**Board of Governors Workforce, Job Creation,   
and a Strong Economy Recommendations**

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| **STUDENT SUCCESS** | | | | | | | | |
| *10+1* | | *Needed policy or guidance* | | *Current positions* | | *Partners* | *Action* | |
| 1. **Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.** | | | | | | | | |
| 1. Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential | | | | | | | | |
| Standards or policies regarding student preparation and success | |  | | [6.02 S15 Support Funding for Career Pathways and Coordination of Long Range Planning](http://www.asccc.org/resolutions/support-funding-career-pathways-and-coordination-long-range-planning)  Support current and future public investments in California high school to community college career pathways; and work with interested legislators to include long range goals and resources for coordinating and investing in career pathways at the state level.  [21.01 S97 Internet and Career Center Access](http://www.asccc.org/resolutions/internet-and-career-center-access)  Urge local senates to support career center technology services so that all students can have access in the career center to career information and job banks available on the Internet. | | CCCCAOE, Chancellor’s Office, Legislature | | Advisory role[[1]](#footnote-1) |
| 1. Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements. | | | | | | | | |
| * Standards or policies regarding student preparation and success * Educational program development * Curriculum | |  | | [Statewide Career Pathways: Creating School to College Articulation](http://www.statewidepathways.org/) (an Academic Senate initiative) Counseling Toolkit provides High Schools with a career and educational planning tool tied to the C-ID System. | | Regional Consortia,  EPI, Chancellor’s Office | | ASCCC Lead[[2]](#footnote-2); Seek funding to continue this work. |
| 1. Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships. | | | | | | | | |
| Educational program development | |  | | [20.01 S06 Work-based Learning Support](http://www.asccc.org/resolutions/work-based-learning-support)  Investigate best practices for effective collaborations between work experience programs and local faculty and senates and provide to faculty some recommendations for strengthening these relationships | | Career Ladders Project | | ASCCC Lead; Several resolutions and breakouts regarding the ASCCC studying work-based learning. However, no other direction provided. |
| 1. Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services. | | | | | | | | |
| Standards or policies regarding student preparation and success | |  | | [21.11 F94 Career Awareness](http://www.asccc.org/resolutions/career-awareness)  Recommend to the group which will eventually design the School-to-Career program that those students who have not had the benefit of career awareness curriculum and career alternatives curriculum have at least 10 hours career counseling and supervised career exploration available to help them with their decision. | |  | | Advisory role. |
| 1. Enhance capacity of counselors to provide CTE-related program counseling through professional development and the sharing of best practices such as designating counselors as CTE specific or designating liaisons to CTE programs. | | | | | | | | |
| Policies for faculty professional development activities | |  | | [21.12 F94 Curriculum Development for School-to-Career](http://www.asccc.org/resolutions/curriculum-development-school-career)  Direct the Executive Committee to urge the Governor's School-to-Career Task Force to have the career awareness curriculum developed by faculty who have experience in career counseling. | |  | | ASCCC Lead |
| 1. Support efforts to increase financial support under the Cal Grant C program for community college CTE students. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory |
| 1. **Improve CTE student progress and outcomes.** | | | | | | | | |
| 1. Enable and support faculty to coordinate with industry to identify required work-based and skill competencies, including technology, for specified occupations in order to facilitate student advancement through mechanisms such as authentic competency-based assessments. | | | | | | | | |
| * Standards or policies regarding student preparation and success * Educational program development * Curriculum | | Policy direction on industry involvement in the C-ID and Model Curriculum process. | | [20.01 S06 Work-based Learning Support](http://www.asccc.org/resolutions/work-based-learning-support)  Investigate best practices for effective collaborations between work experience programs and local faculty and senates and provide to faculty some recommendations for strengthening these relationships.  [20.05 F98 Work-based Learning](http://www.asccc.org/resolutions/work-based-learning)  Establish a task force to develop strategies and guidelines for colleges to implement work based learning to help students see the connection between education and work.  [21.03 F99 Statewide Committee on Workplace Experience](http://www.asccc.org/resolutions/statewide-committee-workplace-experience)  Support and promote faculty and student involvement in learning about the evolving world of work. | | Discipline Faculty  DWM: Sector Navigators and DSNs | | ASCCC Lead; In progress through C-ID System |
