

Strategic Partnerships



Doug Benoit **CTE Dean, Orange Coast** **College**

Philosophy

- Helps students become aware of opportunities that they may not have been aware of
- Provides students with logical sequential pathways to educational and employment opportunities
- Provides additional / stronger articulation agreements
- Improves enrollment and retention
- Partnerships can be similar to apprenticeships
- May be similar to Tech Prep, Career Pathways, etc.
- Economic Development

Types of Partnerships

Informal –

- Advisory Committees
- Work Experience
- Internships
- Limited donations of equipment and supplies

Formal –

- All of the above - enhanced
- Curriculum support
- Training aid support
- Training provided for faculty members
- Scholarships
- Employment preferences
- May be individual or network / consortia based

Must be mutually beneficial!

- Increased visibility in community
- Improved recruitment & retention
- Improved job placement & transfer rates
- Access to state of the art –
 - Curriculum
 - Training Aids
 - Tools & Equipment
 - Faculty Training
- Stronger ties to K-12 / Colleges / Employers
- Increased scholarship funds

A high quality program should exist before seeking partnerships!
Partner support must supplement not supplant institutional funding!

Business and Industry

- Increased number of well trained entry level employees
- Opportunities for incumbent worker training
- Increased customer satisfaction
- Increased productivity
- Enhanced public relations – visibility
- Reduced technical training costs
- Need new employees with basic and soft skills
- Tax deductions / Charitable donations

Community College



K12 & ROP

Is It Working?

From 2008 to 2012 only 350 students in the 9 LACCD Colleges successfully were credited using the articulation process.....

That's an average of less than 10 students per college per year...



WHY?



What are the Issues?

Faculty to Faculty

Credit-by-Exam = Residency

Max Units Can Enroll In

“Best Kept Secret”

Articulation Myths

Articulation Officers

Varies from Campus to Campus

High School = Apportionment

Funding Activities

Sharing Business Partners

Hosting Joint Events

Curriculum vs. Competencies

MOUs Trickled Down - Limited

Tracking Students

Granting Credit for Prior Learning

Priority Enrollment

Paul De Le Cerda CTE Dean, East LA College

SB 1070 CTE PATHWAYS

“LACCD” – LOS ANGELES COUNTY

Laura M Ramirez, ELAC Vice President, EWD

Paul De La Cerda, ELAC Dean, EWD

Dr. Lucia Robles, Interim Project Director

- ❖ East Los Angeles College (Lead College)
- ❖ Los Angeles City College
- ❖ Los Angeles Harbor College
- ❖ Los Angeles Mission College
- ❖ Los Angeles Pierce College
- ❖ Los Angeles Southwest College
- ❖ Los Angeles Trade-Tech College
- ❖ Los Angeles Valley College
- ❖ West Los Angeles College

A Brief History of SB 70

CTE community collaborative grant divided into 3 regions within the LACCD

- Valley
- City
- Seaside

Each region consisted of 3 colleges, with one college taking the lead.

Highlights of SB 70

The LACCD City Region consisted of ELAC, LACC and LATTC, with ELAC as the lead college.

Collaborative covered a broad range of industry sectors:

- College and career exploration
- Professional development
- Faculty externships
- Building upon the 2+2 model

The Collaborative has been highly successful at implementing the SB 70 Grant.

