

THE SCHOOL COUNSELING SUPERVISOR'S ROLE IN DISTRICTWIDE PROGRAM ADVOCACY AND DEVELOPMENT

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Objectives

We will be discussing the role a school counseling supervisor plays in:

- Creative district wide programming for school counselors
- Accountability structures
- Advocacy for school counseling

Samantha Haviland

- Samantha is a licensed school counselor currently completing her dissertation in Counselor Education and Supervision. Having worked in three school districts in K-12 programming Samantha's passion is advocacy for students and the profession. Samantha serves on the Colorado School Counselor Association board and loves the work.
- Currently Samantha serves as the Director of Counseling Support Services for Denver Public Schools and has been in place for three years. In that time she has decreased counselor ratios by 40 students on average and expanded the elementary school counseling program from 3 schools to 19.
 - DPS ~ 92,000 students, 69% FRL, 40% ELA
 - DPS Counselor ratios are 338 on average.

Cory Notestine

- Cory is a licensed school counselor and spent 7 years working in urban and rural schools in North Carolina and Colorado. I have a passion for implementing ASCA Model Programs and creating Systemic Change in schools.
- Currently, Cory serves as the Counseling Facilitator for Colorado Springs School District 11 supporting 60 school counselors in 9 High Schools and 9 Middle Schools.
 - CSSD 11 ~29,000 students
 - MS School Counselor Ratios: 2014-15 **326:1** 2015-16 **241:1**
 - HS School Counselor Ratios: 2014-15 **229:1** 2015-16 **198:1**

Goal of District-Wide Programming

- To support school counselors in implementation of programming while putting little work on their plates.
- Coordinate large group efforts to increase baseline, effective universal programming.

District Programs- Denver Public

• **Initiatives:**

- *Summer Melt:*
 - Two month home visit and calling campaign for DPS graduates. Data collected through a senior exit survey, limited information shared with community and college partners for collaboration.
- *Transitions Day:*
 - full day speed share and professional development for 8th to 9th grade transitions. Data provided includes early warning indicators for dropout prevention.
- *9th Grade College Expo:*
 - college visit for 1100 9th grade students in collaboration with local universities for systemic early exposure.
- *8th Grade Career Fair:*
 - career fair for 3000+ 8th grade students in collaboration with 175+ businesses and more than 800 volunteers.
- *College Application Days:*
 - collaborative days in individual schools with admissions representatives for senior application completion and instant acceptance.
- *Individual Career and Academic Plans:*
 - Comprehensive scope and sequence for career and college readiness lessons and activities.

District Programs- Denver Public

Barriers/Success for each Initiative:

Summer Melt:

Barriers:

- Engaging community and college partners in the work.

Successes:

- Small increase in college matriculation over the 5 years of Summer Melt programming.

Transitions Day:

Barriers:

- Transfers student information between receiving schools.

Successes:

- Dropout has decreased 1.8% since implementation.

9th Grade College Expo:

Barriers:

- Space limitations, timing with college partners.

Successes:

- Increased engagement related to college exploration.

District Programs- Denver Public

Barriers/Success for each Initiative:

8th Grade Career Fair:

Barriers:

- Difficult to coordinate between businesses and schools

Successes:

- Increased career interest from students and strong perception results.
- *College Application Days:*

Barriers:

- Increased college application completion and potentially student college-going self-efficacy.

Successes:

- At times lacking intentional applications.

Individual Career and Academic Plans:

Barriers:

- Accountability structures are weak.

Successes:

- Comprehensive programming that is standardized across K-12.

District Programs - CSSD 11

Initiatives:

- *ASCA Model Implementation and RAMP Pilot Program:*
 - Initial Implementation of 8 components of the ASCA National Model
 - Accelerated RAMP Application – 1 Year
- *FAFSA Completion Project:*
 - Increase FAFSA Completion District-wide: 2014, 2015 completion rates 38%
- *Transition Programming:*
 - District-wide implementation of the Boomerang Project (Link Crew and WEB Leaders)
- *Summer Melt:*
 - Increase college access

District Programs - CSSD 11

Barriers/Success for each Initiative:

- *ASCA Model Implementation and RAMP Pilot Program:*

Barriers:

- Lack knowledge of the ASCA National Model
- Completing components in haste
- Perceived lack of time to implement
- Initial resistance: Questioning their programs effectiveness

Successes:

- All schools have implemented these foundational components
- 4 schools initial opted in to RAMP Pilot; 2 schools remain dedicated to this process

- *FAFSA Completion Project:*

Barriers

- Charter schools not supporting effort.
- Clean data.

Successes:

- Schools 3 to 4 months ahead of last years progress.

District Programs - CSSD 11

Barriers/Success for each Initiative:

- *Transition Programming:*

Barriers:

- Initial cost for training
- Ongoing financial support
- School schedule limitations

Successes:

- 84 counselors, administrators and teachers attended training
- All MS & HS will be implementing components Fall 2016

- *Summer Melt:*

Barriers:

- Site logistics
- Accurate data for identifying target audience

Successes:

- Still in the planning phase.

Goals for Accountability

- To set a minimum standard of practice within the district.
- To increase effectiveness of counselors so students get their needs met in each school.

Accountability

School Counselor Accountability

- New Evaluation Rubric: ASCA elements and evidence based practices. Deep in data and observation.
- School Counseling Spotlight report:

School Counseling Spotlight:

School	CEC Middle College
Network	Intensive Pathway

Student Population			
Students Enrolled	759	Attendance Rate	94.2%
% FRL	80.8%	Attendance Goal	94.0%
Behavior Incidence	1	Suspensions	1

School Counseling			
School Counselors	3	Recommended Ratio	1:250
Student Ratio	253		

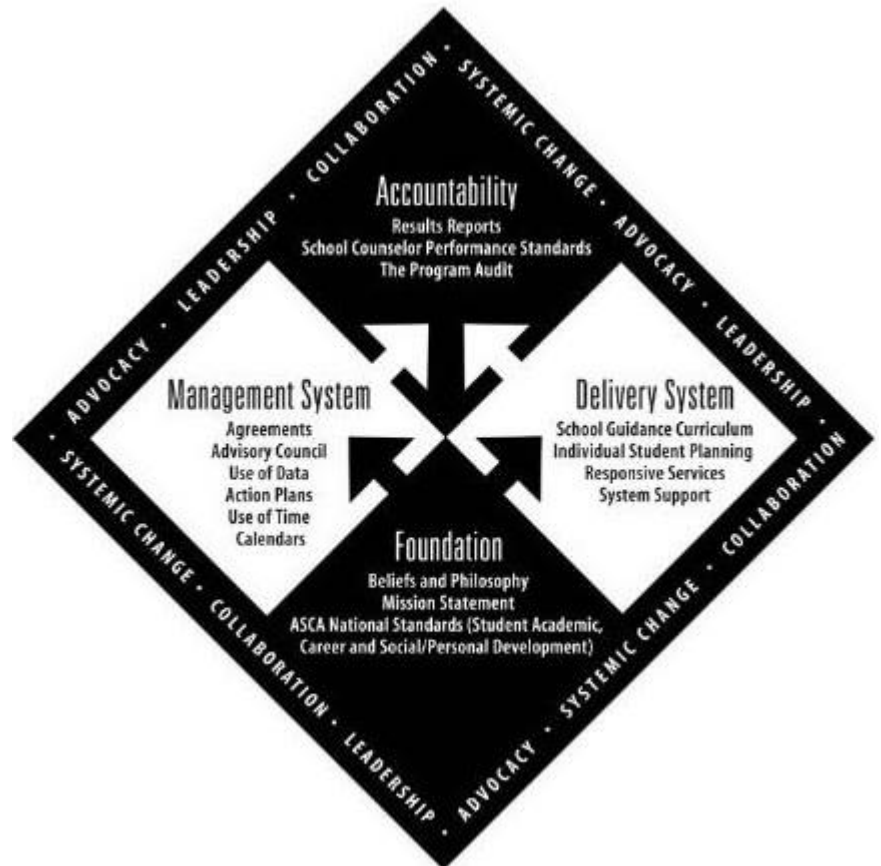
ICAP Completion Rate				
9 th Grade	Q1	Q2	Q3	Q4
	1.7%	1.7%		
10 th Grade	Q1	Q2	Q3	Q4
	96.4%	94.59%		
11 th Grade	Q1	Q2	Q3	Q4
	88%	88%		
12 th Grade	Q1	Q2	Q3	Q4
	98%	98%		

