

# Improving Postsecondary Transitions Through Evidence-Based Strategies: Strengthening Students' Sources of Self-Efficacy

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Virginia College Access Network (VCAN) Conference

December 5, 2019, 3:30–4:45 PM



# Meet your presenters

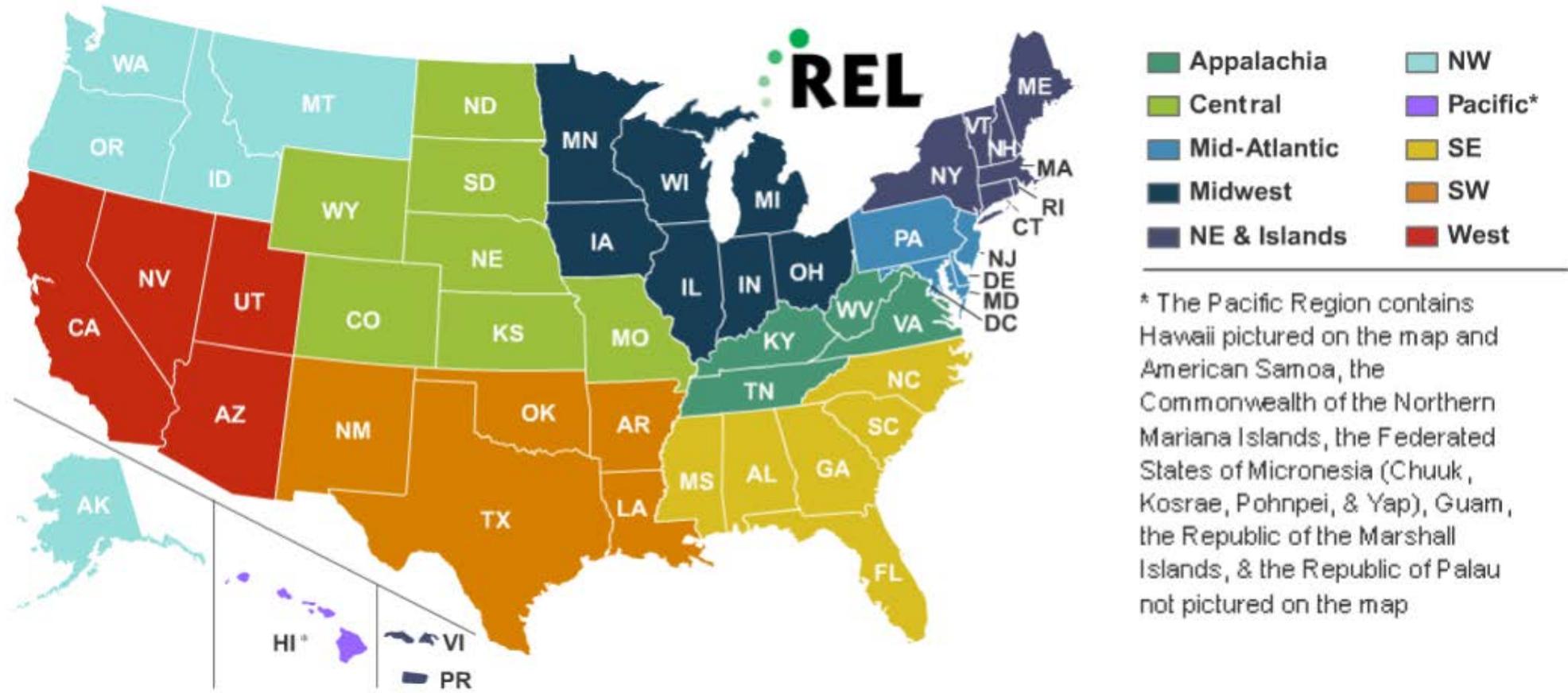


Stephanie Suarez,  
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# The Regional Educational Laboratories



The 10 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.

# Applied Research

# Training, Coaching, and Technical Support

# Dissemination

June 2016

What's Happening

## Dual enrollment courses in Kentucky: High school students' participation and completion rates

Chad R. Lochmiller  
Thomas J. Sugimoto  
Patricia A. Muller  
Gina C. Mosier  
Steven E. Williamson  
Indiana University

**Key findings**

- Approximately one in five Kentucky students in grades 11 and 12 participated in dual enrollment courses between 2009/10 and 2012/13.
- Participation rates were higher for female students, White students, students not eligible for the school lunch program, and students attending high school in Appalachian counties and rural areas.
- Students completed 83–86 percent of dual enrollment courses attempted each year between 2009/10 and 2012/13.
- Completion rates were lower in courses that were attempted by Black students, students eligible for the school lunch program, and students attending school in Appalachian counties.
- About 22 percent of students who completed dual enrollment courses earned at least the equivalent of a full semester's worth of college coursework.

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## Supporting Your Child in Developing Math Skills For Future Success

### Math success opens doors to college and careers.

The technical and professional jobs of the future demand more mathematical knowledge and problem solving skills.

Children who believe they can be successful in math are more willing to put in effort, even when they struggle, and this results in better performance.<sup>1</sup>

Success in elementary school math predicts future achievement in middle and high school math, and this results in better performance.<sup>2,4</sup>

Students who complete higher level math in high school earn higher incomes in the future.<sup>3</sup>

The number of STEM (science, technology, engineering, and mathematical) jobs is growing and half of all STEM jobs are available to workers without a four-year college degree. STEM jobs pay 10% more than other jobs available to these workers.<sup>5</sup>

### Families can support children in developing math skills for the future by<sup>6</sup>:

praising effort and modeling positive math attitudes

encouraging children to seek help and try new strategies when they are stuck.

confronting stereotypes about who is good at math.

