



Why Wait? A Toolkit for College & Career Planning: Middle School

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Objectives



- Provide school counselors with a toolkit for college and career planning with middle school students to support post secondary aspirations and achievement.
- Participants will learn about increasing college access for all students; and increase students' college-going self-efficacy with a specific focus on students in middle school.
- Participants will practice identifying the barriers their own students face and propose strategies to help them overcome the barriers.

Activator

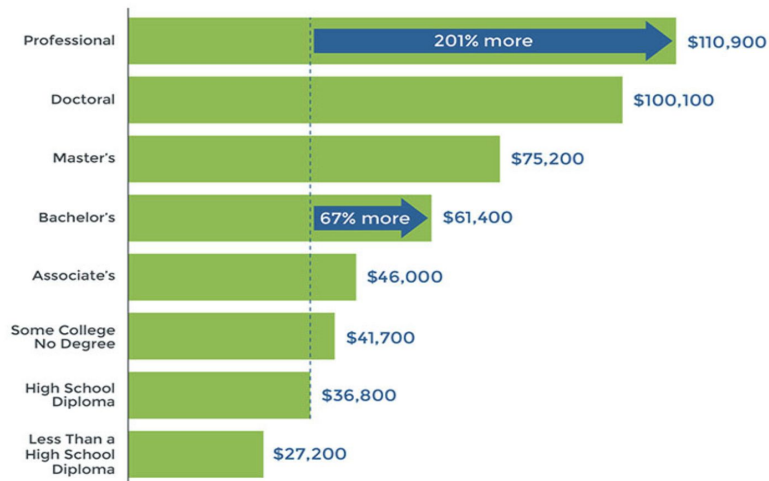
What academic barriers do your students face in middle school?



What strategies might you propose to help them overcome the barriers?

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 Level³

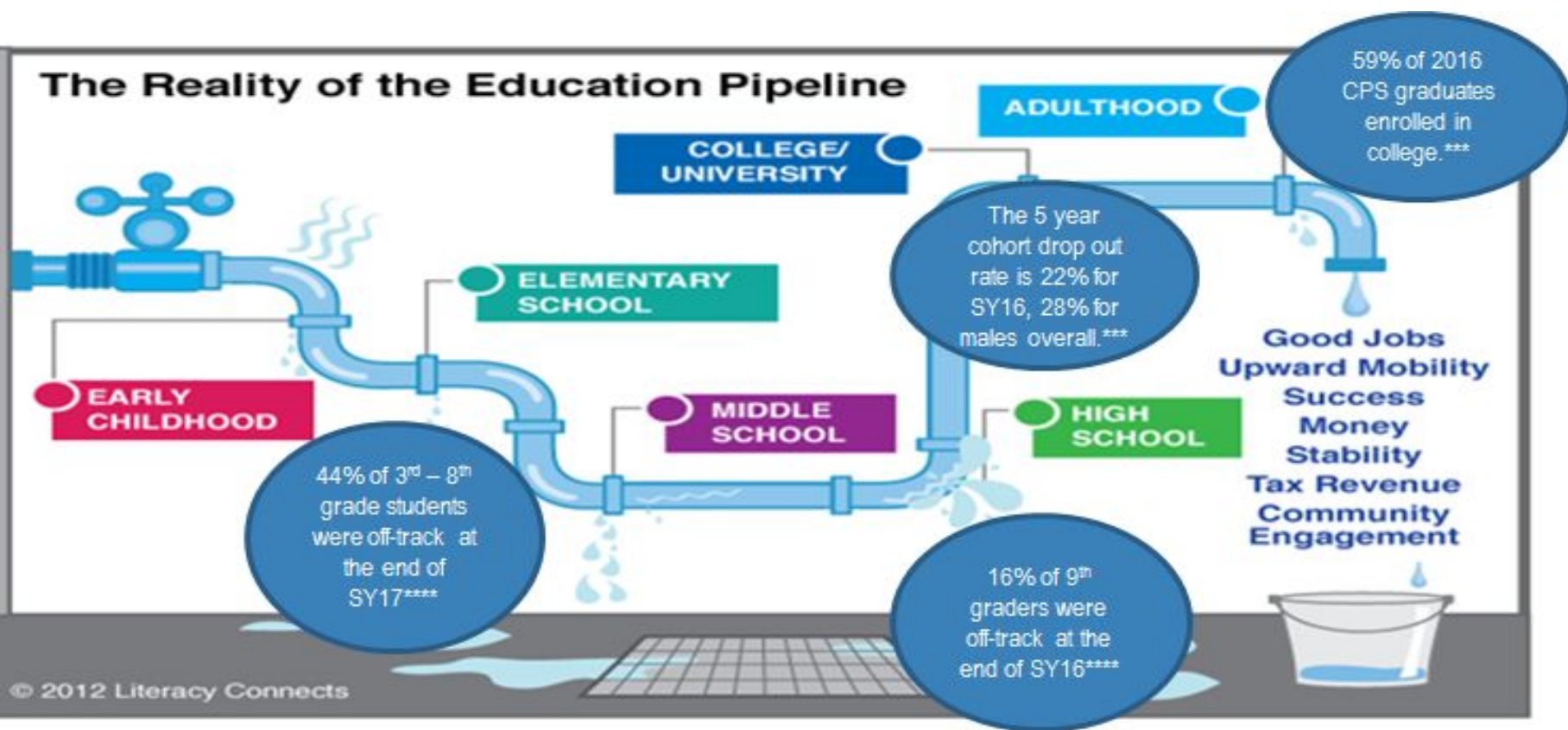


► **Over a lifetime, those with a Bachelor's degree earn \$1 million more than those with a high school degree.**

