


ASCA WEBINAR SERIES



**Support
Underrepresented
Students' Academic Rigor**

Webinar Presenter:
Nancy Chae, MS, LCPC, NCC, NCSC




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Learning Outcomes:

After viewing this webinar, you should be able to:

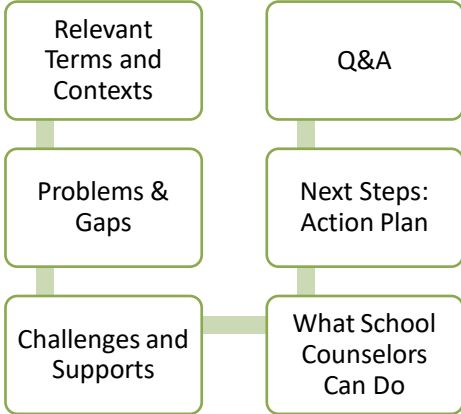
- Identify possible barriers and protective factors related to underrepresented student populations and academic rigor.
- Discuss school counselors' roles in promoting access and equity in academic rigor.
- Identify ways to support underrepresented students' access to and persistence in academic rigor in your school counseling program and school.



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Agenda



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graph TD; A[Relevant Terms and Contexts] --- B[Problems & Gaps]; B --- C[Challenges and Supports]; C --- D[What School Counselors Can Do]; E[Q&A] --- F[Next Steps: Action Plan]; F --- D;
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Relevant Terms and Contexts


Problems & Gaps

Challenges and Supports

Q&A

Next Steps: Action Plan

What School Counselors Can Do



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Polling Question #1: Open Ended

What brought you to this webinar session, and what do you hope to get out of this experience?



Relevant Terms and Contexts

Q&A

Next Steps: Action Plan

What School Counselors Can Do

Challenges and Supports

Problems & Gaps

Relevant Terms and Contexts



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RELEVANT TERMS AND CONTEXTS

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Terms to Know

- Academic Rigor
- Underrepresented Students
- Underserved Students
- Opportunity Gap
- Achievement Gap
- Excellence Gap



To Understand, Support, and Advocate for Underrepresented Students

School counselors can understand the following elements:

- Benefits of Academic Rigor
- Experiences of Underrepresented Students
- Roles of School Counselors



Benefits of Academic Rigor

College and
Career
Readiness

Social and
Emotional
Benefits

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Experiences of Underrepresented Students

Racial and Ethnic Minorities	Low SES	STEM
Students with Disabilities	English Language Learners	Geographic Locations


And more...

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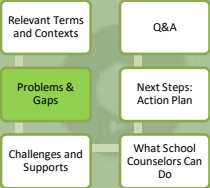
Roles of School Counselors



School Counselors as Bridges



School Counselors as Potential Barriers and Impeded by Barriers



Relevant Terms and Contexts


Q&A

Problems & Gaps

Next Steps: Action Plan


Challenges and Supports

What School Counselors Can Do




Problems & Gaps

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Problems & Gaps



Underrepresented students continue to be underprepared and underserved.

The disproportionality of access and success in rigor contributes to further widening of the achievement, excellence, and opportunity gaps.

Previous focus on underrepresented students have been deficit-focused, which calls for strengths-based perspectives.

Specific strategies are needed to inform how school counselors can effectively advocate for underrepresented students to enhance access and equity in academic rigor.



Polling Question #2: Multiple Choice

What is your level of competence in understanding, supporting, and advocating for underrepresented students as it relates to academic rigor in your school?

- a. None, but that's why I'd like to learn.
- b. Very little, but I would like to learn more.
- c. Some, but I would like to learn more.
- d. A lot, but I am open to learning more.
- e. Expert, but I am still open to learning more.

A navigation menu for the ASCA Webinar Series. It consists of six white rectangular buttons with rounded corners, arranged in two columns. The buttons are: "Relevant Terms and Contexts", "Q&A", "Problems & Gaps", "Next Steps: Action Plan", "Challenges and Supports" (highlighted in green), and "What School Counselors Can Do".

The American School Counselor Association logo, featuring a stylized building with three columns and a semi-circular arch above them, with the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION" to the right.

Challenges and Supports

A S C A W E B I N A R S E R I E S



Challenges

Underrepresented high school students experience barriers in accessing and persisting in academic rigor.