College Admissions and FAFSA			
	Current Year	2014-15	2013-14
Applications submitted	100%	100%	100%
Students Accepted	60.7%	100%	98%
FAFSA completed	3.9%	100%	72%

Accountability

School Counselor Accountability

- Guidance Curriculum
Action Plans
- Master Calendar
- Results Reports
- FAFSA Completion Data
- ICAP Data
- Third-party Consultant
- SB-191 School
Counselor Rubric



Goals of District-Wide Advocacy

- Promote the role of the school counselor and the impact they have on student outcomes
- Help educators and stakeholders to view the world through a different lens

District-Wide Advocacy

- Principal professional developments
- Individual principal meetings
- School Board presentations
- One pagers and research information supporting evidence based practices and outcome data.
- Engaging the media in caseload size.
- Testifying at the state

Goals of Counseling

Follow a whole child model supported by researched interventions and national best practices:

Holistic Academic supports: Dropout prevention, academic advisement, behavioral reductions, graduation rates

Career: CTE and Concurrent Enrollment increases, ICAPs, behavioral reductions

Personal Social: Department of Social Services, Suicide, Threat Assessment, Bullying (Satisfaction Surveys)

Dropout Risk:

Research says there are 6 indicators outside of the ABC standards that predict dropout. Of those six, for the class of 2019:

- 74% of our students are showing low scores in believing that education and college is important to their future success.
- 81% of our students are showing low scores in academic self-confidence-a major predictor of test scores in a large pool of recent research.
- 81.6% of our students are showing they feel a lack of social support including from personal and school relationships.
- 83.7% of our students are showing they have high levels of psychological and emotional distress including academic, social and financial reasons.
- 78% of our students are showing indicators of sleeping problems, eating problems, feeling depressed and physical symptoms of stress.
- 81.6% of our students are showing unhealthy levels of intrinsic motivation.
- OF OUR CURRENT CLASS 11.4% ARE PREDICTED TO DROPOUT

Dropout improvement- Schools for the Counselor Corp grant where counseling ratios were improved and counseling departments were supported in school counseling duties there was a 1.9% decrease in dropout overall. This is almost .5% greater than our average schools for the same time period.

Graduation rates improvement- in Counselor Corp grant schools where counseling ratios were improved and counseling departments were supported in school counseling duties there was a 5.5% increase in graduation rate. This was a 1.5% greater increase than our average schools for the same time period.

Attendance improvements- in Counselor Corp grant schools where counseling ratios were improved and counseling departments were supported in school counseling duties there was a 1.3% increase in attendance on average.

Behavior rates improvements- in Counselor Corp grant schools where counseling ratios were improved and counseling departments were supported in school counseling duties there was a 75% decrease in In School Suspensions and a 70% decrease in Out of School Suspensions. This is more than twice the improvement of the average DPS school for the same time period.

District-Wide Advocacy

- Policy Revisions
- Individual and District Principal meetings
- Data Sharing
- Social Media #D11ChangeAgents
- School Board Presentations
- EDAC/DAC Meeting Presentations
- Collaboration
 - CTE, Health/Science, MTSS/RTI, IT



Q & A

Resources

- Samantha Haviland, Samantha_Haviland@dps.k12.org
- Cory Notestine, cory.notestine@d11.org
- DPS Counselor Wiki: <http://dps-counseling.wikispaces.dpsk12.org/>
- FAFSA Completion Information:
 - CO: <https://fafsa.highered.colorado.gov/Reports/Summary>
 - National: <http://1.usa.gov/1bKBNHy>
- Summer Melt
 - Harvard: <http://bit.ly/1N5G7SN>
 - National Student Clearinghouse: <http://www.studentclearinghouse.org/>
 - CO DHE: <http://bit.ly/1N5G7SN>
- College Access
 - Article: <http://bit.ly/23lhyUy> (Double the Numbers for College Success)
 - Article: <http://bit.ly/1RLHiEG> (Meandering Toward Graduation)

Resources

- Transition Program
 - <http://www.boomerangproject.com/>
- College Signing Day
 - National: <http://1.usa.gov/1Sgv7So>
- Some suggested Tweeps and chats to Follow:
 - @BetterMakeRoom
 - @srebeducation
 - @ReachHigher
 - @SCCAcouncil
 - @ecmmason
 - @rsabella
 - @ASCATweets
 - #scchat
 - #schoolcounselor
 - #esccat