

Postsecondary
State Policy



JOBS FOR THE FUTURE

THE LEONA M. AND HARRY B.
HELMSLEY
CHARITABLE TRUST



Achieving
the Dream

Community Colleges Count

STEM Regional Collaboratives

STEM REGIONAL COLLABORATIVES WELCOME TO THE CROSS-STATE KICKOFF

February 24, 2014

- | | |
|--------------------|---|
| 12:00-12:30 | Lunch, Welcome and Introductions |
| 12:30-1:00 | Discussion of the Opportunity & Activities |
| 1:00-1:45 | Collaborative Sharing of Plans |
| 1:45-2:00 | Break |
| 2:00-2:45 | Validating STEM Pathways with Real-Time LMI |
| 2:45-3:30 | Regional Collaborative Team Planning |
| 3:30-4:00 | Cross-Collaborative Discussions |
| 4:00 | Wrap-up |

- There are **well-paying, middle-skill STEM jobs** into which community colleges can create effective pathways
 - 20 percent of all jobs require high STEM knowledge—
 - Half of these are available to workers without a four-year degree
 - These jobs pay \$53,000 on average—10% higher than other jobs with comparable educational requirements
- Improving opportunities for underrepresented students requires **regional collaboration** that draws on the expertise and resources of colleges, employers, workforce experts, etc.
 - Employers and workforce system
 - K-12, community colleges, 4-years
 - Effective on-ramps into STEM programs

- Student success can be boosted through **highly structured pathways** with clear academic requirements and comprehensive student supports
 - Completion By Design, Guided Pathways to Success
 - Clear roadmaps
 - On-ramps to programs of study
 - Embedded advising, progress tracking, feedback and support
- Broad adoption of structured pathways to middle-skill STEM careers requires **collaboration and alignment of institutional and state practices and policies.**
 - Labor market information
 - Incentives for STEM enrollment, completion
 - Manageable choices, clearer pathways to jobs/transfer

STEM Regional Collaboratives

- Miami Dade College and the Florida College System;
- Cuyahoga Community College (Tri-C) and the Ohio Association of Community Colleges; and
- Norwalk Community College and the Connecticut Board of Regents.

Partners

- The Leona M. and Harry B. Helmsley Charitable Trust;
- Achieving the Dream; and
- Jobs for the Future.

- **Build the team** for a dynamic regional collaborative focused on middle-skill STEM jobs that provide strong earnings and career opportunities;
- **Develop a workplan** for strengthening middle-skill STEM pathways, incorporating high-impact interventions;
- Participate in cross-state **learning opportunities**, including the development of a STEM **State Policy Framework**; and
- **Launch** the implementation of the STEM pathways plan in fall of 2014.

- **Cross-Collaborative** meetings and learning opportunities;
- In-State **Kickoff Institute**;
- Support for **workplan development** and identification of STEM-related state policy changes to support your work;
- **Technical assistance** including check-ins, one site visit and ready access to JFF and ATD;
- **Knowledge development** including webinars and publications;
- **Travel** expenses to cross-Collaborative meetings; and
- Participation in **Postsecondary State Policy Network** learning events.

| Project Planning and Implementation | Spring 2014 – Fall 2014 |
|--|-------------------------|
| In-State Kickoff Institute | Spring 2014 |
| Draft workplans due | June 2014 |
| State leads meet at STEM-focused Cross-State Topics Series Meeting | Spring 2014 |
| Final workplans due | July 2014 |
| Follow-up ATD /JFF Site Visits | August 2014 |
| Draft State Policy Framework | Summer 2014 |
| Progress report due | September 1, 2014 |
| Cross-Site “Reflections Convening” to share lessons and sustainability plans | September 2014 |
| STEM Pathways implementation begins | Fall 2014 |
| Participation in learning events to share STEM lessons | Ongoing |

AN EMERGING CONSENSUS OF RESEARCH AND EXPERIENCE

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Consensus



The front end of the college experience is a critical area for improved processes, new approaches, and innovation.

Boutique programs and pilot projects that reach a small segment of an institution's or a state's community college students will not generate large-scale improvement or dramatically different performance.

Getting students through developmental education and the first year is critical, but not enough. We must be more holistic and systemic.



1. Program design and curriculum is based upon regional **real-time LMI**;
2. Programs provide a clearly defined and **well-structured pathway** to jobs and careers that are in demand;
3. Basic skills support is **accelerated** and contextualized for STEM fields;
4. Students **understand options** through advising upon enrollment and are expected to select a broad pathway of study (e.g., STEM, liberal arts) early;



5. Early warning systems, **frequent** and ongoing advising, and career guidance are **routine**;
6. Low-income students are connected to effective academic, social and financial **supports**;
7. Associate's degree courses and programs are aligned for **transfer** to public four-year institutions in the state;
8. Student enrollment, persistence, completion, and labor market outcomes are continually **monitored, analyzed and used**.

- Comprehensive **intake** processes guided by labor market information (LMI);
- Development of highly **structured STEM pathways** with streamlined and clear academic requirements;
- **Engagement** of employers, WIBs and other regional workforce partners;
- **Accelerated** basic skills acquisition;
- Development of robust student **data** systems;
- Comprehensive **ongoing supports** to keep students on track to completion; and
- **Professional development** for faculty to teach under the new model.

- Provide **feedback** to us on the workplan template;
- **Calendar** your In-State Kickoff Institute;
- Provide **feedback** to us on the draft agenda for the In-State Kickoff Institute;
- Begin **planning** who needs to be at the In-state Kickoff Institute; and
- Consider whether you want to make **changes** to your proposed pathways or interventions.

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