Overview of Roles & Responsibilities: How Grantees Integrate to Advance the Workforce Mission of the California Community Colleges

Overview

There are a number of reasons that compel an alignment of California Community College workforce development investments under a strategy of Doing What Matters for Jobs and the Economy. Among these are: the state’s slow recovery from the recession; continued high unemployment rates; the pressures on industry for increased productivity due to an intensely competitive global economy; lack of qualified candidates in key industry sectors; the impending retirement of the baby boomers; increased demands for accountability; and the need to exercise careful stewardship of diminishing public funds.

This document describes the roles and responsibilities of entities supported by state EWD, Perkins 1B Leadership (not 1C), and SB 70 funds and explains how these entities will work together to implement the Doing What Matters for Jobs and the Economy strategy. The organizational framework depends on the braiding of EWD, Perkins 1B, and SB 70 funding streams, but its effectiveness will depend on its ability to align the much larger investments being made by community colleges and other federal, state, regional, and local workforce development stakeholders. This broader alignment across a broad spectrum of state and local agencies is also called for in the California State Workforce Plan. The Doing What Matters strategy and organizational framework are a resonant part of that plan.

The document begins by describing four strategic imperatives: braiding of funding streams, working regionally, focusing on sectors, and alignment with the State Workforce Plan. It then provides a brief overview to each of the components of the framework: Regional Consortia, Sector Navigators, Technical Assistance Providers, and Sector Partnerships. Next a scenario provides an example of how the entities work together to catalyze efforts to improve the performance of a region in meeting the workforce development needs of a sector. Finally detailed descriptions of the roles and responsibilities are provided for each of the entities.

Braiding of Funding Streams

Diminishing funds and a growing need for effective workforce development investments propel an increasing imperative to braid funding streams from multiple sources (public, private, philanthropic, corporate, etc.) to advance our state, regions, and students towards common jobs and economy goals.

EWD, SB70 and Perkins 1B are one subset of funding that the CCCCCO’s Division of Workforce and Economic Development can use to incentivize alignment and to establish the structural capacity to do what matters for jobs and economy. Local colleges directly make decisions with $5.5B in state apportionment not to mention those holding grants such as from the US Department of Labor and the National Science Foundation. WIBs must now spend 25% of their funding on training. Companies spend billions in training of incumbent workers. Other tiers of
education, foundations, economic development agencies, and intermediaries also have funds and in-kind resources. Each of these funding streams can obtain better outcomes through improved alignment, coordination, and integration.

The organizational framework described below creates the capacity for networks of colleges to combine funding from multiple sources to do what matters for jobs and the economy. The framework is intended to be flexible rather than prescriptive. It is intended to foster and support regional initiatives that are innovative and creative in leveraging and blending a wide variety of resources from multiple sources.

**Working Regionally**

The decentralized nature of our 112 college system enables us to be very responsive to local economies, but California’s economic growth is being driven by regionally organized industry sectors and clusters. It is difficult, if not impossible, for single colleges to engage with and meet the needs of large scale employers and regionally-organized industries/clusters. And it is similarly challenging for these employers and industries to engage with multiple colleges. As the largest post-secondary system in the country we have the potential to make enormous contributions to these regional economies, but to do so we must develop our capacity to work at a regional scale.

The organizational framework described below is intended to build our capacity for colleges to join together in partnerships that make it possible to address regional scale workforce development challenges and opportunities. A network of colleges all offering programs related to a particular industry’s needs can be a very attractive and powerful partner to regionally organized industry sectors. Participating colleges can benefit from economies of scale, faculty can benefit from shared curriculum, shared best practices, and from a level of engagement with industry that would not be possible working independently.

**Focus on Sectors**

The California economy is quite diverse as is the range of our college’s CTE offerings. There are industry sectors and occupational clusters that are particularly important to the state’s economy. Even in this time of high unemployment some of these sectors are unable to find qualified candidates to fill jobs essential to the growth of the industry. The Doing What Matters for Jobs and the Economy strategy and the supporting organizational framework will target the established and emerging industry sectors that, through focused workforce development efforts, have the potential to make the greatest contributions to providing employment, wage advancement, and improved prosperity for our state.

