



# Supporting Student Identity

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## Purpose

Network for College Success partner schools are committed to implementing powerful student-centered practices. Tool Set A showcases different ways to support students as they integrate their identities into the context of college and career planning. This work is connected to the adolescent development research in [Understanding Research & Applying Data: Tool Set B](#).

## How & When to Use

Counselors and other educators can use the following tools as part of a school-wide plan to address students' social-emotional learning needs, which is a crucial part of preparing them for life after high school. The Freshman Passport can help students begin planning for the future early on, learning about and tracking postsecondary milestones so they know what to expect senior year. The Behavior, Attendance, & Grades (BAG) Report is a quick summary of a student's overall progress. BAG Reports provide students with a clear picture of how they are doing in school and can be used for meaningful educator-student conversations on postsecondary goals. Tool Set A contains practical, student-centered tools and resources to create a college-going culture in your school or district.



## Supporting Student Identity

# Freshman Passport: Tracking Postsecondary Milestones

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A sample tool from Tilden High school to help students conceptualize important milestones related to postsecondary planning, which should begin as early as freshman year.

### Freshman Passport: Tracking Postsecondary Milestones

Sample from Tilden High School

# 15

Service Learning Hours



Shadow Experience



Quarterly Mentor Meeting



Write a Mission Statement



Participate in One Culture Activity



College Visit / College Fair



15 City Year Learning Hours



Attend One After School Event Each Semester

# Maintain a 3.25 GPA



# 85%

Attendance



## Supporting Student Identity

# Behavior, Attendance, & Grades (BAG) Report

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A sample BAG Report from North-Grand High School that provides a snapshot of a student's progress in terms of behavior, attendance, and grades. This can be used with students in any grade level. Network for College Success partner schools frequently use BAG Reports to engage in productive conversations with students on their successes and to determine areas in need of support.

# Behavior, Attendance, & Grades (BAG) Report

## Sample from North-Grand High School

Student (NAME & ID): \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_

The numbers below reflect your totals through (DATE): \_\_\_\_\_

BEHAVIOR			Student Self-Reflection: In what ways do I contribute to a safe and respectful school climate? Do my actions reflect the real me?								
Quarter 1			Quarter 2			Quarter 3			Quarter 4		
# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS
For questions regarding misconducts, make an appointment with the Dean of Discipline.											
Year-to-Date Totals:			# of Detentions			# of Days of ISS			# of Days of OSS		

**Key:**

- ISS = In-School Suspension
- OSS = Out-of-School Suspension

<b>ATTENDANCE</b>		<b>Student Self-Reflection:</b> How frequently am I attending my classes? What impact does my attendance have on my grades?						<b>Goal: 90% Attendance</b> (no more than a total of 9 days absent)			
<b>Total # School Days</b>	<b>Quarter 1</b>		<b>Quarter 2</b>		<b>Quarter 3</b>		<b>Quarter 4</b>		<b>Year-to-Date Total:</b>		
<b>Period</b>	<b># of Absences AEX/AUX</b>		<b># of Tardies</b>		<b># of Absences AEX/AUX</b>		<b># of Tardies</b>		<b># of Absences AEX/AUX</b>		<b># of Tardies</b>
<b>1</b>											
<b>2</b>											
<b>3</b>											
<b>4</b>											
<b>5</b>											
<b>6</b>											
<b>7</b>											
<b>8</b>											
<b>Daily Attendance</b>											
<b>For questions regarding attendance, schedule an appointment with the Attendance Coordinator.</b>											

**Key:**

- AEX = Absence Excused
- AUX = Absence Unexcused

GRADES		Student Self-Reflection: How am I doing academically in my classes? Do my grades represent my true ability?								
Period	Course Semester 1	Course Semester 2	P1	Q1	P2	S1	P3	Q3	P4	S2
1										
2										
3										
4										
5										
6										
7										
8										
GPA (unweighted):			Semester 1				Semester 2			
For questions regarding grades, schedule an appointment with the corresponding Teacher or your assigned Counselor.										

**Key:**

- P 1-4 = Progress Report 1-4
- S 1-2 = Semester 1-2
- Q 1-3 = Quarter 1-3
- GPA = Grade Point Average

<b>SERVICE LEARNING</b>	<b>Student Self-Reflection:</b> How many projects/hours have I completed? How many projects/hours do I have left to complete to meet the graduation requirement?	
<b>Year-to-Date Total:</b>		<b>45 Hrs Required</b>
For questions regarding Service Learning hours/projects, make an appointment with your assigned Counselor.		

