

APPLICATION ANNUAL WORKPLAN

Objective 1 – Provide a rigorous, relevant and cost-free education in grades 9 to 14 focused on the knowledge and skills students need for Science, Technology, Engineering and Math (STEM) careers.

Activities	Measurable Outcomes	Timeline Mo/Year	Responsible Persons
<u>Planning</u>			
1.1 Establish formal agreements among college and K12 partners with clear roles, deliverables and outcomes for duration of the project.	1.1. MOUs/formal agreements drafted and approved by CCCCD Board and LEA boards.	1.1 May/June 2019	1.1 Project Director, LEA and college liaisons
1.2 Convening of faculty to establish general scope and sequence of appropriate high school and college level pathway courses for complete 9-14 continuum.	1.2. CC/LEA faculty convenings documented with formal notes and work plans for future planning activity in each pathway.	1.2 Sept/Oct 2019	1.2 Project Director, LEA and college liaisons. instructional deans
1.3 Vet scope and sequence of pathway courses and target degrees and competencies with CCSA employer partners and regional manufacturing and ICT sector partnerships.	1.3. Convenings documented through meeting notes and reviewed list of pathway courses, degrees and competencies. Identified next steps for future planning	1.3 Oct/Nov 2019	1.3 Project Director, Key Student Services (SS), instructional Deans
1.4 Identify opportunities to supplement pathway courses with general education courses available to high school students in 10 th , 11 th , or 12 th grade under current CCAP agreements.	1.4. Inventory of CCAP GE courses to be offered as part of CCSA 'catalogue' for STEM academy students.	1.4 Oct/Nov 2019	1.4 Project Director, Key SS, instructional Deans, College/LEA liaisons
1.5 Convene basic skills (math/English/ESL) faculty to identify pathway options for students at different academic levels to participate in pathway and progress to college level coursework while in high school including strategies for contextualization or acceleration of appropriate math, English, quantitative reasoning or other STEM coursework.	1.5. Documented basic skills pathways with specific targets for contextualized and accelerated curriculum models for students with different academic goals.	1.5 Nov 2019 – March 2020	1.5 Project Director, Key SS, instructional Deans, College/LEA liaisons

<p>1.6 Design contextualized college and career readiness/exploration courses for ICT and engineering/industrial trades modeled after get focused/stay focused model to offer as 9th grade dual enrollment (DE) courses.</p>	<p>1.6. Revised course outlines and syllabi approved by faculty ready for incorporation into CCAP agreements.</p>	<p>1.6 Nov 2019 – March 2020</p>	<p>1.6 Project Director, counseling faculty</p>
<p>1.7 Identify and resolve master scheduling issues with K12 LEAs to accommodate CCSA CCAP courses in the 9-12 course sequences including extended day offerings and transportation access to machining, industrial trades, and ICT lab facilities at the colleges.</p>	<p>1.7. Final reviewed 4-year master schedule of all pathway, general ed, and supplemental course offerings during high school component of CCSA including identification of extended day offerings and instructional locations.</p>	<p>1.7 Nov/Dec 2019</p>	<p>1.7 Project Dir; College & LEA liaisons, college & K12 leadership</p>
<p>1.8 Expansion of CCAP agreements between districts to accommodate all new dual enrollment courses for implementation.</p>	<p>1.8. Existing CCAP agreements between Contra Costa College District Mount Diablo USD and West Contra Costa USD amended and approved.</p>	<p>1.8 March/April 2020</p>	<p>1.8 Project Director, District and College Leadership</p>

Objective 2 – Provide workplace learning that includes ongoing mentoring by industry professionals in the chosen career sector, worksite visits, speakers and internships			
Activities	Measurable Outcomes	Timeline Mo/Year	Responsible Persons
<p>2.1 Convening of East Bay ICT and manufacturing sector partnerships and key additional industry partners to review scope of the project and establish employers willing to establish formal partnership agreements.</p>	<p>2.1 Notes from employer partnership meetings with recorded recommendations from industry for each pathway.</p>	<p>2.1 May/June 2019</p>	<p>2.1 Project Director, employer and education liaisons, sector partnership directors</p>
<p>2.2 Implement formal partnership agreements with 5 or more employers each in ICT and manufacturing.</p>	<p>2.2 At least 5 signed formal employer partnership agreements for each pathway.</p>	<p>2.2 May-Dec 2019</p>	<p>2.2 Project Director, employer liaisons, leadership</p>
<p>2.3 Provide technical assistance for employers to support mentoring and provision of work-based learning activities including enrollment</p>	<p>2.3 Documentation of professional development sessions for employers, formal record of enrollment into Earn and Learn East Bay, and</p>	<p>2.3 Jan – Mar 2020</p>	<p>2.3 Project Director, East Bay Earn and Learn (ELEB) staff</p>

