Early Engagement to Motivate Post-Secondary Aspirations: K-5

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National

SCHOOL COUNSELING

WEEK

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Objectives

- Participants will learn the importance of developing a college-going culture in kindergarten through fifth grade; the barriers to success many students face; and strategies for establishing a college-going culture.

- Participants will practice identifying the barriers their own students face and propose strategies to help them overcome the barriers.

Activator

What academic barriers do your students face in grades K through 5?

What strategies might you propose to help them overcome the barriers?
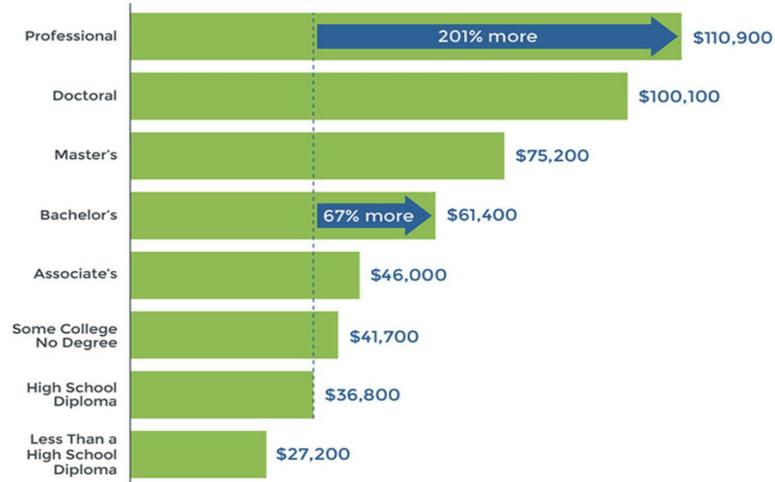
What is a College-Going Culture?

College-**Going Culture** refers to An organization's underlying values, beliefs, and meanings which are deeply held, static, and enduring.

CGC influences daily operations through: expectations; assumptions; language; flow of information; content of information; and specific options highlighted or downplayed

WHY is a CULTURE FOCUSED ON COLLEGE AND CAREER READINESS IMPORTANT?

Annual Median Earnings of Full-Time Year-Round Workers Ages 25 and Older, by Education Level[3]

Education Level	Earnings	
Professional	→ 201% more	$110,900
Doctoral		$100,100
Master's		$75,200
Bachelor's	→ 67% more	$61,400
Associate's		$46,000
Some College No Degree		$41,700
High School Diploma		$36,800
Less Than a High School Diploma		$27,200

▶ **Over a lifetime,** those with a Bachelor's degree earn **$1 million more than those with a high school degree.**

Acquiring a college degree isn't only about money. The real value in that degree is the job flexibility and the type of jobs you get.

Like it or not, right or not, a degree is still a requirement for many jobs. Without that ticket punch, the available jobs you can apply for are limited and many times going to be in a few fields.

HOW to Build A Culture Focused on College and Career Readiness

1. Create a Culture that Supports Social Emotional Learning and Effective Effort

2. Develop a Student Goal Setting Process and Link Aspirations to College and Career Opportunities

3. Develop a Code of Conduct and Translate the School Values into Specific Behaviors

1. Creating a Culture that Supports Social Emotional Learning and Effective Effort

School team demonstrates social and emotional competence in interactions with students, staff, and families.

School team reinforces SEL skills and academic mindsets during academic instruction.

School team collects data on students' social and emotional needs and the quality of the learning environment.

School team uses data to identify students who need targeted or intensive support for SEL and ensures that appropriate services are provided.

Professional learning opportunities build educators' SEL skills and create supportive learning environments.

1. WHY Create a Culture that Supports Social Emotional Learning and Effective Effort in K-5?

THE MEASURED EFFECTIVENESS OF CHARACTER EDUCATION

At all grade levels, students who have experienced quality character education outperform comparison groups not only on measures of *social behavior* but also on measures of *academic performance*.

—*Journal of Research in Character Education* (2003)

1. What Culture that Supports Social Emotional Learning and Effective Effort Might Look Like in K-5...

A Culture of Critique in Classrooms

Students regularly present their work to peers and the teacher for feedback, in order to heighten their responsibility for:

- Doing their best work
- Bringing out the best in each other

1. What Culture that Supports Social Emotional Learning and Effective Effort Might Look Like in K-5 Cont...

3

Rules
for the
Culture of Critique

Be Kind.
Be Specific.
Be Helpful.

RESPECT SCALE

1. At the end of the day, each student gives himself a rating of 1, 2, 3, 4, or 5 (high) on the Respect Scale.

2. Have a class conversation: "Why did you give yourself that rating?" We do not pass judgment.

3. Ask, "How are you going to try to get better tomorrow? What strategies will you use?" Other students may suggest strategies.

