



**The National Office for School
Counselor Advocacy
(NOSCA)**

**Increasing College and Career Readiness through
Parent, Family, and Community Partnerships**

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National Office for School Counselor Advocacy (NOSCA)**

Session Description

In this session participants will learn about the sensitivity necessary to effectively engage diverse parent, family and community populations in the college and career readiness process.

Participants will gain the knowledge and skills needed to develop and deliver innovative and non-traditional college and career readiness interventions and strategies for parent, family and community partners.

Learning Outcomes

- I. Learn to identify and assess parent/family related data for targeting college and career readiness outreach efforts.
- II. Learn to assess the structure and make-up of today's students, families, and communities.
- III. Learn how to develop innovative and non-traditional interventions and strategies to engage diverse parent/family groups.
- IV. Learn to apply and implement tools and resources to engage students and families from diverse backgrounds in sensitive ways to increase equitable college and career readiness outcomes.



The College Board National Office for
School Counselor Advocacy

Eight Components of College and Career Readiness Counseling

Equity • Leadership • Transformation



Using the
Transformative Process
to Implement
NOSCA's Eight
Components
of College and Career
Readiness Counseling



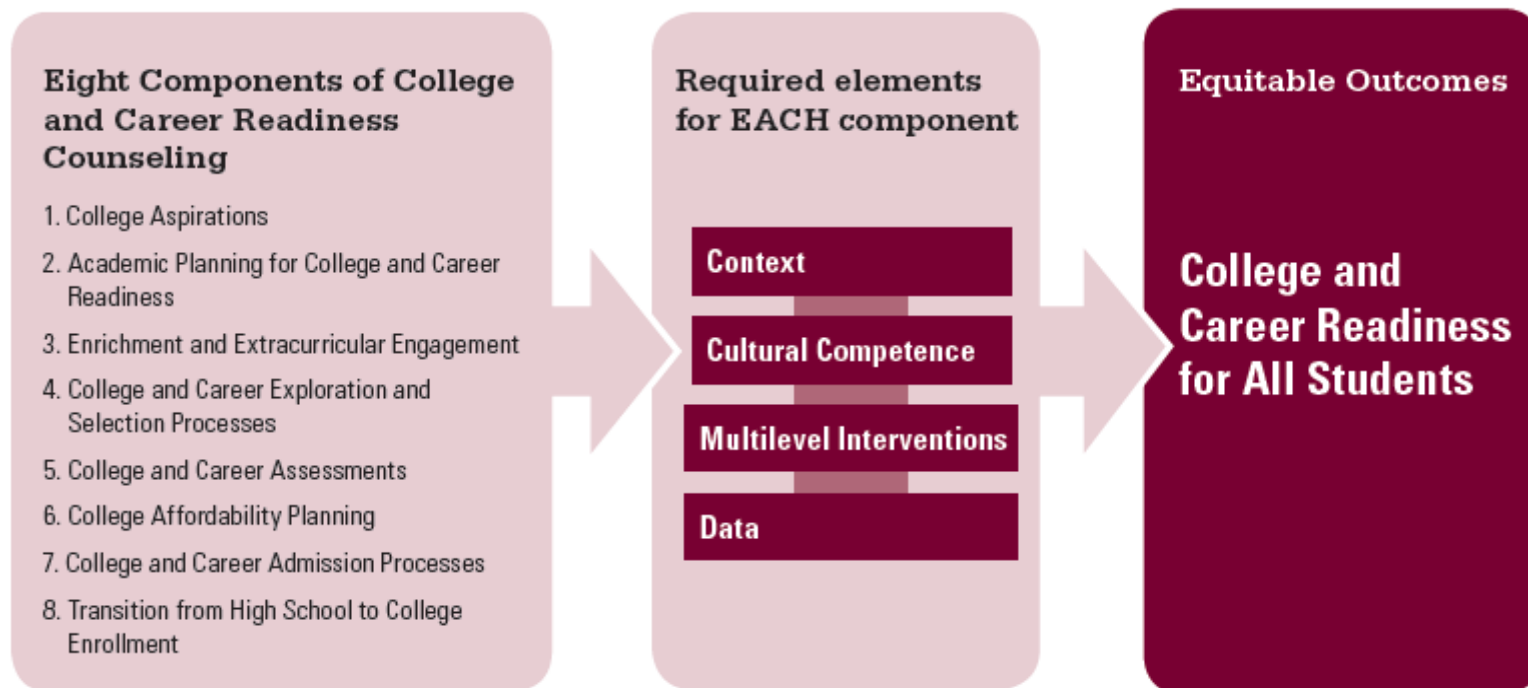
NOSCA's Eight Components of College and Career Readiness Counseling "A Systemic K-12 Approach"

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			•

School counselor practice is transformative when the eight components are delivered with equity, informed by data, applied systemically across grades K–12, and are culturally sensitive at all levels of intervention. This practice represents inclusion by design, with the goal of equitable outcomes for all students in college and career readiness.

Transformative Delivery of the Eight Components of College and Career Readiness Counseling



