

CALIFORNIA COMMUNITY COLLEGES

# Task Force on **WORKFORCE**

JOB CREATION AND A STRONG ECONOMY

## Overview

Version as of 11/10/14



# Board of Governor Task Force on Workforce, Job Creation and a Strong Economy

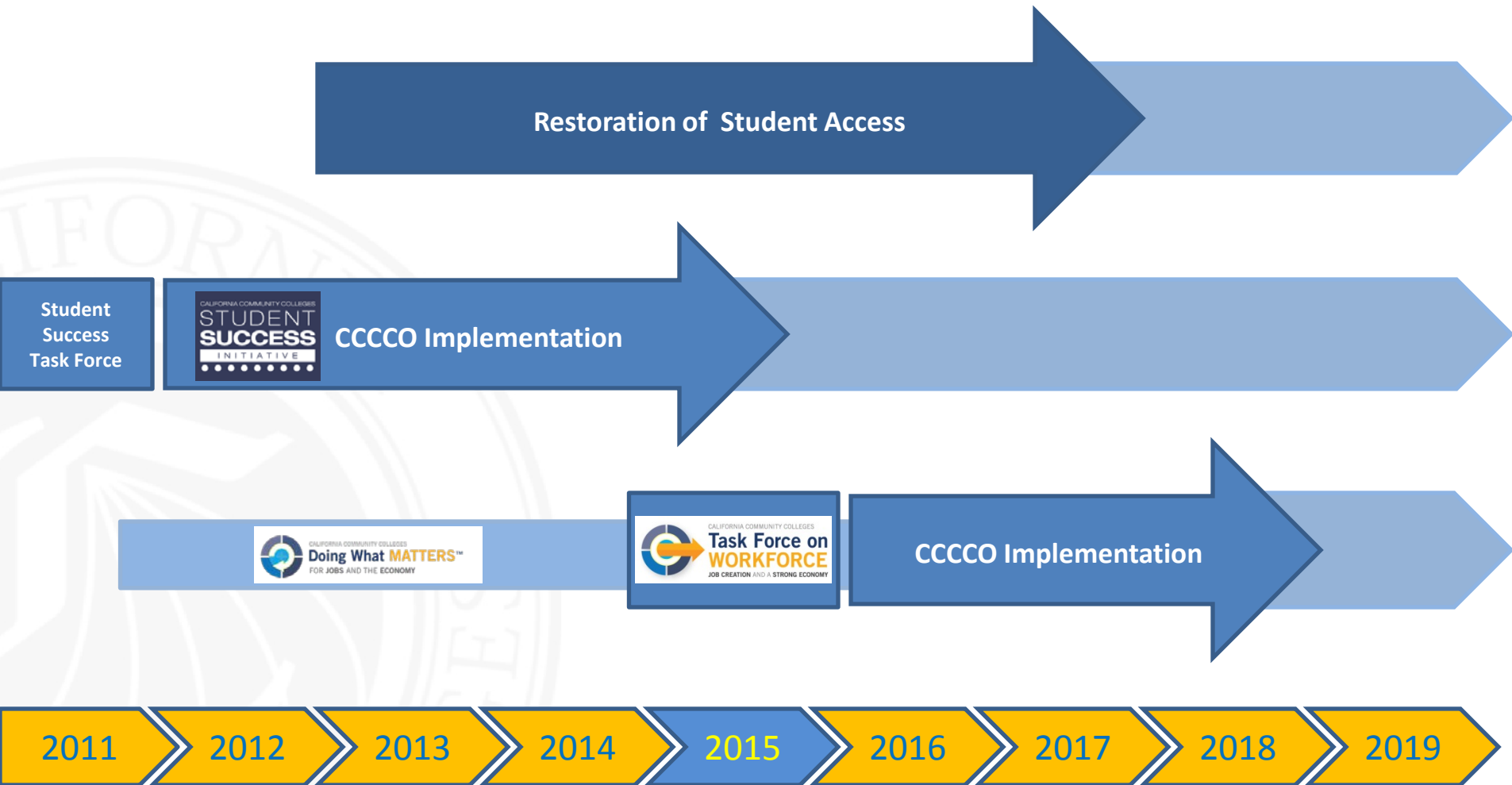
## Scope

Consider strategies and recommend policies and practices that would:

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

*Develop recommendations that engender:  
flexibility, regional responsiveness, partnership with industry, and student portability*

# Sequencing of Major CCCCO-Led Initiatives



# Task Force Process

## Regional College Conversations

*November, December & January*

## Strong Workforce Town Hall Meetings

*February & March 2015*

## Task Force Meetings

*January – July 2015*

## Recommendation to the Board of Governors

*September 2015*

# The Goal

*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.*



# How Much Does it Cost to Raise a Family in CA?

**\$60,771**

(\$29.22/hour)

2-parent with  
one working adult, 2-child

Source: CA Budget Project



**\$66,000**

AA – Career Technical Education  
5-years later

Source: Salary Surfer, 112 CA Community Colleges

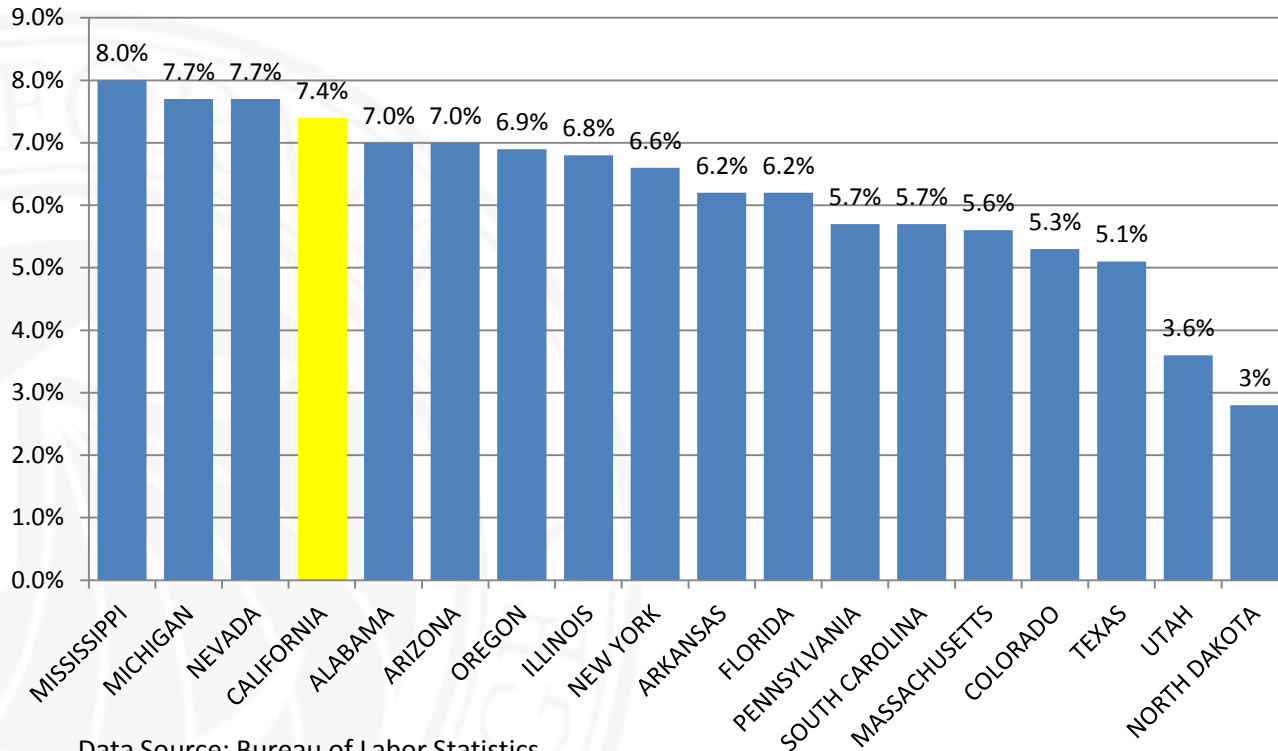
**\$38,500**

AA - General Ed  
5-years later

Source: Salary Surfer, 112 CA Community Colleges



