

Applying a developmental approach to college and career readiness

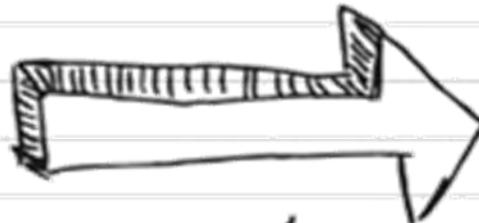
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US DOE College Access Affinity Call

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college?





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A developmental approach



College-going identity isn't just...



College-going identity is...

Envisioning

Developing aspirations and goals that are consistent with other dimensions of one's identity

Believing

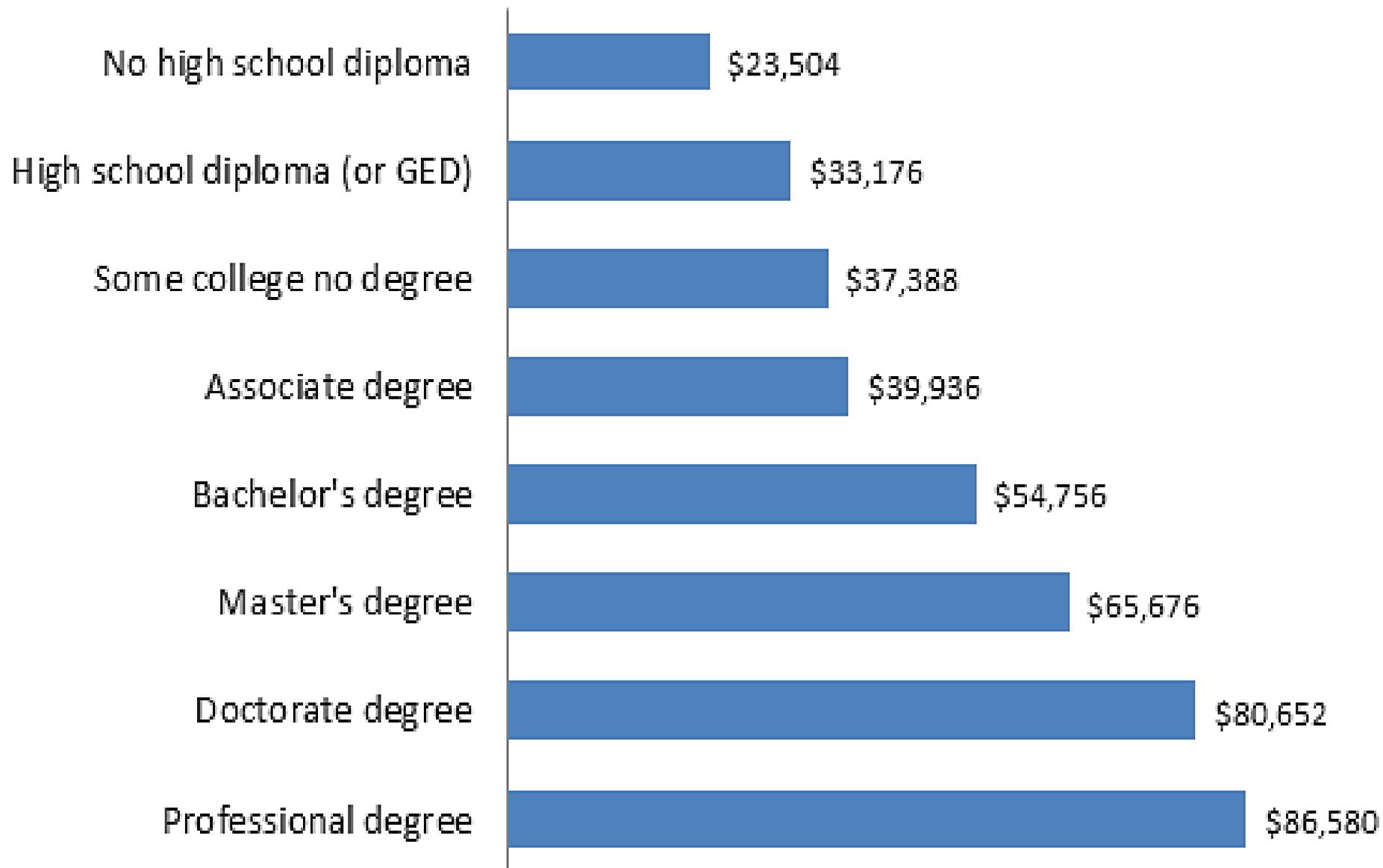
Developing expectations that are based on beliefs about one's ability to go and succeed in college

