

# DOINGWHATWORKS



## Presentation

FULL DETAILS AND TRANSCRIPT

### Campus Visits: Helping Students Envision Their Future

Chattanooga School for the Arts and Sciences, Tennessee  
February 2010

Topic: Helping Students Navigate the Path to College  
Practice: Foster College Aspirations

#### Highlights

- At Chattanooga School for the Arts and Sciences (CSAS), college awareness is embedded in classroom instruction and in conversations with parents and students.
- Students are required to participate in the college trip so that they can experience a range of college campuses and identify what type of setting works best for them.
- Prior to the college trip, students are required to research each college they will be visiting and develop questions in order to make the most of their experience.
- Interacting with CSAS alumni during campus visits is inspiring for students as they realize that they have the opportunity and skills to further their education beyond a local community college setting.

## About the Site

### Chattanooga School for the Arts and Sciences

Chattanooga, TN

#### Demographics

52% White

42% Black

4% Asian

2% Hispanic

26% Free or Reduced-Price Lunch

Chattanooga School for the Arts and Sciences is a college-preparatory magnet school that supports all students in becoming college-bound.

- Students are required to complete preliminary college entrance exams in eighth (EXPLORE), tenth (PLAN), and eleventh grades (PSAT, ACT).
- Teachers use assessment results to align curriculum and enroll students in college-readiness skills classes.
- Staff plan a weeklong college tour to kick off the college application process and expose students to a variety of colleges and universities.
- Counselors manage and track students through the college and financial aid application process using systems that include checkpoints to make the process routine, predictable, and explicit.

## Full Transcript

Slide 1: Welcome

Welcome to Campus Visits: Helping Students Envision Their Future.

Slide 2: Introducing Barbara Jordan

I am Barbara Jordan, principal of Chattanooga School for the Arts and Sciences, also known as CSAS, in Chattanooga, Tennessee.

Slide 3: Introducing Cindy Dees

I am Cindy Dees, and I am the assistant principal of the upper grades at Chattanooga School for the Arts and Sciences.

Slide 4: History of CSAS

Jordan: CSAS was started in the late 1980s in Chattanooga, Tennessee, and was the first school in the district to offer a single-track curriculum that required all students to take the same core classes in preparation for postsecondary entrance.

Slide 5: College awareness

Dees: College awareness at CSAS is deeply embedded in the whole educational program. There is constant references by the teachers, by the teachers to the parents and to the students: This is what you are going to do when you are in college. There is many references that are instructional in the classroom as to what type of work, what type of expectations.

Slide 6: Required college trip

Dees: Here at CSAS, we consider the college trip to be such an important part of the curriculum that any parent that applies for entrance for their student at this school, they actually sign a statement that says they understand that the college trip is not an option, that it is a required part of our curriculum.

Slide 7: College types

Dees: The intention is not that each student visit a specific college that they are interested in, but that they visit a specific type of college. We want them exposed to all the different settings so that they come away with an awareness of what works for them and what doesn't work for them.

Slide 8: Sitting in on courses

Dees: On some occasions, they sit in on the college courses. That is a real eye-opener for many of the students.

Slide 9: Meeting previous graduates

Jordan: When we go on to college campuses, if we have a previous graduate from CSAS attending that school, we make it a point to contact that student and have that college student come and talk with our juniors. And it helps our students who saw these same graduates in the hallways at school to say, "Well, if he can do that, or if she can do that, I can too."

#### Slide 10: Preparing students

Jordan: We intentionally prepare students for the experience that they will have by doing research prior to the trip, by formulating questions. They cannot sit through a college tour and a college process quietly.

#### Slide 11: Expectations

Jordan: Our expectation is for students to ask questions that are relevant to the college and that are appropriate in regard to college admission.

#### Slide 12: Research

Jordan: They research each college before they leave campus and then, at the end of the overall trip, students are asked to give an in-depth reflection.

#### Slide 13: Impact of trips

Jordan: The most significant impact these trips have on students, particularly those first-generation college-going students, is the opportunity for them to see themselves not just at their local community college but that they do have the opportunity, the skill, and the requirements to be able to get into more selective schools.

#### Slide 14: Graduating to college

Jordan: For our 2009 graduates, we had 95% of our graduates attending postsecondary education. Of those, 91% of our White students, 100% of our African American students from 2009 are enrolled in postsecondary education.

#### Slide 15: Remaining in college

Dees: The percentage of students who are still at their same college for their second year, their sophomore year, is 88%. That tells us two things: that we have prepared an educated consumer and that we have also prepared them educationally and academically to be successful in their postsecondary setting.

#### Slide 16: Learn more

To learn more about Campus Visits, please explore the additional resources on the Doing What Works website.