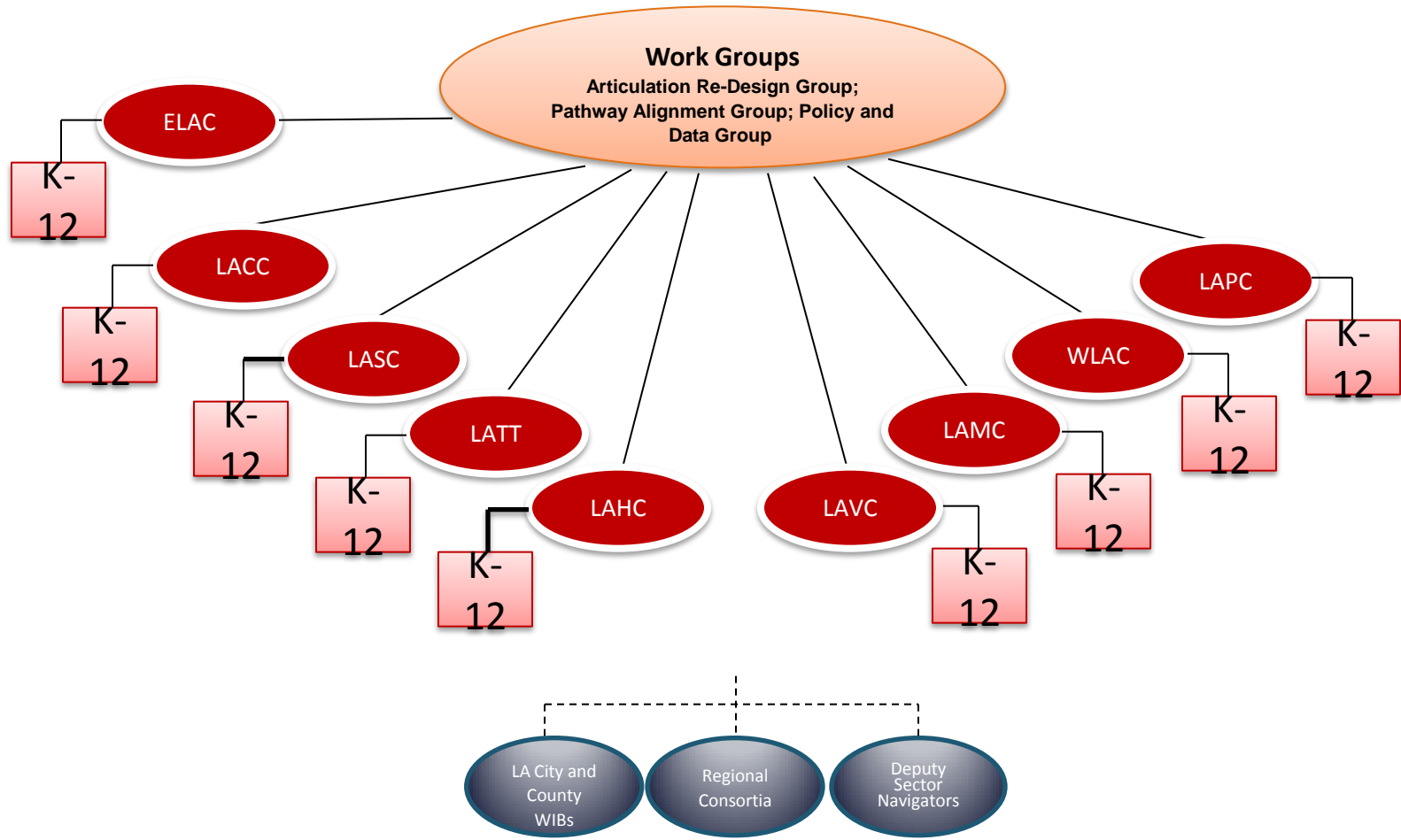
Colleges host events, but rarely share best practice strategies or host joint activities

Need to expand capacity of professional development and faculty externships despite limited funds

LAUSD Perkins Counselors are often unaware of new pathways if they are funded with another funding stream

- **Continuous Quality Improvement (CQI)/Advisory Group**
 - Deans of CTE/EWD and Academic Affairs at each of the nine colleges in the consortium. Lead by East Los Angeles College.
- The CQI Advisory Group will assist the Project Director in staffing and overseeing three specific inter-related Work Groups

LACCD Work Groups



- Articulation Re- Design Group
- Pathway Alignment Group
- Policy and Data Group

- Existing Articulation Policies and Procedures
- Pathway Alignment and Strategies
- Policy and Data Collection Strategies

Goals of SB 1070 Grant

- Create 2-year plan that will promote student success
- Develop an infrastructure for implementing regional policies & practices
- Identify measurable outcomes
- Create an institutionalized, streamlined articulation process among all 9 colleges
- Collect baseline data of articulated courses
- Support on-going collection of data
- Work with WestED researchers on the “common metric data launchboard system”
- Develop articulation re-design plan to test in Year 2 & implement in Year 3

Jim Lancaster CTE Dean, Citrus College

SB 1070 CTE PATHWAYS

“RING COLLEGES” – LOS ANGELES COUNTY

- Dr. Lyla Eddington, Project Director
- Mike Slavich, Project Administrator

Participating Colleges

- ❖ Long Beach College
- ❖ Santa Monica College
- ❖ El Camino College
- ❖ Glendale College
- ❖ Pasadena College
- ❖ Citrus College
- ❖ Mt San Antonio College
- ❖ Rio Hondo College
- ❖ Cerritos College

Goal of Grant

- Collaboration among the nine colleges.
- Develop a two year plan for the consortium
- Develop an infrastructure for implementing regional policies & practices.
- Identify measurable outcomes
- Collect baseline data of articulated courses.
- Support on-going collection of data.

