



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

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Department/Program Title: Center for Workforce Development **Date submitted:** March 28, 2013

0. Key Findings:

Overview: What We Teach and Why

The Center for Workforce Development has included key findings throughout our Annual Plan in sections that require data and analysis. In this section, we describe our overall approach to programs we currently offer and those under development.

Interdisciplinary skill building is central to Workforce program design because employers increasingly require multiple skill sets to perform 21st century jobs. Cross-pollinating disciplines and offering entrepreneurship skills (an understanding of how businesses of all kinds work or fail) fully prepares students for the workplace of the 21st century. It is incumbent on educators to empower students to build the Next Economy—we envision a vibrant, inclusive economy that is dedicated to the health and well being of all life (in contrast to the industrial economy of the last century). Most of the jobs our students will have don't exist yet. They will have multiple careers branching from one career pathway to another, referred to, in Workforce terms, as the "Latticework of Career Pathways."

We are teaching a cross section of skills enabling our students to traverse the ever-changing landscape of emerging economies. Entrepreneurship is central to Workforce programs as most of our students will work at some point in their career in small and medium businesses. Employers, large and small, cannot afford to keep employees with static skills; therefore, each employee must be a lifelong learner who knows how to "Learn, Unlearn and Relearn" skills in a rapidly changing economic ecosystem. ***The Start Up of You*** is the title of a new book written by the founder of LinkedIn, Reid Hoffman. He suggests everyone view themselves as a uniquely skilled human enterprise, an entrepreneur of one's own life, to build a successful and meaningful career. In times of change and uncertainty adaptability creates stability. We each bring a combination of skills and talent to every job and workplace.

Most jobs take place at the intersection of at least two disciplines. Innovation often occurs by going deeply into a discipline while being open to influences outside of a particular study. That's why workforce programs require a broad, liberal arts education--seasoned with specific skills to perform the existing job, while searching for future opportunities to expand and innovate either to increase sales and revenues or to invent social enterprises that improve the environment, health and wellbeing. 'Employers are looking for 'T' shaped people, employees who are strong/deep in a particular discipline (something they are personally passionate about) and have understanding in multiple disciplines (essentially a Liberal Arts education).



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Overview: How We Teach and Why:

Workforce program development is guided by three “R’s”: Relationship, Relevance and Rigor. Research demonstrates students are more likely to complete courses if they have a personal relationship with the teacher and/or students and/or subject they are learning. This “I and Thou” connection greatly increases retention, persistence and completion rates. When students believe that what they are learning matters to them they are more engaged and participate more actively in the learning process. When that material is made relevant to real world affairs that affect them, either through employment or through increased ability to solve social and economic problems that matter to the student, they are even more engaged in learning. Most students need the first two “r’s” (Relationship and Relevance) to achieve the third “r”: Rigor. With sufficient motivation in relationships and relevance students will complete rigorous studies and learn difficult, complex material. Ideally, this becomes a lifelong virtuous cycle as our students enter the workforce and multiple career pathways.

Engaging Students through internships, real world service learning, bringing workforce relevance to general education will increase completion rates in Certificate and Associate Degree programs across all disciplines. To that end, we are working with faculty in all three divisions to use high impact practices. These practices include: Contextualized Learning, Learning Communities, Service and Community-Based Learning, Internships, Stackable Certificate Programs, Undergraduate Research, Collaborative Assignments and Project-based Learning, Diversity/Global Learning.

The Center for Workforce Development is coordinating program delivery with two neighborhood campuses, Bayside and Coast side, to make our programs more accessible to student populations who cannot come to our main campus. We will continue to find venues and community partners to increase Cañada’s presence in low income neighborhoods and to increase access for students with transportation and geographical barriers. We also collaborate with our Distance Learning coordinator to increase distance learning through on line, flipped and hybrid courses.

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions: Kay O’Neill, Director, Center for Workforce Development, full time administrator and Dr. Raj Lathigara, Workforce Development Specialist and Faculty

Our stakeholders are:

Internal: Deans and Faculty in the instructional divisions: Business, Workforce & Athletics, Humanities & Social Sciences, & Science and Technology, Student Services, Guidance Counseling, and Career Services Center.

External:- San Mateo County WIB, SMC Office of Education, County Health Systems, SMC Jail Programming, Community Based Organizations including El Concilio of San Mateo County, Puente, and



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the Multicultural Institute, Job Train, Sequoia High School Adult Education, Community businesses (e.g. Rocket Fuel, Recology), Redwood City Chamber of Commerce- Economic Development committee.

2. Writing Team and Contact Person:

Kay O'Neill, Director, Center for Workforce Development and Raj Lathigara, Workforce Development Specialist

3. Program Information

A. Program Personnel: - Kay O'Neill- Director- FT

FT Faculty-1: Dr. Raj Lathigara **PT Faculty** 0 **FT Classified** 0

PT Classified (hrs./wk) 0 **Volunteers** 0 **Student Workers** 0

Workforce Development Program-- Purpose, Mission and Vision:

The overarching goal of the Center for Workforce Development is to bring rigorous, relevant courses and programs to Cañada that increase completion in certificate, degree and transfer programs across all disciplines.

We prepare all students for meaningful employment in the 21st century workforce by:

- Creating clear, compelling connections between Cañada's courses and programs to student career and major aspirations and career pathways in the regional economy
- Supporting Faculty and Administrators by providing up-to-date, relevant, regional labor market demand information, assisting faculty in designing curriculum that connects the classroom to in-demand employment. Connect courses to internships, service learning, field work, guest speakers, industry resources, and local business networks.
- Writing and Winning grant awards and private foundation funding to implement new and expand existing educational and CTE training programs.

We design on-demand (nimble, accessible, user friendly) and in-demand (informed by current labor market data, regional industries, employers, and social and economic issues) programs. Workforce programs are dedicated to inspiring and engaging all students in a liberal arts education through high impact teaching and learning practices. We are dedicated to building a just and inclusive workforce, to increasing regional economic growth and accelerating the transition to a clean energy economy.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and



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password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

We follow the LEAP Essential Learning Outcomes to develop workforce educational programs. Most of the courses we deliver are existing courses with established SLO's. We design new SLO's for new curriculum according to Program Learning Outcomes (PLO). Here is an example of a PLO from our current Customer Relations Program in Menlo Park .

