



# Planning Tools for Student Supports

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## Purpose

Counselors and other educators should create multiple opportunities for students to become active participants in their college journeys. Schools can develop a wide variety of structures to disseminate college knowledge—such as one-on-one, small group, and/or whole group activities. Tool Set D contains several examples from Network for College Success partner schools on how to structure activities to support students and their postsecondary efforts.

## How & When to Use

The following four-year models are a great starting point for Counseling Departments and Postsecondary Leadership Teams (PLTs) to draft social-emotional learning supports and postsecondary expectations for all grade levels. We suggest Counselors and other educators begin this process with the senior class since there is a clear postsecondary timeline to follow regarding college applications, financial aid, and college enrollment.



## Planning Tools for Student Supports

# Four-Year Social/ Emotional Support Model

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A sample support model from Wells High School that indicates which themes, metrics, and skills should be the focus for each grade level.

## Four-Year Social/Emotional Support Model

Sample from Wells High School

| Grade Level | 9th  | 10th   | 11th   | 12th  |
|-------------|--|--|--|---|
| Theme       | <b>How to Do High School</b>   | <b>Staying the Course</b>  | <b>Looking Forward</b>   | <b>Graduating from and Enrolling in Match Schools</b>   |
| Metrics     | <ul style="list-style-type: none"> <li>• Freshman On Track (FOT)</li> <li>• Attendance</li> <li>• Grade Point Average (GPA)</li> </ul>   | <ul style="list-style-type: none"> <li>• Sophomore On Track (SOT)</li> <li>• Attendance</li> <li>• GPA</li> </ul>  | <ul style="list-style-type: none"> <li>• ACT/SAT</li> <li>• Attendance</li> <li>• GPA</li> <li>• College and Career Credentials</li> </ul>   | <ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Attendance</li> <li>• GPA</li> <li>• College and Career Credentials</li> <li>• College Enrollment</li> <li>• College Match</li> </ul>   |
| Skills      | <ul style="list-style-type: none"> <li>• Self-regulation (connected to school protocols, routines, and rules)</li> <li>• Student/Adult Relationships</li> <li>• Peer Relationships</li> <li>• Social/Emotional Learning (SEL) Skill Development</li> <li>• Study Skill Development</li> <li>• Organizational Skill Development</li> <li>• Time Management</li> <li>• Test-taking Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Self-regulation (connected to school protocols, routines, and rules)</li> <li>• Student/Adult Relationships</li> <li>• Peer Relationships</li> <li>• SEL Skill Development</li> <li>• Study Skill Development</li> <li>• Organizational Skill Development</li> <li>• Time Management</li> <li>• Test-taking Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Self-regulation (job and college readiness skills)</li> <li>• Study Skill Development</li> <li>• Organizational Skill Development</li> <li>• Time Management</li> <li>• Test-taking Skills (specifically around SAT/ACT)</li> </ul> | <ul style="list-style-type: none"> <li>• Self-regulation (job and college readiness skills)</li> <li>• Study Skill Development for College Success</li> <li>• Organizational Skill Development</li> <li>• Time Management (focused on balancing competing demands)</li> </ul> |



## Planning Tools for Student Supports

# Postsecondary Essentials: Grades 9-12 Planning and Expectations

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A sample planning model from Juarez High School so Counselors and other educators can target the academic, social-emotional, and post-secondary domains for students at each grade level.

# Postsecondary Essentials: Grades 9-12 Planning and Expectations

## Sample from Juarez High School

Each student should have an individualized learning plan to help them think through college and career decisions, plan a course of study, and make financial aid assessments with family members. Counselors can use the table below as a guide to supporting students in each grade level.

