Creating Postsecondary Leadership Teams (PLTs)

Contents

Purpose

Postsecondary Leadership Teams (PLTs) work at the intersection of academic achievement and postsecondary access to create equitable outcomes for students. Unlike Counseling Departments, PLTs often include teachers and administrators in addition to Counselors and College & Career Coaches. High schools can use Tool Set B to develop PLTs that will promote school-wide college-going cultures.

How & When to Use

Counselors and other educators can refer to these tools as foundational documents to organize the work of a PLT, including how to run effective meetings and recruiting a broad range of staff. The *What is a Postsecondary Leadership Team?* handout provides schools with an overview of a PLT and why it is important to develop such a team. *Creating a College Going Culture: A Resource Guide* is a great read for new PLT members to better understand the need for creating a college-going culture. Tool Set B also contains many real-life examples from Network for College Success partner schools.

What is a Postsecondary Leadership Team (PLT)?

A handout that describes a PLT and how to develop a school-wide college-going culture.

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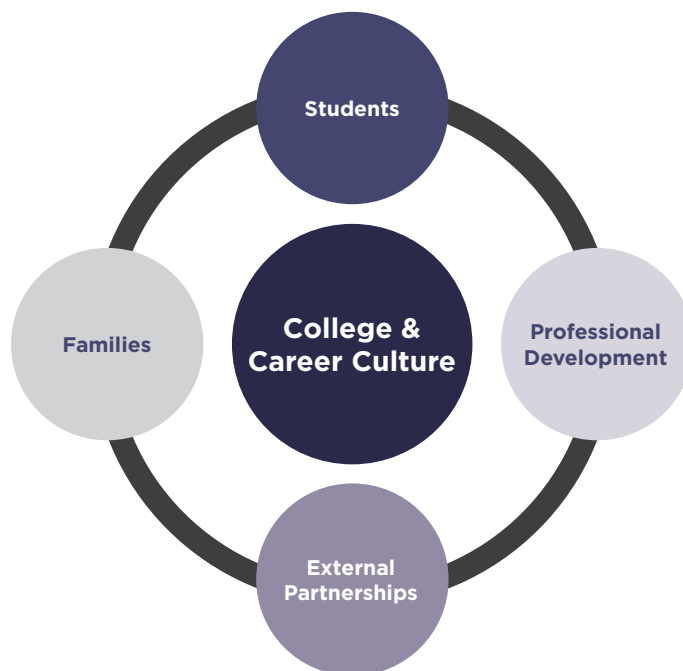# What is a Postsecondary Leadership Team (PLT)?

A team in a school that works at the intersection of academic achievement and postsecondary access to create equitable outcomes for students.

