

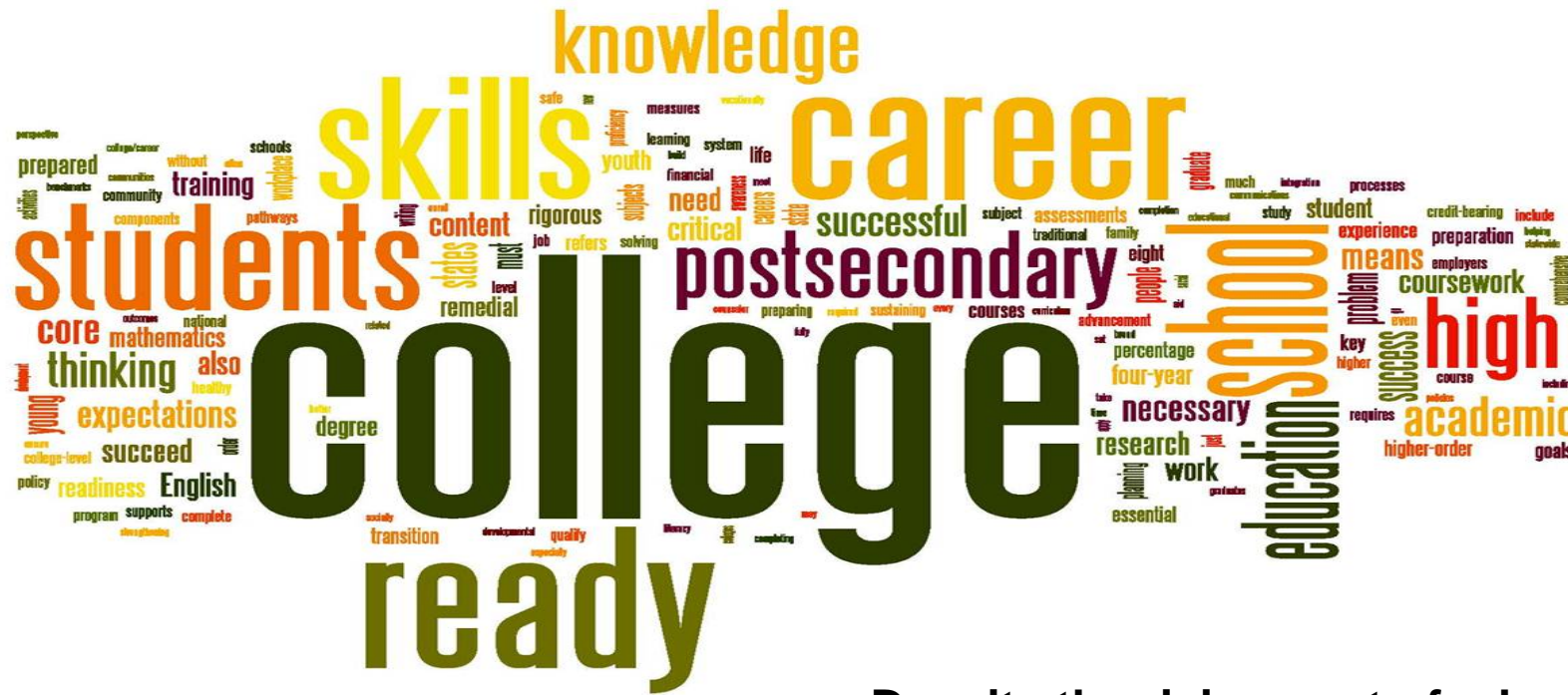


SCPP GUIDANCE FORUM

December 5, 2017

The Parental/Family Role in College Readiness

What Is “College Readiness”?



