

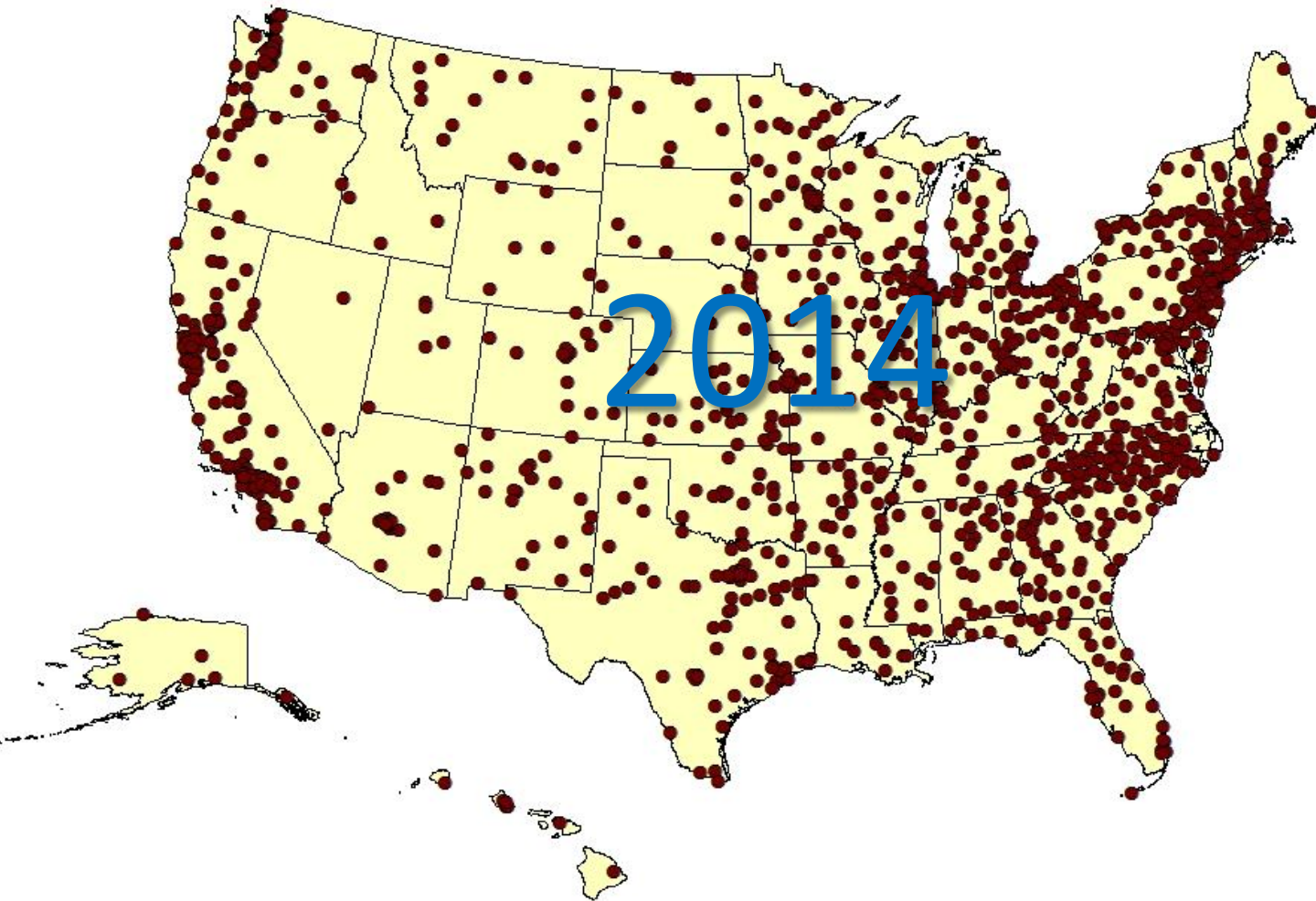
Driving Partnerships Between Community Colleges and Workforce Investment Boards

- * Represents more than 1,100 two-year, associate degree-granting institutions and more than 13.3 million students
- * Primary advocacy organization for community colleges at the national level
- * Supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach

American Association of Community Colleges

Community Colleges in the U.S.

