

MILWAUKEE AREA TECHNICAL COLLEGE

MATC STRATEGIC BUSINESS PLAN
Office of Workforce and Economic Development

July 2011 – June 2012

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MATC STRATEGIC BUSINESS PLAN— 2011-2012
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MATC STRATEGIC BUSINESS PLAN— 2011-2012

Office of Workforce and Economic Development

Introduction

This Strategic Business Plan provides a context and the plan to chart the future directions for the Office of Workforce and Economic Development (OWED). It identifies specific actions that are already underway and presents a means for more effectively coordinating with other units of the college. It is the intent of the office to implement innovative approaches for developing strong and enduring relationships with business and industry partners as well as strategies to demonstrate how the college can effectively work with community agencies, the workforce system and economic entities across the district. This plan meets WTCS #409 Policy on Contracts to Provide Educational Services and #321 Policy on Economic Development.

MATC Mission

Consistent with the Wisconsin Technical College System vision, this office provides leadership in fostering economic development by providing on-site training and technical assistance to business, industry and labor. The MATC mission includes a commitment to provide the highest quality educational opportunities for all of the citizens of the district. Further, the college is *committed to and focused on the economic development goal of achieving a diverse and well-trained workforce for our region*. Through close collaboration with educational institutions, the public and private sectors, labor, and community organizations, MATC will provide leadership in efforts to educate all of its citizens. To meet this goal the OWED mission is to:

Ensure that MATC is recognized by business, the community and the workforce system as a leader, collaborator and the premier provider of education and training in the Milwaukee Area. This will be accomplished by developing and implementing quality career development, education, training, and technical assistance initiatives in partnership with the academic divisions of the college and the broader community to improve the performance and success of students, employees and businesses in our district.

OWED Contribution to the MATC Strategic Plan

Provide Quality Student Learning through the development of training systems to promote career pathways, credentials and links for workforce system clients via initiatives and partnerships.

Promote Student Pathways for Success through the development and implementation of training initiatives to connect precollege and community based students to the college.

Enhance External Stakeholder Partnerships through collaboration with the MAWIB, the business community, community based organizations and the Milwaukee 7 (M7), also known as the Regional Workforce Alliance for regional workforce development purposes.

Enhance Internal Stakeholder Partnerships by advocating for coordinated and collaborative communication and implementation systems.

MATC Contracting Background and Context

The Wisconsin Statutes incorporate the authority for technical colleges to deliver economic development services through the contracting processes defined under s 38.14 (3). This law is further defined through Wisconsin Technical College System Board policies and administrative rules. In addition, the MATC Board of Directors and Local 212 Labor Agreement outline how the contracting function operates within MATC.

MATC’s contracting function has been in existence since 1983. Within MATC these roles have been organized along various forms and operated under various names: Business and Industry Services, Continuing Education/Business Outreach (CEBO); Workforce Development Institute (WDI); Continuing Education and Workforce Development; (CEWD) and most recently as the Office of Corporate Learning (OCL) co-located with the Office of Economic Development and Community Partnerships (OED). The unit responsible for the contracting function at MATC is the Office of Workforce and Economic Development (OWED). At the college, Board Policies BO301, BO502 and BB0301 provide the guiding framework for the contracting function. BO301 outlines the contract for services policy and BO502 outlines MATC’s relationship with the Private Sector. The BB0301 procedure provides the criteria for reduced contract rates.

To effectively coordinate MATC outreach efforts both internally and externally, these efforts and functions are carried out and coordinated by the OWED staff at the 1205 building. The office will be responsible for full-cost recovery contracts and for contract compliance related to Wisconsin Statutes, the WTCS Board, MATC Board of Directors and MATC Labor accords.

At the same time, there have been State policy changes to encourage Professional Development workshops (known as 38.24 contracts). Technical Colleges can now offer open-enrollment professional development workshops to individuals who are working in a related field. This will allow greater access for both employers and individuals to access educational opportunities in a more time and cost-effective manner. Additionally, colleges can charge an appropriate fee, where previously pricing was limited primarily to tuition payments.