| 9th Grade   | 10th Grade  | 11th Grade  | 12th Grade   |
|---|---|---|--|
| <b>Academic Planning and Activity Involvement</b>   | <b>Academic Planning and Activity Involvement</b>   | <b>Academic Planning and Enrichment Programs</b>  | <b>Academic Planning</b>   |
| <ul style="list-style-type: none"> <li>• Building a concrete connection between Grade Point Average (GPA), transcripts, and scholarships</li> <li>• Emphasizing the importance of extracurricular activities and programs for college and career as well as overall student well-being</li> </ul>                       | <ul style="list-style-type: none"> <li>• What can students do to earn a GPA that will net scholarships?</li> <li>• What supports can students identify to achieve Bs or Better?</li> <li>• What activities beyond academics will help students write personal statements and college essays?</li> </ul> | <ul style="list-style-type: none"> <li>• What supports can students identify to improve SAT/ ACT outcomes?</li> <li>• What activities can student engage in to continue exploring interests?</li> <li>• Engagement in enrichment programs</li> </ul>                    | <ul style="list-style-type: none"> <li>• What supports can students identify to improve writing and academic confidence?</li> <li>• Outside of Senior Seminar, what other resources are available for students in class regarding postsecondary planning?</li> <li>• Exploring the academic supports found in college</li> </ul> |
| <b>Postsecondary 101</b>  | <b>Postsecondary 102</b>  | <b>Postsecondary 103</b>  | <b>Postsecondary 104</b>   |
| <ul style="list-style-type: none"> <li>• Understanding where alumni currently attend college</li> <li>• How did they pay for college?</li> <li>• Learn more about what it takes to persist in college</li> <li>• Of those students who persist in college, what did they look like as a high school student?</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding how GPA and SAT/ ACT link to college acceptance</li> <li>• Understanding college selectivity levels and the schools in each level</li> <li>• What does finding a “best fit” mean for postsecondary planning?</li> </ul>                          | <ul style="list-style-type: none"> <li>• Understanding how selectivity levels link to college persistence</li> <li>• Understanding benefits of match/ overmatch</li> <li>• Understanding the college application process</li> <li>• Identifying scholarships</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding how college choice relates to successful outcomes</li> <li>• Knowing college deadlines and the benefits of applying early</li> <li>• Funding college and managing money</li> </ul>  |

| 9th Grade  | 10th Grade  | 11th Grade  | 12th Grade   |
|--|---|---|--|
| <b>Career Exploration</b>  | <b>Career Options</b>   | <b>College Exploration</b>  | <b>College Options</b>   |
| <ul style="list-style-type: none"> <li>• Envisioning a future</li> <li>• Making enough to live the life students envision for themselves</li> <li>• Top three career choices</li> <li>• Build an understanding of the different levels of education and where they can lead</li> </ul> | <ul style="list-style-type: none"> <li>• Narrow career options to two</li> <li>• Help undecided students to think through different options</li> <li>• What activities will help students explore their top career option?</li> </ul> | <ul style="list-style-type: none"> <li>• Build an understanding of the different types of colleges</li> <li>• Top three college match choices</li> <li>• What activities will help students explore college options?</li> </ul> | <ul style="list-style-type: none"> <li>• Selecting the best match or fit for college</li> <li>• Ability to compare financial aid packages</li> <li>• Maximizing financial aid</li> </ul> |
| <b>Setting Goals</b>   | <b>Building College Self-Efficacy</b>   | <b>Building Leaders</b>   | <b>Building Self-Advocacy</b>  |
| <ul style="list-style-type: none"> <li>• Counselor-student meetings to monitor grades/GPA</li> <li>• Develop and implement short-term goals</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifying hopes and fears beyond high school</li> <li>• Develop long-term goals</li> </ul>   | <ul style="list-style-type: none"> <li>• Preparing for interviews</li> <li>• Developing leadership qualities</li> </ul>   | <ul style="list-style-type: none"> <li>• Ability to advocate for oneself</li> <li>• Establishing professional communication</li> </ul>   |



## Planning Tools for Student Supports


# Comprehensive Four-Year Postsecondary Plan

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A sample skill development model from Kelly High School so Counselors and other educators can target the academic, social-emotional, and postsecondary domains for students at each grade level. A snapshot of the plan for seniors is included in this Toolkit.

**[For the complete four-year plan, click here >>](#)**

# Comprehensive Four-Year Postsecondary Plan

|  <b>Comprehensive Four-Year Postsecondary Plan</b> |   |   |  |
|---|---|---|--|
| Senior Year: Graduating and Enrolling   |   |   |  |
|   | Skills  | Objective   | Setting  |
| Social/ Emotional   | Self-regulation                               | Students learn about stress management, wellness, and self-advocacy   | Classroom workshops and Social/Emotional Small Group           |
|   | Communication                                 | Students learn how to communicate with college and career representatives   | Classroom workshops  |
|   | Safe decision-making                          | Students make responsible decisions regarding their personal and professional life  | Classroom workshops and Socratic seminars                      |
|   | Growth mindset                                | Students recognize that skills and knowledge are developed over time (not innate)   | Assemblies   |
| Academic  | Study skill development for college success   | Students solidify note-taking skills  | College professor panel  |
|   | Time management (balancing competing demands) | Students learn how to create and manage a college schedule that includes class time, work, and social activities  | Classroom project/presentation                                 |
|   | Organizational skills                         | Students solidify organizational skills that will be useful in college  | Classroom check-ins  |
|   | Developing a college identity                 | Students are active participants in their college application and decision process  | One-on-ones  |
|   |   |   | Social/Emotional Small Group                                   |
|   |   |   | Alumni panels  |
|   | How to apply to a postsecondary institution   | Students become experts in all parts of the college application process: re researching different schools, writing applications, and requesting appropriate documentation and references from staff | Parent Night   |
|   |   |   | Classroom workshops  |
|   | How to decide on the best fit college         | Students and parents learn about verification and enrollment requirements as well as factors to consider when selecting a college   | Tiered interventions   |
|   |   |   | College Choice Week: classroom workshops and Socratic seminars |
| Parent phone calls  |   |   |  |





