



**Advisory Committee Meeting
Economic & Workforce Development
Wednesday, October 26, 2011**



I. Dr. Patricia Hsieh, Chair, Advisory Committee, called the meeting to order at 10:11 a.m.

II. Members Present:

- ✓ Mr. Bruce Baron, Chancellor, San Bernardino Community College District
- ✓ Ms. Yolanda Benson, Government Strategies
- ✓ Mr. Jeff Cummings, Dean, Career & Technical Education and Economic Development, College of the Redwoods
- ✓ Dr. Benjamin Duran, Superintendent/President, Merced College
- ✓ Dr. Patricia Hsieh, President, San Diego Miramar College
- ✓ Mr. Jerry Levine, Chair Emeritus, U.S. Export Council
- ✓ Ms. Renee Martinez, Vice President, Workforce Education, East Los Angeles College
- ✓ Mr. Brian McMahon, Executive Director, California Employment Training Panel
- ✓ Mr. Wheeler North, Academic Senate, San Diego Miramar College
- ✓ Dr. Jessica Pitt, Coordinator, Bay Area Workforce Funding Collaborative
- ✓ Mr. Ken Quesada, California Workforce Investment Board
- ✓ Mr. Wayne Schell, President/CEO, California Association for Local Economic Development
- ✓ Dr. Ron Taylor, Superintendent/President, Feather River College
- ✓ Ms. Van Ton-Quinlivan, Vice Chancellor, Economic & Workforce Development, Chancellor's Office
- ✓ Mr. Dennis Trujillo, Deputy Secretary for External Affairs, Business, Transportation & Housing
- ✓ Mr. Jeff Williamson, Statewide Director, International Trade Development, EWD
- ✓ Mr. Spencer Wong, Deputy Division Chief for Labor Market Information Division, California Employment Development Department
- ✓ Mr. Ray York, Dean, Economic & Workforce Development, Chancellor's Office

Also Present:

- ✓ Ms. Kay Ferrier (representing Dr. Ainsworth)

III. Introduction: Van Ton-Quinlivan, Vice Chancellor, Economic & Workforce Development Division

Dr. Hsieh introduced Vice Chancellor Van Ton-Quinlivan. Ms. Ton-Quinlivan shared her journey and how she arrived at the CCC Chancellor's Office. Her story reaffirmed that it was the right decision to come to Sacramento. It carried the common value of attempting to create more options for communities, students, and businesses. She then spoke of her job at Pacific Gas and Electric where she worked in workforce development and took that company to an "Industry Best Practice" and was invited to the White House for Community Colleges Summit. Ms. Ton-

Quinlivan gained a perspective from the policy conversations at the White House on how to get the answers for business to develop a program with the right people, with the right skills, at the right time, and how to develop that pipeline from the college, community college, and high school levels. She then presented a PowerPoint that reviewed her meetings with the stakeholders and the context of what is going on in Sacramento on how community colleges' function with creating jobs. She said that she attended Clinton Global Initiative of America, structural skills mismatch between skills and jobs. The share of jobs of caring post-secondary education has increased but how have the colleges kept up with those needs? In recent PPI study, the most important issues were jobs and economy. Community colleges are the bridge skill gap and the role they play is essential. Community colleges are part of the solution in the economic job recovery by supplying in demand skills for California. She said that community colleges need to create relevant pathways so the students can build needed skills valued by employers, get California into open jobs, and ensure student success.

