

**K12 Strong Workforce Program  
K 14 TAP & K12 Pathway Coordinators Professional Development**

**August 28, 2023-2:30 – 4:00 PM**  
Zoom Meeting ID: 85219824839

**Agenda**

- I. Welcome & Purpose of the Meeting** – Lyla Eddington, Ed.D., RN, K12 SWP Statewide TAP
- II. Announcements** - Katie Gilks, Specialists, Office of Equitable Student Learning, Experience, and Impact; Workforce and Economic Development Division (WEDD), CA Community College Chancellor’s Office
- III. Topic: Data to Support K12 SWP Problem Statement** – Stephanie Murillo, K14 TAP Inland Empire/Desert Region
  - a. Regional SWP Plan Presentation** – Julie Pehkonen, Chair, Inland Empire/Desert Regional Consortium
  - b. Find Your Regional SWP Plan. See Attached.**
    - i. Which Sectors/Occupations are the focus?
    - ii. What Data is included to support the regional focus?
- IV. Individual Poll:** Do you know where to find the COE Data for your region?
  - a. Yes
  - b. No
- V. Review of Sample Problem Statement and Scoring:** Read Sample Problem Statement; using the Rubric provided, please assign a Score. **(Rubric R 6 Attached)**
- VI. Break Out Rooms:** Meet with colleagues, and discuss the following:
  - a. Justification of your individual score. Feel free to change your score if persuaded by colleague to do so.
  - b. Work to achieve a Group Consensus Score
- VII. Report Out:**
  - a. Was it easy to achieve consensus?
  - b. What **process** recommendations do you have for K12 SWP Grants Regional Selection Committees?

**Next Professional Development:** October 2, 2023 - 2:30-4:00 PM Topic - Work Based Learning & Apprenticeship

**Regional Consortium SWP Plan Link:**

[North Far North Regional Consortium](#)

[Bay Area Regional Consortium](#)

[Central Mother Lode Regional Consortium](#)

[South Coast Regional Consortium](#)

[Los Angeles Regional Consortium](#)

[Orange County Regional Consortium](#)

[Inland Empire/Desert Regional Consortium](#)

[San Diego/Desert Regional Consortium](#)