| 1. Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses. | | | | | | | | |
| Curriculum | |  | | [21.01 F09 Occupational Programs Course Expansion](http://www.asccc.org/resolutions/occupational-programs-course-expansion)  Encourage local career technical education faculty to work with other faculty (including mathematics, English, and ESL faculty) on ways to include SCANS competencies, basic mathematics, and English content suitable to CTE programs in an appropriate manner. | | Discipline Faculty  Local Senates | | ASCCC Lead; professional development activities |
| **CAREER PATHWAYS** | | | | | | | | |
| 1. **Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.** | | | | | | | | |
| 1. Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials. | | | | | | | | |
| * Curriculum * Educational program development | |  | |  | |  | | ASCCC Advisory role; lead role with professional development activities. |
| 1. Develop state-aligned or regionally-aligned strategies and structured industry informed pathways, coordinated with faculty and other workforce partners and industry intermediaries that seamlessly transition high school and adult students to community college programs of study. | | | | | | | | |
| * Curriculum * Educational program development | | Policy direction on determining process for high school faculty input | | [9.12 F15 Support Local Development of Curricular Pathways](http://www.asccc.org/resolutions/support-local-development-curricular-pathways)  Oppose the intrusion of pathways programs by external organizations that circumvent or undermine faculty purview; and urge local academic senates and colleges to create formal processes and policies that require the local academic senate, in consultation with its curriculum committee, to evaluate and endorse any proposed curricular pathways offered by an external organization before such a program is institutionalized. | | Workforce and industry partners,  Discipline faculty workgroups,  High school faculty | | ASCCC Lead (with C-ID) |
| 1. Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations. | | | | | | | | |
| * Curriculum * Educational program development | |  | |  | |  | | ASCCC Advisory role |
| 1. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways. | | | | | | | | |
| * Curriculum * Educational program development | |  | | [6.03 S15 Support Expanding Dual Enrollment Opportunities for High School Students](http://www.asccc.org/resolutions/support-expanding-dual-enrollment-opportunities-high-school-students)  Work with the Chancellor’s Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning “instructional activities” in the proposed new Education Code §76004(l), and promote the fulfillment of accountability requirements and incentives for both college and school districts. | | Chancellor’s Office, RP Group, Regional Consortia | | ASCCC Lead; develop best practices for implementing dual enrollment programs |
| 1. Identify and resolve barriers as appropriate to career pathway implementation. | | | | | | | | |
| * Curriculum * Educational program development | |  | |  | |  | | ASCCC Advisory Role |
| 1. Provide resources to faculty to contextualize basic skills English, math, English as a Second Language, and workplace readiness skills into pathway curricula in collaboration with faculty trained in basic skills disciplines. | | | | | | | | |
| * Curriculum * Educational program development | |  | | See 2b | |  | | ASCCC Lead and advisory on resource allocation |
| 1. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements. | | | | | | | | |
| * Curriculum * Educational program development | |  | | See 2b | |  | | ASCCC Lead |
| 1. Support the ongoing development and implementation of current initiatives to develop programs of study tools for bridging from high school and adult education preparation into community college CTE pathways in order to help community college students plan their CTE course taking. | | | | | | | | |
| * Curriculum * Educational program development | | Policy direction on expanding the scope of SCP to include model curriculum | | See 1b. | |  | | ASCCC Lead |
| **WORKFORCE DATA AND OUTCOMES** | | | | | | | | |
| 1. **Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.** | | | | | | | | |
| 1. Develop, streamline, and align common outcome metrics for all statefunded CTE programs and ensure that they are compatible with federal reporting requirements. | | | | | | | | |
| Processes for program review | |  | | [8.01 F14 Recognition for Skills-builder Completion](http://www.asccc.org/resolutions/recognition-skills-builder-completion)  Work with the Chancellor’s Office to develop a mechanism to count students’ successfully completed educational plans as completions. | |  | | ASCCC Advisory |
