

Postsecondary Planning Milestones Toolkit: 2022-23

Finalize Your Postsecondary List and Complete Applications through 1:1 Support

Suggested Cohort:

33+ Credits
(Grade 12)

Suggested Timeframe:

September-December
(Application/Financial Future Months)

ABOUT THIS MILESTONE

Future planning is a core component of students’ socio-emotional development and wellness, and there’s no better investment in a student’s development and potential than offering **individualized support and step-by-step guidance** to navigate the technical aspects of the postsecondary application and transition process.

All students should meet with a **caring adult trained in culturally and linguistically responsive postsecondary advising** to help them connect to their sense of *identity and purpose* and to help them create a personalized list of postsecondary programs that are a match for their desired *pathway and career interests, affordability, and sense of belongingness*.

Students who have a 1:1 postsecondary planning conference with a caring adult are seven times more likely to complete a FAFSA, three times more likely to enroll in a postsecondary program, and twice as likely to attend a 4 year college.

STUDENT OUTCOMES (*I can...*)

- ☐ List the postsecondary programs I plan to apply to and identify whether they are “reach,” “match,” or “likely” based on my academic profile.
- ☐ Identify if I am eligible for NYS Opportunity Programs based on my family’s income.
- ☐ Complete high quality postsecondary and financial aid applications in a timely manner, and identify adults in the building who can support me during the school day.

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Foundational Practices for Culturally Responsive and Social Emotional Postsecondary Planning	Affirm and Nurture Each Student's Unique Identity and Aspirations for the Future	Ensure that Students and Families have Equitable Access to Ongoing Individualized Postsecondary Planning Support
	<i>Program time during the school day for delivery of postsecondary planning programming that is</i> • <i>relevant</i> • <i>culturally and linguistically responsive</i> • <i>accessible to all learners</i> • <i>designed to support each student's individual postsecondary plan</i>	• <i>Train key staff members, lower adviser to student ratios, and use distributive staffing and multi-tiered system of support models</i> • <i>Provide students from diverse racial and linguistic backgrounds with leadership opportunities to train and serve as mentors who support their peers in navigating the postsecondary planning process</i>
	Use Data and Your Postsecondary Leadership Team to Drive Equity	Be a Fierce Advocate for Students and Families
	• <i>Closely monitor milestone data and examine advisement structures to drive equity in postsecondary outcomes for students</i> • <i>Identify trends and disproportionality early, and mobilize your team to strategically provide high-quality targeted advising in support of each student's strong match postsecondary plan</i>	• <i>Identify programs that have a strong track record of graduating students with a degree or credential and that are culturally and linguistically responsive to the needs of your student population</i> • <i>Actively cultivate relationships with those institutions to build pipelines for access and opportunities</i>
	Stay Current & Deepen Your Anti-Racist Postsecondary Planning Practice	
	• <i>Regularly attend professional learning to stay abreast of changes to postsecondary planning</i> • <i>Further develop your understanding of the impact of race, class, and privilege in higher education and workforce landscape, and the power of <u>your role</u> -- an advocate for individual students and a change agent for racial, social and economic justice who helps dismantle systems of inequity</i>	

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SUGGESTED ACTIVITIES & COUNSELING RESOURCES <i>Use the suggested activities and resources for a step-by-step approach toward integration of these practices into your school program.</i>	Step 1	
	<i>Before you begin 1:1 postsecondary planning conferences...</i>	
	a. Download your school's match tool, conduct a top of year full caseload review (grouping students by intended postsecondary pathway), and consider how you will differentiate postsecondary planning support. Collaborate with your school's Transition Coordinator and ELL teacher to ensure postsecondary advisement programming is responsive to the needs of Multilingual Learners and Students with Disabilities. For more information review the Match Tool How To Guide. b. Decide what digital system you will use Match Tool "How to" Guide to track postsecondary lists and application completion, and ensure access for students and families. c. Screen all seniors for eligibility for NYS Opportunity Programs. Give students pre-work by asking them to gather income and personal documents to verify eligibility, and gear up to complete the FAFSA, TAP, Dream Act application, and the CSS profile. Share this student facing video on NYS Opportunity Programs and this opportunity program eligibility form with students and families. d. Make sure students have had an opportunity to explore careers and interests.	
	Step 2	Step 3
	<i>Build rapport and attend to/tune into students' social emotional well-being.</i> Suggested Prompts: a. <i>What, if any, immediate/pressing health or well-being needs can I help you with?</i> b. <i>What are you most excited/worried about this upcoming year?</i>	<i>Make sure conversations about students' plans are grounded in their sense of identity, purpose and belonging. Help them evaluate their depth of exposure to career pathways and reflect on significant experiences that have shaped future interests.</i> Suggested Prompts: a. <i>Have you ever completed a career assessment? If so, what did you learn about yourself from it? If not, consider recommending completion of a career assessment.</i> b. <i>Tell me about any extracurricular, employment, summer enrichment or work-based learning experiences that were meaningful to you.</i>

