Business, Consumer Services and Housing Agency– Governor Edmund G. Brown, Jr.

**Bureau for Private Postsecondary Education**
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

# MEMORANDUM

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| **DATE** | 12/30/2015 |
| **TO** | Advisory Committee Members |
| **FROM** | Ben Triffo, Research Analyst on behalf of Task Force Members – Innovative Subject Matters |
| **SUBJECT** | Task Force Report |

**Background:**

Pursuant to Education Code section 94880.1(a)(3), the Task Force transmits the attached report, entitled "Coding the Future: Recommendations for Regulatory Oversight in the High Technology Education Field," to the members of the Advisory Committee. The Task Force's report includes its recommendations and findings to the Legislature on each of the following:

- Whether students attending institutions should receive certain disclosures prior to enrolling in an educational program offered by those institutions.
- Whether the means of reporting student outcomes and the content of those reports are appropriate.
- The steps the state may take to promote the growth of high-quality training programs in skills for high technology occupations.

**Action Requested:**

To review the report and be prepared to discuss and take action on it at the February, 2016 Advisory Committee meeting. Specifically, pursuant to Education Code section 94880.1(b), the Task Force requests that the Advisory Committee approve the report so that the Bureau may provide the approved report to the Legislature no later than July 1, 2016.

# Coding the Future

## Recommendations for Regulatory Oversight in the High Technology Education Field

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## Executive Summary

The origins of the Task Force began with Senate Bill 1247 (Lieu, Chapter 840, Statues of 2014), which charged the Bureau with creating a Task Force to review standards for education and training programs specializing in innovative subject matter and instruction for students in high-demand technology fields for which there is a demonstrated shortage of skilled employees (High Technology Program(s)). Specifically the Task Force was asked to report on: (1) the disclosures students should receive prior to enrollment at such an institution; (2) whether the means of reporting student outcomes and the content of those reports are appropriate; (3) and steps the state may take to promote the growth of high-quality training programs in skills for high technology occupations. California Education Code (CEC) § 94880.1.

Private postsecondary education there has a wide variety of programs from which a student can choose when considering a course of study. Institutions offering High Technology Programs are becoming a popular option. These programs offer immersive, collaborative training in high-technology fields, and students are taught skills for jobs in which there are demonstrated shortages. This sector has seen tremendous growth. In 2014 6,740 students graduated nationally from institutions offering High Technology Programs, with an estimated 16,056 graduates in 2015. The average program length in 2014 was 10.8 weeks, with an average tuition price of $11,063.[1]

Even with the increase in graduates, a gap remains between the number of highly skilled employees and the number of job openings. Both Web and Software Developers (Applications) are listed as two of the top 50 fastest growing occupations in California, with a projected employment of 151,400 Californians by 2022; while Software Development (Software and Applications) is also listed in the top 50 for occupations with the most job openings in California, 69,400 openings by 2022[2]. These jobs generally do not require a traditional four-year college degree, and often result in wages that are one and a half times higher than the average American private-sector job. Unfortunately, the lack of highly-skilled employees, coupled with a booming tech industry, has created a skills gap that employers are struggling to fill. Institutions like those mentioned above work to reduce this gap, and as such, there has been an increase in the number of institutions offering these High Technology Programs.

With an increase in High Technology Programs being offered and a corresponding increase in graduates, there is a need to ensure that students are being protected, which would include oversight from the Bureau for Private Postsecondary Education (Bureau) on the institutions offering these programs. Accordingly, the Bureau oversaw the creation of a Task Force to address these items, along with other duties outlined in Senate Bill 1247 (Lieu, Chapter 840, Statues of 2014).

The recommendations in this report build upon current Bureau laws and regulations to help ensure that California students are provided proper protections, while allowing the state to continues being on the forefront of technology and innovation. The recommendations are the result of input from stakeholders provided over a nine-month span. This report can be used to provide statutory direction and regulatory analysis, while guiding Bureau actions with the goal of ensuring consumer protection and reducing the

skills gap that exists within this sector of the labor market. The Task Force report aims to address the issues below. For detailed recommendations, please see the corresponding sections of the report.

## Disclosures

Students attending private postsecondary education institutions currently receive a wide set of disclosures from an institution prior to enrollment, including the enrollment agreement, course catalog, and School Performance Fact Sheets (discussed in a later portion of this report). The Task Force recommends the following actions to ensure that students attending High Technology Programs are adequately protected.

***Task Force Recommendations:***

1. Include in the course catalog a detailed section that addresses the rigor involved with the program.

2. Include in the course catalog a detailed section that discusses the institution's career guidance services and student expectations.

3. Add to the enrollment agreement an area for students to attest that they have received information on program time commitment and rigor, as well as career guidance services offered.

For more information on Task Force recommendations regarding disclosures, please see page 12 of the report.

## Reporting of Student Outcomes

As discussed earlier, one of the key disclosures provided to a prospective student is the School Performance Fact Sheet (SPFS). The SPFS provides the prospective student with various statistics and figures that show the outcomes of recent graduates of said institution. In order to ensure that outcome data is accurate and that the SPFS is relevant, the Task Force recommends the following items in order to enhance student protection.

***Task Force Recommendations:***

4. Develop and conduct a pilot program that aggregates Base Wage File data and reports wage information by institution for High Technology Program graduates.

5. Modify the SPFS to create a disclosure that better fits the characteristics of High Technology Programs.

For more information on Task Force recommendations regarding student outcomes, please see page 17 of the report.

## State Steps

California has always been known for fostering a landscape of innovation and diversity; and when it comes to acquiring high-technology skills, it should be no different. The skills gap will shrink as there are more qualified applicants entering the labor force, helping meet market demand. In order for this to happen, the Task Force recommends an expedited process for approval to operate an institution offering High Technology Programs, and increased outreach to communities that typically would not have access to high technology skill development.

***Task Force Recommendations:***

6. Modify the Bureau application process to create an expedited path for approval to operate a school offering a High Technology Program in order to decrease application turn times. This will be accomplished through the use of Evaluator Reports that will supplement the Bureau's current Quality of Education Review. These Evaluator Reports will bring not only employer validation to each program, but will also ensure that industry standards are being met.

7. Encourage the state to promote increased access to High Technology Programs for underserved communities through awareness and partnerships with existing state and/or federal workforce programs and nonprofit organizations.

8. Provide a mechanism for temporary approval from the Bureau for locations in rural or underserved communities for already approved institutions to provide High Technology Programs, or for institutions to partner with, for example, the California Community Colleges or other adult training programs, to provide High Technology Programs in such areas.

For more information on Task Force recommendations regarding state steps, please see page 21 of the report.

## Private Postsecondary Education in California

During the late 1980's, private postsecondary education was regulated by a division within the State Department of Education. It was during this time California developed a reputation as the "diploma mill capital of the world." The result was growing concern over the integrity and value of the degrees issued by private institutions. Senate Bill 190, the Private Postsecondary and Vocational Education Report Act of 1989 (Reform Act) overhauled the state's regulatory program and oversight authority of private colleges was transferred to a 20 member Council, which operated as a separate entity under the umbrella of the Department of Education. Concurrently, the Maxine Waters School Reform and Student Protection Act was adopted, which expanded the requirements and standards for private institutions with respect to solicitation, recruitment, enrollment, and school performance.

In 1995, The California Postsecondary Education Commission found that as many as 1,000 unapproved institutions were still in operation in the state and the Council lacked the enforcement power to address such a violation. In 1997, Assembly Bill 71 (Wright Act) was enacted in 1997 creating the Bureau for Private Postsecondary and Vocational Education (BPPVE), concurrently moving the oversight of these institutions to the Department of Consumer Affairs (DCA). However, the Wright Act simply transferred responsibility for administration of the Reform Act to the BPPVE, and extended the Reform Act's sunset date. On July 1, 2007, the regulatory authority of the BPPVE was allowed to sunset, dissolving the Bureau and leaving the state without a regulatory body to oversee private institutions and ultimately, protect students.[3]

## Bureau for Private Postsecondary Education

In 2009, the Legislature and the Governor reached agreement on the need to regulate these institutions and enacted the Private Postsecondary Education Act (Assembly Bill 48, Portantino, Chapter 310, Statutes of 2009), thus creating what is now known as the Bureau for Private Postsecondary Education (Bureau) under the California Department of Consumer Affairs. Today, the Bureau is responsible for, among other things:

- Protecting consumers and students against fraud, misrepresentation, or other business practices at private postsecondary institutions that may lead to loss of student tuition and related educational funds;
- Creating and enforcing minimum standards for instructional quality and stability for all students in private postsecondary education and vocational institutions; and
- Establishing and enforcing minimum standards for ethical business practices, health and safety, and fiscal integrity of postsecondary education institutions.

## Founding of the Task Force

Senate Bill 1247 (Lieu, Chapter 840, Statues of 2014), charged the Bureau with creating a Task Force by March 1, 2015 to review standards for education and training programs specializing in innovative subject matter and instruction for students in high-demand technology fields for which there is a demonstrated shortage of skilled employees (High Technology Program(s)). Specifically the Task Force is to report on: (1) the disclosures students should receive prior to enrollment at such an institution; (2)

whether the means of reporting student outcomes and the content of those reports are appropriate; (3) and steps the state may take to promote the growth of high-quality training programs in skills for high technology occupations. (California Education Code (CEC) § 94880.1.)

### The California Employment Landscape

When viewing the California employment landscape, it is clear that there is a disparity between the number of skilled employees and the number of available jobs. According to the California Employment Development Department's (EDD) Labor Market Information Division, in California alone between 2012 and 2022, there will be a projected combined 69,400 unfilled Software Developer (both Systems and Applications) positions within the state's economy. Both positions are in the top 50 fastest growing occupations in California.[4] This data evidences a skills gap between the state's current workforce and employer needs.

The skills gap is being addressed on the national level through initiatives such as the White House's TechHire Initiative. According to the TechHire Initiative, "Employers across the United States are in critical need of talent with these skills. Many of these roles do not require a four-year computer science degree."[5] This is supported by a recent study by the Bureau of Labor Statistics that shows there currently are over half a million unfilled jobs in information technology throughout the entire U.S. economy. These vacancies represent approximately 12% of the openings in the United States, the largest of any category.[6] It is strange that there are large numbers of vacancies within the sector given that, "IT jobs in fields like cybersecurity, network administration, coding, project management, UI design and data analytics offer pathways to middle-class careers with average salaries more than one and a half times higher than the average private-sector American job."[7]

## Task Force Methodologies

### Membership Composition

After the Bureau established the Task Force, the Task Force held seven meetings between April and December 2015. Pursuant to statute, the Task Force was composed, in part, of two members from the Bureau's Advisory Committee. Specifically appointed, in this case, were the Advisory Committee Chair and a past student of an institution, as well as a postsecondary education expert, and two institution affiliates. The Bureau Chief also attended each meeting to provide input. This composition and the public meetings aided the Task Force in drafting recommendations that took into account input from each individual member, along with pressing issues directly from the Bureau, as well as public concern. This blend of input led to robust meetings and discussions to ensure that the needs of private industries were as met through responsible and fair regulatory proposals, and that students would not be victim to predatory practices that can occur in the private postsecondary industry.

### Guest Speakers

During its meetings, the Task Force heard from a variety of speakers including Bureau representatives, graduates, institution representatives, employers of graduates from these institutions, and a subject matter expert[8]. Two Bureau-approved institutions, Dev Bootcamp and General Assembly, assisted in

securing a panel of three High Technology Program graduates, and a panel of three employers of graduates. They also provided speakers from each of their respective companies.

The Task Force attempted on numerous occasions to invite representatives from various state agencies to speak on the need for state action related to the high technology workforce demand. The Task Force hoped to learn what plans various agencies within the state had to address the high technology skills gap, along with any outreach efforts that are taking place to reach underserved communities. While many individuals who were contacted recognized the need for action around these topics, due to various circumstances these guest speakers were not able to attend.

### Student Perspectives

While preparing to draft its recommendations the Task Force considered various student perspectives, both positive and negative, towards institutions offering High Technology Programs. In general, student experiences were positive; however, the Task Force decided to pay special attention to the negative experiences to ensure proper student protection. Bureau staff compiled and presented to the Task Force a comprehensive summary of complaint categories about these programs. Public advocates provided links to blogs and articles that recounted in great detail individual student experiences while attending a High Technology Program, and Bureau staff included summaries of those experiences for the Task Force to review. The Task Force performed a robust review of the summary of the complaints from both the Bureau and industry websites. This review was considered when the Task Force's recommendations were being determined. This report includes attachments of and references to the aforementioned complaints, testimonials, meeting minutes, meeting webcasts, and expert opinion.

## What is a High Technology Program?

The Task Force decided there are a broad set of current characteristics that can be used to classify an institution as having a High Technology Program. Due to the fluidity of the technology sector, however, it must be noted that these characteristics, like the sector, are constantly evolving. It was determined that a High Technology Program typically:

- Provides instruction on innovative subject matters that will prepare graduates for highly skilled employment in which the graduates are proficient in the theoretical and practical application of these innovative subjects. These subjects may include, but are not limited to:
    - Computer systems and analysis
    - Data science and analytics
    - Programming
    - Software engineering and development
    - Computer science
    - Coding
    - Analysis, design, business and marketing associated with these innovative subject matters
- Is non-credit bearing, with a length of less than 600 clock hours or 20 weeks, and is offered by a non-accredited institution.

- Focuses on soft skill development, is collaborative in nature, and is project-based and competency driven, in which the program's skills are defined and assessed based upon workforce demand and employer feedback, and are graded on a pass/fail basis.

# Approach and Methods for Protecting Students and Fostering Growth

The Task Force believes that ensuring student protection, while cultivating a landscape of innovation, is imperative to the strength of California's economy and the upward mobility of its residents. Based on the public testimony summarized below, the Task Force advises that the California State Legislature adopt and implement the recommendations discussed below, and allow High Technology Programs to continue to meet California's workforce demands.

## Disclosures

Under current law, there are a variety of disclosures that a student must be provided prior to enrollment in an approved private postsecondary institution. Two of the primary required disclosures that are provided are the school catalog and the enrollment agreement, and a third is the School Performance Fact Sheet (SPFS), which will be discussed later in this report. Collectively, the purpose of these disclosures is to ensure the protection of the student and their ability to make well informed decisions regarding the institution and course of study that they wish to pursue.

Topics covered in school catalog and enrollment agreements include, but are not limited to:

- General institution information, along with program specific details (including a description of instruction provided)
- Detailed information on a student's right to cancel/withdraw and refunds
- An itemization of all institutional charges and fees
- Certification that student has received the catalog and School Performance Fact Sheet
- Faculty qualifications
- Admissions, probation and dismissal, and attendance policies
- Whether the institution participates in federal financial aid
- If the institution provides placement services, a description of the nature and extent of the placement services
- Bureau contact information

## Public Testimony

With this information in mind, the Task Force wanted to learn more about how different institutions disclose specific information to students and heard testimony from institutional representatives, graduates, and public commentators.

## Summary of Institution Testimony

The Task Force first spoke with representatives from two Bureau approved institutions offering immersive High Technology Programs - General Assembly and Dev Bootcamp. The following is a summary of the testimony from the representatives.

The institutions began by noting that they view the disclosures as part of a greater admissions process. Both institutions view their admissions process as selective, with multiple criteria used to determine if a prospective student is a good fit for their program. Common items used by the two institutions include an initial application, interviews, and disclosures. Components of the interview may include a review of time commitment and resources required for the program, an activity based in the area of study (designed for an individual with no prior background in the subject), and a face-to-face meeting with an alumnus. If the student has been determined to be a good fit for the program, prior to enrollment they will be offered admission and will be provided a school catalog (which includes course and graduate information, time commitments, and overall student expectations), and answers to frequently asked questions. Both institutions' representatives testified that they attempt to be as upfront as possible with all potential students about the rigor and demand of their programs. After a student has been enrolled, both institutions have an "on ramp" program for students (Dev Bootcamp's "Phase Zero" and General Assembly's "Pre-Work"). The on-ramp programs can include orientation materials, serve as an introduction for the students to their class cohort, and start to lay the foundation for their technical knowledge.

After discussing the admissions and pre-work processes of both institutions, the Task Force felt it was important to be informed of any feedback from current or former students concerning the institutions' disclosures. The intuitions self-reported that more often than not students note they would have liked to have been more aware of the intensity of the program. Both General Assembly and Dev Bootcamp testified that their programs are rigorous and intensive programs that seek to immerse students and challenge them to learn new, high-technology skills in a fast-paced environment. They also acknowledge that, students, at times, can struggle in overcoming certain challenges that are presented to them (not solely related to course work). Accepting this reality and seeking to promote greater student resource and stress management, General Assembly provides a support structure for students through constant access to instructors and one-on-one advice. Along with an on-location alumnus to help give advice to students, Dev Bootcamp takes an approach of having mandatory on-site therapy sessions, as well as required yoga classes once a week. Both institutions noted that while it is important to be as transparent as possible about the program rigor prior to enrollment, student responsiveness, organization and work ethic play significant roles in how students react to the difficulty of such programs.

## Summary of Program Graduate Testimony

After speaking with institution representatives, the Task Force heard from three recent graduates from both institutions. Each graduate came to their program with a different background, and for a different reason, yet there were common themes present between each of their experiences. The first item that

overlapped each graduate's experience was the transparency of the institutions. All three graduates noted that each school was upfront and honest about the rigors and expectations of the program and none were surprised by the workload when they began their programs. They were provided student testimonials, frequently asked questions, school catalogs, as well as student expectations. With all of the documentation that was provided, they testified that they were fully aware of what to expect when they started the program.

An additional shared experience between all three graduates was their exposure to their "cohort groups", or the other students who are enrolled in the program along with them. While the graduates felt that they were given ample time to interact with their cohort groups during the on-ramp period, they wished they would have been provided some additional information on their peers, as well as on those who were in previous cohorts. This information could have provided valuable insight into the skill levels of their future peers, as well as allowed them to see the results and experiences of previous students. To a certain extent, some of the graduates felt that a more selective admissions process would lead to more successful cohort groups.

The final experience that all three testified to was the on-ramp period. All three graduates felt that this process was beneficial to their learning curve during the program. The on-ramp periods allowed for the students to bond with the fellow members of their cohort group, and at the same time begin to build their knowledge base. However, there were also shared ideas on what could be changed during this process. They testified that that the pre-work during this period should be mandatory. Students who dropped out of their cohort more often than not were students who did not complete their pre-work. Along with pre-work being mandatory, there was recommendation that this work be more technical in nature. Graduates felt that at times they were overwhelmed by all the tools at their disposal, and that the on-ramp period would be a perfect opportunity for students to become acclimated to these tools. These graduates noted that though there are improvements that can be made, both institutions were extremely transparent when it came to expectations of their students. Ultimately, they agreed the responsibility is on students to prepare themselves with the information that they are provided.

### Student Complaints

After hearing the above testimony, the Task Force reviewed complaints from students who attended approved and unapproved institutions offering High Technology Programs. In particular the following complaints pertained to the program's rigor and what to expect from their educational experience:

- The school did not deliver as promised and students had to teach themselves. There was a lack of guidance and education from instructors.
- The institution's website was misleading. They advertised that no coding experience was needed, but the coursework was not at an introductory level.
- Though the instructors were great coders they did not provide a quality instruction. There was a lack of support from the instruction staff.
- Some instructors were recent graduates from the institution.
- The pre-work was not adequate preparation if you had no prior experience.

- The Outcomes and Job Assistance Staff changed multiple times, making you feel that you are on your own for your job search.
- The "Recruiter Network" that was promised did not seem to exist, had to find a job on craigslist.

**Recommendations:**
After reviewing the above testimony, the Task Force determined that there are notable differences between traditional private postsecondary institutions and those that offer High Technology Programs. As such, there is additional information, outside of what is currently required, that should be provided to prospective students. These additional disclosures will ensure that student protection is being met and that students are able to determine if a High Technology Program is a good fit for them.

1. Include in the course catalog a detailed section that addresses the rigor involved with the program.
    a. Detail program specific expectations and characteristics; including but not limited to pre-work requirements, the collaborative nature of the program, and time commitment.
    b. In order for this information to be beneficial for institutions, sample language has been included in Appendix B.
2. Include in the course catalog a detailed section that discusses career guidance services.
    a. Provide specific details regarding expectations from both the student and the institution.
    b. List any specific soft skill development that will be targeted and developed throughout the program and by career guidance services.
    c. In order for this information to be beneficial for institutions, sample language has been included in Appendix B.
3. Add to the enrollment agreement an area for students to attest that they have received information on time commitment, program rigor and career guidance services.

## Reporting of Student Outcomes

Along with the enrollment agreement and course catalog, another primary disclosure that helps ensure student protection is the School Performance Fact Sheet (SPFS). The SPFS is the primary means of reporting former student outcomes to prospective students. Students rely on this data to make informed decisions when it comes to selecting a career path, as well as an appropriate institution. With this is mind, the Bureau requires certain data points to be captured on this document.

With a SPFS, a prospective student can ideally view a given program's:

- On-time Completion Rates
- Job Placement Rates
- State Licensure/Exam Results
- Salary and Wage data for students with employment in a related field of study
- Cohort Default Rate

## Public Testimony

In order to obtain a better understanding of the reporting of student outcomes as they pertain to High Technology Programs, the Task Force again heard testimony from representatives of Dev Bootcamp and General Assembly, along with program graduates, Bureau representatives, various members of the public, and a subject matter expert.

### Summary of Institution Testimony

The institutional representatives stated that it is important to them to track student outcomes, as well as to ensure successful student outcomes. Dev Bootcamp and General Assembly both emphasized their coaching and support programs, their hiring resources, and the fact that they actively survey their graduates, leading to reporting of successful student outcomes.

From as early as a student's on-ramp period, Dev Bootcamp and General Assembly inform students that there will be a firm level of support when it comes to careers after graduation. Both schools stated that they begin this support by introducing soft skills during the on-ramp phase. These skills often consist of working within a group dynamic, meeting project deadlines, and presentation skills. Both institutions believe that exposing students to these skills will help them develop the necessary acumen to be successful in a high pressure work environment. Along with these soft skills, students are also exposed to mock interviews, resume critiques, and are aided in the creation of a social media profile, e.g., LinkedIn. During this period students are also introduced to career coaches who provide support and recommendations to the students throughout their time in their cohort. Both institutions believe that the consistent exposure to these soft skills and resources allow their students to be competitive job seekers after graduation.

