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## Executive Summary of 14 Regional College Conversations and 5 Strong Workforce Town Halls

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### REGIONAL COLLEGE CONVERSATIONS

9 *Over 750 community college Chief Executive Officers, Chief Information Officers, Career*  
10 *Technical Education Deans, Faculty and local Academic Senate Faculty members, Sector*  
11 *Navigators, Deputy Sector Navigators, Contract Education Coordinators, Regional Consortia*  
12 *Chairs and Vice Chairs, and other staff participated in 14 Regional College Conversations (RCCs)*  
13 *conducted throughout the state. Of these participants, almost 40% were faculty. These*  
14 *meetings explored policies and practices to further the scope and goal of the Task Force.*

15 *Specifically, participants were asked to address the following three questions: 1) how do we*  
16 *dramatically increase the number of community college students who earn quality industry*  
17 *valued credentials, 2) how do we ensure that community colleges work better and in a more*  
18 *timely manner with industry to assure that students leave with appropriate skills for high value*  
19 *and good paying jobs, and 3) how do we make funding for workforce programs and structured*  
20 *CTE pathways more sustainable especially during budget downturns?*

21 *These conversations raised a number of ideas for consideration by the Task Force. All ideas*  
22 *generated are listed in the Appendices. This Executive Summary is a compilation of the ideas*  
23 *that were heard frequently; would require state-level guidance or regulatory, legislative or*  
24 *budget action; and would help address the goals of the Task Force to increase completion of*  
25 *industry-valued credentials, keep community colleges responsive to business/industry needs,*  
26 *and braid funds from multiple sources to this effort.*

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### **1 - WORKFORCE DATA & OUTCOMES**

- 29
- 30 ■ Expand the definition of student success to better address workforce training outcomes for  
31 both “completers” (students who attain certificates, degrees, transfer-readiness, or  
32 enrollment in 4-year institutions) and “skill builders” (older students who take only a few  
33 courses to advance in their career).
  - 34
  - 35 ■ Provide workforce outcome data and labor market information, data visualization and  
36 analysis tools and technical assistance to support students, faculty, colleges, regions and  
37 their industry partners, and the state in CTE program development and improvement  
38 efforts.
  - 39

- 40   ▪ Remove regulatory and statutory barriers for sharing of employment/wage outcomes and  
41   third-party licenses/certificates data among governmental entities for the purpose of  
42   program improvement and ensure the protection of student and employer privacy rights.  
43
- 44   ▪ Align outcome measures for all state-funded CTE initiatives and streamline grant reporting  
45   to these metrics.

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### 47 **2 - CURRICULUM & INSTRUCTORS**

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- 49   ▪ Evaluate and revise the CTE curriculum approval process as appropriate to streamline and  
50   shorten in order to optimize responsiveness and efficiency.
  - 51       ○ Consider process for new course/program approval to respond to emerging labor  
52       market needs; rapid adoption and local customization of courses/programs  
53       approved at other colleges, and multi-college adoption of industry-advised  
54       courses/programs.
  - 55       ○ For state level activities, fund and provide fully trained staff in the Chancellor's  
56       Office to speed up the curriculum approval process.
- 57
- 58   ▪ Facilitate student portability across institutions. Consider 1) creating a “C-ID” (course  
59   identifier) system for CTE certificates and degrees to enable region- and/or state-wide  
60   articulation across institutions, and 2) recognizing prior learning and work experience for  
61   adults that award credits toward CTE pathways.
- 62
- 63   ▪ Enable CTE curriculum portability across institutions. Consider a repository of CTE  
64   curriculum models that faculty/colleges can select and adapt to their own needs.
- 65
- 66   ▪ Increase the pool of qualified CTE instructors by reviewing statewide and minimum  
67   qualifications, modifying equivalency for CTE faculty, and providing fiscal incentives for  
68   professional development activities for CTE faculty such as externships and other methods  
69   of skill upgrades to ensure currency.
  - 70       ○ Revise the single subject equivalency regulation to allow CTE programs to hire an  
71       individual to teach one course.
  - 72       ○ Create an academic pathway to allow someone to be hired from industry.
  - 73       ○ Provide CTE faculty with credit for years in the field vs. advanced degrees.
- 74
- 75   ▪ Consider student advancement based upon mastery of competencies for a specified  
76   occupation through authentic, performance-based assessment, rather than time-in-seat.
- 77
- 78   ▪ Clarify practices and/or address treatment of ‘repeatability’ on CTE courses when course  
79   content evolves to meet changes in skill requirements.
- 80
- 81   ▪ Embed basic skills into CTE utilizing evidence-based practices such as contextualization.
- 82
- 83   ▪ Create a CTE effective practices website.

84 **3 - STRUCTURED CAREER PATHWAYS & STUDENT SUPPORT**

- 85
- 86 • Develop strategies and structured industry-informed pathways that are regionally aligned
  - 87 so that high school students can more seamlessly transition to community college CTE
  - 88 certificates and/or transfer degrees; develop CTE model curriculum (e.g., SB1440); extend
  - 89 model curriculum into high schools to enable dual enrollment and CTE pathways between
  - 90 high schools and community colleges.
    - 91 ○ Create support for interdisciplinary collaborations (not just CTE) to create specific
    - 92 pathways between and among all disciplines.
    - 93 ○ Align basic skills curriculum, including ESL, with workplace skill requirements.
  - 94
  - 95 ■ Expand definition of pathways and create structured pathways for non-traditional students
  - 96 (of all ages) who are displaced workers, veterans, adult populations, etc.
  - 97
  - 98 ■ Create and provide financial support for campus hubs for student success supportive of CTE
  - 99 students that include career exploration, CTE pathway and education planning, working
  - 100 with industry to develop and coordinate work-based learning/internship/apprenticeship
  - 101 opportunities for CTE students, and building of foundational workplace/career skills in
  - 102 students. Provide tools in support of these campus hubs.

