

# Helping Students Find the Best College Fit: The Counselor's Role

## *NOSCA Fall 2013 Webinars*

### Moderator

**Jennifer A. Dunn**, Director, College Board, Membership and Higher Education, National Office for School Counselor Advocacy (NOSCA)

### Panelist

**Melissa Caperton**, Senior Associate, American Council on Education, American College Application Campaign (ACAC)

**Jill Wohrle**, Program Manager, College and Career Readiness for The Office of State Superintendent of Education (OSSE), Washington, DC

**Nicole Cobb**, Executive Director, School Counseling Services, Metropolitan Nashville Public Schools

**Bridget Jackson**, Director of College Counseling and Partnerships, Capital City Public Charter School, Washington, DC

## Participants will learn:

- About College Board's research on expanding high school students' postsecondary choices.
- The national, state, district and school perspective of the American College Application Campaign (ACAC).
- To expand students' college options by increasing the number of per student application submissions based on their academic record to include: safety, match and reach (public and private) post-secondary institutions.
- To implement systemic strategies to help students and families navigate the college and career exploration and selection processes and find the best college fit that includes early awareness.

# Jackson Grads Write Essay in New York Times About Road to Ivy League Schools

**Travis Reginal**



**Justin Porter**



**Quote from Justin:** “I began to think who am I, anyway, to think I belong at Harvard, the alma mater of the Bushes, the Kennedys and Romney's? Maybe I should have stayed in Mississippi where I belonged.”

**Quote from Justin:** “I felt trapped between two worlds in front of me. One held seemingly unlimited opportunity—full scholarship, career advancement, travel possibilities. But what would I sacrifice in exchange? My mother and I have never been on firm financial ground, and that was not going to magically change.”

**Quote from Travis:** “I am supposed to go to college and excel to provide a better life for everyone back home. And the community back home is desperate for healing”

**Quote from Travis and Justin:** “I thought the road was rough at times, but I would have not traded the Ivy League experience for anything”

**Source:** <http://www.nytimes.com/2013/08/04/education/edlife/a-first-generation-student-striving-to-inspire-black-youth.html>



# NOSCA's Eight Components of College and Career Readiness Counseling

*A Systemic K-12 Approach*

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

Component	Elementary	Middle	High
College Aspirations	•	•	•
Academic Planning for College and Career Readiness	•	•	•
Enrichment and Extracurricular Engagement	•	•	•
College and Career Exploration and Selection Processes	•	•	•
College and Career Assessments	•	•	•
College Affordability Planning	•	•	•
College and Career Admission Processes			•
Transition from High School to College Enrollment			•

# 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.

# Connecting Components to Data Elements



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

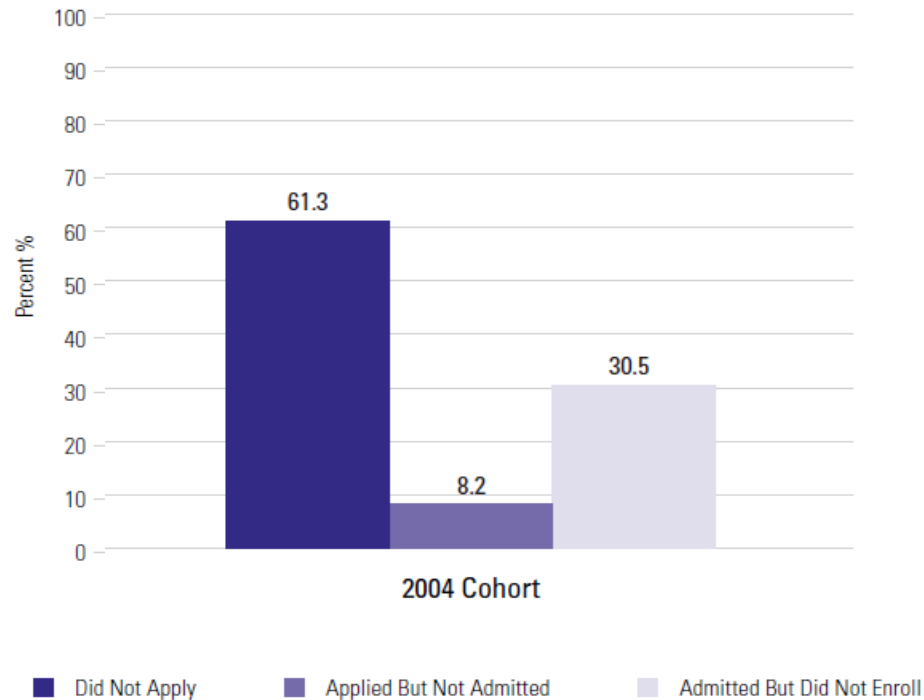
The chart below shows key data elements for each of the Eight Components.

