

Colorado's Power Counseling Collaborative

April 16, 2014

University of Phoenix

Welcome and Orientation to the Day

COLORADO
Department of
Higher Education

Colorado's Power Counseling Collaborative
April 16, 2014 | 10:00 AM – 2:00 PM
University of Phoenix – Room 304/205 | 16000 Park Meadows Drive, Lone Tree, CO 80124

Objectives:

- Provide an opportunity for interactive learning and collaboration to support attendees' success in achieving college and career readiness.
- Learn about University's retention initiatives/continuity education guidelines and their Model Evaluation System for Specialized Service Professionals
- Gain innovative ideas and inspiration from leaders in the field of educator preparation.

9:45-10:00
Welcome and Summit Overview/Orientation to the Day
Jennifer Arzberger, Colorado Department of Higher Education
Jean Miller, Campus College Chair, College of Social Sciences
Aimee Primiano, Program Manager, College of Social Sciences

10:00-10:15
The Policy Context: Capabilities

- 11-12, Most Furthest and Michelle Caraballo
- Qualification Guidelines
- <http://www.cde.state.co.us/edu/interim/qualificationguidelines>
- HS Equivalency (AED)
- Postsecondary, ineligibility and Transfer Waiver
- 20 Alignment
- <http://highereducationpolicy.com/interim/>
- Admission and Enrollment Policy
- <http://highereducationpolicy.com/interim/admission/>
- Guaranteed Transfer Options
- <http://highereducationpolicy.com/interim/transferoptions/>

10:45-11:00
Emerging Employer Expectations

- S.E. 16-181 and Specialized Service Professionals, Jennifer Arzberger
- <http://www.cde.state.co.us/interim/employerspec/>
- Evaluation Process
- Quality Standards
- Measures of Student Outcomes

Specialized Service Professional Quality Standards and Elements

Definition of an Effective Specialized Service Professional
Effective specialized service professionals in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective specialized service professionals develop and/or implement evidence-based services or specially designed interventions to meet the unique needs of their students. They support growth and development in close collaboration with the stakeholders of the least, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and learning, they enhance the outcomes and development of their students.

Quality Standard A: Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.

Element a: Specialized service professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Element b: Specialized service professionals integrate evidence-based practices and interventions designed to enhance the development of their students.

Element c: Specialized service professionals demonstrate knowledge of effective services and interventions designed to enhance the development of their students.

Element d: Specialized service professionals demonstrate knowledge of and expertise in the domain for which they are responsible.

Quality Standard B: Specialized service professionals demonstrate knowledge of and expertise in the domain for which they are responsible.

Element a: Specialized service professionals demonstrate knowledge of and expertise in the domain for which they are responsible.

Element b: Specialized service professionals demonstrate knowledge of and expertise in the domain for which they are responsible.

Element c: Specialized service professionals demonstrate knowledge of and expertise in the domain for which they are responsible.

Element d: Specialized service professionals demonstrate knowledge of and expertise in the domain for which they are responsible.

Rubric for Evaluating Colorado's Specialized Service Professionals: School Counselors

Definition of an Effective School Counselor
Effective school counselors are vital members of the education team. They are properly credentialed and have the knowledge, abilities, skills and school counseling program. Effective school counselors strive to support growth and development in the least restrictive environment, close achievement gaps, and prepare diverse students for postsecondary and workforce success. Effective school counselors employ and adjust evidence-based practices to enhance the equitable access to educational services and programs. They have a deep understanding of the interconnections of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through advocacy, leadership, and reflection, school counselors build development for systemic change to support students in the areas of academic achievement and personal/social development ensuring that their students become the productive, well-adjusted adults of tomorrow.

Quality Standard A: School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.	Partially Proficient	Proficient	Exemplary
Element a: School Counselors demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.	THE SCHOOL COUNSELOR: Identifies the connections between learning theory, human development, learning theory, student development theory, and related research.	THE SCHOOL COUNSELOR: Articulates knowledge of learning theory, human development, learning theory, student development theory, and related research.	STUDENTS: Articulate developmentally appropriate goals.
Element b: School Counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.	THE SCHOOL COUNSELOR: Identifies the connections between learning theory, human development, learning theory, student development theory, and related research.	THE SCHOOL COUNSELOR: Applies evidence-based learning theory, human development, learning theory, student development theory, and related research to design and implement interventions designed to enhance the development of their students.	STUDENTS: Participate in the creation of their developmentally appropriate goals.
Element c: School Counselors demonstrate knowledge of and expertise in the domain for which they are responsible.	THE SCHOOL COUNSELOR: Identifies ways in which the school, social/counseling program and content areas relate to other content areas/discipline.	THE SCHOOL COUNSELOR: Articulates the connections of the school, social/counseling program and content areas.	STUDENTS: Participates in service specially designed instruction as needed to reduce barriers and support learning in lit, math & other content areas.

- <http://highereducationcolorado.gov/> - Key Topics – Educator Preparation
- THANK YOU, University of Phoenix!
 - Jean Miller, Campus College Chair, College of Social Sciences
 - Jaime Primiano, Program Manager, College of Social Sciences

Objectives

- **Provide an opportunity for statewide learning and collaboration to support students' success in achieving college and career readiness.**
- **Learn about Colorado's education initiatives; specifically Graduation Guidelines and State Model Evaluation System for Specialized Service Professionals**
- **Gain innovative ideas and inspiration from leaders in the field of educator preparation.**

(Today is your day! Insert your personal objective above.)

Why we're here...

- Learn more about what other schools are doing to prepare school counselors in college and career readiness program delivery.
- I would like to talk about the ASCA National Model and how we can all be consistent in the information we are delivering. I would like to talk about how we can support the ICAP and the Corp Counselor Grant.
- To learn more about SB191 and how counselors will be evaluated and how counselors can do everything that is required of them on the evaluation tool. It seems pretty unwieldy!
- Get caught up on how best to help prepare our students. My background is clinical and I feel behind the curve when it comes to all things related to training our SC students. The course instruction is handled by another person in our program but I work with students to find internship placement.
- Establish baselines, create networks and develop next steps for addressing counselor preparation in a changing school landscape.

The Policy Context: Cap4Kids

Misti Ruthven

Michelle Camacho Liu

Ian Macgillivray

Tamara White

Office of Postsecondary Readiness

Misti Ruthven

Director, Office of Postsecondary Readiness

Michelle Camacho Liu

Coordinator, Office of Postsecondary Readiness

April 2014

PWR Definition

“The knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the workforce and compete in the global economy including content knowledge, learning and behavior skills”

Source: State Board of Education and the Commission on Higher Education’s joint adoption on June 30, 2009 of the description of Postsecondary and Workforce Readiness.

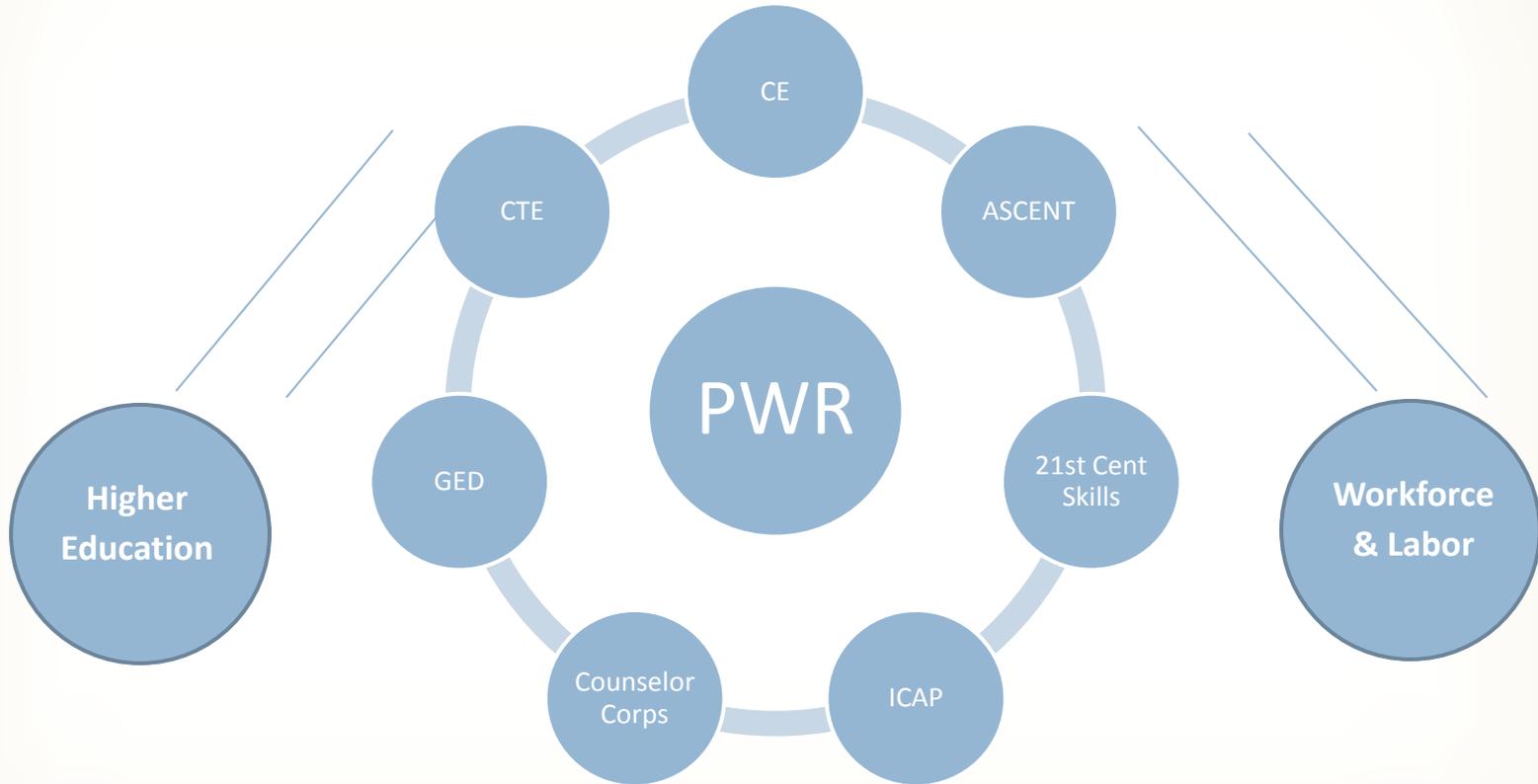
Landscape

- **By 2020 74% of all jobs in Colorado (3 million jobs) will require education beyond high school**
 - 26% will require a high school diploma or less
 - 32% will require some college, an associate's degree or certificate
 - 29% will require a bachelor's degree
 - 12% will require a master's degree or better

