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

Hatch, T. (2013)
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
- Admissions
- Military Grant Opportunity
- Native American Grant Opportunity
- Faculty
- News & Events
- FAQs

Program Details
- Download the Sequence of Study for Full-Time Students
- Download the Sequence of Study for Part-Time Students

Note: The LiveBinder Access Code is sdsu
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. 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 occur in the real world educational setting.
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

- Asian: 12%
- Hispanic or Latino: 14%
- Black or African American: 72%
- White: 3%

Source: Ed-Data
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.

Partners include:

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

Hatch, T., & Duarte, D (2009)
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 15-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 (SLD 7-11 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); 1 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.

**Middle School**

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

**Grade 9**

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

**High School**

- Work with College Avenue Compact advisors and students from SDSU/SDCC to maintain university eligibility and address the “a-g” course requirement, GPA, and areas of need.
- Visit SDSU and SDCC.
- Apply for financial aid.
- 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.
- Focus on passing the California High School Exit Exam (CAHSEE).

**Grade 11**

- Take the CST Augmented Test and SAT/ACT exams during the spring semester.
- Attend the College Avenue Compact assembly to recognize 10th-grade students who have maintained eligibility.

**Grade 12**

- Apply to SDSU October 1 - November 30 of your senior year.
- Sign up for community college placement tests at the start 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.

Hatch, T., & Duarte, D. (2009)
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

Hatch, T., & Duarte, D (2009)
College Avenue Compact

- 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 Plan for Post-High School Opportunities

**Source:** [http://thechec.org/](http://thechec.org/)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom Focus</th>
<th>Programs and Activities</th>
<th>Parent Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>Career Awareness&lt;br&gt;(In-class lessons delivered by school counselor)&lt;br&gt;Vocabulary Building: Careers, College, Character Education&lt;br&gt;Emphasizing world of work (e.g., good attendance, responsibility, cooperation)&lt;br&gt;Character development program (STAR, trait of the month, etc.)</td>
<td>- Collaborative College Day&lt;br&gt;- Guest speakers, field trips re: careers and college&lt;br&gt;- Give existing programs/staff a career focus (e.g., music, community garden)&lt;br&gt;- Grade 3 SDSU field trip (America Reads)&lt;br&gt;- College bulletin boards (Hoover kids at college, etc.)&lt;br&gt;- College field trips with vocab lists; in-class vocab lists</td>
<td>- Families In Schools workshops&lt;br&gt;- Parent Institute for Quality Engagement (PIQE) workshops&lt;br&gt;- Parent Center workshops (director and staff)&lt;br&gt;- Academic workshops (PAL)</td>
</tr>
<tr>
<td>4-5</td>
<td>What is College?&lt;br&gt;Exploring Careers&lt;br&gt;(In-class lessons) (counselor)&lt;br&gt;Character Awareness unit developed by counselor&lt;br&gt;Give existing programs/staff a career focus&lt;br&gt;Character Education&lt;br&gt;Character development program (STAR, trait of the month, etc.)</td>
<td>- Collaborative College Day&lt;br&gt;- 4th grade I'm Going to College program (parent workshops included)</td>
<td>- I'm Going to College workshops for 4th grade parents; Cal SCIAP, 4th grade teachers, PAL, Parent Center, CAC Tutors&lt;br&gt;- Families In Schools workshops (transition to middle school&lt;br&gt;- PIQE workshops&lt;br&gt;- Parent Center workshops (director and staff)&lt;br&gt;- Academic workshops (PAL)</td>
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</tbody>
</table>
# GEAR UP: Learning to Counsel Continuum

