District Annual Unit Review

Educational Services

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Definition of a Support Services Department/Unit

For purposes of this planning document, a support services unit is defined as a District department, which is responsible for providing services throughout the District in a manner that creates and maintains an optimal learning environment for students and/or provides services necessary to support the overall operation of the District and colleges.

Unit Plan Purpose

Unit plans are annual documents created and used by District units to develop and maintain high quality services to support student learning and District and college operations. The Accrediting Commission's Standard 1.B.3-4 states:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Plan Due Date

The initial unit plans are required to be developed by December 18, 2014 and annually, hereafter, by December 1st. and use this template. A copy of the review will be maintained in the unit and the Office of Chancellor.

Statement of Purpose
Provide your unit's statement of purpose.

Educational Services and Economic Development

The unit's purpose is (1) to facilitate and coordinate Kern Community College District's instructional services and student support programs ; (2) to communicate and interpret instructional policies and procedures to administrators, faculty, and staff; (3) to ensure that action plans and program reviews for academic and student support programs are consistent with stated course learning outcomes and integrated into the strategic, planning, facilities, and budgetary planning processes in response to the District's Strategic Plan and the ACCJC Accreditation Standards; (4) to ensure compliance with local, state, and federal laws in regards to instructional services and student support programs; (5) to sustain a learning environment at Kern Community College District in support of strategies and actions aimed at improving student success; (6) to scan the external and internal environment to support innovation and best practices in teaching and learning; and (7) to support effectiveness and efficiency as part of organizational learning and a focus on systemic change. This statement of purpose is consistent with the following Accreditation Standards: IB.1 "The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes" and II.A.2.a."The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs."

Grants and Resource Development

The unit's purpose is to develop grant funds and community resources on behalf of the District, Bakersfield College, Cerro Coso Community College and Porterville College that offer the opportunity to innovate, leverage, and move important issues or conditions of access, equity, teaching and learning, student success, completion, and persistence.

Another key purpose is to partner with economic development stakeholders from business, government, and education to respond to regional workforce development and training needs. Equally important is to match existing workforce skills training programs to those workforce needs and to collaborate with partners to assess the need for new solutions and prioritize the development of those solutions. This unit supports resource development activities aimed at preparing students for careers in the 21st century workforce. To assess regional and national trends in the field of workforce development, the unit's representative participates in regional economic development strategic planning meetings.

<u>Workforce Development</u>

The purpose of the SB1070 Grant is to work within the Central/Mother Lode Region to develop policies and practices that support the goals of the legislation:

1. To engage K-16 in improving linkages
2. To increase readiness of secondary students for postsecondary education
3. To increase student success and training in postsecondary by developing CTE pathways.

This will be achieved by promoting and funding best practices that have proven to deliver these outcomes.

For reference, the following are KCCD's Vision and Mission statements.

Vision Statement

The Kern Community College District is recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.

Mission Statement

The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. To accomplish this mission, we will:

- Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
- Provide workforce skills training through Career and Technical Education programs.
- Provide basic skills education and student services programs to enable students to become successful learners.
- Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development.
- Improve the quality of life of our students and communities through broad-based general education courses.

- Prepare students with the skills to function effectively in the global economy of the 21st century.
  The unit's purpose is to anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.

Unit Responsibilities and Projects

List your unit's primary assigned responsibilities including those related to creating and/or supporting an effective learning environment. Also, identify any expected changes in responsibilities or major new projects (e.g. opening of new facilities, IT infrastructure upgrades, etc.) for the next academic year (summer, fall, spring). Please reference any KCCD Strategic Plan strategies, accreditation standards or policies, or changes to state or federal laws that are informing your changes in primary responsibilities or new projects.

Educational Services and Economic Development

Primary responsibilities under educational services include the need to ensure that the districtwide Strategic Plan is integrated, and that planning is at the continuous improvement and sustainable level per the Accreditation Standards. In this context, sustainable improvement means that "there is consistent and continuous commitment to improving student learning and educational effectiveness is a demonstrable priority in all planning structures and processes. (Source: Rubric from the ACCJC for Evaluating Institutional Effectiveness.) Development of new initiatives at the State Chancellor's Office such as the Common Assessment Initiative, the Statewide Online Education Initiative, and the migration to CCC Apply will require time and focus from the Educational Services unit. While these initiatives have always been prominent, responding to new emerging directions from the State Chancellor's Office will require additional time and energy to fulfill these state priorities.

Grants and Resource Development

Primary responsibilities for this unit include the need to scan and provide internal stakeholders with information regarding relevant federal, state and local grant and foundation funding opportunities to support primarily economic and workforce development education and general education as appropriate at the District, Bakersfield College, Cerro Coso Community College, and Porterville College.

An ongoing responsibility is to identify grants of interest and align grant submissions with strategic priority areas of the district and colleges.

Additional responsibilities include (1) to develop a faculty / administrative team to pursue and develop competitive grant applications; (2) to obtain internal authorization to submit grant applications; (3) to submit between 3 and 4 competitive grant applications each year; (4) to acquire at least $1 million in grant awards each year; (5) to ensure that all awarded grants remain in programmatic & fiscal compliance; and (6) to work regularly with Business Services, Human Resources, IT, Facilities, IR and EWD to ensure compliance.

Workforce Development

A primary responsibility is working with the region's 13 colleges and feeder high schools to make them aware of recommended best practices, work to eliminate policies that inhibit student success, and develop a culture that is based on true pathways, a program of study for each student.

