

Strategies in College and Career Advising: The SREB Collaborative Counselor Training Initiative

**Georgia Department of Education
Regional Counselor Workshop**

Macon State College

June 5-7, 2012

SREB



Member States

Alabama	Mississippi
Arkansas	North Carolina
Delaware	Oklahoma
Florida	South Carolina
Georgia	Tennessee
Kentucky	Texas
Louisiana	Virginia
Maryland	West Virginia

- Interstate compact
- Data and research services
- Resource-sharing agreements
- Cooperative programs

Go *Alliance*

- Network of state representatives
- Using marketing and communications strategies to promote
 - academic achievement
 - high school completion
 - student readiness for college and work.



Social Marketing

Change behavior for the benefit of individuals, groups, or society as a whole.



College Access Marketing

STRIBG Alliance



SREB College Access Campaigns



DELAWARE



SOUTH CAROLINA
can go to college



KnowHow2GO Louisiana

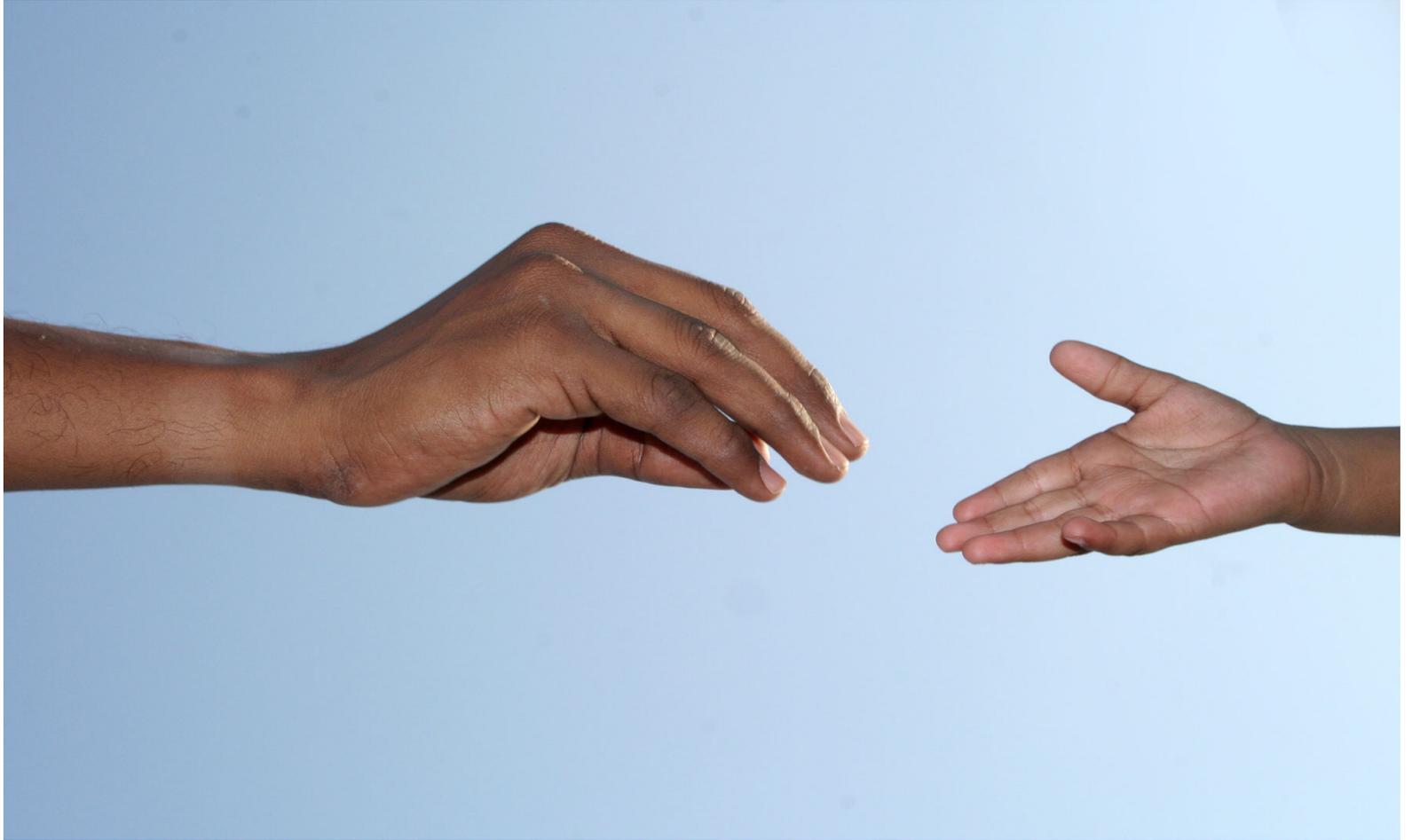
College Access Marketing

Campaign Elements

- Effective policy
- Support programs
- Communications and Outreach



On the Ground Support



Student Optimism

NASSP, 2007

- No chance I'll drop out of high school (93%)
- I'll be somewhat or very prepared to succeed in high school (84%)



IHEP, 2007

- I'm definitely or probably going to college (87%)

Ad Council, 2006

- I'm very or somewhat likely to receive a college degree (91%)

