Webinar

Component 3: Enrichment and Extracurricular Engagement
Enrichment and Extracurricular Engagement

**Presenter**
*Jennifer Dunn*, Director
The College Board National Office for School Counselor Advocacy (NOSCA)

**Co-presenter**
*Pat Cruz*, Education Director
Young Audiences of Maryland
Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.
Defining Extracurricular and Enrichment Activities

Extracurricular and enrichment activities are school or community sponsored programs, clubs, or activities that occur outside of the regular course of study.

1. **School-sponsored**
   
   *Examples*: athletics, drama, art and debate clubs, STEM, service-learning etc...

2. **Community-sponsored**
   
   *Examples*: Hobby clubs and youth organizations like summer bridge programs, arts/local community theater program, museum family night, Talent Search or Boy/Girl Scouts activities

*Source*: National Center for Educational Statistics, Trends Among High School Seniors

*Website*: www.nces.ed.gov/programs/digest/d10/app_b.asp
3. Work Based Learning Program

Informal and Formal Work Experiences

- Use student’s work-sites and jobs to enhance school based academic and technical learning
- Businesses, organizations, and industries connect with schools
- Develop workplace habits, customer relations skills, and link academic curriculum to workplace learning

Examples: Trade/Vocational, and professional clubs like Future Farmers, Business Leaders and Teachers of America

Source: National Center for Educational Statistics, Trends Among High School Seniors
Website: www.nces.ed.gov/programs/digest/d10/app_b.asp
Today’s Webinar

Learn how Component #3: Extracurricular and Enrichment activities provide students the **foundational** and **transferable skills** necessary to be **college and career ready**.

**Measure** the **success** of your Extracurricular and Enrichment programs and find out how well you are **servicing** and **fostering** college and career **aspirations, interest**, and **talents** of all students.

Discover how Extracurricular and Enrichment activities have increased students’ engagement, build aspirations and develop leadership K through 12th grade (**Programs in the Arts**).

Discover ways in which you can integrate your Extracurricular and Enrichment activities into the overall education program.
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.

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


NOSCA: National Office for School Counselor Advocacy
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
Unemployment Rate by Race/Ethnicity

Source: http://www.deptofnumbers.com/unemployment/demographics/
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>
</tr>
</thead>
<tbody>
<tr>
<td>College Aspirations</td>
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<td>Academic Planning for College and Career Readiness</td>
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<td>Enrichment and Extracurricular Engagement</td>
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<td>College and Career Exploration and Selection Processes</td>
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<td>College Affordability Planning</td>
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<td>College and Career Admission Processes</td>
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<tr>
<td>Transition from High School to College Enrollment</td>
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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 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.
The Skills Gained are Foundational and Transferrable within the Eight Components

#1-College Aspirations

#4-College and Career Exploration and Selection Processes

#3-Enrichment and Extracurricular Engagement

#6-College Affordability Planning

#7-College and Career Admission Processes
Trends Among High School Seniors 1972-2004
Source: National Center for Education Statistics
May, 2008

Percent of High School Seniors Reporting Participation in Various Extracurricular and Enrichment Activities by Gender
Class of 2004

<table>
<thead>
<tr>
<th>Activity</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Club</td>
<td>17.8</td>
<td>24.7</td>
</tr>
<tr>
<td>Vocational Club</td>
<td>14.8</td>
<td>16.3</td>
</tr>
<tr>
<td>Newspaper/Yearbook</td>
<td>12.1</td>
<td>20.1</td>
</tr>
<tr>
<td>Sports/Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honor Society</td>
<td>16.3</td>
<td>27.7</td>
</tr>
<tr>
<td>Student Government</td>
<td>9.6</td>
<td>15.7</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics
May, 2008
Percentage of High School Seniors Reporting Participation in Various Extracurricular Activities by Race/Ethnicity

Class of 2004

Trends Among High School Seniors 1972-2004

Source: National Center for Education Statistics
May, 2008
How Do You MEASURE Success?
A “3” Step Process

1. Goal
2. Relevant Data
3. Identify Disparities
Component 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.

What To MEASURE:

- Participation in enrichment activities
- Participation in extracurricular activities
- Students in leadership positions in enrichment and/or extracurricular programs

How does participation in enrichment activities of 9th grade males compare to that of 9th grade females?

Do African American males participate in STEM programs at the same rate as White males?

How does the percentage of white students with the leadership position in extracurricular activities compare to that of African American students?

Who are the underserved or underrepresented students in your enrichment and extracurricular activities at your school and/or in your district?

