

# CCLA19 BrandIQ SIM Synthesis Presenter's Guide

A companion to the LA SIM Synthesis Report, this helps presenters understand the purpose of each slide and offers ideas for engaging stakeholders

# Title Page: Be the Change, to Fundamentally Improve Student Outcomes



## Best Practices for presenting this deck:

- The SIM Synthesis is designed to build a case for Career Education, Future Quality Guided Pathways, and producing a Strong Workforce.
- It is designed to be presented to stakeholders who might not be aware of the importance and value of Career Education for many adult Californians.
- As you present this report, engage with your audience, ask questions and give personal examples.
- Know your audience and adapt the report accordingly. Linger on points that your audience might not be aware of, and don't dwell on points they already know.
- Use the slides as visuals, rather than reading exactly what's on the slide.

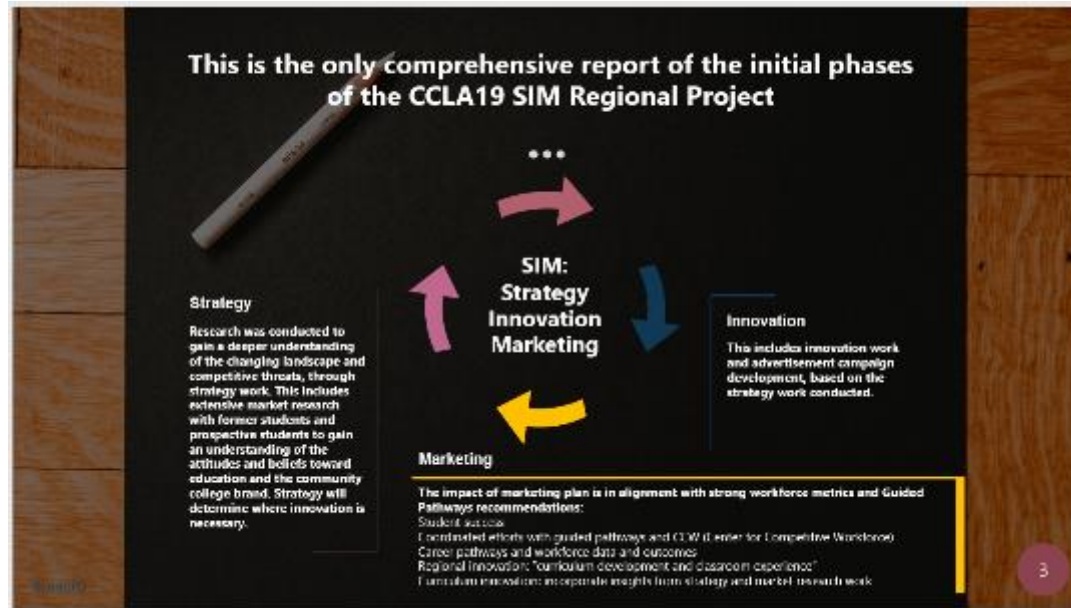
# INTRODUCTION

## **This section puts this report in context**

- This report is a synthesis of several reports done on behalf of LA SIM (Strategy. Innovation. Marketing).
- This section also provides an executive summary for your convenience



# This is the only comprehensive report of the initial phases of the CCLA19 SIM Regional Project



- **So What:**

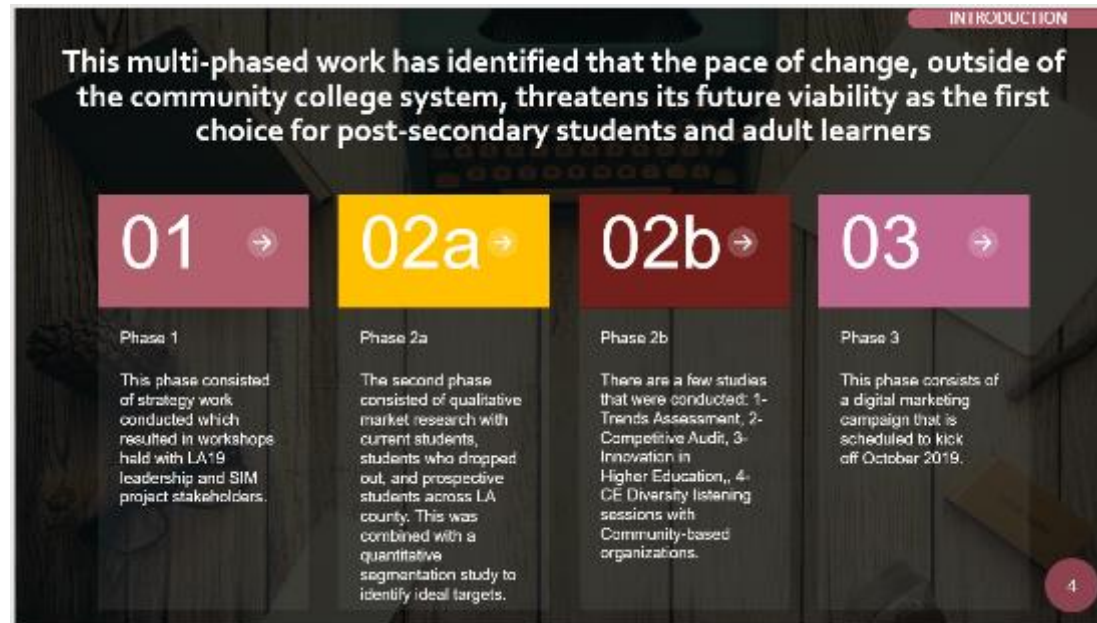
What is LA SIM

- The initial phases of the project focus on Strategy, Innovation, and Marketing (SIM) research and execution to produce increased enrollment and more engaged students for the 19 LA County Community Colleges.

What is the purpose of this CCLA19 SIM Report?

- Summarizes and communicates the most important findings and opportunities from all the research to date, conducted in the Strategy phase.
- **Use this slide:** to introduce LA SIM and to put the report in context. This LA SIM report is currently being used in Innovation efforts happening locally and across the region.

This multi-phased work has identified that the pace of change, outside of the community college system, threatens its future viability as the first choice for post-secondary students and adult learners



- **So What:** This report is part of a multi-phased strategic, regional project, with the purpose to increase enrollment in CCLA19 Career Education.
- **Use this slide:** to show stakeholders that the LA SIM Synthesis Report is to provide “insight” to inform further projects to improve program, curriculum, and marketing efforts of Career Education in LA county.

# This report synthesizes all the reports (7) conducted on behalf of LA SIM



- **So What:** This report is a synthesis of all of the LA SIM research that has been conducted so far.
- Instead of giving you Executive Summaries from each of 7 reports, we have synthesized the reports in a compelling narrative for you to present to your stakeholders.
- **Use this slide:** to show that this report is rooted in data from several workflows.

