

The Network
for College Success

Postsecondary Success Toolkit

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THE UNIVERSITY OF
CHICAGO
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

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About the Network for College Success

The Network for College Success (NCS) envisions high schools that continuously cultivate collaboration, powerful learning, and a culture of high achievement to prepare all students for college and career success.

NCS uses research to design and facilitate professional learning that builds the capacity of school leaders to greatly improve student outcomes. Through cross-school learning communities and job-embedded coaching, we support district leaders, principals, teachers, and counselors to:

- Strengthen school leadership
- Improve teaching and learning
- Support freshmen transitioning into high school
- Prepare students for quality postsecondary options
- Support culture and climate
- Integrate research and data into daily practice

For more information about NCS, please go to ncs.uchicago.edu.

Core Values and Beliefs

- Educators have the capacity to solve their own problems when there is actionable data, research-based strategies, collaborative teams, and professional trust.
- School-based leaders drive change in schools. Increasing their capacity as leaders is the essential lever for improvement.
- Students' intellectual capacity is not static. It grows when challenged and develops when teachers explicitly build academic mindsets and [non-cognitive skills](#).
- Schools improve when educators make their practice public and critically examine their work collaboratively. Trust is essential to people's willingness to engage in this process.
- Data analysis is a powerful tool for school improvement when used to trace causes, seek solutions, and guide change. Data can be destructive when only used to judge and punish.
- Challenging educators to interrupt inequities in schools and districts is vital to improving schools. All students from all backgrounds deserve equitable educational outcomes.

About the To&Through Project

The To&Through Project is a partnership between the University of Chicago’s Urban Education Institute and the Network for College Success. The Project’s mission is to move more students to and through high school and college with a combination of research, data, and professional learning:

- **Research** illuminating what matters most for students’ high school and college success
- **Data** guiding efforts to improve students’ attainment of key milestones
- **Professional Learning** translating research and data into improved practice

In collaboration with educators, communities, and policymakers, the Project aims to significantly increase the percentage of freshmen who go on to earn a college degree and to share the learning from Chicago with education stakeholders across the country.

A college education has grown more critical to success in the workforce. Of the 11.6 million jobs that have been added in the post-Great Recession economy, 99 percent have gone to workers with at least some college education. Research also shows that people who finish college tend to be healthier, wealthier, and happier—they earn at least 51 percent more and live an average of seven years longer; they are also less likely to get involved in crime and more likely to volunteer and vote.

Still, a sizable gap between students’ college aspirations and attainment remains. Currently, 71 percent of freshmen in Chicago Public Schools aspire to earn a bachelor’s degree, yet projections show only 18 percent of them will go on to earn a four-year degree by their mid-20s. Nationally, the vast majority of high school students aspire to earn a bachelor’s degree, yet less than one in three succeed. To help close this gap in Chicago and nationwide, the To&Through Project is committed to supporting education stakeholders in their efforts to move more students to and through high school and college with a combination of research, data, and professional learning.

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The To&Through Communications Toolkit

The To&Through Communications Toolkit is a collection of briefs, posters, student videos, lesson plans, and other resources created to support school leaders in their efforts to share the research that matters most for high school and college success. The Toolkit was developed with input from high school principals across Chicago and the resources are designed to heighten awareness of and spark meaningful dialogue among school leaders and families about what fosters high school and college attainment. The To&Through Communications Toolkit provides messaging resources that can be used to complement or supplement the NCS Postsecondary Success Toolkit resources.

To learn more about the To&Through Project, including the Communications Toolkit, go to toandthrough.uchicago.edu.

About the Toolkit

The NCS Postsecondary Success Toolkit is a collection of protocols, reports, resources, and artifacts used by our experienced Coaches in their daily work to help schools better support students to graduate from high school ready to succeed in college. The Toolkit is organized into four Components, each with their own collection of Tool Sets (or bundles of tools), organized to help you achieve your school or district's postsecondary goals.



Understanding Research & Applying Data



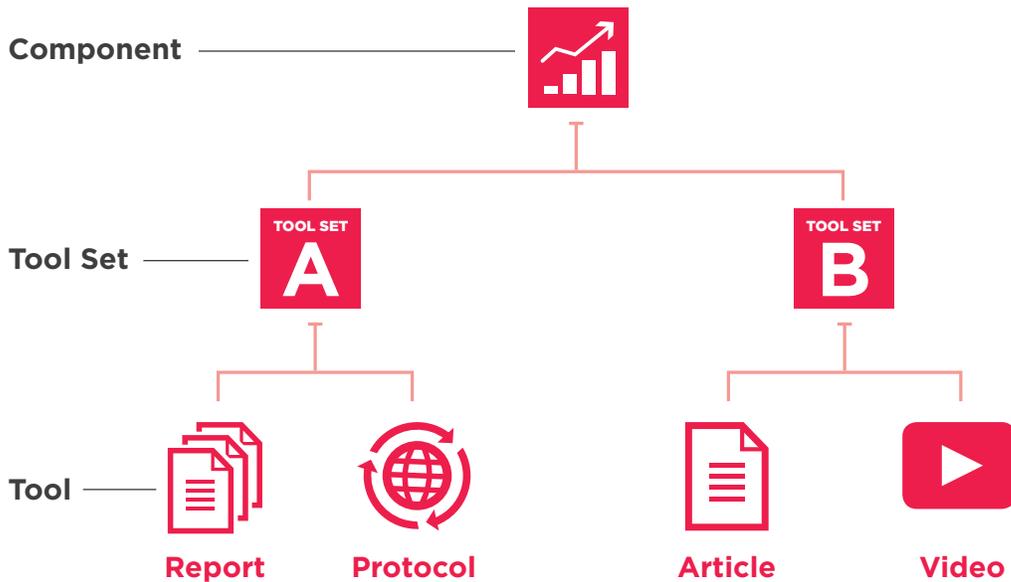
Developing Postsecondary Leaders



Building School Teams



Engaging Students & Families



Acknowledgements

The Network for College Success and the To&Through Project would like to acknowledge the dedicated professionals at each of our partner high schools who make their practice public and share their expertise, tools, and insights. Without them, this Toolkit would not be possible.

We would like to thank the leaders at Chicago Public Schools for their collaboration, and their ongoing commitment to improving students' academic attainment and postsecondary success.

We would also like to thank our partners at the Urban Education Institute, including the UChicago Consortium on School Research. Finally, we would like to express our appreciation to the Saul Zaentz Charitable Foundation for their thought partnership and for providing us with the resources to produce the Postsecondary Success Toolkit.

A Note about Creative Commons

Many of the tools in the NCS Postsecondary Success Toolkit are original works or adaptations with the permission of the original creator. Because all of the tools have been compiled and presented here in the interest of sharing best practices, original works have been marked with a [Creative Commons](#) copyright license.



In contrast to a traditional copyright, where all rights are reserved to the creator, our purpose in using a Creative Commons license is to make it easier for others to share and use the material. We encourage you to openly use and share the original works found in this Toolkit. You may also adapt the tools marked with a Creative Commons license, provided you share those adaptations in the same open, non-commercial manner.

Getting Started:

The NCS Approach to Postsecondary Success

Our Beginning

In 2009, the Network for College Success developed an approach to postsecondary success grounded in the landmark *From High School to the Future: Potholes on the Road to College* report coming out of the UChicago Consortium on School Research. The report provided our experienced Coaches and partner schools with the key indicators critical to college enrollment and success, including:

- Successfully navigating the complex application process;
- The concept of *match* (ensuring students apply to colleges based on their academic qualifications);
- Increased knowledge on the financial aid application process and award letters; and
- The role of social capital as *networks of support* for students in schools.

The notion of *networks of support* in schools to increase college enrollment and success challenges educators to reflect on and adjust how they supported students' postsecondary plans. *Potholes* confirmed that educators, not just family members, have a large influence on when and how students apply to and enroll in college. This pushed the Network for College Success and our partner schools to engage in a deeper conversation on the systems and structures needed in high schools to better serve students. While families play a critical role in supporting their children's aspirations, educators should provide the technical knowledge to help students throughout the postsecondary process. This is especially true for first-generation students.

The Network for College Success organized cross-school professional learning communities as well as provided on-site coaching to Counselors and other educators to help them think creatively about how to translate this research into practice in their school buildings. Early on, it became clear that administrators—not just Counselors and College & Career Coaches—were necessary to create schoolwide postsecondary initiatives. In addition, teachers' actions, beliefs, and participation in these initiatives mattered a great deal. Finally, schools needed strong data systems, such as Naviance, to set clear goals and objectives. The Network for College Success Postsecondary Coaches helped schools develop strong postsecondary teams to organize around this work—all in an effort to create schoolwide college-going cultures that greatly impact student outcomes.

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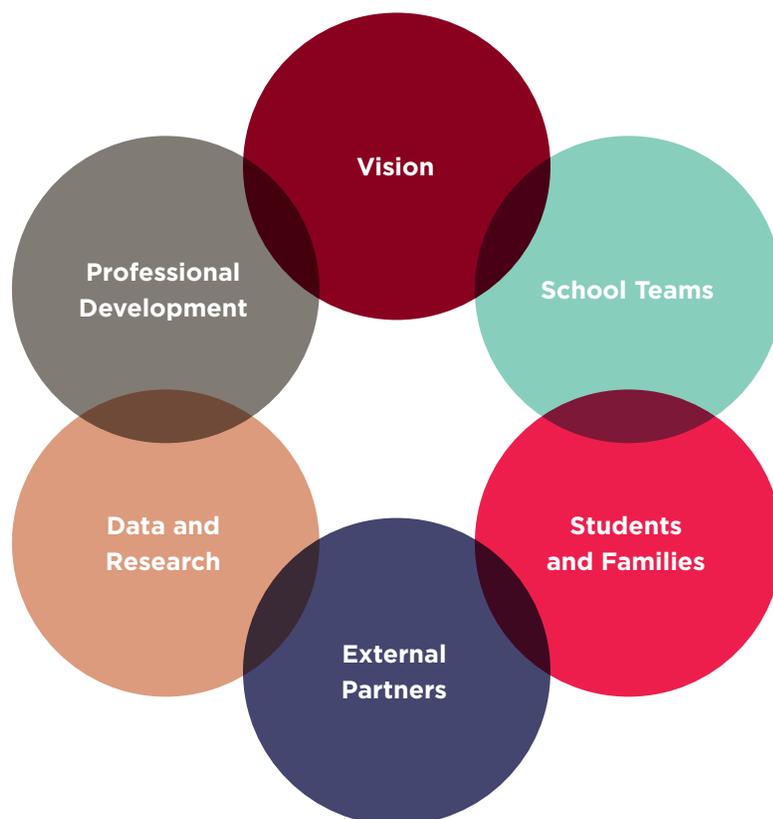
Today

The Network for College Success currently designs and facilitates year-round professional learning for over 60 Counselors, College & Career Coaches, and other educators focused on postsecondary success. We partner with 15 to 20 schools each year and provide quarterly trainings to all non-charter high schools in Chicago. We continue to focus on the key indicators for success stemming from the *Potholes* report and subsequent UChicago Consortium research.

In addition, the Network for College Success is now exploring the latest research on adolescent development and integrated identity to support students' college aspirations. School systems and structures alone cannot sustain successful college-going cultures or improved student outcomes. Students need to make meaning of their experiences—whether it is developing the capacity to bounce back from challenging incidents or recognizing and celebrating successes—in order to see themselves as achievers and college-goers.

The resources in this Toolkit have been key to our work with educators and schools in Chicago. In fact, many tools were developed with and by our partner schools as they explored different ways to provide effective student supports. We hope they will further your thinking and planning as you develop a comprehensive postsecondary initiative in your school or district.

An Overview: **Effective School Systems and Structures to Support a College-Going Culture and Student Success**



Vision

Create schoolwide conditions that support student-centered postsecondary efforts that are espoused by the Principal (administration) and implemented by staff.

School Teams

Teams are organized to implement programming that supports a college-going culture, equitable outcomes, and student success. Clear and consistent messaging is conveyed school wide.

- Postsecondary Leadership Teams (including College & Career Coaches)
- Counseling Departments
- Grade-level Teams and Teacher Content Teams

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Students and Families

- Students and families learn about the technical aspects of applying to, enrolling in, and transitioning to college. This includes support on college choice, various postsecondary options, the FAFSA, award letters, and the different types of financial aid.
- Students have multiple opportunities to reflect on their future and engage in meaningful experiences regarding their postsecondary choices.
- Families feel welcome and supported to engage in conversations that foster their children's success.

External Partners

External partners are supportive of a school's vision and are mutually accountable for postsecondary success efforts.

Data and Research

School teams consistently review data that impacts postsecondary efforts and outcomes, using tools such as Naviance. Data and research inform postsecondary planning as well as universal and targeted student supports.

Professional Development

Counselors, College & Career Coaches, and other educators are exposed to the most relevant thinking, tools, and research on college access and success. Counseling Departments and Postsecondary Leadership Teams support schoolwide engagement and learning.



Understanding Research & Applying Data



Understanding the Conditions for Postsecondary Success



Integrating a Developmental Approach to College Access



Developing Systems to Monitor College Applications



Suggested Learnings



Understanding the Conditions for Postsecondary Success

Contents

From High School to the Future: Potholes on the Road to College

Increasing College Success for High School Seniors

Potholes Case Studies and Analysis Exercise

To&Through Issue Brief: College Choice

Purpose

Quality research can support educator practice and drive school improvement. The Network for College Success postsecondary approach stems from research coming out of the UChicago Consortium on School Research. Specifically, the 2008 *From High School to the Future: Potholes on the Road to College* report continues to help our Coaches and partner educators better understand the school conditions that foster or hinder student postsecondary success. The accompanying case studies explore real student and school assets as well as barriers when navigating the process to and through college.

How & When to Use

Reading the *Potholes* report is an excellent way to begin connecting postsecondary research with school practice. The report summary and case studies can be used in professional learning communities to explore school systems and structures that foster college enrollment and success. The sample research presentation further explores the major findings from *Potholes* and invites Counselors and other educators to think about how to apply school-wide postsecondary supports in their unique contexts.



Understanding the Conditions for Postsecondary Success

From High School to the Future: Potholes on the Road to College

The goal of this research report is to help Counselors, educators, district leaders, and policymakers understand the adaptive challenges and practical steps to improve postsecondary outcomes for first-generation students and students of color, who now overwhelmingly aspire to go to college. The report uses qualitative and quantitative data from seniors in Chicago Public Schools in 2005.

The executive summary of the report is included in this Toolkit. For the entire report, [click here >>](#)

To view the corresponding research presentation, [click here >>](#)



CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO

Executive Summary

From High School to the Future: Potholes on the Road to College



Melissa Roderick, Jenny Nagaoka, Vanessa Coca, Eliza Moeller
with Karen Roddie, Jamiliyah Gilliam, and Desmond Patton

Executive Summary

Over the past several decades, the United States has witnessed a dramatic shift in the educational aspirations of high school students, particularly among low-income and minority students. Thirty years ago, the task of applying to college was not on the agenda of most students in American high schools. In 1980, only 40 percent of all tenth-graders and only 20 percent of low-income tenth-graders hoped to complete at least a bachelor's degree.¹ In 2005, 83 percent of Chicago Public Schools (CPS) seniors stated that they hoped to earn a bachelor's degree or higher, and an additional 13 percent aspired to attain a two-year or vocational degree.

Since 2004, the Consortium on Chicago School Research (CCSR) has tracked the postsecondary experiences of successive cohorts of graduating CPS students and examined the relationship among high school preparation, support, college choice, and postsecondary outcomes. The goal of this research is to help CPS understand the determinants of students' postsecondary success and to identify key levers for improvement. Our first report in this series, *From High School to the Future: A First Look at Chicago Public School Graduates' College Enrollment, College Preparation, and Graduation from Four-Year Colleges*, provided a baseline of where CPS stood as a school system. We looked at how many students enrolled in college and what types of schools they attended, and we examined the role of students' qualifications (e.g., grades, test scores, and course-taking patterns) in shaping access to and graduation from college. The conclusion of our first report, confirming a significant body of research on the link between high school performance and college access and graduation, is that increasing qualifications is the most important strategy for CPS students to improve college participation, access to four-year and more selective colleges, and ultimately college graduation rates.

This report, the second report in the series, looks beyond qualifications to examine whether CPS students who aspire to four-year colleges are effectively participating in the college search and application process and where they encounter potholes on the road to college. Drawing on prior research, we examine both how students manage the college application process and what types of colleges students apply to and ultimately enroll in. First, are CPS students who aspire to attend a four-year college taking the steps they need to enroll in a four-year college? Second, do CPS students effectively participate in college search and

get the support they need to make informed choices about what colleges they could apply to and what colleges may best fit their needs?

A critical goal of this report is to understand where CPS students encounter difficulty and success as they navigate the college search and application process, as well as the extent to which high school educators can create environments that support students in thoroughly engaging in this process. Thus, throughout this report, we pay particular attention to differences in students' experiences across high schools. We examine whether the norms for college enrollment of high school environments shape students' likelihood to plan to attend, apply to, and enroll in four-year colleges. Supporting students in the college search and application process also requires that high schools be organized to maximize information and guidance for students as they cross critical hurdles. While this report is not intended to provide a blueprint for what high schools should be doing, wherever possible we have tried to examine the impact of these critical steps in determining whether and where students who aspire to attend a four-year college ultimately enroll.

Examining Students' College Search, Application, and Match Process: The Data and Organization of this Report

In this report we use both qualitative and quantitative data to identify the barriers students face, and we focus specifically on the extent to which high school practices and environment shape students' participation in the college search and application process and their college enrollment patterns. We surveyed seniors about their college plans and activities and used CPS's postsecondary tracking system to follow successive cohorts of CPS graduates into college. We also talked to students. In addition to using qualitative data to elaborate on some of the findings presented in this report, we also present case studies from our qualitative study, each of which highlights a student who struggled at a different point in the postsecondary planning process. These case studies draw on our longitudinal, qualitative study of 105 CPS students in three high schools. They represent common themes that emerged from our qualitative work. All of the case studies can be downloaded at: ccsr.uchicago.edu/potholes.

For students to enroll in a suitable four-year college, they must effectively negotiate two sets of tasks. First, they must take a series of basic steps for four-year college enrollment: they must submit applications on time, apply for financial aid, gain acceptance, and ultimately enroll. Second, throughout this process, beyond hitting benchmarks, students must also be fully engaged in the often overwhelming task of finding the right college for them. This means thinking about what kinds of colleges they will likely be admitted to, what kind of college experience they want, and which colleges fit those descriptions. They must search for and decide upon a set of colleges that best meet their needs and provide a good college match. As we will illustrate in Chapter 1, CPS students are predominantly low-income, first-generation college-goers, and previous research finds that these students are particularly likely to encounter problems in both of these sets of tasks.

Clearly, these two sets of tasks are intertwined and are part of a larger process of college search and selection, but it is important to distinguish between these two ideas: taking the steps to enroll in college and engaging in the process of finding the right college. Students could take the steps necessary to enroll in a four-year college but fail to conduct a broad college search, limiting their applications. Or, students could conduct a broad college search, but miss important steps or deadlines. In Chapter 2, we focus on the first set of tasks: do students who aspire to attain a four-year college degree take the steps necessary to enroll in a four-year college? In Chapter 3, we look at the second set of tasks and consider the messier question of college match. In these two chapters, we analyze how students' negotiation of these tasks, as well as their schools' college climate, impacts *whether* they enroll in a four-year college (Chapter 2) and *where* they enroll (Chapter 3).

Key Findings

1. CPS students who aspire to complete a four-year degree do not effectively participate in the college application process.

Among CPS students who aspire to attain a four-year degree, only 41 percent took the steps necessary in their senior year to apply to and enroll in a four-year college. An additional 9 percent of students managed to enroll in a four-year college without following the standard steps, for a total of 50 percent of all CPS students who aspired to a four-year degree. Our look at CPS seniors' road from college

aspirations to enrollment identifies three critical benchmarks that even well-qualified students too often failed to make. First, many students opt to attend a two-year or vocational school instead of a four-year college. Fewer than three-quarters (72 percent) of students who aspired to attain a four-year degree stated in the spring that they planned to attend a four-year college in the fall. Second, many students who hoped to attend a four-year college do not apply. Only 59 percent of CPS graduates who stated that they aspired to attain a four-year degree ever applied to a four-year college. Third, even students who apply to and are accepted at a four-year college do not always enroll.

- **Students of all levels of qualifications have difficulty taking the steps to enroll in a four-year college.**

Students who aspired to attain a four-year degree and graduated with low GPAs and ACT scores, and thus very limited access to college, were unlikely to plan to attend, apply to, or be accepted to four-year colleges. However, many of the more qualified students did not consider attending a four-year college, and even some who planned to attend did not apply. Only 73 percent of students qualified to attend a somewhat selective college (the majority of four-year colleges in Illinois) expected to attend a four-year college in the fall, and only 61 percent applied. Similarly, only 76 percent of students qualified to attend a selective four-year college applied to a four-year college, even though students with access to a selective four-year college were accepted at very high rates when they applied.

- **Latino students have the most difficulty managing college enrollment.**

Latino students were the least likely to plan to enroll in a four-year college after graduation and the least likely to apply to a four-year college. Only 60 percent of Latino graduates who aspired to attain a four-year degree planned to attend a four-year college in the fall, compared to 77 percent of African-American and 76 percent of White/Other Ethnic graduates. Fewer than half of Latino students who aspired to a four-year degree applied to a four-year college, compared to about 65 percent of their African-American and White/Other Ethnic counterparts. One common explanation for why Latino CPS students do not enroll in four-year colleges is that they are immigrants. However, we found that immigrant status does not fully explain the gap in college enrollment between Latino and other students; after controlling

for immigrant status, qualifications, and other student characteristics, Latino students are still 13 percentage points less likely to enroll in a four-year college than African-American students.

2. Attending a high school with a strong college-going culture shapes students' participation in the college application process.

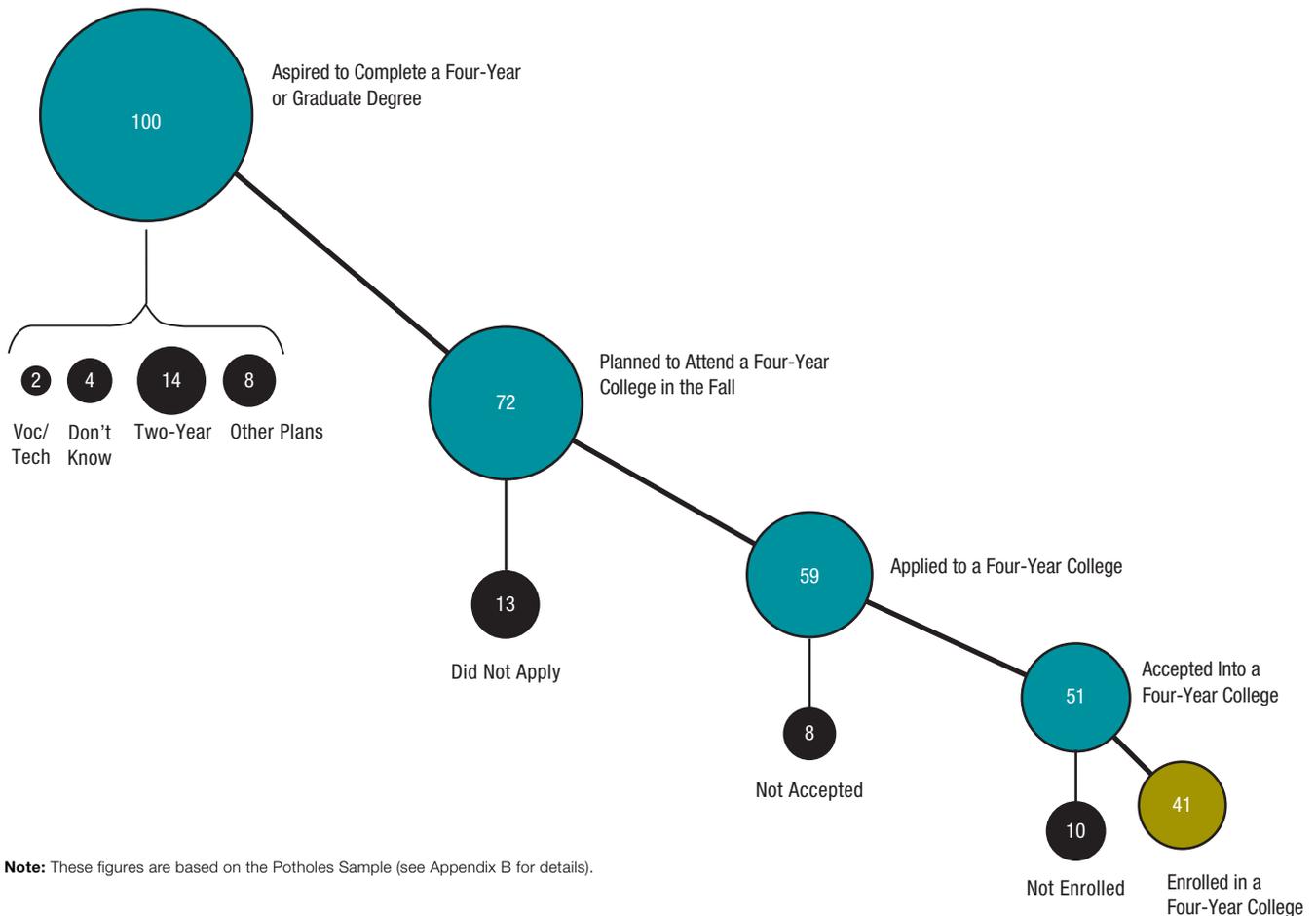
Across all our analyses, the single most consistent predictor of whether students took steps toward college enrollment was whether their teachers reported that their high school had a strong college climate, that is, they and their colleagues pushed students to go to college, worked to ensure that students would be prepared, and were involved in

supporting students in completing their college applications. Indeed, students who attended high schools in which teachers reported a strong college climate were significantly more likely to plan to attend a four-year school, apply, be accepted, and enroll. Importantly, having a strong college climate seemed to make the biggest difference for students with lower levels of qualifications. In addition, the college plans and behaviors of Latino students in CPS are particularly shaped by the expectations of their teachers and counselors and by connections with teachers. This suggests that Latino students may be much more reliant than other students on teachers and their school for guidance and information, and that their college plans are more dependent on their connections to school.

FIGURE 11

Only 41 percent of CPS graduates who aspired to complete a four-year degree took these steps and enrolled in a four-year college in the fall after graduation—an additional 9 percent enrolled in college without taking these steps

Tracking students through the steps to college enrollment:



3. Filing a FAFSA and applying to multiple colleges shape students' likelihood of being accepted to and enrolling in a four-year college.

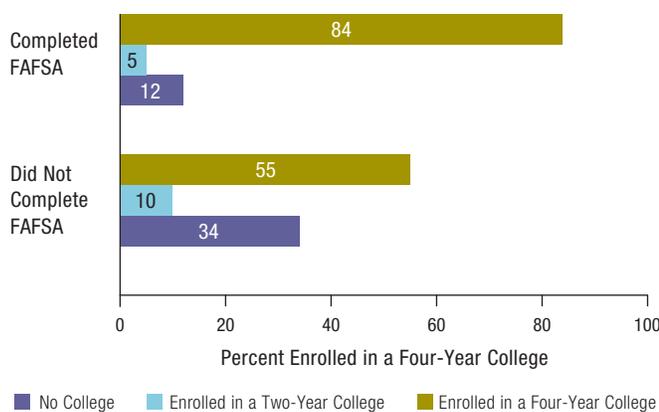
Applying for financial aid is not easy, but it may be the most critical step for low-income students on the road to college. It is also one of the most confusing steps, and it is a point at which many CPS students stumble. Our analysis finds, moreover, that many CPS students may end up facing higher costs for college because they do not take the step of filing a Free Application for Federal Student Aid (FAFSA), which is needed to maximize federal, state, and institutional support. In addition, CPS has set the goal that students should apply to at least five colleges to maximize their options. Our analysis supports this approach.

- **Not filing a FAFSA may be a significant barrier to college enrollment for CPS students.**

Students who reported completing a FAFSA by May and had been accepted into a four-year college were more than 50 percent more likely to enroll than students who had not completed a FAFSA. This strong association holds even after we control for differences in students' qualifications, family background and neighborhood characteristics, and support from teachers, counselors, and parents. Not surprisingly, Latino students who aspire to complete a four-year degree were the least likely to report that they had completed a FAFSA.

FIGURE 19
Students who were accepted into a four-year college were much more likely to enroll if they completed the FAFSA

Difference in college enrollment by whether students completed their FAFSA among students who were accepted into a four-year college:



Note: FAFSA (Free Application for Federal Student Aid) completion rates come from student responses to the 2005 CPS Senior Exit Questionnaire. Numbers are based on the Potholes Sample (see Appendix B for details).

- **Applying to multiple colleges makes it more likely that students will be accepted to a four-year college.**

Controlling for students' qualifications, family background, and reports of the individual support they received from teachers, counselors, and parents, students who applied to at least one four-year college were more likely to be accepted if they applied to three or more, and particularly six or more, schools. The effect of multiple applications was most significant for students who have lower levels of qualifications. It is these students who may have the most difficulty getting accepted at a four-year college. Their likelihood of acceptance is most affected by whether they are active in the application process and by whether they attend schools where the norm is applying to multiple colleges.

4. Only about one-third of CPS students who aspire to complete a four-year degree enroll in a college that matches their qualifications.

In this report, we use the concept of “match” to describe whether a student enrolled in a college with a selectivity level that matched the kind of colleges the student would likely have been accepted to, given his or her high school qualifications. College “match” is an easily quantifiable outcome, but ultimately finding the right college means more than gaining acceptance to the most competitive college possible. It is about finding a place that is a good “fit:” a college that meets a student’s educational and social needs, as well as one that will best support his or her intellectual and social development. Match is just one consideration of the larger process of engaging in an effective college search, but it is also an important indicator of whether students are engaged more broadly in a search that incorporates the larger question of fit. Furthermore, research, including our own, has consistently found that college choice matters, particularly for well-qualified students; there is wide variation in college graduation rates, even among colleges that serve similar students.²

When we examined match among CPS students, the dominant pattern of behavior for students who mismatch is not that they choose to attend a four-year college slightly below their match. Rather, many students mismatch by enrolling in two-year colleges or not enrolling in college at all. Across all students, about two-thirds (62 percent) of students attended a college with a selectivity level that was below the kinds of colleges they would have most likely been accepted to, given their level of qualifications.

- **Among the most highly qualified students in CPS, only 38 percent enroll in a match college.**

One-quarter of students with qualifications to attend a very selective college enrolled in a college with a slightly lower level of selectivity (a selective college). About 20 percent enrolled in a somewhat selective college (a college with a selectivity rating far below their level of qualifications). An additional 17 percent enrolled in a nonselective four-year college, a two-year college, or no college at all. Taken together, the most-qualified students were equally likely to not enroll in college or enroll in a college far below their match (37 percent) as they were to enroll in a very selective college (38 percent).

- **Mismatch is an issue among CPS students of all levels of qualifications.**

Students in our sample with access to selective colleges (e.g., DePaul University or Loyola University) were actually less likely to match than their classmates with access to very selective colleges. Only 16 percent of students with access to selective colleges enrolled in a match college. An additional 11 percent enrolled in a very selective college, a rating higher than their match category—what we term “above match.” Thus only 27 percent of CPS graduates in the Match Sample with access to a selective college enrolled in a selective or very selective college, while fully 29 percent of these students enrolled in a two-year college or did not enroll at all. This mismatch problem is nearly as acute for students who had access to somewhat selective colleges (the majority of four-year public colleges in Illinois).

5. Among the most highly qualified students, having discussions on postsecondary planning and having strong connections to teachers is particularly important in shaping the likelihood of enrolling in a match school.

In addition, we found that all students were much more likely to match if they attended schools with strong college-going cultures. Thus, attending a high school where teachers are oriented to prepare and support students in their postsecondary aspirations has a strong impact on whether students go on to attend a match college.

Concluding Points

No Child Left Behind has made closing the gap in educational achievement among racial/ethnic groups and between low-income students and their more advantaged peers a priority of every school in the United States. One area where we have seen dramatic reductions in gaps across race/ethnicity and income is in educational aspirations. But we know that closing the gap in high school performance is critical if we are to help students attain their college aspirations. In our last report, we found that poor qualifications undermined CPS students’ college access and performance. We argued that central to improving college access was getting students to increase their qualifications, work harder, and value their classroom performance.

If we are to ask students to work harder and value achievement, educators and policymakers must work equally as hard to deliver on the promise that if students achieve high levels of qualifications, they will have equal access to the kinds of colleges and opportunities as their more advantaged counterparts. In a world of rising college costs, CPS educators unfortunately will have difficulty delivering on that promise. But, the findings of this report demonstrate the myriad of ways in which CPS students, even the highest performers, are disadvantaged as they work to translate those qualifications into college enrollment. Too many Chicago students who aspire to attain a four-year college degree do not even apply to a four-year college. Too many students who are accepted do not enroll. In this report, we show how the social capital gap—the extent to which students have access to norms for college enrollment, information on how to prepare and effectively participate in college search and selection, and effective guidance and support in making decisions about college—shapes students’ college access. Like previous research, we find that low-income students struggle in the process of college search and application and encounter potholes that divert them off the road to four-year colleges. The good news in this report is there are ways that CPS teachers, counselors, and administrators can improve college access for students: ensuring that students who aspire to attain a four-year degree get the help they need to understand how to make decisions about potential colleges, making sure that students effectively participate in the college application process and apply for financial aid in time to maximize their financial support, and urging students to apply to colleges that match their qualifications.

“The rising aspirations of urban students demands that high school educators see themselves as playing a new and important role in students’ lives...Ensuring that students effectively participate in the college search and financial aid processes is not just important for students’ college outcomes. It may also be a critical component of any larger high school reform effort.”

—Interpretive Summary, *From High School to the Future: Potholes on the Road to College*

To download a copy of the full report or request a printed copy, visit: ccsr.uchicago.edu/potholes

The analysis in this report suggests two important take-home messages to educators. The first is that educators must realize that preparation will not necessarily translate into college enrollment if high schools do not provide better structure and support for students in the college search, planning, and application process.³ The second take-home message is that if the most highly qualified students do not attend colleges that demand high qualifications, then their hard work has not paid off. Making hard work worthwhile must be a central goal if CPS is going to ask all students to work hard and value their course performance and achievement.

Paying attention to whether students effectively participate in the college search and application process could be an essential support for high school reform if we use it to convince students that working hard in high school and valuing achievement will pay off for them in the future. This task is not an easy one. The interpretive summary highlights three critical areas that high schools must develop if they are to help students understand why achievement matters, aspire to postsecondary institutions that demand that achievement, and obtain access to those institutions by effectively participating in college search and selection. These areas are: (1) building strong systems of support for the college search and application process during junior and senior years; (2) creating strong college-going cultures that set norms for college attendance and provide information,

relationships, and access to concrete supports and expert knowledge to build bridges to the future; and (3) providing access to information and guidance in obtaining financial aid, information about how to afford colleges, and the true costs of different college options.

Indeed, the findings of this report raise the question: What will it take to build new systems of support and new capacity at the district, school, and classroom levels? The problems outlined in this report are complex, and we have provided no easy list of solutions. The scope suggests that multiple and varied solutions will be required and must include a focus on building capacity. What are we asking teachers, counselors, and school staff to accomplish? What are the best ways of organizing systems of supports, staffing, and information that will build the capacity of teachers, counselors, and schools—and ultimately of parents and students? What kinds of incentives, programmatic and personnel resources, and management systems will best promote a strong focus on college access in a diverse set of high schools? CPS has already begun to take the first steps to build a system to support its students on the road to college with its postsecondary initiatives, but the task will also require substantial resources from the district and strong commitments from each high school to develop new approaches and capacity. We hope the analysis and data provided in this report provide a useful tool for policymakers, educators, and the larger community to begin this work.

Endnotes

- 1 U.S. Department of Education, National Center for Education Statistics (2004).
- 2 Titus (2004); Roderick, Nagaoka, and Allensworth (2006).
- 3 McDonough (1997); Cabrera and La Nasa (2000); Gonzales, Stoner, and Jovel (2003).



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Consortium researchers spent nearly two years interviewing and tracking the academic progress of 105 students in three Chicago high schools. Each of the ten case studies included in the “Potholes” report tells the story of an individual student but also highlights the difficulties faced by many students in the postsecondary planning process.

“My parents told me to do whatever I want, that money isn’t an issue, but I think it is. So...I’m going to pick a college that would make it easier for my family.”—*Javier, a first-generation college student, lacked strong college guidance from his school and enrolled in an automotive technical school, despite an academic record that qualified him for a selective college.*

“I just keep seeing those essays. I’m like, ‘OK, I’m going to get back to that. And then...I just feel like I don’t have enough time in the day.” —*Sabrina, a highly qualified student with an overwhelming senior year workload, became too focused on one college option and never enrolled in college in the fall after graduation.*

“I have no idea. I want to go to college, but I’m at the point [where] I don’t know what I want to be. That’s pretty much how you’re spending the rest of your life...so I find it’s a pretty big decision.”—*Jennie, a well-rounded student who earned top grades in a rigorous International Baccalaureate program but made an early decision to attend a two-year college.*

“I’m going to apply to many different schools because I don’t want to get stuck and focus on one university and that doesn’t go through.”—*Franklin, a charismatic student with modest academic qualifications and strong support at home who conducted a thorough college search and landed in a well-matched state public university.*

To read their stories and download the case studies, see: ccsr.uchicago.edu/potholes



Understanding the Conditions for Postsecondary Success

Increasing College Success for High School Seniors

A sample research presentation on the importance of a schoolwide focus on college success in order to increase student enrollment and persistence. The presentation was created with Network for College Success Coaches and a UChicago Consortium researcher.

[Click here to view >>](#)



Understanding the Conditions for Postsecondary Success

Potholes Case Studies and Analysis Exercise

The case studies included in the *Potholes* research report highlight ten students who struggled at different points in the postsecondary planning process. The corresponding analysis exercise can help Counselors and other educators analyze the case studies and collectively think about the implications for practice.

Three case studies are included in this Toolkit. To read all of the case studies, [click here >>](#)



CONSORTIUM ON
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Case Studies

From High School to the Future: Potholes on the Road to College



Melissa Roderick, Jenny Nagaoka, Vanessa Coca, Eliza Moeller
with Karen Roddie, Jamilyah Gilliam, and Desmond Patton

Clara—A Case Study

Making her hard work pay off all by herself

Can it be assumed that smart, motivated students can manage the postsecondary planning process just fine on their own? Clara shows that, when it comes to college planning, even the best students in a school can go almost unnoticed by adults.

From the first semester of her freshman year until the day she walked across the stage at graduation, Clara¹ was the one of the top students in her class at Ellison High School. She graduated from the IB program with a weighted GPA of 4.7 and an ACT score of 24. Her stellar high school performance afforded her the opportunity to attend not only a very selective school but almost any college or university in the country. Clara's teachers confirmed her academic ability. Her English teacher described her as: "A rare individual. The only problem or weakness I see in this student is the pressure she places on herself." Her math teacher said: "She has extremely high expectations of herself and has a strong work ethic that allows her to meet her high standards. At the same time, she always helps her peers." Clara was a prolific writer of fiction and poetry, for which she won numerous awards, including some scholarships. In the minds of her teachers, peers, and family, there were few doors not open to this remarkable young woman.

Clara lived with both her parents and younger sister. Although Clara's parents, who are of Puerto Rican descent, had virtually no experience with college, Clara made it clear her mother was her greatest ally in college planning. Clara's mother insisted that Clara attend a "good school," but neither Clara nor her mother was sure what schools are considered "good."

Junior Year: An Active but Uninformed College Search

During the spring of her junior year, Clara was clear about her intent to go to a four-year college but had a hard time describing her ideal college. She did, however, know that she wanted to stay in Chicago so she could continue to live at home and that she preferred a small college. And while Clara had never taken an art class

in high school, she wanted to study art and design. When asked why she said:

"I'm not really sure what [graphic design] consists of. I just know it's like you're designing. There's this website and you make your own pages with all these codes, and I did it and I liked the results. And that's why I really want to go into graphic design."

By the end of junior year, Clara's plan was to study art or design at a school where she could take a variety of courses. A teacher had encouraged her to attend a more comprehensive college than an art and design school. Clara liked this idea because it would allow her to experiment with different kinds of courses. In the end, though, her list of colleges was the same as many of her less-qualified peers, including schools like Northeastern Illinois University, the University of Illinois at Chicago, and Loyola University. Clara wasn't excited about attending any of them.

Summer: Doing Her Research Campus by Campus

Clara's mother was as active as Clara in the process of college search and selection. Every time Clara mentioned a college that she was interested in attending, her mother insisted on driving to the campus for a tour and even sitting in on classes. Clara and her mother visited several colleges over the summer, and Clara completed a week of classes at the Illinois Institute of Art.

Fall Senior Year: Making Up Her Mind

In the fall of her senior year, Clara continued a college search that was extensive, but not well directed. Clara spoke casually with her teachers about her college plans, but she had not spoken with a counselor or had a

serious conversation about her college choices with any educator at her school. Clara reported an incident in the counseling office when she was trying to figure out the difference between official and unofficial transcripts:

“Everyone’s so grouchy . . . in the [counseling] office. I guess I can understand, because they wouldn’t remember one single application, but I don’t know . . . they could be more approachable.”

Clara invested significant time and energy in completing applications to about eight schools. Many of Clara’s peers in the IB program struggled to balance the demands of rigorous IB culminating projects and the college application process. Clara got everything done on time—even submitting applications for Loyola and Columbia College in Chicago (a nonselective four-year college) by the priority deadlines—without her school work suffering. In the fall, Clara said she planned to attend Columbia “*for sure*.” She toured the school, enjoyed the atmosphere and downtown location, and knew she could study graphic design.

Winter Senior Year: Changing Her Mind

During her winter interview, Clara said she changed her mind and decided to “*definitely*” attend Loyola, again based largely on having toured the campus and sat in on a class there, which she enjoyed. She was accepted to Loyola and Columbia, and Loyola offered her a merit-based scholarship to cover some of her tuition. Though Clara had no problem completing her college applications, she was overwhelmed by the process of applying for financial aid. She was familiar with tax documents because she helped her parents complete their forms, but she was confused by certain questions on the FAFSA. Clara was confident she’d figure it out and complete her financial aid applications by April or May. She never met with a counselor.

Spring Senior Year: Changing Her Mind Again

Clara changed her mind about which college to attend one more time before graduation, and finally planned to attend a small, in-state liberal arts school ranked as somewhat selective.² Spring of her senior year was the first time she ever mentioned this school:

Interviewer: [That school] is not on this list. Last time you said Loyola, UIC, and Columbia . . . [laughing] What happened?

Clara: [Laughing] [My mom and I] passed by the school, and I’m like, ‘This is a nice school. What is that?’ So my mom started looking up stuff. She [told me], ‘I think you’d like this school.’ And so we looked at it, the web page and then we signed up for the tour. I really love this school.