Data Elements, By Component	Elementary School	Middle School	High School
<b>4. College and Career Exploration and Selection Processes</b>			
Participation in college and career exploration programs	●	●	●
College and career/technical school application completion			●
College and career/technical school application submission			●

**High School Guide p.20**  
**Middle and Elementary School Guide p.16**



# Students Do Not Apply to Colleges that Match Their Academic Credential



- Academic Credential**
- GPA
  - SAT Scores
  - Advanced Placement
  - International Baccalaureate

**Source:** The CollegeKeys Compact: Getting Into College: Postsecondary Academic Undermatch



# ACCESS TO Opportunity

**Youtube Video:** <http://www.youtube.com/watch?v=doDv90GBKXw>





# Apply to Four or More Campaign

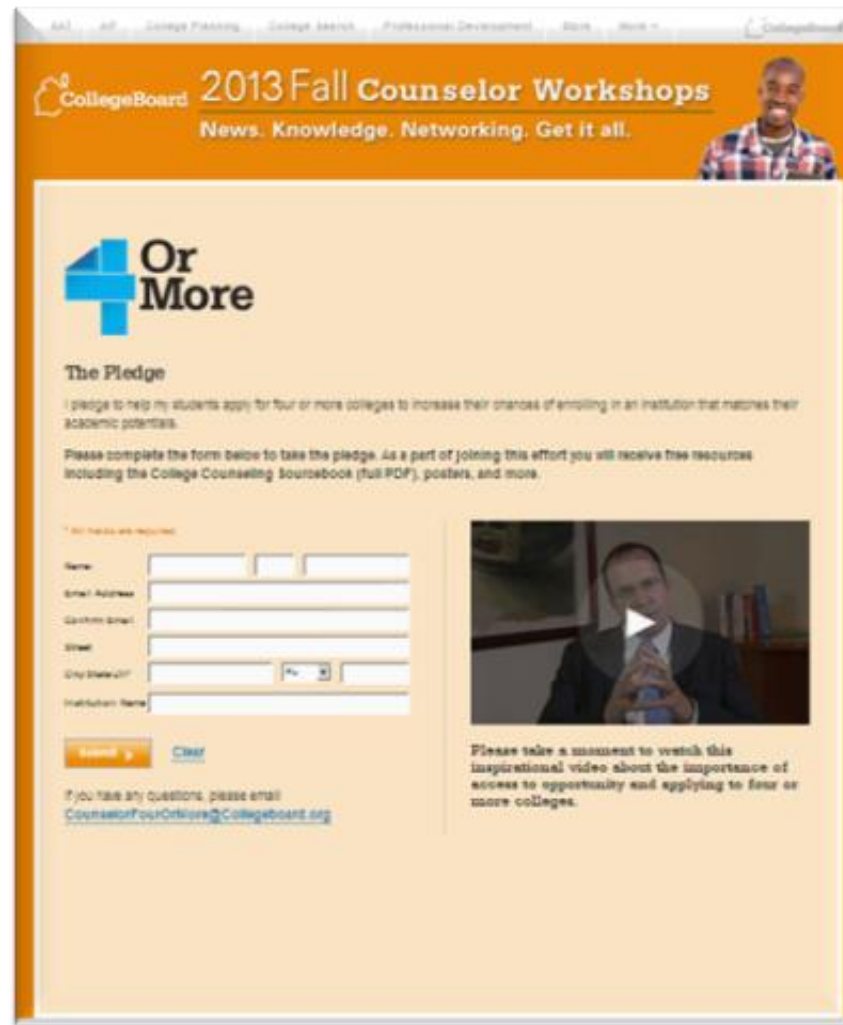
## Pledge Today!