# Contents

## The Layout:

- The layout of this report presents all of the LA SIM work in an engaging way, building a case for CE across stakeholder groups.
- The major topics are broken up into chapters.
- We start broad, with what is currently happening in the labor market, then we address what the community colleges should do to attract and retain a diverse student body.
- **We then specifically address how CE can be the epicenter for student success, providing relevant skills that will get students into higher wage jobs while mitigating crippling levels of debt.**
- We conclude this report with urging ‘administrators’ and ‘faculty’ to **work together** and embrace “**a culture of innovation,**” so that curriculum and programs can continually be kept up to date, in a perpetually changing labor market.

Serving the Students of Today and Tomorrow

### Contents

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<b>INTRODUCTION</b> This report is a synthesis of the foundational insights uncovered for the SIM LA15 Regional Project.	<b>INNOVATION IN CURRICULUM AND PROGRAM DESIGN</b> Community Colleges must continually keep up with changing workforce demands and diverse student needs.	<b>SKILLS BUILDING FOR THE SKILLS GAP</b> CE can continually innovate to provide a platform for lifelong learning, upskilling, and reskilling, which will serve a diverse student body throughout their lifetime.
<b>3</b>	<b>9</b>	<b>10</b>
<b>THE NEW ECONOMIC LANDSCAPE</b> Technology and industry are rapidly changing, so curriculum needs to catch up.	<b>EMBRACING EQUITY</b> Embrace the diverse community of Los Angeles by providing an equal chance for everyone to earn a living wage.	<b>A CULTURE OF INNOVATION</b> COLA CE must embrace a culture of innovation to better align student needs with the rapidly changing labor market.
	<b>28</b>	<b>37</b>
		<b>44</b>

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# Executive Summary



- **So What:** CCLA19 career education should be the epicenter for meeting student and industry needs
- CCs and CE need to continually innovate curriculum and program design to keep up with a constantly changing economic market
- **Use this slide:** to show stakeholders that CE lifelong education can fulfill both student needs and industry needs.



# Glossary

For many slides you will find the following presenter guidelines:

- **So What:** Quickly tells you what the slide is communicating
- **Use this slide:** Provides suggestions on how to use this slide in your presentation
- **Engage:** Offers suggestions on how to engage with your audience as you present the slide
- **Example/Fact:** Provides additional content to support the slide
- **Thought Starters:** Encourages you to think deeper about what the slide is communicating, these can also be used to engage your audience, as questions for them to think about

# THE NEW ECONOMIC LANDSCAPE CHAPTER



## Use this section to set context on the need for change

- **So What:** As we think about our core mission of serving students of today and tomorrow, it's critical to stay on top of macro-level forces and trends outside of our control, especially concerning the pressures that impact our economy.
- Ultimately, this is about 'ensuring student success' in a dramatically changing economic world.

# The world has changed, but have we?



- **So What:** The proliferation of smart tech has implications for both delivery of education based in student expectations, but also curriculum evolution and creation for changing career paths and jobs of the future.
- Stakeholders need to know that the labor market is changing rapidly due to major technological developments.
- CC's need to know what skills to teach students, so that students can get hired at well paying jobs.
- **Use this slide:** to set the stage by sharing anecdotal stories that highlight readily accessible examples of 1) how the world has changed, and 2) the velocity at which it continues to change.
- **Engage:** Contrast this change with the extent and pace of change at your local college.
- **Example:** recent launch of newest iPhone -> first released over 10 years ago, focused on simple digitization of online content, and now represents a virtual digital assistant that anticipates your needs to make life easier.
- **Example:** Others leaning into machine learning and prediction: Netflix, Amazon, Facebook, etc.) Newer tech unicorns: Uber/Lyft, AirBnB.

# Community Colleges are losing higher education market share



- **So What:** Stakeholders should pay attention to the fact that CCs are losing market share because this directly impacts funding and job security
- **Use this slide:** to link the struggle to maintain or capture share of higher education, to industry disruption and a changing economy.
- **Engage:** Speak to new entrants that are finding success by improving and/or modernizing the student experience.
- **Engage:** ask your audience to reflect on what this means: **IF THIS TREND CONTINUES, HOW WILL THIS IMPACT YOU? YOUR STUDENTS?**
- **Funding:** Community Colleges need to increase enrollment and retention. Increased enrollment and retention will increase funding.
- **Example:** Conceptually, If there are 700,000 students annually in LA County, and if there is a 6% decline (40,000 students), and the funds are \$5,000 FTS per student = \*\$200,000,000+ loss \*(Validate Numbers with deans)

# We have entered the 4<sup>th</sup> Industrial Revolution, which has disrupted industry and education

**THE NEW ECONOMIC LANDSCAPE**

## We have entered the 4<sup>th</sup> Industrial Revolution, which has disrupted industry and education

The 4<sup>th</sup> industrial revolution is characterized by:

- Fusion of technologies that blur the lines between the physical, digital, and biological spheres
- Disruption of traditional ways of conducting business, production, consumption, and education
- Increased automation and artificial intelligence
- Increased ability to work and socialize via mobile technology
- Acceleration of innovation in technologies

Videos highlighting the 4<sup>th</sup> Industrial Revolution:  
[The Future of Learning \(2:44 minutes\)](#)  
[The Fourth Industrial Revolution \(11:44 minutes\)](#)

BrandIQ Sources: (1) World Economic Forum, (2) Britannica: The Fourth Industrial Revolution

- **So What:** New technologies and ways of communication has disrupted industry and education. Community Colleges need to catch up with these changes by teaching the relevant material that will get students hired into higher wage jobs.
- **Use this slide:** to engage your audience about their understanding of the 4<sup>th</sup> Industrial Revolution: HAVE YOU HEARD OF THE 4<sup>TH</sup> INDUSTRIAL REVOLUTION? DO YOU KNOW WHAT IT IS?
- **Engage:** Explain what the 4<sup>th</sup> Industrial Revolution is and use everyday examples that will highlight its relevance and importance, especially as it relates to jobs -> facial recognition on social media, Alexa/Siri/Ok Google, virtual/augmented reality, smart devices/IoT (Internet of Things), etc.
- **Engage:** Point to automation of jobs, such as kiosk ordering at Taco Bell or check-ins at a medical appointment, to underscore that old skills/jobs are becoming obsolete and new skills/jobs are emerging. IF POSSIBLE, CONNECT TO RELEVANT DISCIPLINE OF AUDIENCE.
- **Engage:** Share/Watch video on education industry impact to increase engagement if time allows and/or have it accessible: [The Future of Learning \(2:44 minutes\)](#)

# There is a need to up-skill/re-skill workers to keep up with evolving technologies



- **So What:** The 4th Industrial Revolution has created a skills gap, but CC's have the opportunity to provide a way for students to up-skill/re-skill so that they can keep competitive in the changing labor market.
- **Use this slide:** to stress the importance of helping students be prepared for the future -> as everyone knows, their success is our success.
- **Communicate:** that the 4<sup>th</sup> Industrial Revolution is disproportionately benefitting those who earn a living through capital investment VS. those who make up most of the workforce (i.e. our students).
- **Drive home:** the idea of EQUITY and the responsibility of community colleges to level the playing field, by helping students attain relevant skills and achieve and exceed a living wage in LA County.

