



**ACCOUNTABILITY. TRANSPARENCY. SIMPLICITY.**

## **South Central Coast Regional Consortium (SCCRC)**

### **SCCRC Regional Meeting**

**9 – 11 am, April 17, 2020**

**Via Zoom**

**Recording of this meeting is available [here](#).**

### **AGENDA and MINUTES**

9:00 – 9:10 am **Welcome and Introductions** – Attendee list is at the end of this document

9:10 – 9:25 am **Regional Updates and Announcements**

1. COVID – 19 information and resources (state/regional)
  - a. On the top of the Chancellor’s Office website is a button for COVID updates.
  - b. The RDs have been posting to our SCCRC website with resources and good information.
2. Strong Workforce Program
  - a. Budget Impacts
    - i. We are not sure if the Governor’s Office May Revise will take place or be pushed ahead to summer.
  - b. Community College: NOVA input/Quarterly Fiscal Report Due May 15
  - c. K12 Round 1 and Round 2
    - i. Round two contracts are being processed by the SBCC business office.
  - d. K14 Technical Assistance Provider (TAP)
    - i. Harriet Happel reported that applications are coming in and the close date is April 27<sup>th</sup>.
    - ii. Harriet explained that the job posting says “Interim” because the funding is categorical. They are mandated legally to use the term, but the position is anticipated to be a long-term position.
    - iii. Expected hire date by July 1<sup>st</sup>.
  - e. K12 Pathways Coordinators
    - i. There are six positions in the region. All of the host LEAs have been identified.
    - ii. There is a meeting today at 2 p.m. with Lyla Eddington and Riverside Community College which is the fiscal agent. Sandra Sanchez from the Chancellor’s Office will be facilitating the call.
    - iii. The training is scheduled for June 2 and 3 via Zoom.





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- iv. All K12 pathways coordinators are expected to be in place by July.
- f. Pathways Mapping: WestEd (proposed)
  - Margaret Lau shared that Cuesta, Allan Hancock and Santa Barbara colleges and the Santa Barbara/San Luis Obispo round one grantee met to discuss pathway mapping.
  - Mariane Doyle shared that they did some work on mapping with Career Ladders Project and she requested that this work be considered as part of the project.
  - Laurie Arnold seconded that much work was done with CCPT grant funding and that middle school is more about career exploration than pathways. There are a few pathways in middle school. The most helpful would be having a consistent tool that can be updated.
  - Harriet commented that since Career Ladders began the pathway mapping work, we should consider them. The tool is very intuitive and is currently being used well.
  - An ad hoc work group: Laurie Arnold, Nadia Cotti, Harriet, Michael Specchierla, Sharon Brown, Diane Walker, Juliet Herman—Nadia created the google document.
3. Perkins V: Comprehensive Local Needs Assessment (CLN)/Application Deadline
  - a. Perkins is due now on June 15<sup>th</sup>, and the applications are open for the community colleges and K12.
  - b. Harriet mentioned the state Perkins plan hasn't been released yet. **The RCs will contact Jeff Mrizek today.**

9:35

**COVID - 19 Response—status for summer and fall and challenges/successes in the new online environment, especially with hard-to-convert classes.**

COC –they are split schedule with some deans on campus at various times.

Harriet mentioned that everyone should have received an email from CCCAOE with a survey, especially with hard-to-convert courses. **(See Page 11)**. The American Assn of Community Colleges has sent a letter to the federal government regarding the face-to-face required labs. **(See Page 12)**. They are now doing a nationwide survey with industry and apprenticeship partners regarding this as totally online doesn't work for CTE courses.





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College of the Canyons did outright canceling this Spring of welding, allied healthcare and some culinary. Now they have formed a task force of CTE faculty to develop a plan of how to conduct the labs while complying with CDC recommendations. From Sheneui, if a course falls into an “essential need” the college can implement a plan to go forward in the way the college determines.

Homeland Security Website link regarding critical infrastructures:

<https://www.cisa.gov/critical-infrastructure-sectors>

Diane Walker asked about negotiated contracts with Labster and Next Gen and favored rates with Adobe Cloud and whether the contracts could be extended down to K12. Harriet will follow up with the CO about expansion of the rates to K12.

Luann added that this is emergency buying and may not continue long term. The Statewide Director for Biotech has been in touch with Labster and others. Luann will follow up with Terry Quezner.

