Building Bridges to College and Career: Social Emotional Preparation

October 23, 2019

Meet the REL AP Presenters

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The Regional Educational Laboratories
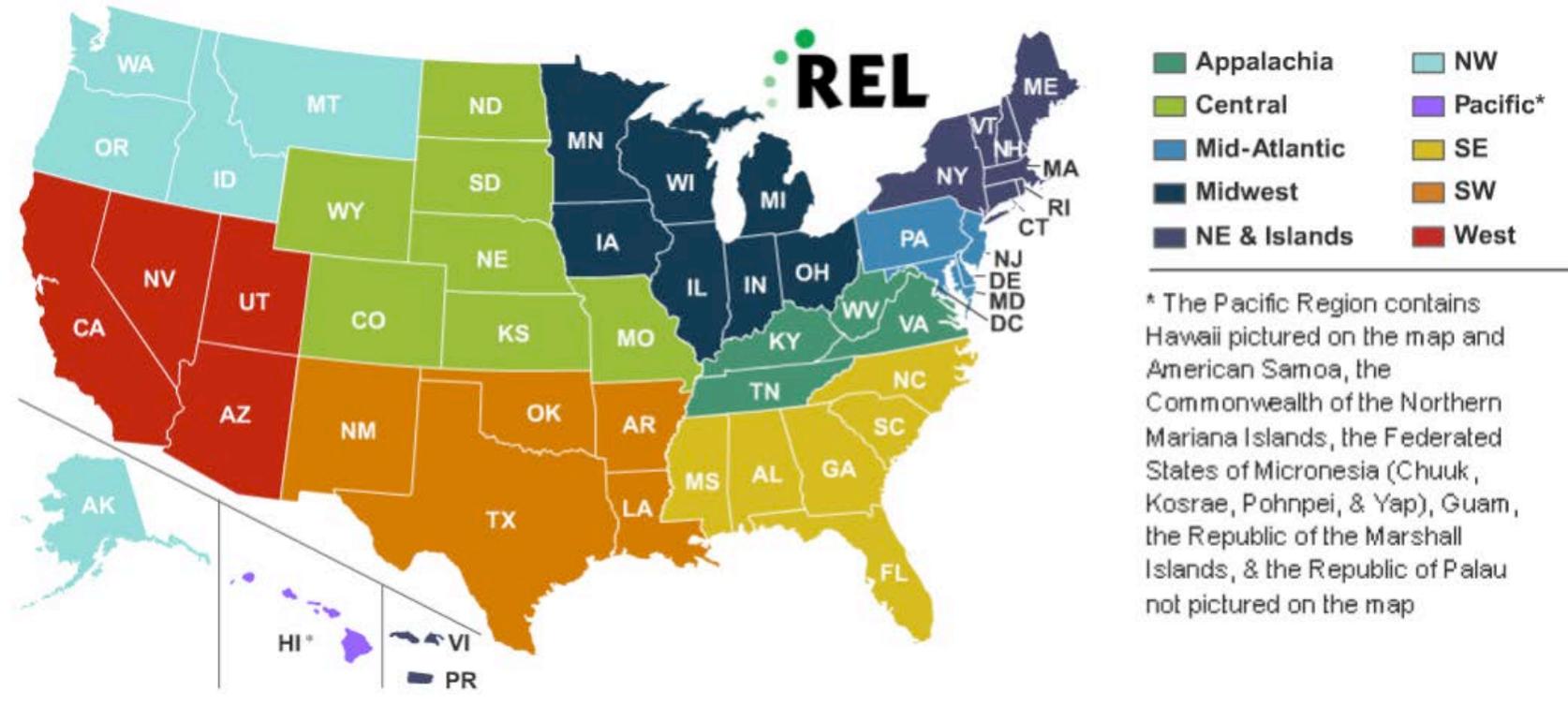
The ten Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Find us on the web! https://ies.ed.gov/ncee/edlabs/regions/appalachia/

REL Appalachia partners with a variety of stakeholders in the region
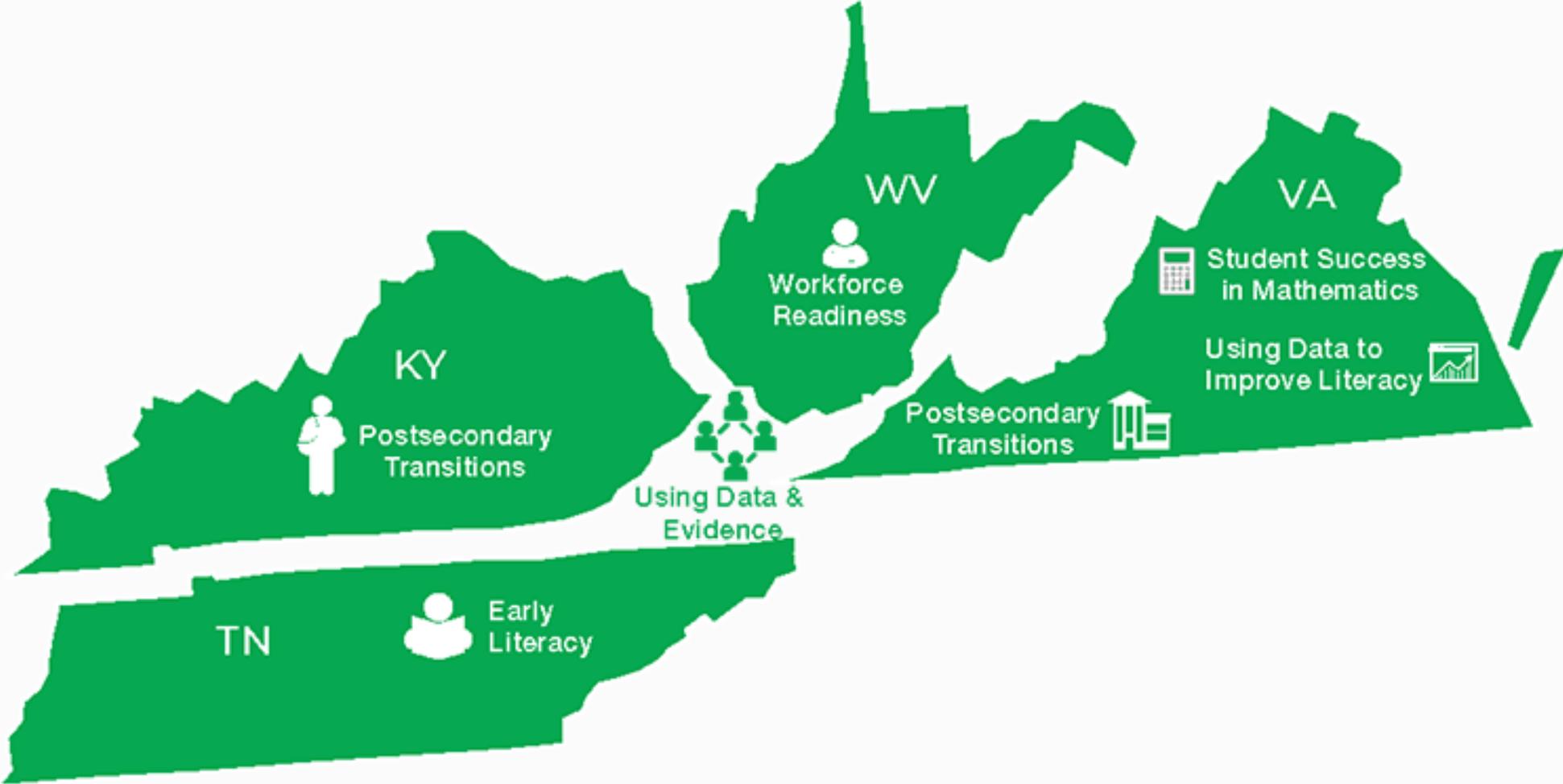
Meeting agenda

- Welcome, introductions, and overview

- Focus on postsecondary transitions

- Social emotional skills overview

- Break

- Strategies that work

- Taking action

- Next steps
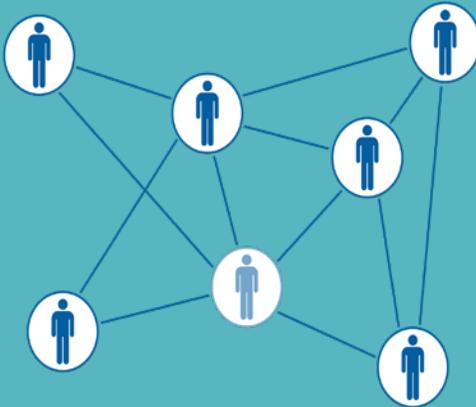
What is your role in the education system?

