Replicating an Effective College & Career Program

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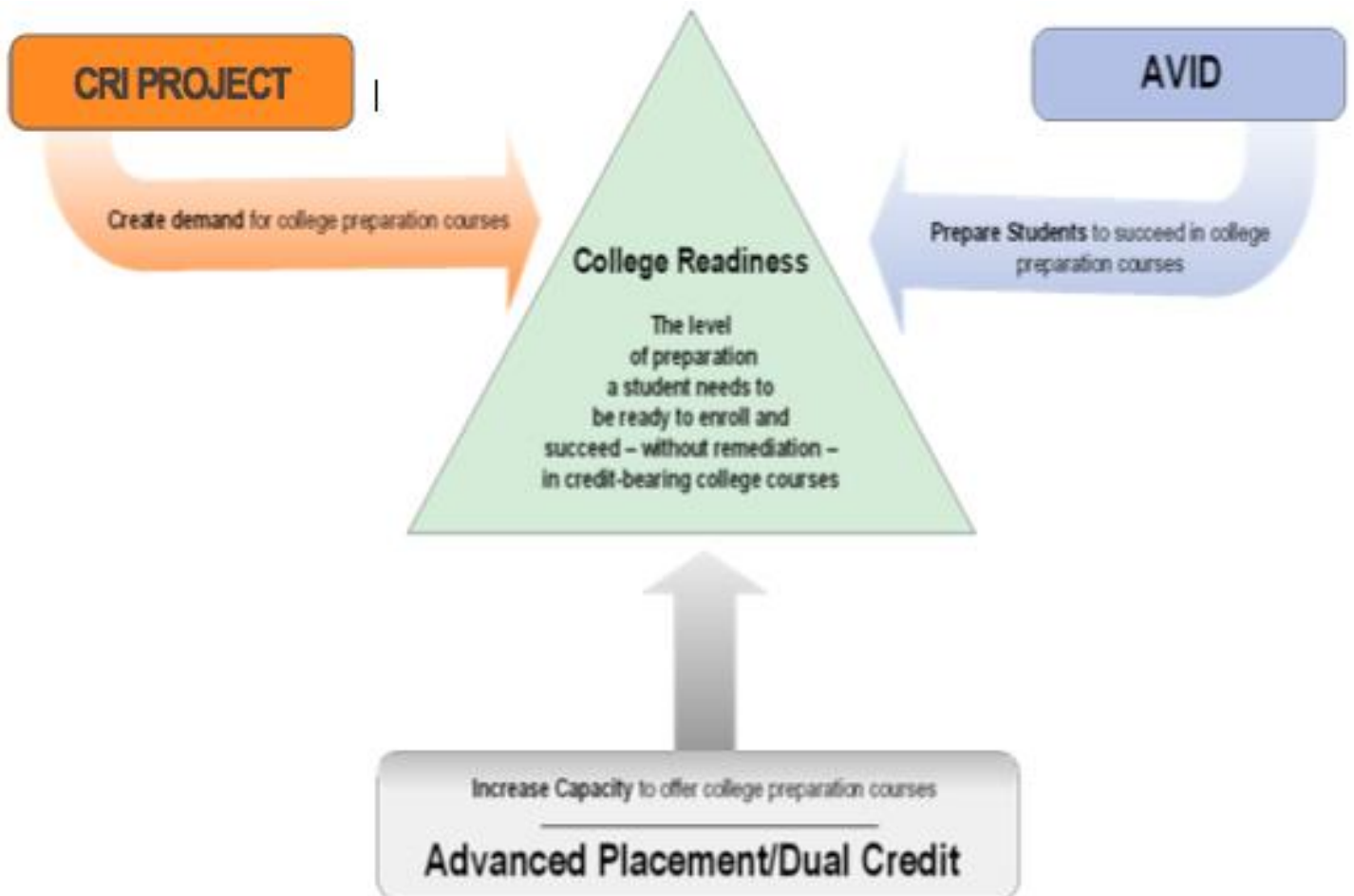
INTRODUCTION

WHAT IS THE CRI REPLICATION PROJECT?

The College Readiness Initiative (CRI) was a college and career guidance and counseling program for middle school and high school students that helps students make choices for their future, including course selection, goal setting and career and college planning. This robust career and college readiness program model is designed to prepare all students for their future with support from an advisor and/or counselor with guidance curriculum and tools to develop a meaningful High School & Beyond Plan.

CRI PROJECT

Create demand for college preparation courses

AVID

Prepare Students to succeed in college preparation courses

College Readiness

The level of preparation a student needs to be ready to enroll and succeed – without remediation – in credit-bearing college courses

Increase Capacity to offer college preparation courses

Advanced Placement/Dual Credit

The goal of the **COLLEGE READINESS INITIATIVE** is aligned with David Conley's definition of College and Career Readiness:

"A student who is ready for college and career can qualify for and succeed in entry-level, credit bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. (Conley, 2014)"

This set of resources is organized as a toolkit for use by school districts and school sites to increase the number of high school graduates prepared to transition successfully into post-secondary studies with a high rate of post-secondary persistence and retention. The Project is grounded in the results of a six-year implementation and evaluation process between OSPI/College Spark Washington and BERC (Baker Evaluation Research Consulting). The design and scope of the project is intended to serve students in grades 6-12.

WHO SHOULD USE THIS RESOURCE?

District leaders and school leaders interested in supporting implementation of a robust college and career readiness process can use the CRI Replication Project resources in their school systems.

The majority of tools and resources have utility among any group of educators seeking to improve the graduation rates of students in their particular school settings. The resources encourage the development of CCR teams at all levels within the district.

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WHAT'S IN THIS RESOURCE?

In addition to this introduction you will find seven **Action Plans**;

1 **Foundations**

2 **Personalizing Readiness**

3 **Structures for Vertical Teaming**

4 **High School and Beyond Planning**

5 **Student-Led Conferences**

6 **Student-Informed Scheduling**

7 **Evaluation**

Additional sections include:

❖ **Best Practices**
❖ **Road Map**

ACTION PLANS: A CLOSER LOOK

Foundations is designed to support the establishment of district and school based leadership teams and provide guidance for the teams as they development their implementation process and goals. The Foundations Action Plan information and checklists enable district teams to understand

The **SEVEN** CRI Replication Project **ACTION PLANS**:

1 FOUNDATIONS

2 PERSONALIZING READINESS

3 STRUCTURES FOR VERTICAL TEAMING

4 HIGH SCHOOL AND BEYOND PLANNING

5 STUDENT-LED CONFERENCING

6 STUDENT-INFORMED SCHEDULING

7 EVALUATION

key roles and responsibilities, determine capacity, and culture; and establish a vision for developing a robust CCR program as part of the comprehensive counseling program.

Personalizing Readiness explores the delivery systems designed to ensure that direct guidance services are available for ALL students with particular emphasis on serving diverse, underrepresented, first generation students impacted by poverty.

Structures for Vertical Teaming is focused on systems coherence as the CRI Replication project is intended to be implemented, ideally, between feeder middle school and high school student populations.

High School and Beyond Planning *details specific Career Guidance Washington program actions with appropriate content for the High School and Beyond Planning process derived from current legislative rules and the HSBP components inclusive of approaches to utilizing electronic portfolios connected to student information systems.*

Student-Led Conferencing *describes CGW program actions with appropriate content for school-wide SLC's organized by: Who am I, What have I accomplished, What plan do I have for my life and outlines a triad reporting process, led by students to be presented to parents and facilitated by an adult advisor.*

Student-Informed Scheduling defines an organized system for CGW program actions with appropriate content for student-informed scheduling processes, inclusive and connected to the High School and Beyond for student course selection, school forecasting and registration.

Evaluation suggests processes for CGW program elements with content for data collection, analysis and interpretation necessary to drive decisions. These practices are inclusive of perception data, student achievement data, and program data derived from multiple sources.

BACKGROUND

[College Spark's](http://www.collegespark.org/) (http://www.collegespark.org/) College Readiness Initiative has provided funding to school districts to implement school-wide guidance programs designed to help more students graduate from high school ready for college. The six-year initiative was a joint venture between College Spark WA and OSPI. The data collection has yielded dramatic results.

To assess evidence of impact, researchers analyzed transcripts; student assessment results; graduation rates; College Bound application rates; college attendance, persistence, and graduation data, pre-college course taking patterns; student and staff surveys, and SLC attendance and perception data. Where available, data are compared to statewide data. In addition, researchers analyzed the data by looking at the results based on the number of years implementing the program and based on self-reported levels of implementation. Please note that in many areas, the assessments changed or the requirements changed (e.g. Washington State minimum college entrance requirements set by WSAC). These changes must be taking into consideration while analyzing the data.

The source of the data points below is the BERC 2013 and 2014 College Readiness Initiative (CRI) evaluation report that shows positive impact findings to date regarding: transcript eligibility, graduation rates, and college persistence.

2015 Positive Data Trends

To what extent did course-taking patterns change over time?
- Increase in students taking middle school algebra: 22.1% in 2008 to 26.1% in 2015
- Increase in students taking advanced math in HS: 60.7% in 2008 to 78.6% in 2015
- Increase in students taking chemistry in HS: 32.8% in 2008 to 57% in 2015

- Increase in students taking physics in HS: 10.8% in 2008 to 16.6% in 2015
- Increase in students taking dual credit classes:
    - Advanced Placement: 791 students in 2010 to 1,685 in 2015
    - Running Start: 180 in 2010 to 261 in 2015

To what extent did graduation rates and 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 2015 for CRI schools
    - 48% in 2008 to 51% in 2015 for comparison schools

- Increase in four-year college transcript eligibility from 37.8% in 2008 to 53.7% in 2015
    - Native American students increased from 32% to 70%
    - Hispanic students increased from 35% to 45%
    - African American students increased from 31% to 45%
    - White students increased from 41% to 62%
    - Asian American students increased from 45% to 60%

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
- College Direct rates increased from 44.2 in 2004 to 52.2 in 2014

To what extent did other quantifiable measures change over time?
- 90% of students participate in a Student-led Conference
- Student-led Conference worthwhile data
    - Parents average of 93% from 2010 to 2015
    - Advisors average of 90% from 2010 to 2015
    - Students average of 85.5% from 2010 to 2015
- 30% increase in College Bound Scholarship sign ups
- 65% of school continue to offer credit for advisory as a class compared to 42% in 2010
- 79% of schools indicate program is connected to comprehensive guidance & counseling
- 79% of schools report without grant would be able to continue program implementation

It is because of these extraordinary outcomes that OSPI seeks to provide resources that will enable you to replicate the College Ready Initiative. The intent of the College Readiness Initiative Replication Project is to provide support to school districts, systems and school sites that wish to

replicate this highly successful model. It is also the intent of these resources to clarify the mission of a more robust distributed guidance system with strong advisory structures that allow for college guidance, academic monitoring and other guidance functions delivered in an integrated manner. The CRI data collection provides strong evidence that integrated and distributed guidance systems play a significant role in supporting academic and career readiness.

PROGRAM IMPLEMENTATION

Most importantly, we recognize that implementation is a process, not a event. Education researchers report that comprehensive implementation of any new innovation in a multi-school district is a three-to-five year process. It is for this reason that College Spark WA, together with OSPI and BERC committed to a six-year duration of sponsorship and support.

The MS and HS Implementation Plans in Appendix C can be utilized to ensure fidelity moving forward. Throughout the CRI cycle, these documents provided a key structure as framework for action when leveraged as collaboration tools.

ACTION PLANS

WHAT IS A STRONG FOUNDATION?

A strong foundation is built by setting goals that support your school's readiness system. Because a strong readiness system addresses the many facets of a student's individual school and life experiences, interests, and abilities the goals of such a program are typically aimed toward the highest level of impact – increasing graduation rates, personalizing the school experience, and building community. Some examples of desired outcomes of a CRI replication program include:

- ❖ Equalizing opportunity, so students of all income levels have good post-secondary choices
- ❖ Decreasing dropout rates
- ❖ Increasing student engagement
- ❖ Enhancing student achievement on the state assessments, in class, and after graduation
- ❖ Involving parents
- ❖ Strengthening community, both within the school and in the surrounding neighborhood

WHY IS IT IMPORTANT?

