



WHITE HOUSE CONVENING

STRENGTHENING SCHOOL COUNSELING AND COLLEGE ADVISING

~ Post Convening Report ~

November 17-18, 2014 • San Diego State University





This expanded report was written to capture the history and content from the West Coast convening event and to inform future work in the field. Information was drawn from email, transcripts, video recordings, notes and presentation materials from the two-day convening.

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Very special thanks to Kristy Eagle for her support and assistance with the convening program and this report. Many thanks also to Scott Birkestrand and Jenevra Owen.

THE WHITE HOUSE

March 17, 2015

I want to thank you for participating in the White House convening at San Diego State University, and I truly appreciate our friends at SDSU for organizing, coordinating, and cohosting this summit with our Reach Higher initiative.

As First Lady, one of my defining missions is encouraging students to take charge of their future and attain a higher education. Whether at a professional training program, college, or university, it is essential for young people to complete their education past high school in order to compete in today's global economy. That is why I am so proud of the tremendous work you all accomplished at this summit. With strategic planning, groundbreaking commitments, and remarkable leadership, our Nation's schools will have credentialed College and Career Readiness school counselors and non-profit college access professionals. These new standards and training programs will ensure that students across the country receive the guidance and support they deserve.

As we continue to work together, I know we can accomplish this Administration's North Star goal of having the highest proportion of college graduates in the world by 2020. Thank you, again, for your hard work and dedication to our next generation. I wish you all the best.

Michelle Obama

**WHITE HOUSE CONVENING:
STRENGTHENING SCHOOL COUNSELING AND COLLEGE ADVISING
AT SAN DIEGO STATE UNIVERSITY
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Introduction and Background

Historical Milestones

In January 2014, the White House sponsored the [College Opportunity Agenda Summit](#) during which President Barack Obama called for “an ambitious new agenda aimed at improving college value, removing barriers to innovation and competition, and ensuring that student debt remains affordable.”

Following this Summit, First Lady Michelle Obama continued the call for action through the [Reach Higher Initiative](#), which aims to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

On May 7, 2014, senior White House staff convened a stakeholder ***listening and learning conversation*** about the state of school counseling in this country. The conversation was “designed to foster discussion among experts, practitioners, and policy stakeholders working to promote access higher education.” This session examined the challenges and opportunities for school counselors to support students’ college aspirations. Participants were asked to submit three page memos with their recommendation recommendations. And to answer the following questions:

1. *Given the challenge of building adequate social, emotional, academic, and college and career support services for every young person. What are the challenges and barriers that school counselors face to accomplish these goals?*
2. *The national growing focus on College and Career Readiness in prek-12 to adequately prepare young people for success in post-secondary education has placed expanded expectations on school counselors. What resources, training and support do school counselors need to meet these expanded expectations?*
3. *What are some recommendations for how the College Opportunity can support the work of school counselors? Scheduled for 90 minutes, the event lasted two and a half hours.*



The Harvard Convening*

On July 28, 2014 a **College Opportunity Agenda: Strengthening School Counseling and College Advising** White House Convening was held on the campus of the Harvard Graduate School of Education in Cambridge. The convening brought together 140 school counseling and college counseling leaders and advocates from across the country, representing a wide range of sectors, including higher education (27.5%), K–12 education (28.5%), nonprofits (22%), public policy (12%), and philanthropy (10%). The event was planned in order to provide opportunities for expert leaders to:

- *network and exchange ideas about successful pre-service and in-service training strategies and research related to school and college counseling that can be immediately implemented more broadly to impact students' college and career readiness;*
- *become aware of scalable district, higher education, and community-level initiatives that utilize clear metrics and accountability structures and hold promise for promoting equity and opportunity for students' postsecondary planning;*
- *consider new tools that could be used to expand the impact of school counselors and the partners that support them through training or direct service in the area of college and career-readiness across the P–20 continuum; and*
- *learn about new levers for reform in school counseling and college advising in order to apply these strategies in local contexts.*



Attendees at the Harvard convening were encouraged to inventory existing partnerships, and create new commitments that require establishing collaborative relationships with local school districts, higher education institutions, college access groups, and non-profit organizations with a specific charge to increase college opportunity for all students.

At the end of the luncheon, featured speaker Trish Hatch shared commitments made by President Hirshman and the Center for Excellence in School Counseling and Leadership (CESCaL) at San Diego State University ([see Appendix A & B](#)). One of the many commitments included an offer to host the next White House on the West Coast at SDSU.

Feedback from the Harvard convening was very positive overall. Attendees indicated they appreciated the overview of the professional needs and the call for changes in professional preparation and professional growth on school counselors. Several institutions and organizations shared they had already begun the work of creating new collaborative work in these areas. Other attendees, including some funders, indicated they left wondering: *“What’s my role? What’s next? How do we begin to move forward to make new commitments?”*

[*Savitz-Romer, M. & Liu, P. \(2014\). Counseling and college completion: The road ahead. A summary report from the strengthening school counseling and college advising convening. Cambridge, MA.](#)

A West Coast Convening at SDSU

In late August the go-ahead was given to hold the second White House Convening at San Diego State University (SDSU). In partnership with the White House’s College Opportunity Agenda and the First Lady’s Reach Higher Initiative, San Diego State University announced a gathering of committed leaders and commitment makers focused on improving school counseling preparation, programs, and practices with the goal of increasing college access for all students. This convening would take place on November 17-18, 2014 in San Diego, CA on the San Diego State University campus.

The Invitation

The purpose, and specific focus, for the SDSU **“invitation only”** convening of committed leaders and commitment makers was to support those taking steps necessary to create systemic change within the school counseling profession in several specific areas:

- Designing, changing, revising the **School Counselor preparation at Higher Ed** to ensure certain non-negotiable preparation standards for school counselors (SC) in College and Career Readiness (CCR)
- Developing, improving, and sustaining **partnerships between university training programs and K-12 school districts** to ensure appropriate field site placements and activities during fieldwork training and training for site supervisors and administrators with new school counselor requirements in CCR during placement
- Writing and implementing minimum **credentialing/certificate standards** for all who participate in CCR activities (university training programs, K-12 school districts, college access staff, and not-for-profit non-college access groups).
- Supporting and ensuring **professional development in districts for existing school counselors in CCR** and ensuring collaborative scaffold roles partnering with college access partners
- **Creating policies, practices and procedures** for hiring and placement of school counselors prepared to work for CCR

- Providing opportunities to create **strategic partnerships with donors and funders** interested in supporting any or all of this work supporting and promoting new systemic change models and excellence in implementation and outcomes for school counselors, and the students they serve

Recommended team members included leaders and decision makers from:

- **Higher Education Institutions** – (School Counselor Educators, Department Chairs, Deans, University Presidents, and school counseling graduate students)
- **Pre-K-12 Districts** (District School Counselor Supervisors, Directors overseeing school counseling programs, Superintendents, and Head School Counselors)
- **College Access Partners and Non-Profits Organizations** committed to new work in a collaborative capacity to improve: a) pre-service training; b) professional development; c) policy development for school counselors.

**20 Universities ~ 20 Districts ~ 20 Partnerships
Supporting the Presidents 2020 Goals**

Outcomes of this event included the goal of:

- *20+ University/K-12/Community Partnerships meeting 80% or more of the aforementioned criteria*
- *20+ Solidified Working Groups of Strategic Collaborative Partners*
- *20+ Formalized and Finalized Strategic Action Plans*
- *Announcements of High Impactful Partnerships (Fundors, Tools, etc.)*
- *Commitments for Future Opportunities to Link Successful Partnerships with Those Seeking Mentoring to Create them*
- *Mechanisms to Create, Consult and Contribute Action Plans, supporting documents, policies, outcomes and research designed to assist Strategic Partners in meeting the goals and outcomes stated above over the next two years and beyond.*

Attendees were reminded this was NOT a one-time event; that the work and the support to *do* the work would continue after the event. The San Diego convening provided a unique opportunity for those **ready to commit** to and take a deep look at training and professional development practices and policies that best prepare and support school counselors to advance college opportunities for all students.

