Strategic and Savvy: School Counselor Action Steps for Equitable College and Career Readiness Outcomes

NOSCA Webinar Series

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The College Board
Learning Outcomes

• Learn how to aligned school counseling programs to school improvement plans.

• Learn how to use the School Counselor Strategic Planning Tool.

• Learn concrete strategies to focus on students' college and career readiness outcomes.

• Demonstrate accountability linked to student outcomes.
**Education and Weathering the Economic Storm**

Source: The College Advantage: Weathering the Economic Storm. Georgetown University Center on Education and the Workforce, August 2012
Data-Driven vs. Data-Driven for Equity

Equity attempts to eliminate the racial/ethnic and socio-economic predictability of which student groups occupy the highest and lowest achievement categories.
What is College and Career Ready?

- According to the Southern Regional Education Board

  - **College Ready** means a high school graduate has the reading, writing and math knowledge and skills to qualify for and succeed in entry-level, credit bearing, college-degree courses without the need for remedial classes.

  - **Career Ready** means that high school graduates can read, comprehend, interpret and analyze complex technical materials, can use mathematics to solve problems in the workplace, and can pass a state-approved industry certificate or licensure exam in their field.

Strategic Alignment of School Counseling with School and District-wide Improvement Processes for Shared Accountability

Federal & State Mandates

School/District
- Goals
- Targeted Data
- Programs
- Expected Outcomes

Shared Data Elements

School Counseling
- Goals
- Targeted Data
- Programs
- Expected Outcomes

Shared Goals

Shared Accountability

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Strategic Planning – School Counselor Leadership Aligned to School Reform Outcomes

Demonstrate School Counselor Accountability Linked to Student Outcomes at the School/District Leadership Table

School Counselor
College and Career Readiness Counseling
A Systemic K-12 Approach

**Elementary School** - To create early awareness, knowledge and skills that lay the foundation for academic rigor and social development necessary for college and career readiness.

**Middle School** - To create opportunities to explore and deepen college and career knowledge and skill necessary for academic planning and goal setting.

**High School** - To create college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options.

Transformative School Counseling Practice

**Content**
The Eight Components of College and Career Readiness Counseling should be applied in elementary, middle and high schools.

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>College Aspirations</td>
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<tr>
<td>Academic Planning for College and Career Readiness</td>
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<td>Transition from High School to College Enrollment</td>
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</table>

**NOSCA’s Transformative Process**

- Cultural Competence
- Context
- Data
- Systemwide Delivery

**Outcome**
Equitable Outcomes
College and Career Readiness for all Students


NOSCA: National Office for School Counselor Advocacy
School Counselor Strategic Planning Tool

NOSCA's strategic planning process helps school counselors:

1. **Analyze Data**
2. **Set Goals**
3. **Choose Solutions**
4. **Implement the Plan**
5. **Collect/Report Outcome Data**
6. **Institutionalize Equity Gains**

**Step 1: Analyze Data**
- Identify the needs and gaps in the school.
- Gather data to understand the current situation.

**Step 2: Set Goals**
- Define clear, measurable objectives.
- Align goals with broader educational and institutional priorities.

**Step 3: Choose Solutions**
- Evaluate existing programs and practices.
- Decide on strategies and interventions.

**Step 4: Implement the Plan**
- Develop action plans for each strategy.
- Monitor progress and make adjustments.

**Step 5: Collect/Report Outcome Data**
- Measure the impact of the interventions.
- Report findings to relevant stakeholders.

**Step 6: Institutionalize Equity Gains**
- Embed successful strategies into routine practices.
- Ensure lasting improvements and sustainability.


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What is Strategic Planning?

- A step by step process of using data to drive school counselor goal development, program planning and development and practice for measurable results that align with the school improvement process in schools to ensure equitable outcomes for all students.

Using a Strategic Plan to Become Data-Driven for Systemic Change that Impacts Student Outcomes

Step 1: Collect, analyze and interpret data to identify areas of inequity.

Step 2: Develop and prioritize measurable data-driven goals aligned with school, district, state and national directives.

Step 3: Develop interventions for each goal and prioritize. Determine feasibility.