She then shared some slides on a report done by Nancy Shulock of California Institute of Higher Education Leadership and Policy. Due to the issue of jobs in the economy, the attention is on community colleges. The work to do is to be responsive to what the state needs. In the report, it states that there are 8000 certificates programs and 4500 associates' degrees in about 142 fields. The question is; are community colleges allowing to labor market needs? The community colleges work in broader context. What needs to be done is to take EWD and align to labor market needs. In order to get folks through community colleges, there needs to be an improved completion rate. Are the colleges spread too thin in terms of quantity of programs? The early themes that are evolving back from stakeholders to tackle system issues are: 1) Responsiveness, in two ways, employers and students. When it comes to sector strategies and clusters of businesses, complexity multiplies and becomes community colleges initiative to navigate the system to be more responsive. The sophistication of EWD infrastructure is best to align and most effective. In regards to students, there is a need to create relevant pathways to stackable credentials; 2) Integration, because resources are so lean, there is a need to integrate better, better execution. Turn around curriculum quickly. The EWD has piloted practices and these practices need to be replicated into the system. There are two levels, industry partnership practices, and how to put together programs into study; 3) Student success, take them to their end goal. Give them equal emphasis of completion, making all more successful. This will be the catalytic force in response to jobs and the economy.

Question: What groups are you meeting with?

Ms. Ton-Quinlivan said that on a weekly basis, she gets four to five inquiries regarding the funding pools. It does raise the bar in terms of performance in which EWD needs to adhere to. EWD should be speaking to agencies, health care initiative, various education institutions, and employer organizations. By piecing all this information together, it explains where the barriers are and where we can be most effective.

Comment: There are money pockets and movement out there.

Ms. Ton-Quinlivan agreed and said that the reason the Lieutenant Governor is speaking at the EDPAC is to contribute back to the EWD initiative. The White House Jobs Council notified him that New York is trialing a pilot a health care initiative and asked if California was interested. Under the EWD, Linda Zorn deployed her Health Care Advisory Board and solicited the next employer need. Within a month, California's put together a response. The White House was so impressed that it wrote California into the white paper to go before President Obama. This would not have been this responsive without EWD structure.

Comment: About collaboration, every pot of money is under scrutiny. It seems there is no collaboration at the state level for workforce dollars. There are numerous programs that provide workforce dollars and would like to have discussion at state level.

Ms. Ton-Quinlivan agreed and said that it starts with integration within her division.

Comment: Come out to see us regionally to see key partners and share our concerns and get on the same page.

Comment: The community college effective and not effective. One problem is lack of customer service orientation. Start with philosophy at top and carry down throughout entire system.

Question: How do you see EWD advisory committee playing a role at policy level?

Ms. Ton-Quinlivan said that by laying out good, bad, and ugly, there is hope that the advisory committee will engage in broader policy questions.

Comment: Challenge of buy-in that skills being taught, Math and English, impact workforce every single day.

Ms. Ton-Quinlivan wrapped up by stating that as a policy body, there is a structural mismatch in skills. Need to get folks more prepared.

Comment: The advisory committee will maximize and leverage everything to help community colleges and EWD.

IV. Budget Update and Discussion

Diane Brady, Fiscal Budget Division, introduced herself and said that she will share the budget update. She began with referencing the argument of the budget passing without the tax increase. In regards to proposition 25, the budget could be passed with just a majority vote however; other stipulation of the proposition, it will still take a 2/3rds majority to raise taxes and fees. Also, the proposition stated that if legislature did not pass the budget by June 15th, they would not be paid. The budget was signed on June 30th. How it was passed without raise of revenues, it was stated that since the revenues were higher in April and May of 2011, it is presumed that \$4 billion would be available to balance it. It was an unallocated \$4 billion. There was no guarantee and this was built in anyway with program budget triggers. The triggers would be dealt with by the Director of Department of Finance. He would forecast by December 15th the revenue for entire year of 2011-12 and that forecast would be compared to the Legislative Analyst forecast and between those two forecasts; the higher one is the forecast that would be worked with. If it comes in at least at \$3 billion or more, there will be no cuts. If it comes in between the \$2-\$3 billion there will be a first tier of cuts. For community colleges, that means a \$30 million cut on top of what was already taken from the budget of \$400 million dollar to apportionments which was partially offset by the \$110 million of raised fees. The net cut would be to \$290 million to general apportionment. Categorical programs remained the same and there are no new revenues. Flexibility has stayed the same. No new COLA. Community colleges have not had COLAs since 2007-08. Ms. Brady said that every year we ask for three things: restore categorical program to the status of 2008, give us the COLA that should have been received by statute, and since there is no growth, get us back to where community colleges were. There are some pluses and minuses. The bad news is that the economic conditions have deteriorated since the budget was passed and

