



**Professional & Workforce Development
Educational Resources & College Operations
Program Review
October 2008**

A. Mission

From an educational perspective, the mission of Professional & Workforce Development is to provide community college students, community members, incumbent workers, and job seekers the opportunity to “step in” and “step out” of not-for-credit training and credit-based education in order to help them climb their career ladders to higher levels of employability. This is tantamount to the college following their students into their jobs and supporting their success and the success of their employers. This is accomplished by providing cusotmized, just-in-time, onsite training in the skills that will support life-long learning and improve employee performance.

This mission is implemented through programs related in scope to the Career Technical Education Community Collaboratives that bring stakeholders together to address the needs for the current and future workforce.

Professional & Workforce Development implements the Economic & Workforce Development goals established by **California Ed Code, Sec 88500 – 88551:**

To advance California's economic growth and global competitiveness through high quality education and services focusing on continuous workforce improvement, technology deployment, and business development, consistent with the current needs of the state's regional economies.

Its entrepreneurial self-support activities are enabled by legislation enacting **California Ed Code, Sec 78020 – 78023:**

The governing board of any community college district may establish contract education programs within or outside the state by agreement with any public or private agency, corporation, association, or any other person or body, to provide specific educational programs or training to meet the specific needs of these bodies.

The mission of Professional & Workforce Development is in line with the premise identified in the District’s Master Plan regarding the need for workforce

development. The Master Plan also addresses the critical need for preparation of the local population for available jobs through training and retraining at all levels. The training provided by the Contract Education and the Center for Applied Competitive Technologies programs of the department are mostly all not-for-credit. Customized, non-WSCH generating credit programs are also part of the service delivery mix.

This mission of Professional & Workforce Development is accomplished through the development and delivery of demand-driven training, consulting, and technical assistance services to incumbent employees of business, industry, non-profit, and public sector organizations. It is also accomplished through the delivery of specialized professional development activities for faculty in the area of advanced technologies. These efforts enhance and inform the credit programs at both Foothill and De Anza, as well as at other community colleges in the region.

The programs of Professional & Workforce Development serve as “research and development” for training efforts of the colleges by being constantly measured against the evolving needs of employers in the region. In particular, faculty members who do contract education through the program use the experience as a touchstone that allows them to make their credit classes more valuable to students because the subject matter can be more relevant to their employers. This has the potential benefit of assuring the employability of students graduating from the colleges, as well as fulfilling the needs of employers in the community and thereby contributing to the region’s economic development.

Services are designed to be industry-driven and employer responsive. They are “just-in-time” solutions that require quick turnaround. This is exemplified by the department project currently nearing completion called the Silicon Valley Solar Industry-Driven Regional Collaborative.

B. Number of FTE

The following positions are part of the Professional & Workforce Development program. The positions listed have varying levels of responsibility for the programs under Professional & Workforce Development. Several key positions are currently vacant due to reduced hiring during the downturn. See the organization chart for more information.