Step 4: Develop and implement intervention plan for each goal. Set benchmarks to monitor progress & revise plan as needed.

Step 5: Collect outcome data, develop accountability report and distribute to all stakeholders.

Step 6: Institutionalize change through systemic policies, practices and procedures to sustain gains in equity.

Why Strategic Planning?

- Maximize counselor time and resources.
- Link goals and interventions to student outcomes.
- Provides evidence to advocate for systemic change.
- Provides results measured in student outcomes.
- Eliminates “random initiatives” otherwise known as random acts of guidance!

Collect and Analyze Data

- Where do data elements come from?
- What data should be collected?
- How should the data be disaggregated?
- What information will the data reveal?
- How are analyzed data prioritized?
- Who owns the data?
**Vision:** All children will receive a world class education necessary to become a productive global citizens.

**Mission:** Through a systemic Pre-K-12 data driven school counseling Program all students will receive developmentally appropriate school counseling services *that ensure they are* academically and socially prepared for postsecondary education necessary for productive careers and life roles in a democratic society and a global economy.

**Mission Statement into Data Elements**

- **Social Development**
  - Data Elements

- **Academic Development**
  - Data Elements

- **Postsecondary Education**
  - Data Elements

- **Productive Careers and Life Roles in a Democratic Society and Global Economy**
  - Data Elements

**What Data Elements Will be Used to Measure “Mission Accomplished?”**
Step 1 Worksheet

Mission Statement into Data Elements

Defining and Directional Words

Social Development

Academic Development

Postsecondary Education

Productive Careers and Life Roles in a Democratic Society and Global Economy

Data Elements

Data Elements

Data Elements

Data Elements

Directions: At both the school and district level, engage in a dialogue and decision making process about the data elements that will be used to measure “Mission Accomplished”.

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WHAT TO MEASURE

Data Elements for the Eight Components of College and Career Readiness Counseling

- How do the data elements that demonstrate accountability in your mission statement interface with the data elements of the Eight Components?

- Does your college and career readiness program have data elements from all components applicable to your level?

Data Elements, By Component

<table>
<thead>
<tr>
<th>Data Elements</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College Aspirations</td>
<td>Attendance</td>
<td>●</td>
<td>●</td>
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<tr>
<td></td>
<td>Discipline</td>
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<td>●</td>
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<td></td>
<td>Promotion</td>
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<td>●</td>
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<tr>
<td></td>
<td>GPA</td>
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<td>●</td>
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<tr>
<td></td>
<td>Dropout</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>2. Academic Planning for College and Career Readiness</td>
<td>Students needing on grade level in grade 9</td>
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<td>●</td>
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<td></td>
<td>Performance in state tests for English, math, and science</td>
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<td></td>
<td>Students enrolled in and completing Algebra I</td>
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<tr>
<td></td>
<td>Students enrolled in and completing AP courses</td>
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<tr>
<td></td>
<td>Students enrolled in and completing courses required for in-state university admission</td>
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<tr>
<td>3. Enrichment and Extracurricular Engagement</td>
<td>Participation in enrichment activities (e.g., academic support, summer bridge programs, TRIO and STRIVE initiatives)</td>
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<td>●</td>
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<tr>
<td></td>
<td>Participation in extracurricular activities (e.g., organizations, teams, camps, clubs and societies)</td>
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<td></td>
<td>Students in leadership positions in enrichment and/or extracurricular programs</td>
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<td>●</td>
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<tr>
<td>4. College and Career Exploration and Selection Processes</td>
<td>Participation in college and career exploration programs</td>
<td></td>
<td>●</td>
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<td></td>
<td>College and career/technical school application completion</td>
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<td></td>
<td>College and career/technical school application submission</td>
<td></td>
<td>●</td>
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<tr>
<td>5. College and Career Assessments</td>
<td>Participation in career/technical assessments</td>
<td></td>
<td>●</td>
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<tr>
<td></td>
<td>Participation in ReadiStep, PSAT/NMSQT, EXPLORE and PLAN</td>
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<td>Performance on ReadiStep, PSAT/NMSQT, EXPLORE and PLAN</td>
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<td>Participation in SAT, SAT Subject Tests and ACT</td>
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<td>Performance on SAT, SAT Subject Tests and ACT</td>
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<tr>
<td>6. College Affordability Planning</td>
<td>Participation in early awareness financial literacy and financial aid initiatives</td>
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<td>Participation in financial aid planning processes</td>
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<td>Scholarship application completion</td>
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<td>FAFSA completion</td>
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<tr>
<td>7. College and Career Admission Processes</td>
<td>Two- and four-year college acceptances</td>
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<tr>
<td></td>
<td>Career and technical school acceptances</td>
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<td></td>
<td>Early action or early decision acceptance (four-year institutions)</td>
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<tr>
<td>8. Transition from High School Graduation to College Enrollment</td>
<td>Final transcripts processed</td>
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<td>●</td>
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<tr>
<td></td>
<td>Two- and four-year college enrollment</td>
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<tr>
<td></td>
<td>Career and technical school enrollment</td>
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<td>●</td>
</tr>
</tbody>
</table>

