

Module 4:
Guiding Students toward Readiness
[TAB PAGE]

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Objectives

- Unpack a sample ACT school data report and a sample ACT student report, accurately interpret results, and assist in both individual student and school-wide goal setting
- Review the four-year, focused plan of study and support the development (or revision) of a four-year plan *with* (not *for*) an individual student
- Develop understanding of the variety of early postsecondary opportunities and postsecondary preparation resources available to students and be able to accurately provide appropriate information for student planning

Review: How do we define postsecondary readiness and success?

In earlier modules, we have discussed readiness versus preparedness. Postsecondary readiness means being ready to enroll and participate in a range of postsecondary opportunities: postsecondary training, one-year technical certificate programs through a Tennessee College of Applied Technology (TCAT), two year credentials and degrees, as well as four year colleges. Entering the military or directly enrolling in a technical apprentice training program requires a similar level of readiness.

Students that do not take advantage of postsecondary opportunities have an average salary of just over \$9,000, meaning they are not only limited in their growth in occupation, but aren't even obtaining a life-sustaining wage.

State Postsecondary Successes

- On May 1, 2015, Tennessee Higher Education Commission hosts Tennessee's first statewide College Signing Day in nearly 20 high schools across Tennessee (*THEC*).
- By the end of August 2015, 50,611 high school seniors filed a FAFSA. Tennessee is the number one state for FAFSA filing, with a filing rate of 68 percent of high school seniors (*THEC*).
- In September 2015, 271 schools participate in Tennessee's eighth annual College Application Week, building excitement around the college going process (*THEC*).
- Sixty percent of high school graduates enroll in postsecondary education (*Tennessee Succeeds*).
- Successes from the governor's Drive to 55 effort include an unprecedented 4.5 percentage point increase in postsecondary enrollment for the class of 2015 compared to the previous year's graduates and a phenomenal 10.1 percent growth in first-time freshman enrollment at Tennessee's public postsecondary institutions (*ECD, UTK*).

State Postsecondary Challenges

- Among students from the graduating class of 2015, of the 12 percent of students who took Advanced Placement (AP) tests for early postsecondary credit, only half earned a passing score (*Tennessee Succeeds*).
- For the graduating class of 2015, of the original TN Promise applicant pool of 58,000, 35 percent missed the February 15 deadline to file their FAFSA, thereby losing their TN Promise eligibility (*Commercial Appeal, March 6 2015*)
- For the graduating Class of 2015 (including both public and private school students), the percent of Tennessee students ready for college-level coursework (meeting all four of the ACT benchmarks for college readiness) was 20 percent. (*ACT State Report, 2015*)
- Of the nearly 60 percent of high school graduates enrolling in postsecondary, only 24 percent complete (*Tennessee Succeeds*).
- Almost 60 percent of first-time freshmen in Tennessee postsecondary institutions required at least one remedial or developmental course (*Tennessee Succeeds*).

Reflection:

- Twelve percent of students from the Class of 2015 took Advanced Placement (AP) classes. Of that, only half of them earned a passing grade (3 or higher). Should more students take AP classes? Imagine the conversation with a student (or a parent) regarding AP classes, AP scores (1-5 scale). What are some strategies to help students prepare for AP classes? What are obstacles to readiness for AP classes?
- Only 24% of the 60% of our high school graduates enrolling in postsecondary complete a degree program within six years. What are some of the reasons students may not finish their credentials? What, if any, of these reasons can we address strategically while our students are still in our high schools?
- At a building level, how might the successes and challenges outlined above affect your students' ability to successfully access information about postsecondary and influence their planning? Does your school participate in College Application Week or College Signing Day? If not, identify a team or individual (counselor, teacher, club, PTA) who can execute the event.

What is the Condition of College and Career Readiness in Tennessee?

Independently read the excerpts below from key findings from ACT's report, *The Condition of College & Career Readiness 2015 Tennessee*. As you read, underline key ideas and make note of any questions or discussion points. After you finish reading, report and reflect at your table on key ideas.

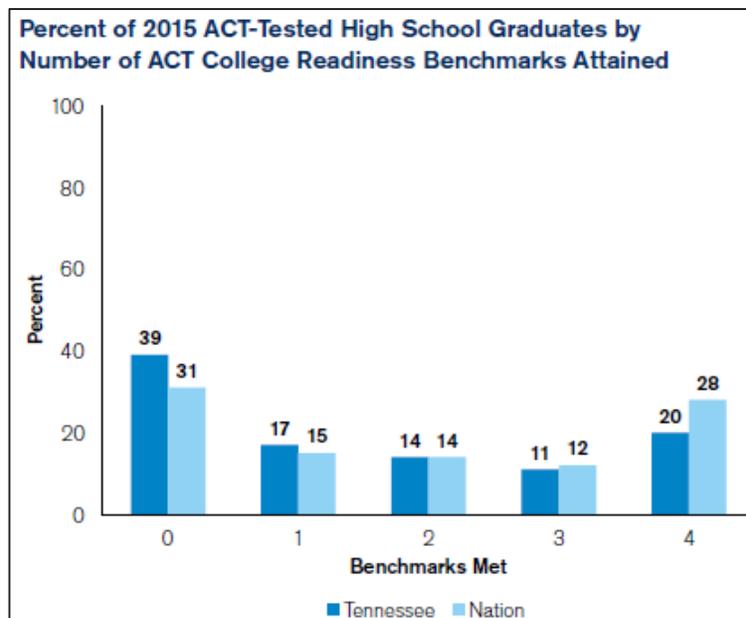
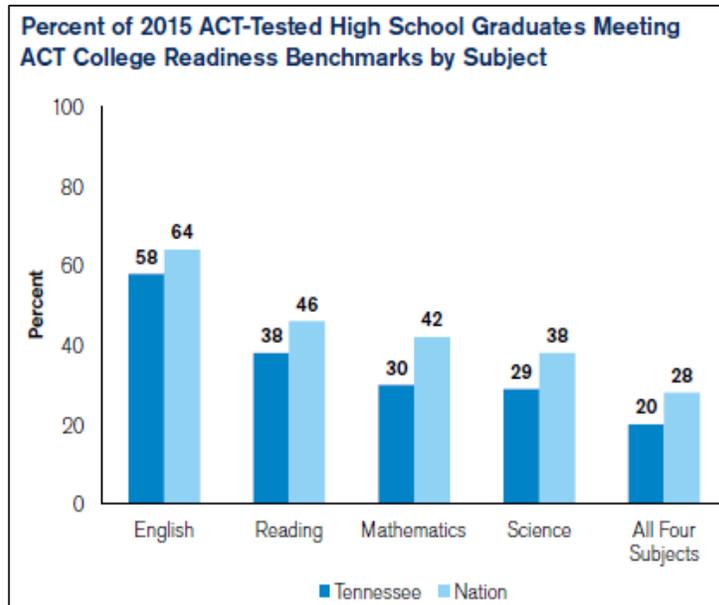
The Condition of College & Career Readiness 2015 Tennessee

About your Graduating Class

In Tennessee, there were 68,737 students in the 2015 graduating class who took the ACT. This report represents a significant portion of the student population. This also means that Tennessee tested more than just a college-bound population, which ACT research has shown to be associated with low overall academic achievement levels. Tennessee's ACT-tested graduating class has 22 percent potential first generation students, or students who did not enroll in postsecondary education. This compares to 18 percent of ACT-tested graduates nationwide.

Opportunity for Growth

Tennessee has a good opportunity to improve on the college and career readiness of its students, especially in English, reading and science, where at least 10 percent of the students were only one or two points below the Benchmark. ACT research has shown those students meeting three or four ACT College Readiness benchmarks are likely to be successful in postsecondary education. For Tennessee, this means that the 30 percent who met three or four ACT College Readiness Benchmarks have a strong likelihood of experiencing success in college. A great way to improve students' college and career readiness is to get more of them to take a college preparatory core curriculum. In fact, Tennessee saw 34 percent of core-taking students meet the math ACT College Readiness Benchmarks, compared to 22 percent of non-core-taking students meeting the Benchmark. In this graduating class, 22 percent of Tennessee's ACT-tested graduates reported they did not plan to take a core curriculum, which means that 15,173 more students could have benefitted from more rigorous coursework, presenting a real opportunity for improvement in college and career readiness.



Student Aspirations

There is good news in that 84 percent of Tennessee’s 2015 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 84 percent of Tennessee’s 2013 ACT-tested graduating class aspired to enroll in postsecondary education, compared to the 57 percent who did actually enroll. If we fully closed the aspirational gap, an additional 18,898 of the 2014 ACT-tested graduates from Tennessee would have enrolled in secondary education.

What Affects Students' Success?

ACT research (*Broadening the Definition of College and Career Readiness: A Holistic Approach*, 2014; *Beyond Academics: A Holistic Framework for Enhancing Education and Workforce Success*, 2015) demonstrates that while academically prepared students, as measured by the ACT College Readiness Benchmarks, are more likely than less-prepared students to succeed in their future educational endeavors, there are other factors that impact student success. They fall into four domains:

- **Core academic skills** include the domain-specific knowledge and skills necessary to perform essential tasks in the core academic content areas of English language arts, mathematics, and science.
- **Crosscutting capabilities** include the general knowledge and skills necessary to perform essential tasks across academic content areas. This includes technology and information literacy, collaborative problem solving, thinking and metacognition, and studying and learning.
- **Behavioral skills** include interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in educational and workplace settings.
- **Education and career navigation** skills include the personal characteristics, processes, and knowledge that influence individuals as they navigate their educational and career paths (e.g., make informed, personally relevant decisions; develop actionable, achievable plans).

