



WORKFORCE & ECONOMIC DEVELOPMENT

BOARD REPORT

SUBMITTED BY:
PATRICIA G. RAMOS, ED.D.
ACTING DEAN

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WORKFORCE & ECONOMIC DEVELOPMENT

Contributing Staff

Patricia G. Ramos, Ed.D.

Acting Dean

Workforce & Economic Development

Sandra Sanchez

Project Manager

Workforce & Economic Development

Michelle King

Acting Director

Small Business Development Center
(SBDC)

Maria Leon-Vasquez

Project Manager

Workforce & Economic Development

Table of Contents

Executive Summary	4
Strategic Goals	7
Overview of CTE	8
Section 1	
CTE at SMC.....	10
CTE Highlights.....	11
Current Projects	14
Section 2	
Workforce Development	17
Current Projects	18
Section 3	
Economic Development	20
Current Projects	21
Section 4	
Professional Development Training	23
Current Projects	23
Partnerships	24
Section 5	
Current Organizational Structure	26
Section 7	
Recommendation & Summary	29
References.....	32

Executive Summary

Career Technical Education & The Economy

With the growing pressure from international competition and the rapid change of technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution, Santa Monica College must produce a workforce that attracts new business to the region and supports the growth of existing business and emerging industries.

Economic Development Mission

Economic Development became part of the statutory mission of the California Community Colleges in 1996. This has increased the system's active support of regional economic development. It was the intent of the Legislature that the Program's capacity and mission be maximized to provide critical support for continuous workforce improvement and economic development in a manner that is adaptive and responsive to the changing needs of regional economies. The Board of Governors adopted the System's first strategic plan for the California Community Colleges in January 2006. One of the identified missions is economic and workforce development:

“A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training and services that contribute to continuous work force improvement.” (EC §66010.4(a)(3))

A New Role

This report highlights the new strategic direction for the department and was constructed through collaborative work with key campus Career Technical Education (CTE) leaders and internal and external stakeholders. The coherent vision and strategic goals will address department and District challenges and ensure that our focus remains on student achievement.

The Santa Monica College Workforce and Economic Development department recognizes and embraces its role in the revitalization of career technical education and the creation of exciting career pathways for our current and future students.

The SMC Workforce and Economic Development department has undergone great transition, including turn-over to an entire new staff, over the past year. During this transformational period, the department has had the opportunity to re-envision its role and to design its new strategic direction.

Four Strategic Program Areas of Workforce and Economic Development

In order to describe program components and provide a strategic direction for the department, all activities have been assigned to one of four major program categories currently being administered under the Workforce and Economic Development department. Many training activities overlap, and it is not quite accurate to describe one area as mutually exclusive of another, however, for the purpose of this report the following sections describe the area in detail and highlight activities as organized into the following components:

- 1) Career Technical Education**
- 2) Workforce Development**
- 3) Economic Development**
- 4) Professional Training & Contract Education**

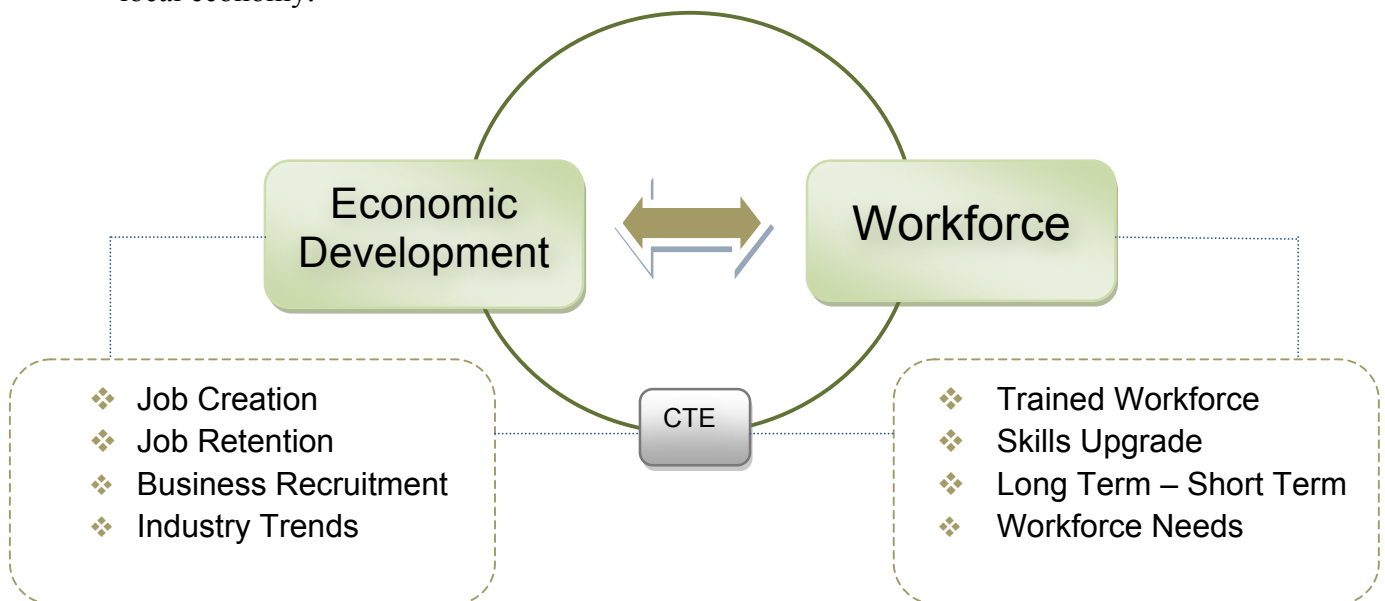
Being market-responsive or demand-driven means that SMC's high quality career-oriented programs are able to anticipate local community needs, secure contracts to custom-build programs for employers, deliver courses and credentials that align with current and future workplace needs, and accurately evaluate training outcomes. Santa Monica College is poised to emerge as a leader in the advancement of linkages between education, training and economic and workforce development.

