

# CEO CTE Webinar

## Strong Workforce Project Curriculum

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# Workforce TF Recommendations:

## Career Pathways & Curriculum

3. Develop and broadly publicize industry-informed career **pathways** that prepare students for jobs needed within the regional labor market.
7. Evaluate, strengthen, and revise the curriculum development process to ensure **alignment from education to employment**.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure **timely, responsive, and streamlined curriculum approval**.



# Workforce TF Recommendation: Career Pathways & Curriculum

9. Improve **program review**, evaluation, and revision processes to ensure program **relevance** to students, business, and industry **as reflected in labor market data**.
10. Facilitate curricular **portability** across institutions.
11. Develop, identify and disseminate effective **CTE practices**.
12. Clarify practices and address **course repetition** for CTE courses when course content evolves to meet changes in skill requirements.



# CEO Role for Workforce Priorities

- Career **Pathways** Meet Regional Labor Market Need
- Curriculum **Aligned** from Education to Employment
- Timely, Responsive, Streamlined Curriculum **Approval**
- **Program Review**-Ensure Program Relevance in Labor Market
- **Portability** Across Institutions
- Address **Course Repetition** for CTE Courses
- CTE Pathways meet Labor Market need
- Involve business & industry w/faculty
- Support faculty; Chancellor's Office
- Program review drives budget
- Policy advocacy; Regional partners
- Policy advocacy



# “Sacramento Ideals”

## Chancellor’s Office Voice



- Responsive and high-quality program offerings
- Data driven decision making
- Regionally aligned workforce partnerships
- Colleges and regions able to share best practices with others
- All funding are used to support Career Technical Education and Workforce Development

By Vice Chancellor Mario Rodriguez in “Sacramento Expectations for the Strong Workforce Program,” August 2016

<http://www.ccleague.org/files/public/Events/CTELeadershipSummit/SacramentoExpectations.pdf>



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# Develop Career **Pathways** for Jobs Within the Labor Market

- 3a. Design pathways with **multiple entry and exit** points.
- 3b. **Seamlessly transition** high school and adult students to college programs of study.
- 3d. Develop and **model CTE curricula**.
- 3f. **Contextualize basic skills** English, math, ESL, and workplace readiness skills into pathway curricula.

**Resource: Guided Pathways Initiative**





Mt. SAC in participation with

# aacc pathways project

American Association  
of Community Colleges



## The Guided Pathways Model

The Guided Pathways Model has three basic components.

1. Intake processes that prepared the student for college and guide the student to select an education plan in a career cluster, e.g., health, business, STEM, arts.
2. Contextualized basic skills with integrated career counseling that guides a student toward a program of study.
3. Programs of study that are mapped to provide a clear path to completion.

AACC Pathways:

<http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx>

California Guided Pathways:

<https://www.bakersfieldcollege.edu/president/projects/ca-guided-pathways-planning>

# Alignment from Education to Employment

7a. **Regional engagement of business** in the curriculum development process.

**Resource: Sector & Deputy Sector Navigators**

7b. Develop **model curricula** for adoption by colleges. **Resource: CI-D for CTE**

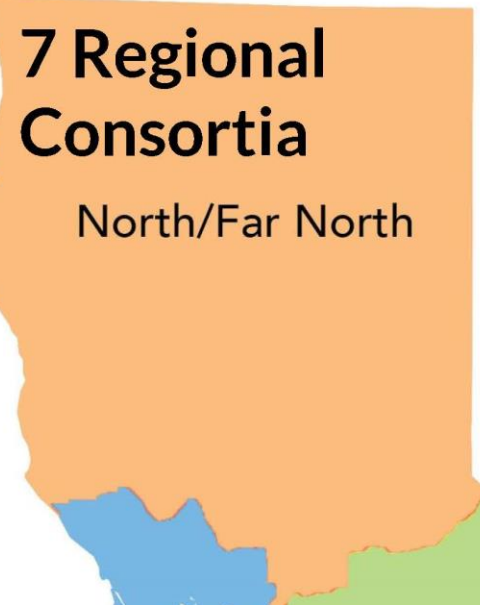
7c. Create a process for **collaborative programs** between colleges.

