

**COMMUNITY COLLEGE**  
**QUICK START ACTION PLANNER** 

Prepared for Pedro Sousa on 10/19/2005

## A. The College's Workforce and Economic Development Role

1. Does the college view workforce development as a primary part of its mission in the community?

### INDICATOR



1. The college's mission and/or vision statement clearly states a proactive role in community workforce development.



#### Resources

- Building a Career Pathways System--Page 12-15  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.sctcv.net/leaguecontent/building\\_workforce\\_system.html](http://www.sctcv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 7  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Page 4  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages4-7;55-59  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

### INDICATOR



2. The college has established a separate college office with staff to address the workforce development needs of your community.



#### Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.sctcv.net/leaguecontent/building\\_workforce\\_system.html](http://www.sctcv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 9  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>

### INDICATOR



3. College leaders have addressed staff and faculty to discuss and plan workforce development issues (often called internal marketing).



#### Resources

- Driving Change in Community Colleges--Volume 2-Portland Community College  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 1: "Unleashing the Power of the Community College"-Pages 12-13  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>

### INDICATOR



4. College leaders (chancellor, president or vice-presidents) publicly commit the institution to be an economic and workforce development partner in the community.



#### Resources

- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center

<http://www.niwl.org/CEC%20Report%20Final.pdf>

- Volume 1: "Unleashing the Power of the Community College"--Page 2  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 4-7;55-59  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



5. The college actively markets its workforce development activities and programs to partners, potential partners, and the general public.



#### Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.sccvtv.net/leaguecontent/building\\_workforce\\_system.html](http://www.sccvtv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 6  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2 and Driving Change--Pages 1-20  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 8-9;55-59  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



6. The college's governing body or state-level community college office is routinely advised of the college's workforce and economic development activity and successes.



#### Resources

- Driving Change in Community Colleges--Volume 2--Central Piedmont  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Page 2  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 4-7  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

## 2. Does the college act as a full strategic partner in the workforce development system?

---

#### INDICATOR



1. College leaders participate actively on the WIB and the appropriate subcommittee(s).



#### Resources

- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Driving Change in Community Colleges--Volume 2--Portland Community College  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 61-70  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



2. The College and the WIB are workforce development partners, as evidenced by regular joint strategic planning to develop appropriate system responses to workforce development issues.



#### Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.sccvtv.net/leaguecontent/building\\_workforce\\_system.html](http://www.sccvtv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>

- Volume 2: "Promising Practices and Lessons From the Field"--Pages 50-55;61-66  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

**INDICATOR**

3. The College takes the initiative and cooperates with the WIB in developing new funding sources and leveraging existing ones in order to better meet employer needs.

**Resources**

- Building a Workforce System Through Partnering--Page 29  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 29-37  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

**INDICATOR**

4. The College connects its business outreach strategies and services with the One-Stop Career Center(s), sharing staff or other resources.

---

**INDICATOR**

5. The college has active partnerships with workforce development players beyond the local WIB (e.g., economic development groups, other educational institutions, community-based organizations, etc.). These partnerships may be characterized by a sharing or combining of staff and other resources to address workforce development needs.

**Resources**

- Building a Career Pathways System  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Pages 4-12  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 40;50-55;61-70  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

**INDICATOR**

6. The College shares and disseminates (throughout its service area) local economic analysis and labor market information.

**Resources**

- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Volume 1: "Unleashing the Power of the Community College"--Page 4  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 9-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

**INDICATOR**



7. The College shares information related to (a) its capacity to train and educate workers/students in high growth industry occupations, and (b) the pipeline of students being educated in high growth occupational skills.



#### Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 50-55  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

3. Does the College work closely with adult education, secondary schools, technical schools, and four-year colleges to clarify respective roles in the workforce development arena?

#### INDICATOR



1. There are articulation agreements and/or memoranda of understanding between the college and these other educational entities that describe appropriate roles for each in developing workers for the service area.



#### Resources

- Building a Workforce System Through Partnering--Page 113  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2--Portland Community College  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Macomb University Center of Maccomb CC website  
<http://www.macomb.cc.mi.us/UnivCtr/default.asp>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 51-54;65-66  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

#### INDICATOR



2. There are articulation agreements and/or memoranda of understanding between these educational entities that provide for the seamless transition of students between educational levels.



