



**California State Plan for Career Technical Education**  
**SCCRC Regional Retreat**  
**Harriet Happel, Dean of Career Education, Integrative**  
**Learning and the Employment Center**  
**College of the Canyons**

# The CTE Agenda in Alignment with CCCCCO

- Vision for Success
- Guided Pathways
- California Forward
- High Road Training Partnerships
- CCCCCO: Chancellor Sonya Christian

All through the lens of “Equity at Scale”



**Centering equity in scaling efforts means working with and prioritizing students who have historically lacked access to powerful learning opportunities, including deeper learning, and have not reached the ambitious outcomes we desire for everyone.**

**A Framework for Scaling for Equity**

March 2022 | Written by Lora Cohen-Vogel, Jeanne Century, and David Sherer

Published by Carnegie Foundation for the Advancement of Teaching

6/27/23 Retrieved from <https://www.carnegiefoundation.org/resources/publications/a-framework-for-scaling-for-equity/>



# Chancellor Sonya Christian



**“I hope to expand the canopy of community college learners to accelerate the socioeconomic mobility for our most marginalized communities through partnerships that reach working adults, disconnected youth and others who are left behind.”**



# Vision for Success Updates 2021

<https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>

- Using the Guided Pathways framework to identify opportunity gaps and develop innovative solutions aimed at greater equity.
- Expanding Diversity, Equity, and Inclusion work to build more inclusive and anti-racist institutions, diversify faculty, and foster more culturally competent curricula.
- Strengthening Equitable Placement and Support, including expanding student supports to reach equity of opportunity.
- Fully implementing the Student Centered Funding Formula, including alignment of expenditures to goals for success and equity.
- Reshaping Career Technical Education to foster equity and prepare students for the new post-pandemic economy.





# Seven Core Commitments

<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.pdf>

1. Focus relentlessly on students' end goals. Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.
2. Always design and decide with the student in mind. Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.
3. Pair high expectations with high support. Students should be encouraged to go “all in” on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.
4. Foster the use of data, inquiry, and evidence. Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.
5. Take ownership of goals and performance. The CCC system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.
6. Enable action and thoughtful innovation. Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.
7. Lead the work of partnering across systems. Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.





# Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



## Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.



# GUIDED PATHWAYS

at California Community Colleges

## Key Elements of Guided Pathways





# Guided Pathways is the “heartbeat” for Vision for Success

# CA FWD: California Forward

<https://cafwd.org/resources/ca-fwd-2022-annual-report/>



**California Forward (CA FWD) leads a statewide movement to improve government and create inclusive, sustainable growth for everyone in all of the state's regions.**

- *California Economic Summit*
- *CERF Webinars*
- *California Dream for All*
- *Inclusive and Regional Economic Development*
- *Energy Call to Action*
- *California Dream Index*

# High Road Training Partnerships (H RTP)

<https://cwdb.ca.gov/initiatives/high-road-training-partnerships/>



The High Road Training Partnerships (H RTP) initiative started as a \$10M demonstration project designed to model partnership strategies for the state. Ranging from transportation to health care to hospitality, the H RTP model embodies the sector approach championed by the Board — industry partnerships that deliver equity, sustainability, and job quality. Along with these program investments, the Board is producing a body of policy and principle to guide related undertakings across the workforce system. Indeed, the initiative was designed as a campaign — to advance a field of practice that simultaneously addresses urgent questions of income inequality, economic competitiveness, and climate change through regional skills strategies designed to support economically and environmentally resilient communities across the state. The industry-based, worker-focused training partnerships build skills for California’s “high road” employers — firms that compete based on quality of product and service achieved through innovation and investment in human capital, and can thus generate family-supporting jobs where workers have agency and voice.