Nancy Jo Ward said that there are equity issues with access to software. The students that are going with the free resources have fewer features than those students who purchased for \$40 per semester. College Buys has the same rate. Margaret said that the Chancellor has said we must embrace a new normal and we must plan for contingencies—Adobe Cloud addresses this.

AVC—Maria reported that their labs could go person-to-person in May. Currently, some labs are being done where students are doing rotations of 10 students at a time, six feet apart. She is working on how to address issues where there are group projects (six feet apart doesn't work). They are considering giving “in progress” grades and finish in the summer.

Ventura College – the college is fully online for summer and planning for fall, if required. In Debbie Newcomb's area of CTE there were a few issues in Early Childhood. Nursing BRN is now 50% online simulation so all students can complete. The CNA program is more difficult because the state wouldn't allow online lectures. This is now allowed as well as some simulation.





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Felicia Duenas reported that the Ag courses are being put online. For transportation and manufacturing/welding, the instructors are trying to do as much as possible online, but they are planning for extended summer to complete in-person. There are about 20 students who are eligible to graduate and they won't be able to unless they can come to campus. For the fall, they are doing contingency planning in case they have to go to fully online with all lecture and they will regroup regarding labs.

AVC—Isabelle Saber reported about nursing and that some students are now refusing to go into the hospitals to finish their clinicals. Their CNA program is on hold. The LVN program will be on hiatus for a year as they are going from 12 to 18 units.

Cuesta—there is a skeleton crew at the campus. Instructors are free to come to their offices. Deans spend quite a bit of time on campus, and others do not. They have an open library and about 6 or 7 at a time spread throughout the day. The campus has a food bank.

They have had conversations re: hard-to-convert and for this term only, instructors felt that the students have completed enough lab hours and lectures will be online. Instructors are now discussing having two CRNs – one for lecture/one for lab. Their CIO said that for summer and fall, distance ed classes will need to go through the curriculum process.

Culinary refunded students their materials fees and created at-home projects with students submitting videos of their projects. The robotics class is working remotely. They are going to allow face-to-face classes in summer while abiding by CDC guidelines.

Oxnard – The dental hygiene program will open April 30. There will be an extended semester. The program runs in cohorts. There will accreditation in Spring 2021. The fire program started up this week. Students and faculty get a bio-screen check and wear PPE. The auto program has challenges as most of the work isn't functional online. The culinary program has been closed and faculty have been attempting to do online training.

Robert Cabral has been hosting a weekly town hall meeting with faculty which has been very beneficial. Some of the challenges all are seeing with going totally online is helping students become workforce ready. Many students are still enrolled but not checking in. Counselors are checking in with these students.





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Faculty are scheduling live classrooms at certain time periods during the week. They are running a lean summer schedule. Ventura County expects a 25% unemployment rate. They are helping students with unemployment claims.

AHC— Margaret Lau reported that the question of how to make up lab hours will likely be handled with IP and extended into summer. They are planning summer with a decision tree by asking if a course can be offered safely on campus, they can go forward—otherwise, the class will be canceled. **Example of Decision Tree on Page 10.**

The medical assisting program will finish this Spring by handling students in very small groups. The ECE children's center is operational including support of children of healthcare providers.

Faculty have been stepping up in supporting one another, sharing resources and mentoring each other. As they approach fall there will be an emphasis on developing faculty professional development around online instruction.

SBCC—faculty and staff have been provided many resources. Students are allowed to be in their cars to access SBCC wi-fi. Adeline Polis shared that the Business Division hasn't canceled any classes and are prepared to be fully online for fall.

Tiffany Carson, CTE director from Santa Barbara Unified, reported that all of the CTE dual enrollment classes will be completed this semester. There have been meetings with each of the SBUSD-approved adjuncts at SBCC to get all of the college resources. They have created learning kits for students that some faculty at SBCC have emulated.

SBCC is planning to be in remote learning in the fall and they are not sure as yet as to how the lab portions will be done.

Moorpark- Christy Lynn Douglass reported that Moorpark echoed what the other colleges shared. No students have been allowed on campus. They have loaner laptops to students who need them. Summer will be fully online. They will be ready for fully online for fall. The lab components are being discussed.





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### **K12**

Antelope Valley – Diane Walker reported they have distributed about 6,000 chrome books and some hot spots for students without internet access. Grading policies are still being discussed. Their EMT instructor is doing videos while she’s working and posting for students. They can continue with the advanced mannequin simulations.

