

APPENDIX F

Sector Specific Objectives 2017-2018



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™
FOR JOBS AND ECONOMY

www.doingwhatmatters.cccco.edu

Each Sector Navigator, in collaboration with Sector Deputy Sector Navigators, has developed Sector Specific Objectives as the first step in 2016-2017 planning. The next steps are for the Sector Navigators and Deputy Sector Navigators to collaboratively develop the supporting strategies and common metrics that are aligned with these objectives.

Deputy Sector Navigators and Sector Navigators (as needed) will communicate sector specific objectives, supporting strategies, and common metrics to the Regional Consortium. Regions will work with the DSN and SN to design workplans in alignment with the statewide sector objectives, supporting strategies, and common metrics. Regional needs can be met by selecting objectives appropriate for the region and adding as necessary for regional need.

Advanced Manufacturing

The overarching goals for the Advanced Manufacturing (AM) Sector were developed and approved by the AM's Statewide Advisory Council. These goals also support the policies of National Association of Manufacturers and the Obama Administration Manufacturing Initiates.

- Work with representatives of business, labor, professional trade associations, and colleges within the Center's geographic region to explore and develop new alternatives for assisting incumbent workers and/or small-to-medium sized enterprises. Enable small-to-medium enterprises to become more competitive within the global marketplace.
- Work with industry to determine and assist in filling with their short-term training needs.
- To the extent possible, help develop and adopt industry certification programs.
- Promote the capacity of regional colleges to provide credit and non-credit programs and courses that contribute to advancing workforce skill development with a focus on industry standards and technical skills specific to occupations in manufacturing.

- Coordinate regional activities and services related to meeting the technical and training needs of the advanced manufacturing sector.
- Sponsor technology demonstrations and/or faculty training seminars that showcase state-of-the-art manufacturing and engineering processes and techniques with a goal to conduct four (4) per year.
- Provide one-on-one counseling, seminars, workshops, and demonstrations that contribute to the achievement of success of existing small and mid-sized manufacturing or engineering firms.
- Foster the transfer of technology, promoting the growth of new manufacturing businesses and the creation of new technical and engineering job opportunities.
- Assist in the development of new curricula for emerging occupations and track the dissemination of that curriculum and other training materials throughout the state's community colleges.

Advanced Transportation and Renewable Energy

- Work with representatives of business/industry, labor, professional trade associations, government organizations and colleges within the DSNs region to explore, develop, manage and maintain effective partnerships or collaboratives that enable new and incumbent workers to become more competitive in their region's labor market.
- Coordinate with industry, colleges and high schools to determine short and long-term skillset training needs, to adjust curriculum to incorporate into programs, and to provide effective new and incumbent worker training.
- Identify, develop and/or promote recognized certifications for college and appropriate high school programs to incorporate in their respective career and technical education programs.
- Work with industry, colleges and high schools to develop effective career pathways leading to living wage jobs and meeting long-term workforce needs.
- Coordinate with industry and college faculty, teachers, counselors, and staff via cross regional/sector collaboration to deliver professional development programs that ensure qualified and up to date career and technical education.
- Promote advanced transportation and renewable energy technologies (including Land, Sea, and Air: EV, Hydrogen, Renewable Natural Gas, Solar, Wind, Geothermal, Biomass, Clean Energy Storage, and related system features) for future initiative development.
- Provide technical assistance within and outside the Region to companies, community colleges, universities, and other institutions of higher learning interested in establishing and/or developing ATRE programs and or incorporating ATRE components into existing curriculum programs.
- Support the statewide ATRE logistical/marketing strategies.
- Facilitate and assist faculty in the development or the modification of ATRE curricula for emerging occupations to maintain industry standards.

- Collect and report data on required accountability measures working with common metrics and with the statewide LaunchBoard initiative.
- Establish and maintain Industry Regional/Campus advisories.
- Create and deliver monthly updates on ATRE tasks and opportunities to the SN
- Develop and coordinate industry certification programs.
- Coordinate with industry, colleges and high schools to determine short and long-term skillset training needs and assist in the development of new curricula for emerging occupations and industry standards.

Agriculture, Water, Environmental Technology

Promoting and supporting the agriculture, water, and environmental technology industry with the ultimate outcome of increasing the pool of qualified and skilled students and that enter the industry, as well as improving the skills and abilities of incumbent workers through education and training.

- Partnership Development between education and industry:
 - Industry: Skills gap analysis, training employees, connection to local colleges, industry certification programs.
 - Education: Develop partnership opportunities with faculty to collaborate on curriculum, student leadership/career preparation, professional development
- Curriculum Development and improvement: working with the California Post-Secondary Articulation collaborative and Academic Senate for California Community Colleges to organize and support curriculum development and improvement. Collaborate on establishing discipline specific career pathways that map to industry priorities and industry certifications.
- Student Support Structures: attracting students to Ag, water, Environmental careers and developing leadership and soft skills in current students utilizing the Collegiate Agriculture Leaders (CAL) organization
- Professional Development: Supporting the faculty education through training, conferences, industry connections.
- Spread innovation to help agriculture professionals and educators compete in a global environment:
 - Conduct workshops, seminars, training, for industry and faculty to increase the understanding and adoption of new technology and industry standards.
 - Working with contract education programs at colleges to provide technical and regulatory training.
 - Expand the number of colleges offering education and training in sector disciplines.
 - Conduct activities related to meeting the technical and training needs of the Agriculture, Water, and Environmental Technology Sector.