7d. Expand the use of **contract education**.

**Resource: Technical Assistance Provider for Contract Ed**







# 7 Regional Consortia

North/Far North

Bay Area

Central

South Central

LA/Orange

Desert

San Diego/Imperial

10 Statewide  
60 Regional  
Sector Navigators

Prioritized Sectors

1. Advanced Manufacturing
2. Advanced Transportation & Renewables
3. Agriculture, Water & Environmental Technologies
4. Energy, Construction, Utilities
5. Health
6. Life Science/Biotech
7. Information & Communication Technologies (ICT)/Digital Media
8. Trade Export & Logistics
9. Small Business
10. Retail/Hospitality/Tourism "Learn-and-Earn"

# Technical Assistance Providers

Labor Market Information  
Curriculum Data  
Marketing  
Contract Ed



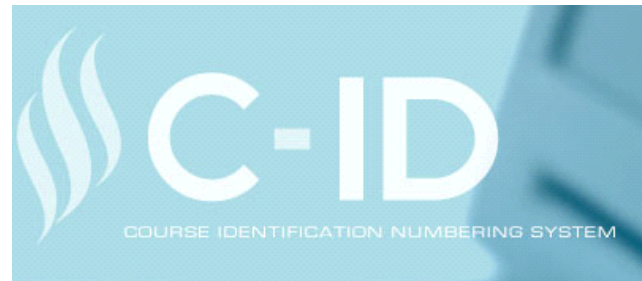
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**Doing What MATTERS™**

FOR JOBS AND THE ECONOMY

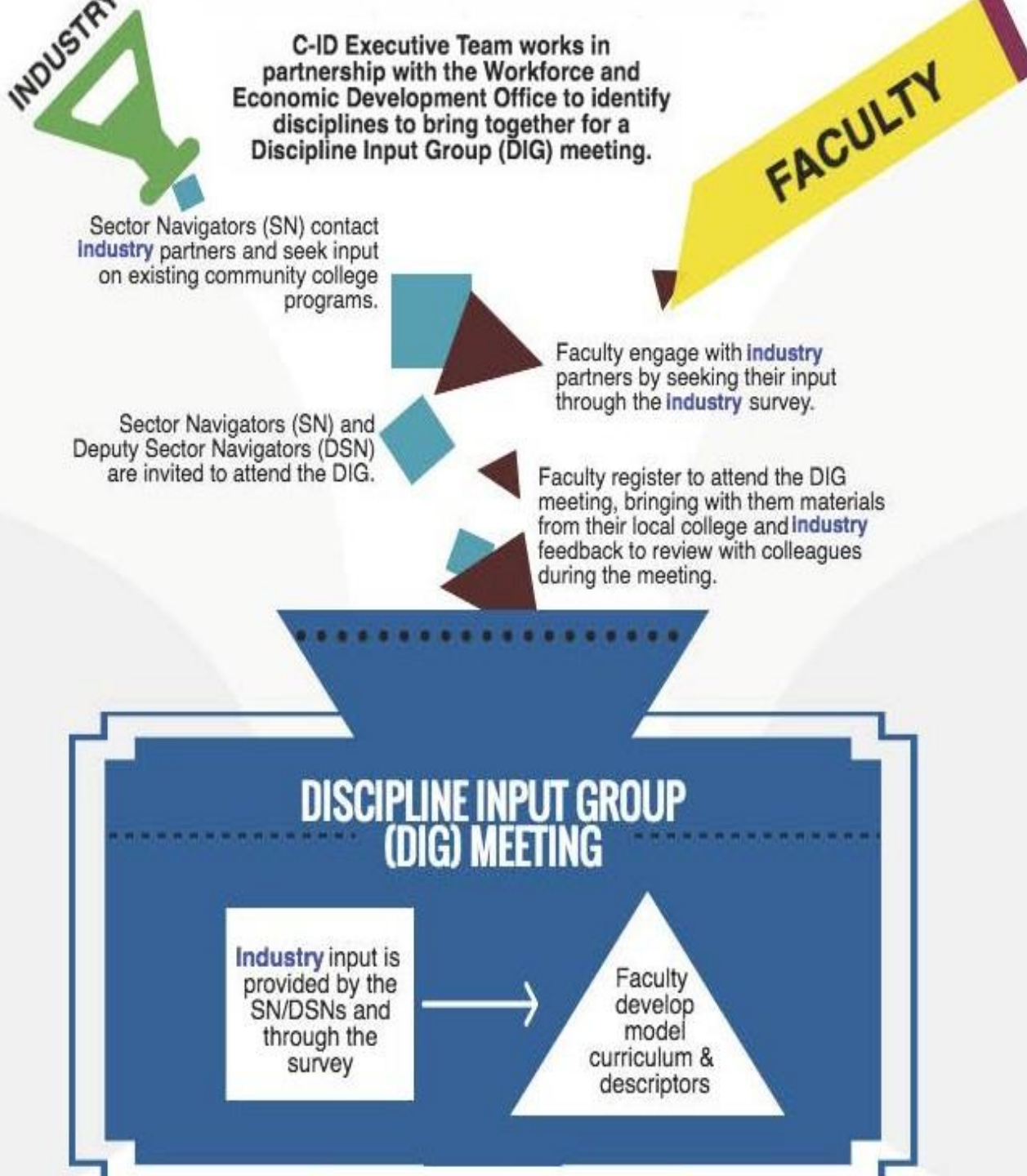
# Course Identification Numbering System (C-ID)

