Webinar Agenda

A. Introduction

B. Elements of an Outstanding Application
   1. Process
   2. Quality

C. Section by Section Discussion and Examples

Resources and Questions

Access this PowerPoint, related materials, and link to recorded presentation at
http://myworkforceconnection.org/k12-strong-workforce-resources/

RFA-related questions:
Chancellor's Office (CO) at: k12swp@cccco.edu

Region-specific questions:
https://goo.gl/forms/8HQKE2ROJgdhAvgC2

SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES
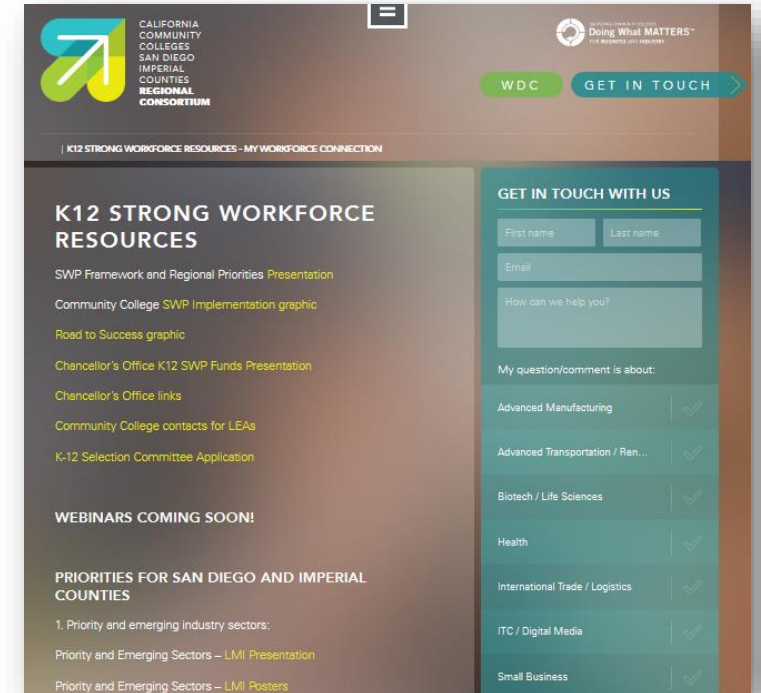
Process Elements

- **COLLECT**: Collect thoughts and artifacts: district goals, LCAP, CTEIG, etc.

- **CONVENE**: Assemble writers or representatives from all partners organizations, including both partner agencies and collaborative partners

- **CONFER**: Review the entire RFA first with your team, including those at your LEA and at the college(s) you will be working with; review Rubric

Process Elements

- **CONNECT**: Align needs (Section 4), populations (Section 5), strategies (Section 6), activities (Section 7) into a coherent "Pathway Improvement Plan"

- **DRAFT**: Draft your ideas "off line" — into a Word document, google doc, etc.

- **REPEAT**: Plan for review of several drafts "off line" with your partners before finalizing anything to enter into NOVA

Process Element: Getting to <u>Your</u> Priorities

- **Establish Focus/Foci:** Pull up the Regional Goals, Industry-Sector Priorities, and support documents in Areas of Focus (MS Career Development, HS Career Development, HS Pathway Development)

- **Zero In:** Use Labor Market Information to zero in on specific industries or occupations, as appropriate

- **Examine Status:** Review your current programs and pathways to identify gaps or needed revision.

- **Identify Student Needs:** Are you serving those in need?

Overarching Elements of a Quality Application

- **Completeness:** all sections are complete

- **Thoroughness:** each section includes adequate detail addressing all components of the related scoring rubric

- **Coherence:** regional goals, areas of focus, needs, target populations (including alignment to LCAP), strategies, and activities all need to fit together

- **Leveraging:** demonstration that this grant builds on other initiatives and leverages resources

Section 1:

Pathway Improvement Summary

Section 1: Pathway Improvement Summary

- Populated from Letter of Intent (LOI): Pathway Improvement Name, Region, and Scope

- Pathway Improvement Name and Scope can be edited in application based on any changes

- Include assurances that you have read the legislation and that you've aligned your plan to the LCAP

Section 1: Examples

- A single application to address the development of a single pathway in a single industry sector, at one high school, e.g., Engineering at Poway High School

- A single application to address a cluster of goals and needs at a single school (e.g. for Middle School Career Development)

- Several applications to address several focus areas — Middle School Career Development, High School Career Development, or High School Pathway Development — across multiple schools in a district

- A single application to address several focus areas across multiple schools in a single district. For example, MS, HS Career Development for all ICT pathways at all high schools in the district

Section 2:

Lead and Partner Agencies

Section 2: Lead and Partner Agencies

- Not scored but at least one community college or community college district must be included as a partner agency

- There are 10 colleges within 6 CC districts in the region. For a complete list, together with their geographic location and CTE pathways offered visit the regional web site at careered.org

- Partner Agencies provide financial and in-kind matches

- Upload written plan, agreements, or letters of support as evidence of partnership (optional but recommended)

Section 2: Examples

There are several collaboration options, but they all need to be <u>real</u> collaborations, for example:

1. A district may collaborate with its local college to engage college counselors and high school counselors to work together to support student career guidance and transitions.