The team shapes a culture of success in which students aspire to a quality life beyond high school. Students participate fully in their academic and personal development to access a variety of opportunities that meet their needs.
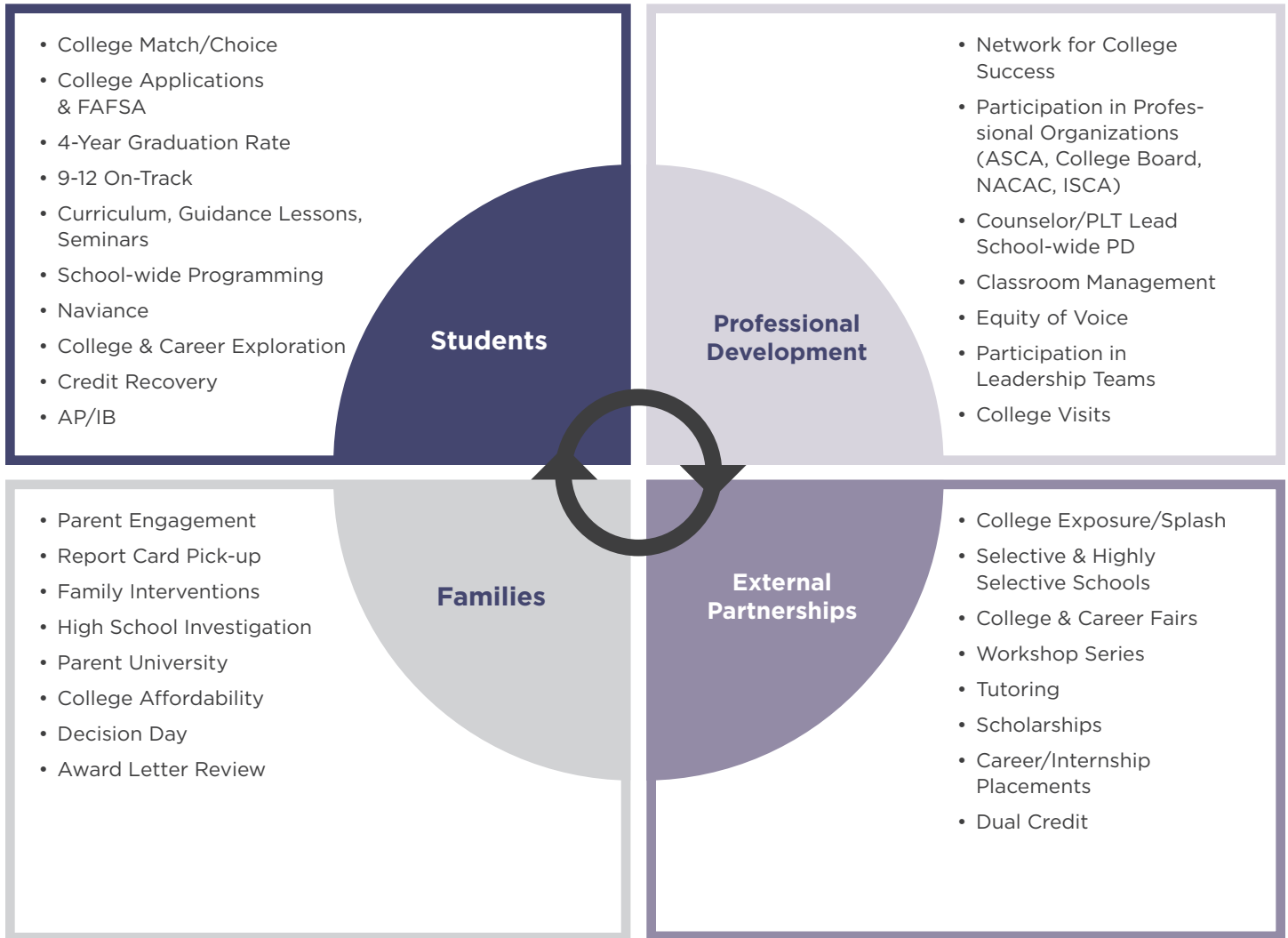
Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administration are central to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a school-wide college and career culture is every stakeholder's job and responsibility if we are to achieve equity for our students.
- We must understand who is in our school building and use data to guide effective decisions.
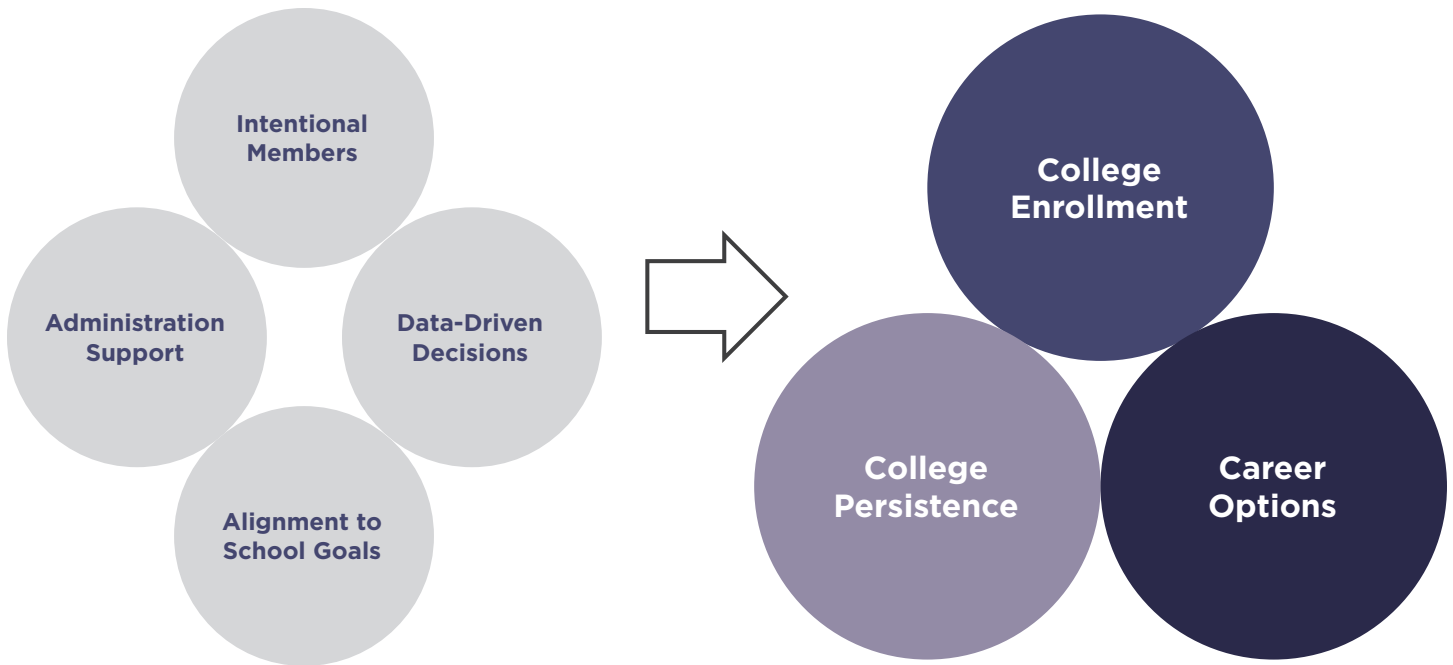
Four Key Dimensions for a Successful College & Career Culture