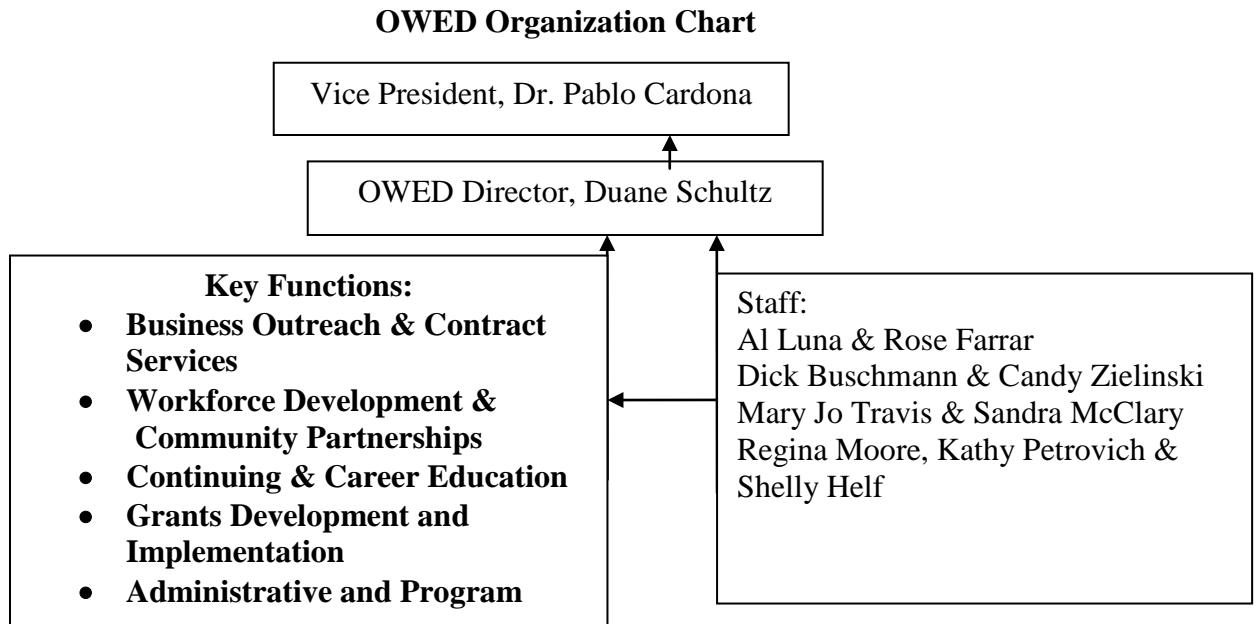
Marketing and Relationship Building

To effectively meet the training and development needs of area companies, it is OWED’s intent to develop broader and more extended business and industry relationships. An ongoing function will be following up with companies who are interested in contracting for training along with outreach. To accomplish this, the following responsibility matrix will be utilized to ensure MATC is proactively cultivating relationships with individual companies, trade associations and business consortia.

Lead Responsibility	Business/company contracting	Chambers of Commerce	Trade Associations	Business groups/ Consortia
MATC campus VPs	Refer to OWED	Attend meetings, develop contacts	Collaboration and support	Attend meetings, develop contacts
OWED Staff	Referral contacts to build networks	Follow up on contacts	Follow up on contacts	WIB Liaison & follow up
Academic Divisions	Refer to OWED	Collaboration and support	Follow up on contacts	Collaboration and support

OWED Organizational Structure

The organizational chart provides an overview of the staffing complement and the staff structures to carry out the activities and objectives assigned to this office.



OWED Management and Staffing

The Director of OWED reports to the Vice President who provides oversight for the overall mission and goals. The Director works with college leadership to ensure strategies and operations are in alignment with MATC's strategic plan. The staffing includes both full and part time professionals who will provide business, industry and outreach engagement. It should be noted that the current staff complement have responsibilities for related areas of grant implementation and continuing education.

For all contracting work, there will be collaboration and consultation with the departments and academic divisions to ensure smooth implementation, enhanced internal communications and college wide coordination. The three key and interrelated functions of the office will include:

1) Business outreach and contracting with business, industry, public and nonprofit organizations, workforce agencies including community based organizations across the district. Contracting may be customized training or technical assistance. Customized instruction includes credit and non-credit courses, workshops and seminars and instructional services offered when the client wants it. The OWED will work to meet a wide variety of customer needs. Technical Assistance includes non-instructional activities that do not generate credit, yet focus on meeting clients needs such as consulting, curriculum development or assessments.

