The Mission of CCCAOE is to provide leadership for occupational education and economic development professionals involved in workforce development and the enhancement of California's position within a global economy.
Welcome!

Community colleges around the state are focusing on the skilled workforce needs of California's economy by expanding CTE pathways in high-demand fields through employer-driven education and training partnerships in high-growth regional industry clusters—Doing What Matters

What is your role in these partnerships?

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Module Objectives

After completing this module, you will be able to:

- Evaluate the effectiveness of your partnerships with business and identify ways to improve those relationships
- Present your program in a brief, focused way that will interest potential partners
- Identify current plans and efforts for building a stronger workforce in California that support your efforts at making connections

“Innovative partnerships between employers and community colleges are essential building blocks in preparing an educated and skilled workforce.” - Gerardo E. de los Santos, League for Innovation in the Community College
Making Connections To Build a Strong Workforce
Colleges Have Many Partners

- Public Sector Employers
- Business & Industry
- Economic Development Organizations
- Apprenticeship Programs and Unions
- Industry and Professional Associations
- WIBs and One-Stops
- Schools and Universities
- Grant Makers
What Does Business Want?

All businesses are different but most businesses want to:

- Increase employee retention rates
- Lower absenteeism
- Improve skill and education levels
- Expand employee diversity
- Boost performance and productivity
- Support creativity and innovation
Are We Really Different? You Bet!

<table>
<thead>
<tr>
<th>Businesses</th>
<th>Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary goal is to make a profit for its shareholders</td>
<td>Broad mission to serve many populations</td>
</tr>
<tr>
<td>Targeted focus on line of business</td>
<td>Governed by complex set of laws and regulations</td>
</tr>
<tr>
<td>Marketing is key</td>
<td>Marketing may be considered “inappropriate”</td>
</tr>
<tr>
<td>Must be open to change in order to survive and succeed</td>
<td>More bureaucratic, less flexible</td>
</tr>
</tbody>
</table>
Business Entry Points

Whenever possible, connect with the decision maker

- In small businesses, most likely the owner
- In medium-sized companies, start in human resources or training
- In large organizations, possible points of entry:
  - Executive Leadership
  - Human Resources and/or Training
  - Corporate Responsibility
  - Communications
  - Government Relations
  - Production
Example of a Simple Business-to-College Partnership

- Genencor (industrial biotech company) wanted to share their love for and mission in the life sciences
- They provide internship opportunities for Ohlone College students
- 150 hours of work experience for each intern
- Program has been so successful it will be expanded to other colleges

If you were Genencor’s partner, how might you try to expand this partnership?
Example of a Partnership with Many Partners: Skills Panels
Exercise #1

Partnership Possibilities

- Workshops, conferences, tours, exchange programs, classroom visits, workplace visits, science fairs, guest speakers; seminars; presentations
- Work experience programs, internships, tutoring, skills training, career development activities
- Mentoring, job–shadowing, apprenticeship, and on–the–job training
- Recruiting, training, school-to-career information, guidance
- Faculty development, placements, and externships
- Grants, scholarships, equipment, money, fund-raising, college foundation activities
- Customized training programs
- Curriculum and instructional transformation: including contextualized, modularized, and competency-based curriculum, accelerated degree completion, and learn-and-earn models
- Credential validation

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Conditions for Successful Partnerships

1. A local/regional economic development challenge that calls for collaborative attention
2. A shared mission and goals
3. Potential value and benefit for all partners (including students)
4. Strong executive leadership from both the college and industry participants
5. Partners see themselves as equal in power and accountability
6. All partners are seen as equally valuable, though in different ways
Connecting with Business Starts with Your Personal Skills
Connections are Personal!

- Making connections with the business community and establishing partnerships is the basis of building a strong workforce.
- Even though a formal partnership is usually a “college-to-business” connection, it is built on a “person-to-person” relationship and often YOU are the person initiating and building that relationship.
Good Relationships Lead to Strong Partnerships

1. **Honesty and Candor:** Be clear about your needs and what you can offer. Openly self-disclose information and give feedback.

2. **Peer-Level Perception:** Present yourself as a peer

3. **Patience:** Allow a relationship to develop

4. **Respect:** For the partner’s values and intent

5. **Creativity:** In resolving conflicts and solving problems

6. **Trust:** Build trust through actions and words!
Communication Builds Trust

- Welcome all communication: positive and negative
- Listen empathically
- Say it like it is!
  - Always tell the truth
  - Stay in touch
  - Don’t drop out of sight
- Engage and capture attention without showboating
- Be on time
- Deliver what you promise... when you promise it
Exercise #2

Ask and Listen to Learn

- Your most powerful tool for learning about partners and building the relationship with them is LISTENING

- **Listen 50-80% of the time**
  - Ask questions to guide the conversation
  - Ask questions to check for understanding

- Constantly monitor body language to make sure you are connecting

In this exercise, think about the things you’d like to know about a potential (or current) partner and what kind of questions you might ask to learn those things

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Exercise #3

When It’s Your Turn to Talk

You hop in an elevator one day and realize you are standing next to an old high-school classmate who is now the head of a major company you would love to have as a partner. He says, “What are you doing these days?”