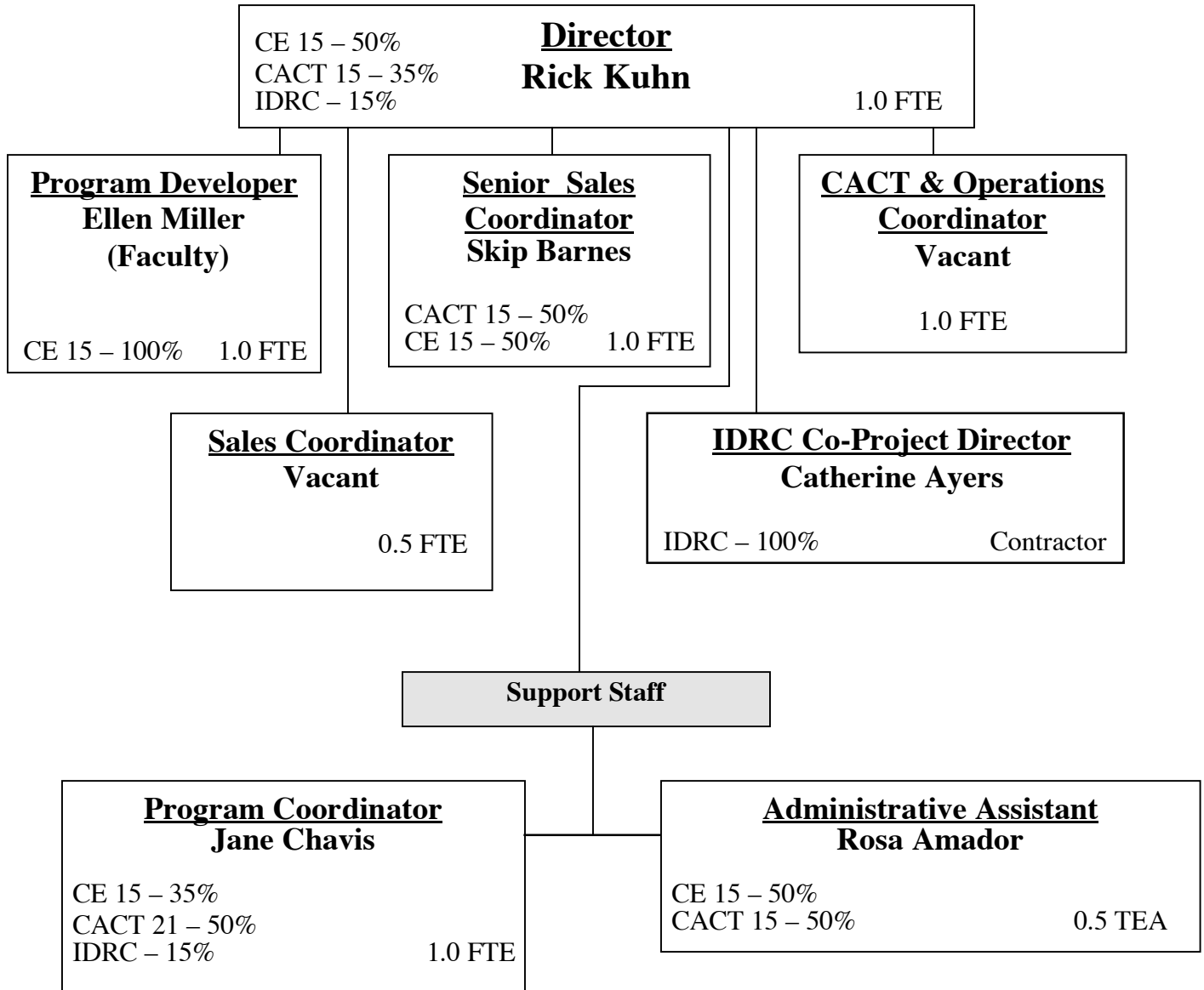
- 1) Director (1.0 FTE *administrator*)
- 2) Program Developer (1.0 FTE *faculty*)
- 3) Senior Sales Coordinator (1.0 FTE *classified*)
- 4) Program Coordinator I (1.0 FTE *classified*)
- 5) TEA Administrative Assistant (0.5 FTE *classified*)
- 6) SV Solar IDRC Project Co-Director (0.5 FTE *contractor*)

- 7) (*vacant*) CACT & Operations Coordinator (1 FTE *classified*)
- 8) (*vacant*) Sales Coordinator (0.5 FTE *classified*)

The program has been housed at the Staff House, an 1800 ft² former residence at the western edge of the De Anza campus, for many years. With the construction of the Mediated Learning Center requiring the demolition of the Staff House, the program is slated to take temporary quarters in the spring of 2009 and to be housed in the Seminar Building with the Occupational Training Institute in early 2011.

The current organizational chart is on the following page:

Professional & Workforce Development
Contract Ed/CACT/IDRC



Responsibilities

The responsibilities of the department include fulfilling the **Contract Education** function for the Foothill-De Anza Community College District, directing the regional Economic & Workforce Development initiative center serving the manufacturing and technology industry sectors known as the **Center for Applied Competitive Technologies**, and directing the Economic & Workforce Development IDRC grant known as the **Silicon Valley Solar Industry-Driven Regional Collaborative**.

The program fulfills its responsibilities by taking an active role in workforce development efforts through its participation in the **Silicon Valley Leadership Group**, the **SolarTech** solar industry association, the **NOVA Workforce Investment Board** and its **CONNECT! One-Stop**, the **Bay Area Community College Consortium** and its **New Energy Workforce** initiative.

C. Budget Summary

The budget of Professional & Workforce Development is primarily earned income (“fund 15”) and grant income (“fund 21”). Income is earned primarily through provision of not-for-credit training and consulting services to the region’s employers through Contract Education. Some income is also earned through individual enrollment workshops providing training in skills to be used on the job.

Currently two sources of grant income form a part of the budget, both sourced from the California Community College Central Office’s Economic & Workforce Development programs. These grants are the five-year ongoing CACT (Center for Applied Competitive Technologies) initiative and the two-year SV Solar IDRC (Silicon Valley Solar Industry-Driven Regional Collaborative). The CACT is well integrated with the overall services to employers and focuses its efforts on regional manufacturing and technology employers. The SV Solar IDRC is a partnership with several colleges and most of the funds are pass through. However, the grant supports some of the substantial efforts of the Director on behalf of development of the “New Energy Workforce” in the state.