Strategies Identified to Accomplish these Strategic Goals include:

- Creating bridge programs between developmental and credit bearing programs
- Integrating academic and vocational education
- Developing career pathways leading to certification and college degrees
- Education and training systems alignment
- Connections to the business community and labor market need to be strengthened
- Bolstering support services for CTE students
- Expanding professional development for CTE faculty and administrators
- Expanding support services to small businesses in the region
- Using college resources effectively

Development of Strategic Goals

By bolstering and improving our Career Technical Education (CTE) and training systems, we can provide the lifeblood needed for our local economy to thrive. The data in this report is designed to support the college in making data-driven decisions on how to align our educational offerings with the current and projected workforce needs of our local economy.



Vision: To be the premier institution that engages every student in high quality, rigorous and relevant education and training that promotes creativity, innovation, leadership, community service and lifelong learning.

Mission: To develop and deliver education and training that meets the needs of students, employers, and workers and engages them in lifelong learning over the course of their careers.

SMC Office of Workforce & Economic Development	Career Technical Education <i>Career Pathways/ Perkins IV</i>	Workforce Development <i>Short Term Bridge Programs</i>	Economic Development <i>Direct Services to Employers</i>	Professional Development Training <i>Contract Education</i>
Goals	Be the premier provider for Career Technical Education programs relevant to the region we serve.	Develop short term training “Bridge” programs that connect job seekers to living wage careers.	To be the premier provider of business training and consulting services for small to medium size businesses.	Provide industry and demand driven professional development training programs to individuals and businesses.
Metrics	Student retention and completion rates and post graduation engagement.	Percent of students who transition from Not for Credit programs to For Credit programs.	Number of companies served, jobs created, jobs retained in the region.	Percentage of training and development market share in the region.
Immediate Strategy	Provide support, marketing and outreach to our CTE program faculty by developing faculty externships and student internships.	Apply for grants that allow for the creation of “Bridge” programs that create seamless transition to college and promote successful completion.	Expand small business training program offerings targeting medium size businesses.	Develop quality professional development and contract education training programs focused around key industries in the region and market these to employers in the region.
Long Term Strategy	Create a teaching and learning center for our CTE faculty that links Business and Industry to SMC’s programs and provides a central resource location.	Create better linkages and partnerships with on campus programs to provide seamless transition from workforce to “For Credit “ programs.	Create a center for Entrepreneurship that encompasses the services of the SBDC and integrates with SMC’s CTE programs.	Create a Business and Professional Training center that provides training services, research and development and meeting space for community educational events.
Current Programs	<ul style="list-style-type: none"> Perkins IV (VTEA) CTE- Core- Entrepreneurship CTE- WIP- Automotive 	<ul style="list-style-type: none"> WIA- Construction Talent Transfer to Green Jobs Job Development Incentive Fund (JDIF) 	<ul style="list-style-type: none"> Small Business Development Center (SBDC) Employment Training Panel (ETP) 	<ul style="list-style-type: none"> Contract Education Employment Training Panel (ETP)

Overview of CTE

Career Technical Education in Context

In this section, multiple funding streams that support comprehensive CTE in California, recent initiatives that affect CTE implementation, and policies that impact CTE are presented along with the funding streams that support CTE. The mission of career technical education is to provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.¹

Governor's Career Technical Education Initiative (SB 70 and SB 1133) has allocated \$20 million each year in 2005-06 and 2006-07 and \$42 million in 2007-08. Proposed through 2013-14, \$58 million annually will be earmarked for CTE through this Initiative.

Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270) [also referred Perkins IV] provides California around \$140 million per year to: develop and implement challenging academic and technical standards and assist students in meeting such standards; integrate academic and career technical instruction, and link secondary and postsecondary education; promote leadership, initial preparation, and professional development of CTE teachers, faculty, administrators, and counselors; support partnerships among secondary schools, postsecondary institutions, local workforce investment boards, business and industry, and intermediaries; and provide individuals with lifelong learning opportunities to ensure U.S. competitiveness.

