional information sources:

- Journey map
- Focus group
- Process map
- Quantitative analysis
- Literature/best practice review

Examine Your Successes

This information could be used to discuss issues such as:

- How can we clarify the value of completion in this program?
- What supports could we provide that help students stay enrolled?
- Is it easy for students to receive awards once they finished their coursework?
- How are we making explicit links to transfer?

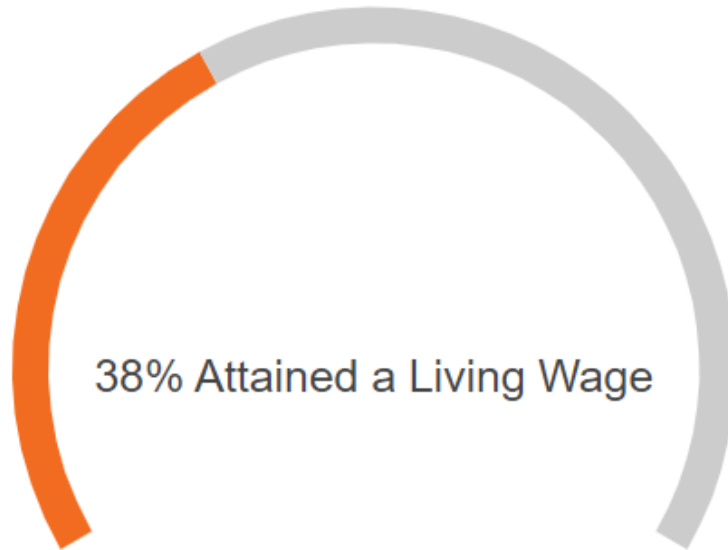
Data Conversation #3: Health Students

How can we increase living wage attainment?



Explore Students' Current Earnings

Did Students Make a Living Wage?



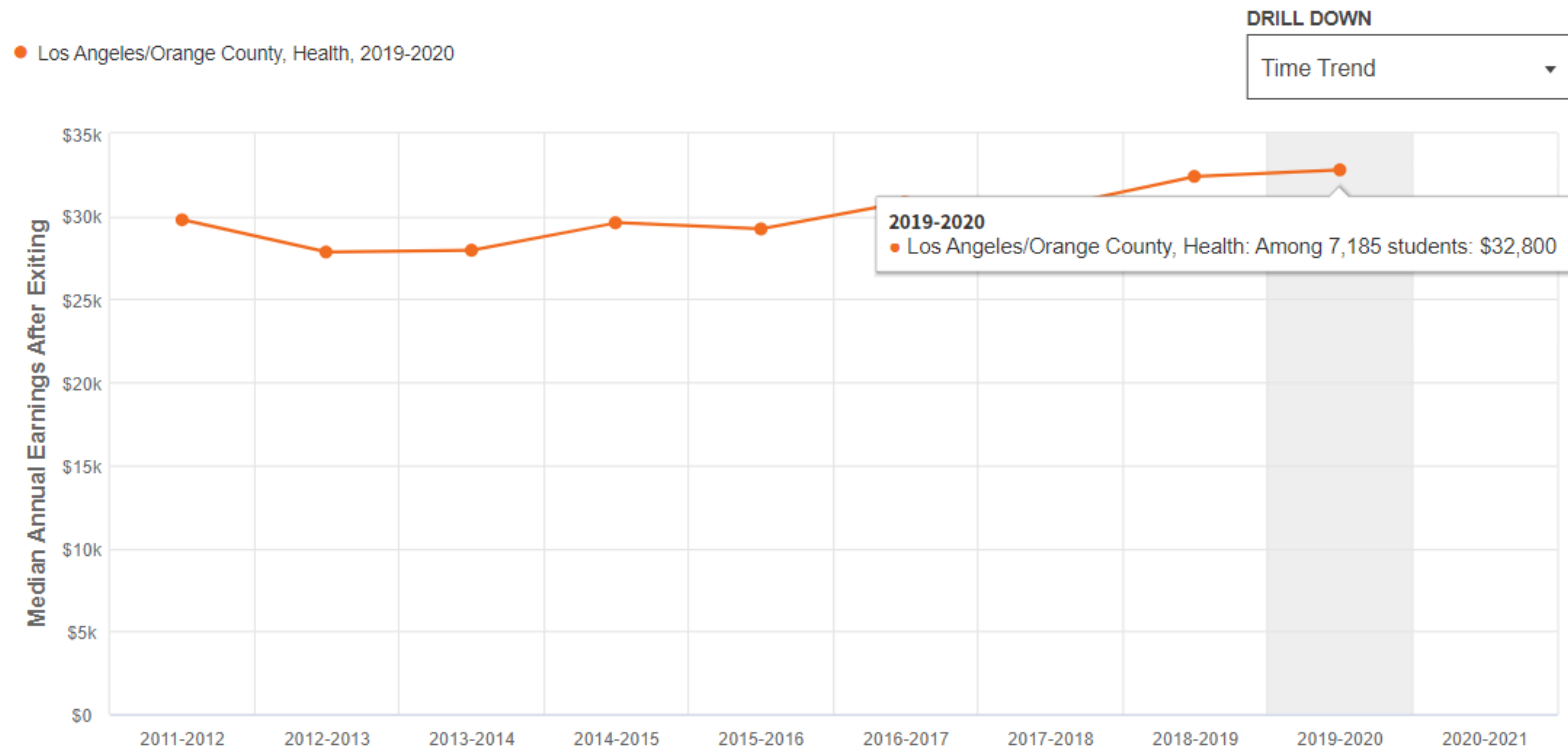
How Much Did Student Earnings Change?