An integrated college going identity

- Integrating different parts of one's identity
- Considering the meaning students' attach to their identity
- Recognizing conflicts or misattributions
- Fostering Self Efficacy



Motivation isn't just...



Motivation is and isn't...

- What it's **NOT**:
 - A binary yes/no quality
 - Something you can give another person (but you can influence it)

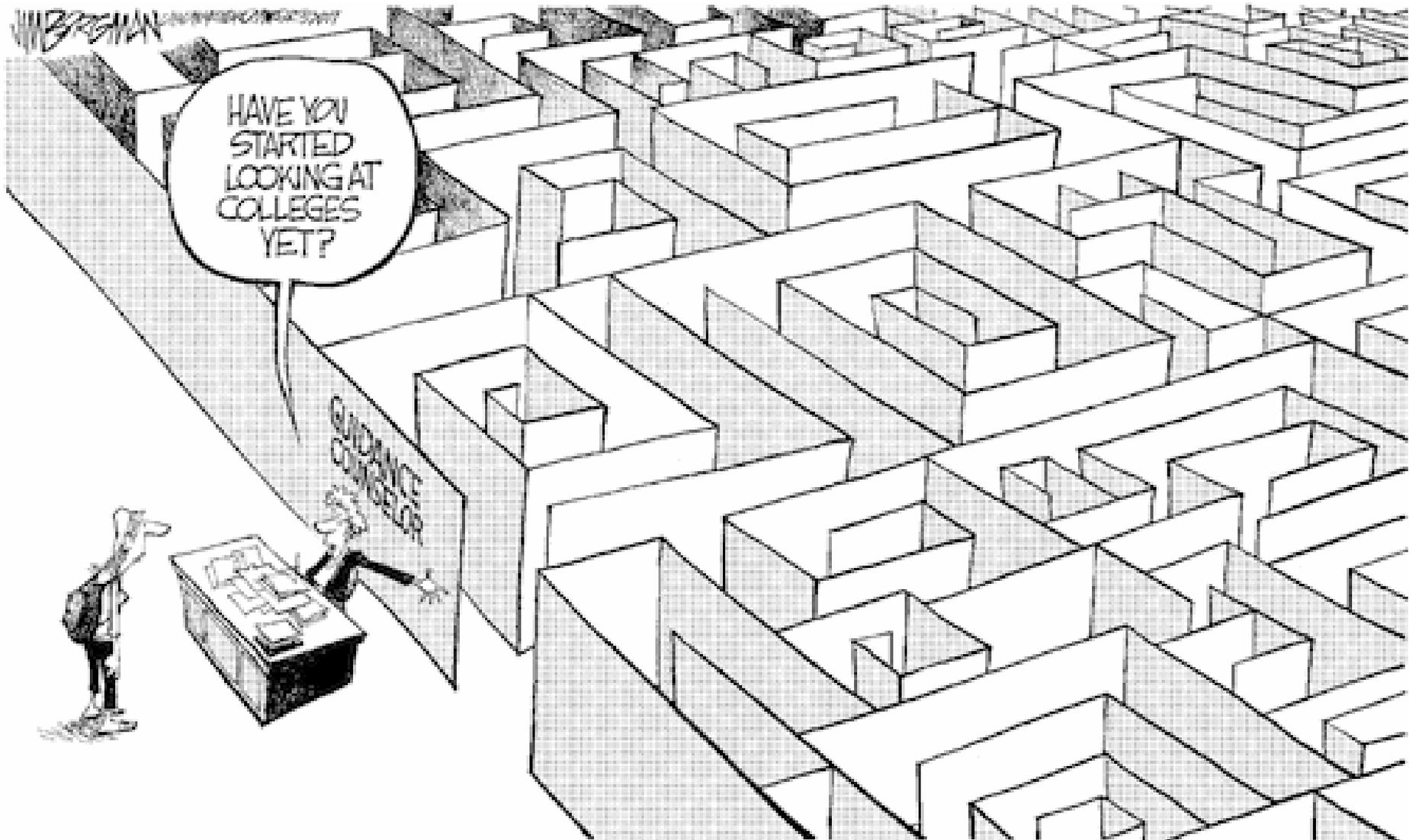
- What it **IS**:
 - A process
 - A combination of the kinds of goals people set, the reasons they set them, and the actions they take to achieve them