| 1. Expand the definition of student success to better address workforce training outcomes for both “completers” (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and "skills builders” (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement). | | | | | | | | |
| Processes for program review | |  | | [08.02 F14](http://www.asccc.org/resolutions/broaden-definitions-success-and-completion)  [Broaden Definitions of Success and Completion](http://www.asccc.org/resolutions/broaden-definitions-success-and-completion)  Work with the Chancellor’s Office to collect data and the legislature to recognize other educational goals and completion parameters such as transfer to out-of-state and private universities, gaining employment, or improving employment, which are consistent with the established mission of the California community colleges; and  Work with the Chancellor’s Office and legislature to recognize individual students’ self-stated educational goals on their educational plans as valid parameters of completion, consistent with the established mission of the California community colleges. | |  | | ASCCC Advisory |
| 1. Report outcomes by student demographic characteristics. | | | | | | | | |
| Processes for program review | |  | | See 4a. | |  | | ASCCC Advisory role |
| 1. **Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.** | | | | | | | | |
| 1. Require the sharing of employment/wage outcomes and third party licenses/certification data across government entities. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory role |
| 1. Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory role |
| 1. Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory role |
| 1. **Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.** | | | | | | | | |
| 1. Provide labor market, workforce outcome, and student demographic data/information that are easily accessible and usable. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory role |
| 1. Validate labor market supply and demand information with industry partners. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory role |
| 1. Provide technical assistance, data visualization tools, and analysis tools to colleges for the use of labor market and student outcome data. | | | | | | | | |
|  | |  | | There is a current proposal to join other groups on expanding Launchboard to all 113 colleges. The Executive Committee will be consider participating on this project at its January meeting. | |  | | ASCCC Advisory role |
| 1. Develop the state’s capacity to capture changes and gaps in workforce supply and demand and to assess each region’s educational capacity to address workforce gaps. | | | | | | | | |
|  | |  | |  | |  | | ASCCC Advisory role |
| **CURRICULUM** | | | | | | | | |
| 1. **Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.** | | | | | | | | |
| 1. Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process | | | | | | | | |
| Curriculum |  | | [9.10 F11 Responding to Industry Needs](http://www.asccc.org/resolutions/responding-industry-needs)  Support the identification of ways to appropriately respond to the curricular needs of business and industry in a timely manner, including the identification of mechanisms to expedite local curricular processes and the use of not-for-credit contract education as a means of immediately implementing curriculum delivery; and explore current practices, identify barriers, and promote effective practices in responding to the curricular needs of business and industry and present this information by the Fall 2012 Session. | |  | | | ASCCC Lead |
| 1. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges. | | | | | | | | |
| * Curriculum * Educational Program Development |  | | [09.11 F14](http://www.asccc.org/resolutions/formalizing-model-curriculum)  [Formalizing Model Curriculum](http://www.asccc.org/resolutions/formalizing-model-curriculum)  Officially endorse the ongoing work of discipline faculty in the creation of model curricula and create a special designation to ensure clear identification for degrees and certificates based on model curricula; urge local academic senates and curriculum committees to recognize the benefits of model curricula as a pathway to assist students in achieving their educational goals, develop degrees when warranted that adhere to model curricula, and adopt reciprocity agreements to ensure seamless transitions of students between colleges with comparable degrees based on model curricula; and urge the Chancellor’s Office to officially recognize degrees and certificates based on model curricula and consider streamlining the approval process for such degrees | |  | | | ASCCC Lead (C-ID) |
| 1. Create a process for the development of collaborative programs between colleges. | | | | | | | | |
| * Curriculum * Educational Program Development |  | | [9.02 S13 Regional Conjoint Programs](http://www.asccc.org/resolutions/regional-conjoint-programs)  Explore the feasibility of expanding the use of conjoint programs and report the findings and possible next steps at the Fall 2013 Plenary Session; and further work with the Chancellor’s Office to develop recommendations to the Board of Governors that will allow colleges with conjoint programs to accurately track and report completion and success of students in those programs at each college participating in such a program and to include this accurate data in comparative documents such as the Accountability Reporting for the Community Colleges (ARCC) reports, the Community College Scorecards, and others. | | Chancellor’s Office; SACC | | | ASCCC Lead (or advisory through SACC) |
| 1. Support faculty and colleges in developing and expanding the use of contract education to meet the dynamic needs of business and industry in an expedited manner. | | | | | | | | |
| * Curriculum * Educational Program Development | Policy direction on effective practices for implementing and expanding contract education | | [11.02 F91 Contract Education](http://www.asccc.org/resolutions/contract-education-1)  Reaffirm that local senates:  1. Develop procedures that will use the same approval processes used for contract credit and noncredit education courses as are used for regular credit, noncredit and not-for-credit courses respectively, and  2. Remind their districts to use the minimum qualifications that were developed for credit and noncredit disciplines respectively when hiring faculty to teach contract credit and noncredit education courses, and  3. Determine how faculty are hired to teach contract credit and noncredit education courses in their districts, and  4. Work within their districts to ensure that when hiring faculty to teach contract credit and noncredit education courses, these faculty are hired by following the procedures that have been established for hiring regular credit and noncredit faculty.  [21.06 F99 Contract Education](http://www.asccc.org/resolutions/contract-education)  Encourage local academic senates to work with their local collective bargaining colleagues to improve contract education by:  a. ensuring that faculty hired for contract education programs meet appropriate qualifications and are hired through appropriate processes jointly agreed upon by the local academic senate and the local board of trustees;  b. ensuring that all courses offered have undergone appropriate curriculum processes; and  c. removing barriers and disincentives for full-time faculty participation in contract education programs and services.22.01.  [6.01 S94 COIN/Economic Development Centers](http://www.asccc.org/resolutions/coineconomic-development-centers)  Direct the Executive Committee to conduct a state-wide study of the local colleges' use of contract education, paying particular attention to the involvement of faculty in the development and operation of such programs, including affirmative action hiring processes, and promote local models of contract education that have been shown to be effective and to involve faculty substantively, and support the development of Economic Development Centers only if the involvement of faculty in the development, operation, and hiring for such programs is equivalent to that in regular programs. | |  | | | ASCCC Lead and advisory |
| 1. **Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.** | | | | | | | | |
| 1. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor’s Office. | | | | | | | | |
| * Curriculum * Educational Program Development |  | | [7.01 F06 The System Office Strategic Plan and Faculty Primacy](http://www.asccc.org/resolutions/system-office-strategic-plan-and-faculty-primacy)  Oppose any efforts that weaken the role of the local curriculum committee and curriculum approval process.  [S14 9.03 Statewide Curriculum Coordination](http://www.asccc.org/resolutions/statewide-curriculum-coordination)  Resolved, That the Academic Senate for California Community Colleges work to ensure that statewide curriculum systems remain funded, faculty driven, and inter-coordinated where appropriate so that institution-to-institution and institution-to-career pathways remain rigorous, seamless, and flexible. | | Chancellor’s Office; SACC | | | ASCCC Advisory to CO |
| 1. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process. | | | | | | | | |
|  |  | |  | |  | | | ASCCC Advisory Role |
| 1. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges. | | | | | | | | |
| * Curriculum * Educational Program Development * Processes for program review |  | | [9.08 F15 Evaluation of the Effectiveness of Local Curriculum Processes](http://www.asccc.org/resolutions/evaluation-effectiveness-local-curriculum-processes)  Strongly urge local senates and curriculum committees to evaluate their curriculum approval processes in order to ensure that curriculum is developed, revised, and implemented in a timely manner, while preserving the integrity and rigor of the review process. | |  | | | ASCCC Lead |
| 1. **Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.** | | | | | | | | |
| 1. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process. | | | | | | | | |
