Doing What MATTERS™
FOR JOBS AND THE ECONOMY

CCCAOE Fall Conference
Technical Assistance to Move the Needle
October 2013
Our team can help you move the needle by providing a multitude of valuable resources and direct deliverables:

- Laura Coleman, Centers of Excellence – Labor market reports
- Catherine Swenson, Chancellors Office - Contract Education
- Susan Coleman, CACareerCafe
- Greg Thomas, Foundation for California Community Colleges – Internship back-end payroll services
- Renah Wolzinger, Chancellors Office – LaunchBoard
- Margo Turner, Full Capacity Marketing - Communications
Free Resources and Technical Assistance for Students and Career Professionals

“Our students don’t want to merely graduate, they want an education that results in a good job.”

-Jim Clifton, Gallup CEO
“Having a career plan is associated with better grades, participation in a more academically rigorous curricula, and a greater likelihood of expecting to complete a postsecondary education.”

by Indiana Career and Postsecondary Advancement Center 2002
Biggest Barriers to Community College Success & Completion

• Little understanding of how to match interests & possible career paths with the right major.

• The feeling that “people like me” do not succeed in college or in certain careers; a lack of positive professional role models.

• Low-income background & general lack of financial support.

• Lack of mentors and positive peer relationships that support career goals.

• Fear of failure & lack of academic confidence.

• Lack of specific teachings on how to set goals, self-regulate, & reach out and leverage career services resources in order to succeed.
A Solution: CaCareerCafe.com

An inspiring, easy to navigate resource that helps students discover a career path that motivates them to graduate.
<table>
<thead>
<tr>
<th>Grant Directive</th>
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<tbody>
<tr>
<td>“Shall be outcome oriented and accountable measuring results for students”</td>
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<table>
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<tr>
<th>Our Resources</th>
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<tr>
<td>Each of the five sections of the <a href="http://CaCareerCafe.com">CaCareerCafe.com</a> are outcome oriented and after completing the lessons students will be able to:</td>
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<tr>
<td>• <strong>Choose a career goal</strong> and be prepared to develop an education plan</td>
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<td>• <strong>Choose a pathway</strong> appropriate for their interests and skills and compare career profiles</td>
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<td>• <strong>Validate their career choice</strong> by completing appropriate experiences</td>
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<tr>
<td>• <strong>Prepare for employment</strong> by completing the necessary tasks for a job search</td>
</tr>
<tr>
<td>• <strong>Find job openings</strong> appropriate for them at the Cal Jobs website</td>
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<tr>
<td>Grant Directive</td>
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| “Increase the readiness of middle school and high school students and their access to post secondary education and careers in high need, high growth, emerging regional economic sectors” | After completing the “Career Profile” in the Explore section of CaCareerCafe.com, a student will be able to:  
• identify regional high-growth high-need industry sector appropriate for them  
• compare industry sector job growth, demand and regional need |
## Outcomes and Resources

<table>
<thead>
<tr>
<th>Your Grant Directive</th>
<th>Our Resources</th>
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| “Provide professional development to middle and high school teachers and community college faculty and counselors to improve their delivery of career-oriented academic and technical education.” | Following professional development, faculty, counselors and career professionals will be able to use [CaCareerBriefs.com](http://CaCareerBriefs.com) to:  
  - access Quick and Timely (QT) newsletters and news briefs  
  - Develop collaborative classroom lessons  
  - Integrate career information  
  - Address the competencies required for employment |
### Outcomes and Resources

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| “Professional development opportunities with an outcome of integrating the needs of employers and addressing within the curriculum and programs the job skills and competencies required for employment and advancement” | Following professional development using Free Resources on [CaCareerBriefs.com](http://CaCareerBriefs.com) professionals will able to:  
  • access booklets for training resources for faculty and counselors focused on classroom implementation of soft skills  
  • access staff development webinars archived on the website  
  • customized training available upon request. |
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| “Expand student opportunities for paid work opportunities, internships and expand teacher and faculty opportunities” | Experience section of CaCareerCafe.com provides:  
• [link to professionals associations](#) for both faculty and students  
• [access activities for](#) to prepare for work based learning experiences  
• [search for paid student internships](#) posted on Cal Jobs |
“The Career Café makes the difference so you know what you can do.”

