Session: A109
Improving K-16 Alignment, School Culture and Counseling Expertise to Enhance College-Going Culture

September 30, 2010
St. Louis, Missouri
A109
Improving K-16 Alignment, School Culture and Counseling Expertise to Enhance College-Going Culture

Scott Andrew Schulz, Ph.D.
USC Center for Enrollment Research, Policy, and Practice
USC Rossier School of Education
University of Southern California
A109
Improving K-16 Alignment, School Culture and Counseling Expertise to Enhance College-Going Culture:
The need for and elements necessary to establish a college-going culture in America’s high schools

Patricia McDonough, Ph.D.
University of California, Los Angeles
Secondary Schools and Colleges Must Work Together

Focus on high school academic preparation and the knowledge and skills students need to enter college without remediation and to complete their programs.

Neither K-12 nor HE can solve college access problems alone.

Major problem is disjuncture between K-12 and HE in the areas of policy, finance, academic standards and communication.
With the exception of the advanced [placement program, there are no major efforts to provide curricular coherence and sequencing between the senior year and postsecondary education.

The high school curriculum is unmoored from the freshman and sophomore college curriculum and from any continuous vision of a general education.

In 2007 study, high school English teachers rate content and skills as more important than college teachers.
College English teachers need high school English teachers to focus more on mechanics of writing: i.e. punctuation and grammar skills.

In contrast to high school teachers, college math teachers need students to have a rigorous understanding of underlying mathematical skills and processes as being more important than exposure to more advanced mathematics topics.

Science teachers at colleges rate science process skills as more important than content skills, although high schools science teachers rate content higher than process.

The quality and level of the HS coursework and their degree of alignment with postsecondary expectations are the key elements of curricular reform.
Most states perpetuate the divide between K-12 and higher education by creating separate streams of financial support for each sector.

The quality and level of the HS coursework and their degree of alignment with postsecondary expectations are the key elements of curricular reform.

Most state data systems do not track students across educational levels and institutions making it impossible to determine the relationship between students’ HS courses and students eventual college persistence and success.

States should establish student achievement objectives and require education systems to collaborate on them.
Key Predictors of College Attendance

• Having college plans by the 7th grade
• Having family support
• Attending a college-focused high school
Improving College Access

• Having college plans by the 7th grade
• Having family support
• Attending a college-focused
Better Academic Preparation

- No better predictor of college enrollment and completion than the rigor of high school courses, specifically advanced mathematics.
- Raising student achievement helps K-12 educators meet increasing demands for accountability
- Current P-12 accountability systems like exit exams and achievement tests are misaligned with college admissions requirements
High School Counseling

- Few resources are devoted to college counseling
- Counselor-to-student ratio nationally is 1:477, and in the largest cities it averages 1:750.
- Most counselors are not trained in college or financial aid advising and don’t have accurate, up-to-date information
Primary Counseling Tasks

- Scheduling
- Testing
- Discipline
  - Dropout Prevention
  - Suicide Prevention
  - Drug Abuse Prevention
  - Pregnancy Prevention
  - Crisis Counseling
  - Personal Counseling

Maybe if there is time, college counseling!
Counselors Greatest Impact

- Providing information and activities that foster and support students’
  - college aspirations,
  - academic preparation, and
  - college decision-making;

- Assisting parents in fostering and supporting college aspirations, setting of college expectations, and motivating students;

- Organizationally focusing the school on its college mission.
Information Needs

- Adequate information, received early enough to complete the necessary prerequisites for college.

- Low-SES students and students of color are the least likely to receive this information by eighth grade, in time to enroll in college prep high school classes.

- Clear, accessible information about affordability, received repeatedly, with increasing complexity.