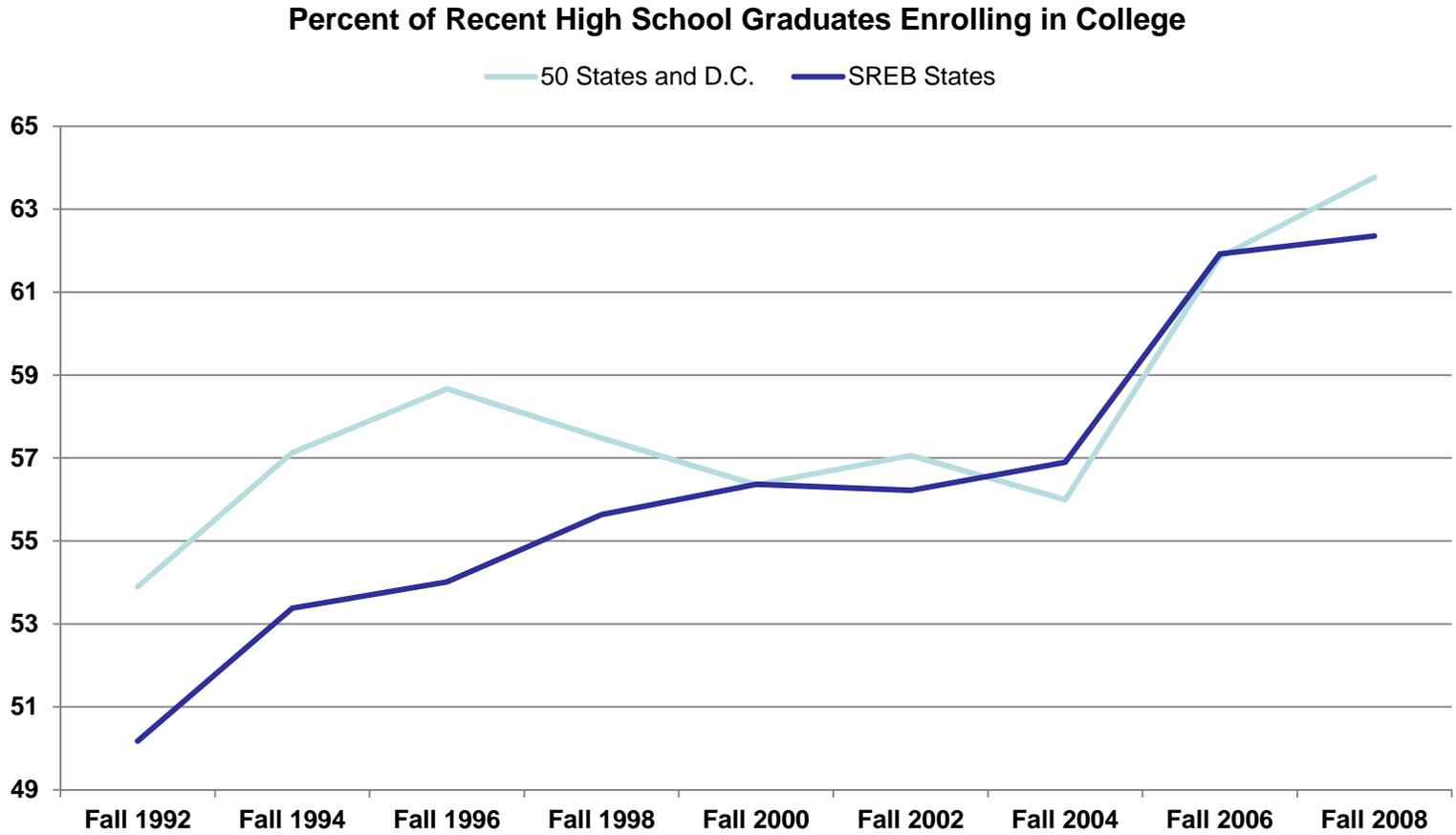
Student Optimism

Charles Schwab (2007)

- I know I will succeed in life (89%)
- I will earn plenty of money when I enter the workforce (73%)
- Girls expected to earn \$114,000 annually
- Boys expected to earn \$173,000 annually



