



# Master Plan for Workforce Development (WD) Programs

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# HTA

Prepared by

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- Allison Albright, Workforce Development Secretary
- John Christensen, Employment Development Specialist, Workability III
- Joann Denning, Art Digital Media Faculty and WFD Committee member
- Tina Dodson, Workforce Development Manager and Co-chair of the Workforce Development Committee
- Todd Farr, Career Pathways Manager
- Catherine Franco, Career & Employment Services Coordinator
- Nikki Moultrie, Coordinator of Dental Programs
- Kim Schenk, Senior Dean of Curriculum and Instruction
- Charlie Shi, Business Faculty and Co-Chair of the Workforce Development Committee
- Greg Stout, Senior Dean of Research and Planning
- Vania Valeriana, DVC student
- Ted Wieden, Interim Senior Dean/Accreditation Liaison Officer

Assisting the Steering Committee in this planning process was Hatchuel Tabernik & Associates, a consulting firm that offers a complete range of planning, research, evaluation, grant writing, and training services. Team members included Kendall Heaton, Jayne Williams and Lori Allio.

The 2015-2020 Master Plan builds on the 2010-2015 Workforce Development and Economic Master Plan, created by Hatchuel Tabernik & Associates.

## Introduction

Diablo Valley College (DVC) is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC prepares students for transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning.

In 1999 the California Legislature defined a primary mission of the California Community College system as advancing “California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.” Workforce Development (WD) Programs’ activities within the college encompass a broad range of educational options: certificate programs, degree programs, short-term courses, and courses offered by contract with employers. In addition, Workforce Development Programs build relationships with the business community and public sector partners that play a role in workforce education and economic development, within Contra Costa County, in the greater Bay Area, and, in some cases, beyond. The community colleges are a key element of the workforce investment system as defined at the federal and state levels. In addition, DVC is engaged in several important initiatives designed to transform the ways that colleges work together; collaborate with the K-12 educational system, and address the workforce needs of industry. These include

- AB 86, which tasks colleges and adult education systems with developing regional plans for adult educational services and provided grant funds to develop career pathways with K-12 partners;
- SB 1070, which addresses infrastructure issues and inconsistencies in career technical education pathways;
- A regional California Career Pathways Trust grant that focuses on critical growth sectors in the East Bay economy.
- A regional Department of Labor Trade Adjustment Assistance and Community College Career Training (TAACCCT) grant; and
- California Community College Linked Learning initiative, supported by the James Irvine Foundation which supports outreach and support for Linked Learning Academy high school students; transition support for rising college students in career pathway programs, and ongoing student services and academic support while students are in college.

With this wide range of mandates, offerings, and partnerships to coordinate, the faculty and staff responsible for planning, coordinating, and delivering Workforce Development Programs and services engaged in a strategic planning process. DVC faculty, staff, and students, along with industry and public sector stakeholders in workforce and economic development all provided input to the planning process. The following document outlines context and the planning process, as well as the findings; updated WD vision, mission and guiding principles; goals; and strategies synthesized from this input by a cross-disciplinary team at DVC.

This plan is intended to guide the further growth and development of DVC’s Workforce Development Programs and services over the next five years and serve all DVC students, staff and faculty, as well as regional partners and the local economy.

### Background

Prior to 2003, DVC had no formal Workforce Development (WD) Programs document to guide the faculty and administrators who were responsible for planning, coordinating and delivering services in these areas. To address that need, these individuals initiated a WD planning process and drafted a WD vision and mission, as well as goals and objectives to move the work forward from 2004-2008. The 2004-2008 WD Master Plan had a strong focus on the internal processes, structures, and resources needed to build a strong and coordinated workforce development effort on the campus. Upon completion of those goals and objectives, the WD team convened a planning team to create an updated Master Plan to identify a new direction for the work in 2010-2015. The team shifted their direction while considering the newly solidified WD infrastructure and programming, a significant increase in career technical course enrollment, and a shifting economic landscape. This plan focused on improving quality of WD curriculum, more effectively creating and coordinating WD programming, improving infrastructure, and fostering sustainability of programs and services.

The external and internal context has shifted since the creation of the last WD Master Plan. Numerous additional state and regional initiatives and mandates, including AB 86, SB 1070, California Career Pathways Trust, the TAACCCT grant, and the California Community College Linked Learning Initiative, have since been launched, requiring higher levels of collaboration and a systematic approach to the planning and the work. Additionally, both Contra Costa Community College District and Diablo Valley College have written new strategic plans.