## Planning Tools for Student Supports

# Senior Support Timeline

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A timeline from Washington High School that can help Counseling Departments or PLTs map out senior postsecondary supports for the entire school year.

# Senior Support Timeline

## Washington High School

Each student receives a *Passport* to track the postsecondary process throughout the year that matches this timeline. See the [Engaging Students & Families Component](#) for an example of the *Passport*.

| SEPTEMBER   | OCTOBER   | NOVEMBER                                   | DECEMBER  |
|---|---|--|---|
| <p><b>SEP 4</b></p> <p>Opening Week</p> <p>Staff Professional Development</p> | <p><b>OCT 5 - 9</b></p> <p>College Application Week</p>     | <p><b>NOV 5</b></p> <p>Career Fair</p>     | <p><b>DEC 9</b></p> <p>College Parent Night</p> |
| <p><b>SEP 14 - 18</b></p> <p>Senior-Counselor Conferences</p>                 | <p><b>OCT 8</b></p> <p>College Parent Night</p>             | <p><b>NOV 20</b></p> <p>Passport Check</p> | <p><b>DEC 11</b></p> <p>FAFSA Giving Tree</p>   |
| <p><b>SEP 24 - 25</b></p> <p>Passport Orientation</p>                         | <p><b>OCT 14</b></p> <p>College Fair and FAFSA Workshop</p> |  | <p><b>DEC 18</b></p> <p>Passport Check</p>      |
|   | <p><b>OCT 23</b></p> <p>Passport Check</p>                  |  |   |

# Senior Support Timeline

## Washington High School

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## Planning Tools for Student Supports

# Plan for Supporting Students with FAFSA

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A list of supports from Kelly High School to assist students during the financial aid season.

## **Plan for Supporting Students with FAFSA**

Sample from Kelly High School

### **1. Financial Aid Parent Night**

Host financial aid information session for parents and students focused on FAFSA, scholarships, and resources for diverse students. Host separate sessions in English, Spanish, Cantonese, and for families of undocumented students.

### **2. FAFSA Workshop after School**

Host FAFSA Workshops every Tuesday after school in January and February for parents, current students, and alumni. Partner with the Brighton Park Neighborhood Council (BPNC) and the Center for Economic Progress's free tax prep program to schedule workshop on the same day so parents can prepare their taxes and file their FAFSA in one trip.

### **3. FAFSA Application Week**

Partner with our Career-To-Education Department to schedule classes for a "FAFSA Day." Teachers pass out the FAFSA checklist to students with necessary documents and promote their assigned completion date. School Counselors are scheduled to help all week in classes.

### **4. Illinois Student Assistance Commission (ISAC) Partnership**

Require every School Counselor and Parent Connector to attend ISAC's FAFSA training in December. This way, they can provide on-call assistance to the Postsecondary Team during walk-ins and when we pull students who have not yet completed their FAFSA. Also, ask ISAC to present during our Financial Aid Parent Night. Finally, schedule ISAC Corps Member for three days a week to assist with FAFSA completion walk-ins and with pulling students who have not yet completed their FAFSA.

### **5. Ladder Up Partnership**

Schedule a Ladder Up representative to 1) give an advisory presentation on FAFSA in December, 2) visit weekly advisory classes in January and February to assist with pulling students who have not filed their FAFSA, and 3) provide additional help on Tuesday evening FAFSA Workshops.



## Planning Tools for Student Supports

# Thrive Senior Seminar Curriculum: Scope and Sequence

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A suggested curriculum plan for Senior Seminar that is designed to address the social-emotional aspects of academic success and to help students through all aspects of the college application, selection, orientation, and enrollment process.

[Click here to read >>](#)