Task Force on
WORKFORCE
JOB CREATION   STRONG ECONOMY

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.

40 ▪ Remove regulatory and statutory barriers for sharing of employment/wage outcomes and
41 third-party licenses/certificates data among governmental entities for the purpose of
42 program improvement and ensure the protection of student and employer privacy rights.
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44 ▪ Align outcome measures for all state-funded CTE initiatives and streamline grant reporting
45 to these metrics.
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47 **2 - CURRICULUM & INSTRUCTORS**
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49 ▪ Evaluate and revise the CTE curriculum approval process as appropriate to streamline and
50 shorten in order to optimize responsiveness and efficiency.
51 o Consider process for new course/program approval to respond to emerging labor
52 market needs; rapid adoption and local customization of courses/programs
53 approved at other colleges, and multi-college adoption of industry-advised
54 courses/programs.
55 o For state level activities, fund and provide fully trained staff in the Chancellor's
56 Office to speed up the curriculum approval process.
57
58 ▪ Facilitate student portability across institutions. Consider 1) creating a "C-ID" (course
59 identifier) system for CTE certificates and degrees to enable region- and/or state-wide
60 articulation across institutions, and 2) recognizing prior learning and work experience for
61 adults that award credits toward CTE pathways.
62
63 ▪ Enable CTE curriculum portability across institutions. Consider a repository of CTE
64 curriculum models that faculty/colleges can select and adapt to their own needs.
65
66 ▪ Increase the pool of qualified CTE instructors by reviewing statewide and minimum
67 qualifications, modifying equivalency for CTE faculty, and providing fiscal incentives for
68 professional development activities for CTE faculty such as externships and other methods
69 of skill upgrades to ensure currency.
70 o Revise the single subject equivalency regulation to allow CTE programs to hire an
71 individual to teach one course.
72 o Create an academic pathway to allow someone to be hired from industry.
73 o Provide CTE faculty with credit for years in the field vs. advanced degrees.
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75 ▪ Consider student advancement based upon mastery of competencies for a specified
76 occupation through authentic, performance-based assessment, rather than time-in-seat.
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78 ▪ Clarify practices and/or address treatment of 'repeatability' on CTE courses when course
79 content evolves to meet changes in skill requirements.
80
81 ▪ Embed basic skills into CTE utilizing evidence-based practices such as contextualization.
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83 ▪ 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.

| 128 | **5 - REGIONAL COORDINATION** |

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130	▪ Support the development of structures and staffing to coordinate regional level common
131	efforts — some of which are sector-specific -- such as: industry engagement tied to sector
132	strategies, course scheduling coordination for shared programs, regionalized articulation
133	through curriculum model development, standardizing industry-valued credentials across
134	regions, joint marketing, asset/equipment sharing, joint professional development of
135	faculty as the sector evolves its skill needs, data collection and evaluation, calibrating
136	regional supply and demand and other shared needs and strategies as prioritized by the
137	region. In this context, provide clarity of roles for Sector Navigators, Deputy Sector
138	Navigators and Regional Consortia.

130. ▪ 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.

140. ▪ Build upon best practices for use of non-credit, fee-based and/or revenue-sharing arrangements by these regional networks/structures.

143. ▪ 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 Angeles County Economic Development Corporation	March 4, 2015
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

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

164 **Top Priorities for Preparing a Strong Workforce**

165 Overall, Town Halls participants expressed broad agreement that preparing a strong workforce
166 will require deeper working relationships with employers/industry, more timely and relevant
167 education and training, and sufficient funding for CTE programs needed in state and regional
168 labor markets.
169
170 In particular, the following were identified as top priorities for the community college system:

- 171 **Coordinate Employer Outreach Regionally**
  - 172 o Engage employers regionally and by sector (as opposed to one-on-one) to
  - 173 anticipate labor market trends, build career pathways, determine specializations,
  - 174 and validate skill competencies.
- 175 **Expand Work-Based Learning**
  - 176 o Develop more work-based learning opportunities offered in partnership with
  - 177 career technical education in order to improve day-one readiness of students
  - 178 hired.
- 179 **Develop Public Awareness Campaign**
  - 180 o Develop a sustained public awareness campaign promoting attainment of in-
  - 181 demand degrees, certificates, and industry-valued credentials.
- 182 **Increase Responsiveness of CTE Curriculum Approval and Modification processes**
  - 183 o Modify curriculum approval and modification processes to keep pace with
  - 184 changes in the workplace and business cycles.

185 **A Shared Investment Approach**

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

- 189 Provide feedback on curriculum and validate skill competencies;
- 190 Develop or increase work-based learning opportunities in partnership with community
- 191 college CTE programs;
- 192 Convene or join an industry-driven regional sector partnership to collaborate with other
- 193 businesses and community colleges on shared workforce needs;
- 194 Contribute experienced subject matter experts to help instruct CTE courses;

195 • Contribute to the development of a public awareness campaign promoting awareness of
196   career opportunities in high demand fields;
197 • Specify community college and/or industry-valued credentials as "desired qualifications"
198   in job descriptions.

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202   More detailed feedback from each Regional College Conversation can be found at
203   *http://doingwhatmatters.cccco.edu/StrongWorkforce/Events.aspx#conversations_*
204   and in the appendices.
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206   Individual summaries of Town Hall results are included in the appendices.

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217   *GOAL OF THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY:*
218   *Increase individual and regional economic competitiveness by providing California's workforce*
219   *with relevant skills and quality credentials that match employer needs and fuel a strong*
220   *economy.*
221
222   *#strongworkforce*
223
224   *www.doingwhatmatters.cccco.edu/StrongWorkforce.aspx*
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