Clara was one of the top five students in her graduating class, but she never considered applying to a very selective college. Apparently, no one steered her to one either. Her teachers recognized that she was a remarkable young woman, but she never spoke to a counselor and never seriously discussed her plans for the future with any adult at her school.

Not surprisingly, Clara was accepted at all the institutions to which she applied. Though her confusion over financial aid looked like it might have been a serious stumbling block when she discussed it in February, Clara ended up figuring out financial aid, presumably with the help of her new college, and she did end up receiving enough federal, institutional, and private scholarship money to make her college education affordable for her and her family.³ Clara’s IB coursework and test scores helped place her into advanced freshmen courses at her college. In the fall, she was thoroughly engaged as an English major and very happy with her college choice.

With the help of an exceptionally involved parent, Clara managed to find her way to a school that made her feel at home, took care of her as a first-generation college student, and promised to support her academic ambitions throughout college. It is also apparent that this choice was arrived at through no small amount of luck, with Clara and her mother accidentally happening upon a college that proved a good fit for Clara. With such limited guidance from her school, it is easy to imagine how Clara’s story might not have had such a positive ending.

Endnotes for this case study can be found on page 96.

Javier—A Case Study

When schools talk about college, students listen

How closely do students listen to the messages schools convey about postsecondary education? Javier, a quiet teen with a strong drive to attend college and excellent academic qualifications, illustrates how first-generation college-goers depend on their schools to provide postsecondary guidance.

A Mexican-American student born and raised in Chicago, Javier¹ graduated from Silverstein High School with a 3.95 weighted GPA and a 21 on the ACT, earning him access to a selective college. Javier—with an easygoing nature and genuine desire to learn—thrived in the classroom. His teacher described him as “very gifted . . . his reading, writing, and composition skills are superior. He is focused, motivated and a true pleasure to have in class.” Like many other well-qualified students, Javier managed to apply to multiple colleges, but without guidance, this wasn’t enough to ensure he would consider colleges that matched his qualifications.

Junior Year: Seeking the Right Information

Javier and his entire family expected that he would attend a four-year college. He believed college would make life easier. Javier’s drafting teacher, a former architect, often talked to the class about college requirements and deadlines. Javier was very invested in this class and spoke at length with his teacher, who provided him with career guidance, including information about internship opportunities. From that point on, Javier was set on becoming an architect.

Javier chose a rigorous senior year course schedule to prepare to attend a four-year college. He enrolled in AP English and honors college algebra.

“I chose math because I just couldn’t see next year without math, I would be all confused the first year of college. I think colleges are looking for the students that take challenges.”

Javier also participated in a program in his junior and senior years that allowed him to earn college credit

by taking a computer information technology class at Northwestern Business College every Saturday morning. At the end of junior year, Javier started researching colleges on the Internet, but his college search was limited to schools he heard about on television or who sent him information.

Fall Senior Year: Confused Search, Diligent Applications

Javier returned to school from summer vacation and continued to struggle to understand how the college search process worked. Applying to college was new territory for him and his family, so he needed all the help he could get: “*I don’t know anything about college, so information is information.*” He listened intently to his teachers as they shared scholarship information and important deadlines, but they never talked to him one-on-one about college. As advised, he retook the ACT and improved his score from a 19 to a 21. He never spoke with a counselor about his postsecondary plans. He explained:

“She doesn’t talk to us individually. We could go talk to her, but . . . she’s always busy.”

Even without personalized help, Javier eagerly participated in the college search process with what limited information he had. He now planned to study computer engineering and diligently researched application deadlines and admissions requirements on the Internet. However, he still was only able to identify a few college possibilities and couldn’t answer why he believed those schools would be a good choice for him.

Despite his lack of information, Javier was ahead of the game with his applications. By November, he had already applied to three schools, all far below his

match: DeVry University, Robert Morris College, and Northwestern Business College. Javier continued to attend classes at Northwestern Business College and was rewarded with an \$11,000 scholarship for completing the program and having a GPA over 3.5.⁶ This would cover the bulk of his tuition, but he would still be responsible for a few thousand dollars. Even with the scholarship, he was still concerned about paying for college. He believed that the bulk of his tuition should be paid for through independent scholarships, so he put great energy into searching the Internet for scholarships. Javier also expected to take out loans but hadn't begun to make sense of how to do this. When he spoke to his mother about tuition, she told him not to worry about the cost, but he still saw it as a barrier:

“[My parents] told me...money isn't an issue, but I think it is. So I'm trying to pick a college that would make it easier for my family.”

Javier would be the first in his family to pursue higher education. Although his parents couldn't offer specific advice as he searched for colleges, they always supported his decision to attend college.

Winter Senior Year: Now What?

By February, Javier was at a standstill. He hadn't researched or applied to any additional colleges. All three colleges he applied to had accepted him, but he was ambivalent about which he wanted to attend, even though Northwestern Business College had offered him a scholarship. He put the college decision on the back burner while he waited for his parents to finish filing their taxes so he could complete the FAFSA. He figured he'd decide after the financial aid letters arrived.

Spring Senior Year: A Choice He Understands

At the end of senior year, Javier shifted gears again. His drafting teacher brought in a representative from the Universal Technical Institute (UTI), a local automotive and diesel repair school with an 18-month job certification program. Right away, Javier became very interested in an automotive repair career. After the presentation, Javier asked the UTI representative for his

card, contacted him, and the representative arranged a meeting at Javier's home. During this home visit, Javier filled out the application and was soon accepted. His parents were supportive of their son's decision. Javier never visited UTI, but it seemed like a practical option and he latched onto it.

“I decided to go to UTI because I was more interested in the program, and it's less time. The other colleges would have been three or four years. I just want to get the studies over with and go to work.”

This was the first time an adult sat down and asked Javier specific questions about college and walked him through the steps to apply and enroll in school. UTI also offered the small class size that Javier preferred and would help him find a job while in school. No other college provided Javier with information and attention like UTI.

At that point, Javier decided the cost of the school was no longer a concern. To cover the \$23,000 tuition, Javier would continue to work part-time and was assured that UTI would help him find a higher paying job when classes started. He reported that the school gave him modest financial aid: \$1,900 for books and supplies. He was still waiting to hear back about his FAFSA, and UTI told Javier they would “*check into it.*” It is unclear whether or not he applied for financial aid correctly and why he chose UTI over Northwestern Business College, where he had already received a substantial scholarship. UTI seemed to be a safe choice; he had someone who had taken an interest in his future and personally walked him through the process.

During high school, Javier attended presentations by four postsecondary institutions—the only four schools to which he applied. Javier's college search barely went beyond these four schools and never included even one selective college. Javier is an example of an intelligent, motivated student whose limited information prevented him from completing a thorough search for a match school. A one-on-one conversation with an adult at school who recognized his academic potential could have altered his outcome dramatically, ensuring he at least considered schools he was qualified to attend.

Franklin—A Case Study

A successful search with modest qualifications

Does a student have to be highly qualified to thoroughly engage in the college search and application process? Franklin demonstrates that with the right information, strong supports at home, and a drive to attend college, a student with modest qualifications can make a college match—and a successful transition.

A charismatic African-American student at Ellison High School, Franklin¹ graduated with a B average and an ACT score of 19, giving him access to a somewhat selective college. Since many of the colleges in Illinois are considered somewhat selective, Franklin was at an advantage in finding a match school. His thoughtful, extroverted nature brought enthusiasm to his baseball team and a liveliness to the classroom. When asked about his future, Franklin never wavered in his desire to attend a four-year college. To Franklin, success meant some day owning a music production company, and he demonstrated his commitment to this goal by spending countless hours in his cousin's recording studio. He planned to major in business.

Though Franklin was committed to his schoolwork, he did not achieve the highest grades. Teachers and staff at Ellison knew Franklin well and recognized his potential to mature. His English teacher described him as “lively, funny, and creative . . . he very much needs to hear that he has potential, not only in the music world but also academically.” Another teacher nominated him for a leadership program, and Franklin took his role as a leader seriously.

Junior Year: Ahead of the Game With His Search

Unlike most students, Franklin knew his way around a college campus because he spent many weekends with his brother, a Northern Illinois University student. Franklin liked Northern and could see himself as a student there, but he hesitated to follow in his brother's footsteps.

Thanks to his family's guidance, Franklin never seemed overwhelmed by the college search process, a problem that stymied so many of his peers. In the fall, Franklin started making a list of possible colleges,

including Northern, the University of Illinois, and Illinois State University. He zeroed in on schools that offered a business major and the opportunity to play baseball. Franklin's brother played an important role in his search, and his mother pushed him to attend college outside the Chicago area.

Franklin knew his grades were crucial for college acceptance, and he worked harder in his junior year classes than he had in previous years. He took a business class, improved his writing, and relished the challenge of his AP and honors classes:

“Colleges, they look at that and see [me] getting As and Bs in honors classes . . . and [they say], ‘I think he can do well in a college class.’”

Franklin completed his junior year feeling confident about his achievements and his decisions for senior year. After careful thought, he decided not to take a math class during his senior year; instead, he decided to take a class in which he was sure to earn an A or B in order to keep his GPA high.

Summer: A Little Work, a Little Play

Over the summer, Franklin spent many hours working on his music at his cousin's recording studio. At his mother's suggestion, he got a job at the library—which he held throughout his senior year and felt strengthened his “*people skills*.” He also attended baseball camps around the Midwest, including one camp at Ohio University. While there, Franklin decided to add Ohio University to his list of possible schools. For Franklin, a pattern was emerging: each college campus he visited made its way onto his college list.

Fall Senior Year: Relying on Family, Honing His List

In the fall, Franklin carefully narrowed his list. School brochures accumulated, and Franklin diligently read each piece of mail. He fell behind schedule because he spent more time looking at applications than filling them out. He said:

“I’m not going to rush to make a decision. I’m going to apply to many different schools because I don’t want to get stuck and focus on one university and that doesn’t go through.”

Franklin recognized which schools were realistic for him and considered schools he knew matched his qualifications, as well as a few “reach schools.” Franklin was aware that colleges look beyond academic qualifications and also consider a student’s personal qualities. He knew it would be important to portray himself well in his essays.

Despite all of his hard work, Franklin had not spent much time talking to adults in his school. He had not visited his counselor, but he knew he needed to do so to obtain his transcripts. Although he always sought his mother’s counsel, his main source of guidance was his brother who Franklin credited with providing the best advice about how to pick the right school.

When it came to financing college, Franklin was in a better position than many of his peers. Franklin’s mother and brother both were attending college and had experience with applying for financial aid. Franklin’s mother assured him she would handle it, which he reported she did in February. The cost of college never intimidated Franklin; he felt comfortable taking on college loans to attend the school of his choice. He and his mother spoke often about the cost of college, and they both agreed he would attend college no matter what it took. If it took him 30 years to pay off his college debt, he was OK with that. Above all, he wanted to identify a college he could both enjoy and afford.

Winter Senior Year: Finding His Favorites

Late in the fall, Franklin visited a friend at Southern Illinois University. He immediately felt comfortable

there and added Southern to his list—in fact, he moved it to the top. Because Franklin applied primarily to state schools with less complex applications, he was able to start and finish his applications in January and not miss any deadlines. He worked on his personal statement in his business class and submitted it to his two top schools. Before applying, he had asked both his teacher and mother to read his essay. In total, Franklin applied to seven schools.

Spring Senior Year: Filling in the Final Details

By the end of his senior year, Franklin had taken all the necessary steps to ensure he would attend college. While he did not always meet priority deadlines, he still applied early enough to gain acceptance to all seven schools. One final campus visit sold Franklin on attending Southern. He liked the environment and location of the university, felt comfortable among the students, liked the business program, and could afford the tuition. By spring, Franklin had already attended orientation, spoken with business professors, and registered for classes. Overall, Franklin felt his high school did a good job preparing students for college, but the responsibility for following through largely fell to the student:

“It was like we couldn’t always rely on them being there to help us through every little step, even though the guidance is good, but still as a student you still have to push forward and get it done.”

Franklin did not know the specifics of his financial aid package but knew he was in good shape.⁷ Because he would be the third person in his family enrolled in college, he was offered an aid package that made it affordable for him to attend Southern. At the end of senior year, he had met his goals of graduating on time and getting all As except for one B. By fall after graduation, Franklin was happily enrolled at Southern and active in campus life. He played intramural baseball, joined a business fraternity, and worked at a radio station. Franklin was a rare example of a student who navigated the college process successfully and landed in a well-matched college.

Case Studies Analysis Exercise

The Analysis Exercise can be used during school team meetings to discuss the *Potholes* report Case Studies. Teams can divide into small groups to read different case studies and answer the following questions. Someone from each small group should take notes and prepare to share with the larger group.

<p>Share this student's college match story in one minute or less.</p> <ul style="list-style-type: none"> • What were his or her aspirations? • What kind of colleges could he or she have enrolled in? • Where did he or she end up? 	<p>Notes</p>
<p>What strengths did the student have regarding college planning and/or during the transition to college?</p>	<p>Notes</p>
<p>What would this student have needed in order to make a better transition to college? What was he or she missing? Specifically:</p> <ul style="list-style-type: none"> • What INFORMATION was the student lacking? • What RESOURCES seemed to be missing? • What SUPPORT could the student have benefited from if it was available to him or her? 	<p>Notes</p>



Understanding the Conditions for Postsecondary Success

To&Through Issue Brief: College Choice

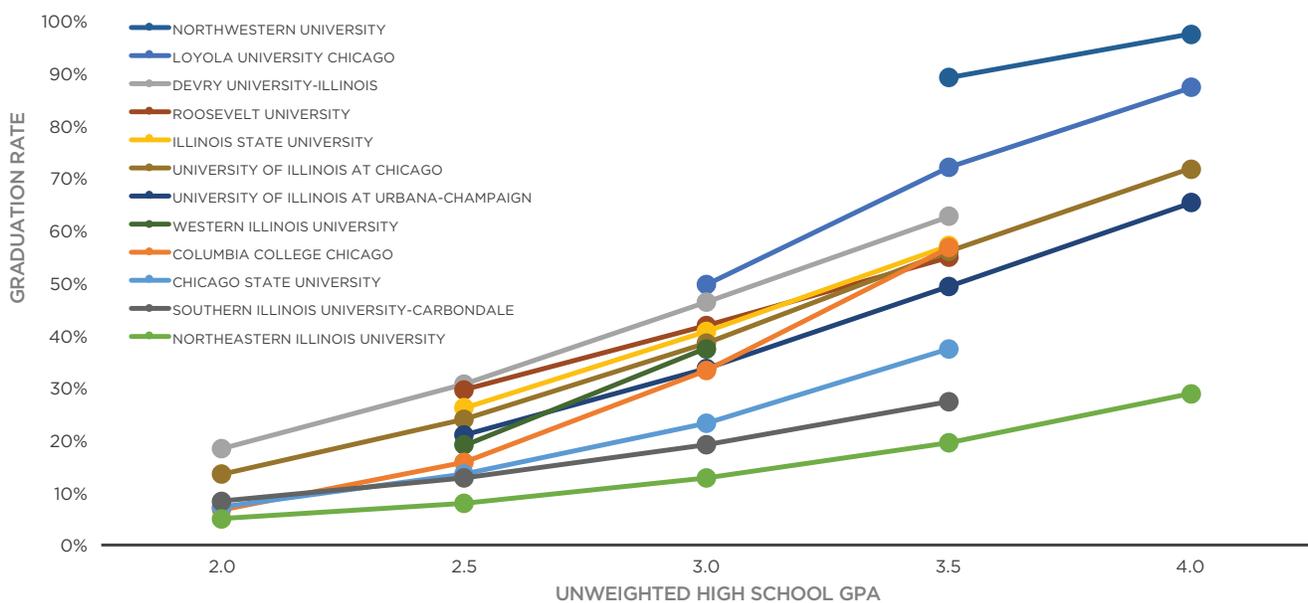
A two-page brief summarizing the UChicago Consortium's latest research on why college choice matters and strategies schools are using to help students navigate the college selection process.

What does UChicago Consortium research say about why college choice matters?

Research from UChicago Consortium shows that for students to successfully navigate the road to college graduation, they must fully engage in a many-stepped process including college search, college choice, and college enrollment. Some of these steps are technical in nature—including the timely submission of college and financial aid applications and forms—but others are more complex, particularly for students who are the first generation in their families to attend college.

An important factor that can inform students' choice is a college's institutional or underrepresented minority graduation rate. Regardless of their academic qualifications, students' likelihood of graduating from a given college mirrors the institutional graduation rate. This is also true for students with strong grades in high school; in fact, college choice matters the most for students with strong academic qualifications.

Other important factors for students to consider in making a college choice include whether or not a college represents a good match for their qualifications and a good fit with their needs and interests. A college “match” occurs when a student applies to and enrolls in a college with a selectivity level that matches the kind of colleges that accept other students with similar high school qualifications. College “fit” goes beyond just beyond selectivity and institutional graduation rate. A good fit meets a student's educational and social needs and best supports his or her intellectual and social development. A student is far more likely to persist through college if he or she feels a sense of belonging and engagement.



These lines come from logistic regression models performed for each high school, predicting graduation with GPA. The regression lines are based on data from all students at each college based on their actual (not rounded) GPA. However, points are included on the graph for a college only if at least 20 students at that college had a rounded high school GPA at that point.

What strategies are some high schools using to work on college choice?

Creating a strong, school-wide college-going culture

Students who attend high schools in which teachers report a strong college-going culture—where a school leader has established college attainment as a clear and shared goal for students, where teachers are well-versed on the most important factors for college admission and success, and where teachers and counselors are involved in supporting students in completing their college applications—are 12 percentage points more likely to apply to and 14 percentage points more likely to enroll in a four-year college than students who attend high schools in which teachers do not report a strong college-going culture.

Encouraging students to apply to multiple colleges and strongly consider institutional graduation rates

Students who apply to at least three, and particularly six or more, schools are much more likely to be accepted. This effect is especially strong for students with lower levels of qualifications. Many schools require every senior to submit at least three applications. Moreover, either during the application process or when a student is choosing which college to attend, some schools encourage students to look at institutional graduation rates as a proxy for how well the college or university supports its students.

Ensuring students complete the FAFSA as early as possible

Completing the Free Application for Federal Student Aid (FAFSA) is an essential step in the road to college. Completing the FAFSA as early as possible is critical; many colleges and states have early deadlines or give financial aid on a first-come, first-served basis. For the last decade, CPS has centrally tracked how many students are completing the FAFSA and worked with counselors to support students who haven't.

Building a post-secondary team that oversees students' college-going process and the school's college-going culture

Trusted adults like school counselors, administrators, outside community partners, and senior teachers can build a post-secondary team to guide high school students to and through the college-going process. Building strong systems of support for the college search and application process during junior and senior year can have a positive effect on college enrollment. At some schools this team meets monthly or bi-weekly to review data on students' college applications, admissions, financial aid, and scholarships. Some teams also get involved during the summer and fall after graduation, looking to intervene with graduates students who were admitted to college, but might not enroll.

References

Roderick, M., Nagaoka, J., Coca, V., and Moeller, E. (2008). *From high school to the future: Potholes on the road to college*. Chicago, IL: University of Chicago Consortium on School Research.



Integrating a Developmental Approach to College Access

Contents

Foundations for Young Adult Success: A Developmental Framework

Building Behaviors, Beliefs, and Identity in College Counseling

Ready, Willing, and Able Educational Leadership Article

Exploring Identity Statuses

Purpose

College access initiatives should focus on adolescent development so that students develop a sense of active agency as they explore postsecondary options. In Tool Set B, the Network for College Success highlights two sources that can help Counselors and other educators as they integrate a developmental approach to college access: *Foundations for Young Adult Success: A Development Framework* by the UChicago Consortium and *Ready, Willing, and Able* by Savitz-Romer and Bouffard. The UChicago Consortium research offers a developmental framework to consider students' needs from preschool to young adulthood. *Ready, Willing, and Able* posits how adolescents move toward their postsecondary destinations and how educators can help support them through college readiness activities.

How & When to Use

Counselors and other educators can use the resources in Tool Set B to deepen their understanding of the social-emotional learning (SEL) conditions and non-cognitive factors that promote postsecondary success. The Exploring Identity Statuses activity can help frame adolescent development in terms of an individual student's SEL needs on the road to college. The UChicago Consortium presentation marries this research with the research in [Tool Set A: Understanding the Conditions for Postsecondary Success](#).



Integrating a Developmental Approach to College Access

Foundations for Young Adult Success: A Developmental Framework

This research report offers wide-ranging evidence on what young people need to develop from preschool to young adulthood in order to succeed in college and career as well as have healthy relationships, be engaged citizens, and make wise choices.

The summary of the report is included in this Toolkit. For the entire report, [click here >>](#)

CONCEPT PAPER FOR RESEARCH AND PRACTICE JUNE 2015

Foundations for Young Adult Success

A Developmental Framework



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Executive Summary

Every society in every age needs to grapple with the question of what outcomes it hopes to produce in raising its young. What exactly do we hope our children will be able to accomplish as adults? What vision guides our work? How do we make that vision a reality for all children? How do we better harness what is known in the research, practice, and policy arenas to ensure that all youth have what they need to successfully meet the complex challenges of young adulthood? Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis.

To address these questions, this report aims to build a common understanding of young people’s developmental needs from early childhood through young adulthood and proposes a developmental framework of the Foundations for Young Adult Success. The framework is the result of synthesizing research, theory, and practice knowledge from a range of disciplines and approaches. This work is influenced by ideas spanning the last century, from Dewey’s theory of learning from nearly a century ago to cutting-edge findings in neuroscience on how the brain works. It integrates these perspectives into an accessible framework designed to guide the efforts of all adults who are responsible for raising, educating, or otherwise working with children and youth.

In the past several years, a large number of frameworks and standards have been created to provide guidance on what young people need to learn. The Foundations for Young Adult Success developmental framework describes how to enact these frameworks and standards across the settings in school, out of school, and at home. It characterizes the experiences and relationships youth need to develop into young adults who have agency, an integrated identity, and the requisite competencies to successfully meet the complex challenges of young adulthood and become thriving, contributing members of their communities. The approach described in this report: (1) identifies three key factors of young adult success (agency, an integrated

identity, and competencies) and four foundational components (self-regulation, knowledge and skills, mindsets, and values) that underlie them, (2) takes into account what we know about how children develop, (3) considers how the backgrounds of and contexts in which young people live affect their development, and (4) makes the intentional provision of opportunities for young people to experience, interact, and make meaning of their experiences the central vehicle for learning and development.

What Do We Mean by “Success” in Young Adulthood?

Most policy efforts attempt to address socioeconomic gaps in youth outcomes by focusing on educational attainment as the central investment in preparing youth for adulthood. However, while building an educated workforce is one of the core goals of our investments in young people, it is far from the only goal. Success also means that young people can fulfill individual goals and have the agency and competencies to influence the world around them. This broader definition of success is based on the synthesis of literature from various fields, as well as interviews with practice experts and youth service providers (see box entitled *Project Overview and Methodology* p.3), who articulated their larger role as helping young people develop an awareness of themselves and of the wide range of options before them,

competencies to pursue those options, and the ability to make good future choices for their lives as engaged citizens in the world. This larger focus is inseparable from goals related to college and career.

Context Plays a Crucial Role in Providing Equal Opportunities to All Youth

The picture of young people as self-actualized masters of destiny is complicated by persuasive research on the role of context in shaping youth outcomes, specifically, structural forces that govern socioeconomic life in the United States (e.g., segregation, discrimination, joblessness).¹ From this perspective, a young person is fundamentally the product of experiences and social interactions, within and across a range of contexts, from the immediate setting to larger institutions to cultural norms, all of which collectively shape the developing individual.² Larger contextual factors of society, the economy, and institutions (such as schools) play a central role in the inequitable opportunities afforded to young people, as well as in their ability to see opportunities as viable options and take advantage of them. The obstacles to following a successful path to adulthood and the opportunities available to young adults vary greatly by the contexts they inhabit. Thus, there is a fundamental tension between preparing children to live in the world that is often cast as a tacit acceptance of a profoundly unjust status quo and equipping them to face, navigate, and challenge the inequitable distributions of resources and access that so often limit their opportunities and constrain their potential. It is within these tensions that we explore broad multidisciplinary evidence from research and practice about the underlying constructs that support a successful transition into young adulthood.

Ingredients of “Success” that Comprise the Developmental Framework for Young Adult Success

What are the ingredients necessary for young adults to succeed? Building a common set of objectives and having a clear understanding of how to foster development is a

critical step in eliminating the silos that adults working with young people often operate within. To this end, the report provides a framework of foundational components and key factors for success in young adulthood. The report organizes the definition of young adult success around three **key factors**; these are *agency*, *integrated identity*, and *competencies*. These factors capture how a young adult poised for success interacts with the world (agency), the internal compass that a young adult uses to make decisions consistent with her values, beliefs, and goals (an integrated identity), and how she is able to be effective in different tasks (competencies). The three key factors allow a young adult to manage and adapt to changing demands and successfully navigate various settings with different cultures and expectations. However, a person can have strong agency, identity, and competencies in one setting without being able to automatically transfer those to a new setting; having an *integrated identity* means that a person has consistency and coherence across different roles in different settings.

The Three Key Factors

Agency is the ability to make choices about and take an active role in one’s life path, rather than solely being the product of one’s circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one’s identity, competencies, knowledge and skills, mindsets, and values.

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). An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.

Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives. Successful young adults have sets of competencies (e.g., critical thinking, responsible decision-making, ability to collaborate) that allow them to be productive and engaged, navigate

¹ Bowles & Gintis (1976, 2002); Duncan & Murnane (2011); Lewis (2011); Massey & Denton (1993); Putnam (2015); Wilson (1990, 2012).

² Neal & Neal (2013); Bronfenbrenner (1977, 1979, 1986).

Project Overview and Methodology

In November 2013, the University of Chicago Consortium on Chicago School Research (UChicago CCSR) was awarded a competitive grant from the Wallace Foundation to build a conceptual framework that articulates what is needed to guide children and youth to become successful young adults. The charge was to analyze and synthesize the best of research evidence, theory, expert opinion, and practice wisdom in the service of identifying the broad range of factors critical for young adult success. We consolidated current understanding of how these factors can be fostered in schools, communities, and homes from early childhood to young adulthood. In addition to a thorough grounding in published research, the project included interviewing and holding convenings and meetings with experts in research, policy, and practice across a range of fields and disciplines. To further ground the synthesis in real-world problems, we also interviewed a diverse selection of nine youth and the adults who work with them in schools, community programs, and agencies in Chicago and developed youth profiles. We sought to find the points of agreement across disparate perspectives, raise the points of contention, and leverage the collective wisdom to best understand the full scope of factors essential to young adult success and how to develop them.

The Three Phases of the Project

To achieve a cohesive and comprehensive framework, the project team undertook three phases of information-gathering. Each successive phase built upon the work of the previous phase, and each phase was defined by a different goal and set of questions:

- **Phase I:** We focused on defining “success” and identifying the factors that are critical for success in young adulthood, particularly in college and at the beginning of a career.
- **Phase II:** Building on the critical factors identified in Phase I, we sought to understand how each factor developed over the course of early life, from the preschool years through young adulthood. We focused on the identification of leverage points for best supporting children’s holistic development, keeping in mind that child and youth development occurs in multiple settings.
- **Phase III:** We aimed to consolidate current understanding of how critical factors of young adult success can be fostered in a holistic, coordinated way across schools, community organizations, and homes, from early childhood to young adulthood. We focused on a ground-level, practitioner perspective in considering how to best organize adult efforts to promote the development of children and youth.

Each phase of work culminated in internal working documents to help us consolidate our progress and thinking. The white paper that resulted from Phase I, *A Framework for Developing Young Adult Success in the 21st Century: Defining Young Adult Success*, is available at <http://ccsr.uchicago.edu/sites/default/files/publications/Wallace%20Framework%20White%20Paper.pdf>. The current report is a culmination of the three phases of work outlined above, with an emphasis on our learnings from Phases I and II. Findings from Phase III will be explored in future work.

across contexts, perform effectively in different settings, and adapt to different task and setting demands.

The Four Foundational Components

Underlying the capacity for the three key factors are four **foundational components** that span both cognitive and noncognitive factors. These four foundational components are *self-regulation*, *knowledge and skills*, *mindsets*, and *values*. The foundational components are

developed and expressed in multiple spheres—within the self, in relation to others, and in the broader world(s) one inhabits.³ The role of each component is threefold. First, when young people have experiences and make meaning of those experiences, each component interacts to promote the development of the other foundational components and the three key factors. Second, they enable healthy and productive functioning at every stage of life. Finally, they directly contribute to young adult

³ The notion that positive youth development requires skills in both the interpersonal (or social) and intrapersonal (or self) domains has been put forth by other models and frameworks

of skills necessary for success in the 21st century (e.g., Pellegrino & Hilton, 2012; Weissberg & Cascarino, 2013).

success. The foundational components were chosen because they are malleable; that is, they can be changed by experiences and the efforts of and interactions with other people, in both positive and negative ways, and then be internalized. As young people engage in ongoing experiences that help them develop the foundational components, these components can become internalized as automatic responses (or habits) that become a core part of their identity; this automatic behavior allows them to then be transferred across contexts. While all of the foundational components develop throughout every stage of a young person's life, the development of specific components is more salient during some stages than others. Young people develop the foundational components and key factors through experiences and relationships, and these are always embedded within larger societal, economic, and institutional contexts that influence how youth perceive the opportunities and obstacles posed by their environments.

Self-Regulation is the awareness of oneself and one's surroundings, and the ability to manage one's attention, emotions, and behaviors in goal-directed ways. Self-regulation has numerous forms, including cognitive, emotional, behavioral, and attentional regulation. Self-regulation is a key developmental task during early and middle childhood.

Knowledge is the sets of facts, information, or understanding about oneself, others, and the world. **Skills** are the learned abilities to carry out a task with intended results or goals. Building academic knowledge and skills is a key developmental task during early and middle childhood, although it occurs through all stages of development.

Mindsets are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person's unconscious biases, natural tendencies, and past experiences. Though mindsets are malleable, they tend to persist until disrupted and replaced with a different belief or attitude.

Values are enduring, often culturally defined beliefs about what is good or bad, and what is important in life. Values include both the moral code of conduct one uses in daily activities (e.g., being kind, being truthful) and long-term "*outcomes*" of importance (e.g., getting an education, having a family, contributing to the community) that may not necessarily have a right or wrong valence. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they believe in. Values are a key developmental task during middle adolescence and young adulthood.

Developmental Experiences and Relationships Support Success

Development is a natural, ongoing process that happens as young people observe the world, interact with others, and make meaning of their experiences. Regardless of the degree of adult guidance, children will still "*develop*" in some way, learning how to do things and coming to conclusions about themselves, their prospects, and their paths forward. They will develop some skills and preferences, and they will likely figure out what they need to know to get by. And yet, the developmental benefit of children's experiences can be enhanced and directed by others to help youth best formulate and internalize the developmental "*lessons*" from these experiences.⁴ However, the nature and number of children's opportunities for development vary significantly by race and socioeconomic class.

The foundational components and key factors of young adult success are mutually reinforcing, helping young people to both learn from and proactively shape their worlds. The core question for practice is how these foundational components and key factors can be intentionally developed. How do children learn knowledge, skills, values, mindsets, and the complex processes of self-regulation, as well as develop competencies essential to success in the 21st century? The essential social context for this process is what we term **developmental experiences**. Developmental experiences are most supportive of youth's needs when they occur within what the Search Institute calls **developmental**

4 Vygotsky (1978).

relationships.⁵ Development is nurtured in the context of strong, supportive, and sustained developmental relationships with adults and peers. Developmental experiences offer opportunities for young people to engage in various forms of *action* and *reflection*. It is through ongoing cycles of age-appropriate action and reflection experiences that young people build the four foundational components (self-regulation; knowledge and skills; mindsets; and values), and develop agency, an integrated identity, and competencies.

Developmental Experiences

Developmental experiences are opportunities for action and reflection that help young people build self-regulation, knowledge and skills, mindsets, and values, and develop agency, an integrated identity, and competencies. These experiences are “*maximized*” in the context of social interactions with others. Experience must be assigned meaning and be integrated into one’s emerging sense of identity if it is to have lasting or transferrable benefit. Mediating young people’s thinking about their experience is one important way that adults aid in learning and development.

When young people have the opportunity to make contributions that are valued by others, they gain self-confidence and come to see themselves as capable and able to effect change in their own lives and in the larger world. What matters most for development is not the intentions of adults, but their actual enactment of practices in relation to young people, how young people experience those practices, and the meaning young people make of those experiences. This has training and professional development implications for teachers, parents, childcare providers, and youth workers.

Developmental Relationships

Critical to the process of making meaning out of developmental experiences are strong, supportive, and sustained relationships with caring adults who can encourage young people to reflect on their experiences and help them to interpret those experiences in ways that expand their sense of themselves and their horizons.

The iterative and fundamentally relational processes of experiencing, interacting, and reflecting represent a critical engine for children’s development and as such are the core of the conceptual model linking experiences and relationships with outcomes.

Strong, supported, and sustained relationships with caring adults provide an important space for youth to experiment, try out roles and behaviors, and receive feedback that helps to build an integrated identity. However, in order to provide the best experiences for youth, it is imperative to understand where youth are *developmentally* throughout their young lives. This understanding allows for more appropriate interactions between adults and youth. A contextual understanding of children’s development offers guidance on how to design direct experiences in ways that provide the right kinds of support and challenges to growth at various stages of early life. Each component develops at different rates over the life course. So when is the most crucial time to be focusing on supporting the maturation of each of our four components? Do they all hold equal weight at different stages of development?

Developmental Progression toward Young Adulthood

Development is multifaceted (social, emotional, attitudinal, behavioral, cognitive, physical) and each aspect of development is inextricably connected to the others. This report takes a developmental perspective because, in order to design and deliver the most effective experiences for youth, it is imperative to understand where youth are developmentally throughout their young lives. This understanding makes it possible for adults to match more appropriate experiences and interactions to the developmental needs of young people.

The practices of adults are more effective when they are intentional, are focused on the foundational components and key factors that support the ability to transition successfully into young adulthood, and are based on an understanding of where youth are developmentally. The development of the key factors of young adult success (competencies, identity, and agency) and

5 Search Institute (2014).

the four foundational components that underlie them (self-regulation, knowledge and skills, mindsets, and values) occurs at different rates from early childhood through young adulthood. Consistent and supportive interactions with caregivers provide the greatest opportunity for cognitive stimulation, and in ways that can have long-lasting impacts on children’s development. Whereas appropriate stimulation supports continuing development, a lack of stimulation can create barriers to later development, potentially requiring more intensive intervention later.

Different factors develop at different rates over the course of life. So when is the most crucial time to be focusing on supporting the maturation of each of the four components or three key factors? Do they all hold equal weight at different stages of development? Below, we highlight the most salient areas of growth during each stage of development, with an eye toward (1) which foundational components or key factors are most influenced by input, experiences, and interactions with others; and (2) which components or key factors need to be developed during the earlier stages to facilitate positive development at later stages. However, it is crucial that adults not exclude other areas of development when engaging with children and youth; nearly every aspect of the foundational components and key factors is forming, or is at least being influenced by the experiences youth encounter, at every stage of life.

In brief, the key developmental tasks during early stages of development are:

- Early childhood (ages 3 to 5): Self-regulation; interpersonal (social-emotional) knowledge and skills
 - Middle childhood (ages 6 to 10): Self-regulation (self-awareness and self-control); learning-related skills and knowledge; interpersonal skills
 - Early adolescence (ages 11 to 14): Group-based identity; emerging mindsets
 - Middle adolescence (ages 15 to 18): Sense of values; individuated identity
 - Young adulthood (ages 19 to 22): Integrated identity
- What happens as adolescents transition into young

adulthood is strongly shaped by the ways in which and degrees to which earlier developmental tasks were met. They draw upon the foundation laid in each preceding stage or the interventions that have successfully compensated for prior developmental lapses. To meet the development tasks as one embarks on young adulthood, a young person should be able to draw upon strong relationships with adults and peers; the foundational components of self-regulation, knowledge and skills, mindsets, and values; and the agency, an integrated identity, and competencies to take an active role in shaping their life course.

Implications for Practice, Policy, and Research

The vision behind the Foundations for Young Adult Success developmental framework is about building a society where all children grow up to reach their full potential, regardless of which side of the economic divide they were born. Currently, opportunities for rich and varied developmental experiences through K-12 schooling and informal education are largely determined by family resources; to address these inequities, it will not be enough to simply expand options by adding more well-run programs, providing a few more resources, or reforming a subset of schools. It will take a transformation of adult beliefs and practices within the existing institutions and structures that shape children’s learning and development. It will mean building a collective sense of responsibility for expanding the possibilities for all young people, not just for our own children. It means integrating afterschool providers’ lens of youth development with educators’ knowledge of learning theory with families’ deep understanding of the unique needs and circumstances of their children. By drawing from the knowledge, approaches, and experience of many different adults from many different settings, we can give the next generation of young people the opportunities they need to meet their full potential.

The Foundations for Young Adult Success developmental framework has clear implications for schools, youth organizations, and families; but without larger transformations in the policy landscape and larger societal and economic context, there are limits to what

can be achieved. Many questions remain about how to more effectively support the development of young people and what policies and structural changes are needed; these form the basis for the research agenda needed to guide these transformations. Along with parents and families, the world we envision for the next generation of young people will require the joint efforts of educators and youth practitioners, policymakers, and researchers. Below we provide implications for teachers, youth practitioners, parents and families, policymakers, and researchers.

Implications for Educators, Youth Practitioners, and Parents and Families

1. **A narrow focus on content knowledge in isolation from the other foundational components undermines learning and development.** Learning and development are holistic processes dependent on interactions among all of the foundational components (self-regulation, knowledge and skills, mindsets, and values). There may be conceptual reasons for distinguishing between “*cognitive*” and “*noncognitive*” factors, but this distinction has no functional meaning. Cognition, emotion, affect, and behavior are reflexive, mutually reinforcing, and inextricably associated with one another as a part of development and learning. Adults will make little headway if they target only one particular component or subcomponent in isolation.
2. **Taking a developmental lens is essential to ensuring that structures and practices meet the developmental needs of the young people being served.** Although a lot is known about development, too often, there is a mismatch between the structures or practices in a youth setting and the developmental needs of the young people being served. Schools, youth programs, and even families are too often oriented to adult needs and goals (e.g., maintaining classroom discipline) instead of taking a youth-centered approach.

3. **Ensuring all young people have access to a multitude of rich developmental experiences is imperative to their success.** Growing up in marginalized communities adds to the complexity of developing into a young adult who is poised for success. While having agency equips young people to make choices and take action, their ability to successfully pursue a desired path also depends on social relationships, financial resources, and countless other external factors that are inequitably distributed. Further, the task of “*integrating*” one’s identity is vastly more complicated for low-income youth and youth of color than it is for children who grow up within the social and behavioral norms of the dominant white, middle-class culture.⁶ Responding to this reality requires a careful balance of pragmatism and aspiration. The Foundations for Young Adult Success developmental framework is designed to strike a balance between helping youth thrive in the world as it is, and develop the skills and dispositions they need to challenge a profoundly unjust status quo.⁷

Implications for Education and Youth Policy

1. **The current policy emphasis on content knowledge and test-based accountability undermines practitioners’ ability to provide developmental experiences.** Content knowledge is an essential part of what young people need to learn for the future, whether in school, at home, or in afterschool programs, but it is far from the only thing that matters. Policies that put too great an emphasis on content knowledge and standardized tests create incentives for practitioners to see the teaching of content knowledge as the sole outcome of interest. As this report has shown, the other foundational components not only facilitate engagement and learning of content knowledge, but they also are important developmental outcomes in and of themselves. Policies that promote these other foundational components would help to create conditions that foster both the learning of academic content and the development of young people more holistically.

6 Deutsch (2008); Fedelina Chávez & Guido-DiBrito (1999); Phinney (1989); Phinney & Rosenthal (1992).

7 This report does not directly address how development of the key factors and foundational components may play out differently for different groups (e.g., by gender, sexual

orientation, immigrant status, involvement in the juvenile justice system) and what specific barriers, assets, and needs each subgroup may have. This is a critical area of investigation that should be pursued.

2. Proceed carefully with incorporating “*noncognitive*” measures into accountability systems. The policy window for a more holistic approach to the development and learning of young people is opening; there is growing discontent over standardized testing. Recently, a movement to integrate alternative measures of student success into school accountability systems has gained some momentum, exemplified by the California “*CORE*” districts that have received No Child Left Behind waivers allowing them to include social-emotional factors and school climate measures in place of test scores as accountability metrics. This holistic approach to evaluating students is in alignment with the Foundations for Young Adult Success developmental framework; however, some caution is necessary when using these new measures for accountability purposes. Many important questions remain about measuring noncognitive or social-emotional factors and about their suitability for an accountability system that was developed around standardized tests.⁸
3. Policy needs to provide the “*safe space*” for schools and out-of-school programs to become learning organizations. The ambitious vision given in the Foundations for Young Adult Success developmental framework does not provide a clear roadmap of specific practices, strategies, or programs to implement. Moving from the current approach to schooling to a more holistic and developmentally aligned approach will require trial and error. Just as young people need opportunities to tinker and practice in order to learn, practitioners also need opportunities for tinkering and practicing, as well as making mistakes, as they learn new ways of teaching and working with young people. In an age when accountability is a dominant way of managing schools, and increasingly out-of-school programs as well, the space to make mistakes is very small. For real shifts to happen in practice, schools and out-of-school programs need to become learning organizations that provide opportunities for adults to learn, and policy needs to provide the “*safe space*” to do so.

Gaps in the Research

1. What practices and strategies promote the development of identity and agency? While researchers have learned a tremendous amount about development in the last several decades, many questions remain unanswered. In this report, we provided a developmental trajectory for the key factors for young adult success—agency, an integrated identity, and competencies. However, this relied on piecing together a number of existing theories; rarely if ever has the development of agency, for example, been studied longitudinally from early childhood through young adulthood. Theory has provided guidance on how an early sense of “*self*” underlies later identity formation, but this area is understudied in empirical research. While there is converging evidence that supports each of the developmental experiences we identify in this report, as well as the importance of developmental relationships, we do not know which specific combination of experiences would best promote the formation of an integrated identity and agency. We also still lack a strong understanding of how all of the foundational components outlined here link directly to the development of agency, an integrated identity, and competencies.
2. What can be done to intervene with young people after developmental windows close? The Foundations for Young Adult Success developmental framework includes four foundational components—self-regulation, knowledge and skills, mindsets, and values—which are all crucial factors in a person’s development toward optimal capacity. What happens if youth do not grow each of these foundational components in the developmental period during which they are most malleable? What types of interventions should we invest in—and for whom and at what period in their lives—if children seem to be falling behind? And for the youngest children, how can we even be sure that a child is falling outside of “*normative*” development, given how very wide the range of development is during the early years?

⁸ See Duckworth & Yeager (2015) for a discussion of the uses and limitations of existing measures.

