

South Bay Regional Public Safety Training

A Consortium of Community Colleges



Strategic Plan 2018-2023

Contents

- Executive Summary..... 3
- Mission Statement 4
- Vision Statement..... 4
- Planning Process 5
- Key Strategic Areas Addressed by the Plan 6
- Strategic Goals & Strategies..... 7
 - 1. Planning..... 7
 - 2. Communication..... 8
 - 3. Facilities..... 8
 - 4. Course Delivery and Enrollment 9
 - 5. Funding Model 10
 - 6. Leveraging the Power of the JPA 10
- Implementation Assumptions..... 11
 - 1. Planning..... 11
 - 2. Communication..... 13
 - 3. Facilities..... 14
 - 4. Course Delivery and Enrollment 16
 - 5. Funding Model 17
 - 6. Leveraging the Power of the JPA 18
- Appendices..... 19

Executive Summary

South Bay Regional Public Safety Training Consortium is a Joint Powers Agency comprised of eight (8) California community colleges; seven (7) within the Bay Area Community College Consortium region and Lake Tahoe Community College District. Created through a California Community College Chancellor's Office grant in 1994, the Consortium has been serving public safety students and industry partners regionally for over 24 years. The Consortium programs include basic and advanced course delivery for Law Enforcement, Fire Services, Emergency Medical Services, and Dispatch Services.

As the Consortium program has grown in regards to the number of member colleges, student capacity and statewide influence, the need to develop and implement a practical strategic plan was critical to its continued success. With input from internal and external stakeholders, the following strategic 5-year plan was constructed to address short and long-term needs and challenges. Although not all factors with potential impact on the plan can be controlled or predicted by the Consortium or its member colleges, the strategic plan was developed with appropriate fluidity to be adjusted for changing political, regulatory and financial climates. The strategic plan is rooted in the Consortium's uniqueness and dedicated efforts to educate and train public safety professionals long into the future.

The goals and strategies identified within this strategic plan will act as the guiding principles for making many decisions in the coming years specific to personnel, programs, facilities, and finances. The strategic plan is organized into six *Strategic Goals* and associated *Strategies* that represent the priority initiatives identified through the process: Planning, Communication, Facilities, Course Delivery & Enrollment, Funding Model, and Leveraging the strengths, influence, and impact of the JPA. The success of this strategic plan will require a collective effort on the part of all Consortium member colleges and Consortium staff.

Mission Statement

The Academy's mission is to meet the educational and training needs of public safety students within the areas represented by the participating community college districts

The mission will be accomplished in an effective and efficient manner to ensure the highest quality training for current and aspiring public safety professionals.



Vision Statement

Striving to be the model program for community college Regional Joint Ventures while serving the needs of public safety students, and industry and community partners.

Planning Process

At the direction of the Joint Powers Agency Board of Directors, the Academy initiated a strategic planning process in January 2018. To ensure the process and the plan addressed the needs of all stakeholders, a series of planning retreats and activities were scheduled and developed with the aid of an invited facilitator (Dr. Catherine Webb, interim Dean of Planning, Research, and Institutional Effectiveness at Monterey Peninsula College).

The first retreat occurred in February 2018 and was divided into two (2) sessions: a general session to include multiple departments from all the member colleges and representatives from the State certifying agencies for public safety programs, and a session for Board Members only. The morning general session was primarily informational. College Admissions & Records, Curriculum Specialists and Program Deans were in attendance, in addition to the JPA Board of Directors. Executive staff from South Bay presented historical information regarding the Consortium, an overview of current processes and successes, as well as defined areas of difficulties and where improvement is needed. The Executive Director from the California Commission on Peace Officer Standards and Training provided information on the current and future status of law enforcement training from a statewide perspective, as did a Fire Training Specialist from State Fire Training specific to fire services within the state. All in attendance were encouraged to provide input and ask questions as appropriate. During the afternoon session, Board members used this organizational context to conduct a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis. Results of the analysis were used as the foundation of discussion of the organization's short and long-term needs, and provided an initial structure for the strategic plan.

South Bay staff and Dr. Webb synthesized the data collected from the first retreat and began the framework for the next retreat. A homework assignment was developed based upon the six broad items that surfaced during the retreat as being most important. The six strategic items were: planning, communication, facilities, course delivery and enrollment, funding model, and leveraging the strengths, influence, and impact of the JPA. Board members were asked to rank the six strategic items in order of importance, provide desired outcomes for each and submit their assignment prior to the 2nd retreat. The 2nd retreat was a full day event held in March 2018 with Board Members and South Bay Executive staff, again facilitated by Dr. Webb. The goals and strategies contained within this Strategic Plan are the results of that meeting.

Key Strategic Areas Addressed by the Plan

Six broad areas emerged from the SWOT analysis for incorporation into the strategic plan. A high-level summary of the group's discussion and analysis of each area is included below.