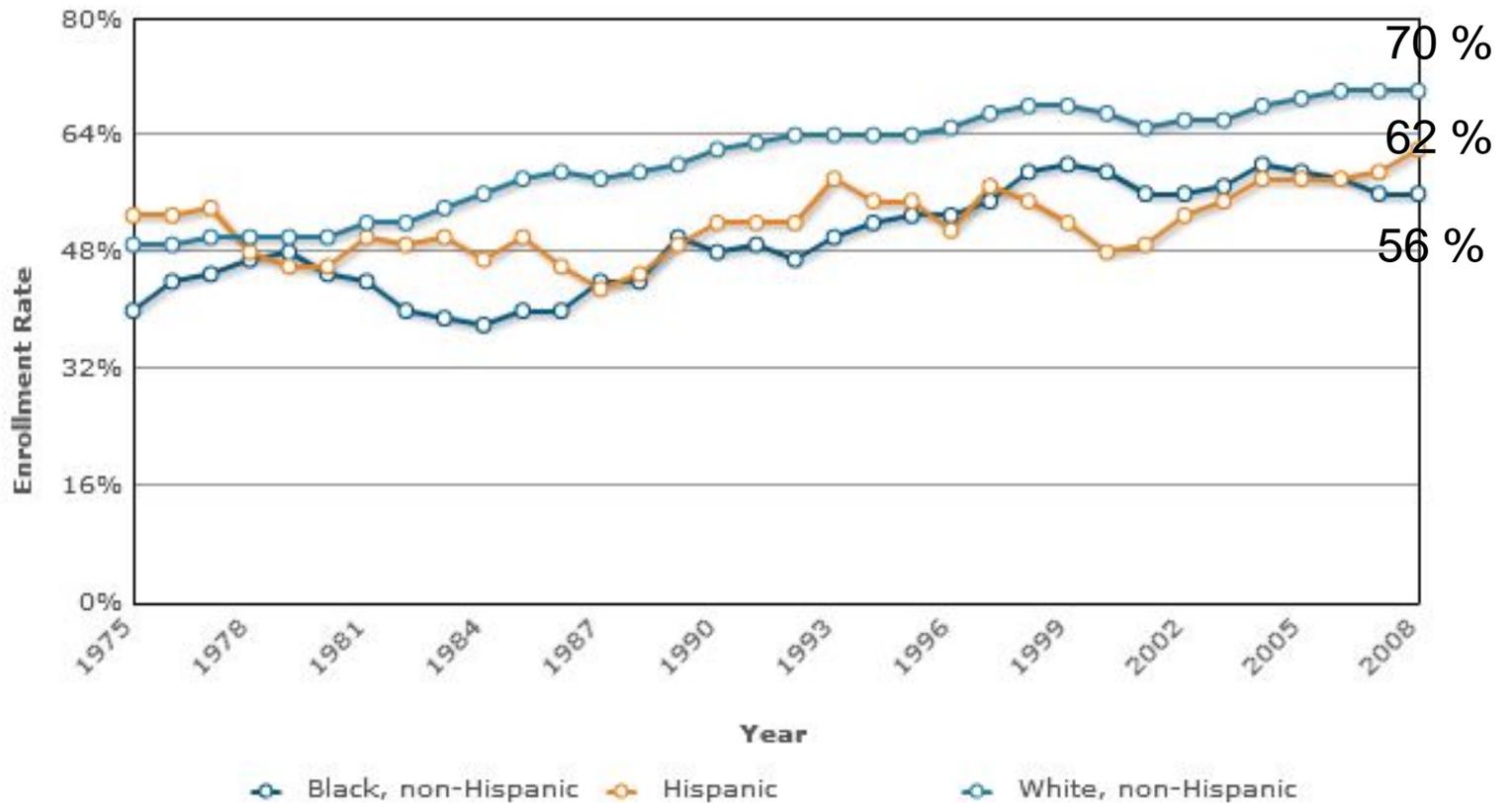
Enrollment Rates



Source: 2011 SREB Fact Book on Higher Education

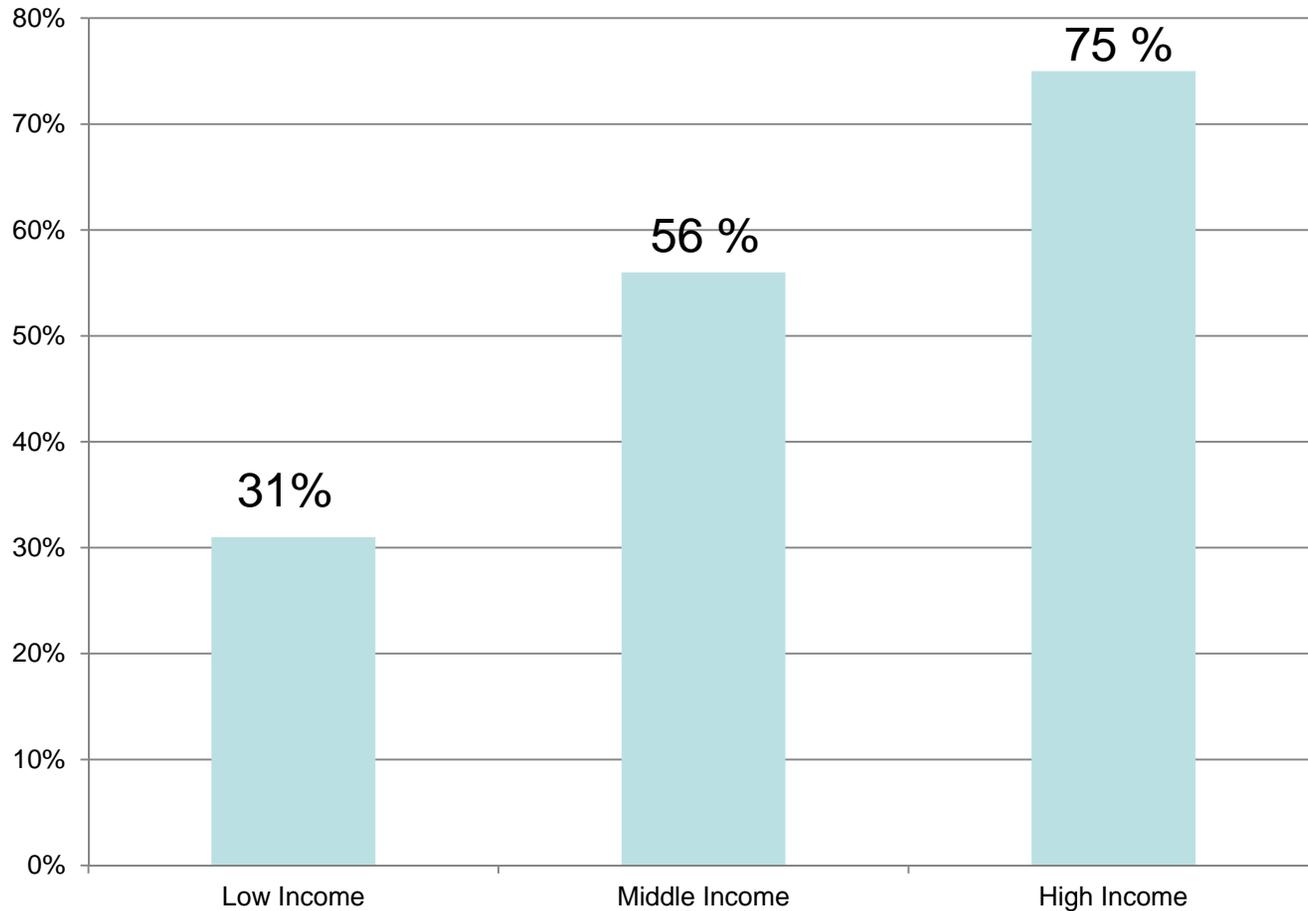
Enrollment Rates by Race

Figure 2.2a: Postsecondary Enrollment Rates of Recent High School Graduates by Race/Ethnicity, 1975–2008



Source: National Center for Education Statistics, 2009, Table 201.

Enrollment Rates by Income Level



Source: The Pell Institute, 2005

Enrollment by Income Level

- Among the highest academically qualified, there are still differences in college enrollment by income level
 - 47 % of highly qualified low-income vs. 67% of highly qualified high income students enroll

First Generation Students ...

- As parental educational level increases, so does the likelihood of attending college
- BUT...Among students who have been **ACCEPTED** to college, enrollment rates do not vary by parents' education

First Generation Students ...

- Are less likely to go to college, independent of family income, academic preparation, or peer influence;
- Report lower educational expectations;
- Are less likely to take the right classes to be academically prepared;
- Are less likely to take the ACT or SAT