- Only 18% of all high school students and 30% of parents report having information on college costs.
Families As Partners

- Family encouragement stimulates students forming college plans.
- Family support and early educational plans predict
  - developing and maintaining college aspirations,
  - sustaining motivation and academic achievements, and
  - actual college enrollment.
Teachers As Partners

- Teachers affect academic preparation, self-esteem, motivation to achieve, and opportunities to learn.
- Teacher quality accounts for much of the opportunity gap from which minority and low-income students suffer.
- Teachers’ expectations of students are influenced by beliefs about race, ethnicity, and socioeconomic status.
- Teachers’ assessments of students’ ability and motivation affects: how they interact with and support students, whether and how many opportunities they provide to students to learn and excel, the advice they give students, and their interactions with students’ families.
What is a culture?

An organization’s underlying values, beliefs, and meanings which are deeply held, static, and enduring.

Culture influences daily operations through: expectations; assumptions; language; flow of information; content of information; and specific options highlighted or downplayed.
Creating a College Culture

- Changes school structure and culture for all
- Involves long-term, systemic change
- Has broader implications
- Requires full “buy in” and additional resources
All students are prepared for a full range of post-secondary options through structural, motivational, and experiential college preparatory opportunities.
College Culture Objectives

- School leadership is committed to building a college culture
- All school personnel provide a consistent message to students that supports their quest for a college preparatory K-12 experience
- All counselors are college counselors
- Counselors, teachers, and families are partners in preparing students for college
Principles of a College Culture

- College Talk
- Clear Expectations
- Information & Resources
- Comprehensive Counseling Model
- Testing & Curriculum
- Faculty Involvement
- Family Involvement
- College Partnerships
- Articulation
Clear, ongoing communication about college, so that all students develop a college-going identity.
Explicit goals of college preparation must be defined and communicated clearly, consistently, and in a variety of ways by families and all school personnel.

**Indicators:**

- School mission statement
- Four-year plans for all students
- Frequent communication with students about their college options
- Ongoing opportunities to discuss college preparation, define goals
Students must have access to up-to-date, comprehensive college information and schools must build college knowledge infrastructure.
All counselors are college counselors and all student interactions with counselors are college advising opportunities.
Students must be informed about necessary tests, must be given the opportunity to prepare for these tests, and testing fees must be taken into account.
Faculty must be active, informed partners with counselors, students, and families and professional development opportunities must be available.
Family Involvement

Family members must have opportunities to gain college knowledge and understand their role.
Have active links between K-12 schools and local colleges and universities that can lead to field trips, college fairs, and academic enrichment programs.
Articulation

Students should have a seamless experience from Kindergarten through HS graduation, with ongoing communication among all schools in a feeder group, and work at one school site should connect with activities at other levels.
A109

Improving K-16 Alignment, School Culture and Counseling Expertise to Enhance College-Going Culture:
Efforts to design a college-going culture assessment tool

Jerry Lucido, Ph.D.
USC Center for Enrollment Research, Policy, and Practice
USC Rossier School of Education
University of Southern California
USC Center for Enrollment Research, Policy, and Practice

- Founded in 2007 at the University of Southern California

- Mission
  - “The USC Center for Enrollment Research, Policy, and Practice is dedicated to research and action that advances the societal benefit of enrollment policies and practices in higher education”

- Current events and activities
  - “Making the Case for Change in College Admissions” conference
  - Study of Community College Efforts toward Student Success (SCCESS)
  - College Access and Success Assessment (CASA)
  - Resources for enrollment professionals and educational policymakers
**Center for Enrollment Research, Policy, and Practice**

**February 8, 2010**

---

### Enrollment News

- **CERPP** has proposals accepted for the 2010 AP conference in Chicago and NACAC conference in St. Louis.
- Early college course planning helpful for high school students.
- Massachusetts: Immigrant tuition act goes into effect.
- "All In an Age of Uncertainty" Symposium proceeding now available.
- Commissioned papers from the Center's inaugural conference now available.