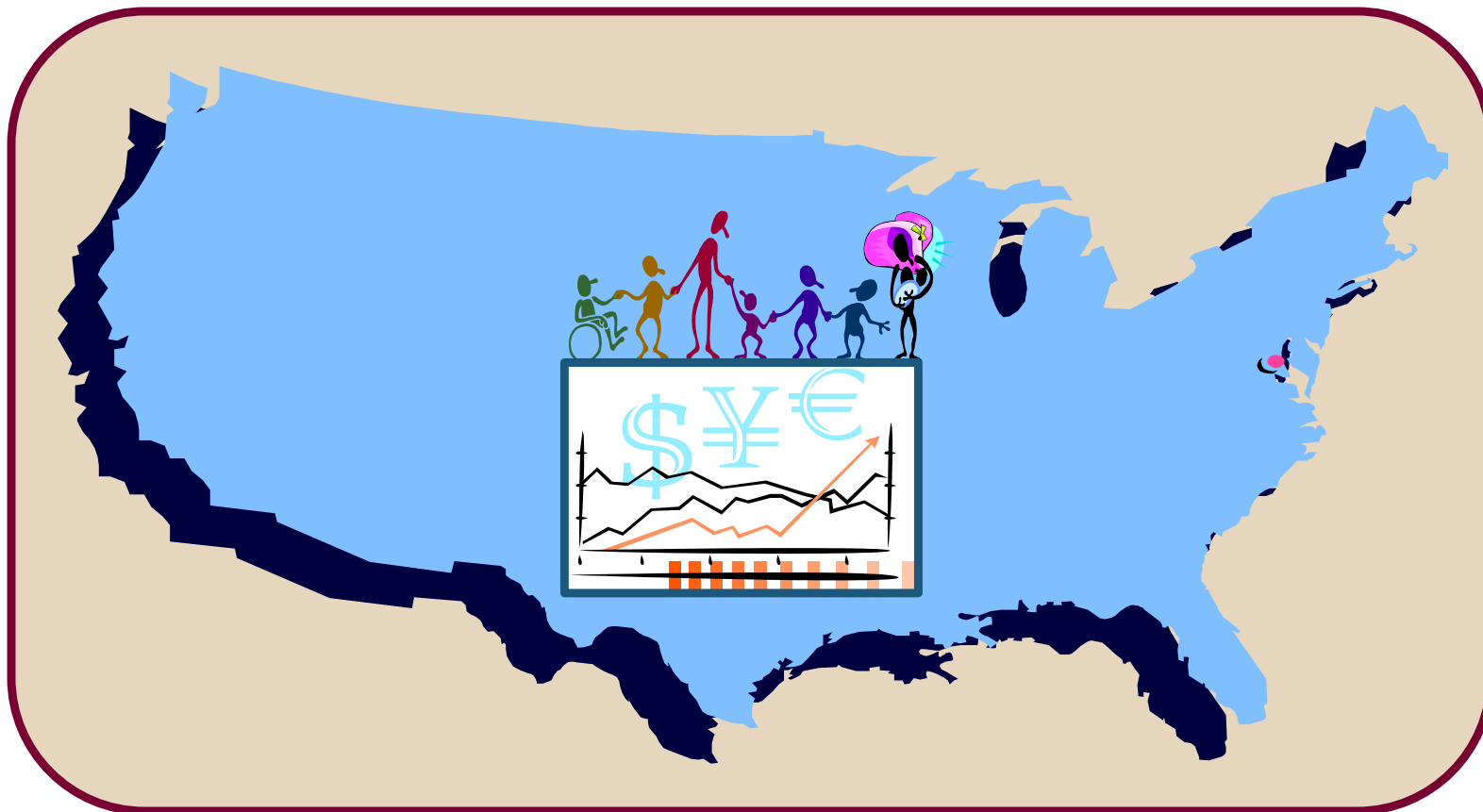
Component #1: College Aspirations

Goal:

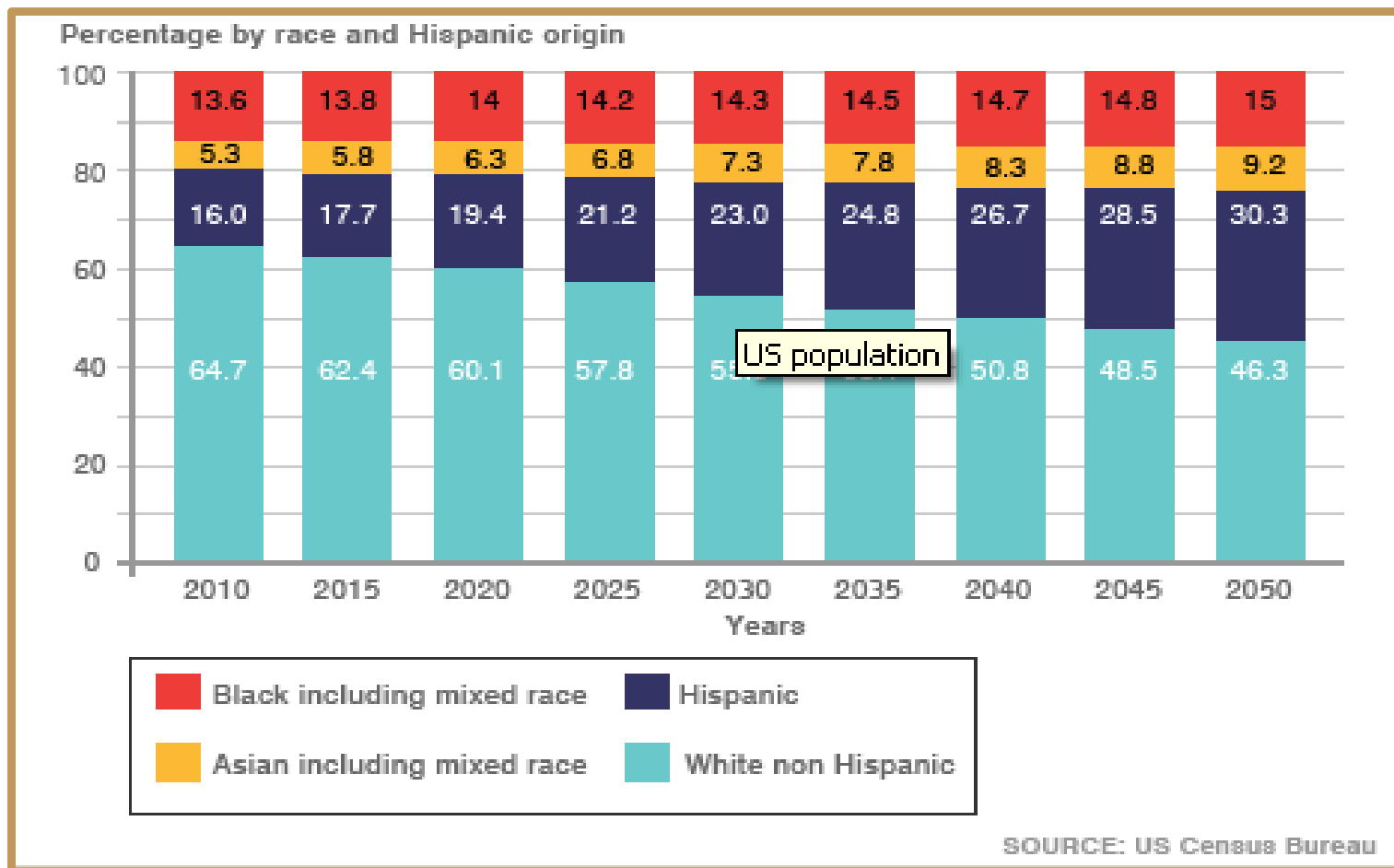
- Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way.
- Maintain high expectations by:
 1. Providing adequate supports
 2. Building social capital
 3. Conveying conviction that all students can succeed in college



National data gives insight on college aspirations of students, parents and families