Customer Relations Program Outcomes

- Increase employability in retail and hospitality occupations
- Develop understanding of customer service and customer relations management
- Learn how sustainable business practices enhance profits and customer service
- Practice interpersonal communication and business technology skills
- Create an effective resume and cover letter. Practice interview skills
- Understand and enhance personal strengths and explore optimal career journey
- Gain retail and hospitality work experience

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Last year we did not have any specific programs under the Center for Workforce Development, therefore we did not receive a list of recommendations.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

The Center for Workforce Development is currently delivering 3 programs. They are CEO offerings, a Mobile Application Certificate Program, and a Customer Relations Certificate Program described below:

Center for Entrepreneurial Opportunities (CEO) Program Overview:

In January 2012 we opened the Center for Entrepreneurial Opportunities (CEO) - a hub for small business development and training offering a Certificate of Achievement, including two new courses in sustainable business principles and practices:



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CEO Certificate of Achievement:

- ACTG 100-Accounting Procedures
- ACTG 200-QuickBooks
- BUS 100-Contemp. American Business
- BUS 150-Entrepreneurship/Small Business management
- BUS 180-Marketing
- **BUS 395-Starting a Sustainable Business**
- **BUS 396-Developing a Biz Plan-w/Sustainable Principles**
- BUS 397-Marketing Strategies and Execution
- CBOT 430/431-Computer Applications Part I & II

In October 2012 we were awarded a **Wells Fargo Grant** to provide additional services including; a Speaker and Workshop Series, expanded consulting services for business plan development, sales and marketing, how to use social media and other customized small business services for students and community members who are starting or revitalizing small businesses.

In January 2013 we were awarded a **Small Business Development Center** grant from the Federal Government Department of Commerce.

Start Up Cup- Through the CEO, we will host a Start Up Cup business competition plan from April – November 2013. This competition is funded through the Business and Entrepreneur Centers through the State Chancellor's office.

"All human beings are entrepreneurs. When we were in the caves, we were all self-employed...finding our food, feeding ourselves. That's where human history began. As civilization came, we suppressed it. We became "labor" because they stamped us, "You are labor." We forgot that we are entrepreneurs." Muhammad Yunus, Nobel Peace Prize winner and microfinance pioneer.

Mobile Application and Customer Relations Programs through WIB sub-grant:

Cañada College has been awarded two grant sub-awards through the San Mateo County Workforce Investment Board (WIB):

- The Mobile Application Certificate Program award is for \$98,307 total. This two semester program for dislocated workers began in September 2012 and will culminate in May 2013. It consists of two existing CIS courses (CIS 118 and CIS 321) and an experimental lab in advanced iOS Programming.
- The Customer Relations Program is \$87,478 total. This 16 week program for dislocated workers began in February 2013 and will culminate in June 2013. All courses in this program have been contextualized to prepare students for employment in the retail and hospitality sector.



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Courses for Customer Relations Program: (12.5 units)

CBOT 415 Beginning computer Keyboarding	1.5 units
Or CBOT 417 Skill Building	(1.5 units)
CBOT 430 Computer Applications, Part 1	1.5 units
CBOT 431 Computer Applications, Part 2	1.5 units
BUS 101 Human Relations in Business	3 units
BUS 108 Business Writing and Presentation Methods	3 units
BUS 395 Getting Started in Business the Green Sustainable Way	1 unit
COOP 672 Cooperative Education/Work Experience	<u>1 unit</u>
	12.5 units

New Curriculum Development:

The Workforce Development Specialist has been working with faculty from other divisions, trade associations (e.g. CRRA and SWANA), University partners (e.g. UC Davis, CSU) and other stakeholders to develop a series of career technical certificate programs. First in this series of certificate programs, is a Certificate of Achievement in Recycling and Resource Management (RRM). The RRM program has been approved by the Cañada College Curriculum Committee as well as the Bay Area Community College Consortia (BACCC) and it is currently at the State Chancellor's Office going through the approval process. We are targeting to offer this program beginning Fall 2013.

The Workforce Development Specialist, Dr. Lathigara, has served on the Board of Directors for the Solid Waste Association of Northern America (SWANA) Gold Rush Chapter (Northern California) for the last two years and is actively involved with the California Resources Recovery Association (CRRA), the two largest trade associations representing the solid waste and recycling industry in the State. As we develop the course work for the aforementioned certificate programs and AS degree, we intend to work closely with these and other trade associations to ensure the course contents are aligned with the latest industry standards.

Certificate of Achievement in Resources Management & Recycling (12 Units) - Environmental Technology Department (ENVT)

The following describes the course outline for the RRM Certificate program:

- Introduction to Recycling & Resource Management (3 units)
- Culture and Zero-Waste (3 units)
- Resource Management & Zero-Waste in Business (3 units)
- Resource Management & Zero-Waste for Communities (3 units)

