Own the Turf: Using Data to Promote College and Career Readiness K-12

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Massachusetts
Race to the Top
NOSCA: National Office for School Counselor Advocacy

NOSCA’s Vision

• Every student exits high school with the educational preparation and social capital necessary for college success and full participation in a democratic society.

NOSCA’s Mission

• Endorse and institutionalize school counseling practice that advocates for equitable educational access and rigorous academic preparation necessary for college readiness for all students.
NOSCA is home of . . .

A national advocacy campaign to galvanize and mobilize school counselors to “own the turf” of college and career readiness counseling and take the lead in establishing a college-going culture in their schools, districts, communities and/or states.
The “Turf” is counseling that provides the guidance and support for all students to graduate from high school prepared to enter college.
Tool

- Part of Own the Turf Campaign Toolkit
- Guidance on how to deliver components with equity

The Road Map
Equity Commitment

I am committed to being...

A Leader
An Innovator
A Culturally Competent Practitioner
A Courageous Champion
A Lifelong Learner

I believe ...

• All students are entitled to the academic preparation and support necessary to become significant contributors to a democratic society and global economy.

• I can help students and their families build the social capital needed to ensure that students are college and career ready after high school.

• I have the power to aggressively influence the status quo to ensure better outcomes for all students.

Therefore, I am committed to being ...

• A leader who can work systemically to build all students’ aspirations for college and career readiness.

• An innovator who encourages processes and policies that remove disparities in students’ college and career outcomes.

• A culturally competent practitioner who advocates for equitable college and career readiness.

• A courageous champion for academic preparation and career readiness as nonnegotiable for all students.

• A lifelong learner committed to ongoing professional development necessary to effectively carry out these beliefs.
The President’s Goal is to raise the college educated rate from 40% to 60% for 25-34 year olds.

Economic Security and a 21st Century Education: Secretary Arne Duncan’s Remarks at the U.S. Chamber of Commerce’s Education and Workforce Summit, 2009
The National Landscape
US Population Projections to 2050

Percentage by race and Hispanic origin

<table>
<thead>
<tr>
<th>Year</th>
<th>Black including mixed race</th>
<th>Hispanic</th>
<th>Asian including mixed race</th>
<th>White non Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>13.6</td>
<td>5.3</td>
<td>5.8</td>
<td>64.7</td>
</tr>
<tr>
<td>2015</td>
<td>13.8</td>
<td>5.8</td>
<td>5.8</td>
<td>62.4</td>
</tr>
<tr>
<td>2020</td>
<td>14</td>
<td>6.3</td>
<td>6.3</td>
<td>60.1</td>
</tr>
<tr>
<td>2025</td>
<td>14.2</td>
<td>6.8</td>
<td>6.8</td>
<td>57.8</td>
</tr>
<tr>
<td>2030</td>
<td>14.3</td>
<td>7.3</td>
<td>7.3</td>
<td>55.0</td>
</tr>
<tr>
<td>2035</td>
<td>14.5</td>
<td>7.8</td>
<td>7.8</td>
<td>52.8</td>
</tr>
<tr>
<td>2040</td>
<td>14.7</td>
<td>8.3</td>
<td>8.3</td>
<td>50.8</td>
</tr>
<tr>
<td>2045</td>
<td>14.8</td>
<td>8.8</td>
<td>8.8</td>
<td>48.5</td>
</tr>
<tr>
<td>2050</td>
<td>15</td>
<td>9.2</td>
<td>9.2</td>
<td>46.3</td>
</tr>
</tbody>
</table>

Unemployment Rate by Education Level

Unemployment Rate: Some HS, HS Grad, Some College, Bachelor's or Higher

Graph showing unemployment rates for different education levels from 1993 to 2011.
Unemployment Rate by Race/Ethnicity

Unemployment Rate: White, Black, Hispanic/Latino, Asian
Help Wanted!

By 2018, about two-thirds of all employment will require some college education or better.

Source: Authors’ analysis of March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018

Source: Help Wanted: Projections of Jobs and Education Requirements Through 2018, Georgetown University Center on Education and the Workforce, 2010
The Growing Demand for Higher Order Skills
Nearly all members of the class of 2010 believe a high school degree is not enough.

"In today’s world, high school is not enough, and nearly everybody needs to complete some kind of education or training after high school.”

All 2010 Graduates

90%

Strongly agree
60%

Agree

10%

Disagree

Source: http://media.collegeboard.com/
## College Completion in Massachusetts

Too few students make it through college.

