





The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: May 18-19, 2015

SUBJECT: Task Force on Workforce, Job Creation and a Strong Economy		Item Number: 3.1	
		Attachment: No	
CATEGORY:	Workforce & 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: At the November 2014 Board of Governors meeting, the Board commissioned the Task Force on Workforce, Job Creation and a Strong Economy. The Board has requested period updates on the roll out process. Task Force Chair Sunita Cooke, Vice Chair Lynn Shaw and Vice Chair Tim Rainey have been invited to join Vice Chancellor Ton-Quinlivan in giving a progress update to the Board.

BACKGROUND:

The California Community College Chancellor’s Office *Doing What MATTERS for Jobs and Economy* (DWM) framework and the *Student Success Initiative* provide the foundation to launch a new system-wide effort with the goal: to increase individual and regional economic competitiveness by providing California’s workforce with relevant skills and quality credentials that match employer needs and fuel a strong economy. The Board of Governors commissioned the Task Force on Workforce, Job Creation, and a Strong Economy to consider strategies and recommend policies and practices that would:

1. Prepare students for high-value jobs that currently exist in the State,
2. Position California’s regions to attract high-value jobs in key industry sectors from other states and around the globe,
3. Create more jobs through workforce training that enables small business development, and
4. Finance these initiatives by braiding state and federal resources.

Task Force membership was announced in December 2015 (see appendix) and is comprised of representatives from community college faculty, staff, administration, trustee and students; the employer community; labor; public agencies involved in workforce training and economic development; K-12 education policy; and community based organizations.

This effort is rolling out in three phases.

Phase One: Regional College Conversations & Regional Faculty Conversations

Eleven regional meetings have been held with community college practitioners including presidents/chancellors, chief instructional officers, career and technical education (CTE) deans and faculty with representation from contract education, regional consortia chairs, sector navigators or deputy sectors navigators, faculty senate leaders, and others. Over 600 were in attendance and asked to generate and prioritize their answers to the following questions:

- How do we dramatically increase the number of community college students who earn quality industry valued credentials?
- How do we ensure that community colleges work better and in a more timely manner with industry to assure that students leave with appropriate skills for high value and good paying jobs?
- How do we make funding for workforce programs and structured CTE pathways more sustainable especially during budget downturns?

Additionally, the Academic Senate hosted three Regional Faculty Conversations during February and March to encourage deeper input from their members. More than 150 faculty members joined in these conversations, bringing total participation in Regional Conversations to over 750 people.

Ideas grouped into five thematic categories and more details can be found in the appendix:

1. WORKFORCE DATA & OUTCOMES
2. CURRICULUM & INSTRUCTORS
3. STRUCTURED CAREER PATHWAYS AND STUDENT SUPPORT
4. FUNDING
5. REGIONAL COORDINATION

Phase Two: Strong Workforce Town Hall Meetings

Between February and March 2015, five town halls in regions across the state convened leaders from business, economic development, K-12 education policy, labor, elected, and other community

organizations to vet and build on ideas and practices that bring stronger alignment between community colleges and key industry sectors. The town halls sought input on what community colleges can do to 1) deepen the working relationships with employers/industry to close the skills gap, 2) provide sufficient funding for CTE programs needed in state and regional labor markets, and 3) provide employers and employees with more timely and relevant education and training? Roughly 550 participants participated in these town halls, and the results can be found in the appendix.

Phase Three: Task Force Meetings

Between January and July 2015, five meetings of the Task Force will be held. These meetings will lead to a set of recommendations for how the community college system could improve workforce training, which can then be considered for adoption by the Board of Governors. Two of the five meetings have already taken place. The Task Force plans to propose a set of recommendations to the Board in September of 2015, following a process that includes “wrap-up” town halls, website posting, and discussion at Consultation Council.

Appendix:

Executive Summary of 14 Regional College Conversations and 5 Strong Workforce Town Halls



REGIONAL COLLEGE CONVERSATIONS

Over 750 community college Chief Executive Officers, Chief Information Officers, Career Technical Education Deans, Faculty and local Academic Senate Faculty members, Sector Navigators, Deputy Sector Navigators, Contract Education Coordinators, Regional Consortia Chairs and Vice Chairs, and other staff participated in 14 Regional College Conversations (RCCs) conducted throughout the state. Of these participants, almost 40% were faculty. These meetings explored policies and practices to further the scope and goal of the Task Force.

Specifically, participants were asked to address the following three questions: 1) how do we dramatically increase the number of community college students who earn quality industry valued credentials, 2) how do we ensure that community colleges work better and in a more timely manner with industry to assure that students leave with appropriate skills for high value and good paying jobs, and 3) how do we make funding for workforce programs and structured CTE pathways more sustainable especially during budget downturns?

These conversations raised a number of ideas for consideration by the Task Force. All ideas generated are listed in the Appendices. This Executive Summary is a compilation of the ideas that were heard frequently; would require state-level guidance or regulatory, legislative or budget action; and would help address the goals of the Task Force to increase completion of industry-valued credentials, keep community colleges responsive to business/industry needs, and braid funds from multiple sources to this effort.

1 - WORKFORCE DATA & OUTCOMES

- Expand the definition of student success to better address workforce training outcomes for both “completers” (students who attain certificates, degrees, transfer-readiness, or enrollment in 4-year institutions) and “skill builders” (older students who take only a few courses to advance in their career).
- Provide workforce outcome data and labor market information, data visualization and analysis tools and technical assistance to support students, faculty, colleges, regions and

their industry partners, and the state in CTE program development and improvement efforts.

- Remove regulatory and statutory barriers for sharing of employment/wage outcomes and third-party licenses/certificates data among governmental entities for the purpose of program improvement and ensure the protection of student and employer privacy rights.
- Align outcome measures for all state-funded CTE initiatives and streamline grant reporting to these metrics.

2 - CURRICULUM & INSTRUCTORS

- Evaluate and revise the CTE curriculum approval process as appropriate to streamline and shorten in order to optimize responsiveness and efficiency.
 - Consider process for new course/program approval to respond to emerging labor market needs; rapid adoption and local customization of courses/programs approved at other colleges, and multi-college adoption of industry-advised courses/programs.
 - For state level activities, fund and provide fully trained staff in the Chancellor's Office to speed up the curriculum approval process.
- Facilitate student portability across institutions. Consider 1) creating a “C-ID” (course identifier) system for CTE certificates and degrees to enable region- and/or state-wide articulation across institutions, and 2) recognizing prior learning and work experience for adults that award credits toward CTE pathways.
- Enable CTE curriculum portability across institutions. Consider a repository of CTE curriculum models that faculty/colleges can select and adapt to their own needs.
- Increase the pool of qualified CTE instructors by reviewing statewide and minimum qualifications, modifying equivalency for CTE faculty, and providing fiscal incentives for professional development activities for CTE faculty such as externships and other methods of skill upgrades to ensure currency.
 - Revise the single subject equivalency regulation to allow CTE programs to hire an individual to teach one course.
 - Create an academic pathway to allow someone to be hired from industry.
 - Provide CTE faculty with credit for years in the field vs. advanced degrees.
- Consider student advancement based upon mastery of competencies for a specified occupation through authentic, performance-based assessment, rather than time-in-seat.

- Clarify practices and/or address treatment of ‘repeatability’ on CTE courses when course content evolves to meet changes in skill requirements.
- Embed basic skills into CTE utilizing evidence-based practices such as contextualization.
- Create a CTE effective practices website.

3 - STRUCTURED CAREER PATHWAYS & STUDENT SUPPORT

- Develop strategies and structured industry-informed pathways that are regionally aligned so that high school students can more seamlessly transition to community college CTE certificates and/or transfer degrees; develop CTE model curriculum (e.g., SB1440); extend model curriculum into high schools to enable dual enrollment and CTE pathways between high schools and community colleges.
 - Create support for interdisciplinary collaborations (not just CTE) to create specific pathways between and among all disciplines.
 - Align basic skills curriculum, including ESL, with workplace skill requirements.
- Expand definition of pathways and create structured pathways for non-traditional students (of all ages) who are displaced workers, veterans, adult populations, etc.
- Create and provide financial support for campus hubs for student success supportive of CTE students that include career exploration, CTE pathway and education planning, working with industry to develop and coordinate work-based learning/internship/apprenticeship opportunities for CTE students, and building of foundational workplace/career skills in students. Provide tools in support of these campus hubs.

