

Work Together

- Is it clear?
- Is it precise?
- Is it compelling?
- Is this the most powerful language you can use
- Have I connected the dots?
- Is it your best work?

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

Problem statements should:

- Be informed by the region's Strong Workforce Program (SWP) Regional Plan and/or region's Labor Market Information.
- Identify the sector/industry challenge(s) or need(s) the proposed K12 SWP plan(s) will address.
- Include sector/industry data that supports the identified challenges or need(s).
- 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.

Metro District currently has approximately 30% students graduate with no post-secondary plan. For our African American females, the rate is 38% and for African American males, the rate is 41%. Only 25% of African American students are enrolled in any Academy experience. While 35% of all students complete an AP STEM course, only 10% of African American students do. Our African American students are not being prepared for high-wage careers and may not be receiving the guidance to enter college. Subjective data indicates these students may obtain a job in the service field or may take no action for an extended period of time.

To support the success of these students and ensure they obtain employment with a livable wage, Metro District plans to ensure all students have a post-secondary plan. Currently, our District has a serious need for teachers, especially people of color (Carver-Thomas, 2013) and those who live in the neighborhood (Francois, et al., 2013), as both result in good outcomes. Our Regional Plan and our Center of Excellence identify teaching careers as a high-need sector, with an anticipated growth of nearly 20% annually. With retirements, the unanticipated exit of many mid-career teachers during the Covid crises, and the exodus of teachers due to our areas housing issues, we anticipate more than five years of continual growth in this field. To meet the needs of both students and industry, we will establish Teacher Academies at five of our twelve high schools.

Task 1: Analyze like a Reader and rank. As a writer, consider what you would do differently.

The K-12 SWP grant will support the acquisition of 21st century skills. According to Partnership for 21st Century Learning, creativity, innovation, critical thinking, and problem solving are key skills that "separate students who are prepared for increasingly complex life and work environments in today's world and those who are not." Additionally, "with the rapid changes in technology, effective workers must be able to exhibit ICT literacy." The auto repair program at GENERAL Unified needs to update its diagnostic equipment to industry-standards that meet the latest technology specifications. Improvement of the auto repair program has multi-faced benefits. First, help close the skills gap. According to businessroundtable.org, "in August of 2018, there were 7.1 million job openings and 6.2 million unemployed people looking for work. Even if the 6.2 million unemployed were hired, there wouldn't be enough qualified workers to fill the more than 900,000 jobs still left open." The GENERAL SWP 2021 Strategic Plan Update states "California has pioneered transportation safety standards, innovations, and regulations. Innovations in safety and accident prevention are making vehicles more and more complex...increasing the already significant demand for qualified mechanics, service technicians,..." Secondly, close the automotive mechanic job opening gap. A November 2019 GENERAL COE Program Endorsement Brief reports that automotive and diesel mechanics are projected to have 616 annual openings over the next five years. The California Ford Regional Technical Talent Placement Specialist says, "The demand (for automotive technicians) has increased, due to the pandemic it has become more difficult to find qualified techs. We don't see the need for techs reducing anytime soon, so anything Auto programs can do now to improve their students learning experience is a Big Plus!" The GENERAL SWP 2021 Strategic Plan Update also states, "The shelter-in-place policies may have resulted in less traffic, but collision and auto repairs are still in high demand--an industry that can be considered COVID-proof." Thirdly, increase female and English Learner enrollment. The Diagnosis Service & Repair pathway is a three-course sequence. Current enrollment = 125 students. Low SES students = 73.6%. Females = 6.3%. English Learners = 11%. Reclassified ELs = 36.5%. The pathway needs to increase enrollment of females and English learners. Attract a diverse student body with modern diagnostic equipment.