Planning and Alignment

JPA members & Academy staff agreed that planning and projections have not traditionally been a strong focus of the Board. Developing and implementing integrated planning processes with clear vision and direction will enable better alignment and stability with member colleges.

Communication

JPA members & Academy staff agreed that both internal and external communication could be improved. Better internal communication will not only promote a more consistent awareness of The Academy among personnel at member colleges, but also establish regular channels for sharing information and best practices. Improving external communication through standardized marketing and presentations to stakeholders may help to support enrollment growth and development of partnerships.

Facilities

JPA members & Academy staff recognized that existing facilities (and availability of sites for facility expansion) may be a threat to potential program development and/or enrollment growth. At the same time, members identified facilities improvement and/or expansion as a potential opportunity that should be planned for and pursued if appropriate.

Course Delivery & Enrollment

JPA members & Academy staff observed that practices related to admissions, enrollment, curriculum, and course delivery may vary greatly from college to college. In addition, there may be some duplication of processes between the Academy and member colleges. Establishing standardized processes (where possible) would help to streamline work and improve effectiveness at all sites.

Funding Model

JPA members and Academy staff agreed that developing a multi-year model for funding the Academy would allow improved fiscal planning for individual member colleges and Academy staff. In addition, a multi-year model would ensure more relative stability for Academy operations, even as enrollment varied from year to year. The new model will incorporate the requirements of the new state budget funding model.

Leveraging the strengths, influence, and impact of the JPA

JPA members and Academy staff observed that together, member colleges have more influence when advocating for public safety programs than any single college alone. Members felt that by expanding and leveraging this influence, the JPA could become a strong model for other Regional Joint Ventures around the system.

Strategic Goals & Strategies

1. Planning & Alignment

Goal 1: By June 2020, implement an annual planning cycle that includes both The Academy and the member colleges to ensure clear vision and student centered growth and success in line with the new Guided Pathway initiative by the California Community College system.

To meet this goal, Academy staff and member representatives will:

- Conduct a focused environmental scan to ensure understanding of needs/trends at member colleges and best practices for growth in the public safety training field.
- Develop annual work groups in key operational areas (e.g., Curriculum, Admissions, Student Services, Facilities) to ensure operational alignment.
- Develop and implement a standardized planning approach.
- Develop a definition of growth and determine how it is measured.
- Develop and implement a set of standardized reporting metrics to measure success and allow for course correction if necessary.

Goal 2: Develop standard planning documents to guide the implementation of annual and long-range planning that ensure a clear vision and student-centered growth and success based on the needs of The Academy and individual member colleges.

To meet this goal, Academy staff and member representatives will:

- Complete, approve and publish the Strategic Plan.
- Complete an Education Master Plan “light” in collaboration with member colleges that outlines existing programs and any desired future programs.
- Draw on expertise from annual work groups in key operational areas (e.g., Curriculum, Admissions, Student Services, Facilities) to ensure operational alignment and allow for structured flexibility between the needs of The Academy and the needs of member colleges in line with the Guided Pathway initiatives.

2. Communication

Goal 1: By December 2019, develop a unified web presence that celebrates the unique collaboration of the colleges and provides structure for regular external communication regarding program vision and success.

To meet this goal, Academy staff and member representatives will:

- Develop standardized marketing tools and media to target local, regional, and state stakeholders and highlight student achievement and member college programming.
- Research external communication platforms and apply routine methods of connectivity between the member colleges and The Academy in order to support consistent, effective external marketing.

Goal 2: By December 2019, develop and implement internal communication strategies to promote standardized information aligning The Academy offerings and individual member colleges' programs and pathways, in order to strengthen internal communication between South Bay and member colleges.

To meet this goal, Academy staff and member representatives will:

- Develop and implement channels for communication between The Academy and internal partners at member colleges.
- Improve internal marketing opportunities and develop media highlighting student success to include member colleges' Guided Pathways programming.

3. Facilities

Goal 1: By Spring 2020, develop an Academy Facility Plan for Board approval combining the Consortium's Educational Master Plan, Strategic Plan, and Facility Needs Assessment to account for the current and future physical asset requirements of the Academy. .

To meet this goal, Academy staff and member representatives will:

- Conduct a Facility Needs Assessment based on program needs (see EMP "light") that articulates a spectrum of needs, including critical-immediate needs, mid-range needs, and long-term hopes and dreams.
- Implement the results of Planning Goal 2 to support facilities planning.

Facilities, continued

Goal 2: Identify revenue streams and partnerships to facilitate the development and maintenance of training facilities no later than Fall 2020.

