


OneGoal.

KAA
Kentucky Advising Academy

FROM EXPLORATION TO ACTION:

# Building a Culture of Postsecondary Advising

onegoal.com/BuildingPSCulture



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# agenda

01// Reflect
Your Advising Snapshot

02// Explore
From Activities to Systems

03// Build
Shared Responsibility + Sustainable Structures

04// Connect
Resources + Advising in Practice

05// Act
From Reflection to Action

# objectives

01 Reflect on current advising practices to identify what's working well and where there are opportunities to better support all students.

02 Explore what it takes to build a schoolwide advising system, including shared responsibility, intentional structures, and meaningful student experiences.

03 Identify practical strategies and resources to strengthen advising in your school and take a next step toad creating a sustainable culture of advising.

# ADVISING SNAPSHOT

Where is advising intentional and systemic?

Where might it depend on individual people or isolated activities?

**WHO?**

Who currently provides advising to your students?

**WHAT?**

What advising experiences do students receive?

**WHEN?**

When and where does advising happen?

**WHO HAS ACCESS?**

Are these experiences consistently available to every student?

| Advising is MORE than… | Meaningful advising IS… |
| --- | --- |
| Completing an ILP | Ongoing exploration, reflection, and planning |
| Using a career and college exploration platform | Intentional, adult-facilitated conversations and experiences |
| Participating in isolated activities | Connected experiences that build over time |
| Relying solely on school counselors | Shared responsibility across school staff |

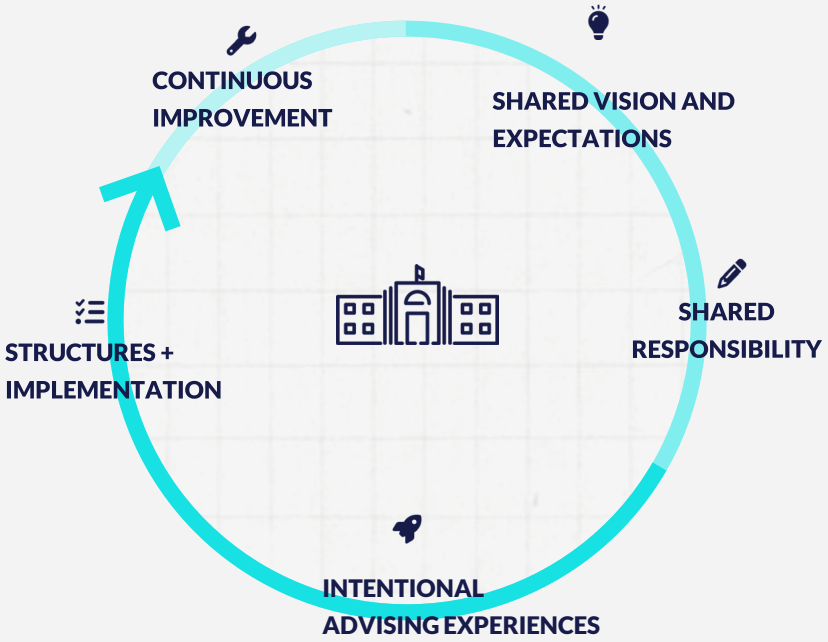
Postsecondary advising connects students' interests, strengths, and aspirations to future opportunities through meaningful experiences, supportive relationships, and informed decision making.

# From Activities to Systems: What's the Difference?

What makes the bottom experiences more meaningful?

| Students complete a career interest inventory once a year | Students investigate career clusters | Students learn that social capital is important |
| --- | --- | --- |
| Students complete a career interest inventory, discuss their results with an advisor, explore related pathways, and revisit their interests and goals throughout high school. | 6th grade students explore 3 career clusters and related careers.<br><br>10th grade students deeply explore 1 career cluster and create a path to a postsecondary plan | 6th grade students define their social capital network and support system.<br><br>9th grade students learn about growing their existing social capital through networking. |

# What Makes Advising A System?



# Postsecondary Advising Systems



## School-Wide Culture

What can this look like?

- Coordinating school-wide events, such as career fairs or family career night
- Setting aside time in the master schedule for advising activities
- Communicating expectations for advising to be delivered by all school staff.