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<sup>1</sup>Boaler, J. (2016). Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and everyday learning. San Francisco, CA: John Wiley & Sons.

<sup>2</sup>Classen, A., & Engel, M. (2013). How important is when you start? Early mathematical knowledge and later school success. *Teachers College Record*, 115(6), 1-29. <http://www.tcrecord.org/Default.asp?id=1123177>

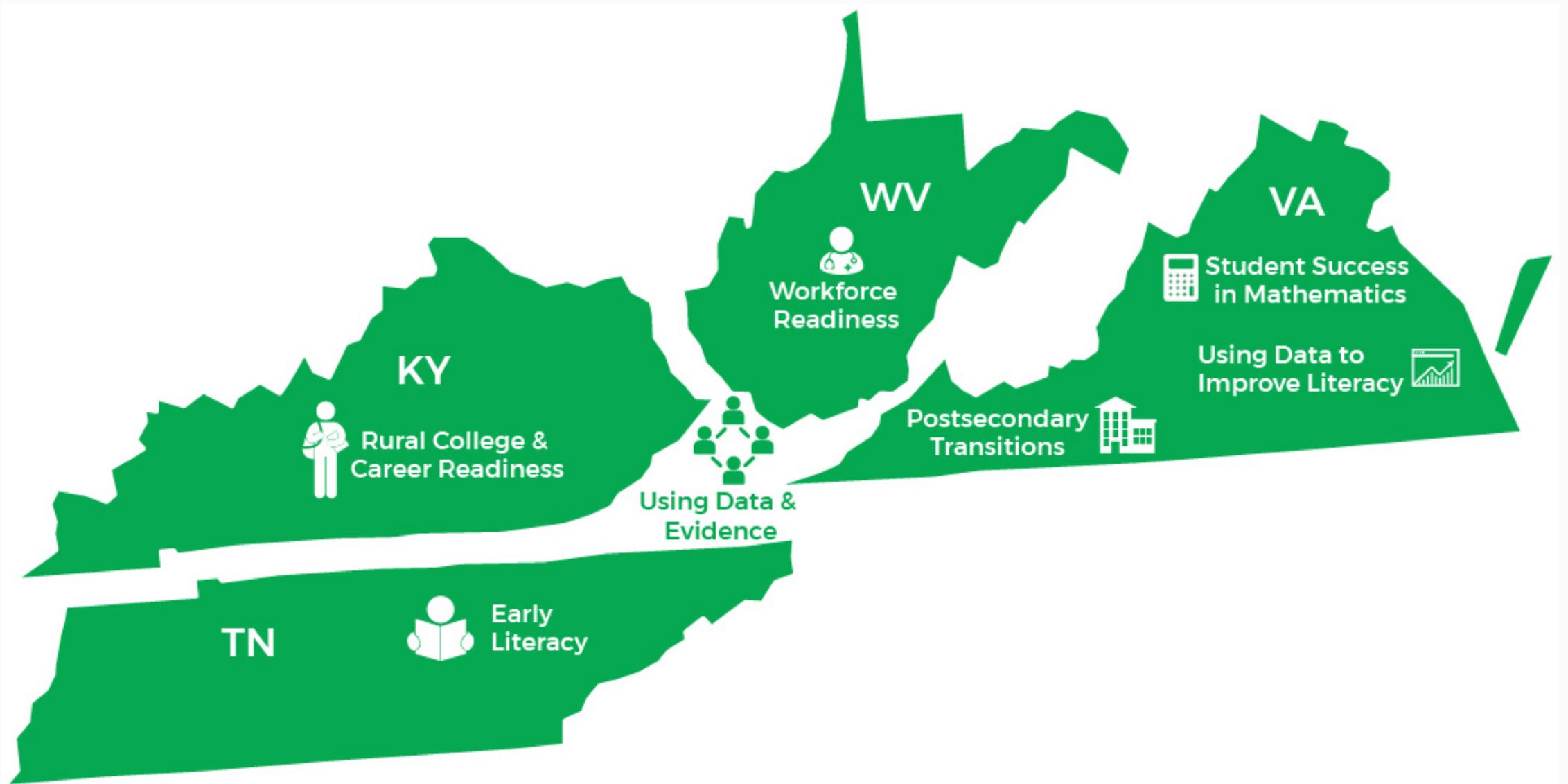
<sup>3</sup>Carper, K. S., Dunne, G. J., Davis-Kean, J. E., Duckworth, K., Claessens, A., Engel, M., ... & Chen, M. (2012). Early predictors of high school mathematics achievement. *Psychological Science*, 23(7), 691-697.

<sup>4</sup>Achieve, Inc. (2004). Closing the expectations gap: An annual 50-state progress report on the alignment of high school policies with the demands of college and work. Washington, DC: Author.

<sup>5</sup>Rothwell, J. (2013). The Hidden STEM Economy. Brookings Institution: Washington, DC.

<sup>6</sup>Epstein, J.L. (2003). School, family, and community partnerships that work. Boulder, CO: Westview Press.

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For more information about our work, visit <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

# Session agenda

- Introductions
- Social-Emotional Skills — Overview
- Academic Self-Efficacy
- Involving Families in Self-Efficacy Strategies/Activities
- Summary and Wrap-Up

# Barriers and strategies from your experience



In pairs: Each of you, share something you remember **vividly** about a postsecondary transition experience.

