May 1, 2018

TO: Career Education Dean

FROM: Sally Cox, CEO

Regional Strong Workforce Program Scope of Work WBL Assessment

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. Due date for this response is June 30, 2018.

If you have questions about this request, feel free to contact me at sally.cox@gcccd.edu / (619) 644-7684, or our Director of Operations at chito.gutierrez@gcccd.edu / 619 644-7597.

Regional Strong Workforce Program
Scope of Work
Project: Work-Based Learning Assessment

Purpose of the Project:

This funding will enable each college to facilitate the assessment work-based learning and job placement services and employer engagement activities, as well as the status of intake/enrollment and career planning processes and teaching of employability skills at their campuses.

This work will support the action planning of several SWP workgroups including Employment Readiness, 21st Century Employability Skills, Work-Based Learning, Job Placement, and Employer Engagement.

•   The purpose of the "Employment Readiness" workgroup is to 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.
•   The 21st Century Employability Skills Workgroup will focus on helping faculty incorporate the instruction of 21st Century Employability Skills into existing course content.
•   The Work-Based Learning and Job Placement Workgroup will focus on establishing 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.
•   The Employer Engagement Workgroup will establish a coordinated employer engagement strategy across the region that facilitates employers' connections to colleges for both demand-driven curriculum development and work-based learning for students.

The campus assessment facilitation will also support other workgroups, as needed, for collection of data required for the SWP implementation.

Requested Scope of Work:

This funding will support a single point of contact to assist with assessment of current practices in the areas of employment readiness, 21st Century Employability Skills, work-based learning (WBL), job placement (JP) and employer engagement at each community college. The region will provide the surveys and focus group instructions—the campuses will carry these activities out in Fall 2018.

This contact person may also support data collection processes as needed to facilitate SWP implementation. The assessment is needed to ascertain the current types and levels of activity in each area, challenges faced, and the needs of faculty and staff for support to expand offerings and services for students, and to integrate these experiences into their curricula, as appropriate. The assessment will also bring visibility to these critical services and experiences for community college students. Key topics for each workgroup include the following:

•   Employment readiness comprises intake, orientation, and career planning and exploration that can inform education planning. Best practices include fully ascertain students' needs before or early in college entry, differentiated orientation and referral to services, and opportunities for students to explore career options before they plan their program or pathway enrollment and course taking. Questions will address the types and comprehensiveness of intake, orientation and career assessment and planning processes, and other onboarding processes.

•   21st Century Employability skills comprise such skills as critical thinking, creativity, collaboration, and communication, sought by employers in any career area. Best practice suggests that the development of these skills is best done within curriculum and work-based learning programs. Questions will address the degree to which and how faculty and staff embed these skills into their curricula and programs already, and support needed for broader and deeper attention to these skills.

•   Types of WBL fall along a continuum of engagement within the work environment, and include, but are not limited to, workplace speakers, workplace tours, informational interviewing, job shadowing, mentoring, internships, employer-driven projects or enterprises, and apprenticeships. Questions about all of these—however organized—will be included in the assessment. Level of activity can be measured in several ways, including how frequently faculty employ these strategies in their courses, how frequently these experiences are offered through the career center or other campus programs, and how many students access these various experiences. Questions on integration will address how faculty embed experiences into their curricula, the kind of support they would need to use WBL as an instructional and career development strategy, the kinds of barriers they face, and solutions and best practices. Job placement questions will be designed to assess level of need, types of services needed (e.g. resume preparation, interview coaching, identification of opportunities, additional career exploration, access to financial planning services, access to transportation, access to other supports, etc.), timing of need for services, and use of job search technology, among other questions.

•   Employer engagement practices include outreach to employers, coordination of outreach efforts, orientation of employers to the opportunities for engagement at each college and across the region, and connecting of employers as appropriate to the colleges. Opportunities may include contributing to the shaping of career pathways, consultation on curriculum, thought advisory committees or directly with faculty, and providing of work-based learning and employment opportunities directly to students.

Specific tasks will include:

•   Establish a single point of contact at the college who will facilitate the administration of surveys and conducting of focus groups and interviews, to ensure complete and timely responses. Facilitation may include providing contact information, scheduling, if needed, ensuring that respondents have received surveys, and follow up.

Which Task Force Recommendations does this meet?

Student Success: Improve CTE student program and outcomes.

Regional Strong Workforce Implementation Recommendations:

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

4.   Pathway participation and career preparation
        4.1   Embed career preparation through 21st century employability skills instruction into the curriculum
        4.2   Support to faculty and professional development for embedding 21st century employability skills

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 to employer engagement
        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
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

PLEASE FILL IN THE HIGHLIGHTED SECTIONS BELOW

Description of how your college will accomplish the requested scope of work described in this RFA. Please include the name, contact information and role of the single point of contact:

Industry Sector: All sectors

Start date: May 1, 2018

End date: June 30, 2019

Institution: _____

How will your college implement this project? (*Note, this will serve as the basis for the metrics proposed below.*)

Target Population: Career Education Students

Action Plan

Can your college commit to this action plan?

Yes

No

Action Plan		
Major Activities	**Timeline or Due Date**	**Major Outcomes**
Contribute to the overall assessment plan	7/1/18	An productive assessment plan
Facilitate the administration of surveys and conducting of focus groups and interviews, to ensure complete and timely responses.	10/1/18	Completed surveys, focus group and interview notes
Prepare analyses of data and report findings in a format to be provided	10/15/18	Completed reports
Participate in review of data across colleges and contribute to discussions about strategic approaches to expanding and embedding services at the colleges.	10/15/18	A comprehensive analysis of strengths and needs
Participate in action planning that will result from data collection	10/15/18	Clear next steps identified

Investment Plan:

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

Number of students placed in jobs

Single Point of Contact: (name)   _____

(email)   _____

(phone #)   _____

Participating Institution: _____

Total budget: $ 20,000

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 & Services		
6000	Capital Outlay		
7000	Other Outgo		
	Total Program Costs		

Indirect is not permitted on this project.

Please email this completed document by June 30, 2018 to Chito Gutierrez

at Chito.Gutierrez@gcccd.edu.