

Sample Text

for Your Grant Proposal Including Get Focused Stay Focused

Executive Summary

This proposal outlines a plan for integrating the Get Focused Stay Focused (GFSF) program into our educational framework to provide ALL students with a well-rounded, industry-connected, and sustainable pathway to success. In addition, the proposal outlines how our plan addresses key desired outcomes: an integrated program of study, postsecondary credits, work-based learning experiences, integrated support services, industry-connected pathways, articulated pathways, collaborative pathway building, sustainable ongoing operations, and data-driven decision-making.

The Get Focused Stay Focused program model, using *Career Choices and Changes* and My10yearPlan.com, aligns with our overarching goals by providing the early career exploration course **essential** for the success of all career pathway programs. The 'Get Focused' course is the only A-G, 9th grade dual credit course with a track record of success with well over 600,000 California students.

Our Plan

Every 9th grade student takes a 3-unit dual enrollment 'Get Focused' course that culminates in the development of a personalized online skills-based, career and education 10-Year Plan. Students update and expand their plans in the 10th, 11th, and 12th grades using the 'Stay Focused' modules integrated into academic courses. Our faculty and counselors, and eventually college counselors, use students' 10-Year Plans for academic coaching and advising to help students stay on track with career pathway completion and postsecondary matriculation.

Desired Outcome 1: Early Career Exploration Integrated Pathway Launch Course for ALL 9th Grade Students

Our program design starts with the A-G approved Get Focused Stay Focused (GFSF) 9th grade course (CALPADS code 7000) for all freshmen. This course serves as the first sequence course for all career pathways, ensuring comprehensive early career exploration so students make their pathway selection with intention. The 'Get Focused' course aligns with California state standards, the Common Career Technical Core, and Career Ready Practice standards. Providing 3 units of dual enrollment credit, the 'Get Focused' course allows ALL of our 9th grade students to be halfway to meeting the Prepared level of College/Career Indicator (CCI).

Desired Outcome 2: Equitable Access to Postsecondary Credits While in High School

Our GFSF program design contributes significantly to the goal of students graduating with at least 12 postsecondary credits by offering 3 units of dual enrollment credit through the A-G approved 9th grade 'Get Focused' course. The 1-unit 'Stay Focused' modules in 10th, 11th, and 12th grade provide additional college credits each year. The early and continuous acquisition of dual enrollment credit reinforces the impact early college credit has on students' future plans and the importance of pathway completion. This model mitigates equity gaps, removes barriers to student success, and fosters a proactive "I am college material" mindset, especially for underrepresented populations.

Desired Outcome 3: Work-Based Learning Experiences

Our GFSF program serves as a crucial onramp for work-based learning by assisting students in exploring their interests and exposing them to an array of career options so work-based learning opportunities can support students' interests and plans. The GFSF model also equips students with necessary preparation and employability skills to ensure student success in workplace settings.

Desired Outcome 4: Holistic Support Services

The curriculum central to the 'Get Focused' course, *Career Choices and Changes*, is more than a career exploration course; it is a comprehensive guidance course that emphasizes social and emotional well-being. CASEL components are incorporated throughout the 100 activities in the curriculum, covering concepts like self-awareness, social/diversity awareness, resilience and the hardy personality, empathy, adaptability, being self-directed and proactive, and self

advocating. Upon completion of the course, students have a new understanding of how mastery of these skills will impact their future happiness and employability. This is particularly important to underrepresented populations.

Desired Outcome 5: Building Industry-Aligned Pathways

The academically-based activities, surveys, and assessments in the GFSF course materials lead to the development of a skills-based 10-year education and career plan. Through this process, the curriculum teaches students how to analyze local labor market data, identify high-demand occupations, and tailor their 10-Year Plan to industry needs. This program model helps ensure students' career pathway choices are industry-connected and, therefore, responsive to changing workplace demands.

Desired Outcome 6: Improved Pathway Navigation for Increased Student Success

As the foundational introductory course for all pathways, GFSF facilitates collaboration with postsecondary and industry partners. Use of the online 10-Year Plan provides a common tool for high school and college counseling departments. Each student's unique Skills-Based Education Plan encourages increased participation in work-based learning opportunities and maps a seamless transition from high school to postsecondary training and workforce entry, thereby motivating students for pathway completion. Aligned with California state, Common Career Technical Core, and Career Ready Practice standards, GFSF courses help nurture essential employability skills, which is particularly vital for at-risk students who may lack role models. This emphasis on employability skill building prepares students for work-based learning opportunities with industry/community partners and long-term workplace success.

Desired Outcome 7: Successful Pathways through Engagement and Collaboration

The GFSF model provides a variety of opportunities to collaborate with local education agencies, postsecondary partners, workforce development agencies, local employers, and community stakeholders. The program provides practical introductory experiences for ALL students, enhancing their confidence and competence and ensuring equity and inclusivity. The 'Get Focused' foundational course (CALPADS code 7000) provides opportunities for students to interact with local employers and community members through various work-based learning experiences, job shadows, mock interviews, and informational interviews. Collaboration with local community colleges for dual enrollment credit in the 'Get Focused' course aligns with the California Community Colleges Chancellor's Office goal of providing dual enrollment for every 9th grade student.

Desired Outcome 8: Sustainable Pathways by Design for Long-Term Success

To ensure a sustainable implementation, our approach involves prudent resource allocation by combining private, federal, and state funding. Due to the universality of this program, our GFSF program is eligible for grant funding from sources such as Perkins, Title I, Career and Technical Education Incentive Grant (CTEIG), and K12 Strong Workforce Program (K12 SWP). Further financial support can be pursued through special grants like [insert appropriate example]. The adoption of the 'Get Focused' course and 10-Year Plan as a graduation requirement can be incorporated into our Local Control Accountability Plan (LCAP). Community involvement and support is actively encouraged through service organization projects. By industry standards, the GFSF curriculum and professional development are low-cost, and we will leverage the just-in-time asynchronous online professional development resources from GFSF and Academic Innovations, making sustainability an attainable goal.

Desired Outcome 9: Tools for Data-Driven Planning and Decision-Making

My10yearPlan.com provides a valuable and flexible tool for data collection, progress tracking, and informed decision-making. My10yearPlan.com reports provide insights into students' educational and career aspirations through detailed career path reports, pre-/post-survey reports, and 10-Year Plan Summary reports. The available data is used to facilitate targeted support and interventions for student progress. The reported data also contributes to planning discussions with our local/regional postsecondary, workforce development, and industry partners, facilitating alignment of pathways with industry needs, which empowers students to transition seamlessly from high school to postsecondary to the workplace by enhancing students' readiness for future careers that benefit the local economy. My10yearPlan.com allows for easy data filtering and exporting for customized analysis, ensuring tailored planning and decision-making.