Postsecondary and Workforce Readiness Program Plan

School Name:	**Date:**
School Leader:	
School PSWR Contact:	

Postsecondary and Workforce Readiness (PSWR) Program Development

Section 1: PSWR Framework

Who at the school has oversight of development and implementation of PSWR programs and strategies?	
What staff support this development and implementation?	
What is the student to postsecondary counselor ratio?	
What professional development opportunities are available to counselors to promote student readiness for postsecondary options?	
What is your school's PSWR accountaibility indicator ratting on CDE's performance framework? (Exceeds, Meets, Approaching, Does Not Meet)	
Which areas of your school's PSWR programming impact this rating? (positive and negative)	
How can your school's plans for future PSWR activities improve your school's rating?	

Are their funding streams outside of PPR dedicated to support PSWR programs?	

Section 2: PSWR Programming

How do PSWR programs align with the mission, goals, and culture of the school?	
How does the school ensure students have equitable access to PSWR opportunities?	
What data does the school collect about the postsecondary pathways students take after high school? How is this data used?	
What indicators are used to assess the effectiveness of PSWR programs?	
What tracking are you doing after students graduate to assess your postsecondary planning programs?	

Section 3: ICAP

How are Individual Career and Academic Plans (ICAPs) completed by students (web-based SIS, paper, Google Doc, etc.)? Where are ICAPS stored?	
Are ICAPS shared with students' families to include them in college and career planning?	
What is the goal of ICAP completion?	
How are ICAPs introduced to students? Is there a continuation of ICAP practices from middle-level grades?	
How frequently are ICAPs reviewed by students? Who is involved in guiding students during that review?	
What resources are available to students, in addition to human resources, to aid students in	

executing plans made in ICAP?	
College Credit Opportunities	
Section 4: Concurrent Enrollment	
Does your school's Concurrent Enrollment (CE) policy and procedures allow all qualified students in grades 9-12 the opportunity to take CE courses?	
How do students and their families learn about concurrent enrollment opportunities?	
Which college partners provide concurrent enrollment courses? Why were these college partners selected?	
In which stage of ICAP planning are CE courses identified as elements of a student HS course selection?	
What is your school's plan to support the financial needs of students taking CE courses (tuition, books, fees, etc.)	
What support is provided to HS teachers teaching CE courses? Is there a plan to assist HS teachers to earn the credentials necessary to teach CE courses?	
Section 5: ASCENT	
Does your school participate in the ASCENT program?	
How are students made aware of this opportunity to earn college credit?	
Section 6: FAFSA	
What is your school's FAFSA completion rate?	

What engagements do you have with students and families to promote FAFSA completion? How have those engagements impacted FAFSA completion rate?	

Graduation

Section 7: Graduation Requirements

What Measures of College and Career Ready Demonstrations has your school adopted as part of overall graduation requirements?	
Why were those Measures chosen? What has promoted any shifts in graduation requirements since over the past few years?	
How do those Measures help to promote graduation attainment and postsecondary readiness for all students?	
How are graduation requirements communicated to students and their families?	

Equitable Access

Section 8: Special Populations

Are there engagements unique to students receiving Special Education services that help students and families identify postsecondary opportunities?	
How is PSWR talked about during the IEP process?	
Are there engagements unique to English Learners populations that help students and families identify postsecondary opportunities?	
Are there engagements unique to help Gifted and Talented populations that help students and families identify postsecondary opportunities?	

Are there engagements unique to first generation college-going populations that help students and families identify postsecondary opportunities?	
Are there other unique student populations for whom PSWR opportunities are intentionally nurtured?	