—Usha Balamore

ETHICAL MINI-ESSAYS

VIRTUE : WISDOM

1. Define "wisdom" in your own words.
2. Who is someone you know who possesses this virtue? Give an example of how that person shows wisdom.
3. What are the advantages of possessing this virtue?
4. How does this virtue affect others?

2. Develop a Student Goal Setting Process and Links Aspiration to College and Career Opportunities

School team develops a written strategy for addressing all learners' college and career opportunities.

School teams/teachers review the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.

School teams /counselors assist students in the development of their individual college and career goals.

School teams / counselors to set individual learning plans (ILPs) for each grade level as well as standardized test targets.

School exposes all students to college and career experiences that are linked to students' aspirations (e.g. college visits, community partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).

2. What a Student Goal Setting Process and Links Aspiration to College and Career Opportunities Might Look Like in K-5 Cont...

"Setting goals is the first step from turning the invisible to visible."
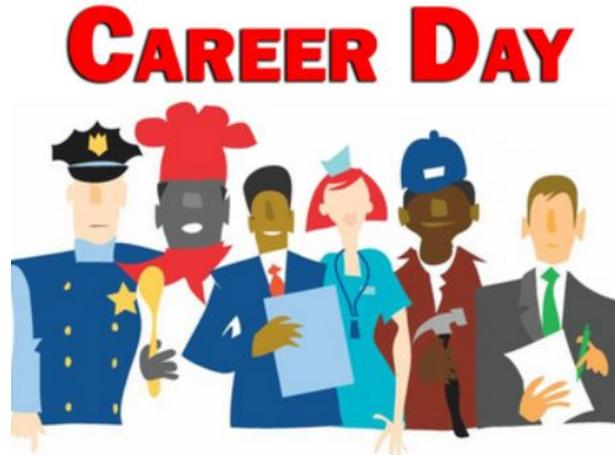
3. Develops a Code of Conduct and Translates the School Values into Specific Behaviors...

Team members articulates clear, school-wide expectations for positive behavior.

School team implements and monitor proactive, instructive, and restorative discipline practices and avoids exclusionary discipline wherever possible.

PD builds staff members' capacity to promote positive behavior and implement restorative responses to misbehavior.

3. What Developing a Code of Conduct and Translating the School Values into Specific Behaviors Might Look Like in K-5 Cont...
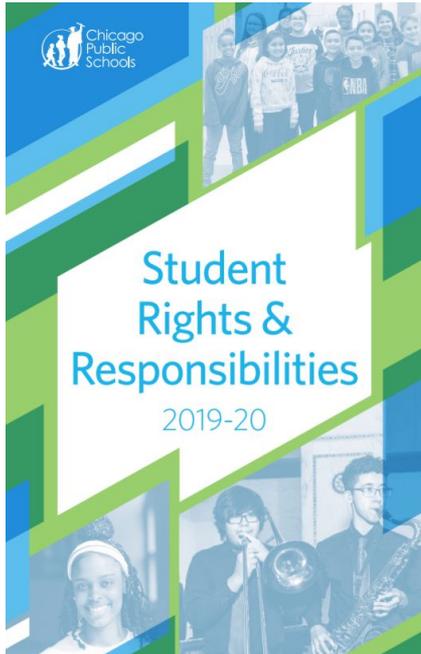
O wn your actions
W ork to succeed
L ead with kindness
S how respect

Resources

COLLEGE-GOING CULTURE PLANNING GUIDE

	Activity	Lead Person/Group	Materials/Needs	Timeline
WHAT YOU BELIEVE				
WHAT YOU SAY				
WHAT YOU SEE				
WHAT YOU DO				

College Going Culture : Proposed Strategies and Activities (handout)

COLLEGE GOING CULTURE

Proposed Strategies and Activities:

- On designated days, all staff wear college memorabilia such as t-shirts, sweatshirts, etc. of their alma mater
- Staff post the name of their alma mater in or outside their classroom
- The teaching staff regularly speak to students about their educational journey
- Students have opportunities to interview staff about their educational journey
- Teachers guide students in creating individual or group displays such as posters, books, or bulletin boards on their college and career aspirations
- Teachers create visuals or bulletin board displays of their educational journeys and post them around the school where students can read them
- School posts a banner at the entrance of school that communicates their commitment to a college-going culture
- Have common planning time for content or grade specific teachers
- Create professional learning communities where teachers review disaggregated data on a regular basis to make informed educational decisions
- Teachers maintain high expectations for all students through their actions and words
- Students develop and share their postsecondary plans with their family, friends, community, and others
- Students are enrolled in the Oklahoma's Promise Scholarship Program
- Students are encouraged to enroll in rigorous courses and information about these courses is shared with their parents
- Provide professional development regarding strategic thinking
- Provide professional development to entire staff regarding the use of data to drive curriculum and district/school decisions
- Create a parent organization all every school level
- Have an essay contest based on college essay questions
- Students develop and share their postsecondary plans with their family, friends, community, and others
- Provide parent training on the college application process and financial aid opportunities
- E-Mentoring program with a college student
- Students hear consistent college going message from K-12
- College door decorating contest
- Have younger students follow current high school seniors with their college selection process this spring and into next year (through letters, emails, visits). Hint: Great way to start a mentoring program
- Plan a college road trip; include a map and route, budget, where would you visit and why
- Fill out a college application and then set goals to fill the gaps on the application
- Have older students write a captivating children's book that touches on the college application and admissions process
- Have Scholars write to colleges to get catalogues, admission videos, and/or gear.
- Think into the future by writing a letter home from college describing the experience
- Research the colleges attended by people who come up in class studies or discussions
- Ensure that all students can take home a picture of themselves on a college campus
- Decorate classroom doors in college colors