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



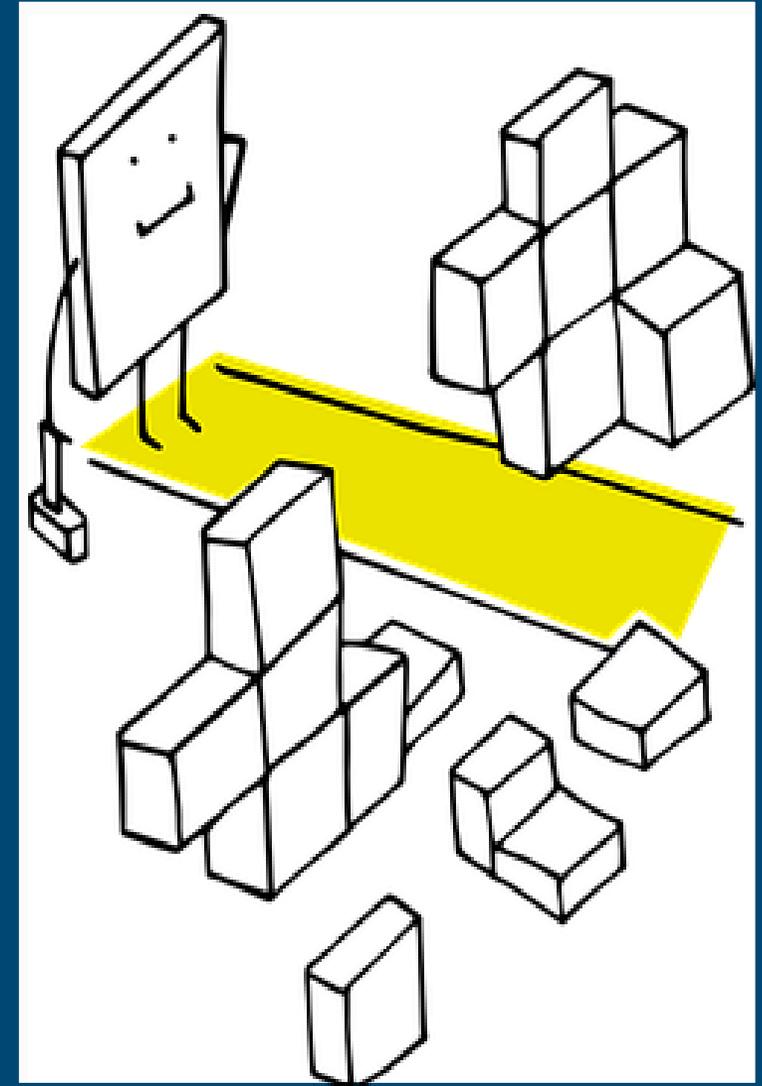
# Social-Emotional Skills

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AN OVERVIEW AND NARROWING OUR FOCUS

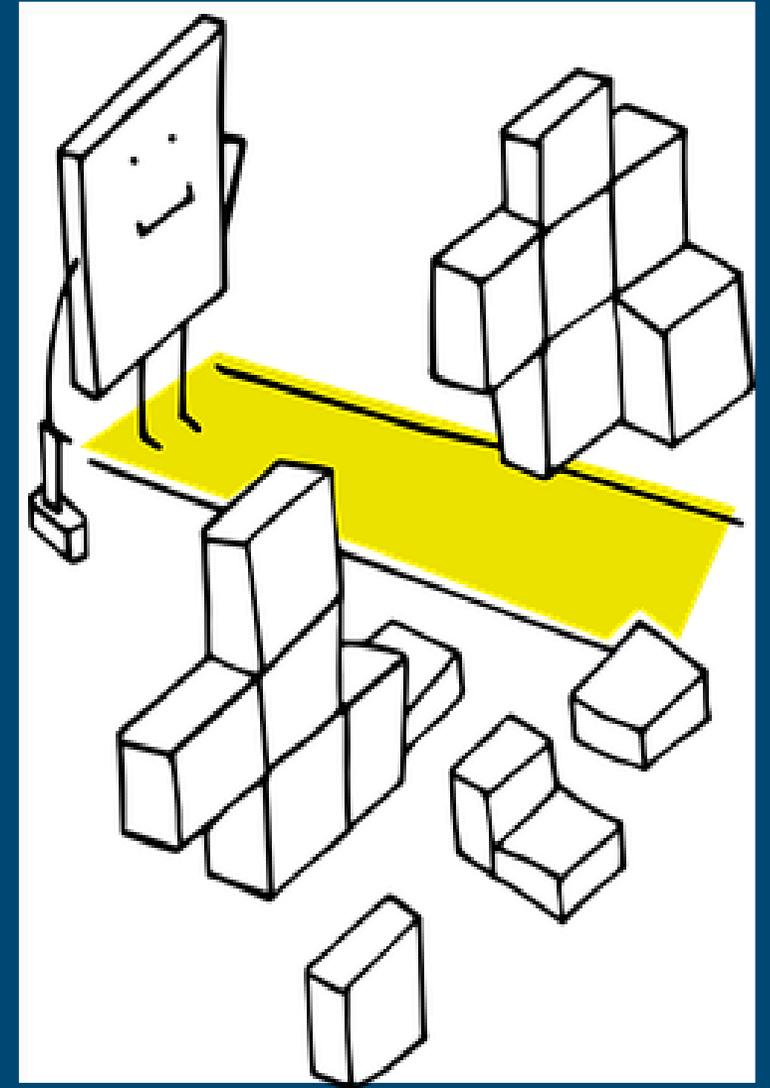
# Barriers to postsecondary transition

- Confidence (Ali & McWhirter, 2006\*)
- Geographic isolation (Bennett, 2008)
- Localism (Hlinka, 2017; Hlinka et al., 2015)



