





# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS  
 DATE: September 9, 2014

SUBJECT: Multi-Agency Collaboration to Address California's Workforce Needs		Item Number: 4.3	
		Attachment: No	
CATEGORY:	Workforce and Economic Development	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Van Ton-Quinlivan, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Brice W. Harris, Chancellor	Action	
		Information	X

**ISSUE:** Employers continue to voice concern with the gap between the skills that they need and the skills that workers/applicants possess. According to the Georgetown University Center on Education and the Workforce, over 60 percent of the future workforce will require some level of postsecondary education. The Obama Administration has drawn attention to the central role of community colleges in addressing workforce needs. The California Community Colleges Chancellor's Office (CCCCO) has responded with the Doing What MATTERS for Jobs and Economy framework.

Implementation of the Doing What MATTERS for Jobs and Economy framework involves active coordination with multiple state agencies. A coordinated approach provides better access and success for students. Doing so also builds upon existing institutional capacity as well as provides a level of sustainability otherwise not possible.

Invited to speak with Vice Chancellor Ton-Quinlivan is the California Workforce Investment Board Executive Director Tim Rainey and California Department of Deputy Superintendent, Instruction and Learning Support Lupita Cortez Alcala. The CWIB, CDE and CCCCCO recently collaborated on the administration of the \$250 million California Career Pathway Trust program in the 2013-14 state budget.

**BACKGROUND:** The programs of the CCCCCO Workforce and Economic Development Division bridge the skills and jobs mismatch and prepare California's workforce for the 21<sup>st</sup> century. The division serves as the administrator for several streams of state and federal funds, including:

- Proposition 98 dollars for Economic and Workforce Development (funded by Senate Bill 1402),
- Apprenticeship, Clean Energy Jobs Act, and Nursing
- Governor’s Career Technical Education Pathways Initiative, also known as Senate Bill 1070 (formerly known as Senate Bill 70),
- Carl D. Perkins Career and Technical Education Act of 2006.

The division collaborates with employers, organized labor, local communities, their community colleges and other education parties through programming supported by these funds to close the skills gap and foster successful student completion.

A key emphasis of the division is the strategic framework entitled Doing What MATTERS for Jobs and the Economy. The four prongs of this framework are:

- Give Priority for Jobs and the Economy  
Consider labor market needs when making local decisions on budgets, courses, and programs. Decide on program capacity as a region.
- Make Room for Jobs and the Economy  
Retool programs that are not working or not meeting a labor market need so that students can study what matters.
- Promote Student Success  
Braid funding and advance common metrics in the division’s request for applications. Strengthen regions with four skill-sets: data mining, convening, technology and professional development on the process for curriculum approval.
- Innovate for Jobs and the Economy  
Solve a complex workforce training need so that our system can better deliver for employers and sectors.

The goals of Doing What MATTERS for Jobs and the Economy are to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs.

**ANALYSIS:** The economic downturn began a movement that recognized regions as the unit of action with regards to economic development rather than treating California as one monolithic economy.

Key activities under the Doing What MATTERS for Jobs and Economy framework include: a focus on regional priority/emergent sectors and industry clusters (to be referred to as “sectors” for the sake of simplicity); take effective practices to scale; integrate and leverage programming between funding streams; promote common metrics for student success; and, remove structural barriers to execution.

It is the intent of the division, wherever possible, to target the investment of incentive funds against three broad areas: regions, sectors, and technical assistance.

**RECOMMENDATION:** This item is presented to the Board for information and discussion.