



REVISITING THE PATH FORWARD

SREB Go Alliance Meeting
Baltimore, MD

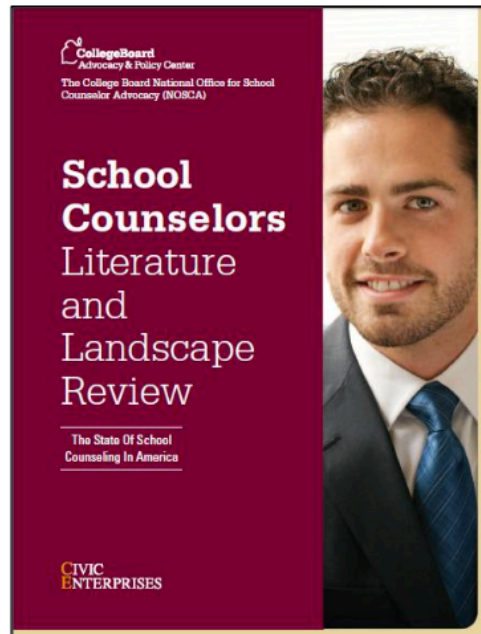
Laura Owen, PhD

April 17, 2017

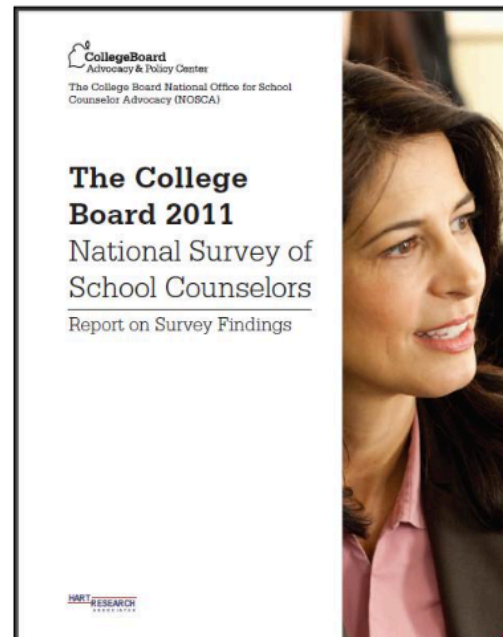
Funding for this report provided by the
Kresge Foundation

