

Program Viability

Rising Scholars Vocational Program Initiation Proposal

Tables of Contents:

1. Rising Scholars Vocation Program Initiation Proposal (pg. 2-12)
2. Labor Market Data for Rising Scholar Vocational Programs (pg. 13-15)

Program Initiation/Modification Form

Note: For Career Education Programs, this form is used after completing the Program Justification form and obtaining labor market information (LMI) through the Center of Excellence (COE, www.coecc.net).

Section 1 – Program Information

Name of Persons Submitting this Proposal:

Garrett Rieck, Faculty Director of Adult and Continuing Education

Dianne Avery, Dean of Academic Innovation and Continuing Education

Paul Wickline, Associate Vice President of Instruction

Dr. Tara Williams, Chemistry Faculty and Rising Scholar Faculty Coordinator

Name of Proposed Program: Rising Scholars Vocational Program

Date of Proposal Submission: 8/26/2021

Type of Proposal:

| | |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | Initiation |
| <input type="checkbox"/> | Substantial Modification |

Type of Program:

| Type of Program | Brief Rationale (2 – 3 sentences) |
|---|---|
| AA/AS | |
| AD-T | |
| Credit Certificate of Achievement | |
| Credit Certificate of Specialization | |
| Noncredit Certificate of Competency (i.e. basic skills and ESL) | |
| Noncredit Certificate of Completion (i.e. work-force preparation and short-term vocational) | These noncredit vocational courses will assist justice involved students in developing the skills needed to increase employability and reenter the workforce. |

Program Description:

Please provide a short overview of the program(s), its purpose, and goals:

Students who have experienced the criminal justice system can face significant barriers to academic and career success. The California Community Colleges welcome all students, including those who are incarcerated and formerly incarcerated. Colleges with programs for incarcerated and formerly incarcerated students proudly form the Rising Scholars Network. The Rising Scholars Network grew out of Corrections to College California, an independent initiative that aimed to increase public higher education access and success for incarcerated and formerly incarcerated students. In 2020, Corrections to College California merged with the Foundation and refined its focus to provide support for students at the California Community Colleges. The result of this partnership was the creation of the Rising Scholars Network, a group of community colleges dedicated to opening opportunities and academic achievement for students who have experienced the criminal justice system. College of the Canyons joined the Rising Scholars Network at its inception and have been offering classes to justice-involved students since fall 2015. We currently offer 36 credit classes and 22 noncredit classes to justice-involved students.

Noncredit courses were first offered at Pitchess Detention Center (PDC) and Century Regional Detention Facility (CRDF) in summer 2020. The courses below were being offered in a similar version by 5 Keys Charter School prior to the end of their contract with LASD:

Noncredit Life Skills Classes Being Offered at PDC and CRDF

NC.COUN-050 - Cleaning Up Your CA Criminal Record
NC.COUN-060 - Parenting Strategies I
NC.COUN-061 - Parenting Strategies II
NC.COUN-070 - Anger Management I
NC.COUN-071 - Anger Management II
NC.COUN-080 - Domestic Violence I
NC.COUN-081 - Domestic Violence II
NC.COUN-090 - Addiction and Substance Abuse I
NC.COUN-091 - Addiction and Substance Abuse II
NC.LSKL-100 - Personal Health and Wellness
NC.LSKL-101 - Mindfulness Strategies for Stress Management

**Note: A request will be sent to the Curriculum Committee in fall 2021 to have the NC.COUN prefix changed to NC.LSKL.*

Other Noncredit Classes Being Offered at PDC and CRDF

NC.CSKL-001-006
NC.ENGL-001 - Essential Reading and Writing Skills I
NC.ENGL-002 - Essential Reading and Writing Skills I
NC.HLTH-001 - Adult and Pediatric CPR, First Aid and GED
NC.WATR-100A – Green Gardener I
NC.WATR-100B – Green Gardener II

Because 5 Keys' contract was not renewed to offer classes beyond High School, coupled with the fact that we are the only Community College that has an MOU with LASD, as well as a great collaborative relationship with the Department, LASD asked if we would offer these much needed and required courses to the inmate population at PDC and CRDF. Each student receives milestones for every 60 hours of coursework taken with an educational institution. These milestones earn credit towards an early release for the inmates housed in any LA County Jail. Many inmates are required by the judge to take these courses as part of their sentence.

Now that we have an established relationship with LASD they have asked us to expand our offerings beyond Life Skills and begin teaching vocational classes using their existing facilities.

