**Strong Workforce Program Implementation Project**

***Workgroup Action Plan for Goal 4: 21st Century Skills***

*Last Updated: June 19, 2018*

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| **Employment Readiness (WG#3)**  **Goal #4: 21st Century Skills** | |
| **Workgroup Lead:** Claudia Estrada | **Staff Support:** Leslie Blanchard |

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| **Membership\* (this will be the Group #3 membership)** | | | |
| **Name** | **Affiliation** | **Role/Title** | **Phone and Email** |
| Donna Davis |  |  |  |
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\*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? |
| Develop the work plan for helping faculty with incorporating instruction of 21st Century Employability Skills into existing course content. While all faculty will be invited to participate in the professional development activities outlined, career education faculty, work-based learning faculty, and career center faculty and staff will be actively recruited to participate. |

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| **Outcomes**  What will the workgroup accomplish? | |
| **Research:**   * Development and completion of survey of all faculty at each of the 10 colleges in the region on the 21st century skills currently embedded in their curricula, the lesson plans and pedagogical strategies for teaching the skills, and how they assess learning of 21st century skills   **Development:**   * Availability of pre-post ~~soft~~ skills assessment * Lesson plans that embed 21st century skills into curriculum * Repository of best practices on regionally accessible Canvas “class” or web page that links to each college’s PD web pages   **Professional development:**   * Completion of professional development for faculty, resulting in faculty embedding of 21st century skills into curriculum   **Implementation strategies:**   * Multiple Skills Symposia to be offered at each of the 10 colleges * Each Skills Symposium results in recruitment/identification of at least 5 faculty who will identify the skill they will teach, prepare a lesson plan, implement it, then share their experience at a future Skills Symposium; each faculty member will receive $100 stipend.   (The first symposium will be developed as a result of the initial survey; 5 faculty per campus will be invited to present/share their best practices for 21st century skill instruction with the colleagues on their respective campuses. As a result of attending the Skills Symposium, 5 new/different faculty on each campus will agree to develop, teach, and present/share their skills lesson at a successive Skills Symposium. This “pay it forward” strategy will repeat, following each successive professional development opportunity. All lessons will be made available to all faculty in the region via a Canvas “class” or web page that links to each campus’s PD site.)   * New World of Work professional development opportunity for faculty resulting in the development, implementation, and presentation/sharing of lesson plans at successive Skills Symposia on each of the regional college’s campuses * Career Ready Guide curriculum available to faculty to incorporate the National Association of Colleges and Employers (NACE) career competencies into their curricula resulting in the development, implementation, and sharing of lesson plans at successive Skills Symposia on each of the regional college’s campuses | |
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| **Related Recommendations**  *See full text of recommendations in “Resources” section below* | **Related Guided Pathway Element**  **and Pillar** |
| 1. **Establish 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 plansCareer plans before education plans  * 1. Early career exploration opportunities for students   2. Staff capacity-building   3. Career preparation orientation courses  1. **Pathway participation and career preparation**   Embed career preparation through 21st century skills instruction into the curriculum at each of the 10 college’s in the region | Enter the Path (Pillar 2)  Enter the Path (Pillar 2)  Enter the Path (Pillar 2)  Ensure Learning  (Pillar 3) |

