Date of Hearing: April 26, 2023

ASSEMBLY COMMITTEE ON LABOR AND EMPLOYMENT
Ash Kalra, Chair
AB 1370 (Ta) – As Amended March 28, 2023

SUBJECT: California Community Colleges Economic and Workforce Development Program

SUMMARY: Revises several provisions of the California Community Colleges (CCC) Economic and Workforce Development Program (EWDP) including extending the operation of the program indefinitely, and repealing the Job Development Incentive Training Program. The bill also revises the principles governing the EWDP, the duties and membership of the program’s advisory committee, the criteria for allocating program funds to colleges, and the definitions of key program terms. Specifically, this bill:

1) Revises and recasts various provisions of the EWDP, specifying that the program operate according to certain principals, including:
   a) Being responsive to the needs of employers, incumbent workers, and students;
   b) Developing strong partnerships with the private sector, ensuring industry involvement in needs assessment, planning, work-based experiences, and program evaluation; and,
   c) Adopting continuous improvement processes.

2) Revises and recasts various provisions of the EWDP mission statement, specifying that EWDP’s mission is to:
   a) Advance California’s economic growth and global competitiveness through education, training, and services that contribute to economic mobility and continuous workforce improvement.
   b) Advance California’s economic and jobs employer-aligned education workforce training services and cross-discipline strategies to meet the needs of California’s employers.
   c) Use industry trends and student-centered labor market information to advise the chancellor’s office and regional community college bodies on the workforce gaps and needs of California’s employers, in accordance with both of the following:
      i) To the extent possible, the EWDP will use the most current and up-to-date information available on economic conditions and labor market supply and demand data and analysis; and,
      ii) The EWDP may also use its own resources to bolster and refine labor market, industry sector, and industry cluster analyses, including, but not limited to, identifying high-demand occupations or emergency labor shortages, and regional disparate impact data to fulfill its mission.
   d) Provide technical assistance, process improvement, logistical, technical, and communications infrastructure support that engenders alignment between the career
technical education programs of the community college system and the needs of California’s students, incumbent workers, and employers.

e) Collaborate and coordinate investment with other state, regional, or local agencies involved in education and workforce training in California, including, but not necessarily limited to, the Labor and Workforce Development Agency, the California Workforce Development Board, local workforce investment boards, the Employment Training Panel, the Governor’s Office of Business and Economic Development, the State Department of Education, and the Employment Development Department.

f) Identify, acquire, and leverage community college and other financial and in-kind public and private resources to support innovative economic and workforce career mobility, student-centered outcomes, and the career technical education programs of the state’s community colleges.

g) To work with small businesses, employers, labor, and professional trade associations to enable students and dislocated and incumbent workers to become more competitive in their region’s labor market, increase competency, and identify career pathways to economic mobility.

3) Specifies that the EWDP advisory board established by the CCC Board of Governors (Board) is required to advise on strategies for improving program outcomes, addressing student economic and career mobility, equity gaps, and skill shortages.

4) Specifies that the EWDP advisory board established by the CCC Board may include, but is not limited to, all of the following: representatives from labor, business, community economic development, and appropriate state agencies; a student representative; a faculty representative; a classified employee representative; and one community college chief executive officer representative from each of the regions of the program.

5) Specifies that, at a minimum, the decision criteria for allocating grants and project funds to colleges will be based on each of the following:

   a) An assessment of how the funding results in measurable job placement and work-based learning outcomes that are evidence based and scalable for students and dislocated and incumbent workers.

   b) An evaluation of the relevance of the funding to the labor market needs of the state and relevant region’s competitive and emerging industry sectors and industry clusters, or to the state’s need to fill skills gaps and skills shortages in the economy, including skills gaps and emergency labor shortages at the state and regional level.

   c) An assessment of the past performance of the college on student outcomes, as measured based on achievement of the system-wide goals identified in the Vision for Success adopted by the Board in 2017.

   d) An assessment of the college’s performance on student outcomes and contractual financial management based on previous funding.
e) An assessment of the college’s past performance on establishing effective and collaborative regional partnerships with key stakeholders, including, but not limited to, other colleges within the defined region, local workforce investment boards, economic development organizations, adult education providers, and other organizations with related career mobility missions.

f) An assessment of the grantee’s capacity to identify, collect, analyze, disaggregate, and interpret relevant labor market information, wage data, college performance, and student-centered data to inform decision-making and equity-centered results.

g) An assessment of the college’s capability to identify effective partner organizations and contractually manage subawards in order to reach stated student-centered outcomes and overall performance.

6) Specifies that the CCC Chancellor’s office must provide system-wide oversight and assessment of the economic and workforce development program, and will evaluate projects and programs to assess whether awardees achieved their stated student-centered outcomes and the overall effectiveness of the projects and programs.

7) Permits the CCC Chancellor to establish program requirements, awardee eligibility requirements, and performance standards in the administration of the economic and workforce development program, and distribute funds as appropriate to implement the EWDP.

8) Permits the CCC Chancellor to provide technical assistance to community colleges for the purpose of improving the data and outcomes of their proposals.

9) Requires the CCC Chancellor, in awarding funds, to take into account colleges serving economically disadvantaged students in economically distressed urban and rural areas.

