



## South Central Coast Regional Consortium (SCCRC)

### JOINT CIO/CTE DEAN/KEY TALENT RETREAT FOLLOW-ON MEETING

August 7, 2017

Pierpont Inn, Ventura, CA

(11:00 am – 3:30 pm with lunch at 12:30 pm)

#### GOALS:

1. Develop a communication strategy and plan for effectively working together,
2. Review SWP timeline and discuss and decide on the best way for sharing proposals on or before October 20, 2017,
3. Determine funding buckets for FY17-18 and 18-19 to recommend to the SWP Steering Committee.

**Attendees:** Luann Swanberg, Diane Hollems, Amanda Lake, Inajane Nicklas, Gayla Jurevich, John Cordova, Paula Hodge, Julie Samson, Felicia Duenas, Debbie Newcomb, Mike Bastine, Kim Hoffmans, Harriett Happel, Laureano Flores, Holly Chavez, Margaret Lau, Dave Teasdale, Karen Miles, John Cascamo—Paul Jarrell and Mary Rees via Zoom.

#### AGENDA and MINUTES

11:00 -11:20 am Welcome and Introduction by Facilitator Inajane Nicklas

Inajane's background is in clinical psychology. Her community college service:

- Diablo Valley College – 14 year developing resources for CTE and EWD programs, grants.
- Hartnell College – 4 years, Director of Career, Economic Development
- Moorpark College –15 years as Dean

11:20 -11:45 am Summary of Responsibility of Key Talent as per Chancellor's Office Dave Teasdale  
 with handout of communication responsibilities

Dave presented roles of key talents. Their roles are intended to be a resource for getting the Doing What Matters and Strong Workforce Program work done.

11:45 – 12:30 pm Communication Strategy—Appreciative Inquiry activity Inajane Nicklas

Attendees joined one of the three tables. Each person wrote down points on what communication has worked well in the region and then reported out on the top two or three things. Some items shared were:

- DSNs convening Regional Industry Roundtables and/or Solution Summit meetings where faculty, administrators and industry come together to discuss industry trends, what's needed, etc.
- DSNs/TAPs holding office hours on flex at a college in order to answer industry-sector related questions, to update on what's happening within that sector, etc. The deans are then sent an email summary.
- Regional meetings are good, but need to be participative, well-structured and kept on time.
- Email updates are good if short and to the point.
- Good for key talent and deans when deans facilitate introductions of key talent to faculty and supervisors.





12:30 – 1:00 pm

Working Lunch

1:00 – 1:45 pm

Continue Communication Strategy—

Inajane Nicklas

- Solutions Summit – all constituency groups are invited and represented at these meetings, so have more engagement working towards a solution. Started solving their problems right at the meeting. It is important to disseminate a written follow-up on action items to all constituents, including those unable to attend.
- Julie said that in her sector they have a list of administrators and faculty to inform about upcoming events and use Event Brite and Constant Contact to register participants. Sometimes colleges block those types of emails. Julie added that they can see who didn't open the email and then re-target them. This use of email distribution lists and registration tools was considered a "best practice". John Cascamo said when deans don't reply it's really a bandwidth issue, I like everyone, Administrators have a lot to attend to. He suggested braiding Doing What Matters activities and events with Guided Pathways.
- John Cordova said we're here to learn about what strategies college want for the communication. He asked "How do we market activities?". Kim said that we need systematic communication with maybe a single point of contact. Put the meetings on the calendar and it would automatically send reminders. Streamline and make more automatic.
- Julie suggested a separate google calendar for regional events. Maybe we could view the VCCCD master calendar. Luann added that calendaring everything is very complex.
- Margaret added that the deans have access to program reviews and then share that information with key talent. John Cascamo mentioned that program plans are available on the college websites. Colleges could share program plans with key talent so there can be alignment.
- Inajane talked about environmental scanning and the possibility of incorporating into program plans the work of the DSNs to reinforce institutionalizing the DSNs and TAPs efforts within the program planning and continuous improvement process.
- John Cordova added that this is another reason why the industry roundtable/solutions summits are good. DSNs can bring new people to the table (not just adjunct faculty who also work in industry).
- Inajane asked if key talent could be added to college distribution lists. We need to work more interdependently.
- Luann added that regionally we rely on key talent to keep their own contacts and the colleges to keep their contacts.
- John Cordova said that he has a listserv of the deans he works with at each college. Kim added that if the events were populated on an SCCRC calendar, she could forward to appropriate people.
- Laureano said that he would like to receive emails that he could forward appropriately. He could also cc the DSNs on internal emails respective to a sector.
- Dave said that the RCs are going to send email updates to CEOs/CIOs with hyperlinks to relevant information.
- John Cascamo asked the Regional Consortium to refine their efforts with continuity over time in spite of the turnover of regional members and their varied attendance at meetings due to competing demands on their time.
- John Cordova shared a model of a "DSN Health Reports of Projects/ Activities." The report was a 2 to 3 paragraph summary of key events for his sector. These events were organized chronologically by dates and included topics such as joint conferences held with industry associations, high school career awareness events, and a DACUM process for curriculum development, etc. It was suggested this DSN Health Report be disseminated as a "best practice."
- DSN targeted professional development events for all constituencies in the region.





