

**Career Pathways Development Support
Memorandum of Understanding
between Lynwood Partners Educational Foundation
and
Lynwood Unified School District**

This Memorandum of Understanding (“MOU”) is hereby entered into as of **September 23, 2021** by and between the **Lynwood Unified School District** (Los Angeles County, CA), hereinafter referred to as “District,” and the **Lynwood Partners Educational Foundation**, hereinafter referred to as “Foundation,” individually referred to as “Party” and collectively as “Parties,” for support of the Career Pathways Program. The Parties agree as follows:

1. Services to be Provided: Both Parties desire to enter into this MOU to provide additional support for the career pathways programs in accordance with Exhibit A (“Services”). The Executive Director of the Foundation will work directly with the CTE Coordinator to complete the deliverables during the course of the Services.
2. Exhibit A. Description of Services and Cost to the District is attached hereto and incorporated herein by this reference as Exhibit A. The purpose of Exhibit A as used in this agreement is to further define Paragraphs 1 and 5 only, Services to be Provided and Compensation. If any terms or conditions conflict between this MOU and Exhibit A, the MOU shall prevail. The District may request additional hours in writing to the Foundation Executive Director.
3. Exhibit B. K12 Strong Workforce CTE Pathway/Program Work Plans for Cerritos College and Compton Community College/Charles Drew University are attached hereto. The purpose of Exhibit B as used in this agreement to further explain the services provided. If any terms or conditions conflict between this MOU and Exhibit B, the MOU shall prevail.
4. Term. Services shall commence under this MOU effective the 2021-2024 school year. The term of this MOU shall be the end of the 2022-24 school year, subject to termination in accordance with Section 8, below.
5. Compensation. Exhibit A, incorporated by this referenced and attached hereto, sets forth the table of compensation for the services provided by Foundation. The District agrees to pay to the Foundation in one lump sum annually at the beginning of each fiscal year for the projected cost of the Services to be rendered pursuant to this MOU. Fiscal years are from July 1 to June 30.
6. Termination. District may, at any time, with or without reason, terminate this MOU by giving written notice to the Foundation of such termination, and specifying the effective date therefore, not less than thirty (30) days before the effective date of such termination. The Foundation may, at any time, with or without reason, terminate this MOU by giving written notice to District of such termination, and specifying the effective date

therefore, not less than thirty (30) days before the effective date of such termination. Notwithstanding the above, any party may terminate this Agreement immediately if the non-terminating party is in material breach of this MOU and has failed to cure such breach within ten (10) days after receiving a notice of intent to terminate which adequately describes such breach from the terminating party. Upon termination, the District shall compensate the Foundation for Services rendered to the date of termination. District shall be refunded any monies paid in advance which are attributable to periods following the termination date on a prorated basis.

7. Hold Harmless. Each Party agrees to and does hereby indemnify, hold harmless and defend the other Party (the "Indemnified Party") and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of any injury to or death of any person(s), or damage to or loss of any property caused by any negligent act, neglect, default, or negligent omission of the Indemnifying Party, or any person, firm or corporation employed by the Indemnifying Party, either directly or by independent contract, arising out of, or in any way connected with, the performance of the Indemnifying Party's duties and obligations under this MOU.

8. Insurance. Each Party will maintain at its sole cost and expense, adequate insurance coverage, or a self-insurance program, to protect against potential liabilities and risk arising out of services or activities to be performed under this Agreement, including coverages, deductible limits, and self-insured retention.

9. Compliance with Applicable Laws. The Services completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Foundation and District agree to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Foundation or District, Foundation's or District's business, and personnel engaged in operations covered by this MOU or accruing out of the performance of such operations.

10. Entire Agreement/Amendment. This MOU and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the Services contemplated, and may be amended only by a written amendment executed by both Parties to this MOU.

11. Nondiscrimination. Foundation and District agree that they will not engage in unlawful discrimination in employment of persons.

12. Images. If applicable, Foundation is prohibited from capturing on any visual medium images of any property, logo, student, or employee of the District, or any image that represents the District without express prior written consent from the District.

13. Non-Waiver. The failure of District or Foundation to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this MOU shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

14. Notice. All notices or demands to be given under this MOU by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this MOU, the addresses of the parties are as follows:

District:
Lynwood Unified School District
Office of the Superintendent
11321 Bullis Road
Lynwood, CA 90262
Telephone: 1-310-556-1600

Foundation:
Lynwood Partners Educational
Foundation
11321 Bullis Road
Lynwood, CA 90262
Telephone: 1-310-985-9713

15. Severability. If any term, condition or provision of this MOU is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

16. Governing Law. The terms and conditions of this MOU shall be governed by the laws of the State of California with venues in Los Angeles County, California.

The Parties hereto have executed this MOU on the date indicated below and hereby certify that they are authorized to bind their respective entities. This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

District:
Lynwood Unified School District
Office of the Superintendent
11321 Bullis Road
Lynwood, CA 90262
By (signature) _____
Name (printed) _____
Email _____

Foundation:
Lynwood Partners
Educational Foundation
11321 Bullis Rd
Lynwood, CA 90262
By (signature) _____
Name (printed) _____
Email _____

Exhibit "A"

Description of Services

I. Overview:

This exhibit provides the description of services provided to the District for support in the development of the career pathways programs by the Lynwood Partners Educational Foundation. The following outlines goals, a general scope of work and compensation related to the District's Career Pathways Program from July 1, 2020 to June 30, 2023.

II. Goals:

- A. Review and build on outcomes in the K12 Strong Workforce CTE Pathway/Program Work Plans for Cerritos College and Compton Community College/Charles Drew University grant related to supporting work-based learning activities that include career awareness and exploration in selected career tech pathways.
 - i. Increase the number of students connected to internships and work-based learning experiences.
 - ii. Increase the number of scholarships provided to CTE students.
- B. Review private funding opportunities for selected career tech pathways and work in collaboration with the CTE coordinator to submit grant proposals.

III. Scope of Work:

- A. Work with the CTE Coordinator to develop and submit grant proposals for funding stipends and scholarships for students, and other selected career tech pathways projects.
- B. Work with the CTE Coordinator to increase the number of industry partners, internships and work-based learning opportunities for CTE students.

IV. Compensation

- A. Compensation to the Foundation by the Lynwood Unified School District is \$30,000 annually, paid in one lump sum payment at the beginning of each fiscal year in Year 1-3.

Exhibit "B"

K12 SWP Work Plans from Cerritos and Compton



Cerritos College

K12 SWP CTE Pathway/Program Work Plan

Applicants must upload the completed Work Plan into the NOVA system.

As stated in the RFA, applicants are asked to identify only the Element(s) that the project will focus on using K12 SWP funds. Applications that focus on one or two Elements are scored with equal consideration as applicants that focus on three or four Elements.