The WD Master Plan steering committee made great efforts to ensure the WD Master Plan addresses the changing external context and aligns with the district and college strategic plans, as well as other updated DVC's internal plans, including the Student Equity Plan, the Student Success Support Program Plan, the Technology Plan and the Professional Development Plan. The goals, objectives and strategies outlined in this Master Plan aim to reinforce those in the district and college level plans and other DVC plans to ensure a path to high quality programs and support, educational excellence, student success and equitable student outcomes.

### Purpose and Components of Master Plan

The 2015-2020 Master Plan takes into the consideration the changing educational and economic context over the past several years and builds on the successes from the previous WD plans and efforts. While continuing to focus on quality curriculum and programming, program coordination and sustainability, the 2015 WD Master Plan Steering Committee also articulated a need to take greater measures to develop and maintain programs that are responsive to industry needs, data-driven and evaluated, co-developed with partners, and ensure success for all students. The DVC-WD Master Plan will include the following components:

1. **Vision Statement:** a projection of what the future would look like if Workforce Development Programs were completely successful.
2. **Mission Statement:** how DVC WD proposes to reach the envisioned future.
3. **Guiding Principles:** criteria for making decisions about strategies that support the goals.
4. **Goals:** what the plan is intended to work toward in the next five years.
5. **Implementation Grid:** long-term outcomes, strategies that will lead to these outcomes, and anticipated intermediate outcomes for each strategy. The grid also identifies parties who will guide implementation, as well as a timeline and resources needed for each strategy.

### Planning Process and Data Collection

In the fall of 2014, the DVC Workforce Development Programs team contracted with Hatchuel Tabernik & Associates (HTA) to facilitate the planning process and compile the 2015 plan document. Following a launch meeting, the WD team convened a Steering Committee representing the DVC Office of Planning, Research, and Student Outcomes; Instruction; Career and Employment Services; Student Services; Career Pathways; and other DVC faculty and staff.

### Research and Data Summary

The HTA planning team conducted initial data collection and an environmental that would help inform stakeholders in identifying and prioritizing internal and external needs. The HTA team reviewed and analyzed research materials and data provided by the Steering Committee and outside sources and summarized trends and key points for stakeholders.

Data sources included:

- Student data:
  - Community College Survey of Student Engagement (CCSSE) surveys
  - DVC's 2013 Career & Technical Education Employment Outcomes Survey;
  - DVC data on student completion, retention and success rates for the college overall and for students enrolled in CTE courses by age, race/ethnicity, and gender
- Labor Market Information (LMI) on the economy, the workforce, and growth sectors in the Bay Area and the East Bay, from:
  - California Employment Development Department
  - EMSI subscription service
  - US Census and American Community Survey data
- Reports and research from
  - East Bay Economic Development Alliance
  - Design It-Build It-Ship It consortium
  - Doing What Matters for Jobs and the Economy (California Community Colleges Chancellor's Office)
  - Bay Area Community College Consortium
  - Center of Excellence – City College of San Francisco
  - Planning and grant development processes for Career Pathways Trust consortia, 2014
  - Career Ladders Project
  - Business Roundtable/Change the Equation

HTA worked with the Steering Committee to develop and distribute surveys of students, faculty/staff, employers, and community partners. Twenty-three (23) DVC faculty and staff, 61 DVC students, 29 local employers, and 13 community partners submitted survey responses, which informed the development of goals and strategies. Additionally, HTA gathered information and input at a Deans and Administrators meeting and Workforce Development Committee meeting.

HTA also conducted four key informant interviews with leaders from Diablo Valley College, Center for Excellence, Contra Costa Community College District (CCCCD), and the Workforce Development Board. To ensure alignment during the planning process, the planning team reviewed existing plans, including DVC's Strategic Plan (2013-2017), the Contra Costa Community College District Strategic Plan (2014-2019), as well as DVC's Student Equity Plan, Student Success Support Program Plan, Technology Plan and Professional Development Plan.

Following the thorough data collection and analysis process, HTA facilitated a series of stakeholder meetings, including two for internal stakeholders (staff, faculty and students), one for external stakeholders (businesses, public agencies and partners), and a final meeting for any stakeholders who had attended previous meetings. The three stakeholder meetings attracted 31 participants from DVC and 16 from other partner agencies. The meetings were hands-on, working sessions in which stakeholders actively discussed the context for the plan and shaped its vision, mission, and goals. Then, with guidance from HTA, the Steering Committee took the stakeholder recommendations for the DVC-WDP vision, mission and goals and drafted the final components of the WDP Master Plan.