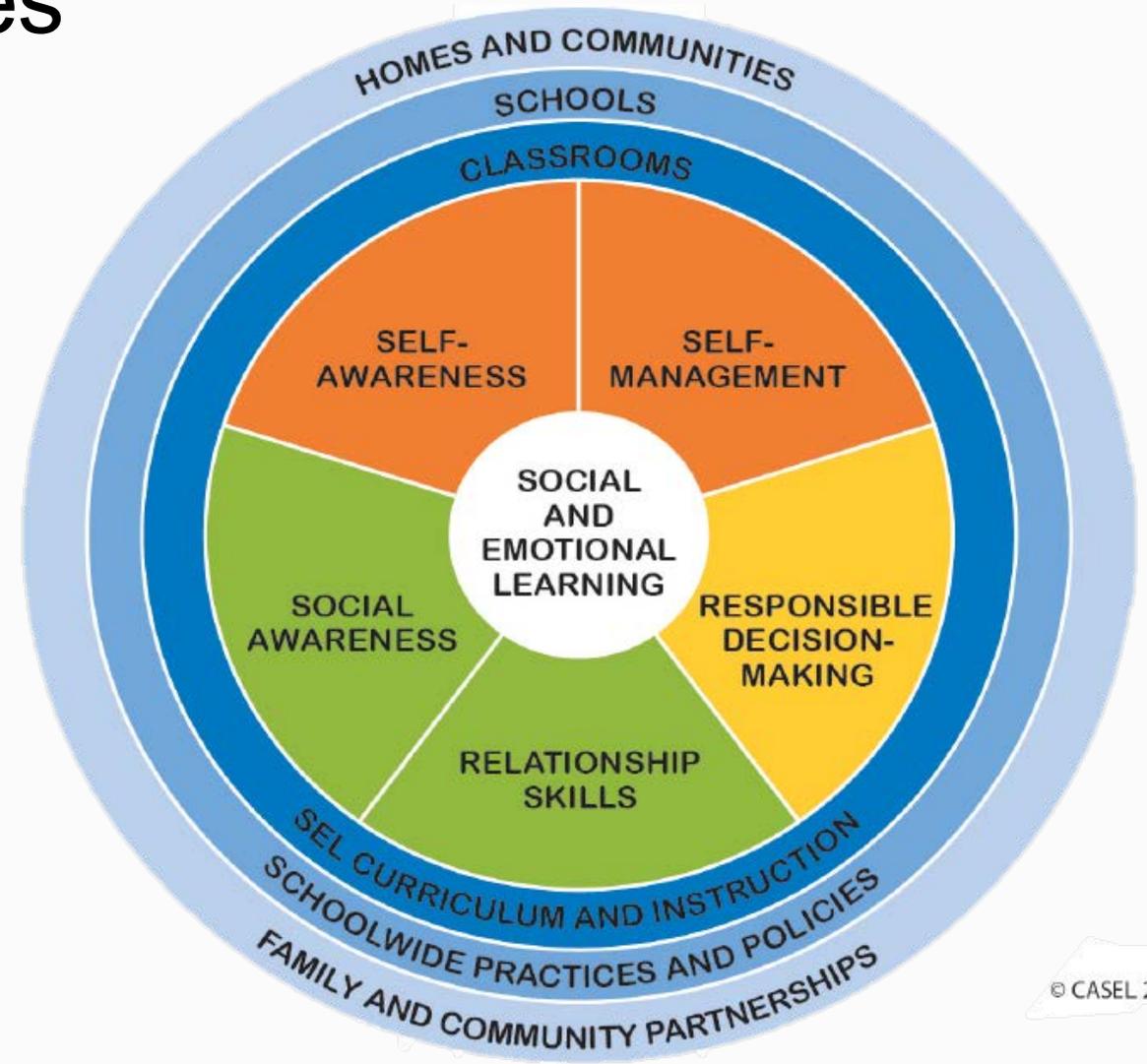
# Barriers (continued)

- 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)



# Framework for assessing Social-Emotional Learning (SEL) competencies

- Collaborative for Academic, Social, and Emotional Learning (CASEL)

