



NOTE: THE COMMENTS IN RED ARE FROM THE REGIONAL MEETINGS AND ARE NOT SPECIFICALLY ENDORSED BY THE ACADEMIC SENATE

STUDENT SUCCESS	
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.	
b.	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.
	<ul style="list-style-type: none"> • Focus on underserved populations (African American, ESL, etc.) • Identify incentives, internship, shadowing, mentoring (e.g., employee tax incentive, or Dept. of Rehab offers students w/disabilities – CalWORKs –leverage money available for target population) • Identify available tools that can be funded and used statewide and pushed down into the high schools • Modify legislation to allow for more creativity and flexibility around placement activities
c.	Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.
	<ul style="list-style-type: none"> • Improve and expand partnership to internships and mentoring.
d.	Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services.
e.	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.
	<ul style="list-style-type: none"> • Provide resources for counseling faculty to become knowledgeable about specific information about CTE job availability and salary. • Inform students about CTE opportunities in presentations such as freshman orientation, workshops (e.g., career awareness, early freshman. • Designate a CTE Counselor’s and/or bring back Transition Coordinators.
2. Improve CTE student progress and outcomes.	
a.	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.

¹ Recommendations from the Task Force—full document can be found here:
http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015_08_22%20BOG%20TF%20DRAFT%20report%20v5.pdf

<ul style="list-style-type: none"> • WIB – incentivize faculty to join these discussion so to educate industry on the needs (e.g., Videotape or live feed for broader access shared online collaboration) • Shared regional advisory board to include 20+ industry
<p>b. Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses.</p>
<ul style="list-style-type: none"> • Team teaching – Collaborative CTE and GE
CAREER PATHWAYS
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
<p>a. Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials.</p>
<p>b. 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.</p>
<p>c. Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations.</p> <ul style="list-style-type: none"> • CTE Award to recognize faculty innovation and excellence • CTE program success needs to be tied to jobs, not certificates and degrees
<p>d. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways.</p> <ul style="list-style-type: none"> • Leverage HS skills and college faculty skills • Team teach – Issue incentives – stipends, release time • Support expanded pathway from high schools via AB288
<p>e. Identify and resolve barriers as appropriate to career pathway implementation.</p>
<p>f. 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.</p>
<ul style="list-style-type: none"> • Encourage development of contextualized learning classes for core math and English and beyond
<p>g. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements.</p>
<p>h. 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.</p>
CURRICULUM
7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
<p>a. Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process</p>
<ul style="list-style-type: none"> • LMI challenges with collecting data in an efficient manner • Regional consortia work well for some high priority sectors but others have challenges • Large regions desert vs coast have different challenges

<ul style="list-style-type: none"> • Different needs in same industry should use professional organizations as option for advisory groups. • Regional vs. local needs and programs
b. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges.
<ul style="list-style-type: none"> • Coordinate in the development of model Curricula – standardized industry curriculum • Provide state leadership and coordination in developing model curricula
c. Create a process for the development of collaborative programs between colleges.
<ul style="list-style-type: none"> • Need clear guidelines on which college will get credit (FTE) • Possible solution is to use stackable certificates • Challenges: Faculty buy in to collaborate
d. 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.
<ul style="list-style-type: none"> • Provide “Release time” and support for CTE instructors on Curriculum Committee.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
a. Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor’s Office.
<ul style="list-style-type: none"> • Separate CTE approval process at state level within Academic Affairs • Create an accelerate process for emerging programs without compromising the curriculum process
c. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.
<ul style="list-style-type: none"> • Support ASCCC CTE liaison concept to provide linkage for information between faculty and senate
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
a. Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process.
<ul style="list-style-type: none"> • Create portal with CTE program creation • Develop streamlined guidelines because faculty may not know areas of need.
b. 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.
<ul style="list-style-type: none"> • Update retraining to keep up with “ Skill Building” • Resizing CTE Programs as they “wind” down!
10. Facilitate curricular portability across institutions.

