

## Strategic Theme B: Post Graduation Guidance & Preparation

**Strategic Initiative 1A:** Utilize a systemic and coordinated approach to ensure awareness of pathways leading to associate and bachelor degrees, industry credentials, and military service.

## ROLES AND RESPONSIBILITIES

### INITIATIVE OVERSIGHT

Role	Description
<b>Cabinet Sponsor</b>	Ted Knight Assistant Superintendent
<b>Initiative Leaders</b>	Danny Winso Director of Schools  Joy Griffin CTE/CE/WBL Coordinator

### INITIATIVE ACTION TEAM

*Responsible for participation in action plan development, execution of initiative tasks according to set deliverables and milestones, and participates in regular initiative reviews and issue resolution.*

Role	Description
<b>Action Team Members</b>	Andy Abner RCHS Principal  Aimee Barker CTE/CE/WBL Program Specialist  Nate Burgard Curriculum Coordinator  Alisa Creamer SPED Coordinator  Liana Finn Assistant Principal, Sagewood Middle School  Ryan Gudmundson CIPG Digital Content Project Manager  Angela Lange

	<p>Dropout Reduction Specialist</p> <p>Aaron Ragon Lead Counselor</p> <p>Diane Shuck Assistant Principal, Douglas County High School</p> <p>Ashley Sommers Executive Director DCSD Foundation</p> <p>Wendy Strait Counselor, Mountain Vista High School</p>
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## INITIATIVE ACTION PLAN

### INITIATIVE OVERSIGHT

Tier 1: 2020 - 2021sy		
Action Item	Milestone Deliverable	Possible Artifacts
<b>1</b>	<p><i>(Action Step Summary Statement - must start with an action verb)</i> Develop a definition and greater awareness of what a successful graduate is in DCSD.</p>	<p><b>Samples of feedback from multiple stakeholders of what a successful DCSD graduate is:</b></p> <ul style="list-style-type: none"> <li>- Action Team</li> <li>- SAG</li> <li>- Community/DAC</li> <li>- TPM/Chamber</li> </ul>
	<p><i>(Write the specific, detailed steps for the Action Step Summary above.)</i></p> <ul style="list-style-type: none"> <li>• Develop an awareness of programming, post-graduate guidance and language, and offerings.</li> <li>• To proactively seek input from all stakeholders in the development of what a successful graduate is in DCSD.</li> </ul>	
<b>2</b>	<p>Provide National Student Clearinghouse data to ensure all DCSD teachers, leaders, and families are aware of student persistency data.</p>	<p><b>Documentation from October DLT and AP and Dan Meeting</b></p>
	<ul style="list-style-type: none"> <li>• Explore/create a system to gather/access student data that is not just related to college.</li> <li>• Work in teams (principals and counselors) to look at and come up with a plan to investigate/improve.</li> </ul>	

3	<p>Gather feedback from Student Advisory Group (SAG) on Pathway Programming and identify student needs.</p> <ul style="list-style-type: none"> <li>Identify what a successful graduate is</li> <li>Gather feedback on programming needs</li> </ul>	<p><b>Samples of feedback from SAG meetings</b></p>
4	<p>Develop a communications plan that utilizes multiple mediums (i.e. fliers, website, apps, App function in IC, podcasts, (in multiple languages).</p> <ul style="list-style-type: none"> <li>Work with Communications to establish appropriate methods for communicating with stakeholders</li> <li>Develop postsecondary readiness website (includes CTE, CE, and WBL)</li> </ul>	<p><b>Notes from communication meetings regarding available mediums</b></p>
5	<p>Develop varied educational awareness opportunities for all stakeholders to access and receive information about CTE/CE/WBL programming to create a greater awareness of best practices around post-graduate preparation and guidance.</p> <ul style="list-style-type: none"> <li>Provide yearly presentations to students and parents starting in 6th grade on post high school options which include all avenues available to students based on student interests and preferences.</li> <li>Utilize programs for students and families, such as Naviance to determine a baseline of students interested in CTE programs.</li> <li>Ensure that all School Counselors at the High School Level document and discuss in a yearly junior and senior conference student's college, technical, and career interests including transition assessments, such as Naviance.</li> <li>Partner with Industry Experts in all DCSD Career Clusters to present to middle and high school students yearly on trends in the job market currently as well as in the future.</li> <li>Partner with Elementary leaders to develop systematic early conversations in K-5 about student passions.</li> <li>Refine Regional Career Showcase to Postsecondary career fairs</li> <li>Incorporate monthly/quarterly share outs at Regional, Level and Department Meetings</li> </ul>	<p><b>DAC Presentations</b></p> <p><b>Regional Career Fairs</b></p> <p><b>Talent Pipeline Management Agendas</b></p> <p><b>Regional/Level Meetings Agendas</b></p> <p><b>Counseling Consistency Meeting Agendas</b></p>