## Unemployment Rates California and Selected States July, 2014



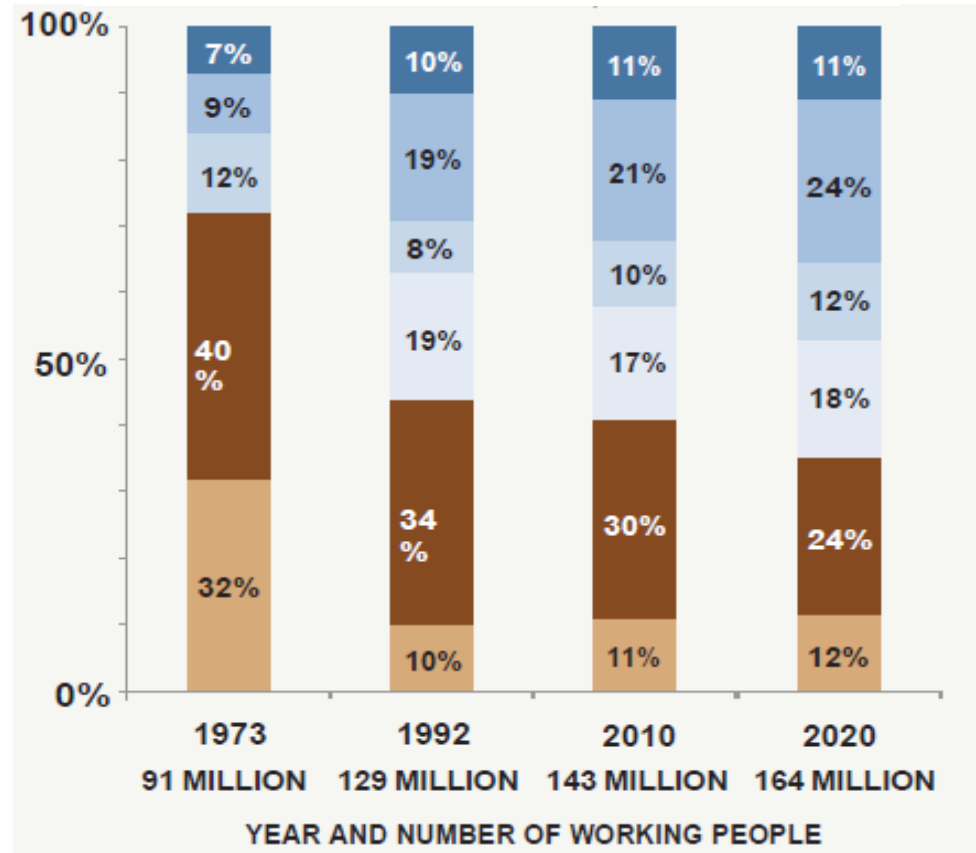
Data Source: Bureau of Labor Statistics  
Analysis: Collaborative Economics

**California's  
unemployment  
rate is the  
sixth-highest in  
the country  
(July 2014)**



# 65% of Future Jobs Will Require Some Level of Postsecondary Credential

**Changing Educational Requirements**  
Educational Attainment among Working People, 1973-2020



- MASTER'S DEGREE OR BETTER
- BACHELOR'S DEGREE
- ASSOCIATE'S DEGREE
- SOME COLLEGE/NO DEGREE
- HIGH SCHOOL DIPLOMA
- LESS THAN HIGH SCHOOL

Source: Georgetown Center on Education and the Workforce analysis

Note: Numbers may not sum to 100 percent due to rounding.





# Educational Attainment is the Key to the Future of the Economy

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.

IN THE 1970s

**28%**

of jobs required more than a high school education.

IN 1992

**56%**

of jobs required more training.