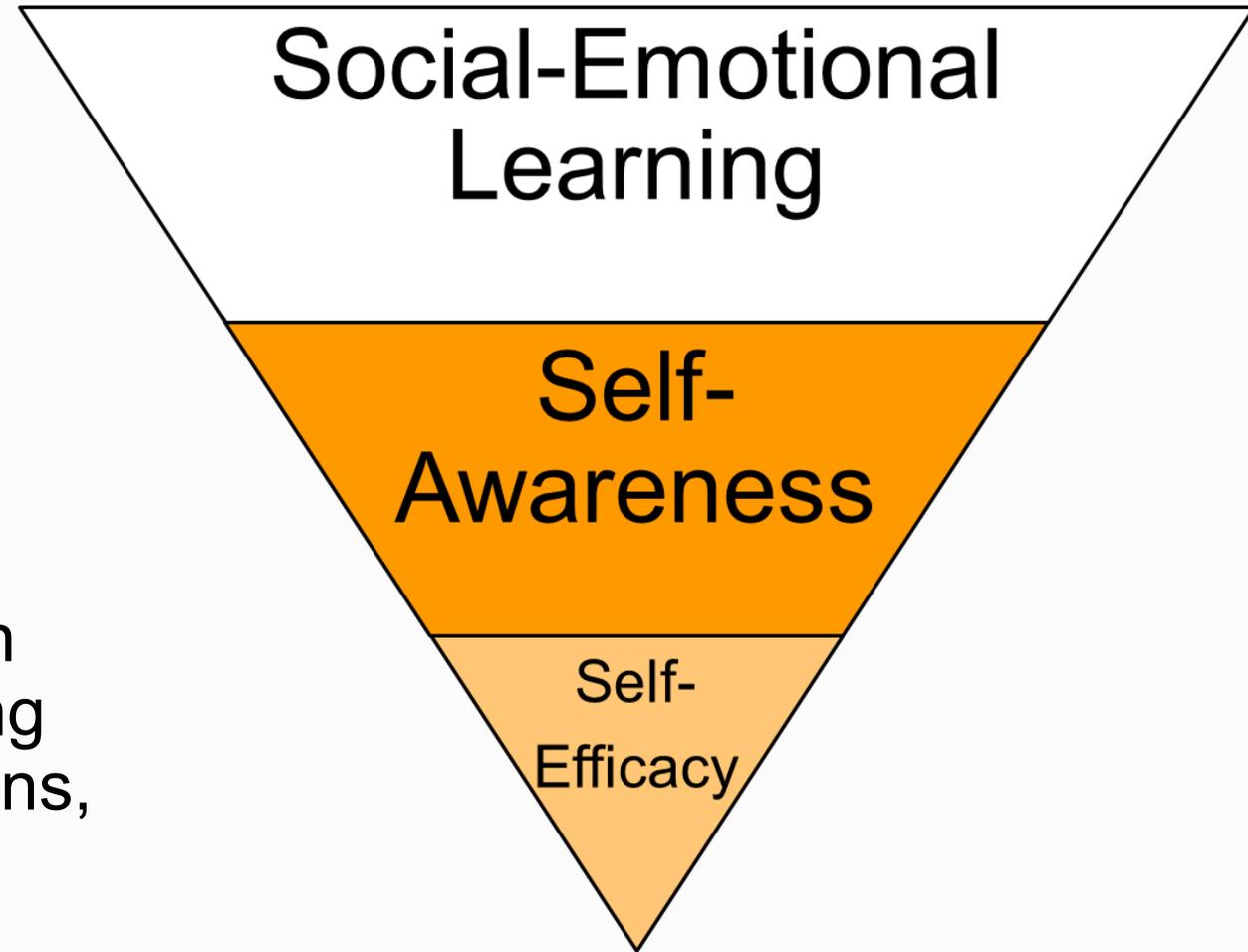


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# Narrowing the focus

*We heard . . .*

- Students give up easily.
- Students don't set goals.
- Students don't believe they can pursue college or career training due to finances, family objections, or ability.



# Your postsecondary transition experience



In pairs: Each of you, share something you remember **vividly** about a postsecondary transition experience.

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

Do your memories relate to a social emotional barrier or support?

# Academic Self-Efficacy

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# 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 should we focus on self-efficacy?

