Career Pathways Education plan

CAREER ACADEMIES AT EVERY HIGH SCHOOL AND CAREER TECHNICAL CENTER

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

2019-2021

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Executive Summary

> *"Detroit doesn't have a skills gap; it has an opportunities gap."*
> *-- Dr. Nikolai P. Vitti*

One of the District's strategic priorities in Blueprint 2020 is to dramatically improve the academic experience of all students to ensure they are college and career ready. Establishing Career Pathways at every high school is part of the implementation of this reform at the secondary level. Career Pathways provide the opportunity for students to have experiences in dual enrollment, industry certifications, internships and electives that all support an industry-cluster area of interest. Providing Career Pathways that also include connections to Career Technical Education (CTE) provide a glide path for students and adult learners to reach their destinations equipped with technical, academic and employability skills to succeed in a career and/or post-secondary studies.

The District has created Career Pathways in seven industry cluster areas that were identified as the most critical areas for Detroit, Southeast Michigan and the United States: Business & Entrepreneurship; Healthcare; Technology, Media & Arts; Law, Education & Public Safety; Engineering, Manufacturing & Transportation; Construction and Service Industries. There are multiple Career Academies in each industry cluster Career Pathway (Reference Chart C). Career Academies provide the opportunity for students to engage in areas of personal interest during high school, making the schooling experience more relevant, while also serving as a glide path for economic development as they leave high school with a diploma, industry certifications, dual enrollment credits and workplace experience.

In a report by Corporation for a Skilled Workforce (Freeman, 2018), it was noted that two-thirds of the jobs in the city require a high school diploma plus further education and training for entry, which is roughly 150,000 jobs. The report further stated that Detroit's emerging economic comeback means that the number of jobs is growing, and yet, too few Detroiters qualify for them.

Key findings from an analysis of the District's Career Pathways/CTE programs by the Workforce Partnership Initiative (WPI) stated that there is a lot to build on in within the District and highlighted some of the following findings:

Students and teacher in Culinary Academy

- A diverse portfolio of Career Pathway education programs
- A long history of producing graduates with strong technical skills, mainly through the career centers
- Strong models and excellence in CTE at several schools
- Breadth of programming and partnerships at CTCs and high schools
- Highly focused mission in the high-growth, health science career sector at a school

- Significant student populations in the culinary arts at career centers
- Broad industry support and investment in the professional trades
- Offering of various career pathway delivery models such as Linked Learning
- Many current career pathway teachers are products of high school career technical training

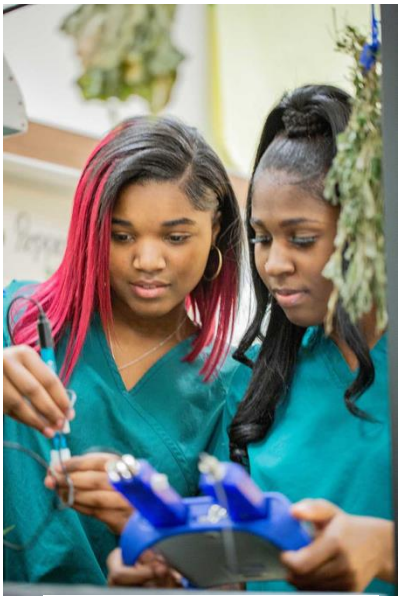
Establishing Career Pathways at every high school and Career Technical Center ensures that every District student has access to high-quality career training linked to rigorous academic instruction. Organized around seven industry-themes, career pathways will include academic and technical instruction, project learning, dual enrollment options, internships, real-world experiences, wrap around supports, industry certification and high levels of engagement with industry partners. Industry-themed pathways will be enhanced or established at all high schools to ensure students are prepared for college and the workplace and exit high school with industry-recognized credentials.

In preparation for this plan, staff from the Office of College and Career Readiness (OCCR) and key stakeholders participated in brainstorming sessions and the group examined research, reports, data, focus group information, student outcomes and the District's strategic priorities. It was determined that the following focus areas will be addressed in this plan.

- Focus areas 1: Establishing career academies
- Focus areas 2: Continuing the revitalization of the career technical centers
- Focus areas 3: Increasing student exposure opportunities and credentials
- Focus areas 4: Increasing teacher externships and professional development
- Focus areas 5: Enhancing business and industry Partnerships
- Focus areas 6: Promoting and marketing programs

Establishing Career Academies

Career Pathways exist in school districts in various models across the country such as schools-within-a school, small learning communities, and standalone programs within career centers. For well over 30 years, the career pathway approach has been used in high schools as a reform model to create pathways from high school to post-secondary education and the workplace.



Students in Healthcare Academy

Career Pathways are structured around industry themes such as healthcare, business and finance, and engineering and enroll 35-100 students per grade, depending upon the school size. Students take their academic and technical classes together, often in a cohort, and follow a sequence of career-related classes that include work-based and project learning activities linked to rigorous academics and industry-recognized credentials.

Because career pathways benefit students and employers alike, it is a popular school transformation model and is estimated to exist in 8,000 high schools nationally. Students are provided with marketable skills and experiences, which creates a pool of potential employees for the workplace and higher education.

Extensive supporting research has been conducted on career pathways – comparing the outcomes of career academy students with non-academy students (National Career Academy Coalition, 2019). Most often, students participating in career training had better attendance, were more likely to remain in high school and had a better outlook on life because of real-world learning experiences.

In 2018, the Workforce Partnership Initiative (WPI) launched a research study of the District's career technical education programs. Findings from this study (reference the WPI Study, Appendix A) resulted in a recommendation to adopt guiding principles for the establishment of career pathways education and the design of The Living Plan, which outlined the seven industry clusters and Career Academies for each high school. The guiding principles for this work are (1) Equitable access for all students, (2) Branded identity for each school and career center, (3) Alignment with industry demand, (4) Resource

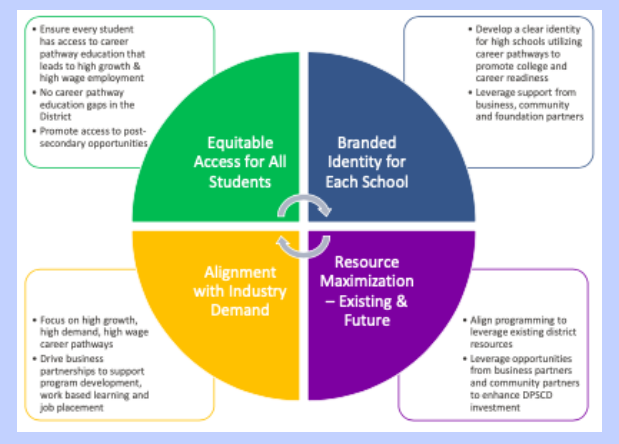


Chart A – Career Academies Guiding Principles

maximization to leverage opportunities and enhance the District's investment (reference Chart A).

Using these principles, key strategies will be implemented to establish and enhance pathways to prepare students to transition successfully to the workplace or further studies:

1. Continue implementation of the Living Plan (academy programs identified for high schools and career centers)
2. Enhance career-focused training and essential skill development
3. Increase early college access aligned to career academies

Continue implementation of the Living Plan

Career pathways originate from 16 national and 18 state career clusters. Our high schools and career technical centers are aligned to seven career pathways or industry areas: Business and Entrepreneurship, Healthcare, Technology, Media & Arts, Law, Education & Public Safety, Engineering, Manufacturing & Transportation, Construction and Service Industries. Under each career pathway are career academies as identified in Chart E.

Student and teacher in Welding Academy

The Living Plan (reference Chart B and Appendix B) shows the placement of career academies at each high school and career center. This was determined from information from the WPI data evaluation, geographic location of current programs, industry demand, and external partnership opportunities in proximity to the local school. In Chart C, 11 career-focused programs are located in the 48201-zip code, or mid-town Detroit, and 10 in the 48228 zip-code, the west side of the city, while only one program exist in each of the following zip codes: 48206, 48208, 48209 and 48219. Chart D presents the high-demand, high-growth jobs in Michigan and Detroit through 2024 which also informed our work for academy placement.

