





District Post-Secondary Advisement Plans

Delaware
Department of Education

Student Opportunities

A. Opportunities to learn about career and industry trends and earning potential

B. Opportunities that allow students to identify their strengths and interests connected to careers

C. Opportunities that allow students to identify educational and financial requirements related to potential career
interests

D. Opportunities that allow students to define post-secondary goals based on identified career interests and to review and refine those goals on a regular-basis

E. By 12th grade, students will be prepared to complete the necessary steps to transition to the next phase of their career plan.

QUESTIONS FOR TEAM

- How do you currently ensure all students have access to the opportunities? Are there any gaps in place.

- For any identified gaps, how could the gap be filled? Expanded programming, additional partnerships, additional professional development

- What is the current level of preparation for all students entering 12th grade to transition successfully to the next phase of their career plan-college, apprenticeship, trade school, military, or work-force using an industry credential? Where are the gaps in preparation and what supports need to be in place?

QUESTIONS FOR TEAM

- How can Major Clarity support students in the preparation process?
- How will you monitor progress and assess impact for students for short and long term performance measures?
- What needs to be in place at the district/school/classroom level?
- What supports are needed from DOE to implement your ideal plan for students? (professional development, national best practices, state-wide coordination, or grant funding)

Expectations for Plan Development

4.1.2 Every PSAP shall include a process for all of the following:

Opportunities for students to establish secondary and Post-secondary goals aligned to their career interests.

Activities, supports and resources to enable students to fulfill the opportunities as identified in Section 3.0, such as but not limited to: small and large group activities, in-school and out-of-school supports, and one-on-one Advisement.

Alignment of PSAPs to enable students to identify the necessary steps to transition to the next phase of the student's career plan.

Expectations for Plan Development

Opportunities to engage parent(s), guardian(s) or relative caregiver(s) in the creation and revision of SSPs.

Measurable outcomes to demonstrate the impact of the PSAP in identifying the necessary steps to transition to the next phase of their career plan.

Every district and charter school shall align activities, supports and resources across grades 8-12 as applicable.

HELPFUL HINTS

Activities:

- This does not need to be a listing of all the activities your school counselors do

- Organize activities in to large buckets such as career exploration or college research
  - Activities available to all students need less detail (e.g. college tours instead of college tour to Hampton, college tour to UD, college tour to Salisbury)
  - Activities to support targeted groups of students or to address current gaps in supports need more detail (e.g. advisory hour for EL students to provide small group guidance on career planning)

HELPFUL HINTS

Performance Measures:

- Consider your end goal: All students entering 12th grade ready to begin the steps to transition to the next phase of their plan (college, military, apprenticeship etc.)
  - What are the key milestones to measure progress for all students towards that goal?
  - How will you know if a population of students needs additional supports to meet the goal?
  - Progress to goal **NOT** participation

Decision Time?

SSP Team Work:

We will provide a copy of the Review Protocol that will be used to develop feedback reports for district plans.

Teams will review their

Districts will be paired to conduct peer reviews and collaborate on shared questions.

Decision 1: March or April CCN

Decision 2: If April, is an 30 day extension for May 1 deadline necessary?