



CALIFORNIA COMMUNITY COLLEGES

Task Force on **WORKFORCE**

JOB CREATION AND A STRONG ECONOMY

25 STRONG WORKFORCE RECOMMENDATIONS IMPLEMENTATION OVERVIEW

#strongworkforce

DoingWhatMATTERS.cccco.edu

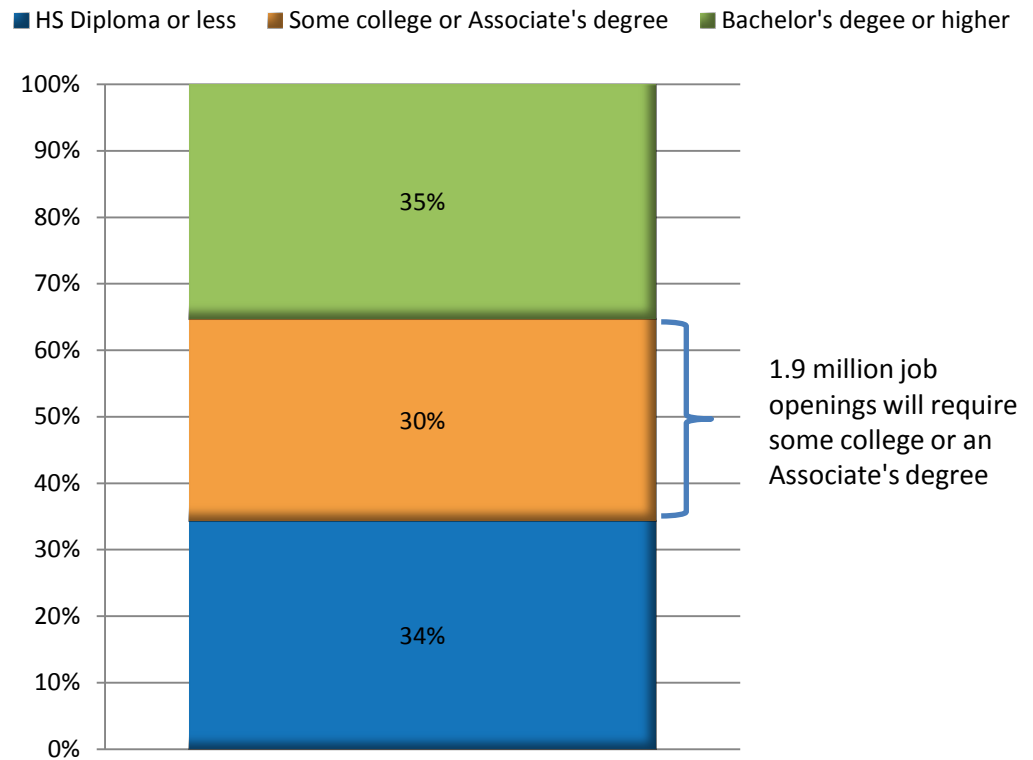


CALIFORNIA COMMUNITY COLLEGES

The Goal

California needs
1 million more
AA, certificates, or
industry-valued
credentials.

California's Job Openings by Education Level 2015-2025



Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013.
Analysis: Collaborative Economics

“Some College” is the New Gateway Into The Workforce

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.

IN THE 1970s

28%

of jobs required more than a high school education.

IN 1992

56%

of jobs required more training.

BY 2020

65%

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

Source: Georgetown Center on Education and the Workforce analysis

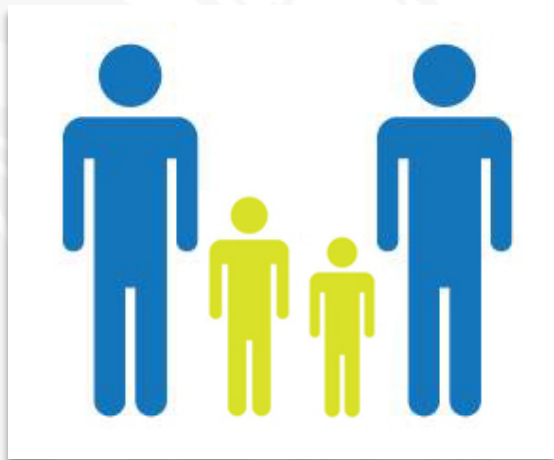
Career Technical Education: The Path Out of Poverty