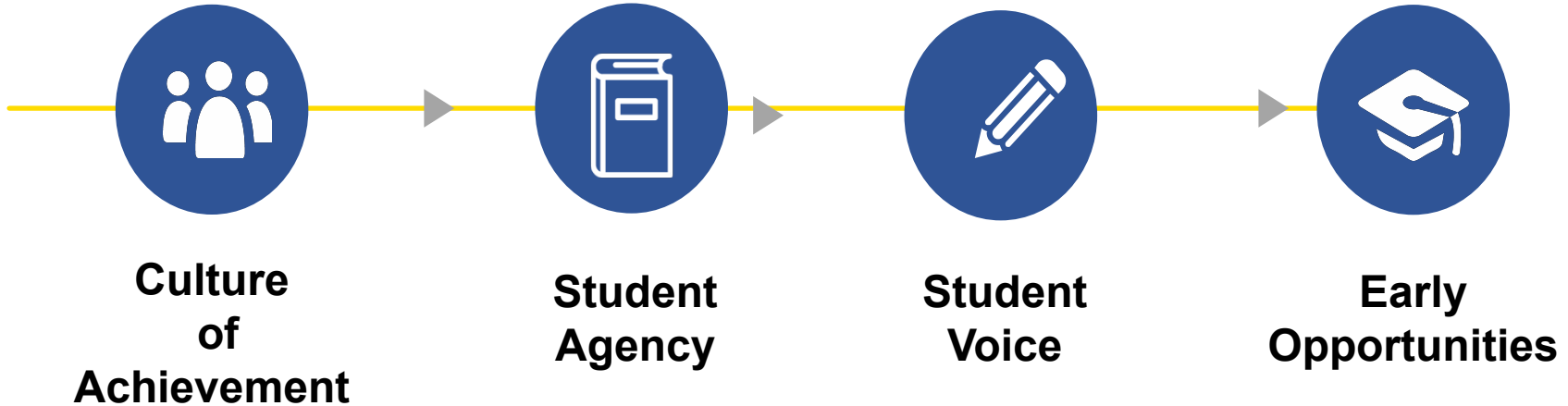
Acquiring a college degree isn't only about money. The real value in that degree is the job flexibility and the type of jobs you get.

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.

The Reality of the Education Pipeline



Build a College Going Culture



Culture of Achievement



Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

ASCA Mindset & Behaviors Planning Template

Relationships Matter

“No significant learning occurs without a significant relationship”

[Search Institute](#)



Express Care

Show me that I matter to you.



Challenge Growth

Push me to keep getting better.



Provide Support

Help me complete tasks and achieve goals.



Share Power

Treat me with respect and give me a say.



Expand Possibilities

Connect me with people and places that broaden my world.

Creating a Culture of Achievement that Supports Social Emotional Learning and Effective Effort



Reflect on Your School's Current State

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 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.

Student Agency - Productive Struggle



Classroom studies document the fact that underserved English learners, poor students, and students of color routinely receive less instruction in higher order skills development than other students (Allington and McGill-Franzen, 1989; Darling-Hammond, 2001; Oakes, 2005). Their curriculum is less challenging and more repetitive. Their instruction is more focused on skills low on Bloom's taxonomy. **This type of instruction denies students the opportunity to engage in what neuroscientists call productive struggle that actually grows our brainpower** (Means & Knapp, 1991; Ritchhart, 2002).

- Z. Hammond *Culturally Responsive Teaching and the Brain*

The Dependent Learner	The Independent Learner
<ul style="list-style-type: none">• Is dependent on the teacher to carry most of the cognitive load of a task always• Is unsure of how to tackle a new task• Cannot complete a task without scaffolds• Will sit passively and wait if stuck until teacher intervenes• Doesn't retain information well or "doesn't get it"	<ul style="list-style-type: none">• Relies on the teacher to carry some of the cognitive load temporarily• Utilizes strategies and processes for tackling a new task• Regularly attempts new tasks without scaffolds• Has cognitive strategies for getting unstuck• Has learned how to retrieve information from long-term memory

Dependent Learner Characteristics vs. Independent Learner

The Learning Pit



Reflection on Culture of Achievement

Behavior Learning Strategies
B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 4. Apply self-motivation and self-direction to learning
B-LS 7. Identify long- and short-term academic, career and social/emotional goals
B-LS 8. Actively engage in challenging coursework
B-LS 10. Participate in enrichment and extracurricular activities

“Setting goals is the first step from turning the invisible to visible.”



AM I ON TRACK?