## School Counseling

What can this look like?

- Supporting educators in their efforts to advise students throughout the year.
- Pushing in classrooms to deliver academic and career planning content.
- Coordinating with parents to support students in academic and career planning.



## Core + Elective Classes

What can this look like?

- Routinely (for example, weekly or monthly) integrating career content within course curricula.
- Incorporating Essential Skills, such as goal setting and communication, into regular coursework



## CTE Courses

What can this look like?

- Leveraging extracurricular opportunities, such as career and technical student organizations (CTSOs) to facilitate career exploration.
- Facilitating work-based learning opportunities that help students explore careers and build social capital.

# Kentucky Tools and Resources To Support the System

KAA
Kentucky Advising Academy

CPE
HIGHER EDUCATION Matters

| 6th | 7th | 8th | 9/10th | 11/12th |
| --- | --- | --- | --- | --- |
| **Exploration** | **Preparation** | **Application** | **Investigation + Connection** | **Decision + Action** |

## Four Focus Areas:



Career Exploration



Postsecondary Opportunities



Financial Literacy



Essential Skills

# KY Tools and Resources↘

## KY Postsecondary Advising Scope and Sequence

Grades 6-12

4 Advising Categories

4 Aligned lessons per grade level

Annual strength/interest inventory

Developmentally connected experiences

Student Game Plan template

## Futuriti

KY based career and postsecondary exploration

Pathway investigation

Student Planning

Created for KY by KY

Resource Hub

LevelALL*

## Implementation Support for Systemic Advising

Advising Playbook

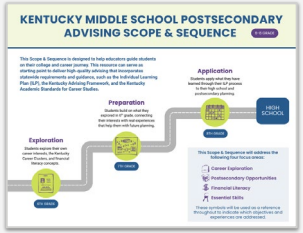
Webinars

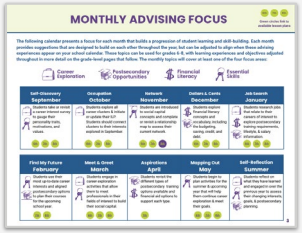
Asynchronous Training Module

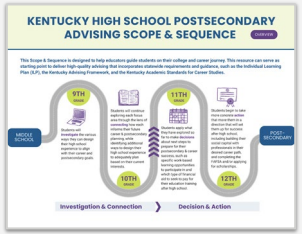
Facilitation Modules (coming Spring 2027)

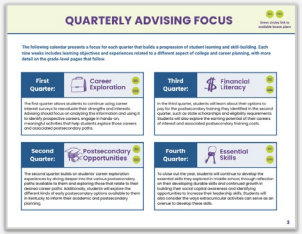
# Expectations are important, but implementation is everything!