In the squares below, record your reflections:

About the 2015 Graduating Class:	Opportunities for Growth:
Student Aspirations:	What Impacts Student Success:
Students Meeting Benchmarks (two graphs):	

ACT College Readiness Benchmark Attainment for Top Planned College Majors: 2015 Graduates

When students register for the ACT, they can select a college major—from a list of 294 majors—that they plan to pursue in college. Among recent ACT-tested high school graduates nationwide, about 80 percent selected a specific planned major, whereas about 20 percent indicated that they were undecided or did not select a major.

The table on the next page ranks the state’s top (most frequently selected) majors among 2015 graduates. The percentages of students meeting the ACT College Readiness Benchmarks are shown for each major. Across these planned majors, there are considerable differences in the percentage of students who are ready to succeed in college.

Activity:

This data is available for your high school, and is released by ACT in the late summer. In the grid below, write down four items from the table that are meaningful to you. Begin with “no major indicated” and pick three other majors. How might you use the data from these four items at your school? Who would benefit from having access to this data?

No Major indicated:	

Planned College Major of Tennessee 2015 Graduates

Major Name	N	English	Reading	Math	Science	All Four
No Major Indicated	9,140	30	19	11	12	6
Undecided	7,599	66	46	36	35	25
Nursing, Registered (BS/RN)	3,632	60	34	21	21	13
Medicine (Pre-Medicine)	2,129	85	66	58	57	44
Business Administration and Management, General	1,660	65	43	35	34	23
Mechanical Engineering	1,131	59	42	46	41	31
Physical Therapy (Pre-Physical Therapy)	950	66	40	35	32	21
Criminology	870	54	31	18	20	9
Law (Pre-Law)	868	65	46	33	34	24
Engineering (Pre-Engineering), General	845	69	52	55	52	40
Biology, General	787	82	62	50	50	38
Veterinary Medicine (Pre-Veterinarian)	720	69	46	33	34	23
Accounting	704	66	44	44	38	26
Psychology, Clinical and Counseling	695	75	51	32	34	23
Computer Science and Programming	679	77	59	52	53	39
Nursing, Practical/Vocational (LPN)	652	39	19	13	14	8
Pharmacy (Pre-Pharmacy)	652	76	50	48	43	31
Music, General	645	58	36	26	25	16
Music, Performance	641	61	38	27	28	19
Therapy and Rehabilitation, General	639	67	35	27	26	13
Athletic Training	635	54	28	25	25	15
Elementary Education	557	70	39	25	25	13
Graphic Design	519	56	35	22	23	12
Health-Related Professions and Services, General	514	71	42	36	34	20
Health/Medical Technology, General	494	62	40	26	26	16
Medical Assisting	493	41	22	14	15	8
Computer Engineering	453	66	48	47	46	34
Psychology, General	445	79	56	33	37	25
Small Business Management/Operations	430	51	31	21	23	12
Theatre Arts/Drama	420	66	49	29	34	22

Note: *Undecided* and/or *No Major Indicated* are included in the table, if applicable. The former refers to students who selected the option *Undecided* from the list of majors. The latter refers to students who did not respond to the question.

ACT College Readiness Benchmark Attainment for the Top Planned College Majors with Good Fit: 2015 Graduates

Many students gravitate toward majors that align with their preferred activities and values. ACT research has shown that greater interest-major fit is related to important student outcomes such as persistence in a major or college.

The table on the next page shows, for each planned major, the numbers and percentages of students displaying good interest-major fit, as well as the percentages of students meeting with ACT College Readiness Benchmarks. Since only students who complete the ACT interest inventory during ACT registration are included here, this table shows results for a subset of the students in the prior table. These planned majors vary considerably in the percentage of students displaying good interest-major fit and meeting the ACT College Readiness Benchmarks. The results highlight the importance of examining multiple predictors of college success and affirm the value of a holistic view of college readiness.

Tennessee 2015 Graduates Interest-Major Fit

Major Name	N Fit	% Fit	English	Reading	Math	Science	All Four
No Major Indicated			No profile available				
Undecided			No profile available				
Nursing, Registered (BS/RN)	947	26	68	38	25	27	16
Medicine (Pre-Medicine)	951	45	89	70	61	61	48
Business Administration and Management, General	517	31	70	47	39	39	27
Mechanical Engineering	365	32	61	44	47	43	33
Physical Therapy (Pre-Physical Therapy)	216	23	75	46	44	37	25
Criminology	105	12	70	42	21	31	12
Law (Pre-Law)	282	32	79	57	41	43	29
Engineering (Pre-Engineering), General	288	34	69	53	59	54	40
Biology, General	371	47	87	68	54	57	43
Veterinary Medicine (Pre-Veterinarian)	286	40	77	50	33	38	23
Accounting	360	51	71	45	46	38	27
Psychology, Clinical and Counseling	119	17	82	61	32	36	23
Computer Science and Programming	204	30	81	66	61	59	46
Nursing, Practical/Vocational (LPN)	126	19	55	29	20	22	11
Pharmacy (Pre-Pharmacy)	233	36	81	52	56	49	36
Music, General	283	44	70	42	28	26	18
Music, Performance	265	41	68	41	28	30	20
Therapy and Rehabilitation, General	136	21	77	47	27	32	15
Athletic Training	85	13	65	40	29	29	21
Elementary Education	126	23	77	47	26	31	15
Graphic Design	215	41	61	40	22	22	13
Health-Related Professions and Services, General			No profile available				
Health/Medical Technology, General	148	30	68	48	35	33	23
Medical Assisting	125	25	53	26	19	23	11
Computer Engineering	143	32	75	51	53	55	41
Psychology, General	101	23	86	59	37	38	27
Small Business Management/Operations	66	15	58	38	26	27	18
Theatre Arts/Drama	194	46	75	56	31	39	24

Note: *Undecided* and/or *No Major Indicated* are included in the table, if applicable. The former refers to students who selected the option *Undecided* from the list of majors. The latter refers to students who did not respond to the question.

Activity

Examine the distribution of planned educational major for all students by all college plans on the previous page. Review the score ranges as if they represented your school. Then at your table, answer the following questions. One person will report to the group as a whole.

- What major categories has the greatest student fit? How does this compare to the number meeting the benchmarks in each category?

- Opportunities for careers in the Health Science careers are expected to grow. How would you begin the conversation with students who indicate they are interested in careers in the health sciences, but are not meeting the benchmarks for college/ career readiness?

- Pick a major in which students are least ready to meet their educational majors. If these were students at your school, what strategies might you employ to increase students' readiness and awareness of career opportunities?

How to access and use ACT Reports at your School

In the summer of each year, ACT releases state, district, and school level scores. These reports compare the most recent results for the graduating class, as well as five year trends. The state reports below are samples of individual school reports sent to your school. For the purposes of our discussion we will treat these reports as individual school reports rather than state reports.

- ACT Profile Report, State Graduating Class 2014, Tennessee.

Total Students in Report: 69,505

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks						Met All Four	
	State	National	English	Mathematics	Reading	Science	State	National	State	National
2010	66,552	1,568,835	59	27	43	20	43	29	16	24
2011	68,524	1,623,112	58	27	45	20	41	30	15	25
2012	68,095	1,666,017	59	28	46	21	43	31	16	25
2013	69,641	1,799,243	58	28	44	27	36	36	18	26
2014	69,505	1,845,787	59	30	43	28	37	37	19	26

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores						Composite	
	State	National	English	Mathematics	Reading	Science	State	National	State	National
2010	66,552	1,568,835	19.4	19.0	19.9	19.6	20.5	21.3	19.6	21.0
2011	68,524	1,623,112	19.4	19.0	19.7	19.4	20.6	21.3	19.5	21.1
2012	68,095	1,666,017	19.6	19.1	19.9	19.6	20.5	21.3	19.7	21.1
2013	69,641	1,799,243	19.3	19.1	19.8	19.4	20.2	21.1	19.5	20.9
2014	69,505	1,845,787	19.6	19.2	20.1	19.6	20.3	21.3	19.8	21.0

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested	Average ACT Scores			Composite
		English	Mathematics	Science	
2010	1,568,835	20.5	21.0	20.9	21.0
2011	1,623,112	20.6	21.1	20.9	21.1
2012	1,666,017	20.5	21.1	20.9	21.1
2013	1,799,243	20.2	20.9	20.7	20.9
2014	1,845,787	20.3	20.9	20.8	21.0

Discussion in Group 1:

The tables 1.1, 1.2, and 1.3 report state five-year trends for percent of students who met the college readiness benchmarks, average ACT scores, and average ACT scores nationwide. Your school will receive a report based on your students' ACT scores and will also report five-year trends. Review the executive summary presented in the table above, and reflect with a table partner:

- Have you seen this data? How is this data shared at the building level? How could it be shared at the building level? How could the data impact instruction or build capacity for postsecondary preparedness?

- What data stands out to you?

- What data concerns you?

- What student accomplishments can be highlighted?

- Based on this data, what goals might be set for growth?

Gallery Walk

To prepare for the gallery walk, please capture the following on chart paper:

- 1) What data is included in this section of the report?
- 2) Why is this data important?
- 3) What can an educator do to assist with using this data at the school level?

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	3,157	5	994	1	2,600	4	1,275	2
	28 to 32	6,057	9	3,656	5	7,557	11	3,349	5
	24 to 27	9,838	14	9,918	14	8,395	12	10,918	16
	20 to 23	15,754	23	11,582	17	15,723	23	19,107	27
	16 to 19	12,867	19	27,353	39	16,736	24	19,536	28
	13 to 15	10,821	16	15,197	22	11,242	16	9,148	13
	01 to 12	11,011	16	805	1	7,252	10	8,172	9
National	33 to 36	92,922	5	55,103	3	97,714	5	55,222	3
	28 to 32	185,768	10	174,260	9	257,722	14	128,357	7
	24 to 27	302,723	16	383,630	21	263,034	14	367,160	20
	20 to 23	431,178	23	336,283	18	445,726	24	542,581	29
	16 to 19	330,518	18	616,601	33	409,685	22	448,064	24
	13 to 15	264,127	14	266,401	14	240,948	13	186,262	10
	01 to 12	238,551	13	13,509	1	130,958	7	118,141	6

- ACT Profile Report, State Graduating Class 2014, Tennessee.