Participant Preparation

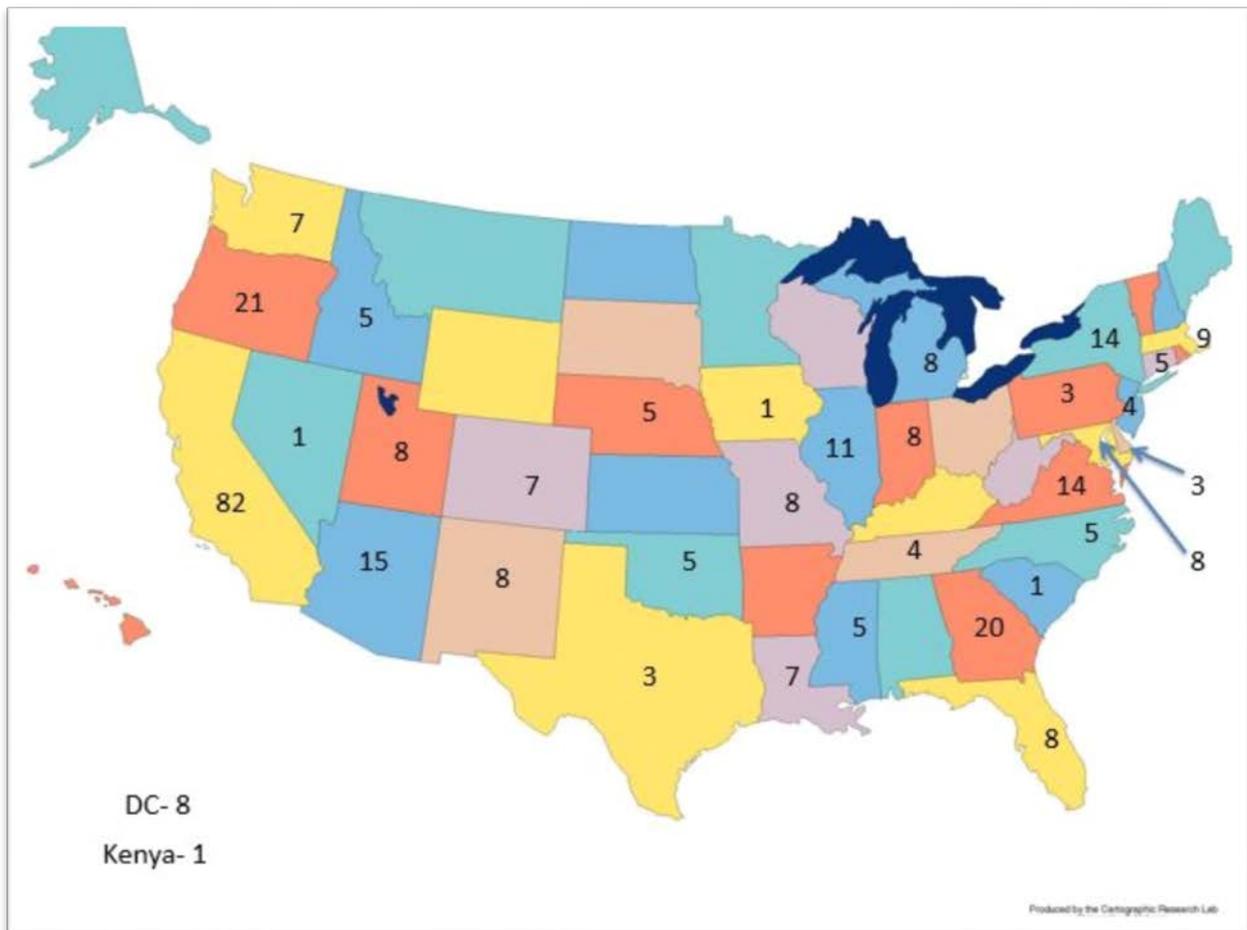
Prior to the convening, attendees were asked to review the [proceedings from the Harvard event](#), to [read several historical documents](#) and to watch a two-part webinar: [White House College Opportunity Agenda: Strengthening the School Counseling Profession Through First Lady's Reach Higher Initiative](#), prepared by Trish Hatch, & Laura Owen; and the [Strategic Action Planning Tools Webinar](#) prepared by Joyce Brown, Pat Martin, Jasmine McCloud, and Pat McDonough. [Links to the action plans](#) are located on the convening website.

Convening Attendees

Though originally planned for between 150-250 attendees, the interest in the SDSU convening was very high. While there was no registration fee to attend the convening, participants were responsible to fund their own transportation and travel costs. This did not deter them, particularly those in CA, which has one of the worst school counselor to student ratios in the nation ([see Appendix C](#)). In an effort to garner the collaborative traction necessary to provide the forward movement needed to accomplish the goals of this convening in states across the country, the convening remained a team-only event and individual requests to attend were denied.

At final count, three hundred and sixty nine (369) individuals from thirty-three (33) states (including 1 dignitary from Kenya, Africa) attended the San Diego State University White House Convening. Fifty (50) universities and forty-four (44) school districts were represented.

Attendees by State



Outcomes of the SDSU White House Convening Addressing the Reach Higher Initiatives

Committed leaders and commitment makers in the process of creating systemic change in one or more of the following areas:

1. *Designing or revising **school counselor preparation at higher ed** to ensure adequate preparation standards for school counselors in College Career Readiness (CCR)*
2. *Developing, improving, and sustaining **partnerships between university training programs and K-12 school districts** to ensure field site placements and activities during **fieldwork** and training for site supervisors and administrators align with new requirements in CCR*
3. *Writing and implementing minimum **credentialing/certificate standards** for all who participate in CCR activities (university training programs, K-12 school districts, college access staff, and not-for-profit non-college access groups).*
4. *Supporting **professional development in districts** for school counselors and CCR service providers ensuring a collaborative scaffolding of agreed upon roles and services*
5. *Creating **policies, practices, and procedures** that support hiring, supervision, and placement of appropriately trained/certificated/licensed CCR service providers ensuring responsibilities are tied to training (job descriptions, evaluation tools, etc.)*
6. *Providing opportunities to develop **strategic partnerships with donors, funders, and researchers** interested in evaluating or supporting any or all of this work, promoting new systemic change models, and discovering evidence based practices to support school counselors and the students they serve*



Monday, November 17, 2014

Setting the Stage—Day 1 ([VIEW HERE](#))

Trish Hatch, Director of School Counseling Program, San Diego State University

Laura Owen, Assistant Professor, San Diego State University

Dr. Trish Hatch and Dr. Laura Owen welcomed the audience and shared their pride to host the first west coast convening on the *First Lady's Reach Higher Initiative*. Hatch recalled standing at the podium at the Harvard luncheon and telling the story of the many MIRACLES happening in the profession of school counseling and posed the question:

“Who would have thought that less than one year after the announcement of the College Opportunity Agenda, we would attend a convening at SDSU to support and promote the profession of school counseling and the services ALL of our students deserve to receive in college and career readiness? And yet, here we all are.”

Dr. Owen shared her excitement to announce attendees representing 33 states as well as a special guest all the way from Kenya. She thanked those watching at home and in their offices all over the country and thanked the audience for their support of the *First Lady's Reach Higher Initiative*.

We are here, Dr. Owen said, to create strategic action plans.

Joseph Johnson, Dean, College of Education, San Diego State University ([Min 9:00](#))

Dr. Johnson expressed eagerness to learn what would be accomplished collectively in order to improve the futures for thousands of young people across the nation. He introduced the President of San Diego State University, Elliot Hirshman, by mentioning his commitment to ensuring college success for all. Johnson shared the increase in graduation rates at SDSU over the last twelve years and the virtual disappearance of any ethnic racial achievement gaps. San Diego State University has been acknowledged for accomplishments, Johnson shared, by *The Education Trust*, *The Chronicle of Higher Education*, and *U.S. News and World Report*.

“Every system is perfectly designed to achieve the results it gets,”
stated, Dean Johnson, quoting Paul Baltalden.
He then charged attendees to consider this as they build their systems.

Elliot Hirshman, President, San Diego State University ([Min 13:18](#))

President Hirshman began by thanking the White House for the opportunity to host the West Coast Convening. He shared SDSU's distinction as one of the nation's leaders in racial and ethnic diversity and in economic diversity. As such, a central goal is that students from all backgrounds achieve success personally, professionally, and intellectually. Hirshman shared the university's recent recognition for the largest increase in university graduation rates in the nation and for closing achievement gaps among racial and ethnic groups, stating that *school counselors are critical to this process*.

