



Continuing Progress Towards Powerful C3T Applications

March 16, 2011

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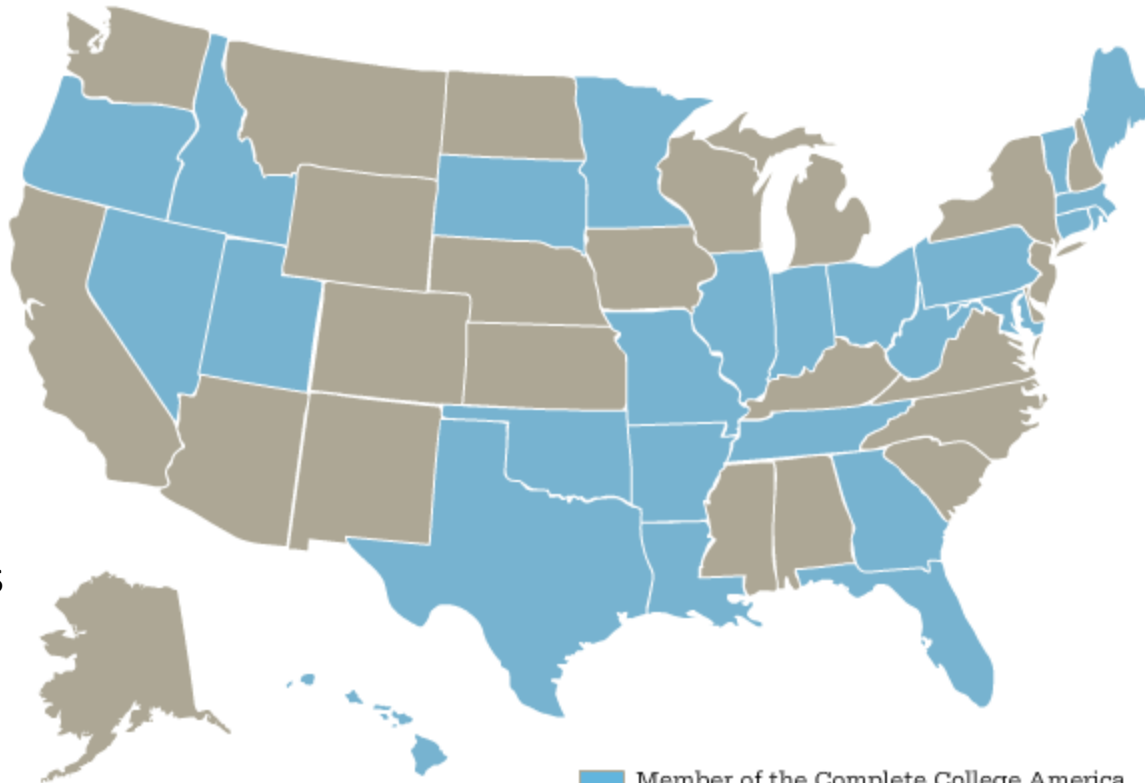
The Central California Community Colleges Committed to Change (C⁶)

- C⁶ partnered with **COMPLETE COLLEGE AMERICA** which is a national nonprofit working to increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations
- CCA is providing facilitation and support to:
 - Build state-based consortia to develop strong proposals incorporating completion objectives for the U.S. Department of Labor's Community College Career and Training (C3T) Grant
 - To create a national consortia of colleges to develop STEM-focused certificates
- Technical Assistance Team: Complete College America and our strategic partners— Corporation for a Skilled Workforce (CSW), FutureWorks and Education First Consulting



26 Member States

Arkansas
Connecticut
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Louisiana
Maine
Maryland
Massachusetts
Minnesota



Missouri
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Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Tennessee
Texas
Utah
Vermont
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C3T Logic Model

