

# PUTTING STUDENTS ON TRACK TO ADULT SUCCESS DURING AND AFTER COVID-19: STATE DEPARTMENTS OF EDUCATION INNOVATIONS

Pathways to Adult Success COVID-19 & Social Justice Solution Forum

Everyone Graduates Center

Johns Hopkins University School of Education

March 2, 2021



# WELCOME AND AGENDA

- Putting Students On Track to Adult Success During and After COVID-19: State Departments of Education Innovations
- Solution Sharing:
  - **Lisa Harney**, Massachusetts Department of Elementary and Secondary Education Dropout Prevention and RE Engagement Specialist
  - **Graham Wood** and **Cassie Palsgrove**, respectively Graduation Requirements Program Administrator at the Center for Teaching, Leading and Learning and Program Administrator for Career Connections and SuccessBound (Ohio Department of Education)
- “Choose Your Own” Breakout Group Discussion
- Upcoming Events

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# ORGANIZING OUR DISCUSSION



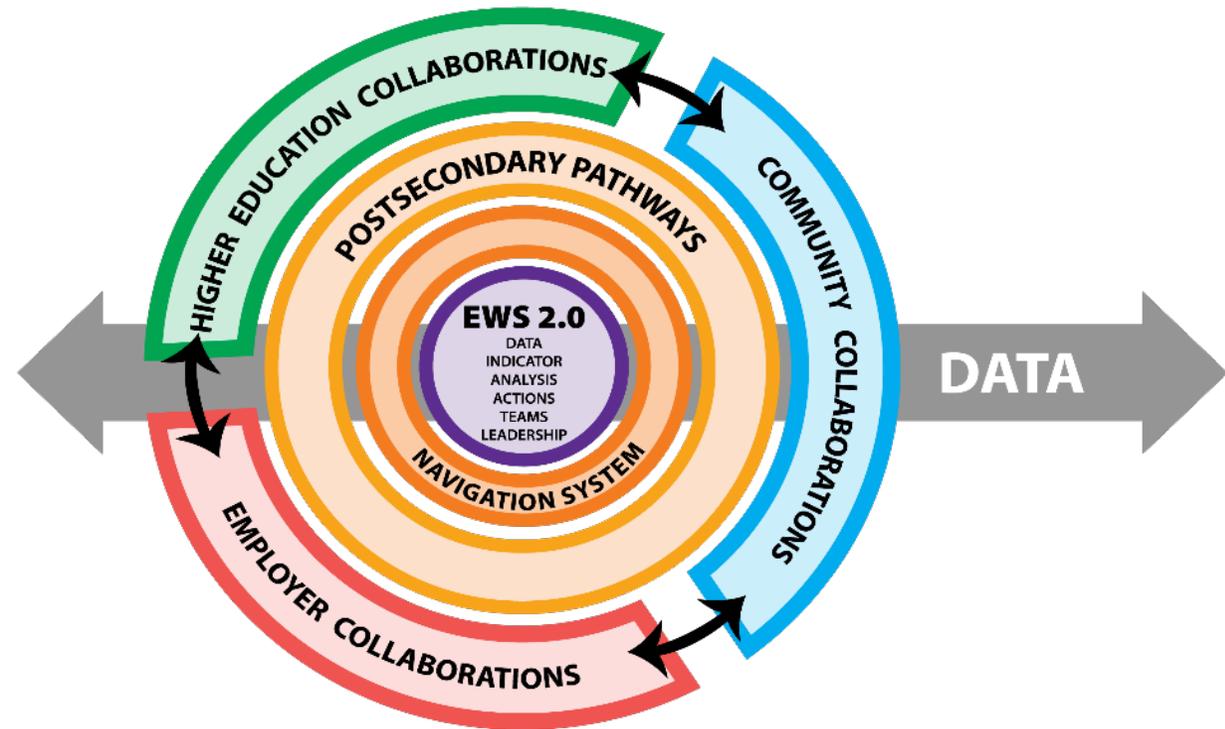
- We have a large and diverse group of people and organizations participating in today's session
  - K-12, Higher Ed, Non-Profits, State Dept. of Ed.
- So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
  - One of the moderators will read each question or comment out loud, and then ask for responses via the chat function
  - The moderator may ask the participant to respond verbally for elaboration or clarification
  - If you are sharing a resource that can be reached via a web link, please share the link in the chat box
  - After the call, we will send out a follow-up email listing resources shared during the session and add to the COVID-19 resource webpage on the PAS website

