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APPENDIX 1: Regional College Conversations - Workforce Data & Outcomes

KEY

- 1 Workforce Data & Outcomes
- 2 Curriculum & Instructors
- 3 Structured Career Pathways & Student Support
- 4 Funding
- 5 Regional Coordination

Cross-Reference	Ideas Submitted From Regional College Conversations (listed in no particular order)
1	Develop new metrics that measure student success based on student's goals and outcomes.
1	Refine completion to incorporate what CTE contributes to student success. Integrate and align the industry and CCCCO definitions to capture student achievement of goals. Develop measures to capture students that leave for job, promotional opportunity or competency improvement.
1	Scorecard to record short-term gains (employment or increase of pay) after short-term training.
1	Access to industry and state level certification and licensing awards/results.
1 & 4	Build a set of metrics for analyzing the cost of CTE programs compared to the general and specific benefits those programs provide for employers, students, and communities to justify additional investments and differential funding models for CTE and workforce development.
1, 2 & 4	Adopt common curriculum that reflects industry standards, contextualizes basic skills, and results in multiple institutions receiving completion recognition.
1, 2, & 4	Standardize industry valued credentials across region; Develop method of counting skill-building units/certificates.
1	Prioritize CTE programs based on high wage, high skill occupations.
1	Student employment data needs to be provided by the State (similar to the CTE Outcome Survey).
1	Rapid and full implementation/deployment of the Launch Board system including disaggregation of data to the local program level.
1	Create a comprehensive on-going data collection research unit with resources (staff and technology) to maintain follow up contact with students and meet the needs of industry/future student needs.

1	Provide infrastructure to measure student outcomes in the labor market and use this information to incentivize investments that improve student job placement and wage advancement (both absolute increases in earnings and percentage increases in earnings)
1	Chancellors Office to fund data acquisition so CC's can respond to goals and objectives of Doing What Matters (CTE employment outcome data).
1	Provide state funding to support access to a comprehensive suite of data analysis tools, nuanced workforce research, and technical assistance to regions to make sense of this data.
1	Increase funding for (labor market research) Centers of Excellence.
1	Provide more access to employment outcomes data (EDD, CO, CurricUNET).
1 & 3	Fund a common data system that will follow students through program completion across colleges to job placement & retention; data on internships and work-based learning experiences (regional registry);
1	To speed up present process, prioritize curriculum approval based on critical industry or regional needs.
1, 2, 3 & 5	Create a structured, data-informed process for creating uniform career pathways by engaging all stakeholders. Needs analysis done regionally and statewide, using uniform statistical methods. This information could then be used to craft policies or legislation that mandates how career pathways are to be developed.
1 & 5	Provide ability to generate and customize research to specific industry and region.
1	Create regulations authorizing student data, employment data, job history and salaries to be shared while acknowledging students right to privacy and employer right to privacy necessary to create a statewide database portal accessible to institutions, WIB's, employers and students.
1	Create MOUs with other governmental groups to give access to data.
1	Simplified outcome reporting.
1	Simplify and align regional and state goals and funding.
1	Standardized uniform application for grant funds – for both application for funds and reporting out with common metrics and data requirements (like FAFSA)
1	Simplified outcome reporting.
1	Simplify and align regional and state goals and funding.
1 & 5	Reduce the competition between the different initiatives (completion, outcomes, reporting).
1 & 5	Streamline the internal and external structures of existing initiatives.
1	Breakdown historical funding silos that limit and restrict our efforts.

APPENDIX 2: Regional College Conversations - Curriculum & Instructors

KEY

- 1 Workforce Data & Outcomes
- 2 Curriculum & Instructors
- 3 Structured Career Pathways & Student Support
- 4 Funding
- 5 Regional Coordination

Cross-Reference	Ideas Submitted From Regional College Conversations (listed in no particular order)
2	The Chancellor's Office sets and adheres to a reasonable timeframe for curriculum approval, such as 3 months. 1. The Chancellor's Office sets and adheres to a reasonable timeframe for curriculum approval, such as 3 months.
2	Fast-track approval system for experimental courses.
2	Fully staff Chancellor's Office to speed up approvals. Sufficient, trained Chancellor's Office staff to complete curriculum approval process (no more than 30 days for approval).
2	Crowd-source new content and competencies from industry.
2	Reduce the curriculum development and approval process from 18 – 24 months to 3 -6 months.
2	Create local approval for an alternate fast track method for high growth, high demand, industry-approved courses and designed curriculum.
2	Disseminate clear, concise guidelines for curricular approval.
2	Reauthorize local stand-alone approval of curriculum.
2	Ensure functional tools (for curriculum approval process) are efficient.
2	Eliminate discretionary approval/disapproval of curriculum that leaves control in the hands of one person at the Chancellor's office
2	Develop concurrent statewide and local processes for curriculum approval.
2	Create a streamlined approval process for programs already approved at other colleges.
2	Allow community colleges to adopt (as is) curriculum approved by other community colleges.
2	Fast-track short certificate approval process for industry specialization certificates.
1 & 2	To speed up present process, prioritize curriculum approval based on critical industry or regional needs.

2 & 5	Create better practices and rules around converting not-for-credit contract ed courses to credit-based courses so curriculum approval happens simultaneously and is funded appropriately to make that possible.
1, 2 & 5	Standardize industry-valued credentials across region; Develop method of counting skill-building units/certificates.
2	To make curriculum process easier for faculty, front-load the data into the online applications so they don't have to keep re-entering the same info over and over
2	Spend more time assuring curriculum is aligned to latest pedagogical standards and can meet needs of all 5 generations of students in the classroom
2	Assure certifications and content are standardized with competencies as defined by industry
1, 2 & 5	Adopt common curriculum that reflects industry standards, contextualizes basic skills, and results in multiple institutions receiving completion recognition.
2 & 4	Students who are awarded a degree or certificate must demonstrate all required competencies for the specified occupation through authentic, performance-based assessment. Exit competencies for CTE programs will align with industry requirements for each occupation. Curriculum design will be based on job related competencies. Competency can be attained through assessment of prior learning or through work-based learning. Course design will be based on modules with clusters of competencies. Students would take modules based on assessment of prior learning and remain in a module until competencies are mastered. Open entry and open exit design will be typical and not financially disadvantaged.
2	Course Identification (CID) articulation for CTE.
2	Create a "CID" (course identifier) system for CTE to allow for a common pool of pre-approved courses for colleges to pull from.
2	Establish prior learning assessments and streamline articulation so that students can obtain credit and move towards completion.
2	Assess and give credit for prior learning.
2	If pre-approved curriculum is used, no Chancellors Office approval is needed prior to implementing courses/programs.
2	Create centralized, standardized, industry-approved certificates
2	Develop minimum standards for CTE programs that can be shared statewide.
2 & 3	Reduce the menu of available programs while maintaining stackability.
1, 2, 3 & 5	Create a structured, data-informed process for creating uniform career pathways by engaging all stakeholders. Needs analysis done regionally and statewide, using uniform statistical methods. This information could then be used to craft policies or legislation that mandates how career pathways are to be developed.
2, 3, 4 & 5	Create a statewide system that includes checks and balances, participatory governance, and leadership and resources to accomplish the following: a. Coordinate CTE planning and implementation; b. Avoid duplication of effort; c. Disseminate best practices; d. Identify CTE programming, needs, and issues and address them in a statewide manner; e. Maintain high level of

	communication between all stakeholders; f. Perform statewide advocacy for the CTE system; g. Develop flexible, fast track and/or self-paced instruction to meet the needs of students and industry; h. Perform planning and development for the CTE system; i. Establish and maintain uniformity in content and processes; j. Engage industry to more comprehensively meet the needs of industry statewide; k. Policy and processes that support work-based learning in all its forms: job shadowing, internships, apprenticeship, work experience, and job placement services
2	Infuse business and entrepreneurship into the community college curriculum.
2 & 3	Promote a cohort approach where small groups of students move through stackable certificates of shorter duration, so that each semester new students can be added into the programs.
2, 3 & 5	Identify and remove barriers to enrollment and completion, such as articulation transfer credit from other ccc's, financial aid, and others.
2	Once a course is State approved, publish it in an online catalog so that the course can be taught the next session rather than waiting.
2	Faculty and industry partners work together to develop best practices and skills necessary to effectively teach CTE courses.
2	At the state level create a repository of curriculum that CCCs have the option to select and adopt to meet their local needs.
2	Work with industry and faculty statewide to create a repository of pre-approved courses and programs.
2	Create a centralized, industry-approved curriculum repository that all CCs can use
2	In Career Technical Education fields, the system must value industry experience and skills and industry acknowledged credentials and compensate for those.
2	Through local or legislative mandates (as required by need for change to work rules), professional development must be required, funded and made a priority. It must be mandated and funded through the legislation and be implemented and supported by the Chancellor's Office and all other governmental bodies at the community college level (e.g. Academic Senate and Board of Governor's). Early adopters should be rewarded, to encourage a quick/piloted rollout (within 3 to 5 years). Remove all prohibitions (fiscal and administrative) to activities designated as essential professional development.
2	Provide faculty training on how to build strong advisories, how to engage industry, and how to report back and respond to recommendations by industry partners.
2	Use industry speakers to speak to students and instructors.
2	Professional development should lead to curriculum improvement that leverages emerging best practice (e.g. Knowledge Skills and Ability (KSA) model).
2	Enhanced professional development for faculty so they can teach job and career advancement skills.

