

Pre-Work

Commitment Templates

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Strengthening School Counselors and College Advising
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Pre-Work Action Plan Templates

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Expectation

Each person attending the White House San Diego Convening is required to complete a pre-work assignment and bring it with them to the convening.

This pre-work will guide you in connecting your work to White House commitment categories, student performance outcomes, and will allow them to identify key questions to discuss with the broad geographic cross-section of convening. Completion of the pre-work template will also leverage opportunities for you to engage with other stakeholders who are invested in similar college and career readiness work during the convening, and will allow you to maximize your learning and participation experience.

Be Clear!

6 Targeted Commitment Categories

| | |
|---|--|
| 1 | Higher education institution ensuring non-negotiable preparation standards in CCR. |
| 2 | Strengthening partnerships between a university and school district on the training of practicing school counselors in CCR. |
| 3 | Strengthening partnerships between a university and school district in the fieldwork placement of students in partnership with a school district(s). |
| 4 | Creation of state or school district policies and procedures for the hiring of school counselors. |
| 5 | Creation of state or school district policies and procedures that allow non-profit college access professionals to work within a school district. |
| 6 | Strengthening of non-profit organization's training of direct service staff to meet state, district or other credentialing requirements. |
| | Other - Additional actions, not listed above. |

Align your work to one of the White House Commitment categories listed above

FLOTUS's Reach Higher Initiative

The Reach Higher initiative will help make sure all students understand what they need to complete their education, including:

- Exposing students to college and career opportunities
- Understanding financial aid eligibility that can make college affordability a reality (i.e., FAFSA completion)
- Encouraging academic planning and summer learning opportunities
- Supporting high school counselors who can help more kids get into college

Commitment Impact Areas

How will you work impact student performance?

- Percentage of seniors completing a FAFSA
- The percentage or the average number of seniors submitting college applications
- A reduction in the remediation needs of graduating seniors
- The percent of graduating seniors who enroll in postsecondary institutions
- Other quantifiable metrics tied to improving postsecondary enrollment, persistency and graduation rates

Instructions

1. List your team members and their roles.
2. Review current initiatives being actively implemented. (Templates A, B, C)
3. Identify how each initiative supports the Reach HIGHER vision and enter the corresponding commitment. (Templates A, B, C)
4. Identify a team focus area based on a **Problem of Practice** or the implementation of a college and career readiness strategy that you will address during the convening that supports the REACH HIGHER Initiative.(Template D)
5. Develop 1 to 2 strategic objectives that will guide your work in San Diego. (Template E)
10. Identify opportunities to create strategic partnerships with donors and funders interested in supporting/promoting new systemic change models that address implementation of policies and practices to increase college and career readiness measures for **practicing school counselors and school counselor programs** that advance student achievement outcomes. (Template F)

Team Members (continued)

| First, Last Name | Role | First, Last Name | Role |
|------------------|------|------------------|------|
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Identify your team lead and your state. Then, list your team members and their role.

Brain Dump - Part 1

| Initiative | White House Commitment # | Owner | Role |
|------------|--------------------------|-------|------|
| | | | |
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| | | | |

Review your initiatives and identify which White House Commitment (slide 3) it aligns with.

Brain Dump - Part 2

Template B

Data/ Accountability Measures

| Initiative | Strategic Objective(s) | Driving Data | Where is Data Being Pulled From? | How Does this Support Reach Higher |
|------------|------------------------|--------------|----------------------------------|------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

For each initiative identify the expected outcome, the data being used, and how this work supports the First Lady of the United State's Reach Higher initiative.

Brain Dump

Reflection Questions

- 1. Which of your initiatives have strong key leadership (e.g., superintendent, president, etc.) support?**
- 2. Which initiatives are tied to a national data set, state data set, local data set?**

Reflection Questions (continued)

- 3. How does each initiative improve the College Career Ready culture?
(List Reasons)**
- 4. Identify the initiatives that have the most checks based on the questions above and select one project to discuss during the convening.**

Identify A Problem of Practice

Problem of Practice Area
(State Your Convening Focus)



A large, empty rounded rectangular box with a thin blue border, intended for the user to write their "Problem of Practice Area" and "Convening Focus".

