

Unleashing the Power of Student Success Plans: Helping All Students Become Future Ready

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V. Scott H. Solberg, PhD

- Profession, Boston University and background in Counseling Psychology
- Currently collaborating with a number of education systems to more effectively prepare all youth to graduate with the skills to find decent work and life success – see [*Making School Relevant with Individualized Learning Plans*](#)
- Research focus is on resiliency and how setting career and life goals helps youth and adults become proactive, adaptable and resilient for managing future uncertainty and life challenges

Making School Relevant with Individualized Learning Plans

HELPING STUDENTS CREATE THEIR
OWN CAREER AND LIFE GOALS



V. SCOTT H. SOLBERG

Webinar Objectives

- Offer Rationale For Economic Value Of Student Success Plans (SSP)
- Describe Nature Of SSPs
- Provide A Model For Developing An SSP Scope And Sequence
- Identify Characteristics Of High Quality SSP Design and Implementation

Covid-19 and Future Uncertainty

Thousands of restaurant workers' futures uncertain after Delaware halts dine-in services

[Sarah Gamard](#), Delaware News Journal | Published 3:14 p.m. ET March 17, 2020 | Updated 9:02 p.m. ET March 18, 2020

“About 10% of the state's workforce are employed at the state's 2,000 eating and drinking establishments.”

Delaware restaurant server median salary is \$10.47 or \$21,780 annually

Imagine if the SSP was fully operational:

- Using the self-exploration and career exploration skills, in less than 30 minutes they would learn that:
 - They possess five transferable skills that align with 615 occupations
 - 100 of these occupations can be accessed with a certification offered by their local two-year college.
 - If they decided they wanted to learn more about becoming a Surgical Technologist that their median income in Delaware would more than double - \$22.7 per hour, \$47,300 annually.
 - They also found...

They can get started on a pathway to a high paying career right away....



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MYDTCC

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ABOUT	ADMISSIONS & FINANCIAL AID	ACADEMICS	STUDENT RESOURCES	CAMPUS LIFE	CONTINUING EDUCATION	OUR CAMPUSES
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Economic Value Of Student Success Plans (SSP)

All youth must graduate H.S. able to navigate into decent work or with a goal of pursuing some form of postsecondary training or education that enable them to gain access to decent work

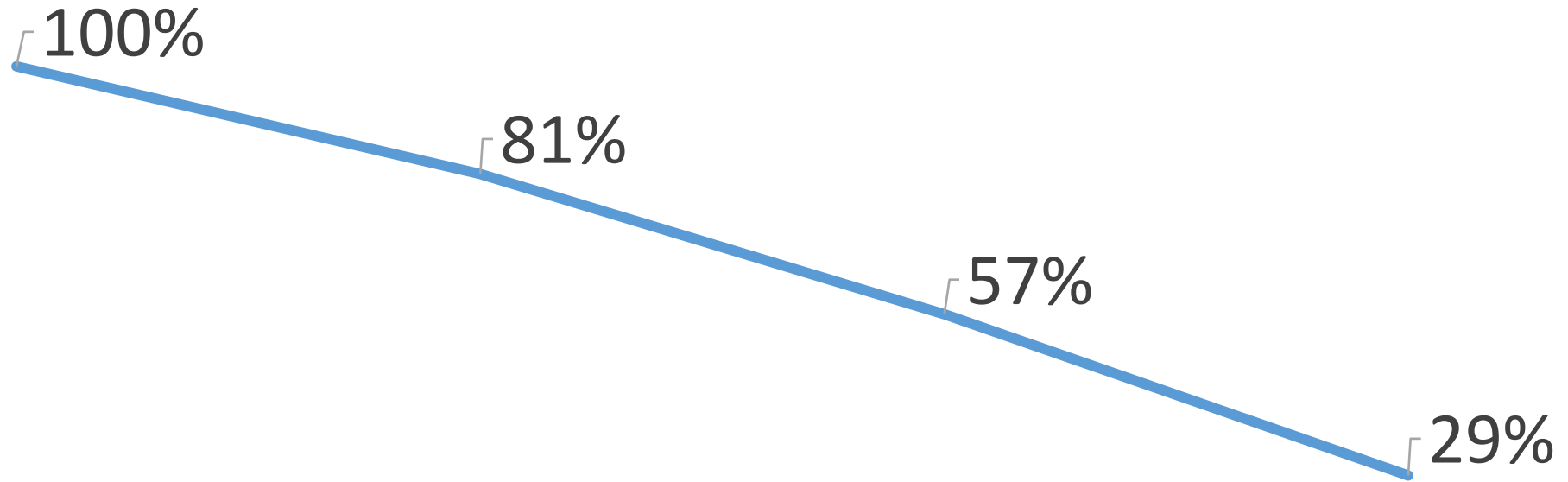
Decent work includes livable wages as well as access to healthcare, sick leave, vacation time, and retirement benefits