2) Continuing education programs oversight and expansion of courses pertinent to the residents of the district. This unit will also advocate for and demonstrate the efficacy of career

pathway programs that prepare students for program enrollment and advanced standing. This function will additionally review and recommend national certifications via industry standards, certification and credentials. The goal of the unit will be to organize curriculum and offerings as well so that training can be implemented as the need or opportunity arises. A new effort will be undertaken to systemize professional, workplace and career standards for continuing education, in conjunction with the academic areas of the college. Finally, based on a review of current efforts we will work to incorporate current success models to extend our offerings in these areas. As an example, our contracting outreach works to provide courses and offerings to incarcerated individuals while they are serving time. Online and distance education approaches are highly innovative and could provide the impetus to initiate offerings in new areas using the full range of delivery options available. .

3) The Workforce development and community partnerships unit will develop and deliver courses to meet training and credentials for the area's workforce agencies. The unit will establish specific systems to develop skill sets required for career program access. A key related role is engaging employers as partners to provide entry level employment opportunities.

Recognizing the potential of this function and the challenges to success, the office will continue to work closely with business and industry to meet their training and technical assistance needs. This unit will work effectively with the workforce system to develop the skills sets and career development strategies to ensure that students are effectively prepared to successfully complete college programs. This office is committed to closely coordinate activities within the office, across the college and with the broader workforce system.

Business Plan: Needs Assessment and Training Capability

The American Society for Training and Development (ASTD) estimates that U.S. organizations spent \$126 billion on employee learning and development based on their most recent data, for the year 2009. This market is projected to expand as companies continue to place increasing value on knowledge and skills. The average annual learning expenditure per employee for all companies surveyed grew from \$1,068 in 2008 to \$1,081 in 2009—an increase of 1.2 percent. Investment in learning and development remained steady through one of the most challenging business years in more than a decade.

Research from the US census and the Bureau of Labor Statistics estimate there are more than 49,000 businesses employing more than 800,000 non-farm workers in the M7, Milwaukee region. Trade, transportation and utilities account for the largest number of employees (152,500), along with manufacturing (134,100) and education and health services (131,400). The majority of businesses (38,430) have fewer than 100 employees. Over 20,000 of the businesses reside in Milwaukee County.

The current method for assessing training needs is based on individual follow up to leads and company contacts. Outreach staff work with a wide range of companies and professional networks developed over time. Additionally, from across the college leads are made available for follow up. The plan going forward is to develop a data base with a self assessment capacity to better target and track training needs and topics. It is the intent to build a data base of

companies by sector with the capability to target groups of companies based on their interests. This can also be a way to communicate new initiatives to companies across the district.

Within the approach used at the present time, a set of resources have been budgeted for outreach contracting. As contracts for training are completed and the companies are billed, revenues above costs could be applied to meet additional training demands. Availability of faculty and curriculum may be a factor in meeting the training needs that are identified, however, the college may consult with other technical colleges to share faculty or refer clients to sister districts that can respond. To effectively coordinate and manage the business and industry connections, three key strategies will be developed and implemented:

1) The OWED will develop and implement a business connection data base to encourage a broadened approach to work with area business and industry. This data base will be stratified and a company communication mechanism will be implemented. The academic divisions will provide contact information and access the working data base for their departmental needs.

2) The OWED will continue to work with businesses requesting contract training while coordinating all customized training projects for the college. The unit will maintain close communications with academic divisions, deans and associate deans in the scheduling of training, the assignment of instructors and the curriculum offered in the contracting function.

3) The OWED will work closely with and consult with the academic divisions of the college to ensure that coordination of these efforts is successful. This will include working with associated deans and departments to develop a consistent and systemic approach to the development of continuing education courses with a quality assurance to ensure that as certificates, training programs or courses are offered, that these offerings will reflect the related core courses of programs across the college with an agreed advanced standing mechanism to promote college program access and as part of bridge programs and career pathways.

Target Markets, Potential Service Recipients and Training Needs

Priority target markets are selected based on the labor market data analysis of the region; with reliance upon those occupations with the most openings and those that are the fastest growing, emerging occupations. Additionally, priority target areas will align with the labor market sectors that have been identified by the Milwaukee Area Workforce Board: Construction, Advanced Manufacturing, Business and Financial Services, Information Technology, Hospitality, Retail and Culinary, Health, Water and Renewable Energies.

