

SB 1070 LA Ring College Consortium Steering Meeting

Minutes – September 26, 2018

Rio Hondo College - Quiet Cannon, Montebello, CA

Attendees

| College/Affiliation | Name | College/Affiliation | Name |
|-------------------------------|-------------------|--------------------------------|---------------------|
| Brad Pollak Company | Brad Pollak | Long Beach City College | Rio Medina |
| Burbank USD | Diana Dysthe | Long Beach City College | Lizzette Villegas |
| Career Ladders Project | Sherry Shojaei | Long Beach City College - CITD | Ruth Amanuel |
| Centinela Valley UHSD | Kim Irons | Los Angeles City College | Pamela Gonzales |
| Centinela Valley UHSD | Mikle McBride | Los Angeles Harbor College | Monica LaBenda |
| Cerritos College | Christina Mulcahy | Los Angeles Mission College | Sophia Hernandez |
| Cerritos College | Carla Yorke | Los Angeles Pierce College | Michael Williams |
| Citrus College | Marti Deyoung | Los Angeles Valley College | Valeria Covarrubias |
| Citrus College | Monique Mozov | Mt. San Antonio College | L.E. Fosia |
| Compton College | Alicia Zambrano | Mt. San Antonio College | Shannon Rider |
| East Los Angeles College | Vanessa Garcia | Pasadena City College | Ana Ramos |
| East Los Angeles College | Mayra Rodriguez | Rio Hondo College | Lyla Eddington |
| El Camino College | Adriana Estrada | Rio Hondo College | Shari Herzfeld |
| El Camino College | Coleen Maldonado | Rio Hondo College | Bruce Noble |
| El Camino College | Tiffany Miller | Santa Monica College | Maria Leon-Vasquez |
| Glendale Community College | Emma Sanchez | Tri Cities ROP | Tracie Zerpoli |
| Glendale Community College | Freddy Saucedo | United Way of Greater LA | Amy Silverman |
| LA County Office of Education | Rosa Valdez | West Los Angeles College | Ashanti Lyles |
| | | | |

| Agenda | Discussion | Follow-up |
|------------------------------|---|------------------|
| I. Welcome and Introductions | <p>Welcome and self-introductions were made around the room – Dr. Lyla Eddington, Project Lead SWP Career Pathways Specialist Program.</p> <p>Lyla discussed format/agenda for meeting – first part will be review of material in the packets, followed by a review of Round 1 achievements and Round 2 activities. Presentations were given on LA CO SWP regional noncredit curriculum project as well as career development coaching.</p> | |

| | | |
|---|--|--|
| II. Approval of Minutes | Approval of June 20, 2018 minutes – Approved Unanimously | |
| <p>III. Round 1 Achievements and Round 2 Activities</p> <p>a. Status of Implementation of Career Pathways</p> <p>b. Career Pathways Specialist Workplan</p> <p>c. DSN Career Pathways Specialist Program Activities</p> | <p>a. Status of Implementation of Career Pathways Lyla reviewed 2018 data – we are accountable for these numbers – let’s make sure we have numbers to report out; secondly and most important is service we provide students. Should be able to give numbers; Lyla will redo with more appropriate terminology; if you take the money you have to show outcomes; 2019 data will reflect what we did during the 2018-19 school year. October 4 - LACCD CTE deans – Lyla will be at meeting with deans and staff regarding implementation of CATEMA. There will be a webinar geared at an overview of use of CATEMA. The Assessment Tool was reviewed. The DE classes section was confusing. Lyla meant to combine non AB 288 with non AB 288 DE classes. She will review with each college and update the data before the December Steering Committee.</p> <p>b. Career Pathways Specialist Workplan Over the next 6 months Lyla will come and visit and talk to people/schools regarding board policies and college procedures in place. Attendees should include: LA/OC Regional Consortium voting member, and CPS supervisor, and Career Pathway Specialist Lyla wants LAOCRC to be aware of what is going on with projects and what is happening at each college. Our goal is to serve HS student and to help them realize they can go on to college. Watch for email with visit schedule starting tomorrow.</p> <p>Another area of focus is to attend college advisory committees. CPS can serve as a resource for college programs and linking them to HS students. Lyla reminded the Career Pathway Specialists to meet with all Career Tech Deans every semester to ensure they establish a relationship with them as well as to know what programs are being offered or planning to be offered.</p> <p>c. DSN Career Pathways Specialist Program Activities part of round 2 is DSN role with CPS. Previously 100K of SB1070 money was allocated to each DSN for outreach; but that money has now gone away. There is currently allocated 75K for each of the LA DSNs to continue that work as part of the Career Pathways Specialists Program. Activities recommended at a DSN and Project Lead meeting in June included the following:</p> <ul style="list-style-type: none"> i. Regional Advisory Committee ii. Career Counselor Industry Visits – HS and college counselor visits will put on bus and drive to industry site so counselors can better understand skills and degrees needed for middle level jobs. | |

