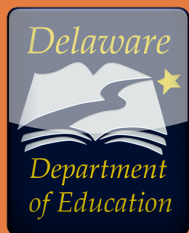


DELAWARE STUDENT
SUCCESS



Best Practices for Seamless Student Advisement

Summer 2020



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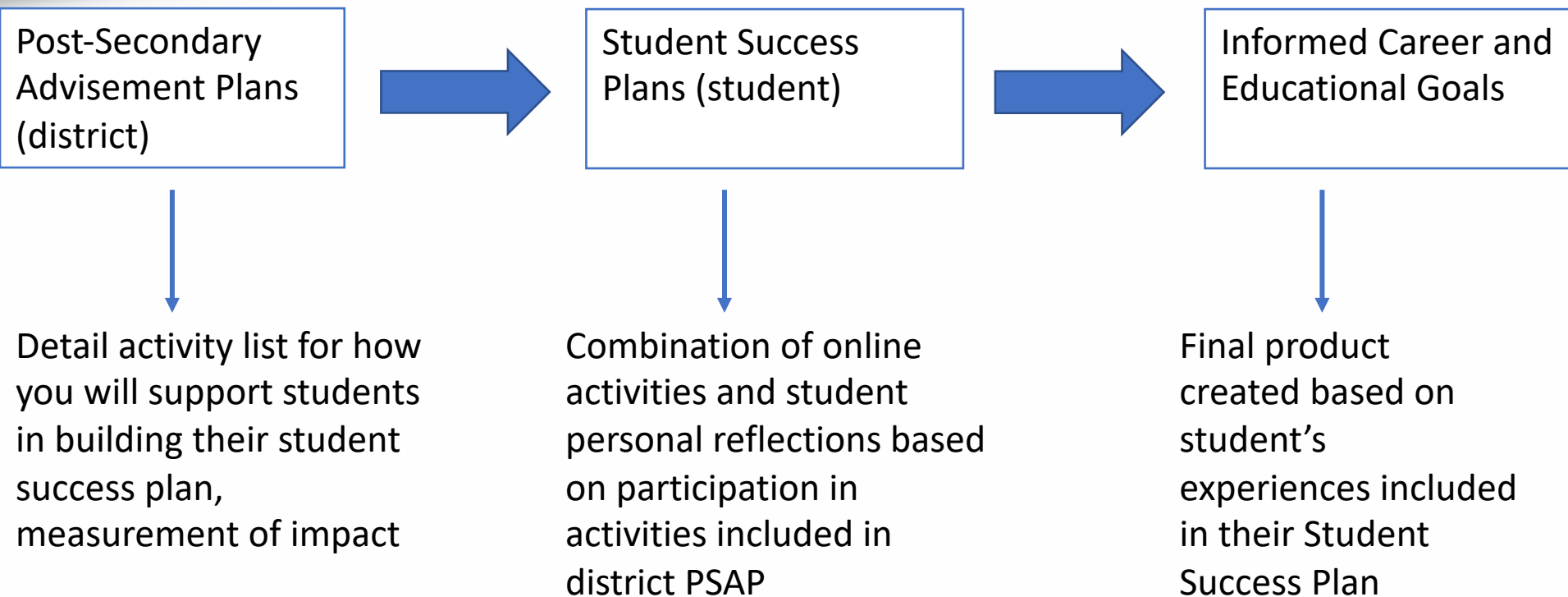
Objectives

1. Understand the vision and purpose for the Student Success Plan and Post-Secondary Advisement Plans
2. Explore potential connections to other key DDOE supports to help prepare the whole student for post-secondary success
3. Understand ways to increase school capacity to provide individualized supports for every student to develop career and educational goals.

Vision

Every student enters 12th grade with ***informed*** career and educational goals and the skills to successfully transition to the next step in their goals after high school.

Fulfilling the Vision



What's in the Details?

