The School Counselor: Broker of Services in the Own the Turf Community

April E. Bell
Associate Director, NOSCA, College Board

Destination Equity 2012
Saturday, April 14, 2012
1:30 pm – 2:45 pm
Learning Outcomes

Participants will:

1. Reflect on your role as school counselors and discuss the importance of positioning yourself as the broker of services in the Turf Collaborative Community to establish an effective college-going culture.

2. Review and learn the expertise of the partners within the Turf Collaborative Community to develop an awareness of the skills and knowledge necessary to strategically implement a systemic and coordinated delivery of services.

3. Develop a plan of action through the tenets of collaboration.
The Nation’s College and Career Outlook
The President’s Goal is to lead the world in the number of college graduates by 2020 – moving the college completion rate from 40% to 60% for 25 - 34 year olds.

Adapted from: Economic Security and a 21st Century Education: Secretary Arne Duncan’s Remarks at the U.S. Chamber of Commerce’s Education and Workforce Summit, 2009
US Population Projections to 2050

Percentage by race and Hispanic origin

<table>
<thead>
<tr>
<th>Years</th>
<th>2010</th>
<th>2015</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
<th>2035</th>
<th>2040</th>
<th>2045</th>
<th>2050</th>
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<tbody>
<tr>
<td></td>
<td>13.6</td>
<td>13.8</td>
<td>14.0</td>
<td>14.2</td>
<td>14.3</td>
<td>14.5</td>
<td>14.7</td>
<td>14.8</td>
<td>15.0</td>
</tr>
<tr>
<td>Black including mixed race</td>
<td>5.3</td>
<td>5.8</td>
<td>6.3</td>
<td>6.8</td>
<td>7.3</td>
<td>7.8</td>
<td>8.3</td>
<td>8.8</td>
<td>9.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian including mixed race</td>
<td>16.0</td>
<td>17.7</td>
<td>19.4</td>
<td>21.2</td>
<td>23.0</td>
<td>24.8</td>
<td>26.7</td>
<td>28.5</td>
<td>30.3</td>
</tr>
<tr>
<td>White non Hispanic</td>
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<td>62.4</td>
<td>60.1</td>
<td>57.8</td>
<td>54.0</td>
<td>50.8</td>
<td>48.5</td>
<td>46.3</td>
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</tr>
</tbody>
</table>

Who is Going to College?

Postsecondary Enrollment Rates of Recent High School Graduates by Race/Ethnicity, 1975–2008

White, non-Hispanic
Hispanic
Black, non-Hispanic

Source: Education Pays 2010, College Board
Too many students get lost along the way, hindering the nation’s economic growth. *(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)*

<table>
<thead>
<tr>
<th>Start 9th grade</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate high school</td>
<td>69</td>
</tr>
<tr>
<td>31 lost</td>
<td></td>
</tr>
<tr>
<td>4-YEAR SCHOOL</td>
<td>2-YEAR SCHOOL</td>
</tr>
<tr>
<td>27 lost</td>
<td>27</td>
</tr>
<tr>
<td>Enter college</td>
<td>15</td>
</tr>
<tr>
<td>14 lost</td>
<td>8</td>
</tr>
<tr>
<td>Return sophomore year</td>
<td>20</td>
</tr>
<tr>
<td>15 lost</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>on-time</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**COMPLETE COLLEGE AMERICA**

**Source:** www.completecollege.org
Think-Pair-Share

1. In your own words, summarize the nation’s college and career outlook.

2. How will this data change the way school counselors do business throughout the nation?
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.

### 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>College Aspirations</td>
<td></td>
<td></td>
<td>⬤</td>
</tr>
<tr>
<td>Academic Planning for College and Career Readiness</td>
<td>⬤</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrichment and Extracurricular Engagement</td>
<td></td>
<td></td>
<td>⬤</td>
</tr>
<tr>
<td>College and Career Exploration and Selection Processes</td>
<td>⬤</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Assessments</td>
<td></td>
<td></td>
<td>⬤</td>
</tr>
<tr>
<td>College Affordability Planning</td>
<td></td>
<td></td>
<td>⬤</td>
</tr>
<tr>
<td>College and Career Admission Processes</td>
<td></td>
<td></td>
<td>⬤</td>
</tr>
<tr>
<td>Transition from High School to College Enrollment</td>
<td></td>
<td>⬤</td>
<td></td>
</tr>
</tbody>
</table>

**The Road Map**

NOSCA: National Office for School Counselor Advocacy
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 skills necessary for academic planning and goal setting.