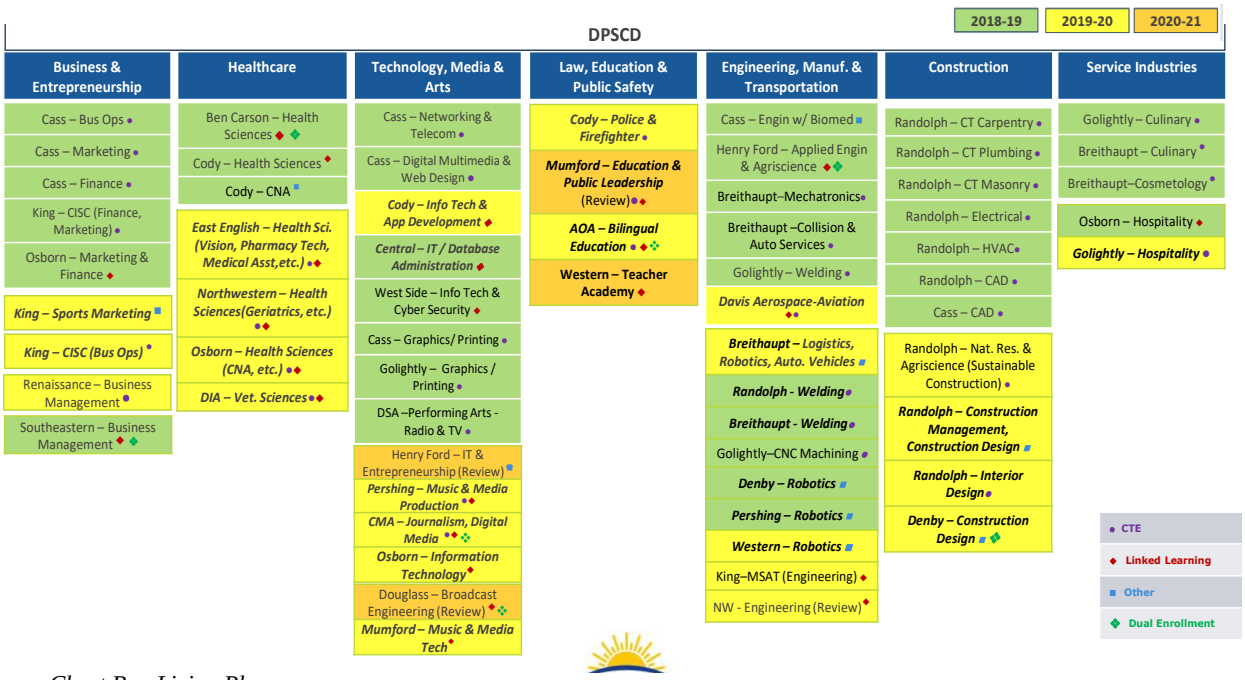
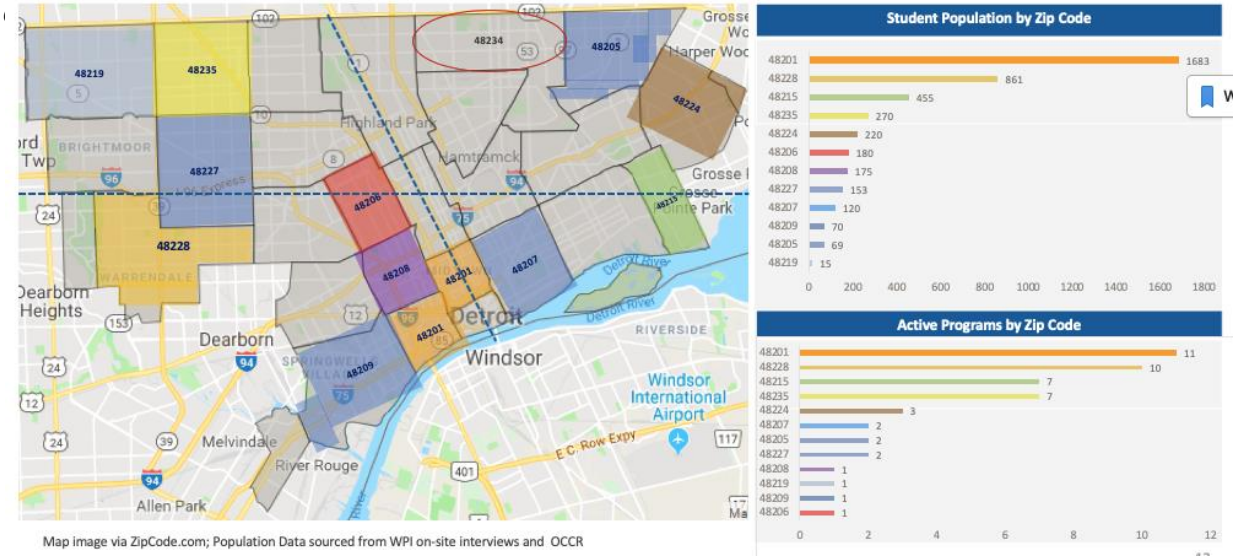


Chart B – Living Plan



Map image via ZipCode.com; Population Data sourced from WPI on-site interviews and OCCR

Chart C – Career Programs by Zip Codes

Active DPSCD Career Pathways	MI Hot Jobs 2024 Top 25 High Growth	MI Hot Jobs 2018 Top 25 High Demand	SE Michigan Top 25 High Demand	Detroit Top 25 High Demand
Architecture & Construction	✎	✎	✎	✎
Arts AV & Tech				
Business*	✎	✎	✎	✎
Cosmetology				
Culinary			✎	✎
Engineering (STEM)	✎	✎	✎	✎
Health Sciences*	✎	✎	✎	✎
Hospitality		✎	✎	✎
IT*	✎	✎	✎	✎
Law & Public Safety				
Transportation & Manufacturing	✎	✎	✎	✎

Chart D – Hot Jobs through 2024

The differentiation of career academies provides opportunities for students to select their desired high school based upon career pathway offerings. For example, a student interested in exploring a career in broadcasting should consider enrolling at Detroit School of Arts, which offers a Radio and Television Academy. A student interested in a career as an electrician could attend Randolph Career and Technical Center, which offers a construction program in the professional trades.

The implementation of the Living Plan is anticipated to take three years and is organized around three phases:

- Exploration of Current State
- Phase II - Analyze and Engage
- Phase III - Implementation/ Evaluation.

The final phase will be continued in 2019, with activities including launching of new career pathways, creating new partnerships, and enhancing operational improvement and professional development for DPSCD staff and leadership. The schematic below in Chart E outlines key deliverables from each phase.

Within the implementation and evaluation phase, WPI designed an execution path to engage internal and external stakeholders and created an implementation plan that included discrete workstreams with assigned workstream leads, as shown in Chart F.

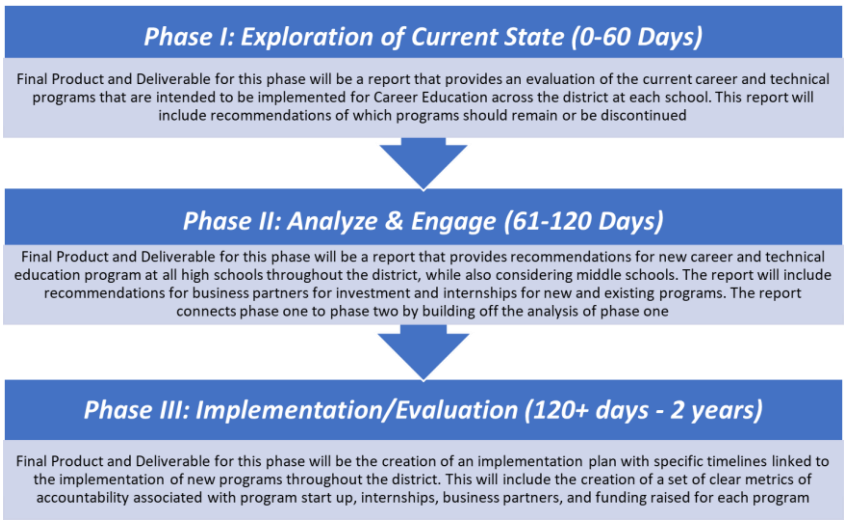


Chart E – Living Plan Implementation Phases

Workstream	Focus Area	Lead
1	Organizational Alignment and Governance	Alycia Meriweather
2	DPSCD Career Pathway Branding Strategy	Jacqueline Robinson
3	Pathway Programming, Phasing & Operations	Brenda Belcher
4	Curriculum Alignment & Design	Rhonda Turner
5	Post-secondary Engagement	Rod Hardamon
6	Partner Engagement	Alycia Meriweather
7	Work-Based Learning & Career Opportunities	Arese Robinson

Chart F – Workstream Assignments

A multi-disciplinary team approach was designed around the seven workstream areas to collaborate with several groups to advance the work. Chart G shows the workstream focus areas and project team members.

