CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Board of Governors
January 2013

Van Ton-Quinlivan, Vice Chancellor, CCCCCO
Omid Pourzanjani, Visiting Dean, Golden West College
• Phase 1: Doing What MATTERS for Jobs & Economy Framework
  – Target incentive investment (EWD, SB70, Perkins 1B)
    • Sector
    • Region
    • Technical Assistance
  – Braided RFA
  – Common accountability metrics

• Phase 2: Moving the Needle
• Phase 3: Scaling Excellence
## Sector selection
Based on regional submissions. 2013-14 planning.

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<thead>
<tr>
<th>Region/Geography</th>
<th>Health</th>
<th>Advanced Manufacturing</th>
<th>Agriculture, Water, &amp; Environmental Tech</th>
<th>Life Sciences/Biotech</th>
<th>ICT/Digital Media</th>
<th>Retail/Hospitality/Tourism 'Learn and Earn'</th>
<th>Advanced Transportation &amp; Renewables</th>
<th>Energy (Efficiency) &amp; Utilities</th>
<th>Small Business</th>
<th>Global Trade &amp; Logistics</th>
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### Key:
- **P** = Priority sector
- **E** = Emergent sector

ANNUAL REVISITS
More on outcomes, less on activities and outputs

Common menu

Selectively applies depending on funding stream & RFA scope

Advised by CalPASS, RP Group, WestEd, CCCC0 TRIS, ARCC 2.0, field

Launchboard: tools to automate data collection and deliver data

“Moving the Needle”
A. Student Momentum Points

- Middle School cluster
- Transition from Middle School to High School cluster
- High School cluster
- Transition from High School to College cluster
- Community College cluster
- General Education and Transfer Progress cluster
- Community College Transition to Workforce cluster
- Workforce Progress cluster

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<th>SB 1402</th>
<th>SB 1070</th>
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Work in progress
B. Leading Indicators of Curriculum Alignment

Occurrences of the following:

• Alignment of skillsets within a program (or set of courses) to the needs of the industry in a particular occupation and the needs of the labor market
• Regionalization of stackable certificates aligned with a particular occupation ladder
• Alignment of a certificate with state-, industry-, nationally-, and/or employer-recognized certification
• Movement of a certificate from non-credit to credit
• Curriculum articulation along a career or multi-career educational pathway
• Updating skills of faculty, teachers, counselors, and/or ‘supporting staff to student’ to reflect labor market needs

For each, grantees shall provide evidence in the form of a rating by the employers/advisory body, on a scale of 0-5.
- 5 = exceeds expectation
- 4 = meets expectation
- 3 = almost meets expectation
- 2 = below expectation
- 1 = does not meet expectation

SB 1402 | SB 1070 | Perkins 1B
X | X | X
C. Quality of Service Measures

• 360-degree evaluation, with consideration for...
  – Strength of leadership and coordination in building of necessary supporting capacity, such as center, advisories, collaborative communities, and hub
  – Strength of partnership with education and industry partners
  – Strength of awareness and influence on state and regional policy related issues
  – Leadership and responsiveness as a member of the CCCCQO Extended Operations Team

Tool will be provided by the CCCCQO.
RFA MeetUps

• For archived and future RFA MeetUps, visit doingwhatmatters.cccco.edu
  – Friday, 01/11/12, 12:00pm - 1:00pm
  – Friday, 01/18/12, 12:00pm - 1:00pm
  – Friday, 01/25/12, 12:00pm - 1:00pm

• Follow us on Twitter:
  – Twitter: OmidOnEducation
  – Twitter: WorkforceVan
AACC Implementation Group #5:
Closing the Skills Gap

• Re-think policies, procedures, credit hour vs. outcomes assessment across functions. “We need to look at what we need to be, not what we have”

• Work with industry in the development of competency-based curriculum, assessments and credentials that employers will utilize in hiring and developing career pathways

• Connect multi-states through sector-based Learning Networks:
  - Licensure and certification groups
  - Technology and simulation options
    - Foundational skills
    - Core competencies
    - Work based learning
    - Stackable credentials
    - Career pathways
  - Accelerated learning (reducing the cycle time of learning)
    - Bridging non-credit and credit
    - Prior Learning Assessment
    - Examples from other industries