- Basic Skills student at Mendocino College, 2012
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Technical Assistance Provider, Contract Education
Catherine Swenson, Director & TAP
October 2013
What it Does:

• Provides services that prepare CCs to respond to workforce training needs of business within local community
• Provides training and consulting services to colleges’ contract education and economic development professionals
• Provides skills and tools needed to develop and deliver in-demand solutions
• Provides technical expertise to start up or grow an entrepreneurial unit
• Provides business leads and training opportunities for colleges
• Provides services at NO CHARGE to the community colleges!
Sample Services:

- Organizational Development
- Training and Workshops
- Contract Training Summit
- 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 Lending Library
Available Resources:

• Guidelines for Contract Education: A selection of Ed Code and Title 5 sections that guide contract education
• Twelve Features of a High Performing Center: Based on a National study of contract training units across the country (CAEL)
• The Model of A Supportive Campus: Also from CAEL, what your campus needs to do to support an entrepreneurial unit
• Consulting Competencies: The skills a practitioner will need when working with businesses
• Contract Education Program Models: A comparison of three types of unit structures and operations
• CCCCCO Legal Opinions: 60% Load as it relates to contract education; fee-based credit
• Business Plan Template: Developed specifically for contract education units
• Sample contracts, job descriptions, data collection tools & more!
Partner and Training Resources:

• Development Dimensions International (DDI) – Training certification and materials for talent management
• Center for Sales Strategies – Tools, training and services to support your sales efforts
• LERN – Learning Resources Network for contract training
• Customer Service Academy – Public and Private Sector
• Generational Diversity – Working with cross-generational teams
• Lean for Office (Transactional Lean) – Six sigma for services
California Corporate College:

- Single point of contact for large business into community college contract education
- Utilizes the network of community colleges to deliver standardized training consistently across multiple sites
- Brings training contracts to community colleges to deliver to local sites
- Conducts marketing and outreach on behalf of the community colleges
Centers of Excellence

The Centers of Excellence deliver statewide, regional, and local labor market research customized for community college decision making and workforce development.

As a technical assistance provider, the COE work with colleges, regions and sector networks to ...

• identify opportunities and trends in high growth, emerging, and economically critical industries and occupations.
• estimate the gap between labor market demand, available training, and existing or future workers.
• help regions respond to workforce needs by providing them quality information for decision-making.
1) **Regional Sector Analysis:**
Identify regional and sector-specific labor market demand signals, gather training program data & “map the gap.”

2) **Launchboard:**
Advise/assist with LaunchBoard as it expands to include labor market information.

3) **Program Review/Approval:**
Advise/assist with Program Review and Program Approval requirements for LMI.

4) **Grant Development:**
Assist with grant applications to show demand for training program and/or provide analysis as program is implemented.
Example Research Questions

• Is there an adequate supply of trained workers to meet labor market demand now and in the near future?

• How job-ready is the community college-prepared workforce from an industry perspective?

• Should regional college(s) add courses or new programs? Should the region reduce, modify or retire programs?

• Where are existing regional programs in comparison to where sector employers are located?
Research Tools

1. Traditional LMI (EDD, EMSI, Census)
2. Real Time LMI (Burning Glass, HWOL)
3. InfoGroup Business Listings
4. Employer Surveys/Input
5. Geo-mapping
<table>
<thead>
<tr>
<th>Region</th>
<th>Director</th>
<th>Email</th>
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<tbody>
<tr>
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<tr>
<td>North-Far North</td>
<td>Theresa Milan</td>
<td><a href="mailto:milant@losrios.edu">milant@losrios.edu</a></td>
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Online Presence

www.coeccc.net

www.path2careers.net
Thank You!

