

# Previous Plan

## Seattle Colleges Workforce Operational Plan

November 2019 – December 2021

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### EXPAND PROGRAMS + SUPPORTS FOR CTE STUDENTS

#### A. Establish a baseline inventory of Worker-Friendly programs + develop a plan for growth

##### Milestones:

- Revise the definition of Worker-Friendly
- Determine inventory questions & collection method; include program modality, full or part-time, etc. Note: Collaborate with Marissa on Work-Based Learning inventory.
- Gather data and analyze for best practices, gaps
- Draft plan for increasing Worker-Friendly offerings and services

**Leads:** Kristin

**Key Stakeholders:** Workforce Deans, Workforce Program Faculty & Staff

**Funding:** None allocated

#### B. Prototype a Flex Model of CTE program

##### Milestones:

- Determine the program in which to prototype a flex model
- Work with faculty & program staff to convert the program to a flex model
- Launch flex model with marketing & outreach support
- Assess the success of the prototype and plan to replicate, if applicable

**Leads:** Chris

**Key Stakeholders:** Program Faculty & Staff, Communications

**Funding:** None allocated

#### C. Establish a mechanism to collect & report data on barriers to a) enrollment, and b) persistence

##### Milestones:

- Explore opportunities to use Starfish to collect data on barriers to enrollment and persistence, and to integrate that data into Canvas for easy “one-stop” faculty access.
- Explore feedback loop from Navigators to leadership.
- Determine method to collect & disseminate data and recommendations to faculty and leadership on a recurring schedule.

**Leads:** Anna

**Key Stakeholders:** Navigators, Starfish Team, Seattle Pathways

**Funding:** None allocated

#### **D. Establish requirements and best practices for the scheduling of workforce programs**

##### **Milestones:**

- Investigate best practices around scheduling for workforce programs, including possible annual schedules with predictable days, times, and modalities.
- Draft best practices and/or requirements for the schedule of workforce programs, and vet with stakeholders.
- Finalize best practices and/or requirements.
- Build requirements and best practices into the APAS to ensure standard application across programs.

**Leads:** John

**Key Stakeholders:** Workforce Deans, Faculty, VPIs

**Funding:** None allocated

#### **E. Streamline and expand access to funding for CTE students**

##### **Milestones:**

- Convene stakeholders and explore strategies to ease the burden on workforce students by consolidating and streamlining funding access.
  - Online workforce funding application & aligned funding policies
  - Investigate the “welcome center” model, where all funding resources are geographically consolidated
  - Explore an expanded SNQ model that also screens for PELL, Washington College Grant, veteran’s funding etc. to serve as an “online Welcome Center”
  - Connect with the CRM, Starfish and other intake systems that track and support prospective students.
- Finalize plans in collaboration with stakeholder group.

**Leads:** Chris, Anna

**Key Stakeholders:** Workforce Directors, Financial Aid

**Funding:** None allocated

#### **F. Increase the ratio of full-time students to part-time students for increased completion**

##### **Milestones:**

- Conduct focus groups with part-time students.
- Determine intervention strategies to pilot.
- Assess pilot and plan for expansion of intervention(s), if appropriate.

**Leads:** John

**Key Stakeholders:** SJI

**Funding:** \$10K from SJI

#### **G. Establish a plan for apprenticeship across the district**

##### **Milestones:**

- Establish regular meetings of apprenticeship managers/coordinators to share best practices, problem solve and work on joint initiatives.
- Develop standard processes and forms for when a) approached by or initiating an apprenticeship opportunity with an employer, and b) contracting with external partners for apprenticeship programs.
  - Establish consistent rates
  - Evaluate/re-negotiate some of the deals we have with employers
- Create a high-level apprenticeship plan, including:
  - Assessment of sector-area need
  - District targets for apprenticeship FTES and the split across the district
  - Established processes (at district level) to help us be nimble/move money around between apprenticeships & traditional programs depending on what the economy is doing
  - Plans to expand apprenticeships beyond completion – to a degree or multiple degrees leading into BAS degrees
  - Consider point person for apprenticeships at district level
  - Explore establishing specialized apprenticeship sites at each college

**Leads:** Maureen

**Key Stakeholders:** Deans, VPIs, Finance Staff

**Funding:** None allocated

## EMBED WORK-BASED LEARNING INTO ALL CTE PROGRAMS

### A. Select and implement a new or updated Career Services Platform

**Milestones:**

- Select and implement new platform, with a short-to-mid-term contract in order to keep an eye on WEC & CESC's possible plans to move to a statewide system.
- Develop and deploy communication plan to students and staff.