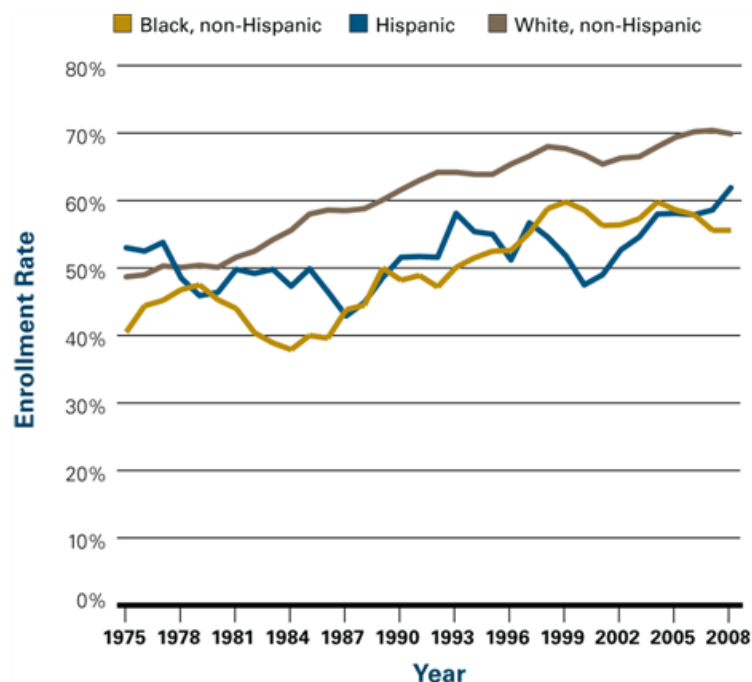
US Population Projections to 2050



Source: Internet Stats Today, <http://internetstatstoday.com>

Who is Going to College?

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



Sources: The College Board, *Education Pays 2010*, Figure 2.2a; National Center for Education Statistics, 2009, Table 201.

