

Strong Workforce Program Round 2 Regional Allocation Proposal



March 2018

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Background on the Strong Workforce Program

The Regional Consortium for Workforce Development for San Diego-Imperial Counties Community Colleges is the regional entity working with the six community college districts to implement Doing What Matters for Jobs & the Economy and the new Strong Workforce Program (SWP).

The SWP provides annual categorical funding to grow and improve outcomes for Career Technical Education. The region received \$16,570,468 of SWP funds for 2017-18; \$9,942,211 went directly to community college districts to invest in their CTE programs and \$6,628,187 went to the Regional Consortium for investment in CTE regional impact programs/services. The region also received \$1,905,386 in SWP Incentive funding, for a total of \$8,106,894 allocated to regional programs.

The fiscal agent for the San Diego Imperial Counties Regional Consortium is the Grossmont Cuyamaca Community College District. The Regional Consortium’s governance structure is shown below.



Project 1. Career Pathways Mapping and Pre-College Outreach

Description

This project will map current career pathways from high schools and adult schools to community colleges and conduct activities with prospective students in local middle schools and high schools to aid in their understanding of the educational options, pathways, and services available, and to facilitate enrollment. Implementation activities include: (1) comprehensive mapping of existing career pathways; (2) coordinated student engagement; and (3) professional development for K-14 counselors.

Industry Sectors: All CTE Sectors

Proposal Details

Proposal start date: 1/31/2018

Proposal end date: 12/31/2019

Estimated proposal cost: \$780,438

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What needs motivate this project and how will the project address these needs?

Regional needs: Employers have difficulty filling jobs due to a lack of qualified applicants. Employers report that students do not have the needed job readiness skills or soft skills. These skills can include adaptive, analysis/solution mindset, collaboration, communication, digital fluency, an entrepreneurial mindset, empathy, resilience, self-awareness, and social/diversity awareness.

There is no regional articulation of Career Education (CE) courses and programs, although there is articulation across some high school and community college partners. The San Diego/Imperial region has developed some career pathways through the SB 1070 CE Regional Pathways work and through two CCPT grants working to develop career pathways in specific sectors. However, not all programs offer work-based learning or integrate work readiness into the coursework. Students get different levels of access to programs across the region, depending on where they live. Because there is considerable student mobility around the region, it is critical that students have portable credentials and courses so that they can continue on their pathway if they have to change schools.

Each college has its own career services system, which is usually isolated from course content, educational planning and CE leadership. Many community college students do not access career planning and guidance services until they are close to leaving the institution, whether by graduation or by deciding to leave to pursue work. Each college in the region offers some career services which may include career exploration materials and counselors available to students who make their way to the office to seek assistance. Colleges may offer in-person individual and group career counseling. Colleges may also offer a series of job fairs and workshops each semester on career exploration and related topics. In addition, most colleges provide access to online career exploration information and materials on their websites. Many also provide access to online workshops on a range of topics.

In many majors, students must initiate career planning; it is not always integrated into their CE coursework. Most community college career services require the student to initiate the job search, rather than having career exploration and workplace skills development integrated into the institution's CE courses and ongoing student planning and information systems. Because many students attend more than one institution, students need to be able to transport their career and educational plans among the region's colleges.

In 2017 the SDIC Consortium contracted with WestEd to research and analyze the current status of career pathways and employment readiness in the region. Their research and analysis revealed that while students are persisting in individual courses, they are not completing full pathways within their selected career area. Only 34 percent enroll in aligned course in subsequent terms, and 13 percent remain within the pathway across any of the colleges within the SDIC region. WestEd noted that the populations of San Diego and Imperial Counties and their community college students have pressing needs for robust, differentiated instructional and support services to ensure student persistence and long-term success:

- Over one-third of the population in the region lives at or near poverty levels.
- 34 percent of the population over 25 (over 750,000 adults) holds a high school diploma or less.
- 46 percent of community college students are over the age of 25; 32 percent are between the ages of 20-24; and 22 percent are age 19 or less. This youngest group appears to be growing.
- Approximately 38 percent of students in the region are “first generation” college students.
- Across the ten colleges, 5 to 38 percent of students took one or more credit or noncredit ESL courses.

Approach to address needs. WestEd noted that the “Guided Pathways” approach can help support student success and equitable outcomes — whether certificates, employment, or transfer — by providing structured course sequences, careful intake and planning processes, rich learning opportunities, and robust support services. At the core of this approach is fundamental reconfiguration of the college experience that focuses on student needs and provides “intrusive” or proactive direction that guides students to completion and success.

Three regional colleges are currently working with the California Guided Pathways project to develop guided pathways.

There are four pillars in the guided pathways approach: clarify the path; enter the path; stay on the path; ensure learning. WestEd recommended adding a fifth pillar – employment preparation and transitions – to create Guided Career Pathways. Rather than working with a subset of students, Guided Pathways is a collegewide undertaking that provides a framework for integrating all of the California-based initiatives. Regional approaches, especially for business engagement processes, can enhance alignment of the Guided Pathways approach with Strong Workforce goals.

Through their research WestEd identified several key system components as critical for student success in college, employment, further education, and long-term careers. These components are closely aligned with those supported by the Guided Pathways initiative, with additional emphasis on career-related experiences and employment services. The key system components include:

- Pre-enrollment engagement: activities conducted prior to matriculation with prospective students to facilitate enrollment, and aid in their understanding of the educational options, pathways, and services available.
- Matriculation and comprehensive assessment: the process of enrolling in a community college and completing the necessary assessments and plans to pursue a pathway.
- Career exploration: a process of learning about career options through workshops, classes, tours, career-related research projects, informational interviews, and job shadows, based on identified interests and goals.
- Career planning: development of a career plan, which includes a student's interests, skills, and values, the career options that the student is interested in pursuing, and the educational and work-related experiences that will lead to one or more long-term career goals.
- Education planning: development of an education plan, which includes the documentation of the courses needed for a student to complete a specific degree, certificate, or transfer program of study and fulfill their educational goals, both at the community college level and beyond.
- Pathway participation and career preparation: engagement with the courses and experiences offered in a career pathway.
- Applied and work-based learning (WBL): strategies that deepen learning and support career awareness, career exploration, and career preparation through engagement with employers and real work opportunities.