Medical assisting has a problem finding clinical hours. For auto, there are virtual reality augmented engines, but still need hands-on. They have created a google classroom by industry sector and meet with teachers every week. They have virtual work-based learning for students. Their industry partners have made resources available to the teachers.

They wonder how articulation by credit-by-exam and dual enrollment will go forward. **ACTEonline.org has many resources. CTELearn has six free courses for instructors who are moving online.**

Hart District – Nadia Cotti reported that they are deciding on grading practices. Teachers have been creative. They have given out chrome books and hot spots. This has been a collective effort.

Ventura County—Laurie Arnold reported that they have 90 ROP teachers and there is training on google classroom. They are still working on the grading piece. They might move to a Canvas platform. They must make sure that every student has access.

Santa Barbara County Office—each school district is doing different things. The county office is supporting teachers.

San Luis Obispo County Office—Michael Specchierla reported that they are planning and also working on their Perkins V application. It is important to work closely with industry partners in light of the COVID crisis. They are working with the WDB and the Economic Vitality agency, especially to highlight how remote teaching, remote working and remote learning are related. Better align with labor market needs.

They need help with dual enrollment and how it will proceed with CTE classes. What kind of bulk licensing agreement can we achieve with Canvas for K12 and community college going forward.



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### **Center of Excellence**

Harriet Happel said that the industry sector reports will be critical and looking at how to best respond as community colleges. **Luann will check with Adele Hermann regarding this as well as how the Centers of Excellence will respond re: the COVID crisis.**

Harriet reiterated that in order to have competitive advantage, we need the latest industry sector data NOW. In particular, displaced workers will need to be re-trained and back to work.

**Holly Chavez – 2Canvas Commons** – Canvas Commons has been activated at AHC and each district has to individually request. It's a method of sharing Canvas shells. This is a way of sharing information. There is a lot of K12 information on the Commons site and we could possibly share across the region.

Paula Hodge purchased a Canvas instance for contract ed and possibly that could leveraged regionally.

**Adilene Polis**—global trade resources can be found on our website. They are building a list of internships. They are running the Virtual Internship Project.

**Paula Hodge** – the Virtual Labs and LinkedIn Learning are being used extensively during the crisis.

Allan Hancock is fully online with JobSpeaker and Cuesta is now in the process of implementing JS and LinkedIn Learning. CTE liaisons were notified of the opportunity of how to access these. Faculty are appreciating LinkedIn Learning as they can embed into Canvas shells. COC will go live with JS in June.

Question as to if digital badges can be loaded onto JobSpeaker or would loading onto the student's LinkedIn profile.

**Discussion how the colleges and the region can best communicate and support each other in the short and long term.** Tabled due to lack of time.





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### Resources from Chat offered during this meeting:

- **Diane Walker:** CDE does have some virtual early childhood observation resources through their sites, if that's of any help: <https://www.desiredresults.us/practice-videos>
- [actonline.org](http://actonline.org) - CTE resources curated, CTE Learn 6 online courses for moving to online instruction - also free. Please feel free to do their survey about what needs instructors/admin have
- **Gina Peterson:** There are three more ASCCC conversations scheduled over the next week if you are interested in engaging with faculty across the state to share concerns, solutions/possible solutions, and resources, I requested no registration cap this time around, so as many people that want to join can):
  - #1 - Wednesday, April 15th, 4:00 PM - 5:00 PM Child Development/Early Childhood Education in an Online Environment [CC] - Register for Child Development/Early Childhood Education in an Online Environment (facilitated by me and Amanda Taintor with no registration cap)
  - #2 - Monday, April 20th, 6:00 PM - 7:00 PM Child Development/Early Childhood Education in an Online Environment - Register for Child Development/Early Childhood Education in an Online Environment (facilitated by me and Amanda Taintor with no registration cap)
  - #3 - Thursday, April 23rd, 4:00 PM - 5:00 PM Child Development/Early Childhood Education in an Online Environment [CC] - Register
- [https://tinyurl.com/movingECEremote\\*\\*\\*](https://tinyurl.com/movingECEremote***)
- Resources to Support Child Development and Early Education Faculty That Have Transitioned to Remote/Online Delivery of Their Courses. Jennifer Paris at COC put together a lovely google doc to support ECE / CD
- **Paula Hodge:** Adobe Spark Video Application which is free and works on smartphones to create videos easily. Faculty can upload to Canvas
- **Diane Walker:** [actonline.org](http://actonline.org) has lots of Ag materials that are accessible online
- **Irene Ornelas:** Health Sector: All updates from governing bodies are on the HWI website where other resources on free training etc. can be found as well. <http://ca-hwi.org/> BRN Webinar scheduled for 4/21/20, RN Program Director should have received Zoom information. (continued next pg.)