Continuing the Conversation

Contact a COE near you – www.coeccc.net/contact

Join our LinkedIn Group Centers of Excellence

Visit us online at www.coeccc.net or www.path2careers.net
The Career Pathway Student Internship Program

- The Foundation for California Community Colleges (Foundation), the official foundation of the Chancellor’s Office, is a technical assistance provider (TAP) partner for “Doing What Matters”
- Foundation’s Expertise: **Paid Internship Services** (Career Pathway Program)
- Foundation has administered the Career Pathway Program since 1998; thousands of internships
- Pairs California college and university students with public and private sector employers for paid internships
- Focused on creating internships in the 10 “Doing What Matters” program priority and emerging economic sectors in all regions across the state
Recruitment Solutions for Employers

• Foundation’s experienced staff can handle all “back office” tasks: recruitment, record-keeping, payroll, workers compensation, and administrative functions

• Foundation acts as “employer of record” so employers can focus on creating meaningful work experiences for students

• Economical and “DWM mission-focused” employment service provider

• Employers partnering to make positive contributions to communities statewide
Statewide Benefits: 
Furthering the Goals of “Doing What Matters”

• Paid internships provide valuable work-based learning opportunities, allowing students to develop work skills they don’t as easily learn in the classroom
• Paid internships extend benefits to populations that otherwise wouldn’t be able to participate: low-income individuals, veterans, displaced workers
• Helps bridge the gap between the need for experienced workers in key industries and the available labor pool
Benefits for Employers

• Simplifies the process of creating student internship positions
• Facilitates partnerships with local colleges, regional consortia, and sector leaders
• Increases company positive brand image and recognition in the community and region
• Creates a pool of workers with in-demand skills prepared to fill open positions
Benefits for Students and Colleges

• Helps students secure paid positions in their field of study
• Helps students develop much-needed “soft skills” in real job environments
• Promotes student success
• Gives students skills needed to compete in the current job market
Requirements for Student Participation

• Maintain a minimum 2.0 grade point average
• Be enrolled in at least six (6) semester units or nine (9) quarter units of undergraduate work, or at least four (4) semester or six (6) quarter units of graduate work.
• Be employed in work related to their field of study
• Work no more than 1500 hours per academic year
Getting Started

We need enthusiastic faculty (Consortia Chairs, Sector Navigators, and Deputy Sector Navigators), college staff, and engaged employers to create meaningful internships and work- based learning opportunities.

Career Pathway Website:
www.foundationccc.org/WhatWeDo/StudentJobs.aspx

Contact Information
Greg Thomas, Director of Human Resources
1102 Q Street, Suite 3500
Sacramento, CA 95811
T: 916.325.1857
F: 916.325.8565
E: gthomas@foundationccc.org
Understanding the Launchboard

The Launchboard is a new data resource that can be used as a gauge to view the movement of the needle on student success in CTE.

Aggregates program-level data including:
- Student characteristics, progress, and completion from the Chancellor’s Office database
- Wage data from EDD
- Employment outcomes from the CTE Employment Outcomes Survey
- Labor market information from EMSI
- Local information such as low-unit certificates and industry certifications
Launchboard Tab

View program-level information in categories such as enrollment, employment, and demand.

<table>
<thead>
<tr>
<th>College</th>
<th>Programs</th>
<th>Current Year</th>
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<tbody>
<tr>
<td></td>
<td>Accounting (050200)</td>
<td>2011-2012</td>
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</table>

- **Enrollments**
  - Course Completion Rate: Metric 5 Year 84.70 %, Metric Current 83.50 %, % Increase / Decrease -1.40 %
  - Course Success Rate: Metric 5 Year 72.00 %, Metric Current 70.60 %, % Increase / Decrease -1.90 %

- **Support**
  - GPA: Metric 5 Year 2.89, Metric Current 2.95, % Increase / Decrease 2.10 %
  - Attained 9+ units: Metric 5 Year 54.0, Metric Current 55, % Increase / Decrease 1.90 %

- **Milestones**
  - Term to Term Retention: Metric 5 Year 1136.2, Metric Current 1156, % Increase / Decrease 1.70 %

- **Credentials**
- **Employment**
- **Demand**
Launchboard Tab

Drill down to see how outcomes vary for student characteristics such as demographics or DSPS and EOPS status.
### General Education and Transfer Progress Cluster