- Adapt career exploration curriculum in middle/high school.
- Strengthen CTE counseling for CTE programs; professional development for counselors.
- Standardize policies on dual enrollment, credit awarding, & articulation across colleges.
- Develop and incentivize statewide articulated career pathways for local adoption.

- Develop statewide degree pathways for career-oriented associate degrees (to parallel transfer degrees).

Research conducted by the Institute for Higher Education Leadership & Policy and published in Career Opportunities: CTE & College Completion Agenda Part IV: Aligning Policy with Mission for Better Outcomes (March 2013)

REQUIRED ACTIVITIES

1. Align existing CC CTE Programs and outcomes with high school CTE for a seamless transition of students.
2. Increase attainment of industry recognized certificates.
3. Promote productive partnerships between education and business/industry, WIB, & labor organizations in emerging or growing regional businesses.

4. Improve student success CC by tracking participants in articulated & dual enrollment courses.
5. Professional development for high school and CC faculty to improve academic and CTE.
6. Leadership for data collection and reporting as developed by CDE and CC (West Ed, RP Group)

7. Facilitate the implementation of State's career pathways (development of articulation agreements).
8. Validate reliable measures that are established to determine the readiness of students for postsecondary education & careers.

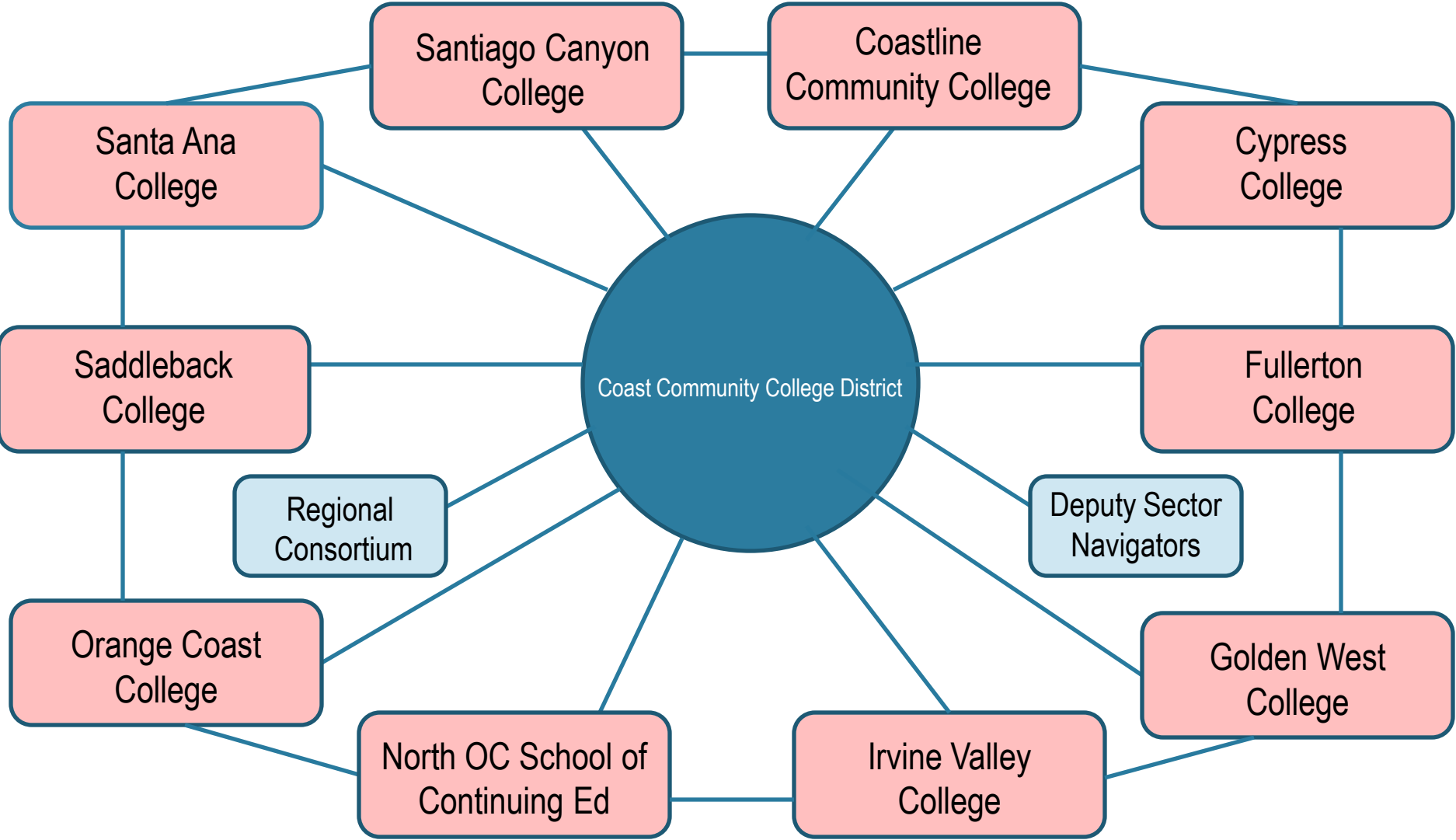
- ❖ Career Exploration Development for 7th & 8th graders.
- ❖ Expansion of Career Technical Education in growing sectors.
- ❖ Teacher & Faculty Externships in Business & industry.
- ❖ CTE Teacher/Faculty Professional Development.