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State Directors working on the possibilities around cross sector trainings - hospitality to healthcare. Discussions around communities of practice are beginning across the region. Please email [irene.ornelas@canyons.edu](mailto:irene.ornelas@canyons.edu) if you are interested in starting a group in our region.

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**1. NOTICES OF INTENT** - On the SCCRC website: PROGRAM RECOMMENDATIONS > Submission Process: <https://sccrcolleges.org/program-recommendations/submission-process/>

**Click HERE to view Notices of Intent** (link for this on SCCRC website is underneath the Introduction on “Submission Process” page.

**2. RECOMMENDED PROGRAMS THIS QUARTER** ([regionalcte.org](http://regionalcte.org))

CULINARY ARTS STUDIES	Cuesta College
CLOUD COMPUTING	Cuesta College
MANAGEMENT SPECIALIZATION	Cuesta College
VITICULTURE	Cuesta College
CULINARY/HOSPITALITY	Cuesta College
Registered Veterinary Technology	Moorpark College





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**Example of a Decision Tree from Margaret Lau:** As discussed at our meeting this morning, here is how we will be handling currently-scheduled summer onsite credit courses (I didn't have time to create a visual representation of this decision tree):

1. Can the course be offered through ERT? (Emergency Remote Teaching, which at AHC includes—if possible—a synchronous element)
  - a. **Yes:** Convert it to ERT. We will add the course to our summer emergency DL addendum. The course plan will need to be approved by a yet-to-be-determined process that involves faculty sometime in the next few weeks. More information on that process next week.
  - b. **No:** go to Question 2.
2. Can the course be offered onsite safely under social distancing protocols?
  - a. **Yes:** Schedule the course onsite in a way that allows for social distancing. This might include a hybrid approach (partly ERT, partly onsite). If the course includes ERT component, we will include it in the summer emergency DL addendum, and the course plan will have to be reviewed and approved under the new conversion process described in 1a above.
  - b. **No:** Cancel the course.





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**Upcoming  
Meetings & Events**

*(more details at [www.sccrcolleges.org](http://www.sccrcolleges.org))*

**Regional SCCRC Meetings**

May 1            SCCRC SWP Regional Meeting - **Postponed**

**Other Regional and Statewide Meetings**

April 23        Racial Equity in Online Environments - The Chancellor's Office is partnering with the USC Center for Urban Education to host a six-part webinar series featuring strategies that faculty, staff, and administrators can use to engage and interact with students in an online environment with an equity-minded lens. The first webinar begins at **12:00 pm on Thursday, April 23rd**, and participants are required to register in advance at this link: [www.bit.ly/cuewebinar1](http://www.bit.ly/cuewebinar1)

May 15         Special (Remote or Live) LinkedIn Event – Regional Approach in Serving Students and Employers  
Register at <https://sccrc-special-event.eventbrite.com/>





**TO:** Chief Executive Officers  
Chief Instructional Officers

**FROM:** Marty Alvarado,  
Executive Vice Chancellor, Educational Services & Support

**RE:** PRELIMINARY GUIDANCE FOR HARD-TO-CONVERT COURSES

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In response to the ongoing COVID-19 pandemic, colleges throughout the state have aggressively converted face-to-face courses to online or alternative formats. During this initial rapid transition, many courses that require technical machinery, specific work or lab environments, specialized software, or hands-on, applied instruction, have not yet transitioned to an online or alternative format. This memo provides preliminary guidance for colleges working to sustain these courses in the current environment.

Topics covered in this memo include the following:

- Recommendations for assessing viability of sustaining hard-to-transition courses
- Recommendations for when to sustain in-person instruction
- Updates on access to online, virtual lab platforms

### **Recommendations for assessing viability of sustaining hard-to-transition courses**

While campuses should focus on sustaining as many course offerings as possible, it is also expected that some courses may not be viable to continue without face-to-face instruction. Given this reality, we recommend that colleges implement a review protocol to assess and sort courses into the following categories – transition, suspend, or cancel.

