



SAN DIEGO STATE
UNIVERSITY



**COLLEGE AVENUE COMPACT: A K-16
SCHOOL/COMMUNITY/UNIVERSITY
PARTNERSHIP TO PROMOTE COLLEGE AND
CAREER READINESS FOR ALL STUDENTS**

**-TRISH HATCH
-TRINA LE (IN ABSENCE)
SDSU GRAD STUDENTS**



Overview of Session



- SDSU's School Counseling Program
- Demographics of City Heights Neighborhood
- City Heights Educational Collaborative
- College Avenue Compact/GEARUP
- San Diego State School Counseling Partnership
 - CSP 622B Achievement Gap - Data Project
 - CSP 645 P16 College/Career Readiness Course
 - CSP 710B ASCA Model
 - CSP 730 Site Placement (Fieldwork)
- Cardinal Camp – Results!
- Design Goals – Implement Goals
- SDSU GEAR UP Collaborative Fieldwork
- Q & A



culturally responsive practitioners & educational leaders

COLLEGE OF EDUCATION

DEPARTMENT OF COUNSELING & SCHOOL PSYCHOLOGY

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Welcome to the School Counseling Program!

Did you miss Future School Counselor Day?

[Download the Presentation Here!](#)

E-mail schoolga@yahoo.com for more information.

Class of 2013 please [click here](#) for commencement information

School Counseling

- [School Counseling Home](#)
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Note: The LiveBinder Access Code is *sdsu*

Program Details

- [Download the Sequence of Study for Full-Time Students](#)



Mission Statement

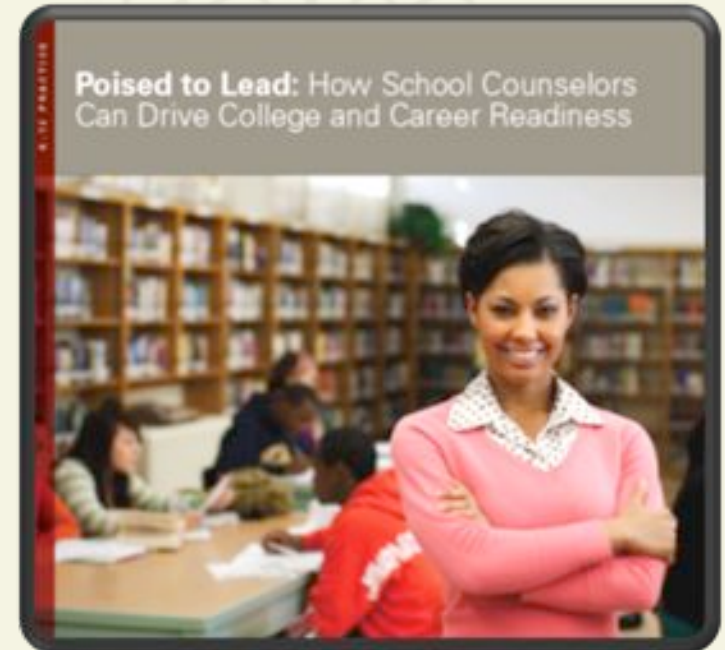


The mission of the SDSU School Counseling program is to prepare school counselors to become leaders, advocates and systems change agents in our diverse schools. As an integral part of the total educational program for student success, school counselors learn to design, develop, implement and evaluate their comprehensive school counseling program to ensure that every student receives developmentally appropriate competencies in academic, career and personal/social development. School counselors become professional student advocates who promote equity and access to a rigorous education for every student and who work to prevent and remove barriers to learning. Our School Counseling graduates develop themselves as culturally competent leaders in educational reform and social justice in the schools and communities they serve.

University Training Programs

- Revise job descriptions
- Shift university training programs
- Align and tighten state credentialing requirements
- Provide support to existing school counselors
- Align school counselor evaluations to academic outcomes

**National Training Initiative for
School Counselor Educators**



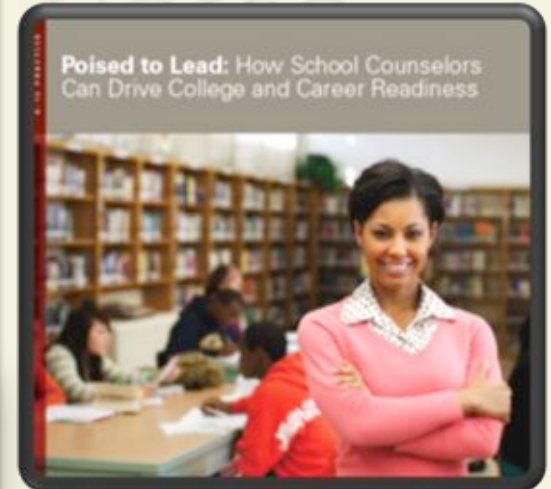
University Training Programs



There are school counselor preparation programs that stand out for their excellence, however. San Diego State University and the University of North Florida are two examples. Both these programs list educational equity and academic success for every preK-12 student as part of their mission statements.^{6,7} Since the majority of the courses they offer enroll only school counseling students, these programs are free to build curriculum, field experiences, assignments, and assessments around education issues. These successful programs teach students how to use data to support decision making, and develop strategies for removing institutional barriers to student success. Meaningful field experiences start early in the program and professors get out into the K-12 schools along with their school counseling students. This latter practice allows instructors to stay current on the issues, challenges, and opportunities that exist in the real-world educational setting.



PREPARING COUNSELORS FOR TRANSFORMING SCHOOLS



Where is City Heights?

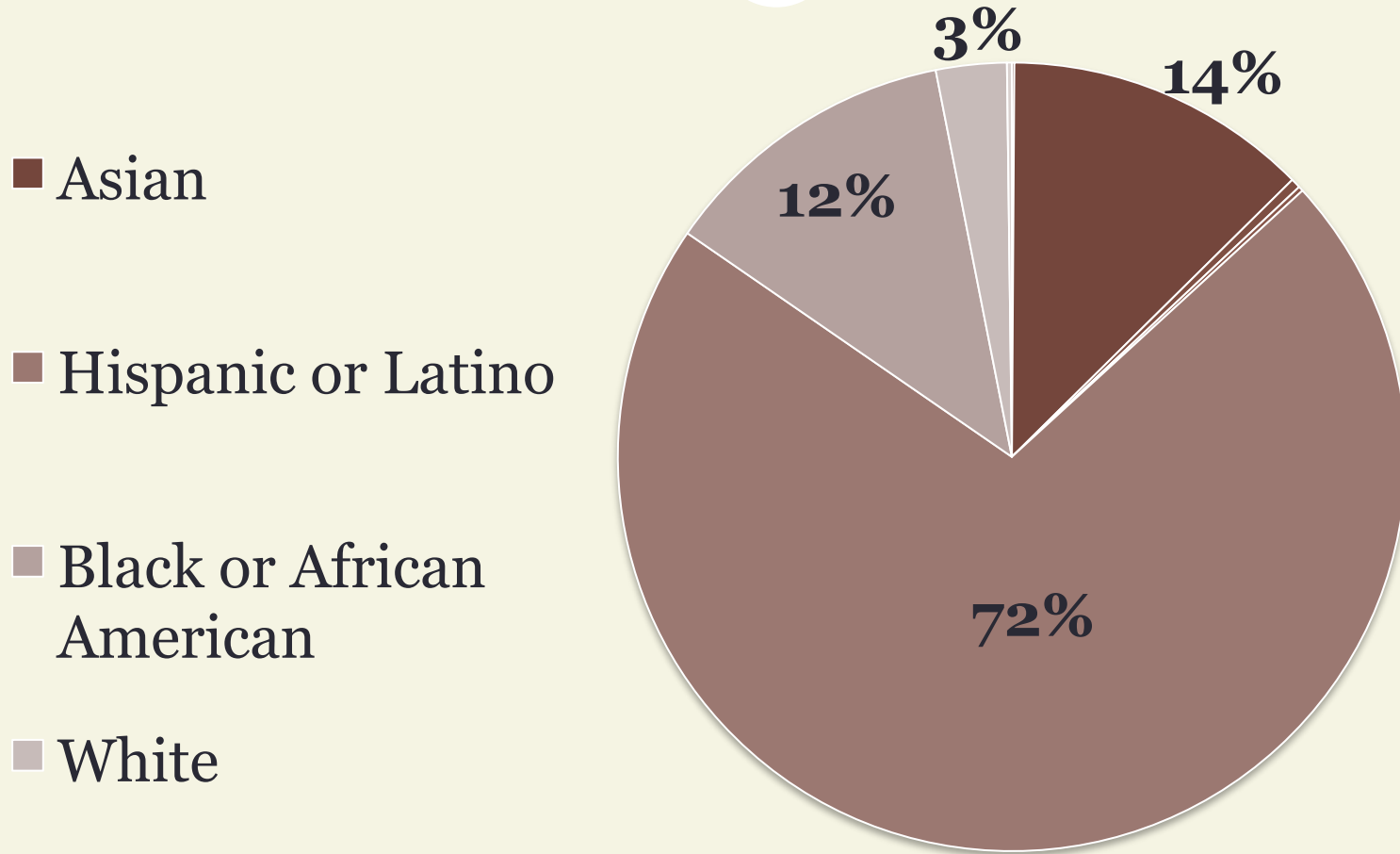


Hoover High School

- **42%** English Language Learners
- **97.8%** Free/Reduced Lunch
- **29.4%** reported using alcohol or drugs in the past 30 days.
(California Healthy Kids Survey)



Student Demographics ~ Hoover High



City Heights Educational Collaborative Partnerships



The City Heights Educational Collaborative is a K-12 coordinated public education partnership with the goal of achieving excellent educational outcomes for inner city children.



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PRICE CHARITIES

Partners include:

- San Diego State University
- San Diego Education Association
- Price Charities



COLLEGE AVENUE COMPACT



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Benefits

- Guaranteed admission to SDSU with the option to connect through San Diego City College (SDCC)
- Guidance while at SDSU/SDCC to help you graduate in four years

Requirements

Eligibility begins with enrollment at Hoover High School in grade 9. Upon graduation from Hoover High School, students must have completed the following:

- Complete the 11-unit "a-g" college preparatory course requirements
- Maintain a 3.0 GPA in "a-g" college preparatory courses
- Have taken the SAT or ACT test
- Satisfy the SDSU Entry Level Mathematics (ELM) test
- Satisfy the SDSU English Placement Test (EPT)
- Pass the California High School Exit Exam (CAHSEE)

A-G Requirements

A	U.S. History, Government/World History 2 years
B	English 9-12 4 years (SD 7-8 may apply)
C	Algebra, Formal Geometry, Intermediate Algebra, Math Analysis, Calculus 3 years, 4 recommended
D	Biology, Chemistry, Physics 2 years, 3 recommended
E	Foreign Language 2 years (same language), 3 recommended
F	Visual and Performing Arts 1 year (must be a year-long course)
G	College Preparatory Elective or additional year of any of the above subject areas 1 year

The Road to College

Elementary School

- Learn about college by attending "I'm Going to College" classroom lessons and parent workshops about college preparation.
- Visit SDSU

Middle School

- Attend "College: Making It Happen" presentations with parents to learn about college requirements, college systems, and financial aid.
- Visit SDSU

Grade 9

- Create personalized four-year graduation plan with school counselors.

High School

- Work with College Avenue Compact advisors and students from SDSU/SDCC to maximize university eligibility and address the "a-g" course requirements, GPA, and areas of need.
- Visit SDSU and SDCC.
- Parents: Attend workshops to review university requirements, deadlines, and financial aid.

Grade 10

- Attend the College Avenue Compact introductory assembly to learn about program requirements and how to plan for college.

Grade 11

- Focus on passing the California High School Exit Exam (CAHSEE).

Grade 12

- Take the CST Augmented Test and SAT/ACT exams during the spring semester.
- Attend the College Avenue Compact assembly to recognize 11th grade students who have maintained eligibility.

Grade 13

- Apply to SDSU October 1 - November 30 of your senior year.
- Sign up for community college placement tests in the fall of your senior year.
- Apply for financial aid using the FAFSA in January of senior year.
- Work with school counselors to apply for scholarships.

College Avenue Compact is designed to...



- Establish a college-going culture in all Collaborative schools – elementary, middle, and high school.
- Prepare students for the rigors of college.
- Guarantee admission to SDSU.
- Provide academic support while at SDSU.



