

Outcomes:	<a href="#">#1</a>	<a href="#">#2</a>	<a href="#">#3</a>	<a href="#">#4</a>	<a href="#">#5</a>	<a href="#">#6</a>	<a href="#">#7</a>	<a href="#">#8</a>	<a href="#">#9</a>
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## Golden State Pathway Program | [Sonoma Seven Pathways Grant](#) (Consortium)

Consortium Members	Sector 1	Sector 2	Sector 3
SCOE			
SRJC			
WUSD	Healthcare	STEM	Climate Resiliency
PCS	Healthcare (PHS + CGHS)	Education (PHS + CGHS)	Climate Resiliency (PHS + CGHS)
SRCS	Healthcare (All 5 HS)		
SVUSD	Healthcare		
WSCUHSD	Healthcare	STEM	Climate Resiliency
Credo	STEM		

Consortium Members	Pathway 1	Pathway 2	Pathway 3
SCOE			
SRJC			
WUSD	Public and Community Health	Residential and Commercial Construction	Engineering Technology
PCS	CGHS - Public and Community Health PHS- Public and Community Health	CGHS - Education PHS - Education	CGHS - Energy and Power Technology PHS - Energy and Power Technology
SRCS	EAHS - Public and Community Health SRHS - TBD		

	MHS - Patient Care MCHS - Patient Care PHS - Biotechnology		
<b>SVUSD</b>	Public and Community Health		
<b>WSCUHSD</b>	Patient Care	Residential and Commercial Construction	Engineering Technology
<b>Credo</b>	Product Innovation and Design		

<b>Business &amp; Community Partners</b>	<b>Role:</b>
CTE Foundation	Provide funding and access to industry partners
Accelerate ED	Continue funding the pathway development it started in Sonoma County since 2020
SSU	Faculty will provide curriculum development support for our pathways
WIB, EDB, SR Metro Chamber, North Coast Builders Exchange, County of Sonoma	Will inform the consortium about local industry needs and assist with pathway mapping
Sonoma Clean Power, E.J. Gallo, Kendall Jackson, Keysight, the Community Foundation of Sonoma County, the Smart Train	Will offer work-based learning (WBL) opportunities, including internships
Kaiser, Medtronic	Will continue to provide financial support for our CTE programs

## OUTCOME #1: Integrated Program of Study

## Planning Doc

- Napa County Office of Education TAC will provide curriculum integration and project-based learning (PBL) PD;
- Contracted CTE experts will provide customized training on cohorting strategies and assessment to develop our regional capacity to support pathways;
- Create a four-year Inquiry Fellowship to provide inclusive, on-going professional development for consortium pathway teachers.
  - Focus on course development alignment to A-G/post secondary/labor market needs
  - Design and implementation of HQ integrated PBL units inspired by teacher externships with local industry hosts
  - Launch the countywide Work-Ready Certificate
- Fund training for Integrated Pathway Coaches to support teams at their sites throughout this grant term and beyond

Activity:	Timeline:
<b>Inquiry Fellowship</b> – <i>Facilitated by COE College and Career Coordinator, CTE Pathway Coordinator, Pathway Developer, Director of School Culture and Partnerships</i>	
Teacher Recruitment and Launch	Spring/Summer 2025
Inquiry Studio   Summer Teacher Externships <i>Two full-day externships, three full-day PBL institute, &amp; three-day CoP throughout the year (4-6 PM)</i>	Summer 2025, 2026, & 2027 Summer 2025, 2026, & 2027 Inquiry Studio Summer Dates 2025: July 28th-August 1st CoP Dates 2025: Sep. 30, Nov. 12, Apr. 1 (4-6pm) (SCOE)
Bi-Yearly Fellowship Sessions	Starting September '25, total of 2/year Thus. Oct. 20th; Feb. 11th (9am-3pm - TLC SCOE)
<b>Coaching</b> – <i>Training contracted with Bright Morning; supported by Pathway Developer</i>	
LEAs recruit coaches from sites	Spring 2025
Bright Morning Training: Art of Coaching Teams	Spring 2025 - April 22-24, 2025 - Virtual or July 15-17, 2025 Block 1: 8 am-10 am PT Block 2: 11 am-1 pm PT OR May 12-13, 2025 - Full day Location: Bay Area (California)

