IMPROVING Student Engagement Through Early CAREER MAPPING

FREE WEBINAR: Tuesday, May 22, 2012 2 to 3 p.m. ET
Caralee Adams
Contributing writer, Education Week
Improving Student Engagement Through Early Career Mapping

Expert Presenters:

**Chad d’Entremont**, executive director, Rennie Center for Education Research & Policy, Cambridge, Mass.

**Shelly Landry**, Webster Complex lead counselor, Minneapolis School District
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
About the Rennie Center

The Rennie Center’s mission is to develop a public agenda that informs and promotes significant improvement in public education.

We are motivated by a vision of an education system that creates the opportunity for every child to be successful in school and in life.

Applying nonpartisan, independent research, the Rennie Center creates a civil space to foster thoughtful public discourse to inform and shape effective policy.
Student Learning Plans: Supporting Every Student’s Transition to College and Career

Chad d’Entremont, Ph.D.
Executive Director, Rennie Center

May 22, 2012
Student Learning Plans

- Student learning plans (SLPs) are student-driven planning and monitoring tools that provide opportunities to:
  - identify postsecondary goals;
  - explore college and career options; and
  - develop skills necessary for self-regulated learning.

- SLPs are dynamic documents, updated regularly as students’ educational and career goals change.
The Promise of Personalized Learning

- Personalized learning exchanges between students and educators can be leveraged to help students:
  - Identify and develop individual interests and talents;
  - Create a pathway toward long-term goals;
  - Establish collaborative approaches to challenging tasks;
  - Document accomplishments and work; and
  - Demonstrate learning against clear and rigorous standards.
Current Policies in Massachusetts

Learning plans are currently required in MA for:

- Students enrolled in vocational technical programs
- Students who do not pass the 10th grade MCAS
- All students with documented disability (IEPs)

Pending legislation to:

- Create advisory group to investigate a six-year career plan for all Massachusetts students in grades 6 to 12
Common SLP Elements across States

- Collaborative development
- Comprehensive (academic, career, personal)
- Assessment of skills and interests
- Connection to career pathways
- Flexibility
- Portfolio development
- Career guidance
Research on SLP Effectiveness

- Improved motivation and engagement
- Improved understanding of postsecondary options and long-term planning
- Greater school-family communication
- Increased family involvement in academic and career planning
- Increased student awareness of strengths and weaknesses
- Greater alignment between course selection and career goals
For more information

Chad d’Entremont, Executive Director
Rennie Center for Education Research & Policy
cdentremont@renniecenter.org
MY LIFE PLAN

MPS Post-HS Planning Graduation Requirement
Foundation of My Life Plan (MLP)

- Career & post-secondary exploration & planning program
- Aligning with the vision(s)
  - District Vision:
    - Every Child. College & Career Ready
  - MPS Counseling Department Vision:
    - Counselors help schools achieve their mission and students reach their goals
- Informed decisions on possible career paths
- Find the best postsecondary options for those careers
- Create academic plans to reach postsecondary aspirations
Foundation of MLP, cont’d

- Grades 6-8: MPS Academic Requirement
  - Who am I?
  - How do I fit into the community?
  - Decision making; Problem solving; Planning

- Grades 9-12: MPS Graduation Requirement
  - 9th and 10th grade
    - Who am I?
    - What am I interested in?
    - I don’t know what I don’t know.
  - 11th and 12th grade
    - Forming a plan
      - Which colleges? What requirements? What career? What lifestyle?
    - Executing a plan
      - Completing applications, recommendations
Foundation of MLP, cont’d

- **Rationale**
  - Students who understand and develop a future career goal tied to their interests and skills are more engaged in school.
  - Career changes 5-7 times throughout lifetime
    - A process students will encounter again and again during their working lifetime
  - Aligns with Holland’s theory about work satisfaction
    - Matching self with work
  - Computer skills
  - Self-reflection skills
  - Professional skills
Connecting the Dots…

**Academic Plan**
- Graduation Requirements
- College Entrance Requirements
- Courses related to career interest
- Access and support for higher level courses – Honors: Advanced Placement; International Baccalaureate; College In the Schools; PSEO

**Post-Secondary Plan**
- Training, knowledge & skills needed for career
- College Knowledge - understanding systems; skills to persevere & succeed
- College exploration - finding the right school
- Majors available related to best school for career interest

**Career Goal (& Plan)**
- Career Interest Inventories
- Surveys - do the students actually have a plan
- Real Life Experiences
  - Job Shadowing
  - Internships
  - Brown Bag Lunches
## My Life Plan Scope & Sequence