College Avenue Compact Benchmarks



- Enroll by 9th grade at Hoover High
- Attain a 3.0 “a-g” GPA (at time of SDSU application & graduation)
- Complete all “a-g” course requirements with grade C or better
- Satisfy the ELM (Entry Level Math Test)
- Satisfy the EPT (English Placement Test)
- Take the SAT Reasoning or ACT exam
- Pass the CAHSEE
- Graduate from Hoover High School

College Avenue Compact



SAN DIEGO STATE
UNIVERSITY



- **SDSU collaborates with CHEC** in a guaranteed admission partnership called "College Avenue Compact" to help students reach the admission requirements through a wide range of support that includes:

<http://thechec.org/>



College Avenue Compact K-16



College Avenue Compact K-16 Plan for Post-High School Opportunities

Source: <http://thechec.org/>

Grade	Classroom Focus	Programs and Activities	Parent Workshops
K-3	<p>Career Awareness (in-class lessons delivered by school counselor) Vocabulary Building: Careers, College, Character Education Emphasizing world of work (e.g., good attendance, responsibility, cooperation) Character development program (STAR, trait of the month, etc.)</p>	<ul style="list-style-type: none"> • Collaborative College Day • Guest speakers, field trips re: careers and college • Give existing programs/staff a career focus (e.g., music, community garden) • Grade 3 SDSU field trip (America Reads) • College bulletin boards (Hoover kids at college, etc.) • College field trips with vocab lists; in-class vocab lists 	<ul style="list-style-type: none"> • Families In Schools workshops • Parent Institute for Quality Engagement (PIQE) workshops • Parent Center workshops (director and staff) • Academic workshops (PAL)
4-5	<p>What is College? Exploring Careers (in-class lessons) (counselor) Career Awareness unit developed by counselor Give existing programs/staff a career focus Character Education Character development program (STAR, trait of the month, etc.)</p>	<ul style="list-style-type: none"> • Collaborative College Day • 4th grade I'm Going to College program (parent workshops included) 	<ul style="list-style-type: none"> • I'm Going to College workshops for 4th grade parents; Cal SOAP, 4th grade teachers, PAL, Parent Center, CAC Tutors • Families In Schools workshops (transition to middle school) • PIQE workshops • Parent Center workshops (director and staff) • Academic workshops (PAL)

GEAR UP: Learning to Counsel Continuum

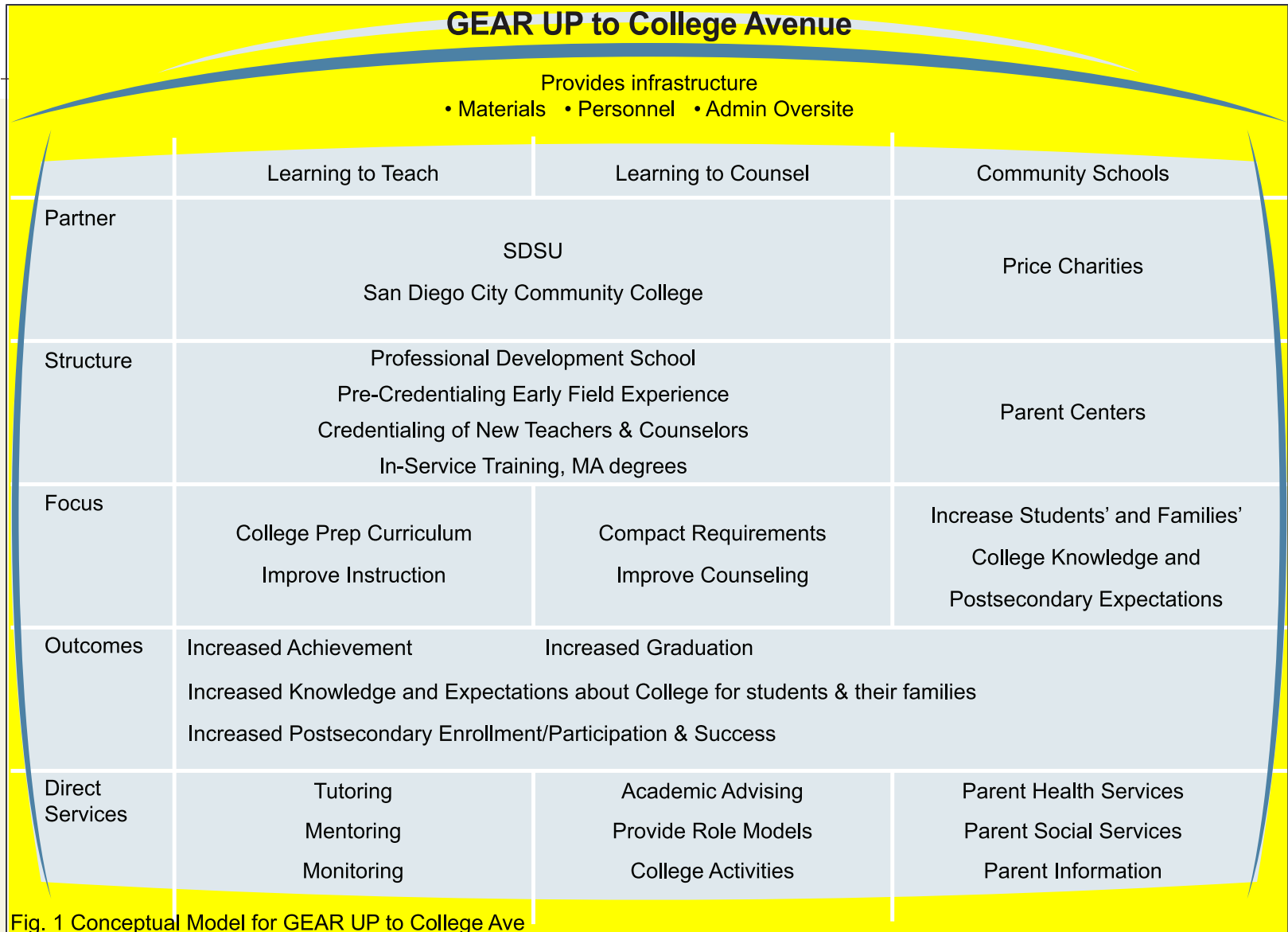


Fig. 1 Conceptual Model for GEAR UP to College Ave

Master of Science Degree in Counseling: School Counseling	Master of Science Degree in Counseling: School Counseling
2. Common Core (6 units):	2. Common Core (6 units):
ED 600 Methods of Inquiry (3)	ED 600 Methods of Inquiry (3)
CSP 600 Cross-Cultural Counseling Communication Skills (2)	CSP 600 Cross-Cultural Counseling Communication Skills (2)
CSP 600L Cross-Cultural Counseling Pre-practicum (1) C/NC	CSP 600L Cross-Cultural Counseling Pre-practicum (1) C/NC
3. Foundations (minimum 6 units):	3. Foundations (minimum 10 units):
CSP 610C Determinants of Human Behavior: Development (1-3)	CSP 600 Theoretical Foundations of Counseling and Marriage and Family Therapy (3)

CSP 620 Foundations of the Professional School Counselor Leader (3)

CSP 624 Learning Achievement & Instruction for School Counselors (3)

CSP 630 Social Justice and Holistic School Systems for School Counselors (3)

CSP 645 College Planning and Career Development P-16 (3)

CSP 769 Achievement Gap: Leadership, Advocacy, Systemic Change (3)

CSP 775 ASCA National Model I: Developing and Implementing a School Counseling Program (3)

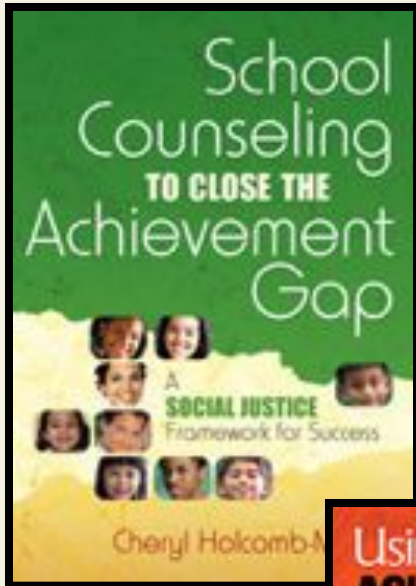
CSP 776 ASCA Model II: Evaluating and Improving School Counseling Programs (3)

CSP 742 Policy, Politics, Ethics, Law, & for School Counselors (1-3)

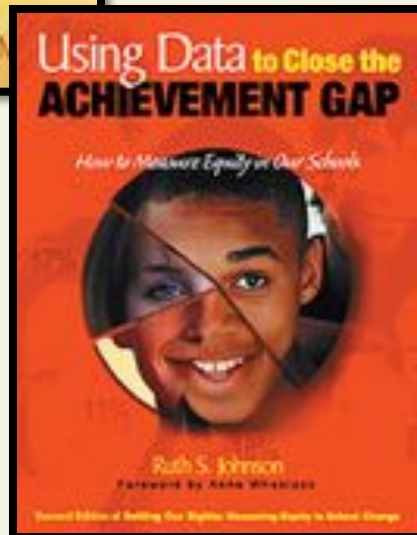
CSP 620 Guidance Services in Public Education (6)	CSP 689 Family Counseling in the Schools (2)
CSP 742 Program Development and Evaluation in Pupil Services (6)	CSP 742 Policy, Politics, Ethics, Law, & for School Counselors (1-3)
CSP 689 Family Counseling in the Schools (1)	CSP 645 Psychometrics in Counseling and School Psychology (1)
7. Research (minimum three units selected in consultation with adviser)	7. Research (minimum (3) three units selected in consultation with adviser):
CSP 710A Professional Seminar (3) OR CSP 799A Thesis (3) C/NC/RF	CSP 710A Professional Seminar (3)

CSP 622B

Achievement Gap



Bryant



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

The chart below shows how data elements for each of the eight components.

Each Element is a Component	Element	Element	Element	
1. College Readiness	Attendance	4	4	4
	Dropouts	4	4	4
	Retention	4	4	4
	SES		4	4
	Strategic			4
2. Academic Planning for College and Career Readiness	Students meeting or going over or grade 4	4		
	Proficiency in base tests for English, math and science	4	4	4
	Students enrolled in post-secondary courses		4	4
	Students enrolled in post-secondary all courses			4
	Students enrolled in post-secondary courses required for in-state residency			4
3. Assessment and Intervention Engagement	Participation in assessment activities (e.g., academic support, career bridge programs, etc.) and other activities	4	4	4
	Participation in assessment activities (e.g., registration, career/counseling, academic success)	4	4	4
	Students in counseling activities in assessment and intervention programs	4	4	4
4. College and Career Exploration and Selection Processes	Participation in college and career exploration programs	4	4	4
	College and career exploration activity application completion			4
	College and career exploration activity application submission			4
5. College and Career Assessment	Participation in assessment activities	4	4	4
	Participation in reading, mathematics, science and ELA		4	4
	Performance in reading, mathematics, science and ELA		4	4
	Performance on SAT and Subject Tests and ACT			4
	Performance on SAT and Subject Tests and ACT			4
6. College Affordability Planning	Participation in early assessment through theory and financial institutions	4	4	4
	Participation in financial aid planning processes		4	4
	Advisory application completion			4
	Letter completion			4
7. College Admission Assistance Process	Yes and No post college application			4
	Yes and No post college application			4
	Yes and No in state within assistance program institutions			4
8. Transition from High School to Postsecondary Education	Postsecondary enrollment			4
	Yes and No post college enrollment			4
	Yes and No post college enrollment			4



Data Analysis:

HOOVER HIGH SCHOOL

HuMaRo

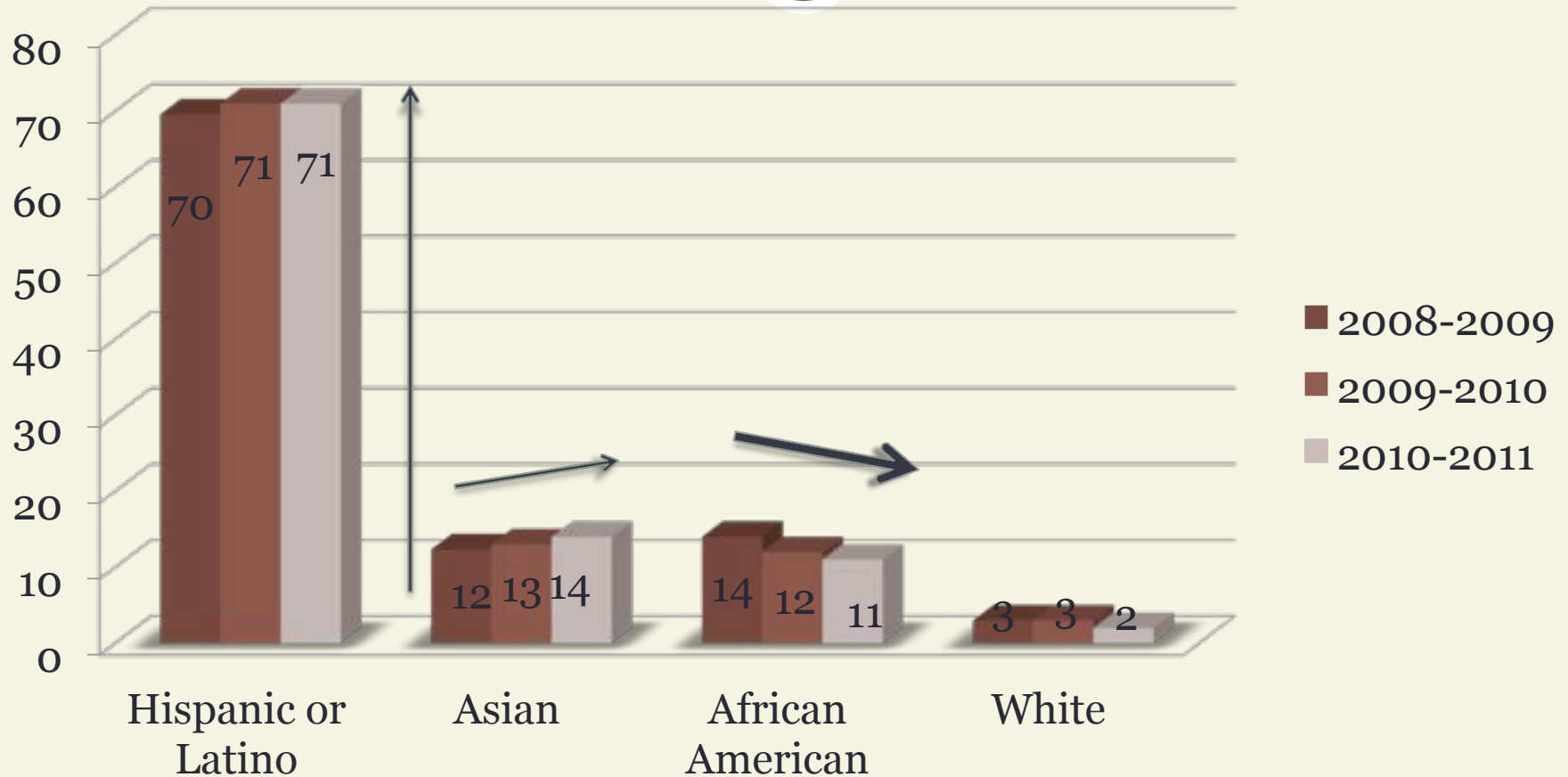
Hugo Gonzalez | Maia Weldele | Roberta Cruz

