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

**August 8, 2016**

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| **STUDENT SUCCESS** | | | | | | | | | |  |
| *10+1* | *Needed policy or guidance* | *Current positions* | *Partners* | *Action* | | *Vice Chancellor* | *Timeline* | | *ASCCC Committee* | *Status* |
| 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)  [21.01 S97 Internet and Career Center Access](http://www.asccc.org/resolutions/internet-and-career-center-access) | CCCCAOE, Chancellor’s Office, Legislature,  EPI | Advisory | | VCSS | 2016+ | | TASSC and LAC  ASCCC to appoint a career counselor to advisory group—link to TASSC. | Pending contact from the CO to make appointment. No request pending. |
| 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 | The CO will pull together a small group of CO Staff and the ASCCC to clarify this recommendation. There is some confusion about the development of educational planning tools versus marketing tools. This recommendation is related to 3.h. | [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 Co-develop | | Paul Feist | February 2016 | | TASSC and Educational Policies | Meet with CDE and EPI to determine how best to address this activity. Additionally, seek funding to continue to SCP work. |
| 1. Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships. | | | | | | | | | | |
| Educational program development | Add this conversation to the upcoming DIG meetings. | [20.01 S06 Work-based Learning Support](http://www.asccc.org/resolutions/work-based-learning-support) | Career Ladders Project, CO IDRC grantees, WEDPAC | ASCCC Co-develop; | Van Ton-Quinlivan | | | Spring 2016 | TASSC  TASSC to discuss how best to address this recommendation. | Pending newly appointed committee in August.  Convene MCW to discuss how to infuse these topics in the CTE C-ID. |
| 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) |  | Advisory | Van Ton-Quinlivan | | | 2017 | TASSC  Appoint career counseling to an advisory group—link to TASSC. | Pending contact from the CO to make appointment. No request pending. |
| 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 | Professional Development | [21.12 F94 Curriculum Development for School-to-Career](http://www.asccc.org/resolutions/curriculum-development-school-career) | IEPI and Chancellor’s Office | ASCCC Develop | VCSS | | | 2016+ | CTE LC  TASSC  Hold meeting with CTE and counselors from our standing committee and COAGC and invite Lynn Shaw (or TAP) to discuss possible ways to address this recommendation. | Group has not met – work with new chair (Adrienne Foster) to agendize this topic on the agenda.  Include this topic on the Academic Academy (counseling topic) in September.  Consider holding regional meeting on counseling in fall. |
| 1. Support efforts to increase financial support under the Cal Grant C program for community college CTE students. | | | | | | | | | |  |
|  |  |  |  | ASCCC Advisory | VC GovRel | | | 2016 | LAC  ASCCC to appoint representative to the advisory group. | Pending contact from the CO to make appointment. No request pending. |
| 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)  [20.05 F98 Work-based Learning](http://www.asccc.org/resolutions/work-based-learning)  [21.03 F99 Statewide Committee on Workplace Experience](http://www.asccc.org/resolutions/statewide-committee-workplace-experience) | Discipline Faculty  DWM: Sector Navigators and DSNs | ASCCC Develop; | Van Ton-Quinlivan | | | 2016+ | C-ID | In progress through C-ID System |
| b. Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses. PRIORITY | | | | | | | | | | |
| Curriculum | Professional development activities | [21.01 F09 Occupational Programs Course Expansion](http://www.asccc.org/resolutions/occupational-programs-course-expansion) | Discipline Faculty,  Local Senates | ASCCC Develop | Pam Walker | | | 2016+ | BSAC Representatives  BSAC representatives to agendize this item and discuss how best to approach this work. | ASCCC Basic Skills Committee reconstituted and is chaired by the co-chair of BSAC. Linkages will be made between the two groups.  Hold possible regional meetings and create a track at the IDI. |

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| **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 | Professional development activities  C-ID model curriculum |  | Career Ladders Project, industry partners | ASCCC Co-develop | Pam Walker | 2016+ | C-ID | C-ID Leadership will discuss how best to address this topic.  Currently working with engineering as a pilot on how to create multiple entry points through pathways. |
| * 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  Use C-ID model curriculum and SCP. | [9.12 F15 Support Local Development of Curricular Pathways](http://www.asccc.org/resolutions/support-local-development-curricular-pathways) | Workforce and industry partners,  Discipline faculty workgroups, adult students, high school faculty | ASCCC Co-develop | Van Ton-Quinlivan | 2016+ | C-ID  This is related to Recommendation 1.b. Coordinate with SCP. | Scheduled appointment with Paul and Paige July 21st [coordinated with C-ID marketing] |
| * 1. Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations. | | | | | | | | |
| * Curriculum * Educational program development |  |  |  | ASCCC Advisory | Van Ton-Quinlivan | 2016+ | Noncredit  ASCCC appoint representative to sit on advisory group. | Pending contact from the CO to make appointment. No request pending. |