School counselors, Hirshman stated, help students chart the course, overcome the obstacles, and achieve the academic success that, ultimately, leads to the success of our entire society.

Finally, Hirshman shared his **commitment** to increasing the number of U.S. students in post-secondary education by *improving training for school counselors, developing new certificate and doctoral programs in college and career readiness, increasing research and evaluation of those programs, partnering with school districts to ensure that college and career readiness is part of field placement, and creating new professional development for current principals and school counselors.*

Eric Waldo, Executive Director, Reach Higher, Office of the First Lady ([Min 18:30](#))

Eric Waldo welcomed and thanked everyone for attending the convening. Waldo highlighted the need for college access and completion. He expressed the reason for the Obama Administration's 2020 goal is to drive home the importance of education and thanked those in attendance for the work they are doing. "We are here today to change the trajectory for people's lives- this is why the President and First Lady set the North Star Goal. "

Waldo told the story of Homero Magana coming to the White House for the Listening and Learning conversation to bring the voice of first generation youth to the First Lady and the vital work of school counselors as gladiators working for youth.

Waldo called for policy and systems change and for help to in answering the First Lady's call to Action. He announced the opportunity for the First Lady to speak at commencement and asked attendees to support her in the FAFSA completion challenge. Waldo explained that the President and First Lady are thinking about next steps and called those in the room to recognize their unique place in history. He then shared on behalf of the First Lady: "***This is going to be the work she does for the rest of her life.***" He finished by stating that we all have a lot to do in the next two, twenty, forty years.

Video Greetings

Arne Duncan, United States Secretary of Education ([Min. 26:00](#))

Arne Duncan expressed gratitude to attendees for their time and commitment to mapping out the real and measureable ways school counselors improve access for all students. Duncan described the work of the Convening as *absolutely vital* to ensuring young people have a gateway to the middle class. The work, he said, is instrumental in achieving President Obama's goal of reclaiming our place as the nation with the highest proportion of college graduates.

Duncan lamented that one in five of America's high schools lacks a school counselor and called it "unacceptable". The statistics are alarming considering the pivotal role school counselors play in navigating, guiding, and preparing students.

The First Lady of the United States, Mrs. Michelle Obama ([Min 28:00](#))

First Lady, Michelle Obama, thanked all those who worked hard to prepare for this day at San Diego State University and all who traveled so far to attend. *Reach Higher*, she shared, is about inspiring *all* young people to complete their education beyond high school, whether that be at a community college, a university or a professional training program.



If we truly want to help young people reach their dreams, she stated, we need to support school counselors because young people need school counselors and college advisors as people who believe in them and can show them the way.

Finally, she thanked the attendees for their work designing or revising training programs and for the work they are doing to create partnerships and so much more to ensure young people complete their education, rather than fall through the cracks, and that they fulfill their boundless promise.

Historical Review

Pam Paisley, Professor, University of Georgia ([Min 31:00](#))

Dr. Paisley shared that her story begins as a counselor in a high school in the Appalachian mountains of North Carolina and later led to her efforts to focus on school counselor preparation and practice through the [Transforming School Counseling Initiative](#), which began in the 1990's. She hoped her message would provide valuable lessons learned as we began this next evolution. Paisley expressed how fortunate she and Carolyn Stone were to serve as Principal Investigators at two of the six funded university/school system sites along with a larger group of companion sites that joined in the work of redesigning counselor education programs, retraining school counselors, advocating for policies at national and state levels that ensure all students receive high-quality education.

Paisley shared six particular points or observations that came from her work on TSCI including:

1. We have to be **willing to go deep** in examining our own beliefs
2. We **must create a shared mission**, critique our admissions criteria, and engage in curricular reform. We **must** provide beginning school counselors with systematic induction into the profession, offer ongoing professional development for school counselors *and* school counselor educators, and build partnerships with all stakeholders
3. The **use of data** in program development and evaluation is *non-negotiable*
4. **Partnerships** are absolutely critical
5. Money helps, but as the unfunded companion sites taught us, **money is not everything**
6. The bottom line is not about any of us; it's about **doing what is right** for the students we serve.

Carolyn Stone, Professor, University of North Florida ([Min 41:00](#))

Carolyn Stone started by quoting the late Thomas Jefferson, “*Every generation needs a revolution.*” Stone called out Pat Martin as our revolutionary and shared the firestorm in education that Martin helped to create. Stone shared she hoped the movement from this convening would ignite a *new* firestorm. She then shared successes and lessons learned from implementing NOSCA’s [Eight Essential Elements](#):

1. [College Aspirations](#)
2. [Academic Planning for College and Career Readiness](#)
3. [Enrichment and Extracurricular Engagement](#)
4. [College and Career Exploration and Selection](#)
5. [College and Career Assessments](#)
6. [College Affordability Planning](#)
7. [College and Career Admission](#)
8. [Transition from High School to College](#)

Selection and Recruitment: *If you build it they will come.* Her program has increased the number of underrepresented graduates. She encouraged counselor preparation programs to train counselors who are a microcosm of the diversity of our nation.

1. **Induction into the Field:** We need a critical mass of people doing this work.
2. **Community Partnerships:** Stone called for more community, accreditation agencies, and credentialing bodies as partners. We need our partners, she stated, moving together in sync.

*“We need to disarm our organizational egos
and align every single preparation program in the nation.”*

Stone thanked Darnieder, Waldo, Owen and Hatch for doing what had not been done in 15 years - getting people under the same roof – talking to each other – moving together on the same plan.

3. **School Districts Partnerships Matter.** The Director’s of Guidance were early adopters and state departments leaders were dedicated to this work, but there were and are too few of these roles today.
4. **Professional Development is Critical.** Saturate the market with the message of data driven and school counselor accountability.
5. **You need a BIG NAME behind you.** Do you think the first Lady of the United States is a big enough name? Let’s use it to leverage the work!
6. **Fieldwork/Internship is a Critical element.** Where we place students matters. Graduate students need to be placed in high needs schools to prepare them for the schools in which they will work. Utilize university resources and remind us they are our allies. Universities must give school districts the product they want and prepare students so well they are hired early.
7. **Students are not our clients:** we love you, but our client is not you; the third grader is our client.

Please [click here](#) to view Historical Review PowerPoint

Data Use Networks (Min: 53:00)

Lindsay Page, Assistant Professor of Education, University of Pittsburgh ([PowerPoint](#))

Patty Diaz-Andrade, Director, Center for Education Policy Research, Harvard University

Lindsay Page spoke passionately about setting measurable goals and assessing progress towards our goals. She shared the inspirational work done in Fulton County led by Chris Matthews and Korynn Schooley who recognized discrepancies in college going rates when comparing student self-reported data with actual college going rate data. School counselors created a transition program to assist students in the transition to college, which resulted statistically significant reductions rates in their schools *Summer Melt*. Page shared the importance of data in the everyday actions as school counselors and the necessity of using data to *identify need, design response, evaluate impact, and drive change*. Tight collaboration, she stated, is necessary between practice and research when creating successful strategic action plans. The [Strategic Data Project](#) was shared, which trains and places fellows in partner agencies, conducts diagnostic analysis, and fosters a network of fellows bringing work to scale.

Renee Foose, Superintendent, Howard County Schools ([PowerPoint](#))

Renee Foose shared her experience of intense planning to direct her schools on a path and to follow through on that plan. In order to create a plan, Foose needed to know where their school system was in the data collection process. She teamed up with Harvard to figure out how the school was using current data and how the data could be used to drive a strategic plan to close gaps. Foose reminded the audience of the importance of using college and career readiness data in the entire K-12 system, not just in high schools.

E. Grace Chesney, Chief Accountability Officer, Howard County Schools ([PowerPoint](#))

Grace Chesney reviewed the relationship between the Howard County Public school system and the Strategic Data Project. This relationship was built by using a data audit of Howard County Public Schools. Chesney mentioned the importance of selecting and using data points that assist her school counselors in creating a successful college going student.

Lisa Boarman, Coordinator of School Counseling, Howard Country Schools ([PowerPoint](#))

Lisa Boarman discussed the process and impact of creating an effective evaluation process within her high school. Her team's framework was based on [NOSCA's 8 Components of College and Career Readiness Counseling Model](#), which was used when building in performance measures. Boarman approached the evaluation process with optimism and focused on the importance of supporting school counselors to get the data and other resources they needed to improve. Boarman also mentioned the importance of supporting school counselors to collaborate with every department in the school system. She emphasized the importance of school counselors using data, which, she acknowledged, is still new for many of them. Boarman closed by sharing some of the shifts that have positively impacted her county, such as a 1 school counselor to 250 student ratio, strong professional development, ensuring access to effective tools, access to timely data, and lastly instituting accountability.