Overview of Hoover Data Project (Mini)



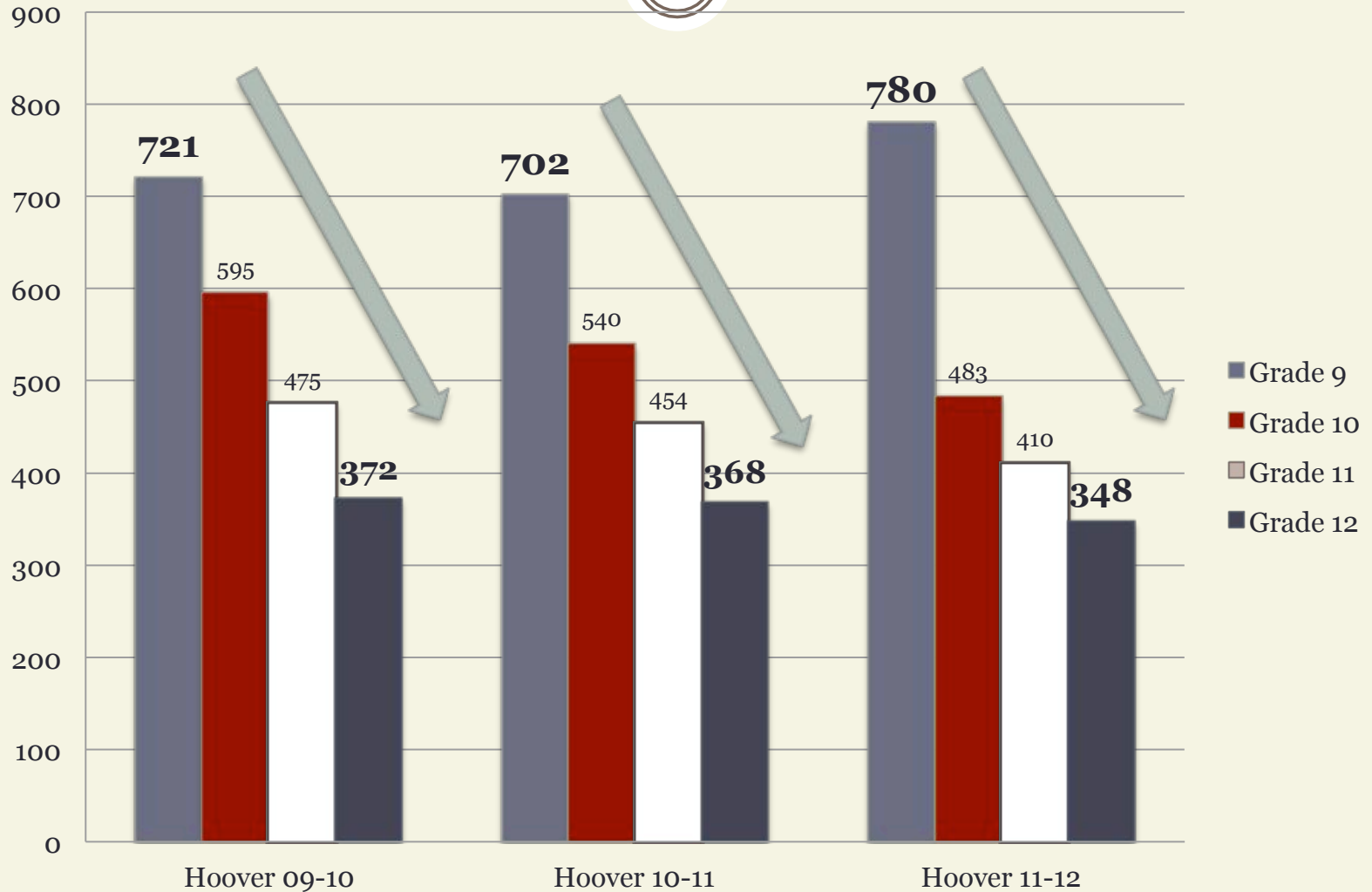
- Background Information
- Staff Perceptions
- School Enrollment
- Graduation Rate
- CAHSEE
- A-G Completion
- Tests: Advanced Placement & SAT
- Areas of Need
- Areas of Strength
- Recommendations

Hoover Student Enrollment by Ethnicity

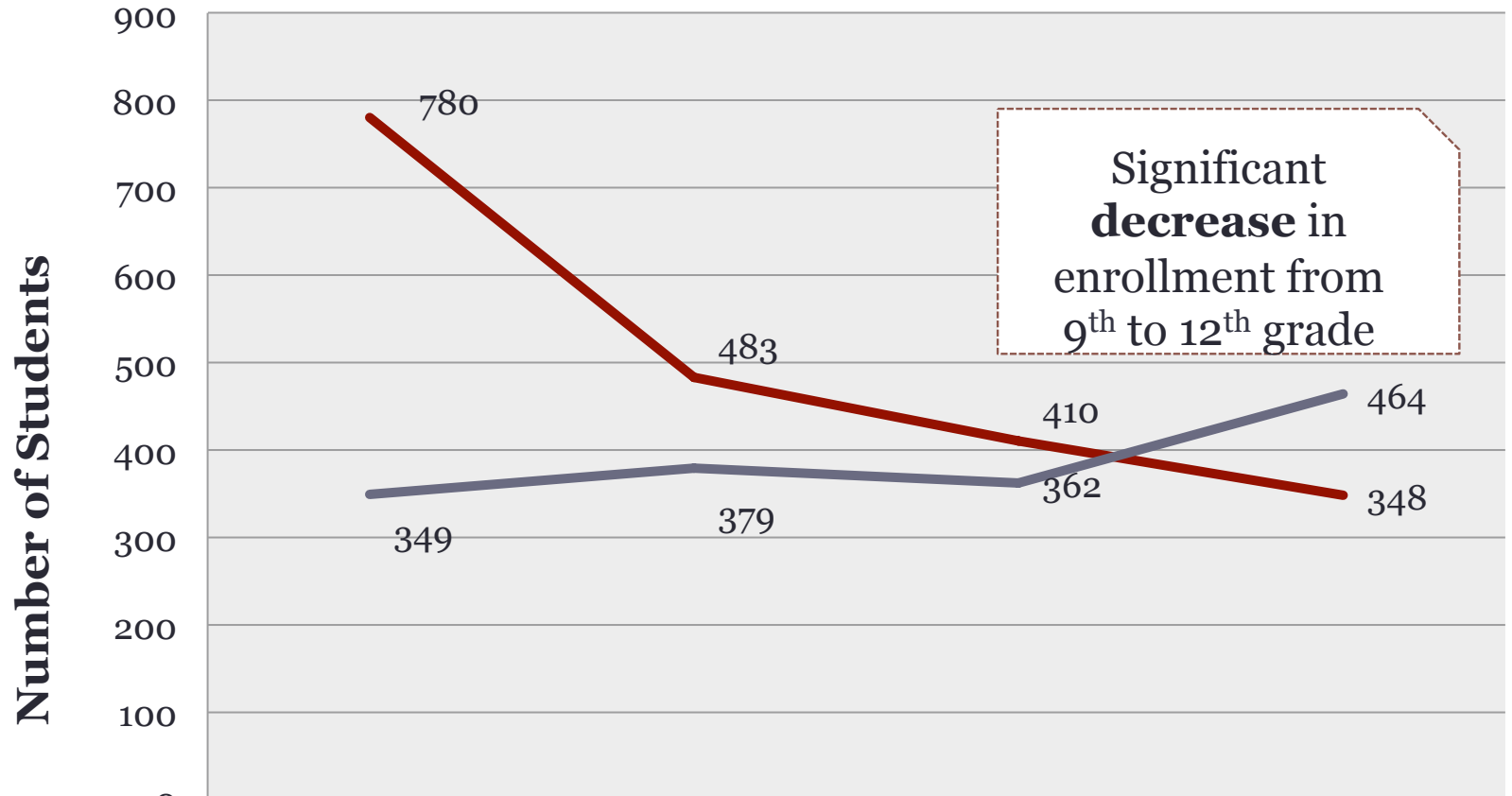


- Latinos are consistently the largest population
- Asians are increasing
- African Americans are decreasing

Hoover Enrollment Over Time

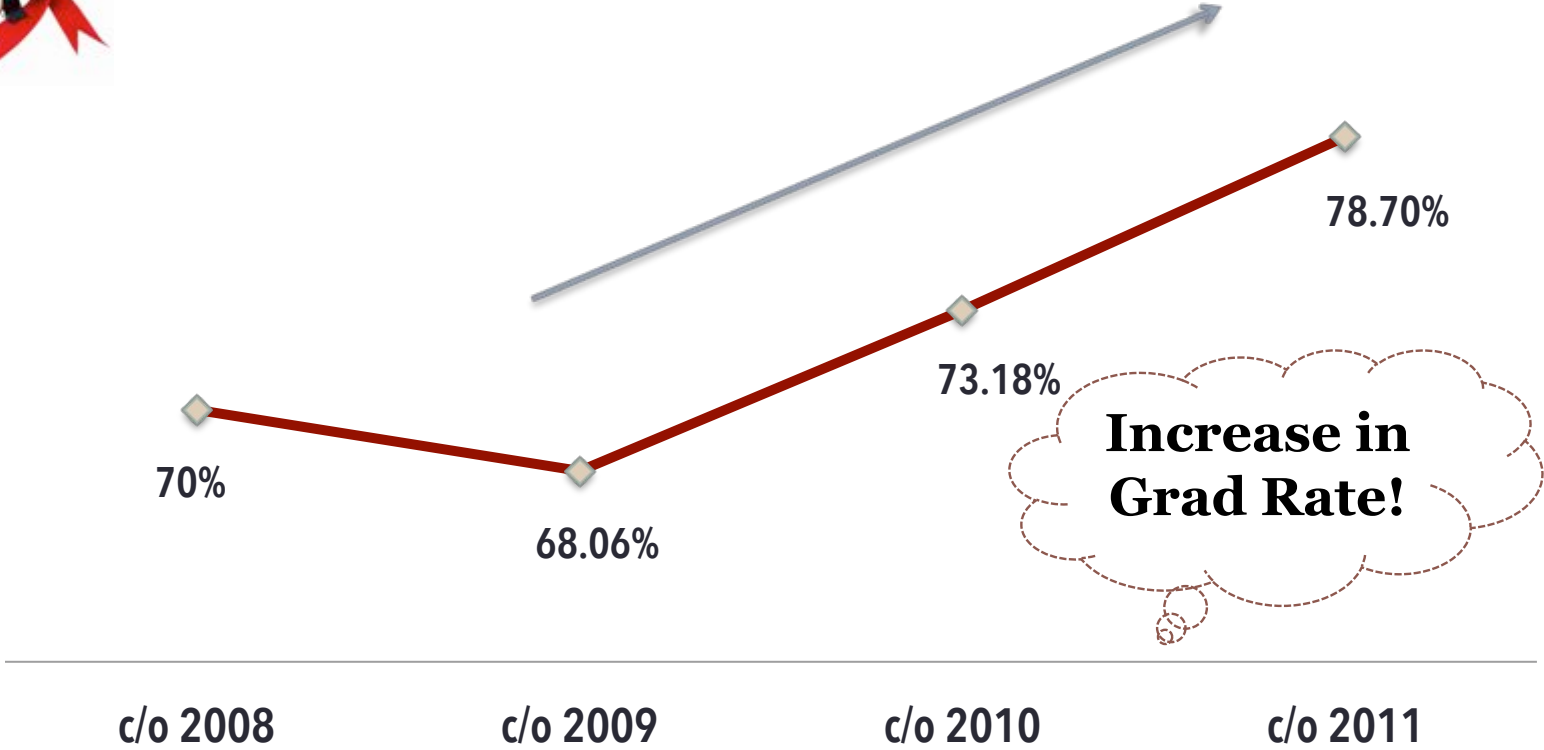


Enrollment by Grade Comparison



	Grade 9	Grade 10	Grade 11	Grade 12
Hoover 11-12	780	483	410	348
Mt. Miguel 11-12	349	379	362	464

