



Organizing Schoolwide Events

Contents

Senior Presentation on College Planning

Washington College Café: Agenda, Conversation Template, and Student Form

Senior Day of Action Guidelines

College Decision Day Materials

Purpose

When Counselors involve a broad range of educators to implement schoolwide postsecondary events, they leverage the social capital of the school to better serve students. Chicago is a city segregated by race and further segregated by educational attainment. Thus, in schools located in areas with low social capital, involving teachers and other school staff—after they receive professional development on how to advise students—is essential to creating a college-going culture.

How & When to Use

Tool Set C includes examples of schoolwide events from Network for College Success partner schools. Counselors and other educators can use these tools to create schoolwide events in their communities. The artifacts from the Washington College Café showcase one school's detailed plan to engage students in setting goals for the future. Also included are artifacts from two events for seniors on how to finalize their postsecondary plans. These tools, as well as the Network for College Success presentation on college planning for seniors, showcase multiple ways for educators to support students so they succeed after high school.



Organizing Schoolwide Events

Senior Presentation on College Planning

A Network for College Success presentation for seniors as they choose their best fit college option.

Senior Presentation on College Planning

Network for College Success

Introductions

The Network for College Success (NCS) is located at the University of Chicago. Driven by research, NCS supports a cohort of Chicago high schools to increase the number of students enrolling in college. We are Postsecondary Leadership Coaches in your school.

Overview

- Considerations for your decision in this “Moment of Choice”
- What we have learned?
- What do loans look like?
- Q & A
- Resources

The Moment of Choice

- Where am I in this moment of time?
- How can I think about my college choice?
- How can my family support me?

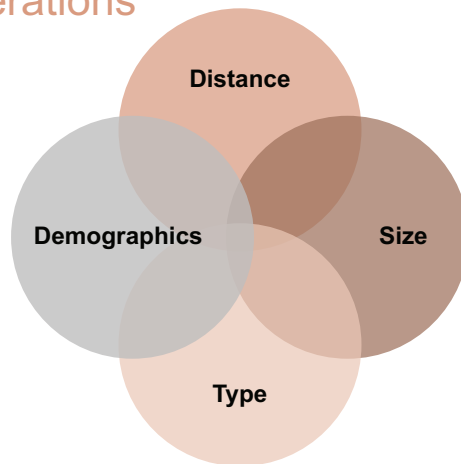
Opening Video

Who We Are: First-Generation College Students Speak Out

Click screen to play



College Considerations



TOOL SET

C

Organizing Schoolwide
Events

Non-Negotiables

Institutional Graduation Rates

Consider schools that have a 50% or higher graduation rate, where you will have a better opportunity to succeed.



Financial Resources

Who is making an offer worth my consideration? If I need to take a loan, what will the debt look like over time?
Consider loans for schools that are worth that investment.



Resources

How will I be supported once I get there? Is there a summer bridge option? Work study?

TOOL SET

C

Organizing Schoolwide
Events

My Family

- How well does my family understand my choice?
- Can my Counselor or Teacher support the conversation?
- Does my family understand the financial aid options available?
- How can my family support my decision?

TOOL SET

C

Organizing Schoolwide Events

Opportunity to Think

Turn to your neighbor and take a minute to discuss your biggest fear in transitioning to college next fall.



What We have Learned

- Findings from the UChicago Consortium on School Research
- Undecided is not a bad thing

Success Indicators

- What You Bring to the Table
 - Your grades will carry you further than you think!
 - Leadership and involvement in academics and extracurricular activities
 - Study skills
 - Network of support to help you during the tough times

Success Indicators (cont.)

- Strategies that will Help You
 - Living on campus (generally means you are more engaged)
 - Making friends
 - Capacity to self-advocate and seek resources
 - Knowing your professors
 - Looking for alternatives to buying textbooks

Undecided: Reality

- At most colleges, you have until the end of your second year to declare a major
- The first year is typically focused on meeting general education requirements to help you build a foundation as well as explore courses
- Typically, college students can change their major up to three times

Undecided: Self-Advocacy Strategies

- Meet with your academic advisor frequently
- Visit the college and career center to do some “soul searching”
- Explore through life-learning experiences, such as study abroad and internships
- Take advantage of liberal arts opportunities, such as research projects

Understanding Loans

- Loans as a Tool of Opportunity
- Loan Repayment
- Loans in Illinois

Loans as a Tool of Opportunity

- Recommendation: only accept Federally-funded student loans
 - These are the only loans that may have perks (loan forgiveness) depending on your major
- If you have an Expected Family Contribution (EFC) of 0, do not engage in Parent Plus Loans
- Research the different types of loans
- You have no protections with private loans

