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

**Regional Faculty Conversations**

***Preliminary Program***

**Goal:**

* **Identify concerns and provide prioritized recommendations to improve the practices, processes, and policies for CTE programs.**

| ***Time*** | ***Topic*** | ***Detail*** |
| --- | --- | --- |
| 10:00 –  10:15 | Welcome and Opening Remarks | Welcome and Introductions.  Brief overview of Workforce Taskforce, previous regional conversation findings and future events.  Explanation of the agenda and goals of the day. |
| 10:15 – 11:15 | General Session: Completion, Responsiveness, and Funding. | Explore and comment on the three areas of discussion from prior Regional College Conversations: Completion, Responsiveness and Funding.  ***Completion:***  ***Do barriers exist that stop students from achieving their educational goal? If so, please define.***  ***How do you remove the barriers or resolve the issues?***  ***Responsiveness:***  ***Do barriers exist that prevent colleges from expeditiously responding to new workforce or industry demands? Do barriers exist that impede colleges from responding to changing industry needs or standards? If so, please define.***  ***How do we remove or minimize the barriers?***  ***Funding:***  ***Are there structural impediments in the way that CTE programs are funded that create barriers or challenges in providing current and sustainable programs? If so, please define.***  ***What changes would you suggest to improve funding and funding processes for CTE programs?*** |
| 11:15 – 12:15 | Breakout: Small Group Discussion on the Major Themes from Regional College Conversations. | Review the document “Major Themes from Regional College Conversations.” The strategies, listed below each theme, are designed to improve specific aspects of the theme.  Discuss the appropriateness and feasibility of the suggested strategies. In discussing the strategies, consider the questions listed below as well as what may be missing from the themes and strategies.  For the strategies listed:  Does the problem the strategy is designed to solve actually exist?  Does the strategy solve the problem it is intended to solve?  Is the problem mitigated or minimized but not solved by the strategy?  Is the strategy appropriate?  Is the strategy necessary?  Is the strategy feasible?  Is there another or better strategy to solve the problem?  Additional theme and strategies questions:  What’s missing?  Are there issues, concerns or problems that are not represented in the list of themes and strategies?  What is missing?  How would you define the problem or concern that is missing?  What action or strategy would mitigate or solve the problem?  Is the strategy a short or long term solution to the problem? If it is a long-term solution, is there a strategy that would minimize the problem in the short term? |
| 12:15 – 12:35 | Lunch |  |
| 12:35 – 2:00 | Breakout: Small Group Discussion on the Major Themes from Regional College Conversations Continued. | Continue discussing the major themes and strategies. Once all themes and strategies have been discussed, prioritize the strategies – high, medium and low.  The highest priorities are the most significant and important as well as having the greatest impact in addressing the underlying issue or problem. Determine which ones are medium priority with some significance, importance, and impact and finally, the lowest priority with minimal importance and impact. |
| 2:00 –  2:45 | Report Out: All groups report out on recommendations and selected priorities. | Each group will provide a synopsis of their small group discussion and report their findings and priorities. |
| 2:45-3:00 | Next Steps and Closing Remarks |  |

**Resources**

Powerpoint

**Task Force Reading List**

**Completion**

*The Road Less Traveled: Realizing the Potential of Career Technical Education in the California Community Colleges,* Nancy Shulock, 2011, <http://bit.ly/1DXaXW0>

*Career Opportunities: Career Technical Education and the College Completion Agenda, Part I: Structure and Funding of Career Technical Education in the California Community Colleges,* Nancy Shulock and Jeremy Offenstein, 2012, <http://bit.ly/1DXajrM>

*Empowering Community Colleges to Build the Nation’s Future,* American Association of Community Colleges, 2014, <http://bit.ly/1tBRo2a>

**Responsiveness**

*Help Wanted: Projections of Jobs and Education Requirements Through 2018,* Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, McKinsey Global Institute, June 2010, <http://bit.ly/1FSRAPX>

*Portable, Stackable Credentials-A New Education Model for Industry-Specific Career Pathways*, James T. Austin, Gail Mellow, and Mitch Rosin, 2012, <http://bit.ly/1tFNGGh>

*Across The Great Divide: Perspectives of CEOs and College Presidents on America’s Higher Education and Skills Gap Civic Enterprises*; John Bridgeland, Jessica Milano, and Elyse Rosenblum, March 2011, <http://bit.ly/1pUWyl5>

**Funding**

*Workforce Investments: State Strategies to Preserve Higher Cost Career Education Programs in Community and Technical Colleges, Institute for Higher Education Leadership & Policy, 2013,* <http://www.csus.edu/ihelp/PDFs/R_Workforce_Invest_0913.pdf>

*Shared Strategy for a Shared Prosperity-California’s Strategic Workforce Development Plan: 2013-17*, California Workforce Investment Board, <http://bit.ly/1sA0pUp>

*Report of the CCCT CTE Task Force on Differential Funding for CTE Programs*, Jim Moreno and Andreea Serban, January 2013, <http://bit.ly/1xAKv0v>

*Help Wanted: Professional Development and Training for Career and Technical Education Faculty*, Krista D. Kerna, International Journal of Vocational and Technical Education Vol. 4(3), pp. 38-45, March 2012, <http://bit.ly/1waT5Vh>