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College & Career Culture

Students

- College Match/Choice
- College Applications & FAFSA
- 4-Year Graduation Rate
- 9-12 On-Track
- Curriculum, Guidance Lessons, Seminars
- School-wide Programming
- Naviance
- College & Career Exploration
- Credit Recovery
- AP/IB

Professional Development

- Network for College Success
- Participation in Professional Organizations (ASCA, College Board, NACAC, ISCA)
- Counselor/PLT Lead School-wide PD
- Classroom Management
- Equity of Voice
- Participation in Leadership Teams
- College Visits

Families

- Parent Engagement
- Report Card Pick-up
- Family Interventions
- High School Investigation
- Parent University
- College Affordability
- Decision Day
- Award Letter Review

External Partnerships

- College Exposure/Splash
- Selective & Highly Selective Schools
- College & Career Fairs
- Workshop Series
- Tutoring
- Scholarships
- Career/Internship Placements
- Dual Credit

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Effective Postsecondary Leadership Teams

Intentional Members

Administration Support

Data-Driven Decisions

Alignment to School Goals

College Enrollment

College Persistence

Career Options

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Creating a College Going Culture: A Resource Guide

A resource guide developed by Melissa Friedman MacDonald and Aimée Dorr on how educators can collaborate to create a school-wide culture focused on college success.

Click here to read >>

Roles and Responsibilities of PLT Members

A document from Tilden High School that lists each person on a PLT and what his or her role is on the team.

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Roles and Responsibilities of PLT Members

Sample from Tilden High School

Name	Role	Why am I on the PLT? What is my piece of the postsecondary pie?
Tilden School Leaders		
Butler	Senior Pod Leader	• Lead the Class of 2016 in student achievement and postsecondary deliverables/outcomes
Chung	Counselor	• Classroom guidance lessons • Individual student planning • Responsive services • Systems support (professional development, operations) • Data-driven support (college applications, test data)
Crockett	OneGoal Program Director and Alumni Support	• Monitor and support college enrollment for Class of 2015
Davis	Senior Seminar Teacher	• Lead Senior Seminar in postsecondary processes and associated deliverables/outcomes for Class of 2016
Holmes	Freshman Pod Leader and Dual Credit Teacher	• Lead the Class of 2019 in Freshman On-Track work and postsecondary deliverables/outcomes • Teach Dual Credit courses
Kennedy	Assistant Principal	• Postsecondary Leadership Team Facilitator • Administration Representative for postsecondary work/initiatives
Klein	Programmer and Data Strategist	• Align scheduling to postsecondary initiatives • Data support for Postsecondary Leadership Team
Marasas	Sophomore Pod Leader	• Lead the Class of 2018 in student achievement and postsecondary deliverables/outcomes • Provide technical assistance and collaborative support (as needed) to Class of 2016