Current Situation in Delaware

Creating collective impact to embrace SSPs in Delaware needs data to showcase the problem that is being addressed

Recommend that Delaware invest in a “waterfall” analysis that assesses how well entering 9th grade students eventually complete either a postsecondary training certificate, two-year degree, or four-year degree

2007 Entering 9th Grade Delaware Students and Est. 6 year Postsecondary Completion Rate



Entering 9th Gd
(n= 10,270)

6 yr. HS Graduation
(n= 8,360)

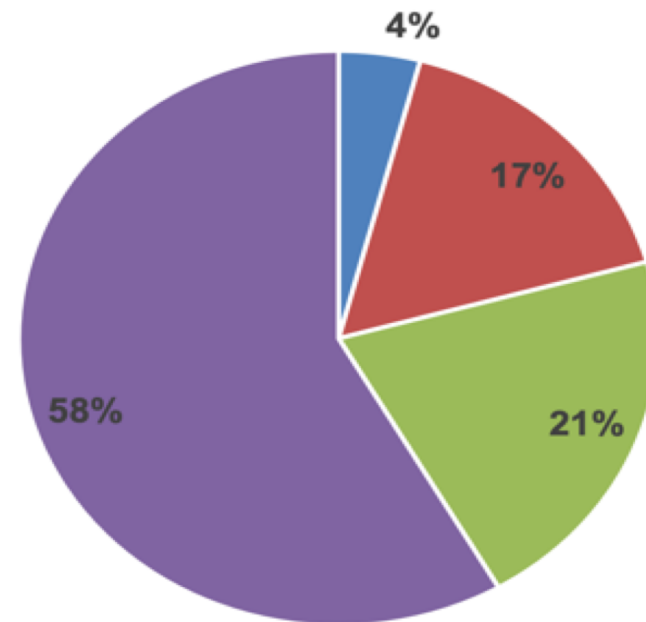
Est. Entering PostSec.
(n= 5,893)

Est. Comp. within 6 Yrs.
(n= 3,009)

Remediation Course Rates: 41%

Percent of State of Delaware Graduates in Delaware Colleges Requiring Remediation: Class of 2014

