Strong Workforce Project Plan

updated 6/21/2017

IMPLEMENTATION DETAILS

The Strong Workforce Task Force identified twenty five recommendations grouped under seven areas. The table below lists the actions to be taken by the Chancellor's Office for each recommendation, as well as the Vice Chancellor in the lead for each item's implementation.

Tier 1 Priority Projects with ASCCC and Academic Affairs are in PINK
Projects in GREEN indicate significant progress

STUDENT SUCCESS

1 Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

	Recommendation	Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
1.a	Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential.	Budget, Administrative	VC SS	Wiggins	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4
1.b	Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements.	Administrative	Feist	Wiggins	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5 Evidence 6

1.c	Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	2017 Evidence
1.d	Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2
1.e	Enhance capacity of counselors to provide CTE-related program counseling through professional development and the sharing of best practices such as designating counselors as CTE specific or designating liaisons to CTE programs.	Administrative	VC SS	Wiggins	ASCCC Contact	Yes	Evidence
1.f	Support efforts to increase financial support under the Cal Grant C program for community college CTE students.	Legislative	VC GovRel	Hartley	ASCCC Contact	Yes	Evidence 1 Evidence 2

2 Improve CTE student progress and outcomes.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
2.a.	Enable and support faculty to coordinate with industry to identify required work-based and skill competencies, including technology, for specified occupations in order to facilitate student advancement through mechanisms such as authentic competency-based assessments.	Administrative	Ton-Quinlivan	Makevich	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5
2.b.	Support faculty in contextualizing basic skills, work readiness and technology skills into CTE programs and embedding career-related content into general education courses.	Administrative	Walker	Wiggins	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3

CAREER PATHWAY

3 Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

	Recommendation	Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
3.a.	Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials.	Administrative	Walker	Wiggins	ASCCC Contact	Yes	2017
3.b.	Develop state-aligned or regionally-aligned strategies and structured industry-informed pathways, coordinated with faculty and other workforce partners and industry intermediaries, that seamlessly transition high school and adult students to community college programs of study.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	2017 Evidence 1
3.c.	Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	2018 Evidence 1 Evidence 2 Evidence 3 Evidence 4
3.d.	Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways	Administrative	Walker	Wiggins	ASCCC Contact	Yes	2017 Evidence
3.e.	Identify and resolve barriers as appropriate to career pathway implementation	Administrative	Walker	Wiggins	ASCCC Contact	Yes	2018 Evidence
3.f.	Provide resources to faculty to contextualize basic skills English, math, English as a Second Language, and workplace readiness skills into pathway curricula in collaboration with faculty trained in basic skills disciplines	Administrative	Walker	Makevich	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4

3.g.	Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements.	Administrative	Walker	Wiggins	ASCCC Contact	Yes	2017
3.h.	Support the ongoing development and implementation of current initiatives to develop programs of study tools for bridging from high school and adult education preparation into community college CTE pathways in order to help community college students plan their CTE course taking.	Administrative	VC SS	Wiggins	ASCCC Contact	Yes	2017 Evidence

WORKFORCE DATA AND 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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
4.a.	Develop, streamline, and align common outcome metrics for all state-funded CTE programs and ensure that they are compatible with federal reporting requirements.	Legislative, Administrative	Stewart	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2
4.b.	Expand the definition of student success to better address workforce training outcomes for both “completers” (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and "skills builders” (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement).	Administrative	Van Ommeren	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3
4.c.	Report outcomes by student demographic characteristics.	Administrative	Van Ommeren	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
5.a.	Require the sharing of employment/wage outcomes and third party licenses/certification data across government entities.	Legislative	VC GovRel	Shaw	ASCCC Contact	Yes	Evidence
5.b.	Explore barriers, both real and perceived, to sharing data and create new incentives for the timely sharing of data.	Administrative	Connick	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2
5.c.	Ensure data sharing activities are for the purpose of continuous program improvement, while also protecting privacy rights.	Administrative	Connick	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
6.a.	Provide labor market, workforce outcome, and student demographic data/information that are easily accessible and usable.	Administrative	Van Ommeren	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2
6.b.	Validate labor market supply and demand information with industry partners.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2018 Evidence
6.c.	Provide technical assistance, data visualization tools, and analysis tools to colleges for the use of	Administrative	Van Ommeren	Shaw	ASCCC Contact	Yes	Evidence 1

	labor market and student outcome data.						Evidence 2 Evidence 3
6.d.	Develop the state's capacity to capture changes and gaps in workforce supply and demand and to assess each region's educational capacity to address workforce gaps.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2

CURRICULUM

7 Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
7.a.	Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence
7.b.	Provide state-level leadership and coordination in developing model curricula that can be customized and considered for adoption by faculty and colleges.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4
7.c.	Create a process for the development of collaborative programs between colleges.	Regulatory	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence
7.d.	Support faculty and colleges in developing and expanding the use of contract education to meet the dynamic needs of business and industry in an expedited manner.	Regulatory	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017

8 Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.

	Recommendation	Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
8.a	Provide state-level coordination to ensure a streamlined curriculum approval process at the Chancellor's Office.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5 Evidence 6 Evidence 7 Evidence 8 Evidence 9
8.b	Provide sufficient staffing and resources in the Chancellor's Office to accelerate the state-level curriculum approval process.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1
8.c	Identify and disseminate effective practices in local curricula adoption and revision processes and provide technical assistance for faculty and colleges.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5

9 Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
9.a	Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4
9.b	Promote effective practices for program improvement (retooling) and program discontinuance based upon labor market data, student outcomes and input from students, faculty, college staff, employers, and workforce partners.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2

10 Facilitate curricular portability across institutions.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
10	Facilitate curricular portability across institutions (according to requirements of trailer bill language).	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence
10.a	Scale up and resource the "C-ID" (course identifier) system for CTE courses, certificates and degrees to enable articulation across institutions.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2
10.b	Disseminate effective practices for streamlining ar	Administrative	Walker	Makevich	ASCCC Contact	Yes	Evidence 1 Evidence 2

10.c	Enable and encourage faculty and colleges, in consultation with industry, to develop industry-driven, competency-based and portable pathways that include stackable components and modularized curricula, work-based learning opportunities, and other support services.	Regulatory, Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5 Evidence 6

11 Develop, identify and disseminate effective CTE practices.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
11.a	Develop a website repository of CTE model curricula that faculty and colleges can select and adapt to their own needs.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence
11.b	Develop an interactive system where regional industry stakeholders can provide feedback to both validate and enhance the quality of CTE programs.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4

12 Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
12.a	Clarify interpretation of course repetition regulations to assist colleges in implementing policies and practices.	Administrative	Nguyen	Chiabotti	ASCCC Contact	Yes	Evidence

12.b	Identify and disseminate best practices for using noncredit to provide opportunities for CTE students to build skills and knowledge.	Administrative	Tena	Wiggins	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2
12.c	Revise existing policies regarding the use of a state-required audit fee to provide colleges with the necessary flexibility to allow auditing of credit courses previously completed as an option for students to refresh their skills and knowledge.	Legislative	VC GovRel	Shaw	ASCCC Contact	No	2018

CTE FACULTY

13 Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
13.a	Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience.	Administrative	Nguyen	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5 Evidence 6 Evidence 7 Evidence 8
13.b	Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5

							Evidence 6 Evidence 7 Evidence 8 Evidence 9 Evidence 10 Evidence 11
13.c	Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017
13.d.	Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate's degree or an equivalent.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2018 Evidence

14 Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
14.a	Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within CTE disciplines.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence
14.b.	Create effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2

14.c.	Develop an Instructional Skills Module through the ASCCC Professional Development College that includes the option of obtaining continuing education credits to provide an opportunity for industry professionals to gain teaching skills while earning college credit.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2018 Evidence
14.d.	Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships.	Administrative	Walker	Wiggins	ASCCC Contact	No	2018
14.e.	Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence
14.f.	Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors.	Administrative	Knapp	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4

15 Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
15.a.	Provide all faculty with training in teaching methods and strategies, including the use of technology.	Administrative	Tena	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3