At the end of the 2007-2008 fiscal year both programs ended with reserves. The CACT reserve has dwindled over the years but the Contract Education reserve stood at more that \$200,000 at the beginning of this fiscal year. With the economic downturn that surplus becomes important to allow the program to continue until economic recovery supports re-building reserves.

| FY 07-08 - Professional & Workforce Development | | | |
|--|---------------|----------------|--------------|
| | Income | Expense | Total |
| Contract Education | | | |
| 15 | \$661,079 | \$587,839 | \$72,160 |
| 15 deferred to 08-09 | | \$1,080 | |
| CACT | | | |
| 15 | \$123,349 | \$145,281 | \$(26,792) |
| 15 deferred to 08-09 | | \$4,860 | |
| 21 | \$205,000 | \$205,000 | \$- |
| IDRC | | | |
| 21 | \$286,317 | \$286,317 | \$- |
| <i>Total 14</i> | \$- | \$- | \$- |
| <i>Total 15</i> | \$784,428 | \$739,060 | \$45,368 |
| <i>Total 21</i> | \$491,317 | \$491,317 | \$- |
| <i>Grand Total</i> | \$1,275,745 | \$1,230,377 | \$45,368 |

D. Strengths

Strengths of the program include its relative diversification of earned and grant income to support its programs. No fund 14 monies are involved since the program is supported only by funds 15 and 21. In fiscal year 2007-2008 only two of the 36 major fund 15 clients contributed over \$100,000 annually. This means that the financial health of the Professional & Workforce Development is not dependent on one or two accounts. Also, the state-funded grant programs administered by Professional & Workforce Development provide a substantial offset to staff expense.

Another strength is the customer service orientation of the program which results in high customer satisfaction. Staff maintains excellent relationships with the clients who rely on program services to help them reach their organizational goals. Our services are demand-driven and highly regarded which helps to secure repeat customers. Year after year over 75% of sales are to former clients. This shows the loyalty of clients and attests to the quality of training services.

Instructor quality is another strength of the program. The subject matter experts working for the program are well respected and get rave reviews from clients and their employees. The staff maintains strong relationships with instructors which helps keep service quality and program innovation high.

The greatest strength of the program is its staff. Two of the four FTE staff are directly involved with generating earned income. The rest of the staff members are indirectly involved as well. All members of the staff are fully aware of the requirements for earned income and each are motivated to produce sales.

E. Weaknesses

Weaknesses of the program include the small staff size. It is difficult to “boot strap” the program into growth without additional productive sales staff. Investing in that staff can produce short-term deficits but, if productivity increases, will ultimately result in long-term growth.

Other weaknesses of the program include the sales staff for post-sale program management. Additional support staff could relieve sales staff of some of the details of setting up and delivering training and other services once they’ve been contracted. This would free up sales staff to generate more sales. This shift to a more specialized labor model would require an initial investment in support staff, something that is very unlikely in the current economic downturn. Another weakness is the lack of funds for marketing. Very targeted marketing, including direct mail, e-mail, and trade shows is undertaken, but many marketing opportunities are not being adequately addressed due to lack of marketing dollars.

A small instructor pool is another weakness of the program that is being addressed by networking and targeted “help wanted” advertising.

F. Trends

- **Positive**

The potential for energy-related economic recovery packages promoting social equity is a positive trend for our program. The success and visibility of the SV Solar IDRC puts us in a leadership position as the current economic crisis demands fast-track solutions that address energy dependency and social inequity. As a major player in several industry-driven, employer-responsive efforts, we can be part of the solution for environmental, social, and economic woes.

- **Negative**

The economic crisis is a trend that presents challenges, including the potential for grant and earned revenue. This creates uncertainty regarding the future economic viability of the program’s current budget model. These trends are being countered by creative approaches including redesigning offerings, cutting costs, being creative in solving employer problems, and doing more with less. Online webinars have been recently added in a low cost experiment to improve service delivery.

Competition, both internal and external, continues to present challenges to our self-support program model. To counter this, cooperative ventures are constantly being explored.

