



## Advisory Committee Meeting Economic & Workforce Development Wednesday, August 29, 2012



**I. Dr. Patricia Hsieh, Chair, Advisory Committee, called the meeting to order at 10:00 a.m.**

**II. Members Present:**

- ✓ Dr. Patrick Ainsworth, Assistant Superintendent and Director, High School Leadership Division, Department of Education
- ✓ Ms. Russia Chavis, Deputy Secretary for Housing and Real Estate, Business, Transportation and Housing Agency
- ✓ Mr. Jeff Cummings, Dean, Career & Technical Education, College of the Redwoods
- ✓ Dr. Benjamin Duran, Superintendent/President, Merced College
- ✓ Dr. Dennis Gervin, President, Columbia College
- ✓ Dr. Douglas Houston, Chancellor, Yuba Community College District
- ✓ Dr. Patricia Hsieh, President, San Diego Miramar College
- ✓ Dr. Debra Jones, Dean, Career Education Practices Unit, Workforce & Economic Development Division, CCC Chancellor's Office
- ✓ Ms. Laurel Jones, President, Mission College, Santa Clara
- ✓ Mr. Jerry Levine, Chair Emeritus, U.S. Export Council
- ✓ Dr. Erlinda Martinez, President, Santa Ana College
- ✓ Ms. Lupe Mercado, President, Communications Workers of America Local 9421
- ✓ Mr. Wheeler North, Academic Senate, San Diego Miramar College
- ✓ Dr. Jessica Pitt, Coordinator, Bay Area Workforce Funding Collaborative, c/o San Francisco Foundation
- ✓ Mr. Ken Quesada, California Workforce Investment Board
- ✓ Ms. Laura Ramirez, Dean, Career and Technical Education, East Los Angeles College
- ✓ Mr. Henry Ramos, Board of Governors
- ✓ Ms. Marlene Ruiz, Director of Education and Consulting, Kaiser-Permanente
- ✓ Ms. Gurbax Sahota, President/CEO, California Association for Local Economic Development
- ✓ Mr. Phil Smith, ASCCC Representative at Large, Mathematics, American River College
- ✓ Dr. Ron Taylor, President, Merced College
- ✓ Ms. Van Ton-Quinlivan, Vice Chancellor, Workforce & Economic Development, Chancellor's Office
- ✓ Dr. Dianne Van Hook, Chancellor, College of the Canyons (via phone)
- ✓ Mr. Jeffrey Williamson, Director, International Trade Development, Workforce & Economic Development Program
- ✓ Mr. Spencer Wong, Deputy Division Chief for Labor Market Information Division, California Employment Development Department

**III. Approval of Minutes**

The Minutes from the March 28, 2012, were moved and seconded for approval.

**IV. Review of Doing what Matters for Jobs and the Economy, Vice Chancellor Van Ton-Quinlivan**

- Jobs and economy are moving parts of state.
- The most noticeable moving part of the state is the growing alignment in which funding streams need to be braided to support regions and produce a regional sector strategy.
- CWIB has brought together state leadership body of major agencies and there is a common agreement that in every regional economy there is a set of activities already brewing, called workforce and economic networks.
- Due to the large scale of California regions, there needs to be a concentration on each of the regions to cultivate activity and give flexibility to invest in workforce development.

- There is a focus on four goals to drive economy: supply in-demand skills for employers, create relevant pathways and stackable credentials, get Californians into open jobs, and ensure student success.
- The framework for creating jobs and the economy is four pronged: give priority to what matters, make room for what matters to jobs and economy, innovate what matters, and provide student success for jobs and economy. This framework may require regions to re-plan programs, prioritize resources, braid funding streams to give flexibility and emphasize student common metrics, and solve workforce training needs to have system deliver better.
- Funds need to be leveraged for greater impact by braiding EWD, Perkins and SB70. This concept will impact the EDPAC and it will need to be re-aligned. The revised membership structure would advise an integrated strategy.
- The highest value for work to be funded through EWD is currently found through the system data. The function of labor market data is important, but there is also a need for a network of sector navigators. Sector Navigators are key components between industry and system resources.
- The vision of stackable credentials comes from a set of reforms by the American Association of Community Colleges. The Vice Chancellor has been asked to participate on the Implementation Team to focus on closing skill gaps, ensure students opportunities for career advancement and upward mobility, and provide multi-levels for different stages of career.

