

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ INFORMATION/NO ACTION

DATE: NOVEMBER 1-2, 2007

SUBJECT: **NAVIGATION 101**

SERVICE UNIT: State Board of Education
Edie Harding, Executive Director

PRESENTER: Martin Mueller, Assistant Superintendent, Student Support, OSPI
Mike Hubert, School Counselor, Navigation 101 Field Staff, Bremerton
School District

RECOMMENDATION:

No Action Required

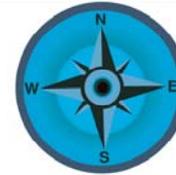
BACKGROUND:

Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school, and:

- Encourage student engagement by building meaningful relationships between each student and at least one adult at school, thereby helping students remain engaged and motivated and lessening the chance for dropping out.
- Enhance student achievement by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation.
- Involve parents or guardians by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences.
- Strengthen community within schools and in the neighborhoods in which students and their families live by offering students meaningful service-learning and leadership opportunities.

Navigation 101 was first developed by the Franklin Pierce School District. Because of its success there, the program was then replicated in a number of other districts around the state. In 2006, the State Legislature funded Navigation 101 so that any interested district could adopt it. The Washington State Office of the Superintendent of Public Instruction has used some of that funding to create these lesson plans, which provide a simple and clear way to implement Navigation 101 in your school.

NAVIGATION



Help me BE what I dream...

ACCOMPLISHMENTS • PLANS • GOALS

FALL 2007

WHY NAVIGATION?

Too many students don't manage to graduate from high school.

And of those who do, many haven't made clear plans for what they're going to do after they graduate. Students need help and support to make the most of their time in school and to make good choices for life after high school.

That's where Navigation 101 can help.

Navigation 101 is a life skills and planning program for students in grades 6 through 12. It was developed by the Franklin Pierce School District and is now being used in schools throughout Washington State.



***"It's about YOU now. You're carrying yourself.
The teacher isn't carrying you."***
- Liz, High School Senior

**NAVIGATION 101: CLEAR, CAREFUL, AND CREATIVE PLANNING
FOR LIFE BEYOND HIGH SCHOOL.**

FIVE KEY ELEMENTS

Navigation brings together **five key elements** that have proven to have significant benefits for students. Each of these elements is important; but it's their interconnectedness that makes Navigation so powerful.

PERSONALIZING—Advisories: Students meet regularly in small group “advisories” with a teacher and other students, using a curriculum based on academic and guidance standards.

PLANNING—Portfolios: Students save samples of their work to reflect on their progress and determine how they can improve. Students also save resumes, assessments, and drafts of postsecondary plans.



“I have this opportunity... I want to be lazy, but I also want to be an engineer. So I have to choose.”
- Harrison, High School Senior

DEMONSTRATING—Student-led conferences: Each year, students share their achievements, dreams, and plans with advisors and parents at a conference that they lead.

EMPOWERING— Student-driven scheduling: Students who take advanced courses do better after graduation. Navigation re-oriens the registration process so that students can take these “gatekeeper” courses.

EVALUATING— Data analysis: Navigation schools collect data on a number of indicators to measure student success.

NAVIGATION CHANGES SCHOOLS



Navigation equalizes opportunity so that ALL students have meaningful choices for life after high school, not just those whose parents can help them along.

Navigation encourages student engagement by ensuring that every student has at least one adult at school who knows and cares about him or her.

Navigation enhances student achievement by helping students evaluate and then reflect on their skills, interests, and accomplishments.

Navigation involves parents by engaging them in students' decisions and plans.

Navigation strengthens community within schools and in the larger neighborhood by offering students meaningful service-learning and leadership opportunities.

Navigation helps schools improve by involving staff and students in a shared mission.



NAVIGATION AROUND THE STATE

Navigation 101 began in the Franklin Pierce School District.

