



Office of Superintendent of Public Instruction - 5/2014

High School and Beyond Plan:

***Provides career and college readiness
for all students***

Career Guidance Washington is a career and college readiness program model designed to prepare all students for their future with support from an educator-advisor, curriculum, and tools for the High School & Beyond Plan. Using the foundations of Navigation 101, Career Guidance Washington is a statewide guidance and life-planning program for all middle and high school students. Best practices indicate that college and career readiness advisory programs established within a comprehensive guidance and counseling program provide every student with teacher/advisor where meaningful relationships are formed, positive school climate is built, and academic support increases.

The program provides curriculum to address topics

- assessments of student interests and aptitude
- strengthening goal-setting skills
- planning for high school course selection
- assessments of students' academic strengths and weaknesses
- use of results in developing students' short-term and long-term plans
- independent living / student success skills
- exploration of CTE options and opportunities at secondary and postsecondary level
- exploration of opportunities in emerging and high-demand programs including apprenticeships
- knowledge on how to access postsecondary options including two-year and four-year colleges

Career guidance in schools

- Increase academic focus for more career- and college-ready transcripts
- Strengthens student relationships with counselors/advisors/teachers
- Develop strong parent/school partnerships
- Provide tools for High School & Beyond Plan

Regular meetings are held between each student and counselor and/or a teacher who serves as an advisor throughout the student's enrollment at the school to build the High School & Beyond Plan.

- Student-led conferences once or twice a year to review the High School & Beyond Plan with the student's parents, guardians, or family members and the student's advisor for the purpose of:
 - demonstrating the student's accomplishments
 - identifying weaknesses
 - planning and selecting courses
 - setting long-term goals
 - schools uses data to monitor student progress

Examples of Schools with exemplary High School & Beyond Plan programs

- Anacortes High School - http://ahs.asd103.org/pages/Anacortes_High_School/Parent_Student_Resources/AHS_Counseling_Center/Counseling_Center_Documents/Advisory_Portfolio
- Bremerton High School - <http://www.bremertonschools.org/domain/1421>
- Grandview High School - <http://ghs.gsd200.org/>
- Omak High School - <http://www.omak.wednet.edu/domain/207>
- Rogers High School (Spokane SD) - <http://www.spokaneschools.org/Page/5848>
- Toppenish High School - <https://sites.google.com/a/toppenish.wednet.edu/advisory/>
- Washington High School (Franklin Pierce SD) - <http://fpschools.org/Section.aspx?SectionID=3&ContentID=81>
- Keithley Middle School (Franklin Pierce SD) - <http://fpschools.org/Section.aspx?SectionID=3&ContentID=81>

Example of Middle School High School & Beyond Plan

- Identify goals for high school
- Understand high school graduation requirements
- Make a four-year plan for high school
- Develop a high school Personalized Pathway
- Explore interests, aptitudes and career possibilities
- Explore postsecondary options
- Understand postsecondary admission requirements
- Understand and sign up for College Bound Scholarship
- Learn how to pay for postsecondary education options
- Use MSP test results to inform early high school planning
- Present HSBP at student-led conference

Example of a 10th Grade High School & Beyond Plan

- Prepare / Update a four-year course plan with Personalized Pathway
- Understand High school graduation requirements and alignment with career- and college-ready diploma
- Utilize career interest inventory results to inform HSBP
- Identify / Refine goals for career and college future
- Research postsecondary options and admissions standards
- Utilize college and scholarship search such as The Washboard.org
- Learn about financial aid process
- Build / Refine a resume/activity log
- Identify and take required assessments and pre-college exams
- Present HSBP at student-led conference

Example of a 12th Grade High School & Beyond Plan

- Finalize four-year course plan with Personalized Pathway
- Complete high school graduation requirements
- Maximize participation in dual credit opportunities
- Complete / Review career interest inventory
- Refine goals for career and college
- Complete applications to at least four postsecondary options
- Complete applications for financial aid
- Explore and apply for scholarships
- Complete resume/activity log
- Complete college/scholarship essays
- Visit postsecondary institutions
- Take required tests and entrance exams
- Present HSBP and reflection at senior conference

Evaluation of career guidance programs show results

- Improved course-taking patterns
- Increase in rigor and dual credit
- Increased graduation rates
- Persistence in college enrollment
- Less remediation rates

The program evaluation found three keys to implementing college and career readiness programs

- Students and teachers reap greater benefits when students earn credit for relationship-building advisories.
- When school leaders embrace their college and career readiness program, enthusiasm spreads.
- Collaboration among teachers, counselors, and administrators leads to greater student success.

2013 College Readiness Initiative Highlighted Impact Data Navigation 101/Career Guidance WA: College and Career Readiness

December 31, 2013

Objective

The purpose of this brief is to synthesize notable quantifiable data points “at-a-glance” regarding career guidance from College Spark College Readiness Initiative evaluation report to show that career guidance shows significant impact in key goal areas for college and career readiness.

Background

The source for these highlighted data points is from the BERC 2013 College Readiness Initiative (CRI) Navigation 101/AVID evaluation report that shows positive impact findings to date regarding: transcript eligibility, graduation rates, and college persistence.

Highlighted Data Connected to Evaluation Questions

To what extent did **course-taking** patterns change over time?

