

Better Careers at Hartnell College: An Implementation Guide

Purpose

In August 2019, with the support of the James Irvine Foundation, Hartnell College embarked on the design of a user-focused college-to-career system. The goals of this effort were to:

1. Develop and strengthen Hartnell's sector-specific steering committees by fostering employer engagement and investment;
2. Assess the current availability of college-to-career services, gaps, best practices, and opportunities for growth; and
3. Design a system that will strengthen direct job placements and expand employer co-investments in internships and apprenticeships.

This implementation guide summarizes a vision for the Hartnell College Career Hub that emerged out of a six-month discovery and planning process. This process included three sector-specific convenings where students, instructors, counselors, and external partners — including employers, K-12 districts, CSU Monterey Bay, the Monterey Bay Workforce Development Board, and guests from other colleges — shared diverse perspectives on the regional labor market and on the current state of work-based learning and employment services at the college. Out of these discussions, and through learning from effective models such as that at Skyline College, Hartnell leaders developed the core elements, principles, structure, and strategies that are described in this guide.

With the strong support and leadership of the superintendent/president of the Hartnell Community College District, Dr. Patricia Hsieh, Hartnell is prepared to develop a model Career Hub for substantial benefit to the college's 18,000 students. A public-facing Implementation Plan, accompanied by this internal Implementation Guide, will inform the launch of the Career Hub and pave the way for its successful service delivery.

The Need for a Career Hub

Hartnell College has a long history of community involvement and program innovation for student success. Over the last six years, Hartnell has made tremendous gains in students' degree and certificate attainment (127% and 231% increases, respectively) and transfer to four-year institutions (63%) ([Accreditation Self Evaluation Report, 2019](#)). Notable improvements have also been seen in Career and Technical Education (CTE) graduates' higher earnings (50% increase), attainment of livable wages (70%), and employment in jobs similar to their fields of study (90%) ([CCCCO memo](#), March 29, 2018). These successes can be attributed in part to innovation in Hartnell's educational programs, such as the nursing and Computer Science in Three Years (CSin3) programs.

While these gains are impressive, more can be done to ensure that all students — across Hartnell's diverse CTE and academic programs — secure the employment they desire, attain livable wages, and embark on careers with the skills and experience required. Now is an opportune time, as Hartnell recently redesigned degree and certificate offerings according to six meta majors aligned with regional industry sectors: Arts & Languages; Business, Agriculture & Industries; Health Sciences; Social Sciences; STEM;

and Exploratory. A centrally coordinated system of connecting college to career, a Career Hub, can incorporate career services across the college via the meta major framework, improving the relevance of these services and expanding their reach to a larger number of students. The Career Hub can also effectively engage employers to provide more students with work-based learning opportunities, internships, apprenticeships and placement into high-quality jobs.

Career Hub Core Principles

Hartnell developed a set of core operating principles for the Career Hub that are based on the college's existing values: Students First, Academic and Service Excellence, Diversity, Equity, and Inclusion, Ethics and Integrity, Alliances, Leadership and Empowerment, Innovation, Stewardship of Resources, and Health, Safety, and Security. The proposed Career Hub core principles, which will be revisited periodically by Career Hub staff and advisors, are:

1. We operate in service to the student first, providing support and guidance based on individual needs and aspirations.
2. We support our colleagues across the college in connecting the college experience to careers, both inside and outside of the classroom.
3. We work in partnership with employers and community based organizations to strengthen the economy of the Salinas Valley by providing living wage jobs and opportunities for continued learning and innovation.

