



**South Central Coast Regional Consortium
2019 Retreat
Sunday, 9 June 2019
1-4 PM**

NOTES:

- **Action items highlighted in yellow**
- **The facilitator, Katherine Bergman, is preparing a separate summary of all of the small and large group work from the flip charts, PPT, etc., that will be distributed in July.**

1:00 PM **Welcome, Introductions, and Agenda Review**

1:30 PM Katherine Bergman facilitated—Mapping SWP Planning and Decision-Making Process and Practices. Four groups mapped the following:

- Chancellor’s Office to Regional Consortium Fiscal Agent
- Regional Consortium to College Districts
- Colleges to Regional Consortium
- Colleges to the Community

Then the group posted red dots for “pain points” and green dots for “good points.”

San Diego Region's SWP Model Presentation:

Ben Gamboa, Associate Dean from the San Diego region, described this process in his region. Please see attached slides. He asked the group to look at what makes our region unique and take away what will work for us.

The San Diego region hired West ED to work with the Consortium to make survey, conduct focus groups and make recommendations. Ben displayed the framework in a one-page graphic (see attached). He said it is important for us to have a "Theory of Change."

The San Diego region decided to focus on the student experience prior to the state adopting Guided Pathways. They have added a fifth pillar— "Employment Preparation and Transition." Their region decided that students need an "intake process" (not just the college application), and that they need to be oriented to their choice of college and program in different ways. The region promotes the paradigm shift to determine the career first, major second, and college last. The San Diego Region colleges' Academic Senates have not yet formally sanctioned the Road to Success. Faculty representatives have been involved.

They have formed 6 cross-functional workgroups to implement the plan (200 individuals). Ben showed a graphic (attached) of the plan's organizational chart. The region's college CEOs are updated on SWP on a quarterly basis.

The plan is iterative. DSNs and faculty serve on each work group. Focus groups with students identified that Job Placement was critical and most of the colleges have hired a "Job Placement Case Manager." They use leading indicators that match preparation for work, but the lagging indicators of "how many students have been placed in work-based learning and/or actual job placement" is most important. This effort is totally integrated with Guided Pathways at each college.

Ben displayed a graphic (see attached) that shows how the DSNs and others work with employer engagement. A question was asked about oversight of the DSNs. Their region has a Director of Strategic Partnerships which is a

full-time job paid with regional SWP funds. While this person does not have direct supervision over the DSNs, the person is responsible to coordinate efforts.

A question was asked about how Adult Education Programs (AEPs) have been integrated. There is a work group dedicated to noncredit and AEP with San Diego's integration framework.

Katherine provided examples from other regions:

Bay Area Regional Consortium – Regional Joint Venture (projects will work better by partnering). Colleges then vote to prioritize projects. There is a Regional Joint Ventures Committee. Good to focus on “better together” rather than requiring a specific number of colleges.

North/Far North – there are allocations to each college. There can be one college doing a “regional joint venture.”

Inland Empire has created Guiding Principles.

We should ask “How are our local students informing our regional plan”?

2:00 p.m. – Continued the mapping process—The group placed post-it-notes on how to improve process.

Paula and John presentation on recent Key Talent All Hands meeting:

John—SNs and DSN roles across the state. Focus on SWP and “more and better CTE.” How their work aligns with college priorities (see attached graphic).

John spoke about Sector Navigator role which is to look at things at a higher level – at the state level, he works with legislation that will help students and programs. He also works with higher-level industry. For example, he

works with corporate employers like Blue Shield. SNs talk to industry about higher-level strategies. They will give input into future renewals for SNs and DSNs. DSNs filter up to the SNs about what is happening locally.

Paula – The DSNs look at local economies but know what’s happening statewide and nationally. DSNs engage employers and work with faculty in the pathway to collaborate together. There is a core group of ICT faculty that want to write curriculum together. DSN work is closely aligned with the 25 Strong Workforce Program Task Force Recommendations.

A question was asked as to how the DSNs support the regional goals. The answer is that they will work according to the region’s SWP Strategic Plan.

Luann reviewed the handout that included the new SCCRC SWP Governance Structure, the Budget Parameters document and elaborated on the Regional Planning Framework (see handout) and how it applies to our region. We begin with Industry Sector Profiles prepared by the COE (Adele) that will be vetted with DSNs and SNs. This will be taken to the colleges to align with college priorities. We must identify regional priorities that align with college priorities.