- Receive less assistance from their parents in applying to college...BUT
 - Are not any more likely to receive help from schools.

Source: National Center for Education Statistics, 2001

Students Who Don't Go ...

- Don't think they can afford college
- Don't feel academically capable
- Need to start earning money immediately due to family responsibilities
- Feel that college is too far away from home
- Do not like school in general
- Enroll in military
- Believe that their career of interest does not require postsecondary training

Why Students Don't Go to College

- It costs too much/I cannot afford it 11%
- Don't know 5%
- My grades are not good enough 3%
- Just do not like school 2%
- I need or want to work 2%
- Do not want to be away from home 1%

South Carolina GEAR UP (2010)

Why Students Don't Go to College

West Virginia Higher Education Policy Commission (2008)

- Want to Work & Earn Money 86%
- Costs Too Much 66%
- Tired of School 54%
- Would Likely Not Succeed 52%
- Need to Help Support Family 44%
- Undecided About Major 40%
- No School Nearby 27%
- No One in Family Has Gone 23%
- Friends Not Going 20%
- High School Staff Advice 16%

Video: Barriers



Discussion: Barriers

- Identify the barriers to postsecondary education mentioned in the video.
- What barriers were not mentioned?
- What suggestions do the counselors offer to help overcome barriers?
- What strategies would you utilize to help staff in your schools address student barriers to postsecondary education?

Information and College Planning

NASSP, 2007

- I have some or no information to make choices about courses to prepare for high school. (68%)
- I don't know anything about the courses required for high school graduation. (25%)

Ad Council, 2006

- As a student from a low-income family, I relied on parents (26%), friends and siblings (24%) and on myself (15%) to provide information about college.
- Only 5% relied on school counselors.

Access to College Advisement

Met Life, 2004

- High School students report wanting more time with counselors for college planning

NACAC, 2006

- Counselors are well prepared by their graduate education to address students' social-emotional needs
- But they are typically unprepared to provide college and career advisement

College Board, 2006

- Access to information about college and financial aid is a strong predictor of college enrollment

