CALIFORNIA COMMUNITY COLLEGES
CONTRACT EDUCATION PROGRAM MODELS:

Program Developer Model:
Each person (manager) is responsible for generating business, follow-through with leads, contacts with clients, arranging for or conducting up-front business needs analysis (FEA), identifying business need based on business goals and results of FEA, identifying possible training and/or non-training solutions, bringing in appropriate subject matter expertise, negotiating and developing contracts with client and service providers (instructors, EWD centers, or vendors), scheduling, maintaining contact with client, providing customer service and follow-through, evaluation, and invoicing functions.

This is currently the model used most in contract education units. There is frequently more than one Program Developer in a college unit.

Advantages: Strong relationship building; one point of contact for client; less likelihood for miscommunication or problems to go unnoticed.

Disadvantages: More time consuming for Program Developer; less time for leads and new client development; need for staff with many competencies (see Competencies for Contract Education Professionals).

Sales Model:
Salespeople generate business, may conduct or arrange for FEA, hands off to a program developer for proposal development, delivers proposal to client, "makes the sale" and then hands off to a program developer or subject matter expert to follow through. Program developer then develops the relationship, develops subcontracts with service providers (instructors, centers, vendors), scheduling, maintaining most of the contact with client, providing customer service and follow-through, evaluation and invoicing functions. Works best with performance based pay and incentives as well as profiled/targeted hiring practices.

Advantages: Less time with each client; more time for leads development; possibility for more sales; salesperson focused primarily on sales; incentives for performance.

Disadvantages: More opportunities for miscommunication; hand offs, roles and responsibilities need to be clearly defined; less relationship building; more than one contact for client; need for two types of skilled staff – sales & program developer.

This model is currently used in only a few contract education units. It is difficult to "sell" services offered through our contract education and EWD centers since most of it is intangible to the client. Incentives can be challenging to implement within our community college cultures and organizations.

Contract Administration:
This would take contract administration out of the Program Developer model and could be used with the Sales model as well. The contract administrator would handle all of the details of the contracts including signatures, invoicing, timesheets and payment for services provided. Day-to-day operations and oversight such as scheduling, materials, instructors, follow-through, evaluation, etc. are handled by the program/project manager, often the subject matter expert.

Advantages: Takes some of the day-to-day contract administration out of the responsibility of the program manager; allows more time for program manager to develop new business and provide customer service; one person dealing with business office and internal processes.

Disadvantages: More than one contact for client; somewhat unclear definition of roles; additional staff necessary; responsibilities somewhat blurred; highly dependent on college culture and infrastructure.

This model is used in a few colleges that have multiple subject matter departments, centers or strong specialists in a given topical area. The subject matter experts focus on their area of strength while the detail work and internal processes are facilitated by another manager who works closely with them. It has only proven to work where there is an organizational structure and culture that shares resources and recognition. "Centers" are not the focus but rather the college and economic development unit are key focal point.

Note:
In each of these models if there is more than one program manager or more than one salesperson, it is necessary for the unit to clearly define and divide client base within the College or District service area. This can be done either by territory (city, county, region, etc.) or by industry (retail, manufacturing, service, transportation, etc.). Some divide their unit and various center(s) participation by subject or program being delivered (computer based, basic skills, technical skills, ESL, etc.) though they almost always organize operationally within one of the three models listed above. It is not recommended to divide by size of business as needs are universal across size. Staff should also be assigned specific professional organizations to attend on a regular basis.