Career Hub Core Elements

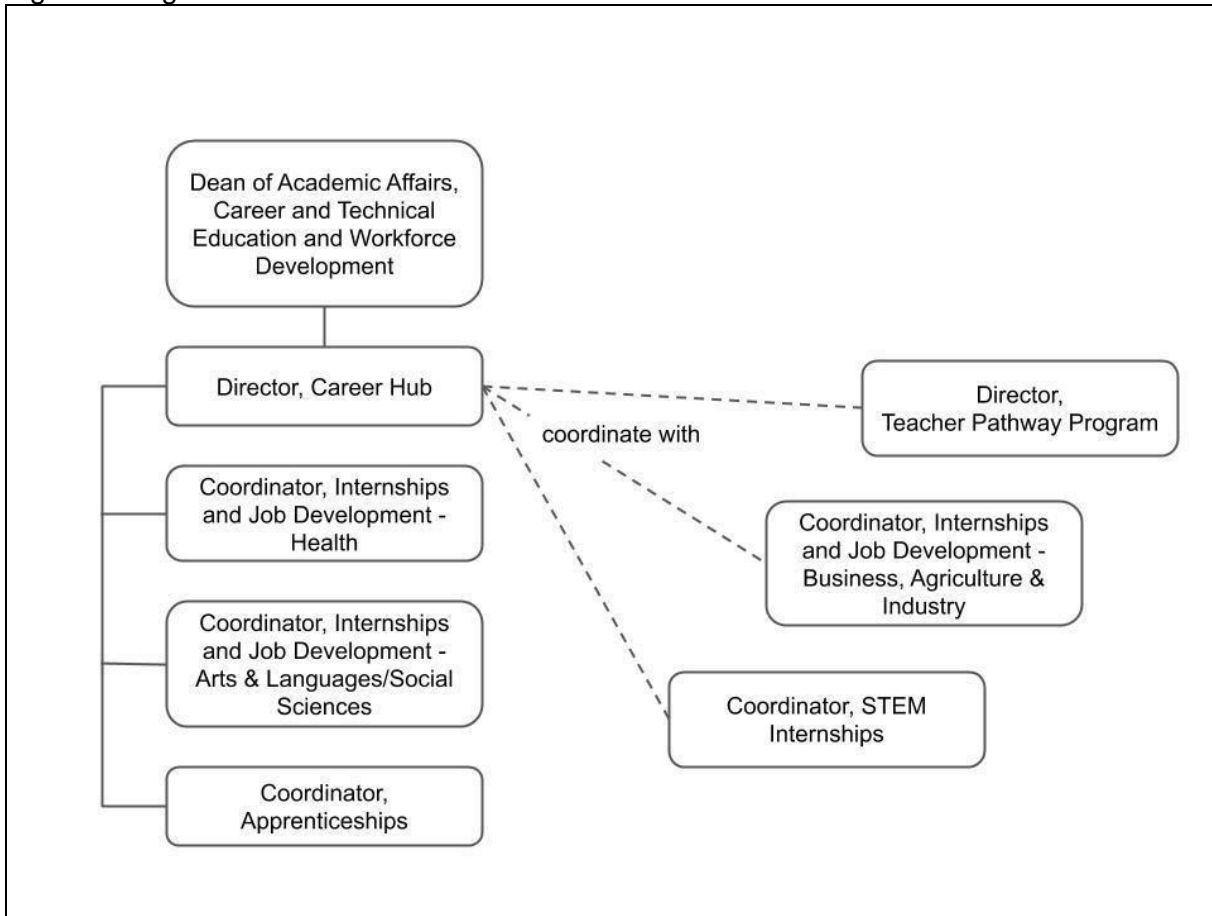
Through the inclusive planning process described above, the Hartnell community identified several core elements of the Career Hub. These include:

1. a **central system of coordination** for work-based learning and direct student services, from career readiness to direct placement;
2. dedicated **personnel** with sector specific knowledge and employer relationships, who act as connectors to work-related opportunities;
3. an expanded selection of **work experience opportunities**, including those embedded in CTE programs and others, such as formal apprenticeships; and
4. a **cohort** model for delivering social and academic support.

Career Hub Leadership

Under the Dean of Career and Technical Education and Workforce Development, a new director will oversee the Career Hub. The director will coordinate with the existing internship and job development coordinator for Business, Agriculture and Industry, the STEM internship coordinator, and the Teacher Pathway Program director, and will oversee two new internship and job development coordinators (representing the remaining meta majors) and a coordinator for apprenticeships, as shown in Figure 1. This leadership and staffing structure will effectively utilize Hartnell's meta major structure, both to deliver career services to students and to support instructional and counseling faculty, thus integrating the Career Hub's functions with the larger efforts of the college.

