# *A Path of Choice:* Building a Postsecondary-going Culture

College, Career & Technical Education | Fortify Conference | September 2017

# Continue the conversation

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# Objectives

- Establish a shared vision for student success based on our strategic goals.

- Define culture and its implications for student success.

- Articulate a clear, succinct vision for the culture within your district, school, classroom, etc.

- Model uses and implementation for using the guide *A Path of Choice.*

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# Our Big Goals

**1** Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.

**2** 75 percent of Tennessee third graders will be **proficient in reading** by 2025.

**3** The **average ACT composite score** in Tennessee will be a 21 by 2020.

**4** The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

# The Ready Student Model

# Effective Pathways

**1** Active industry involvement in student learning, starting in early grades

**3** "Banking" of postsecondary credits and industry certifications in high school

**5** Multiple entry and exit points for grades 13-16

**Elementary & Middle School**
Foundational Academic Skills
Career Exploration

**High School**
Selected Program of Study with Relevant Capstone Experience

Apprenticeship, OTJ & Military Training

Technical College

Community College

University / College

**Career Opportunities**

**2** Strong integration of student supports, interventions, and counseling

**4** A seamless transition from secondary to postsecondary

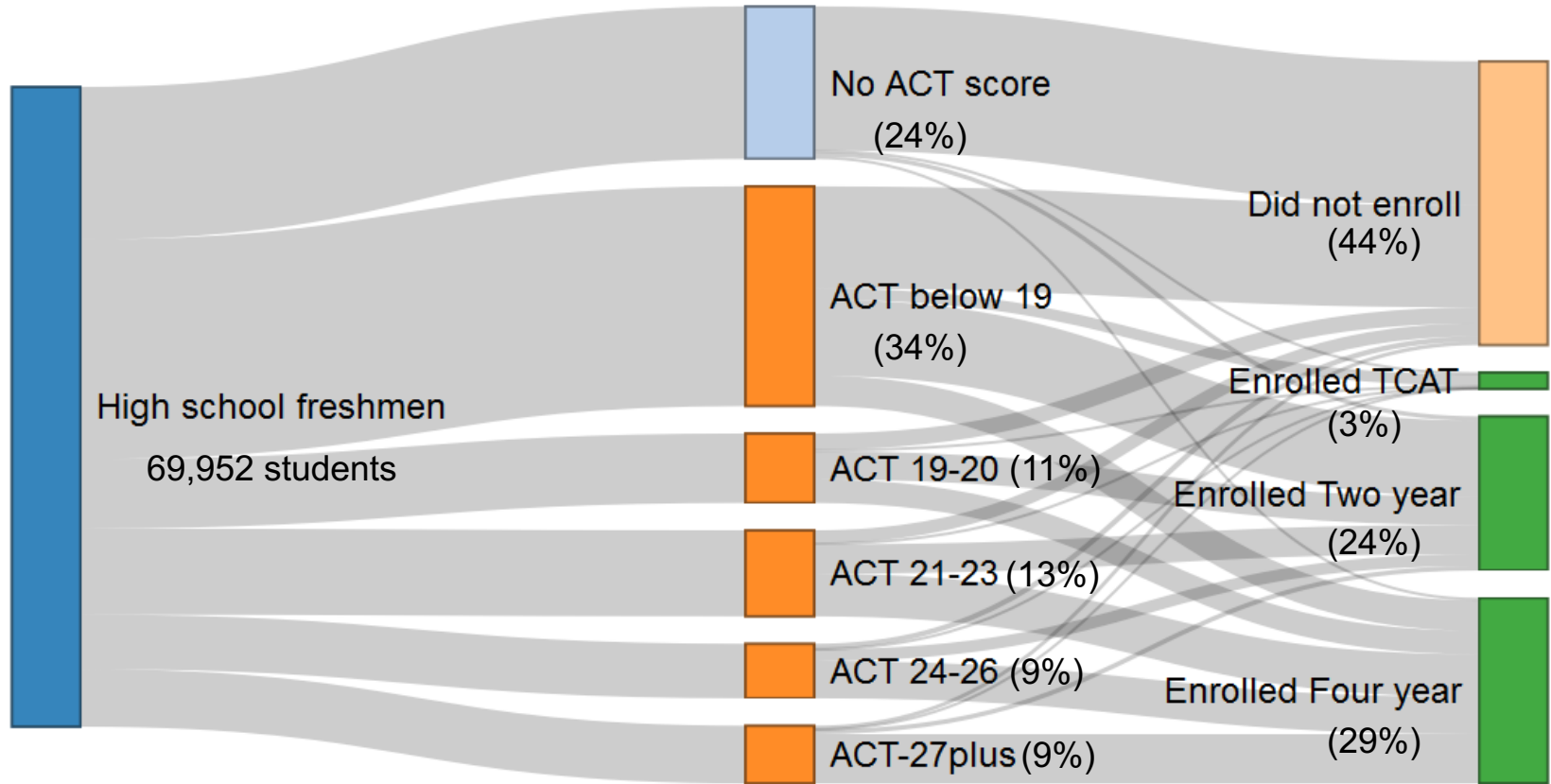**6** Qualified workforce with regional / state relevance