<p>into Earn and Learn East Bay regional WBL network for tracking of student level and employer provided WBL opportunities for CCSA students.</p> <p>2.4 Identification of mentoring framework for CCSA students including how mentors will be assigned and provision of ongoing support for mentors and tracking of mentorship activities w CCSA students</p> <p>2.5 Convening of faculty and CCSA employer partners to identify appropriate scaffolding of work-based learning experiences across scope and sequence of 9-14th grade courses and curriculum including goals for deployment of industry speakers, tours, employer interviews, job shadowing, internships and opportunities for apprenticeship.</p> <p>2.6 Implementation of project mentoring and work-based learning activities</p> <p>2.7 Annual review processes by partners, employers, and faculty of work based learning and mentoring activities including review of successes and identification of process improvements and new goals for future years.</p>	<p>data recording level of employer participation in the network.</p> <p>2.4 Documented processes for CCSA employer mentoring including processes for assigning, tracking, and monitoring mentoring activities.</p> <p>2.5 Written notes and scaffolded targets for Work Based Learning activities for each year of the program. Developed timeline for implementation of activities and documented employer responsibilities.</p> <p>2.6 See targets below:</p> <ul style="list-style-type: none"> • All students receive mentoring support in at least two face to face meetings per year • All students participate in WBL through guest speakers, tours, industry interviews by their junior year in high school • All students participate in a paid or unpaid internship by graduation from high school. <p>2.7 Notes, action steps and improvement processes documented from annual meetings.</p>	<p>2.4 Mar-May 2020</p> <p>2.5 Mar – May 2020</p> <p>2.6 AY 2020/2021, Ongoing thereafter</p> <p>2.7 March 2020, annually thereafter</p>	<p>2.4 Project Director, Employer Liaisons, ELEB staff</p> <p>2.5 Project Director, education and employer liaisons, ELEB staff</p> <p>2.6 Project Director, employer liaisons, ELEB</p> <p>2.7 Project Dir; employer and education liaisons</p>
--	---	--	--

Objective 3 – Provide intensive, individualized academic support by both K-12 and college faculty within an extended academic year or school day that enables students to progress through the program at their own pace

Activities	Measurable Outcomes	Timeline Mo/Year	Responsible Persons
<p>3.1 Convene faculty and leadership to support development of a continuum of academic supports and linking activities for CCSA students grades 9-14, including:</p> <ul style="list-style-type: none"> • Identification of basic skills pathways that support success and recruitment of 8th grade students with different levels of academic achievement prior to entry into CCSA. • Leveraging of ‘extended day’ or and summer bridge program opportunities to better prepare students for rigorous college level coursework and build a stronger, academically focused community among CCSA students. • Provision of mentorship and tutoring support from DVC MESA students and from the DVC student tutoring services. • Alignment of DVC academic alert and student monitoring processes including provision of EOPS-like progress reports and integration of CCSA students into DVC’s early alert systems. • Development of instructional teams comprised of college and high school faculty to review cohort progress, identify students in need of 	<p>3.1 Includes all of the following:</p> <ul style="list-style-type: none"> • Written documentation through notes and action steps of meeting content, participation, and outcomes. • Documentation that summarizes scaffolding of support and linking activities and responsibilities of faculty, staff and others in administering and providing these services. • Implementation of protocols and procedures for using early alert and other college institutional process for early alert of allocation of other tutoring or support resources. 	<p>3.1 Oct 2019 – Mar 2020</p>	<p>3.1 Project Director, education liaisons, instructional deans and faculty</p>