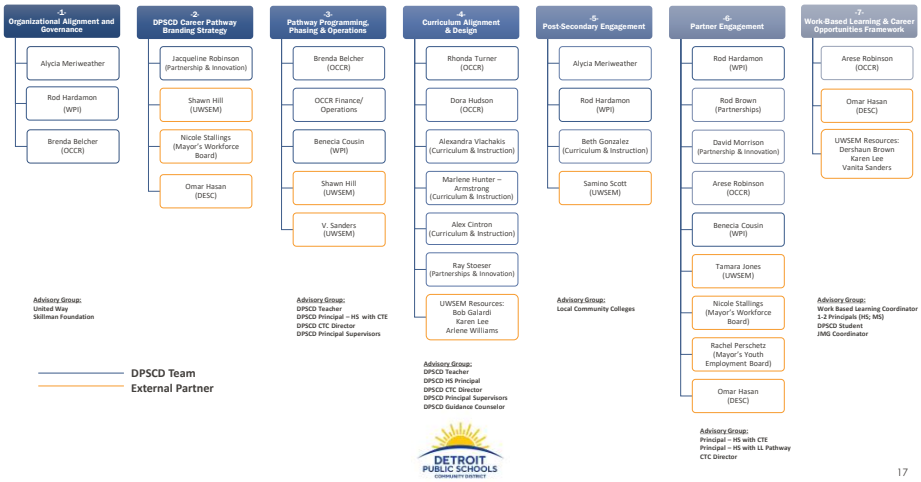


Chart G – Workstream Assignments

Phase I: Exploration of Current State (January 1, 2018-December 018)

1. Conduct site visits to each program across the district to collect current evidence of program quality implementation
2. Analyze current CTE work and scope including programs offered relative to national best practice and local, state and national industry trends
3. Develop a resource need map required to achieve optimized CTE programming, leveraging existing partnerships where applicable
4. Identify program funding
5. Prioritize areas of focus based on industry skills, employment opportunities and industry demand
6. Recommend any structural changes and additions to OCCR to maximize impact of CTE

Phase II: Analyze and Engage (April 1, 2019 – June 20, 2019)

1. Review of local, state and national industry trends to determine growth and underserved areas
2. Identify existing gaps in CTE offering based on current and future industry demand
3. Review high school offerings to determine optimal locations of future programming
4. Analyze current budget allocation and funding needs
5. Strategize to ensure broad buy-in within the District and external stakeholders

Phase III: Implementation/Evaluation (October 1, 2019 – December 31, 2019)

1. Problem solve staff to implement recommendations from Phase I and II
2. Recruit business partners for program expansion

Enhance career-focused training and essential skill development

Students most often find the technical component of their career programs exciting given its hands-on nature, however, it is important that there is a deeper integration of essential work related to readiness skills in order to help students succeed in the new economy.

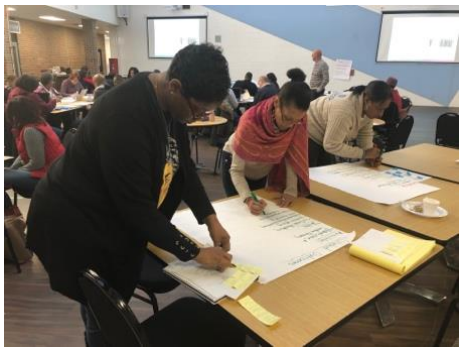
In fact, industry-related advisory board members supporting pathway programs often mention that they would take a student with essential job readiness skills over one with technical knowhow. According to the Corporation for a Skilled Workforce report (Larry Good, 2018), nearly half of working age Detroiters do not have the essential foundational skills necessary to get a job or succeed in a career. To help students thrive in the new economy, described as a high tech, fast-paced space for innovation, the book called Becoming Brilliant (Golinkoff, 2016) shares desired student competencies that we hear about most often from employers and are known as the 6 Cs. These competencies will be incorporated into teacher lesson plans and student experiences.

- Collaboration, the ability to work and play well with others, which encompasses a wide range of soft skills necessary for success in the modern workplace;
- Communication, the ability to effectively get your point across and back it up with evidence, both verbally and in writing, and the ability to listen and be empathetic;

- Content, deep understanding and a broad base of knowledge in a range of subject areas, rather than simply surface knowledge of reading and math skills;
- Critical Thinking, the ability to sift through mountains of information and get a sense of what's valuable and not and to solve unanticipated and unpredictable problems;
- Creativity, the ability to put information together in new ways;
- Confidence, which encompasses capacities like grit, perseverance, and a willingness to take risks.

To prepare students with these competencies, standards for career academy programs will be reviewed and/or enhanced to include these expected outcomes. Professional development and Professional Learning Communities (PLCs) will allow teachers to review standards, explore curriculum materials and resources and develop lesson plans to make this important shift to incorporating these essential skills.

Coupled with this, the Career Academies Design Institute, created in partnership with United Way and ConnectED, was established to provide professional development to school teams to support the creation of career academies. More than 250 staff members attended Saturday sessions, between January 26 and May 4, 2019, and learned best practices of high-quality career academies, including how to design the following: graduate profile, a program of study, student supports, marketing materials and work-based learning experiences. School teams with already established career academies designed interdisciplinary real-world projects and were introduced to tools for continuous improvement.



Staff PD at the Career Academy Design Institute

Increase student early college access linked to career pathways

In the report by Michigan Future, Inc. ((Michigan Future, 2017) it is noted that "by far the most reliable way to raise Michiganders' living standards is increased education attainment". The report further noted that there are several data points that support the fact that the higher one's education attainment the more one will earn. In essence, there is a direct correlation between one's education and income. Therefore, it is important we create pathways for students that go beyond an entry-level job and put them on a pathway where they choose their own "off ramp", which includes advanced education and training.

The District initiated the redesign of its Dual College Enrollment program to more closely align to seven industry pathways. High school students now have the opportunity to pursue the following career pathways: Business and Entrepreneurship; Healthcare; Technology, Media, and Arts; Law, Education and Public Safety; Engineering; Manufacturing and Transportation; Construction; and Service Industry.

Under the new design, students have the opportunity to earn 6-8 pathway-aligned college credits per school year at no costs to the students. Some of the courses offered can lead to certification or industry licensing while students are still in high school. Other programs shorten the credits needed for an associate's or 4-year undergraduate degree. By 2020, every high school in the District will offer Dual College Enrollment courses aligned to career pathways.

Early Middle College (EMC) is another option to prepare students for college and a career. Exploring EMC to be located at Henry Ford High School in partnership with Lawrence Technological University and will allow students to earn a high school diploma and either an associate degree or up to 60 transferable credits at the same time.

The five-year program of study or graduation plan will include the Michigan Merit Curriculum (MMC) requirements for high school completion, a sequence of high school courses in information technology and college courses with Lawrence Technological University held at both the high school and college campus.