I \_\_\_\_\_, pledge to help my students apply for four or more colleges to increase their chances of enrolling in an institution that matches their academic potentials.

### Website:

[Collegeboard.org/fcw4ormore](http://Collegeboard.org/fcw4ormore)

If you have any questions, please email:  
[CounselorFourOrMore@Collegeboard.org](mailto:CounselorFourOrMore@Collegeboard.org)





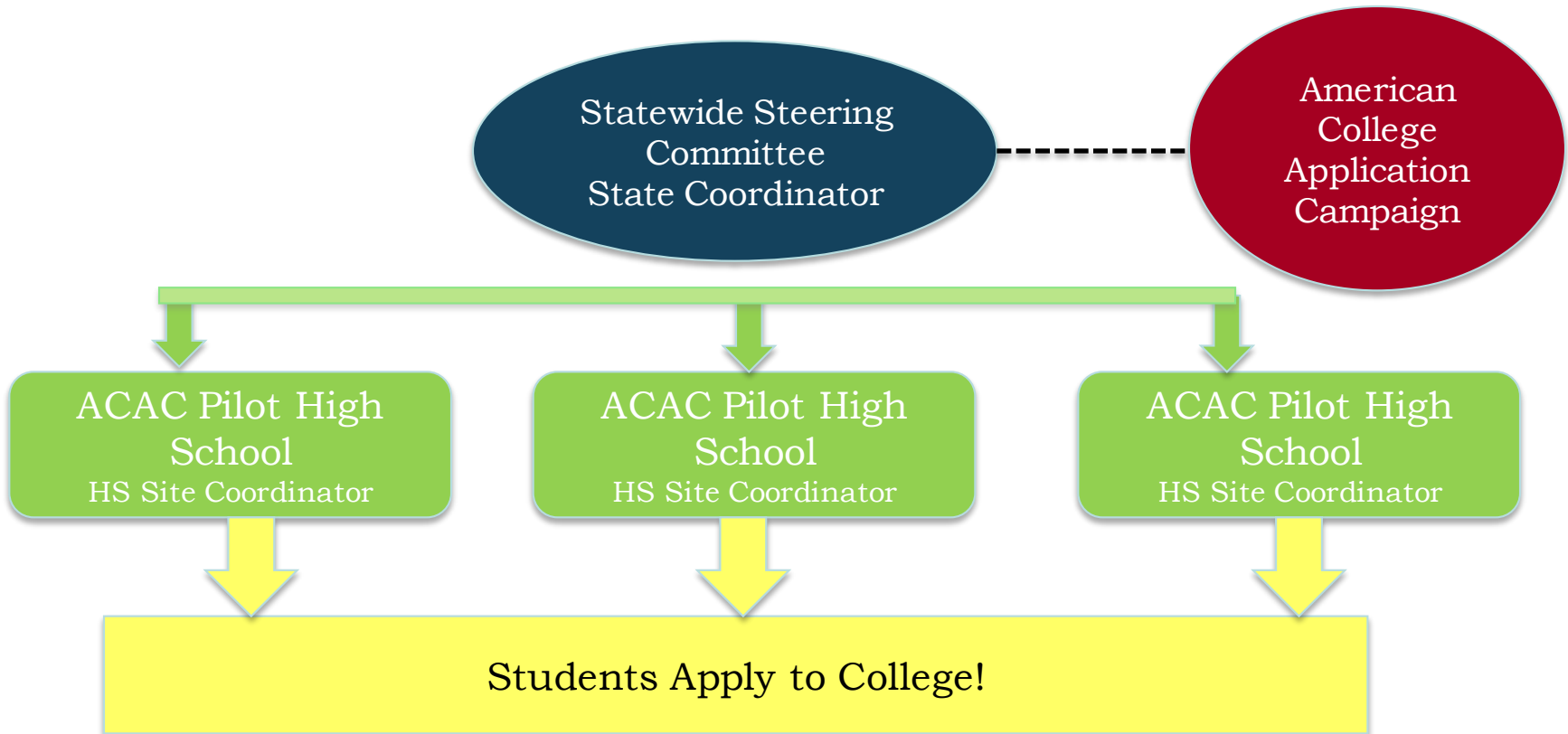
**Melissa Caperton**, Senior Associate  
American Council on Education  
American College Application Campaign (ACAC)

