

CALIFORNIA COMMUNITY COLLEGES

Task Force on **WORKFORCE**

JOB CREATION AND A STRONG ECONOMY

Overview

Version as of 11/10/14



Agenda

- 10:00 – 10:05 Welcome & Opening Remarks – John Mummert
- 10:05 – 10:20 Review BOG Task Force Goals & Process – Van Ton-Quinlivan
- 10:20 – 10:30 Overview of Logistics – Denise Brosseau, Facilitator and Elaine Gaertner
- 10:30 – 12:15 Breakout Group Meetings
- 12:15 – 12:45 Lunch
- 12:45 – 1:15 Report Outs from Each Group
- 1:15 – 1:45 Group Ideas and Prioritize – All
- 1:45 – 1:55 Thank Yous and Select Groups
- 2:00 – 2:55 Hone Final 5 Ideas - All
- 2:55 – 3:00 Turn in Final 5 Idea Sheets

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

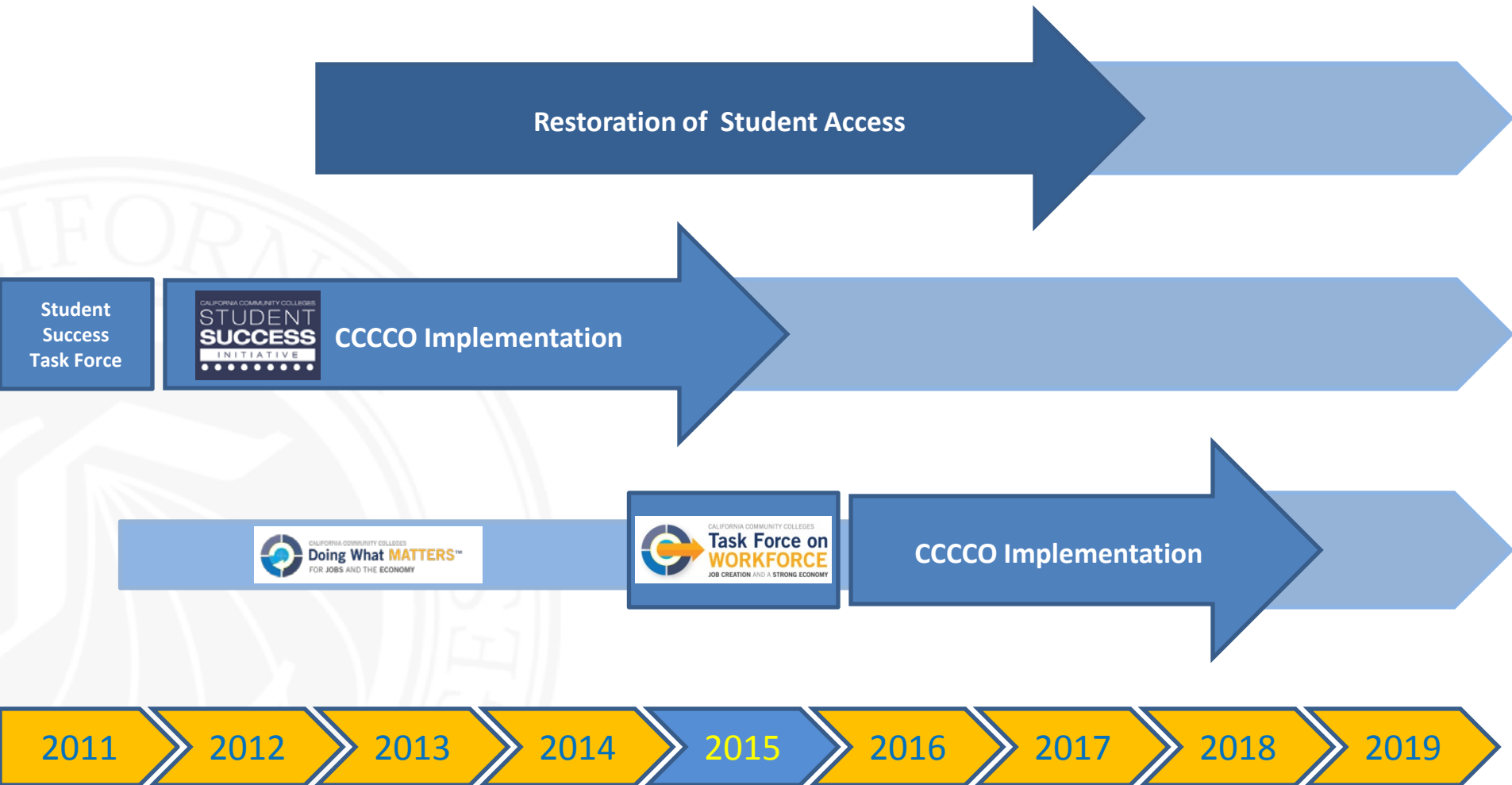
Scope

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 & February

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

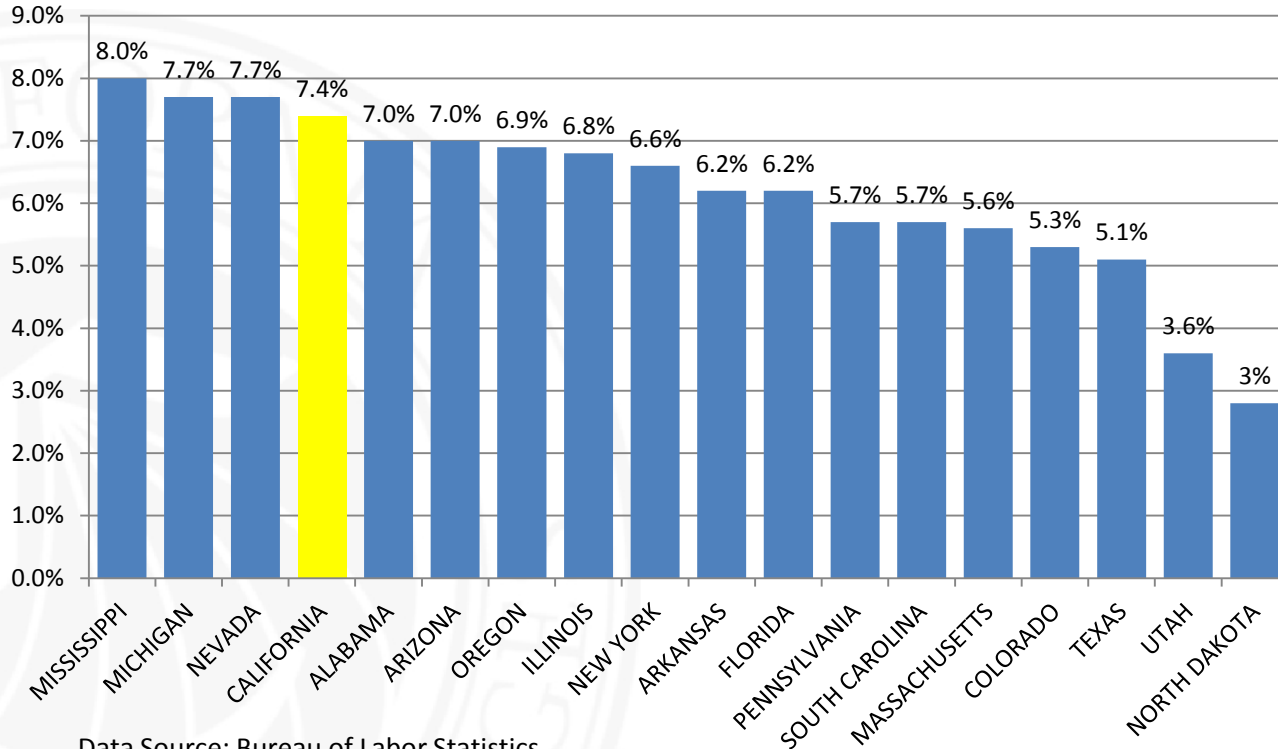
Source: Salary Surfer, 112 CA Community Colleges

