
SUPPORTING SCHOOL COUNSELORS AND COLLEGE ADVISORS



San Diego State University
November 17-18, 2014

ROUND TABLE DISCUSSION REPORTS

DRY

Topic: #1 - SCE Advocacy for CCR Courses in Every Program

Initiator: Stuart Chen-Hayes

Participants:

Ellen Armbruster
Dale Pehrsson
Tom Keller
Ming Li
Mary Anderson (in absentia)

Key Points/Discussion Summary:

- Administrator support is critical
- Options Institute curricula: local and state knowledge that is unique; building a good college list; college affordability; 1st gen, low income, students of color/social capital--development of all the above; coll for students with disabilities; ccr within school counseling program models; immigrant students and college process; foster students and college process
- College Counseling Sourcebook (College Board)
- Fundamentals of College Admission Counseling (NACAC)
- SREB curricula
- NOSCA podcasts, Elem, MS, HS College Guides
- NOSCA planning tool
- NOSCA national research studies
- NOSCA 8 components
- Use of Data in School Counseling (Trish Hatch)
- 101 Solutions for School Counselors and Leaders in Challenging Times (Chen-Hayes, Ockerman, & Mason)
- ASCA Model
- Student Success Skills (Brigman & Webb)

Conclusion/Recommendation(s):

- Everyone agreed that there is a need for evidence-based CCR curricula but none currently exist
- Need to ensure practicum and internship courses have CCR components
- Help everyone to develop multiple courses and infusion across every CE/SC program.

DRAFT

Topic: #2 College and Career Readiness Begins in Elementary School

Initiator: Michelle Jensen, PhD

Participants:

Heidi Morton
Amy Dauble
Gene Eakin
Diana Gruman
Diana Ashley
Jennifer Tachell
Tim ?
Rebecca A Schumacher
Rob Hess
Jutern Nmah
Loretta Walton Jagger

Key Points/Discussion Summary:

We started with introductions. Everyone said where they are from and what their role is.

Oscaadvocacy.org is a resource to see what is happening in Oregon

Many districts have cut elementary counselors and this has been an issue across several states

We have a common belief that the college and career readiness conversations need to start in the elementary years and build from there, rather than start it at the high school level

Melinda Gibbons is a resource (google her name) – she did research on first generation college students, she created a scale to measure college going attitudes in kids

Lots of education is around the vocabulary involved (kids come to high school and don't know what a GPA is, etc.)

Free curriculum: I'm Going to College – teaches about rural/urban colleges, financial literacy, college awareness, you can find this on the internet

Developmentally, elementary students are thinking about what they might like to do with their futures, they are in the pre-disposition stage and are exploring the different things they might like to do, such as college options

ASCA has a lesson: My Job is to be a Good Student – discussions about job vs. career, talking about how to do their job: my job is to be a good student – what does this look like?

Some teachers use the wording “My job is to...” As part of their content/language objectives on the white board

College tours are very eye opening for kids: some have never seen a college campus, big buildings, been to the city, seen a theater style classroom, ridden an escalator

Younger grades can do a focus on “I’m going to High School” and take a tour of the high school

K-8 college night: hosted in the middle school building so parents and kids can see what that building looks like and also get exposure to college information

Working in two schools is a barrier – some districts do not have elementary counselors at all, other districts have counselors split between buildings

In Oregon, they are mandated to have comprehensive guidance and counseling programs but don’t always have licensed counselors

Flat Stanley lesson - had second grade teachers introduce the story to the kids, then the students mailed their own Flat Stanley’s to university contacts with the request to please take Flat Stanley on a tour of your college and send him back

Elementary and high school counselors were doing college and career work, but the middle school has lagged behind due to staffing

Question about how college and career readiness is new, when elementary counselors have been doing this work?

- The language is a factor now: we are teaching kids the words and what they mean
- Teaching financial literacy – how to pay for college, scholarships, grants, FAFSA – often this is a deciding factor for kids because they get messages from parents that there is no money so they write it off
- Conversations with kids are more explicit and intentional about college and career than they used to be (used to be more of a focus on getting along with others, how to work together as a team, how to solve problems, etc.)

Michelle Jensen/College-Going Self-Efficacy (Google It) – her dissertation is an article-style lit review about application of a variety of developmental theories for use by school counselors in planning college and career readiness activities

How to help families understand the reasoning behind sharing personal and financial information on the FAFSA when they are reluctant to do so?

- Distrust of the government, lack of belief in an unfamiliar system, work schedules and “busyness” of parents are all factors that prevent parents from completing their part of the form
- Feeding families and making it for ALL seniors and families (not just the ones who need money) helps
- Having resources available to help: college staff, counselors who had been through FAFSA training, one on one with families sitting at the computer to complete the information

- Cultural barriers sometimes: some Hispanic families were very worried about their student leaving the family (e.g., losing child care person) and not contributing to the family income, worries about that student becoming “different” or thinking that they are now “better” than the family

Another helpful thing to get elementary kids on board is to bring back students who have “Crossed the ocean” and gone on to college – that is known to the kids – to share their experiences and how they were able to get into college, talk about their experiences, etc.

