An Assessment and Action Plan
For the California Community Colleges

Presented to

CCCAOE

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With Thanks To…

- Board of Governors - California Community Colleges
- Chancellor’s Office - California Community Colleges
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- Foothill-De Anza Career Ladders/Help Desk Project
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Regina Stanback-Stroud, Skyline College
Leslie Wang, BOG-CCC
The community colleges are an effective and central part of a unified approach to workforce development in California—one that is founded on career ladders, universal, seamless, regional, strategic and collaborative.

All the components of the workforce development system are working together in an integrated fashion. A system of career ladders provides opportunity for all Californians to attain jobs that provide a living wage and to advance to positions requiring greater skills, responsibilities, and accordingly, higher pay.

Employer needs are better met, and workforce and economic development in California is enhanced by the increasing supply of skilled workers.

(Ladders of Opportunity, BOG-CCC 2001)
Career Ladders can help students:

- Move within and across programs in the college
- Move between the college and other educational institutions
- Benefit from the multiple missions of the CCC’s – basic skills, vocational education, general education, and transfer
- Move along educational and career pathways
- Obtain jobs at living wages with prospects for advancement
Sample Colleges

- Butte College
- City College of San Francisco
- College of the Canyons
- College of the Redwoods
- Fresno City College
- Hartnell College
- Los Angeles Southwest College
- Sacramento City College
- San Diego City College
- Santiago Canyon
- Skyline College (pilot site)
Interviews

At colleges:
- 134 total interviews
- 155 total participants
- Variety of positions (including college leadership, program leadership, faculty, support services staff)

External partners:
- Workforce Investment Boards
- Business and Industry
- Community Based Organizations
- Labor
- Government Agencies
- Other Educational Entities
Key Elements

- Overall Fit w/ Career Ladders
- Career Pathways
- Use of Funding Sources
- Innovation & Flexibility
- Internal Curriculum Integration
- External Curriculum Integration
- Partnership with Business, Industry
- Partnership with CBO’s, WIB’s, Labor, others
- Regional Cooperation
- Integration of Student Services
- Work-based Learning
<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>missing, not happening</td>
</tr>
<tr>
<td>1</td>
<td>awareness of need, under discussion but not in use</td>
</tr>
<tr>
<td>2</td>
<td>happening, but only at a minimal level</td>
</tr>
<tr>
<td>3</td>
<td>in use, effective for some but not all, needs enhancement</td>
</tr>
<tr>
<td>4</td>
<td>strong implementation, ongoing practice, effective for those involved</td>
</tr>
<tr>
<td>5</td>
<td>particularly effective, a best practice</td>
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</table>
Overall Fit with Career Ladders Model

![Bar chart showing overall fit with career ladders model for different colleges. The chart includes ratings from College C to College I, as well as an average for all colleges.]
## Ratings of Key Elements

<table>
<thead>
<tr>
<th>Dimension</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Partnership w/ business, industry</td>
<td>122</td>
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<tr>
<td>Innovation</td>
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<td>2.61</td>
<td>1.20</td>
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<tr>
<td>Partnership w/others (CBOs, WIBs, labor, etc.)</td>
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<td>Regional cooperation</td>
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<td>1.15</td>
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<td>Career pathways</td>
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<tr>
<td>Funding</td>
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<tr>
<td>Work-based learning</td>
<td>94</td>
<td>2.50</td>
<td>1.13</td>
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<tr>
<td>External curriculum integration</td>
<td>115</td>
<td>2.49</td>
<td>.94</td>
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<tr>
<td>Internal curriculum integration</td>
<td>121</td>
<td>2.29</td>
<td>1.08</td>
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<tr>
<td>Integration of Student services</td>
<td>111</td>
<td>2.18</td>
<td>1.16</td>
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</table>
Key Elements for a Single College

- B/I
- Innovation
- WBL
- CBO/WIB
- Int. Integration
- External Integration
- Career Pathway
- St. Svcs
- Regional
- Funding
The state needs to make sure there is money allocated for start-up costs, differential funding for different programs based on cost, and size. Nursing is a killer and many colleges are deciding to close down these types of programs.  

President

As other programs are shrinking in our surrounding area we are getting their overflow. Last summer I had 65 students trying to get into a class.... If we take more students it doesn’t take rocket science to figure out that we will run out of the consumables needed to run the program.  

