The National Office for School Counselor Advocacy (NOSCA)

Webinar #3: College Aspirations
Webinar Content

- Overview of NOSCA and the Own the Turf Campaign

- The Roadmap – The Eight Components of College and Career Readiness Counseling

- Focus on Component #1 – College Aspirations, Building a College-going Culture with Early College Awareness

- Join the Own the Turf Campaign

- Questions and Answers
The National Office for School Counselor Advocacy (NOSCA)

NOSCA Vision

• Every student exits high school with the educational preparation and social capital necessary for college success and full participation in a democratic society.

NOSCA Mission

• Endorse and institutionalize school counseling practice that advocates for equitable educational access and rigorous academic preparation necessary for college readiness for all students.
NOSCA’s Three Priority Areas in 2010-11 are:

• Equity in College and Career Readiness
• Leadership in Systemic Education Reform
• Transformation of School Counseling Practice
The “Turf” is counseling that provides the guidance and support for all students to graduate from high school prepared for college.
The Road Map

The College Board National Office for School Counselor Advocacy

Eight Components of College and Career Readiness Counseling

- Equity • Leadership • Transformation

Tool

- Highlights the 8 components

- Guidance on how to deliver the components with equity

- Part of Own the Turf Campaign Toolkit
# 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.

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<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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<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 and Career Assessments</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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College Aspirations

• 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 the necessary supports, building social capital and conveying the conviction that all students can succeed in college.
The Challenges to College Participation for Underserved Students
Underserved Students’ College Participation Overview

• In 1976, 15 percent of college students were underserved populations, compared with 32 percent in 2007.

• Asian or Pacific Islander students rose from 2 percent to 7 percent.

• Latino percentage rose from 4 percent to 11 percent.

• African American students increased from 9 percent to 13 percent.

Getting In, But Not Always Getting Out

• Overall, 63% of first-time full-time degree-seeking college freshmen graduate within six years.

• Only 46% of African American, 47% of Latino, and 54% of low-income first-time full-time freshmen are graduating within six years.

Challenges for Underserved Students

• Monolithic View of Underserved Students
• Academic Preparedness
• Lack of Information
• Student Financial Aid
• The Importance of “Fit”
• Perceptions versus Realities
• Support Systems
  • Family & Community
  • Institutional
A Dream Deferred

What happens to a dream deferred?

“Does it dry up like a raisin in the sun? Or fester like a sore--., And then run? Does it stink like rotten meat? Or crust and sugar over – like syrupy sweet? Maybe it just sags, like a heavy load. Or does it explode?”

By Langston Hughes
• 47% of students whose parents did not go to college enrolled in any postsecondary institution the year after graduating.

• 76% of first generation college students have taken core high school curriculum verses 83% of their peers.

• First Generation students are more likely to come from low income households.

Source: The College Board Source Book
Five Recommendations

- Nurture Students’ Dreams
- Establish High Expectations
- Build Social Capital
- Engage Parents and Families
- Sustain the Work Through Community Partnerships
Recommendation #1

Nurture Students’ Dreams

Establish High Expectations

Build Social Capital

Engage Parents and Families

Sustain the Work Through Community Partnerships
Students Come with High Expectations

• 92% of middle school students say they will attend college and actually 66% of them actually attend college.

  Source: A Voice From the Middle: Highlights of the 2007 NASSP/PDK Middle Student Poll

• 79% of students expressing college aspirations early in high school plans usually falter if students do not take the necessary steps to prepare and enroll.

  Source: Helping Students Navigate the Path to College: What High Schools Can Do, The Institute of Education Science: IES
The Academic Pipeline for College and Career Success

Reflective Questions
- Who falls?
- Why do they fall?
- How can we make a difference?

