

How Colleges can use My10yearPlan.com[®] to Help Students Enter their Guided Pathway Selection



*My*10*yearPlan*.com[®]

THE INSUFFICIENT DEGREE



ELIMINATING UNDEREMPLOYMENT
WITH
SKILL-BASED EDUCATION PLANS

Watch this video at getfocusedstayfocused.org/skills/

PILLARS OF GUIDED PATHWAYS



Clarify the
Path



Enter the
Path



Stay on the
Path



Ensure
Learning

GUIDED PATHWAYS & GFSF INTERSECT

Students have an opportunity to learn about all industry sectors **before** entering a pathway of choice

- GFSF provides the “missing link” in career pathways, Linked Learning, and high school academies or CTE pathways
- GFSF is a natural onramp to Guided Pathways at the community college level



Best Practice Template: How *Get Focused...Stay Focused!*® and My10yearPlan.com® support the four Guided Pathways Practice Areas and other recommended strategies



see the
conference
program,
pages 29-31

Guided Pathways Practice Areas	Pages from Executive Summary	<i>Get Focused...Stay Focused!</i> ® (GFSF) and My10yearPlan.com®	<i>Get Focused...Stay Focused!</i> ® (GFSF) Program Resources
Mapping pathways to student end goals	pp. 2/3/4	When students take a Student Success Course (either prior to high school graduation or during their first term of college) and complete their online 10-year Career and Skills-based Education Plan, which is unique to the GFSF program, they have developed a comprehensive education plan to achieve their end goal for a self-sufficient future. Their plan will include in-school coursework as well as extracurricular strategies for mastering the skills required for their chosen career.	Career Choices and Changes Student Workbook My10yearPlan.com® Interactive My10yearPlan.com® app Career Choices and Changes Instructor's Guide (online)
Helping students choose and enter a program pathway	pp. 2/4/5	Upon completion of their coursework (either prior to high school graduation or at college) students have discovered—through a comprehensive decision-making process—the career pathway that meets their lifestyle goals, aptitudes, and fiscal requirements. Too many career exploration programs use online assessments that defer to algorithms rather than adult advocates when advising students. After answering a string of multiple-choice questions, the computer magically maps an education or career path for the student. This can be a weakness of a guided pathway program. In contrast, the GFSF program was designed to teach students a decision-making process in which they employ their own brainpower to analyze, synthesize, and evaluate life choices before developing their own strategic education and career plan. The learner can use this in-depth model throughout their life as they navigate our fast-changing workplace and society.	Upon completion of the course, students have two vital and unique documents: their dynamic 10-year Career and Life Plan along with their Skills-based Education Plan . This is made possible through the delivery of comprehensive guidance coursework designed in a scope and sequence fashion that is not only developmentally appropriate but also reinforces the critical and creative thinking skills coveted in today's workplace. Through this in-depth planning process, students build the intrinsic motivation necessary to succeed.
Keeping students on path	pp. 2/5/6	Through the GFSF program, secondary and postsecondary counselors receive professional development on the use of the online 10-year Plan for advisement with students. Academic instructors also receive professional development on the use of the 10-year Plan for academic coaching. Once students complete the classroom-based comprehensive guidance freshman course, they understand the consequences of not completing their education and are less likely to drop out.	Professional development opportunities (includes face-to-face, webinar, and online learning options) for counselors and for academic instructors.
Ensuring that students are learning	pp. 3/6	For both high school and college students taking the curriculum , a key aim is the development of self-directed learners who have the ability to self-advocate for the educational options they require both in school and out of school. In the development of their Skills-based Education Plan, based on a chosen career path, students will have the knowledge required to make informed choices so they complete their education or training with the skills to be employable in a highly competitive workforce. Unlike online programs, the GFSF program is delivered intentionally and directly by a classroom teacher who monitors that students are learning and provides personalized feedback. Students learn through classroom projects and contextualized learning experiences, such as job shadows and mock interviews, as well as through formal presentations and the development of a personal portfolio. In this way, students also observe and apply transferable skills with practice time in the classroom.	The keystone of the GFSF program is the online 10-year career and skills-based education plan , which is broader than the four-year education plans commonly used by high schools and colleges. Students develop and then upgrade and enhance an online 10-year Plan of their own creation . This tool is designed to propel them from high school graduation into and through college or postsecondary training and, most important, into employment that leads to economic self-sufficiency and life satisfaction.

