
Framing the Conversation: Navigating the Path to College Beyond College Readiness

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What is a practice guide?

Institute of Education Sciences in the U.S.
Department of Education

What Works Clearinghouse
www.whatworks.ed.gov/

Levels of Evidence

Strong: High internal (design can support causal conclusions) and external validity (range of participants and settings which the recommendation is focused to support the conclusion that the results can be generalized to those participants and settings).

Moderate: High internal validity but moderate external validity OR high external validity but moderate internal validity.

Low: Direct evidence does not rise to the moderate or strong level.

Recommendation 1

Offer courses and curricula that prepare students for college-level work, and ensure that the students understand what constitutes a college-ready curriculum by the 9th grade.

Recommendation 2

Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.

Recommendation 3

Surround students with adults and peers who build and support their college-going aspirations.

Recommendation 4

Engage and assist students in completing critical steps for college entry.

Recommendation 5

Increase families' financial awareness, and help students apply for financial aid.

Awareness, Aspirations, and Motivation

Peer networks

Mentors

Assistance with the process

Creating a college-going culture

Creating a college-success culture

Recommendation 3: How to...

Surround students with adults and peers who build and support their college-going aspirations.

- Provide mentoring for students.
- Facilitate student relationships with peers who plan to attend college.
- Provide hands-on opportunities for students to explore different careers.

Recommendation 4: How to...

Engage and assist students in completing critical steps for college entry.

- Assist students in their college search.
- Assist students in completing the critical steps for college entry.

Roadblocks

- Counselor to student ratios- 1:354 in IA, 1: 627 in IL, 1:759 in MN, 1:373 in MO, 1:464 in WI, and 1:457 is the national average. 1:250 ASCA recommendation.
- Mentoring relationships between students and mentors do not last; the availability of mentors changes over time.
- Ninth-grade students are not interested in discussing their career interests.
- The school already offers many extracurricular activities.

Roadblocks continued...

- There are insufficient resources to offer college access programs, or that bring together college-going peers.
- Staff do not have current information about college requirements.
- Parents have limited time to participate in college visits.

Other ideas

- Prepare students for cultural and social challenges in college.
- Foster relationships with middle schools, high schools, community colleges, and four-year institutions.
- Understand how technology is transforming our lives and education.
- Innovation.

What has worked in your communities???

Let's discuss what works in your community.

Lessons learned from the Advising Corps

- Grace and humility.
- We work with students and families.
- Best fit/ match is important for access and success.
- Peer and near-peer relationships are key factors in the college-going process.
- Collect, analyze, and share data.

Contact Information

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