# To adapt to the 4<sup>th</sup> Industrial Revolution, Community Colleges must embrace innovation in curriculum and program design



- **So What:** To keep up with constantly changing labor market demands due to constantly changing technologies, CC's need to embrace innovation in curriculum and program design across all disciplines.
- **Use this slide:** to build on the prior slide that stresses the importance upskilling / re-skilling adult students/workers.
- **Highlight:** the need for faculty to vigilantly stay up-to-date on the latest trends and needs required by Industry.
- **Engage:** Encourage discipline-based discussion and explore improved ways to evolve current processes for updating and creating new curriculum and program design.
- **Thought Starters:** Regional innovation collaboration by discipline and/or cross-discipline/and/or general ed.? What's currently being done that could scale or be expanded?

# We must collaborate with industry to design curriculum and bring changing, real-world experiences to students

**THE NEW ECONOMIC LANDSCAPE**

## We must collaborate with industry to design curriculum and bring changing, real-world experiences to students

- Technology continues to disrupt, and no industry is safe
- Employees and employers face an urgent need to be proactive about skilling for the future
- Go beyond curricula content: partner with industry, bring them into the “classroom,” and offer apprenticeships
- Students will have access to “up-to-date” tools, making them more competitive in the labor market
- Many CE programs do this to varying degrees, but these practices need to be improved, and should include General Education disciplines

**Source:**

- Research Roundup February 2017 - [cecs.org](#)
- Robots are not making workers in the age of automation
- FWC: Workforce needs look like, now, about?
- Forbes: Building Workforce for AI
- Deloitte: Building the Digital Age
- World Economic Forum: The Future of Jobs
- Developmental Skills: Workforce Education and Training Reform in India
- World Economic Forum: Future Skills Workforce Strategy
- University World News: Educating for the Fourth Industrial Revolution

- **So What:** For Community Colleges to provide the relevant skills that industry requires, Community Colleges must collaborate more with industry to find out what their needs are.
- **Use this slide:** to underscore how critical it is to PROACTIVELY partner closely with industry, to ensure our students are successful in a rapidly changing economy in which new skills and applied knowledge are required for higher wage jobs.
- **Engage:** Explore with your audience how this partnership is currently occurring and how it could be strengthened further. (ie. Amazon Cloud AWS regional project)
- **Engage:** Discuss opportunities to bring Industry into the ‘classroom’ and/or vice versa... as well as how faculty’s professional development should play a role.
- **Engage:** Probe on ideas for what resources and/or funding is needed, or could be leveraged, to gain access to the most up to date tools or real-world learning/skilling environments.
- **Engage:** Presenters can give examples of collaboration with industry currently taking place at their school and/or facilitated by CCW, and make the point that collaboration with industry is essential and should continue to happen with added support.



# Many US educational institutions have already innovated and became successful by creating engaging student experiences



- **So What:** Community Colleges can take inspiration from successful innovative educational institutions, including K-12, online institutions, and bootcamps.
- **Use this slide:** to draw attention to educational institutions/platforms that have had notable success by focusing on creating engaging student experiences -> highlight the link between success/growth and being student need-driven.
- Bring this back to the broader trend in the evolution of technology, the 4<sup>th</sup> Industrial Revolution, and consumer-focused products -> increased expectations for connectivity/accessibility, flexibility, and personalization.
- **Next Steps:** Consider exploring opportunities to learn, borrow, or partner with these innovators to improve community college offerings.
- **Engage:** Ask for examples of innovation that they are personally aware of happening at K-12 institutions or other educational institutions.

# Currently, there are many innovative programs/courses/initiatives happening across LA county

THE NEW ECONOMIC LANDSCAPE

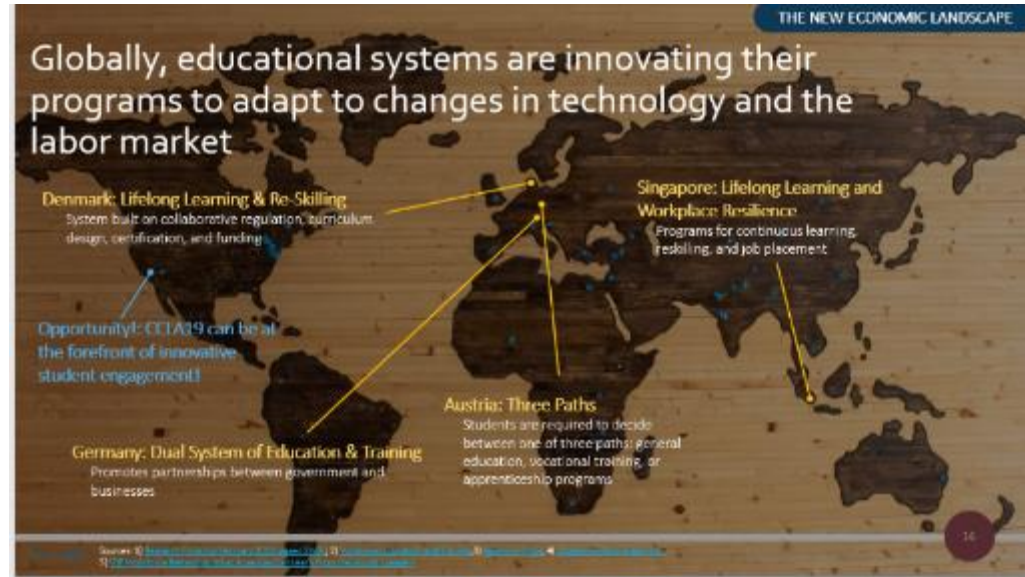
Currently, there are many innovative programs/courses/initiatives happening across LA county

Career Advancement Academy	The Dream Resource Center (DRC)	The Office of Institutional Effectiveness (IE)	Role Start Program
Virtual CIO Medicine: addressing gaps in skills to students with autism	Student Focus Groups	AFRC Program for lower acuity	Community Education <ul style="list-style-type: none"><li>• SimLearn</li><li>• Amazon Partnership<ul style="list-style-type: none"><li>• cloud computing</li></ul></li></ul>
Health Information Technology Apprenticeship Program	SLEEM Academy	Certificate in Radio Production	

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- **So What:** Across the CCLA19, innovative programs/courses/initiatives are happening at each of the colleges.
- **Use this slide:** to show stakeholders that there are innovative programs happening across the CCLA19
- **Engage:** presenters can spend some time talking about the innovation happening at their campus and how it has benefited students.

# Globally, educational systems are innovating their programs to adapt to changes in technology and the labor market



- **So What:** CCLA19 has the opportunity to be at the forefront of innovative student engagement, raising enrollment, and ensuring student retention and success.
- **Use this slide:** to show that the 4<sup>th</sup> Industrial Revolution is not just isolated to the LA Region, California, or the US...but that governments around the world are trying to strategically mitigate the change that is underway in their economies -> this has been a focus of discussion at the World Economic Forum. We live in a global economy.
- Speak to the opportunity in front of community colleges/faculty -> an opportunity to make a mark on this map and ensure our students have the skills and applied knowledge to navigate and fill labor market gaps.
- **Engage:** Since we are going to talk about lifelong learning later, the presenter could point out lifelong learning happening on a global level and locally in some CE departments.