Discussion in Group 2:

The table above (2.6) illustrates the percent of student in college readiness standards (CRS) score ranges. Review the score ranges as if they represented a single school.

- Which ACT CRS range are the majority of our students?
- Which CRS range of students could be identified to more towards the CRS benchmarks?
How would the conversation look with these students?

Beginning in the 2016 school year, there are two new district accountability goals:

1. Decreasing the percentage of students that are below basic– or, moving students from below a 19 to a 19 or above; and
2. Increasing the percentage of students who are at proficiency– or, moving students to a 21 or above.

If you wanted to improve performance at your school in a specific subject area, based on the data provide in this table, which group of students would you target? Which staff members would be on the team to work with these students?

Given these score ranges, where are your students *most* proficient? How would the postsecondary conversation begin with these students? What do you need to know about postsecondary opportunities to have a meaningful conversation? What behavioral skills are needed for greater chances of postsecondary success?

Given these score ranges, where are your students *least* proficient? How would the postsecondary conversation begin with these students? What do you need to know about postsecondary opportunities to have a meaningful conversation? What behavioral skills are needed for greater chances of postsecondary success?

Gallery Walk

To prepare for the gallery walk, please capture the following on chart paper:

- 1) What data is included in this section of the report?
- 2) Why is this data important?
- 3) What can an educator do to assist with using this data at the school level?

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students		Percent of Students in College Readiness Standards Ranges									
		Total	2nd-8th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36			
UNIVERSITY OF TENNESSEE-KNOXVILLE	Tennessee	13,183	4,913	1	7	20	31	25	14	2			
MIDDLE TENNESSEE STATE UNIVERSITY	Tennessee	11,080	3,794	3	16	33	29	14	5	0			
UNIVERSITY OF TENNESSEE-CHATTANOOGA	Tennessee	7,708	1,972	1	9	26	34	21	8	1			
TENNESSEE TECHNOLOGICAL UNIVERSITY	Tennessee	6,891	2,237	2	13	29	29	17	9	1			
UNIVERSITY OF MEMPHIS	Tennessee	6,357	2,209	4	21	31	25	13	6	0			
STATE-COLEGEO REPORT'S NOW	Iowa	6,184	1	12	32	30	16	6	2	1			
EAST TENNESSEE STATE UNIVERSITY	Tennessee	5,024	1,749	2	12	28	32	18	7	0			
AUSTIN PEAY STATE UNIVERSITY	Tennessee	4,091	1,535	2	16	35	29	14	4	0			
UNIVERSITY OF TENNESSEE-MARTIN	Tennessee	3,859	1,228	2	15	31	31	16	6	0			
VANDERBILT UNIVERSITY	Tennessee	3,843	888	2	11	20	22	20	20	5			
TENNESSEE STATE UNIVERSITY	Tennessee	3,507	841	6	34	39	15	4	1	0			
BELMONT UNIVERSITY	Tennessee	2,493	653	1	8	22	28	25	15	1			
CARSON-NEWMAN COLLEGE	Tennessee	2,246	489	2	11	31	31	18	7	0			
STATE-NO COLLEGE PLANS	Iowa	1,655	0	22	44	25	6	2	1	0			
LIPSCOMB UNIVERSITY	Tennessee	1,651	441	2	10	23	28	22	14	1			
CHATTANOOGA ST COMM COLL	Tennessee	1,599	654	6	27	39	22	6	1	0			
PELLUSSIPPI STATE TECHNICAL COMM COLL	Tennessee	1,598	675	4	19	34	29	11	3	0			
WALTERS STATE COMMUNITY COLLEGE	Tennessee	1,516	644	4	22	38	26	9	2	0			
SOUTHWEST TENNESSEE COMMUNITY COLLEGE	Tennessee	1,483	513	13	38	32	13	4	1	0			
WESTERN KENTUCKY UNIVERSITY	Kentucky	1,462	378	1	14	32	31	16	6	0			
UNIVERSITY OF ALABAMA	Alabama	1,434	469	1	6	14	23	26	25	6			
ROANE STATE COMMUNITY COLLEGE	Tennessee	1,391	580	4	21	39	27	7	1	0			
UNIVERSITY OF MISSISSIPPI	Mississippi	1,370	390	2	9	18	29	25	17	1			
ITT TECHNICAL INSTITUTE-KNOXVILLE	Tennessee	1,363	385	9	30	33	18	4	1	0			
VOLUNTEER STATE COMMUNITY COLLEGE	Tennessee	1,359	556	3	21	40	26	8	2	0			
NCAA ELIGIBILITY CENTER	Indiana	1,349	662	4	18	28	26	16	8	1			
MISSISSIPPI STATE UNIVERSITY	Mississippi	1,275	368	2	9	20	26	25	17	1			
MOTLOW STATE COMMUNITY COLLEGE	Tennessee	1,226	401	4	24	38	24	8	1	0			
LEE UNIVERSITY	Tennessee	1,169	419	2	9	24	31	24	10	1			
JACKSON STATE COMM COLLEGE	Tennessee	1,150	439	7	27	39	20	6	1	0			
All Other Institutions		64,574	17,144	4	18	27	22	15	11	2			
Total		165,690	55,460	4	17	28	25	16	9	1			

Gallery Walk

To prepare for the gallery walk, please capture the following on chart paper:

- 1) What data is included in this section of the report?
- 2) Why is this data important?
- 3) What can an educator do to assist with using this data at the school level?

Case Study 3: Ann and her ACT Scores

You are meeting with each student during advisory to review his or her ACT score results report from the school's state ACT test day. The school counseling department has every provided student's ACT score report, as well as a copy of the ACT College Readiness benchmarks and an explanation of what it means to meet the benchmarks. Students will take home their ACT score report and the expectation is they will review it with their parents. Parents have been informed of this with a phone call home, a message on the school's website, and a letter mailed home.

Ann has been in your advisory class since her freshman year. She is a junior and is the oldest of three children. She has taken honors classes and college preparatory (CP) courses, earning A's and B's. Her mother graduated from a four-year college 25 years ago and is an operating room nurse. Her father went to community college for one year before dropping out; he worked as a restaurant manager, but he died when she was in the 7th grade. At the beginning of the semester you asked your advisory students to complete a college career survey; Ann indicated her first choice is to attend a four-year college in state. She will need help paying for college.

Additional information about Ann's high school career to date:

- Ann was recommended for AP English Language and AP US History for her 11th grade English class, but she took Honors English 3 and CP US History instead. Her mother told her they could not afford the \$90 per test AP fee.
- Because Ann is one of three children and her mother is a widow, her mother is not able to attend many of the school's workshops. She missed the fall 11th grade night during which counselors provided detailed information about what to expect during the 11th and 12th grades. She does try to keep up through phone calls and checking the school's website on her cell phone.
- All of the school's presentations are posted on the school's website, but the school has not consistently publicized this information, and due to their family finances, Ann's mother recently made the decision to drop their home internet service provider.
- During the week of registration for Ann's senior year, the school counselor invited the local community college's dual enrollment coordinator to talk with rising juniors and seniors about dual enrollment requirements and course offerings. The presentation is posted on the school counseling web page for students, families as well as educators to review.

You pull out Ann's ACT report and begin a conversation with her. This is what you see:

Use the space below to make notes about what you will discuss with Ann:

Scores and predictive data:	Benchmarks met? How will the scores affect her college courses?
Educational plans? How do they relate to her scores?	College Educational needs and Interests: What does Ann need help with? What resources are available to meet those needs?
Does Ann see the value of taking the ACT report beyond the scores reported in each category?	Does the plan to take the ACT again?

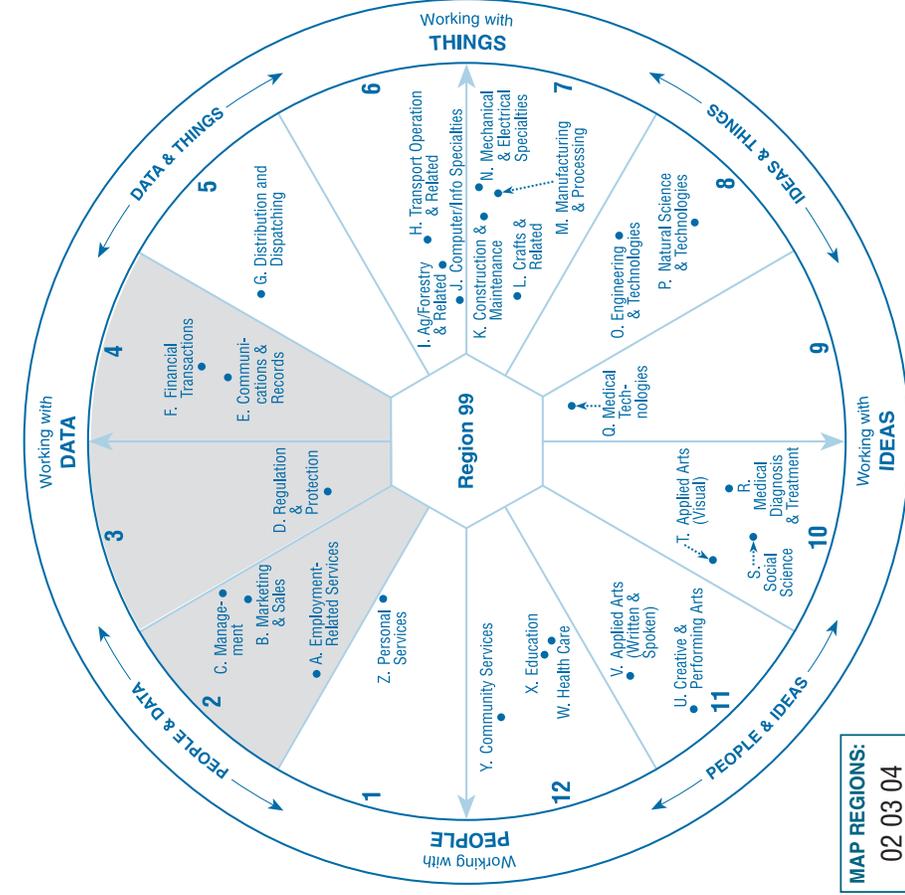
When you ask Ann where she wants to go to college, her first choice is at the state's flagship institution, which has a nationally recognized college of business. You know from weekly email communications from the school counseling office that the university's average freshman composite ACT score is a 27, and that the school super scores the ACT, meaning they accept the highest sub score from each test to create the highest score available to students. During the meeting, Ann tells you she is open to looking at other colleges but the state university is her top choice as she plans to room with her best friend.