Trades Instructor
My role is both what used to be the occupational dean as well as the associate vice president of instruction. I also have several economic and workforce development grants ... oversee tech prep ... handle curriculum approval work with the academic senate ... have both the schedule and the catalogue ... oversee VTEA. I also work with the (nursing) grant, ... work on the financial aid audit ... sit on a variety of committees, work with the district office economic development and leadership council. I have to admit that ... my ability to meet with business and industry in a workforce development capacity has been limited.
## Capacity: Faculty

<table>
<thead>
<tr>
<th>Occupational Programs*</th>
<th>#</th>
<th>%</th>
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<tbody>
<tr>
<td>1 or no full-time faculty</td>
<td>23</td>
<td>42%</td>
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<tr>
<td>More than 1 full-time faculty</td>
<td>33</td>
<td>58%</td>
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<tr>
<td>Total</td>
<td>56</td>
<td>100%</td>
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</table>

*These 56 programs represent occupational programs (including health programs) for which data were gathered regarding numbers of faculty.

We have 5 adjuncts that built a program. I hire and fire people. I do it because I love it and they enable me to do it, but if you do not have someone like me it won’t happen. I do it because I enjoy it and have resources otherwise. **Adjunct Faculty**
Capacity: Use of Funding Sources

- Using multiple sources – state, federal, private foundations, donations
- Blending, leveraging funds
- Grant writing capacity

There just is not enough funding to sustain ... programs that have capital depreciation, have costly maintenance needs and have to heavily invest in technology. We have reached a point that we almost have no operating budget left and our fixed costs are outpacing our revenue every year. – VP Instruction
Capacity: Use of Funding Sources

I think there is a need for colleges to have access to professional grant writers … we have so many needs that we could be capitalizing on many of these grants out there, but we don’t have anyone to write them.

Dean, Community and Economic Development

Not enough faculty time or full time faculty particularly to keep instruction going while managing grants. Faculty could use clerical or program support in grant management and reporting.

Dean, Math/Science/Animal Health Technology
Innovation & Flexibility

- taking risks on small enrollments
- incentives and revenue generation for programs
- support for program and curriculum development
- faculty and administrative professional development
- college wide discussions and commitments regarding basic skills, ESL and other concerns
- creating a culture of innovation and risk taking

I encourage all of my managers to make connections, network and be involved in at least 1 community organization. I also encourage them to try things. If we fail we learn from that and move on.

President
### Program Design
- Articulation of career ladder pathways
- Modularization
- Sequencing
- Distance education
- Flexible entry & exit points

### Building Linkages
- Basic skills/ESL/occupational/general ed
- Credit/non-credit
- Contract ed/regular instruction
- Centers/college
- School/work
- Instruction/student services

We are giving people an opportunity to get oriented to the field of biotech by providing them with basic skills courses to help them succeed in this area, some support services and a bit of career development orientation and training. **Chancellor**
Partnerships

- Highest rated key dimension
- Diversity of types
- Range of scale

We have over $135,000 worth of equipment donated in our shop. I think, knock on wood, that right now if we needed anything all I would have to do is ask. Technology Instructor
Diversity of Partnerships

- City of Clovis
- Bronze Triangle
- Genentech
- Sutter Health

Menu
Workforce Development Partnerships

Colleges find partnerships w/ WIB’s a challenge

- Representation on local WIBs
- Complexity of funding streams
- Multiplicity of WIBs in a given region
- Pressures to provide short term, time-limited training
- Political nature of the WIB process
- Difficulties with Eligible Training Provider List (ETPL)

“Get rid of all the WIB regulations. There is so much red tape that you almost hate to take the money.” Dean of Instruction

“We don’t have anyone to train us to navigate the WIA system … it is hard to connect the dots without a road map.” Dean, Economic Development
Workforce Development Partnerships

Colleges find ETP a challenge

- One college reports “having it down”
- Payment issues paramount

“Working with ETP funding has been miserable … I’d like to think it was reasonable and possible to work with ETP, but I am not convinced.” Dean, Economic and Workforce Development

“ETP is a great funding source potential but too regulated.”
Director Workforce Education
Regional Planning & Cooperation

½ involved in large-scale, regional planning initiatives

- Multiple, overlapping regional entities that are not aligned nor mapped to one another.
  - Workforce investment boards
  - District and college service areas
  - Regional Consortia
  - Economic and Workforce Development regions
  - Economic Strategy Panel Regions
Alignment: System & State Resources

- Promote and market the work of the colleges
- Support and promote career ladders approach
- Streamline system processes
  - Curriculum & Program Approval
  - Tracking and Reporting
- Collaborate with State workforce agencies
- Simplify and streamline funding streams
- State support for college role in WFD
Thank you

Special Thanks to Los Medanos College

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Ratings of Career Ladders Fit

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<th>College</th>
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<th>Mean</th>
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