California State Plan for CTE (or Perkins IV Plan)

The California State Plan for Career Technical Education (CTE) envisions: CTE will engage every student in high-quality, rigorous, and relevant educational pathways and programs, developed in partnership with business and industry, promoting creativity, innovation, leadership, community service, and lifelong learning, and allowing

students to turn their ‘passions into paychecks’ — their dreams into careers.

Career Pathways

Although the original “vocational education,” or, as it was previously called, “manual education,” served its purpose for over 70 years, the changing demands of the workplace are now requiring a significant system overhaul for us to meet employer needs by successfully transitioning students to college and careers. This redesign of CTE is a challenge for teachers and administrators at the secondary and post secondary sectors. The career pathway model created through The Office of Vocational and Adult Education (OVAE), within the U.S. Department of Education is the essential component of a new CTE system designed to meet the needs of both students and employers. A major change from the old system is the realization that all students can benefit from participating in career pathways, and that the opportunities once available to only a few students should now be available for every student, regardless of career goals or interests.

These outcomes of a Career Pathways model support the tenets of the No Child Left Behind Act and align with Perkins legislation IV, which provides an important source of funding for SMC’s CTE programs. They include:

1. Decreased need for remediation at the postsecondary level
2. Increased enrollment and persistence in postsecondary education
3. Increased academic and skill achievement at secondary and postsecondary levels
4. Increased attainment of postsecondary degrees, certificates, or other recognized credentials
5. Increased entry into employment or further education

Santa Monica College has developed superior CTE programming that produces world-class talent, but there is still more to be done for Santa Monica College to produce a world-class workforce development system. The Workforce and Economic Development (WED) department provides support to the College and our CTE programs with short-term grant components and fee-based training that addresses emerging areas and local needs. WED acts as a catalyst to help our CTE programs become market responsive and create vital career pathways for students.

Section 1

Career Technical Education at Santa Monica College

The goal to be *the premier provider for Career Technical Education programs relative to the region we serve* builds upon the superior programming that SMC already delivers.

The Workforce and Economic Development (WED) department supports the College's Career Technical Education programs by providing marketing, professional development, and labor market forecasts on high growth, emerging, and economically critical industries and occupations. The department's strategic priority initiative areas, as well as the short-term grant components, aim to benefit CTE students, CTE faculty, new workforce entrants, and current workers and employers.

The Workforce and Economic Development department provides support to the College and our CTE programs with short-term grant components and fee-based training that addresses emerging areas and local needs. WED acts as a catalyst to help our CTE programs become market responsive and create vital career pathways for students.



Career Technical Education – Key Definitions

The mission of Career Technical Education (CTE) is to provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California’s economic prosperity.

The Scope and Scale of Career Technical Education at Santa Monica College

23.5% of SMC’s Total Weekly Teaching hours come from CTE programs.

In addition to offering a general Associate Degree in support of advanced degrees in traditional liberal arts and STEM disciplines, SMC offers degrees and certificates in 10 of the 15 recognized high growth/high demand industry sectors in California, including:

<ul style="list-style-type: none">• Arts, Media, and Entertainment• Education, Child Development, & Family Services• Engineering and Design Industry• Manufacturing and Product Development• Marketing, Sales, and Service	<ul style="list-style-type: none">• Fashion and Interior Design• Finance and Business• Health Science & Medical Technology• Information Technology• Transportation (Logistics)
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CTE Highlights

SMC Offers **27** CTE related **Associate Degrees**, **32** CTE **Certificates of Achievement** and **22** CTE **Departmental Certificate** programs.

New Program Highlights:

- Newly Approved CTE Certificate Programs:
 - Insurance Certificate of Achievement
 - Solar Photovoltaic Installation Certificate of Achievement
- Pending Approval:
 - Medical Billing Certificate of Achievement
 - Logistics Certificate of Achievement
 - Automotive (2+2 program discussions for Articulation and partnership w/ SAMOHI to use their facility)

Santa Monica College CTE Programs	A.A. Degree	Certificate of Achievement	Department Certificate
ARTS, MEDIA, & ENTERTAINMENT AND ENGINEERING & DESIGN- INDUSTRY SECTORS			
Broadcast Programming and Production	✓		
Broadcast Sales and Management	✓		
Film Studies	✓		
Entertainment Technology	✓		
Animation		✓	
Digital Media, Level 1		✓	
Digital Media, Level 2		✓	
Game Design			✓
Graphic Design	✓	✓	
Web Design			✓
Interior Architectural Design	✓		
Interior Architectural Design I			✓
Interior Architectural Design II			✓
Set Design & Art Direction for Film and TV		✓	
CAD Production and Design		✓	
Journalism	✓		
Photography	✓	✓	
Speech	✓		
EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES- INDUSTRY SECTOR			
Cosmetology	✓	✓	
Skin Care			✓
Nail Care			✓
Salon Business			✓
Teacher Training			✓
Early Childhood Education	✓	✓	
Early Childhood Intervention Assistant	✓	✓	
Early Childhood Intervention Teacher	✓	✓	
ENERGY & UTILITIES- INDUSTRY SECTOR			
Solar Photovoltaic Installation		✓	
FASHION & INTERIOR DESIGN- INDUSTRY SECTOR			
Fashion Design	✓	✓	
Fashion Merchandising	✓	✓	

