

**SB 1070 LA Ring College Consortium Steering Meeting
Minutes – March 23, 2015
Rio Hondo College - Quiet Cannon, Montebello, CA**

Attendees

College/Affiliation	Name	College/Affiliation	Name
CALCP	Jimmy Benavides	Long Beach USD	Carol Ortega
Cerritos College	Nick Real	Pasadena City College	Lynell Wiggins
Citrus College	Terry Adams	Rio Hondo College	Lyla Eddington
Citrus College	Marti DeYoung	Rio Hondo College	Lea Martinez
El Camino College	Bobby Becka	Rio Hondo College	Shari Herzfeld
Glendale Community College	Jan Swinton	Santa Monica College	Maria Leon-Vasquez
Glendale Community College	Emma Sanchez		

Agenda	Discussion	Follow-up
I. Welcome and Introductions	Welcome and Overview – Lyla Eddington, Ed.D., Project Director, Rio Hondo College	
II. Review of Approval of Minutes	Review and Approval of Minutes of February 24, 2015 Meeting – Approved Unanimously	
III. Update ON CA CC Task Force	<p>Update on CA Community Colleges Task Force on Workforce Job Creation and a Strong Economy – Lyla Eddington, Ed.D., Project Director, Rio Hondo College</p> <ul style="list-style-type: none"> • Data Unlock – new data system comprised of CALPASS Plus and Launch Board • Objective of new system will be on how to document successes with data • Workshops being conducted now; sign up as part of the college team. 	
IV. Distribution of Policy and Procedures in LA County	<p>Distribution of Policy and Procedures in LA County – Lyla Eddington, Ed.D., Project Director, Rio Hondo College</p> <p>a. Dual Enrollment (under AB 288) – CCCO Legal Opinion</p> <ul style="list-style-type: none"> • Copy of Chancellors handout distributed. • CCAP Track approval by two boards • Concurrent enrollment no change needed. • CCAP impacted classes. Process to follow. Cannot impact faculty jobs. • No Student fees or charge for textbooks to student. 	Lydia will post to website

	<ul style="list-style-type: none"> • Defines State Apportionment. <p>b. Alternative Method for Granting Credit</p> <ul style="list-style-type: none"> • Citrus shared with campus. Positive response. • Santa Monica – Rather do Dual Enrollment. Issue of who will track and follow-up. <p>c. Development of Career Pathways</p> <ul style="list-style-type: none"> • Challenge for many. Using Dual Enrollment and Articulation. 	
<p>V. Status Report on Mini Grants</p>	<p>Status Report on Mini Grants:</p> <p>Cerritos College – Nick Real</p> <ul style="list-style-type: none"> • Establish career pathways for Engineering Technology students. • Met all objectives except one. • Will not need additional money project complete. • Worked with local high school districts. • Conducted Train the trainer for faculty. Students got industry training in high school. <p>Citrus College – Marti Deyoung and Terry Adams Citrus College: Career Pathway Expansion Project (MOU A)</p> <p>NOTE: Two mini-grants in support of SB1070 Goal 1: Align existing postsecondary technical preparation programs & courses with high school CTE curriculum to ensure seamless transition for students.</p> <ul style="list-style-type: none"> • SB1070 Goal 1.4 Develop new career pathways and align with secondary feeder schools. • Status: Two new career pathways in Automotive & Biomanufacturing. • Activities to accomplish: Automotive Medium Light Repair (MLR) outreach to secondary programs to encourage concurrent enrollment in evening courses to prepare HS students for immediate job entry. New Biomanufacturing bridge course developed to support HS/ROP articulation; course offered in lecture or lecture/lab format to better adapt to secondary course curriculum. This course also meets the college’s general education science requirement. The program expects CCCCO approval for an Associate Degree in Biotechnology. • Regional/state impact: Both pathways support regional/state initiatives. MLR CoA was developed with the local industry chapter then partnership with Pasadena City College (PCC) resulted in identical course offerings (SLO/As). Each of seven courses align with an industry recognized credential and the complimentary programs facilitate student completion in either a night (Citrus) or day (PCC) format. In the Biotechnology pathway the need for, and subsequent development of, a bridge course for secondary programs 	

was guided by regional/state sector representatives. The course is available for voluntary adoption/adaption statewide.

Citrus College: Increase Transition to College (MOU B)

- SB1070 Goal 1.3 Implementation of policies/procedures for articulation at local college.
- Status: Workgroup preparation of policy and procedures for Alternative Methods for Awarding College Credit for Secondary Courses resulted in a SB1070 recommendation for partner colleges to adopt. Preparation CATEMA training session continues.
- Activities to accomplish: Internal discussion and local integration of three SB1070 recommended policies and procedures. Conduct CATEMA overview for college leaders and hands-on training for users. Oversee the update and maintenance of Career (Pathways) Coach Online (EMSI) and finalize CTE program materials to improve secondary student awareness of, and enrollment in, career pathways. Identification, selection and specialized training of student ambassadors to support secondary CTE student transition.
- Regional/state impact: Local college adoption/adaption of regionally recommended policies and procedures will improve uniformity within SB1070 partnership and county. CATEMA adoption will holistically serve secondary students with articulated credit and fit the regional and state data model. Ideally Career Coach Online, CTE pathways to college campaign, and deployment of CTE student ambassadors will evolve and serve the partnership as a model.