Henry Ford Early Middle College will be structured as a program within a school serving grades 11-13 and will enroll 35 students in its first cohort in fall 2020. The career-focused program will prepare interested students in grades 9-10 to successfully transition into the EMC. The program outcomes are as follows:

- Earn an associate degree or at least 60 transferrable college credits
- Prepare students for careers in information technology. They can obtain immediate work or continue to earn a bachelor's degree in computer science
- Receive an industry-recognized certification
- Receive Michigan Early/Middle College Association (MEMCA) technical certification

The three-year budget for Cohort I starting fall 2020:

Henry Ford EMC Budget 2020-2021 **2020-2021 Student Cohort**		**Comment**
Student tuition (10th -12th grades) for 35 students in first cohort at $500.00 per student, per semester (not per credit hour) – 10 college courses each **Represents a 55% reduction in tuition, as LTU courses are $1090*	$ 175,000	10 college courses per student over four years -student books and fees included
Student tuition in grade 13 for 35 students in first cohort at $580.00 per student (not per credit hour) for 4 college courses each **Represents a 50% reduction in tuition, as the tuition for an upper level course is $1160*	$ 81,200	4 college courses per student in last year -- books and fees not included
Laptop fee deposit at $500.00 for 35 students in first cohort	$ 17,500	Assessed only in 13th year
Student textbooks at $60.00 per book per course at 4 courses at 35 students **Average textbook is $85.00 per course*	$ 8,400	Reduced pricing
TOTAL	$ **282,100**	

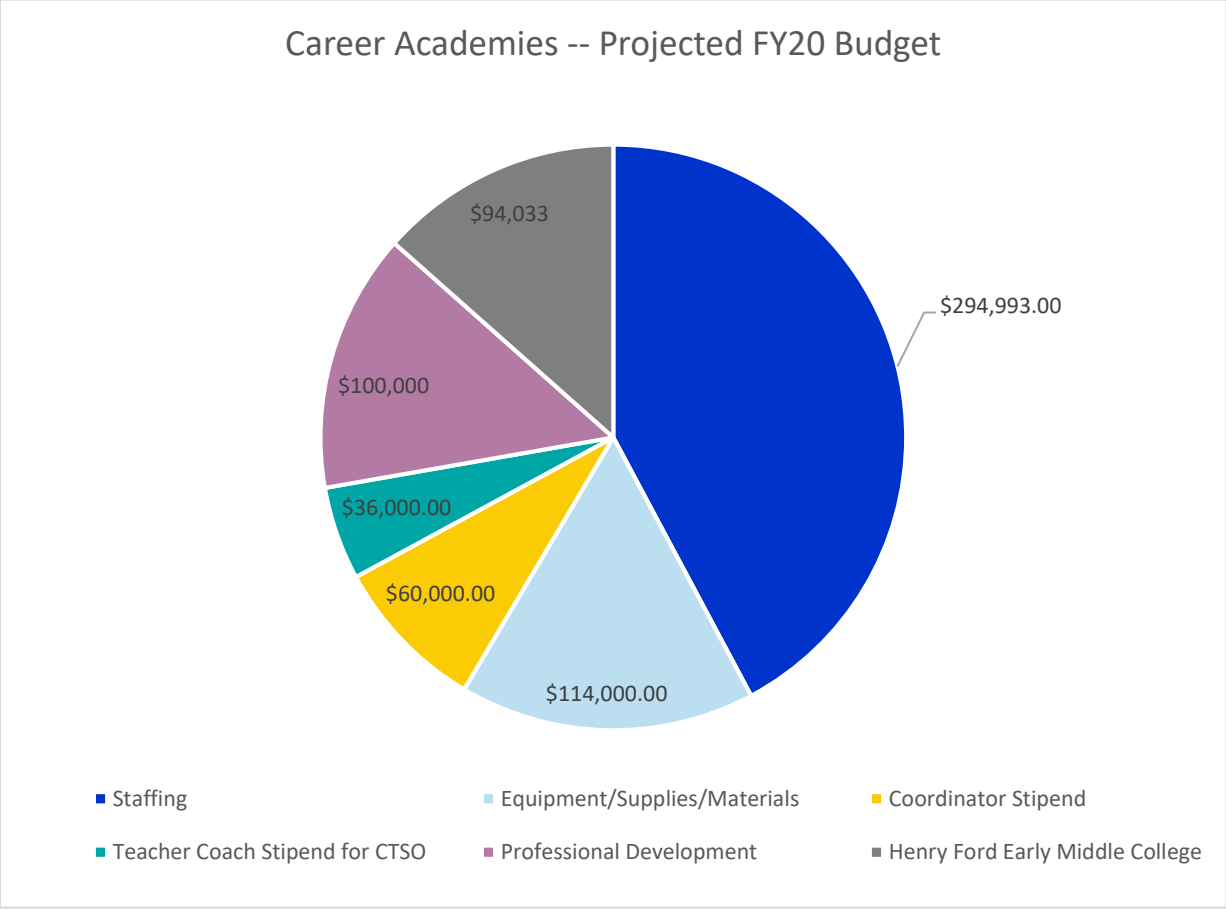
Chart H – EMC Budget

Key Milestones and Budget

	Fall 2018	Fall 2019	Fall 2020
Establish Career Academies at High Schools and Career Centers	36 active academies	61 active academies	65 active academies
Enhance career-focused training and essential skill development	0% of Students exposed to the 6Cs	50% of Students exposed to the 6Cs	100% of Students exposed to the 6Cs
Increase Early College Access **WCCCD and Lawrence Tech.*	9 high schools 28 college courses	13 high schools 50 college courses	20 high schools 62 college courses

Chart I – Key Milestones for career academies

Career academies projected annual budget: $699,026.00



The chart below explains the funding sources and allowable expenditures for each fund that will support the career pathways program.

Fund	Allowable Expenditures	Annual Amount
Perkins IV	Professional Development Student Organization Teaching and Testing Supplies Equipment Support staff salaries	$2.5 million
Added Cost	Program improvement Teacher Coach Stipend Equipment/Supplies/Materials	$500,000
Marshall Plan	Teacher mentors Curriculum Teaching and Testing Supplies Program Coordinator Professional Development	$1.1 million (over three years)

Chart J1 – Supplemental Funding Sources

Continuing the Revitalization of the Career Technical Centers

State and national research studies make clear the benefits of Career Technical Education:

- A 4-year cohort of DPSCD students who completed CTE programs had a graduation rate of 94.65% compared to the average DPSCD graduation rate of 78.22% for 2017 (reference Appendix C).
- CTE students are focused and ready for college and career. A 2017-2018 report of MDE's Core Performance Indicators (CPI) for state-wide CTE programs, noted 93.61% of DPSCD CTE students have enrolled in post-secondary programs and/or entered the workforce after high school (reference Appendix C).
- CTE students have a higher persistence rate for college degree completion. Research at the state and national levels report that students enrolled in CTE programs are more likely to complete their college program of study.
- CTE students are meeting the demands of business and industry as identified by the Society for Human Resource Management (HSRM). Nationally, CTE students were more likely to report developing job readiness skills than non-CTE students.

The District has a long and proud history with Career and Technical Education, primarily through our Career and Technical Education Centers. The career centers offer a unique opportunity for students to learn in an environment that replicate industry. Students train in lab spaces and on equipment used in the workforce. Each program is supported by an industry/business advisory board where subject-matter-experts provide guidance to teachers and administrators to assist students in obtaining industry-recognized certifications, on-the-job training and mentoring. Additionally, the advisory boards ensure that the teachers and administrators are informed of current trends and job specific requirements.

For background purposes, in the mid-1970s US District Court Judge Robert DeMascio worked to enforce desegregation in Detroit Schools. And in 1976 ordered the construction of the career and technical centers, at the time known as vocational/technical centers. Funding of approximately $55 million was appropriated by the 1976 Vocational Education Act amendments for construction and furnishing of the centers. In the early 1980s, five centers were established and each had separate career training focuses and recruited students district-wide. The centers were:

- Ethelene Jones Crockett Vocational-Technical Center (1980), program offerings included allied health careers. Crockett merged with the Benjamin Carson High School fall 2019.
- Herman A. Breithaupt Vocational-Technical Center (1981), program offerings included building trades, automotive and culinary arts
- Cornelius Golightly Vocational-Technical Center (1981), an east side location and program offerings included many of the same offerings as the Breithaupt center
- Phillip Randolph Vocational-Technical Center (1982), program offerings included retailing/merchandising, business areas and construction trades
- Benjamin O. Davis Vocational-Technical Center (1982) was expanded to provide students with skills in the aerospace career areas

Currently, three Career Technical Centers are operated by the District: Breithaupt, Golightly and Randolph. The centers are open to all District high school students in grades 10-12 who attend on a part-time schedule for a morning or afternoon session. Home-schooled and out-of-district students may also enroll. Sending school districts are assessed a .5 FTE per student and are responsible for student transportation.

Strengthening Career Pathways education, redesigning Career Technical Education and expanding opportunities for students has been a keen focus of the District over the past two years. Already, two of the three career centers have been revitalized in partnership with the City of Detroit with new programs added and student certifications and workplace exposure have increased. These are encouraging signs and early indicators that we are headed in the right direction. Chart J shows the accomplishments in CTE over the past two years.