### Key Findings

Common themes and areas of need arose out of research review, surveys, interviews and stakeholder discussions, including needs for:

1. Further work to more fully integrate, align and coordinate WD/CTE efforts across the college.
2. Strategic marketing and communication efforts to keep internal and external stakeholders updated about existing WD/CTE programs, services and supports.
3. Improved technology infrastructure and training to support 21<sup>st</sup> century learning.
4. Institutionalized and streamlined continuing education and professional development opportunities for CTE faculty and staff, to ensure they provide relevant and high quality programs and services for students and are responsive to labor-market needs.
5. Deepening external collaborative partnerships, as well as better coordinate and manage these partnerships across the district and the region.,
6. Systems and processes to effectively utilize data and research in a way that ensures programs and curriculum are responsive and incorporate best practices; promote continuous learning with partners, faculty and staff; and allow for outcome-driven accountability and evaluation.
7. Equity to be embedded throughout the Master Plan to ensure that any disparities are identified and addressed and that all students have access to high quality WD programs and services to meet their educational needs.

## Master Plan

### Vision Statement

DVC Workforce Development Programs prepare students with the skills to succeed in an ever-changing global economy based on responding to industry needs.

### Mission Statement

DVC Workforce Development Programs bridge the needs of students, employers and the community, by providing quality, innovative learning opportunities and support services that prepare diverse student populations to succeed in the workplace.

### Guiding Principles

The following principles guide decision-making, program planning and implementation for DVC's Workforce Development Programs.

1. **Purpose and Excellence:** Our purpose, direction and plan of action are clearly outlined in the Workforce Development (WD) Programs Master Plan and ensure excellence in student learning in our Workforce Development Programs.
2. **Accessibility, Integration, and Coordination:** We integrate career readiness skills throughout all college activities, programs and services and coordinate a campus-wide workforce development system that is easily accessed and utilized by students, faculty and community partners.
3. **Equity:** We strive to ensure all students have equitable opportunities, access and outcomes.
4. **Collaboration:** We foster a collaborative approach to planning, implementing and evaluating our WD efforts that maximizes stakeholder participation, as well as optimizing fiscal and human resources.
5. **Innovative, Data-driven, and Responsive:** We utilize relevant data and research to ensure our programs and curriculum are responsive to industry needs, include best practices, and prepare our students for success in their careers.
6. **Accountability:** We promote a collaborative and data-informed process of ongoing review, revision and evaluation of the WD Master Plan that supports continuous learning and improvement.
7. **Transparency:** We promote transparency in our efforts by proactively ensuring all stakeholders have access to the data, information and resources they need.

### DVC-WDP Goals: 2015-2020

The DVC Workforce Development Programs team will pursue three specific goals as they strive to actualize their vision and mission where they provide quality, innovative opportunities and supports, ensuring that every student has the skills they need to succeed in college, career and life.

**Goal 1:** Develop and maintain responsive programs and curriculum that are data-driven, co-developed with industry partners and ensure success and career readiness for all students.

**Goal 2:** Increase alignment, coordination, and accessibility of WD/CTE programs and services with internal and external partners to ensure student success.

**Goal 3:** Evaluate and enhance existing college resources and infrastructure to support WD/CTE efforts to be innovative and responsive to industry while increasing student learning and success.

## Alignment to College and District Strategic Plan

The DVC-WD Master Plan aims to reinforce components of the mission and goals of both DVC's Strategic Plan (2013-2017), and the Contra Costa Community College District Strategic Plan (2014-2019). Additionally, the Master Plan will further the workforce and economic development elements of both strategic plans.

In the CCCCDC Strategic Plan (2014-2019), the District identifies its goal to “Strengthen current and create new partnerships” in order to build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment. Objective 2.2 under this goal aims to meet economic and workforce needs, stating:

*Objective 2.2. Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.*

While the DVC Strategic Plan (2013-2017), does not include an explicit workforce and economic development goal or objective, the WD team will be working with the College Strategic Planning team to identify and add a workforce and economic development element into the college strategic plan. The WD Master Plan strives to align and reinforce several other existing components of the DVC Strategic Plan. Please see Implementation Grid for detailed linkage to DVC Strategic Plan.

