

NOSCA's Urban School Counseling Initiative (USCI): Transforming School Counseling District-wide

*NOSCA Fall 2012 Webinar Series
October 17, 2012*

Moderator

Vivian V. Lee, Senior Director, The College Board, NOSCA

Panelists

Karen Thomas, Executive Director, CMS Support Services,
Charlotte – Mecklenburg Schools, Charlotte-Mecklenburg, NC

Sylvia Lopez, Director, Counseling Services,
Dallas Independent School District, TX

Judy Petersen, Director, College and Career Readiness,
Granite School District, Salt Lake City, UT



Today's Panel and Moderator



Panelist

Karen Thomas, Executive Director, CMS Support Services, Charlotte-Mecklenburg Schools, NC



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Sylvia A. Lopez, Director, Counseling Services, Dallas Independent School District, TX



Panelist

Judy Petersen, Director, College and Career Readiness Granite School District, UT



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Session Description

- This webinar will feature a panel of school counseling leaders who participated in, or, are currently participating in the NOSCA Urban School Counseling Initiative.
- These experts will share how to transform school counseling practice, strategically position school counseling in a district by aligning the data elements and goals of districts with school counseling programs for shared accountability, and create professional development plans.
- Learn how school counseling can contribute to the critical decision making that can impact the lives of all students to graduate high school college and career ready.



Learning Outcomes

Participants will learn:

- The importance of strategically choosing a district school counseling leadership team to help lead school counseling transformation
- The importance of a vision and mission that focuses practice from data elements and directs practice for accountability
- How to develop a school counseling Blueprint to ensure school counseling is aligned with district data and goals for shared accountability
- The importance of assessing the needs of school counselors and develop professional development to ensure capacity for program implementation

A Tour Across the Country with NOSCA's Urban School Counseling Initiative – USCI



Charlotte – Mecklenburg Schools, NC



Dallas Independent School District, TX



Granite School District, UT

NOSCA's Urban School Counseling Initiative (USCI)