WHAT TO LOOK FOR

Data by student groups and disparities between student groups (examples)

- Race and ethnicity
- Gender
- Grade
- Income level (students who qualify for free and reduced-price meals)
- Special education students
- English language learners
- Other student groups, as appropriate for your school

Developing a Baseline for Measures of “Mission Accomplished”

Data

Data elements used to measure “Mission Accomplished”

Student Groups

- Race and ethnicity
- Gender
- Grade
- Income level (students who qualify for free and reduced-price meals)
- Special education students
- English language learners
- Other student groups, as appropriate for your school

For each data element:

- How are students from each group progressing?
- How does student progress compare between student groups?
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Component 2: Academic Planning for College and Career Readiness

WHAT TO LOOK FOR

- Using Comparative Questions to Identify Disparities Between Student Groups

  - How do the English proficiency rates of African American students compare to those of white students?

  - How do enrollment and completion rates in AP classes compare for males and females?

  - Do low-income students complete courses required for in-state college admission at the same rate as their more advantaged peers?

1. **Data by Student Groups** – select a student group
   - Race and ethnicity
   - Gender
   - Grade
   - Income level
   - Special education students
   - English language learners
   - Other student groups important in your school/district

2. **Data Elements**
   - Choose one data element from each component

3. **Directions**
   - Write one data dialogue question for each component as demonstrated in the School Counselor guides.

---

**Using Critical Questions to Advance Equity**

1.
2.
3.
4.
5.
6.
7.
8.
Writing a Measurable Goal

The Parts of a Simple Goal

1 - Direction (Increase or decrease)

2 - Group (Demographic group of students)

3 - Data element (Identify specific data elements)

4 - Expected outcome (% of change)

5 - Date of expected outcome (by when – the specific date)
Writing a Measurable Goal

Generic Goal:
Increase the number of students in rigorous courses by 10% by the end of the 2012-13 academic year.

Specific Equity-Focused Goals:

- Increase the number of **Latino/gender/SES students** in AP and/or IB courses by 10% by the end of the 2012-13 academic year.

- Increase the number of **African-American/gender/SES students** in Algebra I by 10% the end of the 2012-13 academic year.

- Increase the number of **low-income students/gender/specific group** in upper level reading groups by 10% the end of the 2012-13 academic year.
# Writing a Measurable Goal

## The Parts of a Goal
- Direction – 1
- Group – 2
- Data element – 3
- Expected outcome – 4
- Date of expected outcome – 5

## Example

<table>
<thead>
<tr>
<th>Direction (1)</th>
<th>Group (2)</th>
<th>Data Element (3)</th>
<th>Desired Outcome (4)</th>
<th>Date Completed (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
<td>Latino students</td>
<td>FAFSA Completion rate</td>
<td>by 10% by the end of the 2012-2013 year.</td>
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</tbody>
</table>

## Directions: Write a measurable goal using all five parts.

<table>
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</table>
Develop and Select Solutions

• Compare current initiatives with identified need.

• Identify where gaps exist. Scrutinize applicability of current interventions to identified need.

