



SUMMER LEADERSHIP SERIES MA EARLY COLLEGE

Session 3: Guided Academic Pathways

Introductions



Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013

AGENDA

- Introductions
- Survey Results
- Discussion of Best Practices
- Synthesis of the Session
- Overview and Closing





SURVEY RESULTS

Regarding Session One:



Benefits

- Good to hear what others are doing
- Great framework – especially the 3 E's



More Discussion Wanted

- How to design program with equitable access as goal w/o becoming program that only serves underrepresented
- Effective ways to engage and connect families, esp. if tech is a barrier
- Meeting needs of those w/o Internet during remote instruction



SURVEY RESULTS: CHALLENGES

BIGGEST CHALLENGES RE: GUIDED ACADEMIC PATHWAYS

- Finding and maintaining balance:
 - Between ECP and other competing interests and/or initiatives
 - Between transferrable courses w/in the guided pathway that holds the interest of students like field-specific electives do
- Uncertainty of what fall of 2020 holds
- Identifying the interest and securing the commitment from students
- Supporting accountability while in the remote setting.
- Providing specific academic pathways for potential majors/careers.
- Age requirements for programs like EMT-Basic or Radiological Protection

WE WANT TO LEARN MORE ABOUT:

- What others are doing, including programs that support students in the transition from high school to college
- Less traditional pathways not fully utilized
- How best to connect high school and college advising to provide the best course sequence for ECP students/more course options.



SURVEY RESULTS: CAREER EXPLORATION & ALIGNMENT

CAREER EXPLORATION

- Only 1/2 of respondents incorporate career exploration prior to determining individual student pathways.
- One school provides access to Career Coach, a tool that uses local labor market data to help students explore careers, contains a career interest inventory, resume builder, live job postings, and aligns careers with degree information.
- All (but one) of the respondents use LMI to determine which pathways will be offered at their school.

ALIGNING OUTCOMES W/REQUIREMENTS FOR SUCCESS IN CAREER OR FURTHER EDUCATION

- Several indicated it is a work in progress and there's a need to learn more from employers, but no details on what is currently being done.



SURVEY RESULTS: PROGRESS MONITORING AND INTERVENTION

- **Monitoring student progress is heavily dependent upon faculty/counselor/administration, with reporting methods which aren't always dependable or foolproof. One school uses Starfish.**
- **Few systems in place to help students self-monitor other than check-ins and online access to grades/degree audits.**
- **Early alerts/interventions to help students stay on their pathways, persist, and progress are dependent upon regular check-ins with counselors and faculty/advisor/tutor reporting. One school mentions AVID classes.**
- **Most responding schools have a pretty well-defined plan (each school is a bit different) for ensuring students complete high school coursework in addition to taking college coursework.**
- **Multiple communication methods (meetings, email, letters, etc.) are used to ensure parents and students fully understood and supported pathways offered.**

Best Practices



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Guided Academic Pathways: Education, Early Warning & Intervention, And Employment

Education

Employment

**Early Warning &
Intervention**

Education

In your breakout room, you will have 10 minutes to discuss the following questions:

- How do you ensure your students are on track to receive 12 transferrable credits?
- How does your school connect high school and college advising to provide the best course sequence/options for ECP students?
- What supports do you have in place to assist with the transition from high school to college?



Early Warning & Intervention

In your breakout room, you will have 10 minutes to discuss the following questions:

- How does your school collaborate with higher ed to monitor student progress?
- Do you have a formal system in place to help students self-monitor progress?
- How does your school help students become more accountable, responsible and develop self-advocacy skills?



Employment

In your breakout room, you will have 10 minutes to discuss the following questions:

- How do you ensure your pathway offerings align with Labor Market Information, especially high-wage, high-growth occupations?
- How do you ensure program outcomes align with requirements for success in career-path employment and further education?
- Best practices recommend career exploration prior to determining a student's pathway. How does your school incorporate career exploration?



Guided Pathways Mindset Shifts

FROM:

TO:

Transfer vs. CTE, credit vs. non-credit



Career-connected transfer paths or livable-wage job w/ clear degree path

Full-time vs. part-time



On-plan vs. off-plan

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures and in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support

Algebra and English comp “gatekeepers”



Critical program courses (including field-appropriate math)

In-class vs. co-curricular

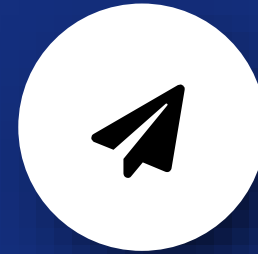


Program-relevant active/experiential learning

Session Synthesis



**Develop
Action
Plan**



**Support
Available via
Community
Forum**

Follow Up

Summer Leadership Series

Evaluation

Survey 3 - MA Summer Early College Leadership Series

Student Support

<https://survey.zohopublic.com/zs/OYCsJv>

Topics and/or
Questions

Bi-Weekly Check-in on August 11th

Next Leadership
Session

Session on Enhanced Student Support on August 18th - **90-minute special session**, separate link to register

SEL Strategies to Flip the Script Around Student and Staff Supports

Teaching and learning are all about relationships, and yet health concerns are challenging our normal systems for building positive climates and supporting students and staff. Trauma informed re-entry as well as Social and Emotional Learning will play critical roles this year as we engage in various remote, in-person, and hybrid models during COVID. Join us for this engaging look at the challenges, strategies, and levers for positive change. This is a moving, interactive and highly engaging workshop that gives everyone an inspiring vision for what a powerful SEL program can and should be. It covers the basics, the data, the components and best practices of SEL. There are actionable strategies to move student supports to a more proactive rather than reactive model and tie in Social and Emotional Learning as foundational to that work. Most of all, it is a collaborative experience of what SEL feels like when done well.



You are invited to a Zoom meeting.

When: Aug 18, 2020 09:00-10:30 AM Eastern Time (US and Canada)

Register in advance for this meeting:

https://us02web.zoom.us/meeting/register/tZAod-yvrD8uHtWraN-Oxl8ASbJJT070Rv_g

After registering, you will receive a confirmation email containing information about joining the meeting.



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Thank You Contact Us