**Alignment with the California State Workforce Plan**

This strategy of braiding funding streams to target investments to priority and emergent sectors is in exact alignment with the California State Workforce Plan, developed by the California Workforce Investment Board in consultation with the Chancellor’s Office and other state
agencies. Some of the State Plan elements relevant to the Doing What Matters strategy and organizational framework include the following:

- **workforce and economic development network(s)** - It is assumed that every economic region already has network(s) formed or in formation around the issues of workforce and economic development. The California State Workforce Plan does not establish new entities but rather encourages support for these existing networks to coalesce and do what is needed for their own regional economies and encourages that parties from the community colleges and WIB systems engage in those networks.

- **sector partnership** - Sector partnerships, formed within region and across regions, address identified career pathway and workforce development needs, including the closing of any skills or credentialing gap.

- **intermediaries** - This term refers to the lead convener for any effort that brings together multiple parties. This convener differs in every region. For example, in Los Angeles, the LA Chamber of Commerce plays this role whereas in Central Valley, the California Partnership for the San Joaquin Valley plays this role.

- **to target investment** - This means to purposefully apply braided funding to advance a region’s workforce and economic development priorities.

- **priority and emergent sectors** - SB1402 defines industry clusters and sectors. For ease of communications, this document synonymously uses the word sector to encompass both industry sectors, industry clusters, and occupational clusters.

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**Overview to Components**

**Regional Consortia**

- Are composed of the CTE, workforce development, economic development, and contract education programs based at colleges within an economic region. Regions are sized large enough to encompass all or nearly all regional industry sectors. Some regions will be composed of sub-regions.

- Partner with **Sector Navigators** and **Technical Assistance Providers** to incubate, sustain, and spin off both **Sector Partnerships** that serve industry sectors and occupational clusters within a defined domain and **Collaborative Communities of Practice** that bring faculty and practitioners together around common interests that can be better advanced by collaborative effort. Every sector will also have **Advisory(ies)** as part of doing their work.

- Consortia Chairs participate with the region’s larger workforce and economic development networks and conversations, scouting out opportunities to engage community colleges in advancing the region’s prosperity.

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**Sector Navigators**
• Are individuals and small teams with deep subject matter expertise in a particular sector or occupational cluster.

• Work with Regional Consortia and Technical Assistance Providers to form and sustain Sector Partnerships and Collaborative Communities of Practice that align community college and other workforce development resources with the needs of industry sectors and occupational clusters.

• Assist consortia in connecting with industry associations and major employers and tracking industry trends that have workforce development implications.

• Identify and help disseminate curriculum models and exemplary practices, alert consortia to contract and grant opportunities, and facilitate engagement between businesses and colleges.

• Sector Navigators shall architect and implement an Advisory structure for their sector. An effective practice is to have one Statewide Advisory, and to the extent that there are regional/multi-region centers or Sector Partnerships, Regional/Multi-Regional Advisories will be needed in order to surface more localized feedback to the development of career pathways and workforce solutions. Note that another effective practice for the statewide advisory body is one of joint ownership. For example, it suffices that the Health Development Council convened by the CWIB serves as the Statewide Advisory for the health sector.

Technical Assistance Providers

• Offer critical expert assistance that is most efficiently and effectively resourced and delivered at the regional and statewide level.

• Enable Regional Consortia, individual colleges, Sector Navigators, Sector Partnerships and Collaborative Communities of Practice to more effectively carry out their roles by providing expert consultation and services in such areas as LMI or contextualized instruction.

• Consist of CCCCQO staff and other expertise within or identified by the system.

Sector Partnerships

• Bring workforce development stakeholders within a specific industry sector, economic cluster, or occupational cluster together to identify and undertake collective action where interests align in meeting workforce development needs.

• May be sub-regional, regional, multi-regional or statewide.

• Collective actions include labor market studies to guide sizing of CTE programs to most efficiently use college resources; identification of industry standards and alignment of programs to those standards; definition and marketing of regional educational pathways into the industry; facilitation of rapid approval of curriculum models across multiple campuses; marketing of programs to students and employers; securing resources to braid in support of programming; coordination of work-based learning including
internships; professional development for faculty; organizing industry support for public policy advocacy.

