PTPN_Logo

**Pathways to Prosperity Network**

***One-Year Strategic Work Plan for Developing***

***Grades 9-14 Career Pathways***

*TEMPLATE*

**OVERVIEW**

This one-year work plan focuses both on the short-term planning of a career pathway and on longer-term implementation and capacity-building in three phases:

**Phase I: Short-term planning/development of a rigorous, focused career pathway that:**

* Serves [#/%] selected students in a career pathway;
* Aligns and integrates secondary and postsecondary systems through an early college model;
* Integrates career-focused and academic education;
* Provides student support systems;
* Delivers a continuum of authentic work-based learning opportunities;
* Links to local labor market needs and engages employers; and
* Launches by [date].

**Phase II: Strategic design and facilitation with stakeholders to lay the foundation for long-term, systemic reform**

**Phase III: Execution of work plan for full implementation** *Note:**The details of the Phase III work plan will be determined by the engagement, decisions, and outcomes that take place during Phases I and II, so that the state, region, and the JFF/HGSE Pathways to Prosperity Network Team can best map services and support to [xxx]’s actual needs. The [xxx] Phase III plan will include similar activities but will be tailored to the goals, needs, and strategies identified during the Phase II design period. For example, the [xxx] plan will likely include more intensive community college capacity-building and alignment than the example provided.*

***Please see “Overview of Phases of Work” for a summary of the full work plan.***

This work plan includes the following focus areas:

* **Work Planning**: stakeholder and community engagement; creating leadership and planning teams; analysis of existing courses, programs, and LMI; selecting the targeted career pathway
* **Staffing Strategy**: teacher/instructor recruitment, identification, and selection strategy
* **Shared Agreements**: developed as needed to co-create career pathways
* **System Conditions**: ensuring any policy and regulatory barriers are removed
* **Integrated Program of Study**: clear scope, sequence, and curricula for Year One; map out broader 9-14 career pathway; instructional approach
* **Professional Development**: PD plan for Year One; PD over summer to successfully launch pathway; plan for action research team
* **Employer Engagement**: process for identifying and engaging employers; sequence of work-based learning; commitment from select employers to champion the pathway
* **Student Assessment**: plan for assessing progress and outcomes in the pathway
* **Student Support**: support systems and academic acceleration strategies developed to ensure student success
* **Student Recruitment**: plan for recruitment of students for Year One
* **Project Management**: planning, organizing, managing, and assessing progress

This work plan will guide the PtoP Network Team in the technical assistance it provides to the region and state, including coaching, facilitation, policy, and tools/materials development.

**Overview of Phases of Work**

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| --- | --- | --- | --- |
|  | **PHASE I** | **PHASE II** | **PHASE III** |
| **Timing** | Now–[Month Year] | [Month]–[Month Year] | [Month]–[Month Year] |
| **Focus of the Work** | Plan and develop pathway | Build pathway infrastructure | Launch pathway |
| **Deliverables** | Vision, Roadmap, Goals, Roles established for initiative. Key choices include:   * Sequencing (i.e., incremental pathways additions or full transformation) * New course development * Employer engagement and authentic work-based learning * Dual enrollment and acceleration strategies | Metrics, Agreements, Staffing, Capital Improvements established for initiative. | [#] students enrolled in career-focused preparatory courses and support systems that transition them into a [COLLEGE NAME] career-focused program of study |
| **Activities** | 1. Stakeholders and community engaged 2. Employer champion(s) engaged 3. Policy barriers identified with plan to remove them 4. Scope and sequence mapped 5. Communications materials about pilot pathway developed | 1. MOU signed between district and college 2. Teachers/instructors are identified, oriented, and trained 3. Rigorous curricula and instructional support materials development 4. Broader employer pool engaged 5. Strategic plan for implementation developed 6. Students identified and recruited 7. Summer intensive PD workshops | 1. Embedded, ongoing PD 2. Common planning time for instructors to integrate CTE and academics and align secondary and postsecondary 3. Assessment process launched; real-time data reviewed monthly, informing mid-course continuous improvement |