**Tier 2: 2021 - 2022sy**

<b>Action Item</b>	<b>Milestone Deliverable</b>	<b>Possible Artifacts</b>
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6	Develop, create, and continue to create awareness of DCSD College and Career Readiness programming opportunities.	<b>Incoming 9th grade nights at High Schools</b>
	<ul style="list-style-type: none"> <li>● To increase awareness of College and Career Readiness programming opportunities and resources by proactively providing consistent and regular messaging to DCSD staff, students, and families. <ul style="list-style-type: none"> <li>○ Highlight resources and programming such as: <ul style="list-style-type: none"> <li>■ Project Lead the Way</li> <li>■ CTSO's</li> <li>■ Capstone course</li> <li>■ AP</li> <li>■ IB</li> <li>■ Concurrent Enrollment</li> <li>■ AVID</li> <li>■ JROTC</li> <li>■ Etc.</li> </ul> </li> </ul> </li> </ul>	<b>ASPO support of graduation competency support</b>  <b>Level Meeting agendas</b>  <b>Systematic planning and implementation of equitable distribution of pathway programming of CTE Bond dollars (partnership with HS principals)</b>  <b>CE growth statistics provided by ACC</b>  <b>CSU/ACC/DCSD Concurrent Enrollment Teacher credentialing partnerships</b>  <b>JROTC exploration</b>  <b>AVID Site team Meeting Coordination/Agendas</b>
7	Develop a CTE/CE/Pathways committee of administrators, counselors, teachers, industry experts, students, and parents that provides continual input of the needs for intentional pathways programming development and refinement.	<b>DAC meetings</b>
	<ul style="list-style-type: none"> <li>● Continue to offer monthly CTE/CE Team meetings including all CTE Counselors, APs</li> <li>● Increase awareness through SAG, DAC, Community, and other meetings.</li> </ul>	<b>CTE/CE Team Meetings</b>  <b>SAG meetings</b>  <b>CTE/CE advisory group agendas and planning documents</b>
8	Partner school counselors with post-secondary institutions to create pipelines for stakeholders to learn about degree pathways, industry credentialing, and WBL opportunities.	<b>EDC Partnership</b>  <b>Talent Pipeline Management Group (Douglas County)</b>

	<ul style="list-style-type: none"> <li>Create a data pipeline with post-secondary institutions on college majors, remediation rates, and K-12 program pathways and persistency data.</li> </ul>	<b>Industry, Post-secondary, and K-12 education partnership)</b>
9	Explore, refine, develop additional educational pathway programming within schools, as well as create and enhance (awareness) other pathway programming like BRIDGE programming, alternative education, and innovation campuses.	<b>Project Search Exploration/Partner with Personalized Learning</b>  <b>2020 Transition Leadership Partnership with DCSD partnership with Personalized Learning Department and WBL/CTE/CE Specialist Conference</b>
	<ul style="list-style-type: none"> <li>Work and collaborate with outside organizations like Project Search (they are an organization that provides job opportunities for Special Education Students with Significant Needs) to put together a work based program for General Education Students and Mild Moderate Special Education Students.</li> </ul>	
10	Create school/regional information night about military options and college, career, and workforce readiness	<b>Exploration of JROTC programming in regions</b> <b>College &amp; Career Nights school and regional</b>
	<ul style="list-style-type: none"> <li>Create a rotation or consistency within the region to host different nights of college, career and workforce readiness</li> <li>Continue to refine and develop <u>District List of College/Career Planning Activities</u>, through District Counseling Consistency Committee) by school of what is being offered.</li> </ul>	

