

## **Position Justification – Contents for Faculty Request**

### **Part A.**

#### **1. Identify current Comprehensive Program and current Annual Program documents with position need and justification in the annual plan.**

The Workforce Development Specialist is a faculty position and is currently funded through Measure G and is scheduled to end May 23, 2014. The Workforce Specialist position has been in the Annual Program Plan with an extensive justification for the position. This position is recommended to be funded through Fund 1 as a 60% Workforce Specialist (nonteaching) and 40% ENVT (Environmental Technology) teaching position. The Workforce Development Specialist position is a vital position within the Center for Workforce Development (CWD). In its first two years, the CWD submitted 17 grant proposals, created 5 new programs, and built a robust network of partners laying the foundation for future opportunities. The Workforce Specialist was central to our success so far and essential to expanding and embedding more data-driven CTE strategies and career pathway programs for our students and to continue to seek out grant opportunities. This position requires a unique combination of two different sets of skills: (1) Workforce Development skills to assist development, deployment, and administration of various grant funded workforce programs across multiple disciplines (60%) and (2) faculty service area in environmental technology or closely related field to develop and teach the recently locally approved curriculum in Environmental Technology areas, specifically Recycle Resource Management certificate program (40%).

#### **2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.**

The following summarizes essential functions carried out by the Workforce Development Specialist as a 60% non-teaching faculty member:

- Labor Market: Local and regional job outlook, projection of job growth, research on labor market data and environmental scans using EDD, (Employment Development Dept.), EMSI Analyst (Economic Modeling) and DOL (Dept. of Labor) 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.)
- Budget: Development and management of specific grant funded program budgets
- Program administration: Administrate end-to-end delivery of grant funded programs including but not limited to: assist with recruitment, assessment, hiring of adjunct faculty, develop and manage contracts and budgets, ensure smooth delivery of the training programs on the main campus and at the off campus sites, reporting to grant making agencies, tracking program outcomes, etc.
- Lead development and implementation of Cañada College's Environmental Sustainability Plan in collaboration with the campus community and SMCCCD Facilities Management Department.

The following summarizes essential functions carried out by the Workforce Development Specialist as a 40% teaching position in the Environmental Technology and Environmental Sustainability.

- Identify educational and training needs 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. using labor market data.
- Design and develop curriculum, stackable certificates, and career pathways. Articulate with 4 year degree institutions.
- Develop online learning management system to deliver training programs in online or hybrid format, when needed.
- Extensive first hand industry and local government experience to help develop and deliver educational and training programs to meet the industry and local government needs in environmental technology areas.
- Collaborate with trade associations, employers, and industry partners in developing curriculum and training programs to meet the need of regional economy.
- Extensive first-hand experience and collaborative working relationship with trade associations to help form advisory committees, establish internships, and promote programs.
- Obtain and maintain professional certifications as required. Examples are Certified Green Building Professional, Environmental Health and Safety Certification, LEED certificate, Master Gardner Certificate, etc.

### **3. Identify extraordinary program development and/or needs (for example: laboratory oversight, industry connections, student mentoring, etc.)**

As the Workforce Specialist, it is critical to have this person involved with industry partners and to work closely in gathering all the data and research required with all grant applications. The proposed Environmental Technology programs in general and the Recycling and Resource Management Certificate program in particular are aligned with the regional industry needs for trained workforce in various emerging industries in environmental sectors. Establishing, maintaining, and developing industry connections are vital to the success of the RRM Certificate program. The RRM Certificate Program was developed in collaboration with the California Resource Recovery Association (CRRA) which is the largest industry organization active in recycling and resource management field in the State. The faculty coordinating and teaching the RRM program will need to work very closely with the trade associations, waste management companies, and local government in establishing internships and other hands-on learning opportunities for our students going through the RRM program. At this point, there are no laboratory needs identified for the RRM program.