Santa Monica College	A.A. Degree	Certificate of Achievement	Department Certificate
FINANCE & BUSINESS- INDUSTRY SECTOR			
Accounting	✓	✓	
Professional Accountant		✓	
Computer Accounting			✓
Business Administration	✓		
Entrepreneurship		✓	
General Business		✓	
International Business		✓	
Management/Leadership		✓	
Marketing		✓	
Merchandising		✓	
Insurance Specialist		✓	
TRANSPORTATION- INDUSTRY SECTOR			
Logistics			✓
HEALTH SCIENCE & MEDICAL TECHNOLOGY INDUSTRY SECTOR			
Nursing-RN	✓		
Respiratory Therapy	✓		
INFORMATION TECHNOLOGY INDUSTRY SECTOR			
Computer Business Applications	✓	✓	
Website Software Specialist	✓	✓	
Desktop Publishing			✓
Website Creator			✓
Website Development Management			✓
Word Processing			✓
Computer Science	✓	✓	
Computer Programming	✓	✓	✓
Database Applications Developer	✓	✓	
Web Programmer	✓	✓	
Information Systems Management			✓
Networking			✓
Robotics and Artificial Intelligence			✓
Office Technology			
General Office	✓	✓	
Legal Administrative Assistant	✓	✓	
Clerical/Data Entry			✓
Medical Billing/Coding		✓	
Medical Records Clerk/Receptionist			✓
Medical Transcription			✓
Word Processing			✓

Revised as of 9-28-09

Current Project Summary:

Perkins IV (formerly VTEA)

The Career Technical Education (CTE) programs aspect of Workforce and Economic Development focuses on program coordination and advocacy, and coordination with K-18 workforce preparation and career and technical education systems. The CTE area of Workforce and Economic Development at SMC is responsible for the implementation of the Carl D. Perkins Career Technical Education Act (Perkins IV) of 2006, which includes managing and coordinating activities for all SMC CTE Departments.

Perkins IV (VTEA) - \$592,000 (funded annually based on CTE student population)

Sample of benefits across disciplines

- Student Success Programs- i.e. Tutoring.
- Environmental Scan data. Currently working with CTE Chairs to validate data
- Equipment- To stay current with industry.
- Professional development- for faculty to stay current with trends in their industry.
- Develop articulation agreements with local unified school districts.
- Marketing for comprehensive brochure of all CTE programs (eta: Dec.09)
- New computers for the Career Center to encourage more CTE student participation.

CTE Community Collaborative Grants - Total Funding \$1,249,791

The Program is intended to improve education pathways and career-technical awareness for students enrolled in both systems. The funding is for the community college system to assist K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages. The collaboration of both education systems has yielded positive and effective outcomes for students and staff by providing them with information about careers, as well as experiences, which assist counselors and students in developing educational plans that relate to career as well as academic success, but much more coordination is needed between sectors. It is anticipated that much more will be accomplished as preliminary work has proven successful. Presently, the funding for this initiative is projected to be available through the year 2014. (SB 70; SB 1133)

CTE Collaborative - \$599,993 (funding ends 12/31/2009)

A collaborative between SMC and LBCC and Local USD's to:

- Market and outreach to middle schools and high school students and educate them about CTE;
- Create externship opportunity for faculty (professional development) with business an industry;
- Develop internship opportunity for students to improve job placement post graduation from SMC's CTE programs.

CTE Collaborative-Core - \$399,890 (funding ends 6/30/2010)

A collaborative grant with a focus on five industry sectors including Entrepreneurship and "Green" career pathways to:

- Market and outreach to middle schools and high school students and educate them about CTE;
- Create externship opportunities for faculty (professional development) with business and industry;
- Develop internship opportunities for students to improve job placement post graduation from SMC's CTE programs;
- Facilitate articulation agreements between K-12 and community colleges.

CTE-Workforce Innovations Project (WIP) - \$249,908 (funding ends 6/30/2010)

A collaborative grant with a focus on Automotive and Alternative fuels to:

- Market and outreach to middle schools and high school students and educate them about CTE;
- Create externship opportunities for faculty (professional development) with business an industry;
- Develop internship opportunities for students to improve job placement post-graduation from SMC's CTE programs;
- Facilitate articulation agreements between K-12 and community colleges.

CTE Faculty Development Highlights

1. The acting dean coordinated a very successful trip to San Francisco for the California Community College Association of Occupational Education (CCCAOE) 2009 spring conference. The SMC delegation of about a dozen CTE and Basic Skills faculty, Chairs, faculty leaders, CTE administrators, senior staff, SMMUSD and the incoming academic senate president attended the conference and activities. Dr. Tsang showed his dedication and support to CTE by joining the delegation in San Francisco. The conference allowed much time for meaningful dialogue as to challenges facing CTE programming.
2. The acting dean and new CTE Chair have twice brought together all CTE faculty chairs for a CTE Leaders meeting to analyze CTE student success rates and core indicator data. The CTE Leaders are also actively involved in the upcoming environmental scan. Feedback from the Chairs indicate the activities are meaningful and should continue.

