



## Integrating a Developmental Approach to College Access

# Building Behaviors, Beliefs, and Identity in College Counseling

A UChicago Consortium research presentation that brings together two strands of related research: 1) postsecondary access and attainment, and 2) adolescent development.



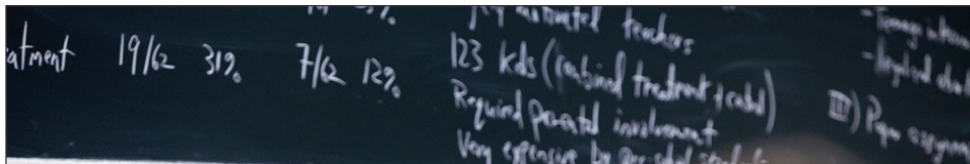
# Building Behaviors, Beliefs, and Identity in College Counseling

From a Case Management to a Developmental Approach

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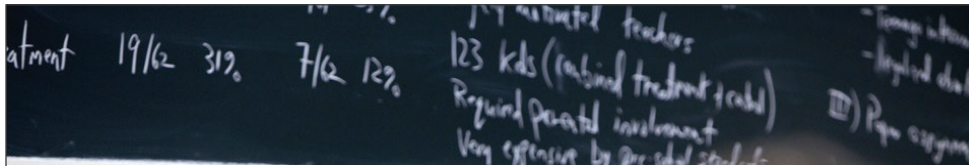
## Objectives for Today

- Bring together two strands of related research
  - Postsecondary access and attainment
  - Adolescent development and identity



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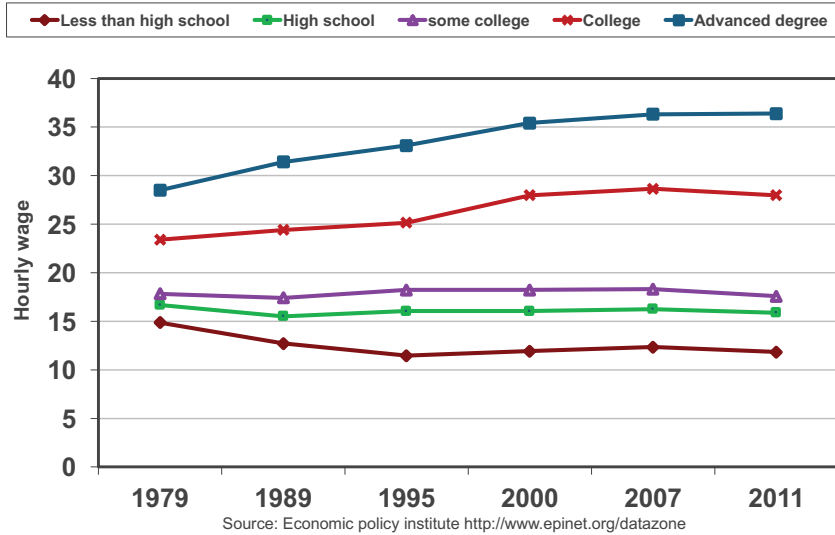


## Why focus on college?

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## Men's Real Hourly Wages by Education (2011 Dollars)



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## Great News

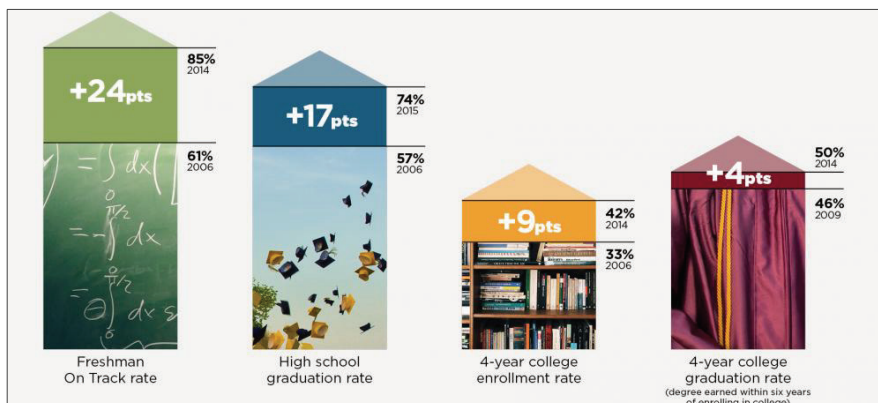
All indicators of educational attainment are going **up** in Chicago Public Schools (CPS):