# REGIONAL PLANS

# Primary Purpose

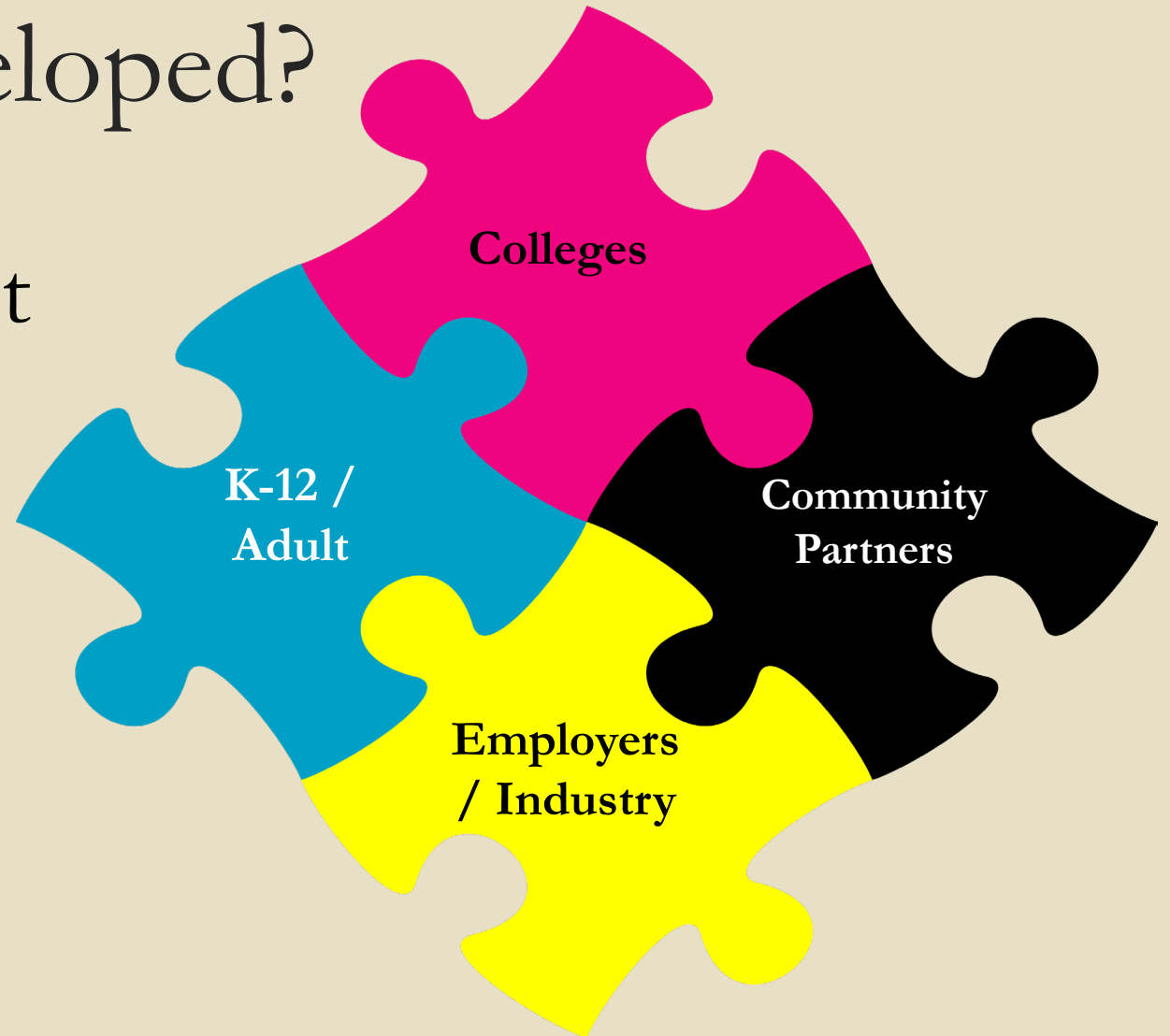
- Meet the SWP legislative intent ...
  - Inform the development of strategies related to career technical education and workforce development courses, programs, and pathways.
  - Align to the regional economy.

- 116 Community Colleges
- 1,018 K12 Districts
- 58 Counties
- 15 Economic Regions
- Eight Regional Consortia



# How are they developed?

- Regional Engagement
- Collaboration
- Data and Research



# What do regional plans have in common?

- Priorities of the region
- Measurable regional goals
- Regional labor market need

# What to look for

- Alignment with K-12 goals?
- Where are the opportunities to collaborate?
- What are the in-demand jobs?





***Review of Sample Problem Statement and Scoring: Read Sample Problem Statement; using the Rubric provided, please assign a Score.***

## Problem Statement

**Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address.**

This application addresses the pathway needs identified in the San Bernardino City (SBCUSD) & Morongo Unified School Districts (MUSD) and the San Bernardino County ROP (SBCROP).

- SBCUSD will build 1 new pathway at the middle school and update/expand 3 existing pathways at high schools with industry standard equipment.
- MUSD will equip a newly launched health pathway with industry standard equipment.
- SBCROP will launch two mobile industry apps to engage youth across the two-county region in Health Sciences and Manufacturing.
- SBCROP will co-host two in-person transitional college/career fairs for approximately 400 graduating Special Education students (per year) in partnership with EVSELPA.

**SWP Regional Plan** - Sectors being addressed by this application are IT, Engineering, Health, Logistics, and Manufacturing. Logistics, Health, IT, and Manufacturing sectors are priority sectors in the IEDRC Regional Plan. (pg. 7) Mobile apps and career fair projects support the Regional Plan goal of "*Ensuring potential students are aware of career education pathways through effective career exploration, communication, and outreach.*" (pg. 71)

### **Industry needs met –**

- Providing high school students industry and workforce preparation certifications.
- Teaching middle school students IT skillsets transferable to all industries in preparation for high school pathways.
- Engaging youth regionally in health and manufacturing career exploration to encourage local talent to pursue local career options.
- Connecting regional business and post-secondary partners to graduating Special Education students looking for their place in the world of work.

