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Tennessee Pathways Overview

Tennessee Pathways creates alignment between K-12, postsecondary education, and employers so that students have a clear and guided pathway to move seamlessly into postsecondary education and the workforce. Tennessee Pathways is structured around three key elements to support student enrollment and success in postsecondary programs:

1. High-quality college and career advisement throughout K-12
2. Rigorous early postsecondary and work-based learning opportunities in high school
3. Seamless vertical alignment between K-12, postsecondary programs, and career opportunities as a result of effective partnerships among school districts, higher education institutions, employers, and community organizations.

The Tennessee Pathways Certification process began in 2019 and recognizes strong alignment between high school programs of study, postsecondary partners, and high-quality employment opportunities in each region of the state. To date, there are 281 certified pathways at 136 high schools in the state, representing 69 districts. Our goal is that all Tennessee high schools offer Certified Tennessee Pathways.

A Certified Tennessee Pathway must meet the following minimum requirements:

1. A minimum of three courses in a specific area of elective focus aligned to Tennessee graduation requirements (e.g., CTE program of study, Advanced Placement pathway, Math and Science pathway, middle or early college program) that includes
   a. A minimum of two early postsecondary opportunities aligned to the identified pathway (e.g., statewide dual credit Statistics and dual enrollment Mechatronics I in a Mechatronics pathway, dual enrollment Math for Engineering Technology and AP Biology for a math and science pathway) and
   b. A partnership agreement with at least one postsecondary institution,
2. A spectrum of career-related experiences starting in middle school and continuing throughout high school that includes a partnership with at least one employer providing career-related experiences for students, and
3. An intentional focus on career advisement and providing equitable access for students in the pathway.

Application Objective

The applicant’s role in this process is to communicate how schools and their partners work together to offer a high-quality pathway that includes coursework and experiences that prepare students for life after high school. The Tennessee Pathways team wants to understand how schools help students and their families navigate the many choices and challenges (academic, social, and financial) of developing and pursuing their postsecondary and career aspirations. Using the application questions, forms, and rubric as your guide, tell the story of your pathway through the narrative portions of the application and relevant supporting documentation.

Application Timeline

<table>
<thead>
<tr>
<th>Application Launch</th>
<th>July 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent to Apply Opens</td>
<td>July 14</td>
</tr>
<tr>
<td>Intent to Apply Closes</td>
<td>August 20</td>
</tr>
<tr>
<td>Application Deadline</td>
<td>October 29</td>
</tr>
</tbody>
</table>
Technical Support

This guide is a tool to help you complete the online Tennessee Pathways Certification application. Read each section carefully. Additionally, your Tennessee Pathways Regional Coordinator is a vital partner who will offer support and technical assistance as you complete the application. Your regional coordinator can help you identify pathways that meet the minimum requirements of the Tennessee Pathways Certification, advise on documentation and artifacts to include in the application, and suggest appropriate postsecondary, workforce, and community partners to include in the process. From the application launch in July through the deadline of October 29, regional coordinators are available to consult with your team as you develop your application(s).

Application Components

The application is divided into three sections: 1) Equity, Access, and High-Quality Advising, 2) Early College and Career Experiences, and 3) Cross-Sector Partnerships. Each of these sections contains aligned narrative questions and required supporting documentation. Applicants will complete the required documentation for each section and then upload them in the Tennessee Department of Education's (TDOE) ePlan platform (instructions for submission can be found on page 6). This year we are asking applicants to provide school logos and photographs during the application process to use for the marketing of Certified Tennessee Pathways. You will upload these in ePlan as well. Please name your supporting documentation using the following format:

**DistrictNumber_SchoolNumber_Pathway_SectionIDNumber**

For example:
Supporting Documentation Uploads: **500_40_Coding_3.6**  
Application Questions: **500_40_Coding_ApplicationQuestions**  
Curriculum Chart: **500_40_Coding_CurriculumChart**  
Work-based Learning Snapshot: **500_40_Coding_WBLSnapshot**  
Employer Engagement Snapshot: **500_40_Coding_EmployerSnapshot**  
Logo: **500_40_LawrenceCountyHSLogo**  
Photos: **500_40_Coding_Photo1**

There are also linked templates below, beginning on page 12, to guide you through communicating important details about the pathway, like high school and early postsecondary coursework and work-based learning experiences for students.

The application rubric is available at the end of this document beginning on page 15. The rubric details section criteria, points available for each question, and supporting documentation applicants should provide.