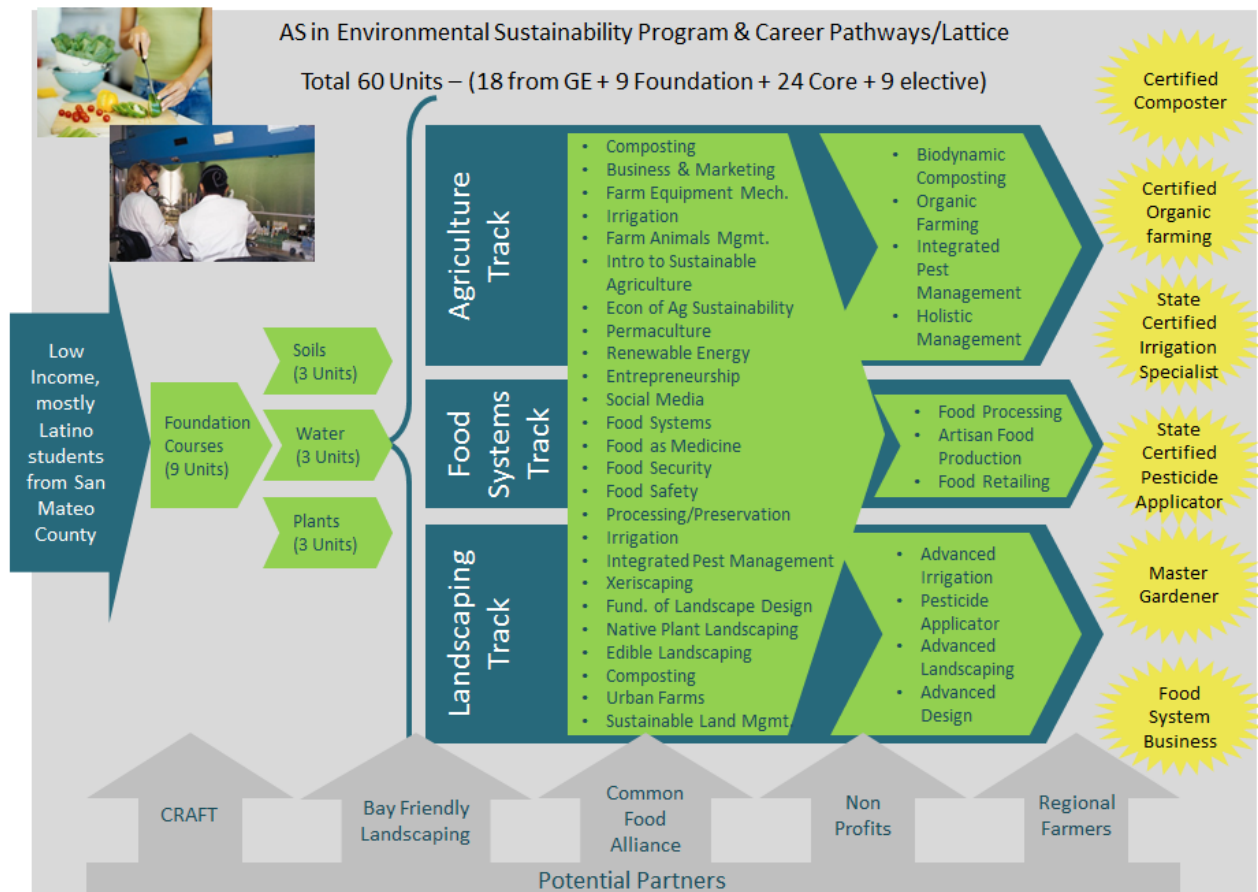
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RRM Program- Student Learning Outcomes:

Upon completion of the Recycling and Resource Management program, students will be able to:

1. Demonstrate a comprehensive perspective on the role that recycling and waste diversion plays in solving economic and environmental issues.
2. Identify employment resources across multiple industry sectors related to recycling and resource management.
3. Successfully integrate recycling and resource management strategies.
4. Understand that global culture, economics and sustainability are part of managing resources.
5. Promote programs through community-based social marketing.
6. Apply social marketing and resource management strategies in business and community plans.
7. Write zero waste business and community plans from goals to implementation.

The following conceptual diagram illustrates career pathways (or lattice) of various certificate programs and Associate Degree in Environmental Studies under development by the Workforce team.





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6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

We have three programs underway: Mobile Application Programming Program, CEO program and a new Customer Relations Program. We are gathering emerging data on all programs and will analyze this data and measure outcomes (SLO's and PLO's) over the next few months (upon completion).

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer Requirements)

The Center for Workforce Development is consistently researching, tracking, and analyzing a large quantity of labor market data, demographic data, technology trends, local and regional industry needs, and new academic programs at regional higher education institutes to make informed decisions for developing and funding future workforce development programs at Cañada College.

For instance, while developing a grant proposal for the Customer Relations Certificate, the Center for Workforce Development staff conducted an extensive research into the local labor market data, collaborated with the Office of Planning, Research, and Student Success as well as the San Mateo County Workforce Investment Board (WIB). The following summary screenshots illustrate how the Center for Workforce Development selects and prioritizes training program areas.

Occupational employment projections for the County:



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Analysis of EMSI Labor Market Data

Occupational employment projections for San Mateo County for the period 2012 – 2017

Hierarchical occupational framework (Federal SOC Codes; N = 1,421)

- 23 occupations at level 1 (Major Groups)
- 97 occupations at level 2 (Minor Groups)
- 461 occupations at level 3 (Broad Occupations)
- 840 occupations at level 4 (Detailed Occupations)

Example

SOC Code	Level	Occupational title
21-0000	1	Community and social services occupations
21-1000	2	Counselors, social workers, and other social service specialists
21-1010	3	Counselors
21-1011	4	Substance abuse and behavioral disorder counselors

Study of Occupations with highest projected job openings:

Level 1 occupations with the highest projected job openings (2017)

Rank	Occupation Title	Projected Openings	Pct of County
1	Sales and related occupations	11,601	14%
2	Office and administrative support occupations	7,786	12%
3	Management occupations	7,560	10%
4	Business and financial operations occupations	7,510	8%
5	Food preparation and serving related occupations	6,818	6%
6	Computer and mathematical science occupations	5,505	6%
7	Transportation and material moving occupations	3,999	5%
8	Personal care and service occupations	3,990	4%
9	Arts, design, entertainment, sports, and media occupations	3,972	4%
10	Life, physical, and social science occupations	3,179	4%
--	...All other occupations (N=13)	18,488	26%



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Level 4 occupations with the highest projected job openings (2017)

Rank	Occupation Title	Projected Openings	Median Hourly Wage	Educational Level
1	Retail salespersons	1,913	\$11.14	Short-term on-the-job training
2	Real estate sales agents	1,913	\$8.49	Postsecondary vocational award
3	Cashiers, except gaming	1,870	\$10.93	Short-term on-the-job training
4	Waiters and waitresses	1,779	\$9.13	Short-term on-the-job training
5	Managers, all other	1,699	\$25.28	Work experience in a related field
6	Personal financial advisors	1,671	\$26.35	Bachelor's degree
7	Management analysts	1,612	\$31.11	Degree plus work experience
8	Securities, commodities, and sales agents	1,560	\$28.32	Bachelor's degree
9	Computer software engineers, applications	1,168	\$48.80	Bachelor's degree
10	Child care workers	1,081	\$11.71	Short-term on-the-job training