Let's see who's here today!

- School or district administrator
- Teacher
- School counselor
- Career coach
- Postsecondary educator/program provider
- Transition support provider (e.g., TRIO, GEAR UP, Upward Bound)
- Other

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Session objectives

- Understand the link between postsecondary transitions and social emotional skills
- Identify strategies for building a supportive school culture
- Identify strategies for improving students' growth mindset and self-efficacy
- Leave with a plan for implementing an effective strategy

Today's Setup

Session workbook

- Take notes on workshop content

- Identify strategies for your context

- Begin the development of a theory of action

Handouts

- Resources

- Strategies

- References
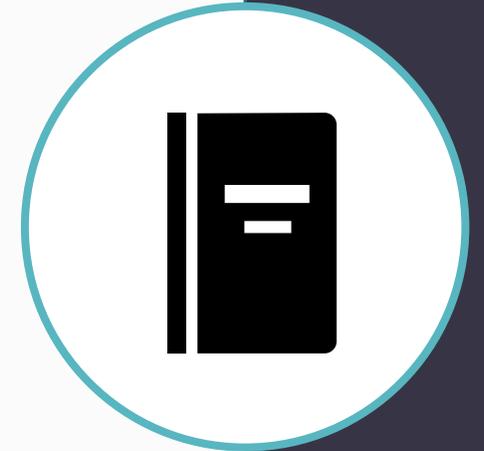
Focus on Postsecondary Transitions

BACKGROUND, BARRIERS AND SUPPORTS

Rural College and Career Readiness Partnership

- Partners
  - Clay, Jackson, and Owsley Counties
  - Jackson Independent School District
- Meetings (2017–ongoing)
- Collaboration
  - Common agenda for rural college and career readiness work in the region
  - Logic model

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Problem Statement

- Many students in rural eastern Kentucky lack exposure to models of college and career success, lack confidence to pursue opportunities for college and career success, and have low college graduation rates and problems obtaining gainful employment.

Theory of Action

- If students have exposure and access to college and career opportunities and increase their academic and life preparedness, then their confidence and pursuit of college and career will increase, and this will lead to better life outcomes.

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Kentucky Rural College Readiness Partnership: *College and Career Readiness Logic Model*

INPUTS	STRATEGIES	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES	IMPACTS

Academic Preparedness
Ensure students are academically prepared

College Awareness and Access
Engage students in learning about college opportunities, college application, and the college experience.

Career Awareness and Access
Engage students in learning about careers and the skills that are necessary for employment.

Social Supports
Ensure students have sufficient supports to transition to postsecondary education and the workforce, including authentic experiences.

Funding
Federal grant programs
KEES (tuition support)

People and Time
District staff
Teachers

Community Resources
Area Technical Centers
Higher education partnerships
Community-based services
Youth Service Center

Curriculum and Materials

Students' academic preparedness increases.

The percentage of students applying to college, completing financial aid applications, and enrolling in college increases.

The percentage of students believing that college is a viable option increases and their college aspirations increase.

Students' social and cultural preparedness increases, and they understand the norms of postsecondary education.

Students' academic and nonacademic skills are sufficient to obtain employment that provides a living wage.

The percentage of students obtaining degrees increases.

The proportion of students obtaining employment that provides a living wage increases.

Our region has improved economic prospects and a strengthened community.

Our community believes in and expects that students will achieve academic and career success.

Logic model: short-term outcomes

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Students' social and cultural preparedness increases, and they understand the norms of postsecondary education.

Students' academic and nonacademic skills are sufficient to obtain employment that provides a living wage.

College Knowledge Workshop:
https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_4-10-19_bridges_supports.asp

Rural youth in postsecondary

Rural students…

- Have the same aspirations to attend 4-year colleges as their suburban and urban peers (Molefe, et al., 2017).

- Attend college at lower rates than non-rural students, especially if they are poor, African-Americans, or Hispanics (Byun, et al., 2012*).

- Have lower rates of college completion, although these differences disappear when socioeconomic background is considered (Byun, et al, 2012; Provasknik, et al., 2007).

- In middle Appalachia, lower percentages of adults have college degrees, especially bachelor's degrees, than in the rest of the country (Pollard & Jacobsen, 2014).

Photo: Adobe Stock

Recall activity

In pairs: Each person share something you remember **vividly** about your own postsecondary transition.

- What happened?
- Why is this memory vivid?
- What was the impact of the experience?

What do your two stories have in common?

Photo: Pixabay

Barriers to postsecondary transition for rural students

- Confidence (Ali & McWhirter, 2006*)

- Geographic isolation (Bennett, 2008)

- Localism (Hlinka, 2017; Hlinka, et al., 2015)

*Additional references: (Ali, S., & Saunders, J., 2008; Irvin, M. J., Byun, S., Meece, J. L., Farmer, T. W., & Hutchins, B. C., 2012)
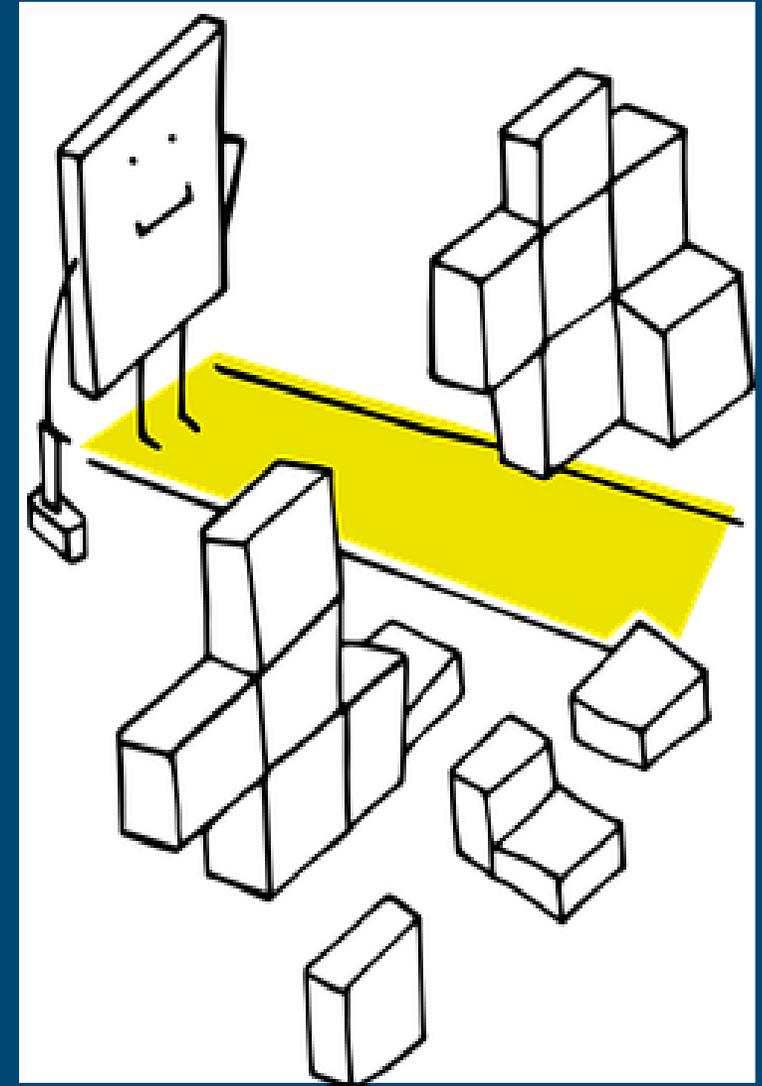
Barriers (continued)

- Family culture, family obligations (Bennett, 2008; Hlinka, 2017)

- Lack of college knowledge (Barnett, 2016)

- Low levels of family educational expectations and involvement in education (Meece et al., 2014)