| * 1. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways. | | | | | | | | |
| * Curriculum * Educational program development | Develop best practices for implementing dual enrollment programs | [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) | Chancellor’s Office, RP Group, Regional Consortia | ASCCC Develop; | Pam Walker | 2017 | Educational Policies | Scheduled appointment with Paul and Paige July 21st [coordinated with C-ID marketing]  ASCCC representatives sit on Dual Enrollment advisory. |
| * 1. Identify and resolve barriers as appropriate to career pathway implementation. | | | | | | | | |
| * Curriculum * Educational program development |  |  |  | ASCCC Advisory | Pam Walker | 2016+ | TASSC  ASCCC to appoint career counselor to this advisory group. | Pending contact from the CO to make appointment. No request pending. |
| * 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 Develop and advisory on resource allocation | Pam Walker | 2016 | Basic Skills | Basic Skills Committee and CO BSAC representatives to agendize this item and discuss how best to approach this item. |
| * 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 Develop | Pam Walker |  | Curriculum  Curriculum committee to recommend how best to address this topic. | Agendize on Curriculum Committee and Basic Skills Committee in August. |
| * 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. | CDE, Adult Ed | ASCCC Co-develop | VC SS |  | Noncredit | Noncredit committee to recommend how best to address this topic.  Work with SCP |
| **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) |  | ASCCC Advisory | VC GovRel | 2016+ | AAC | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| * 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) |  | ASCCC Advisory | Alice Van Ommeren | 2016 | AAC  SACC  . | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| * 1. Report outcomes by student demographic characteristics. | | | | | | | | |
| Processes for program review |  | See 4a. |  | ASCCC Advisory | Alice Van Ommeren | 2016 | AAC | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| 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 | VC GovRel | 2016 | AAC  Cal-PASS/CAI  ASCCC appoint represetnatives to serve on advisory group. | Pending contact from the CO to make appointment. No request pending. |
| * 1. Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data. | | | | | | | | |
|  |  |  |  | ASCCC Advisory | Debra Connick | 2017 | AAC  Cal-PASS/CAI  ASCCC appoint represetnatives to serve on advisory group. | Pending contact from the CO to make appointment. No request pending. |
| * 1. Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights. | | | | | | | | |
|  |  |  |  | ASCCC Advisory | Debra Connick | 2017 | AAC  Ed Pol  Cal-PASS/CAI  ASCCC appoint represetnatives to serve on advisory group. | Pending contact from the CO to make appointment. No request pending. |
| 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 | Alice Van Ommeren | 2016 | AAC | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| * 1. Validate labor market supply and demand information with industry partners. | | | | | | | | |
|  |  |  |  | ASCCC Advisory | Van Ton-Quinlivan | 2016+ | AAC | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| * 1. Provide technical assistance, data visualization tools, and analysis tools to colleges for the use of labor market and student outcome data. | | | | | | | | |
|  |  |  |  | ASCCC Advisory | Alice Van Ommeren | 2016+ | AAC | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| * 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 | Van Ton-Quinlivan | 2016+ | AAC | ASCCC Representatives are currently serving on CTE Data unlocked that addresses this topic. However, AAC may want a representative from the committee to serve to keep the Committee updated. |
| **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) |  | ASCCC Develop | Van Ton-Quinlivan | 2016 | Curriculum  CTE LC | C-ID Leadership to make a recommendation regarding how to address this topic. Recommendation to C-ID Advisory |
| * 1. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges. PRIORITY | | | | | | | | |
| * Curriculum * Educational Program Development | Use the C-ID Structure | [09.11 F14](http://www.asccc.org/resolutions/formalizing-model-curriculum)  [Formalizing Model Curriculum](http://www.asccc.org/resolutions/formalizing-model-curriculum) |  | ASCCC Develop | Pam Walker | 2016 | C-ID  . | In progress via C-ID |
| * 1. Create a process for the development of collaborative programs between colleges. | | | | | | | | |
| * Curriculum * Educational Program Development | Prioritize with SACC | [9.02 S13 Regional Conjoint Programs](http://www.asccc.org/resolutions/regional-conjoint-programs) | Chancellor’s Office; SACC | ASCCC Co-  develop | Pam Walker | 2016+ | Curriculum | Curriculum committee to determine how to implement this topic.  SACC to develop the guidelines. |
| * 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)  [21.06 F99 Contract Education](http://www.asccc.org/resolutions/contract-education)  [6.01 S94 COIN/Economic Development Centers](http://www.asccc.org/resolutions/coineconomic-development-centers) | Contract educators | ASCCC Co-develop | Van Ton-Quinlivan | 2016+ | Curriculum  Ed Pol | Committee to determine how to implement this topic. |
| 1. **Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval. PRIORITY** | | | | | | | | |
| * 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)  [S14 9.03 Statewide Curriculum Coordination](http://www.asccc.org/resolutions/statewide-curriculum-coordination) | Chancellor’s Office; SACC | ASCCC Advisory | Pam Walker | 2016 | Curriculum | Curriculum to advise SACC as they develop guidelines. |
| * 1. Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process. | | | | | | | | |
|  |  |  |  | ASCCC Advisory | Pam Walker | 2016+ | SACC | SACC Representatives to work with the CO to improve processes. |
| * 1. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges. PRIORITY | | | | | | | | |
| * 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) |  | ASCCC Develop | Pam Walker | 2016 | Curriculum | * Paper developed * Curriculum TA developed jointly with CIOs * Regional meetings to be held |
| 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 | Improve WIBs process?  Module Curriculum – C-ID? | [7.05 S14 Research Tools for Program Review](http://www.asccc.org/resolutions/research-tools-program-review)  [13.02 F12 Redefinition of Student Success](http://www.asccc.org/resolutions/redefinition-student-success)  [21.02 S12 CTE Program Review](http://www.asccc.org/resolutions/cte-program-review) | DSN/SNs, WEDPAC, WestEd | ASCCC Co-develop | Van Ton-Quinlivan | 2016+ | CTE LC  AAC  Curriculum  (EDAC)  Committees to recommend how to implement this recommendation. | Committees to recommend how to implement this recommendation. |
| * 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 Develop | Van Ton-Quinlivan | 2016+ | Ed. Pol.  AAC  Curriculum | Committee chairs will meet to discuss how best to handle this task. |
| 1. **Facilitate curricular portability across institutions. PRIORITY** | | | | | | | | |
| * 1. Scale up and resource the “C-ID” (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions. | | | | | | | | |
| Curriculum | Use C-ID Structure | C-ID has already expanded C-ID to accommodate CTE programs, courses, degrees, and certificates. |  | ASCCC Develop | Pam Walker | 2016+ | C-ID | In progress. |
| * 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 |  |  | ACE, ACCE, CAEL | ASCCC Co-develop | Pam Walker | 2016+ | Noncredit  Curriculum  SACC | Committee chairs will meet to discuss how best to handle this task. |
| * 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 | Use C-ID Structure |  |  | ASCCC Develop | Van Ton-Quinlivan | 2016+ | C-ID (TASSC) | TASSC to discuss how to implement work-based learning opportunities, and other support services |
| 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 | Use C-ID Structure |  |  | ASCCC Develop – | Pam Walker | 2016 | C-ID | In progress. |
| * 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 | Connect to Recommendation 9.a.  Use C-ID Structure |  |  | ASCCC Co-develop | Pam Walker | 2016+ | CTE LC  Curriculum | CTE Leadership and Curriculum Committee discuss how to accomplish this task. |
| 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 |  |  |  | ASCCC Advisory | Jacob Knapp | 2016+ | SACC | SACC to agendize how to implement this recommendation. |
| * 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) |  | ASCCC Develop | Theresa Tena | 2016 | Noncredit | Committee to recommendation how to implement this recommendation. |
| * 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 | VC GovRel | 2017 | LAC | In progress -- on the 2015 - 16 Legislative agenda. |
| **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  Survey CIOs? | Several referred resolutions but no real positions regarding minimum qualifications for faculty who have industry experience but not an associate degree. |  | ASCCC Co-develop | Jacob Knapp |  | S&P | Committee to determine how best to handle this topic. Suggestions include webinars, regional meetings with teams (CIOs, Dean, SP, Equivalency chairs, and HR); create brief of the MQ paper including equivalency issue. |
| * 1. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies. PRIORITY | | | | | | | | |
| Education Code –MQs and Equivalency |  | [3.01 S02 Fair and Effective Hiring Practices](http://www.asccc.org/resolutions/fair-and-effective-hiring-practices) |  | ASCCC Co-develop | Pam Walker |  | EDAC  S&P | In progress jointly with the EEO Advisory Group. Current progress can be found here: http://extranet.cccco.edu/Divisions/Legal/EEO.aspx |
| * 1. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations. PRIORITY | | | | | | | | |
|  |  |  | Human Resources, Chancellor’s Office, ICAS | ASCCC Advisory | Pam Walker |  | EDAC  CTE LC | In progress jointly with the EEO Advisory Group: AA to MA Pathway |
| * 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)  [17.04 F93 Vocational Education: Interns](http://www.asccc.org/resolutions/vocational-education-interns)  [9.01 S99 Future Teachers Development](http://www.asccc.org/resolutions/future-teachers-development)  [17.03 S00 Internships](http://www.asccc.org/resolutions/internships) |  | ASCCC Develop | Pam Walker |  | FDC | Committee to recommend how to address this topic. |
| 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 Develop | Pam Walker |  | S&P | In progress:   * Webinar held * Meeting on this topic held prior to the CTE Leadership Institute * *Rostrum* published   Standards and Practices will discuss in 2016 -17 to continue work in this area. |