| | | |
|--|---|--|
| <p>d. LAEDC Industry Councils</p> | <p>d. LAEDC Industry Councils – included in materials is an announcement regarding LAEDC, in partnership with LA region, has established industry councils. These councils include business and education reps. It is a good place to refer faculty to learn more about the current and future job market.</p> | |
| <p>IV. LA Co. SWP Regional Noncredit Curriculum Project Presenter: L.E. Foisia</p> | <p>Lyla introduced the speaker by reminding the participants that in June we met with non-credit practitioner from each colleges to build relationships and align curriculum to use as a feeder courses into credit career pathways. Credit classes can be intimidating while the non-credit process less challenging. We are now in Round 2 of the project and we have committed to include noncredit courses into the Career Education Career Pathways.</p> <p>Brief history of how Mt. SAC got involved. This is a LA Co. SWP Regional Project involving 16 colleges. The courses are contextualized courses developed by CTE faculty; shared with partner colleges as resources. They have held meetings and professional development. The courses are available to all colleges in LA Co. For further information, contact L.E. Foisia at:</p> | <p>Request contact and handout from L.E. Foisia.</p> |
| <p>V. How to Tell My Story Workshops Presenter: Brad Pollak, Brad Pollak Company – Career Development Coaching</p> | <p>Brad is a Career Development Coach that helps students with the skills need on how to market oneself. He has found that students might not get the jobs they want because they can't articulate their story and experience. He offers 2 workshops that should be delivered in final semester when students are looking for jobs.</p> <p>See attached handout for summary of workshops available.</p> | <p>Contact Lyla or Melissa if interested.</p> |
| <p>VI. K-12 Strong Workforce Funding 2018-19 Update - Dr. Lyla Eddington</p> | <p>Lyla shared information available to date as posted on the DWM web site under K-12 Strong Workforce Program. It appears that the money will not flow out until after July, 2019.</p> <p>Between now and then work with partners regarding identifying career pathways where there is the highest need. You can be a resource for k-12 in reviewing labor market data to determine what are projects they want to develop that align with what is going on at college. You can also help facilitate access to LMI either through the CCCCO Centers of Excellence or LAEDC.</p> <p>Dr. Alex Davis, VC for LA/OC Regional Consortium, is working with LACOE to bring all superintendents together.</p> | |

| | | |
|------------------------------------|--|-------------------|
| | Discussion: K-12 selection committee question – if on the committee, you cannot apply for funds. Rosa Valdez is interested in serving on selection committee. LACOE is hosting a CTE workshop on January 31, 2018 and on Oct 19, 2018, a Perkins workshop – Rosa will be in touch with dates and additional information. | |
| VII. Proposed Schedule of Meetings | <ul style="list-style-type: none"> a. Quarterly Meetings at Quiet Cannon: December 5, 2018; March 20, 2019; June 19, 2019 b. Bimonthly Calls: October 24, 2018; November 14, 2018 & November 28, 2018; January 9, & 23, 2019; February 13 & 27, 2019; March 13, 2019; April 10 & 24, 2019; May 8 & 22, 2019; June 12, 2019 – will send out agenda ahead of time like we've done | March Meeting TBD |
| VIII. Working Lunch | Individual Questions/Comments – All | |
| IX. Adjournment | Meeting adjourned at 1:50PM. | |



Noncredit Curriculum Project Noncredit College and Career Readiness

L.E. FOISIA, FACULTY, LEAD

MT. SAC, SCHOOL OF CONTINUING EDUCATION

SEPTEMBER 26, 2018

Getting Started

On a scale of 1-10 (1 = rookie & 10 = experienced veteran),
**where do you rate yourself in regards to your knowledge of
noncredit?**