Great system goals can come to life in an especially meaningful way if their impact on individual students is considered, each of whom should:

- ❖ **Have one adult at school who knows and cares about him or her**
- ❖ **Graduate with choices for the future**
- ❖ **Become an active member of the community**
- ❖ **Have the skills to make good life choices**
- ❖ **Be able to assess own performance and make plans to improve**

A critical component to advance successful guidance with college and career readiness is a strong school culture. At the core of a strong school culture are **high expectations**, a **high level of support** and **strong relationships**.

High Expectations
+
High Support
+
Strong Relationships
=
STRONG CULTURE

"Guidance is an articulated process that provides information, experiences and support to students as they pursue current and future academic and career opportunities. The American School Counselor Association (ASCA) National Model, emphasizes a distributed approach to implementing the elements of advisory. Norm Gysbers encourages schools to move from "position to program" when thinking about guidance. Accordingly, core elements of an advisory are supported with expectations, outcomes, role clarity and measurement."

(Vander Ark et al., 2015)

A strong foundation builds a readiness culture.
The CRI Replication Project focuses on creating a school-wide college readiness culture. Through interconnected plans of action, this set of tools aims to help students to think about who they are, where they are headed, and how they'll get there.

What does a readiness culture emphasize?
A cornerstone of the CRI design is the work of David Conley, author of "Getting Ready for College, Careers, and the Common Core," (2014) and founder of the Educational Policy and Improvement Center (EPIC). Conley's working definition of college and career readiness: College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental coursework.

Further, Conley (2014) describes four keys to college and career readiness: key cognitive strategies (THINK), key content knowledge (KNOW), key learning skills and techniques (ACT), and key transition knowledge and skills (GO). These are important to know because student guidance can and SHOULD contribute to all four keys. These college and career dimensions greatly influenced the initial CRI implementation process.

BUILDING STRONG FOUNDATIONS IN YOUR SCHOOL

What type of leadership is needed? The leadership role is critical to success in developing and implementing a robust college and career readiness program. Research on the impact of leadership on organizational outcomes, including those for public education, has provided significant evidence of a correlation between intentional behaviors on the part of leaders and progress toward attainment of organizational goals.

Leadership teams at both the district and building level are essential for leading the implementation/replication process. This team of stakeholders was a requirement for the CRI program and served as a link to the collective mission of the system/school. To raise awareness of college and career readiness and begin to develop a shared vision, staff must be included and ideally, students as well, particularly at the building level. It is this team that makes the commitment, analyzes readiness to implement and assesses where your school/district along the continuum. Because this model is a comprehensive guidance construct it is imperative that members of your counseling staff, preferably the department head is part of the leadership team.

A solid team with strong leadership and diverse representation of district, school staff, and community partners is essential to the implementation of the CRI Replication process. Committed leadership is needed at both the district and building levels to ensure the following components are achieved:

- ❖ Setting clear project goals and expectations—keeping activities that propel the group toward reaching the goal always on the forefront.
- ❖ Understanding of the district/school community in order to select those participants who will be valuable contributors.
- ❖ Composing a group that is willing to collaborate in a strong sense of teamwork.
- ❖ Determining a meeting time that is best for all involved.
- ❖ Creating ownership with building administrators

Who should be on a leadership team?

- ✓ The group should represent a cross-section of the stakeholders in the school community, but not get too large.
- ✓ It is vital that each school building have at least one representative. These individuals will take the lead on implementing the project at the local building level
- ✓ Access a leader/facilitator who understands the community in order to select those participants who will be valuable contributors.
- ✓ Compose a group that is willing to collaborate in a strong sense of teamwork.
- ✓ Establish roles and responsibilities early in the process; effective communication is key.
- ✓ Be active, meet regularly, and be intentional – strive to reach the goal in due time.
- ✓ Develop a solid work plan to provide structure and guidance that will help keep the team on task.
- ✓ Remember the work is dealing with human beings, not just data and numbers.
- ✓ Provide time for reflection and evaluation of activities

Checklist for Building Strong Foundations

- ☐ Develop a Plan
- ☐ Form District/Building Level Leadership Teams
- ☐ Build Awareness through Communication
- ☐ Develop a Shared Vision
- ☐ Set SMART Goals
- ☐ Follow CRI Replication Plans of Action

QUESTIONS TO ASSESS YOUR FOUNDATION

Questions	Your Response
Do school staff and administrative leadership see student career and college readiness as a critical outcome for every student?	
Do student enrollments in rigorous courses and dual credit courses reflect the ethnic and income diversity of the school?	
Does your school currently have the resources to help every student develop an informed, thoughtful plan for his/her educational and career goals throughout high school and beyond?	
Do you believe that staff members, other than school counselors, could play a role in helping students plan their future?	
Would you be willing to replace your current parent/teacher conferences with student-led conferences at which students present their accomplishments and plans to their families?	
Would staff support an initiative designed to strengthen family engagement in the educational of their student?	
Is your program fully integrated to complete a meaningful High School & Beyond Plan, starting in middle school, with each student over time each year?	

PERSONALIZING READINESS

WHAT IS PERSONALIZATION?

The goal of personalizing college and career readiness is to help students figure out who they are, where they're headed, and how they're going to get there. The concept of personalization recognizes the uniqueness of each individual while also recognizing there are structures such as advisory and curriculum that can help ensure a personalized process is also a systematic process. In a personalized system, each student has an adult who knows them and helps them navigate high school so that they leave with a meaningful, personalized plan and are prepared for postsecondary options.

WHY IS IT IMPORTANT?

❖ **Connection to adults**. Every student needs an adult advocate. A key component in a personalized system is a strong advisory system that provides the structure for meaningful relationships between students and adults. Strong adult mentorship while increases the likelihood of graduation and postsecondary success

❖ **Connection to peers**. A personalized advisory program helps students get connected to one another in meaningful ways. Through class discussions, democratic classroom decision-making, Socratic seminars, and other activities, students can form bonds with one another and also learn more about themselves in relation to others.

❖ **Advocacy.** Personalized relationships, often in the form of advisor-advisee, means that the student has an advocate in the school building. This means the student can feel supported, and if or when that student faces some personal or academic difficulty, rather than mentally or physically "checking out," the student has someone to go to for help, feedback and assistance.

Shane Lopez, author of "Making Hope Happen" (2014) teaches people that investing in their future pays off today. With what some call "psychological reform," schools can function less like impersonal factories and more like dynamic human development centers that enable students to achieve the meaningful futures they say they really want, including a good job and a happy family. Such an environment promotes:

HOPE

The ideas and energy we have for the future

ENGAGEMENT

The involvement in and enthusiasm for school

WELL BEING

How we think about our experience and our lives

"Advisory is the heart and soul of our school."

- **Chris Swanson**
  CRI Leader
  Bremerton High School

❖ **Personal Growth.** Because of the student's personal connections to an adult, the student can learn more about his/her academic and personal strengths and areas for improvement. A student's own self-awareness is critical for success in college and beyond, and a good advisory program can help students become more self-aware through 1:1 discussions with their advisor and also time for those discussions as a peer group during the advisory time

❖ **Aspirations for hope, engagement and well-being.** The personalized system and relationships provide a place to teach concepts like hope and promote engagement and well-being. HOPE the ideas and energy we have for the future.
  o *Hope* drives attendance, credits earned, and GPA of high school students. Hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores.
  o *Engagement* distinguishes between high-performing and low-performing schools.
❖ Well-being tells us how our students are doing today.

PERSONALIZING READINESS AT YOUR SCHOOL

While the options for personalization structures and processes are endless (such as leveraging mentorships, community partnerships, school system resources, online resources, apps, and much more), there are core structures necessary to activate personalization: advisory and curriculum.

1) **Advisory.** Advisory is a key component of a distributed student guidance strategy. Distributed means that many adults in the school serve as advisors.

Advisory is a regularly scheduled time to meet with a cohort of students ideally, in the same grade. Advisory aims to help students make clear, careful, and creative plans for life beyond high school, and encourages student engagement, enhances student achievement, involve parents and guardians and strengthens the school community. It is a place where relationships radiate: the "soul" of the school. In every career-readiness initiative (CRI) school all students are engaged in a goal driven advisory cohort.

Core elements of advisory:

1 **Weekly academic monitoring (for at least 30 minutes) and connections to academic support services.**

2 **Connection to youth and family services**

3 **Support for positive school culture**

4 **Support for career awareness**

5 **Support for postsecondary education awareness**

For more on core and optional elements on advisory refer to [The Role of Advisory in Personalizing the Secondary Experience.](#)

2) **Curriculum.** Core to any personalized system is a set of learning experiences that are interesting, engaging, level-appropriate, and planned. There are numerous curricula geared toward personalizing college and career readiness. The primary curriculum used in Washington is Career Guidance Washington, and there are numerous other options for free or for fee.

   o [Career Guidance Washington](#) (CGW) curriculum emphasizes active and engaging teaching and learning and a sense of responsibility over one's own aims and goals. When leveraged in the context of meaningful

supportive relationships this collaborative advisory community naturally works in support of the creating a college going culture. Engaging student voice and co-leadership aids in building strong relationships between teachers and students, activating students' participation in their own learning and within the greater school community, and by clearly mapping how present school experience can help them work towards their futures.

o [Southern Regional Educational Board College and Career Counseling](#) (SREB) has developed a set of curriculum modules and resources that schools can use to support the college and career personalization process. Topics include, but are not limited to building a college-going culture, academic planning, career planning, financial aid, the college admissions process, and more. SREB strives to increase the success of students through provision of these

EYE ON POLICY

The CGW curriculum has been aligned with standards set by national and state policy, including but not limited to:

Common Core State Standards: The [Common Core State Standards](#) provide a consistent, clear understanding of what students are expected to learn, so teachers and families know what they need to do to help them. The standards, which have been adopted by 45 of the 50 states, are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers.

ASCA National Standards: The [American School Counselor Association's](#) (ASCA's) National Standards outline competencies in academic, career, and personal/social skills that students should obtain as a result of participating in a school counseling program. As an integral part of a school counseling program, Career Guidance Washington is fully aligned with the standards in all three domains.

timely, relevant, and research based resources. They also provide materials for counselors and school leaders.

Once the commitment to implement elements of the CRI model has been determined, use this checklist to plan for the inclusion of advisory. Curriculum driven instruction with targeted outcomes utilizing Career Guidance WA lessons. Many CRI schools use customized lessons.

A Personalization Implementation Checklist

☐ Determine Goals as Leadership Team

☐ Set advisory schedule and structure
- ❖ Determine Implementation Timeline
- ❖ Discuss Structure for grade level support – student groupings, who serves as advisor?
- ❖ Determine Roles/Responsibilities
- ❖ Discuss/Decide Delivery Options – frequency, schedule, length, focus

☐ Determine curriculum implementation
- ❖ Grade 6-12 sets of 20 lessons per grade level with targeted outcomes
- ❖ Lessons based on these themes: college/career development, ownership of learning, transitional skills. learning techniques, academic eligibility, HSBP w/graduation requirements
- ❖ Delivered all through advisory or also through core classes?

☐ Determine supplemental personalization

☐ Program Leaders and teams create calendar and publish for all staff

☐ Communicate Personalization Plans with all Stakeholders, including staff training

☐ Schedule and plan for Personalization and Advisor Training

QUESTIONS FOR PERSONALIZING READINESS

Topic	Question	Example
Students	How are advisory groups created?	By grade level, interest, etc
Staff	Who serves as an advisor? Who organizes the schedule of lesson plans?	All staff, certificated staff, etc
Frequency	How often do advisories meet? Is high school credit given for advisory?	Daily, Weekly, bi-monthly, etc
Schedule	What time of day? When?	Start of day, assembly schedule, etc
Training	How is staff trained?	Staff meetings, online, weekly, etc

VERTICAL TEAMING

WHAT IS VERTICAL TEAMING?
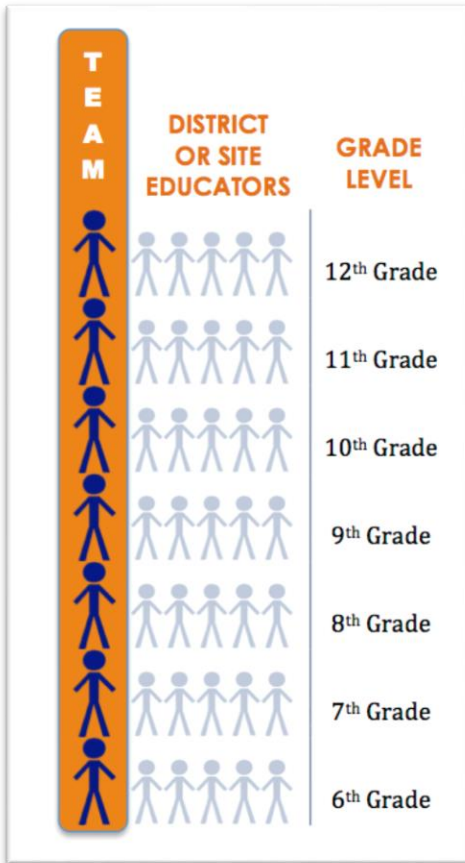
Vertical teaming is a collaborative process that connects staff for the purpose of planning and taking action aimed at specific outcomes. Middle school and high school teams form vertical team structures to facilitate communication between grade levels within school sites and across levels to enforce consistent use of data, raise levels of staff-to-student engagement and increase graduation rates. Positive examples of this process are in place at Franklin Pierce Schools and Spokane Public Schools. For more information, review the OSPI's "Spotlight on Graduation" flyers for each district.