| * Process for program review * Educational Program Development |  | | [7.05 S14 Research Tools for Program Review](http://www.asccc.org/resolutions/research-tools-program-review)  Work with the California Community College Chancellor’s Office and other appropriate agencies to further develop research tools that offer quantitative, qualitative and meaningful data for local program review processes.  [13.02 F12 Redefinition of Student Success](http://www.asccc.org/resolutions/redefinition-student-success)  Affirm that student success should be defined to include a broad range of student completion outcomes including completion of a single courses for a variety of individual goals as identified in the mission of California community colleges; and partner with colleges to research additional quantitative and qualitative data that may be used in addition to the required ARCC data on a college’s scorecard and report the results of this research by Fall 2013.  [21.02 S12 CTE Program Review](http://www.asccc.org/resolutions/cte-program-review)  Develop and publish resources on methods and effective practices for streamlining the program review processes for CTE programs. | |  | | | ASCCC Lead |
| 1. Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners. | | | | | | | | |
| Processes for program review |  | | See 9a. | |  | | | ASCCC Lead |
| 1. **Facilitate curricular portability across institutions.** | | | | | | | | |
| 1. Scale up and resource the “C-ID” (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions. | | | | | | | | |
| Curriculum |  | | C-ID has already expanded C-ID to accommodate CTE programs, courses, degrees, and certificates. | |  | | | ASCCC Lead with C-ID |
| 1. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways. | | | | | | | | |
| Curriculum |  | |  | |  | | | ASCCC Lead |
| 1. Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services. | | | | | | | | |
| * Curriculum * Educational Program Development |  | |  | |  | | | ASCCC Lead – C-ID |
| 1. **Develop, identify and disseminate effective CTE practices.** | | | | | | | | |
| 1. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs. | | | | | | | | |
| * Curriculum * Educational Program Development |  | |  | |  | | | ASCCC Lead – C-ID |
| 1. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs. | | | | | | | | |
| Processes for program review |  | |  | |  | | | ASCCC Lead – C-ID |
| 1. **Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.** | | | | | | | | |
| 1. Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices. | | | | | | | | |
| Curriculum |  | |  | | SACC | | | ASCCC Advisory role |
| 1. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge. | | | | | | | | |
| Curriculum |  | | [13.02 F15 Update System Guidance for Noncredit Curriculum](http://www.asccc.org/resolutions/update-system-guidance-noncredit-curriculum)  Work with the Chancellor’s Office and other system partners to revise the 2006 document *Noncredit at a Glance* or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and  update its paper *Noncredit Instruction: Opportunity and Challenge,* adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education. | |  | | | ASCCC Lead |
| 1. Revise existing policies regarding the use of a state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills and knowledge. | | | | | | | | |
| Standards or policies regarding student preparation and success |  | |  | |  | | | ASCCC Advisory Role |
| **CTE FACULTY** | | | | | | | | |
| 1. **Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.** | | | | | | | | |
| 1. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience. | | | | | | | | |
| Education Code –MQs and Equivalency | Policy direction on industry experience and equivalency | | Several referred resolutions but no real positions regarding minimum qualifications for faculty who have industry experience but not an associate degree. | |  | | | ASCCC Lead |
| 1. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies. | | | | | | | | |
| Education Code –MQs and Equivalency |  | | [3.01 S02 Fair and Effective Hiring Practices](http://www.asccc.org/resolutions/fair-and-effective-hiring-practices)  Work with the Chancellor's Office to inform local boards that fair and effective hiring processes are still required by state and federal law, and that the Connerly decision has not eliminated or abrogated a district's responsibility to ensure fair and effective hiring practices for employees; and urge the Chancellor's Office to inform local districts that any changes to "faculty hiring criteria, policies, and procedures" still require joint agreement between the governing board and the local academic senate as specified in Educational Code 87360(b). | |  | | | ASCCC Lead |
| 1. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations. | | | | | | | | |
|  |  | |  | | Human Resources, Chancellor’s Office, ICAS | | | ASCCC Advisory |
| 1. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or the equivalent. | | | | | | | | |