Other ideas presented included appreciation for: the SCCRC Communication Platform (e.g., meetings, website, and newsletter); the excellent interface to the Centers of Excellence, and being welcoming and collaborative.

1:30 – 2:00 pm	Wrap up communication by determining decisions made	Inajane Nicklas
2:00 pm	2017-18 funding and timeline for decision-making	Luann Swanberg

Luann shared the SWP timeline (See PPT).

- JUL 2017:** 83% of 17-18 Allocations
- AUG-SEP:** Project Proposal Development
- AUG 7:** Decide Funding Buckets
- AUG 11:** SCCRC SWP Steering Committee Zoom Meeting
- AUG 15:** Launch of Local and Regional Online System (NOVA)
- AUG 25:** Regular SCCRC meeting/SWP Planning
- SEP 22:** SCCRC Mtg/SWP Planning -Steering Committee Meeting - Rubric Evaluation Tool Presentation
- OCT 1:** All MIS data must be in system so it can be used for the 17% incentive fund allocation determination from Launchboard
- OCT 20:** Project Showcase (SCCRC and Steering Committee)
- NOV 2:** SCCRC meeting at CCCAOE Rancho Mirage
- DEC 1:** Progress Reports on 16-17 regional projects and plans due to Chancellor's Office
- DEC 8:** SCCRC Mtg/Steering Committee Mtg (All 17-18 and 18-19 Funding Decisions made)
- DEC/JAN:** 17% of 17-18 Allocations published
- JAN 26-27, 2018:** SCCRC Retreat and Steering Committee (All projects have been entered into NOVA)
- JAN 31:** 17-18 and 18-19 Certified regional projects and plans due.
- JAN-MAR 31:** Regional certified projects modification window

Harriet updated the group on the rubric work group. They have a template, and the rubric will first be sent out to the deans to get feedback and the work group will present the rubric at the September 22<sup>nd</sup> SCCRC meeting.

2:00 – 2:10 pm	SB1070 update	Karen Miles
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- Karen distributed a handout that her explained projects and outcomes as well as distributed proposed activities for 2018-2020. She distributed a faculty externship handout. Kim asked if she could help more with dual enrollment rather than articulation. Luann suggested that Karen separate dual enrollment from articulation on her work plan.
- Karen's current grant is about \$300,000 per year.

2:10 – 3:30 pm	SWP Funding Buckets Recommendation Discussion	Luann and Diane
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The voting members present at the meeting were CTE deans from:

- Cuesta College
- Allan Hancock College
- Ventura College
- Moorpark College
- College of the Canyons
- Antelope Valley College

Absent were: Santa Barbara City College and Oxnard College and the Regional Chairs will inform them.





All DSNs were present as was the K14 Career Pathways TAP and Prop 39 TAP.