2713 students enrolled in CTE programs

149 students earned industry-recognized certifications

235 students participated in paid work-based learning opportunities

$2.2 million awarded in competitive grants from MDE and the private sector

150 administrators, teachers and support staff participated in the Career Academies Design Institute

233 employer and post-secondary partners support CTE business / industry advisory boards

7 new programs established in advanced manufacturing and medical industry sectors

16 colleges offer CTE students articulated credits aligned with pathway programs

Chart J – Key Accomplishments

The next phase of the revitalization process of career pathways education at the Career Technical Centers is to build on the enhancements of the career centers made over the past two years in partnership with the City of Detroit. In order for the programming at the centers to have a significant impact on the local and state economy, the following strategies must be implemented:

Construction Trades' student at a job site

1. Increase student enrollment
2. Continue revitalization of career centers
3. Transform teaching and learning
4. Expand adult education and school-based enterprises

Increase student enrollment

As with many other District schools, student enrollment at the career centers experienced a decline (reference the Chart J) as well as the facilities during the multiple years of intervention by the state. There was also a drop in the enrollment when Detroit students transitioned to EAA schools. In addition, teacher retention became a large concern and it became necessary to close CTE programs because the District could not compete with industry salaries to hire staff for these specialized programs. In fact, the electrical, welding, CNC machining and many business programs were closed.

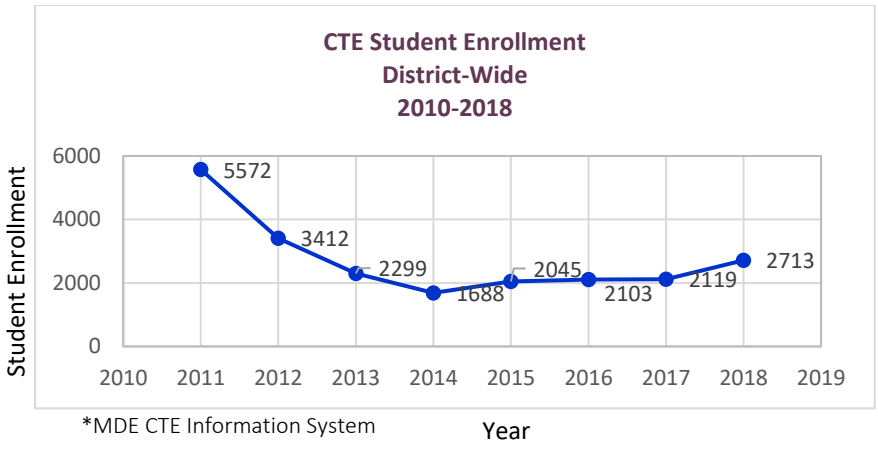


Chart J – CTE Student Enrollment Trends

During the past two years, CTC student enrollment is trending in the right direction due to marketing efforts, investments in the centers, engagement of external partners and the return of EAA schools (Reference Chart K). A comprehensive marketing and communications strategy is presented in this plan for improving student enrollment.

Career Technical Center Enrollment (2-year period)		
Breithaupt	**2017-2018**	**2018-2019**
Auto Body	28	36
Auto Service	58	60
Cosmetology	94	64
Culinary	133	185
Mechatronics	15	19
Welding	N/A	30
Work Based Learning	N/A	5
Total	**328**	**399**

Golightly 2018-2019	**2017-2018**	**2018-2019**
Computer Technology	64	79
Culinary	133	107
Flight Training	13	8
Law Enforcement	18	18
Welding	39	36
Work Based Learning	12	18
Total	**279**	**266**

Randolph - 2018-2019	**2017-2018**	**2018-2019**
Air Conditioning / Heating	38	33
Computer Aided Drafting	13	10
Construction / Electrical	36	11
Construction Trades	99	80
Interior Furnishing	N/A	22
Marketing / Entrepreneurship	38	24
Welding	N/A	39
Work-Based Learning	9	33
Total	233	252

Grand Total	**840**	**917**

**MiSTAR 2017-2019*

Chart K – CTC Student Enrollment Trends

Continue revitalization of career centers

As mentioned, investments by external partners, by way of the City of Detroit Mayor's Workforce Board, contributed to the revitalization of the Breithaupt and Randolph centers, with enhancements scheduled at Golightly this summer. A goal of $10 million dollars per center has been set to transform the centers and increase enrollment for high school students and adult

learners. Below are the improvements completed at the Breithaupt and Randolph centers to date:

Randolph updates made since July 2017 (Year 1):

A. Refurbished common spaces: forum, pullman porter and main corridor
B. Creation of new multi-purpose room (consolidated two classrooms no longer in use) to allow for student assemblies
C. Painted, replaced lighting with LED lights, new ceiling tiles, epoxy flooring to increase longevity
D. Addressed roof leaks throughout the building, resealed joints of building
E. Repaved outdoor areas of classroom labs
F. Installed new electrical drops as needed throughout the labs
G. Refurbished classrooms by painting, LED lighting, new flooring (where applicable) in the classrooms and hallways
H. Updated flooring through main corridors
I. Outside updates included: fencing repaired around the perimeter, new building signage
J. Replaced safety equipment in classrooms (eye wash stations, installation of new dust collector)
K. New signage on the front of the building (will be installed summer 2019)
L. New graphics and way finding signage inside the building
M. Added AV to each active classroom: projectors and smart boards

Breithaupt updates made since July 2018 (Year 1):

A. Refurbished common spaces: atrium and dining room, main corridor, the Bistro
B. Painted, replaced lighting with LED lights, new ceiling epoxy flooring to increase longevity. Added hardwood floors in the atrium
C. Refurbished classrooms by painting and adding LED lighting in the classrooms and hallways
D. Outside updates included: Redoing all side walks around the building, new concrete in the bus pick-up and unloading area
E. Built a new privacy fence on southside of building
F. Replaced the generator due to exhaust issues
G. New signage on the front of the building as well as the outside corner sign
H. New graphics and way finding signage inside the building
I. Updated and restored cosmology classroom
J. Added AV to each classroom: projectors and smart boards

An MOU was established with the City of Detroit to begin work at the Golightly Career Technical Center during the summer of 2019. Facility upgrades will include, but not limited to, public space renovations, structural repairs, electrical work, flooring, technology infrastructure and painting.

Transform teaching and learning

Student in Healthcare Academy

The instructional delivery model for career pathways will support a competency-based learning approach, which means student demonstrate their learning. Simulation equipment and the station rotation model will used to allow students to advance at their own pace. Students also demonstrate mastery of technical skills through student-centered lesson plans and scoring rubrics utilized to help students understand their levels of performance quality. Student projects and assignments may be re-worked until they meet quality standards. Additionally, academic interventionists and bilingual para-educators support students not responding to instruction. This is accomplished through one-to-one instruction or elbow-to-elbow assistance in the classroom at the time instruction is delivered. Additional wrap-around supports such as academic interventionists, special instructors and work-based learning coordinators will support students in their pathway program.

The incorporation of pre-apprenticeship training provides exposure to the industry outside of the regular classroom setting. It also provides students early access to explore a formal apprenticeship program and the opportunity to work with industry mentors. Employer partners will closely review and expand student programming opportunities. Teachers, in collaboration with partners, will modify instructional delivery, to ensure students are on-track to meet program requirements and employer needs.

Students will engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Teachers collaborate with each other through Professional Learning Communities to review data and monitor how students are performing against established outcomes, more specifically, the attainment of their industry-recognized certification.

In the 2017-2018 school year, we piloted a co-teaching model in the electrical program. Two employees of the International Brotherhood of Electrical Workers (IBEW) taught side-by-side with the teacher. Because of the success of this model, especially in the area of teacher development, this strategy will be expanded to other programs.

Teachers will complete a Professional Learning Plan (PLP) and identify instructional goal areas for improvement, PD activities, expected outcomes and the resources required. In addition, professional development opportunities will be afforded to the teachers by trade organizations, industry professional organizations, and District and state offerings. To help students who are not responding to instruction we will offer trauma-informed care, restorative practices and behavior health awareness services. Summer externships at industry sites and engagement with business advisory boards will support the teachers' professional development learning plans.