- Student supports: the full range of services needed to successfully complete pathways including tutoring, testing for special education, peer study groups, assessment and accessibility supports for students with disabilities, and nonacademic supports for personal needs such as just-in-time housing services, transportation and parking, food and nutrition, child care, financial assistance, and other subsidies.
- Employment preparation and transition: activities that prepare students to transition into further education, formal training, and/or the workforce such as resume writing, interview skills, job search services, letters of recommendation, and feedback and coaching opportunities.

This project addresses the pre-college component of the Guided Career Pathways, including career exploration, career planning, and educational planning. Project 2 addresses the college-based components of Guided Career Pathways.

Through previous grants, the Region has a strong history of providing robust career engagement and exploration activities for middle and high school students and faculty. In 2017-18, the staff will have offered more than 10,000 students in the region access to CE engagement activities with college and industry guidance. Regional staff partner with DSNs and college faculty to create and implement these activities.

To address these recommendations, in Round 2 the SDIC region will undertake three main activities as part of this pre-college engagement project:

- (1) Comprehensive mapping of existing career pathways.
- (2) Coordinated student engagement around CE.
- (3) Professional development for K-14 counselors and faculty.

Program Metrics

Investment plan

The SDIC region will invest in the staff, external expertise and professional development needed to develop and implement Pre-College Outreach for career education programs. The project will spend \$243,625 on classified personnel, including a full-time program manager, a part-time program specialist, and two full-time middle school/high school engagement specialists. Fringe benefits for these positions will total about \$121,813. The project will spend about \$20,000 on supplies, and \$395,000 on services and other operating expenses, including an ongoing contract with WestEd, a consultant to map the high school and adult school career pathways and to provide professional development in these areas, and event space and contracts for an annual K-14 counselor conference.

This investment will result in improved performance of the targeted metrics because it will provide the personnel time and expertise needed to undertake the activities required to implement the pre-enrollment engagement component of the Guided Career Pathways.

Metrics

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2014/2015: 1,019,720 (all programs)

Baseline 2014/2015: 247,490 (all CE programs)

Course enrollment is defined as number of registrations in all courses offered within a program year

Proposal Work Plan

Risks: The greatest risk is this project is not being able to convince the faculty, staff and administrators at the ten regional colleges that a regional approach to pathways mapping and pre-enrollment engagement within the Guided Career Pathways system is better than separate outreach approaches for each college. A second risk is that the colleges will not be able to integrate the pre-enrollment engagement activities into their career and educational advising.

Workplan Item 1: Develop a plan for middle and high school engagement activities.

Major Activities

Work with K-14 faculty, DSNs and industry to launch 12 months of middle and high school engagement activities.

Major Outcomes

Approximately 10,000 students are served with enriching career exploration and enrichment activities.

Responsible person: Program Manager

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Workplan Item 2: Provide professional development for participating faculty and staff.

Major Activities

Plan and conduct K-14 counselor conference. Identify professional development presenters, conferences and workshops for each topic area. Contract with presenters as needed, identifying best locations, prepare materials for the workshops/seminars; outreach to and register participants.

Plan and conduct teacher externship opportunities and conferences around industry sector themes. Work with planning groups consisting of faculty, DSNs and industry to develop activities, prepare materials and classroom take-aways.

Major Outcomes

Schedule of professional development activities is developed and available to regional faculty, staff and middle school/high school teachers.

Annual K-14 counselor conference is conducted and attended to capacity.

Participants report that they feel better prepared to develop guided career pathways and/or work with students.

Responsible person: Program Manager

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Workplan Item 3: Comprehensive mapping of existing pathways from high school and adult school into community college.

Major Activities

Project staff, consultants and participating faculty work together to inventory current programs and pathways and articulation agreements between schools and colleges and between colleges, and to analyze the alignment and articulation of career pathways in the region to identify development needs.

Student support services are inventoried, with the best times for students to access them along the pathways identified.

Consultant maps existing career pathways from high schools and adult schools to community colleges, identifying gaps and opportunities.

Major Outcomes

Current pathways are clarified as needed.

A pathway inventory/map of the regional Career Education programs and alignments is created and published.

Responsible person: Program Manager

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Program Budget

Budget item 1: classified personnel

The project will spend \$243,625 on classified personnel, including a Program Manager (1.0 FTE), Program Specialist (.5 FTE), and middle school/high school engagement specialists (2.0 FTE).

Object Code: 2000

Amount: \$243,625

Budget item 2: fringe benefits

Fringe benefits for the classified positions will total \$121,813. Fringe benefits are calculated at 50% for classified positions.

Object Code: 3000

Amount: \$121,813

Budget item 3: supplies

The project will spend about \$20,000 on operating supplies for pre-enrollment activities.

Object Code: 4000

Amount: \$20,000

Budget item 4: services and other operating expenses

The project will spend \$395,000 on services and other operating expenses, including an Adult/High Schools Pathways consultant, expenses for a counselor conference, travel for pre-enrollment activities with regional schools and professional development, and a contract with WestEd for planning and support of the pre-college engagement project.

