

LTW Work Plan How To Guide SY 2023/24

A guide to support LTW schools to complete the annual work plan.

Work Plan Purpose: Annual Work plans should be jointly developed by CBO Program Directors and DOE Principals (or Assistant Principals at YABCs) at the beginning of each new school year. The annual work plan identifies the collaborative goals and program implementation plan in 3 service areas of student support. The plan is not a static document and may be revised and or updated throughout the year as long as site leadership is aware of the changes.

Overall Guidance:

- Collaboration:** DOE and CBO leadership collaborate to complete the work plan.
 - Gather input from **key stakeholders** (Students, Families, Teachers, Advocate Counselors, Postsecondary Counselors, Guidance Counselors, and Internship Coordinators)
 - Align the work plans with the goals of the school's **Comprehensive Educational Plans (CEP)** (transfer schools only)
 - Meet 3 times a year** to check-in on progress and adjust.
- Use the draft of the LTW Continuum of Essential Program Elements (CEPE)** to guide responses.
 - The new CEPE document outlines each service area - **Program Enrollment, Student Support Services, & Engagement, College and Career Exploration & Postsecondary Readiness, and Work-Based Learning.**
 - Each row of the work plan has a corresponding set of rows in the CEPE**, so you can see what is expected in each service area. The CEPE can be used to set goals.

Work Plan

COLLEGE & CAREER EXPLORATION AND POSTSECONDARY READINESS	DESCRIPTION: <i>What are the systems and structures your school has in place to successfully deliver these services to students?</i>
College & Career Exploration (CCE)	
Individualized Advisement to support a strong postsecondary match and plan (IA)	

CEPE

COLLEGE & CAREER EXPLORATION & POSTSECONDARY READINESS			
WELL-DEVELOPED	PROFICIENT	DEVELOPING	UNDERDEVELOPED
College & Career Exploration (CCE)			
1. Has an innovative and strategic system from intake to graduation for exposing students to a variety of careers/industries through career assessments, guest speakers, career days, etc. and aligns careers to academics.	Has a clear strategy for exposing students to post-secondary options, including 2- and 4-year colleges (college trips), career training, military, public service, and employment.	Exposes students to careers through a handful of random, ineffective, or limited one-off activities.	Does not provide meaningful exposure to careers.
2. Has an innovative and strategic system for exposing students to a variety of post-secondary options, including 2- and 4-year colleges (college trips), career training, military, public service, and employment.	Has a clear strategy for exposing students to post-secondary options, including 2- and 4-year colleges (college trips), career training, military, public service, and employment.	Postsecondary exploration is generic and not aligned to student interests or needs.	Does not provide meaningful exposure to college or careers.
3. Dedicated and embedded time for students to prepare for postsecondary life by developing soft skills, resumes, cover letters, financial literacy, professional writing, and personal statements.	Prepares students for postsecondary life by developing soft skills, resumes, cover letters, and personal statements.	Limited preparation for postsecondary life; support with resumes, cover letters, and personal statements are inconsistent and not provided to all students.	Does not provide meaningful support for students with preparing for postsecondary life.
4. There is an effective cross-functional postsecondary team that includes DOE and CBO staff.	There is a cross-functional postsecondary team that includes DOE and CBO staff.	DOE and CBO staff are assigned to postsecondary positions, but there is inconsistent communication between staff.	There are no CBO staff assigned to do the work of a postsecondary counselor and join a team.
Individualized Advisement to support a strong postsecondary match and plan (IA)			
5. Has a creative, innovative, and	Has a system to meet student	Has an unclear and/or limited	Does not have a system for postsecondary

- Engage in periodic updates and revision:** The work plan is a working document that should be jointly revised by CBO and DOE partners based on the changing needs of the students and school community.
- Review the **Directions and Model Response below** to better understand what each column is asking.
- Formatting:** Rather than writing one large paragraph (which disrupts readability) you can:
 - Add another line/paragraph within a cell: to do this on a Mac press ⌘ + Enter; to do this on a PC press Ctrl + Enter.
 - Use a dash - to bullet out ideas
 - Use bolding to help ideas stand out or stay organized
 - Be sure to add your DBN and School name at the top
- Submitting the work plan:** To submit: LTW Program Directors must [complete this form](#) and link the work plan. **This is the only way the LTW team will know that your work plan is completed.**

