**Suggestions for SWP Planning and Implementation**

**November 6, 2016**

Kathy White:

Ideas for structuring the SWP efforts:

All  members should review all current plans ( Perkins, SB 1070, Equity, SSP, AEBG, Master Plan, etc.) to review CTE specific needs

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Current Year Allocations;

o   Perkins requests – unallocated, updated, expanded

o   Program Review Requests in addition to Perkins – unallocated

o   Requests to VC for innovation course re-instatement ( VC has list of courses granted and denied) Fall 2016

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Future Allocations

All –Dept. issues that touch all CTE Depts.:

o   Development of a system ( FTE’s, complexity, certificates, etc.) to allocate wrap-around services to all CTE Depts

o   Development of system to differentiate unique departmental needs vrs. requests that impact all departments

o   Dept. specific counseling – Counselor FTE allocated to Depts.

o   Support for existing classified staff and /or unfilled classified needs

o   Additional faculty coordination for current and emerging program development

o   Specific facilities issues/repairs noted in Program Reviews

o   General marketing and advertising  efforts of all and specific CTE Programs, successes, pathways

o   Specific outreach efforts to target SFUSD. Dual – enrollment Pathways, SFUSD Counselors and Principals and Parents

o   Development of a linked social media presence for CTE Depts. including alumni success stories and interactive resources

o   Job developer for Depts. ready to utilize one ( for instance, CDEV could use one  right now)

o   Coordination of Work Experience and employer internships, City funded paid internship opportunities, apprenticeship programs,  improved linkages with WIB, access to training funds and individuals entitled to training funds (Golden Gate Regional, unemployment/EED, CALWORKS. Etc.)  with a CCSF point person – John Halpin!!

o   Improved infrastructure at CCSF to provide high level support for restricted fund management, grants management and hiring of an expeditor for CTE program use.

o   Training for CTE faculty and staff on: producing data, understanding data, securing and managing restricted funds at CCSF ( I could help with this), outreach and recruitment strategies, social media, teaching youth in dual –enrollment CTE Pathways and working with SFUSD  ( I could help with this), visits to “best practice” community colleges in CA and outside of CA

o   Expanded training of incoming Dept. Chairs of CTE departments

o   Integration of GE ( Math, ENG, ESL, etc.) into CTE programs ( learning communities, shared content, infusion, etc.)

o   Increased communications with City of SF, Mayor’s Office, CBO’s, public and private employers to meet current training needs of workforce with current and emerging content in all CTE areas

o   Address the political issues related to the funding of informal training, workshops and seminars by CBO’s in some CTE sectors and encourage formal education of the workforce as opposed to “training” of workers

Dept. specific allocations

o   Development of a system ( FTE’s, complexity, certificates, etc.) to allocate wrap-around services to each  CTE Department

o   Coordination and release time to CTE Depts to develop and research  sector specific job, top code, job code and data definitions

o   Development of department specific student and career success matrix utilizing regional, advisory committee, employer and state data

o   Development of process ( Perkins?) to allocate a specific funding amount for annual requests, new course development, equipment needs and short –term needs

o   Development of a process to allocate department specific funding on an ONGOING basis to support CTE student success

Regional allocations

o   List priority areas that are regional in scope and nature and make recommendations for collaboration

* Share best practices and encourage visitation, cross- pollination and mentoring
* Ensure that regional efforts and specialty areas are understood for cross – referral
* Host more regional conferences at CCSF

**Steven Brown:**

The simplest approach is the best.

**5 Major areas that need improvement ASAP**

1. Make sure that departments have what they need based on program reviews including class offerings. Cutting programs using standard data is not acceptable.

2. Get the word out about City College of San Francisco CTE Programs

3. Provide adequate student services to CTE cohorts

4. Support the departments in Faculty and Staff Development Areas

5. Subsidize CTE Faculty with release time for all the extra prep time, Lab time and marketing and development of Apprentice, CBO, and Internal interaction that is required.

6. Promote Dual Enrollment Programs

7. re-boot Career Development and Occupational placement centers

8. Support promotion and advertising for departments and Schools

9. Support faculty development

10. Support department Staffing so that we are able to track/develop data bases.

11. Enhancing and supporting teacher pedagogical preparation, instructional delivery, and student development.

12. Supporting the career education/workforce

13. Involving students and parents in the guidance process at the high schools

14. Furthering student awareness of and entry into Career Technical Education

15. Reconnect with the EDD

**Olga Shvarts**

**INSTRUCTION**

1. New Programs to develop requiring 2 or more semesters:
* Cosmetology and Barbering
* Wastewater Management
1. Develop Fastrack-to-Work programs that take 1 semester and help people get a job skill and to reinforce that education leads to jobs.

