

## Career Education Committee

Meetings are 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:00-2:30

**Purpose:** To guide and prioritize Career Education (CE) including funding for college-wide state (Strong Workforce) and Federal (Perkins) funding in alignment with the regulations, data resources, professional development needs, and programmatic support in order to increase and improve Career Education program outcomes.

### **Responsibilities:**

- Identify and prioritize funding for Career Education programs
- Understand the college-wide goals and objectives for state, and Federal, and grant funding. For example Strong Workforce (state) and Perkins (Federal)
- Use data to drive decision making and guide funding recommendations for CE
- Facilitates or monitors the process of prioritization and recommendations for funding allocations e.g. Strong Workforce, Perkins
- Conduct an annual evaluation of all funding allocations and impact on student success

### **Membership/Composition:**

The CE committee shall consists of:

- **Chairs:** Tri Chair: The CE Dean and one faculty appointed by the Academic Senate and one Classified member appointed by the Classified Senate
- **Administration:** Dean of each academic division plus representatives based on the following criteria:
  - **Option 1:**
    - 0-5 Full time CE personnel = 1 member
    - 6-10 Full time CE personnel = 2 members
    - More than 10 Full time CE personnel = 3 members
  - **Option 2:** Appointment by Academic Senate (6 CE faculty) and Classified Senate (3 CE classified professionals), CE Deans (3). Members may not come from one division and must be CE teachers.
- **Ex-officio members:** VP of Academic Services, VP of Administrative Services and CE Managers

**For Consideration:** Voting members must not include personnel funded through either SWP or Perkins as it is considered a conflict of interest.

- Question: Should individuals who are funded by one of the funds be able to vote for projects that include their salary?

**Voting Process:**

- The proposal cycle will be aligned with Program Review
  - The incentive funds that the College received mid-year will be set aside for innovative projects
1. Program Leads submit proposals to CE committee with managers’ approval
  2. Proposals will be posted to CE Canvas website prior to presentations
    - Proposals will include:
      - Labor Market Information (LMI), job outlook
      - Current completion (degrees/certificates) rates (3 years)
      - Employment rates 12 months after completion
      - Project scope
      - Funding request
      - Project timeline
      - Expected outcomes
      - How does this positively impact the funding formula
  3. Presentations will be made to the committee prior to ranking
    - No more than 5 slides
      - Demand - LMI
      - Current program status
      - Project description
      - Funding request and expected outcomes
    - 5 minutes in length
  4. After presentations, before voting the CE committee will review requests, recommend funding source and separate requests into 3 categories to be voted on:
    - Equipment, software, etc.
    - Professional development
    - Programmatic improvements
  5. Voting ballots will be sent to voting members before ranking with breakdown of requests
  6. The prioritization process will weighted (Robert Yest method)

**Timeline:**

September	Oct./Nov.	Nov./Dec.	Jan./Feb.	February	March	July
Project Evaluations	Initial proposals will be submitted in line with Program Review	Presentations to Career Education Committee	CE Committee Prioritization Process	Presentation to PRBC	President will review/approve	Funding will be available

**Recommending to:** CE Committee will report to PRAC as information/report out only.







**CURRICULUM**

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.
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 issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

**CTE FACULTY**

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

**REGIONAL COORDINATION**

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

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

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**Career Education Committee**  
**End of Year Career Education Project Report by Project Lead**



Name \_\_\_\_\_ Division: \_\_\_\_\_ Program: \_\_\_\_\_

Project Name: \_\_\_\_\_ Project Year(s): \_\_\_\_\_  Local  Regional

Funding Allocated: \_\_\_\_\_ Project:  Completed  In Progress

Strong Workforce funding was allocated by the State of California to increase the number of students enrolled in programs leading to high-demand, high-wage jobs. Funding is also allocated to improve program quality, as evidenced by more students completing or transferring programs, getting employed, or improving their earnings. This is known as the “More, Better, Aligned” initiative. Projects accessing the SWP funds must meet at least one of the criteria:

- **More:** Enrolling more students in the pathway, increasing completions of certificates and degrees, adding new pathways to meet local industry needs, develop more apprenticeship and internship opportunities
- **Better:** Improved courses and programs to ensure students are prepared to enter the workforce and earn a living wage, increase partnerships with local industry
- **Aligned:** Align programs with local K-12 pathways to increase dual and concurrent enrollment, align programs that allow students to transfer to 4 year institutions after AA/AS completion, or aligned to industry standards including certifications

1. Describe the goals of your Project and the current status of meeting these goals as related to the More, Better, Aligned criteria for Strong Workforce?

2. A portion of Chabot’s SWP funding is based on improved data related to Career Education programs. Using the following link, complete the following table for the program funded with SWP funding. This is only a partial list of the data being used to evaluate our SWP success.

<https://www.calpassplus.org/Launchboard/SWP.aspx>

	15-16	16-17	17-18
Number of Course Enrollments			
Number of students who completed 12+ units in 1 year			
Number of students who received a degree or certificate			
Number of students who transferred to a 4 year program			
Number of students who found a job close to field of study			

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3. Please describe what the data shows about any increases or improvements to your program based on these 5 Strong Workforce metrics.
  
4. Based on the data, which of the metrics were the most challenging and do you have any insight as to why?
  
5. Describe 1-3 stories of how the funding of this project has made a difference in your CE program. This is your opportunity to brag about your program and how the funding.
  
6. Please describe an action plan you will implement to improve the outcomes for your program.
  
7. There are twenty-five task-force recommendations from the Chancellor's Office and the Strong Workforce Taskforce regarding how to increase or improve programs (attached). As a part of the year-end report, please describe in detail how you have addressed at least three of these recommendations.
  
8. If your project spans more than this year, what are your goals for the upcoming year in relation to the 25 recommendations and how you are going to meet them?

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**The Strong Workforce Task Force identified twenty five recommendations grouped under seven areas:**

**STUDENT SUCCESS**

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

**CAREER PATHWAY**

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

**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.
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.
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.

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