The following links will lead you to the online Tennessee Pathways Certification application:

- [Application Questions](#)  
- [Curriculum Chart](#)  
- [Work-based Learning Snapshot](#)  
- [Employer Engagement Snapshot](#)  
- [ePlan Login](#) Supporting Documentation Uploads, including school logo and photos
New Site Visit Pilot

Based on feedback from the first two years of the Tennessee Pathways Certification process, a site visit option is now available. This pilot process was developed in response to schools that indicated a preference for key stakeholders to be interviewed as part of the application review process. While there are still documentation upload requirements, districts selected will save time due to minimal narrative writing requirements. During the site visit, stakeholders will have the opportunity to share more details about the pathway, including how they collaborate to offer high-quality experiences to students and remove barriers to promote equitable access. If selected for a site visit, you are encouraged to include postsecondary and employer partners, classroom teachers, and other key stakeholders, such as district specialists or community members. The review team will consist of your Tennessee Pathways Regional Coordinator and one to two additional Tennessee Pathways team members.

Participation in this process is optional and will be contingent upon district eligibility and final approval from Tennessee Pathways leadership. Districts interested in participating in the site visit pilot instead of completing the traditional application process should review the guidelines below. If your district meets these guidelines, you will select the site visit option on the Intent to Apply form. Districts selected to participate in the site visit pilot for one high school can also submit traditional applications for pathways in other high schools.

Please note that there is limited capacity in the site visit pilot, and you are not guaranteed a site visit if you indicate interest on the Intent to Apply form.

Site Visit Eligibility & Guidelines

By selecting “I wish to be considered for a Tennessee Pathways Certification Site Visit” on the online Intent to Apply form, you are indicating you are interested in participating in the site visit pilot and that you meet the requirements listed below.

1. District has participated in at least one previous application cycle.
2. District is seeking to certify a high school's pathway(s) in only one career cluster, not to exceed three total pathways.
3. District should be available for a site visit between September 3 and October 1.

Please note that the Tennessee Pathways leadership team will make all attempts to ensure equal representation from each region and a balance of rural and non-rural counties for the site visit pilot. As a reminder, there is limited capacity to perform site visits in this pilot year and your participation in the site visit pilot is contingent upon district eligibility and final approval from Tennessee Pathways leadership.

Site Visit Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visit Candidates Notified</td>
<td>August 24</td>
</tr>
<tr>
<td>Site Visit Proposed Dates Due</td>
<td>August 27</td>
</tr>
<tr>
<td>Site Visit Date Confirmation</td>
<td>September 3</td>
</tr>
<tr>
<td>All Site Visits Concluded</td>
<td>October 1</td>
</tr>
</tbody>
</table>

If you have questions about the site visit process or the Tennessee Pathways Certification, please contact your Tennessee Pathways Regional Coordinator.
Application Instructions and Resources

The following list will help you prepare and complete the online Tennessee Pathways Certification application. On the following pages, you will find application questions, linked documents and templates to assist you, and the scoring rubric.

1. **Supporting Documentation** – The supporting documentation you submit will align to specific application questions. You will not be required to upload supporting documentation for every question. All supporting documentation will be submitted in the LEA Document Library in TDOE's ePlan platform. Required supporting documentation is listed below. Letter of support templates are located at the end of this document starting on page 12.

2. **Application Questions** – Use the narrative template to capture your responses to the questions in each section of the application. When completed, upload the final copy to ePlan. **Tip:** While most application questions align to a supporting documentation requirement, you are not required to upload a document for each question.

3. **Upload High School Logo** – This is not a scored element of the application.

**Required Supporting Documentation**

- **Upload #1:** Upload a data snapshot of school demographics and student groups that participate in this pathway. Note: This data can be similar to Perkins data (e.g., gender, race, socioeconomic status).
- **Upload #2:** Provide two examples of student recruitment and retention strategies. Strategies can include (but are not limited to) info sessions for rising ninth graders and their families, policies for waiving course fees, tutoring or other academic supports, celebrations of student achievement, etc.
- **Upload #3:** Upload up to three documents from professional development sessions or other training/credentialing opportunities offered to educators.
- **Upload #4:** Data snapshot for three years inclusive of EPSO participation, ACT/SAT scores, industry credentials, and/or seamless postsecondary enrollment (data sources can include Ready Graduate files, Perkins V CIP- 2S1, 2S2, 2S3, etc.). Note: Depending on data availability, these data points may not reflect the same three-year period. Please indicate the period tracked for each.
- **Upload #5:** Curriculum Chart
- **Upload #6:** Work-Based Learning Snapshot
- **Upload #7:** Up to three artifacts that demonstrate intentional collaboration to transition students to postsecondary education and training. These can include formal MOUs or letters of support with postsecondary institutions, documentation describing academic supports for students enrolled in EPSOs, college success classes, district-postsecondary partner events, FAFSA completion workshops, signing days, etc.
- **Upload #8:** Two artifacts showing employer, workforce intermediary, and/or community partner (e.g., chamber of commerce) engagement in the pathway that detail outreach and engagement activities that expose students to the world of work. These artifacts can include letters of support, formal MOUs and/or agreements, work-based learning experiences for students, event participation, curriculum feedback, etc.
- **Upload #9:** Employer Engagement Snapshot
- **Upload #10:** Application Questions Document
ePlan Submission Instructions