You’ll have one minute to think about this and then one minute to say to your partner what you would say to your old friend in the elevator. See page 4 of your handout for some tips!
Start Building The Partnership

- Look for common goals
- Be flexible
- Be able to “Talk the Talk”
- Build a realistic schedule
- Clearly define roles and responsibilities
- Measure and share results
- Communicate! Create a systematic set of times for meetings or conference calls

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Nurture Your Partners with Good Customer Service

Treat your partners like customers
- Deliver what you have promised AND more
- Constantly solicit feedback
- Look for silent problems that might be unmentioned
- See “The Ten Commandments of Great Customer Service” in your handout
Building a Strong Workforce
Task Force on Workforce
Job Creation and a Strong Economy

- Commissioned in 2014 by BOG
- Appointed by Chancellor Harris
- 24 leaders from all sectors
- Met 5 times in 2015 and...
  - Regional meetings with faculty
  - Town Halls
  - Background Papers
  - Public Comments
Input into Strong Workforce Taskforce

14 Regional College & Faculty Conversations
✓ Over 700 attendees, including 40% faculty

6 Strong Workforce Town Hall Meetings
✓ Over 500 participants in regions across the state

6 Expert background papers
✓ Workforce Data & Outcomes
✓ Curriculum Development & Instructors
✓ Structured Pathways and Student Support
✓ Regional Coordination
✓ Funding

5 Meetings of the 26-member Task Force

221 Website & 10 letters during public comment period
California needs 1 million more associates degrees, certificates, or industry-valued credentials.

California’s Job Openings by Education Level 2015-2025

1.9 million job openings will require some college or an Associate's degree.

35%

30%

34%

The Goal

California needs 1 million more associates degrees, certificates, or industry-valued credentials.

“Some College” Is Gateway to the Workforce

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.

<table>
<thead>
<tr>
<th>IN THE 1970s</th>
<th>IN 1992</th>
<th>BY 2020</th>
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</thead>
<tbody>
<tr>
<td>28%</td>
<td>56%</td>
<td>65%</td>
</tr>
</tbody>
</table>

- Jobs that required more than a high school education.
- Jobs that required more training.
- Job openings in the U.S. that will require some postsecondary education or training—though not necessarily a four-year degree.

Source: Georgetown Center on Education and the Workforce analysis
Career Technical Education: The Path Out of Poverty

$60,771
($29.22/hour)
2-parent with one working adult, 2-child
Source: CA Budget Project

$66,000
AA – Career Technical Education
5-years later
Source: Salary Surfer, 112 CA Community Colleges

$38,500
AA - General Education
5-years later
Source: Salary Surfer, 112 CA Community Colleges
Skill Gaps Differ Across California Regions

Skills Gaps exist in California’s Priority Sectors, especially STEM fields
25 Recommendations

- Student Success
- Workforce Data & Outcomes
- Curriculum
- Career Pathways
- CTE Faculty
- Regional Coordination
- Funding
Exercise #4

Your Strong Workforce Priorities

- Your team will be *assigned one page* in the handout with a group of Strong Workforce Taskforce Recommendations and sub-recommendations to consider.
- Choose ones sub-recommendation in each category that would be most helpful in developing connections with businesses and the workforce.
Student Success and Career Pathways Recommendations

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

2. Improve CTE student progress and outcomes.

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
4. Create **common workforce metrics** for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.

5. Establish a **student identifier** for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.

6. Improve the quality, accessibility, and utility of **student outcome and labor market data** to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
Curriculum Recommendations

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.

9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.

10. Facilitate curricular portability across institutions.

11. Develop, identify and disseminate effective CTE practices.

12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.
CTE Faculty Recommendations

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.

15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.

16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
Regional Coordination Recommendations

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.

19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.

20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.

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21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

22. Establish a sustained funding source to increase community colleges’ capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.

23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.

24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.

25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.
CCCCO to Implement
By June 30, 2017

- Facilitate regional development, implementation, and sharing
  - CTE effective practices (e.g., Professional Development Portal, DWM Practices with Promise)
  - Curriculum models, courses, credentials, certificates, degrees, and programs across regions and between colleges (curriculum portability)
- Enable districts to develop quality CTE - Example: Stand-alone course approval policy

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CCCOO to Implement
By June 30, 2017

- Provide performance and labor market data for regional planning - *Example: Launchboard 2.0; CTE Data Unlocked*
- Improve local efficiency through coordinated regional efforts - *Efficiently transfer CTE credits across CCs, CSU, UC (a.k.a. student portability)*
- Improve sector-based engagement with employers in a region & secure work-based learning to improve employability of students

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CCCO to Implement
By June 30, 2017

- Enable districts to regionally support Strong Workforce Program & use dollars for student success with workforce outcomes
- Streamline course and curriculum approval at state and local levels, including potential elimination of a state approval process for CTE
- Eliminate barriers to hiring qualified CTE instructors, including re-evaluating the required minimum qualifications
In Your Handout

- 25 Strong Workforce Taskforce Recommendations and the sub-recommendations for each
- 10 Tips for Building Business Relationships
- Building Relationships with WIBs
- Seven Steps to Building School-to-Industry Partnerships
- Selected slides
Did We Meet our Objectives?

After completing this module, are you able to:

- Evaluate the effectiveness of your partnerships with business and identify ways to improve those relationships
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- Identify current plans and efforts for building a stronger workforce in California that support your efforts at making connections
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Navigating CTE & EWD
Career Pathways
Economic and Workforce Development Essentials
Strategic Planning
Program Development and Approval
Building Business and Industry Partnerships
Strategic Portfolio Management
Funding CTE and EWD
Managing Perkins
Enrollment Management
Laws, Regulations, and Policies
Leadership