## **V. Proposed Restructuring of EDPAC and Newly Introduced Committees**

- Purpose of restructure of EDPAC is to respond to the new direction and prepare for reauthorization of programs and funding. The focus will be on regional and sector strategy.
- By what has evolved since last year, there are two new bodies being formed. The first is the California Workforce Investment Board (CWIB) State Leadership Working Group and the second is the Extended Operations Team (ExOps) & Deep Dives.
- The CWIB State Leadership Working Group, which is being re-composed on a set of conversations to work with the CCCC, is coordinating alignment on state workforce priorities.
- The ExOps and Deep Dives are composed of progress reviews on execution, collaboration, and integration against regional sector priorities. The group will take advantage of shifts and policy bodies. Membership consists of: 10 Sector Navigators, 9-14 Regional Consortia Chairs/Co-Chairs, 4 or more Technical Assistance Experts, 1 CCCC Vice Chancellor, 2 Deans, 4 Staff “First Contacts”. There are ten sectors with a Sector Navigator for each sector. There are a number of economic regions and there are chairs and co-chairs for each of the regions. There will be an array of Technical Assistance providers, depending on each of the regions.
- “Deep Dives” meetings are created to have forums to work on issues.
- EDPAC is established by BOG and the new format will include communication amongst three bodies (EDPAC, Extended Operations Team, and State Leadership Working Group). EDPAC is not hierarchal, it will advise on sector strategies, regional views, and accountability and performance.
- The proposed EDPAC membership which comes from new legislation will include: representative from each priority sector, CEOs from colleges representing commitment to CTE and regions, CTE faculty representative from Academic Senate, representative from CCAOE, Classified Senate representatives, BOG representative, CWIB executive director, labor representative, CCCC Vice Chancellor and Dean. Guests will also be invited that would engage the proper entity for productivity.
- Comments by the current EDPAC group on EDPAC proposal:
  - Currently EDPAC contributes to Economic & Workforce Development’s success by creating engagement and moves the Economic Development agenda forward and these efforts need to be included. There must be engagement throughout entire process, start at top and work down.
  - The new EDPAC format seems to silo state agencies and this will result in loss of translation.
  - In regards to leadership body, there will be changes at the state level with more collaboration which will bring more unified agreement in the way Workforce and Economic Development will be rolled out. To have higher levels attend from these agencies, it should be beneficial.
  - To eliminate current members from this advisory would be a loss for community colleges.
  - From a community college administrator view, there is a need to understand how this process was formed. There is a goal to train workforce for business and industry and there needs to be a consideration for ramification and differences. Those on CTE side need to look at long term and retool.
  - There needs to be a buy-in from faculty and businesses because there is something that can be learned from these entities about partnerships, national and local initiatives, funding, etc.

- The integration of thought should be focused on growth sectors and creating upward mobility.
- Workforce is such a huge issue, there needs to be more economic development representation.
- Industry people appointed want to participate with the result benefiting their company.
- There needs to be short term and long term planning to meet the challenges.
- Student senate members are showing an interest in participating.
- Challenge is how to take the information from all sources and put in appropriate context to make sure that the individuals know their responsibilities to move forward. It would be a good idea to go forward with lineation and give specific examples of what the Advisory Group is defined to do. The CEOs need to have more dialogs within the regions. To have any kind of mass movement, the structural realignment has to be deployed regionally by college CEOs. Communication needs to be face to face.
- There are four regional funding collaborates and it would be of value to have at least one representative from each.
- Membership of EDPAC should reflect what is trying to be accomplished. Direction should come from Chancellor's Office.
- The achievement of deeper regional deployment should come from local WIBs.
- There should be a consideration of blended membership between sectors and regions.
- Having two foundation representatives and a chief instructional officer on EDPAC would be beneficial.
- There seems to be confusion with the term "Sector Navigator". "Initiative" seems more appropriate. The Chancellor should participate in the meetings.
- The EDPAC meetings need access points, structure dialog, and subject matter expertise.
- The 2013-14 priority sector investments are based on statewide needs and consider the Governor's strategy. They are resourced with sector lead, collaborative community, mini grants, and programming. The ten sectors are: 1. Advanced Manufacturing; 2. Advanced Transportation; 3. Agriculture, Water & Environmental Technologies; 4. Energy & Utility; 5. Health; 6. Life Sciences/Biotech, 7. Information Communications Technologies; 8. International Trade & Exports; 9. Small Business & Tourism; and, 10. Retail/Hospitality
- The regional grouping was based on economic regions. It will be resourced with Regional Consortia who is fortified by CTE data, collaborative communities, and mini grants. There will be 9-14 regional representatives.
- The Centers of Excellence (COE) will be major factor in studies along with other technical assistance to support attainment of regional sector priorities and will work with Regional Consortia to make correct decisions.
- EDPAC group members comments on restructure:
  - Does the use of legislation still continue as structured in the subcommittees?
  - When are the smaller groups more effective?
  - Meeting three times a year needs to have a significant role. Subcommittees in the past, met quarterly for work that needed to be done.
  - With new Chancellor and Vice Chancellor coming soon, there is a need to have cohesiveness. Let changes at statewide develop and then follow and have a long term revisit of legislative priorities.
- All ideas will be defined. Things will remain the same for October EDPAC and changes should occur in January. All new codes will go through BOG.