Figure 1. Organizational chart



Role of Career Hub Director

The Career Hub director will oversee the overall running of the Career Hub, oversee the Hub coordinators, and collaborate with coordinators and directors in the college who also share internship and job placement work. The director will also support the current sector-specific steering committees by coordinating for work-based learning, internships and job placement, and apprenticeships. A number of operational tasks may be assigned to the director; for example, the college-wide coordination of cooperative work experience for credit (which may in turn have implications for course approval by the curriculum committee, or for the training of instructors on how to implement or manage cooperative work experience). The director will also work in coordination with the grants director to secure funding from external sources, including grants and partnerships. Figure 2 lists the director's various constituencies and related aspects of the director's role.

Figure 2: Roles of the Career Hub Director

Constituency	Role of Director
Students	Oversee the running of the Career Hub. Oversee the design and implementation of services for students.
Coordinators	Develop and evaluate metrics and goals for the coordinators, including number of students served, number of faculty supported, number of work-based learning opportunities supported, number of internships, and number of job placements.
Steering Committees	Support faculty in convening (where necessary) meta major specific steering committees. In areas where steering committees already are developed and meet, provide support based on faculty and employer need - including work-based learning, internships, and job placement coordination.
Funders	Identify new funding sources, including state, federal and philanthropic grant opportunities, opportunities to partner with community based organizations, and union and employer partnerships.

Role of the Internship and Job Development Coordinator

Internship and job development coordinators will play a key student-facing role in the Career Hub. Each coordinator will focus on a single meta major, allowing them to develop specialized knowledge and networks in a given industry or set of industries. With this specialized knowledge, coordinators will be able to convey resume and interview norms, certifications, and job search strategies specific to the industry and more effectively prepare students for success during the job search and on the job. As the coordinator develops a network of relationships with employers and industry representatives, they will expand opportunities for students to connect with work experiences, apprenticeships, and job openings. Figure 3 shows the coordinator’s various constituencies and roles.

Figure 3: Roles of the Internship and Job Development Coordinator

Constituency	Role of internship and job development coordinator
Students	Provide: <ul style="list-style-type: none"> • Career exploration workshops • One-on-one career information • Work readiness support with job search, resume writing, interview skills • Internship support and placement • Job placement support
Faculty	Provide meta major specific: <ul style="list-style-type: none"> • Career information and support • Connections to work-based learning opportunities • Support for Steering Committee convenings
Employers	Develop: <ul style="list-style-type: none"> • Relationships • Work-based learning opportunities • Alignment with Hartnell’s mission and vision • Internship and job placement opportunities • Steering Committee convenings

Internship and Job Placement Strategy

Hartnell College is committed to supporting students’ pursuit of jobs that earn livable wages and lead to careers. In particular, Hartnell is aiming for placement wages between \$18 - 34 per hour. Internship and job developer coordinators will develop relationships with employer partners that align with Hartnell College’s mission and vision, including a commitment to livable wages.

Because some potential employer partners may not be willing or able to offer these wages to new graduates, Hartnell’s Career Hub will offer tiered levels of employer partnership, as shown in Figure 4. As employers gain trust that Hartnell graduates are qualified to earn higher wages and demonstrate commitment to the Career Hub’s internship and job placement strategy, they will be invited to advance to higher partnership levels. For example, an employer who shares the Hartnell vision and mission but is not ready to offer an \$18 starting wage may be invited to partner on work-based learning and internships, but not job placement.

Figure 4: Proposed Tiered Levels of Career Hub Employer Partnership

Level of Partnership	Employer Commitment
Networking	<ul style="list-style-type: none"> • Provide information about employment sector • Attend networking events with students • Attend steering committee and/or advisory groups
Coordination	<ul style="list-style-type: none"> • All of the above, and: • Specific number of work-based learning activities • Specific number of unpaid internships through cooperative work experience
Collaborator	<ul style="list-style-type: none"> • All of the above, and: • Specific number of paid internships • Hiring preference for qualified Hartnell College graduates (may include preference for students in internship pipeline)
Apprenticeship Partner	<ul style="list-style-type: none"> • All of the above, and: • Develop and implement registered apprenticeships and pre-apprenticeships, as appropriate

The internship and job placement coordinators will negotiate with employers to find win-win agreements that build student experience and advance partnerships to higher tiers. For example, a local employer who normally starts new hires at \$16 an hour may be willing to start Hartnell graduates who interned with them for \$18 an hour or more due to the experience gained at their company. Local school districts hiring paraprofessionals may relax their current requirements if they know they are acclimating a future teacher to the climate and culture of their schools.