**High School** – To create access to college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options.
THE BIG PICTURE

College and Career Readiness for All Students takes All Hands on Deck
The Evolution of the Own the Turf Campaign

School Counselors

Community Leaders

Parents and Families

College Access Professionals

Civic Leaders

Business Leaders

Higher Education Professionals

Other Supporters

Policy Makers and Legislators

Students

Nonprofit Leaders

K-12 Professionals

Community Leaders

Parents and Families

College Access Professionals

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CollegeBoard
Advocacy & Policy Center
The Turf Collaborative Community (TCC) is a collective group of individuals who collaborate to ensure that all students, including those from underserved populations, are provided with the information, resources, knowledge and skills needed to graduate from high school prepared for college and careers.
## What is a Collaborative Partnership?

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 or more people/organizations</td>
<td>• Problem-solving</td>
</tr>
<tr>
<td>• Deep, collective, determination to reach an identical objective/goal</td>
<td>• Cooperative</td>
</tr>
<tr>
<td>• Share knowledge, learning &amp; building consensus</td>
<td>• Transparent</td>
</tr>
<tr>
<td>• Leadership can be formal &amp; informal</td>
<td>• Focused/Goal Oriented</td>
</tr>
<tr>
<td>• Work together to obtain greater resources, recognition &amp; rewards</td>
<td>• Intentional</td>
</tr>
<tr>
<td></td>
<td>• Supportive/Affirming</td>
</tr>
</tbody>
</table>
The Turf Collaborative Community Partners

Credentialed School Counselors

- College Access Professionals
- Nonprofit & Community Leaders
- Parents & Families
- Policymakers & Legislators
- K-12 Professionals
- Higher Education Professionals
- Students
- Business & Civic Leaders
- Other Supporters
School Counselor as Broker of Services

Is a leader and advocate that coordinates the development and implementation of a college-going culture that provides systemic coordinated delivery of services necessary to advance college and career readiness for all students, especially for underserved populations.
Equity Commitment

I own the turf of college and career readiness, and I am committed to being:

• A Leader
• An Innovator
• A Culturally Competent Practitioner
• A Courageous Champion
• A Lifelong Learner

I believe ...

• All students are entitled to the academic preparation and support necessary to become significant contributors to a democratic society and global economy.
• I can help students and their families build the social capital needed to ensure that students are college and career ready after high school.
• I have the power to aggressively influence the status quo to ensure better outcomes for all students.

Therefore, I am committed to being ...

• A leader who can work systemically to build all students’ aspirations for college and career readiness.
• An innovator who encourages processes and policies that remove disparities in students’ college and career outcomes.
• A culturally competent practitioner who advocates for equitable college and career readiness.
• A courageous champion for academic preparation and career readiness as nonnegotiable for all students.
• A lifelong learner committed to ongoing professional development necessary to effectively carry out these beliefs.
Leadership

True change occurs when school counselors work as leaders to attain equity through transformative practice by engaging in:

- Constructive and intentional action
- Data usage to guide work
- Use of systemic implementation
- Movement from what is the status quo
- Progress toward a stated goal for improvement
Transformation

• Leadership and advocacy in school counseling practice that focuses on eliminating systemic barriers and gaps between student groups necessary for equity in college and career readiness outcomes

• Using data as an accountability measure
School Counselors’ Roles and Responsibilities as Broker of Services

The Conductor
What Does A Conductor of An Orchestra Actually Do?

When the conductor of an orchestra makes his or her public appearance at a performance, it isn't the beginning of his or her duties but more like the final moments of a long, challenging journey. The conductor of an orchestra does far more than wave a baton at professional musicians, although without that baton many performances would definitely suffer. An orchestra does not go into autopilot mode during a performance, even though individual members may know their parts flawlessly by that point.