Inputs

What we have now
& need going
forward

*Needs
Assessment*



Strategy

What we will do to
address the needs

*Program
Design*



Outputs

Accelerated pathways
to certificates &
degrees

Implementation



Results

Outcomes produced
by our new program

*Skilled Workers with
Good Jobs, and
Competitive
Industries*

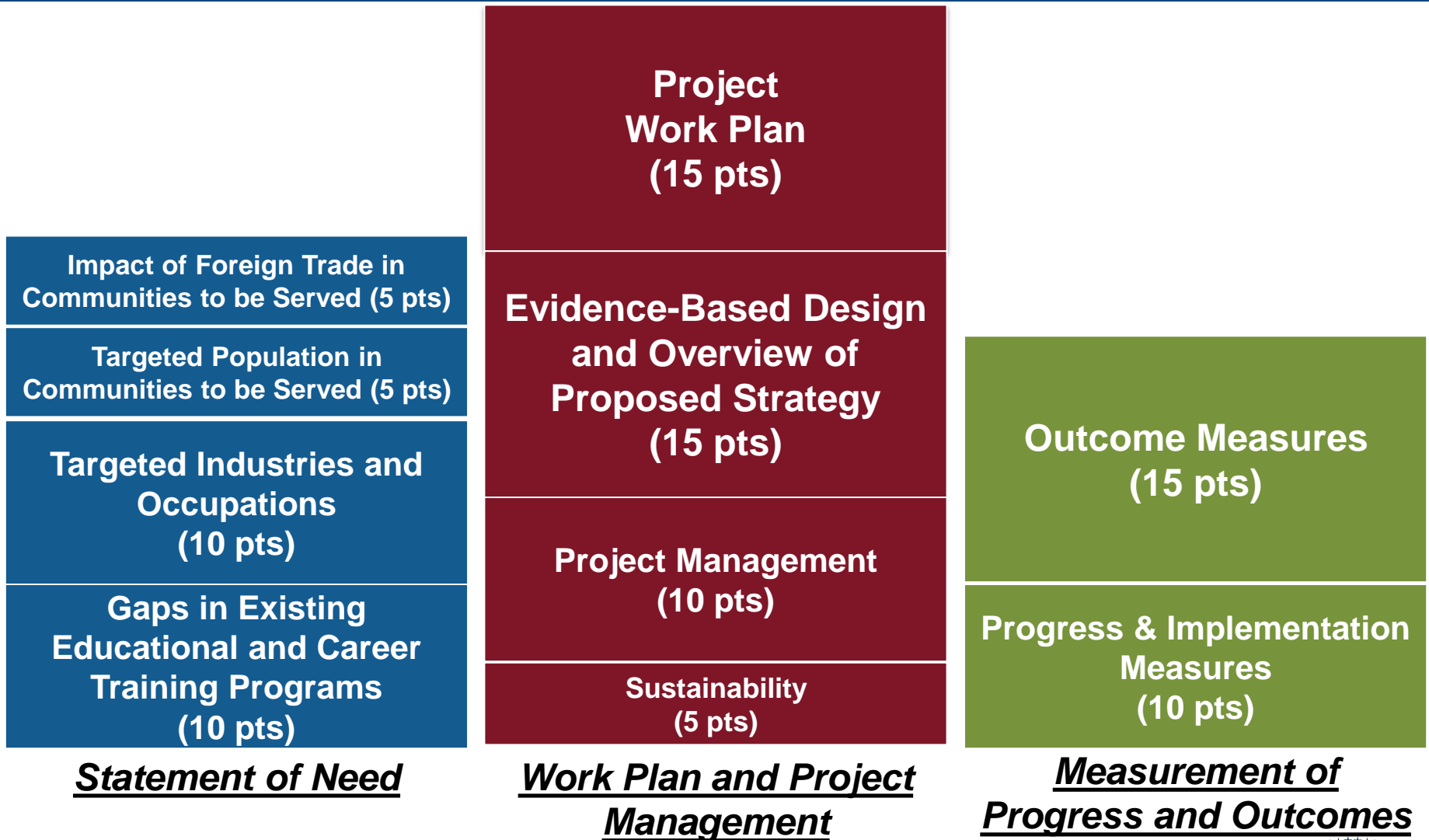
- Identification of TAA worker characteristics
- Growth industries these TAA workers can access with the right education, skills and credentials
- Evidence of gaps in education program delivery

- Evidence-based design and change strategies
- Hands-on involvement of consortium members and business partners
- Creation of new, accelerated programs to transform college capacity and meet industry needs

- Progress measures
- Implementation measures

- *Outcome measures*
- *Industry needs met through better retention and accelerated learning*

Point-Value Overview





The Central California Community Colleges Committed to Change (C⁶) proposal marks an unprecedented opportunity for our region to develop accelerated, intensive programs of study (that can be replicated as a national model) so students earn a degree or credential of value in a reasonable amount of time, enabling them to enter the workforce of critical industries with growing occupational demand in an accelerated timeframe.



