

# Making the Early Years Count:

## Supporting and Engaging 9<sup>th</sup> and 10<sup>th</sup> Graders for College Match

Dr. Erin Almond

Mrs. Allyson Reese

# Do Now

Please reflect on the following questions:

- In a perfect world, what does it mean to you to support and engage 9<sup>th</sup> and 10<sup>th</sup> graders towards college match?
- What successes and barriers have you faced as you have worked to provide support to 9<sup>th</sup> and 10<sup>th</sup> graders?
- What does it mean (look like/sound like/feel like) for 9<sup>th</sup> and 10<sup>th</sup> graders to be engaged in college match?

College Match:

the process by which students explore, identify, apply, and ultimately matriculate to and enroll in college

# Hi Friends!



Dr. Erin Almond  
Senior Manager- KIPP Through  
College



Mrs. Allyson Reese  
High School Transition and  
Support Counselor

# Our Context

- We are the college access program that supports our alumni (8<sup>th</sup> grade completers).
- We provide support for students from 8<sup>th</sup> grade through college graduation (or 6 years post high school).
- Our oldest cohort of students matriculated to college this year.
- We are a part of KIPP, a national network of free, public charter schools located in 20 states and the District of Columbia, serving nearly 100,000 students.





# Who's In the Room?



# What We'll Cover

## Agenda

- Do Now
- A Season of Trial and Error
- Our Big Failure
- Aligning to What Matters Most
- Role Play
- Work Time

## Objectives

By the end of this session, participants will be able to:

- Identify and implement key practices that will promote early engagement of 9<sup>th</sup> and 10<sup>th</sup> graders towards college match.
- Analyze the impact of relationship building through regular interaction, GPA goal setting, and credit checks
- Explore and practice strategies that have been implemented by KIPP Jacksonville KTC with the vision for replicating high impact practices locally





# Trial And Error in Jacksonville

## What We Tried

- Saturday School Tutoring
- Individual Tutoring
- Spaghetti Dinners
- Providing Community Service and Volunteer Opportunities

## What We Noticed

- Maintaining relationships is critical
- Communicating with students in a “low-pressure” way matters
- Consistency amongst staff promotes engagement.



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*“The founding principal came to our church and promised that KIPP would be there to support our students to and through college. Even though he is not at the school anymore, everything he said you all would do, you did. You all have helped us every step of the way and we are so grateful.”*

*Class of 2018 Parent*

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*“I don't feel connected to KIPP at all, so I don't feel like attending any of the big activities that you all host. I have a great relationship with Mrs. Almond and Mr. Williams, and so I always try to make my meetings and do what they ask me to do. Our group had to find our way in high school, and we did, and so we don't feel like we 'need' KIPP.”*

*Class of 2019 Student*

# Our Big “Failure”

We lacked a clear vision for what 9<sup>th</sup> and 10<sup>th</sup> grade support would be

- We failed to plan based on our regional and school context.
- We tried to account for metrics that were beyond our control.
- We came dangerously close to being a tutoring program as opposed to a college access program.

# Getting Back On Track

We set out to answer the question, *“How will WE know if our students are on track to leading fulfilling, choice-filled lives?”*, and designed our support accordingly.



Considered long-term scalability and internal/external key levers.



Stopped chasing random metrics.



Positioned ourselves as the experts on high school matriculation, graduation, and college access.

# Aligning Our Support to What Matters Most



## KIPP Through College Services for KIPP Jacksonville Alumni: High School Support

KIPP Through College is a free college access and persistence support program provided to students who complete 8<sup>th</sup> grade at a KIPP middle school. Students who wish to participate must sign this agreement to complete the following services and milestones. We will reach out yearly to confirm your participation in our programming. Students and families who do not complete the agreement will receive information via mail, but will not benefit from the programs or services provided unless they opt in.

Grade	Services	Student Milestones and Requirements
<b>9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• 4 in school visits (2 per semester)*</li> <li>• Monthly outreach (to student or parent; via phone, email, text, social media, or in-person)</li> <li>• Regular KTC Supplemental Programming (at least 4x per school year)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in an extracurricular or community service activity</li> <li>• Sign annual KTC Pledge</li> <li>• Attend school meetings and events</li> <li>• Keep contact information up to date</li> <li>• Create professional email and check regularly</li> </ul>
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• 4 in school visits (2 per semester)*</li> <li>• Monthly outreach (to student or parent; via phone, email, text, social media, or in-person)</li> <li>• Regular KTC Supplemental Programming (at least 4x per school year)</li> <li>• Spring ACT Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in an extracurricular or community service activity</li> <li>• Sign annual KTC Pledge</li> <li>• Attend school meetings and events</li> <li>• Keep contact information up to date</li> <li>• Complete resume and career inventory</li> </ul>
<b>11<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• 4 in school visits (2 per semester)*</li> <li>• Monthly outreach (to student or parent; via phone, email, text, social media, or in-person)</li> <li>• Regular KTC Supplemental Programming (at least 4x per school year)</li> <li>• 3 workshops: Cost of College, College Admissions, Financial Aid</li> <li>• Spring ACT Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Sign annual KTC Pledge</li> <li>• Create an ACT profile</li> <li>• Complete the FAFSA4caster</li> <li>• Attend school meetings and events</li> <li>• Keep contact information up to date</li> <li>• Create a college wishlist</li> </ul>
<b>12<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• 4 in school visits* (2 per semester)*</li> <li>• Monthly outreach (to student or parent; via phone, email, text, social media, or in-person)</li> <li>• Regular KTC Supplemental Programming (at least 4x per school year)</li> <li>• Workshops: FAFSA, College Admissions, College Transition</li> </ul>	<ul style="list-style-type: none"> <li>• Sign annual KTC Pledge</li> <li>• Attend school meetings and events</li> <li>• Keep contact information up to date</li> <li>• Prepare a college application list and submit 6-9 college applications</li> <li>• Complete and update the FAFSA</li> <li>• Submit 3 scholarship applications</li> <li>• Complete college transition requirements</li> </ul>

