

## Career Pathway Size, Scope and Quality Requirement

Application documentation must reflect that each Career Pathway meets the required size, scope and quality (SSQ) elements. To meet the definition of SSQ, applicants must offer an appropriate sequence of courses and at least two other elements listed below for a total of three elements. The column to the right provides guidance on the specific information that should be provided as evidence for each element.

<b>Size, Scope, and Quality Requirements as described in Career Pathways Worksheets</b>		
<b>Components of SSQ</b>	<b>Quality requirements</b>	<b>Evidence off SSQ to be provided in Perkins grant application</b>
<p><b>Sequence of courses (required):</b></p> <p>At least two high school CTE courses in a sequence are offered.</p>	<ul style="list-style-type: none"> <li>● At least two high school CTE courses in a sequence, from introductory to more advanced, are offered within the pathway. Please note:                             <ul style="list-style-type: none"> <li>○ The length of a course is equivalent to a semester or longer,</li> <li>○ Courses are taught by appropriately licensed or credentialed CTE teachers, and</li> <li>○ The courses may include CTE dual credit courses taught by higher education faculty.</li> </ul> </li> <li>● Quality considerations:                             <ul style="list-style-type: none"> <li>○ Curricula align with local workforce needs and skills as verified by local or regional advisory groups.</li> <li>○ Courses are rigorous and align to state academic and CTE standards.</li> </ul> </li> </ul>	<p><b>List courses that meet the requirements of this element for the pathway:</b></p> <ul style="list-style-type: none"> <li>● Include the two courses (by name as listed in the student course guide) in sequence from introductory to more advanced.</li> </ul>
<p><b>Work-based learning (WBL) options</b></p> <p>At least one WBL opportunity within the pathway is offered.</p>	<p>Work-based learning options may be either state-certified programs or local programs that meet the Perkins V reporting criteria for WBL as outlined below.</p> <ol style="list-style-type: none"> <li>1. Involves sustained <b>interactions</b>, either paid or unpaid, with</li> </ol>	<p><b>List WBL offerings for the pathway that meet all WBL requirements:</b></p> <ul style="list-style-type: none"> <li>● Include the WBL name and the description from the student course guide.</li> </ul>

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	<p>industry or community professionals</p> <ul style="list-style-type: none"> <li>○ Sustained = minimum of 90 hours, as described in the CBLE guide.</li> <li>○ Interactions must include direct communication and involvement with industry or community professionals (not observational)</li> </ul> <ol style="list-style-type: none"> <li>2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution</li> <li>3. Fosters in-depth, firsthand engagement with the tasks required in a given career</li> <li>4. Aligns with a course (generally, a minimum of one semester)</li> <li>5. Must include a training agreement including the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school and</li> <li>6. Business and education partners work together to evaluate and supervise the experiences, which must be documented in training or learning plans and evaluation.</li> </ol>	<ul style="list-style-type: none"> <li>● Confirm the experience aligns with the pathway and the sequence of courses.</li> <li>● Include the type of WBL experience offered in the pathway:             <ol style="list-style-type: none"> <li>a. Supervised Occupational Experiences (SOEs)/ Supervised Agricultural Experiences (SAEs)</li> <li>b. School-based enterprises (SBEs)</li> <li>c. Volunteer/service learning</li> <li>d. Simulated worksites</li> <li>e. Entrepreneurial student businesses</li> <li>f. Internship/local co-op</li> <li>g. State-certified Skill Standards Co-Op Programs, including youth leadership and employability skills (DPI Co-Op) <u>or</u></li> <li>h. State-certified Youth Apprenticeship (YA)</li> </ol> </li> <li>● List employers who have or will supervise students in the WBL experiences indicated.</li> </ul>
<p><b>Industry-recognized credentials (IRC)</b></p> <p>At least one IRC opportunity is offered.</p>	<p>Accepted IRCs are those that are:</p> <ul style="list-style-type: none"> <li>● <u>Essential</u> to gaining entry to postsecondary or employment within the pathway,</li> <li>● Recognizable by employers in the region, and</li> <li>● Portable</li> </ul>	<p><b>List appropriate industry-recognized credentials for the pathway:</b></p> <ul style="list-style-type: none"> <li>● List the name(s) of 1-2 current IRC(s) available for students specific to the pathway.</li> </ul>