\$60,771

(\$29.22/hour)

2-parent with
one working adult, 2-child

Source: CA Budget Project



\$66,000

AA – Career Technical Education
5-years later

Source: Salary Surfer, 112 CA Community Colleges

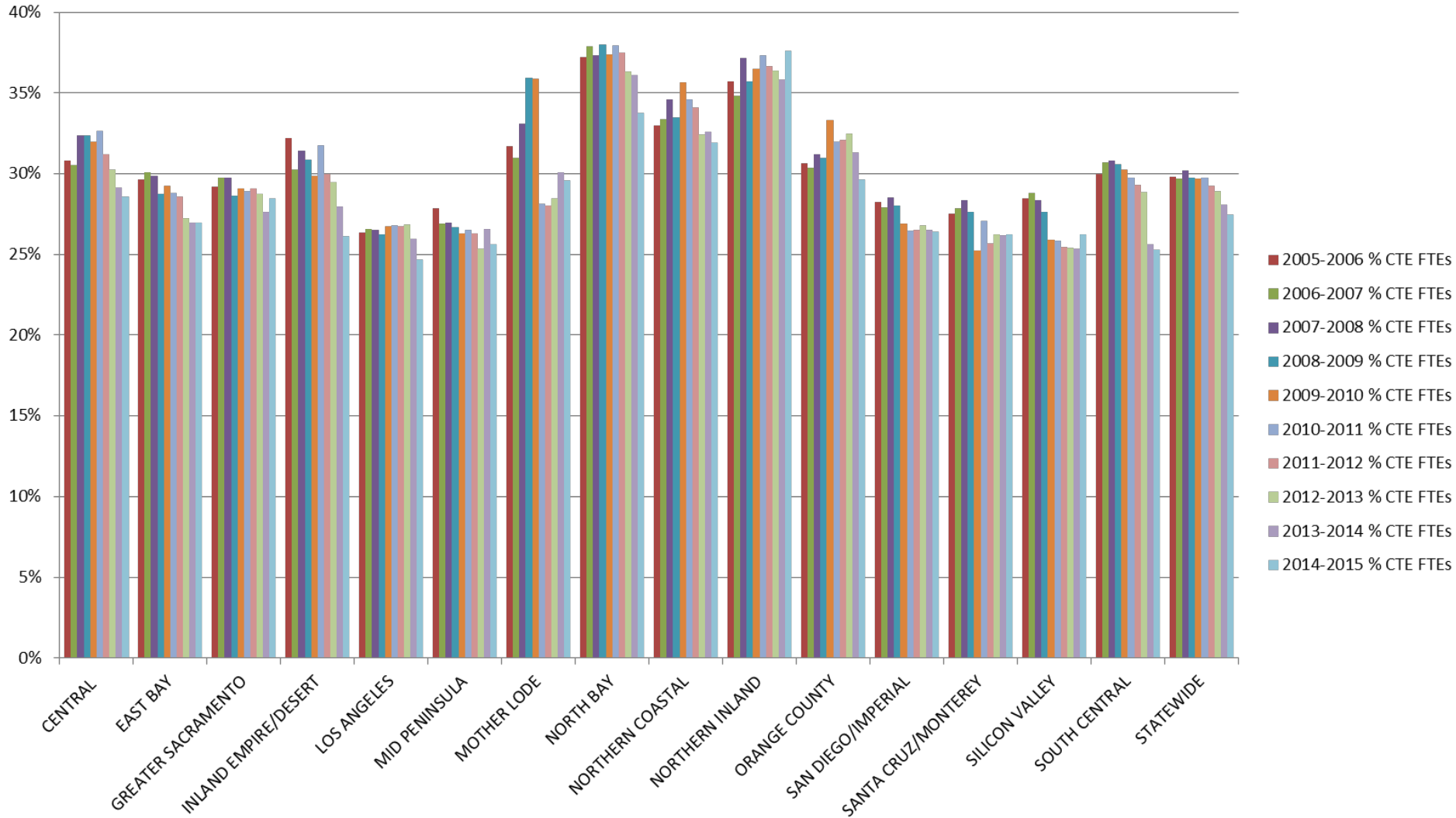
\$38,500

AA - General Education
5-years later

Source: Salary Surfer, 112 CA Community Colleges

Cost Creates Disincentive to Offer CTE

10-year trend in CTE portfolio of community colleges (as % of Full Time Equivalent Students)