- A Sector Partnership may invest in forming Collaborative Communities of Practice as part of its action plan.
Example Scenario

A Regional Consortium, in conversation with the regional workforce and economic development networks and with the help of the Centers of Excellence (a Technical Assistance Provider), uses a data-driven process to identify and target for investment the priority and emergent sectors that matter most to the region’s economic vitality. This in combination with analysis of the collective capacity of the region’s colleges, surveying of member college interests, and consultations with the Hospitality and Tourism Sector Navigator leads to a decision to focus on the Hospitality and Tourism industry. The regional workforce and economic development networks enthusiastically support this selection and offer their assistance.

The Regional Consortium staff and the Sector Navigator make contacts with the region’s major hospitality and tourism industry organizations, the major employers, the region’s WIBs, and other stakeholders to assess their interests in forming a Hospitality and Tourism Sector Partnership. When industry representatives see the breadth and depth of college offerings across the region they readily agree to participate and engage their members.

With the assistance of the Sector Navigator, the Regional Consortium convenes faculty and administrators from the relevant programs across the region to inventory the resources of the region, identify the interests of the programs from the participating colleges, develop relationships between programs and to identify and support college-based faculty and administrators in taking on regional leadership roles.

A series of meetings is held with all stakeholders in a marketplace format. Workforce development needs and education resources to meet those needs are identified, areas of focus are selected, and teams are formed to take action in the areas of focus. The Regional Consortium provides meeting facilitation and logistical support for the meetings and also provides convening and project management support for the action teams.

The Centers of Excellence provide relevant labor market information to support the work of the teams including development of an in-depth study of the workforce needs of the region’s ecotourism industry. The Sector Navigator researches best practices from other regions in the state and throughout the world, identifies funding sources for development of new programs, and arranges for a state leader to work with one of the teams.

Faculty from related programs participate in a Faculty Forum that convenes as needed to bring together faculty from across the region to explore areas of mutual interest, align curriculum, obtain professional development, and build a regionally integrated set of programs. This group pools resources across the participating colleges and seeks grants to support collaborative development of new curriculum and retooling or redesigning of curriculum. The Faculty Forum results in the formation of a Hospitality Management Collaborative Community of Practice, which the Regional Consortium supports with funding. This group takes on development of an ESL pathway into the Hospitality Management program to meet the need for multi-lingual hospitality workers to serve a growing international tourist customer segment. A Technical
Assistance Provider supports this effort with workshops and coaching on contextualized instruction.

The dialog with employers about the challenges of serving international visitors leads to a discussion about the need to provide cultural awareness training to hospitality staff. Several member colleges have contract education trainers and curriculum that could meet this need. A few short courses are piloted with several employers and the results are so good that the industry association begins promoting the program to its members.

The Regional Consortium convenes the full network as needed to review overall performance of the network as measured by program enrollments and completion and job placement rates; to review progress of the action teams; and to form new teams. Over time one or more colleges emerge as leaders of the network. They have been particularly successful in obtaining grants and leading multi-stakeholder partnerships and have the support of the region in taking on a leadership role for the network.

The Regional Consortium steps back from active leadership, but it, the Sector Navigator, and the Center of Excellence continue to provide support to the network as needed. The Regional Consortia provides continuity over time as leadership for the network from within the member colleges waxes and wanes.
Premises

- CTE programs within colleges are the basic building blocks of these networks.
- Faculty engagement is essential.
- Consortia will vary in size and geography, and are aligned with economic regions.
- Different colleges will emerge as leaders of different Sector Partnerships and Collaborative Communities. No one college can be expected to lead all the networks within a region, rather the model is one regional consortium with multiple networks. For example health care could be an on-going network with sub networks – medical assisting, imaging, nursing – each potentially led by a different college.

Regional Consortia

Composed of the CTE, workforce development, and economic development programs at the colleges within the region. Regions are sized so that they encompass all or most of the regional industry sectors and clusters that drive the economy of the region. The existing seven macro regions (referred to in 2012-13 as the North/Far North, Bay, Central, South Central, LA/Orange, San Diego/Imperial, Desert regions) are comprised of 15 economic subregions.

Premises

- Our scale is our single greatest untapped resource. Colleges and programs can be more effective by exploiting economies of scale (shared curriculum development for example) and joining together to engage with regionally organized employers and industry organizations.
- Collaborative action is facilitated and accelerated when leaders within colleges and other stakeholder institutions are acquainted with each other, know each other’s responsibilities and interests, and have regular interactions that help sustain the relationships.
- Effective, sustained participation of colleges in collaborative efforts requires the engagement of faculty and CTE program administrators and the awareness and support of college executive leadership.
- Convener, facilitation and project management skills are essential to effective leadership of regional consortia.

