

**US Department of Labor
Youth Career Connect Grant 2014**

Background:

The Youth Career Connect grant would provide our students with education and training that combines rigorous academic and technical curriculum focused on specific high demand H-1B fields, including information technology, engineering, and medicine and health. Students' employability in high-growth, in-demand occupations and industries and preparation for post-secondary education would be greatly enhanced through this grant. This funding would fully support the Ford Next General Learning (NGL) master plan at Jeffersontown, Doss, Moore, and Southern High Schools.

Youth Career Connect will strengthen the district's talent pipeline through:

- Integrated Academic and Career-Focused Learning;
- Work-Based Learning and Exposure to the World of Work;
- Robust Employer Engagement;
- Individualized Career and Academic Counseling; and
- Integration of Post-secondary Education and Training.

Project highlights:

- Problem Based Learning (PBL) Trainer-of-Trainers program through the Buck Institute for Education (BIE)
- PBL 101 Workshop (foundational) and PBL 201 Workshop (advanced practice)
- Two hundred thirty-five instructional staff trained in PBL over three years
- Seventy instructional based staff trained over two years
- Leadership Development Workshop Series for principals, coaches, department chairs, up to 40 a year for three years

Bottom Line:

This grant opportunity reflects ongoing efforts by the U.S. Department of Education to reform the Career and Technical Education (CTE) system to more rigorous, relevant, and results-driven programs. Funding from the YCC grant would accelerate our work with the Ford NGL master plan and build capacity not only at the four participating high schools but across all career-themed high schools.

PROGRAM DESIGN ELEMENTS – YOUTH CAREER CONNECT GRANT

Activities	FORD NGL Tactical Plan Essential Practices and Strategies
1 - Integrated Academic/Career Focused Learning	
1A - Sequence of integrated academic/career-focused courses	Strand 2.1.1.a Ensure students engage in and complete a sequence of high-quality Career theme courses that reflect industry expectations
1B - Instructional Strategies	
<i>Project-based learning</i>	Strand 1.1.1a-c (strategy 1 tactics a-c) Academy teams will implement project-based instruction based upon real-world examples gathered during teacher externships. (a) Externships for teacher teams (b) Professional development for project-based learning lesson development (c) Selection criteria
<i>Contextualized learning</i>	Strand 1.2.1-7 (all tactics) Support students to develop academic knowledge and skills in the context of investigating real world problems and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address such challenges. These strategies focus on developing 21 st century skills including flexible use of academic knowledge and skills, problem solving, critical thinking, teamwork, communication, creativity and innovation, and global awareness
<i>Class schedule</i>	Strand 2.3.3.(all tactics) Cohort Scheduling - School leaders institute and protect a cohort scheduling method to increase the instructional time for teachers and students in a designated academy
<i>PLCs and common planning</i>	Strand 2.3.4 (all tactics) Effective Teams - School leaders make it a priority to ensure that teacher teams have sufficient time, and support for productive use of this time, to collaborate on projects and discuss students' progress and needs.
1C - Professional Development	Strand 1.3.1 (all tactics) Professional Development is aligned across the curriculum with the goals for teaching and learning. Note: all PD for this part of the project will be for PBL and contextualized learning strategies
1D – Inclusion of post-secondary course work in curriculum [dual credits, costs associated with dual enrollment]	Strand 2.6.2 (all tactics) School District staff works with postsecondary partners to develop specific postsecondary career pathways for school of study majors and that students participate Note: all JCTC dual credit courses taught on HS campus by a HS

	teacher with adjunct faculty status cost the student \$50 for up to 6 credit hours per semester per current MOU between KDE and KCTCS.
1E - Industry recognized credential to be earned &/or path to post-secondary credit-bearing certificate or degree [i.e., associate or bachelors] or long-term occupational skills training or Registered Apprenticeship	Strand 2.1.3.b Ensure each major culminates with some sort of outside endorsement or credential