Motivation skills for college

- Intrinsic vs. extrinsic goals
- Growth mindset

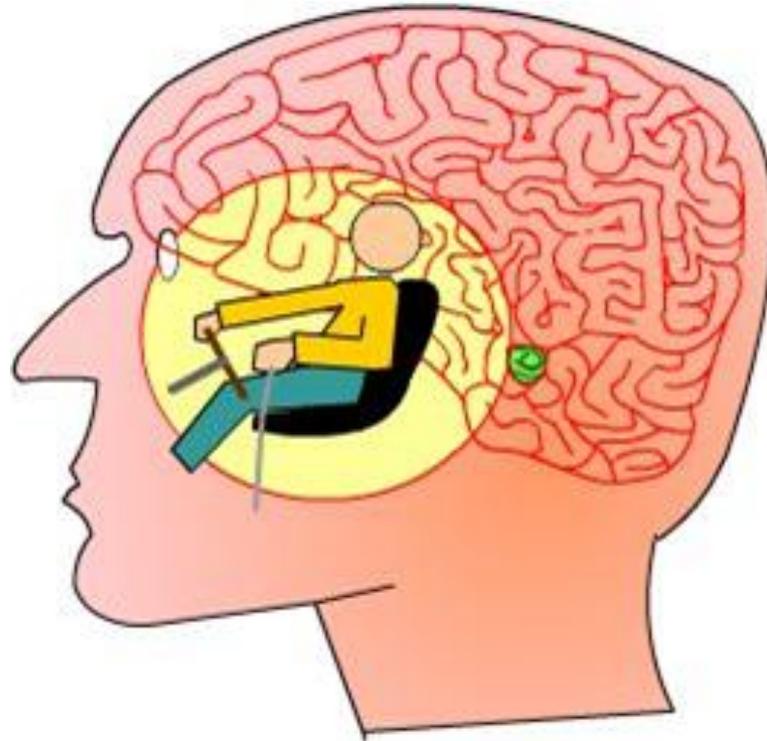


Self-regulation isn't just...



Self-regulation is...

The ability to manage thoughts, emotions, and behaviors
in the service of attaining goals



Self-regulation skills for college

- Attention and focus
- Cognitive flexibility/shifting
- Planning
- Organization
- Reflection and reassessment
- Delay of gratification

Applying a developmental approach



*“Developmental perspective on college access is needed more today than ever before. Attaining a college degree today is a challenging and complex process that starts long before youth apply to college and continues after they enter. This is reflected in the fact that youth practitioner, higher education administrators, and policy makers define college access and success as a broad set of tasks that span settings and time. These include **aspiration, preparation, application, matriculation**, and, finally, **graduation**. Across these stages, young people need multiple supports and resources in order to develop the social, emotional, and cognitive skills that they need to successfully navigate the process.”*

(Ready, Willing, and Able: A Developmental Approach to College Access and Success. Savitz-Romer, Mandy & Bouffard, Suzanne. Harvard Education Press, 2012. pg.10).

Developmental approach: Impact on staff and students

- Staff development
- Aspiration activities at every grade level
- Reflection
- Focus on Future

Developmental approach: Impact on staff and students

Staff development

Stand up if . . .

