

**Advisory Committee Meeting  
Economic & Workforce Development  
Wednesday, October 29, 2014**

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**I. Van Ton-Quinlivan, Vice Chancellor, Workforce & Economic Development Division, CCCCCO, opened meeting at 10:00 a.m. with welcome and introductions of Advisory Members.**

**Members Present, WEDPAC:**

- ✓ Ms. Van Ton-Quinlivan, Vice Chancellor, Workforce & Economic Development Division, CCCCCO
- ✓ Dr. Debra Jones, Dean, Career Education Practices, CCCCCO
- ✓ Mr. Wheeler North, Treasurer, Academic Senate, California Community College
- ✓ Dr. Andrew Jones, Senior Consultant/COO, Center for Innovation & Education
- ✓ James P. Mayer - President/CEO, CA FWD Economic Development

**Members Present, EDPAC:**

- ✓ Mr. Gary Adams, Dean, Innovation and Quality Practices, CCCCCO
- ✓ Ms. Sylvia Amitoelau, M.S.I.T., Coastline Community College
- ✓ Dr. Sunita Cooke, President, Grossmont College
- ✓ Dr. Carole Goldsmith, President, West Hills College Coalinga
- ✓ Dr. Grant Goold, Chair, Department of Public Safety EMS/EMT, American River College
- ✓ Dr. Doug Houston, Chancellor, Yuba Community College District
- ✓ Mr. Jonathan Kropp, Region Vice President, San Diego/Bear Valley Region, CCCAOE
- ✓ Ms. Mary Kimball, Executive Director, Center for Land Based Learning
- ✓ Dr. Judy C. Miner, President, Foothill College
- ✓ Mr. Rob Sanger, Manager, Training Services, California Manufacturing & Technology Association
- ✓ Dr. Bill Scroggins, President & CEO, Mount San Antonio College
- ✓ Ms. Susanne Stirling, Vice President of International Affairs, California Chamber of Commerce
- ✓ Mr. Chris Flask, Head of Logistics and Distribution, Genentech Inc.
- ✓ Ms. Cathy Martin, CA Hospital Assoc.
- ✓ Dr. Barry Gribbons, Vice President, College of the Canyons (Representing Dr. Dianne Van Hook)
- ✓ Dr. Sandra Mayo, President, Moreno Valley College
- ✓ Mr. Bernie Kotliar, Executive Director, California Labor Management Cooperation Committee
- ✓ Mr. Tim Rainey, California Workforce Investment Board
- ✓ Mr. Ian Kalin, Director of Open Data, Socrata, Inc.
- ✓ Ms. Pat Fong-Kushida - President/CEO, California Asian Chamber of Commerce Small Business

**II. Review and Context**

- Review: The next step of job and economy framework.

**III. Looking Ahead: AACC Closing Skills Gap**

**National Conversation on Credentials**

- Problems
- The U.S. is one of largest, most decentralized, credentialing marketplaces.
- There are many players, including: schools, industry associations, occupational groups, licensing boards, accreditors, etc.
- The number and variety of credentials are mushrooming.
- The “system” is fragmented, multi-layered, and complex, which is not working well for employers, individuals or educators.
- Those navigating encounter many “dead ends”.
- Lack of credit for lot

- Suggested Solutions
- Make the maze of varied credentials understandable and interoperable, with common language: competencies/learning outcomes.
- Ensure that all learning can result in a portable credential.
- Eliminate “dead ends”. Include pathways to further education & jobs.
- Integrate more fully academic and industry credentials.
- Focus on how to better stack credentials within career pathways.
- Create data systems and quality assurance approaches so that users can understand and compare value of various credentials.
- Credentials Framework
- Voluntary communications tool
- Common way to understand, compare, connect all credentials – degrees, certificates, certifications, badges
- A framework for focusing on the learning outcomes and competencies underlying any credential
- Structure of the Credentials Framework
- 8 levels of learning outcomes
- 4 dimensions: Knowledge, Skills, Personal abilities, Social abilities
- Any credential can be mapped against those levels & dimensions.
- How Was the Framework Developed?
- Team, led by Corporation for a Skilled Workforce & CLASP, developed working draft.
- It drew upon input about learning outcomes and frameworks from: Community Colleges, Industry Associations, other related initiatives, and international experiences in developing competency frameworks.
- Leaders from colleges and industry mapped 30+ credentials into the framework.
- Why Do We Need a Credentials Framework?
- Transparency: It will make learning outcomes clear for all credentials.
- Comparability: It helps users understand KSAs a credential delivers.
- Portability: It increases “stackability”, recognition of all learning.
- Promotes faster, better decisions by learners about career & ed pathways, and by employers in hiring and staff development.
- What are Potential Value Propositions?
- Combatting credential “dead ends”
- Reducing costs for both individuals and employers
- Increasing credential attainment & stackability
- Integrating academic and employer language and perspectives
- Making it easier to cross-walk competencies among credentials
- Putting personal & social abilities into same frame as knowledge & skills
- Status of Development & Next Steps
- The Beta version of the Framework will be out in January.
- It will be part of a website devoted to the importance of reshaping and connecting credentials.
- It will be reaching out broadly for stakeholder input to improve the Framework & ensure its interconnection with other tools, and to identify and articulate value to varied users.
- It will encourage field experimentation in using the Framework.