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



# Why should we focus on self-efficacy?

## 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)

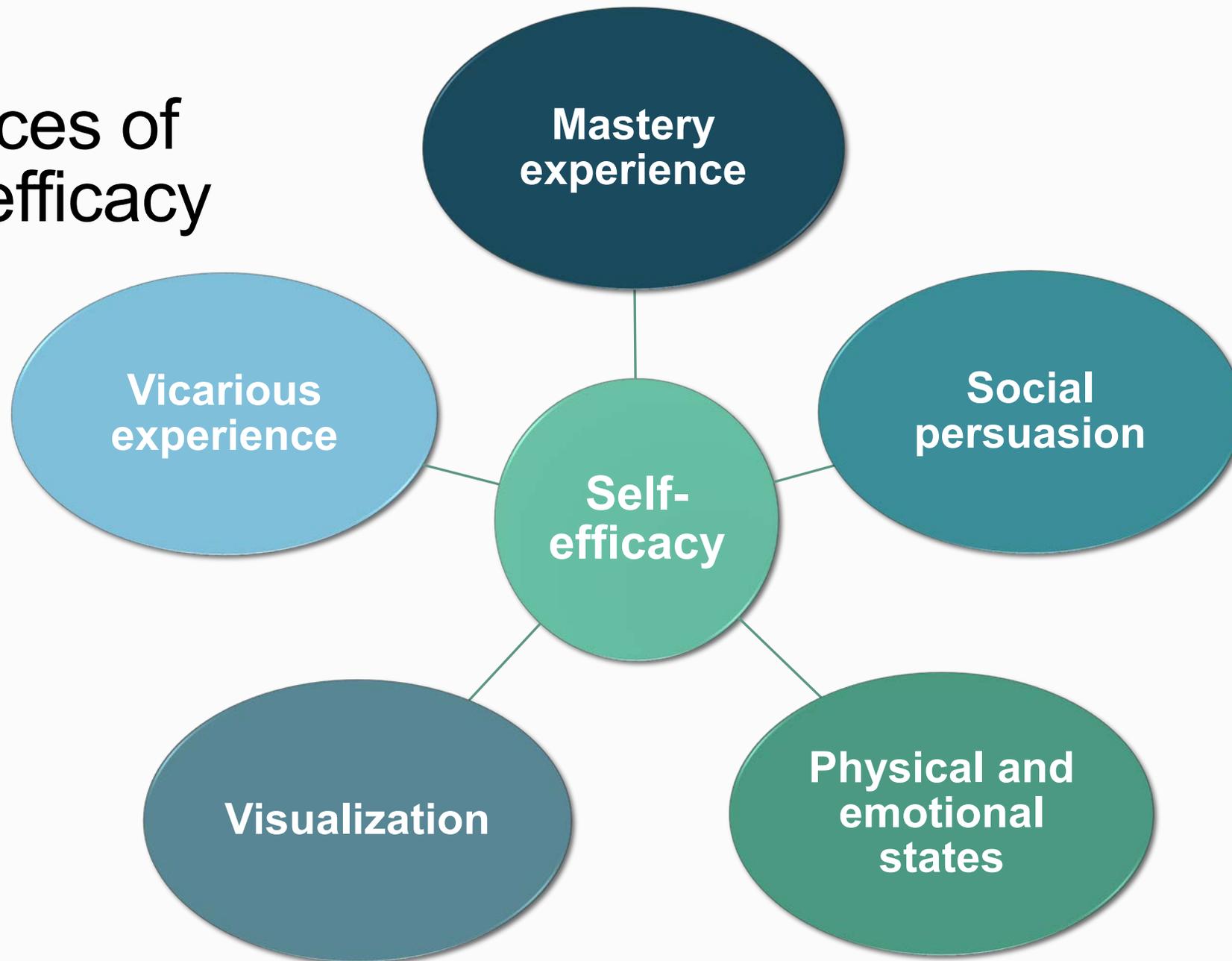
## Careers & Majors

Self-efficacy is linked to students' greater perceived range of career options and majors (Lent & Brown, 1986)