District PSAP

Transitions to high school, 12th grade and post-secondary

Academic, social emotional, financial supports

Classroom activities/project-based learning

Advisement

Group presentations

Work-Based Learning/CTE

Course Scheduling

Student Success Plan

Exploring talents and skill development

Goal setting

Career awareness, exploration and immersion

Education planning

Mentoring/Advisement

Deep engagement and application of learning throughout high school

Establish and achieve transition goals (high school, 12th grade, post-secondary)



Every Student Ready

What are the milestones to define HS readiness, 12th grade readiness and transition readiness?

- What needs to happen in elementary and middle school to prepare students for 9th grade?
- What needs to happen in 9th-11th grade to prepare students to enter 12th grade with informed goals?
- What needs to happen in 12th grade to ensure students have the skills and knowledge to transition successfully?

Numerous Supports for ONE Vision

Consider the available supports designed to provide targeted supports to students and staff in preparing for college and career:

- MTSS, Work-Based Learning, Transition Plans, PLCs, Professional Learning, Assessments, Pathways, School Counseling Plans, AVID, Major Clarity (software platforms), college-level courses, Pipeline Project, SDMLI, Perkins plans, others

Consider this....

A student in 7th grade is showing learning gaps in math, will be the first in his family to graduate from high school and struggles to articulate his interests.

- Is there a small group that the school counselor is leading where he could get advisement on how to identify potential career goals?
- What interventions are available to support him in math and develop a plan to get on track for high school?
- Is he enrolled in a career exploration course or would a research project on careers help him explore possible career goals that interest him?
- Once in high school, can he enroll in more than one Pathway to explore his options and increase exposure to different careers?
- What supports will he receive when choosing courses for 9th grade?
- Does his Student Success Plan include exploration goals for high school to learn about careers?
- Has he completed a career interest survey?

Integrating Supports into Your PSAP

When you consider the activities in your plan ask these questions:

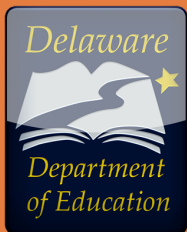
1. What are the needs for each cohort of students and targeted groups of students to support them in building informed career and educational goals?
2. What supports do we have in place that can be aligned to bolster students in this process? Do all staff members understand this alignment?
3. To assess capacity and resources, examine what you already have in place. Do you have projects that can be repurposed or re-envisioned to better support students in developing their goals?
4. Informed goal development for every student requires opportunities to: build awareness and reflection, understand and develop the talent/skills to achieve the goals, freedom/flexibility to change the goals, and develop key skills related to the goals

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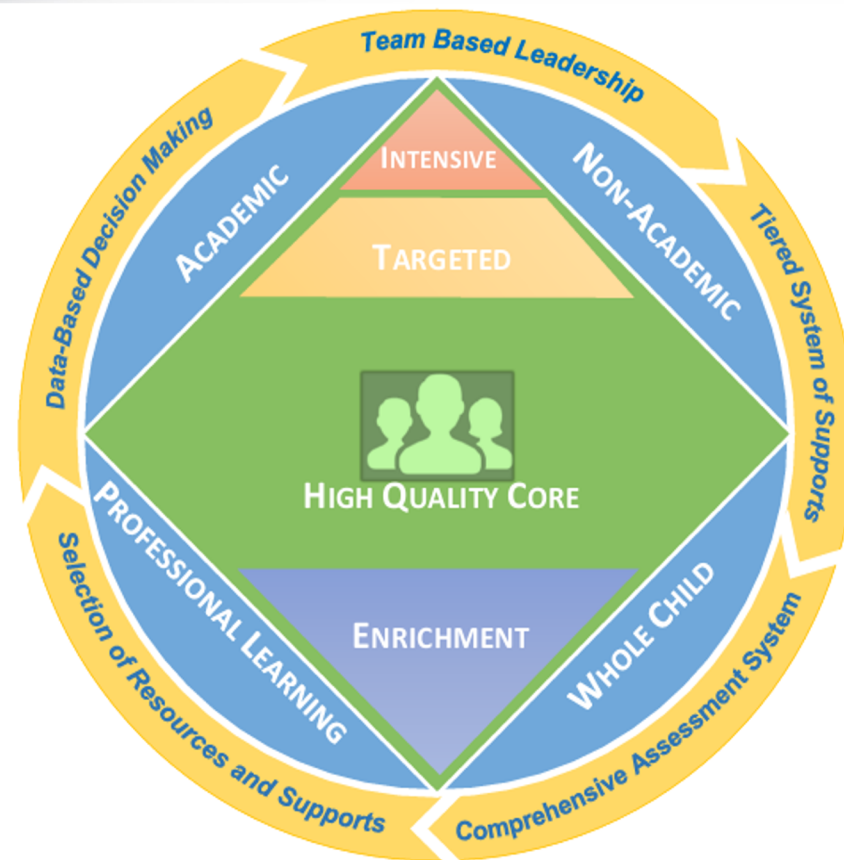
Delaware Multi-Tiered System of Supports (DE-MTSS)