Round 1: Noncredit CTE Readiness Bootcamps



History of Project

August 2016

- Lead colleges Mt. SAC and Citrus

November 2016

- Proposed the project as CTE Readiness Bootcamps to LA Regional Consortium; 11 colleges initially joined

January 2017

- Approved as a noncredit curriculum project

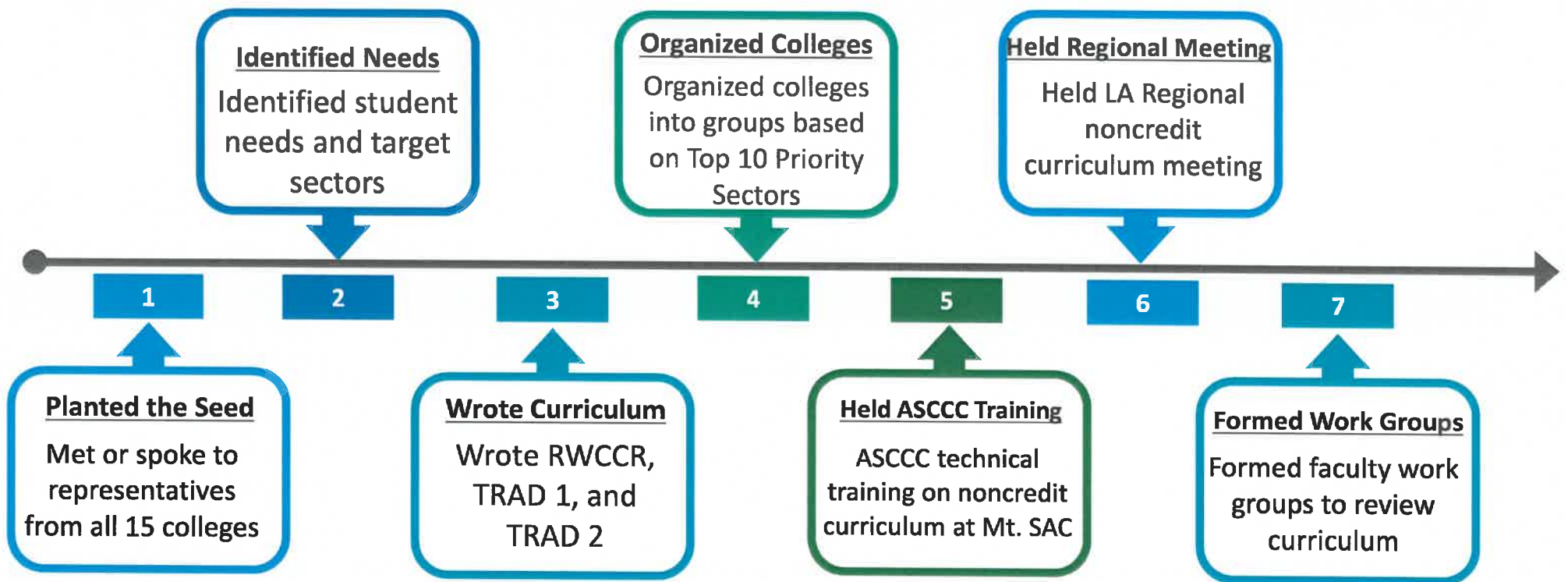
March 2017

- Project participation of 16 colleges



Round 1 Project Timeline

March 2017 – September 2017



Regional Sectors

| Advanced Manufacturing | Advanced Transportation & Renewable Energy | Health | Energy, Construction & Utilities | Information & Communication Technologies (ICT)/Digital Media |
|---------------------------------------|---|--|--|--|
| <u>Welding</u> Cerritos & Mt.SAC | <u>Automotive Technology</u> Cerritos, LBCC & Citrus | <u>Nursing</u> West LA & LAHC | <u>Construction</u> LATTC & Mt.SAC | <u>Animation/Gaming Area</u> Rio Hondo |
| <u>Engineering</u> Glendale & LAHC | <u>Aviation</u> West LA LATTC | <u>Dental Assistant</u> PCC & West LA | <u>Construction Tech. Management</u> Pierce | <u>Graphic Design</u> Rio Hondo |
| | | <u>Allied Health</u> Glendale, LBCC, Pierce & West LA | | <u>Media Arts</u> LA Mission |
| | | <u>CNA</u> LA Mission, Mt.SAC & West LA | | West LA |
| Global Trade & Logistics | Water Tech & Public Works | Life Sciences/Biotech | Retail/Hospitality/Tourism 'Learn and Earn' | Small Business |
| <u>Warehouse Associate</u> LAHC | <u>Water Technology</u> Citrus | West LA | <u>Retail & Hospitality</u> LACC & West LA | <u>Small Business Operations</u> ELAC, PCC & LA Mission |
| | | Citrus | <u>Culinary Arts</u> LAHC, LA Mission & LBCC | <u>Entrepreneurship</u> LACC & LATTC |
| | | | <u>Child Development</u> LACC, LA Mission & PCC | <u>Accounting</u> Glendale |
| | | | | <u>Real Estate</u> ELAC |
| | | | | <u>Cosmetology</u> Citrus |
| | | | <u>Interior Design</u> LA Mission | |