**Are Tennessee students *ready* to be tomorrow's leaders?**

# Path to Postsecondary, 2011 Freshman Cohort

# Success after graduation

## 71,403 Students
### 2008 Cohort of High School Freshmen

Students who graduated from high school and entered the workforce and earn an average salary of **$9,161 annually**, far below the poverty line.

**13%**
9,089 students

**31%**
22,444 students

**56%**
39,748 students

■ **Did not graduate from high school**

■ **Graduated from high school only**

■ **Enrolled in postsecondary**

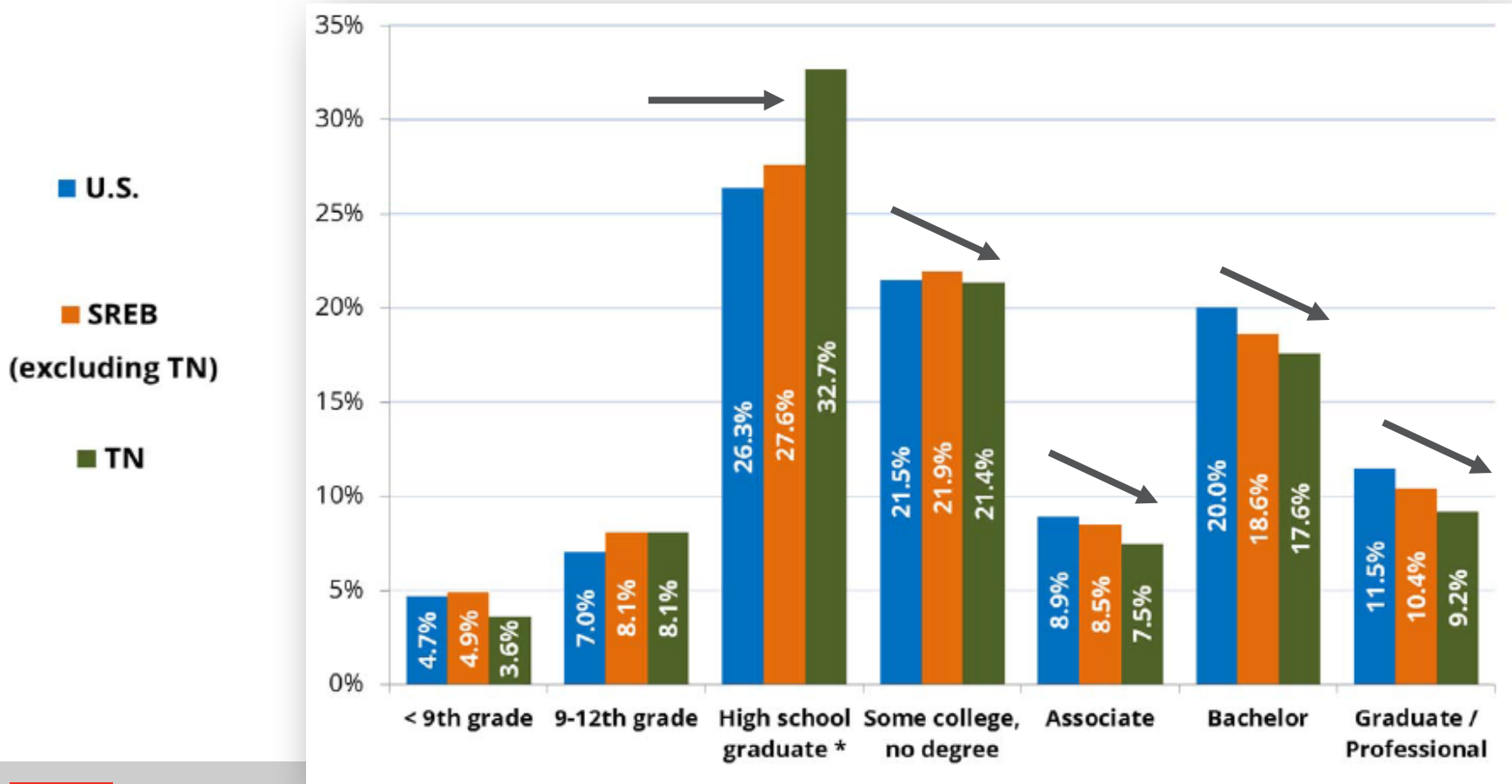### After one year

**25%** Not enrolled

**75%** Still enrolled
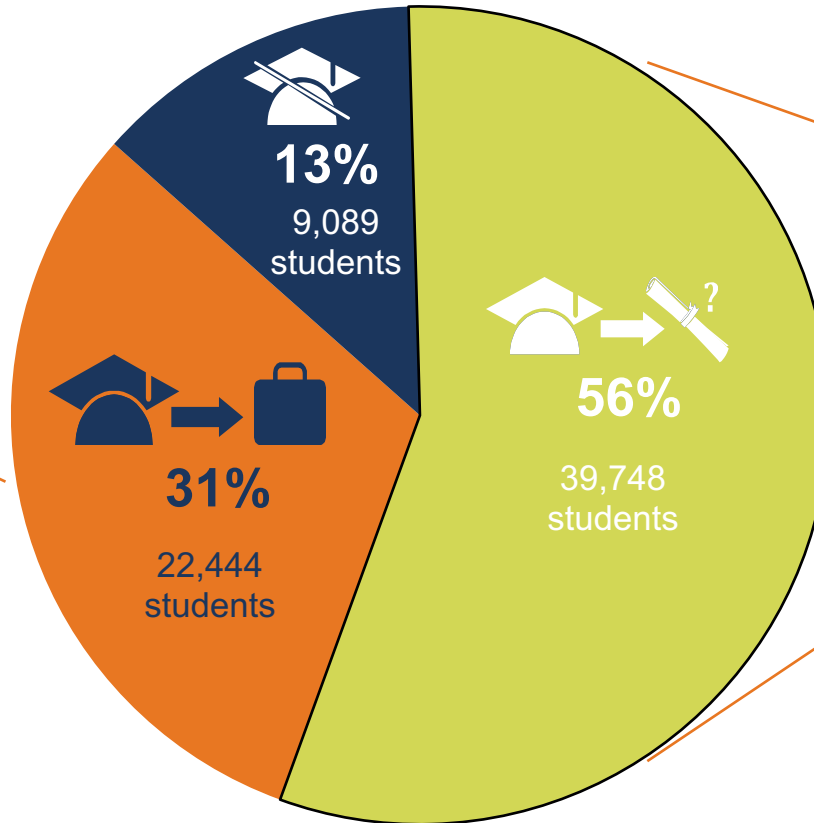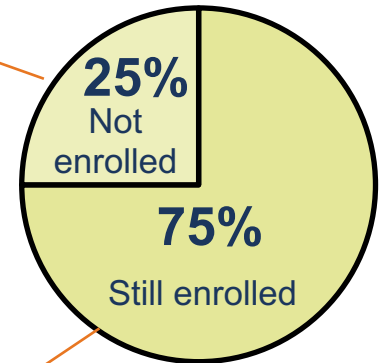
**Only 6 percent** of students who were enrolled after one year **completed a degree or certificate within two years.**

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# Transition from Secondary to Postsecondary

**Educational Attainment of Adult Population (25-64):
U.S., SREB States, and Tennessee (2014)**



* Includes equivalency

# Readiness for All Students

## Tenn. study: Half of all jobs could be replaced by automation



MICHAEL PATRICK/NEWS SENTINEL Matthew Nauman (cq), right, and Brad Wieger, center, work on an assignment in the Tennessee College of Applied Technology's advanced mechatronics manufacturing maintenance class Thursday, Mar. 17, 2016. Instructor Mike Gallimore gives training that specifically matches students with the kinds of jobs available in the area.