2011 National Survey

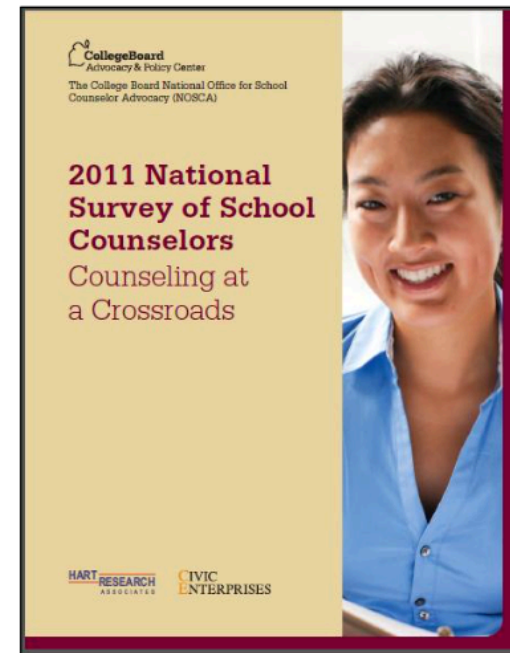
Literature Review



Technical Report



Narrative Report

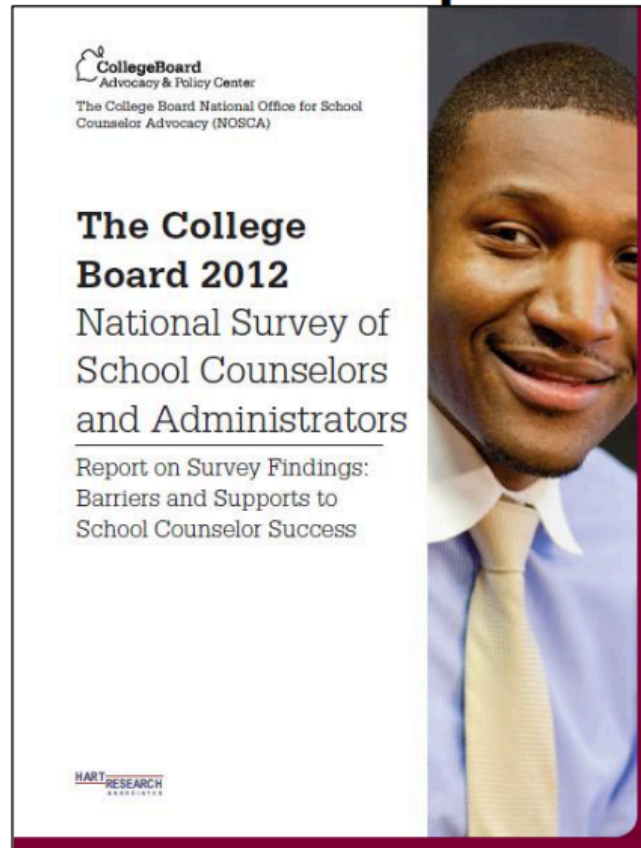


2011 Survey Reports

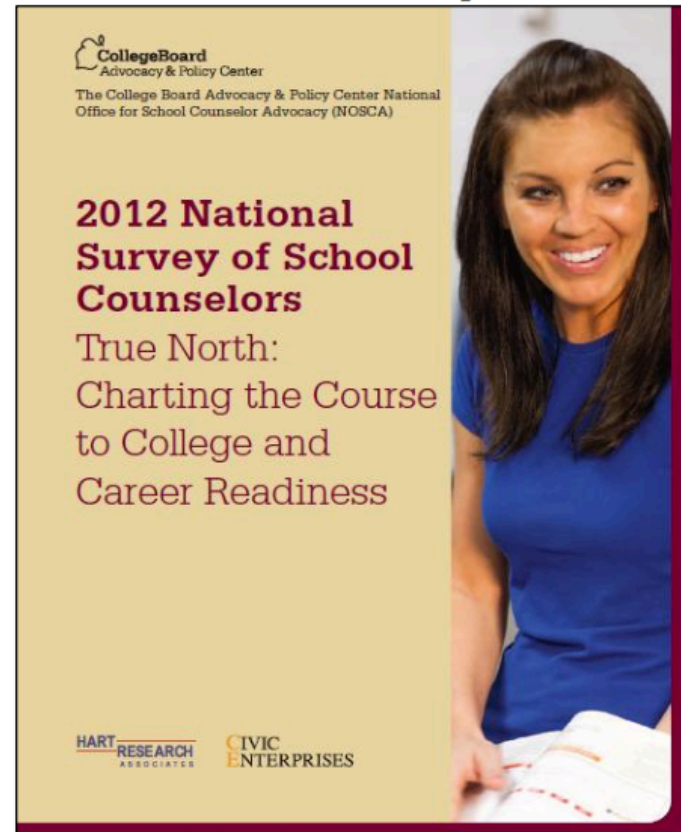
NOSCA: National Office for School Counselor Advocacy

2012 National Survey

Technical Report



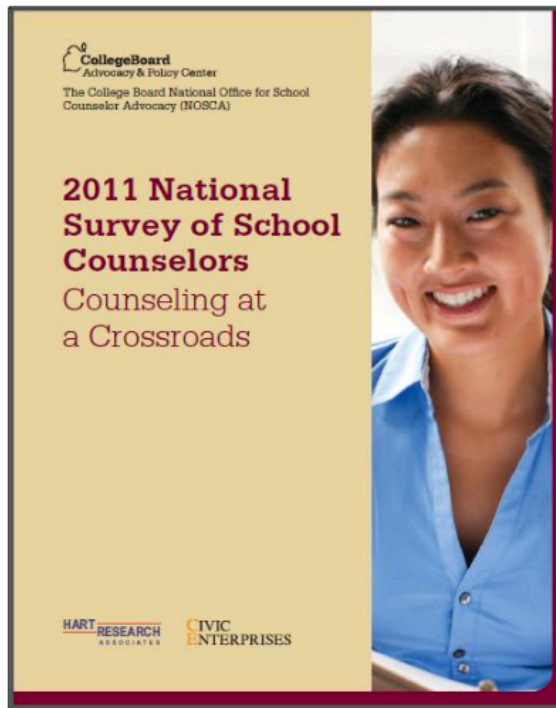
Narrative Report



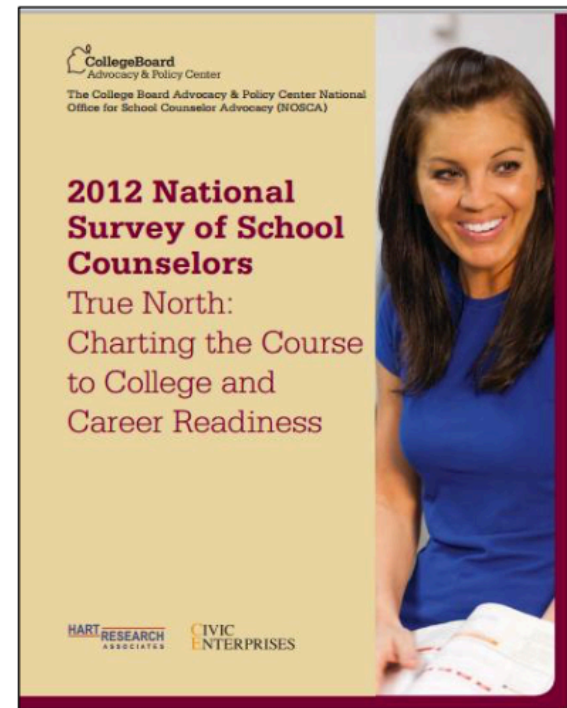
NOSCA: National Office for School Counselor Advocacy

National Surveys 2011 & 2012

2011 Crossroads



2012 True North



NOSCA: National Office for School Counselor Advocacy

Path Forward Recommendations (2012)

1. Act Now Through Existing Training and Tools for College and Career Readiness
2. Include Counselors as Integral Partners in Education Policy
3. Include Counselors in Common Core State Standards Implementation
4. Provide Counselors, Teachers and Administrators Pre-service /In-service Training that Aligns Counselors' Work to Students' College and Career Readiness
5. Align Counselor "Accountability Measures" with Student, School and Districts Goals
6. Accelerate FAFSA Completion for Students

How our scope is different than the original landscape

- The **2011 College Board landscape and literature** review cast a **wide net on research** that covered **school counseling, college and career readiness counseling, and the intersection of the two.**
- Given the short span of time between the 2011 publication and the present review, coupled with the specific aim of this review towards setting a foundation for school counseling and postsecondary success, **this review focuses specifically on the intersection of college counseling and school counseling.**
- The goal is to **identify notable themes and gaps** in current empirical research on this critically important topic so as to **inform future research.**

Examine Shifts in Knowledge about College Counseling in Schools Between 2011-2015

Summary of Research Methodology

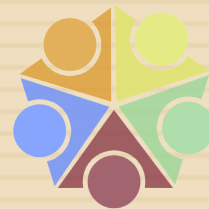
This update sought to identify:

- i. Shifts in knowledge and/or behaviors about college counseling in schools between 2011-2015,
- ii. Details about existing school counselor practice as it relates to the *Path Forward* recommendations, and
- iii. Details related to the practice of school counseling in relationship to college and career policy, research, pre-service/in-service, standards and credentialing.