To meet this goal, Academy staff and member representatives will:

- Begin identification of revenue streams working on parallel tracks with the development of the Facilities Plan.
- Prioritize the securing of resources in alignment with the immediacy of the need.
- Invest in grant writing services to obtain public and private grant funds in support of the Facilities Plan.
- Conduct a leasing vs purchasing assessment to meet facility needs.
- Identify and assess existing member colleges' current and proposed facilities that can meet Academy program needs.
- Use the combined JPA membership's influence, goodwill and broad geographic distribution to communicate the benefits of the JPA to obtain state and federal funds.

4. Course Delivery and Enrollment

Goal 1: Develop standardized, streamlined and compliant systems for A & R within 12-18 months (Sept 2019-Mar 2020).

To meet this goal, Academy staff and member representatives will:

- Convene a Consortium workgroup with staff from The Academy and member colleges to identify solutions that support standardized, streamlined, and compliant Admissions and Records systems and procedures.
- Incorporate resources into The Academy's budget to enable implementation of workgroup solutions.
- At least twice a year, reconvene the workgroup to debrief, evaluate, and continuously develop process improvements.

Goal 2: Develop a standardized common, course numbering system for all Consortium course and programs within 12-24 months (Sept 2019 – Sept 2020).

To meet this goal, Academy staff and member representatives will:

- Convene Curriculum workgroup comprised of appropriate representatives from member colleges and Academy staff to review and establish acceptable common course numbering.
- Develop communication strategies to communicate new common course numbering system to appropriate internal and external stakeholders.

5. Funding Model

Goal 1: By June 2020, implement a Board-approved Five-Year Funding Model that is aligned with member college goals and provides stable funding for Academy operations. In addition, the funding model will be aligned with the new state funding model for community colleges.

To meet this goal, Academy staff and member representatives will:

- Collect data related to the following categories to develop an improved funding model for Academy operations:
 - Current Funding Model
 - Programmatic demand for services
 - CCCC funding elements with potential impact on Academy funding
 - Member college priorities (see EMP “light”)
 - Total enrollment capacity of The Academy (see also “student-centered growth” definition)
 - Ability of member colleges to support total enrollment capacity (see also “student-centered growth” definition)
 - Cash flow reserves
- Convene Funding Model workgroup comprised of member colleges’ CBOs and/or Fiscal Agents and relevant Academy staff to analyze data and discuss how it will apply to the development and implementation of an improved funding model.
- Assess the State new funding model and determine how the three new funding categories will affect the funding of the JPA through the participating colleges.
- Develop and recommend improved funding model that includes consideration of minimum funding thresholds, sufficient cash flow reserves for economic uncertainty, and processes for planned growth and program expansion, based on identified goals in the EMP “light.”

6. Leveraging the Power of the JPA

Goal: Upon completion of goals outlined in this Strategic Plan (by 2021/2022 Academic Year at the latest): Present evidence to the Chancellor strengthening and legitimizing the JPA Model and its potential for statewide application.

To meet this goal, Academy staff and member representatives will:

- Successfully implement the goals outlined in this strategic plan.
- Develop succinct communication to the Chancellor outlining the strengths and successes of the JPA and establishing the JPA as an exemplar Regional Joint Venture.

Implementation Assumptions

1. Planning & Alignment

Goal 1.1: By June 2020, implement an annual planning cycle that includes both The Academy and the member colleges to ensure clear vision and student centered growth.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
1.1a: Gather and analyze data to support a focused environmental scan	Director, Admin Services	<ul style="list-style-type: none"> Research offices at member colleges 	<ul style="list-style-type: none"> Program-specific data from member colleges (enrollment trends, educational planning, resource needs, goals, etc.) Regional LMI data Data related to trends, best practices for growth and program development in the public safety field Time Research assistance 	The completed environmental scan reflects the needs and goals of consortium members and trends within the field, and provides a baseline for building shared understanding of the Academy's short and long-term planning.	December 2018
1.1b: Convene workgroups in key operational areas (e.g., Curriculum, Admissions, Student Services, Facilities, etc.)	Leads of operational areas at the Academy	<ul style="list-style-type: none"> Key Academy staff Key staff from each member college 	<ul style="list-style-type: none"> Meeting time & location (including CCC Confer) Budget for incidentals? 	Workgroups will help ensure alignment between planning and operations, and support annual planning by facilitating two-way communication between staff of The Academy and member colleges.	In place by September 2018
1.1c: In collaboration with Funding Model workgroup, develop a definition of "growth" and determine how it will be measured.	President, Director, Admin Services & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Meeting times & locations (including CCC Confer) Budget for incidentals 	Members of the consortium have shared understanding of student-centered growth, and this understanding informs planning processes.	January 2020
1.1d: Develop and implement a set of standardized reporting metrics to monitor progress and allow for course correction.	President, Director Admin Services & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Examples of common metrics from member colleges Meeting times & locations (including CCC Confer) Budget for incidentals 	Progress is regularly reported using standard metrics related to student achievement, learning outcomes, enrollment & educational planning, etc.	June 2020
1.1e: Develop and implement a standardized planning approach (including schedule for reporting).	President, VP of Academy Services, Director Admin Services & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Meeting times & locations (including CCC Confer) Budget for incidentals 	The Academy and Board follow a standardized planning cycle, with regular reporting on success and progress.	June 2020