**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) |
| **Research:**   * Development and completion of survey of all faculty at each of the 10 colleges in the region on the 21st century skills currently embedded in their curricula, the lesson plans and pedagogical strategies for teaching the skills, and how they assess learning of 21st century skills   + Develop survey   + Administer survey   + Analyze survey results | April-August, 2018  September/October 2018  October/November  2018 | West Ed in consultation with  WG #3 and 3.4 members  Each college’s CE/SWP Dean in collaboration with their VPI, S/P, and identified stakeholders in the far right column that compose the workgroups to be formed on each campus | Faculty summer stipends for workgroup participation  The Single Point of Contact from the Assessment RFA. | CE Deans and SWP Deans work closely with VPIs and S/Ps to develop a workgroup on each campus tasked with project implementation. Workgroup membership includes:  Academic Senate presidents/designees,  PD Coordinators,  Outcomes Committee faculty leads,  Guided Pathways faculty leads  Curriculum Committee faculty |
| **Development:**   * Create/adopt pre-post skills assessment (ILO, 21st C, NACE)   + Identify existing assessments   + Develop rubric for evaluating assessments   + Evaluate assessments   + If appropriate assessment is found, pilot assessment | Fall 2018  Fall 2018  Fall 2018  Spring 2019 | Workgroup #3 and 3.4 members  West Ed  College campus workgroups (see “Research,” above) to assist with implementing the pilot  Key faculty identified via survey who are interested in piloting assessments | Funds for contract with vendor(s)  Clerical assistance to ensure clear communication regarding pilot processes and goals  Stipends for key faculty to pilot assessments (at least 2 per college x 10 colleges)  Research staff to analyze assessment results by college and regionally | See “Research,” above  Outcomes Committee faculty leads on each campus  Key faculty interested in piloting assessment |
| **Professional development:**   * For all faculty on embedding 21st century skills into CE and GE curriculum * Development of community of practice to provide information and resources to faculty seeking to implement one of the best practices lesson plans presented at any of the Skills Symposia | Ongoing for each semester of the project  Survey Results Skills Symposia by 11/18  NWOW Training and Successive Skills Symposia (9/18 and 2/19)  Career Ready Skills Symposia by 4/19  Best Practices Skills Symposium from any professional development event  by October 2019 | Claudia Estrada  West Ed  Workgroup #3 and 3.4 members  College campus workgroups (see “Research,” above)  Key faculty who will be developing, implementing, and sharing skills lessons | Administrative Support  Symposia Meeting Space (Maybe Mesa)  Food for meetings/symposia  Materials  Stipends for faculty to participate in the workgroup  Stipends for faculty to develop then present their best practice skills lesson at the Skills Symposia  Contract for Career Ready Skills Guide  Web support for maintaining the best practices skills lesson pages | See “Research,” above |
| * Develop a repository of best practices on regionally accessible Canvas “class” or web page that links to each college’s PD web pages | May, 2-18 onward | Claudia Estrada, All  Workgroup #3 and 3.4 members  West Ed  College campus workgroups (see “Research,” above) to assist with implementing the pilot  Key faculty who will be developing, implementing, and sharing skills lessons | Administrative Support  Web support for maintaining the best practices skills lesson pages  AIS Department representatives  Distance learning, online, faculty coordinators at each campus | Instructional Services at all campuses.  See “Research,” above  Distance learning, online, faculty coordinators at each campus |
| • Create lesson plans that embed 21st century skills into curriculum | Sept.-Dec. 2018  Fall 2018 - ongoing | Faculty receiving professional development and presenting at Skills Symposia | Faculty stipends  Clerical/Web assistance  “Host” campus | See “Research,” above  Distance learning, online, faculty coordinators and AIS staff at each campus |
| * Assess effectiveness of project by surveying participants at each Skills Symposium and by surveying faculty/staff/administrators involved in project implementation | Fall 2018 – ongoing at symposia with final survey to be completed by 10/19 | Workgroup 3, 3.4  Campus workgroups  West Ed | Clerical assistance  Research staff time for survey collection and analysis | See “Research,” above. |
| * Develop a position paper that strongly recommends the inclusion of 21st century skills instructional strategies in at least two courses in each discipline can be presented to the Academic Senates, curriculum committees, outcomes committees and executive leadership at each college regarding project outcomes | 10/19-11/19 | Workgroup 3, 3.4  Campus workgroups  West Ed | Best practices research in skill instruction  Data from survey | See “Research,” above. |
| Develop RFA |  | WestEd |  |  |
| **Technology**   * Determine best means of sharing best practices (Canvas “class” to which all faculty have access?) * Create the Canvas “class” or web page which will serve as the repository for all lessons * Continually update the Canvas “class” or web page | Fall 2018  Fall 2018 – ongoing  Fall 2018 - ongoing | #3 workgroup in consultation with Technology workgroup | Technology workgroup  Administrative support for continuous updates | Technology workgroup  AIS offices at each campus  Distance learning, online, coordinators at each campus |

