Preparing for the CCR Regional Sessions
College and career readiness means an individual has the requisite knowledge, skills and experiences in the academic, workplace readiness, and personal/social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy.
Regional Sessions

Purpose:
★ Provide a facilitated day to help support teams of district, school, workforce development, higher education, and other community partners strategize and plan to move their CCR work to the "next level."

Day Includes:
★ Individual team time
★ Structured sessions to promote sharing across teams
★ Content based sessions

Outcomes:
★ Teams will leave the day with the start of (or expansion of - depending on starting place) a CCR action plan that emphasizes coherence across CCR initiatives, as well as connections to other key education initiatives.
# The Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
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<tbody>
<tr>
<td>8:15-9:00</td>
<td>Registration and networking</td>
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<tr>
<td>9:00-9:30</td>
<td><strong>Welcome and Setting the Stage: The Overall Department Vision of CCR</strong></td>
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<td>9:30-10:45</td>
<td><strong>Team Time: Taking Stock of Current CCR Efforts</strong></td>
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<td>• Teams reflect on current strengths and challenges related to taking CCR efforts to the next level.</td>
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<td>• Team members leave the session with areas of focus for the remainder of the day... and beyond.</td>
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<tr>
<td>10:55-12:00</td>
<td><strong>Case Consultancy: Teams Share a Dilemma and Receive Feedback</strong></td>
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<td>• Teams consider a specific dilemma related to theme of coherence... coherence with other big initiatives, coherence across the three domains in the CCR definition, etc.</td>
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<td>12:00-12:45</td>
<td>Lunch available for purchase</td>
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<tr>
<td>12:45-2:55</td>
<td><strong>Content Based Sessions</strong></td>
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<td>• 2 rotations of 60 min each</td>
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<td>• Includes Individual Learning Plan session presented in partnership with the Massachusetts School Counselors Association (MASCA), as well as sessions on Career Development Education, using data to inform CCR work, and promoting social emotional learning.</td>
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Getting the Most out of the Day

1. Forming the right team

2. Preparing for Team Time

3. Preparing for the Consultancy
Forming the Right Team

★ Team size can range from 4 to 10 or more.

★ Identify a team leader to coordinate.

★ Community partners that serve more than one school district in their region can participate on more than one team. Please coordinate this with your school partners.
Forming the Right Team

Please identify a team leader who will:

- Recruit and register additional members.
- Reach out to other registered team members to coordinate consultancy dilemma.
- Encourage team members to review tools prior to session.
- Organize team materials including any CCR tools from last year’s regional session.
Forming the Right Team

Please revisit your team composition to ensure that it includes individuals in a variety of roles.

**Examples of these roles include:**
- Workforce development professionals from Workforce Investment Boards and One Stop Career Centers
- Community college leaders and faculty
- Community-based organizations who are active partners with schools/districts
- District leaders such as superintendents and assistant superintendents
- Staff who manage any of the Department’s grants geared at increasing college and career readiness
- Directors of curriculum and instruction
- Career technical education staff
- Directors of student services
- School principals and assistant principals school counselors
- Teachers
- Staff directly serving English language learners and students with disabilities
- Graduation coaches
- Advisors
Preparing for Team Time

Two documents will be provided for use during team time. Some teams found it helpful last year to review the documents prior to the convening.

College and Career Readiness: Initiative, Strategy, and Programming Asset Mapping Tool

- A chart to map your existing initiatives, strategies, and programming to support college and career readiness
- Questions to prompt your analysis of current strengths and gaps
- Place to document your big takeaways in order to prepare for developing next steps

CCR Roadmap Rubric:

- Illustrates the stages of development for key levers for CCR
- Helps the team generate ideas for the asset map and think through strengths and gaps
## CCR Roadmap Rubric

### College and Career Readiness Roadmap Rubric:
System Levers for the Three Domains (Academic, Personal/Social, Work Readiness) of CCR Definition

**WORKING DRAFT – FY15 Ver#1**

<table>
<thead>
<tr>
<th>Domain(s)</th>
<th>Key Practice</th>
<th>Stage 1: Minimal or no evidence of the practice</th>
<th>Stage 2: Early Stage – Pilots and small number of participants</th>
<th>Stage 3: Structure exists for participation by all students, many but not all are involved</th>
<th>Stage 4: All students involved (by grade or other comprehensive measure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 3</td>
<td>All students, with input from their parent/guardian, use a personal planning model such as an Individual Learning Plan (ILP) to be college and career ready. This plan is student-directed, school-mentor supported, multi-year tool that maps academic plans, personal/social growth, and career development activities. The ILP takes into account the student’s unique, self-defined interests, needs, and goals for the attainment of postsecondary success.</td>
<td>- The school does not have a tool (online or otherwise) for documenting activities in every domain.</td>
<td>- School has designed an ILP Implementation Plan including P.D. activities to support staff buy-in.</td>
<td>- All students have a school mentor and most are meeting regularly for ILP development.</td>
<td>- Based on career interests, students identify short and long-term goals in each domain.</td>
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<td>- Students do not have identified school mentors or other adult advocates.</td>
<td>- The school has identified an online tool (such as Your Plan for the Future, Naviance, MassCIS) to document ILP development.</td>
<td>- Career Development: Education (CDE) is primarily Awareness activities with some early Exploration opportunities.</td>
<td>- Student plans demonstrate clear connection between academic planning and career goals.</td>
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<td>All students, with input from their parent/guardian, use a personal planning model such as an Individual Learning Plan (ILP) to be college and career ready. This plan is student-directed, school-mentor supported, multi-year tool that maps academic plans, personal/social growth, and career development activities. The ILP takes into account the student’s unique, self-defined interests, needs, and goals for the attainment of postsecondary success.</td>
<td>- School does not provide dedicated college and career planning time.</td>
<td>- A pilot group has begun using ILPs (e.g., grade 9 students).</td>
<td>- Students identify strengths and gaps in personal/social skills and school provides opportunities for skill attainment.</td>
<td>- Career Development Education fully implemented, and all activities are documented in the ILP process.</td>
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<td>- No curriculum to support planning.</td>
<td>- A framework such as the Mass Model for School Counseling supports ILP development.</td>
<td>- Interventions and necessary supports are identified such as participation in expanded learning time.</td>
<td>- The ILP process helps determine appropriate Tier II and Tier III academic and non-academic interventions.</td>
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<td>Strong partnerships exist between K-12 and Higher Ed., local workforce development agencies, employers, and local community organizations, to support academic progress, increase college enrollment, enhance career development/education (CDE), and support students’ socio-emotional development.</td>
<td>- Few or no formalized partnerships between district and community partners exist at either middle or high school.</td>
<td>- District has developed some partnerships for a range of pilot programs for community supports for small numbers of students.</td>
<td>- All partners have a clear understanding of their roles and responsibilities in these systems.</td>
<td>- School and district improvement plans reflect student trends regarding their area of strength, need, and interest as identified by the ILP process.</td>
</tr>
<tr>
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<td>Strong partnerships exist between K-12 and Higher Ed., local workforce development agencies, employers, and local community organizations, to support academic progress, increase college enrollment, enhance career development/education (CDE), and support students’ socio-emotional development.</td>
<td>- External support is minimal and ad hoc.</td>
<td>- Partnerships are formalized with Memoranda of Understanding or similar clarifying documents.</td>
<td>- District/district and a range of community partners such as local YMCA’s, Boys &amp; Girls Clubs, United Way initiatives, institutions of higher education, and employer and workforce associations, have designed systems for supporting a range of student needs identified by the district.</td>
<td>- Partnerships are not dependent upon single funding streams.</td>
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<td>- District has developed some partnerships for a range of pilot programs for community supports for small numbers of students.</td>
<td>- All partners have a clear understanding of their roles and responsibilities in these systems.</td>
<td>- Partnerships are sustained because they are mutually beneficial to the district and the partner organization.</td>
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### College and Career Readiness: Initiative, Strategy, and Programming Asset Mapping Tool

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Initiative, Strategy, or Program Name</strong></td>
<td><strong>What tier is this strategy/program?</strong></td>
<td><strong>College and Career Readiness Domains Addressed:</strong></td>
<td><strong>Statewide College and Career Readiness Targets Addressed</strong></td>
<td><strong>Alignment with Other Priorities</strong></td>
</tr>
<tr>
<td>Tier 1 = core / universal</td>
<td>Academic (A)</td>
<td>Increasing the % of students graduating in 5 years</td>
<td></td>
<td></td>
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<tr>
<td>Tier 2 = supplemental / targeted</td>
<td>Workplace readiness (W)</td>
<td>Increasing the % of students completing college</td>
<td></td>
<td></td>
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<tr>
<td>Tier 3 = intense / individualized</td>
<td>Personal / Social (P)</td>
<td>Increasing the % of students gaining skills in high school</td>
<td></td>
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</tr>
</tbody>
</table>

**Example 1:** Internships through Connecting Activities  
Tier 3  
A, W  
X

**Example 2:** High School Graduation Coaches  
Tier 2  
A, P  
X  
X  
X

**Example 3:** Senior capstone project  
Tier 1  
A, W, P  
X  
X  
X  
X  
X  
X
Preparing for the Consultancy

A consultancy is: a structured process for helping a team to think more expansively about a particular, concrete dilemma.

A dilemma is: a puzzle, an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can’t figure out.

For the purposes of the case consultancy, the dilemma should be concrete and specific.
Preparing for the Consultancy

★ Consider possible dilemmas.
★ Reflect on your dilemma.
★ What is your focus question?
★ Create a dilemma focus question.
★ Prepare to present on your dilemma.
Dilemma Examples

**Example 1:** Despite the backing of our work, we feel like we are the only ones at the school who care about addressing the challenge of focusing on preparing low income, first generation college students and supporting them to enter college without having to take remedial coursework. **Question:** What can we do to engage more people at all levels to support and set high expectations for high school students?

**Example 2:** Our summer program seemed to be a great success – attendance was high, disciplinary issues were minimal, and students were engaged and excited about what they were doing. But we’re not seeing those successes translate into the school year. These same students seem to be reverting to the patterns of disengagement that we saw last year. **Question:** What can we do to help students translate success in one program into another setting? How can we build on the success of the summer during the course of the school year?

**Example 3:** Currently we only offer only one career awareness activity for some of our students: Some of our guidance counselors have their juniors take a career interest inventory to help them think about college selection. We want to improve what we offer and reach more students. **Question:** What are some initial steps to scale up career development education for all of our students?
Content Sessions

In the afternoon, we will offer several content-based sessions. We find that it is best if teams split up between the sessions, so that members can report back on what they learned.

<table>
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<tr>
<th>Session 1 (12:45-1:45)</th>
<th>Individual Learning Plans (ILPs) Presented by Massachusetts School Counselors Association (MASCA)</th>
<th>Scaling Up Career Development Education</th>
<th>Tools to be CCR Data-Wise</th>
</tr>
</thead>
</table>
Questions?