Redefining Ready: Connecting Adolescent Development to College Readiness

REL Northwest and GEAR UP West Pre-Conference
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What does it take to ensure that each and every student has the opportunity to aspire to, plan, and prepare for college success?
Landscape of College Readiness

**What matters**

- Rigorous curriculum, academic preparation, and academic skills
- Postsecondary aspirations, information, awareness
- Specific college planning and support
- Financial aid, support and literacy

**Current priorities**

- Academic policies, Common Core Standards
- K-16 Improvements, college going cultures, school university partnerships
- College preparation programs and community based providers
- Increased aid and FASA Completion efforts
and yet.....
Out of those 10 students

Fail to *Complete* High School
And still....

Fail to *Complete* High School

Fail to *Attend* College
And out of those original 10

Fail to Complete High School

Fail to Attend College

Fail to Complete College

Adapted from Gore, P. University of Utah
Gaps remain.....

- Small gains in enrollment
- Wide gaps in degree attainment
- Program serve small proportion of students
- Some students fail to see themselves as college goers
A developmental approach
Envisioning oneself as a college goer

Marshaling internal & external psychosocial resources

Believing in the ability to succeed

Planning, organizing and self regulating

Aiming for goals that matter

A developmental approach
IDENTITY
A college-going identity
A future oriented identity
Envisioning
Developing aspirations and goals that are consistent with other dimensions of one’s identity

Believing
Developing expectations that are based on beliefs about one’s ability to go and succeed in college
College-going identities

**Envisioning**
Developing aspirations and goals that are consistent with other dimensions of one’s identity

**Believing**
Developing expectations that are based on beliefs about one’s ability to go and succeed in college
Self-efficacy

- *Belief* in the ability to accomplish a specific task or goal AND to persist in the face of obstacles

- Domain specific
Developing self efficacy

- Mastery of Experience
- Vicarious Learning
- Social Persuasion
- Affect
A college-going identity
MOTIVATION
“She’s just not that motivated...”
What is motivation?

The **beliefs and goals** that drive action and the **associated behaviors** conducive to success and well-being
Motivation part one:
The reasons for pursuing college matter
Goal types

**Intrinsic**
- Performs task for inherent interest or enjoyment

**Extrinsic**
- Performs task for the purpose of receiving external rewards
Goal types (cont.)

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<th>Intrinsic</th>
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**Internalized regulation**

• Has internalized task’s value for long-term goal
“...there’s a difference between wanting to go to college and someone telling you they want you to go to college. Because when you go to college for reasons you don’t know why, then you drop out. Because you don’t know why you’re there. You’re going for someone else. It’s like a promise you’re keeping that’s not yours. It’s not your own promise.”

A lesson from Cedric Jennings
Motivation part two:
Beliefs about effort and success matter
Fixed vs. growth mindset

- **Growth mindset**: Intelligence is like a muscle; you can always build it
- **Fixed mindset**: Intelligence is a set quantity; you have it or you don’t

What influences these beliefs?

* Messages about effort and ability
* Feedback including praise for good performance
"YOU THINK CHEESE WILL MOTIVATE ME?
NO, I WANT MUTUAL FUNDS."
SELF-REGULATION
“After spending lots of time talking about the importance of bringing in her paperwork for the summer program, she never did. It seemed that no matter what I did, she never followed up.”
what is self-regulation?

- **Self Regulation**: Ability to manage thoughts, emotions, behaviors in the service of attaining goals

- **Specific Set of Skills**
  - Attention and focus
  - Cognitive flexibility/shifting
  - Planning
  - Organization
  - Reflection and reassessment
  - Delay of gratification
TRY THIS:
AVOID EXPRESSING EMOTION
I'm the biggest IDIOT ever!!!

you give me EGGRoll
me love you long time
So, you do not actually THROW the ball, but retain it in your hand, so as to make me THINK you threw it. Ah, very humorous. Very humorous indeed.
Push Button

Receive Bacon
BWAINZ!!!

You let him watch another zombie movie, didn't you?
self-regulation & college readiness
planning

• Mental Contrasting

• Multiple Pathways
Self-reflection and meta-cognition

- Forethought
- Performance Control
- Reflection
delay of gratification
Doing to and for young people, rather than doing with......
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Questions