

# 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.<sup>1</sup>

# 7.3 %

U.S. unemployment rate, with a rate  
of 15.1% for people aged 16 to 24.<sup>2</sup>

## 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.

NEARLY

# 2 MILLION

jobs are sitting vacant in Europe.<sup>3</sup>  
Nearly 4 million unfilled jobs in the  
United States.<sup>4</sup>

# 1/3

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

ESTIMATED

# 85 MILLION

global shortage of high- and middle-skilled workers by 2020<sup>6</sup> – and 58% of  
global CEOs said they were concerned  
that a key skills gap could limit their  
growth prospects.<sup>7</sup>

## 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





## OUR STRATEGY

### Build a Demand-Driven System

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



### Invest in the Best Training

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



### Rely on Data and Provide It

**Better data on local skill supply and demand is essential.**

## HOW WE WILL IMPLEMENT IT

*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.

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

*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.





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California Partnership for the  
San Joaquin Valley



SOUTHERN CALIFORNIA  
LEADERSHIP COUNCIL



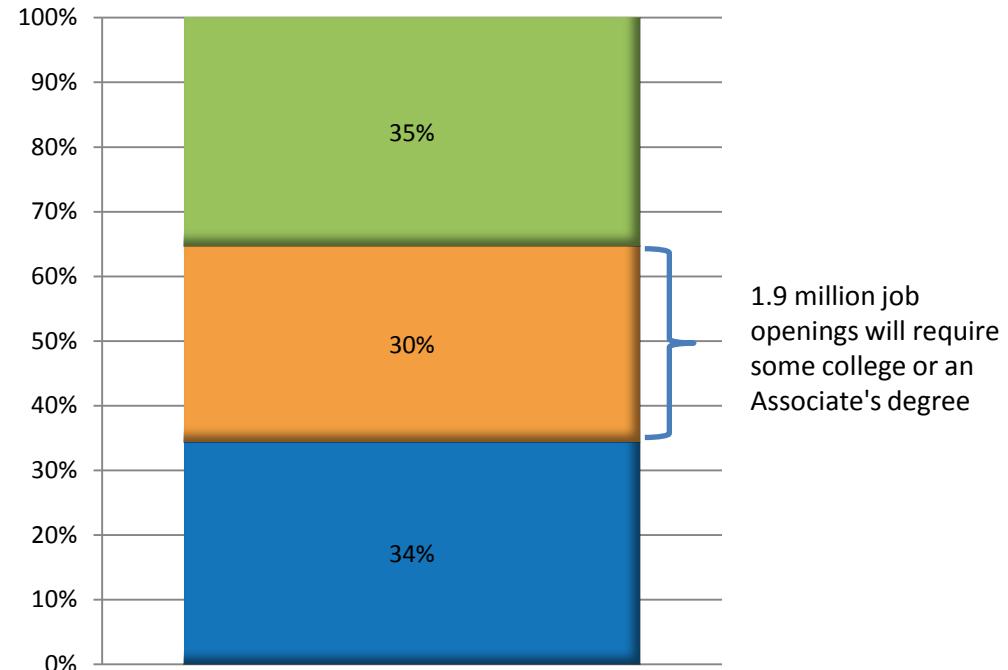
# J.P.Morgan



CALIFORNIA COMMUNITY COLLEGES

## California's Job Openings by Education Level 2015-2025

■ HS Diploma or less ■ Some college or Associate's degree ■ Bachelor's degree or higher



## The Goal

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

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



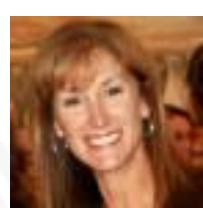
Craig Justice  
Chief Instructional Officer