growth will be less than what was projected. The good news is that we will not go into recession. One of the item triggers is for the first \$1 billion, if there is \$3 of the \$4 billion, the triggers will not be pulled. Now through September, the figure is currently at \$654 million below projection. The \$1 billion mark has not been hit. There is some built in authority for the Director of Finance to use some discretion. If he says that it will go up in January through April according to what was forecasted, he would have the option of not pulling the trigger. If this occurs, it will make a worse problem for the next year. The tier one trigger will increase student unit fees from \$36 to \$46 effect in summer and a \$30 million dollar cut. If it goes to tier 2, there will be a \$72 million cut, over and above the \$30 million already cut. Where it stands for Economic Development, the funding stays flat, flexibility is the same. At the Federal level, the tech prep is discontinued, and depending on what the super committee does, it is unknown what the cuts will be in education department. As for the Chancellor's Office, there were eight positions cut.

Question: What positions were lost in Chancellor's Office?

Ms. Brady said that when there were vacancies, they were not filled.

Question: Has there been any preliminary budgets made?

Ms. Brady said that the districts are all making their own decisions on how to deal with the budget. A lot of things are happening between now and then. There is not a clear sense from finance or legislative analysts. The next point to look at is when the October receipts come in.

V. Economic Growth and Competitiveness Agenda for California

Vice Chancellor Van Ton-Quinlivan introduce the Lieutenant Governor Gavin Newsom. The Lt. Governor thanked everyone for inviting him to speak about jobs and the economy. He is a firm believer that number one priority is to have an incentive for private sector job solutions to revitalize the economy. Need private sector to generate revenue. Must be pro-jobs and pro-business. His argument on the issue of jobs is to look back 30 years and reconcile what has been going on in the state of California because this is a problem that goes past the decline of 2008. The reality is that California has become accustomed to 30 years of decline. California was the jobs engine between 1950 and 1980. Since then, California has become average, from being a great engine that created jobs, to now being flat-lined. California's challenge must address the structural decline not just to get back to where it was. The report released in September stated that California was at 11.9 % unemployment, which means 2.68 million people are out of jobs, and one out of four people are either unemployed or underemployed at 30%. The reality is minorities and 50+ age people are the people who are having the most trouble getting jobs. Welfare numbers have crept up at over half a million and foreclosures are at 32%. There are rear guard strategies that have outlived their usefulness. It is now a hyper-connected world. Education stats, U.S. is not in top of any lists. In the past, U.S. did better because there was a formula for success which was education. There was a higher education system that could compete with anyone and an enlightened foreign policy. But now, less than a 1/3 of the people recruited under H-1B Visa in 2002 can be recruited today, which means that every four months the H-1B visas book up. Lt. Governor believes that the challenges ahead are not just what exist today. Things are not getting done and are completely delusional in terms of challenges that are faced. It needs to be about our greatness, not just getting to the balance. It is serious. For example, costs have tripled in UC and CSU tuition costs in a decade. People are being saddled with a lot of debt that needs to be changed. With the changing world, issues need to be reinvigorated and government should be seen as a platform. There is a skills mismatch, there are jobs out there, but they are not being filled. This is why community colleges need to step up to

meet the challenge. The community colleges 112 campuses are the backbone to deal with the economic issues. The expectations bar needs to be raised. The Lt. Governor said that there is no plan for cuts and without this plan this will destroy what is had. Need to raise the bar on expectations. There is no way to solve this without collective action. He said that there needs to be a movement, not just a plan. Things have to be done on the local level; one size economic development does not fit all. He said that he is willing to assist and advise.

Question: Can you give a plan or ideas of what we can work on now.