#### Resources

- Building a Workforce System Through Partnering--Page 113  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Maccomb University Center of Maccomb CC website  
<http://www.macomb.cc.mi.us/UnivCtr/default.asp>
- Project Connect: Smoothing the Transition from High School to College  
<http://www.league.org/leaguetic/express/inn0506.html>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 65-66  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

#### INDICATOR



3. There are dual credit agreements in place with educational entities.

## B. Understanding the Local and Regional Economies

1. Does your College have and use a data-based understanding of the local economy

## (economic and labor market information analysis)?

### INDICATOR

---



1. This understanding includes the identification of high growth (and declining) industries in the area.



#### Resources

---

- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 41-45  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

### INDICATOR

---



2. It includes knowledge of the skills held by workers in your leading industries.



#### Resources

---

- An Assessment of the Postsecondary Needs of Schuylkill County, Pennsylvania  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=313](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=313)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 8  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 41-45  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

### INDICATOR

---



3. It includes an understanding of the capacity of local workforce training and education providers relative to the training needs of high growth industries.



#### Resources

---

- An Assessment of the Postsecondary Needs of Schuylkill County, Pennsylvania  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=313](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=313)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

### INDICATOR

---



4. The college has completed (or was an integral part of completing) a formal Community Audit or Community Plan which incorporates the input of most/many of the community stakeholders, including the community college, Workforce Investment Board, Economic Development officials, K-12 and Adult Education including vocational-technical institutions, business/industry associations and high growth/high demand/economically vital employer representatives.



#### Resources

---

- Volume 1: "Unleashing the Power of the Community College"--Page 2  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 41-45  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

2. Does the College understand the gaps in the local workforce development system, and is it positioned to help fill the gaps?

---

**INDICATOR**

1. The College knows most of the skills and competencies required to fill the high-demand and emerging jobs in the region.

**Resources**

- An Assessment of the Postsecondary Needs of Schuylkill County, Pennsylvania  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=313](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=313)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 6-9  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 2: "Promising Practices and Lessons From the Field"--Page 49  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

**INDICATOR**

2. The College uses its data-based understanding of the local economy and its employer skill and workforce needs to drive decisions on investments in new curriculum, new technical programs, and on-site training programs.

**Resources**

- An Assessment of the Postsecondary Needs of Schuylkill County, Pennsylvania  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=313](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=313)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 9  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages40-45;49  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

**INDICATOR**

3. The College routinely and regularly communicates with business, industry and economic development representatives to obtain up-to-date, primary source information on the local economy, emerging industries and occupations, and the skills gap.

**Resources**

- Building a Career Pathways System  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 124  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 29  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 10-12  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>

- Driving Change in Community Colleges--Volume 2--Portland Community College  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 2: "Promising Practices and Lessons From the Field" --Pages 40-45;51-55;62  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

#### INDICATOR



4. The College anticipates changes in the local and regional economies based on its economic and labor market information and input received from other partners, and changes or adds needed programs accordingly.



#### Resources

- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 10-12  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field" --Pages 7-10;40-45;49;62  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



5. The College is aware of the strong or dominant industries in its service area and maintains a relationship with each.



#### Resources

- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 10-12  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field" --Page 9-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

#### INDICATOR



6. The College has (or is an integral part of) a system designed to regularly assess whether the local workforce investment system in general, and education and training institutions in particular, have filled all service gaps needed to provide a qualified workforce for the area's industries.



#### Resources

- An Assessment of the Postsecondary Needs of Schuylkill County, Pennsylvania  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=313](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=313)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Volume 2: "Promising Practices and Lessons From the Field" --Page 49  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"

INDICATOR



7. You believe that the college is meeting the workforce and economic development needs of its service area – by itself and/or with its partners.



Resources

- Volume 1: "Unleashing the Power of the Community College"--Page 2  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 31-37;40-45  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol3.doc>

INDICATOR



8. The College is aware of the strong, emerging or dominant industries that cut across jurisdictional lines.



Resources

- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 8  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Pages 6  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 7-9  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

INDICATOR



9. The college provides or supports leadership in building regional coalitions that work toward demand driven solutions for dominant industries that cut across jurisdictional lines.