Role of the Apprenticeship Coordinator

The Apprenticeship Coordinator will be responsible for creating registered apprenticeships. This may include, as appropriate, the development of the employer and/or union relationships, co-creation of apprenticeship standards, apprenticeship registration, recruitment, and student support. Figure 5 describes the role of the apprenticeship coordinator.

Figure 5: Roles of the Apprenticeship Coordinator

Constituency	Role of Apprenticeship Coordinator
Students	Provide: <ul style="list-style-type: none"> • Recruitment: develop materials explaining how apprenticeships work and the value of the “earn and learn” process inherent in apprenticeships • Recruitment: organize informational forums featuring representatives from apprenticeship programs as they are developed; work with faculty and student services staff to integrate information about apprenticeship into all onboarding activities for appropriate meta-majors • Support the development of pre-apprenticeship classes that bolster students’ math, English, and other skills needed for successful entry into and persistence in apprenticeship programs • Liaison with student service programs to identify supports needed for students in apprenticeship programs
Faculty	<ul style="list-style-type: none"> • Act as link between apprenticeship programs, employers, Joint Apprenticeship Committees, and Hartnell faculty • Provide orientation, training, and support for faculty in participating disciplines/meta majors on the mechanics and requirements of apprenticeship programs
Employer/Union Partners	<ul style="list-style-type: none"> • Convene meetings with all parties in identified sectors to explore options and secure commitments • Conduct series of interviews with key partners in order to construct framework for standards in each occupation • Build relationships with employers, unions, and local representatives from Department of Apprenticeship Standards (DAS) • Assist in development of memoranda of understanding (MOUs) and agreements • Co-create apprenticeship standards • Complete application paperwork for CA DAS or US Department of Labor, as determined by constituents • Secure commitment of employers and unions (if involved) to support development of pre-apprenticeship “on-ramps” and to prioritize entry into apprenticeship programs for those who have successfully completed pre-apprenticeship • Assist in submission of paperwork to register pre-apprenticeship programs with DAS

A choice point for Hartnell College is to either hire an apprenticeship coordinator this first year, or to contract with an outside organization or contractor to start up a number of apprenticeships the first year and then hand that work over to an apprenticeship coordinator in the second year. The advantage of hiring a coordinator the first year is that they will begin sooner to develop employer and union relationships. This approach matches the “develop local talent” philosophy to which Hartnell College generally adheres. The advantage to having an outside organization or contractor start up apprenticeships is that they may get started more quickly, as an outside group or consultant may have more experience and specialized knowledge. The second option may be more economical for the college overall.

Apprenticeship Strategy

During the first 12 to 18 months of the initiative, either the apprenticeship coordinator or the contractor will focus on the development of apprenticeship and pre-apprenticeship programs in the Agriculture, Cyber Security, and Community Health Worker areas. Although each of these areas has a unique constellation of skills and training needs, the steps to build apprenticeship programs will be similar across them.

A key first step will be to **assess** what elements needed for an effective apprenticeship are already in place. The coordinator or contractor will conduct research and a series of interviews with key employers, union representatives, faculty, and other workforce professionals to outline what is currently available and to identify key players for the creation of apprenticeship programs.

By participating in existing gatherings (e.g steering committees) and through the organization of initial convenings of employers, unions, and Hartnell faculty, the coordinator or contractor will foster the **relationships and partnerships** needed to build solid, collaborative foundations for these apprenticeship programs. As the apprenticeship development teams coalesce, they can begin to delineate the specific skills required in each targeted occupation. These skills become the standards which are a core element of the application to the state or federal agencies which approve apprenticeship applications. They will also serve as the framework for curriculum development for the component classes for each apprenticeship.

The coordinator or contractor will be responsible for gathering all the necessary information and **commitments**, including MOUs as well as applications to state and federal apprenticeship agencies. The signatories of these applications generally become the leadership of the **Joint Apprenticeship Committee (JAC)** that governs ongoing operations of each apprenticeship. While not a voting member of the JACs, the coordinator or contractor will attend their regularly scheduled meetings as liaison for Hartnell College as the Local Education Agency (LEA) for each apprenticeship program. The coordinator or contractor will also act as the link between the JAC and the faculty in the respective disciplines at Hartnell College.