An essential element of the CRI implementation process, vertical teaming practices support a "going to college" school culture. At the Graduation Summit during the Association of Washington School Principals Summer Conference in 2014, Frank Hewins, Franklin Pierce Superintendent, noted, "Collaboration yields fidelity. We see challenges as opportunities. Every student prepared for post-secondary is a social justice issue." James Hester, Principal at Washington High School added, "Our responses must be nimble. Collaboration allows us to design, implement and assess quickly to deliver real time services."

"Collaboration allows us to design, implement and assess quickly to deliver real time services."

- James Hester
  Principal
  Washington High School

WHY IS IT IMPORTANT?

❖ **Easing Transitions.** The transition to high school is a defining—and often difficult—developmental period for teenagers. Faced with increased academic pressures and unfamiliar social circumstances, far too many adolescents experience decreases in grade point average, attendance, motivation, and sense of belonging. CRI data suggest that transition

planning, which includes procedures for enabling middle school students to actively participate in high school campus programs, served to connect students, facilitated the course registration process, and enhanced the students' sense of belonging. Working together to ensure a seamless transition between middle and high school programs will help to ensure students acquire the academic, social and career skills necessary for success.

❖ **Building Strength.** A strong vertical team will also be able to address curriculum alignment issues, transfer of student data/portfolio contents, parent communication processes, appropriate course taking patterns, effective use of early warning systems and just-in-time intervention support resulting in fidelity of implementation across the system.

❖ **Syncing**. The district leadership team, counselors, and principals can take the lead on ensuring that feeder schools are in "sync," and that there is a systemic transition plan for students.

SCHOOL SPOTLIGHT: Spokane School District

At Shaw Middle School in Spokane, WA students are invited to participate in the "Pirate for a Day" program, an effective middle school to high school transition activity that facilitates a campus visit for advisory groups to Rogers High School.

In an effort to strengthen the transition between Shaw MS and Rogers HS 8th grade "Vikings" shadow a recognized 10th grade leadership student ("Pirates") at a 1:1 ratio for an entire school day. They accompany them at all times, experiencing hall passing periods, participating in classes, eating lunch in the cafeteria, etc. Basically, everything their HS student does, they do it with them.

The program aims to help students:
- ❖ Establish a future student advocate
- ❖ Learn to navigate through Rogers High School
- ❖ Get acquainted with high school teachers
- ❖ Experience high school classrooms in session

This successful transition program was created by Kipton Solomon, Gear-Up Specialist at Rogers High School.

Additionally, the Spokane School District's "T-2-4" program teaches students they can go to technical, two-year or four-year schools.

BUILDING A VERTICAL TEAM IN YOUR SCHOOL

Once the commitment to implement vertical teaming has been expressed, use this checklist to begin building and working with your team.

Vertical Teaming Implementation Checklist

- ☐ Plan a process aligned with District/Building Level Teams tasks
- ☐ Determine if vertical planning team is a subset of the Leadership Teams/Counseling Team
- ☐ Recruit grade level band leaders and counselors
- ☐ Clarify roles for grade level leaders and counselors
- ☐ Determine priority tasks (data use, engagement strategies for staff, students and parents)
- ☐ Focus on grade level communication and "between" grade level communication (linked to PLC structures when possible).
- ☐ Address transition processes between schools w/timelines and responsibilities
- ☐ Coordinate calendars
- ☐ Link to MTSS (Multi-Tiered System of Support) and DEWIS (Developing an Early Warning System)
- ☐ Organize small group high school campus visits for middle school students (See Pirate for a Day info in School Spotlight on page 24)

QUESTIONS FOR VERTICAL TEAMS

Questions	Your Response
How can you coordinate a "seamless" transition from middle school to high school?	
What are some ways to organize leadership teams from middle school and high school to coordinate transition activities?	
How the development and use of customized career guidance instructional lessons and college and career readiness resources be coordinated within grade levels, between grade levels and across school system sites?	
How can you ease portfolio (binder or digital) transfer from middle to high school?	
How does the middle school work on the High School & Beyond Plan?	
What are ways to assist parents in gaining a better understanding of college readiness, career guidance opportunities, transitions and student programs?	
How does our team connect with the MTSS and/or Early Warning System?	

HIGH SCHOOL & BEYOND PLAN

WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

The High School and Beyond Plan (HSBP) is a formal process designed to help students think about their future goals and how to accomplish those goals. This includes exploring interests and career options, developing a course plan for high school, and exploring opportunities to develop skills. Students create their High School and Beyond Plans in cooperation with parents/guardians and school staff. Ideally, students start their plans in eighth grade and then continue to revise them throughout high school to accommodate changing interests or goals. The High School and Beyond Plan with a personalized pathway is a graduation requirement for every student. It's a tool for students, parents, and teachers to guide students through high school.

Plans are personalized and designed to help students set, visualize and work to achieve goals.

EYE ON POLICY

The HSBP is a graduation requirement for every student in Washington State. Each school district determines the guidelines for the High School and Beyond Plan (RCW 28A.230.090).

"Each student shall have a high school and beyond plan to guide his or her high school experience, including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is locally determined and designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or goals."

What are the components of a High School and Beyond Plan?

The High School and Beyond Plan must include a plan for the year after high school (WAC 180-51-066, WAC 180-51-067, WAC 180-51-068). It is also recommended that plans should include at least a career goal, an educational goal, a four-year course plan for high school, and identification of required assessments. For more information on high-quality High School and Beyond Plans, visit the [Washington State Board of Education](#).

A key element of the HSBP are Personalized Pathway Requirements (PPR): three locally determined courses that lead to a specific post-high school career outcomes chosen by the student, based on the student's interest and High school and Beyond Plan.
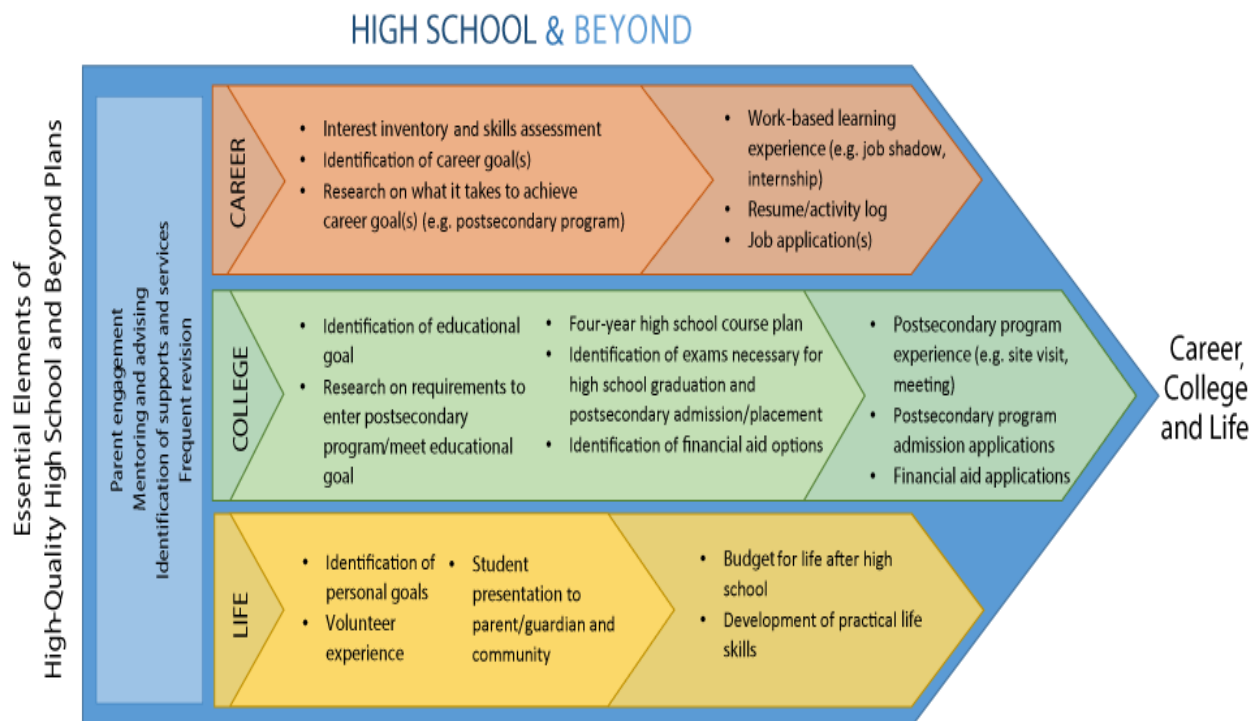
Additionally, the [Washington State 24 Credit Career and College Ready Graduation Requirements](#) has been adopted by the state for the class of 2019 and beyond, where a Personalized Pathway is a requirement based on the High School & Beyond Plan.

WHY IS IT IMPORTANT?

A student's interests and post-high school aspirations influence the knowledge and skill profiles necessary to be ready for postsecondary studies. This is the basic premise that guides the HSBP and personalized pathway process. A secondary CCR program of instruction should be designed to equip ALL students with sufficient knowledge and skill for success in post-secondary pursuits, as this is a social justice issue.

The High School and Beyond Plan provides students with the opportunity to explore their own skills and interests and discover potential career and educational options they may not have been aware of previously. It allows students to take ownership over their high school experience and choose coursework and activities that are relevant to their goals. The HSBP also provides a means of tracking requirements for graduation from high school and entry into postsecondary programs.

Some additional outcomes of the HSBP process:

- ❖ Understand themselves and others better
- ❖ Develop positive self-image
- ❖ Identify interests, values, needs and abilities
- ❖ Reinforce responsibility, respect, achievement and perseverance
- ❖ Develop social skills with communication, relationship-building and problem solving
- ❖ Build positive personal relationships with teachers, peers and staff
- ❖ Increase connectedness to school and develop a sense of belonging – know that someone cares

The Personalized Pathway Requirement (PPR) answers these questions:

- ❖ How does my career interest connect with the courses I am taking of plan to take?
- ❖ How do the courses I am taking or plan to take connect with my career pathway or college major?
- ❖ What are the steps I need to take to reach my postsecondary plan successfully?

THE HSBP PROCESS
A process that enhances student's understanding of the relevance of school courses as well as out-of-school learning opportunities, and provides the student access to career development opportunities, that incorporate self-exploration, career exploration, and career planning and management activities.

Group Goals – Building Relationships

- ❖ Encourage and assist with listening and communication skills
- ❖ Encourage meaning of group membership
- ❖ Understand responsibility for personal and academic growth
- ❖ Encourage positive influence on school & community

The HSBP enables EVERY student to:

- ❖ Identify goals for high school
- ❖ Meet High school graduation requirements
- ❖ Make a four-year plan for high school
- ❖ Develop a high school Personalized Pathway
- ❖ Explore interests and careers
- ❖ Explore postsecondary options
- ❖ Understand Postsecondary admission expectations
- ❖ Access College Bound Scholarship information
- ❖ Learn how to pay for postsecondary options
- ❖ Create awareness of required tests
- ❖ Prepare for student-led conferences

IMPLEMENTING AN HSBP PROCESS IN YOUR SCHOOL

What is the process for creating, revision and completing a High School and Beyond Plan? The process for completing a High School and Beyond Plan is locally determined and may be designed at the school or district level. For example, schools may utilize direct counseling, an advisory model, and/or create a credited class to guide students in creating and revising their High School and Beyond Plans. Schools and districts may also utilize online tools and curricula, such as Career Guidance WA developed by OSPI. Whether a student has met the requirement for the High School and Beyond Plan is determined at the local level. For sample

HSBP, Program of Study and Options After High School Templates, refer to the [Career Guidance Washington Lesson Plans](#).