# Implementing College Application Programs “The National Perspective”

## American College Application Campaign (ACAC) Basics:

- Focuses on first-generation students
- Occurs in the fall
  - States typically identify a week or month for program in Oct. or Nov.
- Takes place during the school day
  - Each participating high school typically hosts an event for only 1-2 days
- Designed to enhance/expand college going culture and expectations
  - Utilizes existing networks and infrastructure
  - Student preparation, follow-through, link to FAFSA
  - Uses school personnel and volunteers: low cost/no cost

## ACAC Infrastructure: State and Local



# ACAC Impact

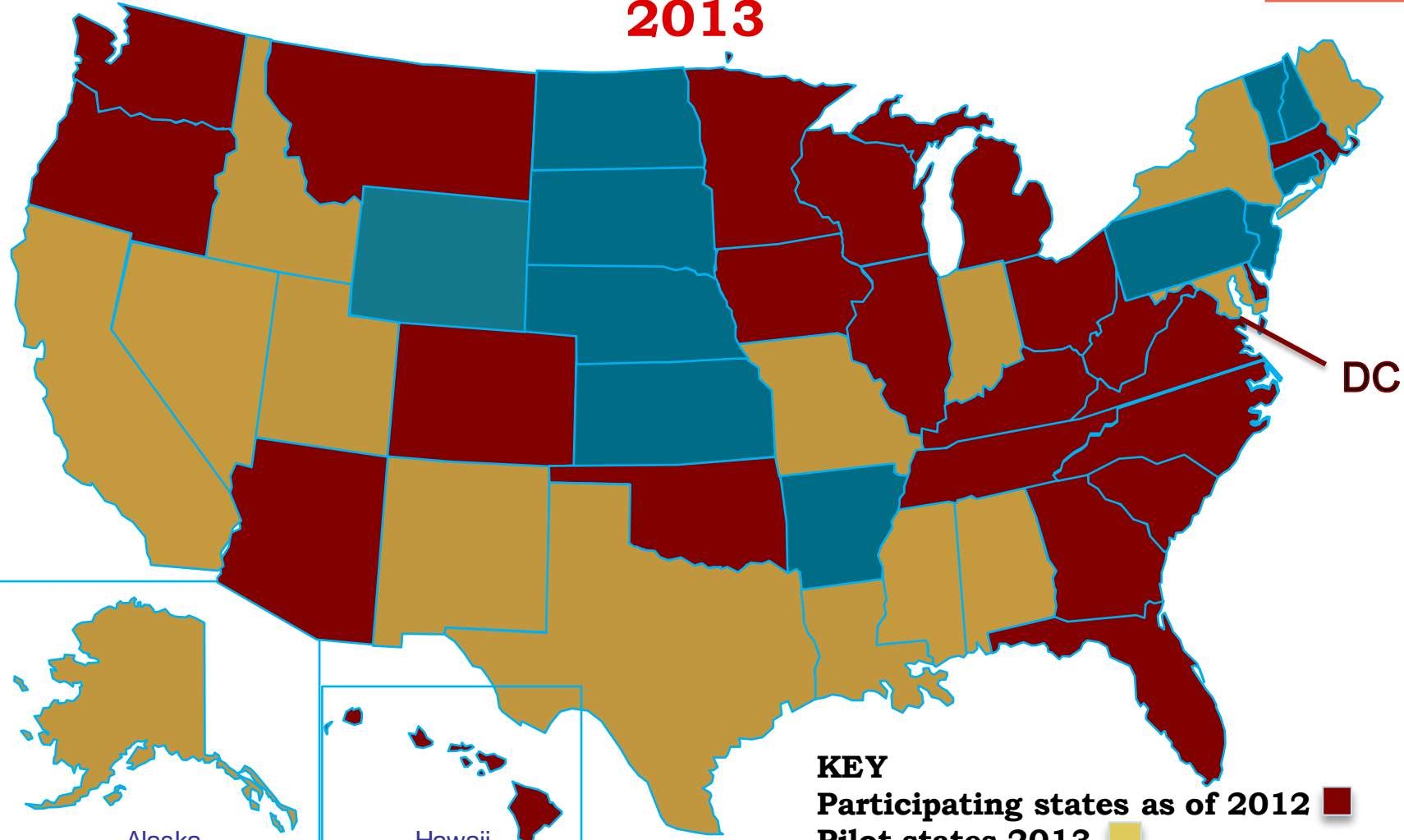
## 2012 Survey Results

- 24 states and the District of Columbia implemented programs
- 1,602 high schools
- 129,792 students participated
- 195,802 college applications were submitted