Courses that can be converted to online virtual technology platforms or other alternative formats should begin planning for those transitions while tracking any additional instructional hours that will be needed post-transition. Faculty should be supported and encouraged to leverage all available resources, including free online resources, to support the transition to online and other alternative formats.

Courses that require face-to-face, hands-on instruction should be weighted against locally-developed criteria to determine whether to temporarily suspend or cancel the course. Where possible colleges should work to temporarily suspend courses rather than cancel. We strongly recommend that colleges work to sustain courses that directly support the [essential infrastructure sectors](#), especially healthcare and first responders. Criteria for assessing the viability of a course continuing should include elements related to the *Vision for Success* such as the following:

- Impact to students' ability to graduate or complete a certificate
- Student accessibility to required materials or equipment
- Relationship or contributions to state's [essential infrastructure sectors](#)
- Immediate and near-term impact to the local community needs
- Viability of employment post course or program completion in light of the current economic context

### **Recommendations for when to sustain in-person instruction**

On March 19, the Governor issued a statewide stay at home order. This means that colleges must reduce campus operations to a bare minimum of essential functions. Only "Essential Personnel" may be allowed on campus. Colleges and their local boards determine who is designated as "Essential" based on college district Emergency Operations Plans. All non-essential personnel must be sent home and teleworking protocols initiated for them. Nevertheless, colleges should continue to provide remote instruction to their students.

We recommend that college leadership work directly and ongoing with their local Department of Health to determine the feasibility, required conditions, and possible timelines for continuing in-person instruction in [essential infrastructure sectors](#). The Chancellor's Office will be seeking additional statewide clarification from the Governor's Office regarding community college programs that serve critical infrastructure sectors such as Healthcare and Public Health, Emergency Services, and Food and Agriculture sectors, and continuation of instruction where appropriate and necessary. The Chancellor's Office is also working with regulatory boards within these essential infrastructure sectors to negotiate and adjust requirements during this crisis. (See our guidance on the BRN – WEDD memo released March 20<sup>th</sup>.)

### **Updates on access to online, virtual lab platforms**

A [Virtual Platforms for Instruction survey](#) was disseminated to all CIOs on March 18<sup>th</sup> to gather information on the following:

- 1) Understand the use of virtual platforms for instruction prior to and since the COVID-19 outbreak
- 2) Identify demand for virtual platforms for instruction as a result of the COVID-19 outbreak
- 3) Identify supports needed for effective adoption and implementation of a virtual platform
- 4) Inform decision-making and prioritization of one or more virtual platforms for statewide procurement

Based on responses to date the system office is moving forward with the purchase of [Labster](#), a virtual lab platform that supports a range of science-related disciplines. This is the first purchase to support system-wide transition to virtual labs. All colleges will have access to Labster, including expanded support and technical assistance for faculty.

We encourage all colleges to complete the survey, to ensure that your college needs are included in the assessment and prioritization of future virtual labs platforms. The Chancellor's Office is currently assessing existing state resources to redirect to these investments and to address the immediate needs of our institutions. Additional information on virtual lab purchases will be forthcoming, including support for career education virtual labs. Should you have questions about this memo, please contact Marty J. Alvarado at [malvarado@cccco.edu](mailto:malvarado@cccco.edu) or Michael Quiaot at [mqiaot@cccco.edu](mailto:mquiaot@cccco.edu).

**Preliminary Guidance for Hard-to-Convert Courses**  
March 20, 2020

cc: Eloy Ortiz Oakley, Chancellor  
Daisy Gonzales, Deputy Chancellor  
Aisha Lowe, Vice Chancellor  
Sheneui Weber, Vice Chancellor  
All Chancellor's Office Staff



April 10, 2020

The Honorable John Pallasch  
Assistant Secretary  
United States Department of Labor  
Employment and Training Administration  
200 Constitution Ave NW  
Washington, DC 20210

Dear Mr. Pallasch:

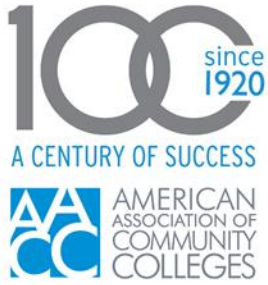
Like you, the American Association of Community Colleges (AACC) has had to quickly reimagine the way we work and live in the wake of COVID-19. Community colleges have worked tirelessly to transition their teaching and learning models to our new normal and continue to serve the needs of students and communities across the country. More than 40% of those students are enrolled in career and technical education (CTE) programs that provide critical training for nurses, first responders, electricians, manufacturers, and a host of other career programs.