To submit application documents for the Tennessee Pathways Certification, follow the instructions below to upload your documents in ePlan's LEA Document Library.

1. Select the LEA Document Library from the main menu.

2. To open the 2022 LEA Document Library, click on 2022 and click Search Folders. Then click the + in front of the 2022 as shown below.

3. Click + to open the Tennessee Pathways Certification Folder.
4. There are two subfolders. Click + to open each of these subfolders.

5. There is an area to upload documents in each folder.

6. Click **Edit Documents** to start the upload.

7. Click **Upload Document** to choose a file from your computer to upload. Click **Select** to do this.
Tennessee Pathways Certification Application

Section 1: Equity, Access, and High-Quality Advising

All students deserve access to high-quality careers with opportunities for advancement. For all students to be successful in pursuing their postsecondary goals, high schools and their partners should ensure that pathways continually improve and prepare students for life after high school by:

• Providing equitable access to student experiences and pathways and seeking to remove persistent barriers to student participation and engagement
• Utilizing data to inform strategies to improve student outcomes
• Advising students on postsecondary education and career opportunities starting in early grades
• Offering professional development and training to educators focused on industry credentials and degrees that are aligned to the pathway, labor market analysis, and equity and access

Section 1 Uploads

Upload #1: Upload a data snapshot of school demographics and student groups that participate in this pathway. Note: This data can be similar to Perkins data (e.g., gender, race, socioeconomic status).

Upload #2: Provide two examples of student recruitment and retention strategies. Strategies can include (but are not limited to) info sessions for rising ninth graders and their families, policies for waiving course fees, tutoring or other academic supports, celebrations of student achievement, etc.

Upload #3: Upload up to three documents from professional development sessions or other training/credentialing opportunities offered to educators.

Application Questions

1.1 Discuss how you track progress towards equitable access, participation, and retention in the pathway by analyzing the data snapshot provided in Upload #1.

1.2 Describe accommodation strategies and student support services designed to ensure the ongoing success of diverse populations of learners in the pathway.

1.3 Describe how and when students are advised prior to and during high school. Consider the following as you develop your narrative:
• Recruitment and retention of diverse student populations in the pathway,
• Development of a four- or six-year postsecondary plan,
• How the postsecondary plan is reviewed and revised throughout high school, and
• How career exploration and aptitude assessments are administered to and interpreted with students.

1.4 Explain how your high school and/or district plans and implements continuing education and professional development opportunities for teachers and staff. Consider the following examples of professional development or training in your response:
• Opportunities for teachers and staff to earn high-quality and in-demand industry credentials aligned to this pathway
• Opportunities for teachers and staff to earn additional clock or credit hours to serve as postsecondary adjunct faculty
• Teacher training to access and utilize local, regional, and/or state labor market information
• Student-centered professional development (e.g., increasing equity and access, college and career advising strategies)
Section 2: Early College and Career Experiences

For students to be prepared for life after high school, they deserve access to rigorous early postsecondary coursework and a spectrum of work-based learning experiences throughout their K-12 experience. High-quality pathways show an intentional effort to build a logical progression of coursework and work-based learning experiences for students and should include:

- At least three (3) aligned high school courses, including at least two (2) early postsecondary opportunities (EPSOs)
- Industry credentials
- Robust work-based learning experiences ranging from Exploration to Experience

Section 2 Uploads

Upload #4: Data snapshot for three years that includes EPSO participation, ACT/SAT scores, industry credential pass rates, and/or seamless postsecondary enrollment (data sources can include Ready Graduate files, Perkins V CIP – 2S1, 2S2, 2S3, etc.). Note: Depending on data availability, these data points may not reflect the same three-year period. Please indicate the period tracked for each.

Upload #5: With the assistance of your Tennessee Pathways Regional Coordinator, complete the Curriculum Chart. You will use this chart to list the high school course sequence for this pathway, EPSOs offered to students and the partnering institution that offers these courses, and industry credentials.

