[](http://foundation.gcccd.edu/donate/)

**September 26, 2018**

TO: CE Deans

CIO’s

CSSO’s

FROM: Chito Gutierrez, Director of Operations

**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 Claudia Estrada at [cestrada@sdccd.edu](mailto:cestrada@sdccd.edu) or Mollie Smith at [mollie.smith@gcccd.edu](mailto:sally.cox@gcccd.edu) or 619 644-7815.

**Note from Mollie:** This will be different from the reference at the bottom. If they have questions about the RFA they can contact Claudia or I. If they have questions about the response process they should contact Chito.

**Regional Strong Workforce Project**

**Scope of Work**

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

**SSSP and Student Equity**

**Context and Purpose of the Project:**

Community college student data from San Diego and Imperial Counties reveal that program persistence and college completion rates are low, unemployment of CE students after leaving the colleges is over 30%, and nearly 40% of CE students leaving the colleges had not attained a living wage when queried after exit. In addition, while in college, many students are homeless or face food insecurity.

Strong onboarding practices are essential to ensure that students successfully start and complete their college experiences, transition successfully to further education and careers, and attain economic security. This is a fundamental “pillar” of Guided Pathways, and is consistent with the principles of underlying both SSSP and the Student Equity initiatives. The Strong Workforce Program (SWP) adds value to these initiatives by intentionally connecting students to programs and services that are relevant and engaging, and that support their long-term career goals.

The purpose of 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 – within Guided Pathways efforts at the colleges.

A work group, called the “Pathway Navigation” work group, has created an action plan to strengthen practices related to student entry into the colleges and navigation into and through their pathways. The work outlined in this RFA 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.

**Research that Supports 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). Student focus group participants corroborated the need for better information and navigational support.

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’ interests, 2) career exploration activities, 3) pinpointing a preferred pathway, and 4) creating a detailed education plan. However, interview respondents reported that this sequence is not common practice.

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 will 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.
* Participation by at least one team member in the *Technology Working Group*, to contribute to the adoption and/or configuration of tools that can support progress in students’ pathway navigation.

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 held accountable for meeting milestones established in their own plans and will submit brief quarterly reports on progress-to-date, using a template to be provided. The Pathway Navigation Workgroup will review quarterly reports and provide feedback as appropriate. In addition, collaboration with other teams will be encouraged through a community of practice and learning events.

**Timeline:**

Pre-Application:

* September 1-25:
  + Designation of participants for Informational Meeting
  + Review of Self-Assessment
* September 26: *Informational Session* (bring preliminary response to self-assessment)
* September 27: *Technology Opportunity Assessment Workshop* (at least one team member from *Informational Session* attends)
* October 1-31:
  + Completion of self-assessments
  + Due prior to first one-on-one consultation
* October 1 – November 15: One-on-One Consultations with WestEd
* November 30: Applications due

Year 1 Project Activities:

* January 2019: Year 1 Funding available
* March 31, 2019: Progress Report #1.1
* June 30, 2019: Progress Report #1.2
* September 30, 2019: Progress Report #1.3
* November 30, 2019: Progress Report #1.4 and updated Year 2 plan
* December 20, 2019: Final Year 2 plan, if applicable

Year 2 Project Activities:

* January 2020: Year 2 Funding available, contingent on full completion of year 1
* March 31, 2020: Progress Report #2.1
* June 30, 2020: Progress Report #2.2
* September 30, 2020: Progress Report #2.3
* November 30, 2020: Progress Report #2.4 and updated Year 3 plan
* December 18, 2020: Final Year 3 plan, if applicable

Year 3 Project Activities:

* January 2021: Year 3 Funding available, contingent on full completion of year 2
* March 31, 2021: Progress Report #3.1
* June 30, 2021: Progress Report #3.2
* September 30, 2021: Progress Report #3.3
* December 17, 2021: Final Progress Report #3.4

**Which equity goals, SSSP goals and Guided Pathway components does this meet?**

* Equity: To meet the needs of underrepresented and marginalized student populations.
* Student Success: To improve matriculation and career and education planning for student success outcomes.
* Guided Pathways Framework: To create practices that support clarifying the path, entering the path, and staying on the path.