K14 Pathway Quality Elements	20 POINTS A. Work to be funded by K12 SWP	5 POINTS B. Artifacts of activities	15 POINTS C. Role of partner community college(s)	10 POINTS D. Collaborative partner(s), K-12 partner agency, and/or CTE resources	10 POINTS E. Indicators of accomplishments
1. Curriculum and Instruction	<i>Describe the specific K12 SWP activities and efforts related to curriculum and instruction including efforts targeting underserved populations.</i>	<i>Identify the artifacts that will serve as evidence that these activities and efforts occurred.</i>	<i>Describe the role your community college partner(s) play in supporting these activities and efforts or describe outreach efforts.</i>	<i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i>	<i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.</i>

<p>Consider:</p> <ul style="list-style-type: none"> ● Sequencing CTE courses to align with post-secondary pathways ● Creating authentic opportunities for K12 and CC faculty to collaborate ● Aligning curricula with regional workforce needs 	<ul style="list-style-type: none"> ● Lynwood USD and Cerritos Community College will develop and sustain an ongoing formal advisory committee to establish stronger engineering technology, advanced manufacturing and computer science programs (4, 5A). Through this support, Lynwood CTE teachers will revise and align curriculum to CTE model standards, post-secondary academic standards, and develop strategic course of studies aimed at guiding students to complete dual enrollment coursework toward postsecondary certifications, certificates or associate degrees. (1A, 7A, 8). Additionally, we will design and develop formal externships for staff, designed to train staff on current industry trends, 	<ul style="list-style-type: none"> ● <i>Minutes/Agenda directly tied to activities and meetings by collaborating staff.</i> ● <i>Approved substitute requests</i> ● <i>Approved extra duty hours for staff</i> ● <i>District CTE Advisory meeting minutes/agenda</i> ● <i>Revised and redesigned curriculum, including syllabus and unit descriptions, linking to postsecondary expectations and CTE model curriculum standards</i> ● <i>Master schedule demonstrating expanding opportunities for students to provide the mentioned course work.</i> ● <i>Transition guide to</i> 	<ul style="list-style-type: none"> ● Cerritos College will provide funding through their Strong Workforce funding to allow their instructors to meet and collaborate with teachers on developing high quality curriculum for the proposed pathways. Additionally, we will invite advisory industry partners to provide assistance in these efforts that will allow our programs to improve instruction toward current industry trends and expectations. ● Cerritos College Computer Science instructors will review Lynwood USD’s adoption of Microsoft TEALS curriculum for computer science pathway. This will support alignment of our curriculum. Cerritos CC instructors will help Lynwood USD staff to develop an alignment matrix that demonstrates the skills students need 	<ul style="list-style-type: none"> ● Microsoft Philanthropic TEALS (Technology Education and Literacy in Schools) program is an effort to connect educators with tech industry professionals to create sustainable computer science programs. TEALS will provide guidance through its industry personnel to help teachers at both Lynwood HS and Marco A. Firebaugh HS to continue to develop expertise in teaching this pathway. Currently, through this program, computer science professionals both co-teach and provide real-world presentations and lessons to students to help them develop their computer science programming skills. They will be instrumental to guidance in curriculum and instruction. ● CALAPS is a joint collaboration between 	<p>Collaboration with postsecondary partners:</p> <ul style="list-style-type: none"> ● Targeted groups: Lynwood engineering, manufacturing, and computer science faculty, CTE coordinator, CTE counselor, site administrators, Cerritos College instructors, Dean of Technology department and support staff. ● Targeted indicators: Increased formal meetings (4-5 per year) <p>Targeted students: This work will focus on providing all students a cohesive sequence of courses in order to provide high quality CTE curriculum that aligns to Cerritos programs.</p> <p>(a) Female students: We want to increase the number of females participating in these pathways by 20% over the</p>
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	<p>use of equipment and design instruction to help students qualify for entry-level employment (8, 9A).</p> <p><i>Approximate cost: \$18,000 per year, 6 teachers, 30 hours, \$55 per hour; substitute 10 days, 6 teachers, \$165 per day, plus benefits</i></p> <ul style="list-style-type: none"> ● In addition to the above collaborative efforts, Lynwood USD will use funding to enhance our engineering, manufacturing and computer science pathways under the following objectives: (1) train computer science instructors on further use of Python program, and acquiring licensing to train and certify students; (2) Provide materials, textbooks and transportation for students to complete the Certificate of 	<p><i>postsecondary programs that demonstrates a K-14 pathway used for communication with staff, parents, and students.</i></p> <ul style="list-style-type: none"> ● <i>Identified cross-curricular activities designed to support engineering and computer science pathways.</i> ● <i>Transcripts and student information systems data showing both high school and postsecondary coursework</i> ● <i>A-G course lists</i> 	<p>to acquire to be successful in these career pathways.</p> <ul style="list-style-type: none"> ● In addition to instructor and technology department communication, a college and career liaison from Cerritos CC will be available on a full-time basis at Lynwood USD campuses to assist in matriculation services, pathway promotion and the application process. This position will be assigned and responsible for communicating career pathways available to students at the high school level. This support will help to increase the number of students taking coursework at Cerritos College starting at the 9th grade year. 	<p>Lynwood USD, Bellflower USD, and Paramount USD. All three districts combine resources to hold additional CTE coursework after school and Saturdays, to enhance and expand the number of CTE pathways that students can choose from. Through this partnership, we will be able to add Lynwood USD only CTE courses at our continuation high school during the regular school day.</p> <ul style="list-style-type: none"> ● In addition to the above support, in Spring of 2020, Lynwood Community Adult School will be starting a new Solidworks pathway for adult learners to help them connect programs at Cerritos college that offer training in drafting and design. This will also allow any of our students who are interested to take the night courses and learn 	<p>next 3 years. Currently, females in these pathways only account for approximately 15% of enrollment. We want to make an impact on the gender gap in STEM education through these efforts.</p> <p>(b) Low-income students: Over 94% of our entire secondary 6354 secondary school students account for our economically disadvantaged population. Students in these households often don't have the means to gain additional training or access to STEM education. They depend on the schools they attend for resources and enrichment. We believe that these strategies for curriculum and instruction will serve to provide high quality instruction to this population.</p> <p>(c) Over 55% of students are either English</p>
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	<p>Achievement for Cybersecurity or Programmer while in high school (3) Purchase Solidprofessor software licencing to increase content and certification training for Solidworks, MasterCAM and machine tool technologies (4) Increase the number of students (including those in our underserved populations) to take coursework to complete certificate of achievements in Engineering Design, Mechanical Engineering and Machine tool technologies (1A, 1B, 7A).</p> <p><i>Approximate cost: Training for Certifications: \$12,000 per year to cover registrations, accommodations, travel, and extra duty.</i></p> <ul style="list-style-type: none"> ●Funding will add two CTE introductory 			<p>the skills to earn this industry certification.</p> <ul style="list-style-type: none"> ●In 2016-17, Lynwood USD established the Lynwood Partners Educational Foundation (LPEF) to build industry and community support for investment into our schools and students. LPEF will be instrumental in providing communication and collaboration with industries that will provide assistance and guidance, training, and work-based learning support for staff and students. 	<p>Language Learners (EL) or designated as reclassified (RFEP) students. With a heavy English learning population, it will be imperative that a high quality career technical education serve as a link to college and career readiness for students in these groups.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> ●Increase (by 10%) the number of students selecting Engineering and Computer Science pathways. ●Increase (10%) the number of English learners and female students enrolling in these selected pathways. ●Increase A-G completion rates (+3-5%) of students in CTE pathways. ●Increased retention rates in these selected pathways. ●Increase the number of
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	<p>courses, MakerSpace/E-Gaming & Intro to Cybersecurity at Vista Continuation High School through the purchase of proper equipment, computer hardware, and licensing to allow for this form of instruction. Funding will provide part-time staffing through California Advancing Pathways for Students (CALAPS), our JPA partnership. This will support the introduction of career tech pathways for our continuation students to gain credit connected to postsecondary pathways (1A).</p> <p><i>Approximate cost: \$16,000 per year for staffing, equipment, and materials. This cost will be supplemental to LCFF and CTEIG funding.</i></p> <p><i>Equipment, materials and software licensing to</i></p>				<p>concentrators and completers for students in health science pathways.</p> <p>The CTE coordinator, with the support of CTE office staff, and site administrators will be responsible for collecting this information and communicating it to stakeholders.</p>
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*further align these programs based on the above strategies:
\$120,000*

