**Introduction**

The Academic Senate for California Community Colleges (ASCCC) has held its annual leadership institute for career technical education (CTE) faculty over the past 15 years with an emphasis on providing faculty with opportunities to develop their leadership skills. This past year, the CTE Leadership Institute focused on the Strong Workforce Recommendations. Through 4 general sessions and 16 breakout sessions, attendees were provided opportunities to engage in key policy conversations through their interaction with representatives of the Strong Workforce Task Force, by learning about the implications of policy decisions on local programs and courses, and in participating in breakout sessions to better understand the college processes including topics on leadership, curriculum design, structured and career pathways, and regional coordination to name a few***.*** In 2016-2017, CTE programs within the California Community College System have seen an infusion of funding and focus from the state with the implementation of the Strong Workforce Recommendations and the budget trailer bill. In addition, the ASCCC CTE Leadership Committee has been recognized in budget trailer bill as the appropriate leader in providing “***assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensure that similar courses, programs, and degrees are portable among community college districts.”***

**Proposal**

In order to provide adequate leadership and guidance to colleges within our system on CTE matters, the ASCCC CTE Leadership Committee has expressed a strong desire to better serve CTE students and programs by bringing together the faculty, administrators, and classified professionals who are vital to the efficacy of CTE programs to address the overarching goals of the Strong Taskforce Recommendations which are to increase availability of CTE programs and to improve the quality of CTE programs across the system. Funding from the Institute Effectiveness Partnership Initiative (IEPI) would allow the ASCCC to extend its leadership institute to include partnerships with the Association of California Community College Administrators (ACCCA) and California Community College Classified Senate (4CS), administrative and classified professionals in our system. This coordinated training of college leaders across silos will allow for the development of not only a shared language for continued CTE leadership level discussions, but also for overall assessment and motion towards a system wide implementation to further the goal of student success outcomes in the workforce. Thus, for collaboration to exist across silos there will first need to be a space provided where a catalyst for change can begin.

Our objective is to provide a CTE Leadership Institute over two days in May 2016 (May 5 – 6, 2016) in partnership with ACCCA and 4CS. The institute will accommodate at least 150 individuals and will be open to all 113 California community colleges. In order to increase participation and to reach as many stakeholders as possible, attendees will only pay the IEPI meeting rate of $50 per person. Colleges will be required to bring at least three individuals -- a team of faculty, staff, and administrators. Other system partners, including members of the Legislative Analyst Office, Chief Instructional Officers, and the California Community College Chancellor’s Office will be invited to provide real time updates to college leaders on emerging issues in CTE and an update on the Strong Workforce Recommendation implementation. Institute strands will be linked to the recommendations. For example, one strand could be on curriculum development and focus on effective practices around curriculum development and portability among districts. The ASCCC believes that by targeting the CTE faculty, staff, and administrators during this two-day event will allow for increased capacity to identify CTE organizational strengths and areas needing improvement for strategic conversation and planning. From partnership exploration, negotiations, breakthrough leadership moments, and personal commitments, the event can provide leadership professionals a space to effectively address challenges and institutional effectiveness.

The ASCCC CTE Leadership Institute outcomes align with the IEPI funding outcomes requirements. Below are responses to the IEPI questions.

1. Will the professional organization/association or center/institute be developing a new leadership development program, expanding/modifying an existing program or collaborating with other entities to meet the expected outcomes? Please explain.

The ASCCC will expand its already successful CTE Leadership Institute. The event averages about 150 to 200 CTE faculty attendees. Currently, the institute serves only CTE faculty. This proposal seeks to expand the participants through a partnership with ACCCA and 4CS. This collaborative opportunity would seek to ground essential discussions in leadership theory and focus on creating a shared language to successfully address challenges in the CTE field while taking into account challenges faced on the larger social, political, and economic scale that continues to impact institutional effectiveness and student outcomes.

1. Provide a list of leadership development offerings for 2015 - 16 and proposed offerings utilizing the new funding for 2016 - 17.

See attached program for 2015-16. The topics for the 2016 – 17 have not been developed yet. However, the program will be directly linked to the seven Strong Workforce Recommendation Areas: Student Success, Career Pathways, Workforce Data and Outcomes, Curriculum, CTE Faculty, Regional Coordination, and Funding (see attached). The funding from IEPI for 2016 - 17 would allow for the event to occur with intersecting allies immersed in the conversations. This would provide an expanded area of topics that advance profession specific leadership skills, but also provide an overlay framework to promote positive and effective collaboration on a systematic level.
2. What are the expected outcomes for the leadership development program?
The expected outcome of this institute is a greater understanding of each participant’s role in serving students in our CTE programs to further the implementation of shared accountability to advance effective practices for student success. Through professional development and dialogue, participants will be able to work closer together on their college to enhance programs. Another outcome is to build a common understanding of the recommendations and how they influence their programs. There will be a survey provided at the event’s conclusion that will assist in developing ongoing professional development resources in the areas of joint leadership. If there is a strong desire to continue conversations amongst CTE stakeholders, a diverse team made up of CTE faculty, administrators, and staff may be selected to hold additional events to have the opportunity to build community, grow as leaders, and tackle ongoing challenges in the field all in service of working collectively to strengthen CTE programs and forward Strong Workforce Recommended implementations.
3. What are the projected counts of individuals, teams, and/or institutions you expect to train?

As with our past attendance at the institute, we hope to have at least 150 attendees. If everyone brings a team, there should be 50 teams. We will monitor, however, the registration to ensure that only teams attend. As a result of the event, by developing a cohort program, there can be a sustained movement that will continue to impact the CTE field. The cohort program can continue to create resources, research positive outcomes, and collaborate across disciplines.
4. What approach will the professional organization/association or center/institute take to achieve the overall goal of coordinated leadership development?

The approach will be based on transformational leadership theory. The trajectory of discourse will begin with an evaluation of current institutional operations that will later welcome a space to consider paradigm shifts at the college, local and state level. The institute will have facilitated sessions, hands on activities, and interactive conversations on the Strong Workforce Recommendations to assist in informing and guiding outcomes.
5. What is the anticipated timeframe for implementing the selected approach?
May 5 – 6, 2017
6. Provide the rationale for the amount of funding requested. Please include the percent of funds devoted to content development, content delivery, and other expenses.

We are requesting $100,000 to cover the costs of the meeting including food, sleeping rooms and travel for presenters and staff, hotel space, materials, and staff time to coordinate this event. One hundred percent of these funds will go towards the planning and holding the event.

70% of the funds will cover the event logistics including, but not limited to:

* Food and beverage
* General session/breakout rooms
* Audio visuals
* Room blocks
* Travel costs for presenters/staff

30% will be dedicated to the development of the program and marketing materials:

* Program guides
* Resource development
* Marketing materials
* Staff time

The ASCCC has over 20 years of experience in planning and implementing successful events and thus, has a successful track record of conference attendance and engagement. We also believe that holding a joint institute with CTE faculty, staff, and administrators provides a unique opportunity for the ASCCC to address the Strong Workforce Recommendations with input from staff and administrators, particularly on topics that are under the purview of the ASCCC such as curriculum development. We hope that IEPI believes that this institute is a worthy activity and will invest in this proposal.