## 6-8 & 9-12 Scope & Sequence

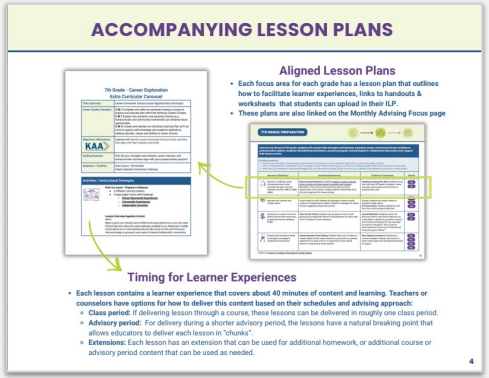


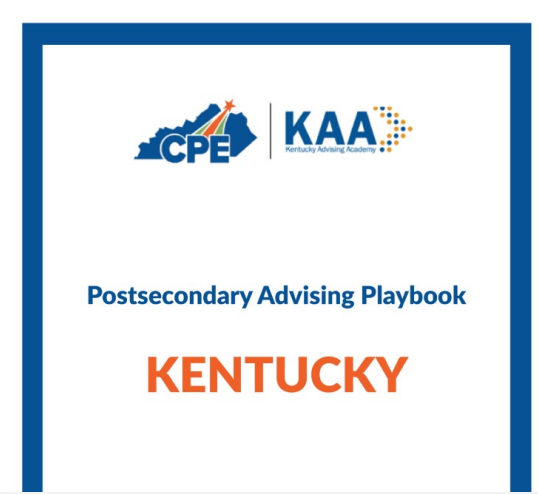




## Aligned Lesson Plans



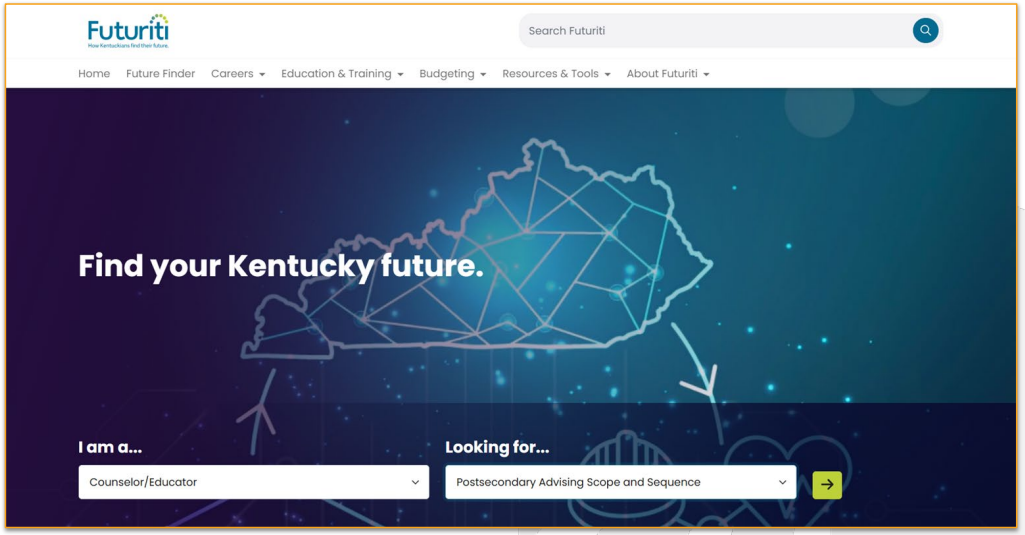

## Implementation Support



# Access Resources

## futuriti.org

- ➔Advising Scope & Sequence
- ➔Lesson Plans
- ➔Asynchronous Training Module
- ➔Implementation Playbook



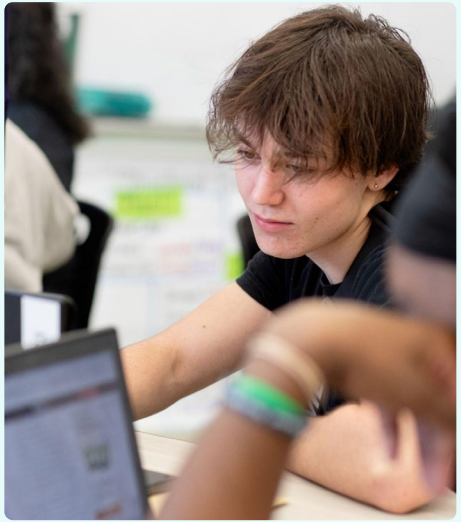

futuriti.org → I am a counselor/educator → Looking for . . .

