



The **Foundation** for
Grossmont & Cuyamaca Colleges

October 1, 2018

TO: Career Education Deans
Chief Instructional Officers
Chief Student Services Officers

FROM: Chito Gutierrez, Director of Operations
The Foundation for Grossmont & Cuyamaca Colleges

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 Claudia Estrada at cestrada@sdccd.edu, or Mollie Smith at mollie.smith@gcccd.edu or (619) 644-7815.

Proposal Submission: Submit your proposal by email to Chito Gutierrez, Director of Operations, The Foundation for Grossmont & Cuyamaca Colleges at chito.gutierrez@gcccd.edu

Deadline: November 30, 2018, at 5:00 p.m.

Regional Strong Workforce Project

Scope of Work

Project: Adoption and Integration of Onboarding Practices with Guided Pathways, SSSP, and Student Equity

Context and Purpose of the Project:

The community colleges of San Diego and Imperial Counties serve a population that has critical economic as well as educational needs. In San Diego County, 12 percent of the population lives in poverty; in Imperial County, that number is almost 24 percent. Further, nearly 28 percent of the regional population lives below the “self-sufficiency” standard. While unemployment overall is around 4 percent, it is over 13 percent for African-Americans and over nine percent for Hispanics. Fourteen percent of San Diego adults over the age of 25 lacks a high school diploma; in Imperial County, that number is 33 percent. These adults have little opportunity to advance beyond low-wage jobs.

In the region’s colleges, 45 percent of the students are over the age of 24, and have myriad needs — from childcare to existing work commitments — that must be taken into account when planning programs. In addition, a national 2016 survey of 33,000 students at 70 community colleges in which three San Diego colleges participated found that 56 percent of students experienced low or very low food insecurity, 51 percent were housing insecure, and 14 percent were homeless.

Despite past reforms, the colleges are not yet meeting student needs. College completion rates range from 42 to 56 percent in the region’s colleges, and attainment of a living wage after exit remains low — 62 percent for Career Education students and only 33 percent for General Education students who do not transfer.

Strong onboarding practices are essential to identify student needs, interests, and goals and to ensure that they successfully start and complete their college experiences, transition successfully to further education and careers, and attain economic security. This is a fundamental “pillar” of Guided Pathways and is consistent with the principles underlying both SSSP and the Student Equity initiatives. The Strong Workforce Program (SWP) adds value to these initiatives by intentionally connecting students to programs and services that are relevant and engaging, and that support their long-term career goals.

The purpose of this RFA is to support colleges to work toward the adoption and embedding of campus onboarding strategies for all students — namely, improved intake, orientation, and career exploration processes — within Guided Pathways efforts at the colleges and integrating this work with SSSP and Student Equity initiatives.

A work group, called the “Pathway Navigation”, has created an action plan to strengthen practices related to student entry into the colleges and navigation into and through their pathways. The work outlined in this RFA will support the implementation of the Pathway Navigation action plan and help ensure alignment with SSSP, Student Equity, and Guided Pathways as a means to leverage efforts, promote systemic reform, and support the sustainability of proposed changes. Specifically, the Pathway Navigation Workgroup is implementing three best practices that align with the principles of Guided Pathways with regard to “Entering the Path”:

1. The development of an intake form and practices that are comprehensive enough to facilitate effective referral of students to appropriate programs and services.
2. An orientation process that welcomes students to the campus, effectively informs students — through interactive as well as electronic means — of all the programs and services available to them and serves as the first step to integrating students into their pathways or learning communities.
3. Career guidance and exploration processes that occur before students are required to select their courses of study and are integrated with education planning, thereby ensuring better “fit”, promoting student agency in selecting majors and courses, and supporting ongoing motivation and eventual completion.

Research that Supports the Project:

The following section highlights the research and best practices identified through a review of the literature, interviews, and focus groups as critical for student success. The summaries below focus on the three onboarding strategies described above and provide a frame for the RFA.

Research suggests that early engagement for college and career planning with prospective students increases the likelihood of successful completion of high school diplomas, and also correlates with higher persistence rates in postsecondary (Edwards & Belfield, 2012; Barnett, 2016; Barnett, Fay, Trimble, & Pheatt, 2013). Research conducted into Guided Pathways colleges also found that mandatory pre-enrollment orientation for first-time students, when conducted in conjunction with cohesive integrated advising procedures, results in higher persistence rates and student satisfaction (Completion by Design, 2016).

Research also suggests transition into the college environment begins with coordinated “high-touch” engagement to assist students in aligning skills and interests with career and educational goals; help students understand and effectively navigate administrative requirements, timelines, and financial aid; and provide guidance with course selection and scheduling, as well as access to student supports.

Intake/Orientation

Intake and orientation provide opportunities for colleges to acquaint new students with the full spectrum of pathways, courses, experiences, and services available at the college. Intake processes begin prior to matriculation. Focus group participants and interviews stressed the importance of learning about student interests and needs early on, so that students could be referred appropriately to programs and services at the outset of their college experience.

Orientations are also most effective prior to matriculation, so that upon entry, students are equipped with information and supports needed to successfully navigate and complete programs of study (Completion by Design, 2016). Student focus group participants corroborated the need for better information and navigational support.

Many interviewed noted the importance of incorporating career assessment and early exploration activities (or minimally meeting with a career advisor) into the orientation process. Focus group participants also expressed a desire to front-load career planning into orientation, which ideally would be customized based on students’ interest, program area, and/or needs.

In addition, orientation to campus programs and services needs to be comprehensive and differentiated. 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.

Career Exploration before Education Planning

Early in students' enrollment processes, academic skills are evaluated using a multiple measures approach and conducted in conjunction with career assessments and skills inventories (Completion by Design, 2016; Jenkins & Fink, 2015; Mejia, Rodriguez, & Johnson, 2016). Measuring attainment of student learning outcomes through the use of targeted assessments is a key feature of effective pathways (Jenkins, Lahr, & Fink, 2017).

Many interviewees noted the importance of incorporating career assessment and early exploration activities (or minimally meeting with a career advisor) into the orientation process. The preferred sequence of steps involves 1) identifying students' interests, 2) career exploration activities, 3) pinpointing a preferred pathway, and 4) creating a detailed education plan. However, interview respondents reported that this sequence is not common practice.

Career exploration is a key element of high-quality career technical education (CDE & CCCCO, 2008). It is also a key element of Guided Pathways (Jenkins et al., 2017). Career exploration should be iterative and developmental, providing opportunities for students to develop their decision-making and metacognitive skills (Karp, 2013). It should also precede academic planning, and continue throughout a student's tenure at the college, with successive work-based learning experiences, and even during the job placement stage, to help students respond flexibly to the outcomes of job-seeking.

Best practices documented in the literature suggest career and education planning is a long-term endeavor (Scrivener, Weiss, & Sommo, 2012), informed by outcomes of pre-engagement activities, assessments, and skills inventories (Karp & Stacey, 2013), which should culminate in academic and career plans that are utilized by both students and advisors throughout college (Jenkins et al., 2017; Kalamarian, Karp, & Ganga, 2017a). Career advising and planning should precede academic advising, enabling students to explore options before making selections about coursework (Karp, 2013).

Requested Scope of Work:

This RFA will support all colleges in adopting and scaling the three strategies described above: improved intake forms and processes, improved orientation processes, and career exploration before education planning.

Prior to submitting an application, colleges must attend an informational session, complete a self-assessment, and participate in at least one, one-on-one consultation. These activities are designed to support the application development process, so that colleges can maximize this opportunity.

Specifically:

- The informational session will provide background information about the purpose and goals of the funding, explain the application process, and answer questions. This meeting should be attended by a team made up of the Guided Pathways lead and staff and the individuals responsible for onboarding — intake, orientation, career guidance and counseling.
- The self-assessment will be used as the basis for proposed activities described in the application. Depending on the results of the self-assessment, colleges may focus on one, two, or all three strategies. The self-assessment will be due prior to the first one-on-one consultation.

- The one-on-one consultation will offer colleges the opportunity to discuss ideas and receive feedback on their applications before submission.
- Participation by at least one team member in the Technology Working Group, to contribute to the adoption and/or configuration of tools that can support progress in students' pathway navigation.

After the grants are awarded, each college will again convene their team of onboarding and Guided Pathways staff to refine and carry out the proposed plan. These Guided Pathways/Onboarding teams will be expected to meet within their own colleges on a regular basis to plan and monitor implementation. Colleges will be held accountable for meeting milestones established in their own plans and will submit brief quarterly reports on progress-to-date, using a template to be provided. The Pathway Navigation Workgroup will review quarterly reports and provide feedback as appropriate. In addition, collaboration with other teams will be encouraged through a community of practice and learning events.

Timeline:

Pre-Application:

- September 1-25:
 - Identification of participants to attend Informational Meeting
 - Review of Self-Assessment
- September 26: *Informational Session* (bring preliminary response to self-assessment)
- September 27: *Technology Opportunity Assessment Workshop* (at least one team member from *Informational Session* attends)
- October 1-31:
 - Completion of self-assessments
 - Due prior to first one-on-one consultation
- October 1 – November 15: One-on-One Consultations with WestEd
- November 30: Applications due

Year 1 Project Activities:

- January 2019: Year 1 Funding available
- March 31, 2019: Progress Report #1.1
- June 30, 2019: Progress Report #1.2
- September 30, 2019: Progress Report #1.3
- November 30, 2019: Progress Report #1.4 and updated Year 2 plan
- December 20, 2019: Final Year 2 plan, if applicable

Year 2 Project Activities:

- January 2020: Year 2 Funding available, contingent on full completion of year 1
- March 31, 2020: Progress Report #2.1
- June 30, 2020: Progress Report #2.2
- September 30, 2020: Progress Report #2.3
- November 30, 2020: Progress Report #2.4 and updated Year 3 plan
- December 18, 2020: Final Year 3 plan, if applicable

Year 3 Project Activities:

- January 2021: Year 3 Funding available, contingent on full completion of year 2
- March 31, 2021: Progress Report #3.1
- June 30, 2021: Progress Report #3.2
- September 30, 2021: Progress Report #3.3
- December 17, 2021: Final Progress Report #3.4

Which equity goals, SSSP goals and Guided Pathway components does this meet?

- Equity: To meet the needs of underrepresented and marginalized student populations.
- Student Success: To improve matriculation and career and education planning for student success outcomes.
- Guided Pathways Framework: To create practices that support clarifying the path, entering the path, and staying on the path.

Regional Strong Workforce Implementation Guidelines:

Guidelines that are subject of this RFA are bolded.

1. Pre-enrollment engagement
 - 1.1 Connections with high schools and adult schools
 - 1.2 Intake forms**
 - 1.3 Early career exploration**
2. Differentiated orientation, comprehensive assessment, coordinated advising
 - 2.1 Differentiated orientation**
 - 2.2 Comprehensive assessment
 - 2.3 Consistent and coordinated advising
3. Career and education planning
 - 3.1 Transfer plans linked to career and education plans
 - 3.2 Career plans before education plans**
 - 3.3 Early career exploration opportunities for students
 - 3.4 Staff capacity-building
 - 3.5 Career preparation orientation courses

PLEASE COMPLETE THE SECTIONS BELOW

Colleges will be expected to make improvements in all three components of practice described in this RFA, at whatever levels required to address needs identified in the Pathway Navigation Self-Assessment:

- The development of an **intake form and processes** that are comprehensive enough to facilitate effective referral of students to appropriate programs and services
- A comprehensive **orientation process**
- **Career guidance and exploration before education planning**

Description of proposed project: *(For each component, describe 1) the findings from your self-assessment, 2) your proposed strategies based on those results, and 3) what evidence you will use to determine which practices to adopt or expand.)*

Intake

Orientation

Career guidance and exploration before education planning

What specific student needs motivate this project and how will the project address these needs?
(Examples include wide diversity of needs requiring better differentiation of services, high need for referrals to proactive support services, poor persistence rates among some populations, language and cultural issues that impede robust career exploration, etc.)

Target Population:

Based on your self-assessment, what is your target population for each of the onboarding strategies that are the focus of your application?

Component	Target Population
The development of an intake form and processes that are comprehensive enough to facilitate effective referrals of students	
A comprehensive orientation process	
Career guidance and exploration before education planning	

Description of proposed alignment and integration: *(For each component for which you are applying, describe how the component leverages, expands upon, or reinforces your Guided Pathways, Equity, and/or SSSP work.)*

Intake

Orientation

Career guidance and exploration before education planning

Action Plan: (What are the major activities, outcomes, and milestones, based on the completed Self-Assessment? Please complete the following action plan for the full three year period, from January 2019-December 2021, with major activities in each area (Intake, Orientation, Career Planning), timeline (planned period of activity) and milestones for Year 1. Note, funding in Year 2 will be contingent on completion of Year 1 milestones.)