Analysis of San Mateo County employment and wage profile by worker education level:

Worker Education Level	Total Current 2012 Employment	Percent of Total Current 2012 Employment	Total Projected 2017 Openings	Percent of Total Projected 2017 Openings	Current Median Hourly Wage
Short Term Training	134,147	31%	24,006	32%	\$14.90
Moderate Training	49,740	11%	6,602	9%	\$15.00
Long Term Training	32,274	7%	5,094	7%	\$21.80
Related Work Exp	54,315	12%	8,316	11%	\$21.90
Post Secondary Voc Awarded	29,712	7%	4,795	6%	\$21.64
AA Degree	16,579	4%	3,020	4%	\$28.15
BA Degree	93,313	21%	18,608	25%	\$31.92
Grad Degree	25,984	6%	4,625	6%	\$36.51

Using these data sets, the Center for Workforce Development selected Customer Relations Certificate training program to be an ideal fit for our college to pursue a grant proposal to the San Mateo County WIB.

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

We will have data to assess our new programs in the next few months. Next year we will be able to report on specific Center for Workforce Development Program outcomes.



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7. Action Plan

Action Plan: Cañada College's Workforce Programs divided into three disciplines:

Information Communication Technology (ICT): This area of study includes—Computer Information Systems (CIS), e.g. Software Programming for the iPhone and other Mobile devices, Multimedia and Art Technology (MART)-- the intersection where digital technology meets art and design skills.

Action Plan for ICT area--We will work with faculty in the CIS and Multimedia Departments to create a proposal to expand mobile application offerings and mobile device courses in a multi million dollar TAACCCT grant proposal. ICT employment is the most in demand, with many jobs openings for candidates with these skills, even before they complete a BS degree. That makes this area a top priority and a natural expansion of existing courses in the CIS program. We are combining CIS courses with Multimedia and Entrepreneurial courses to prepare our students for the most in demand high tech jobs in the Bay Area.



- 88% of California firms providing ICT goods and/or services and 80% that do not provide ICT goods and/or services either agreed or strongly agreed information and communications technologies were important to the productivity of their organizations.

- Companies providing ICT goods and/or services expected 11.2% growth in ICT workforce employment in the next two years, compared with overall employment growth expectations of 8.5%.

- Companies that did not provide ICT goods and/or services expected -4% overall employment growth, but expected 3.7% growth in ICT workforce employment.

- More than half of firms reported difficulty recruiting employees with appropriate skills.

- Also among the Phase 2 report's findings, as of 2010, ICT industries in California had:

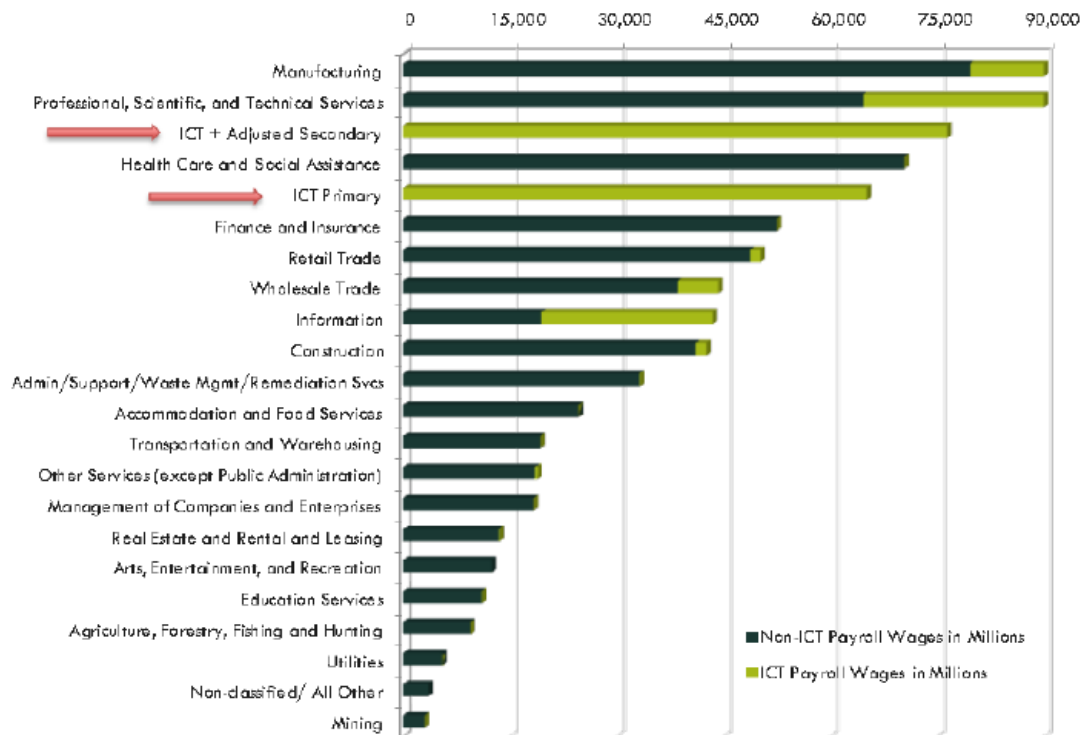
About 46,000 companies, 4% of all companies, ranked 12th of CA industries by firm count.

- Almost \$172B in revenue, 6% of CA private sector revenues, 6th of industries by revenues.

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- About a million California workers, 4% of the workforce, 12th of industries by employees.
- About \$76B in wages, 12% of private wages, 2nd of industries by wages paid. Wages per employee about twice the state average. Expected significant job growth approaching 20% from 2006 to 2016

Figure: California Industries Ranked by Wages Paid



Source data: InfoUSA 2008

Related grants: WIB sub-award, TAACCCT (to be released again in May 2013), H1-B, DOL Innovation grant(s), Small Business Development grant, NSF/Advanced Technology Education grant due October 2013

Environmental Studies: This is a broad area of study that spans our STEM curriculum into Agricultural and interdisciplinary studies. We include many interrelated fields of study from Resource Management to Food Systems and Sustainable Business Principles and Practices. Please see submitted and pending curriculum and Food and Health STEM course chart in section 5.B. for more details of our action plan in Environmental studies. Please see Conceptual Design flow chart in New Curriculum Development (section 5) for a snapshot view of emerging environmental programs.