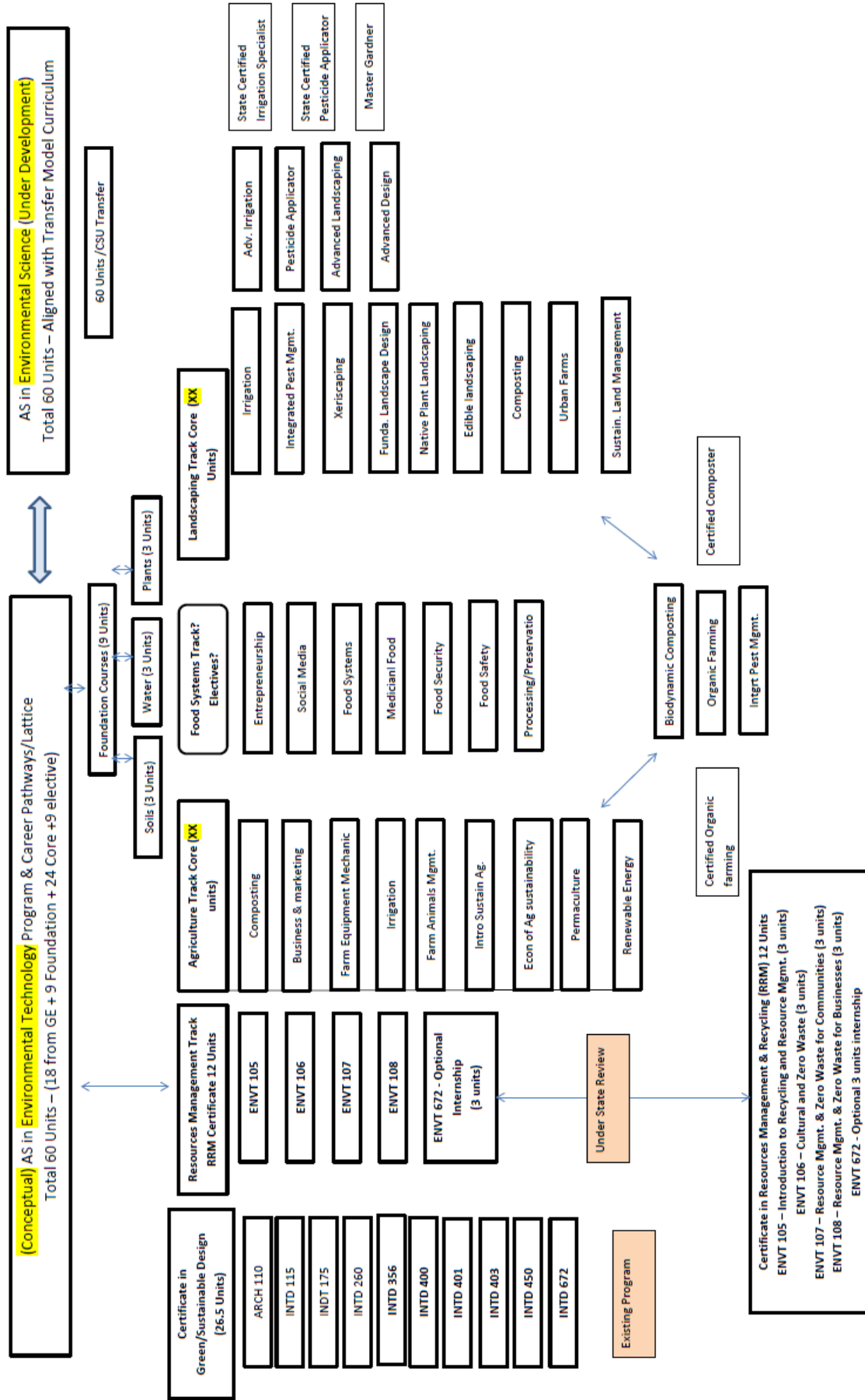
### **4. Describe any future needs for the discipline/program**

For the RRM certificate program, there are no additional needs identified at this time other than strong industry connections to establish and facilitate internships and other hands-on learning opportunities for the RRM graduates. As the stackable certificates identified in the conceptual Associate in Science Degree in Environmental Technology further develop, there will be some

requirements for the laboratory and other experimental resources (such as demonstration gardens, irrigation infrastructure, etc.).

### **Environmental Technology Programs**

The Center for Workforce Development (CWD)'s offerings in Environmental Technology is envisioned as a group of stackable certificate leading to an Associate Degree in Environmental Technology area. Faculty in the Science and Technology Division are working on a Statewide Transfer Model Curriculum committee to develop an Environmental Science transfer degree. The ENVT Department is planning to develop an Associate in Science in Environmental Technology based on stackable certificate model as conceptualized in the chart below. The following conceptual diagram illustrates this vision. This approach builds on Cañada College's existing strength, such as the Interior Design Sustainable Design Certificate of Achievement, while developing new certificate programs. This approach has been developed over the past two years based on labor market needs at the regional level, availability of similar programs at other higher education institutions in the area, college's strategic plan and vision, and alignment with other CWD offerings.



