# LMC Comprehensive Program Review
## Administrative Services Units
## Fall 2017
**Workforce and Economic Development**

The following provides an outline of the required elements for a comprehensive program review for Administrative Services Programs.

## 1 EVALUATION/ANALYSIS

### 1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

The purpose of the college's Workforce and Economic Development unit is to connect with the important elements of the community's workforce system including K-12, community colleges, 4-year institutions, community based and non-governmental organizations and the resources of the workforce development boards all striving to fill the needs of business and industry seeking to fill positions in high-tech, high-wage and high-demand jobs throughout the region.  This system includes all programs, services and units at the college that work collaboratively to prepare our students for the workforce.

The Workforce Development Unit was developed from LMC's Vision 20/20 that was developed in 2012/2013, and implemented in fall of 2013 utilizing the Trade Adjustment Assistance Community College Career Training TAACCCT Grant.  From 2013-2016, LMC leveraged the TAACCCT Grant, the Career Pathways Trust Grants, American Apprenticeship Initiatives and similar funds to meet the increased workforce needs, specifically around advanced manufacturing and trades.

During the years of 2014-2016, a sea change occurred in terms of educational funding and priorities.  Funding toward Career and Technical Education was increasing for both the community college and K-12 systems through legislative mandates and local control funding formulas.  Legislation such as AB104/Adult Education Block Grant, SB 1070, and similar legislation made it clear that workforce development was a top priority and required alignment of all systems to the Workforce Innovation and Opportunities Act (WIOA).  In 2016, in an effort to meet the workforce needs and the alignment to WIOA, the state approved Strong Workforce Funds of $200,000 million dollars for investments by colleges toward this effort.  The legislature followed the initial investment with an additional $248,000 million issued in July of 2017, and a promise of the same or similar amount to be issued in July of 2018.  District and college allocations were set at a base funding rate, with incentive funds built around pre-determined metrics of improvement as established by the Strong Workforce Taskforce under the California Community Colleges Chancellor's Office.  Each year the funds are issued, the performance metrics increase in scope (enrollments, underserved, degrees completers, etc.) with the eventual success metric being employment.

Today, the Workforce Development Unit's primary role is grow existing programs or assist with developing new programs that meet the "more and better" metrics developed under the Doing What Matters for Jobs and the Economy Framework and Strong Workforce Taskforce (http://doingwhatmatters.cccco.edu/). Through data-driven analysis, strong engagement with industry, CBO's, local, regional and state government, and alignment across the Bay Region's community colleges, the Workforce Development unit develops and implements a work plan that addresses the following:

1. Increased access for traditional and at-risk students and youth
2. Retention of existing students
3. Marketing and awareness
4. Work-based learning and cooperative work experience
5. Program incubation and growth
6. Systems alignment to WIOA, industry partners, CBOs and similar organizations

## 1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

The Workforce and Economic Development program engages in attending meetings, conferences, local and regional advisory boards to inform the unit of the strengths, weakness, opportunities and threats as it relates to growing and developing programs to meet workforce needs. These are incorporated into the annual work plan and updated annually.

Specific professional development and activities include:

- Member of the Diablo Gateway to innovation Consortium
  - Directly funded the K-12 Liaison position, which is now funded under strong workforce
  - Leveraged funds from SB 1070 and transitions grant to implement and scale articulation, dual enrollment and CATEMA systems for transcript credit for K-12 CTE students (data available through K-12 articulation data)
  - Developed and wrote curriculum for pathways in Industrial Trades, Healthcare, and Com. Sci./Digital Media.
- Member of the Contra Costa Adult Education Consortium
  - Systems alignment between Adult Schools and Community Colleges
  - ELS Bridge Academy
- Workforce Engagement
  - Membership in East Bay Leadership Council/Education Group
    - Assess needs of larger workforce landscape (multiple sectors)
  - Memberships in Pittsburg and Brentwood Rotary
    - Assess needs of local citizens
  - Membership in Manufacturing Round Table
    - Assess needs of manufacturing interests
  - Membership in BayWork
    - Assess needs around water and waste water industries
  - Industrial Association of Contra Costa County
    - Assess needs around industrial trades
  - Membership in Oakley and Hispanic Chambers of Commerce
    - Assess the needs of local business
  - Board Positions in Opportunity Junction, CCCAOE, Chancellor's Office Public Safety Committee