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# BUILDING PATHWAYS TO ADULT SUCCESS FOR ALL OUR STUDENTS HAS NEVER BEEN SO CRUCIAL

- The pandemic is disrupting existing student support and guidance systems
- There is the potential for large numbers of high school students to be off-track to high school graduation and postsecondary readiness next year
- There is a need to share and build on existing innovations
- The new secretary of education is focused on college and career pathways



# LISA HARNEY

Dropout Prevention and RE Engagement  
Specialist



**Massachusetts College, Career  
and Civic Readiness  
AND  
My Career and Academic Plan**

# College, Career, and Civic Readiness

BESE and BHE approved in 2016:

- ***Readiness means an individual has the requisite knowledge, skills and experience in the academic, workplace readiness and personal-social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy and engage in active civic life.***



# Legislative Report on Individual Learning Plans (ILP) 2016

This [report](#) stated that nationally ILPs are being used as a key strategy for increasing engagement in career pathways, selecting rigorous high school courses, and engaging in post-secondary planning. And the report included four recommendations for ILP development in MA:

1. Build capacity for implementing six-year career plans (ILPs) for students in grades 6-12 across the Commonwealth
2. Establish a no-cost single college and career planning portal
3. Create and expand professional development opportunities for Quality ILP Implementation
4. Develop a new naming convention to replace ILP

# My Career and Academic Plan (MyCAP) : Process and Instrument

## Process

Enables students to define their career and life goals based on their unique pattern of interests, skills, and values

Facilitates students' ability to align their high school courses with career interests

Assists students with identification of post-secondary pathways to pursue those goals

Ensures every student has a caring adult

## Instrument

Is an online portal or career information system such as Naviance, Xello, CIS, or the free state portal MEFA Pathways

Stores the results of student's personal interests, career interests, course-taking and post-secondary plans, and achievements

Captures student strengths, challenges, goals, reflections and action steps

## 3 Domains for CCCR

- **Personal/Social/Emotional:** CASEL domains of Self Awareness; Social Awareness; Self Management; Relationship Skills and Responsible Decision Making
- **Career Development Education:** well-designed sequence of activities that become progressively deeper and more intensive as the students gain skills and maturity: Career Awareness, Career Exploration and Career Immersion
- **Academic** and including college and career planning: MASSCORE – rigorous course of study aligned to entrance requirements for state colleges/universities; identification of multiple career interests and understanding the post-secondary education requirements; aligning course taking

# MyCAP Process: CCCR Framework

## FRAMEWORK DESIGN

Three domains identified in the CCCR definition

Each domain is developed for students at every grade level:

- Learning Objectives that describe what students should know and be able to do
- Unit Lessons, Strategies and/or Activities that will get to the goals
- MyCAP Process and Artifacts that will document the learning or store the responses

## FRAMEWORK

DOMAINS	LEARNING OBJECTIVES	UNITS, LESSONS, ACTIVITIES	MyCAP ARTIFACTS
Personal/ Social			
Career Development			
Academic, College, Career Planning			



# College, Career and Civic Readiness & MyCAP – 9th Grade

	CCCR PROGRAM		MyCAP
Domain	Learning Objectives	Implementation Strategies and Activities	MyCAP Process and Documentation
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions</li> </ul>	<ul style="list-style-type: none"> <li>Introductory activity where students identify their skills</li> <li>“Possible Selves” unit [to explore hopes, dreams, strengths, weaknesses, etc.]</li> <li>Introductory lesson orienting students to online platform</li> <li>Students complete online surveys</li> <li>Students write reflections about their results</li> </ul>	<ul style="list-style-type: none"> <li>Skills journal entry</li> <li>Possible Selves artifact</li> <li>Document extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge and understanding of career clusters.</li> <li>Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of career clusters</li> <li>Using online platform, have students analyze career clusters in relation to survey results</li> <li>Create an activity where students apply cluster analysis to self-identified interests, values, and skills</li> <li>Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest</li> </ul>	<ul style="list-style-type: none"> <li>Save careers of interest</li> <li>Upload final project</li> <li>Document work and/or community service</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand graduation requirements, MassCore requirements, AP options, and early college options.</li> <li>Students will create a four-year course-taking plan connected to identified career interests</li> <li>Students will understand any available high school pathways and the variety of postsecondary options.</li> <li>Students will be able to write a personal postsecondary goal and career goal</li> </ul>	<ul style="list-style-type: none"> <li>District-developed freshman seminar</li> <li>District developed course planning activity</li> <li>Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary]</li> <li>Online college search activity</li> <li>Have students prepare for, participate in and reflect about a college fair and/or a college tour</li> <li>Introduce any career pathway or early college options at your school</li> </ul>	<ul style="list-style-type: none"> <li>Complete four-year plan [using online platform, if possible]</li> <li>Complete goal statements [using online platform]</li> <li>Save college search results with journal entry</li> <li>Journal reflections about college fair and/or tour</li> </ul>