Integrating Academic & Non-Academic Supports for Student Success

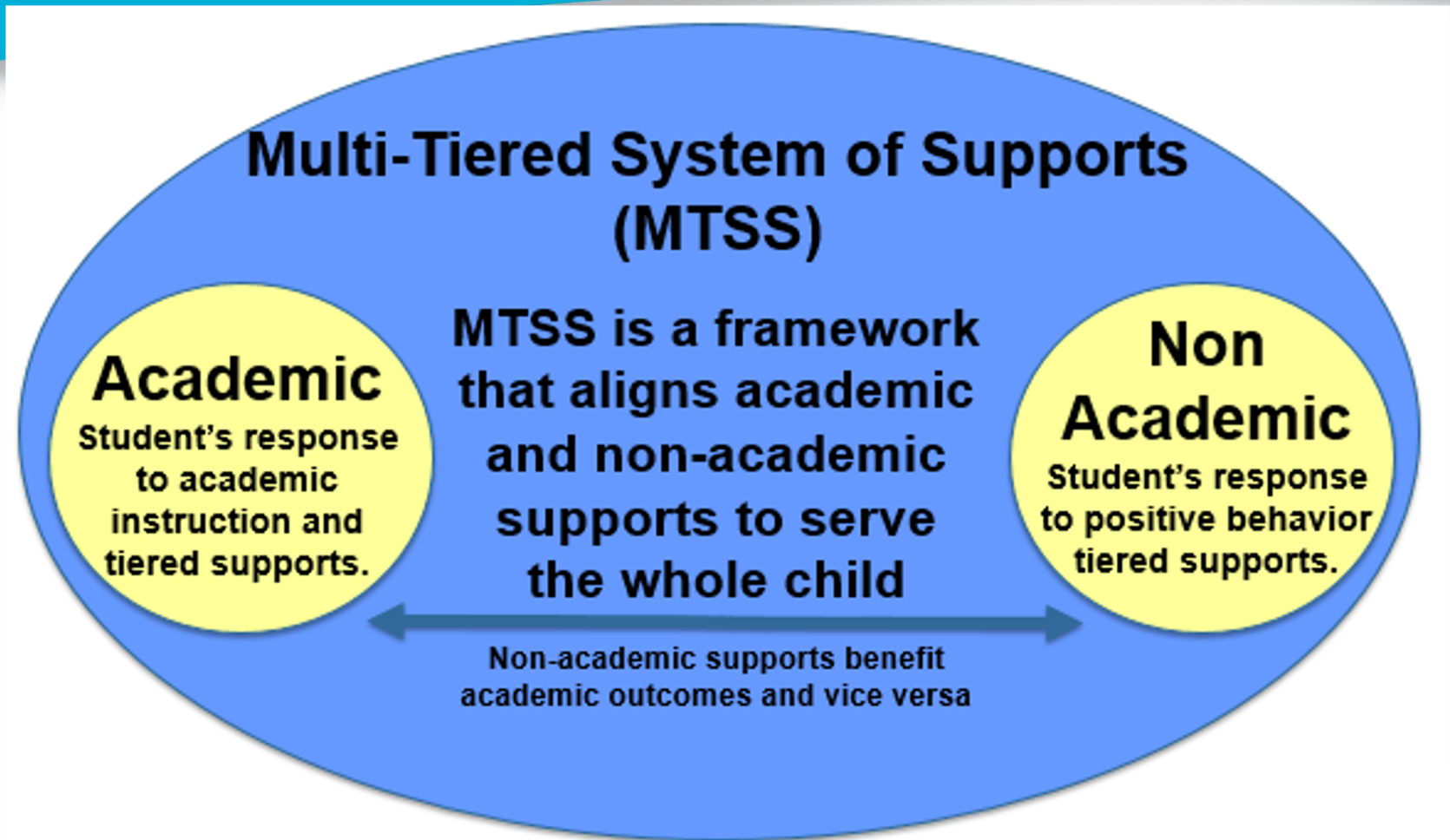


