

## Career Pathway Size, Scope and Quality Requirement

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

Size, Scope, and Quality Requirements as described in Career Pathways Worksheets		
Components of SSQ	Quality requirements	Evidence of SSQ to be provided in Perkins grant application
<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 here:</p>	<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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	<ol style="list-style-type: none"> <li>1. Involves sustained <b>interactions</b>, either paid or unpaid, with industry or community professionals             <ul style="list-style-type: none"> <li>○ Sustained = minimum of 90 hours, as described in the <a href="#">WBL webpage</a>.</li> <li>○ Interactions must include direct communication and involvement with industry or community professionals (not observational)</li> </ul> </li> <li>2. Takes place in real workplace settings or simulated environments at an educational setting</li> <li>3. Fosters in-depth, firsthand engagement with the tasks required in the 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 aligned to the career pathway:             <ol style="list-style-type: none"> <li>a. Entrepreneurial Student Business</li> <li>b. Internship/Local co-op</li> <li>c. School-based Enterprise</li> <li>d. Simulated Worksite Supervised</li> <li>e. Supervised Agricultural Experience</li> <li>f. Youth Apprenticeship</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>IRC's offered do not need to be on the DWD approved <i>CTE Incentive Grant</i> list,</p>	<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>but <b>must</b> be aligned and required for employment within the career pathway.</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 nationally supported organization for students enrolled in a CTE program that engages in CTE activities as an integral part of the instruction (inter-curricular).</p>	<p>The CTSO identified must align with the career pathway course sequence taught 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> <ul style="list-style-type: none"> <li>● CTSO has an active state/national membership aligned to an existing pathway at the time of the application.</li> <li>● The CTSO students are involved in activities that align with the pathway instruction, which may include competition, leadership training, and/or chapter projects.</li> </ul>	<p><b>Active CTSOs (with paid state/national membership dues paid in the current year) aligned to the pathway:</b></p> <ul style="list-style-type: none"> <li>● Indicate the CTSO available to students and the content area and career pathway curriculum aligned to the CTSO.</li> <li>● Memberships will be vetted through membership rolls.</li> </ul> <p><b>If the CTSO is not aligned to the career 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 current year.</li> <li>● Current year, means at the time of the application</li> <li>● Rationale/ justification explaining how the CTSO aligns</li> </ul>

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		with the pathway through the course <b>curriculum</b> . DPI will evaluate if the CTSO sufficiently meets requirements to be counted as a quality component of the career pathway approval.
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