Ratings of Counselors

Survey: adults ages 22–30 enrolled in postsecondary education

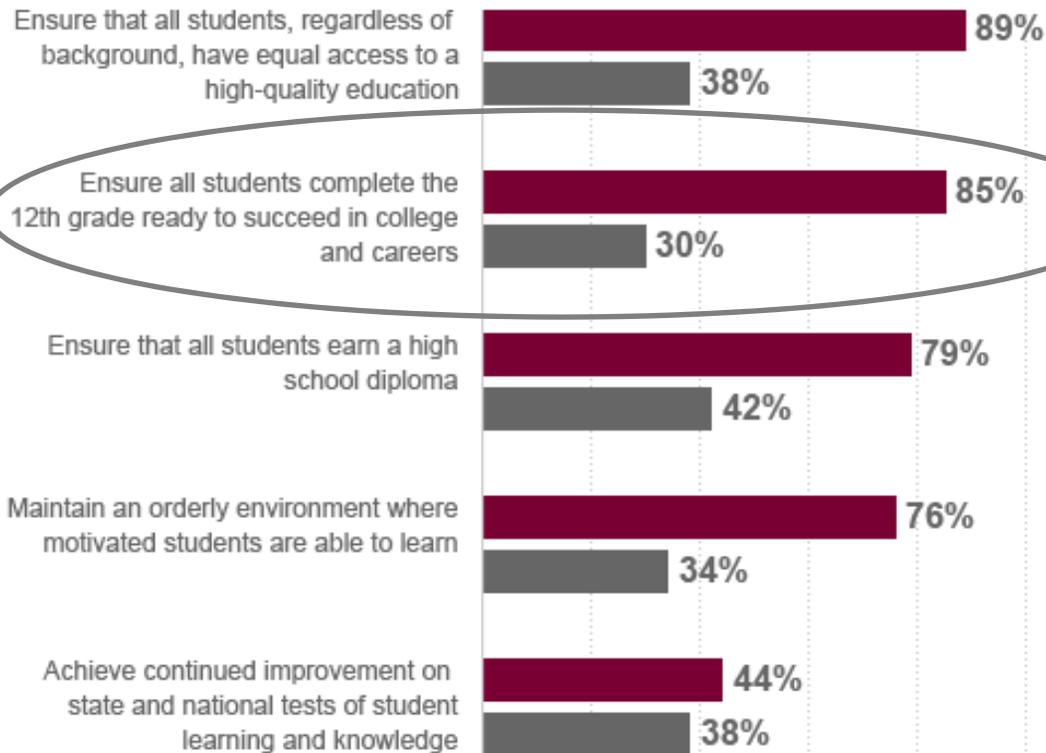
- 6 of 10 rated counselors “fair” to “poor” in career exploration
- 2/3 rated counselors “fair” to “poor” in college planning
 - 1/3 gave “poor” ratings
- Those gave poor ratings were less likely to get financial aid and more likely to delay college

Public Agenda (2010)

NOSCA Counselor Survey (2012)

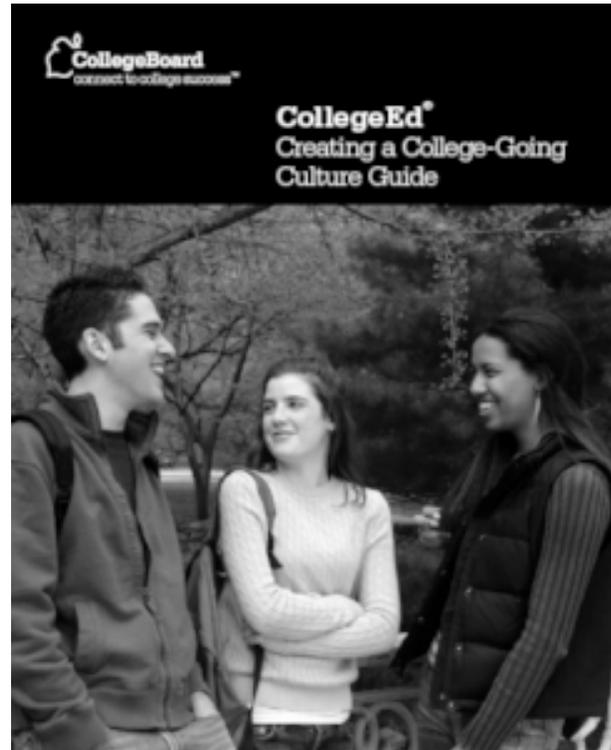
Featured Survey Figures

Ideally, what should be the mission of the education system? In reality, how well does this fit your view of the mission of the school system in which you work?



