

Golden State Pathways Program Technical Assistance Contract

Application

For each expected outcome provide a detailed narrative covering the work plan, timeline, and proposed activities for all local educational agencies (LEAs) and charter schools covered in the Golden State Pathways Program Technical Assistance Contract (GSPP TAC) for the region. Narrative responses maximum page limit is 20, 8 ½- by x 11-inch pages with one-inch margins, double-spaced, and Arial 12-point font. Include the budget forms and budget narrative forms (Appendix H) to be supported with the expected outcomes. Make sure to include a resume or job description of the person who will be overseeing the GSPP TAC contract and expected outcomes.

LEAs awarded the regional GSPP TAC Contract will be required to develop a detailed scope of work and budget in the formal contract. The California Department of Education (CDE) contract monitor will work with the awarded LEA on the formal contract development and submission process.

A more detailed scope of work and budget will be required components of the formal contract. Please do not state “see budget page and narrative.”

I. Background

Provide a background of the LEA. Include a summary and example of the LEA’s pathway development and/or career technical education (CTE) experience, qualification, and capacity to deliver services to LEAs (including charter schools) in the following three areas below:

- A. Technical Assistance
- B. Professional Development/Curriculum Development
- C. Monitoring, Documentation, and Reporting

II. Technical Assistance

- A. Expected Outcome (1):** Ensure that participating LEAs (including charter schools) implement the design and implementation of college and career pathways plan.
 - 1. Provide an initial work plan narrative for use of the design of college and career pathways for all LEAs (including charter schools) in the region.
 - 2. Provide a timeline for implementation to ensure all participating LEAs (including charter schools) in the region will receive technical assistance to implement a college and career pathways plan.

3. Describe the proposed technical assistance activities for implementing a high-quality college and career pathways program with LEAs (including charter schools) in the region.

B. Expected Outcome (2): Assist with the incorporation of industry certifications, credentials, or third-party assessments for skill attainment at the completion of the course sequences in the CTE pathway(s) offered by LEAs (including charter schools) in the assigned region:

1. Provide an initial work plan narrative to assist with incorporating industry certification, credentials and/or degrees for skill attainment at the completion of the course sequences in the pathway offered by LEAs (including charter schools) in the region.
2. Provide a timeline for implementation to assist with incorporating industry certification, credentials and/or degrees for skill attainment at the completion of the course sequences in the pathway offered by LEAs (including charter schools) in the region.
3. Describe the proposed activities to assist with incorporating industry certification, credentials and/or degrees for skill attainment at the completion of the course sequences in the pathway offered by LEAs (including charter schools) in the region.

C. Expected Outcome (3): Ensure the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.

1. Provide an initial work plan narrative for the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
2. Provide a timeline for implementation of the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.
3. Describe the proposed activities for the outreach/marketing of pathway and/or CTE pathway development, in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career and, provide the workforce needed for economic growth.

D. Expected Outcome (4): Assist with dual enrollment agreements for pathways with postsecondary agencies and apprenticeships with participating LEAs (including charter schools) in the region:

1. Provide an initial work plan narrative to assist with articulation and/or dual enrollment credit agreements for CTE pathways with postsecondary agencies and apprenticeships with LEAs (including charter schools) in the region.
2. Provide a timeline for implementation to assist with articulation and/or dual enrollment credit agreements for CTE pathways with postsecondary agencies and apprenticeships with LEAs (including charter schools) in the region.
3. Describe the proposed activities to assist with articulation and/or dual enrollment credit agreements for CTE pathways with postsecondary agencies and apprenticeships with LEAs (including charter schools) in the region.

E. Expected Outcome (5): Assisting grant recipients with the collection and reporting of required data:

1. Provide an initial work plan narrative to assist grant recipients with the collection and reporting of required data (including charter schools) in the region.
2. Provide a timeline for implementation to assist grant recipients with the collection and reporting of required data (including charter schools) in the region.
3. Describe the proposed activities to assist grant recipients with the collection and reporting of required data (including charter schools) in the region.

III. Curriculum Development/Professional Development

A. Expected Outcome (6): Training for participating LEAs (including charter schools) in the following areas (with assistance from CDE personnel) in the region:

1. Targeted assistance to all LEAs and charter schools with little or no experience in the operation of effective pathways and/or CTE pathways in technology, health care, education, including early education and child development, and climate-related fields that allow pupils to advance seamlessly from high school to college and career.
2. Leveraging evidence-based program frameworks such as linked learning framework and quality standards to provide assistance to grantees.
3. Developing programs in the attainment of certificates, credentials, and degrees.

4. Developing programs that transition students to employment, apprenticeships or job training in the industry sector educational pathway programs offered by the LEA.
5. Creating a community of practice network that enables grantees to share best practices with other grantees and other interested local educational agencies.
6. Utilizing the 11 elements of a high quality CTE program review instrument. (<http://www.cde.ca.gov/ci/ct/pk/documents/ssreview.doc>)
7. Implementing the CTE Model Curriculum Standards for CTE pathways.
8. Developing coherent course sequences in a pathway.
9. Aligning the course codes and course descriptions.

IV. Monitoring and Reporting

A. Expected Outcome (7): Providing prospective applicants and grantees with feedback regarding the development of their planned application for GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient's GSPP:

1. Provide an initial work plan narrative on how they will provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient's GSPP.
2. Provide a timeline on how they will provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient's GSPP.
3. Describe the proposed activities on how they will provide prospective applicants and grantees with feedback regarding the development of their planned application for a GSPP, the implementation of a GSPP for grantees selected to receive an award, and to support the continual improvement of a grant recipient's GSPP.

B. Expected Outcome (8): Monitor and assist in data reporting, analysis, and strategies for program and instruction improvement with participating LEAs (including charter schools) in the region:

1. Provide an **initial work plan narrative** to monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in

the region.

2. Provide a **timeline for implementation** to monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region.
3. Describe the proposed activities to monitor and assist in data reporting, analysis, and strategies for program and instruction improvement of the course sequences in the pathway(s) with LEAs (including charter schools) in the region:

C. Expected Outcome (9): Develop and submit a monitoring plan to the CDE.

1. Provide an initial work plan narrative on the development of a monitoring plan for LEAs (including charter schools) in the region.
2. Provide a timeline for implementation of the monitoring plan for LEAs (including charter schools) in the region.
3. Describe the proposed activities for the implementation of the monitoring plan for LEAs (including charter schools) in the region.

V. The Following Section Is Only for Lead Technical Assistant Center Applicants

Responses for Lead Technical Assistance Center Only (maximum two (2) additional pages):

A. Expected Outcome (10): (Lead Technical Assistance Center Response) One LEA with demonstrated expertise in the design and implementation of college and career pathways will act as the lead technical assistance grantee and work with the department to provide leadership and direction for the other technical assistance grantees, who will provide technical assistance to different regions in the state. For the Lead TAC contract, preference will be given to LEAs in partnership with institutions of higher education and/or nonprofit community-based organizations.

1. Provide a work plan narrative on your LEA's expertise in the design and implementation of college and career pathways and how your LEA will act as the lead technical assistance grantee and work with the CDE to provide leadership and direction for the Regional Technical Assistance Center (RTAC) grantees, who will provide technical assistance to different regions in the state.
2. Provide a timeline for implementing your work plan as the Lead Technical Assistance Center (LTAC) in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to

different regions in the state.

3. Describe the proposed activities you plan to utilize as the LTAC in the design and implementation of college and career pathways and working with the department to provide leadership and direction for the RTAC grantees, who will provide technical assistance to different regions in the state.