Review *Template A* and determine A Problem of Practice area, or the college and career readiness strategy that you hope to address during the convening that supports the REACH HIGHER Initiative.

Strategic Objectives

Objective 1

Objective 2

Write two objectives for your Problem of Practice area, or the college and career readiness strategy that you hope to address during the convening that supports the REACH HIGHER initiative.

Strategic Partnership Strategies

| Target Area | Donor / Funder Opportunities | How might this relationship increase CCR and advance student achievement outcomes |
|---|------------------------------|---|
| Strengthening School Counselors Policies | | |
| Strengthening School Counseling Programs | | |

Consider donors or funders that may support your work in promoting systemic change models that address implementation of policies and practices to increase college and career readiness measures for practicing school counselors and school counselor programs and how that will advance student achievement outcomes.

Preparing for Discussion

Project Description

- What is the initiative program?
- What are your goals?
- What is your role?
- What are your responsibilities?

REACH HIGHER Impact

- How will this project advance/increase college and career readiness goals?
- Who are the stakeholders Involved?
- Who is the project lead?
- Who else has decision-making power?
- What groups are impacted by this work?
- Who controls access to the data elements?

In preparation for the convening, consider the following initiative questions.

Preparing for Discussion (continued)

Additional Information

- Key Successes
 - Identify factors contributing to the success of this project.
- Key Challenges
 - Identify areas where you need support.
- What barriers are you facing that hinder the work from moving forward at a faster pace?
- List 4-5 questions that you would like to ask a topical content expert or other practitioner.
- What else should others know about your work, or your team to be able to provide valuable feedback/input?

In preparation for the convening, consider the following initiative questions.

College & Career Readiness Accountability Metrics

| Accountability METRIC | Data Source | Disaggregation Demographics |
|--|--------------|--|
| <p>The percentage of seniors submitting a FAFSA</p> <p>The percentage of seniors completing a FAFSA</p> | FAFSA Portal | Demographic Data Ethnic Disaggregation Gender Disaggregation Grade Level Disaggregation Pell Eligibility |
| <p>The percentage of seniors submitting college applications and the average number of applications submitted per student.</p> | | Ethnic Disaggregation Gender Disaggregation Grade Level Disaggregation Pell Eligibility |
| <p>A reduction in the developmental education needs of graduating seniors</p> <p><u>Focus Areas:</u> Grade to Grade on-track performance (attendance, grades, suspensions), Course Enrollment Patterns (Algebra By 9th Grade, AP, Dual Enrollment 3rd Grade Reading/ELA performance, Diverse Learners, CTE Enrollment, Course Completion, Industry Certification, etc.</p> | | Ethnic Disaggregation Gender Disaggregation Grade Level Disaggregation Pell Eligibility |

Use the following student outcome metrics to guide your planning

College & Career Readiness Accountability Metrics

| Accountability METRIC | Data Source | Disaggregation Demographics |
|---|-------------------------|---|
| <p>The percent of graduating seniors who enroll in postsecondary institutions. 2 year, 4 year, technical programs</p> | <p>FAFSA Portal</p> | <p>Demographic Data Ethnic Disaggregation Gender Disaggregation Grade Level Disaggregation Pell Eligibility</p> |
| <p>Other quantifiable metrics tied to improving postsecondary enrollment, persistency, and graduation rates <u>Focus Areas:</u> Graduation Rates, Drop Rates, Remediation Rates, Assessment Enrollment and Performance</p> | | |
| <p>Percent of 9th Grade Students With A Learning Plans</p> | | |
| <p>Percent of Students Entering High School With A College Default Curriculum</p> | | |

Use the following student outcome metrics to guide your planning