The Ultimate Coach
- Early planning
- Empowers
- Encourages

Nurture Students’ Dreams
PROVIDING A CLEAR DIRECTION

4 Year Action Plans

- Senior Year Plan
- Junior Year Plan
- Sophomore Year Plan
- Freshman Year Plan

Source: [www.collegeboard.com](http://www.collegeboard.com) Click on Students for College Planning
Steps Toward Decision Making

Understanding Myself and My Options

Expanding and Narrowing My List of Options

Evaluating and Ranking My Options

Reflecting and Knowing I Made a Good Choice

Source: Decision Making Model Adapted From: Succeeding in the World of Work 7th Edition by Grady Kimbrell and Ben Vineyard
Recommendation #2

Nurture Students’ Dreams

Establish High Expectations

Build Social Capital

Engage Parents and Families

Sustain the Work Through Community Partnerships
School’s Belief Systems can “Catapult” or “Defer” Students’ College Aspirations

<table>
<thead>
<tr>
<th>CATAPULT</th>
<th>DEFER</th>
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<tbody>
<tr>
<td>• 64% of teachers and 69% of principals strongly agree that it is important for all students to have one year or more of post-secondary.</td>
<td>• On average, teachers expect that 50% of their students will attend a two- or four year college, and principals expect 57% of their students to attend.</td>
</tr>
</tbody>
</table>

Source: The Metlife Survey of the American Teacher: Collaborating for Student Success, 2009

Establish High Expectations

National Office for School Counselor Advocacy (NOSCA)
Defining School Climate and Culture

**School Climate** - The physical and psychological aspects of the school

**School Culture** - The attitudes, deposition, and beliefs in your school-wide community

Establish High Expectations
## Survey Your School’s College Expectations

<table>
<thead>
<tr>
<th>School Climate</th>
<th>1 Low</th>
<th>2</th>
<th>3 High</th>
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<tr>
<td>School building and/or classroom has college influenced décor.</td>
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<td>Teachers and faculty actively communicate and engage in college talk.</td>
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<tr>
<td>Policies and procedures promote a college going culture for all students especially students from underrepresented (e.g. English Language Learners, African American, Latino, Native American, 1st generations, Low-socio-economic, etc.)</td>
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<td>Rituals, traditions and ceremonies that the school routinely sponsors affirm a college going expectation for all students.</td>
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**Establish High Expectations**
Recommendation #3

Nurture Students’ Dreams
Establish High Expectations
Build Social Capital
Engage Parents and Families
Sustain the Work Through Community Partnerships

National Office for School Counselor Advocacy (NOSCA)
<table>
<thead>
<tr>
<th>Lack Social Capital</th>
<th>Have Social Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Self-Belief</td>
<td>Strong Self Confidence</td>
</tr>
<tr>
<td>Not a Risk-Taker</td>
<td>Self-Advocator</td>
</tr>
<tr>
<td>Lack of Access to People with College Knowledge and Experience</td>
<td>Possesses Networking Skills</td>
</tr>
<tr>
<td>Little or No Persistence in Problem Solving</td>
<td>Has Resilience Skills to Overcome Barriers</td>
</tr>
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Building Social Capital
Aspects of Building Students’ Aspirations

Belief in Self
Achievement Ceremonies
Enrichment Programs

Network/Relationship
Panel of Speakers
College Mentors

College Knowledge
Junior/Senior College Workshops
College Tours

Skills to Navigate
Self-Advocacy Skill Building Workshops

Social Capital

Build Social Capital

National Office for School Counselor Advocacy (NOSCA)
Recommendation #4

- Nurture Students’ Dreams
- Establish High Expectations
- Build Social Capital
- Engage Parents and Families
- Sustain the Work Through Community Partnerships

Building college aspirations
Parent and Family Involvement

National PTA Standards

• What is a Family?

• How do we effectively communicate with parents and families?

• How do we collaborate with community to effectively partner with parents?

Source: National PTA Standards: www.pta.org
National PTA Great Idea Bank

A resource for PTA and parent involvement project ideas

Welcome to the PTA Great Idea Bank

This social network will enable parents to interact and learn from each other how to overcome the challenges of parenting today. The best advice comes from peers, so use the discussion forum to share money-saving tips, ideas on how to be a more involved parent, fun activities to share with your kids, ways to communicate with your child's school and more. The advice and discussion on these pages is directed by users. If you are also a PTA leader or active in your local unit, this idea bank is filled with ways to run PTAs more effectively.