Both schools described the various employment resources that are provided to students during their time in the programs. While students are in their cohort, both institutions provide access to various computer platforms that allow students to be exposed to potential employers. Though these platforms have variances in their specific abilities, the overall capabilities are the same. When given access to such a platform, students are able to post their resume, examples of their work, and articulate particular skills they possess. Potential employers are also able to view these profiles, allowing them to determine if the student is a fit with their company, and to communicate with the student. Career coaches typically have access to this platform as well, allowing them to stay in contact with the student and provide support as needed. They are able to see where the student is in the job search process (e.g., companies they have applied to, interview status, resume critiques). Often the institutions provide students with "meet and hire" events that allow students to interact with potential employers. Students are invited back to these events as many times as they wish.

Finally, both organizations appear to place an emphasis on following up with their recent graduates. At the time of graduation, students are provided a survey asking about the level of satisfaction that they have with the program. Because mindsets often change, both schools also send a post-graduation survey asking if the student still feels the same way. Once a graduate receives a job, they are sent an

additional survey requesting the terms of employment; i.e. company, hours worked, salary, and the amount of time it took to gain employment. General Assembly and Dev Bootcamp testified that they use this collective data to refine their programs, and to make them as accommodating as possible for future students; as well as to make the hiring and recruiting process as simple as possible for potential employers.

### Summary of Program Graduate Testimony

The three graduates also gave testimony that helped to inform further Task Force discussions and recommendations. The graduates noted that the most important features of the program were: soft skills, communication with program staff as an alumni, and end products from cohort/group-based projects and activities.

When speaking with the Task Force, all three graduates agreed that soft skill integration was a key component of their post-graduation outcome success. These soft skills prepared the students for working in a team environment, and allowed them to demonstrate to employers that they possess the equivalent of on the job experience. By demonstrating that they have worked collaboratively in groups for extended periods of time, the graduates testified that they felt confident and prepared when meeting with potential employers. There was a common thought amongst the graduates that a traditional university would not have provided them with this level of preparation. The graduates noted that even though the schools provided them with these skills, it was up to the students to be responsive and to make themselves open to critique and feedback.

Another component that led to the apparent successful outcomes for students was the level of communication with program staff after graduation. All three graduates noted that they were in constant communication with staff and were provided with general career support, breakout sessions, meet and greets, and seminars hosted by previous graduates. In particular, the seminars discussed topics that the previous graduates wished they would have known when beginning their search for employment. The panel was in agreement that they felt supported by their schools, and that they were provided with ample resources while on their search for employment.

The final component that the panel noted was the end products of working with their cohort groups. The three graduates noted that there were pros and cons to working on a collaborative project with their cohort group. They noted that it is a benefit to be able to take a deliverable to a prospective employer and present it to them. Students are able to discuss with the employer how they would change the project if they were completely in control of the final outcome. The students believed that this allows them to sell their unique viewpoints and skills to the potential employers. Conversely, the graduates stated that a small number of students believed that if you were in a low performing cohort group, that you would not be able to obtain a quality job. The graduates mentioned however that program staff mitigate this concern by focusing the students on the project itself, and not post-program employment. While this did not completely remove the tension surrounding potential employment, the students did appreciate the staff's efforts to maintain student focus throughout the cohort project period.

## Summary of Employer Testimony

Along with the testimony heard from the institution representatives and former students, the Task Force also heard from three different employers. While most of the testimony heard from these panelists is discussed in a later section of this report, it is worth noting here that the employers mentioned different styles of onboarding of new employees in this sector. While many startups and companies do hire on a full-time, permanent basis, it was mentioned that one of the companies brings on recent graduates on a contract-to-hire, or as an apprentice. These contracts or apprenticeships are typically three months in length, and are at a lower salary than what a full-time, permanent employee would earn. Both Dev Bootcamp and General Assembly view these different types of employment as employed, and report their graduates as such.

## Summary of Bureau Testimony and Related Findings

When discussing the reporting of student outcomes, the Task Force reviewed whether it is appropriate to have intuitions offering High Technology Programs use the current format of the School Performance Fact Sheet (SPFS). The Task Force asked Matthew Wiggins, Bureau staff, to provide an overview of the current format of the SPFS and proposed regulations that will affect the SPFS.

Mr. Wiggins informed the Task Force that, currently, institutions offering High Technology Programs are expected to use the same SPFS format and content that all other institutions currently use.

The Task Force decided to review the various components of the SPFS and the proposed regulation changes. While reviewing the different components it became apparent that there were multiple sections that were not relevant to High Technology Programs. These sections in particular are the 150% Completion Rate Table; Licensure and Exam results; and the Federal Cohort Default Rate data. These were deemed irrelevant due to the fact that there is no opportunity for students to finish outside of their cohort's completion date (students are required to start the program over if they are not able to keep pace). Also, there currently are no state licenses or exams required for these programs; and currently institutions offering High Technology Programs do not receive Federal financial aid.

Mr. Wiggins also informed the Task Force of the proposed regulation changes that pertain to uniform reporting requirements. The proposed changes, among other things, would include a new definition for "Gainful Employment," including self-employment documentation requirements; removal of portions of the Placement Rate Table; and require institutions that do not qualify for Federal financial aid to have a disclosure stating as such.

## Summary of Public Comment and Subject Matter Expert Testimony and Related Findings

Throughout the process of hearing various testimonies, the Task Force also looked to public comment for input around the student reporting recommendations. A consistent theme heard from various public advocates was the need for more reliable wage data. It was mentioned that currently institutions rely on self-reported student wage data (salary, employment status, etc.) gathered via surveys, emails, and various other outreach methods which only display wages at the time a graduate is hired. While these methods have been the norm for multiple years, the Task Force decided to review alternate methods of collecting this data in order to ensure data integrity and to reduce the burden of work for institutions.

One of the specific recommendations from public comment was to look at a web based program called "Salary Surfer" - Salary Surfer is provided by the California Community Colleges Chancellor's Office (CCCCO), and some view it as a valuable tool to both students and regulators. According to the CCCCO, Salary Surfer "uses the aggregated earnings of graduates from a five year period to provide an estimate on the potential wages to be earned two years and five years after receiving a certificate or degree in certain disciplines." [9] The program receives its data by providing social security numbers of graduates to the Employment Development Department (EDD) and matching it to a "Base Wage File." This file will show if a given social security number has any reported earned wages for a given quarter of the year. This information is transmitted to the CCCCO, and is then analyzed and presented in its current form.

The Task Force decided to review the foundations of this program, and to determine the feasibility of a similar program being used to report outcomes for students who attend High Technology Programs.

In order to accomplish this objective, the Task Force heard testimony from Patrick Perry, Senior Research Associate at West Ed, who played a pivotal role in the development of Salary Surfer. Mr. Perry began his work on Salary Surfer while working for the CCCCO. He noted that the main goal of creating this program was to provide valuable data to students and help them make well informed decisions, and that the same approach could be taken for private postsecondary institutions that enroll students in High Technology Programs. He noted that there are three main benefits when it comes to using Base Wage data as it pertains to private postsecondary and High Technology Program institutions: (1) an increase in data reliability; (2) the ability to compare the wages of graduates from various institutions across California; and (3) the removal of the burden of reporting from institutions.

Mr. Perry stated that data reliability is always a concern when reviewing outcomes reported directly from students and institutions. Mr. Perry stated that by using a Base Wage data program this concern is greatly minimized. Schools would submit a roster of social security numbers to the Bureau who sends this data to EDD to determine if there is a "match". A match would result when a given social security number shows a record of earned wages for a given quarter in the year. When there is a match, this information is returned to the Bureau, which is able to determine the wage that a graduate has earned after program completion. This data would then be provided back to the institutions for inclusion on their School Performance Fact Sheet (SPFS). The data can be organized in such a way (CCCCO displays wage data two years prior to graduation, two years post-graduation, and five years post-graduation) that allows students to see not only what wage they will earn as soon as they graduate, but expected wages as they develop within their career. By providing students access to a potential career trajectory, students are able to make a better informed decision when it comes to choosing a school and career.

Mr. Perry stated that using a model like this will allow students to compare the wages of graduates from different institutions side by side. While this data would be disclosed on an institution's SPFS, it could also be made available on a website operated by the Bureau. Students would potentially be able to look at similar programs from various schools and view all reported earnings of their graduates. By presenting the data in this fashion, students would be exposed to this information while reviewing all of their school choices, rather than when viewing the data when they are provided the SPFS. By presenting

prospective students with this information on demand, they will be able to compare their options at their convenience and make a choice that best fits them.

The Task Force determined that a system such as this would also reduce the amount of work that is required of institutions offering High Technology Programs when compiling their SPFS. By minimizing the amount of time and resources spent on outreach, tracking, and follow up, schools will be left with a smaller burden of responsibility and will simultaneously be providing more reliable data to their students.

**Recommendations:**
While considering all of information presented to them, the Task Force recognized that the SPFS is fairly encompassing, however when reporting on students from High Technology Programs it may not reflect information that is pertinent or necessary. Disclosures are only as reliable as the data that they provide, and the Task Force wants to ensure that all data that is being provided is relevant and accurate. Accordingly, the Task Force recommends modifications to the SPFS provided by institutions offering High Technology Programs and recommends changes to how the outcome data contained in the SPFS is collected.

4. Conduct a pilot program that aggregates and reports salary/wage information by institution from High Technology Program graduates.
    a. Compare social security numbers of graduates who have at least two quarters of reported earned wages to Base Wage data that is available through the Employment Development Department (EDD).
    b. Methodologies may be based on techniques implemented by various bodies that have used Base Wage data to report on student outcomes, located within the Unemployment Insurance Code Section 1095, including but not limited to:
        i. California Community Colleges
        ii. University of California System
        iii. California State University System
    c. Once data is available in a user friendly format, supplement the current Salary/Wage table in the SPFS with the institution specific data.
5. Modify the SPFS to create a unique disclosure that is a better fit to the characteristics of High Technology Programs.
    a. Remove components of the SPFS that do not pertain to High Technology Programs, such as the 150% Completion Rate, Exam/Licensure table, and the Cohort Default Rate.
    b. Ensure that there is a component that speaks to gainful and self-employment.
    c. In order for this information to be beneficial for institutions, sample language has been included in Appendix B.

## State Steps

The current nationwide need to promote growth and meet workforce demand in the IT sector is essential to the health of our nation's economy; and California has a prominent role to play. With the IT hotbed located in the greater San Francisco Bay Area, the state of California has a responsibility to foster

an environment of innovation. With this innovation comes the need for more employees that possess the skills to meet employer demands for talent.

## Public Testimony

To better understand the next steps that California can take to foster growth within the high technology sector and to help reduce the skills gap, the Task Force looked to the BPPE; along with Dev Bootcamp and General Assembly; and three employers in this sector to provide expertise on the matter.

### Summary of Bureau Representative Testimony

The Task Force first spoke with the Licensing Chief of the Bureau, Leeza Rifredi. There are multiple steps that a prospective school must take before becoming a Bureau approved institution, and before making substantive changes to an approved school. Ms. Rifredi began her testimony by stating that when the Bureau receives an application it is reviewed within thirty days by a licensing analyst. This initial review is for completion only, and not for compliance; most applications that are received are incomplete, and this is one of the major sources of the Licensing Unit's backlog. If the application is deemed incomplete after initial review, a deficiency letter will be sent to the applicant. Once there is a completed application on file, it will go to a queue for review by another analyst. The analyst conducts a thorough compliance review of the application, ensuring it meets all Bureau standards. If there are deficiencies a letter will be sent notating the needed corrections, with a thirty day response time. Within two weeks of response, the application will be reviewed again for compliance. Once this review is complete, the application will move to a Quality of Education review. A Quality of Education review is required when the applying school does not have any approval to operate from a different licensing entity. The Quality of Education Unit reviews the following items: admissions requirements, projection of enrollment for the first three years, descriptions of each program, access to distance education platforms, how assignments are graded, skills and competencies that graduates will have, make-up of the faculty, facility and equipment available to students, job outlook, and how the institution plans on maintaining data on graduates employed in the field. If the application is still deficient but only has a minor issue, the Education Specialist will reach out to the applicant; if there is a major issue the application will be prepared for denial, followed by a deficiency letter. It was noted that "Approval to Operate" applications have a backlog of approximately six months to a year, with an estimated backlog of an additional six months to a year for Quality of Education reviews.

It was also noted that the Bureau has been hosting Licensing Workshops on a monthly basis. These workshops are voluntary and cover the steps and materials necessary to submit a complete "Approval to Operate" application to the Bureau. Attendance at these workshops has helped decrease the number of incomplete applications that have been submitted, and as such there has been a decrease in the time spent to approve an application.

While continuing with her testimony, Ms. Rifredi also noted that there are additional types of applications that the Bureau receives; ranging from new locations, change in ownership, or a change in educational objective (addition/removal of an offered program). For schools offering High Technology Programs, the Bureau anticipates there being a great deal of changes in educational objectives due to

the fluidity of the industry, and stated that these applications can be seen as non-substantive changes. Such changes have a much shorter turnaround time, allowing these Programs to stay on the cutting edge of technology.

### Summary of Institution Testimony

After speaking with Ms. Rifredi, the Task Force again turned to General Assembly and Dev Bootcamp for any recommendations for growth in the high technology sector. Both institutions agreed that more work could be done to increase diversity in the sector.

While it is recognized that the high technology sector currently has low representations amongst women and people of color; it was surprising to see the proactive approaches that these two institutions have taken to help bridge the gap. Both institutions noted that women and people of color only represent approximately 20% of the workforce in the high technology industry (though the San Francisco Bay Area is slightly higher). Both institutions offer scholarship programs for underserved communities, people of color, and women in order to help bring the economic opportunities to a demographic that may not be consistently exposed to the industry. Dev Bootcamp and General Assembly both mentioned the White House's "TechHire Initiative", noting that it has helped focus their efforts in their programs. Both schools noted that though they have been working towards these goals, much more work needs to be done across the sector.

### Summary of Employer Testimony

Employers of graduates also shared their expertise with the Task Force in regards to what steps California can take to help strengthen and expand the high technology workforce. Though each company offers different products and services, all agreed that the demand for workers in the high technology industry makes it difficult to retain talent and that continued communication between employers and schools is necessary.

While speaking to the Task Force in regards to talent retention, it was clear that all three employers struggle to maintain a qualified staff. The three companies stated that it often is hard to fill positions with qualified candidates due to the constantly evolving nature of the industry. It was noted that the most successful candidates are the ones who can balance the soft skills with the technical skills, noting that graduates from these institutions typically can do this a bit better than other applicants. Another aspect that makes it difficult for smaller startups to retain talent is the poaching of employees by larger firms. Graduates come to startups as entry level web developers, and within a few months they develop more refined skills that appeal to larger companies. In particular, Thoughtbot experienced over 50% turnover in 2014. While dealing with high turnover and the difficulties of finding qualified applicants is frustrating, they noted that this is partially due to the fact that graduates are entering the marketplace with a solid baseline level of knowledge.

When discussing the skills that graduates possess when entering the workforce with, the three employers made note of the level of communication that they keep with the schools. In particular,

Branchbird indicated that it provides feedback on the graduates that they hire, as well as those that they don't. All three employers agreed that communication between companies and the schools is necessary if students are to be kept on the cutting edge of technology. All three companies believed that employers are the pulse of the high technology sector, and are the best source of knowledge of what the trends are in the industry. They also noted that maintaining a high level of selectivity for cohorts will ensure that graduates are kept at their current level of quality, and will prevent a saturation of the talent pool. All three employers agreed that there still is a high demand for employees, and that supply cannot keep up.

**Recommendations:**

After much deliberation around these topics, the Task Force noted that there are industry-specific challenges faced not only by institutions, but by students as well. Institutions that offer High Technology Programs are faced with lengthy timelines when seeking BPPE approval (both with the initial application, as well as ongoing modifications), while students from underserved communities and underrepresented demographics continue to be left behind the current wave of innovation. As stated by #YesWeCode, "By learning this highly valuable and relevant 21st century skill, these young people are shifting the trajectory of their futures and transforming their relationships with their communities and their country"[10]. The challenges faced by both institutions and students have prevented the skills gap from shrinking, as there have been thousands of jobs left unfilled throughout the state. With this information in mind, and knowing that Web and Software Developers are amongst the fastest growing occupations in California; it is clear that there is need for immediate action. In order to ensure that employer and student needs are met, the Task Force recommends modifying the application process for schools wishing to offer High Technology Programs and increasing outreach to underserved and underrepresented students.

6. Modify the approval to operate application process to create an expedited process for a school wishing to offer a High Technology Program in order to decrease application turn times, and bring prospective employer validation to each program.
    a. Submit Evaluator Reports that can be used in lieu of the Bureau's Quality of Education Review.
        i. The Evaluator Reports will consist of questionnaires that will verify if the corresponding High Technology Program meets the needs of employers and industry standards.
        ii. An institution must include Evaluator Reports with their Bureau application to supplement the Quality of Education review.
        iii. Evaluator Forms may only be used in conjunction with Approval to Operate applications.
        iv. The format of the Evaluator Report, along with requirements of being an evaluator can be found in Appendix B.
    b. Create a Program Advisory Board that will be used as an ongoing quality assurance mechanism for High Technology Programs.

        i. The Program Advisory Board will serve as a third party that will assist an institution's administration and faculty in fulfilling their stated educational objectives.
        ii. The Program Advisory Board will provide support with ongoing changes that an institution wishes to submit to the Bureau.
        iii. An institution must include Program Advisory Board minutes with the submission of their Annual Report (these minutes must show that the High Technology Program that is being offered by the institution is still in demand, and continues to meet industry standards).
        iv. A sample of the Program Advisory Board's responsibilities can be found in Appendix B.
    c. Require that prospective institutions offering High Technology Programs attend an enhanced Licensing Workshop if they wish to utilize the expedited approval process.
        i. The workshop will consist of the current Licensing Workshop that the Bureau offers with a component at the end that focuses strictly on High Technology Programs. Additional focuses will be on career services, additional disclosures, and specific soft skills that the institution plans on developing.
        ii. Another component of the enhanced workshop will focus on items that can delay the application process, specifically financial documents and the components of a complete application.
    d. Designate a High Technology Program expert as a point of contact within the Bureau.

7. Encourage the state to promote access to High Technology Programs for underserved communities through awareness and partnerships with existing state and/or federal workforce programs and nonprofit organizations.
    a. These programs can be at the state and/or federal level, or with a non-profit organization. These programs can include, but are not limited to:
        i. Employment Training Panel (ETP)
        ii. Eligible Training Provider List (ETPL)
        iii. Girls Who Code
        iv. #YesWeCode
        v. CodeNow
8. Provide a mechanism for temporary approval from the Bureau for locations in rural or underserved communities for already approved institutions to provide High Technology Programs, or for institutions to partner with, for example, the California Community Colleges or other adult training programs to provide High Technology Programs in such areas.
    a. California Community Colleges or other adult training programs

## Conclusion

The recommendations in this report are the direct result of deliberations occurring over several months and are based on the input from a variety of stakeholders in the private postsecondary industry. Some

of these recommendations may require changes in regulations or statute, while others may be implemented within the current construct of the Bureau. These recommendations attempt to ensure necessary student protections, while fostering an environment of innovation.

To guarantee the economic prosperity of the state and its diverse population, California must address the issues and recommendations identified by this Task Force. This will require a commitment from the Bureau, institutions offering High Technology Programs, workforce partners, and policymakers so more Californians can acquire the necessary skills to meet the demand of an evolving economy.

## Task Force Members

**Shawn Crawford, Chair**

Shawn Crawford is the Senior Vice President, Chief Compliance Officer of ITT Educational Services, Inc. (ITT/ESI) in Carmel, Indiana, and is responsible for overseeing and directing the compliance, internal audit, regulatory and accreditory efforts of the company's ITT Technical Institutes and Daniel Webster College. ITT/ESI is a leading provider of technology-oriented postsecondary degree programs, and operates more than 130 ITT Technical Institutes and Daniel Webster College. ITT/ESI institutions serve more than 47,000 students at their campuses in 39 states and online. ITT/ESI has been actively involved in the higher education community in the United States since 1969.

He was previously the Director of Compliance at Great American Financial Resources, Inc. (GAFRI), a wholly-owned subsidiary of American Financial Group. GAFRI is a diversified financial services organization founded and headquartered in Cincinnati, Ohio, and its insurance companies provide customers with annuities, supplemental insurance, and life insurance through a distribution system of licensed independent agents and registered representatives. In this role he was responsible for directing legislative and regulatory compliance, including anti-money laundering and anti-fraud programs. His previous positions with GAFRI included legal and regulatory work involving securities and other investment products. Prior to this he was with Federated Department Stores, Inc. in Cincinnati, where he was involved in ensuring compliance with the Employee Retirement Income Security Act of 1974 (ERISA) and managing employee benefits for more than 100,000 plan participants.

He earned a J.D. from the University of Pittsburgh School of Law, and a B.A. from Allegheny College. Mr. Crawford serves as the Chair and an institutional representative on the Advisory Committee for the Bureau of Private Postsecondary Education in California, co-Chair of the California Coalition of Accredited Career Schools, and has served as a speaker and panelist for the Association of Private Sector Colleges and Universities and the Accrediting Commission of Career Schools and Colleges.

**John Carreon**

With over 25 years of legal experience, John Carreon is currently the Senior Vice President, Regulatory Affairs and Associate General Counsel for Education Corporation of America (ECA). John joined Kaplan, Inc. in May, 2006, working as the Vice President, State Affairs and Associate General Counsel until ECA acquired Kaplan's ground-based nationally accredited schools in September, 2015. As head of the Regulatory Affairs Department for ECA, John identifies and develops relationships with key officials who are in positions or agencies that affect its education businesses. To ensure a high level of accountability, John and his team monitor federal, accreditor and state compliance standards, and provide guidance on virtually all state issues that arise with respect to any of ECA's education businesses, as well as planning and oversight for federal and accreditor requirements.

John's positions before joining ECA/Kaplan include Senior Counsel for Sears Holdings Corporation, overseeing the company's regulatory and litigation matters; Regulatory, Compliance and Litigation Counsel for GE Healthcare; and General Counsel for GE Healthcare's MRI and X-ray divisions. Early in his

legal career, he was an Associate with Winston & Strawn LLP and served as an Assistant State's Attorney for Cook County, Illinois.