3. What is the interaction of experiences in different settings? This report also raises a number of questions about the experiences youth encounter in the various settings they inhabit on a daily basis. We know quite well that what youth experience in school often varies from their experiences with friends, at home, or even in other educational settings. What we do not know is the extent to which those experiences need to be coordinated and supportive of each other, even if they are not teaching the same skills. How much do practices at home support or inhibit what teachers, youth workers, and others aim to do with youth? How aligned do those practices need to be? And can effective practices in one setting ameliorate negative experiences in another setting?

4. How can the key factors and foundational components best be measured for different purposes? Measurement is a core part of evaluating needs and gauging progress in any field. With the growing interest in factors other than academic content knowledge and skills, the number of assessments created to measure these factors has also grown. As discussed in the policy implications section, a number of questions about these factors and the assessments complicate their immediate implementation into practice. Some key questions include: Is this factor best conceived as an individual characteristic that can be cultivated over time or as a situational response to particular settings, opportunities, or expectations? How can we disentangle young people's prior capacities from changes induced by setting factors such as adult practice, opportunities for developmental relationships and developmental experiences, or the culture and climate of the place? What is the developmental trajectory on these measures and what are thresholds for what young people need?

In short, the demand for measures of noncognitive or social-emotional factors has far outpaced the state of the field of measurement for these same constructs. In

a case such as this, there is great potential for measurement instruments to be misused, to produce faulty data, to conflate statistical significance with meaningfulness, or to otherwise lead practitioners down a fruitless path. We strongly urge caution in the use of measurement tools until the science of measuring these important constructs catches up with the interest in and demand for them.

Conclusion

The Foundations for Young Adult Success developmental framework is a first step in guiding practitioners, policymakers, parents, and researchers in working together around a vision of building a society where all children grow up to reach their full potential regardless of differences in their backgrounds. Ensuring that young people grow into successful young adults requires investments in their learning and development from birth to young adulthood so that all of them have ongoing opportunities to truly reach their potential.

Making this vision a reality will require a collective responsibility for all young people. It means asking practitioners to question their own beliefs about what is possible and rethink how they work with young people on a day-to-day basis. It means asking policymakers to focus on a bigger picture and broader set of outcomes and to consider policies that would support the efforts of practitioners in developing young people. It means asking researchers to provide accessible, meaningful, and actionable answers to core questions of policy and practice. It means asking families to understand the needs of their children and work with the institutions they cross everyday so that these needs are met. It means asking for change within existing institutions and structures while also asking what new institutions and structures might better serve our vision. Addressing the inequities of opportunities facing young adults will require more than equipping young people with the capacity to navigate the world as it exists now, it will mean that they are also able to envision and create a better world for future generations.



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.



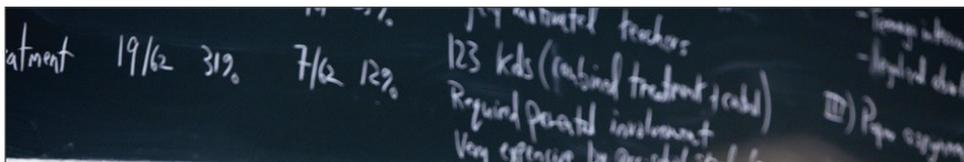
Building Behaviors, Beliefs, and Identity in College Counseling

From a Case Management to a Developmental Approach

David W. Johnson
Senior Research Analyst
UChicago Consortium on School Research

UCHICAGO Consortium

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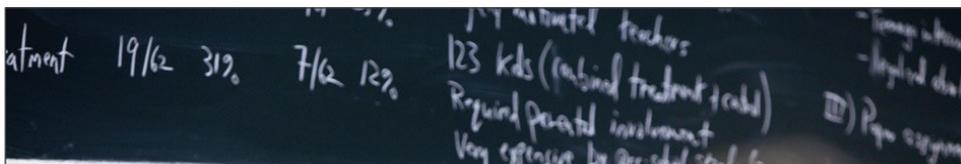
Objectives for Today

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



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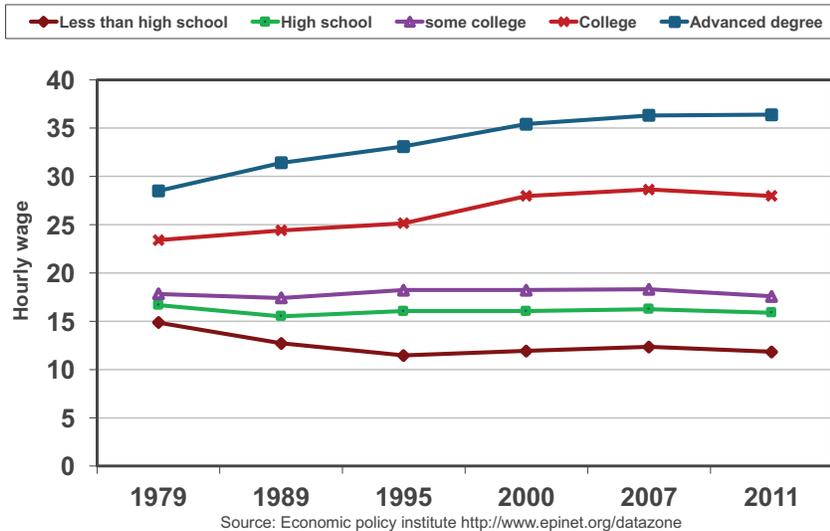


Why focus on college?

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



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Great News

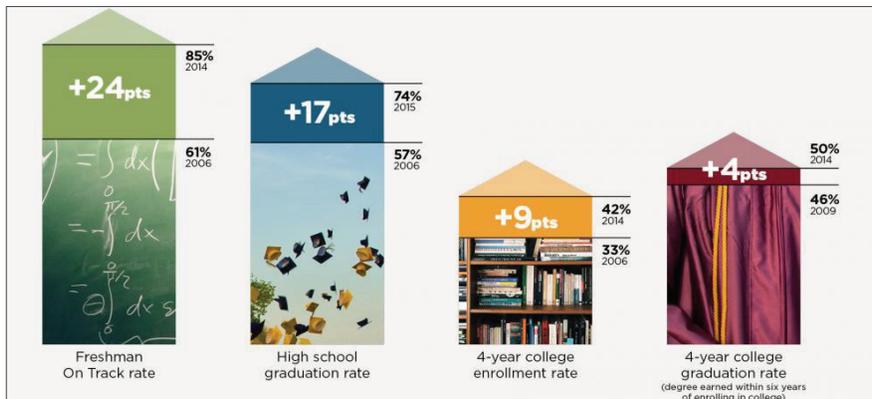
All indicators of educational attainment are going **up** in Chicago Public Schools (CPS):

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

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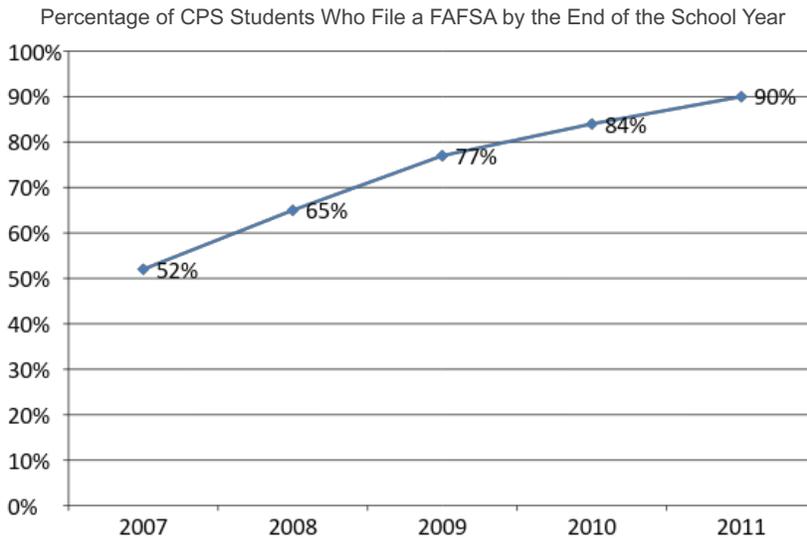
In Less Than a Decade, Chicago has Made Significant Progress on High School and College Attainment



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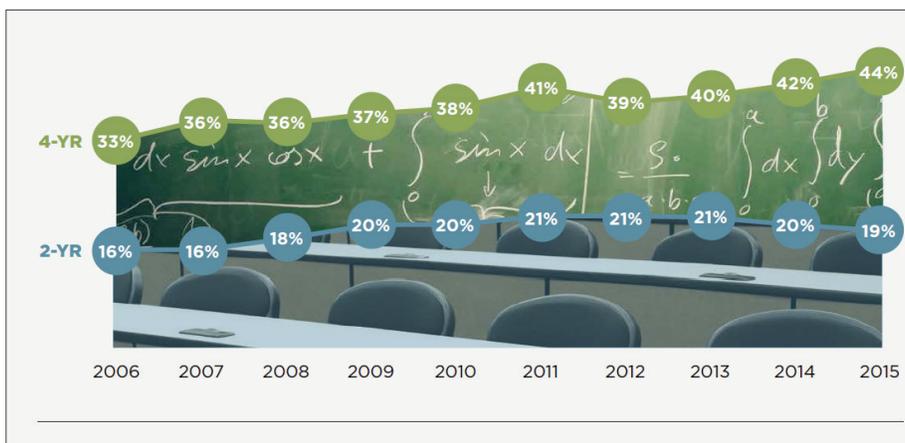
Rates of FAFSA Completion are also Increasing Rapidly



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CPS Enrollment Rates are also Going Up



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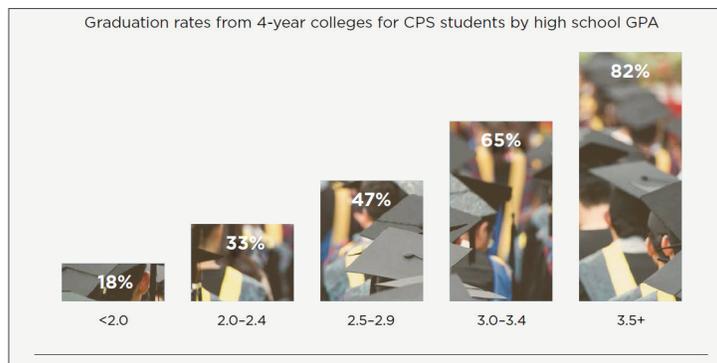


Less-Than-Great-News

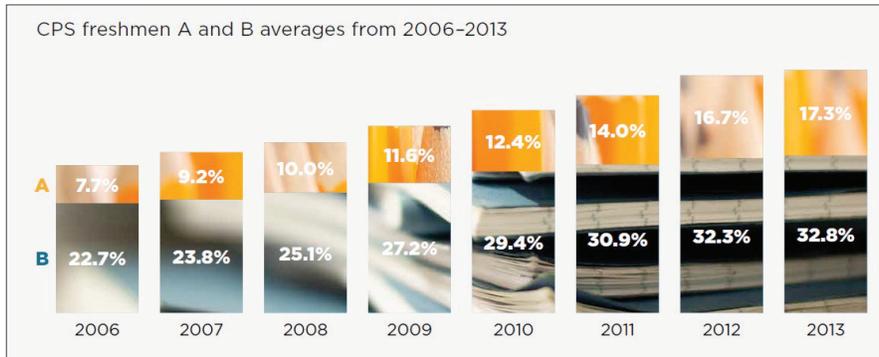
College success is largely stagnant:

- 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



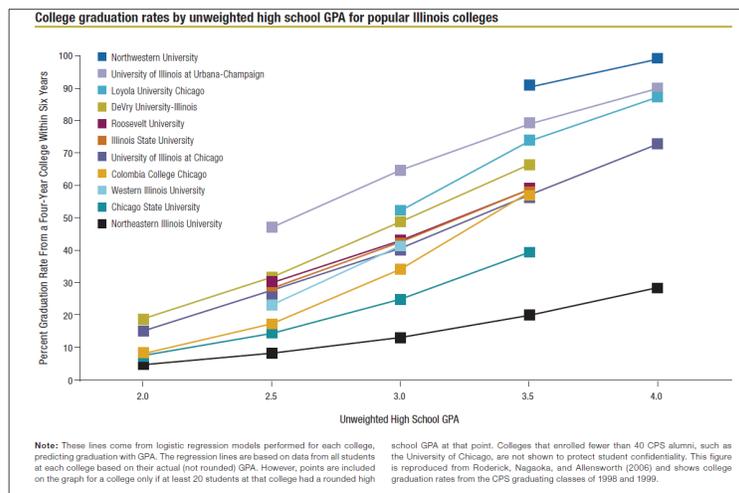
CPS Students' Ninth Grade GPAs have Risen Steadily Since 2006



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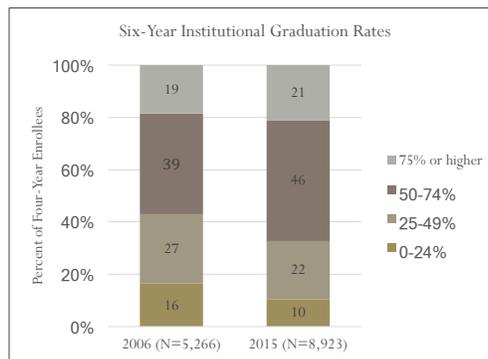
College Choice Matters for College Completion



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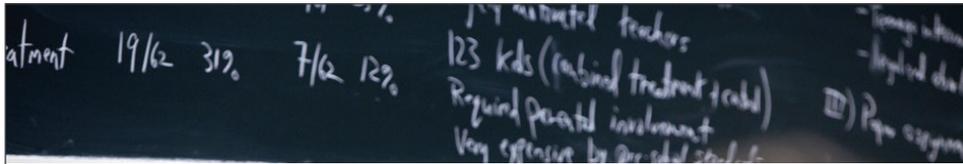
12

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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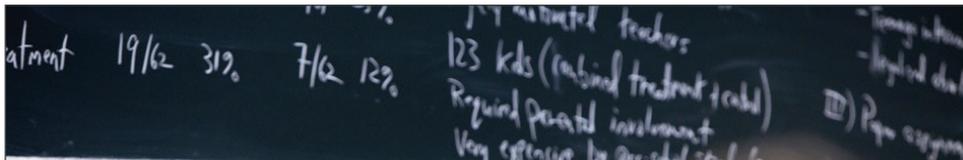
Behaviors vs. Beliefs

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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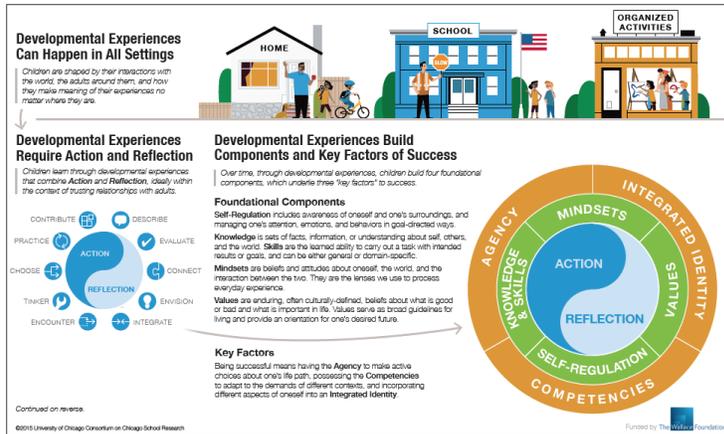
Critical Questions

- 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>

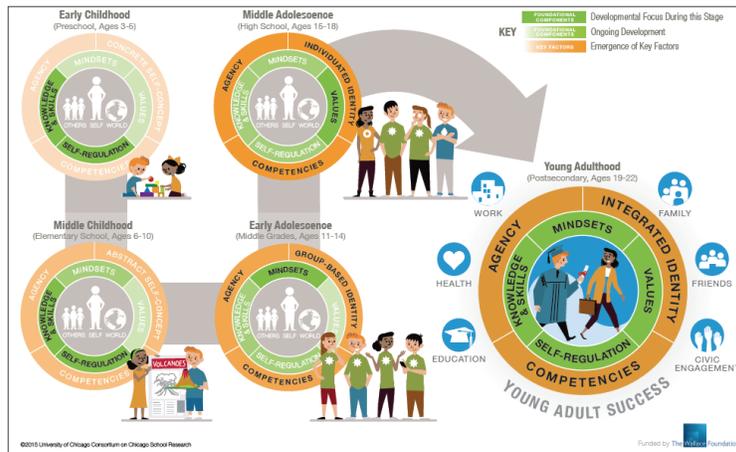
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Foundations for Young Adult Success: A Developmental Framework



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.”

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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**

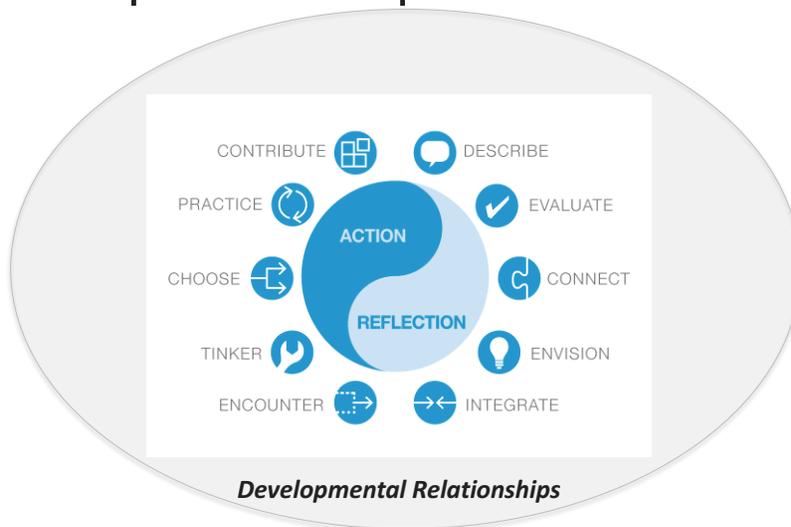
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Integrated Identity

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



Integrating a Developmental Approach to College Access

Ready, Willing, and Able Educational Leadership Article

In *Ready, Willing, and Able*, Savitz-Romer and Bouffard call for a new approach to postsecondary work: one that emphasizes the key developmental tasks and processes of adolescence and integrates them into existing college-access practices in meaningful ways. Rather than treating young people as passive recipients of services, they argue adults can engage them as active agents in the construction of their own futures.

[Click here to read >>](#)

TOOL SET

B

Integrating a Developmental Approach to College Access

Exploring Identity Statuses

This activity explores the four statuses of College-Going Identity as discussed in *Ready, Willing, and Able* by Savitz-Romer and Bouffard. This could be useful when Counselors and other educators want to reflect on students' statuses and the supports they need to succeed.



Understanding Research
& Applying Data

Exploring Identity Statuses

Directions

On page 70-71 of *Ready, Willing, and Able*, Savitz-Romer & Bouffard identify four statuses in the process of developing a college-going identity: identity diffused, foreclosure, moratorium, and identity achieved. In this activity, you are assigned one of the four statuses. Read the descriptions below to reflect on a current student who you feel fits into your assigned status.

- **Identity diffused** describes the individual who has not yet confronted the task of resolving his identity and as such may be confused. This student has little awareness of future postsecondary options and mostly feels overwhelmed by the process.
- **Foreclosure** refers to the state of an individual who has prematurely made a decision about an aspect of identity without a full exploration. This student has ruled out going to college without seeking or receiving appropriate information.
- **Moratorium** refers to the time when individuals are actively exploring aspects of identity and working toward a unifying sense of self. This student is trying on the possibility of going to college but has not yet made a full commitment.
- **Identity achieved** describes the point at which an individual has fully explored his identity options and made a commitment to a particular element of identity. This student has talked with teachers, counselors, family, and/or peers and sees himself as firmly on the path to college.

1. The student you are currently thinking about falls into the _____ status. What is your evidence for placing the student in that status?

2. What adjustments do you need to make in your approach to working with this student?

3. How do you tailor your college access efforts to meet the needs of his or her status?



Developing Systems to Monitor College Applications

Contents

Integrating the Multi-Tiered Systems of Support (MTSS) Approach

Calculating College Access Video

Calculating Application Match Video

College Access Progress (CAP) Report: Video and Sample

Purpose

One of the pillars of the Network for College Success postsecondary approach is using data-based practice. Data should be used continually for improvement, not just for summative evaluation after the fact. The tools in Tool Set C describe practical techniques for using real-time operational data in order to shape strategy and guide practice.

How & When to Use

The methods and approaches described in the following presentation and video series can be used when schools have technical systems in place for tracking college application data and want to begin leveraging that data to inform everyday college counseling practice.



Developing Systems to Monitor College Applications

Integrating the Multi-Tiered Systems of Support (MTSS) Approach

This Network for College Success presentation showcases effective data-driven strategies to reach students through tiered interventions in the college application process. The accompanying video describes this theory of action at a high level in order to set the context for the more detailed instructional videos later in Tool Set C.

To view the presentation and the video, [click here >>](#)



Developing Systems to Monitor College Applications

Calculating College Access Video

In order to develop an effective multi-tiered systems of support approach, Counselors and other educators must make informed estimates on how likely each student is to be admitted to his or her most selective college choice. This video describes some practical steps to calculating college access at the student level, including an examination of a research-based framework that makes this possible.

[Click here to view >>](#)



Developing Systems to Monitor College Applications

Calculating Application Match Video

Keeping track of each student's various college applications is an important but challenging task. Not only must a Counselor or College & Career Coach track a large number of applications, but this data changes quickly, and each application comes with its own set of deadlines and follow-up work in order to move forward. This video describes a practical approach Counselors and other educators can use with application data to identify the students who need Tier II application supports. The video further offers ways to be strategic about seeking out the students who will most benefit from extra help.

[Click here to view >>](#)



Developing Systems to Monitor College Applications

College Access Progress (CAP) Report: Video and Sample

Creating an effective multi-tiered system of supports starts with establishing strong universal practices that benefit all students. One way to create schoolwide Tier I college application practices is to ensure that students are informed about their own college access level and which specific colleges are good academic matches for them. The sample CAP Report is a one-page college access summary that Counselors can give directly to students. The video describes the technical steps—using standard Microsoft Office software programs—to create reports like this quickly for a large number of students.

[Click here to view >>](#)



College Access Progress (CAP) Report

Senior Student: 43334158

Cumulative GPA: 4.0 unweighted | Highest ACT: 24 | College Access Level: Very Selective

Financial Information

Expected Family Contribution (EFC): \$0.00 | FAFSA Status: Submitted | PELL Estimate: \$5,815.00
MAP Eligible: No | Stafford Estimate: \$5,500.00

Application Summary

of Applications Submitted: 9

Selectivity Level of Applications Submitted

Too Safe	Safety	Match	Reach	Too Selective
3	4	2	0	0

Institution	Match Level	Status	Result	Institutional Graduation Rate (six-year)
Stanford University	Match	Pending	Unknown	92
University of Chicago	Match	Initial Docs	Unknown	92
DePaul University	Safety	Initial Docs	Unknown	68
Franklin College of Indiana	Too Safe	Initial Docs	Unknown	60
University of Illinois at Chicago	Too Safe	Initial Docs	Unknown	58
Loyola University Chicago	Safety	Initial Docs	Unknown	70
Roosevelt University	Safety	Initial Docs	Unknown	42
Saint Louis University	Too Safe	Initial Docs	Unknown	70
The Ohio State University	Safety	Initial Docs	Unknown	82

Course Schedule and Grades

Course	Teacher	Period	Avg.	Letter
HS1 PE-Personal Fitness	Smith	1	93	A
AS1 AP Biology Extended	Mendoza	2	71	C
AS1 AP Calculus AB	Johnson	3	95	A
HS1 English IV	Baer	4	97	A
AS1 AP Psychology	Bird	5	93	A
HS1 Human Geography	Wallace	6	98	A
HS1 Biomedical Innovation	LaSalle	7	100	A

Current GPA: 3.714 GPA | Difference (Cumulative to Current): -0.286



Suggested Learnings

Contents

Suggested Readings and Resources

Purpose

At the Network for College Success, we believe in the constant interplay of research, practice, and learning. Our partnership with the UChicago Consortium means our Coaches and partner schools are immersed in the latest research that supports postsecondary work. In addition, the Network for College Success uses a wide range of research, reports, books, studies, and other media to deepen our collective understanding of how to best serve students and move them toward better college and career outcomes.

How & When to Use

The bibliography in Tool Set D contains a wealth of resources for additional reading and learning that can be used individually or in a professional learning community focused on postsecondary success.



Suggested Learnings

Suggested Readings and Resources

A bibliography of scholarly articles, books, and other media that can be used to reflect on and develop postsecondary work vested in research and best practices.

Suggested Readings and Resources

Relevant UChicago Consortium Research

[ACT Success: Good Grades, Not Test Practice. \(2008\). UChicago Consortium on Chicago School Research, 1-2.](#)

[Allensworth, E. M., & Easton, J. Q. \(2007\). What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year. Consortium on Chicago School Research, 1-68.](#)

[Freshman Year: The Make-it or Break-it Year. \(2007\). UChicago Consortium on Chicago School Research, 1-2.](#)

[Roderick, M., Nagaoka, J., Coca, V., & Moeller, E. \(2009\). From High School to the Future: Making Hard Work Pay Off. UChicago Consortium on School Research, 1-88.](#)

[Roderick, M., Coca, V., Moeller, E., & Kelly-Kemple, T. \(2013\). From High School to the Future: The Challenge of Senior Year in Chicago Public Schools. UChicago Consortium on Chicago School Research.](#)

Books

Aguilar, E. (2016). *The Art of Coaching Teams: Building Resilient Communities That Transform Schools*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

Armstrong, E. A., & Hamilton, L. T. (2015). *Paying for the Party: How College Maintains Inequality*. Cambridge, MA: Harvard University Press.

Bloom, G., & Bloom, G. (2009). *Blended Coaching: Skills and Strategies to Support Principal Development*. Moorabbin, Vic.: Hawker Brownlow Education.

Hatch, T., Greene-Wilkinson, D., & Holcomb-McCoy, C. (2014). *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession*. Thousand Oaks, CA: Corwin, a SAGE Company.

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston, MA: Harvard Business Press.

Heifetz, R. A., & Linsky, M. (2017). *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Boston, MA: Harvard Business School Press.

Savitz-Romer, M., & Bouffard, S. M. (2012). *Ready, Willing, And Able: A Developmental Approach to College Access and Success*. Cambridge, MA: Harvard Education Press.

Scott, S. (2017). *Fierce Conversations*. S.I.: Piatkus Books.

Steele, C. (2011). *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us and What We Can Do*. New York: Norton.

Articles/Reports

[ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student \(Rep.\). \(2014\). American School Counselor Association.](#)

[Black Lives Matter: The Schott 50 State Report on Public Education and Black Males \(pp. 1-68, Rep.\). \(2015\). The Schott Foundation.](#)

[Carnevale, A. P., & Strohl, J. \(2013\). Separate & Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege \(pp. 1-61, Rep.\). Georgetown public Policy Institute.](#)

[Castleman, B. L., Page, L. C., & Schooley, K. \(2013\). The Forgotten Summer: Does the Offer of College Counseling After High School Mitigate Summer Melt Among College-Intending, Low-Income High School Graduates? \(pp. 1-40, Working paper\). EdPolicy Works.](#)

[Chetty, R., Friedman, J. N., Saez, E., Turner, N., & Yagan, D. \(2017\). Mobility Report Cards: The Role of Colleges in Intergenerational Mobility \(pp. 1-96, Issue brief\). The Equality of Opportunity Project.](#)

[Corwin, Z. B., & Tierney, W. G. \(2007\). Getting There - and Beyond: Building a Culture of College-going in High Schools \(pp. 1-32, Rep.\). USC Center for Higher Education Policy Analysis.](#)

[Creating a College-Going Culture Guide \(pp. 1-22, Rep.\). \(2006\). CollegeBoard.](#)

[Crenshaw, K. W., Ocen, P., & Nanda, J. \(2015\). Black Girls Matter: Pushed Out, Overpoliced and Underprotected \(pp. 1-53, Rep.\). Center for Intersectionality and Social Policy Studies.](#)

[Dymnicki, A., Sambolt, M., & Kidron, Y. \(2013\). Improving College and Career Readiness by Incorporation Social and Emotional Learning \(pp. 1-23, Rep.\). American Institutes for Research.](#)

[Epstein, J. L., & Salinas, K. C. \(2004\). Partnering with Families and Communities \(8th ed., Vol. 61, pp. 12-18, Rep.\). Educational Leadership.](#)

[Erwin, A., & Woods, M. \(2014\). The One Percent at State U: How Public University Presidents Profit from Rising Student Debt and Low-Wage Faculty Labor \(pp. 1-15, Rep.\). Institute for Policy Studies.](#)

[Eubanks, E., Parish, R., & Smith, D. \(1997\). Changing the Discourse in Schools. In *Race, Ethnicity, and Multiculturalism Policy and Practice* \(pp. 1-8\). Missouri Symposium on Research and Educational Policy.](#)

[Ferguson, C., & Rodriguez, V. \(2005\). Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement \(pp. 1-8, Rep.\). Southwest Educational Development Laboratory.](#)

[Gonzalez, J. \(2013\). Understanding the Role of Social Capital and School Structure on Latino Academic Success \(Vol. 2, Ser. 1, pp. 1-17, Rep.\). LUX: A Journal of Transdisciplinary Writing and Research from Claremont Graduate University.](#)

[Jones, S. \(2014\). Four-Year Myth: Make College More Affordable \(Rep.\). CompleteCollege America.](#)

[Keels, M. \(2016\). Beyond Enrollment Rates: The Gaping Disparity in Where Black, Latino, and White Students Enroll \(EdTalkProject, pp. 1-13, Rep.\). University of Chicago.](#)

[MA, J., & Baum, S. \(2015\). Trends in Community Colleges: Enrollment, Prices, Student Debt, and Completion \(pp. 1-23, Issue brief\). CollegeBoard.](#)

[Person, A. E., & Rosenbaum, J. E. \(2004\). "Chain Enrollment" and College "Enclaves": Benefits and Drawbacks for Latino College Students \(pp. 1-30, Rep.\). Institute for Policy Research.](#)

[Postsecondary Resource Guide: Successfully Preparing Students with Disabilities for the Postsecondary Environment \(Rep.\). \(2013\). Minnesota State College & Universities.](#)

[Rosenbaum, J., & Naffziger, M. \(2011\). Information is Not Enough: Cultural Capital, Cultural Capital Translators, and College Access for Disadvantaged Students \(pp. 1-22, Rep.\). Institute for Policy Research.](#)

[Ross, R., White, S., Wright, J., & Knapp, L. \(2013\). Using Behavioral Economics for Postsecondary Success \(pp. 1-45, Tech.\). Ideas42.](#)

[Rothwell, J., & Kulkarni, S. \(2015\). Beyond College Rankings: A Value-Added Approach to Assessing Two- and Four-Year Schools \(pp. 1-52, Rep.\). Metropolitan Policy Program.](#)

[Stephan, J. L., & Rosenbaum, J. E. \(2007\). Permeability and Transparency in the High School-College Transition \(pp. 1-49, Rep.\). Institute for Policy Research.](#)

[The Educational Experiences of Young Men of Color: Capturing the Student Voice \(Rep.\). \(2011\). CollegeBoard: Advocacy & Policy Center.](#)

[Transforming the Educational Experience of Young Men of Color. \(Rep.\). \(2012\). CollegeBoard: Advocacy & Policy Center.](#)

[Van Roekel, D. \(2008\). Parent, Family, Community Involvement in Education \(pp. 1-4, Issue brief\). National Education Association.](#)

Presentations

[Rudd, T. \(2012\). Implicit Racial Bias: Implications for Education and Other Critical Opportunity Domains \(pp. 1-30, Rep.\). Kirwan Institute for Study of Race and Ethnicity.](#)

[Savitz-Romer, M., Bouffard, S., & Killian, R. \(2014\). Applying a development approach to college and career readiness \(pp. 1-23, Rep.\). United States Department of Education.](#)

Videos

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Rossi, A. (Director). (2014). *The Ivory Tower*. CNN.

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Developing Postsecondary Leaders



Developing Yourself as a Leader



Unpacking Adult Mindsets



Developing Sustainable Teams



Fine-Tuning Team Dynamics



Running Effective Meetings



Bridging School Leadership Teams



Developing Yourself as a Leader

Contents

[Reflecting on Yourself as a Leader](#)

[What a Group Leader Does](#)

[Critical Questions for Administrators on the Postsecondary Process](#)

Purpose

Self-awareness and reflection are important characteristics of an effective Postsecondary Leader. They can help a leader understand how one's personal history shapes his or her understanding of power. This understanding is key to how leaders work with team members and foster team growth. Postsecondary Leaders should also reserve time to understand the culture they are working in and the dynamics that can create both formal and informal leadership.

How & When to Use

Tool Set A can help both Postsecondary Leaders and team members think about leadership at the beginning stages of team formation or to assess current team leadership. The tools offer ways to think about team dynamics and collaborative conversations where everyone's voice is heard.





Developing Yourself as a Leader

Reflecting on Yourself as a Leader

An article by Elena Aguilar, author of *The Art of Coaching Teams*, inviting educators to think about their leadership journeys and what it means to be transformative leaders.

[Click here to read >>](#)



Developing Postsecondary
Leaders



Developing Yourself as a Leader

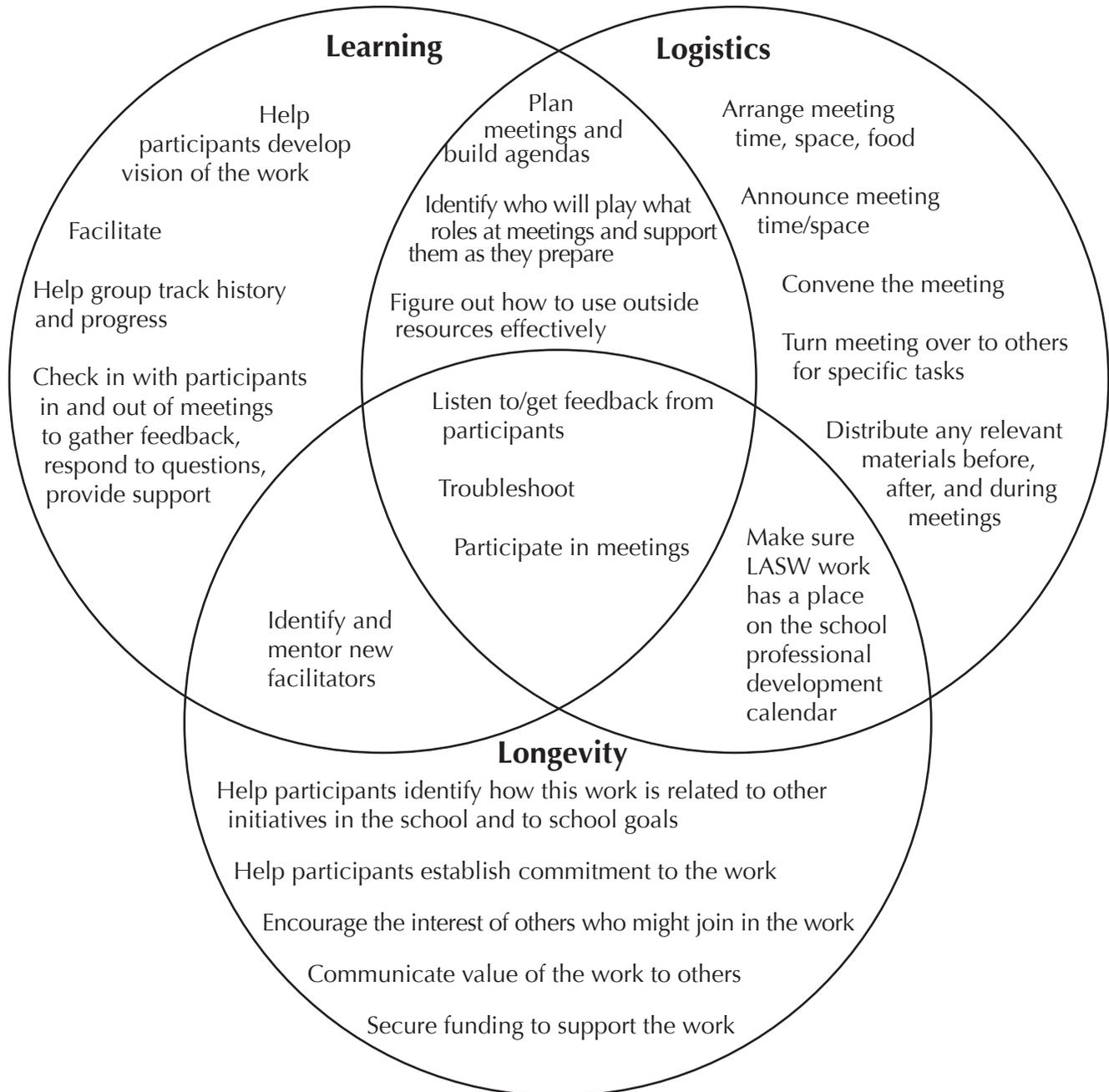
What a Group Leader Does

A leadership framework that takes into account the development of a leader and key factors for leadership sustainability.



What a Group Leader Does: Learning, Logistics, and Longevity

Adapted from The Evidence Process: A Collaborative Approach to Understanding and Improving Teaching and Learning by the Evidence Project Staff (Cambridge, MA: Harvard Project Zero, 2001).





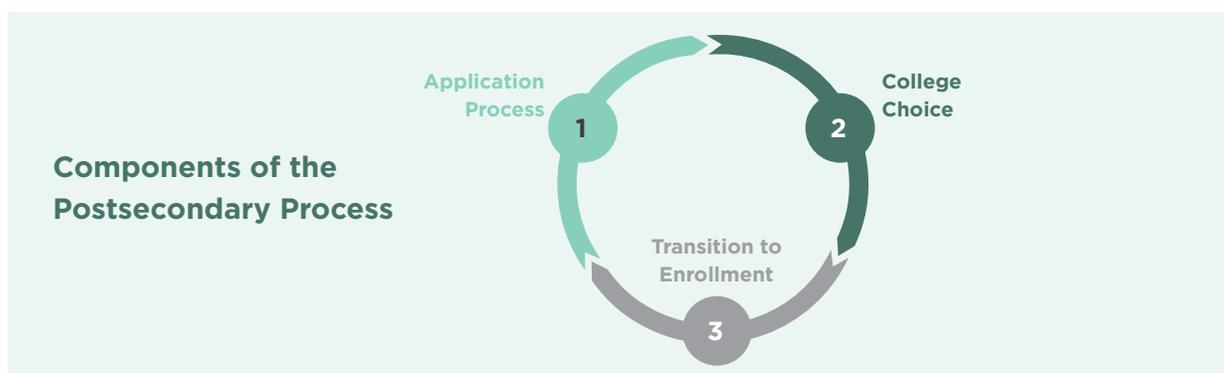
Developing Yourself as a Leader

Critical Questions for Administrators on the Postsecondary Process

This list of questions is designed for administrators to think about how to support and organize postsecondary efforts in schools. The questions are organized around key steps and timeframes that can impact student outcomes and underscore the importance of schoolwide efforts to support the postsecondary process.

Critical Questions for Administrators on the Postsecondary Process

Use these critical questions to think about how you, as an administrator, are supporting and organizing postsecondary efforts in your building. The questions are targeted around the key steps for an effective postsecondary process throughout the school year. They also underscore the importance of the schoolwide community when collaborating with Counselors.



Data and Accountability:

- Who is working on the postsecondary process in the school? Who facilitates this work and the team?
- How is data analyzed using various Naviance reports? Specifically, reports should show the following: number of applications, gender, type of college, and ethnicity. Is there data on the variety of options students are pursuing? Are there other data sources?
- How does the Case Manager for Diverse Learners participate in supporting the postsecondary process? How does he or she make sure Diverse Learners are applying to the appropriate postsecondary options and resources?
- How is data shared and socialized with the administration, Counseling Department, senior seminars, and schoolwide?

September to December:

- How do students' academic qualifications (grades, test scores, and other achievements) factor into their college application choices? How can students best “match” to four-year college choices that meet their academic qualifications and fit?
- How can you develop and support targeted strategies for your top-achieving students to ensure

that they apply to and meet priority deadlines and access scholarships?

- What is the process for engaging seniors in exploring their postsecondary college options — including selectivity, public/private, liberal arts, two-year institutions, and trade schools? What tools are available to make the appropriate decisions?
- What is the Counseling Department application policy? Do families and students know about it? How many students complete the Common Application?
- How do students let you know where they intend to apply? Do you have a senior survey form? What does it look like? How do tools like Naviance impact that data collection?
- What activities engage students in the application process? What happens in one-on-one interactions, advisory or homeroom, assemblies, workshops, and/or Career and Technical Education classes?
- How are students nominated or informed about special scholarships?
- Is there a postsecondary calendar? Is it shared schoolwide? How do the students first know about it?
- What preparation is needed for the October *FAFSA Season* kick-off? How are students who have special circumstances identified? How will that impact their FAFSA completion?

December to February:

- How are students prepared to work during the winter break to meet priority deadlines? What tools and resources do they have to work with?
- What FAFSA activities are available to meet targeted deadlines so students apply early? Do they know about the College Board's CSS Profile for private colleges, especially if they are applying to highly selective/selective institutions?
- Have you supported schoolwide postsecondary efforts to complete recommendations, Common Application mid-year reports, etc.?
- Have you met your application and acceptance goals? How does the school socialize some quick wins and accomplishments? What is your target completion rate for the end of February?
- What are the targeted interventions for students with lower academic qualifications?
- How is the school doing on the FAFSA completion goal?

February to May:

- How are seniors being prepped on the transition to college? Does this include a discussion on schedules, credit hours, professors, navigating college offices, and overcoming college culture shock?
- What is the strategy to get struggling students to complete the FAFSA and/or college applications?

- How are students learning how to read award letters, compare college offers, and understand FAFSA verification?
- How are students being supported in discussions on their college options? Are their options matching their academic qualifications?
- How are families engaged in this critical decision-making time?
- How are students being prepared to respond for the May 1st deadline of notifying postsecondary institutions of enrollment? Are there schoolwide Decision Day efforts?
- Is there a checklist for students so they know about responding to college deadlines, financial aid verification, orientation dates, and housing fees?
- How is the schoolwide community aware of acceptances and enrollments, and how are they celebrated?

May to August:

- What is the strategy to ensure students enroll in the postsecondary option they said they are going to attend?
- How are you ensuring enrollment for students attending community college, vocational/trade school, and/or the military? How are you supporting Diverse Learners?



Unpacking Adult Mindsets

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Purpose

In order to better serve students, Counselors and other educators must begin by examining their personal beliefs and how they impact practice. Effective Postsecondary Leaders embrace change so they can truly adapt to the needs of team members and especially students. Of course, this can be hard to do. Tool Set B provides multiple viewpoints on how to engage in the process of changing beliefs as a leader as well as replicating this process in a school community.

How & When to Use

Counselors and other educators should refer to the following readings when considering adult mindsets and personal beliefs. Tool Set B can be used in postsecondary teams, schoolwide professional development, or leaders can read them for personal/professional growth. The overview of professional learning workshops from Tilden High School showcases different ways to implement these conversations in your school community.