## GEAR UP to College Avenue

### Provides infrastructure
- Materials
- Personnel
- Admin Oversight

<table>
<thead>
<tr>
<th>Partner</th>
<th>Learning to Teach</th>
<th>Learning to Counsel</th>
<th>Community Schools</th>
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</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>San Diego City Community College</td>
<td>Price Charities</td>
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<tr>
<th>Structure</th>
<th>Professional Development School</th>
<th>Pre-Credentialing Early Field Experience</th>
<th>Credentialing of New Teachers &amp; Counselors</th>
<th>In-Service Training, MA degrees</th>
<th>Parent Centers</th>
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</thead>
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<table>
<thead>
<tr>
<th>Focus</th>
<th>College Prep Curriculum</th>
<th>Compact Requirements</th>
<th>Increase Students’ and Families’ College Knowledge and Postsecondary Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve Instruction</td>
<td>Improve Counseling</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Increased Achievement</th>
<th>Increased Graduation</th>
<th>Increased Knowledge and Expectations about College for students &amp; their families</th>
<th>Increased Postsecondary Enrollment/Participation &amp; Success</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Direct Services</th>
<th>Tutoring</th>
<th>Mentoring</th>
<th>Monitoring</th>
<th>Academic Advising</th>
<th>Provide Role Models</th>
<th>College Activities</th>
<th>Parent Health Services</th>
<th>Parent Social Services</th>
<th>Parent Information</th>
</tr>
</thead>
</table>

*Fig. 1 Conceptual Model for GEAR UP to College Ave*
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

Source: DataQuest (CA Dept of Education)
Hoover Enrollment Over Time

Hoover 09-10: 721 (Grade 9: 595, Grade 10: 372, Grade 11: 475)
Hoover 10-11: 702 (Grade 9: 540, Grade 10: 368, Grade 11: 454)
Hoover 11-12: 780 (Grade 9: 483, Grade 10: 348, Grade 11: 410)
Significant decrease in enrollment from 9th to 12th grade.
Hoover High Graduation Rate

70%  
68.06%  
73.18%  
78.70%

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

Increase in Grad Rate!
Higher Grad Rate, but Decreasing Enrollment

Graduation 11-12

- c/o 2008: 70%
- c/o 2009: 68.06%
- c/o 2010: 73.18%
- c/o 2011: 78.70%

Enrollment 11-12

- Grade 9: 780
- Grade 10: 483
- Grade 11: 410
- Grade 12: 348
A - G Graduate Completion Rate
Comparison: Hoover, SDUSD & CA 2009-2011

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<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
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<tbody>
<tr>
<td>Hoover</td>
<td>30%</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td>SDUSD</td>
<td>33%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>CA</td>
<td>35%</td>
<td>36%</td>
<td>37%</td>
</tr>
</tbody>
</table>

2008-2009 | 2009-2010 | 2010-2011 |
---|---|---|
Hoover | SDUSD | CA
Hoover High School 2009-2011
A - G Graduate Completion Rate by *Ethnicity*

Asian/Pacific Islander/Filipino
African American
Hispanic/Latino
White

Asian students perform significantly higher than all other subgroups.
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
- Middle School Counselor’s Guide
- High School Counselor’s Guide

NOSCA’s Eight Components of College and Career Readiness Counseling
Counselor Principal Relationships

Finding a Way
Practical Examples of How an Effective Principal-Counselor Relationship Can Lead to Success for All Students
May 2009

A Closer Look at the Principal-Counselor Relationship
A Survey of Principals and Counselors
May 2009
College Board NOSCA 2011

Literature Review

School Counselors Literature and Landscape Review

Technical Report

The College Board 2011 National Survey of School Counselors Report on Survey Findings

Narrative Report

2011 National Survey of School Counselors Counseling at a Crossroads
The College Board 2012 National Survey of School Counselors and Administrators

Technical Report

2012 National Survey of School Counselors
True North: Charting the Course to College and Career Readiness

Narrative Report
<table>
<thead>
<tr>
<th>1. College Aspirations</th>
<th>Clinton High School, Iowa (artifacts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> 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.</td>
<td>- Bulletin board in the library with staff members’ college background&lt;br&gt;- Bulletin board outside the counseling office with seniors’ official college choices&lt;br&gt;- Posters and brochures from community, two-year and four-year colleges hung on the walls in the school counseling office and throughout the school&lt;br&gt;- College pennants hung around the school counseling office</td>
</tr>
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<thead>
<tr>
<th>2. Academic Planning for College and Career Readiness</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Advance students’ planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.</td>
<td>- Four-year plans on <a href="http://www.ihaveaplaniowa.gov">www.ihaveaplaniowa.gov</a>&lt;br&gt;- ConnectEDU&lt;br&gt;- “How to Succeed in College” presentation by ICAN&lt;br&gt;- Individual graduation plans/career portfolios (grades 5–12)&lt;br&gt;- College planning night and college fair (grades 8–12)&lt;br&gt;- Career seminars&lt;br&gt;- Career and educational planning guide&lt;br&gt;- Freshman transition guide&lt;br&gt;- Junior planning guide&lt;br&gt;- Senior planning guide&lt;br&gt;- Senior survey&lt;br&gt;- Classroom guidance lessons&lt;br&gt;- Individual registration meetings</td>
</tr>
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<tr>
<th>3. Enrichment and Extracurricular Engagement</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</td>
<td>- LEAD (Leaders Emerging and Developing)&lt;br&gt;- Partnership with Ashford University&lt;br&gt;- GO 4-IT (Giving Organization for Iowa Teens)&lt;br&gt;- Partnership with Clinton Co. Dev. Assoc.&lt;br&gt;- CHS Student Ambassadors&lt;br&gt;- Use of data for programs such as AP and PLTW to ensure underrepresented student participation&lt;br&gt;- Promotion of extracurricular activities and clubs during registration, orientation, parent nights, and Freshmen Frosty Fridays</td>
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</table>