Input into Strong Workforce

14 Regional College & Faculty Conversations

- ✓ Over **700** attendees, including 40% faculty

6 Strong Workforce Town Hall Meetings

- ✓ Over **500** participants in regions across the state

6 expert background papers on common themes

- ✓ Workforce Data & Outcomes
- ✓ Curriculum Development & Instructors
- ✓ Structured Pathways and Student Support (2 parts)
- ✓ Regional Coordination
- ✓ Funding

5 meetings of the **26**-member Task Force

221 website & **10** letters during **public comment** period





25 Strong Workforce Recommendations Adopted by the Board of Governors in Fall 2015

- #1-2 Student Success
- #3 Career Pathways
- #4-6 Workforce Data & Outcomes
- #7-12 Curriculum
- #13-16 CTE Faculty
- #17-20 Regional Coordination
- #21-25 Funding



FOR EMPLOYERS:
WORKFORCE TRAINING
RESOURCES

PRACTICES WITH PROMISE
Workforce Outcomes
eShowcase



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TASK FORCE REPORT

2015

STRONG WORKFORCE IMPLEMENTATION

- TECHNICAL ASSISTANCE TEAM
- ADVISORY BODY
- PROJECT PLAN UPDATE

LETTERS OF SUPPORT

IMPORTANT READING

Background Papers, Meeting Presentations,

TASK FORCE IN ACTION

- MEET THE MEMBERS
- PHOTO GALLERY
- VIDEOS

STUDENT SUCCESS

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. [View details >>](#)
2. Improve CTE student progress and outcomes. [View details >>](#)

CAREER PATHWAY

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market. [View details >>](#)

WORKFORCE DATA & OUTCOMES

CLICK TO EXPAND

4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. [View details >>](#)

Recommendation Action		Type of Action	Lead Vice Chancellor	Started?	Expected Completion
4a.	Develop, streamline, and align common outcome metrics for all state-funded CTE programs and ensure that they are compatible with federal reporting requirements.	Legislative	Stewart	Yes	2016
4b.	Expand the definition of student success to better address workforce training outcomes for both "completers" (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and "skills builders" (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement).	Administrative	Tena (interim)	Yes	2016
4c.	Report outcomes by student demographic characteristics.	Administrative	Tena (interim)	Yes	2016

5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs. [View details >>](#)

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts. [View details >>](#)

CURRICULUM

feedback





Legislative & Budget Actions:

- Senate Bill 66 (Leyva) – data sharing
- Assembly Bill 1892 (Medina) – CalGrant C financial aid
- Governor’s Proposed 2016-17 Budget - \$200M



Support SB 66 - Leyva

ANALYSIS:

- Existing federal law, the Workforce Innovation and Opportunity Act (WIOA) reauthorizes the nation's employment, training, adult education, and vocational rehabilitation programs created under the Workforce Investment Act of 1998. WIOA, among other things, requires states to strategically align workforce development programs, promote accountability and transparency and foster regional collaboration. (Title 29 United States Code, Chapter 32, § 3101, et seq.) SB 66 Page 2

Existing state law:

- 1) Establishes the California Community Colleges Economic and Workforce Development (EWD) Program to be implemented and administered by the Chancellor's Office of the CCC in those fiscal years for which funds are appropriated for this purpose.
- 2) Requires the Chancellor to implement performance accountability outcome measures to annually provide the Governor, Legislature, and public with information that quantifies employer and student outcomes for program participants. (Education Code § 88600, § 88650)

This bill:

- 1) Requires the Department of Consumer Affairs (DCA) to make available any licensure information it has in electronic format for its boards, bureaus, commissions, or programs to the CCC Chancellor's Office to enable the CCC to:
 - a) Measure employment outcomes of students who participate in CCC career technical education programs.
 - b) Recommend improvements in CCC career technical education programs.
- 2) Authorizes DCA to make available the confidential information outlined in (1) only to the extent that such disclosure is in compliance with state and federal privacy laws.
- 3) Requires, to the extent possible, the alignment of performance accountability outcome measures for the economic and workplace development program with the performance accountability measures of the federal WIOA. It also:
 - a) Deletes existing statutorily prescribed performance measures.
 - b) Reduces data collection requirements.



Support AB 1892 - Medina

ANALYSIS:

Fees are waived for Cal Grant recipients attending a California community college. For Cal Grant C recipients, the award provides \$547 per year for career technical education and training related costs such as special clothing, transportation, tools and equipment, supplies, textbooks, housing and food. These costs are defined in statute as access costs.

In 2006 a student survey conducted by California Student Aid Commission showed the average cost of books and supplies was \$795 per term. The Cal Grant C award, like many other financial aid programs, has not kept pace with cost of living increases over time.

Existing state law:

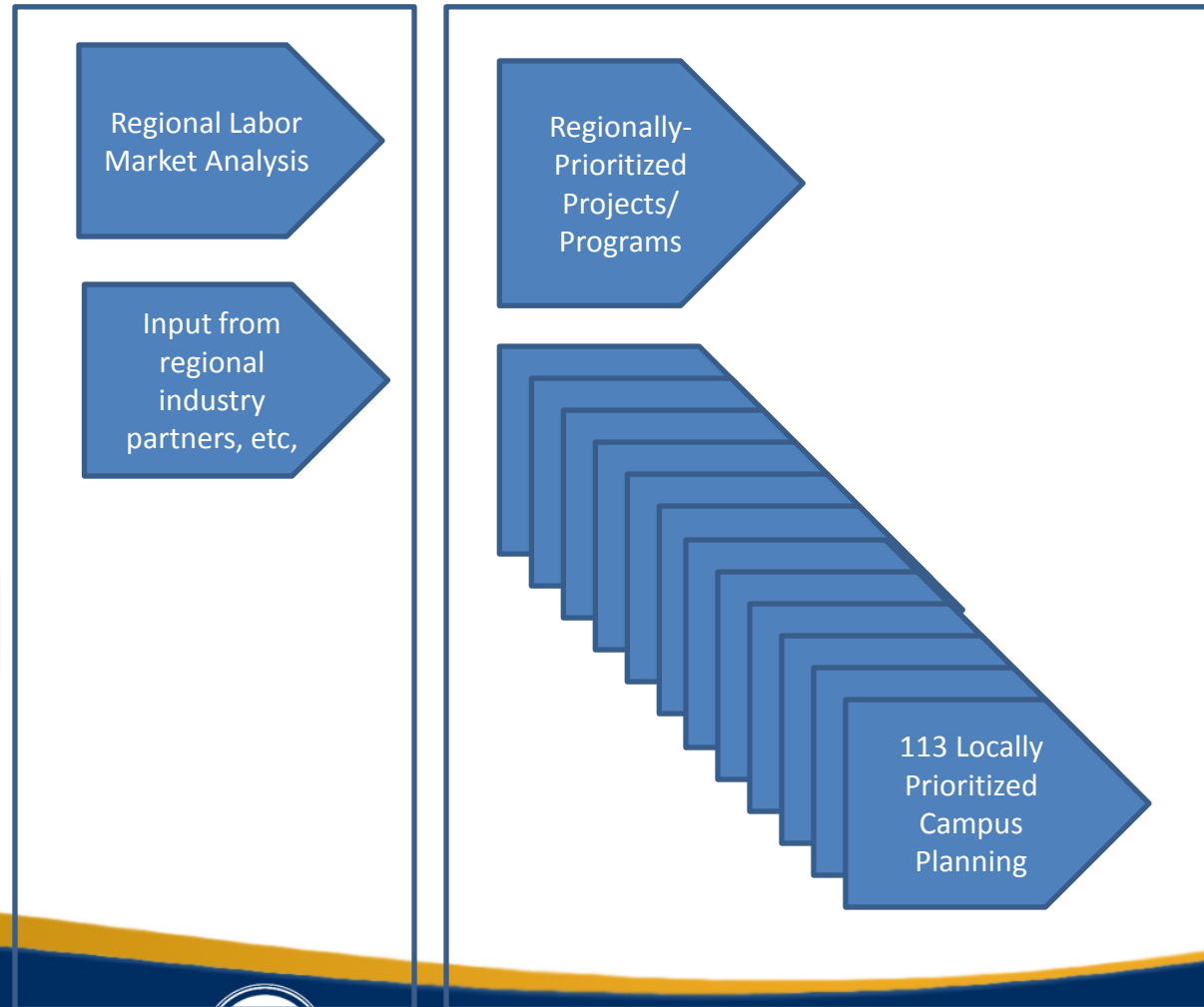
1. Establishes the California Student Aid Commission for purposes of administering Cal Grant student aid programs. (Education Code § 66900).
2. Cal Grant C awards may be used for institutional fees and tuition (\$2,462) and access costs (\$547) for occupational or technical training in a course of not less than 4 months. (Education Code § 69439).
3. The program requires the commission to give priority in granting Cal Grant C awards to students pursuing occupational or technical training in areas that meet high wage and high need criteria. (Education Code § 69439).