# INNOVATION IN CURRICULUM AND PROGRAM DESIGN CHAPTER

This section addresses community colleges as a whole, and what they should be doing across campus. We specifically address career education later in the presentation.

- **So What:** Community Colleges in LA County need to be the resource to fill the labor market gaps that we face. We need to be the entity that helps adult learners attain higher wage jobs. A relentless focus needs to be maintained on Industry and Student needs to successfully fill these gaps. Small, incremental changes are not going to be enough.
- **Engage:** While certain disciplines may be innovating individually, there should be broader collaboration cross disciplines to best meet industry and student needs. Do you have examples of successful cross discipline curriculum development you can use as examples?

So what is  
**CCLA19**  
going to do to  
address constant  
changes in the  
labor market?

INNOVATION IN  
CURRICULUM  
AND PROGRAM  
DESIGN

Community Colleges must continually keep up with changing workforce demands and diverse student needs.

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Encourage *all* disciplines in Community College to be active with industry and offer programs that better engage students to improve retention



- **So What:** Involving industry in program and curriculum design is crucial for providing students with relevant skills. This should happen across all disciplines, not just in CE
- **Use this slide:** to re-emphasize the importance of active industry engagement to help evolve and create new curriculum focused on reducing the skills gap and attaining higher skilled jobs. This should be across campus, not just in CE. GE should also be involved in this.
- **Underscore** that the delivery of this curriculum and skills development must be highly engaging and/or flexible for students -> think highly accessible interactive platforms that are competency based and results driven.
- **Consider exploring:** what efforts are currently being done on this front, and what else could be achieved, as well as how faculty's professional development needs play into this.

# Prioritizing the distinct needs of our target segments will focus our efforts to engage a broad range of students

**INNOVATION IN CURRICULUM AND PROGRAM DESIGN**

## Prioritizing the distinct needs of our target segments will focus our efforts to engage a broad range of students

<b>Proud Pupils</b> (Current Target)	<b>Support-Seeking Graspers</b> (Current Target)	<b>Pragmatic Skillers</b> (Future Target)
<ul style="list-style-type: none"><li>• Advocates for the community college experience</li><li>• Interested in transferring to a four-year program</li><li>• Want longer-term programs</li><li>• Want professors with real-world experience</li><li>• Prefer online courses</li></ul>	<ul style="list-style-type: none"><li>• Need flexible schedules to fit their life</li><li>• Require consistent support from their counselors</li><li>• Want one-on-one attention from professors to help ensure success</li><li>• Future-proof programs will help quell their fears of automation</li><li>• Targeted counseling will improve retention</li></ul>	<ul style="list-style-type: none"><li>• Most of their education comes from outside of school</li><li>• They focus on learning, not just grades</li><li>• They're independent</li><li>• Prefer to learn on their own</li><li>• Meet their needs by developing short, targeted, online programs</li></ul>

All segments are currently nervous about automation and the rapidly changing workplace.

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- **So What:** As we develop programs and curriculum, we should do so with key target audiences in mind. Each innovation should not have the goal of appealing to ALL students. We should design with a “design target” always in mind. Focus on their needs.
- **Use this slide:** to introduce CCLA19’s primary current and future target students as identified by quantitative segmentation research conducted among LA students / future students (LRW).
- **Explain:** that segmentation helps to focus product/service development by using data to inform each segment’s unique mindset and needs. In our case, this is about curriculum & program development, delivery of education, and student services.
- **Proud Pupils** are champions of the community college system. They are likely to be current students who know what they want, but perhaps, that is ultimately to transfer. How can we improve retention? Can we provide them more, and give them all they need?
- **Support Seeking Graspers** are looking to us for more guidance and support for school and personal lives. They are more likely to be in underserved populations.
- **Pragmatic Skillers** are adult learners that already believe that community college fits their needs. They are looking for upskilling and re-skilling. They are a strong potential future target. They are more about the results, than the journey: if they can skip the formal education pathway, they will. They are also less concerned with prestige and focused on the offering.
- **All of these segments** are currently anxious about automation and rapidly changing workforce needs.
- **Engage:** Consider spending some time exploring how these segments relate to your audience’s specific disciplines and experiences.

# Students need skills that are labor market ready, pathways to employment, and platforms for re-skilling and up-skilling

INNOVATION IN CURRICULUM AND PROGRAM DESIGN

## Students need skills that are labor market ready, pathways to employment, and platforms for re-skilling and up-skilling

Facts: Student Concerns

- There is a lack of clarity around what the jobs-of-the-future will be and the skills needed to prepare for these jobs.
- There is no overall consensus as to where the best place to prepare for automation will be.
- *This presents an opportunity in the education space!*

Education and Industry partnerships

- Go beyond relationship building. Industry councils. Instigate active curriculum design involving faculty, industry, curriculum designers, and futurists.
- CC's should form a regional labor market partnership focused on 'curriculum development' and 'employer partnerships.'

BrandIQ sources: 1) McKinsey (crossroads); 2) The Lieberman Group's Labor Market Report

- **So What:** According to the Crossroads report and the Lieberman reports, there is an opportunity for Community Colleges to more actively partner with industry to “co-create” curriculum.
- **Use this slide:** to make a case for forming a regional labor market partnership and diverse team of faculty, industry, designers, futurists, and even students to innovate curriculum and program design.
- **Point out:** that research shows students are unclear on how automation will impact the jobs-of-the-future and that they need clarity on how community colleges will prepare them to enter the workforce with all the necessary skills to get a well-paying job.
- **Engage:** Use Amazon AWS as an example.

There are four major ways community colleges can teach labor market ready skills “throughout all disciplines,” while also meeting the needs of a diverse student body

INNOVATION IN CURRICULUM AND PROGRAM DESIGN

There are four major ways community colleges can teach labor market ready skills “throughout all disciplines,” while also meeting the needs of a diverse student body

INCREASE FLEXIBILITY

COMPETENCY-BASED LEARNING

COLLABORATE WITH INDUSTRY

PLATFORM FOR LIFELONG LEARNING

Innovating against these opportunities can help achieve this AND drive the CE FTES Factor (1/3)