Unpacking Adult Mindsets

Willing to Be Disturbed

A chapter from Margaret J. Wheatley's *Turning to One Another: Simple Conversations to Restore Hope to the Future*. Wheatley asks educators to reflect on their willingness to have their beliefs and ideas challenged by others. She also espouses the idea that strong leaders cannot create change unless they are willing to be disturbed. This is a great read when working with teams that are stuck and need a fresh approach to the work.

Wheatley, Margaret J. Turning to One Another: Simple Conversations to Restore Hope to the Future San Francisco: Berrett-Koehler Publishers, Inc., 2002

“Willing to Be Disturbed”

As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think. No one person or perspective can give us the answers we need to the problems of today. Paradoxically, we can only find those answers by admitting we don't know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

We weren't trained to admit we don't know. Most of us were taught to sound certain and confident, to state our opinion as if it were true. We haven't been rewarded for being confused. Or for asking more questions rather than giving quick answers. We've also spent many years listening to others mainly to determine whether we agree with them or not. We don't have time or interest to sit and listen to those who think differently than we do.

But the world now is quite perplexing. We no longer live in those sweet, slow days when life felt predictable, when we actually knew what to do next. We live in a complex world, we often don't know what's going on, and we won't be able to understand its complexity unless we spend more time in not knowing.

It is very difficult to give up our certainties—our positions, our beliefs, our explanations. These help define us; they lie at the heart of our personal identity. Yet I believe we will succeed in changing this world only if we can think and work together in new ways. Curiosity is what we need. We don't have to let go of what we believe, but we do need to be curious about what someone else believes. We do need to acknowledge that their way of interpreting the world might be essential to our survival.

We live in a dense and tangled global system. Because we live in different parts of this complexity, and because no two people are physically identical, we each experience life differently. It's impossible for any two people to ever see things exactly the same. You can test this out for yourself. Take

any event that you've shared with others (a speech, a movie, a current event, a major problem) and ask your colleagues and friends to describe their interpretation of that event. I think you'll be amazed at how many different explanations you'll hear. Once you get a sense of diversity, try asking even more colleagues. You'll end up with a rich tapestry of interpretations that are much more interesting than any single one.

To be curious about how someone else interprets things, we have to be willing to admit that we're not capable of figuring things out alone. If our solutions don't work as well as we want them to, if our explanations of why something happened don't feel sufficient, it's time to begin asking others about what they see and think. When so many interpretations are available, I can't understand why we would be satisfied with superficial conversations where we pretend to agree with one another.

There are many ways to sit and listen for the differences. Lately, I've been listening for what surprises me. What did I just hear that startled me? This isn't easy – I'm accustomed to sitting there nodding my head to those saying things I agree with. But when I notice what surprises me, I'm able to see my own views more dearly, including my beliefs and assumptions.

Noticing what surprises and disturbs me has been a very useful way to see invisible beliefs. If what you say surprises me, I must have been assuming something else was true. If what you say disturbs me, I must believe something contrary to you. My shock at your position exposes my own position. When I hear myself saying, "How could anyone believe something like that?" a light comes on for me to see my own beliefs. These moments are great gifts. If I can see my beliefs and assumptions, I can decide whether I still value them.

I hope you'll begin a conversation, listening for what's new. Listen as best you can for what's different, for what surprises you. See if this practice helps you learn something new. Notice whether you develop a better relationship with the person you're talking with. If you try this with several people, you might find yourself laughing in delight as you realize how many unique ways there are to be human.

We have the opportunity many times a day, everyday, to be the one who listens to others, curious rather than certain. But the greatest benefit of all is that listening moves us closer. When we listen with less judgment, we

always develop better relationships with each other. It's not differences that divide us. It's our judgments about each other that do. Curiosity and good listening bring us back together.

Sometimes we hesitate to listen for differences because we don't want to change. We're comfortable with our lives, and if we listened to anyone who raised questions, we'd have to get engaged in changing things. If we don't listen, things can stay as they are and we won't have to expend any energy. But most of us do see things in our life or in the world that we would like to be different. If that's true, we have to listen more, not less. And we have to be willing to move into the very uncomfortable place of uncertainty.

We can't be creative if we refuse to be confused. Change always starts with confusion; cherished interpretations must dissolve to make way for the new. Of course it's scary to give up what we know, but the abyss is where newness lives. Great ideas and inventions miraculously appear in the space of not knowing. If we can move through the fear and enter the abyss, we are rewarded greatly. We rediscover we're creative.

As the world grows more strange and puzzling and difficult, I don't believe most of us want to keep struggling through it alone, I can't know what to do from my own narrow perspective. I know I need a better understanding of what's going on. I want to sit down with you and talk about all the frightening and hopeful things I observe, and listen to what frightens you and gives you hope. I need new ideas and solutions for the problems I care about. I know I need to talk to you to discover those. I need to learn to value your perspective, and I want you to value mine. I expect to be disturbed by what I hear from you. I know we don't have to agree with each other in order to think well together. There is no need for us to be joined at the head. We are joined by our human hearts.



Unpacking Adult Mindsets

Changing the Discourse in Schools and Discourse I & II “T” Chart

An article and complementary chart that frame how much discourse in schools is structured to perpetuate the dominant culture rather than support the needs and interest of students.

Changing the Discourse in Schools

Eugene Eubanks, Ralph Parish, and Dianne Smith

In this chapter, we are going to discuss two very simple ideas. First, if American schooling is to be transformed, its participation in the reproduction of long-term unequal social arrangements must be eliminated. Second, the current dominant discourse in schools (how people talk about, think about and plan the work of schools and the questions that get asked regarding reform or change) is a hegemonic cultural discourse. The consequence of this discourse is to maintain existing schooling practices and results. We call this hegemonic discourse, Discourse I.

If the announced purpose of school reform, to educate everyone well, is taken seriously, then a different, more critical discourse (which we call Discourse II) must precede and guide reform (Aronowitz, 1994; Fullan, 1988; Kilmann et al., 1985). It must prepare a cultural ground for change. The most serious question facing substantive school reform is how to create Discourse II in school cultures.

Schools are a major part of society's institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority. Some social scientists call this condition and its sustaining process hegemony, i.e., when a cultural set promulgated by an elite or dominant class comes to be pervasive and taken for granted in a society even when its practice is not in the interests of many others. Because of strong elements of social reproduction and hegemony in American society and its schools over a long period of time, we would assert that schools have not typically been instruments of social change, except when needed to preserve the overall hegemonic social/economic order.

Since John Dewey (1966), many educators have espoused a belief that schools in a democratic society should educate all people well. We suggest that the difficulty in initiating schooling for a democratic society flows from the strength of social reproduction in American schooling. Social reproduction as defined by McLaren (1994) is perpetuation of social relationships within the larger society. Another way to say this is that children are developed to replace their parents and/or family members in the social and economic life of a society. There are, in addition, a series of steps in an effective change process for schools that have been observed and documented. Since most change efforts falter ultimately, there must be something more to making systemic change than simply understanding and using effective change processes.

Efforts in the past four decades to change outcomes of American schooling, so that they no longer correlate highly with race, class, and gender and to provide a higher quality and level of education for everyone, have, at best, been modestly effective. That assessment is probably a kind one. How do we explain this poor record of reform? Are the programs and processes that have been offered as "school improvement solutions" poor ones? Perhaps, but let us briefly examine this history. The federal government and the private sector heavily invested in promoting school curriculum reform, beginning with the National Defense Education Act in the late 1950's. In the 1960s, curriculum reform and the retraining of teachers (for modern mathematics, linguistics, and whole language, and inquiry approaches to teaching science and social science) were massive reform efforts. When this proved to have little effect by the 1970s, research and development approaches to reform were tried through such means as the Elementary Secondary Education Act, Regional Educational Laboratories and Centers, National Science Foundation Consortia, and funding by many non-profit foundations. National dissemination systems emerged in the 1970s to allow local school districts to have access

to the newest and best educational research and development. Newly developed innovations were believed to be excellent and have potential for substantially changing the outcomes of America's schools. Many, if not most, of these new programs were superior to existing ones and could have been effective in educating everyone well. There is no lack of well-known and effective solutions. If we have effective solutions and if we know, as some suggest, effective organizational change processes, why is it so difficult to produce substantial and lasting change in schools?

We are going to suggest two possible reasons. One is that a focus upon processes of change assumed that following certain steps would promote change. The second is that substantive issues are seldom identified as the purpose of change. Focus upon the change process produces questions like: Is it top down?; Is it bottom up?; Is it renewing?; Is it vertical as well as horizontal?; Is it more or less linear or sequential? These questions are the wrong focus. Such questions generally maintain an organization's ability to reproduce itself. Some top-down changes work very well but not most. Some bottom-up changes work very well but not as often as claimed. Yet trying to follow or implement such linear change processes has seldom led to substantial change in educational settings. There are also examples of interactive and renewal approaches to change that work very well. But more often than not such efforts rarely become truly interactive and renewing, let alone establish meaningful change. Some recent school interventions like Re: Learning, Comer Schools, Accelerated Schools, and Total Quality Management (TQM) have made use of what can be identified as a general model of renewal. The renewal process makes use of collaboration, shared decision making, and a much wider involvement of people at site-based change. Comer (1988) has reported that the schools in Hartford, where he began work in the 1960s, have begun to achieve substantive improvement. He also indicates that other sites have not been able to replicate this same outcome. The evidence from the Accelerated School implementation indicates that somewhere around the third or fourth year, most schools begin to discontinue their efforts. Sarason (1990) describes these outcomes as predictable and common.

We think the "something more" consists of the second of the two factors we identified above. The purpose or reason, the substance of the thing, that is discussed as the reason for attempting to change must not be superficial. It makes a difference what is identified as needing change! Practitioners often understand and implement the mechanics of the process but not the implications and consequences of a new idea. Training and workshops are often identified as being for improved practice. This does not carry a message of changing something significant but rather of improving what is already occurring. From a beginning in teacher education pre-service programs throughout "on-the-job" learning and including staff development and school improvement efforts in school districts, teachers are trained to believe in process and methods. Techniques, methods, and new curriculum content are the stuff of improvement efforts. Learning and the effect of classroom relationships and conditions seldom if ever become a focus of improvement, unless it is a new discipline program to aid control. Teachers are seldom if ever given the opportunity to do active learning and engage in reflective discourse about the effects of their work.

Even when an attempt to identify and discuss substantive issues occurs, there are serious barriers. Existing cultural patterns, ways of thinking and accepted practice tend to conceal significant problems and contradictions. Symptoms often get identified and treated as causes and the problems persist. For example, children do not turn in their homework assignments, which drives many teachers to distraction. The homework problem will get identified as something within the student and/or home conditions. Different policies will then be employed that reward or punish doing or not doing homework. What will seldom be considered is the idea that the relationships and conditions of learning in the school and classroom are major contributors to why children do not do homework. Such things are not considered because teachers and principals are coming to school every day "doing their work" in ways that are acceptable within the culture of schooling. Thus it cannot be anything they are doing.

Giroux (1991), Aronowitz (1994), McLaren (1994), Foucault (1977), and others including Deal and Kennedy (1982) and Fullan, (1988) suggest that getting at the substance of systemic or cultural change requires demystifying the hegemonic cultures. Elites not only rule through informal consent, incentives, or even the use of force but rather often through taken-for-granted, accepted social conventions or practices' that define and constitute what is "natural," "normal," and the "way things are" or "should be." Hegemony, then, preconditions a social discourse that allows the powerful and those who use the discourse to blame outsiders and subordinates for their own oppression and "failings." It can also lead to those groups blaming themselves for their fates. Finally, it provides explanations and solutions for dealing with deviations from the natural or normal.

In order to begin to identify substantive issues involved in systemic change, it is necessary to use a critical theory approach that enables the deconstruction or demystification of the underlying assumptions and values that drive an existing school culture. Systemic change must be understood to be related to what is troubling us, i.e., the hegemony. The use of existing cultural ways promotes symptomatic issues like attendance, dropouts, discipline, low test scores, and low grades. Often in cultural organizations like schools, we exchange one cultural way for another that maintains outcomes that sort by race, class, and gender. (The new discipline policy has much the same effect as the old discipline policy.) We simply follow "the change process" and implement something adapted to the old cultural ways (how we do things here). A fundamental belief in process is part of school cultures. If we followed the process and nothing changed, then the explanation must be in the thing being implemented. It did not work. This cultural way is a major factor in allowing schools to have the appearance of responding to change without having to change anything substantive.

In another example, many local schools are conducting inservice efforts on topics like assertive discipline, discipline with dignity, positive discipline, gaining control of the learning, to mention only a few. They all ignore the substantive issue and instead view the issue as one of finding ways of controlling children. The substantive issue is the question: What are we doing in this school that alienates many of our children so that they create problems and are disruptive? For example, it is not uncommon in urban profile elementary schools to find that minority males may represent 60 percent or more of the discipline problems, failing grades and poor attendance. These young men may represent only 30 percent or less of a school population. How do we account for this disproportionate outcome? Yet, in the vast majority of cases introspection or reflection about underlying problems in the school are not considered as relevant to this as a "school effect." The problem will universally be identified as in the students and/or their families.

Similarly, children in urban type schools are viewed as "needing more structure" because they are "from disadvantaged conditions" or "from single parent families" or "working families" or "more dangerous." The problem is viewed as part of something in the children and/or their existence outside of school. Therefore, controlling or "teaching them discipline" is viewed as a solution and a precondition for learning. Such approaches have the effect of maintaining the existing cultural ways in schools and assuring that the children continue to be sorted to replace their parents in the social order.

We suggest that the effect a change will have depends upon the discourse that sustains and accompanies a change effort. Are substantial issues raised as the essential discourse for change? Is there a Discourse I or II attending the change effort? When teachers and others in school sites are confronted with efforts to change, what are their ways of deciding what is happening and how they must respond? Does the discourse engage in a dialogue about important relationships and conditions in the school settings, i.e., the hegemony? Is there a discourse of hope, of despair or of how "they" will not leave us alone, i.e., cultural oppression? Is the cultural discourse about how the students and the administrators are not competent, and, therefore, teachers are confronted with an impossible task, blaming the victim? Do the people have a Discourse I or a Discourse II colloquy?

Words like "staff development," "inservice," and "school improvement" are terms that have meaning in the existing school cultures. They have invariably come to mean that people in schools can go through a process that appears to be change oriented but, in fact, has not resulted in any substantial improvement of student learning. These processes are cultural ways to maintain the status quo without appearing to be unresponsive to outside demands for improvement (Parish & Arends, 1983). These standard processes have become a primary part of a Discourse I in schools.

Discourse II conversations tend to be about uncomfortable, unequal, ineffective, prejudicial conditions and relationships in a school. Discourse II processes create demystified schooling eventually. It is not that some of the more conventional terms could not be about substantive change. It is that they already have these other meanings and thus are difficult to consider in a different light. Is the discourse about conventional and traditional teaching and organizing or does it relate to creating a transformed school that is about learning, not only for students but for everyone there? Is the result that outcomes no longer correlate with social class, race or gender? This can be answered by asking, do outcomes continue to favor certain people and groups?

Discourse II schools create an organizational setting that is continually changing and developing because the members are continually learning. In a Discourse II school, ambiguity and change are part of a purposeful structure. The direction for change is clear. It is intended to produce schools where every student develops intellectually to high levels and the performance gap related to race, class and gender narrows until school effects are no longer correlated with those factors. How schools get there is varied and part of the human dynamics. Teachers and principals can figure it out, given time and a path to follow. This is what Discourse II becomes.

What we want to consider here is, can Discourse II schools be created? What is the substance of Discourse II and how do we get such a transformational agenda in schools? How do we get practitioners in school cultures who accept existing cultural ways to deconstruct and demystify their beliefs about their work? How do we create a Discourse II dialogue without creating anger, defensiveness, blame, guilt, and denial?

We search for answers to this question as we work in schools. In this search we have come to realize that there may only be paths to discover, not answers. The values and beliefs of existing school cultures lead to insistence upon answers. "Searching for answers," in fact, may be the first casualty of demystification. "Just tell us what to do," is a status quo value. We wish to share with you our discourse around this question.

In the twenty-first century, even now, knowledge and creation of meaning become essential for whatever life choices people wish to make. To deny a person the fullest intellectual and personal development is to deny a fundamental human right. Certainly, in our social context it denies property, liberty, and probably eventually life. Everyone will not want the same things or same paths, but to have a choice requires intellectual development beyond that to what we now provide for a select 20 percent. We are convinced that almost all of our population across all races has the intellectual capacity to reach that type of development. They have spoken a human language since the age of 3-4. That is the hardest thing they will ever have to learn. It is all they need to get smart.

In the past, the better educated you were, the more options you had or the greater chance to, at least, be in some manner in charge of your own life-to be free. That is why Western cultures have historically assured the best schooling for the privileged and limited the schooling of others as a cultural priority. It is one of cultures' ways of preserving social reproduction. That is one reason why, in this period of change, political/economic solutions like privatizing, vouchering, and other marketing strategies are advocated by conservatives for Year 2000 goals. The resources of a family determine access to quality and preparation. These "reform" measures have the effect of maintaining schooling advantages for the privileged, in the name of choice, freedom,

standards, and the American Way. These are all part of our old cultural ways. Old cultural ways endure even when their continuation threatens the very culture they are trying to preserve.

A helpful note is that cultural ways are not absolute. Such ways were part of the rhetoric of the Robber Barons of the 1880s and the 1980s as well. But, there were also persons of wealth, power, and privilege in the 1880s and also in the 1980s who recognized the hegemony for what it was and sought to dismantle it (Josephson, 1962). An intelligent view of the twenty-first century would reveal that it is important to abandon some old cultural ways in order to make new ones. It is necessary to create a new "debate" and a Discourse II. It is possible to understand a good deal of our current political turmoil as emanating from a public debate, or lack of, over these very issues. If one argues for the reduction of civil government in providing for the health, education, and welfare, does that require more civil responsibility on the part of the private sector? Are the cultural ways of American capitalism geared to such a condition?

In mercantile and industrial capitalism there were opportunities for persons to acquire meaningful work and financial rewards without extensive formal academic preparation in order to have a decent life (Hodgkinson, 1986a, 1986b). Education was a way to aid this development. Experience and on the job development were also ways to achieve some social/economic security, although much more difficult, often more time consuming and often less rewarding than formal education. It was not so important in America that the privileged received superior educations, because most believed everyone could still have an adequate standard of living. However, many are beginning to understand that to assign someone to an apprenticeship in an information-based culture has the likely effect of assigning someone to a limited/lesser life (Katznelson, 1981). America, more than any other nation, may have encouraged a higher amount of upward social mobility, but the dominance of class and especially of race still reigns in America. Those who work in schools are still enmeshed in the reproduction of a highly stratified society, whether they understand it or not. A story from Ralph Parish illustrates what we mean by the historical hegemony. Although, accounting for different generations, each of us has a similar story, with a different war.

I remember Percy, who was in my 5th and 6th grade urban school classrooms. This was during WWII. He was always a little strange it seemed to many of us. He dressed in bib overalls (only country people or lowly working people wore them). Percy did not always appear very clean and did not talk exactly like the rest of us. Yet, I had come to like him. He had a good sense of humor and if you took the time to know him he was often fun to be around. He was very quiet and never took an active role in class or school things. In my recollection, he had never been identified as good at anything we did in school. He usually only came to school three or four days a week, except in winter. Then, in the spring of our 6th grade year, he just disappeared. He, plainly, wasn't at school anymore. After a couple of weeks, I asked our teacher about Percy. She said to me, "He won't be in our class anymore." "Why not?" was my response. She informed me that he had had his twelfth birthday. This concerned me because my twelfth birthday was coming up in less than a month. When I pushed for more information, she only said that his family had decided that it was time for him to go to work with his father. I already knew that Percy's father was a "junkman."

At the time it seemed to me that Percy was rewarded and was already being treated like an adult. He worked every day and had no school. Wouldn't that be great! I asked my parents about such a possibility for me, about going to work in a store, like our family did. They responded with a conventional dialogue concerning education and school and that I "was going to amount to something." Those dreaded words. The point here is Percy. Years later when I finally understood what really happened with Percy, I tried to find Percy to see how life turned out for him. I went to the place where his father had his junk yard. It was gone and so was the old weatherworn house next to the junk yard, Percy's home. I learned later that he had gone into the Army and had been killed in Korea. We know now that there are legions of Percys in America, as there are also smaller legions of us.

Both of us started on our life paths from birth. By the time either of us was old enough or wise enough to understand that most of the choices that controlled our lives were not made by us, it was too late, especially for Percy. Percy was smart and could learn anything. "Just don't like school stuff," he said once. That was OK, I was somewhat embarrassed that I liked school anyway. "You sure do like reading," he had told me. "How come you do so much of it?" he wanted to know. I described my feelings about the adventures you could have through reading. All the stuff you could know that others didn't know, how good it felt just to know things. He looked at me in a funny way and shook his head. However, I noticed after that, he started carrying library books around more. One day I caught him reading when it was not reading time. It was Jack London, one of my favorites. I had told him one day just before he left, "You're just like someone out of Jack London."

Now I understand that while I thought it might have been great to go to work and-not have to do school work, the one who had to live that reality did not feel that way. His path was not filled with a lot of hope, good news, or joy. America's cultural ways owned him. There was no adult nor any system like school that provided him with a different construction of meaning. His path was filled mostly with, "looking for ways out," without much hope of finding any, unless he got lucky. He was trapped in the "working boys" culture described so well by Lois Weis (1990). His trap was the accident of birth. Who Percy was or could have become never became anyone's consideration, most of all not to Percy. Not even at school, where it could have been and should have been. Current authors who discuss critical theory argue that schooling should actually be a process that demystifies the cultural reproductive role of schools (Giroux, 1991; Aronowitz, 1994; Freire, 1970; Apple, 1993). These scholars assert that schools should be about assisting all students to be developed to the point where they are free to understand and make their own life choices.

The cultural path left open to me had some good news, hope, and joy available but a prescribed amount of each. I was to be a manager of something. It is what the men in our family did. It took me well into my first year of teaching before I saw that schools were a part of this sorting of people (Bowles & Gintis, 1986; Anyon, 1980; Kozol, 1991; Oakes, 1986). We teachers are conditioned to be instruments of this sorting of children according to their "appropriate" condition. Nobody tells us this when we begin to learn about teaching. No one tells us as we begin our teaching careers. To the contrary, we either discover it ourselves and search for ways to understand the "why" and "how" of it, or we continue in the accepted way.

Urban schools are full of Percys, regardless of their race or gender. We blame each other, we blame "downtown," but mostly we blame the children and their families. We blame everyone and everywhere except where the problem probably largely lies-in a social/economic-cultural system that requires and "needs" to create persons of poverty to preserve a well-protected system of social privilege (Fine, 1990). Adam Smith (1776) said that in order to create persons of wealth to advance civilization, it is necessary to create persons of poverty. Six hundred to one was his ratio. In America today the ratio may be a little higher.

Those who work in urban schools will tell you all the staff are doing their work. Yet certain children are being pushed out; others do not do well, and many schools are full of stress and anger. Teachers and principals become resentful and defeated. The world of "urban type" schools, whether they are in the suburbs, inner city, or areas of rural poverty, is full of announced good intentions and poor outcomes. Most of all they are full of denial. "Not my fault. Not our fault. It's their fault." (Aquila & Parish, 1989).

Let us describe a statement recently made to us by an urban teacher. She is white, over 40, has more than twenty years teaching experience, and is very angry and insistent that we hear and appreciate her understanding and presentation of why teachers in her urban school were not effective with many of their students:

They can't expect us to do it with classes over 30 and over 150 overall. They come from unstable, dysfunctional, and non-supportive families. They expect us to teach this curriculum, and most of them can't read and aren't smart enough to learn. The administration tells us that everyone can and will learn, but they haven't a clue about how to do it, even if it were true. It's a politically correct statement. Authentic schools is a phrase our principal learned- at a recent conference. He tells us that this is a new relationship in schools. Most of us find it insulting to imply that we are somehow not authentic teachers and persons and its our fault that schools aren't. (As she delivered this group report, heads were nodding all over the room.)

This teacher and her colleagues at this meeting were in an urban school located in a suburban community. It had once, in the memory of a majority of the teachers, been an all-white community and school. Over 95 percent of the teaching staff are still white, and 90 percent of the administrative staff are white. Thirty percent of the students are now nonwhite. Twenty-six percent of all students are on free lunch. Twenty years ago there were less than 5 percent on free lunch and only two families of African Americans. In this suburban-URBAN school, as in most urban schools, the fundamental issue of race, racism, and classism could not only not be discussed but must also be denied as a factor in schools. There have developed, in these urban school cultures, code words and phrases to express their racism, classism and anger. Chris Argyris (1982) calls this the "undiscussables in organizations." Edgar Schein (1985) discusses them as hidden cultural ways in an organization. They prevent organizational cultures from changing or identifying problems that block them from accomplishing their stated purposes and becoming more authentic organizations. The code words allow for denial, or, at least, set the parameters of action. However, everyone understands what is being said. The denial is for outsiders and their own self-esteem.

It is not only the professional staff who participate in this organizational culture, so do the others who live in, around, and with urban schools. In our metropolitan area almost all of the school districts have some urban schools in them. School boards and school board elections regularly make use of the code words about preserving "standards." They regularly, in the name of some acceptable cultural value, develop policies that result in continued sorting by race, class, and gender. School boards, administrators, and teachers can thus deny any official-intentional racial practices. They practice them informally on a daily basis in terms of who they hire, who they promote, who gets suspended, who gets educated well or less well, and often who gets resources.

Some examples of these racially based cultural code words we hear regularly are: "We're a school in transition. Things have changed, students just aren't what they used to be. You just can't teach as much as you used to. We have so many single parent families. We have drugs and crack babies now that teachers didn't have to deal with before. The disintegration of the family structure makes it harder for children to learn. Children are having children." The words not only reflect class, gender, and racial hegemony in schooling but also the helplessness many urban educators feel about their ability to do anything about the conditions in which they find themselves. They desegregate school populations and then resegregate the students in buildings through programs, curriculum, and schedules. Schools sort students through teaching methods, schedules, school rules, administrators, and teachers. The right kids still get sorted or "tracked" down the right paths, including out the door.

It is not just majority Euro-ethnic teachers who use these code words and follow cultural ways. These code words are sometimes said by some non-Euro-ethnic principals and teachers, who have become white middle class by adoption and preference. It is not a new story in America's racial history. An urban school leader recently told us, "Some of the most biased teachers in my school are middle class non-white teachers who have moved to the suburbs and teach in the inner city." She continued, "It is how they show they belong." We must somehow find ways to help our educators confront this system of schooling that continues and maintains the hegemony and sorting (hooks, 1992a; Shor and Freire, 1987; Parish et al., 1989). When all the

rhetoric regarding school reform and restructuring is said and done, it is this hegemonic culture of schooling that must be transformed.

Discourse II must be about transformational issues (Bennis, 1984). The work of those in schools must become learning: this applies to teachers, principals, students, and others who come to the school as volunteers and helpers. Schools must develop into and promote what we and others have called "learning organization cultures." Learning organizations are those that provide intellectual and character development and a desire to become lifelong learners for all. There are schools where the discrepancies in development and learning are eliminated by the time students graduate from high school. Anything less leaves America behind in a world where intellect is the medium of exchange and power.

There is available knowledge that will allow us to move towards developing these learning organization cultures (Sergiovanni, 1991). As a society, all we lack is the will to do so. By this, we mean that those with power have not decided to share it. If history is any judge, they probably will not voluntarily do so. Some are concerned that if we create a nation of smart people, hegemonic culture will no longer be accepted. Those who support/promote American cultural ways do not trust just anyone to be smart enough to create a better, more equitable society. Those who rule fear the creation of a new set of losers out of the old winners. It is a fundamental cultural hegemonic belief of capitalism and racism that if those who have little get better, then those who have much will get less. It is the Adam Smith model. Everything we have learned about change so far tells us that until high intellectual development for all becomes the common cultural purpose/discourse of schooling, the reforms that can change schooling will never be implemented. This is the "stuff" of Discourse II.

What we must also recognize is that "hegemonic cultural ways" work in hidden and oblique ways to maintain themselves. The ways of school reform and change that most of us know about and practice are basically those ways we have learned from our teaching and school cultures. These are the hidden ways that maintain Discourse I ideas: the code words that promise but do not deliver change. In Missouri, we have identified seventy-five academic benchmark standards that will enable us to compete economically with Europe and Japan. World class standards is the language. This is essentially a Discourse I paradigm. The only thing being changed is the number of benchmarks. There will probably be no meaningful Discourse II reform in such a schooling agenda.

The challenge before us is how to go about changing the work of schools. How do we change so that the work and convenience of the adults, i.e., Discourse I, takes second place to learning, for everyone? How do we help those in schools cut through cultural myths without making them feel defensive, guilty, or at fault?

Administrators with whom we work invariably come back to talk to us about this issue. Their conversation often begins something like this: "Well, what we studied and talked about regarding sorting is true. We hear it and see it every day. What we want to know again is how do we change it? We get so frustrated. How do I change the discourse in my school?" One recently said, "Most of our discourse uses adversarial ways to identify personal blame when things don't go well." They often continue, "Some (teachers) still want to call me boss and have me decide things for them. If I ask them what do they think, they respond in various ways, 'that's not my job.' They do all sorts of things that demand that I be in charge and then complain because they are not consulted. In other words, the discourse is about adult work and work relationships, not essentially about the learning and how it is going." (While this note is taken directly from one conversation, there have been over twenty similar conversations.)

As our conversations continue and as we explore together what has to occur, a look of unease begins to appear in their faces. Eventually, we and they agree that Discourse II is what has to occur and that somehow the Discourse I picture of reality must be broken. Then these administrators almost universally say, "But this is going to take a long time. The teachers where I work do not want to be free, except free to do whatever they

want in their room. What can I do Monday?" When we say "start," there is a long silence. Then they most often say something like, "They'd never let me." The belief among most practicing school leaders is that they may not have that much time. Five to ten years is the minimum time required to get started down the learning path. This is a long time for leadership positions in today's schools, especially if we are asking them to challenge and dismantle strongly held schooling ways. "Not having time" is part of the sorting way of Discourse 1. If I (we) never have time to reflect, to consider, to question, then what prevails is how we do it now.

The length of time in leadership roles is decreasing in America's schools. If people have to keep starting over, they never get very far. Changing leadership regularly is one way to keep starting over. Part of the dynamics that maintains the sorting machine is that urban type schools are often not allowed any continuity when they do get good leadership. The mean term of service for urban superintendents is two and a half to three years. Organizations do not get very far when they are continually required to start over all the time.

It is necessary to deconstruct (Foucault, 1977; hooks, 1992b) these sorting ways so that educators can no longer accept the existing system of schooling. We are convinced that once educators understand they are part of maintaining the hegemonic culture, they will reject such behavior. We believe it violates the basic reasons most of them became teachers and principals. We must learn to ask different questions and to question everything we do in schools from a perspective of effects and consequences. There needs to be a focus upon creating learning conditions and relationships that do not sort and also provide high levels of intellectual development for every student.

So we argue very strongly that any real effort to make substantive (systemic) change must begin with a Discourse II dialogue in schools, one that blames no one and deconstructs what is really going on (Smith, 1994). It must have leadership that asks smart questions and leadership that creates discourse so there is sufficient dissatisfaction with what is, among not only the staff, but the community and students as well. Once that Discourse begins they can all move forward together to implement changes that will transform their school.

Discourse II paths are full of land mines and ambushes. It takes courage, intelligence, guile, determination, sensitivity, patience, caring, and time. We do not fully understand how to develop, prepare, cajole, or entice the type of people to lead and carry out a Discourse II agenda, especially in urban schools, but we are looking and trying to find these ways because we are convinced that anything else is just Discourse I window dressing.

This is our issue and dilemma: Where are the people who are willing and committed to engage in the struggle? The ones who will find joy in Discourse II paths to Discourse II schools? That is, people who will claim Discourse I as their terrain of contestation. Given the contest, Discourse II becomes an overriding project of possibility and hope for change. If, as Alice Walker (1992) suggests, resistance is the secret of joy, then we seek the joyous people.

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The Nature of Discourse(s) in Education: Notes on “Changing the Discourse in Schools” a.k.a. Discourse I & II “T” Chart

Chart Developed by Bay Area Coalition for Equitable Schools, 2003.

The contents of this chart are derived from:

Eugene Eubanks, Ralph Parish and Dianne Smith. “Changing the Discourse in Schools.” In *Race, Ethnicity, and Multiculturalism: Policy and Practice*, ed. Peter Hall. New York: Routledge, 1997.

“Schools are a major part of society’s institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority.” — Eugene Eubanks, Ralph Parish, and Dianne Smith

Discourse I deals with. . . .	Discourse II deals with. . . .
Singular truths	Multiple stories
“The change process”	The desired circumstances
Improving what exists	Changing something significant
Techniques, methods, and content	Learning and school relationships
Symptoms	Causes
The way things are	What could be
Blaming others for not meeting our standards	Questioning whether our standards are hindrances
Discipline and control	Alienation and resistance
Competency	Relevance
The familiar	The uncomfortable
Answers and solutions	Dilemmas and mysteries
Information transfer	Knowledge creation
Ability and merit	Privilege and oppression
Dropouts	Pushouts
Reproduction	Transformation
The work of adults	The learning and experience of students
World-class standards	Re-creating our society
Limited time and ability	Getting started anyway



Unpacking Adult Mindsets

Technical Problems vs. Adaptive Challenges

A chart that illustrates the difference between the technical and adaptive aspects of the work. The latter entails a focus on transforming beliefs, which will result in greater outcomes for students. Adapted from Ronald A. Heifetz & Donald L. Laurie's *The Work of Leadership*.

TECHNICAL PROBLEMS VS. ADAPTIVE CHALLENGES

The single biggest failure of leadership is to treat adaptive challenges like technical problems.

TECHNICAL PROBLEMS

1. Easy to identify
2. Often lend themselves to quick and easy (cut-and-dried) solutions
3. Often can be solved by an authority or expert
4. Require change in just one or a few places; often contained within organizational boundaries
5. People are generally receptive to technical solutions
6. Solutions can often be implemented quickly—even by edict

ADAPTIVE CHALLENGES

1. Difficult to identify (easy to deny)
2. Require changes in values, beliefs, roles, relationships, & approaches to work
3. People with the problem do the work of solving it
4. Require change in numerous places; usually cross organizational boundaries
5. People often resist even acknowledging adaptive challenges.
6. "Solutions" require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict

EXAMPLES

- Take medication to lower blood pressure
- Implement electronic ordering and dispensing of medications in hospitals to reduce errors and drug interactions
- Increase penalty for drunk driving
- Change lifestyle to eat healthy, get more exercise and lower stress
- Encourage nurses and pharmacists to question and even challenge illegible or dangerous prescriptions by physicians
- Raise public awareness of the dangers and effects of drunk driving, targeting teenagers in particular

Adapted from Ronald A. Heifetz & Donald L. Laurie, "The Work of Leadership," *Harvard Business Review*, January-February 1997; and Ronald A. Heifetz & Marty Linsky, *Leadership on the Line*, Harvard Business School Press, 2002





Unpacking Adult Mindsets

Schoolwide Professional Learning Workshops

An overview of Tilden High School's professional development offerings focused on socializing students' postsecondary and social-emotional learning needs.

Schoolwide Professional Learning Workshops

Sample from Tilden High School

Objectives:

Conduct half-hour powerful learning opportunities on 1) postsecondary success and 2) caring for self and others. As a fun bonus, raffle prizes can be offered. The workshops are for all educators.

Directions:

Review the session descriptions below. Each session is 30 minutes and will be offered twice. Choose which two sessions you want to attend. You are encouraged to select one session from each of the two themes, but doing so is not required.

Postsecondary Learning Opportunities	Take CARE! Learning Opportunities
<p>Session Title: Increasing the Match</p> <p>Whether you realize it or not, you wear a “college advisor” hat as part of your role. In light of that, this session will help you increase your understanding of the College Access Grid and your ability to support students in matching to colleges at which they will be successful. The session will also cover the benefits of taking students’ needs, strengths, and weaknesses into consideration when guiding them towards colleges that may be a match on paper but not a match to their needs. You will engage in scenario-based learning.</p>	<p>Session Title: Using the Trauma Lens To Support Students During Holidays</p> <p>For some, holidays are an exciting time with family, friends, good food, and much needed relaxation. For others, like many of our students, they are anxiety-inducing and plans are uncertain. Join us to talk about tips, tools, and strategies that you can use with your students to support their transition into the holiday break. Additionally, we will discuss ways you can meaningfully bring students back from break into the classroom in January.</p>
<p>Session Title: Ready, Willing, and Able</p> <p>How do we cultivate students who are ready, willing, and able for college access and success? We sure as heck don’t know definitively, but come to this session to learn about what the Postsecondary Leadership Team is doing to tackle the issue. We will also engage in an activity to explore connections between identity and college access/success.</p>	<p>Session Title: Mindful Practices</p> <p>Mindful Practices provide a learning experience that empowers teachers to use movement and Social-Emotional Learning (SEL) strategies in the classroom to help students learn self-awareness and self-regulation skills. In this session, participants will have multiple opportunities to move, breathe, and learn simple SEL techniques that can be used for self-care in times of stress and everyday as needed (for yourself or with your students). Take a moment for some self-care and learn quick/easy strategies you can use in the classroom.</p>





Unpacking Adult Mindsets

Changing Professional Practice Requires Changing Beliefs

An article written by Nelson and Guerra that encourages Counselors and other educators to examine current beliefs and their impact on students. “Educators must address underlying beliefs if we hope to significantly improve learning for culturally, linguistically, and economically diverse students.”

[Click here to read >>](#)



Developing Sustainable Teams

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Purpose

A range of educators is needed to make postsecondary work a schoolwide effort where all adults feel a shared sense of responsibility to help students reach their goals. At Network for College Success partner schools, Counseling Departments and/or Postsecondary Leadership Teams (PLTs) are responsible for leading schoolwide postsecondary work. Unlike Counseling Departments, PLTs often include teachers and administrators in addition to Counselors and College & Career Coaches. PLTs are an effective way to support comprehensive college access programming, with particular regard for the needs of first-generation students and/or diverse students. Experience tells us that key performance indicators on college access move when there is a coordinated team effort and a clear plan for the work.

How & When to Use

Tool Set C contains many rich examples of school-based artifacts on postsecondary work and team planning. They are great tools to reference as you begin the planning process or reflect on team activities throughout the school year.



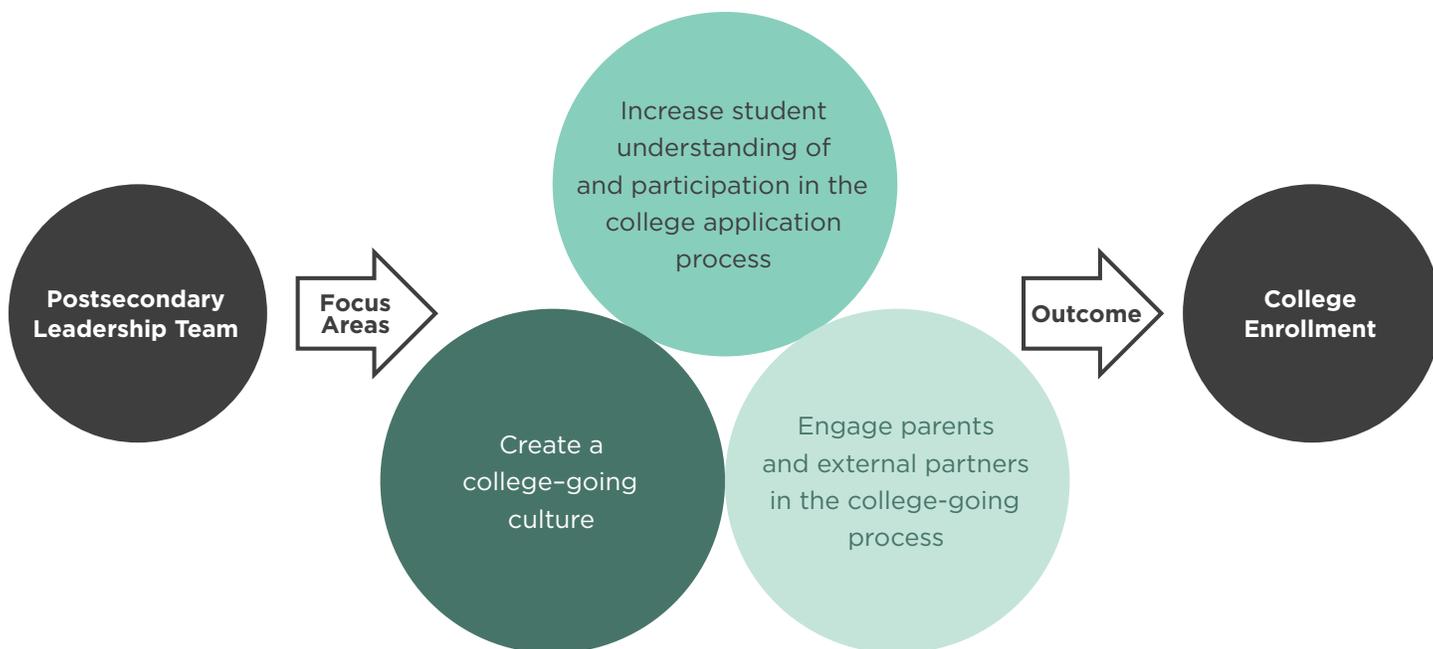
Developing Sustainable Teams

A Strategic Approach to Postsecondary Leadership Teams

Sample work products from Washington High School on their approach to postsecondary success, including the various roles and responsibilities of educators.

A Strategic Approach to Postsecondary Leadership Teams: Theory of Action

Sample from Washington High School



We believe that...

- If we increase student understanding of and participation in the college application process while providing them with the social capital they need to successfully navigate all of its components...
- If we establish a college-going culture in which all staff members push students to go to college and ensure that students are well-prepared and college-ready...
- If we establish deep and meaningful relationships with parents while developing strategic partnerships with universities and other postsecondary institutions...
- Then, we will dramatically increase college enrollment, empowering and transforming student lives and the community.

Overview

George Washington High School's Postsecondary Leadership Team (PLT) is a team of leaders within the school charged with building a college-going culture. The end goal is to increase college enrollment and, ultimately, college graduation. Washington's PLT members are directly responsible for deciding, planning, and implementing postsecondary-related initiatives. The PLT will meet on a monthly, and sometimes bi-weekly, basis wherein the team will regularly examine data, plan postsecondary-related events, and engage in professional learning. The team will draw heavily from data pertaining to colleges at the local, regional, and national levels. This data, among other relevant sources, will inform decisions about curriculum, professional development, programs/initiatives, and school-based systems and structures that support postsecondary success.

The PLT is also charged with bringing together the intersections of academic achievement and postsecondary access to create equitable outcomes for students. The team is responsible for shaping a culture of success in which students aspire to a quality life beyond high school as well as receive opportunities and resources to fully participate in their academic and personal development.

