Santa Rosa Junior College

Program Resource Planning Process

Career and Technical Education and Economic Dev 2024

1.1a Mission

The mission of Career Education is to provide quality education and training in high demand industry sectors to prepare our students to be an effective global workforce. Utilizing hands on and work based learning to obtain careers with liveable wages.

1.1b Mission Alignment

The mission of the Career Education is consistent with the District's vision and values including learning through creative, intellectual, physical, social, emotional, aesthetic, and ethical development of our diverse community.

1.1c Description

The Career Education unit is directly comprised of Workforce Development, Career Services, Student Employment, Apprenticeships, Work Experience, Instructional Service Agreements for local community Workforce Development Programs, Strong Workforce Program, and Perkins grant oversite. The Career Education and Workforce Development office is made up of Dean, Workforce Development & Career Education, Director, Workforce Programs and CTE Grants, and Coordinator, Workforce Development.

The Career Education office provides broad oversight of the District's career certificate programs and services. The unit coordinates District activities related to outreach and marketing for all Career Education and Workforce Development services, in partnership with Public Relations. The department engages in extensive collaboration with local high schools,

local nonprofits, the Workforce Investment Board, Economic Development Board, North Bay Leadership Council, and many other community organizations.

In addition to oversight of these diverse programs, this unit administers approximately $9.6 million in CTE categorical grants, including the college's Career and Technical Education Act (CTEA) allocation; Perkins Reserve grant; Strong Workforce Programs allocation; and multiple state and local grants. These grant opportunities are constantly changing, requiring flexibility and strong administrative support. In the absence of a District grant writer, responsiveness to grant opportunities is limited by staff time to prepare and manage competitive, complex, and collaborative grants.

The unit provides support for 137 CTE certificate programs and 63 associate degrees, including disciplines that reside in other clusters (STEM, Arts and Humanities and Public Safety). This includes marketing and outreach, conducting labor market research, endorsement from the Bay Area Community College Consortium, managing industry advisory committees and interface with multiple community organizations related to workforce development. The unit coordinates over 50 SRJC employer advisory committees that inform curriculum and provide feedback to faculty and the District on industry trends, etc.

The department works closely with the SRJC Career Hub in providing wraparound services for all Career Education students which includes career connections, mentorships, and cohorts of students. Practical career related skill building such as resume development, interview practices and techniques, and soft skill improvement. Professionals in this area include Career Advisor, Job Developer, Faculty Work Experience Coordinator, Faculty Internship Coordinator, and Student Employment for entry level positions.

1.1d Hours of Office Operation and Service by Location

The administrative office of the Career Education and Workforce Development is located in 1330 Bailey Hall on the Santa Rosa campus.

Hours of operation are Monday - Friday, 9:00 a.m. to 5:30 p.m.

The department is staffed by the Dean, Workforce Development & Career Education, Director, Workforce Programs and CTE Grants, and the Coordinator, Workforce Development and student employees.

1.2 Program/Unit Context and Environmental Scan

- What significant changes have occurred in the labor market that might impact demand for these courses, certificates or majors?
- What changes are anticipated over the next three years in this industry that might impact instruction?
- Are there any requirements of licensing/accrediting agencies related to this program? If so, please explain.
- What partnerships or cooperative ventures exist with local employers, transfer institutions, other community colleges, or local high schools?
- Has there been an increase or decrease in outside funding resources and/or industry/business support?

2.1a Budget Needs

The Career Education and Workforce Development office currently only has a budget listed for Career Education Senior Dean (which technically does not exist as that position ended after incumbent retirement in fall of 2019).

Budget Needs for this unit include normal business operational expenses such as supplies, travel expenses as the department often is required to attend meetings and site visits within the community, normal equipment updates and procurement, dues and membership fees, outreach materials, and additional staffing.

Currently Career Education & Workforce Development is sharing (20%) one Administrative Assistant II with Work Experience and Career Development (80%). Prior to December of 2019 the Career Education office consisted of a Senior Dean, Executive Assistant, Dean, Workforce Development, an Administrative Assistant III, a Director, Workforce Programs and CTE Grants and another Administrative Assistant III. At this time the Career Education Department no longer has any administrative support except for the 20% alotted with the Workforce Development AA II position. Positions that have been eliminated and not replaced include:

- Director, Workforce Development
- Manager, Workforce Training & Instructional Partnerships
- Coordinator, Student Employment (eliminated, now part of the duties for Coordinator, Workforce Development)
- AA II, Work Experience (was 12 months, now 10 months and renamed AA II, Workforce Development to encompass more areas this position supports.)
- AA III to the Dean of Workforce Development (eliminated)
- Senior Dean, Career Education and Economic Development (eliminated, many of the duties given to Dean, Workforce Development)
- Executive Assistant, Career Education and Economic Development