Postsecondary Advising Scope & Sequence

# OneGoal Leadership Network

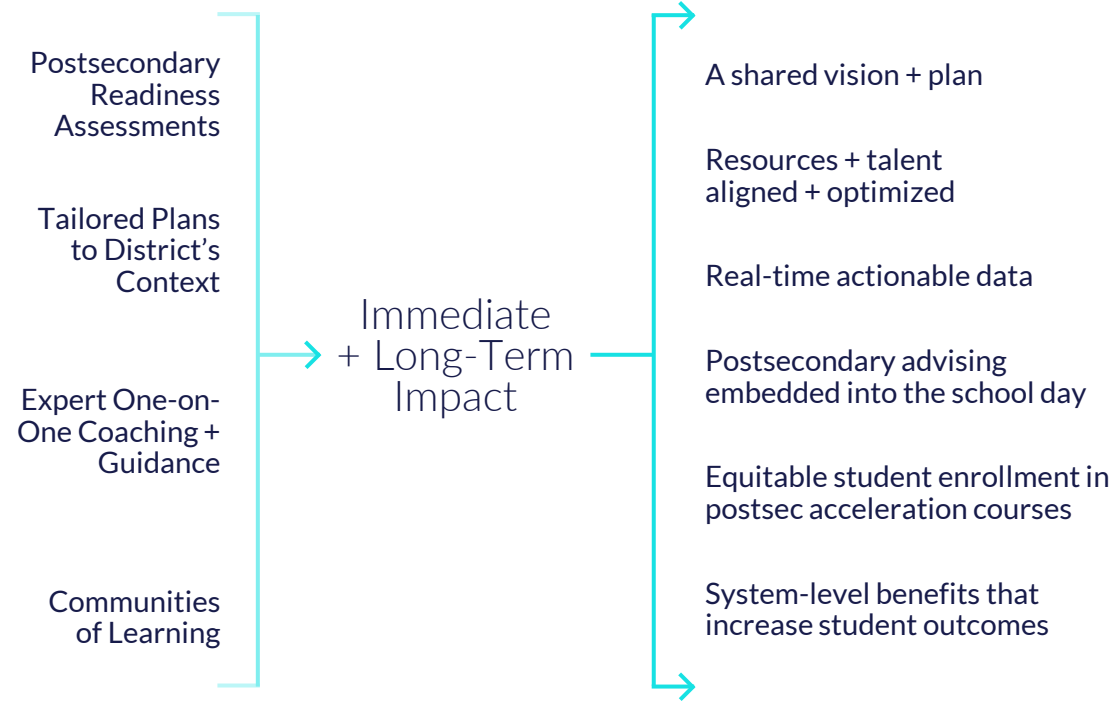






# OneGoal Leadership Network

A systems-level solution to build sustainable, student centered advising systems to take postsecondary outcomes to the next level



# Advance

What is it?
Monthly, tailored coaching to improve postsecondary systems & structures

How to use it?
There are a number of ways you and your coach might flexibly tailor your up to  4 hours of coaching per month

A COMBINATION OF

01

**Postsecondary Leadership Team**
PLT is responsible for the vision and data processes that will move the work forward

02

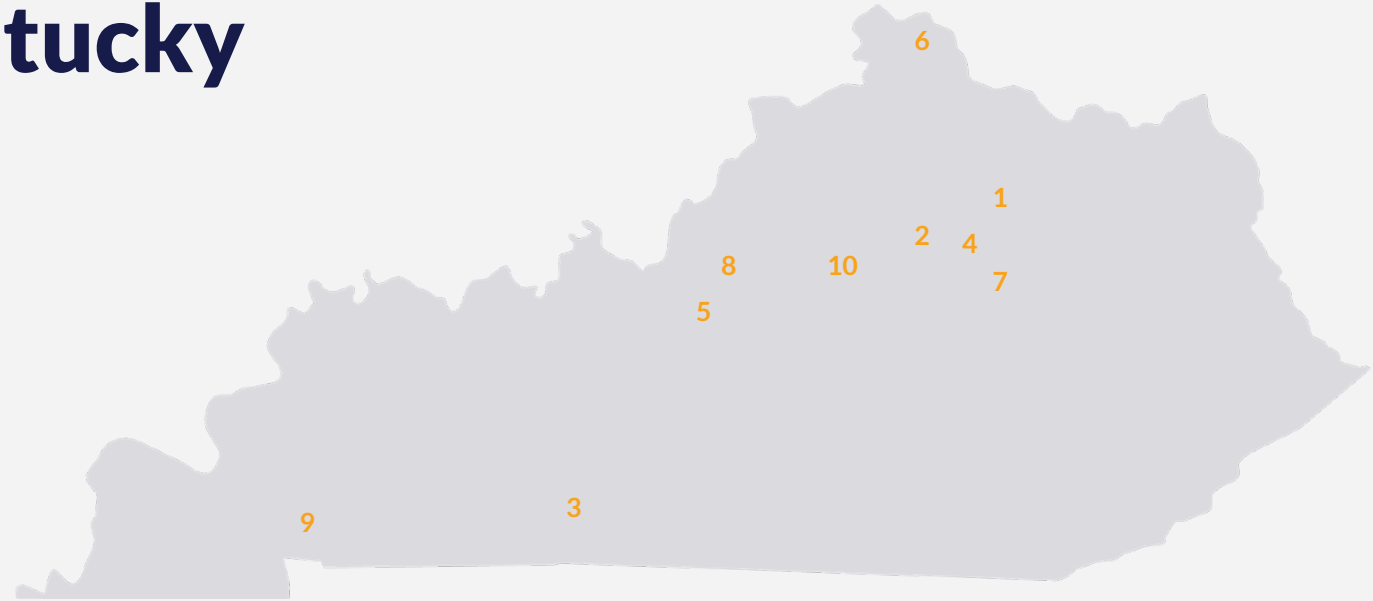
**Small Group/Individual**
Engage with content- or team-specific improvement planning and implementation