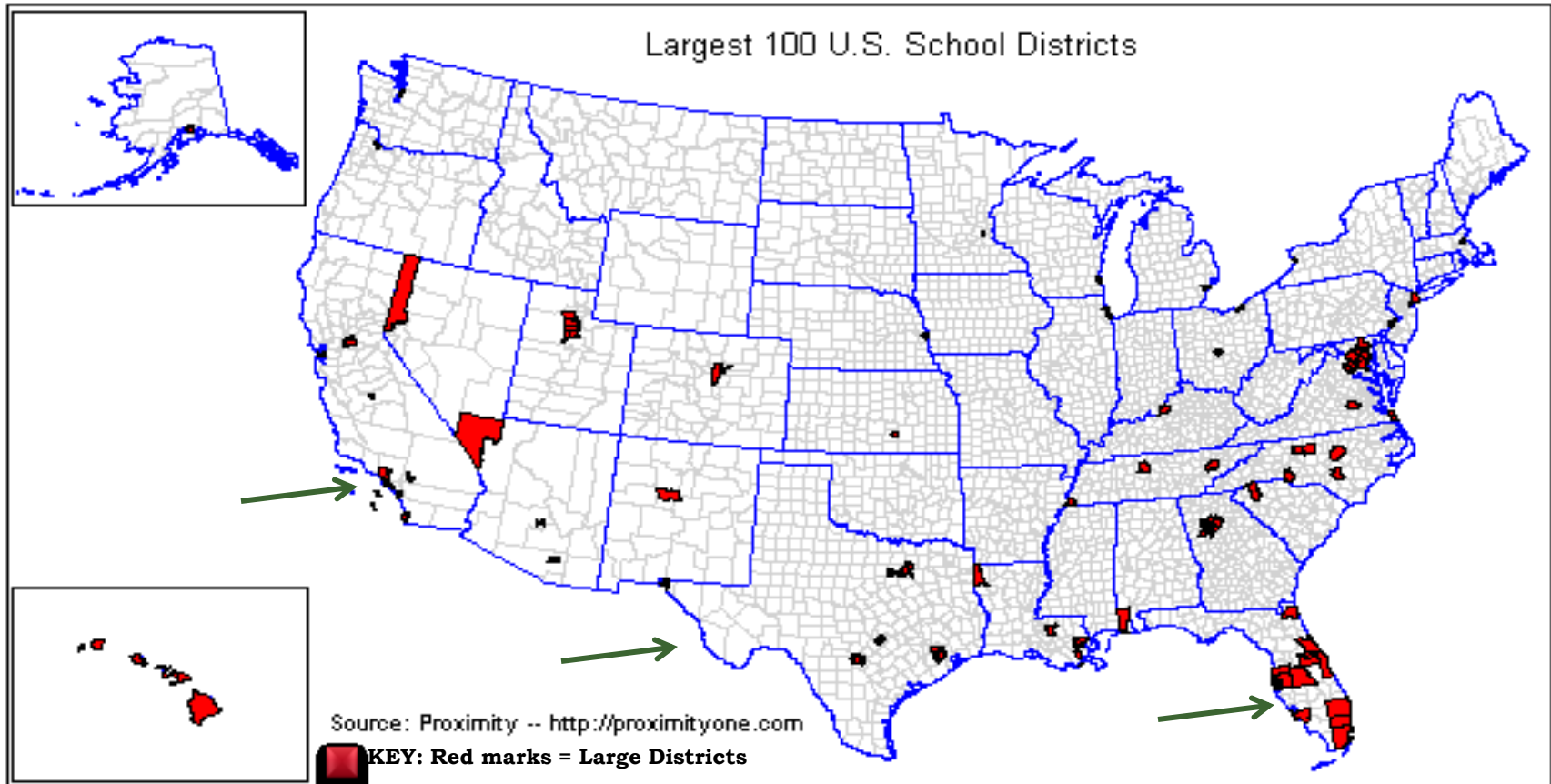
- **What USCI is:** A three-year structured learning community for district-level counseling leaders and administrative teams
- **USCI Goal:** Help the teams develop transformative leadership skills and align their districtwide counseling programs with their educational goals
- **What district teams do:** Engage in leadership development seminars focused on:
 - tackling important issues facing school counseling programs in large districts,
 - assessing the status of their school counseling programs, and
 - receiving consultation from a cadre of experts as they develop customized plans for maximizing the effectiveness of their programs.

Why Large Urban School Districts?

- Top 100 school districts = 20% of the nation's public school students (approximately 11 million students)
- Of 14,000 school districts in the nation—top 100 districts less than 1%
- 11 million students = close to # of students in approximately 13,000 of other school systems
- Urban school counselors serve a high proportion of the nation's underserved college going student population—students of color and/or those from families with low-income



Where Are Largest School Districts Located?



California, Texas and Florida account for 43% of the students (approximately 4.7M) and 43 of the largest 100 school districts

Source: <http://proximityone.com>

Criteria for District Identification

- Top 100 largest districts in the country
- Urban school district with 50% or more students of color and/or from low income backgrounds
 - Central office staff leader (supervisor/director) dedicated to school counseling
 - Less than 50% of student's preparing for and transitioning to college after grade 12



Indicators for the Selection of Districts

- Committed to equity in access and success for all students in rigorous academic preparation for college and career readiness
- Strong central office leadership
- Committed to the collaborative development and implementation of a plan to accomplish transformation
- Recognized that school counselors can be critical players in school reform efforts at the building level
- Possessed a vision, determination and capacity to engage transformation focused on equity and advancing the academic agenda for all students



Indicators for the Selection of Districts

- Committed to using data to drive programs, goals and skill development of school counselors
- Recognized persistent and pervasive academic achievement gaps for identifiable student populations require intentional and focused attention
- Sought to substantially change the way their school counselors are utilized in the school district
- Committed to accountability systems for school counselors



