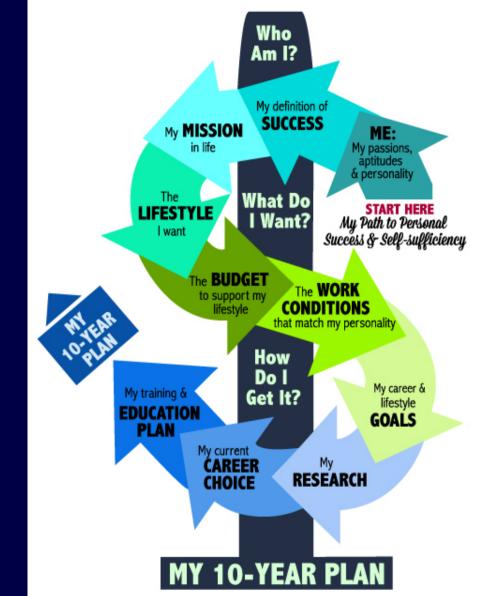
Using My10yearPlan.com® to Help Students Clarify their Guided Pathway Selection



WHAT IS THE 10-YEAR PLAN?

LET'S LOOK.

see the conference program, pages 22-25



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

CLARIFY THE PATH



Mapping pathways to student end goals. In the guided pathways
model, colleges create clear maps for every program they offer. They
make these maps easily accessible on their websites so students will
understand what courses are necessary to complete a program or qualify
for transfer, how long completion will take, and what opportunities for
employment or further education they will have at the end of the
program.

ENTER THE PATH

Helping students choose and enter a program pathway.

Currently, many students choose programs and courses largely on their own. In the guided pathways model, colleges help new students explore programs, consider possible careers, and develop complete academic plans. Undecided students narrow their options by choosing from clusters of majors—such as business, social sciences, or health—that align with their interests. Developmental education reforms enable students to enroll more quickly in college-level courses, including courses in their field that will keep them engaged in college.

Bailey, Thomas R. "Guided Pathways at Community Colleges: From Theory to Practice." Diversity & Democracy, vol. 20, no. 4, 2017.

STAY ON THE PATH



• **Keeping students on a path.** Both students and advisors can see students' plans mapped out through graduation and keep track of students' progress. If students get off track or have trouble in a course, alert systems bring these issues to advisors' attention so they can steer students toward academic or other supports. Colleges also try to remove institutional barriers such as inconvenient schedules or cancelled classes.

ENSURE LEARNING



• Ensuring that students are learning. Programs are designed around a coherent set of learning outcomes, rather than as a collection of courses. Program learning outcomes align with requirements for success in further education and employment in a related field. Colleges track student learning outcomes and work to improve teaching.

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



see the conference program, pages 29-31

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



Guided Pathways Practice Areas	Pages from Executive Summary	Get FocusedStay Focused!® (GFSF) and My10yearPlan.com®	Get FocusedStay Focused!® (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 develop 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

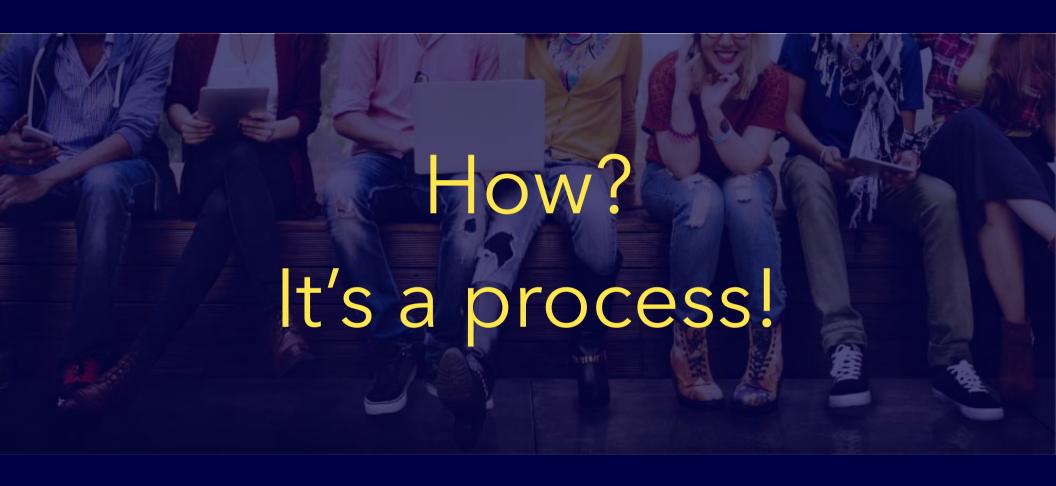


- GFSF instills intrinsic motivation so students commit to their short- and long-term goals
- As students develop a deep commitment to their personal, financial, lifestyle, and career goals, they realize the type of commitment that will be necessary to accomplish those goals
- GFSF provides holistic 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