California Community Colleges

Scoring Rubric for the Problem Statement

Item 1	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
1. References need informed by region's SWP Regional Plan and/or Labor Market Information	Statement is clearly informed by the region's SWP Regional Plan and/or Labor Market Information.	Statement is somewhat informed by the region's SWP Regional Plan and/or Labor Market Information.	Statement does not include reference to the region's SWP Regional Plan and/or Labor Market Information.
Item 2	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
2. Identifies the sector/industry challenge(s) or need(s) proposed CTE plan will address	Statement is clear and concise, describing challenge(s) or need(s) the proposed plan will address.	Statement adequately describes the challenge(s) or need(s) the proposed plan will address.	Statement lacks clarity or evidence regarding the challenge(s) or need(s).
Item 3	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
3. Includes sector/industry data that supports the stated challenge(s) or need(s)	Statement provides clear data-based evidence that supports the stated challenge(s) or need(s).	Statement includes data but unclear if the data supports the stated challenge(s) or need(s).	Statement does not include data that supports the stated challenge(s) or need(s).
Item 4	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
4. Uses data to identify equity gaps of how student subgroups access, experience opportunities, and complete high school course work that are aligned to STEM and high-potential CTE programs at disproportionate rates.	Statement provides clear and documented data-based evidence from demographic, enrollment, and completion data that substantiates the targeted student population to be served.	Statement somewhat provides data-based evidence but the targeted student population to be served is unclear.	Statement does not provide data-based evidence and the targeted student population to be served is unclear.
Rank Item 1:	Item 2:	Item 3:	Item 4:

Task 2 – Rank on Rubric. Note what you would change

CURRICULUM AND INSTRUCTION

- The GENERAL/Center of Excellence recommended prioritizing programs that train for occupations that are middle-skill and pandemic-resilient jobs. This work plan will focus on these factors to further develop career exploration programs throughout the K14 system. The goal of this objective is to align programs with GENERAL priorities and to increase K14 collaboration, curriculum alignment, and industry certifications
- Build soft skills and career readiness skills curriculum throughout the K14 system and provide marketing materials to increase access to early grades and special populations
- Provide industry-specific professional development to K14 CTE faculty to further develop their programs; coordinate collaboration time for K14 aligned faculty to share lessons learned and best practices
- Increase employer engagement of COVID resilient jobs/industry sectors in advisory committee and/or curriculum review meetings, to advise on curriculum and industry certification updates that may have been impacted by the pandemic



California Community Colleges

Scoring Rubric for the Project Objectives

Item 1	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
1. Informed by and aligned to the Problem Statement	Project objectives clearly and completely align with the Problem Statement.	Project objectives partially reference the issues in the Problem Statement.	Project objectives do not reference the issues in the Problem Statement.
Item 2	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
2. Informed by region's Strong Workforce Program Plan and/or Labor Market Information	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 do not reference workforce needs in the local or regional economy.
Item 3	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
3. Identifies efforts to align career pathway(s) and/or program(s) to postsecondary pathways	Project objectives demonstrate clear purpose to lead K-12 students to postsecondary studies.	Unclear how project objectives will lead K-12 students toward postsecondary studies.	No mention of how project objectives will lead K-12 students toward postsecondary studies.
Item 4	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
4. Describe efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.	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.

Rank Item 1:

Item 2:

Item 3:

Item 4:

Task 3: Rewrite the opening line considering these areas:

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

According to the research done by the California Economic Forecast, the GENERAL County labor force has not returned since the pandemic. Factors that will continue to impact the workforce include the availability of child care, employment subsidies, the scarcity of affordable housing, and the continued decrease in GENERAL County's population due to the net migration and negative population growth rate. The January 2021 GENERAL Regional Consortium Strong Workforce Program 4-Year report, and further supported by the Bureau of Labor Statistics, indicated that GENERAL County will have skills gaps in the following sectors (with some impact due to increased automation): Health, Information Communication Technologies, and Digital Media, Global Trade, Advanced Manufacturing, Agriculture, Water, Environmental Technologies, Business & Entrepreneurship.