Since Ann attended the school's meeting on dual enrollment, she plans to take dual enrollment courses in math and English her senior year, as these two courses will be covered by the state's dual enrollment grant and will be free, except for the cost of books. She is eligible to take English 1010 as well as Math 1530, Statistics (which requires a 19 or higher on the Math section of the ACT for dual enrollment eligibility).

CAREER OPTIONS (For Student Use)

The World-of-Work Map arranges Career Areas (groups of similar occupations) into 12 regions. The location of a Career Area shows how much it involves working with people, things, data, and ideas. Although the locations of occupations in an area differ, most are near the point shown. Your location on the World-of-Work Map is based on the 72 activity preferences you reported on the ACT Interest Inventory. To identify related college majors, see the steps below the map.

WORLD-OF-WORK MAP



HOW TO USE THE MAP:

1. The Career Areas in the shaded regions contain occupations that involve the kinds of activities you told us you prefer. Information on hundreds of occupations and college majors is available at www.actstudent.org. Find out about occupations in Career Areas that look good to you.
2. If "Region 99" is reported, your responses to the inventory did not suggest a clear direction to explore. If your map is blank, you did not answer enough items for scoring. Go to www.actstudent.org and begin exploring.
3. Starting to think about college majors? The list to the right shows a few examples of college majors related to each Career Area. Keep in mind that map regions (like other test scores) are estimates. They provide suggestions, not decisions. Also, your **interests** and **abilities** may differ. Both need to be considered in career planning.

EXAMPLES OF COLLEGE MAJORS AND PROGRAMS

Examples of college majors and programs of study related to each Career Area are listed below. (Your counselor or advisor may have additional examples.) Programs are designated (2) if they are usually offered by 2-year colleges and (4) if they are usually offered by 4-year colleges. Programs usually offered by both are designated (2, 4).

A. Employment-Related Services: Human Resources Dev/Train (4), Human Resources Mgmt (2, 4), Labor/Industrial Relations (2, 4)	N. Mechanical & Electrical Specialties: Aircraft/Avionics Technology (2), Automotive Mechanics/Technology (2), Mechanics & Repair Technology (2)
B. Marketing & Sales: Fashion Merchandising (2, 4), Marketing Mgmt/Research (2, 4), Real Estate (2, 4), Sales (2, 4)	O. Engineering & Technologies: Architecture (2, 4), Drafting (2), Engineering (2, 4), Engineering Technology (2, 4), Radio/TV Broadcasting Technology (2, 4)
C. Management: Business Admin/Mgmt (2, 4), Hotel/Motel/Restaurant Mgmt (2, 4), International Business Mgmt (4), Office Mgmt (2, 4), Sports/Recreation Mgmt (2, 4), Travel/Tourism Mgmt (2, 4)	P. Natural Science & Technologies: Biology (2, 4), Chemistry (4), Mathematics (4), Physical Sciences (2, 4), Physics (4)
D. Regulation & Protection: Corrections (2, 4), Criminal Justice (2, 4), Law Enforcement (2, 4), Military Technologies (2), Protective Services (2, 4)	Q. Medical Technologies: Food & Nutrition (2, 4), Medical Lab Technology (2, 4), Radiologic Technology (2, 4), Respiratory Therapy Technology (2, 4), Veterinarian Technology (2, 4)
E. Communications & Records: Court Reporting (2), Legal Admin Assist (2), Medical Office (2), Medical Records (2, 4), Secretarial Studies (2)	R. Medical Diagnosis & Treatment: Communication Disorder Services (4), Emergency Medical Technology (2), Medicine (4), Occupational Therapy (2, 4), Physical Therapy (2, 4)
F. Financial Transactions: Accounting (2, 4), Banking & Financial Support Services (2, 4), Finance (4), Investments & Securities (4)	S. Social Science: Economics (4), History (4), Political Sci/Government (4), Psychology (2, 4), Social Sciences (2, 4), Sociology (4)
G. Distribution & Dispatching: Aviation & Airway Science (2, 4), Aviation Mgmt & Operations (2, 4)	T. Applied Arts (Visual): Cinemat/Film/Video (2, 4), Design & Visual Communications (2, 4), Fine/Studio Arts (2, 4), Graphic Design (2, 4), Interior Design (2, 4)
H. Transport Operation & Related: Aircraft Piloting & Navigation (2, 4), Transportation & Materials Moving (2, 4)	U. Creative & Performing Arts: Creative Writing (4), Dance (4), Music (2, 4), Public Speaking (2, 4), Theatre Arts (2, 4)
I. Agriculture, Forestry & Related: Agribusiness (2, 4), Agriculture (2, 4), Forestry (2, 4), Horticulture (2, 4), Natural Resources Conservation/Mgmt (2, 4)	V. Applied Arts (Written & Spoken): Advertising (2, 4), Communications (2, 4), English Lang/Lit (2, 4), Foreign Lang/Lit (2, 4), Library Science (2, 4)
J. Computer & Information Specialties: Computer/Information Sciences/Programming (2, 4), Mgmt Information Systems (2, 4), Networking/Systems Admin (2, 4), Web Design (2, 4)	W. Health Care: Dental Hygiene (2, 4), Exercise Science (4), Medical/Dental/Surgical Assisting (2), Nursing (2, 4), Public Health (4)
K. Construction & Maintenance: Construction Trades (2), Construction/Building Technology (2, 4), Fire Protection & Safety technology (2, 4)	X. Education: Early Childhood Teaching (2, 4), Elementary Teaching (4), Health/Physical Education (4), Special Education (4), Subject-Specific Teaching (4)
L. Crafts & Related: Culinary Arts/Chef Training (2, 4), Textile & Apparel (2, 4)	Y. Community Services: Child Development (2, 4), Family & Consumer Sciences (2, 4), Paralegal/Legal Assistant (2, 4), Religion (2, 4), Social Work (2, 4)
M. Manufacturing & Processing: Graphic & Printing Equipment Operation (2, 4), Machine Tool Technology (2), Precision Production Trades (2), Welding Technology (2)	Z. Personal Services: Cosmetology/Hair-styling (2), Health-Related Services (2)

The back of the ACT student report shows a World-Of-Work map that shows the results of Ann’s career interest inventory. The World-Of-Work map help students see the connections between potential careers and their interests.

<https://act.org/wwm/index.html>

All occupations can be organized according to their involvement with four types of basic work tasks, working with: data (facts, records, number, business procedures); ideas (abstractions, theories, insights, new ways of doing things); people (care, services, leadership, sales); and things (machines, materials, crops/animals).

Ann’s results on the World-Of-Work map (found in segments 2, 3, and 4: working with people and data) align with her educational goals. The majors found on the map align with her career goals found on the front page of the ACT report. She tells you that when she was in 9th grade, her mother wanted her to be a doctor, “because as a nurse in a hospital, she sees how much money they make,” but Ann really wants to be working in a business setting.

Discussion/Goal Setting with Ann

One of the outcomes of your meeting with Ann is to help her set goals in preparation for senior year as well as prepare for applying for college. You are discussing these results with Ann after the state ACT, so it’s late spring of her junior year. What do you think three of Ann’s goals should be? What should the timeline be for these goals?

Goal	Timeline for Completion
1.	
2.	
3.	

Group Reflection:

What information do you need to assist Ann with increasing her knowledge of researching and applying to college?

How would you use sample score report data in your classroom?

What should students know about the ACT report before they take the test?



Key Idea #10



All educators should understand their students' progress and assist in goal setting during regular **instruction**. Goals for students should be communicated regularly by all educators.

Individual Student Planning: Focused Four-Year Plan of Study

Read the following paragraphs from Conley as well as the Tennessee State Board of Education policy. Then read the case study. Ann, the student in the case study, is the same student from the first case study but this case study focuses on her transition from middle school to high school. Break into a new group of 2-3 people and answer the discussion questions.

“Counselors, advisors, or other trained educators members can use the results of career assessments, career exploration activities, and knowledge of students’ goals to help them plan beyond high school and select courses that will prepare them to achieve their goals. The most successful schools help students review and modify their plans multiple times a year as students aspirations change. It is often helpful to involve parents and teachers in long-term planning meetings as this helps them to understand and support their students.

Student advisory periods can be used to improve academic behaviors and convey information about college. The most effective advisory systems are those that reinforce a personal relationship between each student and an adult. Advisories are especially important in schools where counselors do not have the opportunity to meet regularly with each student. Ideally, teachers and administrators who serve as advisors should be trained by and work in collaboration with school counselors. With appropriate training, advisors can help students develop and monitor long term plans, select appropriate courses and activities to achieve those goals, and overcome obstacles to success.”