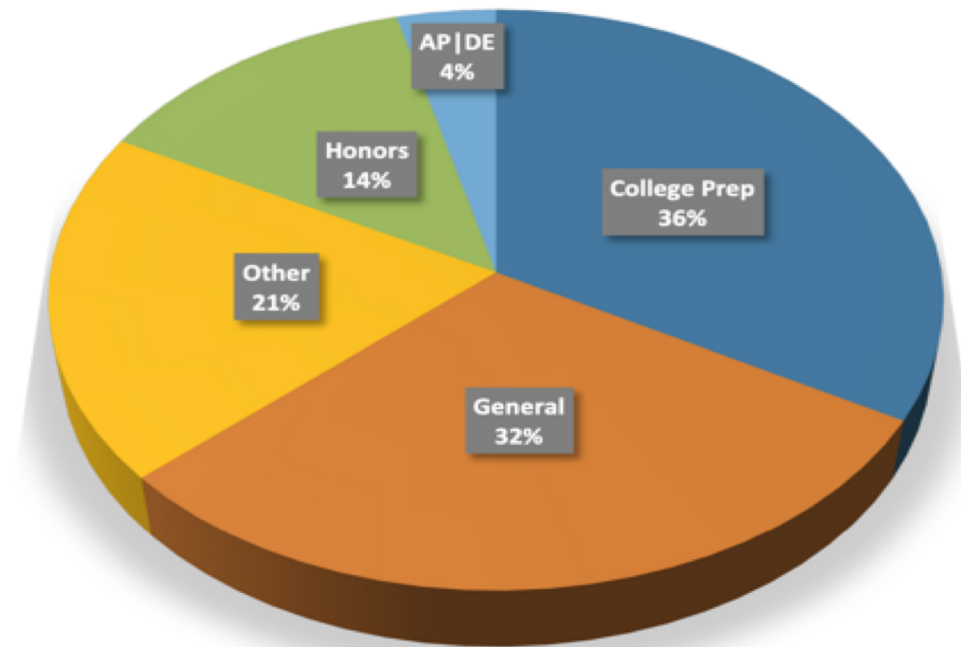
■ English only ■ Math only ■ Both ■ No Remediation



Courses Associated with Higher Remediation

THE MAJORITY OF 12TH GRADERS COMPLETED ENGLISH COURSES CONNECTED TO HIGH REMEDIATION RATES

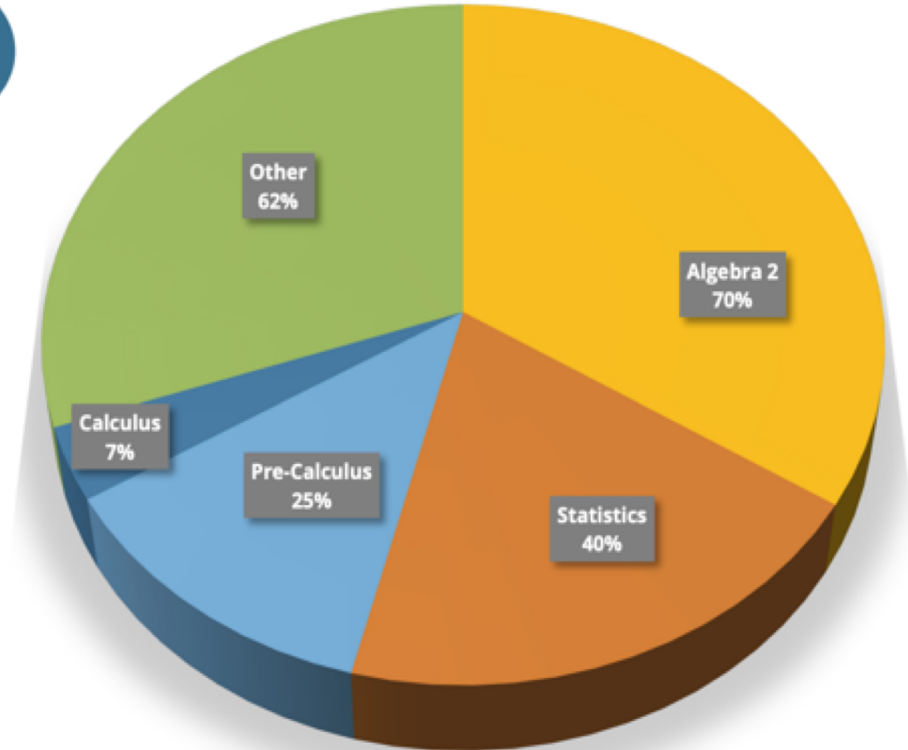
Percentage of students requiring remediation by English course (Class of 2015)



MORE THAN 60 PERCENT OF 12TH GRADERS ENROLLED IN COURSES CONNECTED TO HIGH REMEDIATION RATE

Percentage of students requiring remediation by math course (Class of 2015)

3,495 students overall





Individualized Learning Plans (ILPs)

An individualized learning plan (ILP) is both a document and a process that students use – with support from school counselors, teachers, and parents – to define their career goals and postsecondary plans in order to inform their decisions about their courses and activities throughout high school. Many states have adopted policies that require all middle and/or high school students to develop and maintain an individualized learning plan in order to make schools more personalized and improve student outcomes.