# College, Career and Civic Readiness

CCCR is driven by the systematic implementation of a 4-year framework that identifies learning objectives and the lessons/activities for achieving those objectives in the three domains of personal social development, career development education and academic achievement. MyCAP is the process and the instrument that directs and documents the learning to achieve postsecondary success.

## Best practices:

- Whole-school program
- Scope and sequence created by a team including a counselor, administrator, at least one gen ed teacher and someone representing special education and English Learners.
- Counselors may lead the planning but should not be the only implementers. Activities can be implemented by a variety of staff in a variety of settings - within core content, in advisory programs, through project-based learning activities, etc.
- **ALL** students participate

# THANK YOU

**LISA HARNEY, Dropout Prevention and Re Engagement**

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## **GRAHAM WOOD**

Graduation Requirements Program  
Administrator at the Center for Teaching

## **CASSIE PALSGROVE**

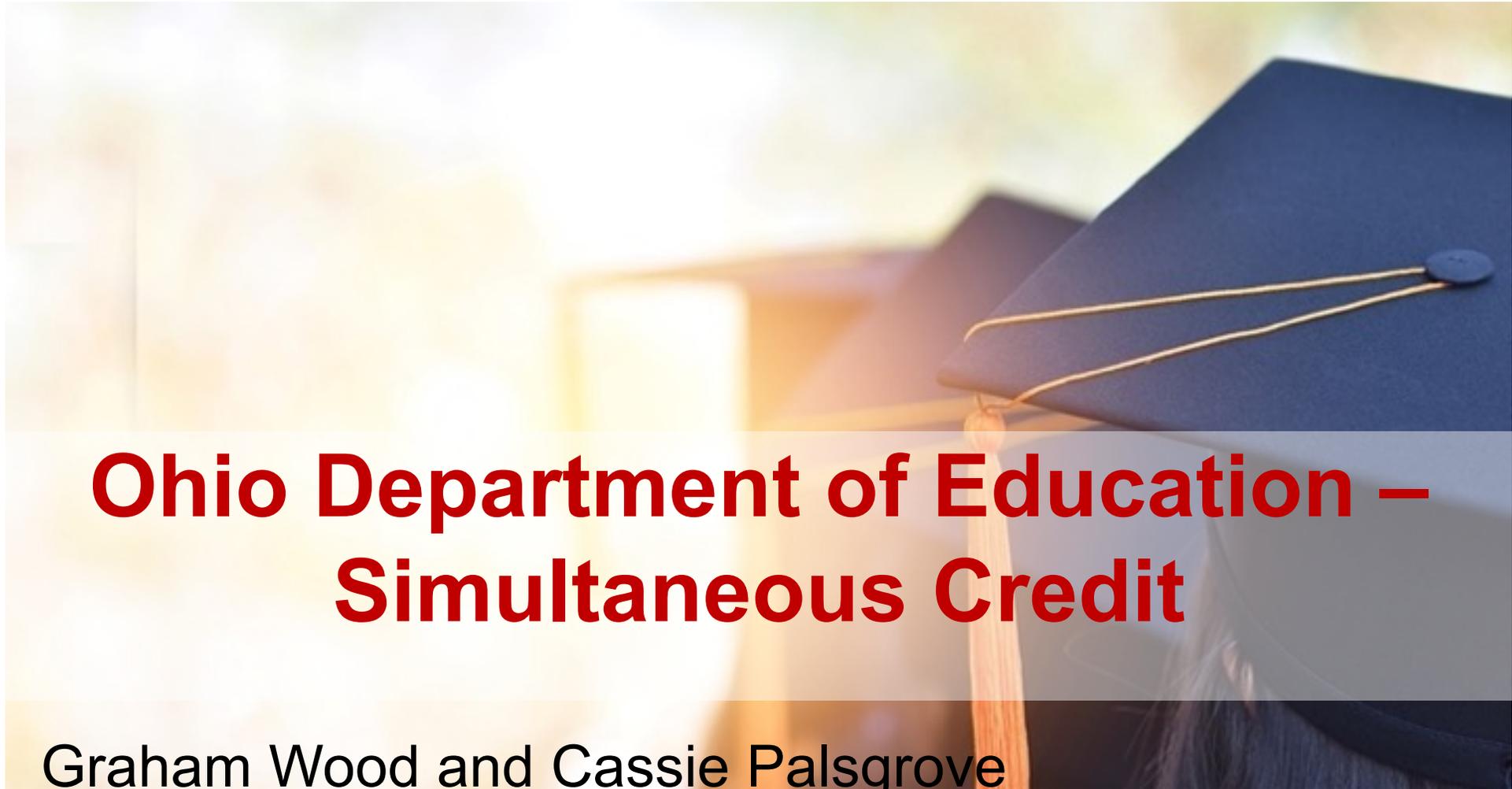
Leading and Learning and Program  
Administrator for Career Connections and  
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 **Ohio** | Department  
of Education

