SCCCD Moving Forward

Career Technical Education Charrette Summit

January 28, 2016

3:00 - 8:00 p.m.

Tornino's Banquets

- Charrette Summit Overview
  - Strategic Planning
  - Charrette Defined
  - Charrette Report and Resources
  - Program Schedule & Expected Outcomes
  - Ground Rules & Processes

- Strategic Planning
  - Where are we now?
  - What our are current resources?
  - Where do we want to be?
  - What are the gaps between current status and future plans?
  - How do we get there?
  - What specific actions are needed?

- Charrette Process
  - Collaborative planning process
  - Involve internal and external experts
  - Capture valuable information in a short period
  - Information used to formulate final plan

- Charrette Report and Resources
  - Fresno Business Council Regional Planning Initiative:
    - Advanced Manufacturing
      - Valerie Vuicich
    - Agriculture
      - Deborah Marvin-Deeter & David Clark
    - Business
      - Lori Morton & Janet Sloan
    - Health Sciences
      - Sally Fowler
    - Dual Enrollment Emerging Trend

- Program Schedule & Expected Outcomes
  - Review current SCCCD Mission, Vision and Values
  - Validate Key Findings, Gaps and Recommendations for CTE Pathways
  - Dual Enrollment Status & Trends
  - Recommend additional strategies for future CTE Programs and Services

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- Charrette Ground Rules & Processes
    - Everyone has the right to be heard
    - Task Force facilitators manage discussion
    - Key information is recorded
    - Task Force Reports to Entire Group (Projects One and Three)
    - Adjudicators comment on reports
    - Information is collected and used in writing a final report

- Project One: Appendix A
  - Introduction of Task Force Members
  - Review of Mission , Vision, Values
  - Record Recommendations for Improvement
  - Report Out to Entire Group
  - Adjudicators Responses

Project One

- Review of Mission- Advanced Manufacturing

- Review of Vision-Agriculture & Business

- Review of Values-Health (Bullets 1-3)

- Review of Values- Dual Enrollment (Bullets 4-7)

Dual Enrollment Overview

Dr. Sandra Caldwell

President

Reedley College

Madera Community College Center

Oakhurst Community College Center

What is Dual Enrollment

- Students are enrolled in two different educational institutions concurrently
  - Also called concurrent enrollment
  - MOUs with each K-12 District

Types of Offerings

- The classes offered vary by location
- Pathway Classes
  - Several aligned courses that lead toward a specific degree/certificate
- Stand Alone Classes
  - Mostly general education

Reedley College Examples

- Reedley Middle College High School
  - Charter school located at RC campus
- Paramount Agriculture
  - Sanger & Washington Union HS campuses
- Two pathways offered
- Students take four HS and two college classes a semester

- Forest Field Studies
- Wildland Fire Technology
- Natural Resources Career Preparation
- Nursing Assistant Training
- Criminology
- Floral Design

Program Pathways	Valley Regional Occupational Program

Clovis Community College Examples

- High schools select from the following four classes every academic year to a cohort of twenty seniors:
  - Psychology
  - Sociology
  - Art Appreciation
  - Western Civilization

- English Project
  - Clovis West offers English 1A: Reading & Comprehension and English 3: Critical Reading and Writing
  - Clovis East offers English 1A
- Computer Science
  - Buchanan offers Programming Concepts & Methodology I & II
- Child Development
  - With CUSD
  - Part of CCPT

| CCC Advantage Program | High School Partnerships |

Fresno City College Examples

- Computer Information Technology
- Construction
- Graphics Communication
- Health Information Technology

- Medical Assistant
- Computer Aided Drafting
- Architecture
- Photography
- Automotive

Benefits of Dual Enrollment

- Eases transition to college

- Students can get a degree shortly after high school graduation in some cases

- Cost-effective

Considerations for Dual Enrollment

- Pathways

- School Capacity

- Faculty Considerations

- Matriculation & Coordination Processes
  – New dedicated staff in both K-12 and colleges

Assembly Bill 288

- College & Career Pathways (CCAP)

- Goal to create pathways from HS to college

- Students can enroll in up to 15 units

- Prohibits fees from being charged to HS students in CCAP courses

- Allows colleges to limit enrollment at a high school to CCAP students

Next Steps

- Districtwide Taskforce

- Tool Kit

- Project Two: Appendix B
  - Review of Key Findings, Gaps and Recommendations
  - Review Reports <u>Not Specific</u> to Your Task Force
  - Record Recommendations for Consideration
  - Give Feedback Sheets to Task Force Facilitators

