# K12 SWP CTE Pathway/Program Work Plan

*The following example deliberately provides a comprehensive work plan of a fictional LEA (Cedar School District and Maple Community College District) that is seeking the maximum amount of funds to address all four K14 Pathway Quality Elements. This is intended to offer an example for each Element. As stated in the RFA, applicants are asked to identify only the Element(s) that the project will focus on using K12 SWP funds. Applications that focus on one or two Elements are scored with equal consideration as applicants that focus on three or four Elements.*

| **K14 Pathway Quality Elements** | **20 POINTS****A. Work to be funded by K12 SWP** | **5 POINTS****B. Artifacts of activities** | **15 POINTS****C. Role of partner community college(s)** | **10 POINTS****D. Collaborative partner(s), K–12 partner agency, and/or CTE resources** | **10 POINTS****E. Indicators of accomplishments** |
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| **1. Curriculum and Instruction** | *Describe the specific K12 SWP activities and efforts related to Curriculum and Instruction including efforts targeting underserved populations.* | *Identify the artifacts that will serve as evidence that these activities and efforts occurred.* | *Describe the role your community college partner(s) play in supporting these activities and efforts or describe outreach efforts.* | *Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.* | *Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.* |
| **Consider:*** Sequencing CTE courses to align with post-secondary pathways
* Creating authentic opportunities for K12 and CC faculty to collaborate
* Aligning curricula with regional workforce needs
 | * Develop CTE task force (with HS CCD faculty representatives) with the goals to:
1. Examine, update, and align curriculum/course
2. Develop new course: Engineering and Conservation
3. Analyze knowledge and skills gaps in existing courses and pathways with focus on underserved students
* Plan for piloting new course at 2 Cedar HS
* PD targeted to embedding contextualized instruction across subjects and creating a career and college-going culture
* Develop student research project for students to investigate career opportunities
 | * Planning meeting agendas
* Lesson plan for career opportunities research project
* Course syllabi for CC pathways
* Course syllabi for HS pathways
* New/updated curricula with contextualized learning opportunities
* New course syllabi
 | * Maple CCD is considered a co-creator in this strand of work
* Maple CCD faculty will attend a majority of the meetings/planning sessions and share resources
* Maple CCD math faculty and Cedar HS teachers will observe each other’s instructional practices
* Cedar HS math and science teachers will shadow classes at Maple CCD to observe practices
 | * People First Foundation to provide funds to be used as stipends for staff PD time
* CTEIG funds will support the CTE Liaison who will oversee CTE Task Force
* WF agency to provide transportation for teachers to/from Maple CCD
* Cedar COE to provide training in contextualized instruction
 | * 25 HS teachers and 5 CCD faculty members participate in biweekly CTE planning sessions
* 15 HS math and science teachers to shadow Maple CCD faculty
* 60% of all Cedar HS teachers attend CTE‑focused PD
* 120 students enroll in the new course Engineering and Conservation
* Increase by 50% the number of EL students successfully completing all pathway course work
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| **2. College and Career Exploration** | *Describe the specific K12 SWP activities and efforts aligned to College and Career Exploration including efforts targeting underserved populations.* | *Identify the artifacts that will capture the activities and efforts conducted.* | *Describe the role your community college partner(s) play in supporting these activities and efforts.* | *Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.* | *Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.* |
| **Consider:*** Creating student exploration opportunities based on student identified interests
 | * Administer K12 Students’ Readiness for CC/Interest survey
* Establish Career Day where students research/present careers of interest to local community
* Develop student career portfolios to track career interests and experiences
* Invite guest speakers from pathway-specific fields to join staff meetings, meet with students and provide first-hand experiences
* Intentionally invite bilingual professionals as guest speakers to meet with ELs; discuss benefits of bilingualism in different industries
 | * Student survey instrument and survey results disaggregated by subgroups with a lens on underserved students
* Documentation/flyers from Career Day
* Lesson plans for Career Day projects
* Archive of student research on careers of interest
 | * Maple CCD staff will help identify and coordinate industry speakers and provide career-specific materials for Career Day
* Maple CCD leaders will provide a sample survey instrument they administered to help students identify career interests