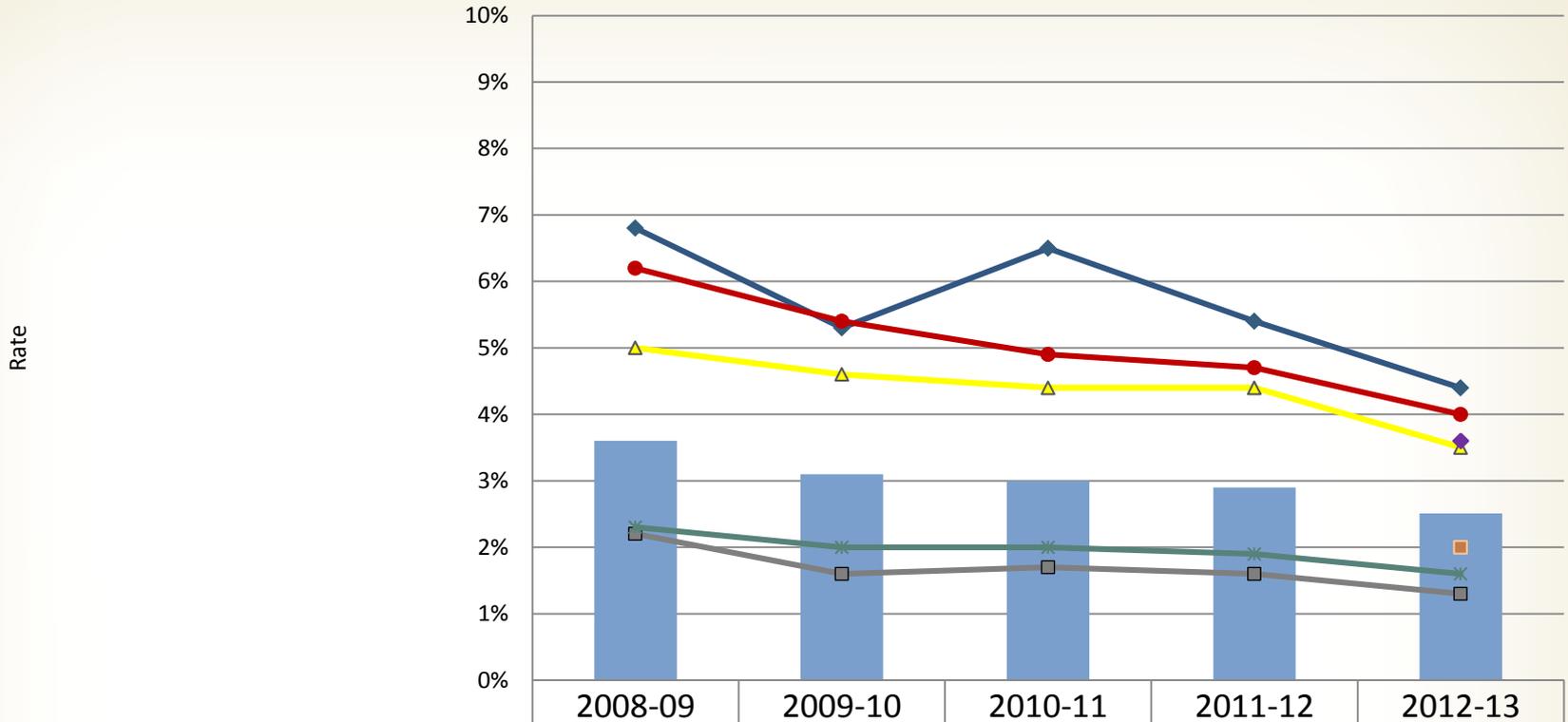
- Source: Georgetown University, *Job Growth and Education Requirements*, 2013

Office of Postsecondary Readiness

Graduation Guidelines

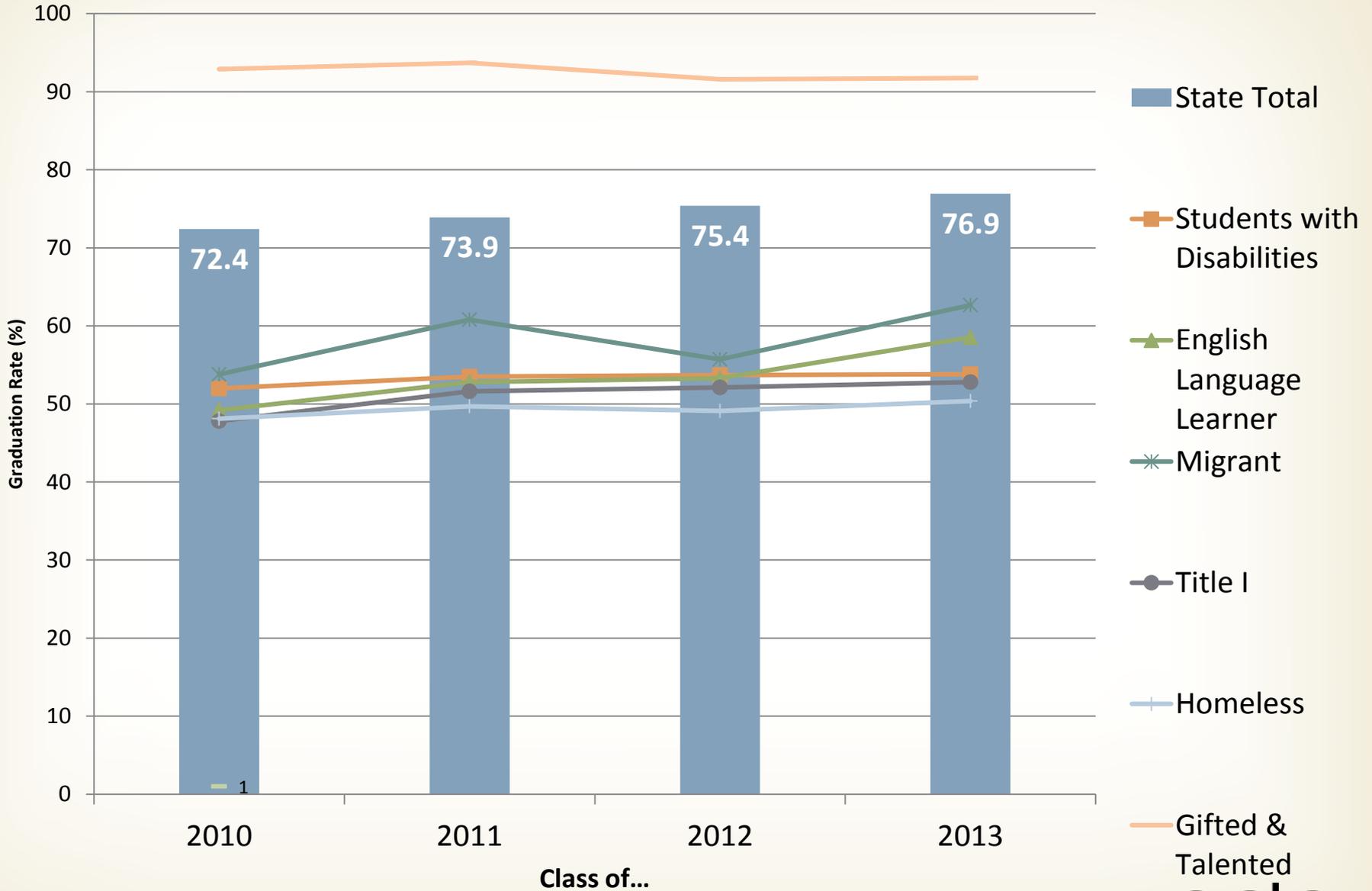


Annual Dropout Rate by Race/Ethnicity - Five Year Trend

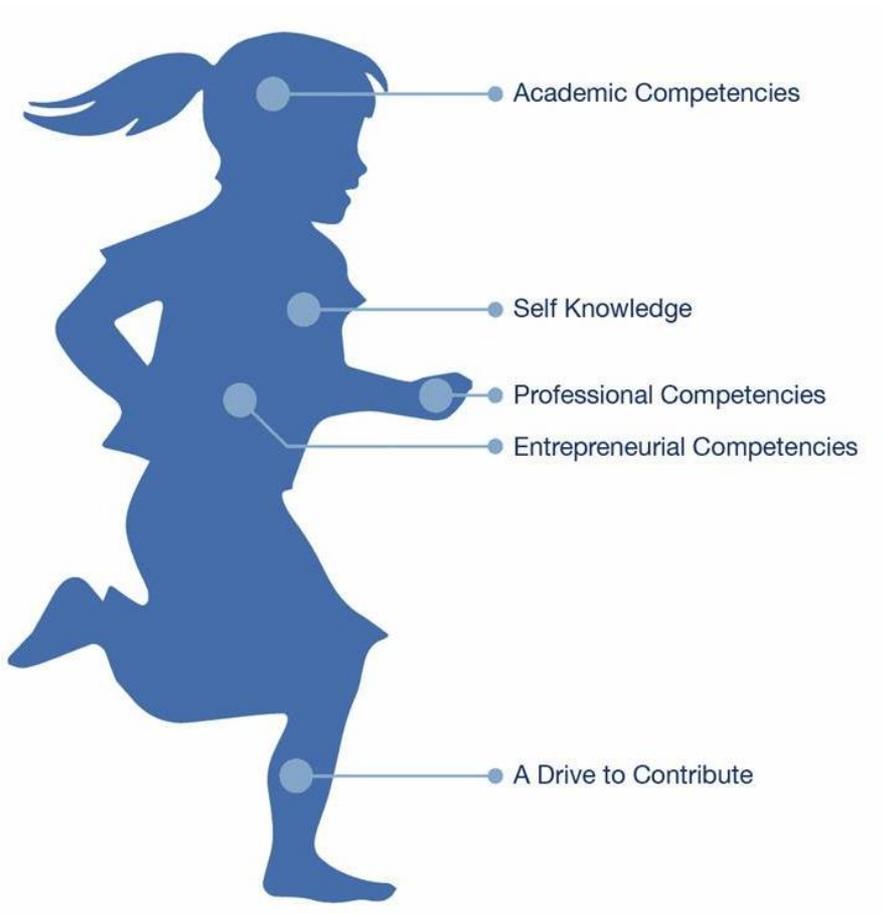


■ State Total	3.6%	3.1%	3.0%	2.9%	2.5%
◆ American Indian or Alaska Native	6.8%	5.3%	6.5%	5.4%	4.4%
■ Asian	2.2%	1.6%	1.7%	1.6%	1.3%
▲ Black or African American	5.0%	4.6%	4.4%	4.4%	3.5%
● Hispanic	6.2%	5.4%	4.9%	4.7%	4.0%
* White	2.3%	2.0%	2.0%	1.9%	1.6%
◆ Native Hawaiian or Pac. Islander	0	0	2.9%	3.8%	3.6%
■ Two or More Races	0	0	1.7%	1.7%	2.0%

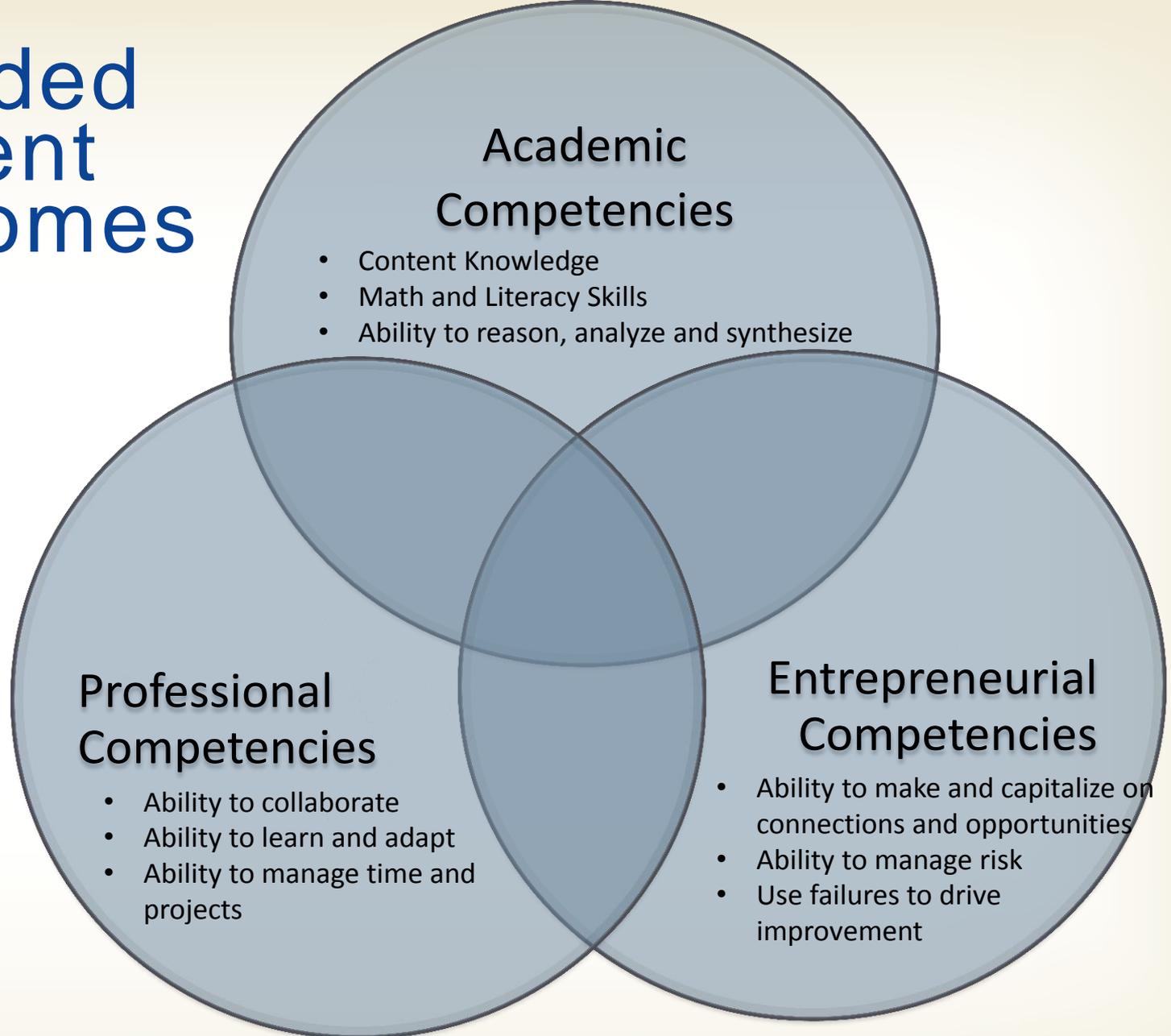
Graduation Rates by Instructional Program Service Type -4 Year Trend