Washington's PLT Composition
Team Lead (Assistant Principal I)
Assistant Principal II
Principal
Counselor, 9th grade team member
Counselor, 10th grade team member
Counselor, 11th grade team member
Counselor, 12th grade team member
Postsecondary Coach
Postsecondary Coach (through community partner)
Program Coordinator
Senior Seminar Teacher I, 12th Grade-level team member
Senior Seminar Teacher II, 12th Grade-level team member
Science Teacher, 12th grade team member
Math Teacher, 12th grade team member
Social Studies Teacher, 11th grade team member
English Teacher, 11th grade team member
External Partners
Student (Senior)



Washington's Counselors will provide:

- Classroom guidance (e.g., academic skills, postsecondary planning, career planning, social/emotional strategies, etc.)
- Individual student planning (e.g., goal setting, academic plans, career plans, transition plans, etc.)
- Responsive services (e.g., individual and small-group counseling, individual/family/school crisis intervention, consultation/collaboration, etc.)
- System support (e.g., professional development, collaboration/teaming, program management and operation, etc.)
- Data-driven support (e.g., college application data, standardized test data, etc.)

Postsecondary Coach responsibilities include:

- Developing and strengthening relationships with colleges, universities, trade schools, and external partners
- Organizing college-related events (e.g., college advising forums, college/career fairs, parent nights, guest speakers, etc.)
- Leading college visits for student and parent groups
- Leading high-profile scholarship opportunities (e.g., Gates Millennium, Questbridge, Posse, etc.)
- Providing classroom guidance
- Providing individual, small group, and schoolwide student and family planning
- Managing, utilizing, and sharing data to drive support
- Developing Senior Seminar, Advanced Placement, International Baccalaureate, and Career and Technical Education
- Attending weekly Senior Seminar meetings, monthly PLT meetings, and individual check-ins with the administrative team
- Developing a schoolwide college-going culture

Program Coordinator responsibilities include:

- Managing, utilizing, and sharing data to drive support
- Providing postsecondary supports for students in their respective programs
- Assisting with organizing college visits for student and parent groups
- Monitoring progress of students' effective transition to college
- Marketing their program to internal and external stakeholders
- Providing individual, small group, and schoolwide student and family planning
- Developing a schoolwide college-going culture

Senior Seminar Teachers responsibilities include:

- Building a department/program culture that 1) strengthens support for seniors' access to college 2) focuses on adult professional learning, and 3) fosters collective responsibility for student success
- Improving instruction with a focus on: using data to monitor milestones, utilizing common instructional strategies based on best practices, and demystifying the college application process
- Attending weekly Senior Seminar meetings, monthly Grade-Level Team meetings, and monthly PLT meetings
- Providing individual, small group, and schoolwide student and family planning
- Analyzing data and creating solutions
- Developing a schoolwide college-going culture



Developing Sustainable Teams

Postsecondary Leadership Team: Responsibility Chart

A sample chart from Julian High School that shares how the school community approaches postsecondary programming by illustrating various tasks and corresponding stakeholders. The chart is a great way to check in as a team on how work is being prioritized as well as promoting mutual accountability.



Postsecondary Leadership Team: Responsibility Chart

Sample from Julian High School

KEY: Lead

Inform Support

Responsibilities

Beasley-Green
Bird
Brown
Bradford
Brumfield
Hobson
Jones
Kay
May
Pittman

Student Postsecondary Advising										
In Advisory (homeroom), monitoring student engagement in the postsecondary process and creating interventions when necessary	L	I	S	S	I	S	L	L	S	L
Individually advising students in your cohort about postsecondary options	L	I	S	L	I	S	L	L	S	S
Sending college application documents (transcripts, fee waivers, SAT/ACT, school profile, etc.) for students in your cohort	L	I	I	S	I	L	S	L	L	S
Collecting and tracking acceptance and award letters, FAFSA correspondence, and other documents from students in your cohort	L	I	I	L	I	S	L	L	L	S
Unifying Schoolwide Voice: Staff and Students										
Planning and implementing postsecondary events for students in your cohort or schoolwide	L	I	S	L	L	S	L	L	S	L
Aligning the collaborative efforts of Julian partners (BAM, WOW, GearUp, and OneGoal) as they relate to postsecondary work	L	S	S	L	I	S	L	I	S	L
Planning and implementing professional development opportunities for staff to learn more about postsecondary advising, how to use Naviance (software program), and the work of the Postsecondary Leadership Team (PLT)	L	L	L	I	L	S	S	S	S	L
PLT Leadership										
Facilitating meetings (agenda, minutes, process observation, etc.)	L	S	S	S	I	S	S	L	S	S





Developing Sustainable Teams

Annual Postsecondary Plan

An annual postsecondary plan from Bowen High School that outlines the work of a Postsecondary Leadership Team across grade levels. The plan details programs, corresponding stakeholders, and the anticipated outcomes.





Annual Postsecondary Plan

Sample from Bowen High School



GOALS

- 65% College Enrollment
- 70% College Persistence

VISION

Develop a college-going culture by increasing postsecondary awareness and engagement at each grade level. Ultimately, students will actively engage in the postsecondary planning process toward best-fit opportunities.

	ACTIONS	LEVERS	INDICATORS
9th	<ul style="list-style-type: none"> • Three college tour opportunities • Three college/career fair opportunities • Quarterly Grade Point Average (GPA)/Behavior, Attendance, & Grades (BAG) Report workshops • Advising sessions with College Possible • Junior Achievement of Chicago: Career Exploration workshop 	<ul style="list-style-type: none"> • Postsecondary Leadership Team (PLT) • Grade-level team • Counseling Department • External partners: OneGoal • College Possible • BAG Reports 	<ul style="list-style-type: none"> • Postsecondary program participation rates • GPA growth • Post-workshop survey

For a sample of a BAG Report, see the [Engaging Students & Families Component: Tool Set A](#).



	ACTIONS	LEVERS	INDICATORS
10th	<ul style="list-style-type: none"> • Three college tour opportunities • Three college/career fair opportunities • Quarterly GPA/BAG Report workshops • Sophomore Day of Action • In-class Naviance workshops (bi-monthly) • Advising sessions with College Possible • Junior Achievement of Chicago: Career Exploration workshop 	<ul style="list-style-type: none"> • PLT • Grade-level Team • Counseling Department • External partners: <ul style="list-style-type: none"> ◦ OneGoal ◦ College Possible • BAG Reports 	<ul style="list-style-type: none"> • Postsecondary program participation rates • GPA growth • Post-workshop survey
11th	<ul style="list-style-type: none"> • Four college tour opportunities • Three college/career fair opportunities • Quarterly GPA/BAG Report workshops • In-class Naviance workshops (bi-monthly) • Junior Achievement of Chicago: Career Exploration workshop 	<ul style="list-style-type: none"> • PLT • Senior Grade-level Team • Counseling Department • External partners: <ul style="list-style-type: none"> ◦ OneGoal ◦ College Possible • BAG Reports 	<ul style="list-style-type: none"> • Postsecondary program participation rates • GPA growth • Post-workshop survey



	ACTIONS	LEVERS	INDICATORS
12th	<ul style="list-style-type: none"> • Eight college tour opportunities • Three college/career fair opportunities • GPA/BAG Report workshops • In-class college application completion workshops • In-class Senior Seminar lessons • In-class Naviance workshops • Senior Day of Action • Decision Day • Junior Achievement of Chicago: Career Exploration workshop 	<ul style="list-style-type: none"> • PLT • Senior Grade-Level Team • Counseling Department • External partners: <ul style="list-style-type: none"> ◦ OneGoal ◦ College Possible • BAG or College Access Progress Reports 	<ul style="list-style-type: none"> • Postsecondary program participation rates • GPA growth • Post-workshop survey • KPIs: <ul style="list-style-type: none"> ◦ Apply to 1+ match college ◦ Apply to 1+ four-year college ◦ Apply to 3+ colleges ◦ Complete FAFSA



Developing Sustainable Teams

Modified Fishbowl Protocol and Observation Tool

This is a protocol school teams can use when examining postsecondary data and collectively thinking about implications for the work. The Network for College Success recommends the Fishbowl protocol in professional learning communities or during schoolwide professional development. Educators can observe a team in action and reflect on key criteria for effective team functioning.

Modified Fishbowl Protocol and Observation Tool

Protocol designed to surface the following:

- Effective data use (from Naviance reports)
- Team functioning and cohesion as well as day-to-day meeting practices
- Ability to problem-solve and think about tiered interventions

Activity

Observe a modified Postsecondary Leadership Team meeting. The entire team is not necessarily present and only a portion of the meeting will occur. The team will be reviewing current student application data to action plan for the month before winter break. The team will sit in the middle of the room and observers will sit in a circle surrounding the team.

Materials

- Team meeting agenda
- Data report
- Observation Tool

Process

- Facilitator provides context for the Postsecondary Leadership Team meeting and general guidance for Fishbowl activity (see below). (5 minutes)
- Observers will remain silent while the presenting team meeting takes place. Observers should record evidence and questions on the Observation Tool. (20 minutes)
- Observation Debrief (30 minutes)
 - Part 1: Observers share evidence from each of the Rubric elements
 - Part 2: Observers share questions for the presenting team and also for their practice
 - Part 3: Presenting team members respond to the questions and then engage in whole group discussion
 - Part 4: Everyone engages in individual reflection and shares ideas in pairs

Based on the School Reform Initiative Fishbowl Protocol.



Fishbowl Observation

The presenting team is conducting a modified meeting that includes analyzing current college application data, derived from Naviance reports. With the following guiding questions in mind, the team will engage in a modified Atlas Protocol as described in the steps listed below.

Guiding questions: What interventions will help our students meet application milestones and priorities before the winter break? What resources and supports can facilitate this process?

Modified Atlas Protocol (from the School Reform Initiative):

- 2 minutes: Team silently reviews the data
- 5 minute round: What did we see?
- 5 minute round: What does the data suggest?
- 8 minute round: What are some implications and/or possible next steps?

Observation Rubric and Evidence Tool

Description of Elements	Evidence from Observation*	Questions from the Team Observation or for my Practice
<p>Regular and Effective Meetings Team meets regularly with a written agenda, review of action items, and a note-taker. Minutes are distributed within a week of the meetings.</p>		
<p>Use of Data and Progress Monitoring Team regularly uses one or more source of appropriate and timely data to drive decisions toward addressing Key Performance Indicators.</p>		
<p>Interventions Team regularly uses tiered interventions at all grade levels to respond to gaps in postsecondary achievement.</p>		
<p>Team Cohesion Team members communicate well, trust one another, and work collegially in the best interest of one another, students, and the Postsecondary Leadership Team.</p>		

* You may or may not observe evidence for all of the elements.



Observer Reflection and Assessment of Your School

Have we created subgroups for our senior class based on their academic qualifications? What are the next steps?

Are we effectively using Naviance reports (or some other data source) to monitor student progress for each subgroup? What are the next steps?

Do we use a protocol and/or process for effective data review? What are the next steps?

Do we have effective interventions for each subgroup? What are the next steps?

What elements of the Rubric does our team need to focus on? What are the next steps?



Fine-Tuning Team Dynamics

Contents

[Tarp Protocol](#)

[Compass Points](#)

[Managing Conflict in School Leadership Teams](#)

Purpose

Sometimes, teams can get stuck in a rut and need a new way to approach the work. Postsecondary Leaders can fine-tune team dynamics by helping team members think about issues in a new light, creating time and space for team members to learn more about each other, and/or facilitating conversations that frame conflict as a natural part of team development. It is important for team members to invest in the work and value each other so that growth and creativity can occur.

How & When to Use

The first team-building activity in Tool Set D, the Tarp Protocol, is an effective way to help teams identify obstacles and use them as bridges to find solutions. The Compass Points protocol, often used with Network for College Success partner schools, helps each team member think about and socialize his or her work style. The team can then collectively assess how to work best together. Finally, the *Managing Conflict* article by Aguilar pushes educators to think about how conflict can be an opportunity for a team to reflect and grow.



Fine-Tuning Team Dynamics

Tarp Protocol

An activity that acknowledges challenges and possible solutions to the team's collective work. The protocol promotes team building and helps participants think outside the box when solving issues by providing different approaches and pushing them out of their comfort zones.

Tarp Protocol

Purpose

As a team, participants must stand on the tarp and flip it over without touching the ground. The activity will promote team building and help participants think outside the box when solving issues. The activity will also give diverse voices the opportunity to lead and support the team.

Materials

- Large plastic tarp
- Masking or painter's tape
- Markers

Time

20-25 minutes

Preparation

1. The facilitator explains to participants that the goal of the activity is to identify challenges they are facing and, as a team, symbolically “flip” them over to solutions.
2. The facilitator asks each participant to think of one to two challenges. The challenges must be words or phrases, not sentences. Participants will then write down the challenges on strips of masking tape with markers.
3. The facilitator asks each participant to write possible solutions on separate pieces of masking tape. The solutions can be specific to the challenge or general problem-solving tactics.
4. The facilitator labels one side of the tarp “challenge” and the other side “solution.”
5. Participants will tape their strips to the appropriate side.
6. The facilitator gives them the opportunity to collectively read both sides. Then, he/she asks them to stand on the challenge side.

Rules

1. They need to problem solve together to flip the tarp onto the “solution” side.
2. They can use their hands.
3. Once they are on the tarp, no one can stand on the floor. Their feet must never leave the tarp. If someone touches the ground, the team starts over.
4. If you aren't leading, you have to support and cheer your team on.
5. You can allocate an open window of time (5-15 minutes) or set the challenge by assigning a specific amount of time.

Debriefing

This activity lends itself well to discussions on achieving success despite the obstacles in our lives. Lifelong success is rarely achieved through chance — instead, the successful make a plan, continually evaluate, then change the plan as needed. When everyone on the team is committed to the plan, success is much more likely.

- What strategies did you apply here to experience success and are any of these strategies applicable to real life situations?
- How is this activity just like real life? How is it unlike real life?
- How did you like the activity? Would you use it again?



Fine-Tuning Team Dynamics

Compass Points

This protocol allows team members to consider their own working styles as well as the working styles of others. It also gives insight on what team members may need to know about each other in order to work more effectively together.

Compass Points: North, South, East, and West

An Exercise in Understanding Preferences in Group Work

Developed in the field by educators.

Purpose

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual but to group behaviors, helping us to understand how preferences affect our group work.

Note: See the third page, Compass Points Explanations Expanded, for additional descriptions of the 4 preferences.

Process

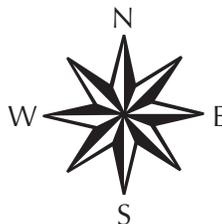
1. The room is set up with 4 signs on each wall — North, South, East, and West.
2. Participants are invited to go to the direction of their choice. No one is only one direction, but everyone can choose one as their predominant one.
3. Each direction group answers the 5 questions (see next page) on a sheet of newspaper. When complete, they report back to the whole group.
4. Processing can include:
 - Note the distribution among the directions: what might it mean?
 - What is the best combination for a group to have? Does it matter?
 - How can you avoid being driven crazy by another direction?
 - How might you use this exercise with others? Students?

North

*Acting — “Let’s do it”;
likes to act, try things, plunge in*

West

Paying attention to detail — likes to know the who, what, when, where and why before acting



East

Speculating — likes to look at the big picture and the possibilities before acting

South

Caring — likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting



Compass Points Explanation Expanded

Developed by Sue Horan, June, 2007.

North

- You take charge.
- You run the daily operation.
- You have lists of things to do and you need to get started and get them done.
- You get assignments in early.
- You don't have to ask questions to begin your work or assignment.
- You drive the work and get it done.
- You teach our children a complete curriculum.
- You will stitch the mosaic together and do the work.

East

- You have the big picture, the frame that needs to be filled in.
- You need to see the final product and will work with the end in mind.
- You believe in working backwards, understanding by design.
- You don't get a project started until you are clear about the final product.
- You teach our children the big concepts.
- You know what the mosaic looks like in the end.

West

- You ask the hard questions.
- You live by inquiry.
- You challenge us to identify the details.
- You don't start a project until you are clear about the details.
- You make our picture more complete.
- You lead by inquiry and engage in thoughtful discourse.
- You make us think and teach detailed concepts to our children.
- You fill in the details of the mosaic.

South

- You take in the information, slow us down, and make sure everyone has voice and is heard.
- You include everyone, and make sure the human side is nurtured.
- You take care of us and bring up our affective domain.
- You make sure the emotional side of our work is heard.
- You make sure we are all included.
- You teach our children with strong relationships and care.
- You add beauty to the mosaic, make sure everyone participates in the creation, and keep us all comfortable.



Fine-Tuning Team Dynamics

Managing Conflict in School Leadership Teams

An article by Elena Aguilar that pushes educators to examine how conflict can be healthy for a team once it is examined and collectively resolved.

[Click to here to read >>](#)



Developing Postsecondary Leaders



Running Effective Meetings

Contents

[Attributes of a Learning Community](#)

[Forming Ground Rules](#)

[Modified ATLAS Protocol](#)

[Modified What? So What? Now What? Protocol](#)

Purpose

Teams function more effectively when there is agreement among members about what is important. This requires Postsecondary Leaders to first develop a foundation of trust among members with clear norms and structures for mutual accountability. Postsecondary Leaders are more likely to run effective meetings when team functioning and trust are central to the planning process. Meetings should also incorporate time and space for reflection so team members can build on their successes and consider challenges.

How & When to Use

As teams are forming—whether it is introducing new members or simply starting another school year—Postsecondary Leaders should always reserve time to revisit the norms that govern the team’s work and beliefs. Even seasoned teams should dedicate meeting time to see if anything has changed in their community or functioning. Tool Set E begins by asking educators to examine positive leadership experiences and specify what attributes from those experiences could become team norms. Regularly looking at data should also be a part of team meetings. The Modified ATLAS protocol can help team members look at student data and action plan next steps.

Educators must utilize meeting time to reflect on team processes and refine supports to meet the needs of students. The structured approach of a protocol, with clear expectations for conversation, creates a safe space for all participants to engage and move the work forward.



Running Effective Meetings

Attributes of a Learning Community

This protocol is designed to establish the basic attributes for a strong learning community through real participant experiences. The attributes become goals or guidelines to monitor progress as well as setting the stage for team norms.



Attributes of a Learning Community

This approach was used by the Foxfire Networks to train teachers in the Foxfire Approach. It was probably used by other groups as well, but that is where I learned it. – Marylyn Wentworth

Purpose

To establish basic attributes of good learning communities through real participant experiences. The attributes become goals/guidelines for checking on progress as a new learning community develops.

Time

One hour

Process

1. Participants write about a personal experience in a learning community that they *know* was a place of positive learning for them. It could be a club, a church group, a school experience, a course, or a support group; any group that was a positive learning community. Their writing should include the reason for the group's existence, how the group was structured, and what made it a positive learning place.
2. In groups of 3 or 4, participants share their stories with one another.
3. As each story is told, the group picks out the attributes that made that learning community productive and satisfying (*everyone really listened to each other, we worked cooperatively to get things done, there was a lot of respect for different opinions...*).
4. Each group makes a list of the 4 or 5 attributes that seem to stand out for them. Sometimes they will be attributes that show up in all the stories, sometimes it will be an attribute that only appears in one story but seems really important to the group.
5. Each group names one attribute in turn while the facilitator records on a general list. Any repeated attributes get noted with stars (*).
6. When the list is complete (the facilitator can reword for a succinct list), the facilitator asks the group if this list seems like a good list of attributes to guide the group as it forms its own community of learners. Additions can be made at this time. If anything on the list seems hard to do, or inappropriate to the group, a note to that effect is written next to that attribute.
7. At different points during the seminar/workshop, the Attributes of a Learning Community are checked for development and progress.

Note: This same process can be used to look at the attributes of a good learning experience. It gets at the essential elements of what is going on when people know they are learning at a high and satisfying level. The initial question gets changed to "Think about a time when you know you were really learning a lot, and loving it. Write about that time..."



Running Effective Meetings

Forming Ground Rules

A protocol to support Counseling Departments or Postsecondary Leadership Teams to develop norms that will shape how they work together. Ground rules help teams establish trust and clarify expectations.



Forming Ground Rules (Creating Norms)

Developed by Marylyn Wentworth.

Gaining agreement around Ground Rules, or Norms, are important for a group that intends to work together on difficult issues, or who will be working together over time. They may be added to, or condensed, as the group progresses. Starting with basic Ground Rules builds trust, clarifies group expectations of one another, and establishes points of “reflection” to see how the group is doing regarding process.

Time

Approximately 30 minutes

Process

- 1. Ask everyone to write down what each person needs in order to work productively in a group**, giving an example of one thing the facilitator needs, i.e. “to have all voices heard,” or “to start and end our meetings when we say we will.” (This is to help people focus on process rather than product.)
- 2. Each participant names one thing from her/his written list**, going around in a circle, with no repeats, and as many circuits as necessary to have all the ground rules listed.
- 3. Ask for any clarifications** needed. One person may not understand what another person has listed, or may interpret the language differently.
- 4. If the list is VERY long — more than 10 Ground Rules — ask the group if some of them can be combined to make the list more manageable.** Sometimes the subtle differences are important to people, so it is more important that everyone feel their needs have been honored than it is to have a short list.
- 5. Ask if everyone can abide by the listed Ground Rules.** If anyone dislikes or doesn’t want to comply with one of them, that Ground Rule should be discussed and a decision should be made to keep it on the list with a notation of objection, to remove it, or to try it for a specified amount of time and check it again.
- 6. Ask if any one of the Ground Rules might be hard for the group to follow.** If there is one or more, those Ground Rules should be highlighted and given attention. With time it will become clear if it should be dropped, or needs significant work. Sometimes what might appear to be a difficult rule turns out not to be hard at all. “Everyone has a turn to speak,” is sometimes debated for example, with the argument that not everyone likes to talk every time an issue is raised, and others think aloud and only process well if they have the space to do that. Frequently, a system of checking in with everyone, without requiring everyone to speak, becomes a more effective Ground Rule.
- 7. While work is in progress, refer to the Ground Rules whenever they would help group process.** If one person is dominating, for example, it is easier to refer to a Ground Rule that says, “take care with how often and how long you speak,” than to ask someone directly to stop dominating the group.
- 8. Check in on the Ground Rules when reflection is done on the group work.** Note any that were not followed particularly well for attention in the next work session. Being sure they are followed, refining them, and adding or subtracting Ground Rules is important, as it makes for smoother work and more trust within the group.



Running Effective Meetings

Modified ATLAS Protocol

A protocol designed for use when data is a focal point for discussion. The protocol supports equity of voice and allows all members to describe the data, make inferences, and share implications for future work.

Modified ATLAS Protocol

Group/Team:

Data being reviewed and analyzed:

Individually review the data (5 minutes) and then, as a group, answer the following questions.

What do you see?

- What is the data showing us?
- State only facts and numbers. Avoid inferences or conclusions.
(5 minutes total)

Record:

What does the data suggest?
(5 minutes)

Record:

What are some implications or next steps?
(5 minutes)

Record:

Based on the School Reform Initiative ATLAS Protocol.



Running Effective Meetings

Modified What? So What? Now What? Protocol

This protocol allows participants to connect with one another and receive useful feedback about the work. The protocol creates space to acknowledge successes as well as recognize and reflect on how challenges can become opportunities.

Modified What? So What? Now What? Protocol

Purpose

This protocol allows participants to connect to one another and to each other's work, while at the same time allowing all group members to receive useful feedback.

Introduction from Facilitator

Today, we are doing a modified version of the *What? So What? Now What?* protocol. Our goal is to connect to our team's work. This means acknowledging our successes but also recognizing and reflecting on how our challenges can become opportunities. We are going to engage in the protocol using the steps below.

1. Presenters will set the context and ground the team on "What did we do? What are we working on?" The focus is on successes and challenges.
2. Then, the presenters will take us through the "So What? Or, why is this important to us?" As the other team members listen, they take notes using the note catcher:

Context Setting	What?	So What?	Now What?
Outline success(es), challenge(s), and the opportunities they present.	What did we do? What are we working on?	Why is this important to us?	What can we do?

Based on the School Reform Initiative What? So What? Now What? Protocol.

3. Presenters introduce key highlights on student enrollment and persistence data to provide additional background. Team members are given time to process quietly and can markup the text with their thoughts.
4. The presenters answer any clarifying questions. In small groups (two to three people):
 - Team members discuss what they heard in the “What?” and “So What?” portions. (“What I heard the presenter say was...” “Why this seems important to us...” “I wonder...”)
 - Team members spend time discussing “Now What?” Remember, the team owns this work collectively.
5. The team comes back together to discuss the “Now What?” Presenters take notes on what they hear and share their thoughts.
6. Debrief the protocol and process.

Based on the School Reform Initiative What? So What? Now What? Protocol.



Bridging School Leadership Teams

Contents

[Enhancing the Principal-School Counselor Relationship Toolkit](#)

[Key Distinctions in Postsecondary Responsibilities](#)

[How Administrators Can Support Effective Counseling Departments](#)

Purpose

Counselors and College & Career Coaches should establish regular communication with administrators so, together, effective systems and structures are created for student success. Tool Set F provides some key resources to help administrators and Postsecondary Leaders reflect on their roles and examine how collaboration leads to improved student outcomes.

How & When to Use

Tool Set F can help administrators and Postsecondary Leaders in both their learning and planning. The tools can serve as a starting point for intentional collaboration among educators to leverage the best possible supports for students. While Tool Set F begins with research, it moves on to practical approaches for organizing postsecondary work in schools.



Bridging School Leadership Teams

Enhancing the Principal- School Counselor Relationship Toolkit

“The Principal-School Counselor Relationship Toolkit comes from a multi-year research project undertaken by the College Board’s National Office for School Counselor Advocacy (NOSCA), to learn what principals and school counselors think is important in their relationships, how they view the current status of their own relationships within their schools, and what effective Principal-Counselor relationships might look like.”

[To read the Toolkit, click here >>](#)



Bridging School Leadership Teams

Key Distinctions in Postsecondary Responsibilities

In Chicago Public Schools, College & Career Coaches play an active role in supporting the postsecondary process for students. While Counseling Departments and College & Career Coaches share some responsibilities, there are distinctions in the roles. This tool provides an opportunity to examine those distinctions.

Key Distinctions in Postsecondary Responsibilities

School Counselors

- Help lead and drive Postsecondary Leadership Team work with College & Career Coaches
- Create space for College & Career Coaches in department meetings
- Understand and support data systems
- Lead professional development that builds staff knowledge on postsecondary processes
- Connect academic progress to postsecondary outcomes for staff and students (includes academic audits)
- Explore and communicate the relationship between test results and college access
- Take on leadership roles (such as in grade-level teams) to collaborate with educators
- Create and identify social/emotional supports that complement postsecondary efforts
- Work with administration to connect schoolwide goals to postsecondary efforts

Jointly support the implementation of the following:

- College Applications
- FAFSA Processing
- College Exposure and Trips
- Family Nights
- Decision Day
- Prepping for College Choice
- Collaboration with Senior Seminar Teachers
- Senior Seminar
- Collaboration with Administrators

College & Career Coaches

- Facilitate the logistical planning of postsecondary efforts
- Maintain data on postsecondary indicators
- Help lead the Postsecondary Leadership Team and drive postsecondary work schoolwide
- Keep an eye on key postsecondary indicators and troubleshoot when needed
- Provide multiple opportunities to engage students in the college application and FAFSA processes; coordinate postsecondary programming
- Work closely with Counseling Department to analyze data on postsecondary indicators
- Help build the process of a schoolwide postsecondary common language





Bridging School Leadership Teams

How Administrators Can Support Effective Counseling Departments

This Network for College Success presentation was given to high school Principals to highlight the importance of collaboration between Counseling Departments and administrators.

How Administrators Can Support Effective Counseling Departments

Network for College Success

Activity

- In two minutes, answer the following questions:
 - What do you know about counseling?
 - What do you think you need to know?
- For two minutes, turn to a partner and share your answers.

TOOL SET

F

Bridging School Leadership Teams

Objectives

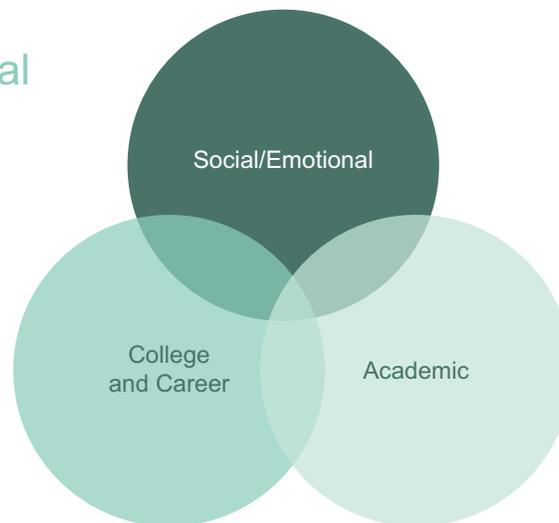
- Explore the American School Counselor Association (ASCA) national model
- Review the Network for College Success indicators for postsecondary work in schools
- Connect and envision the Administrator and Counseling Department relationship

TOOL SET

F

Bridging School Leadership Teams

ASCA National Model



TOOL SET
F
Bridging School Leadership Teams

What can Counseling Departments Look Like?

A Venn diagram with four overlapping circles. The top circle is dark teal and labeled 'Counselors'. The left circle is light teal and labeled 'Support Staff'. The right circle is light teal and labeled 'Interns'. The bottom circle is a darker green and labeled 'College & Career Coaches'. All four circles overlap in a central area.

Developing Postsecondary Leaders
POSTSECONDARY SUCCESS TOOLKIT

6

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TOOL SET
F
Bridging School Leadership Teams

Vision for Effective Counseling Departments

Network for College Success Approach

A central teal circle is labeled 'Students (An Inquiry-Based Approach)'. It is surrounded by four other circles: a light green circle at the top labeled 'School Staff', a yellow circle on the right labeled 'External Partners', a dark teal circle at the bottom labeled 'Counselors', and a light teal circle on the left labeled 'Families'.

Developing Postsecondary Leaders
POSTSECONDARY SUCCESS TOOLKIT

7

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School Systems and Structures Connected to Counseling

- Programming/Schedules
- Course Availability
- Schoolwide Grade Entry and Progress Reports
- Leadership Structures and Participation
- Case Management

Administrator Role: Key Indicators for Success

- Support Counseling Department development and resources
- Create a schoolwide vision for counseling work
- Communicate college-going culture



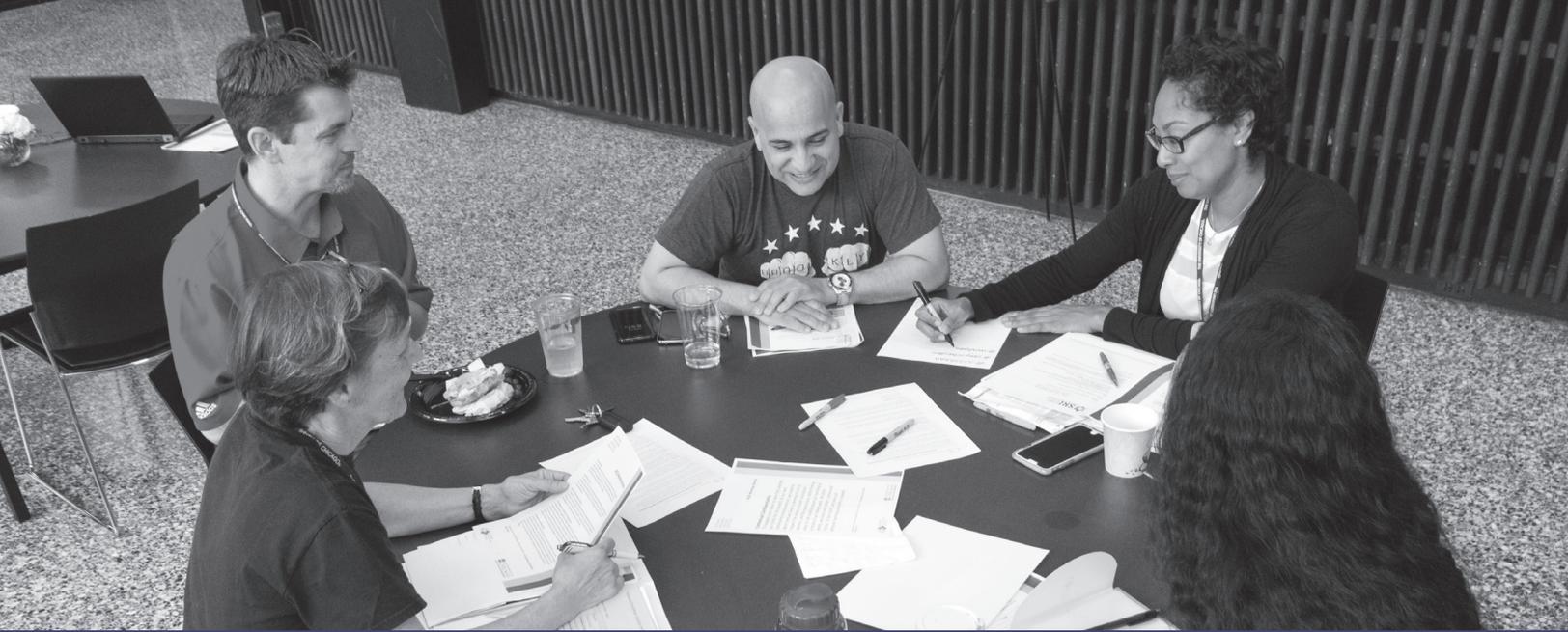
Administrator Role: Key Indicators for Success (cont.)

- Advocate for counseling work
- Provide access to timely and relevant data
- Provide opportunities for Counselor collaboration and constructive feedback on schoolwide goals

Administrator Role: Key Indicators for Success (cont.)

- Include Counselors in schoolwide planning opportunities
- Ongoing reporting to and dialogue with Counseling Department





Building School Teams



Organizing a Counseling Department



Creating Postsecondary Leadership Teams (PLTs)



Monitoring Team Progress



Planning Tools for Student Supports



Organizing a Counseling Department

Contents

**Counseling Department
Retreat Facilitator's
Guide**

**RACI Matrix for a
Counseling Department**

Care Team Presentation

**Building a Social and
Academic Supports Team**

**Course Programming
Timeline**

Purpose

The Network for College Success believes that Counselors and College & Career Coaches are school leaders and, therefore, are pivotal to student success. Counseling Departments are responsible for a variety of schoolwide projects and events within the three counseling domains: academic, social-emotional learning, and postsecondary. Developing strong teams requires careful consideration and intentional planning so that Counselors have the capacity to organize around the three domains of work.

How & When to Use

Tool Set A provides Counselors and other educators with resources to establish effective school Counseling Departments. The Counseling Department Retreat Facilitator's Guide is a sample full-day retreat for team members to reflect on their work from the past school year. The retreat's various activities and protocols can be beneficial for Counseling Departments in any stage of development. Counselors and other educators can also utilize the following presentations and organizing tools to socialize the importance of the counseling work schoolwide as well as set clear roles and responsibilities.



Organizing a Counseling Department

Counseling Department Retreat Facilitator's Guide

The activities in this sample Kelly High School facilitator's guide allowed the team to reflect on the past school year, focus on team dynamics, and set the stage for next year's programming.

Counseling Department Retreat Facilitator's Guide

Sample from Kelly High School

Topic	Facilitator Notes/Materials & Prep
Part I – 8:30 to 9:00	
<p>Welcome and Overview (15 minutes)</p> <ul style="list-style-type: none"> • Continental Breakfast • Review Agenda <ul style="list-style-type: none"> ◦ Opening Moves ◦ Mission/Vision • Outcomes for the Meeting: <ul style="list-style-type: none"> ◦ Participate in Team-building Activities ◦ Review Community Agreements ◦ Reflect on Our Work Conditions- Individually & Collectively ◦ Identify Next Steps as a Group <p>Group Juggle Protocol from School Reform Initiative (15 minutes)</p> <p>Purpose To provide a playful opportunity to reflect on group dynamics and collaborative skills.</p>	<ul style="list-style-type: none"> • Guiding PowerPoint • Facilitator Agenda • Meeting Agenda • Poster of Agreements • Group Juggle Materials <p>Ask all participants to write down a student's name and to keep him or her in mind throughout the day.</p> <p>Counseling Department Chair will set the tone, which includes setting purpose for the retreat and intended outcomes. Essentially: Why are we here and what do we hope to achieve at the end of the day?</p> <p>Directions</p> <ul style="list-style-type: none"> • Form a circle. • Create a pattern tossing the ball as a team. • One person throws the ball and calls out the name of the receiver. Remember: The thrower will toss the ball to the same person each time. • The group keeps going until everyone has thrown and received the ball once. • The group completes one practice round, throwing the ball in the same order and to the same people. • Ask the group to remember the pattern! • Now, the group completes the round again and the facilitator will continue to add an object each round (until each person has his/her own object to throw). • The goal is for everyone's object to enter all rounds. • When the facilitator counts out loud, "1, 2, 3, STOP," the group needs to stop and see how many objects they have in play. This may happen more than once.

- After 2 or 3 rounds, ask the group to set a goal of how many objects they can toss (what they believe they can accomplish) and invite them to try again!

Rules

- Establish a pattern. Each person must throw to the same person and receive from the same person throughout the activity.
- A toss has a low and high point. A toss is different than a pass or a hand off.
- Objects that fall can be left alone or brought back into play.

Debrief the Protocol

- How would you describe your feelings about the Group Juggle from the beginning, middle, and end?
- How would you describe the group's effectiveness at the beginning, middle, and end?
- What did it take for us to be successful as a group?
- As we work to strengthen our learning community, what should we keep in mind?
- What might we do differently with our students as a result of this experiment? What problems were we trying to solve with this activity?
- How did we solve the problems we faced?
- Are there connections between group success in this activity and our work in our school?

Part II – 9:00 to 9:50

Compass Points from the School Reform Initiative (50 minutes)

Purpose:

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to the individual, but to group behaviors. This will help us understand how preferences affect our group work.

Process

- The room is set up with four signs on each wall — North, South, East, and West.
- After [reading the description of each direction](#), participants are invited to go to the direction of their choice. No one is only one direction, but everyone should choose one as their predominant one. (5 minutes)
- Each direction group answers the 5 questions on a sheet of newsprint. (10 minutes)
 1. What are the strengths of your style? (4 adjectives)
 2. What are the limitations of your style? (4 adjectives)
 3. What style do you find most difficult to work with and why?
 4. What do people from the other directions or styles need to know about you so you can work together effectively?
 5. What do you value about the other three styles?

- When complete, report back to the whole group. (20 minutes)
- Processing can include (10 minutes):
 - Note the distribution of participants among the directions: what might it mean?
 - What is the best combination for a group to have? Does it matter?
 - How can you avoid being frustrated by another direction?
 - How might you use this exercise with others? Students?

BREAK – 9:50 to 10:00

Part III – 10:00 to 10:20

Tarp Protocol (20 minutes)

Purpose:

As a team, participants must stand on the tarp and flip it over without touching the ground. The activity will promote team building and help participants think outside the box when solving issues. The activity will also give diverse voices the opportunity to lead and support the team.

Setup/Preparation

- The facilitator explains to participants that the goal of the activity is to identify challenges they are facing and, as a team, symbolically “flip” them over to solutions.
- The facilitator asks each participant to think of one to two challenges. The challenges must be words or phrases, not sentences. Participants will then write down the challenges on strips of masking tape with markers.
- The facilitator asks each participant to write possible solutions on separate pieces of masking tape. The solutions can be specific to the challenge or general problem-solving tactics.
- The facilitator labels one side of the tarp “challenge” and the other side “solution.”
- Participants will tape their strips to the appropriate side.
- The facilitator gives them the opportunity to collectively read both sides. Then, he/she asks them to stand on the challenge side.

	<p>Rules</p> <ul style="list-style-type: none"> • They need to problem solve together to flip the tarp onto the “solution” side • They can use their hands. • Once they are on the tarp, no one can stand on the floor. Their feet must never leave the tarp. If someone touches the ground, the team starts over. • If you aren’t leading, you have to support and cheer your team on. • You can allocate an open window of time (5-15 minutes) or set the challenge by assigning a specific amount of time. <p>Debriefing</p> <p>This activity lends itself well to discussions on achieving success despite the obstacles in our lives. Lifelong success is rarely achieved through chance – instead, the successful make a plan, continually evaluate, then change the plan as needed. When everyone on the team is committed to the plan, success is much more likely.</p> <ul style="list-style-type: none"> • What strategies did you apply here to experience success and are any of these strategies applicable to real life situations? • How is this activity just like real life? How is it unlike real life? • How did you like the activity? Would you use it again?
<p>Part IV – 10:20 to 11:50</p>	
<p>Team Assessment (90 minutes)</p>	<ul style="list-style-type: none"> • Each participant completes The Five Dysfunctions of a Team: Team Assessment • Refer to Patrick Lencioni’s website • Facilitator tallies assessment results while group watches YouTube video of 5 Dysfunctions of a Team
<p>LUNCH – 11:50 to 12:20</p>	

Part V – 12:20 to 12:40

**Change Activity
(20 minutes)****Purpose:**

To build community among participants and provide context for a discussion about change.

- Invite participants to stand together in a circle.
- Once the circle is formed, invite them to divide into pairs around the circle.
- Partners turn to face and greet each other.
- Invite each pair to turn their bodies and stand back-to-back with one another. Partners then move 2-3 steps apart, remaining back-to-back. Ask partners to be sure that they cannot see one another.
- Once pairs are back-to-back and a few steps apart, say, “*Change 3 things about your appearance. No peeking.*” (Or something that lets the pairs know that they should not look at each other.)
- When everyone has made their three changes, invite pairs to turn back around to face each other so they can identify the 3 changes each partner made.
- Once each pair has done this (and the the giggling has stopped), begin a quick debrief.
- Debriefing questions might include:
 - How was that?
 - What did you notice?
 - How many changes could you identify?

Part VI – 12:40 to 1:25

**Norms Construction
(45 Minutes)****Purpose:**

Community agreements, or norms, are more than rules. They are the expectations that hold a team together and create the conditions for effective work.

This is a consensus-building process that uses a series of negotiations to construct norms for a learning community.

- Group reviews current Norms and Agreement:
 - Speak your truth as you know it
 - Stories stay/ practices leave (confidentiality)
 - Suspend judgement
 - Remain solution-focused
 - Everyone’s perspectives and contributions are valued
- Group engages in [Norms Construction Protocol](#)

BREAK – 1:25 to 1:35

Part VIII – 1:35 to 1:55

**YouTube - Dear Young Man
of Color: Spoken Word
(20 minutes)**

Purpose:

Increase awareness and consciousness of personal interactions with least-reached students. Increase awareness of the population that is being served at Kelly High School. How do we have high expectations for minority students?

After [watching the video](#), ask the group:

- What opportunities does the Counseling Department provide to young men of color to be heard?
- How does the video reflect the voice of the young men at Kelly High School?

