Evaluation of Measure G Programs
Center for Workforce Development including the Center for Entrepreneurial Opportunities (CEO)

1. Provide a brief description of your program/service (50 words or fewer). The Center for Workforce Development (CWD) provides affordable access to excellent career technical education programs where students learn in-demand skills. Through grants and strategic partnerships, we integrate resources and programs that accelerate the implementation of Cañada's EMP and express our college's vision and values. In 2012-2013, the CWD brought in new instructional programs, funding, and the CEO/SBDC services to Cañada. **CEO**: The Center for Entrepreneurial Opportunities (CEO) program supports the development of new start-ups, assists existing businesses to grow and thrive, and offers small business owners classes, workshops, seminars, and one-on-one coaching.

2. Is the college contractually obliged to provide your program/service? Workforce Dev. is one of the three sectors that fall under the mission for community colleges: Career Technical Education, Transfer, and Developmental Skills. Research has demonstrated that occupational/CTE has best outcomes and student success when it is integrated into developmental/basic skills, contextualized and linked to employers for work based learning and informed by labor market data. These best practices require personnel to apply for funding to launch, and ultimately institutionalize, programs that serve our students and business community. **CEO**: No

3. Is the college obligated to provide your program/service in order to meet accreditation requirements? Yes, due to clearly stated goals and objectives for the Career Technical Education population. **CEO**: No

4. How does your program/service specifically support objectives of the Educational Master Plan or other strategic plans? The Workforce Dev. 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 the 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. **CEO**: Create strategic partnerships with community groups and organizations that are business and entrepreneurship minded, such as the Redwood City/San Mateo County Chamber of Commerce, the Renaissance Center working with disadvantaged minorities, and the different networking groups in the area. We also assist students in the specialized areas of the college such as the fashion industry, the paralegal industry, multimedia, early childhood education, etc. All of these disciplines have students who are more likely to be in business for themselves.

5. How many students (headcount) per semester are served by your program/service in an academic year? 100 students enrolled in new workforce programs in 2012-13. **CEO**: For 2013-14, working through the SBDC, we have seen 78 clients to date. Through class visits, the CEO Director has spoken to approximately 175 students this year. The workshops and guest speakers have averaged approximately one per month and there is approx. an average of 30 people (range is 4-130) per event. We have not collected specific data on attendees at workshops; however, will do in near future. One-on-one counseling averages four students per month so perhaps 40 per year that have actually been students in the SMCCCD.

6. Does your program/service provide for the needs of a special population of students? Yes, we provide opportunities for students who would not otherwise come to college. CTE programs serve people who want to gain or enhance current job skills for the job market. The CTE programs bolster college enrollments, engagement, and student success. The Workforce Division has the highest rate of student success by Division/Ethnicity per the 10/7/13 data provided by PRIE at 76%. Students who cannot move to a four-year school can earn college credits while increasing skills and knowledge that will increase employability and wages. This "earn and learn" cycle greatly increases interest in completing college courses, certificates, and AS/AA degrees. The Recycling and

Resource Management (RRM) program was designed to specifically attract more males to Cañada. This program will provide college credit to students who will earn an industry-certified credential in two semesters that will increase wages, employability in industries with 26% growth, entry-level jobs with living wages, and portable skills to management level occupations. **CEO**: The special population served by the CEO is the business minded individual or existing businesses in the surrounding communities.

7. What is the evidence of program success? The CWD created five program opportunities for the existing CTE/CIS departments on campus with funding that covered instructional costs to run the programs, equipment, supplies, etc. These programs enhanced the overall enrollment for the individual departments and got Cañada's name on the "map" for future program trainings. During the 2013-14 academic year, the Workforce Director has been invited to numerous partnership opportunities throughout the Bay Area Community College Consortium that consists of 28 colleges. **CEO**: Success of the CEO program is assessed by calls, letters, and emails from clients informing the outcome of the visit to the Director. The Director will be developing a survey that will be sent out beginning fall 2014 to all clients seen in the CEO to have a better tracking method based on assistance and outcomes.

8. What measures would be required in order to accommodate your current students if your program were to lose funding? The Dean of Business, Design, & Workforce continues to work with Skyline and CSM to secure additional CAA funding for continuation of our MEDA program and with ACCI to see the continuation of our Patient Navigator program. Without the Center for Workforce Development, there is a huge risk to lose new students who would come to Cañada due to our workforce programs. For example, the WIB has ongoing allocations from the DOL that could be used for additional cohort training. It takes personnel to garner the funds, establish and oversee program execution. From the WIB funding, we were able to reimburse Fund 1/General Funds by $29, 098 for the iOS programming and $4,861 through the Customer Relations WIB grants for a total of $33,959 and $27,228 was paid out of a fund 3 account for a total of $61,187 not affecting Fund1/General fund dollars. **CEO**: If all CEO funding was lost, we would not be able to serve the needs of potential and current business owners in San Mateo County.

9. What specific measures of cost savings to your program/service can you propose? What are the consequences of implementing these measures? By eliminating all costs for the CWD effective July 1, there are no additional cost savings that can be implemented. We need to reinstate the $130,000 minimally for the Center for Workforce Development, to include one full-time staff member and an adjunct faculty to run the CEO. By only proposing one person to work in the CWD jeopardizes continued funding from existing sources as well as new program development. The CWD has cultivated a wide range of external partners including but not limited to: industry partners (e.g. CRRA), WIBS (SMC and NOVA), foundations (Grove and Wadhwani), CCC/Workforce and Economic Development Dept. (WEDD), Bay Area Regional Consortium (BACCC), DOL, DOE, community businesses, and CBO's. Without a designated workforce liaison with workforce development expertise (e.g. ability to track, analyze and act on labor market data, grant writing and proposal developing skills) partners will question how Cañada can deliver on critical roles and responsibilities in developing new and maintain high quality programs. Deans, faculty and staff do not have the capacity to meet with regional consortia, cultivate industry partners, develop proposals, write grants, and execute the work promised in grant awards. **CEO**: The hours have been reduced in spring 2014 from 22.5 hours per week to 6.5 hours per week, barely enough time to market workshops and to respond to phone calls, emails, not to mention the development of guest speaking appearances and workshops. So to reduce it any lower, we could not offer the services to the students nor the general public.

10. What other possible sources of funding might be available to fund your program/service? The Center for Workforce Development built strong relationships with WIBS ($185,785 to date), Wells Fargo ($15,000 CEO grant amount), CCC (CEO mini-grant= $7,500), Dept. of Labor (TAACCCT grants round 3 repurposed in round 4), Dept. of Ed (CPT/AB 86 pending award announcement May 23 and SB 1070 pending ability to execute on proposed work planned this year). These funders will continue to provide resources and funding for additional cohort trainings and new programs if Cañada can demonstrate we have the capacity to execute on proposals going forward. We have strengthened regional partnerships and have built a reputation with funders that would garner more resources (as we have with MEDA and could with RRM). USDA/NIFA/HSI and NSF/ATE grants are potential funding sources for the RRM certificate and more in the proposed stackable certificates in ENVT. **CEO**: Would have to seek out grant opportunities with the assistance of a college grant writer.