Elementary principals are very strong advocates for their counselors when they have them – speak out strongly for keeping their counselors when budget cuts are being discussed

Funding is an issue no matter where you go

What are the precursors to college readiness? Feeling like they not only CAN go to college, but also that they BELONG there is important (academic mindsets), learning how to push through the hard stuff and persevere to the end

Counselors are the heart of the school and families who come in to the building can feel it when there is a strong counselor in the building

For some families the conversation about college was normal and so attendance was expected by the kids – sometimes they don’t have those conversations in their families so we have to make it part of the culture of the school conversations

Common Core: how to find a place in the classroom with all the pressures that teachers have to teach the Common Core state standards – working with administration and building relationships with the staff in your buildings

Conclusion/Recommendation(s):

We would strongly recommend the non-negotiable stance that elementary counseling is part of this conversation and essential to success of increased graduation rates and college going rates.

We would recommend that clearer descriptions of what effective elementary school counselors look like and do- generally speaking and specific to college and career work.

Topic: #3 - Data Dashboards for Counselors

Initiator: Joe Wynman, Data Specialist, Springfield Public Schools, MA

Participants:

Ruth Carrigan, MASCA – President

Troy Miller, Florida College Access Network

Nan Worsowicz, Duval County Public Schools

Katie Gray, MA

Melissa White, Oklahoma State Department of Education

Ron Rode, San Diego Unified

Stephanie Permenter, Director of School Counseling, Mississippi

Key Points/Discussion Summary:

- Joe discussed the data dashboards that are available through Springfield
- Get a high level look of district + school data
- GPA, state testing, FAFSA completion, drop outs, attendance, early warning indicators
- Oklahoma is looking at dashboards to help counselors, students, and administrators. Also looking at producing dashboards for stakeholders. Oklahoma has a statewide information system. Oklahoma also includes PSAT, SAT, ACT Plan work keys in their dashboard
- OK works with Edfi to create dashboards
 - Legislation has funded these dashboards
 - Various levels of security
- Expectations for counselors in OK
 - Local control, but state encourages them to use the info on the dashboards
 - OK has state wide info system
- In Springfield:
 - (1) Administrative Dashboard: attendance, discipline, grades, early warnings, teacher attendance, GOALS
 - (2) Student Dashboard: all data, assessment, MCAS, access, grades, attendance, discipline
 - (3) Teacher: list of students by section, variety of data, EL status grades, etc., in addition to student system
- Dashboards load every 24 hours for both Springfield & OK
- In general there is a lot of public data regarding CCR
- College information can be provided by National Student Clearing House

Conclusion/Recommendation(s):

- Data dashboards can be powerful tools for counselors and administrators
- PD for counselors regarding the use of data

Topic: #4 Free College Access Curricula and Training

Initiator: March Kessler, ECMC and Holly Franquet, ECMC

Participants:

Rebecca Contreras, California
Lindsey Flatt, Oklahoma
Lillian Garcia, SDSU
Tomasa Mauricio, California
Orma Smith, Michigan
Nan Worsowicz, Florida

Key Points/Discussion Summary:

- ECMC Foundation (Education Credit Management Corporation)
- Dedicated to helping low income, first generation student
- What will motivate a student to get information to go to college?

Conclusion/Recommendation(s):

- Curricula:
 - Believing the College Dream -4th to 8th grade students and parents
 - Realizing the College Dream –High School
 - Persist –College Retention
- Training and professional development offered to schools, districts, college access programs; contact March Kessler for training at mkessler@ecmc.org; review website for details before contacting her
- Free downloads on website:
http://www.ecmcfoundation.org/overview/foundation_Training_Overview.html

Topic: #5 Non-Negotiables in CCR Counseling

Initiator: Stuart Chen-Hayes

Participants:

Brandi Oliver
Cynthia Walley
Melissa Luke
Kara Ieva
Carol Dahir
Bea Keller-Dupree
Laura Pederson
Kristi Wilson
Brook Nova
Andy Capone
Dale Pehrsson
Carol Bobby
Dan Kissinger

Key Points/Discussion Summary:

1. How to write college recommendations in the context of relationships and how they influence the writing in elem, middle, and HS contexts
2. Career clusters and pathways (CTE)
3. Writing and delivering multiple career/college school counseling core curriculum lessons such as the NOSCA 8 for students and families
4. Transition planning and mapping and post-secondary planning for education pathways (CTE and 2-year to -4-year colleges)
5. Tie in to comprehensive school counseling model (foundation, management, delivery, and accountability artifacts esp. specific to closing opportunity gaps)
6. Early pre-prac experiences/shadowing for 10 hours in CCR counseling course prior to prac/internship
7. Portfolio of CCR outcomes/results on impact of SC interventions to meet school's specific needs (based on data)
8. Ability to use data and interventions to help close achievement and opportunity gaps using action plans and results reports
9. Local, state, and national , international college access organization knowledge--esp. HEOP & other equity programs for students
10. Specific college assessments and technology: Common App., ACT/SAT, PACT/PSAT, fairtest.org, Work Keys, How to complete the FAFSA
11. How to create a strong college list
12. Affordability components local, state, national, international
13. Make a specific CCR plan with assessments for one or more students/groups and families and teachers, make interventions, collect outcomes
14. Understanding student interests, values, aptitudes, and skills related to workforce demands and local, national and international career and work markets/futures
15. Experience with multiple nondominant populations and unique CCR needs: bilingual, 1st gen, immigrant, undocumented, LBGTQIA, student athletes, disabilities and gifted/talented, arts students, poor/working class, students of color, migrant farmworkers, homelss, diverse family types, foster kids
16. use of Naviance
17. State career development systems

18. Occupational Outlook Handbook
19. Career Assessments: interest inventories, Holland, Strength-Finders, Values in Action, Strong-Campbell, Myers-Briggs, Career Key, Discover, Career Cruising
20. Disaggregation of data
21. Parents in CCR and doing parent workshops

DRAFT

Topic: #6 - Working with Parents to Support College & Career Readiness

Initiator: Laura Angel-Zavala

Participants:

Angie Colon
Rebecca Dedmond
Sharon Camhlin
Ryan Bourdreau
Beverly Breaux
Liliana Silva Diaz

Key Points/Discussion Summary:

- What do you want for your child; what are the myths
- Created a parent planner to prepare for the “future”
- Cardinal Beginnings Program for at risk students
- Don’t understand process
- How to connect families who need the most help
- Using parent coaches
- Student and letter to get a schedule (in 9th grade)
- Talk about strengths & weaknesses
 - At risk students
- Parent coaches are connected + leaders in their community (grad H.S. & gone to college)
- Disconnect between the school and parents as what we see as involvement
- Counselors offer workshops for parents
- College home visits – showed short video of college options & bring transcript (two people went together)
- Careers in the community (walk around to learn)
- Students presented to parents at career fairs
- Have TV news and Spanish radio to do PSAs

Topic: #7 - How to form partnerships with school districts & post-secondary and local government.

Initiator: Brooke Nova, City of Hillsboro

Participants:

Kristi Wilson, City of Hillsboro
Carrie Miller, UCLA
Abbie Bates, UCLA
Robin Olivier- Louisiana
Carrie Miller, UCLA
Cheryl Charlton
Sharon Canmblin
Laura Pedersen, Lewis & Clark

Key Points/Discussion Summary:

Hillsboro has School-to-Work Coordinators to assist in this work in each high school. Each single counselor supports 9-12 in each school (approx. 1,500 - 1,800 in each school).

The partnerships form provide hands-on career learning in the community.

Youth Invasion: City of Hillsboro, Hillsboro Chamber School-to-Work program, and the Hillsboro School District worked together to provide a City-wide career fair to host 300 high school students from all 5 Hillsboro High School. 24 careers were featured: landscape architect, electrician, utility worker, police officer, city planner, etc. This provides a unique opportunity for students to have a snap shot of the variety of job opportunities in local government.

Grant writing can help provide funding to start innovative program.

Denver - office of economic development - cold calling and reaching out to students that have dropped out of college and try to re-engage them into the workforce. Partnering with corporations/manufacturing/business to move this work forward. Some companies will pay for schooling to get students re-enrolled. A lot of placement are withing CTE pathways. Doing more career advising to students in school: thinking local workforce.

Denver works closely with the Economic Development Office- they can help identify partners for this work.

(Denver) big company sponsors can put their name on the program name: JP Morgan College Future Center. All of program signs are hung within schools: advertising for business can fund programs. Good PR. High schools are supportive.

Partnership Advice:

Put it in writing.....MOU or something written down. Make it outcome based so it's mutually beneficial. Need a lawyer? Find one that volunteers on your non-profit board that gives by donating time to help with agreements.

Corporate stakeholder group: Meet infrequently as a steering committee - members are actively engaged in career exploration.

Where do you start to identify business partners?

Hillsboro started with the Chamber of Commerce. The school district pays a stipend to the Chamber to support the school-to-work program.

State of Washington/Futures NW (non-profit): Low income student support: Earn and Access College Bound Scholarship. Must have a 2.0. Actively recruit students that are failing and provide intervention. Close to 200,000 students in the pipeline - 4 people at the state level. Many students do not know about this scholarship. 67 different institutions participant - up to tuition. Starts at 8th grade.

Conclusion/Recommendation(s):

Actively look for partnerships.

Work about a few partnerships - find the ones you can really pilot something with. Start new ones - grow together.

Maybe higher ed scholars are in a silo - not aware of scholarships/funding opportunities. (noted by student) Higher ed is not that connected with industry.