*By Chambers Williams of the Knoxville News Sentinel*

A gloomy report on the future job market in Tennessee, released this past week by the state, suggests that up 1.4 million people, or half of all current workers, are

BUSINESS TOPICS

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National
Book Of Lists
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David Moon
Heather Anderson
GoGreenET
Lowest Gas Prices
Occasions

- Half of current Tennessee workers are susceptible to losing their jobs to automation.
- Automation doesn't eliminate the need for labor; **it changes the required education.**
- Rural counties are more vulnerable.
- Postsecondary credentialing is key to reducing vulnerability.
- Raising expectations for educational attainment is necessary for the long-term success of our local economies.

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# State's Workforce Disruption Index

*1.4 Million (50%) of Tennessee's current jobs have a high probability of automation.*



**Lower-wage occupations are most vulnerable to replacement by automation**

**37% of the wages of Tennessee workers could be lost**

**Rural counties are more vulnerable to the disruptive effects of automation**

**Educational Attainment:** Educational attainment will either improve or prevent the ability of a workforce to manage and align with automation. The lower the educational attainment, the more vulnerable the workforce.

*The map above shows the percent of jobs that are vulnerable to automation in each county.* http://www.tnecd.com/research-and-data/publications/

How will we improve postsecondary success?

# Strategy for Student Readiness

**Increased student preparation**

Universal access to early postsecondary opportunities (EPSOs)

ACT preparation and improvement (decreased need for remediation)

Capstones, work-based learning, industry certifications

**Clear postsecondary pathways**

Advisement & planning through effective school counseling

Alignment and coordination of K–12, postsecondary, and industry

**Actionable outcome data**

Sharing of student longitudinal data (SLDS) to empower districts to understand postsecondary trends and outcomes

**Postsecondary-going Culture**

# Rationale for the Role of School Culture

As educators, one of the most **powerful** tools at our disposal is the **culture** we create within our districts and schools.

Ensuring that students are college and career ready is the **responsibility of educators at all levels** of the K–12 public education system.

Culture is **mutable**, capable of change or being changed.

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**What is school culture and how is it formed?**

# What is culture?

**a:** the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations

**b:** the customary beliefs, social forms, and material traits of a racial, religious, or social group; also: the characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or time <popular culture> <southern culture>

**c:** the set of shared attitudes, values, goals, and practices that characterizes an institution or organization <a corporate culture focused on the bottom line>

**d:** the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic <studying the effect of computers on print culture> <changing the culture of materialism will take time — Peggy O'Mara>

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# School culture is intangible, but essential.

"[T]he **single most consistent predictor** of whether students took steps toward college enrollment was whether their **teachers** reported that their high school had a **strong college climate**, that is, they and their colleagues **pushed students** to go to college, worked to ensure that students would be prepared, and were involved in **supporting students** in completing their college applications."

You can walk into a building and know immediately whether you want to be there.
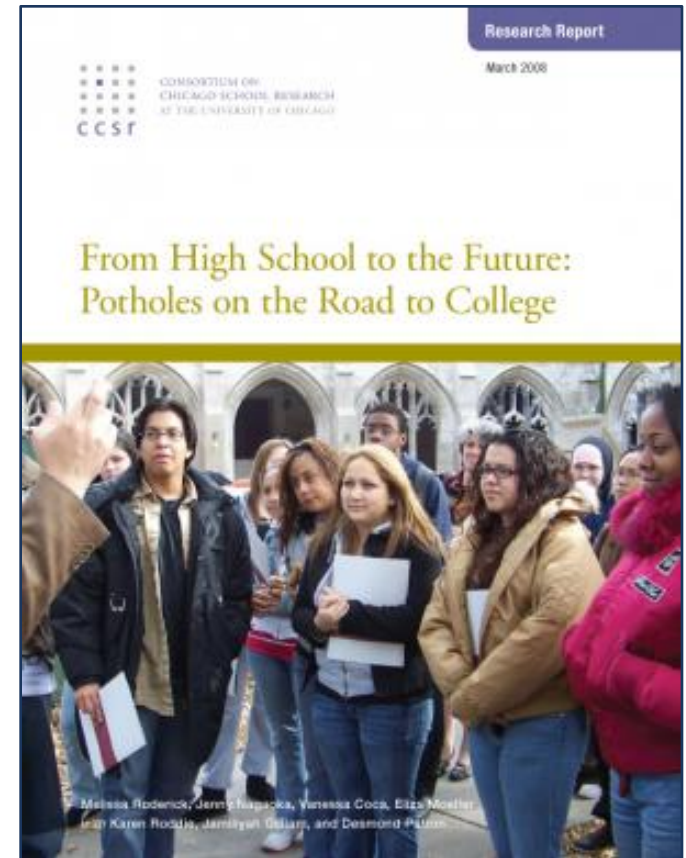


