

*Capitol Briefing:*  
**BUILDING A STRONG, INCLUSIVE  
GREEN ECONOMY IN CALIFORNIA**

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**Model Programs: Community Colleges**

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**CAREER LADDERS PROJECT**

fosters educational  
and career  
advancement  
through research,  
policy initiatives,  
and direct assistance  
to community  
colleges.



## **WORKFORCE STRATEGIES TO REBUILD CALIFORNIA'S ECONOMY**

- High-impact, short term career pathway programs to move disadvantaged youth and adults into the labor market – but connect them to continued ladder
- Medium to long-term efforts to enhance the capacity of community colleges, WIBs, employers, labor and others to provide workforce education in support of regional economic development.
- Green –and reframe –existing programs/infrastructure
- Build skills – and capacity – for the future

## **CAREER PATHWAY / BRIDGE PROGRAMS**

- Invest stimulus dollars to scale up or replicate bridge and career pathway programs that target demand occupations and link to certificate/degrees for continuing advancement
- Prioritize programs with concurrent , contextualized or integrated basic skills/ESL with career technical education
- Provide essential student success services– (career counseling, case management, financial aid, tutoring, transp, childcare)
- Prioritize partnerships (community colleges, WIBs, CBOs, k12/adult ed/ROCP, employers, unions)
- Connect the dots across regions and initiatives

# Career Advancement Academies

Establish pipelines to college and high wage careers for disconnected, underemployed, underprepared young adults (18 – 30 yrs)



**Three regions:** (23 colleges)

- ▶ East Bay
- ▶ Central Valley
- ▶ Los Angeles

**State investment:**

CCC System

Governor's CTE/SB70

5M per region over 3 years

**Partnerships** with employers, labor, workforce boards, social services, community orgs, K12/adult ed/ROCPs, philanthropy

## CAA KEY DESIGN ELEMENTS . . .

- Broad outreach to underserved populations
- Partnerships to leverage public/private resources
- Transition programs – bridge to college & career
- Address basic skills in context of career
- Focus on high wage careers in demand in region
- Cohort-based, learning communities
- Intensive support services
- Clear transitions to continued education and career pathways

## CAAs: ADDITIONAL FEATURES

- Community of learners across sites
  - Career Ladders Project / Philanthropy
  - Document and share effective practices
- Common Data and Evaluation:
  - CLP, CalPASS and Public Private Ventures
- CC System recently added \$1.5M to extend “Linking afterschool employment to career pathways” (in education and/or human services)
- Informing the CC System Basic Skills Initiative

## CAA: EXAMPLES

- Renewable Energy Pathway (Laney College)
- Programa en Carpintería Fina (Laney)
- Utilities and Construction Prep program (LA Trade Tech)
- PowerPathway (Fresno City, Laney, San Mateo)
- Automotive Technologies (Fresno City)
- Logistics and Transportation (ATLAS - Alameda)
- Manufacturing Technologies (Reedley)
- Construction Trades (Contra Costa)

## ENVIRONMENTAL CONTROL TECH (Laney)

- Trains HVAC technicians (median salary: \$46,564)
- Partnered w/ Lawrence Berkeley National Lab and UC Davis Western Cooling Efficiency Center
- Emphasizes energy-efficient and high-performance building operations
- Offers new certificate and AS degree in controls, building automation systems and energy management
- Career awareness in sustainable energy practices
- East Bay Career Advancement Academy has developed a ECT CAA
- Sustainable Peralta Initiative

## LA TRADE TECH COLLEGE



- Re-engineering traditional programs
- 52 current green-integrated courses and four green-related degree and certificate programs
- CAA program in Utilities & Construction Prep
- Part of a larger “Green College Initiative” that includes all campus operations
- LA Infrastructure and Sustainable Jobs Collaborative/REDI initiative

## OAKLAND GREEN JOBS CORPS



- Launched Oct. 28, 2008
- A collaboration among community-based organizations, unions, Laney College, the City of Oakland, and private employers.
- The Green Jobs Corps will:
  - Recruit and provide ongoing support to participants
  - Pre-construction basic skills and support
  - Bridge to solar and green construction
  - Paid work experience; OJT
  - Continued support transitioning into independent employment.

