

“STRONG WORKFORCE” Kick off Meeting. January 22, 2015

Introductions and Overview from Chancellor Harris. *GOAL:* California must close the skills gap, educate California’s students so that they can improve their lives (Middle Class Access), and make specific recommendations for the Board of Governors to consider.

ASPEN INSTITUTE: Closing the Skills Gap—Eva Sage-Gavin and John Colborn

- Labor market “frictions”-11 million unemployed, 4 million unfilled jobs
- Many job areas hard to fill
- 11 percent of business leaders say college graduates are “day one ready” after graduation (literacy, computation, working in teams, etc.)
- 96% of academic leaders feel confident that they are graduating students who are ready for entering the workforce (literacy, computation, etc.)
- Ways to Connect and Support Community Colleges
 - Washington State Community College Centers of Excellence
 - Drives curriculum development for the system as a whole
 - Advise Advisory Boards and broker information between industry and education
 - SUNY: Incentive funds for meeting benchmark objectives
- Exploring a Solutions Architecture: Communities Operating as an Aligned System:
 - Active and engaged leadership
 - Strong systems align on the details
 - Strong systems have a strategic workforce and economic improvement plan
 - Each community has unique dynamics

LISTENING TO EMPLOYERS SPEAK: What Job Posts Tell Us About the Middle Skills Gap in California – Matt Sigelman, Burning Glass Technologies

- Evidence is overwhelming: skills gap for middle level skills exists
- When jobs are hard to fill, look for skills gaps
- Many jobs requiring degree inflation, but most jobs require higher level skills; those that don’t are using Bach. Degrees as a proxy for job skills (very expensive)
- Credentials that have currency with employers can be an alternative to degrees (allied health fields, e.g.)
- Biotech hires for a wide range of jobs; 4-year degree often required
- IT jobs: huge employment opportunity here

CALL TO ACTION BY CALIFORNIA’S EMPLOYERS FOR SKILLED WORKFORCE

- Allan Zaremborg, California Chamber of Commerce: Best way to improve the business climate in California is to have the best workforce
 - Housing Costs: a huge challenge in attracting jobs and applicants
 - Skills required: often require analytical skills
- Nichole Rice, CA Manufacturing & Technology Association: teamwork, trouble-shooting, technical aspects of the machines, getting to a common goal: soft skills needed, being productive for 8 hours, appropriate use of cell phones on the job. Requesting advice on how to engage the community colleges to close skills gap
- Kari Decker, JP Morgan Chase: Customers from all sectors telling JPMC that the skills gap needs to be closed. Using \$250M to invest in best practices, data (EMSI, Burning Glass), etc.

“STRONG WORKFORCE” Kick off Meeting. January 22, 2015

- Cathy Martin, California Health Association: Health industry undergoing significant changes—ACA, care delivery, etc. Creating workforce of the future is our biggest challenge. CCC, CSU, UC: transform with us. “21st Century Skills”—communication skills, customer service, don’t look for “day one” readiness but within a year, ladders and ladders, CCC is our primary supplier of workers.

QUESTIONS AND ANSWERS

- Small businesses: what are their needs? Skills sets often unique, larger firms rely on vendors that are often small businesses.
- Predicting changes in the job markets and job skills very difficult to predict [**CJ: INFORMATION FLOW IN REGIONAL ADVISORY COMMITTEE SETTINGS CAN INCREASE ABILITY TO RESPOND QUICKLY AND NIMBLY**]*—Matt from BGT*
- Workplace Learning: Upskill America doing work here; [John Colborn]
- Bill Scroggins: gap between what industry expects and what we do—Bill’s paper describes the 16 ways we deal with businesses: who moves? Meet in the middle? Eva: it’s the 96-11 split in perceptions. Brice: we have the same problem as businesses. If we create new programs and invest in faculty hires, but no jobs materialize for our students, we have a serious credibility problem [**CJ: and a financial-political set of problems**].

RETHINKING ACCESS: CALIFORNIA’S COMMUNITIES AND THE ECONOMY

- Brian Burrell, Young Invincibles: Advocacy group for 18-24 year-olds; how to reduce barriers to getting educated, finding jobs.
- Abdi Soltani, ACLU: background in social organizing; people face significant barriers in their lives
- Jim Mayer, California Forward: Economic Summit Perspective – how do we increase access? Access to college, access to workforce—many things must happen to ensure full access. What are the gaps? Advocates of reforms and innovation vs. advocates for access: these are not mutually exclusive, they’re mutually inclusive. Actionable ideas: what are the drivers for implementation? Governance is a key element, and can be improved. What’s escalating productivity? Use of data. How can we be pragmatic and thoughtful over the next few months?
- Bill Scroggins: this is what we do in California, these are opportunities. John Brauer: we don’t do a very good job of helping people find their “calling.” Who am I question needs to be integrated into the conversation. Ricardo Navarrette: low income at-risk students always face trade-offs of getting an education against jobs/income/family. Allan Zaremberg: Request from system to keep us (businesses) on task to achieve goals Brice laid out—keep up focused on what CCC can do. Skills are important, but an education enhances analytical abilities. We want to have skills that broaden our career development in future years.