## Objectives and Strategies

### **Goal 1: Develop and maintain responsive programs and curriculum that are data-driven, co-developed with industry partners and ensure success and career readiness for all students.**

**Objective 1a:** Deepen engagement with external partners to ensure responsive curriculum and programs and increase student career opportunities.

#### **Strategies:**

- a. Engage industry partners and employers in the process of identifying workforce needs and developing programs and curriculum.
- b. Develop, enhance and maintain effective career pathway programs linking secondary, adult education and community-based programs to post-secondary CTE programs.
- c. Recruit and involve partners in work-based learning opportunities for students, including guest lectures, career panels, internships, informational interviewing, field trips, mentoring, apprenticeships, etc.
- d. Increase employer recruitment of DVC students—on-campus recruitment, proactively market DVC student competencies to employers, etc.

**Objective 1b:** Utilize data to inform programs and curriculum design, foster continuous learning opportunities, and ensure equitable access and outcomes for students.

#### **Strategies:**

- a. Proactively use research and data to ensure best practices are (a) incorporated into program and curriculum design, (b) are labor-market responsive and (c) have the greatest possible impact on student success.

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- b. Establish and implement a standardized template for Advisory Committees to utilize to facilitate discussion of industry standards to support student learning and student success.
- c. Incorporate industry, labor-market data and research, and student outcome data into Advisory Committee meetings, including data on student enrollment, completion and success as well as outcome data for both course and program-level student learning outcomes.
- d. Use data to identify access and outcome disparities among underserved and under-represented populations.

**Objective 1c:** Enhance the level of career readiness of all students.

**Strategies:**

- a. Integrate career-readiness skills into existing curriculum and support services.
- b. Expand career exploration opportunities for students.
- c. Increase on-campus recruitment opportunities for specific and targeted CTE programs. Include local workforce development board staff, Community-based Organizations (CBOs) and advisory committee members.

**Objective 1d:** Increase WD/CTE faculty and staff's ability to support best practices and 21<sup>st</sup> Century learning, serve the needs of diverse students, and implement practices that create equitable outcomes.

**Strategies:**

- a. Improve awareness of and access to professional development opportunities for WD/CTE faculty and staff.

**Goal 2: Increase alignment, coordination, and accessibility of WD/CTE programs and services with internal and external partners to ensure student success.**

**Objective 2a:** Create a system to improve coordination, management and alignment of external partnerships.

**Strategies:**

- a. Collaborate with regional partners to develop business and industry engagement strategies.
- b. Institutionalize the DVC Interface of the business and engagement strategy (Business U Project)

**Objective 2b:** Enhance coordination and communication to align internal WD/CTE services, program and partners.

**Strategies:**

- a. Formalize the intra-communication between WD, outreach, counseling, career and employment center at DVC through quarterly meetings
- b. Evaluate the charge and function of the Workforce Development Committee and make enhancements as needed

- c. Align the Perkins application process with program review to improve efficiency

**Objective 2c:** Increase accessibility and marketing of WD/CTE programs and services to students, faculty and staff and external partners.

**Strategies:**

- a. Create a centralized presentation of WD/CTE services and information (website, online directory, mobile app)
- b. Ensure all student populations have equitable access to WD/CTE data and resources.
- c. Reinforce WD/CTE marketing and outreach through multiple avenues—in classes, career center, counseling, etc.

**Goal 3: Evaluate and enhance existing college resources and infrastructure to support WD/CTE efforts to be innovative and responsive to industry while increasing student learning and success.**

**Objective 3a:** Scan and evaluate the internal and external environment for opportunities and resources which address industry needs, enhance resources and provide opportunities for students in the area of WD/CTE.

**Strategies:**

- a. Engage with external agencies, such as Contra Costa Workforce Development Board, Adult Ed, K12 partners, California Community Colleges Chancellor's Office Doing What Matters Network, business and industry.
- b. Evaluate and pursue opportunities for grant funds that support the vision and mission of CTE and its programs

**Objective 3b:** Ensure WD/CTE programs are equipped with the technology to support 21<sup>st</sup> Century learning.

**Strategies:**

- a. CTE program reviews will project needs and understand the total cost of ownership and align resources to support technology refreshment cycle.

**Objective 3c:** Expand institutionalized support for professional development for WD/CTE staff to include innovative options that are responsive to industry recommendations and trends.

**Strategies:**

- a. Align CTE professional development funding with other College professional development funding.
- b. Develop a process to support faculty externship in support of continued competency in content areas.
- c. Provide professional development opportunities in support of inclusive excellence.