***California Workforce Development Board***



# H RTP Four Components



## The High Road in Workforce Development

[https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet\\_H RTP\\_ACCESSIBLE.pdf](https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_H RTP_ACCESSIBLE.pdf)

## A Roadmap to Equity

[https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet\\_Equity\\_ACCESSIBLE.pdf](https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_Equity_ACCESSIBLE.pdf)

## A Roadmap to Job Quality

[https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet\\_Job-Quality\\_ACCESSIBLE.pdf](https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_Job-Quality_ACCESSIBLE.pdf)

## A Roadmap to Climate Resilience

[https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet\\_Climate\\_ACCESSIBLE.pdf](https://cwdb.ca.gov/wp-content/uploads/sites/43/2020/08/OneSheet_Climate_ACCESSIBLE.pdf)

# Chancellor Sonya Christian



## Four Priorities:

1. CCC education 9<sup>th</sup> Grade to Baccalaureate
2. Equity at Scale for all Learners
3. Work-based Learning
  - Redefining of jobs and, therefore, the workforce
4. Climate Resilience and the CCC
  - Decarbonization
  - Electrification
  - Grid Resilience

# California State Plan for Career Technical Education



A draft is available for review.

<https://www.cde.ca.gov/ci/ct/qi/documents/draftcteplan.pdf>

- The State is planning to have a Town Hall in each region and, as such, asked for local colleges in partnership with their K12 district to submit letters of intent to host the town hall. College of the Canyons on behalf of the SCCRC submitted an LOI in partnership with the William S Hart Union High School District.
- Meetings are to take place in August and September. We are still waiting for the details.
- Participants should include those stakeholders you partner with including your workforce development offices, your workforce boards, your AJCC, and community partners including industry and non-profits.



## The Plan

- Intended to be a living document
- Goals and Strategies for Years 1-3
- Areas of Focus for the Next 10 Years



# Goals and Strategies



## **Goal 1: Boost data-informed decision-making for equity and impact.**

### **1.1 Using data to support equity.**

- Build understanding of equity among all college and career pathways interest holders in California.
- Set equity goals at all levels (e.g., state, regional, institutional) for CTE and monitor progress.
- Develop processes and a plan to use data to identify equity gaps and impact, act on findings, and continuously improve.

### **1.2 Using data for college and career pathway design and impact.**

- Use data such as labor market information, input from business and industry, and evidence of program impact to inform creation, adoption, and growth of all CTE programs and credentials.
- Analyze data on short-term imperatives such as immediate learner, worker, and employer needs and long-term impacts such as potential for advancement and career ladders and lattices to inform decision-making on CTE program development.

### **1.3 Aligning data systems for impact and equity.**

- Develop common definitions, data elements, collection procedures, and reporting structures for cross-sector and cross-agency programs and activities, such as dual enrollment and work-based learning, to improve equity and student success, support continuous improvement, and provide user-friendly access to data.
- Expand and accelerate the work of aligning data systems, including the development of data agreements, that capture and report on quality, progress, equity, and outcome data from cradle to career.

# Goals and Strategies



## Goal 2: Expand work-based learning in all regions, with a focus on equity.

### 2.1 Fostering employer engagement and co-ownership.

- Develop a framework and process for employer engagement and co-ownership that helps employers collaborate with education and align talent pipeline management strategies to college and career pathways.
- Develop and implement strategies for securing work-based learning opportunities that are adapted to the unique needs and contexts of California's regions, including urban, suburban, and rural areas.

### 2.2 Providing supports and resources.

- Tailor supports for both participants and employers to increase equity in outcomes, maintain quality, and ensure impact of work-based learning opportunities; ensure work-based learning opportunities deliver clear benefits to both participants and employers.
- Identify and remove barriers to accessing work-based learning opportunities and ensure all students have equitable access to these opportunities.

### 2.3 Building Infrastructure.

- Establish common definitions of terms such as work-based learning.
- Define the continuum of work-based learning activities in which all learners will equitably participate, and develop, scale, and fund the infrastructure for work-based learning opportunities that align to the newly defined continuum, college and career pathways programs, and students' career goals.



# Goals and Strategies



## **Goal 3: Grow dual enrollment in all regions, with a focus on equity.**

### **3.1 Fostering collaboration between secondary and postsecondary systems.**

- Grow state and regional infrastructure and processes to boost collaboration between secondary and postsecondary institutions on dual enrollment program design, implementation, resourcing, and student support.
- Build out data systems that help secondary and postsecondary institutions and systems share information and support secondary students in earning and validating college credit.

