



**Your Next Move:
Assessing Your School's Culture and Capacity to
Support All Students to Graduate With a Plan**

Vermont Student Assistance Corporation



Overview of our agenda today:

- Aspirations Rubric Completion
- Processing Questions
- Individual Goal Setting
- Pair and Share
- Wrap Up



Intended Outcomes: Participants will...

- Become familiar with the Aspirations rubric and use the rubric to assess their programming for future education and training within 8 indicators.
- Reflect and exchange thoughts on the rubric results and the experience of completing the rubric.
- Outline an action plan to take their learning from the rubric a step further.

What is Aspirations?

- Aspirations is part of the VSAC Outreach and Education department.
- The Aspirations goal is to **build a school's capacity to graduate all student's with a plan for future education and training.**
- Created in 2014 due to research published by VSAC that found a gap in aspiration rates especially of 1st generation students and their peers.

Community Agreements

- Take care of yourself
- Be fully present
- Take risks
- Be mindful of other learners
- What would you add?



Opening Activity:

- We will ask you to get up. Mingle.
- Find a partner.
- We will share 2 questions that we would like you to discuss with a partner.
- Repeat.



Round 1 Questions:

- What is something you are looking forward to in May?
- Share an aspect of your work that you consider a strength?



Round 2 Questions:

- Share a favorite place in Vermont (restaurant, bike route, book store, concert venue)
- What is something you have seen other programs implement that you would like to implement within your own program?

Aspirations Rubric Background

- Purpose: to identify a school's strengths and weaknesses for post-high school education and training and to spur productive reflection and action planning.
- Inspired by research from:
 - McDonough and Dorr on college-going culture
 - College and career ready school-wide self-assessment from Mott Middle College and The Center for Michigan Middle and Early College Partnerships.
- Recent equity consultation

Aspirations Rubric Background

- PHS E&T: Post High-School Education & Training
- Designed to be used annually within schools
- Process & Terms
- 4 stages: Deliberation, Diving In, Doing, Deepening
- Notes

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	Students and caregivers are inconsistently informed of PHS E&T resources and	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	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	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	

Aspirations Rubric

- Take 15 minutes now to complete the rubric for your program.
- Be sure to include examples in the notes section.



Processing Questions at Tables

Pair up with 1-3 people at your table. Use the processing questions to consider what the rubric highlighted about your program.



- What surprised you?
- Which indicator had many examples of strengths in the notes section?
- Where do you see opportunities to improve a particular indicator?
- Which indicator have you NOT previously considered as deeply as you did today?

What's Next: Goal Setting & Action Planning

Goal Setting & Action Planning

Opportunity for growth - What area on the rubric is there room for growth that you would like to focus on?
Specific Goal - What do you want to accomplish? Who needs to be included? Why is this a goal of yours?
Measurable - How can you measure your progress? How will you know you've successfully met your goal? How can you keep yourself accountable?
Attainable - Do you have the skills and resources required to achieve the goal? If you don't have the skills and resources, can you build or obtain them? Is the amount of effort required on par with what the goal will achieve?



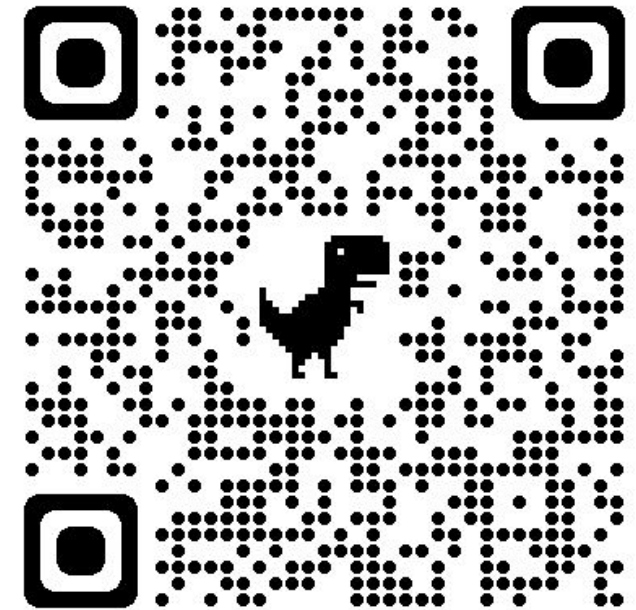
Pair and Share

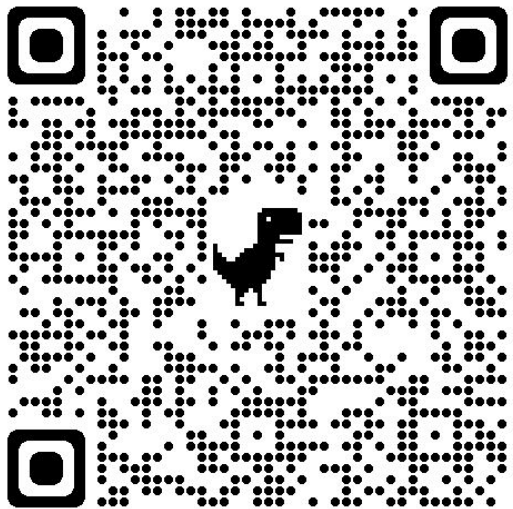
*I liked...,
I was inspired by...,
You were so thoughtful about...,
This made me think about...,
I wanted to hear more about...,
I wonder...*



Educators Supporting Post-Secondary Planning (ESPP) August-November via Castleton University

Allows educators to expand their knowledge, skills and confidence in supporting students to plan for life after high school. Teachers are not counselors or career advisors but they are an important step to students connecting with counselors, work-based learning coordinators and future success! Use the QR code to learn more information!





Please take a moment to fill out
our feedback form by using the
QR code.

Thank you for participating in YOUR Next Move Professional Learning!

Please feel free to reach out to us with any questions!

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