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<thead>
<tr>
<th>4. College and Career Exploration and Selection Processes</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> 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.</td>
<td>- Senior college visit seminars&lt;br&gt;- Careers&lt;br&gt;- Specific topics: writing essays, letters of recommendation, study skills, test-taking skills&lt;br&gt;- Current college student visits&lt;br&gt;- College admission representatives&lt;br&gt;- Job shadows&lt;br&gt;- Work experience program&lt;br&gt;- Classroom Guidance Lessons&lt;br&gt;- GEAR UP-Class of 2014&lt;br&gt;- CHS college fair (grades 8–12)&lt;br&gt;- Parent panel&lt;br&gt;- Ask Me About My College Day&lt;br&gt;- CCC career and college fair (juniors)</td>
</tr>
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<thead>
<tr>
<th>5. College and Career Assessments</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Promote preparation, participation and performance in college and career assessments by all students.</td>
<td>- Plan to attend four-year college/university: 38 percent&lt;br&gt;- Plan to attend two-year college: 35 percent&lt;br&gt;- Plan to attend vocational/technical school: 6 percent&lt;br&gt;- Furthering their education: 79 percent&lt;br&gt;- Plan to enter the military: 4 percent&lt;br&gt;- Plan to work: 17 percent&lt;br&gt;- 14 Career/college seminars given in response to 343 senior student requests&lt;br&gt;- 1 small group (anxiety) resulted from student needs&lt;br&gt;- ACT given to all juniors; PACE the ACT prep course (scholarships available)&lt;br&gt;- COMPASS test available for all students&lt;br&gt;- Posters and brochures about college fair (grades 9–12)</td>
</tr>
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</table>
## Setting Goals

### Sample District College- and Career-Readiness Program Goals

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

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"

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30 - 7:45</td>
<td>Check In/Lanyards</td>
<td></td>
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<tr>
<td>7:45 - 8:00</td>
<td>General Meeting/Opening Session (Marley)</td>
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<tr>
<td>8:00 - 8:03</td>
<td>Passing Period</td>
<td></td>
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<tr>
<td>8:03 - 8:12</td>
<td>Daily Team Building Activities (Group A-D)</td>
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</tr>
<tr>
<td>8:15 - 8:18</td>
<td>Session 1</td>
<td></td>
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<tr>
<td>9:15 - 9:31</td>
<td>Nutrition Break</td>
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<tr>
<td>9:31 - 10:30</td>
<td>Session 2</td>
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<tr>
<td>10:29 - 10:32</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>10:32 - 11:30</td>
<td>Session 3</td>
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<tr>
<td>11:30 - 12:00</td>
<td>Lunch Break</td>
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<tr>
<td>12:00 - 12:02</td>
<td>Passing Period</td>
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<tr>
<td>12:02 - 1:00</td>
<td>Session 4</td>
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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”**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30 AM</td>
<td>Load Bus/ Depart for SDSU</td>
</tr>
<tr>
<td>7:45 AM</td>
<td>Arrive at SDSU</td>
</tr>
<tr>
<td>7:45 AM to 12:15 PM</td>
<td>SDSU Aztec Adventure Rotations</td>
</tr>
<tr>
<td>12:15 PM - 1:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Load Bus/ Depart for Hoover High School</td>
</tr>
<tr>
<td>1:15 PM</td>
<td>Arrive at Hoover High School/ Release Students</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Remind students to Return for Overnight Program @ 5PM</td>
</tr>
<tr>
<td>6:30 - 7 AM</td>
<td>Breakfast To Go</td>
</tr>
<tr>
<td>7 AM</td>
<td>Excuse Parents</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>Overnight Program Begins</td>
</tr>
<tr>
<td>8:00 PM – 6 AM</td>
<td>Overnight Activities (See Overnight Agenda)</td>
</tr>
<tr>
<td>30- 7 AM</td>
<td>Breakfast To Go</td>
</tr>
<tr>
<td>AM, Saturday, Aug. 4th</td>
<td>Overnight Ends/ Release Students to Parents</td>
</tr>
</tbody>
</table>
Table 6: Cardinal Camp Essential Skills Pre/Post Survey Change

