

Good Advising: Helping Students Find Their Strengths, Interests, and Paths to Careers and Postsecondary Study

Alice Anne Bailey

Director – SREB Go Alliance

Dale Winkler

Special Assistant to the Senior Vice President

Meandering Toward Graduation

- Despite the rhetoric around college and career readiness for all students, just 8 percent of high school graduates complete a full college- and rigorous career-preparatory curriculum.
- Nearly half of graduates complete neither a college- nor career-ready course sequence.
- Preparing more students for college and careers requires significant change to school structures, culture, and instruction.

What can educators do?

- **Conduct transcript analysis**
- **Refine master schedules**
- **Define teacher planning**
- **Implement career pathways**

Counseling for Careers and Postsecondary Studies...

an organized, structured effort that connects students to future education and career goals; while providing a set of learning experiences that enables students to create a meaningful vision for a successful future and the program of study for achieving that vision.

1. Use assignments to enable student to discover the connection between course work and future opportunities.

Answering those age old questions...

“Why do I have to take this course?”

“When am I ever going to use this?”

ASSIGNMENTS MATTER!

2. Create a student advisement system

- I. Every student is assigned an adult advisor
- II. A process to aid students in developing self-awareness, achieving academic success, education and career awareness, and decision-making skills
- III. A systemic approach to providing ALL students with the knowledge and skills to make wise decisions about his/her education and career
- IV. A process to help each student improve his/her chances for success

3. Prepare students to make a successful transition

- Middle to High School
- High School to Postsecondary
- Postsecondary to Career

4. Create a personalized education and career plans for each student

- A working document that maximizes student achievement by having students set and accomplish goals beginning no later than middle school
- Assessment of interests, aptitudes, learning styles, and personality types multiple times throughout middle and high school
- Understand how this information leads to high school academic achievement and wise student choices relating to programs of study and postsecondary education and training.
- MUST be student driven yet maintained by school professionals who will work cooperatively with students and parents

5. Design a personalized program of study

Provides students a clear format to discover:

- relevance of academic coursework
- connections between student interests and high skill/high demand/high wage career options
- qualifications for the necessary postsecondary education and training
- the needed credentials for a successful career
- various related career opportunities

6. Develop opportunities for students to explore careers and education programs of study

- Guest Speakers
- Field trips to business and industry
- Job Shadowing
- Career and College Fairs
- College visits
- Mentoring and/or Tutoring
- Student Activities with Labor Market Information
- Career and Technical Student Organizations
- Work-based Learning Experiences (Practicums, Internships, Apprenticeships)

7. Make parents and the community a partner in a student's career and education planning

Parent and Community Partnerships are...

- intentional efforts to create and sustain positive relationships among schools/the school district and a formal and/or informal entity, in order to work toward a common goal.
- partnerships may involve the sharing of facilities and equipment; collaborative fund raising and/or grant funding; mentoring/tutoring; implementation and/or evaluation of programs or events; opportunities for community service, internships, jobs, enrichment of curriculum, shared celebrations, recognition, field trips; recourses and advice.

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- College Access Research
- State and Agency Policy
- Support Programs
- Communications





School Counselors are DATA EXPERTS

- **Student Demographic Data**
 - **Students with disabilities**
 - **Student ethnicity data**
 - **Free and reduced lunch**
 - **ESL**
 - **Gifted**
 - **Special Services**
- **Attendance Data**
- **Progression, Retention, and Dropout/Graduation Rates**
- **Student Engagement Data**
- **Academic Achievement Data**
- **School Safety Data**



Counselor Ratios



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Counselor Roles/Responsibilities



Counselor Roles/Responsibilities

- **North Carolina General Statute 115C-316.1**
 - Defines the appropriate duties that are to make up 80% of a school counselor's time.
 - Specifically states that school counselors cannot serve testing coordinators.
- **Mississippi Senate Bill 2423**
 - Removes “other duties as assigned” language.
 - Mandates that counselors spend 80% time delivering counseling-related services.
 - Changes the counselors' title to “Professional School Counselor.”