**Tier 3: 2022 - 2023sy**

Action Item	Milestone Deliverable	Possible Artifacts
11	Provide school leaders, teachers, counselors, families, and students greater awareness of industry certifications.	<b>Distribution Lists: Principals, CTE/CE AP's, CTE teachers, Counselors, and Post-Secondary Partners</b>  <b>CTE/CE Advisory Group Agendas</b>  <b>Chamber Presentations about Industry</b>
	<ul style="list-style-type: none"> <li>Provide teachers and school leaders information on CDE's list of industry certifications.</li> <li>Develop blended or online industry credentialing courses.</li> <li>Explore online course options to help meet industry certifications.</li> </ul>	

		<b>Credentialing and Work Based Learning</b>
<b>12</b>	Create a talent pipeline partnership with industry partners through chambers of commerce	<b>Talent Management Pipeline with Castle Rock Chamber of Commerce, Post Secondary Partners, and K-12</b>  <b>Regional WBL Specialist Positions</b>  <b>Partner and Chair the Economic Development Forum of Douglas County</b>
	<ul style="list-style-type: none"> <li>● Increase industry partnerships and awareness of student talent</li> <li>● Increase WBL opportunities</li> <li>● Increase economic development of Douglas County through developing a pipeline to retain student talent.</li> <li>● To create industry partner site visits (like college visits)</li> </ul>	
<b>13</b>	Adopt a certified or accredited comprehensive counseling program that focuses on providing core competency curriculum in the areas of college, career and workforce readiness.	<b>Partner with DCSD Lead Counselor on the development of Core Competency lessons.</b>
	<ul style="list-style-type: none"> <li>● To develop core competency lessons for key transition times for students: <ul style="list-style-type: none"> <li>○ Elementary School to Middle School <ul style="list-style-type: none"> <li>■ 5th to 6th</li> <li>■ 6th to 7th</li> </ul> </li> <li>○ Middle School to High School <ul style="list-style-type: none"> <li>■ 8th to 9th</li> </ul> </li> <li>○ High School to College, Career, Workforce, Military</li> </ul> </li> <li>● Course selection tied pathways</li> <li>● To develop a plan to reboot ICAP with counselors and principal support</li> <li>● Develop, refine and/or incorporate a data management system that evaluates student mental health support with academic and post-secondary success.</li> </ul>	
<b>14</b>	Collaborate with district departments to create a greater awareness of providing greater access to pathway programming. (I.e. Schedule alignment and transportation for equitable access)	<b>Sample Bell Schedule Alignment</b>
	<ul style="list-style-type: none"> <li>● Partner with Personalized Learning, Operations &amp; Transportation, Business Services, School Leadership, ASPO, school administration, teachers, counselors, and staff.</li> </ul>	<b>Explore regional white bus purchasing through Perkins and/or P-tech funds</b>

		Agenda meetings with Operations to explore transportation options.
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**Tier 4: 2023 - 2024sy**

Action Item	Milestone Deliverable	Possible Artifacts
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<b>15</b>	Provide regular communication to DCSD secondary teachers of partnership with CSU, ACC, and DCSD regarding Concurrent Enrollment teacher credentialing program.	<b>Provide Enrollment Rosters in CSU cohorts (currently 14 teachers enrolled in English and Math credentialing)</b>  <b>Rosters of Interests provided by the nine DCSD high schools interested in CE credentialing cohorts.</b>
	<ul style="list-style-type: none"> <li>Collaborate with District teams and committees to increase awareness of programming and credentialing available at post-secondary institutions.</li> </ul>	

<b>16</b>	Institute regular (monthly/quarterly/semester) awareness and celebrations of pathway programming.	<b>Monthly CTE/CE Team Meetings</b>  <b>Advisory Meetings with Post-Secondary partners.</b>  <b>School-based 8th and 9th grade career nights</b>  <b>Communications through various media mediums to community and stakeholders</b>
	<ul style="list-style-type: none"> <li>College and Career Signing Days</li> <li>College Awareness Days (i.e. every monday is college day)</li> <li>Industry certification signing day</li> <li>Teacher CE/CTE credentialing</li> <li>National Board Certified Recognition</li> <li>Industry Partners</li> </ul>	

**Tier 5: 2024 - 2025sy**

Action Item	Milestone Deliverable	Possible Artifacts
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