### Center Calendar

- **February 2010**
  - CERPP Research Grant Summary Reports Available
  - CERPP Presentation at the Annual State College Regional Forum in Chicago, IL
  - CERPP Presentation at the Annual State College Regional Forum in San Diego, CA
  - **March 2010**
    - "What Matters Now: College Access and Success in the Age of Obama" Summary Proceedings Available
  - **March 2, 2010**
    - CERPP Presentation at the 1st Annual State College Access Conference in Columbia, MO

---

### Profile of the Week

- **Name:** Marcella Rollings
- **Position:** Vice President for Enrollment Management
- **Institution:** California State University, Chico

---

**Poll Question**

- Is Obama's new vision for education on target?
  - Absolutely
  - Mostly
  - Not really
  - Absolutely not

---

**Add me to the list serve**

**Follow Us On**

---

**University of Southern California**

---

**www.usc.edu/cerpp**
The Problem

- America’s high schools do not currently have a reliable measure of their college-going culture, one which can evaluate and enhance efforts to encourage, counsel, and otherwise prepare students for college and career success.
- Well-recognized college readiness best practices have not been tied to actual college-going behavior.
The Solution

• The College Access and Success Assessment (CASA)
  – A diagnostic tool that measures school improvement efforts through the eyes and behavior of students within the school.

• CASA is founded upon the following notion:
  – A school’s college-going culture is marked by the extent to which student views of the environment, their attitudes, and their behaviors align with the opportunities and perspectives necessary to ensure access to and success in postsecondary education (en route to productive and sustainable careers)
• A survey of approximately 150 survey items

• Surveys 12th grade students within each school that have been enrolled from 9th through 12th grade

• Survey is administered during one 45 minute class period

• Survey is comprised of three components:
  – Environmental
  – Attitudinal
  – Behavioral

• Uses National Student Clearinghouse data to determine predictive values of survey items on college attendance, leading to appropriate weights and measures
CASA Outcomes

• Predictability of survey items

• School reports
  – School CASA Total Score
  – School CASA Component Scores
    • Demographic subset reports
  – Overall CASA Total Score
    • Useful for benchmarking
CASA Benefits

- Concise
- Provides a data-driven barometer
- Empirically sound
- Provides schools with a simple and valid accountability measure
- Provides contextual data
CASA Next Steps

- Pilot Study conducted in April 2010
  - Long Beach Unified School District (CA)
  - Fresno Unified School District (CA)

- Currently analyzing the data and validating the instrument

- Clearinghouse data released in January 2011

- Complete reports released in April 2011

- Scale up scheduled for April 2012
A109
Improving K-16 Alignment School Culture and Counseling Expertise to Enhance College-Going Culture:
A training model to prepare graduate students for college and career readiness for all

Gail Kaufman
Center for Educational Partnerships
University of California, Berkeley
Goal: College and Career Readiness

National Call for College/Career Readiness

President Obama’s goal: US to increase college graduation rate to 60% by 2020 (US fell from 1st place to 12th place, to a 39% graduation rate); higher education one of the “four pillars” of country’s new economic foundation

Recognizing the importance of counselors

College counselors are an invaluable yet woefully neglected resource in high schools...school counselors should “own the turf” when it comes to college and career readiness counseling. They should be leading advocates for students pursuing two-year and four-year college degrees. Arne Duncan, July 15, 2010

Schools to embrace college/career readiness for ALL

“The entire culture of high schools must be changed to support student success beyond K-12” Arne Duncan, July 15, 2010
Fall 2009 surveyed 843 middle school students in 4 schools in 3 diverse urban school districts; 661 9/10th graders and 628 11/12 graders in 4 diverse urban high schools in four districts (All in San Francisco Bay Area)

83% of the middle school students reported that they Never or Rarely talked to a counselor about college

86% of 9/10 graders said they also Never or Rarely talked to a counselor about college;

76% of 11/12 graders also said they Never or Rarely talked to a counselor about college

Students from grades 6-12 were more likely to talk to parents and friends about college
Obstacles to Meeting this Challenge

Traditional Counselor Education:

- Focused on therapeutic approaches when working with groups and individuals
- Little course work on college/career development, if there is a course...Career theories often take precedence
- Little or nothing on college going culture, if anything is included it is about high school, nothing usually on middle school or parent involvement
- Graduates are often unprepared for the work of helping students become college/career ready
Limited Field Work/Practicum Experiences
Lack of coordination and quality control when choosing site supervisors, this results in students:
• often doing mainly social/emotional, 1/1 work
• paper pushing
• not receiving a comprehensive experience
• not working with students on raising aspirations, exploring college options etc.
• having little consistent supervision by either the site supervisor or the University supervisor (in one program 15 minutes every month or two)

Overall, students not always receiving quality supervision and experience
Three institutions of higher education and their Counselor Education programs formed a partnership with UC Berkeley’s Center for Educational Partnerships (CEP).

CEP works to inspire ALL students to prepare for college; developing multi-lingual and culturally appropriate college preparation information and resources and providing curriculum and technical assistance for students, teachers, schools, districts, families, and community based organizations.

IHE’s recognized the assets that CEP could bring to its students and program.

Began by providing hands-on training via Fieldwork supervision courses to first year students (e.g. transcript evaluation; eligibility and admissions in CA higher education; 4 year HS planning).
Created a Fellows Program

- Received support from funders interested in reforming counselor education
- Hired a Director of Counselor Education to supervise/coach/mentor/instruct
- Screened schools and site supervisors
- Included middle schools and high schools
- Competitive application and selection process
- Offered Fellowships to eight second year graduate students (stipend of $3,000)
Program Model

- Intensive 8 day pre-service training
- On site meetings/coaching twice a month; and weekly check-in meetings with Director of Counselor Education
- Quarterly trainings for Fellows and Site Supervisors
- Continued hands-on training with first year counselor education students
- Required quarterly Professional Development workshops for counselors serving as site supervisors (site supervisors receive a stipend of $1,500)
Fellows expected to have a small case load of students in grades 6-8 or 9-12 delivering college going content (exploration and planning)

Fellows expected to perform classroom guidance/workshops to all grade levels on academic/career/college content

Fellows expected to develop and implement parent workshops on college knowledge
And More…

• Fellows learned to be collaborative partners, working with other college access programs
• Fellows supported school-wide events such as college fairs/career days
• Fellows worked closely with UCB’s National College Advising Corps; full time recent UCB grads, who themselves were first generation college students, trained as College Advisors…often in the same partner schools
• Participated in quarterly Professional Development workshops with site supervisors and Advisors
Evaluation

What site supervisors say about the Fellows:
• better sense of purpose,
• come with the knowledge they need to hit the ground running,
• often went to Fellows for information

What counseling graduate students say about the hands-on workshops
• “Everything is new to me”
• “I know nothing about this topic”
• “Good to know we can give the future generation hope”
• “Never been exposed to this information”
• “Wish I could have had this information sooner”
• “First time I heard extensive information on this topic”
• “I really needed this information. I don’t feel I really understood these concepts before”

Faculty stay for trainings themselves
What Fellows Report

• “In no other fashion have I received any of the information given to me from this training and experience.”

• “The expectation of our program was to learn as you go after you are in an internship, but the training received prior to working at the site provided the groundwork to be a profession and work efficiently from the start.”

• “My program has only given me the basic foundation of the importance of a college going culture. The Fellowship provided me with the rationale of why it is important, and given me the tools and ability to create one.”
How Fellows see their Role as Future Counselors

• “As collaborators, we are able to reach out to more students and rely on help when it is needed. When someone had a project, we got together and pulled our resources and heads together to be most effective (i.e. with IAPs).”
• “If something you think isn’t working well or if it could be improved, we were taught not to be afraid to be that change agent.”
• “I am an advocate for college for the students.”
• “This experience has prepared me to speak to every single student about college, no matter what academic level they are at.”
• Appreciate our parents as experts? Create and maintain more communication and opportunities for school participation.”
Going Forward: Model for Changing Counselor Role