Community Colleges Growth by Decade



Decade	# of CCs
2011	12
2000	49
1990	48
1980	149
1970	497
1960	82
1950	92
1940	58
1930	106
1920	49
1910	25

The Leadership Context

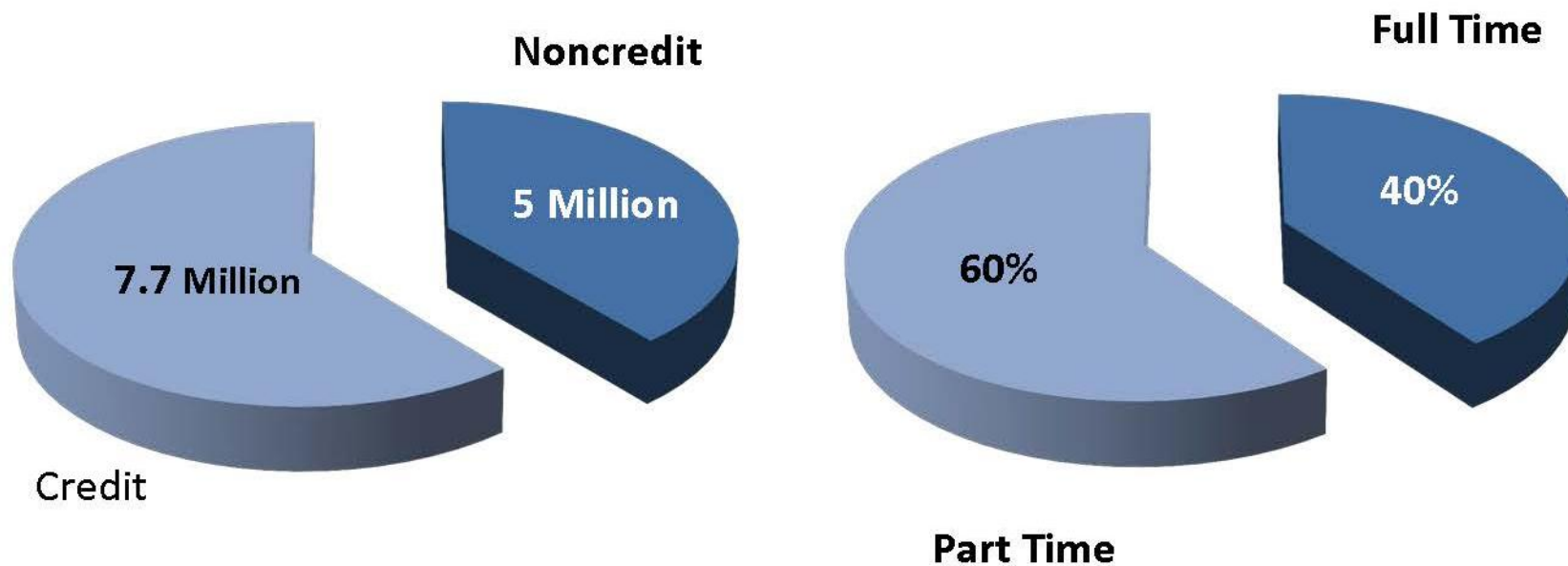
- * The graying of the existing CEOs
- * CEOs seeking new opportunities at other institutions, which creates a ripple effect
- * The consistent turnover of trustees, elected and appointed



America's more than 1100 Community Colleges Educate

- * 46% of all U.S. undergraduates
- * 50% of new nurses and the majority of health care workers
- * 80% of credentialed first responders including firefighters, EMTs, and law enforcement officers
- * More than 50% of minority undergraduates
- * 57% of adult learners 40 to 65 years of age