In Ohio, each child is *challenged, prepared and empowered.*



## Ohio Department of Education – Simultaneous Credit

Graham Wood and Cassie Palsgrove

*Ohio Department of Education*

# #EachChildOurFuture

In Ohio, each child is *challenged, prepared and empowered.*



***Each Child, Our Future*** calls for a **student-centered** system that addresses the needs of an increasingly diverse student population and **prepares students for a rapidly changing workplace.**

## Innovative Credit Options in Ohio

- **Credit Flexibility** - [Ohio law](#) requires each school district and community school to adopt policy which complies with the state plan to award units of high school credit based upon a demonstration of subject area competency or learning expectations.
- **Simultaneous Credit** - [Ohio law](#) also allows districts, schools, community schools and chartered nonpublic schools to integrate content standards from multiple subject areas into a single course for which students can earn simultaneous credit.

# What is Simultaneous Credit?

**Social Studies**

**English**

**Students receive credit  
in both content areas.**

# Government & Agriculture



## Integrating Coursework for Simultaneous Credit

- The [Integrated Coursework and Awarding Simultaneous Credit Guidance for Schools](#) outlines processes and considerations to support schools in developing integrated courses. It also provides guidance for awarding appropriate credit for high school students to satisfy Ohio's graduation requirements.

## Standards by Design

The tool was created to help educators provide relevant instruction to their students.

Often the skills being taught in one classroom are alignments of concepts being taught across the hall in another classroom.

# Alignment Development

Pairs of CTE and Academic Teachers

Standard by Standard analysis of connections

Rated standards to ensure consistency

# Examples of Alignment

## ENV.ER.1 Energy resources

Academic Subject	Science
Grade	Environmental Science
Domain	Earth's Resources
Standards	ENV.ER.1 Energy resources
Career Field	AGR: Agricultural and Environmental Systems
Strand	AGR.9: Energy
Outcome	AGR.9.1: Energy Sources