+28%
Change

Explore Students' Earnings Trends

Median Annual Earnings After Exiting*

Among CCP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings measured immediately following academic year of exit



Explore Students' Earnings

This information could be used to discuss issues such as:

- What is enabling or hindering students from getting the jobs they trained for?
- Does college seem to be helping students secure economic mobility?
- How could more students attain a living wage?

- What do you notice about these figures?
- What hypotheses or explanations do you have about what you see?
- What do you agree on?
- What additional information do you need?
- What actions are you ready to take?



Additional information sources:

- Journey map
- Focus group
- Process map
- Quantitative analysis
- Literature/best practice review

Where do we go from here?

Wrap Up



Being an effective data coach

1. Explain the value proposition for understanding and working with data
2. Be sensitive to your colleagues' learning curves with data
3. Make space for exploring the places where quantitative data does not reflect practitioners' experienced reality—this can be an opportunity to practice inquiry
4. Don't go it alone—make sure you are accessing resources and peer support
5. Honor your local culture, to emphasize working with data in a manner that fits into how your college makes decisions

Reflections

- What venues do you have to continue discussing student outcomes?
- What types of information could you bring to those conversations, based on what you learned today?
- What are your top take-aways from today?
- What supports do you need to integrate inquiry into your standard tasks?

Full Group Discussion: Recapping Breakout

1. How did that go? What worked well and what was challenging?
2. What is one way that you will use the information presented today in your work?
3. What is one thing that you would teach someone else
4. What would help you use data to make decisions about how to use SWP funding to support regional priorities?



Closing

Come to our breakout session on Thursday!

Session: **Visualizing Equity - Exploring User-Friendly Data Displays**

Time: **9:30AM on Thursday, Oct. 19th**

Objectives:

- **Review data visualizations that highlight gaps in equity**
- **Engage in discussion revolving around visualization features that provide clarity & communicable information**
- **Develop strategies for examining equity data with colleagues that lead to action**

Feedback survey on today's session

Please scan the QR code below to take our Feedback Survey:



<https://bit.ly/CCCAOESWPSurveyFA23>

Contact Us

- LaCandice Ochoa, Dean, Workforce and Economic Development Division: lochoa@cccco.edu
- Javier Cazares, Specialist and Statewide SWP Lead: jcazares@cccco.edu
- Chancellor's Office Regional Monitors: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/regional-monitors>

Thank you for joining!