TEST SCORES	Reading	English	Math	Science	Composite
Explore					
Plan					
ACT					

School Fees Owed: \_\_\_\_\_

**Key:**

- AEX = Absence Excused
- AUX = Absence Unexcused
- ISS = In-School Suspension
- OSS = Out-of-School Suspension
- P1-4 = Progress Report 1-4
- Q1-Q3 = Quarter 1-3
- S1-S2 = Semester 1-2
- GPA = Grade Point Average
- ACT = American College Testing





## Supporting Student Identity

# Overview of Social/ Emotional Learning (SEL) Small Group Plan

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A scope and sequence of a social-emotional learning and post-secondary planning support group for young women in Kelly High School.

## Overview of Social/Emotional Learning (SEL) Small Group Plan

### Sample from Kelly High School

#### Focus

Postsecondary and Social/Emotional Learning

Inspired by the book *Ready, Willing, and Able: A Developmental Approach to College Access and Success* (Mandy Savitz-Romer and Suzanne M. Bouffard)

“How can an understanding of adolescent development inform strategies and practices for supporting first-generation college goers?” In *Ready, Willing, and Able*, Savitz-Romer and Bouffard focus on the developmental tasks and competencies that young people need to develop in order to plan for and succeed in higher education.

These include identity development; articulating aspirations and expectations; forming and maintaining strong peer and adult relationships; motivation and goal-setting; and self-regulatory skills, such as planning.

#### Objective

To build college-going identity for senior students as they explore college options and make college decisions

Target students:

- 10 *Somewhat Selective*\* college access female students (GPA between 2.5 and 2.9)
- English Language Learners (ELL)
- At least 85% attendance
- Preferably not involved in other college access programs offered at Kelly High School

\*Based on the UChicago Consortium College Access Grid from the *Potholes* report (See the [Understanding Research & Applying Data: Tool Set A](#) in this Toolkit for more information.)

#### Duration

12 sessions. One class period per week and alternating between 5th and 6th period classes.

**Facilitators**

A. Preciado, Kelly High School Counseling Department Chair; R. Pretekin, NCS Postsecondary Coach; A. Nault, NCS Social and Academic Support Facilitator

Session & Theme	Lesson Plan	Materials
1. Meet and Greet	<ul style="list-style-type: none"> <li>• Introductions and group overview</li> <li>• Group norms and expectations</li> <li>• Icebreaker: Name that Celebrity</li> <li>• Collage visual representation of themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Calendar of meeting dates and times</li> <li>• Magazines, paper, and markers for collage</li> </ul>
2. Genograms	<ul style="list-style-type: none"> <li>• Group chooses a name (for this group, participants decided on InspiRED)</li> <li>• Phenomenal Woman by Maya Angelou</li> <li>• Assessing College-Going Culture</li> <li>• Pre-survey</li> </ul>	<ul style="list-style-type: none"> <li>• Poem</li> <li>• Pre-survey</li> <li>• PowerPoint</li> </ul>
3. Reflection of Genograms	<ul style="list-style-type: none"> <li>• Genograms using Atlas Protocol-Learning from Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• SRI's Atlas Protocol</li> <li>• Genograms</li> </ul>
4. Visionary Goal Setting	<ul style="list-style-type: none"> <li>• Genogram follow-up</li> <li>• Steps to Success: Barriers &amp; Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Group Genograms</li> <li>• PowerPoint</li> </ul>
5. College Match	<ul style="list-style-type: none"> <li>• Candybar Icebreaker (participants choose one candy and answer the corresponding question)</li> <li>• College Match, Grades, GPA, and Graduation Status</li> </ul>	<ul style="list-style-type: none"> <li>• College Match Sheets</li> <li>• Candy</li> </ul>
6. Values	<ul style="list-style-type: none"> <li>• Exploring Individual and Family Values</li> <li>• Identifying Barriers and Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional American Values Worksheet</li> </ul>
7. First-Generation College Students	<ul style="list-style-type: none"> <li>• College Video: "Is College Real for Me?"</li> <li>• Share out</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> </ul>

