



FOOTHILL COLLEGE

Workforce Workgroup

Minutes

Date: October 12, 2010 Time: 2:30 p.m.

Location: Toyon Room

Attending:

Mark Anderson, Judy Baker, David Ellis, Liane Freeman, Richard Galope, Al Guzman, Akemi Ishikawa, Fatima Jinnah, Gay Krause, Rick Kuhn, Gulled Mahmoud, Allison Meezan, John Mummert, Karen Oeh, Denise Swett, Beckie Urrutia-Lopez

Summary

Item	Notes
1. Workforce Work Group Structure	a. Tri-Chairs <ul style="list-style-type: none"> • Dean: Mark Anderson • Faculty: Karl Peter • Classified: Karen Oeh b. Ex-Officio <ul style="list-style-type: none"> • Vice President: Richard Galope c. Committee <ul style="list-style-type: none"> • Additional Dean: John Mummert • Four Additional Faculty: Fatima Jinnah, Allison Meezan, Beckie Urrutia-Lopez, Bonny Wheeler • Two Additional Classified: Al Guzman, David Ellis • ASFC Student Representative: Gulled Mahmoud See Discussion Detail
2. Goals of the Work Group	See Discussion Detail
3. Other Business	See Discussion Detail

Discussion Detail

1. Workforce Work Group Structure

The Tri-Chairs will determine the next steps for the Workforce Work Group (WWG). Work groups hold open meetings. WWG's invited participants list includes: Judy Baker, Laureen Balducci, Dan Dishno, Liane Freeman, Gertrude Gregorio, Gay Krause, Rick Kuhn, Bruce McLeod, Mike Murphy, Phyllis Sprague and Denise Swett.

2. Goals of the Work Group

- a. Continuous Improvement of the Integrated Planning and Budgeting Process:
 - WWG will continue integration with the established resource and allocation structure. Based on Division recommendations WWG will forward proposals to PaRC. WWG will ensure its integration into the allocation structure for not only Perkins funds, but Measure C, Lottery, Fund 14, etc. and then forward its recommendations to OPC.
 - Alternative funding through corporate partnerships and grant allocations were discussed. (See "3.a." regarding the Grants Office.)

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- b. Articulation and Career Pathway Development:
 - Within CTE the Apprenticeship Program has established 4 approved degrees with 3 additional degrees pending.
 - The pathway from high school to Foothill to four-year universities was discussed. The Child Development Program is an exemplary model. Foothill is trying to standardize the process for faculty to create articulations with high schools and universities. When an articulation agreement is reached there will be an on-line form to complete. CTE articulation with four-year universities will be a focal point for WWG.
- c. Alignment with Core Missions:
 - There was discussion around establishing a group to explore articulation and how to coordinate with other core mission groups. If a recommendation came from WWG, a meeting to strategize with other work groups is an option, although coordination of the three work groups is not yet clear.
 - A motion for WWG to change its use of language in the case of "Basic Skills" to "College Skills" and "remedial" to "accelerated" was made. Although Foothill established this language two years ago, the change failed to integrate college-wide, due to state and countrywide use of the former.
 - Middlefield now offers a comprehensive set of GE courses to afford students the ability and opportunity to complete their associate degree or fulfill transfer requirements at the satellite campus.
- d. Incorporate Faculty and Staff Development opportunities into the College Professional Development initiative:
 - A recommendation to hold a professional development course on "How to Articulate a Class" was made.
- e. Develop the Workforce Core Mission Plan:
 - The structures and activities of WWG will help develop the Workforce Master Core Mission Plan. WWG planning activities will be included in the Educational & Strategic Master Plan Appendices. Possible appendices to include: A list of high school articulations, a list of Apprenticeship site locations, citing the differences between Apprenticeship, Internship, Cooperative Work Experience, etc.

3. Other Business

- a. The understanding and utilization of the Grants Office, headed by Richard Galope and Ellen Miller, was identified as a separate "goal" of WWG. The structure and support of the Grants Office will require greater focus and should be a goal separate from "alternative funding recommendations for CTE programs". The success of the Grants Office will be determined by WWG's support and knowledge of its processes and functions. Questions of strategy and the right grant to pursue arose. Management and administrative support for the Grants Office is needed to support the Divisions' interests in pursuing and maintaining grants. Once the website is established, the process will become more transparent.
- b. WWG identified a need to track graduates and transfer students who successfully participated in CTE programs such as the Internship and Cooperative Work Experience programs. An alumni program would need to track these former students to keep them engaged with Foothill and establish them as a viable resource for current and future participants in CTE programs.
- c. Concerns on how to make CTE information accessible were raised. Once created, the Workforce website will become the central resource to link information for all CTE areas. A request to have Degree Works presented to WWG was made.
- d. An updated list of Career Path programs was requested. It was suggested that the Deans and Divisions identify their Workforce programs. The distinction between Career Path programs and Academic Path programs needs to be clearly established. Before the next Career and Vocational Programs Guide is published, there should be draft approval by WWG.

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