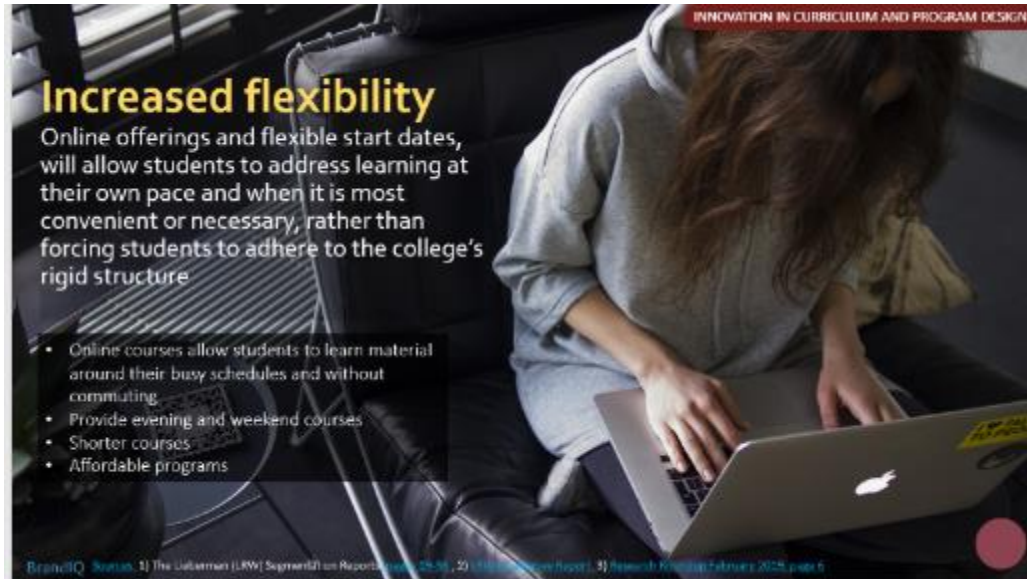
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- **So What:** There are four ways CC’s can teach labor market ready skills to a diverse audience. Many CC’s are already doing these to some extent, especially in their CE programs, but these should be offered throughout all disciplines, including GE. Are your stakeholders aware of them and their importance?
- Only spend time on those that are new to the stakeholder. Engage them and tell them about these innovative examples at your own school and how they help students succeed.
- **Use this slide:** to set up the next 4 slides on how community colleges can deliver on student needs across campus: 1) increasing flexibility, 2) competency-based learning, 3) collaboration with industry, and 4) being a platform for lifelong learning.
- **OR use this slide:** to speak to each of the four areas without showing each of the specific breakout slides (or some combination of the two depending on importance to audience).
- If using just this slide to speak to all four areas without using the specific slides to help, refer to notes for talking points on each area of focus.



# Increased flexibility



- **So What:** Community Colleges need to offer programs that fit the modern lifestyle of their students, with online and hybrid offerings and flexible start dates.
- **Use this slide:** to validate what many educators likely already know -> flexibility is key to make sure all students can find opportunities to learn and skill-build at times that work for them. This helps to support an equitable offering for diverse learners.
- **Engage:** Encourage discussion on what is being done on this (such as flexible start/stop scheduling of courses) and what more could be done. What barriers can be removed to improve the student experience and provide greater access?
- **Consider:** connecting the dots from what was covered earlier regarding the 4<sup>th</sup> industrial revolution and the need to change to keep up with the times, and what might happen to community colleges if they don't keep up.
- **Funding:** While funding can be complex, increasing access and flexibility holds the potential to increase enrollment...and perhaps, in part, funding?

# Competency-based learning levels the playing field for all students



- **So What:** Community Colleges need to offer programs that fit the learning pace of a diverse student body.
- **Use this slide:** to validate what many educators likely already know -> competency-based learning allows for students to focus on areas they need improvement, while allowing faculty to better use their time by engaging with students on the areas they get stuck and need help. It leads to better student outcomes.
- **Engage:** Use this as an opportunity to identify how and where competency-based approaches are being used on campus, and how to scale and/or bring visibility to the most successful examples. How does this approach differ in CE vs GE?
- **Point out:** Competency-based learning can save students time and money, ultimately putting them on better financial ground upon entering the workforce.

# Collaboration with industry

**Collaboration with industry** promotes hands-on learning, mutually beneficial courses, and provides a path to careers even before graduation.

Students benefit from collaboration with industry:

- Gaining the necessary knowledge needed for employment
- Future-proof programs
- Acquire skills that benefit the students and industry
- Have access to current and future employment opportunities

Sources: 1) Research Roundup: February 2015, page 6; 2) The Isserman (UM) September 16, 2012, pages 13-16; 3) ...

- **So What:** Community Colleges need to partner with industry to create curriculum that provides more pathways to specific jobs.
- **Use this slide:** to support the idea that active industry collaboration across disciplines can provide the roadmap to skilling students for jobs of the future -> it needs to be a win/win value proposition for students and industry.
- **Consider:** exploring new and specific opportunities to partner with industry by discipline, while also highlighting current examples of success to learn from.
- **Example:** many large corporations have training programs in place to teach specific skills and/or are deciding whether to further build out this function -> are they best situated to commit resources to this training or should CC's be taking on this role and allowing corporations to focus on their core businesses.
- **Funding:** Students reporting that their job is closely related to their field of study is a metric driver. Collaboration with industry can ensure that funding increases because CC's can provide pathways to higher wage jobs with industry leaders.

# Break away from the transfer mindset by becoming a platform for lifelong learning



- **So What:** Community Colleges need to provide a platform for lifelong learning to empower students, of all ages and levels of job experience, to acquire the skills for job growth and mobility, especially as the economic environment and labor market is rapidly changing.
- **Use this slide:** To inspire all stakeholders to dream big... about how CCLA19 could become THE lifelong learning platform. Because of the continual need for the labor force to up-skill and re-skill as technology evolves and industry demands change, the community needs a platform, not just a pathway, to continually stack their skill-set and have job mobility.
- **Engage:** Why do we think that the majority of our education should be condensed into the first 25 years of our life?
- **Engage:** Encourage a discussion on how CCLA19 is currently positioned to be a platform for lifelong learning. Are we already there? Who are the working adults that currently come to CC? How do micro-credentials and bootcamps for disciplines such as data science fit in?
- **Fact:** Micro-credential programs are growing at a faster rate than enrollment in degree programs.
- **Consider:** Remind your audience that this is a global trend that governments around the world are trying to solve in order to better insulate their workforce from major economic shifts due to the 4<sup>th</sup> Industrial Revolution.

# EMBRACING EQUITY CHAPTER



**Use this section to introduce equity, and how CCs should serve our diverse community**

- **So What:** This section argues that we need to take equity into account when we design curriculum and programs. By equity, we mean addressing the diverse needs of a diverse community, especially in regards to underserved segments, who are more susceptible to fall through the cracks.

# Embrace Equity, Embrace Everyone



- **So What:** Embracing equity means providing EVERYONE with the opportunity to earn a living wage in LA
- **Use this slide:** to make the point that by equity, we mean everyone: underserved populations, working adults, foster youth, etc
- **Engage:** Ask stakeholders if they know what the living wage in LA county is?
- **Fact:** According to MIT, a livable wage is about \$14/hr, about \$25,000/year. CC's should enable our students to earn much more than this, so that they can live comfortably in LA county.
- **Fact:** Despite the relatively low livable wage, many people in LA county are earning much less than that. According to welfareinfo.org, 1/5 residents in LA are earning below the poverty level. For blacks and Hispanics, 1/3 earn below this level.
- **Engage:** make the point that CC's need to offer students a way to earn a comfortable wage in LA county, rather than promoting pathways that will get them into debt and into low wage jobs.