- Lastly, K-12 SWP will allow CTE coordinator, site administrators and pathway leads to implement high school applied math with engineering and basic computer science skills to support integration of CTE and academic standards. These courses will serve as introductory math courses and foundation to our pathway students. Training will be provided to our math teachers on project-based learning, and basic engineering and computer science concepts. Funding will allow for training, materials, and formal collaboration between math and CTE teachers. (1A, 9A).

	<p><i>Approximate costs</i></p> <p><i>Year 1&2 costs - \$17,425</i></p> <p><i>Year 2 costs - \$12,425</i></p> <p><i>Year 3 costs - \$12,425</i></p> <p><i>Covers training for 5 teachers per high school through technical assistance by our community colleges, CTE online, extra duty, and substitutes, plus benefits</i></p>				
2. College and Career Exploration	<p><i>Describe the specific K12 SWP activities and efforts aligned to College and Career Exploration including efforts targeting underserved populations.</i></p>	<p><i>Identify the artifacts that will capture the activities and efforts conducted.</i></p>	<p><i>Describe the role your community college partner(s) play in supporting these activities and efforts.</i></p>	<p><i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i></p>	<p><i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.</i></p>
<p>Consider:</p> <ul style="list-style-type: none"> • Creating student exploration opportunities based on student identified interests 	<ul style="list-style-type: none"> • In order to vertically align pathway curriculum from 7th to 12th grade, we will use funding to provide additional course sections at the middle school level that offer career exploration and project-based learning opportunities for students. Currently, we 	<ul style="list-style-type: none"> • <i>Master Schedule demonstrating added coursework at the middle school level, including transcript and SIS data.</i> • <i>Data demonstrating an increase in students exposed to curriculum and instruction designed</i> 	<ul style="list-style-type: none"> • Having a full-time Cerritos College liaison at Lynwood USD school sites will allow students to learn more about the career pathways offered by Cerritos College. The liaison will be responsible for providing information to students, field trips to Cerritos College and 	<ul style="list-style-type: none"> • CSULB's Society of Hispanic Professional Engineers (SHPE) has for the last 6 years improved our ability to implement a STEM education to students. SHPE will be instrumental in increasing STEM-based instruction at our middle 	<p>Staff participation:</p> <ul style="list-style-type: none"> • Lynwood USD CTE coordinator, community partnership specialist and Alumni Association will collaborate with CSULB SHPE to design and implement STEM labs at each of our middle schools.

	<p>only offer STEM/ career-based electives to approximately 450 of our 1,100 middle school students. Although we have made strides on improving coursework through PLTW, we believe that more can be done and that all students, no matter their ability, need to have access to STEM or career-based electives. We would like to address this problem on a two-part approach:</p> <p>(1) Adding two new sections of Project Lead the Way (PLTW) curriculum at each of our three middle school campuses to offer rigorous content connected to computer science and engineering, and CTE Model curriculum standards. This would include training staff, adding new equipment/materials, and funding additional</p>	<p><i>to support students in learning skills toward STEM based careers.</i></p> <ul style="list-style-type: none"> ● <i>Agendas, flyers, and communication documents for STEM labs and supports provided by CSULB & CSULA SHPE chapter college students.</i> ● <i>Approved board agendas with training and registrations.</i> ● <i>Licensing agreements for Paxton Patterson curriculum</i> 	<p>develop a process for applying and taking dual enrollment courses. The liaison will make time to visit middle school students and parents to communicate career pathways that students can enroll in starting in 9th grade.</p>	<p>schools. Through this partnership, SHPE will provide instruction on coding and engineering based concepts to our 7th and 8th graders. This will take place during the regular day schedule to allow access to all students, including those from our underserved populations (English learners/ students with disabilities).</p>	<ul style="list-style-type: none"> ● CTE coordinator will work with middle school administrators to identify faculty, including teachers in the Special Education department, to implement the new sections for PLTW and Paxton Patterson career labs curriculum. <p>Faculty:</p> <ul style="list-style-type: none"> ● 3 teachers (one per middle school) to be trained for PLTW courses to add at least two sections per site. ● 2 teachers per middle school to be trained for Paxton Patterson labs for career lab modules. <p>Targeted students:</p> <p>(a) English Learners</p> <p>Providing direct services for English learners is a priority in our LCAP, CTEIG and Perkins funding. Currently over 55% of the 6354 students in our secondary schools</p>
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sections at each middle school. We expect enrollment to increase and sections to be added once the initial training and equipment is in place (1B, 9B).

*Approximate cost: Initial Year 1 & 2 costs - \$50,000
Year 3 costs - \$20,000
Year 4 costs - \$20,000
Covers initial training, equipment and instructional materials, including expected student growth in years 3 and 4.*

(2) Purchase and implementation of Paxton Patterson Career readiness lab modules aligned to computer science, engineering & engineering technologies and manufacturing CTE standards for each of our three middle schools. These modules will be made available to all students, offering opportunities to learn

are either classified as English learners or were reclassified from that designation. Providing an engaging form of instruction using these strategies will emphasize a differentiated instruction for our English learner population and provide applicable skills to math and science common core curriculum.