### Competency:

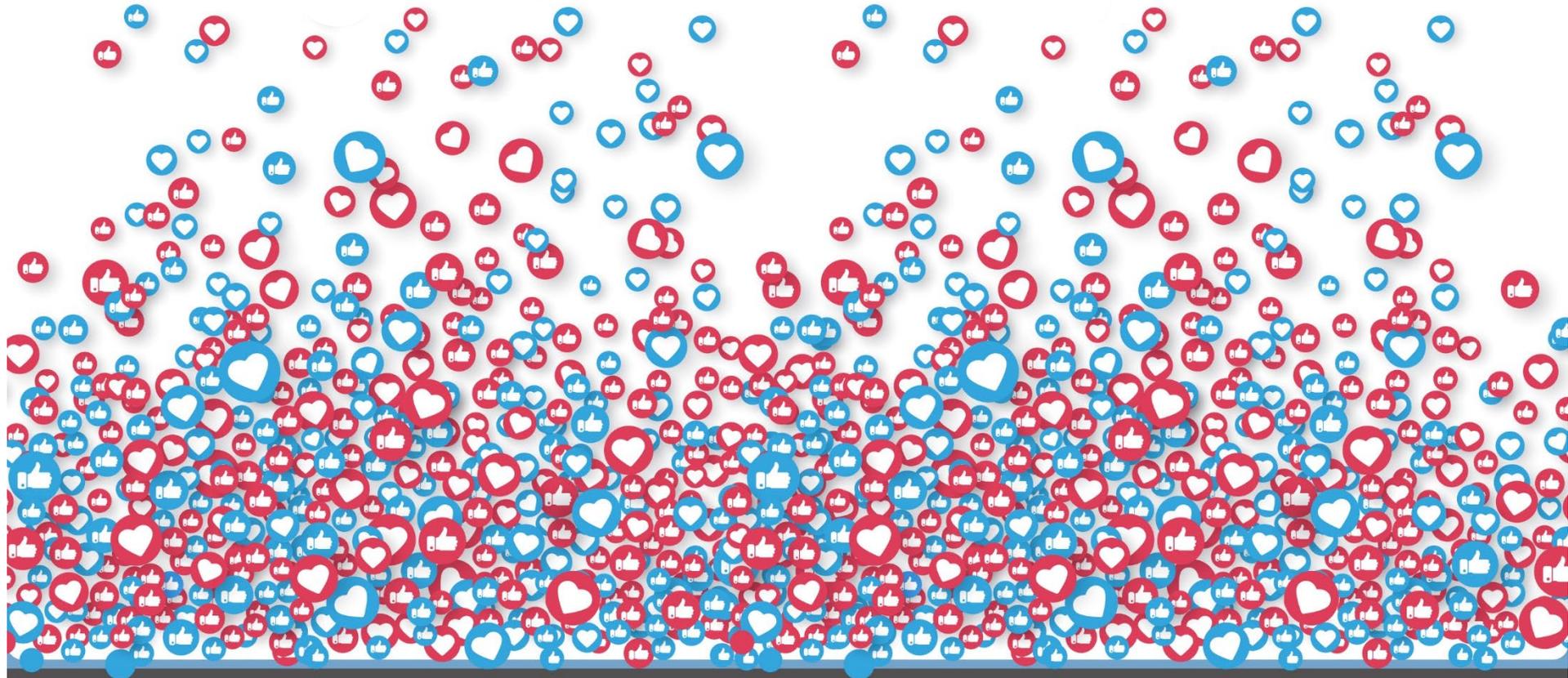
- R AGR.9.1.1. Identify, compare and contrast fossil fuel sources and the technology used to generate energy.
- R AGR.9.1.2. Identify, compare and contrast renewable energy sources and the technology used to generate energy.
- R AGR.9.1.3. Identify, compare and contrast alternative energy sources and technology used to generate energy (e.g., fuel cells, hydrogen, nuclear).
- R AGR.9.1.5. Calculate fuel equivalents among energy sources.

In Ohio, each child is *challenged, prepared and empowered.*

## Questions?



# @OHEducation



# “CHOOSE YOUR OWN” BREAKOUT

- When the breakout box appears, self-select the session you would like to attend. Choose between:
  - “COLLEGE”
    - College, Career & Civic Readiness  
Lisa Harney, MA Dept. of Elementary and Secondary Education
  - “CREDIT”
    - Simultaneous Credit  
Graham Wood & Cassie Palsgrove, Ohio Dept. of Education

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## **BREAKOUT ROOM HIGHLIGHTS**

Please feel free to unmute yourself to share,  
or share your comments in the chat box

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# UPCOMING EVENTS

- [Supporting Students During the Pandemic and Beyond: The Case for a Corps for Student Success](#)
  - March 9, 2021 at 2:00pm ET
- PAS Solutions Forum:  
[Extending On-Track Supports to All Secondary Students in the 2021-22 School Year](#)
  - April 6, 2021 at 2:00pm ET

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# THANK YOU, BE WELL, & ONWARD!

We will follow up with:  
a recording of the session, slides, and a list of references and  
materials shared today