These programs are vital to the nation's employment pipeline and merit increased attention in the current climate. Hearing directly from community colleges and working with administration officials has informed our position regarding the efficacy of online teaching for CTE programs.

Late last month, AACC surveyed its members regarding the capacity of community colleges to transition all CTE and/or registered apprenticeship related technical instruction (RTI) entirely online. It became clear that while community colleges had capacity to convert courses to online instruction, they also had reservations about doing so and about the negative impact it would have on training programs across multiple industry sectors. Online learning is appropriate for certain courses and it is an effective tool for learning. However, the universal application of it in CTE and RTI programs does not remove the need for face-to-face labs and experiences that must be conducted in person.

While community colleges have done a remarkable job of transitioning to online learning during the COVID-19 pandemic, it is a temporary solution that is best suited for credit and academic offerings. Any expectation that lab or clinical work can be conducted exclusively online would be irresponsible and may be a disservice to CTE/RTI students that feed the nation's talent pool.

It is critical for the American workforce to remain robust and diverse. With the current pandemic, CTE and RTI programs will most likely provide relevant and accredited training to fill critical workforce gaps. During what will certainly be an economically fragile time for all, these workforce training programs should be a high priority for community colleges as they prepare to reopen their campuses and



transition to a post-COVID-19 economy. To help with planning, AACC has identified sectors that require in-person experiences and contribute greatly to the nation’s workforce needs.

We strongly suggest that colleges prioritize CTE class offerings as follows upon reopening campuses:

- First responder programs, including allied health and nursing
- Critical infrastructure training that require refined skills and equipment, including energy, water/wastewater, food and agriculture, manufacturing, transportation/distribution/logistics

As we continue meeting with our member community colleges and with agency officials in Washington, DC, we will develop and refine recommendations to the field on successful strategies related to these programs. Rest assured that we are committed to ensuring that the nation’s community colleges are well positioned to reengage students, faculty, and communities to serve the education and training needs of America’s workforce.

An analysis written by AACC’s senior vice president of workforce and economic development, Jennifer Worth is attached.

If you have questions or concerns regarding this correspondence, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Walter G. Bumphus'.

Walter G. Bumphus, Ph.D.  
President and CEO

CC: Jennifer Worth  
Meghan Baird  
Evan Burke  
Robin Fernkas  
Marcia Hampton  
John Ladd  
Michelle Mills  
Michael Qualter



## Addressing Online Education for CTE/RTI Programs

By Jen Worth, Sr. Vice President, Workforce and Economic Development

### I. Background

On Wednesday, March 25, 2020, the American Association of Community Colleges (AACC) queried its members through two leadership circles to investigate online-only related technical instruction (RTI) in registered apprenticeship programs. The two groups queried included:

- AACC's Apprenticeship Advisory Board, a group of more than 50 community college executives and key industry figures in the community college apprenticeship arena; and
- AACC's Commission on Economic and Workforce Development, a leadership circle of more than 30 community college CEOs or administrators focused on workforce issues.

While the executives involved in AACC's registered apprenticeship work led by AACC President & CEO Walter G. Bumphus were specifically targeted, AACC made the active choice to solicit non-apprenticeship workforce and economic development experts to see if there was any alignment around the topic in the general career and technical education (CTE) space. By Friday, March 27, 2020, AACC received numerous responses from across the country. These findings represent current information (as of April 2020), and a broad spectrum of state and local-industry perspectives. On Friday, April 3, AACC was granted audience with U.S. Department of Labor executives to present these initial findings.

### II. Findings

The use of online RTI has been established in multiple community college registered apprenticeship programs, but not all. Face-to-face education is seen as preferred and essential in multiple registered apprenticeship programs, as well as in CTE programs across multiple industry sectors. During the last two weeks of March, AACC members have shifted most of their teaching to online formatting. Courses with lecture portions are being considered less problematic.

Overall, immediate challenges community colleges faced included student access to technology, and the lack of comfort with using technology for online learning, which hindered universal engagement. In some cases, student preference to not use technology for learning has caused them to want to exit programming altogether.