|  |  | | [5.02 S90 Internship for more Community College Teachers](http://www.asccc.org/resolutions/internship-more-community-college-teachers)  Recommend that the Board of Governors adopt regulations and procedures for, and urge financial support of, a program to encourage internship programs for high school teachers and graduate students who seek to become community college teachers.  [17.04 F93 Vocational Education: Interns](http://www.asccc.org/resolutions/vocational-education-interns)  Recommend that the Board of Governors seek legislation to authorize faculty intern programs for those disciplines not requiring a Master's degree and who are within one year of meeting minimum qualifications for hire.  [9.01 S99 Future Teachers Development](http://www.asccc.org/resolutions/future-teachers-development)  Work with the Intersegmental Committee of Academic Senates (ICAS) to urge the faculty of the University of California and California State University to collaborate with community college faculty to develop courses and programs that better prepare those who plan to teach in community colleges; such courses may be integrated into existing programs and made prerequisite or co-requisite to internship arrangements, topics to include learning theory, diverse learning styles, and teaching practicums (where appropriate).  [17.03 S00 Internships](http://www.asccc.org/resolutions/internships)  Encourage local academic senates to expand their colleges' participation in internship programs to improve faculty diversity. | |  | | | ASCCC Lead |
| 1. **Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.** | | | | | | | | |
| 1. Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines. | | | | | | | | |
| Education Code – MQs and Equivalency |  | | Board of Governors delegated faculty minimum qualifications processes to the ASCCC. | |  | | | ASCCC Lead |
| 1. Create effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation. | | | | | | | | |
|  |  | | See 13d\*\* | |  | | | ASCCC Lead |
| 1. Develop an Instructional Skills Module through the ASCCC Professional Development College that includes the option of obtaining continuing education credits to provide an opportunity for industry professionals to gain teaching skills while earning college credit. | | | | | | | | |
| Policies for faculty professional development activities |  | |  | |  | | | ASCCC Lead |
| 1. Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships. | | | | | | | | |
|  |  | | See 13 d\*\* | |  | | | ASCCC Lead |
| 1. Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master’s degree is not expected or required. | | | | | | | | |
|  |  | | See 13 d\*\* | |  | | | ASCCC Lead |
| 1. Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors. | | | | | | | | |
|  |  | | See 14a | |  | | | ASCCC Lead |
| 1. **Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.** | | | | | | | | |
| 1. Provide all faculty with training in teaching methods and strategies, including the use of technology. | | | | | | | | |
| Policies for faculty professional development activities |  | |  | | OEI? @One? | | | ASCCC Lead |
| 1. Identify and address structural barriers that prevent full- and part-time faculty participation in professional development and create fiscal and other incentives that address reassigned time, externships and other methods of skill upgrades to ensure currency. | | | | | | | | |
| Policies for faculty development activities |  | |  | |  | | | ASCCC Lead |
| 1. Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education and community colleges. | | | | | | | | |
| Policies for faculty professional development activities |  | |  | |  | | | ASCCC Lead |
| 1. Increase opportunities for CTE faculty to participate in professional development such as sabbaticals, industry events and training to augment discipline knowledge and connections with employers and the workforce system. | | | | | | | | |
| Policies for faculty professional development activities |  | |  | |  | | | ASCCC Lead |
| 1. **Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.** | | | | | | | | |
| 1. Create and share models and best practices developed as part of local labor negotiations to address the salary differential needs in high-pay fields. | | | | | | | | |
|  |  | |  | |  | | | ASCCC Advisory |
| 1. Encourage partnership with industry and the local community to support salary differential needs. | | | | | | | | |
|  |  | |  | |  | | | ASCCC Advisory |
| **REGIONAL COORDINATION** | | | | | | | | |
| 1. **Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.** | | | | | | | | |
| 1. Clarify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance Providers and their relationships with the CCCCO and the colleges. | | | | | | | | |
|  |  | |  | | Regional Consortia  DWM | | | ASCCC Advisory |
| 1. Ensure that the CTE regional framework is designed to do the following:  * Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities. * Coordinate colleges within the region to meet business and industry needs. * Convene discussions about development of common CTE entry pathways and industry-valued credentials based on regional industry needs. * Share best practices on regional coordination, communication, and decision-making. * Conduct joint marketing and facilitate asset and equipment sharing. * Support joint professional development of faculty to respond to evolving skill needs of industry sectors. * Provide other needs and strategies as prioritized by the region. | | | | | | | | |
|  |  | |  | | DWM | | | ASCCC Advisory |
| 1. **Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.** | | | | | | | | |
|  |  | | [9.01 S13 Investigate Regional Coordination of Course Offerings](http://www.asccc.org/resolutions/investigate-regional-coordination-course-offerings)  Research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session. | |  | | | ASCCC Lead (Advisory?) |
| 1. **Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.** | | | | | | | | |
| 1. Coordinate industry and labor engagement tied to sector strategies. | | | | | | | | |
|  |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Advisory |
| 1. Develop feedback methods from industry and labor that provide for continuous program improvement. | | | | | | | | |
| Processes for Program Review |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Advisory |
| 1. Articulate skill sets embedded within industry-valued credentials across regions. | | | | | | | | |
| Curriculum |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Lead |
| 1. Support college collaborations to leverage multiple state and federal CTE and workforce funding streams to build capacity to meet regional needs and mitigate the risk associated with new program start-up. | | | | | | | | |
|  |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Advisory |
| 1. Coordinate alignment among community college CTE efforts and implementation of the regional framework developed under the federal Workforce Innovation and Opportunity Act and the adult education consortia. | | | | | | | | |
|  |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Advisory |
| 1. **Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.** | | | | | | | | |
| 1. Align college programs with regional and industry needs by leveraging 24 multiple labor market information sources, including California Community College Centers of Excellence, Deputy Sector Navigators, industry associations, state agencies, economic development entities, and workforce boards. | | | | | | | | |
| Educational program development  Processes for Program Review |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Advisory |
| 1. Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards. | | | | | | | | |
|  |  | |  | | Regional Consortia, CCCAOE, Chancellor’s Office | | | ASCCC Advisory |
| 1. **Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.** | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |
| **FUNDING** | | | | | | | | |
| 1. **Establish a sustained, funding source to increase community colleges’ capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.** | | | | | | | | |
| 1. Target funding to offset the high cost of CTE programs and other courses that lead to CTE programs. | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |
| 1. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness. | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |
| 1. Develop and support a sustainable and adequate equipment and facilities funding stream. | | | | | | | | |
| Educational program development |  | | [05.01 S13](http://www.asccc.org/resolutions/call-statewide-conversation-funding-formulas-maintain-comprehensive-course-and-program)  [Call for Statewide Conversation on Funding Formulas to Maintain Comprehensive Course and Program Offerings](http://www.asccc.org/resolutions/call-statewide-conversation-funding-formulas-maintain-comprehensive-course-and-program)  Initiate and promote a system-wide conversation about funding formulas and other system policies that impact colleges’ and districts’ ability to offer a balanced, comprehensive set of course and program offerings that meet the needs of local communities and is consistent with the mission of California community colleges. | | Chancellor’s Office | | | ASCCC Advisory |
| 1. **Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.** | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |
| 1. **Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.** | | | | | | | | |
| 1. Evaluate the impact of student fees for disposable and consumable materials on CTE programs and students. If warranted, explore options for funding support that does not limit student access, such as covering the cost of fees under a BOG waiver. | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |
| 1. Provide flexibility and funding for new and modernized CTE facilities. | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |
| 1. **Create incentives and streamline processes to maximize public and private investment in support of CTE programs.** | | | | | | | | |
|  |  | |  | | Chancellor’s Office | | | ASCCC Advisory |

1. Advisory Role: The ASCCC will take an advisory role in this area rather than lead the conversation. [↑](#footnote-ref-1)
2. ASCCC would lead efforts in this area. [↑](#footnote-ref-2)