Justice impacted students are underserved in several ways and by being one of the few educational institutions, and the only higher learning institution with a contract with LASD, we can offer both the students and the Sheriff's Department quality instruction on important topics which make a difference not only to the students but also to their families and the communities they live in. The courses we currently have and those we plan to develop are all part of the overarching goal to help reduce recidivism and increase employability in justice impacted students. Please see below for a list of noncredit vocational classes we plan to develop over the next year:

Rising Scholars Vocational Programs

1. Gardening/Nursery - Being offered in fall 2021. Will be revised during the fall 2021 semester.
2. Construction - Being offered in fall 2021. Will be due for a five-year revision in spring 2022 revised during the fall 2021 semester.
3. Commercial Printing - Curriculum will be proposed in fall 2021
4. Commercial Sewing - Curriculum will be proposed in fall 2021
5. Commercial Painting - Curriculum will be proposed in spring 2022
6. Masonry - Curriculum will be proposed in spring 2022
7. Wood Working - Curriculum will be proposed in spring 2022
8. Food Handler/Culinary - Will be offered in credit in fall 2021. Could be mirrored noncredit in the future.
9. Welding - Will be offered in credit in fall 2021. Could be noncredit in the future.

Section 2 – Program Need and Justification

1. How is this program discipline/field relevant for transfer and/or CTE preparation?

The Rising Scholars Vocational Program will teach students the skills needed to gain employment in a variety of occupations.

2. What data and feedback are there from CTE Advisory Committees in support of this proposal?

The Education Based Incarceration (EBI) staff have directly requested these new vocational courses.

3. Does the Regional Labor Data support this proposal? If so, how? Please attached labor market research report as an appendix.

Please see attached.

4. If transfer a program, are there local universities with this program for students to transfer to? If so, please list these institutions.

N/A

5. Are there similar programs in surrounding community college districts? If so, which districts?

There are no programs like this in the surrounding community college districts. We are the only community college with a current MOU with the LA County Sheriff's Department. However, there are several CCC that offer noncredit vocational classes within their Rising Scholars programs.

6. What have the enrollment trends been over the past 5 years, and how are they favorable to this proposal?

Enrollment has increased significantly over the last six years.

Credit total enrollments 15/16 - 162

Credit total enrollments 16/17 - 343

Credit total enrollments 17/18 - 192

Credit total enrollments 18/19 - 183

Credit and noncredit total enrollments 19/20 - 371

Credit and noncredit total enrollments 20/21 - 2,996 not including Summer 2021.

7. What is the projected demand for this program in the future, and how is that demand favorable to the committee supporting this proposal?

The contract is renewed each year and discussions on the LASD side have been to try and make it a 5-year contract to be renewed every 5 years due to the strong relationship between the district the Department.

8. Is there any other relevant data from program review? How does it support this proposal?

In the most recent iteration of the program review for noncredit, we created the following new objective: *Expand curriculum based on the needs of the correctional facilities and evaluate every semester.* We also had the following new objective: *Change noncredit counseling (NC.COUN) classes to noncredit life skills (NC.LSKL) by the end of spring 2021.* This change

is warranted now that the School of Personal and Professional Learning has taken overall responsibility for the noncredit Rising Scholars courses, including staffing, scheduling, training, and curriculum development.

9. (Program Modification Only) What is the productivity in terms of WSCH per FTE ratios, and how does it support this proposal?

N/A

10. (Program Modification Only) What is the frequency of course section offerings? If there has been (or will be) a reduction in course section offerings, what is the rationale for that reduction?

N/A

11. (Program Modification Only) What is the term-to-term persistence of students within the program?

N/A

12. (Program Modification Only) If applicable, what are the success rates of students passing state and national licensing exams and how do they support this proposal?

N/A

Section 3 – Program and Curriculum Design

Program Requirements:

13. Please provide a brief narrative about the program requirements.

Like Life Skills, each of the vocational classes will be 20-30 hours and have a part one and part two. However, the vocational classes will be CDCP (Career Development College Preparation) enhanced funded classes because they will be categorized as short-term vocational and/or workforce preparation. Students will be required to pass both parts of the class to earn a certificate of completion.