2:50 PM **Comfort and Technology Break**

3:00 PM **Norming Our Regional Language and Rubric**

Katherine discussed the Student-Centered Funding Formula (SCFF), and the importance of framing our work according to this. It is important to know which of our colleges are set to lose money with the new funding formula.

Katherine displayed Key Terms (2 tables) www.tinyurl.com/SCCRC2019retreat

She then displayed the Rubric (2 tables) INCLUDE RUBRIC IN HANDOUTS

4:20 PM **Process Check, Next Steps, and Closing, then appetizers**



Retreat 2019

Monday, 10 June 2019 8AM -4:30 PM

- 8:00 AM Networking and Breakfast**
- 8:15 AM Welcome, Introductions, and Agenda Review**
- 8:45 AM Regional SWP Planning Examples: San Diego/Imperial County Region**

Ben began with the Simon Sinek Ted Talk on “Start With Why.” (link in PPT) Communicating from the inside out.....Why, How and then What. People don’t buy “what you do;” they buy “why you do it.” Do business with those who believe what you believe.

The San Diego region believed in starting with the “why”—so they asked their students and faculty what they could do better, and with SWP funding hired WestEd to do focus groups and produce a report. The result was that they needed to seriously change in order for students to prosper. They will focus on making sure their students have a sustaining wage and are doing what they love. Ben distributed the graphic “A Community College Student’s Road to Success” (attached).

All of their colleges are participating in website redesign. The region allocated \$225,000 to each college to do their redesign. They allocated \$20,000 to each college to analyze how the campus was doing work-based learning. After receiving this input, they created an RFP for \$100,000 per year for two years in order for each

college to institutionalize and deliver work-based learning. For Job Placement Case Management services, they allocated \$150,000 to each college annually in perpetuity.

They will allocate \$50,000 per year for two years to each Institutional Research Office at each campus. Faculty participate by Program Review and work with the research office to see if interventions have improved program outcomes. They offer 21st century skills training to the campuses. The region has adopted Job Speaker.

The region's DSNs can apply for regional project funds that are highly defined. Ben will follow up with details of how their DSNs are using ISPICs and getting funded for projects.

Faculty were involved in the original focus groups in creating the design, and they serve on each of the six work groups. Each group is creating a process map which is shared with each of the colleges. The San Diego region has a Regional Workforce Development Council that includes K12, WDBs, AEPs, etc.

10:00 AM Comfort and Technology Break

10:15 AM Setting the Stage—Developing the “Why” for the Regional Consortium

Design-thinking Principles

The Pathways and Purposes book was brought up – when we can get our students to understand the role for their soul, then the pathways fall into place. Every student in our region will find a “role for their soul” and the regional consortium is there to facilitate that. Make the distinction between “transaction” and “transformation.” We want the student experience (our “why”) to be transformative for economic viability and social mobility. The economic feeds the social mobility. The region facilitates leveraging resources to create economies of scale.

Through sharing and leveraging regional resources, we support life-long learning to advance social mobility and economic vitality for our communities.

The “why” serves as an elixir rather than a measuring tool. Consider the Regional Consortium Journey in addition to the Student Journey.

10:30 AM **2020 Regional SWP Plan Development: Vision and Framework—more small group work**

12 NOON **Lunch**

12:45 PM **Regional Process and Practice Mapping**

Each group reported on Sunday’s mapping:

CO to RC

Two possible options: 1) status quo; 2) the Region could hire a Director of Strategic Partnerships and projects should move the Incentive Funds metrics.

RC to Colleges

Recommend that colleges budget based on the 83%. Align to Perkins timeline and investments (provisional until we get to substantial). Ask – What do we want to be known for? What do we need?

Terms

Prioritize projects that involve more than one college and/or more than one district. Need a regional reporting process that could lead to an early alert system.

Colleges to Community

RFP—Margaret mentioned a “hexagon tool” that assesses feasibility.

All forms need to be aligned – RFP to Participation Agreement to NOVA – language needs to be able to be cut and pasted.