- African American
- Latino
- Native American
- Students from Low SES Backgrounds
- English Language Learners
- Students with Disabilities
- Other
The Benefits of the Art’s in Education
Art’s in Education

Learning a musical instrument or mastering musical notation can help students succeed in math

Visual arts instruction improves reading readiness

Reading, math, and writing require students to understand and use symbols — and so does assembling shapes and colors in a portrait or using musical notes to learn fractions

President’s Committee on Arts and Humanities
Reinvesting in Arts Education Winning America’s Future Through Creative Schools
May, 2011

College Board Arts at the Core
The National Task Force on the Arts in Education
2009
Our Expert Panelist

Patricia J. Cruz
Education Director Young Audiences/Arts for Learning

PAT CRUZ is Education Director for the Maryland Chapter of Young Audiences/Arts for Learning. The nations’ oldest arts in education non-profit organization. Pat has a Bachelor of Science in Art Education and a Master of Teaching with an Arts Integration Focus. Pat has worked for the MSDE as a facilitator for the Maryland Artist/Teacher Institute (MATI) since 2001 and taught for Baltimore County Schools for more than ten years. While in Baltimore County, Pat worked to develop “ArtsSmart” an arts integration pilot program that helped to significantly increase the Maryland State Assessment test scores in two struggling Title I schools. Pat is the co-director for the Teaching Artist Institute, a professional development program established by the Maryland State Arts Council, Arts Education in Maryland Schools Alliance, and Young Audiences/Arts for Learning.
Extracurricular and Enrichment Activities
BOOST College and Career Readiness Skills

1999  Increase in Maryland State-wide Assessment reading scores DOUBLES!

2000  3rd grade state-wide assessment reading scores make the top 7 in the state of Maryland.

2002  5th grade makes a huge jump – 2nd in the State of Maryland!

2004  After only two years of the arts program, Halstead Elementary School 3rd graders had a 38% increase in reading scores!
Extracurricular and Enrichment Activities
BOOST College and Career Readiness Skills

Third Grade Reading Gain Score Points Associated with Arts Integration

Source: University of Minnesota’s Center for Applied Research and Education Improvement, 2008 Minneapolis Public Schools
Extracurricular and Enrichment Activities
BOOST College and Career Readiness Skills

Third Grade Mathematics Gain Score Points
Associated with Arts Integration

Source: University of Minnesota’s Center for Applied Research and Education Improvement, 2008 Minneapolis Public Schools
## Extracurricular and Enrichment Activities

### BOOST College and Career Readiness Skills

<table>
<thead>
<tr>
<th>Years Studying A Musical Instrument</th>
<th>Verbal</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+ years arts</td>
<td>534</td>
<td>540</td>
</tr>
<tr>
<td>4 years</td>
<td>543</td>
<td>541</td>
</tr>
<tr>
<td>3 years</td>
<td>514</td>
<td>516</td>
</tr>
<tr>
<td>2 years</td>
<td>508</td>
<td>517</td>
</tr>
<tr>
<td>1 year</td>
<td>501</td>
<td>515</td>
</tr>
<tr>
<td>½ year or less</td>
<td>485</td>
<td>502</td>
</tr>
<tr>
<td>Average for all SAT test takers</td>
<td>508</td>
<td>520</td>
</tr>
</tbody>
</table>

**Music Education Brain Power**

**Source:** [http://www.vh1.com/](http://www.vh1.com/)
The Importance of Imagination & Creativity in College and Careers

An overwhelming majority of voters believe that it is important for imagination and creative skills to be taught in school, with one third saying it is extremely important.

On a scale that goes from 0 to 10, where 0 is not at all important and 10 is extremely important, how important do you think it is for imagination and creative skills to be taught in school?

Lake Research Partners, 2008
Website: http://theimaginination.net/
21st Century Student Outcomes and Support Systems

Critical-Thinking
Communication
Collaboration
Creativity

Source: Partnership for 21st Century Skills
Website: www.p21.org/
# Elementary, Middle & High

<table>
<thead>
<tr>
<th>College and Career Skills/21st Century Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Dramatizing a Story</td>
</tr>
<tr>
<td>Cultural &amp; Global Awareness</td>
<td>Learning and African Boot Dance (Origins of Stepping)</td>
</tr>
<tr>
<td>Creativity &amp; Innovation</td>
<td>Creating an Artist Book that is a 3-D Self Portrait</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Compose a Song: School Counselors Rock</td>
</tr>
</tbody>
</table>
Parent and Family Involvement through the Arts

• Increases Parent/Family Involvement Through:
  
  − Student performances at school sponsored event
  
  − Increased comfort level
  
  − Provides an inclusive environment for all students from diverse backgrounds and cultures
Integrating the Arts into Your College and Career Program

Sample Activity:

Career Character Interviews

A Dramatic Technique to Motivate Students to Think about Careers

Step 1: **Acting Tools:** Voice, Body, Imagination, Cooperation
Integrating the Arts into Your College and Career Program

Sample Activity:

**Career Character Interviews**
*A Dramatic Technique to Motivate Students to Think about Careers*

**Step 1:** **Acting Tools:** Voice, Body, Imagination, Cooperation
Integrating the Arts into Your College and Career Program

Sample Activity:

**Career Character Interviews**

_A Dramatic Technique to Motivate Students to Think about Careers_

**Step 2:** Select a Character/Career

- Painter
- Inventor
Integrating the Arts into Your College and Career Program

Sample Activity:

Career Character Interviews
A Dramatic Technique to Motivate Students to Think about Careers

