



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™

FOR JOBS AND THE ECONOMY

Summary and Comments

**Task Force on Workforce, Job Creation and a Strong Economy
\$200 M in Governor's 2016-17 Budget**



February 2016



Seven Categories of Recommendations



- Student Success
- Career Pathways
- Workforce Data & Outcomes
- Curriculum
- CTE Faculty
- Regional Coordination
- Funding

**Focus on
the WHAT
not the
HOW!!!**



Student Success



- **Career counseling and guidance** in both high school and community college is necessary to direct students into pathways that are recognized as leading to well-paying jobs that meet labor market demands.
- **Work-based learning** is essential to both readiness for CTE programs, e.g., linked learning, and to bridge the gap from the classroom to the workplace, e.g. internships and apprenticeships.



Career Pathways Part I



- **Career pathways must align skill outcomes from preparation** (high school, adult schools, ROPs, noncredit) **through community college** programs of study (performance outcomes) **to the workplace** (employer driven job skill competencies).
- CTE students often leave college as the skills they acquire prepare them for jobs on the lower rungs of a career ladder. **Colleges must recognize these exit points with ladder certificates AND provide smooth paths of reentry** to build the next set of skills for job enhancement.



Career Pathways Part II



- Students often attend multiple colleges or move to other parts of the state for employment. Thus **it is essential that the career ladder pathways are “portable,”** being built on **model program and course curricula** that are aligned both statewide and regionally from college to college.
- Model curricula need to include not only labor market skills but **work readiness skills** that are job related in applied math, technical reading and writing, and behavioral skills such as teamwork and being on time, and arriving ready to work.



Workforce Data and Outcomes



- **Data standards must be uniform and aligned** among schools, colleges, state agencies, and employers so that students may be tracked and reporting can meaningfully impact decisions on policy and practice.
- **The state must recognize the success of “skill builder” students** who obtain needed job related skills that do not match current certificates and degrees.
- **Data on labor market demand and skill training gaps must be complete, timely, and available** both statewide and regionally so colleges can make decisions on program offerings to better align with job demand.



Curriculum



- **Curriculum** development, revision, and approval processes at both the college and state level must be more **timely and responsive** to rapid changes in the labor market.
- Development of **model programs and course curricula** will assist in the process as will **regional coordination** of program and course offerings.



CTE Faculty



- **Attracting qualified faculty is a challenge** in some disciplines due to high competitive industry wages and to small numbers of qualified applicants in some regional areas. Recommended strategies include mentoring, industry involvement, expanded equivalency to minimum qualifications, and internships.
- **Enhanced professional development is essential** to keep CTE faculty up to date on industry skill needs, on effective teaching methods, and on relevant, authentic performance assessment methods.



Regional Coordination Part I



- Regional labor market needs vary by region in California and require **enhanced communication, coordination, and decision-making** by the existing CTE Regional Consortia and the colleges of which they consist.
- The **support structure** for CTE Regional Consortia within the Chancellor's Office needs **clarification in organization, roles, and authority** and may involve regulatory changes.



Regional Coordination Part II



- CTE Regional Consortia need **stronger regional leadership and operational partnerships** among community colleges, industry, labor, and workforce and economic development entities.
- The mission of CTE Regional Consortia needs to be broadened to **provide coordination and mutual support for activities** such as marketing, internships, guest lecturers, job placement, equipment acquisition, and regional industry advisory boards.



Funding



- **Predictable, targeted, and sustained funding** for CTE programs is needed to meet the higher cost of **1)** developing new programs, **2)** modifying existing programs, **3)** adding or modifying facilities, **4)** keeping equipment state-of-the-art, **5)** providing faculty professional development, and **6)** employing technical support staff.
- **Alignment of state funding of the seven workforce training agencies** in the state is essential both in qualifications for the use of that funding and in required outcomes.



\$200M in 2016-17 Budget



Governor's Budget Message:

- Implement a regional accountability structure
- Collaborate regionally to expand CTE programs to meet region's workforce needs
- Develop regional plans that align program offerings with local workforce demand
- Colleges must use the strategic plans to inform the development, coordination, and availability of new and existing CTE courses and programs



Trailer Bill-Chancellor's Office Must



- Facilitate the regional development of CTE effective practices and curriculum models
- Provide labor market data
- Enable transfer of CTE credits among colleges
- Improve sector-based engagement with employers within a region
- Streamline course and program approval
- Eliminate barriers to hiring qualified instructors
- 5% to BOG for statewide activities



Trailer Bill: Funds to Regions



- Allocated on local unemployment rates, proportion of CTE FTES, and proportion of projected job openings
- For regionally prioritized programs and locally prioritized programs that meet regional needs
- Must accomplish all of the following:
 - Increase the number of students in CTE
 - Increase CTE courses and programs
 - Address Workforce TF recommendations
- Must supplement not supplant