- High school graduation
- FAFSA completion
- College enrollment
- College completion

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## In Less Than a Decade, Chicago has Made Significant Progress on High School and College Attainment

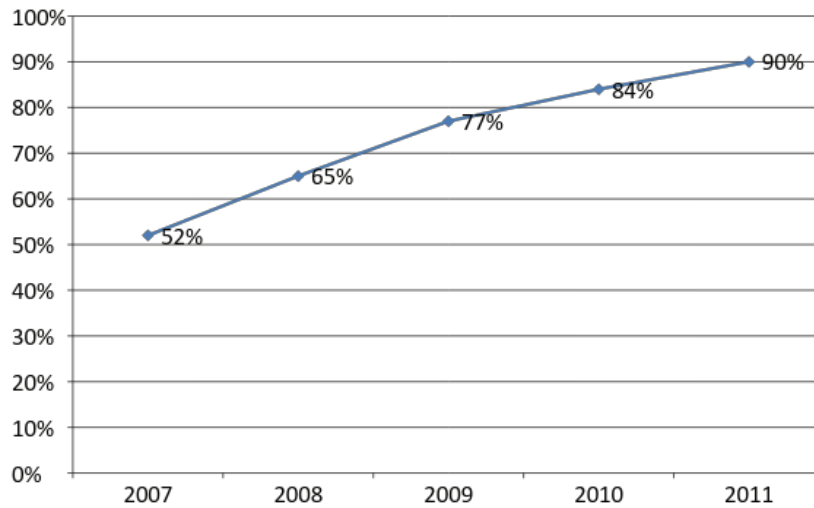


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## Rates of FAFSA Completion are also Increasing Rapidly

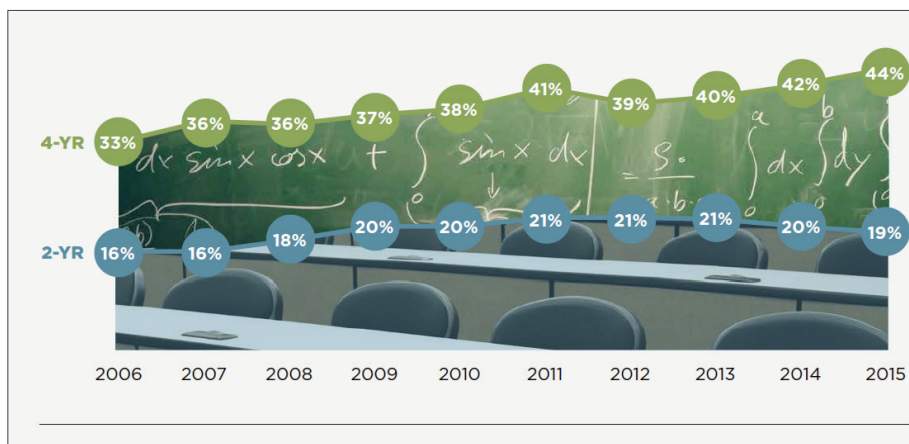
Percentage of CPS Students Who File a FAFSA by the End of the School Year



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## CPS Enrollment Rates are also Going Up



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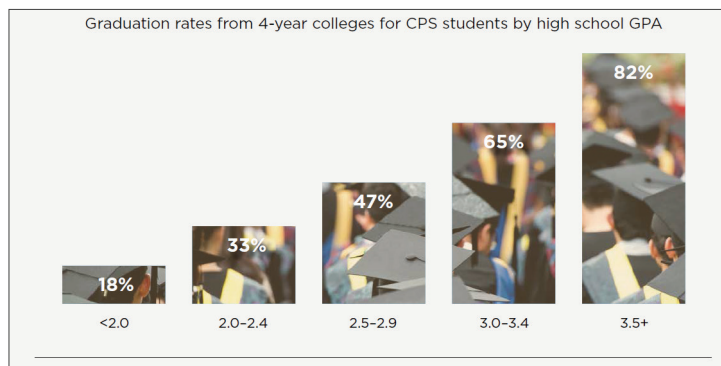


