



Title of innovative course:

Path College Career I

Applicant information – All Information Is Required

Name of applying school district, charter school, or organization: *Klein ISD*

Complete mailing address: *7200 Spring Cypress Road, Klein, TX 77379*

Primary contact person: [Redacted]

Primary contact person's title: [Redacted]

Primary contact person's email address: [Redacted]

Primary contact person's phone number, area code first: [Redacted]

Secondary contact person: [Redacted]

Secondary contact person's title: [Redacted]

Secondary contact person's email address: [Redacted]

Secondary contact person's phone number, area code first:

County District Number (if applicant is a Texas public school): *101915*

Superintendent (if applicant is a Texas public school): *Dr. Jenny McGown*

Date of local board of trustees' approval of this innovative course application (if applicant is a Texas public school): *August 12, 2024*



Course Information

Subject area (choose only one): *Other Electives*

Career cluster (CTE only): Choose an item.

Number of credits per course: *1.0*

Grade level(s) (high school only): *9, 10, 11, 12*

Brief description of the course (150 words or less, paragraph form):

The Path College Career I course provides students with instructional support for advanced-level (honors) courses through the implementation of College and Career Readiness Standards and 21st century skills (critical thinking, collaboration, communication, and creativity). As an introductory college and career readiness course, Path I College Career develops study skills, research skills, application of critical thinking skills, personal/interpersonal skills, confidence in personal growth through self-reflection, and the habits necessary for continued success in high school, college, and the workforce. In this course, students are immersed in a rigorous learning environment to ensure that students are not only eligible but also ready for college and career opportunities.

Brief justification of how/why the course qualifies as “innovative” in terms of student need. (150 words or less, paragraph form):

Upon successful completion of Path College Career I, students will demonstrate proficiency in the Texas College and Career Readiness Standards to eliminate enrollment in mandatory, non-credited, remedial freshman collegiate courses. Path College Career I students are expected to meet the rigor of graduation requirements and participate in an interdisciplinary coaching structure that will promote the attainment of one or more performance acknowledgments. Most importantly, Path College Career I develops the cognitive, social, and reasoning skills that are vital to students’ post-secondary success in college and the workforce.



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Course Data –Renewals

Data or other evidence that demonstrates evidence of the continued successful implementation of the course. Data and descriptive information should be provided below.

Enrollment Numbers for the Klein ISD in Path Innovative Courses

School Year	Enrollment Path College Career I
2018-2019	527
2019-2020	563
2020-2021	360
2021-2022	286
2022-2023	296
2023-2024	176

Klein ISD students enrolled in college after graduation

Graduation Year	Completed Path Course Percent	Overall District Percent
2019	66%	63%
2020	63%	59%
2021	72%	61%
2022	77%	60%
2023	66%	59%

Students enrolled in Path College Career were pulled from the district schedule file on the fall snapshot date between 2018 and 2023. College enrollment data from the National Student Clearinghouse was used to compare students who enrolled in Path College Career and Path Next Steps with the district



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average. National Student Clearinghouse data was not available for students who graduated during the 2023-2024 school year.

Percent of students who enrolled in Path and proceeded to enroll in college continually exceeds the overall district percentage.

State Enrollment Numbers for Path Innovative Courses

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
PATH COLLEGE CAREER I	13,381	15,346	18,751	18,797	18,426
PATH COLLEGE CAREER II	6,082	8,023	8,813	11,841	14,247
PATH COLLEGE CAREER III	4,822	6,640	7,515	12,442	13,851
PATH COLLEGE CAREER IV	4,043	4,444	6,102	7,165	8,685

Student enrollment data for Path College Career courses was gathered from the TEA Teacher FTE Counts and Course Enrollment Reports website. Over the five school years reported, all levels of Path enrollment showed a steady increase year after year.



Essential Knowledge and Skills for the Course:

- (a) General Requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) The Path College Career I course provides students with instructional support for advanced-level (honors) courses through the implementation of College and Career Readiness Standards and 21st century skills (critical thinking, collaboration, communication, and creativity). As an introductory college and career readiness course, Path I College Career develops study skills, research skills, application of critical thinking skills, personal/interpersonal skills, confidence in personal growth through self-reflection, and the habits necessary for continued success in high school, college, and the workforce. In this course, students are immersed in a rigorous learning environment to ensure that students are not only eligible but also ready for college and career opportunities.
 - (2) Through classroom applications of both contextual and non-contextual knowledge, students demonstrate mastery of 21st century college and career readiness skills, including collaboration, critical thinking, problem-solving, effective written and oral communication, time management, and ethical decision-making.
 - (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) Critical thinking skills. The student describes the mental processes of learning through the analysis and practice of skills and strategies. The student is expected to:
 - (A) describe various learning processes such as auditory, kinesthetic, verbal, visual, and intrapersonal learning;
 - (B) identify effective learning strategies;
 - (C) explain steps in the research process such as identifying a topic, formulating a research question, designing a research plan, analyzing data, citing sources, and reporting findings;
 - (D) apply specific memory strategies, including breaking down tasks, repetition, and mnemonic devices, to particular tasks;
 - (E) evaluate the application of executive function and self-regulation skills in challenging academic experiences; and
 - (F) describe new learning.
 - (2) College and career planning. The student examines college and career choices available and designs a personal action plan for a selected choice. The student is expected to:
 - (A) explain how high school course choices and grades may affect college and career options;
 - (B) research and describe connections between personal interests and relevant information about colleges and careers;



