



Purpose:

The purpose of this rubric is to identify a school's strengths and weaknesses for Post High-School Education and Training (PHS E&T) and to spur productive reflection and action planning.

As schools work to ensure that all students have a plan for post high school education and training, they are focusing on their PHS E&T capacity building and their PHS E&T culture.

For definitions of these, and other, terms that are used throughout the rubric, please refer to the "Important Terms" section at the end of the rubric.

Process:

Each year the Steering Committee fills out the rubric as part of the action planning process.

1. Steering Committee members fill out the rubric individually. Members circle the stage they feel best represents their school. Please clarify why you see your school at this stage in the notes section.
2. The Steering Committee has a group discussion to collectively decide which stages best represent their school, ensuring all voices are heard.
3. Once the Steering Committee decides on each stage per indicator, a final rubric is created and shared with the group.

Aspirations Partnership School Rubric

Use this rubric to assess your school's post-high school education and training going culture, and what systems and practices are in place to build your capacity to deepen that culture.

Indicators	Stage 1: <i>Deliberation</i>	Stage 2: <i>Diving In</i>	Stage 3: <i>Doing</i>	Stage 4: <i>Deepening</i>	Notes (Why do you see yourself in this stage?)
	<i>Seeing the possibility of change</i>	<i>Committed to changing, Still thinking about what to do, Making plans</i>	<i>Taking steps to achieve, forming the process</i>	<i>Has achieved goals around change, Working to maintain and sustain initiatives</i>	
Informed Students & Caregivers	<i>Students and caregivers are inconsistently informed of PHS E&T resources and information.</i>	<i>Counseling, WBL, and school leadership are beginning to identify current communication practices as well as the range of barriers that hinder access to PHS E&T communications, resources, and information (e.g language, method of delivery.) Gaps in the PHS E&T information and resources available to students and caregivers are being identified (eg: bias toward college or lack of knowledge of Historically Black Colleges and Universities/HBCUs).</i>	<i>Counseling, WBL, and school leadership are developing a scope and sequence to identify current and planned communications with students and caregivers. Most students and caregivers have access to resources, information, and support for PHS E&T planning. Information and resources are organized, consistent, and accessible in multiple formats (online, print, emails, physical mailings, word of mouth, community gatherings).</i>	<i>School is collaborating and exchanging information with all caregivers in planning for their student's future (e.g conferences, caregiver focus groups). School practices around exchanging information with caregivers are culturally responsive and reflective of the school community. Stakeholders include data as they periodically review roles, policies, systems, scope and sequence and equitable access to information.</i>	

<p>PHS E & T Curricular Integration</p>	<p><i>PHS E&T curricula are inconsistently taught and delivered across the grades. (e.g college is emphasized over other training options.)</i></p>	<p><i>Counseling, WBL, school leadership are beginning to identify what students need to know and do to plan for their future across the grades. Roles and systems beyond the counseling team are being considered. Some educators integrate career information and exploration into their curriculum but it is not an expectation.</i></p>	<p><i>School counseling, WBL, and school leadership are developing a scope and sequence to identify when and how PHS E&T will be delivered. Educators follow the scope and sequence and support is available to integrate PHS E&T curriculum into advisory, class meetings, courses and/or other appropriate systems/times.</i></p>	<p><i>Multiple purposeful opportunities for students in grades 7-12 to explore, reflect, and plan for their future are integrated throughout each school year. Opportunities are culturally responsive and reflective of the community. All educators integrate PHS E&T into their subject areas and often via collaboration with counselors and WBL staff. Roles, policies, and systems and the scope and sequence are reviewed by stakeholders periodically. (e.g student voice is involved)</i></p>	
<p>PHS E&T Events & Field Trips</p>	<p><i>PHS E&T events and field trips are inconsistent and irregular. Limited mention/integration of future planning in school events and outward communication.</i></p>	<p><i>Counseling, WBL, and school leadership are beginning to collect information on opportunities available to students as well as the gaps. Identifying how to integrate PHS E&T into school events. Considering regular field trips to help students plan for their future and identify their interests and potential career pathways.</i></p>	<p><i>WBL and school counselors collaborate regularly to integrate PHS E&T events and field trips into a scope and sequence that is comprised of diverse opportunities for life after high school including but not limited to: college, apprenticeships, certifications, gap year, military, and work. Events are held at different times and locations to support access and can also be accessed in different formats. (online, in-person, small group, large group and individual).</i></p>	<p><i>Events are aligned with a scope and sequence that is reviewed periodically. (e.g consultation and collaboration with CTE centers) Educators center marginalized populations' needs and interests when planning events and field trips and consider barriers to attending (e.g. fees, transportation accessibility, considering student schedules). Feedback from event participants is collected regularly and used to enhance and adapt programming periodically.</i></p>	