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| **Calendar of Activities**  Summary of key activities (e.g., meetings), milestones, and deliverables | | |
| **Date** | **What** | **Who** |
| April-June end Sept 2018 | Survey faculty on if/how 21st | Donna Davis/WestEd |
| Sept-Dec 2018 | Create/adopt pre-post soft skills assessment (ILO) | Donna Davis |
| Sept-Dec 2018 | Create lesson plans that embed 21st century skills | Donna Davis |
| June-Sept., 2018 | Develop orientation program | Claudia Estrada-Howell |
| Oct.-Dec., 2018 | Professional development | Claudia Estrada-Howell |
| Sept., 2018 | Implementation strategies: 2 Pilots (Career plan before EdPlan and Career Area of Interest) | Claudia Estrada-Howell |
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| **Communication Plan**  How will the workgroup communicate with one another, other workgroups, and stakeholders? |
| * WDC Report out at every monthly meeting * Email communications to all Student Services and CTE Deans or other instructional Deans involved * Updates to Region X Career Center Directors Meetings * Updates to Guided Pathways leader at each campus * Email updates and communication with the General Counseling Chairs/Deans |

**Resources to Support Workgroup**

**Resources**

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

* Examples (pre-enrollment,
* Roadway map
* Full recommendations

**Related workgroups**

(overlap/connection with other workgroups)

4 – Work-Based Learning and Job Placement: Ensure that WBL opportunities teach and reinforce 21st Century Skills; develop processes to ensure that students are entering WBL placements that support their career goals; develop processes to ensure that career assessments and resumes are completed before students enter WBL or apply for jobs

6 – Employer Engagement and Job Development: Ensure that engagement of employers includes messaging/clarity around employers’ support for career development and learning of 21st Century Skills; ensure that opportunities being developed correspond to the career goals of students

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| **Key Stakeholders** | | | |
| **Name** | **Affiliation** | **Role/Title** | **Phone and Email** |
|  |  | Counselor |  |
|  |  | CTE faculty - FT |  |
|  |  | CTE faculty - Adjunct |  |
|  |  | Pt. Person at each campus |  |
|  |  | Deans of CTE from each campus (multiple) |  |
|  |  | Academic Senate Presidents (multiple) |  |