The ILP research studies by NCWD/Youth and our partners indicate that ILPs show promise as an effective strategy for delivering quality career development opportunities that improve several student outcomes.

What is the SSP?

- States use different names – Student Success Plan in CT, Individual Career & Academic Plan in CO, many more
- 37 states and DC require or encourage SSPs
- SSPs typically begin in middle school
- Purposes:
 - To personalize learning
 - To develop college and career readiness
 - To align course taking plans with postsecondary plans
- Not the same as an Individualized Education Program (IEP)

What is a Quality SSP?

A **document** consisting of:

- course taking and post-secondary plans aligned to career goals; and
- documentation of the range of college and career readiness skills that the student has developed.

A **process** using a continuum of career advising lessons designed to:

- Enhance relevance of school and out-of-school learning opportunities, and
- Build career navigation skills such as self-exploration skills, career exploration skills, and career planning and management skills
- Integrates work-based learning and early access to college

Quality ILP Activities



SSP Process

- Self-Exploration Skills
- Career Exploration Skills
- Career Planning and Management Skills
- Work-Based Learning
- Early Access to College



Student Success Plan (SSP) - My Career and Academic Plan in Massachu.

MyCAP Process

- Student-directed
- Multi-year, no later than grade 9
- Implemented in a variety of settings across the school
- Every student has at least one caring adult advocate –counselor, teacher, administrator, paraprofessional, or other school staff person
- Connects academic learning with future plans

MyCAP Instrument

- It is an online platform such as Naviance, MEFA Pathways, or MassCIS
- The instrument captures the learning and documents the achievement of learning objectives at each grade level
- The instrument may act as an ePortfolio capturing artifacts of growth and learning
- Captures student goals, interests, barriers, action steps, and reflections

Quality SSPs Begins with a Scope of Learning Objectives

- What are the grade level career readiness skills we want youth to be developing with respect to:
 - Self-Exploration Skills
 - Career Exploration Skills
 - Career Planning and Management Skills

Sample SSP Learning Objectives

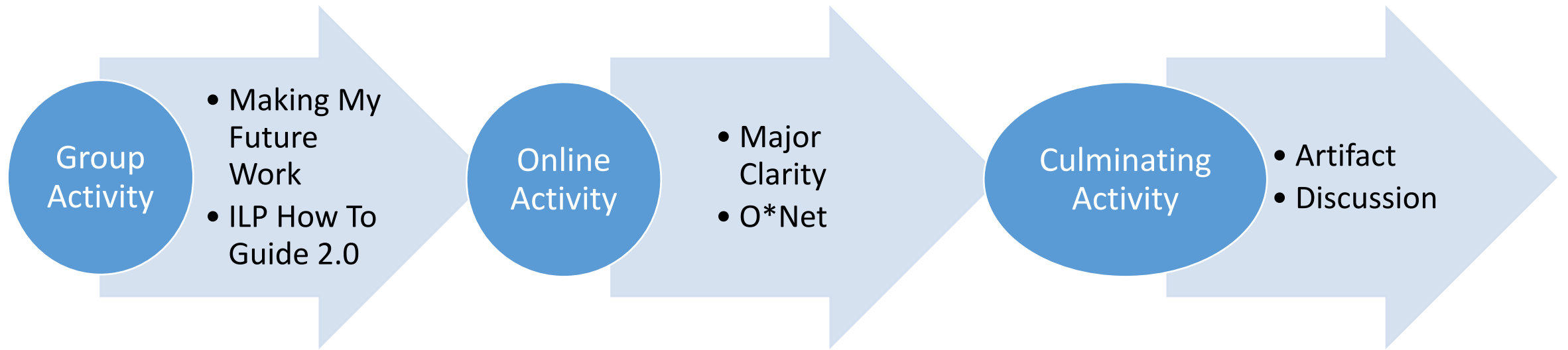
- Able to describe emerging talent, competencies, and values
- Able to provide evidence they are growing confident in their skills and competencies
- Engages in perspective taking by being aware of the diversity of roles, skills and knowledge needed to complete group tasks or simulated work activities
- Appreciates and respects others cultural background and abilities is able to contribute to creating a positive team environment
- Demonstrates proactive and self-motivated behavior by identifying ways to continue developing their talent and competencies
- Able to set short-term academic and career development goals that align to their career and life goals
- Identifies intentions to pursue specific educational and postsecondary pathways to pursue their career and life goals
- Able to demonstrate the effective communication skills needed to give and receive feedback from peers

