

Board of Governors Task Force on Work Force, Job Creation, and a Strong Economy
Recommendations

Recommendations from the Task Force	10+1	Needed policy or guidance	Current positions
<p>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</p> <ul style="list-style-type: none"> a. Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential. b. Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements. c. Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships. d. Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services. e. Enhance capacity of counselors to provide CTE-related program counseling through professional development and the sharing of 			

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<p>best practices such as designating counselors as CTE specific or designating liaisons to CTE programs.</p> <p>f. Support efforts to increase financial support under the Cal Grant C program for community college CTE students.</p>			
<p>2. Improve CTE student progress and outcomes.</p> <p>a. Enable and support faculty to coordinate with industry to identify required work-based and skill competencies, including technology, for specified occupations in order to facilitate student advancement through mechanisms such as authentic competency-based assessments.</p> <p>b. Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses.</p>			
<p>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.</p> <p>a. Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials.</p> <p>b. Develop state-aligned or regionally-aligned strategies and structured industry-informed pathways, coordinated with faculty and other workforce partners and industry intermediaries that seamlessly transition high school and adult</p>			

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<p>students to community college programs of study.</p> <ul style="list-style-type: none"> c. Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations. d. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways. e. Identify and resolve barriers as appropriate to career pathway implementation. f. Provide resources to faculty to contextualize basic skills English, math, English as a Second Language, and workplace readiness skills into pathway curricula in collaboration with faculty trained in basic skills disciplines. g. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements. h. Support the ongoing development and implementation of current initiatives to develop programs of study tools for bridging from high school and adult education preparation into community college CTE pathways in order to help community college students plan their CTE course taking. 			
<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> a. Develop, streamline, and align common outcome metrics for all state-funded CTE 			

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<p>programs and ensure that they are compatible with federal reporting requirements.</p> <p>b. 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).</p> <p>c. Report outcomes by student demographic characteristics.</p>			
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<p>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.</p> <ul style="list-style-type: none"> a. Require the sharing of employment/wage outcomes and third party licenses/certification data across government entities. b. Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data. c. Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights. 			
<p>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.</p> <ul style="list-style-type: none"> a. Provide labor market, workforce outcome, and student demographic data/information that are easily accessible and usable. b. Validate labor market supply and demand information with industry partners. c. Provide technical assistance, data visualization tools, and analysis tools to colleges for the use of labor market and student outcome data. d. Develop the state's capacity to capture changes and gaps in workforce supply and demand and to assess each region's educational capacity to address workforce gaps. 			

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<p>7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.</p> <ul style="list-style-type: none"> a. Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process. b. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges. c. Create a process for the development of collaborative programs between colleges. d. Support faculty and colleges in developing and expanding the use of contract education to meet the dynamic needs of business and industry in an expedited manner. 			
<p>8. Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.</p> <ul style="list-style-type: none"> a. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor's Office. b. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process. c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges. 			

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<p>9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.</p> <ul style="list-style-type: none">a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process.b. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.			
<p>10. Facilitate curricular portability across institutions.</p> <ul style="list-style-type: none">a. Scale up and resource the “C-ID” (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions.b. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways.c. Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.			

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<p>11. Develop, identify and disseminate effective CTE practices.</p> <ul style="list-style-type: none"> a. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs. b. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs. 			
<p>12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.</p> <ul style="list-style-type: none"> a. Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices. b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge. c. Revise existing policies regarding the use of a state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills and knowledge. 			
<p>13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.</p> <ul style="list-style-type: none"> a. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience. 			

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<ul style="list-style-type: none"> b. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies. c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations. 			
<p>14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.</p> <ul style="list-style-type: none"> a. Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines. b. Create effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation. c. Develop an Instructional Skills Module through the ASCCC Professional Development College that includes the option of obtaining continuing education credits to provide an opportunity for industry professionals to gain teaching skills while earning college credit. d. Develop guidelines and training modules for CTE industry professionals who serve as on-site 			

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<p>supervisors for work experience and internships.</p> <ul style="list-style-type: none"> e. Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master’s degree is not expected or required. f. Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors. 			
<p>15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.</p> <ul style="list-style-type: none"> a. Provide all faculty with training in teaching methods and strategies, including the use of technology. b. Identify and address structural barriers that prevent full- and part-time faculty participation in professional development and create fiscal and other incentives that address reassigned time, externships and other methods of skill upgrades to ensure currency. c. Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education and community colleges. d. Increase opportunities for CTE faculty to participate in professional development such as sabbaticals, industry events and training to 			

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<p>augment discipline knowledge and connections with employers and the workforce system.</p>			
<p>16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.</p> <ol style="list-style-type: none"> a. Create and share models and best practices developed as part of local labor negotiations to address the salary differential needs in high-pay fields. b. Encourage partnership with industry and the local community to support salary differential needs. 			
<p>17. Strengthen communication, coordination and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</p> <ol style="list-style-type: none"> a. Clarify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance Providers and their relationships with the CCCCCO and the colleges. b. Ensure that the CTE regional framework is designed to do the following: <ul style="list-style-type: none"> • Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities. • Coordinate colleges within the region to meet business and industry needs. 			

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<ul style="list-style-type: none"> • Convene discussions about development of common CTE entry pathways and industry-valued credentials based on regional industry needs. • Share best practices on regional coordination, communication, and decision-making. • Conduct joint marketing and facilitate asset and equipment sharing. • Support joint professional development of faculty to respond to evolving skill needs of industry sectors. • Provide other needs and strategies as prioritized by the region. 			
<p>18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.</p>			
<p>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.</p> <ol style="list-style-type: none"> a. Coordinate industry and labor engagement tied to sector strategies. b. Develop feedback methods from industry and labor that provide for continuous program improvement. c. Articulate skill sets embedded within industry-valued credentials across regions. 			

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<ul style="list-style-type: none"> d. Support college collaborations to leverage multiple state and federal CTE and workforce funding streams to build capacity to meet regional needs and mitigate the risk associated with new program start-up. e. Coordinate alignment among community college CTE efforts and implementation of the regional framework developed under the federal Workforce Innovation and Opportunity Act and the adult education consortia. 			
<p>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.</p> <ul style="list-style-type: none"> a. Align college programs with regional and industry needs by leveraging multiple labor market information sources, including California Community College Centers of Excellence, Deputy Sector Navigators, industry associations, state agencies, economic development entities, and workforce boards. b. Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards. 			
<p>21. Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote</p>			

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<p>career development and attainment and the value of career technical education.</p>			
<p>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.</p> <ul style="list-style-type: none"> a. Target funding to offset the high cost of CTE programs and other courses that lead to CTE programs. b. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness. c. Develop and support a sustainable and adequate equipment and facilities funding stream. 			
<p>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 local, state, and regional levels; establish regional funding of program start-up and innovation; and develop other coordination activities.</p>			
<p>24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.</p> <ul style="list-style-type: none"> a. Evaluate the impact of student fees for disposable and consumable materials on CTE programs and students. If warranted, explore options for funding support that does not limit 			

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student access, such as covering the cost of fees under a BOG waiver. b. Provide flexibility and funding for new and modernized CTE facilities.			
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.			