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

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

(Corke, M., 2013)
Six (6) Week Progress.... Pretty Good....

% Off Track (No D/F) | Cat% Off Track (1+D/F)
--- | ---
Cardinal Camp | 46% | 33%
Non-Campers | 54% | 67%

(Corke, M., 2013)
Cardinal Camp is MAKING A DIFFERENCE!

1\textsuperscript{st} Semester Grades (9\textsuperscript{th} graders)

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

*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)

Cardinal Campers
Non Campers
Total 9th Graders

- %GPA>2.99
  - 46%
  - 40%
  - 41%

- % On Track (no D/F)
  - 30%
  - 37%
  - 40%

- % Off Track (1+ D/F)
  - 32%
  - 40%
  - 60%

(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.
• 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.


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

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).
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>65% reduction in the number of absences for students identified as missing 1 or more Unexcused Absences (Q1 - Q3)</td>
<td>65% reduction in the number of full day unexcused absences (3 or more) for all students Quarter 1 to Quarter 3.</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>25% decrease in schoolwide discipline referrals for conflict in grades 3, 4, 5 from Q1 - Q3</td>
<td>25% reduction in the number of repeated referrals by students with multiple behavioral referrals</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>25% increase in case district referrals for students with 2 or more referrals who participate in social skill groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Skills/Homework</td>
<td>20% increase in positive report card marks in areas of homework completion, motivation and study skills from Q1 - Q3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Related (PARA)</td>
<td></td>
<td>25% increase in the percentage of students who apply for PARA (comparing 2010 to 2012)</td>
<td></td>
</tr>
<tr>
<td>Achievement (Credits)</td>
<td>25% reduction in the number of students academically at risk (below 2.0 GPA) from Quarter 1 to Quarter 3</td>
<td>25% reduction in the number of 9th grade students academically at risk (below 2.0 GPA) from Q1 - Q3</td>
<td></td>
</tr>
<tr>
<td>Achievement (Graduation)</td>
<td>25% reduction in the number of seniors who are NOT on target to graduate from Q1 - Q3</td>
<td>25% reduction in the number of seniors who are NOT on target to graduate from Q1 - Q3</td>
<td></td>
</tr>
<tr>
<td>Achievement (College)</td>
<td>25% increase in the percentage of students who are eligible for and who apply for college (comparing 2010 to 2011)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classroom Guidance

Curriculum

All kids get this CORE Curriculum for ALL

Intentional Guidance

Individual, group, etc. (SOME kids need more)

Tier 4: Specially Designed Instruction – Special Education

Tier 3: Intensive Interventions FEW Students

Tier 2: Targeted Interventions SOME Students

Tier 1: Performance Based Instruction for ALL Students

School Counseling Pyramid

Pyramid of Interventions (RtI)

Individual Support FEW

Intentional Guidance Individual, group, etc. (SOME kids need more)

Classroom Guidance Curriculum All kids get this CORE Curriculum for ALL

Refer Out

VERY FEW
Action Plans - 2 Types

Planned School Counseling Core Curriculum

- Every student, by virtue of BREATHING

- Intentional Guidance Activities (Intervention)
  - Some kids need MORE
<table>
<thead>
<tr>
<th>Week</th>
<th>Event/Activity Description</th>
<th>Focus</th>
<th>M/C</th>
<th>Academic</th>
<th>Curriculum</th>
<th>Project/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2nd Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3rd Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>7th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>8th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12th Grade Parent-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- M/C: Multi-Choice questions
- Academic: Academic Challenges
- Curriculum: Curriculum Challenges
- Project/Activity: Project and Activity Challenges
### School-wide Curriculum