- Classroom Instruction experience preferred

Energy Construction and Utilities

Execute a statewide Sector Strategy, connecting community college curricula to industry workforce needs.

- Successful introduction of new programs
 - Execute Projects-in-Common
 - Build incumbent worker programs for key occupations
 - Successful % of targeted colleges implementing programs
- Achieve next plateau for HVACR Collaborative
 - More industry participation
 - Statewide, not just SoCal
 - More industry valued credentials
 - Align skills/outcomes with industry-valued credentials, Standard 180
 - Convene annual job placement event(s)
- Faculty actively engaged in Expert Networks
 - Provide support for faculty to acquire Strong Workforce funds
 - Improve participation and value to faculty
 - Add specific quantifiable goals to work plans
- Expand to more colleges with a ZNR workforce strategy
 - Identify best practices
 - Develop a plan
- Execute communications campaign & evaluate/track success
 - Pilot statewide programs, implement regionally
 - Track same stats across all programs/regions.
 - Increase enrollment
 - Expand “Employer Ecosystem”
- Prop 39 success by attracting likely completers into priority programs
 - Integrate social mobility/social justice
 - Increase enrollment,
 - More/better data, especially outcomes data
- Continue to integrate the Sector Strategy into all activities
 - Projects-in-Common, nuanced by region
 - Consistency in work plans
 - Collective quarterly review

Global Trade and Logistics

- Assist colleges in globalizing their campus and curricula
 - Through collaboration with and between K-12, Community Colleges, CSUs, UCs and other education partners.
 - Provide industry resources and reports about the impact of global trade on regional economic growth and future employment opportunities

- Provide professional development opportunities for faculty through “Faculty Development for International Business” programs, and participation in business events.
- Expose more students to global business concepts and practice
 - Help to expand credit, non-credit and/or not-for-credit international trade and global logistics curriculum by providing faculty/colleges with access to issue and skill focused modules and connections to industry expertise.
 - Provide access to international trade industry events.
- Help incumbent workers and students acquire industry recognized credentials in international business and global logistics.
 - Provision of non-for-credit programs in specialized areas in demand by the regional and state business community.
 - Leveraging of 3rd party credentialing organizations such as the Small Business Administration ETAP program, the Port of Los Angeles Trade Connect, Western United States Agricultural Trade Association, NASBITE and others.
- Convene education, business, and economic development partners, to promote exports.
 - Promote exports for small business through leveraging federal and state resources to created economic impact, including business expansion, job creation and retention
 - Leverage export promotion activities to provide a bridge and connection between local businesses and the colleges

Health Workforce Initiative

Promoting the advancement of California’s health care workforce through quality education and services.

- Represent HWI as the regional allied health, human services, and nursing subject matter expert.
- Partner with regional allied health, human services, and nursing programs to convene/participate in regional meetings for effective response to workforce needs and requests.
- Facilitate professional development opportunities to update the skills of faculty, teachers, counselors, and staff via cross regional/sector collaboration.
- Support the capacity of regional colleges to implement the Strong Workforce Program.
- Provide services in response to the needs of employers, workers, and students.

- Facilitate curriculum content for program development or revision to meet emerging workforce needs and industry standards.
- Complete mandatory grant activities, including but not limited to, statewide and regional meetings and reporting requirements.
- Collaborate with education and economic development partners (for example K-12, CSUs, UCs, WIBs, etc.) to develop and broadly publicize industry-informed career pathways leading to living wage jobs and meeting long-term workforce needs within the regional labor market.
- Support the statewide HWI logistical/marketing strategies.

ICT-Digital Media

- Be aware of Regional workforce needs, National trends, evolving technology solutions and industry growth in the following ICT-Digital Media subsectors:
 - Information Technology Networking, Cybersecurity
 - Software Development/ Computer Sciences
 - Business Information services/ Office applications
 - Digital Media
 - Entertainment
- Build and nurture a comprehensive regional network of contacts through in person visits, calls and events.
 - Internally (Faculty, Deans, Counselors, CIO and other CCC contributors).
 - Partners (Department of Education and associated K-12, Adult Education, Workforce Development Board, and Universities).
 - Industry associated with sectors and sub-sectors
 - External community members (non-profits and associations).
- Promote and Continuously Advocate for adoption of Statewide ICT Sector Team endorsed pathways, products and initiatives. Such as:
 - IT Technician Pathway-Cybersecurity Program and Community Marketing
 - IT Readiness Inventory
 - CyberPatriot HS support (and student mentors etc.) as feeder to CCs
 - Support Dual Enrollment programs, esp. BIW and ITTP related.
 - Incumbent worker programs (accelerated, continued education, post baccalaureate or seminar event) targeted to regional and/or state needs
 - Business Information Worker 1,2 and Specialist, Program and Community Marketing
 - Faculty participation on the voluntary Entertainment EDGE and SD/CS EDGE products (when rolled out)
 - Encourage effective use of virtual lab equipment or service (e.g. NetLab+ User Group) to expand access and offerings.
 - Target conversion to C-ID Courses where transfer and virtual course availability will affect student outcomes (all ICT sub sector disciplines; e.g. IT MC, ITTP,

BIW, CS TMC).

