**Strong Workforce Program Implementation Project**

***Workgroup Action Plan***

*Last Updated: June 5, 2018*

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| **Middle & High School Engagement (WG#2)** | |
| **Workgroup Leads:**  Jennifer Lewis  Jesse Lopez  Sonia Lira | **Staff Support:** Leslie Blanchard |

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| **Membership\*** | | | |
| **Name** | **Affiliation** | **Role/Title** | **Phone and Email** |
| Angela Tilley | Grossmont College partner | CTE Program Assistant | 619-644-7160, [angela.tilley@gcccd.edu](mailto:angela.tilley@gcccd.edu) |
| Erika Arangure | Grossmont College partner | CTE Program Coordinator | 619-454-1207, [erika.arangure@gcccd.edu](mailto:erika.arangure@gcccd.edu) |
| Erin Thomas | MiraCosta College partner | Role/Title | #, [ethomas@miracosta.edu](mailto:ethomas@miracosta.edu) |
| Genevieve Esguerra | San Diego Mesa College partner | Outreach Coordinator | 619-388-2230, [gesguerr@sdccd.edu](mailto:gesguerr@sdccd.edu) |
| Glyn Bongolan | Palomar College partner | General/STEM Counselor | #, [gbongolan@palomar.edu](mailto:gbongolan@palomar.edu) |
| Heather Cavazos | K-14 support staff | Industry Connections Coordinator (CTE Regional Pathways/GC) | 619-644-7868, [heather.cavazos@gcccd.edu](mailto:heather.cavazos@gcccd.edu) |
| Kate Miller | Cuyamaca College partner | CTE Support Specialist | 619-660-4695, [Kate.Miller@gcccd.edu](mailto:Kate.Miller@gcccd.edu) |
| Leroy Brady | Key talent partner | ICT Deputy Sector Navigator | 619-388-3999, [lbrady@sdccd.edu](mailto:lbrady@sdccd.edu) |
| Lorie Howell | San Diego Continuing Ed partner | Dean GED/HS Diploma/Basic Skills | #, [lhowell@sdccd.edu](mailto:lhowell@sdccd.edu) |
| Monica Rosas | K-14 support staff | Industry Connections Specialist (CTE Regional Pathways/GC) | 619-644-7197, [monica.rosas@gcccd.edu](mailto:monica.rosas@gcccd.edu) |
| Roxanne Nunez | Imperial Valley College partner | CTE Counselor | 760-355-6136,  [roxanne.nunez@imperial.edu](mailto:roxanne.nunez@imperial.edu) |
| Theresa Savarese | San Diego City College partner | CBTE Faculty/Department Chair | 619-388-3367,  [tsavares@sdccd.edu](mailto:tsavares@sdccd.edu) |

\*this is only the core working group; the larger representative stakeholder group is below

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| **Purpose**  What is the charge/purpose of the workgroup? |
| The purpose of this workgroup is to better prepare K-12 students for community college through robust career exploration, engagement, and exposure; provide connections for students to select a college major that matches an established interest; and reduce the trend of unneeded college units within a student's course load. This workgroup will also ensure that parents and educators are part of the student preparation process, and are made aware of the countless high-wage, high-demand jobs available for students. |

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| **Outcomes**  What will the workgroup accomplish? |
| The workgroup will increase middle and high school students’ knowledge of career opportunities, improve 21st-Century Skills, and better engage young students in career education to strengthen the pipeline of students prepared to bridge the middle skills job gap. In addition, educators will gain further understanding of the importance of career development over the grade and age spans and thereby will be able to support a growing number of students. Parents will also gain insights that will enable them to better support their children, and may also benefit themselves. |

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| **Related Recommendations**  *See full text of recommendations in “Resources” section below* | **Related GP Element/ Pillar** |
| 1. **Pre-Enrollment Engagement:**     1. Connections with high school and adult schools    2. Early career exploration  * Increase awareness of career options in middle school and awareness and engagement in high schools. * Develop strategies to ensure incumbent workers have clear goals when they enter a program of study. | Enter the Path  (Pillar 2) |

