*FINAL 12/7/2016*

**Strong Workforce Program (SWP) 2017-2020 Strategic Plan**

**INTRODUCTION:**

*This document is designed to serve as a guide for the City College of San Francisco (CCSF) to allocate Strong Workforce Program (SWP) funds from the State of California. The following Strategic Plan outlines a framework and process for making decisions about the ways that SWP funds might be used to strengthen Career Technical Education (CTE) and occupational clusters district-wide[[1]](#footnote-1). The Plan is intended as a “living” document that provides a foundation for decision-making for the initial three-year funding period and may be adjusted, as needed, to meet the changing needs of CCSF over time.*

**EXECUTIVE SUMMARY:**

City College of San Francisco (CCSF) has a longstanding commitment to programs and services that help students achieve their educational goals and realize their career aspirations and potential. This commitment is central to CCSF’s mission to help students transform their lives and is clearly stated as CCSF’s first priority in its Educational Master Plan (EMP), approved in December 2014.

This document, the CCSF Strong Workforce Program (SWP) 2017-2020 Strategic Plan (referred to as “Plan” heretofore), embodies this core commitment. The Plan provides a guide for how CCSF can support student achievement and career readiness through the strategic application of funds from the state Strong Workforce Program (SWP), a new source of workforce development funding available to public two-year colleges statewide through the California Community Colleges Chancellor’s Office (CCCCO).

The Plan was developed through a collaborative process involving CCSF faculty, administrators, classified staff, and student representatives. This document articulates how CCSF will make decisions about the use of SWP funds in accordance with the mandated state accountability measures[[2]](#footnote-2).

The Plan is aligned with the larger movement at CCSF toward integrated planning and budgeting. The guiding framework within the Plan, therefore, has been designed to ensure that SWP funding decisions reflect the institutional priorities established through CCSF’s Educational Master Plan (EMP) and other strategic planning initiatives, such as the Student Equity Plan, the Student Success and Support Program (SSSP) Plan, the Enrollment Management Plan, the San Francisco Adult Education Consortium, and the Basic Skills Initiative (BSI). The ultimate aim is to create a coordinated approach to CTE programs across the district that supports the EMP’s three overarching goals:

* Goal 1:  Advance student achievement in meeting educational goals;
* Goal 2:  Transform and sustain College infrastructure; and,
* Goal 3:  Provide new and expanded opportunities for organizational development and effective innovation.

**BRIEF OVERVIEW OF THE STATE’S STRONG WORKFORCE PROGRAM (SWP) MANDATE:**

The Strong Workforce Program (SWP) is a statewide effort to proactively address widely recognized gaps in workforce development throughout the State of California. According to the California Community Colleges Chancellor’s Office (CCCCO), an estimated 1.9 million job openings in California in the next 10 years will require, at minimum, some college and/or an Associate’s degree. To address this demand, the CCCCO convened a statewide SWP Task Force in 2015 to examine ways to strengthen Career and Technical Education (CTE) student success at California’s community colleges, the primary providers of job training in the state. As a result of this discussion, in November 2015 the state SWP Task Force issued a list of 25 recommendations for improving CTE programs statewide[[3]](#footnote-3).

In 2016, the state government announced an annual $200 million allocation to California community colleges. In the first year of allocations, Fiscal Year 2016-17, CCSF benefited from a $2.7 million SWP allocation to address *local* program needs, and a $1.5 million SWP allocation to meet *regional* labor market needs.

SWP was designed with built-in accountability measures and performance metrics, which clearly specify the purpose and use of these state funds and provide strict standards for reporting and renewal. General accountability measures are as follows:

* To increase CTE student enrollments and completions;
* To respond to industry skills and labor market projections; and,
* To increase student success entering careers (e.g., job placement, retention, wage gain).

According to the state’s SWP mandate, community college districts may submit local and regional SWP applications. All applications must provide evidence of need and key metrics (e.g., labor market data, industry surveys, current and projected CTE student enrollment and completion figures) in order to justify SWP investment.