Expand adult education and school-based enterprises

According to the Corporation for a Skilled Workforce, nearly half of working age Detroiters do not have the essential foundational skills necessary to get a job or succeed in a career. This includes 90,000 who do not have a high school diploma or equivalent and about 110,000 who have a high school credential but lack basic foundational skills required for employment. Last year, the District launched Adult education evening training at the Randolph center (Reference Chart K) in partnership with the Detroit Employment Solution Corporation (DESC). In January, adult education evening training convened at Breithaupt Career Technical Center offering adult training in culinary arts with program expansions in mechatronics and automotive service and repair scheduled in the coming months.

	Randolph Career and Technical Center			**East Side**	
Program Name / Provider	**Construction Basic Skills Southwest Economic Solutions & DTIT**	**Access for All**	**Detroit Training Center**	**YouthBuild Southwest Economic Solutions, HRDI, SEMCA, DESC**	**Bridge to Construction Reading Works, Southwest Economic Solutions, Dominican Literacy**
Program Overview	Contextualized basic skills enhancements and choice of 1 of 4 tracks: Plumbing, HVAC, Electrical or Construction	Introduction to skilled trades, work readiness training and basic skills enhancements	Offering three programs: CDL-A, Heavy Equipment Operator, Residential Renovation Lead Specialist Training	Intensive 6-month full-time program that combines GED preparation with hands-on construction skills training	Contextualized basic skills enhancements with entry level work readiness credentials
Age / Education / Grade level	18 up / HSD or GED not required / 6th Grade	18 up / HSD or GED / Level 4 Work Keys	18 up / HSD or GED / 6th to 9th Grade	18-24 / No HSD or GED / 8th Grade	18 up /HSD or GED not required / 6th Grade
Program Length	5pm-8pm T-F 8am -4pm Sat 11 weeks	4:30pm-7:30pm T-F 8am -4pm Sat 13 weeks	4:30pm-7:30pm T-F 8am -4pm Sat	8:30am -3:30pm M-F 26 weeks	9am-1pm M-F 8 weeks
Credentials	Basic: GED, EFL Gain Accelerated: Work Keys, MIOSHA, First Aid CPR, Universal Refrigerants EPA, EPA Lead Renovators	OSHA 30 First Aid/CPR Lead/Asbestos/Silica Awareness North America's Building Trades Certification (MC3)	CDL-A, EPA Lead Renovators Certification, Heavy Equipment (Forklift Operator, Skid Steer Operator, Asbestos Abatement Contractor)	MIOSHA 10 First Aid/CPR North America's Building Trades Certification (MC3)	Work Keys, Customer Service, MIOSHA, First Aid CPR
Goal for Program Placement	Enter careers in the skilled trades and/or construction-related fields	Advance to skilled trades apprenticeship training and/or employment	Enter careers in construction-related fields	Earn GED and enter apprenticeship, post-secondary and/or employment	Enter Access for All, other training programs or employment

Chart K – Adult Education Program / Randolph 2018-2019

Expand school-based enterprises

A school-based enterprise (SBE) is an excellent teaching tool. It affords students the opportunity to practice their skills in a real-world setting because they work with customers to provide services and sale merchandise. This model provides the first job for many students and help to build their resumes. Students engage in entrepreneurial activities and gain management, leadership, and customer service skills. SBEs have been in existence in the District for years and have a community value. For example, luncheon buffets held at Breithaupt and Golightly are a favorite outing for many of our senior citizens, and community organizations often request use of the facilities for events.

DECA stores are the most popular enterprises and are located in high schools. Career technical centers have enterprises that provide food, cosmetology and automotive services. An SBE pilot program will be launched in January 2020 to expand student-led enterprises for selected programs (reference Chart L). Best practices in the School-Based Enterprise Development: Planning, Implementing and Evaluating by Peter Gamache and Jordan Knab (Gamache, 2018) will be used as a resource for the establishment of these pilot programs.

Program / Location	Business	Possible Services / Product
Graphic Design @ Golightly	Custom Designs & Print Shop	Printing services, logos, signs, banners, business cards, invitation creations
Construction @ Randolph	Woodworking Shop	Products such as tool boxes, flower pots, plaques, tables, benches
Automotive Collision Repair@ Breithaupt	Automotive Collision & Detailing Shop	Paint touch-ups, dent repairs, exterior detailing, pin-striping

Chart L – SBE Pilot Program

Key Milestones and Budget

*FY20 Budget - $160,000 (*Industry Co-teaching model funded by Marshall Plan for Talent Grant)*

	Baseline	Fall 2019	Fall 2021
Increase student enrollment at the career centers	917 students	1250 students	1500 students
Transform Teaching and Learning (industry mentors – co-teaching model	$40,000	$160,000	$320,000
Expand Adult Ed evening programs at the career center	305 adult learners	500 adult learners	550 adult learners
Expand School Based Enterprises	6 SEBs	10 SEBs	15 SEBs

Increasing Student Exposure Opportunities and Credentials

Work-based learning (WBL) opportunities provide students with a com bination of school-based preparation and supervised work experiences designed to enable them to acquire skills and knowledge about the workplace. Such experiences may include guest speakers, worksite tours, career conferences, workplace mentors, and paid and non-paid internships. The experiences are sustained interactions with employers or community professionals in workplace settings or simulated environments.

Student in Construction Academy

The goals of WBL are to teach employability and technical skills, (1) develop a sense of personal responsibility and workplace competencies, (2) explore career options, (3) apply and gain job specific skills, (4) foster work-oriented relationships with adults, and (4) understand the relevance of academic coursework.

Employers also benefit from engaging students in WBL experiences by (1) creating a pool of workers, (2) establishing positive relationships with youth, (3) reducing training costs for new employees and (4) supporting community development.

WBL uses hands-on training as the primary source of learning. The experiences are coordinated through the program teacher and/or work-based learning coordinator, with the assistance of an employer. A continuum of WBL activities are planned for each program, typically culminating with an extended worksite experience such as an internship. Internships are documented in a training plan and developed with the employer. The training plan describes which student competencies will be met at the worksite and in the classroom. Depending on the type of learning experience, students might be engaged for one hour, one day, one semester, or even one year in length.

To help students succeed in the workplace the following strategies will be implemented:

Worksite Tours

A worksite tour is an activity that brings students to a workplace to learn more about a company and its industry, observe employees in their normal work routines, and ask questions of employees. During the tour, employees can demonstrate the equipment and technology they use on an everyday basis while highlighting the core skills and knowledge they apply in their jobs.

A worksite tour is designed to meet specific learning outcomes, build awareness of the industry sector, and the career options it provides. It is organized for small groups of students and involves extended learning when the students return to the classroom.

Student in Aviation Academy

Lunch and Learn

Lunch and Learn is a structured career awareness activity in which students listen to a presentation to learn about the speaker's career, and determine if they would like to pursue a career in the industry.

Presentations are educationally rich, tied to the curriculum, and help students connect what they're learning in school with the workplace. These sessions are conducted in the school, but in some cases, guest speakers may "visit" a classroom electronically via Skype or other technology.

Career Conferences

Career conferences expose students to a professional environment while building essential networking and interviewing skills. Workshop sessions and exposure to business and industry partners are available.

Informational Interviews, Job Shadows and Mock Interviews

Informational interviews allow students to ask questions of professionals about their jobs. Alternatively, job shadowing allows a student to see what a job is like on a daily basis. Mock interviews are simulations of actual job interviews. It provides students with an opportunity to practice for an interview and receive feedback.

Career and Technical Student Organization (CTSO)

A career and technical student organization (CTSO) is an extracurricular group for students in pathways to further their knowledge and skills by participating in activities, events, and competitions. Currently, students enrolled in career-focused programs participate in either Business Professionals of America (BPA), DECA, or SkillsUSA.

CTSOs give students additional opportunities outside of the classroom to grow and develop skills they will need within their chosen career paths. These opportunities range from after-school activities to competitive events where students demonstrate their skills.

Further, CTSOs give students ways to network with other students and industry partners to start building professional relationships. CTSOs can set students apart from those who aren't members. Having membership listed on a resume can give students a leg up and advantage over others when applying for a job, especially if they were in a leadership role in the organization.

