

THE OTCS FRAMEWORK HAS THREE KEY ELEMENTS:

- 1. Milestones:** These evidence-based academic, social-emotional, college and career milestones for students in grades 9–12 were developed by the Everyone Graduates Center (EGC) at Johns Hopkins University (along with a cohort of high schools, including OTCS schools) during the 2020–2021 school year. Students who achieve these milestones have high odds of being on track to career success. The milestones underscore the journey of a young person in high school to their post-secondary life, which includes social-emotional and academic development, supportive and guiding relationships with caring adults, and post-secondary preparations. Each school community works together to create localized versions of the milestones.
- 2. Student Success Systems (SSS):** A key tool is an “early warning system” in grades 9–12. In this system, student success teams monitor all students’ progress on three well-established predictive indicators of high school graduation and college attainment: attendance, behavior and engagement, and course performance. The goal is to promote higher order ABCs of student success, which are grounded in research and experience: agency, belonging, and connectedness. These are deeply connected to the academic, social-emotional, and college and career milestones OTCS schools have customized to their own situations. This leads to the most critical actions the student success teams take: developing, monitoring, and improving individual, grade-level, and school-wide actions and responses to keep all students on the path to career success.
- 3. Pathways to Career Success:** This element requires work with school and community partners to move toward providing all students with a series of college and career explorations, experiences, applications, and engagements, such as college visits, job-shadowing, dual credit courses, work-based learning, and industry certifications. These are provided in grades 9–12 and tracked as part of the SSS. A key factor is working with local nonprofit, higher education, community, and employer partners to establish sufficient pathways to career success so that all students have one, and student/family/community goals can be aligned with local opportunities.

Local customization is essential for the **OTCS Framework** to meet the needs of the students and adults in a community. All schools follow different paths in implementing the framework as the process, partners, and specific approaches are dependent on who and what is available in each community.

Key components of this framework may be delivered by a student’s high school, post-secondary school, training institution, intermediary organization, employer, or a combination of these partners. Decisions are made locally as to where these experiences occur, what funding is available to support them, and who leads them.

Some experiences may be provided by implementing, localizing, and weaving together existing school and/or community programs. An asset analysis of the industries, job market, and future investment opportunities in each community informs career pathway possibilities in that school and community, as well as academic course offerings that may be pertinent to local careers.

As you and your team, teachers, and systems begin to interact with the OTCS Framework, it is important to include the context and wisdom of your local school system. The OTCS Framework is designed to support agency, belonging, and connectedness for all students through a culture of dignity focusing on individualized support to ensure the well-being and success of the students served as they follow their own paths to career success.