Topic: #8 Higher Education Research

Initiator:

Participants:

Erin Dowdy – Faculty at UC Santa Barbara in Counseling, Student Psychology,
Elvina Abrica – UCLA doctoral student
Nick Abel – Butler University, faculty who teaches school counseling
Michelle Hodara- Senior Researcher at Education Northwest, Oregon College and Career Readiness
Research Alliance lead
Jasmine Mcleod –Department of Defense
Scott Birkestrand – Graduate student at SDSU in school counseling
Andrew Capone – State of Delaware
Rebecca Katowitz – Graduating from SDSU program in school counseling
Pat Martin – Martin and Associates
Crystal Byndloss – MDRC

Key Points/Discussion Summary:

Questions for discussion:

- How do you tailor research agenda to focus on college access?
- What is the area you are focusing on?
- How do you determine what area to focus on?

Counseling has best practices, but not research behind it. How can we make counseling more tangible?

- Research challenges:
 - Big division between K-12 and higher education research that doesn't help counselors do their job. Pat wasn't a counselor, but she started writing in this area. But she isn't in the school of education. Schools of education don't talk to counselor educators.
 - University of Chicago Consortium partnered with school district and they put out a couple of important research briefs. This is a good model.
 - A lot of time these partnerships take mavericks on each end. You have to identify people on each end.
 - Partnership piece is a good start and then you need trust.
 - You can't scale anything if you don't have the research to back it up.
 - Delaware does a climate survey that allows them to look at soft skills, bullying, and other areas. There is a lot of help with translation. There is a workbook that helps stakeholders interpret the data in one giant state meeting, and the individual people disseminate the data to each school.
 - Need to translate research into practice
 - Faculty have to publish – Journals don't want to publish small sample size studies. One issue is how can we publish smaller case studies? How can everyone do the same thing to combine the sample to get a larger sample size?
 - School counselors also need to be trained to do research.
 - Also specializing in a sliver of the issue is not helpful. It's a handicap to practitioners that need to know about whole school development.
 - There is no doctorate in counseling education.
- Research agenda:
 - Some of the things we should look into more: soft skills that are not strong data points. How do you develop a college and career readiness culture that is measurable? What are aspects of a college-going culture?

- A lot of talk about training – What does it mean to have a meaningful practicum and internship experience? Does it make a difference to work in a low-income school? How much does the advisor matter?
- Is there a national training model for school counselors? No, but perhaps there could be standards that graduate programs can aim for.
- No one has ever researched schools with no counselors versus schools with counselors. Does it make a difference? Nobody even knows. What is the impact of the absence of counselors?
- Connection between personalized learning and subsequent student outcomes?
- Other issues:
 - Revisit “School Counselors Literature and Research Review” by College Board and other research reviews by College Board
 - Most school counselors don’t want to be placed in low-income schools. Why? Because they get paid more and caseloads are less in more affluent areas.
 - What about using a train the trainer model to have counselors doing research in different contexts? Have one superstar researcher training counselors across the country to implement the same study in different context. Then bring the results together to synthesize findings.
 - There is a lot of “gut-level” stuff in counseling—Do we need research to back this up and say it works?
 - College and career readiness has measurable outcomes and we can figure out what is working and what is not working. College and career readiness and success is a marathon, not a sprint. We need a whole structure of support systems.
 - When we think back to high school experiences what pushed us to go to college? A test score or a person? A counselor can have an intangible impact on college and career readiness. They can instill perseverance and social skills – hard to measure.

Key Points/Discussion Summary cont.:

Supporting African American students’ college and career readiness and success

- Problem: In CA, African Americans have the lowest rate of attending four-year public universities. One issue is there is a lack of understanding regarding what eligibility means for four-year public universities (i.e. A through G requirements) and a lack of meeting eligibility requirements. Yet, in every state in the union, the numbers are the same for African Americans, particularly males.
- Solutions:
 - Counselors need to work with parents to explain eligibility.
 - Parent engagement is extremely important.
 - Mission Hills – All students held to extremely high standards. Graduation requirements match up with A through G requirements or surpass them. Counselors hold students to standards of excellence. Need to instill culture of excellence at schools and in communities. How do we make sure everyone holds students to standards of excellence?
 - Two important words: accountability and excellence
 - Virginia – Very segregated schools. Had a hard conversation with Black parents a few years ago: White administrators talking to Black parents about Black male achievement. The new program is “Our brother’s keeper.” Identified African American’s with poor achievement. Identified men in community to work with them and mentor them and talk about college.
 - Reach students where they are by telling them your story. Connect with stories. It is a battle against media, perceptions, poverty. Need to build value of education. Goals are

