Doing What Matters for Jobs and the Economy
WEDPAC/EDPAC/Strong Workforce Advisory Joint Meeting
Thursday, November 8, 2017, 10:00 am – 2:00 pm

10:00 am   Introductions (Van Ton-Quinlivan)
- Von Ton Quinlivan welcomed members with an overview and introductions.

Doing What MATTERS for Jobs and the Economy (DWM) Updates (Van Ton-Quinlivan)

- *Round 2 Rollout; Round 1 Learnings (Matt Roberts)*
  - Strong Workforce under DWM is tracking the $200 million for the first year of funding in '16/'17. Regions are engaged at looking at course duplication and streamlining, guided pathways, more and better CTE for a strong workforce. Analytics are available on website and district regional reports are due December 1.
  - Round 2 is out, and look for release of incentive funding (17 percent) in January. Look for more analytics to emerge that focus on employment outcomes.
  - A Senate signoff is in the queue for development to get faculty involved at ground level.
  - No current plans for another meeting of 17 percent committee, but may look at doing so after implementation cycle.
- *Strong Workforce Stars and DSN optimization (Lynn Shaw)*
  - Sector strategy report is longer but more readable with infographics. It won a Davy Award.
  - Ninety-six programs earned Strong Workforce Stars by their students increasing earnings, attaining regional living wage, or being employed in field of study. Presented some Workforce Stars at conference using Shark Tank (TV show) format.
  - The legislature as well as civic and business communities have recognized college successes in outcomes as colleges have used new metrics to tell their story.
- *Strong Workforce Champions (Lynn Shaw)*
  - We are looking to key talent to build relationships with external organizations and are creating a series of town hall meetings in 2018 to increase reach and engagement with these partners.
  - Twelve champion stories are on pages now, including Betts Company, Converge One and JLM Energy.
- *Sector Strategies (Lynn Shaw)*
  - These strategies are completed: 360 evaluations/coaching, building communication capacity of SNs/DSNs, holding conversations with SNs/DSNs, launching matching funds for projects in common for sectors.
  - These strategies are in progress: solicit feedback from stakeholders, refresh statewide sectors, review SN/DSN qualifications.
  - We will also relook at structure, funding and priorities for sectors and regions to streamline process and support work at regional level to optimize sector strategy.
    - How do we strengthen link between DSNs and regional consortia?
    - What about adding additional sectors? Industry clusters have been added to Launchboard

- What is best way to solve problems with different funding processes at different colleges/fiscal agents? One fiscal agent or one fiscal agent per sector?
    - *Round Robin Feedback (EDPAC CEOs)*
        - Raul Rodriguez: LA and OC have different needs but work together. Orange County has strong programs going in biotech, Cyber Patriot competitions and auto industry.
        - Bill Scroggins: LA has strong partnership between economic development and colleges.
        - Doug Houston: working to overcome geography in regional collaboration; hosted hackathon, working with small business/gig economy.
        - Carol Goldsmith: have strong collaboration but worried about loss of momentum from sheer volume of work. Working to create program to provide analysis of programs that connects internal and external needs.
        - Brian McKeown: Fires impacted students and staff with loss of housing, but gives opportunity to develop stronger apprenticeship and pre-apprenticeship programs to contribute to rebuilding.
        - Sunny Cooke: We are investing in three best-practice studies in marketing and outreach, high school career pathways and career services and employment. Short term innovations include incentivizing multi-district collaboration such as cloud based net lab system for training. Mira Costa created first degree program in cyber security with transfer opportunities in computer science and information science.
        - Replication of good programs is happening faster at regional level and spreading between regions.

11:00 am   Institute for the Future Report (Parminder Jassal)

- Are California Community Colleges ready for the future? Three things are crucial to futures thinking: create foresight framework, look at orientation to future and consider personal futures. Rather than focusing on trends, IFTF focuses on disruptions or breaks in the patterns.
- Dr. Jassal led group through exercise in futures thinking.
- Several curves from development of foresight framework form basis of assessment. Where the curves cross is innovation zones. Today's focus is on three innovation zones:
    - scattered efforts to solution networks: allows things to happen at an accelerated pace. New kinds of networks create new ways to work. Blockchain is distributed computing that allows security without central authority: Everything that can be distributed will be distributed, resulting in shape-shifting organizations with liquid hierarchy and liquid data. It allows things to grow from the edges and can be guided but not controlled.
    - degrees to dynamic reputations: a philosophical change in work and learning based on reviews. A person's performance is more important than knowledge gathered. Digital badges can provide transition to reputation based system.
    - static environments to digital physical blends: AR/VR have reached price point where people can afford to create an offer experiences. How will AR/VR affect learning? Will new digital divide be those students served by AR/VR and those served by humans.
- Future skills: Two trends are important in new economy: 1) Transitioning from knowledge economy to performance economy. How do you measure performance? 2) There will be five

peak performance zones, including managing your reputation. What super skills are needed for that?