• Project Two: Task Force Reviews

- Adv. Manufacturing
  - Agriculture, Business, Health Sciences

- Agriculture-
  - Adv. Manufacturing., Business, Health Sciences

- Business-
  - Adv. Manufacturing,, Agriculture, Health Sciences

- Health
  - -Adv. Manufacturing., Agriculture , Business

- Dual Enrollment
  - Adv. Manufacturing, Agriculture, Business, Health Sciences

- ## Project Three: Appendix B
  - Review of General CTE and Specific Career Pathways Reports
    - Key Findings
    - Gap Analysis
    - Recommendations
  - Charrette Feedback Recorded
  - Additional Recommendations Recorded
  - Report Out Key Points
  - Adjudicators Feedback
  - Includes Working Dinner

- Board of Governors- California Community Colleges
  - Task Force on Workforce, Job Creations, and a Strong Economy Report Recommendations
  - Dr. Debra G. Jones, Director, Workforce & Adult Education, Calif. Community Colleges Chancellors Office
  - Appendix C

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Task Force on WORKFORCE
JOB CREATION AND A **STRONG ECONOMY**

25 STRONG WORKFORCE RECOMMENDATIONS IMPLEMENTATION OVERVIEW

Debra Jones, Ed.D.
January 28,2016
DoingWhatMATTERS.cccco.edu

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TASK FORCE REPORT ⋮▶

2015

STRONG WORKFORCE IMPLEMENTATION

TECHNICAL ASSISTANCE TEAM

ADVISORY BODY

PROJECT PLAN UPDATE

LETTERS OF SUPPORT ⋮▶

IMPORTANT READING ⋮▶

Background Papers, Meeting Presentations,

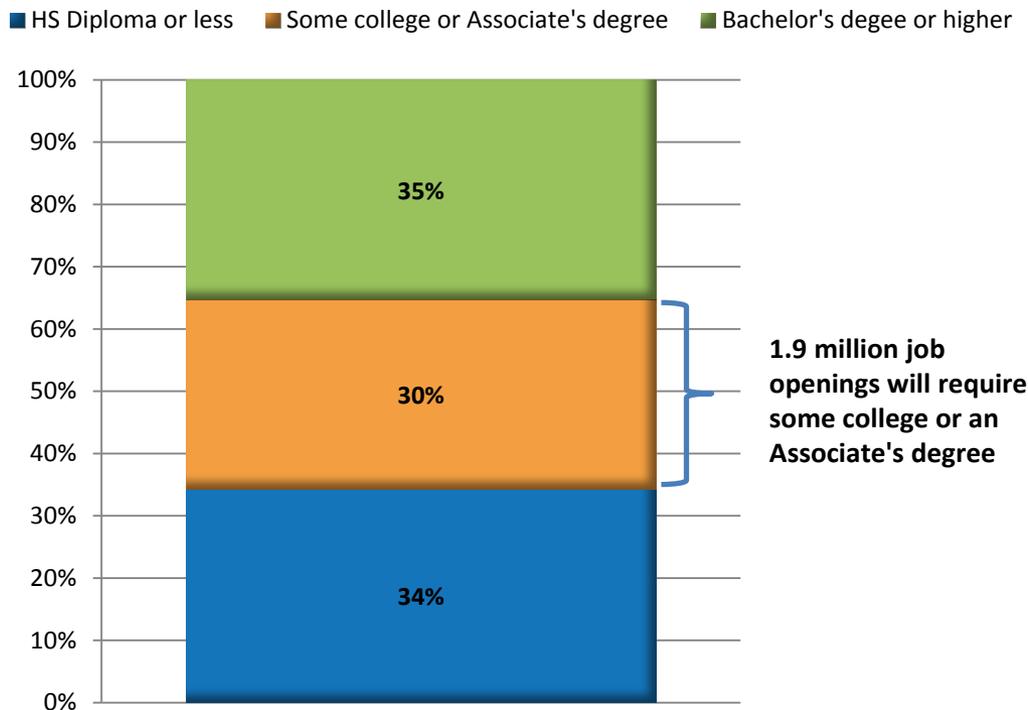## TASK FORCE IN ACTION ⋮▶

MEET THE MEMBERS

PHOTO GALLERY

VIDEOS

The Goal

California needs 1 million more AA, certificates, or industry-valued credentials.