Regional Consortia Functions

Provide social and technological infrastructure that facilitates and accelerates collaborative responses to regional workforce development opportunities and challenges.

- Regularly convene workforce development stakeholders from the member colleges in ways that connect faculty, staff, and administrators across colleges, help people to find potential partners quickly, and promote a sense of membership in a regional body with a common purpose.
● Establish one or more points of contact for each member college who can identify college interests, identify and connect college faculty and administrators with regional efforts, and help disseminate regional information and perspectives at the college.

● Create and manage websites, listserves, and social media to facilitate communication between faculty, staff, and administrators of the member colleges, between the Chancellor’s Office and the field, and between regional consortia.

● Where possible, take advantage of common collaboration and communication tools provided by the Chancellor’s Office such as CCCConfer as well as those adopted by multiple regions.

● Provide communication and knowledge sharing infrastructure for sharing contact information, supporting web/conference call supported meetings, and organizing and making accessible work products resulting from collaborative work.

Promote regional perspective among member colleges

● Regularly convene CTE, workforce and economic development leaders from the member colleges in ways that promote people knowing each others roles and interests so that potential partners can be more quickly identified.

● Provide members with regional LMI and community college capacity information that enables members to understand the regional economy, their college’s place within it, and the current and potential aggregate impact of all the colleges together.

● Provide and support advocacy at the campus level for programming, project implementation and services that meet regional needs.

Provide guidance from a regional perspective to member colleges as they manage their CTE portfolio through program development, evaluation, revitalization and/or discontinuance.

● In the context of the regional sector priorities, assist colleges as they consider retooling or developing new programs by providing access to labor market information, information regarding current capacity from approved programs within the region, and by assisting those considering new programs in consulting with existing programs.

● Assist colleges to evaluate their CTE portfolio in the context of regional priorities, especially to realign resources from programs that are not working or not aligned to labor market needs to those areas of higher priority.

● Facilitate and accelerate curriculum alignment across similar programs within a region where doing so will: strengthen industry recognition of credentials; increase employment of graduates; generate employer referrals for incumbent worker education; enable mobile students to transfer credits across programs; optimize the use of resources by facilitating the sharing of advanced and specialized courses across colleges.

● Facilitate evaluation of existing CTE programs by working with the Centers of Excellence to provide access to LMI, working with the RP Group to conduct CTE Employment Outcomes surveys, and by encouraging and facilitating the sharing of common metrics and other key indicators between programs for the purposes of benchmarking.
Encourage incorporation of a regional perspective into decisions about growing, shrinking, and discontinuing programs by providing LMI that compares supply and demand and facilitating conversations between similar programs at times when colleges are likely to be growing or shrinking programs.

Support efforts at member colleges to preserve and expand the commitment to career education and workforce and economic development.

Assist in the development of regional programs and regional training centers.

Utilize the Centers of Excellence and appropriate Sector Navigators to identify potential business/industry representatives who might be recruited to participate in regional and college sector partnerships.

Provide recommendations to the Chancellor’s Office on the approval of new CTE programs, particularly with respect to verifying that the program will not negatively impact existing programs.

Assist colleges in meeting common needs

Look for opportunities to aggregate needs across colleges when those needs can be met more cost effectively with larger numbers. Examples include professional development for faculty and administrators, curriculum development, and marketing of common programs.

Act as a broker connecting colleges with people, resources, and ideas.

Engage with regionally organized workforce development stakeholders

Reach out to the constellation of regional workforce and economic development networks – including WIBs, regional chambers of commerce, economic development organizations, regional government bodies and other workforce development stakeholders – to identify common interests and seek mutually beneficial partnerships.

Provide a single point of contact for those seeking to engage with the region’s colleges on workforce development issues.

Engage with WIBs and other regional organizations to identify sectors and occupational clusters essential to the economy of the region.

Identify up to three existing and two emerging industry sectors and clusters and occupational clusters for which the formation of Sector Partnerships and Collaborative Communities of Practice has the greatest potential for improving regional performance at placing students in jobs, developing the skills of incumbent workers, and strengthening the region’s economy.