Mollie Smith  
CTE Dean



Bill Scroggins  
Chief Executive Officer



Julie Bruno  
Faculty – General Education



Ricardo Navarette  
Chief Student Svcs Officer



Rachel Mullin  
Student/Veteran



Carole Goldsmith  
Chief Executive Officer



Toni Parsons  
Faculty – Basic Education



Kuldeep Kaur  
Chief Business Officer



Linda Wah  
Trustee



Lynell Wiggins  
Faculty - Counselor

# Task Force Members



Tim Rainey (Vice Chair)  
CA Workforce Development Board



Nicole Rice  
CA Manufacturers & Tech Assn



John Brauer  
CA Labor Federation



Abdi Soltani  
ACLU Northern CA



Patricia de Cos  
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Kari Decker  
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Jim Mayer  
CAFWD



Barbara Baran  
CA EDGE Coalition



Allan Zaremberg  
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

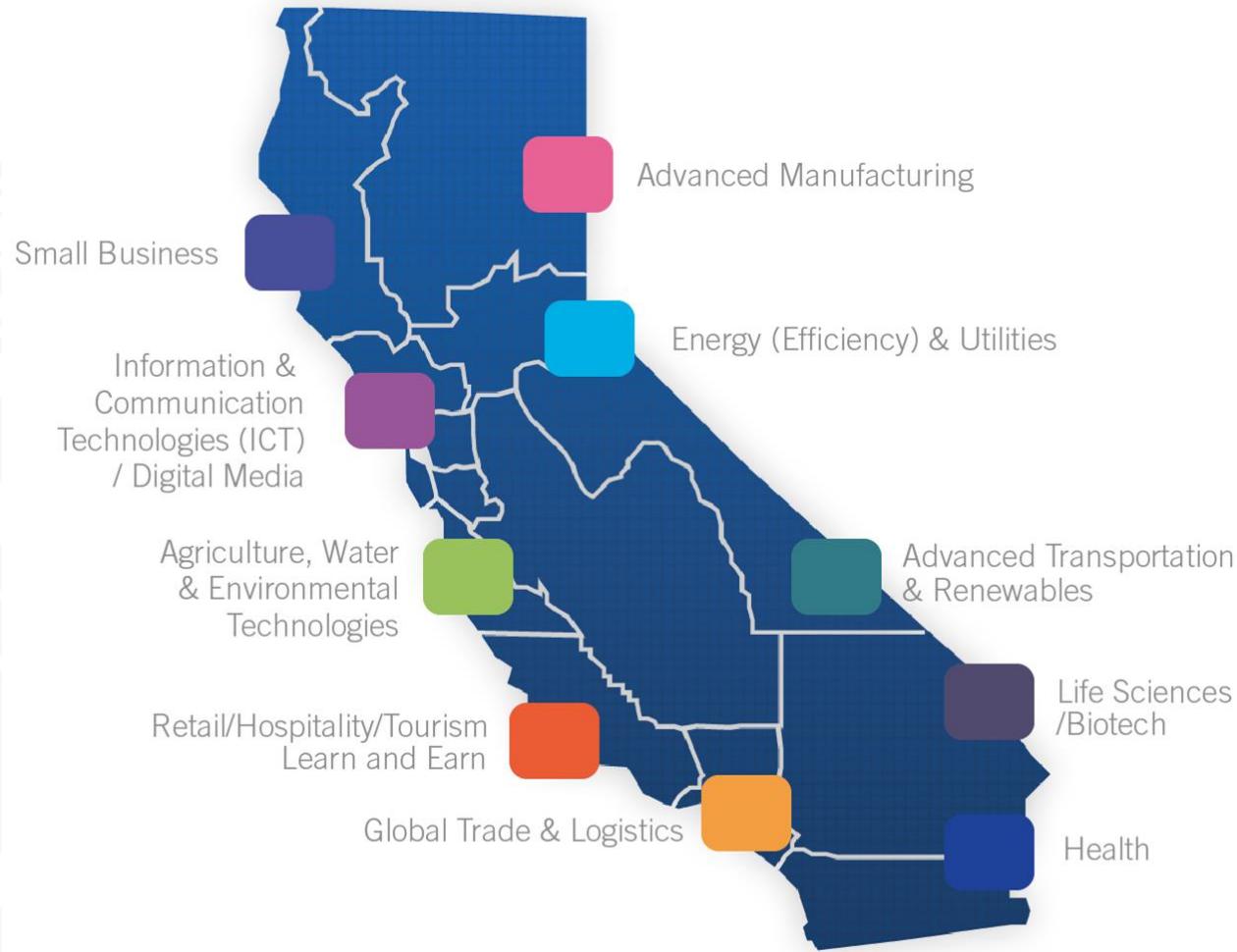
- ✓ Workforce Data & Outcomes
- ✓ Curriculum Development & Instructors
- ✓ Structured Pathways and Student Support (2 parts)
- ✓ Regional Coordination
- ✓ Funding

