**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 | 858-354-3163, [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) |
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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? |
| The purpose of this workgroup is to better prepare K-12 students for community college through robust career exploration, engagement, and exposure. 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) |
| (1) Create REGIONAL career awareness, exploration and WBL opportunity infrastructure that increase middle and high school students’ knowledge of career options, improve 21st-Century Skills, and prepare students for college entry. | | | | |
| 1. Prepare guidelines for middle school and high school career development, including experiences that prepare students for postsecondary transition, to support middle and high school practice in the region 2. Compile and organize best practices in middle school and high school career development and postsecondary exposure (consider using a continuum framework) 3. Prepare rubric to support schools in identifying levels of practice 4. Vet guidelines with K-12 district representatives 5. Edit, finalize, and disseminate guidelines | August – November, 2018 | Lynn McConville | * Career development resources * Time | * Knowledge of SWP K-12 funding priorities |
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| (2) Deepen learning and career development of K-12 students by creating and expanding regional WBL opportunities that add value to district efforts and expose students to regional industry sectors. | | | | |
| 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 |
| (3) Support college entry and informed pathway selection by creating effective opportunities for students to engage directly with college campuses, faculty and staff. | | | | |
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| (4) Increase parents’ knowledge of career education that will enable them to better support their children, while enhancing their own career prospects. | | | | |
| 1. Collect best practices in parent outreach and strategies for enhancing parents’ understanding of career development practices and delivery approaches (e.g. web materials, workshops at parent association meetings, etc.) 2. Design and pilot preliminary materials and work with one school to test workshop implementation / Host a Career Education workshop for parents at Career and College Fairs on college campuses (i.e. Got Plans? Career and College Fair at Cuyamaca College) 3. Develop marketing tools/resources to, include LMI, that communicates this message including web presence, print collateral and social media presence 4. Develop summer internship orientation for parents & students (bridge programs) 5. Host parent engagement breakout session at each sector specific student event 6. Host a regional parent career education session in the evening (in English & Spanish) 7. Ensure written materials are available in several languages (Spanish, Arabic, etc.) 8. Create parent survey to ascertain need for additional career development resources | January – June 2019 | TBD | * Access to resources * Time * School interested in piloting | * Input from K-12 schools |
| (5) Increase the knowledge and skill of educators/counselors in the area of career development over the grade and age spans, so they can deepen their practice and support a growing number of students. | | | | |
| 1. Create professional development framework for the region, including opportunities for teacher externships 2. Create or adapt existing teacher job shadow and externship guidelines 3. Provide tools and professional development to 400 K-14 educators to increase knowledge and skills through 4 events in 7 sectors. Examples of events:    1. HASPI Educator Conference (Health)    2. Regional Curriculum Assessment Teaching Exchange (Business & Entrepreneurship)    3. Behind the Scenes in Cyber Security (ICT)    4. Careers in Global Trade and Engineering (Global Trade, Adv. Manufacturing) 4. Industry visits/site tours/job shadows for educators (externships) in 7 sectors 5. Counselor professional development that focuses on career counseling (could be joint with CCs. Ensure that counselors have the resources/tools to provide career counseling) 6. Counselor conference | November 2018 -February, 2019  January, 2019  Fall & Spring semesters/4-6 hours for each event | * 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 |
| (6) Expand opportunities for students to transition effectively from K-12 to community college by participating in “bridge programs” and related proven strategies. | | | | |
| 1. Identify best practices in facilitating K-12-community college transition    1. Reference CTE Transitions best practices    2. Reach out to K-12 districts and community colleges that have strong K-12 to CC transition plans 2. Create opportunities for bringing faculty together to build and expand upon strategies that bridge pathways/programs and services from K-12 to community college and to build K-12—community college relationships that can support future efforts. | January -June 2019 |  |  |  |

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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. |