***District Enabling Conditions Framework – Effective College and Career Advising***

*This framework–the collaborative brainchild of a distinguished group of college and career access leaders from across the country–is intended to help K-12 districts cultivate the conditions that help all students successfully navigate postsecondary pathways. This open-source tool is not meant to be prescriptive. Rather, it draws on collective knowledge of leaders in the field to describe the systemic conditions that support K-12 students to explore postsecondary options, develop important college-and-career ready skills, and make choices that lead to more seamless postsecondary transitions.*

*We invite school and system leaders to use this framework to self-assess their current systems, identify strengths and gaps, and collaborate with partners to align around shared priorities for improvement. Users should feel free to tailor the tool to their local contexts, and we welcome feedback as we continue to refine the framework and develop accompanying examples that illustrate how districts are putting these ideas into practice.*

*Effective postsecondary advising and supportive relationships are critical: They enable students to successfully explore career opportunities, navigate onto a postsecondary pathway, to attain a degree or credentials, and launch into a successful career in partnership with families.*

*When school district boards and leaders commit to and enact these five critical actions, they create the systemic conditions that lead to schools’ enduring implementation of effective and equitable advising programs and practices.*

**District Leadership is Publicly Committed to Students’ Postsecondary Success**

* District enacts policies and sets measurable goals to improve students’ college and career readiness, access, and outcomes.
* District publicly defines and commits to high quality college and career advising for each student, across all achievement levels.
* District assigns and empowers a senior leader with clear responsibility for these goals and commitments.
* District leadership and board regularly monitor and report on progress towards these goals and commitments.
* Add text about opportunity/ commitment to provide students to access to high quality/ expand the idea to reflect the spirit of the group conversation

**District Sets Strategy and Allocates Resources to Reach Postsecondary Goals**

* District strategic plans and annual planning and budgeting processes detail strategies to reach goals and commitments.
* District equitably allocates financial and human resources necessary for implementation.
* Leaders use data and seek feedback from educators, students and families to identify successful approaches and unmet needs.
* Leaders codify and embed successful approaches in roles, routines, or policies so they are not dependent on individuals.

**District Ensures that Schools Have Capacity to Support Students**

* District supports schools in creating a college and career readiness culture and establishing school-level ownership of these strategies and goals.
* District supports schools in creating structures that increase the amount of effective advising students receive during the school day.
* District ensures school personnel have access to receive expertise, high-quality professional learning, supports, and tools to reach goals and meet commitments.

**District Collaborates with Postsecondary Institutions and Community Partners**

* District aligns strategies, student supports, and goals with postsecondary institutions, community-based organizations, employers, and other key partners.
* District collaborates with partners to establish clear expectations, roles, and responsibilities.
* District partners to implement equitable access to coherent postsecondary course pathways and career-connected learning opportunities.
* District and community partners collectively monitor progress of district and school goals.

**District uses Real-Time Data to Continuously Improve Postsecondary Advising and Outcomes**

* District and school leaders regularly review disaggregated data to improve students’ experiences, college and career milestones, and outcomes.
* Educators have access to tools that help track and organize postsecondary data and educators use that data to inform supports and advising for students.
* District engages in improvement cycles that improve advising and lead to student outcome improvements.
* Students and families are supported to use data to explore postsecondary options and monitor progress in order to achieve college and career goals.

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| ***About this Draft Framework***  *A group of leading college access leaders from across the country, with experience working directly with a wide variety of K-12 schools and districts, came together to co-construct this draft framework designed to identify and prioritize the system conditions that enable high schools to provide effective advising and supports for students’ success in their chosen postsecondary pathways. The group met virtually and in-person during the spring and summer of 2023. The group is seeking feedback on this draft in the fall of 2023, identifying measurement approaches, and will come together again in December with the intent of finalizing the framework and more broadly sharing it as an open source resource with the field in early 2024.*  *Leaders from the following organizations have contributed to this collective effort:*   * *Korynn Schooley and Taylor Pratt, Achieve Atlanta* * *Janice Bloom, Ally Levy and Leigh McCallen, CARA: College Access: Research & Action* * *Danette Knudson, Phyllis Harvey-Buschel, Kellie Nakano Sharon Rivera and Juliette Schindler, College Success Foundation* * *Sherry McLaughlin and Sam Purdy, Connecticut RISE* * *Donald Kamentz, Marco Heredia and Chad Spurgeon, Contigo ED* * *Ryan Reyna, Michael Deuser, Briana Falduti and Erin Chastain, Education Strategy Group* * *Ben Daley, Edgar Montes and Ben Sanoff, High Tech High Graduate School of Education* * *Chris Reynoso, Kristi Singletary and Katie Suter, KIPP Foundation* * *Elizabeth Morgan and Bill DeBaun, National College Attainment Network* * *Karla Robles, Andy Schmitz, Milissa McClaire Gary and Andraya White, OneGoal* * *Ben Mackey and Farhana Rabbi, Texas Impact Network* * *Kimberly Hanauer, UnlockED* * *Gene Pinkard, Aspen Education & Society Program* * *Kaycee Brock, Charter School Growth Fund* * *Traci Lanier, 10,000 Degrees* * *Chantelle George Consulting* * *Bill Tucker, Jenny Mosley and Jacklyn Altuna Willard, The Bill & Melinda Gates Foundation*   *Alissa Peltzman is facilitating this initiative, which is supported by the Bill & Melinda Gates Foundation.*  *We welcome you to share any feedback on this draft with Alissa (alissa.peltzman@gmail.com).* |