**Supporting data** – According to the Centers of Excellence, Engineering technology employment is projected to increase by 6%; Health Care by 16.1%; Warehousing/Logistics by 20.3%; Technical Services by 7.9%; Manufacturing by 2.7%.

### **Identified equity gaps -**

- In 2021, the employment-population ratio for persons with a disability age 16 to 64 increased to 31.4 percent, while the ratio for persons without a disability in the same age group increased to 72.5 percent.

- SBCUSD serves over 46,000 students, 89% socioeconomically disadvantaged, 21% English Learners, .8% foster youth, 8%homeless, and 13% students with disabilities.
- MUSD serves over 8,000 students, 76% socioeconomically disadvantaged, 5% English Learners, .8% foster youth, 3%homeless, and 16% students with disabilities.
- CTE pathway completion for graduates from MUSD - 19%; SBCUSD - 31%.

## Project Objectives

**Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals. \***

### Objectives:

- Business/Logistics - Train on the proper use of various forklifts; Certifications: Communication Skills for Business Professional Communication certification, Entrepreneurship and Small Business certification, forklift certification, OSHA 10 certification;
- Manufacturing - Integration of programming both Haas VF-2 CNC machining and robotic automation in Machining capstone course of existing pathway;
- IT - Expose middle school students to coding applications to prepare them for high school pathways and certifications;
- Engineering - Build an engineering lab inclusive of industry software, technology, additive and subtractive manufacturing equipment, and tools;
- Health - Provide medical-school-level equipment to patient care pathway students;
- Expand career awareness and corresponding skill development of regional manufacturing and health sciences careers utilizing mobile platforms;
- Host in-person college/career fairs tailored to transitioning Special Education students and their families.

**SWP Plan/LMI: Year-over job change:** Manufacturing – 4.5% (4300 jobs); Logistics – 12.1% (22,900 jobs); IT – 3.1% (300 jobs); Technical Services – 8.4% (3800 jobs); Health – 4.3% (10,300 jobs). Engineering employment projected to grow 6% (210 annual jobs).

### Alignment to post-secondary:

- Business/Logistics - Currently 1 articulated CTE Course, requesting two additional articulations and have identified three Dual Enrollment courses that will count towards the Supply Chain Management Certificate of Achievement and Associate of Science at Chaffey College;
- Manufacturing – Articulated and aligned to SBVC;
- IT – MS students feed into high school pathway that maintains articulation agreements with SBVC;
- Engineering - Collaboration with Chaffey College Engineering Department on work-based learning and curriculum alignment;
- Health - Collaboration with CMC on pathway alignment to college health programs.

**Equity gap efforts:** High-quality career pathways prepare learners to earn valuable credentials that advance their economic and social mobility, help them obtain employment in a career of choice with family sustaining wages, and provide opportunities for advancement and lifelong learning. The objectives listed above are designed to provide learners the awareness and skills they need for high-wage, high-skill, in-demand occupations. Investing resources to provide updated and engaging programs will demonstrate a commitment to providing equitable access to high-quality CTE across the region.



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## Scoring Rubric for K12 SWP Round 6 Application 2023

### Part 1. Positive Considerations (Maximum Points: 20)

#### A. Positive Considerations (Maximum Points: 20)

Characteristics	Yes	No
1. Is the Lead LEA and/or any partner LEA located in a county considered an Area of Substantial Unemployment defined as at or above 6.451%? (Source: California Workforce Innovation and Opportunity Act 2019–20.)	2	0
2. Does the Lead LEA and/or any partner operate within rural school districts?	2	0
3. Does the proposed CTE Program/Pathway serve pupil subgroups that have a higher-than-average dropout rate as identified by the Superintendent of Public Instruction?	2	0
4. Does the proposed CTE Program/Pathway serve the following unduplicated pupils: English learners, students who qualify for free or reduced-price meals, or foster youth?	2	0
5. Does the proposed CTE Program/Pathway serve K–12 students that are defined as special populations per Perkins V?	2	0
6. Does the application propose one or more <b>new</b> CTE Programs/Pathways?	+5	-
7. Is the Lead LEA and/or any partner LEA a <b>new applicant</b> having never received K12 SWP funds as a Lead or K-12 Partner in any prior round of K12 SWP funding?	+5	-