Step 3: Model the use of the acting tools to impersonate your character with the class
Step 4: Break into groups – assign each group a career to impersonate

CRITERIA: you must use all 4 acting tools, and must use facts/information appropriate to your career when answering interview questions
Integrating the Arts into Your College and Career Program

Continuing the Sample Activity…

**Step 5:** Groups perform and score each other’s work based on criteria
Integrating the Arts into Your College and Career Program
Continuing the Sample Activity…

**Step 6:** Reflection Questions/Discussion – refer back to Criteria

CRITERIA:
- use all 4 acting tools
- use facts and information appropriate to your career when answering interview questions

Adapted from: Lenore Blank Kelner-Interactive Story Theater
Website: http://lbkcompany.com/aboutus-overview.htm
Four Overarching Goals
To Integrating Enrichment and Extracurricular into the Education Program

1. Build on student’s talents, interests and skills

2. Assist students with making informed Career and College choices

3. Support students with developing an educational plan that leads to career pathways

4. Develop students skills to secure, maintain, and advance in a chosen career
Arts Education Resources

**Making Books:** Learn to make simple handmade books with recycled materials.

**Website:** www.makingbooks.com/kids/

**The Walters:** Art integrated lessons and activities for your students.

**Website:** www.thewalters.org

**Kennedy Center:** This site allows you to search for integrated lessons and activities by subject, grade level and arts.

**Website:** www.artsedge.kennedy-center.org

**President’s Committee on Arts and Humanities:** Reinvesting in Arts Education: Winning America’s Future Through Creative Schools

**Website:** http://www.pcah.gov
Advocacy Campaign
Be Part of a National Movement!

Gain Strategies and Tools:
The Eight Components, Advocacy Kit

Build a National Community of School Counselors:
Online Community, Workshops, Blog

Share College and Career Readiness Counseling Programs and Practices:
Examples of Eight Components Implementation

Support the Pathways for College Act:
Learn More at advocacy.collegeboard.org/get-involved

Elevate Counselors’ Voices:
College Board’s National Survey of Counselors

Campaign Benefits
Own the Turf Campaign Toolkit

16” x 24” Poster

Dear Colleagues,

The College Board’s National Office for School Counselor Advocacy makes you to join a national advocacy campaign to promote and mobilize school counselors to protect the turf of college counseling and take the lead in establishing a college-going culture in schools and communities.

Now is the time for school counselors to become leaders and advocates connecting all students—regardless of their backgrounds—to educational and career opportunities. School counselors are uniquely positioned as the school professionals best able to guide all students toward college readiness, including those traditionally underserved by the school, college, and community. Join us as we work together to help achieve the president’s objective of staying America’s position with the highest proportion of college graduates in the world by 2025.

The Guide: Provide every student with this inspiration, planning, and decision-making tool, and social capital necessary to graduate from high school ready for college and career, and increase awareness and understanding of the value and importance of college readiness counseling, non-traditional and district-based approaches, and the public.

The Turf: The “turf” is a colloquial term that describes the area we are committed to building and supporting. The College Board National Office for School Counselor Advocacy Eight Components of College and Career Readiness Counseling

Nurture college aspirations: Build college awareness, establish college aspirations, and increase college enrollment and completion.

Advance college planning: Guide students in the college planning process, from high school to college, with support and resources.

Ensure enrollment and support: Engage students in the college application process, provide support and resources.

Enable college exploration and selection: Engage students in the college exploration process, provide support and resources.

Promote college and career assessments: Connect students to college and career readiness assessments, increase access to college and career readiness assessments.

Provide college affordability planning: Guide students through the college affordability planning process, connect students to resources.

Increase understanding of college and career readiness: Educate students on the importance of college and career readiness, increase awareness and understanding.

Maintain the transition from high school graduates to college enrollment: Guide students in the transition from high school to college, support and resources.

NOSCA: National Office for School Counselor Advocacy
Eight Components of College and Career Readiness Counseling

1. College Aspirations
2. Academic Planning for College and Career Readiness
3. Enrichment and Extracurricular Engagement
4. College and Career Exploration and Selection Processes
5. College and Career Assessments
6. College Affordability Planning
7. College and Career Admission Processes
8. Transition from High School Graduation to College Enrollment

Website: nosca.collegeboard.org/tools-resources/
Sign up for the next NOSCA Webinar

The next Webinar will be held January 19, 2012, **1:00PM EST** will be on **College and Career Admission Processes (Component 7)**.

As collaborative partners, it is imperative that school counselors work to ensure that students and families, especially those from traditionally underserved populations, have an early and ongoing understanding of the college and career admission processes.

**Presenter(s):**
**April Bell**, Associate Director, NOSCA; **Joyce Brown**, Independent Consultant; **Barbara Gill**, Assistant Vice President of Undergraduate Admissions and Enrollment Services, University of Maryland
Questions?

For further information:
Visit: nosca.collegeboard.org or
Email: guidance@collegeboard.org
Submitting Online Questions

- Questions 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.