Work with the Centers of Excellence, Sector Navigators, and regional workforce and economic development networks, to identify sectors and occupational clusters that matter most to the regional economy.

Use community college capacity data from the Chancellor’s Office, consultation with Sector Navigators and conversations with college administrators, faculty and Academic
Senate representatives to determine where college capacity and industry needs match up to provide the greatest opportunities for effective action.

- Based on the above, select up to three established industry sectors or occupational clusters and two emerging sectors for targeted investments.
- Baseline the performance of the region in the targeted sectors as a basis to evaluate progress.

**Facilitate formation and support operation of Sector Partnerships, and Collaborative Communities of Practice**

- Coordinate with Sector Navigators and Technical Assistance Providers to develop strategies for engaging colleges, including CTE and EWD faculty and staff, industry and other stakeholders in the targeted sectors.
- Work with Sector Navigators and Technical Assistance Providers, including the Centers of Excellence, to develop and report metrics that inform setting of goals, development of action plans, and evaluation of outcomes for each of the targeted sectors.
- Convene sector stakeholders and facilitate process of identifying intersections of stakeholders’ interests.
- Facilitate formation of action teams to address stakeholders’ interests and provide project management assistance as necessary to enable teams to develop and execute action plans.
- Regularly assess the progress of action teams, review metrics, celebrate accomplishments, identify new interests and form new teams.

**Focus resources on targeted sectors**

- Concentrate resources including EWD grants, SB 70, and Perkins 1B funds on the targeted sectors.
- Issue and monitor mini grants on behalf of the Chancellor’s Office towards regional sector priorities, if requested.

**Serve as a liaison between the Chancellor’s Office and the region**

- Serve on and attend the CCCCO Extended Operations Team
- Regularly meet (at least 6 times a year) with the EDPAC CEO representing the macro-region or region.
- Inform the scope of CCCCO RFAs based on the investment priorities of the region, upon request.
• Encourage faculty to join in the sector-based **Collaborative Community(ies)** chartered in each priority sector for peer-to-peer knowledge exchange. Charter new ones as needed by the region by identifying a host.

• Prioritize technical assistance needs for the CCCCO and upon being provided the TA resources, introduce the TA into the region’s networks

*Coordinate efforts with other regions, Sector Navigators, and Technical Assistance Providers*

• Regularly meet with other Regional Consortia, Sector Navigators, and Technical Assistance providers to coordinate and align efforts.

• If Advisory Committees or Collaborative Communities already exist for a sector through the Sector Navigator relevant to the region, a Consortia will defer to that structure rather than build its own.

*Develop the region’s capacity to seek, obtain and manage grants and contracts*

• Disseminate information about the availability of grants to member colleges.

• Facilitate the formation of partnerships to seek grants by identifying grant opportunities, reaching out to potential partners, facilitating the selection of lead colleges, providing supporting research, and identifying grant writers.

*Do what works to do what matters for jobs and the economy*

• Ultimately the effectiveness of the regional consortia will be measured not by the activities they have carried out, but by the extent to which their efforts measurably improved regional performance along student success progression amongst momentum points and completion, placing students in jobs, developing the skills of incumbent workers, and strengthening the region’s economy.

*Regional Consortia Staffing*

**Host institutions**

• The Chancellor’s Office will likely require establishment of a Joint Power Authority among the colleges participating in any particular consortia. Membership will require some match of local resources applied towards regional sector priorities.

**Required knowledge, abilities, and skills sets**

• Knowledgeable of workforce development systems and eco-systems.

• Ability to articulate, communicate, and galvanize support for collaborative workforce development efforts

• Ability to convene, facilitate and project manage collaborative efforts involving multiple and diverse partners
• Ability to handle the logistics for large and small face-to-face and web/phone conference meetings
• Ability to utilize and train others in the use of technologies that support collaboration across organizations and across regions. This includes websites, listserves, social media, platforms for management of shared documents, and internet hosted surveys.
• Possess knowledge related to collection of data and research.

Staff
• The configuration of staffing should consider the number of colleges in the region, the region’s current capacity for collaborative effort and industry engagement, and the region’s ability to leverage funding from other sources.
• Consortia are encouraged to propose staffing configurations that best meet the needs of their region within the parameters of the available funding.