- Ideally should be the mission
- Actually is the mission in my school

Creating a College-Going Culture



College-Going Culture Self-Assessment



Counselor Preparation Programs

466 Graduate programs in school counseling (ASCA)

- 42 offer a course in college admission counseling (NACAC)
- One program is known to require it

Financing College

NCES, 2003

- Students and their families overestimate the cost of college

NACAC, 2006

- About two-thirds of counselors at low-income schools believe that students do not consider college because they do not have enough information about financial aid

Charles Schwab, 2007

- 70% of teenagers do not know how to pay for college

Financing College: Federal Aid

TICAS, 2009

- About 1 million eligible students do not apply for federal aid each year
- 64% of students who took out costly private loans had not yet exhausted more affordable federal loans first

United States Department of Education, Office of Federal Student Aid, 2012

- 57% of all students fill out the FAFSA
 - of those, 90% go on to enroll in higher education within one year
- 22% of all filers submit an incomplete form
 - of those, 2/3 do not sign it

Financing College: Cultural Barriers

IHEP, 2011

- Low-income, first generation students are less comfortable taking out loans
 - Cultural mores often stigmatize indebtedness
 - Less experience with/lack of familiarity with financial institutions and services
 - Have little access to information about financial aid

Negative Messages

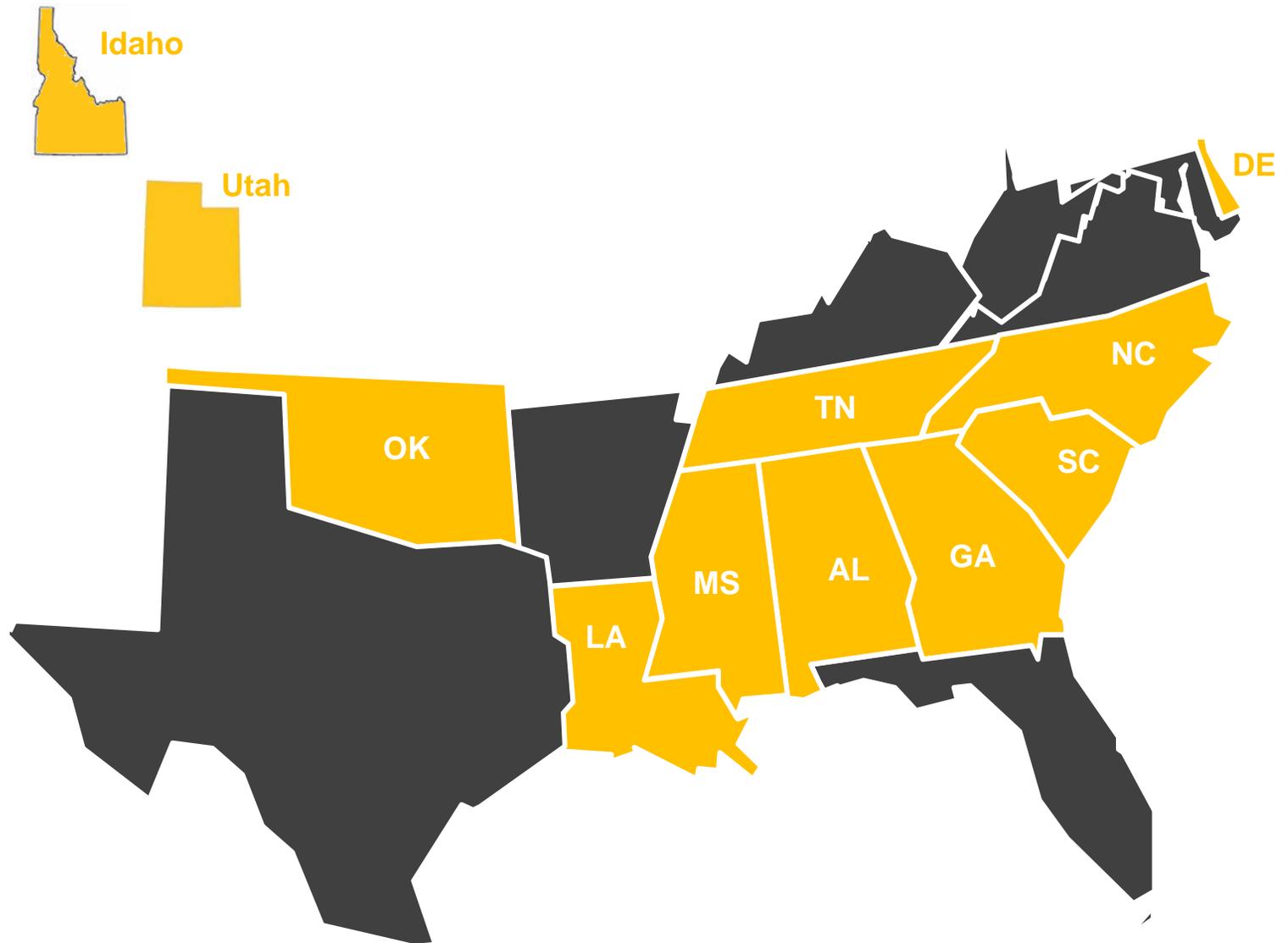
Tennessee Higher Education Commission (2008) statewide survey



