



Title of innovative course:

Path College Career III

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): *10, 11, 12*

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

Path College Career III is a course in a college and career readiness system that offers students instructional support through in-class coaching. This course emphasizes the development of critical reading and writing skills necessary for success in both first-and second-year postsecondary education and the workforce. Students refine their critical reading, writing, and research abilities across various disciplines, preparing them for the analytical demands of college and professional environments. Students will explore the financial, societal, and cultural implications of their college and career choices, while participating in ethical decision-making through group community service. The course also incorporates traditional college and career planning activities, such as comparative analysis of college entrance exams, financial aid and scholarship applications, and the navigation of the college admissions process.

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

The Path College Career III course is aligned to the Texas College and Career Readiness Standards, emphasizing the development of key attributes such as applying logic to analyze patterns and evaluate conclusions (reasoning), as well as implementing a variety of methods, devices, and strategies to analyze information (problem solving). Additionally, Path College Career III addresses key academic behaviors and work habits including time management, the balance of academic and non-academic activities for successful participation in both, and perseverance to complete challenging open-ended tasks. The intentional combination and application of rigorous critical thinking and work habits to identify postsecondary pursuits provides an innovative approach to college and career readiness.



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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 III
2018-2019	50
2019-2020	23
2020-2021*	10
2021-2022*	
2022-2023*	
2023-2024**	41

*Participation in another college-career readiness program

**Reincorporation of the Path College Career III course

Klein ISD students who 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



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used to compare students who enrolled in Path College Career and Path Next Steps with the district 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 10-12. Prerequisites: Path College Career I and Path College Career II. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
 - (1) Path College Career III is a course in a college and career readiness system that offers students instructional support through in-class coaching. This course emphasizes the development of critical reading and writing skills necessary for success in both first-and second-year postsecondary education and the workforce. Students refine their critical reading, writing, and research abilities across various disciplines, preparing them for the analytical demands of college and professional environments. Students will explore the financial, societal, and cultural implications of their college and career choices, while participating in ethical decision-making through group community service. The course also incorporates traditional college and career planning activities, such as comparative analysis of college entrance exams, financial aid and scholarship applications, and the navigation of the college admissions process.
 - (2) Through classroom applications of both contextual and non-contextual knowledge, students demonstrate mastery of 21st century college and career skills, including collaboration, critical thinking, problem-solving, effective written and oral communication, time management, project management, conflict resolution, 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 and reasoning skills. The student improves the ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:
 - (A) explain how evidence shapes beliefs and opinions in various texts;
 - (B) describe how to apply ideas and communicate insights effectively in different situations, such as interviews, academic discourse and writing;
 - (C) apply deductive reasoning and inductive reasoning to problems related to core content area(s);
 - (D) explain the differences between formal and informal logic in the analysis and interpretation of an argument; and
 - (E) analyze the differences between circular arguments, ad hominem fallacies, and slippery slope fallacies by creating examples of each in oral and written form and identify these arguments in given bodies of text.
 - (2) College and career planning. The student analyzes and considers the financial, societal, and cultural differences of personal college and career choices. The student is expected to:
 - (A) research and describe financial implications of career choice and level of education;



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- (B) describe benefits of participating in extra-curricular activities and community service and evaluate the impacts of participation on the college admission process;
 - (C) compare college entrance exams such as cost, registration timelines, assessment structure and format, score requirements for college admission;
 - (D) discuss college or career options with a college or industry representative or counselor; and
 - (E) conduct a comparative analysis of a selection of colleges and careers including the admission process, financial aid and scholarship opportunities, and required entrance exams and essays.
- (3) Ethical codes of conduct. The student applies the decision-making model to ethical dilemmas, demonstrating a comprehensive understanding of relevant ethical codes of conduct and their practical application. The student is expected to:
- (A) identify specific moral aspects in an ethical dilemma that a student might encounter in a community service activity;
 - (B) evaluate and explain the role of personal values in ethical dilemmas;
 - (C) select or develop personal ethical decision-making processes;
 - (D) evaluate and interpret complex ethical issues found in real-world situations; and
 - (E) evaluate and analyze the effect of participation in a group community service project on an individual's affective, creative, cognitive, and ethical development.
- (4) Interpersonal and soft skills. The student understands various methods of decision-making and negotiation while continuing to practice intercommunication and active listening. The student is expected to:
- (A) apply and describe various forms of a decision-making process to make appropriate decisions;
 - (B) describe the principles of negotiation and conflict and justify a conflict resolution strategy;
 - (C) select and justify self-management skills for various situations; and
 - (D) describe networking skills used during cooperative learning.
- (5) Academic behaviors. The student analyzes and practices collaborative teaching and learning strategies. The student is expected to:
- (A) describe and evaluate the effectiveness of common group norms in study group settings;
 - (B) select and describe note-reviewing strategies used in study sessions;
 - (C) discuss and evaluate the benefits and effectiveness of study groups;
 - (D) analyze and evaluate the effectiveness of time management strategies applied to various situations;
 - (E) describe the impact of negative emotions on study habits;



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- (F) identify and practice the use of essential note-taking symbols and abbreviations while engaged in different types of presentations such as lecture, video, and audio presentations;
 - (G) select and explain appropriate note-taking strategies for group or individual settings; and
 - (H) analyze the importance of critical reading and writing strategies such as audience-based communication, effective dialogue and critical analysis, and strategic visioning.
- (6) Research skills. The student conducts advanced research on a selected topic and presents the research results in written and visual or oral format. The student is expected to:
- (A) create, develop, and participate in original research while taking intellectual risks such as embracing ambiguity and uncertainty, facing critique, criticism, or rejection, and the ability to adapt based on findings;
 - (B) complete a research product, abstract, process record, and presentation;
 - (C) plan and deliver a focused and coherent presentation;
 - (D) organize research to prepare for a question-and-answer session;
 - (E) identify diverse points of view during research;
 - (F) analyze research from a variety of sources and explain how content collected through research is connected;
 - (G) adjust a research plan based on peer feedback; and
 - (H) analyze and evaluate the importance of audience feedback.



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
- College/Career records file
- Post-secondary "Course-of-Study" Plan
- Path group community service project
- SAT and/or ACT
- TSI (if needed)
- Complete Apply Texas
- FAFSA
- Create a resume
- Write a letter requesting a recommendation
- Research career certification opportunities available in high school
- Complete applications (e.g. job, college, scholarships)

Recommended assessment methods for evaluating student outcomes:

- Extra-curricular activity participation
- Reflection journal



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- College/career research
- Speeches / presentations
- Research: transcript implications, financial future, college / career society and culture
- Create/implement a group community service project
- Socratic Seminars and/or debates

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