**Action Plan Details**

Identify, including timeline, due dates, person responsible, and resources needed (time, support, funding)

| **Action Plan**  Referencing the recommendations, what are the specific actions to be completed by the workgroup? | | | | |
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| **Action** | **Timeline or Due Date** | **Person Responsible** | **Resources Needed**  (e.g., time, materials, funding such as faculty summer stipends) | **Support Needed**  (e.g., policy, stakeholder engagement) |
| 800 students will participate in 8 events in 7 sectors. | Fall & Spring semesters/4-6 hours for each event | -Sonia Lira  -Monica Rosas  -Heather Cavazos | -Monthly 2-hour planning meetings  -Supplies/materials for registration, breakout sessions, etc.  -Venue (primarily community college campuses)  -Food for all attendees | -Planning committee for each event including K-14, industry and community partners  -Keynote speakers  -Educators & students  -Volunteers |
| 750 K-12 students will participate in work-based learning opportunities (including mock interviews, guest speakers, career readiness training, job shadows, internships, mentorships, etc.) available in 7 sectors | Fall, Spring & Summer semesters/various hours depending on activity | -Monica Rosas  -Heather Cavazos | -Ongoing planning primarily done via phone/email  -Supplies/materials for activities  -Venue (K-12 campuses and industry/college settings) | -K-14, industry and community partners  -Educators & students |
| 400 K-14 educators will increase knowledge and skills through 4 professional development events in 7 sectors. | Fall & Spring semesters/4-6 hours for each event | -Sonia Lira  -Monica Rosas  -Heather Cavazos | -Monthly 2-hour planning meetings  -Supplies/materials for registration, breakout sessions, etc.  -Venue | -Planning committee for each event including K-14, industry and community partners  -Keynote and breakout session speakers  -K-16 and community based teachers/faculty & counselors  -Volunteers |
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| **Calendar of Activities**  Summary of key activities (e.g., meetings), milestones, and deliverables | | |
| **Date** | **What** | **Who** |
| *Review calendar of events* |  |  |
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| **Communication Plan**  How will the workgroup communicate with one another, other workgroups, and stakeholders? |
| -Ongoing communication via email and telephone  -Monthly/bi-monthly 1.5-hour planning meetings  -Leads will serve on monthly Workforce Development Council, Implementation Committee and other Strong Workforce meetings |

**Resources to Support Workgroup**

**Resources**

(list of resources helpful for this workgroup such as committee recommendations, existing toolkits, etc.)



**Related workgroups**

(overlap/connection with other workgroups)

* Career Pathways (Lead: Jen Patel)
* Employer Engagement and Job Development (Lead: Margie Fritch)
* Deputy Sector Navigators (Lead: Mollie Smith)
* Professional Development (Lead: Mollie Smith)

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| **Key Stakeholders** | | | |
| **Name** | **Affiliation** | **Role/Title** | **Phone and Email** |
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| **Related Recommendations (Full Text)** |
| **ENTERING THE PATH (Pillar 2)** |
| 1. **Pre-Enrollment Engagement:**   **1.1 *Connections with high schools and adult schools.*** Begin the pre-enrollment process with linkages to high schools and adult schools. Expand opportunities for dual and concurrent enrollment classes, work with high schools and adult schools to locate college counselors or advisors in their schools to begin the exposure and orientation process before students arrive at the colleges. Also collaborate with WIOA staff in America’s Job Centers to ensure that students referred to the colleges have clear goals before they arrive on campus.  **1.3 *Early career exploration.*** Offer students career exploration opportunities, such as career assessments and time to speak with career guidance staff. Leverage other funding sources to collaborate with middle schools, high schools, adult schools, and WIOA staff in offering informational interviewing, job shadowing, and other employer-engaged career exploration opportunities before the students arrive at the colleges.  **Additional relevant recommendations**   * Increase awareness of career options in middle school and awareness and engagement in high schools. * Develop strategies to ensure incumbent workers have clear goals when they enter a program of study. |