Please [click here](#) to view Data Use Networks PowerPoint & Strategic Use of Data Rubric.

Team Time: Strategic Action Plans (Min 1:51)

Joyce Brown, President, Joyce V. Brown Consulting

Patricia Martin, Educational Consultant, Lecturer, Johns Hopkins University

Jasmine McLeod, Department of Defense Education Activity

Patricia McDonough, Professor, UCLA, Graduate School of Education and Information Systems

Prior to the entire convening, attendees were provided a [PowerPoint](#) and [webinar](#) (beginning at 31 minutes into the webinar) to review the strategic action plans created for use prior to and during the convening.

Joyce introduced her team and encouraged the group to shift from “sitting and getting” to “acting up and shouting out.” Moving the convening attendees forward, she asked them to begin the work that represented why they came, and to use their expert knowledge to help all students reach higher. She charged attendees, as experts in the audience, to move to the next level and focus on their plans.



Participants were encouraged to get to know the state level teams they are working with and to become familiar with the initiatives they were already working on in their state. Attendees were encouraged to focus on the commitments and actions they will make as a team while at the convening, to focus on opportunities and pathways for all students, and to write plans that transform practices and produce outcomes. Finally, Jasmine McLeod guided the state teams to their rooms to begin the process of creating strategic action plans. State teams were divided into rooms where facilitators provided support and assistance as needed to begin the process of completing the strategic action plans.

[Please click for samples of Online Reach Higher Commitment Documents.](#)

California Leaders & Commitment Makers

Due to the needs, the size of the state, and the location, a large team of CA leaders and commitment makers gathered in San Diego to discuss unique issues and challenges facing the state of CA. In a facilitated 90-minute session, Eric Waldo opened the session by framing the needs in CA. He was followed by *Kathy Elderson*, who presented on the state of the state in school counseling in CA and her hopes and aspirations for a CA miracle in policy and practice. Facilitated by *Sharon Twitty*, several state leaders walked attendees through an activity to provide focus for the remaining work for the convening. Notes from the CA meeting are located [here](#).

National Stakeholders Luncheon Panel (Facilitators)

Cheryl Holcomb-McCoy, Vice Provost and Professor, Johns Hopkins University

Cheryl Holcomb-McCoy thanked the San Diego State University team who diligently worked to make this convening a reality. Holcomb-McCoy also acknowledged and thanked the White House team for their continued support of school counselors and community based college and career readiness partners. It has been a dream and vision of Holcomb-McCoy's and her colleagues to bring together national organizations that can support the work that we do. A group of 6 panelists from select national organizations discussed and addressed a number of topics presented to them earlier today.

"This convening provides a unique and exciting opportunity to participate in a dream come true."

Patricia Martin, Educational Consultant, Lecturer, Johns Hopkins University

Pat Martin reinforced the role of school counselors and reminded attendees that the work they would do during the convening was the most important work going on in the Nation. Never, over the course of fifty years, had Martin recalled seeing as many national organizations in the same room as college access people talking together. Each of the six representatives was chosen because they had a piece of the puzzle that would assist students in succeeding in college and career readiness. *The panel was asked to provide responses to the following:*

- 1. Give us a brief description of your organization, its mission, and its constituents.*
- 2. Give us two school counseling standards or competencies that you think are essential to be required for anybody who is working with K-12 students in schools to get to the outcomes we are looking for college and career students?*
- 3. Each of your organizations has something going for it, each has something that fits under the umbrella of college and career readiness and some of you have been working at it a very long time and have a lot of things already done, on the market, on the internet and places of that sort but I want to know specifically, now that we have national prominence, what do you hear or think is an area for your group to make its greatest contribution with what we can do with college and career readiness?*
- 4. What are some of your thoughts right now from your organization because everybody around this table said something about training and collaboration and you have lots of stakeholders who belong to your organizations so I just want to look at the training piece, what is it that you have new and wonderful that you need to share and collaborate with each other and the training of professional school counselors in the field and college access professionals?*

National Stakeholders (Panel Participants)

Alice Anne Bailey, Director Go Alliance, Southern Regional Education Board (SREB)

Carol Bobby, President & CEO, Council for the Accreditation of Counseling & Related Educational Programs (CACREP)

Jill Cook, Assistant Director, American School Counselor Association (ASCA)

Kim Cook, Executive Director, National College Access Network (NCAN)

David Hawkins, Director of Public Policy & Research, National Association for College Admission Counseling (NACAC)

Richard Yep, Chief Executive Office, American Counseling Association (ACA)

The following is taken from the Report of the National Stakeholders Convening:

The national organizations represented at the SDSU White House convening believe in the right of every student to have access to counseling and advisement for postsecondary (career and education) preparation, access and success. The organizations further acknowledge the diversity of professionals who serve students in this regard, including school counselors, advisors, and other professionals, each with different specialized training, skills and competencies. They talked about training, collaboration equity and fidelity entities of policy research, practice, supporting best practice, culture competence. Remember knowledge is important but the application of knowledge is more important if you want outcomes.

*However, the **national organizations agree that there are common prerequisites** for the effective delivery of counseling and advisement for postsecondary preparation, access and success, including:*

- 1. A commitment to collaboration among professionals in service to students*
- 2. Cultural competence and the ability to work with all students, including students who are currently underserved and underrepresented*
- 3. Proficiency in the use of data to assist in identifying, designing, implementing, and evaluating policies and practices related to counseling and advising students for postsecondary access and success*
- 4. Training in both the theory and practice of advising students for postsecondary access and success*

*As a direct outcome of the White House convening, the national organizations in attendance **agreed to commit to the formation of a collaborative council**, effective immediately, to achieve the following short-term goals:*

- 1. Conduct a comprehensive multi-organizational, multi-institutional asset map of competencies, knowledge/skillset requirements, and resources for advising students for postsecondary access and success.*
- 2. Identify other concrete priorities for the council to address, including, but not limited to, advocacy, research and communication to policymakers and administrators on behalf of counseling and advising professionals.*

Summary of Audience Questions to National Stakeholder Panel

1. Besides the people sitting on the podium, who were the other twenty or so people in the national organization meeting this morning?
2. Can you give us more language, specific to not only school counseling preparation but what we will see different in doctoral program preparation and are there specifics on practicum and internship related to college and career readiness?
3. What do you see as the potential and pitfalls of technology in supporting the work of school counselors?
4. How are you going to make sure that your collaboration creates synergy between those who prepare and those who practice?
5. What are we doing to help train school administrators to help them understand the role of a school counselor and to help them understand that the work they do will help them in the long run and help their students in the long run and to succeed and accomplish those achievements they want to accomplish?
6. How do you reach out to those districts that don't have counselors and don't go to you, so how do we get to all those people who are not here to today and may not necessarily be interested or see the purpose in counseling, what do you do?
7. Would you agree that a pre-service course in college admission counseling would be a good step forward as part of the larger piece towards the goals of the summit today?
8. Where are the parents and the students in this voice? I don't want this to be a top down approach I want to hear what students and parents have to say. How can we make sure they have the tools they need to get to the end?
9. What do the 25 organizations and specifically your organization do to support or reach out to districts that don't have counselors that aren't involved in the discussion in the game?
10. Is there anything your organizations are doing to work with advance education to strengthen it so that every school that doesn't have a school counselor, has a counselor or even if that the student to counselor ratio is dropped so that we meet the needs of every student?

Please see [Appendix D](#) and [Appendix E](#) to view full list of National Stakeholders represented at SDSU and to view additional documents and announcements related to National Stakeholder Panel.

Open Space Roundtables/Team Time

Judith Lorimer, Goddard Riverside Options Center, New York

On the afternoon of November 17th and again on the morning of November 18th, participants of the San Diego State University White House Convening were invited to propose and run their own sessions on topics of high importance to them. Judith Lorimer, Deputy Director of the Goddard Riverside Options Center in NYC, introduced a meeting format called "[Open Space Technology](#)" and guided participants through a carefully laid out structure allowing them to propose, convene and document sessions. The purpose was to allow participants to address their own pressing issues and promote topics and ideas for which they have a real passion.