Object Code: 5000

Amount: \$395,000

Project 2. Guided Career Pathways: Employment Readiness and Job Placement

Description

In 2017 WestEd analyzed the region's current status in career pathways and employment readiness and recommended developing Guided Career Pathways. As a result of this analysis and related recommendations, the SDIC region will undertake five implementation activities: (1) provide project staffing; (2) employer engagement; (3) employment readiness and job development tools and services; (4) professional development for participating faculty and staff; and (5) develop Career Education tutoring.

Industry Sectors: All CTE Sectors

Proposal Details

Proposal start date: 1/31/2018

Proposal end date: 12/31/2019

Estimated proposal cost: \$3,951,438

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What needs motivate this project and how will the project address these needs?

Regional needs: Employers have difficulty filling jobs due to a lack of qualified applicants. Employers report that students do not have the needed job readiness skills or soft skills. These skills can include adaptive, analysis/solution mindset, collaboration, communication, digital fluency, an entrepreneurial mindset, empathy, resilience, self-awareness, and social/diversity awareness.

Each college has its own career services system, which is usually isolated from course content, educational planning and CE leadership. Many community college students do not access career planning and guidance services until they are close to leaving the institution, whether by graduation or by deciding to leave to pursue work. Each college in the region offers some career services which may include career exploration materials and counselors available to students who make their way to the office to seek assistance. Colleges may offer in-person individual and group career counseling. Colleges may also offer a series of job fairs and workshops each semester on career exploration and related topics. In addition, most colleges

provide access to online career exploration information and materials on their websites. Many also provide access to online workshops on a range of topics.

In many majors, students must initiate career planning; it is not always integrated into their CE coursework. Most community college career services require the student to initiate the job search, rather than having career exploration and workplace skills development integrated into the institution's CE courses and ongoing student planning and information systems. Because many students attend more than one institution, students need to be able to transport their career and educational plans among the region's colleges.

Although most colleges also offer links to internship search sites, there is no central site for internships and job placement; employers may be contacted by many different people from across the region looking for placements. Although the career center and CE programs may have leads on some local internship opportunities, the student is often left to find the actual internship on their own.

In 2017 the SDIC Consortium contracted with WestEd to research and analyze the current status of career pathways and employment readiness in the region. Their research and analysis revealed that while students are persisting in individual courses, they are not completing full pathways within their selected career area. Only 34 percent enroll in aligned course in subsequent terms, and 13 percent remain within the pathway across any of the colleges within the SDIC region. WestEd noted that the populations of San Diego and Imperial Counties and their community college students have pressing needs for robust, differentiated instructional and support services to ensure student persistence and long-term success:

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- 34 percent of the population over 25 (over 750,000 adults) holds a high school diploma or less.
- 46 percent of community college students are over the age of 25; 32 percent are between the ages of 20-24; and 22 percent are age 19 or less. This youngest group appears to be growing.
- Approximately 38 percent of students in the region are “first generation” college students.
- Across the ten colleges, 5 to 38 percent of students took one or more credit or noncredit ESL courses.

Approach to address needs. WestEd noted that the “Guided Pathways” approach can help support student success and equitable outcomes — whether certificates, employment, or transfer — by providing structured course sequences, careful intake and planning processes, rich learning opportunities, and robust support services. At the core of this approach is fundamental reconfiguration of the college experience that focuses on student needs and provides “intrusive” or proactive direction that guides students to completion and success. Three regional colleges are currently working with the California Guided Pathways project to develop guided pathways.

There are four pillars in the guided pathways approach: clarify the path; enter the path; stay on the path; ensure learning. WestEd recommended adding a fifth pillar – employment preparation and transitions – to create Guided Career Pathways. Rather than working with a subset of students, Guided Pathways is a collegewide undertaking that provides a framework for integrating all of the California-based initiatives. Regional approaches, especially for business engagement processes, can enhance alignment of the Guided Pathways approach with Strong Workforce goals.

Through their research WestEd identified several key system components as critical for student success in college, employment, further education, and long-term careers. These components are closely aligned with those supported by the Guided Pathways initiative, with additional emphasis on career-related experiences and employment services. The key system components include:

- Pre-enrollment engagement: activities conducted prior to matriculation with prospective students to facilitate enrollment, and aid in their understanding of the educational options, pathways, and services available. This component is the focus of Project 1, Pre-College Outreach for Career Education.
- Matriculation and comprehensive assessment: the process of enrolling in a community college and completing the necessary assessments and plans to pursue a pathway.
- Career exploration: a process of learning about career options through workshops, classes, tours, career-related research projects, informational interviews, and job shadows, based on identified interests and goals.
- Career planning: development of a career plan, which includes a student’s interests, skills, and values, the career options that the student is interested in pursuing, and the educational and work-related experiences that will lead to one or more long-term career goals.
- Education planning: development of an education plan, which includes the documentation of the courses needed for a student to complete a specific degree, certificate, or transfer program of study and fulfill their educational goals, both at the community college level and beyond.
- Pathway participation and career preparation: engagement with the courses and experiences offered in a career pathway.
- Applied and work-based learning (WBL): strategies that deepen learning and support career awareness, career exploration, and career preparation through engagement with employers and real work opportunities.

- Student supports: the full range of services needed to successfully complete pathways including tutoring, testing for special education, peer study groups, assessment and accessibility supports for students with disabilities, and nonacademic supports for personal needs such as just-in-time housing services, transportation and parking, food and nutrition, child care, financial assistance, and other subsidies.
- Employment preparation and transition: activities that prepare students to transition into further education, formal training, and/or the workforce such as resume writing, interview skills, job search services, letters of recommendation, and feedback and coaching opportunities.

Project 1 addresses pre-enrollment engagement. This project addresses the college-based components of the Guided Career Pathways.