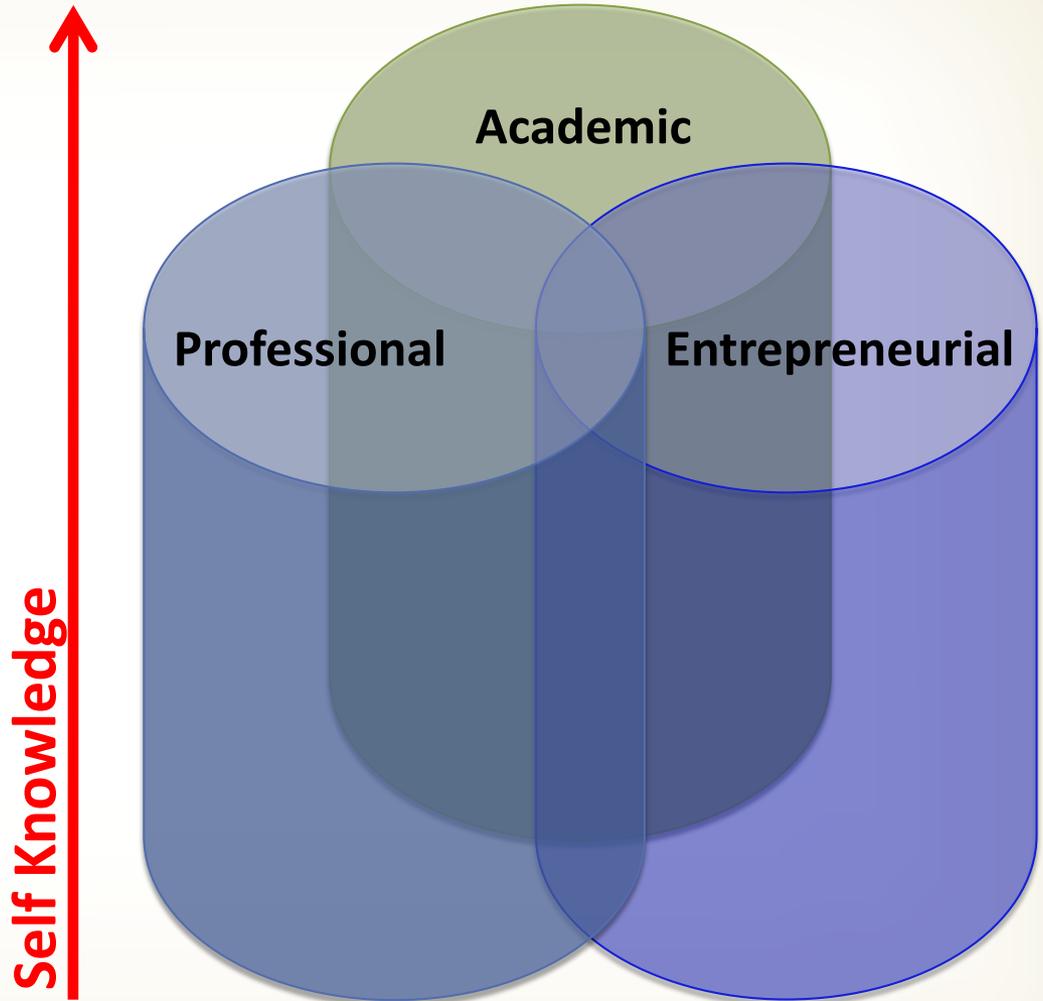
Colorado's Vision for Next Gen Learning: Student Outcomes



Intended Student Outcomes



If a person knows themselves well, they can **maximize** the potential of the academic, professional and entrepreneurial competencies they develop as students.



What are the characteristics of learning environments that help students develop core competencies, self knowledge and the drive to contribute in a way that maximizes their **UNIQUE POTENTIAL**?

PERSONAL AND
PERSONALIZED

COMPETENCY-
BASED

CO-CREATED

SAFE AND
HEALTHY

TIME-, TALENT-,
AND
TECHNOLOGY-
ENABLED

Graduation Guidelines Goals

- **New expectations for a high school diploma, locally different and guided by common menu.**
- **Develop and identify areas of opportunity for students to explore and attain knowledge, skills, and abilities to be prepared for the day after high school.**
- **Create and reinforce learning environments that reflect high expectations for all students to successfully earn a living wage and contribute to Colorado's economy.**
- **Educate students to be prepared to enter Colorado's workforce with in-demand credentials and benchmarked to business, industry, and higher education standards.**

Career & College Readiness

- Menu will evolve over time

Demonstration	English	Math	Science	Social Studies
TCAP (2013-14 only)	663	627	-	-
State Test (2013-14 +)			TBD	TBD
PARCC (2014-15 +)	4 +	4 +		
ACT	18	19	TBD	-
SAT	430	460	-	-
IB	3 +	3 +	3 +	3 +
AP	3 +	3 +	3 +	3 +
ASVAB	50	50	-	-
Capstone (2015-16 +)	TBD	TBD	TBD	TBD
Concurrent Enrollment	C- or better	C- or better	C- or better	C- or better
Industry Certificate	TBD	TBD	TBD	TBD

Concurrent Enrollment

“Simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education...”

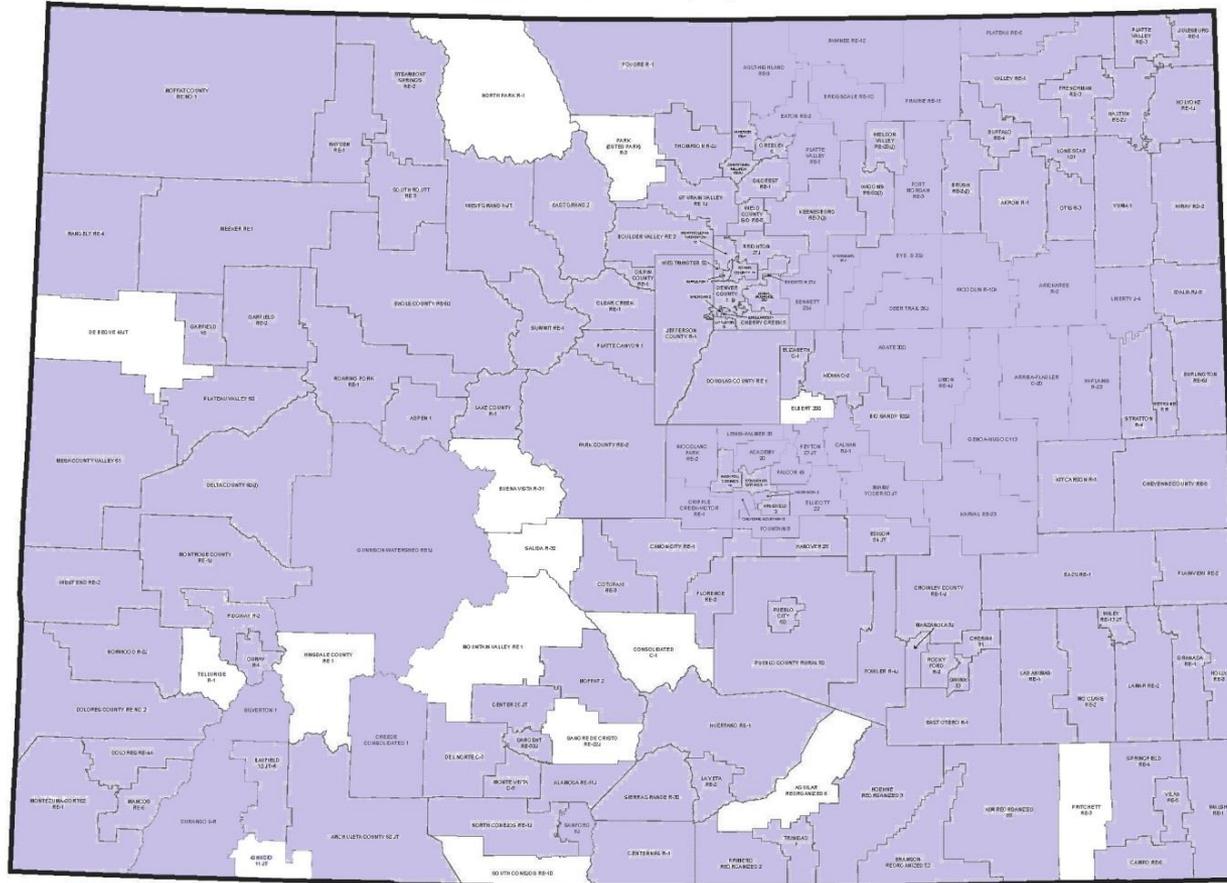
Source: 22-35-103(6)(a), C.R.S.

What is Concurrent Enrollment?

- Partnership w/ District and College
- HS teachers as adjunct
- On HS campus
- gtPathways
- Online
- Partner w/1 IHE
- Transcribed on HS and college
- Adjunct from IHE
- On IHE campus
- CTE
- Distance learning
- Partner w/multiple IHEs

Concurrent Enrollment - Map

Colorado School District Map
Concurrent Enrollment Participating Districts 2012-13



**92% of districts
and
75% of high schools
participating
in CE**

Purple = at least 1 student in district enrolled in CE

Produced by the Colorado Department of Education Web Support Services Unit - May, 2007

Source: SURDS Data 2014 Concurrent Enrollment Report

2014 GED

- **Computer only**
- **Aligned to Common Core state content standards**
 - [Crosswalk between CCR Standards and 2014 GED](#)
- **Cost**
 - \$150 total (\$37.50/module)
- **4 content area tests**
 - Reasoning Through Language Arts (150 min, inc break)
 - Mathematical Reasoning (115 min)
 - Science (90 min)
 - Social Studies (90 min)
- **Smart Scoring – usually within 3-4 hrs of completion**

2014 GED

■ Overview of CO Policies

- 17 years of age or older
 - Age Waiver requirements for testing at 16 years old
- Cannot be enrolled in or graduated from an accredited high school
- Not required to be a Colorado resident
- No prep or practice test requirements

Questions?