- Financial considerations (Byun, et al., 2012)
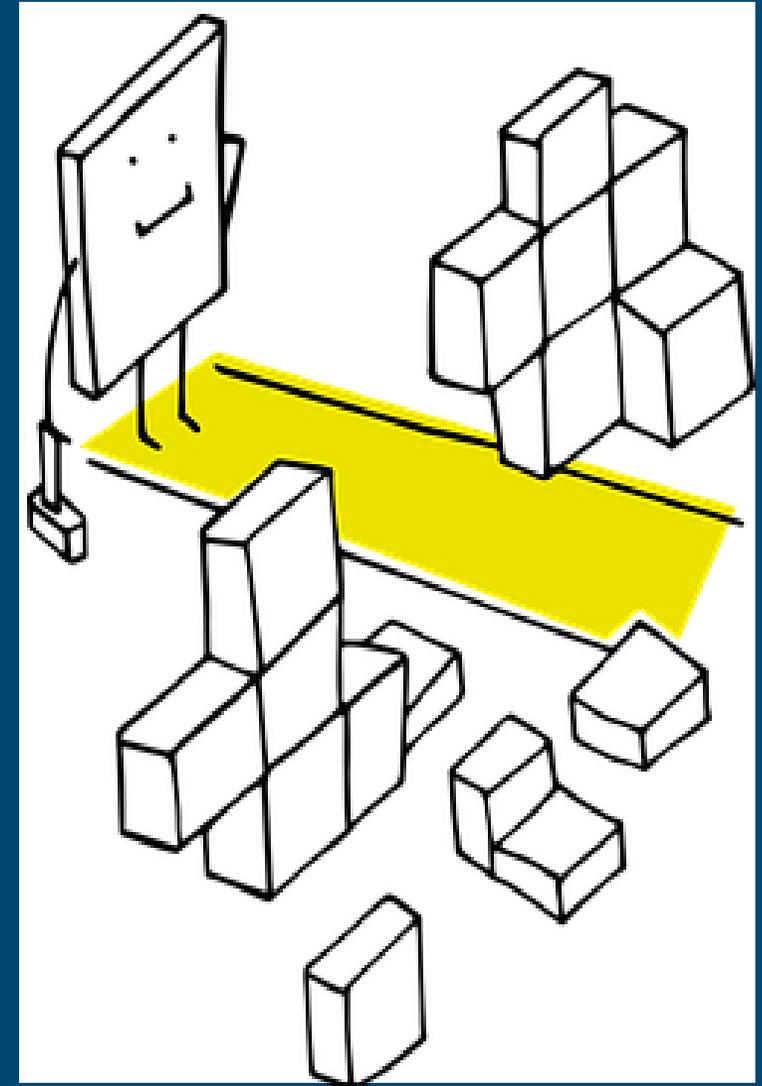
Photo: Pixabay

Rural assets for postsecondary transition

- School community
  - Valuing school (Irvin et al, 2011)
  - Feeling strongly connected to school (Demi et al, 2010)
  - Feeling that teachers care about students (Demi et al, 2010)
- Localism
  - Connection to their community, pride of place
- Strong family and community influences
  - Community's and family's values of education (Hlinka, 2017; Hlinka et al, 2015)
  - Family encouragement (Hlinka, 2017; Hlinka et al, 2015)
  - Family expectations (Meece et al., 2014)
- A can-do attitude, self-sufficiency

Photo: Pixabay

Barriers and supports - discuss

- What else would you add?

- Which of these barriers appear to be related to social emotional learning?

Photo: Pixabay

Question 1: Which of the social emotional barriers are most common for your students?

Social Emotional Skills

AN OVERVIEW AND NARROWING OUR FOCUS

Framework for assessing SEL competencies

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
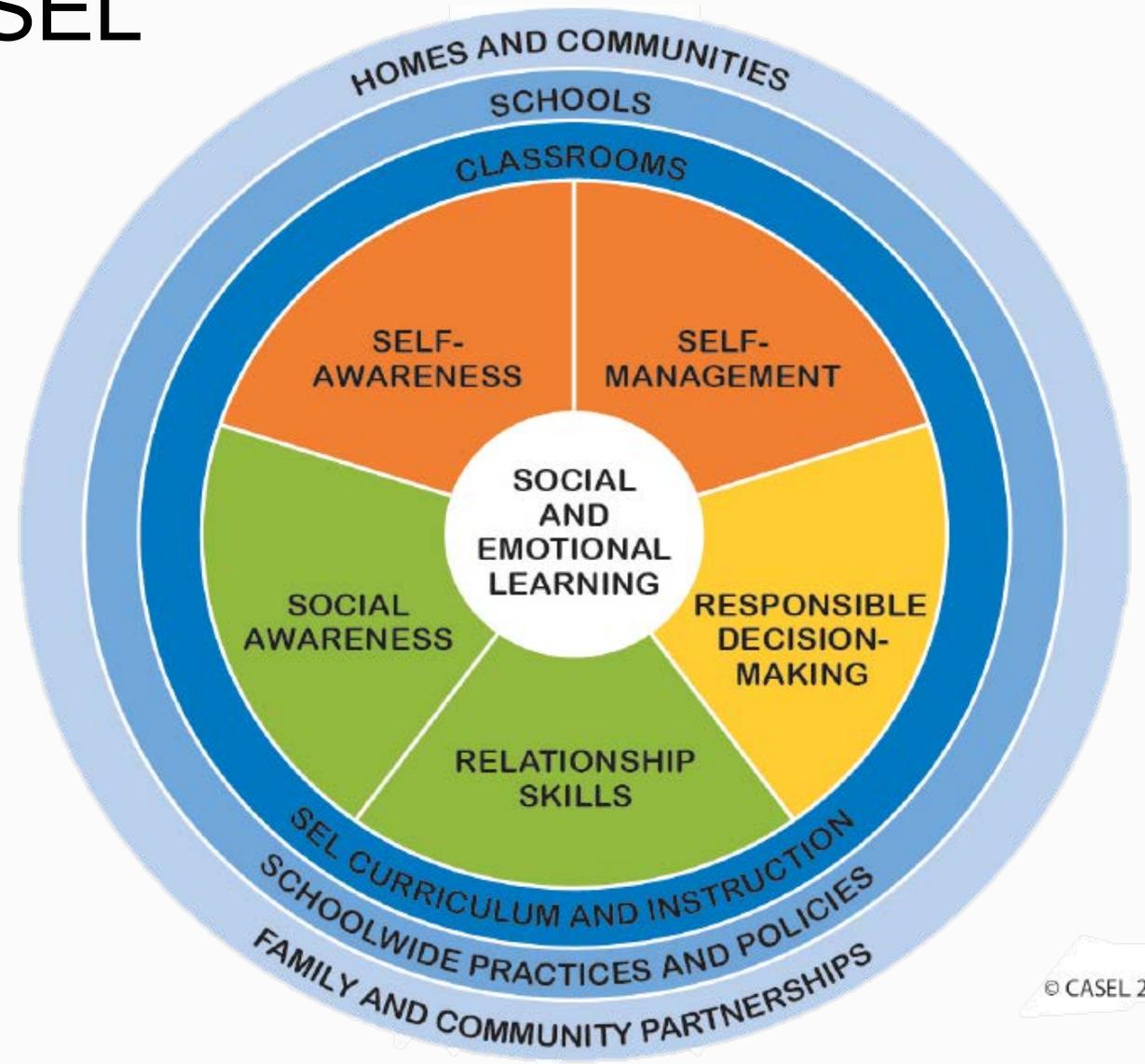
CASEL framework (2017). Retrieved September 17, 2019 from https://casel.org/wp-content/uploads/2017/01/CASEL-Wheel-2.pdf