Sources: studentaid.govcollegezone.com

Loans Repayment: How It Could Look

For a loan of \$5,000 per year for four years at the current interest rate of 4.6%

Repayment Plan	Repayment Period	Monthly Payment	Total Interest Paid	Total Amount Paid
Standard Plan	120 Months 10 years	\$208	\$4,989	\$24,989

Source: studentloan.gov – Repayment Calculator

Loans in Illinois

According to the Institute for College Access and Success:

- The average student loan rate in Illinois is \$28,543
- 70% of students have to take out loans

Preparing for Your Transition

- Complete award letter comparisons to figure out financial gap
- Submit decision formally to college and Counselor
- Complete Free Application for Federal Student Aid (FAFSA) updates
- Submit housing application/roommate selection
- Pay for orientation and housing fees

Preparing for Your Transition (cont.)

- Complete my loan intake process
- Find out dorm regulations and what you can bring
- Submit health records
- Attend summer bridge programs and explore work study
- Discuss everything with your family!



Organizing Schoolwide Events

Washington College Café: Schedule, Conversation Template, and Student Form

A collection of artifacts from Washington High School's College Café. Counselors and other educators organized a two-day event where students planned for the future and discussed their thoughts with school staff in one-on-one interviews.



Washington College Café: Schedule

Tuesday, April 21st		
Period	Class	Participants (Advisors)
1 (7:45-8:36)	OPEN	OPEN
2 (8:41-9:32)	Senior Seminar: Walton (28 students)	Miller, Seaquist, Pestich, Cowhy
3 (9:37-10:28)	Theory of Knowledge: Lang (24 students)	Moreno, O’Gorman, Seaquist, Cowhy, Pestich
4 (10:33-11:24)	Senior Seminar: Walton (18 students)	Lang, Karnes, Cowhy, Barron, Sellers
5 (11:29-12:20)	Theory of Knowledge: Lang (27 students)	McGuire, Malone, Barron, Escherich, Cowhy, Monge-Pacheco
7 (1:21-2:12)	Senior Seminar: Walton (17 students)	May, Malone, Cowhy, Zimmerman, Monge-Pacheco
8 (2:17-3:08)	Senior Seminar: Walton (27 students)	Malone, Zimmerman, Cowhy, Monge-Pacheco

Wednesday, April 22nd		
Period	Class	Participants (Advisors)
1 (7:45-8:36)	Senior Seminar: Aseves (25 students)	Hardy, Boszhardt, Florenzano, McFarlane
2 (8:41-9:32)	Senior Seminar: Aseves (26 students)	Hardy, Miller, Seaquist, Pestich
3 (9:37-10:28)	Senior Seminar: Aseves (29 students)	Hardy, Seaquist, Pestich
4 (10:33-11:24)	Non-Senior Seminar/ Non-IB (22 students)	Lang, Karnes, Malone, Tai Sellers, Pestich , Moeller
5 (11:29-12:20)	Senior Seminar: Aseves (31 students)	McGuire, Malone, Florenzano, Jo Day, Moeller
7 (1:21-2:12)	Senior Seminar: Aseves (13 students)	Fleming, May, Malone, Zimmerman, Pitcher, Jo Day, Moeller
8 (2:17-3:08)	Theory of Knowledge: Lang (22 students)	Malone, Zimmerman, Rihani, Rosu, Pitcher, Jo Day



Washington College Café: Conversation Template

1. What are your top three college choices right now?
 - *Advisor Note: Student should present their Flight Itinerary Options (FIO) at this time. This should give you an indication of the student's academic qualifications, college fit preferences, and affordability options.*
2. What factors did you consider when you applied to these colleges?
 - *Advisor Note: Advisor should feel free to engage in a deeper conversation about the student's options at this time. Key talking points may include: Match, Affordability, Student Loans, College Fit, and Return on Investment.*
3. Considering all financial aid sources (scholarships, grants, and loans), which college(s) can you and your family afford?
 - *Advisor Note: Advisor should prompt the student to speak explicitly to the financial breakdown as well as the pros and cons of each institution. Again, Advisor can refer to the FIO to help guide the discussion here.*
4. Decision Day is May 1st. Many colleges require that you notify them of your plans to attend on or before this date. Which college are you most likely to attend next fall?
 - *Advisor Note: Student should complete the Decision Day Boarding Pass (DDBP) at this time and then turn it into you.*

Your trip is booked!

Congratulations on making your college choice! This is a decision you will not regret. Please be sure to hold on to your boarding pass, as you will need it later to board your flight. Sit back, enjoy the flight, and thank you for flying Washington Airlines.