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104 **4 - FUNDING**

- 105
- 106 ■ Revise the baseline CTE funding model when there is high cost and "unmet" workforce
  - 107 demand, in order to increase CTE capacity responsive to labor market needs. Range of ideas
  - 108 include creating a weighted funding formula based upon the cost of instruction, modifying
  - 109 funding for multi-year cohort training, funding based upon attainment of skill competencies
  - 110 and revising accounting models for program costs.
  - 111
  - 112 ■ Utilize workforce categorical funding to support the following practices:
    - 113 ○ Reduce competitive grant awards in favor of predictable funding that incentivizes
    - 114 collaboration, regional coordination, and workforce outcomes;
    - 115 ○ Institutionalize the CTE Enhancement Fund as an on-going funding source;
    - 116 ○ Provide tax credits and incentives for business and industry to offer work-based
    - 117 learning or partner with colleges;
    - 118 ○ Create separate funding category for CTE facilities and equipment;
    - 119 ○ Ongoing funding for designated CTE position(s) at every college to connect CTE
    - 120 programs to industry and internships as part of campus hub; and/or
    - 121 ○ Redirect funding to base funding for rainy day funding for CTE.
  - 122
  - 123 ■ Allow student fees for consumable and disposable materials.
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128 **5 - REGIONAL COORDINATION**

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- 130 ■ Support the development of structures and staffing to coordinate regional level common
- 131 efforts – some of which are sector-specific -- such as: industry engagement tied to sector
- 132 strategies, course scheduling coordination for shared programs, regionalized articulation
- 133 through curriculum model development, standardizing industry-valued credentials across
- 134 regions, joint marketing, asset/equipment sharing, joint professional development of
- 135 faculty as the sector evolves its skill needs, data collection and evaluation, calibrating
- 136 regional supply and demand and other shared needs and strategies as prioritized by the
- 137 region. In this context, provide clarity of roles for Sector Navigators, Deputy Sector
- 138 Navigators and Regional Consortia.
- 139
- 140 ■ Build upon best practices for use of non-credit, fee-based and/or revenue-sharing
- 141 arrangements by these regional networks/structures.
- 142
- 143 ■ Develop a sustained public outreach campaign to industry, high school students, counselors,
- 144 parents, faculty and staff to promote career development and attainment and the value of
- 145 career technical education.

146 **STRONG WORKFORCE TOWN HALLS**

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148 *Five town halls in regions across the state convened an estimated 550 external stakeholders*

149 *who rely on the community colleges for workforce training. Leaders from business, economic*

150 *development, K-12 education policy, labor, elected officials, and other community organizations*

151 *were invited. The Town Halls focused on 1) discussing the most important actions for the*

152 *community college system to take in order to act as a catalyst for growth in California’s regional*

153 *economies, and 2) identifying specific ways that employers can help to prepare a strong*

154 *workforce.*

Schedule of Town Halls		
Co-Host		
<b>Central Valley</b>	California Partnership for the San Joaquin Valley; Betts Manufacturing; Fresno Business Council	February 10, 2015
<b>Los Angeles</b>	Los Angeles Area Chamber of Commerce; Los Angeles County Economic Development Corporation	March 4, 2015
<b>Silicon Valley</b>	Silicon Valley Leadership Group	March 10, 2015
<b>Sacramento</b>	Valley Vision; Sacramento Employment and Training Agency; Los Rios Community College District; NextEd; California Manufacturers and Technology Association	March 16, 2015
<b>San Diego</b>	San Diego Regional Economic Development Corporation; San Diego Workforce Partnership	March 18, 2015

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

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

165 Overall, Town Halls participants expressed broad agreement that preparing a strong workforce  
166 will require deeper working relationships with employers/industry, more timely and relevant  
167 education and training, and sufficient funding for CTE programs needed in state and regional  
168 labor markets.

169  
170 In particular, the following were identified as top priorities for the community college system:

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

#### 185 **A Shared Investment Approach**

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

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

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

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More detailed feedback from each Regional College Conversation can be found at  
[http://doingwhatmatters.cccco.edu/StrongWorkforce/Events.aspx#conversations\\_](http://doingwhatmatters.cccco.edu/StrongWorkforce/Events.aspx#conversations_)  
and in the appendices.

Individual summaries of Town Hall results are included in the appendices.

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216 *GOAL OF THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG ECONOMY:*  
217 *Increase individual and regional economic competitiveness by providing California’s workforce*  
218 *with relevant skills and quality credentials that match employer needs and fuel a strong*  
219 *economy.*

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221  
222 *#strongworkforce*

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224 [www.doingwhatmatters.cccco.edu/StrongWorkforce.aspx](http://www.doingwhatmatters.cccco.edu/StrongWorkforce.aspx)  
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