All present agreed to recommend the following to the Steering Committee:

Keep the 16-17 funding “buckets” the same for 17-18 with the following caveats:

- Move the Project-in-Common #1 (curriculum streamlining) funds to NetLabs
- Move the Project-in-Common #2A and 2B (outreach & marketing) funds to NetLabs
- Assign the 16-17 \$60,000 NetLabs funding to the larger NetLabs project
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For 18-19 recommend keeping the funding buckets the same with the following caveats:

- Add \$200,000 to keep the K14 Career Pathways TAP position going.
- Reassess the NetLabs (ongoing) funding need.
- Reassess the regional marketing Project-in-Common 2A and 2B funding need as it is likely more funding will be needed.

With the above recommendations, there will still be approximately \$400,000 more in available regional funding for 17-18. The Regional Chairs will prepare a recommendation for any additional meeting expense or other regional needs. With funding the K14 TAP position in 18-19, there will still be approximately \$200,000 more in available regional funding.

Likely at the August 25<sup>th</sup> SCCRC meeting there will be a presentation from the nonprofit SynED on their proposal for project management of the regional marketing efforts.

Notes:    The SCCRC group must move forward with Steering Committee    Group  
Recommendations concerning K14 TAP position and NetLabs as  
well as the other general “bucket” recommendations

Key talent will meet on March 19<sup>th</sup> to align work plans

There is a Steering Committee conference call scheduled for August 11th

**OTHER DOCUMENTS THAT WERE REVIEWED AND/OR HANDED OUT (SEPARATE DOCUMENTS)**

- Doing What Matters Facilitator PPT
- Key Talent Responsibilities PPT
- SCCRC SWP Allocations and Timeline PPT
- SCCRC SWP Regional Projects FY 2016-17 Spreadsheet
- K14 TAP Handouts:
  - 2017 Externship Applications
  - Current K14 Regional Career Pathways TAP Activities 2017
  - K14 Regional Career Pathways TAP Project Definitions



# INTRODUCTIONS

Inajane Nicklas, Facilitator

- MA, Clinical Psychology
- MA, Education
- BA, Communications
- Registered Marriage Family Therapy Intern
- Trained in Appreciative Inquiry, Interest-Based Approach to Conflict Resolution, and Non-violent or Compassionate Communications



# BACKGROUND

- ❑ DIABLO VALLEY COLLEGE – 14 YEARS  
FACULTY COORDINATOR AND RESOURCE DEVELOPER
  - Developed resources for Career Technical Education, Economic and Workforce Development Programs
  - Provided State-wide Leadership on Grants, serving all of the colleges.
  - Worked through the College to administer Chancellor's Office, Federal, and Foundation Funded Projects and Programs.



# BACKGROUND

## ❑ DIABLO VALLEY COLLEGE CONTINUED

- Worked cross-institutionally with the cultural differences and expectations of the college(s) and the funding sources.
- Taught Management and Career Development.

# BACKGROUND

□ HARTNELL COLLEGE – 4 YEARS – DIRECTOR OF CAREER, ECONOMIC AND WORKFORCE DEVELOPMENT

- Worked cross-institutionally with School-to-Career, CalWorks, and other Economic Development Agencies, as well as cross-functionally within the organization on CTE, Internships, Career, Economic and Workforce Development.



# BACKGROUND

## ❑ MOORPARK COLLEGE – 15 YEARS – DEAN

Management books recommend a scope of responsibility of 5-7 employees per manager.

- Managed a scope of responsibility that included as many as 120 direct reports and anywhere from 6-8,000 students per semester, depending on what was assigned.
- Performed a majority of the operational tasks of running a college.

Deans are always processing more information and operational tasks than humanly possible and accomplish this by giving their entire life to the college.



# CROSS-INSTITUTIONAL SELF-ORGANIZING TEAMS

In 1994, Glenn M. Parker wrote a book, entitled Cross-Functional Teams: Working with Allies, Enemies and Other Strangers, published by Jossey-Bass.

