

# Problem Statement

## Maximum Points: 20 Points

- **Problem Statements should:**

- Be informed by and aligned with the region's Strong Workforce Program (SWP) Regional Plan and region's Labor Market Information provided by the region's Centers of Excellence.
- Identify the sector/industry challenge(s) or need(s) the proposed K12 SWP plan(s) will address with the local/regional sector/industry data that supports the stated challenge(s) or need(s), including information about the wage rate and demand for skilled workers.
- Identify the need or opportunity in creating alignment with your Community College partner(s) that the K12 SWP plan will address
- Use data to identify equity gaps of how student subgroups (e.g., race, gender, socioeconomics) access, experience opportunities, and complete high school course work that are aligned to STEM and high-potential CTE programs at disproportionate rates. Specifically, include evidence from demographic, enrollment and completion data to substantiate the targeted student population to be served.

# Project Objectives

## Maximum Points: 20 Points

- Project Objectives should:
  - Respond to the needs described in the Problem Statement.
  - Be informed by region's SWP Plan and/or region's Labor Market Information.
  - Identify measurable outcomes that align career pathways/programs to community college programs and lead to high-wage, high-demand career opportunities.
  - Describe efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals and work-based learning.

# Positive Considerations

- Aligned programs serving “unduplicated pupils”.
- Programs serving pupil subgroups that have higher than average dropout rates.
- Programs located in an area of the state with a high unemployment rate.
- Programs that operate within rural school districts.
- Programs that create new pathways.
- Programs that serve K12 students that are defined as special populations per Perkins V.
- First time K12 SWP applicants who have never received K12 SWP funds as a Lead or K-12 Partner.

# CTE Pathway/Program Work Plan Cont.

## CTE Pathway/Program Work Plan

- Describe work and project activities to be funded by K12 SWP.
- Describe and provide a list of expected measurable outcomes.
- Identify partner roles and responsibilities.
- Identify number of students and/or teachers to be served and describe the way they will be impacted by each strategy.
- Describe the student activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.