Resources

- After Cluster Analysis: What To Do Next  
<http://www.workforce3one.org/members/getfile.cfm?id=224>
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2--Portland Community College  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Pages 6-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 7-9;53-56;62-63  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

## C. Internal Positioning and Leadership

1. Is the College internally organized to be proactive in addressing the education and training needs of local employers, especially those in high-growth industries?

INDICATOR



1. There is a division dedicated to addressing the education and training needs of local employers.



Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)

- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 9  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Pages I 21-25  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Volume 2: "Promising Practices and Lessons From the Field" --Pages 13-15  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



2. This division has a mission and/or vision statement that clearly positions employers as its primary customer.



#### Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 9  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field" --Pages 13-15  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



3. This division actively and regularly advises the College at-large of local (current and projected) job market conditions.



#### Resources

- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Volume 2: "Promising Practices and Lessons From the Field" --Pages 13-15  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

---

#### INDICATOR



4. The division is responsible for ensuring that all facets of the college are aware of their roles in responding to current and projected job market conditions in terms of curriculum development, course offerings, facilities availability, and other needs.



#### Resources

- Building a Career Pathways System--Page 17  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field" --Pages 13-15  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

#### INDICATOR



5. The Division aggressively pursues employer education/training contracts, and is empowered to contract for (at least non-credit) training for specific employers.



#### Resources

- Building a Workforce System Through Partnering--Page 46  
[http://www.sccvtv.net/leaguecontent/building\\_workforce\\_system.html](http://www.sccvtv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 9  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2--Portland Community College  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 1: "Unleashing the Power of the Community College"--Pages 5-9  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

#### INDICATOR



6. The division provides leadership that results in both for-credit and non-credit courses being more directly oriented to employer needs.



#### Resources

- Building a Career Pathways System-Pages 39-42  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.sccvtv.net/leaguecontent/building\\_workforce\\_system.html](http://www.sccvtv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 6;10  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.sccvtv.net/leaguecontent/leadership\\_0102.pdf](http://www.sccvtv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Page 5  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 14-15  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

#### INDICATOR



7. The division has sufficient standing (as an internal customer of the larger institution) to ensure that all internal support necessary (curriculum development, marketing, classroom and other facilities, etc), to accomplish its mission is available and accessible.



#### Resources

- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 9-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Volume 1: "Unleashing the Power of the Community College"--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 14-19  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>

2. Does the College have an effective process in place to ensure that its curriculum and program development functions are designed to benefit employers, and are fully responsive to employer needs?

#### INDICATOR



1. The College uses flexible and rapid curriculum development mechanisms to fully meet employer needs.



#### Resources

- Building a Workforce System Through Partnering--Page 124  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 6, 13  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2--Central Piedmont  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Pages 6-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

#### INDICATOR



2. Employers (especially those in high growth industries) are fully engaged in at least the review of all new and/or changing workforce or industry-related curricula.



#### Resources

- Building a Workforce System Through Partnering--Page 124  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 6, 12-13  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2--Central Piedmont  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Page 6-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

#### INDICATOR



3. The College's for-credit course and program offerings are responsive to meeting longer term local and regional economic and industry needs and trends.



#### Resources

- A View from the Outside In: Community Colleges as Entrepreneurial Community Learning Centers  
<http://www.league.org/publication/abstracts/leadership/labs1102.html>
- Building a Workforce System Through Partnering--Page 124  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 14

<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>

- Driving Change in Community Colleges--Volume 2--Central Piedmont  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Pages 2, 7-10  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

#### INDICATOR



4. The College demonstrates its awareness that certain industries may dominate regions larger than its service area and thereby lend themselves to college-to-college partnerships.



#### Resources

- Building a Career Pathways System--Pages 22-24  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 12  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>

---

#### INDICATOR



5. The College is part of a promising practices network, or some network beyond the college, that presents new ideas, new curriculum, new approaches, and/or solutions to challenges.



#### Resources

- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 7  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>

## D. Services to Business and Workers/Students

1. Having assessed the gaps outlined in Section B, 1&2 does the College work diligently and effectively to provide a variety of services to fill the identified gaps: Re-formulated education/training, partnership building within the community, identification and procurement of resources, workforce/industry summits, and more?

---

#### INDICATOR



1. The College works in partnership with employers and others to leverage resources in order to create solutions to industry-identified challenges.



