

CAREER LADDERS PROJECT



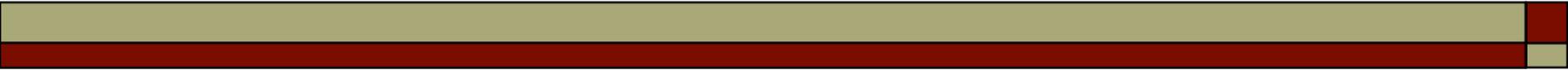
An Assessment and Action Plan For the California Community Colleges

Presented to

**CIO/CSSO Spring 2005
Joint Conference**

Linda Collins

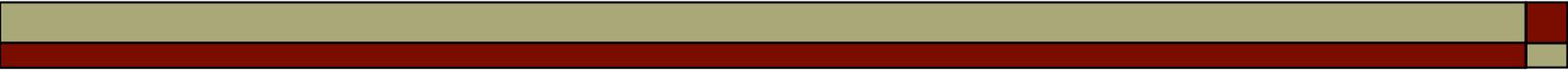
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THE VISION

- 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)



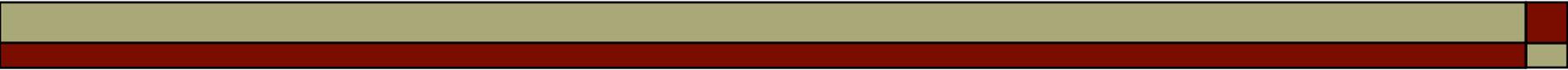
Career Ladders can help students:

- 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



With Thanks To...

- ❑ **Board of Governors - California Community Colleges**
- ❑ **Chancellor's Office - California Community Colleges**
- ❑ **David and Lucile Packard Foundation**
- ❑ **Foothill-De Anza Career Ladders/Help Desk Project**
- ❑ **Foundation for California Community Colleges**
- ❑ **James Irvine Foundation**
- ❑ **Walter and Elise Haas Fund**
- ❑ **William and Flora Hewlett Foundation**



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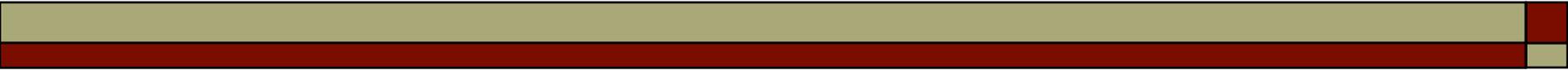
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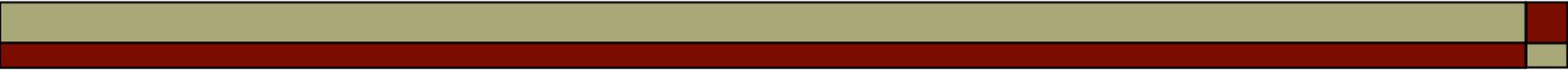
Regina Stanback-Stroud, Skyline College

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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 College
- ❑ Skyline College (pilot site)



Interviews

At colleges:

- 134 total interviews
- 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

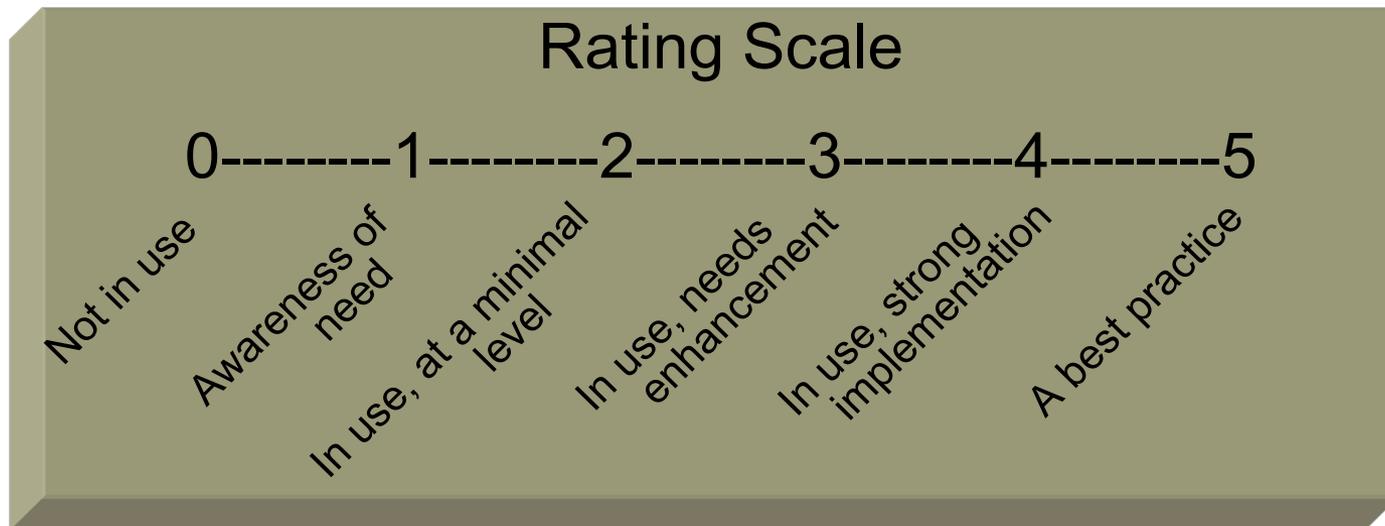
Ratings of Key Elements

Dimension	N	Mean	SD
Partnership w/ bus/industry	122	2.89	1.06
Innovation	119	2.61	1.20
Partnership w/others (CBOs, WIBs, labor, etc.)	119	2.59	1.11
Regional cooperation	109	2.57	1.15
Career pathways	129	2.56	1.12
Funding	122	2.54	1.12
Work-based learning	94	2.50	1.13
External curriculum integration	115	2.49	.94
Internal curriculum integration	121	2.29	1.08
Integration of Student services	111	2.18	1.16

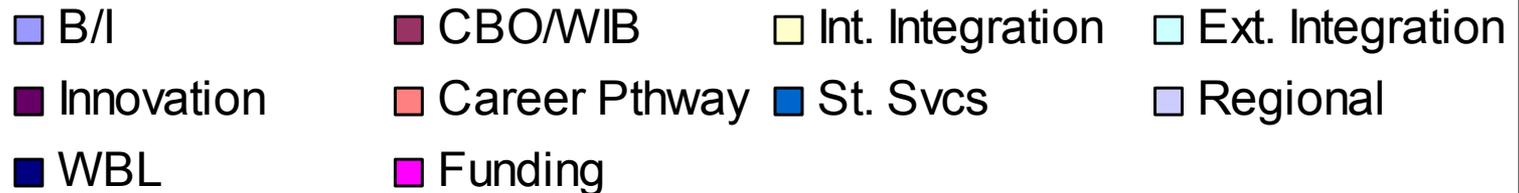
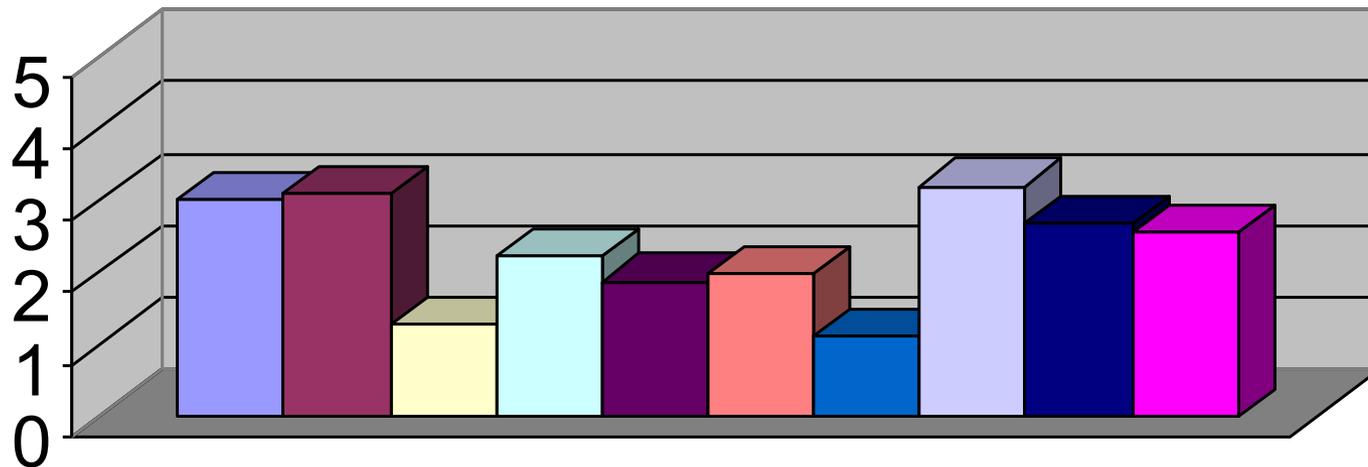
College Ratings of Overall Fit