Noncredit Readiness Courses

Contextualized Courses

- Reading & Writing
- Math
- English for Special Uses (ESU)
- Career Development
- Computer Skills for Workplace

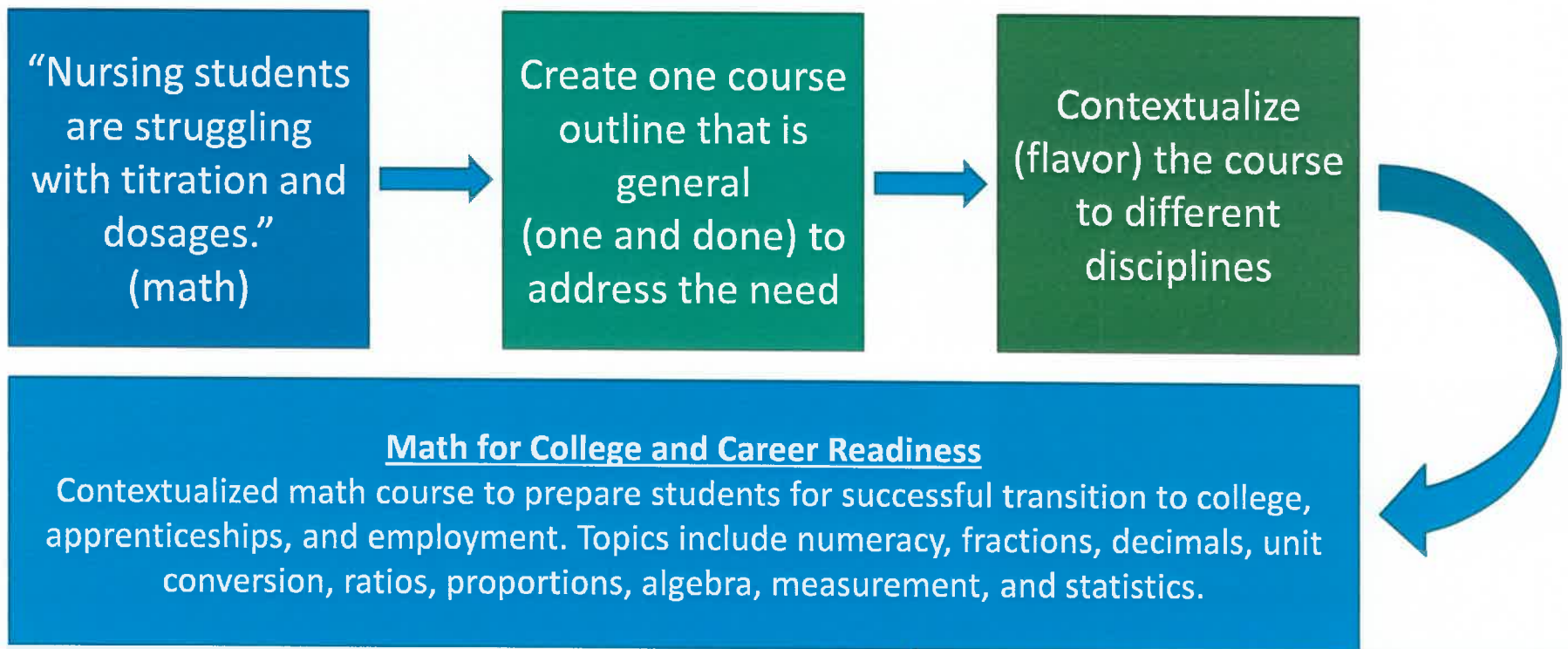
Regional Collaboration

- Held regional faculty work group meetings to review the curriculum
- Worked with colleges to develop contextualized courses and Pre-CTE courses

Noncredit Contextualized Courses



Noncredit Contextualized Courses



Examples

Math for College and Career Readiness

Contextualized math course to prepare students for successful transition to college, apprenticeships, and employment. Topics include numeracy, fractions, decimals, unit conversion, ratios, proportions, algebra, measurement, and statistics.