- NBA, music, NFL. How can we leverage desire for financial success to see value of college? Need to have multiple plans in place beyond sports and music.
- Build relationships with universities to do college visits and see African American students at college.
 - Need to ensure students have access to AP courses and are not fearful of taking AP courses. At one school in CA, every single student takes an AP course senior year. It is mostly African American and Latino and the purpose is to expand access and decrease fear.
 - Importance of social capital, access to messages they may not have seen or heard before. Hope makes a difference!
 - School staff must also be educated. Bridge cultural gaps between school staff and parents, so parents feel comfortable coming to school functions. All their experiences with school are negative, so the school culture has to change. For example, at one school in CA, trained White and Hispanic staff to interact with African American parents.
 - Get teachers to call home and connect with parents about their children and tell them something positive. Some parents have never received a positive message about their kids.
- Is it always necessary for Black children to have outside influence? We hear about the role of parents and communities. Schools cannot do it all. But, what is the role of counselors? We keep going to external factors/supports-what about internal supports, inside the system?
 - “The systems are perfectly structured to get the results they have.” The systems are broken. Our job is change the system. Everyone in education needs to take this responsibility.
 - Tracking
 - Segregation
 - Racism
 - What are we doing to build racial identity? Learn more about our history? Can we address it through curricula rather than policy? For example, what about a rigorous course on African American History?
 - Resources from UCLA: Black male institute.
 - What about students who have everything and are still not doing as well? For example, middle income White students outperform middle income Black students. Take all the stereotypical things out and things are still worse for Black students.
 - Many counselors are passive, not proactive; they are not willing to reach out to students. They expect students to go to them. Counselors need to meet students where they are and reach out to them with targeted supports.
 - Need more counselors and administrators of color - that represent the students in the school.
 - Specific lessons:
 - Leverage resources
 - Build relationships with students, families, and communities
 - Take a look at the data really closely
 - Be creative (can't provide funding specifically to Black students and these are hard conversations)

Topic: # 9 - Best Strategies to decrease pipeline to prison and increase CCR for 9th grade students

Initiator: Monica Loyce

Participants:

Sandra M. Penaloza
Maryc Chance
Rose Owens-West
Cheryl Ward
Paul Meyers
Melissa Naranjo
Joseph K. Karuga

Key Points/Discussion Summary:

- Use data (attendance, behavior, academic achievement)
- Summer transition programs (English, Math, Science)
- Teach advocacy Skills
- Provide Parent Programs (PIQE, Parent Project)
- Early warning signs – first 30days
- After looping and teaming
- Partner with community agencies
- Restorative justice discipline strategies
- Counseling early intervention with students with 3+ F's
- Home visits
- Effective guidance lessons
- Belief in students
- Cultural professional training for staff
- Offer programs outside of the school day

Topic: # 10 - Helping Native American Students Succeed and Develop Academic Self Efficacy

Initiator: Kasi Beorchia

Participants:

Quinton Lampkin, "I Have a Dream" Foundation

Julia Smith, SDSU Graduate Student

Kathy Biles, OSU Cascades

Key Points/Discussion Summary:

Be aware of Historical Trauma!

Take Cultural Considerations into account.

- > Examples) not looking adults in the eye, collectivist culture, don't talk about people after they pass away or they won't pass on (important to consider when address crisis response plans)
- > Also, there are differences and conflicts among different tribes

Consistency! There is a high turn over rate of educators in this community and there needs to be trust built first.

Incentives tend to not work in this community, because they need extra support than gifts.

Resources: "Catching the Dream" <http://catchingthedream.org/>

"Bureau of Indian Education" <http://www.bie.edu/> (scholarships and resources)

College application and admissions help needs to be one on one; do it with the student directly.

In-State Tuition is possible for students who are located in tribes that are out of state; need to check in with each college individually to see what their policies are for Native American students and tuition.

Free Tuition Universities: University of Minnesota, Morris and Fort Louis College

There is a concern for students experiencing culture shock when they enter college; we need to make sure that there is some sort of support at the school or college for Native American students.

Ask lots of questions! Be present in community events!

Asking the community: (allow the community to create the agenda)

What do you want?

How can we help you?

Do you want the help?

"Not knowing stance"--individual students, be genuinely interested in each student

National "I Have A Dream Foundation"

- > support with post secondary funding for mile stones—saving accounts for every student

Topic: #11 - We keep talking about collaboration. What does that look like with College Access Programs, TriO Programs, etc. How do we systematize our services that all programs are providing?

Initiator: Melani Soto: San Diego State University, Pre-College Institute, SDSU Talent Search Program, TriO Programs)

Participants:

Becky Contreras, Director of Gear Up to College Avenue Compact
Curtis Esquibel, Director of Strategic Partnerships, Denver Scholarship Foundation
Lilian Garcia, Director, City Heights Educational Collaborative
Erica Johnson, Director of Admissions: Luis and Clark, Oregon
Nadia Rohlinger, Coordinator of Service-Learning, San Diego State University, Pre-College Institute
Lori Ellis Oregon, Manager of ASPIRE College Access Program

Key Points/Discussion Summary:

- There is a Hoover Alliance; a collaboration of TRiO Programs that share student lists, and services with each other. At this meeting counselors have also been invited. The meetings are quarterly. With the Hoover Alliance a Memorandum of Understanding have been established between programs.
- Invite college access programs to go to school counseling meetings
- Because there are stipulations with certain grant funding programs, we need to make sure administrators know who we are
- Counselors need to know more about college access, so there is a sense of ownership of the programs they can collaborate with
- Program of Strategic Partnerships for Denver Scholarship Program is a need base scholarship, the mission is for college completion, they have staff in high schools every day. They see how Naviance data is effective, set goals at the beginning and end of year . Later they look back at goals at end of the year to see if they actually did reach goals,
- Want to see how to collaborate college access programs that are serving the same schools.
- TRiO and Gear Up, meet with counseling teams. Let's look at the bigger pictures, training on FAFSA , counselors are afraid of it although all need to do it. Intake forms for every kid are done, everything shared and saved, higher level of communication at system level and district level
- What systems are there so that we are more proactive and not just reactive
- Needs to be more transitions from elementary to middle school and to high school so connections are not lost
- Access to Naviance, some outreach and college access programs do not have access to Naviance. This would be helpful as Naviance can note the interactions on what was done with each student

and who is serving who

- Need a system for which programs students are in
- Need something bigger because there are TRiO and college access all over the state of Colorado and across the region. There is such a disconnect with schools and who are the college access programs
- Develop a Pre-Collegiate Association
- At school level work with more students and how do we catalogue them at 145 sites, with limited time
- Memorandum of Understanding how do we get this to happen at other schools across the districts and regions
- Can we build a college readiness team at school sites? Who is target population, ect.
- There is a template for college applications, fafsa , counselor always person's first point of contact, advisors do finish through. One system in place already

-Is there anyone at school who is in charge of coordination of college access programs. Comes down to accountability

- There should be a summit at school or at a big conference
- Needs to be by in from administration and they need to know what college access programs are at their schools
- What are the Best Practices and Strategies
- Service more students at once through college clubs, workshops, leadership club ,students having ownership
- Looking at it at state level, don't have direct access to all students ,
- Can do classroom guidance lessons
- Need a statewide convening of directors good idea people don't know who is out there, end up with untapped resources,
- Bringing 400 students to campus, don't have tour guides staff, buses , cross coordination bigger picture, people saying not interested in students not true it's more about logistics of making it all happen, how do we coordinate
- Share excel with team a model, who is where and what services are provided
- College and Career readiness in Oregon, never worked with before, having a conference convening with all of our college access programs what is out there, what initiatives are taking

place

- Thinking of just sponsoring who can do it
- Agreements with each of sites but not necessarily other TRiO Programs
- partnering doing workshops
- Collaborate with National level college week and college access programs to work together
- College and Career READINESS TEAM CATALOGUING for whole state who is working with whom
- Google drive /use
- Connecting with colleges for a visitation day
- Getting college access programs together
- Pull resources together get started
- Administrators and school staff don't know who is on campuses. Have a college campus coordinator and create awareness of who is out there
- Process needs to be set up what is it within schools.

Summary of Key Points:

- College Access programs are in the schools how do we incorporate this into our schools so that schools know we exist and need to be elevated and more into the conversation at different levels
- Collaboration, cataloguing college access programs that exist within schools excel good thing work doing need to communicate what we do. Use excel to communicate within schools and higher level across states, districts
- Topic is important, lack of resources that sites have with college access programs
- Coordinating site visits
- Call upon former students
- Calendaring on school events how can we utilize the college access programs to support what is already happening at schools at national level train incoming counselors to know what access programs are out there/ administrators. Work together with college access programs to do what is already being doing in schools
- **Have joint trainings for college access and counselors**

Topic: #12 Public Private Partnerships

Initiator: Annmarie Kent-Willette

Participants:

Sharon Sevier
Sabeen Perwaiz
Traci Aucoin
Troy Miller
Andrew (Delaware)

Key Points/Discussion Summary:

1. Innovative ideas engaging business community in H.S. with job shadowing, summer jobs, part time and full time jobs and career exposure
2. Not all business communities are engaged
3. Needs happen early in high school
4. Examples discussed were Year Up and their partnership with business community
5. Great program in Missouri called PIE (Partners in Education). Dedicated paid staff to serve as liaison between school district and business community

Conclusion/Recommendation(s):

Business leaders need to be at the table in order for other sectors and leaders to realize the importance of partnerships in education.

Topic: #13 Issues and Challenges of Students in Kenya

Initiator: Joseph K. Karuga—National Chairman, Kenya Primary Schools, Head Teachers Association

Participants:

Melani Soto, Pre-College Institute, SDSU Talent Search (TriO)
Richard Yep, American Counseling Association
Erin Dowdy, University of California Santa Barbara
David Hawkins, National Association for College Admission Counseling
Paul Meyers, Standard School District
Beatriz Montes, SDSU Graduate Student
Julia Smith, SDSU Graduate Student

Key Points/Discussion Summary:

Issues in Kenya:

- > Need driven
- > Subject oriented
- > Character building
- > Capacity building
- > Purpose in Mind

Start by informing teachers of Counselor's role and teaching them some counseling skills

Quiet students are suffering too and need support also

- > including students who are academically performing

Administrators need to be on board and see needs

Needs to be from the bottom up—when everyone from the bottom including teachers are moving up and using their platform

As long as we are doing something however little it may be; we just need to do something.