## **VI. Case Study: Allied Health Innovation Project**

- Health is one of ten sectors with high growth in the economy.
- Health is part of economic structure and will be given priority. The health program within community colleges need capacity to meet employers' wants, and employers need to access community college programs.
- The community colleges want to promote student success into incumbent worker.
- Innovate What Matters project scope has six main objectives and an Advisory Committee.
- Legislation recommendations were developed with the help of Service Employees International Union (SEIU) and employers.
- By exploring best practices, barriers were found. The prerequisite courses such as science and math are impacted statewide. Also, there is a limitation to classes for incumbent workers.
- SEIU and Kaiser requested for online courses to help with prerequisite courses.
- A career pathway into Allied Health requires an Associates of Arts Degree (A.A.). The sequence of prerequisites is another determinant in program of study. What community colleges set up dictates the access to these careers.
- There are barriers to get into Allied Health with lack of class sections, support services, and access to the classes.

- Businesses should be informing community colleges of prerequisites needed to get a job.
- Demographic of students creates a barrier and there is a limit on when prerequisite courses can be taken.
- Employers have funds to increase prerequisite courses and they need to be better served by: 1. Increase amount of courses with a single point of contact, Contract Education system; 2. Get creative in supplying advance courses throughout the state; 3. Create access to programs for the regular student; and, 4. Work on regional or statewide incumbent worker Allied Health prerequisite courses in groups of cohorts. Pool these small groups together to make it cost effective.
- All meeting members provided ideas on increasing student access to Allied Health pathways.
  - There should be more opportunities available in screening process and reevaluate the policy perspective.
  - The student success task force should work to get success the first time.
  - There should be a discussion on policy relief and flexibility.
  - Hospitals or businesses could adopt a college that has the Allied Health program since business funding is available to go to a college. The college and business could create the partnership. This would be an opportunity to look at some flexible models.
  - The system should be looked at globally and work with the WIBs and follow the movement away from personal training account and into the purchase of a cohort.
  - Colleges that do not have programs could partner up with colleges that have a program and collaborate. This could create regional training centers.
  - To see patterns regionally, it would be beneficial to provide a statewide database of requests.
  - There should be an approach of local workforce boards since they have a requirement to spend dollars on training.
  - Colleges face a barrier in hiring qualified faculty because the salaries in their field outside of the college classroom are very well paid and colleges cannot compete.
  - If employers put in equipment, facilities, money to underwrite each student, and support service, what keeps community colleges of being more responsive? Colleges face a practicality difficulty in terms of partnering regionally. It is equivalent to a contract.
  - Community colleges could offer courses for the Kaiser employees to become teachers, and then it could be done in house.
  - Community colleges have extensive process to go through to develop a program. The programs developed are made to last forever when in reality, society is changing rapidly. Currently the solution is Contract Education. Possibly regionalize the management of Contract Education solutions, and then the regional management could partner and deliver the program.
  - The Bay Area consortium shared that currently it is bringing together employer, community colleges, and WIBs to address these issues.
  - There should be a foundation of general skills for the students so they can retrain in anything different as future trends change.

## **Adjournment**

Meeting adjourned at 2:10 p.m.