4 – FUNDING

- Revise the baseline CTE funding model when there is high cost and "unmet" workforce demand, in order to increase CTE capacity responsive to labor market needs. Range of ideas include creating a weighted funding formula based upon the cost of instruction, modifying funding for multi-year cohort training, funding based upon attainment of skill competencies and revising accounting models for program costs.
- Utilize workforce categorical funding to support the following practices:
 - Reduce competitive grant awards in favor of predictable funding that incentivizes collaboration, regional coordination, and workforce outcomes;
 - Institutionalize the CTE Enhancement Fund as an on-going funding source;
 - Provide tax credits and incentives for business and industry to offer work-based learning or partner with colleges;
 - Create separate funding category for CTE facilities and equipment;

- Ongoing funding for designated CTE position(s) at every college to connect CTE programs to industry and internships as part of campus hub; and/or
 - Redirect funding to base funding for rainy day funding for CTE.
- Allow student fees for consumable and disposable materials.

5 - REGIONAL COORDINATION

- Support the development of structures and staffing to coordinate regional level common efforts – some of which are sector-specific -- such as: industry engagement tied to sector strategies, course scheduling coordination for shared programs, regionalized articulation through curriculum model development, standardizing industry-valued credentials across regions, joint marketing, asset/equipment sharing, joint professional development of faculty as the sector evolves its skill needs, data collection and evaluation, calibrating regional supply and demand and other shared needs and strategies as prioritized by the region. In this context, provide clarity of roles for Sector Navigators, Deputy Sector Navigators and Regional Consortia.
- Build upon best practices for use of non-credit, fee-based and/or revenue-sharing arrangements by these regional networks/structures.
- Develop a sustained public outreach campaign to industry, high school students, counselors, parents, faculty and staff to promote career development and attainment and the value of career technical education.

STRONG WORKFORCE TOWN HALLS

Five town halls in regions across the state convened an estimated 550 external stakeholders who rely on the community colleges for workforce training. Leaders from business, economic development, K-12 education policy, labor, elected officials, and other community organizations were invited. The Town Halls focused on 1) discussing the most important actions for the community college system to take in order to act as a catalyst for growth in California’s regional economies, and 2) identifying specific ways that employers can help to prepare a strong workforce.

Schedule of Town Halls		
Co-Host		
Central Valley	California Partnership for the San Joaquin Valley; Betts Manufacturing; Fresno Business Council	February 10, 2015
Los Angeles	Los Angeles Area Chamber of Commerce; Los	March 4, 2015

	Angeles County Economic Development Corporation	
Silicon Valley	Silicon Valley Leadership Group	March 10, 2015
Sacramento	Valley Vision; Sacramento Employment and Training Agency; Los Rios Community College District; NextEd; California Manufacturers and Technology Association	March 16, 2015
San Diego	San Diego Regional Economic Development Corporation; San Diego Workforce Partnership	March 18, 2015

Each Town Hall included a facilitated discussion, where participants were asked to review and build on specific themes that surfaced through the Regional College Conversations and identify specific actions the community college system could take to prepare a strong workforce (See Appendix 10 for the topics for discussion presented at each Town Hall). Following the discussion, participants were asked to vote on their top two priorities for action. In addition, participants were asked to fill out a feedback form to indicate whether they agreed, disagreed or were neutral to each of the suggestions that surfaced from the Regional College Conversations. Employer participants were also asked to identify specific ways they would be willing to help prepare a strong workforce.

Top Priorities for Preparing a Strong Workforce

Overall, Town Halls participants expressed broad agreement that preparing a strong workforce will require deeper working relationships with employers/industry, more timely and relevant education and training, and sufficient funding for CTE programs needed in state and regional labor markets.

In particular, the following were identified as top priorities for the community college system:

- **Coordinate Employer Outreach Regionally**
 - Engage employers regionally and by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.
- **Expand Work-Based Learning**
 - Develop more work-based learning opportunities offered in partnership with career technical education in order to improve day-one readiness of students hired.
- **Develop Public Awareness Campaign**
 - Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.
- **Increase Responsiveness of CTE Curriculum Approval and Modification processes**

- Modify curriculum approval and modification processes to keep pace with changes in the workplace and business cycles.

A Shared Investment Approach

The Town Halls affirmed the idea that preparing a strong workforce will require a new level of collaboration among colleges and business. Business leaders at the Town Halls indicated that they would be willing to:

- Provide feedback on curriculum and validate skill competencies;
- Develop or increase work-based learning opportunities in partnership with community college CTE programs;
- Convene or join an industry-driven regional sector partnership to collaborate with other businesses and community colleges on shared workforce needs;
- Contribute experienced subject matter experts to help instruct CTE courses;
- Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high demand fields;
- Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.

More detailed feedback from each Regional College Conversation can be found at <http://doingwhatmatters.cccco.edu/StrongWorkforce/Events.aspx#conversations>.