Strong Workforce Program Implementation Project
Workgroup Action Plan
Last Updated: October 26, 2018

Work-Based Learning and Job Placement (WG#4)	
Workgroup Lead: Ben Gamboa, Larry McLemore	**Staff Support:** Leslie Blanchard

Membership			
Name	**Affiliation**	**Role/Title**	**Phone and Email**
Lynn Keane	Grossmont	CE Faculty	
Paolo Espaldon	Grossmont	America's Promise Coordinator	
Maricela Moreno	Imperial Valley College	Student Success Specialist	
Jason Jarvinen	Palomar	Cooperative Education	
Nicole Roe	Palomar	Associate Dean Workforce & Community Dev	
Shawn Fawcett	SD Mesa College	Adjunct Transfer & Career Counselor	
Laura Gershuni	Southwestern	CE Faculty	
Deborah West	SDCE	Adjunct Faculty, Business and Information Technology	
Melanie Davidson	SD City College	Counselor, Job Placement Career Services	
Donna Davis	MiraCosta	Faculty Director/ Career Studies & Services	
Ann Durham	Region	DSN	

Purpose
What is the charge/purpose of the workgroup?
To establish work-based learning and job placement functions at each college that will provide all students with a continuum of critical experiences and support to deepen classroom learning and facilitate employment.

Outcomes
What will the workgroup accomplish?
1. Staffing for work-based learning and job placement functions at each college
2. Consensus on definition of WBL
3. Establishment of need for WBL and job placement services
4. Establishment of goals and processes for WBL and job placement services
5. Professional development to expand implementation of WBL
6. Pilot implementation of WBL tool to provide a single point of contact for employers and facilitate placements

Related Recommendations *See full text of recommendations in* *"Resources" section below*	Related Guided Pathway Element and Pillar

5. Applied and work based learning
    5.1 Rigorous applied and work-based experiences for all
    5.2 Applied learning strategies integrated into coursework
    5.3 Continuum of work-based learning for all
    5.4 Embedded practice-based experiences
    5.5 Industry-informed projects to address transportation issues
    5.6 Regional approach
    5.7 Engagement with the Workforce Development Council to identify regional employer resources by sector
    5.8 Coordination with faculty to support and expand upon employer contacts
    5.9 Adequately resourced and coordinated employer engagement
    5.10 Assessment and measurement
	Ensure Learning
	(Pillar 3)

8. Employment preparation
    8.1 Comprehensive and coordinated employment preparation and job placement
    8.2 Staffing for employment preparation and job placement
    8.3 Tracking and dissemination of employment data
	Staying on the Path
	(Pillar 4)

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)
Action Plan — Referencing the recommendations, what are the specific actions to be completed by the workgroup?				

Research:
• Create and administer a survey of career staff, deans and faculty to ascertain the types and levels of WBL being implemented and the needs for support—both to increase the number of opportunities and the embedding of opportunities into curriculum; assess current status against desired status; include employment placement support needs in survey.
   o Create surveys in coordination with technology subgroup
   o Administer surveys through identified point people at each college
   o Analyze surveys
   o Create profiles of how WBL and JP services are offered on each campus and the processes
• Identify best practices from assessment
• Annualize assessment to examine trends in the data
• After data becomes available, engage Institutional Research offices at each of the colleges to conduct evaluations of WBL and Job Placement efforts.
   o Engage Institutional Research Offices in examining growth and quality of WBL and job placement services, strategies that support implementation, and
	April-June, 2018 November-December, 2018
	
	June 2019
		WG 4 with support of WestEd
		
		Ben Gamboa lead; each WG college rep to approach college's Institutional Research Office
			Incentives to faculty to complete the surveys.
			
			Possibly resources to host a forum or summit on campus to understand WBL and complete the survey during the summit; invite participants back to see the results.
			
			Make sure faculty understand the definition of WBL, and that language is easy to understand.
			
			Easy-to-access results (for the region and by college) and summary, with infographic to disseminate results.
				Once the survey is ready to go, support from administrators, VPs, etc. to send out the surveys (when it comes from the president more likely to complete)

Action Plan
Referencing the recommendations, what are the specific actions to be completed by the workgroup?