As illustrated above, the second in the series of these programs, the Recycling and Resource Management (RRM) Certificate is currently under the State Chancellor's Office review process. The Recycling and Resource Management field is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. Utilizing resources efficiently can enable businesses to increase their economic bottom line, improve community relations, and contribute to environmental health. In recent years, green jobs have appeared in a wide range of economic sectors including those jobs dedicated to recycling and resource management. Occupations such as Recycling Specialists, Waste Management Specialists or Sustainability Coordinators are not yet defined in recent labor market jobs profiles. However, the Employment Development Department's Labor Market Information Division released a comprehensive study of green jobs in October 2010. The data from this report, collected through a statewide survey with responses from nearly 15,200 firms from throughout California, confirms the need for more training at the community college level in Recycling and Resource Management.

According to the labor market data research on Economic Modeling Specialist International website, San Mateo County has projected 9.38% job growth in this sector. Additionally, a report entitled "Workforce Vectors in California's Green Economy" by the Workforce Incubator (February 2010) projected approximately 95,000 green jobs in California by 2020 with approximately 4% associated with solid waste and biomass industry. In 2009, the Centers of Excellence published a report "Understanding the Green Economy in California: A Community College Perspective" identifying the emerging green industry sectors, including waste management and recycling, and aligning the occupational titles with the TOP codes. The table below is from the Center of Excellence representing about 33% of all firms in California. This data illustrates job growth over the next 2 years in all related occupations is 26%. This is a very high growth area, and is especially good for Cañada's RRM students as this is the only certificate of its kind in the Bay Area Region.

#### Sample Firm Employment in Bay Area

	Number of Firms Responding (Sample N)	Current Employment	Projected Employment in 2 Years	2 year projected Growth	% 2 year Growth
All Industry Jobs	74	5,593	6,040	447	8%

#### Sample Employment by Occupation in Bay Area

Occupation	Number of Firms Responding (Sample N)	Current Employment	Projected Employment in 2 years	2 year projected growth	% 2 year projected Growth
Refuse and Recyclable Material Collector	34	382	473	91	24%
Hazardous Materials Remover Worker	29	112	160	48	43%

Recycling and Reclamation Worker/Recycling Facility Worker	37	329	403	74	22%
Recycling Coordinator Commercial/Industrial Designer	33	63	82	19	30%
10	10	28	18	180%	
Manufacturing Production Technician (Working with Recycled Materials)	20	167	193	26	16%
<b>TOTAL</b>	<b>77</b>	<b>1,063</b>	<b>1,339</b>	<b>276</b>	<b>26%</b>

### 5. Describe any future economic, community, or government initiatives/mandates this proposal is addressing.

Currently, there is a global movement underway to address 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 disciplines but is being incorporated and embedded in general education as a fundamental 21st Century skill and knowledge base. To that end, Cañada College has featured Global and Sustainable Learning one of the four central themes in our Educational Master Plan.

Growth in green jobs has been one of the few bright spots in California's economy with continued job growth expected, particularly in the San Francisco Bay Area. The conceptual framework of CWD's offerings in this sector is driven by the labor market data from the local region and various initiatives by the college, community, and governmental agencies. 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.

Sustainability can provide environmental, economic, and social benefits to campuses. However, there are other motivations for Cañada College to pursue these practices. The State of California has been on the forefront of efforts in establishing aggressive policies and standards for environmental protection and reducing greenhouse gas (GHG) emissions that contribute to global warming. Since 2005, legislation has been passed to directly regulate GHG emissions by utilizing incentive mechanisms, cap-and-trade programs, and mandatory reporting while encouraging voluntary activities such as purchasing emissions offsets and offering renewable energy certificates (RECs).

To encourage the California Community Colleges (CCC) to a more sustainable future, the CCC Board of Governors approved the Energy and Sustainability Policy in January 2008, which puts forth goals for each campus to reduce their energy consumption from its 2001-02 baselines by 15% by 2011-12. It also sets goals for minimum efficiency standards of new construction and renovation projects and provides an incentive of 2% of construction cost for new construction projects and 3% of construction cost for modernization projects. The policy also sets goals for energy independence through the purchase and

generation of renewable power, and energy conservation through the pursuit of energy efficiency projects, sustainable building practices, and physical plant management.

