Extended Operations (Ext. Ops) Meeting Minutes  
September 24, 2014

Welcome, Introductions, Celebrations, Norms & Protocols for Key Talent Roles
- Introductions of all attendees by Vice Chancellor Van Ton-Quinlivan and sharing of key progress made.

New Vice Chancellor of Academic Affairs
- CIO outreach and communications brainstorm
- The general consensus has been that CIOs want to know more about Doing What Matters and what DSNs do.
- Suggestion: Connect with colleges through its faculty and CIOs.
- Suggestions: Take advantage of meetings already calendared by CIOs. Regionally, CIOs meet. Ask all DSNs to put a two page report together and present them at this regional CIO meeting. Another method is to conduct site visits and meeting with all the players – faculty, deans, directors and VPs.
- Example of regional structure benefits: The Sector Navigator over Information & Communication Technologies (ICT) / Digital Media presented the Doing What Matters (DWM) Framework and regional work framework to four chancellors of his region. Those CEOs then facilitated a course of meetings with CIOs, CEOs, deans and two of their trustees. This opened the door for the DSNs.
- Proven success: Focus efforts primarily at the administrative level with CTE Deans. Get faculty better connected with each other and better aligned with industry. Bring faculty from across the region together to meet with industry. Promote conversation that motivates faculty to upgrade their game, because they have now seen what others are doing. They can work together to really leverage their skill.
- Regions work across their programs to identify common curriculum with the participation of industry. Faculty also work together to find out what they had in common, and to identify what were the strengths that they wanted to specialize in that particular area at the college. Develop a base core. Deans involve themselves to deal with the issues of faculty needing full-time salary.
- Collaborative faculty workshops with industry: Sponsor a group of webinars with faculty for training that will help them infuse new tech into their curriculum.
- Concern/suggestion: When CIOs place different importance on CTE vs. academic. Projects like STEM, or Integrated learning may raise across that glass ceiling.
CTE is under-represented statewide.
CTE programs have the highest completion rates, and the highest employability wage gain. Despite this, the past ten years have seen consistent erosion in the CTE portfolio.
These are unconscious decisions by colleges, caused by structural factors, economic factors, and people not having the proper support.
With ten years of erosion, how can it be made more attractive to the colleges?
Key talent get more of intelligence/R&D into the CTE.