Theme	Lesson Plan	Materials
8. Monitoring Growth	<ul style="list-style-type: none"> <li>Assessing College-Going Culture and Reflection</li> <li>Post-survey</li> </ul>	<ul style="list-style-type: none"> <li>Post-survey</li> </ul>
9. Goal Setting and Resources to Support those Goals	<ul style="list-style-type: none"> <li>Progress towards College and Career Goals</li> <li>Identifying Current School and Family Support Systems</li> </ul>	<ul style="list-style-type: none"> <li>Steps to Success Worksheet</li> </ul>
10. Healthy Relationships	<ul style="list-style-type: none"> <li>Exploring what is healthy and unhealthy in relationships. Exploring “deal breakers.”</li> </ul>	<ul style="list-style-type: none"> <li>Working on Womanhood (WOW) Deal Breakers</li> <li>Vote with Your Feet activity</li> </ul>
11. Real Colors	<ul style="list-style-type: none"> <li>Real Colors Personality Test</li> </ul>	<ul style="list-style-type: none"> <li>Real Colors by National Curriculum and Training Institute</li> </ul>
12. National Louis University Field Trip	<ul style="list-style-type: none"> <li>Tour National Louis University and learn about the Harrison Professional Pathways Program</li> <li>Year-end survey</li> </ul>	<ul style="list-style-type: none"> <li>Bus cards</li> <li>Permission slips from parents</li> <li>Lunch</li> <li>Year-end survey</li> </ul>



## Supporting Student Identity

# Genogram Lesson Plan and Sample

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A lesson plan to help students map out a genogram that focuses on their family's education, career choices, and values. A sample of a student's genogram is also included as a reference.

## Genogram Lesson Plan and Sample

### Goal

To help students understand the influence that their family's education, career choices, and values can have on their postsecondary and career decisions.

### Objective

Students will learn how to map out a genogram that focuses on their family's education, career choices, and values.

### Materials

- 1 sheet of white paper and pencil per student
- Optional Homework handout

### Time

45 minutes

### Instructions

The Counselor will discuss the following:

- Different family structures
  - Education levels
  - Family values
  - Postsecondary and career decisions
1. The Counselor starts by discussing how our families can affect our college and career decisions. We might not notice how a family member can have either a positive or negative effect on our decisions. We may even be influenced by the jobs our family members have, as well as their attitudes towards work and education.
  2. The Counselor explains how to draw a genogram and will draw their own genogram as an example. The Counselor will also give the students a sample genogram for their records.
  3. The Counselor distributes sheets of paper and pencils.

4. Students will begin to create their own family and career genogram. It can include the education and/or career choices of their parents, guardians, siblings, aunts, uncles, and grandparents. The Counselor should encourage students to go back as far as they can, to great-grandparents or further if possible. Students should focus on those individuals that are emotionally closest to them. If students do not know someone's name or job right now, they can leave that space blank. Students may also complete genograms later with their families' assistance.
5. The Counselor allows time for students to complete their genograms and assists students as needed.
6. The Counselor holds a group discussion about what the students notice in the genograms about their family structure, values, patterns of education, and career decisions.

### Sample Group Discussion Questions

1. Do you notice a pattern of family structure?
2. Did your parents finish high school?
3. Did your parents finish college?
4. Do you notice a pattern of level of education?
5. What are some barriers that your parents or relatives faced that prevented them from graduating from high school or college?
6. What are some of your relatives' jobs or careers?
7. Do you notice a pattern of careers?
8. Do you know why your parents choose the job or career they have?
9. Do you think that you are more likely to pursue a career that someone in your family already has? Is it because those are the careers you know most about? Why or why not?
10. Are there any careers that your family wishes you would pursue? Do you want to pursue those careers? What is their reasoning for this? How does it make you feel?
11. What are some barriers that your parents or relatives faced that prevented them from getting the job or career they wanted?
12. Think about your parents' attitudes/values towards education for a minute. Write them down on the back of your genogram.
13. Do you notice a pattern among the family values listed?
14. Do you think that, generally speaking, children are influenced by their parents to go to college? Or not to go to college? Why or why not? Is this good or bad?
15. Do you see yourself graduating from college? Why or why not?
16. Do you know what career you would like to have?

**Optional Homework**

If needed, complete your genogram with your family to obtain more of their background information.

The second part of your assignment is to interview one person in your family about his/her job history and how he/she decided on a career.