High School & Beyond Plan Checklist

☐ Review of district graduation requirements by Leadership Team based on graduation cohort year

☐ Engage ALL staff in understanding the state/district graduation requirements

☐ Collaborate with key staff, to develop district processes for ensuring HSBP PPR process implementation grades 8-12 (ideally ALL middle school students)
  o Select HSBP document template for consistency
  o Ensure system-wide support to ensure fidelity of implementation
  o Plan and deliver professional development
  o Schedule individual student HSBP review with counselors/advisors (ideally as a component of advisory)
  o Align HSBP development with Personalized Pathway

☐ Engage parents in process (ideally aligned with SLC's)

☐ Gather staff/student feedback for continuous improvement of HSBP process of development, support and effectiveness

☐ Align students' 4 year plans to registration, student-informed scheduling process with staffing needs/development of master schedule

☐ Analyze sampling of plans and course taking patterns data to address disproportionality

☐ Review of HSBP process annually aligned with state board of education cohort graduation requirements

HOW IS THE HIGH SCHOOL & BEYOND PLAN CONNECTED WITH PERSONALIZED PATHWAY AND PORTFOLIOS?

Each school site successfully leveraged a portfolio system to ensure accountability for supporting each student in developing a meaningful HSBP. Additionally, schools leveraged student information systems such as [Skyward](#) (WSIPC) for data management. Student information systems provide access to historical data for ongoing analysis, innovative functions that integrate with a variety of data tools and flexible reporting for data mining. All Washington State schools have access to this source of free digital HSBP resources provided by WISPC within their student information system. Information can be found at regional ESD's.

What are student portfolios?
Portfolios are records of students' accomplishments and plans for the future. Portfolios include samples of students' work, grades, test and assessment results, educational and career plans, volunteer service records, honors or awards they've received, and notes from their student-led conferences. They are organized by the ASCA domains:

- ❖ **Academic Development**
- ❖ **Career Development**
- ❖ **Personal and Social Development**

Why use student portfolios?
Portfolios are key to students' efforts to take responsibility for their own learning and chart their own futures. Portfolios help students in several ways:

- ❖ **To organize important information**
- ❖ **To help students plan for the future**
- ❖ **To help students market themselves**
- ❖ **To encourage reflection**

QUESTIONS FOR DEVELOPING STUDENT HSBP

Questions	Your Response
Will student HSBP be paper or digital?	
How and when will students access their HSBP? Who will assist students with their Personalized Pathway Requirement?	
What common contents will be collected and stored in HSBP? (See Bremerton High School APPENDIX B portfolio example)	
What school-wide processes will be utilized for accountability to ensure consistency of HSBP development?	
What Student Information Systems will be in place for real time access to data?	
How will school partner with families to engage them in the planning process?	
What professional development process is in place that includes clear, accurate and relevant information about the HSBP development to empower staff to support students?	

STUDENT-LED CONFERENCES

WHAT ARE STUDENT-LED CONFERENCES?

Student-led conferences (SLCs) are a form of parent-teacher conferences, but with students taking the lead role. A student-led conference is an opportunity to engage and involve students and their parents (or a significant adult) in the readiness process. At the student-led conference, students lead parents through a discussion of their academic accomplishments, their goals for the future, and their interests and dreams. Students use the work collected in their portfolios and High School and Beyond Plan to structure their presentations.

In the student-led conference format, students and teachers prepare together, and then students lead the conference while teachers facilitate. (Use the Career Guidance WA lessons to plan and prepare for SLC's. These resources provide a step-by-step process with customizable templates.) The triad sits together to review and discuss the work and the student's progress. The message, once again, is that the students are responsible for their own success.

Student-led conferences require advance planning to carry out, but students and advisors consistently rate them as the highlight of the year. Often teacher acceptance of the readiness program is enhanced by the success of student-led conferences.

High implementing schools have student-led conferences that:

The 3 ASCA Domains

Academic Development
What have I accomplished?

Career Development
What do I want to do?

Personal/Social Development
Who am I?

❖ **Are held at least once a year.** Most schools hold conferences in the spring to coordinate with course registration. Schools typically schedule early release days for conferences.

❖ **Are attended by the advisor, student, and at least one significant adult** from that student's life.

❖ **Are organized around the three ASCA domains** and High School & Beyond Plan components.

- ❖ **Are inclusive of additional highlights** such as:
  - Personal interests, abilities, and relation to current career goals
  - High School and Beyond Plan with Personalized Pathway
  - Research on post-secondary training and education related to goals
  - Budget for education, training, and future
  - Resume or Activity Log
  - Understanding of future exam/assessment requirements
  - Demonstration of preparedness through presentation of HSBP
- ❖ **Are integrated with course registration**, so that students finalize their course registration requests in the presence of their families.
- ❖ **Are able to help students assess their own performance** and sharing of future goals.
- ❖ **Are a source of perception data collection**. (Student/parent surveys are located in the [Career Guidance WA Curriculum](), Lesson 20.)

WHY DO STUDENTS LEAD THE CONFERENCES?

We believe that student involvement in the conferences makes learning active, provides opportunities for students to evaluate their own performance and encourages students to take responsibility for their learning. Having students take charge of the conference makes them more accountable for what they are learning.

SLCs also contribute to a students' sense of self-efficacy, a key characteristic of success! Researcher Albert Bandura states, "To succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life. Self-efficacy is the belief in one's capabilities, or the degree of confidence that people have in their ability to succeed at a task that matters to them." Leading an SLC impacts a student's level of motivation and perseverance in the face of challenging obstacles.

In addition, SLCs create a partnership between the home and the school that is hard to get in any other way. With a student-led conference, students tell a story from their own perspective. Parents have the

opportunity to really take the time to listen to and understand their children: a rare moment of reverence in our all-too-busy lives. Both research and experience have demonstrated that student-led conferences offer many benefits including the following:

- ❖ Stronger sense of **accountability** among students
- ❖ Stronger sense of **engagement** among students
- ❖ Stronger sense of student **ownership** of learning
- ❖ Stronger sense of **pride** in achievement among students
- ❖ More productive student-teacher **relationships**
- ❖ Development of **leadership** skills among students
- ❖ Greater parental **participation** in conferences
- ❖ Increased teacher **focus** on standards

ADVANTAGES AND DISADVANTAGES

Educators acknowledge that there are disadvantages as well as advantages to student-led conferences. Although parent attendance in CRI schools is higher for student-led conferences than for teacher-led ones, a parent's failure to attend a student-led conference leads to a great deal of disappointment for a student who has worked hard to prepare. For this reason advisors aim for 100% participation.
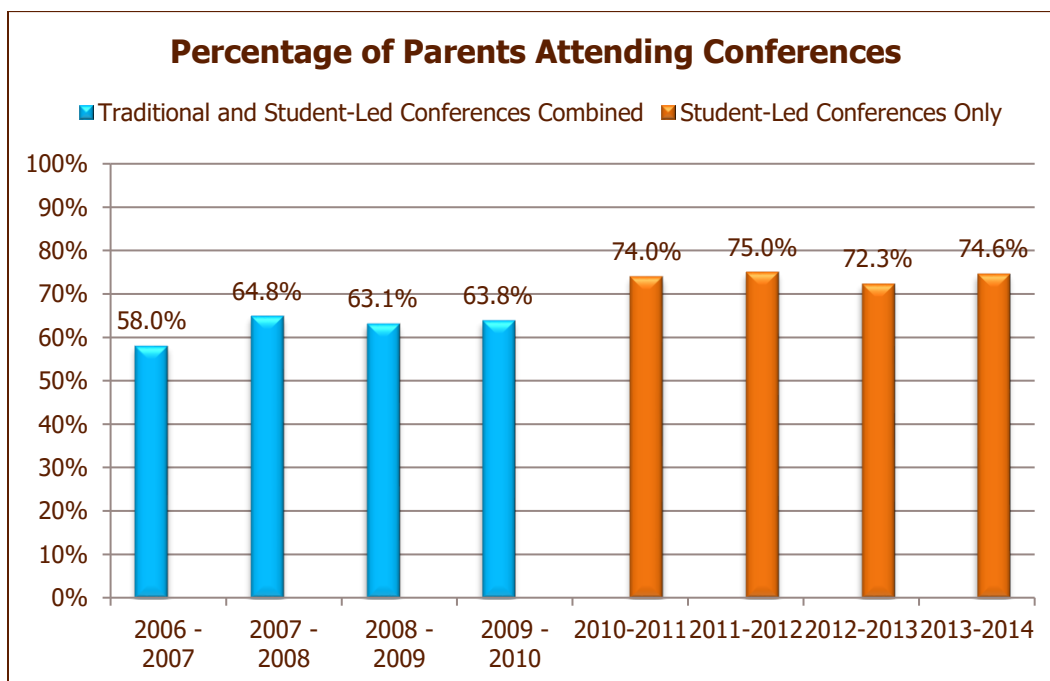
Percentage of Parents Attending Conferences

■ Traditional and Student-Led Conferences Combined   ■ Student-Led Conferences Only

Year	Percentage
2006 - 2007	58.0%
2007 - 2008	64.8%
2008 - 2009	63.1%
2009 - 2010	63.8%
2010-2011	74.0%
2011-2012	75.0%
2012-2013	72.3%
2013-2014	74.6%

Another disadvantage is that some parents want to spend more time with their child's teacher, receiving his or her viewpoint. Nearly all schools with student-led conferences will let parents make separate appointments to confer with teachers.

But most advisors say the advantages outweigh the disadvantages. Student voice, ownership, and accountability is mentioned again and again by educators as a plus for student-led conferences. Another plus is the way that even struggling students can produce something positive for a conference, an art project or an essay, perhaps, that wouldn't show up in a traditional parent teacher conference.

IMPLEMENTING STUDENT-LED CONFERENCES IN YOUR SCHOOL

The timeline on provides a list of key tasks that may be helpful as your school organizes student-led conferences for the first time. A few logistical points first:

❖ Most schools hold one set of conferences a year, usually in the spring. Some schools hold two conferences, one in the fall and one in the spring.

❖ Many schools have found it helpful to coordinate conferences with course registration for the coming year so that students can use their conferences to discuss their course choices.

❖ Most schools schedule conferences during the release time of early release days.

Checklist for Implementing Student-led Conferences
One year before conferences:

- ☐ Set dates for conferences and begin to secure needed authorization (scheduling early release days may require School Board and/or other forms of approval).
- ☐ Coordinate conference schedule with transportation, food service, and extracurricular calendars.
- ☐ If desired, coordinate schedules for course registration and conferences so that students can select their courses for the coming year just prior to their conferences.
- ☐ List conference dates on district calendar.

Two months before conferences:

- ☐ Review conference purpose with advisors. Have advisors review the relevant Career Guidance WA instructional lesson plans (lessons 18, 19 and 20) to understand the process.
- ☐ Identify conference location(s) (tables in your cafeteria, perhaps, or advisors' home classrooms).
- ☐ Share detailed conference schedule with advisors (see below).
- ☐ Identify greeters and develop a check-in process to verify student and parent attendance.

One month before conferences:

- ☐ Using CGW lessons provide students the sequence of preparation to begin planning their presentations.
- ☐ If desired, use the CGW lesson plans to help students plan for their courses for the coming year (so as to present their course choices during conferences).
- ☐ During advisory, help students invite their parents and select conference times.
- ☐ Meet with advisors to review conference logistics, and plan ways to deal with absentees.
- ☐ Invite District VIPs, media, etc.
- ☐ Plan for refreshments and any resource materials (college preparation, college bound scholarship sign-up, financial aid

information) to make available at the school during conferences.

One to two weeks before conferences:
- ☐ Check in with students to ensure they are prepared.
- ☐ Remind students of their conference times (if desired, mail, text or e-mail parents).
- ☐ Copy an attendance sheet for each advisor (see below for a template).
- ☐ Copy student and parent Feedback Forms (from CGW lesson plans or see below)
- ☐ Copy any other needed forms (such as registration forms).

During conference:
- ☐ Greet parents and students as they arrive.
- ☐ Track student and parent/adult attendance.
- ☐ Register for coursework and/or determine optimal class schedule
- ☐ Ensure that parents and students complete Feedback Forms before leaving.
- ☐ Enjoy this special event!