15.b.	Identify and address structural barriers that prevent full- and part-time faculty participation in professional development and create fiscal and other incentives that address reassigned time, externships and other methods of skill upgrades to ensure currency.	Regulatory	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence
15.c.	Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education and community colleges.	Administrative	Tena	Wiggins	ASCCC Contact	Yes	Evidence
15.d.	Increase opportunities for CTE faculty to participate in professional development such as sabbaticals, industry events and training to augment discipline knowledge and connections with employers and the workforce system.	Administrative	Walker	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4 Evidence 5 Evidence 6

16 Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
16.a.	Create and share models and best practices developed as part of local labor negotiations to address the salary differential needs in high-pay fields.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	No	2017
16.b.	Encourage partnership with industry and the local community to support salary differential needs.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	No	2018

REGIONAL COORDINATION

17 Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
17.a.	Clarify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance Providers and their relationships with the CCCCO and the colleges.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2
17.b.	Ensure that the CTE regional framework is designed to do the following: Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities Coordinate colleges within the region to meet business and industry needs. Convene discussions about development of common CTE entry pathways and industry-valued credentials based on regional industry needs. Share best practices on regional coordination, communication, and decision-making. Conduct joint marketing and facilitate asset and equipment sharing. Support joint professional development of faculty to respond to evolving skill needs of industry sectors. Provide other needs and strategies as prioritized by the region.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4

18 Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
18	Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.	Regulatory	Walker	Wiggins	ASCCC Contact	Yes	2017

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
19.a.	Coordinate industry and labor engagement tied to sector strategies.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3 Evidence 4
19.b.	Develop feedback methods from industry and labor that provide for continuous program improvement.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence
19.c.	Articulate skill sets embedded within industry-valued credentials across regions.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3
19.d.	Support college collaborations to leverage multiple state and federal CTE and workforce funding streams to build capacity to meet regional needs and mitigate the risk associated	Budget	Troy	Hartley	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3

	with new program start-up.						Evidence 4 Evidence 5
19.e.	Coordinate alignment among community college CTE efforts and implementation of the regional framework developed under the federal Workforce Innovation and Opportunity Act and the adult education consortia.	Administrative	Ton-Quinlivan	Wiggins	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3 Evidence 4

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
20.a.	Align college programs with regional and industry needs by leveraging multiple labor market information sources, including California Community College Centers of Excellence, Deputy Sector Navigators, industry associations, state agencies, economic development entities, and workforce boards.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3
20.b.	Provide support for CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2 Evidence 3

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
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.	Administrative	Feist	Wiggins	ASCCC Contact	Yes	2017 Evidence 1 Evidence 2

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
22.a.	Target funding to offset the high cost of CTE programs and other courses that lead to CTE programs.	Budget	Troy	Ton-Quinlivan	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3
22.b.	Provide additional fiscal incentives to support high-value outcomes and continuously evaluate the results to determine effectiveness.	Budget	Troy	Ton-Quinlivan	ASCCC Contact	Yes	Evidence 1 Evidence 2 Evidence 3
22.c.	Develop and support a sustainable and adequate equipment and facilities funding stream.	Budget	Troy	Ton-Quinlivan	ASCCC Contact	No	2018

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.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
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.	Budget	Rodriguez	Ton-Quinlivan	ASCCC Contact	Yes	Evidence

24 Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
24.a.	Evaluate the impact of student fees for disposable and consumable materials on CTE programs and students. If warranted, explore options for funding support that does not limit student access, such as covering the cost of fees under a BOG waiver.	Regulatory	Knapp	Shaw	ASCCC Contact	No	2018
24.b.	Provide flexibility and funding for new and modernized CTE facilities.	Budget	Rodriguez	Shaw	ASCCC Contact	Yes	Evidence 1 Evidence 2

25 Create incentives and streamline processes to maximize public and private investment in support of CTE programs.

Recommendation		Approach	Vice Chancellor Lead	SWP Technical Assistance Provider (TAP)	ASCCC Committee	Started?	Project Status
25	Create incentives and streamline processes to maximize public and private investment in support of CTE programs.	Administrative	Ton-Quinlivan	Shaw	ASCCC Contact	Yes	2017 Evidence 1