- Visit a college campus as a class
- Have college students/professors/president visit the school
- Have teachers talk about their college experience at the beginning of class
- Watch an admissions video together
- Have a college gear day (wear hats, shirts)
- Display teacher diplomas in the front hall
- Have a bulletin board displaying high school seniors that were accepted into colleges
- Mark a road map and label colleges
- Look at campus maps and compare colleges from maps
- Brainstorm a list of as many colleges as you can think of without asking others
- Look up colleges on the web with mentors
- Conduct a college survey
- Make a packing list of everything to take to college
- Collect pictures of teachers when they were in college and make a teacher college face book; find interesting facts, college info, and neat stuff to include
- Attend a college sporting event
- Visit a college library to do homework
- Buy supplies at the college bookstore to use as class prizes
- Plan and do a math scavenger hunt on a college campus
- Research about different majors
- Have a school-wide college trivia question each day
- Look at college recycling programs
- Make a list to compare middle school and/or high school to college
- Make a list of dream jobs/careers and look at the level of education needed
- Display college banners/pennants
- Find out how certain colleges were started and when
- Look at creative ways to pay for college
- Meet a college professor or perhaps have the professor visit class
- Have high school seniors talk to younger students about their college search
- Make a list of different kinds of colleges (two-year, four-year, public, private); find examples of each and how they differ
- Meet an admissions person to learn about the process
- Interview teachers/parents/community adults/mentors about their college experiences
- Have a school-based financial aid workshop night for parents and students who need assistance filling out applications and forms. Have computers available and offer a free dinner. Get other students to offer free babysitting
- Interview current college students
- Have the school library display college catalogues, books, and other resources for students and parents
- Send home a list to parents about helpful websites and list of good books about college
- Make a collage using old college catalogues
- Do an online college scavenger hunt
- Follow college teams during March Madness
- Decorate hallways
- Have a "college of the day" mentioned in the morning announcements

College Going Culture : Goal Setting Steps (handout)

GoalSetting

Step-by-Step Summary

Following is a summary of the steps involved in student goal setting. It is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual.

STEP 1 Develop a plan.

A. Review the problem and overall goals for the student.
1. Identify the student's strengths.
2. Determine the outcome you hope to achieve.
3. Review information gathered from previous interventions.
4. Decide whether to focus on short-range or long-range goals.
5. Consider whether corrective consequences should be part of the plan.
6. Decide whether rewards should be part of the plan.
7. Decide whether you will be directive (unilateral) or collaborative in negotiating goals with the student.

B. Select a goal-setting format.

C. Determine who will meet with the student.

D. Set up a goal-setting conference.

STEP 2 Meet with the student.

A. Help the student establish long-range goals (optional).
1. Encourage the student to think about the kind of life he or she would like to have in the future.
2. Help the student determine qualifications for the types of jobs that are of most interest.
3. Identify immediate actions the student can take to move toward this goal.

B. Brainstorm actions to avoid and actions to take—what the student can do to find greater success in the school setting.

C. Help the student establish short-range goals.

D. Help the student identify specific actions he is willing to take to reach his short-range goals.

E. Identify ways that adults can help the student reach his goals.

F. If using rewards, a structured reinforcement system, or corrective consequences, make sure the student understands all of the contingencies.

G. Set regular times to follow up and discuss progress.

H. Review responsibilities and sign the Goal Setting form.

I. Conclude the Goal Setting conference with words of encouragement.

STEP 3 Provide ongoing support and encouragement.

A. Provide ongoing support and frequent positive feedback when the goal behaviors are exhibited, linking them to the broad label or trait.

B. When the student is not successful, correct calmly; avoid sounding disappointed or reproachful.

C. Evaluate the impact of the intervention, making revisions and adjustments as necessary.

D. Encourage the student to keep striving toward his goals.

College Going Culture : Goal Setting Template (handout)

Thank You!

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