High School Consortium Partner Responsibilities	SRJC Responsibilities
Recruit pathway teachers and commit to participation in Inquiry Fellowship	Designating faculty aligned with each pathway to attend at least one Fellowship session per year to inform curriculum development and alignment.
Fund externship and summer PD stipends for participating teachers	
Fund Fellowship Sonoma Seven Pathways Grant substitute pay for teachers, coaches, and WBL Coordinators	
For every two pathways, designate one person (teacher, coordinator, etc.) to participate in transformational coaching PD and then support pathway teachers and WBL Coordinator	

Metrics:
Teacher teams design performance tasks for Pathway Day (see Outcome #5)
Teacher teams complete 1 or more integrated, 6-12 week PBL units per year
Teachers embed Portrait-aligned, standards-based assessments into every unit
Teacher teams participate in at least one externship by June 2028
80% of pathway completers also complete Work Ready Certificate
All pathways have A-G courses and a 90% pathway completion rate
CCI Readiness average across consortium will increase by 5% by June 2028 (44% baseline)

## OUTCOME #2: Postsecondary Credits - Creation and Expansion of CCAPs

### Planning Doc

- Need for a centralized, consistent process regarding CCAPs with SRJC.
- Through expanding our partnership with SRJC, we will focus on regional coordination to develop, support, and maintain agreements
  - Formalize a **Sonoma County Dual Enrollment (DE) Guide** to identify clear roles and bring consistency and transparency to the DE process
  - **Provide PD** for college instructors and high school teachers hired as adjuncts on best practices to support DE students
  - Create an **Early College Credit Hub** for all stakeholders that provides online resources in an easy-to-access format
  - Provide counseling support for DE students via SRJC DE counselors who will meet with high schools students to create customized education plans leading from high school to postsecondary to careers.

Activity:	Timeline:
<b>ECC Infrastructure</b> – <i>facilitated by SCOE ECC Coordinator, SRJC Liaison</i>	
SRJC designates Early College Credit Liaison	Spring/Summer 2024
DE Guide formalized w/ input from schools	Fall 2025
Design/implement Early College Credit Hub	Spring '25; implement Spring '26
<b>ECC Operations</b> – <i>led by SRJC Deans, VP of Academic Affairs, VP of Student Services, ECC Liaison; SCOE ECC Coordinator; site ECC point person, counselors</i>	
Develop new CCAP agreements/renewals	Annually in September (starting 2024)
Convene superintendents with SRJC leadership	Quarterly May, 2025
Maintenance of CCAP agreements through annual CCAP convening	(Yearly in Fall) Sept. 19, 2025 @ SRJC
PD hosted by SRJC for teachers teaching college courses on high school campuses	(Biannually) April 18, 2025 @SRJC
SRJC counselor(s) work w/ high schools on campus	Fall 2024, on-going

High School Consortium Partner Responsibilities	SRJC Responsibilities
Designate staff at each site to be the ECC point of contact and work directly with SRJC Counselors, Outreach Team, and Vice President of Academic Affairs	Designate 2 SRJC DE counselors to be shared between the 6 consortium members for ECC support on high school campuses
Identify potential high school teachers who meet minimum quals for teaching CCAPs	Provide PD for college/high school instructors teaching college courses
If hired as adjuncts, high school teachers participate in PD to help prepare them to teach college courses	Include a designated DE counselor on Integrated Student Support (ISS) Team (see Outcome #4)
District superintendents participate in the annual CCAP Convening at SRJC.	Host a Fall CCAP Session for developing/renewing MOUs for the following school year
	Convene superintendents annually to maintain partnerships, identify barriers, and ensure equitable access to ECC countywide.

Metrics:
LEAs will use DE Guide/Timeline as tool for creating & managing CCAPs
All LEAs will have at least one CCAP agreement in place by Fall 2025
100% of students in consortium pathways will have opportunity to earn at least 12 college credits through CCAP, articulation, and/or AP/IB by June 2028
Support structures created for dual enrollment via GSPP will help ensure 90% success rate in ECC classes across consortium for CCAP
One CCAP convening conducted annually; 100% of consortium districts/SRJC participate in each convening

### OUTCOME #3: Work-Based Learning - COUNTYWIDE COHESION

#### Planning Doc

- Need countywide support around the use of WBL as an instructional strategy.
- Need regional policies and procedures for industry engagement as well as robust and sustainable models to build strong industry partnerships, particularly for internships.
  - Expand services with Earn & Learn to build a countywide system of WBL contacts, curate pathway-specific WBL experiences, and collect data
  - Partner with the CTE Foundation in a cross-industry **Internship Collaborative** to map internship/apprenticeship opportunities for our pathways
  - Within the Collaborative and our WBL Community of Practice, develop replicable, scalable WBL structures and resources that include an industry partner handbook and district guidelines
  - Purchase mobile Livescan units to be used across the consortium as a viable, regional means of
  - Addressing fingerprinting legislation required for industry contact with students.