- Conley, *College and Career Ready*, 2010

Prior to 9th grade, all students will develop an initial four-year plan of focused and purposeful high school study. The plan will be reviewed annually and will connect the student’s academic and career goals to school.

Policy implications:

- A. When the student is in the eighth grade, the student, parent/guardian(s), and faculty advisor or guidance counselor will jointly prepare an initial four-year plan of focused, purposeful high school study.
- B. By the end of tenth grade, the student, parent/guardian(s) and school will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and work. An integral aspect of the planning process is the assumption that the student will be involved in some form of postsecondary education/training. The plan should contain information about career options and long-term goals supported by the plan through the courses to be taken in the eleventh and twelfth grades as well as courses to be taken at the postsecondary level.

- C. The plan of study will be reviewed annually by the student and faculty advisor or guidance counselor, and revised based on changes in the student's interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.
- D. High school and middle grades faculty will collaborate in planning curriculum and the transition between middle grades and high school.

- Tennessee State Board of Education High School Policy 2.103.

Reflection:

- If Conley's writings and the State Board of Education policy represented points on a spectrum, where would your school be located on the spectrum? What role do you play in helping students see connections between their academic and career goals?

Discussion:

- How could this information impact student planning at your school?

Case Study 4—Ann in Middle School, Transition to High School:

It is February of Ann's eighth grade year. She receives a letter from her zoned high school inviting her and her mother to rising ninth grade night, where they will learn more about the high school courses and activities. Her mother receives a notice from her middle school, as well as a phone call and email reminder. Outside the auditorium there are many tables displaying information about clubs, groups, and academic departments, showcasing their offerings. Ann notices there is a space in the atrium that looks like a bank; she learns the school has a banking class where students learn about banking and finance and run the school's branch of the local credit union. Her mother, who wants her to pursue a career in medicine, notices the health science tables, where high school students are taking eighth graders' blood pressure. Her mom encourages Ann to talk to the Health Sciences teacher. Ann reluctantly agrees.

Ann and her mom pick up her ninth grade course registration sheet, which she and her mom will complete at her eighth grade focused plan of study small group meeting. She also picks up a copy of ninth grade course offerings, and is directed to look at the complete course catalog on the high school's counseling web page.

Based on her state test scores, teacher recommendations, and eighth grade class work, Ann was recommended for the following: Honors English 1, Algebra 1, Physical World Concepts, and Honors World History/Geography, and these are pre-printed on her registration form. She is a little discouraged she was recommended for Algebra 1, as she is enrolled in it as an eighth grader, but she has struggled in the course and her teacher and parents agree she should retake the course for a solid foundation in math.

The following day, Ann's mom signs up online for a meeting time at the middle school eighth grade planning meetings (these meetings are offered during the school day as well as in the evenings to accommodate parent schedules). The high school counselors hold these meetings alongside the middle school counselors for students and their parents to complete their registration and a focused plan of study. Through professional development, middle school counselors have trained the eighth grade homeroom teachers about the high school graduation requirements, elective focus requirements, career technical education strands and paths of study offered by the high school, and how to review the sample plan of study during class, so the students and parents will know what to expect at the meeting. Teachers then explain to students that the plan of study is a guide in developing an understanding of what the sequence of high school courses will look like so that over the next four years, students have an opportunity to complete their graduation requirements, take electives that will help them explore careers, as well as prepare them for postsecondary success. They spend most of the

time focused on the back of the sheet, explaining the multiple options for postsecondary education and training.

Ann has reviewed the course registration sheet and has tentatively decided on the following classes as electives: Lifetime Wellness (a graduation requirement); Aerobics (another graduation requirement), Health Science, and Introduction to Business and Marketing.

Ann chose Health Science because her mother asked her to. She chose Introduction to Business and Marketing because she is interested in going into a career in business. She took a career interest inventory in seventh grade, and her responses indicated her strengths are in the business field. The Banking and Finance teacher at the high school told her at rising ninth grade night that the Introduction to Business and Marketing class was a prerequisite to taking the class, so she signed up for it.

At the meetings, the counselors, students and parents meet in small groups, reviewing the required courses that students take each year. The eighth graders write down under the ninth grade column the courses they have signed up for on their registration sheet. The counselors explain that, in the 11th and 12th grade, based on their grade point average and ACT test scores, they may be able to take advantage of dual enrollment courses at the community college, or industry certifications while in high school, so it is important to work hard from the very beginning of their high school career. Ann and her mother are interested in dual enrollment, so she writes in dual enrollment for English and Math her senior year.

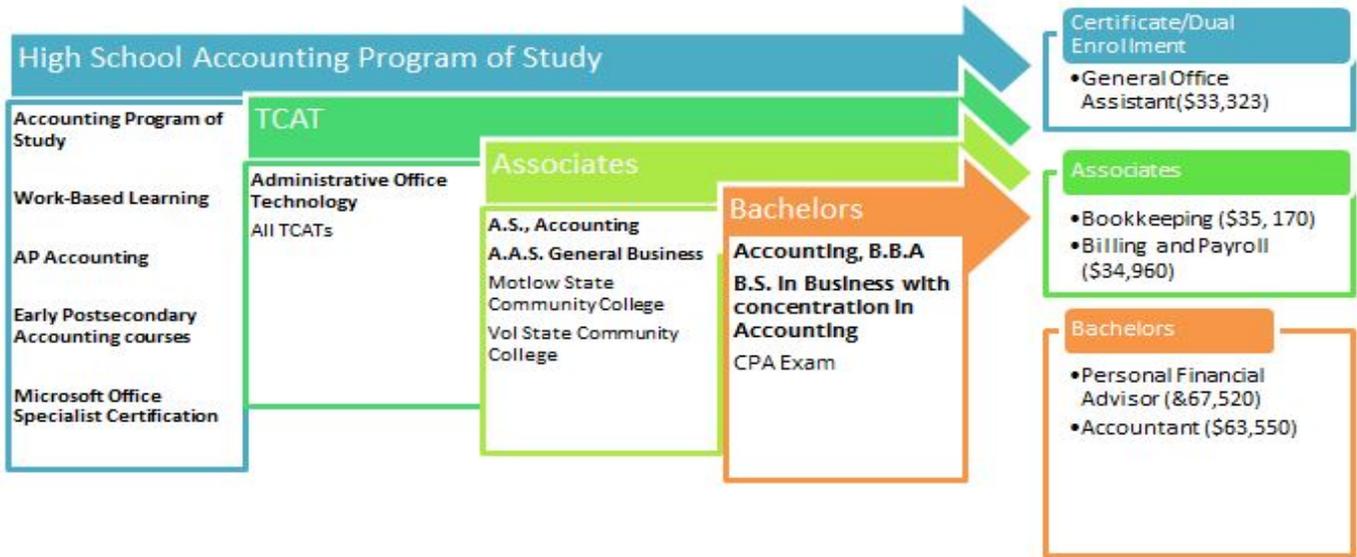
Then the meeting turns to electives and selecting potential electives to take each year in high school. When the students entered the meeting, they were given a copy of their career interest inventory report to review. The counselors ask the students to turn the report over to look at the results from the world-of-work map, as they will begin describing the electives offered at the school using the world-of-work map as a guide. Ann’s interests are A, B, C, D, E, and F:

<p>A. Employment-Related Services: Human Resources Dev/Train (4), Human Resources Mgmt (2, 4), Labor/Industrial Relations (2, 4)</p>
<p>B. Marketing & Sales: Fashion Merchandising (2, 4), Marketing Mgmt/Research (2, 4), Real Estate (2, 4), Sales (2, 4)</p>
<p>C. Management: Business Admin/Mgmt (2, 4), Hotel/Motel/Restaurant Mgmt (2, 4), International Business Mgmt (4), Office Mgmt (2, 4), Sports/Recreation Mgmt (2, 4), Travel/Tourism Mgmt (2, 4)</p>
<p>D. Regulation & Protection: Corrections (2, 4), Criminal Justice (2, 4), Law Enforcement (2, 4), Military Technologies (2), Protective Services (2, 4)</p>
<p>E. Communications & Records: Court Reporting (2), Legal Admin Assist (2), Medical Office (2), Medical Records (2, 4), Secretarial Studies (2)</p>
<p>F. Financial Transactions: Accounting (2, 4), Banking & Financial Support Services (2, 4), Finance (4), Investments & Securities (4)</p>