Counselor Roles/Responsibilities

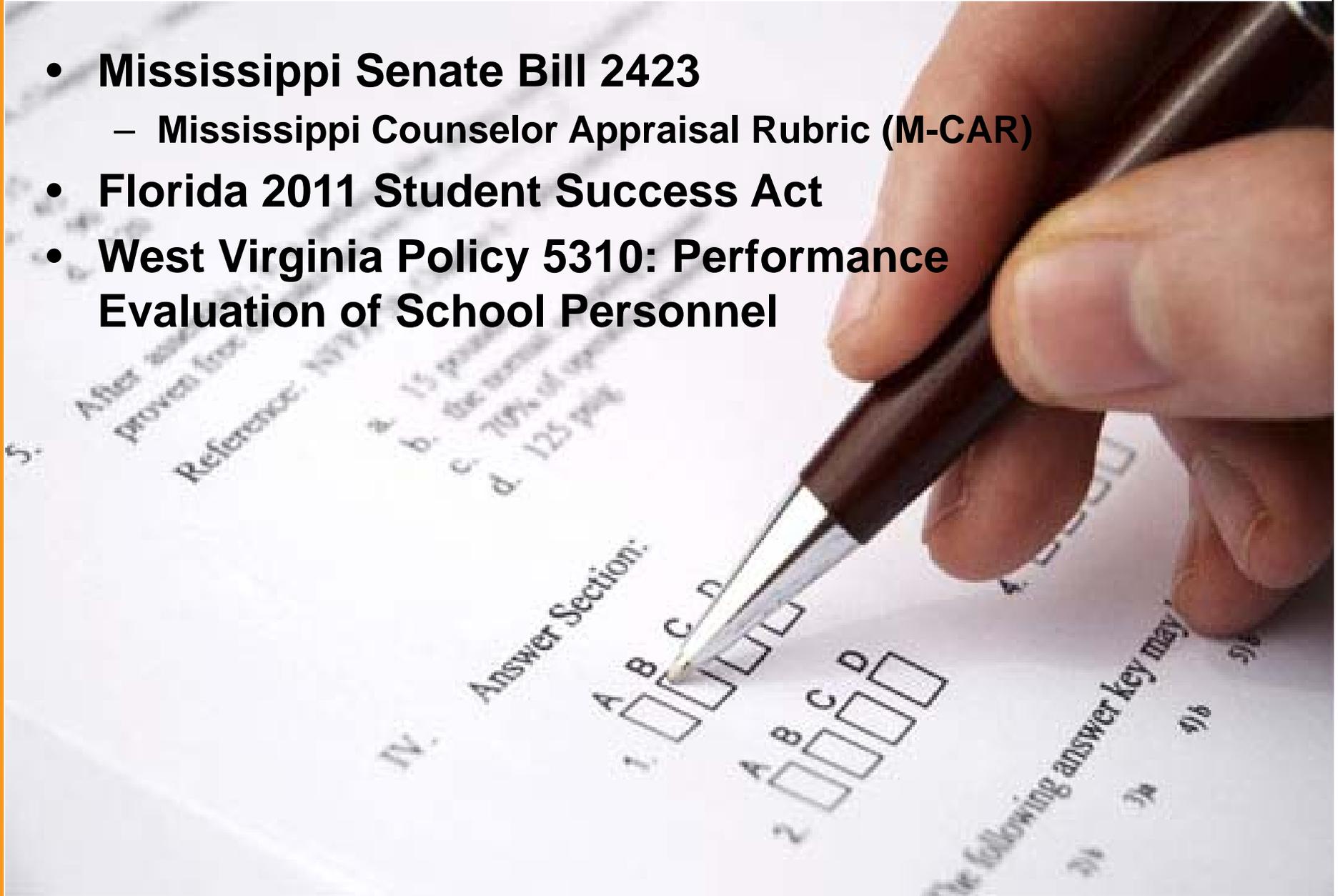
- **South Carolina State Code 59-59-120**
 - Limits school counselor duties to counseling-related services only.
 - Explicitly states that school counselors may not perform administrative tasks.
- **West Virginia Department of Education Policy 2315**
 - Defines direct and indirect counseling services.
 - Mandates that school counselors spend at least 75% of their time in a direct counseling relationship with pupils.
 - Counselors can devote no more than 25% of their time to counselor-related administrative activities.