BY 2020

**65%**

of job openings in the U.S. will require some postsecondary education or training – though not necessarily a four-year degree.<sup>7</sup>

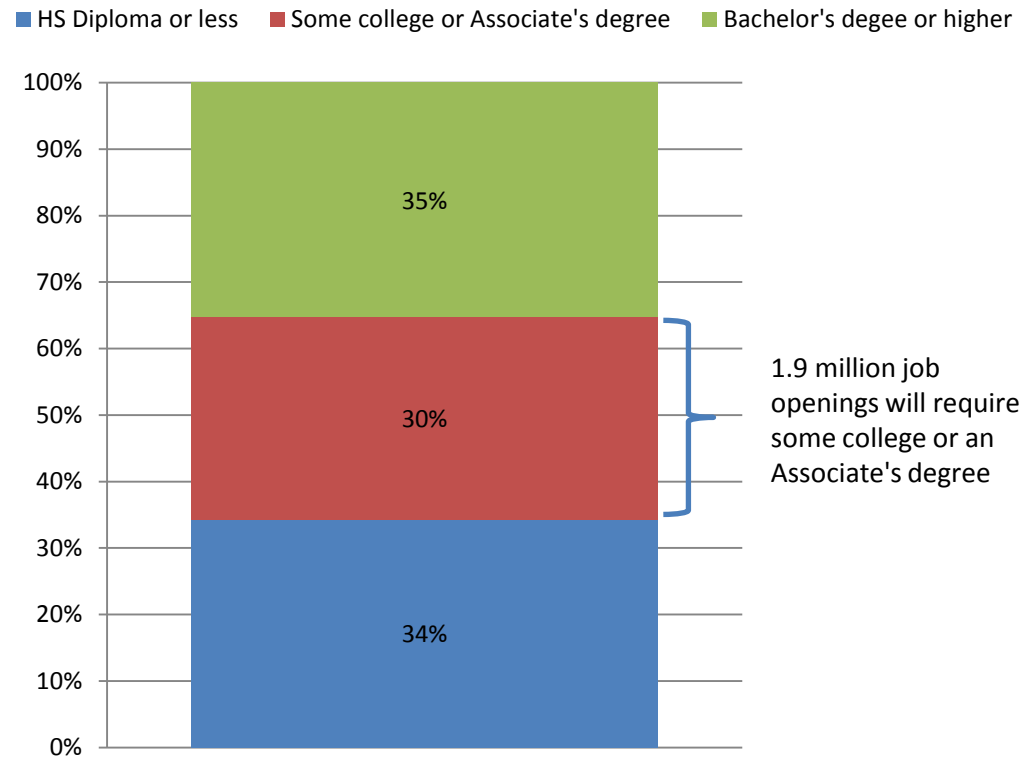
Source: Georgetown Center on Education and the Workforce analysis



CALIFORNIA COMMUNITY COLLEGES

**California needs  
1 million more  
AA or certificates  
than our system's  
projected  
completion rates.**

## California's Job Openings by Education Level 2010-2020



Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013.  
Analysis: Collaborative Economics



# Issues

What issues must be addressed for the California Community Colleges to achieve the Task Force goals?





# Key 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?
3. How do we make funding for workforce programs and structured CTE pathways more sustainable especially during budget downturns?



## Food for Thought: Completion

- *How can colleges more directly base degrees and certificates on job-related competencies rather than on a set of courses passed?*
- *How can colleges better articulate preparatory skills needed for feeder pathways - from high schools, adult education, and other providers - into CTE degree and certificate programs?*
- *How can colleges recognize CTE program competencies acquired through prior learning to help accelerate the education and career advancement of students?*



## Food for Thought: Responsiveness

- *How can colleges obtain a better understanding of regional labor market data so program/course development and scheduling can more rapidly respond to the needs of regional employers and industry?*
- *What changes at the state and local level would be needed so that colleges can enhance the use of incumbent worker training and integrate work-based learning opportunities that are valued by employers into the program curricula?*
- *How can certificates and degree awards specify the acquisition of foundational skills that employers often state are lacking in job applicants?*

# Food for Thought: **Funding**

- *How can the current 'seat time' funding model for CTE programs be modified towards competency-based model that is not time-bound by the length of the instruction cycle and better meets the needs of working adults?*
- *How can community colleges develop a better funding model that adequately funds the higher cost of CTE facilities, supplies, equipment, and professional development beyond the current system of block grants for instructional equipment and scheduled maintenance?*
- *How can colleges (or a network of colleges) better position for employer-funded training?*
- *How can colleges operate regionally to better leverage resources across multiple state agencies?*





NOW THE  
WORK  
BEGINS...

Diego Rivera's Mural "Industry" on the North Wall  
of the Detroit Institute of Art, 1933