John has a Bachelor of Science in Accountancy from the University of Illinois, Champaign-Urbana, and is a Certified Public Accountant. He obtained his Juris Doctor and Master of Business Administration from Loyola University, Chicago.

**Marie Roberts De La Parra**

Ms. Roberts De la Parra is the CEO of Wait a Green Minute this entity focuses on executive coaching to strengthen and enhance leadership development. She is also the CEO of BMB Construction Properties leading it as a sustainable strategic master planner of community and economic development. June 2008, Ms. Roberts De La Parra founded the nonprofit organization, Terra Green Community Development Corporation receiving its IRS designation as a 501©3. The goal of the organization is to address access to healthy food options, energy efficient green home ownership, foreclosure mitigation housing counseling, and building financial capacity within economically disadvantaged and underserved communities that includes microfinance lending. Promoting neighborhood stabilization is the organizational goal. Terra Green CDC is a certified Covered California Entity, a Kiva Zip Trustee, and is a California Capital Access Program lender. Terra Green CDC is certified by the US Department of Agriculture to operate a SNAP EBT Farmers Market, and certified by the United States Department of the Treasury CDFI Fund as a Community Development Entity (a CDE), and is a certifiable Community Development Financial Institution, a CDFI. She has also participated in extensive training on "Healthy Food Financing" provided by the CDFI Fund. Terra Green CDC has been invited by the SBA Administrator in Washington DC to become a certified loan intermediary. Ms. Roberts De La Parra is a certified foreclosure intervention and default housing counselor, a MHA Making Home Affordable certified Military Housing Professional, a HUD certified Environmental Consultant, certified as a Housing Development Finance Professional by the National Development Council, and is also a Covered California Certified Enrollment Counselor.

Ms. Roberts De La Parra was honored by CA Public Utility Commissioner, Timothy Alan Simon and Assembly Member Gwen Moore (retired) with the Connections Women Business Enterprise Green Business Award 2009, she has received the Certificate of Special Congressional Recognition, honoring her as a Female African American Environmental Champion presented by Congresswoman Barbara Lee, the Certificate of recognition and appreciation from the National Association of Women, Commendation from the Board of Supervisors County of Alameda State of California Keith Carson, Certificate of Recognition for her dedication and commitment to making Oakland A Model City Ron Dellums, California Legislature Assembly Certificate of Recognition for Hard Work and Commitment to the Betterment of the Environment and for Strengthening Bay Area Cities Sandre Swanson Assemblymember 16th Assembly District, and the Certificate of Special Congressional Recognition for outstanding and invaluable service to the community from Congressman George Miller. In May 2014 Ms. Roberts De La Parra was appointed to the EPA Environmental Finance Advisory Board (EFAB) in Washington D.C. February 2015 she became part of the Leadership Council for NSBA the National Small Business Association.

Her educational background includes being an alumni of UCLA's Andersons School of management, and an alumni of Northwestern University's Kellogg School of Management with a current focus at Kellogg to receive her certificate as a Scholar in Leadership. In June 2016 she will be in receipt of her MBA in Community Development Policy and Practice.  . She is committed to connecting individuals to beneficial opportunities and she does so through leveraging her relationships.

**Liz Simon**

Liz Simon is the Vice President of Legal & External Affairs at General Assembly, a global educational institution that empowers people pursue work they love through instruction and opportunity in the most relevant skills of the 21st century. Her responsibilities include leading GA's legal, government and public affairs, as well as its social impact efforts. Liz joined GA from the Obama Administration, where she served as Counselor to the Director of U.S. Citizenship and Immigration Services and worked on policy issues at the nexus of immigration and entrepreneurship. Prior to that, Liz was an attorney at Hogan Lovells, a Washington D.C.-based law firm. Liz holds a bachelor's degree in Government from Cornell University and earned a J.D. from the University of Michigan Law School.

**Kim Thompson-Rust**

Kim Thompson – Rust has more than 20 years' experience in the private post-secondary education sector working for various entities that included publicly traded, private equity, and privately owned corporations.  Kim has has worked with several national and programmatic accrediting agencies: ACCSC, ACICS, ACCET, ABHES, COE, and NACCAS, along with various state licensing and degree granting authorities across the United States.  Her experience at the school and corporate level includes research, strategic planning, policy writing, compliance training presentations, interpretation and dissemination of regulations, review and guidance on marketing collateral, business practice assessment as well as business practice improvement as it relates to national and programmatic accrediting agencies, and internal audit preparation. She also served as the project lead for approval obtainment for start-up schools, change of location, new programs as well as internal and external audit preparation and narrative responses.  Kim received a Bachelor's degree in Sociology for California State University, Fresno.

## Endnotes

[1]*2015 Coding Bootcamp Survey – Course Report, Liz Eggleston, https://www.coursereport.com/2015-coding-bootcamp-market-research.pdf*

[2]*EDD Labor Market Information Division,*
*http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occmost.xlsx*
*http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occfastest.xlsx*

[3]*Background Paper for the Bureau for Private Postsecondary Education (Joint Oversight Hearing, April 21, 2014, Senate Committee on Business, Professions and Economic Development, Senate Committee on Education, Assembly Committee on Business, Professions and Consumer Protection and Assembly Committee on Higher Education)*

[4]*EDD Labor Market Information Division,*
*http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occmost.xlsx*
*http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occfastest.xlsx*

[5]*Creating Pathways to Better, Well-Paying Tech Jobs and Meeting Urgent Employer Demand Across the U.S. (TechHire Initiative)*

[6]*The TechHire Opportunity (TechHire Initiative),https://www.whitehouse.gov/issues/technology/techhire*

[7]*The TechHire Opportunity (TechHire Initative), https://www.whitehouse.gov/issues/technology/techhire*

[8]*Bureau Representatives: Leeza Rifredi – Licensing Chief; Matthew Wiggins – Associate Governmental Program Analyst*
*Institution Representatives: Scott Zaloom – Senior Regional Director, General Assembly; Jon Stowe – President, Dev Bootcamp*
*Former Students: Leslie Forman – General Assembly; Santiago Gomez Lavin – General Assembly; Patrick Reynolds – Dev Bootcamp*
*Employers: Matt Bendett – Co-Founder, Peerspace; Kim Gerard – Technical Lead, Branchbird; Dan Croak – CEO, Thoughtbot*
*Subject Matter Expert: Patrick Perry – Senior Research Associate, WestEd*

[9]*Salary Surfer, www.salarysurfer.cccco.edu*

[10]*#YesWeCode, http://www.yeswecode.org/mission*

*All website links referenced in these Endnotes are true and accurate as of 12/01/2015.*

# Appendix A

*California Education Code (CEC) § 94880.1*

*Sample Program Rigor and Time Commitment Language*

*Sample Career Services Language*

*Modified SPFS*

*Advisory Board Policy*

*Evaluator Report Instructions and Questionnaire*

**California Private Postsecondary Education Act of 2009**

(California Education Code, Title 3, Division 10, Part 59, Chapter 8)

**94880.1. Task Force – Innovative Subject Matters**

(a) (1) The bureau shall establish a task force no later than March 1, 2015, to review standards for educational and training programs specializing in innovative subject matters and instructing students in high-demand technology fields for which there is a demonstrated shortage of skilled employees. The members of the task force may include postsecondary education experts, owners of institutions, consumer advocates focused on education, high technology employers, students of short-term focused high technology training programs, and providers of high technology training in subjects including, but not necessarily limited to, programming, software development, computer science, and coding.

(2) At least two members of the task force shall be members of the advisory committee. One of these members shall serve as chair of the task force.

(3) The task force shall transmit a report with its recommendations and findings to the advisory committee no later than January 1, 2016. The task force's report shall include, but not necessarily be limited to, all of the following:

(A) Whether students attending institutions should receive certain disclosures prior to enrolling in an educational program offered by those institutions.

(B) Whether the means of reporting student outcomes and the content of those reports are appropriate.

(C) The steps the state may take to promote the growth of high-quality training programs in skills for high technology occupations.

(b) The advisory committee shall review and approve, modify, or reject the report prepared pursuant to paragraph (3) of subdivision (a). The bureau shall provide the approved report to the Legislature no later than July 1, 2016.

(c) The requirement for submitting a report imposed under this subdivision is inoperative on January 1, 2017, pursuant to Section 10231.5 of the Government Code.

(d) The report to be submitted to the Legislature pursuant to subdivision (c) shall be submitted in compliance with Section 9795 of the Government Code.

(Added by Stats. 2014, Ch. 840, Sec. 17. Effective January 1, 2015)

## Sample Program Rigor Language

**Program Expectations**

Programs offered by the Institution are rigorous and require a significant amount of work, both in and out of class. Students should expect to be dedicated to participating and completing assigned coursework. Working outside of the immersive portion of the Institution's programs is strongly discouraged. Students will be required to show a high level of motivation and persistence to complete the program.

**Time Commitment**

The program is a total of ___ clock hours over a period of __ weeks. The preparation work is completed remotely via distance education. The distance education portion requires 15-20 hours of work per week. Following preparation portion, students complete the on-site program of 35 hours of work per week.

Students, in addition to spending 35 hours per week at the school for scheduled instructional activities, will spend an additional 25-30 hours per week working on homework/projects.

**Collaboration/Communication**

Throughout the on-site instruction students participate in soft skills seminar sessions. These sessions allow students to learn and develop soft skills for use at the Institution and in their careers. The goals of soft skills seminar sessions are to experience collaboration, experience its value, commit to the work of engaging in collaboration, and know when you are collaborating and when you are not.

Projects are an integral part of the Institution's programs. The soft skills learned are applied by working in teams both during instruction and completing homework/projects after class. Teamwork and strong communication skills are required to complete the program successfully and set students up for success in the workplace. Making graduates strong communicators is an essential part of the program.

The institution strives to create an optimal learning environment for its students by addressing the human side of software development. Through a series of activities the institution helps students learn intrapersonal and interpersonal skills to keep teams operating at their full potential.

**Pre-Work**

After students are accepted and enrolled into the program, they are required to complete pre-work materials and assignments. The Institution's pre-work is up to __ hours of work. It is designed to introduce students to many topics and tools they will touch upon again during the program. Completion of the pre-work is mandatory and ensures a baseline level of knowledge in each class. Students who do not complete the required pre-work may be asked to defer their enrollment to a future cohort.

The pre-work includes coding challenges and assignments, so it is vital students have reliable access to the internet throughout the duration and are open and willing to complete the assigned work.

## Sample Career Guidance Services Language

**Career Guidance Services**

The Career Guidance Services Team is dedicated to seeing students take control of their career aspirations and goals, by helping to communicate their skills, make valuable connections, and identify ideal career opportunities. Career Guidance Services programming is interwoven into the Institution's courses. Job search support is also available to all graduates who choose to opt-in to it by meeting the requirements outlined below.

In order to be eligible for Career Guidance Services, a student must meet the following requirements:

» Resume

» Digital presence (social media)

» Professional project/portfolio

» Attendance & participation in all Career Services programming

» Attend job interview(s) arranged by the Career Services Team. If not, the service may no longer be available to that student.

Career Guidance Services will include:

» Hiring events

» Employer referrals

» Access to Institution's internal profiles or job board

» Mock interviews and portfolio reviews

» 1:1 support & office hours

The Institution cannot and does not guarantee employment or salary. Many students desire to obtain employment on their own. The Institution supports and encourages this effort and will provide techniques on seeking and securing employment.

Continuous career guidance services are available to all eligible graduates. Graduates who require additional assistance after their initial employment should contact the Institution to provide updated resume information and are encouraged to use the resources available from the Career Guidance Services Team.

# Modified School Performance Fact Sheet

**Institution Name**
**Institution Address**
**Phone, Fax, Website**

**School Performance Fact Sheet**
**20XX & 20XX Calendar Years**
**Educational Program (Program Length)**

**On-Time Completion Rates**

| Calendar Year | Number of Students Who Began the Program[1] | Students Available for Graduation[2] | Number of On-time Graduates[3] | On-time Completion Rate[4] |
|---|---|---|---|---|
| 20XX | | | | |
| 20XX | | | | |

Student's Initials: _____ Date: _____

**Placement Rates**

| Calendar Year | Number of Students Who Began the Program[1] | Number of On-time Graduates[3] | On-time Graduates Available for Employment[5] | On-time Graduates Employed in the Field[6] | Placement Rate Employed in the Field[7] |
|---|---|---|---|---|---|
| 20XX | | | | | |
| 20XX | | | | | |

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or you can review the list of the institution's website at http://www.schoolofchoice.com/jobclassifications.

Student's Initials: _____ Date: _____

This school prepares its graduates to work in freelance employment, as an entrepreneur, or as self-employed individuals. A defining characteristic of these two work-styles is that they are often comprised of projects or short-term job opportunities. This type of work may not be consistent; depending on the job, project or budget, periods of employment can range from one day to weeks to several months. In addition, the hours worked in a day or week may be more or less than the traditional 8 hour work day or 40 hour work week. Additionally, during periods when individuals are not working on a specific job or project, they can expect to spend time on expanding their networks, advertising or promoting their services, or honing their skills. Once graduates begin to work freelance or are self-employed, they will be asked to provide documentation that they are employed as such so that they may be counted as placed for our job placement records. Student initialing this disclosure understand that some or all of this school's graduates are employed in this manner and understand what comprises this work-style.

Student's Initials: _____ Date: _____

**Salary and Wage Information (includes data for the two calendar years prior to reporting)**

| Calendar Year | On-time Graduates Available for Employment[5] | On-time Graduates Employed in Field[6] | Annual Salary and Wages Reported for On-time Graduates Employed in the Field[8] | | | | |
|---|---|---|---|---|---|---|---|
| | | | $15,000 to $20,000 | $20,001 to $25,000 | $25,001 to $30,000 | $30,001 to $35,000 | No Salary Information Reported[9] |
| 20XX | | | | | | | |
| 20XX | | | | | | | |

Students are entitled to a list of the objective sources of information used to substantiate the salary disclosure. To obtain this list, please ask an institutional representative where to view this list.

Student's Initials: _____ Date: _____

**Student Loan Information**

This institution is not accredited. Students attending unaccredited institutions are ineligible for federal financial aid programs. Because the institution does not participate in federal financial aid programs, the institution is unable to report information regarding student loan debt.

Student's Initials: _____ Date:

This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to completion rates, placement rates, starting salaries, or license exam passage rates, this fact sheet contains the information as calculated pursuant to state law.

Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, P: 888.370.7589 or 916.431.6959, F: 916.263.1897.

**I have read and understand this School Performance Fact Sheet. The School Performance Fact Sheet was reviewed and discussed with a school official prior to signing an enrollment agreement.**

_____

Student Name - Print

_____ _____

Student Signature Date

_____ _____

School Official Date

AS OF 12/01/2015

[1]"Number of Students Who Began the Program" means the number of students who began a program who were scheduled to complete the program within 100% of the published program length within the reporting calendar year and excludes all students who cancelled during the cancellation period.

[2]"Students available for graduation" is the number of students who began program minus the number of students who have died, been incarcerated, or been called to active military duty.

[3]"Number of On-time Graduates" is the number of students who completed the program within 100% of the published program length within the reporting calendar years.

[4]"On-time Completion Rate" is the number of on-time Graduates divided by the Number of Students Available for Graduation.

[5]"On-time Graduates available for employment" means the number of on-time graduates minus the number of on-time graduates unavailable for employment.

"On-time Graduates unavailable for employment" means the on-time graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.

[6]"On-time Graduates employed in the field" means on-time graduates who within six months after a student completes the applicable educational program are gainfully employed, whose employment has been reported, and for whom the institution has documented verification of employment. For occupations for which the state requires passing an examination, the placement shall be measured six months after the announcement of the examination results for the first examination available after the student completes an applicable educational program.

[7]"Placement Rate Employed in the Field" is calculated by dividing the number of on-time graduates gainfully employed in the field by the number of on-time graduates available for employment.

[8] "Salary" is as reported by the on-time graduate or graduate's employer.

[9] "No Salary Information Reported" is the number of on-time graduates who after making reasonable attempts, the school was not able to obtain salary information for these on-time graduates.

AS OF 12/01/2015

## Program Advisory Board Policy:

**PURPOSE:**
To ensure that the institution has an active program advisory board of in-field specialists, current in the applicable specialty, representing its communities of interest, to assist administration and faculty in fulfilling stated educational objectives.

**POLICY:**
Program Advisory Board meetings will be held at a minimum once (1) each calendar year. No less than three (3) community Program Advisory Board members must be in attendance at any given meeting, not employed by the school, for each discipline or group of related programs. The Board will be comprised of industry representatives, employers (with an emphasis on employers that have hired graduates) and working graduates.

Programs offering complete or partial content by distance education have a minimum of one (1) representative, not affiliated with the institution, specializing in this method of delivery. The distance education specialist's role is, at a minimum, to review and comment on the method of delivery, process and infrastructure in the context of the courses or programs.

**PROCEDURE:**

***Meeting Topics:***
The following topics are to be discussed at each meeting so that feedback is obtained to improve the training, topics include:

- Mission Statement
- Admissions Requirements
- Program Content
- Program Length
- Program Objectives
- Method of Delivery
- Instructional Materials
- Facilities, Supplies & Equipment
- Method of Evaluation
- Student Support Services
- Completion Rates
- Placement Rates
- Licensure Rates, if applicable
- Student / Graduate Feedback
- Employer Feedback
- Current and Projected Community Needs for Graduates in the Field

SAMPLE

***Minutes:***
Prepared minutes of meetings are maintained, distributed and used to improve curricula. Meeting minutes include member participation (member name, title, affiliation), topics discussed, summary of significant outcomes and activities, areas of unfinished business with projection for completion, and a list of recommendations made by the program advisory board, and the institution's response to these recommendations.

SAMPLE

## INSTRUCTIONS FOR OBTAINING REQUIRED EVALUATOR REPORTS

An institution is required to submit a minimum of three (3) Evaluator Reports (w/ resumes or bios) for each program.

The evaluation reports must be obtained from ONE of the following combinations:

- Three prospective employers (3 total); or
- Two prospective employers and two practitioners not associated with these employers (4 total); or
- Two practitioners and a qualified Board Member (3 total); or
- Two practitioners and a professional board or association (3 total).

Each Evaluator shall be familiar with the work related to the occupational training to be reviewed. This is important to ensure proper evaluation of whether the program meets its proposed occupational objective.

Evaluators shall not be associated with the school in any way and shall attest to such by signing Evaluator Report.

The school should use the evaluators' suggestions/comments to make any necessary or desired changes to a program prior to submittal. Should the school choose not to incorporate the suggestions, a detailed explanation must be attached.

Submit a resume or brief bio for each Evaluator utilized for review.

Enclosed is an Evaluator Report. Use this Report when soliciting comments from evaluators (photocopy forms as needed).

Submit the completed Evaluator Report Forms (w/resumes or bios) with the application.

SAMPLE

# EVALUATOR REPORT

Name of Institution_____

Program Title_____

Length (hours and/or credits)_____

Type of Delivery (residential, online, or hybrid)_____

**I. Program Title**

A. Is the title of this program acceptable to the industry? Yes__ No__ Questionable__

**II. Program Objective**

A. Is the program objective clearly stated? Yes__ No__ Questionable__

B. Does the time required for completion of the total program seem reasonable in relation to the program objective? Yes__ No__ Questionable__

**III. Curriculum**

A. Are the course objectives clearly stated? Yes__ No__ Questionable__

B. Is the content of the courses adequate to meet the stated objectives of the program? Yes__ No__ Questionable__

C. Is the content of each course adequate to meet the stated objective of each course? Yes__ No__ Questionable__

D. Is the sequence of subject matter and related activities suitable for the attainment of the specific objectives? Yes__ No__ Questionable__

E. Are safety precautions required? Yes__ No__ Questionable__

If yes, do they seem adequate? Yes__ No__ Questionable__

F. Is the equipment and supply list satisfactory for meeting the needs of business or industry? Yes__ No__ Questionable__

G. Is the theory allotted each subject sufficient to support practical or lab activities? Yes__ No__ Questionable__

H. Does the curriculum provide specific and related knowledge necessary for occupational competence at an entry level with minimum supervision? Yes__ No__ Questionable__

I. Are prerequisites or entry requirements adequate to meet program objectives? Yes__ No__ Questionable__

J. Does curriculum provide for adequate skill development through meaningful activities? Yes__ No__ Questionable__

K. What can a student who has completed a program of this nature expect to earn upon entry into this occupational field? $_____

SAMPLE

**IV. Please comment on those items checked with "NO" or "Questionable."**

_____

_____

**V. Evaluator Information**

Name_____Company_____

Address_____
Street City State Zip Code

Phone Number_____

Email_____

Position_____ No. of Years_____

A. Did you receive a copy of the following items for review:
   1. Program and/or Course Syllabus? Yes__ No__
   2. Course Schedule? Yes__ No__
   3. Supply/Equipment List? Yes__ No__

B. What, if any, additional materials were given for review?_____
_____
_____

**VI. Occupational Background** (please submit/attach a resume or bio in addition to a brief description below)

Education_____
_____
_____
_____

Experience_____
_____
_____
_____

**Recommendation:** ___Approval
___Non-approval of Program in current form

**********

The undersigned agrees there exists no personal or business relationship with the school or owner(s) and agrees not to make copies or divulge any of the content of the program or course materials evaluated.

Signature_____ Date_____

SAMPLE

# Appendix B

*Summary of Student Complaints*

*2014 Salaries as Reported by Graduates – Dev Bootcamp*

*2014 Wage Distribution for Web Development Graduates – General Assembly*

**High Technology Program Student Complaint Summaries**

The below complaint summaries are compiled from both Bureau received complaints and those found on various reputable industry websites (coursereport.com, quora.com). Complaints that were chosen from websites were those that were not entirely negative (zero or one star reviews), but offered a balanced review of the institution. These complaints have been presented in a brief summary form (there will be no student/institution names provided) in order to ensure privacy and confidentiality. For the sake of simplicity, these summaries have been categorized by complaint topic.

**Curriculum/Education:**

- The school did not deliver as promised and students had to teach themselves. There was a lack of guidance and education from instructors.
- The institution's website was misleading; they advertised that no coding experience was needed, but the course work was not at an introductory level.
- Though the instructors were great coders they did not provide a quality instruction. There was a lack of support from the instruction staff.
- Some instructors were recent graduates from the institution.
- The pre-work was not adequate preparation if you had no prior experience.

