EXHIBIT A

Strong Workforce Program K12 Pathway Coordinator Scope of Work

The California Community Colleges Chancellor's Office (CCCCO), in partnership with the California Department of Education (CDE), is pleased to announce annual funding to implement a regional technical assistance structure to assist teachers and industry partners in implementing high-quality CTE programs. Education Code 88833 appropriates $12,000,000 in annual career technical education funding to support the establishment of Career Technical Education Key Talent field positions to support both the CTE Incentive Grant Program and the K-12 component of the Strong Workforce Program with the

KEY OBJECTIVES

The K12 Pathway Coordinator seeks to improve the performance of the K14 CTE programs within her/his service area as measured by the CTEIG, K-12 SWP Metrics and guided by the K14 Pathway Quality Rubric. This is done through: providing direct support to, and helping to link and align the program development efforts funded by CTEIG, K-12 SWP and Community College Strong Workforce Program investments in the service area; through drawing attention to and engagement with labor market and program performance information and the region's workforce development plan; and through coordination with other regional key talent including the K-14 TAP, Regional Directors for Employer Engagement, the Centers of Excellence, Guided Pathway Regional Coordinators, and the Regional Consortium.

The following are the minimum required objectives for this job; others may be added to meet project objectives.

1. Act as a point of contact for and work with high school and community college CTE programs, Regional Directors for Employer Engagement, the Centers of Excellence and other workforce development stakeholders to effectively and efficiently engage employers and industry representatives with the intent of building and strengthening K14 pathways that respond to industry needs and facilitating industry connections with K–14 career technical education programs.
2. Provide technical assistance to inform the development and implementation of CTE curriculum. Support faculty collaboration to ensure sequential CTE courses align with regional post-secondary pathways.
3. Facilitate the use of data to identify existing pathways and gaps among K12 and community colleges and help make recommendations for furthering pathway development.
4. Inform and support the development and implementation of college and career exploration. Liaise with LEAs to ensure college and career exploration are embedded within CTE courses.
5. Support postsecondary transitions and completion. Encourage and facilitate the intersegmental work between LEAs and Community Colleges.

6. Provide technical assistance to inform the development of work-based learning opportunities.

REQUIRED ACTIVITIES

The following are the minimum required activities; others may be added to meet project objectives.

1. Engagement with the regional consortia
   a) Regular engagements with Regional Consortia Chair, K14 TAP, Regional Directors for Employer Engagement and other Technical Assistance Professionals associated with the work to ensure consistent reporting and accountability.
   b) Participate in the region's annual process for developing and revising its regional plan.
2. Partnerships with local education agencies
   a. Support connection with feeder K12 administrators, counselors, and teachers. b. Work with LEAs to increase knowledge and use of labor market data supplied by the CCCCO Center of Excellence.
3. Data use
   a) Facilitate the use of data to identify existing pathways and gaps among K12 feeder districts and help make recommendations for furthering pathway development.
   b) Assist LEAs and community colleges with using Cal-PASS Plus to assess student's transitions from K12 to community college.
   c) Identify and use indicators to self-assess.
   d) Identify and used at to review K14 pathway development and implementation.
4. Dissemination of Model Pathways and Curriculum
   a) Assist K12–community college network development by identifying, documenting, and disseminating examples of emerging, promising, and best practices for pathway development and pathway improvement initiatives.
   b) Plan and implement training and professional development for local districts and schools.
5. College and career exploration
   a) Participate in on/off-campus student outreach and recruitment activities related to K-14 career pathways, including pre-enrollment advising, application workshops, college presentations, campus tours, campus visit programs, outreach conferences, college fairs, and other support services.
6. Post-secondary transition and completion
   a) Encourage high-quality implementation and expansion of early college credit.
   b) Coordinate with local community college's Office of Outreach to support a comprehensive program of student outreach and recruitment services for prospective students from feeder K-12 school districts.

c) Coordinate with Student Services in advising and support services designed to facilitate course registration for concurrently enrolled high school students; collaborate with instructional divisions to develop and coordinate course offerings at area high schools.
d) Develop and direct programs to inform K-12 students, teachers, counselors, parents, and the public about pathway opportunities available at partnering community colleges.

7. Work-based learning
   a. Engage local support from industry and local workforce development agencies for implementation of CTEIG and K12 Strong Workforce Program to promote relevance and value of education pathways for students' career preparation.
   b. CoordinateindustryandworkforcedevelopmentoutreacheffortswiththeK14
      i. Technical Assistance Providers, California Community College Regional
      ii. Directors and State Department of Education Industry Sector Leads.
   c. Support implementation of career exploration curriculum, such as CalCRN and *Get Focused, Stay Focused*.

8. Coordinate with Statewide, regional and local development and distribution of student outreach publications and marketing communications to prospective students, school district personnel, and community members.

9. Perform other duties as assigned.

REQUIRED PERFORMANCE OUTCOMES

The K12 Pathway Coordinators are required to develop specific performance outcomes for 2020-21 and a workplan for achieving these in consultation with the CTE IG and K12 SWP grantees within their service area and under the guidance of the K-14 TAP. The workplan and outcomes are to be shared with the service area's CTE programs and the Regional Consortium.

K12 STRONG WORKFORCE METRICS
K12 SWP Metrics that measure K–12 student-level outcomes:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning*, or third-party certification*.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school. (Source: CALPADS & CCCCO MIS)
  not currently in CALPADS

K12 SWP Metrics that measure postsecondary student-level outcomes:

- Completed 9+ CTE units in first year of CA Community College.

- Attained a CA Community College certificate/degree or journey level status.
- Transferred to a four-year institution after exiting CA Community College.
- Entered registered apprenticeship after participation in high school preapprenticeship program (currently exploring)
  Source: CCCCO MIS, CSUs, UCs, National Student Clearing House, DAS, CDE

K12 SWP Metrics that measure employment student-level outcomes:

- Employed in a job closely related to field of study after exiting CA Community College (Source: CCCCO CTEOS)
- Median annual earnings of students after exiting CA Community College*
- Attained a living wage after exiting CA Community College* *Source: EDD data*