12.7 Million Total Enrollment (Fall 2012)



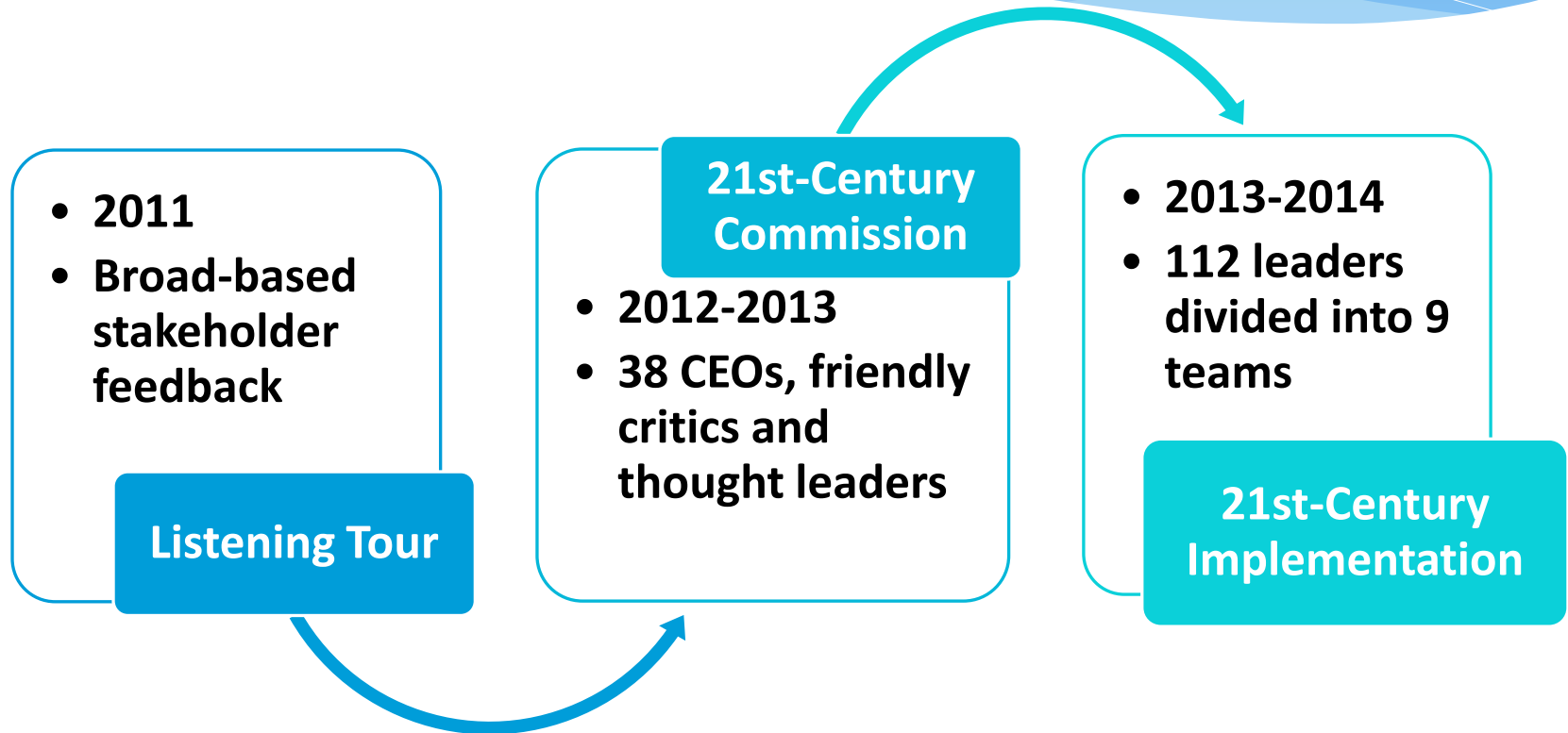
Source: (2012). AACC analysis of Integrated Postsecondary Education Data System of Fall 2012 Survey data file and AACC membership database.

We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented in order to solve problems that we don't even know are problems yet.