\$38,500

AA - General Ed
5-years later

Source: Salary Surfer, 112 CA Community Colleges

Unemployment Rates California and Selected States July, 2014

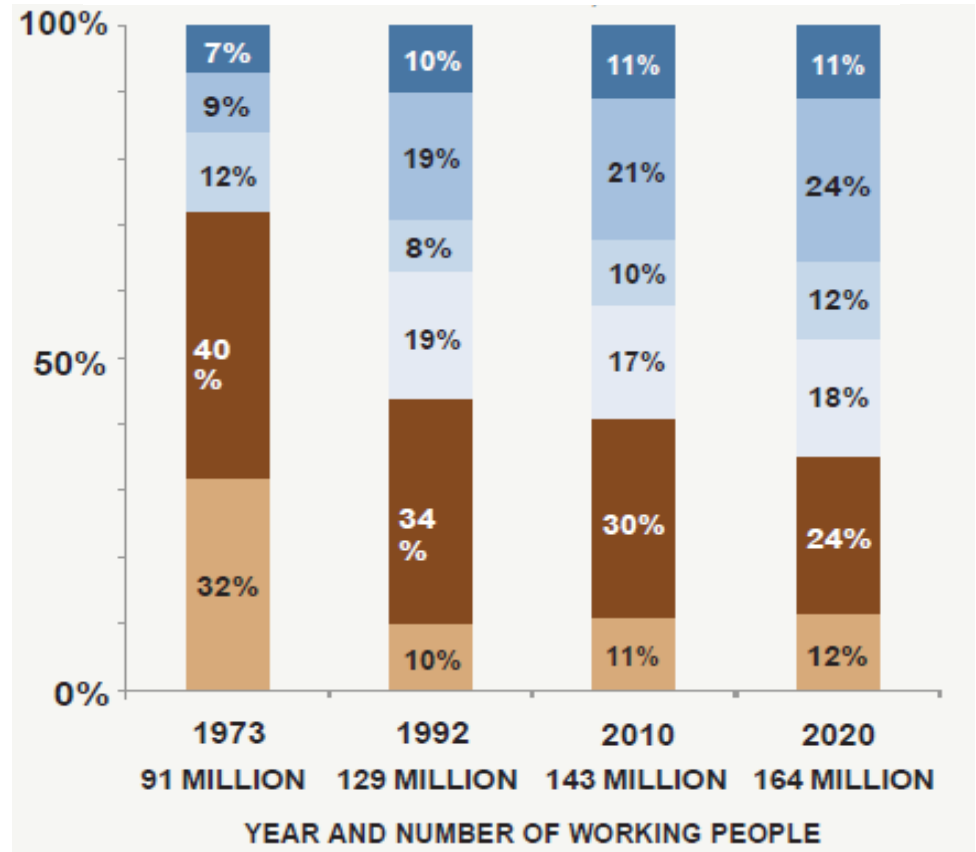


**California's
unemployment
rate is the
sixth-highest in
the country
(July 2014)**

Data Source: Bureau of Labor Statistics
Analysis: Collaborative Economics

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%

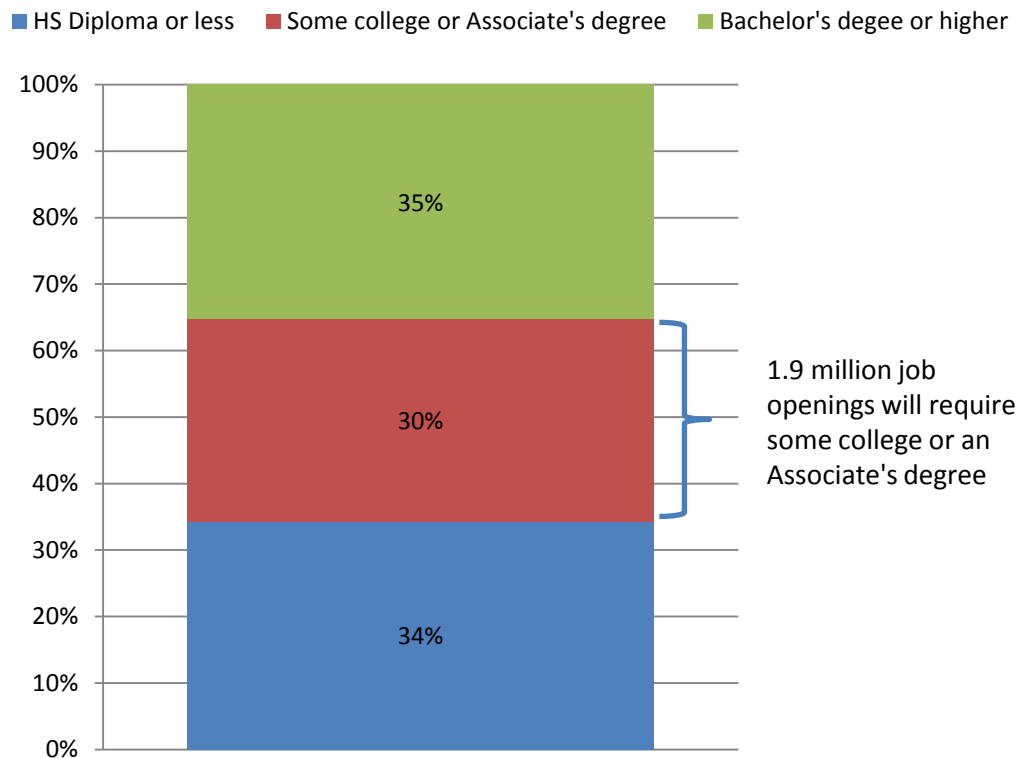
of job openings in the U.S. will require some postsecondary education or training – though not necessarily a four-year degree.⁷

Source: Georgetown Center on Education and the Workforce analysis



**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, "Recovery: 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?

Test Your Recommendations

When assessing your recommendations, prioritize those that meet most or all of these criteria to move forward to the larger group for a vote:

- **Flexibility** to respond to the needs of today's ever-changing labor market and the lives that students live
- **Responsiveness** to the labor market and the sets of competencies needed by various industries
- **Portability** as students move geographies and move in and out of learning institutions multiple times over their lives
- **Build Sustainable Partnerships** with business and industry and other workforce training providers
- **Financially Viable** – not financially detrimental to colleges

Breakouts Agenda Details

10:30 – 12:15 Breakout Group Meetings

12:15 – 12:45 Lunch

12:45 – 12:55 Report Out and Questions – Group 1/Completion