College ratings of Overall Fit ranged from
3.00 to 1.20

Average across the sample colleges = 2.38



Key Elements for a Single College



Alignment: College Resources

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***

Capacity: High Cost - High Demand

*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***

Capacity: Administration

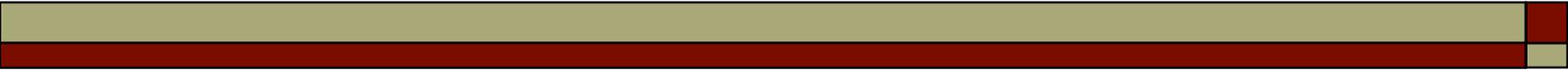
*My role is both what used to be the occupational dean as well as the associate vice president of instruction. I also have several economic and workforce development grants ... oversee tech prep ... handle curriculum approval work with the academic senate ... have both the schedule and the catalogue ... 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. **Dean***

Capacity: Faculty

Occupational Programs*	#	%
1 or no full-time faculty	23	42%
More than 1 full-time faculty	33	58%
Total	56	100%

*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***



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
- leveraging multiple funding sources

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

Business & Industry Partnerships

Businesses report positive relationships and effective outcomes from partnerships with colleges.

Issues for business partners include:

- Needed links to 4-yr inst. or advanced training
- College budget cuts

“Not only is the college a great educational and informational resource, but it’s also an economic driver in the community. (The college’s) impacted budget issues impacts the community overall.”

Chamber of Commerce staff

WIB Partnerships

Strong practices –

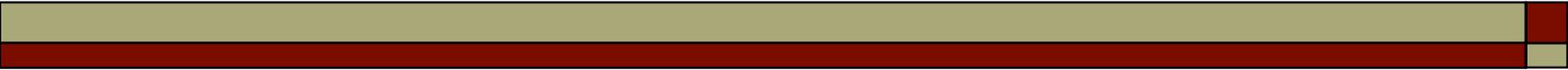
- Leveraging dollars across systems
- Learning more about how the other organization works
- Staff with experience in both settings
- Working with each partner's strengths, skills and resources

When the highest-level people from the community colleges are really committed to working with the WIB, partnerships work very well.

WIB Director

There's so many different funding silos ... that it's hard to connect the funding streams to make sure that we have a coherent and an effective employment development process in our local community.

WIB Staff



RECOMMENDATIONS & NEXT STEPS

- ❑ California Community College System
- ❑ California Workforce System
- ❑ Private Foundations

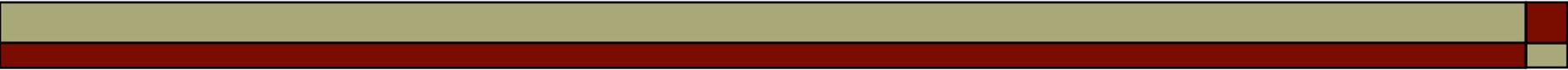
CCC Sys: Strategic Assistance

Develop/Provide Focused CL Strategic Assistance

- Disseminate models, practices, tools
- Develop technical resources
- Utilize team approach: college practitioners, expert intermediaries, local workforce board leaders
- Focus on partnerships & navigation of WIA system

The community college system could facilitate more communication across the system. They could offer more workshops, conferences or venues ... to share best practices with one another. **Dean, Vocational Education**

We don't have anyone to train us to navigate the WIA system . . . it is hard to connect the dots without a roadmap.
Dean, Economic Development



CCC Sys: Demonstration Projects

Support, Develop & Evaluate Demonstration Projects

- Leverage funding across CC/WIA systems
- Create bridges to and/or focus on high wage/high growth careers
- Incorporate learning communities, cohort approaches

The program targets the real hard core disadvantaged youth and adults from the Southeast neighborhoods. We are giving them an opportunity to get oriented to the field of biotech by providing basic skills courses to help them succeed in this area, some support services, and a bit of career development orientation and training.