Lt. Governor said that we are still one of the world's most robust economies. Benchmark needs to be on the global economy. The impact is more directly impactful statewide. There are fundamental trade facts that dramatically benefit California for developing relationships. He said he is currently working with local companies to have a foreign representation.

Question: Could you comment on the Metropolitan Export Initiative.

Lt. Governor said that Brookings is working Obama Administration to double exports in the economy. The Metropolitan Export Initiative is working with governance and no longer as a state to state. New model of competition is being looked at which is collaboration. It is building capacity. A lot of great things happening at local and metro level; it is all about scale and about exposing these best practices and organize ourselves to distribute these practices. Leadership still matters. There are businesses that want to come to California, we just are not being aggressive enough to go out and get them.

Question: How should we work with the legislators because they don't believe that these outside businesses are coming in and taking our opportunities? Ways to get message out.

Lt. Governor thinks that the unemployment insurance system should be blown up. How is it relevant? The best job training is on the job training. To support the employer to keep employee employed. This will bridge employment. Reassess approach, old rules no longer apply. Triggers are going to happen and need to have a pattern interrupt. The money is out there. The way to approach government is to have new ideas.

Question: Taxation away from government responsible agencies. How do you get taxation back to responsible government?

Lt. Governor said the issue of realignment is intriguing. The idea is to have power and support at local level and have a flexibility of framework. Need to empower in diverse communities with a lot of cause and effect. Then scale those ideas at local level. Provide support for local communities. He concluded his presentation by thanking the committee for having him and he supports everything that the committee and community colleges are about.

VI. Approval of Minutes

Dr. Hsieh entertained the motion of the approval of minutes for June 15, 2011. The minutes were adopted and motioned to be approved.

VII. Skills Gap: What to Do Regarding Basic Skills

Ms. Debra Jones, Workforce and Economic Development Division, opened her presentation with sharing the importance of basic skills that are needed for jobs and the economy. With approximately six million adults without a high school diploma and one out of four functionally illiterate, the concentration should be on how to offer short term basic skills and take the best practices and make them effective. There is also a challenge for community colleges because the students need to go further and faster. She said that the best practices and implementation of strategies will need to connect low-skill students to post-secondary employer expectations. She said that related systems in Minnesota, Indiana, and Texas have taken the best practices to a statewide policy level. The I-Best system is a system where it is on the ground and in the classroom and students have both a basic skills teacher and occupational skills teacher. The students, no matter what their levels of literacy, are getting trained in occupational skills. Ms. Jones then introduced Ms. Linda Collins, Executive Director of Career Ladders Project.

Ms. Collins promotes career and educational advancement under the foundation of community colleges statewide. She introduced two of her colleagues, Mr. Bill Gravelle, President of Northern California Warehouse Educational and Research Council, and Peter Simon, Consultant at Career Ladders. Mr. Gravelle spoke about the importance of approaches for the industry. She went over a few of the themes and agreed that it does take time to build the programs. The Chancellor's Office, using SB70 funds, made relevance in using these funds. This was the use for the Career Advancement Academies. These academies are designed to be a pipeline to college and career for students and unprepared adults. These programs accelerate their development. This was funded by Chancellor's Office in partnership with Irvine, Hewitt and Johnson Foundations. These partnerships are essential for this program to be successful. The collected data of the program has shown success. This program exists at 31 colleges and they all work together. They are replicated because they have adapted to their regional economies and are done within a framework of effective practice. The key elements of the framework includes: 1) clearly defined pathways with attention to transitions; 2) integrated basic skills and career technical training; 3) cohort based learning communities; 4) integrated student services; and, 5) external partnerships. Across the state the key word is partnerships. The programs are serving and reaching to diverse workforce. If these programs do not continue, there will be a skills gap. She said that the program that Mr. Simon and Mr. Gravelle are working on is called Alameda Logistics and Success program. Their program works with contextualized teaching and learning and more students are likely to pass contextualized courses than the others. The community colleges have made it seamless. The next stage of Career Ladders that the Chancellor's Office is working on is to build out stackable certificates which feed supply chain operations and AA degrees. Once Career Advancement Academy is partnered with academic senate and faculty, it is being institutionalized and offering programs in new ways. The Department of Labor has recognized the work of the Chancellor's Office for the program and did a national webinar featuring Career Ladders. It is also attract new investments and is getting growing recognition.