Major provisions of the bill would:

1. establish a community college supplemental award of \$2,462 for the competitive Cal Grant C program to help community college students pay for access costs;
2. establish an entitlement Cal Grant C program exclusively for community college students pursuing certificate programs of less than one year (less than 24 semester units or 36 quarter units) in high wage and high need areas.
2. set the entitlement award at \$3,000;
3. require a 2.0 GPA from high school to be eligible for the entitlement award;
4. establish a 3-year gap period between high school graduation and enrollment at a community college for purposes of maintaining eligibility to apply for an entitlement award; and
5. extend the Cal Grant application deadline to Sept. 2.



Last time: \$50M CTE Enhancement Fund



Preparing for the \$200M

2014-15

Free the data

Build & QA the LaunchBoard data tool

2016 Q1-2

Train on tools

Train 113 colleges & key talents to use LaunchBoard

- Train the trainer
- Train expert users
- Train campus teams & regional teams

2016 Q3-4

CTE Data Unlocked

Regional Labor Market Gap

Input from WIOA & industry partners, etc,

Deep Dive into Data by Campus

Deep Dive into Data by Region

2017

Invest Strong Workforce \$200M

?

Budget Trailer Bill Language Specifies how funds will be used

Timing:

Proposed Language (1/16)
"May Revise" Language (5/16)
Final Language (7/16)
Allocations Modelled (8/16)
BOG Approval (9/16)
Regional Planning (Fall/16)
Regional Plans Due (1/17)
WIOA State Plan to Feds (4/17)

2018+

Scale Excellence

Trailer Bill Language (1/16 version)

Strong Workforce Program 54.5; Section 88821

- Expanding the availability of quality CTE
 - Courses, programs, pathways, credentials, certificates, degrees
 - Evidence based decision-making
 - Student success with workforce outcomes aligned to WIOA
- Expand on CTE Regional Consortia infrastructure
- Coordinate and align within region
 - WIOA / CA State Plan
 - Collaborate with K12, local workforce boards, economic development/industry/labor/civic, interested public 4-year, adult education



CCCCO to Implement Policies/Guidance by June 30, 2017

1. Facilitate regional development, implementation, and sharing of
 - CTE effective practices (*e.g., Professional Development Portal, DWM Practices with Promise*)
 - Curriculum models, courses, credentials, certificates, degrees, and programs across regions and between colleges (*a.k.a., curriculum portability*)
2. Enable districts to develop quality CTE
 - *Example: Stand alone course approval policy*
3. Provide performance and labor market data for regional planning
 - *Example: Launchboard 2.0; CTE Data Unlocked*
4. Local efficiency through coordinated regional efforts
 - Efficiently Transfer CTE credits across CCs, CSU, UC (*a.k.a., student portability*)



Policies/Guidance...by June 30, 2017

6. Improve sector-based engagement w employers in a region & secure work-based learning (WBL) to improve employability of students
7. Enable districts to regionally support Strong Workforce Program & use dollars for student success with workforce outcomes
8. Streamline course and curriculum approval both at state and local levels, including potential elimination of a state approval process for CTE
9. Eliminate barriers to hiring qualified CTE instructors, including re-evaluating the required minimum qualifications



To Receive Funds...