Academic
Barriers

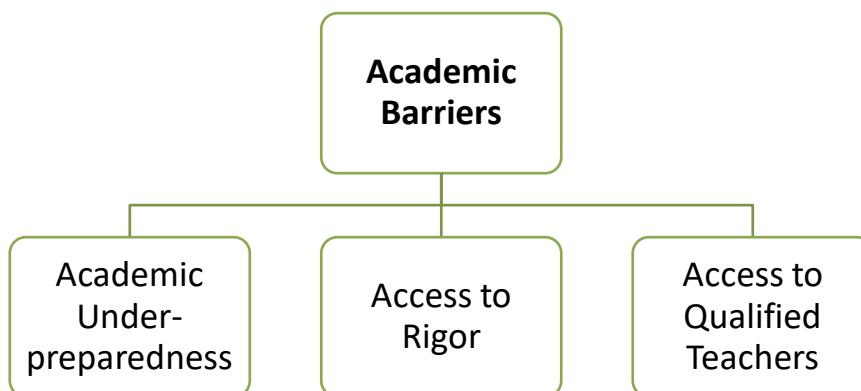
Emotional
and Social
Barriers

Cultural
Barriers

Systemic
Barriers

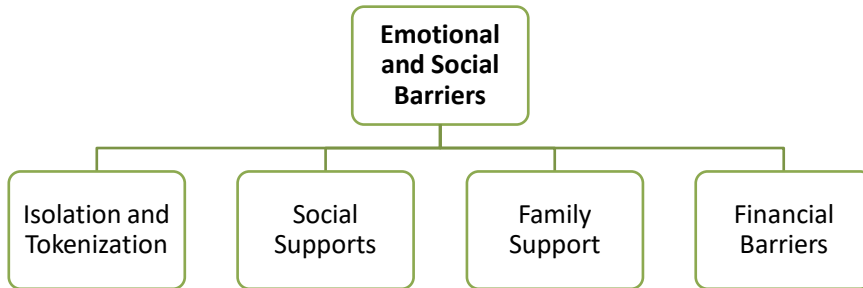


Academic Barriers

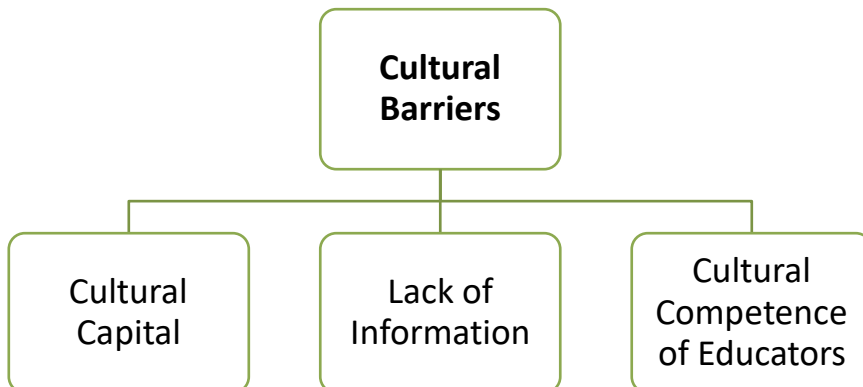




Emotional and Social Barriers

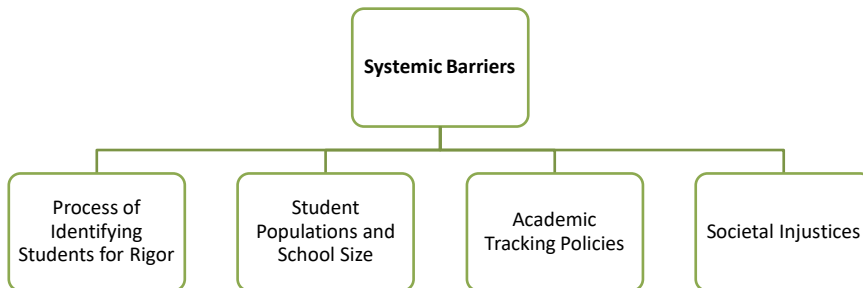


Cultural Barriers

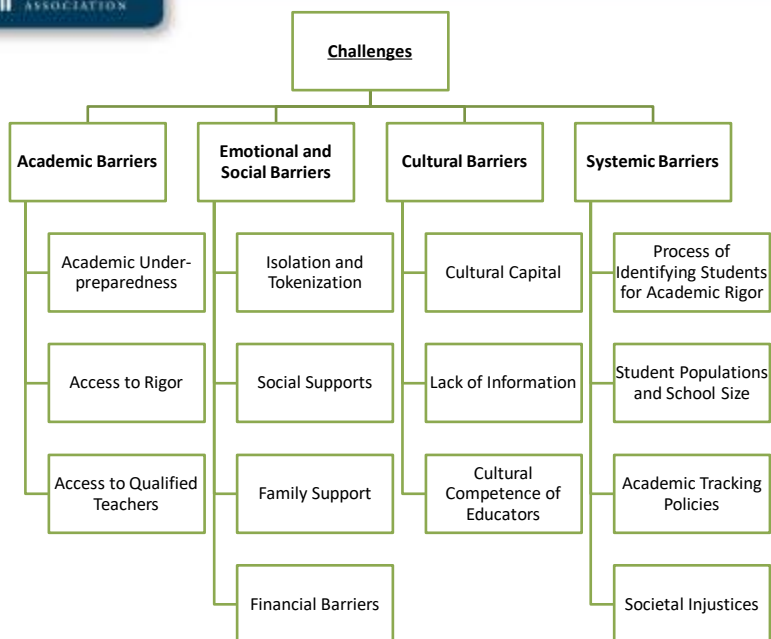




Systemic Barriers



Challenges





Protective Factors