(b) Students with disabilities: Compared to other school districts, Lynwood USD has a disproportionate amount of students on IEP's. This number is currently over 20% in our middle schools. We believe that early career exploratory learning and STEM based instruction will improve a student's motivation and connection to school.

● In the first two years of implementing new PLTW

through scaffolding and learning career technical skills in various industry sectors. This will allow us to provide an alternative to our formal PLTW programs, especially for students with disabilities, who will benefit from this model of instruction. Each middle school will receive the module curriculum, licenses, and equipment needed. District funding through LCFF and CTEIG will support furniture and computers (1, 9).

Approximate cost:

Year 1&2 costs - \$130,000

Year 3 costs - \$10,000

Year 4 costs - \$10,000

Covers initial training, licensing, equipment and instructional materials

Using this funding, we will also implement new STEM enrichment labs focused on engineering and

coursework, we aim to cover 40-50 students per middle school. LCAP and CTEIG will be used to continue to sustain and support increased enrollment.

- The Paxton-Patterson labs will allow approximately 50 students in year 1, and expand to 100 students in year 2 for each middle school.
- Each STEM lab will offer opportunities for students to be exposed to computer science and engineering instruction by SHPE mentors. We would like these STEM labs to impact 25-30 students per year.

Key Indicators:

- Increased career pathway retention rates for engineering, manufacturing and computer science.
- Increased number of

coding. These STEM labs will be designed and coordinated through our community partnership specialist, Lynwood Partners Ed Foundation, Lynwood Alumni Association and CSULB's Society of Hispanic Professional Engineers (SHPE). This collaboration will lead to a 5-session program for each middle school, serviced by CSULB students and our alumni association. Funding will go to salaries, materials, and administrative costs (2, 3A, 10).

*Approximate cost:
Year 1 & 2 costs - \$25,000
Year 3 costs - \$20,000
Year 4 costs - \$20,000
Covers approximately 30-40 students per middle school site, for 5 sessions each. Costs include staffing, materials, and equipment.*

students entering in these selected career tech pathways.

3. Postsecondary Transition and Completion	<i>Describe the specific K12 SWP activities and efforts supporting Postsecondary Transitions and Completion including efforts targeting underserved populations.</i>	<i>Identify the artifacts that will capture the activities and efforts conducted.</i>	<i>Describe the role your community college partner(s) play in supporting these activities and efforts.</i>	<i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i>	<i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.</i>
<p>Consider:</p> <ul style="list-style-type: none"> • Coordinating Dual Enrollment • Developing College and Career Plans • Supporting Matriculation • Offering/Expanding College Counseling and Other Support 	<ul style="list-style-type: none"> •Funding in the grant will increase the number of students attaining Certificates of Achievement in the following two programs: Mechanical Engineering and Machine Tool Technologies. Currently, our average number of students completing these certificates are 8-10 per year. We would like to see this increase district-wide to 20-25 students per year. Funding will be used to provide transportation, materials and textbook support for students taking coursework toward Engineering, Manufacturing or Computer Science certifications or 	<ul style="list-style-type: none"> •<i>Program outcomes: (1) Increase in number of students completing certificate of achievement course work; (2) Increase in number of students from underserved populations being provided access to and taking dual enrollment course work;</i> •<i>MOU establishing services to be provided by a full-time Cerritos CC liaison at Lynwood USD school sites.</i> •<i>Articulation agreements that provide dual enrollment through our high school engineering pathways.</i> 	<ul style="list-style-type: none"> •In August 2019, Lynwood USD Board of Education approved the dual enrollment agreement for dedicated and specific coursework for students in our district, with an emphasis on providing avenues to postsecondary work to English learners and students with disabilities. The agreement allows Cerritos College to open access to more courses so that students can begin their path toward specific careers that allow for Associate degrees or prepare students to transfer to a four-year university. •In addition, in 2018-19, 	<ul style="list-style-type: none"> • 	<p>Staff participation:</p> <ul style="list-style-type: none"> •Cerritos CC liaison and instructors will work with our engineering, manufacturing and computer science pathway lead teachers to support enrollment of students in college courses toward the mentioned certificate programs. •flasjdf <p>Targeted students: (a) Economically disadvantaged students: Over 96% of our high school students qualify for free or reduced lunch, which means our students lack the resources at home for a quality STEM education and are</p>

certificates, or degree completion credits. (1A, 4, 8)

Approximate costs:

Direct services for students: Materials/ textbooks: \$15,000 per year; Transportation to Cerritos CC:

Year 1 & 2: \$17,500

Year 3: \$14,500

Year 4: \$14,500

- The K-12 SWP will be used for the purpose of paying for a full-time Cerritos College liaison to support matriculation services for students. This liaison will promote Cerritos CC dual enrollment engineering, computer science, and manufacturing programs to students at all secondary schools. Funds from K-12 SWP will pay for 50% of salaries toward this support. (4)

Approximate costs:

- Transcripts and student information systems data showing both high school and postsecondary coursework*

Lynwood USD was added to Cerritos College Promise list of districts which has helped connect our students to additional support services. This led to approximately 120 students enroll in Cerritos CC through the Promise program. This partnership will allow our students to complete the process for application early in Spring and access to additional support necessary to succeed at the postsecondary level.

- Cerritos College Technology and Career Tech Education departments will continue to open access to all students at Lynwood USD for introductory coursework toward certifications, certificates, and degrees. This will enhance the

dependent on our schools to provide access to these types of programs. Students in low-income households will benefit from purchased materials and access to transportation.

(b) Dream Act students: Access to community college coursework removes many barriers to costs for our DACA students. By providing early postsecondary education free of cost, students will benefit in the long run as they seek careers through education after high school.

(c) Females
Across the board, we want to increase the number of females enrolled in our computer science and engineering/manufacturing pathways. Less than 20% of students enroll in these programs. Access to postsecondary education will only help to promote

	<i>\$20,000 per year to cover 50% salaries of Cerritos College Educational partnerships liaison to serve exclusively at Lynwood USD campuses.</i>		collaboration that started in 2011-12, through the California Career Pathways Trust program between our institutions.		these programs and improve the gender gap. Key Indicators of success: <ul style="list-style-type: none"> ● Increase in number of students to complete Certificate of Achievement (set of college credit course) ● Increase of career pathway retention rates ● Increase of enrollment in Cerritos College K-10 admit program dual enrollment courses by 9th-10th graders. ● Increase of completers and concentrators in all of the selected pathways.
4. Work-Based Learning	<i>Describe the specific K12 SWP activities and efforts supporting Work-Based Learning including efforts targeting underserved populations.</i>	<i>Identify the artifacts that will capture the activities and efforts conducted.</i>	<i>Describe the role your community college partner(s) play in supporting these activities and efforts.</i>	<i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i>	<i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.</i>
Consider: <ul style="list-style-type: none"> ● Supporting Work-based Learning 	<ul style="list-style-type: none"> ● By 2021-22, establish a chapter for SkillsUSA at each of the district's 3 middle schools to allow 	<ul style="list-style-type: none"> ● <i>SkillsUSA registrations, invoices, and participation information</i> 		<ul style="list-style-type: none"> ● The Lynwood Partners Educational Foundation will be an instrumental partner in seeking to 	Staff participation: <ul style="list-style-type: none"> ● 3 middle school teachers to train and facilitate