Student Internships / On-the-job training experiences

Our goal is to provide as many students with paid internships before they leave high school. Giving students opportunities to acquire skills in the workplace can become a "light bulb" moment when students realize the connection between work and earning a wage. In addition to our own student internship programs, the District partners with local workforce agencies and organizations to increase and maximize these experiences. The programs are as follows:

- Urban Alliance provides paid internships, formal training and mentoring
- Grow Detroit's Young Talent (GDYT), provides paid summer employment
- CAP (Career Academy Program) provides formal job readiness training during the school year to prepare students for summer employment
- JAG (Jobs for America Grads) provides formal work readiness training during the school day and job placement

Establish career success centers

Career success centers are specifically designed to assist students with honing their job search skills, identifying and working toward career goals, finding suitable careers or getting referrals to employers, and boosting networking skills.

Career success center services will be available to all Detroit Public School Community District students free of charge and will provide information and resources relative to careers. Services will include computer and internet resources, as well as books, video and other job and career related materials. Workshops on resume writing, networking, interviewing, and financial aid information, coordination of Job fairs, on-site interviews, guest presenters, and local talent events would be offered. A career success center will be located on the east and west side of the city.

Chart L presents a work-based learning continuum that defines WBL activities from grades 9-12.

Work Based Learning Continuum			
Grade Level	Career Awareness	Career Exploration	Career Preparation
9th Grade	Guest Speakers Worksite Tours Career Fair/Conferences Lunch and Learn Project learning Career Success Center		
10th Grade	Career Fair / Conferences Project learning Career Success Center	Job Shadow Mock Interviews Informational Interviews Career Success Center	
11th Grade			CTSOs Practicum (non-paid) Prof. Conference Paid Internship Pre-apprenticeship Career Success Center
12th Grade			CTSOs Paid Internship Practicum (non-paid) Pre-apprenticeship Career Success Center

Chart L – Work-based Learning Continuum

Increase student industry-recognized certifications

Industry-recognized certifications and licenses will be identified for each industry cluster and by the pathway program. Students will earn stackable credentials confirming their skills and training. Industry-recognized certifications will also be aligned to further college coursework and connected to internship and apprenticeship programs.

In 2018, 149 industry-recognized certifications and licenses were awarded to students. They were: Microsoft Office Specialist, Remote Pilot, CPR/First Aid/Defibrillator, OSHA-10, Automotive Service Excellence certificates.

Industry certifications will be expanded over the next 2-years to include some additional offerings as noted in Chart M.

Industry Area	Certifications / License	Industry Authorizing Certification
Business and Entrepreneurship	Microsoft Office Expert Series Cisco Certified Network Assoc.	Certiport/Microsoft CISCO Systems, Inc.
Healthcare	Certified Nurse Assistant Certified Pharmacy Tech. (CPhT)	Michigan State Board Pharmacy Tech Cert Board
Technology, Media & Arts	Adobe Certification Series A+ Certification	Adobe Certified Assoc. (ACA) CompTIA
Law, Education & Public Safety	CPR/First Aid Clinical Medical Asst. Child Development Associate	American Red Cross National Health Care Assc. Nat. Assoc for Ed/Young Child
Engineering, Manufacturing & Transportation	ASE Automotive Serv. Tech Series ASE Painting and Refinishing AWS Sense Welding Private and Remote Pilot Robotics	Auto Service Excellence (ASE) Auto Service Excellence (ASE) American Welding Society FAA FANUC
Construction	OSHA10, OSHA30 NCCER Masonry Level I NCCER Painting Level I Heavy Equipment Operator Auto CAD Certified User	Occup. Safety / Health Admin Nat. Ctr for Construction Ed Nat. Ctr for Construction Ed Catipillar (CAT) Autodesk
Service Industries	ServSafe Series Cosmetology Operator License	National Restaurant Assc. Michigan State Board

Chart M – Work-based Learning Continuum

Key Milestones and Budget

	Baseline	Fall 2019	Fall 2021
Increase student industry-recognized certifications across pathways	149 certifications	690 certifications	800 certifications

Student Industry-Recognized Certifications (2018-2019)						
Certification	Occupation / Industry Area	Certification Type	Cost Per Assessment	18/19 Projected Eligible for Certification	Total Cost for FY19	Funding Source
OSHA 10	Occupational Safety and Health Standards for Construction Industry	National	$25.00	80	$ 2,000.00	Student Incentive Funds
Certified Nurse Assistant	Nurse Aide (Nursing Homes/Hospitals)	State	$115.00	10	$ 1,150.00	Student Incentive Funds
Microsoft Office Specialist (MOS)	Microsoft Office User Certification	National	$0.00	50		Student Incentive Funds
ServSafe Food Handler	National Restaurant Association -- Safety and Health Certification; Restaurant Manager, Kitchen Manager	National	$15.00	250	$ 3,750.00	Student Incentive Funds
ASE -- Auto Service and Light Repair	Automotive Service	National	$123.00	30	$ 3,690.00	Perkins Funds
ASE - Auto Body	Automotive Service	National	$123.00	20	$ 2,460.00	Perkins Funds
Heartsaver-CPR/AED/ First Aid and Bloodborne	First Aid / CPR American Heart Association	National	$10.00	80	$800.00	Student Incentive
Private Pilot License	Aviation	National	$400.00	2	$ 800.00	Student Incentive Funds
Remote (Drone) Pilot License	Aviation	National	$150.00	8	$ 1,200.00	Perkins Funds
Sense Certification	American Welding Society	National	$120.00	60	$ 7,200.00	Perkins Funds
OSHA 10 and General Industry	Occupational Safety and Health Standards for Construction Industry	National	$25.00	100	$ 2,500.00	Student Incentive Funds
			TOTAL	**690**	**$ 25,550.00**	

Chart N – Work-based Learning Continuum

Increasing Teacher Externships and Professional Development

Ongoing professional development for career technical teachers is essential to help them stay abreast of updates to technology, current trends and new industry requirements. To ensure the teachers' skills remain fresh and that there is a direct connection to industry experts, teachers participate in industry related professional development activities. They attend industry specific conferences and meet at least quarterly with their advisory board members. This board provides guidance to teachers to help them create a learning environment that replicates the industry. Industry board members also work with the teachers to review adopted standards and related instructional material.

Another key learning experience for teachers is the teacher externship. This experience affords the teacher an opportunity to shadow a worker at a job site in their specific field. This form of professional development gives the teacher the "power of site" experience and training with the expectation of them to transfer this knowledge to the classroom.

Milestone and Budget

	Baseline	Summer 2020	Summer 2021
Increase teacher externships	0 teachers	5 teachers	10 teachers

Teacher Externship Program		
	Summer 2020	**Summer 2021**
Salary	5,200.00	5,200.00
Benefits	2,315.56	2,315.56
Per Teacher Cost	$7,515.56	$7,515.56
Total	$37,577.80	$75,155.60
* Four-week summer externship / 8 hours daily * Private grant funds will be used		

Enhancing Business and Industry Partnerships

The work of preparing students to become college and career ready cannot be done in isolation. It requires the engagement of all stakeholders including the business / industry community, post-secondary partners, and government and community organizations.

Business and industry partnerships are paramount to preparing students for the workplace. External partners engage with schools to expose students to careers through various activities – some designed by the school and others in partnership with organizations. From career days, job shadow events, student internships and lunch and learn sessions, employer partners are more than willing to assist and to be good corporate citizens. This goodwill is much appreciated, however, a coordinated effort for the engagement of external partners is necessary to all students have access to these experiences and that our resources and supports are being maximized.

District-Level Advisory Board

In order to plan and implement high-quality career pathways, a district-level advisory council, made-up of representatives from each pathway, will be convened. The purpose of the council is to advance the District's work specific to pathway implementation. In addition to employer partners, council members will be representative of parents, school leaders, the business community, local postsecondary institutions, labor unions, and community members.

The group will meet quarterly and examine the progress of the pathways to ensure goals are on track and outcomes are met. The advisory group will also advance the work outlined in this plan.

Career Education Advisory Council

Workforce development boards in Michigan are required to have an education advisory group, known as the "Career Education Advisory Council" or CEAC (reference Appendix D). Under the Mayor's Workforce Advisory Board, the purpose of the CEAC is to work closely with education (secondary and post-secondary) to improve the skills of the workforce. The group identifies workforce preparedness programs, addresses regional needs and helps to guide career pathway programs. Conrad Mallett, President of Sinai Grace Hospital, is the chairperson and other board members include Ron Stallworth, FCA; Diane Antishin, DTE; Toney Stewart, Carpenters Union; Alycia Meriweather, DPSCD; Randy Liepa, Wayne RESA; Curtis Ivery, WCCCD; Brenda Belcher, DPSCD; Chanay Peterson, Parent; Mark Gaffney, Wayne State University.