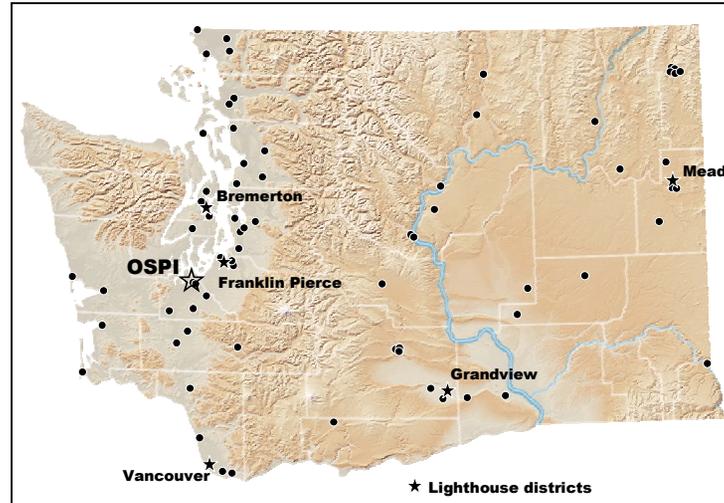
Because of its success there, it has been adopted (and adapted) by districts around the state. In early 2006, the State Legislature funded Navigation so that any district in the state could implement the program.

Since then, Navigation has made great strides.

For the 2007-08 school year, **over 200 schools in 95 school districts** have received grants to implement Navigation 101. Navigation grantee districts are spread throughout the state—from Aberdeen to Yelm and from Spokane to Stanwood-Camano. They represent big cities, small towns, and rural areas; and include Native populations and migrant communities, as well as affluent and low income families.

Work on Navigation around the state is led by five **Lighthouse districts**. These early adopter districts—Franklin Pierce, Bremerton, Vancouver, Grandview, and Mead—offer site visits, coaching, and hands-on help to make Navigation a sustainable part of the school experience.

During 2007-08, OSPI plans to continue to expand Navigation to new schools and new districts. In addition, to continue to meet the needs of grantee districts, we hope to increase the number of Lighthouse districts and add coaches around the state.



NAVIGATION CURRICULUM

The heart of Navigation 101 is its **curriculum**, which is based on Washington’s Essential Academic Learning Requirements and the American School Counselor Association’s (ASCA) National Model.

The ASCA model focuses the curriculum around three essential questions, helping to develop the whole child:

ACADEMIC DEVELOPMENT: *What have I accomplished ?*

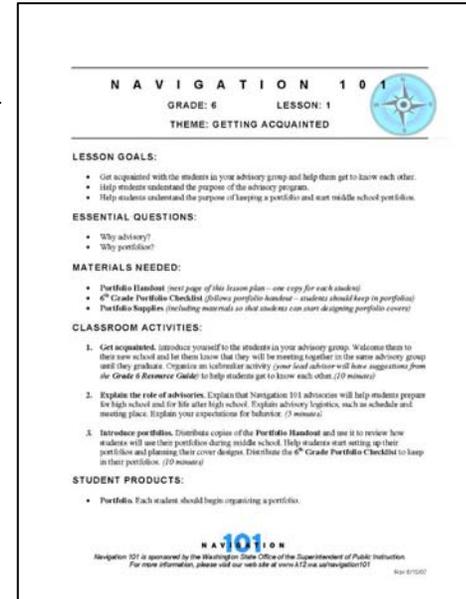
CAREER DEVELOPMENT: *What do I want to do?*

PERSONAL & SOCIAL DEVELOPMENT: *Who am I?*

The curriculum includes 20 lesson plans for each grade level from 6–12, facilitating biweekly Navigation advisory sessions.

The curriculum features:

- **Applied goal setting**, with students setting goals each year in each area.
- **Consistency with OSPI graduation requirements**, including a strong focus on postsecondary readiness and the preparation of a robust High School & Beyond Plan.
- **Academic self-assessment**, to help students learn how to reflect on their work.
- **Parent involvement**, to engage parents in their children’s progress at school.
- **Service and leadership opportunities** at school and in the community.



POSTSECONDARY PREPARATION



“It’s given me a path to look forward to, and it’s helping me plan my future.”
- Rachel, High School Sophomore

To succeed in the world, students graduating from high school must be ready for college and career. Navigation helps them prepare—and helps students meet state graduation requirements by preparing a **High School & Beyond Plan**, which is updated each year and finalized during senior year.

Students use their Navigation portfolios to document their progress at a student-led conference each year and, in high school, to prepare four-year plans for the courses they should take each year.

Students also prepare a High School & Beyond Plan worksheet each year as part of Navigation 101. These worksheets grow more sophisticated as students get older, helping them translate their goals and their dreams for the future into specific action steps.

As they near graduation, students also have structured opportunities during Navigation to:

- Research and compare postsecondary opportunities,
- Research the cost of different choices,
- Prepare a financial plan, and
- Discuss their progress with other students and their advisor.