### Implementation and Resources

While the Steering Committee has included a master timeline for implementing the major strategies of the plan, the planning group anticipates that these strategies will be revisited and updated at least annually by the Workforce Development Committee. During the planning process, the steering committee reiterated that the College as a whole is engaged in workforce development, whether through preparing students for an associate degree, a transfer to a four-year institution, or through career-related education that leads directly to the workforce. The desired long-term outcome for the vast majority of DVC students is success in their chosen field.

With this in mind, implementation of the WDP Master Plan will touch nearly every level of the college.

- The Senior Dean, Workforce Development Manager and staff of WDP will take the lead in communicating about the plan's components to all segments of the campus that will be involved in implementation and following up on action items.
- The Workforce Development Committee will review progress and take on specific action items related to the goals and strategies in the plan.
- Faculty from across the campus will work with WDP staff, business partners, and each other to develop and/or adapt curricula that increase responsiveness to business and student needs.
- College leadership and administration will be involved in developing and implementing policy that supports effective programs and partnerships.
- District leadership will be involved in regional dialogue on topics including labor market responsiveness, use of data, and resource development.

### Approval, Monitoring and Integration

The draft Master Plan will be presented to the Workforce Development Committee (WDC) at the April 16, 2015 meeting. The WDC is responsible for reviewing and approving the Master Plan. The final plan will then be presented to the Faculty Senate, the Institutional Planning Committee and the College Council for final approval.

The WDC is responsible for reviewing the progress toward objectives and evaluating and updating the plan on an annual basis. In addition to integrating plan priorities with budget resources, the WDC will work to align the plan priorities with the DVC program review process. WDC and college partners will use existing college implementation and oversight bodies whenever possible to implement the plan efficiently and minimize redundant meetings and committees. The WDC will also evaluate and adjust the plan goals, objectives and strategies to comply with new objectives and goals set forth by the college and/or district. Annual evaluation will allow for flexibility and responsiveness to internal and external changes. The WDC will report annually on Master Plan implementation to the faculty senate, institutional planning committee and college council.

## Implementation Grid

**Goal 1: Develop and maintain responsive programs and curriculum that are data-driven, co-developed with industry partners, and ensure success and career readiness for all students.**

**Objective 1a:** Deepen engagement with external partners to ensure responsive curriculum and programs and increase student career opportunities.

Strategies	Intermediate Objectives	Responsible Parties	Timeline	Resources Required	DVC Strategic Plan [Goal/Obj]
a. Engage industry partners and employers in the process of identifying workforce needs and developing programs and curriculum.	100% of CTE programs will engage with industry partners two times annually through advisory committee meetings or in regional marketplaces.	CTE Deans and faculty, Workforce Development Manager	ongoing	Staff/faculty time	Goal 2: Obj 1 Goal 2: Obj 3
b. Develop, enhance and maintain effective career pathway programs linking secondary, adult education and community-based programs to post-secondary CTE programs.	<p>A minimum of 6 career pathways will be formalized.</p> <p>By Year 2, mechanisms to align curriculum, grant credit for prior learning, and early college on-boarding processes will be developed.</p> <p>Provide specialized outreach to under-represented populations to ensure equity in access to CTE programs.</p> <p>Partner with community-based and governmental organizations to assist students with barriers to access and success.</p>	Workforce Development Manager, Career Pathways Manager, Counselors, High School Liaison, External Partners	2015-20	Staff/faculty time	Goal 1: Obj 2 Goal 2: Obj 3

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<p>c. Recruit and involve partners in work-based learning opportunities for students, including guest lectures, career panels, internships, informational interviewing, field trips, mentoring, apprenticeships, etc.</p>	<p>CTE programs will design a tracking mechanism to measure work-based learning and industry engagement.</p> <p>CTE programs will increase by 20% the number and type of work-based learning activities that involve industry partners.</p> <p>80% of CTE programs will add at least one new type of work-based learning activities with industry partners.</p>	<p>District CTE managers, CTE staff, Career Center Coordinator, Industry partners</p>	<p>Annually</p>	<p>Staff/faculty time</p>	<p>Goal 2: Obj 3</p>
<p>d. Increase employer recruitment of DVC students—on-campus recruitment, proactively market DVC student competencies to employers, etc.</p>	<p>20% increase in job postings shared with Career and Employment Services.</p> <p>20% increase in # of employers participating in DVC on-campus recruitment events.</p> <p>20% increase in job placements through CES.</p>	<p>Workforce Development office, Career Center Coordinator, CTE faculty</p>	<p>Annually</p>	<p>Staff/faculty time</p>	<p>Goal 1: Obj 2 Goal 2: Obj 3</p>

