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**May 1, 2018**

TO:

FROM: Chito Gutierrez

Need Chito’s title here

**Regional Strong Workforce Program Scope of Work**

Please complete the form attached with the details on your SWP Project Plan. This will be used as a scope of work for the contract with your college. This is also the information needed to submit a Strong Workforce Plan in the statewide system NOVA

If you have questions about this request, feel free to contact Mollie Smith at [mollie.smith@gcccd.edu](mailto:sally.cox@gcccd.edu) or 619 644-7815.

**Regional Strong Workforce Project**

**Scope of Work**

**Project: Adoption and Integration of Onboarding Practices with Guided Pathways**

**Purpose of the Project:**

This RFA is to support colleges to work toward the adoption and integration of campus onboarding strategies – namely improved intake, orientation, and career exploration processes – with Guided Pathways efforts at the colleges.

This work will support the implementation of the Pathway Navigation action plan and help ensure alignment with Guided Pathways as a means to leverage efforts, promote systemic reform, and support the sustainability of proposed changes. Specifically, the Pathway Navigation Workgroup is implementing three best practices that align with the principles of Guided Pathways with regard to “Entering the Path”:

1. The development of an *intake form and practices* that are comprehensive enough to facilitate effective referral of students to appropriate programs and services.
2. An *orientation process* that welcomes students to the campus, effectively informs students — through interactive as well as electronic means — of all the programs and services available to them and serves as the first step to integrating students into their pathways or learning communities.
3. *Career guidance and exploration processes* that occur before students are required to select their courses of study and are integrated with education planning, thereby ensuring better “fit”, promoting student agency in selecting majors and courses, and supporting ongoing motivation and eventual completion.

**Context of the Project:**

The following section highlights the research and best practices identified through a review of the literature, interviews, and focus groups as critical for student success. The summaries below focus on the three onboarding strategies described above and provide a frame for the RFA.

Research suggests that early engagement for college and career planning with prospective students increases the likelihood of successful completion of high school diplomas, and also correlates with higher persistence rates in postsecondary (Edwards & Belfield, 2012; Barnett, 2016; Barnett, Fay, Trimble, & Pheatt, 2013). Research conducted into Guided Pathways colleges also found that mandatory pre-enrollment orientation for first-time students, when conducted in conjunction with cohesive integrated advising procedures, results in higher persistence rates and student satisfaction (Completion by Design, 2016).

Research also suggests transition into the college environment begins with coordinated “high-touch” engagement to assist students in aligning skills and interests with career and educational goals; help students understand and effectively navigate administrative requirements, timelines, and financial aid; and provide guidance with course selection and scheduling, as well as access to student supports.

*Intake/Orientation*

Intake and orientation provide opportunities for colleges to acquaint new students with the full spectrum of pathways, courses, experiences, and services available at the college. The most effective of these begins prior to matriculation, so that upon entry, students are equipped with information and supports needed to successfully navigate and complete programs of study (Completion by Design, 2016).

Many interviewed noted the importance of incorporating career assessment and early exploration activities (or minimally meeting with a career advisor) into the orientation process. Focus group participants also expressed a desire to front-load career planning into orientation, which ideally would be customized based on students’ interest, program area, and/or needs.

*Career Exploration before Education Planning*

Early in students’ enrollment processes, academic skills are evaluated using a multiple measures approach and conducted in conjunction with career assessments and skills inventories (Completion by Design, 2016; Jenkins & Fink, 2015; Mejia, Rodriguez, & Johnson, 2016). Measuring attainment of student learning outcomes through the use of targeted assessments is a key feature of effective pathways (Jenkins, Lahr, & Fink, 2017).

Many interviewees noted the importance of incorporating career assessment and early exploration activities (or minimally meeting with a career advisor) into the orientation process. The preferred sequence of steps involves 1) identifying students’ aptitudes, 2) career exploration activities,

3) pinpointing a preferred pathway, and 4) creating a detailed education plan. However, since career exploration and assessment are not required, students typically skip this and jump right into coursework.

Career exploration is a key element of high-quality career technical education (CDE & CCCCO, 2008). It is also a key element of Guided Pathways (Jenkins et al., 2017). Career exploration should be iterative and developmental, providing opportunities for students to develop their decision-making and metacognitive skills (Karp, 2013). It should also precede academic planning, and continue throughout a student’s tenure at the college, with successive work-based learning experiences, and even during the job placement stage, to help students respond flexibly to the outcomes of job-seeking.

Best practices documented in the literature suggest career and education planning is a long-term endeavor (Scrivener, Weiss, & Sommo, 2012), informed by outcomes of pre-engagement activities, assessments, and skills inventories (Karp & Stacey, 2013), which should culminate in academic and career plans that are utilized by both students and advisors throughout college (Jenkins et al., 2017; Kalamarian, Karp, & Ganga, 2017a). Career advising and planning should precede academic advising, enabling students to explore options before making selections about coursework (Karp, 2013).

**Requested Scope of Work:**

This RFA is to support all colleges in adopting and scaling the three strategies described above: improved intake forms and processes, improved orientation processes, and career exploration before education planning.

Prior to submitting an application, colleges must attend an informational session, complete a self-assessment, and participate in at least one, one-on-one consultation. These activities are designed to support the application development process, so that colleges can maximize this opportunity. Specifically:

* The *informational session* will provide background information about the purpose and goals of the funding, explain the application process, and answer questions. This meeting should be attended by a team made up of the Guided Pathways lead and staff and the individuals responsible for onboarding — intake, orientation, career guidance and counseling.
* The *self-assessment* will be used as the basis for proposed activities described in the application. Depending on the results of the self-assessment, colleges may focus on one, two, or all three strategies. The self-assessment will be due prior to the first one-on-one consultation.
* The *one-on-one consultation* will offer colleges the opportunity to discuss ideas and receive feedback on their applications before submission.