Upload #6: With the assistance of your Tennessee Pathways Regional Coordinator, complete the Work-Based Learning Snapshot to detail the work-based learning experiences available to students in this pathway at each grade level. Note: While some activities on this spreadsheet are similar to those in the Employer Engagement Snapshot you will complete in the next section, this tool is specifically meant to capture the student experience through work-based learning.

Application Questions

2.1 Describe how your district uses data shared in upload #4 to inform how you ensure student progress to their individual postsecondary and career goals.

2.2 Describe your reasoning for offering specific EPSOs in this pathway (e.g., general education EPSO appears in an aligned Tennessee Transfer Pathway) and the role that your postsecondary partners play in ensuring that EPSO credit articulates towards attaining a postsecondary credential or degree.
Section 3: Cross-Sector Partnerships

Certified Tennessee Pathways require intentional and collaborative relationships between high schools and their postsecondary, employer, and other community partners. Partners should work together to:
- Offer high-quality experiences directly to students to prepare them for life after high school
- Utilize labor market information to inform curriculum, workplace experiences, and industry credential options
- Establish clear roles, responsibilities, and commitments.

Section 3 Uploads

Upload #7: Up to three artifacts that demonstrate intentional collaboration to transition students to postsecondary education and training. These can include formal MOUs or letters of support with postsecondary institutions, documentation describing academic supports for students enrolled in EPSOs, college success classes, district-postsecondary partner events, FAFSA completion workshops, signing days, etc.

Upload #8: Two artifacts showing employer, workforce intermediary, and/or community partner (e.g., chamber of commerce) engagement in the pathway that detail outreach and engagement activities that expose students to the world of work. These artifacts can include letters of support, formal MOUs and/or agreements, work-based learning experiences for students, event participation, curriculum feedback, etc.

Upload #9: With the assistance of your Tennessee Pathways Regional Coordinator, complete the Employer Engagement Snapshot to enter up to 10 employers you want to highlight in this pathway, whether you have a written agreement in place or not. Note: While some activities on this spreadsheet are similar to those in the Work-Based Learning Snapshot you completed in the previous section, this tool is specifically meant to capture how specific employers engage in the pathway. Please limit your entries to only those employers who are most involved in this pathway.

Application Questions

3.1 Describe how partners collaborate with educators and families to reduce barriers to EPSO participation and/or student enrollment in postsecondary upon high school graduation (e.g., postsecondary financial, social, administrative tasks).

3.2 Describe how your employer and workforce intermediary partnerships are developed and sustained. Provide details on how these partners engage with this pathway, including co-designing curriculum, advising students, offering work-based learning experiences, etc.

3.3 Describe the internal and external partnerships that are involved in leveraging services to improve outcomes for special populations (e.g., partnerships to offer services through WIOA, Vocational Rehabilitation, etc.).

End of application
Tips for Cross-Sector Partner Letters of Support

As a part of your application, you will be required to upload several letters of support from cross-sector partners you have referenced in your narrative responses. Please review the tips below and use the templates on the next few pages to work with your partners to develop high-quality letters of support.

- Partners should use official letterhead for letters of support.
- Partners should physically sign letters of support.
- Partners should address letters to a specific person in the district rather than using generic language like “To whom it may concern.”
- As you will see in the templates below, letters of support should be specific to the Tennessee Pathways Certification and activities you reference in your narrative responses.
- Do not recycle old letters of support that are generic or specific to other projects (e.g., grants that have no alignment to the pathway you are submitting for the Tennessee Pathways Certification).
- Ask your partners to include specific commitments or roles and responsibilities in letters of support. This demonstrates shared understanding and ownership of cross-sector collaboration to promote student success.
Cross-Sector Partner Letter of Support Templates

Employer Letter of Support Template

Employer Contact Person
Company Name
Street Address
City, ST ZIP Code

CTE Director/Other Recipient
Title
School Name
Street Address
City, ST ZIP Code

Date

Dear Recipient Name:

Point 1: Provide a quick introduction of who you are (name, title) and how long your business has partnered with our school/district. You may also briefly describe your business.

Point 2: Provide your own insight into the local, regional, and/or state labor market needs within your field, particularly those aligned to the pathway for which this application is being written (e.g., welding, nursing, cybersecurity). Describe any unique workforce needs of your business and how this pathway provides solutions for you.

Point 3: Provide any assistance you have provided to our school/district with designing, planning, and offering educational experiences that prepare students for careers in your field.