#### School Counseling Core Curriculum Action Plan

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Topic</th>
<th>Subject</th>
<th>ASCA Domain, Standard and Competency</th>
<th>Curriculum and Materials</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys/assessments to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Connecting to Hoover</td>
<td>English</td>
<td>Personal/Social</td>
<td>&quot;School Connectedness&quot;</td>
<td>7 - Nov</td>
<td>All</td>
<td>Pre/Post CHKS</td>
<td>HuMaRr</td>
</tr>
<tr>
<td>9th</td>
<td>Freshman Time Line &amp; GPA</td>
<td>Periods 1-6/English</td>
<td>Academic</td>
<td>PowerPoint and timeline worksheet</td>
<td>8 - Oct</td>
<td>All</td>
<td>Pre/Post Assessment</td>
<td>GU</td>
</tr>
<tr>
<td>9th</td>
<td>9th Grade ACT Explore</td>
<td>Periods 1-6/English</td>
<td>College/Career</td>
<td>PowerPoint and ACT Explore website/workbook</td>
<td>17 - Oct</td>
<td>All</td>
<td>Pre/Post Assessment</td>
<td>GU</td>
</tr>
<tr>
<td>9th</td>
<td>Link Crew- &quot;If you don't ASK, you don't GET&quot;</td>
<td>Periods 1-6/English</td>
<td>Personal/Social</td>
<td>Candy bar for the activity; PowerPoint</td>
<td>31 - Oct</td>
<td>9, 11, 12</td>
<td>Pre/Post Assessment</td>
<td>Hars Team</td>
</tr>
<tr>
<td>9th</td>
<td>9th grade Suicide Prevention</td>
<td>Periods 1-6/English</td>
<td>Personal/Social</td>
<td>PowerPoint, yellow ribbons, reaching ACT/college, incentive prizes</td>
<td>5 - Nov</td>
<td>All</td>
<td>Pre/Post Assessment</td>
<td>District</td>
</tr>
<tr>
<td>9th</td>
<td>9th Grade TUPE Sexual Harassment Prev. A-2</td>
<td>Period 3</td>
<td>Personal/Social</td>
<td>PowerPoint, incentive prizes</td>
<td>November</td>
<td>All</td>
<td>Pre/Post Assessment</td>
<td>District</td>
</tr>
<tr>
<td>9th</td>
<td>9th Grade Holistic SMART goals</td>
<td>Periods 1-6/English</td>
<td>Personal/Social</td>
<td>PowerPoint, SMART worksheets</td>
<td>10 - Dec</td>
<td>All</td>
<td>Pre/Post Assessment</td>
<td>GU</td>
</tr>
<tr>
<td>9th</td>
<td>9th Grade Articulation/ LC Presentations</td>
<td>Periods 1-6/English</td>
<td>Academic</td>
<td>PowerPoint, course plan worksheets</td>
<td>February</td>
<td>All</td>
<td>Pre/Post Assessment</td>
<td>All Counselor</td>
</tr>
</tbody>
</table>
Hatching Results Conceptual Diagram

Process Data
Guidance Lessons
Group Counseling

Perception Data
Attitudes
Skills
Knowledge

Competency Attainment Data

Results Data
Achievement Related Data
Attitude
Discipline referrals
Parent Involvement
Homework completion
Course enrollment patterns

Achievement Data
SAT/ACT Scores
Graduation rates
GPA
AP Tests
College prep class completion

Guidance Curriculum
Intentional Guidance (intervention)

Hatch, T (2006)
Collecting Data by Need

## Intervention for At-Risk Seniors

**Small Group Action Plan**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Hoover High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Name</td>
<td>Motivation and Study Skills</td>
</tr>
<tr>
<td>Goal</td>
<td>Increase GPA to at least 2.0</td>
</tr>
<tr>
<td>Target Group</td>
<td>At Risk Seniors with GPA between 1.7 to 2.0</td>
</tr>
<tr>
<td>Data to Identify</td>
<td>Student-identified need from &quot;At Risk&quot; Senior Survey</td>
</tr>
</tbody>
</table>
Improving attitude, knowledge and skills leads to behavior change and improved student outcomes

Measure ASK
- Attitudes
- Skills
- Knowledge

Behavior Change → Desired Outcomes

Hatch, T (2006)
Hugo & Maia

- Flashlight on Student Engagement
Results are Necessary for Two Reasons:

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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(619) 876-9538
or
thatch@mail.sdsu.edu