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<b>Objective 1b:</b> Utilize data to inform programs and curriculum design, foster continuous learning opportunities, and ensure equitable access and outcomes for students.					
<b>Strategies</b>	<b>Intermediate Objectives</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>DVC Strategic Plan</b>
a. Proactively use research and data to ensure best practices are (a) incorporated into program and curriculum design, (b) are labor-market responsive and (c) have the greatest possible impact on student success.	<p>100% of CTE programs will review their EMSI data core indicator reports and other relevant data sources annually.</p> <p>Courses/programs will be revised based on data and input from advisory committees.</p> <p>Participation, course and program success metrics will be evaluated annually to determine disproportionate impact.</p>	Workforce Development office, CTE faculty, CTE Deans	Annually	Staff/faculty time	<p>Goal 1: Obj 1</p> <p>Goal 1: Obj 2</p> <p>Goal 1: Obj 5</p> <p>Goal 2: Obj 1</p>
b. Establish and implement a standardized template for Advisory Committees to utilize to facilitate discussion of industry standards to support student learning and student success.	100% of advisory committee meeting notes reflect discussion and validation of SLOs.	Ad hoc faculty group to run through the senate	Fall 2015	Staff/faculty time	Goal 2: Obj 2
c. Incorporate industry, labor-market data and research, and student outcome data into Advisory Committee meetings, including data on student enrollment, completion and success as well as outcome data for both course and program-level student learning outcomes.	<p>100% of programs will present relevant data at their Advisory Committee Meetings twice a year.</p> <p>The workforce development office will provide professional development in executing effective Advisory Committee Meeting during the fall flex week.</p>	CTE faculty; Workforce Dev Manager	<p>Every semester</p> <p>Annually, fall semester</p>	Staff/faculty time	Goal 2: Obj 1
d. Use data to identify access and outcome disparities among underserved and/or under-represented populations.	CTE programs will use program review data to identify outcome disparities and discuss with Advisory Committees and the DVC Equity Committee.	WFD Office , CTE faculty and deans, Equity Committee	Every fall	Staff/faculty time	<p>Goal 1: Obj 3</p> <p>Goal 2: Obj 1</p>

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<b>Objective 1c:</b> Enhance the level of career-readiness of all students.					
<b>Strategies</b>	<b>Intermediate Objectives</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>DVC Strategic Plan</b>
a. Integrate career-readiness skills into existing curriculum and support services.	<p>The WD committee will review and approve work-ready essential skills.</p> <p>Three programs will pilot the development of Student Learning Outcomes based on work ready essential skills.</p> <p>100% of CTE programs adopt cross-program measurable student learning outcomes for employability skills.</p>	<p>Workforce development committee</p> <p>CTE faculty, Career Center Coordinator, COOP Coordinator</p>	<p>2015-16</p> <p>2016-17</p>	Staff/faculty time	Goal 1: Obj 5
b. Expand career exploration opportunities for students.	<p>The number of DVC students completing career exploration courses (CARER, survey, COOP) and using CES will increase by 10% annually.</p> <p>Increase the number of CTE programs for which COOP is a requirement.</p> <p>Develop job description for internship coordinator.</p> <p>Hire internship coordinator.</p>	<p>Career Center Coordinator, COOP Coordinator, Counseling department</p> <p>CTE faculty, COOP Coordinator, Curriculum Committee</p> <p>Workforce Dev Mgr</p> <p>Workforce Dev Mgr</p>	<p>ongoing</p> <p>2015-16</p> <p>2016-17</p>	<p>Staff/faculty time</p> <p>Funding for the internship coordinator position</p>	Goal 1: Obj 4
c. Increase on-campus recruitment opportunities for specific and targeted CTE programs. Include local workforce development board staff, Community-based organizations	Collaborate with CES and other community partners to hold a minimum of two program-specific job fairs annually, market to the students and faculty in those programs	Career Center Coordinator, Workforce Development	2016, then annually	Staff/faculty time	<p>Goal 1: Obj 2</p> <p>Goal 1: Obj 4</p>