| **Related Recommendations (Full Text)** |
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| **ENTER THE PATH (Pillar 2)** |
| 1. **Pre-enrollment engagement:** Develop connections with high schools and adult schools to ensure students have clear goals before they come to the college. Develop strategies to ensure incumbent workers have clear goals when they enter a program of study.   *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.  *1.2 Intake forms.*Develop a pre-enrollment “intake form” for prospective students and ensure opportunities for students to engage with career services or otherwise allow students to describe their circumstances and goals.   1. Pre-applications would not be used for screening but rather to provide a more complete picture of the student’s needs and facilitate more efficient marshaling of services. 2. The right balance must be struck between using technology (which allows for capturing information electronically) and providing face-to-face interaction to ensure that there is sufficient communication to understand responses in the intake form. 3. Resources must be allocated for pre-enrollment services.   *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.   1. **Matriculation and Comprehensive Assessment:** Expand and target matriculation and assessments to include differentiated orientation, multiple measure assessments, and consistent and coordinated advising with a focus on supporting student career goals.    1. *Differentiated orientation.* Offer comprehensive orientation to campus programs and services. Create separate orientations for students coming from high schools and adult schools, based on groupings suggested by the intake forms. For example, young first-generation college students may need orientation to different services than mature students returning to college for advanced certificates. Similarly, students in varying pathways need exposure to the opportunities provided in their pathway.    2. *Comprehensive assessment.* Use comprehensive assessments with multiple measures, including career, academic, 21st Century Employability Skills, and other factors that will affect the student’s success in college and future careers.    3. Provide comprehensive career assessments administered by skilled career advisors, together with needed academic assessments.    4. Provide adequate resources to thoughtfully debrief assessment results with students, allowing the students to validate, explain, or expand upon results.    5. Provide access to programs and curricula that impart 21st Century Employability Skills, and offer opportunities for early self-assessment of these skills.    6. Align academic assessment processes with career and education planning processes.    7. *Consistent and coordinated advising.* Assign students to faculty advisors who will support the students’ progress throughout their tenure at the college and track alerts and services provided to the students, leveraging early alert tools described below. Coordinate counseling and advising across departments on a given campus — for example, CalWORKS, general counselors, career advisors, EOPS staff, and faculty — to ensure that all staff have up-to-date information and are coordinating their messages to students, either in their direct contacts or through an assigned advisor, and that each knows what services the others offer. 2. **Career and education planning:** Provide intentional career and education planning that include early career exploration, career plans before education plans, and career preparation orientation courses.  Transfer plans linked to career and education plans. Connect transfer plans to career plans, just as education plans are connected to career plans.3.2 Career plans before education plans. Provide students with career planning services before developing an education plan to enable clarification of long-term goals. Early conversations and intake processes will reveal whether students are clear about their goals and career assessments will help point students in one or more directions.  1. Educations plans should be seen as tentative until the second semester and any preliminary plans should be followed by comprehensive plans for all students. 2. Review the SSSP policy requiring counselors to produce a preliminary plan in the first semester as these are often completed with inadequate information about students’ interests and goals. 3. Ensure that any preliminary plans are followed up with comprehensive plans.    1. *Early career exploration opportunities for students.*Provide students with career exploration exposure at the onset of their college experience to include a wide variety of WBL activities that involves direct engagement with employers. A wide range of activities should be used to engage students with employers and the work environment, from in-class engagement with employers to mock interviews and job shadowing. As described under “Applied and Work-Based Learning” below, identify how staff and faculty will work together to provide students with these opportunities.    2. *Staff capacity-building****.*** Ensure that all students have access to advising and staff who can assist with career as well as education plans. There are a number of options: 4. Professional development for all staff involved in providing career advising to students to present a coordinated effort. 5. Professional development for instructional faculty to augment faculty’s capacity in advising. 6. Professional development for counseling faculty to augment counseling faculty’s capacity in career development and to increase the confidence and competence of those counselors with little or no career assessment and career advising experience.   3.5 *Career preparation orientation courses.* Provide dedicated resources to support separate credit and noncredit courses for career preparation, as part of the orientation to the college (with professional development for career staff), before students create education and career plans and select courses. |
| **ENSURE LEARNING (Pillar 3)** |
| 1. **Pathway Participation and Career Preparation:** Embed 21st Century employability skills into career exploration and curriculum.    1. *Embed career preparation:* Infuse career preparation into existing pathway courses, with support for faculty. Create or adapt existing career development course modules and embed them into pathway course offerings, with the support of career center staff. Include “21st Century Employability Skills” as one module to set the stage and augment skills learned through technical skill instruction. |

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| **Planning and Support Technology**  **(Subgroup to Employment Readiness Workgroup #3)** | |
| **Workgroup Lead:** WestEd | **Staff Support:** Molly Ash |

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| **Membership** | | | |
| **Name** | **Affiliation** | **Role/Title** | **Phone and Email** |
|  |  | Representative from each college with a pilot tool |  |
|  |  | IT staff |  |
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| **Purpose**  What is the charge/purpose of the workgroup? |
| Review current practices and tools, develop recommendation for a support and planning technology |

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| **Outcomes**  What will the workgroup accomplish? |
| Recommendations for tool adoption |