Underserved segments make up a large portion of the community, and are at greater risk of falling through the cracks

**Underserved segments make up a large portion of the community, and are at greater risk of falling through the cracks**

EMBRACING EQUITY

Who are Underserved Segments?

- Working Students
- Students with families
- Recently incarcerated
- Foster youth
- Homeless youth
- Immigrants and first generation
- Unable to navigate the bureaucratic system, such as filing paperwork for student aid
- Language barriers
- Lack of understanding of opportunities
- Lack of adult mentors and role models
- Sparse resources
- Lack of confidence
- Multiple traumas

Source: CTE Diversity Report, page 20. Metrics & Metrics

- **So What:** By understanding what defines underserved segments, Community Colleges can help attract and retain them in programs.
- **Use this slide:** to highlight what defines underserved segments
- **Engage:** We want to show our audience that underserved segments have specific, unique needs.
- Only highlight a few bullet points that really resonate with you.

# Underserved Segments can greatly benefit from programs that teach them relevant skills without overwhelming them in debt



- **So What:** Community Colleges can provide labor market ready skills to underserved segments without overwhelming them in debt.
- **Use this slide:** to make the point that skill building at CCs could make students labor market ready, without burdening them with debt
- **Engage:** Address the debt crisis:
  - **Fact:** According to the American Federation of Teachers, 45 million graduates owe student debt, totaling to \$1.5 trillion in debt nationally. ¼ federal student loan borrowers are in default or struggling to pay their loans. According to [mappingstudentdebt.org](http://mappingstudentdebt.org): higher delinquency afflicts low-income zip codes: in LA county, the highest delinquency is in the inner Los Angeles area, south of downtown to Compton, and extending to El Monte and Covina.
  - **Funding:** Improved earnings is a metric driver. CC's have the opportunity to greatly improve earning for underserved segments, who are more susceptible to fall through the cracks. Improved earnings for underserved segments means more funding for CC's.



# Support throughout the whole educational process could reduce current dropout rates



- **So What:** Community Colleges should provide the support to attract and retain the diverse community, including underserved segments, who are more susceptible to fall through the cracks.
- **Use this slide:** to argue for holistic student services for students who are at risk of dropping out
- **Engage:** Discuss the services you are personally aware of that have demonstrated success. Let your audience know of services that need more attention throughout the entire pathway.
- **Next Steps:** What student services does your school need to focus on?

# SKILLS BUILDING FOR THE SKILLS GAP CHAPTER

**This section is the key section that makes the case for CE**

- **Use this slide:** to argue that CE can teach the right skills and applied knowledge to a diverse student body that can deliver higher wage jobs.
- Tie this section to the previous sections, addressing how CE can teach the relevant skills due to changes in the labor market, how CE can partner with industry and the General Ed disciplines, and can offer innovative and flexible programs, and how CE can be a platform for re-skilling and up-skilling in a constantly changing labor market.
- **So What:** How can we serve everyone and give them the opportunity to earn a livable wage in a constantly changing job market? CE should be at the epicenter of this.



# Career Education can be the epicenter for student success, teaching hireable skills without getting students into overwhelming debt

SKILLS BUILDING FOR THE SKILLS GAP

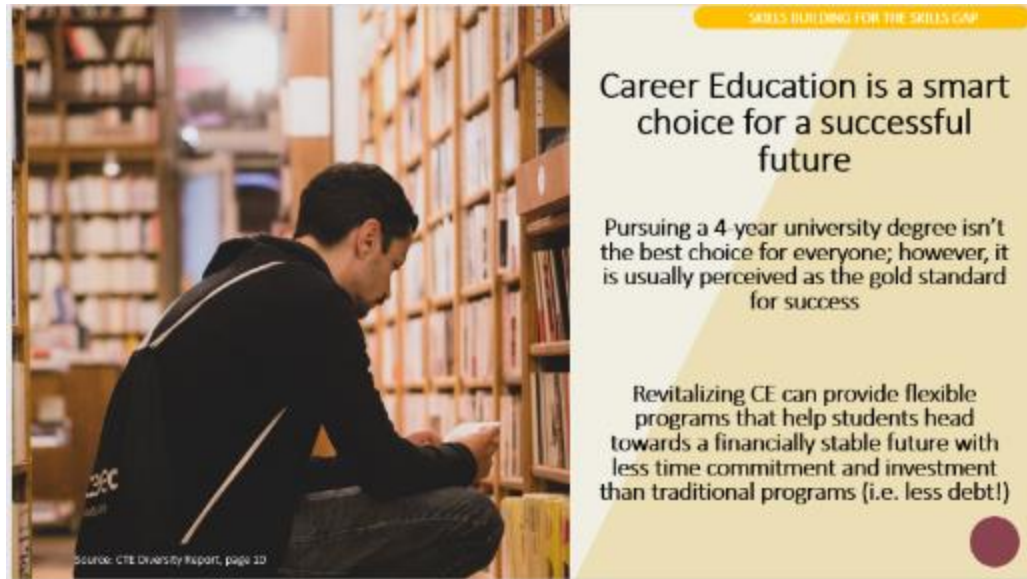
Career Education can be the epicenter for student success, teaching hireable skills without getting students into overwhelming debt

- CE can be a viable pathway for students to attain high paying and respectable jobs
- CE can also be a platform for lifelong learning: up-skilling and re-skilling workers who want to learn new skills for job mobility
- Innovating CE programs can achieve this AND drive the CF FTES Factor (1/3)

Source: 1) Research Roundup February 2019; 2) CTE Weekly Report

- **So What:** CE has the opportunity to better meet student needs and equip them with relevant skills. Stakeholders need to know that CE can provide the pathways and platforms that will get students higher wage jobs without overwhelming them with debt.
- **Use this slide:** to drive home the point that CE can be the epicenter for student success. It can be the solution for many of the problems discussed in the previous slides. But current efforts have to be dialed up further for greater impact.
- **Funding:** According to the FTES factor, 2 part time students = 1 full time student, which means less funding for community colleges who host a lot of part time students based on busy lifestyles. There is an opportunity to get more funding from the state if we can get a lot of part-time students taking more adult students re-skilling and up-skilling courses. However, these students may require more resources because of their life (ie. Student services, mentorships), these require additional resources.
- **Next Steps:** This is an Inequity Issue: Is there a new way to fund the help we need around inequity, to get the needed services for opportunity youth and busy students?