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	00	00	$130,000.00	Basic department budget to satisfy all budgets needs as described in the budget needs section.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Coordinator, Workforce Development	40.00	12.00	Oversite of Apprenticeship Partnerships and Instructional Service Agreements including attendance record keeping, invoice processing, detailed record keeping, etc. Responsible for all communications with local nonprofit partnerships and being the liaison between these parnterships, Admissions & Records, Accounting, Scheduling, and Curriculum. This position coordinates all aspects of On Campus Student Employment which includes outreach, retention, onboarding, offboarding, evaluations, and all other Human Resources tasking such as working directly with Payroll and HR to understand all local, state, district, and federal rules, laws, and regulations. This position supports the Career Education department with outreach, serves as the main organizer for Celebrate CE including overseeing all volunteers and all planning details. This position attends Career Education leadership.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean of Workforce Development &Career Education	40.00	12.00	Has principal administrative responsibilities for Work Experience education, inclusive of internships, career education (CE), and general programs; Community Involvement; Apprenticeship programs; Contract Workforce Training/Education; Business Department, community, industry, and business-related workforce development partnerships and programs which requires travel throughout the county. This position also has responsibility on behalf of the district to develop CE partnerships with the K-12 educational system, in addition to promoting the college's CE educational offerings in the community. Oversees Apprenticeship, Work Experience, and Community Involvement instructional service agreements (ISA) established between the district and non-profit agencies locally and across the state. This position serves on the Workforce Investment Board (WIB), partners with the Sonoma County Workforce Economic Development, and serves on the Sonoma County Career and Technical Education Foundation board. This position develops and facilitates Career Education leadership meetings.
Director Workforce Programs and Grants	40.00	12.00	Provides administrative leadership and supervision for all activities related to the planning, development and implementation of the Strong Workforce Programs (SWP) and other Career Education (CE) grants, special projects, and initiatives . The Director functions as the primary contact with all CE related departments, programs, faculty and staff in regard to grant project implementation, administration and management. Trains, supervises and evaluates the performance of assigned staff.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC	5.00	4.00	Assist in planning Celebrate CE--Order supplies, organize event schedule, assist Coordinator, Workforce Development in all other aspects of the event.
Student Employee	25.00	10.00	Assist w/ISA rosters, student employment applications

2.2d Adequacy and Effectiveness of Staffing

Frankly. the Career Education and Workforce Development Department is inadequately staffed for not only the job duties currently, but also for the ability to take on any new

programs or grant opportunties that are being made widely available currently at the state and federal level. Add in that this office is responsible for over 20% of the current SEMP (Strategic Enrollment Management Plan) FTES increases, and we are woefully understaffed. This office, as noted in other sections, had a staff twice the size as it does now when we had less work to be completed. Local campus initiatives and cross-department collaborations are often unable to be committed to due to a lack of staff which directly impacts our students and creates lost opportunties for Career and Workforce Development. Examples of this include opportunities to partner with Student Services to provide additional on campus employment training, access to community pathways in Career Education opportunities such as apprenticeships and other technical professions. Since the expectation is that we implement our portion of SEMP, it requires more staffing.

  To take advantage of constant new funding and program opportunities being made available to all community colleges within the Career Education arena more staff to handle the burden and requirements of taking on new projects/grants/etc:

- New grants made available from DAS (Department of Apprenticeship Standards) has released record-breaking funding for new workbased learning apprentice development opportunities--CAI (California Apprenticeship Initiative) grants.

- Regional Equity and Recovery Partnership (RERP) grants from the CA Workforce Development Board

- ARPA (American Rescue Plan) federal funds

- High Road Training Partnership--apprenticeship funding

- Instructional Service Agreement expansion opportunties

- Smaller, more regional focused grants and partnership opportunies

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	08	07	Coordinator, Workforce Development	Director, Workforce Development	Management
0002	ALL	08	01		Student Succcess Specialist; Workforce Dev.	Classified
0003	ALL	06	07		Administrative Assitant III	Classified
0004	ALL	00	03		Student Success Specialist, Workforce Dev	Classified

2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description

2.3c Faculty Within Retirement Range

Career Education & Workforce Development has no Faculty Positions currently.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

n/a

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

Our current space is good in size and office needs.

3.1 Academic Quality

The Career Education and Workforce Development office has opportunties to increase FTES via onboarding new ISA partnerships in Sonoma and surrounding counties. This will increase funding for the District as these operate at a substantial profit margin. In addition to these growth opportunities, the office has been approached by multiple partners wishing to increase Apprenticeship opportunities within the count and while this will not increase direct District Unrestricted Funds, it will offset the costs of the District would incur. The department continues to work with Strong Workforce Program funds to augment existing program needs.