**Refund:**

- The "money back guarantee" in the contract which was different than the advertisement on the website.
- School refused to refund a deposit to a student that never attended class.
- The institution failed to provide refunds when student withdrew or was terminated.

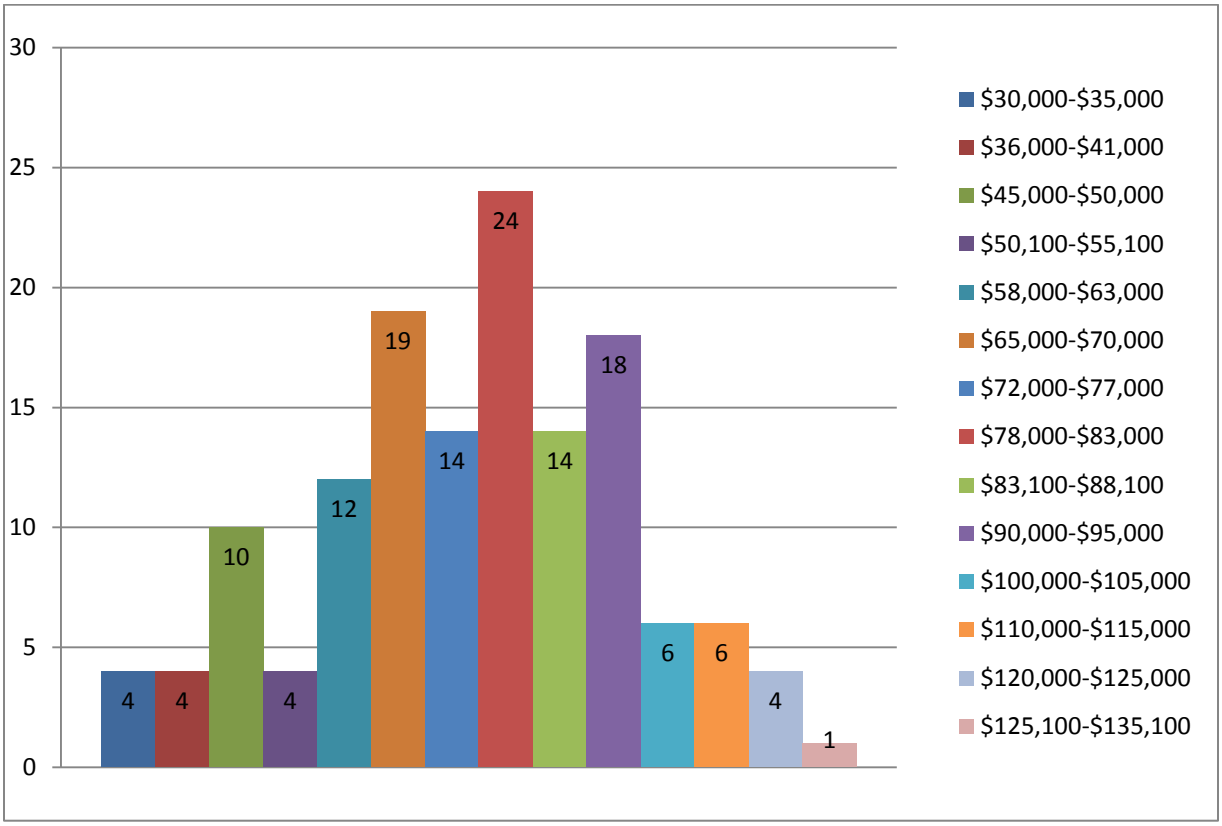
**Non-Program Related Issues:**

- Students were required to perform manual labor such as yard work, and cleaning bathrooms and carpet.
- Living conditions for students were unsanitary.

**Career Assistance:**

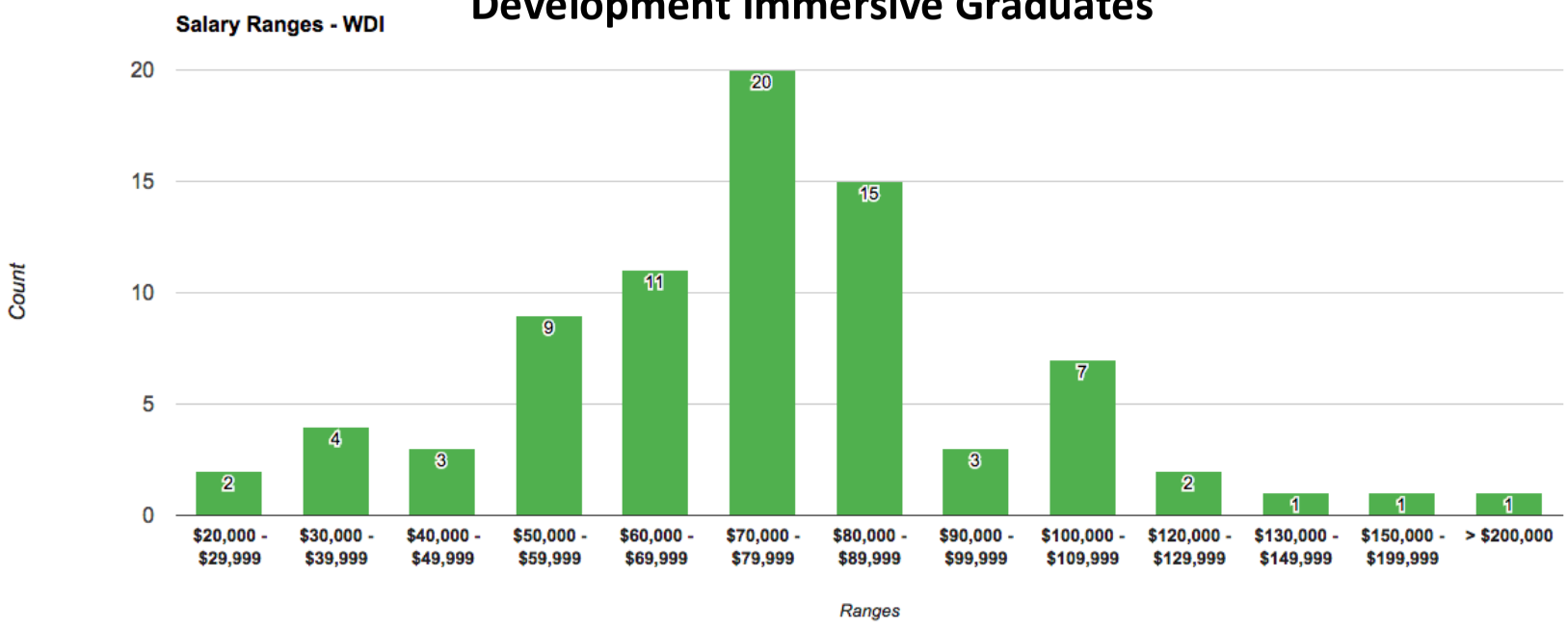
- The Outcomes and Job Assistance Staff changed multiple times, making you feel that you are on your own for your job search.
- The "Recruiter Network" that was promised did not seem to exist, had to find a job on craigslist.

# 2014 Salaries as Reported by Graduates




**Information Provided by Dev Bootcamp. Note that not all graduates report salary.*

# 2014 Wage Distribution for Web Development Immersive Graduates




**Information Provided by General Assembly. Note that not all graduates report salary.*

# Appendix C

*Meeting Minutes*

**Task Force Meeting Minutes**
**Thursday, April 16, 2015**

**Department of Consumer Affairs**
**Hearing Room**
**1625 North Market Boulevard**
**Sacramento, California 95834**

**Task Force Members in Attendance:**
Sean Crawford, Chair (Teleconference)
Kim Thompson-Rust
Liz Simon (Teleconference)
Marie Roberts De La Parra
John Carreon

**Committee Members Absent:**
None

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Norine Marks, Legal Counsel, Department of Consumer Affairs
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Dr. Benjamin Walker, Quality of Education
Drew Saeteune, Senior Education Specialist
Seyed Dibaji-Foroshani, Senior Education Specialist
April Oakley, Associate Governmental Program Analyst
Benjamin Triffo, Associate Governmental Program Analyst

**Call to Order**
The meeting was called to order by Mr. Crawford at 1:07 p.m. on April 16, 2015, at the Department of Consumer Affairs Hearing Room, 1625 North Market Boulevard, Sacramento, California 95834.

**Agenda Item # 1 - Welcome and Introductions**
Mr. Crawford welcomed the Task Force, and the public to the meeting. All Task Force members are present except for Mr. Crawford and Ms. Simon who both called in via teleconference line. It has been stated that Ms. Simon will not be able to participate in the meeting due to the fact that her location wasn't noticed on the Agenda, per the Bagley-Keene Open Meeting Act. Staff counsel is also noted as present. Mr. Crawford recommended that agenda item four (Bagley-Keene Open Meeting Act presentation) be moved to item two, so all involved with the Task Force are aware of requirements before addressing additional agenda items.

**Agenda Item #2 – Discuss Task Force Responsibilities under California Education Code (CEC)**

**(a). Scope of Task Force**

Mr. Crawford explained the three primary objectives of the task force: 3(a) whether students attending institutions should receive certain disclosures prior to enrolling in an educational program offered by those institutions; 3(b) the means of reporting student outcomes and the content of those reports are appropriate; 3(c) and steps the state may take to promote the growth of high-quality training programs in skills for high technology occupations. Mr. Crawford asked for Ms. Wenzel to discuss the individual items. Ms. Wenzel referenced the form that was provided, and opened the floor to the Task Force for recommendations on how to proceed. Mr. Carreon recommended that the next session be a brainstorming session focusing on the issues, as well as format of the report. Ms. De La Parra noted that the Task Force must focus on: what it means to promote growth; intake and exit evaluations; compilation of data. Ms. Thompson-Rust recommended looking at other government agencies that have policies surrounding these topics. Mr. Crawford agreed with the before listed items, as well as recommending frequent updates with the Advisory Committee, to ensure alignment with their expectations.

**(b). Report Requirements**

Ms. Wenzel stated that the report is due to the Legislature by July 1, 2016, but to the Advisory Committee by January 1, 2016. The Advisory Committee will then approve, modify, or reject the report.

**Agenda Item #3 – Task Force Process and Timeline for compliance with CEC section 94880.1**

Mr. Crawford recommended that there be a cushion given for the completion of the report due to the nature of individual's schedules at the end of the year. He foresees there being about a six month window to have the majority of the report completed. Ms. De La Parra agreed, and recommended having students come to a Task Force meeting to have a round table discussion. Mr. Carreon would like to see the scope of the project defined first, to ensure that there is a frame of reference for the students. Mr. Carreon recommended that there be input from everyone on each topic, not just those with a background in the area. Ms. Thompson Rust stated that she can bring processes from the accrediting institutions, to view how other agencies are dealing with this topic. Mr. Carreon recommended that everyone bring a bit of research to the next meeting, so there can be an effective brainstorming session. Mr. Crawford agreed with the recommendation, he also asked that the Bureau distribute the requirements for the School Performance Fact Sheet. Mr. Carreon recommended bringing in industry experts to discuss how the high technology landscape is shifting. Ms. De La Parra also recommended that the Task Force discuss how students can be kept on the cutting edge of technology. It was recommended by Mr. Crawford that each member self-focus on an area that is of interest, but review the entire scope of the Task Force before the next meeting. Ms. Wenzel recommended that May 11th be the next meeting.

**Agenda Item #4 – Presentation on Bagley-Keene Open Meeting Act**

Ms. Hamilton and Ms. Marks, counsel to the Bureau, provided and reviewed a top ten rules of Bagley-Keene document with the Task Force. Ms. Hamilton asked for any questions, there were none.

**Agenda Item #5 – Public Comment on Items not on the Agenda**

Mr. Crawford asked for any public comment. Juan Yñiguez, Executive Director, Association for Private Postsecondary Education in California (APEC) had public comment. He stated that a senior staff member of one of his institutions applied to be on the Task Force, but did not receive any documentation stating acceptance, or denial. Mr. Yñiguez also recommended that the Task Force consider adding additional members from degree granting institutions. He stated that he believes this legislation undermines the intent of being accredited, and that additional requirements, and disclosures would be excessive, and unnecessary. He requested that schools are not burdened with additional requirements. A recommendation was made to research a state run comprehensive approach for school evaluation. Ms. De La Parra stated that the goal is not to overburden the schools, but to ensure that students are receiving information in an effective way, and that they are kept on the cutting edge of technology. Mr. Yñiguez stated that the Task Force may ultimately lead to regulations, and that high technology institutions are being singled out. Mr. Carreon stated that the Task Force is to not automatically think inside the box of the BPPE, and they want to foster innovation in California. There was no public comment from any other persons.

**Agenda Item #6 – Adjournment**

Mr. Crawford adjourned the meeting at 2:06 p.m.

**Task Force Meeting Minutes**
**Monday, May 11, 2015**

**Bureau for Private Postsecondary Education**
**3rd Floor Conference Room**
**2535 Capitol Oaks Dr.**
**Sacramento, California 95833**

**Task Force Members in Attendance:**
Sean Crawford, Chair
Kim Thompson-Rust
Liz Simon
Marie Roberts De La Parra
John Carreon

**Committee Members Absent:**
None

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Alyson Cooney, Deputy Bureau Chief
Norine Marks, Legal Counsel, Department of Consumer Affairs
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Rebecca May, Department of Consumer Affairs
Michelle Stout, Department of Consumer Affairs
Benjamin Triffo, Associate Governmental Program Analyst

**Call to Order**
The meeting was called to order by Mr. Crawford at 1:04 p.m. on May 11, 2015, at the Bureau for Private Postsecondary Education 3rd Floor Conference Room, 2535 Capitol Oaks Dr., Sacramento, CA 95833.

**Agenda Item # 1 - Welcome and Introductions**
Mr. Crawford welcomed the Task Force, and the public to the meeting. All Task Force members are present. Staff counsel is also noted as present.

**Agenda Item #2 – Approval of Minutes-April 16, 2015.**
Mr. Crawford motioned to approve minutes as presented, Ms. De La Parra seconded. All approved. (**Crawford:** Aye, **Thompson-Rust:** Aye, **Simon:** Aye, **De La Parra:** Aye, **Carreon:** Aye).

**Agenda Item #3 – Discuss Task Force Report Mandated by California Education Code (CEC) section 94880.1**

**(a). Contents of Report**

Mr. Carreon recommended that the Task Force start by looking at the School Performance Fact Sheets to see what information is included, and what can be improved upon for students at High Technology Institutions. He also emphasized that High Tech Institutions needs to be defined, so it doesn't focus on just one type of school, aka just coding. It was noted that the best way to define these institutions would be by characteristics, and not necessarily the programs they offer.

The Task Force had a lengthy discussion about the various characteristics, and Ms. Wenzel summarized by saying that these programs seem to offer employer driven curriculum, are short term, do not receive Title IV funds, are competency based, and are project driven. She also mentioned that these programs seem to have strict admissions, attendance, and refund requirements. Ms. Wenzel also recommended looking at the previous Bureau's policy on refunds for shorter term programs, and see if they would make sense with High Technology Institutions.

While looking at the term "High Quality Training Programs" it was asked what high quality entailed. Ms. Simon says that industry experts would say job placement rate. Mr. Carreon stated that this shouldn't be the only metric to measure quality. Ms. Simon recommended that instead of using the term "High Quality" when defining a school, the Task Force should use the term "High Outcomes". This will allow the Task Force to view the outcomes not just as job placements, but as demonstrated success, due to the fact that some come to these institutions because they want to open a business, seeking a promotion, etc.

Ms. Wenzel recommended that "innovative subject matter", and "high demand technology field for which there is a demonstrated shortage" be defined as well. The Task Force discussed that while this report will be focused on technology as a broad term, it should be noted that it can also be applied to any field (broadband, green technology). Ms. De La Parra recommends that the Task Force looks at what the BRIC is doing (Brazil, Russia, India, and China).

Ms. Simon stated that there needs to be a quicker turnaround process when institutions apply for licensure, change programs, open a new branch, change faculty, etc. with BPPE. By doing this, students will be kept on the cutting edge of innovation, as programs will be consistently up to date.

Ms. Thompson-Rust said that this relates to CEC Section 94880.1(a)(3)(C), and that something the state can do is increase staffing at the BPPE. It was also noted by Ms. Thompson-Rust that the workshops that the BPPE has put on have been extremely helpful, and also recommended potentially doing peer review workshops for institutions applying to be approved by the Bureau. Ms. De La Parra agreed. Ms. Wenzel recommended having a Licensing Unit expert come in and speak about turnaround times, and where areas of opportunity lie.

Mr. Crawford circled back to CEC Section 94880.1(a)(3)(A) asking for any input from the Task Force, if there needs to be a different set of disclosures prior to enrolling. Ms. Simon recommends taking out language from the School Performance Fact Sheet (SPFS) that does not apply to these programs. Mr. Carreon said that the SPFS should state that there are no credits given for courses, and no credits can be transferred. Mr. Crawford asked about the marketing, and how leads are identified. Ms. Simon and Mr. Carreon stated that all recruitment is digital, and most students initiate contact, not many students are contacted via leads. Ms. Wenzel wants to know why students enroll (promotion, open a business, to be freelance), and if the schools are tracking the reasons. Mr. Carreon said that most students are high performing, and often already have degrees, and that it tends to be because they want to be self-employed. Ms. Simon noted that about 25% of the time, companies are paying for their employees to attend.

It was brought up that there is a maximum program length to be considered High Technology Institution (roughly at most six months); it was asked if there is a minimum program length, what outcomes are tracked from these programs, and if a minimum program length needed to be defined. Mr. Carreon and Ms. Simon stated that outcomes are not tracked in these shorter term programs. Ms. Wenzel stated a change that could be made to the disclosures is the stated student reason for attending, and program completion rate.

Mr. Crawford recommends having experts speak about the type of data that they gather and maintain regarding the above items.

Ms. Simon recommends having the set disclosures, but allowing schools to go above and beyond in their online information.

Mr. Crawford stated that some relevant information for a standardized SPFS for High Technology Institutions would include placement rates, salary and wage. Mr. Crawford also recommended having student volume as a metric.

Ms. Wenzel stated that there should be a standard catalog, and standard enrollment agreement, with certain modifications, though they must be explicitly defined, and anything not stated will be left up to interpretation.

The Task Force also mentioned institutions that would take portions of a recent graduate's salary after securing them a job, but it was also noted that this is present in other fields as well.

Mr. Carreon brought up the topic of GI funding, and if there needs to be additional disclosures for students who are potentially using GI funds.

**(b). Preliminary and Follow-Up Research for Report**
Mr. Crawford recommends sub-working groups to address the three components of the report. Mr. Carreon and Ms. Simon volunteered to draft definitions of key vocabulary, based off the discussions from this meeting.

The Task Force reached consensus on having various speakers come to a future meeting to share their expertise, such that the Task Force does not operate in a vacuum. Some ideas shared were to have employers discuss what high quality training programs look like to them, a former student who has demonstrated an entrepreneurial acumen, and potentially a student who did not experience success while in a High Technology program. Specific potential speakers that were mentioned were Kish Rajan (Director of The Governor's Office of Business and Economic Development), Mark Quinn (SBA District Director), and Patrick Mitchell (Program Manager Tech SF).

**(c). Process for Determination of Collective Recommendations and Findings by the Task Force.**
A consensus was reached that the Task Force will begin formulating a formal recommendation after hearing from various industry professionals, government officials, and former students.

**(d). Format and Template for Report**
Ms. Wenzel asked Benjamin Triffo to provide an outline that has been created to help guide the direction of the report. Mr. Crawford noted the outline, and added additional items he would like to see in the formatting of the report. He would like to see clear definitions for key vocabulary such as High Technology Institutions. It was noted that there should be some background info on SB 1247, and the Bureau. There was also a recommendation to have a layout for implementation.

**(e). Drafting of Report or Sections of Report**
The Task Force will use Benjamin Triffo from the BPPE to help compile the report, once all essential details have been compiled.

**Agenda Item #4 – Report Timeline/Milestones**
The report is due to the Advisory Committee by January 1, 2016.

**Agenda Item #5 – Public Comment on Items not on the Agenda**

There were no public comments at this time.

**Agenda Item #6 – Agenda Items for Future Meetings**

Future meetings should include finalized definitions of key terms, as well as potentially a Licensing representative for information on processing times of applications, the Governor's Office of Economic Development, previous students, SBA, Tech SF, information on Employers of students from these institutions (provided by Ms. Simon, and Mr. Carreon).

**Agenda Item #7- Adjournment**

Mr. Crawford adjourned the meeting at 5:03pm

**Task Force Meeting Minutes**
**Wednesday-Thursday, July 15-16, 2015**

**Milton Marks Conference Center**
**Monterey Room**
**455 Golden Gate Ave.**
**San Francisco, CA 94102**

**Wednesday, July 15, 2015**

**Task Force Members in Attendance:**
Sean Crawford, Chair
Kim Thompson-Rust
Liz Simon
Marie Roberts De La Parra
John Carreon

**Committee Members Absent:**
None

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Benjamin Triffo, Associate Governmental Program Analyst
Leeza Rifredi, Licensing Chief

**Call to Order**
Mr. Crawford called the meeting to order at 9:37 am on July 15, 2015, at the Milton Marks Conference Center, Monterey Room, 455 Golden Gate Ave, San Francisco, CA, 94102.

**Agenda Item # 1 - Welcome and Introductions**
Mr. Crawford welcomed the Task Force, and the public, followed by introductions of the Task Force.

**Agenda Item #2 – Public Comment for Items not on the Agenda**
David Phillips (from Hackbrite Academy) and Camden McAfee voluntarily introduces themselves. No further public comment.

**Agenda Item #3 – Approval of Minutes- May 11, 2015**
Mr. Carreon moved to approve the minutes, Ms. Simon seconded the motion. (Mr. Carreon: Aye; Ms. Rust: Aye; Ms. Simon: Aye; Mr. Crawford: Aye; Ms. De La Parra: Aye). The motion passed.

**<u>Agenda Item #4- Guest Speaker</u>**

**(a). Licensing Process Overview – Leeza Rifredi**

Ms. Rifredi, Bureau Licensing Chief stated that the following information may be found on the Bureau's website. Ms. Rifredi provided an overview of the application process, stating that when the Bureau received an application, it is reviewed for completion (not compliance) within thirty days. If it is not complete, a letter is sent to the applicant.