Several pre-apprenticeship and apprenticeship recruitment strategies will be employed. Information about apprenticeship as a path to family sustaining wage employment and the steps to entering into apprenticeships offered in conjunction with Hartnell College will be included in the orientation to the appropriate meta majors. In addition, similar informational materials will be made available and orientations will take place at local adult schools, Mission Trails ROP, and venues of the Salinas County Office of Education. The apprenticeship coordinator will be responsible for maintaining relationships with all of these external organizations to ensure avenues for recruitment. Pre-apprenticeship programs' will be organized to bolster prospective students' skills in English, math, and other areas to increase the likelihood of entrance to and success in the various apprenticeship programs that are developed. Some of these pre-apprenticeship classes may take place in the above-mentioned off-campus settings that serve adult learners and high school students.

As apprenticeship programs are developed with Hartnell College as the LEA and as students are recruited, it will be essential to provide **support** beyond the inherent mentoring that takes place as a core element of on-the-job training. The apprenticeship coordinator will act as a liaison with student services staff at Hartnell and the local Workforce Development Board to ensure that all transportation, childcare, and other needs of the apprentices are addressed.

Metrics

The California Community Colleges' [Vision for Success](#) sets out ambitious goals that serve as metrics for the Career Hub. These include:

Over five years, **increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or *specific skill sets that prepare them for an in-demand job.***

And specifically for Career and Technical Education students:

Over five years, **increase the percent of exiting CTE students who report being employed in their field of study**, from the most recent statewide average of 60 percent to an improved rate of 76 percent.

The proposed Career Hub metrics and goals, shown in Figure 6, will be examined and revised annually by the Career Hub director, coordinators and meta-major steering committees. Annual goals are based upon an estimated total target student population of 6,500 and total faculty of 190. The target student population figure is the approximate number of students who enrolled in 2017-2018 with the goal of building skills to enter or advance in their careers.

Figure 6. Proposed Career Hub Metrics and Annual Goals

Metric	Baseline	Year 1 Goal	Year 2 Goal	Year 3 Goal
# of students served (through any Hub activity including career presentations, career workshops, resume writing, job search, interview skills)	200 students	1,300 students (~20% of total target student population*)	2,600 students (~40% of total target student population)	3,900 students (~60% of total student population)
# of non-internship work-based learning activities (career specific classroom presentations, field trips, job shadows, info interviews)	150 activities	325 activities (~5% of total student population)	650 activities (~10% of total student population)	975 activities (~15% of total student population)
# of new internships (paid and non-paid)	20 new internships	130 new internships + 20 previous internships = 150 internships (~2% of total target student population)	130 new internships + 150 Year 1 internships = 280 internships (~4% of total target student population)	65 new internships + 280 Year 2 internships = 345 internships (~5% of total target student population)
# of new apprenticeships	0 new apprenticeship programs	0 new apprenticeship programs	3 new apprenticeship programs = 60 students (20 students for each of the three apprenticeships begun in year 1)	2 new apprenticeship programs (+ 3 existing apprenticeships) = 100 students (20 students each for three original apprenticeships and two additional apprenticeships)
# of job placements in jobs paying at least \$18/hr	63 placements	78 placements (~1.2 of total target student population)	170 placements (including 60 apprentices) (~2.6% of total target student population)	290 placements (including 100 apprentices) (~4.5% of total student population)
# of faculty supported with meta major specific career information and collaboration (total ~190 faculty)	0 faculty	40 faculty (~21% of total faculty)	80 faculty (~42% of total faculty)	100 faculty (~53% of total faculty)
# of steering committees/advisory	2 steering committees	3 steering committees	4 steering committees	6 steering committees Arts & Languages

committees supported and convened	Business, Agriculture & Industry;; Health	Business, Agriculture & Industry; Education; Health	Business, Agriculture & Industry; Education; STEM	Business, Agriculture & Industry; Education Social Sciences; STEM
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Sustainability

Hartnell College will prioritize investment in the sustainability of the Career Hub. Funding will be secured through Hartnell College’s general fund, state and federal grants such as Strong Workforce Program and Perkins, philanthropic funding, and community partnerships. General funds will be justified through increased student completions of certain indicators in the student-centered funding formula, such as nine or more career technical education units, attainment of regional living wage, and completion of a Chancellors’ Office approved certificate of 16 units or more.