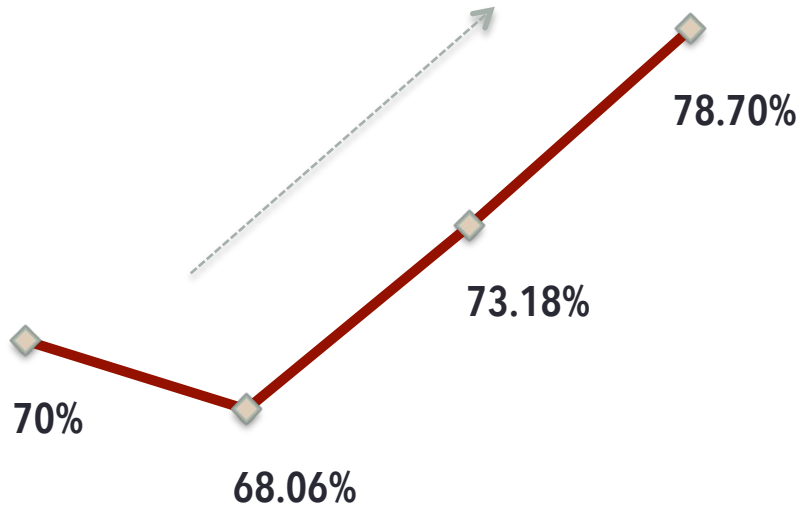
Hoover High Graduation Rate



Higher Grad Rate, but Decreasing Enrollment

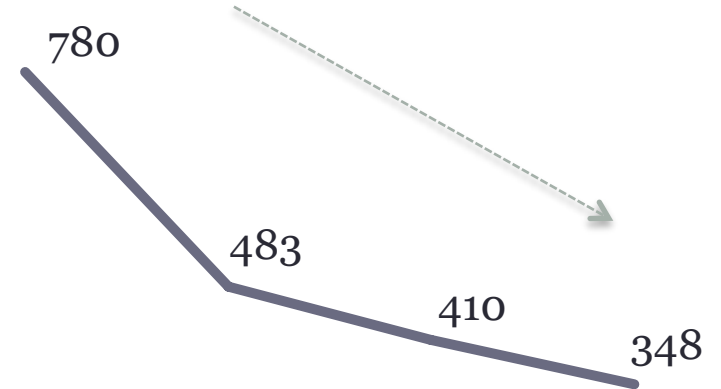


Graduation 11-12



c/o 2008 c/o 2009 c/o 2010 c/o 2011

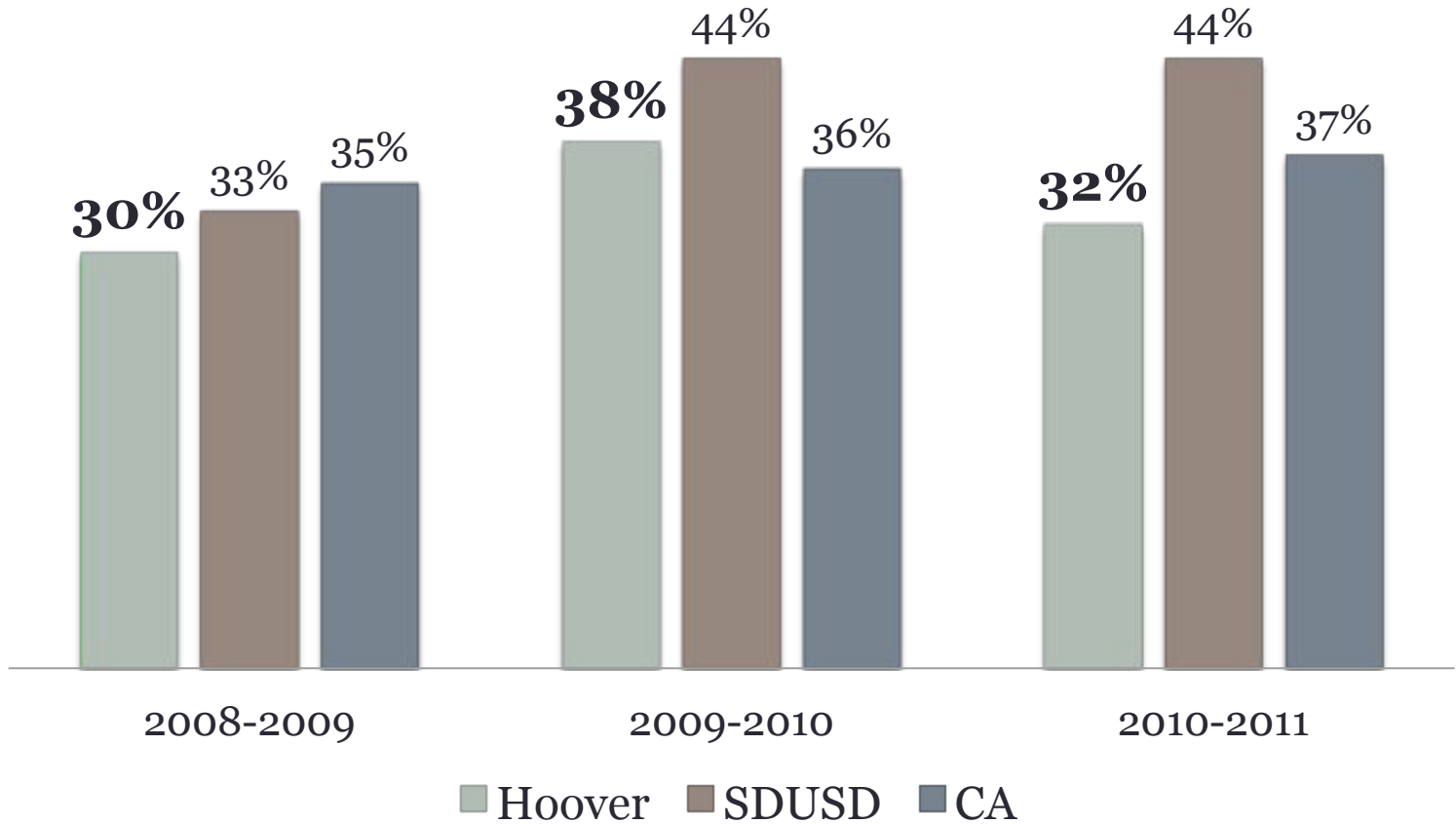
Enrollment 11-12



Grade 9 Grade 10 Grade 11 Grade 12

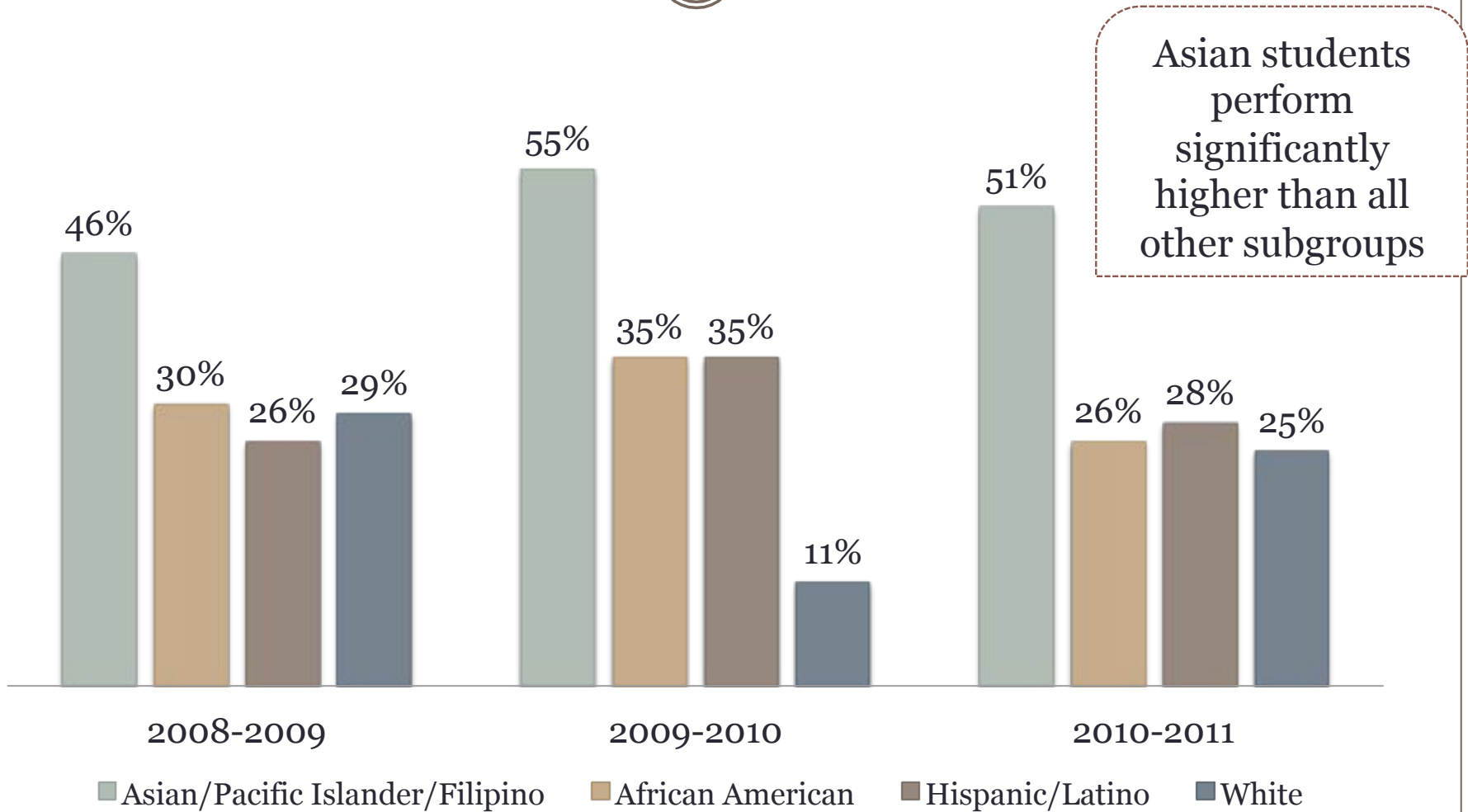
A - G Graduate Completion Rate

Comparison: Hoover, SDUSD & CA 2009-2011



Hoover High School 2009-2011

A - G Graduate Completion Rate by *Ethnicity*



CSP 645: P-16 College/Career Readiness



Redesigned course to align with:

- NOSCA 8 Components
- Ed Trust
- ASCA Model
- NACAC
- YMOC
- Cardinal Camp at Hoover High School

Obama Set a Goal for College/Career Readiness. Is a Miracle Necessary to Obtain it?