## Career Options

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

# Sources of self-efficacy



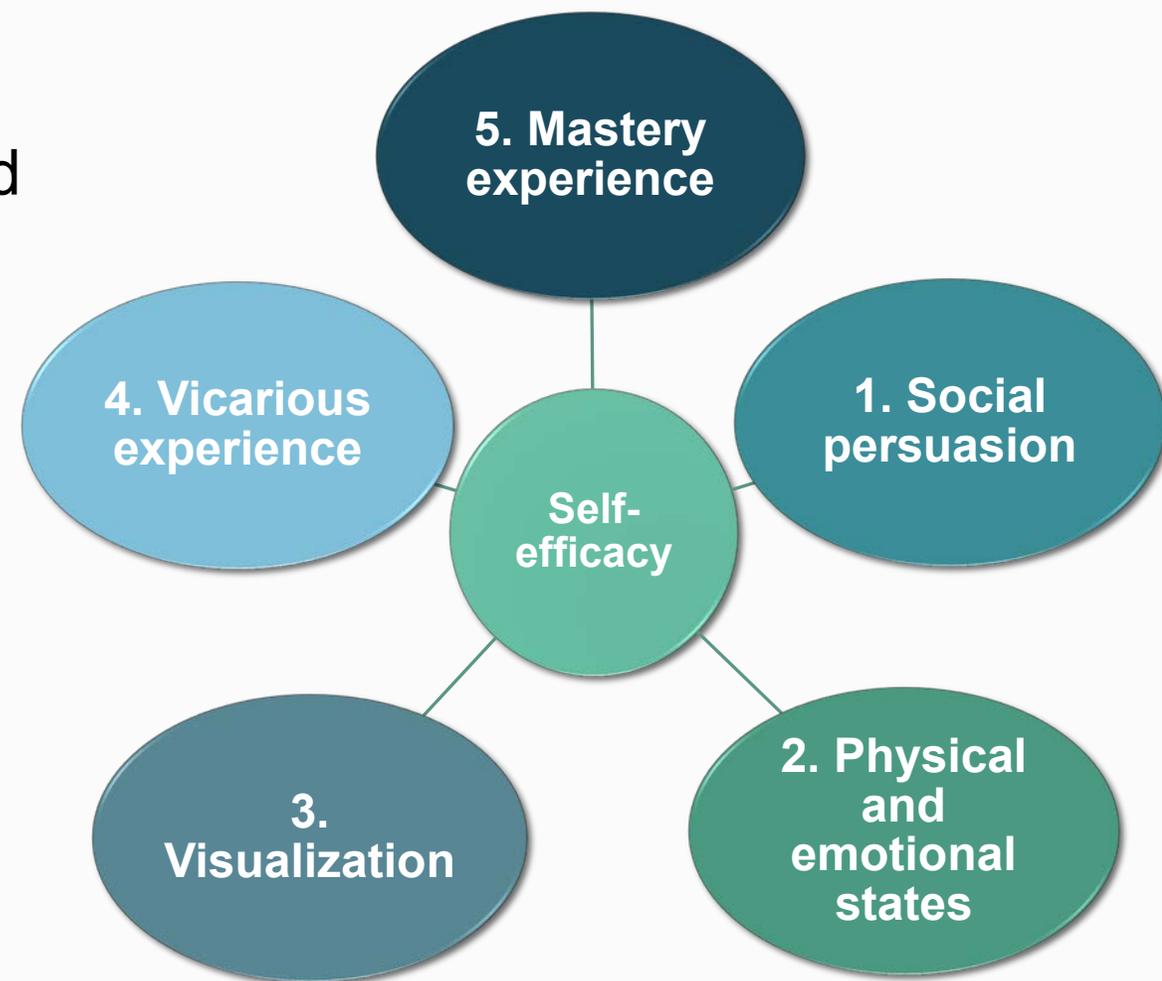
# Building self-efficacy in students

Sources of Self-Efficacy	Sample strategies
Mastery	<ul style="list-style-type: none"> <li>• Give students road maps with milestones to mastery</li> <li>• Begin with a simple task and create opportunities for success</li> </ul>
Social Persuasion	<ul style="list-style-type: none"> <li>• Go beyond telling students you think they can succeed and give them concrete examples of why you think they have the skills</li> </ul>
Physical and Emotional States	<ul style="list-style-type: none"> <li>• Celebrate first-generation students' college acceptances.</li> </ul>
Visualizing	<ul style="list-style-type: none"> <li>• Have students use if-then statements for planning.</li> <li>• Set goals</li> </ul>
Vicarious	<ul style="list-style-type: none"> <li>• Use modeling.</li> <li>• Use peer mentoring.</li> </ul>

Photo: Pixabay

# Strengthening students' sources of self-efficacy

- Refer to Workbook p.3 to become more familiar with strategies that could help build the source of self-efficacy you were assigned to.
- What strategies/activities do you use with your students to strengthen that source of self-efficacy?
- What strategies/activities would you like to implement with your students to strengthen that source of self-efficacy?



# 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.

# 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 such as lived experiences 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 a local or distant institution.

# 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.

# Family Engagement

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INCLUDING FAMILIES IN SELF-EFFICACY STRATEGIES/ACTIVITIES

# A dual capacity-building framework for family-school partnerships

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Source: Mapp, K.L. & Kuttner, P.J. (2014). Partners in education: A dual capacity-building framework for school-family partnerships. Austin, TX: Southwest Educational Development Lad.

# A dual capacity-building framework for family-school partnerships



# Process conditions— Characteristics of successful strategies

## OPPORTUNITY CONDITIONS

### Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

### Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

***Linked to Learning:*** Aligned with school and district achievement goals, connect families to the teaching and learning goals for the students

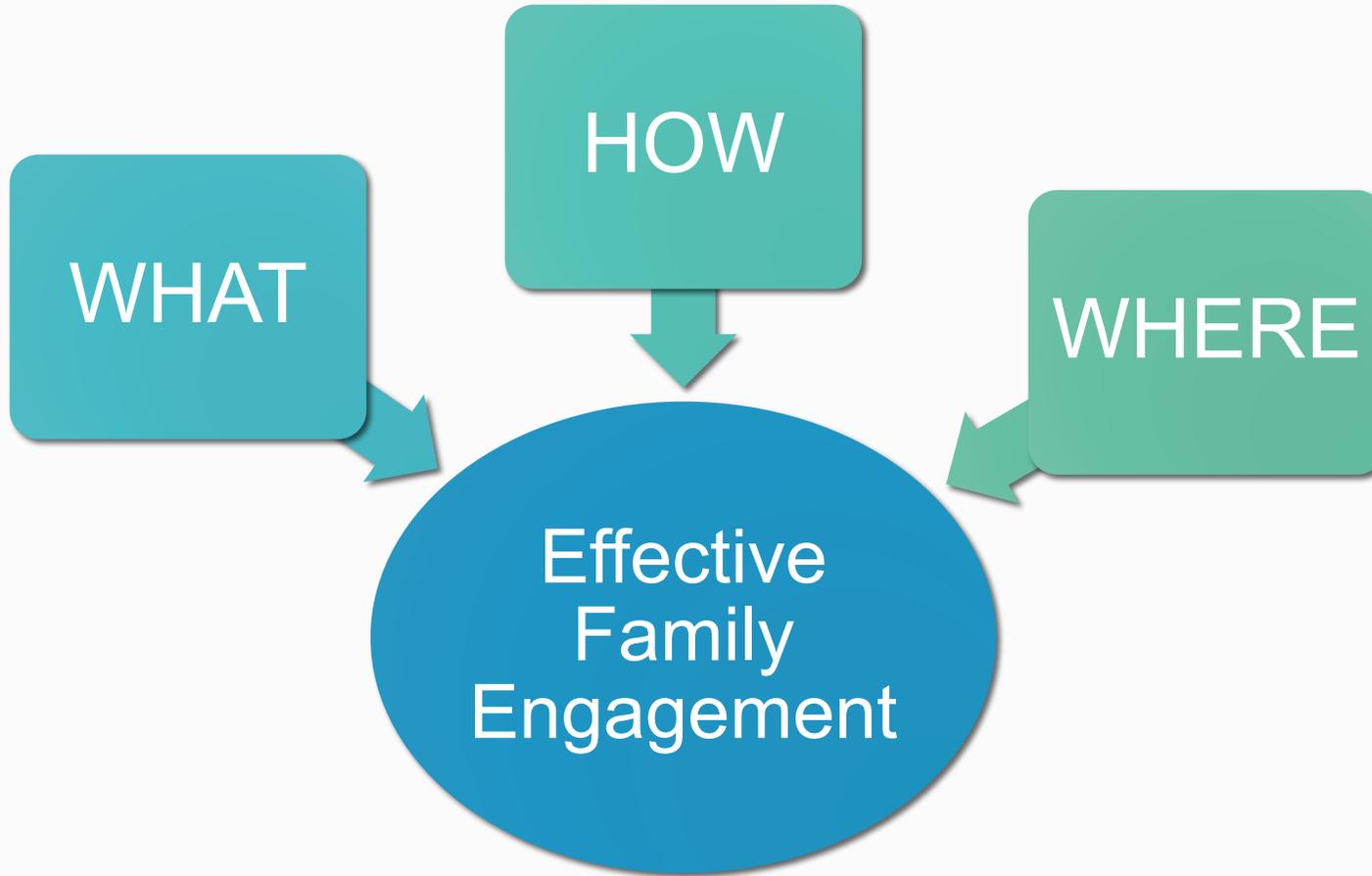
***Relational:*** Major focus on building respectful and trusting relationships between home and school

