STEM REGIONAL COLLABORATIVES
WELCOME TO THE CROSS-STATE KICKOFF

February 24, 2014
OVERVIEW OF THE DAY

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
STEM REGIONAL COLLABORATIVES: THE OPPORTUNITY

• 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
STEM REGIONAL COLLABORATIVES: THE OPPORTUNITY

• 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
THE COLLABORATIVES

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.
<table>
<thead>
<tr>
<th>Project Planning and Implementation</th>
<th>Spring 2014 – Fall 2014</th>
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<tbody>
<tr>
<td>In-State Kickoff Institute</td>
<td>Spring 2014</td>
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<tr>
<td>Draft workplans due</td>
<td>June 2014</td>
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<tr>
<td>State leads meet at STEM-focused Cross-State Topics Series Meeting</td>
<td>Spring 2014</td>
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<td>Final workplans due</td>
<td>July 2014</td>
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<td>Follow-up ATD/JFF Site Visits</td>
<td>August 2014</td>
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<td>Draft State Policy Framework</td>
<td>Summer 2014</td>
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<td>Progress report due</td>
<td>September 1, 2014</td>
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<td>Cross-Site “Reflections Convening” to share lessons and sustainability plans</td>
<td>September 2014</td>
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<td>STEM Pathways implementation begins</td>
<td>Fall 2014</td>
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<td>Participation in learning events to share STEM lessons</td>
<td>Ongoing</td>
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<td>Consensus</td>
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<td>✔️ The front end of the college experience is a critical area for improved processes, new approaches, and innovation.</td>
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<td>✔️ 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.</td>
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<td>✔️ Getting students through developmental education and the first year is critical, but not enough. We must be more holistic and systemic.</td>
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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.