Describe the end-user or the population that is served by the department.

Educational Services and Economic Development

The Educational Services unit serves the Chancellor and coordinates planning processes with the vice-chancellors, college administrators, faculty, staff, and students of the Kern Community College District. Another key population served is business and industry; educational entities in high schools, adult schools, public and private colleges and universities; and governmental agencies. External stakeholders identified above are engaged by the Unit in order to develop fruitful partnerships.

Grants and Resource Development

The end-users for the unit are the district, colleges, and college faculty and staff to acquire grant funding to support primarily economic and workforce development, general education, basic skills, and transfer programs that benefit students and community members.

21st Century Energy Center

The end-users for Economic and Workforce Development programs are employers, students seeking to upgrade job skills, college and high school administration, and faculty.

<u>Workforce Development</u>

The Workforce Development unit serves and makes direct contact with personnel from all levels (teachers, counselors, administrators and Boards) of secondary and postsecondary education. The intent is to seek and support individuals and institutions that are open to change and innovation.

List the major projects or services performed by the department (current or one-time).

<u>Educational Services</u>

The list below includes the major functions performed by the District Educational Services Department:

1. Oversee the development and implementation of the district educational and student services programs.
2. Make recommendations to the Colleges and recommend course and program approval for final approval by the Chancellor and the Board of Trustees.
3. Provide district administrative leadership for accreditation.
4. Facilitate the development and implementation of the District Strategic Plan and collaborate with the colleges in the development of the Colleges' Strategic Plans.
5. Coordinate and supervise the development of the academic calendars and the determination of student fees for the colleges in the District.
6. Ensure that action plans and program review processes for academic and student support programs are integrated into the strategic, staffing, facilities, and budgetary planning processes of the District.
7. Oversee the evaluation process for full-time and part-time faculty as prescribed by the bargaining agreement.
8. Use data in evaluating and recommending programs, standards, policies, and procedures within the parameters of state and federal laws.
9. Forge successful relationships with governmental agencies and business and industry, and service organizations as a means of developing regional collaborations and to leverage funding in preparing for grant applications.
10. Partner with other educational institutions to articulate curriculum, develop student pathways, and support collaboration.

These functions are consistent with the current Strategic Plan 2011-2015, particularly in relation to the following strategic goals: Goal 1: to become an exemplary model of

student success; Goal 3: to foster a comprehensive and rich learning environment; and Goal 6: to respond to community needs.

Economic Development and Workforce Development

The major functions include managing, coordinating, and providing leadership for the District economic and workforce development programs and initiatives to assure the viability and legality of the programs. Improve processes, maintain established academic and legislative standards, maximize the career technical education opportunities for students, and facilitate economic development.

The administrator in charge of economic development serves as the District's liaison for economic and workforce development with the California Community College system office, county, state, and federal agencies, business and industry partners, universities, and public school partners including high schools. In addition, the unit provides leadership and coordinates the district-wide development of college and career pathways and articulation of the career technical education programs among the District's Colleges, as well as with the secondary and post-secondary institutions.

Other functions include:

1. Assisting the Colleges with planning, developing, and implementing innovative partnerships with business and industry in the communities to foster a supportive economic development environment.
2. Evaluating and recommending programs, standards, policies, and procedures within the parameters of state and federal laws to meet District goals.
3. Serving as the administrator for district-wide economic and workforce
4. Developing grants and categorical programs offered by the colleges.
5. Coordinating applications for funding, reporting requirements, program audits and fund analyses.
6. Providing technical assistance to educators on best practices and assisting them in the development of change strategies to be adopted.
7. Supplying data to support initiatives and funding to facilitate change.

Grants and Resource Development

The major functions are grant seeking; sharing grant announcement information; providing insight into grant related regulations and compliance matters; providing training regarding internal grants approvals process (Intent to Apply; and Approval to Submit Grants Procedure); preparing grant applications alone or in collaboration with

others from the district or any of the colleges and with others from the service area communities.

One-time projects:

      Staff support for the Kern CCD regional AB86 project (through 6/30/15)

      Staff support for the C6 regional project (through 9/30/15)

<u>21st Century Energy Center</u>

Economic and Workforce Development programs are separated into four primary functions:

<u>21st Century Energy Center</u>

To provide not-for-credit job skills training for job seekers to assist them in securing a job and starting a career that leads to a family sustaining wage.

<u>Contract Training (Performance Improvement Institute)</u>

To develop custom training solutions for employers and their incumbent workers.
To assist employers in accessing Employment Training Panel funds to offset the cost of training.

<u>California Compliance School</u>

To provide hazardous waste compliance training to hazardous waste generators throughout the state.

<u>Business Entrepreneurship Center</u>

To identify and meet regional economic development needs in the areas of business improvements and entrepreneurship training. Specific attention is given to providing small business assistance and encouraging youth entrepreneurship.

List your unit's primary functions and responsibilities (ongoing):

Please refer to section on functions and responsibilities described on pages 2 through 8. In addition, the department is responsible for updating Board policies under Section 4: Instructional Services and Student Services and facilitating the review by presenting updated policies to Administrative Council, Cabinet, and Consultation Council prior to submittal of revised policies to the Board of Trustees.

Grants and Resource Development

Ongoing functions are grant seeking; sharing grant announcement information; providing insight into grant related regulations and compliance matters; providing training regarding internal grants approvals process (Intent to Apply; and Approval to Submit Grants Procedure); and preparing grant applications alone or in collaboration with others from the district or any of the colleges and with others from the service area communities.

21st Century Energy Center

1. Customized training for employers and their incumbent workers.
2. Job Skills training for unemployed, under-employed individuals and those who are seeking to upgrade their job skills.
3. Hazardous waste training to assist hazardous waste generators to be in compliance with state and federal regulations.
4. Economic development collaboration with business, governmental and educational stakeholders.

Workforce Development

The unit's primary responsibility is to manage the SB1070 grant responsibly and efficiently to achieve the desired regional goals.

Describe the mechanisms used to monitor the department's currency and fit with student and institutional needs.

Educational Services

 The department stays current by closely monitoring changes to Education Code and Title 5. Other changes to educational and student support programs are aligned to changes articulated by the State Chancellor's Office. To remain current, educational administrators participate in conferences sponsored by the American Association of Community Colleges (AACC) and the American Council on Education (ACE) as well as participation in local conferences and seminars sponsored by the Association of California Community College Administrators (ACCCA) and the California Association of Chief Instructional Officers (CIO). The Educational Services Division also evaluates improvements to student progress and completion (Student Success Scorecard) as well as improvements to student success initiatives based on the Colleges' Student Success and Support Program (SSSP) and the Colleges' Student Equity Plans. The unit supports

dialogue in relation to student success milestones attained as part of Achieving the Dream. Student success initiatives at the colleges are aligned with Institutional Learning Outcomes (ILO's) at each of the Colleges.

Economic Development

This unit stays current by utilizing VTEA Core Indicator reports; focusing on state and national pathways outcomes; attending college Flex Day programs and regular college meetings; and analyzing KCCD institutional reports. The unit's administrator stays current by attending various regional, state, and federal professional organizational meetings and conferences.

Grants and Resource Development

The Grants and Resource Development unit remains current by (1) reviewing Kern Community College District institutional reports; (2) reviewing and disseminating research reports from leading community college research organizations in California and throughout the United States; (3) attending national, state and regional conferences held or sponsored by the American Association of Community Colleges (AACC), the Council for Resource Development (CRD), a sub-entity of the AACC, the California Community College Association of Occupational Educators (CCCAOE), as well as initiative conferences and meetings funded by the California Community College Chancellor's Office (CCCCO). In addition, the unit reviews institutional strategic planning documents, engages with college faculty as to departmental needs, and works with the department to ensure the appropriate focus of the grant writing plans.

21st Century Energy Center

The Economic and Workforce Development programs measure currency in three primary ways:

1. Collection of job placement and retention data.
2. Employer feedback regarding the training that their employees and employment candidates receive.
3. Feedback from Colleges on what resources they need to improve their program.

Feedback from employers and Colleges has not yet been formalized and quantified.

Workforce Development

The unit's budget will be shared with the regional college's designated representatives. All requests for funding will be shared with these representatives who will make the final decisions. Progress on the success of the program will be also shared and will measure the number of students who benefit from individual program changes as they occur. The unit administrator will measure the number of students who experience the Career Choices curriculum and related data such as attendance, GPA, and units completed. The unit plans to track the number of students who receive college credit for new articulation and dual enrollment programs and will also track secondary/postsecondary partnerships and development of true pathways.

Is there a desire or plan to add or expand services provided by the department? Explain how added or modified services will help improve an institutional process or customer satisfaction. Also, what is the strategy to implement and/or modify those services?

Educational Services and Economic Development

The Educational Services Division supports the Colleges' efforts in responding to SB 1440 by expanding the number of Associate Degrees in Transfer (AA-Ts and AS-Ts) at each of the colleges. The department will also support the colleges in developing new programs in response to labor market information and assessment of needs based on the individual College's student population. Services will remain constant; however, the department will engage in a process of continuous improvement by soliciting feedback from the Colleges on how to improve support to the Colleges.

Grants and Resource Development

The current grants and resource development model was adopted and implemented for the purpose of addressing economic and workforce development grant writing needs. It is a functional model to address this limited range of grants. However, since the initiation of this model, the unit's focus, goals and objectives have been under pressure to expand to address the broader college grant needs without correlate changes to the service and service delivery model.

Increased unit capacity is necessary to appropriately address the broader college needs for grants and resource development. As an initial step while continuing to monitor increasing college demand for grant writing services, the unit suggests the addition of a

student worker, a compliance specialist and budget authority to engage limited grant writing assistance on an as-needed per-project basis.

The student worker (2 or 3 at 0.2 FTE each for a total of 0.4-0.6 FTE) would assist with the grant search process. This is a routine, repetitive and time-consuming task that can be trained and outsourced to this level of education and experience to reliably identify grants of interest to the district and colleges. In order to ensure the reliability of grant identification, redundancy will be maintained.

A compliance specialist (0.5-1.0 FTE) will provide direct compliance support for the program level director and fiscal level. The FTEs will depend on the current number or size of grants in process on which the compliance specialist will provide support.

Presently there are a few narrow windows of time during the year in which several federal and state grant programs offer and accept applications. The resulting calendar conflicts in the preparation timelines and submittal deadlines sometimes result in deferring or opting out of grant opportunities due to the lack of grant writing and facilitation capacity. Therefore, the unit is requesting budget authority to engage contingent grant writing staff on an as-needed per-project basis necessary to pursue all relevant and appropriate opportunities even when multiple opportunities present calendar conflicts.