<https://c-id.net>



- C-ID addresses the need for a “common course numbers” by identifying comparable courses.
- C-ID indicates acceptance of courses bearing that C-ID number thus establishing intrasegmental (within the CCC) articulation.
- C-ID numbers are required for courses in each Transfer Model Curricula accepted by a CSU to meet lower division transfer preparation.





# C-ID and CTE

C-ID has begun to move from transfer programs to CTE programs.

See "Career Technical Education (CTE) Model Curriculum" web site:

<http://www.statewidepathways.org/cte.html>

# Local & Statewide **Approval** Processes: Timely, Responsive, Streamlined

- 8a. Provide a streamlined curriculum approval process at the **Chancellor's Office**.
- 8b. Provide **staffing and resources** to accelerate the state-level curriculum approval.
- 8c. Identify and disseminate **effective practices** in local curricula processes, and provide **technical assistance** for faculty and colleges.





# Improvements in the Approval Process

- Chancellor's Office has modified course review criteria to ensure that only new and substantial changes go through a comprehensive review.
- The System Advisory Committee on Curriculum oversaw the revision of the Program and Course Approval Handbook (July 2016) which provides greater clarity and guidance.
- Board of Governors revised Title 5 in July 2016 to return stand alone course approval to local colleges.
- The Academic Senate adopted the paper, "Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates," in Spring 2016.
- The Academic Senate and the Chief Instructional Officer Organization have developed a partnership to offer Curriculum Technical Assistance to districts and colleges.

<http://www.asccc.org/curriculum-technical-assistance-visits>



# Improve **Program Review** Reflected in Labor Market Data

- 9a. **Engage employers**, and workforce organizations in the program development and review process.
- 9b. Promote **effective practices for program improvement** (retooling) and program discontinuance based upon labor market data, student outcomes, and workforce partners. **Resources: Launchboard and Centers of Excellence**







C·O·E

CENTERS OF EXCELLENCE  
Inform Connect Advance

## Centers of Excellence

- ✓ Industry Sector Profiles
- ✓ Regional Labor Market Profiles
- ✓ Supply and Demand Tables
- ✓ Curated Library

