Effective Practices Aligned with Indicator of Program Quality (IPQ) #6

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 coordinators, advisors, and the entire program staff, 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 #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?

	Examples	Notes
	Indicator 6: 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.	
Director and/or Coordinator	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 advisor(s) and teachers to work together to encourage college and career readiness for all students, including integrated, contextualized curriculum that brings education and career planning skills into the classroom.	
	Introduces advisor(s) to local Workforce Innovation and Opportunity Act (WIOA) partners and connects them to their local workforce area Outstationing Coordinator.	

	Examples	Notes
	Seeks and provides professional development opportunities for advisor(s) and teachers to build their knowledge and skills in these areas.	
Advisor	Meets with students individually and in groups, initially and over time, to help them identify and achieve authentic goals.	
	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, culturally sensitive, 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.	
Advisor and Teachers	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, and language instruction.	
	Integrate lessons that include field trips to community colleges and MassHire Career Centers and/or invite representatives, including Outstationing Coordinator, to visit classes.	

6.2: The program addresses barriers to participation by 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 Department of Children and Families, Disabled Persons Protection Commission, and Executive Office of Elder Affairs, if reports are warranted.	
	Recognizes the advisor's need to build community relationships and encourages work time that is not directly student contact-focused.	
	Connects the advisor to community coalitions, social service provider networks, and WIOA partners, so that the advisor can learn about resources.	
Advisor	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.	
Advisor & Teachers	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.	

6.3: The advisor and instructional staff work collaboratively to create a culture of student self-efficacy and persistence.		
Director and/or Coordinator	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 advisor 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.)	
	Seeks out professional development opportunities for advisor and teachers to learn how to effectively use technology tools that engage learners in developing their own digital skills inside and outside the classroom.	
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, and high-attrition times with students to proactively address anticipated attendance or attrition issues.	
	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.	

Advisor & Teachers	Integrate lessons to proactively build self-efficacy and raise awareness of persistence, including growth mindset, brain awareness, social and emotional well-being, etc.	