This document was developed by the SABES Program Support PD Center. It draws on prior ACLS guidance documents (Indicators of Effective Advising, Education and Career Planning Guide) as well other evidence based-practices and professional wisdom.

The intended audience is program directors, advisors, and the entire program staff, to guide reflection, discussion, continuous improvement and design of your advising program. It does not reflect the full scope or detail of effective practices that might be implemented to achieve IPQ #6, but it provides some key examples.

**Review the practices and add notes about your program:**

* What are examples of how you address or implement similar practices?
* Where could your program make improvements or expand on these practices?

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| ***Indicator 6: Advising and Student Support Services***  ***The program ensures effective and equitable delivery of advising and support services.*** | |
| ***6.1: Students actively pursue options for postsecondary education, training, and employment based on informed decisions.*** | |
| **Program Director:** | **Notes about your program:** |
| Communicates to staff and students that education and career advising is a core component of the overall program. |  |
| Communicates to staff and students the importance of integrating education and career planning into curriculum and classroom activities. |  |
| Provides time for the advisor(s) and teachers to work together to encourage career and college readiness for all students, including integrated, contextualized curriculum that brings education and career planning skills into the classroom. |  |
| Introduces advisor to local WIOA partners and connects them to their regional Outstation Coordinator. |  |
| Seeks out and professional development opportunities for advisor and teachers to build their knowledge and skills in these areas. |  |
| **Advisor:** | **Notes about your program:** |
| Meets with students individually and in groups, initially and over time, to help students identify and achieve authentic goals. |  |
| Is available to teachers when they have concerns about students to share. |  |
| Helps students articulate and break down short and long-term goals to develop education and career plans that are flexible, culturally sensitive, and always evolving. |  |
| Maintains contact with WIOA partners and regional Outstation Coordinator to learn about labor market trends, training and employment opportunities, and to refer students to MassHire, as appropriate. |  |
| **Advisor and teachers:** | **Notes about your program:** |
| Establish a process for routinely sharing non-confidential case notes relevant to students’ progress. |  |
| Develop contextualized lessons/integrated curriculum to help students gain education and career planning skills, learn about postsecondary education and training programs, and explore community resources in the context of reading, writing, math, language instruction. |  |
| Integrate lessons that include field trips to community colleges and MassHire Career Centers and/or invite representatives, including Outstation Coordinate to visit classes. |  |
| ***6.2: The program addresses barriers to participation by referring students to outside social service agencies as needed.*** | |
| **Program Director:** | **Notes about your program:** |
| Recognizes the advisor’s need to build community relationships and encourages work time that is not direct-student contact-focused. |  |
| Connects the advisor to community coalitions, networks, WIOA partners, etc. |  |
| **Advisor:** |  |
| Builds relationships with community services that are academically, culturally, and linguistically relevant and accessible to students and makes referrals when appropriate. |  |
| Helps students identify strengths, anticipate barriers to success, and practice strategies to overcome barriers. |  |
| Understands legal limits in questioning students about disabilities. Advisor creates a comfortable and safe space where students can voluntarily disclose information that may affect their learning progress. |  |
| **Advisor and teachers:** |  |
| Integrate lessons on barriers to persistence, community resources, including planning field trips to local agencies, and inviting representatives of community agencies into the classroom. |  |
| ***6.3: The advisor and instructional staff work collaboratively to create a culture of student self-efficacy and persistence.*** | |
| **Director:** | **Notes about your program:** |
| Encourages collection and analysis of student data on barriers to attendance, drop-out/stop-out reasons, high-attrition times to maximize and target advising activities. |  |
| Seeks out and professional development opportunities for advisor and teachers to build their knowledge about conditions that affect their students’ progress and build skills to help address them. These may include the effects of trauma, violence, poverty, incarceration, legal status, and spiritual/cultural beliefs. |  |
| **Advisor:** |  |
| Establishes relationships with key staff in relevant community services and shares this information with teachers. These services include, but are not limited to health, mental health, housing, education and training, libraries, food pantries, shelters, childcare, legal assistance, transportation and cultural enrichment centers. |  |
| Shares data on barriers to attendance, drop-out/stop-out reasons, high-attrition times with students to proactively address anticipated attendance or attrition issues. |  |
| **Advisor and Teachers:** |  |
| Integrate lessons to proactively build self-efficacy and raise awareness of persistence, including growth mindset, brain awareness, etc. |  |