



# California Community Colleges

## K12 SWP Problem Statement and Project Objectives EXAMPLES

Following are examples of how an applicant might capture their Problem Statement and Project Objectives within the given character count limits. The following is not offered as exemplars but as examples of the level of detail to be considered.

Your final Problem Statement and Project Objectives will be entered directly into the NOVA platform.

### A. Problem 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:	Maximum Points
1. Be informed by the region’s Strong Workforce Program (SWP) Regional Plan and/or region’s Labor Market Information provided by the region’s Centers of Excellence.	5
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.	5
3. Identify the need or opportunity in creating alignment with your Community College partner(s) that the K12 SWP plan will address.	5
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.	5
<b>Total Maximum Points</b>	<b>20</b>



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## **EXAMPLE**

In August 2020, the Maple Unified School District began an in-depth investigation of discrepancies in course completion and graduation rates among student subgroups. Data indicate that our Hispanic or Latino students have the lowest graduation rate (68%), were more likely to be identified as chronically absent (42%), suspended (10%), and less likely to meet UC/CSU requirements (44%) than any other race or ethnic subgroup. When asked on a HS college and career readiness survey if they believe their high school education is preparing them for a gainful career or post-secondary education only 25% of Hispanic or Latino students responded “yes.” We need to implement strategies and programs that increase student engagement, academic performance, graduation rates, and prepare our students for high-skill and high-wage careers in our region. In response, Maple USD is developing the Fire Science Career Pathway.

A report shared by our regional consortium identified firefighter as a growth area for employment due to the impending retirement of 750 fire fighters by 2025. Employment opportunities in fire safety include fire investigator, fire inspector, emergency medical technician, and firefighter. Throughout the Spring of 2022, Maple USD administrators met with Deep River Community College District’s staff and Fire Department leaders to discuss creating the Fire Science Career Pathway which would consist of two courses, Introduction to Public Safety Careers and Emergency Medical Response (EMR). This pathway would serve students interested in a variety of public safety careers and the EMR course meets a requirement for Deep River CCD’s Fire Science Program.



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Discussions with Forest Service, CalFire, local fire departments, CBOs, and Maple USD leaders identified the importance of providing all students with work-based learning experiences and increasing the number of bilingual workers and the ethnic and gender diversity of the public service workforce. These stakeholders, along with Deep River CCD administrators, will serve on an advisory committee and work closely to support the development of this pathway. Maple USD will also implement several initiatives to ensure our Hispanic or Latino students enroll and are equipped to successfully complete the Fire Science Career Pathway, including small group tutoring available at Maple USD and the Deep River CC, a firefighter mentoring program, and a bilingual outreach coordinator.

## B. Project Objectives (Maximum Points: 20)

Provide clear, concrete Project 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 (5,000 characters maximum).

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

Problem objectives should:	Maximum Points
1. Respond to the needs described in the Problem Statement.	5
2. Be informed by region’s Strong Workforce Regional Plan and region’s Labor Market Information provided by the region’s Centers of Excellence.	5
3. Identify measurable outcomes that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities.	5
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.	5
<b>Total Maximum Points</b>	<b>20</b>



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## EXAMPLE

- Maple USD (MUSD) and Deep River CCD (DRCCD) will recruit Fire Technology Employers and convene a Fire Science Advisory Committee to review LMI data to inform this new pathway.
- MUSD will recruit and employ a bilingual outreach coordinator (.5 FTE) to lead efforts to inform students, parents, teachers, and the community about education and career opportunities in fire science and the introduction of Maple's Fire Science Career Pathway.
- Fund Curriculum and Instruction staff at MUSD and DRCCD to develop the course outline for the Introduction to Public Safety Careers course, develop all instructional materials, and work with employers to develop site visits and other work-based learning experiences, including bringing MUSD DRCCD Fire Science students together to strengthen connections between the programs. This team will also analyze student data on a regular basis to ensure the program and supports are meeting students' needs.
- MUSD will recruit and employ a teacher (.5 FTE) to teach the Introduction to Public Safety Careers course which will be taught in one high school in the Fall of 2023, and at both high schools by the fall of 2024. Grant funds will pay for the development and offering of the course in 2023 and 2024 with MUSD absorbing costs in subsequent years.
- A MUSD and a DRCCD counselor will meet with employers, use LMI, and develop materials to support counselors' ongoing career guidance work with Fire Science students. This team will also work with administrators to identify academic and social support services to ensure the success of our Hispanic or Latino students.
- DRCCD will offer the Emergency Medical Response (EMR) course in one MUSD high school as a dual enrollment course using a combination of CCSWP funds and apportionment through the term of the grant and will continue to do so after the grant if enrollments remain at 25 or more students.
- DRCCD students will provide academic tutoring and technology support at MUSD high schools and on the DRCCD campus using grant and Federal Work Study funds.



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- MUSD will ensure a minimum of 25 MUSD students (90% of those enrolled) successfully complete the EMR course in year one and 50 students successfully complete the course in year two. A minimum of 70% of these will be Hispanic or Latino students. We expect 20 students from year one will enroll in DRCCD the following year, with 15 continuing in Fire Science and 40 to enroll in DRCCD with 30 continuing in Fire Science.