Kathy Booth - kbooth@wested.org

Joey Nevarez - jnevare@wested.org

Adriel Garcia – agarcia@wested.org

Brenda Hernandez – bhernan2@wested.org





California Community Colleges

Thank you!

www.cccco.edu



Appendix Slides

Exploring Labor Market Information

1. Centers of Excellence for Labor Market Research: <https://coecccc.net/>
2. Lightcast (formerly) Emsi
 - Purchase license to explore on your own
 - Use data in Community College Pipeline (CCP) including a TOP-SOC crosswalk to display number of jobs, annual openings, median annual earnings, skills, qualifications & employers aligned with TOP4, TOP6, and sectors (through a MOU with CO & Lightcast)
3. [O*net OnLine](#) from U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) BUT it is national data with some CA data
 - **Amazing** free source for exploring Standard Occupational Codes (SOC) to see detailed description of jobs, job titles, KSAs, job openings and wages
4. Other Sources: local advisory boards, regional workforce development boards

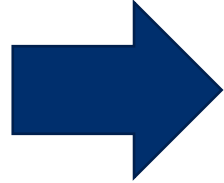
Exploring Other Chancellor's Office Resources

1. Chancellor's Office Curriculum Inventory System (COCI)
 - You do not need a login to access programs and courses at any college
 - Valuable information to understand “Active” programs and courses
 - Link to [homepage](#) for programs and courses
2. Chancellor's Office Datamart
 - Link to [Datamart](#)
 - Downloadable reports on Students, Courses, Student Services, Outcomes, Faculty & Staff for any college, district or statewide
 - Caveats:
 - Data is NOT available at the sector or regional level
 - NOT aligned with more recent CO efforts like the Student Centered Funding Formula and Student Success Metrics