School Counselor Roles and Responsibilities

- **State policy should clearly define appropriate vs. inappropriate school counselor duties.**
- **State policy should discourage use of school counselors in testing coordination, administrative support, or clerical duties unrelated to student counseling.**
- **School counselors should spend 80% of their time in counseling-related service to students and families.**
- **State Policy should encourage school leader education and professional development programs to include training in how to manage school counselors effectively.**

Performance Evaluation

- **Mississippi Senate Bill 2423**
 - Mississippi Counselor Appraisal Rubric (M-CAR)
- **Florida 2011 Student Success Act**
- **West Virginia Policy 5310: Performance Evaluation of School Personnel**



Certification/Licensure



Evaluation Systems and Certification

- **States should provide an evaluation rubric specific to the school counselor role that aligns with the American School Counselor Association National Model.**
- **States should require a master's degree in school counseling from an accredited school counseling program in order to become licensed.**

Education and Professional Development



School Counseling Surveys



2011

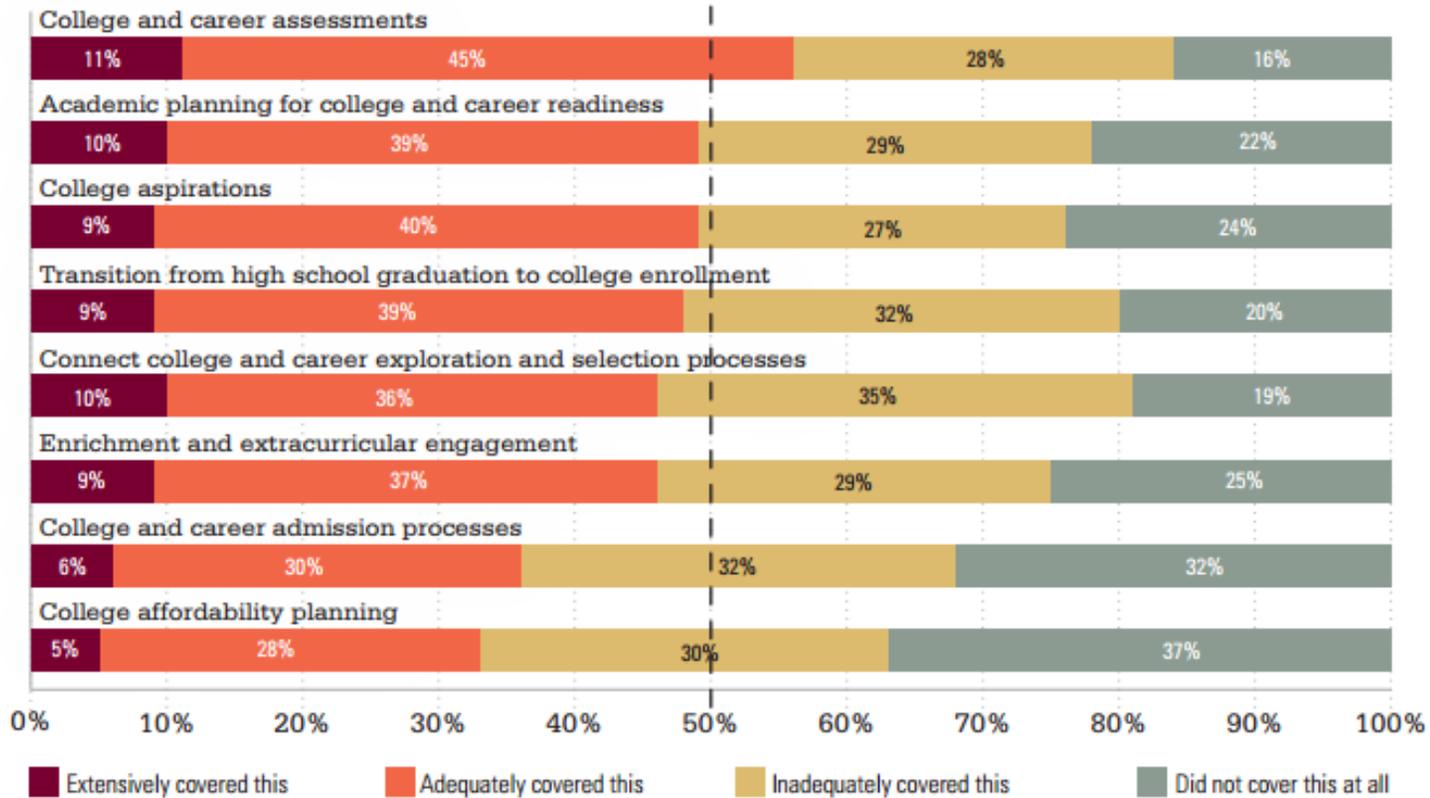
- **16% feel “well prepared” for their job**

2012

- **28% feel their training did not prepare them for their job**
- **56% feel “somewhat” well trained**