 | * COE to provide training in survey analysis
* PG&E to provide materials and speakers for Career Day
* HAPPY PRINTING to provide printing services
* ALL Cedar SD students K–12 invited to participate in Career Day
 | * 10 Task Force team members to attend 2 workshops and 3 training sessions
* Include 4 bilingual students to the Task Force by Dec. 2019
* 400 students, families, community members attend Career Day
* 5 industry speakers, including 2 bilingual speakers
* 80% response rate target for HS student survey participation
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| **3. Postsecondary Transition and Completion** | *Describe the specific K12 SWP activities and efforts supporting Postsecondary Transition and Completion including efforts targeting underserved populations.* | *Identify the artifacts that will capture the activities and efforts conducted.* | *Describe the role your community college partner(s) play in supporting these activities and efforts.* | *Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.* | *Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.* |
| **Consider:*** Coordinating Dual Enrollment
* Developing College and Career Plans
* Supporting Matriculation
* Offering/Expanding College Counseling and Other Support
 | * Increase number of students participating in dual enrollment courses and earning credits
* Increase number of students entering pathways that lead to industry certifications
* Expand counseling services beginning in 10th grade focused on college and career planning
* Expand student supports including tutoring, bilingual support, and transportation
* Target ELs in spring of 9th grade for college & career counseling, tutoring, academic progress to begin planning
* Build student career portfolios to inform counseling and career support (include info from survey, research projects)
 | * Updated materials and instruments for developing college/career planning and current requirements
* School schedules that include a bi-weekly flex period for 10–12th grade students, available for counseling, tutoring, career exploration, college and career planning
* Student portfolios established in grade 9th and progressing with student through academic career
 | * Maple CCD will expand the number of HS where dual enrollment and certificate-earning courses are available; courses will be taught by both Maple CCD and Cedar SD HS faculty
* Maple CCD will make tutors available to Cedar HS students
 | * (N/A for this element)
 | * 300 10th grade students paired with a dedicated career counselor
* Increase percentage of all students participating in dual enrollment courses and earning credit from 20% to 40% and EL students from 5% to 40% by 2020
* Increase percentage of students earning industry certificate from 7% to 30% by 2020
* 100% of ELs engage in 1:1 counseling and academic planning, including summer support, in spring of 9th grade
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| **4. Work-Based Learning** | *Describe the specific K12 SWP activities and efforts supporting Work-Based Learning including efforts targeting underserved populations.* | *Identify the artifacts that will capture the activities and efforts conducted.* | *Describe the role your community college partner(s) play in supporting these activities and efforts.* | *Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.* | *Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.* |
| **Consider:*** Supporting Work-Based Learning activities that include career awareness and exploration
 | * Arrange for interested 11th and 12th grade pathway students to attend Maple CCD’s career fair
* Reach out to ELs via counselors/ teachers about WBL opportunities; learn the barriers to participating
* Offer informational meetings/ dinners for non-English-speaking parents about WBL
* Connect with Parent Liaisons to canvas parent and community groups for possible internships or apprenticeships that may be developed with local businesses
* Work with businesses to identify the skills and knowledge needed for internships; identify students of interest
* Seek mentors of color via professional associations to create shadow or intern experiences
 | * Materials, agenda from career fair
* Translated print materials promoting WBL information meetings
* Position description with skills/knowledge needed for internship/apprenticeship
 | * Maple CCD is hosting the career fair and has invited HS faculty to preview sessions and industry attendees to inform research project
* Maple CCD working with California Community College Regional Directors of Employer Engagement to broker connections to businesses offering internships
 | * WF agency providing transportation for teachers and students to/from Maple CCD
 | * 500 11th & 12th grade students to attend career fair
* 100% of ELs in grade 11–12 attend info sessions about WBL
* Implement strategies that address 2 barriers in the way of ELs participating in WBL opportunities
* 30 new commitments from individuals or businesses to provide internships, shadowing, mentorships
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