- Able to manage interpersonal dynamics with educators/supervisors and peers during group projects and when placed in work settings
- Able to ask for help and support necessary to complete assignments or manage competing expectations.
- Ability to identify 2-3 career and life goals
- Able to identify the information and people resources needed to support them in pursuing their career and life goals
- Able to accurately evaluate future education and career pathways with respect to the financial impact and future labor market projections
- Develops and effectively executes plans for using their current educational and outside learning opportunities to gather the skills and experiences that align to their career and life goals

CASEL and SSP Learning Objectives

SEL Domain	SEL in the Context of Career Readiness
Self Awareness	<p>Able to describe emerging talent, competencies, and values</p> <p>Able to describe what additional competencies they need in order to pursue their career and life goals</p>
Social Awareness	<p>Engages in perspective taking by being aware of the diversity of roles, skills and knowledge needed to complete group tasks or simulated work activities</p> <p>Appreciates and respects others cultural background and abilities is able to contribute to creating a positive team environment</p>
Self-Management	<p>Demonstrates proactive and self-motivated behavior by identifying ways to continue developing their talent and competencies</p> <p>Setting short-term academic and career development goals that align to their career and life goals</p> <p>Identifies intentions to pursue specific educational and postsecondary pathways to pursue their career and life goals</p>
Relationship Management	<p>Able to demonstrate the effective communication skills needed to give and receive feedback from peers</p> <p>Able to manage interpersonal dynamics with educators/supervisors and peers during group projects and when placed in work settings</p> <p>Able to ask for help and support necessary to complete assignments or manage competing expectations.</p>
Responsible Decision-Making	<p>Ability to identify 2-3 career and life goals</p> <p>Able to identify the information and people resources needed to support them in pursuing their career and life goals</p> <p>Able to accurately evaluate future education and career pathways with respect to the financial impact and future labor market projections</p>

Quality SSPs



Sample Lesson for Self-Exploration Skills

- Learning Objectives:

Students will be able to describe emerging talent, competencies, and values

- Activity Sequence:

- Classroom: Who am I (Making My Future Work)
- Online: Myers-Briggs assessment
- Culmination: Presentation and storyboard describing their emerging talent and ideas on the transferable/employability skills

MyCAP Framework

Domain	Learning Objectives <i>(2-3 per domain each year)</i>	Implementation Strategies and Activities <i>(where and by whom)</i>	MyCAP Documentation
Personal Social Skills			
Career Development Education			
Academic, College, and Career Planning			
<i>See the suggested scope and sequence for grades 9-12 [Generated by state]</i>			
<i>Modified from Massachusetts Department of Elementary and Secondary Education</i>			

MyCAP – 9th Grade

	CCA PROGRAM		MyCAP
Domain	<p>What a Student Should Know, Understand, and Be Able to Do in 9th Grade</p> <p>NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.</p>	<p>Implementation Strategies and Activities</p> <p>NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.</p>	<p>MyCAP Documentation</p> <p>NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.</p>