Regional Plans:

- Name of entities and designated fiscal agent
- Governance model – **but decisions on these dollars shall be determined exclusively by participating CC districts. Dollars go to district from the fiscal agent**
- Analysis of regional labor market needs & wage
- Prioritized projects: regional & local
- For regional projects: work plan, spending plan, budget
- Measurable goals that align with WIOA performance measures
- Alignment of pathways and workforce sector strategies within region

Must participate

- In regional (WIOA) planning
 - Be a member of the regional collaborative

Full regional plans due by 1/17

- 4-year WIOA planning cycle w CCCCCO reviewing plans every 4 years and providing technical assistance
 - Annual updates
 - Posted by CCCCCO to web

Districts shall utilize their region's plan to inform local campus planning efforts

- CTE courses, programs, pathways

Funds supplement not supplant

Provide performance data by demographics



CCs Must Certify Their Use of Funds to Accomplish...

- Increase number of students in quality CTE courses, programs, pathways that lead to successful workforce outcomes; OR invest in new or emerging CTE likely to lead to successful workforce outcomes
- Address recommendations from Strong Workforce Task Force including provision of student services related to career exploration, job readiness, placement, work-based learning (WBL)



5% of Funds

- Statewide activities to improve and administer program
- System, program and data alignment at state and regional level
- Development and maintenance of cross-system data reporting mechanism
- Research, evaluation, and technical assistance
- Prototyping of innovative policies and practices, coordinated services w/ workforce and education partners
- Coordinated cross agency training of local program staff



Factors Determining Regional Allocation

Regional collaborative shall allocate funds in accordance with its plan only to cc districts for use by their colleges

2016-17...

- + Unemployment
- + CTE FTES
- + Projected job openings

2017-18 ... *also invites interested 4-year institutions into regional planning*

- + Unemployment
- + CTE FTES
- + Projected job openings
- + *Proportion of successful workforce outcomes based on WIOA measures*



Your Feedback

- Options for providing some funding predictability for colleges (e.g., local vs. regional shares)?
- Decision-makers (colleges vs districts) vs. advisors (K12, interested public 4-years, civic, industry, local workforce board, etc.)?
- Factors determining funding allocation?
- Practicality of “workplan, spending plan, budget submission” by Jan 31st every year? Synchronizing with WIOA regional planning.
- Incorporation of regional set asides?
 - To fund program start up funds to take risk off of an individual college?
 - If a region wants to pilot in competency based-ed?
 - For outreach?
- Crosswalk of CTE Regional Consortia vs. LWIB Regional Planning Units? What to do if a college is straddling two boundaries.
- Other



APPENDIX



STUDENT SUCCESS	
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.	Administrative Budget
2. Improve CTE student progress and outcomes.	Administrative Regulatory
CAREER PATHWAY	
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.	Administrative
WORKFORCE DATA & OUTCOMES	
4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.	Administrative Legislative
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.	Administrative Legislative
6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.	Administrative



CURRICULUM	
7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.	Administrative Regulatory
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.	Administrative
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.	Administrative
10. Facilitate curricular portability across institutions.	Administrative Regulatory
11. Develop, identify and disseminate effective CTE practices.	Administrative
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.	Administrative Legislative



CTE FACULTY	
13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.	Administrative
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.	Administrative Regulatory
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.	Administrative Regulatory
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.	Administrative



REGIONAL COORDINATION	
17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.	Administrative
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.	Regulatory
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.	Administrative Budget
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.	Administrative



FUNDING	
21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.	Budget
22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.	Budget
23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.	Budget
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.	Budget Legislative
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.	Administrative Legislative