- ▪ Assess needs of CBO's and other interests
- Conference/Meeting Attendance
  - o CCCAOE
  - o Educating for Careers
  - o Joint Special Populations Conference
  - o BACCC
  - o California Workforce Association Conference
  - o California Internship and Work Experience Association

## 1.3 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

The Workforce Development Unit sits between Student Services and Instructional Divisions in the organizational structure of the college. It uses a distributive funding model to fund positions in counseling, student services (K-14 pathways, Career Center) and instruction. Collaboration between units is facilitated by integrated work plans that are developed between the Workforce Development staff and the respective Student Services or Academic Units, and take into account the college's existing governance structure such as the CTE Committee, Shared Governance Council, Academic Senate, etc. Where possible, the unit works to braid funding such as Strong Workforce, Perkins, Transitions, Apprentice and Career Pathways trust grants with other college funds such as 3SP and Equity. Working collaboratively has shown that many of the requirements or deliverables are the same across programs, and often we can achieve a "one to many" relationship when our work and funds are integrated. An example of this: the Workforce Development Program funds a K-12 Liaison to work on career pathways with our K-12 partners. This work also is part of the 3SP program. Working together, we can leverage existing staff and resources to meet outcomes for both programs.

## 2  LONG TERM GOALS (HOW TO GET THERE)

### 2.1   LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

| College Strategic Directions 2014-2019 | Integrated Planning Goals |
|---|---|
| 1. Increase equitable student engagement, learning, and success. | 1. ACCESS: increase access through enrollment of students currently underserved in our community. |

| | |
|---|---|
| 2. Strengthen community engagement and partnerships.<br><br>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.<br><br>4. Invest in technology, fortify infrastructure, and enhance fiscal resources. | 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.<br><br>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.<br><br>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.<br><br>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.<br><br>6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students. |

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

| Goals | Aligned College Strategic Direction(s) | Aligned Integrated Planning Goal(s) |
|---|---|---|
| Goal 1: Grow existing LMC programs or assist with developing new programs that support workforce needs. | 2, 3, 4 | 1, 4, 5 |
| Goal 2: Work with intentionality toward breaking down bureaucratic obstacles that are barriers to student access, retention and completion to ensure students are qualified and able to meet the workforce needs of the local, regional and state economies. | 1, 2 | 1, 2, 4, 5, 6 |
| Goal 3: Promote high wage, high demand jobs through the rebranding of Career Education and jobs for all majors. | 1, 4 | 1, 2, 5 |
| Goal 4: | | |
| Goal 5: | | |

## 2.2   RESOURCE NEEDS TO MEET FIVE-YEAR GOALS

### Faculty/Staff Resource Request

| Department/Unit Goal - Reference # | Strategic Objective - Reference # | |
|---|---|---|
| n/a | n/a | |

| Department/Unit Name | Position Name/Classification | FTE |
|---|---|---|
| n/a | n/a | |

| Position Type | Funding Duration | Funding Source | Est. Salary & Benefits |
|---|---|---|---|
| ☐ Faculty R/T<br>☐ Classified<br>☐ Manager<br>☐ Student | ☐ On-going/Permanent<br>☐ One-time | ☐ Operations (Fund 11)<br>☐ Other | |

**Justification:**

### Operating Resource Request

| Department/Unit Goal - Reference # | Strategic Objective - Reference # | |
|---|---|---|
| n/a | n/a | |

| Department/Unit Name | Resource Type | |
|---|---|---|
| | ☐ Equipment | ☐ IT Hardware/Software |
| | ☐ Supplies | ☐ Facility Improvement |
| | ☐ Service/Contract | ☐ Other |

| General Description | Est. Expense |
|---|---|
| | |

**Justification:**

## Professional Development Resource Request

| Department/Unit Goal - Reference # | Strategic Objective - Reference # |
|---|---|
| n/a | n/a |

| Department/Unit Name | Resource Type |
|---|---|
| | ☐ Conference/Meeting    ☐ Materials/Supplies |
| | ☐ Online Learning    ☐ IT Hardware/Software |
| | ☐ Other |

| General Description | Est. Expense |
|---|---|
| | |

**Justification:**