USCI Districts

Cohort I

- Albuquerque Public Schools, NM
- Charlotte-Mecklenburg Public Schools, NC
- Chicago Public Schools, IL
- Dallas Independent School District, TX
- Houston Independent School District, TX
- Milwaukee Public Schools, MN
- Mesa Public Schools, AZ
- Polk County Public Schools, FL
- San Diego Unified, CA

Cohort II

- Atlanta Public Schools, GA
- Austin Independent School District, TX
- Boston Public Schools, MA
- Denver Public Schools, CO
- Granite School District, UT
- Philadelphia City School District, PA
- Memphis City Schools, TN
- Metropolitan Nashville Public Schools, TN



The District School Counseling Leadership Team

Who in the larger school community has the power, influence, resources, and/or persistence to help you move the transformed school counseling agenda?



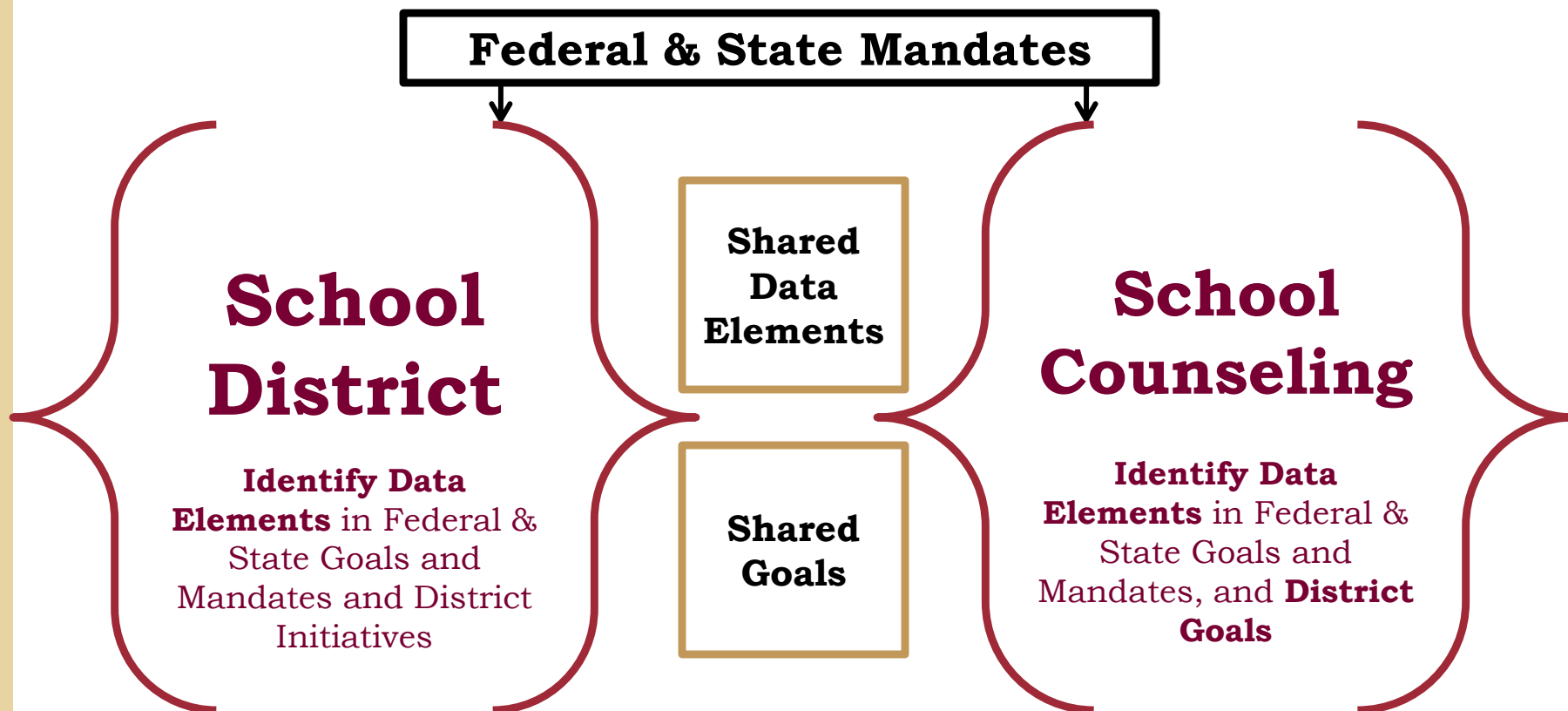
Who Should Fill the Seats?