Rewrite:

Task 4: Make notes on how you would strengthen

The GENERAL Union High School District and GENERAL Community College District have been partnering on the development and implementation of an Early College program since 2016. This partnership has involved all levels of both organizations from Chancellor and Superintendent, to College Presidents, Vice Presidents of Instruction and Associate Superintendents to Deans of CTE, Counseling, Mathematics, and English along with their high school colleagues and the Foothill Outreach team. During this time GENERAL High School (GHS) and GENERAL College have formed a strong and collaborative partnership to establish CTE (Career Technical Education) Early College.

Over the course of the 2020-21 school year there were regular and frequent meetings to discuss the scope and sequence of the program, student profile, marketing materials, parent and student information night, and recruitment strategies. These meetings involved the project leads from both GUHSD and GENERAL College, the Principal of GHS and the lead teacher for CTE Early College, and Outreach staff and Deans from GENERAL including the Family Engagement Institute. Together we reaffirmed that CTE Early College is a program for first-generation students who are interested in career exploration and college planning. Students are recruited during freshman year to enter the program as sophomores. They begin taking college level counseling courses during 10th grade, and transition to a specific career pathway by 11th grade. While the pathways include digital marketing, child development, geospatial technology, and music technology, the sequence of counseling courses during the first year of the program will provide students the opportunity to pursue other career interests.

Our K12 Strong Workforce Program application in Round 2 identified the 2020-21 school year as Year 0 and the 2021-22 school year as Year 1, the inaugural sophomore cohort. Due to the COVID-19 pandemic, remote learning was in place within the GUHSD from March 2020 until April 2021. This manifested in the Class of 2024 not attending on the GHS campus until spring of their freshman year. And while the GHS teachers and support staff put forth great effort to connect in classes and other campus engagement opportunities via zoom, very little in person contact was possible. This greatly disadvantaged recruitment efforts for our first cohort and resulted in fifteen students completing the application process as opposed to the target of thirty-five.

Notes:

Task 5 – Rank and note what you would change

The Health Science & ICT - Creating Student Opportunities Initiative will serve the GENERAL region by diminishing gaps in student access to courses and equitable distribution of resources, especially to underserved student populations. Health Science is identified as one of the top five priority sectors in the GENERAL 21-24 SWP Regional Plan, projected to produce 120,000 middle to high wage jobs in a rapidly growing job market across GENERAL. Emerging technology advances have increased demand in the Health Science sector (esp. biotechnology), for experience, training and technical skills, patient care, and cybersecurity. Competitive candidates in this job market require early introduction and application of theory, analytical, social-emotional and technical skills. GENERAL Pathways is committed to increasing access and building more high-quality CTE courses and pathways resulting in the hiring of more professionals who will earn living wages.

Funding will improve existing Health/Information & Communications Technology (ICT) courses and pathways at the secondary level to align with postsecondary pathways, and grow the talent pipeline of students in the Health Science/ICT sectors. Based on 19-20 unduplicated CTE data, only 11.84% of GENERAL's 9-12 student population are enrolled in Health Science/ICT sector courses. By infusing industry grade technology, and enhancing student engagement experiences, we aim to increase enrollment in these GENERAL priority sectors.

COVID-19 has highlighted systemic inequities in our local school communities and has limited WBL experiences. In response, K12SWP funds will be used to address those inequities so that a broader population of students can access the Health Science sector. In 19-20, 658 females and 372 males were pathway completers in this sector. Efforts will be made to prioritize ICT in the Health Science sector, increasing availability of tools, equipment, simulations and enhanced WBL experiences. WBL experiences will be transformed by introducing simulated automation experiences, thus increasing students' future job prospects. We aim to engage our local communities and workforce through partnership so that GENERAL continues to build an equitable and inclusive, sustainable, innovation-driven economy.

GENERAL districts are dedicated to strengthening and expanding these priority sectors to increase access, equity and engagement in grades 7-12: Low Income (48%) English Learners (15%) and Foster Youth (.7%) (CALPADS Unduplicated Data 2019-20)

Scoring Rubric for the Problem Statement

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