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(CBO's) and advisory committee members.	anticipating that 50% of students will attend.	Manager, CTE faculty			
<b>Objective 1d:</b> Increase WD/CTE faculty and staff's ability to support best practices and 21 <sup>st</sup> Century learning, serve the needs of diverse students, and implement practices that create equitable outcomes.					
<b>Strategies</b>	<b>Intermediate Objectives</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>DVC Strategic Plan</b>
a. Improve awareness of and access to professional development opportunities for WD/CTE faculty and staff.	<p>Hold an annual CTE summit for faculty to learn about WD activities and funding opportunities for professional development.</p> <p>50% of CTE faculty members will participate in professional development annually focused on 21st Century skills.</p>	Workforce development manager, CTE faculty and Deans	<p>2015-16</p> <p>Annually</p>	Staff/ faculty time	Goal 4: Obj 3

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Goal 2: Increase alignment, coordination, and accessibility of WD/CTE programs and services with internal and external partners to ensure student success.					
Objective 2a: Create a system to improve coordination, management and alignment of external partnerships.					
Strategies	Intermediate Objectives	Responsible Parties	Timeline	Resources Required	DVC Strategic Plan
a. Collaborate with regional partners to develop business and industry engagement strategies.	Participate in monthly district CTE management meetings.  Provide input to developers of the DVC business management system (Business U).	District CTE Dean, Workforce Dev Manager	Quarterly  Quarterly	Staff/faculty time	Goal 2: Obj 3
b. Institutionalize the DVC Interface of the business and engagement strategy (Business U Project).	Form a DVC work group to communicate our needs to Business U.  Present the Business U model to college for approval and institutionalization.	District CTE Instruction office, Workforce Development manager	2015-16  2016-17	Staff/faculty time	Goal 2: Obj 3
Objective 2b: Enhance coordination and communication to align internal WD/CTE services, program and partners.					
Strategies	Intermediate Objectives	Responsible Parties	Timeline	Resources Required	DVC Strategic Plan
a. Formalize the intra-communication between WD, outreach, counseling, career and employment center at DVC through quarterly meetings.	Create processes to ensure information is being efficiently and effectively shared and utilized, to promote CTE on a quarterly basi.	Workforce Development office, CTE faculty, CTE Deans	2016-17  Quarterly	Staff/faculty time	Goal 2: Obj 2

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<p>b. Evaluate the charge and function of the Workforce Development Committee and make enhancements as needed.</p>	<p>The WDC will evaluate the role of the committee and implement updates.</p>	<p>WFD committee</p>	<p>2015-16</p>	<p>Staff/faculty time</p>	<p>Goal 2: Obj 2</p>
<p>c. Align the Perkins application process with program review to improve efficiency.</p>	<p>Convene workgroup to redesign the allocation process and timeline.</p>	<p>WFD committee</p>	<p>2015-16</p>	<p>Staff/faculty time</p>	<p>Goal 2: Obj 2</p>
<p><b>Objective 2c:</b> Increase accessibility and marketing of WD/CTE programs and services to students, faculty and staff and external partners.</p>					
<p><b>Strategies</b></p>	<p><b>Intermediate Objectives</b></p>	<p><b>Responsible Parties</b></p>	<p><b>Timeline</b></p>	<p><b>Resources Required</b></p>	<p><b>DVC Strategic Plan</b></p>
<p>a. Create a centralized presentation of WD/CTE services and information (website, online directory, mobile app).</p>	<p>Create a proposal to reorganize website and print marketing materials coherently with internal stakeholders.</p> <p>Hire a marketing consultant.</p> <p>Develop marketing plan to create a systematic institutional brand.</p> <p>Develop messaging and collateral to support effective WDP/CTE marketing and communication.</p> <p>Participate in college-wide marketing and technology strategic planning and development.</p>	<p>Workforce dev manager, Technology Committee, Marketing department, CTE faculty and deans, Career Center Coordinator</p>	<p>2015-16</p> <p>2016-17</p> <p>2016-17</p>	<p>Staff/faculty time</p> <p>Perkins funding for professional consultation</p>	<p>Goal 2: Obj 2</p>

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<p>b. Ensure all student populations have equitable access to WD/CTE data and resources.</p>	<p>Improve communication about career options and pathways through engagement with students, faculty, administration, and external stakeholders.</p> <p>Create clear pathway information, data and resources, including LMI data, salary data.</p>	<p>CTE dean, Workforce Development Manager</p>	<p>2016</p>	<p>Staff/faculty time</p>	<p>Goal 1: Obj 4</p>
<p>c. Reinforce WD/CTE marketing and outreach through multiple avenues—in classes, career center, counseling, etc.</p>	<p>WD staff will carry out a minimum of 10 classroom visits/year.</p> <p>Provide information to counselors on CTE programs and LMI by attending their staff meetings on a quarterly basis.</p>	<p>Workforce Dev. Mgr, Career Pathway manager, Outreach office, Career and Employment center</p>	<p>4x/year</p>	<p>Staff/faculty time</p>	<p>Goal 1: Obj 4</p>