Parker defined a cross-functional team as "... a group of people with a clear purpose representing a variety of functions or disciplines in the organization whose combined efforts are necessary for achieving the team's purpose."

Parker went on to state, that even highly committed, productive, and cohesive teams sometime have set-backs, and find they have to revisit how they are going organize in terms of their guiding principles, values, roles, communication practices, norms, or operational practices, etc.

# CROSS-INSTITUTIONAL SELF-ORGANIZING TEAMS

Today, Parker's book might be entitled,

Cross-Institutional Teams:

Working with Differences in Cultures, Needs, and Expectations

Chapter headings might be:

- Developing Empathy and Understanding for Differences
- Finding Meta-solutions to Conflicting Interests and Needs
- How to Survive the Storm in the Forming, Storming, Norming, and Performing Process of Team Development



# APPRECIATIVE INQUIRY A STRENGTH-BASED APPROACH APPLIED TO COMMUNICATION PRACTICES

Engage in and exercise using a simple version of *Appreciative Inquiry* to revisit our communication practices.





# APPRECIATIVE INQUIRY APPLIED TO COMMUNICATION PRACTICES

Ground Rules, Be:

- Open and supportive.
- Empathetic and understanding.
- Collaborative while meeting needs for autonomy.
- Creative, thinking outside the box to include all interests or needs.
- Curious, don't assume or "should" on people, and ask clarifying questions.
- Transparent.
- Focused on your interdependence and commitment to the project outcomes.
- Respectful, and find simple solutions to complex issues that meet your needs for ease and mutuality.

# APPRECIATIVE INQUIRY

## A STRENGTH-BASED APPROACH

### Writing Exercise: What Do We Do Well? (5 minutes)

- Take a few breaths, deep breaths in and long breaths out.
- Reflect on your positive interactions with this team.
- Ask yourself, “What cross-institutional communication practices have worked well?”
- Write about it on a paper or your sticky note.





# APPRECIATIVE INQUIRY A STRENGTH-BASED APPROACH

## Table Discussion Exercise:

- Discuss with your table the communication practices that worked well.  
(1.5 minutes per person – 12 minutes)
- Select three practices to share out with the larger group.  
(5 minutes)

# APPRECIATIVE INQUIRY A STRENGTH-BASED APPROACH

Large Group Idea Exchange Exercise:

- Share with the entire larger group the three practices you selected. (1.5 minutes per practice or 18 minutes).
- Write ideas selected on sticky notes and stick on poster papers labeled by assigned table numbers.
- Post remaining sticky notes on the poster papers labeled "Garaged Ideas."






# APPRECIATIVE INQUIRY APPLIED TO COMMUNICATION PRACTICES

## Lunch Exercise

- Identify 3 of your favorite ideas out of the 12 ideas presented.
- Place each of your dots by one of the ideas.

# DISCUSSION OF COMMUNICATION IDEAS

How might we evaluate the ideas generated?

- Builds Rapport
  - Builds Trust
  - Ease of Use
  - Span or Breadth of Communication
- 

# DISCUSSION OF COMMUNICATION IDEAS

How can information be exchanged to foster reciprocity in terms of the program development and continuous program improvement cycle of:

- Environmental scanning,
- Program planning,
- Developing services or curriculum, and
- Delivering services and curriculum?
- Evaluating outcomes.

# DISCUSSION OF COMMUNICATION IDEAS

How can the communication channels be formalized, routinized, and simplified to ensure ease and comprehensive communication?

- Who should be copied on written communication?
- Could you establish agreed upon college distribution lists for “Key Talent” to use with various community partnerships?
- Could “Key Talent” be added to appropriate college distribution lists?



# COMMITMENT TO COMMUNICATION IDEAS

**What ideas are we going to pilot?**



# CLOSING

Thank you for allowing me to be of service.





