



## College Council – IEPI PRT Presentation

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April 17, 2025



## What is an IEPI PRT?



- The Institutional Effectiveness and Partnership Initiative (IEPI) was launched in 2014 to help California's community colleges and college districts improve their operational effectiveness.
- It is uniquely positioned to help boost student success across the system by providing colleges and college districts the high-quality **technical assistance, professional development and resource tools** needed to achieve the goals and commitments contained in the California Community College's Vision 2030 through technical assistance by a Partnership Resource Team (PRT).



1. Letter of interest is submitted by CEO.
2. IEPI PRT members are assembled based on college needs from volunteer experts.
3. PRT visits the institution (typically) three times.
4. A **Menu of Options** is created by the PRT team for the college to consider – consists of professional development opportunities, regional and statewide workshops and webinars, and sample resources.
5. Based on the Menu of Options, the college selects its path forward and completes an **Innovation and Effectiveness Plan** (to be signed by the Academic Senate President and CEO).
6. Grants of up to **\$200,000** in seed money are available to help jump start initial work based on the I&EP.



## Partnership Resource Teams



- A team of subject matter experts is drawn from a pool of system and partner volunteers, with the team's composition based on a process that matches members' knowledge and experience with the areas of focus identified by the institution.
- IEPI draws heavily on community college personnel with the required expertise and familiarity within the system to assist institutions.
- Visits are scheduled based on need and readiness and on the calendars of institutional personnel and Partnership Resource Team members.
- Institutions will find that Partnership Resource Teams will work diligently to understand the issues, help develop solutions, and then assist in implementing those solutions with a focus on continuing improvement.





- Name of institution
- Description of successes (e.g., accreditation)
- Areas of Focus for IEPI PRT technical assistance
- Rationale for the Areas of Focus
- Mapping to [Vision 2030](#)
- Indication of the ideal time for the visit
- Signature of the institution's CEO
- Once initial approval is sought, the institution will be asked to provide a more detailed one- or two-page treatment on the Areas of Focus to help determine scheduling and prepare for the initial visit.



## California Community Colleges Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative  
Partnership Resource Teams  
Institutional Innovation and Effectiveness Plan**  
Date:

**Name of Institution:**

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A.	1. 2.			a. b.	a. b.	a. b.
B.	1. 2.			a. b.	a. b.	a. b.
C.	1. 2.			a. b.	a. b.	a. b.
D.	1. 2.			a. b.	a. b.	a. b.
E.	1. 2.			a. b.	a. b.	a. b.



## Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
<b>Total IEPI Resource Request (not to exceed \$200,000)</b>			

<b>Approval</b>	
<b>Chief Executive Officer</b>	
Name:	
Signature or E-signature:	Date:

<b>Collegial Consultation with the Academic Senate</b>	
<b>Academic Senate President</b>	
<i>(As applicable; duplicate if needed for district-level I&amp;EP)</i>	
Name:	
Signature or E-signature:	Date:

## 5 Areas of Focus



1. a comprehensive overview on the value and promise of **noncredit (continuing education)**, with special emphasis on short-term vocational and workforce preparation, and **not-for-credit (contract education)** courses and programs, aligned with meeting local labor market, regional, and state workforce priorities
2. **resources** referencing models, colleges, and professional development across the state that offer successful continuing education and contract education courses and programs
3. **tools and guidance** on how to best partner with statewide constituencies such as the Employment Training Panel, local workforce boards (e.g., Silicon Valley Workforce Development Board), America's Job Centers of California (e.g., NOVAworks), local chambers of commerce, Centers of Excellence, etc. to develop workforce training opportunities for local businesses and industry
4. **grant opportunities** and guidance on setting up **contracts** to support the establishment of continuing education and contract education offerings
5. development of a **data visualization** or repository that allows for the tracking of student and employee successes, completions, and certifications





- ✓ respond to **regional priority sectors**, established by the Bay Area Community College Consortium, to further advance economic and workforce development across our region
- ✓ provide **just-in-time training, upskilling, and reskilling** opportunities for employees
- ✓ pilot the **potential future creation of noncredit (and credit) curriculum** by first beta-testing the demand through contract education, where employers can quickly educate their employees and not wait on traditional state chaptering/approval processes
- ✓ create **alternative skill building opportunities** whereby workers that already completed coursework leading to degrees and certificates can fine-tune or even modernize their skills quickly and swiftly through short-term vocational and workforce preparation coursework, that is more flexible and responsive to industry needs, without necessarily having to enroll in a more traditional (and sometimes time intensive) credit course
- ✓ support a **college-going culture for new (and returning) adults**, looking to enter into higher education for the first time (or perhaps after an extended period away), that may first require a less intrusive, low stakes transition through noncredit or not-for-credit





- ✓ It is imperative that colleges remain responsive to the quickly changing evolutions in artificial intelligence, emerging technologies, and imposed tariffs on imported
- ✓ our state remain responsive and nimble in our strategic approach to workforce innovation and economic
- ✓ aligns with Governor Newsom’s California Master Plan for Career Education, which emphasizes strengthening regional coordination (goal 2), workforce training for young people and adults (goal 5), and access to and affordability of education and workforce training (goal 6)
- ✓ De Anza College is ready to design, plan, and prioritize strategies that will help us make enhancements in how we invite others to our college community, open the doors to create new opportunities for them, while removing barriers for employers and the workforce
- ✓ The ideal time for the first IEPI PRT visit would be **Fall 2025** with a follow-up visit in **Spring 2026** or **Fall 2026**.





QUESTIONS

