



PROGRAM VIABILITY PROPOSAL:

Workforce Readiness Credential



**CRAFTON HILLS COLLEGE
Academic Senate
10-19-2016**

A. PROGRAM BACKGROUND: The proposed Workforce Readiness Credential (WRC) consists of two distinct, *Enhanced Noncredit Certificates of Completion* that have been previously approved and recognized in two community college districts (Los Angeles and Foothill-De Anza); the California Community College Chancellor’s Office (CCCCO); the State of California Employment Development Department (EDD)/Workforce Development Division (WDD); the State of California Workforce Development Board (CWDB); the City and County of Los Angeles Workforce Development Boards; the South Bay Workforce Development Board (LA County); the Northeast Valley (NOVA) Workforce Development Board (Silicon Valley); and the US Department of Labor (USDOL). Through this recognition by the State of California EDD/WDD and CWDB in December 2007, the WRC was designated as a “valid certification” under the Workforce Investment Act (WIA) – the precursor to the Workforce Innovation & Opportunity Act (WIOA) of 2014, by the USDOL as progress measures for the federal WIA Youth, Adult and Dislocated Worker Programs.

PROGRAM DESCRIPTION: Completion of any of the two Certificates of Completion results in the award of the “Workforce Readiness Credential,” which includes the following:

WORKFORCE READINESS CREDENTIAL	
Workforce Literacy Skills Certificate of Completion (186 to 204 hours of instruction)	
1. Blueprint for Workplace Success (36 hrs)	5. Review of Basic English (36 hrs) -or-
2. Blueprint for Customer Service (18 hrs)	6. Vocational English as a Second Language (54 hrs)
3. 30 Ways to Shine as a New Employee (6 hrs)	7. Workplace Computing for Limited English Populations (54 hrs)
4. Review of Basic Math (36 hrs)	
Job Readiness Skills Certificate of Completion (67 hours of instruction)	
1. Blueprint for Workplace Success (36 hrs)	3. 30 Ways to Shine as a New Employee (6 hrs)
2. Blueprint for Customer Service (18 hrs)	4. Job Club (7 hrs)

Adult, Dislocated Worker, Older Youth (18-24 years of age), and economically disadvantaged job seekers will have an opportunity to participate in a series of noncredit community college courses that focus on workplace literacy and workforce readiness modules designed to provide youth and adults with the essential knowledge, skills and abilities (KSAs) need for development of a "blueprint" for themselves with respect to the workplace. The topics covered include, but are not limited to, self-discovery, time management, job market realities, career pathways exploration, workplace skills (in-depth), effective communication, interview preparation, employment acquisition, and job retention.

Student enrollment in one of the two certificates of completion shall be based on assessment outcomes, preferably using the CASAS Assessment Instrument. Should students require basic skills enhancements, they shall be enrolled in the Workforce Literacy Skills Certificate of Completion, accounting for 186 to 204 hours of instruction. Those individuals who do not require basic skills enhancements shall enroll in the Job Readiness Skills Certificate of Completion, which amounts to 67

total hours of instruction. The intent of the “basic skills enhancement” modules within the Workforce Literacy Skills Certificate is to equip the student with sufficient basic skills knowledge to acquire and retain employment, with the ultimate intention of transitioning students from Noncredit Basic Skills instruction to enrollment in more comprehensive, Credit Basic Skills and applicable Career Technical Education (CTE) coursework in Mathematics, English, Reading and Computer Information Systems while concurrently working. The objective of this transition is to ensure students are better equipped to progress in their current employment while entertaining multiple career pathway opportunities and options available to them through the multitude of CTE programs offered by Crafton Hills College.

B. VIABILITY PROPOSAL: A viability review is required prior to forwarding a program initiation proposal and must have taken into consideration the following:

- 1. *The impact on students and student success.*** The target populations being considered for Workforce Readiness Credential enrollment includes individuals who are currently disenfranchised and not engaged in the workforce, specifically Adults without a high school diploma; long-term unemployed individuals who have exhausted their eligibility for unemployment insurance; and individuals who are underserved such as those on public assistance, possess limited English proficiency (LEP), previously incarcerated, economically disadvantaged, underemployed, immigrants, and youth ages 18-24 who are high school dropouts. The ***benefits to students*** enrolled in this free, noncredit Workforce Readiness Credential are boundless in that this program opens the door to College Access and subsequent employment opportunities without any negative financial impacts on themselves and their families, while ultimately introducing participants to CTE career pathways leading to economic self-sufficiency and Student Success.
- 2. *The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district.*** The development and launch of this noncredit program will positively impact the college and the district as a whole in that students enrolled in this program and who complete may ultimately transition into credit Basic Skills, CTE, and/or STEM certificate and associate degree programs, with eventual transfer potential. Presently, since comprehensive, noncredit programs do not exist within the college curriculum, this program has the potential to act as a feeder program into credit programs that can bolster college enrollment management targets and productivity.
- 3. *The impacts on the educational and budget-planning processes used at the institution.*** Currently, Crafton is challenged with meeting enrollment goals and productivity targets, and therefore, faces uncertain budgetary impacts should the college fail to attain FTES enrollment objectives in the current fiscal year. With the development and implementation of this program, Crafton has the opportunity to engage a large pool of disenfranchised populations described in B.1 who traditionally have not been targeted en masse by providing them with access to college, and thus, prompting revisions to educational planning and decision-making (development of new or enhancement of existing noncredit and credit basic skills, CTE and Supplemental Instruction courses and programs). Further, with a potentially large, “internal target market” of new, noncredit student populations enrolled at Crafton, logical assumptions can be factored into budget planning, course scheduling, and revenue projections resulting in highly effective, efficient and accurate decision-making in the instructional, student services, and administrative services areas.
- 4. *The positive and/or negative impact on transfer to four-year colleges and universities.*** This noncredit program has the potential to enroll a high volume of students who have not been

traditionally recruited by Crafton, and therefore, although an indirectly positive impact, has the potential to consistently transition noncredit students into credit certificate and associate degree programs at Crafton leading to increased transfer rates. On the other hand, nontraditional students enrolled in this proposed program may have Basic Skills challenges that far outweigh the remediation needs of traditional students, which may negatively impact retention, persistence, and completion rates once these students transition into credit programs, and thus, may decrease transfer rates altogether or prolong the time for associate degree completion and transfer.

5. ***The effects of the program on local businesses and industries.*** The Workforce Readiness Credential was originally created by Los Angeles City College in partnership with the City of Los Angeles Workforce Development System comprised of 32 One Stop Career Centers, the Professionals in Human Resources Association (PIHRA), the Service Employees International Union (SEIU), and the Los Angeles Area Chamber of Commerce representing 2000+ businesses in the manufacturing, logistics, technology, entertainment, healthcare, retail, hospitality, energy, and wholesale trades industry sectors. Furthermore, in recent Strong Workforce Program (SWP) planning meetings within the Inland Empire/Desert Regional Consortia (IE/DRC), feedback from employers participating in over a dozen meetings stated a need for soft skills and basic skills for entrants into the workforce. These employers, representing logistics, manufacturing, healthcare, technology, and other high growth industry sectors in the Inland Empire, indicated that common skill sets required across industries included basic computing, math and reading, and interpersonal, time management, customer service, and communication were essential for hiring and job retention. This program meets the soft skills and workforce preparation needs of regional business and industry, and has the potential to be the industry-standard for the region upon recognition and certification by the San Bernardino County and Riverside County Workforce Development Boards (WDBs) under the auspices of WIOA and their Regional Slingshot Initiative (EDCT submitted the Workforce Readiness Credential model to the two WDBs in September 2016 in response to the Regional Slingshot Request for Qualifications, and is pending certification).
6. ***The effects of the program on faculty and staff.*** Given that noncredit programs do not currently exist at Crafton, trends and patterns, both positive and negative, have yet to be revealed, and therefore, the effects of the proposed program on faculty and staff cannot be measured at this time.
7. ***In the case of program discontinuance, provisions that can and should be made for students in progress to complete their educational goals.*** Not Applicable.

C. INFORMATION DATA GATHERING

1. ***Applicable Qualitative Indicators.***

- a. ***Quality of the program and how it is received by students, local business and industry, and the community.*** As noted previously, the Workforce Readiness Credential has been recognized and certified as Enhanced Noncredit Certificates of Completion by the CCCC; 4 Workforce Development Boards; Chambers and Industry Associations representing 2000+ businesses; a National Labor Union; and the USDOL. Within the LA Workforce Development System, over 30,000 students from underserved populations have been served by this program model since 2006, with an additional 2,000 students served in Silicon Valley since 2009. Presently, Crafton, in partnership with EDCT and it collaborative with the CSUSB Reentry Initiative, projects to enroll up to 3,000 students annually at 3 of its existing

Centers, with the potential to expand to 4,800 students once CSUSB opens 2 additional centers, for a total of 5 within the CSUSB Reentry System.