<http://www.coeccc.net/dwm/>



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# LaunchBoard

***Program Snapshot:*** graphical reports and detailed data:

- Student characteristics, progress, and completion from the CCCCO database
- Employment and earnings data from Employment Development Department
- Employment outcomes from the CTE Outcomes Survey
- Labor market information from EMSI
- Local information uploaded by colleges

<http://doingwhatmatters.cccco.edu/launchboard.aspx>



# Facilitate Curricular Portability

- 10a. Scale up and resource the **“C-ID” (course identifier) system** for CTE courses, certificates and degrees. **Resource: C-ID**
- 10a. Recognize **prior learning** and work experience with credits or advanced placement. **Resource: RP Group Paper**  
“Prior Learning Assessment & Competency-Based Education”  
[http://www.mtsac.edu/president/board-reports/2016-17/RP-Prior\\_Learning\\_Assessment\\_Competency-based.pdf](http://www.mtsac.edu/president/board-reports/2016-17/RP-Prior_Learning_Assessment_Competency-based.pdf)
- 10b. Develop industry-driven, **competency-based, and portable pathways**. **Resource: CTE Model Curriculum**



# Develop CTE **Effective Practices**

- 11a. Develop a **website repository of CTE model curricula** that faculty and colleges can select and adapt to their own needs.
- 11b. Develop an **interactive system for feedback from regional industry** stakeholders to both validate and enhance the quality of CTE programs.

**Resource: State Technology Solutions (TBA)**



# Address **Course Repetition** to Meet Changes in Skill Requirements

- 12a. Clarify **interpretation** of course repetition regulations.
- 12b. Identify and disseminate **best practices for using noncredit** to provide opportunities for CTE students to build skills and knowledge.
- 12c. **Revise audit fee policies** to allow auditing of previously completed courses for students to refresh skills and knowledge.



# Reference Documents



California Community Colleges  
Chancellor's Office

Sacramento Expectations for the Strong Workforce Program, Vice Chancellor Mario Rodriguez, August 2016 <http://www.ccleague.org/files/public/Events/CTELeadershipSummit/SacramentoExpectations.pdf>  
Stand-Alone Credit Course Approval, Board of Governors approval of Title 5 55100, July 2016 [http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2016\\_agendas/July/Attachment-2.2-Stand-Alone.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2016_agendas/July/Attachment-2.2-Stand-Alone.pdf)



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

- Reviewing, Evaluating and Improving the Curriculum Process – A Local Academic Senate Responsibility, February 2016 <http://asccc.org/content/reviewing-evaluating-and-improving-curriculum-process-%E2%80%93-local-academic-senate-responsibility>
- Strong Workforce Implementation – Curriculum, June 2016 – 2017  
[http://www.mtsac.edu/president/board-reports/2016-17/ASCCC\\_Strong\\_Workforce\\_Implementation-Curriculum-June\\_2016.pdf](http://www.mtsac.edu/president/board-reports/2016-17/ASCCC_Strong_Workforce_Implementation-Curriculum-June_2016.pdf)
- Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates, Adopted Spring 2016 <http://www.asccc.org/papers/ensuring-effective-curriculum-approval-processes-guide-local-senates>
- C-ID and CTE Flow Chart <http://asccc.org/sites/default/files/c-id-and-cte-flowchart-v2.pdf>
- Curriculum and CTE: Everything you ever wanted to know but were afraid to ask..., March 2014 <http://www.asccc.org/sites/default/files/CTE%20Regionals%202014%20-%20Curriculum%20R2.pdf>



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The background of the slide features a white surface with numerous 3D question marks scattered across it. Some question marks are in sharp focus, while others are blurred in the background. On the left side, there is a faint, circular seal of a university, with the word "UNIVERSITY" visible at the top and "COLLEGE" at the bottom. The word "FORD" is also partially visible. The word "Questions" is written in a large, bold, red 3D font in the center of the slide.

# Questions



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