GROUNDWORK LAID BY “DOING WHAT MATTERS FOR JOBS AND THE ECONOMY”

- It costs about \$61,000 a year to raise a family in California.
- DWM for Jobs & Economy Framework—sectors, braided funds, accountability metrics
- Organizational Structure: Action is at the regional level

“STRONG WORKFORCE” Kick off Meeting. January 22, 2015

- Tim Rainey (WIB): Action at the regional level.
- Van Ton-Quinlivan: Identify Sectors we care about. Setting up structure to pivot and address problems, needs, instead of stumbling.
- Lynn Shaw, Long Beach City College, Co-chair of WSTF: We are now able to speak across the region, and not in so isolated a way. Sector work involves everyone. Faculty: need to talk to employers on a regional basis, working on curriculum.
- Van: change way we fund projects so that colleges are collaborating, not competing. We’ve experimented with administrative fixes. Incentives to empower regions. Now we need structural changes.
- Brice Harris: Regionalization is a real challenge but it’s becoming a reality. This Task Force needs to inform CCC what needs to be done.

EARLY THEMES ARISING FROM THE REGIONAL COLLEGE CONVERSATIONS

Van presented on five “Major Themes” that have emerged from regional college conversations across the state (as of 1/10/15): (1) Workforce Data & Outcomes, (2) Curriculum & Instructors, (3) Structured Career Pathways and Student Support, (4) Baseline Funding, and (5) Regional Coordination.

- Julie Bruno, ASCCC: Saw folks to begin to challenge assumptions about ourselves and how we do things. Acting responsibly. Being responsive and nimble.
- Bill Scroggins, President, Mt. SAC: What CCC’s are doing at the colleges and what employers need. What skills are students acquiring as they complete their degrees and certificates. SB 1440 (alignment of CCC and CSU curriculum) needed for CTE. Regional aspect of these competencies; workforce skills needs to be worked into the curriculum. Funding model of seat time does not fit the competency model. Staff development for CTE faculty very different from that for academic faculty.
- Sunny Cooke, President, MiraCosta College, Co-chair of WSTF: We must look at data and use it carefully.

TASK FORCE NORMS AND NEXT STEPS

Denice Brosseau, Facilitator: How will we work together to make decisions? What will a successful outcome for the Task Force?

- We will be able to help our students find a job. What do students need?
- Craig Justice’s comments:
 - We will need implementation tools that work, that are effective and that are compatible with college accreditation standards and budget planning processes. Such matters are not operational quirks.
 - Support and Facilitation Services from the CCCCCO and Regional Consortia and Centers for Excellence that enable faculty and CIOs at the colleges to implement recommendations effectively and quickly.
 - Tools that reduce a college’s risks if a new program is developed, but jobs and/or students do not materialize. The enrollment-based funding model won’t be enough.

How will we make decisions?

- The group discussed a consensus framework. Denice presented a 5-point scale and suggested that we move forward if we’re all 3-4-5’s where 5 is enthusiastic support, 4

“STRONG WORKFORCE” Kick off Meeting. January 22, 2015

mostly ok, but some objections, 3 is “I can live with the decision.” Do we go forward if there are some 2’s?, which is “I have objections but will stand aside so the item can move forward.” 1 is “I disagree and need to block.” Zero is “let’s move on as we’ve discussed it enough.” No agreement was reached on the decision-making model so we will start with this decision at the next meeting.

- Bill Scroggins observed that some topics will require a greater weight being given to some constituents, for example faculty’s role in curriculum approval. A lively discussion ensued. Craig Justice observed that since faculty have the primary role in the criteria of quality and content, it is inconceivable that we’d move forward without faculty signing off on these components of curriculum. Once quality and content are approved, we move into the other three criteria areas: mission, compliance, feasibility. Colleges and regions can move forward at this stage and the faculty’s role or input is important, but the decision to move forward is the college’s.

NEXT STEPS

April 2: background papers on 3 areas.