Planning & Alignment, Continued

Goal 1.2: Develop standard planning documents to guide annual and long-range planning that ensure a clear vision and student centered growth based on the needs of The Academy and individual member colleges.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
1.2a: Complete, approve, and publish the Strategic Plan.	President & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college Research offices at member colleges 	<ul style="list-style-type: none"> Time for review and discussion 	Board members and Academy staff agree on the strategic direction and high-level strategic tasks for the next 3-5 years.	September 2018
1.2b: In collaboration with representatives from member colleges and using data from the environmental scan, complete an "Educational Master Plan Light" to guide educational and facilities planning.	President & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Time Program planning materials from member colleges 	Completed EMP Light reflects shared needs of The Academy and individual member colleges with regard to educational and facilities planning.	December 2019* *see 1.1a
1.2c: Draw on expertise from annual operational workgroups (see 1.1b) to ensure alignment and allow for structured flexibility in order to meet the needs of both The Academy and member colleges.	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Meeting times & locations (including CCC Confer) Budget for incidentals 	Establish a structure for ongoing communication and resolution of issues, in order to promote operational alignment and structured flexibility between The Academy and member colleges.	Implemented September 2018; ongoing

2. Communication

Goal 2.1: By July 2020, develop a unified web presence that celebrates the unique collaboration of the colleges and provides structure for regular external communication regarding program vision and success.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
2.1a: Develop standardized marketing tools and media to target local, regional, and state stakeholders and highlight student achievement and member college programming.	Director, IT & Facilities	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Marketing budget Marketing staff Member college program information (incl. success stories) Development time 	The Academy has more of a unified presence and brand identity to leverage in communication with regional stakeholders	July 2020
2.1b: Research external communication platforms and recommend an appropriate solution to the Board.	Director, IT & Facilities	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Time Budget for incidentals 	Academy staff have identified a mechanism for effective marketing and communication to external stakeholders.	December 2019
2.1c: Implement and use routine methods of connectivity between member colleges and The Academy.	Director, IT & Facilities	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Time Implementation budget, if necessary (solution could be free or cost-neutral) Budget for incidentals 	The Academy and member colleges regularly communicate stories of student & program success to external stakeholders.	July 2020

Goal 2.2: By December 2019, develop and implement internal communication strategies to promote standardized information about alignment between The Academy offerings and individual member colleges' programs and pathways.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
2.2a: Develop and implement channels for communication between The Academy and internal partners at member colleges.	Executive Team	<ul style="list-style-type: none"> Operational Workgroups 	<ul style="list-style-type: none"> Workgroup membership Meeting time/location (including CCC Confer) Budget for incidentals 	Academy staff and member colleges engage in regular, effective communication.	December 2019
2.2b: Improve internal marketing through media that highlights student achievement (including member colleges' Guided Pathways programming where appropriate).	Director, IT & Facilities	<ul style="list-style-type: none"> Operational workgroups 	<ul style="list-style-type: none"> Information from each college about programming (see EMP light, workgroups) Marketing materials & staff Budget for materials 	Academy staff and member colleges frequently share news of program success and student achievement.	Workgroups established by September 2018; ongoing

3. Facilities

Goal 3.1: By Spring 2020, develop an Academy Facility Plan for Board approval that is informed by the Consortium’s Educational Master Plan, Strategic Plan, and Facility Needs Assessment that accounts for total cost of ownership.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
3.1a: Conduct a Facility Needs Assessment based on program needs (see EMP “light”) that articulates a spectrum of needs, including critical-immediate needs, mid-range needs, and long-term hopes and dreams.	VP, Academy Services & Director IT & Facilities	<ul style="list-style-type: none"> • Key staff at Academy • Key staff from each member college 	<ul style="list-style-type: none"> • Time • Information from each college, including info from EMP light • TCO information on current and needed facilities 	Data and evidence for facilities planning include relevant, program-driven needs, goals, and long-term visions and considers TCO of current and planned facilities.	December 2019
3.1b: Develop and Recommend Facility Plan based on facilities needs assessment	VP, Academy Services & Director, IT & Facilities	<ul style="list-style-type: none"> • Facilities workgroup 	<ul style="list-style-type: none"> • Facility Needs Assessment • Development time • Meeting location / space (including CCC Confer) 	JPA Board has the opportunity to consider and adopt an official Facility Plan that aligns with Academy educational and strategic planning.	May 2020

Tasks related to Goal 1.2 (Planning) also support the achievement of this goal.