21st Century Energy Center

The Economic and Workforce Development programs is interested in strategically transitioning our 21st Century Energy Center not-for-credit job skills trainings to be offered for credit. Porterville College has already approved the Powertech curriculum as a for-credit offering. The 21st Century Energy Center will work with Porterville College on qualifying existing instructors or hiring new instructors and getting classes added to their catalog for 2015/2016.

The Contract Education area (Performance Improvement Institute) is interested in extending the model used at Cerro Coso Community College to Porterville College where the Economic and Workforce Development program pays for 50% of a Campus Manager of continuing education who can help generate contract training leads and work with local Porterville area employers.

The Economic and Workforce Development program is exploring the creation of trainings in three high-demand job skills areas. 1. Basic Crane Operation, 2. Class A Commercial Truck Driving, and 3. Office Technician. These three trainings are repeatedly requested by employers and America's Job Center of California.

<u>Workforce Development</u>

The unit will work with other related sources, such as Career Pathways Trust grantees and Deputy Sector Navigators, to develop partnerships that help expand the unit's goals and serve the region more efficiently.

Unit Plans
Use the following question prompts to document how your unit will complete your assigned responsibilities and projects. State your unit's plans to:

Describe the adequacy of the unit's equipment, software, supplies needed to support new projects, expanded responsibilities, and necessary upgrades. Be specific.

<u>Educational Services and Economic Development</u>

The Educational Services and Economic Development units are committed to staying current regarding technology. The department needs two new laptops to replace old and outdated technology.

<u>Grants and Resource Development</u>

The unit currently has adequate hardware. Hardware and software that would improve the efficiency and effectiveness of the unit includes a web camera for conducting grant-related webinars among partners, adoption and support of district wide use of a multi-user program (i.e., dropbox, googledocs, etc.) to facilitate collaborative multi-entity grant writing. EMSI is of great value in the grant writing process, and there is a continuing need for this seat license.

If the unit's model expands or changes as described above, there would need to be a correlate assignment or allocation of computer workstations with appropriate software to accommodate the additional staff support requested. Additional staff may also need EMSI seat licenses (currently, there are sufficient number of unused licenses to accommodate the additional staff requested).

<u>21st Century Energy Center</u>

The Economic and Workforce Development programs will need the following to continue to support the growth in demand by employers for customized training:

2 Laptop Computers
2 Digital Projectors
1 Desktop Computer Upgrade

Workforce Development

No changes are needed in equipment, software, or supplies at this time.

How adequate and appropriate are departmental facilities and equipment? Be specific about current deficiencies and projected needs at the colleges and the District Office.

Educational Services and Economic Development

The current facilities are adequate. There are no needed remodels or alterations required.

21st Century Energy Center

As stated above, the Economic and Workforce Development programs will need two laptops and digital projectors to support the rapid growth in demand by employers for job skills training and a new or upgraded desktop computer for use by trainers.

Identify appropriate staffing needed to support new projects or expanded responsibilities.

Educational Services

It is the intent of the Department to replace the secretary. There was a vacancy that occurred when the confidential secretary retired. That vacancy has not been filled yet. In addition, the interim vice chancellor of educational services position should become permanent.

Economic Development

Additional classified management and support staff will be needed as contract training expands and if new grant funding is obtained.

Grants and Resource Development

Increased unit capacity is necessary to address appropriately the broader college needs for grants and resource development. As an initial step while continuing to monitor increasing college demand for grant writing services, the unit suggests the addition of a student worker, a compliance specialist and budget authority to engage limited grant writing assistance on an as-needed per-project basis.

The student worker (2 or 3 at 0.2 FTE each for a total of 0.4-0.6 FTE) would assist with the grant search process. This is a routine, repetitive and time-consuming task that can be trained and outsourced to this level of education and experience to reliably identify grants of interest to the district and colleges. In order to ensure the reliability of grant identification, redundancy will be maintained.

A compliance specialist (0.5-1.0 FTE) will provide direct compliance support for the program level director and fiscal level. The FTEs will depend on the current number or size of grants in process on which the compliance specialist will provide support.

21st Century Energy Center

The Economic Workforce Development program is undergoing a job analysis to determine the appropriate job description / classification for the expanded duties of the existing Department Assistant II position. Professional Expert trainers will be added as employer demand dictates. The 21st Century Energy Center will need a minimum of two instructors who meet minimum qualifications in order to offer credit-based training.

Describe the adequacy of the department's staffing levels to provide quality services to the colleges and the District.

Educational Services and Economic Development

The department's staffing is adequate in Educational Services as long as a secretary is hired to support the unit's increased workload due to response to State Chancellor's new initiatives, such as Student Success and Support Program (SSSP) and CCCApply. The Economic Development unit is challenged to continue to provide optimal service to the colleges because of minimal staffing support in the unit.

Grants and Resource Development

There is currently an inadequate level of staffing to address the expressed needs of the colleges and the district. In the past 30 days, the unit has had requests to assist with the

submission of the Bakersfield College BAS Industrial Automation, the Bakersfield College TRiO grant, a Bakersfield College and Cal State University, Bakersfield NSF National Robotics Initiative grant, among others.

