



The **Foundation** for
Grossmont & Cuyamaca Colleges

May 1, 2019

TO: Career Education Dean

FROM: Sally Cox, CEO

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 me at sally.cox@gcccd.edu or

619 644-7684.

Regional Strong Workforce Project
Scope of Work
Project: Job Placement Case Management

Purpose of the Project:

The purpose of this project is to establish a Professional Development Coordinator position to support professional development needs identified in the roll-out of regional Strong Workforce projects. These include Career Pathways, Pathway Navigation, Work-based Learning and Job Placement, Student Support, and Employer Engagement.

This project will be implemented over a two-year period by one or two individuals who would work in concert to coordinate the SWP professional development activities.

Requested Scope of Work:

Professional development (PD) is a critical component of the region's strategy for long-term change and improvement in services for students. PD is required both to facilitate the implementation of best practices and to support continuous improvement. In accordance with adult learning theory, high quality PD includes goal-driven, active engagement of learners, peer to peer learning, and experiential learning, with strategic use of written materials and oral presentations.

Examples of PD topics already identified in the various SWP projects include:

Career Pathways

- Building of K-12 to community college pathways
- Effective middle school, high school, and adult school career development strategies
- Effective parent engagement strategies
- Effective transition strategies (e.g. bridge programs, etc.)

Pathway Navigation

Skills

- Career guidance, exploration, counseling, and decision making
- Career assessment
- Culturally competent career advising
- Coaching
- Change management

Content

- Workforce trends; LMI; 21st C. skills; industry-specific trends and skills
- Non-credit SSSP; Guided Pathways; AB 705
- Best practices in intake, orientation, planning

Training – How To

- Technology tools (CCC MyPath, etc.)
- Career assessment tools
- Dashboards and monitoring tools

Work-based Learning and Job Placement:

- Opportunity to hear about best practices
- Opportunity to work with peers working in the same industry sector to embed work-based learning into curriculum
- Opportunity to learn about the services and resources available at the college and in the region to support WBL in my classrooms
- Opportunity to learn about the services and resources available at the college and in the region to support job placement for my students
- Opportunities to experience WBL first hand, through a faculty job shadow or internship
- Use of technology to support WBL and Job Placement

Student Support

- Effective tutoring and peer-to-peer support strategies
- Implementation of early alert systems
- Access to community resources to support students

Employer Engagement

- Effective employer engagement approaches
- Understanding LMI
- Sector-based approaches
- Use of technology to support employer engagement

This RFA is for the function of coordinating professional development across the ten community colleges, within the context of each workgroup's goals. The Regional PD Coordinator will work closely with the PD coordinators from each college to ensure that opportunities are aligned to needs, non-duplicative, responsive, and implemented efficiently and cost effectively.

The job functions will include:

Assessment

- Work with each WG to assess needs on an ongoing basis...

Development

- Work with each WG to plan and design regional PD activities and events in various formats:
 - face to face presentations and interactive workshops
 - virtual presentations and interactive workshops
 - workplace tours and job shadows for faculty and staff in coordination with the DSNs
 - externships for faculty and staff
 - written materials
- Stay apprised of, and broker access to, PD opportunities in other regions around the state

Implementation

- Work closely each WG and regional staff to implement regional PD, including coordination of speakers, activities, logistics, etc.
- Post and disseminate resources to support PD activities, or as stand-alone resources that will promote learning
- Work with each college to ensure adequate communication about opportunities

Follow up

- Work with each workgroup to disseminate materials after PD events
- Work with each workgroup, consortium staff to conduct and analyze follow-up surveys and disseminate results as appropriate
- Work with regional staff and consultants to follow up with speaker and presenters as needed
- Work with regional staff and consultants to archive materials for future retrieval and use, both by participants and those who were not able to participate

Reporting and improvement

- Manage reporting of results to deans, faculty, administrators and DSNs, as well as regional leadership through each workgroup.
- Plan future events and activities with workgroups on the basis of results and ongoing needs

Which Task Force Recommendations does this meet?