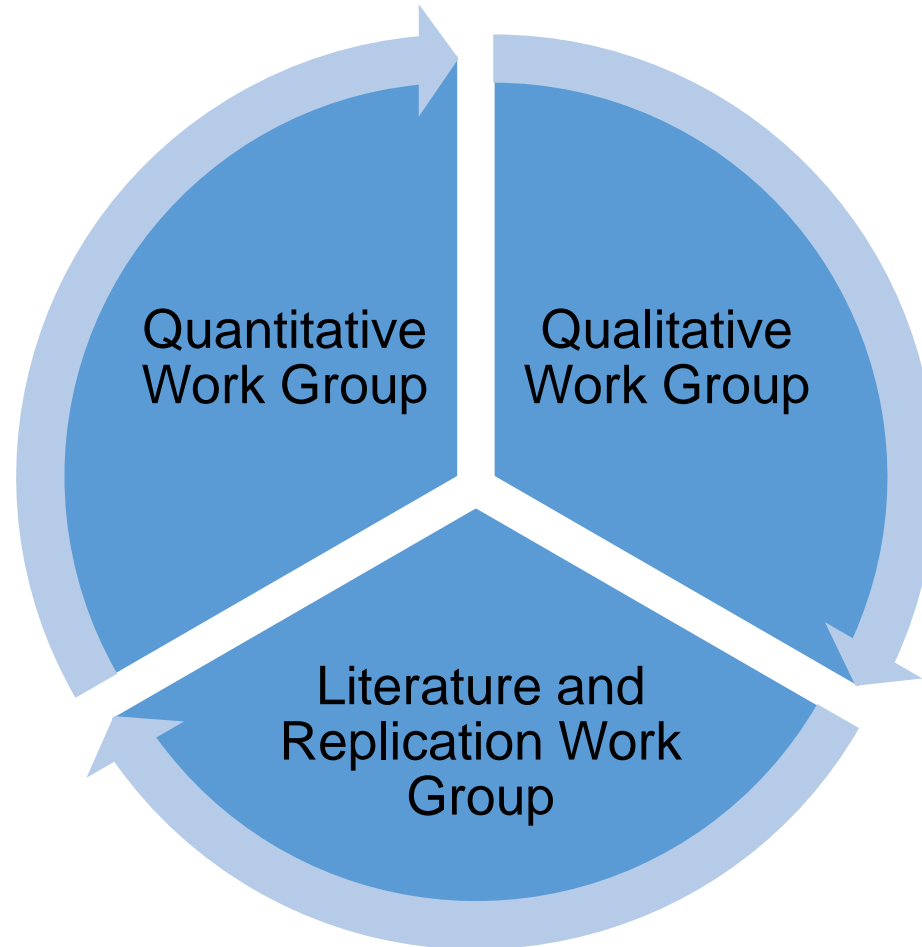
Despite the rising cost of education, a college degree is one of the best investments that a young person can make.

Background

The Partnership looks to develop a P-16 “real-world,” operational definition of “college ready” that educators in schools and colleges can share and use to improve student attainment rates.

- Who is a “college ready” student?
- What characteristics lead to success in post-secondary education?

Defining College Readiness: Three Perspectives



May 2017 Guidance Forum

Designing Effective & Replicable College Transition Experiences

Qualitative Study → Guidance Work Group:

College readiness is a broad term that is used to define the cognitive and non-cognitive factors that lead to a student's successful transition from high school to college. Simply put, college readiness requires more than just academic preparation.

Cultural Know-How
(College Knowledge)

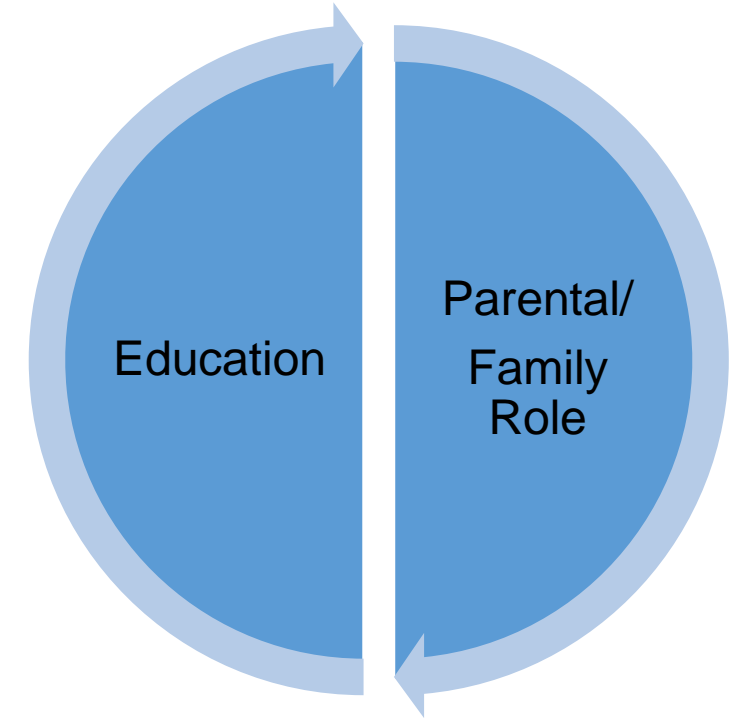
Managing Multiple
Roles

Help Seeking

Guest Speaker:

Dr. Charles Robbins

Vice Provost for Undergraduate Education &
Dean of the Undergraduate Colleges at
Stony Brook University



The Freedom School Model: The Importance of Parent Partnerships



Stony Brook University

FAR BEYOND

LIRACHE

December 5, 2017

Charles L. Robbins

What will we cover?