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| **Related Recommendations** | **Related Guided Pathway Element and Pillar** |
| High level recommendations (reference only):   1. Employ technology to inform students of pathway options and to manage career/education planning and support services; pilot existing and proposed tools before adoption. (ERJP Ex Summary p. 10-11) 2. Employ technology to track student progress and provide kudos/alerts as needed. (ERJP Ex Summary p. 10) 3. Employ technology to manage student access to support services; and encourage students to take action when appropriate. (ERJP Ex Summary p. 10) | Enter the Path (Pillar 2)  Ensure Learning  (Pillar 3) |

**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) |
| **Research** |  |  |  |  |
| Coordination of college implementation teams’ completion of a technology needs assessment, inventory, and gap analysis using a technology adoption readiness assessment | April-June 2018 |  |  |  |
| Engage with IT staff to discuss technology adoption policies and considerations for integration with existing systems (e.g., SIS, LMS), especially in relation to ongoing technology initiatives and projects | April-June 2018 |  |  |  |
| Assess currently used tools in this category and what transition to a new tool would require | June–August 2018 |  |  |  |
| Assess the quality and availability of source data at each campus | June–August 2018 |  |  |  |
| Document any issues that will need to be assessed by leadership groups | August-September 2018 |  |  |  |
| Conduct gap analysis |  |  |  |  |
| **Evaluation of Existing Pilots (Starfish, GradGuru)** |  |  |  |  |
| Determine subjects and pilot activities and finalize related materials (e.g., interview protocols) for existing tools in use (e.g., Starfish) | April-June 2018 |  |  |  |
| Help to coordinate interviews and other data collection efforts (e.g., identifying students to provide feedback) | July-October 2018 |  |  |  |
| Review and provide feedback on the documentation of pilots | October – November 2018 |  |  |  |
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| **EAB Pilot** |  |  |  |  |
| Determine pilot activities and finalize related materials (e.g., interview protocols) | January-February 2019 |  |  |  |
| Define phasing approach for product features (e.g., start with intake form, then support, degree planning last) | January-February 2019 |  |  |  |
| Identify college(s) and possibly one or more priority sectors or emerging sectors to participate in the pilot | January-February 2019 |  |  |  |
| Participate in vendor meetings to coordinate meeting requirements for adoption | January-February 2019 |  |  |  |
| Establish plan(s) for the clean-up of source data required for pilot implementation (e.g., course catalog) | February 2019 |  |  |  |
| Help to coordinate interviews and other data collection efforts (e.g., identifying students to provide feedback) | March-July 2019 |  |  |  |
| Review and provide feedback on the documentation of EAB pilot | July-August 2019 |  |  |  |
| Develop communication strategy for reporting out of pilot activities and findings | August 2019 |  |  |  |
| Determine process for managing regional procurement and ongoing costs | July-August 2019 |  |  |  |
| Document recommendations for regional implementation strategies | May-August 2019 |  |  |  |
| Develop college-specific implementation plans that incorporate or build on current pilot efforts | May-August 2019 |  |  |  |
| Document considerations for governance process for key implementation considerations (e.g., system configuration decisions) | May-August 2019 |  |  |  |
| Connect Erin with Sean in Civilian |  |  |  |  |

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| **Calendar of Activities**  Summary of key activities (e.g., meetings), milestones, and deliverables | | |
| **Date** | **What** | **Who** |
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| **Communication Plan**  How will the workgroup communicate with one another, other workgroups, and stakeholders? |
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**Resources to Support Workgroup**

**Resources**

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

* [Product dossiers](https://wested.box.com/s/a5bop7fddvisyk2ln325rdqz8yrn5efy) (Box)
* [Product evaluation rubrics](https://wested.box.com/s/rhklzyog2id6w32e85tvqpak4a3q9r5p) (Box)
* [Technology adoption resources](https://wested.box.com/s/nggte2dxbotmjao7mx8qvdbxg7muw1vh) (Box)

**Related workgroups**

(overlap/connection with other workgroups)