# Career Education is a smart choice for a successful future



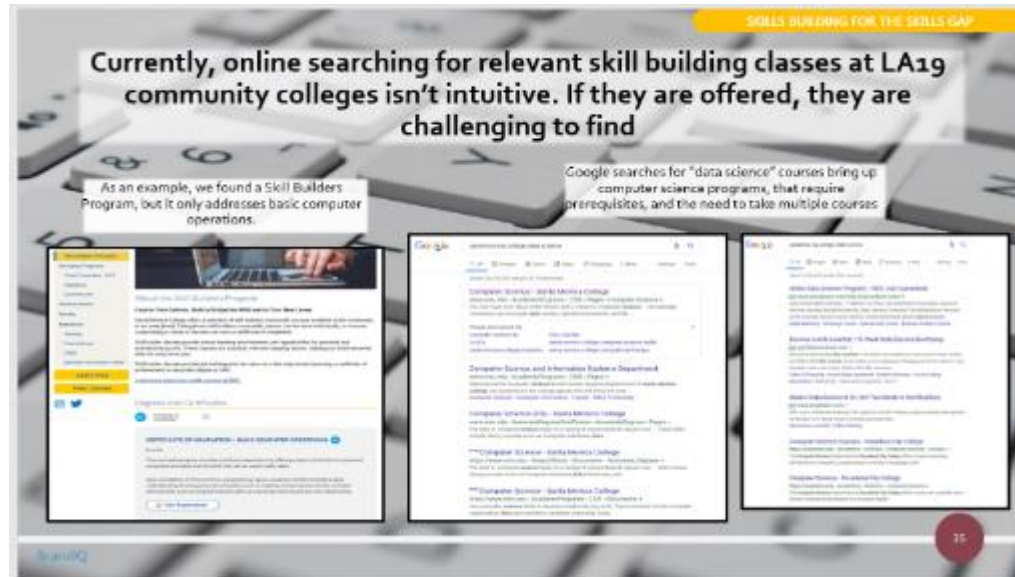
- **So What:** CE is a smart choice for a successful future for many.
- While a path to a 4 year degree is the best choice for many people, it is not the only path to higher wage jobs. Career Education is a strong and viable option towards higher wage jobs as well.
- Revitalizing and promoting CE is key to raise awareness of the benefits of CE.
- **Use this slide:** to make the point that CE is a SMART choice; that CE can provide a path to a great career, and higher wages without the investment of time and money that many students do not see as viable or the right path for them.

# Career Education can help build *skills*, rather than solely focusing on credit and degree building



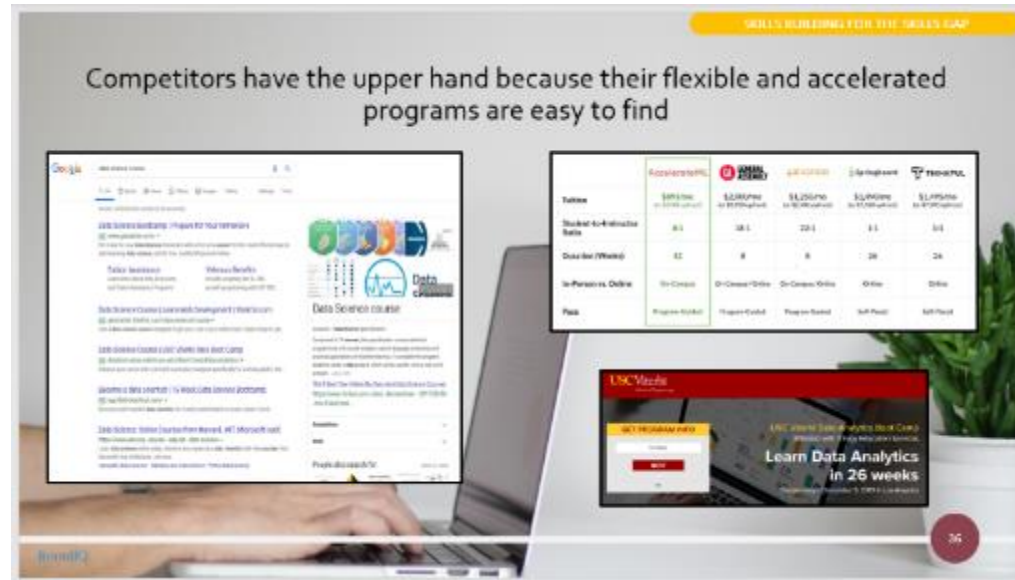
- **So What:** CE can build needed skills that will get students hired and promoted, rather than building degrees that don't guarantee job placement.
- **Use this slide:** to talk about skill building. Students can stack skills and applied general education knowledge that will get them hired, rather than degrees that will get them into debt.
- **Fact:** degree building usually involves lots of time and money investment. getting students into overwhelming debt while not helping
- **Engage:** Discuss quote from CNBC, which shows how useful skill building is, as opposed to degree building.

Currently, online searching for relevant skill building classes at LA19 community colleges isn't intuitive. If they are offered, they are challenging to find



- **So what:** The CCs have an opportunity to make their CE and skill building courses easy to find and attractive for students.
- **Use this slide:** to highlight the fact that CE and skill building in the LA19 being positioned in the most intuitive way for students. Finding skill building classes at CCs are difficult compared to the competition, as the next slide illuminates.
- **Engage:** give an example from your own school. Is it difficult for students to find courses for “new” jobs of the future CE courses? Is there anything confusing about how your CC is positioning CE courses for upskilling and re-skilling?

# Competitors have the upper hand because their flexible and accelerated programs are easy to find



- **So what:** competitors are gaining students because their programs are easy to find via website searches. What they offer and the prices are easy to understand. CCs can utilize these techniques for their own CE courses.
- **Use this slide:** to show how competition currently have the upper hand in attracting students to skill building courses. CCs have the opportunity to increase enrollment by making their skill building and lifelong learning courses easier to locate.
- **Engage:** give an example of an academic website that is doing it right.

For Career Education to be more useful and attractive to students, it not only has to offer innovative, relevant, and flexible programs, but it also needs to *communicate its value* to LA County



- **So What:** CE has a lot of potential to be at the epicenter of student success. CE must continually innovate programs and curriculum to meet industry demands, but CE also needs to communicate its worth to students. Students need to know that there are more options than just transferring to a 4 year college, and students need to be able to find relevant classes easily on CC websites.
- **Use this slide:** to make the point that for CE to be successful, it must communicate its value to the community. Currently, with all the competition out there, skill building courses are being lost in the CC soup. CE should stand out, it's purpose and benefits of re-skilling and upskilling made clear.



CE holds the potential to be *THE* Lifelong Learning Platform for the community, enabling students to skill, re-skill and up-skill throughout their lifetime, with verifiable, measurable, and marketable certificates/skills



- **So What:** CE has the potential to be a lifelong learning platform to build agile learners and employees throughout LA county. This platform will also attract a wide range of different students throughout their lifetime, recapturing market share. There is also an opportunity to drastically reduce dropout rates, where instead of having rigid programs, CE can provide certificates of completion for each class taken. This allows students to stack skills at their own pace and according to their diverse goals.
- **Engage:** Does your audience understand the benefits of lifelong learning? Is lifelong learning already taking place at your school; if so, do Adult students understand the benefits. Are those benefits being promoted throughout the community?
- **Use this slide:** to highlight the benefits of lifelong learning. How lifelong learning could greatly increase market share, if there is a platform for students to continually enroll in classes at CCs to gain new skills. How lifelong learning changes the traditional conception of the CC pathway to get them in and out, to becoming a place where students continually come back to, over and over again.