Directions and Model Response

	DESCRIPTION: <i>What are the systems and structures that your school has in place to successfully deliver these services to students?</i>	GOAL: <i>What is the principal and program director's goal(s) for strengthening this service area in the '23-'24 school year? Include metrics that state current numbers and goals.</i>	COLLABORATION & STAFFING: <i>Who are the DOE and CBO staff members that support the work and what will they be doing? Identify both DOE and CBO staff <u>by role</u> ; names are not necessary.</i>	TIMELINE: <i>Identify the important milestones you need to meet (by trimester, semester, season, or month) in order to deliver the services and achieve the goals you described in columns C & D.</i>	DATA COLLECTION: <i>What quantitative data are you collecting to monitor progress? Identify both DOE and CBO tracking systems that your team uses.</i>
DIRECTIONS	<p>Document all of the things you do to meet the expectations (as outlined in the CEPE) for this aspect of the service area. Be explicit.</p>	<p>Identify the specifics on what and how you are going to improve in the specific aspect of the program. The CEPE should help you see where there are gaps in the program and how you might level-up.</p> <p>Metrics: <i>How will you know if you have succeeded? What will you measure?</i> Where applicable, be sure to include your current numbers and your goal numbers. Do not just write percentages without current/goals numbers.</p>	<p>List each role involved by title (e.g. Attendance Secretary, Postsecondary Counselor, etc.) and what they are doing to support the systems and structures as outlined (col. C), the goal (col. D), or the progress, data monitoring or documentation (col. G).</p> <p>If there changes in staffing, update the work plan. If there are vacancies, name that in the work plan and identify who will be responsible in the meantime.</p>	<p>State when you will get done the different tasks you've outlined in columns C (description of systems and structures) and column D (goals).</p> <p>You may break this down by trimester, semester, season, or month. For example: T1: T2: T3:</p>	<p>Name the different systems and/or reports. Make sure you've included who is doing this under "Collaboration and Staffing." For Example:</p> <ul style="list-style-type: none"> - ATS - Attendance Report - STARS - Credit Accumulation - Data Dashboard - Internship Log <p>*Note that the DOE requires:</p> <ul style="list-style-type: none"> - 1:1 advisement to be documented in STARS - Final postsecondary plans to be documented in STARS - The student internship log to be updated weekly
MODEL: <i>Student Recruitment and Enrollment</i>	<ul style="list-style-type: none"> - Recruitment fairs - Huge poster outside building with QR code that links to an interest survey - Relationships with 5 HS Guidance Counselors in the area - Open house orientations once per trimester 	<p>The goal is to meet the projections of 146 students; Currently, we have 123 students enrolled. To meet this goal, we want to attract over-age 9th graders that live in the community and our surrounding neighborhoods.</p>	<ul style="list-style-type: none"> - Attendance Secretary will maintain intake hours Tuesdays-Thursdays 3:30 to 5:30 (Virtually and In-Person). - DOE Guidance Counselor will create a community map of feeder middle/high schools with contact information and notes. Targeting 7th and 8th graders 1x per week. - Program Director will review data each trimester and convene the team to plan (Team = Principal, Attendance Secretary, Guidance Counselor, Parent Coordinator) 	<ul style="list-style-type: none"> - Fall: Create map, attend recruitment events, host open house, call feeder schools - Winter: Revisit metrics, Use map to build relationships with new schools, create an open house geared towards younger students, connect with feeder schools - Spring: Revisit metrics, Interview incoming 9th graders, continue to connect with feeder schools, create plan for summer recruitment 	<ul style="list-style-type: none"> - Salesforce data on incoming students age, gender, race, credit accumulation - STARS reports

LTW Work Plan: Sample Data Points to Consider

PROGRAM ENROLLMENT, STUDENT SUPPORT SERVICES, AND ENGAGEMENT	<ul style="list-style-type: none">• ATS attendance reports• Insight credit accumulation reports (<i>see dashboard here</i>)• Enrollment and retention numbers• Counseling caseloads• Number of family and community events held• Attendance at family and community events
COLLEGE & CAREER EXPLORATION AND POSTSECONDARY READINESS	<ul style="list-style-type: none">• Number of post-secondary plans completed in STARS• Number of students who attend college and/or career fairs• Number of students who have 1:1 college and career advising sessions each term• Number of visits to colleges and other post-secondary pathway sites
WORK-BASED LEARNING	<ul style="list-style-type: none">• Number of students placed into internships• Number of students placed into internships related to their postsecondary career field of interest• Retention of students at their internship placements• Reasons for students withdrawing from the internship program• Number of employers cultivated and/or retained• Number of hours students are working per period• Number of students hired by their internship employer• Intern and employer satisfaction surveys• Seminars, employer visits, and career-focused activities attended by students• Number of students who attended training and/or certification programs