



## San Diego/Imperial Counties Strong Workforce Program Employment Readiness & Job Placement Project Update 11.13.17

### Project Description

The purpose of this project is to develop an infrastructure and processes for a regional system that will provide all of the San Diego Imperial County community colleges with programs and services to develop workplace and career skills, including employment readiness skills, and acquire employment upon completion of their program of study. WestEd is working with San Diego Imperial community colleges to develop a system with the following three key functions:

- (1) proactive CTE career planning and job readiness skills development;
- (2) proactive, case-managed job placement for CTE students, especially in the priority sectors (health, life sciences/biotech, clean energy and transportation) and emerging sectors (advanced manufacturing and ICT/digital media); and
- (3) an online management system that provides for student tracking of progress, benchmark intervention, job placement and documentation of all services provided.

### Methodology and Approach

Guided by **human-centered service design** principles, WestEd will guide the Consortium in building the **human** an **electronic infrastructure** needed to implement such a system. Guided Pathways has emerged as the primary framework within California Community Colleges to support student completion. The SDIC Employment Readiness and Job Placement Project is aligning its efforts with this initiative.



Figure 1. Four Pillars of Guided Pathways

### Framework for Recommendations

1. Overarching Recommendations
  - a) Recognize career preparation as a central purpose of the college experience and align resources accordingly
  - b) Employ economies of scale in adoption and development; spread of best practices; provide ongoing professional development; model coherence for students and employers.
2. Recommendations for Strengthening and Align Processes to Support Students. Provide students with:
  - a) Early engagement (pre-entry); (b) dedicated resources to support separate courses for career preparation as part of orientation, before students create education and career plans and select courses; (c) career preparation into existing pathways courses; (d) access to advising and staff who can assist them; (e) a continuum of career exploration and work-based learning; (f) rigorous applied, project-based WBL experiences aligned with classroom instruction; (g) transitions to employment by providing comprehensive employment preparation, employment advising; (h) track attainment of critical skills; (i) and adequate support services. Additionally, make student outcome data available to faculty for program improvement purposes.
3. Recommendation for Adoptions and Development of Tools to Support Human-Driven Processes
  - a) Support linkages of existing tools to other system components to create a seamless support structure for students; (b) Leverage technology appropriately to support staff for planning guidance; (c) ensure overarching portability for students from entry, across colleges and into employment and further education; (d) and fill gaps in employment preparation and placement that are missing from electronic systems.

### Next Steps

- Committee Meeting, Monday, 12.11.17
- Committee Meeting, 11.18.18 (open to all interested stakeholders)
- Regional Retreat, Friday, 2.23.18