BOG Taskforce for Workforce – Job Creation and Strong Economy
New members of BOG with workforce ground experience expressed interest in evolving the student success agenda. This would require thinking about the nuances of workforce success, as well as building upon the regional work that has been laid out by the DWM for Jobs and Economy framework.
There are 22 recommendations on the student success initiative for 2015.
Chancellor and BOG would like to tee up during the timeframe of 2015 in a task force focused on job creation and a strong economy in order to solicit and identify the top recommendations for the system to work as a "next phase" of both DWM and the student success initiative.
Chancellor has the responsibility of setting up the constituency/membership of the task force.
Task Force objective: To bring differing opinions to the table.
Constituents will be both external and internal.
The process will be to surface regional conversations of CIOs and CEOs and a semi-equivalent set of constituencies at the macro-regional level going into the task force.
EDPAC CEOs have volunteered to form this equivalency at the macro-region level to solicit the following:
  o What are the top ideas/practices/policies that are either in the way or that will really enhance the workforce mission?
  o We are going to be short a million middle skill credentials in the next year. What are the top 5 practices that will enable the system to close this gap?
  o Are we thinking big enough?
  o Is this policy really going to make a difference?
There will be regional conversations convened by EDPAC CEOs (this is a draft process).
  o CIOs, CEOs, CCCAOE Deans, CTE, Faculty, etc. should be included.
Those will then be aggregated and collected for the kick-off of the task force.
The task force will then standardize them on the agenda, scope, and process.
The external constituents (summit, chambers, etc.) cohost a set of regional roundtables [now called Strong Workforce Townhalls] where those wish lists are then vetted with those who depend on the system (internal/external conversation).
The vetted list then goes to the task force around an April, May, June, July timeframe for deliberation with the intent to make recommendations to the board in Sept 2015.
Regional conversations will include faculty, and at the state level task force there will be seats that will be reserved for senate nominated faculty.
• Suggestion: Get these innovative ideas to this external group first.
• Concern: How will this drive funding? Will reliance on the 1402 legislation still be the case?
• Response: This depends on future legislation. There will most likely be recommendations on how to get the multiple sets of state moneys to work together. LLWIB money, ETP, Apprenticeship. How do these public systems need to work together? In the context of student success and access, are there things that could be done better within the system, and how does that affect either the practices, policies, or resources?
• Suggestion for the evolution of DWM: Teams encouraged to be open to the deliberation and see how they manifest. It is more complex with more constituencies at the table, but the system has been operating on a lot of categorical. How is the big system influenced to care about the delivery of workforce?
• Suggestion: In order to get the big system to care about the delivery of workforce, the composition of the conversation at the regional level include a seat for the Regional Consortia, the Sector Navigator or a delegate.
• Communication structure on every campus: CTE Deans and CIOs communicate. CIOs and curriculum committees communicate. Is there a way to surface the conversations on the campus, so that the CIOs and CEOs understand all the issues?
• Suggestion: A cabinet is a board where one can talk to all VPs and CEOs at the same time. Guest speakers can be invited.
• The purpose and goals of CCCAOE are very much the same as Doing What Matters. These two programs can collaborate more.
• In traditional manufacturing, there are 1.6 jobs created for ever job. In the innovation sector, there is a multiplier effect of 5 jobs created for every one job. Talent is the best predictor of whether or not a region succeeds.
• Suggestion: Invite some representatives from the iHUBs. The CEOs reach out.
• The WIOA legislation will begin to harmonize how work is done in economic regions along with LWIB.
• Suggestion: Key talent to identify the needs of industry that aren’t being met. Regions could be evaluated by external groups to identify gaps and how to better address them. Issues more likely on a CEO’s radar if coming from industry through this convening.
• By having the people at the table that aren’t necessarily part of the workforce training system, CEOs can be informed of the issues before attending these meetings.
• Suggestion: The LA Chamber (SEMA, AIA, Software industry Association etc.) has the ability to call up many opinions from many of people.
• Suggestion: Deans pair up with a new face to talk to their local college cabinets about this task force and its content.
• Inter-institutional collaboration will help promote new conversation away from old local issues. This environment promotes more focused conversation between CTE deans and their CIOs.
• An existing structure with those capabilities is the state-wide advisory committee.
• There will be seats for the sector voices on the task force.
DSN Development and Performance

- Colleges have workplans. Colleges receive the grant, hire the DSN, then the DSN has to deliver against the workplan.
- Suggestion: SNs work towards driving outcomes using the DSNs’ workplans. Legislation informs the SNs what the outcomes are going to be. Write the RFA so that it can be used to drive the facilitation of those outcomes. Quarterly meetings can be used to discuss the projects being worked on, and to discuss how they can achieve those outcomes. Those DSNs that are not achieving then become the target areas for the SNs to invest in. SNs help shape DSNs workplan, and influence outcome.
- Suggestion: Bring back the specific RFA for each initiative. Each initiative has specific objectives with minimum qualifications for that DSN to drive the workplan.
- Suggestion: Take measures to help the colleges understand that the DSNs will be most successful in performing their role by working out in the region, not serving their college.
- Suggestion: Improve structure for regional collaboration.
- Suggestion: DSNs to visit all the colleges. Include in the system, a reporting structure between the DSNs and the RCs.
- Suggestion: Allow RCs opportunity to have input when hiring DSNs.
- Suggestion: Individuals hired to be DSNs required to have the following content and system knowledge – the dynamics of college, how to work with an academic senate, how to get into a college campus, etc.
- Suggestion: Get rid of the 80%, and just have them focusing on their DSN duties.
- Suggestion: Improve RFA specifics on the steps of onboarding. Step one is to go visit each college (deans, directors, CIO, CEO). The second step is to meet with their RC. The third step is to connect with business partners and K12.
- Suggestion: Align the match with DSN responsibilities. Allow the FTS that he/she helped leverage throughout the region count as match. This would result in them being more pointed towards their actual responsibilities.
- Suggestion: Make the metrics by which the DSNs are measured completions across their sector and across their region.
- Suggestion: Part of the DSN role is to make that sector more visible within the region. Develop a framework for each SN and/or DSN to be able to describe what their sector looks like (i.e., the courses, the top codes, the colleges, completion rates, etc.).
- Suggestion: SNs do site visits to meet with each DSN and the college host in addition to onboarding.
- Suggestion: Designate a neutral place where the DSNs live and faculty convene.
- Suggestion: Define an administrative chain of command (i.e., money comes through the college, what is delivered needs to be compliant with the workplan) and an operational chain of command (quality control DSNs’ work by SNs).
  - Action point: New RFA to include the following phrase, “The primary source of leadership direction for the DSN are the SNs.”
  - Action point: The Chancellor’s Office is to revisit the workplan template for the DSNs and let the SNs take a look at how to prepopulate this, so that it
is outcome based, there is consistency, etc. Then it can be reviewed by the RCs to give assurances that there is regional work.