Research reported protective factors, or assets, that support underrepresented students' experiences in academic rigor.

Access to
Rigor

Culturally
Sensitive
Teaching
Practices

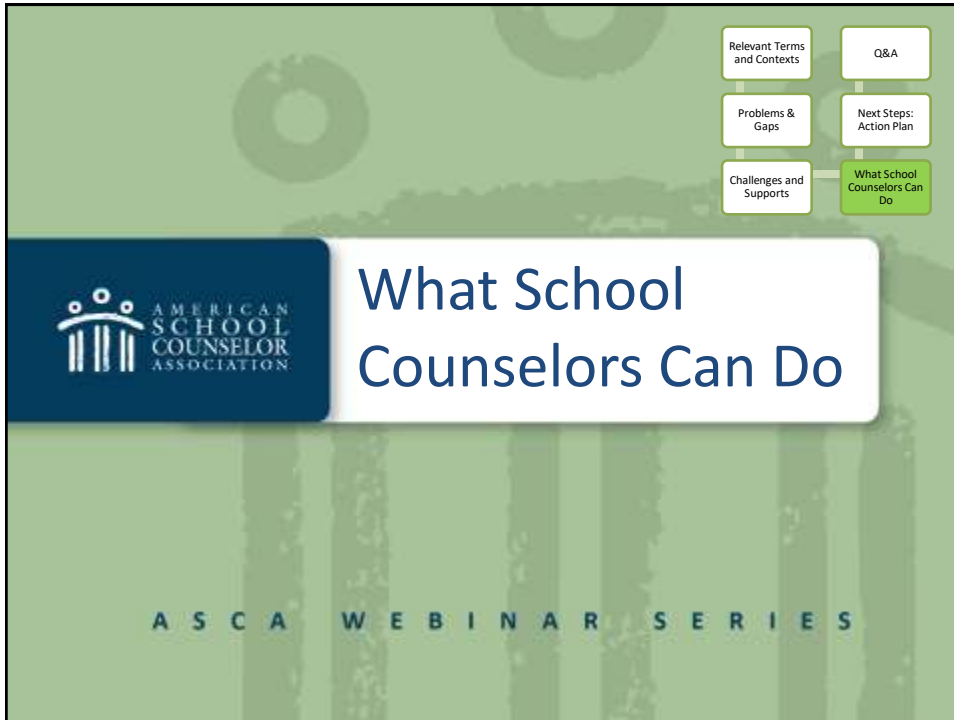
Personal
Connections

Systemic
Supports



Polling Question #3: Open-Ended

If not already mentioned, what are other barriers as well as protective factors that you've observed regarding underrepresented students' access to and persistence in academic rigor in your school?