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	<p>IRCs do not need to be on the <a href="#">State Approved List</a> for <i>CTE Incentive Grant</i> reimbursement (Class of 2020), but they must be aligned and required for pathway employment.</p>	
<p><b>Dual credit opportunities</b></p> <p>At least one dual credit opportunity is offered within the pathway.</p> <p>(Dual credit options must count for a specific postsecondary degree.)</p>	<p>Dual or concurrent enrollment programs include programs aligned to the pathway and postsecondary credit is offered and available to be earned such as:</p> <ul style="list-style-type: none"> <li>● Advanced standing courses</li> <li>● Advanced Placement courses</li> <li>● Start College Now</li> <li>● Early College Credit Program</li> <li>● Transcribed credit or concurrent enrollment that takes place at the high school</li> </ul> <p><b>**Accepted courses are those that are <u>required</u> for a degree in the pathway.</b></p>	<p><b>List college credit opportunities including dual or concurrent credit options:</b></p> <ul style="list-style-type: none"> <li>● List the name(s) of 1-2 courses aligned with the pathway for which students are currently able to gain college credit as listed in the most recent student course description guide (not general or elective courses).</li> <li>● Include the postsecondary institution that provides the credit for each course (including AP) listed.</li> </ul>
<p><b>Career and Technical Student Organizations (CTSOs)</b></p> <p>A CTSO is offered that provides leadership and competitive activities that align with the career pathway.</p>	<p>A career and technical student organization (CTSO) is defined as <i>“an organization for individuals enrolled in a CTE program that is intra-curricular in nature and connected directly to the classroom through curriculum, activities, and partnerships with businesses and the community.”</i></p> <p>The CTSO identified must align with the career pathway course sequence and be taught/advised by a CTE-licensed instructor within and aligned to the following career pathway content areas:</p> <ul style="list-style-type: none"> <li>● AFNR - FFA</li> <li>● BIT - FBLA</li> <li>● FCS - FCCLA</li> <li>● HS - HOSA</li> <li>● MME - DECA</li> <li>● TEE - SkillsUSA</li> </ul> <p>Also:</p>	<p><b>#1 Active CTSOs (with paid state/national membership dues in the most recent year. ) aligned to the pathway:</b></p> <ul style="list-style-type: none"> <li>● Indicate the CTSO available to students and the content area aligned to the CTSO <u>and</u> career pathway curriculum.</li> </ul> <p><b>OR</b></p> <p><b>#2 Active CTSO (with paid state/national membership dues three years prior to the current year) aligned to the pathway:</b></p> <ul style="list-style-type: none"> <li>● Indicate the CTSO available to students, the content area aligned to the CTSO, and the career pathway</li> </ul>

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	<ul style="list-style-type: none"><li>● CTSO has an active state or national charter or affiliation.</li><li>● The CTSO students are involved in activities that align with the pathway, which may include competition, leadership training, and/or group projects and volunteerism.</li></ul>	<ul style="list-style-type: none"><li>● Provide rationale/ justification for the gap year and CTSO reactivation plans.</li></ul> <p><b>OR</b> <b>#3 CTSO will be a new or reactivated chapter aligned to the pathway:</b></p> <ul style="list-style-type: none"><li>● Indicate the CTSO available to students, the content area aligned to the CTSO, and the career pathway.</li><li>● Provide advisor name and two planned chapter activities (local or state participation).</li></ul> <p><b>OR</b> <b>#4 Other CTSO not aligned to the pathway and content area:</b></p> <ul style="list-style-type: none"><li>● Indicate CTSO</li><li>● Must have paid state/national membership dues in the most recent year prior to the application</li><li>● Additional rationale/ justification explaining how the CTSO aligns with the pathway through the course <b>curriculum</b>. DPI will evaluate whether or not the CTSO sufficiently meets requirements to be counted as a quality element for approval.</li></ul>
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