### **3.2 Providing supports and resources.**

- Identify and remove barriers to accessing dual enrollment opportunities and ensure all students have equitable access to these opportunities.
- Increase equity in outcomes by ensuring all students have the information and individualized support needed to fully participate and succeed in dual enrollment opportunities.

### **3.3 Aligning dual enrollment opportunities with college and career pathways.**

- Cultivate strategic dual enrollment opportunities that align with college and career pathways and award credentials with value in the labor market.
- Improve alignment between dual enrollment opportunities and guided pathways reforms, including by tying these opportunities to a guided pathway or program of study.

# Goals and Strategies



## **Goal 4: Understand and plan to address CTE teacher and faculty shortages.**

### **4.1 Understanding the main causes of CTE teacher and faculty shortages.**

- Collect and analyze data on supply of and demand for CTE teacher and faculty across regions in California.
- Conduct research with interest holders across the state to identify systemic and regional challenges including, but not limited to, compensation, equivalency, credentialing, professional learning opportunities, and support and mentorship.

### **4.2 Exploring strategies to address shortages.**

- Conduct a regional, state, and national scan for promising policies and practices that can address CTE teacher and faculty shortages including, but not limited to, compensation, equivalency, credentialing, professional learning opportunities, and support and mentorship.
- Develop strategies to deploy in regional contexts across California.

### **4.3 Action Planning.**

- Develop a plan for addressing CTE teacher and faculty shortages across California's diverse regions and context.

# *Long-term Areas of Focus*



## **Supply That Meets Demand**

- Create a **public outreach campaign** to promote the value of CTE as a college and career pathway.
- Increase **opportunities** for learners and workers to **demonstrate and develop in-demand, durable, and transferable skills** that meet their lifelong learning needs .
- Create, adapt, and grow **college and career pathway programs** in alignment with in-demand and forecasted skills and skill clusters at the regional, state, and national levels while also considering (K–12) student interest.



# *Long-term Areas of Focus*



## **Effective Delivery and Support**

- Identify and expand effective CTE **recruitment, onboarding, and retention** practices and policies that are differentiated for the wide variety of learner and occupational identities, ages, and experiences in the state.
- Transform **college and career exploration, advising, and navigation** supports for 21st century learners, workers, and careers.
- Ensure all learners receive the **individualized supports** they need to succeed in all educational and career-oriented pursuits to seamlessly transition into the labor market.
- Enhance and expand **professional development opportunities and supports** for CTE teachers and faculty, counselors, guidance advisors, and administrators.

# *Long-term Areas of Focus*



## **Data That Informs Investments**

- Ensure **educational and workforce data** are accessible and useful to educational and workforce actors.
- Use **data-driven decision making** to establish, support and grow college and career pathway programs, informed by multiple data sources and aligned with state priorities.
- Review and revise **accountability systems and supports** to promote continuous improvement and incentivize implementation of high-quality college and career pathway programs.

# Long-term Areas of Focus



## Systems Alignment

- Develop a **statewide, common framework for equity** in CTE; use data to identify equity gaps; and develop strategies to ensure participation in, and outcomes of, all elements of high-quality CTE, including work-based learning and dual enrollment, are not predicted by individual characteristics (e.g., DRAFT FOR REVIEW 15 race/ethnicity, income, disability status, language, sexual orientation, gender identity, or geographic location).
- Align state and national education, workforce, and economic development system **priorities and goals** to support quality and equity in college and career pathway programs.
- Strengthen communication, coordination, collaboration, joint decision-making, and learning between regional interest holders to cultivate **systems thinking** and implement a **unified regional approach** for aligning the supply of future workers to meet business and industry demand.
- Develop **funding strategies** and foster **blending and braiding of funds** to facilitate effective delivery of and support for high-quality college and career pathway programming.
- Fully align **secondary and postsecondary college and career pathways** and create an overall statewide CTE system.



# Five Major Themes that Bridge the Gap

- Pathways
- Dual Enrollment
- Regional Partnership Development
- CTE Teacher and Faculty Preparation Pipeline
- Work-Based Learning