- *“By 2020, America will once again have the highest proportion of college graduates in the world ...*
- *So tonight I ask every American to commit to at least one year or more of higher education or career training ... every American will need to get more than a high school diploma.”*


*President Barack Obama
Address to Joint Session of Congress
February 24, 2009*

Three Guides from College Board



Elementary School Counselor's Guide

NOSCA's Eight Components of College and Career Readiness Counseling

 CollegeBoard
Advisory & Policy Center
NOSCA: National Office for School Counselor Advocacy



Middle School Counselor's


NOSCA's Eight Components of College and Career Readiness Counseling

 CollegeBoard
Advisory & Policy Center
NOSCA: National Office for School Counselor Advocacy




High School Counselor's Guide

NOSCA's Eight Components of College and Career Readiness Counseling

 CollegeBoard
Advisory & Policy Center
NOSCA: National Office for School Counselor Advocacy




Counselor Principal Relationships



Finding a Way
Practical Examples of How an Effective
Principal-Counselor Relationship Can Lead
to Success for All Students

May 2009

CollegeBoard Advocacy
EDUCATION POLICY CENTER
NATIONAL ASSOCIATION OF
PRINCIPALS



**A Closer Look at the
Principal-Counselor
Relationship**

**A Survey of
Principals and Counselors**

May 2009

CollegeBoard Advocacy
EDUCATION POLICY CENTER
NATIONAL ASSOCIATION OF
PRINCIPALS

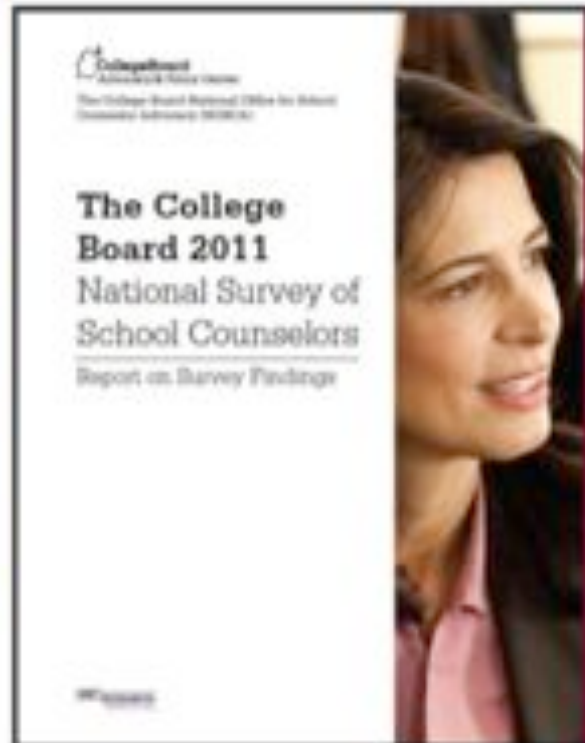
College Board NOSCA 2011



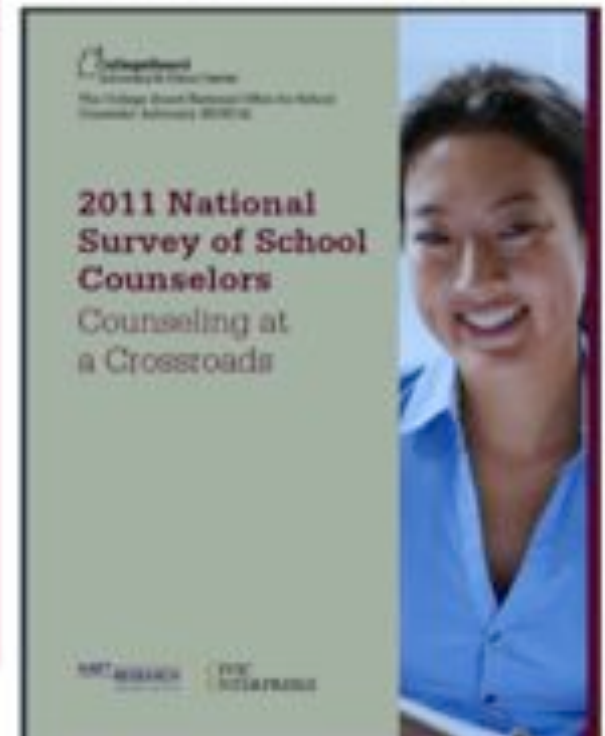
Literature Review



Technical Report



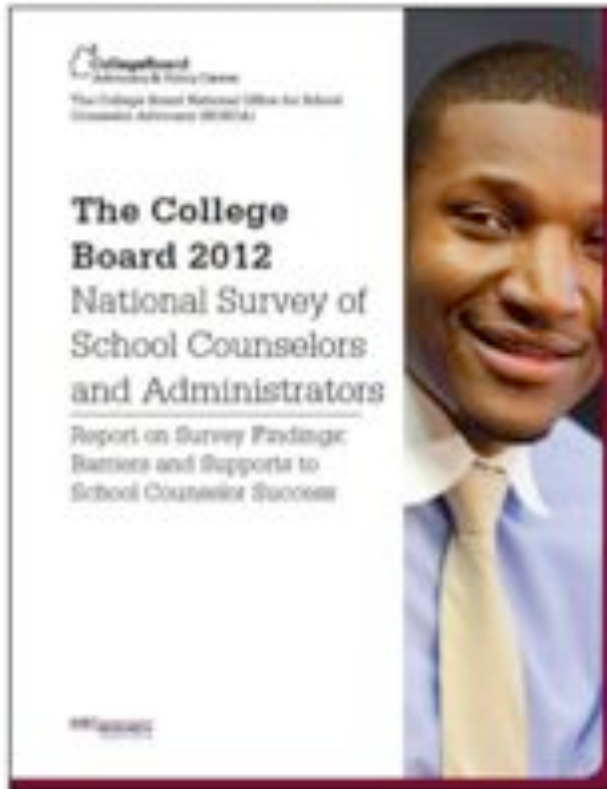
Narrative Report



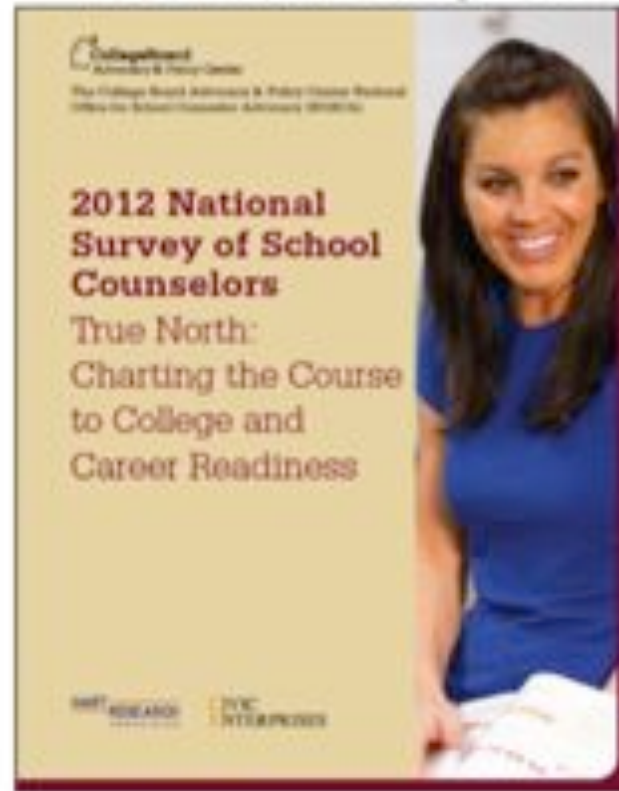
College Board NOSCA 2012



Technical Report



Narrative Report



**College Board Eight Components of College and Career Readiness
Current Implementation examples from Clinton High School, Iowa**

<p>1. College Aspirations Goal: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.</p>	<p>Clinton High School, Iowa (artifacts) -Bulletin board in the library with staff members' college background -Bulletin board outside the counseling office with seniors' official college choices -Posters and brochures from community, two-year and four-year colleges hung on the walls in the school counseling office and throughout the school -College pennants hung around the school counseling office</p>
<p>2. Academic Planning for College and Career Readiness Goal: Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.</p>	<p>-Four-year plans on www.ihaveaplaniowa.gov -ConnectEDU -"How to Succeed in College" presentation by ICAN -Individual graduation plans/career portfolios (grades 5–12) -College planning night and college fair (grades 8–12) -Career seminars -Career and educational planning guide -Freshman transition guide -Junior planning guide -Senior planning guide -Senior survey -Classroom guidance lessons -Individual registration meetings</p>
<p>3. Enrichment and Extracurricular Engagement Goal: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</p>	<p>-LEAD (Leaders Emerging and Developing) -Partnership with Ashford University -GO 4-IT (Giving Organization for Iowa Teens) -Partnership with Clinton Co. Dev. Assoc. -CHS Student Ambassadors -Use of data for programs such as AP and PLTW to ensure underrepresented student participation -Promotion of extracurricular activities and clubs during registration, orientation, parent nights, and Freshmen Frosty Fridays</p>
<p>4. College and Career Exploration and Selection Processes Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</p>	<p>-Senior college visit seminars -Careers -Specific topics: writing essays, letters of recommendation, study skills, test-taking skills -Current college student visits -College admission representatives -Job shadows -Work experience program -Classroom Guidance Lessons -GEAR UP-Class of 2014 -CHS college fair (grades 8–12) -Parent panel -Ask Me About My College Day -CCC career and college fair (juniors)</p>
<p>5. College and Career Assessments Goal: Promote preparation, participation and performance in college and career assessments by all students.</p>	<p>-Plan to attend four-year college/university: 38 percent -Plan to attend two-year college: 35 percent -Plan to attend vocational/technical school: 6 percent -Furthering their education: 79 percent -Plan to enter the military: 4 percent -Plan to work: 17 percent -14 Career/college seminars given in response to 343 senior student requests -1 small group (anxiety) resulted from student needs -ACT given to all juniors; PACE the ACT prep course (scholarships available) -COMPASS test available for all students -14 Career/college seminars given in response to 343 senior student requests</p>

Setting Goals



Sample District College- and Career-Readiness Program Goals

Goal Areas	Elementary School	Middle School	High School
FAFSA			__ percent increase in the percentage of students who apply for FAFSA.
Credits		__ percent reduction in the number of students academically at-risk (below 2.0 GPA) from Q1–Q3.	__ percent reduction in the number of 9th grade students academically at-risk (below 2.0 GPA) from Q1–Q3.
Graduation			Increase high school graduation rates by __ percent. __ percent reduction in the number of seniors who are not on target to graduate from Q1–Q4.
Graduate College Eligible	__ percent increase in college-going and college-completion knowledge for students in grades K–5.	__ percent increase in college-going and college-completion knowledge for students in grades 6–8.	__ percent increase in college-going and college-completion knowledge for students in grades 9–12. __ percent increase in the percentage of students who graduate eligible to attend state college or university. __ percent increase in the percentage of students who apply for college.
College Going Rates Post Secondary Success	__ percent increase in students who know what career pathways are and that they lead to postsecondary certificate and/or degree program.	__ percent who know pathways that lead to postsecondary certificate and/or degree programs in high-demand, high-wage and family-sustaining careers.	Increase number who attend college by __% Reduce need for postsecondary remedial courses by __% percent who are graduate and enter postsecondary certificate programs.



Herbert Hoover High School



Cardinal Camp 2012-13

Hoover High School



Cardinal Camp 2012

Ten Days of Activities

July 31-August 10, 2012

Who: Incoming 9th Grade Students

Where: Hoover High School

Time: 7:45am to 1:00pm includes lunch

Cost: Free to incoming Hoover Students

HOO-RYDE

Learn about Hoover
culture & traditions.

Learn how to be successful in High School.

Get good grades!

Participate in campus tours and orientation.

Learn more about school resources.

Cardinal Camp



- Smooth transition to High School
- 95 incoming 9th graders
- 10 days of academic skills and social connections
- Rotating schedule
- Four class day (3 Academic)
- One Hoover-pryde (Traditions and Norms)
- 5 Essential Skills
 - goal setting
 - self advocacy
 - self- awareness
 - intergroup relations
 - time management



Cardinal Camp

Run by the SC Department



- Run by the Hoover's School Counseling Department (Trina Le Head Counselor)
- Collaborative Personnel (Kasimu Harley, MFT)
- GEAR-UP Tutors and Mentors
- College Avenue Compact
- Hoover Link Crew
- SDSU's School Counseling Students
- Six (6) Engaging Hoover Teachers



Day 1:
Tuesday
July 31, 2012

"Traditions & Introduction to Essential Skills"

7:30 - 7:45	Check In/Campers			
7:45 - 8:00	General Meeting/Opening Session (Mark)			
8:00 - 8:03	Passing Period			
	High School Reading Owen Room # A-13	Correct Notes Richardson- Davidson Room # A-3	Science North Room # 1302	Hoover Pride Coleman, Contreras, Munoz, & Williams Room #A-14
8:03 - 8:18	Group A	Group B	Group C	Group D
Daily Team Building Activities (Group A-C) 8:18 - 8:19 Session 1				
8:19 - 8:31	Nutrition Break			
8:31 - 10:29 Session 2	Group D	Group A	Group B	Group C
10:29 - 10:32	Passing Period			
10:32 - 11:30 Session 3	Group C	Group D	Group A	Group B
11:30 - 12:00	Lunch Break			
12:00 - 12:02	Passing Period			
12:00 - 1:00 Session 4	Group B	Group C	Group D	Group A

Each Day A Different Theme



- *Day 1: Traditions & Intro. to Essential Skills*
- *Day 2: Getting to Know Myself and Others*
- *Day 3: Where am I?*
- *Day 4 & 5: Coming Together as One*
- *Day 6: Where am I Going?- College & Beyond*
- *Day 7: Where am I Going?- Career Explorations*
- *Day 8: I am a Smart and Capable Learner!*
- *Day 9: Self-Reflection & Application*
- *Day 10: Pledge: I Can, I Must, I Will -
Celebration of Success!*

SDSU Student Roles



1st Year Students

- Rotated with presentations
- Ate lunch with students
- Mentoring students
- Some of us ran the curriculum

2nd Year Students

- True Colors
- Naviance
- 4 year plans
- Strengths and career activity
- Study skills/time management

**Day 4 & Day 5:
Friday & Saturday
August 3rd - 4th**

“Coming Together as One ”

8:30 AM	Load Bus/ Depart for SDSU
9:45 AM	Arrive at SDSU
9:45 AM to 12:15 PM	SDSU Aztec Adventure Rotations
12:15PM - 1:00 PM	Lunch
1:00 PM	Load Bus/ Depart for Hoover High School
1:15PM	Arrive at Hoover High School/ Release Students
5:00 PM	Remind students to Return for Overnight Program @ 5PM
5:00 – 6:00 PM	Check In Overnight
6:00- 7:00 PM	Pot Luck Dinner
7:30 PM	Excuse Parents
8:00 PM	Overnight Program Begins
8:00 PM – 6 AM	Overnight Activities (See Overnight Agenda)
6:30- 7 AM	Breakfast To Go
7 AM, Saturday, Aug. 4th	Overnight Ends/ Release Students to Parents

Cardinal Camp ~ Essential Skills



Table 6: Cardinal Camp Essential Skills Pre/Post Survey Change

Essential Skills	Skills Note	Pre Camp (N=85) Mean	Post Camp (N=65) Mean	Statistically Significant Change?
Goal Setting	Successful students know why they are going to school.	4.15	4.26	No
Self-Advocacy	Students must know where to get help & be willing to ask for it.	3.9	4.24	Yes ✓
Self-Awareness	Students know the areas in which they need help	3.88	4.13	No
Intergroup Relations	Students have friends among one another	9.67	14.12	Yes ✓
Time Management	Students know basic time management skills	3.4	3.66	Yes ✓

Benefit to SDSU Students (Andrea)



- Seeing how the young students benefited
- True colors activity had powerful impact
- Built on student's strengths and resilience
- Seeing students growth and development
- Watching them become aware of their strengths
- Learning from Hoover High School Counseling team

Application into Practice (Monica)



- Reading aligned with activities performed
- Theory into action for College / Career
- Assignment alignment:
 - College Application Process
 - Creating Parent/Student Presentations
 - ✦ Dream Act
 - ✦ Historically Black Colleges
 - ✦ A-G (College requirements)
 - ✦ Community Colleges
 - ✦ Non-State Universities (private and non traditional)

What were the RESULTS?