Challenges for CTE:

- Improving CTE student persistence rates.
- Tracking student success students once they leave SMC-Job Placement.
- Integrating academic and career technical performance standards between sectors.
- Developing systems to prepare students for employment and career pathways.
- Procuring funding for state-of-the-art technology and equipment in order to train students on equipment which meets industry standards.
- Offering a continuum of work-based learning opportunities in simulated work environments.
- Providing the academic leadership with the requisite knowledge and understanding of the necessity to integrate the rigorous, academic program with career technical education across educational systems.

Section 2

Workforce Development

Workforce development aims to *develop short term training “Bridge” programs that connect job seekers to living wage careers.* Many employment trends currently affect Career Technical Education programming:

- Technological advancements- Technology changes every 6-8 months. Community colleges need to be flexible and market responsive in order for our students to be competitive.
- Global Market place and labor market- Our students are now competing on a global scale and as the baby boomer generation ages we are losing a substantial knowledge base.
- Structural and Cultural changes in business and industry organizations- With globalization and the advent of the internet business and industry are more focused on return on investments because the competition is global.

Employers, workforce agencies, training and education providers and community-based organizations jointly develop training and education to meet a sector’s workforce needs. A successful program serves the full spectrum of individuals seeking training—those with few skills and no experience in the workplace, those currently employed in minimum wage jobs, and those in need of upgrade training to advance in their careers. Flexible, market-responsive providers of postsecondary education, worker retraining and certification, and continuing education stems from the need for ever-evolving job skills in a continually changing work environment. Partnerships are essential to student success.

A Career Pathway

A career pathway is a coherent, articulated sequence of rigorous academic and career courses, commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. A Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners and displaced workers, and are designed to lead to rewarding careers.

Preparing the Green Collar Workforce

Both public and private entities are setting goals and objectives in the areas of energy use, sustainable design, and environmentally responsible operations. Emerging industries continue to show a demand for specialized skills and the continuous need for a more specialized workforce. To remain competitive in the global marketplace, businesses and individuals in Los Angeles will require training and technical education in “green” that align with current and future energy workforce needs.

The department has responded to this “green” need and has partnered with entrepreneurs and public and private employers with input into training, curriculum, and certificate programs for incumbent workers and student training projects. The SMC WED initiatives currently involve several aspects of career energy education and training. However, we also face a time when resources are limited and education and technical training needs vary in demand and grow in complexity.

Current Project Summary:

JDIF- Job Development Incentive Fund- Environmental Technology/ Green

Construction - \$300,000 (project ends 6/30/2010 expecting a 50% reduction in funds prior to project end date)

These are start up funds for the development of new programs and meet the needs of businesses and industries in a region. These funds were used to develop the new PV program including: curriculum development, new equipment purchases, and marketing dollars. With these funds we hired an industry expert and consultant who developed the NABCEP certified (industry standard) curriculum. Participants trained were part of the pilot program that refined curriculum for the “For Credit” program. The funds have also been used to assist with the development of the advisory board.

WIA 15%- Construction Talent Transfer - \$500,000 (funding ends 3/31/2010)

These are training funds for the re-training of displaced construction workers in the region into new green jobs. Some of these funds were used to purchase equipment that was transferred to our new PV program.

ETP- Employment Training Panel - \$250,586 (contract ends 12/31/09)

A reimbursement contract funded by EDD with state unemployment funds for skills upgrades training provided to eligible employers benefits CTE by allowing SMC to develop a reputation with business and industry as a provider of quality training programs. It assists with development of industry relevant curriculum and allows SMC to stay current and relevant to the needs of local employers affording our students an additional advantage.

Challenges for Workforce Development:

- HR Structure that allows for flexibility in hiring subject matter experts in the areas specific to these projects.
- Pending EWD budget cuts will curtail activities and programs that were begun with the first year of funding.

Section 3

Economic Development

Our Economic development goal is to be *the premier provider of business training and consulting services for small and medium programs relative to the region we serve.*

The primary economic development program that the College provides is the Small Business Development Center (SBDC). SBDC's are part of a national network in partnership with State and federal agencies. As such, the centers are able to leverage funds and positively impact the State's economy.

The SBDC's facilitate the success of small businesses through business management counseling and training, which results in economic impacts such as the creation and retention of jobs, increases in sales and profits, and new business start-ups. Services from the SBDC include: counseling and training in the areas of management, marketing, financing, business planning, regulation, procurement, human resource management, industry specific facilitation, and many more areas of small business assistance.

According to the California Economic Strategy Panel, new business formations (i.e., entrepreneurial pursuits) are responsible for the majority of new jobs in California. Entrepreneurs are innovative, use strategic management practices, and focus on the goals of profit and growth. In start-up and growth ventures, the problems that tend to arise are complex, integrated and multi-dimensional. These issues require skills in problem identification, analysis, synthesis, and creative problem solving.