Relevant Terms and Contexts


Q&A

Problems & Gaps

Next Steps: Action Plan

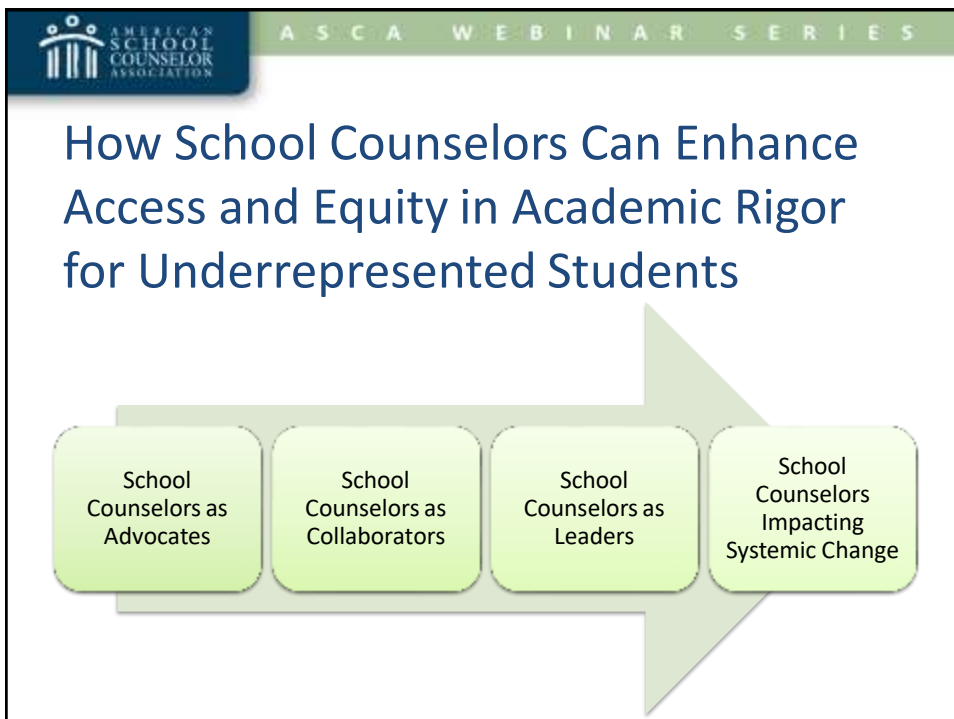
Challenges and Supports

What School Counselors Can Do




What School Counselors Can Do

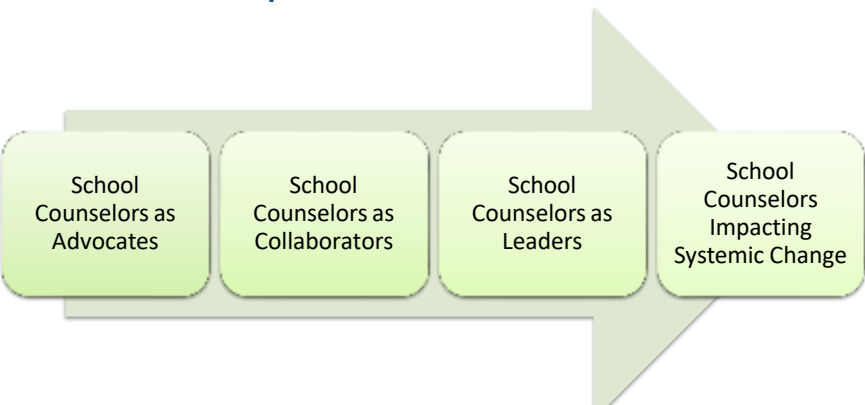
A S C A W E B I N A R S E R I E S



A S C A W E B I N A R S E R I E S



How School Counselors Can Enhance Access and Equity in Academic Rigor for Underrepresented Students



School Counselors as Advocates

School Counselors as Collaborators

School Counselors as Leaders

School Counselors Impacting Systemic Change

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School Counselors as Advocates

Advocacy Through School Counseling Interventions

Advocacy for Students

Advocacy Through Data

Advocacy for Families

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School Counselors as Collaborators

Outside the School

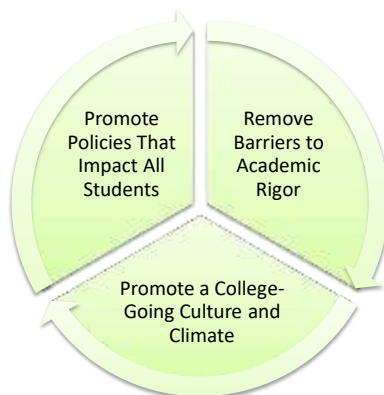
Inside the School



School Counselors as Leaders



School Counselors Impacting Systemic Change





Relevant Terms and Contexts

Q&A

Problems & Gaps

Next Steps: Action Plan

Challenges and Supports


What School Counselors Can Do



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Next Steps: What is your action plan?