The CCC Board of Governors Energy and Sustainability Policy can be found here:

[http://www.cccco.edu/Portals/4/Executive/Board/2008\\_agendas/january/3-1\\_Attachment\\_CCC%20Energy%20and%20Sustainability%20Policy%202011-9-07%20FINAL.pdf](http://www.cccco.edu/Portals/4/Executive/Board/2008_agendas/january/3-1_Attachment_CCC%20Energy%20and%20Sustainability%20Policy%202011-9-07%20FINAL.pdf)

For instance, the RRM program addresses the need created by the following 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
- Other ongoing City, County, and State mandates in the area of environmental conservation. (e.g. Clean Water Act).

The California Community College Chancellor's Office, Division of Workforce and Economic Development (CCCCO WED) has implemented an infrastructure called *Doing What Matters for Jobs and the Economy*. All community colleges are part of a statewide workforce development system under the leadership of Vice-Chancellor Van Ton-Quinlivan. All colleges are now expected to actively participate in this infrastructure in order to receive statewide resources. CCCCCO WED resources are distributed largely through this system and require collaborative, coordinated approaches to win state issued grant awards.

For example, an RFA called *California Career Pathways Trust* will be released in January 2014. This competitive solicitation will award \$250 million dollars statewide to colleges who demonstrate their capacity to build strong partnerships and career pathways in their K-16 system. The Workforce Specialist working closely with the instructional faculty, will prepare the proposal content, provide labor market data, and participate in regional consortium planning sessions. The proposal will tie directly to institutional and program learning outcomes.

## **6. Describe any budgetary implications of the proposal.**

As mentioned above, this position has been under the Measure G funding since 2011-12 and we are requesting that this position be funded under Fund 1 – General Fund. The teaching portion of this position (40%--6 units per semester) will generate FTES if we go out of community support (Basic Aid). All grants and funding sources we obtain will have, when permissible, part of the Workforce Specialist's salary in the budget proposals. We garner outside funding, primarily through grants and the San Mateo County Workforce Investment Board resources, to engage new students (and existing students) in programs that increase their employability. These programs also bring FTES funds to our campus. These dual revenue streams ensure the sustainability of a program beyond the tenure of a particular grant. This position partially pays for itself through FTES and drives enrollment to other programs, e.g. ENVT pathways, by using outside funds to build bridge programs that attract new students, especially males to this field, to enroll in specific programs at the College.

### **Part B.**

#### **1. How is the request in line with the goals of the strategic plan?**

This position directly supports 8 out of the 11 Educational Master Plan goals and 3 out of 4 special focus goals (Goals in bold red are special focus areas according to our EMP):

1. **Base all curricular and programming decisions on data driven strategies**
2. Develop new programs and strengthen existing programs to meet community and business needs.
3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.
4. **Improve success, retention and persistence of students who are in basic skills classes, including English as a second language.**
6. **Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.**
7. Increase the entrepreneurial actions by seeking new revenue sources.
8. Develop and strengthen external collaborative relationships and partnerships.
11. Increase the number of certificate and degree awards.

This position is essential to achieving our goals and objectives in the Educational Master Plan. Below are the major points of alignment in which this position directly supports the objectives beginning with 2012-2013 accomplishments:

**2012-2013 Strategic Plan Objectives:** The Workforce Specialist position made significant contributions in accomplishing this year's *Sustainability Objectives*:

- 4.1 Create Sustainability Task Force,
- 4.3 Integrate sustainability into Curriculum,
- 4.4 Improve awareness on campus

As co-chair of the Sustainability Plan, the Workforce Specialist accomplished or contributed to these in 2012-2013:

- Developed a sustainability plan.
- Integrated sustainable design practices into new construction
- Incorporated site relevant technologies

**2012-2013 District Strategic Plan:** This position also supported these 2012-2013 District goals: *Sustainability Objectives*:

3.1e Examine and expand green course and program offerings (see information on RRM and AS pathways chart).

4.3c Incorporate consideration for the environment into construction and building maintenance (Due to the grant writing skills of our Workforce Specialist, we won a grant to build 6 EV charging stations at Cañada, and more at Skyline, CSM, and the District Office)

**2013-2014 Initiatives alignment:**

*Pathways Objectives*:

2.4 Identify clear pathways for basic skills, career tech, gen ed & majors & honors

We are currently preparing two Career Pathway proposals, SB 1070 and AB 86 *Career Pathways Trust* that will provide funding to identify pathways from high school to college, co-enrollment opportunities, counseling services and retention specialists. The Workforce Specialist has a strong relationship with the Career Ladders Project (CLP) through existing CAA programs and grant partnerships. This will continue to grow with additional funding through the CLP and statewide initiatives funded through the CCCC WED.