Trends in Higher Education Series

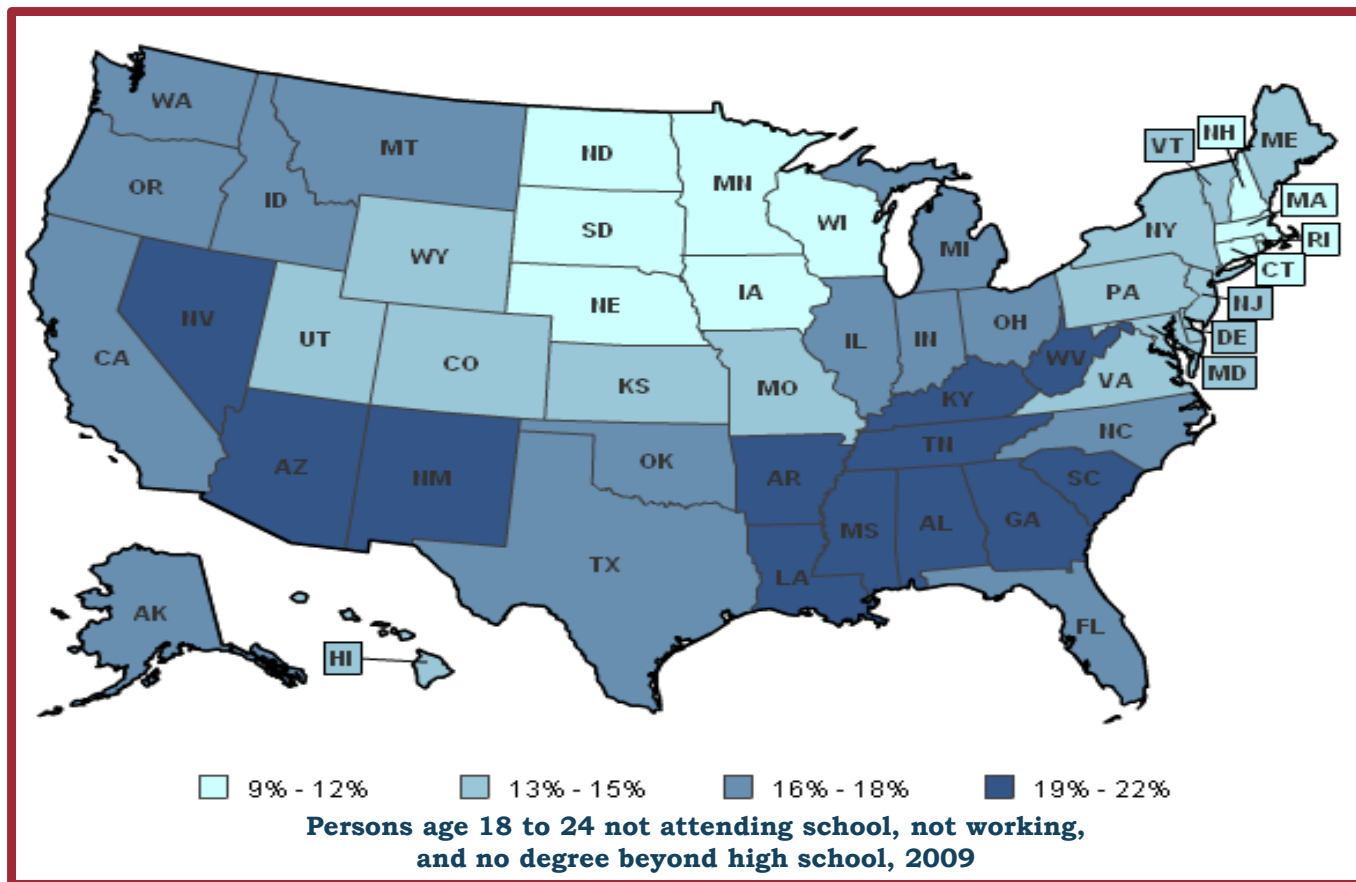
trends.collegeboard.org

Education Pays 2010

CollegeBoard
Advocacy & Policy Center

Source: Education Pays 2010, The College Board

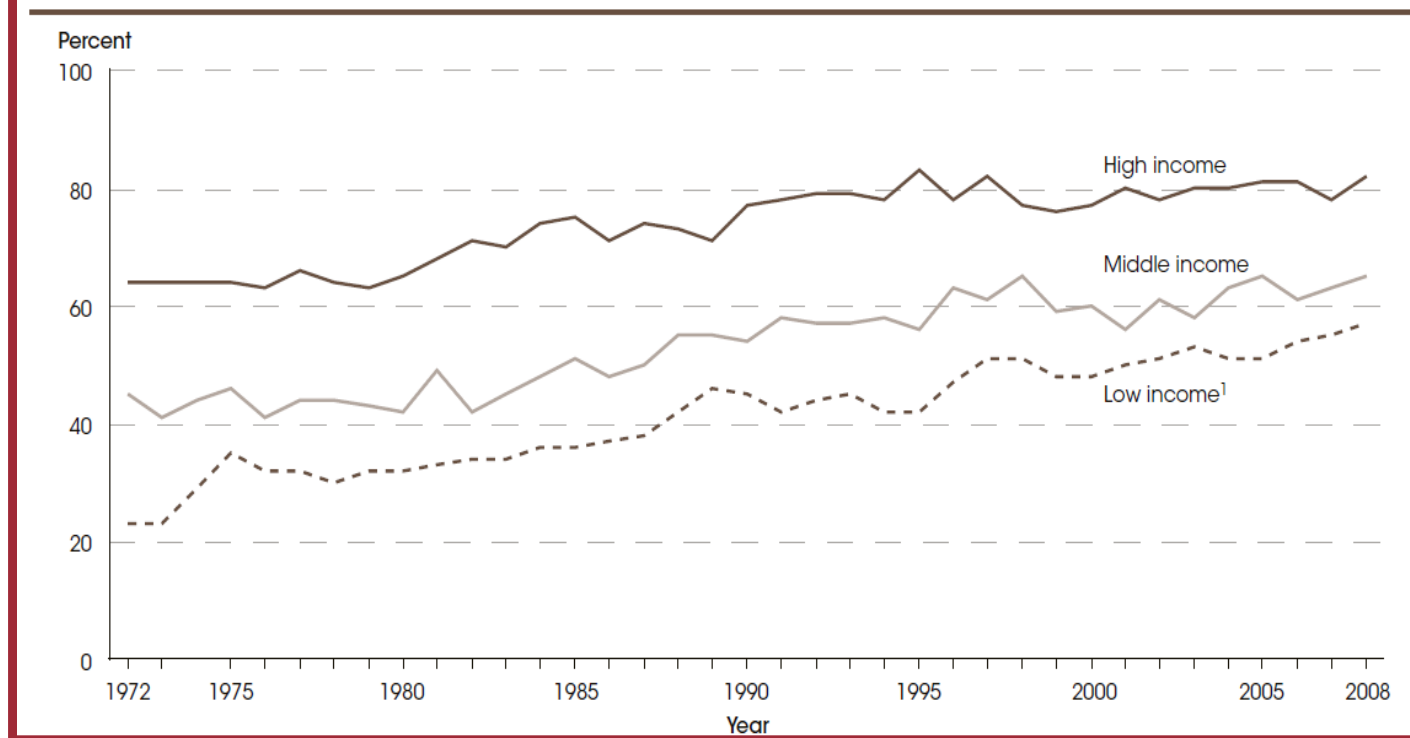
Who is Not Going Anywhere?



Source: <http://datacenter.kidscount.org>

Impact of Family Income on College Enrollment (Immediately After High School)


Figure 20-1. Percentage of high school completers who were enrolled in 2- or 4-year colleges the October immediately following high school completion, by family income: 1972-2008



**Source: The Condition of Education, 2010,
National Center for Education Statistics (NCES)**

Kids Count Data Center

Today in America,

- 
- **59%** of the children in immigrant families are led by resident parents who have difficulty speaking English.
 - **42%** of the children in immigrant families have resident parents who are not U.S. citizens.
 - **32%** of children are living within a single-parent family.
 - **31%** of children living in families where no parent has full-time, year-round employment.
 - **6%** of children are without a vehicle at home.
 - **5%** of children are in the care of their grandparents.
 - **3%** of children in low-income families are living in households without a telephone.

Source: <http://datacenter.kidscount.org> (2009)

Debunking the Beliefs about our Parents, Families and Communities

Parents:

- Parents with lower education levels do not expect their children to go to college.
- Non-traditional families do not have the capacity to contribute to their child's college and career readiness preparation.

Families:

- Single parents do not have goals and aspirations for their children.
- Families living below the poverty level do not have the capacity to dedicate time and/or energy towards their child's college aspirations.

Communities:

- Communities with diverse populations struggle to collaborate on college and career readiness initiatives.
- It is difficult for communities with various traditions/cultures to collectively support students' college aspirations.

Reflections:

- Have you heard any of these or similar comments made about the students and families you work with? About the communities you work in?
- How can school counselors advocate for students, families and communities who have beliefs connected to them that need debunking?

What Research Says:

- Regardless of the economic, ethnic, or cultural background, family/parent involvement in a child's education is a major factor in determining the child's success in school.

Source: PTA Policy Issue Reference Cards, Revised February 2009

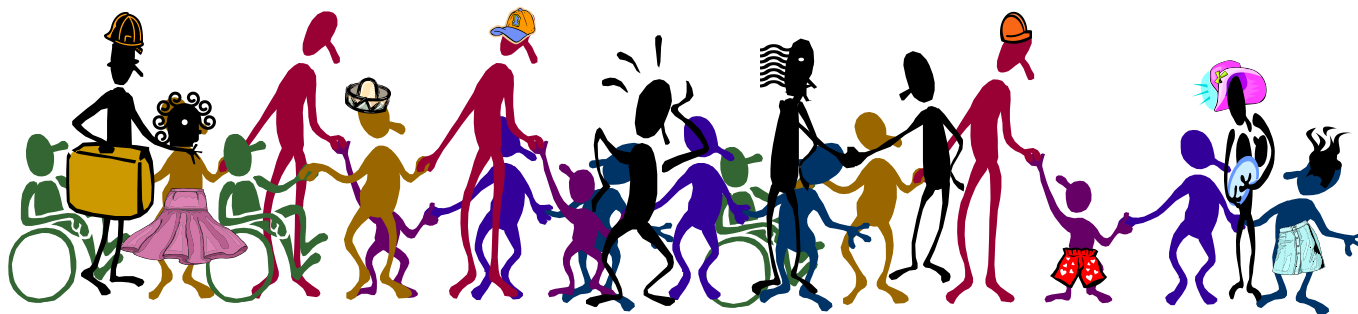
- Family involvement contributes to other positive outcomes, such as better school attendance, improved homework completion rates, decreased violence and substance abuse, and higher graduation rates.

Source: PTA Policy Issue Reference Cards, Revised February 2009

- Parents are crucial in guiding their children through a college preparatory curriculum, and middle school students generally cite their parents as their top resource for academic planning and support.