Facilities, Continued

Goal 3.2: Identify revenue streams and partnerships to facilitate the development and maintenance of training facilities no later than Fall 2020.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
3.2a: Working on parallel tracks with the development of the Facility Plan (Goal 3.1) identify revenue streams that can facilitate the development and maintenance of training facilities.	President & VP, Academy Services	<ul style="list-style-type: none"> JPA Board Members 	<ul style="list-style-type: none"> Interaction with Facilities Workgroup Time Networking opportunities 	Facility Plan implementation can draw on options for facilities development and maintenance beyond The Academy's regular, ongoing funding.	Begin July 2018; ongoing
3.2b: Prioritize the securing of resources in alignment with the immediacy of the need.	President, VP of Academy Services	<ul style="list-style-type: none"> JPA Board Members 	<ul style="list-style-type: none"> Time Facilities Needs Assessment 	Facilities Plan implementation will be based on established priorities for addressing both critical needs and long-term planning.	December 2019
3.2c: Invest in grant writing services to obtain grant funds in support of Facility Plan.	President	<ul style="list-style-type: none"> JPA Board Members (advisory capacity) 	<ul style="list-style-type: none"> Budget for grant-writer Facilities Needs Assessment EMP Light 	Facilities Plan implementation includes consideration of potential grant opportunities, where relevant and promising.	June 2020
3.2d: Conduct a pros and cons assessment of owning vs renting to meet facility needs.	VP, Academy Services	<ul style="list-style-type: none"> Director, Admin Services 	<ul style="list-style-type: none"> Facilities Needs Assessment 	Facilities Plan implementation draws on thoughtful analysis of facilities acquisition options and total cost of ownership.	March 2020
3.2e: Identify and assess existing member colleges' current and proposed facilities that can meet Academy program needs.	VP, Academy Services	<ul style="list-style-type: none"> Director, IT & Facilities Member colleges' CBOs 	<ul style="list-style-type: none"> Facilities Needs Assessment Facilities information from each member college 	Facilities Plan implementation draws on existing strengths and facilities resources of member colleges, where possible.	December 2019
3.2f: Use power, influence and geographic distribution to leverage political influence to obtain state and federal funds.	Board	<ul style="list-style-type: none"> President Key staff at The Academy Key staff at member colleges 	<ul style="list-style-type: none"> Time Networking opportunities 	Address long-term planning in part by using the political strength and influence of the JPA to lobby for increased federal and state funding.	Immediate and ongoing

4. Course Delivery and Enrollment

Goal 1: Develop standardized, streamlined compliant system for A & R within 12-18 months (Sept 2019-Mar 2020).

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
4.1a: Convene a Consortium workgroup with staff from The Academy and member colleges	Director, Program Services	<ul style="list-style-type: none"> Key Academy staff Key staff from member colleges 	<ul style="list-style-type: none"> Meeting time & location (including CCC Confer) Budget for incidentals 	Structures are in place to support discussion and development of standardized, streamlined, and compliant A&R systems and procedures.	Begin meeting September 2018
4.1b Incorporate resources into the budget for The Academy that enable implementation of workgroup solutions.	President	<ul style="list-style-type: none"> Key Academy staff Key staff from member colleges 	<ul style="list-style-type: none"> Budget, TBD 	Resources are identified and allocate to support development and implementation of standardized, streamlined, and compliant A&R systems and procedures.	Ongoing as solutions emerge
4.1c At least twice per year, reconvene the workgroup to debrief, evaluate, and course correct as needed.	Director, Program Services	<ul style="list-style-type: none"> Key Academy staff Key staff from member colleges 	<ul style="list-style-type: none"> Meeting time & location (including CCC Confer) Budget for incidentals 	Structures are in place to support ongoing evaluation and improvement of standardized, streamlined, and compliant A&R systems and procedures.	Begin meeting September 2018; ongoing

Goal 2: Develop standardized common, course numbering system for all Consortium course and programs within 12-24 months (Sept 2019 – Sept 2020).

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
4.2a: Convene Curriculum workgroup to review and establish acceptable common course numbering.	Curriculum Coordinator	<ul style="list-style-type: none"> Key Academy staff Key staff from member colleges 	<ul style="list-style-type: none"> Meeting time & location (including CCC Confer) Budget for incidentals 	Workgroup develops standardized numbering (or improved crosswalk) of courses and new curriculum that allows for “structured flexibility” within 12-24 months.	Begin meeting September 2018; ongoing
4.2b: Develop communication strategies to communicate new common course numbering system to appropriate internal and external stakeholders.	Curriculum Coordinator	<ul style="list-style-type: none"> Key Academy staff Key staff from member colleges 	<ul style="list-style-type: none"> Budget for incidentals 	Structures are in place to support ongoing communication related to curriculum work.	Begin upon completion of 4.2a; ongoing

5. Funding Model

Goal 1: By June 2020, implement a Board-approved Five-Year Funding Model that is aligned with member college goals and provides stable funding for Academy operations.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
5.1a: As part of the environmental scan (see Planning Goal 1), collect data to inform the development of new five-year funding model.	President & Director, Admin Services	<ul style="list-style-type: none"> • Key staff at Academy • Key staff from each member college (including CBOs and CIOs or designees) 	<ul style="list-style-type: none"> • Data related to: <ul style="list-style-type: none"> ○ Current Funding Model ○ Demand for services ○ Relevant CCCCO funding elements ○ Member college priorities ○ Enrollment capacity (of The Academy & member college programs) • Research assistance • Time 	Relevant data are available to inform the funding model workgroup as they discuss and recommend a new model.	December 2019
5.1b: Convene funding model workgroup to develop and recommend a Five-Year Funding Model to the JPA Board.	President, Director, Admin & Board	<ul style="list-style-type: none"> • Key staff at Academy • Member college CBOs and/or fiscal agents 	<ul style="list-style-type: none"> • Relevant environmental scan data (see above) • Meeting time / location, including CCC Confer • Budget for incidentals 	Funding model development includes input from Academy staff and all member colleges.	February 2019
5.1c: Develop and recommend a Five-Year Funding Model to the JPA Board that includes consideration of minimum funding thresholds and processes for planned growth and program expansion.	President & Board	<ul style="list-style-type: none"> • Funding model workgroup 	<ul style="list-style-type: none"> • Relevant environmental scan data (see above) • EMP Light • Meeting time / location, including CCC Confer • Budget for incidentals 	The Academy can be ready to being operating under a Board-approved five-year funding model in FY 19/20.	June 2020

6. Leveraging the Strengths, Influence and Impact of the JPA

Goal: Upon completion of goals outlined in this Strategic Plan (by 2021/2022 Academic Year at the latest): Present evidence to the Chancellor that will demonstrate the legitimacy of the JPA Model and its potential for statewide application.

Task	Who is responsible for this task?	Who else is involved in this task?	Resources needed?	Intended results?	Completion Date
6.1a: Achieve the goals outlined in this strategic plan.	President & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> See above 	Demonstrated evidence of the success, effectiveness, and strength of the JPA.	June 2021
6.1b: Succinctly and compellingly communicate the strengths and successes of the JPA to the Chancellor.	President & Board	<ul style="list-style-type: none"> Key staff at Academy Key staff from each member college 	<ul style="list-style-type: none"> Completed Strategic Plan Marketing materials Time with the Chancellor and Chancellor's Office staff Budget for travel, marketing materials, & incidentals 	After learning of the strengths and successes of the South Bay JPA, the Chancellor recognizes the JPA as an exemplar and model for other Regional Joint Ventures in the system	December 2021

Appendices

JPA Strategic Planning Retreat- Day 1

February 26, 2018

SWOT Discussion Results/Notes

SWOT 'Big Bucket' Items:

- Implications of Funding Model/Funding
- Leveraging strength of JPA and individual colleges- stronger together
- Facilities
- Course Delivery and Enrollment Processes
- Planning
- Communication

SWOT items with four or more stickers:

- THREATS: (9) Unintended consequences of new funding model that de-emphasizes total FTES.
- STRENGTHS: (8) Stronger together- bigger influence and leverage
- WEAKNESSES: (7) Facilities- no firing range, no EVOG, no fire tower
- WEAKNESSES: (6) Planning and projections are a Board weakness- need to do an integrated plan
- THREATS: (5) Available sites for facilities
- OPPORTUNITIES: (5) Facility expansion
- WEAKNESSES: (4) Lack of standardized A&R processes
- WEAKNESSES: (4) Communication about what the consortium is/does
- WEAKNESSES: (4) Duplication of processes between South Bay and individual colleges

Additional Thoughts:

- Annual vs multi-year commitments
- Thinking of The Academy as “part of your programs” rather than buying FTES
- Turnover of personnel at local colleges who knew about the JPA
- Leveraging partnerships w/4-years during summer?
- Annual communication i.e. college visits by Academy staff at each college (road show)

- Understanding college audit requirements and regulation processes (Linda)
- Instructors on site (Linda)
- Custodians of Records: Exactly what does South Bay have (Linda)
- Catalog and Curriculum deadlines from colleges (Linda)
- College registration of courses- college process (Linda)

SWOT poster notes:

Strengths:

- 9 participating colleges! Diversity, skills, ideas, problem-solving
- Strong working model for JPA- can leverage this
- Stronger together- bigger influence and leverage
- Strong agency relationships
- Mission- good, important work
- Regional voice for state participants
- Strong JPA model
- Economy of scale
- Existing facilities and infrastructure
- Experienced leadership team- adaptable, willing to change
- Reputation with POST and State Fire- very strong!
- Excellent staff- very hard working
- Flexible- can move & adapt quickly when issues arise
- Extremely efficient
- Experience & Knowledge- of POST/FIRE and education
- Active Presidents in the JPA
- Long history of the JPA- experienced group with good relationships
- Engagement in Public Safety arena as well as education- lets us be more proactive and out ahead
- Very cost-effective programs as compared to individual college costs
- All faculty are MQ'd

Weaknesses:

- Planning & projections area Board weakness- need to do an integrated plan
- Lack of consistency (revenue, staffing- hiring proactive)
- Facilities- no firing range no EVOG, no fire tower
- Lack of standardized A & R processes
- Communication about what the consortium is/does
- Staff turnover at individual colleges
- Expense of training makes it hard to take risks
- Square peg/round hole- who and what we are is not articulated- have to meet everyone's needs
- Staff bandwidth- stretched!
- Lack of standard curriculum approval process/different calendars at each college
- Lack of operational efficiencies
- Too small to be efficient
- Funding model affect what we can do
- Individual communities may not be served directly by the JPA
- Duplication of processes between South Bay and individual colleges
- Lack of statewide IT support

- Diversity of recruits? Do we know?
- Reporting requirements? Unclear how this might work for individual colleges

Opportunities:

- Increasing need for police/fire professionals
- Cert/degrees- completion markers! For strong workforce & RJV
- “Arm the teacher” initiative
- Facility expansion
- Research & Assessment- scorecard specific to The Academy
- Federal/State funding for apprenticeships
- Positional to take a leadership role re: POST, Fire training as funding model changes
- Promotional opportunities as senior staff retire
- High school pathways- particularly for under-represented groups of students
- Positioned to take a leadership role in the Bay Area- model for RJVs
- Growing partnership opportunities with State Fire Training and POST
- Revenue generation from leasing of new facilities
- Changing social expectations for fire/police
- Developing partnerships w/private industry
- Other safety related training opportunities- continuing ed? Community safety?
- Model for other colleges in the state (“jealous guys”)
- Existing infrastructure allows flexibility and quick response- pivoting
- Recruitment opportunities around the professions-could be a collaboration w/ community college outreach staff
- Strong emergency preparedness training is a need
- SWFP conversations about a new sector related to Public Safety

Threats:

- Consortium strength in terms of number of colleges/partners
- External events that pull instructors out of classroom
- Implications of Basic Aid
- Development encroachment around existing facilities
- Available sites for facilities
- Competition from private providers
- Conflicts with Title 5
- Unintended consequences of new funding model that de-emphasizes total FTES
- High cost of facility needs
- Misalignment between measures of success and training
- Lack of streamlined registration process
- Next downturn
- Regulatory shifts

- Competition from State training agencies
- Continued State Support?
- Bandwidth of staff & instructors
- Decisions to leave?
- Resistance from individual colleges (to consortium, curriculum)

Pre-Work for JPA Board Strategic Planning Retreat, Day 2

At Day 1 of the Strategic Planning Retreat (Feb. 26, 2018), Board members received information about the internal operations of the Academy and heard from two of the Academy's external stakeholders (POST & Cal Fire). Based on that information and members' own experience and knowledge, the group conducted an assessment of the South Bay's strengths, weaknesses, opportunities, and threats.

Six broad items (aka, the "Big Bucket Items") emerged from this process as key strategic areas to consider for the strategic plan:

- Implications of Funding Model/Funding
 - Unintended consequences of funding model that de-emphasizes total FTES (**Threat**)
- Leveraging strength of JPA and individual colleges- stronger together
 - Stronger together; bigger influence and leverage (**Strength**)
- Facilities
 - Facilities – i.e., no firing range, no EVOC, no fire tower (**Weakness**)
 - Availability of sites for expanded facilities (**Threat**)
 - Facility expansion (**Opportunity**)
- Course Delivery and Enrollment Processes
 - Lack of standardized A&R processes (i.e., different at each college) (**Weakness**)
 - Duplication of processes between South Bay and individual colleges (**Weakness**)
- Planning
 - Planning and projections are a Board weakness; Need an integrated plan (**Weakness**)
- Communication
 - Communication about what the consortium is/does (**Weakness**)

Prior to the Retreat on March 29:

1. Rank the Big Bucket Items in order of importance, from 1 to 6. Bring your ranking to the retreat, where we will compare ranks and discuss.
2. Answer the following question for each of the Big Bucket Items:
What specific results/outcomes need to be accomplished regarding this item in order for the strategic plan to be successful?

As you answer the question, think about specific results rather than strategies or actions. In other words: think about "what" rather than "how."

Bring a hard copy of your ranking and answers to the question with you to the Board meeting. Linda and Catherine will collect them for use in the afternoon Strategic Planning Retreat.