#### Resources

- Building a Career Pathways System--Page 34  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Page 7-9;12-13  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

**INDICATOR**

---



2. In both for-credit and non-credit (contracted) courses, the College uses processes and incentives to engage employers to participate in curriculum/program development and approval.

**Resources**

---

- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Skills Certifications and Workforce Development: Partnering with Industry and Ourselves  
[http://www.scctv.net/leaguecontent/leadership\\_0102.pdf](http://www.scctv.net/leaguecontent/leadership_0102.pdf)
- Volume 1: "Unleashing the Power of the Community College"--Page 5-9  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol1.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

2. Does the College, either through or with the WIB, engage employers on an (high growth) industry basis to exchange needed information?

---

**INDICATOR**

---



1. The College routinely and formally assesses the effectiveness of its economic development and workforce development services and, specifically, its effectiveness in meeting local business' skilled worker needs by asking business to evaluate the colleges services and programs aimed at business.

**Resources**

---

- Building a Workforce System Through Partnering--Page 86  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Pages 12-13  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2--Central Piedmont  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 45-48  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol3.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

**INDICATOR**

---



2. The College routinely and formally assesses the value of its demand driven programming.

**Resources**

---

- Volume 2: "Promising Practices and Lessons From the Field"--Pages 45-48  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol3.doc>
- We're Education – You're Semi-Conductors: Improving worker skills through employer community college partnerships  
[http://www.ppv.org/ppv/publications/assets/98\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/98_publication.pdf)

---

**INDICATOR**

---



3. The College uses these assessment results to inform an institutionalized change process which identifies emerging opportunities and gaps in service.

**Resources**

---

- Volume 2: "Promising Practices and Lessons From the Field"--Pages 45-48  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol3.doc>

3. Does the College address the varied needs of all the differing populations within its service area/region?

---

**INDICATOR**

---



1. The College is aware of the different targeted populations (including: minorities, immigrants, youth, seniors, the disabled/challenged, and others) within its service area.



---

**Resources**

---

- Building a Career Pathways System  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature--Page 13  
<http://www.ed.gov/rschstat/research/progs/ccinits/lmrcharacteristics.doc>
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Our Next Chapter: Community Colleges and the Aging Baby Boomers  
<http://www.league.org/publication/abstracts/leadership/labs0411.htm>
- Project Connect: Smoothing the Transition from High School to College  
<http://www.league.org/leaguetc/express/inn0506.html>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 26-27  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol3.doc>

---

**INDICATOR**

---



2. The college develops strategies to address the needs of all the differing populations within the region.



---

**Resources**

---

- Building a Career Pathways System  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Building a Workforce System Through Partnering--Page 46  
[http://www.scctv.net/leaguecontent/building\\_workforce\\_system.html](http://www.scctv.net/leaguecontent/building_workforce_system.html)
- Driving Change in Community Colleges--Volume 2  
<http://www.jff.org/jff/PDFDocuments/DrivingChange.pdf>
- New Game New Rules: The Workforce Development Challenge  
[http://www.scctv.net/leaguecontent/leadership\\_0400.pdf](http://www.scctv.net/leaguecontent/leadership_0400.pdf)
- Our Next Chapter: Community Colleges and the Aging Baby Boomers  
<http://www.league.org/publication/abstracts/leadership/labs0411.htm>
- Project Connect: Smoothing the Transition from High School to College  
<http://www.league.org/leaguetc/express/inn0506.html>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>
- Volume 2: "Promising Practices and Lessons From the Field"--Pages 26-27  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol2.doc>
- Volume 3: "Self Assessment Tools and Resources"  
<http://www.ed.gov/rschstat/research/progs/ccinits/LMRvol3.doc>

---

**INDICATOR**

---



3. The College routinely uses different learning techniques, including contextual learning, to embed work-based skills/behaviors in its courses.



---

**Resources**

---

- Building a Career Pathways System  
[http://workforce3one.org/members/console/cman/file\\_link/live/getfile.cfm?id=307](http://workforce3one.org/members/console/cman/file_link/live/getfile.cfm?id=307)
- Project Connect: Smoothing the Transition from High School to College  
<http://www.league.org/leaguetc/express/inn0506.html>
- Reconceptualizing Education As An Engine Of Economic Development: A Case Study Of The Central Educational Center  
<http://www.niwl.org/CEC%20Report%20Final.pdf>