6 – Week Progress... Pretty Good....

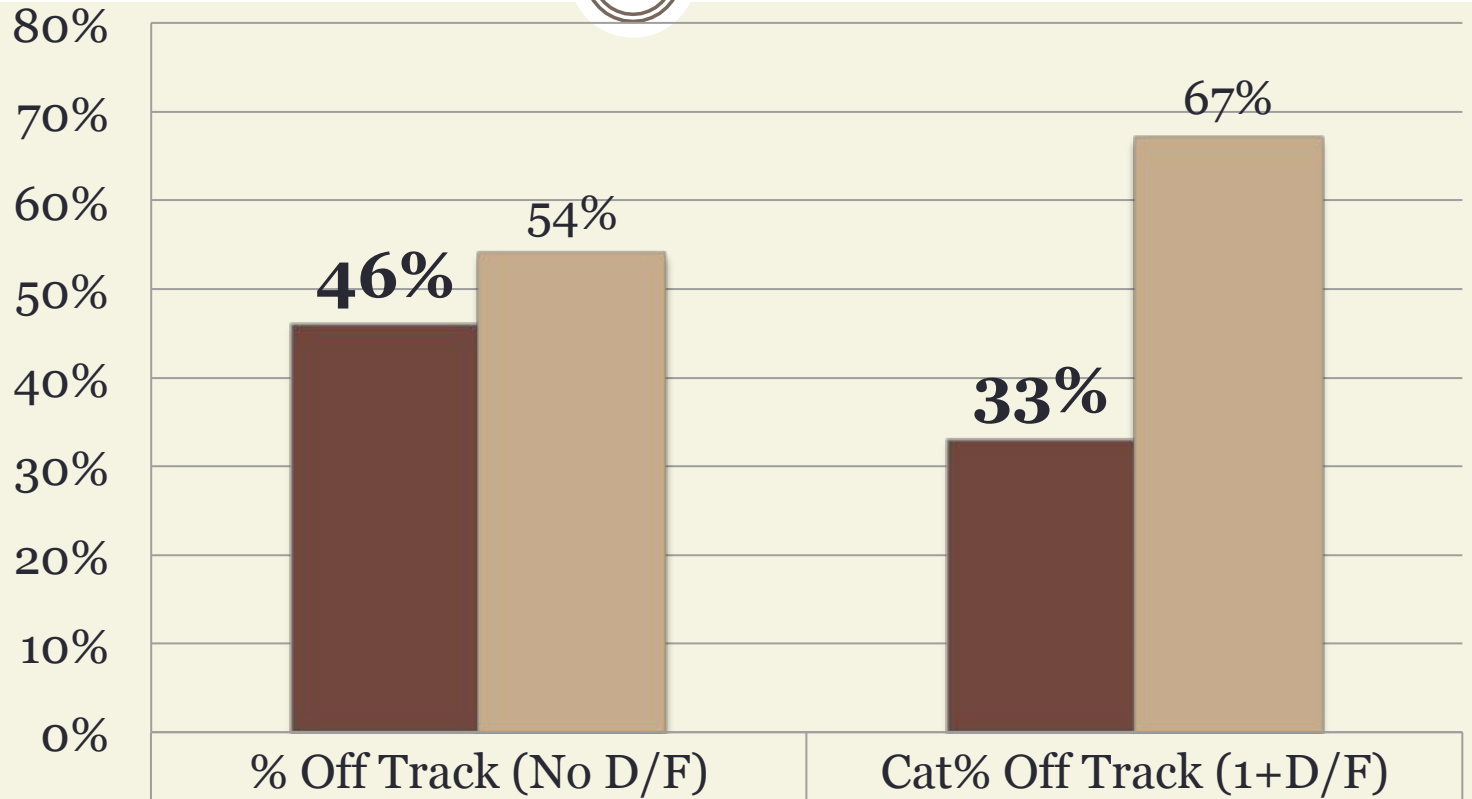


Table 7: Cardinal Camp Participants Passing Grades: Semester 1 Progress 1, 2012/13

	% On Track (No D or F)	% Off Track (1 or more D or F)
Cardinal Camp Participants (N =92)	46% (42/92)	54% (50/92)
Class of 2016 Non-Camp Participants (N = 446)	33% (147/446)	67% (299/446)

(Corke, M., 2013)

Six (6) Week Progress.... Pretty Good....



■ Cardinal Camp	46%	33%
■ Non-Campers	54%	67%

(Corke, M., 2013)

Cardinal Camp is MAKING A DIFFERENCE!

1st Semester Grades (9th graders)



Table 1: Cardinal Camp Participant Semester 1 Marks Comparison

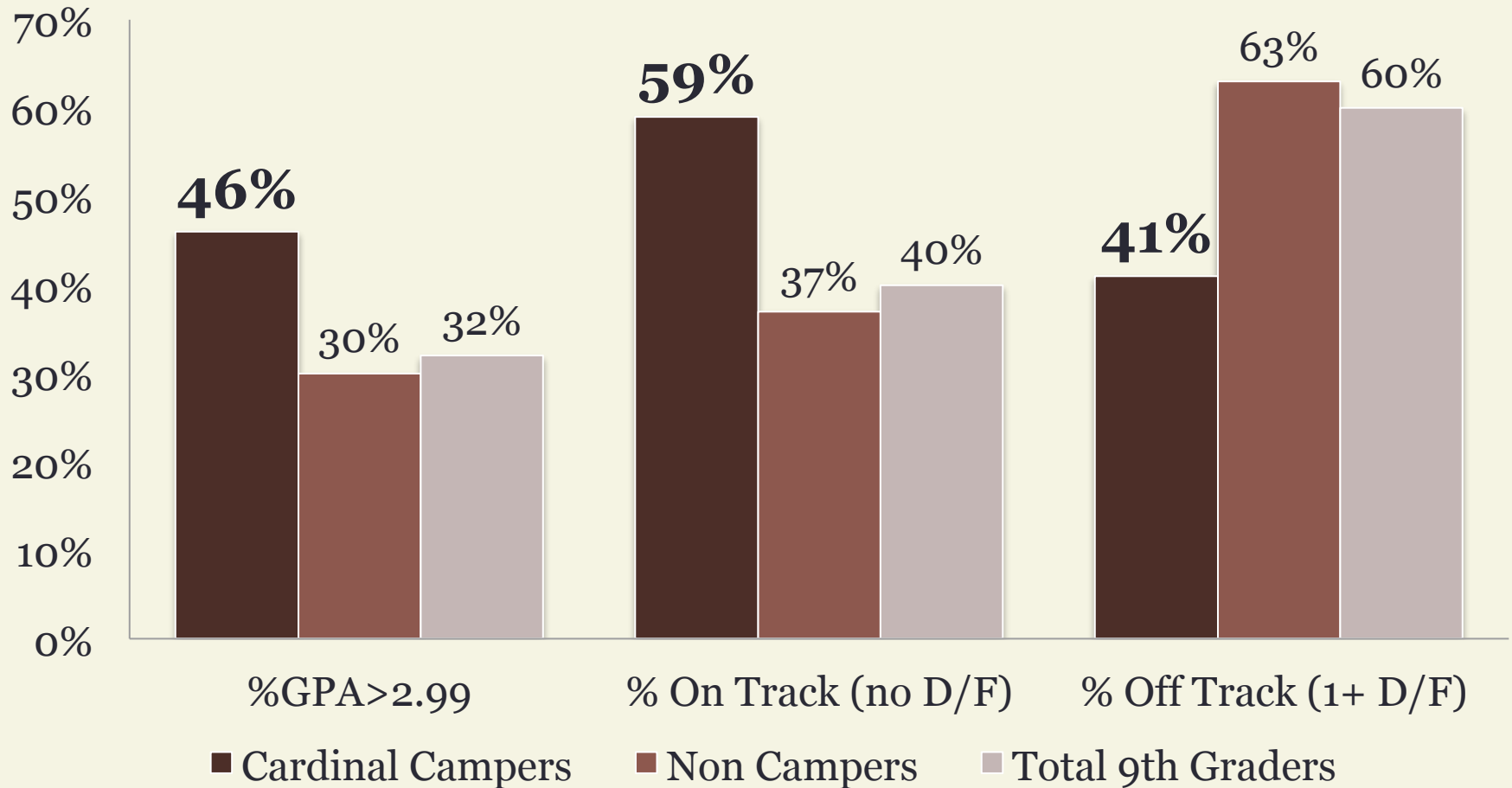
Hoover Class of 2016 ¹	Student Count	Average Sem1 2013 GPA	Count GPA >2.99	% On Track (No D or F)	% Off Track (1 or more D or F)
Cardinal Campers	90	2.54*	46% (41/90)	59% (53/90)	41% (37/90)
Non-Cardinal Camp	442	2.16	30% (131/442)	37% (162/442)	63% (280/442)
Total	532	2.23	32% (172/532)	40% (215/532)	60% (317/532)

*Students who participated in two or more days of Cardinal Camp 2012 (Camper Average GPA = 2.54) earned significantly higher Semester 1, 2013 grade point averages than their peers who did not attend Cardinal Camp (Non-Cardinal Camp Average GPA = 2.16). $T(530)=2.95, p<.01$

(Corke, M. 2013)

Cardinal Camp is Making a Difference

1st Semester Grades (9th graders)



(Corke, M. 2013)

Congratulations to Cardinal Campers



What SDSU Students Appreciated Most



- Observing STUDENT: TEACHER Relationships 😊
- 9th grade teachers built relationships with students
- Allowing students to look at the bigger picture, what they do NOW influences next four years of high school
- Connecting incoming freshman to Link Crew (seniors) motivated the students to participate.
- Link Crew made it safer for the students to participate.

What SDSU Students Appreciated Most



- Trainees connecting with students and parents in a mentoring/supportive role (**sharing personal stories**)
- Planting the seeds of college-going culture (**high expectations**)
- Teaching students self-advocacy and self-awareness, and to be comfortable with themselves as individuals (**individual strengths and resilience**)
- Introducing Naviance to incoming students

What SDSU Students Recommend:

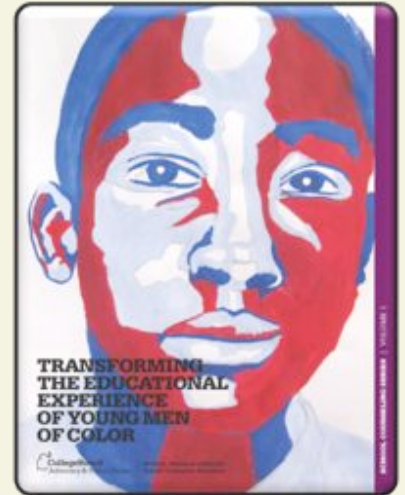


- **More time with curriculum** before it is implemented
- More opportunities to **debrief with team leaders**
- Consider Parent Cardinal Camp
- More training for group leaders (**learning to teach**)
- **Incorporate activities** into the curriculum to create a camp environment (fun environment) versus summer school
- Revise **curriculum to meet diverse learning** needs
- Making more connections (reinforcing) activities to bigger concepts (e.g. connecting worksheets)

Young Men of Color Activity



“Nearly **HALF** of the Young Men of Color ages 15-24 who graduate from high school in the US will end up unemployed, incarcerated or dead.”