Math for College and
Career Readiness:
Health Careers



Math for College and
Career Readiness:
Pre-Apprenticeship



Math for College and
Career Readiness:
????



Transitional Math for Healthcare

Basic skills improvement for credit health care career programs

Contextualized basic skills math course

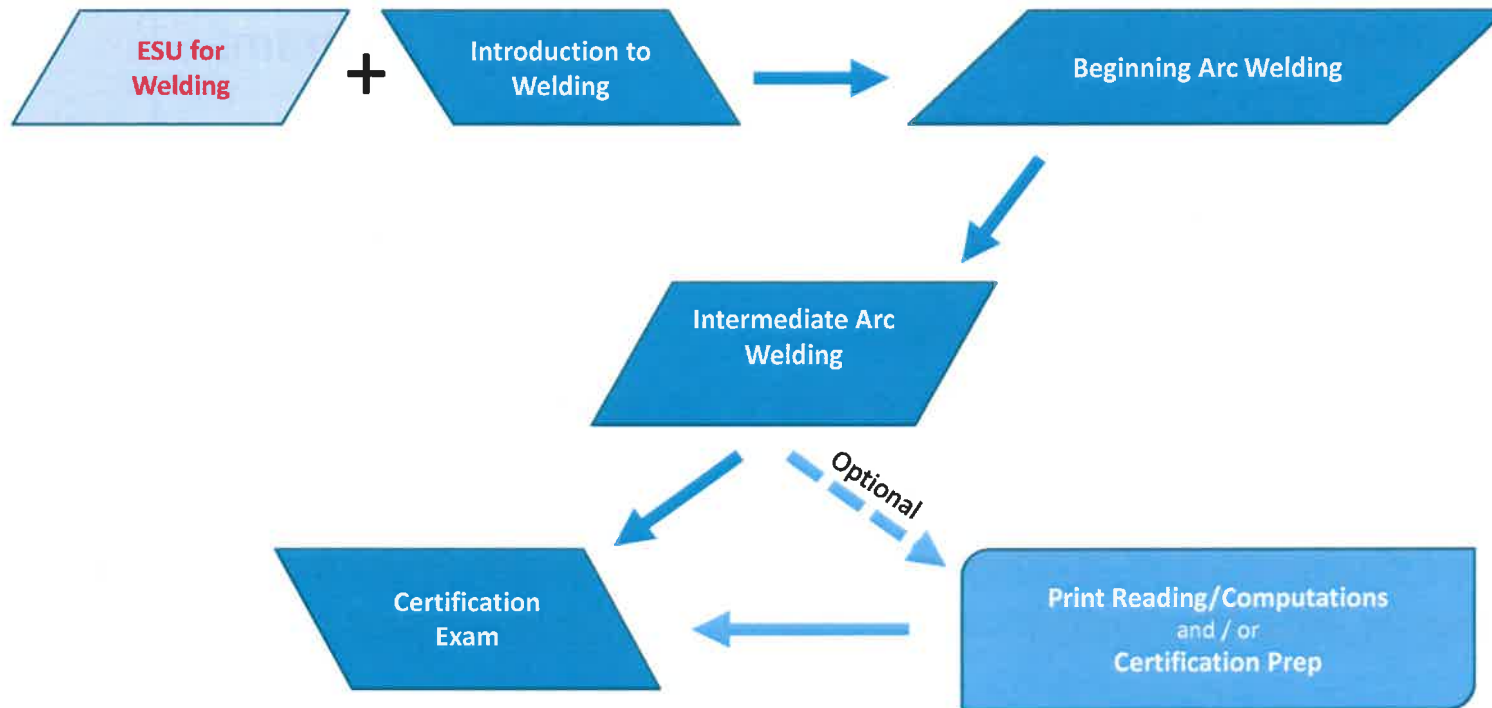
- Covered dosage calculations, measurements, decimals, percent, proportions, and fractions
- 4-week pre-requisite (Nursing)
- 92% of students increased their score on average by 25%