Pod is a grade-level team

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Name	Role	Why am I on the PLT? What is my piece of the postsecondary pie?
McLinden	Junior Pod Leader	• Lead the Class of 2017 in student achievement and postsecondary deliverables/outcomes
Porter	Teacher	• Dual Credit/Dual Enrollment Liaison • Monitor and support college enrollment for Class of 2015 • Provide technical assistance and collaborative support (as needed) to Class of 2016
Totzke	OneGoal Program Director and Teacher	• Support postsecondary deliverables/outcomes for Class of 2017 in OneGoal
External Partners		
Parker	Ada S. McKinley Community Services	• Direct service to students: technical assistance and support with college applications, FAFSA, scholarships, college enrollment, etc. • Collaborate with teachers to implement grade-level postsecondary initiatives (i.e. college field trips) • Occasional co-delivery of lessons in Junior or Senior Seminar courses
Fernandez	Illinois Student Assistance Commission	• Direct service to students: technical assistance and support with college applications, FAFSA, scholarships, etc.
Pretekin	Network for College Success	• Leadership coaching supports for Postsecondary Leadership Team Facilitator and Counselor • Naviance technical assistance
Dickson/ Martin	OneGoal	• Collaborative support with OneGoal cohorts • Participation in postsecondary initiatives
Hunt	Umoja	• Support, coaching, and technical assistance for Senior Seminar, including direct service with seniors and curriculum development/refinement with teacher(s) • Senior Day of Action

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PLT Goals and Accomplishments Through the Years

A timeline from Washington High School that shows the PLT's progression over a three-year span while highlighting the team's focus areas and key supports.

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PLT Goals and Accomplishments Through the Years

Sample from Washington High School

	School Year 2012-13	School Year 2013-14	School Year 2014-15
Focus Area(s)	• Establishing a College and Career Culture	• Building the College and Career Culture • Applying to College • Developing a School-wide Approach (mindsets, buy-In, reframing, and extended opportunities)	• Postsecondary Data Management and Use • Applying to College (Match) • Paying for College (Scholarships) • Family Engagement • College Choice
Key Supports	• Year One of PLT • UChicago Consortium Research *Potholes on the Road to College* • College Fridays • February Professional Development • College Advisory Forums (Juniors and Seniors) • Free Application for Federal Student Aid (FAFSA) Day • Introduction on Naviance • Senior Seminar • College Community Partner • Decision Day	• Year Two of PLT • Read UChicago Consortium *Potholes Case Studies* • PLT Kick-Off & Mid-Year Professional Development • College Advisory Forums (early Fall) • Senior Parent Dinner • Year Two with Naviance • Formation of Senior Leadership Team • UChicago Consortium College Enrollment Reports (pilot year) • Postsecondary Passport (pilot year) • Introduction of College Café • Senior Seminar • College Community Partner Year Two • IB College Academy • Introduction of Grade-Level Teams • Introduction of Postsecondary Milestones	• Year Three of PLT • Read book *Crossing the Finish Line* • College Advisory (Fall, with more staff involvement) • Senior College Nights (3) • Year Three with Naviance (using Alumni Tracker) • Postsecondary Monthly Reports • Postsecondary Passport (version 2.0) • Year Two of Senior Leadership Team • Major Scholarships Strategy • FAFSA Day • IB College Academy • College Café • Senior Seminar • College Community Partner Year Three • Two College & Career Coaches • Student-Counselor Conferences

	School Year 2012-13	School Year 2013-14	School Year 2014-15
Key Supports (cont.)		• Setting PLT Three-Year Goals • Leaving the Nest (trunk party) • College Visits • Washington Wire • Decision Day	• Junior and Senior Coach Conferences • College Visits • Senior Parent Phonathon • Leaving the Nest (trunk party) • Decision Day • Summer Fest
Outcomes	• PLT commitment and learning is established • Emerging College and Career Culture • 2% increase in college enrollment rate (45%) • $5.1 million in scholarships	• Increased college applications • Use of common language when working with adults and students • Increased parent involvement • 14% increase in college enrollment rate (59%) • $7.4 million in scholarships • Staff buy-in	• Effective use of data • More structured college advising • Increased student ownership of application process • $9.7 million in scholarships • Increased parent involvement • Staff buy-in

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Community Call: Reflecting on Your College Journey

A community call, or brief activity, from Tilden High School that can be used at a PLT meeting to help members reflect on their college journeys. This can inform the work of advising students as they begin the college access process.