The scan sought to broaden the findings from 2011 report by calling on a variety of audiences and approaches: **a]** a systematic literature review, **b]** a grey literature review, **c]** survey research, and **d]** focus groups.



Literature Reviews (Traditional and Grey)



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Examine shifts in knowledge about college counseling in schools between 2011-2015

- A Literature Review was conducted to identify recent **empirical studies** about college advising/counseling and school counseling within the context of college and career readiness in schools.
- Three part process
 - ▣ Identification of appropriate literature
 - ▣ Data abstraction
 - ▣ Data analysis

Defining the Scholarship



School Counseling

College & Career
Counseling/Advising

Evaluate topics against buckets from previous study

Counselors As Professionals



- Role of the Counselor
- Pre-Service Training
- Certification & Licensing
- Hiring & Oversight
- In-Service Training
- Professional Organizations
- Accountability & Standards

Counselors & Their Students



- Nonacademic supports**
- Student Social Supports
- School Violence, Bullying & School Climate
- Family & Community Outreach
- Academic Supports**
- Career Explo & Readiness
- Financial Aid Planning
- Counseling for Subgroups
- Student Academic Success

Counselors & the Ed System



- Federal, State & Local Law
- District Coordination & Planning
- Schoolwide Coordination & Planning
- College Going Environment
- School & College Relationships
- Data and Research

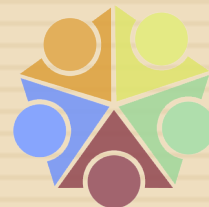
Strongly agree

Agree

Disagree

Strongly disagree

Survey



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Purpose

- To **determine the perceptions** of school counselors and counselor educators regarding the **NOSCA College and Career Readiness Components**.
 - First, we wanted to know if there were significant differences between **school counselors' perceived importance** of the components **and their graduate program's actual ability to carry out the training preparation** of content within the component.
 - For counselor educators, we wanted to know their **perceptions of the components' importance** as well as their **graduate program's coverage of the component in their curricula**.

School Counselor Survey Participants

- *School Counselors*
 - 123 responded (66% response rate)
 - 20 states represented
 - 84% female; 14% male
 - 83% White; EA/11% H/L; 21% AA/B; 3% AI/NA; #5 No reply
 - 62% urban; 35% suburban; 20% rural

Counselor Educator Survey Participants

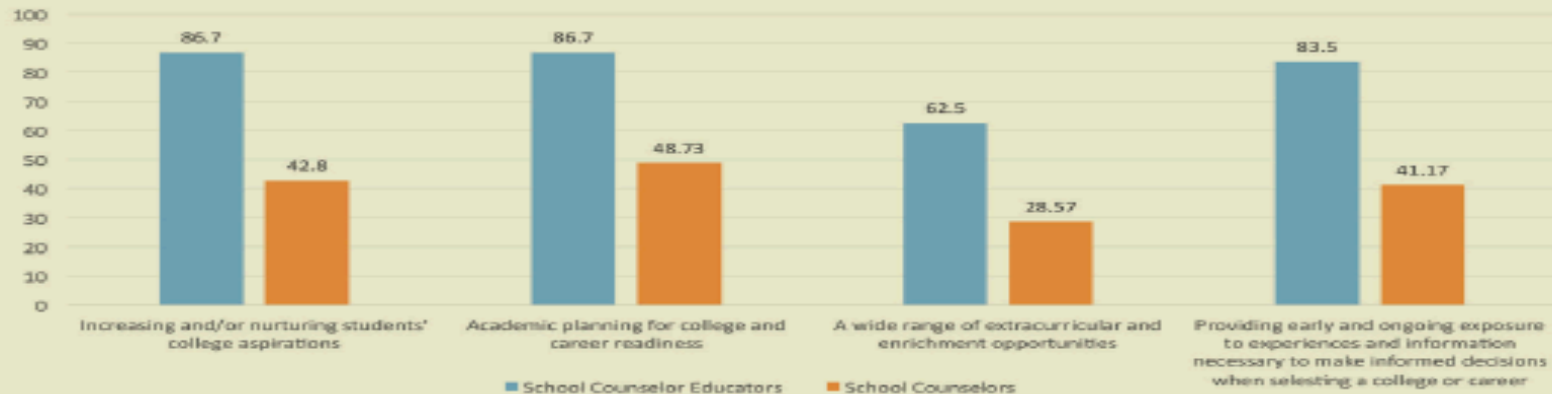
□ *Counselor Educators*

- 141 responded (13% response rate)
- 31 states represented
- 72% female; 26% male
- 70% W/EA; 13%H/L; 24% AA/B; 5% Asian/AA; 2% NatHaw/PI; 2% no reply
- 60% reported they DO have License or Certification in SC
- 37% reported they DID NOT have License or Certification in SC
- 84% CACREP; 13% Not CACREP
- 52% Urban; 29% suburban; 17% Rural
- 66% Public; 29% Private/Parochial
- 77% worked as a SC; 23% DID NOT work as a SC
- 48% indicated CCR is part of research/scholarship; 45% said it is not

School Counselor Educators Versus School Counselors

My Graduate Program Includes/Included Training, Coursework, Internship, Etc.