12-week co-requisite (Psych tech)

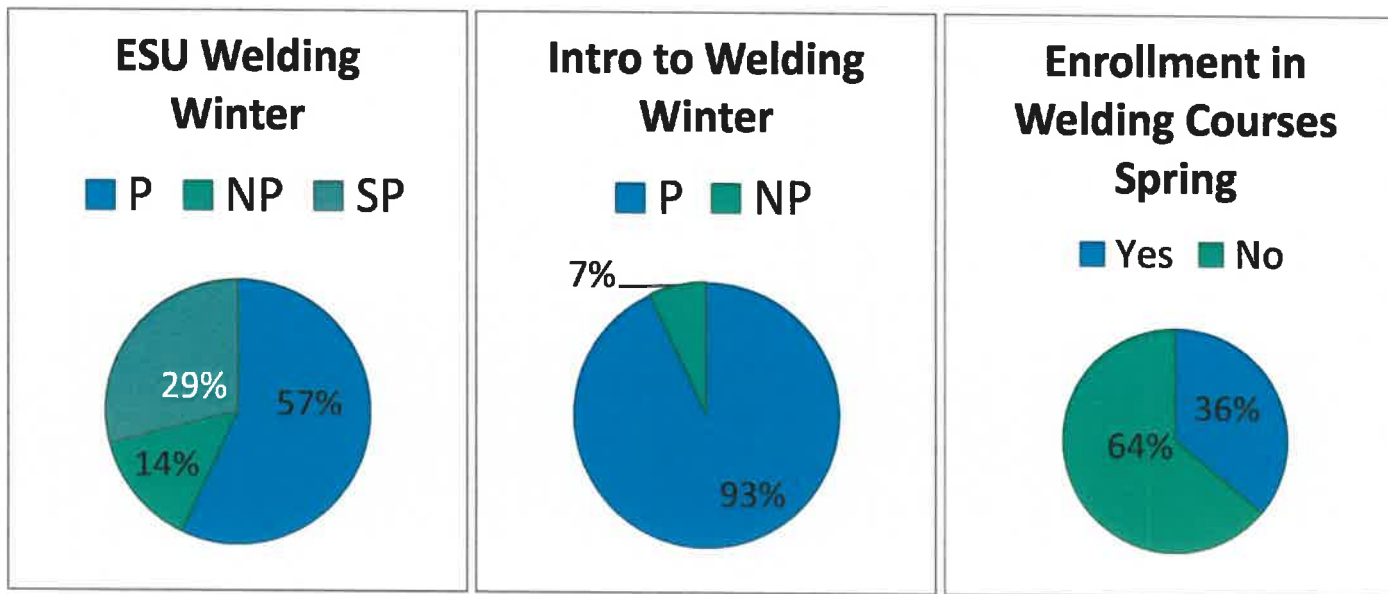
- 56% of students are at/above the 8th grade math level **post tutoring testing** vs 24% of students at/above 8th grade level **pre tutoring**



English for Special Uses (ESU): Welding



Pass Rates and Next Semester



Pre-CTE Courses



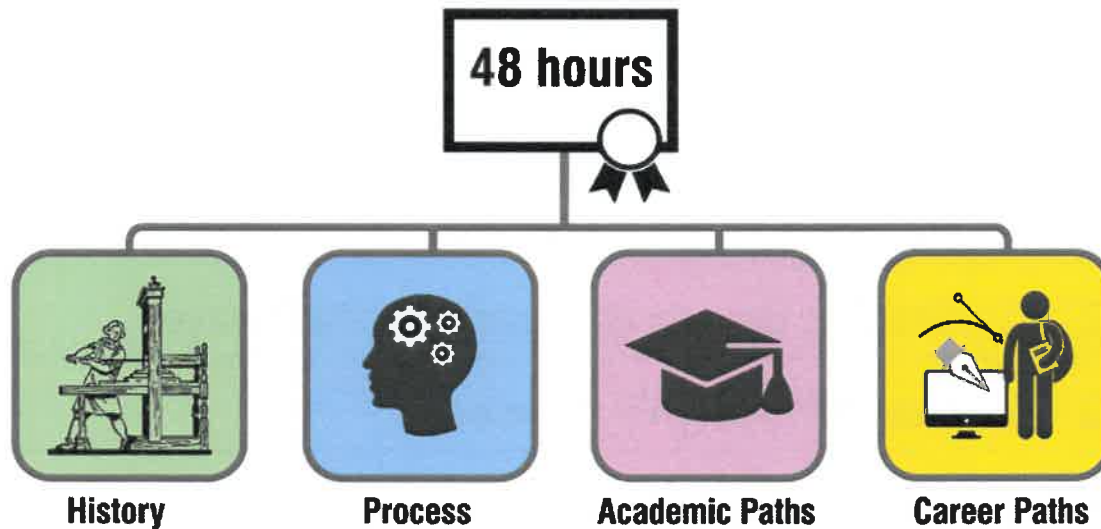
Pre-CTE: Rio Hondo College Collaboration