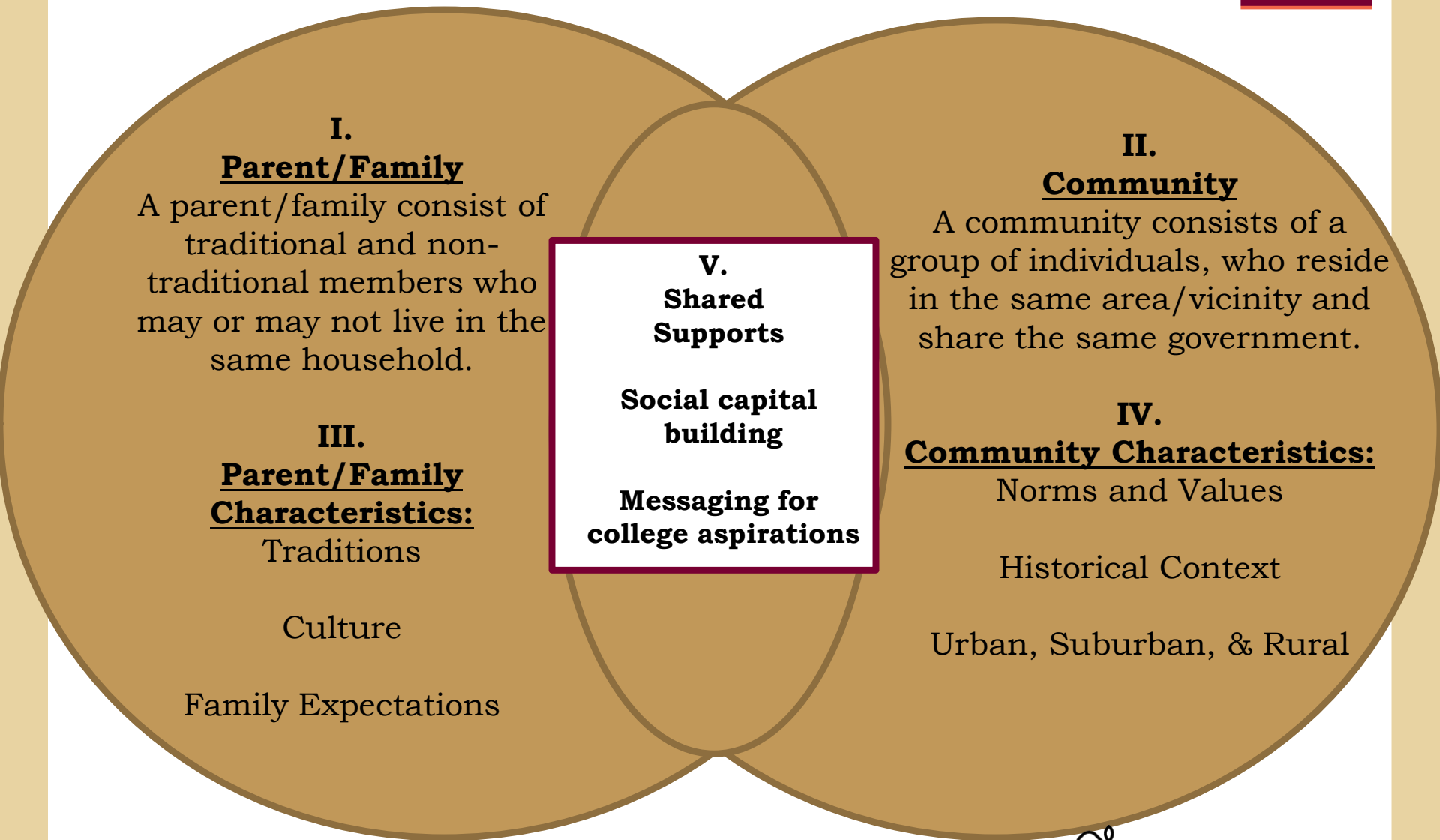
Source: From Aspirations to Action, A Report by Institute for Higher Education Policy, December 2007

Getting to Know our Parents, Families and Communities Better



Reflections:

- When you were young, what was your family structure?
- At that time, was it considered the norm?
- What were some of your family traditions?
- What were some of the high school community characteristics?



I.

Parent/Family

A parent/family consist of traditional and non-traditional members who may or may not live in the same household.

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II.

**Parent/Family
Characteristics:**

Traditions

Culture

Family Expectations

I.

Parent/Family

A parent/family consist of traditional and non-traditional members who may or may not live in the same household.

II.

**Parent/Family
Characteristics:**

Traditions

Culture

Family Expectations

III.

Community

A community consists of a group of individuals, who reside in the same area/vicinity and share the same government.

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A community consists of a group of individuals, who reside in the same area/vicinity and share the same government.

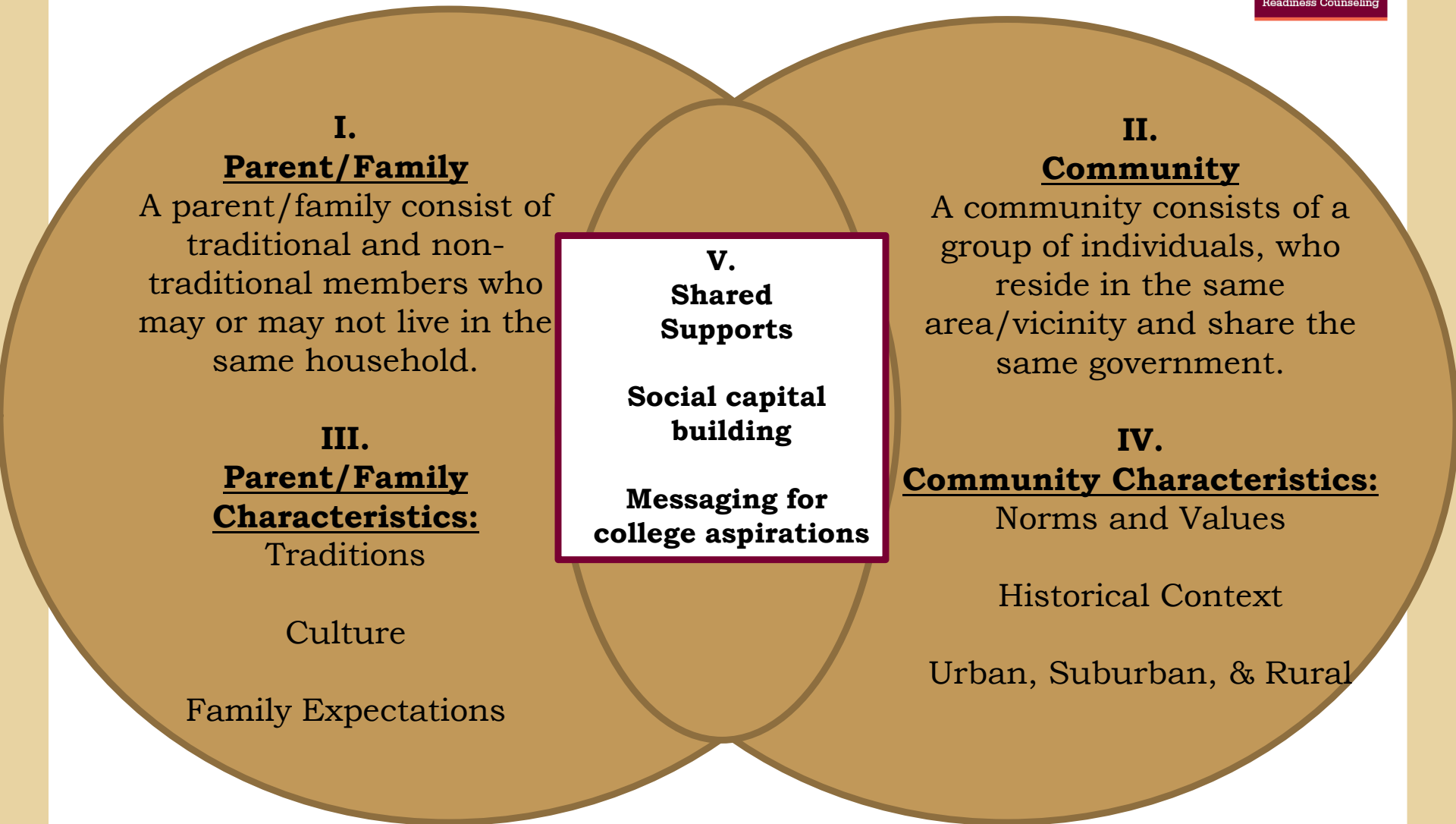
IV.

