**Strong Workforce Program Implementation Project**

***Workgroup Action Plan WG#3***

*June 20, 2018*

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| **Employment Readiness (WG#3)** |
| **Workgroup Leads:** Claudia Estrada-Howell, Mesa& Javier Ayala, CTE Dean  | **Staff Support:** Leslie Blanchard |

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| **Membership\*** |
| **Name** | **Affiliation** | **Role/Title** | **Phone and Email** |
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|  | City College | Orientation at City Outreach office City College |  |
|  | Other | CTE faculty who have program orientations |  |

\*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? |
| Regionally develop the components of career and employment readiness that allow students to enter and thrive in the workforce through placement into career pathways, relevant career orientation and assessments, career and education planning and self-directed learning.  |

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| **Outcomes**What will the workgroup accomplish? |
| **Research:** * Use research findings to assess the current intake processes taking place at participating colleges and regionally, describe the components of orientations geared toward careers and general education, and ascertain components of career and educational planning
* These goals will be achieved through the use of a survey tool that is administered. Data will be collected and analyzed

**Development:** * Intake form (student onboarding)
* Differentiated Orientation program framework, broken down by mega-major/sector/academic and or career pathways sector
* Framework for how career assessment and planning could occur before education planning
* Repository of best practices

**Professional development:** * PD for counselors, on the understanding of career development and planning
* Development of a Professional Learning Network to provide peer-to-peer support (need to determine whether this would be by meta-major/industry with counselors, career staff and faculty together, or by function)

**Implementation strategies:** * Forum detailing current practices in the region for orientation and career planning
* Offer campuses the opportunity to pilot the intake and orientation framework with regional support for the fall of 2018, spring of 2019, summer 2019 or fall 2019
* Completion of a pilot in at least one college on the shifting of career exploration before education planning, with follow-up plan to spread this practice
* Embedding a question about “career area of interest” in counseling sessions, with plan for adoption among counselors
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| **Related Recommendations***See full text of recommendations in pg. #11 “Related recommendations full text”*  | **Related Guided Pathway Element** **and Pillar** |
| 1. **Establish pre-enrollment engagement**

1.1 Connections with high schools and adult schools 1.2 Intake forms1.3 Early career exploration1. **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
 | Enter the Path (Pillar 2)Enter the Path (Pillar 2)Enter the Path (Pillar 2) |

**Action Plan Details**

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

| **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) |
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| **Research – Onboarding Intake/Orientation/ Program Orientations and Career Planning:** * Survey and/or interview staff on current intake, orientation, and career/education planning
	+ Develop survey
	+ Administer survey
	+ Analyze survey results

Note, this data collection will draw upon any Guided Pathways assessments at colleges, particularly through “Clarifying the Path” and “Entering the Path” pillar committees, if these exist. This work will begin with outreach to CE Deans.  | June-August. 2018 | WG#3 and WestEdCTE Deans will be responsible for identifying the correct point of contact for gathering the information | Faculty summer stipends for workgroup participation.Gift cards for classified professionals in the workgroup to reward them for their time since they are not eligible for overload or stipends.Hourly NANCE support assistance (funding) for survey development and analysis and collections and trackingAdministrative Support for communication/follow-up with/among college point-persons (CE/SWP Deans) | CTE DeansStrong Workforce DeansStudent Services DeansStudent Development DeansStudent Affairs DeansEnrollment ServicesOutreach DepartmentsGuided Pathways LeadsGeneral Counseling FacultyCareer ServicesAdmissions  |
| **Development*** Develop or adapt existing intake form to better refer students to the correct orientations and services.
 | August 2018 | WG#3 and WestEd | Hourly NANCE support assistance (funding) for form development and distributionAdministrative Support for communication/follow-up with/among college point-persons (CE/SWP Deans) | AdmissionsOutreach DepartmentsStudent Services DeansStudent Development DeansStudent Affairs DeansEnrollment ServicesGuided Pathways LeadsGeneral Counseling FacultyCTE DeansStrong Workforce DeansCareer Services |
| * Develop orientation program **framework**, broken down by mega-major/sector/academic and career pathways sector.