Training needs vary by sector and by the individual skill sets trainees bring with them. For many incumbent workers, there is a need to develop new skills sets and additional technological applications. This could be the basis for advanced skills, preparation for promotional opportunities and or advanced certification and credentials. Through partnerships with the workforce development system and economic development organizations, the focus may be on career development for future labor market participants; including career certification, technical foundation skills and skill attainment through career pathways. In many cases the college works closely with workforce agencies to deliver training and education for participants who are preparing for occupational opportunities across the district. The OWED will work with

the divisions of the college and with external entities to establish certificate based training that will qualify trainees for job opportunities while providing access and advanced standing to programs of the college.

Competitors and Other Service Providers

More than any other time in history, employers are attempting to identify the best deals for educational services, and they purchase from those who can provide the desired results, at convenient times, at the most affordable price. All colleges (public and private) and many consultants and private entrepreneurs offer customized training. In addition, national organizations – degree and non-degree granting -- and a range of for profit entities are entering the Milwaukee market with big dollars in a drive for new customers.

As an educational institution, MATC provides three distinct competitive advantages:

- MATC is accredited by Higher Learning Commission and can offer portable college credit and continuing education units to students through an approved and proven curriculum,
- MATC has over 2000 faculty with real-world experience. The faculty is diverse, enthusiastic and knowledgeable about their subject with professional development and continuing education requirements and,
- MATC has served a broad range of students throughout the local labor market and in partnership with the community since early in the twentieth century. Area surveys show that MATC is viewed in a highly positive way. With the name recognition and the college's long standing in the area, the college offers unmatched stability.

A range of training providers provide contracted services in professional development. While the organizations listed below are listed as competitors, these entities also provide the opportunity for partnerships and joint project implementation:

Associations

Business Organizations
Chambers of Commerce
Trade and Professional Associations

Colleges & Universities

Cardinal Stritch University
Carroll College
Lakeland College
Marian College
Marquette University
Milwaukee School of Engineering
Ottawa University
University of Wisconsin-Milwaukee

Technical Colleges

Fox Valley Technical College
Gateway Technical College
Lakeshore Technical College
Moraine Park Technical College
Madison Area Technical College
Waukesha County Technical College

Private Sector and Non Profit Providers

American Management Association
American Society of Quality
Consultants
Company training departments and Foundations
MRA Institute of Management
For profit education and training providers such as Phoenix, Herzing and others

Future Growth Potential

There are more than 800,000 non-farm employees in the metro Milwaukee area, working in almost 50,000 businesses. Milwaukee County alone has more than 21,000 businesses. (DWD, <http://worknet.wisconsin.gov>) Major manufacturing companies are facing major impacts based on ongoing employee retirements along with a concern that the labor market will be short of qualified entrants and long on experienced retirees. This dynamic will provide training opportunities as new workers are required to possess strong skill sets to access employment possibilities. Workforce preparation and readiness programs will continue to be a strong anchor of revenues and services.

A new function, continuing education has been assigned to this office. Continuing education programs have been part of the college structure for many years. Currently, these courses are highly decentralized with many departments across the divisions showing activities and classes in continuing education and related areas that may require short courses and/ or certificates. The plan is that the office, in consultation with Deans and Associate Deans of the divisions will develop key continuing education courses that will utilize the same curriculum with similar content rigor and approach in alignment with program courses. Academic Divisions provide the quality control for the courses with the intent to provide advanced standing to adults enrolling and completing coursework. It is the intent of OWED to inventory courses, recommend and pilot new certification areas, and coordinate these functions with the academic departments of the college. Concurrent with these efforts, the office will provide leadership in developing and implementing bridge programming for students in the precollege so that as they prepare for college programs. Students will, at the same time, complete coursework that will provide advanced standing.

The office has the district responsibility as well for the Workforce Advancement Training (WAT) grant program, a continuing effort by the State Board to provide training at area companies who have incumbent employees who need added skill sets along with working with companies that have hiring needs. The office will develop the systems and processes to ensure that this function is carried out in an effective way. This will be consistent with the goal to increase the quality of the grant development processes. There is a need for this office to improve all our processes to ensure smooth implementation of projects and courses.

