Regional Collaboration Committee Notes
Tuesday, March 6, 2018

Goal
To establish a working process for the committee, review the scope of work, identify what concrete tasks to take on in the next two meetings, and identify who else should be at the table.

Committee members introduced themselves and shared their regional collaboration efforts.

Is there something that you're doing in your regional collaborations that is successful and can be scaled?

Successful Regional Models - What they're doing:
- Establishing articulated services and identifying who offers what to ensure programs and services are well-aligned, not redundant, and meet student needs
- Use of Navigators, Counselors and Intake/Referral Specialists to support pathways/alignment
- Formalizing enrollment processes to reduce bureaucratic barriers = service agreements
- Aligning/unifying funding streams to facilitate seamless access for customers
- Partnering with WIOA Title 1 (Workforce Boards); WIOA Title IV (Department of Rehabilitation); Strong Workforce/Community Colleges; K-Adult Districts; Community Based Organizations; Industry/Chambers of Commerce; Public Libraries; Jails; CTE-JPAs; and support service providers (Human Assistance, Mental Health, Housing, Transportation, Child care)

Needs:
- Identify shared target populations and understand what each member and partner offers to them = Asset Map
- Identify best communication practices between members
- Reduce money/funding as a barrier to collaboration
- Early engagement in legislative policies and key decision moments
- Process of working together – the "why" of what we do; what does student success mean and organizing around it to help students succeed
- Include industry in the discussion so we know what pathways/credentials to offer
- Workshops on how to become an AJCC partner (co-locate) and get programs listed on the ETPL
- Establish a shared vision and purpose – what is the role of each member and partner
- Put student at the center of the process
- Alignment (programs and curriculum)
- Articulation of services based on what each member can do and is good at

- Create a warm hand off for students from and to all partners (ex: adult school to community college) Marketing to employers and industry as one system
- Transparency: funds, operation (silos)
- Refrain from drawing assumption-based conclusions
- Develop collaborative systems and cultures that don't rely on individuals
- Identify what should/can be standardized to support collaboration and what must be worked out locally/regionally
- Identify what partners are essential based on need and develop partner engagement strategies
- Access to the same professional development (OTAN, CALPRO, etc.)
- Norms, practices, orientation necessary for collaboration (not playing cards close to vest)
- Make this group a model of collaboration
- Assure that WIOA and AEBG members are invited to key regional planning events across systems (i.e. Workforce)
- Connect this group to other groups
- Invite other partners to this group- consider timing of invitation
- Create a parking lot
- Understand the instructional service each provides in order to create aligned instruction/curriculum

Challenges:
- Lack of shared understanding of the meaning of "regional collaboration"
- Initiative fatigue- a need to engage members (K-12 districts to CC districts) and re
  - i.e. Guided Pathways
- How do different assessment and accountability systems affect collaboration?
- Different existential/funding reality for community colleges and adult schools
- Different institutional/system paradigms and funding realities lead to misunderstanding and animosity.
- Colleges see "transition" as a one-way street and don't refer students back to adult schools when appropriate.
- State and curriculum approval processes delays
- A separation of community college policy making from AEBG/adult education
- Lack of alignment between community colleges and adult schools with respect to funding, assessment systems, curriculum, teacher requirements, outcomes/student success
- Adult schools feel they're supposed to collaborate with community colleges; community colleges don't feel the need to collaborate with adult schools
- Lack of understanding about how colleges are funded and siloing of initiatives and funding streams
- High level lobbying impacts local collaboration (breeds mistrust)
- Local collaboration would benefit from high-level state collaboration
- Lack of "federated" system and resources to pay for shared data.

Tasks:

- Define Regional Collaboration
  - Establishing a shared vision and purpose and identifying the role and responsibility of each partner.
  - Must be student-centered
  - Must be a flexible in order to meet the needs of the regions
- Define student success (from perspective of all partners)
- Identify services that each partner contributes to student success
- Identify promising practices for regional collaboration

Who else should be at the table?

Team discussed keeping the Regional Collaboration Field Team with current membership and inviting members as needed for specific tasks or agenda items. Potential members would include: California Workforce Development Board, Department of Rehabilitation, social service agencies, community-based organizations, chambers of commerce, public library literacy programs, jails, CTE JPAs, support service providers, mental health organizations.