Progress to Date

- Identified CTE Dean & back-up individuals representing each ring college.
- Identifying organizations to be nominated to Steering Committee.
- Nominations will be initiated via email communication.
- Steering Committee to be in place by 1/27/2014.

Dejah Swingle
SB1070 Coordinator
Coast Community
College District

SB1070 in the OC



- Deans & Directors from all 9 colleges and the School of Continuing Education
- SB70, Transitions Directors & Coordinators
- DSNs
- ROP representatives

In January 2014:

- School district representatives

What's good for students?

Community
College



K12 & ROP

Year 1 Goals

- Inventory existing policies
 - Residency & Transcription
 - Dual Enrollment
 - Credit by Exam
 - Priority Registration
 - Matriculation
 - High School specific (?)
- Inventory CTE courses offered in OC
- Inventory articulation agreements for 2012-2013 and 2013-2014

Year 1 Goals, Continued

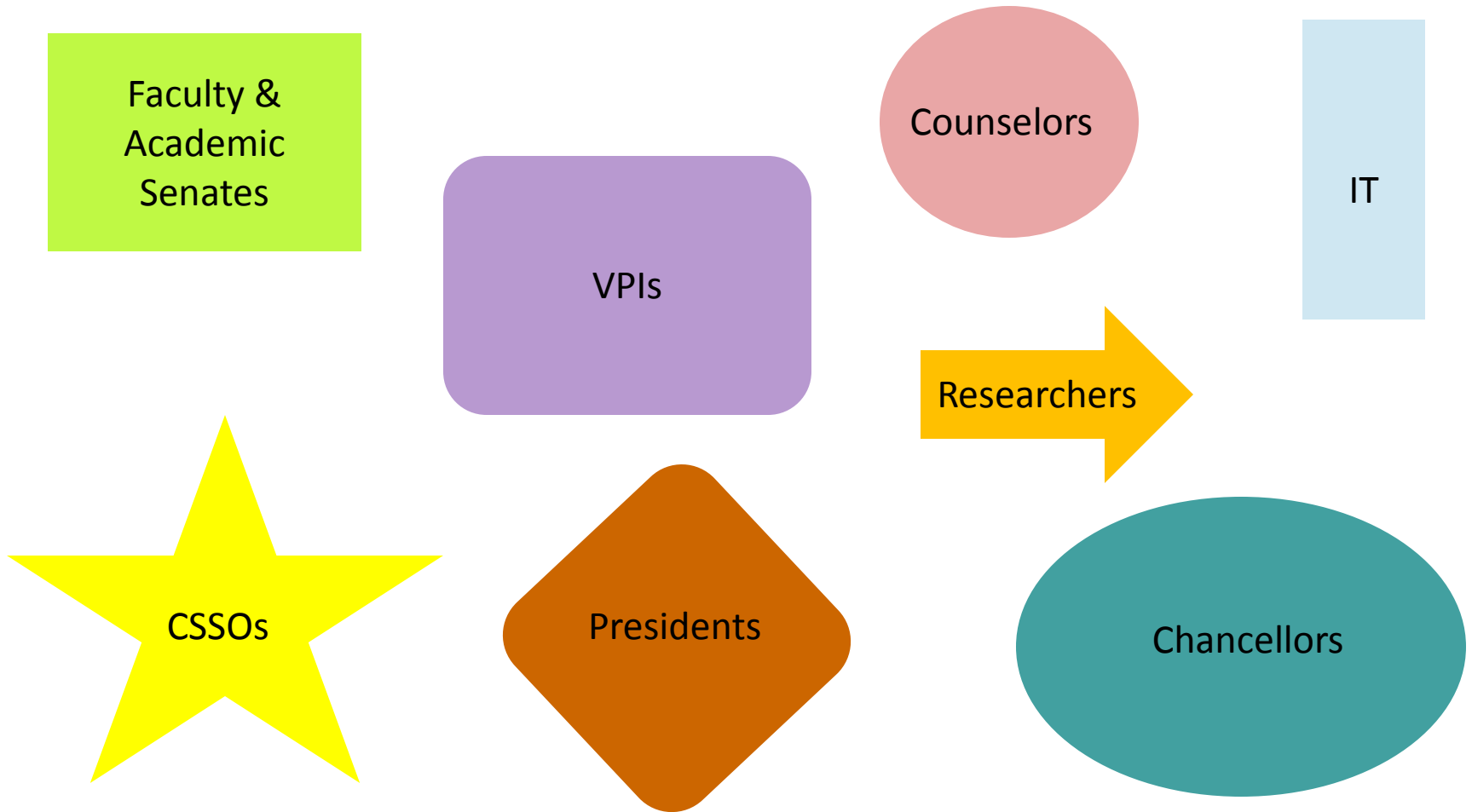
- Incorporate information gathered by DSNs
- Work with high school districts, ROPs and CalPASS+
 - Articulated course completion
 - College credit claimed & transcribed
 - Number of high school students matriculating from partner high schools to community colleges
- Consolidated report published July 2014
- OC Consortium plan for Years 2 and 3 created and finalized December 2014

