



Building Bridges to College and Career: Social Emotional Preparation

October 23, 2019, 9:00 a.m. – 12:00 p.m.
Manchester, Kentucky



Action Planning Workbook

Goals

From the partnership logic model:

1. Increase percentage of students who believe college is a viable option
2. Increase students' social and cultural preparedness so they can understand the norms of postsecondary education environments
3. Improve students' nonacademic skills so they can navigate in college and/or obtain employment

Additional goals for your own context:

4. _____
5. _____

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Question 2: Which of the barriers would be the most high-leverage one for you to address? **Choose one** for today's exercise.

High-leverage in this case is...

- something **you** have the ability 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 **social** **emotional** factors that contribute to the problem?

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

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

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 you, in your role, could do.

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.

Activity: Create a Theory of Action

A theory of action is an important structure for making sure you are taking the best small steps toward a larger goal. It is also a useful tool when explaining your improvement plans to stakeholders.

Step 1. Reframe your answer to Question 2 as a Goal.

For example: If the problem is “Students don’t believe they have what it takes to succeed in college,” the goal might be, “By January of 2020, students will demonstrate belief in their capacity for success by taking steps to enroll in college.”

Step 2. Refer back to Question 4. What conditions will occur if you address the issues that underlie the problem? For example, if one of the underlying issues is “Students don’t believe they have the capacity for success,” addressing that condition would mean “Students have a growth mindset.”

Step 3. Break down the condition you named in Step 2 into smaller components. What needs to be in place to create the condition described in Step 2? For example, one component of “Students have a growth mindset,” might be, “Students learn from mistakes and persevere on learning tasks.”



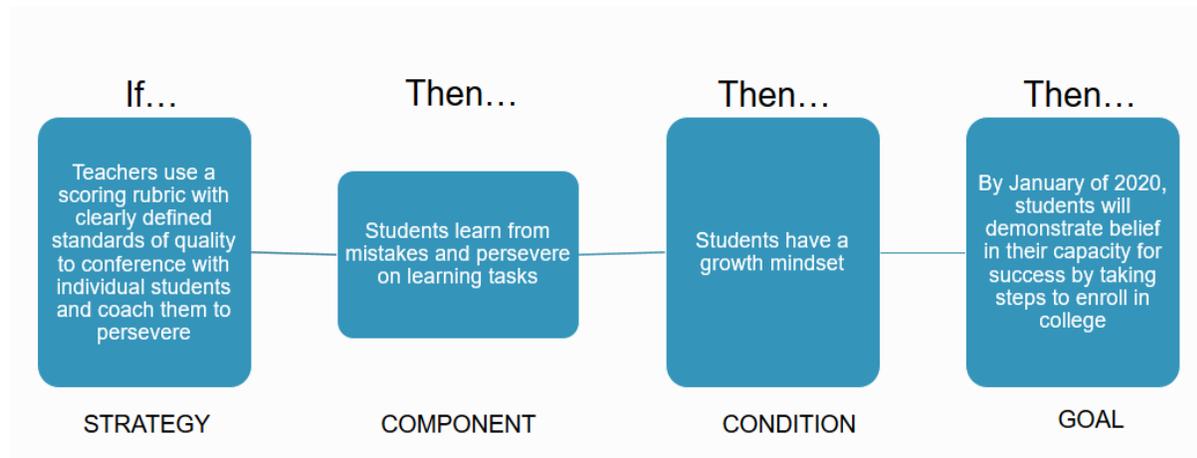
Step 4. What high-leverage strategies do you have reason to believe would be effective to impact the statement in Box B? High-leverage in this case is...

- something **you** have the ability implement that will have an impact on **at least some students**
- something you have reason to believe **will lead to significant improvement** if you successfully address it
- of an **appropriate grain size** for you to try and test in a short amount of time

Now you have a theory of action:

You can re-format the work you did in steps 1-4 to create a theory of action by organizing the information so that it can be read from left to right.

Example:



<p>If...</p> <p>Fill in your response to Step 4 Strategy: What will you do to impact the component?</p>	<p>Then...</p> <p>Fill in your response to Step 3 Small, short-term component: What is needed to create the condition?</p>	<p>Then</p> <p>Fill in your response to Step 2 Conditions: What needs to be in place to reach the goal? (Based on identified underlying causes of the problem)</p>	<p>Then...</p> <p>Fill in your response to Step 1 Goal: Related to barrier you chose</p>

Group Activity: Refine Your Theory of Action

Share your responses to the following questions and use what you learn to revise your theory of action as needed.

1. Why did you choose the barrier? Is it...

- 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?

2. What is your goal? How could you make it SMART? (Specific, Measurable, Achievable, Relevant and Time-bound).

3. What underlying reasons did you list?

- What evidence do you have (or need) to verify these underlying reasons are accurate?

4. Which underlying reason did you choose to focus on, and how did you describe the related condition?

- Is the logic sound? Would addressing the underlying reason create the condition?

5. What are the smaller, short-term steps that would create the condition?

- Is the logic sound? Would these small, short-term components create the condition?

6. Which short-term step did you choose to focus on and why?

7. What strategy did you choose and why? Is it...

- something that **you** can do?
- likely to have a positive impact?
- small enough to be actionable right away?

Revised Theory of Action

If...	Then...	Then...	Then...
<p>Strategy: What will you do to impact the component?</p>	<p>Small, short-term component: What is needed to create the condition?</p>	<p>Conditions: What needs to be in place to reach the goal? (Based on identified underlying causes of the problem)</p>	<p>Goal: Related to barrier you chose</p>