Once funded, districts must provide a detailed progress report on the use of the SWP funds. This includes reporting on improved metrics for each CTE program funded, including disaggregated data on enrollment, completion, transfer, employment rates in chosen field of study, earnings, and wage gain. Improvement in metrics must be demonstrated at the program level in order for districts to qualify for renewed SWP funding.

**CCSF SWP STRATEGIC PLANNING PROCESS SUMMARY:**

The launch of the SWP provides CCSF with an unprecedented opportunity to strengthen its role in the regional economy and significantly improve its ability to prepare students for employment. Specifically, this funding will allow CCSF to:

* Build capacity to serve more students in deeper ways through CTE;
* Revitalize and innovate existing CTE courses, programs, and degrees;
* Invest in new courses, programs, certificates, degrees, and transfer pathways;
* Improve work-based and competency-based learning, employment connections, and earnings for CCSF students and completers;
* Deepen work with the workforce development infrastructure of Workforce Development Boards (WDBs), community-based organizations, labor, employers, and industry associations.

In October 2016, CCSF’s Associate Vice Chancellor of Instruction, Workforce and Economic Development and the CTE Faculty Liaison convened the first CCSF SWP Task Force meeting. Task Force members were appointed by CCSF Chancellor and the representative Senates. The resulting 20+-person task force[[4]](#footnote-4) consisted of administrators, department chairs, faculty, classified staff, and student representatives.

The Task Force was charged with two important tasks. The first task was to agree on the Task Force’s purpose and focus for the next few months. The second and most important task was for the Task Force to determine a college-wide approach to SWP allocations, creating a framework to guide decision-making regarding SWP funds to assure fund compliance and SWP metric improvement.

At its first meeting, on October 24, 2016, the Task Force members reviewed the state mandate and accountability measures and performance metrics. They also discussed the important opportunities this new source of funding presented to CCSF. Opportunities discussed included strengthening CTE student enrollment and success, addressing gaps in CTE funding, spurring innovation, and putting in place a solid infrastructure for supporting CCSF’s regional workforce development impact.

The Task Force members agreed that the preparation of the Fiscal Year 2016-17 Local and Regional Expenditures Plan, due to the state on January 31, 2017, should be managed by a sub-committee consisting of the SWP Task Force Chairs and the Academic Senate CTE Committee Chairs (three faculty members and one administrator), with input from the Task Force. The main charge of the Task Force, it was agreed, would be the development of the CCSF SWP Strategic Plan.

Over the course of four meetings, held between October 24 and December 5, 2016, the Task Force developed the focus and content of the Plan. In the process, it clarified guidelines for CCSF to follow, in preparation for the next round of SWP funding allocation (Fiscal Year 2017-18) and beyond.

The finalized Plan was submitted to the District Chancellor, Academic Senate, and Participatory Governance Council for review in December 2016 and January 2017. It was subsequently certified on January 31, 2017.

Going forward, the SWP Task Force has agreed to meet quarterly in the first year of implementation to evaluate the effectiveness of the SWP allocation process and ensure that the process is aligned with state accountability measures and College goals. As part of these meetings, the Task Force will examine whether or not it should eventually transition into a Standing Committee.

**SUMMARY OF PLAN**

**PURPOSE AND GOALS:**

The purpose of the Plan is to outline a guiding framework for SWP decision-making in compliance with state requirements and integrated with CCSF’s other student-centered plans. The SWP Strategic Plan has four main goals:

1. Support all CCSF students in realizing their career aspirations;
2. Increase CTE student enrollment, success, and completion;
3. Increase CTE student work-based learning opportunities and post-program job placement, retention, and earnings in students’ chosen field of study;
4. Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand.

**FUNDING AREAS:**

To support the goals above and integrate planning with other CCSF planning initiatives, the Task Force identified a set of recommendations to guide decision-making regarding future SWP allocations. Specifically, the Task Force recommended that SWP funds be applied in eight (8) critical areas, with attention to the need for faculty reassigned time to accomplish objectives.