Contact Info

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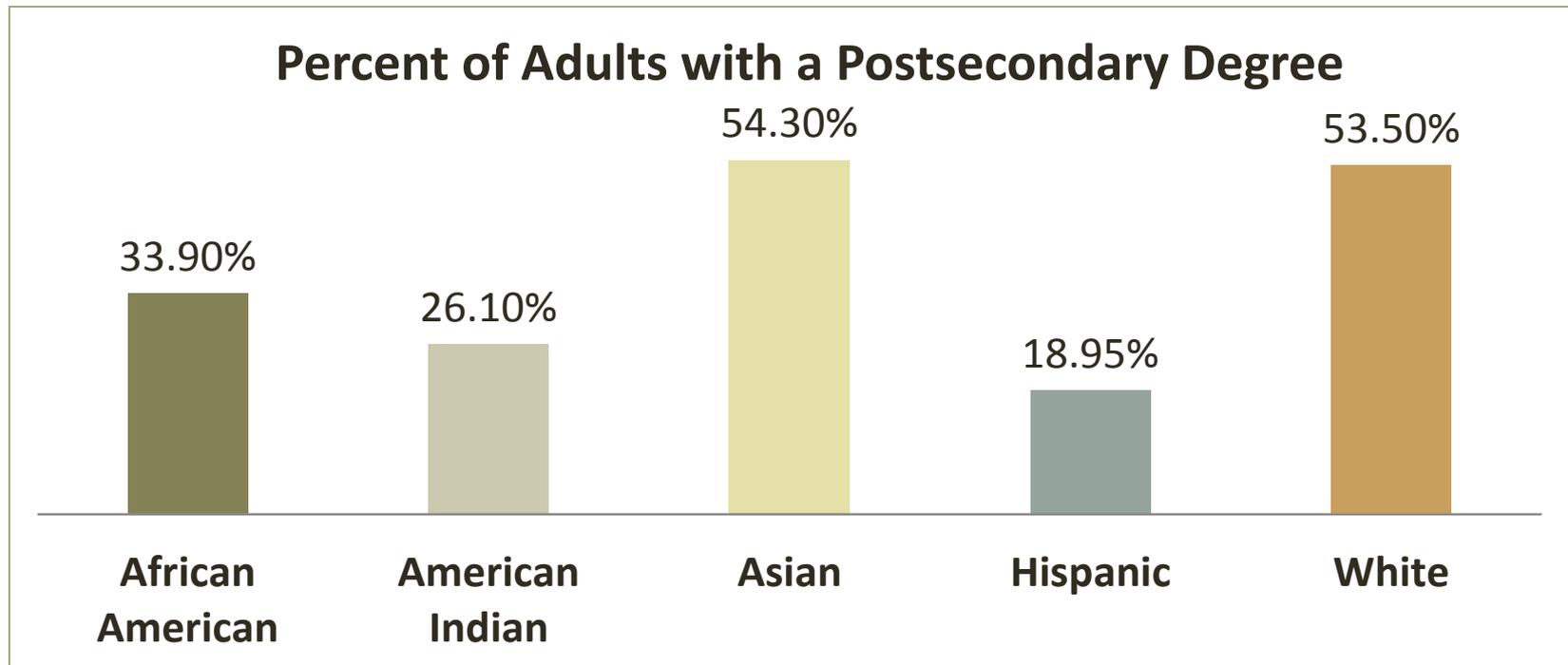
Tamara.white@dhe.state.co.us

Agenda

- Achievement Gaps
 - Postsecondary Progress and Success
 - Remedial Education
 - Admission Standards Policy
- Q & A

The Attainment Gap

- Second largest degree attainment gap in the country



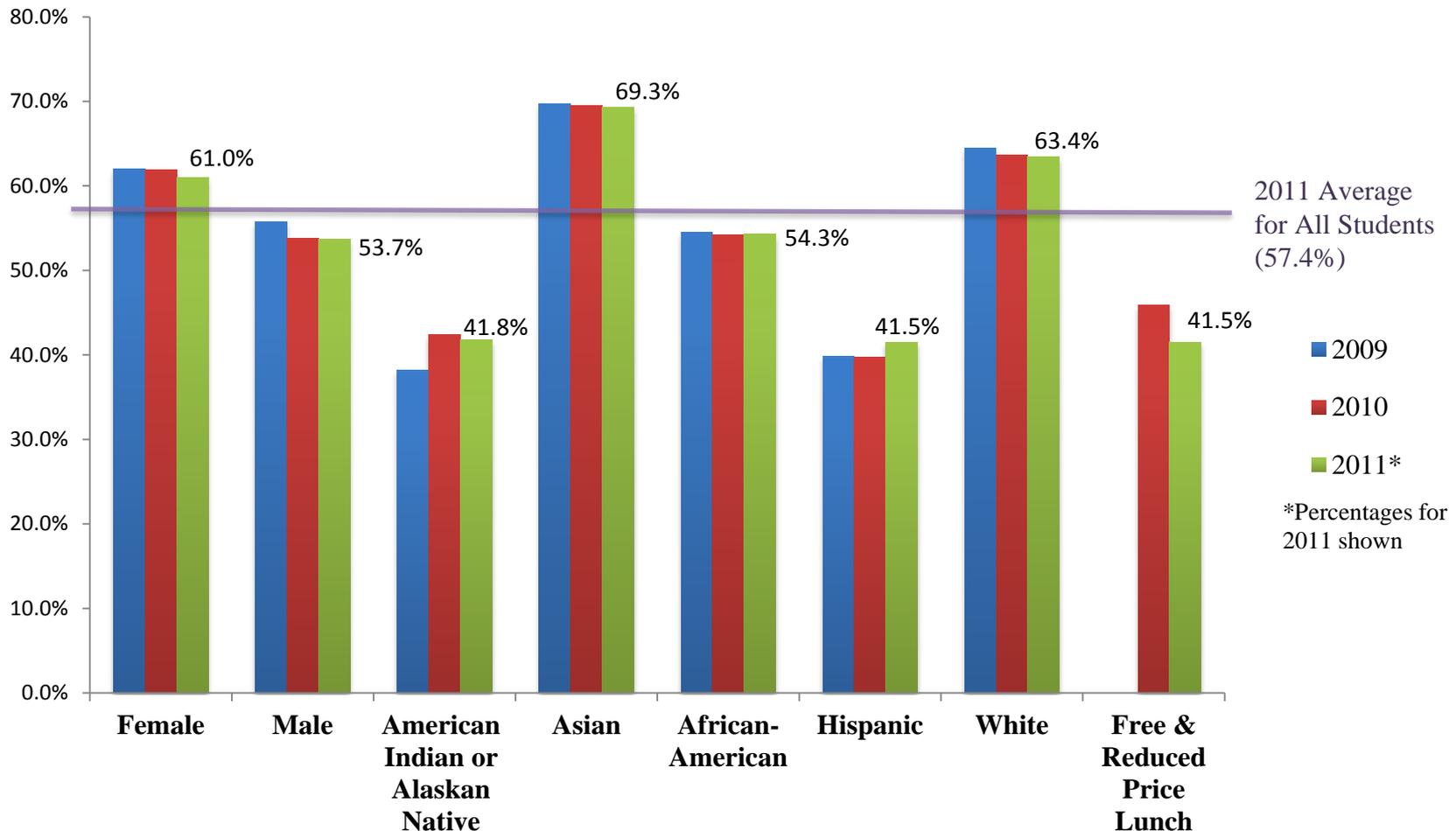
Colorado Commission on Higher Education Master Plan

Goal 3

Enhance access to, and through, postsecondary education to ensure that the system reflects the changing demographics of the state while reducing attainment gaps among students from underserved communities.

Who enrolls?

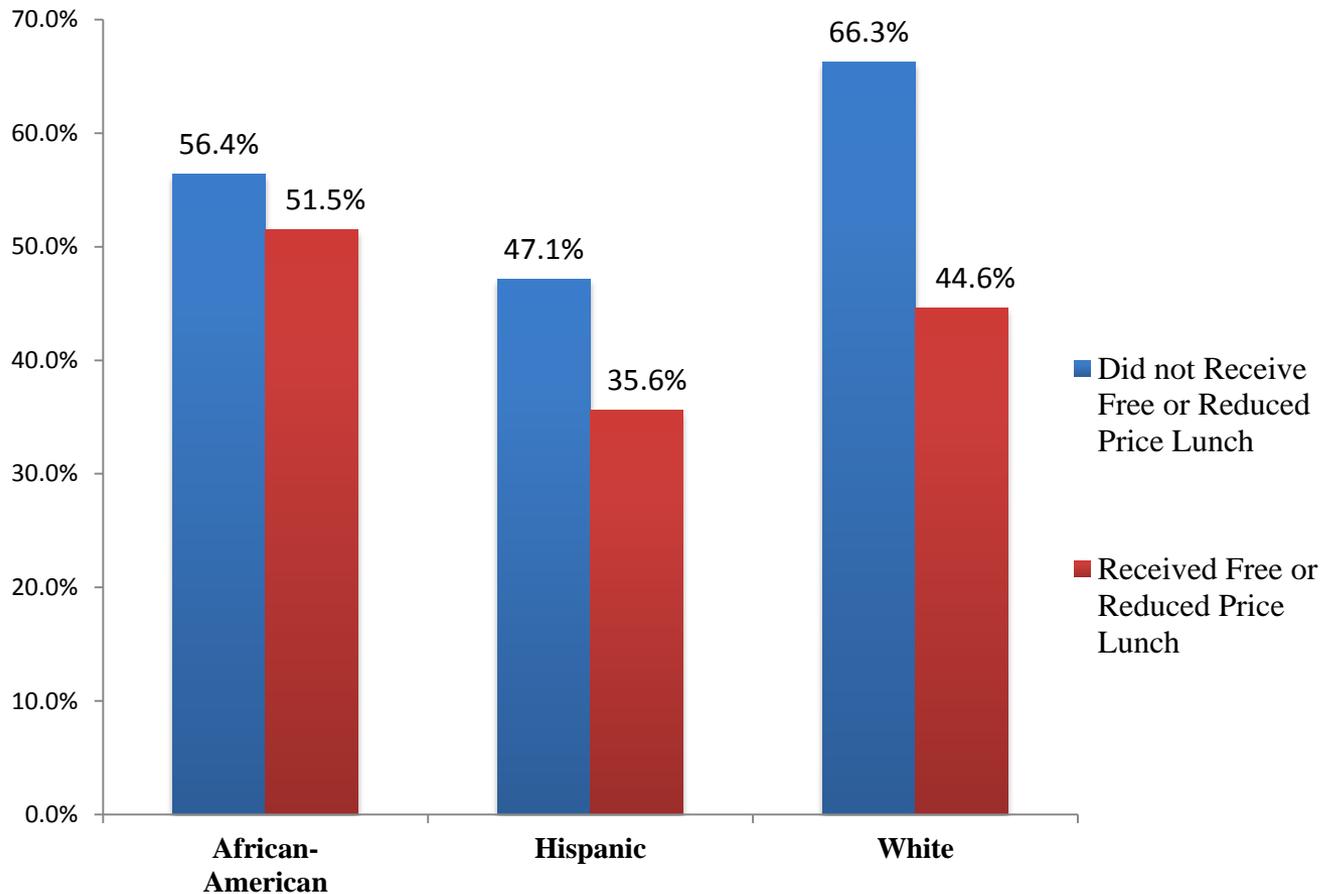
Enrollment Rates by Gender, Race/Ethnicity and Income