El Camino College – Bobby Becka

- Developing certificates in engineering technology in coordination with industry partners.
- Need for entry level electronic assembly workers.
- Original proposal work is complete.
- Added an additional outcome in training faculty in OSHA. Eligible to teach class now.
- Certificates application at curriculum committee now.

Glendale College

- Workplan OBJECTIVE

Facilitate professional development that focuses on high school teachers and community college faculty to improve their delivery of career oriented academics and technical education.

Contextualized Teaching and Learning

Eleven Courses

- Courses in Fire Service, Health, Child Development STEM, and Entrepreneurship in collaboration with English

- Summer Bridge Program involving English, History, Political Science, Art

PD Workshops

- Makers Faire at GCC hosted by the student Society of Hispanic Professional Engineers (SHPE) for BUSD, GUSD, College of the Canyons, CSUN and GCC students, teachers and faculty, and tabling by industry
- CSUN College Day for High School and GCC students, teachers, and counselors
- “Interactive Digital Media Meets Technology and Science Lecture Series presented by Terry Bailey from the Workforce Development Board
- Using Social Media for Career Success Workshop by Fabiola Torres, GCC faculty
- Vanaheim Studios Tour □GCC faculty. Possible opportunity for student internships
- Visual Effects College Hour: Zbrush workshop □15 faculty
- ACME Network Teleconference, broadcasting from GCC Media Class to BUSD and GUSD media classes.
- GCC Counselor Day. Presentations by faculty from Animation, Media Arts, Culinary, CTE Pathways, Dual Enrollment, Student Equity, CTL, etc.
- Animation presentations at 5 regional high schools for students, teachers, and counselors
- GCC faculty staffed a table at the Burbank USD Career Day for 2 days

Conferences

- Southern California Tri-Regional Work Experience/Internship Practitioners
- Educating for Careers. Teachers from GUSD and BUSD, and GCC faculty
- LAEDC Economic Forecast: The Next Generation of Mobility”
- GCC Lecture Series “Cultivating and Entrepreneurial Mindset” by Brandon Shamim, faculty.

Externships

- JPL Summer Faculty STEM Externships and JPL Student Internships
- Continue to encourage faculty to participate in Externships and Facilitate Internships

Activities Accomplished

Continue to work collaboratively to increase:

- Contextualized Teaching and Learning classes
- Dual enrollment classes
- Articulations
- Work on Career Industry Pathways
- Internships
- Externships

- Ongoing regional partner collaboration

Activities to Be Accomplished

- Latinas in STEM Conference at GCC in April for Middle and High School Students and teachers to pursue and thrive in STEM
- GCC Career and Technical Education Day for students, teachers, and faculty from GCC and YSD's in April. High School Articulation Day.
- Student Equity Workshop for Guardian Scholars
- Summer Zbrush workshop for USD teachers and college faculty

Regional/Statewide Impact

- 11 Contextualized Teaching and Learning Courses
- 16 Dual Enrollment Classes □ 13 CTE, Student Dev.
- 7th grade-16 annual Film Expo hosted by GCC
- Career Industry Pathways in development from high school to community college
- Faculty and teacher curriculum increasingly meets industry standards
- Increased Articulations BUSD, GUSD, GCC and CSUN
- Collaboration of EMT, Fire Tech and ADMJ with regional high school Public Service Academy
- Nursing collaboration LVN to RN with CSULA
- Entrepreneurship staff development on developing the Entrepreneurial Mindset
- Uniquely Aabled Project to train high end and Autism Spectrum (pilot of 20 students) as CNC Operators or Inspectors
- Regional partnership with Mt SAC to upgrade their Machine Technology program = Model for High Schools
- Regional partnership with El Camino College to install a NET lab and train K16 CS/IS faculty in the region
- WDB Slingshot grant funded regional project focusing on Healthcare Coordination with seven LA County WDB as part of the Verdugo WDB
- NIMS certification training for GCC PDC, GUSD, BUSD students and teachers

Mt San Antonio College – Marie Tyra

- Less time on APEX implementation. Conversion of data base completed. Dean will shift workloads to post a credit?
- Develop more reports on banner
- Athletic trainers? Live simulation. Getting ready for exam. Get ready with faculty.

- Assisted Arts division to do outreach. Recruiting for students without identified careers. Kids had positive experience.
- Health science event. 14 tours from 14 schools.
- Data from original FileMaker Pro database will be uploaded into new enterprise system linked to BANNER.
- Develop articulation reports in new data base system
- Develop an outreach effort for students who have earned articulation credit in Mt. SACs Medical Terminology course.
- Develop documentation that identifies the procedures for handling the student articulation requests in the enterprise system (APEX) for future use by the campus and for dissemination and training as needed by other colleges
- Develop professional print marketing materials to promote articulation to high school/ROP/Adult Education students
- 2 articulation in-service in March

Pasadena College – Lynell Wiggins

- Mini grant terminated 12-31-15
It has become increasingly apparent to PCC that dual enrollment course offerings must be managed strategically and with a focus on workforce outcomes. This quarter we implemented the second phase of our dual enrollment offering at seven high schools throughout our district. Coursework was offered in Art 056: Introduction to Digital Painting and Drawing, BIT 025: Survey of Computer Technology in Business, COUN 10/17: Introduction to College/Career Exploration, CUL 154B: Professional Baking and Pastry II, DT 008A: Intro to Digital Design and Fabrication, HED 044: Health Education, PHCA 100: Personal Health Care Aide, MATH 007A: Math Analysis I, MUSC 002A: Musicianship I, SPAN 006B: Intro to Spanish American Literature, and TVR 004: Beginning Single Camera Production. All of the identified courses are part of a career pathway or can be counted as part of the associate degree requirements with a CTE certificate of achievement. Recently we identified that our new program was adding a significant amount of workflow to the Admissions office so we are looking at ways to better manage our new dual process. Another important factor in developing a dual enrollment program is the on-going training and development of school administrators and their staffs. In January 2016 we took Pasadena, Temple City, and So. El Monte High School key constituents to the Get Focused, Stay Focused Conference in Santa Barbara,

California. After experiencing strategic sessions within the conference So. El Monte and Temple City agreed to offer a dual enrolled course focused on the use of the Career Choices curriculum with all of their incoming 9th graders. This meets our goal of helping students to be informed decision-makers and allows them to investigate the benefits of a career pathway within their local region. On February 7-8, 2016, the PCC CTE Counselor attended a planning meeting with other k-14 Regional TAPS to discuss the implementation of Get Focused, Stay Focused, follow-up modules throughout participating high schools. Further work was completed on communicating the evaluation project of assessing whether the program has merit throughout the state. On March 6-8, 2016, funds were used to send the CTE Assistant to the Educating for Careers Conference to learn more about how dual enrollment implementation is being fulfilled throughout the state.

Rio Hondo College – Lea Martinez

Report postponed due to lack of time.

Santa Monica College - Maria Leon

- Pathways Faculty Committee to discuss the development of career pathways that promote articulated sequence of academic and career courses and how dual enrollment and credit by exam can be better utilized by students receive college credit.
- Develop new Career Pathways at SMC and align with secondary feeder schools.
- Assessment of existing Information, Communications, Technology and Entrepreneurial (ICTE) programs at the secondary feeder schools.
- Develop strategies for an integration of English, Math, and general education in the development career pathway.
- Utilize the ICTE Career Pathway for SMC in (a) Design, Visual and Media Arts and (b) Software Systems and Development to recruit community college students into a career pathway; (c) Use the Train the Trainer concept and invite key faculty/teachers to attend the trainings so they can return to their respective institutions and share the training with their respective faculty.
- Identify important conferences and recruit Secondary and College faculty for mutual attendance.
- Work with the Directors of the SMC Center for Teaching Excellence, secondary feeder schools, and CTE/ROP coordinators to identify conferences.
- Implementation of Articulation Procedures at local college.

	<ul style="list-style-type: none"> • Discussion of existing career pathways at secondary feeder schools and seamless alignment with postsecondary schools. • Develop an agenda and engage in discussion that will allow faculty to establish measures that determines the readiness of students for career and college. <p style="text-align: center;">Long Beach City College - No Report</p>	
VI. Invoicing	<p>Invoicing and Reporting Due Dates for Mini Grants - Dr. Lyla Eddington, Project Director, Rio Hondo College</p> <ul style="list-style-type: none"> a. April 15, 2016 b. July 15, 2016 c. October 15, 2016 d. December 15, 2016 – Final Invoicing 	
VII. ID of Activities for Remainder of Year	<p>Identification of activities for remainder of the year</p> <ul style="list-style-type: none"> a. Brad Pollak training – Offer training to graduating class and will be paid from SB1070 grant. June 30 deadline for training. Cohort that completes and needs a job. b. Other suggestions <ul style="list-style-type: none"> • Have a meeting regarding Dual Enrollment and bring your college information? Help each other out. • Discussion on work based learning – CWE/Internship 	Lydia will send evals from Brad Pollak training to Lyla
VIII. Next Meeting	<p>Next Meeting</p> <ul style="list-style-type: none"> • May 18, 2016 – Dual Enrollment • July 13, 2016 • September 21, 2016 • November 16, 2016 – Conflict (Remove from list?) 	
X. Adjournment	Adjournment	

Approved May 18, 2016