*From High School to the Future: Potholes on the Road to College*, Consortium on Chicago School Research at the University of Chicago, 2008.

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# Homecoming

# Leadership & culture

"In the end, as a leader, you are always going to get a combination of two things: **what you create** and **what you allow**."

—Henry Cloud
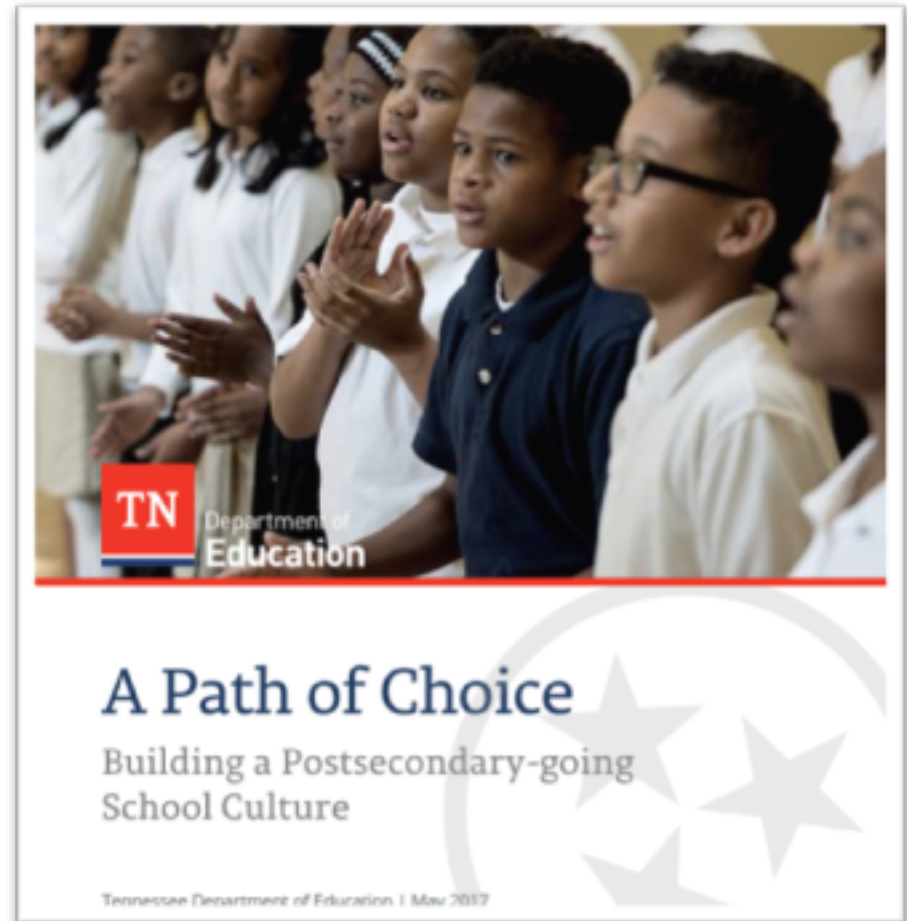
# Building your postsecondary-going culture

# Getting Started: Vision & Goals

- Your vision is *not* the same thing as a mission statement.

- Your vision should succinctly communicate what every person you influence in your building **believes**, **knows**, and **does**.