Recommendations for the possible use of SWP funds include, but are not limited to, the following:

1. Enrollment Development:
* Strengthen CTE program outreach and enrollment
* Encourage enrollment growth across CCSF occupational clusters
1. Program Enhancement:
* Strengthen existing CTE programs and occupational clusters at CCSF
* Address gaps in funding
* Encourage the development of innovative curriculum
* Support student success strategies, such as learning communities
* Decrease system barriers to completion, such as sequencing and program advising
* Increase job placement support
* Deepen industry engagement
* Fund updated equipment supplies and facilities

1. Innovation:
* Support and expedite new CTE curriculum development
* Seed new CTE programs, based on labor market demand
* Engage student alumni in supporting current students
* Map pathways for students that outline stackable certificates connected to employment opportunities on their way to degrees and transfer.
1. Infrastructure:
* Strengthen the institutional infrastructure to grow CTE programs across CCSF
* Invest in communications
* Improve coordination between CTE programs and related services
* Expand data research capacity
* Internship and job placement
* Increased informational exchange with student development professionals
* Dual enrollment agreements with K-12 school districts
* Increase CTE program marketing; outreach to employers, industry associations, and trade unions
* Expand disability support services for CTE students
* Improve sector-related career guidance for CTE and occupational cluster students
* Provide administrative support for departments to manage CTE-related grants

1. Integrated Student Support Services and Instruction:
* Fund campus-based equitable support services aimed at supporting retention, completion, and job placement without a marked achievement gap
* Provide tutoring services for students in CTE programs and occupational clusters
* Increase professional exchange between CTE faculty and Counseling faculty
1. Professional Development:
* Provide professional development for CCSF’s internal stakeholders such as faculty, classified staff, students, trustees, and administrators related to pathways, data management, and other workforce development topics
* Develop career pathway-related professional development for CCSF’s external stakeholders such as K-12 partners, community based organizations, industry, labor and government organizations
1. One-Time Capital Investments:
* Help fund facility renovation and other capital investments needed to maintain a safe, supportive, and quality learning environment
1. Designated Staff:
* Ensure the continuity of essential, designated positions to support SWP compliance and reporting, document CTE program achievements, and further the work of pathways/occupational clusters.

**ELIGIBILITY CRITERIA:**

CCSF will prioritize established CTE programs in its SWP allocations process. However, all CCSF departments, programs, and services are encouraged to apply if they can demonstrate that they are part of a collaborative project with an existing or proposed CTE program, assist students with career goals, or advance the work of occupational clusters.

All departments and programs interested in receiving SWP allocations are required to meet the following eligibility criteria:

1. Must respond to priorities identified through the annual Program Review process
2. Must respond to current and/or emerging industry needs, as documented by industry advisory groups, partners, and through regional LMI data
3. Must be able to track and provide detailed data for the required state performance metrics
4. Must be willing to participate in internal evaluations of the SWP-funded programs

**DESCRIPTION OF CCSF’S INTERNAL SWP ALLOCATIONS PROCESS:**

The SWP Task Force is committed to to streamlining the method for allocating SWP funds. To this end, the Task Force agreed that revising the longstanding Perkins Allocation process, to include SWP funding would be the most effective way to make the funding process fair and relatively easy to implement.

The Task Force decided to follow the pre-existing allocation timeframe. The Perkins funding process begins in January, with the release of the application. The deadline for applications from departments is mid-March, with the scoring and final decisions occurring in mid-April. Funds are distributed in July.

The Task Force also agreed to continue with the current decision-making process, which includes an allocation committee comprised of six faculty members, two deans, the Associate Dean of Perkins, and a non-voting Committee Chair. The faculty members are chosen by the CTE Steering Committee and the two deans are appointed by the Vice Chancellor of Academic Affairs. The allocation committee forms recommendations to the Associate Vice Chancellor of Instruction, Workforce and Economic Development who makes the final determination.