2. A district may collaborate with a college with a particular pathway, for example in manufacturing, to increase transition between secondary to post-secondary in that sector. (But if you are developing a Dual Enrollment program on a college campus, be mindful of student access issues.)

Section 3:
Collaborative Partners

Section 3: Collaborative Partners

OUTSTANDING (5 points)

- Extensive and/or varied partnerships that integrate and leverage available partner resources in the region, including
  - a thorough description of roles
  - how the partnership will make a difference for student outcomes

- Well-articulated plan for how matching resources from collaborative partner(s) will be used and leveraged in the Pathway Improvement

Section 3: Examples

Collaborative partners include:

- Business and industry entities, for example General Dynamics NASSCO

- Community and philanthropic organizations, such as Girls, Inc.

- Local workforce development boards, such as the San Diego Workforce Partnership

Section 4:

Statement of Need

Section 4: Statement of Need

OUTSTANDING (8–10 points)

- Thorough and convincing rationale for <u>why sector(s) and pathway(s) were selected</u>, supported by economic data and labor market information provided by COE and/or CDE

- Thorough explanation of
  - Status (or lack thereof) of current CTE courses
  - Necessity to support programs
  - How plan will address regional economic needs

Section 4: Statement of Need

Four kinds of need reflected in the RFA:

1. Labor Market Demand for High Wage Jobs
2. Lack of Pathways
3. Improvement Needed to Existing Pathways and Programs
4. Student Needs

Section 4: Statement of Need
Labor Market Demand in High Wage Industries

- High demand (need for talent) in specific industries and occupations with high wages

  - Example in Advanced Manufacturing – 15% of all employment and 22% of annual payroll in SD

- Need for specific skills: technical and "soft"

  - Example: Teamwork, which can be developed through project-based and work-based learning

Section 4: Statement of Need
Lack of Pathways

Lack of pathways at the K-12 level that lead to the priority industries and occupations

- Speak to your prospective college partners about the pathways offered at their college and their areas of expected growth.

Section 4: Statement of Need
Recap on Building New Pathways

- Look at the pathways you already have (or don't)

- Look at the Labor Market Information on high wage in-demand jobs

- Look at the offerings at your local college

- Compare labor market needs to offerings at the college

- Talk to your college partner about promising areas of expansion

- Decide together

- Commit to work together on these pathways

Section 4: Statement of Need
Improving Existing Pathways and Programs

Tips for Strengthening Existing Pathways and Programs

- Use the Career and Pathway Development Rubric to assess the strength of your pathways in each domain:

  - Teaching and Learning
  - Structure
  - Culture and Beliefs

- Use the MS and HS Career Development Continuum Tools to further examine program components

- Review your HQ CTE Rubric for CTEIG to cross check areas of need and consider strategies that would leverage your CTEIG grant

Section 4: Statement of Need
Improving Existing Pathways and Programs

Ways to strengthen existing pathways and programs:

- Existing pathways and programs lack key components
  → BUILD OUT

- Existing program components do not meet "best practice standards"
  → EXAMINE, IMPROVE, PROVIDE PD, SUPPORT

- Existing pathways and programs are not accessible to all the students who could benefit from them
  → LIFT BARRIERS TO EQUITABLE ACCESS

Section 4: Statement of Need
Student Needs

Student-centered needs are reflected in:

- Demographics of the community

- Drop-out rates

- Other student and family needs

Section 5:

Target Pupil

Section 5: Target Pupil

OUTSTANDING (9-10 points)

- Thorough description of challenge LEA is trying to solve
- How proposed strategy will address the challenge
- How proposed strategy will serve traditionally underserved and underrepresented pupils
- Thorough articulation of
  - How LEA designated funding in the LCAP targets priorities of student subgroups
  - How the application is aligned to it

Section 5: Example

- Look at drop-out rates by grade bands to see if there are high rates of drop out between middle school and high school or during 9th grade

- Address the needs across race/ethnicity, disability status, academic achievement and other "risk" factors; gender by industry (e.g. girls in STEM)

- Review LCAP to see where it targets student subgroups and how the SWP grant can align and complement or augment resources for existing priorities

- Link your strategy to the drop-out rate for 9th graders

Section 6:

Pathway Improvement Strategies

Section 6: Pathway Improvement Strategies

OUTSTANDING (19-25 points)

- Thorough and convincing description that demonstrates the application is informed by, aligned with, and expands upon the goals and priorities outlined in their regional plan.

- Thorough articulation of how proposed strategy addresses the statement of need;

- Thorough descriptions for each Pathway Improvement strategy.

Section 6: Examples

- **Strategy 1:** Expand Work-based Learning to high school students associated with the Computer Science Pathway at Central Union High School in Imperial Valley, where the Free/Reduced Lunch rate is about 77%; expand opportunities to the local continuation high school in year 2.