• Examine current literature for evidenced-based practice available.

• Ensure interventions respond to the diversity of all student groups and parents/families in the school community.

• Determine the feasibility of interventions – self and staff skill, faculty buy-in and resources.

• Select and prioritize interventions, identify staff responsibilities, benchmarks, and timelines.
## Program Analysis

<table>
<thead>
<tr>
<th>NOSCA’s 8 Components</th>
<th>List all current interventions that align to the eight components</th>
<th>What do the interventions measure? Do they measure Eight Component data elements?</th>
<th>Do the interventions correspond to identified student need?</th>
</tr>
</thead>
<tbody>
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</table>
WHAT TO DO

Work Systemwide

• Students (Individual, Group, Classroom and Grade)

• School

• District

• Parents and Families

• Community


Icons from School Counselor Guide Series, The College Board.
Work Systemwide

Delivering a Consistent Message of College and Career Readiness Across the School Community

Students

• **Individual** – Meet with individual students

• **Group** – Conduct group counseling

• **Classroom** – Collaborate with teachers in collaborative classroom instruction

• **Grade-level** – Facilitate grade-level transitions

School-wide – Use school-wide data to impact policies and procedures

District – Use vertical teams to build a systemic pipeline

Parents/Families – Build social capital to promote empowerment and engagement

Community – Create collaborative partnerships

Step 4 Worksheet

NOSCA Component:
Data-Driven Goal:

**Systemic Interventions**

- Individual –
- Group –
- Classroom –
- Grade-level –
- School-wide –
- District –
- Parents/Families –
- Community –

Accountability: Collect outcome data, develop accountability report and distribute to all stakeholders.

Communicating the Value of School Counselors to Impact Student Outcomes
Reporting the Data

**Actual Outcome**

**Goal:**
Increase the number of African American students who complete one AP course by 10% by the end of the 2012-13 academic year.

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**Results Statements:**

**Goals Met**
The number of African American students who completed one AP course by the end of the 2012-2013 academic year increased by 13% - 3% higher than the stated goal.

**Goals Not Met**
The number of African American students who completed one AP course by the end of the 2012-2013 academic year increased by 8% - 2% lower than the stated goal.
**NOSCA’s Building Level Accountability Report**

1. **Baseline Data:**

   - Statement of Problem

2. **Goal Statement:**

   - Anticipated Outcome

3. **Systemic Interventions**

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
<th>Classroom</th>
<th>Grade</th>
<th>School</th>
<th>Parents/Family</th>
<th>District</th>
<th>Community</th>
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</thead>
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</tbody>
</table>

4. **Results/Outcome Statement:**

   - Actual Outcome

5. **Graph It**

   - Legend

NOSCA’s Building Level Accountability Report

1. Baseline Data:
   _______________________________________
   _______________________________________
   _______________________________________

2. Goal Statement:
   _______________________________________
   _______________________________________
   _______________________________________

3. Systemic Interventions

<table>
<thead>
<tr>
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<th>Grade</th>
<th>School</th>
<th>Parents/Family</th>
<th>District</th>
<th>Community</th>
</tr>
</thead>
</table>

4. Results/Outcome Statement:
   _______________________________________
   _______________________________________
   _______________________________________

5. Legend

Sustainability and Growth Forward

• How will the gains toward equity in college and career readiness be sustained and grow?

• What policies, practices and procedures need to be revised, deleted or created to sustain growth?

• What data needs to be regularly collected and analyzed to inform practice and policies to sustain growth?

• What ongoing professional development is needed to continue to grow forward?
Submitting Online Questions & Comments

- Questions and comments may be submitted at any time during the presentation.

To submit a question:

- Click on the Question Mark icon (?) on the floating toolbar on your Web Session screen (as shown at the right).

- This will open the Q&A window on your computer only.

- Type your question into the small dialog box and click the Send Button.
NOSCA’s “Own the Turf Campaign

Sign Up Today

Join the 11,500+ Campaign Members Who Are Part of this National Movement.

nosca.collegeboard.org
Website: nosca.collegeboard.org
Email: nosca@collegeboard.org

For More Information