COLORADO
Department of
Higher Education

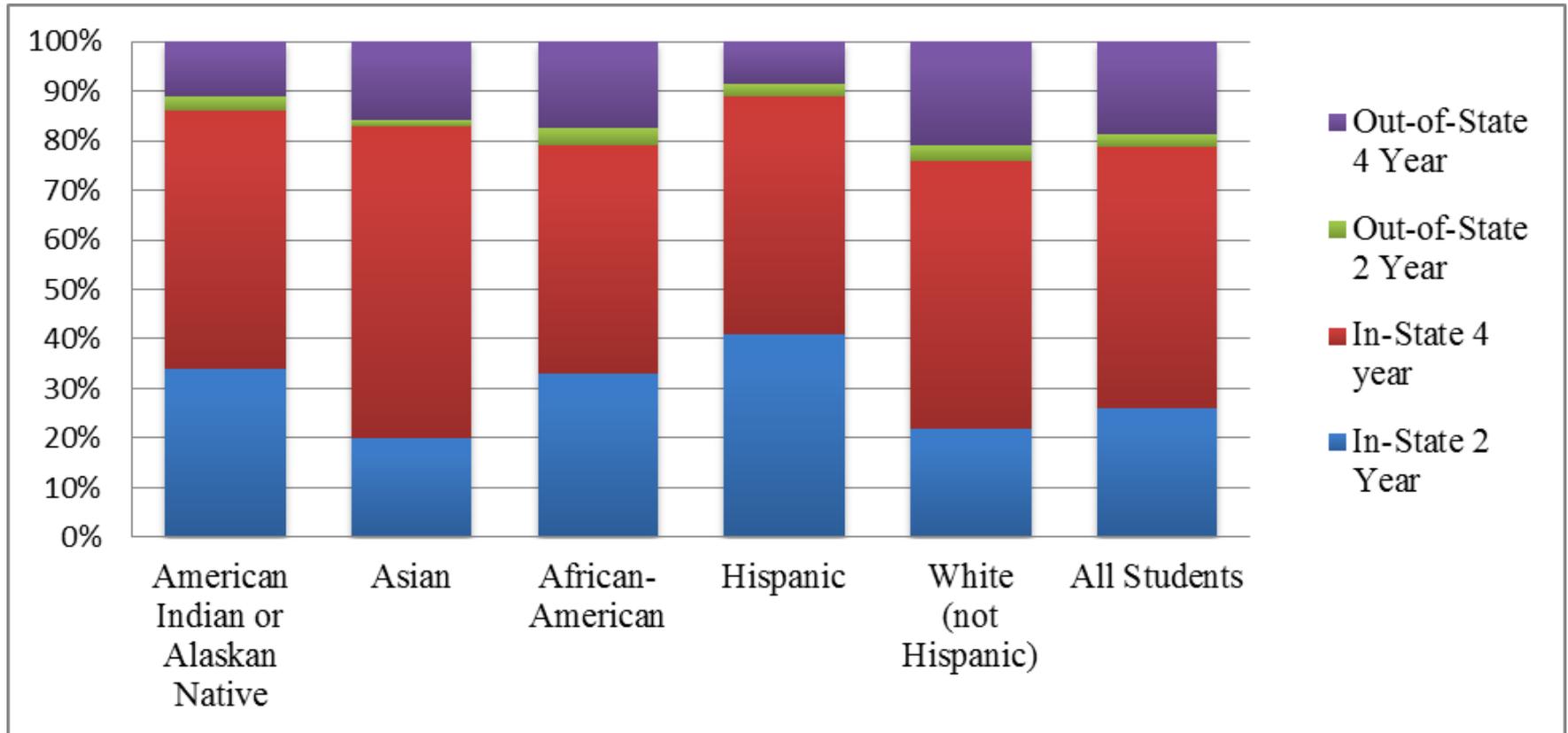
Who enrolls?

Enrollment Rates, by Race/Ethnicity for Different Income Levels



Where do they go?

College Enrollment, by Race/Ethnicity and Institution Type (2011)



Performance first-year

- Average cumulative grade point average (GPA): **2.68**
- Average number of credits completed: **28.3 credits**

Race/Ethnicity	GPA	Avg. Credits
African-American	2.29	21.8
American Indian or Alaskan Native	2.44	25.6
Hispanic	2.48	24.5
White	2.75	29.6
Asian	2.71	31.4



Persistence

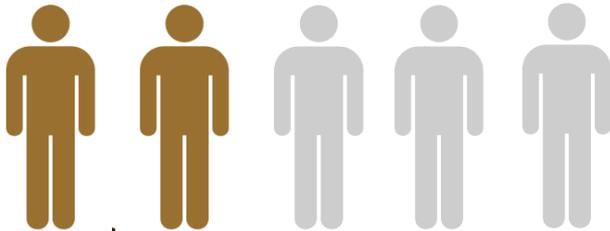
- First-year retention rate was **80.7%** overall for 2010 high school grads

Race/Ethnicity	First-year Retention Rate
African-American	73.5%
American Indian or Alaskan Native	71.9%
Hispanic	70.2%
White	83.0%
Asian	88.2%



Remedial Education

- **40%** of 2011 high school graduates attending college in-state needed remediation

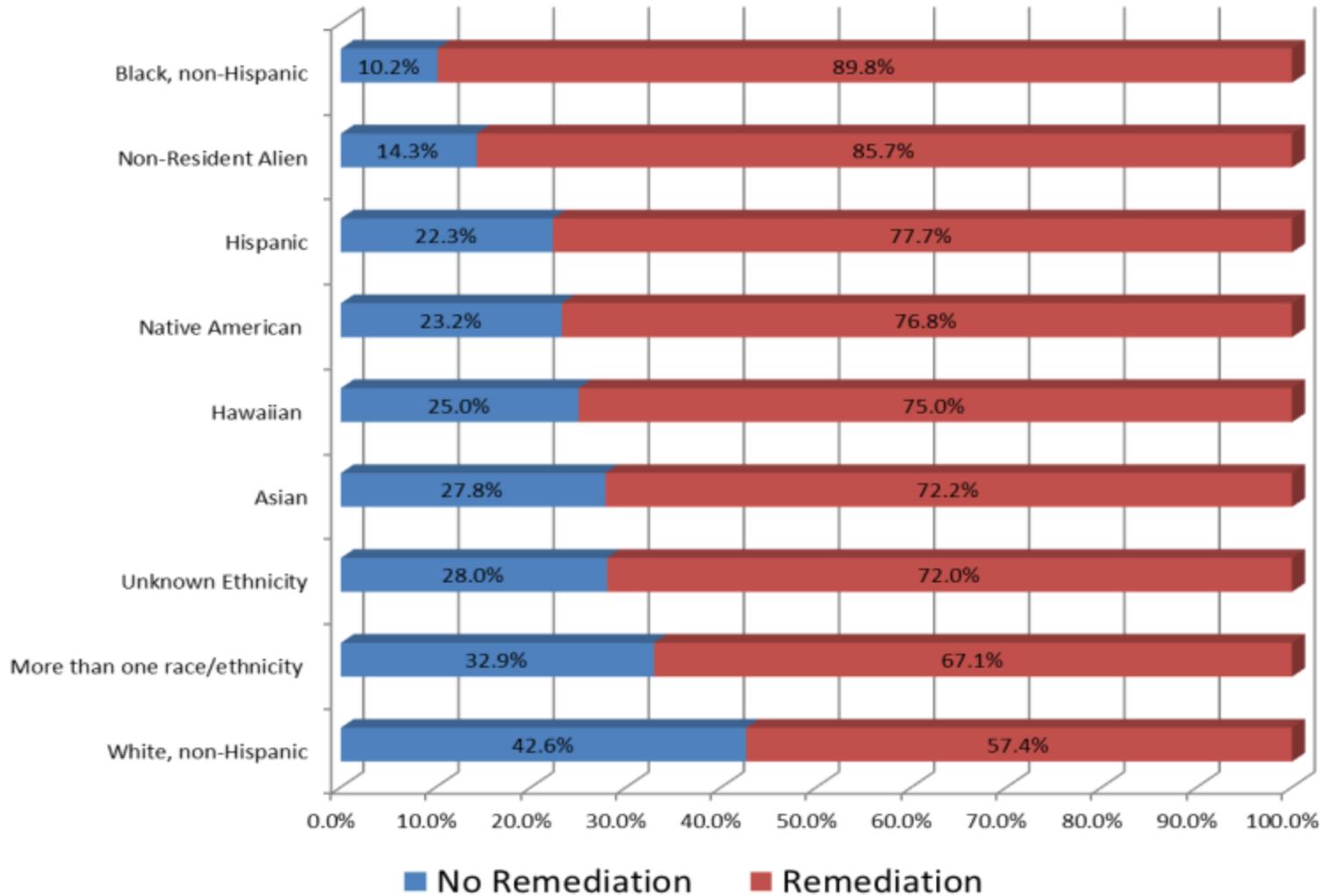


- **24%** of students at a four-year institution
- **66%** of students enrolled in a community college

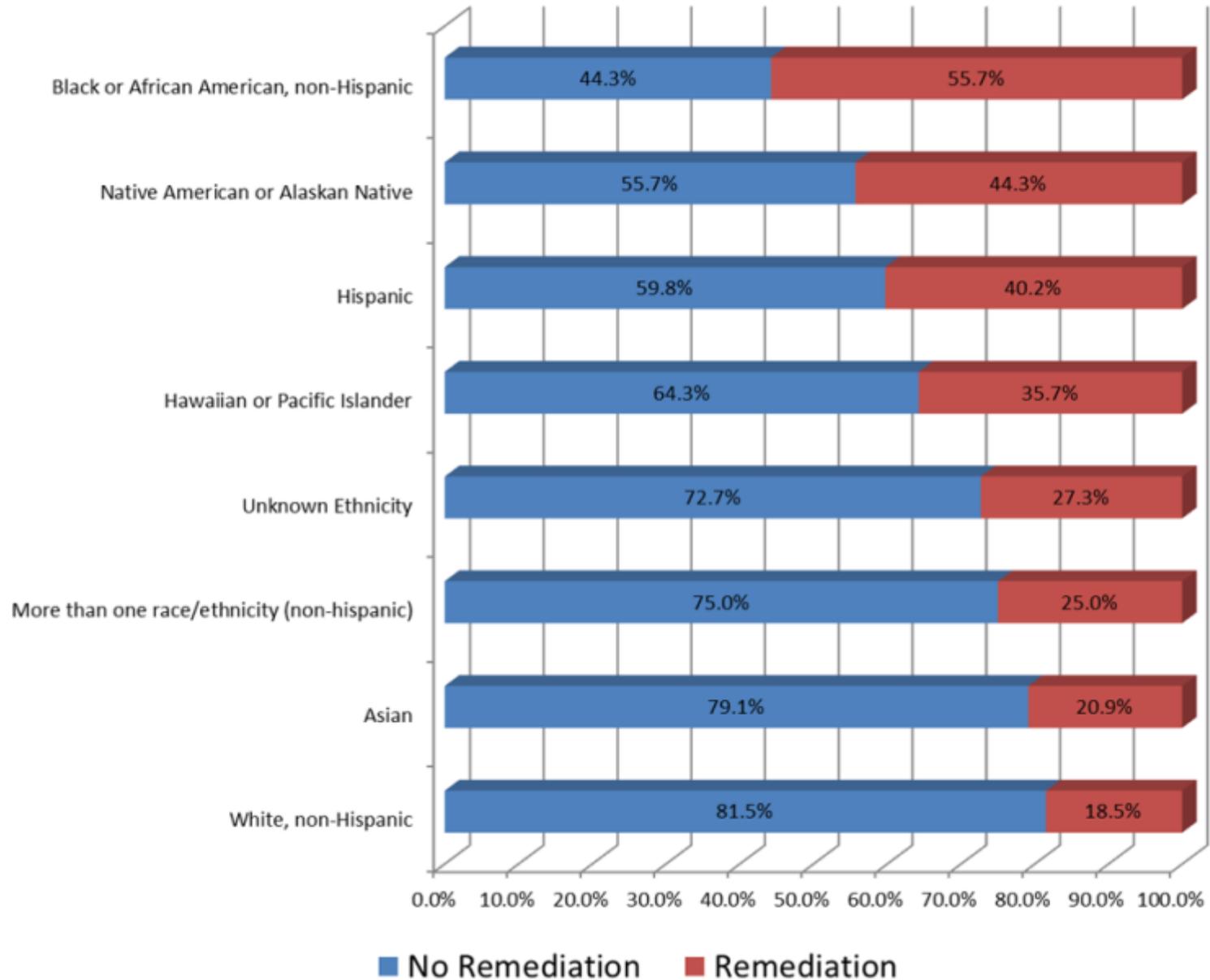
Skill Area	ACT Subscore	SAT Subscore	Accuplacer Score
Mathematics	Math 19	Math 460	Elementary Algebra 85
Writing	English 18	Verbal 440	Sentence Skills 95
Reading	Reading 17	Verbal 430	Reading Comprehension 80



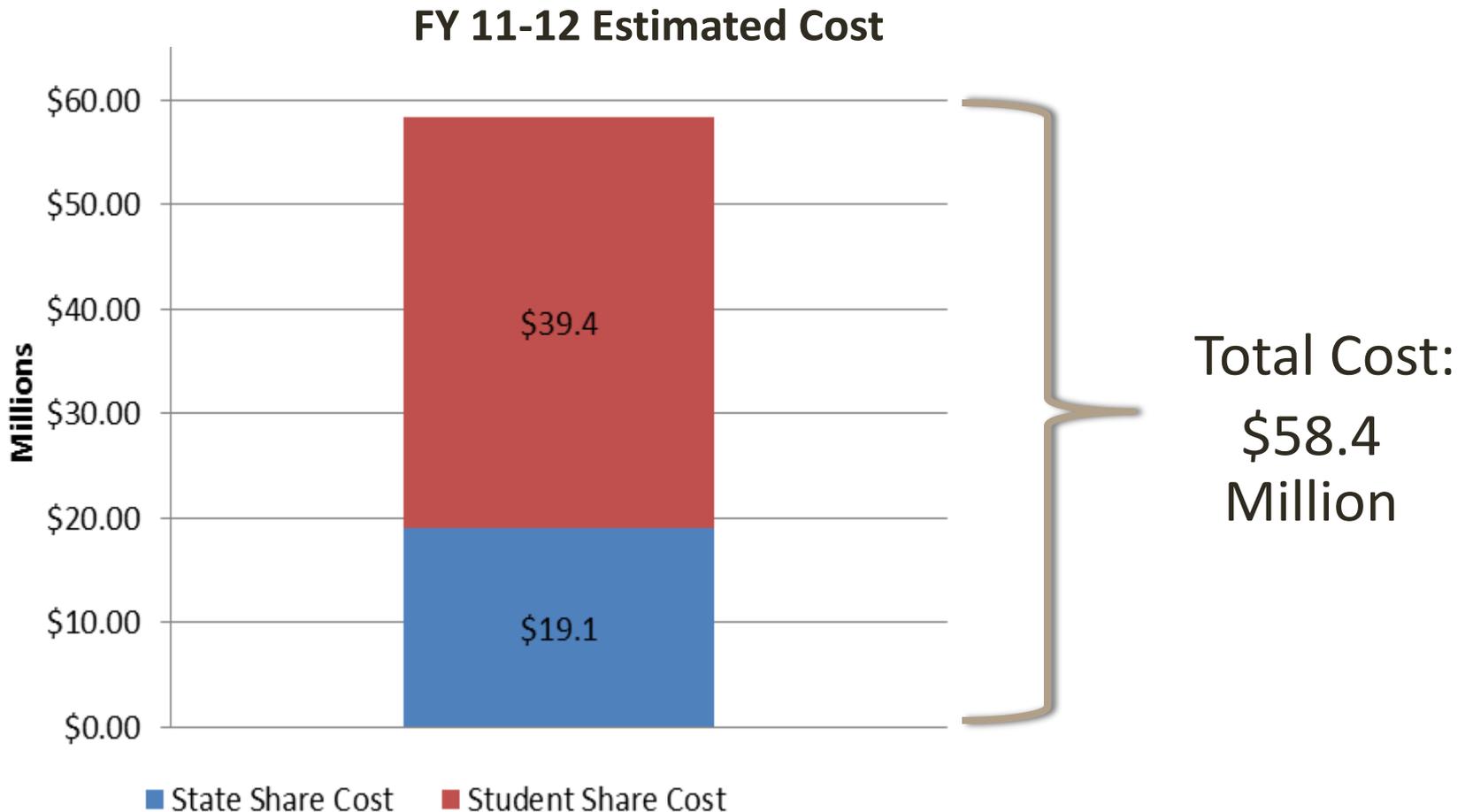
Remediation by Race/Ethnicity, Two-Year Institutions



Remediation by Race/Ethnicity, Four-Year Institutions



What does remediation cost?



Current Remedial Education Policy

“Cut Scores”

Skill Area	ACT Subscore	SAT Subscore	Accuplacer Score
Mathematics	Math 19	Math 460	Elementary Algebra 85
Writing	English 18	Verbal 440	Sentence Skills 95
Reading	Reading 17	Verbal 430	Reading Comprehension 80



New Remedial Policy

State-approved assessments and cut scores:

ACT English subscore 18

ACT Mathematics subscore 19

SAT English subscore 430

SAT Mathematics subscore 460

Compass English 63

Compass Mathematics 79

Accuplacer, PARCC, SBAC - TBD

Supplemental Academic Instruction

- Purpose
 - Bypass Remedial Education Policy
 - Support students
 - COF funding
- Co-requisite instruction with a college-level course
- Metro State University of Denver, CCCS, Western and more to come

Current College Admissions

- HEAR = Higher Education Admission Requirements
- Admissions Index
 - Assessment score (ACT/SAT) AND
 - Grade Point Average or class rank

Admission Policy Implementation

- Now
 - Current Admission Policy
- Fall 2016
 - Current and New Admission Policy
- Fall 2019
 - New Admission Policy

New Admissions Policy

- Academic performance indicators will include assessment scores, GPA and rigor.
- Minimum admission standards = college-ready cut scores
- Assessment
ACT, SAT, Compass, Accuplacer, PARCC*
(Partnership for Assessing Readiness for College and Career), and Smarter Balanced*

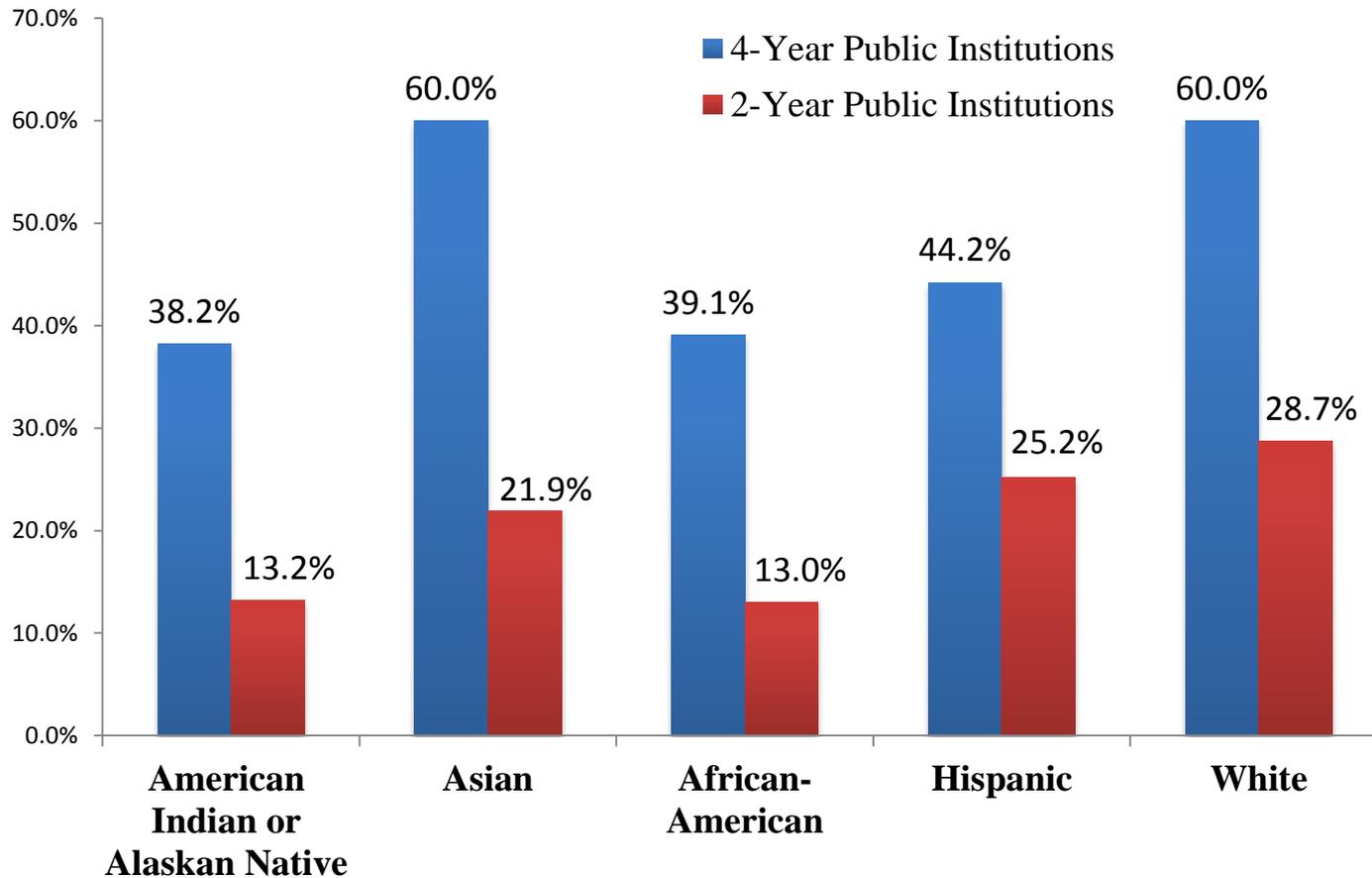
New Admissions Policy

- Rigor could include:
 - A. Completed high school core-content courses;
 - B. Sequences of career and technical courses;
 - C. Quantity and quality of high school core-content courses completed;
 - D. Successful completion of Advanced Placement courses, International Baccalaureate courses or gtPathways concurrent enrollment courses (grades of "C-" or better);
 - E. High school senior year coursework; and
 - F. High school courses in a chosen career path.

Admissions Policy Changes

- The transfer student admission standard applies to all degree-seeking undergraduate transfer applicants with 24 or more college-level semester credit hours completed at the point of application
- Guarantee admissions for AA and AS graduates with minimum GPA

Colorado College Graduation Rates



Admission and Remedial resources

- Admissions Eligibility
 - <http://highered.colorado.gov/Academics/Admissions/>
- Remedial
 - <http://highered.colorado.gov/Academics/Remedial/>
- P-20
 - <http://highered.colorado.gov/Academics/P20/>

Ensuring Educator Effectiveness

Jennifer Arzberger

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Expanding Student Learning



When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

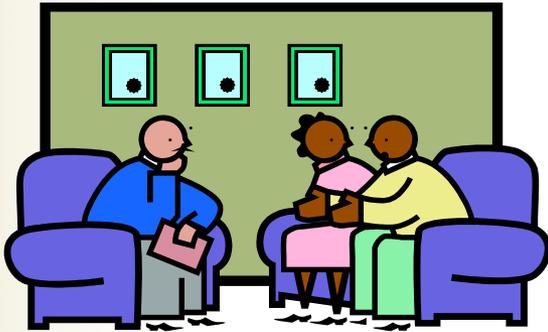
We can personalize learning and ignite the potential of every student.

Purposes of S.B. 10-191

- A system to evaluate the effectiveness of licensed personnel and *continually improve* the quality of education and student outcomes.
- Provide *meaningful feedback* for professional growth and continuous improvement.
- Provide a *basis for making decisions* in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, dismissal, and nonrenewal of contract.