Narrowing the focus

- Areas of influence in the school and classroom

SCHOOLS

CLASSROOMS

SEL CURRICULUM AND INSTRUCTION

SCHOOLWIDE PRACTICES AND POLICIES
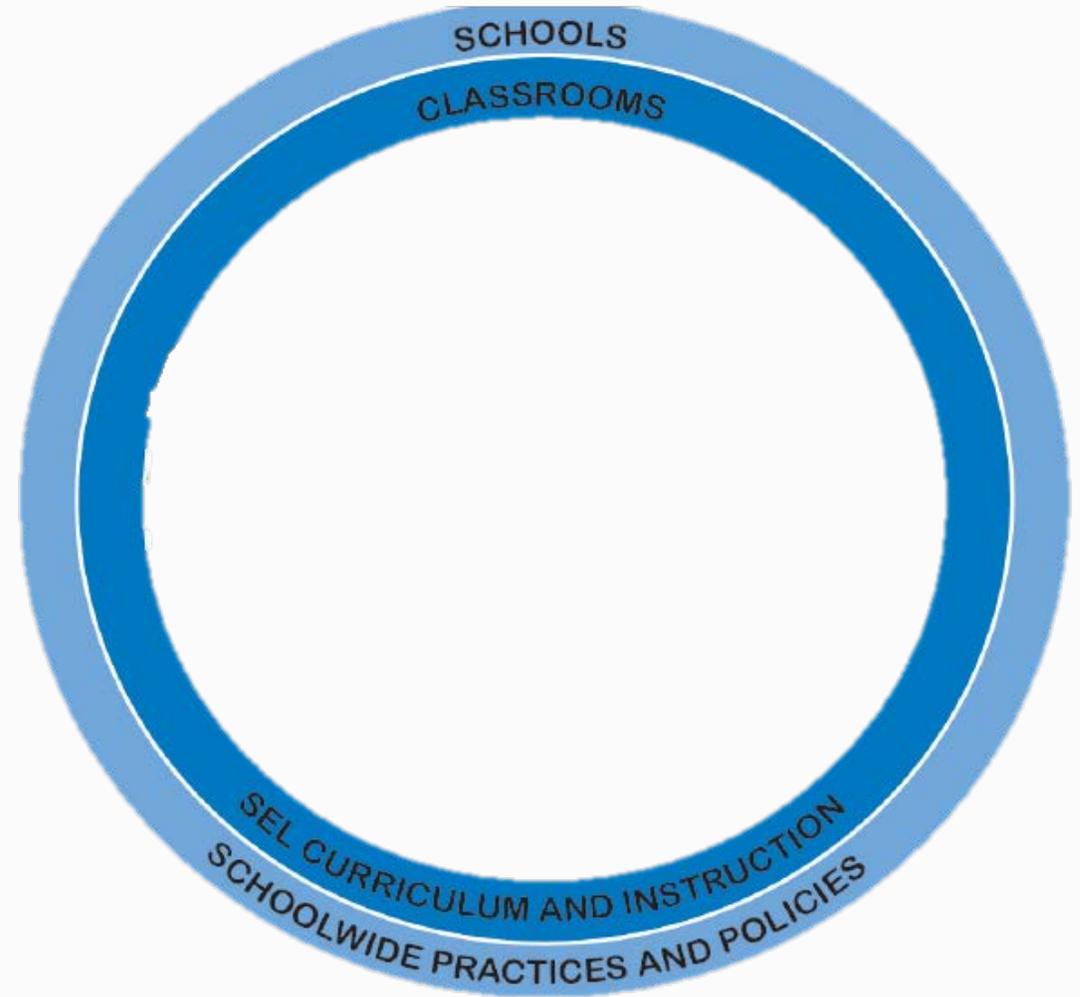
Narrowing the focus

- Areas of influence in the school and classroom

- Areas of need identified by your colleagues and our partners

We heard . . .
- Students give up easily
- Students don't believe they can pursue college or career training due to finances, family objections, or ability
- Students don't set goals for follow through
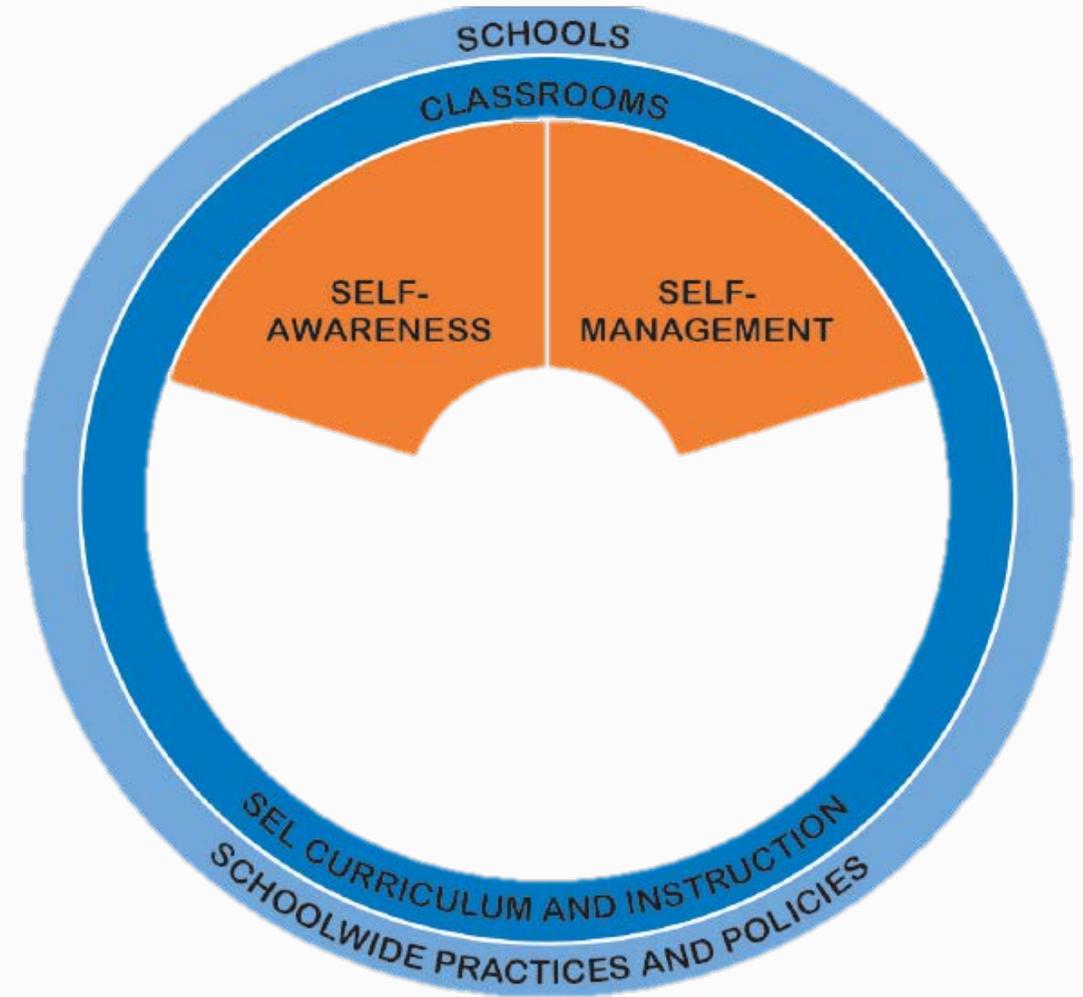
Narrowing the focus