2	Need standardization statewide regarding equivalency and minimum qualifications for CTE faculty.
2	Change the minimum faculty qualifications at the state level so that they are more flexible and competency-based.
2	Give equal pay to faculty for teaching credit and non-credit courses.
2	Cultural and fiscal support for mandatory professional development at all levels, including mandated release time, incentives that encourage professional development, enhanced current and expanded skills and the creation of active relationships with industry.
2	Provide opportunities for faculty to participate in externships funded by the community college (if it isn't funded by industry), based on the Industry Initiatives for Science and Math Education (IISME) model.
2	Expand the base funding for CTE to hire and grow CTE full time faculty. Direct the funding to local colleges, who would develop a plan for the use of funds with input from external advisory members and local industry.
2 & 5	Faculty development credit and/or tax credit for adjunct faculty and stipends for full time faculty that bring together regional partnerships.
2, 3 & 4	Develop strong student and faculty internships, job shadowing, and work-based learning experiences.
2	Use digital badges to record achievements.
2, 3 & 4	The current funding structure is too rigid for the various needs of CTE programs. Students in many CTE programs often need additional instruction, services and time on task to achieve competency. The traditional funding unit does not accommodate the need for additional instructors and time that may be needed. Develop attendance accounting models that respond to the unique needs of CTE programs in areas such as the needs for basic skills; academic instruction; support services; and acquiring more time on specific work-based tasks to achieve competency.
2 & 3	Change standards to require measureable objectives in all curricula. Incorporate foundational workplace/career skills. Focus institutional outcomes assessment efforts to measure these specific core competencies.
2 & 3	Change delivery model in academic programs to include job skills and employment and career advancement techniques.
2 & 3	Make sure academic programs align with and teach job skills and employment and career advancement techniques.
2	Align repeatability policies with employer needs
2	Eliminate regulatory hurdles such as the limit on how many times a course can be taken or the practice of registration priority.
2	Align TOP & MIS codes. Combine codes within a course (e.g., VESL/VABE).
2 & 4	Contextualized basic skills.

APPENDIX 3: Regional College Conversations - Structured Pathways & Student Support

KEY

- 1 Workforce Data & Outcomes
- 2 Curriculum & Instructors
- 3 Structured Career Pathways & Student Support
- 4 Funding
- 5 Regional Coordination

Cross-Reference	Ideas Submitted From Regional College Conversations (listed in no particular order)
3	Significant and meaningful curriculum alignment that results in non-duplicative, coordinated progression of courses that includes dual enrollment
3	Coherent sequence of rigorous general education and CTE courses that begin in high school and leads to an industry recognized certificate, associate degree, or university degree
3	Establish legislation similar to SB 1440 that provided impetus for all community colleges to align curriculum with the universities in California. This legislation would focus on aligning curriculum between the community colleges and the high schools through Integrated Pathways with common components as defined above.
1, 2, 3 & 5	Create a structured, data-informed process for creating uniform career pathways by engaging all stakeholders. Needs analysis done regionally and statewide, using uniform statistical methods. This information could then be used to craft policies or legislation that mandates how career pathways are to be developed.
2, 3, 4 & 5	Create a statewide system that includes checks and balances, participatory governance, and leadership and resources to accomplish the following: a. Coordinate CTE planning and implementation; b. Avoid duplication of effort; c. Disseminate best practices; d. Identify CTE programming, needs, and issues and address them in a statewide manner; e. Maintain high level of communication between all stakeholders; f. Perform statewide advocacy for the CTE system; g. Develop flexible, fast track and/or self-paced instruction to meet the needs of students and industry; h. Perform planning and development for the CTE system; i. Establish and maintain uniformity in content and processes; j. Engage industry to more comprehensively meet the needs of industry statewide; k. Policy and processes that support work-based learning in all its forms: job shadowing, internships, apprenticeship, work experience, and job placement services
2, 3 & 4	The current funding structure is too rigid for the various needs of CTE programs. Students in many CTE programs often need additional instruction, services and time on task to achieve competency. The traditional funding unit does not accommodate the need for additional instructors and time that may be needed. Develop attendance accounting models that respond to the unique needs of CTE programs in areas such as the needs for basic skills; academic instruction; support services; and acquiring more time on specific work-based tasks to achieve competency.
2 & 3	Reduce the menu of available programs while maintaining stackability.

2 & 3	Promote a cohort approach where small groups of students move through stackable certificates of shorter duration, so that each semester new students can be added into the programs.
3 & 5	Pathways are developed, implemented and maintained by high school faculty, college faculty and industry all as partners
3 & 5	Comprehensive career exploration beginning as early as the 8th grade but no later than the freshman year of high school
3	Add more counseling, support services, and evening staff.
3	Support placing employment centers on college campuses.
3	Develop support systems and internal marketing communications to bolster such areas as mentoring career selection, and counseling.
1, 3 & 4	Fund a common data system that will follow students through program completion across colleges to job placement & retention; data on internships and work-based learning experiences (regional registry);
3 & 4	Encourage internship opportunities.
3 & 4	Support apprenticeships, internships, and work experience and provide resources for their support.
3 & 4	Eliminate competitive grants coming from the Chancellors Office and repurpose the funds to ongoing sustainable funding to local colleges. (e.g. like Students Success and Support Program, which establishes base funding with incentives for collaboration).
3 & 4	Designate student success and support funding for CTE programs.
2, 3 & 5	Identify and remove barriers to enrollment and completion, such as articulation transfer credit from other ccc's, financial aid, and others.
3 & 5	Regional systems for coordinating clinical placements in healthcare occupations.
3 & 5	Increase such activities as student field trips to industry partners for exposure to jobs and industry expectations.
3 & 5	Also consider marketing that is internal to those working at the college (such as outreach to counselors about the value of CTE).
2 & 3	Change delivery model in academic programs to include job skills and employment and career advancement techniques.
2 & 3	Change standards to require measureable objectives in all curricula. Incorporate foundational workplace/career skills. Focus institutional outcomes assessment efforts to measure these specific core competencies.
2, 3 & 4	Develop strong student and faculty internships, job shadowing, and work-based learning experiences.
2 & 3	Make sure academic programs align with and teach job skills and employment and career advancement techniques.

3 & 5	Fund college campus hubs to coordinate work-based learning experiences for students enrolled in a CTE program of study. Hub would assist students with internship, apprenticeship and job placement while connecting with local employers and faculty. Regional job boards would also be created to reach student from multiple college campuses.
3 & 5	Regionalize Work Based Learning and Employment Services Centers.
3 & 5	Provide training to counselors to flex days to learn about industries and job expectations.

APPENDIX 4: Regional College Conversations – Funding

KEY

- 1 Workforce Data & Outcomes
- 2 Curriculum & Instructors
- 3 Structured Career Pathways & Student Support
- 4 Funding
- 5 Regional Coordination

Cross-Reference	Ideas Submitted From Regional College Conversations (listed in no particular order)
4	Create a permanent budget line item at state level.
4	The funding model should respond to the issues of multi-year cohort-based training, external regulations (e.g., industry, safety).
4	Local level decision making using formula funding.
4	Provide ability to pay for direct instruction.
4	Legislate a realistic, reliable weighted funding formula (e.g. FTES x 1.5) for career technical education to provide for actual cost of program.
4	Revise accounting models to address cohort-based multi-year instruction.
4	Funding and credit awarded based upon skill competency as opposed to seat or classroom time.
4	As a system we should develop/adopt differential tuition aligned with the total cost of ownership (by program or TOP code).
4	Create a Workforce Innovation Center (CTE Lab) that could be funded similar to the tutoring FTES formula.
4	Provide enhanced FTES reimbursement for CTE programs.
4	Establish uniform apportionment based upon contact hours rather than how those hours are divided in the class schedule.
4	Differential funding based on the expense of the program (nursing vs. a business class)
4	Allow double apportionment for the instructors that are team-teaching a contextualized class doing both basic skills and CTE.
4	Allow flexible reserves (that meet accreditation expectations).
4	Require Districts to allocate 1-2% of their budget into a locally controlled CTE Endowment Fund to mitigate budget fluctuations.