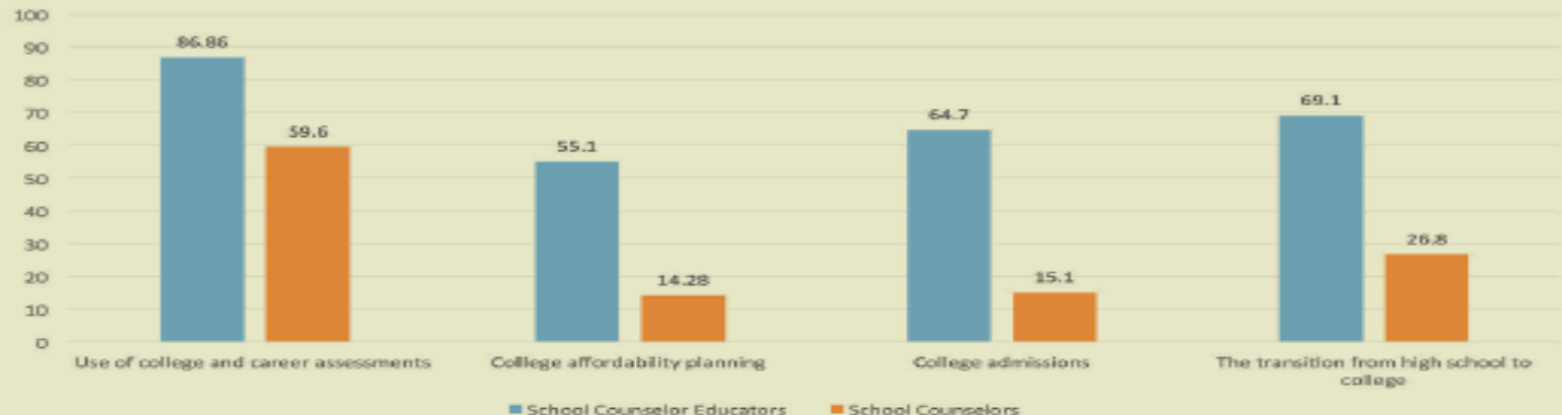
(% Agree/Strongly Agree)



School Counselor Educators Versus School Counselors

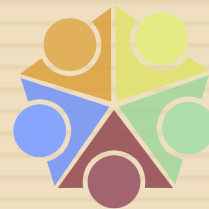
My Graduate Program Includes/Included Training, Coursework, Internship, etc.

(% Agree/Strongly Agree)





Focus Groups



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Practitioner Focus Groups

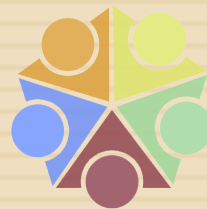
- **Selection Process for Participants:**
 - We selected a **diverse seven-member cohort for each professional group** (i.e. school counselors and college advisors).
 - We deliberately sought to achieve **diversity in geographic location, race, and gender and program scope.**
 - We selected professionals in the field that had ground level **credibility/known and respected by their peers** and/or were highly recommended by NCSCPS team members.
 - The **selected participants are leaders in their workplace** that are presently **successfully engaged in college advising and school counseling efforts for underserved student K-12 student populations.**

Research Focus Groups

- 116 participants
 - ▣ *2015 Evidence Based School Counseling Conference (40)*
 - ▣ *2016 Evidence Based School Counseling Conference Research Day (39)*
 - ▣ *Counselor Educator focus group at the American Education Research Association Conference in April 2016 (37)*



RECOMMENDATIONS



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Priority Recommendations (page 16)

CHANGE LEVER	TOPIC	RECOMMENDATION	
Policy	Training/ Evaluation	Create, operationalize, launch, and disseminate a set of College and Career Readiness Competencies drawn from existing College and Career Readiness research and literature, that defines the observable and measurable knowledge, skills, abilities and attributes of school counselors, college advisors, community agencies and higher education and training providers to effectively implement college and career readiness activities for underserved communities. These competencies will be inclusive of various skill sets and disciplines (e.g., family engagement, early college awareness, transition into and out of high school, summer melt support, developmental readiness, and cultural competence).	1
Practice	Framework	Create collaborative networks including school counselors, school building administrators and other school-based leaders to coordinate the work of community-based, external partners (e.g., college access professionals) with school-based professionals. The goal of these networks will be to provide strong college and career readiness supports for students and their families within and outside of the school setting.	2
Practice	Metrics	Align new College and Career Readiness Competencies with student outcome metrics that can be easily adopted, tailored, and implemented by school counselors and college access partners in states, districts and schools.	3
Research	National Center	Launch a National Research Center, funded by foundations and sponsored research funds, charged with identifying effective school counseling and college advising models and practices that drive successful postsecondary outcomes and economic mobility, specifically within underserved student populations. The Center will disseminate new knowledge and discovery of College and Career Readiness models while simultaneously connecting new knowledge to policy formation. Focus of the Center will be to examine the effectiveness of the proposed competencies.	4
Research	Professional Development	Evaluate effectiveness of College and Career Readiness professional development for school counselors and other college advising professionals as the competencies are instituted and integrated in professional development models.	5
Credentialing	School Counselor Preparation	Collaborate with and continuously communicate with accrediting, licensing and state authorization agencies to ensure that College and Career Readiness Competencies (i.e., knowledge and skills) are aligned and integrated within state and local requirements for the practice of school counseling.	6

Training/Evaluation

- **Create, operationalize, launch and disseminate** a set of **College and Career Readiness Competencies**
- Competencies *drawn from existing College and Career Readiness research and literature*
- **Define observable and measurable knowledge, skills, abilities and attributes** of school counselors, college advisors, community agencies and higher education and training providers
- Must be **inclusive of various skill sets and disciplines** (e.g. family engagement, early college awareness, transition in and out of high school, summer melt support, developmental readiness and cultural competence).