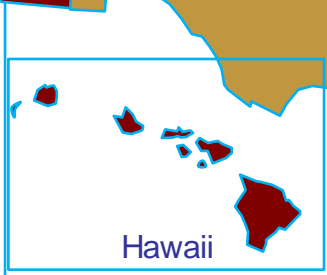
## National Student Clearinghouse

- North Carolina has determined annually that 72 percent to 79 percent of students who apply during CAW enroll the following fall semester.

**2013**



**KEY**  
Participating states as of 2012 ■  
Pilot states 2013 ■  
Plan to engage in 2014 ■



# ACAC Strategies and Activities

## Awareness:

- Leveraging and enhancing school college-going culture

## Application Support and Advising:

- Class assignments
- Understanding fee waiver eligibility and process
- College research – match, fit, cost
- Practice applications
- FAFSA PIN registration
- FAFSA completion
- Student follow-thru

## Family and Community Engagement:

- Communication
- Information sessions

[Name of State's ACAC  
Program]

[State's ACAC Logo]

Partner of the  
American College Application Campaign

SITE COORDINATOR MANUAL  
2013 Edition

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ACAC Site Coordinator Manual,  
[www.acenet.edu/acac](http://www.acenet.edu/acac)

## ACAC Strategies and Activities

### During the Event

- Volunteers assist students
- Create an environment of celebration

### After the Event

- Student follow-up
  - Completing application
  - Submitting more apps
- FAFSA completion
- Making decisions







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**Jill Wohrle**, Program Manager  
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The Office of State Superintendent  
of Education (OSSE), Washington, DC

# Implementing College Application Week “The State Perspective”



- Getting started: College Application Week in the first year
- What worked & opportunities for change
- Year 2: Expanding College Application Week

## Defining the District of Columbia

- Total number of public and charter high schools: 34
- Key stakeholders: Office of the State Superintendent (OSSE), District of Columbia Public Schools (DCPS), Public Charter School Board (PCSB), DC College Access Program (DC-CAP)
- OSSE oversees the state's postsecondary programs, including tuition assistance, dual enrollment, college retention, early college and data analysis.
- According to the DC College Access Program, 60% of DC graduates enroll in college. The six-year graduation rate is 58%\*.

\* Among DC Tuition Assistance Grant recipients, which represents 71% of enrolling students.



## First Year of Implementation



- **OSSE incorporated ACAC into existing counselor professional development sessions.**
  - ACE staff provided technical assistance at two trainings and via phone/email.
  - Outcomes shared among schools at a third training.
- **CAW provided an opportunity for participants to apply the training's topics:**
  - Importance of data
  - Developing stakeholder relationships

## First Year Outcomes

**TOTAL 2012 APPLICATIONS: 463**



- Activities included guest speakers, financial aid presentations, mini-college fairs, recognition assemblies.
- Schools saw a five-sevenfold increase over 2011 applications during the same week.
- Applications included paper and online versions, 2- and 4-year institutions.

## Lessons Learned

- Data: A need for better tracking, as well as developing data sets that show progress over time.
- Better school engagement: Including principals, all counselors, DC-CAP advisors and community organizations working in the school is critical.
- Central support: The State Coordinator role is important in mobilizing resources and facilitating partnerships.

***How can College Application Week be part of the broader District college access plan?***

## Second Year Going District-Wide

- Steering Committee: OSSE, DCPS, PCSB, DC-CAP, school representatives, and community organizations
- Participation: 14 registered schools as of 9/27
- Providing School Support: ACAC handbook, volunteers, “swag,” activities sponsored by community partners.
- Coordination: Collaborating with the College and Credential Completion Network to link CAW to other efforts. Continue connecting to other OSSE initiatives, such as counselor professional development and Smart College Choice.