2. Student Success: Improve CTE student program and outcomes.

Regional Strong Workforce Implementation Recommendations:

Professional development was named as a recommendation throughout the Recommendations document:

3.4 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:

- a. Professional development for all staff involved in providing career advising to students to present a coordinated effort.
- b. Professional development for instructional faculty to augment faculty's capacity in advising.
- c. 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.

4.2 Support to faculty. Provide faculty with necessary support and professional development to embed 21st Century Employability Skills into coursework. Use available materials and 21st Century Employability Skill standards, as described in the Career Cluster “Career Ready Practices” and the U.S. Department of Education Employability Skills Framework.

5.3 Continuum of work-based learning for all. Provide all students with access to a continuum of career exploration and work-based learning experiences throughout their college tenure, linked to coursework when possible. Begin with early career exploration experiences such as informational interviews and job shadowing, continuing through industry-informed projects, internships, and career training opportunities such as apprenticeships. (See Exhibit 5 and Appendix C for the complete Work-Based Learning Continuum.) Provide faculty with professional development and support to assist them in expanding opportunities for students.

Recommendations Related to Implementation

PROFESSIONAL DEVELOPMENT

1. Build awareness among all faculty, staff, and administrators about the importance of career preparation to ensure equity of opportunity for all students.
2. Build a model of **professional learning** that emphasizes peer-to-peer learning and problem solving.
3. Provide targeted **professional development** and learning opportunities to all stakeholder groups.

REVIEW COLLEGE-LEVEL PLANS AND MOVE TO ACTION

1. Convene Fifth Pillar Regional Implementation Working Group to identify areas of common implementation and **professional development** needs across the colleges from college-level plans.

ESTABLISH CROSS-REGIONAL PROFESSIONAL DEVELOPMENT STRATEGIES TO SUPPORT LEARNING

1. Identify regional **professional development** opportunities and strategies that will build collective understanding of student and employer needs.
2. Develop targeted **professional development** opportunities to address specific learning needs of faculty, counselors, and staff.

PLEASE COMPLETE THE SECTIONS BELOW

Project Description:

Industry Sector: All sectors

Start date: July 1, 2019

End date: June 30, 2021

Lead Institution:

What needs motivate this project and how will the project address these needs? *Please describe your understanding of professional development needs and your proposed strategies for supporting the workgroups and working with the colleges.*

Target Population: *What is your target population for professional development? Who will you reach out to?*

Collaboration with Other Initiatives: *In addition to working with the Workgroups and the colleges, please describe how you would align your efforts with those of other initiatives such as Guided Pathways and the Student Equity and Achievement Program?*

Action Plan

What are the major activities and outcomes? *Please complete the following action plan with the timeline or due date.*

Action Plan		
Major Activities	Timeline or Due Date	Major Outcomes

Investment Plan:

Strong Workforce Metrics and leading Indicators that you expect to impact with this project, with Baseline & Baseline Year:

Relevant Strong Workforce Metrics:

- Student enrollment
- Student retention and success
- Student completion
- Student employment
- Student wage gain

Relevant Leading Indicators you will track in this project (*e.g. Number of workshops and events supporting professional development; number of faculty, counselors, administrators, and staff participating in professional development by type of activity; number of employer partners supporting educators’ professional development; number of students in classes of professors who are intentionally implementing new practices, etc.*):

For each, please describe how you will track the indicator:

Assessment and Continuous Improvement:

How will you assess the quality and effectiveness of the professional development activities?

How will you assess the learning gained by the professional development participants?

How will you provide feedback to the Workgroups and the colleges, and use feedback and data to support ongoing professional development and improvement efforts?

Responsible Person and Contact Information:

Participating Institutions:

Total budget: Release time for one or two individuals

Budget Breakdown:

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 grant or this request, feel free to contact me at sally.cox@gcccd.edu or 619 644-7684.