## **Part 2. Scoring Rubric for Problem Statement and Project Objectives (Maximum Points: 40)**

### **A. Problem/Need Statement (Maximum Points: 20)**

Provide a brief Problem Statement that is concise, clear, and evidence-based, describing the problem or need that your K12 SWP project will address (5,000 characters maximum).

Problem statements should:

1. Be informed by the region's Strong Workforce Program (SWP) Regional Plan and region's Labor Market Information provided by the region's Centers of Excellence.
2. 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 challenges or needs including information about the wage rate and demand for skilled workers.
3. Identify the need or opportunity in creating alignment with your Community College partner(s) that the K12 SWP plan will address.
4. Use data to identify equity gaps the proposed K12 SWP plan will address and how student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, experience opportunities, and complete high school coursework that are aligned to 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.



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## Scoring Rubric for the Problem Statement

Item 1	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>1. References need informed by region's SWP Regional Plan and regional LMI provided by the Centers of Excellence</b>	Statement is clearly informed by the region's SWP Regional Plan and Labor Market Information.	Statement is somewhat informed by the region's SWP Regional Plan and/or Labor Market Information.	Statement <b>does not</b> include reference to the region's SWP Regional Plan and/or Labor Market Information.
Item 2	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>2. Identifies the sector/industry challenges or needs proposed K12 SWP plan will address with the local/regional sector/industry data that supports the stated challenges or needs</b>	Statement is clear and concise, describing challenges or needs the plan will address with supportive data. It includes information about wage rates and demand for skilled workers.	Statement somewhat describes the challenges or needs the plan will address with supportive data.	Statement <b>does not</b> include evidence of the challenges or needs.
Item 3	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>3. Identifies the need or opportunity in creating alignment with the community college partner that the K12 SWP plan will address</b>	Statement provides clear statement of need and/or opportunity between the K12 and the CC partner.	Statement provides a somewhat clear statement of need and/or opportunity between the K12 and the CC partner.	Statement <b>does not</b> include a clear statement of need and/or opportunity between the K12 and the CC partner



# California Community Colleges

Item 4	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<p><b>4. Uses data to identify equity gaps the proposed K12 SWP plan will address and how the specific targeted student subgroups access, experience opportunities, and complete high school coursework that are aligned to high-potential CTE programs at disproportionate rates.</b></p> <p>Specifically, include evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served.</p>	<p>Statement provides clear and documented data-based evidence from demographic, enrollment, and completion data that substantiates the targeted student population to be served.</p>	<p>Statement somewhat provides data-based evidence but the targeted student population to be served is unclear.</p>	<p>Statement <b>does not</b> provide data-based evidence and the targeted student population to be served is unclear.</p>



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## **A. Project Objectives (Maximum Points: 20)**

Provide clear, concrete objectives, which this project aims to achieve, in order to address the issues in the Problem Statement. Include how the local education agency (LEA) is using K12 SWP funds to help meet those objectives. Avoid statements of lofty goals. (5,000 characters maximum)

You will have the opportunity to use the Program Work Plan to describe the proposed project and the specific activities that are planned for achieving these objectives.

Project objectives should:

1. Respond to the needs described in the Problem Statement.
2. Be informed by region's Strong Workforce Regional Plan and region's Labor Market Information provided by the region's Centers of Excellence.
3. Identify measurable outcomes that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities.
4. 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.





