

Potential Recommendations from Previous Meetings

Disclosures:

What additional program information should be disclosed to students, and in what format?

- Program rigor
- Expectations around pre-work
- Collaborative nature of the program
- Time commitment (online and classroom)
- Academic standards
- Prospective students potentially shadow a cohort for a day
- Steps that the student must take in order to be provided job search support
- Members of the Program Advisory Committee

Does there need to be a way to differentiate continuing education/non-job seeking students from the rest of the cohort?

- Additional space on SPFS to notate how many of these students make up the student cohort
- Should students returning to a job they held prior to enrollment be considered “placed”?
- Does the student need to disclose this information when enrolling?

Is there a more specific refund policy that should be offered to students?

- Dev Bootcamp’s proposed model
- Presentation of this information at Licensing Workshop
- Refund policy for on-ramp phase (Phase Zero/Pre-Work)
- Statutory language from the Private Postsecondary and Vocational Education Reform Act

Outcomes:

How do we increase the reliability of wage/salary data?

- System similar to that of CCC’s Salary Surfer
- Utilization of the EDD’s Base Wage File

Salaries are reported by students at the beginning of employment, how do we capture accurate salaries for graduates who are on contract to hire, or are in apprenticeships (seeing as starting wage often isn’t reflective of what the student will be making within a few months)?

- Potential follow up some time after the student has been moved into a permanent position
- Additional outreach surveys if a student changes companies

Due to the wide salary distribution of Web Developers, is there a better way to report this data on the SPFS?

- Potentially show wage data in chart form (similar to the General Assembly, and Dev Bootcamp salary ranges provided in the August meeting)

How can we modify the SPFS to better fit these schools?

- Modified SPFS for part-time programs
- Remove non-applicable information
- Build upon proposed regulations
 - Gainful employment definitions
 - Freelance documentation requirements
 - Disclaimer on not participating in federal financial aid programs

To help ensure successful student outcomes, and based on employers stating that they need employees who have a solid foundation of soft skills, should soft skill development be a required component of High Technology Programs, and what would that look like?

- Alumni interaction/engagement
- Career coaches
- Mock interviews
- Resume critique
- Social media profiles
- Platform to display student created work
- Meet and hire events

Next Steps:

How do we address the number of unapproved institutions?

- Simplified application process

How do we increase the effectiveness/efficiency of the current application process?

- Mandatory Licensing Workshops
- Differentiation of High Technology Program Application
- Designated point of contact within the Bureau for High Technology Programs
- Program Advisory Committee
 - Model after Colorado's Department of Higher Education
 - Take the place of the QEU review
 - Include Program Advisory Committee approval with initial application
 - Kim to provide a mockup of what this would look like in CA
- Conditional Approval
 - Utilize current Bureau policy on a case by case basis
 - Helps eliminate a delay in implementation
 - What would this look like if it were used more frequently

In what ways can we increase diversity within the sector?

- Outreach to underserved communities
- Increase awareness of scholarship opportunities
- State-funded scholarship programs