# South Central Coast Regional Consortium (SCCRC)

August 7, 2017  
Pierpont Inn, Ventura



CALIFORNIA COMMUNITY COLLEGES  
**Doing What MATTERS™**  
FOR JOBS AND THE ECONOMY



CALIFORNIA COMMUNITY COLLEGES

# SWP DISTRICT AND REGION ALLOCATIONS ROUND 2: 2017 -18

<b>ROUND 2: 2017-2018 (PENIDNG BOD APPROVAL) 83.5%</b>					
<b>DISTRICT</b>	<b>REGION</b>	<b>DISTRICT</b>	<b>TOTAL</b>	<b>%</b>	
Allan Hancock		840,976		12%	
Antelope Valley		1,167,712		17%	
San Luis Obispo		756,106		11%	
Santa Barabara		904,410		12%	
Santa Clarita		1,013,910		15%	
Ventura		2,254,325		33% (3 colleges)	
<b>South Central Region</b>	<b>4,624,956</b>	<b>6,937,439</b>	<b>11,562,395</b>		
<b>16.5% Allocations Due out in Dec/Jan</b>					





# SWP TIMELINE

**JUL 2017:** 83% of 17-18 Allocations

**AUG-SEP:** Project Proposal Development

**AUG 7:** Decide Funding Buckets

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## Regional Resources ( RC, DSN, K-12 TAP, Prop 39)

### Key Responsibilities

#### Convene

- Colleges, employers, workforce and economic development organizations and labor stakeholders.

#### Collaborate

- Regional projects, colleges, K-12 and 4 year partners and other stakeholders.

#### Connect

- Resources and partners to increase awareness and maximize regional impact.

#### Coordinate

- Efforts to meet SWP metrics.

#### Sector Expert

- Industry expertise to assist colleges, region, and COEs to align with industry.

#### Professional Development

- Promote professional development to align with industry

#### Curriculum Development

- Support development of new/modified credit, non-credit and not-for-credit curriculum

#### Contract Education

- Expand to meet the dynamic needs of business

DSN/ TAP

Host College

- BOT
- Fiscal Accountability
- District
- Supervisor of Record
- Faculty/ Students

Regional Consortium

- Cuesta College
- Allan Hancock College
- Santa Barbara City College
- Ventura College
- Oxnard College
- Moorpark College
- College of the Canyons
- Antelope Valley College

CCCCO

- Project Monitor
- Reporting

Constituents

- SN
  - SECTOR DSN
- Faculty/ Students
- K-12/ Adult Ed / ROP
- Industry
  - Incumbent Workers
  - Associations
  - Chambers of Commerce
- WDB
  - Industry Partners





## K14 Regional Career Pathways TAP project definitions/ outcomes

Project	Definition/ outcome
<b>CALPass+ for school districts</b>	High school student data will be uploaded to Launchboard to track students in CTE pathways
<b>GFSF follow-up modules</b>	High school students will enter community college with an updated declared major and education plan (materials year one plus teacher training/ professional development)
<b>GFSF middle school curriculum</b>	Middle school students will be ready to engage in career planning in high school (materials year one plus teacher training/ professional development)
<b>Parent education</b>	Promoting career pathways/ guided pathways/ importance of DE/ articulated credit
<b>Counselor professional development</b>	High school and college counselors will gain more knowledge of DE/ articulated CTE pathways/ learn to use GFSF 10-year plans
<b>Faculty professional development</b>	Training for faculty in best practices in community college teaching and student success
<b>Career pathway development</b>	Stipends for faculty/ high school CTE instructors to dual enroll/ articulate broken CTE pathways
<b>DE/ articulation support</b>	Technical support for colleges/ school districts on best practices/ CATEMA training etc.
<b>Instructor externships</b>	Stipends for faculty to develop classroom activity curriculum based on exposure to business/ industry in their sector
<b>Career pathways/ guided pathways linkage with high schools</b>	Technical support for colleges/ school districts to close the matriculation gap