Colleges to RC

3:00 PM **Comfort and Technology Break**
3:15 PM **2019-20 Regional Operations Planning**

Dates for regional meetings:

- July 19
- August 23 (morning portion of the meeting with DSNs, Job Developers and their supervisors, CTE deans)
- Sept 27
- October 17 at CCCAOE Rancho Mirage
- November 15 (possible regional Adult Ed Program meeting for part of the day)
- December 2 (Monday)
- January 13 & 14, 2020 (Monday and Tuesday)
- February 21
- March 12, 2020 – at CCCAOE Sacramento
- April 17
- May – TBD (Zoom if needed)
- June 8, 9 and 10 Cambria

4:15 PM **Next Steps, Process Check, and Closing**
4:30 PM **Adjourn for Rest and Dinner on Your Own**



Retreat 2019

Tuesday, 11 June 2019 8:30 AM – 11:30 AM

BUSINESS MEETING

- 8:30 AM Networking and Breakfast**
8:45 AM Welcome, Introductions, and Agenda Review
9:00 AM College SWP To-Date Report Outs (5-7 min each)

Antelope Valley College

They have created infrastructure for the aerospace program. Three years ago program completions were about 20 a year and now are at 200. In addition to SWP funding, there has been tremendous investment from industry. Their faculty have been quick to adapt to industry needs. Their investments contribute to certificates, AS degrees and bachelor's degrees.

They are equipping a new building for aircraft manufacturing. Equipment and facilities get most of the funding. These are complex purchases, but a with a great outcome. All of their graduates get employed locally.

Ventura County Community College District

Within the VCCCD they are doing articulations as well as OER to cover textbooks for dual enrollment. They are marketing to attract students. The District has a significant investment in internships. There are now 100 paid

internships. They are working with the Foundation for CA Community Colleges in this effort. Their Job Developer and work-based learning coordinator work together and are co-located in the career center.

Their regional SWP provides Allied Health programs with administrative support, and the district is now close to getting an enterprise system database. The database will track all students who apply with reports going to the hospitals for clinical placement. At some point, this can be shared with the region.

Cuesta College

The college has purchased a paramedic ambulance simulator. They have hired the Job Developer and have updated job placement software. They participate in Teacher Pipeline. They do Get Focused Stay Focused with 100 dual enrollment sections. Their dual enrollment reaches more than 3,000 students.

Matthew spoke about Career Connections at Cuesta. The Job Developer works closely with the CTE programs. They have found several manufacturing placements. They have spent the last year upgrading software and templates. **They request that the Job Developer outcome metrics be the same across the region.**

Allan Hancock College

Margaret introduced the AHC team that is at the Retreat. Their Culinary Arts project involved AHC, Oxnard and Moorpark Colleges. Faculty were connected. Public Safety programs were enhanced by regional SWP funding. CTE Liaison and marketing support were included in SWP first round. They leveraged from CTEA as well as SSSP and Equity funding.

In 17-18 they funded career pathways. The college looks at resource needs across the campus and then requests will be prioritized and funded. They did not fund staff positions from SWP. Margaret highlighted the role of the CTE liaison (20% reassigned time) in connecting with the Academic Senate.

The Career Center has been funded with both local and regional SWP. They are working closely with the Institutional Research office. The college contracted with Interact Co. to create a viewbook of CTE programs.

College of the Canyons

Harriet shared about ACUE faculty training with CTE Liaison Regina Blasberg as the lead. They are running 30-second ads in the movie theaters. They are working on cybersecurity. The Hart high school district is on board with this as well. With their regional SWP, COC is looking for long-term outcomes. They are piloting the B-to-B data-sharing system with local industry. There are currently 42 local businesses interested in partnering with the college. In the third phase they will bring in the local high schools.

CSUN has a graphic design program where their students are contracting for jobs while in school (a new form of apprenticeship). There will be a COC lab that will duplicate what CSUN has done. The CSUN students will mentor the COC students and COC students will mentor the high school students. All the students will have an active portfolio. It will be co-located with what was their Maker Space.

They are certifying faculty in project-based learning, and are developing a faculty toolkit for this. Teams of students will work with a local business partner. They are focusing on Advanced Technology. They are looking for opportunities to co-locate with industry. There is a need to differentiate students from automation. COC's vision is that all 100-level classes will incorporate project-based learning with industry and by the time students are in 200-level courses, all students will enroll in at least one-unit work experience to follow on to this.

Regina talked about the current ACUE program (American College & University Educators). There are two cohorts with 23 people in each, and are taking a break for summer. The course is split between Spring and Fall semesters, and they will finish in November. Six of the region's eight colleges are involved. A new cohort might be started in September and run the new cohort in Fall/Spring semesters. A cohort member is required to actually be teaching in the semester(s) in which they are enrolled. Grant Gould at the CO is working with ACUE toward salary advancement credit.

9:30 AM

Regional Program Recommendations

Question and Answer Session via Zoom with Dean Raul Arambula and curriculum specialist Geri Griffin at the Chancellor's Office

Q. What happens if the college is just revising an existing program and not changing unit value?

A. The Chancellor's Office doesn't review modified programs. No new data is needed. The CO only looks at new programs.

Q. If the college has an existing locally approved program and they want it to now be a CO approved program, does it become a new program?