Vision and Mission

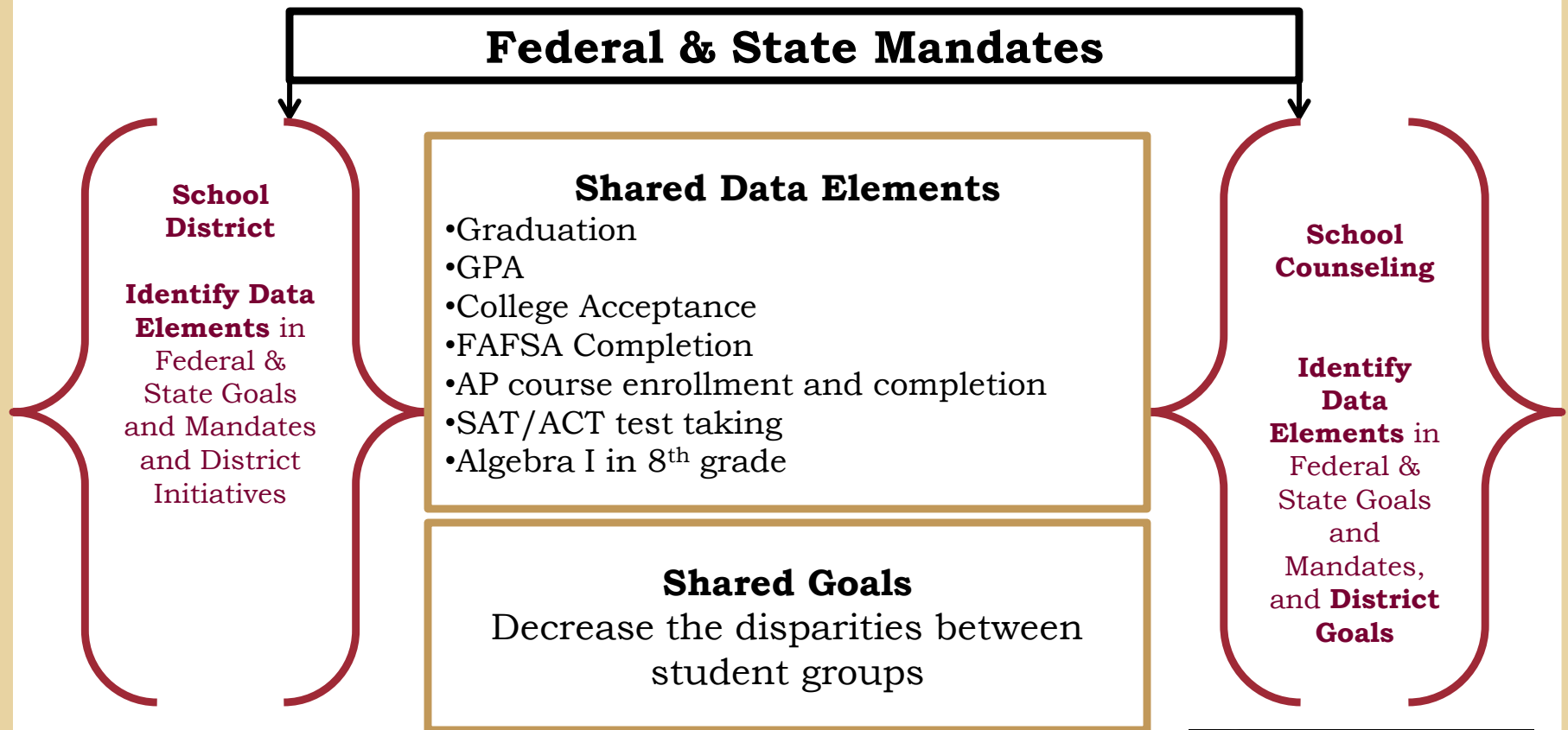


A laser-like focus that supports/aligns with state and district vision and mission.

