

Committee Reporting Form CCCCIO Representatives on Statewide Committees

Committee: WEDPAC/EDPAC/Strong Workforce Advisory Joint Meeting	CCCCIO Rep: Kim Hoffmans
Meeting Date: Feb. 13, 2018	Meeting Location: Sacramento

<p>Committee Charge:</p> <p>Workforce and Economic Development Performance Advisory Committee (WEDPAC)/ Economic Development Program Advisory Committee (EDPAC)/Strong Workforce Advisory Joint Committee advise the Chancellor’s Office on workforce-related initiatives and the implementation of the 25 strong workforce recommendations.</p>

Link to presentation and other materials:

https://drive.google.com/drive/folders/11WJCP4VPqQCJ-eBDh2-ZcTj_9WiHSy9K

I. Meeting Agenda Topics:

A. Disruptive Trends to Higher Ed- Ryan Craig, University Ventures

Employment Imperative: Change in student reporting education enrollment for the purpose of employment increased from 50% to of 90% today. Student loan debt is extensive. Technical skills are added to job descriptions. Students complete college without having ever worked.

Affordability Challenge Breeding Unhappiness

Alumni	Parents	Policy Makers
<ul style="list-style-type: none"> Only half agree investment was good one (38% of younger alumni). 17% would have foregone college if they'd understood debt. Only 44% of currently enrolled students would attend same college again. 30% would sell an organ to get rid of debt. 	<ul style="list-style-type: none"> Only 21% say cost of college is justified. In 2005, majority of young adults in 35 states lived independently; now only true in 6 states. 76% of parents with adult kids at home say they'd pay \$24k to get them out. 	<ul style="list-style-type: none"> "Too many Americans have come to believe that the pathway to a successful career lies solely on a college campus, and in a baccalaureate degree." – Rep Virginia Foxx, Chairwoman of House Committee on Education and the Workforce.

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1. **Income Share Agreements (ISAs):** The Next Generation of Student Financing. Institution gets paid when the student completes. Primarily at universities basing repayment contract (not a loan) on future earnings. Caps on payment amounts based on salary earned as a percentage of income for a set number of years. (e.g. Purdue)
2. **Income Share Programs:** Mission U taking in students for technical skills (Python, SQL...) guaranteed employment and both university and student collect income, shared risk and reward. Millennials are behind on accumulation of wealth and home ownership due to education debt which makes this appealing.
3. **Service Providers as Talent Providers** (Outsourcing Staffing Model: *Revature*) Critical to be connected to employers to supply key talent of entry level hiring. *Revature* does free IT training and hire students and pay them during training. Pay them for a 2-year commitment and students relocated or do short-term stints at various industry locations. Talent providers of services: IT, accounting, payroll, legal, insurance, real estate, sales, customer support...). Hire talent after trying them out for a period of time.
4. **Placement Colleges:** Alternative paradigm (placement/workforce paradigm) speed to fill jobs, employer connected, placement-centric, education viewed as an instrument to placement not an end itself, clear and measurable outcomes versus faculty and curriculum centric.

Alternative Framework For Community Colleges

<p>Academic Paradigm</p> <ul style="list-style-type: none"> Faculty-centric Curriculum-centric Little focus on assessment of competencies Outcomes not measurable Little to no focus on placement ("prepare for fifth job, not first job") <div style="text-align: center; margin-top: 10px;">  </div>	<p>Placement Paradigm</p> <ul style="list-style-type: none"> Assessment of competencies Employer-connected Placement-centric Education/training viewed as instrumental to placement, not as end in itself Clear, measurable outcomes <div style="text-align: center; margin-top: 10px;">  </div>
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Students at community colleges and non-selective universities would be better served if institutions were reconstituted along placement/workforce paradigm.

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5. **Competency Marketplaces: (The Great Unbundling)** Degrees are the default currency of labor market which can be bulky. Predict unbundling like music (albums to songs on iTunes). LinkedIn trying to link education and jobs based on job competencies *Portfollium* system helps students reveal competencies to show employers

B. Immigration Reform- Aarti Kohli, Advancing Justice-Asian Law Caucus

- Asians are the fastest growing undocumented population
- Around 600,000 undocumented youths in California (208,000 under 16 and 399,999 between 16-24)
- The President Trump is willing to make a deal with strings attached such as: greater deportation, building the wall, and decreased ability for family protection
- Employment work around- independent contractor. They work for themselves

C. Governor’s Fully Online College

- California’s “Stranded” Working Adults
- 48% Spanish-speaking households not able to access traditional higher ed
- Fully online-
 - Competency based
 - Industry credentials
 - Flexible start time uncoupled from academic calendar
 - Affordable alternatives
- Other states have this AZ, CO and KY; AZ pulls many CA students
- Learn more <http://cconlinecollege.org>
- Onboarding in their native language
- Mentoring along with curriculum
- Personalization of pathway for student

D. Governor’s K-12 Strong Workforce Program

- Glue wanted between K-12 and Community Colleges
 - Data Tools
 - Pathway coordinators

Proposed in the Strong Workforce “Trust”

• **K-12 Workforce Pathway Coordinators - \$12M**

- Hired through a competitive process
- 1 per district to work with K12
- Duties:
 - Technical assistance and support to K12 to implement CTE courses, programs and pathways and to integrate into regional context
 - Collaborate with CC regional consortium to identify K12 programmatic priorities
 - Act as first contact for industry for K12

- Incentive funds for Project-in-Common funded through Competitive Grants (Dual Enrollment, Get Focuses Stay Focused, Teacher preparation pipeline)

Proposed in the Strong Workforce “Trust”

- **Competitive Grant Program - \$200M (continued)**
 - Grants must meet these eligibility standards:
 - Informed/expands upon regional Strong Workforce regional plans
 - High quality curriculum and instruction aligned w CTE Model Curriculum Standards
 - Career exploration and guidance
 - Pupil support services, including counseling and student leadership development
 - Internships, competitions and other work-based learning
 - Leads to industry-recognized credential or certificate or postsecondary
 - Staffed by skilled teachers or faculty

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II. Topics for CCCIO consideration/discussion:

- How can community colleges be nimble enough to compete with education entities able to address students’ desires for job placement without being in extreme debt after training?
- Currently, our colleges have policy barriers and disincentives for competency based funding and open entry-open exit- online courses. We want to make sure any “work around” arrangements made to support the Chancellor’s 115 online college are extended to all colleges for online and face-2-face course offerings.

III. Top Three Takeaway Items:

- 1) Multiple emerging ideas in education to support students in achieving job skills without traditional debt associated with college.
- 2) For DACA there continues to be uncertainty and it was felt that system-wide information on best practices would be helpful versus colleges having to use their own legal consults. Additionally, the group voiced concerns about DACA students having to complete FASFA forms associated with AB19 and other data management/tracking of students.
- 3) K-12 Strong Workforce Program Proposal from the governor will support additional partnerships around career education.