WestEd made several overarching recommendations about employment readiness and job placement, including:

1. Recognize career exposure and preparation as a central purpose of the college experience for all students and add a “fifth pillar” to the Guided Pathways model to reflect this view.
2. Develop a regional approach to career preparation and job placement that builds coherence across all ten colleges for both students and employers.
3. Integrate career preparation into instruction and student support delivered throughout the students’ college experience, from first entry through transfer and employment, to ensure successful transitions and job placement.
4. Align institutional and program-level student learning outcomes to reflect a focus on career preparation for all students.
5. Make career-related services and tools readily accessible to all students.
6. Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success.
7. Ensure adequate staffing and strengthen processes, supported by technology, to engage all students in comprehensive career planning and career preparation activities, keep them engaged, and monitor their success through employment, as well as to engage employers for advisory services, work-based learning, and job opportunities.
8. To support students in navigating their college experience from pre-enrollment to employment, provide students a comprehensive and articulated set of the services,

resources, and tools—including tools for career planning, career exploration, internships, and job placement.

WestEd provided more specific recommendations for each of the five pillars of the Guided Career Pathways. A copy of their report is available upon request.

To address these recommendations, in Round 2 the SDIC region will undertake the following activities as part of this Guided Career Pathways project:

1. Provide staffing to support the development of guided career pathways.
2. Engage employers in partnerships to develop and implement the fifth pillar of the guided career pathways.
3. Pilot implementation of employment readiness and job development processes and tools.
4. Provide professional development for participating faculty and staff.
5. Research and develop recommendations for creating of a Career Education tutoring program.

Program Metrics

Investment plan

The SDIC region will invest in the staff, facilities, tools and professional development needed to develop and implement a regional approach to Guided Career Pathways. The project will spend \$133,625 on classified personnel, including a program manager and a program specialist. Fringe benefits for these positions will total about \$66,813. The project will spend about \$130,000 on career services software and other supplies, and \$3,621,000 on services and other operating expenses. These contracts include funding to each college to provide staffing to support employment readiness and to inventory their current work-based learning by program; funding to Deputy Sector Navigators (DSNs) to support sector employer engagement; a contract with MiraCosta College to embed 21st Century employability skills into career exploration and curriculum; a contract with Mesa College to develop a CE tutoring pilot; contracts to coordinate regional job development and CE professional development; a contract with a vendor for a WBL and job placement technology platform; and an ongoing contract with WestEd to support coordination of employment readiness and job placement, technology, employer engagement, planning, and facilitation.

This investment will result in improved performance of the targeted metrics because it will provide the personnel time and infrastructure needed to undertake the activities required to

develop and implement the employment readiness and job placement components of Guided Career Pathways.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2014/2015: 1,019,720 (all programs)

Baseline 2014/2015: 247,490 (all CE programs)

Course enrollment is defined as number of registrations in all courses offered within a program year

Employed two quarters after exit (Source: EDD match, retrieved from LaunchBoard "SWP Metrics")

Baseline 2014/2015: 71% (all students)

Baseline 2014/2015: 71% (CE students)

Job closely related to field of study (Source: CTE Employment Outcome Survey; LaunchBoard "SWP Metrics")

Baseline 2014/2015: 70% (all students)

Baseline 2014/2015: 75% (CE students)

Attained a living wage (Source: EDD match, retrieved from LaunchBoard "SWP Metrics")

Baseline 2014/2015: 55% (all students)

Baseline 2014/2015: 59% (CE students)

Proposal Work Plan

Risks: The greatest risk is this project is not being able to convince the faculty, staff and administrators at the ten regional colleges that a regional approach to Guided Career Pathways, employment readiness and job development is better than separate approaches for each college. This would create a second risk, that the colleges continue to approach employers separately, rather than coordinating employer outreach regionally.

Workplan Item 1: Provide staffing to support the guided pathways development process.

Major Activities

Establish SDICCCA as the primary driver leading the Guided Pathways Initiative.

SDICCCA confirms the Regional Oversight Council (ROC) and the Workforce Development Council (WDC) as the leadership bodies coordinating regional approaches.

Develop job description, advertise for and hire the Guided Career Pathways program manager.

Major Outcomes

Guided Career Pathways Program Manager is hired and coordinates project meetings and other project activities.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Workplan Item 2: Engage employers in partnerships to develop and implement the fifth pillar of the guided career pathways.

Major Activities

Workforce Development Council identifies regional employer resources by sector.

Workforce Development Council develops regional policies, processes and procedures for employer engagement. This includes processes that allow faculty to maintain connections with employers with whom they have pre-existing relationships — especially with smaller, local companies — while leveraging collegewide and regional resources to expand upon faculty connections.

Consortium hires/contracts with employer outreach specialists to engage with employers and develop a regional approach to employer engagement to streamline contacts for employers.

Consultants and staff identify and review models of electronic systems that can link students to regional opportunities and facilitate sharing of information among coordinators across colleges.

Major Outcomes

Region has established agreed-upon written policies, procedures and processes for employer outreach.

Map of regional employer resources is developed to guide work of regional outreach.

Region has employer outreach specialists who can serve as central liaison among employers, colleges, and students.

Electronic system is selected to link students with regional opportunities.

More employers agree to participate in guided pathways activities including identifying skills needed in career pathways and offering work-based learning opportunities.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Workplan Item 3: Develop employment readiness, work-based learning experiences and job development and placement tools.

Major Activities

Each college uses SWP funding to provide staffing to support employment readiness, work-based learning and placement functions.

Each college conducts an inventory/assessment of current work-based learning by program.

Colleges develop rigorous applied, project-based WBL experiences that can be offered through classroom instruction to give all students the opportunity to learn and practice the 21st Century Employability Skills of collaboration, communication, critical thinking, and creativity (among others) in addition to technical skills.

College faculty revise career education curriculum as needed to embed practice-based experiences and other forms of experiential learning with employers.

