

Strong Workforce Task Force Recommendations: What They Mean for the CBO

Panelists:

- ❖ **Dan Troy**, *Vice Chancellor of College Finance and Facilities Planning, California Community Colleges, Office of the Chancellor*
- ❖ **Lynn Shaw**, *President, Long Beach City College Full Time Faculty Union; Vice Chair, Los Angeles and Orange County Regional Consortia (LAOCRC); Task Force Co-Chair*
- ❖ **Kuldeep Kaur**, *Chief Business Officer, Yuba Community College District; Task Force Member*

Moderator:

- ❖ **Joni Topper**, *Senior Market Executive, J.P. Morgan*

“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

HIGH LEVELS OF UNEMPLOYMENT

Despite economic recovery, unemployment rates remain elevated around the world.



12.2%

unemployment rate in the Euro area – and the rate is nearly twice as high for young people under age 25.¹

7.3%

U.S. unemployment rate, with a rate of 15.1% for people aged 16 to 24.²

FUELED BY THE SKILLS GAP

Some number of job vacancies is natural in healthy, well-functioning economies, but the inability of employers to find workers with the right skills is a growing contributor to job vacancies and unemployment.

JPMorgan Chase's Response

NEW SKILLS AT WORK

JPMORGAN CHASE & CO.

\$250 MILLION

To help address this challenge, our initiative is aimed at closing the skills gap through:

- **Innovative, data-driven analysis** of skills demand and supply gaps in local markets
- **Targeted investments** to strengthen and scale the most effective workforce training programs that, based on the data, meet the employment needs of each community
- **Cross-sector convenings** to encourage collaboration, share findings and formulate strategies

NEARLY

2 MILLION

jobs are sitting vacant in Europe.³ Nearly 4 million unfilled jobs in the United States.⁴

1/3

of the U.S. unemployment rate is due to the imbalance between workers' skills and open jobs.⁵

ESTIMATED

85 MILLION

global shortage of high- and middle-skilled workers by 2020⁶ – and 58% of global CEOs said they were concerned that a key skills gap could limit their growth prospects.⁷

OUR STRATEGY

HOW WE WILL IMPLEMENT IT



Build a Demand-Driven System

More opportunities for collaboration between employers and trainers will make the system more effective.

New Skills at Work will bring together employers, training partners, policymakers, funders and others to share information, identify best practices from around the world, and support sector partnerships. The aim is to encourage on-going collaboration, support existing public and private efforts, develop shared plans in individual communities or regions, and highlight innovative approaches that can be replicated.

National partners: The Aspen Institute's Opportunity Youth Incentive Fund and the National Fund for Workforce Solutions in the U.S., and the Institute for Public Policy Research (IPPR) in the U.K.



Invest in the Best Training

The best community colleges and training organizations align their programs with employer needs.

Guided by insights gained through *New Skills at Work* research, JPMorgan Chase will make targeted investments to build the capacity of proven, demand-driven training partners and help them scale their programs. Our goal is to help more young people and adults attain the credentials that position them to compete for skilled employment opportunities and can put them on a career pathway.

National partners: The National Academy Foundation, Participle, Year Up, and YouthBuild



Rely on Data and Provide It

Better data on local skill supply and demand is essential.

New Skills at Work will support data-driven analyses that inform training organizations, employers and policymakers as they develop effective workforce development programs.

Workforce Readiness Gap Reports will examine the sectors within local markets that drive current and forecasted economic growth and assess whether existing training programs are producing enough skilled candidates for available jobs. *New Skills at Work* will also support research on employment trends, skills development and innovations across Europe.

National partners: Jobs for the Future in the U.S. and IPPR in the U.K.



California Partnership for the San Joaquin Valley



LOS ANGELES AREA CHAMBER OF COMMERCE



J.P.Morgan

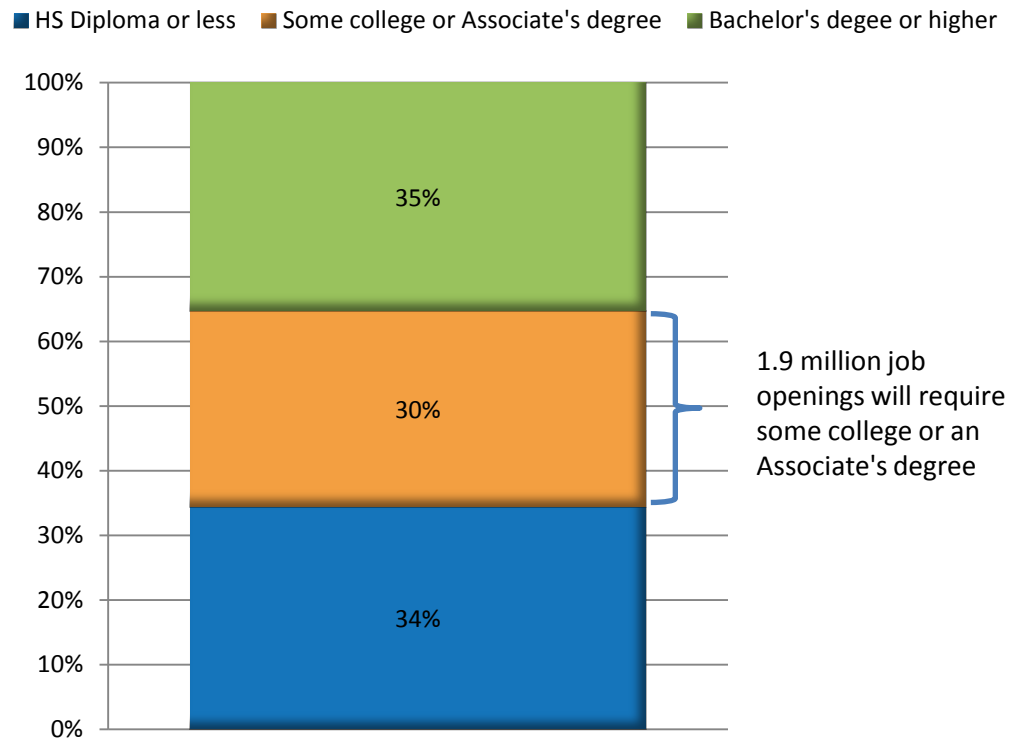


CALIFORNIA COMMUNITY COLLEGES

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

Task Force Members



Sunny Cooke (Chair)
Chief Executive Officer



Lynn Shaw (Vice-Chair)
Faculty - CTE



Craig Justice
Chief Instructional Officer



Mollie Smith
CTE Dean



Bill Scroggins
Chief Executive Officer



Julie Bruno
Faculty – General Education



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Rachel Mullin
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Carole Goldsmith
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Linda Wah
Trustee



Lynell Wiggins
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Task Force Members



Tim Rainey (Vice Chair)
CA Workforce Development Board



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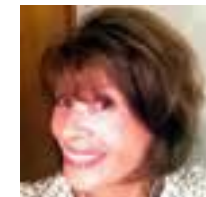
Brian Burrell
Year Up – Bay Area



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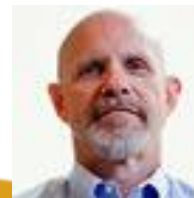
Jim Mayer
CAFWD



Barbara Baran
CA EDGE Coalition



Allan Zaremborg
CA Chamber of Commerce



Mike Dozier
Partnership for San Joaquin Valley

Task Force Roll Out

14 Regional College & Faculty Conversations

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

6 Strong Workforce Town Hall Meetings

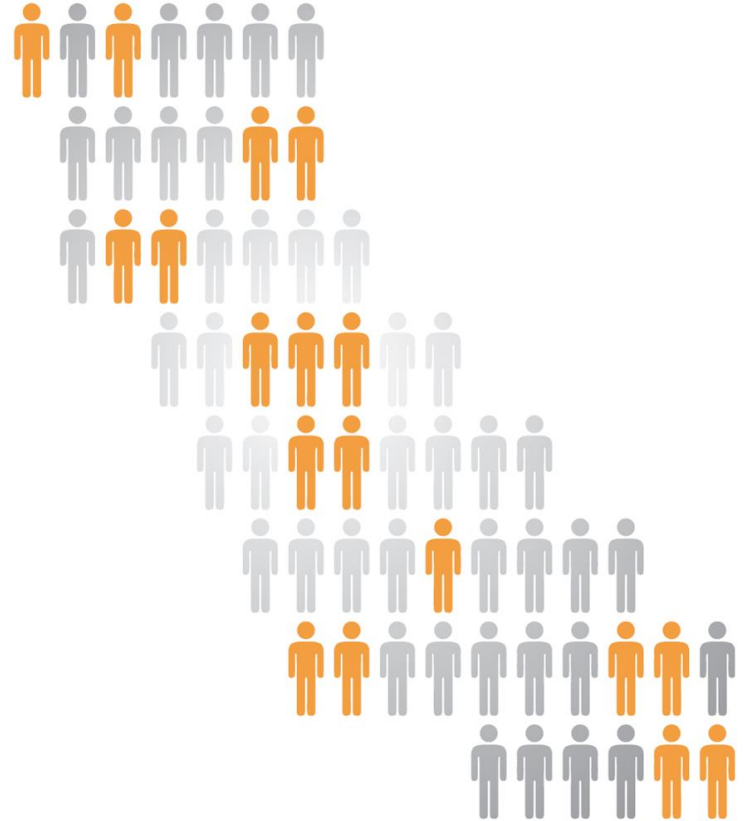
- ✓ Over **500** participants in regions across the state

6 expert background papers on common themes

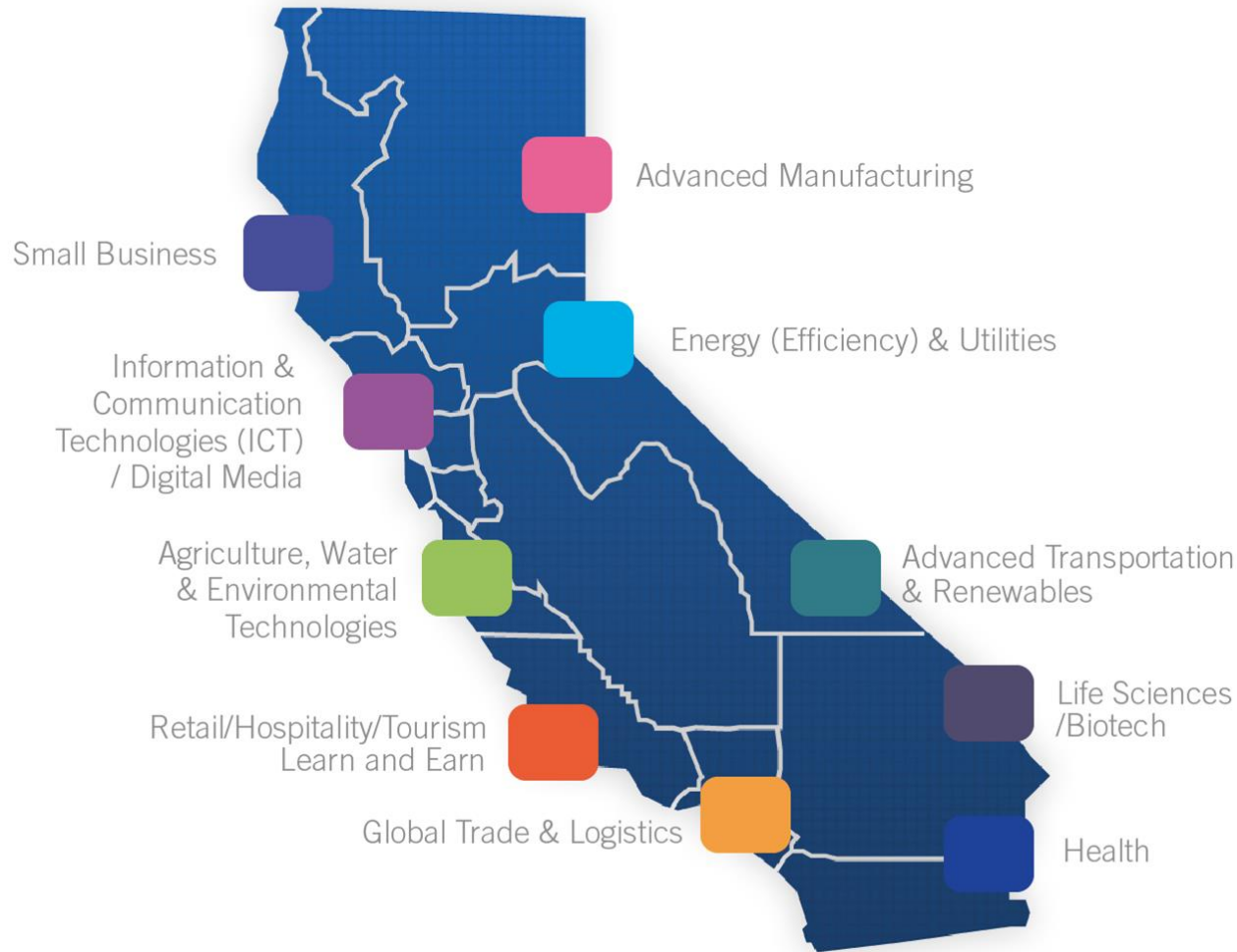
- ✓ Workforce Data & Outcomes
- ✓ Curriculum Development & Instructors
- ✓ Structured Pathways and Student Support (2 parts)
- ✓ Regional Coordination
- ✓ Funding

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

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



Skill Gaps Differ Across California Regions



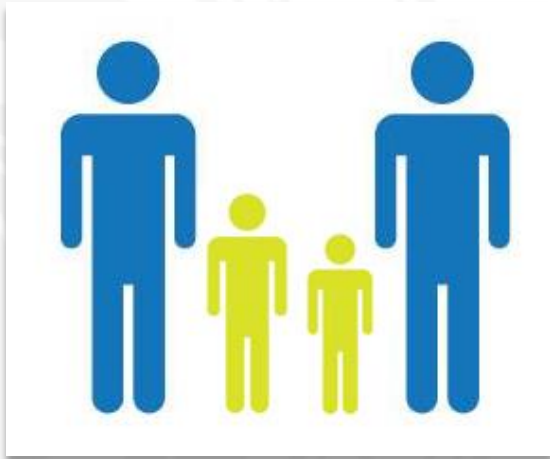
Career Technical Education: the Path Out of Poverty

\$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

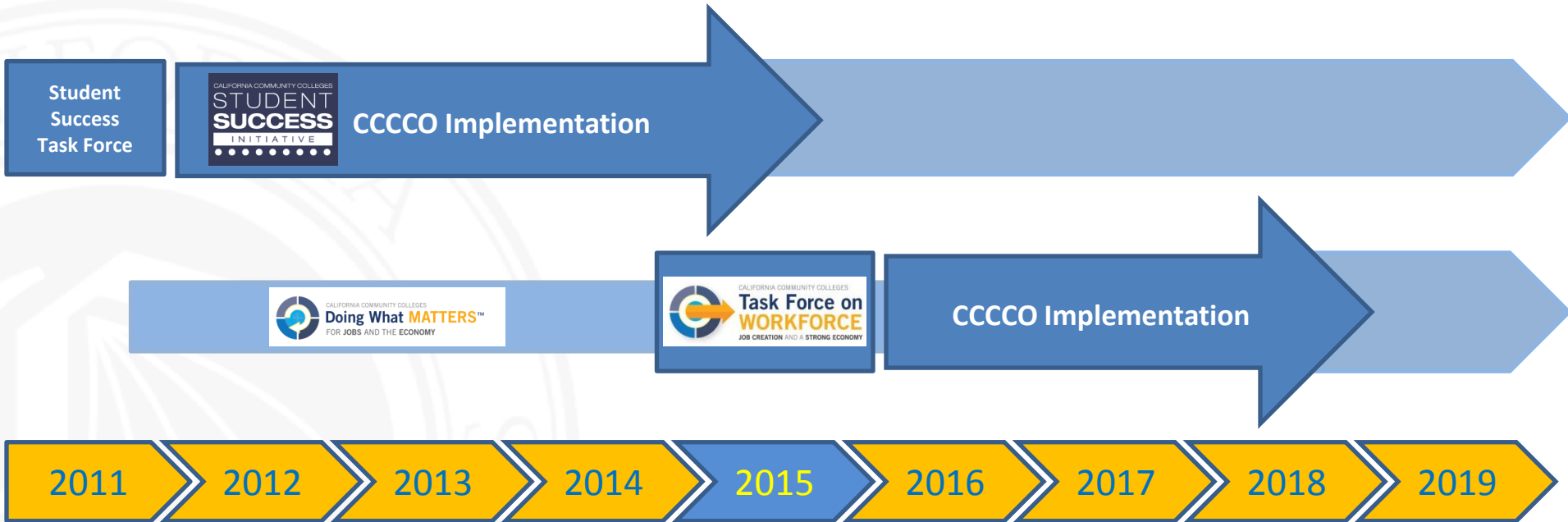
AA - General Education
5-years later

Source: Salary Surfer, 112 CA Community Colleges

Recommendations: Student Success

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

Staying Focused on Student Success



Recommendations: Career Pathways

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Recommendations: 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.
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.
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.

Recommendations: Curriculum

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

Recommendations: CTE Faculty

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

Recommendations: Regional Coordination

17. Strengthen communication, coordination and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
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.
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.
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.



Recommendations: Funding

22. Establish a sustained funding source to increase community college capacity to create, adapt, and maintain quality CTE courses and programs responsive to regional labor market needs.
23. Create a predictable, targeted and sustained funding stream that leverages multiple state, federal, and local CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; regional funding of program start-up and innovation; and develop other coordination activities.
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.

Consideration by Board of Governors:

- Informational reading: September 20
 - Consideration: November 16

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