- Facilitate student acquisition of industry recognized (LMI Demand) 3rd party Certifications linked to ITTP and BIW, and others as appropriate.
- Support other Campus and Student facing products to be developed for statewide use by the ICT-Digital Media Sector Team.
- Investigate and support effective Regional use of Strong Workforce Funding in ICT by identifying effective new best practices relative to demonstrated regional job opportunities. Share with ICT-DM Sector Team.
- Facilitate Baccalaureate attainment by highlighting effective regional alternatives;

Identify regional Baccalaureate transfer opportunities and develop material and learning opportunities for students and Counselors

Life Sciences/Biotech

Life Sciences/Biotech

- In the context of Strong Workforce Recommendations, insure that the statewide inventory of life sciences/biotech program geography, capacity, supply, and quality that matches the needs of industry
- Develop competency-based methodology (e.g. authentic assessments) to assess the efficacy of the statewide program inventory in providing in demand skills in a manner that is efficient for students transitioning to the workforce
- Create connections for pathway development from K-12, to CCs to the workplace, 4 year or beyond . With other key talent, explore the possibility of ongoing work as a 'Projects in Common' across regional borders and throughout the state.
- Participate with DWM initiative/Launchboard to track movement of students from K-12 through to the workplace.
- Explore feasibility of competency-based 3rd party credentials such as badges, certifications or other mechanism for external validation of programs and/or students. Life Sciences/Biotech . Consider developing capacity for American Society for Quality credentials throughout the state and across sectors.

MINIMUM QUALS

Life Sciences/Biotechnology

- Masters in a Science, Technology, Engineering and/or Mathematics or Master of Business Administration
- Minimum of five year's experience in industry in or directly with related industry

Retail, Hospitality, Tourism, Learn and Earn

- Work with employers, industry and labor organizations and workforce development agencies within the region to conduct needs assessments to identify and prioritize gaps within the workforce.
- Work collaboratively with the Regional Consortia to align the programs and curricula offered by colleges within the regional consortium to the needs of sector employers with strategies developed and implemented using SB 1402 and/or SB 1070 funding.
- Work with industry and labor organizations to develop career training workshops and activities for students to explore career pathways in Retail, Hospitality and Tourism.
- Continue to inventory regional programs within the sector and work with the Regional Consortia to strengthen programs within the sector at regional colleges and high schools.
- Work with industry and labor organizations to develop and deliver sector based curricula that integrates industry recognized certifications into stackable certificates that enable workers to be competitive in the region. Offer curricula using a variety of mechanisms including credit, noncredit, and not for credit utilizing face-to-face, hybrid, and online methodologies.
- Promote and provide faculty professional development opportunities in the sector to increase capacity of regional colleges to address the needs of the sector with a minimum of two in-service activities during the year.
- Collect and report data on all required accountability measures working with common metrics and with the statewide Launchboard initiative
- Minimum Qualifications for Retail, Hospitality, Tourism, and Learn and Earn Bachelor's Degree, Experience in Workforce Development project planning and implementation, Knowledge of Industry Based Certifications in Retail, Hospitality and Tourism and Minimum of 3 years of industry sector experience.

Small Business

Convene education, business, and economic development partners, to identify the regional workforce development and business development needs of the Small Business Sector and then identify programs (or set of courses) that are in alignment with these needs.

- Collaborate with education and economic development partners (CDE, CSUs, UCs, WDBs, Adult Education, etc.) to incorporate small business and entrepreneurship into career pathways.
- Develop professional development opportunities to maintain and update the skills of faculty, teachers, counselors, and staff to reflect the needs identified for the Small Business Sector.
- Expand credit, non-credit and/or not-for-credit small business and entrepreneurship curriculum (contextualized modules, courses, programs, certificates, degrees, incumbent worker training) that support the priority and emerging sectors identified for the region.
- Promote Experiential/Work-based Learning Opportunities related to Small Business and Entrepreneurship (Business Pitch Competitions, Virtual Entrepreneurship, Internships, Apprenticeships, Student Run Businesses, Job Shadowing, Mentorships, etc.)
- Support development of Self-employment Pathways in the Gig Economy.
- Support regional colleges in implementing the Strong Workforce Program.
- Support efforts to document the success of students and businesses as a result of the programs and curriculum developed under the Small Business Sector efforts.