Point 4: Provide specific details on how you partner with our school/district to offer work-based learning experiences to students. Examples could include guest speaking at our schools, participating in job fairs, opening your business for job shadows and internships, or even teacher externships.

Point 5: Conclude your letter with any final thoughts that you feel would speak to our school’s _________ pathway and how you feel it benefits the community, region, and the state. (Please be sure to create this letter on your business letterhead if possible and include your signature below.)

Sincerely,

Employer Contact Person
Title
Workforce Intermediary* Letter of Support Template

Intermediary Contact Person
Intermediary Name
Street Address
City, ST ZIP Code

CTE Director/Other Recipient
Title
School Name
Street Address
City, ST ZIP Code

Date

Dear Recipient Name:

**Point 1:** Provide a quick introduction of who you are (name, title) and how long your organization has partnered with our school/district. You may also briefly describe your organization.

**Point 2:** Provide your own insight into the local, regional, and/or state labor market needs, particularly those aligned to the pathway for which this application is being written (e.g., welding, nursing, cybersecurity). Describe any unique workforce needs in your area and how this pathway provides solutions for those needs.

**Point 3:** Provide any assistance you have provided to our school/district with designing, planning, and offering educational experiences that prepare students for careers in your field.

**Point 4:** Please provide information on specific supports your organization offers to our school/district to ensure equity of access for all students in this pathway, particularly in overcoming barriers to work-based learning opportunities or participation in early postsecondary opportunities (EPSOs).

**Point 5:** Conclude your letter with any final thoughts that you feel would speak to our school's pathway and how you feel it benefits the community, region, and the state. (Please be sure to create this letter on your organization's letterhead if possible and include your signature below.)

Sincerely,

Workforce Intermediary or Community Partner Contact Person
Title

* This template can also be used for other community partners.
Dear Recipient Name:

**Point 1:** Provide a **quick introduction** of who you are (name, title) and how long your business has partnered with our school/school system. You can also briefly describe your business.

**Point 2:** Briefly describe the early postsecondary opportunities (EPSOs) at your institution that you offer in partnership with our school/district to students in this pathway (e.g., dual enrollment courses, dual credit, CLEP). Additionally, please detail any opportunity for students to transfer credits to other postsecondary institutions (e.g., Tennessee Transfer Pathway).

**Point 3:** Describe collaborative efforts and ongoing communication with our teachers/staff (e.g., providing input on courses/curriculum offered in a dual credit course at the high school level).

**Point 4:** Provide details on services you offer directly to students enrolled in EPSOs (e.g., tutoring, computer labs, advising) and describe how this improves student experience and success in EPSOs. Please specifically include any services or activities your institution offers that are meant to eliminate barriers to EPSO participation and postsecondary enrollment (e.g., financial aid, transportation).

**Point 5:** Conclude your letter with any final thoughts that you feel would speak to our school's pathway and how you feel it benefits the community, region, and the state. (Please be sure to create this letter on your institution's letterhead if possible and include your signature below.)

Sincerely,

Postsecondary Institution Contact Person
Title
Tennessee Pathways Certification Rubric

**Design**
The following rubric will be used as a scoring guide to determine which pathways earn the Tennessee Pathways Certification. The rubric is divided into three sections mirroring those in the application and is intended to assess the quality of each pathway against specific criteria informed by national and state best practices.

**Use**
The primary function of the rubric is to ensure a fair, impartial review of every application. The rubric will allow the Tennessee Pathways team to identify opportunities for districts and schools to strengthen their pathways regardless of whether the pathway is certified. Applications will be scored based on their ability to meet the criteria listed in the rubric. Each of the required sections of the application, along with supporting documentation, will be scored and awarded 0–4 points depending on the question. A total of **50** points can be earned from the criteria listed below. Each application will be reviewed and scored by two reviewers, making a combined total of **100** points available for each application submitted. To remain consistent with past application cycles, the cut score for earning the Tennessee Pathways Certification is a combined total of **60** points.