Framework

- **Create collaborative networks** including school counselors, school building administrators and other school-based leaders **to coordinate the work of community-based, external partners.**
- **Goal** of these networks will be **to provide strong college and career readiness supports for students and their families** within and outside of the school setting.

Metrics

- **Align new College and Career Readiness Competencies with student outcome metrics**
- **Metrics must be easily adopted and implemented by school counselors and college access partners**

National Center

- ***Launch a National Research Center***
 - Focused on ***identifying school counseling and college advising models and practices that drive successful postsecondary outcomes and economic mobility specifically within underserved student populations.***
 - Center must ***disseminate new knowledge and discovery*** of College and Career Readiness models, while ***connecting new knowledge to policy formation.***
 - Center will ***examine the effectiveness of proposed College and Career Readiness Competencies.***

Professional Development

- ***Evaluate the effectiveness of College and Career Readiness professional development*** for school counselors and college advising professionals
- ***College and Career Readiness competencies must be integrated into professional development models***

School Counselor Preparation

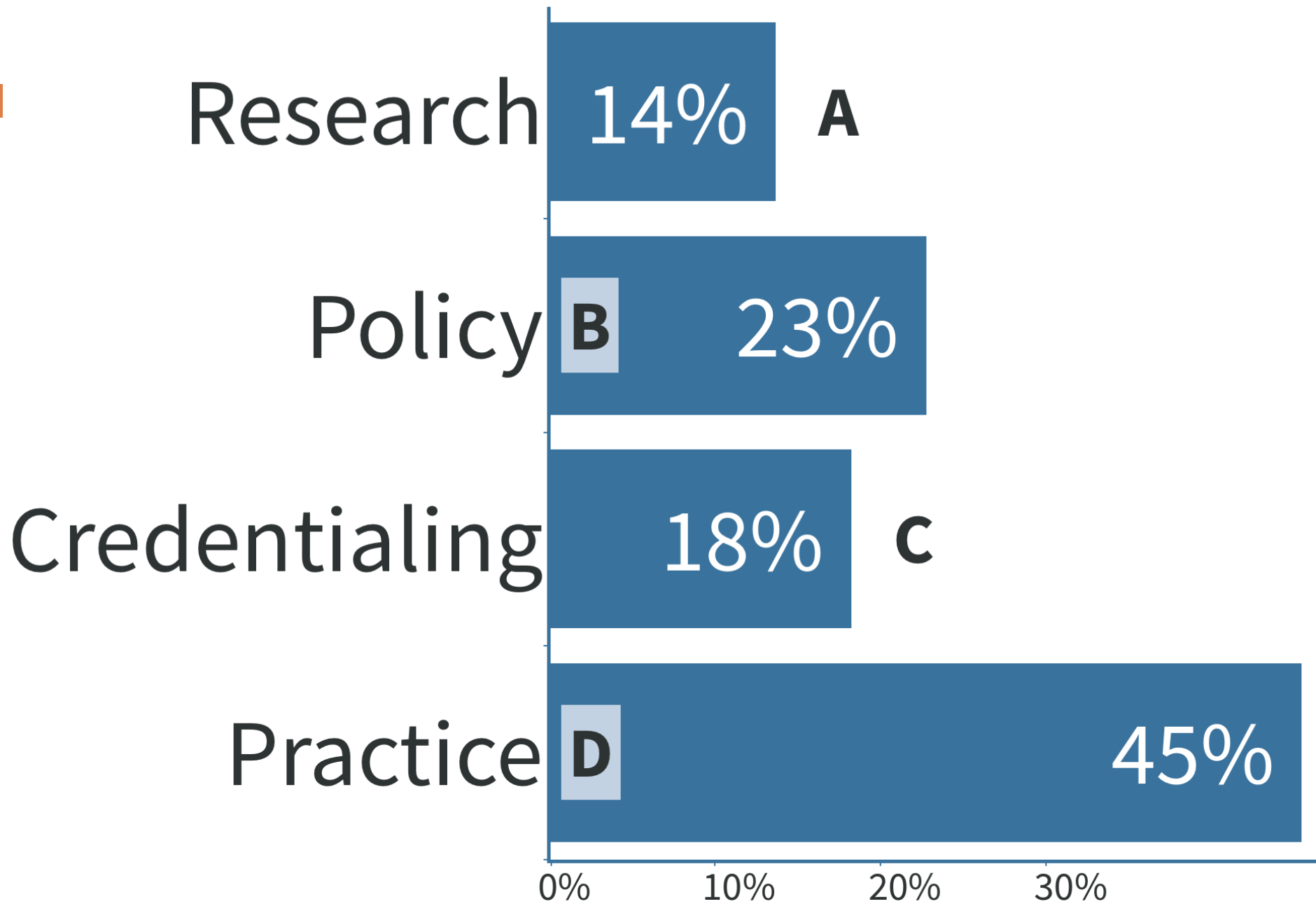
- ***Collaborate and communicate with accrediting, licensing and state authorization agencies***
- ***Ensure that College and Career Readiness Competencies (i.e knowledge and skills) are aligned and integrated within state and local requirements for the practice of school counseling.***

23 Recommendations

- Take a few minutes to read through the recommendations.
- Place a checkmark next to the recommendations that you believe are the most important

Which of the following recommendation areas are you the most interested in?

Respond at PollEv.com/lauraowen440 Text LAURAOWEN440 to 22333 once to join, then A, B, C, or D



Which RESEARCH recommendation do you believe is the most important?

Respond at [PollEv.com/lauraowen440](https://poll-ev.com/lauraowen440)

Text LAURAOWEN440 to 22333 once to join, then A, B, C, D, E...