Strategic Planning Retreat- Day 2 Notes

March 29, 2018

PLANNING

Rough Goals:

- Align with member plans and vice versa.
- Clear vision and direction, with processes that lead to stabilized funding and planned growth.
- Allows for ongoing review/audit and course correction if necessary based on data.
- Consistent “action item” process to help members move in the same direction.

Goal:

- Develop an annual planning cycle that includes both the academy and the member colleges to ensure clear vision and student centered growth.

Strategy:

- Focused environmental scan
- Develop annual work groups: Curriculum, Admissions, Student Services.
- Begin standardized planning approach.
- Define growth and how to measure it.
- Brainstorm reporting metrics.
- Survey best practices of growth for public safety training.

COMMUNICATION

Rough Goals:

- Board members, college liaisons etc. are aware of the consortium and its story and share information and best practices effectively.
- Regular communication and updates occur through presentations, orientations, and websites of member organizations to include guided pathways emphasis.
- Standardized/consistent story/marketing/messaging.

Goal:

- The Consortium supports the necessity of a unified web presence that celebrates the unique collaboration of the colleges and the development of a regular communication strategy to promote program success.

Strategy:

- Standardized marketing including local, regional, and state stakeholders.
- Research communication platforms and apply routine methods of connectivity between the member colleges and the Academy.
- Improve promotional opportunities and develop reports that highlight student achievement to include guided pathways programming.

FACILITIES

Rough Goals:

- Identify facilities needs driven by an Education Master Plan (or plans) and central site(s) for expansion.
- Identify revenue and other resources to implement plan, including grants and partnerships with agencies/industry. (short vs long term priorities)

Goals:

- Develop a SBRPSTC Facility Plan for Board approval by Spring 2020 that is informed by the Consortium's Educational Master Plan, Strategic Plan and Facility Needs Assessment that accounts for total cost of ownership.
- Identify revenue streams and partnerships to facilitate the development and maintenance of training facilities no later than Fall 2020.

Strategies:

- Complete, approve and publish the Strategic Plan
- Complete an Education Master Plan "light" in collaboration with member colleges that outline existing programs and any desired future programs.
- Conduct a facility needs assessment based on program needs (see EMP "light) that articulates a spectrum of needs ranging from critical-immediate needs to mid-range needs to long-term hopes and dreams.
- Begin identification of revenue streams working on parallel tracks with the development of the Facility Plan
- Prioritize the securing of resources in alignment with the immediacy of the need.
- Use power, influence and geographic distribution to leverage political influence to obtain state and federal funds.
- Invest in grant writing services to obtain grant funds in support of Facility Plan.
- Identify and assess existing member college current and proposed facilities that can meet SBRPSTC program needs.
- Conduct a pros and cons assessment of owning vs renting to meet facility needs.

COURSE DELIVERY AND ENROLLMENT

Rough Goals:

- Standardized, streamlined and compliant system that leverages existing tools and technology (including standardized course #s). Includes consideration for ongoing effectiveness of process.
- Board receives regular reporting on enrollment for planning purposes.

Goals:

- Develop standardized, streamlined compliant system for A & R within 12-18 months
- Develop standardized common, course numbering system for all Consortium courses and programs.
- New curriculum to come through the Consortium for common course numbering within 12-24 months

Strategies:

- Convene a Consortium workgroup with South Bay staff to identify solutions to standard, streamlined and compliant Admissions and Records systems.
- Incorporate resources into budget for Consortium to enable implementation.
- Twice a year, reconvene, debrief, course correction
- Convene working group of appropriate reps from each Consortium college to review and establish acceptable common course numbering.
- Communication strategy to member colleges to notify of new common course numbering system.

LEVERAGING JPA

Rough Goals:

- Recognized as a model RJV for the state.
- Maximizes opportunities for curriculum development/learning within pathways
- Strong engagement within CCCCCO.

- Leveraging (and developing) our brand.

Goal:

- Sometime in the future: Present evidence to the Chancellor that will demonstrate the legitimacy of the JPA Model and its potential for statewide application.

IMPLICATIONS OF FUNDING MODEL

Rough Goal:

- Determining how completions are tracked and distributed among members.
- Stabilize funding and leverage JPA voice to influence discussions at state level
- Remain flexible to adapt as state discussion continues
- Determining model for fair compensation to members providing facilities (ie Gavilan)

Goal:

- Implement a 5-year Funding Model that is aligned with member college goals and provides stable funding for Consortium operations.

Strategies:

- Assess
 - Current Funding Model
 - Programmatic demand for services
 - CCCCCO funding elements having potential impact
 - Member college priorities
 - Capacity of the Consortium
- Convene member college CBOs and Fiscal Agents as Funding Model advisory group
- Determine minimum funding vs additional needs and/or wants based upon college goals