CLARIFY THE PATH



- GFSF provides a foundation for students to conduct meaningful self-inquiry, career research, and to make informed decisions
- If students have GFSF in middle/high school, they will have spent at least four years focused on clarifying their path
- If students didn't have GFSF in high school, they could take a 3-unit course during the summer before or first semester of college (i.e., a FYE model) to help them to clarify their path while enrolling in courses that can help with numerous pathways (e.g., Math, English, General Education)

ENTER THE PATH



- GFSF guides students through the matriculation process (including college applications, FAFSA, assessment, orientation, and advising)
- If students have GFSF in middle/high school, they will have their completed online 10-year Plan available to share with post-secondary institutions, counselors, faculty advisors, streamlining the development of their SEPs
- If students take the “Get Focused” course their first semester of college, they will be ready to enter their path by second semester, which can keep them on track for college completion goals/timelines

STAY ON THE PATH



- GFSF instills intrinsic motivation so students **commit** to their short- and long-term goals
- As students develop a deep commitment to their personal, financial, lifestyle, and career goals, they realize the type of commitment that will be necessary to accomplish those goals
- GFSF provides holistic student support to guide students to the services available to them at the secondary, post-secondary, and community levels
- Students' online 10-year Plans allow them to monitor their progress toward their goals and to adjust where/when necessary or desired

ENSURE LEARNING



- The online 10-year Plan has reporting tools for data collection to monitor student learning and outcomes
- GFSF instills intrinsic motivation so students are better at **self-regulation** and become **advocates for their own learning**
- GFSF partnerships between K-12 and community colleges fosters the ability to share student data through Cal-PASS Plus to monitor student outcomes over time

A group of young people are sitting on wooden steps. Some are using laptops and tablets. The image has a dark blue overlay. The text "How?" and "It's a process!" is written in yellow.

How?
It's a process!

10-YEAR PLAN

- Keystone workbook activities
- Articulated goals
- Personal profile
- Envisioned lifestyle
- Budget
- Career goals
- Action plan
 - Education and training
 - Living arrangements
 - Employment
 - Finances

MY 10-YEAR GOAL

My 10 year goal is to be able to establish myself financially, buy my first house, and begin the process of opening my own orthodontics practice

MY MISSION IN LIFE

MY DEFINITION OF SUCCESS

To be constantly trying to achieve your own personal goals and dreams, endlessly learning along the way.

MY CAREER CHOICE

Dentist

View all careers I researched.

MY EDUCATION AND TRAINING GOALS

MY SKILLS INVENTORY

MY PERSONAL PROFILE

THE LIFESTYLE I WANT

THE BUDGET TO SUPPORT MY LIFESTYLE

MY BUDGET NARRATIVE Expand

MY CAREER AND LIFESTYLE GOALS

THE WORK CONDITIONS THAT MATCH MY PERSONALITY

MY COMPARISON CHART OF COLLEGE / POST-SECONDARY OPTIONS

MY ACTION PLAN FOR THE NEXT 10 YEARS Expand

UTILIZING THE 10-YEAR PLAN

- **Students** can use 10-year Plan
 - Self-articulate Career & Educational Goals
 - Check on progression toward goals
 - Provide a framework when meeting with counselors

UTILIZING THE 10-YEAR PLAN

- **Teachers/Counselors** can use 10-year Plan
 - Identify students' goals and monitor student progress
 - Engage learners and front load important concepts for career and education planning/development
 - Guide students toward appropriate resources

UTILIZING THE 10-YEAR PLAN

- **College** can use 10-year Plan
 - Guide to advising for new students
 - Support students on self-identified path

PRE-/POST-COURSE SURVEY REPORTS

The pre-/post-course survey feature makes it possible to more easily measure the attitudinal shifts students experience as a result of the Career Choices series process.

- Surveys - Percent Complete: Provides a summary of the percentage of student users who have completed both the pre- and post-course survey. It also details those students who need to complete one or both of the surveys.
- Surveys - Evaluation Completed: Lists student surveys that have been evaluated by the course instructor. For surveys that have yet to be evaluated, the user can access the survey responses, making completion of the evaluation process easier.
- Survey Statistics: Summarizes the results of all evaluated surveys, which look at:
 - Attitude toward school/education
 - Realistic understanding of the education/training required by their career path
 - Understanding of the realities of the workplace

CAREER PATH REPORTS

The Career Interest Survey and decision-making rubric activities contain a wealth of information regarding students education and career aspirations.

- All Careers: Details the job title, associated career cluster, and education level required for all of the careers students researched.
- Chosen Career: Details the job title, associated career cluster, and education level required for the career path chosen by each student.
- Chosen STEM Careers: Filters the Chosen Career report to include only chosen careers within the STEM career cluster.
- Skills Needed: Compiles information from the Skills Inventory, providing a list of the skills related to students' chosen career paths that are identified as "Need to Acquire."

LIVE DEMO