Countywide, standardized policies on:

- Residency requirements
- Dual enrollment
- Credit by exam
- Transcription
- Priority registration
- Matriculation services

for high school students with articulated credit

Groups to Engage



Year 1 Policy Change Goal

Standardized policies submitted for
Board approval for all 9 colleges by
December 2014

Engaging the Partners

- Inclusion
- Transparency
- True partnership
- Everyone has a voice
- Facilitate, facilitate, facilitate

Bruce Nobel Deputy Sector Navigator Energy & Utilities

Prop 30 Energy Grant

*\$ 1.4
MM
For completers, certs, degrees, credentials*

LAOCRC

prop 39

1 Lead at least 10

Partners

Maureen White
Monitor
California Community
College Chancellor's
Office

- <http://www.cde.ca.gov/ci/ct/gi/ccptinfo.asp>
- FAQs:
- <http://www.cde.ca.gov/ci/ct/gi/ccptquestions.asp>
- Align with CDE 15 career pathways:
<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- Align with CCC top ten DWM hiring sectors

CCPT: \$250 million

- **AB 86:** competitive, one time funding: 2014 – 2018
- **Fiscal agents:** school districts, county superintendents, charter schools, community colleges
- **K-14 career pathways** articulation/alignment
- **Fund work-based learning** (Section 51760.1 of Education Code) to convene, connect, measure, broker

- **Establish regional collaborative** relationships and partnerships with employers, community agencies, postsecondary
- **Develop standards-based academics** with a career-relevant, sequenced curriculum in themed pathways aligned with high-need, high-growth, emerging regional economic sectors
- **Provide articulated pathways** to postsecondary education aligned with regional economies

- **Leverage & build upon:**
 - Existing structures, requirements & resources of Perkins (CTE), CA Partnership Academies, ROP,
 - Including staff knowledge, community relationships and course dev
 - Matching resources and in-kind contributions from public, private and philanthropic sources
 - CCC Economic & Workforce Dev sector strategies and DSNs

- AB86 text and updates:
<http://ab86.cccco.edu/Home.aspx>
- <http://ab86.cccco.edu/portals/7/docs/AB%2086%20Section%2076,%20Article%20III.pdf>
- Release date: January
- Due date: March
- Contact: Mindi Yates – myates@cde.ca.gov
Neil Kelly – nkelly@cde.ca.gov

Wrap Up

QUESTIONS?