Small Business Development Center

The SBDC Program is designed to provide high quality business and economic development assistance to small businesses and pre-venture entrepreneurs in the local community. The goal of the SBDC is to promote growth, expansion, innovation, increased productivity, and management improvement.

Current Project Summary:

The in-depth, substantive, longer term outcome-oriented counseling and training provided by the **SMC SBDC** has resulted in the following substantial economic impact as measured by successful creation and retention of businesses, jobs, capital infusion and increased company revenues. The following reflects calendar year goals.

SMC SBDC Performance - CY 2008

Multi Year Clients	187
Business Start-ups	25
Capital Infusion	\$3,461,557
Jobs Created	64.5
Change in Sales	\$2,365,825
Total Training Events	75
Training Attendees	757

Performance - Year to date CY 2009

Multi Year Clients	153
Business Start-ups	24
Capital Infusion	\$1,135,981
Jobs Created	123
Change in Sales	\$11,373,179
Total Training Events	65
Training Attendees	635

Accomplishments during 2008 and 2009:

- SMC SBDC client was selected as the SBA's "Veteran Business Owner of The Year" in May, 2009
- The SMC SBDC hosted the National Stimulus Tour *Stimulus Opportunities for Business* to assist local businesses; 450 individuals attended the event
- SMC SBDC awarded with the L.A. Regional's Performance recognition for the center with the **Highest Capital Infusion, Highest Extended Engagement Clients, and Best Overall Performance**
- The SMC SBDC hosted a business trade trip to China in 2008

The SMC SBDC values the spirit of SMC's Global Citizenship Initiative with its entrepreneurship career pathway program that focuses on fostering business ownership and formation with a global perspective.

The SBDC services that support SMC CTE programming includes:

1. Provide training and free one-on-one counseling about the skills needed to be self-employed and the value of those skills. The training may take place in a

classroom, on weekends, workshops style, on-site at businesses, evening seminars, or other venues such as SMC's iTunes.

2. Inform students about the global business environment and how it affects one's life work.
3. Train SMC and high schools' faculty about the need to integrate entrepreneurship into career technical education coursework.
4. Facilitates the expansion of college certificates in entrepreneurship.
5. Expands on student internships where appropriate.

SBDC- Promote Entrepreneurship as a Career Path for individuals who wish to take their technical training and apply it in their own business.

SMC will host the Extreme Entrepreneurship Tour through the SBDC. Jointly hosted by Student Affairs and SBDC, this high-spirit campus-wide event brings together successful college student entrepreneurs event and will take place at SMC on October 22nd 2009 at 11:00 AM in the Quad. Involvement from all CTE Chairs and departments along with the partnering with Career Services, Associated Students, and the SBDC will highlight entrepreneurship as a career path for all students, especially CTE students.

Challenges for Economic Development:

- Hiring structure need that allows flexibility in hiring of subject matter experts to assist small businesses in achieving their goals.
- Funding Match requirements. The program requires a dollar for dollar match. The recent economic crisis and the state budget cuts to EWD programs have greatly impacted how much state funding is available as match.

Section 4

Professional Development and Training

Including ARRA Funding

Professional development training goals for the department aim to *provide industry and demand driven professional development training programs to individuals and businesses.*

Our role at SMC in this effort is to fulfill the vocational instructional and training needs of our business and industry through contract education or not-for-credit fee-based training. This is accomplished with leadership, communication, and liaisons with the private sector as well as with public sector.

We work with employers, advisory committees, and agency partners to identify workforce education and training needs, including the needs of small business. We are creating a menu of professional training offered for a fee or grant funded, based on identified needs in a most cost-effective and timely manner to the District and the student.

Current Project Summary:

Through contract education, Employment Training Panel, and I am Santa Monica (excluding the SBDC) the following summarizes training completed in the past year:

Training (partial list)		
Total Trained		3,890
Employees	2320	
Entrepreneurs	1402	
Students	168	
Total Hours of Training		29,114
Organizations (partial list)		
Number of Organizations		28
		59
Number of Businesses		
Number of Partnerships		11

These amounts represented in the table above very likely represent an *underestimation* of actual training provided in the past year. One of our major challenges is that we do not have an internal data-base system to track not-for-credit trainees and students.

Contract Ed- Partnerships with CTE programs

To meet the needs of businesses in the region- Examples of partnerships include:

- Currently working with New Directions to serve Veterans by providing basic computer skills at their facility.
- Working with ECE to offer Venice Skills Family Center Staff a course to help their daycare center staff earn college credit while learning how to teach language skills to toddlers.
- The CSIS and Business department joined with Workforce to develop a curriculum for an entry-level accountant for contract education.

Effective Partnerships and ARRA

Effective college partnerships are relationships with an expanded set of constituencies—a broader range of employer partners and economic development groups, planning groups, community-based organizations, K–12 systems, four-year educational institutions, political leaders and power brokers, the department of social services and Workforce Investment Boards (WIB), industry associations, and unions.

Effective colleges partner with employers and associations based on strategic priorities. They assess local labor market needs and determine how the college could most effectively meet them. They consider future trends and partner with emerging and expanding industries. The most responsive colleges partner with leaders—large employers and innovative industries—when possible. Colleges ask partners not for resources, but rather how the college can help accomplish mutual goals.