| * 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 Develop | Pam Walker |  | Ed. Pol. | Committee to make a recommendation about how best to address this topic. |
| * 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 Develop | Pam Walker |  | FDC | Committee to identify who should develop the module. |
| * 1. Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships. | | | | | | | | |
|  |  | See 13 d\*\* | Chancellor’s Office | ASCCC Advising | Pam Walker |  | CTE LC | ASCCC to appoint CTE LC members to sit on the advisory group. |
| * 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 Develop | Pam Walker |  | S&P | Committee to develop guidelines to address this recommendation. |
| * 1. Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors. | | | | | | | | |
|  |  | See 14a |  | ASCCC Develop | Jacob Knapp |  | S&P | Committee will determine how to convene this work. |
| 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 |  |  |  | ASCCC Develop | Theresa Tena |  | FDC | ASCCC to develop modules. |
| * 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 |  |  | IEPI representatives | ASCCC Co-develop | Pam Walker |  | FDC | IEPI Representatives will work with the CO to address this topic. |
| * 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 |  |  | CIOs, unions, Student Success Center | ASCCC Co-develop | Theresa Tena |  | TASSC  FDC | Include on the Academic Academy as a topic (Note: Institute theme is counseling) |
| * 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 Co-develop | Pam Walker |  | CTE LC  FDC | Committees will work with the CO to implement this recommendation. |
| 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 | Van Ton-Quinlivan |  | CoFO Representatives | ASCCC CoFO representatives will work with the CO to address this recommendation. |
| * 1. Encourage partnership with industry and the local community to support salary differential needs. | | | | | | | | |
|  |  |  |  | ASCCC Advisory | Van Ton-Quinlivan |  | CoFO  Representatives | ASCCC CoFO representatives will work with the CO to address this recommendation. |
| **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 | Van Ton-Quinlivan |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| 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 | Van Ton-Quinlivan |  | Ed. Pol.  CTE LC | ASCCC will appoint committee members to an advisory group. |
| 1. **Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.** | | | | | | | | |
|  | Survey OC regional consortium for possible barriers -- are there regulations that prevent regional articulation? | [9.01 S13 Investigate Regional Coordination of Course Offerings](http://www.asccc.org/resolutions/investigate-regional-coordination-course-offerings) | Work with Thuy  Nguyen | ASCCC Co-develop | Pam Walker |  | C-ID  SACC | SACC representatives will work with the CO to address this recommendation. |
| 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 | Van Ton-Quinlivan |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| * 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 | Van Ton-Quinlivan |  | AAC  Ed Pol | ASCCC will appoint committee members to an advisory group. |
| * 1. Articulate skill sets embedded within industry-valued credentials across regions. | | | | | | | | |
| Curriculum | Use the C-ID structure |  | Regional Consortia, CCCAOE, Chancellor’s Office | ASCCC Develop | Van Ton-Quinlivan |  | C-ID | C-ID Advisory Group will agendize this item to determine how best to address. |
| * 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 | Dan Troy |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| * 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 | Van Ton-Quinlivan |  | CTE LC  Noncredit | ASCCC will appoint committees members to an advisory group. |
| 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 | Van Ton-Quinlivan |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| * 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 | Van Ton-Quinlivan |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| 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 | Paul Feist |  | TASSC | ASCCC will appoint committees members to an advisory group. |
| **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 | Dan Troy |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| * 1. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness. | | | | | | | | |
|  |  |  | Chancellor’s Office | ASCCC Advisory | Dan Troy |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| * 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) | Chancellor’s Office | ASCCC Advisory | Dan Troy |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| 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 | Mario Rodriguez |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| 1. **Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.** | | | | | | | | |
| * 1. 24. 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 | Jacob Knapp |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| * 1. Provide flexibility and funding for new and modernized CTE facilities. | | | | | | | | |
|  |  |  | Chancellor’s Office | ASCCC Advisory | Mario Rodriguez |  | CTE LC | ASCCC will appoint committees members to an advisory group. |
| **25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.** | | | | | | | | |
|  |  |  | Chancellor’s Office | ASCCC Advisory | Van Ton-Quinlivan |  | CTE LC | ASCCC will appoint committees members to an advisory group. |