After the grants are awarded, each college will again convene their team of onboarding and Guided Pathways staff to refine and carry out the proposed plan. These Guided Pathways/Onboarding teams will be expected to meet within their own colleges on a regular basis to plan and monitor implementation. Colleges will be required to document their efforts through meeting minutes and brief quarterly reports on progress-to-date. Teams will also reconvene with their colleagues in the region every quarter to report on progress, share learning, meet with their counterparts in other colleges to solve problems, and update their plans.

**Timeline:**

* September 26: Informational Session
* October: Self-Assessments due prior to first one-on-one consultation
* October – November: One-on-One Consultations
* November 30: Proposals due
* January 2019: Funding available

**Which Task Force Recommendations does this meet?**

Student Success: Improve CTE student program and outcomes.

**Regional Strong Workforce Implementation Recommendations:**

1. **Pre-enrollment engagement**

1.1 Connections with high schools and adult schools

1.2 Intake forms

1.3 Early career exploration

1. **Differentiated orientation, comprehensive assessment, coordinated advising**
   1. Differentiated orientation
   2. Comprehensive assessment
   3. Consistent and coordinated advising
2. **Career and education planning**

#### Transfer plans linked to career and education plans

#### Career plans before education plans

* 1. Early career exploration opportunities for students
  2. Staff capacity-building
  3. Career preparation orientation courses

**PLEASE COMPLETE THE SECTIONS BELOW**

**For which components are you applying? *(check all that apply)***

* The development of an **intake form** **and processes** that are comprehensive enough to facilitate effective referral of students to appropriate programs and services
* A comprehensive **orientation process**
* **Career guidance and exploration before — and integrated with -- education planning**

**Description of proposed project**

*For each component, describe the findings from your self-assessment and your proposed efforts based on those results***.**

Intake

Orientation

Career guidance and exploration before education planning

**Description of proposed alignment and integration:**

*Please describe how the selected components leverage, expand upon, or reinforce your Guided Pathways work.*

Intake

Orientation

Career guidance and exploration before education planning

**Description of communication strategies or committee processes:**

*Please describe the communication strategies or committee processes you will use to ensure that the Guided Pathways work and the Onboarding work stay connected (e.g., common participants, common monthly meetings, integration of Employment Readiness into regular Guided Pathways meetings, ongoing communication processes, etc.)*

**What specific student needs motivate this project and how will the project address these needs?**

*Examples include**wide diversity of needs requiring better differentiation of services, high need for referrals to proactive support services, poor**persistence rates among some populations, language and cultural issues that impede robust career exploration, etc. Note, these needs will serve as the basis for the metrics proposed below.*

**Target Population:**

*What is your target population for each of the Onboarding strategies that are the focus of your application, based on your self-assessment?*

|  |  |
| --- | --- |
| **Component** | **Target Population** |
| * The development of an **intake form and processes** that are comprehensive enough to facilitate effective referrals of students |  |
| * A comprehensive **orientation process** |  |
| * **Career guidance and exploration before education planning** |  |

**Industry Sector:** All sectors

**Start date:**

**End date:** July 30, 2019

**Lead Institution:**

**Action Plan**

What are the major activities and outcomes? *Please complete the following action plan with the timeline or due date*.

|  |  |  |
| --- | --- | --- |
| **Action Plan** | | |
| **Major Activities** | **Timeline or Due Date** | **Major Outcomes** |
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**Investment Plan:**

**Strong Workforce metrics and leading Indicators that you expect to impact with this project, with Baseline & Baseline Year:**

Relevant Strong Workforce Metric (e.g. Students completing education plans informed by career exploration; Course enrollments or number of students who receive a degree or certificate; number of students placed in jobs):

Relevant Leading Indicators (e.g. Number of students completing new Intake Form; referrals made based on Intake Form; number of students participating in new Orientation; feedback from students; career guidance and exploration opportunities provided; counselors engaged in ensuring encouraging career guidance/exploration before education planning, etc.):

**Recommendations for Next Steps:** *Please describe the following:*

***Evaluation:*** *What processes will you use to evaluate your efforts?*

***Evidence:*** *What evidence will you use to determine which practices to adopt or expand?*

***Continuous improvement****: How will you integrate what you have learned from this early implementation work to scale the changes and work toward sustainability?*

**Responsible Person and Contact Information:**

**Participating Institutions:**

**Total budget:** $50,000 to cover release time or stipends for faculty and staff. (Convening costs for four whole group convenings will be covered by the SWP)

**Use of Funds:**

*Please describe how you will allocate the budgeted sum of $50,000 to faculty and staff, whether through release time or stipends.*

*Please describe how you will leverage additional resources to accomplish your goals, as appropriate.*

**Budget:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Object** | **Classification** | **List of Budgeted Expenses** | **Total** |
| 1000 | Instructional Salaries |  |  |
| 2000 | Non-instructional Salaries |  |  |
| 3000 | Employee Benefits |  |  |
| 4000 | Supplies and materials |  |  |
| 5000 | Other Operating Expenses and Services |  |  |
| 6000 | Capital Outlay |  |  |
| 7000 | Other Outgo |  |  |
| **Total Program Costs** | | |  |

Indirect is not permitted on this project.

If you have questions about the grant or this request, feel free to contact [cgutierrez@gcccd.edu](mailto:cgutierrez@gcccd.edu) or 619-644-7597.

**INSERT References and Citations here**