Commission a set of exploratory studies targeting promising collaborative school counselor and college advising workforce and college readiness advising models

A

23%

Open a National Research Center charged with identifying school counseling and college advising models that drive postsecondary outcomes

B

27%

Call on colleges and universities to better prepare and support school counselor educators and researchers to conduct and disseminate high quality, rigorous research

C

9%

Expand empirical research examining the unique role school counselors play within college and career readiness,

D

18%

Advance the field's understanding of graduate programs' effectiveness in preparing school counselors to implement postsecondary readiness practices

E

14%

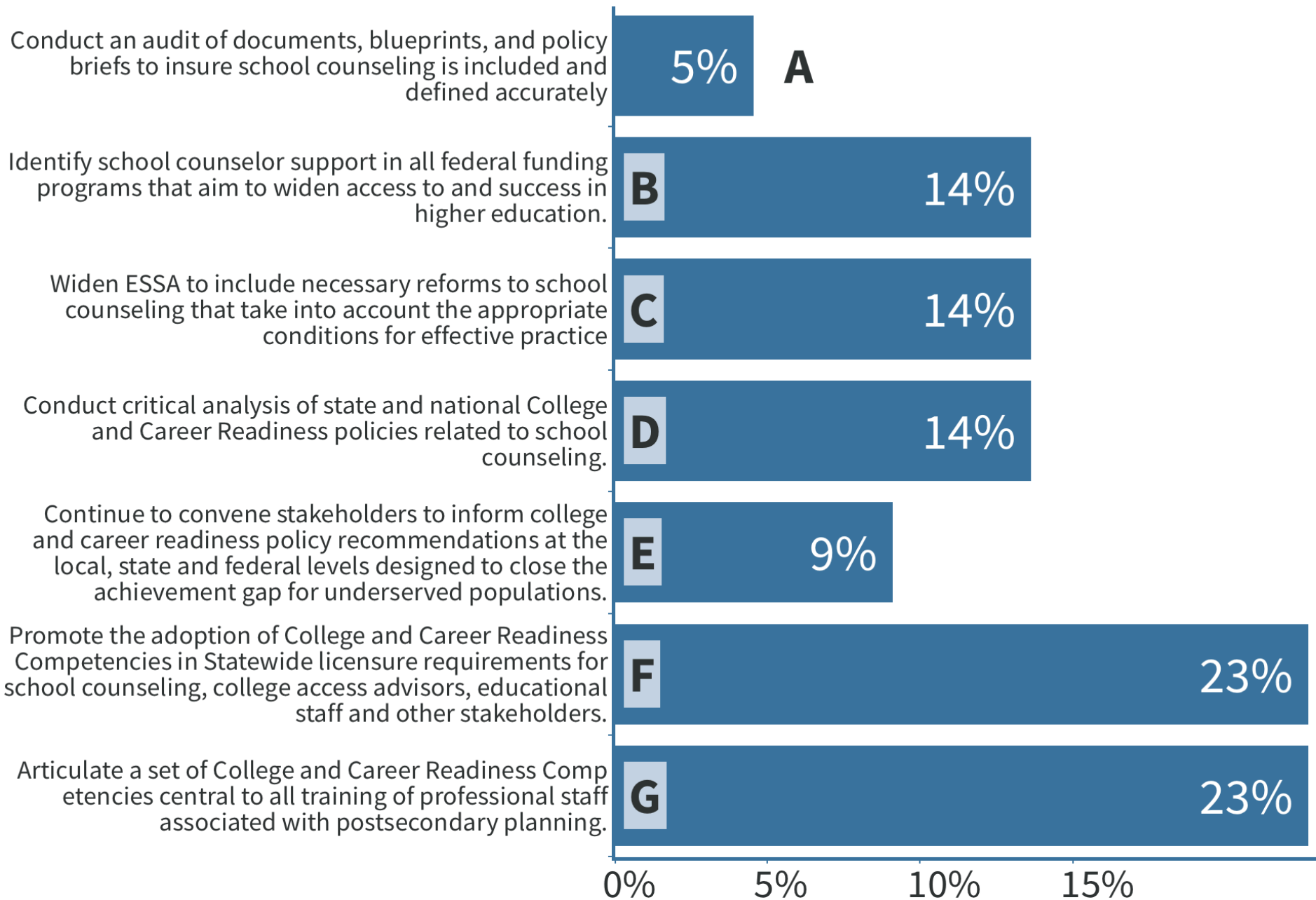
Broaden postsecondary readiness research to include a wider array of practices