14. Using the template below, fill in the table which asks for information regarding courses, unit requirements (hours for noncredit), and sequencing/frequency of course offerings for the program using the template below:

| Course Identifier | Title | Lecture hours and/or Lab hours | Units (hours for noncredit) | Frequency of offering Year/Semester (Y1 or S1) | Existing or new course? |
|-------------------|-----------------------|--------------------------------|-----------------------------|--|-------------------------|
| NC.VOC 010A | Commercial Printing I | 20-30 | 20-30 | Based on need and available EBI staff | New |

| | | | | | |
|-------------|------------------------|-------|-------|---------------------------------------|-----|
| NC.VOC 010B | Commercial Printing II | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 011A | Commercial Sewing I | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 011B | Commercial Sewing II | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 012A | Commercial Painting I | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 12B | Commercial Painting II | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 13A | Masonry I | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 13B | Masonry II | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 14A | Wood Working I | 20-30 | 20-30 | Based on need and available EBI staff | New |
| NC.VOC 14B | Wood Working II | 20-30 | 20-30 | Based on need and available EBI staff | New |

15. For the new courses that need to be created, please provide a short course description and include proposed units (hours for noncredit) in the table above.

Commercial Printing Certificate of Completion

NC.VOC 010A Commercial Printing I

NC.VOC 010B Commercial Printing II

Students will build skills for commercial printing including bindery and finishing, paper cutting, folding devices, assembling processes, collating, inserting, adhesive binding, side binding, saddle

stitching, and self-covers. Other skills include pre-press basic methods and practices for layout, stripping and plate making, job planning and layout, printers measure and proofreading, copy preparation, line photography, halftone, imposition, color management, digital file preparation for output to plate makers, copiers, and digital offset Presses.

Commercial Sewing Certificate of Completion

NC.VOC 011A Commercial Sewing I

NC.VOC 011B Commercial Sewing II

Students will learn the operation of Semi-Automatic Sewing Machines, fabric preparation, operation, and care of various pieces of power sewing equipment, tool and equipment uses, single needle, over-lock, bar-tack, elastic, and double needle.

Commercial Painting Certificate of Completion

NC.VOC 012A Commercial Painting I

NC.VOC 12B Commercial Painting II

Students will learn skills to paint various surfaces and/or structures, including wood, drywall, stucco, masonry, and metal. Surface preparation includes surface priming, masking, protection of surrounding area, application of the paint, and clean up.

Masonry Certificate of Completion

NC.VOC 13A Masonry I

NC.VOC 13B Masonry II

Students will learn the skills required to be successful in the Masonry trade. Topics covered include concrete laying, block and brick wall construction, form setting, paver installation, ceramic tile installation, and construction of other structures utilizing masonry materials (i.e. BBQ's, etc.)

NC.VOC 14A Wood Working I

NC.VOC 14B Wood Working II

Students will learn proper tool use, basic geometry and measuring, safety, use of power tools, sanding, and adding finishes.

**Please note that final course descriptions may be modified based on feedback from former instructors.*

16. What is the timeline for implementing the new courses required for the program?
- Commercial Printing - Curriculum will be proposed in fall 2021 and courses will be offered in winter or spring 2022.
 - Commercial Sewing - Curriculum will be proposed in fall 2021 and courses will be offered in winter or spring 2022.
 - Commercial Painting - Curriculum will be proposed in spring 2022 and courses will be offered in summer or fall 2022.
 - Masonry - Curriculum will be proposed in spring 2022 and courses will be offered in summer or fall 2022.

- Wood Working - Curriculum will be proposed in spring 2022 and courses will be offered in summer or fall 2022.
- Food Handler/Culinary - Will be offered in credit in fall 2021. Could be mirrored noncredit in the future, but no specific date has been established.
- Welding - Will be offered in credit in fall 2021. Could be noncredit in the future, but no specific date has been established.

17. Given the programs course requirements, general education requirements, and frequency of course offerings, are students able to complete the program in a timely manner and under a certain amount of units (as required by AD-T regulations)?

Yes, students will be able to complete the certificates in eight weeks.

External Factors

18. Please explain how the proposed program design will meet the standards of outside accreditation agencies, if applicable?

N/A

19. If a transfer program, how will the proposed new courses and program articulate with other institutions of higher education?

N/A

20. What is the input about the quality of the program's design from program review, student evaluations, articulating universities, local business and/or industry, advisory committees, and/or the community?

Program review and EBI staff input were provided in answers to previous questions.

Section 4 – Implementation Plan and Institutional Support

Academic Organization and Faculty Support:

21. Which school houses or will house this program?

The School of Personal and Professional Learning

22. What department houses or will house this program?

Continuing Education

23. Will AP 4023 (Procedures for Merging/Splitting Departments) be needed?

No.