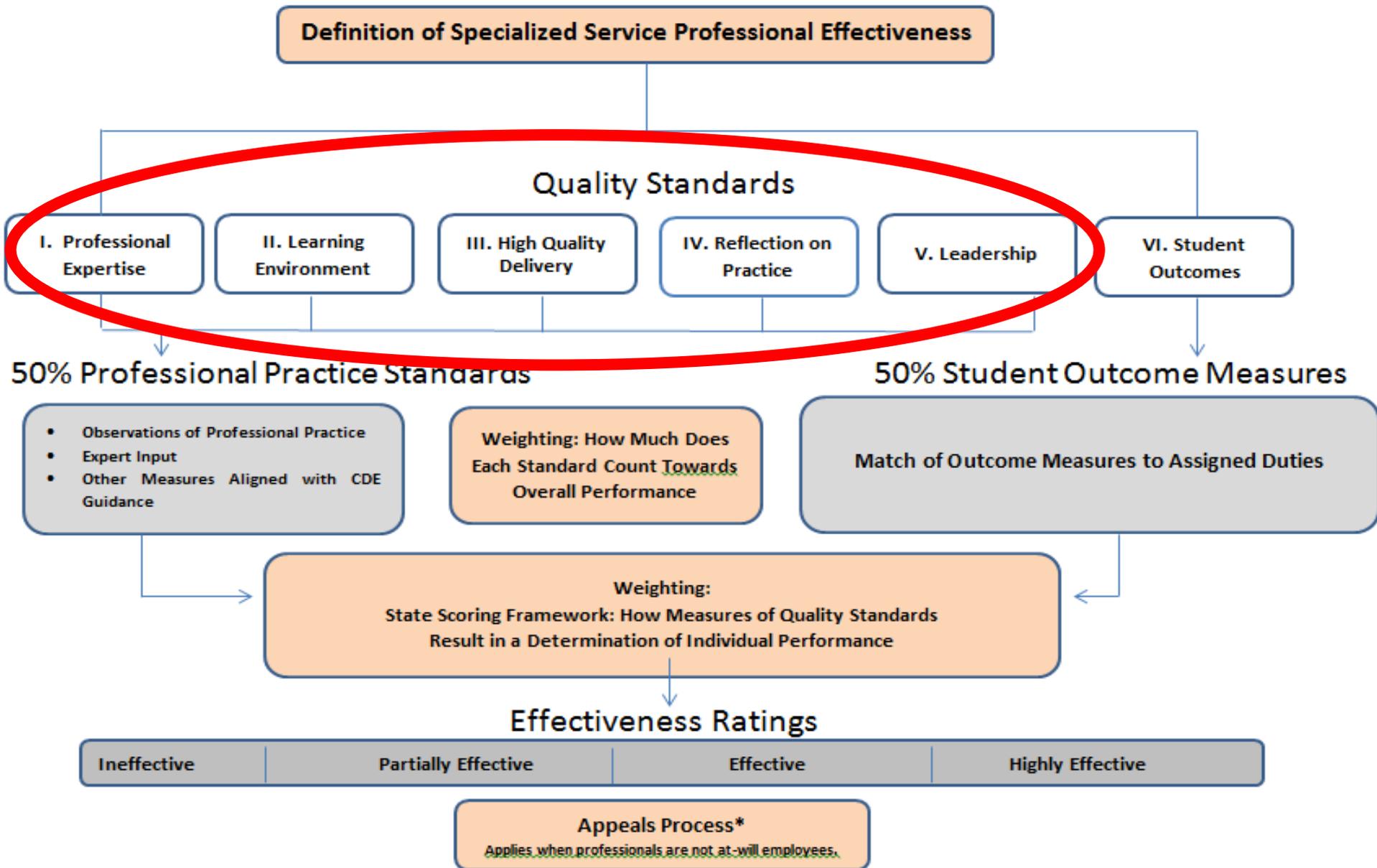
Definition of Specialized Service Professional Effectiveness



Effective specialized service professionals in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related

activities. Effective specialized service professionals develop and/or implement evidence-based services or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the outcomes and development of their students.

Framework for System to Evaluate Specialized Service Professionals



Specialized Service Professional Quality Standards

- Review the SSP Quality Standards and Elements.
- Assignments: Standards I-V.
- Answer the following questions in your group:
 - Coursework
 - What would be the ideal way to prepare counselors to demonstrate their effectiveness in this Standard?
 - Demonstrated Competency
 - How do you assess counselor candidates' abilities to demonstrate their effectiveness in this Standard and Element?
- Be prepared to share out!

Rating Level Focus: Importance of Outcomes

Quality Standard II: School audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
<p>The audiologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands how to provide students with a safe and accessible environment. 	<p>... and</p> <p>The audiologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports a learning environment that promotes acceptance of hearing loss and hearing technology. <input type="checkbox"/> Supports a learning environment focusing on acoustical access. 	<p>.. and</p> <p>The audiologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides an array of functional solutions, training or technologies. <input type="checkbox"/> Nurtures student self-concept. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can communicate with their peers, teachers and others in their environment. <input type="checkbox"/> Feel confident to express their needs related to technology, learning. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have positive self-concepts. <input type="checkbox"/> Understand variables that impact and/or support access to instruction.

The focus of the **Basic** rating level is the SSP whose performance does not meet state performance standards and who is not achieving at expected levels.

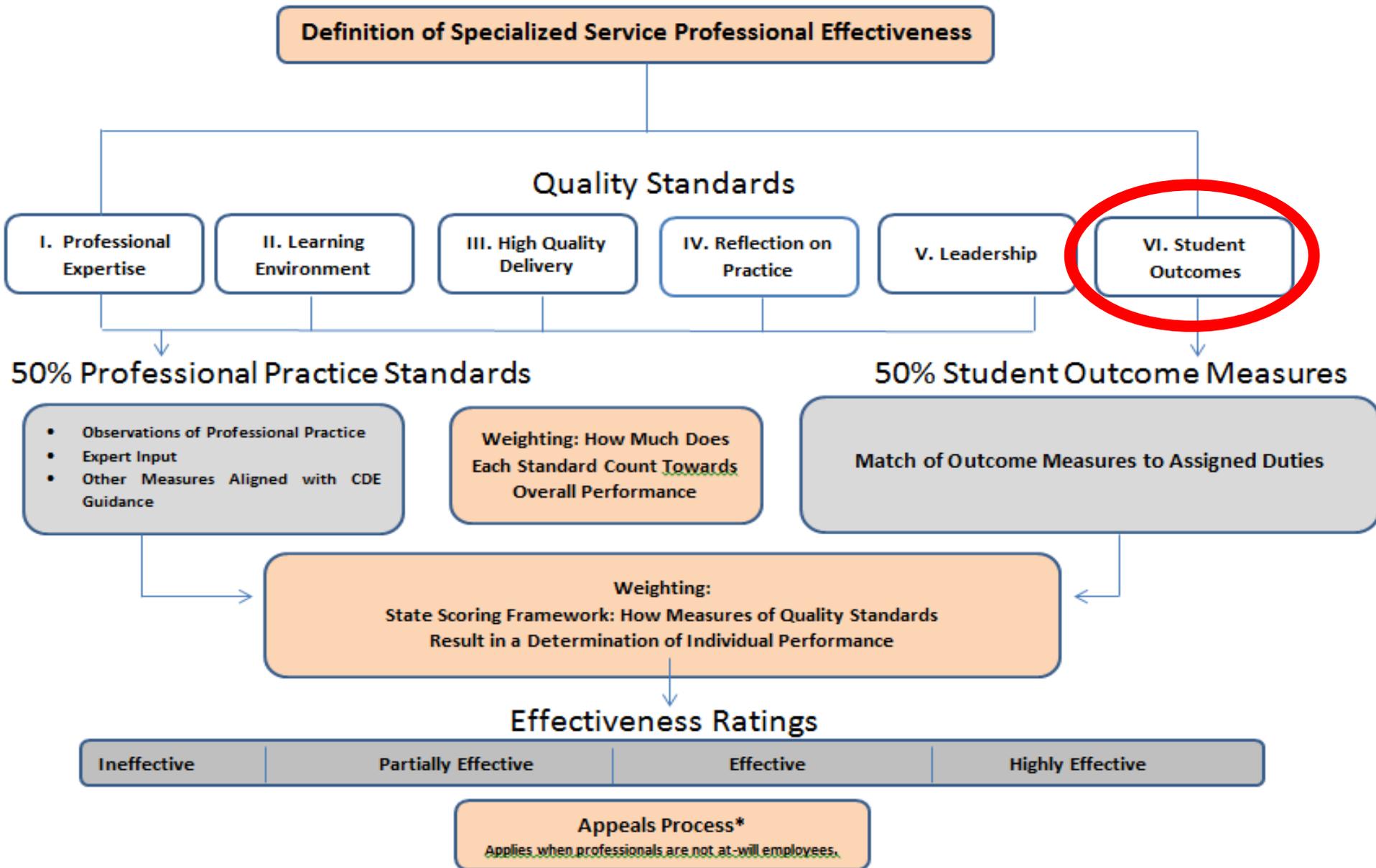
The focus of **Partially Proficient and Proficient** levels is what SSPs do on a day-to-day basis to achieve state performance standards and assure that students are achieving at expected levels.

The focus of **Accomplished and Exemplary** ratings shifts to the outcomes of the SSP's practices, including expectations for staff, students, parents and community members, as a result of practices exhibited under rating levels 2 and 3.

Determining
Student Outcomes
for
Specialized Service
Professionals

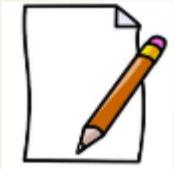


Framework for System to Evaluate Specialized Service Professionals



Guardrails for Evaluation System Building

- Requirement language from State Board Rule:
 - *At least fifty percent of the evaluation shall be based on at least two measures of student outcomes, which measures shall be aligned with the role and duties and the individual SSP being evaluated.*
 - *Data used in evaluating SSPs shall be collected from the sites, or a representative sample of the sites, at which the SSP provides services.*



Steps for Identifying and Determining Student Outcome Measures

Step 1: Determine SSP role and responsibilities

Step 2: With input from SSP, select and preliminarily weight appropriate outcome measures

Step 3: Set criteria for each rating category

Step 4: Score results from multiple student outcomes at the end of the year

Step 5: Combine weighted scores into a “student outcomes” rating

Decision Framework

Website Resources for Support

- CDE Educator Effectiveness website:
<http://www.cde.state.co.us/EducatorEffectiveness/>
- Specialized Service Professionals Website:
 - <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals>
 - Here you will find the SSP Fact Sheet, rubrics, training materials and additional information
- Student Outcomes Guidance:
 - <http://www.cde.state.co.us/educatoreffectiveness/studentgrowthguide>
 - Here you will find the guidance document for Specialized Service Professionals, Teachers and Principals as well as additional support documents

Implications for Counselor Preparation

- Turn and Talk

Discuss 3-5 implications the State Model Evaluation System has on the preparation of counselors.

Model Programs for PWR Counseling

■ Counselor Corps

- Misti Ruthven/Tracy Thompson
- www.cde.state.co.us/postsecondary

■ Southern Regional Education Board

- Alice Anne Bailey

■ Council for Opportunity in Education

- Andrea Reeve/Oscar Felix

SREB's Strategies in College and Career Counseling

**Colorado Department of
Education**

April 16, 2014

SREB

**Collaborative Counselor
Training Initiative**

The College Dream



College Leads to Choices

- Low-income high school students are keenly aware of the importance a college education

I don't want to work at McDonalds. I want to choose what jobs I have and I need to go to college for that.

-11th grade boy, IL



I see how my mom and my sisters live. I don't want to be like them. I want choices. I want to choose where I work and how I live.

-11th grade girl, SC

College, In their Own Words...

College isn't about getting rich. It's about getting the job that makes you happy so you can be happy when you are an adult.

-11th grade girl, SC

College is a place to learn new things and make mistakes that I can learn from.

-10th grade girl, IL

I want to get out of Chicago and experience something new. I am going to miss my parents.

-11th grade boy, IL



Life will just be so much better if you go to college. You'll have a better job and more opportunities.