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- (C) develop a career plan that includes required training, education, and skills;
 - (D) explain how performing community service is related to postsecondary opportunities and participate in a community service project; and
 - (E) create an academic portfolio to include academic work samples, examples of community service, a resume, letters of recommendations, and school-related accomplishments.
- (3) Ethical codes of conduct. The student demonstrates ethical behavior and positive character traits. The student is expected to:
- (A) identify and describe ethical behaviors addressed in codes of conduct found at the college and career level such as integrity, responsibility, discipline, respect, and team collaboration;
 - (B) analyze and compare assumptions and beliefs about ethics;
 - (C) define ethics and explain the relationship between ethics, attitudes, and values; and
 - (D) explain the relationship between integrity and character.
- (4) Personal and interpersonal skills. The student identifies life skills necessary for positive interactions and communication. The student is expected to:
- (A) identify and describe personal strengths, talents, and abilities;
 - (B) follow directions and procedures independently;
 - (C) describe how identifying negative attitudes, both personal attitudes and attitudes of others, can help one create positive outlooks; and
 - (D) identify and use active listening strategies such as making eye contact and following vocal cues.
- (5) Academic behaviors. The student makes connections between personal responsibility and academic success by analyzing positive learning behaviors and ineffective habits. The student is expected to:
- (A) identify and manage habits that can have a negative impact on time management such as spending too much time using social media and other types of technology, being a perfectionist, or procrastinating;
 - (B) identify and describe effective time management strategies;
 - (C) identify personal learning style and ways to improve study habits;
 - (D) describe and compare various note-taking strategies, including two-column notes, the Cornell note-taking method, flashcards, SQ3R (sentence, survey, question, read, recite, and review), and REDW (read, examine, decide, and write);
 - (E) distinguish between main points, elaboration, examples, and repetition in different types of presentations such as lecture, video, or audio;
 - (F) explain the purpose of goal setting and prioritization; and



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- (G) identify and describe reading and writing skills such as reading and responding to emails, keeping a journal or reflection journal, or writing about ideas and plans for the future.
- (6) Research skills. The student applies an organized research framework to identify an area of interest, collect information, record findings, and create a presentation both orally and in writing. The student is expected to:
 - (A) distinguish between guided research and independent research;
 - (B) identify and research an area of interest;
 - (C) describe and use various educational technologies to conduct research;
 - (D) identify, locate, explore, and select a variety of resources for a research project, including academic journals, books, and online databases;
 - (E) generate ideas and gather information relevant to the topic and purpose;
 - (F) organize information collected through research into a presentation; and
 - (G) identify and describe effective communication and presentation skills.



Recommendations for proposed innovative course

Recommended resources, technology, and instructional materials to be used:

Anderson, Lydia E., and Sandra B Bolt. *Professionalism: skills for workplace success*. 4th ed. Boston, MA: Pearson, 2016.

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York, NY: Simon & Schuster Paperbacks, 2014.

Covey, Sean. *The 7 Habits of Highly Effective Teens: Personal Workbook*. New York, NY: Touchstone Book: Simon & Schuster, 2014.

Johnston, Susan M. *The career adventure: Your guide to personal assessment, career exploration, and decision making*. 5th ed. New York, NY: Pearson, 2014.

Kizer, Susan, Lupe Mares, and Princeton Williams. "Navigate: Exploring College and Careers." Federal Reserve Bank of Dallas. Accessed June 20, 2024.
<https://www.dallasfed.org/educate/navigate>.

Piscitelli, Stephen. *Choices for college success*. 3rd ed. Boston, MA: Pearson, 2015.

Sukiennik, Diane, and Lisa Raufman. *The career fitness program: Exercising your options*. 11th ed. Boston, MA: Pearson, 2016.

Williamson, James C., Debra A. McCandrew, and Charles T. Muse. *Roadways to success*. 5th ed. Boston, MA: Pearson, 2013.

"Your Future, Your Way." BigFuture. Accessed June 20, 2024.
<https://bigfuture.collegeboard.org/>.

Recommended activities:

- High school degree plan
- Post-secondary "Course-of-Study" Plan
- Path group community service project
- PSAT and/or ACT Aspire
- Career research
- College campus visits and research (in-person, digital, or presentation by a college representative)
- Create a resume
- Write a letter requesting a recommendation
- Research career certification opportunities available in high school

Recommended assessment methods for evaluating student outcomes:

- Extra-curricular activity participation
- Community service participation reflection cards
- Personal/Interpersonal Skills Survey
- Reflection journal



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- College/career research
- Speeches / presentations
- Samples of note-taking methods
- Goal setting / prioritization logs

Recommended educator certifications:

An assignment for Path College/Career I is allowed with a valid certificate appropriate to the grade level of assignment.

Required trainings, including associated costs, if applicable:

Recommended:

- College Board Institute Training (costs vary based on course; approximately \$150 - \$600)
- GT 30-hour foundational training