Human Resources

24. Which current faculty will be responsible for this program? If there are no current faculty available to support the program, what is the plan for academic support?

Garrett Rieck, Faculty Director of Continuing and Adult Education
Dr. Tara Williams, Chemistry Faculty and Rising Scholars Faculty Coordinator

25. Are faculty in the school, department, or proposed program discipline supportive of this program? List faculty:

Yes. Garrett Rieck, Tara Williams, Regina Blasberg, Aivee Ortega, Diane Solomon.

26. What will be the program impact on instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?

The program is overseen by the Dean of Academic Innovation and Continuing Education. Release time is being offered each year for one faculty member to be assigned as the Rising Scholars Faculty Coordinator. There are three classified staff members that will support the program in varying degrees as part of their Instructional department and School of Personal and Professional Learning duties. We also recently hired a full-time classified staff member in Admissions and Records that will support the registration process for both the credit and noncredit side of the students' enrollment services needs. We have one adult hourly that supports the dissemination of student materials and assignments to the students and faculty.

27. What additional staffing resources will be needed to support this program? What is the plan for obtaining those resources?

We will need to increase the hours of one of the classified staff members in the School of Personal and Professional Learning to 100% or 40 hours to fully help support the expanding needs of the program in a variety of different ways.

Physical Resources

28. Are there facilities available for this program? If so, identify these facilities. If not, what is the plan for obtaining facilities? If external facilities (i.e. sites off-campus, such as clinical sites) have been identified, then attach letters of support.

Facilities and equipment for all programs are available at Pitchess Detention Center. The EBI Staff fully supports the development of these vocational programs.

29. Will additional equipment, supplies, and/or instructional materials need to be obtained? If so, identify what will be needed.

The EBI staff and instructors for the course will identify what is needed prior to teaching the classes. Some equipment and materials are provided through EBI. All other equipment and material requests are sent to the Dean of Academic Innovation and Continuing Education.

Financial Support:

30. What is the funding source for this program?

California Adult Education Program (CAEP), Current and Formerly Incarcerated Students Grant, Instructions funds, Lottery funds, State Chancellors funds, and Strong Workforce funds.

31. What is the plan for institutionalization of this program if grant funded?

N/A

Section 5 – Alignment of Program

32. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?

The development of vocational courses in the Rising Scholars program builds on our existing Life Skills curriculum. The mission of our college is to deliver a holistic and accessible education to all students, and to attain workforce skills. Rising Scholars students gain experience in workforce skills while attaining certificates in Masonry, Commercial Sewing, Commercial Painting, Commercial Woodworking, and Commercial Printing. These skills will help our Rising Scholars students increase their immediate employability in the workforce after release. These programs will also provide a clear pathway for our Rising Scholars students to achieve their educational goals, while also championing equity, diversity, inclusion, and global responsibility in a population of students that has been underserved in the past.

33. How does this program align with the mission, values, and goals of College of the Canyons as outlined in the most recent Strategic and Master Plan?

In the Strategic Plan, one of the components of the mission is to provide students with workforce skills development. These programs will provide direct access to our Rising Scholars students to receive workforce skills needed to attain a certificate in Masonry, Commercial Sewing, Commercial Painting, Commercial Woodworking, and Commercial Printing. Part of the Vision of College of the Canyons is to be a leading two-year college in modeling access to all students. This program will provide much-needed access to our Rising Scholars students to attain certificates in programs to increase employability of these students upon release. One of the goals in the Strategic Plan is to “Provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students’ goals including attaining degrees and certificates.” The availability of these programs would allow for a positive learning environment for our Rising Scholars students to succeed in completing certificates.

34. How does this program align with access and equity goals for students? How will this program have an impact on diversity?

These programs directly related to the equity goal of “Attributing inequalities/gaps to unfair structural/political/ environmental/social/cultural/historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement,” in our latest Strategic Goals. This program will help improve the life opportunities of our formerly incarcerated students by enrolling them in workforce training to help expedite the process of employment after release. Another goal is as follows: “College of the Canyons will provide support to facilitate equitable student success and maximize opportunity for all students with intentional efforts to address inequities among student groups, including minoritized student populations.” These programs will make our student population more diverse as these students come from a variety of different backgrounds – socially and economically – and will maximize the opportunities for our Rising Scholars students. These students could also continue to enroll in courses at College of the Canyons upon release in order to build on the skills acquired from these programs.