Creating a Blueprint to Align School District and School Counseling Data and Goals



Creating a Blueprint Align School District and School Counseling to Garner Superintendent Support



Assessing School Counselor Capacity and Professional Development

- **School Counselor Capacity**

- Capacity
 - Knowledge
 - Skills
- Implementation
- Outcomes

- **Targeted Professional Development**

- Data-driven Goals
- Clear Learning Objectives
- Performance Expectations

1. Do school counselors have the knowledge and skill to effectively deliver and implement the transformed school counseling program?
2. Does the school counseling program have the structure, focus and, outreach and advocacy necessary for transformation to occur?
3. What **Professional Development** do School Counselors need to lead the transformation and impact district wide goals and student need?



Blueprint Implementation for *Shared Accountability*

Blueprint

Shared Data
Elements

Shared Goals

Step 5

NOSCA's Accountability Report

1 Baseline Data:

2 Goal Statement:

3 Systemic Interventions

Individual	
Group	
Classroom	
Grade	
School	
Parents/Family	
District	
Community	

4 Results/Outcome Statement:

5 Legend

Source: [Lee & Goodnough, 2011]

NOSCA: National Office for School Counselor Advocacy

CollegeBoard
Advocacy & Policy Center



Karen Thomas

Executive Director, CMS Support Services
Charlotte-Mecklenburg Schools, NC



Charlotte-Mecklenburg Schools

2011 Winner of the Broad Prize for
Urban Education

Dr. Heath Morrison, Superintendent

District Vision: To provide all students the best education anywhere, preparing every child to lead a rich and productive life.

District Mission: To maximize academic achievement by every student in every school.

Every Child. Every Day.
For a Better Tomorrow.



District Demographics

- 2nd largest district in North Carolina
- 140,000 students in 2012-13
- 159 Schools
 - 88 elementary,
 - 39 middle,
 - 28 high and
 - 4 alternative
- Ethnic Diversity:
 - African American – 42%,
 - White – 32.5%,
 - Hispanic – 7.5%,
 - Asian – 5%,
 - American Indian/Multiracial – 3%
- Native languages spoken by CMS students – 165
- Countries represented in CMS - 168

Every Child. Every Day.
For a Better Tomorrow.

CMS's Data, Tactics and Goals that School Counselors Impact

- Increase the number of students who graduate from 66% to 90%
 - Align intervention strategies & support services with daily instruction
 - Provide alternative settings and means for students to earn credits toward graduation
 - Improve accuracy of student records to better manage students' academic progress
 - Improve district attendance rate

Benefits of USCI Participation for Charlotte-Mecklenburg

1. Alignment of counseling services mission/vision to State's and District's focus
2. Data analysis informed professional development needs to support District's goals
3. Collaborative planning with executive staff member facilitated support of counselors' programming needs

Blueprint for Charlotte-Mecklenburg Schools

Executive Summary

A District-wide Blueprint for School Counseling Transformation to Align with District-wide Goals for Student Outcomes

District Goals

Increase the Graduation Cohort Rate

Increase the number of students who graduate in four years from 66 percent to 90 percent by 2014.

Increase Parent and Community Connections

Increase the number of family members who participate in Parent University courses to 30,000 by 2014

School Counseling Goals

District and School Counseling Goal Alignment

Critical Data Elements

➤ Course Enrollment

1. Alignment to graduation requirements
2. Course pass rates
3. Credit recovery opportunities
4. Aligned for college enrollment
5. Post-secondary plans
6. AP & higher level course enrollment

➤ Gaps in

1. Attendance rates
2. Graduation rates
3. Retention rates
4. Dropout rates

- All HS counselors will be trained to strategically schedule students for college & career readiness upon graduation.
- All HS students will have a four year plan using the electronic tool being developed in ESIS
- All students will have a post-secondary plan
- Increase the number of students taking a college entrance exam (SAT/ACT)
- Increase enrollment of students in rigorous courses
- Increase the college-going rate for underserved populations
- Increase the number of successful transitions between levels.
- Counselors will support parents by teaching Parent University classes that empower parents to help their child to achieve.