- Preparing students for credit CTE pathways
- Noncredit Certificate: Career Exploration: Graphic Design

| Course Prefix and Number | Title of Course |
|--------------------------|---------------------------------------|
| GDSN 291 | Graphic Design I: History |
| GDSN 292 | Graphic Design III: Academic Pathways |
| GDSN 293 | Graphic Design II: Process |
| GDSN 294 | Graphic Design IV: Career Paths |

Career Exploration: Graphic Design

Certificate of Completion Career Exploration: Graphic Design



Pre-Apprenticeship



Pre-Apprenticeship Certificate



Intro to Trades 1

- Introduction to the various building and construction trades
- Overview and history of the trades and unions
- Preparation for entrance into the apprenticeship programs and construction industry

Intro to Trades 2

- Essential topics related to various building and construction trades:
 - Construction health and safety
 - Basic components of a blueprint
 - Green construction
 - Financial literacy

Math for College & Career Readiness

- Contextualized math course
- Prepares students for successful transition to college, apprenticeships, and employment

Career Development

- Career preparation, assessment, and interest inventory
- Exploration of career fields and employment opportunities
- Resume writing, cover letter, interview skills, and employment portfolio
- Internet for use in career exploration

Moving on to Round 2

Go big and innovate



Round 2

Round 1 project discussions and initial outcomes

Development of community of practice

Expansion of scope

Synergy generated within the first six months of Round 1

All 19 LA regional colleges committed to be part of Round 2

Project awarded \$4M+ for Round 2, Year 1 and 2

Round 2

Objectives



EXPAND
Expand capacity
among the LA
County community
college noncredit
short-term
vocational programs



CONTRIBUTE
Contribute to
the SWP
purpose of
producing a
middle-skilled
workforce



DEVELOP
Some colleges
have very
developed
noncredit
vocational
programs




COLLABORATE
Shared expertise
among the
regional faculty
to collaborate on
curriculum



PROVIDE
Provide
professional
development
including a
noncredit
curriculum
training

Noncredit Curriculum Training

- Credit CTE faculty and noncredit faculty from across the LA region came together
 - Goal: To bring faculty together to collaborate on creating noncredit courses that would support and prepare students for credit CTE courses
 - Topics:
 - Overview of the noncredit curriculum process
 - Noncredit supports for CTE
 - Mirrored courses
 - Developing and writing noncredit curriculum
 - Noncredit practitioners (Launchboard training) - data, accountability, and pathway design
 - Presenters included two representatives from the state academic senate, a project manager from WestED, and noncredit faculty and management from Glendale College and Mt. SAC
 - Each college had an action plan to continue the collaboration and development of noncredit curriculum
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Questions?



Thank you!

L.E. Foisia: lfoisia@mtsac.edu

Shannon Rider: srider@mtsac.edu



**SB 1070 LA Ring Colleges & LA County Career Pathways Specialists
Steering Committee Meeting
September 26, 2018**

2 Workshops to help students and recent graduates build confidence and find success during the job search process

OVERVIEW:

I am a **career development coach** and I specialize in teaching **students, recent graduates** and **seasoned professionals** how to market themselves when they are looking for work. One of my areas of expertise includes **teaching workshops for college and high school students**, focusing on two main topics:

1. How To Tell Your Story and Interview Well During Your Job Search

This is a **2-hour workshop** (sometimes longer, sometimes less, depending on the number of students) divided into two parts. During **Part 1**, I teach students **how to tell their story** so they're able to reply to such statements as *"Tell me about yourself"* or to questions such as *"Why should we hire you?"* and *"Why do you want to work here?"* In this workshop students learn the 3 basic building blocks of storytelling, and every student in the class participates in the discussion. It's a very interactive workshop, resulting in students becoming more confident in how they tell their respective stories.