Another growth area is in the workshops and seminars area, with opportunities to enhance continuing education and specialized skill development. Growth areas such as mandated continuing education, assessment, and national certifications provide new areas where we can work with technicians needing advanced certifications. Related management development areas including lean manufacturing, ISO and six sigma will be developed to provide value to companies while assisting their transition to flexible, nimble organizations.

Over the recent past, there has been an explosion in various certification and credentialing approaches. The emergence of a range of professions has resulted in a strong surge in requirements for ongoing certification requirements and continuing education standards governed by licensing and occupational boards. The Manufacturing Skill Standards Council is one example of national standards. As individuals complete the assessment modules they receive a national, portable certification. This office will work closely with the divisions, the

trade associations and national entities to establish processes and procedures and make such credentials available to the residents of the area.

Finally, there is need to review and redesign the offerings to take advantage of the technology that we have available and proven approaches in on-line and distance delivery efforts. A number of initiatives currently underway suggest that this could be an area of expansion and potential growth.

Service Plan Review and Resolution of Disputes

MATC district policy BO301, BO502 and BB0301 provide the guiding framework for the contracting function. BO301 outlines the contract for services policy and BO502 outlines MATC's relationship with the Private Sector. The BB0301 procedure provides the criteria for reduced contract rates. The final review of the service plan by the board as well as the resolution of any disputes will be carried out in accordance with MATC policies. The district board has the final decision in the resolution of any disputes.

Service Delivery Strategy

In accordance with the state statutes and state board policies, each district's business plan needs to address the key issues associated with service delivery strategies.

Prioritizing Educational Services

Consistent with the general policies governing the MATC district, the business outreach contracting function will prioritize educational services on a first come, first served basis. This will include the contracting function, the development and delivery of workshops and seminars and for all short term training that is carried out as well. While the college has functioned in an ongoing way using this framework, we have also included alternative approaches such as: placing students on lists, use of specific prerequisites or assessments and passing the Accuplacer entrance test as ways to allocate resources and offerings. In the contract framework, these student oriented provisions are also applied to contracts with organizations. It is the intent of this office to develop the methods to ensure that all businesses have the same opportunity to access contracted services.

Considering Alternative Service Providers

For requests of training or technical assistance that the college cannot fill, due to a void of required faculty credentials or acceptable curriculum, the following methods will be utilized to ensure that the request for training is being met:

If MATC cannot provide the faculty and curriculum to meet a specific request, the next step will be to contact other technical colleges in the region to work through the request for training and to identify acceptable approaches to ensure that quality training is delivered. This could be through a contract agreement with another district, an agreement for certified faculty and curriculum to be loans, leased or assigned to deliver on the contract. If MATC cannot fill a training request and the technical college districts in the region cannot deliver the services, then a systematic approach to the business and industry training units from the technical college districts across the state will be notified and provided an opportunity to meet the contract delivery provisions. If no district can provide the offering, then this office will work with non

profit and for profit vendors from an established list of professional training delivery firms to discuss how the training could be delivered and to work through the MATC processes to contract for the services to be delivered.

Targeting of Services to Priority Training Needs

Within the overall context of the college, the priority training needs are closely linked to the area labor market data, career and job trends that rank occupations based on the most available openings or careers that show the most rapid growth. At the same time, our workforce partner, the Milwaukee Area Workforce Board has identified key sectors of the economy for priority; using a systematic methodology, they have ranked occupational training priorities on the basis of a sectoral analysis and have identified the following sectors as training priorities – Manufacturing, Construction, Health, Information Technology, Education, Business and Finance and Banking, Green Economy careers and Retail, Hospitality and Hospitality.

MATC is closely coordinating with workforce boards and will work to ensure that careers in these areas are included in the priority of services. At the same time, as a full service unit that works closely with area companies to meet their needs, we will work to effectively meet the training needs of our customers.

The criteria for client selection within the business contracting unit will be consistent with related offerings made available to the public via the college. For classes and programs with specific prerequisites, the rationale for skill building and technical knowledge relates to increasing student ability to be successful. While contracting utilizes continuing education courses, similar skill sets are required to complete technical training. For contracts, student selection is often based upon the sole judgment of the company; the staff will work with all customers to assure there is an awareness of the skills sets needed to make the training experience successful. The criteria for company selection for business outreach contracting will be based upon the primary principle of first come, first served. Where there are specially funded programs, the office will complement the first come first served criteria to include documentation of training experience, interest, readiness for training, cost sharing and a demonstration of how specially funded efforts will be integrated into an overall training plan.