Blueprint District Goal:
Increase Graduation Cohort Rate to 90% by 2014

All counselors will:

- increase the number of successful transitions between levels
- deliver guidance lessons on college and career readiness
- learn to strategically schedule students for college and career readiness

All High School counselors will:

- increase the enrollment of students in rigorous courses
- ensure all students have a postsecondary plan
- increase the college-going rate of underserved populations

All Elementary school counselors will:

- establish the importance of regular school attendance
- introduce students to the concept of high school completion and graduation

CMS Initiatives after USCI

- Counselor Academy I
 - Mandatory for all high school counselors
 - Focused on strategic plan goals
- Graduation Success Initiative
 - Detailed transcript analysis to determine students' credit recovery needs
 - Extensive collaboration between counselors & administrators to create academic success opportunities for students

Outcomes and Next Steps

- Graduation rate is up to 75%
 - Class of 2012 had 8031 graduates
- Extended funding provided by the district for continuation of the Graduation Success Initiative
- Developed Counselor Academy II

Leadership

- Operate in integrity – be true to your mission, your students and yourself
- Listen to and include others in the decisions that impact your program
- Be willing to stand alone when hard decisions must be made



Karen Thomas

Executive Director, CMS Support Services
Charlotte-Mecklenburg Schools, NC





**Dallas
Independent
School
District**



Educating All Students For Success

Sylvia A. Lopez, Ed.D.

Director of Counseling Services
Dallas Independent School District, TX



Facts about Dallas ISD

- 14th largest school district in the nation and 2nd largest in Texas
- 20,000 employees – making Dallas ISD one of the largest employers in the city
- 227 schools
 - 72 secondary schools
 - 155 elementary schools
- 158,000 students
 - 68% Hispanic
 - 25% African American
- 7,149 Graduates
- 340 school counselors (PK-12)
- Student to counselor caseload per level
 - 1:900 elementary
 - 1:500 secondary

Counseling Services



Vision

provide the highest quality of services and become the best urban school counseling program in the United States.



Mission

implement a systematic PK -12 data driven school counseling program that will:

- Foster a safe and caring environment
- Empower students to graduate college and career ready
- Inspire students to ultimately become successful and responsible citizens.



“Own the Turf”

School Counseling in Dallas ISD

School Counseling Principles

- Leadership
- Accountability
- Student Achievement

A Balanced Program of Practice

- Guidance Curriculum
- Responsive Services
- System Support
- Individual Student Planning
- College Career Readiness

GOALS 2012

- ★ • 80% Apply Texas
- 60% Registered SAT/ACT
- ★ • 35% Scholarship Offered
- ★ • 50% FAFSA Completion
- 90% Career Interest Inventory for MS
- Elementary participation in the Duke Scholars Program

GOALS MET

- 80% of students applied to a 4 year university or 2 year college
- 90% of seniors registered for SAT/ACT
- 41% Scholarships \$116,901,214
- 51% FAFSA Completion
- 95% completed for Middle school
- 288 Elementary students participated

What does the data say?



Accomplishments

- Program Standards for all counselors
- ★ • 50% of the counselor's evaluation
- Coach and guide the counselors
- College Career monthly meetings
- ★ • Collaboration with University Crossroads & higher ed. advisors
- ★ • Own the Turf: College Career Conference

- Student Achievement & College Career Ready is the targeted focus
- Counselors are part of the Leadership Team
- ★ • Accountability-College Ready Portal
- Student Record Reviews for Cohort Tracking
- Crest Award or Accountability Report Card

Future Plans

- Recruit the best counselors
 - ★ • Continue quality Professional Development
 - ★ • Build leadership capacity
 - Coach and guide school counselors for continuous improvement
 - Provide effective feedback
- Career Pathways and/or Program of Study in each of the HS
 - HS graduates need to attain higher levels of proficiency in the core subjects
 - ★ • Students need to continue their education after high school