In the applied learning space, there was a spectrum of online adaptations to allow students to progress with their learning. Multiple members believed teaching online for certain programs would be impossible due to legal requirements, while other programs, even if they did not have legal barriers, would still be inappropriate to take to an all-online method. For example, in an electrical line technician program, a student would work directly with an instructor to train to complete a task at an elevated height after physically climbing a pole. During a teaching and assessment in-person experience, the student would be coached through how to troubleshoot an issue in a setting with live voltage. This experience is one of many that is simply not replicable on a computer. This example is widely counterpoint to that of a cybersecurity student working with a college who can easily conduct all their

practical experiences and assessments online, because many of those systems were engineered for online teaching, learning, and assessment.

The following are examples from member colleges about students taking courses and CTE programs entirely online:

- Programs with direct patient care (e.g., nursing, firefighting, police training) were often noted as impossible due to legal and licensing requirements.
- Programs that require demonstrations with highly refined skills (e.g., tool and die, culinary arts, barbering) were highly problematic. Even in cases where state and/or industry legal and licensing issues are not a factor, students working online are potentially not equipped to complete the task at hand, while also filming themselves in such a manner appropriate for the instructor to observe and assess the student's skill acquisition.
- Programs where the student would be working with heavy machinery and/or under extreme experiences and physical performance, and/or those with specialized personal protective equipment (e.g., electrical lineman, welding, HVAC installation) were often listed as highly problematic and/or impossible.

Of equal importance, AACC members should anticipate more rigorous safety and cleaning standards when their campuses reopen. It is expected by many members that the manual cleaning of both the equipment and physical environment to ensure safety for students and faculty, as well as the ratios of interaction in the spaces for teaching and learning, will inevitably slow down student and teacher programming evaluations, observations, and assessments. For all reasons noted, it also is expected that this will increase the cost of running a program for colleges.

### **III. Position on Online-Only CTE Programming**

In the last few weeks, members have presented compelling evidence to inform a position regarding online-only CTE programming. To maintain the high quality of America's community college system, it is not possible and, in some cases, irresponsible to encourage member colleges to adopt 100% online coursework for all CTE programs.

We will continue to support online learning where it is practical and pedagogically sound. We believe that the necessary applied learning scenarios that happen in-person at clinics, labs, and businesses are essential. To supplant in-person training with an entirely online solution will not do justice to the capacity and skill of the campuses or the American workforce. As the colleges are currently looking to accreditors and third-party certifiers for guidance to ensure compliance, we will continue to coordinate and provide information as it is available. The sector needs, flagged by the member colleges as problematic, will be our priority.

We predict that some groups may propose the use of virtual solutions as a means for providing contextualized learning in lieu of face-to-face. We generally support simulated experiences as they offer

an array of settings, situations, and variations that are invaluable to many learners. The ability to safely conduct applied learning by way of portable home-based goggles to large-scale simulators is an effective tool for many programs. These simulators allow students to learn and troubleshoot in a safe space. These tools are useful and enhance learning but are simply not enough for all CTE/RTI coursework. We have seen and worked with multiple versions of simulators in use at a myriad of campuses, from life-size mannequins with varying programmable health-related features, to trailer-size situational experiences such as police cadet training programs or oil drilling. While impressive and useful, simulator training cannot be provided at a scale that can meet the demand for the current student cohorts at America's community colleges.

AACC supports the nation's career and technical education system and will continue to provide information so that members can do the work of building a world-class talent pool in this country. Once campuses reopen their doors to students and faculty, colleges will need to prioritize certain activities on behalf of the American workforce. Community colleges should address the following when campuses reopen:

- First responder programs
- Programs with refined skills, heavy machinery extreme physical performance, and/or those with specialized personal protective equipment in critical infrastructure programs (energy, water/wastewater, food and agriculture, manufacturing, transportation/distribution/logistics)

Future recommendations will be gathered, refined, and communicated to the field so that the country's community college system can best position their institutions and communities to re-engage students, faculty, and administrators, and keep them safe as they work to rebuild the nation's workforce pipeline.



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Business Officers  
Reentry Grant RFA Contacts

**FROM:** Raul Arambula,  
Dean, Educational Services & Support

**RE:** Collaborative Programs Eligibility Criteria and Submission Guidelines

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## BACKGROUND

This memorandum is to provide guidance in the area of Collaborative programs. The creation of collaborative programs between colleges allows for innovations that offers students additional pathways for success. For various reasons some colleges are constrained from offering certain programs on their campus, which unfortunately can effect students by limiting their choice of degrees and/or certificates. In order to assist colleges in expanding their programs, below are detailed guidelines for creating a collaborative program.

