Objectives

- Make your life easier – number your objectives!
- Here's what they want:
    - Aligned to problem statement
    - Informed by Regional Plan and LMI
    - Align K12 Pathway with postsecondary pathway
    - Activities targeted to close equity gaps, specifically activities for your targeted subgroup designed to improve access or completion
    - Include how LEA will use K12 SWP funds to meet objectives.
- The example is chronological – consider putting most important objectives first – what works best for your plan
- SMART goals

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.

1. By Fall 2022, a Fire Science Advisory Committee will be established to provide guidance for this new Pathway. This will be comprised of MUSD and DRCCD leadership and staff, and Fire Technology Employers, and members of the California Professional Firefighters (CPF) organization. K12 SWP funds will be used to fund transportation to meetings and to provide meeting refreshments.

❖ 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.

2. By Fall 2022, MUSD will inform students, parents, teachers, and the community about the New Fire Science Career Pathway. To meet this objective, a bilingual outreach coordinator (0.5 FTE) will be hired (Spring 2022). The coordinator will be responsible for recruiting students for the new Pathway. K12 SWP will provide initial funds for this position Spring 2022 – Spring 2024.

❖ 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.

3. By May 2022, the curriculum for the Introduction to Public Safety Careers course will be developed. This includes completing and submitting a course outline for a-g

approval, developing or identifying all instructional materials, and purchasing equipment for the course. K12 SWP will fund 0.2 FTE MUSD TSA Spring 2022.

4. Beginning Spring 2022, a Fire Science Pathway Advisory Board will be established. This group will meet monthly and will include MUSD and DRCCD staff, as well as industry members (firefighters, EMTs). This group will develop site visits and other work-based learning experiences, including identifying ways for MUSD and DRCCD Fire Science students to connect with each other. The Advisory Board will also analyze student data on a regular basis to ensure the program and supports are meeting students' needs. K12 SWP will fund transportation to meetings and provide funding for refreshments.

❖ 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 2022, and at both high schools by the fall of 2023. Grant funds will pay for the development and offering of the course in 2022 and 2023 with MUSD absorbing costs in subsequent years.

5. MUSD will establish a new Fire Science Pathway. By Spring 2022, MUSD will recruit and employ a CTE credentialed teacher (1.0 FTE) to conduct the Introduction to Public Safety Careers course. This course will be taught in one high school, beginning Fall 2022, and at both high schools by Fall 2023. K12 SWP will fund the Pathways Teacher Spring 2022 through Spring 2024.

❖ 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.

6. By Fall 2022, structures will be in place to ensure Latinx student success in the Fire Science program. Counselors from MUSD and DRCCD will meet with employers, administrators and use LMI data to develop materials and supports specifically designed for Latinx students. The MUSD and DRCCD counselors will be funded through K12 SWP for 0.2 FTE from Spring 2022 through Spring 2024.

❖ 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.

7. By Fall 2023, DRCCD will offer the Emergency Medical Response (EMR) course in one MUSD high school as a dual enrollment course. K12 SWP will fund meetings between MUSD and DRCCD to prepare DE course for submission, will fund additional DE teacher rate and will provide books and additional materials required for the DE course.

❖ 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.

8. Beginning Fall 2022, DRCCD students will provide Fire Science Pathway students with academic tutoring and technology support at MUSD high schools and on the

DRCCD campus (I had several questions about this – was the academic tutoring for all subjects? Was it for anyone in FS Pathway? Where did technology support come from? Not mentioned as a need – whereas, study group or similar has evidence.)

K12 SWP funds will be used to hire up to 25 tutors from DRCCD. Each tutor will work up to 100 hours annually. Tutors will be funded beginning Spring 2022 through Spring 2024. Tutors will primarily support biology and algebra students, with additional assignments based on counselor referral.

❖ 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.

9. Note – the EMR course isn't offered year one. By Spring 2024, a minimum of 54 (90%) Fire Science Pathway students will enroll in the Fire Science Pathway Program at DRCCD. Of these 54 enrollees, 70% (38) will be Latinx.

K12 SWP funds will be used to hire a DRCCD Pathway Ambassador who will encourage enrollment in DRCCD and provide transition support.

Notes

- Be careful not to confuse objectives with activities
- Okay to provide detail, as long as everything stays clear

California Community Colleges

Scoring Rubric for the Project Objectives

	Strong (5 points)	Moderate (3 points)	Weak (1 point)
1. Informed by and aligned to the Problem Statement	Project objectives clearly and completely align with the Problem Statement.	Project objectives partially refence the issues in the Problem Statement.	Project objectives **do not** reference the issues in the Problem Statement.
	Strong (5 points)	**Moderate (3 points)**	**Weak (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.
	Strong (5 points)	**Moderate (3 points)**	**Weak (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.
	Strong (5 points)	**Moderate (3 points)**	**Weak (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.