Activity:	Timeline:
<b>Internship Mapping and Design</b> – <i>Managed by Director, School Culture &amp; Partnerships (SC&amp;P), and College and Career Coordinator in collaboration w/ CTE Foundation and SRJC Work Experience Faculty</i>	
CTE Foundation contract work begins for mapping internships	Fall 2024
Internship Collaborative work begins; share resources/materials as created	Starting Fall 2024
Outreach/enrollment for spring ECC Interns	Starting Fall 2025; continue annually
Launch Health Sciences sector internship	Fall 2025
Launch one or more consortium sector internships each year	Fall 2026, Fall 2027, Fall 2028
<b>WBL Community of Practice</b> – <i>Facilitated by College and Career Coordinator</i>	
WBL Community of Practice Sessions	Starting Fall 2024, 4-5 bimonthly meetings per year Sep. 15; Nov. 18; Jan. 27; Mar. 31; May 19, 2025

High School Consortium Partner Responsibilities	SRJC Responsibilities
Provide data to CTE Foundation for internship mapping	Expanding the existing ECC Internship Program
Designate a WBL point person to participate in the Internship Collaborative	Offering the WEE 991 Internship course in all pathways
Ensure point person participates in the countywide WBL Community of Practice	
Recruit and support student interns in each pathway	

Metrics:
All adopt universal policies/procedures for industry engagement
Internship maps delineate anticipated demand for placements for the next 5 years, as well as identify industry partners
Each sector has a viable internship aligned with an industry partner by 2028; all students in capstone courses have opportunity to participate for college credit
Industry partner handbook and district-facing guidelines/best practices used to design and implement countywide WBL experiences

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## OUTCOME #4: Integrated Student Supports - DESIGN AND IMPLEMENTATION

### Planning Doc

- Our consortium members need training and guidance on how to provide programs and services for the many students struggling in their pathways
  - To meet that need, we will convene counselors, administrators, and other key staff to form the Sonoma Seven **Integrated Student Supports (ISS) Design Team**.
    - Explore best practices, audit and redesign existing supports, and develop new ones.
    - The team will also partner with local community agencies and nonprofits to inform design and offer potential services
    - The consortium will contract with an expert in the design thinking process to help guide participants in this work
    - SRJC will designate two DE counselors to provide direct services to students on high school campuses.

Activity:	Timeline:
<b>ISS Design Team</b> – <i>facilitated by Director, SC&amp;P; supported by Pathway Developer</i>	
ISS Design Team Sessions	3 sessions per year, starting in '25 -'26; may include site visits to see model programs, as well as consultant presentations (Sep. 22; Nov. 17; Feb. 23 - 11:30 - 2:00)
Progress Report: ISS Design Team reports to Implementation Team	Annually Spring 2026, 2027, 2028
<b>SRJC DE Counselors</b> – <i>supported by SRJC Vice President of Student Services</i>	
Designate two counselors to support DE programs on high school campuses	Summer 2025
DE Counselors divide 16 hours/week between high school campuses to support students in development of education plans	Starting Fall 2025, annually for duration of school year
DE Counselors design, promote, and launch Summer Bridge Sessions (in collaboration with high school sites)	Fall 2024: Design Summer 2025: Launch Summer 2026, 2027, 2028 run program

High School Consortium Partner Responsibilities	SRJC Responsibilities
Designate two site personnel (minimum one counselor, plus administrator, teacher or other support staff) to participate on the ISS	Will delegate one or two counselors to participate on the ISS Design Team;

<p>design team for three sessions a year.</p> <p>One site counselor One admin (who oversees CTE programs)</p>	
Develop integrated student support systems, including SPED and ELD services.	Convene the entire Outreach Team with the ISS Design Team once a year to ensure alignment between systems and to problem-solve issues of access, particularly around the enrollment/registration process for early college credit (aligned with Outcome #2)
	Run the Summer Bridge Session annually.