*Pathways Objectives*:



District Strategic Plan Recommendation- 2.2b Build K-16 partnerships (SB 1070 and AB 86- *Career Pathways Trust* proposals directly address this objective).

2.3a Streamline processes for seamless access

**District Strategic Plan Recommendation 2.2b: Build more partnerships and bridges with Pre-K through 16 educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.**

**District Strategic Plan Recommendation 2.3a: Streamline processes and practices to allow students seamless access to educational opportunities across the District.**

*Community Objectives:*

3.1a Assess workforce development needs—The workforce specialist conducts research to assess workforce development needs for all disciplines in response to community business needs

3.1c Strengthen offerings to prepare students for contemporary workforce. The Workforce Specialist convenes advisory boards and meets with industry partners in order to build high demand programs.

**District Strategic Plan Recommendation 3.1a: Periodically convene leaders of the business and industry communities, government agencies, and community-based organizations to assess workforce development needs and to support the endeavors of the Colleges to address them.**

**District Strategic Recommendation 3.1c: Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.**

**Student Equity Plan Objective 1.1: Maintain HSI status by continuing outreach efforts that support access for Hispanic students. Activity 1.1a. Continue outreach efforts for Hispanic students in the high schools and the community.**

**2014-2015 Strategic Plan Objectives alignment:**

Educational Master Plan Completion Objective 2.10: Improve completion by expanding the Career Center and having it closely linked with instructional programs.

Develop plan for: making connections with community, businesses, faculty and staff to create internships/work experience opportunities; promoting resources to students; and linking with instructional programs. This is directly related to the ongoing program development done by the Workforce Specialist.

**Educational Master Plan Completion Objective 2.10: Improve completion by expanding the Career Center and having it closely linked with instructional programs.**

*Responsible for Getting It Done: Career Center Director*

Activity	Timeline	Assessment
1. Develop plan for: making connections with community, businesses, faculty and staff to create internships/work experience opportunities; promoting resources to students; and linking with instructional programs.	Spring 2015 On-going	Plan developed

*Community Connections Objective:*

Neighborhood College learning centers to increase outreach and access in underserved communities.

This position specifically designs courses, certificates and programs (RRM, Roots, Promoters and Customer Service) to engage students who have not come to main campus. We will increase enrollment

for targeted populations (men in particular) through outreach and recruitment with community partners, e.g. WIB, Calworks, Jail Programming, El Concilio, etc.

**Educational Master Plan Community Connections Objective 3.4: Enhance off-site learning opportunities through contract education in the bayside/coastside locations.**

*Responsible for Getting It Done: Vice President, Instruction*

Activity	Timeline	Assessment
1. Create plan for offering community-based learning opportunities at different locations (Neighborhood College).	Fall 2011 On-going	Plan developed
2. Conduct outreach learning opportunities	On-going	Activities conducted

The CWD will need a Workforce Specialist position to assist in the development of contract education in response to business community needs and to continue the development of our neighborhood colleges (Bayside and Coastside).

*Completion Objectives* in Educational Master Plan:

Student Equity Plan 4.1: Increase the completion rates of Hispanic, male, black and Filipino students. The Workforce Specialist develops programs, e.g. RRM, to attract male students and increase completion rates by offering stackable certificates that lead to living wage jobs.

Activity 4.1b Every student in a degree or certificate program will have a career pathway training experience to become knowledgeable about how their personal interests and aptitude relate to careers in the respective programs. This is data that the CWD and Workforce Specialist prepare for all disciplines to connect the dots between a student's major and career pathways.

*Community Objectives:*

4.1 Increase the completion rates of Hispanic, male, black and Filipino students (see RRM goals and Roots of Success bridge program in Faculty section of this position)

**Student Equity Plan Goal 4.1: Increase the completion rates of Hispanic, male, black and Filipino students. Activity 4.1a Using the data collected from the Research Office and the Access/Success Equity Task Force, develop clear pathways to completion plan from assessment to goal attainment.**