For example:

UCLA’s request to have Santa Monica College partner with them to develop two new certificates in high demand fields benefit our students by providing the resources for future jobs:

Potential New Degrees and/or Certificates of Achievement include:

- Medical Lab Tech
- Revenue Cycle Certificate

Challenges for Professional Development and Contract Education:

- Revenue generating activities need to be increase.
- Hiring structure need that allows flexibility in hiring of subject matter experts to assist small businesses in achieving their goals, or the hiring of existing faculty without an impact to their existing teaching load.
- Developing quality professional training and high end marketing materials to individuals and businesses. No staff currently to oversee contract training.
- A database and website to register, track, and market products and services.
- Future dedicated professional development training facilities with requisite services that cater to businesses. Often called a “Corporate College.”
- Fiscal structure that facilitates the development of contract education agreements as well as better tracking of revenues and expenditures.
- Tracking system that allows for tracking of courses offered to employers and completed by students and employees for more accurate reporting of data.

Section 5

Organizational Structure

Santa Monica College’s Workforce and Economic Development (WED) programs must be agile and flexible to meet the needs of California business and industry while building program sustainability and growth. Being agile refers to responding to the needs of existing and emerging industry sectors and flexible refers to the ability to hire professionals to achieve these goals.

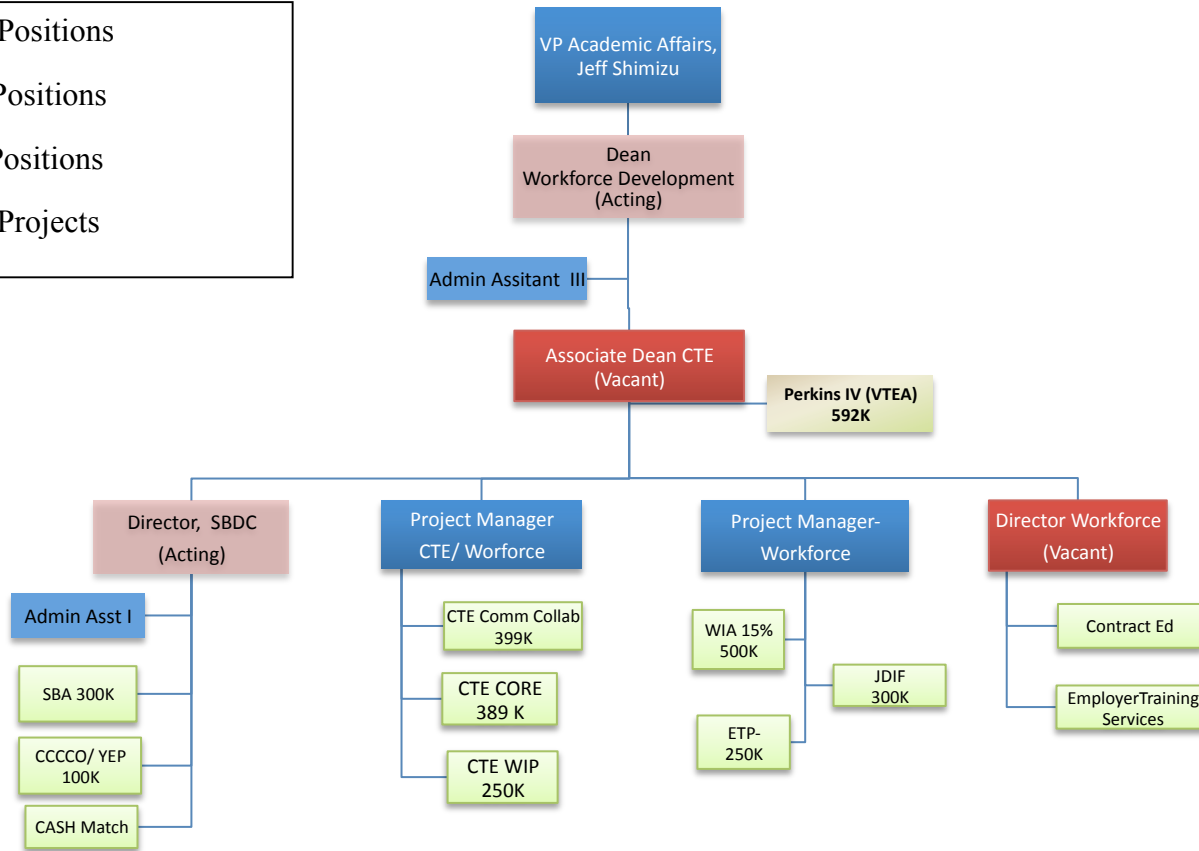
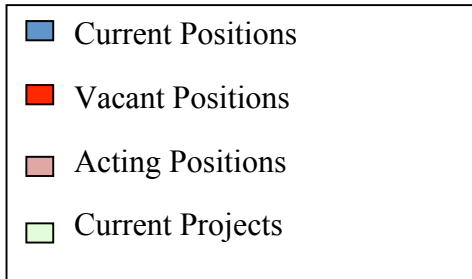
For the past decade, Santa Monica College has developed a strong reputation across the state by responding to emerging industry trends through its development of rapid training responses. In recent years, responsive training and education has been in the areas of manufacturing, allied health, logistics, alternative transportation, energy efficiency and weatherization, and solar photovoltaic installation. Many of these have or soon will be developed into credit programs at Santa Monica College.

