

BOG Task Force on Workforce Job Creation and a Strong Economy

CCCAOE Recommendation Phase 5

Theme	Recommendation	Policy Change (What needs to change?)	Responsible
Systems	<ul style="list-style-type: none"> • Align statewide initiatives and create a statewide plan • Convene K-12, Adult Ed, CCC and CSU for regional dialogue about sustaining career pathways 		
Program of Study/ Structured Career Pathways and Student Support	<ul style="list-style-type: none"> • Provide expanded course of study for CTE beyond A-G • Develop more POS in HS based on best practices Create a sustainable funding model for high school CTE programs. • Provide transition services for adult education students. • Broaden the scope of 3SP to include CTE. • 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; • Extend model CTE curriculum into high schools to enable dual enrollment and CTE pathways between high schools and community colleges. • 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. 		
Curriculum & Instructors	<ul style="list-style-type: none"> • Evaluate and revise, as appropriate, state, regional and local curriculum processes to streamline and shorten the timeframe for approval of CTE programs at all levels in order to optimize responsiveness and efficiency in the following areas: <ul style="list-style-type: none"> ○ New course/program approval to respond to 		

	<p>emerging and changing labor market needs;</p> <ul style="list-style-type: none"> ○ Rapid adoption and local customization of courses/programs approved at other colleges; and adopt industry validated curriculum/credentials. ○ Multi-college adoption of industry-advised courses/program. <ul style="list-style-type: none"> ▪ Enable curriculum portability across institutions by creating a repository of CTE curriculum that colleges can select and adapt to their own needs. <ul style="list-style-type: none"> ● Incorporate competency-based curriculum design and assessment that delivers student learning outcomes validated by regional industry or national standards (technical and employability standards). ● Fund and provide sufficient fully trained experts in the Chancellor’s Office staff to ensure timely approval of CTE curriculum approval process. ● Facilitate student portability across institutions: <ul style="list-style-type: none"> ○ Create model curricula for CTE programs where appropriate. ○ Create a “C-ID” (course identifier) system for CTE courses to enable region-and/or state-wide articulation across institutions, a ○ Create effective curricular pathways linking community colleges, secondary and adult education. ○ Recognize prior learning and work experience for adults and develop mechanisms to award credits toward CTE pathways. ● Increase the pool of qualified CTE instructors by reviewing statewide and minimum qualifications and equivalencies for CTE faculty. <ul style="list-style-type: none"> ○ Identify difficult to hire disciplines to inform 		
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	<p>flexible hiring processes.</p> <ul style="list-style-type: none"> ○ Establish expertise based on specialization and or currency as part of the criteria for equivalency. ● Provide fiscal incentives for professional development activities of CTE faculty such as externships and other methods of skill upgrades to ensure currency. Include PD in faculty evaluations. ● Address ‘repeatability’ of CTE courses when course content evolves to meet changes in skill requirements. 		
<p>Workforce Data & Outcomes</p>	<ul style="list-style-type: none"> ● Provide longitudinal tracking system managed by CCCCCO ● Create common metrics across HS, AE and CCC systems ● 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”. ● Trace skill builders, employment/wage outcomes, and third party credentials. ● 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. ● 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. ● Precisely define and align outcomes measures for all state-funded CTE initiatives and align and streamline 		

	reporting and grant application systems with these metrics.		
Funding	<ul style="list-style-type: none"> • Provide sustainable funding for existing CTE programs (and other POS) in both high schools and community colleges • 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: <ul style="list-style-type: none"> ○ 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; ○ Revising accounting models for program costs. • Utilize categorical funding for workforce for the following practices: <ul style="list-style-type: none"> ○ Reducing competitive grant awards in favor of predictable funding that incentivizes collaboration and workforce outcomes and/or redirects funding to base funding for TE; ○ Institutionalizing the CTE Enhancement Fund as an on-going funding sources; and/or ○ Providing tax credits and incentives for business and industry to offer work-based learning or partner colleges • Change allowances for student lab and material fees. Allow student fees for consumable and disposable materials. 		
Regional Coordination/ Contract	<ul style="list-style-type: none"> • Create economies of scale for coordination at the regional level and among regions to support common efforts such as: 		

<p>Education/ Business, Industry, Econ Dev Engagement</p>	<ul style="list-style-type: none"> ○ Industry engagement tied to sector strategies, ○ Provide ongoing accurate comprehensive labor market data, ○ Course scheduling coordination for shared programs, ○ Regionalized articulation through model curriculum development, ○ Standardizing industry-valued credentials across regions, ○ Joint marketing, ○ Asset-equipment sharing, ○ Joint professional development of faculty ○ Data collection and evaluation, ○ Calibrating regional supply and demand ○ Other shared needs and strategies as prioritized by the region. ○ Provide clarity of roles for Sector Navigators, Deputy Sector Navigators and Regional Consortia. <ul style="list-style-type: none"> ● 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 CTE. ● Validate program (curriculum) authenticity and demand with industry ● Convene industry sectors to facilitate apprenticeship development ● Expand advisory committees; set guidelines; ensure faculty participation; provide best practices model; provide PD for advisory committees. ● Shorten timeline to develop contract education program ● Establish new framework of customized training 		
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	<p>that could be a credit program</p> <ul style="list-style-type: none"> • Encourage the creation of opt-in regional Joint Power Authority (JPA) structures in support of sector strategies that allow colleges, partners, state, and local industry resources to concentrate and coordinate in the provision of education/training for industry-valued credentials and short-term/certificated CTE programs. <p>Business/Industry/Economic Dev Engagement</p> <ul style="list-style-type: none"> • Define and establish clear regional and local roles between WIBs and community colleges • Expand regional and state dialogue between CCCs and EDD • Create sustainable longer-term, broad-based relationships with employers by sector • There needs to be more work developing work-based learning in partnership with Career Technical Education 		
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