School Level Advisory Boards

A school-level advisory board is an essential component for the success of a pathway program. It is a gateway to the business community, providing an easy way for business leaders to learn about how career-focused programs operate, and serving as a resource for recruit employees. Currently, there 32 advisory boards representing career programs at 12 of our high schools and career centers.

Advisory board committees are composed of a majority of business and industry experts from the pathway area and is mandated by the Michigan Department of Education Office of Career and Technical Education for state-approved programs.

Advisory boards meet at least twice a year but are often engaged on a monthly basis. There are approximately 247 advisory board members supporting career pathways across the District. Outside of the advisory board members' participation, other volunteers support schools through various activities such as career fairs/conferences, guest speakers, worksite tours, job shadow and other career awareness and exploration events.

Key Milestone

Goal	Baseline	2019-2020	2020-2021
Advisory Boards	32	61	65
Build and expand stakeholder engagement	247 Advisory Board Members	308 Advisory Board Members	371 Advisory Board Members

Promoting and Marketing Programs

Research shows that District stakeholders have a general understanding of Career and Technical Education (CTE), however some still believe "CTE is simply VOTECH rehashed" or "CTE is for students who are not college bound." Another issue is the lack of awareness among families, students and some administrators regarding the vast array of opportunities DPSCD offers students through its CTE programs. To address this need, it is critical to develop and implement comprehensive marketing and communications outreach to build awareness and erase stereotypes.

Student in Masonry Academy

Focus Areas: (1) Heighten awareness of CTE program opportunities among key stakeholders. (2) Educate and inform parents, students and DPSCD staff regarding program opportunities and benefits. (3) Engage stakeholders to maximize communication and leverage opportunities to enhance the District's investment.

Heighten awareness of CTE opportunities among key stakeholders

Develop communications outreach plan focused on key stakeholders

In order to determine specific communications needs, research will be conducted annually to set a baseline of awareness and determine ongoing attitudes and beliefs towards CTE. This research will serve as the foundation for developing a Communications Outreach Plan to engage key stakeholders and to assist in increasing enrollment. The Communications Plan will be updated annually. Research will include surveys and focus groups consisting of DPSCD staff, students, parents and other key stakeholders. The Communications Plan will be updated annually.

Create Career Academy brand for each school

In collaboration with the Communications and Marketing Department a brand will be developed for each high school based on the CTE offerings available at those schools. The school's brand will include messaging, collateral materials, signage and swag. Visual signage that clearly denotes the specialty area of each school should be prominently displayed in each building. This can take the form of banners, posters, signage or other collateral materials based on the key areas of focus.

Advertise through available District real estate and media

In order to raise awareness, the Office of College and Career Readiness will promote CTE opportunities through all available District real estate, including websites, social media and the District's homepage. The Department will also partner with the Office of Communications and Marketing to conduct media outreach. Formats may include both paid and earned media, print

ads, radio, broadcast and social media. Stories developed can feature DPSCD student talent and may include alumni stories and human-interest pieces.

Educate and inform DPSCD Staff

Update and enhance collateral and online material

The District's dedicated staff works hard to ensure the success of our students. Given the tremendous work that is being done and the level of intensity, it is important that DPSCD staff is kept in the loop and has easy access to accurate information regarding CTE programs. The Office of College and Career Readiness will create collateral materials that are impactful and readily available in a variety of formats, including an online presence with an updated website.

Continue and expand CTC visits

Research indicates that it is extremely helpful to have DPSCD counselors and staff visit the CTC centers to understand and observe firsthand students engaged in career activities. Currently, we have programs in place where CTC leadership make presentations at the schools and school counselors tour the centers. Our recommendation is to continue and expand these offerings as a valuable way to share program information and create buy-in.

Professional Development for Counselors and Staff

During our focus group sessions, the recommendation was made to develop CTE focused PD for counselors and teachers. Many new teachers are not comfortable sharing information regarding the programs because they are not fully informed regarding program details. Providing CTE focused PD will allow counselors and teachers to have an in-depth knowledge regarding the program so that they can provide accurate information and recommendations to students and parents based on first-hand knowledge.

Educate and inform parents and students regarding program benefits

Signature Events – Tours and Expos

The Department provides several signature events each year, engaging thousands of students and parents. These events include: Level Up Tours and Expo, Traveling Showcase, Open Houses, and Find Your Passion. Our recommendation is to continue and expand these events. For example: This year we are expanding the presence of CTE at the Level Up Expo by creating CTE Showcases. These interactive displays will demonstrate the opportunities available through CTE. This year's showcases will include electrical, graphics and printing, painting and design, cosmetology, and culinary offerings.

Provide impactful print, digital and online collateral

With the District's new brand successfully launched, the department will refresh its materials and create information that is informative, timely and impactful. In addition, we will provide relevant content on our CTE website and ask that schools provide a link to that page to expand the reach. The CTE website will also include registration links to CTE programs. The goal is to

ensure that parents and students can readily find information regarding CTE programs. New materials will be created as needed to advertise program events and offerings.

Develop CTE Ambassadors/Speakers Bureau

We recommend developing an Ambassadors program that can share information and build support in the schools and in the community. These dedicated individuals will assist with school events and community outreach. Ambassadors may be teachers, students, or volunteers. The District will provide training including talking points and FAQs. Our research indicates that social media and word of mouth is the best way to reach our youth. Based on this, we recommend that the District explore creating a Student Ambassadors group that will serve to reach students more effectively. Future outreach could include creating a Celebrity Speakers Series comprised of CTC alumni and other young professionals from various industries.

Digital and Social Media Outreach Campaign

Digital outreach via a text messaging campaign is an effective, direct way to reach students and parents with information regarding the numerous opportunities available to CTE students. The Department will explore a texting campaign that will inform families of program offerings, registration dates and upcoming events. Response can be directly monitored and tracked to gauge the success of the campaign.

Engage stakeholders to maximize Communication and Leverage Opportunities

Connect, Share and Coordinate Activities

District partners are invaluable to the success of this work. We will continue to expand and strengthen our connections with community partners and organizations to help build on the momentum of various programs and relationships and to assist us in communicating with community stakeholders. Our next phase of outreach will be to expand and increase student services and activities to the community. These services would include items such as community dinners, automotive and cosmetology services and printing and graphics.

Develop Plan of Ongoing Outreach to Stakeholders

The Department will engage community organizations to participate in events and share information regarding the tremendous training programs available to students. We will engage these special stakeholders by inviting them to visit the career and technical centers, attend events and share information through their websites, social media, and other internal real estate.

Launch Integrated Marketing Campaign Focused on Career Academies

An integrated campaign, which promotes the District's new launch of Career Academies will help to share information regarding the career training available to students. The campaign would be conducted in collaboration with the Communications and Marketing Department and would use several formats to create an integrated campaign. Formats utilized could include: broadcast, radio, print, digital and social media.

Key Milestones and Budget

This is plan can be fully implemented in two years. The chart below shows the first year of implementation.

June - Aug. 2019	July – Oct. 2019	Nov. – Dec. 2019	Jan. - April 2020	May -Aug. 2020	Aug. 2020 – December 2020
Develop Communications and Marketing Plan	Advertise CTE Earned and Paid Media	Continue and expand CTC visits (ongoing)	Develop Ambassadors program Media Campaign	Develop Speakers Bureau	Develop increase in student-led community services
Update and enhance printed and online collateral	Provide Professional Development	Create branding at each school	Create branding at each school	Conduct research	
	Conduct baseline research	Continue and expand signature events	Connect and share activities	Plan Review	

Outcome	Strategy	KPI – June 2020 Target
Heighten Awareness	Communications Outreach	Increase on survey from baseline
Educate and inform staff	Professional Development Online site for staff/collateral Tours and presentations	No. of participants/survey Usage Survey/No. of participants
Educate and inform parents and students	Website – External facing signature tours and events	Usage/request for information No. of participants
Engage Stakeholders	Outreach to the community	Increase in number of services offered to the community.

Budget

Total budget: $202,500

Appendix

Appendix A – WPI Document, June 2018
Appendix B – Living Plan, 2018
Appendix C – Core Performance Indicators (CPI), 2017
Appendix D – Career Education Advisory Committee (CEAC), 2018

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