Dozens of sessions were proposed and conducted. The [Roundtable Report](#) contains the notes of those sessions. Reading them provides a glimpse into the passion and excitement, as it existed in the groups on those days in November.

The reports include:

- Best Strategies to Decrease Pipeline to Prison and Increase College and Career Readiness for 9th Grade Students
- College Access and Success for Underserved Student Populations
- College and Career Readiness Begins in Elementary School
- Data Dashboards for Counselors
- Free College Access Curricula and Training
- Higher Education Research
- Supporting African American Students' College and Career Readiness and Success
- How to Form Partnerships with School Districts & Post-Secondary and Local Government
- Non-Negotiables in College and Career Readiness Counseling
- Public Private Partnerships
- Issues and Challenges of Students in Kenya
- How Can We Enlist Administrators to Support the School Counselor and Their Efforts to Achieve College and Career Readiness for All Students
- We keep talking about collaboration. What does that look like with College Access Programs, TriO Programs, etc? How do we systematize our services that all programs are providing?
- College Affordability and Financial Aid Literacy
- Helping Native American Students Succeed and Develop Academic Self Efficacy
- Planting the Seeds, K-8
- Unpacking Counselor Bias
- How can technology help counselors scale & counselors succeed?
- Starting Data Collection: For The 1st Time
- Models for School District Based Professional Development for School Counselors using Data
- SCE Advocacy for CCR Courses in Every Program
- How Can State School Counselor Association Leaders Promote College and Career Readiness Access?
- Undocumented Students
- Working with Parents to Support College & Career Readiness



Call to Action

Eric Waldo, Executive Director, Reach Higher, Office of the First Lady

Waldo recognized that it isn't enough just to admire the problem in school counseling. He reiterated that we do not need to sit around and say school counselors are important or just make commitments. Waldo asked that we hold ourselves to a higher standard. He shared that the White House will hold itself to a high standard and so should the rest of those in the room when it comes to action and educating students. Waldo posed the question, *"What is it going to take to make a goal and then hold ourselves accountable?"* In closing, Waldo reminded attendees of Michelle Obama's inspiring work and encouraged all school counselors to be inspired by her and take action.

State Commitments – Day 1

At the end of day one, several states announced commitments to the Reach Higher initiative. Below are samples of these commitments:

- **Arizona**- College access training be recertified
- **California**- college career readiness in API
- **Connecticut**- expand its college programs for school counselor education, career development, train counselors in college career readiness
- **District of Columbia**- create an advisory team
- **Georgia**- professional development and school Counselor College courses, counselor performance measurement
- **Illinois**- create state based group supporting post-secondary efforts, advocacy for the student
- **Michigan**- commit to work at the state level to secure funding to hire 100 counselors by 2016
- **North Carolina**- college prep programs, helping admins understand what school counselors do
- **Oklahoma**- create a week of college career readiness, increase student test/FAFSA completion, alternative certification route courses reworked
- **Virginia**- state level advocacy, commit to school counseling specialist, training for school counselors, more education for admin and school counselors together
- **Washington**- state wide committee for underrepresented student



Tuesday, November 18, 2014

Setting the Stage—Day 2

Joey Nunez Estrada Jr., School Counseling Program, San Diego State University

The [Center for Excellence in School Counseling and Leadership](#) (CESCaL) and the Division of Research on Young Men and Women of Color in collaboration with the [Minority Male Community College Collaborative](#) (M2C3) have teamed up to create the Aztec Research Mentorship Program. Estrada shared the intent of this mentorship program, which is to promote retention and student success in higher education and beyond for historically underrepresented students of color. The year-long scholar program allows fellows the opportunity to participate in undergraduate research through innovative courses and engagement activities. Estrada helps students to understand their *why*, the reason they are driven to do what they do, and their purpose in the field of school counseling and other areas of interest. The Aztec Research Mentorship Program fulfills one of many of San Diego State University's commitments to Reach Higher.

Nola Butler-Byrd, Chair, Counseling and School Psychology, San Diego State University

Nola Butler-Byrd welcomed and thanked all those in attendance. Butler-Byrd also shared her thankfulness for all of the faculty, staff and students who were part of [SDSU's Department of Counseling and School Psychology](#). She shared: *"without their support we would not be here today."* For over 40 years the department has been dedicated to social justice and multi-cultural competency via teaching, research and advocacy efforts. She closed with a favorite quote from Cornell West:

"Justice is what love looks like in public."

Igniting the Vision

Trish Hatch & Laura Owen

Welcomed participants and introduced the following speakers to ignite the vision of the work on Day 2.

John Barge, State School Superintendent, Georgia Department of Education ([Min 43:55](#))

John Barge began by addressing the role of policymakers in education. He stressed the importance of a well-rounded superintendent, one who has previously worked in the school system, who is a leader, and who understands how their decisions will impact the students. Barge spoke to bringing education to the forefront of conversations. He addressed the need for lower student-counselor ratios and acknowledged that counselors are challenged with supporting a wide variety of student needs. He shared that the challenges students face today are not like those faced in the past. Barge shared a news flash for lawmakers and administrators, *"Kids aren't going to care about Algebra or Shakespeare if they're worried about are they going to eat when they get home, do they know where they are going to sleep tonight, and are parents or guardians going to sell me for sex when I get home."* Barge stated that improvements will come from investment in school counselors whether it be additional funding for more school counselors, professional development opportunities, school counselor preparation programs, or simply protecting the

school counselor's time. Lastly, Barge called on policymakers and budget planners to treat counselors as vital members of an effectively operating school body and to protect their time.

Catalina Cifuentes, School Counselor/AVID Coordinator, Riverside County Office of Education

[\(Min 17:45\)](#)

Catalina Cifuentes explained how she has uses data to support and advocate for school counselors. The use of data has given Cifuentes the opportunity to provide students with access and opportunity. Cifuentes encouraged a team of relentless counselors to share the results of the data they were gathering and in turn they were offered a seat at the *big table* with the support of school administration.

Catalina [shared examples](#) of how she, since being trained in data and accountability, began to use data to show the impact of her program. She discussed her use of data led to her supporting others in the district. Cifuentes shared how they were able to use data to focus targeted activities and interventions to increase their high schools (of 800 seniors) graduation rate from 91% to 99.7%. She shared the schools belief that "one student not graduating was too many." Utilizing an A-G (college prep-course) requirement audit, Cifuentes and her team contributed to an increase her students taking college required classes (from 33.9% to 75%) at Santiago High School.

*"I am honored to be here... from a pink-slip 5 years ago
to seeing a school counselor next to a White House symbol.
It's an amazing feeling."*

Team Time: Strategic Action Plans, State Commitments

During this time teams were encouraged to finalize their state commitments.

Open Space Roundtables –National Commitments

During this open space time teams were encouraged to create opportunities and to gather important information needed to move the agenda forward at a national level.

Sharing Commitments

Joyce Brown provided a Convening Expectation Recap, with a check-in on how far teams had come in order to measure their commitment status. She asked groups to email their commitments to their facilitators and then invited a sample of those who completed their plans, those she rated as "ROCK STARS", to come forth and share their commitments:

Georgia: Revise pre-service courses and in-service development modules, and provide an innovation and best practice in school counselor preparation conference, Spring, 2016.

Denver: By 2020, committing to decreasing state school counselor ratios from 400:1 to 250:1; to increasing FAFSA statewide 48% to 68% and to complete college matriculation and degree matriculation by 5% (currently at 55.2%).

Delaware: Committing to developing pre-service and in-service training in college and career readiness, sponsoring a summer summit for school counselors in college career readiness and tools for implementation. Delaware also committed to **providing our own convening** of policy makers and stakeholders to redefine the role of school counselors and to redefining all college and career

readiness initiatives in the state K-12.

Arizona: Committing to review certification for school counselors incorporating college and career readiness, provide after school workshops, lists of opportunities for college and career readiness opportunities and to support CCR teams with mentoring and professional development.