21st Century Energy Center

As stated above, The Economic Workforce Development program is undergoing a job analysis to determine the appropriate job description / classification for the expanded duties of the existing Department Assistant II position. The duties are significantly more complex than those typical for a department Assistant II position.

Identify remodels or alterations needed to support the completion of unit responsibilities.

Educational Services and Economic Development

There are no needed remodels or alterations being planned.

Grants and Resource Development

No remodels have been identified.

21st Century Energy Center

No needs have been identified at this time.

Identify professional development activities that help unit members stay current with their job requirements. Please list expected individual and department requests for professional development activities.

Educational Services

The Department will continue to participate in conferences and seminars such as ACCCA, Chief Instructional Officers, American Association of Community Colleges, and state conferences sponsored by the Chancellor's Office.

Economic Development

The unit's administrator is a member and attends the National Council for Workforce Development and California Community College Administrators of Occupational Education.

Grants and Research Development

There are several professional development activities that help unit members stay current. The Council of Resource Development (CRD) membership offers immediate feedback on grant-related application and implementation questions, and the CRD annual conference offers the opportunity to meet in person with federal grant program staff as well as gather important federal grant programs funding status, upcoming calendar cycle, program emphasis or focus or competitive advantage.

The CCCAOE Spring & Fall conferences provide current status regarding state-level initiatives and develop innovative career technical education (CTE) and workforce development grant opportunities.

The Workforce Development Initiative (WDI) and the American Association of Community Colleges (AACC) conferences provide a broader context for the initiatives at the national foundation, federal grant making and state innovative approaches to addressing labor market training needs of employers.

The Brustein & Manasevit EDGAR & Federal Grants Management conferences and Management Concepts online and in-person courses (ranging from 8 hrs to 6 weeks) are particularly helpful for ensuring grant management compliance.

In addition, federal and state agency grant conferences, webinars, and technical assistance are typically no-cost webinars and teleconferences that support the currency of the units' members and support the grant writing work.

21st Century Energy Center

Economic and Workforce Development staff attend a variety of industry conferences and workshops to stay abreast of developments in the Energy, Agricultural Manufacturing and Alternative Fuel Vehicle Technology industries.

Workforce Development

The unit's administrator attends all CCCAOE conferences to maintain contact with regional and state partners. The administrator attends all SB1070 Director's meetings.

He also will attend two national conferences each year of the grant: The National Alliance of Concurrent Enrollment Partnerships and National Career Pathways. (Note: both out of State requests are included in SB1070 and have Chancellor's office approval).

Are there unmet professional development needs of department staff? If yes, describe.

Educational Services

The classified staff member of the department will become more proficient in WORD, Excel, and PowerPoint. Administrators will also enhance their technological capabilities.

Economic Development

There are no unmet professional needs.

Grants and Resource Development

There are no unmet professional needs.

21st Century Energy Center

There are no unmet professional needs.

Briefly describe the techniques/assessments currently used to ensure quality or required external standards (e.g., audits, inspections). Also, describe techniques/assessments being developed for use next fiscal year.

Educational Services

The department ensures quality in response to external standards such as compliance with the ACCJC's Standards, new federal regulations pertinent to financial aid, and adherence to changes to Title 5 and Education Code as well as new initiatives from the State's Chancellor's Office.

Economic Development

As part of required external standards, the unit relies on the utilization of VTEA Core Indicator data in annual reports. The development of each college VTEA utilization of funds relies on VTEA Core Indicator data and identification of gaps and needs.
In addition, the unit uses labor market data for Vocational Program Review. Also, quarterly financial and activity reports are filed with the assigned grant monitor.

Grants and Resource Development

The unit uses an Excel tracking sheet to record grant opportunities that are considered, evaluated, declined, developed, submitted, and awarded. Audits and inspections are typically done by external grantor agencies' program staff. However, the unit does assist district / college program staff in preparing for agency audits, inspections, and visits.

21st Century Energy Center

Currently, the Economic and Workforce Development Department uses follow-up interviews / conversations to assess the quality of training and services to employers and colleges. The unit would like to develop a standard survey tool to tabulate results.

To prepare for Employment Training Panel monitoring visits, the Economic and Workforce Development program has two individuals to ensure that the rosters form for each training meet the standards of the Employment Training Panel.

Provide 3-5 years of data on usage or services provided by the department to each college. Provide separate data by college and comment on significant information that emerges from the data.

Educational Services

Curriculum Approvals from January 2014 through December 2014:
 New Courses: 88
 Course Revisions or Modifications: 358
 Course Deletions, Discontinuations or Deactivations: 213
 Program Revisions or Modifications: 19
 New Programs: 26
 Program Deletions, Discontinuations or Deactivations: 25

Total Curriculum Approvals: 729

The unit also completed 9 Memorandum of Understanding related to partnerships with external stakeholders.

Economic Development

VTEA Core Indicator reports provide data regarding the student success progress made by each college.

Grants and Resource Development

As mentioned earlier, from hiring in Nov 2008 to approximately 2013, the grant's director had a singular focus on district economic and workforce development. In approximately 2013, there was discussion as to how the director could support the colleges. In 2009 and 2010, she presented a workshop on developing grant applications at the Bakersfield College and Porterville College flex day events. In 2011, she presented a grant applications workshop at Cerro Coso Community College Career Technical Education department meeting. At that time, there was some interest by individual faculty at each of the colleges.