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

HIGH SCHOOL & BEYOND PLAN CHECKLIST – GR 12

NAME: _____ ADDRESS: _____

CAREER PATHWAY: Which career pathway have you selected?

Agriculture, Science, and Natural Resources

Art, Media, Communications and Design

Business, Management, and Finance

Education, Social, and Health Services

Engineering, Science, and Technology

Careers of Interest: _____

CAREER RESEARCH: Steps you have taken to be able to pursue a career that interests you:

Taken needed electives in my pathway *describe:* _____

Updated resume (or will before graduation) _____

Conducted career interviews (how) _____

Finished 14 hours of job shadowing _____

Obtained summer job or internship _____

POSTSECONDARY RESEARCH: Your postsecondary plan based on the educational requirements for your career choice is based on: (check all that apply)

No more education needed (explain why) _____

Apprenticeship – Length, details _____

Two-year degree (AA or AS) – Major _____

Four-year degree (BA or BS) – Major _____

Postgraduate degree – Describe _____

NAVIGATION

Navigation 101 is sponsored by the Washington State Office of the Superintendent of Public Instruction
 For more information, please visit our web site at www.k12.wa.gov/navigation101

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NAVIGATION MULTIMEDIA

Navigation isn't confined to paper! To help students (and teachers) learn, the Navigation team has created a full multimedia complement to the curriculum.

NAVIGATION VIDEOS

Navigation's six videos (an Overview and one on each of the five key elements) feature students and teachers from around the state. They can be used to help students learn about Navigation, to train new advisors, or to share with school boards, parents, and community members.



Students share their stories in the Navigation Overview video.

NAVIGATION WEB SITE

The Navigation web site (located at www.k12.wa.us/navigation101) features downloadable curriculum, professional development training materials, and links and resources for advisors, counselors, parents, and students.



NAVIGATION NEWS

Navigation's monthly e-newsletter provides a regular update on training opportunities and program plans.

NAVIGATION LOG

The newest multimedia entry is our blog, the Navigation Log (located at www.navigation101.blogspot.com). The blog will give Navigation grantees the chance to share best practices, tips, and advice.

TRAINING AND COACHING

Navigation began as a grassroots effort, as word got out about the “Franklin Pierce model” and people started calling. The program has retained this grassroots feel through the **Lighthouse** structure—in which more experienced districts help those who are just starting out.

In addition, OSPI offers a number of other opportunities to help Navigation schools learn and share.



PROFESSIONAL DEVELOPMENT MATERIALS

The Navigation web site features a wide array of slide show presentations, handouts, and speaking notes that schools can use to train new advisors or familiarize School Board members or stakeholders with Navigation.

CONFERENCES AND COACHING

Navigation also sponsors presentations at a number of professional conferences... and hosted its own conference at Franklin Pierce’s Washington High School in June 2007. Lighthouse districts and Navigation team members also provide one-on-one coaching.



The June 2007 Navigation Conference featured Superintendent Terry Bergeson and attracted 400 educators.



NAVIGATION WORKS

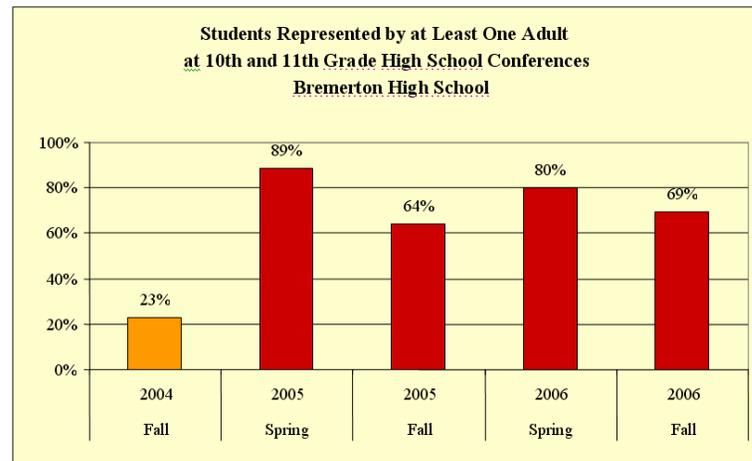
Measuring how students do with Navigation has been a key part of the program. So far, the results have shown significant gains for students—and their families.