Part IX – 1:55 to 2:10

Closing Moves (15 minutes)

- Closing Connections
- Action Items Review
- Evaluation/Reflection

Notes:

Counseling Department Mission Statement:

The mission of the Kelly High School Counseling Department is to foster positive school culture through guidance and student development initiatives that will create a positive learning environment for our learners. The Counseling Department supports all individuals through a comprehensive program that will enhance student development and engage each pupil through academic, career, and personal-social domains. Our program is implemented in collaboration with all faculty and staff while complementing the mission of Kelly High School in promoting student achievement.



Organizing a Counseling Department

RACI Matrix for a Counseling Department

A responsibility assignment matrix, also known as a RACI matrix, from Kelly High School that describes the roles and responsibilities of each member of the Counseling Department.

RACI Matrix for a Counseling Department

Sample from Kelly High School

ASCA DOMAIN	PROJECTS	RESPONSIBLE	ACCOUNTABLE	CONSULTED	INFORMED
ACADEMIC	Freshman	Vonesh	Resendiz/Argyelan	ALL Counselors	Staff
ACADEMIC	Sophomore	Preciado	Moore	ALL Counselors	Staff
ACADEMIC	Junior	Vonesh	Taylor	ALL Counselors	Staff
ACADEMIC	Senior	Preciado	O'Connor/ Argyelan	ALL Counselors	Staff
ACADEMIC	Programming Course Selection	Sokolowska	Argyelan	ALL Counselors	Staff
ACADEMIC	Credit Recovery	ALL Counselors	Taylor	Administration	Staff
ACADEMIC	National ACT Testing	O'Connor	Argyelan	Administration	ALL Counselors
ACADEMIC	AP Testing	Morrison	Buniak	Argyelan	ALL Counselors
SOCIAL/EMOTIONAL					
SOCIAL/ EMOTIONAL	Behavioral Health Team	All Counselors	Bejar	ALL Counselors	Administration
SOCIAL/ EMOTIONAL	Social and Academ- ic Supports Team	O'Connor/Preciado	Jackson	ALL Counselors	Administration
SOCIAL/ EMOTIONAL	Bilingual Supports	Preciado	Torres/Lane	Administration	ALL Counselors
PERSONAL/ SOCIAL	Parent Community Outreach Committee	Vonesh	Bejar/Pui	ALL Counselors	ALL Counselors
COLLEGE/CAREER					
COLLEGE/ CAREER	Naviance Site Manager	Argyelan/O'Con- nor	Flores-Garcia	ALL Counselors	PLT
COLLEGE/ CAREER	Summer Transition	Flores-Garcia	Argyelan	ICAC Advisor	ALL Counselors

ASCA DOMAIN	PROJECTS	RESPONSIBLE	ACCOUNTABLE	CONSULTED	INFORMED
COLLEGE/ CAREER	Postsecondary Leadership Team	Preciado	Flores-Garcia	ALL Counselors	Administration
COLLEGE/ CAREER	FAFSA	Flores-Garcia	College Advisor	ALL Counselors	PLT
COLLEGE/ CAREER	College Applica- tions	ALL Counselors	Flores-Garcia	PLT	Administration
COLLEGE/ CAREER	Scholarships	ICAC Advisor	Flores-Garcia	PLT	ALL Counselors
COLLEGE/ CAREER	College Tours	Gear Up	Flores-Garcia	ALL Counselors	Administration
COLLEGE/ CAREER	Dual Credit/Dual Enrollment	Gear Up	Moore	Administration	ALL Counselors

PLT = Postsecondary Leadership Team

ASCA = American School Counselor Association



Organizing a Counseling Department

Care Team Presentation

A presentation from North-Grand High School on how to develop a Care Team.

Care Team Presentation

Sample from North-Grand High School

Why have a Care Team?

- Organized referral system from teachers
 - No more emails
 - No more on-the-fly teacher discussions
 - Access to better information about student functioning in class
- Systems and structures for handling Social/Emotional domain
 - More proactive, less reactive
 - Less students fall through the cracks
 - Shared responsibility for tough student situations
 - More collaboration and holistic approach
- Organize the Social/Emotional resources within the building
 - Counselors
 - Social Worker and Psychologist
 - Community Agencies
 - Chicago Public Schools Contract Workers

Who is on the team?

- All Counselors (who handle their own caseload)
- A representative from Administration
- Any community partner offering Tier III services to students in the building
- The Diverse Learning Team
 - Case Manager, Social Worker, and Psychologist

How does it work?

1. Student is referred
2. Student is screened by his/her Counselor
3. Counselor brings student's info to the meeting for a discussion
4. Student is assigned an intervention
5. Student is checked on periodically
6. Staff is informed of intervention student is receiving

What about crises?

- Students should be directed to a Counselor, Social Worker, or School Nurse immediately if they:
 - Express suicidal thoughts
 - Express violent or homicidal thoughts towards others
 - Experience abuse of any kind (from parent, significant other, peer, etc.)
 - Have no place to sleep tonight
 - Exhibit signs of serious illness or injury

The Referral

- Student seems to fit into one of the following situations:
 - Experiencing social/emotional problems that may or may not affect his/her behavior and academic performance
 - Experiencing homelessness
 - Experiencing traumatic life events (such as divorce, death of a parent, or pregnancy)
 - Suffering from substance abuse
- Teacher becomes aware of the situation and wishes to refer them to Care Team
- They fill out the Care Team Referral Form

Sample Care Team Referral Form Questions

- Primary Presenting Issue
- Secondary Presenting Issue
- Explanation of the Problem
- Student Strengths
- Current Interventions Being Used

The Referral (cont.)

- This form populates a spreadsheet controlled by the Counselors and is checked every week at the Care Team meeting
- Each Counselor sees which (if any) students on his/her caseload have been referred and then begins the screening process
- All Diverse Learners are screened by the Social Worker or Psychologist
- The person who screens the student becomes his/her Care Team Gatekeeper

The Screeners

- Counselors meet with students to discuss the reason for referral and screen them for eligibility into one of the counseling groups
- Students are screened for three things during the meeting with the Counselor:
 - Post-Traumatic Stress Disorder (using the Trauma Symptom Inventory)

The Screeners (cont.)

- Reactive Aggression (using the Multidimensional School Anger Inventory)
- Substance Abuse (using the CRAFFT Screening)
- **CRAFFT** stands for the six keywords in the second section of the assessment (**C**ar, **R**elax, **A**lone, **F**orget, **F**riends, **T**rouble)

The Screeners (cont.)

- After sitting with the student and filling out the Screener forms, the answers are scored using a website called SharePoint
- These scores are then put into a form used during the discussion process (described below)
- The scores guide, but don't decide, which intervention a student is given
- Each screening form has been provided by Lurie Children's Hospital

The Discussion at the Care Team Meeting

- Care Team Gatekeeper prepares the Student Discussion Template before the meeting
- The Student Discussion Template is used to guide the discussion and helps the team get the whole picture of how the student is doing

The Discussion at the Care Team Meeting (cont.)

- The Care Team Gatekeeper presents his/her student and then the group decides the most appropriate intervention
- This step may be quick because the Gatekeeper comes with an intervention ready
- Sometimes, it may take longer if the Gatekeeper is not sure of the best intervention and needs to ask for input from the whole group

The Discussion at the Care Team Meeting (cont.)

- Once the Care Team has discussed the student, he/she is put into one of the following interventions:
 - Individual Counseling with an outside agency (provided in school)
 - Anger Management or Trauma Group
 - Mentor Group with an outside agency (provided in school)
 - Individual check-in with the Counselor
 - Substance Abuse Group with an outside agency (provided in school)



Organizing a Counseling Department

Building a Social and Academic Supports Team

A presentation from Kelly High School on how to develop a Social and Academic Supports (SAS) Team.

Building a Social and Academic Supports Team

Sample from Kelly High School

Social and Academic Supports (SAS) Team

- Collaborative
- Implements Multi-Tiered Systems of Support (MTSS) process
- Builds staff capacity
- Supports a restorative discipline process
- Analyzes and shares schoolwide behavior data



TOOL SET

A

Organizing a Counseling Team

The SAS Team should not:

- Address individual student behavior or social/emotional issues. Individual students should be directed to:
 - Behavioral Health Team
 - Attendance Intervention
 - Dean Support
- Operate as a top-down approach

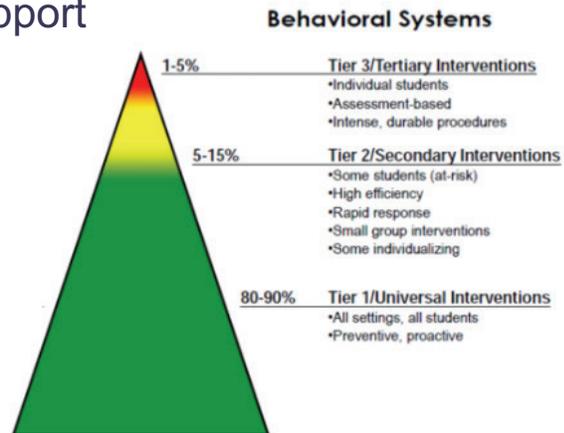
TOOL SET

A

Organizing a Counseling Team

Multi-Tiered Systems of Support

- Universal Examples
 - Clear Expectations
 - Restorative Practice
 - Tardy Policy



TOOL SET

A

Organizing a
Counseling Team

Who is on the Team?

- Administrator (at least one)
- Teachers*
- Diverse Learner Teachers*
- Dean
- Support Staff (security, main office, lunchroom, etc.)
- Attendance Dean or Monitor
- Social Worker (someone with clinical expertise)
- Data Manager

**variety of specialties and levels represented*

TOOL SET

A

Organizing a
Counseling Team

Team Procedures

- Set year-round goals and plans
- Establish regular meeting rhythm: two times per month
- Provide professional development on how to integrate Social and Academic Supports into schoolwide:
 - Policy
 - Procedures
 - Practice

Team Procedures (cont.)

- Create, distribute, and assist with universal supports to students
 - Example: Start On-Time Intervention

The SAS Team and the Behavioral Health Team in Collaboration

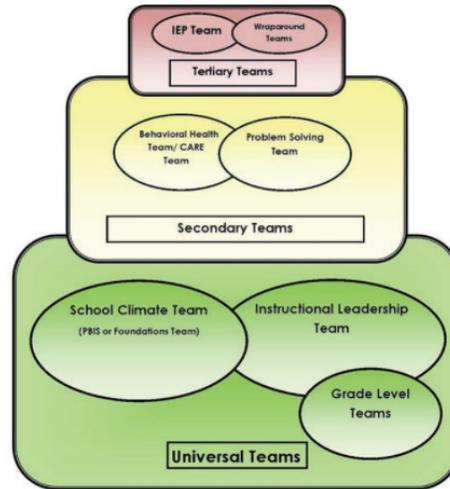
- **Social and Academic Supports** – universal support
- **Behavioral Health Team** – secondary team
 - Individualized
 - Targeted

TOOL SET

A

Organizing a Counseling Team

The SAS Team and the Behavioral Health Team in Collaboration (cont.)



Building School Teams
POSTSECONDARY SUCCESS TOOLKIT

10





Organizing a Counseling Department

Course Programming Timeline

A sample protocol and timeline from Westinghouse College Prep's Counseling Department for programming students for class schedules.

Course Programming Timeline

Sample from Westinghouse College Prep

Protocol:

One Month before Programming

Computer labs should be scheduled by grade level for 9th, 10th, and 11th grade students. One day will be allotted per grade level. Students will take part in programming during their Physical Education classes (9th and 10th grade) and Social Studies classes (11th grade). Teachers should be notified in advance regarding the programming schedule.

One Week before Programming

Students should review the graduation requirements in Advisory.

During Programming Sessions

1. Counselors review the course options by grade level and then program (schedule) with the class. Each student should create a schedule for the next school year.
2. Once students have completed schedules, they should see their respective Counselor or any available Counselor to review the selections. Counselors should make sure that students have all necessary classes by checking the student transcripts.
3. Once the Counselor has reviewed the program and the transcript together, he/she should double check graduation requirements are being met.

Student Prerequisites by Grade:

Rising 10th Grade Students

- Elective courses are not available for 10th grade students
- Each student must take the following courses:
 - English II (unless previous English credits have been earned)
 - Chemistry and Intro to Engineering Design
 - Advanced Placement (AP) World History or World Studies
 - Geometry and/or Algebra/Trigonometry (for accelerated math students only)
 - Physical Education II/Driver's Education or JROTC

Selective Enrollment:

- Students should continue their World Language course.
- Students should take their first or second year of Fine Arts.
- AP Environmental Science may be available to a small number of Selective Enrollment students who will take the course in addition to Chemistry in lieu of Fine Arts (with teacher permission only).

College-To-Career:

- College-To-Career students (non-Medical) will begin their College-To-Career Program in 10th grade and must sign up for the corresponding course.
- Medical students will continue the second year of their program and must continue their World Language course.

Rising 11th Grade Students

- Elective courses are available to Selective Enrollment juniors
- Each student must take the following courses:
 - English III or Advanced Placement Language and Composition
 - Physics (Any additional AP Science or Engineering courses must be taken in conjunction with Physics.)
 - United States History
 - Advanced Algebra/Trigonometry or Pre-Calculus (for accelerated math students or students enrolling in Pre-Calculus over the summer only)
- If students are not enrolled in AP, College-To-Career, JROTC, Anatomy & Physiology, or on a varsity athletic team for one full season: Encourage them to take a 3rd year of a Physical Education course (including dance or weight lifting).

Selective Enrollment:

- Students are strongly encouraged to continue their World Language course.
- Students should complete the Fine Arts requirement, if possible.
- Students can select one or two elective courses depending on whether the Fine Arts requirement is complete.
- Students cannot sign up for College-To-Career courses.

College-To-Career:

- Students must make sure to either start their World Language course or start their Fine Arts course.
- Accounting students should take Accounting I and Economics.
- Broadcast students should take Broadcast II and Graphic Arts.
- Information Technology students should take Relational Database I.
- Medical students should take Medical Health I and World Language.

Rising 12th Grade Students

- Multiple elective courses are available to Selective Enrollment and College-To-Career seniors.
- Each student must take, or is encouraged to take, the following courses:
 - English IV or AP Literature and Composition
 - Pre-Calculus, AP Statistics, or AP Calculus
 - Any of the 12th-grade science courses (recommended to be competitive with other high school graduates)
 - Any of the 12th-grade Social Studies options (recommended to be competitive with other high school graduates)
- If students are not enrolled in AP, College-To-Career, JROTC, Anatomy & Physiology, or on a varsity athletic team for one full season: encourage them to take a 4th year of a Physical Education course (including dance or weight lifting)

Selective Enrollment:

- Students are encouraged to take a 4th year of a Language course.
- Students must be sure to complete all Chicago Public Schools graduation requirements.

College-To-Career:

- Students must finish their World Language or Fine Arts requirement.
- Students will take a double period course to fulfill their College-To-Career senior year requirement.
- Medical students may need to take two Fine Arts courses as a senior.
- Students can sign up for additional advanced courses by opting out of a 4th year of Science, Social Studies or Math course.



Creating Postsecondary Leadership Teams (PLTs)

Contents

What is a Postsecondary Leadership Team (PLT)?

Creating a College Going Culture: A Resource Guide

Roles and Responsibilities of PLT Members

PLT Goals and Accomplishments Through the Years

Community Call: Reflecting on Your College Journey

Sample PLT Agendas

Social Capital Poster: Recruiting Faculty Support

Purpose

Postsecondary Leadership Teams (PLTs) work at the intersection of academic achievement and postsecondary access to create equitable outcomes for students. Unlike Counseling Departments, PLTs often include teachers and administrators in addition to Counselors and College & Career Coaches. High schools can use Tool Set B to develop PLTs that will promote schoolwide college-going cultures.

How & When to Use

Counselors and other educators can refer to these tools as foundational documents to organize the work of a PLT, including how to run effective meetings and recruiting a broad range of staff. The *What is a Postsecondary Leadership Team?* handout provides schools with an overview of a PLT and why it is important to develop such a team. *Creating a College Going Culture: A Resource Guide* is a great read for new PLT members to better understand the need for creating a college-going culture. Tool Set B also contains many real-life examples from Network for College Success partner schools.



Creating Postsecondary Leadership Teams (PLTs)

What is a Postsecondary Leadership Team (PLT)?

A handout that describes a PLT and how to develop a schoolwide college-going culture.

What is a Postsecondary Leadership Team (PLT)?

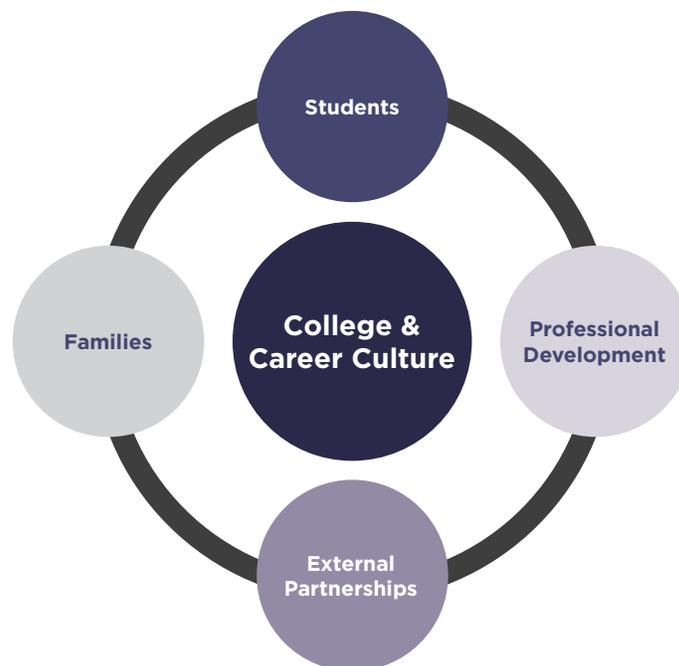
A team in a school that works at the intersection of academic achievement and postsecondary access to create equitable outcomes for students.

The team shapes a culture of success in which students aspire to a quality life beyond high school. Students participate fully in their academic and personal development to access a variety of opportunities that meet their needs.

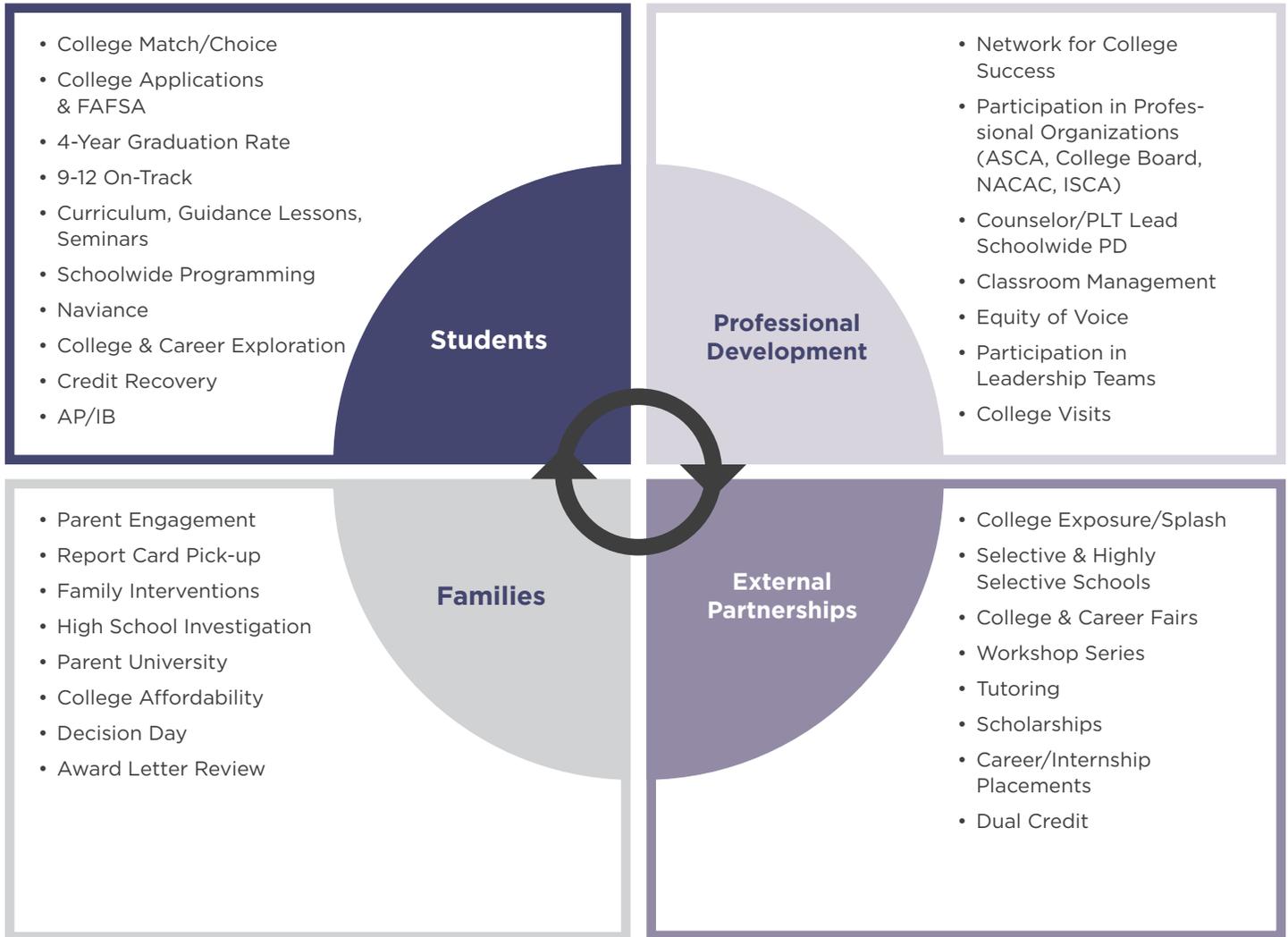
Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administration are central to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are to achieve equity for our students.
- We must understand who is in our school building and use data to guide effective decisions.

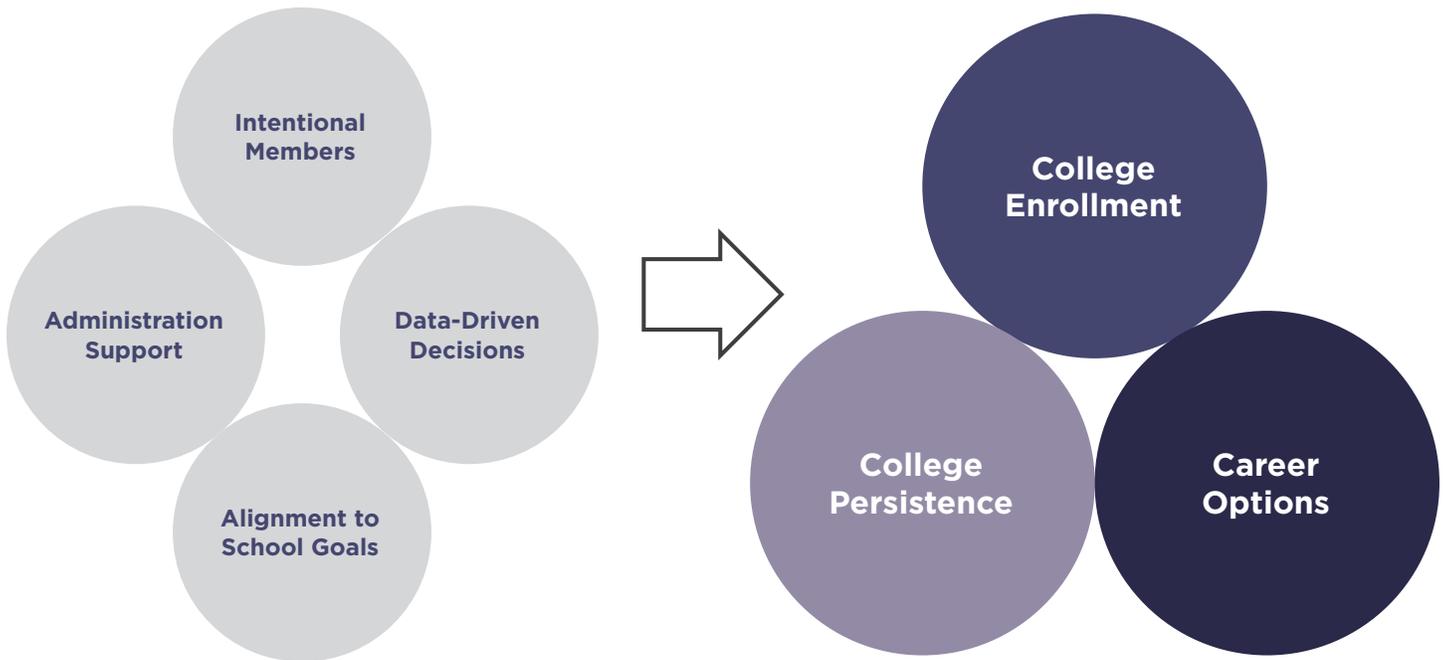
Four Key Dimensions for a Successful College & Career Culture



College & Career Culture



Effective Postsecondary Leadership Teams





Creating Postsecondary Leadership Teams (PLTs)

Creating a College Going Culture: A Resource Guide

A resource guide developed by Melissa Friedman MacDonald and Aimée Dorr on how educators can collaborate to create a school-wide culture focused on college success.

[Click here to read >>](#)



Creating Postsecondary Leadership Teams (PLTs)

Roles and Responsibilities of PLT Members

A document from Tilden High School that lists each person on a PLT and what his or her role is on the team.

Roles and Responsibilities of PLT Members

Sample from Tilden High School

Name	Role	Why am I on the PLT? What is my piece of the postsecondary pie?
Tilden School Leaders		
Butler	Senior Pod Leader	<ul style="list-style-type: none"> Lead the Class of 2016 in student achievement and postsecondary deliverables/outcomes
Chung	Counselor	<ul style="list-style-type: none"> Classroom guidance lessons Individual student planning Responsive services Systems support (professional development, operations) Data-driven support (college applications, test data)
Crockett	OneGoal Program Director and Alumni Support	<ul style="list-style-type: none"> Monitor and support college enrollment for Class of 2015
Davis	Senior Seminar Teacher	<ul style="list-style-type: none"> Lead Senior Seminar in postsecondary processes and associated deliverables/outcomes for Class of 2016
Holmes	Freshman Pod Leader and Dual Credit Teacher	<ul style="list-style-type: none"> Lead the Class of 2019 in on-track work and postsecondary deliverables/outcomes Teach Dual Credit courses
Kennedy	Assistant Principal	<ul style="list-style-type: none"> Postsecondary Leadership Team Facilitator Administration Representative for postsecondary work/initiatives
Klein	Programmer and Data Strategist	<ul style="list-style-type: none"> Align scheduling to postsecondary initiatives Data support for Postsecondary Leadership Team
Marasas	Sophomore Pod Leader	<ul style="list-style-type: none"> Lead the Class of 2018 in student achievement and postsecondary deliverables/outcomes Provide technical assistance and collaborative support (as needed) to Class of 2016

Pod is a grade-level team

Name	Role	Why am I on the PLT? What is my piece of the postsecondary pie?
McLinden	Junior Pod Leader	<ul style="list-style-type: none"> Lead the Class of 2017 in student achievement and postsecondary deliverables/outcomes
Porter	Teacher	<ul style="list-style-type: none"> Dual Credit/Dual Enrollment Liaison Monitor and support college enrollment for Class of 2015 Provide technical assistance and collaborative support (as needed) to Class of 2016
Totzke	OneGoal Program Director and Teacher	<ul style="list-style-type: none"> Support postsecondary deliverables/outcomes for Class of 2017 in OneGoal
External Partners		
Parker	Ada S. McKinley Community Services	<ul style="list-style-type: none"> Direct service to students: technical assistance and support with college applications, FAFSA, scholarships, college enrollment, etc. Collaborate with teachers to implement grade-level postsecondary initiatives (i.e. college field trips) Occasional co-delivery of lessons in Junior or Senior Seminar courses
Fernandez	Illinois Student Assistance Commission	<ul style="list-style-type: none"> Direct service to students: technical assistance and support with college applications, FAFSA, scholarships, etc.
Pretekin	Network for College Success	<ul style="list-style-type: none"> Leadership coaching supports for Postsecondary Leadership Team Facilitator and Counselor Naviance technical assistance
Dickson/ Martin	OneGoal	<ul style="list-style-type: none"> Collaborative support with OneGoal cohorts Participation in postsecondary initiatives
Hunt	Umoja	<ul style="list-style-type: none"> Support, coaching, and technical assistance for Senior Seminar, including direct service with seniors and curriculum development/refinement with teacher(s) Senior Day of Action



Creating Postsecondary Leadership Teams (PLTs)

PLT Goals and Accomplishments Through the Years

A timeline from Washington High School that shows the PLT's progression over a three-year span while highlighting the team's focus areas and key supports.

PLT Goals and Accomplishments Through the Years

Sample from Washington High School

	School Year 2012-13	School Year 2013-14	School Year 2014-15
Focus Area(s)	<ul style="list-style-type: none"> Establishing a College and Career Culture 	<ul style="list-style-type: none"> Building the College and Career Culture Applying to College Developing a Schoolwide Approach (mindsets, buy-in, reframing, and extended opportunities) 	<ul style="list-style-type: none"> Postsecondary Data Management and Use Applying to College (Match) Paying for College (Scholarships) Family Engagement College Choice
Key Supports	<ul style="list-style-type: none"> Year One of PLT UChicago Consortium Research <i>Potholes on the Road to College</i> College Fridays February Professional Development College Advisory Forums (Juniors and Seniors) Free Application for Federal Student Aid (FAFSA) Day Introduction on Naviance Senior Seminar College Community Partner Decision Day 	<ul style="list-style-type: none"> Year Two of PLT Read UChicago Consortium <i>Potholes Case Studies</i> PLT Kick-Off & Mid-Year Professional Development College Advisory Forums (early Fall) Senior Parent Dinner Year Two with Naviance Formation of Senior Leadership Team UChicago Consortium College Enrollment Reports (pilot year) Postsecondary Passport (pilot year) Introduction of College Café Senior Seminar College Community Partner Year Two IB College Academy Introduction of Grade-Level Teams Introduction of Postsecondary Milestones 	<ul style="list-style-type: none"> Year Three of PLT Read book <i>Crossing the Finish Line</i> College Advisory (Fall, with more staff involvement) Senior College Nights (3) Year Three with Naviance (using Alumni Tracker) Postsecondary Monthly Reports Postsecondary Passport (version 2.0) Year Two of Senior Leadership Team Major Scholarships Strategy FAFSA Day IB College Academy College Café Senior Seminar College Community Partner Year Three Two College & Career Coaches Student-Counselor Conferences

	School Year 2012-13	School Year 2013-14	School Year 2014-15
Key Supports (cont.)		<ul style="list-style-type: none"> • Setting PLT Three-Year Goals • Leaving the Nest (trunk party) • College Visits • Washington Wire • Decision Day 	<ul style="list-style-type: none"> • Junior and Senior Coach Conferences • College Visits • Senior Parent Phonathon • Leaving the Nest (trunk party) • Decision Day • Summer Fest
Outcomes	<ul style="list-style-type: none"> • PLT commitment and learning is established • Emerging College and Career Culture • 2% increase in college enrollment rate (45%) • \$5.1 million in scholarships 	<ul style="list-style-type: none"> • Increased college applications • Use of common language when working with adults and students • Increased parent involvement • 14% increase in college enrollment rate (59%) • \$7.4 million in scholarships • Staff buy-in 	<ul style="list-style-type: none"> • Effective use of data • More structured college advising • Increased student ownership of application process • \$9.7 million in scholarships • Increased parent involvement • Staff buy-in



Creating Postsecondary Leadership Teams (PLTs)

Community Call: Reflecting on Your College Journey

A community call, or brief activity, from Tilden High School that can be used at a PLT meeting to help members reflect on their college journeys. This can inform the work of advising students as they begin the college access process.

Community Call: Reflecting on Your College Journey

Sample from Tilden High School

Prep

Cut up the rectangles below so that each person can select a question at the beginning of the meeting.

Instructions

1. Take a question
2. Reflect on your answer for about one to two minutes
3. Find a partner and share your response to the question
4. Switch question cards
5. Find new partner
6. Repeat two to three times, as time permits



Describe a pivotal person who influenced your decision on where to apply to and attend college.

If you could go back and do it again, what would you change about your undergraduate college experience?

What college did you attend and why?

Describe one of the best times you had in college.



What do you think you might have done if you never went to college?

Did you attend college close to home or did you move away? What did you see as the pros and cons of that decision?

What type of student were you in high school and how did that impact your college readiness?

How did you decide on your major in college? What or who influenced you?

If you could wave a magic wand and instill one value or characteristic in your students that would improve their postsecondary success, what would it be and why?

If you had three wishes for your students, what would they be?



Who or what supports did you most rely on in order to persevere and succeed in college?

Would you recommend that a student attend your undergraduate alma mater? Why or why not?

What were your fears about attending college? How did you overcome them?

Once you began your college experience, did you feel prepared? If yes, how so? If no, what was missing?



Creating Postsecondary Leadership Teams (PLTs)

Sample PLT Agendas

Three examples of PLT agendas from Kenwood Academy, Tilden High School, and Washington High School that incorporate learning, collaboration, and looking at student data.

Sample PLT Agendas

Example 1: Kenwood Academy High School

Postsecondary Goals:

- Four-Year Graduation Rate: 90%
- College Enrollment Rate: 90%
- Early College Credentials: 75%
- College Persistence Rate: 85%

Meeting Objectives:

- Examine Selectivity of Senior Class College Applications
- Analyze Senior On-Track Performance
- FAFSA Updates
- Parent Night Planning
- Formulate Two-Week Action Plan

Meeting Guiding Questions:

- How do we continue to monitor and support the performance of the senior class?
- How are we differentiating the postsecondary supports for the senior class?
- How do we continue to target students with regard to college selectivity and GPA?

Agenda

Session: Postsecondary Leadership Team Meeting

Date: December 12, 2016

Time: 9:10 am - 10:10 am

Site: Media Center Teacher Conference Room

9:10 a.m. - 9:15 a.m.

Distribution of Materials and Actionable Agenda Overview

Creating Postsecondary Leadership Teams (PLTs)

9:15 a.m. – 9:30 a.m.

Analysis of Senior Class Application Selectivity

- Percentage of students applying to highly selective colleges
- Deadlines and plans to increase applications to highly selective colleges
- Percentage of students applying to six or more colleges
- Plans to ensure 100% of seniors apply to six or more colleges

9:30 a.m. – 9:40 a.m.

Senior On-Track Performance

- Students with two or more F's
- Students with three or less college applications
- Students with ≤ 2.4 GPA, no college applications, and no Free Application for Federal Student Aid (FAFSA)

9:40 a.m. – 9:50 a.m.

FAFSA Updates

9:50 a.m. – 10:00 a.m.

Parent Night Planning

10:00 a.m. - 10:10 a.m.

Formulate Two-Week Action Plan

Sample PLT Agendas

Example 2: Tilden High School

Team Agreements

- Be fully present and engaged
- Speak your truth as you know it now
- Lean into discomfort
- Expect and accept non-closure
- Confidentiality

Attendance

- Abesamis Butler Catellier Chung Davis Jenkins Kennedy
 Marasas McCain Parker Pedraza Saucedo Totzke Wilson

Agenda

Wednesday, November 2, 2016

2:00-3:30 p.m.

I. Opening Moves (10 min)

Welcome, Agenda, and Community Builder

II. Semester I Roadmap (20 min)

Continuing our journey in learning about the developmental approach to college access and success

III. Review College Enrollment (2015) & College Persistence (2014) (5 min)

IV. Debrief College Fair (15 min)

V. Breakout Groups (30 min)

VI. Closing Moves (5 min)

Breakout Working Sessions

Use the Google Doc to capture notes

Class of 2017	Grade-Level Pods (Teams) 9, 10, 11
Abesamis, Butler, Chung, Davis, Parker, Pedraza, Totzke	Jenkins, Kennedy, Marasas, Saucedo, Wilson
<p>Items</p> <ul style="list-style-type: none"> • Looking at Data: college applications • Free Application for Federal Student Aid (FAFSA) • Field trips • Identifying and prepping students for dual credit • Other items 	<p>Items</p> <ul style="list-style-type: none"> • School Year 2017 grade-level goals • Debrief last mentor/mentee check-in and grade-level team meeting • Plan for upcoming postsecondary/grade-level team meetings

Sample PLT Agendas

Example 3: Washington High School

Community Agreements

- Engage in the Moment
- Share Your Wisdom/Speak Your Truth
- Pay Attention to Patterns of Participation
- Suspend Judgment
- Move toward Solutions of Equity
- Remain Student Centered

Location

Room 117

Team Members

Sepulveda, Fuentes, Bond, Charsha, Del Real, Perez, Quezada, Walton, Alvarez, Taylor, Jourdan, Castaneda, Monge-Pacheco, Gallick, Burnett, Malcolm

Meeting Objectives

1. Continue to build relationships, leadership capacity, and group accountability for school improvement
2. Review postsecondary and National Clearinghouse data to assess and modify our current practices
3. Review postsecondary supports

Professional Reading and Discussion**7:15-7:40 (25 minutes)**

Facilitator leads group through a text-discussion protocol on Ch. 5: Evidence on Academic Mindsets from the UChicago Consortium *Teaching Adolescents to Become Learners* literature review.

PROTOCOL: Final Word

Phase 1	<ul style="list-style-type: none"> • Facilitator introduces the protocol <ul style="list-style-type: none"> ◦ Modified from SRI's Final Word protocol • Silent review of the text noting the following: <ul style="list-style-type: none"> ◦ What do you <u>agree</u> with in the text? ◦ What do you want to <u>argue</u> with in the text? ◦ What parts of the text do you <u>aspire</u> to (or <u>act</u> upon)? 	5 minutes
Phase 2	In small groups, spend time talking about each of the 3 A's you identified	12 minutes
Phase 3	Whole group share out	8 minutes

Data Brief**7:40-8:30 (50 minutes)**

Liz Monge-Pacheco, Network for College Success Postsecondary Coach, will lead us through a protocol reviewing our current postsecondary supports and looking into future supports.

PROTOCOL: What? So What? Now What?

Phase 1	<ul style="list-style-type: none"> • Liz introduces the protocol (see below Page 8 of 8) <ul style="list-style-type: none"> ◦ Modified from SRI's What? So What? Now What? protocol 	2 minutes
Phase 2	Assigned team members present a challenge based on National Clearinghouse Data	5 minutes
Phase 3	Each team member reviews the data individually	5 minutes
Phase 4	<p>In groups of two to three, discuss the following questions:</p> <ul style="list-style-type: none"> • What did you hear that was important? Why is it important to us? • Now what? What can we do? 	10 minutes

Phase 5	Whole group share out	15 minutes
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Presenter reflection

No.	Action Item	Deadline	Owner
1			
2			
3			
4			

Postsecondary Supports Review

8:30-8:40 (10 minutes)

1. Focus on grades
 - Freshman/ Sophomore Cafés
 - SAT Boot camp
 - Senior Counselor meetings
2. Application Process
 - PLT support list for students
 - Passport check (for more information on school passports, see the [Engaging Students & Families Component](#) of this Toolkit)
 - One Million Degrees (in connection to Senior Seminar teachers)
3. College Exposure
 - National Hispanic College Fair
 - University of Illinois
 - Chicago Engineering Day
 - Northwestern University
4. Parents
 - Upcoming college parent night

Closing

8:40-8:45 (5 minutes)

- Identify team members to facilitate conversation on Chapters 6 & 7 of the UChicago Consortium *Teaching Adolescents to Become Learners* literature review
- Next meeting will be on February 22nd
- Items to be discussed: College Parent Night, Junior supports

Modified What? So What? Now What? Protocol		
<p>Focus Question:</p> <p>We are in this work together as a Postsecondary Leadership Team. As a team, what can we do to rethink our supports to improve college enrollment and persistence (this includes thinking about our juniors)?</p>		
<p>Your Charge:</p> <ul style="list-style-type: none"> • Take notes on what you hear described as the “What...So What?” • The team owns this work collectively. As you break into small groups, is there anything missing from the “What...So What?” described? Add it to your notes. • Spend time discussing the “Now What?” • Someone should take notes and prepare for the group discussion. 		
What?	So What?	Now What?
What did we do? What are we working on?	Why is this important to us?	What can we do?

“Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis.”

—Foundations for Young Adolescent Success



Creating Postsecondary Leadership Teams (PLTs)

Social Capital Poster: Recruiting Faculty Support

A poster from Kelly High School to recruit staff to support school-wide postsecondary efforts by socializing current metrics and stressing the importance of college match.

Social Capital Poster: Recruiting Faculty Support

Sample from Kelly High School

POSTSECONDARY

94.7% of seniors have applied to at least 1 college

63% of seniors have applied to at least 1 college match school

81% of eligible seniors have completed FAFSA

\$8.8 million is scholarship awards

Why College Match Matters?

Students who apply to college match schools have better chances of being accepted. Students also have higher graduation rates from attending a college match school.

You Matter!

According to the Social IMPACT Research Center, approximately 8% of the residing Brighton Park residents (age 25+) have completed a Bachelor's Degree versus 32% with a High School Diploma and 40% with less than a High School Diploma. **We are most likely the only adults** in our students' lives who have gone through the college application process.





Monitoring Team Progress

Contents

PLT Assessment, Rubric, and Protocol

Stages of Team Development

Modified Ping Pong Protocol

Modified Charrette Protocol

Data Driven Dialogue Protocol and Sample Data

Purpose

All teams should create a plan to monitor effectiveness and progress. Sometimes, it can be challenging to assess how well a team is meeting its goals and effectively improving student outcomes. This is especially true if districts and high schools do not have a streamlined and reliable source with which to pull college enrollment and graduation rates. Tool Set C provides Counseling Departments and PLTs with resources to measure team progress as well as suggested protocols and assessments to monitor existing college access initiatives.

How & When to Use

Teams should organize around a shared purpose and teams members should support each other towards that purpose. Tool Set C provides teams with the tools to assess progress and protocols to use when monitoring progress, trying to build consensus, and/or trying to determine which direction to move in next.



Monitoring Team Progress

PLT Assessment, Rubric, and Protocol

A PLT assessment and rubric developed by the Network for College Success to monitor team progress in four areas. Using the corresponding protocol, team members should complete the assessment individually and then average the scores as the basis for a team discussion. Counseling Departments may also administer the assessment to gauge progress.



Postsecondary Leadership Team (PLT) Assessment

STUDENTS

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Students demonstrate an understanding of our school's expectations to have a college or career plan and utilize the supports in place toward their goal(s).	<ul style="list-style-type: none"> • College Match/Choice • College Applications and Free Application for Federal Student Aid (FAFSA) • 4-Year Graduation Rate • 9-12 On-Track Rates • Curriculum, Guidance Lessons, Seminars • Schoolwide Programming • Naviance • College and Career Exploration • Credit Recovery 	Match	Students are exposed to the concept of "match" and its relationship to their academic qualifications.	Students apply to postsecondary options based on their "match" level or choices available to them (based on qualifications).	Students enroll in postsecondary options based on their qualifications.
		Application Process	Students are exposed to the process of applying to college.	Students understand policies and practices regarding the college application process at our school and utilize them to meet their needs.	Students clearly follow the college application process by submitting applications, corresponding with colleges, and communicating additional needs to school staff.
		Financial Aid	Students are exposed to the key concepts of financial aid and scholarships.	Students understand the financial aid process: FAFSA completion, award letters, loans, and scholarship applications.	Students can independently navigate their FAFSA applications, analyze award letters, and decide on appropriate loans. Students actively seek out scholarship opportunities to make an informed decision on college choice.

Postsecondary Leadership Team (PLT) Assessment

PROFESSIONAL DEVELOPMENT

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school demonstrates a common language and shared practices that build an effective College and Career Culture and supports the needs and goals of our students.	<ul style="list-style-type: none"> • Network for College Success—Counselor and Coach Collaborative • Participation in Professional Organizations • Postsecondary Schoolwide Professional Development • Support for Diverse Learners • Classroom Management • Equity of Voice • Participation in Leadership Teams • College Visits 	School Culture	We engage in a conversation that supports the development of a schoolwide college and career culture.	We have schoolwide professional development to address our vision of a college and career culture.	We use common language schoolwide in all classrooms that reflect our vision of a college and career culture.
		Programming	We identify programs to support our schoolwide postsecondary efforts.	We effectively engage faculty and staff in the implementation of our postsecondary programs.	We effectively engage faculty and staff in the implementation, evaluation, and adjustment of our postsecondary programs to inform our practice for the future.
		Financial Aid	We introduce our faculty and staff to the financial aid process, including the steps to complete the FAFSA and a variety of scholarships.	Faculty and staff are engaged in supporting our students and families to understand the FAFSA and complete scholarships.	Faculty and staff facilitate college choice discussions to help students and families understand college affordability.



Postsecondary Leadership Team (PLT) Assessment

EXTERNAL PARTNERSHIPS

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school creates external partnerships that complement our vision of a College and Career Culture that help support the needs and goals of our students.	<ul style="list-style-type: none"> • College Exposure/Splash • Exposure to Selective and Highly Selective Colleges • College and Career Fairs • College Exposure and College Choice Workshops • Tutoring • Scholarships • Career/Internship Placements • Dual Credit 	Collaboration and Engagement	Our school has identified relationships with external partners and resources that support our college and career efforts.	Our school has established functioning relationships with external partners and offers resources that support our college and career efforts.	Our external partners and resources play an integral role in our planning, evaluation, and implementation of college and career efforts.
		Building Relationships	We have a process to introduce external partners or resources to our school and our vision.	Our work with external partners and resources reflects alignment with school goals and vision.	We work with our external partners or resources to reflect on our vision and goals, and include their input as we make adjustments.
		Student Impact	We have a process to make students aware of our various partnerships and resources in our school.	Students have a clear understanding of the resources provided by our external partners and utilize them appropriately.	Our external partners' collaboration and engagement with our school-based teams has measurable impact on our student outcomes.



Postsecondary Leadership Team (PLT) Assessment

FAMILIES

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school effectively engages families in the dialogue and practice of creating a College and Career Culture based on students needs.	<ul style="list-style-type: none"> • Parent Engagement • Report Card Pick-up • Family Interventions • High School Exploration for Incoming Freshmen • Parent University • College Affordability • Decision Day • Award Letter Review 	Expectations	We have created family-oriented tools and programs to introduce families to our expectations of a college and career culture.	Families engage actively in the college and career activities at our school.	Families design and participate in rituals and ceremonies that celebrate our students' postsecondary accomplishments.
		Process	We provide families with guidance and programming on the college and career application process and the available options for their students.	Families understand the college and career application process, and how student GPA and test scores impact their options.	Families can navigate the college application process, correspond with colleges, and communicate additional application needs to school staff.
		Financial Aid	We provide families with an introduction to, guidance on, and support around the financial aid process (or FAFSA).	Families understand the financial aid process: FAFSA completion/correction, financial aid verification, and analyzing award letters.	Families can navigate the financial aid process and utilize the information to make an informed college and career choice with their children.

PLT Level of Proficiency for Component

(Add each column to get TOTAL POINTS)

- Total Pts Range of [1-4]—BEGINNING
- Total Pts Range of [5-7]—PRACTICING
- Total Pts Range of [8-9]—HIGH PERFORMING

TOTAL PTS

(Sum of Points for Beginning, Practicing, and High Performing Levels)

	Beginning (1)	Practicing (2)	High Performing (3)
STUDENTS	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
PROFESSIONAL DEVELOPMENT	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
EXTERNAL PARTNERSHIPS	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
FAMILIES	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)



Postsecondary Leadership Team (PLT) Assessment: Analyzing Results Protocol

- Take ten minutes to review your team’s results. Refer to the Rubric as necessary.
- Plot the overall rating per section in the table below.
- Thinking about the results and the work of your team, answer the guiding questions.
- Once completed, the team will come together to debrief and share out.

Component	What is your overall rating in this area?	Is there anything surprising in your results?	What does your evidence show?	What could be a goal to take this work to the next level?
Students <ul style="list-style-type: none"> • College Match • Application Process • Financial Aid 				
Professional Development <ul style="list-style-type: none"> • School Culture • Programming • Financial Aid 				
External Partnerships <ul style="list-style-type: none"> • Collaboration and Engagement • Building Relationships • Student Impact 				
Families <ul style="list-style-type: none"> • Expectations • Process • Financial Aid 				

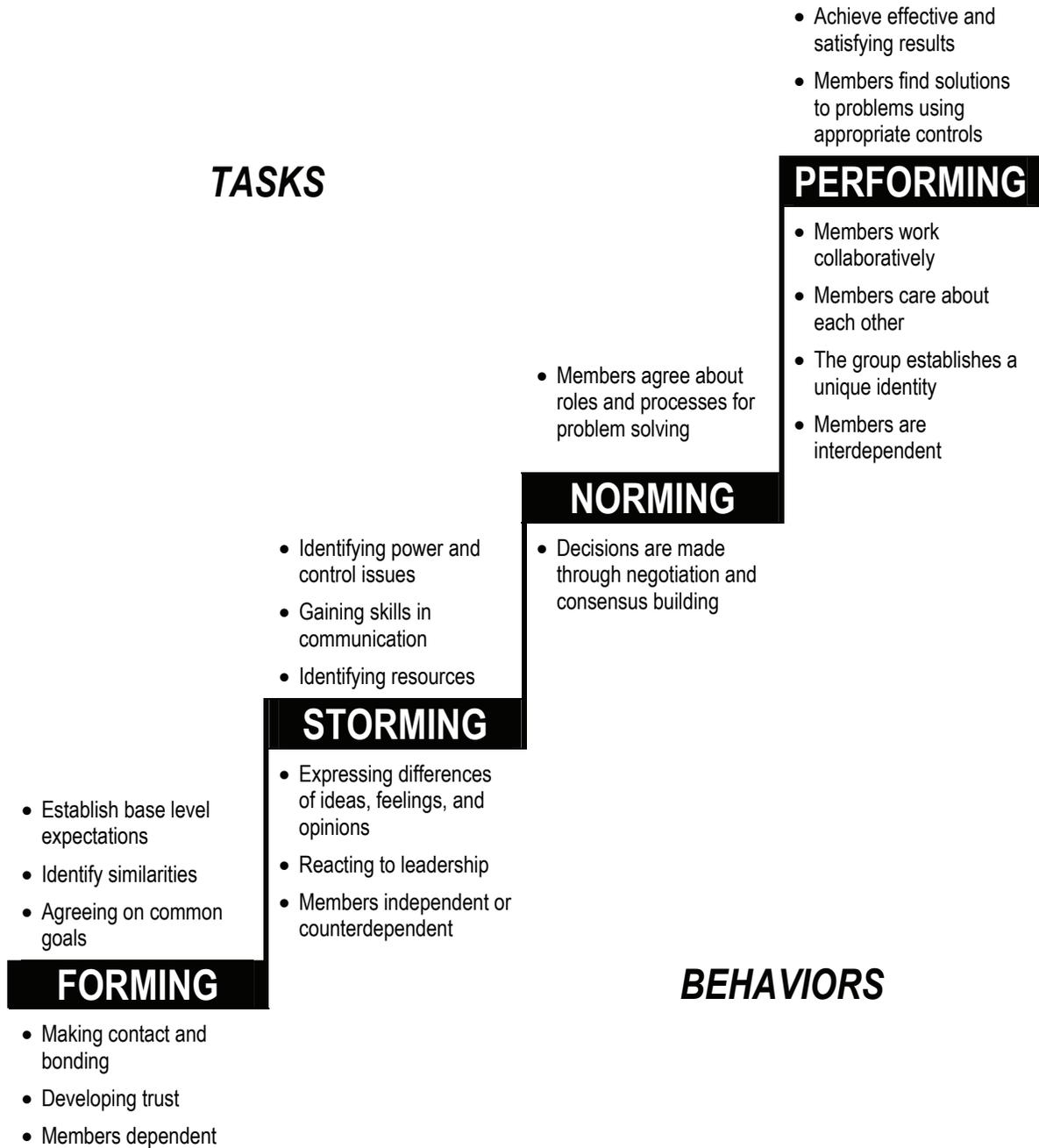


Monitoring Team Progress

Stages of Team Development

Bruce Tuckman's 1965 team development model that shows the typical phases of a group when developing, facing challenges, finding solutions, planning work, and delivering results.

Tuckman's Team Development Model



- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step affects performing negatively.
- With every new challenge, the process repeats

Stages of Team Development

Stage 1: “Forming”	Stage 2: “Storming”	Stage 3: “Norming”	Stage 4: “Performing”
<ul style="list-style-type: none"> • Individuals are not clear on what they’re supposed to do. • The mission isn’t owned by the group. • Wondering where we’re going. • No trust yet. • High learning. • No group history; unfamiliar with group members. • Norms of the team are not established. • People check one another out. • People are not committed to the team. 	<ul style="list-style-type: none"> • Roles and responsibilities are articulated. • Agendas are displayed. • Problem solving doesn’t work well. • People want to modify the team’s mission. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the team. • Little team spirit. • Lots of personal attacks. • Level of participation by members is at its highest (for some) and its lowest (for some). 	<ul style="list-style-type: none"> • Success occurs. • Team has all the resources for doing the job. • Appreciation and trust build. • Purpose is well defined. • Feedback is high, well-received, and objective. • Team confidence is high. • Leader reinforces team behavior. • Members self-reinforce team norms. • Hidden agendas become open. • Team is creative. • More individual motivation. • Team gains commitment from all members on direction and goals. 	<ul style="list-style-type: none"> • Team members feel very motivated. • Individuals defer to team needs. • No surprises. • Little waste. Very efficient team operations. • Team members have objective outlook. • Individuals take pleasure in the success of the team – big wins. • “We” versus “I” orientation. • High pride in the team. • High openness and support. • High empathy. • High trust in everyone. • Superior team performance. • OK to risk confrontation.

Action Steps: “Forming” to “Storming”	Action Steps: “Storming” to “Norming”	Action Steps: “Norming” to “Performing”
<ul style="list-style-type: none"> • Set a mission. • Set goals. • Establish roles. • Recognize need to move out of “forming” stage. • Leader must be directive. • Figure ways to build trust. • Define a reward structure. • Take risks. • Bring group together periodically to work on common tasks. • Assert power. • Decide once and for all to be on the team. 	<ul style="list-style-type: none"> • Team leader should actively support and reinforce team behavior, facilitate the group for wins, create positive environment. • Leader must ask for and expect results. • Recognize, publicize team wins. • Agree on individuals’ roles and responsibilities. • Buy into objectives and activities. • Listen to each other. • Set and take team time together. • Everyone works actively to set a supportive environment. • Have the vision: “We can succeed!” • Request and accept feedback. • Build trust by honoring commitments. 	<ul style="list-style-type: none"> • Maintain traditions. • Praise and flatter each other. • Self-evaluate without a fuss. • Share leadership role in team based on who does what the best. • Share rewards and successes. • Communicate all the time. • Share responsibility. • Delegate freely within the team. • Commit time to the team. • Keep raising the bar – new, higher goals. • Be selective of new team members; train to maintain the team spirit.



Monitoring Team Progress

Modified Ping Pong Protocol

A protocol that fosters a team discussion on an issue that all members are collectively facing.

Modified Ping Pong Protocol

(with elements of the Consultancy Protocol)

Purpose

The purpose of the Ping Pong protocol is to assist a group in having a discussion about an issue that all of its members are collectively facing. The protocol may also be used by a group to explore a topic of interest. It is important that all members of the group enter into this protocol in the spirit of self-reflection and improvement. Everyone should be prepared to change his/her practice if the protocol reveals an opportunity for improvement on his/her part. The next steps, determined at the end of the protocol, might include actions for all or just some of the members. Everyone should engage in the protocol with a willingness to take personal steps to address the issue at hand. We are collectively taking responsibility to participate in this process.

Guidelines

- Ensure confidentiality
- Watch air time and patterns of participation

Step One: Pose the problem (25 minutes)

A member or small group presents the issue to be addressed. The member or small group will then pose a question to explore together with the audience. (10-15 minutes)

The audience has an opportunity to ask one round of clarifying questions. The audience then has an opportunity to ask probing questions. (10 minutes)

Guide on Types of Questions

Clarifying Questions

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were assessed?

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

- Were all students given the same assessment, assignment, etc.?
- How often is this data gathered?
- How current is this information?
- What criteria were used?

Probing Questions

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

Step Two: Silent reflection (5 minutes)

- Everyone writes about the issue from their own point of view.

Step Three: Share reflections and chart main points (20 minutes)

- If there is a large number of participants, work in groups of eight.
- Assign a scribe to take notes.

Table Facilitator:

- Everyone in the group shares some highlights of his/her reflective writing. Make sure everyone has a turn. (15 minutes)
- Scribe notes key ideas or questions in bullets that emerge for the presenters on chart paper. (5 minutes)

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

Step Four: Share out (15 minutes)

- Each group has the opportunity to share out the main points that emerged from their conversations. (2 minutes each)
- The member or group that presented can take notes on what they hear. Do new questions arise? Is there something that furthers your thinking on the issue? Is there something you had not thought about before?

Step Five: Questions from the presenter(s) (5 minutes)

- The presenting member or group asks clarifying and/or probing questions of the audience.

Step Six: Synthesize what we've heard (5 minutes)

- The presenting member or group makes sense of what's been said in front of the audience. This reflection can be used to inform the next steps.

Step Seven: Conversation on next steps (7 minutes)

- Everyone works together as a group to identify and share some ideas or next steps toward addressing the issue. Be sure to chart these ideas and next steps.

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.



Monitoring Team Progress

Modified Charrette Protocol

A protocol that a team can use to improve on a piece of work. Presenters bring their ideas or the actual work in progress to the Charrette (community) and then ask the team to “work on the work” with them.

Modified Charrette Protocol

Purpose

Charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work. Individuals or teams call for a Charrette when they are stuck — when the members of the team have reached a point in the process where they could use other perspectives that will help them move forward. They bring their current ideas, or the actual work in progress, to the Charrette and then ask the group to “work on the work” with them.

Guidelines

- “None of us is as smart as all of us” – In this protocol, a team is asking us to help them on the work. We are taking up the responsibility to help our colleagues.
- “With learning there is no finish line...”
- Assume positive intent
- Accept and expect non-closure
- Be aware of air time and patterns of participation
- Stay solutions-oriented

Step One: The team presents the “work in progress.” (7-10 minutes)

The presenting team outlines the context of the work to describe its processes, successes/challenges, tools, and/or methods of implementation. It can be helpful to describe how the structure of the team supports the work in progress. At the end of the presentation, the team will ask the audience a focus question. It can be as general as “How can we make this better?” or “What is our next step?”

The audience now has an opportunity to ask one round of clarifying questions. Avoid suggestions and probing questions. (2-3 minutes)

The presenting team restates their focus question as the audience moves to take over the work.

Step Two: The audience takes on the “work in progress.” (10 minutes)

We are in this to help our colleagues. The audience discusses the question they were asked while presenters take notes.

Usually, the presenters do not join the conversation. They can do so if it will help clarify certain

Based on the School Reform Initiative Charette Protocol.

parts of the work.

Remind the audience to stay centered on the presenting team's work and refrain from discussing their own work or context. Probing questions are also key to this step of the process.

Possible Probing Questions:

- What issues/challenges does this team need to know about?
- What ideas/solutions should this team consider?
- What adjustments can be made by the team to make the work even better?

Step Three: The presenting team returns to share what they heard. (10 minutes)

The presenting team can share:

- Ideas that furthered their thinking
- Perspectives or things they had not thought about
- Observations they had not taken into consideration about their work

Step Four: Debrief (2-3 minutes)

Guide on Types of Questions

Clarifying Questions (to the team after the presentation)

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were served?
- Were all students given the same intervention?
- How often is data gathered?
- How current is this information?
- What criteria were used?

Based on the School Reform Initiative Charette Protocol.

Probing Questions (in the group discussion)

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

Based on the School Reform Initiative Charette Protocol.



Monitoring Team Progress

Data Driven Dialogue Protocol and Sample Data

This protocol builds awareness and understanding of the participant viewpoints, beliefs, and assumptions about student data while suspending judgment. Also included is a sample data set with which Network for College Success partner schools used this protocol.



Data Driven Dialogue

Developed by the Teacher Development Group, 2002.

Based on work presented by Nancy Love, author of "Using Data/Getting Results," 2002.

"Dialogue comes from the Greek word dialogos. Logos means 'the word,' or in our case we would think of the 'meaning of the word.' And dia means 'through' – it doesn't mean two. A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself, if the spirit of dialogue is present. The picture or image that this derivation suggests is of a stream of meaning flowing among and through us and between us. This will make possible a flow of meaning in the whole group, out of which will emerge some new understanding. It's something new, which may not have been in the starting point at all. It's something creative. And this *shared meaning* is the 'glue' or 'cement' that holds people and societies together," (Bohm, D., 1990).

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The 3 phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance. In order to effectively use this tool, participants will need to have grade level, school, or district data reports.

- **Phase I Predictions**

Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations.

- **Phase II Go Visual**

Re-create the data visually.

- **Phase III Observations**

Analyzing the data for patterns, trends, surprises, and new questions that "jump" out.

- **Phase IV Inferences**

Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.

For protocol and facilitation, see *Data Driven Dialogue Protocol Facilitation Plan*.



Data Driven Dialogue Phase II Go Visual

During Phase II Go Visual you re-create the data visually, on large sheets of paper, on a data wall, etc. Participants mark up the data so they better understand it (i.e., highlight trend lines in different colors, do math calculations and chart those, color code parts of the data that relate to each other). Participants might create visuals individually or in pairs or triads. Depending upon the amount of data, it might be helpful to divide it into subsets and identify who in the group will work with different subsets.



Data Driven Dialogue Phase III Observations

During Phase III Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students...), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 90% of the students achieved below standard in Problem Solving; Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%...).

Private Think Time

Before beginning Phase III Observations dialogue, please study the data privately and record several of your observations.

Remember:

Just the facts! If you catch yourself using the following words, then stop.



- I observe that...
- Some patterns/trends that I notice...
- I can count...
- I'm surprised that I see...



Data Driven Dialogue Phase IV Inferences

During Phase IV Inferences dialogue, you (a) generate multiple explanations for your Phase III Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses; and (d) identify data needed to monitor implementation of your solutions/responses.

Private Think Time

Before beginning Phase IV Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests... because...

- Additional data that would help me verify/confirm my explanations is...

- I think the following are appropriate solutions/responses that address the needs implied in the data...

- Additional data that would help guide implementation of the solutions/responses and determine if they are working...



Data Driven Dialogue Protocol Facilitation Plan

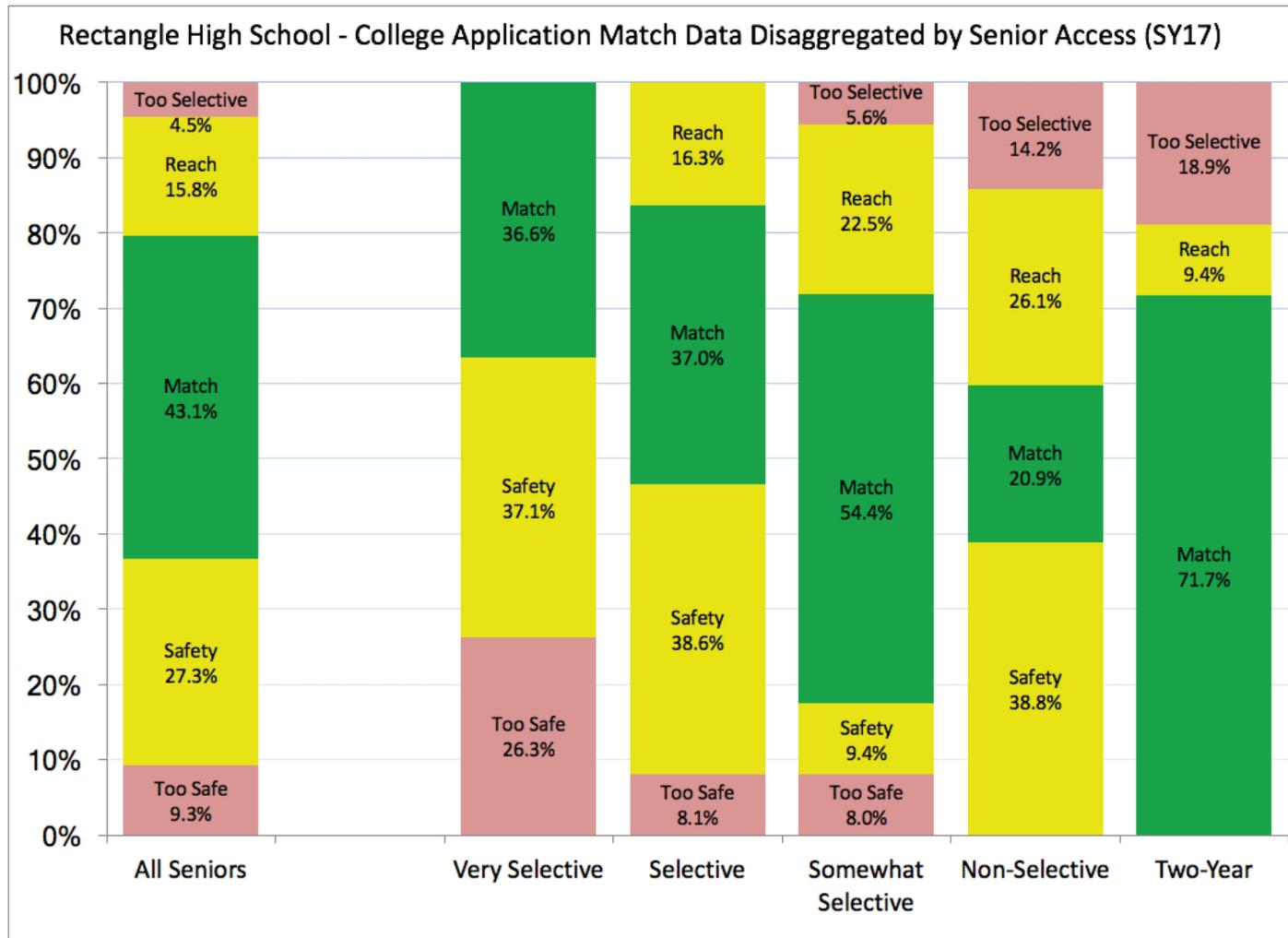
Developed by David Leo-Nyquist, revised 2013.

Time (60-90 minutes)

- 1. Review Protocol** (3 minutes)
- 2. Presentation** (5 minutes)
"Owner" of the data provides overview of the context and focus
- 3. Clarifying Questions** (4 minutes)
- 4. Phase 1: Predictions**
 - a. Group fills out predictions sheet (3 minutes)
 - b. Round-robin report-out of predictions (one item each person, one round only — 3 minutes)
May be charted by the facilitator or other member of the group
- 5. Distribution and Examination of Data** (7 minutes)
- 6. Additional Clarifying Questions**, if necessary (3 minutes)
- 7. Phase II: Go Visual** (10-30 minutes)
Participants mark up and re-organize the data to better understand it.
May be done individually, in pairs, or in small groups depending on group size and amount of data.
Highlighters, chart paper, and calculators are helpful to have on hand.
- 8. Phase III: Observations**
 - a. Group fills out observations sheet (5 minutes)
 - b. Round-robin report-out of observations may (one item each person, continue rounds until new ideas are spent — 5 minutes)
- 9. Check in with Presenter** (2 minutes)
Do we need to refocus our attention?
- 10. Phase IV: Inferences**
 - a. Group fills out inferences sheet (5 minutes)
 - b. Round-robin report-out of inferences. May be charted (one item each person, continue rounds until new ideas are spent — 5 minutes).
- 11. Response from the Presenter** — What new thoughts are you having about the data now? What are your next steps? (5 minutes)
- 12. Implications** for teaching and learning (10 minutes)
- 13. Debrief** the protocol (3 minutes)

Note: This protocol can be done in 2 sessions if desired, stopping after Step 8 between sessions. Participants can fill out the inferences sheet between meetings to allow for a fuller discussion of the results in the next session.

Data Driven Dialogue Sample Data





Planning Tools for Student Supports

Contents

**Four-Year Social/
Emotional Support Model**

**Postsecondary Essentials:
Grades 9-12 Planning and
Expectations**

**Comprehensive Four-Year
Postsecondary Plan**

Senior Support Timeline

**Plan for Supporting
Students with FAFSA**

**Thrive Senior Seminar
Curriculum: Scope and
Sequence**

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

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



Planning Tools for Student Supports

Postsecondary Essentials: Grades 9-12 Planning and Expectations

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

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



Planning Tools for Student Supports

Comprehensive Four-Year Postsecondary Plan

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

TOOL SET D Planning Tools for Student Supports		Comprehensive Four-Year Postsecondary Plan	
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

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

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*.





Planning Tools for Student Supports

Plan for Supporting Students with FAFSA

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

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 >>](#)



Engaging Students & Families



Supporting Student Identity



Making Postsecondary Plans



Organizing Schoolwide Events



Exploring College Affordability



Supporting Student Identity

Contents

**Freshman Passport:
Tracking Postsecondary
Milestones**

**Behavior, Attendance,
& Grades (BAG) Report**

**Overview of Social/
Emotional Learning (SEL)
Small Group Plan**

**Genogram Lesson Plan
and Sample**

DREAMers Presentation

**First Generation
Documentary Overview**

Purpose

Network for College Success partner schools are committed to implementing powerful student-centered practices. Tool Set A showcases different ways to support students as they integrate their identities into the context of college and career planning. This work is connected to the adolescent development research in [Understanding Research & Applying Data: Tool Set B](#).

How & When to Use

Counselors and other educators can use the following tools as part of a school-wide plan to address students' social-emotional learning needs, which is a crucial part of preparing them for life after high school. The Freshman Passport can help students begin planning for the future early on, learning about and tracking postsecondary milestones so they know what to expect senior year. The Behavior, Attendance, & Grades (BAG) Report is a quick summary of a student's overall progress. BAG Reports provide students with a clear picture of how they are doing in school and can be used for meaningful educator-student conversations on postsecondary goals. Tool Set A contains practical, student-centered tools and resources to create a college-going culture in your school or district.



Supporting Student Identity

Freshman Passport: Tracking Postsecondary Milestones

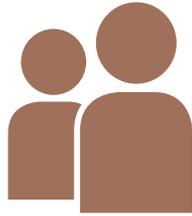
A sample tool from Tilden High school to help students conceptualize important milestones related to postsecondary planning, which should begin as early as freshman year.

Freshman Passport: Tracking Postsecondary Milestones

Sample from Tilden High School

15

Service Learning Hours



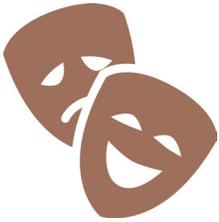
Shadow Experience



Quarterly Mentor Meeting



Write a Mission Statement



Participate in One Culture Activity



College Visit / College Fair



15 City Year Learning Hours



Attend One After School Event Each Semester

Maintain a 3.25 GPA



85%

Attendance



Supporting Student Identity

Behavior, Attendance, & Grades (BAG) Report

A sample BAG Report from North-Grand High School that provides a snapshot of a student's progress in terms of behavior, attendance, and grades. This can be used with students in any grade level. Network for College Success partner schools frequently use BAG Reports to engage in productive conversations with students on their successes and to determine areas in need of support.

Behavior, Attendance, & Grades (BAG) Report

Sample from North-Grand High School

Student (NAME & ID): _____ Grade: _____ Homeroom: _____

The numbers below reflect your totals through (DATE): _____

BEHAVIOR			Student Self-Reflection: In what ways do I contribute to a safe and respectful school climate? Do my actions reflect the real me?								
Quarter 1			Quarter 2			Quarter 3			Quarter 4		
# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS
For questions regarding misconducts, make an appointment with the Dean of Discipline.											
Year-to-Date Totals:			# of Detentions			# of Days of ISS			# of Days of OSS		

Key:

- ISS = In-School Suspension
- OSS = Out-of-School Suspension

ATTENDANCE		Student Self-Reflection: How frequently am I attending my classes? What impact does my attendance have on my grades?						Goal: 90% Attendance (no more than a total of 9 days absent)			
Total # School Days	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Year-to-Date Total:		
Period	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	
1											
2											
3											
4											
5											
6											
7											
8											
Daily Attendance											
For questions regarding attendance, schedule an appointment with the Attendance Coordinator.											

Key:

- AEX = Absence Excused
- AUX = Absence Unexcused

GRADES		Student Self-Reflection: How am I doing academically in my classes? Do my grades represent my true ability?								
Period	Course Semester 1	Course Semester 2	P1	Q1	P2	S1	P3	Q3	P4	S2
1										
2										
3										
4										
5										
6										
7										
8										
GPA (unweighted):			Semester 1				Semester 2			
For questions regarding grades, schedule an appointment with the corresponding Teacher or your assigned Counselor.										

Key:

- P 1-4 = Progress Report 1-4
- S 1-2 = Semester 1-2
- Q 1-3 = Quarter 1-3
- GPA = Grade Point Average

SERVICE LEARNING	Student Self-Reflection: How many projects/hours have I completed? How many projects/hours do I have left to complete to meet the graduation requirement?	
Year-to-Date Total:		45 Hrs Required
For questions regarding Service Learning hours/projects, make an appointment with your assigned Counselor.		

TEST SCORES	Reading	English	Math	Science	Composite
Explore					
Plan					
ACT					

School Fees Owed: _____

Key:

- AEX = Absence Excused
- AUX = Absence Unexcused
- ISS = In-School Suspension
- OSS = Out-of-School Suspension
- P1-4 = Progress Report 1-4
- Q1-Q3 = Quarter 1-3
- S1-S2 = Semester 1-2
- GPA = Grade Point Average
- ACT = American College Testing



Supporting Student Identity

Overview of Social/ Emotional Learning (SEL) Small Group Plan

A scope and sequence of a social-emotional learning and post-secondary planning support group for young women in Kelly High School.

Overview of Social/Emotional Learning (SEL) Small Group Plan

Sample from Kelly High School

Focus

Postsecondary and Social/Emotional Learning

Inspired by the book *Ready, Willing, and Able: A Developmental Approach to College Access and Success* (Mandy Savitz-Romer and Suzanne M. Bouffard)

“How can an understanding of adolescent development inform strategies and practices for supporting first-generation college goers?” In *Ready, Willing, and Able*, Savitz-Romer and Bouffard focus on the developmental tasks and competencies that young people need to develop in order to plan for and succeed in higher education.

These include identity development; articulating aspirations and expectations; forming and maintaining strong peer and adult relationships; motivation and goal-setting; and self-regulatory skills, such as planning.

Objective

To build college-going identity for senior students as they explore college options and make college decisions.

Target students:

- 10 *Somewhat Selective** college access female students (GPA between 2.5 and 2.9)
- English Language Learners (ELL)
- At least 85% attendance
- Preferably not involved in other college access programs offered at Kelly High School

*Based on the UChicago Consortium College Access Grid from the *Potholes* report (See the [Understanding Research & Applying Data: Tool Set A](#) in this Toolkit for more information.)

Duration

12 sessions. One class period per week and alternating between 5th and 6th period classes.

Facilitators

A. Preciado, Kelly High School Counseling Department Chair; R. Pretekin, NCS Postsecondary Coach; A. Nault, NCS Social and Academic Support Facilitator

Session & Theme	Lesson Plan	Materials
1. Meet and Greet	<ul style="list-style-type: none"> • Introductions and group overview • Group norms and expectations • Icebreaker: Name that Celebrity • Collage visual representation of themselves 	<ul style="list-style-type: none"> • Icebreaker • Calendar of meeting dates and times • Magazines, paper, and markers for collage
2. Genograms	<ul style="list-style-type: none"> • Group chooses a name (for this group, participants decided on InspiRED) • Phenomenal Woman by Maya Angelou • Assessing College-Going Culture • Pre-survey 	<ul style="list-style-type: none"> • Poem • Pre-survey • PowerPoint
3. Reflection of Genograms	<ul style="list-style-type: none"> • Genograms using Atlas Protocol-Learning from Student Work 	<ul style="list-style-type: none"> • SRI's Atlas Protocol • Genograms
4. Visionary Goal Setting	<ul style="list-style-type: none"> • Genogram follow-up • Steps to Success: Barriers & Resources 	<ul style="list-style-type: none"> • Group Genograms • PowerPoint
5. College Match	<ul style="list-style-type: none"> • Candybar Icebreaker (participants choose one candy and answer the corresponding question) • College Match, Grades, GPA, and Graduation Status 	<ul style="list-style-type: none"> • College Match Sheets • Candy
6. Values	<ul style="list-style-type: none"> • Exploring Individual and Family Values • Identifying Barriers and Solutions 	<ul style="list-style-type: none"> • Traditional American Values Worksheet
7. First-Generation College Students	<ul style="list-style-type: none"> • College Video: "Is College Real for Me?" • Share out 	<ul style="list-style-type: none"> • Video

Theme	Lesson Plan	Materials
8. Monitoring Growth	<ul style="list-style-type: none"> Assessing College-Going Culture and Reflection Post-survey 	<ul style="list-style-type: none"> Post-survey
9. Goal Setting and Resources to Support those Goals	<ul style="list-style-type: none"> Progress towards College and Career Goals Identifying Current School and Family Support Systems 	<ul style="list-style-type: none"> Steps to Success Worksheet
10. Healthy Relationships	<ul style="list-style-type: none"> Exploring what is healthy and unhealthy in relationships. Exploring “deal breakers.” 	<ul style="list-style-type: none"> Working on Womanhood (WOW) Deal Breakers Vote with Your Feet activity
11. Real Colors	<ul style="list-style-type: none"> Real Colors Personality Test 	<ul style="list-style-type: none"> Real Colors by National Curriculum and Training Institute
12. National Louis University Field Trip	<ul style="list-style-type: none"> Tour National Louis University and learn about the Harrison Professional Pathways Program Year-end survey 	<ul style="list-style-type: none"> Bus cards Permission slips from parents Lunch Year-end survey



Supporting Student Identity

Genogram Lesson Plan and Sample

A lesson plan to help students map out a genogram that focuses on their family's education, career choices, and values. A sample of a student's genogram is also included as a reference.

Genogram Lesson Plan and Sample

Goal

To help students understand the influence that their family's education, career choices, and values can have on their postsecondary and career decisions.

Objective

Students will learn how to map out a genogram that focuses on their family's education, career choices, and values.

Materials

- 1 sheet of white paper and pencil per student
- Optional Homework handout

Time

45 minutes

Instructions

The Counselor will discuss the following:

- Different family structures
 - Education levels
 - Family values
 - Postsecondary and career decisions
1. The Counselor starts by discussing how our families can affect our college and career decisions. We might not notice how a family member can have either a positive or negative effect on our decisions. We may even be influenced by the jobs our family members have, as well as their attitudes towards work and education.
 2. The Counselor explains how to draw a genogram and will draw their own genogram as an example. The Counselor will also give the students a sample genogram for their records.
 3. The Counselor distributes sheets of paper and pencils.

4. Students will begin to create their own family and career genogram. It can include the education and/or career choices of their parents, guardians, siblings, aunts, uncles, and grandparents. The Counselor should encourage students to go back as far as they can, to great-grandparents or further if possible. Students should focus on those individuals that are emotionally closest to them. If students do not know someone's name or job right now, they can leave that space blank. Students may also complete genograms later with their families' assistance.
5. The Counselor allows time for students to complete their genograms and assists students as needed.
6. The Counselor holds a group discussion about what the students notice in the genograms about their family structure, values, patterns of education, and career decisions.

Sample Group Discussion Questions

1. Do you notice a pattern of family structure?
2. Did your parents finish high school?
3. Did your parents finish college?
4. Do you notice a pattern of level of education?
5. What are some barriers that your parents or relatives faced that prevented them from graduating from high school or college?
6. What are some of your relatives' jobs or careers?
7. Do you notice a pattern of careers?
8. Do you know why your parents choose the job or career they have?
9. Do you think that you are more likely to pursue a career that someone in your family already has? Is it because those are the careers you know most about? Why or why not?
10. Are there any careers that your family wishes you would pursue? Do you want to pursue those careers? What is their reasoning for this? How does it make you feel?
11. What are some barriers that your parents or relatives faced that prevented them from getting the job or career they wanted?
12. Think about your parents' attitudes/values towards education for a minute. Write them down on the back of your genogram.
13. Do you notice a pattern among the family values listed?
14. Do you think that, generally speaking, children are influenced by their parents to go to college? Or not to go to college? Why or why not? Is this good or bad?
15. Do you see yourself graduating from college? Why or why not?
16. Do you know what career you would like to have?

Optional Homework

If needed, complete your genogram with your family to obtain more of their background information.

The second part of your assignment is to interview one person in your family about his/her job history and how he/she decided on a career.

Student Name: _____

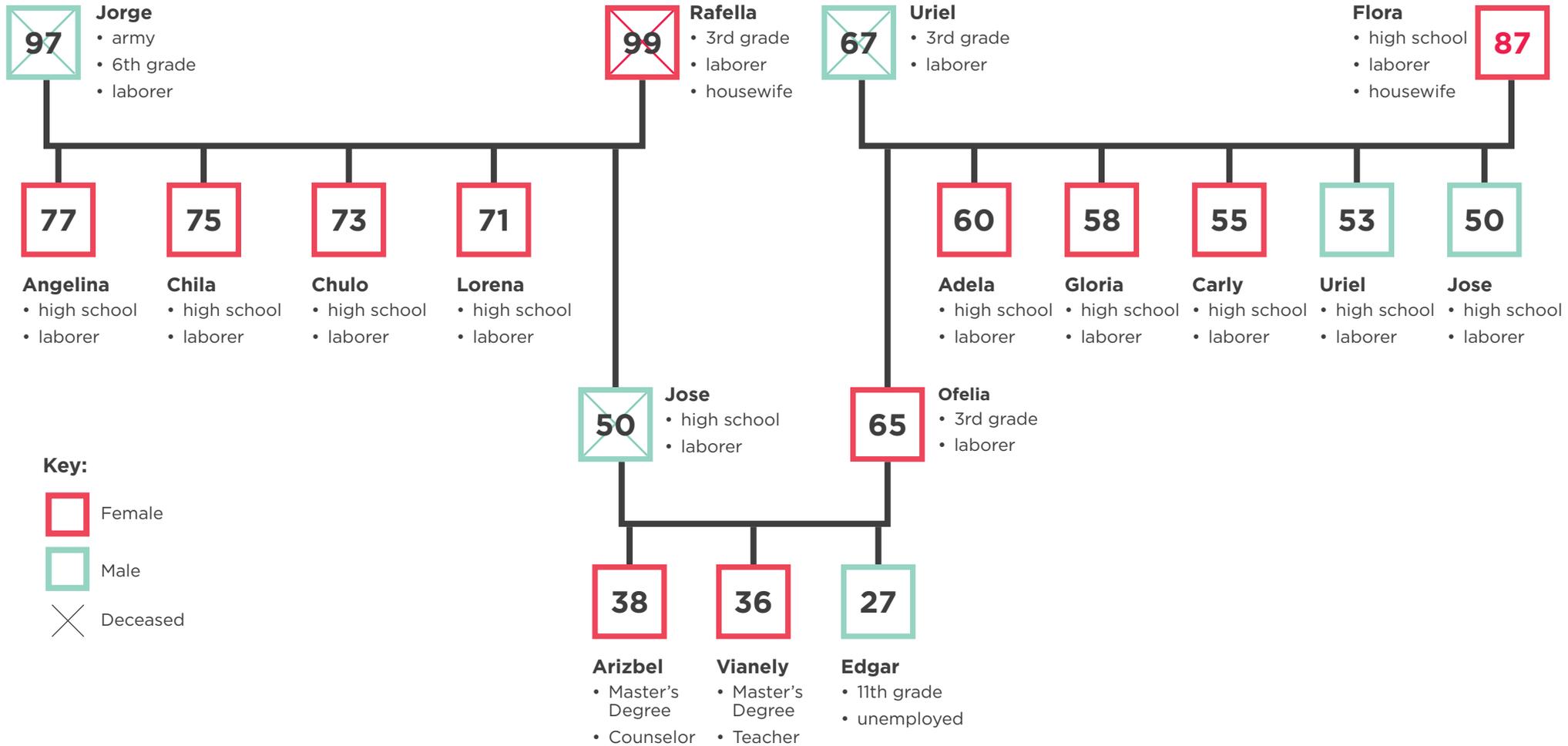
Division: _____

Date: _____

Family Member Interview Questions

1. What grade level did you complete?
2. Did you want to graduate from high school?
3. Did you want to go to college? Why or why not?
4. Did you graduate from college and what did you study? Why?
5. Were there any barriers or responsibilities that prevented you from graduating from high school and/or college? Explain.
6. What career did you want to have? Why?
7. Do you feel that you accomplished your educational goals? Explain.
8. Did you feel that you accomplished your career goals? Explain.
9. Are you happy with your job/career? Why or why not?
10. What do you wish for me?

Genogram Lesson Plan and Sample





Supporting Student Identity

DREAMers Presentation

A description of the DREAMers Club at North-Grand High School, which creates a safe space for undocumented students to support each other, express their concerns about being DREAMers, and build their leadership capacity.

DREAMers Presentation

Sample from North Grand High School

Club Purpose

- North-Grand High School has a significant number of undocumented students
 - Some may feel neglected or rejected due to their legal status
 - Some are in the dark in terms of what their options are for college, career, and in life

TOOL SET

A

Supporting Student
Identity

Club Purpose (cont.)

- Students created the following Mission Statement:
The DREAMers Club is an open group that exists to support undocumented students to reach their full potential. We provide financial aid and networking opportunities, along with other resources.

TOOL SET

A

Supporting Student
Identity

Goals

- To create a safe haven for DREAMers
- Create and sustain a scholarship fund for DREAMers
- Provide our community with information and resources for DREAMers to reach their full potential



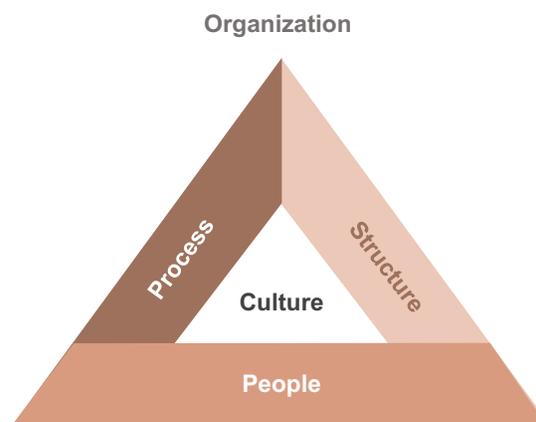
TOOL SET

A

Supporting Student
Identity

Structure and Functions

- We are completely student-centered
 - Meet after school on Mondays
 - Students run the meetings and educators help facilitate



TOOL SET

A

Supporting Student
Identity

Structure and Functions (cont.)

- Structure
 - We create and follow group norms
 - We have subcommittees and hold each other accountable
 - Marketing
 - Fundraising
 - Event planning
 - We end meetings with a 10-15 minute Q&A session

TOOL SET

A

Supporting Student
Identity

Strengths

- We have become a family/support group
 - Our members are loyal, flexible, and attend regularly
- Gaining momentum/popularity
 - Marketing Committee maintains our social media sites
 - Instagram, Facebook, and Twitter (#nocuestasoñar)
 - Reminder App helps with communication
 - Staff and administration support our activities
- Reaching our goals

TOOL SET

A

Supporting Student
Identity

Limitations

- Members are senior students
 - We have to start all over again each year with a new set of students
- Spread thin
 - There is a lot of work to do with a small group and limited time
- We wish we could do so much more!

TOOL SET

A

Supporting Student
Identity

Past and Future Events

- Research field trip to the National Museum of Mexican Art (Dia de los Muertos)
 - Created an altar to represent the lost dreams of undocumented students
- Social Event
 - Special guests (an undocumented attorney and one of the co-founders of the Immigration Justice League)
- Info table at school events

TOOL SET

A

Supporting Student
Identity

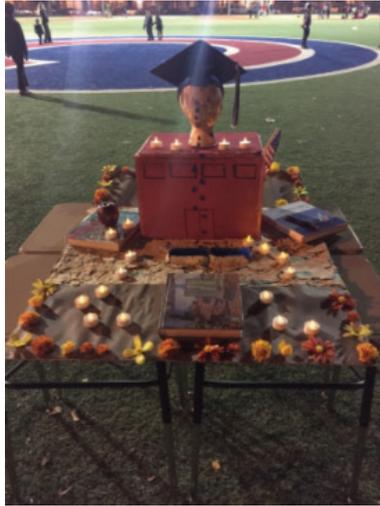
Past and Future Events (cont.)

- DREAMers Financial Aid Night
- Dia de los Reyes Rosca Celebration (Day of the Three Kings Celebration)
- Tamale Night
- Movie at North-Grand Fundraising Night
- Raffles

TOOL SET

A

Supporting Student Identity



North-Grand DREAMers were invited to Wrigley Field and made an altar in tribute to all of Chicago's DREAMers.



Supporting Student Identity

First Generation Documentary Overview

This film follows four first-generation high school students and chronicles their journeys as they encounter barriers and successes.

First Generation Documentary Overview

Synopsis

An award-winning documentary narrated by Golden Globe nominee Blair Underwood, *First Generation* tells the story of four high school students—an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers—who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

[Watch the 1-hour version here >>](#)

[For more information >>](#)

Shot over the course of three years and featuring some of our nation’s top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), the film explores the problem of college access faced by first-generation and low-income students and how their success has major implications for the future of our nation.

First Generation was directed and produced by Adam and Jaye Fenderson and made possible in part by the Lumina Foundation for Education and GOAL 2025, whose mission is to increase the percentage of Americans with high quality degrees and credentials to 60% by 2025. The film was an official selection at film festivals across North America and had its world premiere at the Heartland Film Festival, where it was nominated for a Crystal Heart Award.

It won “Best Documentary” and “Best Soundtrack” at the Idyllwild International Festival of Cinema, and a “Special Jury Award for Social Impact” at the Napa Valley Film Festival. *First Generation* has been embraced far and wide as a tool to spark the conversation about what it takes to increase the college-going and success rate for low-income and first-generation students.



Making Postsecondary Plans

Contents

Lesson Plan and Presentation: Junior College Match Day

College Access Grid

College Application Progress (CAP) Report for Juniors

College Parent Guide

Lesson Plan: Orienting Juniors to Naviance

Exploring Institutional Graduation Rates

Resource List for Postsecondary Advising

Senior Passport: Tracking Postsecondary Milestones

Purpose

Postsecondary planning should begin earlier than senior year. Counselors and other educators should also ensure that programming is focused on students identifying themselves as learners and college-goers. The Network for College Success has found that a strong, schoolwide focus on postsecondary outcomes can improve students' college access and success. A schoolwide focus is especially important in areas with low social capital — i.e. a lack of college graduates in a school's neighborhood boundary. The Network for College Success does not believe in a "one-size-fits-all" or prescriptive approach as students navigate to their best possible college choices. In order to ensure equitable outcomes for all students, postsecondary planning activities should be adapted to meet students at their current stage of adolescent development as well as addressing their specific needs.

How & When to Use

Tool Set B contains school-based examples of student- and family-facing materials that can help Counselors and other educators organize the postsecondary process. For example, the College Application Progress (CAP) Report can be used to help each student keep track of postsecondary goals. The UChicago Consortium College Access Grid can situate a student's academic qualifications in the context of their college options. The Resource List for Postsecondary Advising is a chart of online tools for college and career exploration, which could be used at a workshop or event, such as the Junior College Match Day example from Kelly High school. The two Senior Passports, similar to the Freshman Passport found in Tool Set A, usher students through the postsecondary process by helping them reach scaffolded benchmarks.



Making Postsecondary Plans

Lesson Plan and Presentation: Junior College Match Day

The presentation and lesson plan from Kelly High School helps highly-qualified juniors understand the importance of match in the college application process.

Lesson Plan: Junior College Match Day

Sample from Kelly High School

Outcomes

- Students will be introduced to the concept of College Match
- Students will know their selectivity level on the College Access Grid
- Students will get an overview of colleges within their selectivity level
- Students will get an overview of the college application process

Match Level: Very Selective/Selective

What is College Match?	<ul style="list-style-type: none"> • Explain College Access Grid • Explain Safety, Match, and Reach colleges according to student qualifications • Disclaimer: Current selectivity level is based on practice ACT scores. Students may fall in a different selectivity category based on actual ACT scores. • Show students examples of Safety, Match, and Reach colleges • Discuss strategies for transferring from community college to a 4-year university 	10 minutes
Proprietary Schools	<ul style="list-style-type: none"> • Review pitfalls of proprietary/for-profit schools 	5 minutes
Application Process	<ul style="list-style-type: none"> • Early Action versus Early Decision versus Regular Decision • Common Application 	10 minutes
What should you do this summer?	<ul style="list-style-type: none"> • Ask students to: <ul style="list-style-type: none"> ◦ Pick some colleges/universities to visit ◦ Participate in summer college programs ◦ Consider Teachers or Counselors who can write a letter of recommendation for college applications/scholarships 	5 minutes
Dual Enrollment	<ul style="list-style-type: none"> • Students should contact counselor for information • These classes allow students to earn college credit while in high school • Can begin as early as this summer 	3 minutes

Junior College Match Day

Sample from Kelly High School

What is College Match?

A formula based on your unweighted **GPA** and **ACT** scores that matches you to appropriate postsecondary institutions.

TABLE 1
Categories for access to college types based on CPS graduates' GPAs and ACT scores and patterns of college enrollment

		Unweighted GPA in Core Courses				
		<2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.0
Composite ACT Score	Missing ACT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
	<18	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges
	18-20	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	21-23	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

Note: Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.

TOOL SET

B

Making Postsecondary
Plans

Examples of Very Selective Schools in Illinois

- Illinois Institute of Technology
- University of Chicago
- University of Illinois Urbana-Champaign
- Northwestern University
- Illinois Wesleyan University
- Wheaton College

TOOL SET

B

Making Postsecondary
Plans

Examples of Selective Schools in Illinois

- | | |
|-----------------------|-----------------------------|
| • Augustana College | • Loyola University |
| • Bradley University | • McKendree College |
| • DePaul University | • North Central College |
| • Illinois College | • Rockford College |
| • Knox College | • Roosevelt University |
| • Lake Forest College | • Trinity Christian College |

TOOL SET

B

Making Postsecondary
Plans

Types of Colleges: Safety | Reach | Match

- Your current Match Level might **change** based on your real ACT (not practice test)
- You should apply to at least one **Safety** college (Somewhat Selective) and one **Reach** college (Very Selective)
 - Most students in this Match Level under-match
 - Studies show graduation rates increase when you enroll in a college that is in your Match Level!

TOOL SET

B

Making Postsecondary
Plans

Types of Colleges: Safety | Reach | Match (cont.)

- Don't like your ACT score?
 - **Re-take** the ACT! The next ACT test is **October 25, 2014**. You can get a fee waiver and register by **September 19**.
 - Maintain excellent grades in your **senior year!**
- Apply **Early Action** (in November) when it is less competitive!

TOOL SET

B

Making Postsecondary
Plans

Beware of Proprietary Schools

- These are **for-profit** (to make money) and predatory companies
- They cost **a lot** more than city and community colleges
- Examples:
 - Everest College
 - Lincoln Technical Institute
 - The Illinois Institute of Art Chicago
 - Northwestern College
 - Harrington College of Design

TOOL SET

B

Making Postsecondary
Plans

Beware of Proprietary Schools (cont.)

- They offer certificates that are all **available at city and community colleges**
- Don't sign anything or give them your contact information unless you are really serious about enrolling in one of these schools
- Examples:
 - University of Phoenix
 - Universal Technical Institute
 - Le Cordon Bleu: College of Culinary Arts
 - International Academy of Design and Technology

TOOL SET

B

Making Postsecondary
Plans

The Application Process: Early Action | Early Decision

- **Early Action**
 - Apply **Early** (November 15)
 - Receive response early (January 15)
 - Typically less competitive
 - You will receive priority for merit scholarships
 - **Not required to enroll**
- **Early Decision**
 - Same as Early Action but...
 - You can only apply **Early Decision** to 1 school (your first choice)
 - Not offered by all schools
 - This is a **binding** contract
 - **Required to enroll**

TOOL SET

B

Making Postsecondary
Plans

The Application Process: Regular Decision

- **Regular Decision**
 - This puts you in the general pool for admission = more competitive
 - You **must** still meet their deadlines to be considered for admission

TOOL SET

B

Making Postsecondary
Plans

The Application Process: Common Application

The Common Application is an online application that allows you to apply to any participating college using **one** application. Many schools in your Match Level use the Common Application exclusively.

- Complete all personal and educational information
- Write about your extracurricular activities
- 500-650 word essay answering one of five questions

TOOL SET

B

Making Postsecondary
Plans

The Application Process: Common Application (cont.)

- Some colleges require supplemental writing portions
- Most colleges require one teacher recommendation
- All schools require one Counselor recommendation (complete and turn in a Personal Profile to your Counselor in September)

TOOL SET

B

Making Postsecondary
Plans

Over the Summer

1. Pick 6 to 10 potential colleges
 - Visit colleges you are interested in!
 - Review application requirements on their “**prospective students**,” “**admissions**” or “**undergraduate**” web pages
2. Participate in summer college programs, interview for a job/internship, and/or participate in **dual enrollment classes**

TOOL SET

B

Making Postsecondary
Plans

Over the Summer (cont.)

3. Prepare a draft of your **personal statement** using the Common Application questions
4. Choose people to ask for **letters of recommendation**
 - Teachers, Counselor, employers
 - Give them a personal profile or resume to help them write the letter

TOOL SET

B

Making Postsecondary
Plans

Dual Enrollment

Allows you to **gain college credit** while you are enrolled in high school through the City Colleges of Chicago

- Courses offered:
 - Biology, English, Math, Philosophy, Business, Manufacturing, Computer Informational Systems, Sociology, Humanities, History, Literature, Philosophy



Making Postsecondary Plans

College Access Grid

Based on the UChicago Consortium's 2008 report, *Potholes on the Road to College*, the College Access Grid has become a ubiquitous tool in the Chicago postsecondary landscape. The Grid shows a student's college match level based on their Unweighted GPA and ACT score.

College Access Grid

Find your unweighted GPA and your ACT score, then circle the box where they meet. This is your College Match Level. Students should spend most of their time applying to match colleges and universities because:

1. It increases the chance of being accepted
2. It increases the chance of graduating

TABLE 1

Categories for access to college types based on CPS graduates' GPAs and ACT scores and patterns of college enrollment

		Unweighted GPA in Core Courses				
		<2.0	2.0–2.4	2.5–2.9	3.0–3.4	3.5–4.0
Composite ACT Score	Missing ACT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
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	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

Note: Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.



Making Postsecondary Plans

College Application Progress (CAP) Report for Juniors

This sample tool from Schurz High School helps juniors understand their selectivity level and gives students examples of local colleges matching their qualifications.

College Application Progress (CAP) Report for Juniors

Sample from Schurz High School

**Name: Jane Brooks | Cumulative Unweighted GPA: 2.71 | Cumulative Weighted GPA: 2.91
Practice SAT: 930 | Practice ACT: 19 | Current Access: Somewhat Selective**

Students and Families

The following two tables can serve as useful tools when thinking about and planning for life after Schurz High School. The first table offers three viable college options, based on current college access level information (see above). The second table is a College Access Grid developed by the University of Chicago that illustrates the relationship between GPA, test scores, and patterns in college acceptance. As a junior in high school, access levels can change depending on ACT performance and grades in classes next year.

Match Institutions	Website	Type	Public
University of Illinois at Chicago	www.uic.edu	4-year college	Yes
Eastern Illinois University	www.eiu.edu	4-year college	Yes
Illinois State University	www.ilstu.edu	4-year college	Yes

TABLE 1
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	18–20	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	21–23	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

Note: Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.



Making Postsecondary Plans

College Parent Guide

A parent guide from Lincoln Park High School that focuses on how families can utilize resources within the high school to help their children plan for life after graduation.

[Click here to read >>](#)



Making Postsecondary Plans

Lesson Plan: Orienting Juniors to Naviance

A lesson plan that introduces juniors to Naviance, a postsecondary planning software, so they can explore college options before senior year.

Lesson Plan: Orienting Juniors to Naviance

Objective

Students will explore their postsecondary options and learn about important Naviance features, including: updating profile information, engaging in a college search, and using the Super Match tool.

Essential Question

How do I use Naviance to explore college options before my senior year?

Student Will Be Able To

- Log in to Naviance account and utilize basic functions
- Use the Super Match tool to deepen understanding of match

Materials

- Laptop
- Projector
- How to Use Naviance for College Research handout

Introduction

- | | | |
|--------|--|------------|
| Step 1 | <ul style="list-style-type: none"> • To begin, there will be a round-robin where students answer the following question: <ul style="list-style-type: none"> ◦ What is your name and what is your top college choice or plan for life after high school? • Facilitators will introduce themselves and provide the objective of today's session. • Explain: <i>"Today we will introduce a tool that will be essential for you to engage in postsecondary planning during senior year. You can use Naviance to keep track of your college applications and scholarships, and to request that your transcripts, letters of recommendation, and other documents are sent. I'm also going to demonstrate how to use some essential functions. Any questions?"</i> | 10 minutes |
|--------|--|------------|

Naviance Demonstration

- | | | |
|--------|--|------------|
| Step 2 | <ul style="list-style-type: none"> • Go to the Naviance login page. <ul style="list-style-type: none"> ◦ Click on “Student Login” and use email and password. ◦ Navigate to the student perspective in “Family Connection.” (This should be projected so that all students are following along.) • Explain: <i>“Today, we are going to focus on just a few tools under “College Research.” You can see that there are many other areas that you can utilize, which you can explore on your own time or in the College Lab with your Counselor. Any questions?”</i> • Click on “College Lookup.” Type in the name of a university (i.e. University of Illinois at Chicago). Now, highlight aspects of the general information, admissions, financial aid, etc. • Click on “Super Match.” Explain: <i>“The Super Match tool uses your Grade Point Average (GPA) and ACT (when available) to match you to colleges where your academic qualifications are on par with the average incoming freshman. You can also update the fit characteristics on this side panel here. Any questions?”</i> | 10 minutes |
|--------|--|------------|

College Research

- | | | |
|--------|--|------------|
| Step 3 | <ul style="list-style-type: none"> • Students have 25 minutes to navigate Naviance on their own. • Explain: <i>“When you come back in the fall, you will have to be ready to submit applications right away! We want you to be able to utilize Naviance over the summer to engage in postsecondary planning. For the next 25 minutes, please stay confined to the “College Research” functions in Naviance, which includes College Search, Look Up, Super Match, and Scattergram. There will be staff members floating around the room who will check-in with you today. Any questions?”</i> | 25 minutes |
|--------|--|------------|

Wrap Up

- | | | |
|--------|--|-----------|
| Step 4 | <ul style="list-style-type: none"> • To wrap up, regain the attention of the classroom five minutes before the end of the period. Ask one to two students to share out on the following question: <ul style="list-style-type: none"> ◦ How will you use Naviance this summer to engage in postsecondary planning? | 5 minutes |
|--------|--|-----------|



Making Postsecondary Plans

Exploring Institutional Graduation Rates

An exercise for students to compare college options by graduation rates, affordability, gender, and race using practical online tools. Students can use the nationally-vetted sources and tools to inform their college exploration.

Exploring Institutional Graduation Rates

Online Tools for College Exploration

College Affordability and Transparency Center

The College Affordability and Transparency Center (CATC) was designed by the U.S. Department of Education to meet requirements in the Higher Education Opportunity Act and to provide better information to student and parent consumers about college costs. It serves as a central point to several tools that allow users to compare colleges tuition and fees, net price, and other characteristics. The CATC is maintained by the Office of Postsecondary Education with support and technical assistance from the National Center of Education Statistics.

-description taken directly from organization website

College Navigator

College Completion is a microsite produced by The Chronicle of Higher Education with support from the Bill & Melinda Gates Foundation. Its goal is to share data on completion rates in American higher education in a visually stimulating way. This microsite is a tool to help you navigate a complex subject: which colleges do the best job of graduating their students?

-description taken directly from organization website

College Results Online

College Results Online (CRO) is an interactive, user-friendly web tool designed to provide policy-makers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country. This information reveals that some colleges do a much better job of graduating students than others. It also shows that at many colleges, significant gaps exist in graduation rates between white students and students of color. But, it also provides powerful examples of colleges that prove that low graduation rates - especially for diverse students - are not inevitable.

-description taken directly from organization website

Institution Comparison Chart

Utilizing the online tools, compare graduation rates and other criteria for the colleges you are exploring. Fill in the chart and reflect on the questions below.

College/ University	4-Yr Graduation Rate	6-Yr Graduation Rate	Specific Gender Graduation Rate	Specific Race Graduation Rate	Average Net Price	Net Price Calculator Estimate

Reflection Questions

- What do I **SEE**?
- What else do I **NEED** to know?
- Why is *College Choice* important?
- Do I know my *Expected Family Contribution* (EFC)?
- So now **WHAT**?



Making Postsecondary Plans

Resource List for Postsecondary Advising

A list of websites that can be used by students — and adults who support them — to plan for life after graduation. There is information on the recommended use for each website and whether or not an account is required.

Resource List for Postsecondary Advising

Name	Website	Description	Recommended Use	Account Required?
Bureau of Labor Statistics: Employment Projections	https://www.bls.gov/news.release/ecopro.toc.htm	"The Bureau of Labor Statistics is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics."	Comprehensive database for career research	No
Choose Your Future	http://chooseyourfuture.cps.edu/	"Developed to provide students with the resources they need to plan a successful path to graduation and post-high school success."	Strategic scholarship database and list of college and career events from Chicago Public Schools	Student: No Advisor: Yes
College Board - Net Price Calculator	http://netpricecalculator.collegeboard.org/	"The Net Price Calculator is a tool that students can use to estimate their "net price" to attend a particular college or university."	Net price comparison tool; award letter comparison	No
College Board's College Search	https://bigfuture.collegeboard.org/college-search	"You have 3,912 college options. Choose a category on the left to find the right ones for you. We'll help along the way."	College admissions and campus information; calculating financial aid	Depends
College Data	http://www.collegedata.com/	"College Data helps you conduct a college and scholarship search, predict admission chances, and calculate financial aid."	Predicting admission chances; large scholarship database	Depends
College Completion	http://collegecompletion.chronicle.com	This microsite is a tool to help students navigate a complex subject: which colleges do the best job of graduating their students?	Tool to help students visualize institutional graduation rates.	No

Name	Website	Description	Recommended Use	Account Required?
College Majors 101	http://www.collegemajors101.com/	"To teach students about different college majors in depth so that they can make more informed college and career choices, a major decision to make."	Research college majors and coursework requirements for each	No
College Navigator	http://nces.ed.gov/collegenavigator/	"...a free consumer information tool designed to help students, parents, high school counselors, and others get information about over 7000 colleges and universities."	Thorough college admissions and campus information	No
College Prowler	https://colleges.niche.com/	"Millions of college reviews and rankings. Student reviews and polls give you deep insight you can't find anywhere else."	Great for students: gives comprehensive information about campus life at each school from current students	Yes
College View	http://www.collegeview.com/index.jsp	"College View contains hundreds of articles pertaining to the college planning process, along with over 4,000 college-specific information pages."	College admissions and campus information	No
Thought Co.	https://collegeapps.about.com/	"Learn all about college admissions - SAT College profiles and ACT exams, AP courses, college essays, admissions changes; monthly financial aid, college preparation, and more."	College admissions, campus information, scholarship bulletins	No
Common App	https://www.commonapp.org/	"We serve students, member institutions, and secondary schools by providing applications that students and school officials may submit to any of our over 500 members."	Student can complete one college application and send it to an unlimited amount of schools	Yes
Education Planner	http://www.educationplanner.org/	"We make it easy for you to understand college costs, the admissions process, and student aid as you transition from high school, to college, to the "real" world."	Research coursework requirements for majors and careers	No

Name	Website	Description	Recommended Use	Account Required?
Educators for Fair Consideration	http://e4fc.org/	“Empowering undocumented young people in their pursuit of college, career and citizenship.”	Resources for undocumented students pursuing any postsecondary path	No
Finaid	http://www.finaid.org/	Helps students search for scholarships, compare financial aid award letters, and learn about forms of federal aid.	Thorough award letter comparison	No
Illinois Coalition for Immigrant and Refugee Rights—College Planning Guide	http://www.icirr.org/content/documents/student_guide_2016_update.pdf	“An undocumented students guide to college.”	Explore resources related to postsecondary planning for undocumented students	No
Naviance	http://www.naviance.com/	“...A comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.”	Helps students manage and track postsecondary planning process efficiently and effectively	Yes, a school-based account is required
Project Greenlight	http://www.collegegreenlight.com/	“We connect first generation and underrepresented students to caring colleges, generous scholarships, and life-changing counselors and mentors.”	Great for students; creates customized list of scholarships	Yes
StudentAid	https://studentaid.ed.gov/sa/resources	“We provide resources on preparing for college or career school, applying for aid, consumer protection, and more.”	Provides publications, fact sheets, and online tools to research and compare financial aid options at different colleges/universities	No
US News and World Reports	https://www.usnews.com/best-colleges	“From picking out a school to buying a car, our rankings help make hard decisions easier.”	Most comprehensive database for college rankings as well as admissions and campus information	No



Making Postsecondary Plans

Senior Passport: Tracking Postsecondary Milestones

Two samples of a Senior Passport from Network for College Success partner schools, Schurz and Tilden High Schools.

[To view Schurz's Senior Passport, click here >>](#)

Senior Passport: Tracking Postsecondary Milestones

Sample from Tilden High School





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

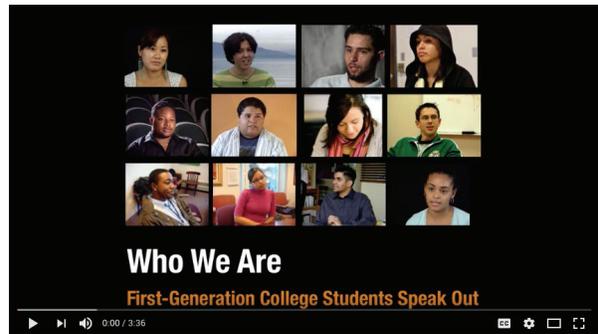
The Moment of Choice

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

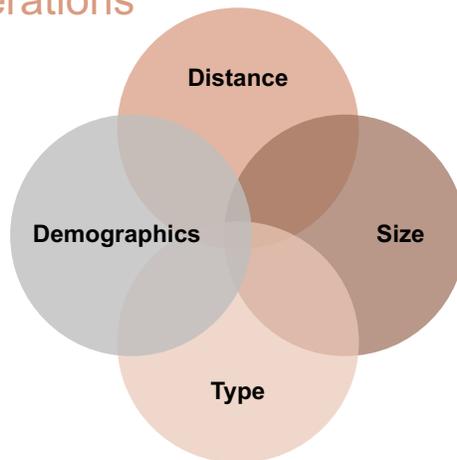
Opening Video

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.



Exploring College Affordability

Contents

[FAFSA Ready Worksheet](#)

[Financial Aid Comparison Worksheet](#)

[Dependent Student FAFSA Checklist](#)

[Example Financial Aid Award Letters](#)

Purpose

College success is underscored by college affordability. As students engage in the postsecondary planning process, Counselors and other educators should encourage them to think about college match and fit. In other words, students should consider attending colleges with high institutional graduation rates that are simultaneously a worthwhile investment. This ensures that students are set up for success in the long term. The Network for College Success finds the following student- and family-facing tools to be essential when exploring the financial viability of different college choices.

How & When to Use

Counselors and other educators should use Tool Set D with students during the college application process. The FAFSA Ready Worksheet can be paired with the Dependent Student FAFSA Checklist to help students understand and prepare to apply for financial aid. The Financial Aid Worksheet can be utilized to compare the cost of attendance at three different colleges using a student's award letters.



Exploring College Affordability

FAFSA Ready Worksheet

A one-pager from Ladder Up for students and families to record all financial information reflected in the FAFSA. Students can also complete this with their respective Counselors or College & Career Coaches.

FAFSA Ready Worksheet

To complete the FAFSA, you must bring tax return copies and know your and your parent(s)'s Social Security Numbers.

Student Information

- S1. Your name as it appears on your Social Security card: _____
- S2. Your Social Security Number (SSN): *****-**-****** (Memorize this number! Required for FAFSA)
If you have a green card, what is your Alien Registration Number? A _____
- S3. Did you work in 2014? Yes No If yes, how much did you earn? \$ _____
- S4. After paying bills, how much money do you have in a checking/savings account on average? \$ _____
- S5. Who do you live with?*
- Mom & Dad Just Mom Just Dad 1 parent + Stepparent A relative Other
- *Please use the flow chart on the back of this sheet to figure out how you should complete the rest of this worksheet*
- S6. What is the marital status of the parent(s) you live with?
- Married Divorced Separated Remarried Single
- Approximately when did your parent(s) get married, divorced, separated or remarried? (MM/YYYY) ____/____/____
- S7. Do you or anyone in your household receive benefits from any of the federal programs listed? Check all that apply.
- SSI Link Free/Reduced Price Lunch TANF WIC

Parent Information (For the parent or parents identified in Question S5)

- P1. Mom's/Stepmom's Name (as it appears on SS card) _____ Dad's/Stepdad's Name (as it appears on SS card) _____
- _____
- Mom's/Stepmom's Date of Birth (MM/DD/YYYY) _____ Dad's/Stepdad's Date of Birth (MM/DD/YYYY) _____
- ____/____/____
- Mom's/Stepmom's SSN (if she has one) _____ Dad's/Stepdad's SSN (if he has one) _____
- ***-**-****** (Required for FAFSA) *****-**-****** (Required for FAFSA)
- P2. Parent e-mail address (if applicable): _____
- P3. Will your parent(s) be filing a tax return this year? Yes No*

**Skip P4-P6. You must talk to your counselor or Ladder Up to find out what other information you will need to provide*

If you do not have your 2014 tax return completed by the time you fill out your FAFSA, you should submit with estimates using your 2013 tax return. You must then "Make Corrections" to your FAFSA after completing your 2014 taxes by logging into FAFSA.gov again and using the IRS Data Retrieval Tool 2 weeks after you e-file your taxes.

- P4. Parent earnings (i.e. look at Form W-2, Form 1099, year-end pay stubs):
- Mom/Stepmom: \$ _____ Dad/Stepdad: \$ _____
- P5. Amount of income tax paid (Form 1040 Line 55; Form 1040A Line 35): \$ _____
- P6. Adjusted Gross Income (AGI) on tax return (Form 1040 Line 37; Form 1040A Line 21): \$ _____
- P7. After paying bills, how much money does your parent(s) have in a checking/savings account on average? \$ _____
- P8. For parents that have completed a FAFSA before: What is your PIN? _____
- P9. Child support paid in your household: \$ _____ Child support received in your household: \$ _____

Note: If your family owns any property **besides** the home you live in, you will need to report that property's net worth.

If you are uncertain about any of your responses or need help, PLEASE talk with your counselor or contact Ladder Up!

Ladder Up: (312) 458-9105 or lift@goladderup.org





Exploring College Affordability

Financial Aid Comparison Worksheet

This one-pager from the Illinois Student Assistance Commission can be used to compare up to three colleges in terms of out-of-pocket cost after financial aid.

Financial Aid Comparison Worksheet

- ▶ Use this worksheet to generate a side-by-side comparison of the financial aid offers you have received.
- ▶ To search for scholarships, explore colleges, and plan for college, go to studentportal.isac.org

When considering college options, try not to rule out any college simply because of cost. Upon completing the financial aid application process, the financial aid administrators at the colleges that you are considering will “package” all available financial aid options and send them to you for consideration.

Q: What does it cost?

The COST OF ATTENDANCE is an estimate of expenses usually incurred by students attending a college.

The EXPECTED FAMILY CONTRIBUTION (EFC) is derived from information reported on the *Free Application for Federal Student Aid (FAFSA)*. It is a family’s expected ability over an academic year to absorb some of the educational costs. The financial aid office will use it to distribute need-based financial aid funds.

The difference between the *Cost of Attendance* and the *Expected Family Contribution* is the student’s **TOTAL FINANCIAL NEED**.

Q: How is your financial need being met?

Students will receive **FINANCIAL AID AWARD LETTERS** – also referred to as **OFFERS** or **PACKAGES** – from the colleges. These letters will outline the aid that each college can offer and may include any or all of the financial aid programs listed here. It is recommended that students and parents review award letters carefully, ask questions, and meet deadlines.

Q: Was your financial need met?

▶ Name of College:			
---------------------------	--	--	--

What is the cost of attendance?			
Tuition & Fees			
Room & Board	+	+	+
Books & Supplies	+	+	+
Transportation Expenses	+	+	+
Miscellaneous Expenses	+	+	+
Step 1 TOTAL COST OF ATTENDANCE (COA)	=	=	=

What is your financial need?			
TOTAL COST OF ATTENDANCE (COA)			
Step 2 EXPECTED FAMILY CONTRIBUTION (EFC)	-	-	-
Step 3 TOTAL FINANCIAL NEED	=	=	=

Financial Aid Sources		How will your financial need be met?		
 Federal Grants	Federal Pell Grant			
	Federal Supplemental Educational Opportunity Grant (FSEOG)	+	+	+
 Grants & Scholarships	Monetary Award Program (MAP)	+	+	+
	Other	+	+	+
College Grants & Scholarships		+	+	+
Other Grants & Scholarships		+	+	+
◆ Total Gift Aid		=	=	=
Federal Work-Study		+	+	+
Student Loans	Direct Subsidized Loan	+	+	+
	Direct Unsubsidized Loan			
	Federal Perkins Loan			
	Alternative Loan			
Parent Loans/PLUS		+	+	+
Step 4 TOTAL FINANCIAL AID OFFER		=	=	=

▶ What is your out-of-pocket cost?			
Cost of Attendance (Step 1) – Total Financial Aid Offer (Step 4)	\$	\$	\$



Exploring College Affordability

Dependent Student FAFSA Checklist

A checklist from Chicago Public Schools for dependent students so they can consider all of the required documents to complete the FAFSA.



FAFSA DOCUMENTATION CHECKLIST FOR DEPENDENT STUDENTS

Use this to ensure you have all you need to complete a FAFSA. As a dependent student you will also need the same information for the parent's information you intend to use in completing your FAFSA (birth, adoptive, or step only.)

Take the completed checklist along with copies of documentation to your Counselor/Coach when you are ready to complete your FAFSA. **Keep copies of all documentation in your file in case you need it!**

<input type="checkbox"/>	*Student Name _____ Student ID# _____ Student Div# _____ <i>(*as it appears on your social security card)</i>	
<input type="checkbox"/>	Your Social Security Number. <input type="checkbox"/> Parent(s) Social Security Number.	BE SURE IT'S CORRECT!
<input type="checkbox"/>	Your alien registration or permanent resident card (if you are not a U.S. citizen)	
<input type="checkbox"/>	Current and full home address (including apt. or floor #) <i>ex: 4655 S. Dearborn St. Chicago, IL 60609</i> _____	
<input type="checkbox"/>	Registered for Selective Services (Mandatory) <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR MALES
<input type="checkbox"/>	Your official birth date _____ <input type="checkbox"/> Parent(s) official birth date _____	AS IT APPEARS ON BIRTH CERTIFICATE
<input type="checkbox"/>	Your current W-2 Forms and other records of money earned <input type="checkbox"/> Parent(s) current W-2 Forms, etc.	
<input type="checkbox"/>	Your (and your spouse's, if you are married) <u>current</u> Federal Income Tax Return. Parent(s) <u>current</u> Federal Income Tax Return	
<input type="checkbox"/>	<ul style="list-style-type: none"> ▪ IRS 1040, 1040A, 1040 EZ ▪ Foreign Tax Return, or ▪ Tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federal States of Micronesia, or Palau 	
<input type="checkbox"/>	Your <u>current</u> untaxed income records (If applicable) Parent(s) current untaxed income records (If applicable)	
<input type="checkbox"/>	<ul style="list-style-type: none"> ▪ Social Security ▪ Temporary Assistance for Needy Families ▪ Welfare ▪ Veterans benefits records ▪ Disability or workman's compensation 	
<input type="checkbox"/>	You and your parent(s) cash, checking, savings amount in the bank <u>as of today</u>	
<input type="checkbox"/>	<u>Completed</u> FAFSA Worksheet (Parents can submit this <u>only</u> if uncomfortable sending documents)	

I certify this student is: Ready to complete the FAFSA Ready to start the FAFSA Not ready to start the FAFSA

Counselor/Coach Signature

Date



Exploring College Affordability

Example Financial Aid Award Letters

Three sample financial aid award letters that outline various types of grants, loans, and work study typically available to Illinois students.

Example Financial Aid Award Letters



SQUARE STATE UNIVERSITY

Jane Doe
12345 E. Some Street
Chicago, IL 12345

Financial Aid Award Letter
IN: 123456987
2014-2015 Award Year

Dear Jane Doe:

The Office of Student Financial Aid (OSFA) is pleased to offer you this Financial Aid Package for the 2014-2015 Aid Year. We may adjust your award at a later time if you receive additional funding. Those affected will receive an e-mail notification upon revision. By receipt of financial aid funds you are held responsible for any terms and conditions associated with your awards as outlined on the Office of Student Financial Aid website and that all the information you have provided to the OSFA is true and complete to the best of your knowledge.

Your aid package is based upon the following. If this is incorrect, your award may need to be revised. Report any changes when completing your award letter.

CLASS LEVEL: Freshman COLLEGE: LAS - Science HOUSING: With Parents

Fall Term: 12+ Hours Spring Term: 12+ Hours

Awards have specific enrollment requirements. Review the Undergraduate Information Guide.

Cost of Attendance

Direct costs payable to the University:	Amount
Tuition - In State	\$ 10,584.00
Tuition Differential	\$ 1,750.00
Mandatory Fees	\$ 4,004.00
Total Direct Costs:	\$ 16,338.00
Estimated Costs:	Amount
Books & Supplies	\$ 1,400.00
Transportation	\$ 1,452.00
Stafford Loan Fees	\$ 68.00
Personal Expenses	\$ 3,676.00
Total Estimated Costs:	\$ 6,596.00
Total Estimated Costs of Attendance:	\$ 22,934.00

Need Calculation

Component	Amount
Cost of Attendance	\$ 22,934.00
Estimated Family Contribution (EFC)	0
Initial Need	\$ 22,934.00
Outside Resources	0
Need	\$ 22,934.00

Award Summary

Fund	Status	Fall	Spring	Total
Federal Pell Grant	Accepted	\$ 2,865.00	\$ 2,865.00	\$ 5,730.00
State of IL MAP Grant (Est)	Accepted	\$ 2,360.00	\$ 2,360.00	\$ 4,720.00
Federal Direct Sub-Loan	Offered	\$ 1,242.00	\$ 1,242.00	\$ 2,484.00
University's Access to Excellence Grant	Accepted	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00
University's President's Award - Merit	Accepted	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00
Total		\$ 11,467.00	\$ 11,467.00	\$ 22,934.00

Review the following important information (if any) for additional steps you may need to complete in order to receive your awards.

Electronically sign a **Direct Loan Promissory Note**. Note: If you have completed this requirement, it will continue to appear until loan records are received from the U.S. Department of Education in late July for the academic year.

Electronically complete your **Direct Loan Entrance Counseling**.

Would you like our office to speak to your parents, spouse, or another trusted individual? Print and submit a FERPA Authorization Form (optional).

Example Financial Aid Award Letters



Circle College

Office of Student Financial Aid 2000
East Pivot Drive Gribbly, IL 61832

Jane Doe
12345 E. Some Street
Chicago, IL 12345

Date: 4/4/2014
SID: XXX0000015
SSN: XXX-XX-1234
Award Year: 2014-2015

Dear Jane Doe:

Below is the financial assistance you are eligible to receive for the coming academic year. Please review the awards below and mark (Y) yes, or (N) no on each line to indicate your acceptance or rejection of each award. Return this letter promptly. These awards are based on you being a resident student.

Award Summary

Fund	Annual Amt	Fall Amt	Spring Amt	
Circle Achievement Grant	\$ 15,000.00	\$ 7,500.00	\$ 7,500.00	Y ___ N ___
Circle Grant	\$ 9,017.00	\$ 4,508.50	\$ 4,508.50	Y ___ N ___
Federal Pell Grant	\$ 5,730.00	\$ 2,865.00	\$ 2,865.00	Y ___ N ___
Federal Supp Educ Oppor Grant	\$ 573.00	\$ 286.00	\$ 287.00	Y ___ N ___
Est IL MAP Grant	\$ 4,720.00	\$ 2,360.00	\$ 2,360.00	Y ___ N ___
Federal Perkins Loan	\$ 500.00	\$ 250.00	\$ 250.00	Y ___ N ___
Federal Direct Subsidized Loan	\$ 3,500.00	\$ 1,750.00	\$ 1,750.00	Y ___ N ___
Federal Direct Unsubsidized Loan	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	Y ___ N ___
Federal Work Study	\$ 990.00	\$ 495.00	\$ 495.00	Y ___ N ___
Direct (Parent) PLUS Loan Option	\$ 1,770.00	\$ 885.00	\$ 885.00	Y ___ N ___

Award Total \$ 43,800.00 \$ 21,899.50 \$ 21,900.50

These awards are based on information supplied by the student and spouse/parent. Any change in information may result in an amended award.

Yours truly,
Minerva McGonagall
Minerva McGonagall
Director, Office of Financial Aid

PLEASE TURN OVER AND CONTINUE ON THE BACK SIDE OF THIS FORM
YOUR SIGNATURE IS REQUIRED ON THE REVERSE SIDE

Example Financial Aid Award Letters



THE UNIVERSITY OF DIAMONDS
Office of Student Financial Services - 14789 Color Street, Hue, IL 65134 - OSFA@whiteu.edu

Jane Doe
12345 E. Some Street
Chicago, IL 12345

Estimated Cost of Tuition & Fees:	\$ 33,960.00
Estimated Cost of Housing:	\$ 9,545.00
Total Estimated Direct Costs:	\$ 43,505.00
Estimated Total Gift Aid (Scholarships & Grants)	\$ 27,582.00
Estimated Unmet Direct Costs (After Gift Aid)	\$ 15,923.00
Total Estimated Loans:	\$ 5,500.00
Estimated Direct Costs (After All Aid):	\$ 10,423.00
Estimated Other Personal Costs:	\$ 3,995.00
Estimated Total Educational Expenses (2014-2015):	\$ 14,418.00

Dear Jane Doe:

We are pleased to offer you the financial assistance described below for the 2014-2015 academic year while attending The University of Diamonds. The award is based on the information you have provided to the Office of Student Financial Services and is subject to revision if new information becomes available. Your financial aid is based on being enrolled full-time and living in campus housing for the year. If you DO NOT plan to live in campus housing, please contact the Office of Student Financial Services as soon as possible.

*** 2014-2015 FINANCIAL AID AWARD ***

Award Description	Fall 2014	January 2015	Spring 2015	Summer 2015
Enrichment Scholarship	\$ 5,616.00 *	~	\$ 5,616.00 *	~
Pell Grant	\$ 2,865.00 *	~	\$ 2,865.00 *	~
Fed. Supplemental Grant	\$ 100.00 *	~	\$ 100.00 *	~
State IL MAP Grant (Est)	\$ 2,360.00 *	~	\$ 2,360.00 *	~
Tatooine Grant	\$ 2,850.00 *	~	\$ 2,850.00 *	~
Federal Work Study	\$ 600.00 A D	~	\$ 600.00 A D	~
Subsidized Direct Loan	\$ 1,750.00 A D	~	\$ 1,750.00 A D	~
Unsubsidized Direct Loan	\$ 1,000.00 A D	~	\$ 1,000.00 A D	~
Totals:	\$ 17,141.00	\$ -	\$ 17,141.00	\$ -
Grant Total:	\$ 34,282.00			

* No action Necessary ~ No Award for Award Period ^ Declined but funds still available

Student Signature: _____

Date: _____

We ask that you accept or decline your awards within three weeks of receiving this notice. You may do this in one of the following two ways: You may circle A or D next to the award, and then sign and date the award notice. Please return a copy to the Student Financial Services Office by fax, e-mail, or mail. You may also visit The University of White and click on My Financial Aid Awards Accept or Reject under the My Financial Aid Section where you can choose current academic year and select accept or decline for the award.

It is expected that you will have additional educational expenses such as books, transportation and other costs while you are a student at The University of Rectangles. These Estimated Other Personal Costs are listed above and are not billed by the college. It is essential that you familiarize yourself with the information contained on the reverse side of this document. Additional information is available in the Financial Aid Guide. We look forward to assisting you in pursuit of your educational goals.