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)
student outcomes. o Engage CoP (see below) in examining implementation approaches (e.g. focus on infrastructure and process improvements vs. focus on direct service to faculty and students—or both in varying degrees)				
Development: • Establish a widely accepted definition of work-based learning • Identify and adopt resources to facilitate implementation of WBL • Establish implementation goals at each college, with regard to both quantity and quality of experiences, based on the assessment and drawing on best practices. • Develop process maps in coordination with technology implementation at technology pilot sites.	June, 2018 May-Sept., 2018 Sept., 2018		Need to have a solid definition – and one that is precise. A "job developer" for every campus *(Since this was drafted, RFAs have been written for WBL Coordinator and Job Placement Case Manager.)* Faculty stipend *(For a WBL coordinator, an RFA has since been developed to identify faculty who may take on this role for a limited time; I am not sure if the "faculty stipend" was referring to this.)* Good marketing to students.	Agreement on definition; Have it formalized; and build it into curriculum Academic senate support and buy in Ongoing training

Action Plan				
Referencing the recommendations, what are the specific actions to be completed by the workgroup?				
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Implementation:
• Provide staffing for WBL and employment placement / case management functions at each college
• Develop and administer RFAs
• Pilot or expand implementation at each college based on appropriate points of departure, as identified in assessment and based on goal setting process
• Engage SWP-funded WBL coordinators to participate in WG4.
• Create regional Community of Practice (CoP), including WBL and Job Placement professionals from all colleges involved in WBL, including identified/SWP-supported WBL Coordinators, to share learning, support problem-solving related to WBL and job placement and address regional WBL topics, such as implementation of common processes, tools, and technology solutions, with the express goal of institutionalizing WBL regionally.
• Convene WBL Coordinators and CoP members to start work:
  • Examine WBL assessment data
  • Establish regional goals (including both quantity and quality of opportunities)
  • Support mutual learning
  • Discuss communication processes among offices on each campus that facilitate placement of students
  • Identify and share best practices
  • Examinie implementation approaches (e.g. focus on infrastructure and process improvements vs. focus on direct service to faculty and students— or both in varying degrees.)
	June-September, 2018
	
	Jan-Feb 2019
	
	Jan-Feb 2019
	
	Feb 2019
		WG 4 Lead, working with each campus WBL Coordinator and designated staff	Funds for positions
			
			Regional meetings on how implementation is going to keep improving and working together regionally
				Culture of trust and sharing
				
				Shift relationship with local employers to make sure more transformational (link with industry to reshape education), not just transactional

| Professional development: | Oct., 2018 | Persons responsible – dean of career education and school deans | PD Workshop; could be partially on line

Funds to create the PD program

Funds to incentivize both full and part time faculty and for materials, food, copying, admin support for workshops | Need to build into SLOs – and build into curriculum; need to incentivize faculty to do so.

Need institutional support/funding.

Need metrics: critical success metric – not just the experience, but the results (SLOs) |
|---|---|---|---|---|
| • Provide PD to establish common understanding of WBL and strategies for embedding WBL into curriculum | | | | |
| Technology

• Form tech subgroup that will focus on identifying a planning and support technology solution (see workplan for this subgroup, below) | May-July, 2018 | | | |

Calendar of Activities		
Summary of key activities (e.g., meetings), milestones, and deliverables		
Date	**What**	**Who**
June, 2018	Convene workgroup (review WBL definition, review assessment framework, establish data collection strategy)	Leads, WE
June 27, 2018	Finalize assessment tool	WE, Leads, with WG
July-August 2018	Implement data collection strategy	Leads, Deans, WE
September-October, 2018	Analyze data and determine goals, needs, process maps, and implementation approach	
July-October 2018	Hire WBL/JP case managers	Colleges
August-September, 2018	Convene new WBL/JP case managers to establish basic common understanding of projects goals and tasks	Leads, Deans, WE

Communication Plan
How will the workgroup communicate with one another, other workgroups, and stakeholders?