Counselors and advisors develop processes and procedures to link transfer plans to career and education plans; review and approval by WDC.

Major Outcomes

WBL experiences that can be integrated into instruction are reviewed and approved by the WDC.

Faculty implement industry-informed projects in career education courses.

Revised career education curriculum is presented to and approved by the WDC.

Transfer plans are linked to career and education plans through the guided career pathways.

Colleges implement a continuum of career exploration and work-based learning experiences, linked to coursework when possible.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Workplan Item 4: Provide professional development for participating faculty and staff.

Major Activities

Survey college faculty, counselors and advisors to identify their professional development needs.

Identify professional development topics from survey results.

Identify professional development presenters, conferences and workshops for each topic area.

Arrange specific professional development activities, including contracting with presenters, identifying best locations, preparing materials for the workshops/seminars; outreach to and register participants.

Conduct professional development workshops and seminars; obtain participant feedback

Arrange for faculty and staff to attend conferences when local seminars are not available or feasible for their specific needs.

Major Outcomes

Schedule of professional development activities is developed and available to regional faculty, staff and middle school/high school teachers.

Local workshops and seminars are conducted and attended to capacity.

Regional staff with more specialized needs attend outside conferences and workshops and present their learnings to regional staff with similar needs.

Participating faculty and staff report that they feel better prepared to develop guided career pathways and/or work with students.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Workplan Item 5: Research Career Education tutoring programs and develop recommendations for creation of a regional Career Education tutoring program.

Major Activities

Researcher/consultant conducts research on Career Education tutoring and prepares analysis of findings for presentation to the WDC.

Researcher/consultant develops recommendations for implementation of Career Education tutoring and presents those recommendations to the WDC.

Project faculty develop professional development activities related to Career Education tutoring.

Major Outcomes

Recommendations for Career Education tutoring programs are reviewed by the WDC.

Professional development activities related to Career Education tutoring are developed and offered to faculty throughout the region.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year: 17/18; 18/19

Program Budget

Budget item 2: classified personnel

The project will spend \$133,625 on classified personnel, including a Program Manager and a Program Specialist (.0625 FTE).

Object Code: 2000

Amount: \$133,625

Budget item 3: fringe benefits

Fringe benefits for the certificated and classified positions will total about \$66,813. Fringe benefits are calculated at 50% for classified positions.

Object Code: 3000

Amount: \$66,813

Budget item 4: supplies

The project will spend about \$130,000 on career services software and project supplies.

Object Code: 4000

Amount: \$130,000

Budget item 5: services and other operating expenses

The project will spend \$3,621,000 on services and other operating expenses, including funding to each college to provide staffing to support employment readiness and to inventory their current work-based learning by program; funding to Deputy Sector Navigators (DSNs) to support sector employer engagement; a contract with MiraCosta College to embed 21st Century employability skills into career exploration and curriculum; a contract with Mesa College to develop a CE tutoring pilot; contracts to coordinate regional job development and CE professional development; a contract with a vendor for a WBL and job placement technology platform; and an ongoing contract with WestEd to support coordination of employment readiness and job placement, technology, employer engagement, planning, and facilitation.

Object Code: 5000

Amount: \$3,621,000

Project 3. Marketing of Career Education Programs

Description

The long-term objective for this project is to develop and implement a regional marketing plan to promote SDICCCA Career Education (CE) programs, with local implementation tools and options, utilizing a contracted marketing firm. Steps include (a) prioritization of target CE programs and audiences; (b) application of media formats; (c) development of a common branding and outreach campaign; and (e) an evaluation plan to measure marketing effectiveness.

Industry Sectors: All Sectors

Proposal Details

Proposal start date: 1/31/2018

Proposal end date: 12/31/2019

Estimated proposal cost: \$1,598,875

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What needs motivate this project and how will the project address these needs?

CTE's share of statewide community college enrollment (FTES) declined from 31.3% in 2000/2001 to 28.2% in 2013/2014. While non-CTE FTES increased 16.2% during this time period, CE FTES remained about the same. Overall, in years when total FTES increases, the percentage increase for CE tends to be lower than for non-CTE. In years when total FTES decreased, the percentage decrease in CE tends to be greater than for non-CTE. This pattern has been observed in the San Diego/Imperial region as well as statewide.

CTE enrollments have been in decline throughout the region over the past decade. However, the gap between job openings and the availability of qualified applicants is expected to increase to over one million jobs statewide by 2025. The number of students enrolling in CE programs in the region and statewide is not expected to fill that gap. Strong Workforce Program local funds will provide additional CE training opportunities, but students must learn that they are available and that they offer the ability to earn a living wage.

In addition, regional partners identified several cross-sector employer needs/priorities by utilizing the findings from multiple sector studies. The top priority is for workers with strong

soft skills – communication, professionalism, critical thinking, problem solving, etc. These soft skills make the difference in securing and retaining employment; previous work experience also is key for many well-paying middle-skill occupations, and employers across sectors report the need for more experienced workforce. Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent. They indicate that industry-based certifications are an indicator to employers of a job candidate’s technical proficiency. While some businesses surveyed (particularly in advanced manufacturing) indicated a strong interest in partnering with the community colleges for internships and company tours, many were not aware of the training programs that the community colleges offer or how they could partner with the colleges to find a qualified work force.

The colleges in the San Diego/Imperial region seek to increase enrollments in their CE programs. However, each college has conducted its own marketing of its career technical education programs to students (with publication in the class schedule often the only CE marketing effort). There is no cohesive, coherent message to all students and potential students in the region. The State Chancellor's office has retained the services of renowned public relations firm Ogilvie to do an environmental scan and set a path forward on to deploy up to \$3 million of state funds. This project aims to ensure that the San Diego/Imperial regional plan is coordinated with that plan.