- **Suggestion:** Reinforce the idea in the next RFA that the college has real regional responsibility.
- **Concern/Suggestion:** Being locked down to one reporting relationship may be more of a hindrance than a help. Focus, instead, on getting the right people into the DSN positions.
- **Suggestion:** RCs and SNs come to a consensus on the answer to the following question: Can DSNs be expected to be influencing the overall productivity of a sector within a region?
- **Suggestion:** Enable the DSNs to be involved in solving their own issues, rather than just being trained after the fact.
- **Minor change to DSN Quarterly Reports**
  - A third party will help identify (based on the quarterly report) on the 1070 grants, which DSNs have successful practices. It will make what they're doing more systematic to promote similar results in other regions.

**Practices with Promise**

- **Data** have been collected and successfully mainstreamed, instead of leaving it in the margin. Student success work looked at how to move students along momentum points towards completion and into the workforce. People in the field can celebrate their stories here. [http://www.dwmpracticeswithpromise.com/](http://www.dwmpracticeswithpromise.com/)
- The launchboard measures and celebrates successes and outcomes according to the student success scorecard format with quantitative data. Practices with Promise provides the qualitative data. It will be linked to launchboard through momentum points and leading indicators. This is litmus tested with stakeholders.
- **Organized into five categories:**
  - Industry engagement
  - Databack decision making
  - Contextualized content
  - Student engagement and career awareness
  - Regional collaboration
- **Format**
  - What is the challenge?
  - What is the solution?
  - What is the outcome?
  - What is the data that supports it?
- **Login required to submit a story**

**$50 Million CTE Enhancement Fund: Update**

- Waiting for three more fiscal agents out of seven
- Coding is 50% complete
- All key talents invited to be trained all at once.

**Statewide Pathways Alignment & TAP for Career Pathways**

- **Suggestion:** Appoint somebody to be on point, dealing with policy/practice issues, attending meetings, etc.
The process for soliciting input from all the various parties has been initiated.

**RP Group phase 2.0 evaluation/360 feedback**
- The tool will be designed via third party.
- The third party will preview the cadence of it going out.
- It is not in the system’s best interest to turn over the key talents.
- How can everyone’s capacity be systematically built up?

**January All Hands agenda**
- CCCAOE All Hands – Jan 15-16 in Anaheim
  - Day 1 – CCCAOE select modules
    - How to navigate a campus environment?
    - Etc.
  - Day 2 – Navigating curriculum
    - Senate is going to package a certificate on curriculum.
    - College curriculum chairs and local senate presidents will attend.
- Leadership academy actually starts on Oct 21, 2014 (five modules).
  - Jan 15 will be part two of the leadership academy.

**Upcoming RFAs**
- IDRCs structure evolution

**Next Meetings**
- 10/29/14 WEDPAC/EDPAC
- 11/14/14 Extended Operations [has since been cancelled – webinar to replace it on Nov 24, 2015]

**Adjournment**