## Bay Area Clean Energy Careers (BayCEC)

- Skyline College: \$1.9M Community Based Job Trng Grant
- Partners: Laney, College of Marin, Alameda and San Mateo WIBs, Cypress Mandela Training Center, San Mateo County Board of Ed, Solar City, Borrego Solar and other employers
- BayCEC will provide training and career pathways in:
  - Energy efficiency (Energy auditing and retrofiting)
  - Environmental Control Technology (HVAC)
  - Solar energy technology
- Includes bridge classes for underprepared youth and adults as well as support for dislocated workers.



## CAAs - Funded by the Chancellor's Office California Community Colleges

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## WA “Tipping Point” Study

### What did they find?

- Only 20% of basic skills students completed voc-ed program, certificate or credential
- One yr post-secondary ed. + certificate is “tipping point” for meaningful earnings gains (\$7,000/year more)
- Strong job demand for that skill level
- 1-full year means student prepared for further higher education

### Why is it important?

- Research trusted & widely quoted (Ford Foundation; Columbia)
- Reframed discussion about education of under-prepared, low-income youth and adults
- Broad influence across state policy – “work first” short-term training won’t get to the “tipping point”
- Led to creation of new, contextualized programs and infusion of career pathways throughout state workforce training and education programs



## Integrated Basic Education And Skills Training

### What is it?

- ▶ Paired ABE/ESL w/ CTE instructors: **basic skills in context**
- ▶ Full-time, cohort-based learning community
- ▶ For-credit instruction
- ▶ Support services & single point of contact
- ▶ One-year+ ed. programs so students reach ‘tipping point’
- ▶ Programs require additional coordination and faculty time
- ▶ I-BEST students funded at 1.75 FTE



## Integrated Basic Education And Skills Training

### What did they learn?

- ▶ I-BEST students compared to other ESL/Basic skills students:
  - earned 5 times more credits
  - 15 times more likely to complete
- ▶ Results at 10 colleges led to enhanced FTES reimbursement & funding to expand program to other 24 colleges
- ▶ Led to additional state supports : Opportunity Grants (2007)
  - Student \$1,000 PLUS tuition/fees
  - Community College: \$1,500/FTES for support services & counseling
  - Students in job specific, high demand programs

## OH: "STACKABLE CERTIFICATES"

- Based on WA "Tipping Point" results
- Allows working students to drop-in and -out
- Includes 1) academic remediation; 2) certificated technical skills training; and 3) college credits.
- Uniform standards across the state and certificates are transferable to college credit
- Competency-based and responsive to employers
- Available from an array of providers, including adult career centers, institutions of higher education, and employers
- Regions choose which industry sectors to develop; state offers regional grants for planning
- Statewide implementation in 2009

## OH: "STACKABLE CERTIFICATES"

Level	Certificate and Skills	Connections
Pre-College Certificates	Basic Skills Certificate <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• ESL</li> <li>• Grade-level 8.9 skill level</li> <li>• Core knowledge skills leading to GED</li> </ul>	<ul style="list-style-type: none"> <li>• To be connected with technical education programs co-designed with local employers and available through Ohio's adult education providers</li> <li>• To lead to employment in fields including               <ul style="list-style-type: none"> <li>• Health care</li> <li>• Information technology</li> <li>• Advanced manufacturing</li> <li>• Others as defined by regions</li> </ul> </li> </ul>
	Advanced Skills Certificate <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• ESL</li> <li>• Grade-level 12.9 skill level</li> </ul>	
	College- and Work-Ready Skills Certificate <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• ESL</li> <li>• Information technology (IT) foundations (with college credit)</li> <li>• Study and critical thinking skills</li> </ul>	
College-Level Certificates	Nursing	<ul style="list-style-type: none"> <li>• To provide college credit and advance toward a degree</li> <li>• Earned while an individual is enrolled in               <ul style="list-style-type: none"> <li>◦ A university</li> <li>◦ A 2-year college</li> <li>◦ Other adult training</li> </ul> </li> </ul>
	IT	
	Automotive	
	Medical Assistant	
	Additional statewide occupations (to be identified)	
Regionally-specific occupations (to be identified)		