# California Community Colleges

## Scoring Rubric for the Project Objectives

Item 1	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>1. Responds to the needs described in the Problem Statement</b>	Project objectives clearly and completely responds to the needs described in the <b>Problem Statement</b> .	Project objectives partially responds to the needs described in the <b>Problem Statement</b> .	Project objectives <b>do not</b> respond to the needs in the <b>Problem Statement</b> .
Item 2	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>2. Informed by region's Strong Workforce Program Plan and Labor Market Information</b>	Project objectives clearly address workforce needs in the local or regional economy.	Project objectives partially reference workforce needs in the local or regional economy.	Project objectives <b>do not</b> reference workforce needs in the local or regional economy.
Item 3	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>3. Identifies measurable outcomes that align career pathways/programs to community college programs and lead to high-wage, high-demand career opportunities</b>	Project objectives demonstrate clear purpose to lead K–12 students to postsecondary studies and which lead to high-wage, high-demand career opportunities.	Project objectives partially demonstrate outcomes that align to postsecondary and which lead to high-wage, high-demand career opportunities.	No mention of how project objectives align to postsecondary and lead to high-wage, high-demand career opportunities.
Item 4	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>4. Describes efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.</b>	Project objectives clearly describe efforts to close equity gaps and include activities designed to improve outreach and increase targeted academic supports.	Project objectives somewhat describe efforts to close equity gaps and include activities designed to improve outreach and increase targeted academic supports.	Project objectives do not describe efforts to close equity gaps and does not include activities designed to improve outreach and increase targeted academic supports.



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## Part 3. Work Plan (Maximum Points: 35)

### A. Work Plan (Maximum Points: 35)

#### Scoring Rubric for the Work Plan.

For each strategy selected, Items 1 and 2 will be scored individually and the sum of those scores will be averaged. Items 3, 4, and 5 will be scored once.

Item 1: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
1. <b>Describes the work and project activities. Uses a thorough and coherent approach that illustrates how the activities will align with the Problem Statement and achieve the stated Project Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrates a direct connection to the <b>Problem Statement</b> and <b>Project Objectives</b>.</li> <li>• Demonstrates a thorough and coherent approach to the work and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a partial connection to the <b>Problem Statement</b> and <b>Project Objectives</b>.</li> <li>• Demonstrates an adequate approach to the work and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate a connection to the <b>Problem Statement</b> and <b>Project Objectives</b>.</li> <li>• Provides no clear description of the activities and work planned.</li> </ul>
Item 2: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
2. <b>Describes and provides a list of expected, measurable outcomes</b>	<ul style="list-style-type: none"> <li>• Includes measurable outcomes tied to the work and activities described AND to the <b>Project Objectives</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes vague and difficult to measure outcomes.</li> <li>• Outcomes are vaguely tied to the activities and work described and somewhat align to the <b>Project Objectives</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes are not well described and do not tie to the described activities or the <b>Project Objectives</b>.</li> </ul>



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Item 3: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
<p>3. <b>Identifies partner role and responsibilities.</b> Includes description of what each K12, community college, and employer partner will contribute to the project.</p>	<ul style="list-style-type: none"> <li>• The roles and responsibilities of partners are thoroughly described, and</li> <li>• Reflects high levels of commitment and collaboration with community college partners(s), and</li> <li>• If project includes employer partners, description reflects, commitment and collaboration with employer partner(s).</li> </ul>	<ul style="list-style-type: none"> <li>• The roles and responsibilities of partners are moderately described, and</li> <li>• Reflects some commitment and adequate collaboration with community college partner(s) and if, included, the employer partner(s)</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Reflects clear plans for outreach efforts to build collaborative relationships with partner(s).</li> </ul>	<ul style="list-style-type: none"> <li>• The roles and responsibilities of partners are weakly described</li> <li>• Does not reflect collaboration</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Does not include plans for outreach efforts to build collaborative relationships.</li> </ul>
Item 4: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<p>4. <b>Identifies the total number of students (unduplicated headcount) and/or teachers to be served</b> and the way in which they will be impacted by each strategy. <b>Provides justification for requested funds and plans for sustainability</b> (Return on Investment)</p>	<ul style="list-style-type: none"> <li>• Provides a reasonable number of students and/or teachers to be served, and</li> <li>• Provides a thorough and convincing description of the way in which students and/or teachers will be served, and</li> <li>• Provides a thorough justification for requested funds and amount requested seems reasonable based on the number served, and</li> <li>• Has a demonstrated plan for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an unsound or unrealistic number of students and/or teachers to be served. Provides an adequate description of the way in which students and/or teachers will be served.</li> <li>• Moderately justifies the requested funds</li> <li>• Plans for sustainability are vague.</li> </ul>	<ul style="list-style-type: none"> <li>• No information on the number or the way in which students and/or teachers will be served.</li> <li>• No justification for requested funds provided.</li> <li>• No sustainability plans.</li> </ul>