QUESTIONS FOR STUDENT-LED CONFERENCES

Defining Questions	High Level is . . .	Rate Your Planning Efforts 1 (low) – 5 (high)
How often are conferences held?	At least once/year (fall, spring or both)	
Who attends student-led conferences?	Advisor, student, family, or significant adult	
How are conferences organized?	Around three ASCA domains using High School & Beyond Plan components	
Are conferences integrated with course registration?	Yes	
Is satisfaction with conferences tallied? Parent/Staff and Student?	Yes	
Do students assess their own performance?	Yes	

STUDENT-INFORMED SCHEDULING

WHAT IS STUDENT INFORMED SCHEDULING?

Student-informed scheduling refers to a course registration process that is driven by students' interests, aspirations and post-secondary course of study. Students are not simply assigned to specific courses or levels of classes; instead, they get to choose what courses they want to take (including dual credit or honors courses). The school's master schedule and staff schedules may be adjusted following student registration.

Student-Informed Scheduling encourages students to take advanced, dual credit, or Career & Technical Education (CTE) courses in high school. The process of student informed scheduling encourages schools to accommodate the provision of these and other gatekeeper courses to facilitate students graduating "college ready."

Access to challenging classes and dual credit opportunities increase when students are informed and have no gates. Counselors and advisors work together to share responsibility and crosscheck courses for students.

WHY IS IT IMPORTANT?

Higher Achievement. Schools that have implemented student-informed scheduling have found that it makes a significant difference in student course choices and ultimately, in student achievement. Students are more likely to thrive when they take ownership in their academic progress. And they're more likely to feel ownership when they've selected a course schedule that's based on their aspirations for the future and on their research about what they need to do to succeed. CGW works throughout students' secondary experience to help them achieve at the highest possible levels. Encouraging students to take the most challenging courses they can reinforces this message about the importance of academic achievement.

Student-informed scheduling is aligned with the idea of **ACADEMIC PRESS**: a consistently high expectation on the part of the teachers that students will do their best work. It emphasizes the importance of maintaining a task or mastery goal while pressing for deep student understanding, rather than lapsing into a performance goal orientation, in which students are pressed simply to obtain a high grade.

For more information visit the Hope Survey's website.

First Generation students require support structures to enroll and thrive in rigorous coursework. OSPI and College Success Foundation have partnered to create the **GO Alliance**, which provides counselor training to enhance appropriate student support services.

To learn more about the GO Alliance visit their website.

Better Transcripts. A critical prerequisite for college and career readiness is a transcript that reflects readiness. Given increased personalization through the growth of course options and online learning, helping students build a thoughtful pathway and secure transcript is critical.

Self-efficacy/Ownership. According to Robert Marzano, "Self-efficacy is the belief that one has control over one's own life" (Marazano, 2012). Marazano not only underscores that belief, but the student-informed scheduling process brings it to life. Students take ownership for their academic careers and for the choices they need to make to succeed. With student-informed scheduling, students are not simply assigned to courses; instead, they must proactively choose. This practice is aligned with the new Personal Pathway Requirement for graduation. To help them, the Career Guidance WA curriculum includes numerous opportunities during which students learn about graduation requirements, about course requirements for college admission, and about the courses they should take during high school to prepare themselves for their dream careers.

Success: the data are clear as evidenced by the CRI progress over time represented below:

- ❖ 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 77% in 2014
- ❖ Increase in students taking chemistry in HS: 32.8% in 2008 to 63.2% in 2014
- ❖ Increase in students taking physics in HS: 10.8% in 2008 to 23.6% in 2014

- ❖ 75% of students felt informed about courses – an increase from 46%
- ❖ Increase in students taking AP: 791 students in 2010 and 961 in 2012

Student achievement changed over time.
- ❖ Relative to comparison schools, CRI schools show both a higher overall graduation rate and greater increases over time
  - o 61% in 2008 to 68% in 2014 for career guidance
  - o 48% in 2008 to 50% in 2014 for comparison schools
- ❖ Increase in four-year college transcript eligibility from 37.8% in 2008 to 51.2% in 2013
  - o Native American and Hispanic students: 17% to 31%
  - o African American students: 31% to 47%

College attendance and college persistence changed 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 CRI schools than Comparison schools

Other quantifiable measures changed over time
- ❖ 57% of school in 2013 continue to offer credit for advisory as a class compared to 42% in 2010

IMPLEMENTING STUDENT-INFORMED SCHEDULING IN YOUR SCHOOL

Implementing student-informed scheduling is a challenge– it may lead to changes in how your school organizes its schedule. But the benefits are significant. Here are some proven practices to guide your planning.

Conferencing Strategies. Many schools have found it beneficial to combine student-informed scheduling with student-led conferences, so

that students share their course registration plans with their parents at their conferences.

 ❖ Access GCW lessons on both conference planning and course registration planning.

 ❖ Prepare students to share their course registration forms with their parents at conferences; or, if you finish the registration process earlier in the year, you may wish to have students share their final schedules for the coming year with their parents.

Materials Strategies. To encourage students to register for dual credit and rigorous courses, you may want to consider adapting your course catalog and course registration forms.

SCHOOL SPOTLIGHT: Bremerton High School

Bremerton High School (Bremerton, WA) designed their course catalog resources to guide students toward rigorous course registration leading to attainment of college ready diplomas. Resources include Sample Programs of Study, Course Catalog, Personal Pathway Requirements and Cohort Credit Audit Forms.

 ❖ Offering specific suggestions (such as "advanced math" rather than simply "elective") will have a significant impact on students' choices. This "academic press" process serves to ensure that students graduate with a college-ready transcript. Catalogs that compare the OSPI graduation requirements, your school's graduation requirements, and the courses required for college admission will reinforce what students have learned during their advisories, and will encourage them to take challenging courses.

Master Schedule Strategies. Student-informed scheduling increases the likelihood that all students will receive all courses for which they enroll. This is a goal to work toward, and requires changes to your course registration process and to your school's master schedule.

❖ Your master schedule may have to be adjusted to allow students to receive their first choice courses, rather than automatically assigning students to other courses.

❖ This may necessitate changing the courses you offer and/or changing the number of sections you offer for different courses.

❖ This may also mean that your school opens enrollment to dual credit coursework (advanced, honors, and/or AP courses, etc.) to all students rather than limiting them to a certain cadre of students.

Staffing Strategies. With student-informed scheduling, staffing at your school would be set after the registration process is completed. Staffing assignments would be based on which courses students choose to take, as opposed to "what we've always offered."

❖ Student-informed scheduling may require different courses or number of sections, which may, in turn, require staff adjustments. For example, some schools using this process have found they need to offer additional math, science, STEM and world languages courses.

❖ Once students have enrolled in challenging courses, it is important to ensure they receive the support they need to succeed.

Use the following checklist to implement student-informed scheduling:

Student-informed Scheduling Checklist

- ☐ Review and revise your registration process:
  - o Ensure ALL counselors and administrative members have up-to-date and accurate cohort WA State and local school district graduation requirements

- ☐ Determine appropriate timing for engaging students in Student-Informed Scheduling
  - o Before Student Led Conferences
  - o During Student Led Conferences
  - o After Student Led Conferences

- ☐ Consider school-wide system of sharing consistent, accurate, up-to-date course offerings (webinar format, video, etc)

- ☐ Revise course catalogs to reflect new WA State graduation local school district requirements
  - o Develop sample 4-year Program of Study templates
  - o See Bremerton HS Model

- ☐ Adapt print resources to best reflect options for more rigorous coursework
  - o Clearly indicate Academic Discipline w/ Dual Credit (AP honors, course equivalency course titles
  - o Students may obtain information about AP credit policy at individual colleges and universities link in Appendix B
  - o Ensure communication with ALL students regarding options for dual credit

- ☐ Ensure credit audit processes are established, enacted and monitored

- ☐ Create communication process
  - o Engage and inform students regarding registration/graduation requirements **early and often**

- ☐ Ensure Student Instructional Process for Facilitating Course Information Sharing
  - o Leverage Personalized Advisory to engage students in ownership of acquiring a college-ready diploma
  - o Utilize CGW lessons

QUESTIONS FOR STUDENT-INFORMED SCHEDULING

	Grade 9	Grade 10	Grade 11	Grade 12
What are the registration dates?				
Is registration of course selection connected to the Student-Led Conference time?				
Do students know about their course needs and/or options?				
Do students align their HSBP with the registration process?				
Do students have a voice in their schedules?				
Is the master schedule informed by students' choices?				
How are students encouraged to enroll in rigorous and/or dual credit courses?				
What additional interventions and supports do students receive to succeed in these courses?				

WHAT IS EVALUATION?

Data and evaluation help schools reflect on a number of different indicators to measure success. For example, results show that CRI students take more advanced courses, graduate at higher rates and are more likely to pursue a college degree or industry certification (Baker et al, 2013).

The College Readiness Initiative, launched in 2009, uses career guidance programs to learn more about college and career readiness. Working to improve course-taking patterns, graduation rates, college enrollment persistence, remediation rates, and program implementation fidelity has rendered positive results. Replicating these processes holds the potential for your system to obtain similar results.

Multiple data sources informed the CRI study and evaluation process. Evaluation activities included general data collection, such as initiative documents, interviews, online implementation surveys, teacher and student surveys, transcripts, college tracking data services, and additional data provided by OSPI, Education Research and Data Center (ERDC), Washington State Achievement Council (WSAC).

WHY IS IT IMPORTANT?

Achieving transformative results requires vision, commitment, and persistence. CRI data results provide meaningful evidence that schools can accomplish significant gains by using CRI elements and structures effectively.

The level of commitment of leaders, their actions, and the structures in place inclusive of evaluation processes can profoundly affect the staff ownership of college readiness and student engagement.

Throughout this cycle of assessment and evaluation, key learnings are identified that will aid your team as you work collaboratively to implement a robust readiness program. Data collection, analysis and data sharing will guide the implementation decision-making process and actions. Data are an essential component of the implementation cycle.

The following case study demonstrates how one of our partner school districts achieved dramatic increases in student achievement through the implementation process. This case also supports the research findings on the implementation of new educational innovations: that a profound

SCHOOL SPOTLIGHT: GRANDVIEW MIDDLE AND HIGH SCHOOL

Among our most successful partner districts is Grandview, located in central Washington in the lower Yakima Valley area. The student population in the district is 99% Hispanic, 95% economically disadvantaged and representative of first generation students and their families. Grandview was one of the original Lighthouse Districts, a group of early adopters who helped write and implement practices and curricula. Trends emerged over time and include the following:

Grandview Performance Metrics:
- ❖ Graduation Rates increased from 78% in 2004 to 87% in 2013 (94.9% for 5 year cohort)
- ❖ Rigor: 224 dual credit with 142 AP
- ❖ College Direct: Steady at 45% with 85% persistence
- ❖ College Ready Transcripts increased from 21% in 2011 to 62% in 2014

Promising Practices:
- ❖ Advisory strengthens communication and relationships between students and teachers
- ❖ Students more aware of career and college postsecondary options
- ❖ 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
- ❖ Robust curriculum for career guidance and life planning
- ❖ Program structure flexibility
- ❖ College and career readiness goals and needs drive program
- ❖ Electronic portfolios for student-led conferences

impact is achieved through sustained purposeful effort by teachers and leaders.

Because it highlights strengths, leads to recommendations for future success, and gets results for kids, here are examples of findings of CRI evaluation, which may prove true in your school as well!

Overall CRI Program **Strengths**:

- ❖ Develops positive relationships with advisors for personal connections
- ❖ Has positive effect on students' plans for future
- ❖ Provides a structure for guidance
- ❖ Program facilitates 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 to increase parent engagement
- ❖ 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 Career Guidance WA 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

Overall **Results** show:

- ❖ Strengthened student relationships
- ❖ Increased graduation rates
- ❖ Increased student engagement in school
- ❖ Increased academic rigor and dual credit
- ❖ Improved course-taking patterns
- ❖ Persistence in college enrollment
- ❖ Lower remediation rates
- ❖ Develops stronger parent/school partnerships

BUILDING AN EVALUATION PROCESS IN YOUR SCHOOL

Quality evaluation utilizes multiple measures. The collection of both quantitative and qualitative data adds scope and breadth to your study of effectiveness.