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Objective</th>
<th>Student Outcomes</th>
<th>ASCA</th>
<th>Activities</th>
<th>Student Products/Data Collection</th>
<th>Suggested Area(s) of Academic Integration</th>
<th>Suggested Timeline</th>
<th>Hours (approx.)</th>
</tr>
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</table>
| 1 High School Transition    | To assist with students’ transition to high school                        | Students will learn the skills needed to be successful in HS, the requirements for graduation and the requirements for college access | A:A1 A:A2 A:B1 A:C1 C:C2 PS:A1 PS:A2 PS:B1 PS:C1 | Counselor led lessons and streamed video related to:  
  - goal-setting  
  - decision-making  
  - bullying  
  - conflict-resolution  
  - study skills  
  - time management  
  - note taking  
  - organization | • Optional paper Pre/Post survey  
  (part of PowerPoint)  
  • Optional Naviance Pre/Post survey  
  (MLP 9.1 Transition Pre/Post Survey) | • English classes  
  • Social Studies classes  
  • Supported by Project Success where possible | Early September | 2-3 |
| 2 High School Orientation  | To introduce students to key terminology and school personnel             | Students will be aware of the importance of the 9th grade year and the support systems available to them | A:A1 A:A2 A:B1 | Counselor led lesson  | • Optional paper Pre/Post survey  
  (part of PowerPoint)  
  • Optional Naviance Pre/Post survey  
  (MLP 9.1 Transition Pre/Post Survey) | • English  
  • Social Studies  
  • Part of 9th grade orientation | Early October | 1 |
| 3 Needs Assessment          | To determine the personal, social, and academic needs of students        | Students will be able to indicate areas in which they need support               | PS:A1 PS:B1 PS:C1 | District-created Naviance survey  | • MLP 9.3 Welcome Survey on Naviance Reports for counselors | • English  
  • Social Studies  
  • Part of 9th grade orientation | Early October | .5 |
| 4 Career Experience        | To expose students to the vast array of career options                    | Students will learn about career categories and increase their awareness of potential career options | A:C1 A:A1 C:A1 C:B1 C:B2 C:C1 C:C2 | Menu:  
  - Career fair  
  - Job shadow  
  - Information interview  
  - MCIS research  
  - Other (with approval) | • MLP 9.4 Career Experience on Naviance career fair worksheet survey  
  other--- | • English/Social Studies classes  
  • CTE classes/programs  
  • Health classes | Spring | 1 |
| 5 Resume                    | To teach students to market their skills via a résumé                     | Students will recognize their personal strengths and the need to be able to communicate their skills to others | C:A2 C:B1 | • Résumé writing  
  • Lesson  
  • Presentation | • Uploaded résumé document on Naviance  
  Completed Naviance résumé | • English  
  • CTE | November – January  
  • For use in Step UP résumés | 2 |
| 6 4 year course plan/credit status | To create a flexible and appropriate 4 year academic plan                | Students will have an academic plan to assist them in meeting their high school grad requirements and education and career goals | A:B2 C:B1 C:B2 C:C1 | Review of:  
  - Transcript  
  - Course options  
  - Grad requirements | Completed academic plan:  
  - Paper  
  - Naviance  
  - And/or IEP | • English  
  • Social Studies | Spring | 1 |
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<td>To expose students to college as an option and envision themselves as a college student</td>
<td>Students will create a list of possible post-HS education options based upon education needs, career goals, personal interests</td>
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<td>2 Application</td>
<td>To ensure students understand military, job, college application process</td>
<td>Students know how to correctly complete application</td>
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<td>3 Graduation Review &amp; Approval</td>
<td>To confirm students’ completion of grad requirements</td>
<td>Graduation and/or plan for appropriate interventions to meet graduation requirements</td>
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<td>4 Senior Exit Survey</td>
<td>To gather data and information on students’ experiences to inform stakeholders and improve services</td>
<td>Students will reflect upon college and career planning (My Life Plan) experiences and provide feedback to counseling team</td>
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<td>5 Capstone</td>
<td>To be able to put meaning to college and career planning activities</td>
<td>To create a culminating project that is reflective of their personal path to a future plan and to be able to communicate experiences and plan to others</td>
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<td>Under development</td>
<td></td>
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Logistics of Implementation

- **Counselor-led**
  - “Green Zone” or “Tier 1” intervention
  - Team approach – collaborate with teachers, college access agencies

- **Electronic portfolio that travels with student**
  - District sync

- **Naviance in MPS**
  - Available in every school with a licensed school counselor
  - 27 schools in total
  - Servicing 13245 students
  - 81% of total students grade 6 – 12
  - ½ Naviance accounts funded by MN Office of Higher Education through the Naviance Initiative for Secondary Schools
MLP Outcomes

- Approximately 75% going to a 2 year or 4 year college (09-11)

- Senior Exit Survey & Capstone
  - “The college, scholarship, and career surveys were helpful in formulating a plan for my future.”
  - “They had activities for students to do that helped maintain a focus on the future. That way, students aren't as overwhelmed when the college search and application process comes up.”
  - “It actually helped me a lot! Even though i'm not going to college right away I have my life plan for after high school and how I'm going to make it to college, even if it does take me a little longer then everyone else.”
  - “To know who you are, and become who you want to be was the most important things My Life Plan activity. I realized who I am and what I want to do for the future and present.”
Contact Info

Shelly Landry
Licensed School Counselor
Lead Counselor, Minneapolis Public Schools
Shelly.landry@mpls.k12.mn.us
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Improving Student Engagement Through Early Career Mapping

Required Reading from *Education Week*:

**Career Mapping Prepares Students for College:**
Secondary schools are becoming more intentional about helping students discover their career interests and map out a plan to achieve them. About half of all states mandate that schools help create individual or student learning plans, and most others have optional programs. Enabling students to make their own plans puts them in the driver’s seat and encourages a long-term look at their course selection so their choices match their career goals, experts say.
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