A SOCIAL JUSTICE APPROACH EMPHASIZES **REDISTRIBUTING THE LEVEL OF ACCESS** STUDENTS HAVE TO OPPORTUNITIES ... AND CHALLENGING THE IMPLEMENTATION OF POLICIES THAT HINDER THEIR SUCCESS.

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Young Men of Color 4-5 page APA Paper



- *Interview a first generation student (grade 9-12)*
 - *Different race/ethnicity than own; discuss college/career readiness.*
 - *Meet a second time to do an activity and reflect on the process.*
1. **Prepare questions** to discover students' aspirations, opportunities and challenges when considering attending college.
 2. **Interview student** on their experience so far in college prep process.
 3. **Review data** representing the student's demographic likelihood of:
 - a) *graduating college eligible;*
 - b) *enrolling in post secondary;*
 - c) *graduating from post secondary institution.*
 4. Make suggestions for **student activity** in readiness preparation.
 5. **Meet again** to debrief and *activity* – perhaps from the readings?
 6. **Write your perceptions** of the students' level of interest, participation and engagement in the process and your reflections on the activity.

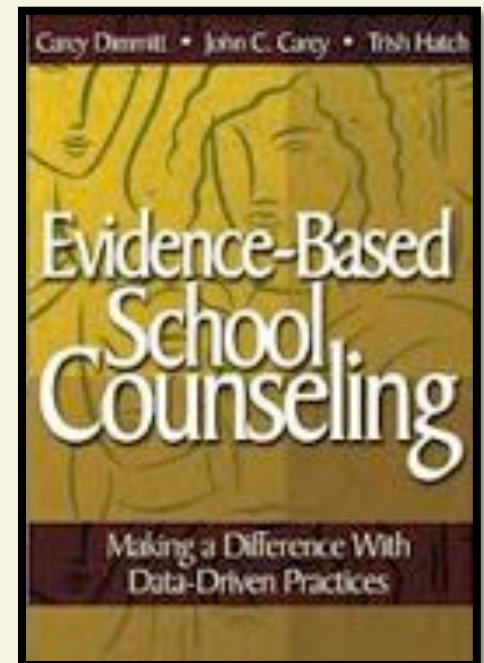
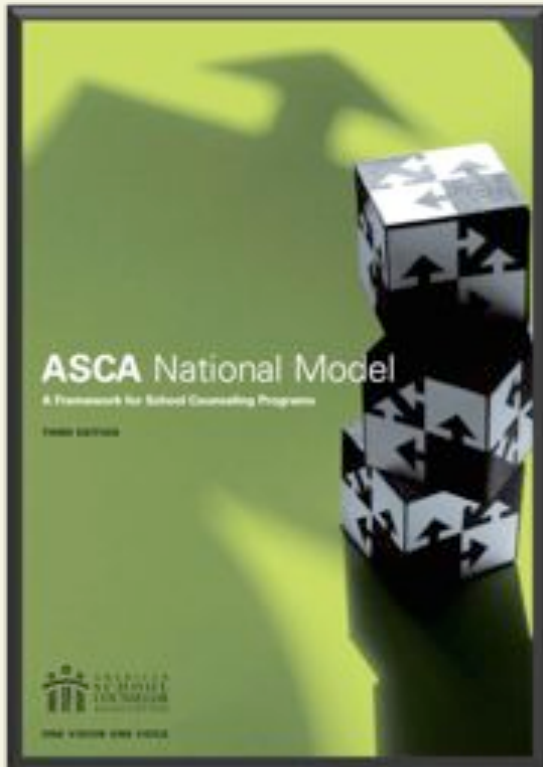
Young Men of Color Assignment (Jovi)



- Reading Articles
- Analyzing data
- Relating to YMOC
- Jovi's student
- Goal setting exercise

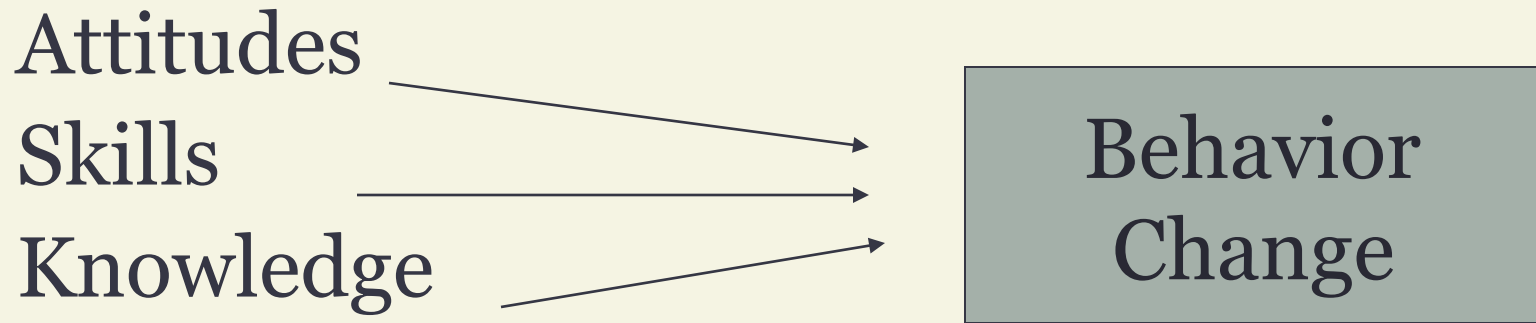
CSP 710B & CSP 730

ASCA National Model (2012)



Is School Counseling a Profession?

What does it mean to be a Professional?



Professional: Conforming to the standards of skill, competence, or character normally expected of a properly qualified and experienced person in a work environment.

ASCA School Counselor Competencies



ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

School Counselors' Ethical Guidelines:

A.3.b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps (ASCA, 2010b).

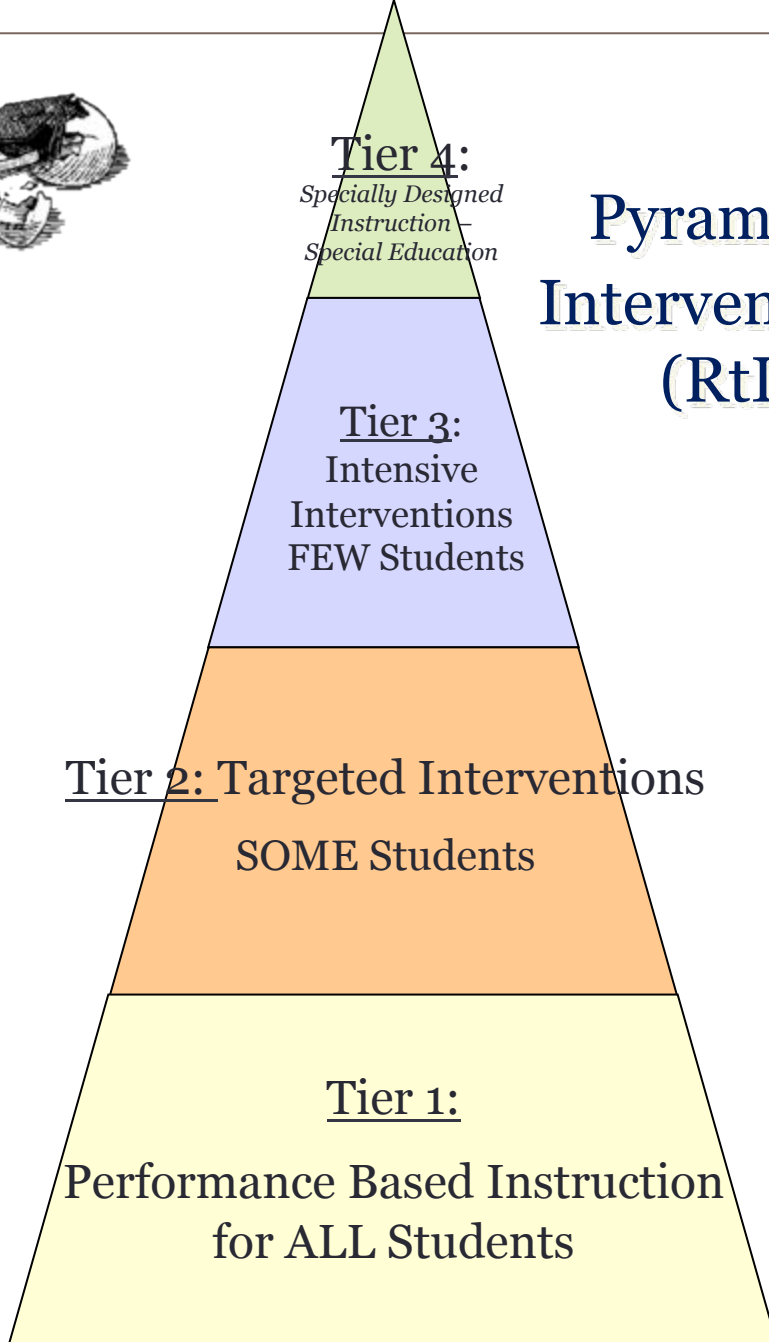


DISTRICT GOALS

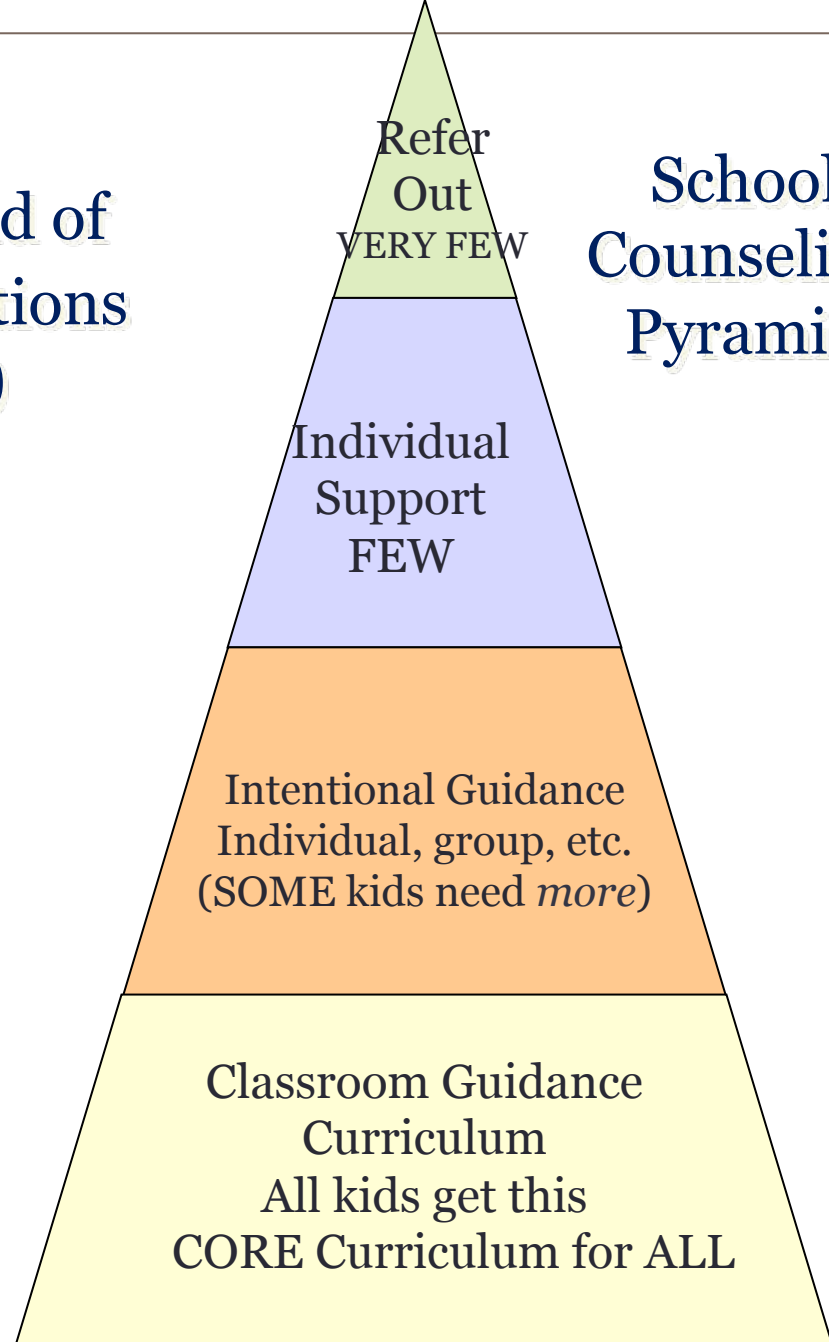
Goal Areas	Elementary	Middle	High
Absenteeism	25% reduction in the number of <u>excused absences</u> for students identified as <u>at-risk</u> (3 or more Unexcused Absences) Q1 – Q2	25% reduction in the number of off-tasks under <u>unexcused absences</u> (3 or more) for all students Quarter 1 to Quarter 2	
Behavior	20% reduction in schoolwide <u>discipline referrals</u> for conflict in grades 1, 4, 5 from Q1 – Q2	20% reduction in the number of repeat offenses by students with multiple behavior referrals	
Behavior	25% decrease in <u>disciplinary referrals</u> for at-risk students (3 or more referrals or 1 or more <u>expulsions</u>) who participate in social skills groups		
Study Skills/Homework	20% increase in positive report card marks in areas of <u>responsibility</u> , <u>motivation</u> and <u>study skills</u> from Q1-Q2		
Achievement Related (PARCA)			25% increase in the percentage of students who <u>qualify for PARCA</u> (comparing 2010 to 2011)
Achievement (Grades)		20% reduction in the number of the students academically at risk (below 2.0 GPA) from Quarter 1 to Quarter 2	20% reduction in the number of 9 th grade students <u>academically at risk</u> (below 2.0 GPA) from Q1-Q2
Achievement (Graduation)			20% reduction in the number of seniors who are <u>NOT on target to graduate</u> from Q1 – Q2
Achievement (Graduate college eligible)			25% increase in the percentage of students who are <u>graduate</u> and who <u>qualify for college</u> (comparing 2010 to 2011)



