

## NOSCA-CSCOR Fellows Program: Group work from ASCA meeting - June 2009 - Printed as Written

1. What are the critical issues and inequities associated with each of the eight components of college counseling: preparation, planning and admissions?

### Component 1: College Aspirations

1. Privileged children go to school year round (museums, family trips).
2. What influence does job experience/internship placement have on professional networking and future employment?
3. What influence does job experience/internship placement have on leadership development?
4. What influence does job experience/internship placement have on refining career direction and college selection?
5. What influence does job experience/internship placement have on refining (identifying) their own skills?
6. How do sports/club involvement contribute to a balanced life style/stress reduction?
7. How are aspirations developed: Elementary-high school? Role of families: college going culture, strategies systems? Cultural beliefs and values of teachers and counselors?
8. What counselor interventions actually raise student aspirations? What are these interventions?
9. Are aspirations impacted by providing critical timely information?
10. What impact (if any) does teacher attitudes and beliefs have on student aspirations – not just school counselor beliefs and attitudes but also teach attitudes, parent attitudes.

### Component 6: College Affordability Planning

1. Impact of state mandated PSAT or pre-ACT on test scores - number who take SAT.
2. Middle school career assessments – what is effective.
3. Cost factors on assessment. Does a program like Na 101 increase college attendance? (Academic/career planning).
4. Do school counselors have knowledge and awareness/training regarding implementation of assessments?
5. Parent career assessment and what impact that may have - parents doing assessments with the kids.
6. Are students limited by parental expectations?
7. What piece is lacking in students' skills, motivation, and aspirations?
8. What are school counselors doing to assess this piece in schools?

### Component 7: College and Career Admissions Process

1. To what extent are school counselors prepared with the technological expertise to assist students with online application and admission process?
2. To what extent are school counselors responsible for assisting and supporting the admitted student in the follow-up activities necessary to complete the enrollment process?
3. What do school counselors believe their roll is in hand holding students through the application process (enabling versus responsibility?)

4. Does this perception shift in schools with various demographic (i.e. – socioeconomic, racial, ethnic, etc.)?
5. To what extent are admission materials culturally relevant? How do school counselors ensure they are?
6. How well prepared are school counselors regarding the college application and admission?
7. How do training programs vary regarding graduate school preparation? (Number of courses that teach students the College application and admission process)
8. How do the belief systems of school counselors vary depending on the number of schools to which students apply? (Variables of racial, socioeconomic, cultural, etc.)

#### **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 8: Transitions from High School Graduation to College Enrollment**

1. When and how are school counselors exposing students and parents to transitioning from P-12 to college?
2. What effect does parent outreach have in transitioning from P-12 to college or P-14 to 4 year universities?
3. What cultural norms and expectations keep students from transitioning to college, specifically four year universities?
4. What causes students to move to self doubt, which hinders their transition?
5. What critical supports do students need to help them during their final days before arrival/first days starting at colleges and universities?
6. What kind of collaboration is occurring between colleges and high schools that might promote the transition and retention of first generation and/or diverse students?
7. How can school counselors help students and families deal with separation, loss and grief as they transition?
8. What relationship does early aspiration and school climate have to transition and retention to college?
9. We know that to change behavior a person needs the knowledge, attitude and skills so when students don’t apply; how does the school counselor assess which of these may be in place and then set up opportunities to address it?
10. Language barriers (including “jargon”).
11. Navigating the system (who? how?).

12. Acquisition and transition of support services.
13. Parents lack knowledge of resources available (financial, etc.)
14. Students lose momentum in senior year (not ready for rigor of college)
15. Student preparation for “real life” independence (balance).
16. “Helpers” don’t know how (or won’t help); some school counselors don’t perceive it as “their job”.
17. Follow-through: Do they go? Do we know?