Work Plan and Project Management: *Our C⁶ Regional Approach*

Guiding Principles

- C6 is about systemic transformation and building college capacity to “meet industry needs while accelerating learning and improving retention and achievement rates.”
- Consortia should organize around a shared vision of systemic redesign and acceleration strategies to significantly increase student completion of certificates and degrees with value in the labor market.

New Program Structure

- 1. Design an Integrated Program
- 2. Enact Cohort Enrollment
- 3. Implement Block Schedules
- 4. Compress Classroom Instruction
- 5. Embed Remediation
- 6. Increase Transparency, Accountability and Labor Market Relevance
- 7. Deploy Transformative Technology
- 8. Improve Student Support Services

Key Principles

Critical success factors that can be extracted from national experience and incorporated into new completion-focused pathways:

- Integrated Program Design
- Compressed Classroom Instruction
- Block Schedules
- Cohort Enrollment
- Embedded Remediation
- Transparency and Accountability

Integrated Program Design

- The full set of competencies for each program would be prescribed up front and students would enroll in a single, coherent program, not individual, unconnected courses
- Students would not be required to navigate through complex choices or worry about unnecessary detours.
- Instructors would share accountability for helping the students successfully complete the integral program.

Compressed Classroom Instruction

- Non-classroom-based, asynchronous instruction methods
- Contemporary technology would supplement traditional classroom instruction to compress seat-time requirements

Block Schedules

- Programs would operate on a fixed classroom-meeting schedule, consistent from term to term
- The students would know their full schedule before they begin and they would know when they would be done

Cohort Enrollment

- Students would be grouped as cohorts in the same prescribed sequence of classroom and non-classroom instruction
- Promotes the emergence of in-person and online learning communities widely acknowledged as an effective strategy for improving student outcomes in community colleges

Embedded Remediation

- Most remediation would be embedded into the program curriculum, supplemented as necessary through instruction that is parallel to and simultaneous to the program rather preceding it
- Students would develop stronger math and English skills as they build program competencies, using the program as context
- There would be clear basic skill outcome expectations with rigorous assessment

Transparency and Accountability

- Programs would be advertised, priced, and delivered as high-value programs leading to clearly defined credentials and jobs
- Clear and consistent information about tuition, duration, success rates, and job placement outcomes will enable students to assess costs and benefits, see the reasons for continued attendance, and make the sacrifices necessary to achieve program goals
- Programs would be held accountable to rigorous and consistent national accreditation standards

Certificates Criteria

- Certificates of one-year or more (compressed)
- Certificates aligned with a two-year associate degree program (add general education in 2nd year)
- Certificates must have market value
- Embed industry recognized credentials
- Third party certification
- Leads to employment

MOU - C⁶

- **The Central California Community Colleges Committed to Change (C⁶)**
- TC⁶ is a collaborative consortium involving Bakersfield College, Cerro Coso Community College, College of the Sequoias, Fresno City College, Merced College, Porterville College, Reedley College, Taft College, San Joaquin Delta College, West Hills College Coalinga and West Hills College Lemoore.
- **WHEREAS**, THIS AGREEMENT is made and entered into this 24th day of March, 2011 by the undersigned **Chief Executive Officers of the region's eleven (11) colleges** and two (2) educational centers;
- **WHEREAS**, community outreach and a comprehensive needs assessment has identified a need for education and training programs suitable to workers who are eligible for training under the TAA; all parties are educational institutions dedicated to improving retention and achievement rates; and
- **WHEREAS**, employment opportunities exist in agricultural manufacturing, solar energy and health care technology for workers who achieve industry-recognized certificates and degrees; and
- **WHEREAS**, **all parties understand the need to transform and accelerate education and training programs** to equip the target population for jobs in the fast-growing, high-wage industries described above;

Next Steps

- Applications were due Thursday, April 21, 2011
- Results are expected to be released late August/early Sep

Questions...



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"Once you go here, You can go
anywhere"