Challenges to Address

College Communication Issues

A key means for this office to demonstrate success will be based on the ability of the staff to collaborate closely with all areas of the college, especially with the leadership of each academic division. The coordination of instructor schedules, assignments and allocation of time between their departmental responsibilities and implementing programs through OWED will require continuing close communication mechanisms. As the office develops short term training, continuing education courses and works to develop bridge program skills, consultation with the academic divisional leadership is crucial to ensure curriculum, course outcomes, credits and continuing education units are in alignment with program courses with an agreement from the academic divisions for advanced standing as students flow into programs at the college.

Internal Coordination with College Processes

Professional services agreements, outreach instructors agreements, contracting workbooks, registration, scheduling, billing, payroll, catering, bookstore and other student services all provide critical support to the college as a whole and to this office as well. There is a need for this office to work with other areas of the college to streamline processes to enhance quality delivery of courses, while removing barriers to rapid deployment of faculty and to ensure meeting program and fiscal reporting requirements. The OWED staff is documenting current approaches, setting up more responsive and consistent systems for all continuing education, workforce development and contracting processes currently in place. The office is developing the data bases and tracking systems to set indicators of program outcomes and success.

Contracting Processes and Support Systems

This unit will work with the business office and related support units to increase productivity and responsiveness to our customers and students. This will translate into more streamlined processes regarding how the budget resources are managed and reported, as well as which and how college processes will be dovetailed with the requirements of each unit. Cost centers, project numbers reallocation methods and related reporting formats will be reviewed and revised. Budgeting and fiscal systems will be reviewed and revised as well to continue accountability, while supporting alternative approaches to meet the training needs of companies, the workforce system, the students and the broader community. To accommodate students with various funding streams to support their career development, the office will shift to per person pricing and utilize 38.24 provisions as well as other methods to meet skill development needs. The Office will utilize technology and virtual approaches in consultation with the registrar and the business office to meet the needs for reports and tracking. The office is recommending a 50% cost sharing with the college for resources generated beyond contract cost recovery.

Reconstituted Business Outreach and Contracting Services Staff

The office has moved toward a broader approach in the business outreach area, and more is needed. Part of this unit's responsibility will be to engage and develop durable relationships with area companies. This will include potential linkages to the MATC foundation, connections to the college advisory committee structure and a broad based effort with employers to encourage the use of internships and related placement strategies. Additionally, the office will initiate two companion strategies to increase visibility and engagement with the business community. First, strategies will be embraced that more effectively engage with companies and the workforce / economic development system. This will be coupled with commitments to division leadership teams to keep them apprised of opportunities and developments and to coordinate the activities of this office with the overall college.

Continuing Education Offerings and Systems Leading to Credentials

The continuing education offerings provide new opportunities for MATC to apply our expert faculty and carefully developed curriculum toward new offerings, repackage current courses and extend our partnerships with national standards, state licensing and occupational certification boards. This will more effectively meet the continuing and professional development needs of future, current and past students. Technology advances including computer based instruction, distance and online courses and other alternative delivery approaches provide opportunity to meet not only the needs of the current district residents, but

the broader community as well. For current and previously developed curriculum, the OWED will develop a virtual repository of all materials with a system for ordering or printing the needed set of copies for offerings.

The Workforce Development Need for Pathway Credentials

There is an ongoing need to develop and deliver workforce and job readiness training for the vast array of participants in the various workforce systems. The various funding streams and how the resources are linked to individuals may change over time, however, it is clear that a key strategy forward will be establish training programs that can incorporate individuals who have funding available for training. At the same time, the offerings need include mechanisms for advanced standing and preparation for access to college programs. The current workforce system includes funding for target groups from many fund sources: WIA, TAA, FSET, W2, DOC, DVR and others fund streams include resources to assist underwriting employment and training efforts. Within this array of funding, the college is moving to establish methods to enroll multiple students in courses with tracking capability to connect back to referring agencies regarding client follow up and billing for training. At the same time, OWED is actively working with all units of the college to actively pursue and develop career pathway credentials that can be embedded in technical diplomas and associated degrees. This unit will work to incorporate these models into our contract and grant opportunities. Bridge programs can be used as a vital tool to facilitate career pathways into the college.