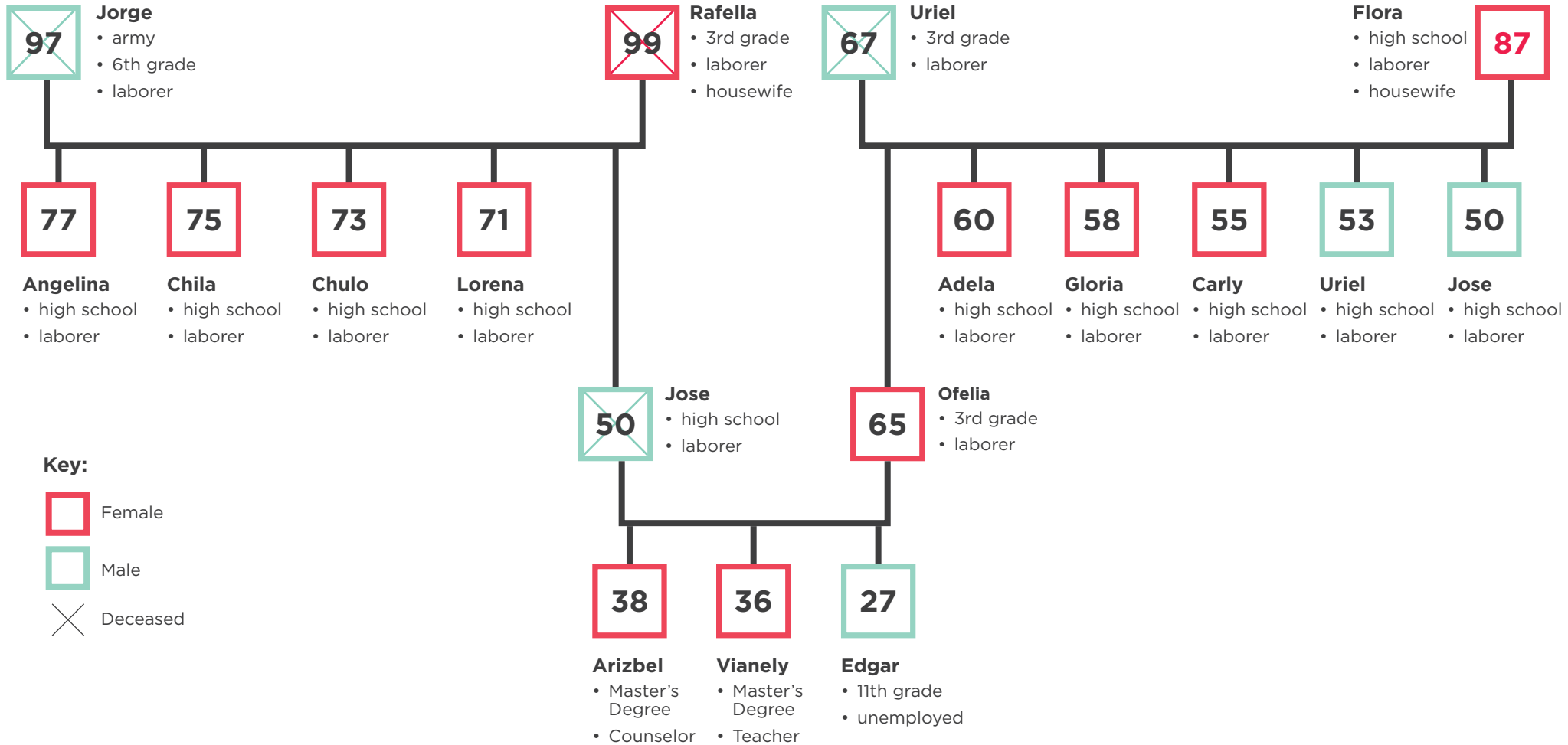
Student Name: \_\_\_\_\_ Division: \_\_\_\_\_ Date: \_\_\_\_\_

**Family Member Interview Questions**

1. What grade level did you complete?
2. Did you want to graduate from high school?
3. Did you want to go to college? Why or why not?
4. Did you graduate from college and what did you study? Why?
5. Were there any barriers or responsibilities that prevented you from graduating from high school and/or college? Explain.
6. What career did you want to have? Why?
7. Do you feel that you accomplished your educational goals? Explain.
8. Did you feel that you accomplished your career goals? Explain.
9. Are you happy with your job/career? Why or why not?
10. What do you wish for me?



## Genogram Lesson Plan and Sample





## Supporting Student Identity

# DREAMers Presentation

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A description of the DREAMers Club at North-Grand High School, which creates a safe space for undocumented students to support each other, express their concerns about being DREAMers, and build their leadership capacity.