Community Call: Reflecting on Your College Journey

Sample from Tilden High School

Prep

Cut up the rectangles below so that each person can select a question at the beginning of the meeting.

Instructions

1. Take a question
2. Reflect on your answer for about one to two minutes
3. Find a partner and share your response to the question
4. Switch question cards
5. Find new partner
6. Repeat two to three times, as time permits

✄

Describe a pivotal person who influenced your decision on where to apply to and attend college.

If you could go back and do it again, what would you change about your undergraduate college experience?

What college did you attend and why?

Describe one of the best times you had in college.

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What do you think you might have done if you never went to college?

Did you attend college close to home or did you move away? What did you see as the pros and cons of that decision?

What type of student were you in high school and how did that impact your college readiness?

How did you decide on your major in college? What or who influenced you?

If you could wave a magic wand and instill one value or characteristic in your students that would improve their postsecondary success, what would it be and why?

If you had three wishes for your students, what would they be?

Who or what supports did you most rely on in order to persevere and succeed in college?

Would you recommend that a student attend your undergraduate alma mater? Why or why not?

What were your fears about attending college? How did you overcome them?

Once you began your college experience, did you feel prepared? If yes, how so? If no, what was missing?

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Sample PLT Agendas

Three examples of PLT agendas from Kenwood Academy, Tilden
High School, and Washington High School that incorporate learning,
collaboration, and looking at student data.

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Sample PLT Agendas

Example 1: Kenwood Academy High School

Postsecondary Goals:

• Four-Year Graduation Rate: 90%

• College Enrollment Rate: 90%

• Early College Credentials: 75%

• College Persistence Rate: 85%

Meeting Objectives:

• Examine Selectivity of Senior Class College Applications

• Analyze Senior On-Track Performance

• FAFSA Updates

• Parent Night Planning

• Formulate Two-Week Action Plan

Meeting Guiding Questions:

• How do we continue to monitor and support the performance of the senior class?

• How are we differentiating the postsecondary supports for the senior class?

• How do we continue to target students with regard to college selectivity and GPA?

Agenda

Session: Postsecondary Leadership Team Meeting
Date: December 12, 2016
Time: 9:10 am – 10:10 am
Site: Media Center Teacher Conference Room

9:10 a.m. – 9:15 a.m.
Distribution of Materials and Actionable Agenda Overview

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9:15 a.m. – 9:30 a.m.
Analysis of Senior Class Application Selectivity

- Percentage of students applying to highly selective colleges

- Deadlines and plans to increase applications to highly selective colleges

- Percentage of students applying to six or more colleges

- Plans to ensure 100% of seniors apply to six or more colleges

9:30 a.m. – 9:40 a.m.
Senior On-Track Performance

- Students with two or more F's

- Students with three or less college applications

- Students with ≤ 2.4 GPA, no college applications, and no Free Application for Federal Student Aid (FAFSA)

9:40 a.m. – 9:50 a.m.
FAFSA Updates

9:50 a.m. – 10:00 a.m.
Parent Night Planning

10:00 a.m. - 10:10 a.m.
Formulate Two-Week Action Plan

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Sample PLT Agendas
Example 2: Tilden High School

Team Agreements

• Be fully present and engaged

• Speak your truth as you know it now

• Lean into discomfort

• Expect and accept non-closure

• Confidentiality

Attendance

☐ Abesamis ☐ Butler ☐ Catellier ☐ Chung ☐ Davis ☐ Jenkins ☐ Kennedy

☐ Marasas ☐ McCain ☐ Parker ☐ Pedraza ☐ Saucedo ☐ Totzke ☐ Wilson

Agenda

Wednesday, November 2, 2016
2:00-3:30 p.m.

I.   **Opening Moves (10 min)**
      Welcome, Agenda, and Community Builder

II.   **Semester I Roadmap (20 min)**
      Continuing our journey in learning about the developmental approach to college access and
      success

III. **Review College Enrollment (2015) & College Persistence (2014) (5 min)**

IV.   **Debrief College Fair (15 min)**

V.   **Breakout Groups (30 min)**

VI.   **Closing Moves (5 min)**

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Breakout Working Sessions

Use the Google Doc to capture notes

Class of 2017	Grade-Level Pods (Teams) 9, 10, 11
Abesamis, Butler, Chung, Davis, Parker, Pedraza, Totzke	Jenkins, Kennedy, Marasas, Saucedo, Wilson
Items • Looking at Data: college applications • Free Application for Federal Student Aid (FAFSA) • Field trips • Identifying and prepping students for dual credit • Other items	**Items** • School Year 2017 grade-level goals • Debrief last mentor/mentee check-in and grade-level team meeting • Plan for upcoming postsecondary/grade-level team meetings