- b. *Community needs assessment.* In recent SWP planning meetings within the Inland IE/DRC, feedback from employers participating in over a dozen meetings stated a need for soft skills and basic skills for entrants into the workforce. These employers, representing logistics, manufacturing, healthcare, technology, and other high growth industry sectors in the Inland Empire, indicated that common skill sets required across industries included basic computing, math and reading, and interpersonal, time management, customer service, and communication were essential for hiring and job retention. This program meets the soft skills and workforce preparation needs of regional business and industry, and has the potential to be the industry-standard for the region upon recognition and certification by the San Bernardino County and Riverside County Workforce Development Boards (WDBs) under the auspices of WIOA and their Regional Slingshot Initiative (EDCT submitted the Workforce Readiness Credential model to the two WDBs in September 2016 in response to the Regional Slingshot Request for Qualifications, and is pending certification).
- c. *Student employability.* This program addresses the common skill sets required across industries included basic computing, math and reading, and interpersonal, time management, customer service, and communication were essential for hiring and job retention.
- d. *Replication of programs in the District/surrounding area.* Presently, this iteration of the Workforce Readiness Credential replicates the Los Angeles Model certified in 2007, and the Silicon Valley Model certified in 2009.

2. Applicable Quantitative Indicators.

- a. *Enrollment and retention trends.* See 2.d. Fiscal Impact below.
- b. *Persistence/completion/success of students in the program.* Measurement of these performance metrics will occur upon completion of the first full year of implementation.
- c. *Enrollment management considerations.* This program has the potential to generate over 3000 FTES annually through strategic partnerships developed by EDCT. For example, the CSUSB Reentry Initiative partnership alone can conservatively generate 2000 FTES annually.
- d. *Fiscal impact.* Based on the low-end target of 2000 FTES, approximately \$9.4 million in gross revenues can be generated annually to sustain instructional delivery, while covering EDCT program management costs associated with off-campus instructional setup with partners, attendance accounting, student recruitment, assessment administration, and off-site registration. Furthermore, net revenues generated as a result of this Crafton program will increase District General Fund allocations to Crafton, and will increase CTE Perkins and Strong Workforce Program allocations to Crafton as a result of increased CTE FTES associated with this CTE noncredit program.

D. DECISION CONSIDERATIONS

- 1. **Relation of the program to the College Mission.** The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community

through engagement and learning. This program compliments the college mission by engaging diverse, nontraditional, and underserved populations within the college service area communities, and advances the educational, career and personal success of these noncredit students.

- 2. Relation of the program to the Educational Master Plan.** The Workforce Readiness Credential program falls within the scope of the Crafton Educational Master Plan, specifically with regard to Student Access to college and CTE career pathways, as well as addressing student Basic Skills needs to enhance Student Success.
- 3. Recent Program Review or accrediting agency recommendations.** Not applicable.
- 4. Measures of student demand (enrollment, average class size, degrees/certificates, or surveys).** Measurement of these performance metrics will occur upon completion of the first full year of implementation.
- 5. Measures of labor market demand (CTE only).** In recent SWP planning meetings within the Inland IE/DRC, feedback from employers participating in over a dozen meetings stated a need for soft skills and basic skills for entrants into the workforce. These employers, representing logistics, manufacturing, healthcare, technology, and other high growth industry sectors in the Inland Empire, indicated that common skill sets required across industries included basic computing, math and reading, and interpersonal, time management, customer service, and communication were essential for hiring and job retention. This program meets the soft skills and workforce preparation needs of regional business and industry, and has the potential to be the industry-standard for the region upon recognition and certification by the San Bernardino County and Riverside County Workforce Development Boards (WDBs) under the auspices of WIOA and their Regional Slingshot Initiative (EDCT submitted the Workforce Readiness Credential model to the two WDBs in September 2016 in response to the Regional Slingshot Request for Qualifications, and is pending certification).
- 6. Current program effectiveness (FTEF/FTES ratio, success and retention).** Not required for program initiation.
- 7. SLO Assessment Data.** Not required for program initiation.
- 8. Advisory Committee Recommendations or other reports (CTE only).** Program details presented to the Crafton Business Department faculty on 9/30/16. Viability Proposal scheduled for presentation on 10/19/16 to the Crafton Academic Senate for approval.
- 9. Interviews.** Not required for program initiation.
- 10. Open Forum.** Not required for program initiation.
- 11. Projected impact on overall educational program, students, faculty, college budget, community.** It is anticipated that based upon the previous history of this program in other community college districts, and the positive outcomes associated with certification of this Credential by multiple City and County WDBs, the State WDB, along with recognition by the USDOL and multiple business and industry associations, the overall impacts on Crafton's educational programs, students, faculty, college revenues, and the community will be highly positive once development and implementation of the Workforce Readiness Credential program has been accomplished.