Although there is no “ideal” structure or organizational chart effective institutions hire key staff and administrators who bring experience in business as well as education. Their attitudes toward the community are conducive to partnering. They network off-campus and form relationships with industry. They seek out entrepreneurial and innovative people in hiring new staff and academic faculty and support them through open communication and professional development. With appropriate staffing, workforce development roles, including program development and outreach to employers, are shared across the administration and faculty.

Challenges:

- Currently, every manager in the department is administering multiple grants activities each with high performance goals to meet, which is difficult.
- Two administrative positions are vacant. Once filled, the sound organizational structure allows for growth and innovation.

Office of Workforce & Economic Development



Internal issues affecting the office of Workforce & Economic Development

- The department is nearly 100% grant funded. Program operates with managers administrating over multiple grants.
- HR- Mechanism that facilitates the hiring of subject matter experts is critical.
- Fiscal Structure that encourages contract education and other revenue generating Professional Development programs that serve both employers and students in achieving their life long learning needs.
- Dedicated training facilities needed.

External issues affecting the office of Workforce & Economic Development

- Changing needs of business as it relates to technology, demographics, and global community.
- Uncertainties of economy and future funding.
- Pressures for economic development- Job creation and job retention.

How to assess the Merit of Workforce & Economic Development

- The balance between business needs and academic rigor. Rigor and Relevance are equally important. Our success is measured by how many of our students are actually employed post graduation.
- Assess program quality based on the needs of students and the needs of business who hire them as well as how many students start their own businesses.
- Evaluate the local, state, and regional impact.
- Evaluate cost/benefit for students and businesses who hire them.
- Professionals to achieve these goals.

SUMMARY AND RECOMMENDATIONS

Descriptions, findings, and highlights from the 2008-09 academic year are presented in the full report, along with process information about the implementation of CTE programs, lessons learned, and factors that contributed to successful programs. These recent strategic initiatives and plans, combined with widespread perceived need, offer new possibilities for contributing to Santa Monica College's CTE programs to benefit all students and prepare the regions workforce.

Due to recent drastic budget cuts experienced in our department, one of our primary responsibilities is to secure non-general fund dollars. We must take immediate steps to ready ourselves for potential future funding. By most accounts, workforce grants funding and ARRA "Stimulus" funding will primarily award institutions and activities to get people jobs and jump-start the economy. To have a sustained effect, short-term actions need to be part of a long-term plan. Thus, our goals reflect this mind-set.

Summary of Strategic Goals:

- Participate in the creation of bridge programs between developmental non-credit and credit bearing programs.
- Encourage integrating academic and vocational education in certificates and degrees.
- Develop bridge programs and career pathways leading to college degrees and certificates for displaced workers, returning veterans and low-income students.
- Education and training systems alignment.
- Connections to the business community and labor market need to be strengthened.
- Bolstering support services for CTE students.
- Expanding professional development for CTE faculty and administrators.
- Expanding support services to small businesses in the region.
- Using college resources effectively.

Summary of Recommendations

All available and potential workers should be considered in CTE program development. This includes incumbent workers, low-skilled workers, the unemployed, at-risk youth, mid-level workers – everyone. We need to be forward thinking in order to gauge how they will need to be educated or trained in the future. Also, how individuals advance in their careers is important to know.

1. The upcoming reauthorization of the Workforce Investment Act will likely benefit community colleges. New DOL funding will likely focus on career pathways and it is important to have mechanisms in place (listed as challenges).
2. Understand how low-income youth and adults access postsecondary education in the region. Understand what assistance they might need while they pursue their education and training.
3. ARRA especially affects commerce, education, energy, health, housing, labor and transportation. Focus procurement efforts in these areas.
4. In decision making, consider how the department can stimulate the economy to everyone's benefit.
5. Consider how the department can advance the career prospects of those most at risk in the long run, while stimulating the economy in the short run.
6. Understand where the jobs will be for qualified applicants. Assist faculty in understanding the demand. Share the current and forecasted labor market needs with CTE leaders regularly.
7. Understand what industry sectors and occupations are slated for regional growth. Collect this information from CTE Advisory Boards and employers. Collect and study available data. Check to make sure the data are current (validate the data).
8. Assess the specific skills and competencies needed by regional employers. Have employers help in the design of whatever we create.
9. Map all assets that can benefit CTE students and faculty, no matter who has them or who governs them. Consider all available education and training.

10. Apply for all available and relevant funding that supports CTE policies and programs. Include the private sector.
11. Whatever we create, whatever we do, we have to be prepared to measure its successes and failures from the very beginning. Collect and maintain data. Evaluate our progress and performance regularly. Stop and make corrections along the way.

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