**Leads:** Marissa

**Key Stakeholders:** Stephanie Guy, Meredith Bane, Kayoko Matthews, Muna Ali, Carla Thompson, Alexis Fein

**Funding:** Chase funds for CCLC

### B. Establish a baseline inventory of programs' work-based learning offerings + make plan for growth

**Milestones:**

- Develop questions/fields on which to gather data, e.g.:
  - Paid or unpaid
  - Required or optional
  - Any supports in place, such as navigation
  - Any special work-based learning reporting requirements required by the program or program's accrediting body (this will inform development of a standard, districtwide reporting mechanism)

- Note: Collaborate with lead on developing inventory of program modalities.
- Note: Colleges already have some of this done.
- Gather data, assess existing strengths, gaps & needs.
- Research national exemplars, best practices in career-connected learning:
  - Possible faculty/staff mentors
  - Explore Urban work colleges model
  - Explore the feasibility of aligning college and community navigator network to college's area of study model.
  - Explore an integrated interface to connect the career services platform, Starfish & other student-facing tools to streamline the student experience
- Draft a plan for expansion of high-quality career-connected learning programming.
- Shop plan around to stakeholders for input & finalize plan.

**Leads:** Marissa

**Key Stakeholders:** Program Faculty & Staff, Career Services Directors, Internship Coordinators, Workforce Deans

**Funding:** None allocated

#### C. Develop and/or standardize internship program structures across the district, and convert to online formats where appropriate

**Milestones:**

- Meet with stakeholders to gather forms, map processes, learn about best practices and discuss future needs/goals.
  - Registration, evaluation and other forms
  - Internship packets and informational or marketing materials
  - Training and communication to employers, programs and students.
- Standardize internship forms, materials & trainings across the district
- Identify which materials & resources are best suited to an online format and convert.
- Note: Healthcare programs may require different forms/materials etc. than other programs.

**Leads:** Marissa

**Key Stakeholders:** Stephanie Guy, Meredith Bane, Kayoko Matthews, Muna Ali, Carla Thompson, Alexis Fein

**Funding:** Chase funding for CCLC

#### D. Develop strategies to support students in career discernment

**Milestones:**

- Participate in FYE career discernment development through Seattle Pathways.
- Conduct research into career discernment strategies and best practices; draft a framework for what meaningful career discernment might look like.
  - Investigate Starfish career inventory tool to determine applicability and feasibility

**Leads:** Marissa

**Key Stakeholders:** Workforce Deans, Seattle Pathways team, Starfish team

**Funding:** None allocated

#### **E. Systematize tracking and reporting for career-connected learning across all programs**

**Milestones:**

- Working with stakeholders, draft a comprehensive list of reporting requirements, e.g.: what reporting is required and for whom (Perkins, Career Launch, Healthcare etc.), number of internships, number of students, demographics, wages, employer contact etc.
- Finalize reporting requirements and determine the best system for tracking & reporting.
- Develop a regular schedule for compiling data based on each program's respective reporting requirements.
- Build tracking system and launch operation.

**Leads:** Marissa

**Key Stakeholders:** Stephanie Guy, Meredith Bane, Kayoko Matthews, Muna Ali, Carla Thompson, Alexis Fein

**Funding:** Chase funding for CCLC

### **EXPAND ONRAMPS INTO CTE PROGRAMS**

#### **A. Refresh the Workforce Training Provider Network & prototype an IT Training Ecosystem**

**Milestones:**

- Reconvene WTPN partners, and recruit additional IT training providers.
- Build crosswalks between IT program offerings to ensure easy movement of credits and students between & among training providers.
- Develop shared marketing and aligned outreach strategies for greater impact.
- Assess pilot & establish a replicable model for sector-area training provider collaboration.

**Leads:** Malcolm, Arielle, Anna

**Key Stakeholders:** Regional training providers, IT Faculty & Staff

**Funding:** Chase "Industry Pathway Project" funds

#### **B. Update Education Roadmaps integrated into program maps districtwide**

**Milestones:**

- Develop a back-end mechanism to build and manage roadmaps, aligned with automated program approval system (APAS) and automated course approval system (ACAS)
- Establish an annual schedule/process for map updates
- Continue to track WEC efforts to replace WACAPA to ensure alignment at state level

**Leads:** Anna

**Key Stakeholders:** Seattle Pathways team, Web team

**Funding:** None allocated

#### **C. Prototype HS+3 pathway model through development of IT+3 pathway**

**Milestones:**

- Convene teachers + faculty, establish a model of robust, quality collaboration.
- Build out program model, including onboarding course, mentorship, tutoring and homework support, and career-connected learning.
- Launch first cohort in Fall 2020.
- Work with SPS to outline plan for dual credit pathway development in additional sector areas with embedded supports for underserved and minoritized students.