- School culture

- Growth mindset

- Academic self-efficacy
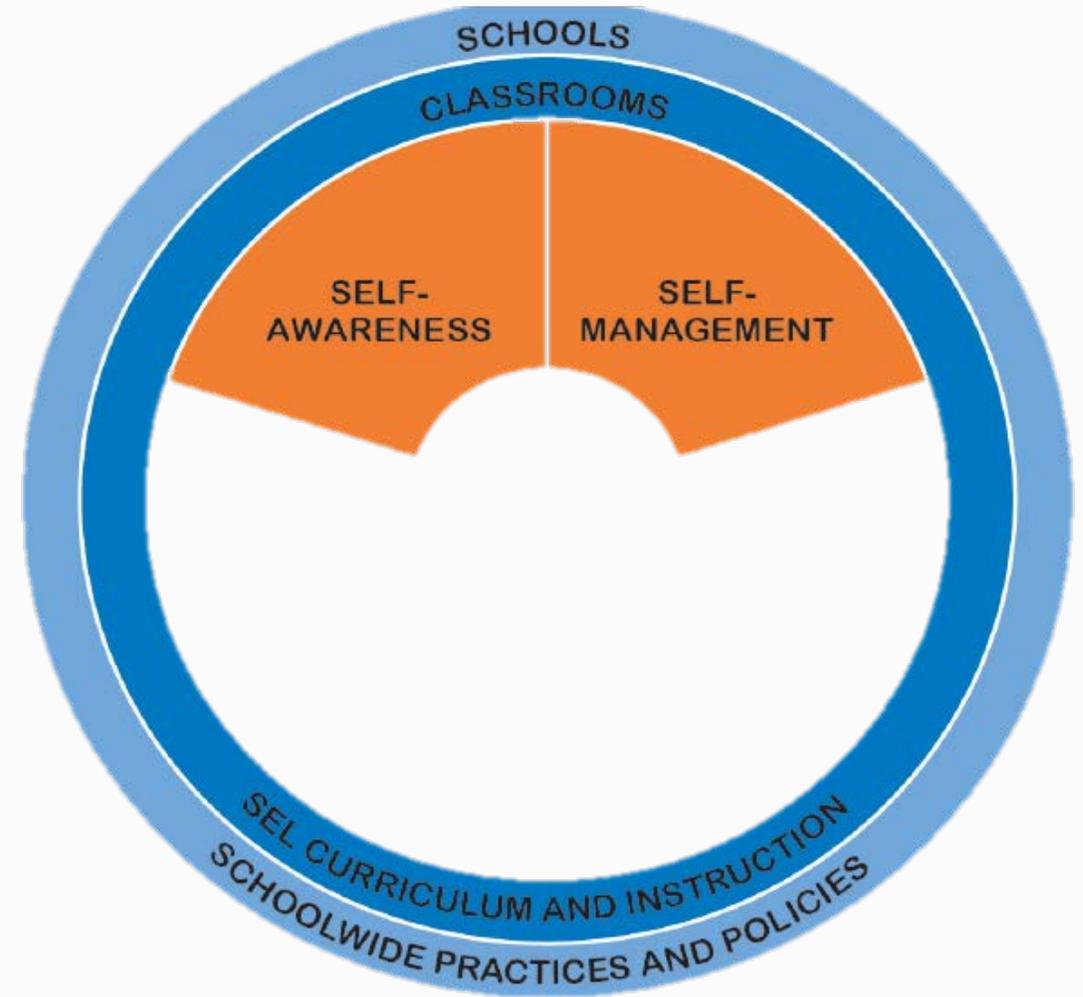
School Culture
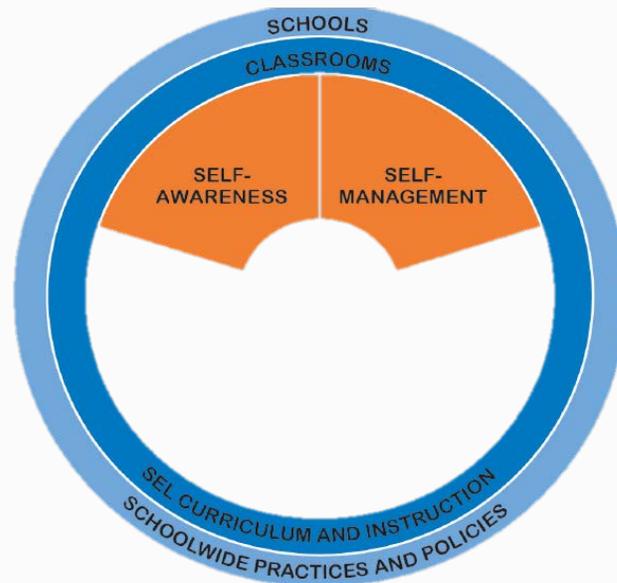
Why school culture?

- Teachers and other staff members work together and on the set of **beliefs**, **values**, and **assumptions** they share. (ASCD, n.d.)

- School is an influence on children and youth in more ways than academic knowledge. Research suggests **children and youth experiences in schools actually influence who they are.** (Eccles,J.S & Roeser, R.W., 2003)

Eccles, J. S., & Roeser, R. W. (2003). Schools as developmental contexts. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbooks of developmental psychology. Blackwell handbook of adolescence* (pp. 129 148). Malden,: Blackwell Publishing.
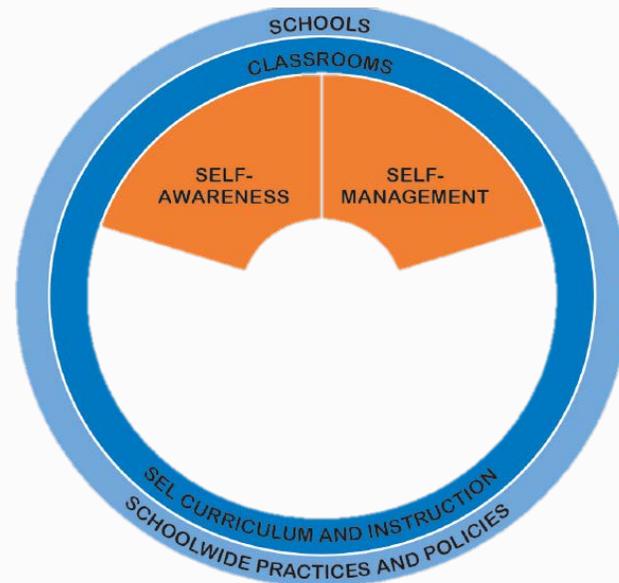
Growth Mindset

*"In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point."*

(Dweck, 2017)

Image: Pixabay

What is growth mindset?

Fixed Mindset

Refers to the belief that one's own abilities are fixed (e.g., "I am good/bad in math").

Growth Mindset

Refers to the belief that one can improve their current abilities (e.g., "If I study a lot, I can do really well in math")

	FIXED MINDSET	**GROWTH MINDSET**
Challenges	Avoid challenges	Embrace challenges
Obstacles	Give up easily	Persist in the face of setbacks
Effort	See effort as fruitless or worse	See effort as the path to mastery
Criticism	Ignore useful negative feedback	Learn from criticism
Success of Others	Feel threatened by the success of others	Find lessons and inspiration in the success of others

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Why is growth mindset important?

- Students who view intellectual ability as something that can be developed—"…are more resilient when they encounter rigorous learning opportunities." (Yeager & Dweck, 2012)

- Limited but promising evidence shows growth mindset is "…related to college success and… malleable in response to interventions." (National Academies, 2017)

- "Students with low socioeconomic status or who are academically at risk might benefit from mind-set interventions."
(Sisk, Burgoyne, et.al., 2018)

Academic Self-efficacy

Usher, E. L., Li, C. R., Butz, A. R., & Rojas, J. P. (2019). Perseverant grit and self efficacy: Are both essential for children's academic success? *Journal of Educational Psychology, 111*(5), 877 902.
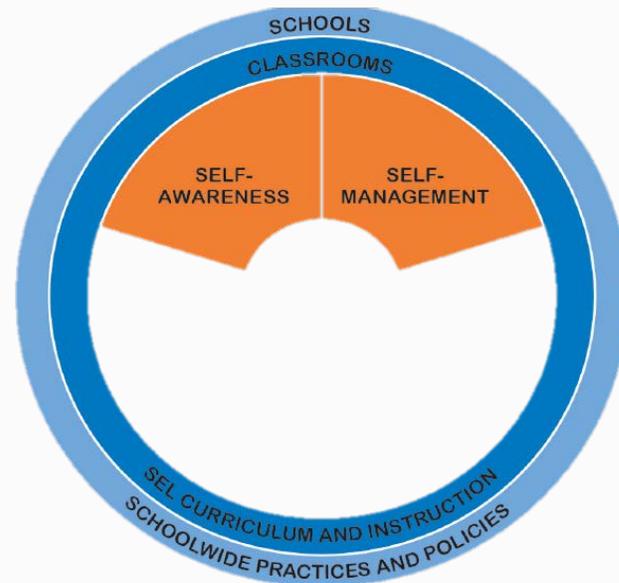
What is self-efficacy?

Belief in one's ability to succeed or to accomplish a task (Bandura, 1994).
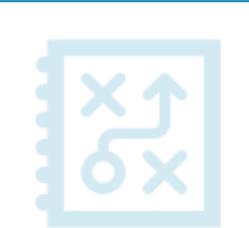
Our sense of self-efficacy can play a major role in how we approach goals, tasks, and challenges (Usher & Pajares, 2008).
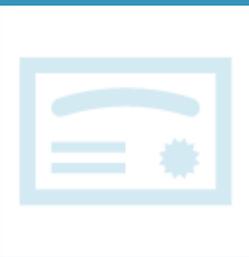
Self-efficacy is domain specific. Academic self-efficacy is a predictor for postsecondary performance and persistence (Robbins, et. al, 2004).

Why is academic self-efficacy important?