California's Job Openings by Education Level
2015-2025

■ HS Diploma or less ■ Some college or Associate's degree ■ Bachelor's degee or higher

1.9 million job openings will require some college or an Associate's degree

(chart values: 35%, 30%, 34%)

Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013.
Analysis: Collaborative Economics

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"Some College" is the New Gateway Into The Workforce

THE LABOR MARKET IS INCREASINGLY DEMANDING A MORE SKILLED WORKFORCE.

IN THE 1970s

28%

of jobs required more than a high school education.

IN 1992

56%

of jobs required more training.

BY 2020

65%

of job openings in the U.S. will require some postsecondary education or training-though not necessarily a four-year degree.

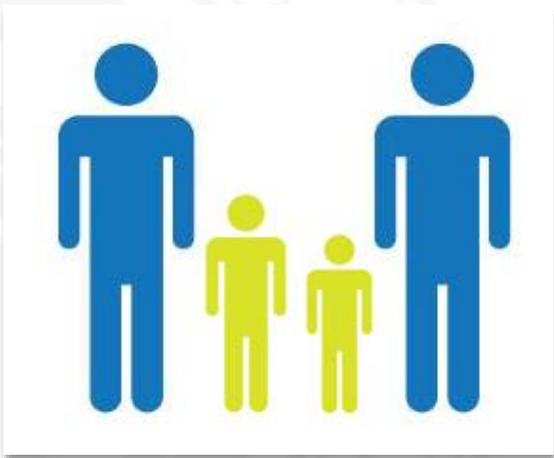Source: Georgetown Center on Education and the Workforce analysis

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Career Technical Education: the Path Out of Poverty

$60,771

($29.22/hour)
2-parent with
one working adult, 2-child
Source: CA Budget Project

$66,000

AA – Career Technical Education
5-years later
Source: Salary Surfer, 112 CA Community Colleges

$38,500

AA - General Education
5-years later
Source: Salary Surfer, 112 CA Community Colleges

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STUDENT SUCCESS	
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.	Administrative Budget
2. Improve CTE student progress and outcomes.	Administrative Regulatory
CAREER PATHWAY	
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.	Administrative
WORKFORCE DATA & OUTCOMES	
4. 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.	Administrative Legislative
5. 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.	Administrative Legislative
6. 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.	Administrative

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WORKFORCE DATA & OUTCOMES

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.			
4a. Develop, streamline, and align common outcome metrics for all state-funded CTE programs and ensure that they are compatible with federal reporting requirements.	Legislative	Stewart	
4b. 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).	Administrative	Tena (interim)	
4.c. Report outcomes by student demographic characteristics.	Administrative	Tena (interim)	
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.			
5a. Require the sharing of employment/wage outcomes and third party licenses/certification data across government entities.	Legislative	Stewart	
5b. Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data.	Administrative	Tena (interim)	
5c. Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights.	Administrative	Tena (interim)	

CURRICULUM	
7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.	Administrative Regulatory
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.	Administrative
9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.	Administrative
10. Facilitate curricular portability across institutions.	Administrative Regulatory
11. Develop, identify and disseminate effective CTE practices.	Administrative
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.	Administrative Legislative

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CTE FACULTY	
13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.	Administrative
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.	Administrative Regulatory
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.	Administrative Regulatory
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.	Administrative

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REGIONAL COORDINATION	
17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.	Administrative
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.	Regulatory
19. 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.	Administrative Budget
20. 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.	Administrative

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FUNDING	
21. 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.	Budget
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.	Budget
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.	Budget
24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.	Budget Legislative
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.	Administrative Legislative

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Since November's Approval….

- Define action to implement

- Assign lead Vice Chancellor per item

- Inform standing budget and legislative processes
  - Governor's Proposed 2016-17 Budget
  - Senate Bill 66 (Leyva)

- Create a technical assistance team

- Reconstitute advisory body

- Launch website

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Strong Workforce Implementation

- Visit DoingWhatMatters.cccco.edu/StrongWorkforce.aspx

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Closing Remarks

Dr. Bill F. Stewart

Interim Chancellor