PARENT PARTICIPATION

As the chart below shows, parent attendance at school conferences at Bremerton High School increased significantly between the traditional, teacher-led conferences in fall 2004 and Navigation 101 student-led conferences, which began in spring 2005. When parents know that their children have prepared and will be presenting unique and personal information that relates to their work at school, they are much more likely to attend.

According to representatives from the Lighthouse districts, the increase in parent attendance at conferences has led to other related benefits, including more parent involvement in other school activities and more local support for the schools.

Typically, parents become less involved in school as their children grow older. But when they are invited to the school in a meaningful role as their children's partners and supporters, they tend to re-engage in other aspects of the school as well.



The change from “traditional” to student-led conferences has led to a significant increase in parent participation—at Bremerton and every other Navigation school.

NAVIGATION WORKS

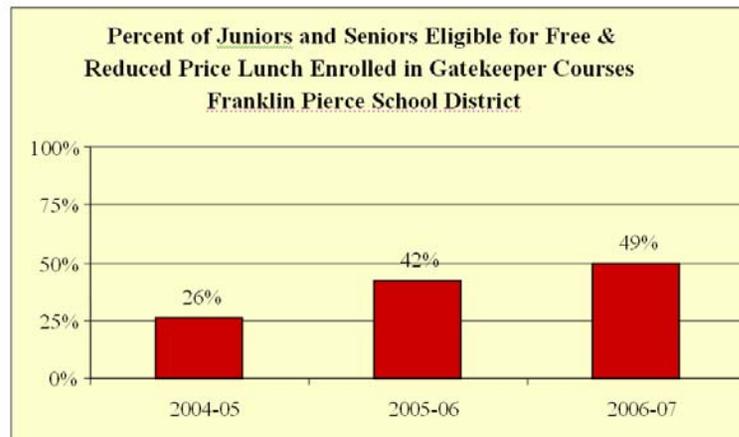
STUDENT SUCCESS AT SCHOOL

With Navigation, student enrollment in “gatekeeper” courses has increased, even among disadvantaged students.

Research shows that taking challenging (or “gatekeeper”) courses in high school is the single most important determinant to a student’s postsecondary success. With Navigation, all five Lighthouse districts have experienced significant increases in students requesting and enrolling in gatekeeper courses.

As the chart shows, even low-income students – who are typically much less likely to enroll in these courses – have benefited from Navigation’s personal encouragement and academic preparation.

During the 2006-07 school year, in fact, nearly half the low-income juniors and seniors in the Franklin Pierce School District enrolled in gatekeeper courses, nearly double the number just two years earlier.



Navigation gives ALL students the support and encouragement they need to take challenging, “gatekeeper” courses.

NAVIGATION WORKS

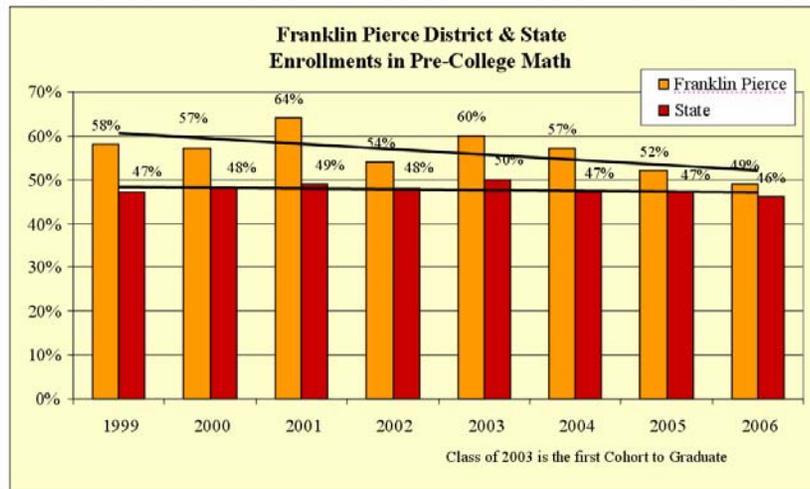
STUDENT SUCCESS AFTER GRADUATION

Graduates' need for remedial courses has decreased.

According to the State Board for Community and Technical Colleges, 52 percent of community and technical college students who graduated from high school in 2005 had to pay for at least one remedial course, which did not count toward their college degree.

As a result, ensuring that high school graduates are ready for college-level work has become a key priority.

The chart shows the Franklin Pierce School District's progress in this area. Since the district implemented Navigation 101, Franklin Pierce graduates' need for remedial coursework has steadily declined.