Metrics:
By June 2028, each pathway will have robust academic, social-emotional, and college and career readiness supports in place to meet needs of all students; supports will be detailed in Sonoma Seven High Quality Pathways Blueprint
Average pathway completion rate will increase 8% by 6/2028 (11.67% baseline)
YouthTruth percent positives in response to prompts identified in narrative will improve by 5% annually
15% of pathway 9th-11th-graders participate in Summer Bridge Sessions annually

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## OUTCOME #5: Industry-Connected Pathways - INTEGRATED ADVISORIES

### Planning Doc

- Our sites need a countywide, sustainable structure for engaging with industry in multiple sectors to inform the development of pathway curriculum aligned with high demand/high wage/high skill jobs.
  - This structure would allow us to streamline communication, share information across systems (k16) and hear directly from industry experts.
- Students in our pathways need more opportunities to engage directly with industry and students from other sites to amplify the impact of and celebrate integrated, WBL-infused pathways countywide
  - Create a **Sonoma County Integrated Pathway Advisory Board** with:
    - Industry participation for each sector in our consortium
    - Participation K16 partners and both CTE and core academic teachers
    - Sonoma Seven Pathway Day (two years into the grant)

Activity:	Timeline:
<b>Integrated Pathway Advisory Board</b> – <i>led and facilitated by College and Career Readiness Coordinator in collaboration with the CTEF and WBL Coordinators</i>	
Formation of Advisory Board	Fall 2025-Winter 2026
Annual Advisory Board Meeting	Starting Spring 2026
<b>Sonoma Seven Student Showcase</b> – <i>led and facilitated by College and Career Readiness Coordinator, Pathway Developer</i>	
Formation of Planning Committee (WBL Coordinators, CTEF, teachers)	Fall annually 2026 & 2027 (rotating membership)
Create performance tasks for Pathway Day via Inquiry Fellowship	Fall/Winter 2026-27; 2027-28
Sonoma Seven Showcase (performance task + industry feedback for capstone students)	Spring 2027 & 2028

High School Consortium Partner Responsibilities	SRJC Responsibilities
Ensure capstone student/teacher participation from each pathway in Sonoma Seven Pathway Day (Advisory Board and Showcase);	Recruiting faculty from disciplines aligned with grant pathways to be on the Integrated Pathways Advisory Board and attend the Showcase.

Prep students for performance tasks for Pathway Day	
Enlist site WBL Coordinator to help recruit industry partners for the Advisory Board	
Commit a point person from the site to be on the planning committee for Pathway Day (rotating committee to equitably divide workload).	

Metrics:
90% of capstone students from all consortium pathways take part in Sonoma Seven Pathway Day
Integrated Pathways Advisory Board meets at least four times between Fall 2025 - Spring 2029 to give annual feedback on curriculum development and integration of career content in core subjects
Integrated Pathways Advisory Board includes industry, K16, and community partners for each sector; high school teams include both core academic and CTE teachers; members attend 90% of all meetings
All integrated pathway curriculum incorporates WBL and transferable skill development aligned with industry standards
All LEAs build roadmaps aligned w/ post-secondary and job opportunities

## OUTCOME #6: Articulated Pathways - SONOMA SEVEN IMPLEMENTATION TEAM

### Planning Doc

- Across Sonoma County, there is a need for alignment between industry and K16 institutions to ensure that the competencies and skills being taught in our pathways adequately prepare students for next steps. As the frontline orchestrators of the grant work, the Implementation Team will be able to coordinate communication, share information across systems, support one another in meeting grant outcomes, and serve as key contacts with participating project stakeholders.
  - **The Sonoma Seven Implementation Team** will conduct reverse mapping and will be comprised of administrators and coordinators from each site who will serve as the core group overseeing the implementation of the grant.
    - The team will meet monthly, address a number of grant initiatives (see Outcome #7 and #9), and will be the key developers of the Sonoma Seven Pathway Blueprint
      - Will create site-specific and regional pathway maps

Activity:	Timeline:
<b>Implementation Team</b> – <i>led by CTE Pathway Coordinator, Director of SC&amp;P, and CTE Pathway Coordinator w/ support from Pathway Developer</i>	
Formation of Implementation Team: initial meetings to create data sharing agreement, agree on scope of work, and calendar schedule for 2025-26 school year	May - June 2025
Monthly meetings (excluding summer)	Beginning Fall 2025, through life of grant
Team meets with WIB, EDB, CTE Foundation, and industry partners from each pathway to begin reverse-mapping process	Fall/Spring 2025-2026
Team meets with SSU and SRJC partners to extend pathway mapping to postsecondary level	Fall/Spring 2025-2026
Team connects high school pathways to map; graphic designer hired to help create visuals; feedback elicited from all stakeholders, including Integrated Pathway Advisory Board	Fall/Spring 2026-2027
Pathway mapping is written into the Sonoma Seven Blueprint; maps printed and shared with each LEA	Fall/Spring 2027-2028