They need to see counseling as a fundamental aspect to student needs and academics.

Hybrid plan for distant learning and face to face learning

Kenya has organized children lead governments who learn policy and participate in discussions on topics and issues.

- > Peer counseling also implemented—model for each other

Topic: #14 Free College Access Curricula and Training

Initiator: March Kessler, ECMC and Holly Franquet, ECMC

Participants:

(Please print legibly)

Rebecca Contreras, California

Lindsey Flatt, Oklahoma

Lillian Garcia, SDSU

Tomasa Mauricio, California

Orma Smith, Michigan

Nan Worsowicz, Florida

Key Points/Discussion Summary:

-ECMC Foundation (Education Credit Management Corporation)

-Dedicated to helping low income, first generation student

-What will motivate a student to get information to go to college?

Conclusion/Recommendation(s):

- Curricula:
 - Believing the College Dream -4th to 8th grade students and parents
 - Realizing the College Dream –High School
 - Persist –College Retention
- Training and professional development offered to schools, districts, college access programs; contact March Kessler for training at mkessler@ecmc.org; review website for details before contacting her
- Free downloads on website:
http://www.ecmcfoundation.org/overview/foundation_Training_Overview.html

Topic: #15 College and Career Readiness Begins in Elementary School!

Initiator: Michelle Jensen, PhD

Participants: (apologies... the list was misplaced during the shuffle)

Key Points/Discussion Summary:

We started with introductions. Everyone said where they are from and what their role is.

Oscadvocacy.org is a resource to see what is happening in Oregon

Many districts have cut elementary counselors and this has been an issue across several states

We have a common belief that the college and career readiness conversations need to start in the elementary years and build from there, rather than start it at the high school level

Melinda Gibbons is a resource (google her name) – she did research on first generation college students, she created a scale to measure college going attitudes in kids

Lots of education is around the vocabulary involved (kids come to high school and don't know what a GPA is, etc.)

Free curriculum: I'm Going to College – teaches about rural/urban colleges, financial literacy, college awareness, you can find this on the internet

Developmentally, elementary students are thinking about what they might like to do with their futures, they are in the pre-disposition stage and are exploring the different things they might like to do, such as college options

ASCA has a lesson: My Job is to be a Good Student – discussions about job vs. career, talking about how to do their job: my job is to be a good student – what does this look like?

Some teachers use the wording “My job is to....” As part of their content/language objectives on the white board

College tours are very eye opening for kids: some have never seen a college campus, big buildings, been to the city, seen a theater style classroom, ridden an escalator

Younger grades can do a focus on “I'm going to High School” and take a tour of the high school

K-8 college night: hosted in the middle school building so parents and kids can see what that building looks like and also get exposure to college information

Working in two schools is a barrier – some districts do not have elementary counselors at all, other districts have counselors split between buildings

In Oregon, they are mandated to have comprehensive guidance and counseling programs but don't always have licensed counselors

Flat Stanley lesson_ - had second grade teachers introduce the story to the kids, then the students mailed their own Flat Stanley's to university contacts with the request to please take Flat Stanley on a tour of your college and send him back

Elementary and high school counselors were doing college and career work, but the middle school has lagged behind due to staffing

Question about how college and career readiness is new, when elementary counselors have been doing this work?

- The language is a factor now: we are teaching kids the words and what they mean
- Teaching financial literacy – how to pay for college, scholarships, grants, FAFSA – often this is a deciding factor for kids because they get messages from parents that there is no money so they write it off
- Conversations with kids are more explicit and intentional about college and career than they used to be (used to be more of a focus on getting along with others, how to work together as a team, how to solve problems, etc.)

Michelle Jensen/College-Going Self-Efficacy (Google It) – her dissertation is an article-style lit review about application of a variety of developmental theories for use by school counselors in planning college and career readiness activities

How to help families understand the reasoning behind sharing personal and financial information on the FAFSA when they are reluctant to do so?

- Distrust of the government, lack of belief in an unfamiliar system, work schedules and “busyness” of parents are all factors that prevent parents from completing their part of the form
- Feeding families and making it for ALL seniors and families (not just the ones who need money) helps
- Having resources available to help: college staff, counselors who had been through FAFSA training, one on one with families sitting at the computer to complete the information
- Cultural barriers sometimes: some Hispanic families were very worried about their student leaving the family (e.g., losing child care person) and not contributing to the family income, worries about that student becoming “different” or thinking that they are now “better” than the family

Another helpful thing to get elementary kids on board is to bring back students who have “Crossed the ocean” and gone on to college – that is known to the kids – to share their experiences and how they were able to get into college, talk about their experiences, etc.