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		c. What postsecondary pathways are you currently considering pursuing (i.e., college, military, public service, employment, career training)? Who/what has influenced this decision?
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SUGGESTED ACTIVITIES & COUNSELING RESOURCES	STEP 4: List Building			
	If COLLEGE is the intended plan....		If CAREER TRAINING or EMPLOYMENT is the intended plan....	
	☐ Download your school's Class of 2023 match tool or use the Citywide version to help them build a list of 10-20 colleges, with special attention paid to match for postsecondary pathway, affordability, belonging & support .		☐ Highlight Co-op tech (fact sheet here) and share any virtual or in-person information sessions coming up.	
	☐ Track their list in a shared platform that you, the student, and their family has access to. See Student Facing Postsecondary Listbuilder Tool .		☐ Workshop One Goal's list of low-cost alternatives to for-profit training programs and One Degree's employment and training catalog.	
	☐ Set internal deadlines and processes for feedback on postsecondary lists to ensure it meets strong match criteria .		☐ Map out multiple entry points to their career of interest by exploring CUNY Certificate programs .	
	If MILITARY is the intended plan....		If PUBLIC SERVICE is the intended plan....	
	☐ Review the military pathways guide .		☐ Help the student sign up for an info session for a program like Americorps or City Year .	

Use the suggested activities and resources for a step-by-step approach toward integration of these practices into your school program.

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Step 5: Application Support

Regularly monitor a student's progress & connect them with school structures and caring adults to support completion of high quality postsecondary applications.

- a. Help students [draft high quality personal statements](#) by connecting them with trusted adults who will offer shoulder-to-shoulder support through the revision process. Share [this](#) asynchronous workshop for students on essay writing with the [College Essay Guy](#).
- b. Support students in gathering [personal and family financial documents](#) needed for financial aid completion. Flag additional forms, such as the [CSS profile](#) or [Dream Act](#), that they may need to submit besides the [FAFSA](#), [TAP](#) applications. Share the Understanding FAFSA Guide, [available in 8 languages](#).
- c. Standardize the use of a [brag sheet](#) and establish an internal process for requesting, reviewing, and tracking submission of recommendation letters.
- d. Set internal deadlines and processes for application review and submission.
- e. Help students connect more easily with representatives of career training programs by hosting an information session or a town hall. Create a parallel process for application submission to non college pathways.
- f. Encourage students to update the application status for each program applied to on a shared tracking platform like Naviance, SCOIR, Overgrad or Google Classroom.
- g. Celebrate students as they complete important postsecondary planning milestones related to their intended pathway.

Step 6: Identify Next Steps & Date for Follow-up

- ☐ Set a date for a follow-up meeting and determine mode of connection (*in-person 1-1, phone, email, group convening, etc*).
- ☐ Recommend action items or postwork. Consider using a platform like Naviance, Scoir, Overgrade or Google Classroom to stay connected with students.
- ☐ Share a calendar of application completion events/office hours with students and families so they know how to get support. [Differentiate these events by intended postsecondary pathway or level of student need](#).

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- ❑ As the Fall Semester ends, review this [Future Ready Pre-Winter Break Checklist](#) with students and families to identify targeted next steps to support each student's application process.

ADDITIONAL RESOURCES

- Please see the CCPT [postsecondary planning lesson map](#) for activities designed to provide 9-12th graders (0-33+ credits) with developmentally appropriate postsecondary planning experiences that build awareness of and preparation for life after graduation.
- Division of Multilingual Learners [Culturally Responsive and Sustaining Advising Guide](#)
- [Start Here: How to begin your college research](#)
- [Khan Academy College and Career Videos](#)
- Student Facing: [Postsecondary Listbuilder](#) and [Build your Postsecondary List Student Workbook](#)
- [Citywide MatchTool](#) & [How To Guide](#)

DOCUMENTING THIS MILESTONE IN STARS

A systemwide tool that helps you document the progress you're helping your students make through key postsecondary planning milestone experiences, toward graduation with a strong match plan

- Use these [FAQs](#) for any support you need with access and use of the STARS Postsecondary Tracker
- Check out this [suggested timeline and how-to's](#) resource for step-by-step support with documentation of specific milestone experiences.
- After you've supported a student to **finalize their postsecondary list** and **complete postsecondary applications**, you can use the STARS Postsecondary Tracker to document their progress. **Please see this [How-to](#) for guidance.**

Note: As referenced in the [20-21 Comprehensive Counseling Plan](#): For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans.