Effective Practices Aligned with Indicator of Program Quality (IPQ) #7

*Indicator 7: Advising and Student Support Services: The program ensures effective and equitable delivery of advising and support services.
- *Standard 7.1: Staff with advising responsibilities facilitate students' career development by providing all students with accurate and up-to-date information and equal opportunities to explore and evaluate postsecondary education, training, and employment options.*
- *Standard 7.2: All program staff communicate regularly with students and analyze data to identify barriers to program access, participation, and completion and then take steps for remediation including referring students to outside social service agencies as needed.*

This document was developed by the SABES Program Support PD Center. It draws on prior Adult and Community Learning Services (ACLS) guidance documents (*Indicators of Effective Advising*, *Guide for Completing the Student Education and Career Plan*) as well other evidence-based practices and professional wisdom.

The intended audience is program directors and coordinators, staff with advising responsibilities, and teachers, and is meant 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 #7, 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?

Examples		Notes
Standard 7.1: Staff with advising responsibilities facilitate students' career development by providing all students with accurate and up-to-date information and equal opportunities to explore and evaluate postsecondary education, training, and employment options.		
	Establishes and communicates to staff and students the expectation that education and career advising is a core component of the overall program, ensuring	

*Please note: As of October 2021, the IPQs are still in draft form and the finalized version has not yet been released from ACLS. Therefore, this document is subject to slight modifications pending release of the finalized IPQs.

Director and/or Coordinator	equal access to career and educational opportunities for all students.	
	Communicates to staff and students the importance of integrating education and career planning into curriculum and classroom activities.	
	Provides time for staff with advising responsibilities to collaborate with teachers to encourage college and career readiness for all students, including integrated, contextualized curriculum that brings education and career planning skills into the classroom.	
	Introduces staff with advising responsibilities to local Workforce Innovation and Opportunity Act (WIOA) partners and connects them to their local workforce area Outstationing Coordinator.	
	Seeks and provides professional development opportunities for staff with advising responsibilities and teachers to stay up to date on the latest career and education planning and labor market resources and build their knowledge and skills in these areas.	
	Seeks out professional development opportunities for staff with advising responsibilities and teachers to build their knowledge about conditions that affect their students' progress, and to build skills to help address them. (These may include the effects of trauma, discrimination, violence, racism, poverty, incarceration, legal status, and spiritual/cultural beliefs.)	
	Meets with students individually and in groups, initially and over time, to help them identify and achieve authentic goals.	

Staff with advising responsibilities	Is available to teachers when they have concerns to share about students.	
	Helps students articulate and break down short- and long-term goals to develop education and career plans that are flexible, address potential barriers to success, and always evolving.	
	Maintains contact with WIOA partners and local workforce area Outstationing Coordinator to learn about labor market trends, training and employment opportunities, and to refer students to the local MassHire Career Center, as appropriate.	
Program-wide practices	Teachers, staff with advising responsibilities, and directors establish a process for routinely sharing non-confidential case notes relevant to students' progress.	
	Teachers (and staff with advising responsibilities) 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, and language instruction.	
	Teachers integrate lessons that include field trips to community colleges and MassHire Career Centers and/or invite representatives, including Outstationing Coordinator, to visit classes.	

Standard 7.2: All program staff communicate regularly with students and analyze data to identify barriers to program access, participation, and completion and then take steps for remediation including referring students to outside social service agencies as needed.		
Director and/or Coordinator	Communicates that all adult education staff are considered mandated reporters and are required by law to report cases of suspected abuse and has systems in place to contact the Department of Children and Families, Disabled Persons Protection Commission, and Executive Office of Elder Affairs, if reports are warranted.	
	Recognizes that staff with advising responsibilities need to build community relationships and encourages work time that is not directly student contact-focused.	
	Connects staff with advising responsibilities to community coalitions, social service provider networks, and WIOA partners, so that the advisor can learn about resources.	
	Encourages collection and analysis of student data on barriers to attendance, drop-out/stop-out reasons, and high-attrition times to maximize and target advising activities.	
	Seeks out professional development opportunities for staff with advising responsibilities and teachers to learn how to effectively use technology tools that engage learners in developing their own digital skills inside and outside the classroom.	
Staff with Advising Responsibilities	Is familiar with local area resources and is prepared to make referrals to help students seeking assistance with food insecurity, discrimination, housing insecurity, unemployment, mental health, domestic and sexual violence, and other emergency and non-emergency services.	
	Helps students identify strengths, anticipate barriers to success, and practice strategies to overcome barriers.	
	Understands legal limits in questioning students about disabilities while creating a comfortable and safe space	

	where students can voluntarily disclose information that may affect their learning progress.	
	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.)	
	Uses technology tools to engage learners, offer support, share community resources, complete education and career planning activities, and develop digital skills inside and outside the classroom.	
Program-wide Practices	Teachers and staff with advising responsibilities share data on barriers to attendance, drop-out/stop-out reasons, and high-attrition times with students to proactively address anticipated attendance or attrition issues.	
	Teachers (in collaboration with staff with advising responsibilities) integrate lessons on barriers to persistence that feature information about community resources, including planning field trips to local agencies, and inviting representatives of community agencies into the classroom.	
	Integrate lessons to proactively build workforce preparation and personal and workplace success skills, including: self-efficacy, growth mindset, communication, collaboration, adaptability, flexibility, critical thinking, respecting differences, and leadership.	