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**Nicole Cobb**, Executive Director  
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Metropolitan Nashville Public Schools

# Implementing College Application Week “School System Perspective”

- Metropolitan Nashville Public Schools (MNPS) Vision
- MNPS Public Schools Demographic
- Structured Professional Development for School Counselors
- Teacher and School Counselor Collaboration
- Data and Accountability

## Metropolitan Nashville Public Schools Vision

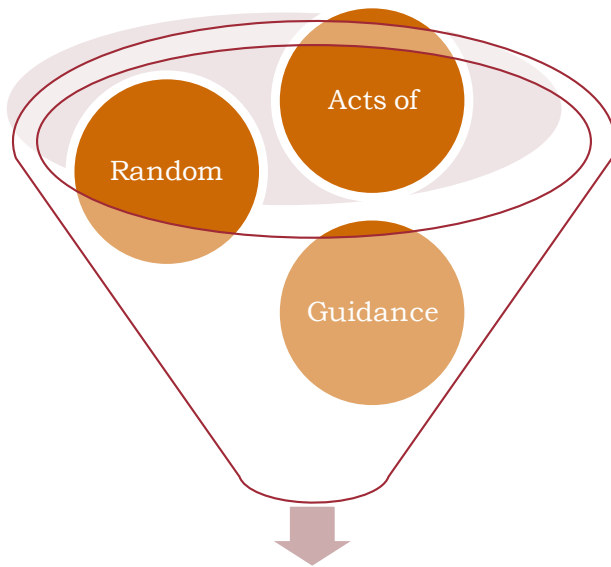
**Metro Nashville Public High Schools are world class schools that graduate college and career ready students in partnership with the community. MNPS is a district that emerges as a trend setter in innovative practices where ALL students have the highest level of education and experiences possible.**

### **Every MNPS Graduate has:**

1. a plan for postsecondary education and career
2. at least a 21 composite score on the ACT
3. a work-based or service learning experience, or a capstone research project
4. at least one course completed online
5. college credit, a nationally-recognized professional certification, or both

# Structured Professional Development for School Counselors

School Counselor Transformation....Where are we going?



**Transformation**

Student  
Achievement

College and  
Career  
Readiness

## PreK-12 College & Career Readiness Committee

To bring together principals, teachers, counselors, community-based organizations, businesses, philanthropic foundations, governments, and individual citizens who desire to support student achievement and promotion of creating a college-going culture in MNPS schools.

**The College Board National Office for School Counselor Advocacy**  
Eight Components of College and Career Readiness Counseling

The Eight Components of College and Career Readiness Counseling provide a systemic approach for school counselors to implement, across grades K-12 — elementary through high school and beyond, to ensure equity both in process and results.

**1. College Aspirations**

**Goal:** Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.

**2. Academic Planning for College and Career Readiness**

**Goal:** Advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

**3. Enrichment and Extracurricular Engagement**

**Goal:** Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

**4. College and Career Exploration and Selection Processes**

**Goal:** Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

**5. College and Career Assessments**

**Goal:** Promote preparation, participation and performance in college and career assessments by all students.

**6. College Affordability Planning**

**Goal:** Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

**7. College and Career Admission Processes**

**Goal:** Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

**8. Transition from High School Graduation to College Enrollment**

**Goal:** Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

Equity • Leadership • Transformation



The Eight Components of College and Career Readiness Counseling provide a systemic approach for school counselors to implement, across grades K-12—elementary through high school and beyond to ensure equity in process and results.