Plan for Marketing, Communications and Outreach

Quality Customer Service

A hallmark of success is the overall commitment to closely work with the customers and parties that are connecting with the office. This includes telephone, computer based communications as well as direct in person contact. Training and staff development measures will be used to ensure that work and communications are open, engaging and transparent.

Opportunities for outreach contracting are many and varied. OWED will work to encourage company to company connections, college staff and academic division contacts to include alternative ways to more broadly engage advisory committees and cultivate company connections. Closer coordination and a higher visibility with trade associations, business groups and chambers will be developed to strengthen the networking and relationship aspects of our work with business and industry. The office will work closely with the MAWIB Business Services Unit and with Regional efforts in these areas. The office will promote targeting key sector approaches consistent with the work of the workforce boards to meet the labor market needs of the faster growing occupations and those with the most available openings.

Marketing, Communications, Assessment and Evaluation

The office will work with the regional technical colleges to develop and implement data based approaches to communicate with companies via email and direct mailings. There will ongoing communication with the employer community to keep them updated on developments and new opportunities. Additionally, the development of continuing education and workforce development initiatives will be in consultation with the business community, with coordination as well with labor based groups and efforts. Finally, a revised web format for the office will provide a more interactive and responsive approach to requests for information and another

means to market and communicate with the stakeholders we serve. For company training grants, interested companies will be placed on a contact list based on responses to information mailings provided area companies. The office will work as well collaborate with regional tech colleges and the state wide directors of economic development to address company training needs.

For pilot efforts and innovative models, the OWED will produce short information pieces for interested individuals and students seeking information. We will develop assessment and evaluation systems to gather information for feedback on our processes and approaches. This information will be reviewed and analyzed quarterly to provide assistance in strategies to improve our operations. OWED will work to secure cooperative efforts with regional technical colleges for smart data bases, training matrices and assessment/ evaluation tools.

Creating and mailing individual brochures will continue to be utilized, along with the use of post cards to announce new services will continue, however, the Office will shift to virtual and web based approaches, including email blasts to more effectively target our audience and increase communications with our customers.

Working Assumptions and Revenue Projections

This business plan is based upon the following assumptions:

- 75% of the current workforce will need significant retraining in the next decade.
- The continuing graying of the labor market with retirement delays combined with the infusion of new workers make this an opportune time for training and development.
- Significant growth in contracting, training and continuing education can be realized as documented processes and clarity of roles and responsibilities are implemented. The use of virtual capability, data bases and related quality improvement tools will help provide increased capability in this time of limited budgets.
- Stronger internal communication and coordination approaches will make for a more unified approach to contracting and continuing education. Internal support systems will help develop more flexible customer processes.
- A close analysis of our competitors and the market costs of training will help to ensure that pricing and targeted training is appropriate and well timed.

FY2012 Goals

Revenue -- \$2,000,000

Enrollment -- A 10% increase in continuing education offerings

Certificates-- At least three certificates and a establish a process to meet the long range goal

Long-Term, Three Year Goals

Revenue projections;

- Achieve a \$4,000,000 contracting operation within three years.

Enrollment Goals;

- Increase by one third the number of enrollments from the current base within three years.

Certificate Goals;

Establish and implement at least 10 certificate programs within three years. Success indicators from prior plans will be incorporated with staff generated performance plans to meet the revenue, customer service, enrollment and development goals set for the office.

Benchmark Indicators

In addition to the revenue goals, additional metrics will be utilized to provide progress benchmarks for individuals, units and the overall office: The following indicators will be considered in the setting of progress and guide measures for the yearly office plan:

- Contacts made
- Sales calls made
- Proposals submitted
- Contracts sold
- Repeat & additional business sold
- Grants developed and implemented
- Continuing Education sections implemented
- FTEs, enrollments, classes
- Reduction in error rates
- Number of processes automated
- Number of certificates established and implemented
- Meeting 105% recovery across all contracts
- Revenues generated
- Cost savings for the college
- New or innovative approaches

Capital Equipment

The current plan in place for the 1205 Suite 100 includes office space and classrooms. The plan will be to continue the computer lab that has been incorporated into the office space. A second computer based assessment center will be installed in the office as well. This space will be equipped with approximately 6 computers and specifically designated as the assessment and testing center for online access to testing and assessments for national industry based credentials such as the MSSC. As the systems come on line for MSSC it is the intent to extend and expand the number of nationally based certificate and credentials. As the current budget has no resources included for additional capability, these projects will need to be developed, budgeted and processed as part of the college capital projects to gain the needed resources. At the same time, the office will work to develop grant resources to make this happen.