10) Revises the following definitions for the purposes of the EWDP:

   a) “Career mobility” means strategic efforts that align, communicate, and intentionally connect the CCC system’s learning infrastructure to prepare and maximize the talents and abilities of all students while they attend community college. “Career mobility” assumes a role of the system for upskilling and reskilling students throughout their working careers. “Career mobility” fundamentally recenters the system on activating college learning and supports across the student learning journey from enrollment, to credential completion, to career and economic mobility in the labor market.

   b) “Center” means a comprehensive program of services offered by one or more community colleges or eligible organizations to an economic region of the state in accordance with criteria established by the chancellor’s office for designation as an economic and workforce development program center.

      i) Requires a center to support, develop, and deliver direct services to students, businesses, colleges, labor organizations, employees, and employers, as specified.

   c) “Economic mobility” means the ability of an individual to improve their economic status through an increase in income.
d) “Emergency occupation” means an occupation that is in urgent demand due to the occurrence of a disaster event.

e) “Opportunity structure” means a matrix that relates personal characteristics, such as age, disability, race, gender, education, and financial status, to the cultural and social opportunities and options that are available to an individual throughout their life.

f) “Region” means a geographic area of the state defined by economic and labor market factors containing at least one industry cluster and the cities, counties, or community college districts, or all of them, in the industry cluster’s geographic area.

11) Specifies that it is the intent of the Legislature that, among other things, centers be established as an extension of the Chancellor’s office and as the long-term network for student-centered service delivery, innovation, continuous improvement, and initiative effectiveness.

12) Requires centers to deliver services for the strategic initiative areas pursuant to the mission of the community colleges’ EWDP and provide regional sites to evaluate all of the following:

   a) The effectiveness of initiatives to achieve evidence-informed outcomes in alignment with the system-wide goals identified in the Vision for Success adopted by the board of governors in 2017.

   b) The effectiveness of initiatives to achieve job placement and work-based learning outcomes for students.

   c) The ability of initiatives to effectively respond to employer and worker needs.

13) Provides that EWDP centers and CCC participation in industry-driven regional collaboratives may provide any or all of the following services and perform the following functions as participants of networks, including, but not necessarily limited to, all of the following:

   a) Measurement and analysis of student outcomes from the implementation of workforce development initiatives, including development and use of scorecards, equity metrics, and other assessment tools, as needed. Key measurement factors may include, but are not limited to, all of the following:

      i) Student job placement data, including student first job status, underemployment, and wage metrics.

      ii) Regional availability of programs providing high-wage opportunities across student populations, including students of color.

      iii) Work-based learning data.

      iv) Data on participation of students of color in initiatives.

      v) Data on participation of underserved student population in initiatives.

      vi) Number of employers engaged in the development of initiatives.
14) Repeals the Job Development Incentive Training Program.

15) Repeals the January 1, 2025, EWDP sunset.

16) Makes various technical and non-substantive changes.

EXISTING LAW:

1) Establishes the CCC EWDP to, among other things, advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. Additionally, the CCC EWDP:

a) Authorizes the CCC Board of the CCC to award grants and project funds for the program, as specified.

b) Establishes the Job Development Incentive Training Program as a component of the CCC EWDP.

c) States that the intent of the Legislature is for the Job Development Incentive Training Program to provide training on a no-cost or low-cost basis to participating employers who create employment opportunities at an acceptable wage level for the attainment of self-sufficiency by specified groups.

d) Requires the CCC EWDP to be implemented only during those fiscal years for which funds are appropriated for its purposes.

e) Repeals the CCC EWDP on January 1, 2025. (Education Code, § 88600 et seq.)

FISCAL EFFECT: Unknown

COMMENTS: According to the author, “[This bill] would modernize the California Community Colleges Economic and Workforce Development program and prioritize equitable student outcomes, work-based learning, and career and economic mobility. [This bill] ultimately would put the money that’s currently allocated to this program to modernize this program and give students the tools to choose to go into a workforce that is in great need of new workers.”

In addition, the author points out that this bill will promote equity solutions and maximize benefits for underserved and marginalized communities because, “[this bill] adds to the EWD program a focus on equity in the program’s strategies, the metrics it uses, and ensuring the program is equity-based, including by achieving economic mobility for its participants. Current law does not center on student outcomes, including student retention and career goals, nor is it guided by an equity framework.”

Arguments in Support

The California Community Colleges Chancellor's Office, sponsor of the bill, states, “[This bill] modernizes the California Community Colleges' Economic and Workforce Development (EWD) Program by prioritizing equitable student outcomes, work-based learning, and career and economic mobility. Since it was first established in statute in 1991, the EWD Program has prepared students to be work ready, world ready, and for the future of work. During the same
time period, California's population has grown more diverse while its economy has evolved with information technology, automation, and clean technologies. If left to a 1990s framework, the impact the EWD Program can have upon the careers of students is limited. The EWD Program must be updated to meet economic and demographic changes so that California maintains a competitive workforce advantage.

[This bill] modernizes the EWD Program in three essential aspects: (1) the utilization of market and other data to meet and anticipate the needs of students, workers, and employers; (2) alignment with recent national and statewide policy reforms; and (3) updates the program's operational structures so that the EWD Program will be faithfully administered and implemented.”

Prior Legislation

AB 1731 (Committee on Jobs, Economic Development, and the Economy) Chapter 94, Statutes of 2017 revised the principles upon which the CCC EWDP operates to require the program to provide guidance to local educational agencies on the allocation and oversight of apprenticeship training funds, consistent with the rules set by the California Apprenticeship Council.

SB 1402 (Lieu) Chapter 361, Statutes of 2012 revised provisions of the CCC EWDP and extended the program’s sunset date from January 1, 2013, to January 1, 2018.

REGISTERED SUPPORT / OPPOSITION:

Support

California Community Colleges Chancellor's Office (Sponsor)
California Chamber of Commerce
Rancho Santiago Community College District
Student Senate for California Community Colleges

Opposition

None on file.

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