# High School School Counselors Needs Assessment

Part 1: Whole School Data											
1. Increase equitable student access:											
	To enrollment patterns in rigorous courses, such as AP, IB, Dual Enrollment, Virtual courses, etc.	5	7.94%	19	30.16%	23	36.51%	16	25.40%	0	0.00%
	To extracurricular and enrichment activities.	1	1.59%	11	17.46%	36	57.14%	13	20.63%	2	3.17%
	To college & career readiness information and resources.	0	0.00%	4	6.35%	33	52.38%	26	41.27%		0.00%
2. Increase student success in:											
	Promotion rates.	0	0.00%	11	17.46%	29	46.03%	20	31.75%	3	4.76%
	Attendance rates.	3	4.76%	17	26.98%	30	47.62%	11	17.46%	2	3.17%
	Graduation rates	1	1.59%	13	20.63%	26	41.27%	21	33.33%	2	3.17%
	Decrease Dropout rates	2	3.17%	14	22.22%	32	50.79%	13	20.63%	2	3.17%
3. Increase equitable student achievement in:											
	ACT/SAT scores.	1	1.59%	17	26.98%	34	53.97%	11	17.46%	0	0.00%
	End of Course tests.	4	6.35%	15	23.81%	40	63.49%	4	6.35%		0.00%
	AP/IB exam grades.	9	14.29%	24	38.10%	25	39.68%	4	6.35%	1	1.59%
	Course and classroom grades.	0	0.00%	9	14.29%	44	69.84%	10	15.87%	0	0.00%
4. Create a safe learning environment by decreasing:											
	Discipline referrals school-wide.	3	4.76%	21	33.33%	27	42.86%	11	17.46%	1	1.59%
	Suspension rates.	7	11.11%	21	33.33%	26	41.27%	7	11.11%	2	3.17%
	Expulsions rates.	8	12.70%	24	38.10%	23	36.51%	6	9.52%	2	3.17%
	Violent incidents.	3	4.76%	24	38.10%	28	44.44%	7	11.11%	1	1.59%

1=I do not have knowledge in this area

2=I possess knowledge in this area

3=I know how to apply knowledge in this area

4=I can show accountability in this area





## Guiding Question

**Use of Data:** “How is my counseling program contributing toward improving student achievement & college access and success?”

# MNPS Counseling Curriculum Guides

## **BENCHMARK 1**

- Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.

*(NOSCA's High School Guide, Component # 1, The Goal, p. 4)*

- Provide early and ongoing exposure to experience and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

*(NOSCA High School Guides Component # 4, The Goal, p. 10)*

# MNPS School Counselors: Turning RAGs “Random Acts of Guidance” into Riches!





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**Bridget Jackson**, Director of College  
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Capital City Public Charter School  
Washington, DC

# Implementing College Application Week “The School Perspective”

- The School Counseling Program at Capital City Public Charter School
- Integrating College Application Week into School Counselor Calendar
- Developing a System wide approach through in-school and out-of-school partnerships
- College Application Week School Activities



# The School Counseling Program at Capital City Public Charter School

**The School Counseling Program at Capital City PCS** approaches counseling with a focus on students' experiences and desires.

- **80%** of our last two graduating classes were the first in their families to attend college.
- **30%** were first in their families to graduate high school.

**Helping students find the best college fit** is our primary focus using academics, non-academic indicators, student life, location, and financial possibility as key variables.

- Safety
- Match
- Reach

**\*\*All CCPCS Seniors are enrolled in a Senior Seminar course in the Fall of their Senior year which provides dedicated time and instruction for college planning, research and application completion.**

# Integrating College Application Week into School Counselor's Calendar

## September

- Individual Student/Family Profile Meetings
- SAT/ACT Test Exploration, Registration and Preparation (Seniors)
- Schedule College Representatives to Visit Campus

## October (College Awareness Month)

- Family College Planning Night – Senior Night
- College Fairs & College Campus Tours
- College Representatives Visit Campus
- SAT and/or ACT Test Administration

## November

- Counselor Letter of Recommendation Writing Days
- College Application Week (Application Workshop)
- Family College Planning Night – Financial Aid Night





# Integrating College Application Week into School Counselor Calendar

## December

- Alumni College Fair
- Data Assessment

## January

- Family College Planning Night – Junior Night
- SAT/ACT Test Exploration, Registration and Preparation (Juniors)



## February

- FAFSA/DC One APP Filing Workshops (Evening & Saturday)

## March

- Data Assessment (Senior Triage)
- Family College Planning Night – 9<sup>th</sup> and 10<sup>th</sup> Grades

## April

- “I’ve Gotten Accepted-Now What?” – Family Transition Program
- Family College Planning Night – Early College Planning PK - 8

## Developing a System wide Approach through In-School and Out-of-School Partnerships

- Serving a “high need” population requires a community approach beginning at the school level.
- In our school students are assigned advisors who meet with students daily in small groups.
- Seniors also have mentors who are carefully matched that meet with them one-on-one throughout their Senior year.

