

NOSCA-CSCOR RESEARCH FELLOWS PROGRAM

Ideas and thoughts about College and Career Readiness

Printed as Written by Participants at

ACA March 2009 Kick-off meeting

Component 1: Student Aspirations for College

1. What experiences, exposure impacts early foreclosure on college choice?
2. What are the traits, characteristics that predict success for 1st generation college application and admission? (and other under represented groups)
3. What impact do parents, family, community members have on student aspirations?
4. What are the relationships between peer group and student aspirations?
5. *What interventions at what levels with which populations increase aspiration?
6. What were the critical moments in your decision to go to college?
7. What are the critical components for college aspiration for students with disabilities?
8. Differences in aspirations at RAMP schools?
9. What is going on in schools with high college going rates? (Replicate aspiration study)
10. What impacts do transition programs have?
11. Aspirations for undocumented students?
12. What about messages from teachers and administrators?

Component 7: College and Career Admissions Process

1. When are school counselors exposing students and parents to college exploration and preparation?
2. How are school counselors incorporating families into college applications and admissions?
3. How often do school counselors collaborate with college counselors in transitioning from high school to college?
4. What are students' perspectives of parents' expectations of college attainment?
5. Who has influence on students' college awareness, application, and enrollment processes? (Parents, teachers, counselors, etc.)
6. Do parents and students have similar or different perceptions of college application and admissions?
7. How does students' culture affect the application and admissions process?
8. Students and Family structure. Cultural = various variables that we can examine – immigration, racial, socio-economic, urban-rural, gender.

Component 2: Academic Planning for College and Career Readiness

1. Do students have 5 or 6 year academic/career plans?
2. How does school culture (e.g., one of engagement, readiness, achievement) relate to academic/career, personal success?
3. How can parents effectively become engaged in their children's educational, career, personal-social development, academic/career planning?
4. What classroom guidance based models work best in supporting academic/career planning?

5. How does district-level leadership affect academic planning and preparation?
6. How are master's-level students trained in academic and career planning?
7. Are academic and career planning integrated?
8. What are counselor education students, practicing school counselors' attitudes and practices around academic/career planning?

Component 2: Academic Planning for College and Career Readiness

1. What are the recurring issues in academic planning x prep that school counselors/interns become aware of?
2. What aspects of comp. programs contribute most to college readiness? - School Culture
3. Comparison of multiple pathways perspective on student success and non holistic – unitary perspective student success?
4. Elementary school climate – to middle school/HS climates that promote healthy human development/expectation of success.
5. What effect does parent outreach (low SES transitioning into school) have on
 - Climate
 - Parent advocacy
 - Expectation of success
6. What components of planning process (mandated 406 year career plans) have effect or most effect.
7. Does a plan with X have a different effect from a plan without X.