- **77%** of seniors not attending college after high school indicated that a member of their high school staff advised them against college, and this was a very important or important factor in their decision not to go.

SREB Counselor Training Collaborative

SREB Alliance



Strategies for Counselors in College and Career Advising

- Professional development content customized for each state
- Online training materials for middle grades and high school counselors
- Secondary audiences
 - College admissions counselors
 - Financial aid administrators
 - Teachers as Advisors
 - Principals



Strategies for Counselors in College and Career Advising

- ASCA National Model
- Development by content experts
 - Middle grades and high school counselors
 - State agency representatives
 - College of Education faculty
 - Curriculum specialists
- Education Development Center (EDC)



Collaborative Counselor Training Initiative (CCTI)

- Instructor-led
- Three *stand-alone* modules
 - 1 Module = 4 sessions
 - 1 session = 1 week
 - CEU/PLU credit
- 12–14 week online course for academic credit (semester or quarter)
- Guide for optional face-to-face workshops or hybrid approach



Strategies for Counselors in College and Career Advising

- Learning goals
- Readings
- Discussion Forum
- Applied Activities
 - discussion rubrics
 - videos
 - action plans
 - research
- Builds Professional Portfolio



Strategies for Counselors in College and Career Advising

Module 1

- Introduction
- Advocacy/Creating a college-going culture
- Communicating with diverse populations

Module 2

- Career Planning
- Academic Planning
- College Choice

Module 3

- Financial Literacy
- Financial Aid
- Admissions Tests
- Application Process



Module IV: *College and Career Advising for the Middle Grades*

- Understand barriers that cause students to disengage and strategies to mitigate them
- Begin career awareness early
- Use career interests and personal aptitudes to foster academic engagement
- Help students develop an academic plan and make a smooth transition to high school
- Help students understand college choices and the college application process

Strategies for Counselors in College and Career Advising



Interactive Simulations

School Counselor Simulation

Click on a thumbnail to start a case study.

Demonstrations of breakthrough counseling

External Evaluation Project

- 2011 online survey of more than 300 enrollees in 6 states
- Preliminary Findings:
 - 90% of counselors find the modules “useful” or “very useful”
 - 81% would recommend the training to their colleagues
 - 72% of counselors report they are changing their practice as a result
 - 78% are implementing their action plans

External Evaluation Project

- Counselors need more time in their day to implement what they are learning
- Counselors need greater support from administrators for college advising

External Evaluation Project

- When asked what was the most valuable lesson they learned from the course, counselors indicated:
 1. the importance of providing college-going guidance earlier than is often done and
 2. the value of postsecondary education for *all* students.

External Evaluation Project

What was the most valuable lesson you learned from the course?

“College includes training in any type of postsecondary institution, and all students should be encouraged to obtain some type of college”

“...how important it is to help first generation students learn about postsecondary planning sometimes we take for granted that kids know how to apply to college or even have access to visit a college campus. This course was a real eye opener for me!”

Contact

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