Measuring how career guidance is doing through evidence-based practices in each school is a crucial part of the program. High implementing schools are those that take the following steps:

1 Identify a Data coordinator for building and data coordinator for district, manage the data collection, and share results with staff.

2 Data coordinator and/or other school leaders participate in data training, video conference, or workshops related to data collection and how to use school data

3 Determine what data will be collected

4 Collect data on conference attendance and satisfaction, student performance on state assessments, graduation rates, program satisfaction through surveys, and post-graduation remedial course needs.

5 Collect other information that will be helpful to manage or improve the program at your school. For example, extra surveys of student and advisor satisfaction may assist with further program development and sustainability.

6 Share relevant data with students, advisors, parents, and community members, including school boards, local media, and legislation.

Data Collection Checklist

☐ Determine what information is/can be collected
- o Student-led Conference data
- o Dual credit / advanced courses
- o State assessment scores
- o Graduation rate
- o Post-graduation remedial needs
- o Student-growth percentiles

☐ Determine sources of data
- o Existing state reports (e.g. graduation rate)
- o Existing district reports (e.g. dual credit/advanced courses)
- o Existing school reports (e.g. climate surveys)
- o Student information systems
- o Surveys
- o Advisors

☐ Determine how data will be shared
- o Families
- o School board
- o District office
- o Teachers,
- o Local community

QUESTIONS FOR EVALUATION OF ACTION PLANS

Foundation Questions	Your Response
Did school site use a staff consensus/collaboration process prior to implementing your program?	
Does staff support college & career readiness school wide?	
Can your school sustain a school-wide college and career readiness program that is aligned with the High School & Beyond Plan?	

Personalization Questions	Your Response
Who participates in advisory?	
Who serves as advisors?	
How often do advisories meet?	
Does curriculum address all three domains? Who organizes the schedule and lesson plans?	
How are advisors trained?	

High School and Beyond Questions	Your Response
How is the HSBP organized?	
Who keeps the HSBP?	
What is stored in HSBP? When do students work on their Personalized Pathway?	
Do students assess work? (Paper/digital)	
Does the HSBP guide student-led conferences?	

Student-led Conference Questions	Your Response
Are student-led conferences held?	
Who attends conferences?	
How are conferences organized?	
Are conferences integrated with registration?	
Is satisfaction tallied?	
Do students assess their student-led conference performances?	

Student-informed Scheduling Questions	Your Response
Do students know about their course needs?	
Do students develop four-year plans? How is this connected to their Personalized Pathway Requirement based on their HSBP?	
Do students have a say in their schedule?	
Is the master schedule based on students' choices?	
Are students encouraged to enroll in dual credit and or rigorous courses?	
Do students receive additional interventions and support to succeed in these courses?	

Evaluation Questions	Your Response
Is information collected about the program?	
Does the school collect other information?	
Is information shared with stakeholders?	
OVERALL RATING?	
Are students encouraged to enroll in dual credit and rigorous courses?	
Do students receive additional interventions and support to succeed in these courses?	

See additional samples of student voice information and program evaluation questions in Appendix D.

BEST PRACTICES

The design principles of a distributed, scheduled and blended comprehensive student-centered readiness system comes to life through the functions of integrated guidance and a robust CRI Plan. Accordingly, when done well, these functions and planning processes enhance all aspects of readiness and are interconnected.

CRI schools and districts implemented their plans with fidelity and this model, when leveraged for success will enable your team to replicate the process and attain similar results. The following testimonials, case studies and practices highlight the variety of innovative actions taken by program leaders to enhance the student outcomes of the CRI. The intent of sharing these ideas is to provide additional support as you proceed with your implementation.

The following ten practices, adapted from "Core and More: Guiding and Personalizing College & Career Readiness" (Ryerse et al., 2014), are functions of an integrated guidance system and are derived from the original 19 CRI school sites and taken from testimonials cited in the Career Guidance Award of Excellence winning applications.

COLLEGE GUIDANCE: CREATING A READINESS CULTURE FOR STUDENTS

1 **ACADEMIC MINDSET & CULTURE**
Readiness Key: Cognitive (THINK)

How students think about their learning matters. [Angela Duckworth's study of grit and self-control](#) are predictors of success and connected to [Dweck's concept of growth mindset](#), the belief that abilities can be developed through dedication and hard work. Individuals who are growth minded see intelligence as being developed rather than static. They embrace challenges and demonstrate persistence rather than avoiding obstacles and seeing effort as futile. Changing the way we think about challenges can make a difference. This belief is impacting the culture of readiness at

Grandview Middle School. By encouraging practices that foster a growth mindset students, who meet in grade level cohorts for 25 minutes 2x a week, practice and discuss the shared habits such as accountability, craftsmanship, wonder, mindfulness, student agency and compassion. The "Pups Connection" advisory teams stay together with the same advisor for 3 years (looping). GMS serves a first gen population and is highly regarded for their focus on readiness.

2 UNDERSTANDING ASSESSMENTS
Readiness Key: Cognitive (THINK)

In addition to knowing what will be expected of them under new assessments aligned with CCSS, students need explicit support to understand and successfully complete assessments such as the PSAT, ACT, SAT, ASVAB, SBAC state assessments and more. Advisory sessions are an ideal setting to help students understand the purpose, interpret results, track and record outcomes and debrief after assessments.

3 ACADEMIC MONITORING
Readiness Key: Content (KNOW)

Response-to-Intervention (RTI) has brought the importance of frequent monitoring to the forefront. Whether part of a sophisticated RTI or MTSS system or a simple check of grades and assignments, regular academic progress systems are key. In a distributed counseling model, teachers and advisors are often the first to spot potential problems, provide first line support and refer students to a school counselor and/or advisor. At Washington High School, in the Franklin Pierce School District in Tacoma, Patriot Advisors help families navigate high school with their child and prepare for the next step. Principal James Hester states, "Our staff is nimble and responds by designing, implementing and assessing interventions in real time". Their Comprehensive Guidance Program is inclusive of four pillars:

❖ The **Guidance Curriculum** consists of data-driven, developmentally appropriate activities designed to positively impact

academic/learning, life/career planning, personal/social, and multicultural/global citizen domains.

- ❖ **Individual Student Planning** consists of activities that help all students plan, monitor and manage their own learning as well as their personal and career development.
- ❖ **Responsive Services** consists of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral or information.
- ❖ **System Support** consists of activities that establish, maintain, and enhance the total guidance program.

4 **EXTENDED TIME**
Readiness Key: Content (KNOW)

Additional academic support is critical. Bremerton High School offers Knight Academy. This regularly scheduled after school support takes place on campus three days a week under the direction of certificate teachers for assistance in Advanced Placement coursework, Mathematics, English, Social Studies and Science. Trained peer tutors also provide writing, editing and revising support in the Library Media Center twice a week.

Sunnyside High School, a Career Guidance WA Award of Excellence Winner, embeds Grizzly Time for additional daily academic support aimed at increasing grades. An ever-increasing number of students are enrolled in college credit bearing coursework and their progress in closely monitored to ensure that the students are not only taking rigorous coursework, but succeeding in meeting the challenging requirements of demonstrating proficiencies and experiencing learning at a deeper level. Counselors utilize a detailed color-coded system to track student progress weekly.

COURSE SELECTION & TRANSCRIPT MANAGEMENT
Readiness Key: Content (KNOW)

Ultimately, a critical prerequisite for college and career readiness is a transcript that reflects readiness and preparation. Given increased personalization through the growth of course options and online learning, helping students build a thoughtful pathway and college-ready transcript is top priority at Toppenish High School. Principal Brenda Mallonee and her team of counselors conduct regularly scheduled credit audits to ensure that ALL students are on track to graduate. Data is used to analyze student progress toward their career and academic goals with an emphasis on obtaining dual credit. A record number of Toppenish High School students have been enrolled in STEM coursework aligned with their Personal Pathway Requirement options. The master schedule reflects the shift to offering additional College in the High School courses.

Additionally, Toppenish Middle School Students have been successfully passing the Algebra EOC exams and obtaining high school credit as grade 8 students. The number of geometry sections has increased overtime to reflect this pattern of rigorous course-taking enrollment and success. A strong vertical teaming process has had a significant positive impact on the increase in college ready transcripts in Toppenish School District.

The Washington Student Achievement Council [College Credit in High School](#) web site provides extensive information on dual credit programs, including links to individual college policies and sites.

6 **SELF-MANAGEMENT**
Readiness Key: Skills (ACT)

Developing of habits of self-management is a priority topic discussed in advisory and reinforced with CGW grade level curriculum. The scope and sequence is organized around the following themes:

- ❖ **Career and College Development**
- ❖ **Learning Techniques Metacognitive Skills**
- ❖ **Ownership of Learning**

- ❖ **Learning Techniques**
- ❖ **Transition Skills**
- ❖ **Academic Eligibility**
- ❖ **High School and Beyond Plan specific for WA State graduation requirements**

[CGW lessons](#) are aligned to support specific concepts from year-to-year using a curriculum mapping process and schools customize their lessons based on local decisions to meet high school graduation requirements and post-secondary course of study admission standards. 21st skill development is embedded in the lesson content to assist students in developing successful habits and best understand their strengths and optimal learning conditions.

7 SOCIAL & EMOTIONAL LEARNING
Readiness Key: Skills (ACT)

Closely related to self-management skills and mindset, social and emotional learning can help students understand who they are and how to interact effectively with others. [Social-emotional skills are the essential skills](#) for success in school, work and life. If we expect students to be college and career ready, it's important for us to focus on these skills and competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making.

8 COLLEGE GUIDANCE
Readiness Key: Transition (GO)

Good schools build college talk into their culture, college knowledge into their curriculum, and arrange lots of college visits. For example, Lincoln High School students in Tacoma, WA visit 15 to 20 colleges before high school graduation. Upper division advisories coordinate the college application process using multiple resources. Brandon Ervin, CCR Director for Tacoma Public Schools stated that, "Obtaining a post-secondary education is a given when students have the access & opportunity to do so, and at many

of our schools these opportunities are provided due to the districts commitment of leveraging college preparatory resources, our local college partnerships and keeping the student voice as a top priority."

The TPSD has invested in programs with a common aim: to reinforce and support the connection between the teacher, the student and college readiness (advisories and seminar). Educators work diligently with policymakers, parents, and community organizations that support Tacoma students. This partial list of specific programs and partnerships have helped move the needle in the Tacoma Public Schools to include the College Readiness Initiative (College Spark WA), the CGW Curriculum, Signing Day events, Pathways to Promise (University of Washington-Tacoma), SAT Day, Foundation for Tacoma Students (Graduate Tacoma) and other community partnerships that include parent engagement.

The TPSD focuses on the common goal of serving "*Every Student, Every Day*" and through innovative programs and partnerships, they have continued to increase graduation rates and college entrance. These have been important indicators to measure as they continue to transform the district and city towards a college-going community.

9 **CAREER GUIDANCE**
Readiness Key: Transition (GO)

At Bremerton High School, incoming freshman are immersed for 3 weeks in the Summer Knights Transition Program. Summer Knight Academy engages at-risk incoming Grade 9 students for a 3 week "jump start" summer bridge program focused on social, academic and behavioral support. This community partnership creates a supportive transition from middle school to high school and counters the impact of retention concerns.   According to Principal John Polm, this experience provides support on multiple fronts, particularly creating a strong sense of belonging. John states, "Our counseling team connects with incoming freshman early, forms relationships that continue throughout each students' high school experience and provides a true sense of belonging."

Sunnyside High School has created the "Sunnyside Big 3: " Building meaningful relationships (adult to student and student to student), Connecting to the School, and Envisioning the Future. Advisory activities center around the Big 3 as well as Pep Assembly class competitions. Data on percent of students passing all classes and percent of attendance are part of the Pep Assembly competitions and efforts to celebrate student achievement.

10 STUDENT COUNSELING & REFERRALS

Readiness Key: Transition (GO)

In a distributed counseling model, teachers and advisors are often the first to spot potential problems and identify student needs. A tiered approach (RTI) is critical to providing just-in-time learning support to keep students on track and moving towards the goal of graduating with a college ready transcript. RTI is a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

The four essential components of RTI, as outlined by the National Center on Response to Intervention, are: Multi-level prevention system, universal screening, progress monitoring, and data based decision-making.

