

---

# SUPPORTING SCHOOL COUNSELORS AND COLLEGE ADVISORS



---

San Diego State University  
November 17-18, 2014

CA Team Notes Day 1 & 2

## **DAY #1: Monday, November 16, 2015**

### **California State Team**

#### **Breakout Notes in each of 6 Areas**

##### **Group 1: Higher Education**

- *We must overhaul the accreditation standards for school counselors*
- Revise roles, provide research, improve collaboration on school counselors
- Coordination between multiple education programs (teachers, counselors, higher education)
- Must be social justice focused
- Research, evidence-based and focused on student achievement
- Ensure students are presented the right options (colleges)
- Fieldwork placements must be revised and monitored
- At-risk student intervention must be a part of higher ed training
- K-12 training (college education)
- Specialized credentials

##### **Group 2: K12 Partnerships**

- Time for PD (online technology)
- Match for supervising site and student (fieldwork)
- TRiO programs (good match) must be trained in CCR
- Measurable goals and outcomes
- Integration of programs within schools (TRiO)
- Higher education - what's right? what's current?
- SC PD - university partnerships, school sites
- Connecting with collaboration

##### **Group 3: Credentials and Certificate Standards**

- Reconvening to focus on CTCC and PPS credentials
- Create college ready and career credentials with focus on equity issues
- Specialist within school counseling (certificate)
- Ensure courses and fieldwork reflect Reach Higher Initiative
- Acknowledge additional education courses (CEU) through college and career readiness programs
- Examine and align out-of-state credential requirements
- Create certificate programs on how to pay for college (financing)
- Blended course for teachers, admin, and school counselors
- Exit criteria - data analysis and daily functions
- Require supervision training for fieldwork supervisors
- How to manage partnerships

#### **Group 4: Professional Development for School Counselors and College Access Partners**

- Mandate for school counselors to have CCR training
- County level implementation of professional development for school counselors
- Professional development opportunities for WAC (e.g. Berkeley and UCLA)
- Professional development for school counselors to understand role of a school counselor
- Combine resources to create a professional development training to match student needs

#### **Group 5: Creating State and Local Policies and Practices**

- Need to develop a sense of urgency regarding the problem of counselor to student ratio
- Mandates for counselors needed statewide
- Support for counselors via training/certificate programs – lack of awareness of these types of programs and need to increase awareness

#### **Group 6: Strategic Partnerships with Donors, Partnerships, and Researchers**

- Initiate research that highlights counselor efficacy
- Need for corporate partners and to encourage those partners to convene all those they fund
- Need to create inventory of partnerships within districts

**Day #2: Tuesday November 18, 2014**

**California State Team**

**Large Group Meeting Notes to Determine Statewide Commitments**

**Melissa: USD, SDSU, UCSD, Cal-SOAP, SDUSD**

- August 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> convening in San Diego on navigating the college process
- Creating the certificate and quarterly follow-ups with the districts and counselors
- Meeting with fieldwork institutions and access institutions and outreach together as a unified group
- Data elements to move forward is the National Student Clearinghouse data and getting all of the students in the 90<sup>th</sup> percentile
- State level goal: Education of fieldwork and existing schools counselors on college and career readiness

**Tim Ward: Assistant Superintendent of Chaffey USD, Rancho Cucamonga, feeder partners: United Way, University of LaVerne**

- Developing a pathway from feeder to HS and higher education with focus on how counselors are focusing on college and career readiness
- Look at data metrics at the district level
- Developing career readiness metric
- Portfolios to transition seamlessly between P-12 education, higher education and career
- Date in December to reconvene and share with the community, especially parents

**Zoe Corwin, USC; Frank Harris III, SDSU; Katie Murphy, WACAC, NACAC SJ**

- Collaboration between UCLA, USC, SDSU, AVID, College Summit, WACAC, NACAC
- Raise profile of college counselors, through data, both quantitative and qualitative data (narratives)
- High profile convening at higher education institutions (USC and UCLA) and bring together thought leaders to raise the profile of counseling, build capacity across state
- Focus on best practices, look at what is already in existence and how collaboration can develop new practices where school sites would have education

**Mark Lenore: Riverside County Office of Education**

- Went to Washington, D.C. in July and the U.S. Department of Education issued 4 recommendations:
  - Increase FAFSA completion
  - Apply to 2+ colleges
  - Reduce remediation

- Data feedback loops, improve data collection
- Race to Submit: Goal of 100% of seniors to upload applications for Cal Grants using a system that doesn't require social security number, only requires GPA
- Curriculum for economics and government classes that get counselors in the classroom; also use social media campaigns out to submit FAFSA
- MOU with all schools in the district
- Data sharing that can be merged with CalPads and College Board
- Getting kids to enroll in college, senior exit survey, reduce summer melt, guidance over period between HS graduation and start college, dual enrollment programs, A-G audits: ensure that every district is making progress in access and success
- State goal: Maximize FASFA through a statewide campaign. Encourage students to apply to two or more colleges.