Quarterly Reports

In compliance with s 38.14 (3) quarterly reports are submitted to the MATC Board which list total contract revenue, less contract costs, margin of difference and the percent of cost recovery as established by board policy. Additional activities and projects that relate to key college strategies will be reported on an annual basis as part of the annual report of the office.

Training Areas

The OWED Office works with the academic divisions to cross link training topics with associated programs. The goal is to ensure that the benefits of training will not only include skills sets needed by the company, but to provide seamless connections to ongoing programs at the college. The following list outlines offerings that have been provided and highlights areas that have had consistent interest by the organizations that we serve:

Overview of Training Offerings and Topics

Leadership

Accelerated Management Programs
Achieve Global
Building High-Performance Teams
Covey's 7 Habits
Meeting Skills
Organizational Leadership
Supervisory Development
Work style Indicators

Customer & Market Focus

Cross-Cultural Communications
Foreign Languages
High Impact Business Writing
High Impact Customer Service Series
Quality Function Deployment
Service Plus
Telephone Techniques
Value Stream Mapping

Human Resource Focus

Communication Skills
Diversity in the Workplace
Effective Meeting Skills
English as a Second Language
Group Facilitation Skills
Sexual Harassment Prevention
Workplace Language; Command Spanish®

Organizational Effectiveness

Baldrige Assessment
ISO/QS9000
Teambuilding
Project Planning Skills
Conflict Management

Manufacturing Skill Standards Council

Safety Assurance
Quality and Continuous Improvement
Manufacturing Process
Maintenance Awareness
Logistics – CLA/CLT

Strategic Planning

Cellular/Flow Manufacturing
Change Management
Facilitation Skills
Failure Mode & Effects Analysis
Management & Planning Tools
Strategic Planning Training & Services
Scenario Planning
Superior Selling Strategies

Computers and Information

Computer Skills
Wireless Technologies
Video-Conferencing via satellite
Cisco
Microsoft Active Directory
Network Security
Problem Solving

Continuous Quality Improvement

ISO 9000
Lean Transformation
Quality Principles
Quality Tools and Total Quality Management
Process Mapping
Project Management
Six Sigma

Industrial/Technical Support Skills

Electrical / Electronics
Electrical Codes
Emergency Response
Forklift Safety
Geo Dimensional Tolerancing
Hydraulics/Pneumatics
Lean Manufacturing
Machine Tool
Metrology
SPC/Blueprint Reading
Technical Skills including CNC
Welding Testing / Certification
Welding Training

Contract Pricing

The pricing of customized training is based upon instructional pay and compensation rates, the indirect rates that have been set for the college, and a recognition that a wide variety of organizations are working with the college to gain access to training for their clients. The FY 2012 rates are outlined here:

MATC Office of Workforce and Economic Development (OWED)

Services	Timeframe	2011-2012 Rates – Profit Making Organizations	2011-2012 Rates – Non Profit and Public Organizations
Customized Training Credit-based, non credit and customized courses	Based on customer agreement	\$250 per hour	\$200 per hour
Course Customization	Six hours minimum / based on agreement	\$250 per instructional hour – <i>plus any materials purchased externally</i>	\$200 per hour
Technical Assistance/Consulting	Based on customer agreement	\$235 per hour	\$190 per hour
Assessment, screening or provision of related assistance to the organization	Based on customer agreement	\$235 per hour	\$190 per hour
MATC Board Policy, BO301 Economic Development rates	Based on customer agreement	Five percent discount - - \$238 per hour, based on written evidence from a reliable third party, an economic development agency or regulatory body	NA
Out of District Contracting	Based on customer agreement	Customized Training, TA and related services \$300 per hour plus materials, plus travel time and costs	Customized Training, TA and related services \$270 per hour plus materials, travel time and costs
Out of State Contracting	Based on customer agreement	Customized Training, TA and related services \$400 per hour plus materials, plus travel time and costs	Customized Training, TA and related services \$360 per hour plus materials, plus travel time and