## Developing a System Wide Approach through In-school and Out-of-School Partnerships

In the Washington, DC Community we work with a wide range of community partners: Upward Bound, DC-CAP, College Bound, Build, Alpha Leadership, faith-based organizations and many more.

**The key to effective partnerships is cooperation and communication. We have to remember that we are not organizations in competition but in collaboration. Sharing data and opportunities extend our limited resources and together we achieve greater results for our students.**

# College Application Week School Activities

**Monday, November 11**

College Application Workshop  
9:00AM – 4:00PM

**Tuesday, November 12**

Official School Kick-Off  
Begin Student Recognition Program  
College Representative Campus Visit – On-Site Admissions

**Wednesday & Thursday, November 13 & 14**

College Representative Visits – On-Site Admissions

**Friday, November 15**

College Representative Visits – On-Site Admissions  
Final Tally – College Application Week Celebration!!!



**Bridget Jackson**, Director of College  
Counseling and Partnerships  
Capital City Public Charter School  
Washington, DC

**Email:** [bjackson@ccpcs.org](mailto:bjackson@ccpcs.org)

**Website:** [www.ccpcs.org](http://www.ccpcs.org)



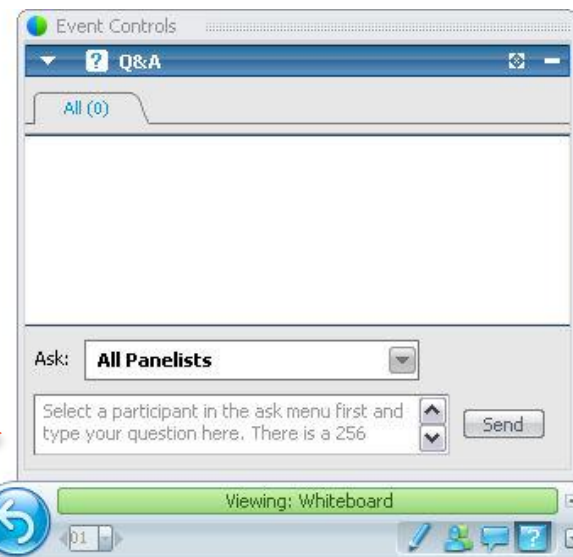
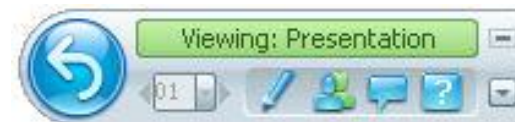
# Submitting Online Questions & Comments

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.

**Q&A Icon**



# Now Responding to Your Webinar Questions

## Panelists



**Melissa Caperton**, Senior Associate, American Council on Education, American College Application Campaign (ACAC)



**Jill Wohrle**, Program Manager, College and Career Readiness, The Office of State Superintendent of Education (OSSE), Washington, DC

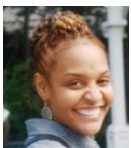


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**Bridget Jackson**, Director of College Counseling and Partnerships, Capital City Public Charter School, Washington, DC

## Moderator



**Jennifer A Dunn**, Director, College Board, Membership and Higher Education, National Office for School Counselor Advocacy (NOSCA)

# Upcoming NOSCA Webinar

## Creating FAFSA-Ready Students

Thursday, Nov. 21, 2013

1–2 p.m. EST

This panel will outline concrete strategies that school districts, principals, counselors, higher education partners, and community leaders have implemented to increase FAFSA completion. You will leave this webinar with a step-by-step outline of collaborative FAFSA completion activities.

[Register now](#)



[destinationequity.collegeboard.org](http://destinationequity.collegeboard.org)



**Destination  
Equity 2014:**  
Charting Bright Futures for All Students  
April 11-12, 2014 | Westin Bonaventure | Los Angeles, CA

**Conference Proposal Submission Deadline\*:** Nov 22

**Early-Bird Registration Deadline:** Nov 22

**Regular Registration Deadline:** Apr 3

\*New Discounted Presenter Rate

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