ROAD MAP

ROADMAP FOR CREATING A READINESS CULTURE

> *"For us, the focus on college and career readiness is one of a few key components that drives our school turnaround. We re-designed our advisory system to relate to students, shape their middle school experience and develop readiness skills in a sequential manner. This provided a "box" in which our other reform efforts could live and be supported. Now, students can participate in an after school program focused on college and career readiness in partnership with Pacific Lutheran University. The work is never done and we continue to get better each year."*
>
> Tom Edwards, Principal, Keithley Middle School, Franklin Pierce School District

Design & Follow Implementation Plan

Establish clear goals
- Align with School Improvement Plan
- Focus on High School & Beyond Planning

Examine other existing initiatives

Align CCR with systems of support

Establish resource allocations

Determine Key Leaders & Contacts

Create cycles of annual planning, implementation, professional development and review

Determine Progress Indicators

Create Timelines & Clear Actions

Activate Distributed Leadership Practices

Utilize communication processes that provide transparency and promote engagement

Engage broad stakeholder representation
- District/building staff
- Students
- Community members
- Establish roles and responsibilities
- Develop trust and a strong sense of teamwork

Ensure protocols include diverse perspectives and constituencies

Build Program Fidelity

Leverage effective accountability practices

Create a progress-monitoring framework
- Monitor progress frequently
- Classroom observations
- Assessment data

Leverage data from aligned assessment system & CRI feedback sources
- Share
- Analyze
- Respond with clear actions

Implement Meaningful Professional Development

Create a professional development calendar
- Counselor/Advisory
- Job Embedded/Just in Time

Integrate CCR into Collaboration Time

Attend OSPI Regional Workshops/Conferences/ Network Opportunities

Ongoing professional development – both personal and online

Build on CRI Strengths to Garner Staff Advocacy

Fostering Relationships
Determine curriculum delivery model

Flexible Structure
Align readiness model to School culture, demographics and assessed needs

Advisory Credit
Approximately 60% of CRI schools offer 0.25 credit per school year. Benefits abound for staff and students when credits are earned

Student-Led Conferences
Stakeholders specifically identified the SLC element as a strength of the CRI program

Student-Informed Scheduling
Choice in coursework based on interests and goals is essential

Anticipate Barriers & Develop Strategies

Create time for student contact by establishing a school-wide calendar/time for advisory sessions, counselor class sessions, embedded CCR curriculum in core classes and schedule for career guidance center

Create time for professional development opportunities:

- ❖ Embed in PLC time/weekly grade level collaboration
- ❖ Regularly scheduled advisor trainings
- ❖ Summer institutes
- ❖ State/Regional Workshops
- ❖ Conferences
- ❖ Leadership Capacity Building

Create access to technology by aligning your implementation plan with district technology resources

Create multiple points of contact to communicate with staff, students and parents

Have flexibility in structure and accountability

Build Partnerships

Create connections across agencies and industries within your community to nurture mutually beneficial relationships per example below:

Spokane Public Schools has a unique community initiative to improve regional health and economy through increased graduation. This connection includes a community partner data dashboard that shares attendance, behavior and course work data with over 35 organizations such as:

- ❖ Regional Health Dept.
- ❖ Social and Health Services
- ❖ Colleges
- ❖ Philanthropy
- ❖ Regional Government
- ❖ Mentoring
- ❖ Faith-based Organizations
- ❖ Industry and Commerce

Access Current Resources

Washington Career Bridge

Washington Student Achievement Council

State Board for Community & Technical Colleges

AP/IB Test Fee Program

The 12th Year Campaign

Passport to College Promise Scholarship Program

American Indian Endowed Scholarship

Washington Application for State Financial Aid (WASFA)

College Bound Scholarship

GEAR UP

And more!

Learn from
Successful Schools

Performance
Indicators for WA
State Schools

http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx

APPENDICES

APPENDIX A: WORKS CITED

Introduction

Conley, D. T. (2014). Getting ready for college, careers and the common core. San Francisco, CA: Jossey-Bass.

2013 CRI Navigation Evaluation Report Summary. Retrieved from www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/pubdocs/ProgramEval_Summary.pdf

Foundations Action Plan

Conley, D. T. (2014). Getting ready for college, careers and the common core. San Francisco, CA: Jossey-Bass.

Vander Ark, T., Ryerse M., & Lathram, B. (2015, April 21). The role of advisory in personalizing the secondary experience. Retrieved from http://gettingsmart.com/2015/04/the-role-of-advisory-in-personalizing-the-secondary-experience/

Personalizing Readiness Action Plan

Lopez, S. J. (2014) Making hope happen: Create the future you want for yourself and others. New York. NY: Atria.

Student-led Conferencing Action Plan

Bandura, A. (n.d.). Self-efficacy. Retrieved from http://www.learningandtheadolescentmind.org/ideas_self.html

Student-informed Scheduling Action Plan

Marzano, R. (May 2012). Art & science of teaching / Teaching self-efficacy with personal projects. *Educational Leadership, 69(8), 86-87.* Retrieved from

http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx

Evaluation Action Plan

Baker, D.B., Gratama, C. A., Brenner, S.C., Law, L. M., Peterson, K. M., Elliot, H., Gremillion, R. & Long, B. (November 2013). College Readiness Initiative: AVID and Navigation 101. The BERC Group, prepared for College Spark Washington. Retrieved from http://www.collegespark.org/files/documents/CRI/CRI_Report_AVID_and_NAV_November_2013_FINAL.pdf

Best Practices

Ryerse, M., Schneider, C., & Vander Ark, T. (May 2014). Core & More: Guiding and personalizing college & career readiness. Getting Smart, prepared for Digital Learning Now.

APPENDIX B: ADDITIONAL RESOURCES

Introduction

❖ College Spark Washington. www.collegespark.org

Foundations Action Plan

❖ Educational Policy and Improvement Center (EPIC) www.epiconline.org

❖ Norm Gysbers gettingsmart.com/2014/06/conversation-norm-gysbers-student-guidance/

Personalizing Readiness Action Plan

❖ The Role of Advisory in Personalizing the Secondary Experience. http://gettingsmart.com/2015/04/the-role-of-advisory-in-personalizing-the-secondary-experience/

❖ Career Guidance Washington. www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/

❖ Southern Regional Education Board. www.sreb.org/page/1663/college_and_career_counseling.html

❖ Common Core State Standards. www.corestandards.org

❖ ASCA National Standards. www.schoolcounselor.org

Vertical Teaming Action Plan

❖ Spotlight on Graduation: Franklin Pierce Schools and Spokane Public Schools www.k12.wa.us/GATE/Outreach.aspx

❖ "Pirate for a Day" Program. Shaw Middle School and Rogers High School in Spokane, WA www.gearup.wa.gov/events/creating-futures

❖ Spokane Public School's T-2-4 Program www.spokaneschools.org/t24 and video www.spokaneschools.org/Page/23520

❖ Multi-Tiered System of Supports www.k12.wa.us/studentsupport/2015ConferenceMaterials/Rasplica1.pdf

❖ Developing an Early Warning System www.k12.wa.us/GATE/BuildingBridges/pubdocs/DEWISGuide-Final.pdf

High School & Beyond Action Plan

- ❖ Examples of high quality high school and beyond plans from the Washington State Board of Education
  www.sbe.wa.gov/HSBeyondPlan.php
- ❖ Washington State 24 Credit Career and College Ready Graduation Requirements
  www.sbe.wa.gov/documents/GradRequirements/GradReqVisualsAug2014.pdf
- ❖ Career Guidance Washington Curriculum (To access the lessons, submit a request through the Lessons link on the homepage. For specific examples of HSBP/Program of Study Template, refer to Lesson 10-7, "Introduction to Program of Study") SAMPLE HSBP, Program of Study, Options After High School Templates:
  www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx
- ❖ Skyward (WSIPC) www.wsipc.org
- ❖ For free digital portfolio tools see http://www.edudemic.com/tools-for-digital-portfolios/
- ❖ General Washington State Board of Education site.
  http://www.sbe.wa.gov/

Student-led Conferencing Action Plan

- ❖ Career Guidance Washington Curriculum (to access the lessons, submit a request through the Lessons link on the homepage).
  www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx
- ❖ Education World
  www.educationworld.com/a_admin/admin/admin112.shtml - sthash.u1dNbsf7.dpuf
- ❖ Example of a detailed 20 minute Bremerton High School SLC Outline
  www.bremertonschools.org/cms/lib/WA01001541/Centricity/Domain/1421/Fall Conf Student Outline Senior FINAL.pdf

Student-informed Scheduling Action Plan

❖ Academic Press
www.hopesurvey.org/what-were-measuring/academic-press

❖ Go Alliance
www.sreb.org/page/1657/go_alliance.html

❖ Bremerton High School. Samples of "Materials Strategies" (i.e. course catalogue and registration forms that encourage registration for rigorous coursework) such as Sample Programs of Study, Course Catalog, Personal Pathway Requirements and Cohort Credit Audit Forms.

    o Knight Planning Guide 2015-2016.
www.bremertonschools.org/cms/lib/WA01001541/Centricity/Domain/167/2015-2016 KPG FINAL.pdf

    o Knight Planning Guide 2014-2015.
www.bremertonschools.org/cms/lib/WA01001541/Centricity/Domain/1349/2014-2015 KPG Final.pdf

❖ College and University Search
collegesearch.collegeboard.com/apcreditpolicy/

Evaluation Action Plan

❖ OSPI School Report Card www.k12.wa.us/

❖ OSPI K-12 Data & Reports[data.k12.wa.us/PublicDWP/Web/WashingtonWeb/Home.aspx](data.k12.wa.us/PublicDWP/Web/WashingtonWeb/Home.aspx)

❖ State Board of Ed Achievement Index
eds.ospi.k12.wa.us/WAI/IndexReport

❖ Education Research & Data Center www.erdcdata.wa.gov

❖ Gallup Student Poll
www.gallup.com/175316/gallup-student-poll-methodology.aspx

Best Practices

❖ Angela Duckworth's study of grit and self-control.
sites.sas.upenn.edu/duckworth

❖ Carol Dweck's Mindset. www.mindsetonline.com

❖ Smarter Balanced Assessment Consortium (SBAC).
www.smarterbalanced.org/wordpress/wp-

content/uploads/2014/06/Interim-Assessment-Statement-Purpose-FINALmerged.pdf

❖ Response to Intervention (RTI). www.rti4success.org
❖ Washington Student Achievement Council's "College Credit in High School." wsac.wa.gov/college-credit-high-school
❖ Career Guidance Washington Curriculum and Lesson Plans. www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/CareerGuidanceWA/pubdocs/CareerGuidanceWA-Overview.pdf
❖ Edutopia's "Five Keys to Successful Social and Emotional Learning" video. www.edutopia.org/keys-**social**-**emotional**-**learning**-video

Road Map

❖ **Washington Career Bridge** is a product of the WA Workforce Training and Education Coordinating Board, provides: a career quiz for students to assess their interests, a college search, state labor market data how much jobs pay in Washington, and detailed information on nearly 6,000 education programs, including performance results for those programs. The site also includes a Pay for School section, giving students and their families information on how to fund their education. www.CareerBridge.wa.gov

❖ The Washington Student Achievement Council (www.wsac.wa.gov) has launched a site called **"Ready, Set, Grad."** It provides sixth through 12th grade students with online tools to help explore career paths, postsecondary options and admissions, as well as financial aid. www.readysetgrad.org

❖ The State Board for Community &Technical Colleges maintains **CheckOutACollege.com**. It features the state's 34 community and technical colleges and allows students to search by college and program, explore career areas, learn more about dual enrollment and dual credit, and discover how to earn an applied bachelor's degree, among other features. www.checkoutacollege.com

❖ **AP/IB Test Fee Program.** Qualifying low-income students can take advantage of **reduced fees on AP exams**. Students must be eligible for AP testing offered through the College Board, International Baccalaureate Organization and Cambridge Capstone Program.

- ❖ **The 12th Year Campaign.** The 12th Year Campaign, a combination of two national programs (College Goal Washington and the College Application Campaign), aims to boost college and financial aid application rates in Washington. The Student Achievement Council administers this campaign to provide high school seniors with support for two important processes: applying to colleges and applying for financial aid.

- ❖ **The Passport to College Promise Scholarship program** (Passport) was created in 2007 by the state of Washington to help students from foster care attend and succeed in college. Without significant intervention, fewer than 2 percent of foster youth are likely to attain a bachelor's degree.

