

# Using My10yearPlan.com<sup>®</sup> to Help Students Clarify their Guided Pathway Selection



*My*10*yearPlan*.com<sup>®</sup>

# 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/](https://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.

# 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



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 <b>Student Success Course</b> (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.	<b>Career Choices and Changes Student Workbook</b> <b>My10yearPlan.com® Interactive</b> <b>My10yearPlan.com® app</b> <b>Career Choices and Changes Instructor's Guide (online)</b>
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 <b>for</b> 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: <b>their dynamic 10-year Career and Life Plan along with their Skills-based Education Plan</b> . 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.	<b>Professional development opportunities</b> (includes face-to face, webinar, and online learning options) for counselors and for academic instructors.
Ensuring that students are learning	pp. 3/6	<b>For both high school and college students taking the curriculum</b> , 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 <b>online 10-year career and skills-based education plan</b> , 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 <b>of their own creation</b> . 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



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** [dropdown] [edit] [check]

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** [arrow] [edit] [check]

**MY DEFINITION OF SUCCESS** [dropdown] [edit] [check]

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

**MY CAREER CHOICE** [dropdown] [edit] [check]

Dentist

*View all careers I researched.*

**MY EDUCATION AND TRAINING GOALS** [arrow] [edit] [check]

**MY SKILLS INVENTORY** [arrow] [edit] [check]

**MY PERSONAL PROFILE** [arrow] [edit] [check]

**THE LIFESTYLE I WANT** [arrow] [edit] [check]

**THE BUDGET TO SUPPORT MY LIFESTYLE** [arrow] [edit] [check]

**MY BUDGET NARRATIVE** Expand [arrow] [edit] [check]

**MY CAREER AND LIFESTYLE GOALS** [arrow] [edit] [check]

**THE WORK CONDITIONS THAT MATCH MY PERSONALITY** [arrow] [edit] [check]

**MY COMPARISON CHART OF COLLEGE / POST-SECONDARY OPTIONS** [arrow] [edit] [check]

**MY ACTION PLAN FOR THE NEXT 10 YEARS** Expand [arrow] [edit] [check]



# 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
- **Chapter 11:** 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 <b>MAJOR-BASED EDUCATION PLAN</b> Courses are based on the graduation requirements of a "declared" major	Progressive <b>SKILLS-BASED EDUCATION PLAN</b> 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

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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