"Shift Happens"



AACC's Three Pronged Approach



In order to serve the 21st Century student we must move from...to

Figure 3. Framework of Institutional Responses Needed to Move Community Colleges Ahead

Move From		Move To
A focus on student access	→	A focus on access and student success
Fragmented course-taking	→	Clear, coherent educational pathways
Low rates of student success	→	High rates of student success
Tolerance of achievement gaps	→	Commitment to eradicating achievement gaps
A culture of anecdote	→	A culture of evidence
Individual faculty prerogative	→	Collective responsibility for student success
A culture of isolation	→	A culture of collaboration
Emphasis on boutique programs	→	Effective education at scale
A focus on teaching	→	A focus on learning
Information infrastructure as management support	→	Information infrastructure as learning analytics
Funding tied to enrollment	→	Funding tied to enrollment, institutional performance, and student success

Commission Recommendations

- * A call for a new vision for community colleges grounded in the “**Three Rs**”:
 - * **Redesign** students’ educational experiences;
 - * **Reinvent** institutional roles; and
 - * **Reset** the system to create incentives for student and institutional success.



Redesign students' educational experiences

1. Increase completion rates of community college credentials by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps.
2. Dramatically improve college readiness: by 2020, reduce by half the number of students entering college unprepared for rigorous college-level work, and double the rate of students who complete developmental education.



Redesign students' educational experiences

3. Close the American skills gap by sharply focusing career and technical education on preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.