Once a completed application is on file, it will go to a queue for an analyst review. There is a thorough analytical review, ensuring it meets all Bureau standards. If there are deficiencies, a letter is sent notating all deficiencies, allowing thirty days for a response. Within two weeks of any response, it is reviewed for compliance. If it requires a Quality of Education review, it is sent to an Education Specialist to review curriculum, staff, etc. If the application is still deficient but only has a minor issue, the Education Specialist will reach out to the applicant; if there is a major issue the application will be prepared for denial, followed by a deficiency letter.

Mr. Crawford asked what determines if a Quality of Education review is required. Ms. Rifredi said that it depends on the type of application (e.g. if it has already been reviewed by a different licensing entity, the Bureau will accept their approval).

Ms. Rifredi continued that if deficiencies are corrected it will be moved to approval, if not it will be moved to denial, with the right to appeal.

Mr. Carreon asked if the Quality of Education unit is under Ms. Rifredi. She responded that it is not. Ms. Wenzel noted that the Quality of Education Unit is overseen by Dr. Benjamin Walker.

Mr. Crawford asked about the timeframe for an application in a queue for an analyst. Ms. Rifredi said that with the backlog, it is currently taking approximately six months to a year, but she cannot give an exact time frame. Mr. Carreon asked if this time frame includes Quality of Education. Ms. Rifredi said that it does not; however, both units are hiring more staff to address this. Mr. Carreon asked about the timeframe for appeals. Ms. Rifredi stated that it takes about six months to a year for a hearing date.

Ms. Rifredi next discussed the different changes at an institution that require an application. For example, a Change of Educational Objectives (adding of a program), requires an application if the program is unrelated to what is already approved for the school. In the Information Technology field, it will more than likely be a non-substantive change.

Mr. Carreon asked about the timeframe for opening a new branch. Ms. Rifredi stated that it typically takes thirty days, depending on the quality of the application. The only types of changes that take longer are applications for Change of Educational Objective, and Change of Educational Delivery, which are handled by Quality of Education.

Mr. Carreon asked if there is a threshold change in a program that determines if it needs to be reviewed by Quality of Education. Ms. Rifredi stated that the regulations do not have a threshold; it's a case by case basis. Ms. Wenzel stated that it comes down to when does a program cease being that program, and becomes something else.

Mr. Crawford asked if there is a backlog for substantive changes. Ms. Rifredi stated that there is not.

Ms. Simon asked for confirmation that new related programs are considered non-substantive changes. Ms. Rifredi confirmed.

Ms. De La Parra asked if the appeals backlog has always been this high. Ms. Rifredi stated that it used to be higher, and has actually been decreasing. Ms. Wenzel stated that it is out of the Bureau's control, and that the Attorney General's office sets the court dates.

Mr. Carreon asked if a denied school can reapply for Bureau approval. Ms. Rifredi stated that there are no restrictions.

Mr. Crawford asked if the exact figures for the appeals backlog are known. Ms. Rifredi stated that she is working on a spreadsheet right now, and it should be available by next month.

Mr. Crawford asked if there has been a trend in new applications. Ms. Rifredi said that it staggers, but currently it is down.

Mr. Carreon asked for information regarding Quality of Education, and the application backlog. Ms. Rifredi stated that there is a little bit of a backlog, probably in the six month to a year range, but there is a sizeable staff addition that is currently going through training. She anticipates that the time frame should be going down in the near future.

Mr. Crawford asked if there is a public outreach to let institutions know that they need to be approved or licensed. Ms. Wenzel stated that when it is brought to the Bureau's attention, a letter is sent out stating to stop operation, and to become approved. Mr. Carreon followed up by asking if there is a proactive approach that the Bureau takes part in. Ms. Wenzel stated that there are individuals in the Enforcement Unit who look for these institutions, field complaints, etc. Mr. Carreon asked how many of these schools are out there. Ms. Wenzel informed him that there is no way to tell, but there are many. Ms. Rifredi followed up with saying that there is a website, calgold.ca.gov, which shows what requirements are needed to operate a business in the respective city or county. Mr. Crawford asked how someone who one day decides to open a school would know to contact the Bureau. Ms. Rifredi stated that she is not sure. Mr. Crawford requested a copy of the contact letter for schools operating unapproved. Ms. De La Parra asked if there is a list of schools who have not responded to these letters.

Ms. Wenzel said that it is with Enforcement, and the citations that are sent out. There were no further questions for Ms. Rifredi.

Mr. Crawford asked for any public comment. David Phillips of Hackbrite Academy asked to confirm the process of application for Bureau approval. Ms. Wenzel went through the process that Ms. Rifredi had described. Mr. Phillips asked how other states have dealt with coding schools. Ms. Simon stated that in New York there is an interim approval (not full) of twelve months, with a potential six month extension. Mr. Carreon stated that Enforcement in New York is abysmal compared to California, and that the Bureau is much more organized. Mr. Phillips stated that they appreciate the help in the application process. Mr. Carreon stated to look at the July 30, 2015 Department of Education meeting on Financial Aid for non-traditional institutions. There were no further public comments.

Mr. Simon asked if there can be a few more minutes spent on Quality of Education process. Mr. Crawford asked for a fifteen minute break; planned to reconvene at 10:45 am.

The meeting reconvened at 10:53 am.

Ms. Rifredi returned for comment on the Quality of Education Unit. She stated that the Unit looks first at admission requirements, and then it looks at enrollment projected for the first three years, and how that number was calculated. The Unit also looks at descriptions of each program, and the courses associated with each. If the institution offers distance education, the Unit asks to be provided with access to the education platform. She noted that the Education Specialist will also want to see how the assignments are graded. The Education Specialist will review the skills and competencies that the students will have at the end of the program, and how that is measured. The Unit will also review if there are any general education requirements for graduation. Regarding faculty, the Unit will want to know how many faculty members will be needed to support the program, and the faculty's experience (could be degree, experience, and skills). The Unit wants the faculty to have a diverse background, i.e. not all graduated from the same institution. The institution will need to explain how the faculty will participate in the school (research, office hours, etc.). Finally, Ms. Rifredi stated that the Unit will review the facility and equipment available for students, the learning environment, the job outlook, and the institutional plans to maintain data on graduates employed in the field.

Ms. Wenzel stated that often Education Specialists find that curriculum is plagiarized from other institutions.

Ms. Simon noted that she has observed that Education Specialists view programs as a larger piece of a puzzle, versus standalone programs that are broken down to levels of completion. Mr. Carreon added that this is addressed in the definitions that he and Ms. Simon drafted.

Ms. Simon asked about the best way to demonstrate experience for faculty in new technologies. Ms. Rifredi stated that resumes are great, and that the institution can explain to the Bureau how the faculty meets the requirements. Ms. Wenzel noted that continuing education of faculty is reviewed by the Compliance Unit. There were no further questions for Ms. Rifredi.

**Agenda Item #10 – Discuss Task Force Report Mandated by California Education Code (CEC) section 94880.1**

**(a). Definition of Key Terms Used in CEC 94880.1 (including but not limited to "innovative subject matters" and "high demand technology fields")**

Mr. Crawford asked to move Agenda Item 10a to Wednesday.

Mr. Carreon stated that these definitions were constructed with the idea of having a candidacy process for high technology institutions. Mr. Carreon then went through the provided document. The intent was to be narrow, but not to limit the Task Force.

Ms. Simon noted that Mr. Carreon did a great job describing the document, and that she is open to discussion on items that were not included.

Ms. Rust asked the intent of programs only being pass/fail. Mr. Carreon responded that there are not checkpoints, and that instructors work hands on with the students on their projects, and that they are focused on keeping the students up to speed. He also noted that program length also makes it difficult to have the program on a 4.0 scale.

Mr. Crawford noted that the term non-accredited short term program needs to have a distinction from non-accredited institution. He also recommended adding non-credit bearing to the definition, due to potential confusion on students thinking they can transfer credits. Ms. Wenzel clarified that Mr. Carreon is recommending that this statement should be included in the definition. Mr. Carreon recommended use of the phrase "Typically non-credit bearing."

It was recommended to change the title to Description, versus Definition.

Ms. De La Parra asked if there can be definitions for the soft skills that students learn during these programs. Ms. Simon noted that these skills will often come from employers.

Ms. Wenzel sought clarification on whether the Program Advisory Committee would be a Bureau entity. Mr. Carreon stated that it is not intended to be that way. Ms. Simon added that "Stand Alone" should be added to "Short Term". Mr. Crawford also made a recommendation that the description may need to include some language addressing the constantly evolving, and rapidly changing nature of the industry. Ms. Rust asked if Highly Skilled Employment is only being described in terms of software. Mr. Carreon stated that it pertains to being computer driven, and he gave examples of Data Management

and Data Analysis. Ms. Wenzel brought up the Task Force Report Format and that the Definitions seem to fit in with the format.

The Task Force asked for Public Comment, Camden McAfee noted that he appreciated the conversation, and asked how he can present prepared documents in a formal manner. Mr. Crawford stated that there will be opportunity at the Advisory Committee meeting.

Ms. Rust noted that team/collaborative skill development be added to the definition. Also recommended that exclusive of textbooks, and pass/fail should be removed. Ms. Simon noted that textbooks may be used, but pass/fail is used across the board in the industry.

Mr. Carreon suggests that the Program Advisory Committee be used as a proxy for the Quality of Education Unit, to improve speed to market.

**Agenda Item #5 – Institution Representatives Panel – Keeping Students on the Cutting Edge of Technology**

Meeting resumed from lunch at 1:03 pm.

Scott Zaloom of General Assembly and Jon Stowe of Dev Bootcamp addressed the Task Force. Mr. Stowe gave a brief statement on his background, as well as the history of Dev Bootcamp. Scott Zaloom provided an overview of his background, and his involvement with General Assembly.

After giving a brief history of General Assembly, Mr. Zaloom added that they offer part time programs (twice a week), and immersive programs (10-12 weeks long), the later which is designed for individuals who wish to change careers. He went on to note that they also provide resume building, interview preparation, and how to work with teams as a product manager. He stated General Assembly not only teaches technical skills but also skills to find work, and brings potential employers to the students. They have an education team that works with employers to see what skills are needed to succeed within certain fields.

Mr. Crawford started questions by giving an overview of the Task Force. He then asked how the institutions track what happens with graduates, and how they use marketing to reach potential students.

Mr. Stowe stated that until this year there was no marketing for their program, and noted that leading up to graduation they do mock interviews, develop resumes, create LinkedIn profiles, post their work for potential employers to view, and use a system called DevConnect, which matches graduates with employers in their employer network. There is no cost for employers to participate. They then meet with graduates to see how the job search is going, and work with Kaplan for verification of employment.

Mr. Zaloom stated that General Assembly uses in class outcomes curriculum to prepare students for employment. Students are also partnered with a career coach to help guide them. This is their main means of tracking where students are in the job search process, where they are applying, etc. They also have a program called General Assembly Profiles where they can post work they have done, skills, etc. and potential employers can view this information. They have also started using Task Management systems that students can use to track their job search, and that career coaches can use to stay in touch with the students. Two weeks after completion of the program, they have a "meet and hire" where employers come in; it is held in a science fair format. Graduates are invited back to various events until they are employed.

Ms. De La Parra asked if Dev Bootcamp uses the term "cohort" in regards to students, employers, or both. Mr. Stowe stated that it is just for students, and it is used to describe students who have gone through Phase Zero of the program together (first nine weeks that are online), and then come in the door together as a group.

Mr. Stowe stated that they have worked to create a more inclusive culture for women and people of color. This allows for students who do not have the means to get involved in a Computer Science program to get involved in the industry, and the new economy. Someone who is going through the program and may be struggling can repeat with the next cohort for free, and be considered the expert. Ms. De La Parra asked about the number of students who need to repeat. Mr. Stowe said that in a group of twenty-six to twenty-eight or so cohorts, there are two or three students who repeat, and another two to three who are suggested to repeat. Mr. Crawford asked if this is faculty recommended. Mr. Stowe stated that it is a collective decision.

Ms. De La Parra asked Mr. Zaloom if students typically gain employment during the program, or post-program. He responded that 99% of students find work within 180 days. They will never stop working with students, as long as they are putting in the work. Students are advised to come back if they want to change jobs, or can transfer to a different General Assembly location to find work in a different market. Mr. Zaloom stated that every now and then the top students find employment during the program, but choose to finish. Ms. De La Parra asked about the effectiveness of the LinkedIn profile. Mr. Zaloom stated that he doesn't have exact statistics, but one of General Assembly's goals is to make the recruitment process as simple as possible for employers.

Ms. De La Parra asked both panelists what the percentage of women, and people of color partake in the program. Mr. Zaloom stated General Assembly has a program that allows scholarships for people of color, women, and veterans, and General Assembly helps students obtain employment. Mr. Stowe stated that industry average is below 20%, and that currently in San Francisco Dev Bootcamp is at 28%. They want to create a welcoming culture, and focus on diversity initiatives. They provided $500 thousand in scholarships to women, and people of color, which came to two people per cohort. They

want to focus on perception of what a computer coder is, and make it so anyone can see themselves as a computer coder, and the opportunity it can present.

Ms. Wenzel asked if in the White House's Tech Hire Initiative there is a desire to increase the representation of women, and people of color in the tech industry; and if there is a benchmark. Mr. Stowe stated that their goal is equal representation. Ms. Simon said that it was a broad statement, not an exact number. Mr. Stowe also stated that when working with the White House that they also worked with Fortune Top 100 companies and that they have been told that there is a 15% workforce shortage and that translates to about half a million jobs. There will be a large piece of the workforce retiring in the next ten years (75-80%), which will lead to many more opportunities. The issue is that there is an under-skilled workforce, and determining how can they fill the deficit overtime. Ms. Simon noted that the White House has focused on these models, due to the low barrier of entry for these skills. Mr. Zaloom stated that the ability to transition your career in such a short amount of time is what makes it so attractive.

Ms. Wenzel asked what the admissions criteria is for these institutions. Mr. Zaloom stated that the program is designed for beginners, but you need the grit, and initial interest in the program. After turning in an application a prospective student will meet with an admissions representative to go through logistics to ensure the student has the time and resources to complete the program. There is then a coding exercise, followed up by two interviews. The first is with an admissions representative for a fit test (does this person work well in groups, are they here for the right reasons) and then an interview with an instructor to go over the coding exercise. Ms. Rust asked if there is delayed payment until employed, both panelists responded no.

Mr. Crawford asked if the program is divided to different segments (online, on campus). Mr. Zaloom stated that there is online pre-work that students need to complete, and there are TA (Teacher's Assistant) sessions for struggling students. Once they have entered the program it is purely in person education. For every twenty students they bring in two individuals to assist with homework after the instructor has left. Mr. Stowe stated that Dev Bootcamp is fairly similar, and noted that the admitted to applied ratio is currently around 34%. The preparation program is 15-25 hours per week for approximately nine weeks (about 180 hours). When the program starts, it is 9 am to 6 pm, five days a week. On evenings and weekends, they hire recent graduates to come in and coach.

Mr. Carreon asked if the "soft skills" are incorporated during the day, or at different times. Mr. Stowe stated that it usually takes place in Phase Zero, and during the evenings as a group discussion. He also noted that yoga is required during Phase One (one session per week), however it is optional the rest of the program. Mr. Zaloom said soft skills are introduced in Phase One. Career coaches come in once a week and work with students on these skills. Students are also required to have three one on ones with their career coach, as well as their instructors.

Ms. De La Parra referenced a Federal Reserve Document called "The Color of Wealth," and noted that underserved communities often have citizens who lack interpersonal skills, and technology access that is needed for these programs. Ms. Simon noted that General Assembly receives funding for scholarships for students who fall into both of those categories. General Assembly partners with community groups to help source these types of students. They are also working with nonprofits to create a bridge program for students who don't meet admissions criteria.

Mr. Crawford asked how many different programs a prospective student has to select from. Mr. Stowe stated they just have Web Development, and that they view it as a foundational piece of many different career paths. Mr. Zaloom explained that there are multiple programs at General Assembly, depending on student interest.

Ms. Wenzel asked both panelists if there are any students who have asked, "I wish I would have known this before I started," and what is the "this"? Mr. Zaloom answered that most of the time the "this" is the intensity. Students hit a "week six" period where students can't see a light at the end of the tunnel, and that General Assembly provides a support structure accordingly. Mr. Stowe agrees with the previous statement, and that they provide support for students so that they can take care of themselves. Dev Bootcamp focuses on the super ego, and opening yourself to learn new things, and what are the things holding you back from learning. Students may feel overwhelmed in their first job interview, and the questions they are asked about their code. As much as Dev Bootcamp prepares them, it is often difficult for students to think of themselves as a developer. Mr. Zaloom stated that these moments can often be positive, and not just negative. Students love that they work with employers, and the community driven education environment.

Ms. Wenzel asked if it is common for bootcamps to teach in this style, where they change the way that students learn. Mr. Zaloom stated that it is taught that failure does happen, and it is acceptable. They need to break the mindset of failure.

Ms. De La Parra noted that she is impressed that both organizations focus on health, and mental wellbeing.

Ms. Rust asked if pre-work is an admissions requirement, and if it is given prior to enrollment. Both institutions stated that students are admitted to the program then assigned the pre-work. If the pre-work is not completed by day one there can be a partial refund. They can also defer enrollment. She also asked what kind of feedback they have received from employers. Mr. Zaloom stated that most of the soft skills have come from the employers, as well as the curriculum. Mr. Stowe said the feedback they receive is focused around diversity, and having graduates bring that culture. They also receive requests for return-ships for their employees. It can also be as simple as more java script for example.

Mr. Carreon asked for the panelists to describe who is selected to be faculty. Mr. Zaloom said that instructors go through a similar process as the students and are asked why they want to teach, and must provide a sample lecture. Most prospective faculty are freelance developers, or on sabbatical from work. They then go through 2-3 weeks with their coaches to learn fundamental teaching skills. Mr. Stowe informed the Task Force that out of the 11 instructors that they have in San Francisco only two were former teachers, but 9 hold Computer Science degrees. Due to technologies changing so fast, a degree in the area is viewed as a secondary item. Mr. Zaloom also stated that they have a similar screening process as General Assembly. The ideal teacher has been in the field at least three years, worked for a few companies, and knows modern software. Ms. Simon stated that they ask their instructors to take one quarter off a year, potentially going back to the workforce, work with General Assembly's engineering team, in curriculum development, etc. Mr. Stowe stated that Dev Bootcamp does the same thing, and that time off is paid.

Ms. De La Parra asked if the schools initially had to reach out to employers, or if they were drawn to the quality of graduates. Mr. Stowe said that their founder originally reached out to friends he knew at companies, but now they are much more proactive around this area. Mr. Zaloom stated that they have a similar structure; they balance proactive, and reactive. He also noted that there is an educational component with employers as well, in regards to how to hire their graduates, and what skill levels to expect.

Ms. Rust followed up by asking if there has been a change in employment with the growth of the schools. Mr. Stowe stated that there has been a change, especially in the last year.

Mr. Carreon asked for each company to describe how they give back to the community. Ms. Simon stated that they focus on the opportunity scholarship fund (scholarship participants are required to give back to the community-mentorship capacity, build a website for a nonprofit); actively creating opportunities for alumni to give back to the public sector; and reaching out to populations outside of their metro areas. Mr. Stowe stated that they are just beginning to understand how they can broaden their reach, but in particular they work with Yes We Code, Girl Develop It. They are focusing on finding ways to help these programs continue success.

Mr. Crawford asked about formal feedback from students who fall out of the program, and students who do graduate, if they receive feedback when students get jobs, and the wages that they make. Mr. Zaloom said that at General Assembly, at the end of each day students fill out exit tickets that discuss what they learned that day, and how things are in the classroom. Twice during the program they provide formal feedback. If students are being counseled out, they will have an exit interview. Graduates receive a "Yes I got a job" survey that details wage, hours, etc. They also do a 100 day follow up to see if students still view General Assembly the same way they did when they graduated. Once they have the data they aggregate it across campuses, cohort to cohort, etc. The exit tickets are used by the course provider to make quick adjustments in the classroom.

Mr. Stowe stated that their process is similar; however their feedback is received through a tool called the Feedbackinator in Phase Zero. Overtime all of this data creates a heat map, so they can see who is going to struggle by the time they enter Phase One, so instructors can know this up front and it can be addressed immediately. Once they are on campus, feedback is gathered weekly and the staff sits down and reviews it. There is an escalation path based on the feedback: practitioner to the campus director, who will meet with the student. If students leave the program, they still follow up with them. Upon graduation they ask if the student will recommend the program to others; this is done at graduation, and seven weeks after.

Ms. Wenzel asked what the attrition rate is. Mr. Stowe stated that if you make it through Phase Zero the completion rate is 95-97%, but Phase Zero attrition is 15-20%. Mr. Zaloom noted that in a cohort of twenty to twenty five you will typically see 1-2 students not make it through the entire program.

Ms. Wenzel asked how this is presented to the students upfront. Mr. Stowe explained that the degree of difficulty is presented to the student, and that maybe a more gradual onramp will be necessary for the student. They ensure that students are told that this is something that they can try. Mr. Zaloom said that they present the students with a code of conduct and graduation requirements on day one. That way if the student doesn't think that they can meet these requirements, they can be counseled out. Mr. Stowe said that Dev Bootcamp has similar documents. Ms. Wenzel inquired further on how students are prepared. Mr. Stowe stated that during Phase Zero, students have in depth conversations with coaches and faculty to discuss the expectations of the program.

Ms. De La Parra asked if data is collected on why students leave the program. Mr. Stowe stated that they do collect this data.

Mr. Crawford asked what is provided to a student who graduates. General Assembly issues a letter of completion (not an actual certificate); Dev Bootcamp issues a set of dog tags and a letter of completion that can be provided to someone who requests it.

Ms. Wenzel asked about the admissions process at Dev Bootcamp, in which Mr. Stowe stated that it starts with application submission, followed by a face to face interview (conducted by alumni) that consists of a review of the student code and agreement. He also noted that there are lots of student testimonials and videos that new students are encouraged to view. Mr. Zaloom stated that General Assembly has the same, and that they also have alumni come and speak at information sessions.

Mr. Carreon and Mr. Crawford each asked if there were any final comments from the panel. Mr. Stowe noted that due to the speed at which curriculum changes, peer review may be a helpful component to add to licensure for these institutions. Mr. Stowe stated that Dev Bootcamp has no issue with the School Performance Fact Sheets.