Mr. Gravelle spoke about various programs that exist for those who do not have skills and how to give them a skill set and a pathway for employment. From industry perspective, you have to teach students the language of the job. This allows people to step in and be a productive person. Let industry know that these programs are out there. There are a number of people that sit on the curriculum committee and help develop the programs.

Question: Due to high dropout rates in high schools, can these best practices be implemented at the K-12 level?

Ms. Collins said that the pathways are made all inclusive. The link learning movement is something that Career Ladders is trying to connect with. The SB 70 is set up for funds to create access points for K-12 and college programs. Career technical programs are being increased to deal with basic skills requirements statewide. In several of the Career academies, students are being brought in from stressed areas by use of joint and mobile resources.

Comment: The ABA 570 is the idea to augment programs for training for high school and pathway programs. There needs to be couple of colleges willing to work with this program.

Comment: In regards to career technical education being increased, the community colleges and high schools are under stress. Through the Career Advancement there has been an extension to bring in students for advanced manufacturing. Support faculty and staff on how to implement programs is provided. Contextualized learning will take training and support to the faculty. Funding includes business investments and other partnerships. The dots need to be connected on existing programs and initiatives; they will provide support to the new programs and initiatives.

VIII. Student Success Taskforce Committee

Ms. Van Ton-Quinlivan and Ms. Amy Supinger, Executive Director, Community College Task Force on Student Success, presented the plan for refocusing on student success. Ms. Supinger said that by 2020, America's goal is to be most educated country in the world. SB 1143 was the bill that required community colleges to create a student success task force. A strategic planning process is being created to improve student success. The taskforce is asking for recommendations that will be put in a finalized program for January and will go to the governor soon after. Thus far, the recommendations have been: 1) Better focus on core missions of workforce preparation and transfer while protecting access; 2) Make colleges more responsive to students; and, 3) Increase the success rate of the students. There are eight additional areas that have 22 recommendations. Studies show that 70-90% students need English and Math or both. Therefore, need to increase college/career readiness and collaborate with higher education and K-12 partners. There needs to be a support for entering students. Incentivize successful student behaviors and help students discover and follow the right pathway. Align course offerings to meet student needs. Currently there is an imbalance between supply and demand of basic skills, career and technical, and transfer classes. Course scheduling patterns must be altered. Improve education of basic skills of students. Revitalize professional development and provide strategies for improving professional development. Enable efficient statewide leadership and increase coordination among colleges and have a common goal-setting at district and college level. Align resources to student success. She said that performance based funding is not supported by the task force. However, it can redirect resources to improve student success.

Ms. Supinger asked that board members go to the website and send in written feedback to the recommendations that they have made.

Question: Are there any private sectors members that sit on the task force?

Ms. Supinger said that there was one public/private person on the task force. She also spoke about student class schedules. She said that a host of things would be considered in determining course schedules, not just student success but also workforce needs.

Comment: At community colleges, success is really measured on whether or not students get jobs and have successful careers.

Ms. Supinger replied that the taskforce looked at what students need to succeed during their education, not about if they succeed in specific regions. The recommendations are for the universal success of the students regardless of the pathway they choose. The taskforce hopes that the recommendations will influence policy and practice changes.

Comment: The system has some flexibility on how CTE programs are implemented. The recommendations do not include income status of students and part time students. Equity issues do come up for community colleges to have non-credit courses.

Ms. Supinger said that it is not the response of the taskforce to dismiss non-full time students. The recommendations can be applied to those students as well. The taskforce defines success in a more complex way; it's not only about looking at the outcomes like gaining a certificate or degree. Ms. Supinger then pointed out that recommendations are going to depend a lot on implementation and then asked that the committee formulate feedback and send them in within the next week.