<p>activities that include career awareness and exploration</p>	<p>students to develop leadership and technical skills necessary in CTE coursework. Through this support, we will require that our students enter into robotics competitions, and coding programs. (3A, 3B)</p> <p><i>Approximate costs: \$15,000, costs include registration, materials, transportation, and competition support</i></p> <ul style="list-style-type: none"> ●Funding will allow us to invest in our work with our Lynwood Partners Education Foundation and Community partnership specialist to increase the number of industries that will provide internships and work-based learning to our students. Funding will be used to pay 20% of salaries for director of Lynwood Partners Ed Foundation to focus on these pathways, 	<ul style="list-style-type: none"> ●<i>Student lists of WBL activities</i> ●<i>Lists of participating students</i> ●<i>Lists of students accepted to internships</i> ●<i>Advisory meeting minutes</i> 		<p>increase the number of industry partners for our engineering, manufacturing and computer science pathways. In 2019-20, through the support of LPEF, we have started discussions with a local manufacturing and distribution company, EMJ Metals. LPEF will help us to establish partnerships for work-based learning opportunities.</p> <ul style="list-style-type: none"> ●Microsoft TEALS computer science trained volunteers/professionals will work with our computer science teachers to provide training to students on using key programs used in current programming jobs. ●American Job Center, our workforce investment board partners, will contribute to this work by providing additional funding to pay students 	<p>student participation in SkillsUSA robotics competitions, both region and state.</p> <ul style="list-style-type: none"> ●Lynwood CTE coordinator, in collaboration with our Lynwood Partners Educational Foundation director, community partnership specialist and American Job Center, will work to increase the number of industry partners and work-based learning opportunities for students. <p>Targeted Students: In order to build a pipeline of students exposed to STEM based instruction, we would like to have 20-25 students per middle school participate in CTSO leadership and competition activities. This strategy will target all students due to a high percentage of students lacking the resources to enrichment</p>
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	<p>including seeking grants, scholarships, funding, and additional WBL supports. (5A, 5B)</p> <p><i>Approximate costs: \$20,000 per year to cover 20% salaries of Lynwood Partners Educational Foundation director to oversee and implement these strategies.</i></p> <p><i>NOTE: Benefits and federally approved local LEA indirect rates not added to salaries above.</i></p>			<p>during internships, externships or part-time positions developed through our work with LPEF and community partnership specialist. This will include students becoming the IT assistants in our district to support our technology department.</p>	<p>opportunities and the need for high quality engaging education.</p> <p>Key Indicators:</p> <ul style="list-style-type: none"> ● Increased career pathway retention rates for engineering, manufacturing and computer science. ● Increased number of students entering in these selected career tech pathways.
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Compton College K12 SWP CTE Pathway/Program Work Plan

Applicants must upload the completed Work Plan into the NOVA system.

As stated in the RFA, applicants are asked to identify only the Element(s) that the project will focus on using K12 SWP funds. Applications that focus on one or two Elements are scored with equal consideration as applicants that focus on three or four Elements.

K14 Pathway Quality Elements	20 POINTS A. Work to be funded by K12 SWP	5 POINTS B. Artifacts of activities	15 POINTS C. Role of partner community college(s)	10 POINTS D. Collaborative partner(s), K-12 partner agency, and/or CTE resources	10 POINTS E. Indicators of accomplishments
1. Curriculum and Instruction	<i>Describe the specific K12 SWP activities and efforts related to curriculum and instruction including efforts targeting underserved populations.</i>	<i>Identify the artifacts that will serve as evidence that these activities and efforts occurred.</i>	<i>Describe the role your community college partner(s) play in supporting these activities and efforts or describe outreach efforts.</i>	<i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i>	<i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.</i>