**Leads:** Arielle, Chris

**Key Stakeholders:** Rachel, Anna, Bob, John, Seattle Public Schools, Computing for All

**Funding:** \$600K from NSF

#### **D. Streamline & expand dual credit offerings as pathways into CTE at Seattle Colleges**

##### **Milestones:**

- Hire temporary assistance with development of a comprehensive dual credit manual and associated recommendations to streamline dual credit offerings.
- Restructure to better support dual credit at a district level, including additional capacity to manage one-off articulations while developing robust pathways, and district-level College in the High School support.
- Develop shared marketing materials & strategies to cross-promote dual credit pathways, Seattle Promise, high school completion programs and other high school offerings.
  - High school website
  - Counselor Breakfast
  - Parent Communication plan
- Coordinate try-a-trade activities on each campus to promote Workforce programs to youth in partner school districts
- Streamline the high school admissions process through analysis of “friction points”, & establishing comprehensive DSAs including drop lists and placement data.

**Leads:** Rachel

**Key Stakeholders:** Arielle, Running Start team, Seattle Promise, High School Completion Programs, Communications, Web, Seattle Pathways

**Funding:** Perkins Special Funding, Perkins

## **IMPROVE EMPLOYER ENGAGEMENT**

#### **A. Establish an IT Industry Council prototype and scalable structure for replication in other sectors**

##### **Milestones:**

- Build districtwide IT Industry Council made up of Seattle Colleges President(s) and C-Suite stakeholders from industry partners, to consult on high-level strategy (Year 1).
- Build districtwide IT TAC to manage program-level management, with agendas and work plans set by the IT Industry Council (Year 1).
- Establish a replicable model for similar structure in additional sectors (Year 2).

**Leads:** Arielle, Anna, Workforce Education Coordinator

**Key Stakeholders:** Workforce Deans, Victor, Earnest, Presidents/Chancellor, IT Program Staff, Central Strategic Partnerships

**Funding:** Chase “Industry Pathways Project” funds

**B. Develop faculty training, support materials & districtwide strategies to improve advisory council/board effectiveness**

**Milestones:**

- Establish districtwide, district-led TAC reporting, e.g. meetings & minutes
- Build standard practices around TAC engagement, such as action plans & appreciation dinners on an annual schedule

**Leads:** Workforce Education Coordinator

**Key Stakeholders:** Workforce Deans, Workforce Program Staff

**Funding:** Perkins Leadership Funds for Workforce Education Coordinator

**C. Systematize employer engagement & engagement tracking**

**Milestones:**

- Stand up the employer website and integrate with college sites
- Establish a stakeholder database to manage and make transparent employer relationships across the district
- Connect the two systems such that they support and interact with one another
- Ensure internal agreement and awareness around how to use the tools and what the structures are that underlie them

**Leads:** Andrew, Workforce Education Coordinator

**Key Stakeholders:** Workforce Deans, Workforce Program Staff, Central Strategic Partnerships

**Funding:** Perkins Leadership Funds for Workforce Education Coordinator

## ACHIEVE SYSTEM INTEGRATION

**A. Develop a district-wide plan for Perkins and Worker Retraining funding**

**Milestones:**

- Develop a joint Perkins V application, including CLNA, reporting and a single budget number
- Identify shared work that can be supported through a combined approach to Perkins and Worker Retraining funds. Establish structure for management of these grants as a district.

**Leads:** Veronica

**Key Stakeholders:** Workforce Deans, District Workforce Staff

**Funding:** Perkins and WRT

**B. Develop internal and external communications strategies and materials for CTE programs**

**Milestones:**

- Conduct audit of existing print & web materials
- Determine key audiences and set priorities for initial engagement

- Develop materials & strategies for priority audiences
  - possible programs include I-BEST, BAS, Center for Working Adults, Contract Training, and High School programs
  - Possible audiences include working adults, high school students, student parents etc.

**Leads:** Andrew, Malcolm, Anna

**Key Stakeholders:** BAS Directors, I-BEST Directors, CWA, Bob & Liz, Rachel & Arielle

**Funding:** None allocated

### C. Build a program development + change system for CTE programs to ensure program quality

#### Milestones:

- Review and revise BAS and non-BAS program development processes to ensure critical program and data elements are included (e.g. area of study), appropriate “approvers” are included in the review and approval process, and appropriate stakeholders are included in the notification function (e.g. union, advisors) (January).
- Draft and finalize program change processes for BAS and non-BAS programs (January).
- Shop draft processes around to stakeholders (February).
- Apply for Perkins Leadership funds for FY21 (March – May).
- Implement an automated program approval + change system (June – May).
  - Note: APAS may be purchased from a vendor or built in-house, but regardless should go all the way through notification to stakeholders of State Board approval and integration into the authoritative database, as well as include checks to ensure data has been uploaded into Degree Audit, FAFSA approval has been sought, program maps have been built or adjusted, NW Commission is notified, etc.

**Leads:** Veronica, Anna, Luv, Emily

**Key stakeholders:** Workforce Deans, IT, Web Services, Communications, Student Services, VPIs, CTCLink

**Funding:** Perkins leadership application