**Proposed Year One Work Plan**

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| --- |
| **[Month] – [Month Year]** |
| **Career Pathway Planning and Development Leading to the Launch** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus Area** | **Deliverables/Outcomes** | **Action Steps** | **Specific Tasks** | **Who is Responsible** | **Timeline** |
| **Work Planning** | Broad stakeholder engagement in the initial planning; findings to inform pathway and school development | Meet with key leadership and stakeholders to inform the strategic planning and development of career pathway  Develop leadership planning team for implementation  Adapt marketing materials to educate key constituencies (also see student recruitment) | Plan and conduct the meetings  Summarize observations  Compile list of key stakeholders |  |  |
| A single planning team that regularly divides into focused working groups for [SCHOOL/DISTRICT] and [COLLEGE], specifies division of roles and tasks, while connecting their plans across institutions | Identify career pathways planning team that convenes across [COLLEGE] and [SCHOOL/DISTRICT], *and* divides into working groups for each institution. Stakeholders include:   1. The [xxx] program director 2. District curriculum, instruction, assessment, and CTE staff 3. [COLLEGE] deans of academic affairs and CTE 4. Relevant [COLLEGE] department chairs and faculty 5. [SCHOOL/DISTRICT] and [COLLEGE] instructors who will implement the pilot career pathways in the fall (see *Personnel*, below) 6. Intermediary, employer, and community representatives | Facilitate the selection of and communications with the planning team  Identify recommended members of the planning team  Approve composition of the overall planning team and the two working groups |  |  |
| Clearly articulated timeframes for meeting, as well as processes for working collaboratively to design career pathways | Determine the planning team’s working process and meeting schedule:   1. Is each person’s role clearly defined? 2. How often will the team meet as a whole, and in working groups? 3. How will the content and format of meetings be determined? 4. How will team members collect and share feedback from other stakeholders from their sector? | Facilitate the first meeting of this team (in person or virtually), at which these processes and schedules are determined  Participate in the planning team |  |  |
| **Staffing Strategy** | Teachers/instructors are identified, and a process for staff recruitment and selection is developed that can be used in future years | Develop and implement a staff recruitment/selection strategy:   1. How will high school and college instructors be chosen for the pathway? What qualifications do they need? 2. How will you ensure that the career pathways philosophy and expectations are clear to all faculty and staff? 3. Does your staffing plan require high school teachers to become adjunct faculty members to teach college courses? What certifications do they need? 4. What types of professional development will different staff members (teachers, counselors, school leaders) need? (See *Professional Development*, below) | Design a framework for staff selection needs and strategy  Identify and interview potential candidates, make final decision on instructors |  |  |
| **Shared Agreements** | Agreement on how career pathways will be developed, aligned, and coordinated across [SCHOOL/DISTRICT] and [COLLEGE] | Develop a shared agreement to address the following:   1. To what extent will [COLLEGE] and [SCHOOL/DISTRICT] co-develop the course sequence and content? 2. Which instructors and staff will be dedicated to the pathway? 3. How will each party take part in aligning course content to Common Core State Standards? 4. What are the financial arrangements concerning tuition, fees, materials, etc.? 5. Will students on the pathway have priority access to the college courses in the sequence? 6. What student supports will each party provide? 7. How will work-based learning experiences be structured and brokered with employers? 8. What agreements need to be in place for data collection and sharing? | Participate in conversation with [SCHOOL/DISTRICT] and [COLLEGE] leadership  Draft shared agreement regarding how to address the questions posed |  |  |
| **Systems Conditions** | Any barriers to successful implementation of career pathways are identified and addressed | Address local and state policy and regulatory issues that may support or pose barriers to your pathway  Secure the necessary permissions or waivers (e.g. for seat time requirements, off-site learning, etc.) | Identify potential issues to address  Approach state and district leadership to provide flexibility and support as necessary |  |  |
| **Integrated Program of Study** | Establish a vision and plan for the overall selected career pathway, with detailed scope and sequence and foundational coursework and curricula for students entering the pathways in Year One | Develop a clear scope and sequence of CTE and academic courses for Year One and an overall plan that meet the following:   1. Students take academic and CTE coursework in high school as part of a seamless 9-14 pathway 2. Academics and CTE are integrated, not taught separately, when possible 3. Secondary coursework is aligned with the Common Core State Standards or other relevant standards 4. Secondary coursework is aligned with college-readiness standards 5. Student eligibility for dual enrollment in college courses is determined by multiple measures, such as tests, prior grades, recommendations, and student work portfolios 6. The career pathway enables students to complete *at least* 12 college credits in a focused career area before high school graduation 7. College coursework is transferrable to the state’s four-year public system | Plan and organize regular planning team meetings to create the integrated program of study  Lead planning meetings  Participate in planning meetings |  |  |
| An articulated instructional approach to guide teaching and learning in the career pathways | Develop/identify an instructional approach that includes the following:   1. Rigorous instruction aligned to Common Core standards and geared toward college and career readiness for *all* students, regardless of entering skill level 2. Focus on real-world applications and problems 3. Acquisition of workplace readiness skills and behaviors 4. Integration of work-based learning 5. Feedback from employers/industry | Synthesize planning team input into a core set of guiding principles and core features of the instructional approach  Lead discussion on instructional approach with appropriate stakeholders |  |  |