- Groups break out to discuss four questions:
  - Which end states on the second curve was most provocative for you? Why?
    - dynamic reputations and performance: how to track
    - forced integration of learning and performing: colleges must be nimble
  - What investments must the CA community colleges make now to hedge the possible futures?
    - focus on leadership development across the system: systematic approach
    - ecosystem development focused on how capital corporations and networks come together to provide investments with focus on entrepreneurship.
    - accreditation model needs flexibility
    - leveraging our adjuncts for greater engagement.
  - When digital natives come of college age, what will they expect of their experience from educational institutions? What will distinguish the community college learning environment from other options?
    - deinstitutionalizing: create or recreate the system?
    - asynchronous environment.
    - integrated tools for learning is embedded.
    - more flexible vision for change involving more stakeholders and relevance for students.
    - value proposition for colleges is jobs—developing soft skills with human touch.
    - testing, assessment and instruction—multiple methods and measures of learning.
    - too legislated—need conversations to align regulation with reality
  - Are there stranded workers for whom we must provide more flexible learning options?
    - Better question—how will we address stranded workers out there?
    - Be predictive of future, not playing catch up.
    - Meet workers where they are.
    - Plan for skills that lead to employment.
    - Focus on learn and earn.
- What if Google entered our space: partner with them, be wary of their power, understand our unique contributions to offer, understand and exploit its strengths in reaching people we can't, be able to adapt our systems to changing environment with plurality of options, important for AI to be transparent and for people to understand and control use.

12:30 pm   Aligning EdTech for Guided Pathways and Future State (Ann Volk, Omid Pourzanjani, Kathy Booth, Van Ton-Quinlivan)

- Last three months spend assessing portfolio of projects and strategic alignment to guided pathways in order to understand what needs adjusted.
- Critical gaps identified: in structure, governance, capabilities, accountabilities, process, ways of working.
  - Need to create or mature foundational process that is standardized.
  - Need to look across as well as up and down to enable more integrative planning.

- To begin remediation, we looked at business and data architecture of entire inventory of tools and how they interact over two-day meeting. Group created list of things that need to be considered to move toward guided pathways strategy.
- Guided pathways: How do we guide students through community college education? Does guided pathways support progression of seven different kinds of students through our system? How can we use journey maps to get students to meet their goals—to push past current experience to desired experience?
  - We need to change practices, programming and processes as well as adapting new tools.
  - Tools are available and used by other organizations. More people will enroll and complete if we can break programs down into chunks that can fit into people's schedules.
  - How do we guide students with all of the tools that we have? How do we guide them through process, not just present list of options? How can we make process simpler for students—by removing gaps and integrating systems?
  - NOVA will bring together all grant funding sources into a dashboard that would allow administrators to see all funding and metrics to make decisions on best way to invest money to move the needle. Looking for input on how to best make it happen: require integration, use longer time frame, make known different requirements for different funding (not all money the same).
- Launchboard allowed experimentation in setting policy and metrics for funding but giving freedom in between.
  - Launchboard began as way for CTE to track student results over time. It was expanded to include Strong Workforce metrics. This year added two new tabs: guided pathways (national projects) and K14 CTE pathways (high school to community college).
  - Key Performance Indicators (KPIs) track first time students through first year—can reveal structural gaps that make it difficult for students to succeed. It is important to look at entire Launchboard to understand how to improve outcomes for all different kinds of students.
  - Launchboard can be used to facilitate many important discussions with different tools:
    - series of equity reports.
    - program tables links pathways to labor market information and transfer opportunities.
    - CTE outcome survey allows you to track self-employed students to better meet their needs.
    - earnings gains (strong improvement) and regional living wage (below 50%)
    - K14 CTE tab tracks how many high school CTE students ready for transfer level English and math.
  - Working on creating system that will use multiple measures and allow anyone anywhere in system to have access to data that will help improve outcomes.
  - Now a public access option is available in Launchboard to show results at regional level for Strong Workforce metrics.
  - Resource library helps people know how to effectively use tools.

Minutes approved.

No public comment.

2018 dates: Tuesday, February 13; Wednesday, May 23; Wednesday, October 24.