Part 2 of the workshop focuses on **the interview process itself**, during which time I teach students **how to prepare for an interview, how to engage during an interview and how to follow up afterwards**. This discussion is as interactive as Part 1, resulting in students developing a road map to follow so they can present themselves in the best possible light during their job search.

2. How To Set Up And Conduct Informational Interviews During The Job Search Process

This **90-minute workshop** focuses on one critically important step of the job search process: **how to conduct fact-finding conversations with qualified professionals who can give you extremely helpful insights about different industries, companies, specific jobs – and general career advice**. It's the most overlooked and most effective tactic of the job search process and is enormously helpful to all job seekers who are trying to create opportunities for themselves.

During this workshop I teach students the **7 steps of the informational interview process**, including determining why you want to set up an informational interview, creating a worksheet to help you keep track of your interviewing efforts, researching your target(s), choosing a method of initial contact, preparing for your interview(s), engaging during your interview(s), and following up afterwards.

Topics covered in each workshop:

How To Tell Your Story & Interview Well During Your Job Search (2 to 2 ½ hours)

Part 1: How To Tell Your Story

Introduction

The 5 critically important steps of the job search process

- Establish your goals
- Tell your story
- Network
- Set up informational interviews
- Follow the interview process

Tell Your Story

- Introduce yourself and explain your current situation
- Describe what you'd like to do ideally
- Describe your "inner core"

Sample Elevator Pitch

Class participation

Part 2: How To Interview Well During Your Job Search

Follow The Interview Process

- Preparation
- The interview itself
- Follow-up

Review sample thank you email, letter and phone call

Review sample cover letter

How To Set Up & Conduct Informational Interviews (90 minutes)

Explanation and discussion of the 7 steps in the informational interview process:

1. Determine *why* you want to set up informational interviews
2. Create a worksheet to help you keep track of your networking/interviewing efforts
3. Research your target(s)
4. Choose a method of initial contact
5. Prepare for your interview(s)
6. Engage during your interview(s)
7. Follow up after your interview(s)



FAQ's:

What materials do I provide the students?

I prepare handouts for every workshop I teach. These handouts include the bulk of the material I discuss during the workshop, allowing students not to have to take copious notes while I'm teaching, so they can focus on being interactive during the discussion.

What materials do I need to teach the workshops?

All I need is a well-lighted classroom or lecture hall and a dry erase board. I don't need any audio/visual equipment unless I'm teaching a very large group (which is more of a keynote type of scenario).

How many students do I like to teach in each workshop?

My preferred number of students is 30-40 or less. With that said, I've taught as few as 5 students and as many as 150, but if I'm teaching 150 students, that's more of a lecture as opposed to a workshop.

How long have I taught the material?

I've taught this material to more than 2,000 students, counselors and instructors over the past 8 years, and there has been a particular focus on **Career Technical Education**. Some of the CTE disciplines include **Architecture/Drafting, Automotive Technology, Biotechnology, Cosmetology, Dental Assisting, Estheticians, HVAC, Industrial Design, Jewelry/Metalwork Design, Medium & Heavy Truck Technology, Paralegal Studies** (that's not really CTE), **Nursing, and Welding**.

What kind of research do I do?

If I am teaching a discipline that is new to me, I spend approximately 3 weeks researching the material, talking with instructors, hiring managers, and often visiting actual businesses so I can then write handouts that cater very specifically to each particular discipline.

How much advance notice do I need to teach a workshop?

My schedule is often quite full, so I prefer to have at least 4 weeks' notice to book a workshop.

What time of day do I teach the workshops?

I prefer to teach very early in the morning (starting at 8am, for example) or at night (any time after 5pm) – if at all possible. With that said, I have taught classes during the day if those are the only time slots available.

Do I have testimonials?

Yes. I'm proud to have a plethora of **great feedback** from students, recent grads and seasoned pros alike. To read some of these testimonials, I invite you to visit my website at:

<http://www.bradpollak.com/testimonials/>.