- You knew you were going to college since the day you were born.
- You knew you were going to college sometime in middle school.
- You knew you were going to college Freshman or Sophomore year of high school.
- Ahem, so what if I decided my Senior year? I went, didn't I?
- Your family helped you navigate the college application process because they knew a lot about it.
- Your family helped support you through the college application process, but knew very little about it.
- Your college counselor or guidance counselor at your school help you navigate the college application process.
- A teacher/mentor/other adult helped you navigate the process.
- What? There are people to help you with the college process?
- You applied to colleges based on the extensive research that you had done prior to your Senior year.
- You applied to colleges because you knew a little bit about them and they "seemed" like a good fit.
- You applied to colleges because they looked so pretty in guidebooks (internet for everyone but the old-timers).
- Your family saved money for college since the day you were born.
- Your family supported you through the financial aid process.
- Wait, you have to reapply each year for the FAFSA?
- You selected the college that you attended because of a well thought out process you used to evaluate your decision.
- . . . Well, here goes nothing?!

Developmental approach:

Impact on staff and students

Aspiration activities at every grade level

<p>9th</p>	<p>Aspiration. Envisioning. The student is expected to:</p> <ul style="list-style-type: none"> •Connect identity around who they are and what they hope to be in the future (pp. 68);
<p>10th</p>	<p>Aspiration. Envisioning. The student is expected to:</p> <p>Connect identity around who they are and what they hope to be in the future (pp. 68);</p> <ul style="list-style-type: none"> Conduct surveys on majors and careers <ul style="list-style-type: none"> ORA Personality Profiler [®](strengths, learning preferences, motivations, development opportunities) Research careers on Naviance and College Board Big Future [®] <ul style="list-style-type: none"> List skills and educational training requirements, List responsibilities, Evaluate pros and cons, Identify roles within a career, Identify growth potential, Describe typical work environments, List compensation. Research college majors <ul style="list-style-type: none"> List the kinds of classes taken past introductory level and types of research projects Identify ways to prepare for a specific major in high school Connect majors to careers

Developmental approach: Impact on staff and students

Reflection—The College Assessment Portfolio Project (CAPP)



Part I, College Ready:

Skills for College Success

Artifacts

Coaching

Reflection



Part II, College Eligible:

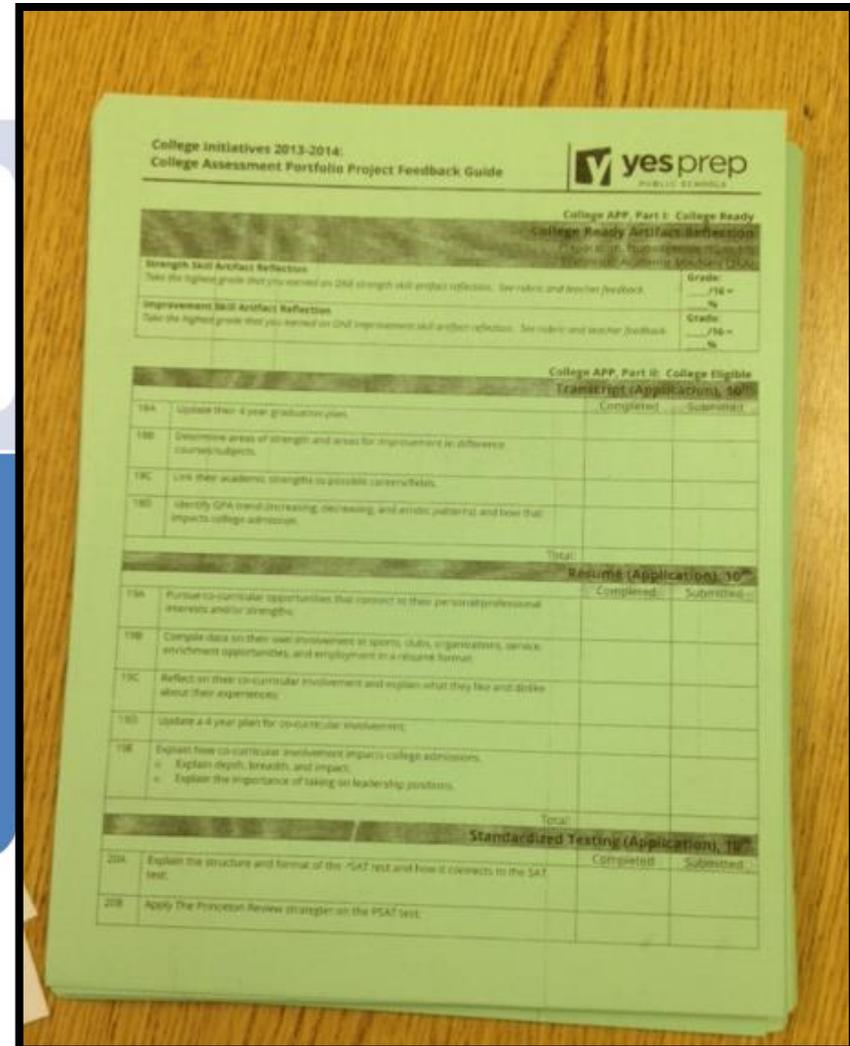
Transcript

Resume

Standardized Testing

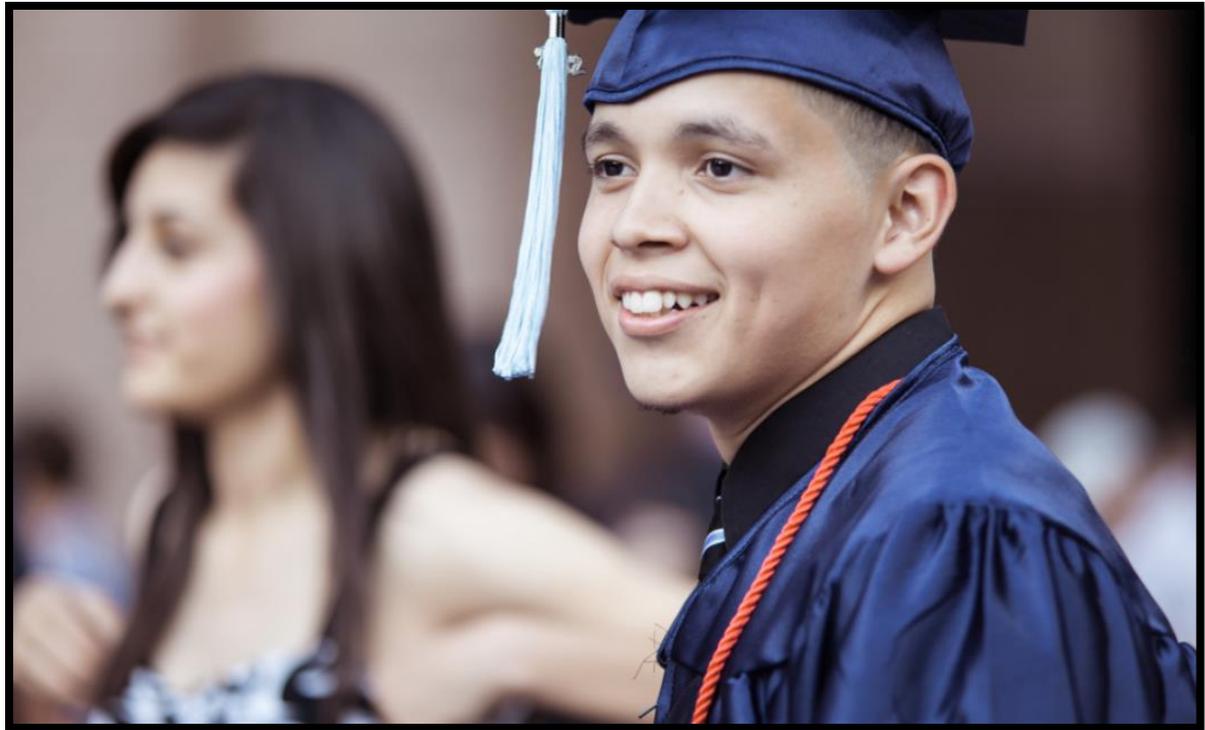
Personal Essay

Letters of Recommendation