#### **IV. Board of Governors**

##### **Task Force on Workforce, Job Creation and a Strong Economy**

- Seeing larger investment by the State, between the Legislature and the Governor’s Office.
- Increased investment creates more friction points, and a need for evolution.
- The Board of Governors supports and approves the formation of a Task Force on Workforce, Job Creation and a Strong Economy.
- Setting the stage for internal dialogue.
- The Task Force will be created to consider strategies and recommend policies and practices that can prepare students for high-value jobs that currently exist in the State, position California’s regions to attract high-value jobs in key industry sectors from other states and around the globe, create more jobs

through workforce training that enables small business development, and finance these initiatives by braiding state and federal resources.

- The Job Creation and a Strong Economy framework will evolve through the Task Force.
- It will create structural recommendations that embed the work into the system.
- There will be a balance between internal and external stakeholders.
- Phase One: Regional College Conversations – CEOs, CIOs, CTE Deans, faculty, etc. will surface and prioritize recommendations per region (internal).
- Phase Two: Vet recommendations via Strong Workforce Town Halls co-hosted with business partners (External).
- Phase Three: Task Force meets on five separate occasions to further vet the recommendations and submit a report to the Consultation Council and the Board of Governors in 2015.
- Composition of Task Force: Faculty, Staff, Student, Administration, Trustee, Employer community, Labor, Public agencies involved in workforce training/ economic development, K-12 education policy, Community based organizations.
- Goal: Increase individual and regional economic competitiveness by providing California's workforce with relevant skills and quality credentials that match employer needs and fuel a strong economy.
- Slingshot Initiative which is another way of organizing the system regionally around employers and driving regional employment.
- Prepare for Regional Conversations
- Move towards workforce competencies
- Reach out to and move towards the seven other agencies that have set outcome measures
- Issues
- Degrees and certificates currently list courses passed, rather than job competencies obtained.
- Limited response to labor market demand: Do we really understand the labor market demand? How are community colleges going to keep up with the rapid changes occurring throughout industry?
- Portability of the awards
- Skills gaps & Limited work based learning
- Work-based learning is neither widely offered nor well integrated into program curriculum.
- Skills needed to prepare for entry into career programs are not well articulated with the various entry pathways (high schools, ROPs, Adult Ed, and referrals). What does career readiness mean? Why reteach competencies that people already have? Linked Learning?
- Awards, certificates, associates degrees are not including occupational foundational skills.
- Incumbent worker training.
- Limited integration with other agencies.
- Funding is currently based on academic model (i.e., enrollment and categorical allocations). Census funding does not support the workforce model of competency attainment, which is time bound neither by length of instruction cycle nor by the time on task needed to reach competency. Current categorical funds do not fully support higher costs of CTE facilities, supplies, equipment, technical support, and professional development. Legislation is restricting expenditures.

#### **V. The role of the \$50M in CTE Enhancement Funds in evolving regional decision-making structures**

- Bay Region – CEOs attended Bay Area Community College Consortia Meeting met to discuss the process for distributing the regional grant.
- North Far North – It serves 22 counties and 15 colleges. This region is succeeding in CTE program collaboration between colleges. It is sustaining organizational structure, institutional continuity.
- LA/OC – There has been regular communication between college CEOs. Regarding the CTE Enhancement Fund, this region uses existing governance structure (i.e., each of the 18 colleges in LA and 9 colleges in OC has voting representative attending meetings).
- South Central Coast – Region has succeeded in increasing regional conversation, DSN collaboration, and local conversations, and has addressed the curriculum approval method, rapid development, and the allocation formula.
- Inland Empire – This region was awarded the \$14M USDOL TAACCCT Grant. It had conversations with, and support from faculty before applying for grant, and worked collaboratively with industry and as a region, making full use of DSNs.

**VI. Consent Items:**

- Minutes from May 28, 2014 WEDPAC/EDPAC moved and approved.
- Note: Next WEDPAC/EDPAC on February 18, 2015 from 10:00 a.m. to 2:00 p.m.

**VII. Adjournment**

- Meeting adjourned.