**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**
   1. Transfer plans linked to career and education plans
   2. Career plans before education plans
   3. Early career exploration opportunities for students
   4. Staff capacity-building
   5. Career preparation orientation courses

**PLEASE COMPLETE THE SECTIONS BELOW**

**Colleges will be expected to make improvements in all three components of practice described in this RFA, at whatever levels required to address needs identified in the Pathway Navigation Self-Assessment:**

* 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 education planning**

**Description of proposed project**

*For each component, describe 1) the findings from your self-assessment, 2) your proposed strategies based on those results, and 3) what evidence you will use to determine which practices to adopt or expand.*

Intake

Orientation

Career guidance and exploration before education planning

**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:**

*Based on your self-assessment, what is your target population for each of the onboarding strategies that are the focus of your application?*

|  |  |
| --- | --- |
| **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** |  |

**Description of proposed alignment and integration:**

*For each component for which you are applying, describe how the component leverages, expands upon, or reinforces your Guided Pathways, Equity, and/or SSSP work.*

Intake

Orientation

Career guidance and exploration before education planning

**Action Plan:**

*What are the major activities, outcomes, and milestones? Please complete the following action plan with the timeline or due date and milestones from January 2019-December 2021*.

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Plan** | | | |
| **Major Activities** | **Timeline or Due Date** | **Major Outcomes** | **Evaluation / Milestone** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Description of Evaluation Efforts:**

*What processes will you use to evaluate your efforts? How will you measure progress (include frequency and methodology)?*

**Description of Continuous Improvement:**

*How will you integrate what you learn from your evaluation efforts to adjust and inform future activities? How will what you do in year 1 inform what you do in year 2? Subsequently, how will what you do in year 2 inform what you do in year 3?*

**Sustainability:**

*At the end of year 3, how will you institutionalize this work? How will you ensure ongoing implementation?*

**Description of internal communication strategies:**

*Please describe the internal communication strategies you will use to ensure stakeholders stay informed about the project’s progress. How will the Guided Pathways work and the onboarding work stay connected (e.g., common participants, common meetings, integration of Pathway Navigation into regular Guided Pathways meetings, etc.)?*

**Anticipated needs for professional development:**

*Please describe the areas in which you may need professional development, whether in one of the content areas (intake, orientation, or career planning) or in change management, reporting, etc.*

**Change management and reporting:**

*Please describe how you will manage the change process and address the documentation and reporting requirements of the project (e.g., quarterly progress reports, shared learning, collaborative problem-solving, and regular plan updates)? How will you monitor implementation?*

**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 SSSP Metrics add the actual SSSP metrics here*

*Relevant Student Equity goals: add the relevant Equity goals here*

Relevant Leading Indicators. The following Leading Indicators (indicators of progress toward goals) have been established for the Pathway Navigation work.

Intake

* Development or adoption of a student intake form, as needed, that captures critical information to support students’ entry into pathways or programs or referral to services.
* Number of students completing a comprehensive intake process

Orientation

* Creation of a college orientation program, as needed, that includes career exploration; targeted exposure to pathways, programs, and services; and a face-to-face component, in addition to an online component.
* Number of students participating in orientation programs that include career exploration, targeted exposure to pathways, programs, and services; and a face-to-face component, in addition to an online component.

Career Planning Before Education Planning

* Number of students completing career exploration activities, including career planning sessions, before education planning.
* Number of students attending initial career counseling sessions before education planning session.
* Number of students attending career planning follow-up sessions before education planning session.
* Number of students attending Education Plan Update sessions after career planning activities.