High School Consortium Partner Responsibilities	SRJC Responsibilities
Delegate an administrator/coordinator-level point person from the site (and possibly district) to be on the Implementation Team and attend monthly meetings	Designate a point person to be on the Implementation Team and attend monthly meetings
Provide pathway-specific details to the Implementation Team for reverse mapping	Provide pathway details to the Implementation Team for reverse mapping
Provide feedback and funds for design of site-specific and regional pathway maps.	Provide feedback and funds for design of site-specific and regional pathway maps.

Metrics:
Each pathway in consortium is reverse-mapped from industry to post-secondary to high school by June 2028
Pathway mapping process and outcomes are included in Sonoma Seven Pathway Blueprint
Each LEA will have professionally-designed pathway maps for use in curriculum alignment, pathway recruitment, and college and career planning
Implementation Team members participate in 90% of monthly meetings

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## OUTCOME #7: Collaboratively Build Pathways - PARTNERSHIP COUNCIL

### Planning Doc

- To be successful in implementation of high-quality integrated pathways in our consortium schools, we need a strong regional leadership structure that can guide the work by creating a collective vision and ensuring accountability for the projects at hand.
  - The **Sonoma Seven Partnership Council** will be a supervisory body consisting of:
    - Six district superintendents
    - Vice President of Academic Affairs from SRJC
    - Supported by SCOES's Director of School Culture and Partnerships
  - The council will ensure countywide collaboration and intentional design of pathways, be an organized structure for sustaining pathway growth and developments, and serve as a centralized body for engaging with industry on a large scale.
    - Hear reports from our local WIB, EDB, and Community Partners
    - Leverage Community programs and resources
    - Use data to evaluate progress and improve performance
  - The Sonoma Seven Implementation Team will report directly to the Sonoma Seven Partnership Council about grant outcomes twice a year.

Activity:	Timeline:
<b>Sonoma Seven Partnership Council</b> – <i>Director, School Culture and Partnerships facilitates and creates agenda</i>	
Formation of Council and first introductory meeting; Council elects a Chair; Implementation Team presents baseline data to Council meet together to discuss results of baseline data and develop annual target goal metrics for what the Consortium plans to achieve for each data indicator	May 2025
Second Council meeting; presentations by Implementation Team and community/industry partners, as well as Pathway Developer data reporting	October 2025
Council meetings continue biannually with rotating leadership	Fall/Spring 2025 - 2028 and beyond

High School Consortium Partner Responsibilities

SRJC Responsibilities

Each district superintendent participates on Sonoma Seven Partnership Council and attends two sessions a year	The Vice President of Academic Affairs participates on the Partnership Council and attends two sessions a year
Implementation Team Member(s) report to the Council twice annually about grant outcomes and progress.	The VP of Student Support Services may also participate.

Metrics:
Sonoma Seven Partnership Council meets 8 times by June 2028
Council creates vision and target goal metrics to guide pathway development for consortium members by June 2025 and evaluates progress biannually
Council forms agreements with other members to allow for data sharing, leveraging of resources, and cross-system collaboration
Twice a year, Implementation Team presents data to Partnership Council that is used to identify both successes and areas for improvement in pathway design and implementation

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## OUTCOME #8: Ongoing Operations - RESOURCES AND PARTNERSHIPS

### Planning Doc

- To help with long-term sustainability of pathways supported via the consortium grant, the county office will provide PD around establishing funding as part of the LCAP process.
- The CTE Foundation will develop and implement communication and marketing strategies to elevate broad community support and to frame compelling key messages for attracting sustainable private and public funding for our pathways
  - We anticipate that by June 2028 the majority of these supports will no longer be necessary due to increased regional capacity to do this work.