<p>Consider:</p> <ul style="list-style-type: none"> ● Sequencing CTE courses to align with post-secondary pathways ● Creating authentic opportunities for K12 and CC faculty to collaborate ● Aligning curricula with regional workforce needs 	<ul style="list-style-type: none"> ● Using a collaborative approach to develop high quality CTE, Lynwood USD CTE Health Science teachers will meet with college instructors and support staff from Compton College and Charles Drew University (CDU) along with partnering health care professionals in order to meet and develop a cohesive K-14+ pathway built on aligned curriculum and multiple health science pathways. Teachers from our biomedical sciences, health administration, and medical assisting pathways will revise their current health sciences curriculum to meet requirements for basic and fundamental skills at the postsecondary level. The goal under this strategy will be to apply for and receive certification for articulation agreements 	<ul style="list-style-type: none"> ● <i>Minutes/Agenda directly tied to activities and meetings by collaborating staff.</i> ● <i>Approved substitute requests</i> ● <i>Approved extra duty hours for staff</i> ● <i>Advisory meeting minutes/agenda</i> ● <i>Revised and redesigned curriculum, including syllabus, course outlines and unit descriptions, linking to postsecondary expectations and CTE model curriculum standards</i> ● <i>Master schedule demonstrating expanding opportunities for students to provide the mentioned course work.</i> ● <i>Articulation agreements</i> 	<ul style="list-style-type: none"> ● Under this project, CDU and Compton College have committed to providing extended support to have their instructors meet with Lynwood USD staff through pre-scheduled advisory meetings and K-12 SWP dual enrollment program meetings. Each year, our aim will be to have collaboration of approximately 20-30 hours per year. CDU and Compton CC staff will guide teachers on planned instruction, nursing requirements, specific industry certifications, and student needs. These meetings will take place through each year, both during the regular school day and beyond the instructional day. This will develop into an ongoing allied health sciences advisory beyond the grant period. 	<ul style="list-style-type: none"> ● Additional support will come from our industry partners, including St. Francis Medical Center (SFMC) and the American Red Cross. Each year, our industry partners will provide advice and guidance to our programs and will be included in our collaboration with CDU and Compton CC. This work will include review of our curriculum. ● In our joint partnership agreement with CALAPS has been able to establish new CTE pathways and coursework during the regular day schedule. Through this partnership, we will create new coursework at Vista Continuation High School to allow an introduction for students to health sciences. This will help to connect our students to gain access to postsecondary and adult 	<p>Collaboration with postsecondary partners:</p> <ul style="list-style-type: none"> ● Targeted groups: Lynwood health science faculty, CTE coordinator, CTE counselor, site administrators, Adult school instructors, CDU and Compton CC administrators and staff will all be invited to participate in coordinated meetings. ● Targeted indicators: Increased formal meetings (4-5 per year) <p>Added Health Sci course at Vista Continuation HS:</p> <ul style="list-style-type: none"> ● 1 Teacher added through CALAPS, paid by K-12 SWP funds <p>Targeted student groups: 30 Vista HS students that are interested in health occupations.</p> <p>(a) Male students</p> <p>The health sector is a growing industry with a huge need for servicing</p>
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	<p>with Compton College, through their nursing and biomedical sciences program. By year 3, two courses, Human Body Systems, and Medical Interventions will be given college credit so that our students can begin their attainment of transferable credits toward their career goals. (1A, 5A, 5B).</p> <p><i>Approximate cost: \$15,000 per year, 5 teachers, 25 hours, \$55 per hour; substitute 10 days, 5 teachers, \$165 per day, plus benefits</i></p> <ul style="list-style-type: none"> •CDU instructors will provide ongoing advising and training for biomedical sciences instructors on the use of the Anatomage digital dissection table, purchased for Lynwood HS as part of the CTE Facilities Improvement program. This will help 	<p><i>with Compton College to allow for student college credit by exam or grade attainment</i></p> <ul style="list-style-type: none"> •<i>Transition guide to postsecondary programs that demonstrates a K-14 pathway used for communication with staff, parents, and students.</i> •<i>A-G course lists</i> 		<p>school programs.</p>	<p>our baby boomer populations. Healthcare and medical assistants will be necessary to provide movement and transportation for our growing elderly population. Currently, only 19% of our health science pathways are males. We will seek to close the gender gap in these strategies.</p> <p>(b) Economically disadvantaged students: Approximately 203 of Vista Continuation HS's 211 students are eligible for free and reduced lunch. This disparity demonstrates the barriers that our students still face with minimal skills and resources. We need to invest in our students in our alternative schools to provide a bridge to health occupation programs that offer high demand employment.</p> <p>Added PLTW Med</p>
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	<p>guide instruction at the high school level (4, 5, 7A).</p> <p><i>Approximate cost: \$4125 per year, 5 days, 5 teachers, \$165 per day, plus benefits</i></p> <ul style="list-style-type: none"> ● Add one section through our partnership with Bellflower USD and Paramount USD, California Advancing Pathway for Students (CALAPS), to cover 30 students for a health occupations course to be placed at Vista Continuation High School. Adding this course will help to develop a bridge between our continuation high school and adult/postsecondary programs. Costs to cover salaries, materials, and equipment will be made through the K-12 SWP funds (1A, 1B). <p><i>Approximate cost:</i></p>				<p>Detectives course:</p> <ul style="list-style-type: none"> ● Targeted students: 150 additional middle school students in 3 middle schools. ● 3 teachers trained <p>Addition of Paxton-Patterson Career labs</p> <ul style="list-style-type: none"> ● Targeted students: 2 sections per middle school, 50 students; 1 section at Vista HS, 25 students; English learners, students with disabilities, male students. ● Training of 6 middle school teachers (3 SPED teachers), 1 Vista HS teacher. <p>Key Indicators for success:</p> <ul style="list-style-type: none"> ● Increase (by 10%) number of students selecting Health Sciences pathways ● Increase (10%) number of English learners and male students enrolling in
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	<p><i>\$15,000 per year for materials, equipment and staffing</i></p> <ul style="list-style-type: none"> ● Train one teacher per middle school on the Medical Detectives curriculum (Project Lead the Way). Each teacher will cover one semester of study to be provided to approximately 50 each semester students per school. K-12 SWP funds will be used for training, equipment and materials. CTEIG and LCFF monies will be used for computers and staffing (1A, 9A). <p><i>Approximate cost: Initial Year 1 & 2 costs - \$40,000 Year 3 costs - \$20,000 Year 4 costs - \$15,000 Covers initial training, equipment and instructional materials</i></p> <ul style="list-style-type: none"> ● Train two teachers per middle school and one at Vista Continuation HS on 				<p>health science pathways</p> <ul style="list-style-type: none"> ● Increase A-G completion rates (3-5%) due to added coursework, and higher retention rates. ● Increased retention rates in health science pathways. ● Increase the number of concentrators and completers for students in health science pathways. <p>The CTE coordinator, with the support of CTE office staff, and site administrators will be responsible for collecting this information and communicating it to stakeholders.</p>
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	<p>Paxton Patterson Career readiness labs: 10-13 modules covering instruction ranging from health administrative services to nursing to biomedical engineering. K-12 SWP funding will help to initiate the licensing for five years, purchase of all necessary equipment, and allow us to implement curriculum toward our health sciences pathways. Additional staffing will be paid at 50% through K-12 SWP. CTEIG and LCFF will fund furniture, computers (1A, 9A).</p> <p><i>Approximate cost:</i> <i>Year 1 & 2 costs - \$70,000</i> <i>Year 3 costs - \$20,000</i> <i>Year 4 costs - \$10,000</i></p> <p><i>Covers initial training, licensing, equipment and instructional materials</i></p> <ul style="list-style-type: none"> ● Lastly, implement high school biology courses 				
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	<p>that support integration of CTE and academic standards, focused on the application of health sciences. Training will be provided to our biology teachers on project-based learning, and basic medical and health science labs. Funding will allow for training, materials, and collaboration between biology and CTE teachers. (1A, 9A).</p> <p><i>Approximate costs</i> <i>Year 1&2 costs - \$17,000</i> <i>Year 2 costs - \$14,000</i> <i>Year 3 costs - \$14,000</i> <i>Covers training for 6 teachers through technical assistance by our community colleges, CTE online, extra duty, and substitutes, plus benefits</i></p>				
<p>2. College and Career Exploration</p>	<p><i>Describe the specific K12 SWP activities and efforts aligned to College and Career Exploration</i></p>	<p><i>Identify the artifacts that will capture the activities and efforts conducted.</i></p>	<p><i>Describe the role your community college partner(s) play in supporting these activities and efforts.</i></p>	<p><i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE</i></p>	<p><i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and</i></p>

	<i>including efforts targeting underserved populations.</i>			<i>resources will support this element.</i>	<i>underserved populations, who will engage in activities and efforts.</i>
<p>Consider:</p> <ul style="list-style-type: none"> ● Creating student exploration opportunities based on student identified interests 	<ul style="list-style-type: none"> ● Implement STEMMe (Science, Technology, Engineering, Math & Medicine Exploration) labs at each of our 3 middle schools and continuation school during their regular day schedule. The STEMMe labs are run by CDU staff and expose students from Pre-K to 12th grade to exciting and engaging science material in an effort to motivate them to move into the health care and science fields after graduating high school. Students are introduced to various concepts in human anatomy, physiology, math, global health, engineering, plant life and marine biology. The labs will be provided both on middle school sites and at CDU campus, once a week for 27 weeks, covering 180 	<ul style="list-style-type: none"> ● <i>Flyers and Agendas provided to students, faculty, administrators and parents.</i> ● <i>Application process for acceptance into STEMMe labs, to include access to students with disabilities, English learners, and male students.</i> ● <i>Program outcomes: students lists identifying demographic breakdown, feedback forms from students and parents.</i> ● <i>Invoicing costs and payment information from services rendered by CDU staff.</i> ● <i>Lists of students served by CDU staff during these activities.</i> 	<ul style="list-style-type: none"> ● Charles Drew University has years of experience on implementation of these labs on their campuses. CDU administrators, instructors and student volunteers will coordinate and implement the STEMMe labs once a week for 27 weeks each. The location will be alternated between the middle school site and at CDU, depending on lessons/activities planned. Transportation will be necessary in this work. ● CDU will continue to provide opportunities for students to enroll and participate in the Partnership for Progress (P4P) program. The P4P program allows high school students to work with mentor medical 	<ul style="list-style-type: none"> ● Red Cross will continue to provide support on training students about the process of blood drives and developing their leadership abilities by allowing students to coordinate the drives in their school sites. Additionally, Red Cross will provide incentives for successful blood drives by providing scholarships and grants for our schools and students leaders. 	<p>Lynwood USD CTE coordinator will work with staff from CDU, Red Cross, middle school and health science teachers to coordinate times, dates and scheduling of all labs for middle schools.</p> <ul style="list-style-type: none"> ● Personnel provided by CDU: Two instructors per lab per day of implementation. Support staff and CDU students will also take part in labs. ● Lynwood USD middle school teachers will help to supervise students. <p>Targeted Students:</p> <ul style="list-style-type: none"> ● STEMMe Labs will cover 180 students per year, 2 sections of 30 students for each lesson, for 27 weeks per school year. This opportunity will be open to all students, emphasizing three groups: English learners,

students in middle school and 25-30 students at Vista Continuation HS.

Approximate Costs:

Year 1&2 costs - \$130,000

Year 2 costs - \$130,000

Year 3 costs - \$130,000

Costs in formal contract with CDU, covers administrative costs, materials, salaries, and transportation

- Increase the number of students taking the P4P program with Charles Drew University by 20 per school year. The Partnership for Progress allows students in high school to be mentored by medical students at Charles Drew University. This collaboration allows students to learn about medical programs, course loads, and the key traits needed to be successful medical students.

Approximate costs:

students from CDU on guidance and direction toward health professions. Our students will gain experience in learning how to work with patients, and better prepare for a 4-year education.

students with disabilities, and males.

(a) English learners
Our English learners and RFEP students at the middle school level account for over 55% of the student population. We believe that these STEMMe labs will address key language and career exploration at an early age to help students connect to pathways at the high school level.

(b) Students with disabilities: Approximately 21% of middle school students have an IEP. Students with disabilities will benefit from these labs as they will be provided with hands-on project-based learning that offers kinesthetic learning and collaborative activities that benefit their learning.

Key Indicators of success:

- Students lists will be identified by the following

	<i>\$10,000; \$500 per student, costs include registration, materials, transportation</i>				<p>demographics: students, gender, grade level, language fluency, and IEPs.</p> <ul style="list-style-type: none"> ● Identify students being exposed to these activities and keep information on grades attained in Science and Math classes. ● Increasing the number of students in all middle schools on health sciences and STEM instruction.
3. Postsecondary Transition and Completion	<i>Describe the specific K12 SWP activities and efforts supporting Postsecondary Transitions and Completion including efforts targeting underserved populations.</i>	<i>Identify the artifacts that will capture the activities and efforts conducted.</i>	<i>Describe the role your community college partner(s) play in supporting these activities and efforts.</i>	<i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i>	<i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations, who will engage in activities and efforts.</i>
Consider: <ul style="list-style-type: none"> ● Coordinating Dual Enrollment ● Developing College and Career Plans ● Supporting Matriculation 	<ul style="list-style-type: none"> ● In Fall 2020-21, fifteen students will begin the cohort of the 3-year Bachelors program with Compton College and Charles Drew University. Each additional year, we will aim to increase the number with the goal of 	<ul style="list-style-type: none"> ● <i>Agreements signed by all parties (Lynwood USD, Charles Drew University, and Compton CC) to coordinate and implement the 5-year program.</i> ● <i>Dual enrollment/ AB 288</i> 	<ul style="list-style-type: none"> ● Compton College will provide opportunities for Lynwood USD high school students to enroll through Pre-Admit and dual enrollment applications. Through these efforts, Compton CC will minimize any 	<ul style="list-style-type: none"> ● CALAPS will provide access to health science coursework with Cerritos College. These health science courses will offer supplemental opportunity for students interested in the CTE programs offered at Cerritos 	<p>CDU & Compton CC 3-year bachelor program Staff at Lynwood USD along with our postsecondary partners will collaborate and form application and cohort support process to allow students to complete this</p>

- Offering/Expanding College Counseling and Other Support

continuing cohorts with an average of 25 students per year. Students will take coursework beginning in their junior year with Compton College that prepares them to take on Nursing/Biomedical Sciences pathway towards an associate degree. Students will complete 24 units of coursework by the end of their senior year in high school, 60 units after their first year at Compton College, and 60 units in two years at Charles Drew University toward the following majors: Nursing, PreMed, Public Health, Psychology, Nutrition Science.

Tuition and admissions costs part of in-kind contributions, and AB 288 agreement.

Lynwood USD will cover transportation, textbooks,

agreement and afternoon coursework agreement with Compton College.

- *Student transcripts with coursework demonstrating path toward health profession degrees.*

- *Increase in the number of students taking dual enrollment coursework, or in postsecondary programs related to health sciences. (through Compton College or Lynwood Community Adult School)*

- *A-G course listings*

- *Completed certificates or degrees*

- *Transcript and Student Information data demonstrated completed college coursework*

barriers for students to take on this coursework, as written in our AB 288 agreement. In these efforts, Compton College will allow students in their Junior and Senior year take coursework that leads to an Associate Degree in Science for Nursing or Biomedical Sciences. In doing so, students will be able to complete their AS by their first year after high school.

- Under this project, CDU will provide a pathway for students transferring from Compton College to complete their Bachelors in Science within two years of completing their Associate degree coursework. The cohort will have access to the course credits necessary to complete their degree in the two year timeline.

College, such as medical assisting, nursing and health occupations.

pathway.

- Staff: Year 1: 2 Compton College instructors to introduce dual enrollment coursework to students; Year 2: 4 Compton College instructors; CDU and Lynwood Biomedical Sciences teachers will support students in the cohort.

- Targeted Students: Open application for all students interested in completing college coursework in their Junior/Senior year. (a) Economically disadvantaged students: Over 94% of our entire secondary 6250 secondary school students account for our economically disadvantaged population. Students in these households often don't have the means to gain additional training and face barriers to success in

	<p><i>and materials: \$20,000 per year</i></p> <ul style="list-style-type: none"> ● Additionally, CALAPS will provide courses after school open to all students on their campus that serve dual enrollment with Cerritos College. In Spring of 2020, we have HO 53: Electrocardiography and HO 54: Medical Laboratory Skills. Lynwood USD would like to make sure that student materials and transportation is provided for. <p><i>Approximate costs: No costs under K-12 SWP; district to cover through CTEIG/LCFF funding</i></p>				<p>college. They depend on the schools they attend for resources and enrichment. We believe that implementing an advanced pathway for students will reduce the cost of college for many of our students.</p> <p>Key Indicators:</p> <ul style="list-style-type: none"> ● Students lists identifying the following demographics: students, gender, grade level, language fluency, and IEPs, grade per course ● Increase in A-G completion rates. ● Increase in dual enrollment completion rates. ● Increase in CTE completion (both concentrators and completers)
<p>4. Work-Based Learning</p>	<p><i>Describe the specific K12 SWP activities and efforts supporting Work-Based Learning including efforts targeting underserved populations.</i></p>	<p><i>Identify the artifacts that will capture the activities and efforts conducted.</i></p>	<p><i>Describe the role your community college partner(s) play in supporting these activities and efforts.</i></p>	<p><i>Describe how your collaborative partner(s), K12 partner agency(ies), and/or other CTE resources will support this element.</i></p>	<p><i>Articulate the target numbers of individuals including students, teachers, faculty, other stakeholders, and underserved populations,</i></p>

					<i>who will engage in activities and efforts.</i>
<p>Consider:</p> <ul style="list-style-type: none"> Supporting Work-based Learning activities that include career awareness and exploration 	<ul style="list-style-type: none"> Increase the number of students taking the Kaiser preparation program by 10 students per year. The Watts Counseling and Learning Center, in collaboration with Kaiser Permanente, will provide internship opportunities for students in our Biomedical Sciences pathways. These students will apply and demonstrate leadership abilities to work in collaborative environments and have an understanding of health occupations. Increase the number of students involved in two Career Technical Student Organizations: SkillsUSA and HOSA. Our Health Sciences pathway at Lynwood HS has over the years been competitive in SkillsUSA as demonstrated through 	<ul style="list-style-type: none"> <i>Identified lists of community and industry partners supporting WBL - Red Cross, SFMC, local medical clinics</i> <i>Student lists and logs of WBL activities</i> <i>Field trip lists that support career awareness and exploration</i> <i>Submitted applications for apprenticeships and internships by our HS pathway students</i> 	<ul style="list-style-type: none"> In working through formal advisories with Compton College and Charles Drew University, we will work with their industry partners, including their current affiliations with local and regional clinics and hospitals, including Kaiser Permanente and UCLA Medical Center. The meetings between our institutions will allow our students and teachers to benefit from the expanded access to healthcare partners. 	<ul style="list-style-type: none"> The Watts Counseling and Learning Center, in collaboration with Kaiser Permanente staff, will provide internships and coordinate with our Health Science instructors to provide guidance to our students participating in this program. Students will have access to work-based learning activities, such as helping patients, learning the administrative process, and working one on one with nurses. These activities will take place at Kaiser Permanente in Downey, CA and the Watts Learning and Counseling Center in Los Angeles, CA. The Lynwood Partners Educational Foundation will be an instrumental partner in seeking to increase the number of 	<p>Staff participation:</p> <ul style="list-style-type: none"> Our biomedical sciences pathway lead teachers will be responsible for overseeing student internships, and advising for SkillsUSA/HOSA chapters. Three middle school teachers will be trained and advise our HOSA JUMP chapters. Lynwood Partners Educational Foundation director will work with CTE coordinator and our community partnership specialist to coordinate meetings to request additional support from local healthcare providers. <p>Targeted Students</p> <ul style="list-style-type: none"> 25 students per middle school to participate in regional competitions with HOSA/ SkillsUSA. 10-15 students per year

	<p>the years with Gold medals in 2019 Nationals. We will use K-12 SWP funding to build 3 chapters at each middle school on HOSA's Jump program for career exploration and leadership. Increased funding will support high school student participation in HOSA and SkillsUSA health events and competitions.</p> <p><i>Approximate costs: \$15,000, costs include registration, materials, transportation, and competition support</i></p> <ul style="list-style-type: none"> •The K-12 SWP funding will allow us to work with our Lynwood Partners Education Foundation and Community partnership specialist to increase the number of healthcare industries that will provide internships and work-based learning to our students. Funding 			<p>industry partners for our health science programs. In 2019-20, Lynwood USD Health Science programs were awarded a \$50,000 grant from Kaiser Permanente for scholarships provided to 20 qualified students seeking both two-year and four-year programs. This funding will also enhance our work with our community college partners in promoting access to dual enrollment coursework. In addition, we are in the process of seeking \$225,000 from the Keck foundation for a new medical classroom/lab modular to be placed in Marco A. Firebaugh HS. LPEF will secure internships, field trips, job shadowing and other work-based learning opportunities.</p> <ul style="list-style-type: none"> •Hub Cities, our workforce investment board partners, will contribute 	<p>to receive internships in job training related to health occupations. We hope to add more as we collaborate with Compton CC and CDU.</p> <p>(1)Economically disadvantaged students: Currently, over 94% of our secondary school students are designated under low-income households. Research shows that enrichment and leadership activities supports academic achievement and increases student motivation. In order to emphasize a stronger appeal to STEM for students who lack resources, we believe that we must invest into programs such as SkillsUSA and HOSA. This appeal will lead to more students completing career pathways in health science.</p> <p>Indicators of success:</p>
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	<p>will be used to pay 10% of salaries for director of Lynwood Partners Ed Foundation to focus on these pathways, including seeking grants, scholarships, funding, and additional WBL supports.</p> <p><i>Approximate costs: \$10,000 per year to cover 10% salaries of Lynwood Partners Educational Foundation director to oversee and implement these strategies.</i></p> <p><i>Benefits and federally approved local LEA indirect rates not added to salaries above.</i></p>			<p>to this work by providing additional funding to pay students during internships, externships or part-time positions developed through our work with LPEF and community partnership specialist, including those students working in Saint Francis Medical Center.</p> <ul style="list-style-type: none"> ● St. Francis Medical Center will continue to be a strong partner in providing students opportunities to work with doctors, nurses and medical assistants to help students gain experience in the healthcare industry. 	<p>Key Indicators:</p> <ul style="list-style-type: none"> ● Increased career pathway retention rates for engineering, manufacturing and computer science. ● Increased number of students entering in these selected career tech pathways.
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