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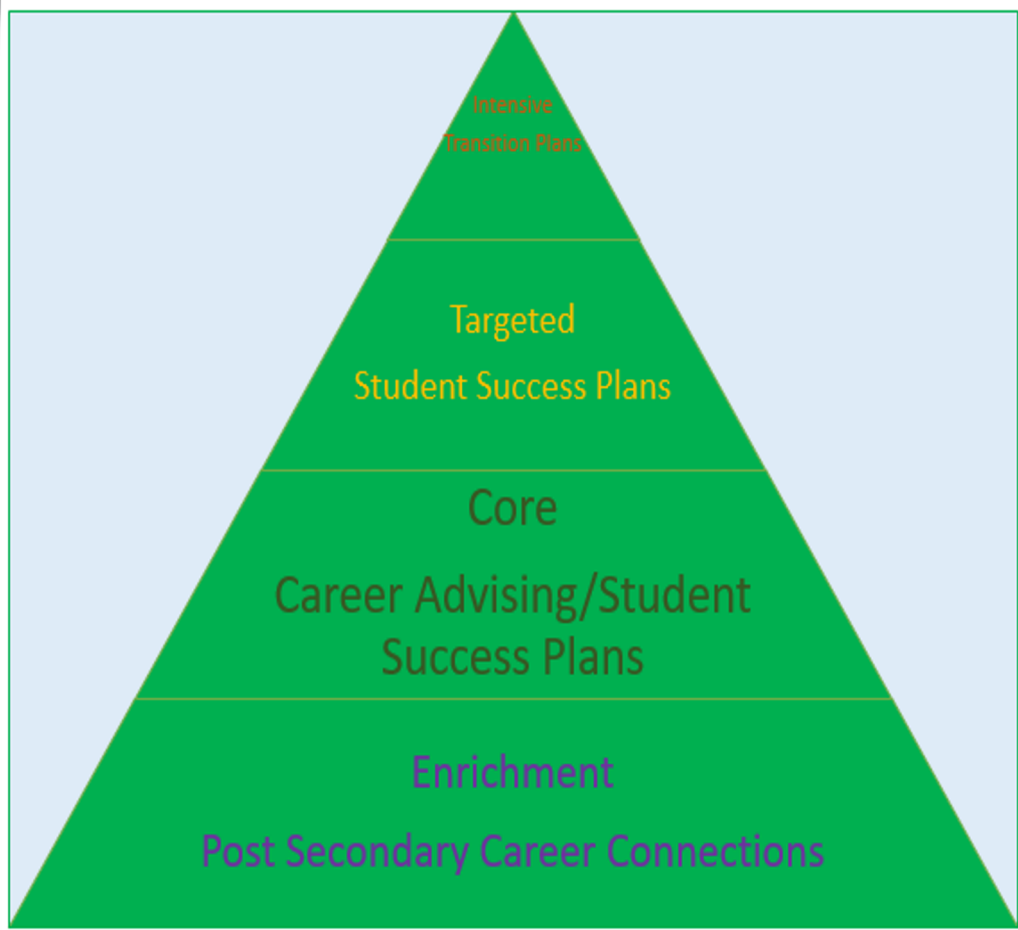
Delaware Multi-Tiered System of Supports (DE-MTSS)