Domain	Learning Objective	● Sample Activities	● MyCAP Documentation
Personal Social SEL Skills	<ul style="list-style-type: none"> ● Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions 	<ul style="list-style-type: none"> ● Introductory activity where students identify their skills ● “Possible Selves” unit [to explore hopes, dreams, strengths, weaknesses, etc.] ● Introductory lesson orienting students to online platform ● Students complete online surveys ● Students write reflections about their results 	<ul style="list-style-type: none"> ● Skills journal entry ● Possible Selves artifact ● Document extracurricular activities

Domain	Learning Objective	● Sample Activities	● MyCAP Documentation
Career Development Education	<ul style="list-style-type: none"> ● Students will demonstrate knowledge and understanding of career clusters. ● Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests 	<ul style="list-style-type: none"> ● Introduce the concept of career clusters ● Using online platform, have students analyze career clusters in relation to survey results ● Create an activity where students apply cluster analysis to self-identified interests, values, and skills ● Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest ● Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term “employability skills” 	<ul style="list-style-type: none"> ● Save careers of interest ● Upload final project ● Document work and/or community service

Domain	Learning Objective	● Sample Activities	● MyCAP Documentation
Academic College and Career Planning	<ul style="list-style-type: none"> ● Students will understand graduation requirements, MassCore requirements, AP options, and early college options. ● Students will create a four-year course-taking plan connected to identified career interests ● Students will understand any available high school pathways and the variety of postsecondary options. ● Students will be able to write a personal postsecondary goal and career goal 	<ul style="list-style-type: none"> ● District-developed freshman seminar ● District developed course planning activity ● Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary] ● Online college search activity ● Have students prepare for, participate in and reflect about a college fair and/or a college tour ● Introduce any career pathway or early college options at your school 	<ul style="list-style-type: none"> ● Complete four-year plan [using online platform, if possible] ● Complete goal statements [using online platform] ● Save college search results with journal entry ● Journal reflections about college fair and/or tour

SSP Framework

Domain	Learning Objectives <i>(2-3 per domain each year)</i>	Sequence of Activities <i>(where and by whom)</i>	SSP Artifacts
Self-Exploration Skills			
Career Exploration Skills			
Career Planning and Management Skills			
Work-Based Learning			
Early Access to College			

See the suggested scope and sequence for grades 6-12 [Generated by state/district leaders]

Modified from Massachusetts Department of Elementary and Secondary Education

COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK

Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.

- Career Counseling
- Career Planning
- Career Fairs
- Career Presentations
- Industry Speakers
- Informational Interviews
- Mentoring
- Worksite Tours
- Project-based Learning

LEARNING THROUGH WORK

Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Industry-sponsored project
- Supervised entrepreneurship experience

LEARNING AT WORK

Career training occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-job Training
- Employee Development

Education Coordinated



Business Led

OUTCOMES:

Skilled Talent for Business + Meaningful Careers for Students & Job Seekers

SSP THEORY OF CHANGE

Quality SSP scope and sequence of activities delivered by caring and encouraging adults