03

**Stakeholder-Facing Engagements**
Enhance the impact of the PLT's work by cascading decisions and involving outside stakeholder groups

2026-27 District Partners ↘

# Kentucky




| | | | | | |
|---|---|---|---|---|---|
| 1 | Bath Co | 5 | Nelson Co | 8 | Spencer Co |
| 2 | Fayette Co | 6 | Newport Ind | 9 | Trigg Co |
| 3 | Glasgow Ind | 7 | Powell Co | 10 | Woodford Co |
| 4 | Montgomery Co | | | | |

**Example:**

**Career Exploration**

# From Resources to Meaningful Student Experiences

| Step | Student Experience | Adult Role |
| --- | --- | --- |
| Explore | Complete an interest exploration activity aligned in scope and sequence. | Facilitate the lesson |
| Investigate | Use Futuriti to explore related career and postsecondary pathways | Guide exploration and discussion |
| Reflect | Connect discoveries to interests and goals | Ask meaningful questions and support reflection |
| Plan | Document goals and next steps in the ILP | Help students identify actionable next steps |

# DISCUSSION

Reflect on the four adult actions on the continuum:

- Facilitate
- Guide
- Ask
- Support

Which of these roles presents the biggest shift or challenge for staff in your building?

What would our staff say?

How can an aligned Scope & Sequence better support them in making the shift?

# Partner Experience + Feedback

"Our OneGoal coach is helping us to make sense of how we transition to a district with integrated middle/high school experiences that prepare students for their postsecondary plans." — Nelson County District Administrator

"What stands out to me as being the most helpful within this resource is the clear, grade by grade structure that is developed from early in an academic career to late grades. . ." Commissioner of Education Student Advisory Council Member

"OneGoal has provided us with a dedicated space and support to do this work. It is important to us, but often gets deprioritized for urgent matters in our school." — Spencer County School Leader

I have been struggling to bring quality career guidance to middle schoolers on their level. I can't wait to continue working through it and starting it with students this year. Instruction

# From Roadmap to Reality: What We're Learning

### IMPLEMENTATION CHALLENGES

Limited time and capacity

Building staff buy-in

Siloed responsibilities

### WHAT SUPPORTS SUCCESS

Leadership Commitment

Practical tools and resources

Clear implementation structures

Partnerships and collaboration

### SIGNS OF MOMENTUM

Growing district engagement

Increased middle school interest

Emerging promising practices and success stories

**Progress takes time. Leadership drives change. Local customization makes advising work.**

# From Reflection to Action

What's Your Next Step?

## ONE STRENGTH

Something we are already doing well is _____.

## ONE OPPORTUNITY

A component of our advising system we need to strengthen is _____.

## ONE ACTION

Within the next 30 days, we will _____.

## ONE CONNECTION

The people we need to engage are _____.

# Building a Culture of Advising Starts With A System ⇘

## Every Student Deserves

- Opportunities to explore interests and possibilities
- Relationships with adults who support their goals
- Consistent access to meaningful advising.
- Support in making informed decisions about their future.

## Resources and Next Steps

- KAA website
- Advising Scope and Sequence
- Futuriti
- Other Advising resources?

# Q&A



# Thank You!

Contact us ↘


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