In addition, the public workforce system engages employers by program, with different people from different organizations calling employers to hire their participants. Each college does its own marketing of its career technical education programs to employers; there is no cohesive, coherent message to all employers in the region.

This project is addressing the identified needs by hiring a marketing firm to develop a regional marketing plan focused on increasing both student and employer involvement in the community colleges, and then implementing that regional plan.

In 2017 SCICCCA hired the marketing firm Civilian to develop a three-year marketing plan for Regional Career Education. In 2017 Civilian conducted a program analysis, competitive analysis and consumer segmentation. Civilian used this information to develop a three-year marketing plan for Career Education, including brand planning, integrated media, and an evaluation plan. The regional goal of the three-year marketing plan is to fill middle-skills job gaps. Regional Consortium objectives include (1) increase career education course enrollment, with focus on in-demand sectors; (2) expand the career education market through awareness and consideration among working adults and special populations; and (3) place graduates into the workforce, increasing the graduate employment rate and salary outcomes. Target audiences include high school students, working adults, parents of high school students, educators of high school students, current community college students, and employers/the business community.

The three-year plan’s media strategy is to reach audiences at various stages of the enrollment process using a data-driven, segmented approach. Civilian recommended tactics that serve the purpose of funneling users from being aware to considering, and then enrolling. Brand tactics

include awareness via out-of-home advertising, including billboards and bus wraps to reach the broadest audience; awareness via digital radio with high-frequency, targeted ads; and digital display, which is a mix of media channels that reaches each audience where they are most likely to be online.

Enrollment tactics include the use of high-impact social media, with promoted posts on Facebook, Instagram, LinkedIn, and Snapchat; direct response reaching those actively looking for information on continuing their education; and retargeting by analyzing the use of the website and online behaviors to identify drop-offs and then guide them to enrollment. Civilian recommended that SDIC develop regional collateral by developing a fact sheet, press kit, PowerPoint presentation, infographics, an information kit for high school guidance counselors, presentation materials for high school assemblies, and talking points and boilerplate that CE Stakeholders can use to provide a consistent message. The recommended public relations action plan includes a marketing inventory and audit of existing print and digital material as well as current channels used; collaboration with the regional colleges' Public Information Officers on program milestones and media relations opportunities; collaboration with the WDC in support and collateral needed for employer outreach; development of an editorial calendar to organize content; and identification of student and graduate stories to highlight each college.

The SDIC region will implement these recommendations during 2018 and 2019. In addition, the project will add regional staff to help coordinate marketing committee meetings and collaborative activities.

Program Metrics

Investment plan

Investments: The project undertake a \$1,500,000 contract with Civilian, the marketing consultant hired to develop the regional marketing plan, to further develop and implement the marketing plan activities. The project also will provide staff to coordinate regional marketing committee meetings and activities across the ten regional colleges. Staff supplies and travel are also included in the project budget.

The focus of the marketing program is to attract students to enroll in the community college CE programs. It does not have an employment component, so increased enrollment is the only metric selected.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard “SWP Metrics”)

Baseline 2014/2015: 1,019,720 (all programs)

Baseline 2014/2015: 247,490 (all CE programs)

Proposal Work Plan

Risks: The risk most likely to prevent the successful completion of this project is for the region's colleges to continue to use their own marketing activities and to approach employers separately, rather than coordinating marketing activities and employer outreach regionally.

Workplan item 1: Regional CE Marketing Plan

Major activities

Major activities for the long-term marketing planning include: (a) ROC reviews Draft Marketing Plan and requests changes as needed; (b) CE Marketing Plan is finalized; (c) Plan implemented through contract with Civilian, including purchasing recommended media, developing materials, and enhancing regional website.

Major outcomes

Major outcomes include (a) an approved regional Marketing Plan; (b) completed marketing materials; and (c) implementation of activities to increase awareness of community college Career Education programs and opportunities.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 17/18; 18/19

Workplan item 2: Marketing Committee and College Support

Major activities

SDIC will hire a 50% staff position to support coordination of marketing planning with the Marketing Committee, and to facilitate implementation of marketing activities at the region’s

colleges. In addition, the CEO of the Foundation for Grossmont and Cuyamaca College will spend 12.5% of her time working on leadership and coordination of the marketing project.

Major outcomes

Major outcome is the availability of project staff to support Marketing Committee meetings and marketing activities at the region's colleges.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 17/18; 18/19

Program Budget

Budget item 1: Marketing Support Positions/Salary

Institution: GCCCD as fiscal agent

Description: 50% salary for marketing support specialist; 12.5% time for CEO of the Foundation for Grossmont and Cuyamaca Colleges.

Source: 40%

Object code: 2000

Amount requested: \$57,250

Budget item 3: Marketing Support Position Fringe Benefits

Institution: GCCCD as fiscal agent

Description: Fringe benefits on the salary for marketing support specialist and CEO of the Foundation for Grossmont and Cuyamaca Colleges.

Source: 40%

Object code: 3000

Amount requested: \$28,625

Budget item 4: Marketing Supplies and Materials

Institution: GCCCD as fiscal agent

Description: Office supplies and materials for marketing support activities.

Source: 40%

Object code: 4000

Amount requested: \$3,000

Budget item 5: Regional CE Marketing Plan and Travel

Institution: GCCCD as fiscal agent

Description: Consultant contract for implementation of regional marketing plan.

Source: 40%

Object code: 5000

Amount requested: \$1,500,000

Budget item 6: Travel for Regional CE Marketing Staff

Institution: GCCCD as fiscal agent

Description: Travel expenses for project staff.