Below is a listing of those that grants that were for the exclusive use of the College(s) which occurred during this time period:

2008/09 –
Bakersfield College
The unit prepared an application for the EducationUSA USBT Overseas Educational Advisors (cohost international advisors) nonfinancial award; the CA Dept of Education: SB70 Distance Learning application (awarded); and the Registered Vet Tech Grant $84,663 (declined). Several of the 08/09 grants list benefitted (although not exclusively) each of the colleges.

2009/10 –
Bakersfield College
The unit assisted with the submission of a California CA CSAC Child Development Student Aid Program; whether it was awarded is unknown.

Cerro Coso Community College
The unit assisted with the Southern California Edison (SCE) / Edison International Edison Scholarship for Green Jobs Educational Initiative $100,000 (awarded).

2010/11 –
Bakersfield College, Cerro Coso Community College & Porterville College
The unit assisted colleges' strategic thinking regarding their portion of the C6 (US Dept of Labor TAACCCT) framework and budget lead by West Hills Community College. The unit also assisted lead partner West Hills in the Hewlett Foundation CA Education Policy Fund Grant $600,000 which benefitted the C6 Colleges, including Bakersfield College, Cerro Coso Community College and Porterville College.

2011/12 – None

2012/13 –
Porterville College
The unit prepared Tulare County Workforce Investment Board proposals for Industrial maintenance / maintenance mechanic, solar & alternate energy sales; and building analyst certification training. Of these proposals, the Tulare Workforce Investment Board funded the solar sales training ($17,981).

Porterville College (continued)
The unit prepared an application for Solar Instructor Training Network (SITN) funding to convert the NFC PV sales (non-credit) to credit curriculum (awarded $125,000).

2013/14 -
Bakersfield College
The unit discussed the US Dept. of Education Title V grant program with Bonnie Suderman on several occasions. Some preliminary work was done, but as the US Department of Education funded down the slate that year, no application was submitted. The unit met with Oliver Rosales in completing the internal grants approval process related to a National Endowment of Humanities (NEH) grant that was applied for in the following year. The unit is continuing discussions with Shoreh Rahman and others regarding grant funding interests and opportunities.

Bakersfield College & Porterville
The unit provided limited assistance to Cammie Ehret-Stevens in completing an SJV APCD application for 4 electric utility vehicles (2 applications) and 4 natural gas vehicles for Porterville.

Porterville

The unit worked with Arlitha Harmon-Williams to complete and submit the SCE/Edison International grant application (and the prior year annual report which is a prerequisite to applying).

2014/15 –
Bakersfield College

The unit assisted Oliver Rosales obtain internal grants approval for a Bakersfield College National Endowment of the Humanities grant. The unit assisted Terri Goldstein regarding internal grants approval for a US Ed TRiO SSS grant. The unit will assist Liz Rozell and CSUB on a National Science Foundation (NSF) Small Grants application. The unit expects to assist Liz Rozell and CSUB to submit a National Science Foundation (NSF) National Robotics Initiative application.

21st Century Energy Center

The Center had accomplishments as presented below:

Contract Education (Performance Improvement Institute):

	Revenue	Expense	Contribution
2012	$ 82,865.18	$ 116,532.99	$ (33,667.81)
2013	$ 352,949.12	$ 328,121.18	$ 24,827.94
2014	$ 646,065.90	$ 446,459.18	$ 199,606.72
Total	$ 1,081,880.20	$ 891,113.35	$ 190,766.85

	Companies	Trainees	Training Hours
2012	5	32	422.5
2013	18	225	10,217.5
2014	279*	1607	40,240.0
Total	302	1864	50,880

- Includes 223 insurance agents and 56 traditional companies

21ST Century Energy Center

	Courses	Trainees	Training Hours
2012	41	453	99,021
2013	26	212	122,390
2014	7	118	15,152
Total	74	783	236,536

California Compliance School

	Revenue	Expense	Contribution
2012	$155,921	$153,818	$ 2,103
2013	$203,993	$154,633	$49,360
2014	$189,607	$150,348	$38,719
Total	$548,891	$458,799	$90,182

California Compliance School

	Course	Trainees	Training Hours
2012	18	257	5294
2013	21	365	7424
2014	17	292	5710
Total	56	914	18,428

<u>Workforce Development</u>

From 2011-2014, the unit has been responsible for two grants that have overlapped during the past three years. All have had the same general goals as the current grant but were limited to the three district colleges and their feeder high schools. Direct services to the colleges were in the form of specific technical training for faculty and staff, high school training, and financial support to the colleges for specific activities supporting the grants. Each college was free to apply for funds for activities that were consistent with the goals and requirements of the grants. Following is a summary of activities and total funding awarded to the colleges:

2011-12	PC	BC	CC
	5 activities	6 activities	6 activities
	$29,000	$28,620	$14,850
2012-13	4 activities	9 activities	2 activities
	$21,075	$33,298	$29,000
2013-14	8 activities	5 activities	2 activities
	$53,102	$18,000	$5,800

(Details of activities available on request)

Provide satisfaction results from end-users (use mapping survey results or other assessment tool to gather feedback from end-users). If no data is available, explain how the department currently measures satisfaction from end-users. Comment on significant information that emerges from the data.

Educational Services and Economic Development

The Department will conduct customer satisfaction surveys in the future. The current Climate Study provides information about services to the colleges, but it is not specific to the units under Educational Services. A meeting has been arranged with the Institutional Research Director to determine what kind of data needs to be collected to gauge satisfaction from end users.