<p>specialized support and design interventions for individual students or groups of students.</p> <p>3.2 Outreach and engagement of CCSA students including assessment of pathway needs and contextualized interventions in 'summer bridge' and freshman year courses and supports.</p> <p>3.3 Implementation of CCSA strategic support activities as fully developed in early faculty and student support staff convening identified above.</p> <p>3.4 Ongoing assessment of student support and academic intervention strategies with clearly identified program successes and program improvement strategies for the following year.</p>	<p>3.2 Documented outreach sessions and student pathway assessments.</p> <p>3.3 Number of students receiving support through project specific tracking mechanisms.</p> <p>3.4 Documentation of meetings between support staff and faculty to evaluate processes and make process improvements at least twice yearly.</p>	<p>3.2 April-May 2020, annually thereafter</p> <p>3.3 Annually</p> <p>3.4 Nov and April annually</p>	<p>3.2 Project Director, assessment staff, middle school staff</p> <p>3.3 Project Director, SS Leadership</p> <p>3.4 Project Director, education liaisons, student support leadership</p>
---	---	---	--

Objective 4 – Provide the opportunity to earn an associate of science degree, or an associate degree for transfer in a STEM field

Activities	Measurable Outcomes	Timeline Mo/Year	Responsible Persons
4.1 Convening of faculty to establish or confirm specific AS/AST degree program and general scope and sequence of appropriate high school and college level pathway courses for complete 9-14 continuum.	4.1 CC/LEA faculty convenings documented with formal notes and work plans for future planning activity in each pathway.	4.1 Sept/Oct 2019	4.1 Project Director, Instructional Deans, Faculty
4.2 Vet scope and sequence of pathway courses and target degrees and competencies with CCSA employer partners and regional manufacturing and ICT sector partnerships.	4.2 Convenings documented through meeting notes and reviewed list of pathway courses, degrees and competencies. Identified next steps for future planning.	4.2 Oct/Nov 2019	4.2 Project Director, employer liaisons, sector partnership leads
4.3 Identify which vetted degree pathway courses are best taught during 9-12 high school portion of CCSA pathway and include in updated CCAP agreement between 4CD and K12 LEA partners.	4.3 Documented full pathway course sequences including which courses are taught where and which are part of extended day sequences	4.3 Oct/Nov 2019	4.3 Education liaisons, education leadership
4.4 Enrollment of CCSA high school students into CCAP college courses aligned to specific AS degree pathway during 10 th through 12 th grade.	4.4 30 students in each academy enrolled into each CCAP pathway course in the AS sequence with completion of at least 15 college credits by senior year in high school.	4.4 2020/2012 AY, annually thereafter	4.4 Admissions staff
4.5 Transition support for students in 11 th and 12 th grade to assist matriculation into AS degree pathway at CCC or DVC or into aligned pathway at a CSU, UC or other 4-year institution.	4.5 Student completion of college education plans.	4.5 2023/2024 AY, annually thereafter	4.5 Counseling and admissions staff
4.6 Completion of AS degree pathway, transfer into CSU/UC or other 4-year, completion of other advanced certification, or transition into apprenticeship pathway.	4.6 Students enrolled into college in same or associate pathway program	4.6 2024/2025 AY, annually thereafter	4.6 College faculty and staff

Objective 5 – Commit to students who complete the program to be first in line for a job with the participating business partners following completion of the program

Activities	Measurable Outcomes	Timeline Mo/Year	Responsible Persons
5.1 Convening of East Bay ICT and manufacturing sector partnerships and key additional industry partners to review scope of the project and establish employers willing to establish formal partnership agreements.	5.1 Notes from employer partnership meetings with recorded recommendations from industry for each pathway.	5.1 May/June 2019	5.1 Regional sector leads, DSNs, Project Director
5.2 Implement formal partnership agreements with 5 or more employers each in ICT and manufacturing.	5.2 At least 5 signed formal employer partnership agreements for each pathway.	5.2 May-Dec 2019	5.2 Project director, employer liaisons
5.3 Embed processes related to employment into workforce preparation components of the curriculum through mock interviews and other work based learning activities.	5.3 Documentation of workforce preparation skills in course outlines and work based learning continuum. Documentation of student participation in WBL activities and courses.	5.3 May 2020; documentation of student participation annually	5.3 Project Director, faculty
5.4 Identify processes for referring students completing pathways for first in line hiring and interviews by CCSA partner employers.	5.4 # of students participating in interviews with CCSA employers.	5.4 May 2017; October 2018	5.4 Project director, faculty