In the new process, questions based on SWP and/or Perkins funding will coexist on the application to generate information applicable to each of the funding streams. The allocation committee will continue to use Core Indicator data and allowable uses of funds to support decisions about Perkins funding.

SWP leadership at the college will work with CCSF Research and Planning in a continuous improvement process to increase the effectiveness of providing departments with helpful SWP metric data. Progress toward this goal will be reported to the Task Force. This goal is focused on supporting faculty decision making and assessing SWP outcomes. The allocation committee will review these data and goals when making decisions about SWP funding.

As with the Perkins allocation process, all requests must be reflected in Program Review. The allocation committee will strive to collaborate with other sources of funds, such as the Student Equity Plan, the Student Success and Support Program (SSSP), the San Francisco Adult Education Consortium, the Basic Skills Initiative (BSI), and community funds, to leverage the work across CCSF to meet the goals of the Education Master Plan.

**APPENDICES:**

The CCSF Strong Workforce Program (SWP) Strategic Plan will be accompanied by the following attachments:

* Examples of Ways in Which SWP Funds May Be Used (Partial List)
* Centers of Excellence (COE) Bay Area Regional Labor Market Assessment and Projected Growth Data by Occupational Cluster
* CCSF Office of Institutional Research and Planning Program Funding Matrix
* FY 2017-2018 CTE Program Allocations Application (joint SWP and Perkins application)

**ATTACHMENT:**

**EXAMPLES OF WAYS IN WHICH SWP MAY BE USED (PARTIAL LIST):**

The following list provides some examples of possible CTE support positions brainstormed by the SWP Task Force:

* Job Placement Specialist and Career Development Counselors—to provide career counseling and job placement services to CTE students and track job placement data, including initial job title and earnings, retention, and advancement in career field
* Internship Coordinator/Specialist—to assist with the cultivation of CTE internship opportunities and the placement of CTE and occupational cluster students in internships and other work-based learning opportunities
* CTE Student Mentors—funding for CTE program graduates to support and mentor new CTE students
* Department-Specific CTE Counselors—to provide additional support and case management for high-risk, high-need students in specific CTE departments
* Outreach Specialist—to conduct outreach to specific communities and geographic areas of greater need, as well as to local employers
* Grant Manager for CTE Programs—to coordinate ongoing efforts throughout the district to secure funding for CTE programs from public and private sources and work with faculty and business office to set up and monitor CTE grants
* Administrative Assistant for CTE Programs—to provide ongoing assistance to CTE departments in labor market research, tracking student performance data, and meeting reporting requirements for SWP and other CTE funding sources

Possible areas for faculty release time discussed by the SWP Task Force include:

* learning about SWP reporting requirements and metrics
* participating in the ongoing SWP Task Force, as assigned
* developing new CTE curriculum and programs
* revising current CTE offerings to meet employer needs
* researching labor market trends related to their particular CTE course or program
* coordinating on CTE-related linked learning assignments and Learning Communities
* developing Prior Learning Assessment (PLA) credits—college credits for past work experience as it relates to a particular CTE program
* building internship opportunities and industry partnerships
* preparing related funding applications
* building internship, work experience, and employment opportunities for CTE students
* participating in support for disabled CTE students and training CTE faculty on disability issues.

**Strong Workforce Program Metrics**

Background

Per the Strong Workforce Program legislation, performance accountability measures shall “to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). Outcome measures shall include, to the extent possible, demographic data, to allow policymakers and the general public to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups…. Recommendations for future allocations to consortiums [should be] based upon program outcomes, including, at a minimum, the number of certificates granted to, and wage increases of, students who have completed a career technical education program.”

