May, 2012

OSCA-NOSCA College and Career Readiness Counseling Workshop "Next Steps" Webinar Presentation Slides

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April Bell

Available at: https://works.bepress.com/ocan/104/
OSCA-NOSCA College & Career Readiness Counselor “Next Steps” Webinar

May 15, 2012

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RETIRED SCHOOL COUNSELOR
WEBINAR AGENDA

- Welcome, introductions and review of upcoming opportunities.
- Explanation of morning protocol.
- Review of survey and agenda topics.
- Group discussion and sharing of resources.
- Conclusion and recommendations
QUESTION #12: WHAT ADDITIONAL RESOURCES DO YOU NEED IN ORDER TO CONTINUE THIS WORK?

- Time
- Tools/resources/activities
- Money
- More professional development and networking opportunities
- Means to develop community partnerships (access organizations)
- Additional staff
- Administrative/faculty/community support
- Samples of Action Plans
- An integrated portfolio capability for students that includes career assessments
- More means of accessing teachable materials to use to teach a college/senior/junior readiness seminar
- More information on integrating this into an online school
- Step by step instructor manual
- Contact #’s of community professionals in different careers.
- More information about the college tour that April shared.
- Collaboration resources for rural areas
- More information on how to reach at risk teens and families
QUESTION #13: WHAT IMMEDIATE NEXT STEPS DO YOU PLAN TO TAKE AFTER TODAY’S WORKSHOP?

- Research College Board resources which were shared with us and see how we may use them in our work, especially online tools and YCG.
- Discuss workshop with fellow district school counselors and pass along the availability of resources based on grade levels.
- Share with counselors at different levels and meet regularly with them. Share with supervisors.
- Involve parents more and create presentations with the resources.
- Engage district in conversation in how to address issue more systemically across district.
- Create a college/career readiness Advisory Committee. Share with them, other community partners and administrators.
- Use to collaborate on a committee to evaluate staff.
- Begin reporting data elements to my superiors.
- Work more with 1st generation and low income students on college access.
- Plan-organize-implement
- Share resources with students and parents
- Start at earlier grade levels.
- Put together a small lesson this year and plan bigger next year.
- Develop a plan (after OGTs!)
School Counselor’s Guide Series

Best Practices in College and Career Readiness Counseling with:

• Equity, Data & Working Systemwide
• To Inform and Shape Implementation

Elementary School Counselor’s Guide
NOSCA’s Eight Components of College and Career Readiness Counseling

Middle School Counselor’s Guide
NOSCA’s Eight Components of College and Career Readiness Counseling

High School Counselor’s Guide
NOSCA’s Eight Components of College and Career Readiness Counseling

www.nosca.collegeboard.org
NOSCA’s Eight Components of College and Career Readiness Counseling:
A Systemic K-12 Approach

The Eight Components of College and Career Readiness Counseling should be applied in elementary, middle and high schools.

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>College Aspirations</td>
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<tr>
<td>Academic Planning for College and Career Readiness</td>
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<td>Enrichment and Extracurricular Engagement</td>
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<tr>
<td>College and Career Exploration and Selection Processes</td>
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<td>College and Career Assessments</td>
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<td>College Affordability Planning</td>
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<td>College and Career Admission Processes</td>
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<tr>
<td>Transition from High School to College Enrollment</td>
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</tbody>
</table>
For Each Component

- Goal
- Why it Matters
- What to Measure - Relevant Data
- What to Look For - Data Dialogue
- Work Systemwide - Interventions

Let’s Take A Look Inside!

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Component 2

Academic Planning for College and Career Readiness

THE GOAL
Advance students’ planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

WHY IT MATTERS
An academic plan is a pathway to success. When students understand and successfully implement their plan — what courses they need, in what order, to prepare them for a specific college or career goal — they are more likely to graduate high school college and career ready.

WHAT TO MEASURE
To assess your students’ academic readiness, look at their academic performance as well as enrollment and completion rates for key courses.

Relevant data
- Proficiency in state tests for English, math and science
- Students enrolled in and completing Algebra I
- Students enrolled in and completing AP courses
- Students enrolled in and completing courses required for in-state university admission

WHAT TO LOOK FOR

Data by student groups
Break down the data to assess performance of student groups, paying close attention to traditionally underserved populations. (See page 3 for a list of the student groups.)

Disparities between student groups
For example:
- How do the English proficiency rates of African American students compare to those of white students?
- How do enrollment and completion rates in AP classes compare for males and females?
- Do low-income students complete courses required for in-state college admission at the same rate as their more advantaged peers?

WHAT TO DO

Work systemwide
Work systemwide — with students, schools, districts, parents and families, and communities — to reach everyone. Focus your work on the students who need the most help, and then use data to assess the impact of those efforts. In this way, you will create equitable interventions and begin to close the gaps.
Interventions for Each Component in Each Guide

Component

Academic Planning for College and Career Readiness

High School

WORK SYSTEMWIDE

Students

(Individual, Group, Classroom and Grade)

- Help students plan and implement a program of study that meets requirements for acceptance to in-state universities and/or leads to industry and technology licenses and certifications.
- Help students take college/career/technology classes while still in high school by introducing them to dual enrollment, online classes, early college, distance learning and virtual schools.
- Help students understand and make the most of their own learning styles as they develop skills in test taking, research, writing, speaking, debate, presentation, studying, and higher-order thinking (application, analysis, synthesis, evaluation, etc.).
  This will increase their academic performance and proficiency and develop their confidence to take more rigorous courses.