Dr. Hsieh agreed and said that the recommendations should be put together and directed to Dean York's office. Dean York said that he will send out the preference on needed submissions. He has already had the initiative directors put together comments to taskforce and CCCAOE is also sending recommendations. He will take the EDPAC committee recommendations and put into written form with a common theme. They will be sent to Student Success Task Force before the November 9th deadline.

IX. Strategic Review Committee Recommendations

Dean York said that he will combine the last two items of the agenda due to time constraints, the Strategic Review and EWD Updates. The discussion of the Strategic Review Committee has been focusing on the operational review process. He then introduced Ms. Elaine Gaertner to discuss.

Ms. Gaertner said that there will be four initiatives that will go through the review process this year, Centers of Excellence, Training and Development, Centers for Applied and Competitive Technologies, and International Trade and Development. The review process has had some fundamental changes that focus upon the group's better understanding of the initiative. The process is focused on the initiative's previous and current functions, its evolution, forward planning as well as its own self-assessment, its partner's assessment, and ways of process improvement to make initiative more effective. It is not a review that requires a recommendation for continuance or discontinuance. That process happens in the portfolio review process which goes behind this process, making the entire process a two-step process. Currently, the four initiatives are getting their data and putting it together for the Strategic Review Committee, SRC, scheduled for November 14th and 21st. The SRC will summarize report and go back to Chancellor's Office. The Chancellor's Office will then take it to the EDPAC with the recommendations for improvement. She said this process is done before reauthorization occurs.

Comment: Praised the review committee process. As process is developed, should be able to articulate.

Comment: In the same way that the Academic Senate is challenged to have curriculum ready in three months, this process needs to have level of flexibility and responsiveness for all future reviews. Move at much more rapid rate.

X. EWD Updates

Dean York explained that EWD is moving on the Expenditure Plan for 2012-13, and it will go before the governor for approval. Before it is seen by the governor, he asked the committee to approve as action in terms of recommendation so it can go to BOG for next approval.

Question: Which categories are stuck in flex?

The flex applies to localized grants that are for colleges in specific. These mainly are the IDRCs, JDIFs, and capacity and responsive training grants. Some are in flex but most grants are regional in scope. In 2010-11 due to legislation change, the Chancellor's Office was given authority for oversight over statewide and regional grants.

Comment: The \$21 million seems to have gotten stuck at certain schools. Since flex is extending, don't you think you should move that money back into Centers. They are regional and flexible. This is a good time to have this conversation with Department of Finance. The Centers give a great return on investment.

Question: Do you have any early indications from finance how this fully funded proposal of the budget will be accepted?

Dean York said that the actual proposal will most likely not happen. This is a proforma exercise to ensure that the budget is consistent with the Fiscal Office in their submission of the budget with all the categorical programs. There is a process that the Chancellor's Office must follow in which it has to be submitted to BOG for approval. Once budget is passed and authorized, the money will be released to the grants.

Dean York asked if there is a motion to pass the budget.

Motion carried.

Dean York introduced Ms. Catherine Swenson to present on the Networks and Legislation meeting. She said that the Student success taskforce and reauthorization was discussed. As far as advocacy from the committees prospective, it had a healthy discussion on where EWD needed to go. Dr. Dianne Van Hook had accepted the lead on advocacy effort and will contact the CEOs, beginning with the League Conference. Mr. Ken Quesada said he would work with Dean York on scheduling a meeting and aligning EWD with WIBs. Dr. Jamillah Moore said that she will work with the CEO Board at the League as part of agenda item. Ms. Yolanda Benson recommended that there be a couple of colleges representing EWD externally. There were several people offering support. It is recommended to take these volunteer actions for the reauthorization support.

Dean York said that he wanted to review Networks and Legislation's issues discussed as strategy for reauthorization.