- Increase in students taking middle school algebra: 22.1% in 2008 to 26.9% in 2013
- Increase in students taking advanced math in HS: 60.7% in 2008 to 74.9% in 2013
- Increase in students taking chemistry HS: 32.8% in 2008 to 57.8% in 2013
- 79% of parents attend Student-led Conferences increased from 40% in 2010
- 75% of students were informed about courses increased from 46% in 2010
- Increase in students taking AP: 791 students in 10-11 and 961 in 11-12

To what extent did **student achievement** change over time?

- Relative to comparison schools, CRI schools show both a higher overall graduation rate and greater increases over time
 - 60% in 2008 to 69% in 2013 for Navigation schools
 - 48% in 2008 to 50% in 2013 for comparison schools
- Increase in four-year college transcript eligibility from 37.8% in 2008 to 51.2% in 2013
 - Native American students: 17% to 31%
 - African American students: 31% to 47%

To what extent did **college attendance and college persistence** change over time?

- When analyzing persistence results for students entering high school as a freshmen and persisting through college, more students persist through their fourth year of college at the Navigation 101 CRI schools than Comparison schools

To what extent did other **quantifiable measures** change over time?

- College Bound Scholarship sign ups improved 25% in 2006 to 47% in 2013
- 57% of schools continue to offer credit for advisory as a class compared to 42% in 2010
- 67% of schools indicate program is connected to comprehensive guidance & counseling
- 79% of schools report without grant would be able to continue program implementation
- Implementation of program elements was a “given” – always 4pts and higher and increasing each year (curriculum-driven advisory, portfolio, student-led conferences, student-informed scheduling, evaluation, program management, and connection to guidance & counseling)

Promising Practices

- Advisory strengthens communication and relationships between students and teachers
- Students more aware of career and college postsecondary options connected to the High School & Beyond Plan
- Developing partnerships between families and school counselors is key
- State support to schools for regional workshops, resources and professional development
- Provision of tailored professional development and networking
- More robust curriculum for career guidance and life planning
- Program structure flexibility
- College and career readiness goals and needs drive program
- Computer-based portfolios for student-led conferences

Overall Program Strengths

- Develops positive relationships with advisors for personal connections
- Has positive effect on students' plans for future
- Provides a structure for guidance
- Program facilitated large amounts of information about career and college to students
- Builds a cohesive school culture for college and career readiness
- Flexible structure to personalize and adapt for demographic and population needs
- Program support from OSPI regional meetings and monthly webinars
- Student-led conferences worthwhile
 - Parent involvement
 - Showcases student success and High School & Beyond Plan
 - Builds confidence in students

Recommendations for added program success

- Advisor training system and mentor program for new advisors from veteran advisors
- Utilize all curriculum to establish core lessons based on the needs of the school population directly connected to the High School and Beyond Plan
- Using all lessons and resources with checklists from the variety of materials provided by the state counteracts redundancy and lack of interest
- Having a clear purpose for student-led conferences maximizes results
- Advisors need to be prepared to assist students with informed-scheduling with readily available up-to-date information and resources from guidance and counseling departments
- Committed and organized program coordinator with clear program expectations
- Strong leadership team with dedicated time for program coordination

Best practices identified include:

- **Advisories:** Weekly or daily advisories keep students with same advisory group from year to year help strengthen relationships between students and advisors. Consistent schedule and administrative leadership helps program become a part of culture, improves ownership, and program engagement. Alignment with other academic programs such as AVID, professional development opportunities, and increase in career and college conversations.
- **Curriculum:** Alignment to data-driven goals builds relevant connection between middle and high school post-secondary goals. A variety of lessons are flexible for staff and inclusive of all students for guiding the goal-making process, that also include academic improvement, development of a four-year plan starting in middle school, post-secondary and career planning, financial literacy, and other components of the High School and Beyond Plan. All lessons are aligned with EALRs, ASCA, and CCSS in the areas of personal/social, career and academic development.
- **Portfolios:** Each year students take ownership of educational goals for career, academic, and personal/social in the development of their High School & Beyond Plan. Portfolios assist students with organizational skills, self-efficacy and responsibility.
- **Student-led Conferences:** Increased parent involvement and goals of 100 percent participation create a forum for school, students, and parent communication. Opportunity to positively showcase their school work and career plan in presentations, especially senior year as the senior conference empowers students.
- **Student-informed Scheduling:** Access to challenging classes increases when students are informed and understand the connection to their preferred future. Counselors, advisors, and parents work together to share responsibility to check student selection for courses.
- **Evaluation:** Finding, organizing and analyzing data using evidence-based practices helps schools make informed decisions. Many schools send out their own surveys to gather and distribute information to students and staff.
- **Program Management:** Distributive leadership that consists of administrators, counselors, and teachers builds program ownership and program sustainability.
- **Comprehensive Guidance and Counseling Program:** Career Guidance is foundational to comprehensive guidance and counseling programs in schools. Vertical teaming between middle and high schools create seamless transition for students.

Challenges:

- Schools overwhelmed by many initiatives
- More guidance needed on how to use program; No overall state system to hold participants accountable
- Low program buy-in from advisors impacts student buy-in for program fidelity
- Time for communication and leadership key to program overall success
- Year-long lesson organization and training for staff from school leaders