Elementary principals are very strong advocates for their counselors when they have them – speak out strongly for keeping their counselors when budget cuts are being discussed

Funding is an issue no matter where you go

What are the precursors to college readiness? Feeling like they not only CAN go to college, but also that they BELONG there is important (academic mindsets), learning how to push through the hard stuff and persevere to the end

Counselors are the heart of the school and families who come in to the building can feel it when there is a strong counselor in the building

For some families the conversation about college was normal and so attendance was expected by the kids – sometimes they don't have those conversations in their families so we have to make it part of the culture of the school conversations

Common Core: how to find a place in the classroom with all the pressures that teachers have to teach the Common Core state standards – working with administration and building relationships with the staff in your buildings

Conclusion/Recommendations:

We would strongly recommend the non-negotiable stance that elementary counseling is part of this conversation and essential to success of increased graduation rates and college going rates.

We would recommend that clearer descriptions of what effective elementary school counselors look like and do- generally speaking and specific to college and career work.

Topic: #16 - SCE Advocacy for CCR Courses in Every Program

Participants:

Ellen Armbruster
Dale Pehrsson
Tom Keller
Ming Li
Mary Anderson (in absentia)

-Administrator support is critical

Content:

-Options Institute curricula: local and state knowledge that is unique; building a good college list; college affordability; 1st gen, low income, students of color/social capital--development of all the above; coll for students with disabilities; ccr within school counseling program models; immigrant students and college process; foster students and college process

- College Counseling Sourcebook (College Board)
- Fundamentals of College Admission Counseling (NACAC)
- SREB curricula
- NOSCA podcasts, Elem, MS, HS College Guides
- NOSCA planning tool
- NOSCA national research studies
- NOSCA 8 components
- Use of Data in School Counseling (Trish Hatch)
- 101 Solutions for School Counselors and Leaders in Challenging Times (Chen-Hayes, Ockerman, & Mason)
- ASCA Model
- Student Success Skills (Brigman & Webb)

Conclusions/recommendations:

-Everyone agreed that there is a need for evidence-based CCR curricula but none currently exist

Need to ensure prac and internship courses have CCR components

Help everyone to develop multiple courses and infusion across every CE/SC program.

Topic: #17 How to form partnerships with school districts & post-secondary and local government.

Initiator: Brooke Nova, City of Hillsboro

Participants:

Kristi Wilson, City of Hillsboro

Carrie Miller, UCLA

Abbie Bates, UCLA

Robin Olivier- Louisiana

Carrie Miller, UCLA

Cheryl Charlton

Sharon Canmblin

Laura Pedersen, Lewis & Clark

Key Points/Discussion Summary:

Hillsboro has School-to-Work Coordinators to assist in this work in each high school. Each single counselor supports 9-12 in each school (approx. 1,500 - 1,800 in each school).

The partnerships form provide hands-on career learning in the community.

Youth Invasion: City of Hillsboro, Hillsboro Chamber School-to-Work program, and the Hillsboro School District worked together to provide a City-wide career fair to host 300 high school students from all 5 Hillsboro High School. 24 careers were featured: landscape architect, electrician, utility worker, police officer, city planner, etc. This provides a unique opportunity for students to have a snap shot of the variety of job opportunities in local government.

Grant writing can help provide funding to start innovative program.

Denver - office of economic development - cold calling and reaching out to students that have dropped out of college and try to re-engage them into the workforce. Partnering with corporations/manufacturing/business to move this work forward. Some companies will pay for schooling to get students re-enrolled. A lot of placement are withing CTE pathways. Doing more career advising to students in school: thinking local workforce.

Denver works closely with the Economic Development Office- they can help identify partners for this work.

(Denver) big company sponsors can put their name on the program name: JP Morgan College Future Center. All of program signs are hung within schools: advertising for business can fund programs. Good PR. High schools are supportive.

Partnership Advice:

Put it in writing.....MOU or something written down. Make it outcome based so it's mutually beneficial. Need a lawyer? Find one that volunteers on your non-profit board that gives by donating time to help with agreements.

Corporate stakeholder group: Meet infrequently as a steering committee - members are actively engaged in career exploration.

Where do you start to identify business partners?

Hillsboro started with the Chamber of Commerce. The school district pays a stipend to the Chamber to support the school-to-work program.

State of Washington/Futures NW (non-profit): Low income student support: Earn and Access College Bound Scholarship. Must have a 2.0. Actively recruit students that are failing and provide intervention. Close to 200,000 students in the pipeline - 4 people at the state level. Many students do not know about this scholarship. 67 different institutions participant - up to tuition. Starts at 8th grade.

Conclusion/Recommendation:

Actively look for partnerships.

Work about a few partnerships - find the ones you can really pilot something with. Start new ones - grow together.

Maybe higher ed scholars are in a silo - not aware of scholarships/funding opportunities. (noted by student) Higher ed is not that connected with industry.

Kristi Wilson & Brooke Nova
City of Hillsboro

DRAFT