A. Yes, it becomes a new program.

Q. Does a dean need to obtain old/original program approval minutes from the region?

A. It will be coming to the CO as a new program and only new minutes will be required.

Q. If the college is adding units to an existing state-approved certificate, is that considered new or modified?

A. If the program doesn't appear in the system and gets in the CO queue, it's treated as a new program. When a program "presents as new" within CurricuNET, the CO receives it to review.

Q. How can the dean tell the college curriculum analyst to enter the revision in a way that doesn't go to the CO?

A. Within CurricuNET there is a button that asks "is this a revision." Once it's a revision, CurricuNET automatically populates and it doesn't go to the CO.

From Luann – the region requires the use of the California Regional Consortia CTE Program Submission online system (<https://www.regionalcte.org/>) so that the state and regions program submission tracking and voting can be online. Luann showed the Program Recommendation page on the SCCRC website that explains the process (<https://sccrcolleges.org/regional-program-recommendation-process>)

Adele added that faculty should not use the online LMI Request Form unless it's for a new program. Faculty should just email Adele for general LMI information. It is important to submit one form for each program. She urged faculty to become familiar with SOC codes and will send an Excel spreadsheet with a crosswalk of TOP/CIP/SOC codes.

We will schedule a separate meeting with CTE deans and CTE liaisons to discuss program recommendation process.

It is critical that the program recommendation online voting gets inserted into the Minutes. Luann and Diane will go back in previous Minutes to make sure that all new program recommendations are noted. We will create a separate spreadsheet so that the deans will know which Minutes to pull.

10:15 AM **Break**

10:30 AM **Joint Special Populations Advisory Committee (JSPAC) Regional Representative**
Keller Magenau has volunteered. The group would like to advance Keller's name.

10:40 AM **Job Developer-Placer/DSN Workshop – July 12 (Ventura)**

Paula described the proposed July meeting that was formed by informal conversations. After substantial discussion with the group, it was decided that deans and Job Developers' supervisors also need

to be in attendance and the meeting will be moved to the morning of August 23rd at the Pierpont.

11:00 AM Other Report Outs, Announcements, Next Steps, and Closing

Paula distributed a Cybersecurity Pathway to Success handout which could become a roadmap for the other sectors.

11:30 AM Adjourn



SCCRC Annual Retreat

June 9-11, 2019

Cambria Pines Lodge, CA

	Name	Sunday 6/9/19	Monday 6/10/19	Tuesday 6/11/19
1	Bergman, Katherine	✓	✓	
2	Blasberg, Regina	✓	✓	✓
3	Bormann, Greg	✓	✓	✓
4	Cabral, Robert	✓	✓	
5	Clinton, Maria		✓	
6	Cordova, John	✓	✓	
7	Curtis, Jason	✓	✓	✓
8	Duenas, Felicia	✓	✓	✓
9	Flores, Laureano	✓	✓	✓
10	Forrest, Jeffrey		✓	✓
11	Gamboa, Benjamin	✓	✓	
12	Gibson, Bernard	✓	✓	✓
13	Green, Matthew	✓	✓	✓
14	Hall, Deanna		✓	
15	Halliday, Jack	✓	✓	
16	Happel, Harriet	✓	✓	✓
17	Hermann, Adele	✓	✓	✓
18	Hodge, Paula	✓	✓	✓
19	Hollems, Diane	✓	✓	✓
20	Jurevich, Gayla	✓	✓	✓
21	Kiss, Boglarka	✓	✓	✓
22	Lake, Amanda	✓	✓	✓
23	Lamica, Tom	✓	✓	✓
24	Lau, Margaret	✓	✓	✓
25	Moreno, Melissa	✓	✓	
26	Newcomb, Debbie	✓	✓	✓
27	Nolan-Chavez, Holly	✓	✓	✓
28	Ornelas, Irene	✓	✓	✓
29	Polis, Adilene	✓	✓	✓
30	Price, Alan	✓	✓	
31	Rees, Mary	✓	✓	✓
32	Robertson, Sabrina	✓	✓	✓
33	Stokes, John	✓	✓	✓
34	Swanberg, Luann	✓	✓	✓
35	Teasdale, Dave	✓	✓	
36	Ward, Nancy Jo		✓	✓
37	Wright, Alexandria		✓	

SCCRC Cambria Retreat June 2019

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