**Loretta Whitson, CASC: CTA rep, CTC, CDE, Senator's office**

- Identify the message: compiling data and research to solidify message
- Convening the committee chairs
- Add to API, LCAP, WASC, Distinguished Schools requirements: including some metrics related to college readiness
- Critical partnerships at the state level: i.e. MOU between CASC and WACAC
- School counselor's voice at statewide committees
- Influence the development of statewide standards for school counselors
- Ensure pre-service standards have the appropriate people meeting

**Lilian Garcia, Citywide program at SDSU and SDUSD**

- Data-driven: looking at data about current effectiveness
- Committing to move parent centers from social centers to college and career readiness centers
- TRIO Programs MOU: commitment to collaborate to support more students
- Align counselors between divisions: engage in articulation, steps in the continuum (Elementary, MS, HS)
- College access piece: more collaboration and communication
- Engage state parent organization as a stakeholder

**Penny Edgar: Exec. Director and chair of Intersegmental Coordinating Committee (ICC): CCC, CSU, UC, State superintendent of public instruction, and private institutions (independent college association)**

- Intersegmental Coordinating Committee (ICC) wants to play an appropriate role in moving this conversation forward.
- It is not the role of the ICC to do the kind of work that many of the localized agencies, they are working at the state level and operate as conveners. The ICC works at a systems level and across systems and work with the state board. They

provide a space for people to come to consensus and then take policy and programmatic action.

- A state team was convened through the roundtable and was supposed to function on a statewide level. The state team includes the ICC constituents.
- Campaign to get the general public to understand the critical role that school counselors play in terms of Common Core and the college and career readiness piece of common core.
- All of the attendees were invited to participate in whatever state initiative is undertaken by the ICC.

### **Carl Cohen: Member, CA State Board of Education**

- Governor believes that people at local level have the best answers for the local level issues.
- How do you get engaged in this process? How do you get in the game?
- Drawing a direct line between good work that counselors do and incredibly positive outcomes for kids in real schools. Way to get in the game is at every local level to try and present that kind of data, which is overwhelming positive and is the essence of why we are all in this business. Use those kinds of powerful data tools to get everyone who supports the same notions of student success to get in the game.
- Statewide increase in FAFSA can be supported at the state level.
- WASC: making sure college and career readiness is absolutely a part of local practice is something the state could influence.
- LAUSD and Jefferson HS. The lawsuit and other districts involved. "Never let a good crisis go to waste" Rahm Emanuel. Lack of good school counseling led to catastrophic events in LA. Go with what you are given. Prominent story, fully engaged the governor and state staff. Litigation continues. There is a lot here that we can work on.
- The other thing, I was really struck by the bar graph, CA is dead last in counselor ratios. To what extent they really know about dead last and no one else is really close.
- I am encouraged by what I have seen over these past few days.

### **Chris Swenson: CA Department of Education**

- 8 state priorities are an opportunity to look at other factors that make good schools. First time where we have been willing to open conversation. Reading, language arts and math are currently only the measures of a good school.
- All of us need to make Local Control Funding Formula (LCFF) work
- Look at Education Code 52060 C and D, there are multiple indicators in each of those.
- People haven't discovered priority 7: access to a broad field of study. Course taking patterns are linked to performance and can give flexibility to counselors.

- Parent involvement: can do it all at once, need to pick off things that can do readily and can get started. The indicators for parents are a little thin, but the state board continues to develop its rubric.
- Looking for indicators that tell if student engagement is really effective, is the environment really welcoming
- The state board is looking for rubrics to assist with measuring student engagement. Priorities 5 and 6 are related to student engagement and include chronic absenteeism.
- API: have some way of knowing how students are performing (priority 4)
- What do you do with kids who are exuding chronic absenteeism?
- Priority 8 is how to measure student performance (#7) through 1, 2 and 3 year goals.
- Until state board sets any indicators statewide. Many of the indicators will remain locally determined. Districts can create them and set targets. Districts can look at what they are doing and shift course without needing to wait for the state to approve change. There is no real penalty if you don't make them, except to your community. You are looking at what you are doing and if it is not working, you are stopping and shifting what you are doing right then and there.
- Education Code 52066 is the county priorities: correlate for the County Office of Education (10 priorities)
- #9: for expelled youth
- #10: how does the county coordinate services for foster youth
- Learning how the LCAP works provides opportunities for creating data elements that can make a case for counseling as a means to help meet goals for student.
- Additional weighted resources for special pops of students who are poor, learning English, and foster youth

### Question and Answer Session

**Zoe Corwin:** Can we work as a statewide group to see what services exists and if they are working? (e.g., where are TRIO programs, AVID, etc.?) How can we, as this collective, from all different facets of CA sign on to a manifesto or shared document where say, *"We are the people in the trenches and this is what we believe is important?"* There is power in the fact that it is important. I think that can help in raising the profile. I think we should organize 3-5 statements that we think are most important and that can be included in a statement.