Evaluation and improvement

Evaluation and measurement of impact will be essential to the continued success of the Career Hub. In accordance with Hartnell’s institutional culture of inclusiveness, the Career Hub will seek regular input from constituency groups and a small college advisory group. During the spring of the first year of operation and at least annually, the director will oversee the administration of surveys to gauge student, faculty and employer satisfaction with the service of the Career Hub. This survey, along with measurable outcomes described in Figure 6, will form the basis of Career Hub evaluation. Data analysis and discussion undertaken by the Career Hub’s advisory group will be used to inform changes and plan for the Career Hub’s growth and goals for the coming year.

Figure 7. Detailed Implementation Plan

Time-frame	Internal Hub Activity	Apprenticeship activities	Faculty Support Activity	Student Service Activity	Metrics	Projected Expenses
Year 1	<p style="text-align: right;"> Total new salary costs: \$115,435-\$137,621 plus benefits Total Consumable Supplies: \$2,500 Total contracted services: \$20,000 - \$35,000 Start-up Capital Outlay: \$9,000 </p>					
Summer 2020	<p>Hire Career Hub director</p> <p>Identify Career Hub space</p> <p>Provide administrative support</p> <p>Develop a website with a menu of services and resources for students, faculty, and employers</p> <p>Develop employer protocol introducing employers to partnership levels</p>		<p>Develop baseline assessment of faculty needs</p>	<p>Develop baseline assessment of student needs</p>		<p>Director position salary: \$76,728 - \$92,733</p> <p>Management position range XII plus benefits</p> <p>Administrative support: \$38,707 - \$44,888</p> <p>Classified positions from range 17-23 plus benefits</p>
Fall 2020	<p>CHOICE POINT:</p> <ul style="list-style-type: none"> • Hire an external entity to develop apprenticeships; or • Hire Hartnell apprenticeship coordinator <p>Meta major focus: Business, Agriculture & Industry;</p>	<ul style="list-style-type: none"> • Focus on phase 1 apprenticeships in: <ul style="list-style-type: none"> - Industrial Maintenance for Agriculture, - Cyber Security, - Community Health Worker 	<ul style="list-style-type: none"> • Implement baseline assessment of faculty needs • Steering Committee convening 	<ul style="list-style-type: none"> • Implement baseline assessment of student needs • Deliver meta major career exploration, course-based 	<p><u>Year 1 Metrics</u></p> <ul style="list-style-type: none"> • 1300 students served • 325 non-internship WBL activities 	<p>External apprenticeship coordination contract: \$20,000 - \$35,000</p>

Health Sciences	<ul style="list-style-type: none"> Develop and conduct baseline assessment of employer needs implemented in conjunction with steering committee convenings Co-design meta major career exploration, course-based career preparation, and employment services with existing personnel, developing the structure to support them via the Career Hub 	<ul style="list-style-type: none"> Assessment of the current state of partnerships, best areas for apprenticeships, and which are better suited for pre-apprenticeships 	support: Business, Agriculture & Industry • Steering Committee convening support: Health Sciences	career preparation, and employment services with existing personnel - focus on Business, Agriculture & Industry; Health Sciences, and Education	<ul style="list-style-type: none"> 130 internships 78 job placements 40 faculty supported 3 steering committee / advisory meetings 	
Spring 2021 Meta major focus: *Education not a meta major but a strong area of focus	Train Career Hub director in apprenticeship creation (if no apprenticeship coordinator hired yet) **Develop survey for students, faculty, and employers re services, support, and partnerships	<ul style="list-style-type: none"> Formalize Joint Apprenticeship Committees (JAC) for phase 1 apprenticeships Identify and convene appropriate employer and union partners to detail plan for writing standards, agreements and registering apprenticeship 	Advisory Committee convening support: *Education	Career Fair via meta major - include all meta majors but focus on Business, Agriculture & Industry; Education and Health Sciences		
Year 2	<p style="text-align: right;">Total new salary costs: \$109,382 - 117,794 plus benefits Consumable supplies: \$2-5,000 One time costs - capital outlay for new positions: \$2-\$6,000</p>					
Summer 2021	Hire apprenticeship coordinator [If external entity oversaw start-up]	Implement plan for writing standards, agreements and registering apprenticeship	**Implement faculty experience re services,	**Implement student experience survey		Apprenticeship Coordinator: \$54,691 - \$58,897