Achievement & Goals
Students' self-efficacy for academic achievement influences their academic goals and academic achievement (Zimmerman et al., 1992; Valentine, 2004)*

Adjustment
College students' academic self-efficacy is related to academic adjustment in college (Chemers et al., 2001; Ramos-Sanchez & Nicholas, 2007)

Careers & Majors
Self-efficacy is linked to student choice of career and major (Brown & Lent, 1986)

Career Options
High academic efficacy is linked to career pursuits, career levels requiring advanced education, and range of viable career options (Ali & Saunders, 2009; Bandura et al., 2001)**

Why should we focus on self-efficacy?

- Rural students living in poverty report the lowest levels of teacher support, which is significantly correlated with their own self-efficacy (Mitchell & DellaMattera, 2011).

Level of Perceived Teacher Support

| Rural poor | Urban poor | Urban prosperous | Rural prosperous |
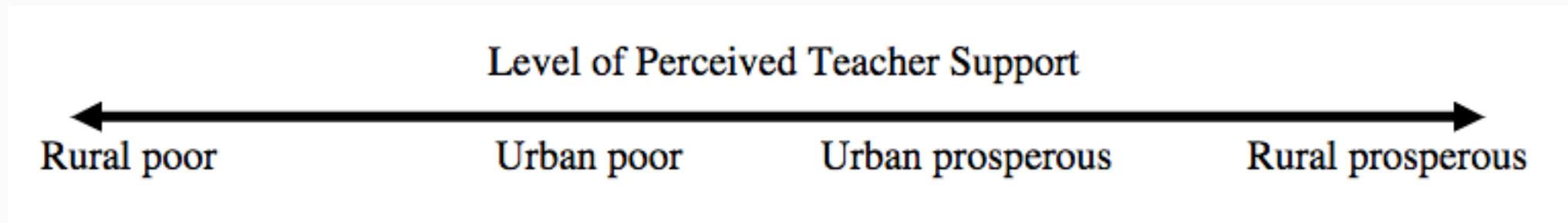
- Student self-efficacy declines from elementary school to middle school and high school (Usher & Pajares, 2008).

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Question 2: Which of the barriers would be the most high-leverage for you to address?

High-leverage in this case is...

- something **you** have the ability to implement that will have an impact on **at least some students**.
- something that should lead to significant improvement if you successfully address it.

Question 3: What evidence do you have about the issue that helps you understand the SEL factors that contribute to the problem?

For example:

- conversations with students and guidance counselors

- college application rate

- number of students taking SATs

- number of students attending FAFSA night

Question 4: Thinking about the evidence, what do you think are the issues that most likely underlie or contribute to the problem?

For example: Students don't have a growth mindset because…

- …they don't know how to learn from mistakes and find new solutions.
- …they don't know anyone "like them" who has gone to college.
- …no one has high expectations of them.

Question 5: Now that you have thought about issues that underlie the problem, what additional information do you need to better understand the issue?

- For example: Information from student, parent and teacher focus groups or interviews. Records of student grades to look at students who have good grades and see if they are applying to college.

- What strategies are already in place in your schools and districts to support social emotional preparation?

- What is working well in your school?

Strategies that Work

- What strategies are already in place in your schools and districts to support social emotional preparation?

- What is working well in your school?

Our focus:

- School culture

- Growth mindset

- Self-efficacy

Listen for:

- Which strategies are of most interest?
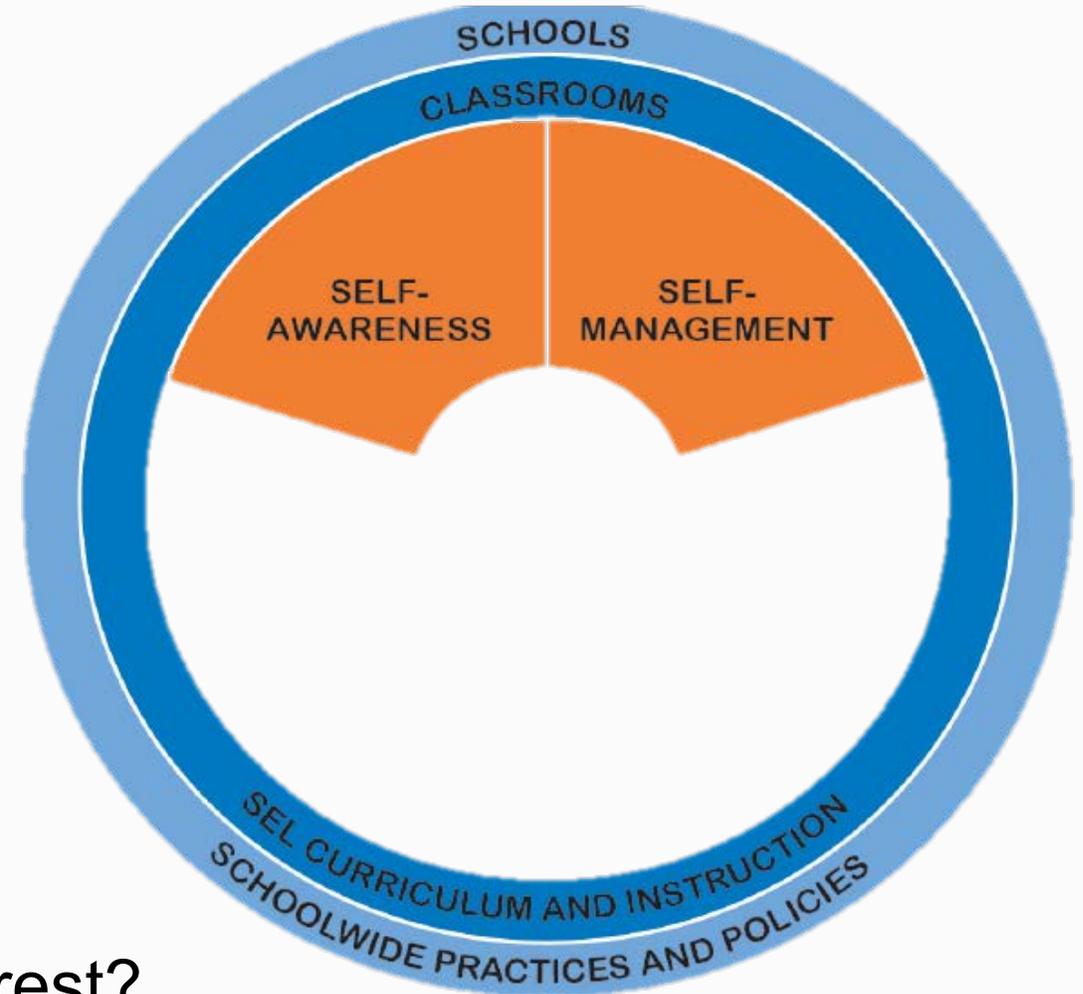
School culture strategy: BARR model

Building Assets, Reducing Risks (BARR)

The BARR model uses eight interlocking strategies that build **intentional relationships**, **utilize real-time data**, and enable schools to achieve concrete **academic**, **social,** and **emotional outcomes** for all students.

Eight interlocking strategies

1. Focus on the whole student
2. Provide professional development for teachers, administrators, and counselors
3. Use BARR's I-Time Curriculum to foster a climate for learning
4. Create cohorts of students
5. Hold regular meetings of the cohort teacher teams
6. Conduct risk review meetings
7. Engage families in student learning
8. Engage administrators

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# School culture strategy: positive behavioral interventions and support (PBIS)

Helps students learn in a positive environment

Has been shown to improve:

- organizational health
- perception of safety
- student behavior
- student engagement
- student achievement
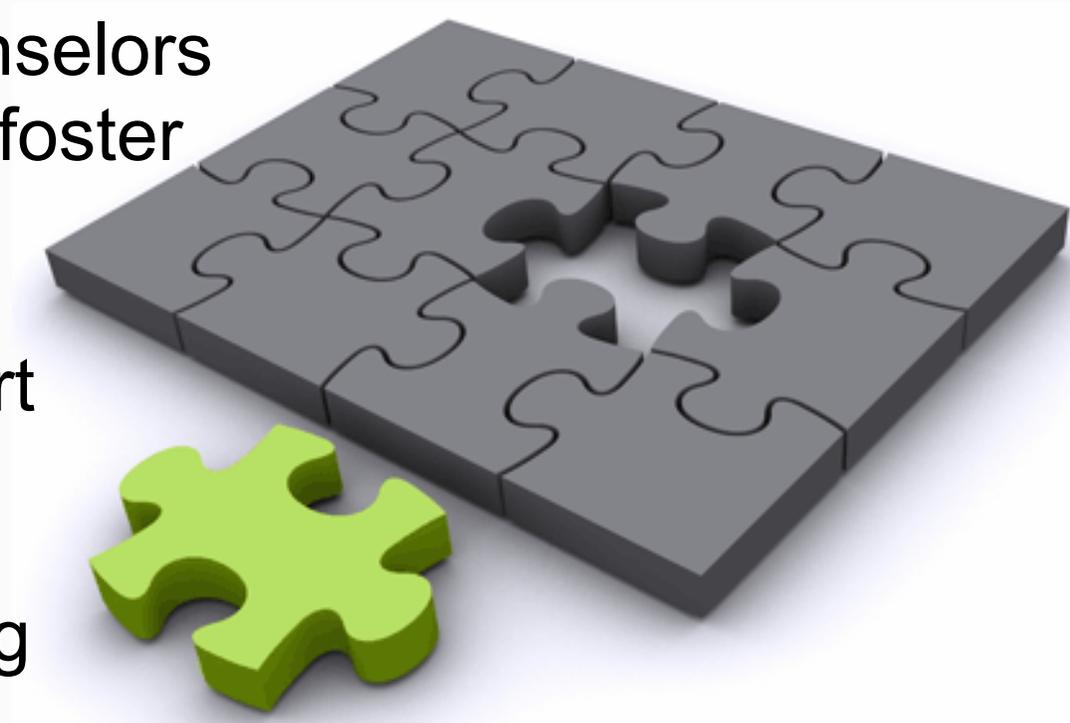
Graphic by Unknown author is licensed under CC BY-NC.
https://barrcenter.org/strategies

Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. (2009). Altering school climate through school wide positive behavioral interventions and supports: Findings from a group randomized effectiveness trial. *Prevention Science, 10*(2), 100-115.
Eber, L., Esperanza, J., Horner, R. H., Nakasato, J., Smolkowski, K., Sugai, G., et al. (2009). "A Randomized, Wait List Controlled Effectiveness Trial Assessing School Wide Positive Behavior Support in Elementary Schools." *Journal of Positive Behavior Interventions*, 11 (3), 133 144.

PBIS 3-tier approach

Tier 1: Positive behaviors that are explicitly taught and reinforced school-wide for ALL students.

Tier 2: Additional interventions for students with at-risk behaviors

Tier 3: Highly individualized interventions for students who engage in serious problem behaviors. Supports are tailored for each child.

Tier 1 PBIS Strategies

- Post expectations
- Praise effectively
- Use reinforcement systems
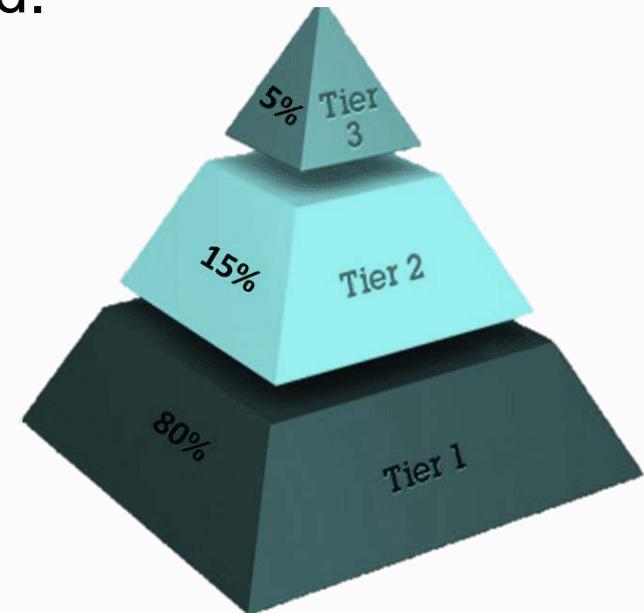
Growth mindset and self-efficacy: Related skills

	Self-Efficacy	Growth Mindset
Definition	Refers to a person's **belief of being able to** do what's necessary to successfully achieve a **specific** goal or task.	Refers to the belief that one's **abilities can change over time** as a result of effort, perseverance, and practice.
What does this answer?	Can I do this?	Can I grow in this area?
Example	"…and I have confidence that I can master linear equations."	"Although I haven't mastered it yet, I know I can get better at it if I study hard, try new strategies, and seek out help."
Relationship to self-efficacy	Having high self-efficacy with a growth mindset can help a student navigate setbacks successfully. Even as a student experiences failure, noticing a gradual improvement in skills over time will give the student confidence that he or she can *ultimately* achieve the goal (self-efficacy) by increasing effort and abilities (growth mindset).	

Taken from:

transforming education

Building growth mindset in students

Praise the process

- Praise the process of learning, solving a problem, or completing a task, not intelligence or smarts. (Dweck, 2007; Mueller & Dweck, 1998)

Teach students their brains can grow

- Explicitly teach students that intelligence is malleable. (Blackwell, et al, 2007; Paunesku, D., et al, 2015*)

Sample strategy details: Praise the process

Praising the process can help students associate their efforts with success. In contrast, praising students for being smart suggests that a fixed trait is the reason for success.

- "I liked how you tried a few approaches until you found a way to solve the problem."

Possible ideas. . .

- Focus on process over product.

- Embrace mistakes as part of the learning process.

- Talk up strategies and efforts.

- The struggle is good.

Dweck, C.S.. (2007) The Perils and Promise of Praise. Educational Leadership, 65 (2), 34 39.
Mueller, C. M., & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. Journal of Personality and Social Psychology, 75, 33–52
Transforming Education (n.d). Growth Mindset Sample Strategies.

Sample strategy details:
Teaching students their brain can grow

Teach students that intelligence is malleable, and that with effort and the right strategies they can take on challenging tasks.

Possible ideas . . .

- Have students read an article or watch a video on the malleability of the brain
  - https://www.youtube.com/watch?v=NG3HxrW1qZk
  - https://www.youtube.com/watch?v=WrbafIYcbFY
- Ask students to write a letter to their future selves that they can read if they are struggling with a class in college, after they've learned about the malleability of the brain.

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child development, 78(1), 246 263
Paunesku, D., Walton, G.M., et al. (2015). Mindset Interventions are a Scalable Treatment for Academic Underachievement. Psychological Science, 26(6), 784 93.
Yeager, D. S., Hanselman P.,et al, (2019). "A national experiment reveals where a growth mindset improves achievement." Nature.

Sources of Self-Efficacy

Mastery experience

Vicarious experience

Self-efficacy

Social persuasion

Visualization

Physical and emotional states

Bandura, A. (1994). Self efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71 81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).

Building self-efficacy in students

Sources of Self-Efficacy	Example strategies
MASTERY	• Give students road maps with milestones to mastery. Begin with a simple task and create opportunities for success. Begin with a simple task and create opportunities for success.
MASTERY/SOCIAL PERSUASION	• Celebrate incremental success.
VICARIOUS	• Utilize modeling. Use peer tutoring. Have advanced students work through problems with peers, out loud.
VISUALIZING	• Have students use if-then statements for planning. Set goals
SOCIAL PERSUASION	• Go beyond telling students you think they can do it, and give them examples of why you think they have the skills.

Sample strategy details:
Give students a road map with milestones

- Provides a "mastery experience" for students to build their own self-efficacy through scaffolding

- Builds confidence in achieving each step on the way to the goal

Possible ideas . . .

- Create a timeline of activities that includes college entrance testing, FAFSA completion, searching out institutions and options, essay writing, application submission

- Break down each activity into manageable steps

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist, 25*(1), 71–86.

Sample strategy details: Modeling

- Provides a "vicarious experience" for students to build their own self-efficacy
- Is most effective when they can see some of their own characteristics in the model

Possible ideas . . .

- Invite recent graduates to return and talk about their experiences in postsecondary transition
- Share stories about how other students have been admitted, received financial aid, or transitioned to an institution, either a local institution or a distant institution

Margolis, H., & McCabe, P. P. (2006). Improving self-efficacy and motivation what to do, what to say. *Intervention in school and clinic, 41*(4), 218-227.

Sample strategy details: Teaching goal setting

- As proximal goals are met, students gain confidence in their abilities

- Goals should be attainable, timely, and specific

Possible ideas . . .