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**Goal 3: Evaluate and enhance existing college resources and infrastructure to support WD/CTE efforts to be innovative and responsive to industry while increasing student learning and success.**

**Objective 3a:** Scan and evaluate the internal and external environment for opportunities and resources which address industry needs, enhance resources and provide opportunities for students in the area of WD/CTE.

Strategies	Intermediate Objectives	Responsible Parties	Timeline	Resources Required	DVC Strategic Plan
<p>a. Engage with external agencies, such as Contra Costa Workforce Development Board, Adult Ed, K12 partners, California Community Colleges Chancellor’s Office—Doing What Matters Network, business and industry.</p>	<p>WD staff and CTE faculty will increase participation in external committee work and outreach.</p> <p>WD staff will leverage resources from other organizations to support the work of CTE and the Workforce Development unit.</p>	<p>Workforce development manager, CTE dean</p>	<p>Monthly &amp; quarterly meetings</p>	<p>Staff/faculty time</p>	<p>Goal 2: Obj 3</p>
<p>b. Evaluate and pursue opportunities for grant funds that support the vision and mission of CTE and its programs.</p>	<p>Each CTE program will receive information on at least one grant opportunity each year.</p> <p>CTE programs will leverage at least \$200,000 in grant funds over the course of the plan.</p> <p>WD staff will use labor market data to evaluate funding opportunities.</p>	<p>Workforce development manager, CTE dean, division deans, DSN’s, Center of Excellence</p>	<p>Ongoing</p>	<p>Staff/faculty time</p>	<p>Goal 3: Obj 3</p>

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<b>Objective 3b:</b> Ensure WD/CTE programs are equipped with the technology to support 21 <sup>st</sup> Century learning.					
<b>Strategies</b>	<b>Intermediate Objectives</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>DVC Strategic Plan</b>
a. CTE program reviews will project needs and understand the total cost of ownership and align resources to support technology refreshment cycle.	25% of CTE programs will address sustainability and identify ongoing costs of program improvement proposals as part of program review.  100% of CTE programs will evaluate the total cost of ownership in resources requested.	CTE faculty and deans, Instruction Office, Workforce Development staff	Annual Program review (if requesting funding) otherwise every 4 years	Staff/faculty time	Goal 3: Obj 1
<b>Objective 3c:</b> Expand institutionalized support for professional development for WD/CTE staff to include innovative options that are responsive to industry recommendations and trends.					
<b>Strategies</b>	<b>Intermediate Objectives</b>	<b>Responsible Parties</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>DVC Strategic Plan</b>
a. Align CTE professional development funding with other College professional development funding.	Meet with professional development coordinator to streamline resource allocation.	Dean of Library Resources, Workforce development manager, professional development committee	2015-16	Staff/faculty time	Goal 4: Obj 3
b. Develop a process to support faculty externship in support of continued competency in content areas.	20% increase in CTE faculty that participate in professional externship to improve subject matter competencies.	CTE faculty	2015-17	Staff/faculty time	Goal 2: Obj 3 Goal 4: Obj 3

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<p>c. Provide professional development opportunities in support of inclusive excellence.</p>	<p>Increase the number of contextualized basic skills, pre-collegiate and college-level courses by 20% that support CTE.</p> <p>Provide two opportunities annually for counselors to work with secondary counselors to develop career exploration and college planning courses, workshops and activities.</p> <p>Collaborate with professional development office to ensure that CTE programs are included in allocation process.</p>	<p>WD manager, professional development committee</p>	<p>2015-16</p>	<p>Staff/faculty time</p>	<p>Goal 4: Obj 3</p>
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## Conclusion

This WD Master Plan represents the continued growth and evolution of DVC's workforce and economic development effort. The plan will guide the DVC's WD work over the next five years as we serve DVC students, staff and faculty, as well as regional partners and local businesses. The plan demands that we continue to move toward an increased level of collaboration, data-driven decision making, and alignment and coordination, all coming together to support a thriving local economy and ensure that students succeed in career and life.