Regional Consortium Funding
• Regions will prioritize resources to hire staff, consultants, pay stipends to faculty, convene groups, etc. Mini Grants could also be a tool to provide sector based funding for collaborative regional action plans.
• The Chancellor’s Office will likely have a checklist to show the readiness of Consortia to receive funds beyond the baseline. This readiness level will determine what tier of funding a Consortium will receive to run its operations. Readiness level will also affect how much a Consortium is empowered to run its own Mini Grants, Collaborative Communities, and other funds. EWD Centers will be not be part of the Consortia 2013-14 portfolio.

Regional Consortia Leadership
The regional consortia would benefit from consistent leadership responsible for leading development and elaboration of the regional consortia/sector partnership network model, building out the infrastructure common to all the consortia, organizing technical assistance to consortia and networks, facilitating alignment between the consortia and the other components of Workforce and Economic Development. This might be provided by one region that is resourced to take on this additional responsibility or a separate team might provide it.
Consortia should pay attention to who it identifies as its key talent. Some forums will call for a single person to represent each of the 7 macro-region. Some forums will ask all the consortia chairs and vice-chairs that represent the voices of the 15 economic regions to attend.

Metrics for Measuring Success
• Consortia will be evaluated on their ability to improve their region’s performance as measured by the common metrics established for EWD, SB70 and Perkins 1B. In general, evaluation will be focused on outcomes rather than output or activities.
**Sector Navigators**

**Statewide Sector Navigators**

Ten statewide Sector Navigators, aligned with the 2013-14 Priority Sectors Investments support community college engagement with industry sectors that are both critical to the state’s economic prosperity and that would significantly benefit from a workforce development system that is more responsive to their needs.

**Function**

Sector navigators are responsible for connecting and aligning community college resources with the needs of industry sectors. They do not meet these needs themselves, but instead act as workforce systems integrators, identifying and connecting needs and resources.

**Liaison with regional and state industry organizations**

- Statewide Sector Navigators are the first point of contact for statewide industry organizations and regional and statewide employers. They assist these organizations to engage with the community college system, making use of the Regional Consortia in their role as first points of contact for colleges within their region.

- Statewide Sector Navigators assist the Regional Consortia, the Centers of Excellence, and other community college entities in engaging with state level industry and industry organizations.

- Navigators sit on committees and boards, and represent the CCCC0 at state level meetings and workgroups.

**Provide expert guidance on industry workforce development needs, trends, and resources**

- Navigators provide subject matter expertise to the CCCC0, the Regional Consortia, the Centers of Excellence and other community college organizations.

- Navigators stay current with industry workforce development needs and trends and track relevant state and federal legislation.

- Navigators track funding opportunities and alert the CCCC0, Consortia, and through Consortia the field, of upcoming RFAs. They may facilitate and coordinate applications for these funds.

- Navigators inform the development of RFAs by the CCCC0 and other funders.

**Assist the Regional Consortia, Workforce Development Networks and individual colleges in meeting the needs of their particular sector or occupational cluster**

- Sector navigators are responsible for connecting and aligning community college resources with the needs of industry sectors. They do not meet these needs themselves, but instead act as workforce systems integrators, identifying and connecting needs and resources.
Navigators assist Regional Consortia in evaluating the impact their sector or cluster has on the region’s economy for the purposes of determining whether the sector should be a priority for the region.

Sector Navigators provide crucial assistance during the formation of Sector Partnerships including introducing Consortia to industry organizations and major employers, educating the Consortia on industry perspectives, and identifying intersections between industry needs and community college capabilities.

Sector Navigators architect and ensure existence of a statewide Advisory body and additional advisories as many be needed for Sector Partnerships and/or regional or multi-regional centers.

Sector Navigators assist with the development of contract and fee-supported approaches to meeting the workforce development needs of their sector. They help colleges identify employers that have incumbent worker training requirements and help employers identify colleges that have the capacity to meet their incumbent work training needs.

Manage statewide and regional resources for their sector

- The Statewide Sector Navigators execute on their responsibilities using funds in support of 1) the Sector Navigator; 2) the shared logistics support in the form of a hub, 3) the chartering of Collaborative Communities; and 4) Advisories. A Sector Navigator’s work plan shall discuss how the Statewide Center package of funds shall be allocated. Sector Navigators shall ensure that there is at least one statewide advisory body and architect the remaining advisories with consideration for effective practices.