**“On Track” means you are performing
in a manner that will allow you to graduate
within four years**

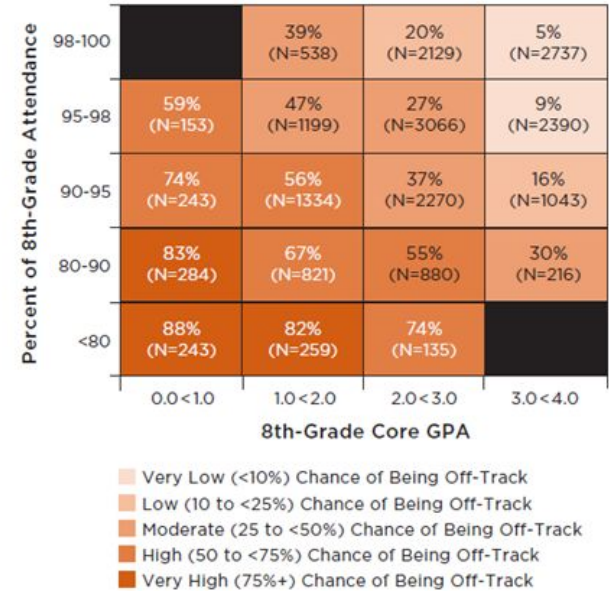
Rooted in the Research

- 8th Grade GPA predicts High School GPA
- 9th Grade GPA predicts High School Graduation
- High School GPA is the strongest predictor of College Success

[Network for College Success](#)

FIGURE 15

Risk of Being Off-Track in Ninth Grade by Eighth-Grade Core GPA and Attendance



Note: Based on students who began ninth grade in the 2009-10 school year.

Develop a Student Goal Setting Process and Link 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).

Student Goal-Setting

Student Guide

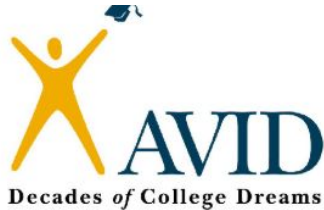
P/SAT STUDENT GOAL SETTING REFLECTION GUIDE			
Student name _____		Teacher's name _____	
<i>Your PSAT Score Report contains valuable information that you can use to determine your academic areas of strength and weaknesses. You can use this data to set goals to work toward as you prepare for academic success and improved performance on your next PSAT and/or SAT.</i>			
Step 1: Review your previous scores and current unweighted cumulative GPA.			
<i>Note: You can log in to your College Board Account at https://www.collegeboard.org/ to access a more detailed online PSAT Score Report.</i>			
MY INFORMATION			
PSAT09	Math :	EBRW:	Composite:
PSAT10	Math :	EBRW:	Composite:
PSATNMSQT	Math :	EBRW:	Composite:
GPA Unweighted:			

Teacher Guide


STUDENT GOAL SETTING REFLECTION GUIDE (TEACHER VERSION)			
Student name _____		Teacher's name _____	
<i>The Student Goal Setting Reflection Guide is best used DURING a one-on-one or small group conference with students. The process below follows the order of first sharing scores with the student, reviewing the context of what the scores mean via benchmarks and the college selectivity chart, and then goal setting on the back. The Goal Setting Worksheets on Google Sheets provides all of the information for students needed to fill out this guide.</i>			
<i>Your PSAT Score Report contains valuable information that you can use to determine your academic areas of strength and weaknesses. You can use this data to set goals to work toward as you prepare for academic success and improved performance on your next PSAT and/or SAT.</i>			
Step 1: Review your previous scores and current unweighted cumulative GPA.			
<i>All scores below are currently SPRING scores. If there are blanks, it is because we do not have test data for that student, but the student may be able to log in to College Board to access prior test scores if needed.</i>			
<i>Note: You can log in to your College Board Account at https://www.collegeboard.org/ to access a more detailed online PSAT Score Report.</i>			
MY INFORMATION			
PSAT09	Math :	EBRW:	Composite:
PSAT10	Math :	EBRW:	Composite:
PSATNMSQT	Math :	EBRW:	Composite:
GPA Unweighted:			

Be Intentional with Advisory

- **Intentional Middle School Counseling Strategy**
 - Naviance Individual Learning Plans
 - High School application process



National Association for
College Admission Counseling



Reflection on Student Agency

Behavior Self-Management Skills

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 3. Demonstrate ability to work independently

B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Student Voice

- Student Voice Committee
- Leadership Summits
- SoapBox Challenge
- Peer Mentoring

Mikva Challenge



Early Exposure

- **Host district & school events on a college campus**
 - Tour of campus
 - Parent workshops
 - Presentation by student leaders and professors




Early Opportunities

Get Comfortable!

- Trio Partnerships in Middle School
- Summer Programming on Campus
- Overnights Away





Reflection on Student Voice and Early Exposure

Behavior Social Skills
B-SS 2. Create positive and supportive relationships with other students
B-SS 3. Create relationships with adults that support success
B-SS 5. Demonstrate ethical decision-making and social responsibility
B-SS 6. Use effective collaboration and cooperation skills
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

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:

