





The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: January 19-20, 2016

SUBJECT: Strong Workforce Task Force Recommendations Implementation		Item Number: 4.4	
		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 its November 2015 meeting, the Board of Governors unanimously adopted the 25 recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (Strong Workforce Task Force). This item will preview implementation plans for the 25 recommendations, highlighting whether the plans require legislative, fiscal, regulatory and/or administrative approaches.

BACKGROUND: The Strong Workforce Task Force put forth 25 recommendations to strengthen workforce education throughout the 113 college system with the goal of closing the skills gap that is a barrier to filling existing jobs and fueling job creation. The Task Force goal was to identify and recommend policies and practices to meet California’s anticipated shortage of one million industry-valued middle skill credentials. The 25 recommendations built upon the groundwork established under the Student Success Initiative and Doing What MATTERS for Jobs and the Economy, and represent the culmination of extensive input from more than 1,200 stakeholders during a nine-month period to identify recommended actions. In September 2015, these recommendations were presented to the Board of Governors as an informational item. At its November 2015 meeting, the Board adopted all 25 recommendations. *(Background cont’d.)*

RECOMMENDATION: This item is presented for informational purposes.

(Background cont'd.)

The Report & Recommendations of the Task Force can be found at <http://bit.ly/TaskForcereport>.

The expert background papers informing Task Force deliberations can be found at:

1. Workforce Data & Outcomes <http://bit.ly/onboardingoutcomes>
2. Curriculum & Instruction <http://bit.ly/onboardingcurriculum>
3. Structured Career Pathways & Student Support Part 1 <http://bit.ly/onboardingpathway1>
4. Structured Career Pathways & Student Support Part 2 <http://bit.ly/onboardingpathway2>
5. Regional Coordination <http://bit.ly/onboardingregionalcoord>
6. Funding <http://bit.ly/onboardingfunding>

ANALYSIS: The implementation phase of these recommendations begins with the following steps:

- Define whether action is a legislative, fiscal, regulatory and/or administrative approach.
- Assign a lead Vice Chancellor, recognizing that many recommendations cross multiple divisions within the Chancellor’s Office and involves standing bodies across the system.
- Incorporate legislative and budget proposals into standing Chancellor’s Office processes to affect the 2016-17 cycle.
- Identify a project management team.
- Form a strong workforce implementation advisory body with broad constituency representation.

The Strong Workforce Task Force identified 25 recommendations grouped under seven areas:

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.
FUNDING
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.