Action Plan			
Major Activities	Timeline (period of activity)	Major Outcomes	Milestones for Year 1
Intake			
Orientation			
Career Planning Before Education Planning			

Description of internal communication and change management strategies: *(Please describe the internal communication strategies you will use to ensure internal stakeholders stay informed about the project's progress and committed to common goals. How will the Guided Pathways, SSSP, Equity, and SWP work stay connected (e.g., common participants, common meetings, integration of meetings, etc.)? How will you monitor implementation and ensure that all initiatives are progressing toward common goals?)*

Anticipated needs for professional development: *(Please describe the areas in which you may need professional development, whether in one of the content areas (intake, orientation, or career planning) or in change management, reporting, etc.)*

Sustainability: *(At the end of year 3, how will you institutionalize this work? How will you ensure ongoing implementation?)*

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

Relevant Strong Workforce Metric: (e.g., students completing education plans informed by career exploration; course enrollments or number of students who receive a degree or certificate; number of students placed in jobs).

Relevant SSSP Metrics:

- Number of students receiving orientations
- Number of students completing comprehensive education plan

Do you have any specific SSSP goals at your campus? ____ Yes ____ No

If yes, please list any specific SSSP goals for your campus:

Relevant Student Equity Goals: *(Please list specific Student Equity goals at your campus that are relevant to this work.)*

Relevant Leading Indicators. (The following Leading Indicators (indicators of progress toward goals) have been established for the Pathway Navigation work.)

Intake

- Development or adoption of a student intake form, as needed, that captures critical information to support students' entry into pathways or programs or referral to services.
- Number of students completing a comprehensive intake process

Orientation

- Creation of a college orientation program, as needed, that includes career exploration; targeted exposure to pathways, programs, and services; and a face-to-face component, in addition to an online component.
- Number of students participating in orientation programs that include career exploration, targeted exposure to pathways, programs, and services; and a face-to-face component, in addition to an online component.

Career Planning Before Education Planning

- Number of students completing career exploration activities, including career planning sessions, before education planning.
- Number of students attending initial career counseling sessions before education planning session.
- Number of students attending career planning follow-up sessions before education planning session.
- Number of students attending Education Plan Update sessions after career planning activities.

Please describe how you will track these metrics:

- *Intake:*

- *Orientation:*

- *Career Planning Before Education Planning:*

Description of Continuous Improvement: *(How will you integrate what you learn from your data collection, progress reporting, and communication with internal stakeholders to adjust and inform future activities? How will what you do in year 1 inform what you do in year 2?)*

Core team:

The core team will be expected to carry out the following functions:

- Meet regularly
- Implement and monitor progress on the action plan
- Oversee the work of staff throughout the campus who may be carrying out components of the work
- Collect, or work with others to collect, data on leading indicators
- Prepare quarterly progress reports
- Conduct annual self-assessments to inform updates to Action Plans
- Identify needs for professional development on their campuses
- Collaborate with other teams and WG 3 leadership to organize regional professional development as appropriate
- Collaborate with other teams for mutual learning
- Identify team members who will support technology adoption and configuration, if appropriate, and who will maintain communication between the team and the technology efforts
- Identify recommendations for policy changes that may support students' pathway navigation, for discussion among the teams and with SWP leadership

Please identify the members of the core team—including faculty and staff who lead or participate in onboarding, SSSP, student equity, and Guided Pathways initiatives—that will lead the work supported by the funds provided through this RFA, including titles and primary areas of focus (e.g. intake, orientation, career planning, technology, etc.).

Industry Sector: All sectors

Start date: January 1, 2019

End date: December 31, 2021

Participating Institutions: Region 10

Lead Institution:

Responsible Person and Contact Information:

Name:

Email:

Phone Number:

Investment Plan:

Use of Funds:

Total budget: The project allocates \$225,000 over 3 years to meet goals identified by the self-assessment (cover such costs, such as release time or stipends for faculty and staff).

Please describe how you will allocate the budgeted allocation each year to meet your goals, whether through release time, stipends, or other resources.

Funding Year	Allocations
Year 1 January—December 2019 (\$50,000)	
Year 2 January—December 2020 (\$100,000)	
Year 3 January—December 2020 (\$75,000)	

Please describe how you will leverage additional resources to accomplish your goals, as appropriate.

Budget: (Please provide a budget for each of three years, totaling each year to the annual allocation, and across years to \$225,000.)

Year 1 Budget (January-December 2019) (up to \$50,000):

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.

Year 2 Budget (January 2020-December 2020) (up to \$100,000):

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.

Year 3 Budget (January 2021-December 2021) (up to \$75,000):

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.

References:

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