David Hawkins from NACAC, Representing the National Organizations:

David discussed how the following organizations, **NBCC, ASCA, CAC, NACAC, NCAC, NCDA, ACT, JKC, and SREB**, came together to provide a joint statement of agreements with critical components to do the following ***form a Council of all our organizations*** to conduct ongoing work on behalf of professional represented here. David shared this has been something talked about for a long time, and how he wanted it for the last 15 years. He then stated: *“We are going to make this happen.”*

Hawkins announced the first project will be a **comprehensive multi-organizational, multi-institutional asset map** of the competencies, resources, and skills sets that all of the organizations and institutions have in place to give professionals access to resources available to them and to continue the task of developing the profession now and in the future. Other tasks include **joint advocacy, joint research and joint communication** with stakeholders with administrators and policy makers. David concluded:

“We hope it makes a difference and we are absolutely committed to making it happen.”

Closing

Trish Hatch gave many thanks to her colleagues and for all those contributing to this event. She then referenced, once again, solution focused counseling, the miracles that can occur... and the miracles that can happen when you get teams together...

“...Imagine you woke up one morning and everything you had ever wanted or dreamed for the professional of school counseling... everything that could be right with the profession was right with the profession... well today proves its true and it IS happening.”

Thanks given to **Greg Darnieder** with a [Closing Video of Convening Highlights](#).

Thanks given to the **First Lady** for believing school counseling, in the work we do and for believing in our planning team.

Laura Owen provided the final charge to the audience and to all those participating live:

*“So now it’s YOUR turn.
We turn this over to YOU!
This is so exciting.*

*The energy that’s been here the last two days, take back this energy...
We can only imagine what you’ll do moving forward –
Its monumental and we can’t wait to hear what you do!”*

SDSU White House Convening Planning Team:

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THANK YOU!

Sponsors: THANK YOU for your support!

- [Michigan College Access Network \(MCAN\)](#)
- [California GEARUP](#)
- [National Association of College Admissions Counselors \(NACAC\)](#)
- [Advancement Via Individual Determination \(AVID\)](#)
- Jack McGrory, friend of SDSU
- Rod Dammeyer, friend of SDSU

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Deniece Chideme, Admissions Counselor, SDSU
Matthew Hebert, Director of Prospective Student Services, SDSU
SDSU School Counseling Graduate Students, Class of 2015 & 2016

More Information:

Event website and materials: www.cescal.org

Full Event Recording:

Day 1 – [Morning Session](#)
[Afternoon Session](#)

Day 2 – [Morning Session](#)
[Mid-morning Session](#)
[Afternoon](#)

[Session](#)



Appendix A
 San Diego State University
 Commitments to the White House College Opportunity Agenda

Commitment	Define/Explain
White House Convening at SDSU	<ul style="list-style-type: none"> • SDSU will provide West COAST LOCATION for similar convening
Doctoral Program in School Counseling	<ul style="list-style-type: none"> • Develop a doctoral program with a specialization in School Counseling
12 unit School Counseling Leadership/ Administrator Certificate Program	<p><i>Some Suggested Courses include (3 units):</i></p> <ul style="list-style-type: none"> • College Planning /Career Development P-16 (CSP 645) • Achievement Gap: Leadership, Advocacy and Systemic Change (CSP769) • Developing and Implementing a School Counseling Program (CSP775) • Evaluating and Improving School Counseling Programs (CSP776) • Policy, Politics, Ethics, Law for School Counseling Programs (CSP742)
Development of Principal/ School Counselor Trainings Related to CCR	<ul style="list-style-type: none"> • Ensure training at fieldwork placement sites • Build scalable modules - Online /Hybrid capacity • Hold on site training and academies
Partner with Cardinal Camp Academy for At-Risk Incoming 9th Grade Students	<ul style="list-style-type: none"> • Incoming 9th grade at-risk inner city students attend two-week summer academy at Hoover High School • SDSU School Counseling Graduate Program will collaborate during the Summer Academy to provide mentoring and CCR training support
Development of Partnerships with School Districts to Ensure Support for CCR Activities in All Field Placements	<ul style="list-style-type: none"> • Consistent placements of SDSU graduate students in local schools to support CCR - revised placement protocols with district directors • Site SC's must agree to partner on student research looking at college going data; identifying gaps, piloting CCR curriculum, research outcomes, evaluate programs and professional development needs, etc. • Each school agrees to a rigorous research/evaluation design
Develop/Revise Fieldwork Courses to Support SC Supervisors	<ul style="list-style-type: none"> • Support SC's and administrators at placements sites to participate in training (ASCA Model, Use of Data, and CCR)
Commit to YMOC Research Focused Specifically on CCR	<ul style="list-style-type: none"> • Collaborate with partner schools to align research with projects that support CCR for Young Men of Color.
Fall, 2014	

Appendix B

The Center for Excellence in School Counseling and Leadership (CESCaL) Commitments to the White House College Opportunity Agenda

Commitment	Define/Explain (Draft)
Local/State/ National Conferences	<ul style="list-style-type: none"> • Showcase Exemplary Programs, Initiatives, Research
Create College Career Readiness Division of Research CESCaL	<ul style="list-style-type: none"> • Dr. Laura Owen, Director will coordinate CCR division
Create Young Men of Color (YMOC) Division of Research CESCaL	<ul style="list-style-type: none"> • Dr. Estrada, Director will provide a yearlong scholars program designed to train the next generation of social scientists who can pursue graduate study and careers in research for underserved populations.
School Counselor and Administrator Academy/ Certificate Program	<ul style="list-style-type: none"> • Provide a professional development series for current practitioners in the field (Roll out with Riverside County – Marc LeNoir) • <i>Graduate Institute</i> focusing on college counseling and financial aid training for all school counselors at each school, the district school counseling supervisor, one assistant principal each school (hopefully the counseling department liaison/supervisor) and three instructional personnel identified by the principals • Create/offer 3-credit, college admissions counseling graduate course - introduction to leading school counseling programs that focus on creating a school-wide college and other post-secondary educational options.
Foundations of College Counseling: CA Model for Practicing School Counselors	<ul style="list-style-type: none"> • Partnership with <i>Goddard School</i> (NYC) to build/revise a 60-hour face-to-face professional development modules that can be used and evaluated in CA (and nationally)
College and Career Leadership Professional Development Institute	<ul style="list-style-type: none"> • Provide graduate credits toward an advanced certificate for current school counselors who would like to be trained and participate in summer melt interventions • Partner with Harvard (Mandy Savitz-Romer) to research and design interventions that apply developmental theory to College Preparation and Planning • Partner with Johns Hopkins University (Anita Young) to research and design Leadership Cohorts to serve as exemplars in district wide CCR initiatives and professional development
Middle School Parent Trainer of Trainers College/ Career Curriculum and Assessments	<ul style="list-style-type: none"> • Create/Evaluate Curriculum and Assessments Created for Middle School Parent Trainer of Trainers Parent Project (Funded by Edison) Bilingual Lessons
Online College Counseling Training Program	<ul style="list-style-type: none"> • Work with Alice Ann Bailey and the SREB College Counseling Training Initiative • Serve on SREB Board of Advisors • SDSU partnership with SREB's & CCTI

NASSP Conf. Pres. & Admin Training	<ul style="list-style-type: none"> • Continue to partner with NASSP to provide PD opportunities, conference presentations for superintendents, and joint administrator training
Council of Great City Schools	<ul style="list-style-type: none"> • Partner with largest school districts in the US – superintendents, admin, research, etc. to provide training, etc.
Research Summer Melt	<ul style="list-style-type: none"> • Provide grad (leadership) credits and/or a stipend to current Master’s or Doc students to participate in research on summer melt in the San Diego/Southern CA area. • Connect with the Admissions Office to receive contact information for students who do not show up in the Fall • Survey/Interview these students to learn more about their choices • Develop interventions to address the barrier
Summer Academy for School Counselor Leaders, Admin and School Counselor Educators	<ul style="list-style-type: none"> • One-week Summer Academy (2015 and/or 2016)
Weekend of Thought Leaders	<ul style="list-style-type: none"> • Invite National Leaders to San Diego For Weekend Thought Leaders Event – Brainstorming ideas, actions, next steps, etc.
Policy Convening	<ul style="list-style-type: none"> • Invite Policy Leaders to San Diego For Weekend Policy Planning Leaders Event
Online Learning Courses	<ul style="list-style-type: none"> • SDSU credit for blended or hybrid format courses • CCR /Data Modules that could be added to training and certificate programs
Fall, 2014	

Information On Teacher Advisement Programs: Education Code Section 49600

There is no definition in the Education Code of what may or may not be included in an advisory program or whether all or part of the duties described for school counselors maybe assumed by teacher advisors.
<http://www.ctc.ca.gov/credentials/manuals-handbooks/Advisory-on-Teacher-Advisement-Pgms.pdf>

LCFF/LCAP - ALL FUNDING DECISIONS NOW MADE LOCALLY

School counselors **have not been included** in the process as a priority, so local advocacy required.