- **The National Freedom School Model**
- **The Stony Brook Freedom School**
- **Parent engagement and college success**
- **Dialogue**

CDF Freedom School Model

- **History**
- **Rebirth of the Freedom School**
- **Program Impact**
- **Core beliefs**

Stony Brook Freedom School

- **Background**
- **The Stony Brook model**
<http://www.stonybrook.edu/happenings/featuredpost/freedom-school-today-college-tomorrow/>
- **Parent engagement**
- **Our experience**

Parental Engagement and College Readiness and Success

- **Research**
- **Thoughts of the Academic Success Team**

Discussion

- **Questions**
- **What do you think?**
- **Ideas moving forward**

College Readiness: What We Learned About Cultural Know-How

High school students experience a structured environment in their schools where adults take a lead role in “guiding” and “rescuing” them; they often bring expectations of similar faculty and staff roles to college.

- Successful college students:
 - Engage in independent work and direct their own educational experiences
 - Readily adapt to the norms and expectations of the institution
 - Develop a sense of agency needed to successfully navigate the transition to college

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Designing Effective & Replicable College Transition Experiences

Cultural Know-How:

- Forge independence and make students independent, not co-dependent
- Parent advisory group: allow children to fail and figure it out for themselves
- Self-advocate and gradually shrink safety net: OK to have a problem; how/when to seek help; own their feelings; and learn to cope
- Financial literacy: counsel parents/students on financial aid, scholarships, and grants
- Academic literacy: rigors of classwork; multiple pathways to graduation
- ENL population has a very different journey
- Peer-to-peer networks

College Readiness: What We Learned About Multiple Roles

In high school, the school's role dominates many aspects of student life.

College students are often faced with more than just being a student: they can play important roles in family life, commute to various places during the day, hold regular jobs, and participate in clubs and activities.

- Successful college students:
 - Balance multiple roles
 - Set priorities and plan appropriately to address them
 - Manage expectations of faculty, parents, staff, employers, peers, etc.

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Multiple Roles:

- Regional Parent/Student Workshops (possible digital mode)
- Parent orientation in HS senior year given by higher education student services that addresses expectations with multiple roles
- HS to manage a formal mode of communication via social media to allow exchange related to first-year experiences
- Foster means to transfer independence and responsibility to student
- Develop a curriculum to prepare parents for college issues their children will face

College Readiness: What We Learned About Help Seeking

Colleges provide information about services available to those seeking help through such activities as orientation days and first-year seminars **but** providing or offering access to information about programs does not guarantee that students will actually recall or use the information presented.

- Successful college students:
 - Know how and **when** to self-advocate
 - Have identified and utilized a “go to” person
 - Readily approach faculty and staff for assistance
 - Have an awareness of the academic and social emotional support service on campus

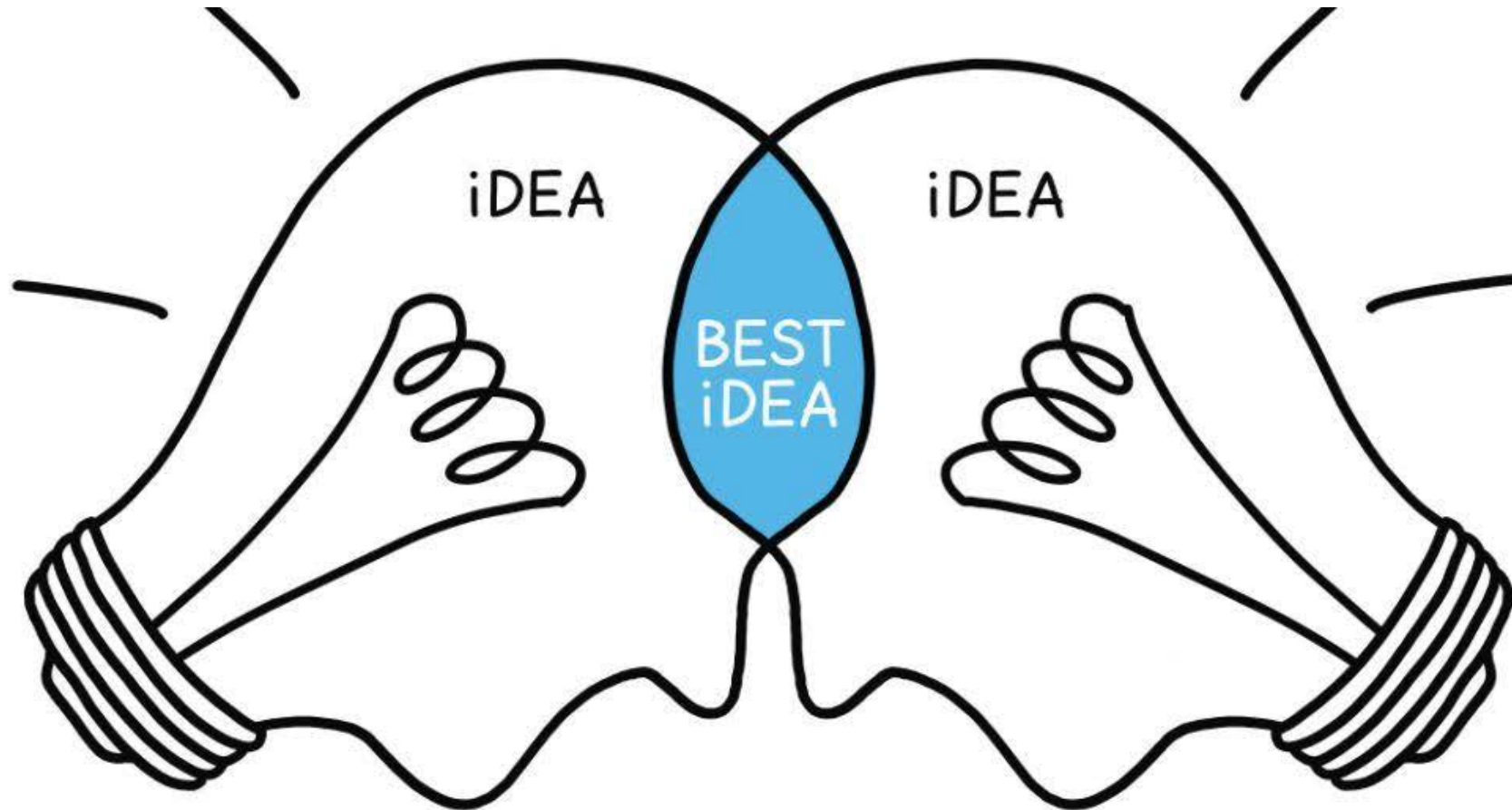
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Designing Effective & Replicable College Transition Experiences