Please attach appendices of supporting data and information here:

Labor Market Data for Rising Scholar Vocational Programs

Commercial Sewing

Although projections show a decrease in employment opportunities in Sewing Machine Operators (SOC Code : 51-6031), there are still 11,640 annual average openings in this occupation in Los Angeles County alone.

Occupational Projections of Employment (also called "Outlook" or "Demand")

| Area | Estimated Year-Projected Year | Employment | | Employment Change | | Annual Avg Openings |
|--------------------|-------------------------------|------------|-----------|-------------------|---------|---------------------|
| | | Estimated | Projected | Number | Percent | |
| Los Angeles County | 2018 - 2028 | 18,490 | 12,670 | -5,820 | -31.5 | 11,640 |

Source:

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0604000037&socode=516031&search=Explore+Occupation>

Commercial Printing

Although projections show a decrease in employment opportunities in Commercial Printing (SOC Code : 51-6031), there are still 4,360 annual average openings in this occupation in Los Angeles County alone when looking at two labor marketing reports related to Commercial Printing. Further, vocational skills in commercial printing don't necessarily lead to a specific occupation, but provide skills that increase employability for a variety of careers. With that being said, this program may be categorized as workforce preparation which doesn't require labor market data.

Printing Press Operators (SOC Code : 51-5112)

Occupational Projections of Employment (also called "Outlook" or "Demand")

| Area | Estimated Year-Projected Year | Employment | | Employment Change | | Annual Avg Openings |
|--------------------|-------------------------------|------------|-----------|-------------------|---------|---------------------|
| | | Estimated | Projected | Number | Percent | |
| Los Angeles County | 2018 - 2028 | 4,480 | 3,560 | -920 | -20.5 | 3,420 |

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0604000037&socode=515112&search=Explore+Occupation>

Print Binding and Finishing Workers (SOC Code : 51-5113)

Occupational Projections of Employment (also called "Outlook" or "Demand")

| Area | Estimated Year-Projected Year | Employment | | Employment Change | | Annual Avg Openings |
|--------------------|-------------------------------|------------|-----------|-------------------|---------|---------------------|
| | | Estimated | Projected | Number | Percent | |
| Los Angeles County | 2018 - 2028 | 1,040 | 740 | -300 | -28.8 | 940 |

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0604000037&soccode=515113&search=Explore+Occupation>

Commercial Painting

In Los Angeles County, the number of Painters, Construction and Maintenance is expected to grow faster than average growth rate for all occupations. Jobs for Painters, Construction and Maintenance are expected to increase by 12.6 percent, or 1,410 jobs between 2018 and 2028.

Estimated Employment and Projected Growth Painters, Construction and Maintenance

| Geographic Area (Estimated Year-Projected Year) | Estimated Employment | Projected Employment | Numeric Change | Percent Change | Job Openings |
|--|----------------------|----------------------|----------------|----------------|--------------|
| California (2018-2028) | 61,400 | 68,500 | 7,100 | 11.6 | 728,700 |
| Los Angeles County (2018-2028) | 11,160 | 12,570 | 1,410 | 12.6 | 134,300 |

<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=472141&Geography=0604000037>

Masonry

In California, the number of Brickmasons and Blockmasons is expected to grow slower than average growth rate for all occupations. Jobs for Brickmasons and Blockmasons are expected to increase by 6.5 percent, or 300 jobs between 2018 and 2028.

Estimated Employment and Projected Growth Brickmasons and Blockmasons

| Geographic Area (Estimated Year-Projected Year) | Estimated Employment | Projected Employment | Numeric Change | Percent Change | Job Openings |
|--|-------------------------|-------------------------|-------------------|-------------------|-----------------|
| California (2018-2028) | 4,600 | 4,900 | 300 | 6.5 | 50,400 |

<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=472021&Geography=0604000037>

Wood Working

In Los Angeles County, the number of Carpenters is expected to grow faster than average growth rate for all occupations. Jobs for Carpenters are expected to increase by 12.9 percent, or 2,720 jobs between 2018 and 2028.

Estimated Employment and Projected Growth Carpenters

| Geographic Area (Estimated Year- Projected Year) | Estimated Employment | Projected Employment | Numeric Change | Percent Change | Job Openings |
|--|-------------------------|-------------------------|-------------------|-------------------|-----------------|
| California (2018-2028) | 146,100 | 160,500 | 14,400 | 9.9 | 1,730,200 |
| Los Angeles County (2018-2028) | 21,030 | 23,750 | 2,720 | 12.9 | 258,900 |

<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=472031&Geography=0604000037>