California <http://www.schoolcounselor.org/>

Is school counseling mandated for grades K-8? **No**

Is school counseling mandated for grades 9-12? **No**

Mandated school counselor-to-student ratio: **None**

Source of mandate: Education Code

Who funds mandate? N/A State Budget Act

WHAT ABOUT AB 1802?

The California State Budget Act of 2006 (AB 1802, Chapter 79) amended the California Education Code to ensure that students in grades 7-12 receive counseling services. *Funding is no longer allocated for this specific purpose and the requirements are no longer in place.*

Higher Ed School Counselor Credential Programs

There are NO Counselor Education or School Counselor Doctoral Programs in CA (on-line only)

Most Professors teaching the next generation of school counselors are:

- Trained out of state
- Trained in another field
- Current or retired practitioners serving in adjunct roles

Of the 41 Commission-approved program sponsors offering one or more of the PPS credential preparation programs 6 are not active and at least 1 more is currently teaching out its program.

Active Institutions of Higher Education Offering School Counseling Programs

54% (19) are offered at private institutions

45% (16) are offered at CSU/UC institutions

General PPS program information:

- 48-60 units
- Modeled after CCTC 2000 standards - *only one career development standard*
- Most with behavioral management/intervention focus
- Some with added Licensed Professional Clinical Counselor with a mental health focus
- Majority have only ONE class on career theories & development which does not include the college preparation and advisement process

No Requirement for Professional Development in CA to Renew a PPS Credential

In 2000 the CCTC standards were adopted and in 2003 the ASCA model was launched. Despite its release, school counselors may not have been not trained with the knowledge and skills they need to design and implement data driven programs to meet the ever-changing college and career readiness needs of today's youth, especially those traditionally underrepresented.

Administrators receive NO Training in School Counseling

10,531 potential administrators graduated *without learning anything* about school counseling or how to utilize the school counselor's expertise.

Appendix D

National Organizations Represented at SDSU White House Convening
November 17-18, 2024

1. **ACA (American Counseling Association)**
Richard Yep, CEO (ryep@counseling.org)
Lynn Linde, Director Clinical Experiences/Loyola University (llinde@loyola.edu)
2. **ACT Inc. (American College Testing)**
Linda Vasquez, District Manager, State Organizations (linda.vasquez@act.org)
3. **ASCA (American School Counselor Association)**
Jill Cook, Assistant Director (jcook@schoolcounselor.org)
Sharon F. Sevier, Chair of ASCA Board of Directors (drsharisevier@gmail.com)
4. **CACREP (Council for Accreditation of Counseling and Related Educational Programs)**
Carol Bobby, President & CEO (cbobby@cacrep.org)
Tyler Kimbel, Director of Research & Information Services (tkimbel@cacrep.org)
5. **College Advising Corps (College Advising Corps)**
Jennifer Bell, National Director of Program & Partnerships (jcoxbell@advisingcorps.org)
Veniese Bradley-Mitchell, Training & Curriculum Manager (Veniese@advisingcorps.org)
6. **The College Board**
Karen Lanning, Senior Director Federal Relations (klanning@collegeboard.org)
Linda Guidry, Executive Director, Mobilization & Engagement (lguidry@collegeboard.org)
Lauri Benton, Senior Director, Mobilization & Engagement (lbenton@collegeboard.org)
7. **Jack Kent Cooke Foundation**
Rebecca Cullen, Director of Young Scholars and Alumni Programs (rcullen@jkcf.org)
8. **NACAC (National Association for College Admissions Counseling)**
David Hawkins, Executive Director & Educational Content & Policy (dhawkins@nacacnet.org)
9. **NBCC (National Board for Certified Counselors)**
Tom Clawson, President & CEO (clawson@nbcc.org)
10. **NCAN (National College Network)**
Kim Cook, Executive Director (cook@collegeaccess.org.)
11. **NCDAA (National Career Development Association)**
Mark Danaher, President (kmdanaher@gmail.com)
12. **SREB (Southern Regional Education Board)**
Alice Anne Bailey, Director SREB Go Alliance, (aliceanne.bailey@sreb.org)

Appendix E

Suggestions for Collaborative Engagement for National Organizations (11-17-14)

Deliberate/Intentional Actions Focused on College and Career Readiness
for School Counselors and College Access Professionals

Areas of Opportunity

- I. Establishing a National Prominence for School Counseling for College and Career Readiness through Focused Collective Actions**
 - A. Government Relations Actions
 1. Legislation (Inclusive of school counselor PD and pre-service training and/or statements regarding value-added)
 2. NDEA type legislation for Pre-service—Developing a new breed of professionals
 - B. Research Studies on Work of School Counselors and College Access Professionals
 - C. National Publications of Articles and Research
 - D. Methods for monitoring, collecting data highlighting success of effective school counseling and College Access Programs' efforts
 - E. Creating transparent operational pathways between and among national organizations who have school counselors in their membership or who represent them as their primary professional responsibility

- II. Beneficial/meaningful Organizational Collaborative Engagement for Strengthening School Counselors' College and Career Readiness (CCR) Skills-- Regionally and Nationally**
 - A. Awards and Recognition Programs for achieving noticeable CCR outcomes
 - B. Training Opportunities for Leadership Development
 - C. Summer Institutes for Districts teams on Developing and Implementing Accountability Structures
 - D. Special Membership Status
 - E. National School Counseling Standards and "*Certification*"
 - F. Credentialing/Certifications for College Access Professionals

- III. Accountability Structures for School Counseling Programs and College Access Programs**
 - A. Develop Structures around critical elements for college access and success (PSAT, SAT, AP, ACT, FAFSA Completion, College applications, along with other rigorous course taking patterns; college going and completion rates etc.
 - B. Shared Data Collection Mechanisms—evidence of increase in college preparation and access for all students, especially underserved populations
 - C. National dissemination of CCR data in publications and reports

- IV. Higher Education Pre-Service Training of School Counselors and Professional Development for School Counselor Practitioners and College Access Professionals**
 - A. Partnerships in Higher Ed institutions in revamping pre-service to include Data driven College Counseling and accountability
 - B. Partnership with National Organizations to identify and implement a critical mass of pre-service programs with new accountability structures
 - C. Provisions for Professional Development for School Counselor Educators at selected institutions

Pat Martin, Work with National Organization Leaders Group/White House Convening SDSU

Appendix F

State Commitments

Strategic Action Plan Commitments from 26 States						
SDSU White House Convening November 17 & 18, 2014						
State	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
	Revise Preparation Programs	K-12 Partnerships and Fieldwork Placement	Credentialing and Certificate Standards	Professional Development in College/Career Readiness - K12	Policies, Practices, Hiring/Placement Evaluation	Strategic Partnerships Donors and Fundors
1. Arizona	✓			✓	✓	
2. California	✓	✓	✓	✓	✓	✓
3. Colorado			✓			
4. Connecticut	✓					
5. D. of Columbia				✓		
6. Florida			✓	✓	✓	
7. Georgia	✓		✓	✓	✓	
8. Idaho				✓		
9. Illinois	✓	✓	✓			✓
10. Indiana	✓	✓		✓	✓	✓
11. Louisiana					✓	
12. Massachusetts	✓			✓		
13. Maryland	✓	✓	✓	✓		
14. Michigan	✓					
15. Missouri				✓		✓
16. Nebraska				✓		
17. New Jersey	✓			✓		
18. New York	✓			✓		✓
19. New Mexico				✓	✓	
20. North Carolina	✓			✓		
21. Oklahoma				✓		
22. Oregon				✓		✓
23. Pennsylvania	✓					
24. Texas				✓		
25. Utah		✓	✓	✓	✓	✓
26. Virginia				✓		
27. Washington				✓		

Appendix G:

SDSU White House Convening Planning Team:

Convening Organizers:

Trish Hatch

Trish Hatch, Ph.D. is Associate Professor, Director of the School Counseling Program and Executive Director of the Center for Excellence in School Counseling and Leadership (CESCaL) at San Diego State University. Dr. Hatch is the author of *The Use of Data in School Counseling: Hatching Results for Students, Programs and the Profession* (2014); and co-author of the *ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2003; 2005) and *Evidence-Based Practice in School Counseling: Making a Difference with Data-Driven Practices* (Dimmit, Carey & Hatch, 2007). A former school counselor and administrator, with over 50 publications and more than 100 refereed papers and presentations, Hatch served as ASCA's Vice President (Supervisor/Post-Secondary), and received the ASCA Mary Gehrke Lifetime Achievement Award and ASCA's Administrator of the Year Award. A national trainer and grant writer, she is co-author of 13 Elementary & Secondary School Counseling Grants bringing over \$16,000,000 to districts. Hatch was a featured speaker at the White House Convening on the Presidents College Opportunity Agenda at Harvard University and co-lead the White House Convening on Strengthening School Counseling in support of the First Lady's Reach Higher Initiative.