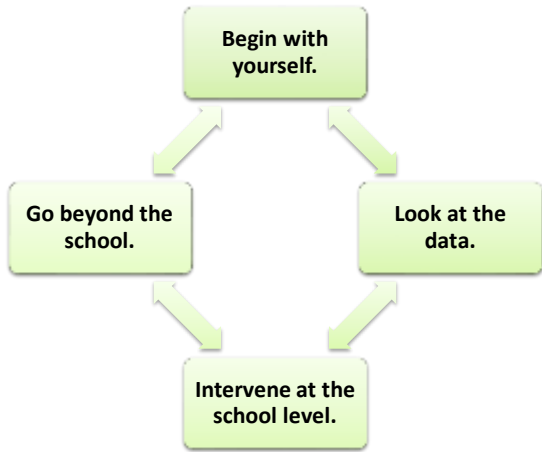
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Next Steps for Taking Action



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graph TD
    A[Begin with yourself.] --> B[Look at the data.]
    B --> C[Intervene at the school level.]
    C --> D[Go beyond the school.]
    D --> A
  
```

Begin with yourself.

Look at the data.

Intervene at the school level.

Go beyond the school.



Further Readings

Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Retrieved from The U.S. Department of Education: www.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html

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Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework of success*. Thousand Oaks, CA: Corwin Press.

Hooker, S., & Brand, B. (2010). College knowledge: A critical component of college and career readiness. *New Directions for Youth Development*, 127, 75–85. Retrieved from <https://doi.org/10.1002/yd.364>

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Contact Information

Nancy Chae

- Email: nmchae@email.wm.edu
- Connect with me on LinkedIn: [linkedin.com/in/nancymchae](https://www.linkedin.com/in/nancymchae)



The diagram shows a vertical flow of five boxes: 'Relevant Terms and Contexts' (top), 'Problems & Gaps', 'Challenges and Supports', 'Next Steps: Action Plan', and 'What School Counselors Can Do' (bottom). The 'Q&A' box is highlighted in green and is positioned to the right of the 'Relevant Terms and Contexts' box.



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Questions?

Thank you for your time and participation! 😊

A S C A W E B I N A R S E R I E S

ASCA Webinar Handout: Support Underrepresented Students' Academic Rigor

Presenter: Nancy Chae

Date: March 6, 2019

Suggested Action Plan & Next Steps to Enhance Access and Equity in Academic Rigor for Underrepresented Students in Your School

Begin With Yourself

- Engage in self-reflection of own school counseling program and practices.
- Consider the gaps of services and interventions in the school counseling program.
- Reflect upon your own multicultural competence, and be cognizant of biases.
- Reflect upon how the school counseling program and practices contribute to and break down barriers for underrepresented students and families.

Look at the Data

- Disaggregate data.
- Make formal and informal observations.
- Identify the underrepresented student populations served at your school.
- Note the disproportionalities, gaps, and barriers in the school's achievement, attainment, and access data.
- Conduct needs assessments to collect new data.
- Consider conspicuous as well as hidden gaps and practices that further marginalize underrepresented students and families.

Intervene at the School Level

- Join and inform your school's leadership team.
- Collaboratively discuss gaps and inequitable practices and policies (e.g., gatekeeping and tracking) in your school.
- Brainstorm potential ideas and consult to determine resources and interventions.
- Lead and advocate for culturally sensitive practices for staff and changes to school policies.
- Enhance students' sense of mattering and belonging.
- Communicate high expectations for all students and promote a college-going culture.

Go Beyond the School

- Consider achievement, excellence, and opportunity gaps connected to district, state, or federal policies (or lack thereof).
- Strengthen and leverage school-family-community partnerships.
- Include families' perspectives and needs, and implement interventions to close information gaps.
- Empower students to use their voices to advocate for change.