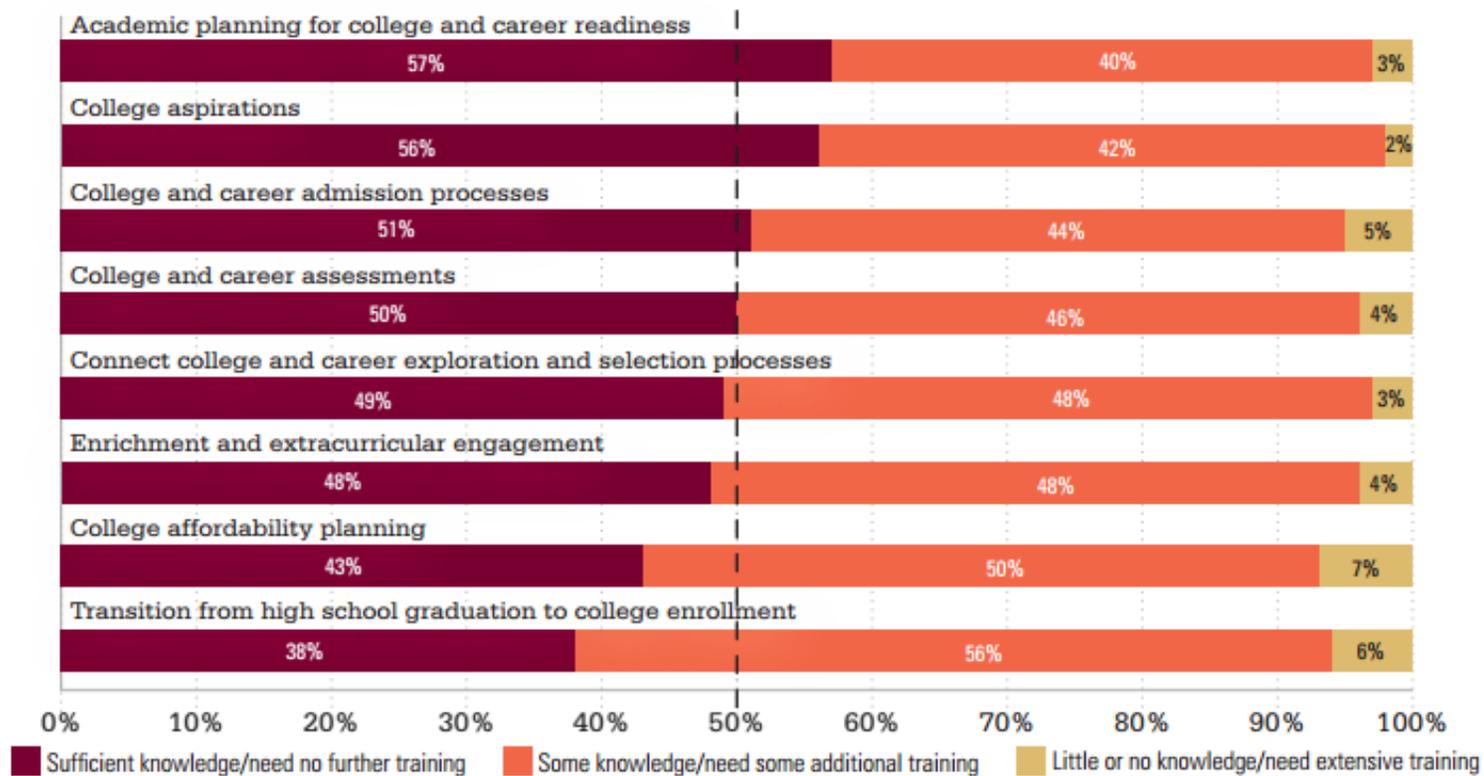
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Figure 8: Counselors: How well did the training in your graduate school counseling program cover these components?