With the more challenging course load encouraged by Navigation, students' need for remedial courses after high school has decreased.

WHAT'S NEXT?



ELEMENTARY NAVIGATION!

The Franklin Pierce School District is pioneering a new Navigation curriculum during 2007-08 for students in grades K-5.

Elementary Navigation features all five key elements of the grade 6-12 Navigation program (including simple student-led conferences). The elementary curriculum focuses on three areas of child development based on the ASCA National Model:

- **Student as Learner**
(I am a learner!)
- **Student as Contributing Citizen**
(I am a helper!)
- **Student as Planner**
(I have big dreams!)

All Franklin Pierce elementary students will participate in Navigation this year, and we will evaluate the possibility of expanding Elementary Navigation statewide.

	
OUR GOALS FOR ELEMENTARY STUDENTS	
STUDENT AS LEARNER <i>Academic Development: What have I accomplished in school this year?</i>	I SUCCEED by putting in my best effort and by understanding what it takes to do well: studying carefully, attending school, and completing assignments on time. I ASSESS MY OWN WORK and evaluate my own strengths and weaknesses so that I can improve.
STUDENT AS PLANNER <i>Career Development: What do I want to do in the future?</i>	I MAKE GOOD LIFE CHOICES about my work at school and my behavior at home and school. I DREAM BIG and know that my school supports me in exploring opportunities for my future and working toward my dreams and goals.
STUDENT AS CONTRIBUTING CITIZEN <i>Personal/Social Development: Who am I?</i>	I FEEL GOOD ABOUT SCHOOL because I recognize the adults at school care about me and I can build trusting relationships with them. I AM A CONTRIBUTING CITIZEN , able to be a leader and help others, at school, at home, and in my neighborhood.

WHAT'S NEXT?

OUTREACH TO SPECIAL NEEDS STUDENTS

The Navigation team is exploring options to provide materials and support to students with special needs, including English Language Learners, migrant students, and students in alternative schools.



ADDITIONAL PARTNERSHIPS—SCHOOL COUNSELORS

We will continue to work with postsecondary and community stakeholders, funders, parents, educational non-profits, and other potential partners to explore opportunities for collaborations and joint ventures. In particular, we will strengthen our partnership with **school counselors** through the Washington School Counselor Association (WSCA) to ensure that Navigation can be sustained over the long term as part of schools' comprehensive guidance and counseling programs.

CONTINUED GROWTH AND DEVELOPMENT



We will continue to expand Navigation and provide new support tools to Navigation schools. We'll continue to adapt and strengthen the curriculum to build on schools' experiences and national best practices.

And we'll help schools develop mechanisms to ensure that Navigation becomes a self-sustaining and self-supporting part of the academic and counseling environment.

"It's showed me more than anything else—our kids. To see both of them flourish the way they are is just amazing. I like being able to see this."
- Parents, Bremerton HS

THE NAVIGATION TEAM

The Navigation team is a small group of partly part-time, partly full-time staff, some borrowed from districts, some from OSPI. Team members coordinate program administration, develop curriculum and professional development materials, and offer site visits and one-on-one coaching for Navigation schools.

Martin Mueller, 360-725-6175, martin.mueller@k12.wa.us, is OSPI's Assistant Superintendent for Student Support, and Navigation's Statewide Director. Martin coordinates grant awards, program logistics, outreach, and program planning.

Laura Moore, 260-725-6433, laura.moore@k12.wa.us, is the Navigation Program Assistant at OSPI. She's the first point of contact for Navigation districts.

Dan Barrett, 253-405-9425, dan_barrett@fp.k12.wa.us, from the Franklin Pierce School District, is Navigation's Outreach Coordinator. He coordinates site visits to new and interested schools, open houses for grantees, and direct support for grantees and Lighthouse districts.

Mike Hubert, 360-536-6107, mike.hubert@bsd.wednet.edu, from the Bremerton School District, is Navigation's Guidance & Counseling Coordinator. He coordinates the involvement of school counselors and works with Dan to reach out to Navigation grantees.

Mary Bourguignon, 206-271-8913, mb@steeple-jack.com, developed the Navigation curriculum and coordinates ongoing professional development and curriculum resources.



NAVIGATION 101

Navigation 101 is a project of the
Washington State Office of the Superintendent of Public Instruction.
For more information, please visit our web site at www.k12.wa.us/navigation101.
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