Laura Owen

Laura Owen, PhD, is an assistant professor in school counseling at San Diego State University (SDSU). A prior school counselor and district counseling supervisor, she is a passionate advocate for closing college opportunity gaps. Her research has allowed her to partner with school counselors from large urban school districts across the country to address FAFSA Completion and Summer Melt. She is currently co-leading the qualitative evaluation on a recently awarded IES grant that utilizes text messages and school counselor support to increase on time college matriculation. In July 2014, Laura participated on a panel of school counseling experts at the Harvard White House Convening to discuss research-based approaches and best practices to address college affordability, the college application process, and the summer transition between high school and college. In November 2014, Laura co-organized the San Diego White House Convening in support of the First Lady's Reach Higher Initiative on school counseling and college access.

Strategic Action Plans:

Joyce Brown

Dr. Joyce Brown is a recognized counselor leader whose professional experiences include teacher, counselor and district administrator within the nation's third-largest school district, Chicago Public Schools. She has designed and implemented numerous programs focused on student achievement resulting in college and career readiness, high school transition practices and counselor leadership. Retiring in 2008, she provides professional development to educational stakeholders on the use of data to impact postsecondary outcomes and has served as a consultant to the US Department of

Education FAFSA Tracking Initiative, College Board – National Office of School Counselor Advocacy (NOSCA) and the Education Trust. Most recently, she was a panelist on President Obama’s, College Opportunity Agenda, *Strengthening School Counseling and College Advising*, at Harvard University and served as a panel moderator for the *President’s College Opportunity Summit*. She holds a doctorate degree in educational leadership from Northern Illinois University.

Jasmine Mcleod

Jasmine Mcleod is the Instructional Systems Specialist at the Department of Defense Education Activity Headquarters, leading school counseling programs that serve over 80,000 military-connected students across the world. Mrs. Mcleod previously served as an Educational Specialist for the Office of School Counseling at Baltimore City Public School System where she partnered with numerous college-access stakeholders to create in-service training that leveraged school counselors as leaders and advocates. She has served as an Adjunct Professor at Loyola University in Maryland, and was the first Scholar-in-Residence at the American Counseling Association. Mrs. Mcleod has a distinct skill for building strategies and partnerships that systemically drive student outcomes, and prepare school counselors as effective leaders and student advocates. She has a passion for working with underserved student populations, and is committed to promoting practices and models that leverage educational access, equity, and opportunity for ALL children.

Luncheon Panel Organizers:

Cheryl Holcomb-McCoy

Dr. Cheryl Holcomb-McCoy is Vice Provost for Faculty Affairs at Johns Hopkins University and a Professor of Counseling and Human Development at the School of Education. Presently, she works with vice deans of faculty and faculty across the university, concentrating her efforts on ensuring the continued excellence of Johns Hopkins faculty by enhancing faculty development initiatives, increasing faculty diversity and improving the quality of faculty life. Dr. Holcomb-McCoy has previously served in the roles of Vice Dean of Academic Affairs and Chair of the Department of Counseling and Human Services at the School of Education, Associate Professor of Counselor Education at the University of Maryland, College Park and Assistant Professor and Director of the School Counseling Program at Brooklyn College of the City University of New York. She has authored over 50 articles in refereed national journals and is the author of the best-selling book entitled, *“School Counseling to Close the Achievement Gap: A Social Justice Framework for Success”* (Corwin Press). Additionally, she has served as principal and/or co-principal investigator on numerous national and regional grants, with funding over \$1,000,000. Her areas of research specialization include the measurement of multicultural self-efficacy and cultural competence in counseling, the evaluation of urban school counselor preparation and training, and school counselors’ influence on low-income students’ college readiness.

Patricia J. Martin

Patricia J. Martin, a nationally recognized leader in the reform of school counseling and efforts to solidify counselors’ work as an integral part of the primary mission for schools, has served as a public school educator for over 35 years—a school counselor, district supervisor of counselors, high school principal, chief educational administrator and assistant superintendent of schools. She has developed and managed

institutional programs and system policies that directly impact access and educational equity for all students. Pat provided leadership nationally in the development and implementation of a multi-year Wallace Foundation Grant at Education Trust, Inc.—*The National Initiative for Transforming School Counseling (1995-2001)*, redefining the role of school counselors and establishing redesigned models for counselor education pre-service programs focused on advocacy and equity in educational outcomes for all students. Recently (2003-2013) at the College Board, Pat led the National Office for School Counselor Advocacy (NOSCA), creating national prominence for counselors in education reform by developing a distinct body of college and career readiness work (largest depository in the nation) for advancing school counselors' role in this venue. Additionally at NOSCA, Pat led the development of surveys and dissemination of results from the *2011 & 2012 National Surveys of School Counselors*, seminal work supported by the Kresge Foundation, guiding the national agenda for college and career readiness today.

Harvard Convening Organizer:

Mandy Savitz-Romer

Mandy Savitz-Romer is a Senior Lecturer and Faculty Director of the Prevention Science and Practice program at the Harvard Graduate School of Education. She is a leading expert on the topic of school counseling and college and career readiness. As a former urban school counselor, Dr. Savitz-Romer writes and speaks extensively on how school and non-profit organizations can structure college and career readiness supports that reach all students. She has authored numerous publications and routinely appears in the media on the role of school counselors and college advisors in advancing postsecondary opportunities for all students. Dr. Savitz-Romer regularly provides leadership and consultation to school districts, higher education institutions, and community-based college access and readiness organizations across the country. Dr. Savitz-Romer is the co-author of *Ready, Willing, and Able: A Developmental Approach to College Access and Success* (Harvard Education Press 2012) and the lead organizer of the 2014 Harvard convening for the White House College Opportunity Agenda—“Strengthening School Counseling and College Advising”.

National Panel Member:

Alice Anne Bailey

As Director of *Go Alliance*, Dr. Alice Anne Bailey helps states develop and implement the right policies, support programs, and communications techniques to increase the number of "first-in the-family" students who prepare for and apply to postsecondary education. She also directs the College and Career Counseling Initiative, which examines effective school counseling policy; researches the impact of school counseling; and provides rigorous professional development and education for in-service and pre-service school counselors and others. At SREB, she has managed many multi-state education projects and authored numerous reports ranging from middle grades to adult education. Her professional career began at IBM, where she worked as a psychometrician in the areas of employee selection and professional certification. Dr. Bailey's research on how negative stereotypes impact women's interest and performance in STEM fields was granted the *Outstanding Original Research Contribution Award* by the Georgia Psychological Association.

Open Space Technology:

Judith Lorimer

Judith Lorimer is the Deputy Director of Goddard Riverside Community Center's Options Center, overseeing its college access and success services for young people as well as the Options Institute, New York City's leading provider of in-service training for college advisors. Judy's career in the field of college access and success spans nearly 20 years, having served as a practicing college access advisor, guided program evaluation and assessment efforts, and developer of high quality training for college access and success professionals. Judy is a co-chair of the Comprehensive College and Career Counseling Consortium of NY/NJ, a collaborative consortium committed to supporting school counselors and college advisors, and co-founder of the New York City College Success Network, a professional network focused on building the capacity of programs to support young people in college. Since 1985, the Options Center has supported low-income, first-generation New York City youth to attend college. It is a program of Goddard Riverside Community Center and supports students attending college throughout New York State and collaborates with City University of New York (CUNY) community colleges. Supports for students include advising, campus visits, financial aid guidance, transportation, and last dollar grants.