- **64% - graduate training “did not cover at all” or “inadequately covered” college admissions counseling**
- **67% graduate training “did not cover at all” or “inadequately covered” financial aid advising**

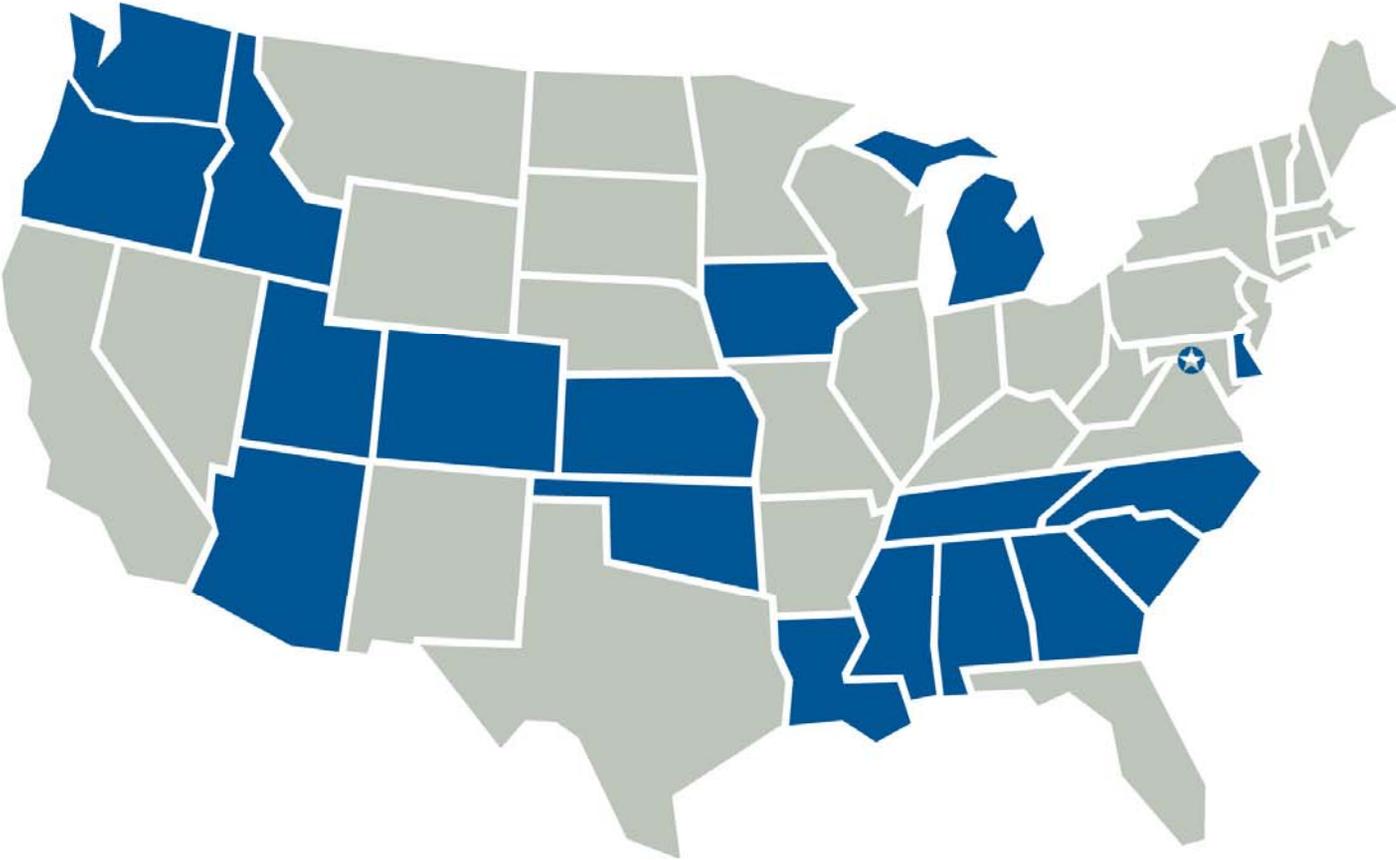
Figure 9: Counselors: How much knowledge/training do you have in these components?



- **62% - need “additional” or “extensive” training in postsecondary transitions**
- **57% need “additional” or “extensive” training in financial aid advising**

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Academy



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Texas House Bill 18 (2016)

- **Dedicates \$18 million in state education budget to create the *Postsecondary Education and Career Counseling Academy***
- **Stipends available to school counselors to go through PD training**
- **School counselors will be trained in:**
 - **Regional workforce needs and salary info for related careers**
 - **Effective strategies for engaging parents and students in postsecondary education and potential careers**

Education and Professional Development

- **School counseling Master's degree programs should provide — and require — more coursework in college and career readiness.**
- **States should provide more professional development opportunities for school counselors that are directly relevant to their job roles, particularly in the area of college and career advising.**
- **State Policy should grant schools counselors release time in order to participate in professional development.**