

GETTING AND KEEPING COMMUNITY COLLEGES AT THE TABLE



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SESSION AGENDA

About JFF

CCPT Implementation Research Study

CA Community College Context

Lessons Learned

Discussion



ABOUT JFF



Our Mission

Jobs for the Future (JFF) works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.



Our Vision

The promise of education and economic mobility in America is achieved for everyone.



OUR GOALS

To achieve our mission, we focus on three goals:

- 1. Preparing for college and career**
- 2. Earning postsecondary credentials**
- 3. Advancing careers and economic growth**



**CALIFORNIA CAREER
PATHWAYS TRUST**

CA CAREER PATHWAYS TRUST

Legislative effort to support pathways

Administered by the CA Department of Ed (K-12)

Competitive 5-yr awards

Funded ~80 consortia, 2 Cohorts

Significant implementation flexibility



CCPT GOALS

Establish or strengthen regional collaborative relationships between businesses, community organizations, and educational agencies

Develop and integrate standards-based academics with a career-relevant curriculum in pathways aligned to high-skill, high-wage, high-growth jobs

Provide articulated pathways to postsecondary education that are aligned with regional economies



STUDY GOALS

Provide State leaders and consortia with data to support work plans and inform Technical Assistance

Guide course corrections at regional and state levels

Provide California policy-makers and the public with snapshots and reflections



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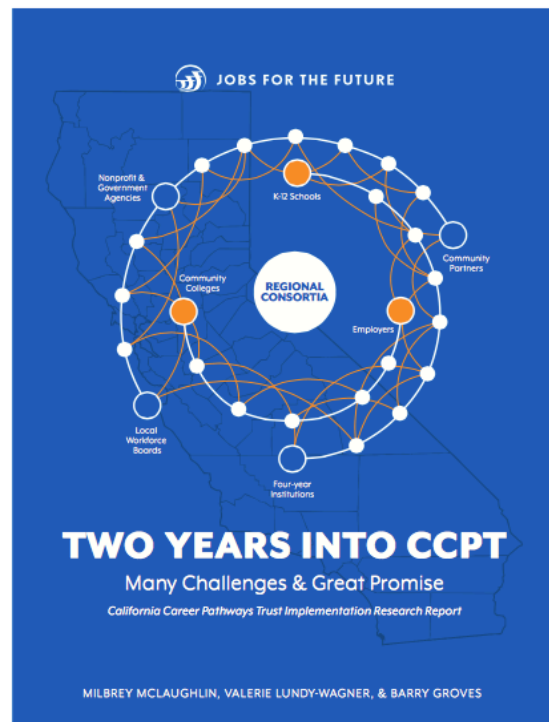
STUDY OVERVIEW

Explore implementation experiences in first two years of the grant

Focus primarily on largest grantees in Cohort 1

Data collected from grantee meetings, proposal and annual report reviews, and phone interviews

Site visits with teachers, pathway coaches, community college staff, CTE deans and employer partners



CA COMMUNITY COLLEGE CONTEXT

CA Community College Chancellor's Office supports 114 community colleges with authority based in funding incentives

Colleges are divided into districts

High schools and colleges are connected by catchment areas related to districts

CTE and academic programs, faculty, and student support services are funded separately



COMMUNITY COLLEGES BENEFIT

COLLEGE GAINS FROM CCPT

Reinforced energy around regional cross-sector partnerships

Began shift from 1-to-1 relationships between colleges and local high schools, to more 'regional' relationships

Elevated awareness of CTE programs, especially among high school students, their families, as well as non-CTE faculty and administrators



COLLEGE GAINS FROM CCPT

Instigated review of CTE program offerings, fit with local employers, and relationships with WIBs

Highlighted the instructional staff shortage and need for a strategic approach

Stimulated efforts to develop common indicators between K-12 and colleges, and among colleges (including adult education)





**“How can you say we’re not behaving like a team?
We’re all wearing the same color shirts, aren’t we?”**

BARRIERS TO SUSTAINABLE PARTICIPATION

STRUCTURAL CONTEXT

Community colleges and the system office feel like unequal partners in CCPT

Community colleges received a small fraction of funds (pathway design and alignment, professional development, or hiring)

Weak incentives for system-level and institution-level participation

Capacity constraints from Great Recession



OWNERSHIP AND INNOVATION

Community college hires were often K-12 champions unfamiliar with college operations and governance

Implementation flexibility often led to analysis paralysis

Lack of accountability stalls internal and external progress

Initiative fatigue



“So, we want systems change. . . but nobody really wants to do [systems change] if they don’t have to.... But if you’re going to make me do it, I’ll do it, but I need a salesman to come over and make me do it; otherwise, I’m not going to do it.”- CTE Dean

“We’re inundated with so many things, whether it be career pathways, job readiness, college readiness, industry readiness, and grants here-and-there, and funding here-and-there, it just becomes convoluted.” – Community college administrator

GETTING THEM TO THE TABLE

EMPATHIZE WITH COLLEGES

Money talks

Role of system office, community college district and institution-level policies for supporting this work

Conceptualize how K-12 pathways support college missions

Learn about governance for pathway development

Take note of cross-college relationships



DISCUSS VALUE ADD

Shared goals with clear understanding of mutual benefit

Engage in shared meaning-making (e.g., pathway definitions, quality or notion of 'regional' partnership)

Revisit recruitment strategies for high school and community college students into CTE, also employer strategies for recruitment

Discuss discrepancies in quality K-12 and local community college pathways, equipment, facilities, etc.



TALK ABOUT DIFFICULT SUBJECTS

CTE vs. academic curriculum and support services

Dual and concurrent enrollment, and articulation

Instructional staff shortages in shared K-12 and K-14+ pathways

Definition of career and/or CTE pathways

K-12 and community college competition for WBL



LEVERAGE AVAILABLE RESOURCES

Strategize around one-time and annual funding opportunities

Consider professional development opportunities for college staff and faculty alongside K-12

Sector navigators and deputy sector navigators

Technical assistance providers (e.g., coaching, facilitation, strategic collaboration, and filling short-term capacity gaps)

Explore opportunities to braid funding



**KEEPING THEM
AT THE TABLE**

BUILD CAPACITY

Keep abreast of community college happenings (locally, regionally, and at the state level)

Strategically engage up and down your own and the community college 'food chains'

Ensure that cross-sector meetings are planned well (e.g., clear outcomes desired, maximize relevance to invited parties)

Solicit external and nurture internal or regional capacity for facilitation, especially for difficult conversations



(RE)DEFINE ADVOCACY

Who are pathways for, and how does that implicate the community colleges?

How can K-12 and community colleges work together for access to similar employers and work-based learning opportunities? Can employers help with this?

How are K-12 partners helping to advocate for community college partner CTE program development and quality?

Is pathway work being framed as a zero-sum game among regional colleges?



COLLEGES AS KEY PARTNERS

Focal to improving educational attainment AND meeting local workforce and economic development

Need internal and external support to shift from being responsive/reactionary to more strategic

Structures, incentives, capabilities and cultural norms stifle appetite for engagement



REACTIONS QUESTIONS



NEXT STEPS

Second round of data collection early November 2017

Memo to the field late 2017/early 2018

Final data collection effort in spring/summer 2018

Culminating sustainability-focused report





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