READY FOR TAKEOFF!		
BOARDING PASS	Passenger/Student Name	FLIGHT NO.
	College Destination	SEAT
	Living on Campus Y N	** FIRST CLASS **
		



Washington College Café: Comparison Guide

A Decision Day guide for comparing schools by selectivity, fit, and affordability.

✈️		FLIGHT 001	FLIGHT 002	FLIGHT 003
University/College Name				
SELECTIVITY	Selectivity Level			
	Match, Reach, or Safety?			
	Graduation Rate			
	Retention Rate			
	Transfer Rate (if 2-year college)			
FIT	Size of School			
	Location			
	Distance from Home			
	Major of Choice			
	Housing Options			
	Student Demographics			
	Campus Setting			
AFFORDABILITY	Cost of Attendance			
	Gift Aid			
	Self-Help Aid			
	Final Cost			
	Additional Options Aid			



Washington College Café: Menu

Breakfast

Fresh Banana

Assorted Low-Fat Yogurt w/ Granola

Blueberry Muffins with Cinnamon Streusel

Zucchini Loaf Bread

Iced Caramel Flavored Coffee

Freshly Squeeze Orange Juice

Lunch

Turkey Wrap

Roasted Sliced Turkey with American cheese, tomato, lettuce, and chipotle ranch wrapped inside of a flour tortilla

Pesto Pasta Salad

Tender Pasta Noodles, roasted peppers, mozzarella cheese, and tomatoes with pesto

Popcorn

Sugar Cookies

Red Velvet Cupcakes w/ Cream Cheese Frosting

Fruit Punch

Water



Organizing Schoolwide Events

Senior Day of Action Guidelines

A set of guidelines from Tilden High School and Umoja Student Development Corporation on how to engage in one-on-one interviews with seniors as they navigate the college application process.

Senior Day of Action Guidelines

Sample from Tilden High School and Umoja Student Development Corporation

The Senior Day of Action is an opportunity for volunteers to help seniors navigate the college application process.

The One-on-One student interviews are a very important part of today's experience. Since the beginning of the school year, students have been immersed in some difficult discussions about college and their readiness for life after Tilden. The portfolio you will see from many students is a physical representation of some of the critical questions they have tackled. Depending on where they are in the process, they may still be tackling those questions.

Some of the questions include

- Who am I? Who do I want to be? How will I get from where I am to where I want to be?
- What will make or break my success?
- Is college for me? What is the perfect college for me?
- How do my choices today impact my options tomorrow?

What you can expect today

- You will conduct 2 to 3 twenty-minute One-on-One Interviews (3 rounds).
- Take a minute to introduce yourself and tell them a little about your background. Allow the student to introduce himself or herself.
- For the next 5 to 7 minutes, the student will share his/her responses to some of the questions above with the portfolio. If the student doesn't take the lead, feel free to jump in and ask questions.
- The remaining 10 to 12 minutes should be spent having a conversation that pushes the student to dig a little deeper and force a little more personal reflection.
- Allow 5 minutes for the student to ask you some questions.
- Use your final 3 to 5 minutes wrapping up with some parting words of advice and feedback on how the student represented himself or herself.
- Please don't hesitate to share your personal experiences, mistakes, and successes. This is a great opportunity for students to learn about the many different paths people take in life to get to where they are today.

Guiding questions

You may use the following prompts/questions to help the conversation along if the conversation doesn't flow organically on its own.

- Tell me about yourself.
- What do you do for fun?
- What has been your greatest challenge in high school? How did you overcome it?
- In what ways have you contributed to the Tilden Community?
- How have you changed as a person since your freshman year?
- What is your greatest weakness? What is your greatest strength?
- What do you see yourself doing in 5 to 10 years? How did you come to realize that?
- You've spent 4 years in high school. If you could do one thing differently, what would it be?
- Do your grades accurately reflect who you are as a student and/or person?
- What does success look like to you?
- Why do you want to (or not want to) go to college?
- Who do you most admire? Why?
- What makes you special?

Questions for students with a more career-focused portfolio

- What jobs or volunteer experiences have you held during high school?
- What extra-curricular activities have you been involved with?
 - Have you volunteered or participated in service learning projects?
 - What skills or positive habits do you believe you gained or strengthened from the experience?
 - What lessons did you learn yourself, working with others, etc.?
- Do you believe the job/volunteer experience gives you an advantage when seeking out future opportunities?
- Tell me about a time when you had to adjust to a classmate's working style in order to complete a project or reach a goal.
- What steps do you take to study a problem before making a decision? Why? Give an example.
- Tell me about a successful experience you had making a speech or presentation.
 - How did you prepare?
 - What obstacles did you face?
 - How did you handle them?

