REGIONAL K-16 EDUCATION COLLABORATIVES GRANT PROGRAM

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Midterm Program Review for Collaboratives

The Office of Public School Construction (OPSC) requested that the Foundation for California Community Colleges (FoundationCCC) produce a midterm program review. The following areas were identified through review and analysis of narrative and data reports and findings from virtual and in-person site visits.

Promising Patterns

The following strategies are emerging as having a positive impact on collaboratives' regional work and are worthy of further study as the program proceeds.

Clarifying governing bodies and processes
- The most effective governing bodies have not solely relied on historical relationships but have also made inroads with new leaders by spending time and resources to bring them into the existing relationships and the work itself.
- More effective governing entities have formalized new and existing relationships with MOUs or charter documents, visuals of structure, and explanations of each body's purpose and function.
- Some regions recognized early that each level of the governance structure needed clear responsibilities and also *explicit freedom* to problem solve collectively and make changes to reduce hurdles and remove barriers institutionally.

Mapping assets to support shared regional vision
- Half of the collaboratives completed a formal asset map for the entire region, which aided leaders across segments and institutions to broaden collective understanding of the current landscape.
- About a third of the collaboratives used the asset map to create shared goals and a shared vision for developing pathways and needed support.
- Three collaboratives used the regional asset map to align fund distribution to their shared vision and goals.

Investing time in building strategic relationships
- Two regions that are *new configurations* of historical groupings in higher education and workforce development are dedicating time to building lasting relationships through frequent focused meetings and formal agreements.
- The regions that are successfully integrating California State University and University of California partners into pathway development are consciously moving more slowly in

design steps so that they can focus on relationship building and deeper understanding across education segments.

Streamlining strategies
- Dual enrollment programs are being utilized to create streamlined pathways that lead directly to employment opportunities.
- Virtual courses and the establishment of new higher education centers are being developed to serve historically underserved areas in the region.

Focusing on effective centralized support for action
- All regions have tasked an entity with governing body and workgroup facilitation, internal and external communication, and goal tracking.
- The more effective backbone entities are formal organizations, *branded separately* from the lead agency, have a lean but full-time staff, and are perceived as *neutral* entities by partners and practitioners alike, even though in some cases, these entities are under the umbrella of the regional lead agency.

Developing better data infrastructure
- Existing institutional data sets are being integrated, with technical assistance supporting data collection and analysis, the development of sample data-sharing agreements, and the organization of informational events and training sessions by CCGI.
- Regional or sub-regional data dashboards are being created to enhance data accessibility and visualization.

Improvement Areas for Collaboratives

Below is a set of observations about current struggles across many regions. Most of these observations reflect a moment in time and collaboratives may already be addressing some of these areas.

Governance
- Most collaboratives are not yet focused on regional goals related to employment.
- Many regions have not formalized the roles and responsibilities of governing and operational bodies designed for this grant.
- Sub-regional action is not translating up to the regional vision or specific regional goals explicitly.
- Communication to and from governing bodies appears disjointed and often **not** focused on regional goal progress.

Regional Vision
- Most collaboratives need definition and articulation of a *regional* vision that clearly aligns to defined current regional employer needs.
- Additional internal efforts are needed to ensure that all partners fully understand the regional vision and goals guiding institutional actions and projects.

Strategic Industry and Employer Engagement
- There is a lack of active participation by regional employers, apart from those in the education sector.
- Establishing authentic, systemic, and strategic connections with industry partners and employers across all levels of influence remains a significant challenge.
- Work-based learning and work experience opportunities are not currently planned at a scale that accommodates all pathway students in any region.

Sustainability
- All collaboratives are concerned about funding and sustainability.
- Regions that have not prioritized using this grant funding for full time staff of their centralized backbone activity do not have enough full-time employees dedicated to the management of *this grant*.

Data
- Data sharing is still complex and fraught with privacy and security concerns.
- Many regions have encountered significant barriers to scaling CCGI implementation, such as lack of vision for how to use CCGI, lack of understanding of its benefits, fear of one more new thing, workload involved in ramping up and learning, underutilization among schools that have signed up, and resistance or delays related to staff capacity.