- **Strategy 2:** Expand Career Exploration and Guidance to all Central Union High School students, with active engagement of parents, in a community where approximately 25% of the students are English Learners.

Section 7:

Statement of Work

Section 7: Statement of Work

OUTSTANDING (19-25 points)

- Thorough and convincing descriptions of <u>activities</u> and how they address their statement of need

- Thorough articulation of <u>performance outcomes, timeline, and responsible person(s)</u>

- Thorough and convincing <u>evidence</u> that proposed activities will help build the course pathway

Section 7: Tips

- Each activity is associated with a strategy

- Document each activity, as implemented in the strategies described earlier

- Add K12 SWP metric(s), performance outcomes, timeline, and responsible person(s) for each activity

Section 7: Example

- In the example at Central Union High School, two Activities are featured:
  - Work-Based Learning in Strategy 1
  - Career Exploration and Guidance in Strategy 2

- Each one of these Activities would require K12 SWP metric(s), performance outcomes, timeline, and responsible person(s)

Section 8:

Capability & Sustainability

Section 8: Capability and Sustainability

OUTSTANDING (13–15 points)

- Thorough and well-articulated plan for management and clear articulation of roles and responsibilities of the lead LEA and partners

- Extensive experience administering and managing state-funded projects and collaborating with multiple stakeholders

- Thorough and convincing articulation of how the LEA will utilize existing programs, partnerships, and resources to create sustainable pathway improvement(s)

Section 8: Tips

Respond to each of the 9 prompts thoroughly

- **Capability**
  - Responsibilities and organizational structures reflect <u>shared leadership</u> with partners
  - Demonstrate experience and rigor in management and oversight: list past projects; describe your management and oversight processes, regular meetings, reporting, etc.

- **Sustainability**
  - Be <u>specific</u> in describing how you will leverage existing programs and resources (Perkins, CPAs, etc.)

Section 9:

Pathway Improvement Budget

Section 9: Pathway Improvement Budget

OUTSTANDING (8-10 points)

- Thorough and convincing indication that applicant will commit matching funds in the amount of $1 in match for every $1 of grant funds requested (for regional occupational centers or programs operated by a joint powers authority or county office of education only) or $2 in match for every $1 of grant funds requested (for all other LEA types)

- Thorough articulation of how the grant funds will be distributed based on a 30-month spending period

Section 9: Tips

- Make sure you are very clear about the matching requirements
- See RFA and FAQs

Section 10:
Supporting Documents

Section 10: Supporting Documents

Optional but <u>recommended</u> to provide evidence and demonstrate the authenticity of partnerships and the coherence of your plan. Examples:

- Agreements and MOUs with partners

- Letters of Commitment and Letters of Support

- Economic Data/Labor Market Information

- Match Documentation

- Organization Charts

- Resumes

SEE RFA for more detail

Section 11:
Preview & Submit

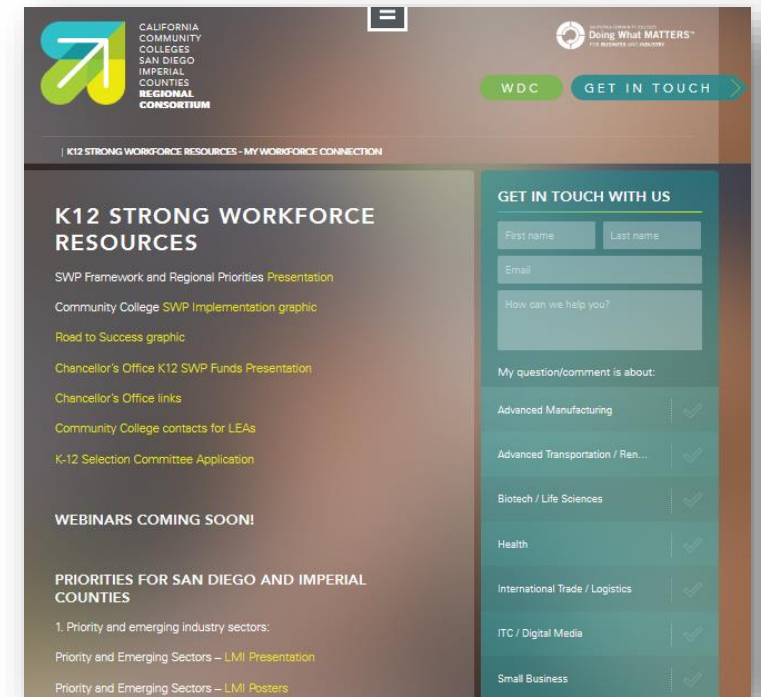# Section 11: Preview and Submit

See RFA for details on how to submit.

CELEBRATE!

Resources and Questions

Access this PowerPoint, related materials, and link to recorded presentation at http://myworkforceconnection.org/k12-strong-workforce-resources/

RFA-related questions:
Chancellor's Office (CO) at: k12swp@cccco.edu

Region-specific questions:
https://goo.gl/forms/8HQKE2ROJgdhAvgC2

THANK YOU