- Mini grants, short-term EWD grants, and center grants would be informed and coordinated by the appropriate sector navigator, upon the request of the CCCCO.

Sector Navigator Staffing

Host institution

- Fiscal entities that have a track record of successfully managing contracts and providing regional and statewide services will be favored.

Required knowledge, abilities and skill sets

- Sector Navigators have subject matter expertise in the industry that has been developed through substantial experience working in the industry or in developing workforce for the industry. They understand how the industry is organized, the workforce development challenges it faces, and the organizations that assist the industry in articulating and meeting its workforce development needs.

- Statewide Sector Navigators are long-term positions, hence subject to annual renewal based on performance. Development of contacts and deep knowledge of the industry and the community college system takes time, so it is desirable that these positions be stable with low turnover and well-planned succession.
Staffing

- 10 statewide Sector Navigators. Some full time. Some partial time.
- Some Sectors will have Centers that will work under the direction of the Sector Navigator to serve sectors at a multi-region or regional level. Sector Navigators should advise on where to place centers based on regional priorities.
- Each Sector Navigator can choose to support themselves with administrative assistant as funding allows.
- Sector Navigators shall prioritize budget for consultants, curriculum development, website and communications support, admin support and grant writing.
- The Chancellor’s Office will take an active role in the recruitment and selection of Sector Navigators. Sector Navigators are considered key talent.

Metrics

- Sector Navigators will be evaluated on their ability to improve their sector's performance as measured by the common metrics established for EWD, SB70 and Perkins 1B. In general, evaluation will be focused on outcomes rather than output or activities.
Technical Assistance Providers

Regional Consortia, workforce and economic development networks, Sector Navigators, and individual colleges have technical assistance requirements that are most economically and efficiently resourced at a regional and statewide level. For example, labor market information is critical to informing decisions about how best to manage the portfolio of CTE investments at the local, regional, and state level. Each college’s need for expert assistance is intermittent and insufficient to justify hiring staff with a deep level of expertise in this area. Resourcing this expertise at a regional and state level makes more efficient use of full-time experts who can be fully engaged serving regions and multiple colleges.

Labor Market Information

The Centers of Excellence provide technical assistance to colleges, Consortia and Navigators in acquiring and analyzing and interpreting labor market information.

Functions

- Assist regions and colleges in determining or procuring the existing and projected labor demand for graduates of CTE programs and the aggregate supply across a region from colleges and other sources.
- Works with Regional Consortia to support a focus on Giving Priority to What Matters and Making Room for What Matters strategies.
- Obtains access to a variety of LMI tools, too expensive and too infrequently used to justify resourcing at the local level.
- Partners with WIBs, EDD, and Dept of Labor to leverage these agencies’ LMI resources.

Staffing

- Statewide network consisting of Centers serving Regional Consortia and colleges within those regions and led by a statewide TA Provider.
- The Centers of Excellence make extensive use of contracted services from vendors of labor market information.

Metrics

- Technical Assistance Providers will be evaluated on their ability to improve their client’s performance as measured by the common metrics established for EWD, SB70 and Perkins 1B. In general, evaluation will be focused on outcomes rather than output or activities.

Training & Development/Contract Education

Training and Development (T&D) is a TA Provider and prepares the California Community Colleges to respond to the workforce training needs of business within their local communities. Through training and consulting services T&D provides community college faculty and economic development professionals with the skills and tools needed to develop and deliver in-demand
solutions needed by businesses to meet the workforce development challenges that will affect
their economic success. T&D assists colleges in developing and improving contract education
delivery including providing leadership that addresses systems and processes that enable
effective response to employer and sector needs.

Functions

- Training and Development provides technical assistance in a variety of areas for the
  community college economic development professional, including:
  - Organizational Development
  - Fundamentals of Being a Successful Contract Training Professional
  - Understanding California Education Codes, Policies and Procedures
  - Performance Improvement Methodologies
  - Consultative Sales
  - Return on Investment for Contract Training

- Training and Development sponsors and hosts the California Corporate College (CA
  CC) and the TA Provider acts as the Executive Director. The California Corporate
  College works with Sector Navigators for statewide and multi-jurisdictional (those
  organizations that require services in more than one college district service area)
  businesses, governmental agencies, associations, and organizations for contract training
  needs for incumbent workers. CA CC brings additional contract training opportunities to
  the community colleges.