a. Scale up and resource the “C-ID” (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions.
<ul style="list-style-type: none"> • Ensure faculty maintain purview over curricular processes • Provide more education on non-credit option for creating pathways and for options for students • Define C-ID models to ease movement between colleges
b. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways.
c. 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.
<ul style="list-style-type: none"> • Ensure faculty maintain purview
11. Develop, identify and disseminate effective CTE practices.
<ul style="list-style-type: none"> • See 9 a/b
a. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.
b. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.
<ul style="list-style-type: none"> • Provide resources to all CTE instructors with new knowledge and training to provide instruction to our students—keep them current. • Develop a mechanism for advisory groups to provide input that can be used to validate program process and curriculum.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.
<ul style="list-style-type: none"> • Provide guidance on the laws related to repeatability CTE courses that provide/support current skill development. • Streamline the process for students to repeat CTE course for skill currency.
b. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.
c. 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.
CTE FACULTY
13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
b. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.
<ul style="list-style-type: none"> • Ideas for creating a pool of qualified CTE Faculty <ul style="list-style-type: none"> ○ Team teaching ○ Industry sector teaching internships ○ Advisory committee for adjunct pipelines

<ul style="list-style-type: none"> ○ Relook at equivalencies and how they are defined. ○ Create F.D.N calculation for CTE faculty
c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
a. Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines.
b. 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.
<ul style="list-style-type: none"> ● Create college funded externships ● Develop and fund 12-week summer externships
c. 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.
d. Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships.
e. 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.
<ul style="list-style-type: none"> ● Remove barriers for K-12 CTE faculty to teach in CCC ● Share qualified faculty within consortia J.P.A ● Chancellor office needs to recognized worker's comp. issues
f. Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.
<ul style="list-style-type: none"> ● Develop instructional facilitator to schedule talent for subject matter experts
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
a. Provide all faculty with training in teaching methods and strategies, including the use of technology.
<ul style="list-style-type: none"> ● Contextualized computer literacy
b. 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.
<ul style="list-style-type: none"> ● Create and support paid externships and sabbaticals
c. Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education and community colleges.
<ul style="list-style-type: none"> ● Support CTE counselors middle school and high school outreach

d. 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.
<ul style="list-style-type: none"> • Create and support paid externships
REGIONAL COORDINATION
17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
a. 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 CCCCCO and the colleges.
<ul style="list-style-type: none"> • Regional Coordination needs a paradigm shift <ul style="list-style-type: none"> ○ The new structure does not work with the CCC System ○ Change focus from college needs to student needs ○ Create a common mission within the regions ○ Redefine roles of DSNs to focus away from competition ○ Provide reassigned time or stipend for regional faculty coordinator and local program faculty to participate more effectively in the regional conversations. ○ Redefine regions: Many schools in same regions have different needs
b. Ensure that the CTE regional framework is designed to do the following: <ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> • Faculty to work with industry to identify unmet needs and find program solutions • Increase and improve CTE Marketing college wide and regionally • Focus on emerging markets/industry: Bring back to the college to help impact programs, curriculum and pedagogy
16. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
17. 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.
b. Develop feedback methods from industry and labor that provide for continuous program improvement.
c. Articulate skill sets embedded within industry-valued credentials across regions.

<p>18. 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.</p>
<ul style="list-style-type: none"> • Create a regional outreach mechanism to seize industry opportunities without adding more load to faculty • Refine and or strengthen <u>DSN</u> Roles • Create a new focused group to coordinate and connect regionally • Increase transparency -- Make this function more accountable because there is little incentives to coordinate or grow programs
<p>a. 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.</p>
<p>b. Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards.</p>
<p>FUNDING</p>
<p>22. 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.</p>
<p>b. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness.</p>
<ul style="list-style-type: none"> • Programs more expensive • Mandated faculty: student ratios • Challenge FTE limits?