Mt. SAC Regional Consortium for Adult Education

Minutes

CTE Work Group

Baldwin Park	Hacienda-La Puente	Rowland	Partners/guests present:
☐Juan P. Ramirez ☐Linda Rodriguez	☒Alice Johnson ☐Alice Yoshioka ☐Colleen Barela ☐Martha Ayala ☐Martin Barragan ☐Ric Manriquez ☐Sylvia Peralta		
Bassett ☐Felicity Johnson ☐Virginia Espana	**Mt. SAC** ☒Angelena Pride ☒Shelly Laddusaw	*Tri-Community* Charter Oak Covina Valley ☒Nicole Hibner	
ESGVROP ☒Veronica Ceballos	**Pomona** ☒Claudia Sanchez	**Consortium** ☐Lila Manyweather ☒Ryan Whetstone ☒Sage Overoye ☒Wanda Pyle	

Agenda
- Review document on CTE Assessments for the State Department
- Discuss Fall Conference – Workshop/Presentations
  Data Collection, Teacher's Responsibilities, AEBG/AB86
- Others
- Next Time

Minutes	
1. Review document on CTE Assessments for the State Department	Each work group is meeting and reviewing the White Pages created by State Field Groups. All white pages can be found here: http://aebg.cccco.edu/About/Adult-Ed-Block-Grant-Framework/AEBG-Field-Teams The CTE Work Group Reviewed "Defining CTE Programs and Measuring their Outcomes" (5/30/2017): http://aebg.cccco.edu/portals/1/docs/Field%20Teams%20Documents/AEBG%20CTE%20Meeting%201%20White%20Paper_Defining%20CTE%20Programs%20and%20Measuring%20their%20Outcomes.pdf After we review the documents we need to look at where assessment falls on the staircase and how Education for Older Adults, Homeless, Veterans, etc. Fall on it.

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Thursday, August 3, 2017
9:00 am - 11:00 am
Covina-Valley

Pre-Apprenticeship (Pg. 6)

"DOL defines pre-apprenticeship as a 'program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship programs' and includes:…"

- This means documentation (e.g. an MOU) with a registered apprenticeship program is necessary to have a pre-apprenticeship program under AEBG
- You can find registered apprenticeship programs here: http://dir.ca.gov/databases/das/aigstart.asp
- You can find information on how to start a registered apprenticeship program here: http://www.dir.ca.gov/DAS/Employers.htm
- We need to have a clear distinction between pre-apprenticeship and apprenticeship because pre-apprenticeship is an AEBG Program Area but apprenticeship is not. We need to collect documentation on what programs in the consortium are registered apprenticeship programs so we do not include students in those programs in AEBG data reporting. Alice Johnson will bring this documentation for HLPAE next time.
- If a short term CTE Program has an agreement with a registered apprenticeship program does that program count as short term CTE or Pre-Apprenticeship or both for AEBG Reporting?
- Should the consortium goal be to develop more pre-apprenticeship programs and to feed students into established registered apprenticeship programs? Will this be good for funding? Good for students in our area?
- Cosmetology is approved to be an apprenticeship program, should we pursue this for CNA programs too?
  - Group disagreed on how much money CNAs make in this area and if it would be worth creating registered apprenticeship programs for CNA.

"TE includes options to flag students are participating pre-apprenticeship programs. However, this information is not tracked in the Chancellor's Office MIS system."

- The college will have to find a way to tag and report on pre-apprenticeship students if they are using the Chancellor's Office MIS system instead of TE.

Short-Term CTE (pg. 6-7)

"CTE Programs provide occupationally-specific or non-occupational education…"

- Does non-occupational education mean soft skills?

"Noncredit courses can be flagged to determine whether they meet criteria for career development and college preparation, which align with AEBG, as well as whether they are vocational. Specific flags can also be added to differentiate short-term vocational and workforce preparation characteristics at the course level"

- Is "short term CTE" the same as "vocational?"
- AEBG is focused on career development and college preparation. If a program is vocational and not related to career development or college

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preparation it cannot be funded by AEBG (e.g. jewelry-making, ceramics, weaving).

Programs for Adults or Older Adults Entering or Reentering the Workforce (pg. 7-8)

"In the first meeting of the Data and Accountability Committee, the group highlighted the difficulty determining how 'programs for adults or older adults entering or reentering the workforce' differs from CTE programs…"

- What program area will this fall under? CTE? ATCSS? EOA – Workforce? Multiple categories? We need more guidance from the state on how to report this group of students. We suggest that we count these students as CTE and that the system should pull them out for data based on specific identifiers (such as age).
- We need to discuss as a consortium how we can better serve this group of students – what extra services do they need?

Integrated Education and Training (pg. 10)

Throughout the document, the need for integrated education and training (IET) is discussed.

"IET represents a wide spectrum of services to build foundational, employability, and occupational skills simultaneously, recognizing that the barriers to workforce success for adult learners include basic math and English, spoken English, and work readiness along with technical or occupational competencies"

- There is a good chance that the State will want to measure foundational skills, employability skills, and occupational skills in the future. Currently, there is just a checkbox for if a student is or is not participating in IET.
- We should start focusing on these three areas so we are prepared if the state wants to start measuring them in our programs.

CTE Skill Gains (pg. 11)

"4) Satisfactory or better progress report, towards established milestones, such as completion of on the job training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training…"

- "Milestones" is vague – can school sites set these mile stones? Can this be in the form of digital badging?

CTE Completion (pg. 12-13)

"WIOA recognizes four types of post-secondary credentials… No completion definition is provided for CTE adult school programs in either the AEBG legislation or in WIOA other than a high school diploma or equivalent…"

- How do we define a CTE completion? End of class? End of program? Industry-recognized certificate? License? Degree?
- If you earn certificates throughout a CTE program, does each one count as a completion? (e.g. OSHA, CPR, NRF, NCCT, ASHP, MOS..)

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		• There is less consistency across school certificates than state certificates. We need to suggest recognized state certificates for all CTE programs. • Perkins funds can be used to pay for testing if it is part of the final grade – this must be included in the course outlines and approved by the district board. **AEBG and WIOA Alignment (pg. 3-4)** *"At the recent meeting of the AEBG Data and Accountability Committee, a preliminary recommendation was made to also measure whether students had attained the regional living wage, which is also used for the Strong Workforce Program."* • The document does not define the variation on the living wage. We recommend they use the single adult living wage to track data for the state. • Labor Projections: http://www.labormarketinfo.edd.ca.gov/ • Living Wage Calculator: http://livingwage.mit.edu/ • ESGV ROP asks for the wage students are earning in their exit interview. They allow them to check their wage within a range ($10-12, $12-14,…)
2.	Discuss Fall Conference	Fall conference will focus on data and accountability. Potential topics: (1) outline what is coming down from the State in the White Pages, (2) give examples of what we are already doing and give suggestions of future directions based on State guidelines, (3) Digital Badging. We will discuss this in detail at the next meeting.
3.	Others	It would be beneficial to have joint advisory committee meetings. For funding reasons, we still need separate agendas and sign in sheets for all members who participate. The website is available at http://www.mtsac-rc.org/ A password-protected site with more information will be available to work group and steering committee members within the next couple of weeks. Look for an email from Sage with information on how to access this site.
4.	Next Time	Next time, the CTE Work Group will review "Defining CTE Programs and Measuring their Outcomes Part II" (7/11/2017): http://aebg.cccco.edu/portals/1/docs/Field%20Teams%20Documents/AEBG%20CTE%20Meeting%202%20White%20Paper_Defining%20CTE%20Programs%20and%20Measuring%20their%20Outcomes%20II.pdf After discussing both documents, we will submit comments as a work group via the online form. We will also Calendar the work group meetings through June 2018, and begin to plan for the Fall Professional Development Conference.

Next meeting: Thursday, August 31, 2017; 12:30 PM – 2:30 PM; @ ESGV ROP