Metrics

 All metrics are disaggregated by race, gender, and age grouping, and are available in the LaunchBoard. • Enrollments: The number of registrations in courses\*\*

• Completion: Unique individuals who completed a credit or noncredit local certificate, credit or noncredit Chancellor’s Office approved certificate, associate degree, applied bachelor’s degree, or third-party credential\*

• Transfer: Unique individuals who transferred to a four-year institution

• Employment rates: Employment rate for exiting students at two and four fiscal quarters after leaving the community college system, with disaggregated data provided on outcomes for completers and skills-builders (based on a match to the state unemployment insurance wage file)\*

• Employment in field of study: The proportion of students who reported that their current job is close or very close to their field of study, with disaggregated data provided on outcomes for completers and skills-builders (based on responses in the CTE Outcomes Survey)

• Earnings: Earnings for exiting students at two fiscal quarters after leaving the community college system, with disaggregated data provided on outcomes for completers and skills-builders (based on a match to the state unemployment insurance wage file)\*

• Median change in earnings: Percentage change in earnings for exiting students, one year before and one year after exiting the California community college system, with disaggregated data provided on outcomes for completers and skills-builders (based on a match to the state unemployment insurance wage file)\*\*

• Proportion of students who attained living wages: Earnings among exiting completer and skills-builder students, compared to the Living Insights Center data for a single individual in the college’s Doing What Matters region

\* WIOA metrics

\*\* additional metrics flagged in the legislation

**Strong Workforce Program (SWP) Task Force**

**Membership, Fall 2016**

1. Co-Chair: **Theresa Rowland**, Associate Vice Chancellor of Workforce and Economic Development
2. Co-Chair: **Beth Cataldo**, CTE Faculty Liaison to the State Academic Senate
3. **Craig Persiko**, Academic Senate CTE Steering Committee Co-Chair
4. **Richard Wu**, Academic Senate CTE Steering Committee Co-Chair
5. **Lisa Romano**, SSSP Coordinator
6. **Neela Chatterjee**, Equity Coordinator
7. **Valerie Abaunza**, Career Counselor
8. **Olga Shvarts**, Counselor, DSPS
9. **Steven Brown**, CTE Department Chair, Environmental Horticulture & Floristry
10. **Terry Chapman**, CTE Faculty, Construction & Building Maintenance
11. **Alma Avila**, CTE Faculty, Health Education
12. **Brenna Stroud**, CTE Student
13. **Liz Leiserson**, Staff from Research and Planning
14. **Janel Hadden**, Staff from Perkins Office
15. **Geisce Le**, Center Dean
16. **Kimberly Harvell**, Instructional Dean
17. **Laura Lara-Brady**, Associate Dean of Equity
18. **Wendy Miller**, Associate Dean AEBG
19. **John Halpin**, Associate Dean, Cooperative Work Experience
20. **Tom Boegel**, Associate Vice Chancellor Academic Affairs

Faculty Alternate Members (with voting privileges when #9, or 10, or #11 are absent):

* **Maura Devlin-Clancy**, CTE Faculty, CNIT
* **Sheila McFarland**, CTE Department Chair, BEMA
* **Jennifer Rudd**, CTE Faculty, Culinary

Resource Faculty appointed by the Academic Senate:

* **(John) Malcolm Hillan**, Environmental Horticulture & Floristry
* **Melissa McPeters**, CTE Coordinator, City Build Academy; Basic Skills Math Faculty
* **Nick Rothman**, CTE Faculty, Automotive
* **Kathleen White**, CTE Faculty, Child Development
1. CCSF’s occupational clusters is an emerging body of work; please refer to <http://www.ccsf.edu/en/educational-programs/cte.html> [↑](#footnote-ref-1)
2. Please refer to Appendix. SWP Metrics can also be found at the CCCCO website: <http://doingwhatmatters.cccco.edu/portals/6/docs/SW/Strong%20Workforce%20Metrics.pdf> [↑](#footnote-ref-2)
3. A summary of these recommendations can be found at the CCCCO website:

<http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016_11%20Workforce_Task_Force_Implementation%20Recommendations%20Version%201.pdf> [↑](#footnote-ref-3)
4. The list of CCSF SWP Task Force members are included in the Appendix. [↑](#footnote-ref-4)