-10th grade girl, IL

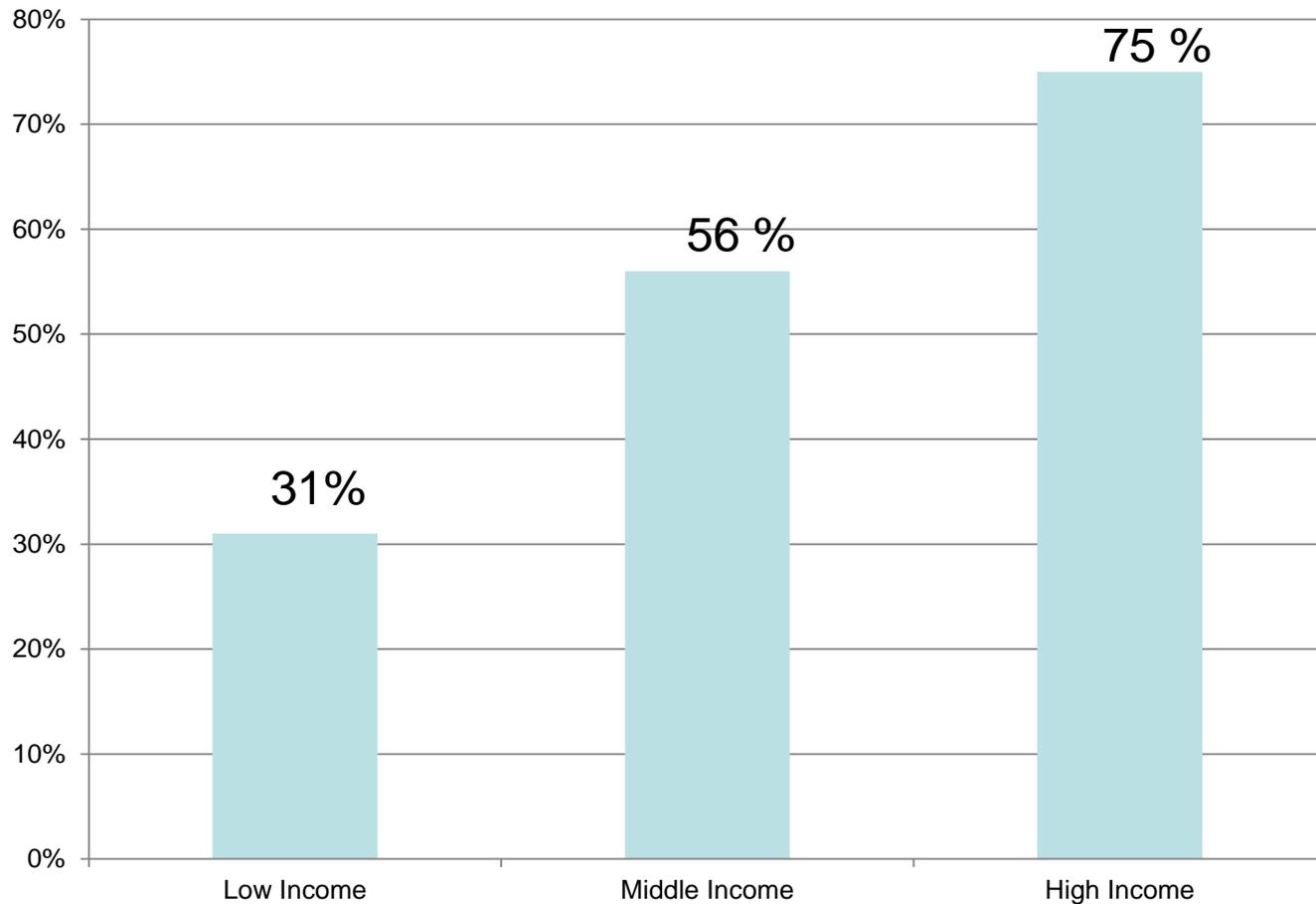
I'm the first one in my family to go to college. My mom wanted me to go and have a better life than she has.

-12th grade girl, SC

I want my life, and my wallet, to be outside the box! College is my way to step out of the box and live a good life.

-12th grade boy, SC

Enrollment Rates by Income Level



Source: The Pell Institute, 2005

Enrollment by Income Level

- Among the highest academically qualified, there are still differences in college enrollment rates by income level
 - 47 % of highly qualified, low-income vs. 67% of highly qualified high income students enroll
 - This means that 53% of highly qualified, low income students do not enroll in college

Students Who Don't Go ...



College Planning Information



The Application Process

You can read things over a thousand times, know what it says but have no idea what it means.

-12th grade boy, SC

I get that there are all these steps I have to do, but what does that mean?

-10th grade girl, SC

You know what you are supposed to do, just not how to do it. You need the specifics, they details.

-10th grade boy, IL



I want to be able to ask a question and have someone answer it. Even if it's someone you IM on line – they could answer my personal questions.

-11th grade girl, SC

I need a person to sit next to me and tell me how to do all the things everyone tells you to do.

-11th grade girl, SC

I know that I have to apply for scholarships. Can someone tell me how I do that?

-12th grade girl, SC

Financing College



Ireneusz Skorupa

Financial Aid is a Mystery

I have this form. I need to fill it out, but I'm not sure why. It's one NASTY form!! It makes me want to scream

-12th grade boy, SC



I'm just going to Google and type in grants. I guess anyway.

-11th grade boy, IL

I'll just keep applying for scholarships until I get enough money. I think there's a list of them somewhere.

-12th grade girl, SC



Access to College Advisement

Met Life, 2004

- High School students report wanting more time with counselors for college planning

NACAC, 2006

- Counselors are well prepared by their graduate education to address students' social-emotional needs
- But they typically unprepared to provide college and career advisement

College Board, 2006

- Access to information about college and financial aid is a strong predictor of college enrollment

Counselor Preparation Programs

Graduate programs in school counseling = 466
(ASCA)

- 42 offer a course in college admission counseling (NACAC)
- Only four programs are known to require it
 - Eastern Michigan University
 - Western Michigan University
 - Wayne State University
 - Utah State University

SREB

Collaborative Counselor Training Initiative

- Professional development and graduate course content
- Customized for each state
- Online, hybrid, or F2F training
- Audiences
 - In-service counselors
 - Pre-service counselors
 - College Access Advisors
 - Teachers
 - Principals



Development

- ASCA National Model
- Development by content experts
 - Middle grades and high school counselors
 - State agency representatives
 - College of Education faculty
 - Curriculum specialists
- Education Development Center (EDC)



Module 1

- Introduction
- Advocacy/Creating a college-going culture
- Communicating with diverse populations

Module 2

- Career Planning
- Academic Planning
- College Choice

Module 3

- Financial Literacy
- Financial Aid
- Admissions Tests
- Application Process



SREB

Collaborative Counselor
Training Initiative

Module 4: College and Career Advising for the Middle Grades

- Understand barriers that cause students to disengage and strategies to mitigate them
- Begin career awareness early
- Use career interests and personal aptitudes to foster academic engagement
- Help students develop an academic plan and make a smooth transition to high school
- Help students understand college choices and the college application process

Flexible Delivery Options

- Instructor-led
- Four stand-alone modules
 - 1 Module = 4 sessions
 - 1 session = 1 week
- Two versions: PD and Academic Course
 - 16 –32 hours for academic credit (semester or quarter)
- Guide for optional face-to-face workshops

Module Content

- Learning goals
- Readings
- Discussion Forum
- Applied Activities
- Videos
- Action plans
- Builds Professional Portfolio



School Counselor Simulation

Click on a thumbnail to start a case study.



SREB Collaborative Counselor Training Initiative

External Evaluation Project

- 2011 online survey of more than 300 enrollees in 6 states
- Preliminary Findings:
 - 90% of counselors find the modules “useful” or “very useful”
 - 81% would recommend the training to their colleagues
 - 72% of counselors report they are changing their practice as a result
 - 78% are implementing their action plans

External Evaluation Project

- When asked what was the most valuable lesson they learned from the course, counselors indicated:
 1. the importance of providing college-going guidance earlier than is often done and
 2. the value of postsecondary education for *all* students.

Contact

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1964: Economic Opportunity Act

Cornerstone of the “**War on Poverty**”.

Created the Office of Economic Opportunity (OEO)

Head Start

Job Corps

Community Action Programs

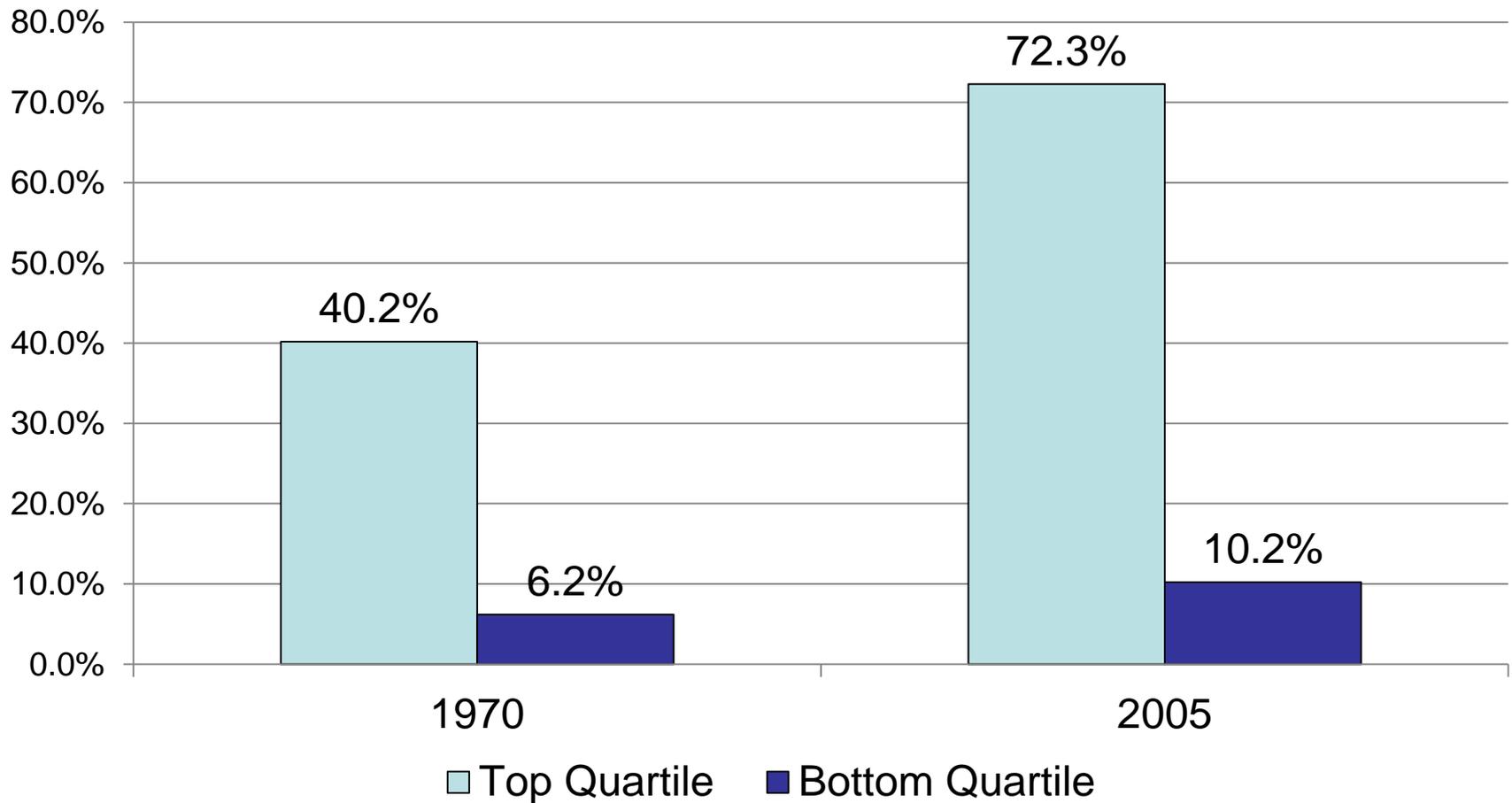
Upward Bound

1965 Higher Education Act



- **1968: HEA Amendments**
- Authorized **Student Support Services (SSS)**
- Re-authorized **Upward Bound & Talent Search**
 - **UB, TS, SSS** make up TRIO

Chance for Baccalaureate Degree Attainment by Family Income, 1970-2005 (Thomas Mortenson, *Postsecondary Education Opportunity*, June 2008)



College Access & Success

- Programs that bridge the secondary to postsecondary experience
- During high school
- Summer residential
- First Year College
- Combination
- Family engagement
- Intensive academic “boot camp”



PLC Norms:

How We Will Play Together

How will we work together...

Honor everyone's time

Listen to learn and apply to your context

Balance participation and share airspace

Paraphrase, probe, pause

Suspend judgment

Commit to practice and follow-through

Avoid technological distractions

Have a sense of humor

- Even if you have to fake it!



Qatar



City of Doha



Education City





Sanford: Challenge and Support Theory





Thank
You

Please take a moment to inform future
outreach opportunities:

<https://www.surveymonkey.com/s/CounselorPrepSummitEvaluation2014>