Activities	FORD NGL Tactical Plan Essential Practices and Strategies
2 - Employer Engagement	
2A – Leverage existing and develop new partnerships with employers to create strong career pathways aligned with high-growth, in-demand H-1B sectors. At least one employer or consortium of employers required for each selected H1-B industry/occupation.	<p>Strand 3.3.1-6 (all tactics) Develop increased level of support and involvement from business and community in the form of a district-wide task force as well as advisory structures at the district, theme, school, and program levels.</p> <p>Strand 2.1.1.c Align active employer and community involvement in and guidance for the program to streamline multiple congresses of support and guidance</p>
2B – Identify high school/work/post-secondary pipeline for participants to enter H-1B careers.	<p>Strand 2.6.1 a-b a) Invite middle school students to HS Career fairs with PSE partners to show educ. pathway to career b) Coordinate with colleges and/or technical center to plan and host campus special events like career days, specific career program visits, student competitions, and career-focused educational summer camps or retreats for middle and high school students Note: we are hoping students identify a major based on experiences and ILP use as opposed to adults selecting students to participate</p>
2C - Curriculum development, incorporating real-world, industry relevant STEM. Classroom curriculum is tied to and reinforces work/experience activities.	<p>Revisit Contextualized learning in Strand 1.2.1-7 and Strand 2.1.3a Connect each school of study with a service, career, other extracurricular organization</p>
2D - Externships	<p>Strand 1.1 (all strategies and tactics) Academy teams will implement project-based instruction based upon real-world examples gathered during teacher externships. (a) Externships for teacher teams (b) Professional development for project-based learning lesson development (c) Selection criteria</p>
2E - Employer Resources dedicated to project	<p>Ford NGL Strand 3.3.5: Develop increased level of support and involvement from business and community in the form of industry networks including such organizations as GLI, Kentuckiana Works, Job Corps, JA, etc.</p> <p>TO BE ELABORATED with PARTNERS</p>

2F – Employer Participation on Advisory Board	Strand 3.3.2 (all tactics) Develop increased level of support and involvement from business and community in the form of advisory structures at district, theme, school and program levels.
2G - Hiring preference to participants	TO DISCUSS WITH PARTNERS eg – Summerworks
2H - Strategies to engage under represented populations	Because the 5 star career theme model is designed to be a wall-to-wall implementation all students are engaged in one of the schools of study and majors within We also selected schools for this specific project that have large populations of underrepresented youth.

Activities	Targeted Participants and Est. Service #s	Responsible Org/Staff	Timeline	Objective	Outcome Measure/Data Source	Ford NGL or CDIP line items
3 - Individualized Career and Academic Counseling						
3A - Counselors dedicated for program participants that meet frequently with students on a set schedule	All in specified majors/Schools of Study (SoS)	Advisor, LEEP Career Planners, and Counselors	Cohorts could be scheduled in common advisory class	Peer and adult relationship development	# in common advisory by major/school of study	CDIP 2.3 (could be specific school-based strategy)
3B - Create, Regularly Review and Update Individual Development Plans to include career objectives, program of study, course selection, degree/or certificate objectives and identify available work experiences	CDIP 2.3 Utilize advisory structures to increase the number of students pursuing and enrolling in extension and postsecondary experiences Ford NGL 2.1.2 (all tactics): Middle and High Schools collaborate to make the ILP a meaningful, relevant, personalized student planning tool. (a) Teacher professional develop to imbed ILP use into classroom work (b) Engaging business and community partners (c) Updating accountability measure to promote student use over compliance for completion (d) Create a communication that connects student career interests in the ILP to school selection from the 5-star school themes					
3C - Academic supports, such as tutoring	CDIP 3.2.1: Enhance partnerships with Learning Places partners to support and maintain after-school accessibility to meaningful extended day opportunities for all students K-12.					
3D - Completion FAFSAs or continuing education, training or employment planning, scholarship search assistance	FAFSA Completion Project – All schools	Royster	2014 – project may be continued by Dept of Ed or possibly assumed by KHEAA	To increase FAFSA completion rates.	85% overall with 90% completion among students on F/R lunch (FAFSA data tool & KHEAA)	CDIP 2.4.3: Collaborate with community partners (High School to College Transition Action Network w/ 55K)