F

9%

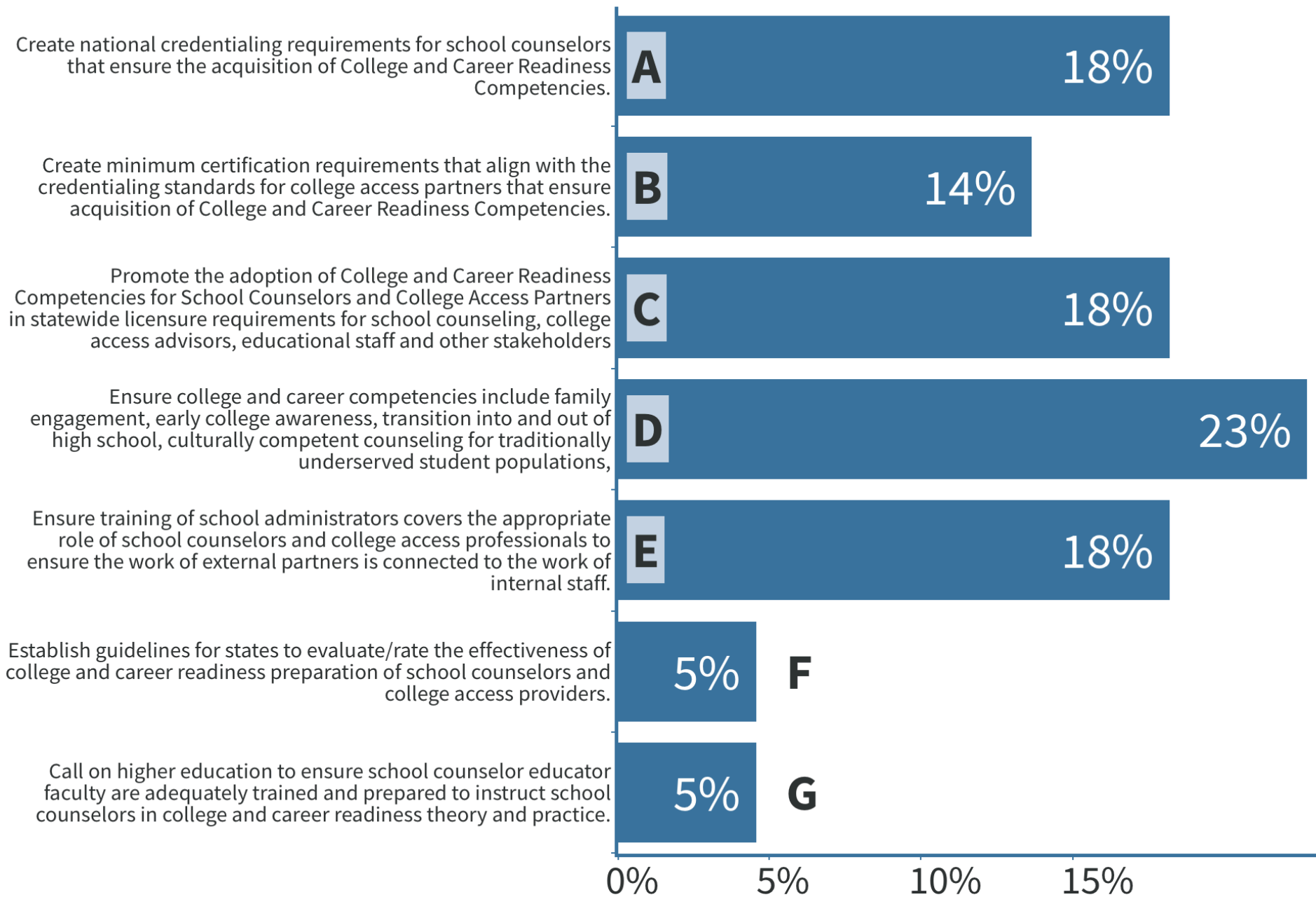
Which POLICY recommendation do you believe is the most important?

Respond at [PollEv.com/lauraowen440](https://www.poll-ev.com/lauraowen440) Text LAURAOWEN440 to 22333 once to join, then A, B, C, D, E...



Which CREDENTIALING recommendation do you believe is the most important?

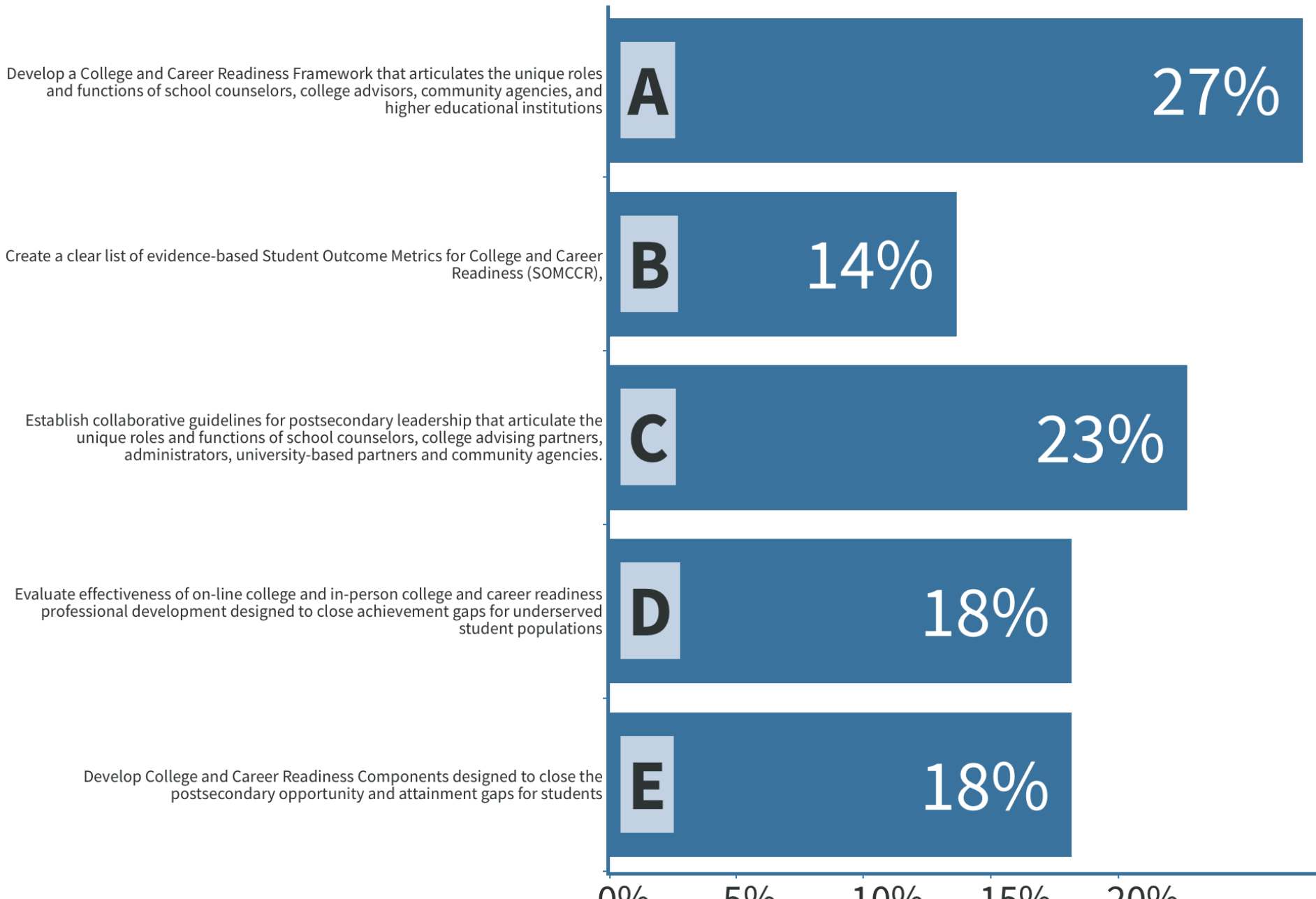
Respond at [PollEv.com/lauraowen440](https://www.poll-ev.com/lauraowen440) Text LAURAOWEN440 to 22333 once to join, then A, B, C, D, E...



