Develop an updated MNPS Pathways Framework, including common definitions of “pathways,” “high-quality pathways,” and “transitions”; an asset map of pathways available by school; and connections between high school pathways and postsecondary opportunities and credentials.

Use MNPS Pathways Framework to inform strategic planning and the plan for Academies of Nashville.

Develop Early Postsecondary Opportunity (EPSO) Choice Toolkits.

Use MNPS Pathways Framework to conduct a review of current EPSO offerings districtwide and make recommendations to enhance offerings.

### KEY ACTIONS & MILESTONES

1. **Accelerate and align academic pathways.**
   - Develop an updated MNPS Pathways Framework, including common definitions of “pathways,” “high-quality pathways,” and “transitions”; an asset map of pathways available by school; and connections between high school pathways and postsecondary opportunities and credentials.
   - Use MNPS Pathways Framework to inform strategic planning and the plan for Academies of Nashville.
   - Develop Early Postsecondary Opportunity (EPSO) Choice Toolkits.
   - Use MNPS Pathways Framework to conduct a review of current EPSO offerings districtwide and make recommendations to enhance offerings.

2. **Enhance college and career counseling.**
   - Support enhanced integration of CCR partner organizations into schools to ensure a baseline of CCR support districtwide.
   - Better integrate intentional CCR advising into student transition plans, with a focus on both middle school and high school. Once available, incorporate the MNPS Pathways Framework and EPSO toolkit into middle school advising conversations.
   - Develop an internal landscape map of positions available to support college and career advisory functions.
   - Develop a plan for shared ownership and oversight between CCR and Counseling/Support Services.
   - Develop (or identify) an optional training series available to classroom teachers in college and career readiness advising functions.

3. **Embed college and career success culture in schools.**
   - Clearly define “college and career culture” at MNPS; adopt grade-level milestones adopted via New Skills Ready Network.
   - Develop a data system for monitoring grade-level milestones collecting, analyzing, and communicating postsecondary outcomes for students.
   - Develop instructional modules aimed at MS–HS students to introduce ALL students to college and career options and promote college and career culture.
   - Develop communications plan and/or educational series for parents around college and career options.
   - Develop guidance to include in ESSER Spending Guidebook on how principals can use ESSER dollars to promote college and career success cultures.

### SAMPLE INDICATORS OF PROGRESS

- Number and percentage of students provided support by at least one partner organization
- Principal ratings of collaboration with, trust in, effectiveness of CCR partner orgs
- Percentage of transition plans with evidence of CCR
- Percentage of HS with identified CCR support teams; Ratio of students: CCR support positions

### METRICS OF FOCUS

- 9th Grade On Track
- Potential for Advanced Coursework
- High-Quality Pathway Participation
- College Applications
- College Match
- FAFSA Completion
- Seamless Enrollment
- Gateway Course Completion
- Percentage of pathways with at least one aligned EPSO
- Percentage of students enrolled in at least one EPSO by SY23