Help-Seeking:

- Parent Education – *Parent Guide: How to Support*
- Help parents understand importance of self-advocacy & how to teach self-advocacy
- Many are first-time college parents
- Oral Comprehensive Exam (OCE); public speaking – self-determination/advocacy

Today's Goal: Collaborating to Move the Agenda Forward



SCPP Guidance Work Group:

- Identify best practices:
 - Survey P12 & Higher Education partners for regional partnerships & programs
 - Survey partners for parental education programs
- Create and assess a pilot program with faculty and guidance to promote college readiness
- Develop shared language



Interactive Session Format

You are grouped in clusters of tables:

- Cluster 1 (Table #1-3) focus: Family Roles in **Cultural Know-How**
- Cluster 2 (Table #4-6) focus: Family Roles in **Managing Multiple Roles**
- Cluster 3 (Table #7-10) focus: Family Roles in **Help Seeking**



What milestones will prepare students for...

Cluster 1: Cultural Know-How

Cluster 2: Managing Multiple Roles

Cluster 3: Help Seeking

Interactive Session Format

Step 1: Work with your table to identify best practices (10 minutes)

Step 2: Develop Milestones for your area (20 minutes)

Step 3: What would a pilot program with measurable outcomes include? (20 minutes)

Step 4: Report back to the large group (30 minutes)

Interactive Session Format

Step 1: Work with your table to identify best practices (10 minutes)

1. What milestones (if any) already exist to prepare students and parents for a successful transition to college?
2. What are parents already doing to assist students in a successful transition?

Example: colleges offer orientation sessions for both parents and students.

Interactive Session Format

Step 2: Develop Milestones for your area. Consider both the milestone itself and the timing. (20 minutes)

1. What kinds of **conversations** might parents have with their children to help them manage **multiple roles**?
2. What kinds of **tasks** might prepare students be better **help seekers**?
3. What **experiences** might parents encourage students to have to promote cultural know-how and **college knowledge**?
4. What **relationships** should parents foster to help students transition?

Example: Starting in middle school, parents might encourage children to wake themselves up in the morning.

Interactive Session Format

Step 3: What would pilot program with measurable outcomes include? (20 min)

1. Narrow your list to 3-5 milestones with the intent to create a pilot program.
2. How will we measure success?

Example: A college and a P-12 partner might offer a parent session focused on self advocacy and promote your supporting milestones.

Interactive Session Format

Step 4: Report back to the large group (30 min)

1. Each group will have 10 minutes to present their ideas

Next Steps

Please sign up to participate in a WORKING GROUP to implement and operationalize these ideas/milestones and develop a regional curriculum.

- Possible Meeting Dates (TBD)
 - January 10th
 - January 11th
 - January 19th
- Location: LIU Post or LIU Brentwood

Thank you 😊

For your kind attention & active participation