3.2 Student Success and Support

Strong Workforce Programs has partnered with SRJC's Queer Resource Center and the SRJC Intercultural Center to create prospects for outreach of Career Education Programs for historically underserved populations particularly within CE programs. Apprenticeship Partners have and will to conitnue to be working with SRJC's Outreach Department to reach traditionally underserved groups to provide information on pathways and opportunities to these programs. Workforce Development will be reaching out to District Learning Communities such as APASS, Puente, and Umoja to create services and pathways to Career Education programs.

3.3 Responsiveness to Our Community

Goal F: Cultivate a Healthy Organization

Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.

- Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives.
- Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees.
- Establish robust programs to improve the health and wellness of students and employees.
- Increase safety planning, awareness, and overall emergency preparedness.

The Career Education and Workforce Development Deparment staff promotes and embraces employee engagement, growth, and collegiality through the culture we have created of inclusivity, flexibility, and humor. The office encourages open dialogue and mutual respect and that all constituent groups' opinions hold equal value. All staff are encouraged to attend professional development (internal and external) trainings, join District shared governance committees, and explore and supports opportunies for advancement. All current staff began at lower ranked positions and have continued to see career growth with the intent to continue this practice.

Unfortunately, due to recent positions being eliminated, we have been unable to expand our recruitment and hiring of staff for our own department. However, every member of this office currently or in very recent time has served on hiriing committees as members, chairs and as monitors to continue to offer our service and perpsectives throughout the District.

This department is ready and willing to particpate in all District/HR provided health and wellness programs and trainings.

3.4 Campus Climate and Culture

This department is ready and willing to particpate in all District/HR provided emergency preparedness programs and trainings.

3.5 Establish a Culture of Sustainability

n/a

4.1a Course Student Learning Outcomes Assessment

Career Education does not have direct department oversight over any any academic programs. This is completed at the direct department level.

4.1b Program Student Learning Outcomes Assessment

See 4.1a

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7

4.2b Narrative (Optional)

This unit fully supports the development, revitalization, improvement and planning of career and technical education programs of study. Primarily funded throguh Perkins funds (CTEA) and Strong Workforce Program (SWP), projects are vetted and awarded funds for projects related to the program of study or purchasing equipment for such programs. We also encourage and fund professional development for instructors of our programs.

5.0 Performance Measures

This section allows programs/units to define and report on their own unique workload and performance measures. The program/unit should identify any unique **non-academic** data elements that provide insight into the quantity and quality of the services you provide. Trend data is particularly helpful.

You can copy and paste tables or charts in the text block provided. If section 5.0 is not relevant to you, just state "not applicable."

EXAMPLES:
- *Human Resources could measure the number of recruitments each year or the number of applications processed.*
- *A&R could report on the number of student applications processed each year.*
- *A student service might measure the number of the number of student visits (duplicated headcount) or number of students who have utilized services (unduplicated headcount).*

The Library could measure student visits or other performance measures, such as student use of electronic databases.

Celebrate CE
Community Outreach
Board Appointments

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

n/a

5.2a Enrollment Efficiency

n/a

5.2b Average Class Size

n/a

5.3 Instructional Productivity

n/a

5.4 Curriculum Currency

n/a

5.5 Successful Program Completion

n/a

5.6 Student Success

n/a

5.7 Student Access

n/a

5.8 Curriculum Offered Within Reasonable Time Frame

n/a

5.9a Curriculum Responsiveness

n/a

5.9b Alignment with High Schools (Tech-Prep ONLY)

See 5.0 (CTE Transitions)

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

n/a

5.11a Labor Market Demand (Occupational Programs ONLY)

n/a

5.11b Academic Standards

n/a

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	07	Take advantage of fiscal regional and state opportunities	Improve Student Opportunites and Pathways	1-2 years	Staff (listed in section 2.2).
0002	ALL	02	06	Work more collaboratively with Student Services	Improve Student Opportunities and Pathways	1-2 years	Staff (listed in section 2.2)
0003	ALL	03	05	Work collaboratively with local community organizations	Improve Partnerships to create student opportunities and pathways	Immediate	Staff (as listed in section 2.2)
0004	ALL	01	05	Create direct student outreach on all District Campuses	Create awareness for all Career Education opportunities and pathways	Immediate	Staff (as listed in section 2.2)

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	02	07	Take advantage of fiscal regional and state opportunities	Improve Student Opportunites and Pathways	1-2 years	Staff (listed in section 2.2).
0000	ALL	06	06	Work more collaboratively with Student Services	Improve Student Opportunities and Pathways	1-2 years	Staff (listed in section 2.2)
0000	ALL	08	05	Work collaboratively with local community organizations	Improve Partnerships to create student opportunities and pathways	Immediate	Staff (as listed in section 2.2)
0000	ALL	01	05	Create direct student outreach on all District Campuses	Create awareness for all Career Education opportunities and pathways	Immediate	Staff (as listed in section 2.2)