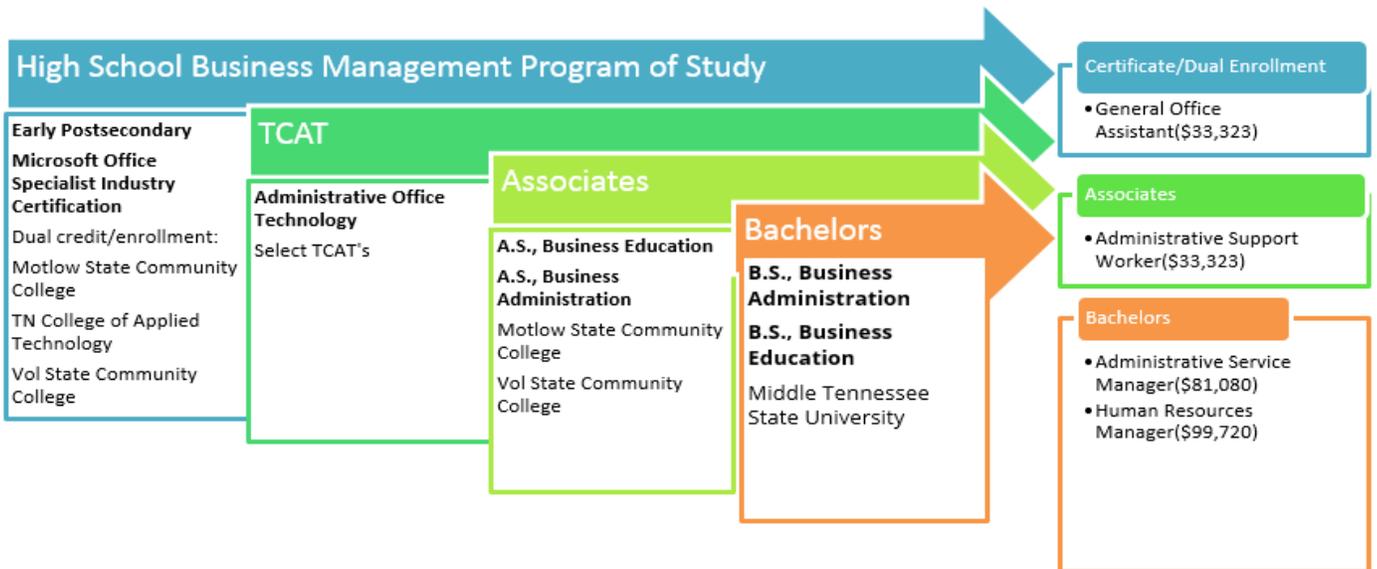
This is the first time Ann’s mother has seen these score reports (the school offered a report meeting at night but it conflicted with her other children’s schedules). She is surprised at Ann’s reported interests, saying to Ann, “but I thought you wanted to be a doctor! Haven’t I told you how much money the doctors at the hospital make?” The high school counselor working with their small group suggests that Ann consider taking a Health Science elective as a ninth grader as an introduction to health science careers, and also adds that if she likes the health science class, she could include AP Biology and Honors Anatomy & Physiology into her science electives as an 11th and 12th grader, as students who have strong backgrounds in the sciences are better prepared for the rigor of college and medical school.

The high school counselor has copies of the Career and Technical Education program of study for each career cluster offered at the high school and she shares the ones for Finance, Business, and Health Science with Ann and her mother:

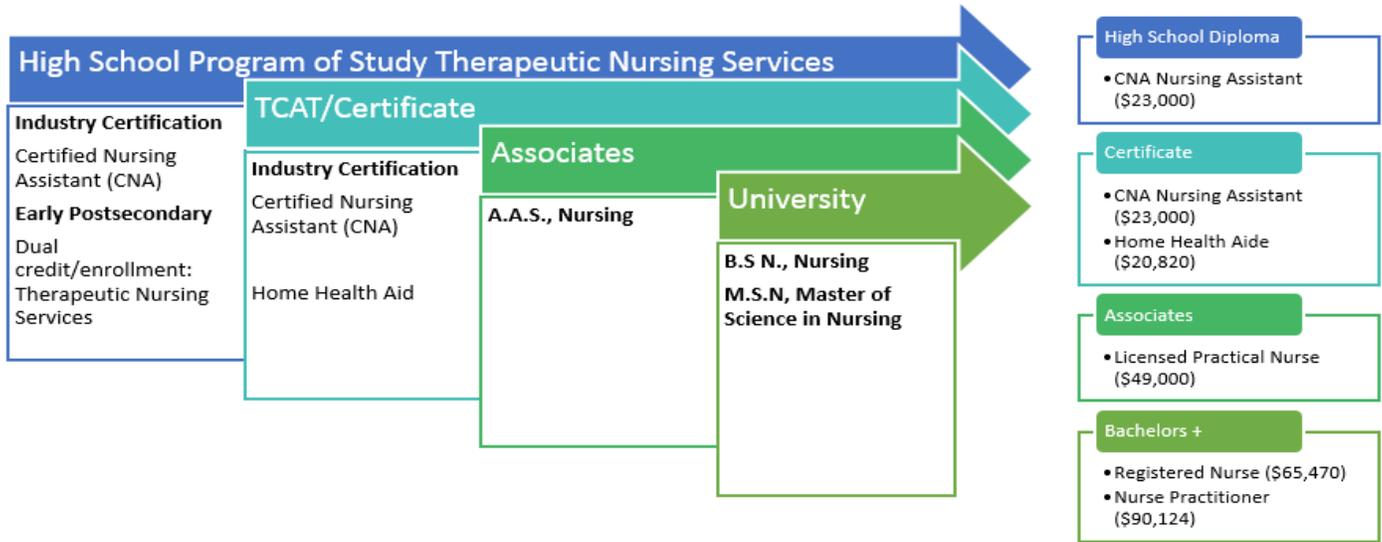
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Activity

Work in pairs. One of you is a teacher (play yourself!); the other is a student in your class. Spend one minute filling in information (grade level, subject area, student name), then, spend 5 minutes discussing creating or updating the student’s plan, given the concern shared below.

- 1 minute: Share teacher grade level/subject area and student name for each pair.
- 5 minutes: Teacher A and Student B have a conference to create/update Student B’s plan, given the information about Student B below.
- 5 minutes: Teacher B and Student A have a conference to create/update Student A’s plan, given the information about Student A below.

Teacher A Grade Level: Subject Area:	Teacher B Grade Level: Subject Area:
Student A <ul style="list-style-type: none"> • Typically holds grades in low C range, has been served in Tier II RTI² • Expressed interested in manufacturing or machining career • One parent earned two-year degree; other parent earned their GED. Lives with both parents and five siblings. Has been on reduced lunch program for several years. • Missed all 4 benchmarks on an ACT predictive test by 3 points each. • Said “College isn’t for me – why should I even take the ACT?” 	Student B <ul style="list-style-type: none"> • Typically earns A’s and B’s without studying or much extra effort, recommended for honors courses • Interested in STEM/Engineering career. • One parent graduated from four-year university, one parent graduated from two-year college. • Exceeded math and science ACT predictive test benchmarks by 3 points each; missed English benchmark by 1 point, met social studies benchmark.
Notes:	Notes:



Key Idea #11



In order to ensure **readiness** for all students, all students should receive individualized support toward their chosen pathway, regardless of their background or current academic performance.

Case Study 5 - Resources to Share with Students and Reviewing the Focused Plan of Study in High School:

Ann has a strong 9th grade year; she makes A's and B's and joins several clubs. She meets once with the counselor about an academic issue (Physical World Concepts), and a social issue (friend trouble), but most of her interactions about college and career planning are with her teachers and especially her advisory teacher. During the spring of her 9th grade year, she and the advisory teacher review her 4 year plan during course registration for 10th grade classes.

In the fall of the 10th grade year the school counselor meets individually with each 10th grader and his/her parents. The purpose of the meeting is to review her official transcript, update the four year plan and to reemphasize the importance of postsecondary planning. The school counseling office sends home a letter to the parents, includes notice in the morning announcements, posts a notice on the school's website, and places a link on the website for an online scheduler. Because there are 125 10th graders on each counselor's caseload, the individual meetings will be limited to 20 minutes. Each school counselor encourages parents to follow up with any questions or concerns by email as there will probably not be enough time to thoroughly answer all their questions.

Ann and her mother meet with the counselor. Ann has a 3.5 GPA and has taken a combination of college preparatory and honors courses. The counselor begins by asking Ann about her postsecondary plans. Ann says she wants to go to a four-year college; Ann's mother looks uncomfortable and asks if they can get information about the "program that pays for 2 years of community college." The counselor introduces the topic of how to pay for college by talking with them about TN Promise, TN Transfer Pathway agreement, and Hope Lottery Scholarship program and directs them to websites for further information.

The school counselor also tells them about the various workshops offered to families in the 11th and 12th grade that focus on college and career planning as well as scholarships and financial aid. Together the three of them review her transcript; Ann enjoyed Accounting I this year, and still looks forward to the Banking and Finance class to take her 11th grade year. She decides to take Accounting II her senior year and complete the career technical education plan of study and elective focus in Finance. After taking the Health Science class her 9th grade year, she decided not to continue taking classes in that field.

The school counselor shares that, during the 11th grade, the school offers assemblies for students to learn about dual enrollment, the state ACT, and the PSAT. The Counseling department presents an evening college workshop series for students and parents. Workshops include presenters from the Tennessee Student Assistance Corporation (TSAC) and the Director

of Financial Aid at the local community college to talk about financial aid, the HOPE and other scholarships, and “College Admissions 101” night, including presentations from the community college, the Tennessee College of Applied Technology, a private college as well as one of the state’s universities. There are daytime mini college fairs in the fall and spring, so students have an opportunity to speak with admissions representatives.

In the spring of 11th grade, Ann meets individually with her school counselor to review the courses she plans to take senior year, and review postsecondary plans she will complete during her senior year. The counselor gives her with an agenda they will follow for the meeting:

In the summer before her senior year, Ann took the ACT for a second time. The results are:

- English raised 1 point to 25
- Math raised 3 points to 21
- Science raised 2 points to 20
- Reading raised to 24

As Ann begins her 12th grade year, she has a 3.6 grade point average, and plans to apply to three colleges: the local community college, the state’s flagship university, and another university that has a respected accounting program. Her school is participating in Tennessee’s College App week, during which she completes her TN Promise application as well her applications to all three colleges. She attends her required meetings for TN Promise, and files her Free Application for Federal Student Aid on time. On College Signing Day (May 1), she decides to attend the university with the respected accounting program.

Jigsaw Activity: Additional Resources for Educators to Share with Students

In groups of four, participants will review one of four resources: Tennessee HOPE Scholarship; FAFSA; Dual Enrollment; and Early Postsecondary Opportunities (EPSO), and then report information about the programs to the four participants:

Tennessee HOPE Scholarship

Note: The HOPE Scholarship is part of the Tennessee Educational Lottery Programs. For information on the range of scholarships available to students seeking postsecondary education and training, go to <https://www.tn.gov/collegepays/topic/tennessee-education-lottery-programs>.