<p>Educator Agency</p>	<p><i>PHS E&T is seen as a counseling or WBL - only responsibility.</i></p>	<p><i>Educators are beginning to consider their role in helping students plan for their future. Educators demonstrate some commitment and support of PHS E&T activities being integrated into advisory, class meetings, and PLP.</i></p>	<p><i>Educators see themselves as part of the PHS E&T planning process and engage students in conversations about PHS E&T regularly and with ease. Educators demonstrate active engagement in informing students of opportunities within the scope and sequence.</i></p>	<p><i>Multiple times throughout the school year, educators reflect on their practice related to supporting students in future planning. This includes but is not limited to their evaluations. Educators refine their practice by engaging in PHS E&T professional learning opportunities.</i></p>	
<p>Professional Learning</p>	<p><i>PHS E&T professional development for educators is non-existent, irregular or inconsistent.</i></p>	<p><i>School leadership is considering offering internal professional learning and encouraging some educators to attend external professional learning opportunities on PHS E&T. School is identifying what educators and staff need to know to support all students in planning for their future.</i></p>	<p><i>School leadership is providing annual professional learning related to PHS E&T for ALL educators. School uses data about students' experiences to determine professional learning topics that will strengthen students' ability to plan for their future.</i></p>	<p><i>Educator roles in supporting student PHS E&T are clearly defined. To ensure that educators demonstrate the capacity to support student PHS E&T learning and goal-making development they receive coaching, workshops, training, and resources. This professional learning is aligned with the scope and sequence, is data driven (including alumni experiences) and is reviewed and revised periodically.</i></p>	

<p>Committed School Leadership</p>	<p><i>The role of school leadership in supporting educators, staff, students, and caregivers in PHS E&T has not been clarified. School leadership defers to the school counseling team.</i></p>	<p><i>School leadership is beginning to form a plan for assessing and improving the school's PHS E&T culture, systems, and practices. School leadership understands their role in promoting acceptance of diverse pathways after high school (e.g not only promoting college) and they have begun to assert their role in collaboration with the counseling and WBL departments.</i></p>	<p><i>School leadership promotes a school-wide culture of PHS E&T for all students through their communications, events, and PD. Resources are committed to support planning for diverse needs and abilities. PHS E&T (including multiple, diverse post-high school pathways) integration and applicability throughout school curricula, activities, and offerings is prioritized in strategic planning.</i></p>	<p><i>PHS E&T is a core identity of the school and is clearly and consistently articulated through school leadership. School leadership sets clear expectations for educator and staff roles through policies, communication, and systems to support PHS E&T. School leadership reflects periodically on PHS E&T data, systems, and practices, as well as their role in promoting and encouraging an equitable and culturally responsive PHS E&T culture. Feedback from caregivers is periodically obtained to ensure that the diverse needs and cultural beliefs about PHS E&T are addressed in the school's PHS E&T strategies and offerings.</i></p>	
<p>Multiple Diverse Pathways</p>	<p><i>There are few pathways provided. A pattern of access to certain pathways based on student identifiers is evident (identifiers being ancestry, sexual orientation, gender identity, age, race, color, religion, sex, national origin, socio-economic status, and physical or mental condition).</i></p>	<p><i>A team of key stakeholders is assessing diverse pathways and access to those pathways.</i></p>	<p><i>The school provides access to multiple diverse pathways (CTE, Service Learning, DE, EC, ELO, WBL, blended and virtual) for all students. All students are encouraged to explore each pathway offered at the school.</i></p>	<p><i>Opportunities to explore each pathway offered at the school are embedded and the scope and sequence details how all students are exposed to each pathway. Pathways are not restricted based on student identifiers. Opportunities for diverse and multiple pathways are assessed and evaluated as well as systems put in place to support equity and access.</i></p>	

<p>Strong Partnerships</p>	<p><i>PHS E&T partnerships are inconsistent across grades, educators, and events. Caregivers, educators and students are unaware of partnership opportunities.</i></p>	<p><i>WBL and counseling are establishing connections with higher ed, businesses and community organizations to support PHS E&T. School leadership is identifying needed partnerships.</i></p>	<p><i>Numerous enduring relationships are forged through educator and staff connections in the community. Effort to connect with providers/opportunities from diverse and non-majority businesses is prioritized.</i></p>	<p><i>Systems are created and updated regularly to inform all educators and staff of partnerships that the school has and expectations for engaging in partnerships. New partnerships are formed to support PHS E&T planning for all students. Partners serve on school committees and attend events. Partnerships reflect diverse identities (including but not limited to: education level, socio-economic status, race, gender). Potential partners know how to communicate with the school to seek out partnerships.</i></p>	
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Resources:

Duffin, M., & PEER Associates (2021). [Stages of Change Summary](#).

Johnston, H., & Williamson, R. (2016). *Practical Leadership: Improving the Schools of Today; Inventing the Schools of Tomorrow*. Oregon Gear UP. Retrieved 2019, from <https://oregongearup.org/sites/oregongearup.org/files/research-briefs/college-goingculture.pdf>.

MacDonald, M. F., & Dorr, A. (2006). *Creating a College Going Culture: A Resource Guide*. Retrieved 2019, from <http://apep.gseis.ucla.edu/bestla/BEST-CreateCollegeCultResourceGuide.pdf>.

Mott Middle College, & The Center for Michigan Middle and Early College Partnerships. (2015, April). *College and Career Readiness School-Wide Self-Assessment Rubric*. State of Michigan. Retrieved 2019, from [https://www.michigan.gov/-/media/Project/Websites/mde/CTE/cte_emc/EMC-Tool-Kit/2_College_and_Career_Readiness_School_Wide_Self_Assessment_April_2015.p](https://www.michigan.gov/-/media/Project/Websites/mde/CTE/cte_emc/EMC-Tool-Kit/2_College_and_Career_Readiness_School_Wide_Self_Assessment_April_2015.pdf?rev=2468437e89294aba959e9d8291aa0936)

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Important Terms:

CTE: Acronym for Career Technical Education, is designed to provide students with technical knowledge and skills that will prepare them for graduation, further education and enhance their employment options or may lead to an industry-recognized credential. There are 17 regional CTE centers available to Vermont high school students (VT-AOE).

Data: Includes both qualitative and quantitative data. Qualitative data becomes particularly important when subgroups are represented in small enough numbers that quantitative data is suppressed or difficult to interpret. Including qualitative experiences/anecdotes can be an important step toward the construction of a more equitable post-high school planning program.

Educator: An employee of a school whose job responsibilities require them to consistently instruct or support students on a daily basis.

PHS E&T Capacity Building: The process of developing and strengthening the skills, abilities, processes, systems and resources that a school needs to effectively prepare students for a future beyond high school.

PHS E&T Culture: The practices and beliefs within a school community that support students in building a personalized post-graduation plan. This includes but is not limited to: 4 year college, 2 year college, certifications, short-term training, apprenticeships, service organizations, and internships.

School Leadership: Individuals, groups, and committees who are responsible for decision making within a school. This may include but is not limited to principals, assistant principals, curriculum coordinators, dean of students, department heads, and student support teams.

Staff: Employees of a school who may interact with students regularly but whose job responsibilities relate to the maintenance and functioning of the school building (administrative assistants, food service, facilities management).

WBL: Acronym for Work-Based Learning, refers to school staff members with specialized training to manage an educational program or experience involving student interactions with industry or community professionals in real, virtual, online or simulated work environments that expose learners to postsecondary options, provide opportunities for skill development and proficiency attainment and allow students to reinforce and deepen their school-based learning (VT-AOE).