Chancellor

CCC Sys: Integrate Into Programs & \$ Streams

Link/Integrate CL Into Relevant Programs & Funding Streams

- EWD, VTEA, Tech Prep
- Matriculation, CalWORKs, EOP&S
- Financial Aid

The issue is, are we funding the community colleges and are we funding the local workforce investment areas to do the collaboration work and to do the resource development activities that would really serve those that we're all mandated to serve? WIB Staff

CCC Sys: Seed Funding for All

Provide CL Seed/Base Funding To all Colleges

- Support partnership development
- Expand career ladders capacity
- Further program/curriculum design, development and integration
- Address integration of services/instruction

Licenses and certifications are a California state requirement. How folks get themselves up to speed and stay current has got to be a nightmare for some of these agencies and for their employees, because we can't send them all to [our college]. There just aren't enough programs. **Director, Water District**

CCC Sys: Student Services

Support CL Related Student Services

- Counseling, Career Services
- CalWORKS

Address Barriers To CL Enrollment

Our students are dealing with so many life issues and when they come [here] they literally have to learn a whole new way of life. The limit on financial aid, the limits on support that they can get if they come in through CALWORKS, the lack of support for health benefits and even the lack of support for additional support services .. are all huge things that impact our students. **Academic Senate President**

Short-term training programs don't really meet the long-term needs of many of the people we serve. [Local] self-sufficiency requires \$19.00 per hour. Few short-term training programs create that opportunity. **WIB Staff**

CCC Sys: System Processes

Continue to Streamline System Processes

- Curriculum and program approval
- Grant application and tracking

Flexibility is key if community colleges are expected to respond quickly to emerging needs. There could be a more streamlined certificate approval process that also recognizes that some programs will not be here for time immemorial, but that they may be let go when the need is served.

President

I think there could be ways to speed up the curriculum approval process. ... It took me 2 ½ years to get [the program] off the ground. Occupational

Dean

WF System

Align Priorities for WIA Discretionary Funds

- CC/WIB/Business partnerships
- Career ladders and bridges to careers/college
- High wage/high demand sectors

Create fund for large scale partnerships & initiatives

Address longstanding issues (ETPL, tracking, contracts)

Most community colleges have actually chosen not to participate on the ETPL citing the tracking requirements of participants. The detailed information that is required in order to be on this list has prevented us from being as collaborative and working as closely as we could have or should have. I don't blame the college for that at all. **WIB Director**

WF Sys: Local WF Priorities

Refocus Local Workforce Priorities

- Longer term, post secondary education/training
- Career ladders and bridges to careers/college
- Partnership development with colleges

We need 24 month training programs instead of 12 month training programs. We want to create an opportunity that is a real career ladder. From a public policy perspective, a higher return comes from longer training programs. **Chancellor**

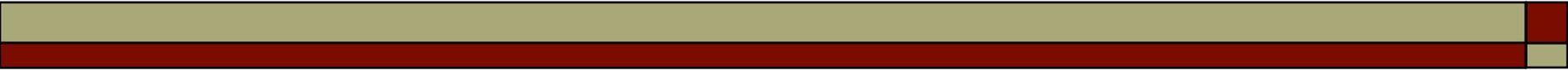
We need less WIB focus on short-term training programs... [Our] College is not interested in short-term programs for dead end jobs. **Dean of Workforce Development**

Workforce Sys: ETP

Collaborate with the ETP to develop and expand CL programs

- Promote successful model collaborations
- Jointly address barriers to college participation
- Advertise and extend appropriate waiver processes (minimum salary requirements, removal of cap on literacy skills training time)

To maximize the benefits of ETP's CL program and the results of this evaluation, ETP may consider developing collaborative relationships with other career ladder initiatives in California . . . [including] the California Community Colleges Career Ladders Project. **The Supporting Role of CA ETP in the Career Ladders Program, Final Report, Sept. 2004. p. 54.**



Foundations and Grants

Engage foundation community to develop and promote career ladders

- Seek collaboration on priorities (RFA development, matching funds, etc.)
- Enhance college competitiveness for grant applications
- Develop private/public partnerships that leverage funds, model collaboration and extend demonstration projects

Pursue state and national funding resources for CL

- Secure more grants for system & for colleges
- Enhance college competitiveness for federal & national grants



Thank you

Special Thanks to Los Medanos College

Contact information:

Linda Collins

1203 Preservation Park Way, Suite 201

Oakland, CA 94612

(510) 268-0566

Lcollins@careerladdersproject.org

www.careerladdersproject.org