



**HELPING YOUR CHILD BE  
COLLEGE AND CAREER READY  
AFTER HIGH SCHOOL**

# Overview

- Parent Expectations
- Why A College Degree?
- Getting a Strong Start
- Fostering Good Academic Behavior
- Being Proactive In Obtaining Academic Achievement
- Recommendations

# **Parent Expectations**

# How far do you expect your child to go in his/her education?

- **Parent's expectations influence child's academic outcomes in various ways:**

1. It effects parent/child communication regarding school.
2. It effects out of school learning opportunities.
3. **Students that were expected to go to college had better attendance and more positive attitude towards school.**
4. The effect of parent's expectations on a child is greatly dependent on the type of relationship the parent has with the child.



# Why a College Degree?

# College Readiness = Career Readiness

- While not every high school graduate plans to attend college **the majority of the fastest-growing jobs** that require a high school diploma, pay a salary above the poverty line for a family of four, and provide opportunities for career advancement **require knowledge and skills comparable to those expected of the first-year college students.**



# Benefits of a College Degree

- **Higher earning potential**
- **More likely to get hired and have a stable job**
- **More job options**
- **Job satisfaction**
- **Empower you to be more in control of your life**
- **Make better decisions**
- **More marketable**
- **Better able to weather adversity**
- **More access to resources**
- **Opens the door to achieve personal goals other than professional goals**
- **Strong sense of pride in self**

# **Getting a Strong Start**



# Start Preparing for College Early

- **Eighth-grade students' academic achievement has a larger impact on their readiness for college more than anything that happens in high school.**
- **Fewer than 2 in 10 eighth graders were on target to be ready for college-level work by the time they graduate from high school.**
- **This means that more than eight of ten eighth-grade students do not have the knowledge and skills they need to enter high school and succeed there.**
- **So although the gates of high school are technically open to all students, for more than 80 percent of them the door to their futures may already be closed.**

# Who Needs To Be Concerned?

**EVERYONE!!!!**



- 3 out of 5 eighth-grade students whose annual family income was less than \$30,000 and whose parents did not attend college were not on target to be ready for college-level reading by the time they graduated from high school.
- But among those eighth-graders whose annual family income was greater than \$100,000 and whose parents both attended college, this figure was still nearly 1 in 4.

# Two Components to Succeed

- **Academic Achievement**

1. Students who are on target in eighth and ninth grade to be ready for college-level reading are substantially more likely to be on target to be ready for college in English, Mathematics, and Science.
2. It is only part of what students need in order to be successful in high school.

- **Academic Behavior**

1. High school students also need to demonstrate behaviors that contribute to their ability to perform well academically.
2. If students are able to develop these behaviors by the end of middle school, they will increase their likelihood of being ready for college and career by the end of high school.

# **Fostering Good Academic Behavior**

# Indicators of Students Future Academic Success

- Course Failure in 8th
- Grade Point Average (GPA) in 9th grade

***The decision to drop out is rarely the result of a single life event; in fact, many students exhibit academic warning signs years before they leave high school. . . . Students who dropped out usually had received a failing grade in core courses (especially in math or English), earned a low grade point average (GPA), or scored low on achievement tests.***

*—Pinkus, 2008*

# Ten Academic Behaviors



- **Academic Discipline**
- **Commitment**
- **Family Attitude**
- **Family Involvement**
- **Optimism**
- **Orderly Conduct**
- **Relationships with school personnel**
- **Safety of the school environment**
- **Steadiness**
- **Thinking before acting**

# Academic Discipline

- Academic discipline is defined as the skill component of motivation, such as the degree to which a student is hardworking and conscientious.
- Three primary components
  - ✓ Planning and Organization—thinking about necessary steps and devising plans for achieving objectives. Students skilled in this area have a strong sense of time, organization, and prioritization and use strategic skills to aid in learning new information.

**Ex: Determining what courses you need to take to stay on track by talking to a counselor and organizing a schedule for the upcoming year or semester.**

# Academic Discipline

- Three primary components continued

✓ Follow-through and Action—engaging in behaviors according to previously set plans and remaining engaged in a task until the objective is accomplished in a timely fashion. Students skilled in this area are able to assess their own progress throughout a task and act accordingly based on this assessment.

**Ex: After planning and organizing with your counselor and/or parent, continue on in earning good grades in your classes.**





# Academic Discipline

- Three primary components continued
  - ✓ Sustained Effort—maintaining focus on longer- term goals and working to achieve individual elements of these goals. Students skilled in this area persist despite challenges, exhibit on-task behavior, and are able to manage distractions in order to achieve a goal.



# Good Academic Behavior = SUCCESS

- Middle-school students who demonstrate behaviors that enhance academic achievement are more likely to perform well academically in high school, and be ready for college and career by the end of high school, than middle-school students who do not demonstrate these behaviors.



**Being Proactive  
in Obtaining Academic  
Achievement**

# Monitor Testing Results

- Students in the elementary and secondary schools take a variety of tests (exams) at the state, district, school, and class level to assess (evaluate) their understanding of the curriculum;
  1. to monitor progress of their learning;
  2. to determine class placement;
  3. to determine high school graduation.
- As a parent, these tests (assessments) can help you and your child monitor their academic progress and better understand where they need help and/or where they are excelling

# LAUSD Tests

- LAUSD Diagnostic Assessments
- LAUSD Periodic Assessments - these are used through out the year to monitor students progress toward achieving learning goals.
- Standardized Testing and Reporting (STAR) - statewide testing given to all 2nd thru 11th grade students at the end of every school year. Tests include:
  1. **California Standards Test (CST)**
  2. California Modified Assessment
  3. California Alternate Performance Assessment
  4. Standards-based Tests in Spanish

# California Standards Test (CST)

1. The CSTs for English–language arts (ELA), mathematics, science, and history–social science are administered only to students in California public schools.
2. Developed to assess students' knowledge, and what all children in California are expected to know and be able to do in each grade or course.
3. Student performance on the exam is measured in bands: Far Below Basic (FBB), Below Basic (BB), Basic (B), Proficient (P), and Advanced (A).
4. Students are expected to at least score proficient on all the exams. The CST scores also determine a school's API (Academic Performance Index).

# **Recommendations**

# Fostering Good Academic Behavior

- Involve your child in extracurricular activities such as the USNLCC, sports, music classes, etc.
- Place more responsibility on them to finish tasks at home such as chores
- Make it clear to them how you expect them to perform at home and in school, and the rewards and consequences of not meeting your expectations
- Have a schedule they follow during the week and on weekends. It will help you control how much television they watch.



# Fostering Good Academic Behavior cont...

- Believe in them and let them know you believe in them
- Lead by example and be proactive
- Talk to teachers and counselors about their behavior. Such as does my child seem motivated about their work, do they finish assignments, how do they interact with the students and teachers, etc.

# Academic Achievement

- Attend parent conferences and ask about your child's assessment results
- Provide after school learning opportunities for your child such as tutoring
- Make your child aware of your expectations regarding college, and what it will take to get there.
- Help your child prepare for the CST

# Academic Achievement cont...

- Pay attention to what subject matters your child is having trouble with
- Have a set schedule that places doing homework and studying as a priority
- Know what your child is learning in school, and what they need to know by the end of the year
- A knowledgeable parent = A successful child

# References

**Child Trends (2012). Parental Expectations for Children's Academic Attainment. Retrieved from [www.childtrendsdatatabank.org/alphalist?q=node/366](http://www.childtrendsdatatabank.org/alphalist?q=node/366)**

# Questions/Comments