Mr. Stowe and Mr. Zaloom both thanked the panel.

There was no public comment.

The Task Force recessed for ten minutes. The meeting reconvened at 3:31 pm.

**Agenda Item #6 – Discussion and Consideration of Comments by Guest Speakers and Institution Representatives Panel**

Mr. Carreon made note of the disclosures that are provided. Ms. Simon noted that in the report there may need to be a narrative of the disclosures that are provided to students. Mr. Carreon also mentioned the selective admission process. Ms. Wenzel asked if the disclosures will speak to the rigor of the program, meeting academic standards, etc. Mr. Carreon stated that current requirements for catalogs should be kept, but should be built upon by what Ms. Wenzel said. Mr. Crawford noted that disclosures should address the time commitment in regards to online, or on campus. Ms. Wenzel noted that it seems to be more about the admissions process, versus disclosures.

There was public comment from Mr. McAfee who stated that what he has heard today in terms of rigor is in line with what his client Hackreactor offers.

Meeting was adjourned at 3:43 pm.

**Thursday, July 16, 2015**

**Call to Order:**

Meeting was called to order at 9:34 am.

**Agenda Item #7 – Former Students Panel – Institution Impact on Your Career**

The Task Force introduced themselves to the panel, and the panel introduced themselves. Mr. Crawford began by describing what the Task Force is looking at, and made note that the students understand this field in a unique way. Mr. Crawford began by asking the former students to describe how they learned of the institution, how they applied, overall experience, and their job search experience.

Leslie Forman stated that she graduated from UC Berkley; and that after college she traveled and taught in Chile. When working in Chile she felt that she had hit a limit on what she could do. She moved back to San Francisco and enrolled at General Assembly. She really enjoyed the personal attention from instructors, working in groups, and getting to know industry professionals. She noted that going to General Assembly allowed her to reconnect to the tech arena, and learn in a way that textbooks cannot provide.

Santiago Gomez Lavin stated that he is from Mexico, and has a background in banking, and renewable energy. He holds a degree in technology, but had never coded before attending General Assembly. Mr. Lavin attempted to learn on his own, but the process was going very slow. He googled "how to learn to code," and came across many bootcamps. He was attracted to the accelerated pace, versus the speed he was learning by himself. Mr. Lavin stated that the program was very intense and fast paced. General Assembly told him that he could expect to be a junior developer, and that's what happened. Among coding General Assembly also taught him about technology as a whole, and helped him gain a job after graduation (he is still in the same job). So fascinated by the change in his life, his sister came to San Francisco to take the same classes. Now his sister is back in Mexico working with the skills she developed. He did note, however, that there is much more to learn, and that General Assembly was just the start.
Patrick Reynolds attended Dev Bootcamp, and was a Computer Science graduate in undergrad with a business minor. Leading up to graduation he realized that he couldn't create his own business in the tech industry without understanding the foundations of it. Mr. Reynolds discovered Dev Bootcamp a year before he graduated undergrad. In his experience there were four significant parts of Dev Bootcamp: it created an alternative way to learn; her worked with more passionate people; he was provided him time to experiment and develop his ideas and items that he was passionate about; and finally the alumni network.

Ms. Wenzel asked the panel about their opinion on the difference between traditional learning and coding schools. Mr. Reynolds stated that the traditional classroom has many different avenues you can experiment in. With Dev Bootcamp it is much more specific, and with the foundational knowledge it is easier to transition to different areas; allows for a great jumping off point. Mr. Lavin stated that he agrees with Mr. Reynolds. With his experience, he felt that he did not get enough hands on experience with his undergraduate degree, whereas General Assembly allowed him that opportunity. He felt that he was prepared for the first day of work; there was real world application, and how to interact in a corporate setting. You become a great programmer by coding, and by doing that for three months it's very effective. When he went there he was hungry, knowing the workforce shortage and the opportunity in front of him, and that he would be able to develop his ideas. Ms. Forman noted that her field required a different skill set. While at General Assembly she learned the mindset that she would need to have in order to succeed in her field. In particular, she learned how to turn an idea into something more concrete. Ms. Forman also noted that to be successful in this role you have to bring a variety of skills to the table. Individuals with a background in what they studied (tech) were able to find jobs quicker, and it took extra work to figure out how she could differentiate herself. Mr. Reynolds added that he was in class with individuals that did not have his same background, and he felt that he only had an advantage for the first two weeks, and that the differentiation in students was due more to their work ethic, and not their background.

Mr. Crawford followed up by asking about the interview process from application to acceptance. Mr. Reynolds stated that he heard of Dev Bootcamp from a friend. He applied a year before planning to

attend. At the time when he applied there was already a wait list of 3-4 months. Mr. Reynolds picked Dev Bootcamp because it was the only school he had heard of. He believes that now one of the difficulties is the message that is being told to students from the variety of bootcamps (be a coder, make a lot of money). He stated that he had about nine weeks of prep-work, during which he got to know his cohort through Skype and Google Hangout. Mr. Crawford asked if during the interview process he was told the pre-work workload, and expectations. Mr. Reynolds said that it was communicated that it was very intense, and was shown testimonials by former students. Personally, he loved the immersion, likened it to studying a new language in a foreign country. Mr. Reynolds noted that he currently works at Dev Bootcamp as a coach for about 10-15 hours a week. Mr. Crawford asked if his experience was typical. Mr. Reynolds stated that he believes the other students experienced the same thing, and that they feed off of each other's energy. The only benefit he had by having a Computer Science background, was that he was able to make connections in the material more quickly, but he wasn't farther ahead than his fellow cohorts.

Ms. Rust asked if the program length is appropriate. Mr. Lavin said that you can always learn more, so it is hard to say. In the program you touch on pieces, and if you want you can go deeper, but three months was very appropriate. Ms. Forman stated that longer could be better, due to the fact that they were introduced to so many tools. She wishes that she had some more time to become better versed. She did note that the core of the course is the logic that connects the different subjects, and you can build upon the subjects that speak to you based on your background. She reemphasized that more time could be beneficial, or maybe a break in the middle. Ms. Forman also noted that the student is provided more of a mindset, versus a toolbox. Mr. Reynolds stated that maximizing the immersion is key, and that longer could cause burn out. He believes that having prior computer knowledge could be helpful during Phase Zero; but ultimately the investment beforehand is beneficial to success during the nine weeks.

Ms. De La Parra asked about the diversity in the programs. Ms. Forman stated that her program was 80% women, many different nationalities, and academic backgrounds. There was also diversity amongst socioeconomic backgrounds, and age groups. General Assembly makes it known to the students that they strive for diversity. Mr. Lavin said that his cohort was also diverse in age, ethnicity, and academic backgrounds; though it had more men than women. Mr. Reynolds stated that his cohort leaned male, and that the age spectrum was also vast. He noted that the industry is definitely lacking in Latino, and African American representation.

Ms. De La Parra asked if they felt overwhelmed, and what the support structure was like. Mr. Lavin said he was constantly overwhelmed, but that was an expectation. In many instances you can hit a wall, and the more you work, the more frustrated you can get. He stated that having fellow students and instructors that have been through it, allows you to get over those walls more quickly. Ms. Forman said that support and feedback was crucial in her experience. There were multiple perspectives, but a common language. Mr. Reynolds noted that there was someone on campus to speak to if you were

having difficulties outside of campus. There is a mandatory conversation with the therapist the first week you are there in order to open a dialogue. He also said that cohort support is vital to success and balancing yourself. Mr. Reynolds still speaks to his cohort to this date, and they share experiences and recommendations. Mr. Lavin agreed that there is a bond formed with your cohort due to the amount of time spent with them. Mr. Reynolds added that the cohort becomes a family, and that is vital to the development of the student.

Ms. Wenzel asked the panel about students who washout of the program. Ms. Forman said that one washed out in her cohort, but she believes that it was more due to personal life issues and not workload.

Ms. Rust asked if when the student goes to a job interview do they take their entire project to the employer, or just the component that they worked on. Ms. Forman stated that each student took the project and customized it in their portfolio. Doing the project is focused more on team work and the client, whereas the portfolio is designed to showcase the individual skills of the student.

Mr. Carreon asked about how the soft skills were taught at the institution. Mr. Lavin said that the biggest challenge in his cohort was working on the group project. He believes that this directly translates to how it is working in a startup, and a company. There is no boss, we are all the same, and have to decide on how to split up the work. Learning how to work with personalities, deadlines for projects, and working with a team was one of the major things that he took away from the program. Mr. Reynolds stated that the team project is both good and bad. The good is that you can work with a team, the bad is that if you are in a bad group, you may not get a good job. He also noted that the soft skills were very valuable. There are nightly sessions with discussions around empathy, how to receive feedback, etc. After going through Dev Bootcamp he realized how archaic traditional schools are in certain areas. Mr. Carreon asked if Ms. Forman had the same experience. She stated that her program is different than traditional coding, and that soft skills are essential. You have to be able to sell your product to a client. There are a lot of guest speakers who share real world expertise, helping develop these skills. Her program focused on explaining why you chose to go a certain route on a project, and she learned how to articulate their reasoning.

Ms. De La Parra asked about the surveys that students are provided. Mr. Lavin said that General Assembly did daily surveys, and that they had weekly one on one meetings. He saw changes in the classroom from the recommendations that were made in the feedback, and that he appreciated how fast the institution made changes. Ms. Forman agreed, and said that the feedback is acted upon very quickly. She noted that it felt great that the organization was committed to improvement.

Ms. Rust asked if the panelists ran the school, what they would change in the admission process. Mr. Reynolds said that he would be much more selective. He thinks that there is a mindset that everyone can code, and that he believes that it isn't for everyone. Mr. Reynolds believes that Dev Bootcamp

needs to be what you want to do, not something that is exploratory. Mr. Lavin said that he would make pre-work mandatory, and that if not completed you would not be allowed to enter the program. He noted that the students that dropped out of his cohort were the ones who did not complete the pre-work. Ms. Forman thinks that the pre-work should be a bit more technical, and focus on specific tools that will be used. She felt overwhelmed during the program in regards to all the different tools, and earlier exposure may have been helpful.

Ms. Rust asked if students without college degrees can be successful in one of these programs. Ms. Forman stated that there was a hair stylist with no college background who was the hardest worker in the cohort. Industry experience can be more valuable than college experience; however, it is more based on your own capacity to learn. Mr. Lavin stated that he doesn't believe there is a difference. There was an individual in his cohort with no college experience who is a better coder than him. A university gives you a better perspective of the world, but does not necessarily aid you with your skills. Mr. Reynolds agrees with both previous statements, and said that it is more about the desire to be successful.

Ms. Wenzel asked if there was anything they wish they would have known when going into the program. Mr. Reynolds said he was surprised by the breadth of experience of the cohort, and wish he knew more about the other students. He recommended a summary of the average student who will be attending. Mr. Lavin says that more information on outcomes of other cohorts would have been helpful, but he was one of the first cohorts, so data wasn't available. He would not change anything about the program, as he felt the school was very transparent. In that regard he was provided a digital booklet with questions and answers, and that overall he felt prepared when he got on campus. One thing to note though, being an international student on a visa, and with General Assembly not being accredited, he wishes he would have known more about what employment would look like in his scenario. Ms. Forman says that she would have approached the program differently. Initially she resisted aligning herself to the program she was studying, and wishes that she would have embraced it more. She did note that she wouldn't change anything about the program, but more so her approach to the program. Ms. Wenzel asked if there is anything that General Assembly could have done to support with the mindset change. Ms. Forman said no, that there was plenty of support.

Mr. Crawford asked when the panelists were nearing completion of the program, what information did they receive about employment assistance; was it included throughout the program, or closer to completion? Mr. Lavin said that there was someone assigned to the cohort throughout the entire process. General Assembly put them in contact with the company, but it was on the student to sell themselves to the employer. Mr. Reynolds had a very similar experience. There is a week of general career support, and other sessions on resumes, LinkedIn, and talks from previous graduates on things they wish they would have known. There is lots of open communication between students and career staff. Coaching staff tries to mitigate the worry about post program employment; it is seen as a distraction during the program.

Mr. Crawford asked how long it took the panelists to find a job after graduation. Mr. Reynolds said that he received 3-4 offers after he took two weeks off after graduation. Mr. Lavin said that it took him a month. Ms. Forman took about two months to grain employment.

Ms. Wenzel asked if the panel feels that they had to relearn how to learn. Mr. Reynolds said that he wishes he would have done Dev Bootcamp before college. He believes that they focus on learning styles, and how to be an effective learner. Mr. Lavin agreed, stated that you learn how to learn. When you finish you feel that you have the ability to accomplish anything. Ms. Forman said she agreed that it is a very different approach. A lot of what she learned throughout the program was going from analyzing to producing things quickly. Mr. Reynolds followed up saying that you can see a difference between beginners and students near the end of the program, there is a much more analytical mindset.

There were no more questions from the Task Force.

Mr. Crawford asked for public comment. Vicky Bradshaw, California Strategies LLC, noted that a lot of students who graduate don't have the skills to get a job. She wants to ensure that the Task Force protects the consumer, and that they are responsive to the industry. Ms. Bradshaw recommended an expedited approval process for existing schools, and then follow up on in-industry employment rates at six months, year, etc. You can set a benchmark for what the employment rate needs to be, and if a school dips below that they are then subject to additional oversight by the Bureau. This can be done through the Base Wage File that is maintained by the State of California. Mr. Reynolds added that he sees some schools advertising placements rates, creating an expectation amongst students. Some schools may be posting overall placement, but not accurately reflecting employment in the field.

Angela Perry, Public Advocates, requests that the Task Force look at data on job placement rates, and that whether these rates are program specific. She recommends looking at students who washout, who could provide better information on disclosures, outcomes, and in program support. Ms. Forman stated that she feels that she wasn't successful; she feels that she gained skills, but she isn't a success story. She doesn't feel that she is on better financial ground. Ms. Forman said that this is not reflective of the program, but feels she has a lot more work to do on her own as a person. A lot of the burden is on the student to find their own way. There was no further public comment.

Recess for lunch at 11:57 am.

**Agenda Item #8 – Employer Graduates Panel – Workforce Demand and Trends**

Mr. Crawford reconvened the meeting at 1: 08 pm, and then welcomed the panelists and introduced the Task Force. The Panel consists of Kim Girard of Branchbird, Matt Bendett of Peerspace, and Dan Croak of Thoughtbot.

Mr. Crawford asked Mr. Bendett about the skills and abilities that they like to see in graduates. Mr. Bendett stated that they have hired four individuals from General Assembly that have been instrumental to the start of the company. He sees that understanding the evolving nature of the economy, and maximizing your resources (laptop, phone) has led to success. He notes that it is important to understand the position that the graduate plays, and the role within the institution; know that they are a part of a greater whole. Mr. Bendett has noticed that having bootcamp grads with various backgrounds has led to graduates being highly adaptable to their role. Mr. Croak answered the same question stating that they have seen a demand for their services grow, and the need to create and maintain their product as well. A lot of the bootcamp graduates have previous experience (pre-bootcamp), and the technical skills learned in the bootcamp allow them to be effective. Thoughtbot hires bootcamp grads as apprentices for three months before letting them work on their own. Mr. Croak has heard from other companies that sometimes if there isn't an apprenticeship, the bootcamp grads do not perform as well. When they make it through the apprenticeships they develop into a very qualified employee. If they did not recruit from bootcamps they would be closing themselves off from qualified candidates. Ms. Girard stated that Branchbird struggles to find qualified candidates, due to the fact that they work with new software. Graduates from Computer Science programs have a more theoretical approach towards Big Data, which isn't what they are looking for. They need someone who can present to clients and not struggle with deadlines; after that is when they look at technical skills. When they had no luck recruiting, they were recommended to look at Dev Bootcamp. They like that the graduates are able to learn quickly, and find solutions. It is an effective model given that most employees are dropped into situations that they may not know much about. Branchbird is constantly looking for diverse backgrounds, and skill sets. Dev Bootcamp is Branchbird's go-to source for recruitment.

Ms. Wenzel asked how difficult it is to find individuals with skill sets that they need across the board. Mr. Bendett said it is very difficult, and that is why they work quite often with General Assembly. He feels that there is a need for more bootcamps, not just in tech industry. He also likes how it provides on the job training, versus strictly theoretical. Peerspace needs experts, not apprentices, at the company's current stage. Mr. Bendett also noted that a 9-12 week course may not be enough for students to reach their potential. Ms. Girard stated that they are developing so quickly that they need employees on both ends of the spectrum. Individuals who are qualified coming out of bootcamps are in such high demand, that they often balance multiple offers. They could take on more recent bootcamp grads if they had more senior employees (which are hard to obtain due to startup capital capabilities, and not being able to pay a competitive wage).

Ms. De La Parra asked if there are any common skills that are missing from graduates. Ms. Girard stated that they need multifaceted bootcamp grads. It can't just be developed behind the keyboard; they need to be able to interact with clients. Mr. Bendett agreed with the statement. Employees need to be able to interact not just with customers, but within their own team. They should have social skills, and technical abilities. Mr. Croak stated that graduates are often missing skills for testing programs. Ms.

Girard added that it is easier to grow Jr. Members into Managers, because they know how to manage millennials.

Mr. Carreon asked if they exclusively hire millennials. Ms. Girard stated that they will hire anyone. Mr. Bendett agreed that age is not a criterion for hiring; however, what is more important is the social capabilities of the applicant. Can you be collaborative, work with others, but still complete your job? Ms. Girard stated that they would rather hire someone with twenty years of experience that went through a bootcamp, over someone who has not been through a bootcamp seeing as it helps foster an environment of collaboration. Mr. Bendett stated that the grads they hire tend to be self-starters, and highly motivated. They go to a bootcamp to better their career; they have a drive, and passion.

Ms. Simon asked how the programs have sought feedback from employers on criteria that is being taught. Mr. Carreon added onto the question in regards to soft skills as well. Ms. Girard stated that Dev Bootcamp has asked for feedback on grads they have decided for and against hiring. Her San Francisco campus is incorporating the feedback provided by Dev Bootcamp. Mr. Bendett stated that he usually tells General Assembly that more efforts can be done in outreach to see how hired candidates have done, and what they can improve on. A lot of applicants come out of bootcamps, and it may be saturating the talent pool. Mr. Croak thinks most of the bootcamps are doing a good job at teaching a baseline level of knowledge.

Ms. Rust asked what they would look for in a quality school. Mr. Croak noted that the curriculum is similar school to school; it is collaboration that is vital. He also believes that it is critical that bootcamps select their cohorts well. Mr. Bendett stated that using language that companies use is a benefit of a bootcamp, along with the collaborative atmosphere. He also notes that it is important to discover the reason why the individual is applying to go to the bootcamp. They need to be doing it for themselves, not because they are being pushed into it. Ms. Girard stated that she does not care what technology is being taught, she wants to see self-driven, problem solving, and learning abilities. She wants to see the students create something that isn't based on what they learned in class. They need to be able to check their ego, and be vulnerable. She also wants to see a strong focus on diversity.

Ms. Wenzel asked if the panel hires individuals to be permanent, full time, contract, freelance, etc. Ms. Girard stated that they hire permanent due to the cost of onboarding, training, and the fact that her company experiences difficulty retaining talent. Mr. Bendett stated that they hire on contract if they have doubts on the candidate. They often do this with bootcamp graduates. The contract is typically three month (contract to hire), but they often convert the employee to full time before the three months if qualified. Mr. Croak stated that they hire full time as apprentices, however they are on a much lower salary (this salary increases when the grad is no longer an apprentice and can begin billing clients). Ms. Wenzel followed up by asking if this is common in the industry. Ms. Girard said that contract to hire is common. Mr. Bendett stated that when the employee is on contract to hire they are treated as an employee, not as an outsider.

Ms. De La Parra asked about the ratio of men to women. Ms. Girard stated they have two women on their twelve person staff. Mr. Bendett stated their staff is about 50/50. Mr. Croak stated that in the last three years they have been about 15-30% female.

Mr. Carreon asked if there is still unmet demand for employees. Ms. Girard stated that they are having a difficult time in California meeting their needs. Mr. Bendett agrees, however the supply isn't as qualified as he would hope, even counting the bootcamp grads. Mr. Croak said that it is very competitive in the Bay Area. Their San Francisco team in the last year has had 50% turnover.

There were no further questions from the Task Force, the panel was excused.

There was no public comment.

The Task Force adjourned for a break at 2:28 pm. The meeting reconvened at 2:49 pm.

**Agenda Item #9 – Discussion and Consideration of Comments by Former Students and Employer of Graduates Panels**

Mr. Carreon stated that he is relieved that what the panelists spoke about relates to the Task Force mandate. Mr. Crawford noted that contract to hire should be included when it comes to reporting gainful employment of graduates. Mr. Carreon inquired if a probationary period means that you are not permanently employed. Ms. Wenzel stated that the probationary periods are considered as ordinary now. Ms. Simon stated that General Assembly tracks contract to hire as a placed job.

Ms. Simon asked if there is different language to use to describe things on the School Performance Fact Sheet (SPFS), as they relate to High Technology Programs. The Task Force suggested bringing in a SPFS expert to the next meeting to discuss potential changes. Ms. Rust noted that in the proposed regulations freelance is addressed in terms of gainful employment.

Mr. Crawford noted that sometimes graduates are hired at a lower salary, and after probation they have a salary increase. He asked if this is something that should be disclosed to prospective students. Mr. Carreon stated that those examples seem to be outliers. Mr. Crawford asked for SPFS information from coding schools, and would like to compare it to other institutions; with the idea that there may need to be additional disclosures in regards to salary ranges for coding schools. Ms. Simon and Mr. Carreon both stated that they think it is not necessary. Ms. Simon also stated that General Assembly has student expectations for the job search process (steps the student must take), and that something of this nature could be added to the SPFS.

Public Comment: Angela Perry stated that she appreciates that there is a lot of discussion around disclosures in the SPFS.

**<u>Agenda Item #10 – Discuss Task Force Report Mandated by California Education Code (CEC) section 94880.1</u>**

**(a). Definition of Key Terms Used in CEC 94880.1 (including but not limited to "innovative subject matters" and "high demand technology fields")**

Discussed on Wednesday; see above.

**(b) Contents of Report**

**i. Recommendations and Findings Related to Student Disclosures [CEC section 94880.1(a)(3)(A)]**

It was noted that this agenda item was discussed under Item #8/9.