5 Steps to Planning Use of SWP Funding with Data

2. Understand how regional priorities fit your local context

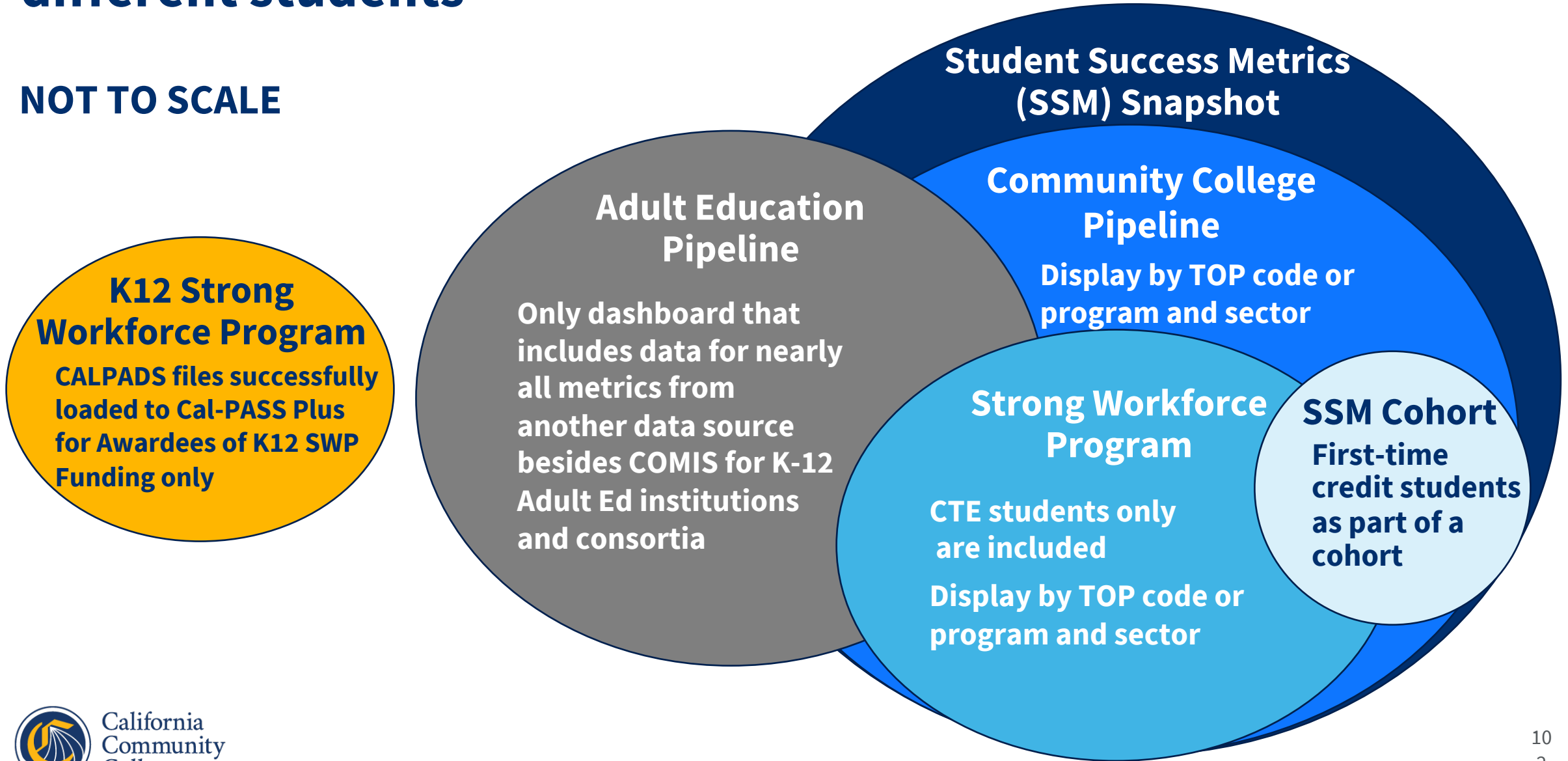
- Do WE have programs to serve those regional priority sectors or occupations?
- Understand which programs are on which TOP codes



1. See what TOP codes are mapped to each industry sector
2. See what programs you have on those TOP codes mapped to each industry sector
 1. Go to **Export the Pipeline Data Set** on CCP
 2. Export Data to CSV **by TOP6**
 3. Go to Sort and add a Filter
 4. Go to column H (“title”) and select “Community College Pipeline Students”
 5. Go to column O (“value”) and deselect “(Blanks)”
 6. Sort by column D (“sector”)

Dashboards were built for different purposes and include different students

NOT TO SCALE



Creating an SWP Plan: Bakersfield College in Central/Mother Lode

1. Priority Sector Identified in Regional Plan: Agriculture, Water, and Environmental Technologies (AWET)
2. Considered Local Context: Invest in PD for Career Counselors in the So. Central Valley to understand what jobs & skills are needed for living wage jobs in this sector in this region using regional SWP funding
 - CCP: Exported TOP6 for Bakersfield College to csv for 2019-20
 - CCP: Looked at microregion to see which colleges have offerings
3. Comparisons in SWP or CCP dashboards: Review outcomes on SWP and CCP
 - SWP: AWTE sector outcomes at Bakersfield College
 - SWP: AWTE sector outcomes in microregion
 - SWP: Compare to All CTE Programs at Bakersfield College
 - SWP: Compare to All CTE Programs in microregion
 - CCP: Completion Status for Living Wage for Bakersfield College and for microregion
4. SMART goals: Close gap between AWET sector and All CTE Programs at Bakersfield College and So. Central Valley microregion for Living Wage over 4 years to reach 64% (up from 59%)
5. Equity: Should there be a more targeted investment on a particular student population?
 - SWP: consider disaggregations by race/ethnicity and Perkins Economically Disadvantaged
 - CCP: equity gap charts for access