Best Practices for Implementing NOSCA’s Eight Components of College and Career Readiness Counseling with Equity

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Learning Outcomes

Participants will learn how to:

• Establish equitable school and community outcomes for all students by analyzing disaggregated data to assess performance and inform practice.

• Implement interventions systemwide through collaborative efforts with students, parents, families, education and business professionals and community members.

• Develop and align school and community goals that create a college going culture, foster high expectations and close achievement and participation gaps.
Every person in every school community can help students — in elementary, middle and high school — develop the skills and aspirations that are critical to preparing for college and career.

School Counselor Leadership is Central to this Work.
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>
<td></td>
<td></td>
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<tr>
<td>Academic Planning for College and Career Readiness</td>
<td></td>
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<tr>
<td>Enrichment and Extracurricular Engagement</td>
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<tr>
<td>College and Career Exploration and Selection Processes</td>
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<tr>
<td>College and Career Assessments</td>
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<tr>
<td>College Affordability Planning</td>
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<tr>
<td>College and Career Admission Processes</td>
<td></td>
<td></td>
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<tr>
<td>Transition from High School to College Enrollment</td>
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</tbody>
</table>
FOR EACH COMPONENT

- The Goal
- Why it Matters
- What to Measure - Relevant Data
- What to Look For - Data Dialogue
- Work Systemwide - Interventions
EQUITY
DATA
WORKING SYSTEMWIDE
# What to Measure

## Relevant Data

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

<table>
<thead>
<tr>
<th>Data Elements, By Component</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College Aspirations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Discipline</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Promotion</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Dropout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Academic Planning for College and Career Readiness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students reading on grade level in grade 3</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Proficiency in state tests for English, math and science</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Students enrolled in and completing Algebra I</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Students enrolled in and completing AP courses</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Students enrolled in and completing courses required for in-state university admission</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>3. Enrichment and Extracurricular Engagement</td>
<td></td>
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<tr>
<td>Participation in enrichment activities (e.g., academic support, summer bridge programs, TRiO and STEM initiatives)</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Participation in extracurricular activities (e.g., organizations, teams, camps, clubs and scouts)</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Students in leadership positions in enrichment and/or extracurricular programs</td>
<td>•</td>
<td>•</td>
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<tr>
<td>4. College and Career Exploration and Selection Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in college and career exploration programs</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>College and career/technical school application completion</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>College and career/technical school application submission</td>
<td>•</td>
<td>•</td>
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</tr>
<tr>
<td>5. College and Career Assessments</td>
<td></td>
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<tr>
<td>Participation in career/interest assessments</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Participation in ReadStep, PSAT/NMSQT, EXPLORE and PLAN</td>
<td>•</td>
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<td>•</td>
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<tr>
<td>Performance on ReadStep, PSAT/NMSQT, EXPLORE and PLAN</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Participation in SAT, SAT Subject Tests and ACT</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Performance on SAT, SAT Subject Tests and ACT</td>
<td>•</td>
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<tr>
<td>6. College Affordability Planning</td>
<td></td>
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<tr>
<td>Participation in early awareness financial literacy and financial aid initiatives</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Participation in financial aid planning processes</td>
<td>•</td>
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<td>•</td>
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<tr>
<td>Scholarship application completion</td>
<td>•</td>
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<tr>
<td>FAFSA completion</td>
<td>•</td>
<td>•</td>
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<tr>
<td>7. College and Career Admission Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two- and four-year college acceptance</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Career and technical school acceptance</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Early action or early decision acceptance (four-year institutions)</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>8. Transition from High School Graduation to College Enrollment</td>
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<tr>
<td>Final transcripts processed</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Two- and four-year college enrollment</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Career and technical school enrollment</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

In your Guide on:
- Page 20 HS
- Page 16 ES & MS
What Data is Relevant to your School and District?

**Directions:**

1. Place an “X” over data elements that you identified as important to your mission statement.

2. Place a check “√” by data elements that are used to measure College and Career Readiness in your school/district.

3. What data patterns emerge? What picture does the data paint?
WHAT TO LOOK FOR

Data by student groups and disparities between student groups

- Race and ethnicity
- Gender
- Grade
- Income level (students who qualify for free and reduced-price meals)
- Special education students
- English language learners
- Other student groups, as appropriate for your school
Examining What You Do

Rank order the level you like working at the most to the level you like working at the least.  
1= least – 8=most

1. Individual  ____  
2. Group  ____  
3. Classroom  ____  
4. Grade-level  ____  
5. School-wide  ____  
6. District  ____  
7. Family  ____  
8. Community  ____

Rank order the level at which you feel most skilled to the level at which you feel least skilled.  
1= least – 8=most

1. Individual  ____  
2. Group  ____  
3. Classroom  ____  
4. Grade-level  ____  
5. School-wide  ____  
6. District  ____  
7. Family  ____  
8. Community  ____

Not including individual and group counseling and classroom; what are the top three most important other levels of intervention that are needed in your school to ensure more equity-focused practice? Check three.