Source: 40%

Object code: 5000

Amount requested: \$10,000

Project 4. Improving the Student Enrollment Experience

Description

The long-term objective for this project is to increase student enrollment in SDICCCA Career Education (CE) programs by overhauling college websites to increase the number of students successfully enrolling. Steps include (a) develop process for colleges to apply for funds to update their websites; (b) colleges make changes to website to improve student experience and drive enrollment; and (c) develop and implement an evaluation plan to measure effectiveness.

Industry Sectors: All Sectors

Proposal Details

Proposal start date: 1/31/2018

Proposal end date: 12/31/2019

Estimated proposal cost: \$1,426,144

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What needs motivate this project and how will the project address these needs?

In the 2016-17 Strong Workforce Marketing Project, the marketing contractor (Civilian Agency) evaluated the user experience for enrolling in community college on all 10 SDICCCA college websites. Through this “secret shopper” experience, Civilian determined that the user experience was very poor. They projected that many students “give up” in the registration process because they find it too difficult to locate the information they need and complete the registration process. This finding is consistent with other reports from the field.

CTE enrollments have been in decline throughout the region over the past decade. However, the gap between job openings and the availability of qualified applicants is expected to increase – with employers of over one million jobs statewide by 2025 unable to find qualified workers to fill their job openings. The number of students enrolling in CE programs in the region and statewide is not expected to fill that gap. Strong Workforce Program local funds will provide additional CE training opportunities, but students must be able to access programs, and the current college websites present a barrier to students learning about CE programs and successfully enrolling in them.

The colleges in the San Diego/Imperial region seek to increase enrollments in their CE programs. However, disorganized and out-of-date websites are a barrier to students registering. This project will improve student user experiences on websites in all 10 colleges and ensure there is a cohesive, coherent message to all students and potential students in the region. The State Chancellor's office has retained the services of renowned public relations firm Ogilvie to do an environmental scan and set a path forward to deploy up to \$3 million of state funds. SDICCCA has already committed \$3 million (2016-18 Strong Workforce Program funding) to regional CE marketing. This project aims to ensure that these investments will pay off with an improved user experience for SDICCCA college registration.

Program Metrics

Investment plan

Each of the 10 SDICCCA colleges will have the opportunity to apply for funds to improve their websites with the goal of increasing enrollment for CE students. Regional criteria will be established to ensure that these changes represent best practices and modern techniques to streamline user experience. The focus of the program is to attract students to enroll in the community college programs. It does not have an employment component, so increased enrollment is the only metric selected.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard "SWP Metrics")

Baseline 2014/2015: 1,019,720 (all programs)

Baseline 2014/2015: 247,490 (all CE programs)

Proposal Work Plan

Risks: The risk most likely to prevent the successful completion of this project is for the region's colleges to be reluctant to make major changes to their websites, rather than make the kinds of changes needed to significantly improve the user experience.

Workplan item 1: Criteria Development

Major activities

Major activities include (a) ROC sets criteria for an application process to ensure that website changes lead to the desired; (b) Colleges apply for funding to make website changes; (c) GCCCD contracts with colleges.

Major outcomes

Regional colleges have access to Strong Workforce Program resources to improve the user experience on their websites and make the online enrollment process easier to complete.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 17/18; 18/19

Workplan item 2: Colleges Improve User Experience on Websites

Major activities

Colleges will work within their unique structures to make changes to their websites to improve user experience and increase enrollment.

Major outcomes

An increase in the percentage of students who use a community college website to learn about programs and then successfully enroll.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All colleges

Year 17/18; 18/19

Program Budget

Budget item 1: Contracts to Colleges

Institution: GCCCD as fiscal agent

Description: Contracts to colleges to improve websites.

Source: 40%

Object code: 5000

Amount requested: \$1,426,144

Project 5. Labor Market Research

Description

Provide critical information (e.g., labor market, demand and supply, student outcomes data), analysis, and training for evidence-based decision-making for the SDIC region by expanding the capacity of the San Diego Imperial Region Center of Excellence for Labor Market Research (COE).

Industry Sectors: All Sectors

Proposal Details

Proposal start date: 1/31/2018

Proposal end date: 12/31/2019

Estimated proposal cost: \$350,000

Lead College/district: Grossmont Cuyamaca Community College District

Proposal Rationale

What needs motivate this project and how will the project address these needs?

The Centers of Excellence (COE) aspire to be the leading source of regional workforce information and insight for California Community Colleges. As a grant-funded technical assistance provider, the COE works with colleges, regions and the sector networks to: (a) Identify opportunities and trends in high growth, emerging, and economically critical industries and occupations; (b) Estimate the gap between labor market demand, available training, and existing or future workers; (c) Help regions respond to workforce needs by providing them quality information for decision-making.

The Centers of Excellence deliver regional workforce research and technical expertise to California Community Colleges for program decision making and resource development. This research and technical expertise include:

- Gap Analysis Reports match current and projected employment needs to the regional training supply, identify workforce gaps or oversupply and offer recommendations for alignment.

- Environmental Scans provide a comprehensive overview for assessing industry trends, occupational needs and training supply, and usually include primary data collection.
- Key Findings review and highlight significant findings from employer surveys or environmental scans. Short and to-the-point, Key Finding documents are designed for quick reference.
- Labor Market Assessments provide an overview of the local labor market or college service area for high level planning and strategic development.
- Research Briefs are customized for COE clients and vary in length and content.
- Consultation and Technical Expertise is available to assist in the interpretation and application of data and research findings. The COE also provides input to organizations about data applications and tools that give community colleges better access to labor market information.

COE funds only one position for the San Diego/Imperial region, making it difficult for colleges to access the information they need in a timely manner. This project will provide additional funding to the San Diego Imperial Region COE to enable it to employ more staff and expand the services provided. These expanded services will provide data/analysis support for the local colleges and the region.