Resources to Support Workgroup

Resources

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

- WBL models, components of delivery
- Recommendations
- Roadmap

Related workgroups

(overlap/connection with other workgroups)

3 – Employment Readiness: 21st Century Skills—ensure that WBL supports development of 21st Century Skills, through messaging and agreements with employers; facilitate assessment of 21st Century Skills by employers as part of WBL experiences

6 – Employer Engagement: Coordination with Employer Engagement to ensure employers are available to offer opportunities and students are available to participate

Key Stakeholders			
Name	**Affiliation**	**Role/Title**	**Phone and Email**
		Faculty with experience in apprenticeship	
		Service learning coordinators	
		Dean of CE	
		Career Advisors	
		Work Experience Coordinators	
		Chambers of Commerce	
		Employers	
		DSNs	
		Foundation Business Developers	

ENSURE LEARNING (Pillar 3)

5. **Applied and work-based learning:** Ensuring all students have access to a full range of high-quality, rigorous applied and work-based learning experiences, including employability skills.

   5.1 *Rigorous applied and work-based experiences for all.* Offer rigorous applied, project-based, WBL experiences through classroom instruction, giving all students the opportunity to learn and practice the 21st Century Employability Skills of collaboration, communication, critical thinking, and creativity (among others) in addition to technical skills.

   5.2 *Applied learning strategies integrated into coursework.* Integration of applied learning strategies helps to make academic subjects relevant and meaningful, and promotes persistence.

   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. Provide faculty with professional development and support to assist them in expanding opportunities for students.

   5.4 *Embedded practice-based experiences.* Make experiential learning with employers, such as internships (practice-based learning), an embedded component of the CE curriculum.

   5.5 *Industry-informed projects to address transportation issues.* Offer industry-informed projects that can be completed in class, in addition to campus employment to provide all students with opportunities. Examples of industry-informed projects include: employer-juried robotics projects, business plans that are reviewed by Chamber of Commerce volunteers, videos or websites built in class or at home for nonprofit organization clients, construction projects completed on campus for Habitat for Humanity, waste water projects designed and submitted to local government agencies.

   5.6 *Regional approach.* Take a regional approach to employer engagement, to streamline contacts for employers and maximize access to opportunities for students. Link students to regional opportunities through electronic systems and sharing of information among coordinators across colleges.

   5.7 *Engagement with the Workforce Development Council to identify regional employer resources by sector.* Engage the WDC to identify regional employers by sector, that can support work-based learning for students throughout the region; leverage the efforts of regional advisory committees.

   5.8 *Coordination with faculty to support and expand upon employer contacts.* Develop processes that allow faculty to maintain connections with employers with whom they have pre-existing relationships — especially with smaller, local companies — while leveraging college-wide and regional resources to expand upon faculty connections.

   5.9 *Adequately resourced and coordinated employer engagement***.** Ensure adequate staffing to

engage with employers for development of opportunities and coordination with faculty, for example, by engaging job developers to work with career services staff. Coordinate employer engagement regionally with Deputy Sector Navigators, to foster expertise among staff in distinct in-demand industries and occupations.

5.10 Assessment and measurement. Assess and track the attainment of critical skills (acquired through course content and WBL) through portfolios or other means that signal students' accomplishments to employers and other educational institutions; track data to inform program improvement.

STAYING ON THE PATH (Pillar 4)

8. **Employment preparation:** Provide employment preparation, advising, and placement services for all students.

8.1 Comprehensive and coordinated employment preparation and job placement. Facilitate transitions to employment by providing comprehensive employment preparation and employment advising and job placement services that are coordinated with career planning functions, pathway (technical) instruction, and delivery and assessment of WBL experiences.
   a. Embed career awareness and resources into program curricula and provide students with opportunities to earn credit for participating in career-related experiences as part of their classes.
   b. Create capstone classes or capstone experiences in existing classes that allow students to engage in a culminating project or work-based learning experience, refine resumes, prepare for employment, practice interviewing skills, or engage in transfer activities.
   c. Support the development of research and networking skills, and actively support participation in networks such as LinkedIn.
   d. Track interview and employment results to provide support to students who are struggling with the employment process.

8.2. Staffing for employment preparation and job placement. Provide adequate staffing for the employment preparation and placement functions, while leveraging technology and community resources, to ensure that students are receiving the needed support.