(Facilitator:)

12:55 – 1:05 Report Out and Questions – Group 2/Responsiveness
(Facilitator: Denise)

1:05 – 1:15- Report Out and Questions – Group 3/Funding (Facilitator:
)

1:15 – 1:45 Group Ideas and Prioritize – All

1:45 – 1:55 Thank Yous and Form 5 Groups

2:00 – 2:55 Hone Final 5 Ideas - All

2:55 – 3:00 Turn in Final 5 Idea Sheets

GROUP 1

Food for Thought: Completion

- *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?*
- *Should colleges recognize CTE program competencies acquired through prior learning to help accelerate the education and career advancement of students?*
- *Should attainment of a set of job-related competencies be a component of certain job-related degrees and certificates?*

GROUP 2

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?*
- *Are changes at the state and local level needed so colleges can enhance the use of incumbent worker training and integrate work-based learning opportunities that are valued by employers into the program curricula?*
- *Should 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 funding for CTE programs be less dependent on state budget fluctuations and grant funding?*
- *Should community colleges develop a funding model that more adequately funds the higher cost of CTE facilities, supplies, equipment, and professional development (beyond the current system of block grants for instruction equipment and maintenance)? If so, what should it look like?*
- *How can colleges operate regionally to better leverage resources across multiple state agencies and better position themselves for employer-funded training?*