Grants and Resource Development

There is no current routine process to request and document end-users' satisfaction with the grant writing services provided by this unit.

21st Century Energy Center

The Economic and Workforce Development programs collect qualitative data and have not been tabulating them for statistical analysis. Programs are refined based on input. There is an opportunity to make this process more quantifiable.

Workforce Development

Satisfaction of the grant's goals and requirements will be measured through the deliverables required by the grant and will reflect policy and procedure changes that promote student success.

Are there specific fiscal needs that have not been previously identified? If yes, specify.

Educational Services and Economic Development

There are no specific fiscal needs that have been identified.

Grant and Resource Development

Given the current definition of the unit's role, there are no fiscal needs that are unidentified. However, if the role of this unit is expanded to address the broader needs of Bakersfield College, Cerro Coso Community College, Porterville College and District needs, additional fiscal needs would be needed to address the recommendations for expanding the unit's capacity. Requests for the unit's services have been exceeding the unit's capacity to meet the need to provide additional grant writing services.

21st Century Energy Center

There are no specific fiscal needs that have been identified.

State your unit's plans to develop and implement any special or long term projects. List each plan below and attach a copy to your unit plan. Briefly describe projects and indicate implementation timelines below.

Educational Services

Long-term projects include a focus on the student success agenda by increasing the number of degrees and certificates along with improvements in the Colleges' Scorecard. This goal is accomplished by facilitating innovation in teaching and learning as part of ongoing dialogue at the Vice Presidents' meetings. The implementation timeline is for improvements to be monitored annually.

Another key project is to support acceleration efforts at the Colleges in order to improve the persistence of students from basic skills English and basic skills mathematics to college level English and mathematics. A compilation of acceleration strategies by college will aid in scaling successful acceleration programs. The implementation will be to make connections among acceleration best practices and to report as part of the annual review of accomplishments in the Districtwide Strategic Plan.

Economic Development

After this current year in starting the contract training department as a centralized district function, the unit will expand the services of this unit and expand the gross and net funds generated. The unit will continue to apply for relevant grants and anticipate supporting interested departments.

Grants and Resource Development

Future projects are dependent equally on availability of grant opportunities aligning with college or district strategic priorities and on the capacity of the unit. Future project plans listed here reflect the present level of capacity. College and district leadership have indicated interest in the following grant opportunities:

Bakersfield College:

Terry Goldstein is working on the U.S. Department of Educational TRIO grant. The unit has and will continue to provide additional support and assistance regarding the internal grant approvals process, the grant request for applications, the 14 new strategic competitive points and other strategic elements of a grant application. There is also interest in pursuing additional National Science Foundation (NSF) grants.

KCCD Economic & Workforce Development:

Among several grant opportunities, the Economic and Workforce Development division is interested in the U.S. Department of Education Investing in Innovation (I3) application, the CCCCO Industry Driven Regional Consortia application, the annual Perkins & CTE Transitions grants, and several foundation grants including Bill & Melinda Gates' Foundation Next Generation grants, Chevron, PG&E and Wells Fargo Foundations.

21st Century Energy Center

Future projects include the following:

1. Offering of 21st Century Energy Center classes for credit.
2. Adding a Campus Manager for Continuing Education to Porterville College

Workforce Development

The long term goal of the unit is to establish a culture that understands and values the need for a K-16 system that is focused on student success. This can be accomplished by working with progressive districts and schools to establish and document the success of

best practices. Their success will lead others to adopt these best practices. Over the next two years, the unit anticipates that 25% of the colleges and high schools will have made significant progress in offering students a system that leads to success.

Describe the strengths of the department.

Educational Services

The department exhibits a commitment to student success and the community college mission of access, success, and equity. The department is a model of excellent collaboration by leveraging the members' knowledge and expertise. The unit is dedicated to quality service to the colleges. The department garners new revenue through grants and contract education.

Economic Development

The majority of personnel and non-personnel costs are covered by categorical funds. The unit has the ability to identify industry needs, develop industry partners, and develop programs that respond to those needs by offering workforce programs into the colleges' credit programs. Information gathered regarding industry needs is transmitted to the colleges' credit programs.

Grants and Resource Development

The KCCD Economic & Workforce Development division is a seasoned grant seeking team; the unit works well together and is able to work through strategy choices, challenges, and operational issues.

21st Century Energy Center

The strengths include the following:

1. Strong relationships with Employers.
    a. Provided training to 466 employers in FY 2014
    b. Consulted with Employers, and encouraged strategic planning meeting participation of employers.

2. Customized training which meets employers' needs (for FY 2014)
    a. 45,990 hours of customized training

b. 91% retention rate

c. Assisted employers to access $574,278 of state funding to support training.

Workforce Development

A major strength of the unit is to work with a very supportive, cohesive and collaborative team of dedicated, creative professionals who share a common set of values. Even though each program has diverse missions, there is a true spirit of collaboration by working together to help each other.

List your unit's accomplishments.

Educational Services

Until October 2014, the Interim Vice Chancellor of Educational Services and the Associate Vice Chancellor of Economic Development handled two distinct jobs with dedication and exemplary service. The unit provided support to the colleges in the areas of curriculum review and approvals, economic development, contract implementation including faculty evaluations, support for university and high school pathway articulation, resource development through new and continuing grant funding sources, and completion of phase one of the new Strategic Plan. The unit managed faculty compensation agreements and in collaboration with Human Resources ensured consistency and compliance with Board policy. The department coordinated the development and approval of academic calendars. It also coordinated the development of all student fees.