Multi-Tiered System of Supports (MTSS)



MTSS: Post Secondary Engagement



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MTSS: Supporting Student Engagement & Self-Determination

Check & Connect
Intervention

Few

Check-In/ Check-Out
w/ Self- Monitoring

Some

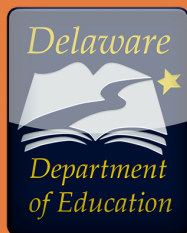
Student-Led Progress
Monitoring

All

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PIPELine to Career Success for Students with Disabilities



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PIPEline Objectives

Increase the number of students with disabilities who:

1. Enroll in CTE career pathways;
2. Participate in related work-based learning experiences in authentic employment settings;
3. Earn college and career credentials in CTE career pathways;
4. Graduate from high school as a CTE career pathway completer;
5. Continue their education and training beyond high school; and
6. Enter in-demand employment.

Partners

- **DELAWARE DEPARTMENT OF EDUCATION**
 - Exceptional Children Resources
 - Career and Technical Education/STEM
- **NATIONAL ALLIANCE FOR PARTNERSHIPS IN EQUITY**
- **TILSON AND DIAZ SOLUTIONS**
- **DELAWARE DEPARTMENT OF LABOR**
- **DELAWARE DEPARTMENT OF HEALTH AND SOCIAL SERVICES**
 - Division for the Visually Impaired
 - Division of Developmental Disability Services
- **NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION**

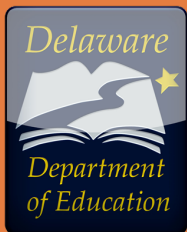
PROGRAM IMPROVEMENT PROCESS FOR EQUITY



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Self-Determined Learning Model of Instruction (SDLMI)



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IN PRACTICE

Self-determination

Providing supports and accommodations as necessary

Teaching the skills associated with self-determination

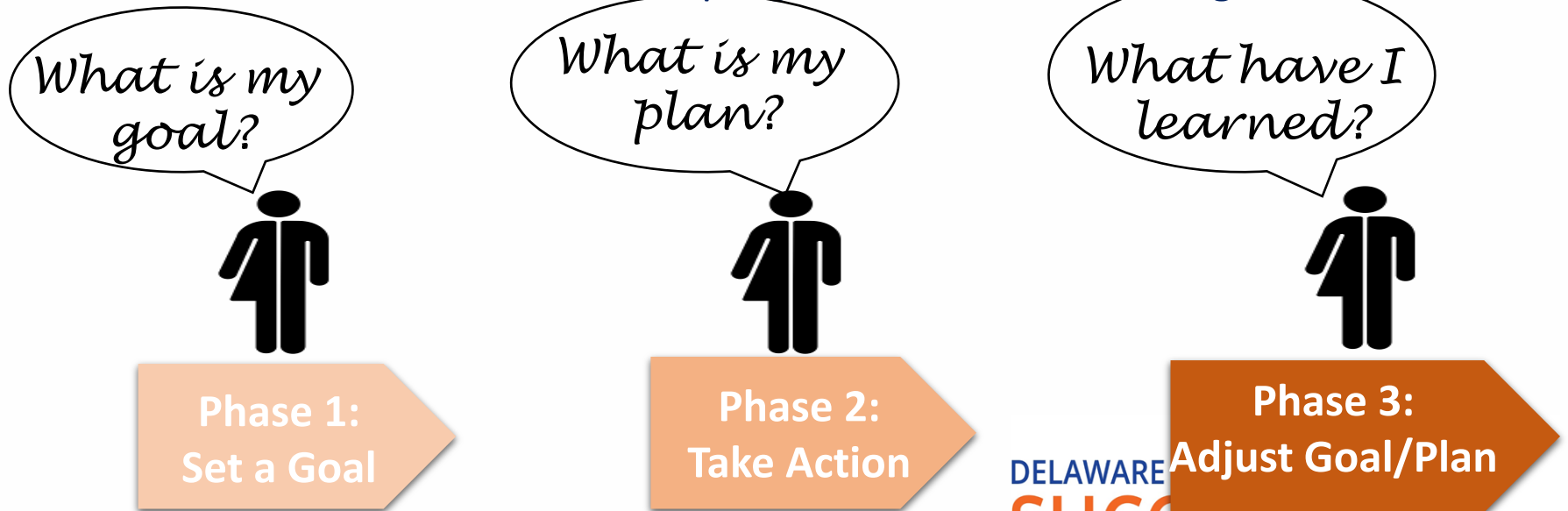
Providing opportunities to use and practice these skills