Staffing

- One TA Provider with expertise in training, organization development, performance
  improvement, community college contract training requirements and regulations, and
  statewide sector priorities.

- Independent contractors, trainers and consultants are hired on a project-by-project
  basis.

Metrics

- Technical Assistance Providers will be evaluated on their ability to improve their client’s
  performance as measured by the common metrics established for EWD, SB70 and
  Perkins 1B. In general, evaluation will be focused on outcomes rather than output or
  activities.

Communications/Knowledge Management

There are many new tools on the market, like yammer.com, that support collaboration in
organizational environments. Rather than have each Consortium seek out and experiment with
these tools it would be better to concentrate resources, obtain the assistance of consultants,
and select a platform that is robust, scalable, adaptable to our needs, and affordable. One
consortium or a Technical Assistance provider could take the lead in carrying out the research,
piloting use of the tools, and then supporting deployment within the other consortia.
Sector Partnerships

Sector Partnerships are industry sector, industry cluster, or occupational cluster focused networks of college CTE programs that engage with industry employers, WIBs, and other stakeholders to align the network’s workforce development resources with the needs of employers. Effective networks will fully engage the entire complement of community college workforce development resources including FTES supported credit and non-credit instruction; contract supported credit and not-for-credit instruction; and fee-supported not-for-credit instruction. Networks will integrate K-12, ROCP, adult school and other education providers into the network providing multiple pathways into the industry. WIBs, CBOs and other workforce development agencies will also be integrated providing a richer set of supports for students and providing employers and other stakeholders with one-stop shop access to workforce development resources.

Formation of these networks will be facilitated by Sector Navigators and the Regional Consortia. Sector Navigators will provide subject matter expertise, in-depth knowledge of industry organizations, contacts within the industry, and be current with industry workforce development trends, challenges, and opportunities. The consortia will assist in identifying and convening college CTE program representatives, providing logistical and communications support for convenings of the network, contacts with regional economic and workforce development stakeholders, and facilitation and project management services as needed.

Each Sector Partnership may be also be considered a regional/multi-regional Advisory depending on how it is structured.

Boundaries

Sub-regional, regional, multi-regional, macro-regions, statewide, and multi-state. The boundaries will depend on the scale of employers in the industry. For example an industry that is characterized by large statewide employers may be served by a regional or statewide network. An industry that is characterized by small businesses may be sub-regional.

Function

- Bring workforce development stakeholders within a specific industry sector, industry cluster, or occupational cluster together to identify and undertake collective action where interests align in meeting workforce development needs
- May use a marketplace model to surface stakeholders interests and foster rapid convergence on areas for action by those willing and able to do the work
- Goal is to establish sustainable partnerships that work alongside each other in perpetuity to address evolving workforce development needs
- Collective actions include labor market studies to guide sizing of CTE programs to most efficiently use college resources, identification of industry standards and alignment of programs to those standards, definition and marketing of regional educational pathways into the industry, marketing of programs to students and employers, coordination of
work-based learning including internships, professional development for faculty, organizing industry support for public policy advocacy

- Assist in the creation of appropriate CTE pathways along the K-16 pipeline.
- Led by champions who may inspire formation of the network or who may surface in the initial exploratory convenings of the network.
- Convening resourced by the regional consortium and sector navigators. Where action requires resources the network collectively leverages or works to secure resources
- Accountable to its members and funders
- Supported by Sector Navigators

Regional Sector Leaders

For regions where it makes sense to invest in such staffing, there can exist the role of Regional Sector Leaders. Regional Sector Leaders are responsible for leading networks of college CTE programs that join together with industry employers, and other stakeholders to align community college (and other) workforce development resources with the needs of a particular industry. This role may be carried out by an individual or a team. Initially leaders will generally be resourced by grants, the regional consortia, and/or by statewide sector navigators. When a network is expected to be on-going, the network leaders are expected to work towards funding their efforts through the work of the network itself. This frees up resources to be used in launching other networks. Regional Sector Leaders need to stay in coordination with their Sector Navigators and with their Regional Consortia.

Resources

- Short term funding will be targeted into the top five (3 priority and up to 2 emergent) identified sectors per economic region.