**Strong Workforce Task Force Curriculum Recommendations**

**with**

**Sub-Recommendations**

7. 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
2. Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges.
3. Create a process for the development of collaborative programs between colleges.
4. 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.

8. 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.
2. Provide sufficient staffing and resources in the Chancellor’s Office to accelerate the state-level curriculum approval process.
3. Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.

9. 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.
2. 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.
3. Facilitate curricular portability across institutions.
4. Scale up and resource the “C-ID” (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions.
5. Disseminate effective practices for streamlining and improving processes for recognizing prior learning and work experience and awarding credits or advanced placement toward CTE pathways.
6. 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.
7. Develop, identify and disseminate effective CTE practices.
8. Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.
9. Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.

12. 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.
2. Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.
3. 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.