***Developmental:*** Builds intellectual, social, and human capital of all stakeholders

***Collaborative:*** Learning is conducted in groups and focused on building networks and learning communities

***Interactive:*** Participants are given opportunities to test ideas and actions

# Practical considerations for implementation



# WHAT: Explain the nuts and bolts

*How are you helping families with the nuts and bolts?*

Provide support to parents with:

- Selecting a pathway
- Financing
- Application processes
- FAFSA completion





# WHERE: Meet families where they are

*How do you meet families where they are?*

Some evidence-based strategies:

- **Show up** in appropriate places to interact
  - Churches, libraries, and community events
  - School athletic events
- **Start** where the family is ready to engage
  - Home visits support improved relationships

# WHERE: Bring families to you

*How do you bring families to your school?*

Invite parents to:

- Chaperone college visits
- Volunteer in the school or at events

Create parent-friendly spaces and events

- College application kickoff, not just for seniors
- Create a family space in your school/organization
- Vary format and timing



# Bringing it all together...

How could you adapt a strategy or activity to build students' self-efficacy to include families as well?



# Summary and Wrap Up

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# Summary

- Self-efficacy is a belief in one's own ability to succeed or accomplish a task.
- Self-efficacy matters for students' academic goals, adjustment in college, and career and major choice.
- Acknowledging academic progress or accomplishment along the way in your coaching and interaction with students can build self-efficacy.
- Successful family engagement involves accommodating the what-how-where practical considerations.

# Other REL Resources

## Building College Knowledge Blog

3
Ways to Build College Knowledge

1. Create high school-college partnerships

- Work with local and in-state institutions to provide opportunities for students to learn about what they offer.
- Invite college representatives to visit your school(s).
- Organize visits to the institutions.
- Invite past students who are enrolled in college or postsecondary education to come back to your school and share about their experiences.



2. Establish common expectations about the postsecondary exploration and application process

- Share common deadlines for application submission, including defining key terms such as early decision, rolling admissions, etc.
- Discuss the need and timing for completing admissions tests such as the ACT and SAT.
- Communicate early and often about the requirements for financial aid applications including the FAFSA.



3. Develop school- and district-wide initiatives to share norms and expectations

- Build application essay units into English class or another subject.
- Schedule school-wide admissions testing.
- Host postsecondary research and application weeks.
- Organize FAFSA information and completion days for families.



## Measuring Career Readiness Blog

Featured REL Career-Readiness Projects	
REL Appalachia	<a href="#">Assessment of the Alignment between West Virginia's High School Career and Technical Education Programs and the Labor Market</a>  <a href="#">Trends in Virginia High School Career and Technical Education Credential Attainment and Postsecondary Enrollment Outcomes</a>
REL Mid-Atlantic	<a href="#">Research-Based Instruments for Measuring Students' Soft Skills</a>
REL Midwest	<a href="#">The Postsecondary Pathways of Minnesota Public High School Graduates: Investigating Opportunity Gaps</a>
REL Pacific	<a href="#">Defining and Implementing Career-Relevant Educational Content in Communities with High Levels of Out-Migration</a>
REL West	<a href="#">Education and Career Planning in High School: A Longitudinal Study of School and Student Characteristics and College-Going Behaviors</a>  <a href="#">Multi-Year Education and Career Planning Coaching for Data Use and Student Support</a>  <a href="#">Strengthening Cross-Sector Data Infrastructure in Rural California Career Pathways Consortia</a>

## Building Bridges to College and Career: Social-Emotional Preparation

**Building Bridges to College and Career: Social Emotional Preparation**  
Wednesday, October 23, 2019

REL AP staff shared tools and resources on preparing students with social emotional skills for successful postsecondary transitions. The session provided research-based strategies for building school culture, growth mindset, and self-efficacy for all educators including teachers, principals, school counselors, leaders from schools and school districts, university college and career readiness counselors, and career and technical education (CTE) staff. This event is free and open to the public.

**Location**  
Manchester, KY

**Speakers**  
Ashely Campbell, REL AP  
Deborah Johns, REL AP  
Lydotta Taylor, REL AP  
Jill Marcus, REL AP

**Materials**

- [Agenda](#)
- [Presentation](#)
- [Action Planning Workbook](#)
- [Social and Emotional Learning \(SEL\) Competencies](#)
- [Strategies and Possible Applications](#)
- [References](#)

# Upcoming REL Events



## 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!



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.

For our  
growth...

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



Photo: Upspash

# Reflection

- How might you use the research presented to inform decisions in your agency/organization/school?
- What new strategy or strategies from today's workshop are you excited to put into practice or share with colleagues?



# Thank You!

## REL Appalachia



[https://ies.ed.gov/ncee/edlabs/  
regions/appalachia/](https://ies.ed.gov/ncee/edlabs/regions/appalachia/)



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