Challenges

- We still have lots of work.....we are not done, yet
- Get all stakeholders on the same page
- Train school administrators on the value of an effective school counseling program
- Integrity of the school counseling program
- Lower the student to counselor ratio



*Out of the Mountain of Despair
...A Stone of Hope*

Martin Luther King



**Dallas
Independent
School
District**



Educating All Students For Success

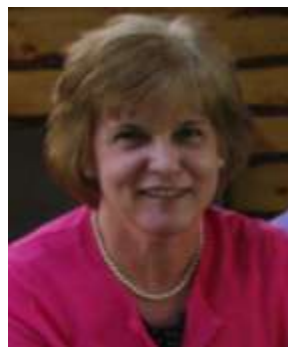
Sylvia A. Lopez, Ed.D.

Director of Counseling Services
Dallas Independent School District, TX





Judy Petersen,
Director, College and Career Readiness
Granite School District,
Salt Lake City, UT



Granite School District Salt Lake City, Utah

- Among 50 largest school districts
- Nearly half (49%) of students qualify for Free and reduced meals (FARM)
- Nearly half (47%) of students identify with minority background, 24% are LEP
- Only two-thirds (66%) graduate from high school

Granite School District Salt Lake City, Utah

- Challenges 2010
 - Leadership for School Counseling Program not on the district's organizational chart
 - School counselors had a limited view of using data
 - School counselors concerned about a balanced comprehensive program (individual planning, guidance curriculum, responsive services)
 - Professional development was focused on thematic issues and counseling services

Granite School District Salt Lake City, Utah

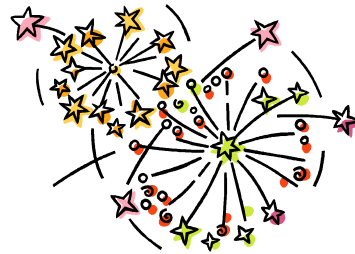
- Successes 2012
 - School counseling is front and center in Granite
 - School District and on the organizational chart
 - School counseling goals are aligned with the superintendent's vision and mission
 - School counselors have transformed their work with emphasis on college and career readiness
 - School counselors are paying attention to data and “zapping” equity gaps



Comprehensive Counseling and Guidance (CCRG)

Structure

- Utah Model
- 12 Standards
- District Expectations
- Delivery Components
- Individual Planning
- Guidance Curriculum
- Responsive Services

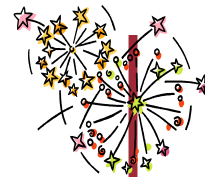


College and Career Readiness Counseling (CCRC)

New Emphasis

College and Career Readiness Expanded

- NOSCA's Eight Components of College and Career Readiness
- Data Analysis
 - Improve graduation rate and decrease dropout rate
 - Increase enrollment in honors, advanced, and AP courses
 - Increase Regent's Scholarship recipients
 - Increase Utah Scholars presence
 - Increase number of Utah Futures portfolios and plans
 - Increase number of college enrollments
 - Increase number of college placement exams
- Zap the Gaps (Breaking down barriers that get in the way of student success)
- FAFSA Completion Project
- Elementary Counseling Grant



Blueprint for Looking at Data



Zap the Equity Gaps

Granite School District, Salt Lake City, UT
Executive Summary

Blueprint for School Counseling Transformation Aligned with District-wide Goals and Student Outcomes



District Superintendent and Board of Education Goals

Vision: *Every one of our 68,000 students will have a 21st Century education experience that prepares them to graduate from high school - college, career, and life ready.*