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Related Grants: Compass Partnership with SFSU and CSU East Bay, Electric Vehicle charging station grant

Allied Health: Allied Health disciplines, occupations and skills are rapidly shifting especially with the Affordable Health Care Act on the horizon. We will design programs to adapt to these changes and address our most pressing problems, including a skilled workforce focused on reducing dietary diseases causing obesity and diabetes. While expanding existing Career Advancement Academy (CAA) programs in the Medical Administrative Assistant program, we plan to grow our community health programs with existing and

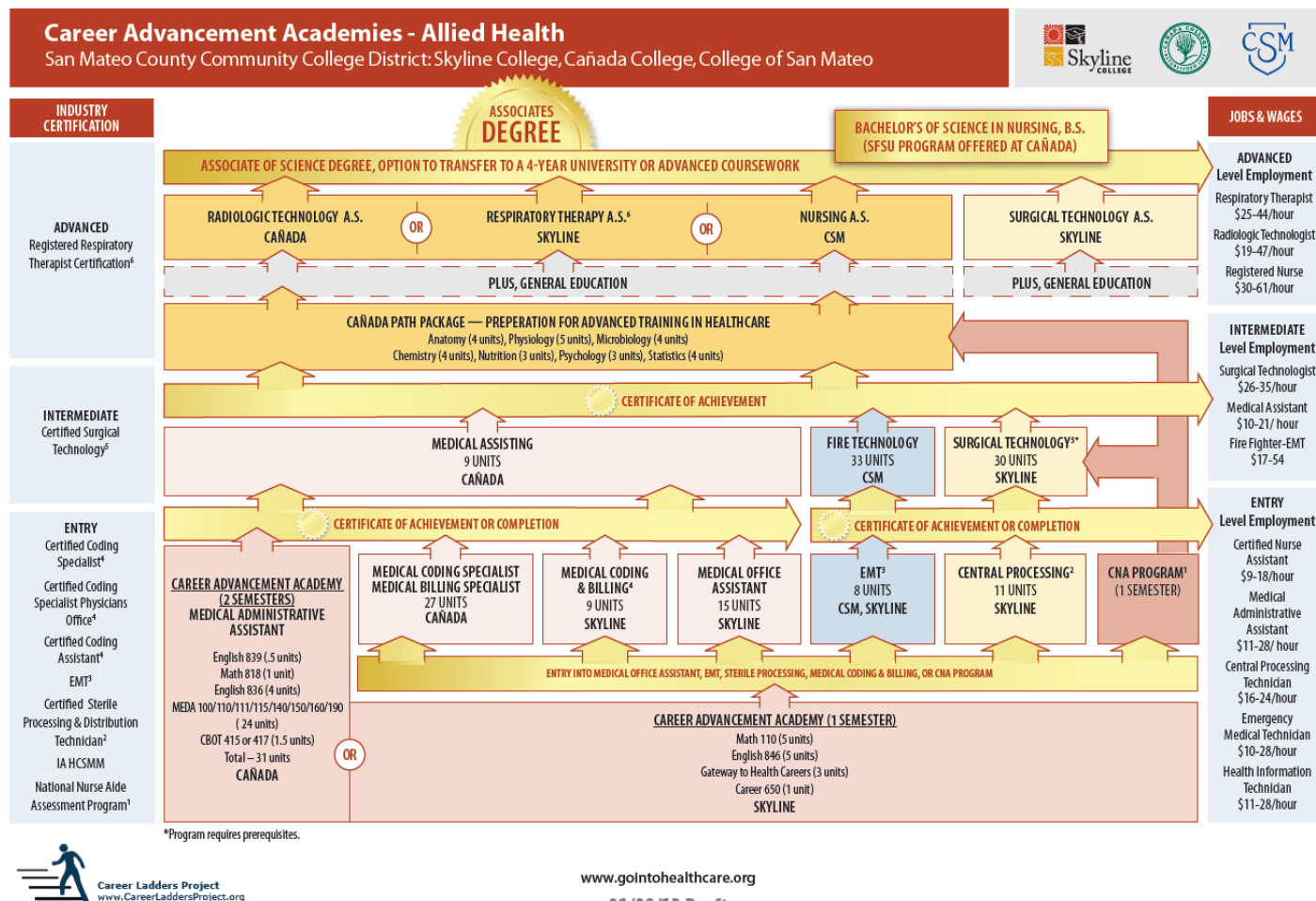
new partners (e.g. El Concilio of San Mateo County, Puente, SMC Health Systems, SMC Food Alliance) to expand the PEEP (Promotores Education and Employment Project). We will deliver a two semester CAA Patient Care Navigator Program in the Fall 2013 and Spring 2014 with Skyline in partnership with Asian Americans for Community Involvement (AACI) through a Health and Human Services Federal grant.

A wide range of clinical and non-clinical allied healthcare occupations are rapidly growing while skills, functions and titles are shifting due to major changes in the healthcare sector, including the aging population (Baby Boomers requiring more health care over the next 20-30 years, the impact of Affordable Health Care ("Obamacare") coming in 2014. We track labor market data (especially in Medical Assisting, Community Health Worker/Promotores, and Radiologic Tech occupations) and have designed the AACI Patient Care Navigator Program to train students with portable skills across these changing roles.

Related Grants: AACI Patient Care Navigator grant, Career Advancement Academy (CAA) Medical Administrative Assistant grant, IDRC-Good Food, Good Jobs proposal (to be re-purposed)



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8. Resource Identification

A. Faculty and Staff hiring requests

Cañada's Center for Workforce Development will require a minimum of two full-time people, with additional staff and faculty as needed to implement ongoing grant funded programs. Currently, we have one of those positions filled by our Workforce Director. Our Workforce Specialist position is temporary and needs to be permanent and full time in order to execute our action plan (see section 7).