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Item 5: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
5. <b>Describes the student supports designed to improve access to and completion of high- skill/high-wage CTE opportunities for disproportionately impacted students.</b>	<ul style="list-style-type: none"><li>• Includes supports that are designed to intentionally improve access and completion</li><li>• Includes activities that increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.</li></ul>	<ul style="list-style-type: none"><li>• Moderately describes outreach and academic supports will target disproportionately impacted students.</li></ul>	<ul style="list-style-type: none"><li>• Lacks description of activities to support disproportionately impacted students.</li></ul>



# California Community Colleges

## Part 4. Budget (Maximum Points: 15)

### A. Budget Work Sheets (Maximum Points: 15)

Budget Item 1: 3 points	Strong (3 points)	Moderate (2 points)	Weak (0-1 point)
<b>Requested Budget Funds</b>	Proposed expenditure amounts are reasonable and in alignment with the Work Plan	Proposed expenditure amounts are acceptable and somewhat aligned to the Work Plan	Proposed expenditure amounts do not match the Work Plan

Budget Item 2: 7 points	Strong (6-7 points)	Moderate (3-5 points)	Weak (0-2 points)
<b>Expenditure Descriptions</b>	Descriptions of planned expenditures are clear, detailed, and aligned to the Project Objectives and Work Plan	Descriptions of planned expenditures are somewhat clear and aligned to the Project Objectives and Work Plan	Items included are unacceptable and descriptions are not aligned to the Project Objectives and Work Plan

Budget Item 3: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 point)
<b>Match Funds Descriptions and Source</b>	Description and source of financial match funds support the project Objectives and Work Plan.	Description and source of financial match funds somewhat support the Project Objectives and Work Plan.	Description and source of financial match funds are unacceptable and do not support the Project Objectives and Work Plan.



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## Selection Committee Final Assessment (No points)

Characteristics	Yes	No
1. Is there evidence in the application that it will align with programs that serve traditionally underserved and underrepresented pupils (i.e., English learners, foster youth, and free and reduced-price lunch subgroups)? <b>Application Sections: Problem Statement, Project Objectives, and Work Plan</b>		
2. Does this application serve pupils with higher than average dropout rates according to the “Target Pupil” section of the application? <b>Application Sections: Problem Statement, Project Objectives, and Work Plan</b>		
3. Is the Lead LEA and/or any partner located in a county considered an Area of Substantial Unemployment defined as at or above 6.451%? (Source: California Workforce Innovation and Opportunity Act 2019–20.) <b>Application Sections: Problem Statement, Project Objectives, and Work Plan</b>		
4. Does the Lead LEA and/or any partner operate within rural school districts? <b>Application Sections: Problem Statement, Project Objectives, and Work Plan</b>		
5. Does the application meet the needs of its local and regional economy as articulated in the CTE Regional Consortia regional plan? <b>Application Sections: Problem Statement, Project Objectives, and Work Plan</b>		
6. Does the application leverage existing structures for funding (i.e., Perkins V, or Agricultural Career Technical Education Incentive, Strong Workforce Program at the Community College level)? <b>Application Section: Leveraging Partnerships</b>		
7. Does the application include and leverage contributions from collaborative partners (i.e., industry, labor, philanthropic sources)? <b>Application Sections: Work Plan and Budget</b>		
8. Does the application propose the development of a new CTE pathway for students at the LEA? <b>Application Sections: Problem Statement, Project Objectives, and Work Plan</b>		