Activity:	Timeline:
<b>LCAP Support</b> – <i>Facilitated by Director, School Culture and Partnerships; grant writing support facilitated by CTE Pathway Coordinator</i>	
LCAP development offered through training sessions at SCOE	3-4 sessions annually
Sites without current CCAP grants apply for new grants; county office provides workshops/grant writing support	Spring 2025
Sites apply for CTEIG funding and SWP when applicable; county office provides workshops/grant writing support	Annually: September/October
Sites apply for Perkins	Annually: May 1st
Fundraising with CTEF and support from Accelerate ED for New School Model sites (Casa Grande, Elsie Allen, Analy)	Spring 2025 - June 2028
CTE Foundation marketing campaign begins	Spring 2026

High School Consortium Partner Responsibilities	SRJC Responsibilities
Enlist the support of SCOE in developing LCAPs that incorporate funding for pathways	Participate in the development of current and future SWP and CCAP grants
Apply for a CCAP grant if not currently funded	Commit financial and/or in-kind support for high school grants and integrated pathway programs
Collaborate with the CTEF to message programs	

Continue to seek funding both inside and outside of regular state sources	
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<b>Metrics:</b>
By June 2028, all consortium pathways will be funded by braiding resources from CTEIG, SWP, Perkins, SSP, donations, local grants, and district general funds.
SRJC will continue to partner in achieving objectives of SWP and CCAP grants
All consortium districts will prioritize supporting integrated pathways, college and career readiness, and dual enrollment in their LCAPs

## OUTCOME #9: Maintain Data Records: CONTINUOUS IMPROVEMENT

### Planning Doc

- The Pathway Developer has primary responsibility for collecting data, tracking progress, and measuring success using the 11 indicators identified in the GSPP Request for Applications (RFA), plus any additional indicators required by CDE. The Pathway Developer will also share collected data with members of the Implementation Team and Partnership Council to promote their ability to make data-informed decisions.

Activity:	Timeline:
<b>Data Collection and Use:</b> <i>Led by Pathway Developer, Implementation Team, Data Administrators, Partnership Council, Director of SC&amp;P</i>	
Pathway Developer meets w/ Implementation Team to develop content for a Data Sharing Agreement (DSA), which specifies type, timeline, and reporting methods for data that needs to be collected throughout grant period, per requirements presented in the GSPP RFA; how records will be maintained; and how student confidentiality will be protected; Pathway Developer creates the DSA, which is signed by each site principal.	June 2025
Implementation Team members identify a Data Administrator at each site and SRJC to gather all grant-required student information and Pathways data and provide it in a format on a timeline stipulated in the DSA.	
Data Administrators collect baseline data required by CDE and report it to Pathways Developer; Implementation Team and Partnership Council meet to discuss results of baseline data and develop annual target goal metrics for what the Consortium plans to achieve for each data indicator.	
Pathway Developer creates a data collection calendar and shares it with all Data Administrators, Implementation Team, and Council.	
Monthly Implementation Meetings: Pathway Developer and Implementation Team discuss progress and apply Plan-Do-Study-Act method of continuous improvement to make data-informed decisions for specific problems/ challenges to be solved, especially those the Partnership Council identifies. Team suggests changes to improve	May 2025 - June 2028

outcomes and determines how to gauge improvement after changes are made.	
Pathway Developer presents progress to Partnership Council and highlights areas of concern; Council makes recommendations for improvement; Pathway Developer facilitates improvement strategies with Implementation Team.	October and April, 2025 - 2028
Data Administrators collect annual data, per the DSA, and report it to the Pathway Developer.	June 2025, 2026, 2027, 2028
Pathway Developer creates annual report of data outcomes and presents report to Implementation Team and Council at the start of each school year.	August 2025, 2026, 2027, 2028 (post grant period)
Implementation Team applies the Plan-Do-Study-Act method of continuous improvement for any data results lower than target goal metrics	August 2025, 2026, 2027, 2028 (post grant period)

High School Consortium Partner Responsibilities	SRJC Responsibilities
Identify a Data Administrator for data gathering and reporting	Identify a Data Administrator for data gathering and reporting
Provide data required by CDE, according to the schedule and methodology in the Data Sharing Agreement and as requested by the Pathway Developer	Provide data required by CDE, according to the schedule and methodology in the Data Sharing Agreement and as requested by the Pathway Developer
Contribute to funding the Pathway Developer position	Use data for decision-making/program improvement, per Implementation Team.
Use data for decision-making/program improvement, per Implementation Team.	

Metrics:
100% of Data Administrators report their site data on-time, per the DSA
Consortium achieves 85% of annual target goal metrics established for the 11 CDE indicators included in the GSPP RFA

Implementation Team consistently uses Plan-Do-Study-Act in monthly meetings

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