- Give an example of a time when you were able to successfully communicate with another person, even when the individual may not have personally liked you (or vice versa). How did you handle the situation?
- Tell me about a problem that you solved in a unique or unusual way. What was the outcome? Were you happy or satisfied with it?
- Give an example of a time when you had to make a decision quickly. What obstacles did you face? What did you do?
- Have you ever had to make a decision that was unpopular with your peers, but you made it anyway because you knew it was the right decision?
- Tell me about a team project when you had to take the lead. What did you do? How did you do it? What was the result?
- Are you someone who uses your time well? Why or why not?
- Describe a situation that required you to do a number of things at the same time. How did you handle it? What was the result?
- How do you prioritize projects and tasks when scheduling time?



Organizing Schoolwide Events

College Decision Day Materials

A collection of artifacts from Tilden High School on their College Decision Day event.



College Decision Day Materials: Metacognitive Log for Videos

Sample from Tilden High School

Name: _____

Date: _____

Sometimes “text” can be information we watch rather than read. We can use the evidence we see and hear on video to help us make assumptions, connections, and arguments in the same way we use direct quotes from a piece of text.

PART I Directions

As we view the assigned film/clip/documentary, we will pause to write our observations and thoughts using the graphic organizer below.

Michelle Obama Celebrates National College Signing Day (MTV News) >>

Write at least two observations for this video clip.

I saw / heard / observed...	My thoughts, reactions, and/or questions related to the observation...
<i>Example: I saw the title flash across the screen from left to right.</i>	<i>Example: This is a good way to get the viewer's attention because it moves quickly and lets the viewer know what he or she is about to watch.</i>



College Decision Day Overview >>

Write at least two observations for this video clip.

I saw / heard / observed...	My thoughts, reactions, and/or questions related to the observation...

Sample College Decision Day Event: Harmony Public Schools 2015 >>

Write at least three observations for this video clip.

I saw / heard / observed...	My thoughts, reactions, and/or questions related to the observation...



PART II Directions

Respond to the questions below using your metacognitive log notes.

How does what you observed in the video clips apply to your own thoughts and plans for life after high school?

What do you hope/predict/expect to see happen at Tilden’s College Decision Day event on Thursday, May 4th?

College Decision Day Materials: Reflection Activity

Name: _____ Date: _____

This document provides structured reflection opportunities for students to make meaning of what occurred during Thursday's College Decision Day event. Students should answer the questions below in detail and then prepare to discuss in pairs or small groups.

On Wednesday, you made a prediction about what you hoped/expected to see at Tilden's College Decision Day event. How did your predictions align with what occurred? What was as expected? What was different?

During Thursday's College Decision Day event, you had the opportunity to see the different colleges that seniors in the Class of 2017 are planning to attend. Which college do you want to learn more about? List 1 to 2 colleges here.

Choose one response that best fits how you currently feel:

I believe that I can attend and be successful in college. **Yes** **No** **Undecided**

Why did you select your response above? Explain.

What career field or job do you aspire to have in the future (long term)?

Why did you select that career?

What steps will it take for you to obtain your desired career? If you are unsure, what might you do to determine the steps you need to take?

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

What do you need to do now so that, one day, you can be on stage like your peers announcing your own college decision? *A note especially for juniors: You are about to become seniors and next year it will be you on the stage at Decision Day. What do you need to consider doing now to be adequately prepared for one year from now?*

Do you have any feedback regarding the College Decision Day event? If yes, please share it here:

Your reflections will be collected by your 4th block teacher. Once your 4th block teacher reviews and grades the activity (as applicable), he/she will submit the reflections to your respective Advisory leader. Advisory leaders will use the information you shared in this reflection to plan future activities and field trips for students based on common themes in the responses. Thank you!

College Decision Day Materials: Senior Note



A note of congratulations and inspiration from: _____

Dear Class of 2017 Graduate:



A note of congratulations and inspiration from: _____

Dear Class of 2017 Graduate:

TILDEN CLASS OF 2017

DECISION DAY

CELEBRATION EVENT!

Come celebrate with the class of 2017 as they announce to the world their postsecondary decisions!

WHERE

Tilden Career Community Academy
4747 S. Union Ave.

WHEN

Thursday, May 4, 2017

Give-Aways! Music! Photos!

The program takes place from 2:30 - 3:30 p.m. in the Auditorium. A reception with light refreshments for seniors and their families will follow in the Library from 3:30-4:30 p.m.