Results in Learners establishing career and life goals that results in



Perceiving education as meaningful and relevant that results in

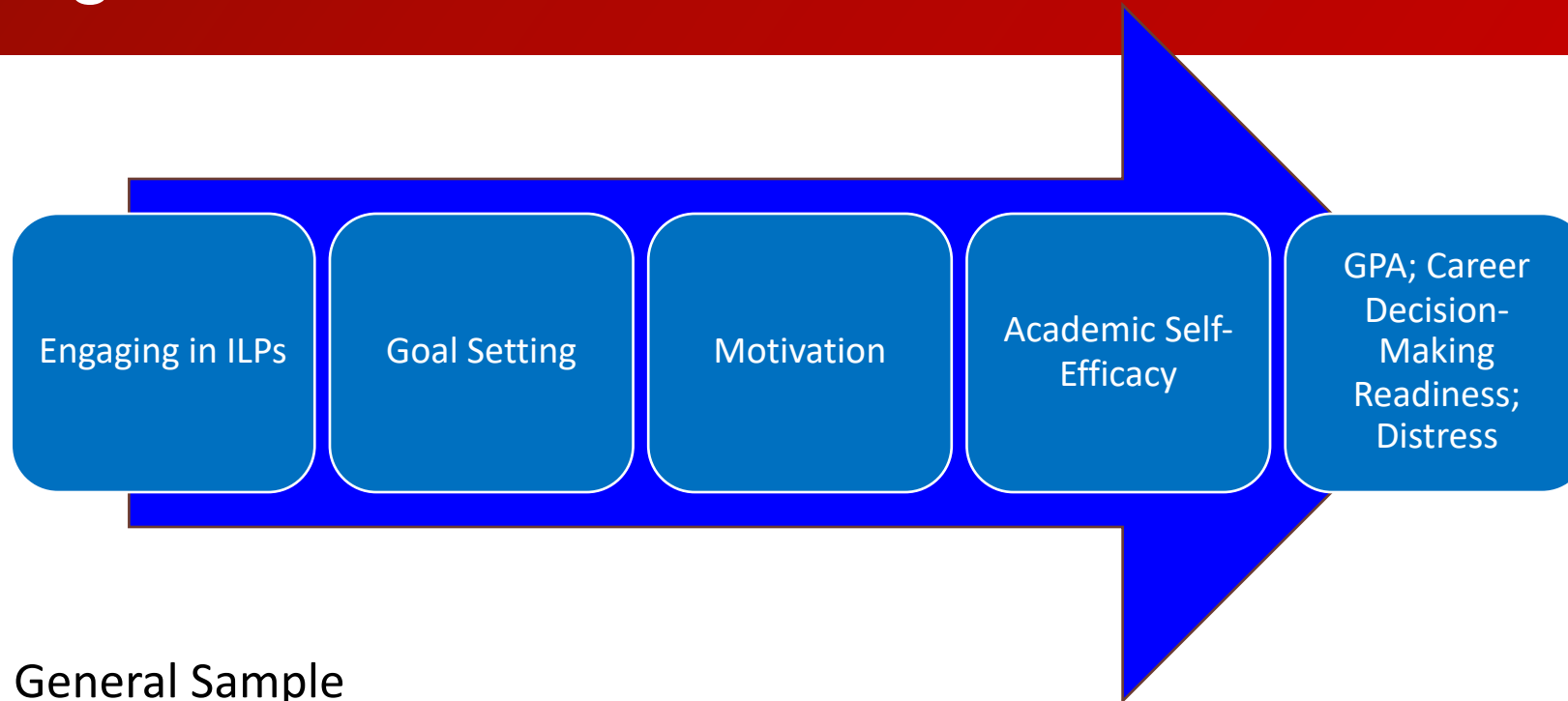


Learners pursuing more rigorous education and work-based learning opportunities which increases



Academic performance,
Postsecondary completion rates,
Higher wage earnings and
Overall life satisfaction

Engaging in ILPs



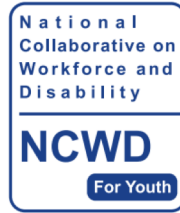
General Sample

GPA (std. est. = .027, $p < .001$).

Career decision-making readiness (std. est. = .011, $p < .000$).

Distress (std. est. = -.012, $p < .000$)

Research Impacting Practice & Policy



Navigating the Road to Work

Use of Individualized Learning Plans:

A Promising Practice for Driving
College and Career Efforts

V. Scott Solberg · Joan Wills · Kimether Redmon · Laura Skaff



Becoming Career Ready Rubric

- Identifies three career plans
- Clear description of the career plans
- Connects career to personal interests, skills and values
- Identifies how current courses relate to career plan
- Articulation of the skill and entry requirements
- Engaged in additional learning opportunities
- Aware of needed skills and future development



Students Actively Engaged in Establishing Career and Life Goals

- Higher academic self-efficacy
- Higher career decision-making readiness
- Lower psychological/emotional distress
- Lower academic stress
- Higher motivation to attend school

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OWN CAREER AND LIFE GOALS



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College of Education



The Handbook of Career and Workforce Development

Research, Practice, and Policy



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