Pyramid of Interventions (RtI)



School Counseling Pyramid



Action Plans - 2 Types

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Planned School Counseling Core Curriculum

- Every student, by virtue of BREATHING
- Intentional Guidance Activities (Intervention)
 - Some kids need MORE

School-wide Curriculum



School Counseling Core Curriculum Action Plan

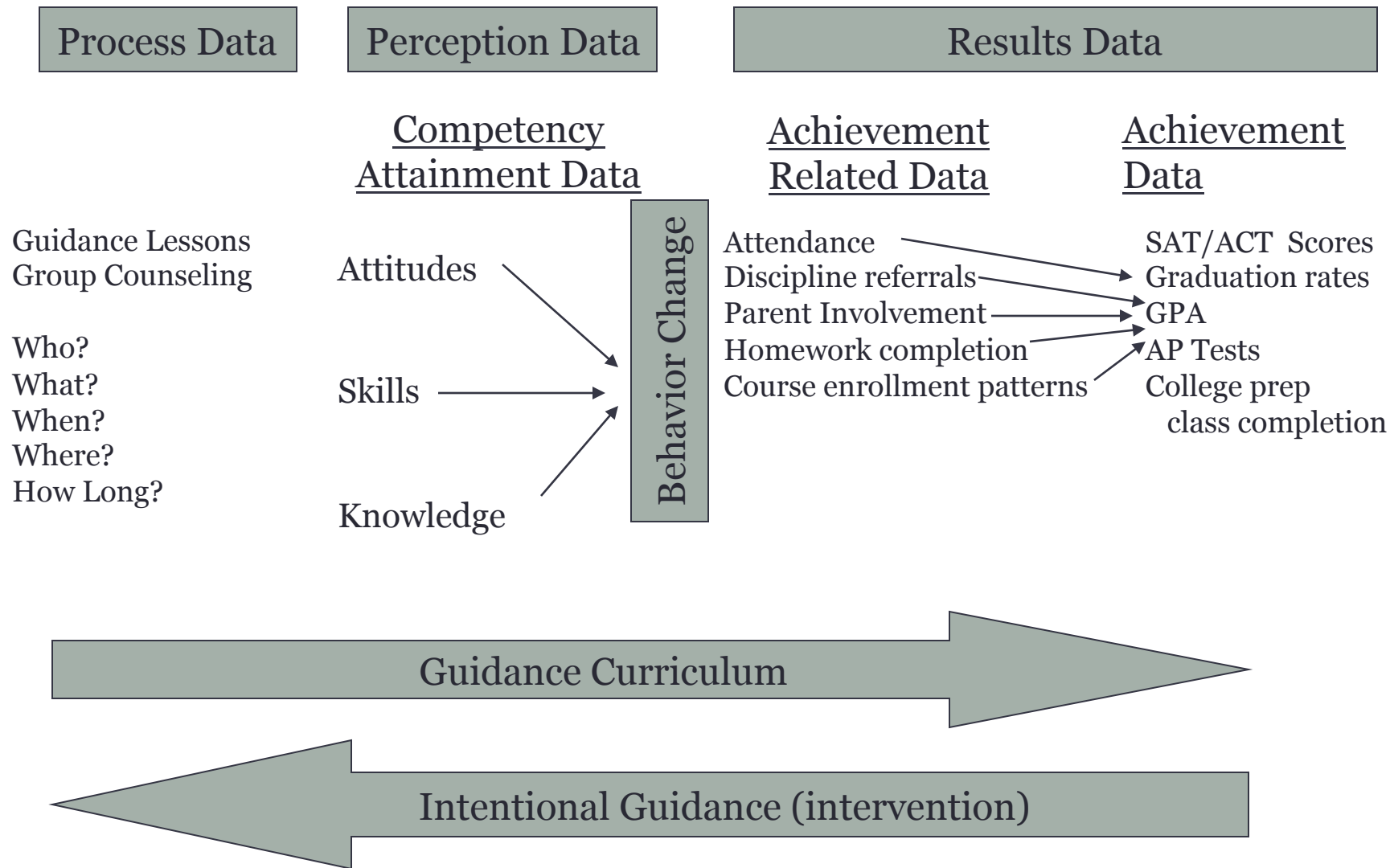
Goal:

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Proposed Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
9th	Connecting to Hoover	English	Personal/Social	"School Connectedness"	7-Nov	All	Pre/Post OHS	Achievement: Retros: Attendance, % students who completed the challenge; behavior referrals; Achievement: GPA	HUMaRa
9th	Freshman Time Line & GPA	Periods 1-6/ English	Academic	powerpoint and timeline worksheet	8-Oct	9	Pre/Post Assessment	GPA; # of freshman on target.	GU
9th	9th Grade ACT Explore	Periods 1-6/ English	College/Career	powerpoint and ACT Explore website/workbook	17-Oct	9	Pre/Post Assessment	# of students that enroll in ACT Explore (classes)	GU
9th	Link Crew- "If you don't ASK, you don't GET"	Periods 1-6/ English	Personal/Social	Candy bar for the activity; powerpoint	31-Oct	9, 11, 12	Pre/Post Assessment	homework completion; progress grades	HarLe Team
9th	9th grade- Suicide Prevention	Periods 1-6/English	Personal/Social	powerpoint, yellow ribbons, "reaching out" card	5-Nov	9	Pre/Post Assessment	# of referrals; academic grades	District
9th	9th Grade TUBE Sexual Harassment Prev. A-Z	Period 3	Personal/Social	powerpoint, incentive prizes	November	9	Pre/Post Assessment	# of referrals	District
9th	9th Grade Historic SMART goals	Periods 1-6/English	Personal/Social	powerpoint, SMART worksheets	10-Dec	9	Pre/Post Assessment	# of completed SMART goals worksheets	GU
9th	9th Grade Articulation/ LC Presentations	Periods 1-6 /English	Academic	powerpoint, course plan worksheets	February	9	Pre/Post Assessment	# of completed course plan and articulation	All Counselor



Hatching Results Conceptual Diagram



Collecting Data by Need



Intervention for At-Risk Seniors



Small Group Action Plan

School Name	Hoover High School
Group Name	Motivation and Study Skills
Goal	Increase GPA to at least 2.0
Target Group	At Risk Seniors with GPA between 1.7 to 2.0
Data to Identify Students	Student-identified need from "At Risk" Senior Survey

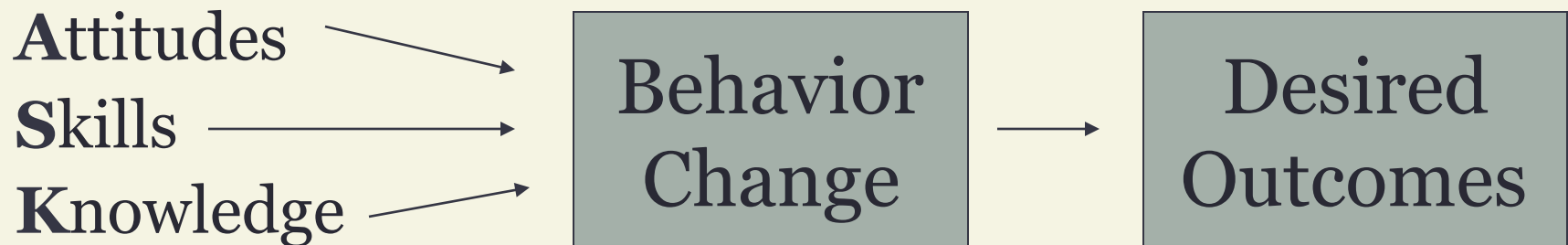


Logic Model for Curriculum



Improving attitude, knowledge and skills leads to behavior change and improved student outcomes

Measure ASK



Hatch, T (2006)

Hugo & Maia



- Flashlight on Student Engagement



Results are Necessary for Two Reasons:

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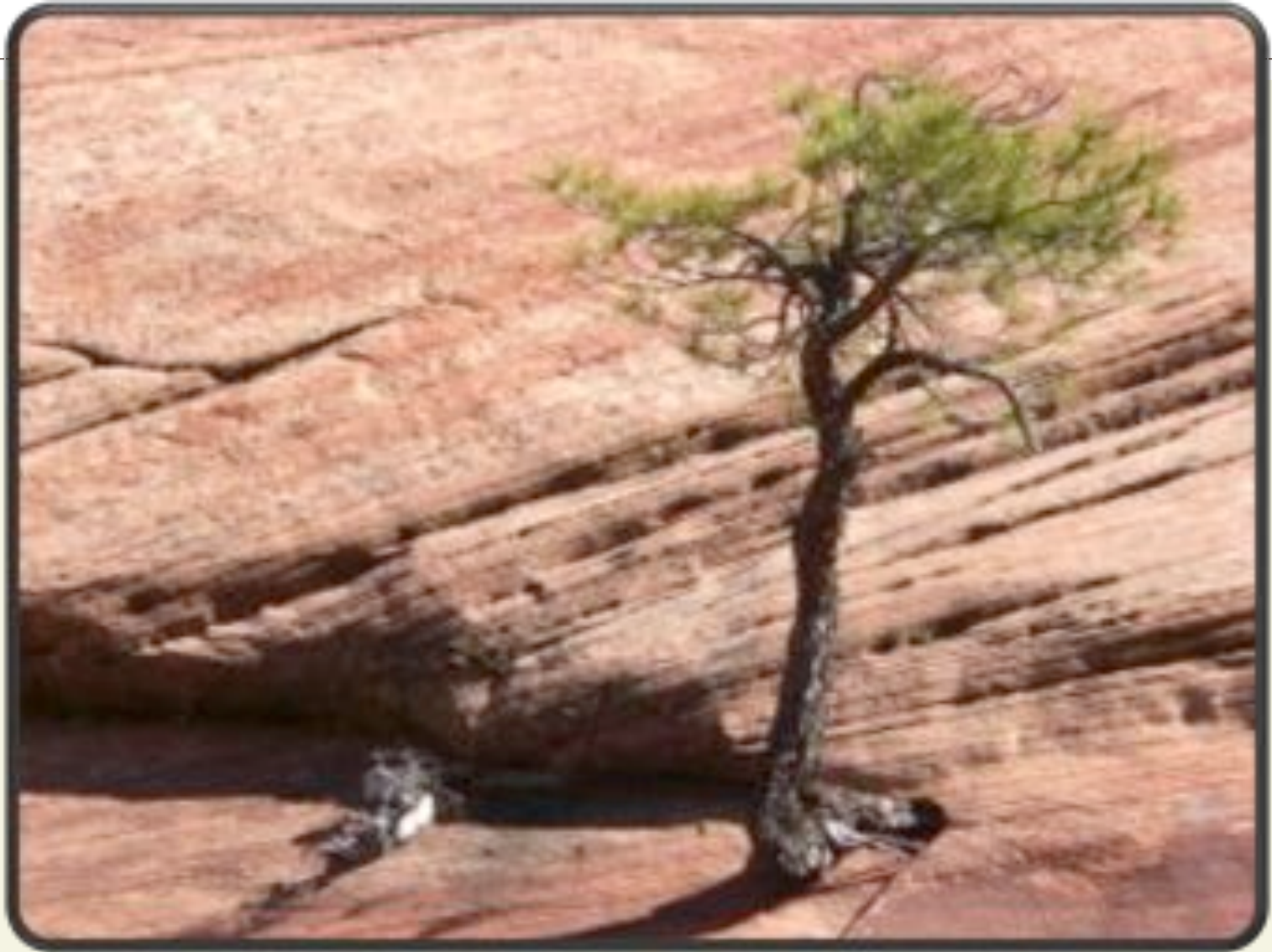
Program Improvement

- ✦ What works?
- ✦ What does not work?
- ✦ How to we improve?

○ Marketing

- ✦ Legislation
- ✦ District stakeholders
- ✦ Policy makers

Obstacles and Opportunities





*“We need to be the change
we want to see happen.
We are the leaders
we have been waiting for.”*

– Gandhi

Contact:

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Trish Hatch, Ph.D.

(619) 876-9538

or

thatch@mail.sdsu.edu