We are writing large and small grants in all three Workforce areas. In order to become a self funded center with a full time team of two workforce staff members, we need to capture and leverage abundant grant and program opportunities currently available. Additionally, grant funded programs require significant coordination and administration not always available through existing college resources. We are losing opportunities to seize funding from private foundations and grant solicitations with only one full time administrator, and one temporary faculty/workforce specialist. With two full time



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permanent workforce employees we could build our capacity to be self sustaining and fully integrate workforce programs across all disciplines. We cannot keep pace with all economic sectors, fast-changing landscape in areas like ICT where skills gaps are rapidly growing (e.g. mobile application languages). Some faculty have to wait for workforce services, labor market data, grant proposal information, and many grants that faculty could apply for pass us by while we work on current priority grants.

Workforce Development Specialist Position Justification:

The Workforce Development Specialist position is currently funded through the Measure G fund that is scheduled to end by Summer 2014. We suggest this position be funded through general funds. This would allow the center to build its capacity to become self sustaining in the next 2-3 years. The Workforce Development Specialist position is an essential position within the Center for Workforce Development (CWD) and without continuation of this position the success of the CWD will be severely impacted. This position requires a unique combination of two different sets of skills: (1) Academic skills to develop and teach new curriculum in Environmental Technology areas, and (2) workforce development skills to assist development, deployment, and administration of various grant funded workforce programs across multiple disciplines.

The following summarizes essential functions carried out by the workforce development specialist in two above mentioned areas:

(1) Academic Skills (Faculty – Environmental Technology)

- Identify various educational and training programs in high-demand environmental occupations such as sustainable landscaping, energy efficiency, green buildings, renewable energy, waste management and recycling, sustainable agriculture, alternative transportation, environmental health and occupational safety, etc.
- Collaborate with trade associations and industry partners in developing curriculum and training programs to meet the need of regional economy.
- Extensive first hand industry and local government experience in developing and delivering academic programs to meet the industry and local government needs in environmental sector.
- Design and develop curriculum and career pathways, articulate with 4 year degree institutions.
- Develop online learning management system to deliver training programs in online or hybrid format.
- Obtain and maintain professional certifications as required. Examples are Certified Green Building Professional, Environmental Health and Safety Certification, LEED certificate, Master Gardner Certificate, etc.



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- Lead development and implementation of Cañada College's Environmental Sustainability Plan in collaboration with the campus community and SMCCCD facilities management department.

California has been a national leader on developing local and statewide mandates and policies in environmental field. These initiatives trigger regional demand for qualified professionals to assist local communities in meeting the goals of these mandates/initiatives.

Following is a short list of such initiatives/mandates.

- California Global Warming Solution Act (AB 32)
- AB 341 – Mandatory recycling requirements for California Businesses
- Zero Waste policies by local government
- Green building and energy efficiencies policies

Additionally, there is a global movement underway to address the climate change by implementing various mitigation measures at local levels. Combination of government initiative/mandates and increasing public awareness in the area of environmental sustainability, green economy, sustainable food and agriculture, renewable energy, alternative transportation, etc. has triggered a steady demand in training young professionals in environmental field. Additionally, such demand is not only limited to environmental discipline but is being incorporated in other disciplines as well.

(2) Workforce Development Skills:

- Budget: Development and management of grant funded program budgets
- Labor Market: Local and regional job outlook, projection of job growth, research on labor market data and environmental scans using EMSI and DOL databases.
- Grant Development: Research, author, and submit grant applications to local, state, and federal agencies. Ability to form regional and statewide collaborations to submit large (multi-million dollar) grant proposals.
- Demonstrated ability to develop and implement data-driven decision making models to pursue grant funded programs (A new requirement by the State Academic Senate as of last week)
- Program administration: Administrate end-to-end delivery of grant funded program including but not limited to; assist with recruitment, assessment, hiring of adjunct faculty, developing and managing contracts & budgets, ensuring smooth delivery of the training programs at Cañada College and off campus sites, reporting to grant making agencies, tracking program outcomes, etc.
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B. Professional Development needs

Both Workforce staff positions will need to attend two or three conferences each annually to stay current with changing labor market trends and economic developments across the three areas we will focus on this year: ICT, Allied Health and Environmental Studies.

Kay attended the statewide "Meeting of the Minds" (Workforce focused conference) in September 2012 which facilitated the WIB funding for Mobile Applications and Customer Relations programs. Kay just attended the California Community College Association of Occupational Education (CCCCOE) spring conference in March 2013 where she represented Cañada College in regional meetings and learned best practices in CTE program development. Kay networked to develop new funding opportunities to expand our workforce offerings and Career Advancement Academies. Kay also attended a statewide leadership conference in November 2012 (funded through the Chancellor's office) where she developed new partnerships for statewide RFA proposals and large consortia grant applications.

Raj successfully completed STOT I training and is selected for the second half, STOT II training beginning April 2014. The STOT training will be a useful tool for developing and delivering online training programs by the Center for Workforce Development. Additionally, Raj also completed "Professional Grant Development Workshop" offered by the Grant Training Center during fall 2012. Raj has also been selected by the College to participate in Leadership training offered by the Redwood City – San Mateo County Chamber of Commerce. This training will conclude by June 2013 providing an excellent opportunity to learn hands-on leadership skills and networking opportunity with local leaders. Raj recently participated in Compass conference and Green Collar Job summit in Redwood City. Currently, Raj is working with the District to organize a Waste Summit at SMCCCD during fall 2014. The Waste Summit will focus on best practices in implementing recycling and composting programs at all three colleges in the district and will be a great opportunity to network with regional solid waste professional for potential internships for the RRM graduates.

C. Classroom & Instructional Equipment requests

We need to remove two file cabinets from our office in order to chart large grant proposals on a "Sticky Wall" that takes up a 12 foot by 6 foot wall space. We keep electronic files and do not need the large file cabinets in our office. This would allow us to plan grants and programs visually and invite stakeholders to see their place in the ecosystem of the project, program or proposal. If those file cabinets were removed from our office, we could facilitate small meetings in our office where we keep all of our materials, documents and charts. This would expedite our work, and make it possible to host meetings in our office to develop stronger ties with our stakeholders and partners. We also need portable flipcharts, and both permanent and dry eraser markers.

We need to order books for research and to stay current in a variety of fields. This budget for books would be about \$200 per year.



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D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

Periodically, the workforce team needs customized data reports from the Office of Planning, Research & Student Success (OPRSS) to help develop grant applications in various academic disciplines. Majority of such data reports fall under student demography and academic success areas. Since each grant application is unique in nature, its difficult to predict type of data reports needed from the OPRSS however, the following three types of data reports may provide a representative samples of such requests.

- (1) Student population breakdown by age, ethnicity, income levels, sex, commute distance, and reason for enrollment.
- (2) Retention and completion rate by demography
- (3) Student enrollment statistics for on-line, off-line, and hybrid courses.

E. Facilities requests-

We use facilities as needed to deliver programs in our Menlo Park site, and in the respective divisions where our programs take place. We plan to make more use of our Menlo Park site this coming year.

Cañada College Sustainability Plan: Development and Implementation

The California Community College Chancellor's office (CCC) recognizes the need for environmental and economic sustainability and social equity. In January 2008, the CCC adopted an Energy and Sustainability Policy that included recommendations for energy efficiency, sustainability goals, procedures, and incentives for California community colleges.

In Fall 2012, the San Mateo Community College District (SMCCCD) created a steering committee to help develop and implement sustainability plans at all 3 colleges using the CCC Sustainability Plan Template. Since September 2012, Workforce Development Specialist has been representing the college in District-wide initiative of developing and implementing Sustainability Plan for the college. During late Fall 2012, he established and currently co-chairs Cañada College's Environmental Sustainability Committee following shared governance guidelines. Working in collaboration with the district, sister colleges, and consultants, he has developed a draft Sustainability Plan.

The following diagram illustrates the planning processes Cañada College is following to develop and implement their sustainability plan.



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The Cañada College sustainability committee developed 11 sustainability goals, numerous implementation programs/projects to help achieve the goals, and a performance measurement system. Currently, the draft sustainability plan is going through the shared governance process for final comments and eventual approval. All 3 college plans will be presented to the SMCCCD Board for approval in Summer 2013.

Draft Goals

	Area of Sustainability	Established Goal
1	Campus and Community Awareness & Involvement	Encourage awareness of and participation in sustainability effort and positively influence the campus community to champion sustainability at Cañada College, in the community, and in their personal lives.
2	Curriculum Development	Creatively integrate environmental awareness, social responsibility and sustainability into existing courses. Develop new curricula and training programs with a focus on environmental sustainability.
3	The Built Environment	Collaborate with SMCCCD Facilities to develop the next generation of Master Planning Sustainability Goals for the Built Environment that exceed our existing goals. Strengthen existing stakeholder process to ensure that new and renovated structures accomplish campus goals.
4	Energy Conservation and Efficiency	Establish energy use baseline by the end of 2013. Establish annual energy use reduction goals that are at least 15% below the energy use by similar entities. Develop and implement strategies in order to achieve these goals by May 2016. Evaluate goals every three years.



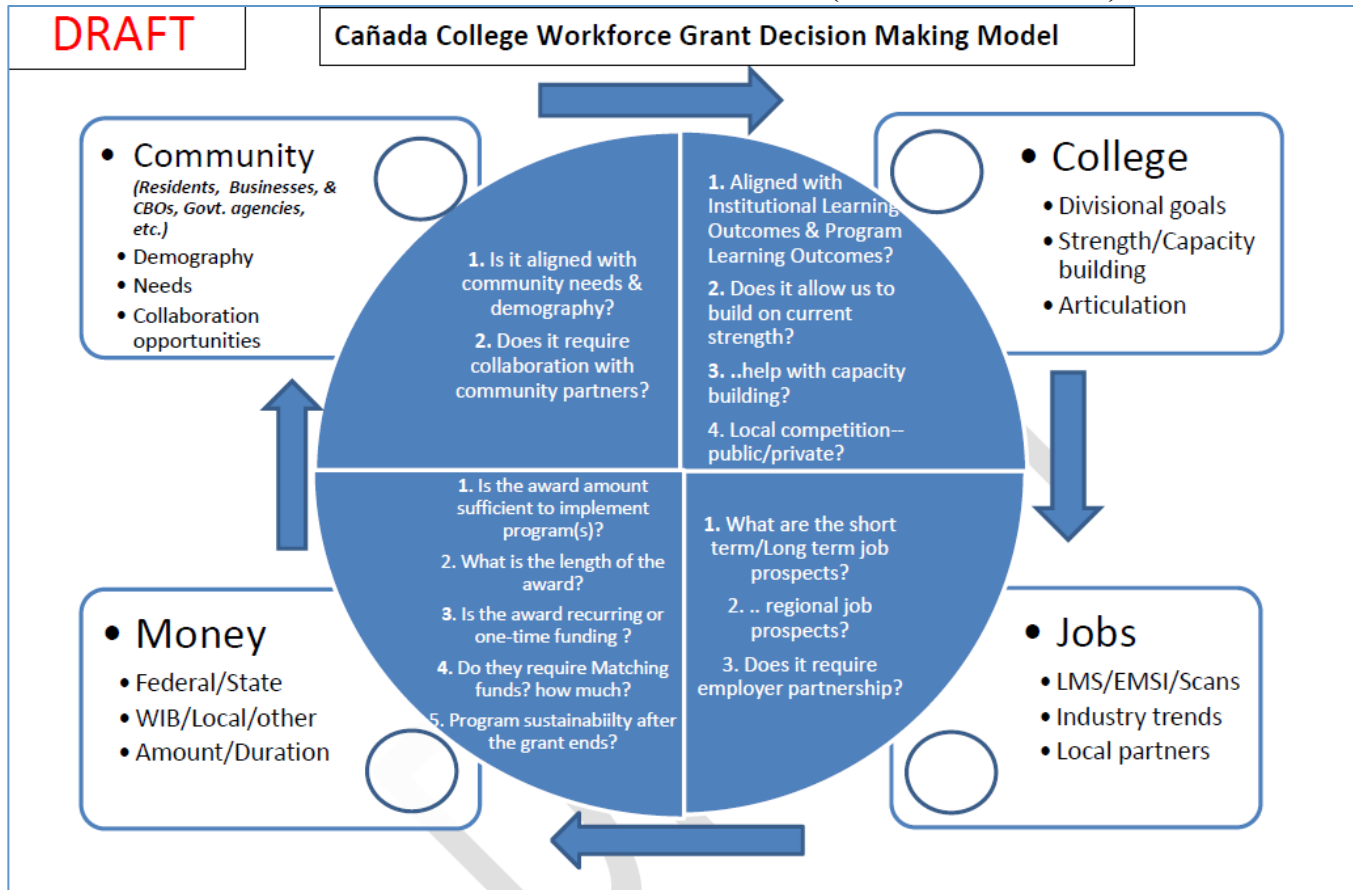
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5	Water Conservation and Efficiency	Establish water use baseline for the campus by the end of 2013. Establish ambitious annual water use reduction goals by May 2014, and implement appropriate water efficiency measures to meet the goals. Evaluate goals every three years.
6	Solid Waste Management	Expand waste reduction and recycling programs to include organic waste diversion, exceed statewide landfill diversion goal of 75 percent by 2020 and strive to achieve zero waste. Increase campus participation in waste reduction, reuse, and recycling.
7	Transportation	Establish a Vehicle Miles Travelled (VMT) baseline for the campus by May 2014. Reduce the reliance of students, faculty and staff on single occupancy vehicle commutes by 10 percent within the next 5 years.
8	Sustainable Procurement	Increase college efforts to source all goods and services from organizations that are committed to social responsibility and environmental sustainability. Establish procurement guidelines by Fall 2013, reviewed bi-annually.
9	Renewable Energy and Onsite Generation	Continue to study feasibility of procuring and/or generating renewable energy. Share findings with the campus community periodically.
10	Climate Action Plan	Continue to reduce Greenhouse Gas emissions through the implementation of the Cañada College Sustainability Plan. Begin the development of the Climate Action Plan.
11	Sustainability Plan Management	Institutionalize the Sustainability Committee by Fall Semester 2013. Evaluate the progress of Sustainability Plan implementation and disseminate findings to the campus community. Update the Sustainability Plan at least every three years.

Workforce Development Grant Decision Making Model:

The Center for Workforce Development staff review grant solicitations on a daily basis. In fall 2012, the Workforce Development Specialist developed a decision making model to evaluate various grant opportunity to help make data-driven decisions for selecting the solicitations for further review and eventual pursuit. The model is first of its kind that helps any community college to consider various factors while making grant decisions. By answering key questions and assigning scores, the model helps workforce department prioritize grant selection process. The following diagram illustrates this model:

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The Center for Workforce Development Website:

Based on the feedback from Campus community, the Workforce Development Specialist began planning process of developing a website for the Center for Workforce Development earlier this semester. The main purpose of the website is to inform our campus community what types of services the workforce group can provide e.g. grants, Labor market - EMSI research, collaboration with industry partners, advisory committee formation, etc. Additionally, the website can also provide information on progress and outcome of externally funded grants/training program. The workforce development specialist is currently working with the Campus webmaster in developing this website with intent to deploy it by the end of the spring 2013.

Workforce Development Grants:

The following summarizes grants submitted by the Center for Workforce Development so far.

Grants: 14 submitted (3 withdrew): 9 awarded as of December 2012= **65% success rate**



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1. CEO-- Center for Entrepreneurial Opportunities Grant- Awarded- \$5,000
2. NAPECA Native Garden grant- not awarded, \$60,000
3. CA recycling- submitted Nov. 2011, not awarded, \$179,529
4. Compass Networking Partnership - Awarded Dec. 2011- \$8,000 + \$8,000
5. H1-B – researched, withdrew due to internal duplication on same grant
6. ACE-USDA prepared but did not submit due to eligibility rules
7. DOL Innovation Grant- with WIB- March 2012, not awarded (large consortia proposal)
8. DOL Innovation grant with ALLIES-submitted March 2012, Awarded- amount pending
9. Electric Vehicle Charging Station- March 2012, Awarded- \$71,500
10. TAACCCT- ICT/Energy focused District wide grant- not awarded, \$1,200,000
11. CEO Mini-grant- Awarded May 2012- \$10,000, then State cancelled funding
12. FPGA- NSF/ATE grant-withdrew after LMI and competition research
13. Industry Driven Regional Collaborative- CCC Chancellor's Grant: eligible but not awarded, \$480,000
14. WIB Mobile Application Certificate program- awarded- \$98,287
15. Wells Fargo Bank grant for CEO – awarded- \$15,000
16. WIB Customer Relations Certificate program,-awarded- \$87,478
17. Small Business Development Center Grant – awarded-amount pending

Accreditation:

The Workforce Development Specialist participated in a year long accreditation process to review Standard III (Physical Resources). He collaborated with the district facilities staff and developed response to several accreditation questions related to physical resources (facilities, space utilization, safety, etc.). The Director of the Center for Workforce Development has served on the Standard I accreditation committee.

Intra-disciplinary Forum on Sustainability:

The workforce development specialist has been actively participating in developing a new course, Intra Disciplinary forum in Environmental Sustainability funded by the Compass grant. This new class (IDST 100) will be offered in fall 2013 and the workforce development specialist will be one of the faculty teaching this course. The following poster describes this class.



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Electric Vehicle Charging Stations:

As mentioned above in the grants section, the workforce development specialist participated in a joint grant application with the District and Schnieder Electric to secure funds to establish electric vehicle charging stations at Cañada College. Currently, the district is in the process of installing six charging stations at Cañada College under this grant and the workforce development specialist is planning a large media event during later part of the semester to inaugurate these stations.

Committees and Research Projects:

The workforce development specialist founded and currently co-chairs Cañada College's Environmental Sustainability Committee. Additionally, he serves on the Safety Committee and the International Programs Advisory Group. The Director of Center for Workforce Development serves on the Student Equity committee and the Districtwide Business Needs Assessment project in partnership with the Workforce Investment Board (WIB). The SMCCD and WIB have invested in a year long research project to identify skills most needed by regional businesses in Allied Healthcare, ICT, Financial Services, Bio Tech and Retail/Hospitality economic sectors. The results of this qualitative and quantitative research will



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inform our grant proposals and strategic directions for the Center for Workforce Development over the next 2-3 years.