**Trish Hatch:** It seems everyone is agreement that here is a need to meet again, with just CA. If we do, it will be up to the people in this room to bring the right additional partners together. If that's one of the things that come out of this, we may need to decide: Is it a day for just university level work? Is it a day for college access work? Standards work? We have a commitment from the university and Dean to make this happen at this facility. It's contingent of all of the voices working together to make this happen for students. We may need to work in subgroups first, but will collaborate to ensure your voice is included. We

could also work and report out as smaller work group teams and then contribute to state recommendations.

**Melissa:** A stakeholder meeting occurred in her district. The student voice is currently missing from the conversation, so we really should include the student voice because it helped us shift our mindset of what we need to do to serve them.

**Pedro, School counselor in San Jacinto:** Enough is enough. This meeting is long overdue. We are ready now. We are ready to change our state, change our world. This talk only ends if we let it. We have a duty to our students, to our families, to our communities. The power of connections begins today. Best practices, go back and share what is working. California has the CA Healthy Kids Survey. These are our students talking to us. Let's use that tool to guide what we do. Let's also build on ensuring students feel safe, connected to schools so that we can improve achievement. If kids have stuff going on at home, they aren't going to be ready to take a test. Whether you are admin, systems, advocates, school counselors, we are change agents. It starts with a belief. If we believe we can do it, we can do it.

**Mark:** I was a high school administrator for 17 years and the superintendent asked that they focus on college and career. Come in and create your job. They were able to create a position that allows them to do the work that they are doing in Riverside. Every office of education needs a position like this. We need to employ people who are kind of in a think tank, finding the pulse of everything that is going on in the nation. Find the best practices and scale them down to bring them to Riverside.

**Trish:** We need a "Mark" at each country office and at the state level as there isn't anyone in the state department whose job it is to be focused on school counselors and college and career readiness.

#### **Amanda Weiser: Rialto USD**

Has an opportunity to spend an hour on the phone with Trish and connected me with Mark and Catalina and I have learned so much already. It is so wrong that we have such a huge county, yet struggling so much in terms of poverty, A-G, graduating high school. My promise is that I will not let this die. My commitment is to make that happen. In January I will go to San Bernardino and argue to implement the Riverside County office support model in my county.

**Homero Magana, SDSU:** Went to the White House to speak about his experience as a counselor. My story is similar to many students in CA. You come to American to achieve the American dream. For me, working in the fields with my dad seasonally, that was my summer camp. I see these stories all the time. We are so smart as people and we have learned so many ways to work together as people. People are doing amazing things. It's amazing what you can do with 400 students on your caseload compared to 550. There is a huge inequity issue for funding in terms of counseling at the state level as well. Look at the funding for school counseling. \$45k compared to \$85k in a neighboring district. It is a



matter of being proactive and being consistent. We need to maintain equitable ratios of counselors in schools and in counselor salaries. When you graduate and have to change your profession because there are not enough jobs, this discourages people for going into and staying in the field. At the state level, we are doing a lot of great work. . My commitment is that I am ready to work with first generation college students and English language learners.

**Danielle Duarte:** I am really passionate about using data. Elementary school counselor in San Marcos through the Elementary education school counseling grant. We put all this data together and crossed our fingers hoping that the school district will continue to fund us. Looked at discipline data and attendance. We saw that we saved the school district lots of money and they did fund us. At new district, I was spending all my time putting out fires. I didn't have time to do preventive efforts. The principal was supportive of the ASCA National Model and we created a presentation for the superintendent. After that presentation, the district funded another school counselor. So, we need to train school counselors to use data

***Final thoughts: Carl Cohn, State Board of Education***

As someone who started their career as a high school counselor at Compton and Long Beach Poly, this has been a very invigorating two days. In the state of CA it's clear that LCFF and LCAP is the game. If you don't have a fully enlightened superintendent to the LCAP process, this suggests that the stakeholders need to be involved in establishing priorities. I have seen 2 days of information that is important that can get you in the game. There can't be any greater priority than the type of data Catalina used this morning. *I leave here with a strong sense of what's possible and rejuvenating that profession I first started out with 40 years ago.*

**Chris Swenson:** You work at the policy level, but don't wait for the policy makers to make change. We will take the recommendations back to the state level. We all need to work together. We will get back in touch with you and figure out how to set some priorities, while you all do what you do at the county and school levels.