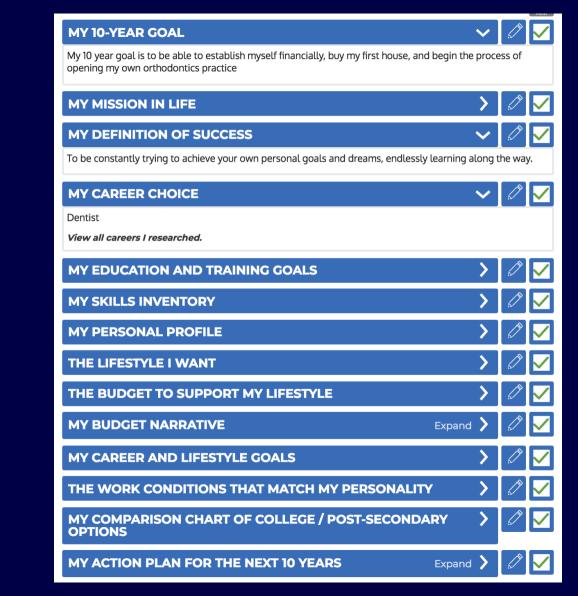


- The online 10-year Plan has reporting tools for data collection to monitor student learning and outcomes
- GFSF instills intrinsic motivation so students are better at self-regulation and become advocates for their own learning
- GFSF partnerships between K-12 and community colleges fosters the ability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



10-YEAR PLAN

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



WHO AM I?

- Chapter 1: Envisioning Your Future: How do you define success?
- Chapter 2: Your Personal Profile: Getting what you want starts with knowing who you are
- Chapter 3: Lifestyles of the Satisfied and Happy: Keeping your balance and perspective

WHAT DO I WANT?

- Chapter 4: What Cost This Lifestyle: Every career choice involves sacrifices and rewards
- Chapter 5: Your Ideal Career: There's more to consider than just the work
- Chapter 6: Career Research: Reading about careers isn't enough
- Chapter 7: Decision Making: How to choose what's best for you

HOW DO I GET IT?

- Chapter 8: Setting Goals and Solving Problems: Skills for successful living
- Chapter 9: Avoiding Detours and Roadblocks: The road to success is dotted with many tempting parking places
- Chapter 10: Attitude is Everything: Learning to accentuate the positive
- Chapter11: Your Skills Inventory: The precursor for your Education Plan

HOW DO I GET IT?

- Chapter 12: Study Skills for the Lifelong Learner: Developing your learning plan
- Chapter 13: Making Changes: The inevitable process
- Chapter 14: Beginning the Job Search: Just do it!
- Chapter 15: Where Do You Go From Here: Writing Your 10-year Plan of Action

SKILLS-BASED EDUCATION PLAN

see the conference program, page 21

UNIQUE TO THE GET FOCUSED...STAY FOCUSED!® PROGRAM

THE SKILLS-BASED EDUCATION PLAN

prepares students with the skills, attitudes, and aptitudes to complete postsecondary education/training and transition successfully into employment in a competitive workplace.

How is a Skills-based Education Plan different from the traditional Student Education Plan (SEP) used in most colleges today?

Traditional MAJOR-BASED EDUCATION PLAN Courses are based on the graduation requirements of a "declared" major	Progressive SKILLS-BASED EDUCATION PLAN Courses are based not only on major but also on the skills required for a chosen career path			
Institution-directed learning	Student-directed learning			
Four-year education plan	10-year career and education plan that is updated throughout a lifetime			
Goal: To graduate from college or trade school	Goal: To graduate from college or trade school with the skills for a chosen career path			
College courses taken for credit toward a certificate or degree in a major	In addition, student uses diverse learning settings and tools, some for credit and others not, and the skills learned are transferable to a chosen career			
Academic-department centric	Interdisciplinary			
Subject-based learning	Project-based learning			
Study skills focus on excelling in an academic setting	Study skills focus on life-long learning strategies for the self-directed learner and strategies are applicable to both academic and workplace settings			
The institution is responsible for the development of learning plans based on the requirements of the major	In addition, the student is responsible for development of their own learning plans based on their chosen career			
Result: A general education plan which may or may not have meaning to the student and, therefore, may impact their motivation to follow through	Result: A personalized education plan that is meaningful to the student who will, therefore, take ownership of the outcome			
Potential: Without career goals or a clear understanding of the role a good education plays in life satisfaction, the student is at higher risk of dropping out	Potential: With a 10-year plan that includes a career focus and lifestyle expectations, the student understands the consequences of dropping out and is more likely to persist and graduate			
Result: Student enters a workforce that demands skills the student may not have	Result: Student has the opportunity to develop the skills required for their chosen career by following their Skills-based Education Plan			
Potential: Under-employment due to lack of skills	Potential: Can compete for jobs in their chosen career field because they have the necessary skills © 2011-2017 Melinda Bingham and Associates, LLC			

Using Career Choices and Changes and My10yearPlan.com*, students will quickly develop the mindset and strategies required for 21-century jobs.



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

LIVE DEMO