Goal 1: Increase achievement for every student

Goal 2: Enrich and increase parent and community engagement

Goal 3: Increase graduation rate

Data Elements for Shared Goals

Proficiency in CRT Exams

Enrollment in advanced, honors, and AP courses by diversity, SES, and ELL

"F" Grades

Graduation rate increase

Course taking patterns

AP tests and test takers

ACT and SAT tests

College going rate

Parent attendance at SEP and CCR-Plan meetings

School Counseling Goals Zap the Equity Gaps

Increase the number of students in honors, GT, and AP courses

Increase the number of underrepresented students in honors, GT, and AP courses

Decrease the number of students dropping out of high school

Increase FAFSA completion

Increase number of college enrollments

Increase number of Regent's Scholarship recipients

Increase number of students taking college placement exams

Increase parent participation in SEP and CCR-Planning meetings

↓
Shared Accountability

Granite School District Salt Lake City, Utah



- Through USCI
 - ★ School Counseling is on the GSD organizational chart – front and center
 - School counselors are central to their school's leadership team
 - ★ CCR is now included as part of every school's improvement plan (Section 5) K-12
 - Counselor professional development is organized by Eight Components of CCR
 - ★ Counselor resources and supports focus on CCR for all students
 - Counselor **planning calendar, student planning guide, college and career guide for parents, CCR emphasis K-6**

Granite School District Salt Lake City, Utah



- Through USCI
 - Counselors are “zapping” equity gaps as “data detectives”
 - Enrollments in advanced, honors, and AP courses are increasing (students self-select)
 - ★ • +500 more AP tests administered in 2012 (from 67% passing rate in 2011 to 69% passing rate in 2012)
 - Graduation Initiative launched – ***Commit to Graduate! College, Career, and Life Ready***
 - CCR-Planning meetings for all students, every school year (grades 7-12)
 - FAFSA Completion Project 2012-2013





Judy Petersen,
Director, College and Career Readiness
Granite School District,
Salt Lake City, UT



Submitting Online Questions & Comments

Questions and comments may be submitted at any time during the presentation.

To submit a question:

- Click on the Question Mark icon (?) on the floating toolbar on your Web Session screen (as shown at the right).
- This will open the Q&A window on your computer only.
- Type your question into the small dialog box and click the Send Button.



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Upcoming NOSCA Webinars

Nov
01
2012

Tools and Resources to Meet the Needs of Young Men of Color

Nov
14
2012

National School Counselor Survey 2012: Counselors and Principals Weigh In on Critical Issues

Dec
12
2012

School Counselors and FAFSA Completion: Systemic Best Practices to Increase FAFSA Submissions and Completions in Your School

Upcoming NOSCA Event

Official Release of Findings from the
2012 National Survey of School
Counselors

October 25, 2012

10:00 AM to 11:00 AM EST

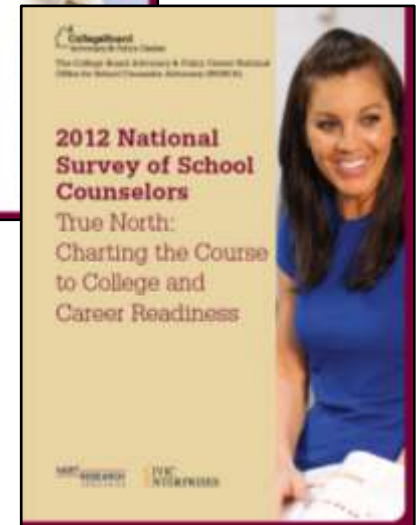
Live Streamed Panel Discussion

College Board National Forum
Fontainebleau Miami Beach
Lobby Level, Fontaine
4441 Collins Avenue
Miami, FL 33140

Not attending Forum, not to worry, the
event will be brought to you via live
webcast! Visit the NOSCA website to
register today:

<http://nosca.collegeboard.org/event/launch-2012-national-survey-school-counselors>.

2012 National Survey of School Counselors



Home

Program

Call for Proposals

Registration

Travel



Destination Equity 2013:

Charting Bright Futures for All Students

April 12-13, 2013 | New Orleans Marriott, New Orleans, La.

Important Conference Dates

- November 12th Call for Proposals Due
- November 12th Awards Nominations Due
- November 12th Early Bird Registration Closes

Conference Website

<http://destinationequity.collegeboard.org>