Which PRACTICE recommendation do you believe is the most important?

Respond at [PollEv.com/lauraowen440](https://poll-ev.com/lauraowen440)

Text **LAURAOWEN440** to **22333** once to join, then **A, B, C, D, or E**



What support do you (or your team) need to create actionable next steps?



Respond at [PollEv.com/lauraowen440](https://poll-ev.com/lauraowen440)



Text **LAURAOWEN440** to **22333** once to join, then text your message

“Research on impact of school”

about 6 hours ago

“research on the impact of school counseling on student outcomes”

about 6 hours ago

“Research”

about 6 hours ago

“funding”

about 6 hours ago

“One site that we can go to to get clear factual information with everyone on the same page.”

about 6 hours ago

“Timely communications”

about 6 hours ago

“National model”

about 6 hours ago

“My team needs national-recognized data and research results in school counseling to create actionable next steps.”

about 5 hours ago

“NA”

about 5 hours ago

“Research on identifiable metrics for college and career counseling success”

about 5 hours ago

“continued updates/information on development of national policies, metrics, etc”

about 5 hours ago

“toolkit & definitions”

What support do you (or your team) need to create actionable next steps?



Respond at [PollEv.com/lauraowen440](https://poll-ev.com/lauraowen440)



Text **LAURAOWEN440** to **22333** once to join, then text your message

My team needs national-recognized data and research results in school counseling to create actionable next steps.

about 5 hours ago

“NA”

about 5 hours ago

“Research on identifiable metrics for college and career counseling success”

about 5 hours ago

“continued updates/information on development of national policies, metrics, etc”

about 5 hours ago

“toolkit & definitions”

about 5 hours ago

“Beginning with State officials, provide support in Policy and Practice that will consistently allow for school counseling and post-secondary collaboration.”

about 5 hours ago

“Funding”

about 5 hours ago

“The team from AL needs financial support to deliver the items needed for Counseling Program”

about 5 hours ago

“Create a framework for implementing CCR standards that are uniform and consistent.”

about 5 hours ago

“Additional opportunities to learn about professional development in CCR.”

about 5 hours ago

“Policy recommendations to Department of Education and state policymakers to create a school counselor administration at the state level.”

about 5 hours ago

“Collaboration”

about 5 hours ago

Five years from now, what do you hope will be different as a result of your commitment to this work?



Respond at [PollEv.com/lauraowen440](https://poll-ev.com/lauraowen440)



Text **LAURAOWEN440** to **22333** once to join, then text your message

“That every high school counselor is credential and able to effectively counsel students in accordance to set standards.”

about 6 hours ago

“More students completing post secondary degrees”

about 6 hours ago

“I hope that more public school students will enter into and complete a post-secondary program.”

about 6 hours ago

“Higher postsecondary enrollment among low income students”

about 5 hours ago

“equitable access to high-quality CCR advising and positive student outcomes”

about 5 hours ago

“All schools are required to have 1 counselor for every 250 students”

about 5 hours ago

“NA”

about 5 hours ago

“Better trained and effective school counsellors”

about 5 hours ago

“increased college attainment rates”

about 5 hours ago

“research paper with peer reviewed and published results.”

about 5 hours ago

“More students have access to college.”

about 5 hours ago

Full Report – www.ncscps.org



NCSCPS
The National Consortium for School Counseling
and Postsecondary Success

The State of School Counseling:
Revisiting the Path Forward
January 2017

NCSCPS

The State of School Counseling:
Revisiting the Path Forward
January 2017

With a growing emphasis on the role of school counseling in student success, the field is being challenged to re-examine its current practices and to explore new ways to ensure that all students are prepared for postsecondary success. This report, "The State of School Counseling: Revisiting the Path Forward," provides a comprehensive overview of the current state of school counseling and offers recommendations for the future. The report is organized into four main sections: Introduction, Current State of School Counseling, Challenges and Opportunities, and Recommendations. The Introduction provides an overview of the report's purpose and scope. The Current State of School Counseling section discusses the current state of school counseling in the United States, including the role of school counselors, the current state of school counseling practice, and the challenges and opportunities facing the field. The Challenges and Opportunities section discusses the challenges and opportunities facing the field of school counseling, including the need for increased funding, the need for increased collaboration, and the need for increased research. The Recommendations section provides a list of recommendations for the future of school counseling, including the need for increased funding, the need for increased collaboration, and the need for increased research.

Questions & Answers



Contact Information

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