Entering freshmen must meet the following requirements:

- Apply by completing the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.gov.
- Applications must be received by September 1st for fall semester, February 1st for spring and summer semesters. Early application is recommended.
- Have been a Tennessee resident for one year by September 1 of the application date. For students beginning spring and summer terms, residency determined by February 1 as of application date, - See more at: <http://www.tn.gov/collegepays/article/tennessee-hope-scholarship#sthash.aRXqDD2v.dpufh>
- Enroll in one of the Tennessee public colleges, universities, or private colleges.
- Entering freshmen must achieve a minimum of a 21 ACT (980 SAT), exclusive of the essay and optional subject area battery tests OR
- Overall weighted* minimum 3.0 grade point average (GPA)
- ACT/SAT exams must be taken on a national test date or state test date and prior to the first day of college enrollment after high school graduation. The ACT Residual test is not accepted.
- Must enroll within 16 months following high school graduation at any postsecondary institution. However, enrollment at an ineligible postsecondary institution during the 16 months will make the student permanently ineligible. - See more at: <http://www.tn.gov/collegepays/article/tennessee-hope-scholarship#sthash.aRXqDD2v.dpuf>
- Four-Year Institutions and two-year institutions with on-campus housing: Up to \$1,750 per full-time enrollment semester as a freshmen and sophomore; then up to \$2,250 per full-time enrollment semester as a junior and senior
- Two-Year Institutions: Up to \$1,500 per full-time enrollment semester as a freshman and sophomore Award amounts are available for summer enrollment Class status is

determined by the postsecondary institution - See more at:

<http://www.tn.gov/collegepays/article/tennessee-hope-scholarship#sthash.aRXqDD2v.dpuf>

Renewal Criteria

- The student must have a minimum 2.75 cumulative GPA at the end of the semester in which the student attempted 24 and 48 semester hours.
- The student must have a minimum 3.0 cumulative GPA at the end of the semester in which the student attempted 72 and 96 semester hours.
- If the student's program of study is greater than 120 semester hours in length (not to exceed 136 semester hours or the number of semester hours required to earn the degree), the student must have a minimum 3.0 at the end of the semester in which the student attempted 120 semester hours.
- If the student does not have a minimum 3.0 cumulative GPA at the end of the semester in which the student attempted 72 and 96 semester hours, then the student must: Have a minimum 2.75 – 2.99 cumulative GPA and have a semester GPA of at least 3.0 at the end of the semester in which the student attempted 72 and 96 semester hours.
- The student's continued eligibility will be determined on a semester-by-semester basis and must maintain full-time enrollment.
- If a student ceases to be academically eligible for the HOPE Scholarship, the student may regain the award one-time only. The award may be re-established once the student meets any of the above criteria and maintains continuous enrollment and satisfactory academic progress at an eligible postsecondary institution without the HOPE Scholarship.
- Must be continuously enrolled at an eligible postsecondary institution in the fall and spring semesters and maintain satisfactory academic progress - See more at: <http://www.tn.gov/collegepays/article/tennessee-hope-scholarship#sthash.aRXqDD2v.dpuf>

FAFSA—Free Application for Federal Student Aid (from *fafsa.gov*)

One thing you don't need for the FAFSA is money! The FAFSA is FREE, so if a website asks you to pay to fill it out, you're not dealing with the official FAFSA site. Remember, the FAFSA comes from the government, so it's on a .gov site: fafsa.gov.

While completing the FAFSA, you must list at least one college to receive your information. The schools you list will use your FAFSA information to determine the types and amounts of aid you may receive.

For purposes of federal student aid, it does not matter in what order you list the schools. However, to be considered for *state aid*, some states require you to list schools in a particular order (for instance, you might need to list a state school first). [Find out whether your state has a requirement for the order in which you list schools on your FAFSA.](#)

You can list up to 10 schools on the online FAFSA or up to four schools on a paper FAFSA. (You can [add more schools to your FAFSA](#) later.) Schools you list on your FAFSA will automatically receive your FAFSA results electronically.

Providing Financial Information (Before or After Filing Taxes)

The FAFSA asks for financial information, including balances of savings and checking accounts and information from tax forms.

- Use income records for the tax year prior to the *academic year* for which you are applying: for instance, if you are filling out the 2016–17 FAFSA, you will need 2015 tax information. (Starting with the 2017–18 FAFSA, you'll need to report income information from the tax year two years prior to the academic year. [Learn more about the 2017–18 FAFSA.](#))
- If you haven't done your taxes by the time you fill out your FAFSA, it's okay to estimate the amounts. You might want to base your estimates on last year's tax return. If your income changed drastically since last year's tax return, you may click on "Income Estimator" on the FAFSA page that asks for income information. The Income Estimator will help you estimate *adjusted gross income (AGI)*. After you file your taxes, you'll need to log back in to the FAFSA and [correct any estimated information](#) that was wrong.
- If you have done your taxes before filling out your FAFSA, be sure to consider the option the FAFSA offers you to use the IRS Data Retrieval Tool (IRS DRT). You may be able to use the tool if you filed your taxes electronically at least three weeks ago or if you filed on paper at least 11 weeks ago. [Find out when your tax return information will likely be available using the IRS DRT.](#) Here's how the IRS DRT process works:

- o The IRS DRT takes you to the IRS website, where you'll need to log in by providing your name and other information exactly as you provided it on your tax return.
- o At the IRS site, you can preview your information before agreeing to have it transferred to your FAFSA.
- o When you return to the FAFSA, you'll see that questions that are populated with tax information will be marked with "Transferred from the IRS." Don't make any changes to those answers (except where Individual Retirement Account or pension rollovers are involved), or you'll invalidate the information you retrieved.
- o If you or your parents are married and you've used IRS DRT to transfer information into your FAFSA, you'll see that a value for Income Earned from Work is transferred. Refer to the [guidance about Income Earned from Work for student and spouse](#) and [guidance about Income Earned from Work for parents](#) in the help topics on the FAFSA site to correctly document this value.

Using the IRS DRT saves you time and effort:

- You don't have to find your tax records.
- You don't have to worry about making mistakes entering your tax information on your FAFSA.
- If you use the IRS DRT and don't change any of the retrieved information in your FAFSA (other than that listed in step 3 above), you won't need to provide tax transcripts if you're selected for *verification*.

Before your FAFSA can be processed, you'll need to sign and submit it. Here are some tips as you finish your FAFSA:

- Be sure to sign with your FSA ID (your username and password) so your FAFSA will be processed as quickly as possible.
- Once you see your confirmation page, you'll know you've successfully submitted your FAFSA. If you provided an e-mail address on your FAFSA, you'll automatically receive the confirmation page by e-mail. There are a few differences between the e-mailed confirmation and the one you'll see in the FAFSA before exiting the application, so consider printing or saving your confirmation page before you exit. For example, the e-mailed confirmation won't include the college graduation, retention, and transfer rates for schools you listed on your FAFSA.
- When you fill out the FAFSA, you're also automatically applying for certain state financial aid. In some cases, the state requires an additional application in order to determine your eligibility for state aid. There are some states that have a partnership with the FAFSA that allows you to transfer your information directly into your state aid application, so if you see a link on your FAFSA confirmation page to your state financial

aid application, you should click on it. (Please note that the link won't appear on the e-mailed confirmation page, so be sure to take advantage of it while you're still at the original confirmation page.)

- Your confirmation page offers the option for the parent information in your FAFSA to be transferred automatically into another student's FAFSA. So if you have a sibling who needs to fill out a FAFSA, be sure to use this option when you see your confirmation page. (Please note that the link won't appear on the e-mailed confirmation page, so be sure to take advantage of it while you're still at the original confirmation page.)

How can I check to see whether my FAFSA has been processed?

You can check the status of your FAFSA immediately after submitting it online. You can check the status of a paper FAFSA after it has been processed (roughly 7–10 days from the date mailed). Here's how:

- Option 1: Go to www.fafsa.gov and log in.
- Option 2: Contact the [Federal Student Aid Information Center](#).

If your FAFSA is still being processed, we recommend that you wait a few days before checking the status again.

Who will I hear from, and when?

First, we (the office of Federal Student Aid at the U.S. Department of Education) will send you a *Student Aid Report* (SAR), which is a summary of the FAFSA data you submitted. You'll get your SAR within three days to three weeks after you submit your FAFSA. Be sure to look over your SAR to make sure you didn't make a [mistake on your FAFSA](#). [Find out more about the Student Aid Report](#), its purpose, how the type of FAFSA you file determines when you'll get the SAR, and what you should do with it.

The SAR won't tell you how much financial aid you'll get. Instead, if you applied for admission to a college or career school and have been accepted, and you listed that school on your FAFSA, [the school will calculate your aid](#) and will send you an electronic or paper [aid offer](#), sometimes called an *award letter*, telling you how much aid you're eligible for at the school. The timing of the aid offer varies from school to school and could be as early as springtime (awarding for the fall) or as late as immediately before you start school. It depends on when you apply and how the school prefers to schedule awarding of aid.

What do I do if I'm told I've been selected for verification?

You might see a note on your *Student Aid Report* saying you've been selected for verification; or your school might contact you to inform you that you've been selected. Verification is the

process your school uses to confirm that the data reported on your FAFSA is accurate. Your school has the authority to contact you for documentation that supports the information you reported.

If you're selected for verification, don't assume you're being accused of doing anything wrong. Some people are selected at random; and some schools verify all students' FAFSAs. All you need to do is provide the documentation your school asks for—and be sure to do so by the school's deadline, or you won't be able to get financial aid.