A Path of Choice

Building a Postsecondary-going School Culture

Tennessee Department of Education | May 2017

# *A Path of Choice*

http://bit.ly/PathofChoice

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**How can I use *A Path of Choice?***

# *A Path of Choice* – Structure & Design

- Monthly guiding questions help teams anticipate major action steps and student milestones.

- Guiding questions are organized thematically; aligned resources are linked or inserted at the end of each month.

- Guiding questions include prompts directed at students; teachers; parents and families; postsecondary partners; and business, industry, and community partners.

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# Guiding Question Themes

✉ **Communicating Early & Often**

🌐 **Creating a Postsecondary-going Culture**

🎓 **Supporting Postsecondary Success**

🔄 **Reviewing Key Data**

🗄 **Resources**

# Implementation Suggestions

- Convene your leadership team, and establish a shared vision (much like we did earlier today).
- Use the guide as a starting point for district- or school-wide professional development.
- Determine overarching goals that can be **owned** by this team.
- Use monthly guiding questions to check the status of goals against assigned **responsibilities**, **metrics**, and **timelines for your goals**.

Discussion Question:
  ⇒ How do you envision delivering this to your staff and/or peers?

# Implementation Model

**Creating a Postsecondary-going Culture**

❑ How are we helping parents and families understand the impact of GPA, standardized testing (ACT or SAT), and coursework on postsecondary and scholarship opportunities?

❑ Are we promoting preview days or open houses at local postsecondary institutions, industry tours, or career fairs to our students and families?

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# *A Path of Choice:* September

**Communicating Early & Often**

❑ What opportunities are we creating for students to explore colleges and careers? Are we encouraging participation from younger students, elementary and middle school educators, and families when we host events such as career fairs or college nights?

❑ Do freshmen understand how a GPA is calculated and how GPA will impact their postsecondary options?

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**Supporting Postsecondary Success**

❑ How are we working with current seniors who are at risk academically or behaviorally?

❑ In addition to the ACT retake opportunity, are we making fee waivers available to eligible students for national test dates for the ACT, SAT, and SAT subject tests?

# *A Path of Choice:* September

**Key Data**

❑ What percentage of students **in each class** have a GPA of 2.5 or lower? Beyond academic intervention, how are we supporting the college and career aspirations of these students?

**Resources**

❑ **School Spotlight: Hixson High School (Hamilton) Work-based Learning Opportunities**

❑ **ACT Fee Waiver Criteria**

❑ **College Board (SAT) Fee Waiver Guide**

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# Step 1: Establish a clear vision.

What is your district/school's fundamental purpose?

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# A strong vision statement will...

- Focus on success and outcomes for *all* students.
- Give teachers and staff a clear idea of your district/school's path forward.
- Be written in the present tense with clear, concise language.

**Example Vision Statement:**

*Every adult action reinforces the belief that all of our students can succeed in a college or career of their choice.*

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# Step 2: Set overarching goals.

- Explain the rationale of the goal.
- How will accomplishing this goal contribute to achieving your vision?
- Who will own this goal? (Ensure that there are clear actions, responsibilities, timelines, resources, and accountability.)
- What are the outcome metrics for the goal?

# Sample Goals

- All seventh grade students will have **at least three opportunities** to participate in communication and collaboration activities relating to career awareness and elective focus, with the high school, by **May 2018**.

- Increase the number of students taking advantage of early postsecondary opportunities (industry certifications, dual credit/dual enrollment, work-based learning) by **10 percent** by **May 2018**.

# Step 3: Create action plans based on goals.

- What will be done?
- Who will do it? Who will ensure that it is done?
- By when will it be done?
- What resources are needed?
- What challenges are expected?
- What will happen as a result?

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**How is the department supporting postsecondary success?**

# Building a Postsecondary-going Culture

- Implement revised School Counseling Model and Standards.
- Use RTI[2] and instructional best practices—such as differentiation—to increase the readiness of all students.
- Provide guidance and support to districts and schools in creating a culture that promotes readiness throughout a student's K–12 experience.
- Ensure access to early postsecondary opportunities for all students.



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## A Path of Choice

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# Closing

Questions?

Links:

- *[A Path of Choice](A Path of Choice)*
- *[Student Milestones for College & Career Readiness](Student Milestones for College & Career Readiness)*

*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**