1 & 4	Build a set of metrics for analyzing the cost of CTE programs compared to the general and specific benefits those programs provide for employers, students, and communities to justify additional investments and differential funding models for CTE and workforce development.
4 & 5	Change tax structure to grow system revenue: Direct lottery funds to CTE and budgets. Merge ETP funding with CCCCO budget.
4 & 5	Develop a return on investment model based on state taxes generated compared to cost of program and labor market data and demand.
2, 3 & 4	The current funding structure is too rigid for the various needs of CTE programs. Students in many CTE programs often need additional instruction, services and time on task to achieve competency. The traditional funding unit does not accommodate the need for additional instructors and time that may be needed. Develop attendance accounting models that respond to the unique needs of CTE programs in areas such as the needs for basic skills; academic instruction; support services; and acquiring more time on specific work-based tasks to achieve competency.
4	Reduce restrictions and give local authority to make decisions on funding.
4	Incentivize colleges based on performance based measures rather than just census enrollment.
4	Provide increased funding for completers.
4	Build in rollover fund options to build rainy day fund.
4	CTE Enhancement Funds become a statewide and institutionalized solution to funding CTE programs.
4	Provide an on-going stream of funding in the amount of \$50M or more that supports, guides and enhances the effective use of the much larger amount of apportionment that is currently devoted to CTE.
4	Determine conditions to place on access to funds to incentivize investments/alignment of apportionment with workforce development needs. For example, provide funds as a match to any increase in CTE FTES beyond historical levels.
4	Block grant categorical funding tied to student success with CTE.
4	Tax credits for businesses that participate in regional partnerships across colleges.
4	Change to a two-year budget approval cycle.
4	Create a \$1,000 employer tax incentive for each registered apprentice (like South Carolina).
4	Eliminate the current EWD competitive grant process and directly allocate these dollars to colleges as categorical CTE funding.
4	Provide incentive funding for industry, such as tax credits to businesses that partner with colleges.
4	Offer fewer competitive grants and redirect money to CTE base funding. Maximize the percentage of funding going to local programs.
4	Tax incentives for local businesses and industry that offer work based learning.
3 & 4	Eliminate competitive grants coming from the Chancellors Office and repurpose the funds to ongoing sustainable funding to local colleges. (e.g. like Students Success and Support Program, which establishes base funding with incentives for collaboration).

3 & 4	Support apprenticeships, internships, and work experience and provide resources for their support.
2 & 4	Students who are awarded a degree or certificate must demonstrate all required competencies for the specified occupation through authentic, performance-based assessment. Exit competencies for CTE programs will align with industry requirements for each occupation. Curriculum design will be based on job related competencies. Competency can be attained through assessment of prior learning or through work-based learning. Course design will be based on modules with clusters of competencies. Students would take modules based on assessment of prior learning and remain in a module until competencies are mastered. Open entry and open exit design will be typical and not financially disadvantaged.
2, 3 & 4	Develop strong student and faculty internships, job shadowing, and work-based learning experiences.
2 & 4	Contextualized basic skills.
3 & 4	Designate student success and support funding for CTE programs.
3 & 4	Encourage internship opportunities.
4 & 5	Tax credits for businesses that participate in regional partnerships across colleges.
4 & 5	Employer match requirements that are realistic and attainable to actually demonstrate involvement (too much overlap between match sources).
4 & 5	Create virtual computer labs that allow sharing of systems and technical support.
4 & 5	Create a clear value proposition for faculty, college CEOs, & college Chief Instructional Officers with built-in incentives.
4 & 5	Provide designated funding – “hard monies” to colleges and regions to build-out the Regional infrastructure to support sector-specific industry engagement.
4 & 5	Create an augmented CTE enhancement fund pool that includes a statewide collective impact fund to support statewide, regional, and sub-regional industry engagement, marketing, evaluation, and other shared needs across the state and regions.
1, 3 & 4	Fund a common data system that will follow students through program completion across colleges to job placement & retention; data on internships and work-based learning experiences (regional registry).
2, 3, 4 & 5	Create a statewide system that includes checks and balances, participatory governance, and leadership and resources to accomplish the following: a. Coordinate CTE planning and implementation; b. Avoid duplication of effort; c. Disseminate best practices; d. Identify CTE programming, needs, and issues and address them in a statewide manner; e. Maintain high level of communication between all stakeholders; f. Perform statewide advocacy for the CTE system; g. Develop flexible, fast track and/or self-paced instruction to meet the needs of students and industry; h. Perform planning and development for the CTE system; i. Establish and maintain uniformity in content and processes; j. Engage industry to more comprehensively meet the needs of industry statewide; k. Policy and processes that support

	work-based learning in all its forms: job shadowing, internships, apprenticeship, work experience, and job placement services
4	Create flexibility in material fee guidelines.
4	Differential student fees based on the expense of the program.
4	Change allowances for student lab and material fees. Allow student fees for consumable and disposable materials.

APPENDIX 5: Regional College Conversations – Regional Coordination

KEY

- 1 Workforce Data & Outcomes
- 2 Curriculum & Instructors
- 3 Structured Career Pathways & Student Support
- 4 Funding
- 5 Regional Coordination

Cross-Reference	Ideas Submitted From Regional College Conversations (listed in no particular order)
5	Provide workers' compensation coverage for employers for paid internships.
5	Provide clarity of roles for Sector Navigators, Deputy Sector Navigators and Regional Consortia.
5	Regional industry engagement (supporting DSN work).
5	Develop regional CTE/EWD hubs that bring the equipment/resources/programs/activities into one collaborative effort and one-stop shop. Include curriculum devt, grant writing, best practice sharing, curriculum repository.
5	Involve other workforce entities to leverage resources and work together.
1, 2 & 5	Adopt common curriculum that reflects industry standards, contextualizes basic skills, and results in multiple institutions receiving completion recognition.
1 & 5	Provide ability to generate and customize research to specific industry and region.
1 & 5	Streamline the internal and external structures of existing initiatives.
1 & 5	Reduce the competition between the different initiatives (completion, outcomes, reporting).
1, 2 & 5	Standardize industry valued credentials across region; Develop method of counting skill-building units/certificates.
1, 2,3 & 5	Create a structured, data- informed process for creating uniform career pathways by engaging all stakeholders. Needs analysis done regionally and statewide, using uniform statistical methods. This information could then be used to craft policies or legislation that mandates how career pathways are to be developed.
1 & 5	Breakdown historical funding silos that limit and restrict our efforts.
2, 3 & 5	Identify and remove barriers to enrollment and completion, such as articulation transfer credit from other ccc's, financial aid, and others.
2 & 5	Faculty development credit and/or tax credit for adjunct faculty and stipends for full time faculty that bring together regional partnerships.
3 & 5	Pathways are developed, implemented and maintained by high school faculty, college faculty and industry all as partners

3 & 5	Fund college campus hubs to coordinate work-based learning experiences for students enrolled in a CTE program of study. Hub would assist students with internship, apprenticeship and job placement while connecting with local employers and faculty. Regional job boards would also be created to reach student from multiple college campuses.
3 & 5	Regionalize Work Based Learning and Employment Services Centers.
3 & 5	Provide training to counselors to flex days to learn about industries and job expectations.
3 & 5	Regional systems for coordinating clinical placements in healthcare occupations.
4 & 5	Provide designated funding – “hard monies” to colleges and regions to build-out the Regional infrastructure to support sector-specific industry engagement.
4 & 5	Create a clear value proposition for faculty, college CEOs, & college Chief Instructional Officers with built-in incentives.
4 & 5	Employer match requirements that are realistic and attainable to actually demonstrate involvement (too much overlap between match sources).
4 & 5	Create virtual computer labs that allow sharing of systems and technical support.
5	Fully develop the Joint Powers Authority model as a mechanism for colleges to better utilize our scale to address regional workforce development needs. A Joint Power Authority creates a formal structure for colleges to join together to address workforce development needs and opportunities that cross district boundaries. It enables a more efficient, more dynamic utilization of FTES among participating colleges, creates a more stable structure that enables development of long-term relationships with industry, and offers many possibilities for leveraging scale to the benefit of participating colleges. Regional scale workforce development needs are difficult to recognize and to address when the district is our largest instructional delivery mechanism. This structure more often leads to seeing each other as competitors than partners. The JPA provides a formal structure for collaborating in ways that benefit all the partners. Once the structure is in place, there is a capacity to find other ways in which collaboration is beneficial. A JPA has the potential to accelerate regional alignment of programs and to deepen engagement with regional scale employers, all of which leads to greater student success. Colleges should be encouraged to experiment with the JPA model as a way of meeting regional workforce development needs. Potential barriers in Ed Code and Title 5, and in policies and practices related to facilities development and operation, equipment acquisition, curriculum development and articulation should be identified and resolved to the extent possible. Sector Navigators/Deputy Sector Navigators and the Centers of Excellence for Labor Market Information may be of assistance in identifying sectors where JPAs could be particularly useful. The Regional Consortia could assist in convening colleges to consider and join together to form JPAs.
5	Create regional CC CTE Extension program offering short-term, certificated CTE programs, primarily non-credit and fee based, that are responsive to current industry needs, labor market demands and student needs. Leverage local industry resources, share regional resources and share revenue and FTES.
5	Regional marketing of CTE programs in conjunction with industry.