Ms. Kay Ferrier said in terms of reauthorization struggles for the EWDP, the California Department of Education (CDE) is concerned about the fact that the EWDP reauthorization also impacts SB 70 funds, the Governor's Career Technical Education Initiative. At its peak, it authorized \$58,000,000 and this is split between CDE and Chancellor's Office for distribution to very crucial projects. When SB 70 passed, the authorizing ED code was dropped right into the middle of the EWDP Ed Code.

Ms. Ton-Quinlivan said that CCCAOE board is joining the advocacy effort for the reauthorization plan. She said that the Chancellor's Office is putting together information that has the same look and feel, creating a standard collateral in which a local college or person could customize for their own need and share with their local legislators. This will help in terms of mobilization. The SSTF in terms of blocking, it should proceed now and navigate all legislative interest as priority.

Dean York agrees and said that this frames it well.

Mr. Wheeler North was pleased that there was ally building with the Lt. Governor.

However, it was said that although the Lt. Governor does have his strong opinion, he will never work against the governor. If there is a message to be taken to local college it does need to be a separate entity apart from the Chancellor's Office.

Mr. Jeff Cummings was wondering how to mobilize the new governor's office of Business and Economic Development to assist us in reauthorization.

Dr. Ben Duran said that it should be brought in front of the governor's office and let them tell us no if they do not want to assist in reauthorization.

Dean York reviewed all the suggestions for support of the EWD authorization. He asked for support from the committee to give the go ahead to move forward.

Mr. Ken Quesada said that he works with a group "Go Ed" that could also support EWD. An appointment could be scheduled to have Dean York meet with them and showcase EWD.

Dean York said that all these suggestions will be adopted to move forward with advocacy. He then went on to speak about the reauthorization. There is a requirement for a performance report and it is due to legislation on February 12, 2012. He will be involved in discussions with legislators from February through March. These discussions will involve Mr. Gus Koehler, Time Structures, and Economist Dr. David Gallo. Discussion will stress valuable assets and the worthwhile of investing. He said that he will be moving forward with both the CCCAOE and the FACC because they are being very supportive of EWD.

Dean York introduced a new EWD staff member, Nancy Borges, and announced retirement of staff member, Kathy Pulse.

Spencer Wong shared news that the longitudinal database has made good progress and has made it a reality. There is an interagency agreement signed between EDD and four public segments. The data will be shared in participation in development of K-12 and post-secondary workforce. There is also a new solicitation out for grant money from the feds to develop system for DOE. He said that he is also working currently with CPAC and the four segments. The decision has been made for community colleges to maintain CPAC. CSUN has been working with Mr. Wong

on a pilot project, developing and maintaining student and wage data. This will serve as a model for wage matches.

XI. Public Comment

Dr. Hsieh introduced a public speaker, Ms. Diana Rude. She previously worked in legislature and with Senator Polanco. She spoke with the Senator recently on the proposal for potential consolidation of select programs into categorical funding. He said that he did not want to see any diminishment on the emphasis of workforce and economic development at state or local levels. She and Senator Polanco commended the Student Success Task Force for its priority on completion. She pointed out that the success of students should be defined as job readiness and preparation. She said that in 1989, Senator Polanco had amended the mission of California Community Colleges. His sentence read, “advancing California economic growth and global competitiveness to education, training and services that contribute to continue in workforce improvement”. She asked that this statement be included in the Student Success Task Force recommendations because it showed that local and state levels are working together.

Comment: In regards to basic skills, he reported out on how well his experience had been when working with Career Ladders. The overall work has led to work with Goodwill and he has been asked to share how community colleges work with Goodwill at a conference in Florida.

Dr. Hsieh appreciated all efforts to hold this committee meeting. However, she said that there are a lot of dots to connect and take committee to the next level.

Ms. Ton-Quinlivan said that there is a lot of work to be done; she asked how this advisory board can help connect those dots.

Dr. Hsieh said that a subcommittee can be created to have a conversation of how we can meet the goals of this committee and bring a plan back for the entire committee.

It was agreed that a taskforce be created to address the needs of this committee to achieve the common goal.

Adjournment