**Note:** Applications must receive at least 50% of the total possible points in each section of the application to earn the Tennessee Pathways Certification. For example, even if an application earns a perfect score for section 1, the other sections would still need to earn at least 50% of the total possible point value.
## Section 1: Equity, Access, and High-Quality Advising

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rubric Items</th>
<th>Point Value</th>
</tr>
</thead>
</table>
| **Upload #1:** Data snapshot of school demographics and student groups that participate in this pathway. **Note:** This data can be similar to Perkins data (e.g., gender, race, socioeconomic status).  
**Aligned Question:** 1.1 | 2 points – A data snapshot is included that details the high school’s specific student demographics as well as the demographics of students who are participating in the pathway.  
1 point – A data snapshot of the pathway is included but does not include school-level data for adequate comparison.  
0 points – No enrollment data is provided that disaggregates student participation in the pathway. | 2 |
| **Upload #2:** Provide two examples of student recruitment and retention strategies. Strategies can include (but are not limited to) info sessions for rising ninth graders and their families, policies for waiving course fees, tutoring or other academic supports, celebrations of student achievement, etc.  
**Aligned Questions:** 1.2 and 1.3 | 2 points – Application includes two examples that clearly indicate the specific recruitment and retention strategies for students in the pathway, beginning in middle school or earlier.  
1 point – Two recruitment and retention examples were provided but were general and not specific to the pathway.  
0 points – Application includes one or no examples of recruitment and retention strategies for this pathway. | 2 |
| **Upload #3:** Upload up to three documents from professional development sessions or other training/credentialing opportunities offered to educators.  
**Aligned Question:** 1.4 | 2 points – The supporting documentation included in the application clearly demonstrates an intentional strategy by the school and/or district to provide professional development to educators that will increase equitable access to the pathway.  
1 point – Supporting documentation of professional development opportunities were provided but were not specific in outlining the topics, agendas, or materials that will aid educators in increasing access to the pathway.  
0 points – No supporting documentation was provided to demonstrate a focus on equity and access through educator professional development. | 2 |
| 1.1 Discuss how you track progress towards equitable access, participation, and retention in the pathway by analyzing the data snapshot provided in Upload #1. | 2 points – Response includes an analysis of the data snapshot along with strategies to close equity gaps the data show and how progress is tracked.  
1 point – Response includes an analysis of the data snapshot that indicates awareness of gaps in the pathway but does not include strategies to close equity gaps or details on how progress is tracked. | 2 |
| 1.2 | Describe accommodation strategies and student support services designed to ensure the ongoing success of diverse populations of learners in the pathway. | 0 points – No enrollment data is gathered and is therefore not analyzed for access and equity. | 3 points – Accommodation strategies include specific services and supports for underrepresented student groups and their families (e.g., IEP for students with disabilities that includes a postsecondary plan aligned to the pathway, interpreters for families of English learners) and provides clear student outcomes for implementing accommodation strategies. | 2 points – Accommodation strategies include specific services and supports for underrepresented student groups but does not detail student outcomes related to support services. | 1 point – Application provides minimal details on generic accommodation strategies and does not connect student outcomes to accommodations. | 0 points – Application does not detail accommodation strategies. | 3 |
| 1.3 | Describe how and when students are advised prior to and during high school. Consider the following as you develop your narrative:  • Recruitment and retention of diverse student populations in the pathway,  • Development of a four- or six-year postsecondary plan,  • How the postsecondary plan is reviewed and revised throughout high school, and  • How career exploration and aptitude assessments are administered to and interpreted with students. | 3 points – College and career advising begins in middle school and continues throughout high school with tailored strategies for underrepresented student groups (e.g., recruitment strategies to ensure equitable racial and gender representation in the pathway). Advising also features the development of an individualized four- or six-year plan, including ongoing course and program selection/planning. | 2 points – College and career advising includes the development of an individualized four- or six-year plan, but the application does not describe how it is regularly revisited or revised (e.g., developed for high school program of study selection and not revisited). | 1 point – College and career advising occurs through assessments, but assessment results are not interpreted with students and do not lead to the development of an individualized four- or six-year plan. | 0 points – College advising is not integrated with career advising and does not occur on a regular or consistent basis. | 3 |
| 1.4 | Explain how your high school and/or district plans and implements continuing education and professional development opportunities for teachers and staff. | 4 points – Application provides details on how the district and/or high school plans and implements continuing education and professional development, inclusive of extensive experiences and opportunities for teachers, such as earning relevant industry credentials and additional clock or credit hours to |
Consider the following examples of professional development or training in your response:

- Opportunities for teachers and staff to earn high-quality and in-demand industry credentials aligned to this pathway
- Opportunities for teachers and staff to earn additional clock or credit hours to serve as postsecondary adjunct faculty
- Teacher training to access and utilize local, regional, and/or state labor market information
- Student-centered professional development (e.g., increasing equity and access, college and career advising strategies)

serve as postsecondary adjunct faculty. Opportunities show a focus on student-centered strategies.

3 points – Application provides details on how district and/or high school plans and implements professional development that offers portfolio of opportunities for educators that is student-centered but does not provide opportunities for credentialing or earning clock or credit hours.