*Please describe how you will track these metrics:*

**Core team:**

The core team will be expected to carry out the following functions:

* Meet regularly
* Implement and monitor progress on the action plan
* Oversee the work of staff throughout the campus who may be carrying out components of the work
* Collect, or work with others to collect, data on leading indicators
* Prepare quarterly progress reports
* Conduct annual self-assessments to inform updates to Action Plans
* Identify needs for professional development on their campuses
* Collaborate with other teams and WG 3 leadership to organize regional professional development as appropriate
* Collaborate with other teams for mutual learning
* Identify team members who will support technology adoption and configuration, if appropriate, and who will maintain communication between the team and the technology efforts
* Identify recommendations for policy changes that may support students’ pathway navigation, for discussion among the teams and with SWP leadership

*Please identify the members of the core team—including faculty and staff who lead or participate in onboarding, SSSP, student equity, and Guided Pathways initiatives—that will lead the work supported by the funds provided through this RFA, including titles and primary areas of focus (e.g. intake, orientation, career planning, technology, etc.).*

**Industry Sector:** All sectors

**Start date:** January 1, 2019

**End date:** December 31, 2021

**Participating Institutions:** Region 10

**Lead Institution:**

**Responsible Person and Contact Information:**

**Investment Plan:**

**Use of Funds:**

Total budget: The project allocates $225,000 across 3 years to meet goals identified by the self-assessment (cover such costs, such as release time or stipends for faculty and staff).

*Please describe how you will allocate the budgeted allocation each year to meet your goals, whether through release time, stipends, or other resources.*

|  |  |
| --- | --- |
| **Funding Year** | **Allocations** |
| Year 1  January—December 2019  ($50,000) |  |
| Year 2  January—December 2020  ($100,000) |  |
| Year 3  January—December 2020  ($75,000) |  |

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

**Budget:**

*Please provide a budget for each of three years, totaling each year to the annual allocation, and across years to $225,000.*

**Year 1 Budget (January-December 2019):**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **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.

**Year 2 Budget (January 2020-December 2020):**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **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.

**Year 3 Budget (January 2021-December 2021):**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **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 process for responding to this RFA request, feel free to contact [cgutierrez@gcccd.edu](mailto:cgutierrez@gcccd.edu) or 619-644-7597.

**References:**

Barnett, E. (2016). *Building student momentum from high school into college. Ready or not: It’s time to rethink the 12th grade.* Jobs for the Future. Retrieved from <http://files.eric.ed.gov/fulltext/ED564836.pdf>

Barnett, E. A., Fay, M. P., Trimble, M. J., & Pheatt, L. (2013). *Reshaping the college transition: Early college readiness assessments and transition curricula in four states. A state policy report.* Community College Research. Retrieved from <http://files.eric.ed.gov/fulltext/ED565659.pdf>

California Department of Education & California Community Colleges Chancellor’s Office. (2008). *California state plan for career technical education.* Sacramento, CA: California Department of Education.

Completion by Design. (2016). *Building guided pathways: Practical lessons from Completion by Design Colleges.* New York: Teachers College, Columbia University, Community College Research Center.

Edwards, L., & Belfield, C. (2012). *Dual enrollment: Helping make college a reality for students less likely to go.* ERIC. Retrieved from <https://eric.ed.gov/?id=ED533753>

Jenkins, D., Lahr, H., & Fink, J. (2017). *Implementing guided pathways: Early insights from the AACC pathways colleges.* New York: Community College Research Center at Teachers College, Columbia University. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/implementing-guided-pathways-aacc.pdf>

Jenkins, D., & Fink, J. (2015). *What we know about transfer*. New York: Columbia University, Teachers College, Community College Research Center.

Kalamkarian, H. S., Karp, M. M., & Ganga, E. (2017a). *Creating the conditions for advising redesign.* New York: Columbia University, Teachers College, Community College Research Center.

Karp, M. J. M. (2013). *Entering a program: Helping students make academic and career decisions.* New York: Community College Research Center at Teachers College, Columbia University. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/entering-a-program.pdf>

Karp, M. J. M., & Stacey, G. W. (2013). *Student success courses for sustained impact.* New York: Columbia University Academic Commons. Retrieved from <https://academiccommons.columbia.edu/catalog/ac:170511>

Mejia, M. C., Rodriguez, O., & Johnson, H. (2016). *Preparing students for success in California’s community colleges.* San Francisco: Public Policy Institute of California. Retrieved from <http://www.ppic.org/content/pubs/report/R_1116MMR.pdf>

Scrivener, S., Weiss, M. J., & Sommo, C. (2012). *What can a multi-faceted program do for community college students? Early results from an evaluation of Accelerated Studies in Associate Programs (ASAP) for developmental education students*. New York: MDRC.