### K14 Regional Career Pathways TAP grant outcomes 2013 - 2017

<b>Get Focused, Stay Focused</b>	Paid for year one of career exploration and decision-making curriculum. Over 18,000 students annually across region access this as a foundational career pathways course. A-G approved. Students received 3 units of articulated/community college credit. 202 high school teachers trained to teach the curriculum.
<b>Articulation support</b>	Hired 2 articulation assistants to support the articulation work in Ventura County for the 3 colleges, while the colleges hired permanent HS articulation officers & assistants. In 3 years the numbers of high school students receiving college credit in VCCCD went from around 300 to around 5,000.
<b>Pathways mapping</b>	A career pathways mapping event across the region in Spring of 2017 for high school and community college counselors had them map all of their career pathways that carry college credit. The documents they developed were turned into downloadable CTE marketing tools for students and parents, in English & Spanish.
<b>Policy change</b>	Worked with the colleges across the regions to make changes in their Board policies to bring best practices to articulation and dual enrollment. 3 colleges moved to letter grade credit instead of non-letter grade credit; 2 colleges abolished their “credit by escrow” policies and started awarding college credit to students the same semester that they take the articulated classes. These changes have meant that thousands more high school students across the region have been able to receive letter grade college credit.
<b>Externships</b>	A total of 39 CTE HS teachers or faculty (plus 24 this summer) participated in summer externships or attended events to hear from business/ industry in their fields. They all developed related 1 hour classroom activities. Their lesson plans are housed on the SCCRC website for other instructors to access as a resource.
<b>Trending jobs database</b>	Funded research of a statewide trending jobs database in the DWM sectors, with DSNs ranking the top jobs that would be appropriate for students with a certificate or associate degree to access. This database has now been added into the Center of Excellence’s work plan, as the data was deemed important for high schools and colleges to have available. It was also integrated into the Get Focused, Stay Focused curriculum as a survey activity of local high-wage, high-demand jobs accessible to community college students.
<b>Professional development</b>	Funded multiple high school/ community college counselor workshops across the region on topics such as CTE, career pathways, articulation, Get Focused, Stay Focused, and equity.

## Summer Externship applicants 2017

	<b>NAME</b>	<b>SCHOOL</b>	<b>PATHWAY</b>	<b>INDUSTRY NAME</b>
1	Erik Amerikaner	Oak Park HS	ICT	STS School Tech Supply
2	Dajuan Cowan	Eastside HS	Small Business	The Heavyweights Production Co.
3	Lisa Ravitch	Thousand Oaks HS	Small Business	John & Elice Boone Photography
4	Cynthia Okimura	VCOE-CEC	Health	Abeo-Anesthesiologists Medical Billing Co.
5	Marcy Calnan	Valencia HS	Public Service/ICT	FBI
6	Michael Nafeh	Littlerock HS	Health	Kinamed Inc.
7	Heather Senecal	San Luis Obispo HS	ICT, Small Business, Global Trade	Running Warehouse
8	Jennifer Sheridan	Morro Bay HS	Agriculture	Hydroponic Farming
9	David Hernandez	Allan Hancock College	Small Business	Rabobank
10	Jerry Ostrove	Valencia HS	ICT	Scott Gorlick (Microsoft)
11	Jeff Jackson	Camarillo HS	ICT	Procore
12	Robert Cabral	Oxnard College	Small Business	CBC Federal Credit Union
13	Linda Lewis	Santa Susana HS	Small Business	Megill & Co.
14	Catherine Kingsbury	Templeton HS	ICT	American General Media Radio
15	Maria Carroll	Templeton HS	ICT	American General Media Radio
16	Katrin Newell	Santa Susana HS	Small Business	Ventura Tourism Office
17	Fabian Montagut	William Pete Knight HS	Small Business	Live Audio Productions
18	Maleah Brooks	Antelope Valley HS	Health	Dr. Jerrold Sugarman DDS
19	Briana Patterson	William Pete Knight HS	Advanced Mfg	General Atomics
20	James Stockdale	William Pete Knight HS	Advanced Mfg	General Atomics
21	Bridget Howitt	William Pete Knight HS	Advanced Mfg	General Atomics
22	Erin Tobias	Atascadero HS	Small Business	Fireside Inn
23	Tod Deardorff	Pacifica HS	ICT	KADYTV.net
24	Ivan Bradley	Atascadero HS	ICT	KSBY Television