# Aligning Our Support to What Matters Most

## 9<sup>th</sup> Grade Support

- Regular contact (early, often, in-person)
- GPA Goal Setting (annually, with semester check-ins)

## 10<sup>th</sup> Grade Support

- Regular contact
- Credit Checks
- Creation of Initial Starter Wishlists
- YouScience



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*“I just do what Ms. Corona says and always use my resources...”*

*“The only reason why I try hard in school is for Ms. Corona. She’s the only one who checks on me...”*

*Class of 2020 Students*

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*“I strongly feel like the support from KTC last year was helpful. Whenever I had questions about my academics, KTC had an answer; they were always available. Not to mention helping me one on one with my Math. KTC was helpful with keeping me on track and reminding me of my goals and pushing me so that I can reach my fullest potential.”*

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*Class of 2021 Student*

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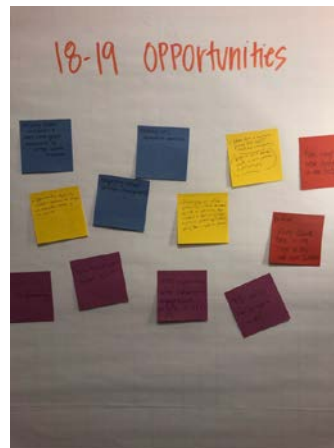
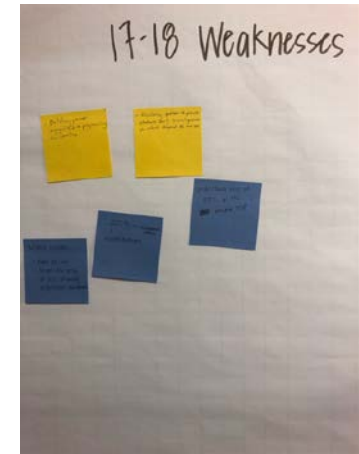
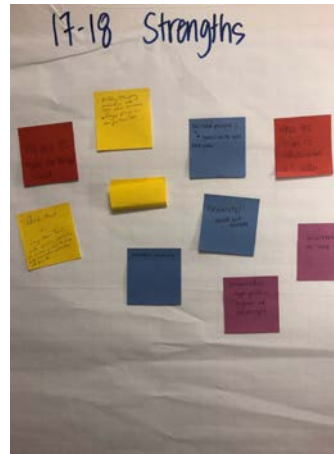
## Profile

Cohort	End of 9 <sup>th</sup> Grade GPA	End of 11 <sup>th</sup> Grade GPA (applying to college)
2018	2.31	2.57
2019	2.18	2.45
2020	2.37	TBD
2021	2.44	TBD
2022	2.86*	TBD

# Aligning Our Support to What Matters Most

## Stay Aligned Through:

- Regular strategic planning and assessment.
- Not staying stuck



# Role Play

We will role play a GPA Goal Setting Conversation (9<sup>th</sup> Grade) and a Credit Check Conversation (10<sup>th</sup> Grade).

Before we get started, think back to our “in a perfect world” thoughts from the Do Now

- What questions do you think that students need to be asked during the GPA goal setting conversation?
- What questions do you think that students need to be asked during the credit check conversation?

# Role Play

Questions to ponder while you observe:

- What do you see?
- What do you hear?
- What questions do you still have?



# From Play to Plan

First by yourself, then with a partner; map out how you can implement these strategies within your school/local context.

- Focus on what you know matters most AND will give you the information you need
  - What are our priorities?
  - What is our vision?
  - What goals have we articulated?

*Which of these strategies can you implement in your school/local context to better support your 9<sup>th</sup> and 10<sup>th</sup> graders?*

# In Closing...

- What questions do you still have?
- What are your big takeaways?
- What is the 1<sup>st</sup> step that you can take towards implementation of your plan?



thank  
you!