4 & 5	Create an augmented CTE enhancement fund pool that includes a statewide collective impact fund to support statewide, regional, and sub-regional industry engagement, marketing, evaluation, and other shared needs across the state and regions.
5	Update the Doing What Matters infrastructure to develop greater synergies between DSNs and regional colleges, creating a sector-specific network of colleges that cultivates regional pathways, with student learning outcomes driven by a regional industry advisory council. Role of a regional network would include: a. Industry advisory council convening's; b. Translation of industry needs into pathway and curriculum definition; c. Curriculum development; d. Professional development for faculty; e. Lab assessment and upgrade; f. Articulation and portability; g. Adoption of an industry credentials lattice; h. Integration of the above into regional career pathways; i. Marketing and outreach.
2 & 5	Create better practices and rules around converting not-for-credit contract ed courses to credit-based courses so curriculum approval happens simultaneously and is funded appropriately to make that possible.
2, 3,4 & 5	Create a statewide system that includes checks and balances, participatory governance, and leadership and resources to accomplish the following: a. Coordinate CTE planning and implementation; b. Avoid duplication of effort; c. Disseminate best practices; d. Identify CTE programming, needs, and issues and address them in a statewide manner; e. Maintain high level of communication between all stakeholders; f. Perform statewide advocacy for the CTE system; g. Develop flexible, fast track and/or self-paced instruction to meet the needs of students and industry; h. Perform planning and development for the CTE system; i. Establish and maintain uniformity in content and processes; j. Engage industry to more comprehensively meet the needs of industry statewide; k. Policy and processes that support work-based learning in all its forms: job shadowing, internships, apprenticeship, work experience, and job placement services
4 & 5	Change tax structure to grow system revenue: Direct lottery funds to CTE and budgets. Merge ETP funding with CCCCO budget.
5	Consistently promote the value and benefit of CTE education and opportunities. Enhance our image, enhance the value of our offerings, dispel the myths surrounding the value of CTE programs, certificates, and degrees.
5	System-wide positive communication to all constituencies (e.g. employers, K-12 and millennials) to strengthen awareness, connections and partnerships.
5	Take a Statewide and local approach [to communication about CTE.]
5	Create Videos [that showcase employment options for students and their parents.]
5	Create Accurate, specific, tangible information geared to students, K-16, parents and community at large.
5	Develop targeted marketing about the value of CTE to reach the wide variety of audiences, including middle schools, high schools, adult schools as well as industry.

5	Develop multilingual materials, outreach to additional outlets such as food banks and community-based organizations; use social media and other practices consistent with where and how the various audiences obtain information.
5	Invest resources in marketing talent, appropriate mediums, and building a brand. Include appropriate marketing to industry and all stakeholders. Tailor specific marketing techniques towards specific audiences.
5	Redefine training vs. education (similar to what is done in Washington state).
3 & 5	Comprehensive career exploration beginning as early as the 8th grade but no later than the freshman year of high school
3 & 5	Increase such activities as student field trips to industry partners for exposure to jobs and industry expectations.
3 & 5	Also consider marketing that is internal to those working at the college (such as outreach to counselors about the value of CTE).
4 & 5	Develop a return on investment model based on state taxes generated compared to cost of program and labor market data and demand.
4 & 5	Create an augmented CTE enhancement fund pool that includes a statewide collective impact fund to support statewide, regional, and sub-regional industry engagement, marketing, evaluation, and other shared needs across the state and regions.

APPENDIX 6: Central Valley Strong Workforce Town Hall

February 10, 2015

The Central Valley Strong Workforce Town Hall was co-hosted by Betts Company, the Partnership for the San Joaquin Valley, and the Fresno Business Council. Over 130 regional leaders attended the Town Hall, including 95 from business.

Top Priorities for Preparing a Strong Workforce

The following were identified as top priorities for the community college system (*see full summary of prioritization results below*):

1. **Engage with employers regionally and by sector** (5). Engaging with employers by sector as opposed to one-on-one was identified as particularly important.
2. **Strengthen foundational workplace/career skills** (3). Participants suggested providing contextualized soft skills training to strengthen foundational skills.
3. **Expand Work-Based Learning** (3 & 4). Participants agreed that developing more work-based learning opportunities in partnership with CTE is a top priority.
4. **Develop Public Awareness Campaign** (5). Participants prioritized a sustained public awareness campaign to promote attainment of in-demand degrees, certificates, and industry-valued credentials, targeting that campaign to parents.

Participants also contributed new ideas of what the community colleges could do to strengthen workforce training, including:

- Reinforce the pathway from K-12 to community colleges;
- Advocate for legislative reform to increase portability of curriculum across community college locations (e.g. Power Pathways);
- Increase standardization of curriculum across systems; and
- Work more closely with businesses to “pre-screen” college students to increase the odds of them being able to be employed after training.

What is Business Willing to Do to Help?

Business participants indicated that they would be willing to contribute to workforce training in a variety of ways:

- Provide feedback on curriculum and validate skill competencies.
- Develop or increase work-based learning opportunities.
- Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.
- Contribute experienced subject matter experts to help instruct CTE courses.

Central Valley Strong Workforce Town Hall Discussion: <i>numbers of supporters for each idea</i>	Business	Workforce /Community	Total
1. Deepen Working Relationships with Employers/Industry to Close the Skills Gap	47	25	72
1.a. Engage with employers/industry by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.	24	16	40
1.a.i. Build a collective employer voice on skills/standards needed.	1	1	2
1.a.ii. Systematize training development involving industry (W-1).	0	1	1
1.b. Regionally coordinate employer advisory efforts and outreach among colleges (as opposed to individual colleges engaging employers separately) to increase the impact of employer involvement.	2	2	4
1.c. Develop more work-based learning opportunities offered in partnership with Career Technical Education (CTE) in order to improve day-one readiness of students hired.	21	7	28
2. Provide Sufficient Funding for CTE Programs Needed in State and Regional Labor Markets	3	15	18
2. a. Increase capacity of high-demand CTE programs by better recognizing program cost in the state funding formula.	3	15	18
2.a.i. Change funding mechanism for equipment in K-12 and community college – including articulating employer needs. (B-2, W-1)	2	1	3
2.b. Streamline the process for private sector co-investment in high-cost/high-value programs.	0	0	0
3. Provide Employers and Employees with More Timely and Relevant Education and Training	26	25	51
3.a. Increase responsiveness of the CTE curriculum approval and modification process to keep pace with changes in the workplace and business cycles.	2	10	12
3.a.i. Enhance classes based on employer feedback.	0	0	0
3.b. Increase relevancy of instructional programs by incorporating foundational workplace and career skills into instructional programs and support services.	2	0	2
3.c. Make it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits.	10	6	16
3.c.i. Reinforce the pathway from K-12 to community college.	9	6	15
3.c.ii. Develop an alternate credentialing route through the community college system that does not require a high school diploma.	1	0	1
3.d. Increase the pool of qualified CTE instructors.	2	0	2
3.e. Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.	10	9	19
3.e.i. Scale outreach with video/media.	0	1	1
3.e.ii. Connect with technical High School programs to increase awareness of local job opportunities.	5	4	9
3.e.iv. Improve communication of opportunities in technical careers to kids, families and guidance counselors.	4	4	8
3.e.v. Increase events/field trips so children have exposure to jobs at an early age.	1	0	1

4. Additional Comments	3	3	6
Advocate for legislative reform to increase portability of curriculum across community college locations (e.g. power pathways).	0	3	3
Increase standardization of curriculum across systems, or at least better articulate the course description/scope in order to help employers with hiring and college staff with judging transfer credits.	2	1	3
Develop a standard CID for courses (W-1).		1	0
Involve manufacturers in developing the standard CID (B-2).	2		
Work more closely with businesses to “pre-screen” college course participants – to increase the odds of them being able to be employed after training.	0	1	0
Reform Master Plan to enable school and industrial park combinations.	1	0	0
Engage more non-profits and faith-based organizations in recruitment of potential students, also as regional employers.	0	0	0
Keep community colleges broader than just CTE, should be lots of course offerings available.	0	0	0

What Employers Can Do to Help – Central Valley		
	Already Doing	Willing to Do
Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.	12	16
Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.	6	16
Contribute financial support for high-demand workforce training.	3	5
Provide in-kind donations such as equipment or products to strengthen community college programs.	4	6
Use my tuition reimbursement program to send employees to community colleges.	6	5
Contract custom education through the community colleges to up-skill or re-skill my employees.	2	10
Provide feedback on curriculum and validate skill competencies.	5	20
Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.	3	11
Contribute experienced subject matter experts to help instruct CTE courses.	4	16
Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.	5	9
Join with others to encourage changes in the community college system to more effectively meet the workforce needs of California’s regional economies.	1	10

APPENDIX 7: Los Angeles Strong Workforce Town Hall

March 4, 2015

The Los Angeles Strong Workforce Town Hall was co-hosted by the Los Angeles Chamber of Commerce and the Los Angeles County Economic Development Corporation. Approximately 130 participants attended the Town Hall, including business leaders from a wide range of industry sectors including energy, transportation and logistics, banking and finance.

Top Priorities for Preparing a Strong Workforce

Overall, participants agreed that the following actions are most critical for the community colleges to strengthen workforce training (*see full summary of voting results below*):

- 1. Engage with employers regionally and by sector (5).** Engaging with employers by sector as opposed to one-on-one was identified as particularly important to deepen working relationships with employers.
- 2. Strengthen foundational workplace/career skills (3).** Participants suggested incorporating foundational workplace and career skills into instructional programs and support services.
- 3. Develop public awareness campaign (5).** Participants prioritized a sustained public awareness campaign to promote attainment of in-demand degrees, certificates, and industry-valued credentials, targeting that campaign to parents.
- 4. Increase responsiveness of the CTE curriculum approval and modification process (2).** Participants also agreed with the importance of modifying curriculum approval and modification processes to keep pace with changes in the workplace and business cycles.

Participants also contributed new ideas of what the community colleges could do to strengthen workforce training, including:

- Increase competency-based credentials;
- Make job placement a higher priority for community colleges;
- Truly understand what drives regional economies;
- Encourage colleges to look more like search firms;
- Redefine completion;
- Develop job search skills (interviewing and resume-writing);
- Better assess students to ensure they enroll in appropriate programs; and
- Develop collaborative communications strategy with business and colleges to attract students to middle-skill careers.

What is Business Willing to Do to Help?

Business participants indicated that they would be willing to contribute to workforce training in a variety of ways:

- Develop or increase work-based learning opportunities in partnership with CTE programs.
- Convene or join an industry-driven regional sector partnership to collaborate on shared workforce needs.
- Contract custom education through the community colleges to up-skill or re-skill employees.

- Contribute to the development of a public awareness campaign to promote awareness of career opportunities in high-demand fields.

Los Angeles Strong Workforce Town Hall Discussion: <i>numbers of supporters for each idea</i>	Business	Workforce /Community	Total
1. <u>Deepen Working Relationships with Employers/Industry to Close the Skills Gap</u>	20	28	48
1.a. Engage with employers/industry by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.	5	15	20
1.b. Regionally coordinate employer advisory efforts and outreach among colleges (as opposed to individual colleges engaging employers separately) to increase the impact of employer involvement.	1	4	5
1.c. Develop more work-based learning opportunities offered in partnership with Career Technical Education (CTE) in order to improve day-one readiness of students hired.	2	6	8
2. <u>Provide Sufficient Funding for CTE Programs Needed in State and Regional Labor Markets</u>	2	9	11
2.a. Increase capacity of high-demand CTE programs by better recognizing program cost in the state funding formula.	1	6	7
2.b. Streamline the process for private sector co-investment in high-cost/high-value programs.	1	2	3
3. <u>Provide Employers and Employees with More Timely and Relevant Education and Training</u>	24	33	57
3.a. Increase responsiveness of the CTE curriculum approval and modification process to keep pace with changes in the workplace and business cycles.	5	6	11
3.b. Increase relevancy of instructional programs by incorporating foundational workplace and career skills into instructional programs and support services.	2	10	12
3.c. Make it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits.	1	4	5
3.d. Increase the pool of qualified CTE instructors.	2	3	5
3.e. Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.	4	8	12
4. <u>Additional Comments</u>	6	24	30
Increase competency-based credentials.	0	3	3
Make job placement a higher priority for community colleges.	1	6	7
Truly understand what drives regional economies.	1	5	6
Encourage colleges to look more like search firms.	1	2	3
Redefine completion.	1	6	7
Develop job search skills (interviewing and resume).	2	1	3
Better assess students to ensure they enroll in appropriate programs.	0	1	1

What Employers Can Do to Help - Los Angeles		
	Already Doing	Willing to Do
Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.	20	16
Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.	15	14
Contribute financial support for high-demand workforce training.	12	6
Provide in-kind donations such as equipment or products to strengthen community college programs	9	6
Use my tuition reimbursement program to send employees to community colleges.	8	5
Contract custom education through the community colleges to up-skill or re-skill my employees.	15	10
Provide feedback on curriculum and validate skill competencies.	16	10
Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.	13	9
Contribute experienced subject matter experts to help instruct CTE courses.	10	11
Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.	12	13
Join with others to encourage changes in the community college system to more effectively meet the workforce needs of California’s regional economies	9	12

APPENDIX 8: Silicon Valley Strong Workforce Town Hall

March 10, 2015

The Silicon Valley Strong Workforce Town Hall was co-hosted by the Silicon Valley Leadership Group. Approximately 50 participants attended the Town Hall, including business leaders from a range of industry sectors including technology, health care, and hospitality.

Top Priorities for Preparing a Strong Workforce

Overall, participants agreed that the following actions are most critical for the community colleges to strengthen workforce training (*see full summary of voting results below*):

1. **Expand work-based learning and create focal point for internship coordination** (3 and 4). Participants agreed that developing more work-based learning opportunities in partnership with CTE is a top priority. In particular, participants identified the need for a centralized hub for employers to recruit students for internships and jobs (3B).
2. **Engage with employers regionally and by sector** (5). Engaging with employers by sector as opposed to one-on-one was identified as particularly important to deepen working relationships with employers.

Participants contributed several new ideas for actions the community colleges could take to strengthen workforce training, including:

- Creating infrastructure for posting jobs and internship opportunities across colleges;
- Creating more systematic mentorship opportunities;
- Creating a stronger regional focal point for employers to engage with colleges; and
- Recognizing the importance of soft skills and career readiness in budgetary priorities.

What is Business Willing to Do to Help?

- Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.
- Provide feedback on curriculum and validate skill competencies.
- Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.
- Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.
- Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.
- Join with others to encourage changes in the community college system to more effectively meet the workforce needs of California’s regional economies.

Silicon Valley Strong Workforce Town Hall Discussion: <i>numbers of supporters for each idea</i>	Business	Workforce /Community	Total
1. Deepen Working Relationships with Employers/Industry to Close the Skills Gap	6	14	20
1.a. Engage with employers/industry by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.	0	6	6
1.b. Regionally coordinate employer advisory efforts and outreach among colleges (as opposed to individual colleges engaging employers separately) to increase the impact of employer involvement.	4	2	6
1.a.i. Create stronger regional focal point for employers to engage with colleges.	4	2	6
1.c. Develop more work-based learning opportunities offered in partnership with Career Technical Education (CTE) in order to improve day-one readiness of students hired.	2	6	8
2. Provide Sufficient Funding for CTE Programs Needed in State and Regional Labor Markets	3	5	8
2. a. Increase capacity of high-demand CTE programs by better recognizing program cost in the state funding formula.	2	3	5
2.b. Streamline the process for private sector co-investment in high-cost/high-value programs.	1	1	2
3. Provide Employers and Employees with More Timely and Relevant Education and Training	9	5	14
3.a. Increase responsiveness of the CTE curriculum approval and modification process to keep pace with changes in the workplace and business cycles.	0	2	2
3.b. Increase relevancy of instructional programs by incorporating foundational workplace and career skills into instructional programs and support services.	4	1	5
3.c. Make it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits.	2	0	2
3.d. Increase the pool of qualified CTE instructors.	0	0	0
3.e. Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.	3	2	5
4. Additional Comments	8	7	15
Create infrastructure for posting jobs and internship opportunities across colleges.	7	3	10
Strengthen partnerships with innovation spaces/hacker labs, etc.	1	0	1
Create more systematic mentorship opportunities.	0	2	2
Reflect the importance of soft skills and career readiness in budgetary priorities.	0	1	1
Remove artificial barriers between CTE and other college programs.	0	0	0
Incentivize time spent on internship coordination and employer outreach.	0	1	1

What Employers Can Do to Help – Silicon Valley		
	Already Doing	Willing to Do
Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.	6	9
Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.	3	11
Contribute financial support for high-demand workforce training.	1	3
Provide in-kind donations such as equipment or products to strengthen community college programs	1	6
Use my tuition reimbursement program to send employees to community colleges.	5	3
Contract custom education through the community colleges to up-skill or re-skill my employees.	1	5
Provide feedback on curriculum and validate skill competencies.	3	11
Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.	3	10
Contribute experienced subject matter experts to help instruct CTE courses.	0	9
Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.	1	10
Join with others to encourage changes in the community college system to more effectively meet the workforce needs of California’s regional economies	3	9

APPENDIX 9: Sacramento Strong Workforce Town Hall

March 16, 2015

The Sacramento Strong Workforce Town Hall was co-hosted by Valley Vision, Sacramento Employment and Training Agency, Los Rios Community College District, NextEd and California Manufacturers and Technology Association. Approximately 75 participants attended the Town Hall, including business leaders from health care, hospitality, manufacturing, energy, and other sectors.

Top Priorities for Preparing a Strong Workforce

Overall, participants agreed that the following actions are most critical for the community colleges to strengthen workforce training (*see full summary of voting results attached*):

1. **Increase responsiveness of the CTE curriculum approval and modification process.** (2). Participants agreed with the importance of modifying curriculum approval and modification processes to keep pace with changes in the workplace and business cycles.
2. **Develop public awareness campaign** (5). Participants prioritized a sustained public awareness campaign to promote attainment of in-demand degrees, certificates, and industry-valued credentials, targeting that campaign to parents.
3. **Expand work-based learning** (3 and 4). Participants agreed that developing more work-based learning opportunities in partnership with CTE is a top priority.

Participants contributed several new ideas for actions the community colleges could take to strengthen workforce training, including:

- Extending access to CTE equipment to high schools;
- Reforming articulation agreements and eliminating the credit by exam and residency requirements;
- More effectively communicating the pathway from K-12 to CTE and beyond (3A); and
- Creating a data system for following student progress from K-12, community colleges and 4-year universities.

What is Business Willing to Do to Help?

- Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.
- Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.
- Provide feedback on curriculum and validate skill competencies.
- Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.
- Contribute experienced subject matter experts to help instruct CTE courses

Sacramento Strong Workforce Town Hall Discussion: <i>numbers of supporters for each idea</i>	Business	Workforce /Community	Total
1. Deepen Working Relationships with Employers/Industry to Close the Skills Gap	6	16	22
1.a. Engage with employers/industry by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.	2	3	5
1.b. Regionally coordinate employer advisory efforts and outreach among colleges (as opposed to individual colleges engaging employers separately) to increase the impact of employer involvement.	1	6	7
1.a.i. Encourage colleges to work regionally to prioritize high-growth sectors that drive the regional economy.	1	2	3
1.c. Develop more work-based learning opportunities offered in partnership with Career Technical Education (CTE) in order to improve day-one readiness of students hired.	3	7	10
2. Provide Sufficient Funding for CTE Programs Needed in State and Regional Labor Markets	5	11	16
2. a. Increase capacity of high-demand CTE programs by better recognizing program cost in the state funding formula.	4	3	7
2.b. Streamline the process for private sector co-investment in high-cost/high-value programs.	1	8	9
2.b.i. Including sharing costs of CTE instructors' salaries/budgets.	0	8	8
3. Provide Employers and Employees with More Timely and Relevant Education and Training	4	25	29
3.a. Increase responsiveness of the CTE curriculum approval and modification process to keep pace with changes in the workplace and business cycles.	3	11	14
3.a.i. Encourage curriculum changes at multiple colleges/programs, when sector needs change.	1	5	6
3.b. Increase relevancy of instructional programs by incorporating foundational workplace and career skills into instructional programs and support services.	0	1	1
3.c. Make it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits.	1	1	2
3.d. Increase the pool of qualified CTE instructors.	0	1	1
3.e. Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.	0	11	11

4. Additional Comments	1	7	8
Extend access to CTE equipment to high schools.	1	1	2
Reform articulation agreements and eliminate credit by exam requirement.	0	2	2
Increase collaboration with youth development agencies, especially on soft skill development.	0	0	0
Better communicate pathway from K-12 to CTE and beyond.	0	2	2
Create data system for following student progression from K-12, community colleges and 4-year universities.	0	2	2
Provide funding/capacity for communications.	0	0	0

What Employers Can Do to Help - Sacramento		
	Already Doing	Willing to Do
Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.	10	4
Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.	6	7
Contribute financial support for high-demand workforce training.	8	3
Provide in-kind donations such as equipment or products to strengthen community college programs	6	3
Use my tuition reimbursement program to send employees to community colleges.	6	3
Contract custom education through the community colleges to up-skill or re-skill my employees.	6	4
Provide feedback on curriculum and validate skill competencies.	6	6
Specify community college and/or industry-valued credentials as "desired qualifications" in job descriptions.	5	6
Contribute experienced subject matter experts to help instruct CTE courses.	5	6
Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.	5	7
Join with others to encourage changes in the community college system to more effectively meet the workforce needs of California's regional economies	4	5

APPENDIX 10: San Diego Strong Workforce Town Hall

March 18, 2015

The San Diego Strong Workforce Town Hall was co-hosted by the San Diego Regional Economic Development Corporation and the San Diego Workforce Partnership. Approximately 110 participants attended the Town Hall, including business leaders from a range of industry sectors including biotech, health care, and manufacturing.

Top Priorities for Preparing a Strong Workforce

Overall, participants agreed that the following actions are most critical for the community colleges to strengthen workforce training (*see full summary of voting results attached*):

1. **Engage with employers regionally and by sector** (5). Engaging with employers by sector as opposed to one-on-one was identified as particularly important to deepen working relationships with employers.
2. **Increase flexibility in program delivery** (3 and 4). Participants agreed that making it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits is a top priority.
3. **Increase responsiveness of the CTE curriculum approval and modification process.** (2). Participants agreed with the importance of modifying curriculum approval and modification processes to keep pace with changes in the workplace and business cycles.

Participants contributed a few new ideas for actions the community colleges could take to strengthen workforce training, including:

- Improving communications across systems including clarifying community colleges' role in talent development; and
- Reducing legislative barriers and accelerate process for recognizing new licensing and credentialing programs.

What is Business Willing to Do to Help?

- Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.
- Contribute experienced subject matter experts to help instruct CTE courses.
- Provide feedback on curriculum and validate skill competencies.
- Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.

San Diego Results			
San Diego Strong Workforce Town Hall Discussion: <i>numbers of supporters for each idea</i>	Business	Workforce /Community	Total
1. <u>Deepen Working Relationships with Employers/Industry to Close the Skills Gap</u>	25	13	38
1.a. Engage with employers/industry by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.	20	9	29
1.b. Regionally coordinate employer advisory efforts and outreach among colleges (as opposed to individual colleges engaging employers separately) to increase the impact of employer involvement.	0	0	0
1.c. Develop more work-based learning opportunities offered in partnership with Career Technical Education (CTE) in order to improve day-one readiness of students hired.	5	4	9

2. <u>Provide Sufficient Funding for CTE Programs Needed in State and Regional Labor Markets</u>	3	12	15
2. a. Increase capacity of high-demand CTE programs by better recognizing program cost in the state funding formula.	1	9	10
2.b. Streamline the process for private sector co-investment in high-cost/high-value programs.	2	2	4

3. <u>Provide Employers and Employees with More Timely and Relevant Education and Training</u>	29	20	49
3.a. Increase responsiveness of the CTE curriculum approval and modification process to keep pace with changes in the workplace and business cycles.	5	7	12
3.a.i. Reducing legislative barriers to licensing and credentialing.	1	1	2
3.b. Increase relevancy of instructional programs by incorporating foundational workplace and career skills into instructional programs and support services.	3	2	5
3.b.i. Instruct faculty (and gain buy-in) on soft skills training for students.	1	0	1
3.c. Make it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits.	11	5	16
3.d. Increase the pool of qualified CTE instructors.	3	2	5
3.e. Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.	7	4	11

4. <u>Additional Comments</u>	2	2	4
Improve communication across systems.	0	2	2
Clarify community college role in talent development.	2	0	2

What Employers Can Do to Help – San Diego		
	Already Doing	Willing to Do
Convene or join an industry-driven regional sector partnership to collaborate with other businesses on shared workforce needs.	10	7
Develop or increase work-based learning opportunities at my company in partnership with community college CTE programs.	5	7
Contribute financial support for high-demand workforce training.	3	2
Provide in-kind donations such as equipment or products to strengthen community college programs	1	4
Use my tuition reimbursement program to send employees to community colleges.	4	5
Contract custom education through the community colleges to up-skill or re-skill my employees.	2	7
Provide feedback on curriculum and validate skill competencies.	7	10
Specify community college and/or industry-valued credentials as “desired qualifications” in job descriptions.	4	8
Contribute experienced subject matter experts to help instruct CTE courses.	2	10
Contribute to the development of a public awareness campaign promoting awareness of career opportunities in high-demand fields.	6	11
Join with others to encourage changes in the community college system to more effectively meet the workforce needs of California’s regional economies	0	7

APPENDIX 11: Discussion Topics for Strong Workforce Town Halls

In nine Regional College Conversations held across the state, community college professionals—including administrators, faculty, and staff—met to identify policies and practices that would bring stronger alignment between the California Community College system and regional workforce needs. Below is a subset of these ideas on which we would like your input. **At this Strong Workforce Town Hall, we ask that you build on these suggestions, offering your own ideas of how the community college system can more effectively meet the workforce needs of California's regional economies.**

- 1. Deepen Working Relationships with Employers/Industry to Close the Skills Gap**
 - a. Engage with employers/industry by sector (as opposed to one-on-one) to anticipate labor market trends, build career pathways, determine specializations, and validate skill competencies.
 - b. Regionally coordinate employer advisory efforts and outreach among colleges (as opposed to individual colleges engaging employers separately) to increase the impact of employer involvement.
 - c. Develop more work-based learning opportunities offered in partnership with Career Technical Education (CTE) in order to improve day-one readiness of students hired.

- 2. Provide Sufficient Funding for CTE Programs Needed in State and Regional Labor Markets**
 - a. Increase capacity of high-demand CTE programs by better recognizing program cost in the state funding formula, rather than applying a single reimbursement rate regardless of program cost.
 - b. Streamline the process for private sector co-investment in high-cost/high-value programs across multiple colleges.

- 3. Provide Employers and Employees with More Timely and Relevant Education and Training**
 - a. Increase responsiveness of the CTE curriculum approval and modification process to keep pace with changes in the workplace and business cycles.
 - b. Increase relevancy of instructional programs by incorporating foundational workplace and career skills into instructional programs and support services.
 - c. Make it easier to work and complete training by increasing flexibility in program delivery and developing stackable credentials and credits.
 - d. Increase the pool of qualified CTE instructors.
 - e. Develop a sustained public awareness campaign promoting attainment of in-demand degrees, certificates, and industry-valued credentials.

APPENDIX 12: Academic Senate for California Community Colleges (ASCCC) CTE Regional Meeting Summary Report

Introduction

On February 28, 29, and March 13, 2015 over 150 faculty attended regional CTE Listening Events sponsored by the Academic Senate for California Community Colleges. These events provided faculty with an opportunity to provide input to the Board of Governors Task Force for Jobs and the Economy. Overall, the faculty in attendance at these three regionals agreed with many of the themes that the other 11 regional college conversations generated. This input is summarized below.

WORKFORCE DATA & OUTCOMES

Definition of student success.

Expand the student success scorecard definition of "completion" from certificate/degree/3rd--party credential attainment to also include the workforce success metric of "skill builders." Track skill builders, employment/wage outcomes, and third-party credentials.

Faculty agreed that the student success scorecard definition of "completion" should be expanded to include workforce success metric of "skill builders"; however, this metric is only one measure of success. Any metric needs to clearly define what success is in career technical education (CTE) programs. The Scorecard metrics appear overly simplistic, while measuring the CTE programs' success is actually complex. Success in CTE programs can include but is not limited to employment, higher wages, transfer, re-tooled or new skills, completion of a low-unit certification, or employer required hours of training. Without a clear definition of success, demonstrating improvement in workforce success is difficult. For example, a student who is hired before he or she finishes a certificate or degree or after just one class is still successful. Faculty saw a disconnect between students who complete certifications and external certifications – i.e., the student never applies for the external certification and is hired because he or she learned new skills; this student is still successful. Thus, "completion" should be expanded so that all examples of success are captured whether via the Scorecard or through other mechanisms.

Other ideas about how to capture success are as follows:

- Include local certificates under 12 units to be part of the "skill builders"
- Track education attained to employment and/or wage – 1, 3, and 5 years out.
- Alignment of programs to industry needs.
- Automatically award certificates.
- Require students to provide entrance and exit self-reporting of their interpretation of success.

Faculty felt that defining success for CTE faculty should be the highest priority for the task force because the data would provide the System with a baseline for how well CTE programs are doing now and where real areas for improvement exist rather than relying on anecdotal comments from industry or others.

Workforce outcome data and labor and labor market information.

Provide outcome data and labor market information, data visualization and analysis tools, and technical assistance to support faculty, colleges, regions, and the state in CTE program development and improvement efforts.

Faculty felt that having more outcome data and labor market information as well as the other resources noted above would assist them in developing their programs, specifically technical assistance to help faculty know that the data exists and how to use it to improve their programs and their responses to industry and student needs. They stressed, however, that the data must be complete and accurate for it to be useful.

Suggestion:

Modify the statement as follows: “support students, faculty, colleges, regions and business industry partners/advisory committees, and the State in CTE program development and improvement efforts.”

Employment/wage outcome data sharing.

Provide regulatory and statutory authorization to allow for sharing of employment/wage outcomes and third-party credentials (including licensing) data among governmental entities for the purpose of program improvement and ensure the protection of student and employer privacy rights.

Faculty agreed with the underlying concept of this statement but felt that it was unclear as written. Facilitators needed to explain that the intent was to remove barriers for other governmental, nonprofit, etc., to share their data with the Chancellor’s Office to improve CTE programs. For example, regulations could be changed to allow the Department of Consumer Affairs or Workforce Investment Boards (WIB) to share their data in an effort to understand where the jobs are as well as “work ready certification” (e.g., see the Indiana example).

Outcome measure and reporting metrics.

Define more precisely and align outcomes measures for all state-funded CTE initiatives and align and streamline reporting and grant application systems with these metrics.

Faculty agreed that the grant process should be improved and streamlined, while respecting the unique needs of programs, colleges, and regions. Grants are difficult to institutionalize and sustain and may potentially disadvantage programs. In addition, grants privilege districts and college that have grant writers. Rather than focusing on competitive grants, the state should

consider dedicating funding for programs that are working or include additional funds to CTE programs via allocation.

Faculty questioned who would decide what “precisely” means and who would decide outcomes including whether or not they are appropriate. Standardized actual assessment results, especially across disciplines, regions, or outside of local decision-making, should not be mandated.

CURRICULUM & INSTRUCTORS

Curriculum Processes

Evaluate and revise, as appropriate, curriculum processes to streamline and shorten the timeframe for approval of CTE programs at all levels in order to optimize responsiveness and efficiency in following areas: 1) new course/program approval to respond to emerging labor market needs; 2) rapid adoption and local customization of courses/programs approved at other colleges; and 3) multi-college adoption of industry-advised courses/program. For state level activities, fund and provide staff in the Chancellor's Office to speed up the curriculum approval process.

Faculty felt that the curriculum processes at all levels (local, regionally, and in the Chancellor's Office) should be streamlined with a shortened timeline for approval of CTE courses that might remove duplication both internal-local and CCCCO. However, just accelerating the process for CTE programs and courses at the local and state level without understanding where the obstacles are is problematic. First, research should be conducted to understand where the curriculum process is less efficient. Locally, barriers exist to expediting the curriculum process. For example, the Board of Trustees might only approve curriculum changes every six months or even once a year, which prolongs approval. Additionally, depending on local processes, the timing of the course approval might miss the catalogue deadline, which means the course would have to wait another six months to be offered. At the state-level, no consistent message is provided to the colleges about the curriculum review process or even some of the requirements. Current demands placed on colleges require faculty to submit curriculum, but then the statewide process is slow because of staffing issues or state priorities (e.g., C-ID and ADT requirements take priority over all other programs and courses). Faculty also commented on the local and state requirements. New programs often appear to be held to old program standards and requirements, which hinders updates to curriculum in a timely manner.

Some colleges can move curriculum expediently through the local and statewide curriculum process. Faculty suggested that research be conducted to identify processes and practices that are effective and prepare a paper for local colleges that provides model processes. Since curriculum is under the purview of the faculty, the ASCCC should conduct the research and develop the paper. If the ASCCC champions change in the curriculum area, local faculty would be more likely to make improvements.

CTE faculty should also be provided with professional development in the area of curriculum development. Along with attending related curriculum events and trainings, CTE faculty should be encouraged to sit on Curriculum Committees to share their expertise about CTE programs and courses as well as to learn more about the curriculum process. The ASCCC and the Chancellor's Office should also create a statewide curriculum technical assistance resource.

Current regulation prevents innovation in CTE programs in response to industry. For example, the class size requirements delay CTE innovation since administrators may be hesitant to hold classes that do not meet maximum class size. However, CTE courses should be able to reduce the number of students to determine if the course would be a viable and if future students would be interested. While some felt that innovation is stifled by regulations, others expressed that avenues exist to enhance innovation. For example, colleges could use community education as the testing ground for innovative or new CTE courses responding to industry or use noncredit classes to create credit pathways. These examples demonstrate the need to educate CTE faculty about the options that are available to them to address industry needs.

Student portability.

Facilitate student portability across institutions: 1) create a "C-ID" (course identifier) system for CTE certificates and degrees to enable region--and/or state-wide articulation across institutions, and 2) recognize prior learning and work experience for adults and develop mechanisms to award credits toward CTE pathways.

Faculty agreed that the state needs more portability of courses and programs across colleges but suggested that current articulation initiatives (e.g., C-ID System, Statewide Pathways Project, regional and local) be scaled up rather than recreate new methods to accomplish the same goals. Faculty also suggested that recognition of regional differences be considered before a "one-size fits all" process is created.

Faculty cautioned that any newly developed processes for recognizing prior learning or work experience consider accreditation, particularly by external agencies, or articulation processes. Some work has already been done in this area – i.e., competency-based curriculum to recognize the experience that some students bring to the classroom. Another idea which might be explored would allow students who have an understanding of the first few weeks of class material to enter the class when necessary based on their experience (open entry/open exit in credit courses).

Curriculum portability.

Enable curriculum portability across institutions by increasing accessibility to a repository of CTE model curriculum that colleges can select and adapt to their own needs.

Faculty found the concept of this theme agreeable; however, they stressed that the curriculum portability should not be mandated and should still be submitted via the local curriculum

process. Similar to 2B above, the C-ID System and the Statewide Career Pathways are already addressing course and program portability and should be scaled up.

CTE instructor qualifications

Increase the pool of qualified CTE instructors by reviewing statewide and minimum qualifications and modifying equivalency for CTE faculty. Provide fiscal incentives for professional development activities of CTE faculty such as externships and other methods of skill upgrades to ensure currency.

Faculty agreed with the sentiments of this theme. However, the theme should be separated into two: minimum qualifications/equivalency and funding of professional development pieces.

Several options were discussed that could be explored to increase the pool of qualified CTE faculty: 1) revisit the single subject equivalency regulation to allow CTE programs to hire an individual to teach one course; 2) create an academic pathway to allow someone to be hired from industry; or 3) provide CTE faculty with credit for years in the field vs. advanced degrees.

Another suggestion was to clarify what is and is not “equivalent” with regard to MQs (i.e., experience for specialty areas – have discipline faculty determine the knowledge and skills needed to decide equivalency). Since the Board of Governors has delegated the Minimum Qualifications to the ASCCC, the ASCCC might consider pulling together CTE discipline faculty to discuss the creation of the list of experience/education to be used by local colleges in determining equivalency for the hiring and emergency hiring process. Another difficulty in increasing the pool of qualified faculty is the inability of most CTE faculty to move across the pay scale because many programs do not have master’s degrees available; thus, their opportunities are limited, which might deter more faculty to teach.

The California Community College System needs sustained and systemic professional development for both full- and part-time CTE faculty to stay current with industry needs and standards. Professional development includes increasing the opportunities for sabbaticals or providing summer pay for professional development.

Comments

Section 2 – Curriculum and Instructors should be split into two different themes: 1) curriculum and instructor qualifications; and 2) currency in professional development.

Competency-based curriculum design and assessment.

Incorporate competency-based curriculum design and assessment that is validated by regional industry or national standards, ~~and address ‘repeatability’ of CTE courses when course content evolves to meet changes in skill requirements.~~

Faculty felt that asking industry to validate curriculum could be problematic as not all industries have regional or national standards and having industry validate curriculum would slow the curriculum process down even further. Additionally, concern was raised about industry creating curriculum and assessment.

The concept of “competency” lacks clear definition. Faculty suggested that a better term might be “competency-explicit” to indicate that skills and knowledge are in the curriculum but the connection between the curriculum and industry required competencies be clearly delineated.

Repeatability of CTE courses.

Remove barriers to repeatability of CTE courses when course content changes to respond to changes in skill requirements.

Attendees noted that currently CTE courses can be repeated when the industry requirements change or when students need more course work. In other words, students are allowed to repeat courses if industry changes the skill set needed and students need to retake the course to learn those skills; however, the repetition of the course is determined by student need, not courses designated as repeatable. From reactions in the groups, many CTE faculty were unaware of how their students might be allowed to repeat courses. More information should be provided state-wide regarding this option as well as clarity about effective practices for allowing student repetition in CTE courses and programs. In the CTE area, some faculty felt that mechanisms for course repetition should be explored to allow CTE programs that rely on general education courses to allow repetition. For example, a nurse may want to repeat Anatomy and Physiology or chemistry again as a refresher.

Missing Topics in Section 2:

- Counseling services and basic skills education are missing from the above themes. Many of the students in CTE programs and courses need remediation. Incorporating basic skills in programs and courses would create students who are more successful. Another alternative is to consider pairing CTE courses with basic skills or life skills courses. In addition, counselors are focused on moving students through to transfer and do not necessarily consider or understand CTE programs and courses. Counselors need to become more familiar with the benefits of CTE programs and courses as well as what the industry requires.
- Converting a certificate to a degree program – Chancellor’s Office process.
- Creating a CTE effective practices website.
- Providing more CTE faculty with support outside of the classroom to support the students.

STRUCTURED CAREER PATHWAYS AND STUDENT SUPPORT

Industry-informed career pathways.

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., SB 1440); extend model curriculum into high schools to enable dual enrollment and CTE pathways between high schools and community colleges.

Faculty agreed with this theme but stressed the need for fully funding the work of creating pathways. Funded through a number of grants and work in dual and concurrent enrollment is currently occurring locally, regionally, and statewide with little or no interaction or coordination. The state should systemize and scale-up the Statewide Career Pathways project programs of study work to coordinate statewide efforts in dual and concurrent enrollment and articulation agreements. In addition, funding should be available for articulation efforts, not necessarily at the same level across the colleges but based on need or size of programs. Additional resources would also allow pathways to be expanded for veterans, short-term certificated programs, and workforce development.

Policy change: Regulations or statute should be changed so that along with the high school requirements to include A-G high school students are required take at least one CTE course (e.g., Pasadena City College).

Campus hubs for student success.

Create and provide financial support for campus hubs for student success supportive of CTE students that include career exploration, CTE pathway and education planning, and coordination of work--based learning opportunities for CTE students.

Faculty agreed with this theme; however, they questioned the ability to create such a hub. Facilities are generally dedicated to other college priorities. One idea is to include CTE career opportunities and information in the Transfer Center if one exists. Students should be able to go to one place for all career and transfer opportunities including career exploration, job placement information, etc. A dedicated and institutionally funded CTE counselor should be available to assist students in the facility reserved for CTE and career exploration.

Missing Topic in Section 3:

- Work with industry to increase opportunities for regional apprenticeships and paid internships.
- Expand definition of pathways and create structured pathway for non-traditional students (of all ages) who are displaced workers, veterans, adult populations, etc.
- 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.

BASELINE FUNDING

CTE funding model

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 included: 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.

Faculty agreed that the current apportionment model does not fit CTE programs because the model favors high seat capacity and enrollment. The current apportionment standard based upon 525 contact hours for one full-time equivalent student creates divisiveness, since variations in class size allow some courses and programs to achieve this standard more easily than others. While some of these issues may be solved via collective bargaining, a funding formula is needed that creates equity or matches cost to apportionment. CTE programs typically require a lower ratio of student to faculty. However, faculty felt that competency based funding is not the solution. Instead, the state should consider WSCH and pay for all contact hours—classroom and lab—or create a weighted funding for cost of programs or FTES. Regardless of the funding method, some faculty felt very strongly that the decision to fund CTE programs cannot be a local decision as many colleges do not appreciate CTE programs, which often creates competitive environments where CTE programs are not a priority.

Other comments

- Cohort training would not work for all CTE programs.
- Funding mechanism should provide money to enable programs to pay for the certification or licensure students need for employment.
- Investigate the integration of industry funding for low enrollment CTE programs.
- Capture program specific data to generate averages for CTE disciplines costs and needs (to populate formula).
- Incentivized funding (additive to base funding).
- Base funding should include money for consumables (Perkins has restrictions).

Categorical workforce funding.

Utilize categorical funding for workforce for the following practices: 1) Reducing competitive grant awards in favor of predictable funding that incentivizes collaboration and workforce outcomes and/or redirects funding to base funding for CTE; 2) institutionalizing the CTE Enhancement Fund as an ongoing funding source; and/or 3) providing tax credits and incentives for business and industry to offer work--based learning or partner with colleges.

Faculty agreed that competitive grants should be reduced as it is a poor funding model because only colleges with grant writers succeed in obtaining needed funding. Additionally, programs that are grant funded are difficult to sustain when grant funds run out. Instead, base funding should be increased for all CTE programs. Institutionalizing the CTE Enhancement Fund as an ongoing source of funding is too variable. Providing tax credit and incentives for business and industry to offer work-based learning or partner with colleges might give industry too much control over curriculum. Instead, the state should provide tax credit or incentive for students for completion.

Missing topics in Funding:

- Create a separate category for facilities and equipment. High tech equipment changes regularly and without funding it is tough to keep up with upgrading equipment.
- Fund updating or securing new facilities to support new equipment. The current space allocation model detrimentally affects CTE programs.
- Update Perkins funds allocation policies.
- Fund what is not allowed in Perkins.
- Create ongoing funding for designated CTE position or positions at every college to connect CTE programs to industry and internship (similar to a transfer center). Career development position to connect program, industry or business, staff, and students.

Student lab and material fees.

Change allowances for student lab and material fees. Allow student fees for consumable and disposable materials.

Some faculty felt that this is an equity issue and could penalize students who cannot afford additional student fees. However, another group suggested that the rules about what student fees could be used for should be relaxed to allow flexibility to meet course requirements such as fees required for use of a flight simulator in an aviation course. In addition, veterans' benefits will pay for student fees depending on the item.

Missing Topic in Section 4

Industry should be a partner in providing financial support for programs. Dollars do not always need to come from general funds.

REGIONAL COORDINATION

Coordination of common regional efforts

Create economies of scale for coordination at the regional level and among regions to support common efforts 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.

The concepts in this theme seem reasonable; however, regional coordination should not be mandated, must have faculty participation, must be responsive to industry in the region, and must consider demographics and geography as well as lead to inform statewide structures and systems. Concern was raised for those small programs and colleges who have needs and are in a region that might be overshadowed by the needs of larger programs and colleges. Central Valley and outlying colleges would be challenged with regional coordination. Regional activities of curriculum development requires state level collaboration with faculty and resources.

The needs of the community should be balanced with responding to industry regardless of the size of the program. Resources should be dedicated to regional or local champions in sectors to assist in setting up the many bridges expected in regional collaboration.

CTE Faculty need more release time to be involved in campus activities that work with industry partners (i.e., attend industry and regional meetings, recruit students, and build relationships with high school partners) outside of the normal campus activities. Additionally, faculty felt that most, if not all, CTE programs would benefit by full time faculty leadership.

Public outreach campaign.

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.

Faculty agreed that a sustained public outreach campaign would be beneficial and should include all media venues – internet, radio, YouTube, etc. Many hoped that such a campaign could change the culture by correcting the stigma associated with CTE programs in the eyes of parents and counselors at high school level--transfer is not for everyone and students can be just as, or more, successful in CTE programs as transfer pathways.

What is Missing?

- Industry demands and Chancellor's Office priorities are not the same: industry needs CTE but CTE is not managed with the same level of importance as transfer courses.
- Establish and strengthen connections between the faculty who know the needs of their students to those who make higher level decisions regarding programs and courses. CTE faculty appear to be disengaged or disenfranchised from local consultation processes.
- Industry over-specialization and subsequent partnering with colleges may leave programs utterly dependent on one company. Community colleges serves their community not the industry. Systems should be in place to protect the colleges, particularly small or rural programs, from becoming reliant on one enterprise.

- Local advisory is good because of local connections and relationships. Advisory processes need to be flexible and clarity is needed in effective practices. Consideration should also be given to regional advisory processes.

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