**Community
Characteristics:**

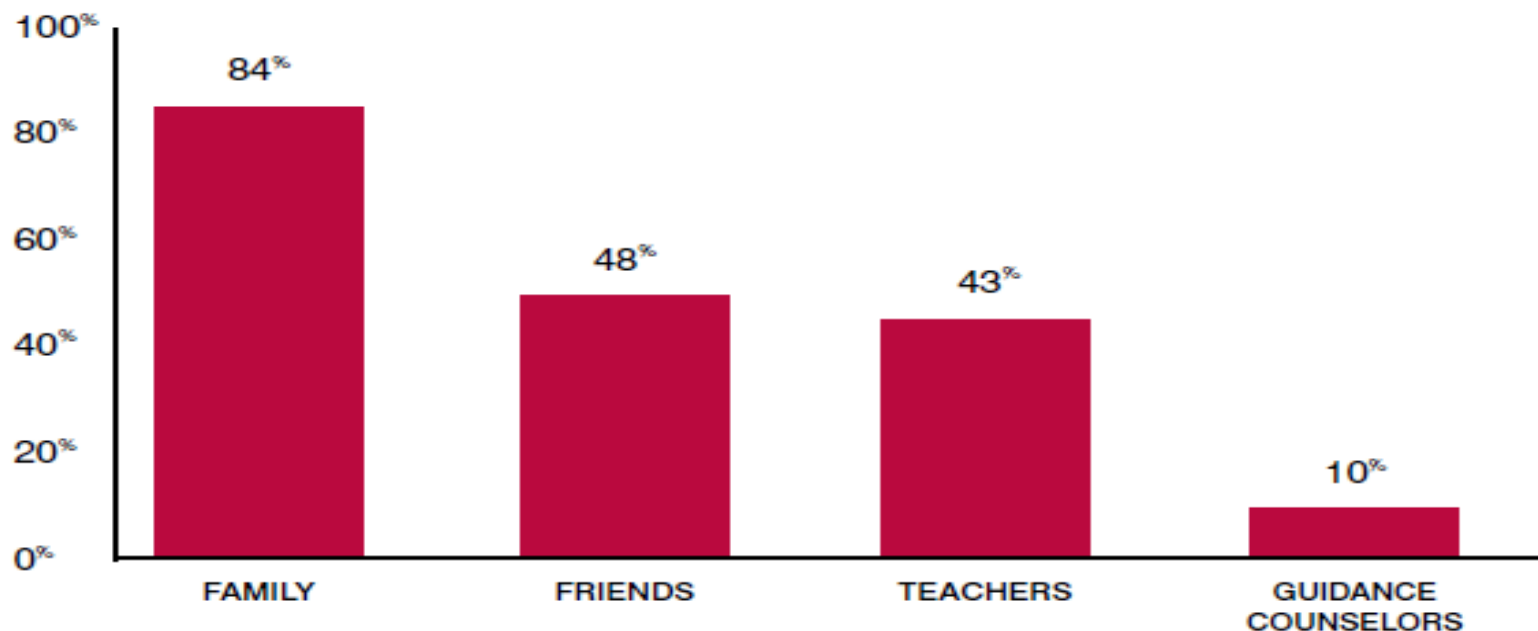
Norms and Values

Historical Context

Urban, Suburban, & Rural



K2C Students: What Types of People Have You Ever Talked to About the Possibility of Going to College?



→ SOURCE: KIDS TO COLLEGE PRETESTS 2007

NOTE: PERCENTAGES DO NOT ADD UP TO 100 PERCENT AS RESPONDENTS COULD PROVIDE MULTIPLE ANSWERS.

Source: Kids To College Pretests 2007, (From Aspirations to Action,
A report by Institute for Higher Education Policy, December 2007)

What Parents Are Saying:

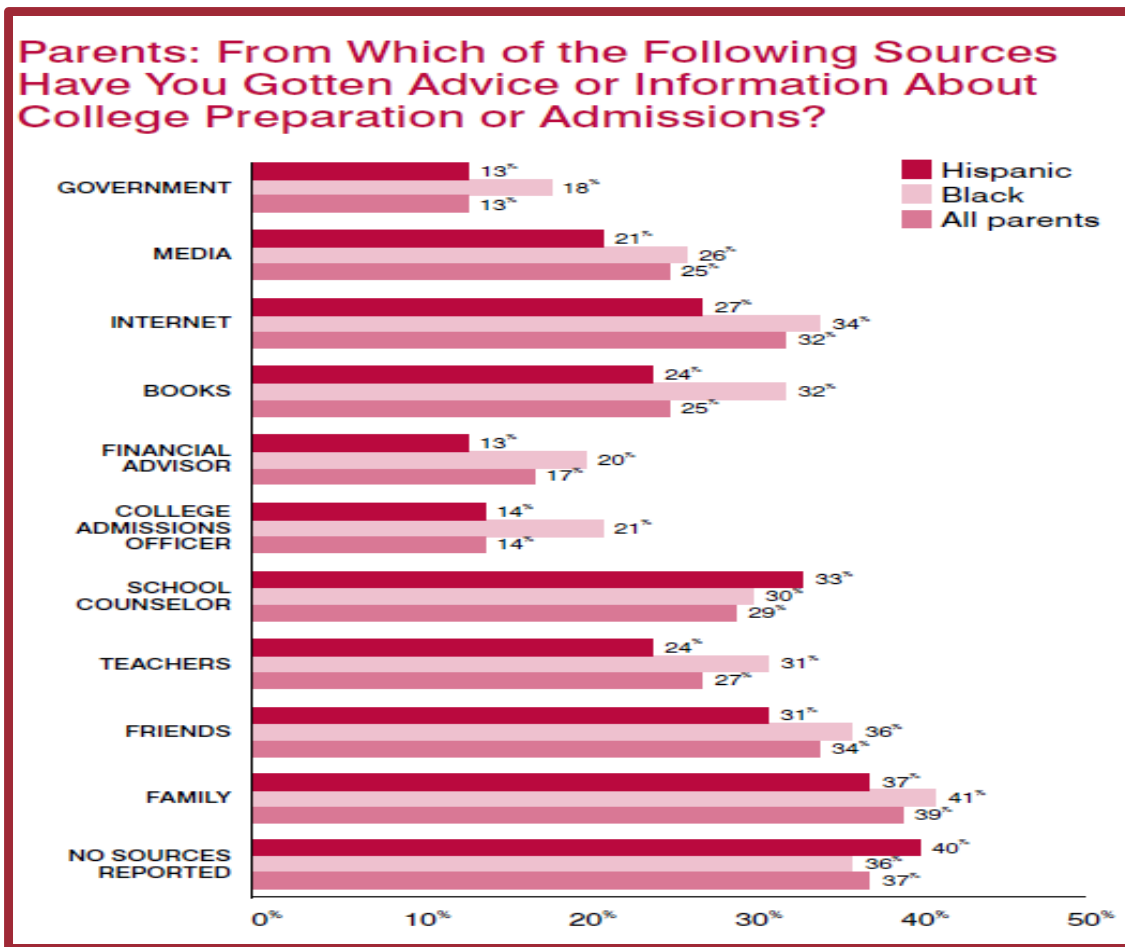
- Beyond the internet, it is important that parents and families without knowledge of the college experience receive more help from teachers and counselors, who are the most knowledgeable source of information about college.