## COLLABORATIVE LOCAL DEGREE OR ADT PROGRAMS

### Eligibility Criteria

1. Requires a minimum of two colleges in agreement to develop a program.
2. All required courses must be offered at least once during a 2-year time-frame.
3. Courses must be made available in a distance education modality when the time and frequency of travel would otherwise pose a challenge for students completing the program.
4. Each college must create and maintain the courses chaptered by the Chancellor's Office.
5. Each college's catalog must list courses offered in the program and where courses may be taken, including those that are not offered at the home college.
6. Each college must maintain the resources necessary to support the collaborative local or ADT program.

### Submission

1. All colleges must submit the courses in the program for approval before developing the program.
2. The Chancellor's Office Curriculum Inventory system will have a collaborative program goal feature with a drop down to select local, Career Technical Education (CTE) or Associate Degree for Transfer (ADT) that the submitter selects.

3. The Chancellor's Office Curriculum Inventory system will have an import feature allowing other colleges' approved courses to be added to the program.
4. The college offering the majority of the courses (called the primary) must submit the program narrative and articulation documentation per Criteria for Approval processes on page 78 of the Program and Course Approval Handbook (PCAH).
5. Once the primary college has submitted the documentation, the other colleges may import that documentation for their submissions.
6. Accreditation requirements - All colleges participating in the collaborative program must submit a substantive change proposal to the ACCJC per 1.5 of the 2017 ACCJC Substantive Change Manual.

## **COLLABORATIVE CTE DEGREES/CERTIFICATES**

### **Eligibility Criteria**

1. Requires a minimum of two colleges in agreement to develop a program.
2. All required courses must be offered at least once in a 2-year time-frame
3. Courses must be available in distance education modality. Consideration of the time and frequency of travel expected of students when determining and scheduling required in-person coursework at locations other than the home college.
4. Each college must create and maintain the courses chaptered by the Chancellor's Office.
5. Each college catalog must list the courses offered in the program and where courses may be taken that are not offered at the home college.
6. Each college must maintain the resources necessary to support the collaborative CTE program.

### **Submission**

1. If collaborating colleges are located within the same consortium, only one program endorsement is needed. If not, multiple endorsements will be necessary.
2. If collaborating colleges are located within the same consortium, only one labor market study must be done. If not, multiple labor market studies must be done.
3. If collaborating colleges are located within the same consortium, only one set of regional advisory board minutes need be submitted. If not, multiple sets of advisory board minutes must accompany the program submission.
4. All colleges must submit the courses in the program for approval before developing the program.
5. The Chancellor's Office Curriculum Inventory system will have a collaborative program goal feature with a drop down to select local or CTE that the submitter selects.
6. The Chancellor's Office Curriculum Inventory system will have an import feature allowing other college's approved courses to be added to the program.
7. The college offering the majority of the courses (called the primary) must submit the required program documentation per item III Career Technical Education Degree: AA and AS on page 79-80 of the PCAH and for CTE Certificates the requirements listed on page 92 of the PCAH.
8. Once the primary college has submitted the documentation, the other colleges may import that documentation for their submissions.

## **Collaborative Program Eligibility Criteria and Submission Guidelines**

October 22, 2019

9. Accreditation requirements - All colleges participating in the Collaborative Program must submit a substantive change proposal to the ACCJC per 1.5 of the 2017 ACCJC Substantive Change Manual.

### **LEGAL AGREEMENTS**

1. Agreements should clearly indicate how funding will be distributed and/or shared.
2. It is recommended that the MOU agreements indicate each college's responsibilities particularly for transcribing and issuance of student awards.
3. The MOU should also address how financial aid will be processed. Pell Grants can only be issued by one college.

### **FINANCIAL AID**

1. Additional approval will be required from Student Financial Aid at the U.S. Department of Education if the colleges are not offering the program in a standard term.

If you have questions, please contact Dean Raul Arambula via email at [rarambula@cccco.edu](mailto:rarambula@cccco.edu).

cc: Eloy Ortiz Oakley, Chancellor  
Daisy Gonzales, Deputy Chancellor  
Marty Alvarado, Executive Vice Chancellor



**SCCRC Regional ZOOM Meeting**  
**Friday, April 17, 2020 9:00am - 11:00 am**  
**Attendee List**

	<b>Name</b>	<b>✓</b>	<b>Job Title</b>	<b>Agency Name</b>	<b>Email</b>
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