	apprenticeship development] **Implement employer partner survey		support and partnerships	re services and support		Classified positions from range 31-34 plus benefits
Fall 2021 Meta major focus: STEM	<ul style="list-style-type: none"> • Hire Job and Internship Placement Coordinator for health sciences • Co-design and deliver meta major career exploration, course-based career preparation, and employment services for business, agriculture & industries, STEM, and <i>health sciences</i> 	<ul style="list-style-type: none"> • Begin to register apprenticeships (1-3) with state agency • Recruit students for spring 2022 • Identify 2-3 more potential apprenticeships for phase 2, convene appropriate employer and union partners to detail plan for writing standards, agreements and registering apprenticeships 	<ul style="list-style-type: none"> • Steering Committee convening support: Business, Agriculture & Industry • Steering Committee convening support: Health Sciences 		<u>Year 2 Metrics</u> <ul style="list-style-type: none"> • 2600 students served • 650 non-internship WBL activities • 260 internships • 3 new apprenticeship programs • 170 job placements • 80 faculty supported • 4 steering committee / advisory meetings 	Job and Internship Placement Coordinator salary: \$54,691 - \$58,897 Classified positions from range 31-34 plus benefits
Spring 2022		<ul style="list-style-type: none"> • Launch three new apprenticeship programs • Recruit students for fall 2023 cohort 	<ul style="list-style-type: none"> • Advisory Committee convening support: *Education • Steering Committee convening support: STEM 	Career Fair via meta major - include all meta majors but focus on STEM		

Year 1 and 2 costs summary	Salary: \$224,817 - 255,415 plus benefits Consumables: \$4-7,500 One time: \$31-50,000					
Year 3	Total new salary costs: \$54,691 - 58,897 plus benefits					
Summer 2022	Hire job and internship placement coordinator for arts & languages and social sciences. **Review student, faculty and employer surveys **Employer partner survey	<ul style="list-style-type: none"> Recruit students for fall 2023 cohort Formalize Joint Apprenticeship Committees (JACs) for phase 2 apprenticeships Implement plan for phase 2 apprenticeships, writing standards, agreements and registering apprenticeship 	**Faculty experience survey	**Student experience survey		Job and Internship Placement Coordinator salary: \$54,691 - 58,897 Classified positions from range 31-34 plus benefits
Fall 2022 Meta major focus: Arts & Languages	Co-design with faculty and counselors meta major career exploration, course-based career preparation, and employment services as needed for business, agriculture & industries, health sciences, <i>arts and languages, and social sciences</i>	<ul style="list-style-type: none"> Register 2 apprenticeships with state agency Reassess potential for new apprenticeships or pre-apprenticeships 	<ul style="list-style-type: none"> Steering Committee convening support: Business, Agriculture & Industry Steering Committee convening support: Health Sciences Steering Committee convening support: Arts & Languages 	Deliver meta major career exploration, course-based career preparation, and employment services focus on Arts & Languages and Social Sciences	<u>Year 3 Metrics</u> <ul style="list-style-type: none"> 3900 students served 975 non-internship WBL activities 325 internships 2 new apprenticeship programs 300 job placements 100 faculty supported 6 steering committee / 	

					advisory meetings	
Spring 2023 Meta major focus: Social Sciences	First semester of full, college-wide implementation.	<ul style="list-style-type: none"> • Launch two new apprenticeship programs • Continue recruitment of students for apprenticeships 	<ul style="list-style-type: none"> • Steering Committee convening support: STEM • Advisory Committee convening support: *Education • Steering Committee convening support: Social Sciences 	Career Fair via meta major - include all meta majors but focus on Arts & Languages and Social Sciences		
Year 1, 2 and 3 costs summary	Salary: \$279,508 - 314,312 plus benefits Consumables: \$4-7,500 One time: \$31-50,000					

***Ongoing activity*