Source: From Aspirations to Action, A Report by Institute for Higher Education Policy, December 2007

- A study suggests that, at least for Black parents, many would like more information as early as middle school, and community events and churches may be a good venue for outreach.

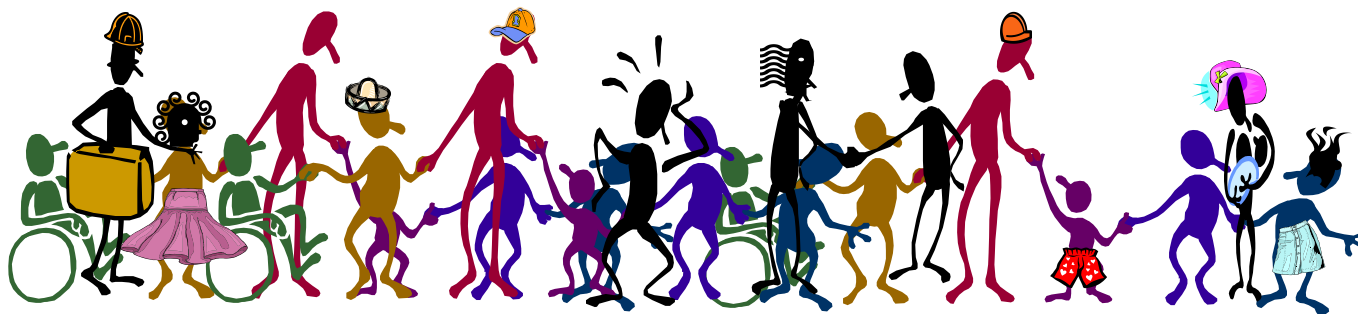
Source: From Aspirations to Action, A Report by Institute for Higher Education Policy, December 2007

Who's Sharing the College and Career Readiness Message?



Source: From Aspirations to Action, A Report by Institute for Higher Education Policy, December 2007

Working with our Parents, Families and Communities



Reflections:

- To what extent do you currently use community partnerships as an integral part of building social capital and conveying the message of college and career aspirations?
- What do school counselors need to know and be able to do to work effectively in the community?
- What are some innovative ways school counselors can utilize the information and knowledge of today's family and community to enhance their school's college and career readiness program/initiatives?

The Turf Collaborative Community

Working Within the Context of Your School Community



- ✓ **K-12 Professionals**
- ✓ **Higher Education Professionals**
- ✓ **Pre-College Access Professionals**
- ✓ **Business and Civic Leaders**
- ✓ **Non-profit/Community Leaders**
- ✓ **Policy Makers and Legislators**
- ✓ **Students, Parents/Guardians, Families**



The Turf Collaborative Community

Working Within the Context of Your Community

Directions: Name and describe a college and career readiness initiative that you and two or more Turf Collaborative Community partners can conduct that is designed to promote the college aspirations of your students, parents and families within the community.

Name of Initiative:

Turf Collaborative Community Partners:

Description of Initiative:

Expected Outcomes:

College and Career Readiness Resources and Tools



School Counselors can:

- Build The Turf Collaborative Community for collaborative efforts
- Use data to support college and career readiness initiatives
- Obtain and provide free information and resources to students, families, and communities
- Collaborate with federal and state outreach services
- Increase college and career readiness knowledge and skills

Collegeboard.com



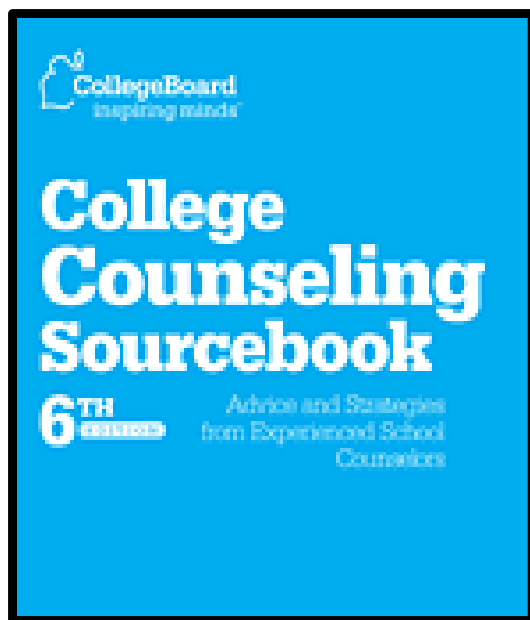
Information, Resources and Tools for Students and Parents

- College Board Tests
- Plan for College
- Find a College
- Apply for College
- Pay for College

Source: Collegeboard.com

College Counseling Sourcebook

A College Board Publication



The latest **strategies, tips, and handouts** being used by today's most experienced and dedicated counselors.

The book's chapters include:

- Chapter 1: College Counseling
- Chapter 2: Helping Students Prepare for College
- Chapter 3: Helping Students Research College
- Chapter 4: The College Application Process
- Chapter 5: Recommendations
- Chapter 6: The Application Process
- Chapter 7: Tests
- Chapter 8: Financial Aid
- Chapter 9: Counseling First-generation Students
- Chapter 10: Counseling Student Athletes
- Chapter 11: Counseling Students with Special Needs

Source: CollegeBoard.com

College Counseling Sourcebook

Sample Item # 1-Tips for parents on finding a college match

Parents

Tips for parents on finding a college match

How can your child find colleges that match his or her needs? First, identify priorities. Next, carefully research the characteristics of a range of schools. Finally, match the two. Here are some college characteristics to consider.