Innovate:
- Integrate more college/academic advising into the IHE curriculum and field/practicum experience –move beyond ASCA (IHE and District requiring all graduate student to do a college/career research project as part of their internship)
- Include lesson planning and instructional strategies into IHE curriculum to increase counselor effectiveness in classroom guidance and small group work
- Add staff/support at school site: Advising corps/NCAC, Coaches in Chicago
- Counselor accountability: Solution focused, data driven
- See this as work of the entire school community…all staff communicate high expectations to all students/be future oriented, integrate into everyday practice (counselor as champion of CGC)
- Counselors as school leaders; future focus on college/2career K-12
- Increase cultural competence for counselors to work more effectively with their students/families
A109
Improving K-16 Alignment, School Culture and Counseling Expertise to Enhance College-Going Culture: 
The perspectives of a school counselor

Joyce Brown, Ed.D.
Chicago Public Schools
Building A K-16 College Pipeline

Focus On Students That Are Not Entering The College Pipeline.....

Train Counselors To Support Student Aspirations

Drop Out Factory Districts
• Urban and Rural Schools
• Graduation Rate - Less Than 50%

Provide School Counselors With:

College Knowledge
Career Knowledge

All counselors must have access to tools and training that results in building a college going culture within every school.

Counselors Have Relationships With Students and their Families And Can Connect Students To Postsecondary Aspirations.
School Counselor College And Career Readiness Actions

NOSCA 8 College Counseling Components

- College Aspirations
- Academic Planning for College and Career Preparation
- College and Career Admission Processes
- College and Career Exploration and Selection Processes
- Enrichment and Extracurricular Engagement
- College and Career Assessments
- College Affordability Planning
- Transition from High School Graduation To College Enrollment

Chicago Public Schools Counselor Best Practices

- PD On College Campuses
- 5 Applications w/data reporting tools
- 5 Scholarships w/data reporting tools
- Counselor Led FAFSA Completion parent student nights
- Application Completion Workshops
- College Tours
- Freshmen On Track
- AP Enrollment
- AVID
- Half- Cap Ceremony
- Transition In Programs
- Transition Out Programs
- Summer Transition Counselor
- No Random Acts!!! RESEARCH Driven Actions : Potholes, Rich Lapan Study
- Summer Institute w/ college focus for counselors
- Professional Organizations/conferences
- Counselor sharing/SWAP
Chicago Public Schools
Systematic Focus On The Delivery Of College Knowledge

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Readiness</th>
<th>Access</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Planning</td>
<td>• 4 Year Math Enrollment</td>
<td>• FAFSA Forecaster</td>
<td>% Enrolled In College</td>
</tr>
<tr>
<td>9th Grade / 6 Year Plans</td>
<td>• AP Enrollment</td>
<td>• FAFSA Tracking</td>
<td>% Earning 2 Year Degree</td>
</tr>
<tr>
<td>College Knowledge</td>
<td>• Rigorous Course Taking Patterns</td>
<td>• 5 College Applications</td>
<td>% Earning 4 Year Degree</td>
</tr>
<tr>
<td>Career Knowledge</td>
<td>• College Enrichment Programs</td>
<td>• 5 Match Applications</td>
<td>% Grads Employed Beyond Minimum Wage</td>
</tr>
<tr>
<td>College and Career</td>
<td>• College/Career Fairs</td>
<td>• 3 Scholarship Applications</td>
<td></td>
</tr>
<tr>
<td>Awareness Events On College</td>
<td>• Test Prep</td>
<td>• Financial Literacy Workshops</td>
<td></td>
</tr>
<tr>
<td>Campuses</td>
<td>• Soft Skills Training</td>
<td>• Resume Workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work Based Learning</td>
<td>• Mock Interviews</td>
<td></td>
</tr>
</tbody>
</table>

K - 16 Alignment Needed
Session: A109
Improving K-16 Alignment, School Culture and Counseling Expertise to Enhance College-Going Culture

September 30, 2010
St. Louis, Missouri