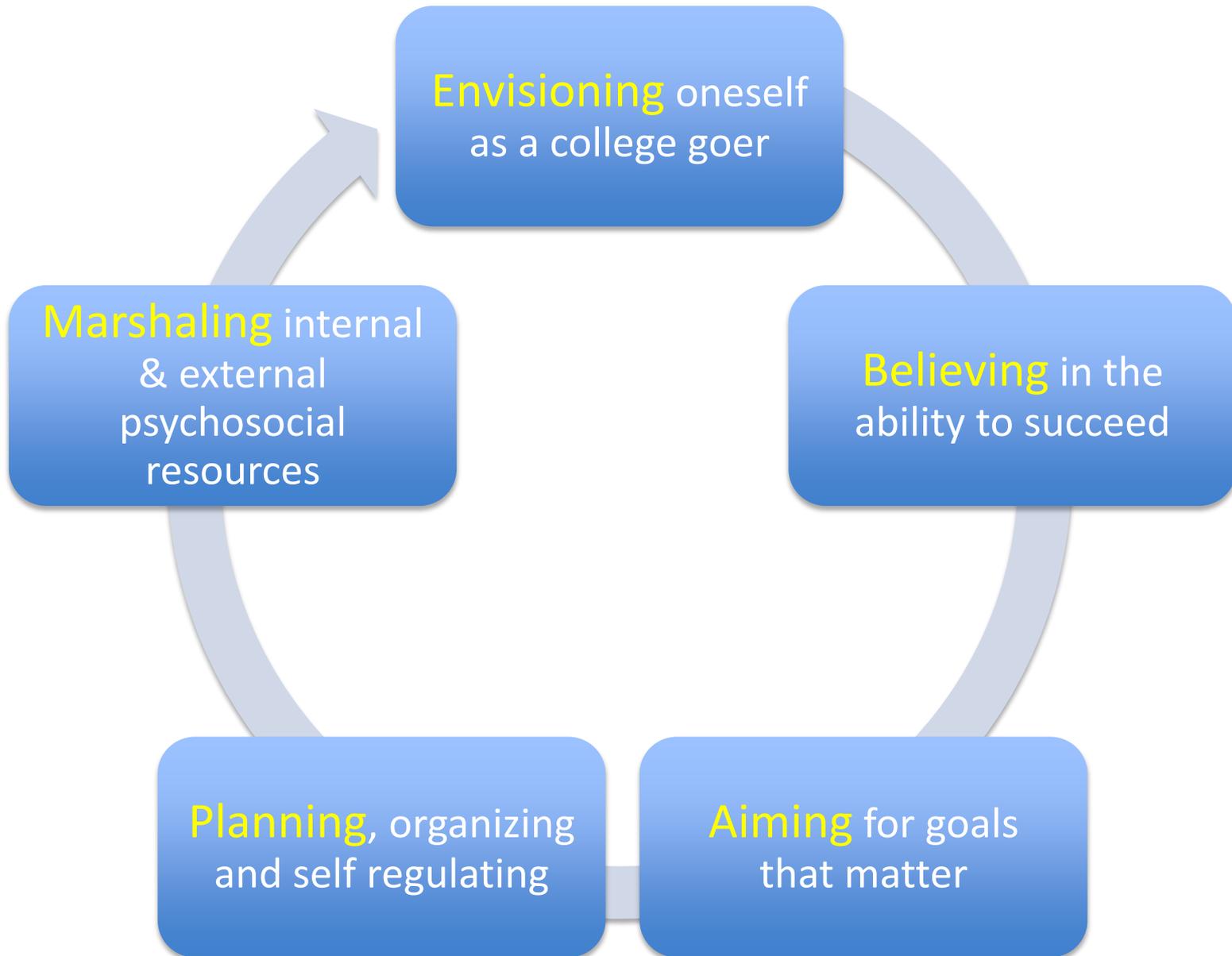


Developmental approach:
Impact on staff and students

Focus on Future



A developmental approach



Questions

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