| **Professional Development** | A clear PD plan for preparing teachers and staff to launch the career pathways, and to support them throughout implementation in Year One; PD designed and delivered to teachers and instructors launching the career pathway in the fall | Create an ongoing, embedded professional development plan for Year One for secondary and postsecondary instructors in the pathway. Provide PD over the summer to key instructors.   1. What PD needs to take place over the summer, and with whom, prior to launching the pathway in the fall? 2. Who will deliver the PD? 3. How will it be delivered (e.g., workshops, ongoing coaching)? 4. How will PD be aligned with the rollout of the Common Core and/or other rigorous academic standards? 5. When, how often, and where will PD take place? 6. What PD would be relevant to both [COLLEGE] and [SCHOOL/DISTRICT], and what should be differentiated by institution? | Working with partners as appropriate, facilitate planning team discussion on PD  Participate in PD planning discussions; suggest PD options  Draft proposed PD plan for Year One  Leadership to approve PD plan |  |  |
| Teachers and instructors develop self-efficacy and collective efficacy through action research cycles of planning, acting, assessing, providing and receiving feedback, and revising their work  Development of internal data and a knowledge base for successful career pathways implementation and continuous improvement | Create and support a career pathways action research team comprised of teachers and instructors:   1. Train team in action research principles and practices 2. Establish regular meeting times for team 3. Determine guiding primary inquiry/ies to research 4. Revisit primary inquiry question(s) quarterly 5. Share and review student data to determine inquiries’ effectiveness 6. Make recommendations to [xxx] for continued successful career pathways practices and improvements in the action research process | Assist in identifying action research team members  Identify trainers for action research  Make recommendations in guiding inquiry  Lead the action research team  Support the action research team |  |  |
| **Employer & Workforce Development** | A cadre of committed employers, with a framework for employer engagement and agreements in place as deemed appropriate | Develop a process for identifying and involving business partners in career pathways through:   1. Convening meetings with industry-specific employer groups and other relevant stakeholders 2. Developing a framework for employer engagement in career pathways (through curriculum input, work-based learning opportunities, etc.) 3. Creating agreements with employers as appropriate 4. Working with [advisory boards and other entities] | Organize employer engagement meetings  Participate in employer engagement meetings  Dedicate an employer engagement lead to facilitate communications and partnerships  Recommend processes for communications and partnerships  Draft agreements |  |  |
| A sequential work-based learning continuum with defined times of year, topics, activities, projects, skills to be developed, and outcomes | Develop a clear sequence of career exposure and work-based learning experiences:   1. What experiences should all students have, and at what points on the pathway? 2. How can you leverage opportunities that already exist, such as career fairs and job shadowing? 3. Who will coordinate work-based learning? 4. Will work-based learning be for credit? 5. Who will provide training for employers? | Participate in the development of work-based learning continua and approve a framework for it  Seek employer input |  |  |
| High-level employer champions providing increased visibility and strength to the pathway | Identify and assure the commitment of a few select employer champions to:   1. Participate in PR, marketing, and media events regarding the new career pathway 2. Review and provide feedback on the program of study developed for Year One 3. Provide work-based learning opportunities to students | Coordinate and participate in employer outreach, communications, and meetings |  |  |
| **Assessment** | A clear plan for assessing progress and outcomes in the career pathway | How will progress through a career pathway be assessed:   1. How will assessments measure student progress on state or district standards? 2. What is the process for determining when students are ready to take college courses? 3. When and how often will college placement tests be administered? 4. How will work-based learning be assessed? 5. What workplace readiness skills will be assessed, and how? 6. How will instructors and the success of the overall pathway be assessed? | Facilitate conversations about assessments and their processes; make recommendations on assessment processes and content |  |  |
| **Student Support** | Comprehensive student supports are in place to ensure their success in the career pathway | Develop a comprehensive student support plan that includes:   1. Tutoring and other academic supports 2. Intensive, sustained advising on college and careers 3. Strategies to address the needs of students who are not making adequate progress | Take inventory of existing supports available for students, and identify any gaps in services with an eye toward anticipated needs of students in the career pathway  Provide recommendations on student support systems, staffing, and services |  |  |
| **Student Recruitment** | Identify [#] students to form the first cohort in career pathways | Recruit students to enter the 9-14 career pathway:   1. What is your target student population and how will students be identified? 2. How will you ensure recruitment efforts target these students? 3. What recruitment and marketing materials will you need that clearly inform and excite students and families about the pathway? 4. What outreach methods are best used to inform students and families about the pathway? | Make recommendations on outreach and engagement strategies  Coordinate student recruitment efforts |  |  |
| **Project Management** | Effective and efficient project organization, capacity-building, and ongoing monitoring and management of [xxx] progress, with clear benchmarks and metrics for success | Guide and manage the project development, implementation, and ongoing improvement:   1. Creating tools, metrics, and processes to keep the work on track 2. Tailoring staff support to achieve goals and objectives 3. Collecting and analyzing relevant data 4. Provide ongoing feedback and direction based on data and needs | Manage the project and train/support others to lead the work  Develop strategies, tools, and materials to support sustainability  Co-develop, lead, and support implementation strategies  Participate in project management to ensure [xxx] stays on track and on time |  |  |