**2014-2015 District Strategic Plan Objectives alignment:**

*Mentorships/Internships Objectives;*

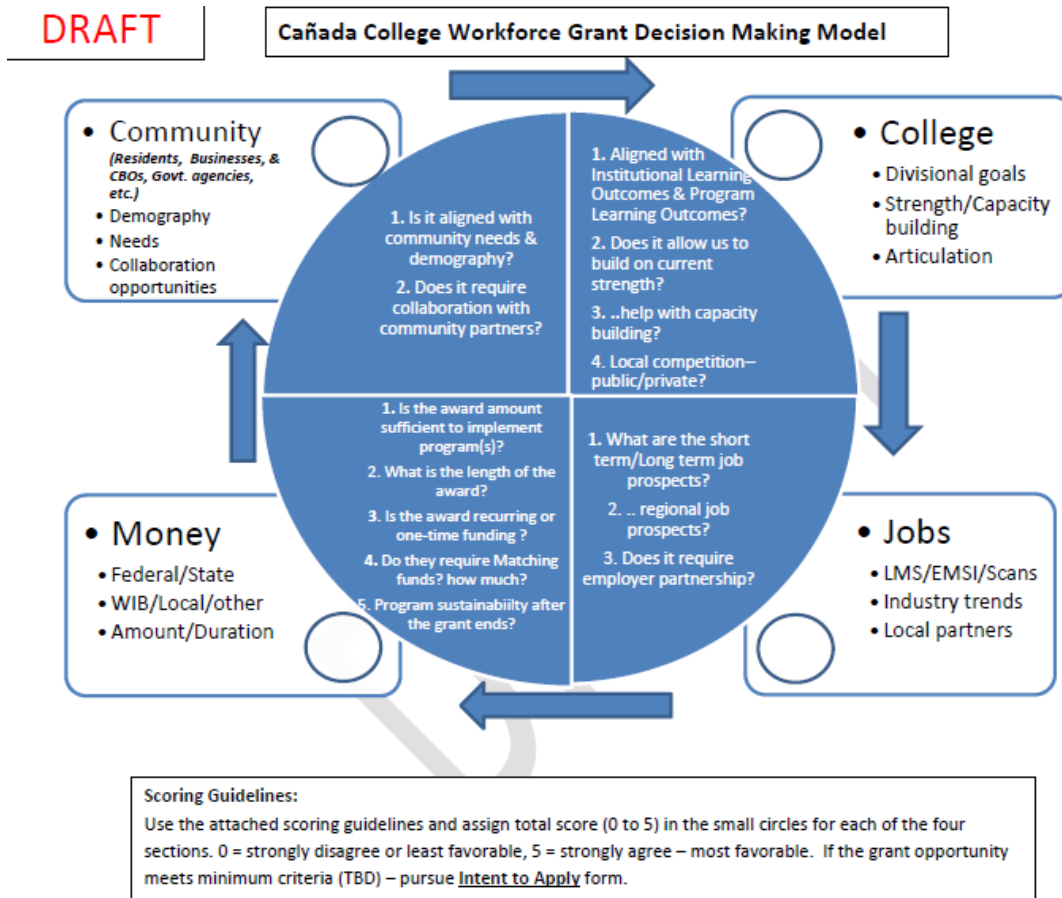
3.1b Identify emerging workforce development opportunities to respond to changing needs. This work is all done in the CWD by the Workforce Director and Workforce Specialist.

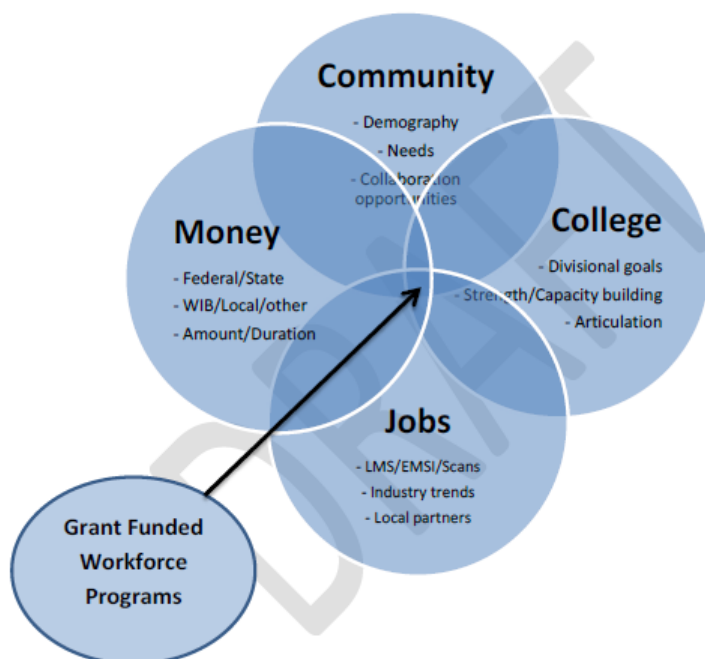
**District Strategic Plan Recommendation 3.1b: Identify emergency workforce development opportunities for each of the Colleges and respond to changing job training needs through the Colleges' Career and Technical Education programs and services.**