# DREAMers Presentation

Sample from North Grand High School

## Club Purpose

- North-Grand High School has a significant number of undocumented students
  - Some may feel neglected or rejected due to their legal status
  - Some are in the dark in terms of what their options are for college, career, and in life

TOOL SET

A

Supporting Student  
Identity

## Club Purpose (cont.)

- Students created the following Mission Statement:  
The DREAMers Club is an open group that exists to support undocumented students to reach their full potential. We provide financial aid and networking opportunities, along with other resources.

TOOL SET

A

Supporting Student  
Identity

## Goals

- To create a safe haven for DREAMers
- Create and sustain a scholarship fund for DREAMers
- Provide our community with information and resources for DREAMers to reach their full potential



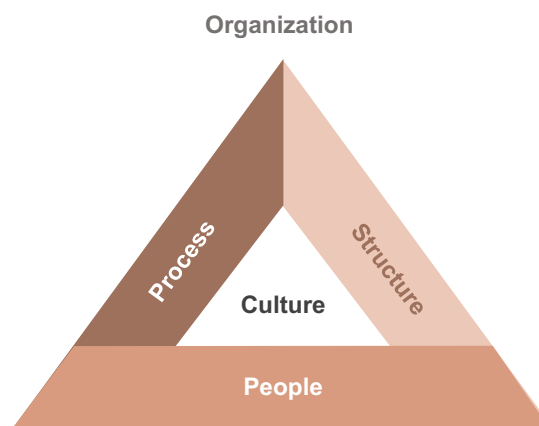
TOOL SET

A

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Identity

## Structure and Functions

- We are completely student-centered
  - Meet after school on Mondays
  - Students run the meetings and educators help facilitate



TOOL SET

A

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## Structure and Functions (cont.)

- Structure
  - We create and follow group norms
  - We have subcommittees and hold each other accountable
    - Marketing
    - Fundraising
    - Event planning
  - We end meetings with a 10-15 minute Q&A session

TOOL SET

A

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## Strengths

- We have become a family/support group
  - Our members are loyal, flexible, and attend regularly
- Gaining momentum/popularity
  - Marketing Committee maintains our social media sites
    - Instagram, Facebook, and Twitter (#nocuestasoñar)
  - Reminder App helps with communication
  - Staff and administration support our activities
- Reaching our goals

TOOL SET

A

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Identity

## Limitations

- Members are senior students
  - We have to start all over again each year with a new set of students
- Spread thin
  - There is a lot of work to do with a small group and limited time
- We wish we could do so much more!

TOOL SET

A

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Identity

## Past and Future Events

- Research field trip to the National Museum of Mexican Art (Dia de los Muertos)
  - Created an altar to represent the lost dreams of undocumented students
- Social Event
  - Special guests (an undocumented attorney and one of the co-founders of the Immigration Justice League)
- Info table at school events

TOOL SET

A

Supporting Student  
Identity

## Past and Future Events (cont.)

- DREAMers Financial Aid Night
- Dia de los Reyes Rosca Celebration (Day of the Three Kings Celebration)
- Tamale Night
- Movie at North-Grand Fundraising Night
- Raffles

TOOL SET

# A

## Supporting Student Identity



North-Grand DREAMers were invited to Wrigley Field and made an altar in tribute to all of Chicago's DREAMers.





## Supporting Student Identity

# First Generation Documentary Overview

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This film follows four first-generation high school students and chronicles their journeys as they encounter barriers and successes.

[Click here to view>>](#)

## First Generation Documentary Overview

### Synopsis

An award-winning documentary narrated by Golden Globe nominee Blair Underwood, *First Generation* tells the story of four high school students—an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers—who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

[Watch the 1-hour version here >>](#)

[For more information >>](#)

Shot over the course of three years and featuring some of our nation’s top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), the film explores the problem of college access faced by first-generation and low-income students and how their success has major implications for the future of our nation.

*First Generation* was directed and produced by Adam and Jaye Fenderson and made possible in part by the Lumina Foundation for Education and GOAL 2025, whose mission is to increase the percentage of Americans with high quality degrees and credentials to 60% by 2025. The film was an official selection at film festivals across North America and had its world premiere at the Heartland Film Festival, where it was nominated for a Crystal Heart Award.

It won “Best Documentary” and “Best Soundtrack” at the Idyllwild International Festival of Cinema, and a “Special Jury Award for Social Impact” at the Napa Valley Film Festival. *First Generation* has been embraced far and wide as a tool to spark the conversation about what it takes to increase the college-going and success rate for low-income and first-generation students.