- ❖ **American Indian Endowed Scholarship.** This program provides educational scholarships on a competitive basis to high-achieving, low-income students who have close social and cultural ties to an American Indian tribe or community. Recipients demonstrate academic merit and a commitment to serve Washington's American Indian communities.

- ❖ **Washington Application For State Financial Aid (WASFA).** State Financial Aid for DREAMers.

- ❖ **TheWashBoard.org** is a free, student-centered, online clearinghouse for Washington students seeking college scholarships. Includes scholarship for non-citizens.

- ❖ **In-State Tuition for Non-Citizens ("HB 1079")***. Students who are non-citizens who have graduated from a Washington high school and have lived in the state for at least three years may be eligible for in-state tuition at public institutions, rather than being charged non-resident tuition.

- ❖ **College Bound Scholarship.** An early commitment of state financial aid to eligible students who sign up in middle school and fulfill the pledge.

- ❖ **Preparing Students with Disabilities for Postsecondary Education: Resource Guide for Use with GEAR UP School Staff.** This resource guide is designed to assist those who work with high school students with disabilities who plan to continue their education in postsecondary institutions, including vocational and career schools, two- and four- year colleges, and universities. Because postsecondary institutions differ significantly from high school, it is imperative that students with disabilities know their rights and responsibilities and self-advocate in order to be successful.

- ❖ **www.independence.wa.gov** This website is for foster youth. It contains info on college access, scholarships specifically for youth in foster care, jobs, housing, self-advocacy, and more. Can find the ETV scholarship info and application here, too. NOTE: Youth in foster care are NOW flagged in CEDARS. *What extra supports does your district provide foster youth?*

- ❖ **Graduation: A Team Effort (GATE)** This new website is full of resources for students and educators. It focuses on dropout prevention, intervention and reengagement efforts.

- ❖ **www.WashingTeenHelp.org** connects teens to health and food state benefit programs, community resources, and relevant health information. Order free promotional materials online, or contact WithinReach with any questions at joannm@withinreachwa.org. Developed in partnership with Washington State Department of Health, OSPI and the GRADS program.

- ❖ CRI Career Guidance WA Award of Excellence Winners www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/CGAwards.aspx

- ❖ College Readiness Initiative Schools in the News:

    Rogers High School achievement
    http://www.spokesman.com/stories/2014/feb/27/achievement-pride-soar-at-spokanes-rogers-high/

    Bremerton schools honored for career prep programs
    http://www.kitsapsun.com/news/2014/mar/10/bremerton-schools-honored-for-career-prep/?print=1

    Tukwila recognized for foreign-language credit program
    http://www.tukwilareporter.com/news/248868541.html

    Grandview's college readiness program successful
    http://www.dailysunnews.com/news/2014/apr/18/districts-college-readiness-programs-proving-succe/

APPENDIX C: SAMPLE IMPLEMENTATION PLAN

Implementation Plan for _____ School

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School Implementation Goals (write in your own; sample topics below)
- Curriculum: implementing career guidance lessons
- Career interest inventory
- Student-led Conferences

Student Performance
- Attendance at student-led conferences
- % of 8th graders taking Algebra 1 or higher
- % of 8th grade students prepared for high school transition

</div>

NEXT YEAR IMPLEMENTATION PLAN						
			Grade?	*Grade?*	*Grade?*	*Grade?*
Curriculum Driven Advisories *Narrative description of plan:* *(E.g., We will be expanding advisory to meet daily to connect with other school initiatives. All students participate in advisory where almost all certificated staff serves as advisors. Advisories meet twice per month with a goal of meeting daily. The OSPI curriculum [Career Guidance WA] addresses academic, career, personal /social development in grade level themes organized yearly by leadership team. Advisors are trained at least once a year with updates once a month in PLC's lead by coordinator and grade level leaders. Our focus will be on working with staff to ensure a smooth transition and to offer more training on new lessons. Advisories are a regular part of the school day and credit is earned as a part of the report card/transcript.)*	Advisory	Implementation Model (Advisory, Core, Combo, Other)				
		Who participates in advisory? Who serves as advisors?				
		How often do advisories meet? When (e.g., EO Tues and Thurs between 2nd/3rd period)				
		What is the duration? (e.g., 40 minutes)				
		Who facilitated lessons in advisory? (Advisor, core teacher, counselor)				
		How do you plan to utilize the new Career Guidance WA lessons?				
		Does curriculum address all three domains?				
		Are advisors trained? When? How?				
		Do students earn credit on report card/transcript?				

NEXT YEAR IMPLEMENTATION PLAN, cont.					
		Grade?	*Grade?*	*Grade?*	*Grade?*
High School & Beyond Plan *Narrative* *(Example: High School & Beyond Plan [HSBP] s utilized the three fundamental domains of Who am I? What have I accomplished? What do I plan to do with my life? All students keep portfolios starting in middle school that will compose the High School & Beyond Plan to house four year plan, postsecondary planning college and career goals, reflections, and work samples. Students use their portfolios to organize and assess their own work in preparation for their student-led conference.)*	*How is HSBP organized? (Paper/Binder-Based /Electronic)*				
	Who keeps the HSBP? How are HSBP a part of the school day?				
	IS HSBP are organized by the 3 ASCA domains?				
	What is in the HSBP personalized pathway?				
	How does personalized pathway connect with the HSBP?				
	Does the HSBP contain goals, postsecondary plans, work samples and reflections? If not, Why?				
	Does HSBP guide student-led conferences?				
	Do students assess their work?				
Student-led Conferences *Narrative* *(Example: Conferences are held at least once a year where student and family attendance is required. Conferences are organized by the three domains leading students to explain course plans to prepare for class registration and postsecondary options. Conference satisfaction data is tallied for student, parent, and advisor.)*	*What is frequency of SLC?*				
	When are anticipated dates?				
	What is Length of Conference? (e.g., 20 min if 8 hrs, 24 students)				
	Who attends the SLC? Fall? Spring?				
	Which staff members preside? (advisor, counselor, admin)				
	How are conferences integrated with HSBP and registration process?				
	How do students access their SLC				

NEXT YEAR IMPLEMENTATION PLAN, cont.					
		Grade?	*Grade?*	*Grade?*	*Grade?*
Student-informed Scheduling *Narrative* *(Example: Students understand what is needed for career and postsecondary goals, which may change in high school. Postsecondary and/or career plans are updated each year and students choose the courses they want based on their goals. The master schedule informs the school of students' course choices. Advisory is used to explain the importance of rigorous coursework and the registration process. Additional interventions, mentoring and support is available for all rigorous and dual credit courses.)*	*What are the registration dates?*				
	Is registration of course selection connected to the SLC?				
	Do students know about their course needs and/or options?				
	Do students develop a four year plan?				
	Do students have a say in their schedules?				
	Is the master schedule informed by students' choices?				
	Are students encouraged to enroll in rigorous and/or dual credit courses?				
	Do students receive additional interventions and support to succeed in these courses?				
Evaluation and Data Collection *(Example: School collects all information led by a point data collection person in the school, as well as school district. In addition state and local data is used for continuous program improvement and shared with school, district and community. Information informs school of progress is used for school improvement.)*	*Is information collected about college & career readiness program as required by grant assurances?*				
	Is there a point person for data collection? Who?				
	Does the school collect other data?				
	Is information share with stakeholders? *When? By whom?*				
	How is data used to for other school improvement efforts?				

Please also expand upon plans for management infrastructure growth:

Management Infrastructure Elements *(What to include: Administrative support, consensus process for decision making, leadership team, staff support, planning, professional development, using data, training staff, program maintenance, program sustainability, sustain program without grant, program activities related to new concepts such as mindset, grit, etc.)*	*Narrative:*
Connection with Comprehensive Guidance & Counseling Program *(What to include: Is your school working toward a comprehensive guidance & counseling program? How? What resources are you using? How do you implant career guidance strategies in your guidance & counseling program? Are counselors aligning program elements with the **ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student**? Is a school counselor involved in leadership of program?)*	*Narrative:*

APPENDIX D: ADDITIONAL EVALUATION TOOLS

SAMPLE STUDENT ADVISORY SURVEY

Instructions: *Think about next year… What would you like Advisory to be?*
Please complete this survey by _____

What is your grade level?
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

What was most helpful to spend advisory time on this year?
- ☐ College Awareness
- ☐ Post high-school options
- ☐ Study hall
- ☐ Conference preparation
- ☐ Retakes and make-up work
- ☐ Study skills and Organization
- ☐ Team bonding/games/competitions
- ☐ Learning about your strengths and interests
- ☐ Test prep (PSAT, SAT, SBAC, and so on)
- ☐ Clubs and activities
- ☐ High School and Beyond Plan
- ☐ Homeroom activities (announcements, surveys, school information, etc.)
- ☐ Other: _____

What should we spend MORE advisory time on next year?
- ☐ College Awareness
- ☐ Post high-school options

- ☐ Study hall
- ☐ Conference preparation
- ☐ Retakes and make-up work
- ☐ Study skills and Organization
- ☐ Team bonding/games/competitions
- ☐ Learning about your strengths and interests
- ☐ Test prep (PSAT, SAT, SBAC and so on)
- ☐ Clubs and activities
- ☐ High School and Beyond Plan
- ☐ Homeroom activities (announcements, surveys, school information, etc.)
- ☐ Other: _____

How long should an Advisory period be?

(Select the meeting time that would be BEST for Advisory class)

- ☐ Shorter - 15 minutes
- ☐ Same as this year - 30 minutes
- ☐ A little longer - 45 minutes
- ☐ Much longer - 60 minutes

How often should Advisory classes meet?

- ☐ Much less - only 1-2 times per month.
- ☐ Less - 1 time per week.
- ☐ The same - 2 times per week.
- ☐ More - 3 times per week.
- ☐ A little more - 4 times per week.
- ☐ Much more - 5 times per week.

What ELSE would you like to see in Advisory?

(Please write your answer below)

Do you have any suggestions or concerns to add here?

(Please write your answer below)

SAMPLE PROGRAM IMPROVEMENT SURVEY

1. **Current and Future Status**
   This section is designed to provide your leadership team with the assessment of program implementation progress and to give information about plans for the upcoming school year.

   a. What are three of your most significant college and career program implementation or impact successes this year?

   b. What aspect(s) of fundamental elements (curriculum-driven advisory, portfolio, student-led conferences, student-informed scheduling, data, program management, CGCP connection) does your school do especially well?

   c. What has been your biggest program implementation challenges this school year?

   d. What steps are you taking to make your college and career readiness program sustainable?

2. **Diversity: Equity and Excellence**
   How has your school adapted your college and career readiness program to address the needs of your diverse and high poverty population?

3. **Transition Process**
   What are the main practices counselors and administrators are using to collaborate regarding transition from grade 8 to grade 9? What processes have changed as a result of the College Readiness Initiative?

4. **Professional Services, Consulting and Staff Training**

   a. Professional development services included 90-day check-ins/site visits, webinars, CRI Academy, and consulting services/coaching. Which of the services will you utilize in strengthening implementation of your college and career readiness program?

   b. What is your leadership team doing to improve the staff's understanding of why a school-wide career guidance program is important?

5. **Use of Data**
   Data from The BERC Group (Implementation Survey, Teacher and Student Survey, Student-led Conference data, college-ready transcript reports, and CRI state Summary Report), SBE Achievement Index, OSPI Report Card,

graduation rates and other sources were provided during the school year at various trainings? How have you used these data results to inform program planning for next year? How has your program changed as a result of this data?

6. **Connection of college and career readiness with other programs/AVID**
The College Spark College Readiness Initiative focuses on helping more students gain the skills and knowledge needed to succeed in life beyond high school. How are you connecting or linking your college & career readiness program elements other programs or AVID in your school? If you do not have an AVID program at your school, what other links or connections are you making to provide academic support for rigor/gatekeeper courses school wide? How are you incorporating concepts related to grit, resilience and persistence?

7. **Leadership**
How does college and career readiness program fit together with your Comprehensive Guidance and Counseling Program? How are your school counselors involved with leadership of the CRI? What are the strengths of your leadership team in relationship to your college and career readiness program for this initiative?

8. **Work Plan Goals and Expenditures**
List your CRI college and career readiness program implementation goals, Activities and expenditures for next school year below. Steps:

   a. Identify 3 priority activities/goals for the upcoming school year.

   b. What is the desired outcome for each activity?

   c. What is expected expenditure for each activity?

   d. What is projected completion date for each activity?

   What are you planning for next school year to deepen and strengthen your implementation of Career Guidance Washington?