**2. What unmet needs will this position address (student, district, community)?**

Employers are eager to find a reliable talent pool, especially with skills and knowledge in high demand positions. Our Workforce Specialist connects academic and certificate programs to business needs in our community and region. Students benefit from clear, relevant career pathways that lead to high demand, high wage jobs. The Workforce Specialist developed a grant decision making model that brings all stakeholders (e.g. student populations, college

capacity, business community, District goals, funding opportunities, labor market data) into focus to optimize decisions about grant applications and proposal development:





### 3. How will this position enhance retention or produce college-wide growth?

In the non-teaching position (60%), the Workforce Specialist contributes to college-wide growth by conducting critical labor market research to win competitive grants and to assist in the development of new programs, certificates and degrees to attract new students to the college. This is an essential component of most grant proposals. Grants typically require rapid, extensive labor market research and meaningful connections to industry partners. Revenue from grants, large and small, provides seed money to build and update programs that engage all students and support discipline faculty as they develop new courses, and expand existing programs.

Along with the Director of Workforce Development, the Workforce Specialist engages industry leaders and the local business community to serve as program advisors who gather field intelligence to keep our programs current and engaging. Our funders and community partners, for example Workforce Investment Boards, contribute financially and by recruiting new students to Cañada to meet their workforce needs. Delivering successful workforce programs increases Cañada's visibility and credibility as a reliable institution for educating the future and incumbent workforce, increasing economic growth, and providing pathways out of poverty for many residents.

The teaching (40%) will coordinate and teach the RRM program within the Environmental Technology offerings. This Career Technical Education (CTE) program is second in a series of stackable certificates (see attached conceptual AS in Environmental Technology program chart) envisioned as leading students to an AS in Environmental Technology degree. As highlighted in the following reports by the College, a large number (77%) of students indicated career development as a primary goal behind attending the college. The CTE students have significantly higher success rate (79%). Further, CTE oriented students in general, and adult learner in particular, have notably higher GPA rate across all ethnicity.

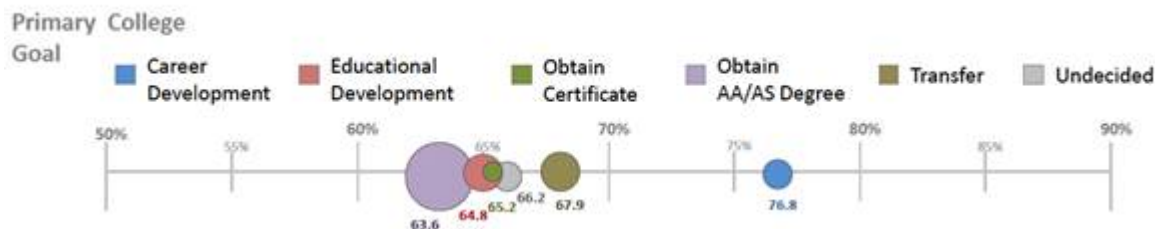
These results demonstrate a strong demand for CTE programs, demonstrated strong possibility for the RRM to contribute to enhance retention and foster college-wide growth in a new discipline. Additionally, the CTE program such as RRM can help attract the male population of underrepresented communities at Cañada. The conceptual framework of A.S. in Environmental Technology programs is envisioned as a group of stackable certificate programs leading towards an associate degree will help meet the need in the community as there are no similar programs available to the male population of underrepresented communities in our service area. Further, there is a growing demand (approx. 9%) for the employees similar to the RRM graduates in the region but there are no training programs similar to the RRM are offered in the entire region.

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. 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.

- Student success rate is significantly higher in CTE courses compared to Gen Ed courses. ([http://canadacollege.edu/inside/research/dashboard/Completion\\_Scorecard\\_2011\\_12.pdf](http://canadacollege.edu/inside/research/dashboard/Completion_Scorecard_2011_12.pdf))
- By adding the RRM program this will definitely produce college-wide growth. This program will attract more males to the College as the Recycle Resource Management industry section is male dominated. In addition, the Workforce Specialist is working closely with the lead faculty member in the Environmental Science Department to tie specific courses from Environmental Technology to the Environmental Science Associate’s degree.

5. Success Rate in Gen Ed Courses	69.4%	↓	College-wide discussions in-progress
6. Success Rate in CTE Courses	79.1%	—	College-wide discussions in-progress

- Primary College Goal is Career Development: Approximately 77% students indicated Career Development as primary goal to join Cañada College.