(This is primarily for youth who are getting out of high school and want to work as soon as possible, or for Focus Populations listed under Student Equity and Perkins).

* Security Guard Training, TWIC Card
* Food Handlers Permit
* Class A/ B Driver
* Animal Handler, Dog Groomer, Dog Trainer
* HAZMAT Certificate

**PROCESS AND STUDENT EXPERIENCE**

1. Conduct assessments as a prerequisite to entry into CTE that are more skill and strength related, rather only testing level of academic achievement ( CASAS, Placement Tests) and career interest inventories (Who Do You Want to Be, Career Match).

Below are some of the descriptions of these tests. These are much more useful in determining what CTE program a student would be best suited for and most importantly what career this person is most suited for. It is also more useful to counselors in doing advising.

**Assessing Work Capacities**In some instances, it may be helpful to assess the muscular strength, endurance, motor coordination skills, and other physical capacities of youth.   For example, a youth’s ability to manage a full-time work schedule or perform tasks that demand physical exertion, strength, or motor skills coordination is very important information for matching a student to suitable employment or career fields. It is important to remember that youth may eventually develop physical capacities as they grow and mature physically.Work capacities testing can also give some indication if a particular type of work is appropriate for an individual based on age or maturity level. For example, an immature youth may not be ready to function in a job with high social demands and responsibilities such as a nursing assistant or child care aide. Or a youth who is lacking in emotional maturity may not be ready to manage the hectic pace of a typical lunch hour at a local fast-food restaurant chain.

The following assessment techniques are used to assist in identifying a youth’s physical capacities:

Work Tolerance and Functional Capacities Assessment – Work tolerance testing (also known as work hardening assessment) is a structured process for examining and measuring the physical endurance, strength, motor coordination skills, and emotional capacities of a worker when performing essential job tasks. The goal of work tolerance testing is to measure whether a worker can manage a regular job routine or full-time work schedule and perform essential job tasks without excessive fatigue or pain. Work tolerance testing also measures range of motion, lifting and carrying, manual dexterity, and motor coordination skills that are necessary to do a job successfully. Work tolerance and functional capacities assessments can be conducted in formal as well as informal testing formats. A number of commercially developed testing strategies are available to assess physical capacities, and work tolerance assessments also can be conducted in real job settings in ways similar to situational work assessments. In these instances, the assessment of physical and emotional work capacities is achieved by observing and recording the job performance of youth in competitive business environments. Standardized work samples are sometimes used to measure a worker’s ability to perform specific physical movements (e.g. stooping, reaching) or coordination of motor skills (e.g., hand-eye coordination). Work tolerance testing is normally conducted by trained vocational evaluators who are skilled in these assessment methods and procedures. Job coaches, occupational therapists, physical therapists, and rehabilitation engineers are often knowledgeable about assistive technologies or accommodations that can enhance the functionality of people with physical or emotional limitations.

Motor Skills and Manual Dexterity Testing – Some standardized assessment tests, such as the Crawford Small Parts Dexterity Test or the Purdue Pegboard Test, can measure a youth’s finger dexterity, manual dexterity, or hand-eye coordination. These dexterity tests can help to measure a youth’s capacities to move hands, fingers, arms (gross movement), or to control the movement and manipulation of small objects. This information may be helpful to youth who are considering careers or job opportunities in fields that require good manual dexterity. Also, these tests can help to determine needs for assistive technology or accommodations that may enable a youth to perform the essential functions or tasks of a desired job.

2. Connect with Internal/ In house recruiters for large local private companies and corporations.

3. Develop outside On-the-Job-Training opportunities on campus and with local employers

4. Have a Job Development and Placement Unit at the career center specializing in placement after CTE program completion.

5. Fund GALLUP Center TOP 5 Strength assessments for returning students and those who are going through career transition.

6. I am also attaching link to local Interactive Labor Market Analysis of Occupations and Industry Clusters with highest projected job openings, level education and wage analysis <http://www.labormarketinfo.edd.ca.gov/geography/regional-economic-profiles.html>.