**ii. Recommendations and Findings Related to Reporting Student Outcomes [CEC section 94880.1 (a)(3)(B)]**

It was noted that this agenda item was discussed under Item #8/9

**iii. Recommendations and Findings Related to State Steps [CEC section 94880.1 (a)(3)(C)]**

Mr. Carreon mentioned a potential candidacy process.

Mr. Crawford clarified that coding schools currently have the same application process as all other schools overseen by the Bureau, and wants to know if we are looking at an alternative pathway to approval. Mr. Carreon stated that this should be an option, and we need to look at what that path would be.

Mr. Crawford asked if there are different areas of expertise within the Quality of Education Unit, and if there could be a dedicated group within the Quality of Education Unit that could be assigned to work with these schools.

Ms. Rust added that the goal isn't to exclude these schools, but to limit the time it takes to get approval. She mentioned Peer Review and that the Peer Review can make recommendations to management in regards of applications. Ms. Wenzel noted that this may take away State jobs, and sought clarification on comments that the proposed Program Advisory Committee could be used instead of Quality of Education Unit as an alternative pathway.

Mr. Carreon noted that this would help, but would the six months to a year application timeline still be too long for these schools. Ms. Wenzel stated that the largest bottleneck of application process is incomplete applications, and that it isn't due to Bureau workload. Mr. Carreon again noted New York, and their use of candidacy, allowing the school to operate while an application is in process.

Mr. Crawford asked about the frequency of Licensing Workshops, Ms. Wenzel stated that they are once a month and those rotate geographically. Ms. Simon noted that often times faculty, program, etc. changes can occur during the lengthy application process, which at times can extend the process. Ms. Wenzel noted that there is an opportunity to update this information throughout the process.

Mr. Crawford noted that candidacy should be discussed at the next Task Force meeting.

**(c) Drafting of Report, Next Steps, and Timetable**

Mr. Carreon motioned to approve the report outline; motion was seconded by Ms. Rust. (Mr. Carreon: Aye; Ms. Rust: Aye; Ms. Simon; Aye; Mr. Crawford: Aye; Ms. De La Parra: Aye). The motion passes.

Mr. Crawford noted that the next meeting will be held August 18th, with an early start. It was also requested that a SPFS expert should speak to the Task Force at the next meeting.

There was no public comment

**Agenda Item #11 – Adjournment**

Meeting adjourned at 3:41 pm.

**Task Force Meeting Minutes**
**Tuesday, August 18, 2015**

**Department of Consumer Affairs**
**Evergreen Facility – Hearing Room**
**Room 1150 A&B**
**2005 Evergreen St**
**Sacramento, CA 95815**

**Tuesday, August 18, 2015**

**Task Force Members in Attendance:**
Shawn Crawford, Chair
Kim Thompson-Rust
Liz Simon
Marie Roberts De La Parra
John Carreon

**Committee Members Absent:**
None

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Robert Bayles, Enforcement Chief
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Benjamin Triffo, Associate Governmental Program Analyst
Matthew Wiggins, Associate Governmental Program Analyst

**Call to Order**
Mr. Crawford called the meeting to order at 9:32 am on August 18, 2015 at the Department of Consumer Affairs, Evergreen Facility – Hearing Room 1150 A & B, 2005 Evergreen St, Sacramento, CA 95815

**Agenda Item # 1 - Welcome and Introductions**
Mr. Crawford welcomed the Task Force, and the public, followed by introductions of the Task Force.

**Agenda Item #2 – Public Comment for Items not on the Agenda**
There was no public comment.

**Agenda Item #3 – Approval of Minutes- July 15-16, 2015**

Mr. Carreon motioned to approve the minutes, Ms. Simon seconded. (Mr. Carreon: Aye; Ms. Rust: Aye; Ms. Simon: Aye; Mr. Crawford: Aye; Ms. De La Parra: Aye). The motion passed.

**Agenda Item #4- Guest Speaker on Prospective Student Disclosure: School Performance Fact Sheet Overview**

**(a). Matthew Wiggins**

Mr. Wiggins, BPPE, introduced himself to the Task Force. He began with an overview of the contents of the School Performance Fact Sheet (SPFS), the definitions of each category, as well as the regulations that support the data that is reported.

Mr. Crawford asked for clarification on the difference between "Students Available for Graduation," and "Graduates Available for Employment." Mr. Wiggins made note that the additional exemptions allowed for Graduates Available for Employment pertain to employment, and do not have an effect on whether a student graduates or not.

Mr. Wiggins next discussed the proposed regulations and the effects on the SPFS. He made particular mention of the proposed definitions around gainful employment, and disclaimers for schools that do not participate in Federal Financial Aid.

Mr. Crawford asked if the SPFS that High Technology Schools will be using are identical to those of other Bureau approved schools. Mr. Wiggins stated that they are the same. There were no further questions from the Task Force. Mr. Crawford asked for public comment.

Vicky Bradshaw, California Strategies LLC, noted that self-verification of employment and directly contacting employers is not the most efficient way to document wage data, and that the Task Force should examine alternative methods. She recommended using the Base Wage File, and additional government resources to report this data.

Bob Garcia, Golden State Advocacy, stated that the fact there is a Task Force to review High Technology Institutions, shows that there is a noted difference between these types of schools and other career schools. He recommended a different article, or chapter of the California Education Code be made to oversee these schools. Mr. Carreon asked if Mr. Garcia is referring to anything in particular that he would like to see changed. Mr. Garcia stated that he is going to speak with his client about specifics.

Sarah Mason, Senate Committee on Business Professions and Economic Development, mentioned that she is here to answer any questions on the intent of Senate Bill 1247 (SB 1247). She noted that there was not an intention for an explicit carve out for these schools, but to investigate whether there are specific differences, and should regulation look different. She also noted that there were conversations

regarding program approval, and to make the Bureau more flexible. She emphasized again that SB 1247 does not have language regarding exemptions for High Technology Programs.

Angela Perry, Public Advocates, stated that it is essential to take into account the issues that have been seen at other for private proprietary schools [for profit private postsecondary schools]. She noted that some schools have agreements with employers to provide temporary employment, to increase placement rate numbers; and she does not want to see this happen with these schools.

Ms. Simon noted that not all students who attend these schools are job seeking. She stated that this is a real category of students that have a presence on campus, and that there should be a way to disclose and account for these students. Ms. Simon also asked about how many salary bands can be included in the SPFS. Ms. Wenzel noted that it can be as many as you want, but they need to be $5,000 increments. Mr. Carreon agreed with Ms. Simon, and noted that freelancers and non-job seeking students need to be recognized.

Mr. Carreon agreed with Ms. Simon in regards to students who are on campus for continuing education. Often students come to these institutions and are already employed and are only looking to add skill sets, and there needs to be a way to account for them.

Ms. Simon noted that when General Assembly completes SPFS for their part time programs, often the only data that is included is the completion rate. Most students who attend these programs fall into the above mentioned categories.

Ms. De La Parra asked about the number of students who attend school for continuing education and are non-job seeking. Ms. Simon and Mr. Carreon both said that it is around 5-10%, but they do not have the specific numbers on them.

Ms. Wenzel made note that the goal of disclosures is to ensure that the student is protected; and she doesn't want to see a student being pushed into saying that they attended a school for continuing education if they could not find employment. The determination of whether attending for continuing education should be made on the front end of the enrollment process.

Mr. Crawford asked if the Bureau has received any kind of student feedback about the SPFS, or if the information that is being captured is relevant to the student. Ms. Wenzel stated that there is currently a contract getting ready to go out for bid on this topic.

There were no further public comments.

**Agenda Item #5 – Discuss Task Force Report Content, Mandated by California Education Code (CEC) section 94880.1**

**(a) <u>Review Findings From Previous Meeting</u>**

Ms. Wenzel recommended that Benjamin Triffo, BPPE, provide an overview of the preliminary draft of the Task Force report. Mr. Triffo stated that the preliminary draft currently provides an overview of the history of the Bureau, details on SB 1247, Task Force methodologies, as well as summaries of guest speakers who have spoken to the Task Force regarding student disclosures, reporting outcomes, and next steps for the state. Mr. Triffo did notate that the report is a high level overview, and that additional details and modifications can be made when the Task Force begins to formulate recommendations. There were no questions from the Task Force.

Mr. Crawford asked for public comment. Angela Perry, Public Advocates, requests that her comment from the previous meeting regarding unsuccessful students be reviewed. Mr. Carreon asked if Ms. Perry has any specific students she could provide. She stated that she can do some research, and get back to the Task Force.

Mr. Carreon asked if wage data is available for what was recommended by Vicky Bradshaw during earlier public comment. Mr. Crawford stated that there are probably statutory limitations on this data.

Laura Metune, Assembly Higher Education Committee, noted that there is no statutory limitation on this wage data, and that the Bureau has the authority to set up a similar program as to that that is used by California Community Colleges.

Ms. Bradshaw noted that Ms. Metune is correct, and that the data is called the Base Wage File and is maintained by the Employment Development Department (EDD). Ms. Bradshaw reviewed how the Base Wage File works, and recommended that the Task Force look into using this option.

Mr. Crawford recommended using this data if available, and that this should be a recommendation in the Task Force report.

Mr. Carreon asked Ms. Metune if there is anyone who could provide additional information on this data. Ms. Metune recommended Patrick Perry of WestEd to speak, as he set up the program that the community colleges use.

Ms. De La Parra noted that unsatisfied students may be difficult to convince to testify, as it is much easier to voice displeasure online, rather than in person; however, it would be valuable input.

There was no further public comment.

**(b) <u>Recommendations Related to Student Disclosures [CEC section 94880.1(a)(3)(A)]</u>**

Mr. Carreon recommended adopting some of the proposed regulations. By doing this it will help simplify disclosures, and ideally will be a more effective tool in helping students choose an institution to attend.

Mr. Crawford agreed and recommended that there can also be a different version of the SPFS for continuing education programs, ensuring only relevant information is provided. This document though would need to have a disclosure stating that the program differs from those at other institutions.

Ms. Rust referenced the Colorado Department of Higher Education, and that their model should be considered. Ms. Rust noted that Colorado receives feedback from prospective employers on the relevancy of programs, serving as a 3rd party source of information that is not associated with any given school. This information serves as documentation of the workforce demand from employers. Ms. Rust stated that this model is typically used during the new program approval process. Mr. Carreon noted that this can align with the Program Advisory Committee that was discussed at the previous meeting. Mr. Crawford added that this could be a good third party source of information.

Mr. Crawford recommended that each Task Force member draft a redline copy of the SPFS for any recommendations.

**(c) <u>Recommendations Related to Reporting Student Outcomes [CEC section 94880.1 (a)(3)(B)]</u>**

Mr. Crawford began by recommending that each Task Force member provide a redline edit of the current SPFS, to notate any modifications that they would like to see on a SPFS exclusively for High Technology Programs. He also recommended scheduling Patrick Perry to speak at the next Task Force meeting, to discuss the intricacies of "Salary Surfer."

Mr. Carreon again mentioned the proposed reporting regulations, and potentially using them as a guide on how student outcomes should be reported.

Ms. Wenzel stated that if the Task Force wants to account for students who may be attending an institution for continuing education, and does not intend on leaving their current job, an acknowledgment should be provided to the student about their intent of enrollment. This will provide assurance to the Bureau that the intent of enrollment has been documented at the time of enrollment, and not at the end of the program. Ms. Rust agreed, and noted that this could be in the Enrollment Agreement/Contract.

**(d) <u>Recommendations Related to State Steps [CEC section 94880.1 (a)(3)(C)]</u>**

Mr. Crawford asked if there is a desire to have a recommendation around diversity in the industry. He referenced the Tech Hire Initiative, and maybe recommending a state specific version (outreach to underserved communities, and to increase awareness). Ms. Simon noted that in New York there are some city funded scholarship programs, but she is not aware of any state funded programs. Ms. Simon stated that she will provide more specifics on the New York programs.

Mr. Crawford and Mr. Carreon recommended reaching out to EDD for a guest speaker at a future meeting; with the goal of learning about how they view the emergence of new technologies, and how they are attempting to foster growth.

Mr. Carreon recommended that the Program Advisory Committee take the place of the Quality of Education Review. He noted that there are elements from Colorado's Department of Education that can be incorporated, creating a holistic review of a program. Ms. Simon agreed, and noted that the next step would be to create a context in which this Program Advisory Committee would operate. Ms. Rust stated that she will draft an outline of the Program Advisory Committee requirements. Mr. Crawford asked for the amount of schools that use this process in Colorado, and how it is being received. Mr. Carreon stated that he will follow up with the head of the Colorado Department of Higher Education. Ms. Wenzel asked if the Colorado process is for degree and non-degree programs. Ms. Rust stated that she will follow up with that information.

Ms. Simon recommended that the Task Force review the salary distributions of Dev Bootcamp and General Assembly graduates (Ms. Simon noted that any recommendations may also fall under the Outcomes section of the report). Mr. Crawford noted that being able to have a single source of wage data will remove the uncertainty of self-reporting, and help create a clearer picture of expected salaries. He recommended again that the Task Force review the processes that the community colleges use to report wage. Mr. Carreon recommended that the wage data be included in the Task Force's report to demonstrate that the median wages for a Web Developer are significantly higher than wages earned by graduates of other programs at different institutions.

The Task Force next discussed candidacy, and Ms. Simon provided an overview of New York's candidacy procedures. Mr. Crawford stated that he supports a candidacy status; however he is concerned that if California follows the New York model that the organization that grants the candidacy to a school does not handle complaints from students. Mr. Wenzel noted that there are no student protections under the New York law. Mr. Crawford also added that by having a candidacy status, the Bureau will have a better idea of how many institutions are operating; and will provide a lower hurdle for the schools to clear, creating an incentive for schools to seek Bureau approval. Mr. Carreon noted that there needs to be more conversation around this

topic, but this would allow the Bureau to be proactive instead of reactive. Ms. Rust added that an incentive may be that if a High Technology Program applies for candidacy status, there application will receive a higher priority, and will be reviewed quicker.

Mr. Carreon stated that the Task Force should also review how they are reaching out to inform schools that are operating without approval that they need to submit an application to the Bureau; again being proactive over reactive.

The Task Force took lunch at 12:30 pm.

The meeting reconvened at 1:45 pm.

Mr. Crawford began by discussing the need to address unapproved schools, and whether the most effective method would be candidacy, or an expedited approval process. He noted that the two do not have to be mutually exclusive, and that there should be a wide range of recommendations. Mr. Carreon stated that he doesn't think that the Task Force can recommend both options, but perhaps an either or, would be an effective method. Mr. Crawford added that after further thought, candidacy may not be the most effective method due to the fact that it would require a legislative or regulatory change; where as a process improvement within the Bureau (expedited approval process) may yield quicker results. Ms. Wenzel stated that there is an area of the regulations that allows the Bureau to offer "Conditional Approval", based on specific deficient items in an application that can be fixed within six months. She added that students will have the same protections under this definition as they would if it was a fully approved program. Ms. Rust liked the idea of using the existing "Conditional Approval" regulations, and building upon it (adding in specifics which grant this approval). Ms. Wenzel stated that Conditional Approval only pertains to specific items that can be easily fixed; it is not applicable to items such as financials. Less than 1% of applications receive Conditional Approval.

Ms. Simon recalled the previous meeting, during which Ms. Rifredi (Licensing Chief, BPPE) stated that the longest delay in the application process occurs from when a completed application is submitted, to when it is reviewed for compliance; with Ms. Simon mentioning that this may be the area that the Task Force looks at making improvements. She added that if the entire process is going to take longer than six months, then perhaps a candidacy process should still be considered. Ms. Wenzel added that perhaps that the Task Force should consider a mandated Licensing Workshop on applications, to help increase the amount of complete applications at initial submission.

Mr. Crawford recommended that there be some form of notification to the Bureau on whether an application pertains to a High Technology Program. This could be anything from a separate check box on the application, to a sticky note on the cover letter.

Mr. Carreon stated that there should be a designated timeframe that is acceptable to the Bureau for the application review process (completeness and compliance). After review the school will have a designated amount of time to turn in a corrected application; if there are then only minor deficiencies the school can be granted Conditional Approval. This way the school and Bureau are both utilizing all resources.

Ms. Wenzel recommended that the Task Force consider a mandated response time from institutions on deficiencies. She stated that this is one of the main causes of backlog, and that having response deadlines can help mitigate this.

Ms. De La Parra mentioned that when an individual attends a workshop that they have a timeframe that starts to when they must submit an application to the Bureau. She state that it may be unfair to individuals who attend the workshop for informational purposes**,** and that there may need to be some form of distinction between attendees.

Ms. Wenzel noted that the quality of applications have increased since the implementation of Licensing Workshops. The applications aren't perfect, but better; she also noted that financial statements seem to be the biggest area that needs improvement. Mr. Crawford recommended that when High Technology Programs attend the Licensing Workshop that they are required to stay for an additional component, where timelines and the expedited process are reviewed.

Mr. Carreon referenced the meeting materials that show the alternate refund policies. Ms. Wenzel noted that each school is allowed to submit an application for an alternate refund schedule based on the uniqueness of the program. Mr. Crawford noted that this may be a good topic to discuss at the Licensing Workshop for High Technology Programs. He and Mr. Carreon stated that this information needs to be included in the disclosure discussion area of the report. Mr. Crawford also asked for copies of Bureau approved alternate refund policies.

Angela Perry, Public Advocates notes that it would be valuable to know what methods the Bureau uses to find unapproved institutions, and the protocol in responding to those schools. Ms. Perry also stated that it should be seen as a red flag if a school struggles with submitting an application.

No further public comment.

**Agenda Item #6 – Recommendations for Agenda Items for Future Meetings, Next Meeting Details**

Based on availability, the next meeting needs to be held in late September/early October. Patrick Perry as a speaker, someone from EDD or Go-Biz to speak on Government plans/actions, unsatisfied students.

No Public Comment

**Agenda Item #7 – Adjournment**

The meeting adjourned at 3:10 pm.

**Task Force Meeting Minutes**
**Wednesday, September 19, 2015**

**Department of Consumer Affairs**
**Hearing Room #186**
**1747 North Market Blvd. Sacramento, CA 95834**

**Remote Location:**
**General Assembly**
**10 East 21st St**
**4th Floor**
**Reed Conference Room**
**New York, NY 10010**

**Task Force Members in Attendance:**
Shawn Crawford, Chair
Liz Simon (remote)
Marie Roberts De La Parra
John Carreon

**Committee Members Absent:**
Kim Thompson Rust

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Benjamin Triffo, Associate Governmental Program Analyst

**Call to Order**
Mr. Crawford called the meeting to order at 9:36 am on September 16, 2015 at the Department of Consumer Affairs Hearing Room #186 1747 North Market Blvd, Sacramento, CA 95834.

**Agenda Item # 1 - Welcome and Introductions**
Mr. Crawford welcomed the Task Force, and the public, followed by introductions of the Task Force.

**Agenda Item #2 – Public Comment for Items not on the Agenda**
Liz Guillen, Director of Legislative and Community Affairs with Public Advocates, noted that she is present because Angela Perry (Public Advocates) could not attend the meeting. Ms. Guillen referenced the potential Task Force recommendation of expediting the application approval process, and Ms. Wenzel's comments from a previous meeting that the main reason for a delay in application approval is

from institution errors on an application. Ms. Guillen stated that this should be a red flag, and that schools that struggle with applications may have larger underlying issues; Public Advocates recommends looking at different options. Secondly, Ms. Guillen recommended that the Task Force recommend a uniform refund policy, so that students are provided with more protection. Finally, Ms. Guillen stated that she is hopefully that the Task Force hears from additional students who have attended high technology programs, and that Public Advocates has requested help from the Bureau in contacting these students.

There were no further public comments.

**Agenda Item #3 – Approval of Minutes- August 18, 2015**

Mr. Carreon motioned to approve the minutes, Ms. De La Parra seconded. (Mr. Carreon: Aye; Ms. Simon: Aye;; Ms. De La Parra: Aye; Mr. Crawford: Aye). The motion passed.

**Agenda Item #4- Guest Speaker**

**(a). Salary and Wage Data – Patrick Perry**

Patrick Perry, Senior Research Associate, WestED is here to speak about using wage data to report student outcomes. Mr. Perry noted that while working for the California Community Colleges Chancellor's Office, he aided in the development of a web based application that allows students to view salary data based on courses studied and award earned. Mr. Perry believes that this framework can serve a similar purpose for the Bureau. He noted that this data excludes individuals who are self-employed, federal government contractors, or military. The data is based off of social security numbers and NAICS codes (North American Industry Classification System). He did note that the data does not show the exact job of the employee, it simply shows the industry in which they are working. This may be problematic when dealing with professions that span across multiple industries (e.g. accountants).

The first step in getting a system up and running (similar to that of the California Community Colleges) would be to gain legal authority to the data, which can be done by amending the Employment Development Department (EDD) code to grant the Bureau authority to match data with EDD. Once this occurs there would need to be an Interstate Agency Agreement between EDD and the Bureau.

Mr. Perry stated that when the California Community Colleges executed their agreement with EDD, they would send over a list of their students social security numbers, and EDD would send back quarterly wage data for each student who matched. Once the data is received the Bureau will need to secure and store the data, and do their own data analysis.

Mr. Perry stated that along with the social security numbers provided by the schools, they would also need to provide a list of students who received awards that calendar year along with the student's demographic information. He recommended that there be a website developed where schools can upload and submit this data.

According to Mr. Perry, once these steps have been taken it is a fairly simple process to discover the wage outcomes of program completers and those who did not complete a program. When the program used by the Community Colleges (Salary Surfer) was being built there was much discussion on where data points should be located. The decided upon points for wage data was two years before program completion, two years post-completion, and five years post-completion. Mr. Perry stated that they chose two years post-completion because it takes some time for a students to find a job after they receive their award. There is then significant growth in wages between years two and five, ending with a plateau of wages shortly after year five.

Mr. Perry next mentioned institution's placement rates and how this information can be difficult to obtain from these data sets. He stated that it is common to not find a match for every student, due to the fact that often students move out of state, or they are self-employed (cosmetology, barbering, etc.). It is not uncommon to match only 70% of program graduates. Mr. Perry did mention that this does not mean that there is a 30% unemployment rate; it just means that this data needs to be complimented with survey data from the institutions to determine what the remaining graduates are doing for work. This can save institutions work seeing as they currently survey 100% of their graduates. An added benefit of using this method would be providing a feedback report to the institutions showing the findings.

Mr. Carreon made note of not being able to determine the exact employment position of a graduate, and how this would affect the placement rate data seeing as this pertains to being employed in the field of study. Mr. Perry stated that this was an issue with Salary Surfer, and that the methodology allows one to view the data in the aggregate, and not necessarily by student.

Mr. Carreon then asked about the cost of starting a program like this, and what that looked like when the community colleges took on a similar project. Ongoing maintenance would take about 2-3 PY, and he would recommend looking to putting the building of the project out to bid for a 3rd party.

Mr. Crawford asked how follow up surveys were distributed to students. Mr. Perry stated that it was a combination of different methods that started with electronic correspondence, followed by mail, and then telephone outreach. Mr. Perry stated that the best response rate from all three methods was around 35%.

Mr. Carreon asked if EDD can provide the address of the graduate. Mr. Perry stated that they do not, but they do have contact information for the graduate's employer. He followed up by noting that along with gathering survey results on student satisfaction, you could also do an employer satisfaction survey.

Mr. Carreon followed up by asking what different methods can be used to deal with gaps in wage reporting data (i.e. someone who was only employed for a portion of the year). Mr. Perry stated that

there are a couple different ways that you can go about this. He recalls that the Community College system required that an individual have at least two quarters of reportable wage data to be counted (if there was only one quarter they were removed). If they only had two quarters of reported salary, they would report the other two quarters as zeroes. Mr. Perry recommended piloting the system with a few schools and to compare the numbers from different methodologies, and see if there is much of a difference.

Mr. Perry noted that Salary Surfer aggregates data across all institutions; however there is a method to display school specific data, though it has a slightly different methodology.

Mr. Carreon asked for an estimate of startup cost for a system similar to Salary Surfer, as well as the cost on an annual basis. Mr. Perry estimates that it would cost around $500,000 a year or less, and depending on how automated the system is, the cost could be lower.

There was no public comment.

**Agenda Item #5 – Review of High Technology Program Student Complaints**

Ms. Wenzel began by reviewing the High Technology Program Student Complaint Summaries, and advised that the Task Force keep these in mind when making their recommendations. The Task Force invited Benjamin Triffo, BPPE, to speak to the Task Force in order to provide additional details on the complaints. Mr. Triffo stated that the majority of the complaints were received by the Bureau, and that they were briefly summarized to ensure confidentiality. Mr. Triffo also examined various online reviews of high technology program. Mr. Triffo chose online complaints that were part of more balanced reviews (did not score the program a zero or one), and categorized all of the complaints by topic. Mr. Carreon asked about the status of dissatisfied students that Angela Perry, Public Advocates, was going to attempt to bring to speak with the Task Force. Mr. Triffo stated that as of the last time he spoke with Ms. Perry she had not been able to provide any students to speak.

Ms. Simon added that the items that were reviewed should definitely be considered when making recommendations, but also made note that many of these complaints are already addressed in an institution's minimum operating standards.

Mr. Crawford noted that many of the complaints have to do with student's preparedness, and that this usually seems to be addressed in the selective admissions process of high technology programs. However, it may be beneficial to have a disclosure that states expectations of students in the program.

There was no public comment.

**Agenda Item #6 – Discuss Task Force Report Content, Mandated by California Education Code (CEC) section 94880.1**

**(a) Review Potential Recommendations from Previous Meetings**

Mr. Crawford reviewed the document that summarized the potential recommendations from previous meetings, and it was recommended by Mr. Carreon that the Task Force review the items on the sheet line by line. To ensure that any recommendations are as accurate as possible, Mr. Carreon reviewed the definition of "High Technology Program" that is part of the preliminary draft of the Task Force report. The Task Force was comfortable with the definition; however it was recommended to have the component regarding text books removed.

**(b) Recommendations Related to Student Disclosures [CEC section 94880.1(a)(3)(A)]**

In order to set reasonable student expectations, the Task Force decided that there may be additional disclosures required depending on the nature of the program. Mr. Carreon recommended having a section of the course catalogue titled "Program Rigor" that details and lists characteristics of the program (pre-work expectations, collaborative nature of the program, time commitment, etc.) that are not disclosed elsewhere. Additionally, there will need to be a section on the enrollment agreement that the student initials and dates attesting that they have been shown this additional information in the course catalogue. Mr. Carreon and Ms. Simon will work on specific language that needs to be included around this area.

The Task Force also addressed the need for career service support offered by an institution to be fully disclosed to any potential student. It was decided that during the "High Technology Program" component of the mandatory licensing workshops there will be a discussion regarding career services. If an institution decides to offer career service support at their location they will be required to disclose in their course catalogue the exact services offered, along with any expectations of active student participation in the career search.

The Task Force also reviewed the idea of additional disclosures for continuing education/non-job seeking students, as well as additional refund policies; but at this time the Task Force had no recommendations on these topics.

**(c) Recommendations Related to Reporting Student Outcomes [CEC section 94880.1 (a)(3)(B)]**

The Task Force next discussed Mr. Perry's testimony, and the feasibility of having a program similar to that of Salary Surfer. The recommendation was made that reporting utilizing base wage data would be consistent with other industries, and allow for maximum data integrity. At a minimum there will be a pilot program that includes "High Technology Programs." This program will be based upon the same methodologies of those used by the community college program, Salary Surfer. A part of this recommendation will be that the Legislature amends EDD code to allow the BPPE access to the Base Wage Data. However, unlike Salary Surfer, the Task Force recommends that their data be broken down by institution, not aggregated over the entire

private postsecondary sector. The data though will still be reported by median salary, and not an average. The Task Force will work collaboratively to determine the specifics of the program before the next draft of the report is completed.

Next the Task Force reviewed the modified School Performance Fact Sheet (SPFS) that was provided by Mr. Carreon and Ms. Simon. This modified SPFS would be used at institutions that offer High Technology Programs. The SPFS takes into account the proposed regulations around reporting requirements (specific language, gainful employment, etc.), and removes unnecessary tables (i.e. 150% Completion Rate, Exam/Licensure Table, Financial Aid information, etc.). As well, the Salary/Wage table will be replaced with the data from the EDD base wage match.

The Task Force also reviewed any potential recommendations around soft skill development. While there will be no formal requirements/recommendations around soft skill development, there will be an amendment to the High Technology Program definition in the report that lists "employer desired soft skills" as a characteristic of these programs.

No public comment.

**(d) Recommendations Related to State Steps [CEC section 94880.1 (a)(3)(C)]**

Finally, the Task Force reviewed potential recommendations for steps that the state of California can take to help foster growth within the high technology sector. They first looked at simplifying the current application process to gain Bureau approval. In order to do this, if an institution meets the definition of a "High Technology Program" they will be required to attend a mandatory licensing workshop. This workshop will cover all topics that are addressed in standard Licensing Workshops, along with program specific items such as career support services, and financial documents (largest reason for delay in application approval). Along with the mandatory workshops, High Technology Programs will also have a designated point of contact within the Bureau that will be on hand to answer program specific questions. Finally, there will be a Program Advisory Committee that will take the place of the Quality of Education Review. The make-up of this Program Advisory Committee is currently being drafted by Ms. Rust. The Task Force waits on her potential recommendation on this topic.

While on the topic of "State Steps" the Task Force discussed general recommendations (there will be an attempt at acquiring a subject matter expert). The Task Force recommended that there be a form of outreach to underserved communities and state-funded scholarship programs. More detail will be provided on these topics once the Task Force has reviewed what steps the state of California is currently taking around these areas.

There was no public comment.

**Agenda Item #7 – Recommendations for Next Meeting's Agenda Items, Future Meeting Dates**

The goal is to have the next Task Force meeting on October 29th where there will be a review of any next draft of the Task Force report, a more in-depth review of the Program Advisory Committee, and any subject matter experts that are available.

**Agenda Item #8 – Adjournment**

The meeting adjourned at 3:21 pm.

**Task Force Meeting Minutes**
**Thursday, October 29th, 2015**

**Department of Consumer Affairs – Bureau for Automotive Repair Offices**
**Room 100B**
**10949 North Mather Blvd, Rancho Cordova, CA 95670**

**Task Force Members in Attendance:**
Shawn Crawford, Chair
Liz Simon
Marie Roberts De La Parra
John Carreon
Kim Thompson Rust

**Committee Members Absent:**
None

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Norine Marks, Legal Counsel, Department of Consumer Affairs
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Benjamin Triffo, Associate Governmental Program Analyst

**Call to Order**
Mr. Crawford called the meeting to order at 9:36 am on October 29, 2015 at the Department of Consumer Affairs, Bureau for Automotive Repair Offices, Room 100B 10949 North Mather Blvd, Rancho Cordova, CA 95670.

**Agenda Item # 1 - Welcome and Introductions**
Mr. Crawford welcomed the Task Force, and the public, followed by introductions of the Task Force.

**Agenda Item #2 – Public Comment for Items not on the Agenda**
There was no public comment.

**Agenda Item #3 – Approval of Minutes- September 16, 2015**
Mr. Carreon motioned to approve the minutes, Ms. De La Parra seconded. (Ms. De La Parra: Aye; Mr. Carreon: Aye; Ms. Thompson Rust: Aye; Mr. Crawford: Aye; Ms. Simon: Aye). The motion passed.

**Agenda Item #4- The State's Role in Promoting Growth in the High Technology Program Field – possible guest speaker Louis Stewart, Deputy Director – Innovation and Entrepreneurship, The Governor's Office of Business and Economic Development (GO-Giz)**

Mr. Crawford noted that Mr. Louis Stewart has rescinded his offer to attend the meeting, therefore recommending that the Task Force move on to the next agenda item.

Mr. Carreon requested that there be mention in the Task Force report that there have been multiple attempts at obtaining a public official to speak on the economic development topics of the report; however, due to various circumstances these results have not materialized. Mr. Carreon stated that it would have been extremely beneficial to have a representative from a government office attend and speak on these matters; and though unsuccessful, there should be note that efforts were made to obtain such a speaker.

The Task Force agreed with Mr. Carreon's comments, and recommended that there be brief mention in the report regarding this issue.

There was no public comment.

**Agenda Item #5 – Discuss Task Force Report Content, Mandated by California Education Code (CEC) section 94880.1**

**(a) Review Preliminary Draft of Task Force Report**

The Task Force began by inviting Ben Triffo, BPPE, to speak on the updates that have been made to the Task Force's report. Mr. Triffo began by discussing the new information regarding the White House's TechHire Initiative. It was noted that because there was no public official that was able to speak on California's role with "High Technology Programs," information has been supplemented with national initiatives. Mr. Carreon noted that it may be beneficial to include some information on the "Educational Quality through Innovation Partnerships" (EQUIP) program to demonstrate the recognition of the sector. Mr. Triffo also stated that there has been a modification to one of the characteristics of a High Technology Program, stating that "exclusive of textbooks" has been removed. Mr. Triffo continued by describing the new format that has been used for this draft of the report, as well as the key areas that need additional detail; specifically in regards to "Disclosures," "Outcomes," and "State Steps."

Mr. Carreon asked if there should be a portion of the report that states all of the items that were considered, but ultimately not decided upon. Ms. Wenzel stated that one option would be to attach the meeting minutes to the report to show the lengths that the Task Force went to in order to arrive at their recommendations.

While continuing with the review of the report, the Task Force again recommended that there be a section briefly discussing labor demand for graduates of High Technology Programs. It was

recommended that data be pulled from Labor Market Information Division (LMID), or from a specific report that has been published by General Assembly.

There was no public comment.

**(b) <u>Recommendations Related to Student Disclosures [CEC section 94880.1(a)(3)(A)]</u>**

While reviewing the report, the Task Force began to review the recommendations around disclosures. When looking at the recommendations regarding "Program Rigor," Ms. Simon noted that it may be beneficial to provide sample language over specific language for the specific recommendations. Ms. Simon and Mr. Carreon volunteered to complete examples for the "Program Rigor" component of the "Student Disclosures" recommendations section of the report.

While reviewing recommendations around career services, it was recommended by the Task Force that an example be provided on what this disclosure could look like. Mr. Carreon and Ms. Simon will work on this example.

The Task Force also decided that recommendation number three shall be merged with recommendation two, due to the fact that soft skills are a key component of the career services that an institution offers.

There was no public comment.

**(c) <u>Recommendations Related to Reporting Student Outcomes [CEC section 94880.1 (a)(3)(B)]</u>**

The Task Force next reviewed the recommendations surrounding student outcome reporting, beginning with the recommendation on the wage reporting pilot program.

There was public comment from Vicky Bradshaw, with California Strategies. Ms. Bradshaw noted that there are various models that can be used to report this data, and not just the models used by the Community Colleges and the UC system. She recommends not tying the recommendation to a specific model without identifying all the models that are available. Ms. Simon agreed with the comments, noting that the Task Force can include components that they would like to see included in the methodology; however, they do not need to name all of the components. The Task Force agreed.

The Task Force also reviewed recommendation number six, as it pertains to School Performance Fact Sheets (SPFS). The Task Force decided to remove recommendation 6a, and to include an example in an appendix.

Ms. Rust referenced the early conversation around wage reporting and stated that the Task Force should consider not using median wage, as it may cause confusion. The Task Force agreed, and noted that it may be better to allow that decision to be made by whoever is designing the model.

**(d) <u>Recommendations Related to State Steps [CEC section 94880.1 (a)(3)(C)]</u>**

The Task Force proceeded to review the final component of the recommendation section of the report, "State Steps." They began by reviewing the introduction section, making note of additional points of emphasis that they would like to see in the next draft.

The next item brought to the attention of the Task Force was a draft of the proposed Advisory Board and Evaluator Report. Ms. Rust provided an overview of both documents that she provided; she followed up by noting that both of these items takes the burden of responsibility off the Bureau, and places it upon the institution. She stated that the Advisory Board requires at least three members, and can typically consist of employers, or employed recent graduates. This Advisory Board will help in providing a validation for a program, and ensure that the material being taught is meeting the demands of employers. After reviewing the provided documents from Ms. Rust, the Task Force decided that there will be a single Advisory Board that issues an Evaluator Report to a high technology program. This report will allow the applicant to skip the Quality of Education Unit review within the traditional Bureau application process. The Advisory Board will also serve as ongoing support to high technology programs, ensuring that their programs continue to meet employer and market demand.

Finally, the Task Force reviewed recommendations around state sponsored outreach efforts. In particular the Task Force decided that strategic partnerships between institutions offering High Technology Programs and groups such as the Employment Training Panel (ETP), California Community Colleges, Eligible Training Provider List (ETPL), and various other organizations. These partnerships would allow for existing funds to be utilized in an effective manner to reach underrepresented communities, leading to increased opportunities in the high technology sector for these communities.

There was no public comment.

**<u>Agenda Item #6– Recommendations to the Advisory Committee Regarding Report</u>**

The Task Force decided that the entire Task Force will attend the next Advisory Committee meeting to speak on the report.

There was no public comment.

**Agenda Item #7– Recommendations for Next Meeting's Agenda Items, Future Meeting Dates**

The next Task Force meeting will take place on December 1, 2015 where the Task Force will complete a line by line final review of the report.

There was no public comment.

**Agenda Item #8 – Adjournment**

The meeting adjourned at 2:27 pm.

**Unapproved (as of 12-30-15) Task Force Meeting Minutes**
**Tuesday, December 1st, 2015**

**Department of Consumer Affairs**
**First Floor Hearing Room**
**1625 North Market Blvd, Sacramento, CA 95834**

**Task Force Members in Attendance:**
Shawn Crawford, Chair
Liz Simon
John Carreon
Kim Thompson Rust

**Committee Members Absent:**
Marie Roberts De La Parra

**Bureau for Private Postsecondary Education (Bureau) and DCA Staff in Attendance:**
Joanne Wenzel, Bureau Chief
Norine Marks, Legal Counsel, Department of Consumer Affairs
Mina Hamilton, Legal Counsel, Department of Consumer Affairs
Benjamin Triffo, Associate Governmental Program Analyst

**Call to Order**
Mr. Crawford called the meeting to order at 10:36 am on December 1, 2015 at the Department of Consumer Affairs, First Floor Hearing Room, 1625 North Market Blvd, Sacramento, CA 95834.

**Agenda Item # 1 – Welcome, Roll Call, and Establishment of a Quorum**
Mr. Crawford welcomed the Task Force, and the public, followed by introductions of the individual Task Force members that were present.

**Agenda Item #2 – Public Comment for Items not on the Agenda**
There was no public comment.

**Agenda Item #3 – Approval of Minutes- October 29, 2015**
Mr. Carreon motioned to approve the minutes, Ms. Simon seconded. (Ms. Thompson Rust: Aye; Mr. Crawford: Aye; Ms. Simon: Aye; Mr. Carreon: Aye). The motion passed.
**Agenda Item #4 – Review and Modification of Task Force Draft Report, Mandated by California Education Code (CEC) section 94880.1**

Mr. Crawford began by stating that a thorough page-by-page turn may be the most effective way to review the draft report. The Task Force followed by having Ben Triffo from the BPPE review the report with them.

The Task Force began by reviewing the draft report's Executive Summary, in particular, the component addressing job openings and growth. Ms. Simon noted that it may be beneficial to provide specific statistics in this section.

The Task Force continued to review the report line-by-line when Mr. Crawford mentioned that it may be more beneficial to address substantive changes to the report, and provide grammar/word choice edits to Mr. Triffo at a later time. Norine Marks, DCA Legal Counsel, stated that substantive items that are agreed upon during this meeting can be edited and that there can be a delegation for a member(s) to provide a final review of the report and any edits for non-substantive items (e.g. grammatical) without the need for an additional Task Force meeting. Upon an approved motion, Mr. Carreon and Ms. Simon will provide this final review and editing of the report.

Mr. Carreon asked if there is any intent language for Senate Bill 1247 that can be provided in the Executive Summary that speaks on why the bill was drafted and developed. Mr. Triffo stated that he was not aware of any intent language; however, there are various bill analyses that have been conducted. Mr. Crawford recommended that SB 1247 be included in the appendices.

While reviewing the Disclosures section of the Executive Summary, the Task Force recommended that "time commitment" be added to the recommendations surrounding program rigor. It was also recommended that there be a page reference to where in the report there is additional information on each Task Force recommendation. The Task Force also pointed out that in regards to "career guidance services" there should be a mention of institution and student expectations.

The next portion of the Executive Summary that was reviewed was the Reporting of Student Outcomes. While reviewing this section of the report, the Task Force recommended adding additional information to recommendation four, in particular, details around the use of Base Wage File data. While details are available later in the report, it was noted that additional context may provide more clarity.

Next the Task Force moved to the State Steps component of the Executive Summary. The Task Force began by reviewing the language in recommendation six. They noted that the term "shift the burden of responsibility" should be replaced with language speaking to industry validation.

While continuing the review of the State Steps section of the Executive Summary, the Task Force moved to recommendation seven which discusses outreach efforts. The Task Force recommended additional context around this recommendation, including what these outreach efforts may look like in action. Ms. Thompson-Rust recommended that there be an additional recommendation that speaks directly to

partnering with Community Colleges in regards to temporary locations for High Technology Programs. Mr. Triffo recommended that the Task Force draft the language for recommendation eight during the meeting so there are no discrepancies with the final draft of the report. Accordingly, the Task Force drafted language for recommendation eight, as well as revised recommendation seven.

After finishing their review of the Executive Summary, the Task Force began to review the remainder of the report. Mr. Carreon and Mr. Crawford both made recommendations for the section titled Student Complaints. It was noted that there were not just negative comments, but positive remarks as it pertained to High Technology Programs as well. It was recommended that this section should be reshaped to represent all student perspectives.

The Task Force also recommended modifying the Guest Speakers section of the report; in particular, revising comments regarding potential guest speakers from various governmental offices that did not end up speaking to the Task Force.

Ms. Simon and Mr. Carreon recommended that the Summary of Institution Testimony in the Disclosures section of the report should be revised to read more as a narrative, with an emphasis on the admissions process being selective.

The Task Force also noted that in the second section titled Student Complaints that there be notation that complaints were reviewed from both approved and unapproved institutions.

Next, the Task Force reviewed the Reporting of Student Outcomes section of the report. In regards to the Summary of Institution Summary and Graduate Testimony sections, minor word changes were recommended along with some revising of language.

While reviewing testimony from Mr. Perry in regards to the program Salary Surfer, the Task Force asked that there be mention of what sources of income the program uses. In particular, they requested that it be stated that all reported earnings are included in the methodology, and to remove mention of using wages that were earned in a field related to the student's area of study.

The Task Force continued with their review of the draft report, and began to look at the Summary of Bureau Testimony section. Ms. Simon noted that the summary speaks to what the backlog period is for the Quality of Education (QEU) review, but there is no note on the backlog of initial applications. The Task Force agreed that this information would be beneficial, along with information regarding the results of Licensing Workshops that the Bureau has been conducting.

Continuing through the report, the Task Force began to look at the recommendations that fell underneath the State Steps category. In particular, the Task Force reviewed recommendations surrounding the use of a Program Advisory Board and Evaluator Reports to supplement the QEU review.

The Task Force ultimately settled on a recommendation that uses Evaluator Reports in conjunction with the approval to operate application, and a Program Advisory Board that is used as an ongoing quality assurance mechanism.

The Task Force finished their review of the report content, and next reviewed the appendices and attached documents. There were minor recommendations and edits made to these documents, the greatest change being the elimination of one sample Evaluator Report.

Mr. Crawford motioned to approve the report subject to revision of the items discussed during the meeting. Mr. Carreon seconded the motion. (Ms. Thompson Rust: Aye; Mr. Crawford: Aye; Ms. Simon: Aye; Mr. Carreon: Aye). The motion passed.

Mr. Carreon motioned to delegate final review and non-substantive edits of the report to Mr. Carreon and Ms. Simon with transmittal to the Advisory Committee by the January 1, 2016 deadline. Ms. Simon seconded the motion. (Ms. Thompson Rust: Aye; Mr. Crawford: Aye; Ms. Simon: Aye; Mr. Carreon: Aye). The motion passed.

**Agenda Item #5– Possible Action to Approve Transmittal of Report with Findings and Recommendations to the Advisory Committee for its Approval**

All members of the Task Force present at this meeting stated that they planned to attend the February Advisory Committee meeting.

**Agenda Item #6 – Adjournment**

Meeting adjourned at 1:37 p.m.