- ✓ Choice-making
- ✓ Decision-making
- ✓ Problem solving
- ✓ Goal-setting
- ✓ Goal attainment
- ✓ Self-management
- ✓ Self-advocacy
- ✓ Self-awareness
- ✓ Self-knowledge

WHAT IS THE SDLMI?

Teaching model that **enables students** to use a problem solving, goal-setting strategy to:

- Make **choices** and **decisions**
- Develop action **plans** for academic goals
- **Self-monitor** and **self-evaluate** progress toward academic goals



SDLMI OUTCOMES

When students are taught using the SDLMI, they achieve:



Greater
academic
achievement

- Progress in general education curriculum
- Academic goal attainment

Increased
postsecondary
outcomes

- Postsecondary education
- Employment
- Community Participation

Key Information

▪ TIME

- ✓ **15-minute mini-lessons twice a week** on skills on how to identify a goal, how to solve problems, etc.

▪ STUDENT GOALS

- ✓ Goals related to core content academic achievement:
 - Building content-specific skills (e.g., writing organization)
 - Being prepared for class (e.g., organizing notes before coming to class)
 - Improving general academic skills (e.g., increasing quantity of notes taken)

▪ WHEN

- ✓ Embedded during regular content instruction
- ✓ The teacher supports students, but students self-direct the process

▪ WHO

- ✓ Mini-lessons taught by both general and special education teachers

Academic Facilitators

- Self-determination skills increase **academic engagement and progress**
- These are skills that teachers are often already targeting indirectly
- Instruction on self-determination skills formalizes the process

CCSS English Skills

- Providing an objective summary of text with a central theme
(CCSS.ELA-LITERACY.RL.10.2)
- Determining the meaning of words
(CCSS.ELA-LITERACY.RL.10.4)
- Tying together complex ideas
(CCSS.ELA-LITERACY.W.9-10.1.A)
- Writing persuasive college application essays
(CCSS.ELA-LITERACY.W.9-10.10)

Self-Determination Skills

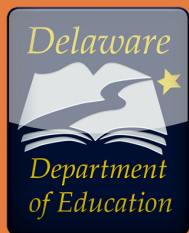
- Problem-solving skills
- Decision-making skills
- Choice-making skills
- Self-scheduling skills



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Transition Cadre



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What is the Cadre?

Began May 2013

- **Assistance from National Secondary Transition Technical Assistance Center (NSTTAC) and National Post School Outcomes Center (NPSO)**
 - Now the National Technical Assistance Center on Transition (NTACT)
- **Meet on monthly basis (3rd Thursdays)**
- **Provide technical assistance and professional learning**
- **Highlighting best practices within LEAs**
- **DVR, DDDS, DVI assist in co-facilitation**

Analyzing Data

- **Data Driven Decision Making**
 - State Tool-kit for Examining Post School Success
 - Indicator 1 – Graduation Data
 - Indicator 2 – Dropout Data
 - Indicator 13 – Transition Planning in IEP
 - Indicator 14 – Student Post School Outcomes
- **Currently**
 - Districts and Charters meet together

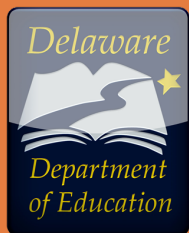
Benefits of the Cadre

- **Information**
 - Provide professional learning
 - Provide technical assistance
 - Provide updates from agencies
 - Gain feedback from members
- **County and State needs**

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Linking Postsecondary Advisement Plans, Work-Based Learning and Student Success



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Key Terms and Stipulations

- Work-Based Learning Practicum (WBLP) is a high school course. Only WBLP associated with a state-approved CTE pathways “counts”. Student enrollment in WBLP generates 509 funds.
- Successful completion of the WBLP *immersion experience* satisfies the DSSF School Accountability System and Perkins V accountability metrics
- Dual Credit Course- examples include Advanced Placement (AP) and International Baccalaureate (IB)
- Dual Enrollment Course- student receives BOTH high school credit toward graduation and postsecondary credit while *simultaneously* registered at both institutions
- Articulation Agreement- agreement between postsecondary institution and LEA/ DDOE that specifies conditions for matriculation of CTE credits earned at the secondary level to an individual Institution of Higher Education

The Work-Based Learning Continuum

Career Awareness

Elementary and Middle School

- Online Career Exploration
- Guest Speakers
- Career Fairs
- Workplace Tours

Career Exploration

Middle and Early High School

- Informational Interviews
- Job Shadowing
- Mock Interviews
- Industry-led Projects

Career Immersion

High School and Post-Secondary

- Internships and Cooperative Education
- School-Based Enterprises
- Pre-Apprenticeship
- Apprenticeship
- Clinical

- Are these experiences aligned to, and included in, my district's PSAP?
- Is our district's CTE Coordinator a member of our PSAP team?
- Do individual student's SSPs include participation in WBL continuum activities?
- Are these experiences available for every student, including students with disabilities?

PIPEline to Career Success for Students with Disabilities

Increase the number of students with disabilities who:

1. Enroll in CTE career pathways;
2. Participate in related work-based learning experiences in authentic employment settings;
3. Earn college and career credentials in CTE career pathways;
4. Graduate from high school as a CTE career pathway completer;
5. Continue their education and training beyond high school; and
6. Enter in-demand employment.

Align PSAP Activities to the WBL Continuum

Middle Grades

- Self-awareness assessments, reflection, & goal setting in SSP
- Career awareness activities
 - Online Career Exploration
 - Career Day/Guest Speakers
 - Career Fairs/Expos
- Career exploration activities
 - Workplace visits
 - Pathway exposure through courses or robust activities
 - HS Pathway visits or CTSO projects/competitions
- Select HS career pathway that aligns with Student Success Plan
 - Plan relevant WBL experiences, academic & technical coursework

Align PSAP Activities to the WBL Continuum

High School

- Explore links between secondary and postsecondary systems & set trajectory
 - Early College Credit opportunities
 - Accelerated time to degree sequences
 - Community based credential programs
 - Pre/Youth to Registered Apprenticeship (counts for WBLP credit)
 - Technical School workforce programs
- Job Shadow, Career Fair
- Industry-led projects
- Mock interviews
- Work-Based Learning Immersion can occur once student attains senior status
 - When can a student's part-time job count as WBLP immersion?

Delaware School Success Framework & Perkins V

High School College and Career Preparation Metric

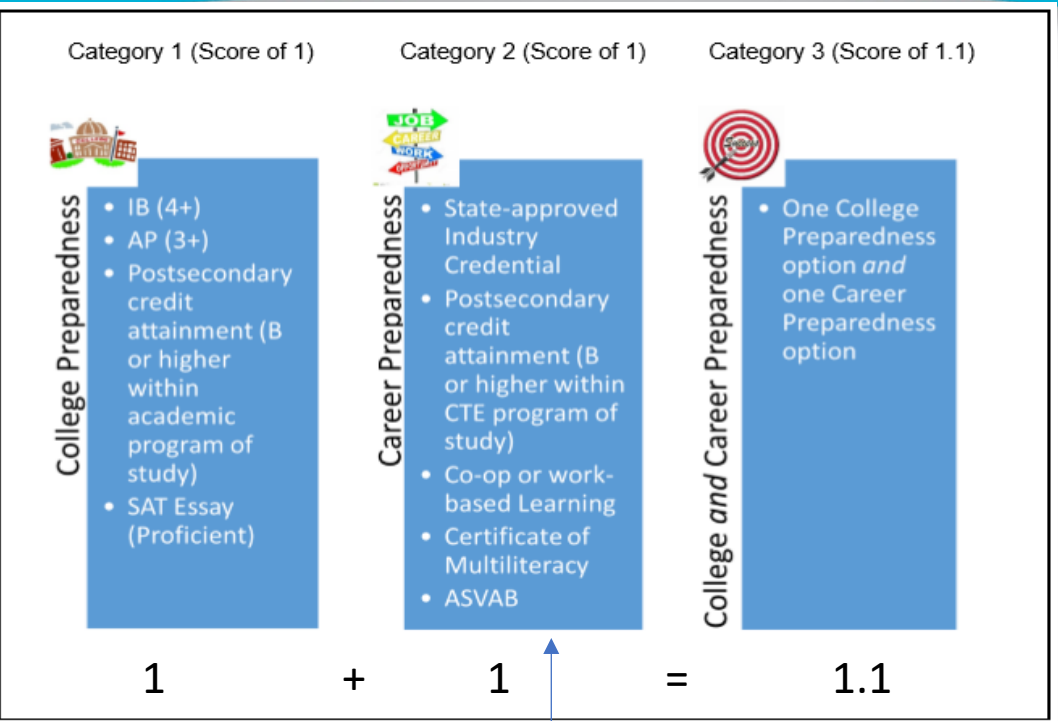
- 10% (50 points) of school rating
- Small numbers of students result in potentially large gains

Perkins V

- 5S1-Program Quality- Attained Recognized Postsecondary Credential
- 5S2- Program Quality- Attained Postsecondary Credits
- 5S3- Program Quality- Participated in WBL

Delaware School Success Framework (High School)

High School		
Area/Measures	Weight	Points
Academic Achievement	25%	125
Proficiency ELA	7.5%	37.5
Proficiency Math	7.5%	37.5
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	45%	225
Growth in ELA	22.5%	112.5
Growth in Math	22.5%	112.5
On Track to Graduation	20%	100
On Track in 9 th Grade	5%	25
4-year Cohort Graduation Rate	10%	50
5-year Cohort Graduation Rate	3%	15
6-year Cohort Graduation Rate	2%	10
College and Career Preparation	10%	50
College and Career Preparation	10%	50
Total	100%	500



Perkins 5S1, 5S2, & 5S3

Source: DSSF Technical Manual

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Considerations

- Balance site-based, school-based, and hybrid WBL models to address equity
 - Systematically identify, measure scope, then remove barriers to participating in WBL
- Work with the Office of Work-Based Learning, local employers, and community-based organizations to offer student experiences along the continuum
- Work-based learning should be made universally available and align with students' postsecondary goals
- Schedule WBLP students' immersion experiences first in the master schedule ("singletons")

Resources

Work-Based Learning Practicum (WBLP) Support & Technical Assistance

- Jon Wickert (DDOE)- jonathan.wickert@doe.k12.de.us

PIPEline Support & Technical Assistance

- Dale Matusевич (DDOE)- dale.matusевич@doe.k12de.us
- Lisa Stoner-Torbert (DDOE)- lisa.stoner-torbert@doe.k12.de.us

Office of Work-Based Learning at Delaware Technical Community College

- Bryan Horsey (Director)- bhorsey7@dtcc.edu

Policy

- [WBL Policies and Procedures](#)
- [DSSF Technical Manual](#)
- [Perkins V State Plan](#)
- SCHOOLGY WBL Code: 3VN9KK-XDSCF

Contact Us

MTSS:

pam.alfaro@doe.k12.de.us

jalee.pernol@doe.k12.de.us

Work-Based Learning, Perkins,
Pathways:

jon.wickert@doe.k12.de.us

Pipeline, Transition Plans:

dale.matesuvich@doe.k12.de.us

Post-Secondary Advisement Plans,
Student Success Plans:

nicholas.buono@doe.k12.de.us