Featured discussions:
- Handling difficult economic conditions
- A parent's guide to teen pressures

Featured blogs:
- Roni Gubernas' Cleveland Elementary Blog
- Dr. Mark Tinsley's blog

Get Involved in PTA
- Donate
- Join PTA
- Take Action

PTA Parent E-Newsletter
Expert advice and practical ideas for raising kids and becoming a vital part of their education.

Forum
- Does anyone have suggestions on ways to "torture" our principal as a goal for our fundraiser? - 11 Replies
  Started by Jessica Adrales in Parents and Schools Working Together, Last reply by AllenCreekPTSA Mar 20.

PTA Tell Us About Your PTA Experience - 1 Reply
  Started by PTA Administrator in Parents and Schools Working Together, Last reply by Joe Spencer Sep 28, 2010.

Source: National PTA www.pta.org
Recommendation #5

- Nurture Students’ Dreams
- Establish High Expectations
- Build Social Capital
- Engage Parents and Families
- Sustain the Work Through Community Partnerships

National Office for School Counselor Advocacy (NOSCA)
Locating Community Assets

**Your list of Community Resources:**
- What are the existing youth organizations in the community?
- What faith-based organizations serve the community?
- What kinds of business organizations exist in the community?
- What college resources are available in your community?

**Facilities:**
- What facilities exist in the community that can be resources?
- Are there buildings that can be used for public meetings and activities, where you may be able to hold meetings?

**Leaders:**
- Can you identify positive influential people that work in the community?
- Do the leaders in the community want to invest the time and effort to support college aspirations?
Early College Awareness Book List

Variety of K through 12th Grade College Booklets
www.woodburnpress.com

Career Planning and Educational Choices
Preparing for College: A Guide for Students
How to Get Money for College
College Basics: Plan for Your Future

College Board CollegeEd
College & Career Planning
7th – 12th

Recommended Books
www.amazon.com

Mahalia Mouse Goes to College
Judy Moody Goes to College

Visit CollegeEd®
A college planning and career exploration program for grades 7-12.
www.store.collegeboard.com

National Office for School Counselor Advocacy (NOSCA)
Education Pays

On-line Launch Date Fall, 2011

• Greater Wealth
• More Security
• Better Health
• Closer Family
• Stronger Community

Source: www.collegeboard.org
A national advocacy campaign to galvanize and mobilize school counselors to “own the turf” of college and career readiness counseling and take the lead in establishing a college-going culture in their schools, districts, and communities.
Own the Turf Campaign Toolkit

16”x 24” Poster

I am a school counselor, and I am here to provide the [clear guidance], [strong support] and [vital information] that students need to reach their education goals.

[1] Nurture college aspirations
[2] Advance academic planning
[3] Ensure enrichment and extracurricular engagement
[4] Navigate college and career exploration and selection processes
[5] Promote college and career awareness
[6] Provide college affordability planning
[7] Increase understanding about college and career admission processes
[8] Make the transition from high school graduation to college enrollment successful

Colleges might mean big changes, but they can also mean big opportunities! Help your students prepare for the future of college and career readiness. Find more resources online at NOSCAcollegeboard.org/owntheturf
The Own the Turf Campaign

Campaign Benefits

1. Gain Strategies and Tools:
   • The Eight Components, Advocacy Kit

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

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

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

5. Elevate Counselors’ Voices:
   • College Board’s National Survey of Counselors
Help Support the Campaign!

- Encourage your peers and friends to sign up;
- Develop opportunities for whole districts to receive Own the Turf information and training;
- Take the lead in setting up “Turf” sessions in statewide counselor and college access professional meetings; &
- Encourage whole school systems to organize/mobilize their school counselors to “Own the Turf”.

Sign up online today– join the Own the Turf Campaign!

www.collegeboard.org/nosca
Stay Tuned:

www.collegeboard.org/nosca

Next Set of Webinars on the NOSCA Eight Components of College and Career Readiness Counseling, Fall 2011.
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 (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.
Questions?

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

Own the Turf Campaign

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