- CTE students in general and adult students in particular have higher GPA than others across all ethnic groups.

Source:

[http://canadacollege.edu/inside/research/research\\_learning/Seg\\_Slides.pdf](http://canadacollege.edu/inside/research/research_learning/Seg_Slides.pdf)

## Crosstabs: GPA by Ethnicity

Cohort Description	Hispanics, Blacks & Native Americans	Asians & Caucasians	Students self-identified as Other	Students self- identified as Multi-race*
ESL Student	2.55	3.28	2.19	2.54
Basic Skills Student	2.22	2.61	2.27	2.30
CTE Oriented Student	3.27	3.41	2.80	3.11
Transfer Oriented Student	2.67	2.90	2.62	2.55
Mostly Adult Learners	3.07	3.50	3.38	3.31
<i>College Average</i>	<i>2.46</i>	<i>2.86</i>	<i>2.47</i>	<i>2.51</i>

#### 4. Describe how the position supports a pathway to student educational goal completion (certificates and/or degrees) or GE transfer certification.

The Workforce Specialist non-teaching (60%) researches regional economic sector labor market data to make data driven decisions about program growth and development. Informed by this data, the CWD designs new academic programs (e.g. RRM—stackable certificates aligned with Environmental Technology, Environmental Science and Environmental Studies pathways) and expands, updates and/or modifies existing programs (from basic skills “bridge” to Career Advancement Academies, e.g. Patient Care Navigator/Promotor program). The CWD links all new programs to a certificate or degree pathway (no standalone courses, all programs are linked to a pathway, either through bridge/basic skills or certificates that count toward degrees).

Grant funds often reduce student’s costs, and provide critical support services (counselling staff, tutors and retention specialists) that increase certificate and degree completion. With clear and compelling destinations (e.g. in-demand jobs and higher wages) we are able to attract new students to the college who are focused on completing their educational programs. Because all programs are designed to teach skills and knowledge aligned with in-demand occupations, students often earn more while they learn and are more likely to complete their educational and career goals (e.g. Customer Relations program). Here is a link to recent research illustrating this CTE outcome:

<http://www.rpgroup.org/sites/default/files/Statewide%20CTEOS%202013%20Report.pdf>

At this point, Cañada College is already offering the Sustainable Design certificate in this series. The second in the series is the RRM certificate currently awaiting the State Chancellor’s Office approval. The other certificate programs are in the early stages of development. The four courses in the RRM certificate program, when approved, will be transferable to the California State University system. We anticipate the other certificate courses envisioned here will also have transferrable courses allowing student’s educational goal of degree completion. These stackable Environmental Technology certificates



assist students in mastering one set of skills making them more employable at a regional level while working towards an AS degree. This approach in the CTE field has proven to help enhance student educational goal completion (e.g. Career Advancement Academies).

### **Part C.**

#### **1. Discuss department/discipline/program enrollment and student service trends the proposal addresses.**

The Center for Workforce Development (CWD) is coordinating program delivery with two neighborhood campuses, Bayside and Coastside, 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 College'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.

The ENVT (Environmental Technology) Department was developed and approved by the Curriculum Committee during 2012-13 and the ENVT Recycle and Resource Management (RRM) Certificate was also approved by the Curriculum Committee. As soon as the RRM certificate is approved, we will be able to track enrollments by specific course and then track certificate completers after the first year of offering the entire program.

This position works within the statewide *Doing What Matters for Jobs and the Economy* system. The Bay Area Community College Consortium (BACCC--28 colleges across 10 Bay Area counties) is Cañada's regional consortium. Cañada's CWD has built a strong regional network of partners responsive to the career pathway and employment needs of our students and to industry needs across priority economic sectors (correlated to divisions, disciplines, and majors). The Workforce Specialist will seek grant opportunities and attend local, county and regional meetings to stay abreast of "hot jobs" in the San Francisco Metropolitan bay area and "hot jobs" in the state of California.

The Workforce Investment Board (WIB) system is another source of funding for Cañada College. For example, last year we delivered two WIB funded programs, one in iOS Programming and the other in Customer Relations. The Workforce Specialist assisted in researching labor market data and creating a budget for the programs that resulted in receiving the funds to run these programs at no cost to students while generating FTES revenue for the college. Workforce expertise (see list of required skills and knowledge Part A #2) is necessary to collaborate with discipline faculty to design programs, win competitive funds, administer and comply with grant award contract requirements, and institutionalize new programs at Cañada College.