## 5 meetings of the 26-member Task Force

## 221 website & 10 letters during public comment period



# Skill Gaps Differ Across California Regions



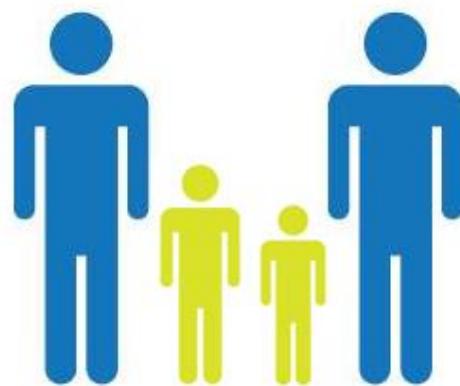
# Career Technical Education: the Path Out of Poverty

**\$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

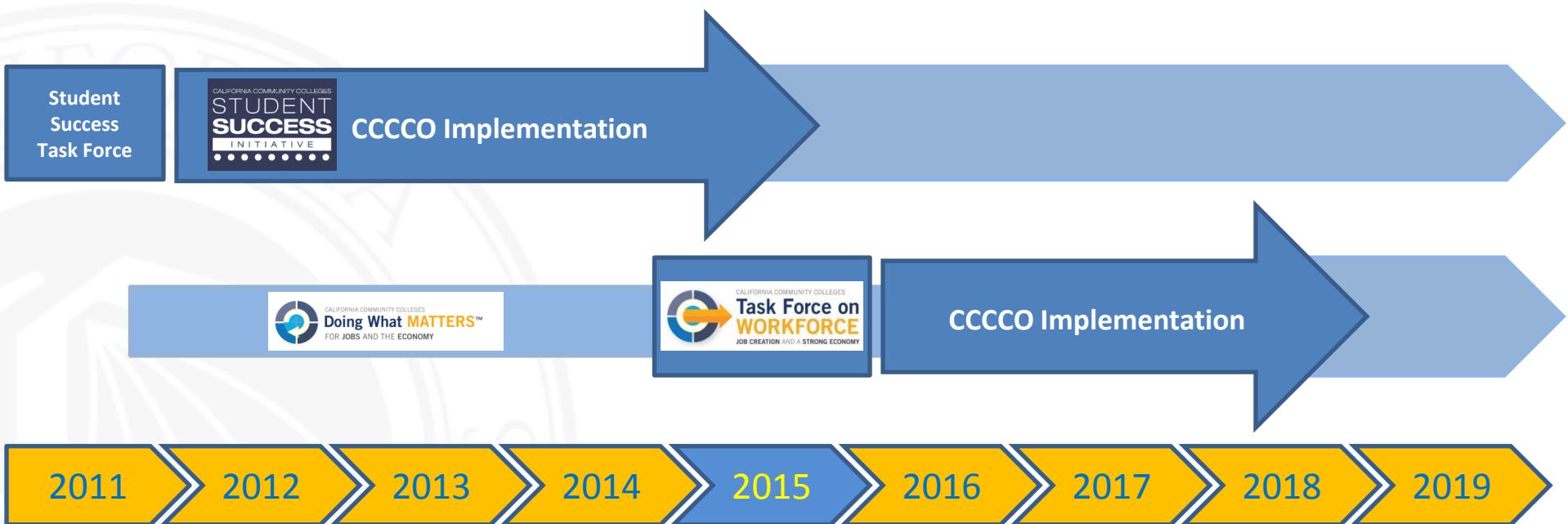
Source: Salary Surfer, 112 CA Community Colleges

# 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

## Stay Connected

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

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