School

- Examine policies and practices that govern entrance into rigorous classes. Work with your school’s master scheduler to ensure there are sufficient sections of rigorous courses so all students have opportunities to participate.
- Collaborate with teachers, including those who teach Algebra I, calculus, physics, chemistry, AP, honors, IB and other rigorous courses to develop strategies to help more students succeed (e.g., using technology and experiential learning, tutoring, extra study time and special skills sessions).
- Collaborate with teachers and students to build peer support networks to assist traditionally underserved students, first-generation students, and others who may need extra help with rigorous courses.

District

- Collaborate with middle or junior high school counselors to share information about student programs of study that align to admission standards for in-state universities and career/technical schools.
- Collaborate with other high school counselors in your district to build networks and to share interventions that support rigorous course-taking patterns to reach school and district goals.

Parents and Families

- Create outreach efforts to ensure that parents and families are aware of their role in assisting their children in academic planning. Emphasize that academic planning is critical so students take the courses they need to gain entrance into a state university and/or earn industry/technology certification or licenses (see student interventions above).
- Help parents and families assist their children in developing and implementing academic plans and understanding the consequences of not engaging in the planning process.
- Provide ways parents and families can share their college and career experiences to build students’ aspirations and encourage their academic performance.

Community

- Team with community-based organizations to provide mentoring opportunities aimed at promoting participation in college-preparatory courses.
- Promote consistent messages about college and career readiness, emphasizing that all students, including those traditionally underserved, can be college and career ready.

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What To Measure

Data Elements for the Eight Components of College and Career Readiness Counseling

We took notes for you:

- Data elements provide metrics for the eight components.
- Data elements provide information about how groups of students are progressing.
- Information about groups of students inform and guide school counselors work.

### Data Element Chart

<table>
<thead>
<tr>
<th>Data Elements, By Component</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>1. College Aspirations</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Discipline</td>
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<tr>
<td>Promotion</td>
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<tr>
<td>GPA</td>
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<tr>
<td>Dropout</td>
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<td>●</td>
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<tr>
<td>2. Academic Planning for College and Career Readiness</td>
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<tr>
<td>Students reading on grade level in grade 3</td>
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<tr>
<td>Proficiency in state tests for English, math and science</td>
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<tr>
<td>Students enrolled in and completing Algebra I</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Students enrolled in and completing AP courses</td>
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<tr>
<td>Students enrolled in and completing courses required for in-state university admission</td>
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<tr>
<td>3. Enrichment and Extracurricular Engagement</td>
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<tr>
<td>Participation in enrichment activities (e.g., academic support, summer bridge programs, TRIO and STEM initiatives)</td>
<td>●</td>
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<tr>
<td>Participation in extracurricular activities (e.g., organizations, teams, camps, clubs and scouts)</td>
<td>●</td>
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<tr>
<td>Students in leadership positions in enrichment and/or extracurricular programs</td>
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<tr>
<td>4. College and Career Exploration and Selection Processes</td>
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<tr>
<td>Participation in college and career exploration programs</td>
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<tr>
<td>College and career/technical school application completion</td>
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<tr>
<td>College and career/technical school application submission</td>
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<tr>
<td>5. College and Career Assessments</td>
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<tr>
<td>Participation in career/interest assessments</td>
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<tr>
<td>Participation in ReadiStep, PSAT/NMSQT, EXPLORE and PLAN</td>
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<tr>
<td>Performance on ReadiStep, PSAT/NMSQT, EXPLORE and PLAN</td>
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<tr>
<td>Participation in SAT, SAT Subject Tests and ACT</td>
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<tr>
<td>Performance on SAT, SAT Subject Tests and ACT</td>
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<tr>
<td>6. College Affordability Planning</td>
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<tr>
<td>Participation in early awareness financial literacy and financial aid initiatives</td>
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<tr>
<td>Participation in financial aid planning processes</td>
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<tr>
<td>Scholarship application completion</td>
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<tr>
<td>FAFSA completion</td>
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<tr>
<td>7. College and Career Admission Processes</td>
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<tr>
<td>Two- and four-year college acceptance</td>
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<tr>
<td>Career and technical school acceptance</td>
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<tr>
<td>Early action or early decision acceptance (four-year institutions)</td>
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<tr>
<td>8. Transition from High School Graduation to College Enrollment</td>
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<td>Final transcripts processed</td>
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<tr>
<td>Two- and four-year college enrollment</td>
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<td>Career and technical school enrollment</td>
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Launch of NOSCA’s New Website

- Provides practical tools, research, strategies, professional development resources and an online community to share ideas with colleagues across the nation.

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OTHER TOPICS SUGGESTED DURING WEBINAR REGISTRATION

- OPPORTUNITIES FOR UNDOCUMENTED STUDENTS
- PARENT ENGAGEMENT
- TRACKING STUDENTS USING DATA (METRICS)
- FINANCIAL ASSISTANCE BEYOND LOANS
- DEVELOPING COMMUNITY PARTNERSHIPS WITHIN A CAREER TECH DISTRICT ENVIRONMENT
- ADVICE FOR SELECTING STUDENTS TO PARTICIPATE IN A MENTORING PROGRAM GRADES 10 THROUGH 12 WHO WOULD BENEFIT FROM INTENSIVE COLLEGE READINESS ASSISTANCE
JOIN NOSCA IN NEW ORLEANS!

Destination Equity 2013:
Charting Bright Futures for All Students

April 12–13, 2013 | Marriott New Orleans | New Orleans, LA

SAVE THE DATE

Join us for NOSCA's 6th Annual National Conference.

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STAY TUNED FOR MORE EXCITING NEWS...

THANKS FOR PARTICIPATING!

YOUR INPUT IS VALUED AND YOUR GREATEST RESOURCES ARE EACH OTHER!