- Students can set a goal for completing the FAFSA, researching postsecondary options, or completing applications

- Students can set goals for their current course assignments or course milestones

- As goals are achieved, students can set a new goal

Question 6: Which of the strategies mentioned in the presentation relates to the barrier you chose in Question 2?

Question 7: Which of the strategies mentioned would be a worthy long-term goal? That is, to implement the strategy, you would first need to make structural changes, secure funding, create buy-in, etc.
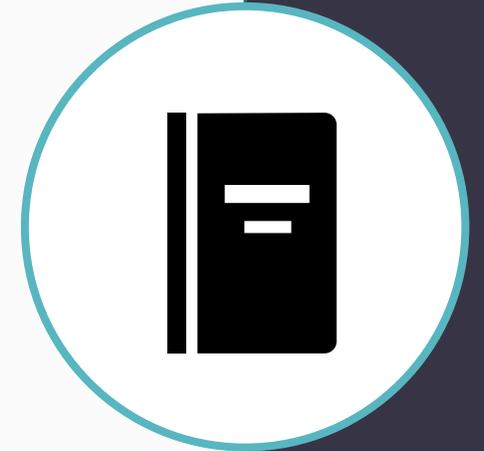
Planning for Improvement

A PROCESS FOR MAKING POSITIVE CHANGE FOR YOUR STUDENTS

Step 1. Reframe the problem as a goal

- **For example:** If the barrier is that students don't believe they have what it takes to succeed in college:

> By January of 2020, students will demonstrate belief in their capacity for success by taking steps to enroll in college

Step 2. Describe the social emotional preparation conditions that need to be in place to reach your goal

- Consider underlying factors that contribute to the problem
- Describe one condition that will exist once you address an underlying factor
- **For example:**

Students have a growth mindset

Step 3. Break down the conditions into smaller, short-term components

- **For example,** for students to learn from failure and be able to determine next steps:

Students learn from mistakes and persevere on learning tasks

- In 1 or 2 words, share the problem you decided to focus on today

- Make a note of who else chose the same focus problem
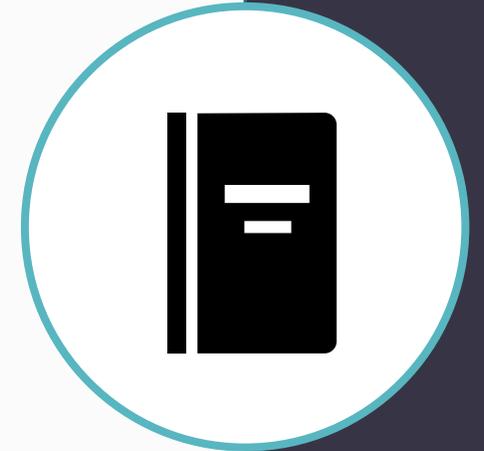
Developing a theory of action: Steps 1, 2, and 3
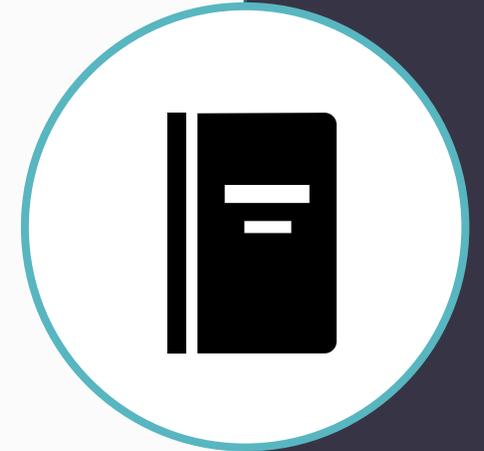
Photo: Pixabay

Choosing a strategy

Look at your responses to Question 6: Which of the strategies mentioned in the presentation relates to the barrier you chose in Question 2? List the ones that inspire ideas about something that you, in your role, could do.

Some considerations: Match with theory of action, high leverage, grain size

Step 4. Choose a strategy that flows into your theory of action

1. **Research knowledge:** What does academic literature have to say about solving this problem? Refer to the list we reviewed today.

2. **Practice knowledge:** What have other organizations in the field done to solve this problem? What has worked in the local context to address this problem?

3. **Design/Creative thinking:** Based on a thorough analysis of the problem, what logical new solutions might we design to address this problem?

High-leverage strategies

- A specific strategy that is actionable (by you) within a reasonable timeframe

- Is likely to have a large positive impact

- Is an "innovation" not a "program"

Grain size matters

Photo: Purchased from Shutterstock

Grain size of strategies

Too Big	Just Right	Too Small
Programs	Practices	Immediate action steps/ to do's
Curricula	Processes	
Policies*	Policies*	Tools or materials outside of processes
Structures*	Structures*	

.

Choose a strategy

For example, one way to help students learn from mistakes and persevere on learning tasks would be:

High-leverage:

- You can do it

- It will have a large, positive impact

- Appropriate grain size

Teachers use a scoring rubric with clearly defined standards of quality to conference with individual students and coach them to persevere

Developing a theory of action: Step 4

Create your Theory of Action

If…   Then…   Then…   Then…

Teachers use a scoring rubric with clearly defined standards of quality to conference with individual students and coach them to persevere

Students learn from mistakes and persevere on learning tasks

Students have a growth mindset

By January of 2020, students will demonstrate belief in their capacity for success by taking steps to enroll in college

STRATEGY   COMPONENT   CONDITION   GOAL

Theory of Action Diagram - Expanded

Goal - By January of 2020, students will believe in their capacity for success in college and/or a workplace environment

Condition - Students have a growth mindset

Condition

Students learn from mistakes and persevere on learning tasks

Teachers use a scoring rubric with clearly defined standards of quality to conference with individual students and coach them to persevere

Strategy

Component

Strategy

Component

Strategy

Strategy

Group activity: refine your theory of action
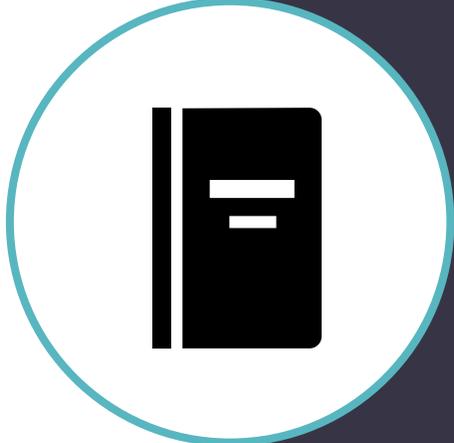
Photo: Pixabay

Wrap Up

Please share 1 or 2 immediate next steps you'll undertake as a result of our work today.

Resources

Ask a REL

- Provides references, referrals, and brief responses in the form of citations for research-based education questions

- Submit questions here: https://ies.ed.gov/ncee/edlabs/askarel/

?

REL Appalachia is excited to continue this work with you!

What types of support would be most valuable? For example…

Webinars in November to support . . .

- Developing an action plan
- Carrying out implementation
- Measuring progress

If any of these options sound interesting, or if you have other ideas about partnering with REL Appalachia, we want to hear from you!

Upcoming REL Events

REL APPALACHIA
Regional Educational Laboratory
At SRI International

Paving the Pathway to College and Careers

Virtual Training Series

Join REL Appalachia and our partners for a three-part virtual training series on strengthening the transition from high school to postsecondary education and careers. **Registration** for the first training webinar is open!

Graduate from high school → Enroll in postsecondary education and training programs → Find meaningful employment

Link to registration:
https://tinyurl.com/RELAP-PPCC-Webinar1

Register Today
November 7, 2019
3:30 p.m. ET

Laying the Foundation for Postsecondary Success

The first training webinar will focus on postsecondary (college and career) knowledge including strategies that support student and family understanding of postsecondary expectations and norms, and career paths and majors.

February 2020
More information to come

The Nuts and Bolts of Postsecondary Transition

The second training webinar will focus on strategies that help students and families in completing FAFSA and college applications, and support the transition from graduation in the spring to postsecondary enrollment in the fall.

April 2020
More information to come

Building a Postsecondary Mindset

The third webinar will focus on preparing students with social emotional skills to support postsecondary aspirations and transition.

How did we do?

SURVEY

For our growth…

Leave feedback on the day (content, instruction, supports, technology tools, etc.).

Photo: Upspash

Thank You!

REL Appalachia

https://ies.ed.gov/ncee/edlabs/regions/appalachia/

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