

Greetings... we hope everyone is hanging in there amidst the evolution of this worldwide crisis, and just know that you are not alone!

**CANCELLED:** Career and Noncredit Education Institute  
April 30<sup>th</sup> – May 2<sup>nd</sup>, 2020

The ASCCC Executive Committee met on Monday, 3.16.2020 and determined that the **Career and Noncredit Education Institute** is **cancelled**; further discussion about how to move ahead to provide the field information and professional development around Career/Noncredit is yet to be determined. Please see the message [HERE](#) for additional information.

The Academic Senate for California Community Colleges is here to continue to provide resources on governance, online resources, pedagogy/teaching, self-care and professional development to our community, including our faculty, students, and our colleges. [ASCCC COVID-19 Faculty Resources](#)

### **HELP US HELP YOU!**

On more than one occasion, delegates to the ASCCC have passed resolutions asking that ASCCC “present proposed guidelines for locally establishing standards with suitable criteria for determining equivalencies, including model practices” (10.11 Spring 2011) and that the ASCCC “develop and disseminate resources that empower local senates to evaluate and assess, more effectively and with greater flexibility, the qualifications of applicants for faculty positions who have significant professional experience in the field but who have not completed formal academic work in the discipline and/or in general education” (10.05 Fall 2017).

Additionally, in response to Strong Work Force recommendation #13, which focused on the use of equivalency to increase hiring pools of qualified CTE instructors, the Chancellor’s Office CTE Faculty Minimum Qualifications Workgroup has developed a the CTE Minimum Qualifications Toolkit. The Toolkit is a collection of resources that colleges, HR officers, deans, and faculty can use to improve and promote the use of equivalency in hiring and that applicants can use to better understand and navigate equivalency processes. In order to support local implementation, provided below are some resources for the CTE Faculty Minimum Qualifications Toolkit:

#### [CTE Faculty Minimum Qualifications Toolkit](#)

ASCCC Rostrum article (Oct 2019): [Introducing the CTE Minimum Qualifications Toolkit](#)

ASCCC Resolution, F19 19.01: [Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines](#)

ASCCC Presentation (May 2019): [CTE Minimum Qualifications Tool Kit](#)

A previously recorded webinar can be found here: [CTE Toolkit Webinar](#)

### **DATA INFORMATION & SUPPORT**

Educational Research:

What the Research Says on Career Technical Education (CTE)

<https://educationnorthwest.org/resources/what-research-says-career-technical-education-cte-updated>

The Necessary Components of an Effective Career and Technical Education (CTE) Program (Johns Hopkins Institute for Education Policy)

<https://edpolicy.education.jhu.edu/wp-content/uploads/2019/01/CTE-Published-Final-CFC-FINAL.pdf>

Improvement Science:

*Monitoring and intervention activities focus on a data-driven and performance-based system through a continuous improvement model.*

<https://www.esc15.net/Page/220>

Data-Driven Decision Making:

Exploring the Need for Data-Driven Decision Making in CTE

*CTE administrators and educators need to make sure that there are data indicators in the Learning Criteria areas that relate to CTE programs and activities.*

<https://www.questia.com/magazine/1G1-169162475/exploring-the-need-for-data-driven-decision-making>

Career and Technical Education Facts for 2019

<https://www.aeseducation.com/career-technical-education-facts-that-prove-its-awesome>

The U.S. Labor Market and its Implications for CTE and Pathways

*Dr. Paul Harrington classified CTE as a form of human capital investment.*

<https://ccrcenter.org/blog/us-labor-market-and-its-implications-cte-and-pathways>

Finally, due to significant changes in the priorities of the CCCCCO, concerns about the value of model curriculum work for some CTE disciplines, and questions about how to move forward throughout the system, the CTE C-ID Model Curriculum Workgroup (MCW) efforts are currently on hiatus and will be re-evaluated in the future. Please see attached MEMO for additional information.

Questions, ideas, thoughts, concerns? CONTACT: [info@asccc.org](mailto:info@asccc.org)

Please be sure to stay safe and sane during this dynamic adjustment to higher education and our local college priorities in support of student success. Of course, personal physical/ mental health is essential at this time; you are in our thoughts.

Collegially,

**ASCCC CTE Leadership Committee**

Carrie Roberson, Chair, ASCCC North Representative

LaTonya Parker, ASCCC Area D Representative  
Jimmie Bowen, Antelope Valley  
Christy Coobatis, MiraCosta  
Kevin Corse, Oxnard  
LaTanga Hardy, LA Trade Tech  
Don Hopkins, Folsom Lake  
Manny Kang, Evergreen Valley  
DJ Singh, Monterey Peninsula  
Monica Thurston, East LA  
Violeta Wenger, Hartnell  
Lily Xu, Sacramento City