Size of student body

Size will affect many of your child's opportunities and experiences:

- range of academic majors offered
- extracurricular possibilities
- amount of personal attention your child will receive
- number of academic resources (e.g., books in the library)

In considering size, your child should look beyond the raw number of students attending. For example, perhaps she's considering a small department within a large school. She should investigate not just the number of faculty members, but also their accessibility to students.

Location

Does your child want to visit home frequently, or is this a time to experience a new part of the country? Perhaps he would like an urban environment with access to museums, ethnic food, or major league ball games. Or maybe he hopes for easy access to the outdoors or the serenity of a small town.

Academic programs

If your child knows what she wants to study, she can research the reputations of academic departments by talking to people in the fields that interest her. If your child is undecided, students are, she may want to choose an academically balanced institution that offers a range of majors and programs. Students normally don't pick a major until their sophomore year. Most students who know their major before they go to college are very likely to change their mind. Most colleges offer counseling to help students find a focus.

In considering academic programs, your child should look for special opportunities at a school that offers a number of possibilities.

This publication handout is designed to aid students, parents and families with finding the right college fit.



College Counseling Sourcebook

6TH EDITION

Advice and Strategies
from Experienced School
Counselors

Source: CollegeBoard.com

College Counseling Sourcebook

Sample Item #2-College questionnaire for parents and guardians

Parents

**College questionnaire for
parents or guardians**

Name of Student: _____

1. Do you have a preference for how far from home your child's college is located?
2. Do you have a preference for an urban, suburban, or small-town campus?
3. Indicate any preferences you have for the location of your child's college:

<input type="checkbox"/> Southeast	<input type="checkbox"/> Midwest
<input type="checkbox"/> Southwest	<input type="checkbox"/> Northeast
<input type="checkbox"/> West Coast	<input type="checkbox"/> No preference
<input type="checkbox"/> Northwest	
4. Do you have a specific preference for:

<input type="checkbox"/> a public college/university?
<input type="checkbox"/> a private college/university?
<input type="checkbox"/> a college with a religious affiliation?
<input type="checkbox"/> no preference
5. Please list specific colleges/universities you would like your child to learn about:

6. What particular area of study interests your child?

College
Counseling
Sourcebook

6TH EDITION

Advice and Strategies
from Experienced School
Counselors

This publication handout is a detailed questionnaire for parents and families, designed to empower them to assist their child with making college selection decisions.

Source: CollegeBoard.com

US Department of Education: ED Pubs



The ED Pubs website provides school counselors access to free information, resources and tools that support college and career readiness programs, initiatives and activities.

ED Pubs offers more than 6,000 titles, including items covering:

- Academic Achievement
- College preparations and admissions
- Family Involvement
- Financial Aid/Financial Literacy
- Students

(Several publications are offered in Spanish)

Source: <http://www.edpubs.gov/>

US Department of Education: State Higher Education Agency

FUNDING EDUCATION BEYOND HIGH SCHOOL

The Guide to Federal Student Aid | 2010-11

[Home](#)
[Web Sites & Contact Information](#)
[About the Guide](#)
[FSA's Mission](#)
[Message to Readers](#)
[Site Map](#)



- FEDERAL STUDENT AID AT A GLANCE
- WHAT YOU SHOULD KNOW BEFORE YOU APPLY
- REDUCING THE COST OF EDUCATION
- AM I ELIGIBLE?
- TYPES OF FEDERAL STUDENT AID
- OTHER FINANCIAL AID SOURCES
- IT'S A JUNGLE OUT THERE... BE CAREFUL
- HOW DO I APPLY?
- GETTING YOUR FEDERAL STUDENT AID PIN
- COMPLETING THE FAFSA
- THE STUDENT AID REPORT (SAR)
- REPAYING YOUR STUDENT LOAN
- BORROWER'S RIGHTS AND RESPONSIBILITIES
- LOAN REPAYMENT
- POSTPONING LOAN REPAYMENT
- CONSOLIDATING YOUR LOANS
- LOAN CANCELLATION
- IMPORTANT TERMS
- STATE HIGHER EDUCATION AGENCIES
- OTHER FEDERAL STUDENT AID PUBLICATIONS

State Higher Education Agencies

Listed on the next pages are the state agencies responsible for administering state financial aid programs. You should apply for any available state aid as well as federal aid and private scholarships. There also is a list of state education agency contact information at www.ed.gov/Programs/bastmp/SHEA.htm (this URL is case-sensitive).

Alabama Alabama Commission on Higher Education Toll-free: 1-800-960-7773 Web site: www.ache.state.al.us	Alaska Alaska Commission on Postsecondary Education Toll-free: 1-800-441-2962 Web site: http://akadvantage.alaska.gov	Arizona Arizona Commission for Postsecondary Education Phone: 602-258-2435 Web site: www.azhighered.org
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Provides school counselors with information on the state's education programs, colleges and universities, financial aid assistance programs, grants, scholarships, continuing education programs, and career opportunities.

Source: www.ed.gov

The Kids Count Data Center

The screenshot shows the homepage of The Kids Count Data Center. At the top, it features the logo for The Annie E. Casey Foundation with the tagline "Helping vulnerable kids & families succeed" and a navigation link "Major Initiatives > KIDS COUNT > Data Center". Below this is a dark brown header with the text "KIDS COUNT DATA CENTER" and a navigation menu with links: "HOME", "DATA BY STATE", "DATA ACROSS STATES", "DATA BOOK/REPORTS", and "HOW-TO". The main content area is divided into two columns. The left column has a heading "Access hundreds of measures of child well-being," followed by a paragraph: "including all those regularly used in our popular Data Book and The Right Start for America's Newborns, and local data from our 53 grantees (formerly CLIKS)." The right column contains two boxes. The first box is titled "Data By State" and lists: "Data within the bounds of a single state or territory", "Includes community-level data", "Search by location or topic", and "Create profiles, maps, rankings, line graphs, or raw data". The second box is titled "Data Across States" and lists: "Data spanning the U.S.", "Compare states or cities", "Search by topic", and "Create maps, rankings, line graphs, or raw data".

The Annie E. Casey Foundation *Helping vulnerable kids & families succeed* Major Initiatives > KIDS COUNT > Data Center

KIDS COUNT
DATA CENTER

HOME | DATA BY STATE | DATA ACROSS STATES | DATA BOOK/REPORTS | HOW-TO

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Data By State

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- Data spanning the U.S.
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Rankings, Maps, or Trend Graphs by Topic

By Category:

- Demographics
- Education
- Economic Well-Being
- Family & Community
- Health
- Other Indicators

Source: <http://datacenter.kidscount.org/>

The Commitment



Questions?

Visit www.collegeboard.org/nosca or
Email guidance@collegeboard.org.

For further information, please contact:

- April E. Bell, aebell@collegeboard.org, (202) 741-4753

Own the Turf Campaign