<table>
<thead>
<tr>
<th>Metric Description</th>
<th>Metric 5 Year</th>
<th>Metric Current</th>
<th>% Increase / Decrease</th>
<th>Trend</th>
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<tbody>
<tr>
<td>MP 10. Completed a work readiness Soft Skills training program (either stand-alone or embedded)</td>
<td></td>
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<tr>
<td>MP 20. Completed College Level English and/or Math</td>
<td>218</td>
<td>262</td>
<td>20.20 %</td>
<td>~</td>
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<tr>
<td>MP 21. Completed the CSU-GE or IGETC transfer track/certificate (Primary Goal)</td>
<td></td>
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<tr>
<td>MP 22. Completed Major requirements in a CTE area (Primary Goal)</td>
<td></td>
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<tr>
<td>MP 23. Completed an A.A. Degree in a major aligned with student’s CTE pathway (Primary Goal)</td>
<td></td>
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<tr>
<td>MP 24. Completed an A.A. Degree with a major different from student’s CTE pathway</td>
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</tbody>
</table>

Upload information on metrics required for Doing What Matters braided funding (detailed instructions available soon)
Event Manager Tab

Capture data on learners who are not enrolled as students, such as contract education participants.
Launchboard Roll-Out

Available now:

• Common Metrics and Event Manager tabs for all colleges
• Launchboard tab available for 35 colleges who participated in the CTE Employment Outcomes Survey last year

Coming soon:

• Resources on how to upload data into the Common Metrics tab will be available by November
• Ability for Doing What Matters key talent to see data by region or sector by December
• Launchboard tab available for all remaining colleges by January 2014
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Technical Assistance Provider, Communications
Margo Turner, Director & TAP
August 2013
Communication Support

Doing What MATTERS for Jobs and the Economy, an initiative of California Community Colleges Workforce and Economic Development Division (WEDD), focuses on the skilled workforce needs of California’s economy by expanding CTE pathways in high-demand fields through employer-driven education and training partnerships in high-growth regional industry clusters.

• Our project team provides direct support to the WEDD Vice Chancellor with communications strategies.

• Our national consulting team excels at building high performing organizations through strategic communications.
Project Focus

To support WEDD Grantees (Regional Consortia, Sector Navigators, and Deputy Sector Navigators) in aligning with Doing What MATTERS for Jobs and the Economy, our role is:

- Communications strategies & execution
- Promotions of the DWM campaign
- Site content for the Doing What MATTERS website
- eUpdates & eAlerts
- Regional field communications support
- Initiative recognition and stakeholder interfacing strategies
California Community Colleges Join Force with USDA to Support Rural Jobs & Economy

Chancellor Harris and USDA Rural Development’s California State Director Dr. Blenda Humiston signed a memorandum of understanding (MOU) today at the Chancellor’s Office in Sacramento. Now’s

Pictured (left to right): Kevin Fiorello, USDA Rural Development; Charles (Chuck) Carmond, USDA Rural Development (Agenda Humiston); USDA Rural Development, Vice President Quattlebaum, CCCCD; Jeanne Estes, CCCCD; Bruce Harris, CCCCD

California

TRY OUT NOW

TOP 10
SECTOR PRIORITIES

• Advanced Manufacturing
Doing What MATTERS
FOR JOBS AND THE ECONOMY

DOING WHAT MATTERS

In his 2013 State of the Union, President Obama supports our workforce mission to close the skills gap and provide technical training that industry needs.

CALIFORNIA

TRY OUT NOW

TOP 10 SECTOR PRIORITIES
- Advanced Manufacturing
- Advanced Transportation &
Our project team provides direct support to the Vice Chancellor of the Workforce and Economic Development Program for strategic communications. Local grantee requests for communications support such as customized communication tools and strategies, websites, brochures and mobile solutions should be directed to the WEDD Vice Chancellor.
Contact Information:

Margo Turner  
Senior Consultant, Communications Technical Assistance Provider  
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858-945-8895

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858-793-6694  
FullCapacityMarketing.com
TAPs Help You Move the Needle
Across the entire Doing What MATTERS for Jobs & the Economy framework

**GIVE PRIORITY**

1A. Consider labor market needs when making local decisions: budget, courses, programs.
1B. Decide on program capacity as a region.

**MAKE ROOM**

2. Retool programs that are not working or not meeting a labor market need so that students can study what matters.

**INNOVATE**

4. Solve a complex workforce training need so that our system can better deliver for employers and sectors.

**STUDENT SUCCESS**

3A. Braid funding and advance common metrics in CCCCCO RFAs.
3B. Strengthen regions with four skillsets: data mining, convening, technology, and curriculum approval.