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Sample PLT Agendas

Example 3: Washington High School

Community Agreements

• Engage in the Moment

• Share Your Wisdom/Speak Your Truth

• Pay Attention to Patterns of Participation

• Suspend Judgment

• Move toward Solutions of Equity

• Remain Student Centered

Location

Room 117

Team Members

Sepulveda, Fuentes, Bond, Charsha, Del Real, Perez, Quezada, Walton, Alvarez, Taylor, Jourdan, Castaneda, Monge-Pacheco, Gallick, Burnett, Malcolm

Meeting Objectives

1. Continue to build relationships, leadership capacity, and group accountability for school improvement

2. Review postsecondary and National Clearinghouse data to assess and modify our current practices

3. Review postsecondary supports

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Professional Reading and Discussion

7:15-7:40 (25 minutes)

Facilitator leads group through a text-discussion protocol on Ch. 5: Evidence on Academic Mindsets from the UChicago Consortium *Teaching Adolescents to Become Learners* literature review.

PROTOCOL: Final Word		
Phase 1	• Facilitator introduces the protocol 　° Modified from SRI's Final Word protocol • Silent review of the text noting the following: 　° What do you agree with in the text? 　° What do you want to argue with in the text? 　° What parts of the text do you aspire to (or act upon)?	5 minutes
Phase 2	In small groups, spend time talking about each of the 3 A's you identified.	12 minutes
Phase 3	Whole group share out	8 minutes

Data Brief

7:40-8:30 (50 minutes)

Liz Monge-Pacheco, Network for College Success Postsecondary Coach, will lead us through a protocol reviewing our current postsecondary supports and looking into future supports.

PROTOCOL: What? So What? Now What?		
Phase 1	• Liz introduces the protocol (see below Page 8 of 8) 　° Modified from SRI's What? So What? Now What? protocol	2 minutes
Phase 2	Assigned team members present a challenge based on National Clearinghouse Data	5 minutes
Phase 3	Each team member reviews the data individually	5 minutes
Phase 4	In groups of two to three, discuss the following questions: • What did you hear that was important? Why is it important to us? • Now what? What can we do?	10 minutes

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| Phase 5 | Whole group share out | | 15 minutes |

Presenter reflection

	No.	Action Item	Deadline	Owner	
Phase 6	1				3 minutes
	2				
	3				
	4				

Postsecondary Supports Review

8:30-8:40 (10 minutes)

1. Focus on grades
   - Freshman/ Sophomore Cafés
   - SAT Boot camp
   - Senior Counselor meetings
2. Application Process
   - PLT support list for students
   - Passport check (for more information on school passports, see Component 4 of this Toolkit)
   - One Million Degrees (in connection to Senior Seminar teachers)
3. College Exposure
   - National Hispanic College Fair
   - University of Illinois
   - Chicago Engineering Day
   - Northwestern University
4. Parents
   - Upcoming college parent night

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Closing

8:40-8:45 (5 minutes)

• Identify team members to facilitate conversation on Chapters 6 & 7 of the UChicago Consortium *Teaching Adolescents to Become Learners* literature review

• Next meeting will be on February 22nd

• Items to be discussed: College Parent Night, Junior supports

Modified What? So What? Now What? Protocol		
Focus Question: We are in this work together as a Postsecondary Leadership Team. As a team, what can we do to rethink our supports to improve college enrollment and persistence (this includes thinking about our juniors)?		
Your Charge: • Take notes on what you hear described as the "What…So What?" • The team owns this work collectively. As you break into small groups, is there anything missing from the "What…So What?" described? Add it to your notes. • Spend time discussing the "Now What?" • Someone should take notes and prepare for the group discussion.		
What? What did we do? What are we working on?	**So What?** Why is this important to us?	**Now What?** What can we do?

"Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis."

—Foundations for Young Adolescent Success

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Social Capital Poster: Recruiting Faculty Support

A poster from Kelly High School to recruit staff to support school-wide postsecondary efforts by socializing current metrics and stressing the importance of college match.

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Social Capital Poster: Recruiting Faculty Support

Sample from Kelly High School