2 points – Application indicates that educators have professional development and continuing education opportunities but does not provide details as to what educators can earn or how the opportunities improve educator and student outcomes.

1 point – Application provides minimal information on educator professional development and continuing education. It is unclear how educators earn and maintain a portfolio of relevant professional development, credentials, or credits.

0 points – Application does not include information on educator professional development or continuing education opportunities.

| Section 1 Total Points Available | 18 |
### Section 2: Early College and Career Experiences

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rubric Items</th>
<th>Point Value</th>
</tr>
</thead>
</table>
| **Upload #4:** Data snapshot for three years that includes EPSO participation, ACT/SAT scores, industry credential pass rates, and/or seamless postsecondary enrollment. (Data sources can include Ready Graduate files, Perkins V CIP- 2S1, 2S2, 2S3, etc.) | 4 points – Data snapshot includes a three-year range for all indicators listed here (EPSO participation, industry credential pass rates, ACT/SAT performance, seamless postsecondary enrollment). The snapshot includes data at the high school level that is broken down by student group.  
3 points – Data snapshot includes all indicators listed here and is broken down by student group, but not all data reflects a three-year range.  
2 points – Data snapshot includes some of the indicators listed here and not all data is broken down by student group.  
1 point – Data snapshot includes at least one indicator listed here, but not all data is broken down by student group and may not reflect a 3-year range.  
0 points – Current or historical data was not included. | 4           |
| **Upload #5:** Curriculum Chart – High School Coursework | 2 points – The Curriculum Chart indicates at least three courses aligned to postsecondary requirements and/or employer needs in a logical progression.  
1 point – The Curriculum Chart indicates at least two courses aligned to postsecondary requirements and/or employer needs.  
0 points – The Curriculum Chart does not indicate a logical progression of courses and/or the progression of courses lacks alignment to postsecondary requirements and/or employer needs. | 2           |
| **Upload #5:** Curriculum Chart – Early Postsecondary Coursework | 4 points – This portion of the Curriculum Chart indicates that the pathway enables students to earn a full postsecondary degree with a high school diploma, or minimum 24 credit hours/600 TCAT hours, where applicable.  
3 points – This portion of the Curriculum Chart indicates that the pathway enables student to earn minimum of 12 credit hours/300 TCAT hours.  
2 points – This portion of the Curriculum Chart indicates that the pathway provides students access to two or more EPSOs, at least one of which is aligned to the pathway.  
1 point – This portion of the Curriculum Chart indicates that the pathway provides students access to at least two EPSOs, but they are not directly aligned to the pathway. **Note:** Reference question 2.2 as needed. | 4           |

**Aligned Question: 2.1**

**Aligned Question: 2.2**
<table>
<thead>
<tr>
<th>Upload #5: Curriculum Chart – Industry Credentials</th>
<th>0 points – The Early Postsecondary Chart does not indicate student access to EPSOs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 points – This portion of the Curriculum Chart clearly identifies aligned credentials, how students access credential opportunities, and how credentials build on each other within the pathway.</td>
</tr>
<tr>
<td></td>
<td>1 point – This portion of the Curriculum Chart identifies at least one industry credential that is aligned within the pathway.</td>
</tr>
<tr>
<td></td>
<td>0 points – This portion of the Curriculum Chart does not indicate student access to industry credentials.</td>
</tr>
</tbody>
</table>

| Upload #6: Work-Based Learning Snapshot           | 3 points – Students have access to a robust and aligned set of work-based learning activities that range in complexity of exploration, exposure, engagement, and experience across early grades through high school, with a paid work experience, clinical internship, pre-apprenticeship, or apprenticeship offered as a capstone experience. |
|                                                  | 2 points – Students have access to work-based learning activities in middle school and high school, but some activities are generic and lack alignment to the pathway. A paid work experience, clinical internship, pre-apprenticeship, or apprenticeship is not offered as a capstone experience. |
|                                                  | 1 point – Students have access to work-based learning activities in high school only. Work-based learning activities are generic, lack alignment to the pathway, and capstone experiences are not offered. |
|                                                  | 0 points – Students do not have access to work-based learning in high school. |

| 2.1 Describe how your district uses data shared in upload #4 to inform how you ensure student progress to their individual postsecondary and career goals. | 2 points – Student progress towards college and career readiness is tracked systematically and data analysis leads to continuous improvement. |
|                                                                                                      | 1 point – Student progress is tracked, but not utilized to inform program development and ultimate success. |
|                                                                                                      | 0 points – Student progress is not regularly tracked in order to make data-driven decisions. |

| 2.2 Describe your reasoning for offering specific EPSOs in this pathway and the role that your postsecondary partners play in ensuring that EPSO credit articulates towards attaining a postsecondary credential or degree. | 2 points – The postsecondary partnership is documented and includes transfer of pathway-specific courses, support services for high school students, access to postsecondary facilities, and curricular alignment and collaboration. |
|                                                                                                      | 1 point - Postsecondary partnership agreement confirms transfer of coursework without support service or curricular alignment or collaboration. |
|                                                                                                      | 0 points – Partnership is not supported by a written agreement with the postsecondary institution. |

| Section 2 Total Points Available | 19 |
### Section 3: Cross-Sector Partnerships

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rubric Items</th>
<th>Point Value</th>
</tr>
</thead>
</table>
| **Upload #7:** Up to three artifacts that demonstrate intentional collaboration to transition students to postsecondary education and training. These can include formal MOUs or letters of support with postsecondary institutions, documentation describing academic supports for students enrolled in EPSOs, college success classes, district-postsecondary partner events, FAFSA completion workshops, signing days, etc.  
*Aligned Question: 3.1* | 3 points – Application includes artifacts, such as MOUs and letters of support, that clearly demonstrate intentional collaboration with postsecondary and/or other community partner(s) to transition students to postsecondary education and training. Artifacts provide details on how partners support students enrolled in EPSOs, engagement in district-postsecondary partner events, postsecondary preparation events, etc.  
2 points – Application includes artifacts that show a general engagement strategy with postsecondary and/or other community partner(s). The artifacts do not provide specific information on how partners support students.  
1 point – Application includes artifacts that are not specific to the pathway. Artifacts do not provide details on how partners support students.  
0 points – No artifacts were provided showing collaboration with postsecondary and/or other community partner(s). | 3 |
| **Upload #8:** Two artifacts showing employer, workforce intermediary, and/or community partner (e.g., chamber of commerce) engagement in the pathway that detail outreach and engagement activities that expose students to the world of work. These artifacts can include letters of support, formal MOUs and/or agreements, work-based learning experiences for students, event participation, curriculum feedback, etc.  
*Aligned Question: 3.2* | 2 pts – Application has at least two artifacts with two employer partners, intermediaries, and/or community partners that provide extensive detail into how the partner(s) collaborate with the district to prepare students for postsecondary or career success.  
1 pts – Application has one artifact with one employer, workforce intermediary, and/or community partner showing partner engagement. The artifact provided does not include details into how the partner(s) collaborate, engage, and prepare students for postsecondary or career success.  
0 pts – Application lacks artifacts indicating employer engagement in this specific pathway. | 2 |
| **Upload #9:** Employer Engagement Snapshot  
*Aligned Question: 3.2* | 2 points – The Employer Engagement Snapshot provides evidence of at least one employer partner that provides multiple levels of work-based learning experiences culminating in a capstone work-based learning experience (e.g., paid work experience, clinical internship, pre-apprenticeship, and/or apprenticeship). | 2 |
<table>
<thead>
<tr>
<th>Section 3</th>
<th>Total Points Available</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Describe how partners collaborate with educators and families to reduce barriers to EPSO participation and/or student enrollment in postsecondary upon high school graduation (e.g., postsecondary financial, social, administrative tasks).</td>
<td>2 points – Application includes details on how partners provide intentional outreach services and collaborative efforts to reduce barriers for EPSO participation and postsecondary enrollment through various strategies.</td>
<td>2</td>
</tr>
<tr>
<td>3.2 Describe how your employer and workforce intermediary partnerships are developed and sustained. Provide details on how these partners engage with this pathway, including co-designing curriculum, advising students, offering work-based learning experiences, etc.</td>
<td>2 points – Application provides details on how employer, workforce intermediary, and/or community partnership(s) are developed and sustained and includes extensive details on how partners engage with the pathway and students to prepare students for career.</td>
<td>2</td>
</tr>
<tr>
<td>3.3 Describe the internal and external partnerships that are involved in leveraging services to improve outcomes for special populations (e.g., partnerships to offer services through WIOA, Vocational Rehabilitation, etc.).</td>
<td>2 points – The pathway maintains and aligns internal and external partnerships to leverage services to improve outcomes for special populations. The application provides details on how many students are served, how they are served, and how such service has improved student outcomes over time.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3 Total Points Available</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Possible Points</td>
<td>50</td>
</tr>
</tbody>
</table>