If you used the Internal Revenue Service Data Retrieval Tool ([IRS DRT](#)) when filling out your FAFSA, and you have not changed any of the information retrieved, you will not have to verify that information. If you didn't use the IRS DRT and you're selected for verification, log back in at www.fafsa.gov to see whether you can use IRS DRT to fill in the relevant fields on your FAFSA. If not, your school may require you to submit a tax transcript as part of the verification process. You can find your tax transcript through the IRS's Get Transcript service at www.irs.gov/transcript.

How do I decide what aid to accept, and how do I accept it?

You'll need to understand the aid that's being offered (for instance, is it free money such as a *grant*, or is it a loan that you'll have to pay back?), decide what aid you really need, and then respond to the school's award letter within the deadline set by the school. [Get details about accepting aid.](#)

How do I get my money?

The financial aid staff at your college or career school will explain exactly [how and when your aid will be paid out](#). They also will tell you whether you need to fill out any more paperwork or meet other requirements. For instance, if you're receiving a *federal student loan* for the first time, you should expect to be required to sign a *promissory note* and go through [entrance counseling](#). Be sure to keep in touch with your school's financial aid office so that you understand the whole process of receiving your aid.

Early Postsecondary Opportunities in Tennessee

Tennessee students have an unprecedented opportunity for education and training beyond high school through the TN Promise. To ensure students are ready to take full advantage of the TN Promise and succeed in postsecondary, all students should have access to rigorous and relevant early postsecondary opportunities. Research has shown that students who participate in early postsecondary courses are more likely to enroll and persist in postsecondary.

Early postsecondary opportunities allow students to:

- Earn postsecondary credits while in high school
- Become familiar with postsecondary expectations.
- Develop confidence and skills for success in postsecondary.
- Make informed postsecondary and career decisions.
- Decrease the time and cost of completing a certificate or degree.

Early Postsecondary Opportunities Specific to Tennessee

- **Dual Enrollment** is a postsecondary course, taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty. Students are enrolled at the postsecondary institution and earn postsecondary credit upon completion of the course. High school credit is awarded based on local policy. With available lottery scholarship money, the state provides a dual enrollment grant to all eligible students. This grant allows students to take their first two dual enrollment courses in high school completely free of charge, with a discount on their third course.
- **Local Dual Credit** is a high school course which is aligned to a local postsecondary institution's course and taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course and passing an assessment developed and/or recognized by the granting postsecondary institution.
- **Statewide Dual Credit** is a high school course which is aligned to statewide postsecondary standards and is taught at the high school by high school faculty for high school credit. Courses and their accompanying challenge exams are created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits which can be applied to any public postsecondary institution in Tennessee. Unlike local dual credit, statewide dual credit challenge exams are completely free of charge!

National and International Early Postsecondary Opportunities Available in Tennessee

- **Advanced Placement (AP):** The College Board’s AP Program provides an opportunity for high school students to experience postsecondary-level coursework across multiple subjects. Each course is aligned to a subject-specific AP exam, which provides students the potential to earn credit for postsecondary coursework in that subject. There are currently state and federal grant programs that allow students who are economically disadvantaged to take the exams for little or no cost.
- **Cambridge International Examinations (CIE):** A division within the University of Cambridge, CIE provides internationally recognized academic programs for students age 5 to 19. The high school A and AS Level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the U.S. and abroad. There are currently state and federal grant programs that allow students who are economically disadvantaged to take the exams for little or no cost.
- **International Baccalaureate (IB):** The IB Diploma Programme, available only through an approved IB World School, provides high school students the opportunity to take a rigorous, pre-university course of studies. IB courses are aligned to internationally-benchmarked exams which provide opportunities for students to earn postsecondary credit while still in high school. There are currently state and federal grant programs that allow students who are economically disadvantaged to take the exams for little or no cost.
- **College Level Examination Program (CLEP):** Developed by the College Board, CLEP exams are used to assess mastery of postsecondary-level material acquired in a variety of ways — through general academic instructions, significant independent study or extracurricular work. Students can earn credit for postsecondary coursework in a specific subject.
- **Capstone Industry Certifications:** State, national, and international assessments of technical skills, often available through national professional organizations (such as the American Welding Society) or state agencies (such as the Department of Health). These exams are not necessarily aligned to a specific course, but rather represent the culmination of an entire program of study in career and technical education. Recognized industry certifications are accepted by employers as a license or credential, proving technical skill, and also by postsecondary institutions, as prior learning assessments that can confer credits or hours toward a postsecondary degree. There are available Perkins Reserve grant opportunities to allow districts to cover the cost of industry certification exams for students who have completed applicable coursework.

<https://www.tn.gov/education/section/early-postsecondary>

ACT Preparation Resources

- **Fee Waivers:** The ACT offers fee waivers to all students who are currently enrolled in the 11th or 12th grade, either a U.S. citizen or testing in the U.S., U.S. territories, or Puerto Rico, and meet one or more indicators of economic need listed on the ACT waiver form. Forms can only be obtained through high school counselors. Learn more at <http://www.actstudent.org/faq/feewaiver.html>. Students registering for a national test day with a fee waiver are enrolled in online test-preparation support FREE of charge!
- **Standards Connections:** One of the best ways to help students prepare for the ACT is to provide rigorous instruction that promotes critical thinking, problem solving, and content knowledge, especially in math and English. To support teachers and students in understanding the connections between Tennessee academic standards (assessed through our state standardized tests) and the ACT subject test standards, we have created an ACT Connections document. Find it: https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/ACT_Connections_2_3_16.pdf.
- **Test Tips:** We've prepared general testing tips for both students and teachers. Find them online:
 - Students: http://tn.gov/assets/entities/education/attachments/act_general-testing-tips_student_2016.pdf
 - Teachers: http://tn.gov/assets/entities/education/attachments/act_teacher_test_tips.pdf
- **TDOE ACT Webinar:** Archived recording is available online at https://youtu.be/4_H7qxNbxN8.
- **Promising Practices:** TDOE has documented some of the great things Tennessee high schools are doing to improve ACT scores.
 - Classroom Chronicles: Marshal County High is #ACTReadyTN: <http://tnclassroomchronicles.org/marshall-county-high-actreadytn/>
 - ACT Promising Practices Documents: <http://tn.gov/education/topic/promising-practices-in-ccr>
- **Free ACT Preparation & Practice Tests:**
 - Each day, a different ACT test practice question is posted along with explanations for correct and incorrect answers at <http://www.act.org/qotd/>
 - Four retired ACT tests with answer keys can be found at: http://www.powerscore.com/sat/help/content_practice_tests.cfm.
 - Free test preparation resources are also available from Chegg (<https://www.chegg.com/test-prep/act/>) and Varsity Tutors (<http://www.varsitytutors.com/act-prep-book>), which features a free online test prep book.
 - The Tennessee Electronic Library (TEL) offers free tools for preparing for the ACT, SAT, and AP exams. All Tennessee residents can access these resources here: <http://tntel.tnsos.org/>

Tennessee Hope Scholarship

FAFSA

Early Postsecondary and National Industry Certifications

ACT Preparation Resources



Key Idea #12



Student readiness should be a school-wide effort. All educators should be encouraging students on their progression along their chosen **pathway**.

Closing Reflection:

What are your most important takeaways about each key idea from today? How can you apply the Key Ideas to your current role in your school?

Key Idea	Your Takeaways
<p>Key Idea #10 All educators should understand their students' progress and assist in goal setting during regular instruction. Goals for students should be communicated regularly by all educators.</p>	
<p>Key Idea #11 In order to ensure readiness for all students, all students should receive individualized support toward their chosen pathway, regardless of their background or current academic performance.</p>	
<p>Key Idea #12 Student readiness should be a school-wide effort. All educators should be encouraging students on their progression along their chosen pathway.</p>	

Final ACT, Postsecondary, and Career Readiness Messages

- ✓ **ACT for ALL: More than an assessment, the ACT is a powerful measure of readiness** - a valuable tool for students, educators, and employers to gauge readiness for postsecondary and career. Even students not planning on attending postsecondary directly after graduation can gather key information about their workforce readiness from the ACT.
- ✓ **K to 12: Connections between the ACT and postsecondary and career must be made early and often.** Our vision for student success is that every student will be prepared for *their chosen path in life*. It's the job of every K-12 educator to empower their students to be ready for their chosen path. Beyond academic preparation – a significant portion of ACT-tested standards are taught before high school – students need to understand how ACT performance impacts postsecondary opportunities.
- ✓ **Strong Instruction: Understanding and preparing for the ACT must happen alongside strong core instruction from K to 12** – “ACT Prep” in isolation will not lead to increased scores! Comprehension of complex texts across content areas is vital for success on the ACT. All educators should be using grade-level text in their subject areas every day as well as providing differentiation and intervention to meet the needs of their students.
- ✓ **Growth Mindset: Students can improve their ACT performance**, their ability is not fixed! Students who took the ACT more than once showed an average growth of 1 point, with 1 in 3 students growing 2 or more points. Economically-disadvantaged students qualify for two fee waivers to retake the ACT for FREE and receive FREE test preparation resources. Our accountability framework rewards student growth and performance on the ACT in relation to projected scores.
- ✓ **Believe it Matters: Growth on the ACT will be driven by our students’ belief in whether or not the ACT matters for them.** As educators, we have the power to help students develop and connect their aspirations to college and career opportunities. Our expectations for students must be aligned to the fact that a high school diploma alone is no longer sufficient - for students or for employers – for maintaining the overall health of our economy. Including ACT in our accountability system reflects our belief that the ACT is for **all** students on track to receive an on-time general education diploma, including students with disabilities and English learners.