G. Quantitative Workload Measurements

As reported to the state in the “Status Report on Contract Education, External Revenue, and Fee-Based Programs” for fiscal year 2007-2008, Professional & Workforce Development (CACT & Contract Education) served 34 unduplicated employers with 21 having more than 500 employees. Ten employers received consulting or other services. Seventy-nine percent of the clients were repeat customers. Four thousand four hundred and seventy-eight employees were served with the majority being incumbent employees. Total instructional hours were 2,641. The top five topics delivered were Leadership/Supervision, Customer Service, Software/Computer Courses, Team Building, and English as a Second Language. All programs delivered were not-for-credit.

The Silicon Valley Solar Industry-Driven Regional Collaborative had all three partner colleges, Cabrillo, SJCC and Ohlone, offering the Solar Photovoltaic Installation class in Fall 2008 with approximately 75 enrolled. All of the classes had a waiting list. The students sat for the NABCEP (North American Board of Certified Energy Practitioners) certification exam at Cabrillo and San Jose City College. A current total of more than 130 students have been trained.

H. Qualitative Measurements

Success stories for our program abound. Positive response is high in student evaluation of workshops. Our SV Solar IDRC newsletters convey just a few of the many success stories of solar installer students getting jobs with local solar companies. Our program routinely receives unsolicited testimonials from community partners such as the NOVA WIB, the Silicon Valley Leadership Group, SolarTech, and the Bay Area Community College Consortium. Internal staff who have participated in training provided through P&WD have given the program high marks. This includes classified supervisors participating in the Management Academy we provided through Staff Development.

I. Planning Agenda

Our current planning agenda includes expanding our efforts targeted at internal constituencies for further professional development activities. To support our efforts developing the New Energy Workforce, federal and private funding sources have been approached. We are continuing to explore other services that our program can provide both internally and externally. This includes working more closely with the Vice President for Workforce at Foothill College.

As an entrepreneurial program, we are open to creative approaches to both serve our constituencies and provide the resources needed to support the program. This has led us to create partnerships with online training providers such as Ed2Go and Gatlin and use online sales tracking services such as SalesForce.

J. Comments

P&WD staff have proven to be responsive, creative, and collaborative as they provide “just-in-time” solutions to the internal and external demands of economic and workforce development.

Strategic Planning

1. How does your program or service respond /address the College’s strategic initiatives?

Participation, Student Success, Collegiality:

P&WD has provided professional development services internally to Staff Development, Cashiers, Bookstore, Child Care Center, and OTI to support their work with targeted student populations. This includes working with Staff Development to train Classified Managers in multiple departments at both colleges and the district in a customized Management Academy addressing leadership, communication, and supervision skills.

Community Collaborations:

P&WD has outreached to area employers, the Silicon Valley Leadership Group, SolarTech solar industry association, the NOVA WIB, the Bay Area Community College Consortium, and sister colleges throughout the region and the state to fulfill its mission of economic & workforce development.

2. Which initiatives does your program, or service respond to and in what ways can the response be measured or evaluated?

Our response is being evaluated through the improved performance of the employees who are touched by our services, both internally and externally. Written evaluations are solicited from all participants and consistently rate our services highly.

3. How does the work of your program, or service respond to increased access, growth, retention and/or student equity?

By providing performance improvement skill building training to staff, we improve customer service to our students. That improved customer service supports student retention and equitable distribution of college and district services to students.

4. What other programs/services are you working with to accomplish your proposed goals/outcomes?

Additional sources of support, private, federal, state, and local, are being approached to support the collegial model to career technical education and workforce development exemplified by the New Energy Workforce and SV Solar IDRC collaboratives. This will go beyond solar, beyond energy, to tackle fast-track career development efforts aimed at youth and underserved populations as a way to promote economic stimulus and social equity.

5. What is important to understand about your program or service and the consequences to the college if it was discontinued or reduced?

Going back to the mission of our program connected to **California Ed Code, Sec 88500 – 88551:**

To advance California's economic growth and global competitiveness through high quality education and services focusing on continuous workforce improvement, technology deployment, and business development, consistent with the current needs of the state's regional economies.

Reducing or discontinuing our program's efforts to be employer responsive and industry driven will result in a slower recovery from the current economic downturn. For the district and colleges to be seen as holding firm to the vision of such leaders as Van Jones -- whose book *The Green Collar Economy* presents a real solution that both rescues our economy and saves the environment – Professional & Workforce Development must flourish. Programs like those now being deployed by Professional & Workforce Development connect the solution to climate change to issues addressing social equity and stimulating economic recovery. In particular, our Silicon Valley Solar Industry-Driven Regional Collaborative has been recognized as a model of regional collaboration that is being emulated across the region, the state, and the nation. Reducing or eliminating P&WD would set the district and colleges back from their current position as a major player supporting economic recovery, reducing the impacts of climate change, and addressing social inequity.