Economic Development

More specifically, in the area of economic development the following accomplishments were noted:

- Leadership for District Carl Perkins Funds (VTEA)

- Development and implementation of VTEA success and access plans and accountability data metrics

- Planning and accountability for Perkins funds

- Leadership for development and utilization of current Labor Market data for all CTE programs

- Continued leadership for colleges conducting Vocational Program Review

- High School to College Pathways/Collaboration

- Acquisition of additional $1.2 million for regional programs

- District liaison for economic and workforce development

- Participation on local WIB board; Chair Youth Subcommittee; and Close collaboration with KEDC.

- Served on state CCCCO steering committee developing newly reorganized statewide services

- Since February has increased contracts within the district service area from approximately $120,000 to over $350,000

- Secured Employers Training Panel contracts for $1.2 million as funding source for local industry to provide training for their employees

Grants and Resource Development

The attached spreadsheet(s) list the grants applied for and awarded as well as those considered and ruled out (separate spreadsheets) for the period of 08/09 to present. The summary sheet indicates a grant awarded total of over $17 million.

21st Century Energy Center

Below is a list of accomplishments:

Economic and Workforce Development Contract and Training revenue.

	Revenue
2012	$238,786
2013	$556,942
2014	$835,673
Total	$1,631,401

Companies Served

	QTY
2012	148
2013	231
2014	466
Total	845

Trainees Served

	QTY
2012	742
2013	802
2014	2,017
Total	3,561

Workforce Development

The Director of Workforce Development is in charge of Tech Prep, four SB70 grants, three CTE Transition Grants, and one SB70 supplemental grant. The major accomplishments include:

- Established a collaborative of K-14 educators to work as a unit to promote change.
- Established a fair and transparent system for grant decision making and funding management.
- Established a District system for articulation management that has allowed over 7000 high school students to earn and receive college credit.
- Established the initial progress of district high schools and colleges to adopt dual enrollment and freshman transition programs.
- Had primary responsibility for writing 6 grants that support District colleges and secondary schools.

List sources you used to support your unit plan statements.

Current Accreditation Standards
ACCJC Rubric for Evaluating Institutional Effectiveness
Strategic Plan 2011-2015
VTEA Core Indicators
SB1070, the RFA for SB1070 grants, the signed contract for our Regional responsibility under SB1070.

Attach supporting documents (Supporting Data from the IR, etc.) following this page, identifying those you have attached in the text box, below.

Accreditation Standards
Strategic Plan 2011-2015
KCCD Economic & Workforce Development Grants Resource & Development FY 2009 to Present Summary Sheet
Grants submitted & awarded 2013-14
Grants reviewed and considered but declined to pursue 2013-14
Grants submitted & awarded 2012-13 to 2008-09 (newest to current)
Grants reviewed and considered but declined to pursue (2012-2014)
Several recent inquiries / discussions regarding grants that could benefit from my assistance

Describe departmental areas for improvement and how the department plans to correct identified weaknesses. Suggest timelines and required resources as appropriate.

Educational Services

The department needs to hire a permanent vice chancellor of educational services.

Grants and Resource Development

This author is unable to address other areas of the department. As for the noted weakness – the lack of grant writing capacity within this unit, suggestions for improving the capacity is included above, with a rough 8-10 month timeline of approving the additional staff support, hiring and on-boarding. However, this lack of capacity would be greatly enhanced by increasing capacity in two other departments - Business Services to support the monitoring, reporting and compliance work load; and Institutional Research to support the research, formative and summative assessment of innovative interventions.

21st Century Energy Center

1. The Economic and Workforce Development program needs to build a stronger connection to the colleges.
    a. Beginning January 1, 2015 monthly call with each CTE dean at each college.
    b. Beginning January 1, 2015 quarterly on campus visit to each college to meet with CTE Deans and other campus representatives.

2. The Economic and Workforce Development program needs to build a stronger connection to the Kern, Inyo, Mono Workforce Investment Board (AJCC).
    a. In October started scheduling monthly meetings with AJCC senior staff.

Please provide any suggestions for improving the District's unit plan process, including how to more effectively align with other District and college processes (strategic plan, other planning, resource allocation, etc.).

Educational Services and Economic Development

In an effort for the process to be improved, next year specific satisfaction data will be provided. After the first year of the process, it will be important to review the questions being asked in order to avoid duplication of responses. It will also be important to determine the linkage between staffing requests and resource allocation based on available district budget.

Grants and Resource Development

The unit plan process could benefit from having involvement with campus planning, district strategic planning, district units' planning for the purposes of ensuring alignment, identifying the potential downstream impact of suggested or recommended changes, planning, and resource allocation.

Routing and Review Process

After completion of the program review report, the following steps are to be followed:

Step 1: District Department Head shall review the completed report with his/her department manager/director. Any suggested revisions shall be made before proceeding to Step 2.

Review date: _____

Signature of District Department Head: _____

Step 2: Final district unit review report shall be submitted to the Chancellor's Office.

Review date: _12/15/2014_

Signature of Chancellor: _____

Step 3: Date posted on the District's website under the Chancellor's Office.

_____