Career Education Committee
End of Academic Year Funding Report by Division

(July 1, 2019-June 30, 2020)

Due: November 16, 2020

Name: Division:

The total funding received by your division for Career Education program improvements include the following:

Top Code/Program	Project	Amount

*This table will be prepopulated.

1. Based on the investments above, which project(s) do you believe have been the most successful meeting the "More, Better, Aligned" focus of Career Education funding? Please give specific examples, (more than one if applicable).

Ex: *The certificate was approved through the BACCC for the Paralegal Program. We are currently offering 2-3 courses per semester to build up the program. The first time offering the class there were X amount of enrollees, the second offering there were X amount.*

2. Please give an update that may include:
   a) status toward completion,
   b) status of investments (budget status)
   c) any additional support, including funding, that you anticipate may be needed to fully implement a project and realize improved outcomes (enrollments, completions, transfers, etc.).
   d) Challenges?

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Career Education Committee
End of Academic Year Funding Report by Personnel

(July 1, 2019-June 30, 2020)

Due: November 16, 2020

Name   Division:

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 programs, transferring to 4 year institutions, getting employed, or improving their earnings. This is known as the "More and Better" initiative, more and better CE programs are to be developed with the funds.

There are twenty-five recommendations (attached on page 2 and 3) from the Chancellor's office and the Strong Workforce Task Force regarding how to increase or improve programs. As a part of the year-end report, please describe in detail how you have addressed at least three of these recommendations.

Guiding Questions:

1. How does your position support the 25 Task Force recommendations?

2. What data would you use to describe how your position has improved or increased certificate and degree attainment? Have you collected it yet? What support do you need to collect the data? *(Ex: increased student support, lab hours, simulation time, administrative support)*

3. Please provide any examples that illustrate the support you provide in the program.

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4. Attached are the 25 recommendations from the Chancellor's Office and the Strong Workforce Taskforce. Take at least one of the 25 recommendations and describe how you have been able to meet that goal.

5. Based on the 25 Recommendations, please provide your goals for 2020-21, in particular, those that differ from what you accomplished the year before.

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.
CURRICULUM

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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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Name		Division:		Program:

Project Name: Project Year(s):   ☐ Local ☐ Regional

Funding Allocated: Project: ☐ Completed   ☐ In Progress

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- **More**: Enroll more students in the pathway, increase completions of certificates and degrees, add new pathways to meet local industry needs, or develop more apprenticeship and internship opportunities
- **Better**: Improve courses and programs to ensure students are prepared to enter the workforce and earn a living wage, or 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 align 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 Career Education funding?

A portion of Chabot's Career Education funding is based on improved data related to Career Education programs. Using the following link, https://www.calpassplus.org/Launchboard/SWP.aspx to 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 success. The following links are used for local data:

Headcount: http://www.chabotcollege.edu/ir/studentcharacteristics/ctecourses-headcountsf06tof18.pdf.
Course Enrollments and Success Rates: https://public.tableau.com/profile/na.liu#!/vizhome/shared/6595FRK7R
Degrees: http://www.chabotcollege.edu/ir/studentsuccess/degreesbymajoremphasis_10-11to19-20.pdf
Certificates: http://www.chabotcollege.edu/ir/studentsuccess/certificatesbymajoremphasis_10-11to19-20.pdf

	16-17	17-18	18-19	19-20 * only local Data
Number of Course Enrollments				
Number of students who completed 9+ units in 1 year				

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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 *This data provides useful, though incomplete information due to low survey response rates.				

2. Please describe what the data shows about any increases or improvements to your program based on these 5 metrics.

3. Based on the data, which of the metrics were the most challenging and do you have any insight as to why?

4. Do you have any other deliverables or data that meet the need of more, better, aligned? (Ex: Industry Specific Days, Internships, Work Based Learning Experiences or BACCC Approval).

5. Describe 1-3 stories of how the funding of this project has made a difference in your Career Education program. This is your opportunity to share about how the funding has impacted the program.

6. Please describe an action plan you will implement to improve the outcomes for your program in Academic Year 2020-21.

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