3E - Workforce Investment System facilitate relationship with American Job Centers, high schools, and youth services providers	FOR PARTNER DISCUSSION SUMMERWORKS					
3F - Wrap-around support services [transportation, childcare, tools/supplies, work clothes, etc]	CDIP 4.4.6: Promote the Louisville Linked system; including developing the program, training and continuous monitoring of the program. Louisville Linked involves partnerships with over 100 agencies, including Metro United Way, Seven Counties, and the 15 th District PTA Clothing Assistance Program.					
3G – Resume and interview skills development. Job search and placement assistance.	Strand 2.1.2: High Schools collaborate to make the ILP a meaningful, relevant, personalized student planning tool. Output 2: 100% of (9 th)-12 th grade students have an entry under community service, career planning activities or extracurricular activities. This will help student build their ILP resume.					
DATA DASHBOARD	CDIP 2.2: Assess the effectiveness of interventions at all levels using appropriate measures (e.g. COMPASS, achievement of industry certifications, KOSSA, ASVAB) and decrease the number of students needing remediation in reading, math, and employability skills.					
Activities		FORD NGL Tactical Plan Essential Practices and Strategies				
4 - Work-Based Learning and Exposure to World of Work						
4A – Presentations by employers to students, providing job/career descriptions and information		Strand 3.4.1: Community aligns employer and civic support through dedicated staff that facilitate industry council meetings and coordinate support for academies in their perspective pathways. Strand 2.1.2.b: Engage business and community supports to reinforce ILP as a planning tool (2.3, 2.5, 3.2 & 3.3)(including JA programs, GLI/HIRE, Ready, Set, GO, SR Exit)				
4B - Student field trips to employers		Nothing specific about field trips – see experiences below JA Job Shadowing in specific but not reflected specifically in plans				
4C - Work place experiences [paid or unpaid]						
Project-based learning		Strand 3.3.6 (all tactics): Develop increased level of support and involvement from business and community in the form of program evaluation reflecting industry and educational standards.				
Internships						
Job shadowing						
Summer jobs		Strand 3.6.4: Engage the community partners in providing a variety of real-world learning experiences for students that include leadership, knowledge, and trade skills, and demonstrate civic engagement.				
Apprenticeships						
Attendance at conferences for trade associations or professional organizations						

<i>Community service and service learning in relevant industries/occupations</i>	<p>Strand 2.1.3a: Connect each school of study with a service, career, other extracurricular organization</p> <p>Strand 2.1.3.b: Ensure each major culminates with some sort of outside endorsement or credential.</p>
<i>Youth Leadership development</i>	<p>CDIP 2.6.2: Provide opportunities for students to conduct activities that are service based, which addresses the life and career skills of the 21st Century. (Example: A partnership with YUM! has been established to focus on World Hunger Leadership Challenge.)</p>
4D- Mentoring – one-year minimum	<p>merged with 4C as a part of the work-related experiences</p> <p>CCInspire module the KDE will be rolling out?</p> <p>CDIP 2.6.4: Using Louisville Linked, develop a cohort of students who are considered High Challenge and High Resiliency and nurture them to Tier I universities, Where they have a better chance of retention than even local universities.</p>

Other connections	
Collaborative work with outside partners	<p>CDIP 2.4: Work collaboratively with community partners, postsecondary institutions, and the Kentucky Department of Education to achieve the goals of 55,000 degrees and the KDE/JCPS Commonwealth Commitment to create a context where all students have a disposition for postsecondary education and are college and career ready.</p>
Parent/Caregiver Engagement	<p>Ford NGL 3.5.1: Engage parents/caregivers and key family members to support 5 Star High School student success and to understand the importance of higher education and college/.career readiness.</p> <p>Strand 2.1.3.d: Develop and utilize communication tools to ensure students and families understand advanced learning opportunities for students.</p>