The conductor of an orchestra may be involved in a number of creative and business decisions long before the performance season begins. A conductor could have some particular works in mind for the orchestra members to consider, such as programs dedicated to one composer or a series of guest performers. The conductor of an orchestra may also be involved in the auditioning process for new musicians, or else he or she may actively recruit professional musicians with whom he or she may have worked with in the past.

The conductor of an orchestra must also become intimately familiar with all of the musical pieces selected for the upcoming performance season. While an individual musician may only rehearse part of a musical score, the conductor of an orchestra must learn the entire score. The conductor of an orchestra functions as a traffic director for the various sections, so he or she must know precisely when each instrument enters the musical highway.

Activity #1

What are the roles and responsibilities of the “Conductor” that you demonstrate as a Broker of Services?

 Roles & Responsibilities

 Networker
 Performer
 Visionary
 Decision Maker
 Facilitator
 Strategist
 Surveyor

The Conductor
The Turf Collaborative
Community Partners
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Other Supporters
TCC Systemic and Coordinated Delivery

Through systemic and coordinated delivery, the TCC can advance college and career readiness that reaches all students in their schools, districts, communities and/or states.
Own the Turf Toolkit Campaign Pledge Forms

Turf Collaborative Community (TCC) Partner

If every school counselor pledges to own the turf of college and career readiness, we can become a more powerful influence in ensuring better, more equitable outcomes for our students — and our nation.

I am signing up to own the turf of college and career readiness counseling.

I am acknowledging my responsibility as a school counselor to provide the clear guidance, strong support and vital information all students need to reach their goals.

I am committing to ensuring students’ college and career readiness efforts as described in the Eight Components of College and Career Readiness Counseling, and to maintaining my ongoing professional development to ensure that I am an effective advocate.

I am lending my voice to the cause so that I and my fellow counselors can find the necessary resources and support to build a national college-going culture, ensure equity in the educational process, and ensure within each student the skills and strength they need to succeed.

I am a school counselor, and college and career readiness counseling is in my turf.

Signature
First name
Address
Phone

School District

Yes, I want to receive more information about the Turf

FORM

CollegeBoard Advocacy & Policy Center

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This guide series illustrates how school counselors can use the Eight Components to establish a college-going culture across the K–12 pipeline, promote college and career readiness for all students, and close gaps.
Component #1: College Aspirations
Collaborate with elementary, middle & high school counselors to develop a student transition processes.

Component #3: Enrichment & Extracurricular Engagement
Identify community organizations to facilitate on-site school-based enrichment and extracurricular activities and offer additional venues for student meetings, practices and assemblies.

Component #7: College & Career Admission Processes
Collaborate with local institutions to host application completion days. Obtain assistance from student support services, admission & financial aid officers.

Activity #2

My Turf Collaborative Community

Directions:
Identify two or more potential TCC partners that you can invite to join your TCC Leadership Team to advance college and career readiness creates a college-going culture. Describe one college and career readiness initiative that includes the TCC partner(s), the goal, location, audience/invited guests, potential outcomes, etc.).

Part I:
- Credentialed School Counselors-
- K-12 Professionals-
- College Access & Success Professionals-
- Higher Education Professionals-
- Non-profit and Community Leaders-
- Students-
- Parents and Families-
- Business and Civic Leaders -
- Policy Makers and Legislators-
- Other Supporters-

Part II:
College and Career Readiness Initiative:____________________________________________________________
Goal of Initiative: _________________________________________________________________________________
Location: _________________________________________________________________________________________
Resources and Tools: ______________________________________________________________________________
Audience/Invited Guests: __________________________________________________________________________
Potential Outcome(s):______________________________________________________________________________
Additional Information: ____________________________________________________________________________
Questions?

Thank You

April E. Bell
Associate Director, NOSCA

National Office for School Counselor Advocacy (NOSCA)

For further information, please contact:
Visit www.collegeboard.org/nosca or
Email nosca@collegeboard.org.

Own Your Turf!