Program Metrics

Investment plan

This project will provide funding to enable the San Diego Imperial Region Center for Excellence to employ more staff to expand the services provided to colleges in the region. Colleges that design programs around the increased labor market information available through this project are likely to attract more students to programs that have a stronger tie to industry opportunities.

Metrics:

Course Enrollment (Source: MIS, retrieved from Launchboard “SWP Metrics”)

Baseline 2014/2015: 1,019,720 (all programs)

Baseline 2014/2015: 247,490 (all CE programs)

Proposal Work Plan

Risks: The risk most likely to prevent the success of this project is colleges concluding that they are not getting improved services with documented outcomes in increased enrollments.

Workplan item 1:

Major activities

The San Diego Imperial Region COE will conduct the following activities:

- Update regional labor market assessment reports for middle-skill occupations in San Diego and Imperial counties annually; fall 2018, fall 2019.
- Provide consultation and training to regional colleges to explain labor market information, sources and gap analysis as needed.
- Retrieve customized labor market data for emerging occupations through the use of Burning Glass and other data sources.
- Support regional projects with data and research.
- Conduct regional conferences and presentations on labor market information.
- Support the San Diego and Imperial "Southern Border" Regional Workforce Development Plan.

Major outcomes

Evidence-based decision-making. The Colleges design programs around the labor market information, so there will be a stronger link between regional Career Education programs and industry opportunities. This activity will eventually impact all of the metrics, but in Round 2 only an impact on enrollments is expected.

Responsible person: Regional Consortium Chair

Lead college or partner: GCCCD

Participating colleges: All regional colleges

Year 17/18; 18/19

Program Budget

Institution: MiraCosta College

Description: Expand Center for Excellence services

Source: 40%

Object code: 5000

Amount requested: \$350,000

Appendix A

San Diego Imperial County Community College Association (SDICCCA)

Southern Border Regional Workforce Development Plan

Workforce Tenets and Priorities

1. ***The Regional Workforce Development System is more than the programs we fund:*** Each of the stakeholders manage individual programs, infrastructure, and investments. Our vision is to connect these programs to create a more unified, integrated workforce development system. Programs change lives, but systems have the power to transform communities.
2. ***Shared Labor Market Data:*** The Southern Border workforce stakeholders will collaborate on sector research and reports, creating a common vision/agreement on which sectors/occupations to invest in, reduce duplication, and to align the direction of our collective investments.
3. ***Creating Opportunity for ALL residents of San Diego and Imperial Counties through better-defined career pathways:*** Our dual mission of regional prosperity and income mobility for the hardest to serve do not have to be mutually exclusive. Our job is not finished with just job placement. We must go further by creating and supporting career pathways to careers that offer family sustaining wage and room for professional growth for ALL communities.
4. ***Human-centered approach to service design:*** We must organize services around customer needs, not programmatic requirements. Whether it is employers, adult jobseekers, or youth, our focus should not be on programs, it should be on people.
5. ***Single entry point for business customers:*** Today, the public workforce system engages employers by program, with different people from different organizations calling employers to hire their participants. We change this by taking a “demand driven” approach to business services. San Diego’s public workforce system must engage businesses by sector under a common strategy with a coordinated sales force.
6. ***Increase service access points:*** Through co-location, service integration with system partners, and the development of meaningful remote access points, we must create more on-ramps into the public talent development system. Through co-location with partners, development of affiliate sites, better on-line and mobile friendly service offerings, and other strategies, we must increase the accessibility or program services.
7. ***Common definition of work-readiness:*** Businesses want a way to measure and understand job-readiness and essential skills in addition to the technical skills. We must all agree on a common, nationally-recognized career readiness certificate (such as the

ACT National Career Readiness Certificate) for all jobseekers and students coming out of our programs, schools, and job centers.

8. ***Less money spent on bricks and mortar, more invested in people:*** Through shared and leveraged infrastructure, integrated staffing models, and expanded use of technology, system-stakeholders must reduce money spent on bricks and mortar and invest more in people.
9. ***Efficiency and measurable continuous improvement:*** Ineffective tactics will hinder well-thought out strategies. We must continuously improve the system's processes, policies, and professionalism while maintaining our commitment to transparency to achieve the vision and intent of WIOA.

Top Priorities. In November 2016 a regional meeting of community colleges, partners and stakeholders was held. The participants agreed that three of these regional workforce development priorities should be addressed first. These priorities and action items to execute on the priorities include:

- Strategic Priority: Coordinating industry engagement and developing a single entry point for business customers
 - Action Item: Develop an e-portal for work-based learning opportunities for youth and young adults, with the capability of coordinating employer contacts and involvement in the region
- Strategic Priority: Creating opportunity for all San Diego and Imperial County residents through Career Pathway Development
 - Action Item: Partners annually agree on the major regional shared sector research reports for each fiscal year, obtain agency approvals, fund the research and resulting dissemination reports and conferences
 - Action Item: Focus on one sector and from a regional perspective, describe the career pathway/career ladder for K through adult participants, involving all partners including industry and resulting in a clear understanding of access and upward mobility
 - Action Item: Hold a meeting with partners in the first quarter of 2017 to solidify plans for work readiness initiatives across partner organizations.
- Strategic Priority: Supporting human-centered approach to service design.
 - Action Item: Provide human-centered design training for all partnering agencies in 2017-18

APPENDIX B
CALIFORNIA COMMUNITY COLLEGES
TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY
STRONG WORKFORCE RECOMMENDATIONS

STUDENT SUCCESS

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

CAREER PATHWAY

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

WORKFORCE DATA & OUTCOMES

4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

CURRICULUM

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

CTE FACULTY

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

REGIONAL COORDINATION

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19. Develop 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.
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
21. Create a sustained, public outreach campaign to 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.
22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.