8.3. Tracking and dissemination of employment data. Make student employment-related outcome data available to faculty and staff for program improvement purposes and to outside stakeholders as a means to showcase student successes and bring visibility to the importance of career and employment services.

WBL and Employment Placement Technology
(Subgroup of Work-Based Learning and Job Placement Workgroup #4)

Workgroup Lead: WestEd	**Staff Support:** Molly Ash

Membership			
Name	**Affiliation**	**Role/Title**	**Phone and Email**
		Representative from each college	
		IT staff	

Purpose
What is the charge/purpose of the workgroup?
Assess need and identify technology options to support WBL and job placement. Oversee and learn from pilots at selected colleges.

Outcomes
What will the workgroup accomplish?
Recommendations for implementation

Related Recommendations	Related Guided Pathway Element and Pillar
High level recommendations (reference only): 1. Endorse the adoption of work-based learning and job placement technology that will serve all students and employers in the region. (ERJP Ex Summary p. 10) 2. Employ technology to support students' access to career exploration and applied and work-based learning opportunities linked to their pathway curricula; pilot existing and proposed tools before adoption. (ERJP Ex Summary p. 10-11; 14) 3. In partnership with business and industry, employ technology to support students' access to job and to facilitate job placement services. Pilot existing and proposed tools before adoption. (ERJP Ex Summary p. 10)	Ensure Learning Staying on the Path

Action Plan				
Referencing the recommendations, what are the specific actions to be completed by the workgroup?				
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)
IT Research Activities				
Conduct discovery activities (e.g., interviews) with each campus/district IT personnel to document technology adoption requirements/policies	April-June 2018			
Document any issues that will need to be assessed by leadership groups	July-August 2018			
Evaluation of Existing Pilots/Tools (e.g., JAIN, LaunchPath, CCN, Portfolium)				
Determine subjects and pilot activities and finalize related materials (e.g., interview protocols)	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			
Develop communication strategy for reporting out of pilot activities and findings	November–December 2018			
Jobspeaker Pilot		Imperial Valley Grossmont Palomar		
Identify college(s) and possibly one or more priority sectors or emerging sectors to participate in	April-June 2018			

Action Plan				
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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)
the pilot				
Determine pilot activities and finalize related materials (e.g., interview protocols)	July 2018			
Participate in vendor meetings to coordinate meeting requirements for adoption	July-August 2018			
Help to coordinate interviews and other data collection efforts (e.g., identifying students to provide feedback)	August-October 2018			
Review and provide feedback on the documentation of pilots	October – November 2018			
Develop communication strategy for reporting out of pilot activities and findings	November–December 2018			
Conduct cost analysis for regional implementation, including the cost to acquire, use, and maintain the system; and the cost and effort to implement the new tool	November–December 2018			
Determine process for managing regional procurement and ongoing costs	November–December 2018			
Document recommendations for regional implementation strategies	November–December 2018			
Jobspeaker Implementation				

Action Plan				
Referencing the recommendations, what are the specific actions to be completed by the workgroup?				
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)
Review and finalize overall workplan for regional implementation activities	January-February 2019			
Define phasing approach (e.g., a subset of colleges or programs) based on readiness to engage	January-February 2019			
Develop process for monitoring implementation activities and status of each campus	January-February 2019			
Develop college-specific implementation plans	February-April 2019			
Establish plan(s) for the clean-up of source data required for full implementation (e.g., course catalog)	February-April 2019			
Establish governance process for key implementation considerations (e.g., system configuration decisions)	February-April 2019			
Develop communication strategy for implementation activities (e.g., college plans) with key stakeholders	February-April 2019			
Develop training plan				
Develop marketing plan				
Coordinate with other workgroups regarding employer outreach and communication				

Calendar of Activities		
Summary of key activities (e.g., meetings), milestones, and deliverables		
Date	**What**	**Who**

Communication Plan
How will the workgroup communicate with one another, other workgroups, and stakeholders?

Resources to Support Workgroup

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

- Product dossiers (Box)
- Product evaluation rubrics (Box)
- Technology adoption resources (Box)

Related workgroups
(overlap/connection with other workgroups)

See above.
Also, collaboration with the Technology subgroup in Employment Readiness