Note- the development of orientation programs will be coordinated with the Guided Pathways efforts at colleges, particularly “Clarifying the Path” and “Entering the Path” pillar committees, if these exist; if colleges do not currently have related GP work going on, the orientation materials will be sufficiently general modular to be useful for any entering students, with pathway-specific modules to be added at a later date.  | June-August., 2018 | WG#3West Ed (help with researching best practices)General Counseling Faculty, Instructional Faculty, Guided Pathways Campus Guided Pathways members from the “Guided Majors/Career Exploration” and the “Clear Program Requirements” elements.  | Administrative SupportMeeting Space (Maybe Mesa) Food for meetingsMaterialsTechnology (online orientation options etc.)Stipends for faculty to participate in the workgroup | Workgroup #1Support from campus Guided Pathways leads.Support from Campus Orientation leaders.CTE DeansStrong Workforce DeansStudent Services DeansStudent Development DeansStudent Affairs DeansEnrollment ServicesGeneral Counseling FacultyCareer ServicesAdmissions |
| * Outline best practices for career planning before education planning (processes – time allotted, etc.)
 | This may happen during a regional convening, summer 2018 TBD | WG#3 with WestEd | Technology (possibly a variety of assessment tools) to support early career assessment and planning |  |
| * Develop a repository of best practices
 | May, 2018- onward | WG#3 | Administrative SupportFood/Supplies/MaterialsHave all career centers complete the NACE professional standards workbook.Hourly NANCE support assistance (funding) for the distribution and collection of the NACE professional standards workbook. | All CEO’sStudent Services &Instructional Services at all campuses. |
| **Professional development:** * For staff, on orientation program framework.
* For counselors, on career development and planning
* Development of community of practice to provide peer-to-peer support (need to determine whether this would be by meta-major/industry with counselors, career staff and faculty together, or by function)
 | Oct.-Dec., 2018 | WG#3West Ed (help with researching best practices)General Counseling Faculty, Instructional Faculty, Guided Pathways Campus Guided Pathways members from the “Guided Majors/Career Exploration” and the “Clear Program Requirements” elements. | Administrative SupportMeeting Space (Maybe Mesa) Food for meetingsMaterials | Workgroup #1, #6 & #3Support from campus Guided Pathways leads.Support from Campus Orientation leaders.CTE DeansStrong Workforce DeansStudent Services DeansStudent Development DeansStudent Affairs DeansEnrollment ServicesGeneral Counseling FacultyCareer ServicesAdmissions |
| **Implementation strategies:** * **Pilot new intake form**
* **Pilot new orientation program**
* **Pilot** framework for the shifting of career plans before education planning in at least one college
 | Sept., 2018- Fall 2019 | WG#3 and WestEd | Professional Development for general counselors Possible funding for Career Coaching Certification through NACE for general counselors? | We need to look at NACE standards and have this be supported by the colleges in order to sustain the outcomes of this work. |
| * Work with at least one campus of counselors to embed question about “career area of interest” in academic counseling session as a trial run, for a limited amount of time; test this strategy and solicit feedback on how it worked. Improve and spread as appropriate.
 | Sept., 2018- Fall 2019 | WG#3 | Professional Development time with the counselors MaterialsProfessional Development for general counselors Possible funding for Career Coaching Certification through NACE for general counselors? | General Counseling FacultyCareer Services |
| Develop RFA to support pilot efforts | TBD | WG#3 & WestEd | Regional Funding |  |

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| **Calendar of Activities**Summary of key activities (e.g., meetings), milestones, and deliverables |
| **Date** | **What** | **Who** |
| June-August., 2018 | Develop intake form  | WG#3 |
| June-August., 2018 | Develop orientation pilot framework | WG#3 |
| Aug/Sept., 2018- Fall 2019 | Offer a pilot framework for the shifting of career plans before education planning in at least one college. Pilot intake form and orientation program | WG#3 |
| August/September- 2018 | Forum to discuss WG#3 forum detailing current practices in the region for orientation and career planning. Offer one campus the opportunity to pilot the orientation and early career exploration framework with regional support for the fall of 2018, spring of 2019, summer 2019 or fall 2019. | WG#3 and WestEd |
| Oct.-Dec., 2018 | Professional development | WG#3 |

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| **Communication Plan**How will the workgroup communicate with one another, other workgroups, and stakeholders? |
| * Maintain WG#3 open email communications
* 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
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**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
* NACE Standards and Workbook
* Technology Report

**Related workgroups**

(overlap/connection with other workgroups)

4 – Work-Based Learning and Job Placement: Ensure that WBL opportunities teach and reinforce 21st Century Skills/Core Competencies; 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/Core Competencies; 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.  |
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