## Less-Than-Great-News

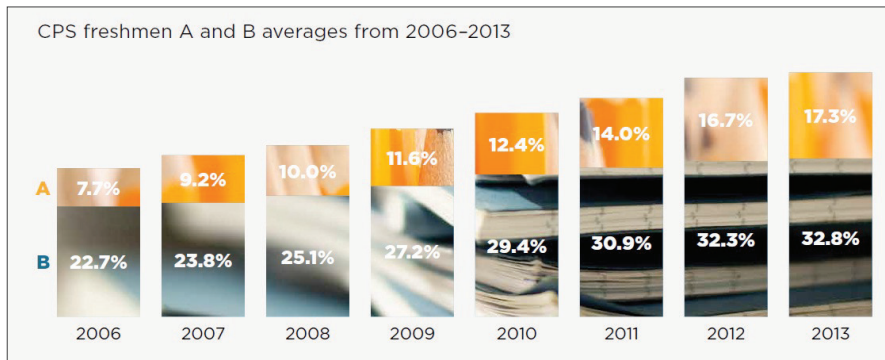
College success is largely stagnant:

- College graduation rates are going up only very slightly
- Important early indicators of college success, such as high school GPA and college choice, are improving more slowly

## Ultimately, a Higher High School GPA Increases the Odds of Making it *Through* College



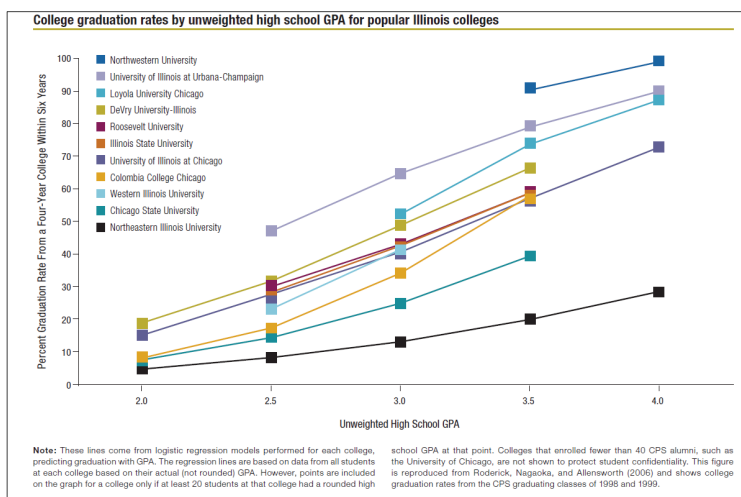
## CPS Students' Ninth Grade GPAs have Risen Steadily Since 2006



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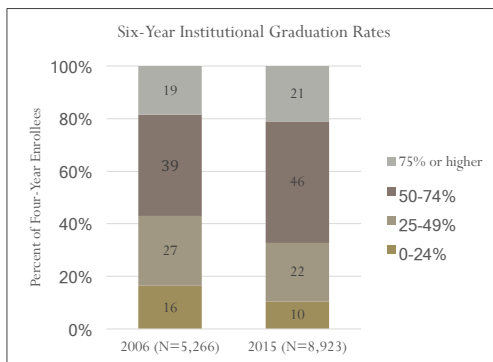
## College Choice Matters for College Completion



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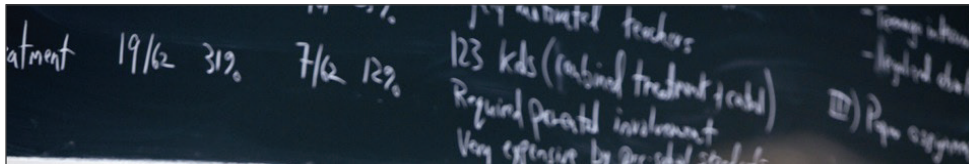
## More CPS Students have Enrolled in Four-Year Colleges with Graduation Rates above 50 percent over the Past Decade



## What's the Next Stage of our Work?

- Celebrate success – we've made huge strides on postsecondary work.
- Evaluate our practice – what are we doing:
  - RIGHT that's leading to higher enrollment?
  - NOT-YET-RIGHT that's not supporting higher levels of persistence?





## Building Social Capital for CPS Students

- Students with limited access to college-educated adults in their families and communities are especially reliant on their schools for “college knowledge”
- Some of this work we can do by changing *behaviors*; some of the work requires changing *beliefs*

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## Technical vs. Adaptive Challenges

- You can solve some problems by changing students' *behaviors*
  - Coming to class and passing
  - Filling out college applications
  - Submitting the FAFSA
- Other problems require a change in deeply-held beliefs
  - Supporting deeper learning
  - Leveraging college choice
  - *Building a college-going identity*

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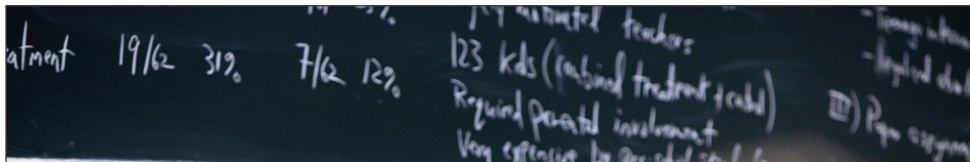
## Behaviors vs. Beliefs

### Behaviors

- I filled out my FAFSA
- I applied to five colleges
- I got accepted to a match college
- I can come to class on time

### Beliefs

- I understand what I have to do to afford college
- There are five colleges that I am excited to attend
- I believe I will be successful at a selective college
- I know what it takes to achieve mastery of this course material



## Reframing our Counseling Approach Using a Developmental Lens

- Changing students beliefs requires a developmental lens and a broader understanding of “success”
- Agency and identity are important traits for college-bound students to build
- Developmental experiences and developmental relationships are the key tools for supporting students’ development



## Defining Success

- We know we have to focus on college
- How do we think about young adult success more broadly?



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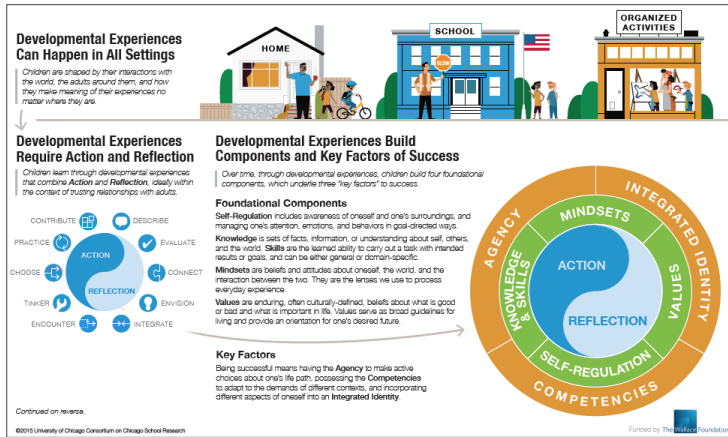
## Critical Questions

- What does “success” in early adulthood look like?
  - What roles do “agency” and “identity” play in success?
- What are the foundational components that underlie success in young adulthood, based on our definition?
- What is the developmental trajectory of these factors from early childhood through young adulthood?
- What do we know about how adults can support this development?
- *For more information on this framework, visit:*  
<http://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework>

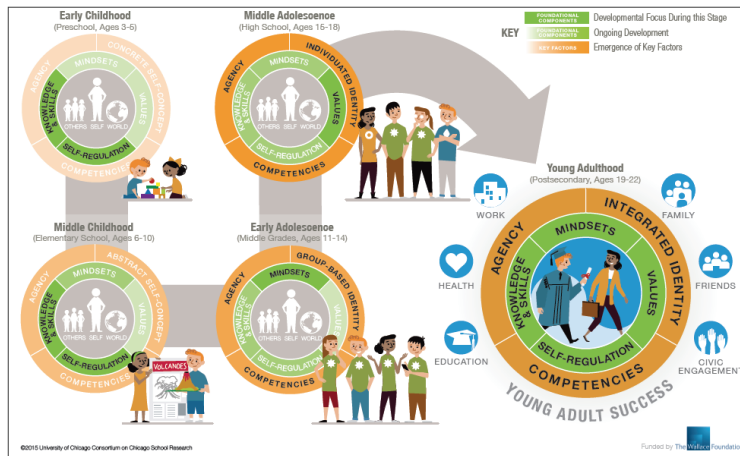
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# Foundations for Young Adult Success: A Developmental Framework



# Foundations for Young Adult Success: A Developmental Framework



## What Defines a Successful Young Adult?

*“We define a person who is ready to make a successful transition into adulthood as having three key factors: the **agency** to take an active role in shaping one’s path; the ability to incorporate different aspects of one’s self into an **integrated identity**, and the **competencies** needed to successfully navigate a range of social contexts...*

*...developing [these factors] is likely do be a lifelong endeavor, but the foundations lay in childhood and adolescence... thus, the development of [these factors] is the central task of raising and educating young people to prepare them for the life changes that can begin in young adulthood.”*

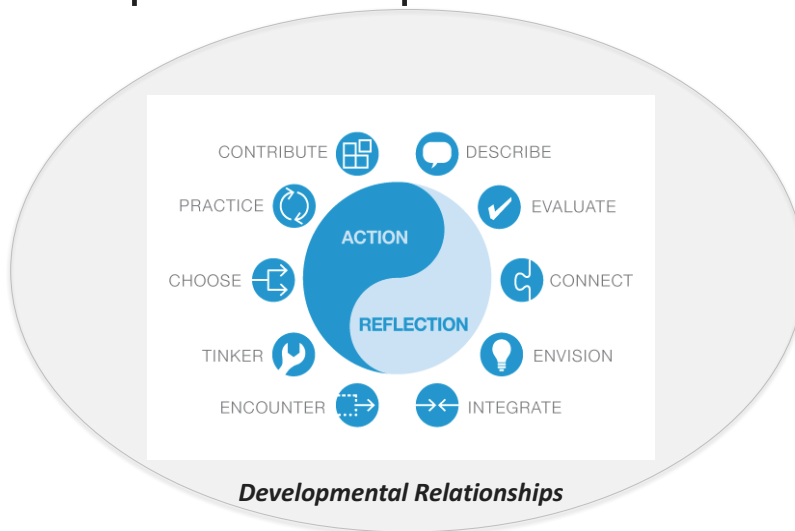
## Agency

- Agency is the ability and opportunity to **take an active role in shaping and managing one’s chosen path**, rather than being at the mercy of circumstances
  - Taking an *active* role does not mean taking a *solo* role
  - Managing one’s chosen path does not mean navigating without aid or succeeding without *support*
  - The development of agency and integrated identity are fundamentally social processes, embedded in **relationships**

## Integrated Identity

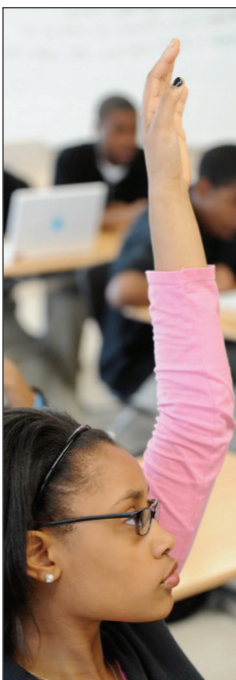
- Integrated identity is a sense of internal consistency of who one is across time and across multiple social identities (e.g., race/ethnicity, profession, culture, gender, religion).
  - Serves as an internal framework for making choices and provides a stable base from which one can act in the world.
  - Presents an extra challenge to students who are marginalized in any way (by race/ethnicity, gender identity, income status, or sexual orientation).

## Youth Learn and Grow through Developmental Experiences



Action		Reflection	
<b>Encounter</b>	Opportunities to access new people, new ideas, new roles, and new places	<b>Describe</b>	Opportunities to discuss observations, behaviors, feelings, thoughts, and experiences
<b>Tinker</b>	Opportunities to actively discover, design, puzzle, build, experiment, create, play, imagine, test, and jump in and <i>do</i>	<b>Evaluate</b>	Opportunities to interpret, frame, and assess behaviors, feelings, thoughts, and experiences
<b>Choose</b>	Opportunities to choose and control experiences, within understood constraints	<b>Connect</b>	Opportunities to connect new information or experiences to existing knowledge
<b>Practice</b>	Opportunities to develop expertise through supported repetition and feedback	<b>Envision</b>	Opportunities to envision oneself positively in the future, linked to specific behaviors or strategies for self actualization
<b>Contribute</b>	Opportunities to solve problems or bring into the world works of value to self and others	<b>Integrate</b>	Opportunities to integrate insights, skills, and learning from new experiences into a larger sense of self

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## Planning a College Trip...

- Turn to an elbow partner and discuss:
  - What would look different (and how) if we approached planning a college trip as creating a developmental experience?
    - How would the goal or objective for the visit potentially change?
    - What aspects of *action* would be important? Why?
    - What elements of *reflection* would you include? Why?
- Share out

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## Key Take-aways for Practice

- Development is always happening everywhere.
- Development is multifaceted and interconnected.
- Experiences and social interactions are the vehicles for development – and depend on how children make meaning of them.
- Development is facilitated by strong, supportive, and sustained relationships with adults and peers.
- Adult practices are more effective when intentional, developmental, and focused on key factors that matter.