



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## CTE LEADERSHIP COMMITTEE AGENDA

Friday, September 16, 10:00 – 3:00

ASCCC Office

One Capitol Mall, Suite 340

Sacramento, CA 95814

CCConfer: Dial your telephone conference line: [1-719-785-4469](tel:1-719-785-4469)\*

Participant Passcode: 109478

**\*Toll free number available: [888-450-4821](tel:888-450-4821)**

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- I. Call to Order; Welcome and Introductions
- II. Approval of the Agenda
- III. Public Comments (3 minutes per speaker)
- IV. Selection of Note taker
- V. Review of CTE LC Revised Charge
- VI. CTE Regional Meetings and Representation
- VII. Resolutions assigned to the committee (attached)
  - a. Resolution 17.02 S15 Establishing CTE Liaisons
  - b. Resolution 18.04 S16 Increase awareness of high school articulation resources
- VIII. Strong Workforce Recommendations Assigned (attached)
- IX. Brainstorming session
  - a. Ideas for task force resolutions for fall plenary (due September 16)
  - b. Participants on CTE LC breakouts at fall plenary
  - c. Ideas for *Rostrum* articles (upcoming deadlines: October 3)
  - d. CTE Leadership Institute Planning (Save the Date! May 5-6, 2017, San Jose)
  - e. Open Forum
- X. Announcements
  - a. ASCCC Academic Academy, October 7-8, 2016, Costa Mesa.
  - b. ASCCC Area meetings October 14 and 15, locations may vary. Contact your Area representatives.
  - c. ASCCC Fall Plenary Session, November 3-6, 2016, Costa Mesa.
- XI. Adjournment

**“Old” CTE LC Charge:**

The CTE Leadership Committee, as an advisory to the Executive Committee seeks to ensure that all relevant parties are connected to the processes related to CTE, are better equipped to work together as existing programs are perfected, can provide resources to develop new programs, and collaborate to meet the needs of students by preparing them for the workforce and/or advanced education. The committee shall develop and support CTE faculty so they can participate more actively in leadership roles regionally and statewide. The key goal is to develop CTE faculty leaders to become informed participants in the ongoing dialog with the variety of state players.

**Trailer Bill language:**

*(2) For purposes of this article and in compliance with the consultation requirements in Sections 70901 and 70902, the Academic Senate of the California Community Colleges shall establish a career technical education subcommittee to provide recommendations on career technical education issues. No less than 70 percent of the subcommittee shall consist of career technical education faculty. The subcommittee’s charter shall require it to provide assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensure that similar courses, programs, and degrees are portable among community college districts. (page 42, line 32)*

**Revised Charge:**

The CTE Leadership Committee provides recommendations on career and technical education issues. Through recommendations to the ASCCC Executive Committee, the committee provides assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensures that similar courses, programs, and degrees are portable among community college districts, while expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

**Composition:** Membership shall consist of at least 70% CTE faculty, a curriculum expert, and basic skills faculty

### **Resolution 17.02 S15 Establishing CTE Liaisons**

Whereas, The Academic Senate for California Community Colleges appoints career and technical education (CTE) faculty to numerous statewide initiatives, workgroups, committees, and task forces to ensure their interests are represented, but communicating this critical need to CTE faculty and recruiting adequate numbers of volunteers is often difficult; Whereas, In November 2014 the Board of Governors commissioned the Task Force on Workforce, Job Creation, and a Strong Economy to develop recommendations addressing system-wide policies and practices that may significantly affect career technical education programs, and CTE faculty must be apprised of and contribute to the work of the taskforce; and Whereas, Information concerning CTE programs, faculty, and students may not always be disseminated to all CTE faculty at local colleges and districts, and therefore CTE faculty would benefit from the creation of a CTE liaison position to act as a conduit between the Academic Senate for Community Colleges and local CTE faculty; Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a CTE faculty member to act as a liaison to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.

### **Resolution 18.04 S16 Increase Awareness of High School Articulation Resources**

Whereas, The Chancellor's Office contracted with Career and Technology Education Management Application (CATEMA) to provide a state level purchase of their services for all California's community colleges; Whereas, CATEMA provides the means to track and document course, grade, and other student information for students exercising high school articulation, dual enrollment, and concurrent enrollment options; and

Whereas, These resources may contribute to significant increases in student success with greatly reduced operational costs, yet many colleges are unaware of these free services; Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to increase awareness of the Career and Technology Education Management Application (CATEMA) resources and to make better use of the data.

## **Strong WorkForce Recommendations Assigned to CTELC: Discuss and Prioritize**

13. c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations. \*CTE LC will partner with EDAC and EEO Advisory group to address this recommendation.

11. B. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs. \*CTE LC will partner with Curriculum Committee to discuss how to accomplish this task.

15. 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. \*CTE LC will partner with FDC to address this recommendation.

1. 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 \*CTE LC will partner with TASCC and include this as topic for Academic Academy

9. a . Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process \*CTELC will collaborate with AAC, Curriculum & EDAC to make recommendation on implementation

17. 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 CCCCO and the colleges. \*CTELC members to advisory groups (?)

17. b. 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.

19. a. Coordinate industry and labor engagement tied to sector strategies.

\*CTELC members to advisory groups (?)

19. d. 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. \*CTELC members to advisory groups (?)

19. e. 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. \*CTELC members & Noncredit Cmte to advisory groups (?)

20. a. Align college programs with regional and industry needs by leveraging 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.

\*CTELC members to advisory groups (?)

20. b. Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards. \*CTELC members to advisory groups (?)

22. a. Target funding to offset the high cost of CTE programs and other

22. b. Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness. \*CTELC members to advisory groups (?)

22. c. Develop and support a sustainable and adequate equipment and facilities funding stream. \*CTELC members to advisory groups (?)

23. 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.

\*CTELC members to advisory groups (?)

24. a. 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. \*CTELC members to advisory groups (?)

24. b. Provide flexibility and funding for new and modernized CTE facilities. \*CTELC members to advisory groups (?)

24. c. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.

\*CTELC members to advisory groups (?)