# A CULTURE OF INNOVATION CHAPTER



**This section argues that CCs and CE need to embrace a culture of innovation to keep up with constant changes in the labor market**

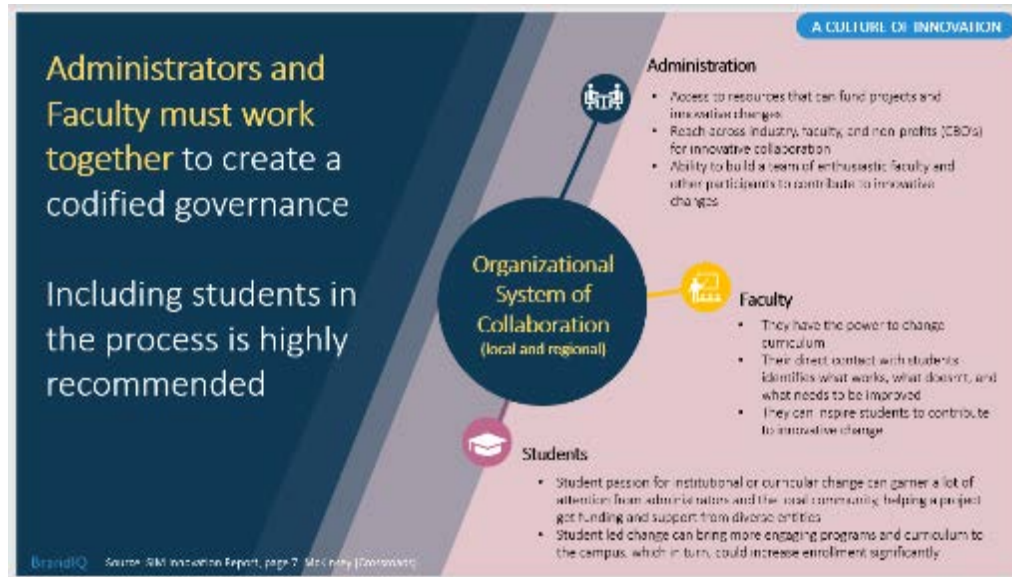
- **Use this section:** to make the point that for CCs and CE to be relevant, they must embrace a culture of innovation so that curriculum and programs can continuously adapt to changing workforce demands

Enhanced Innovation will enable much needed curriculum and program development so that cross-institutional regional change can be implemented at scale



- **So What:** Enhanced Innovation will enable curriculum and program development, so that regional change can happen across institutions.
- **Use this slide:** to introduce the idea of regional change across the CC19. Innovation is happening at individual campuses, but there is an opportunity to promote and strengthen impact of programs when they go beyond the campus level.
- At a regional level, at scale curriculum innovation could be supported. Strong Workforce dollars could be used to jumpstart “at scale” curriculum development efforts.
- **Example:** The Tesla Start Program at Rio Hondo College and the Cloud Computing program, in partnership with Amazon (AWS), across the region are great starts to this enhanced innovation that can spread across the CCLA19.

Administrators and Faculty must work together to create a codified governance to organize collaboration. Including students in the process is highly recommended



- **So What:** Successful innovation happens when administration, faculty, and students work together collaboratively.
- **Use this slide:** to show that innovation can't thrive within silos. Diverse entities can bring different strengths to the table. Collaboration can distribute the work it takes to innovate curriculum and programs.
- **Next Steps:** Can you think of administrators, faculty, and students working together to create innovative curriculum and/or program design?

# Design students into the process, empowering them to have control over their educational experience

**Design students into the process, empowering them to have control over their educational experience**

- Work with students to create engaging programs and curriculum that they want
- Give budgets to students leading innovative projects
- Create a community of mentorship, helping students reach their potential for acting on their own ideas

A CULTURE OF INNOVATION

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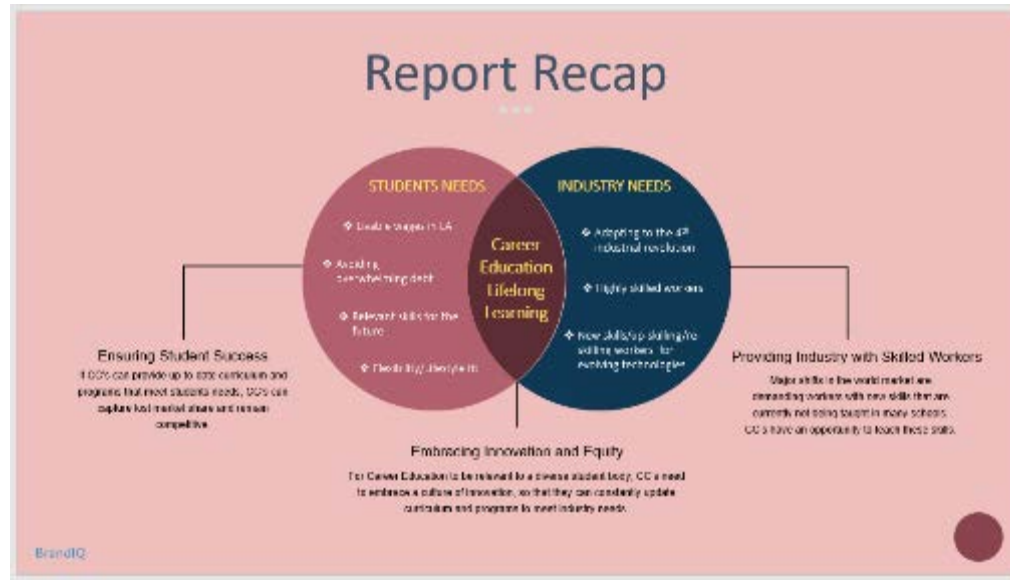
- **So What:** Community Colleges should encourage and incentivize student led innovation.
- **Use this slide:** to make a case for involving students in the innovation process. Students can bring a lot of great ideas and attention to innovative proposals.
- Empower students by involving them in the process. Let our main stakeholders have control over their educational experience.
- **Next Steps:** How might we involve students authentically in curriculum development/creation work that we are doing here locally?

# Strategies to facilitate innovation and change in higher education



- **So What:** Successful best-in-class innovation involves a number of steps, including constructing a team of innovators, campaigning for it's cause, and setting reasonable goals.
- **Use this slide:** to highlight some of the best practices to facilitate innovation and change in higher education. Refer to the BrandIQ Innovation Report to expand on any of these steps that resonate with you.
- **Next Steps:** Based on the previous slides and this slide, can you start thinking of a team of innovators who you can work with to innovate curriculum and programs?

# Report Recap



- **So What:** CCLA19 career education should be the epicenter for meeting student and industry needs for the future of work
- CCs and CE need to continually innovate curriculum and program design to keep up with a constantly changing economic market
- **Use this slide:** to show stakeholders that CE lifelong education can fulfill both student needs and industry needs.

# Thank You



## Next Steps:

- What needs improvement, and what is it going to take?
- Who would you include on your innovation team?
- How can your stakeholders help?
- How can you hold everyone accountable to get the job done?
- Who else needs to see this report?