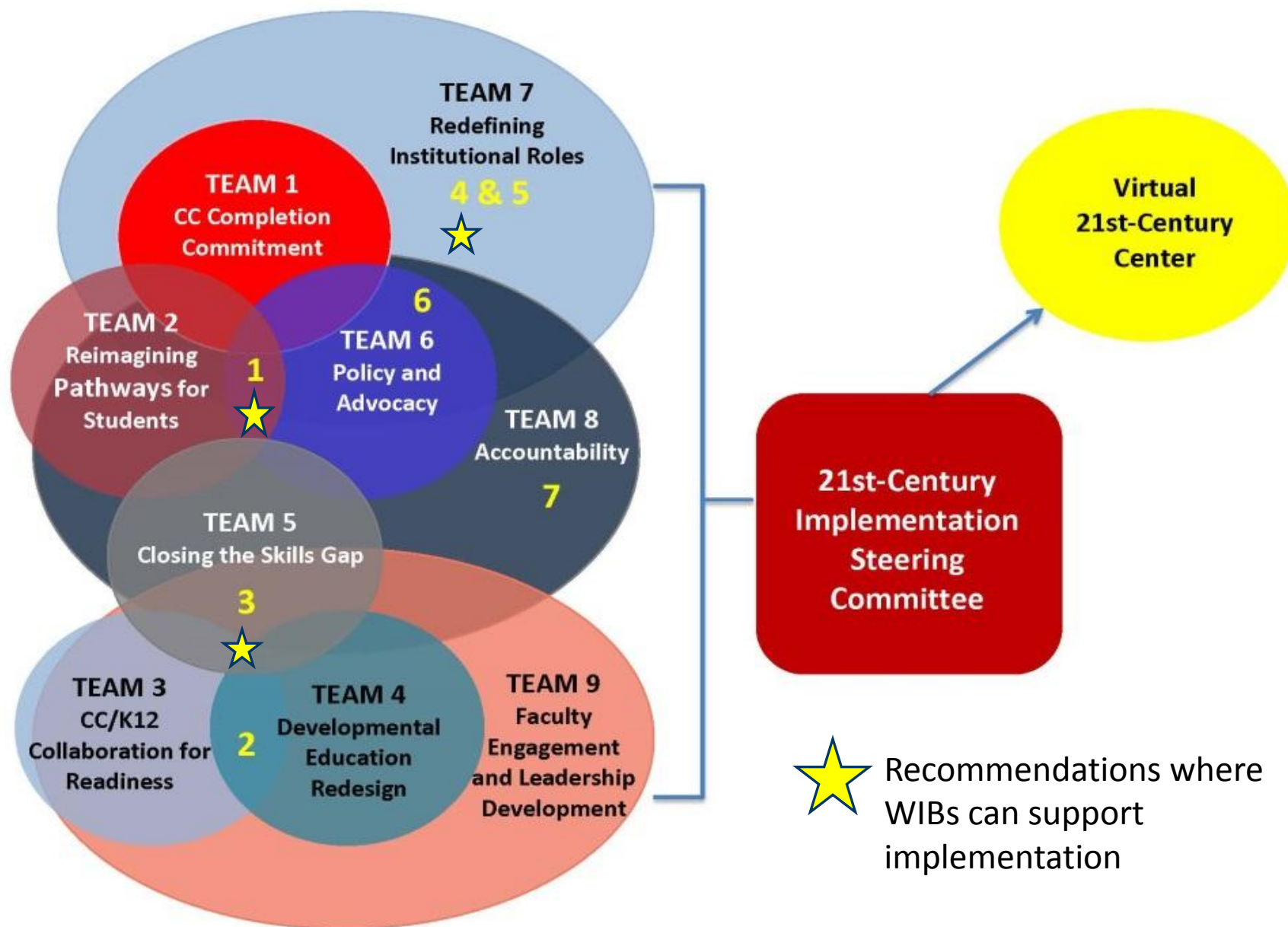
Reinvest institutional roles

4. Refocus the community college mission and redefine institutional roles to meet 21st-century education and employment needs.
5. Invest in support structures to serve multiple community colleges through collaboration among institutions and with partners in philanthropy, government, and the private sector.

Reset the system

6. Target public and private investments strategically to create new incentives for institutions of education and their students and to support community college efforts to reclaim the American Dream.
7. Implement policies and practices that promote rigor, transparency, and accountability for results in community colleges.

AACC 21st-Century Implementation Team Framework



Current Trends and Issues

- * Online hybrid courses
- * Sharing of back-office functions
- * Professional development of staff
- * New definition of value and what it means to colleges
- * Concierge services for students; platinum package for enrollment
- * More dormitories on community college campuses
- * Higher education centers

Current Trends and Issues

- * Fewer classrooms
- * Redefine student success
 - * Mentoring; advising and counseling
- * Use of data – more data mining
- * More bachelor's degrees
- * Starbucks' approach

Current Trends and Issues

- * Financing community college career and technical education programs
 - * State funding formula that take program costs into account
 - * Performance funding that rewards completion and other workforce-related outcomes
 - * Differential tuition for high cost programs
 - * Differential course fees (payment for lab operation and maintenance, specialized equipment, and supplies.



AACC/US Conference of Mayors WDC

- * Met November 5 – 6, 2013
- * Purpose of meeting was to discuss ways in which community colleges and Workforce Investment Boards can better align our respective goals, mission, and processes to achieve greater collaboration on behalf of the constituents that we serve.

Partnerships that Work

* **Merging Community College and Workforce—Spokane, WA**

The community college and the Workforce Investment Board merged. The workforce development board is now part of, and is located with, the community college. Business and operational plans are aligned to ensure that staff members are aligned. Operations are merged. Staff is shared. Databases, data and other tools are also shared.

Partnerships that Work

- * **Interactive Database for Workforce Development—CharlotteWorks, Charlotte, NC**

Siemens asked the Charlotte workforce development board to screen about 7,000 applicants. Community college was able to assist with initial screening of applicants.

Partnerships that Work

* **A Unique Governance Model—Tarrant County, TX**

Texas created its own workforce development legislation that consolidated 28 different employment and training programs. While firewalls limit the workforce board from operating programs and the community college from being the workforce provider, being part of such a system, and having defined roles enables people to get information and insights in real time and at the same time in ways that serve employers, students and job seekers.

Partnerships that Work

- * **Tampa Bay Workforce Alliance (TBWA)**

- * One of 24 regional workforce boards
- * Governed by a board of directors consisting of leaders from the private sector businesses, economic development entities, education institutions, community-based organizations, and government.
- * Taking a collaborative approach to identifying and addressing workforce readiness, skills upgrades, and re-employment, while pursuing new initiatives to bolster the region's economic strength by cultivating the talent needed by targeted industries that advance innovation and diversify the overall economy.



AACC/US Conference of Mayors WDC

- * Ideas for promoting collaboration
 - * Conduct joint briefing on Capitol Hill; organize joint appearances (community college, mayors and workforce development leaders) on the Hill
 - * Conduct advocacy work at Congressional and state levels
 - * Presentations on promising practices at meetings
 - * Develop a framework to guide others to do this collaborative work
 - * Establish a function within AACCC to bring these groups together



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