1. Individual  ____  
2. Group  ____  
3. Classroom  ____  
4. Grade-level  ____  
5. School-wide  ____  
6. District  ____  
7. Family  ____  
8. Community  ____

WHAT TO DO

Work Systemwide

WHAT TO DO

Work Systemwide

- Students 🧑‍🏫🧑‍🏫 (Individual, Group, Classroom and Grade)
- School 🏫
- District 🏫 🏫
- Parents and Families 👩‍👧‍👦👨‍👧‍👦
- Community 🏢

Component 4
College and Career exploration and Selection Process

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.

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<th>High School</th>
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</thead>
<tbody>
<tr>
<td>4. College and Career Exploration and Selection Processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in college and career exploration programs</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>College and career/technical school application completion</td>
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<td></td>
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<td></td>
<td>●</td>
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</tbody>
</table>
Component 4
College and Career exploration and Selection Process

Students (Individual, Group, Classroom and Grade)

Elementary School:
Help students identify their current attributes, talents and interests and compare them to those they will need for future postsecondary acceptance and success. For example, have them brainstorm and list college and career ready attributes about themselves and their classmates.

Middle School:
Provide students with information about different types of institutions (e.g., two- and four-year, public and private, in-state and out-of-state). Show students how their schoolwork now can connect to various degrees, majors, school supports and amenities, and institutional costs.

High School:
Help students access and review applications (paper and online) and prepare all documentation including recommendations, personal essays, work samples that meet higher education writing standards, and portfolio materials (art, music, etc.). Incorporate updated materials periodically.
Component 4
College and Career exploration and Selection Process

**School**

**High School:**
Work with teachers to incorporate elements of college applications, such as writing personal statements, into the educational program. Assist teachers in writing effective recommendations that include students’ academic accomplishments and their assets in other areas, such as community leadership, employment skills, and family commitment and responsibility.

**Middle School:**
Collaborate with academic department heads to distribute course selection information that charts the relationship between middle and high school courses and postsecondary majors and career options. Explain the types of rigorous courses recommended for various future career opportunities.

**Elementary School:**
Collaborate with teachers to help students demonstrate their knowledge of college and career through visual arts. For example, teachers can assign projects for all students to draw pictures, write poems or essays, and/or recite their ideas about their future college and career aspirations.
**Component 4**
College and Career exploration and Selection Process

**District**

**High School:**
Collaborate with *middle school counselors* to align college and career information in middle and high school so students’ planning is coherent and continuous.

**Middle School:**
Collaborate with *high school counselors* to align college and career information in middle and high school so students’ planning is continuous and supports the district’s college and career readiness agenda. Include information about postsecondary institutions that offer precollege programs, initiatives and resources.

**Elementary School:**
Collaborate with *other elementary school counselors* to invite local employers to represent a wide range of businesses and organizations in district wide fairs that allow all students, parents and families to explore various careers.
Component 4
College and Career exploration and Selection Process

Parents and Families

High School:
Create outreach efforts to ensure that parents and families are aware of their role in assisting their children in college and career selection (see student interventions above).

Middle School:
Teach parents how to help their children compare and contrast postsecondary institutions’ attributes, offerings and admission requirements.

Elementary School:
Encourage parents to cultivate their children’s interests by paying close attention to their activities during nonschool time and talking with their children about how their interests are related to school success and career opportunities.
Component 4
College and Career exploration and Selection Process

Community

High School:
Coordinate college/career visits so all students are able to meet with representatives. Include representatives and alumni that mirror the student population.

Middle School:
Connect with area nonprofit organizations to pool resources to develop before- and after-care academic programming that supports your school and community’s college and career exploration goals and increases student engagement during out-of-school time.

Elementary School:
Develop collaborations with community-based organizations to design and provide parent-student team volunteer opportunities based on the students’ interests, talents and abilities.