<table>
<thead>
<tr>
<th>Of students who enroll in a public college or university</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Public College</td>
<td></td>
</tr>
<tr>
<td>Enroll Full-Time</td>
<td>40</td>
</tr>
<tr>
<td>Enroll Part-Time</td>
<td>17</td>
</tr>
<tr>
<td>Return as sophomores Full-Time</td>
<td>21</td>
</tr>
<tr>
<td>Return as sophomores Part-Time</td>
<td>7</td>
</tr>
<tr>
<td>Graduate on time (100% time)</td>
<td>2</td>
</tr>
<tr>
<td>Graduate on time (100% time) Part-Time</td>
<td>0</td>
</tr>
<tr>
<td>Additional graduates 150% time</td>
<td>4</td>
</tr>
<tr>
<td>Additional graduates 150% time Part-Time</td>
<td>1</td>
</tr>
<tr>
<td>200% time</td>
<td>2</td>
</tr>
<tr>
<td>200% time Part-Time</td>
<td>1</td>
</tr>
<tr>
<td>Total graduates</td>
<td>8</td>
</tr>
<tr>
<td>Total graduates Part-Time</td>
<td>2</td>
</tr>
<tr>
<td>Graduate in 4 years</td>
<td>10</td>
</tr>
</tbody>
</table>

| 4-Year Public College                                  |     |
| Enroll Full-Time                                      | 42  |
| Enroll Part-Time                                      | 1   |
| Return as sophomores Full-Time                        | 31  |
| Return as sophomores Part-Time                        | 0   |
| Graduate on time (100% time)                          | 14  |
| Graduate on time (100% time) Part-Time                | 0   |
| Additional graduates 150% time                        | 11  |
| Additional graduates 150% time Part-Time              | 0   |
| 200% time                                              | 1   |
| 200% time Part-Time                                    | 0   |
| Total graduates                                        | 26  |
| Total graduates Part-Time                              | 0   |
| Graduate in 8 years                                    | 26  |

Key to measuring time:

- **100% time**: 2 years, 4 years
- **150% time**: 3 years, 6 years
- **200% time**: 4 years, 8 years

### Data Table

<table>
<thead>
<tr>
<th></th>
<th>Associate</th>
<th>Bachelor's</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>150% time</td>
<td>3 years</td>
<td>6 years</td>
</tr>
<tr>
<td>200% time</td>
<td>4 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>
Given all of the evidence, why is there resistance to change?

What do beliefs have to do with it?
The Way Up, Out, and Forward
What is College and Career Ready?

**College Ready** means:

- a high school graduate has the reading, writing and math knowledge and skills to

- qualify for and succeed in entry-level, credit bearing, college-degree courses without the need for remedial classes.

What is College and Career Ready?

**Career Ready** means that:

- high school graduates can read, comprehend, interpret and analyze complex technical materials,

- can use mathematics to solve problems in the workplace,

- and can pass a state-approved industry certificate or licensure exam in their field.

**Source:** ©The Next Generation of School Accountability: A Blueprint for Raising High School Achievement and Graduation Rates in SREB States, 2009.
Who are the underserved or underrepresented students in your schools and/or districts?

- African American
- Latino
- Native American
- Students from Low SES Backgrounds
- English Language Learners
- Students with Disabilities
In the Race for College and Career Readiness

Eliminate the racial/ethnic predictability of which student groups occupy the highest and lowest achievement categories.

The balance between those with a pit crew and those without

Tapping into human potential
...education pays
Individuals with a college degree are much more likely to receive employer-provided health insurance than those with only a high school diploma.
Individuals with only a high school diploma are about twice as likely to be unemployed as those with a college degree.
Individuals with a college degree earn an average of 63% more in hourly wages than those with only a high school diploma.
Individuals with a college degree earn an average of $22,000 more per year than those with only a high school diploma.
Young adults with a college degree are much less likely to be obese than those with only a high school diploma.
Individuals ages 25 to 34 with a college degree are much more likely to engage in vigorous exercise than those with only a high school diploma.
Parents with college degrees are much more likely to have attended a concert or live show with their children than parents with only a high school diploma.

22% High School Diploma

37% 4-Year College Degree

© 2011 The College Board
Children of parents with a college degree are much more likely to be read to every day than children of parents with only a high school diploma.
Individuals aged 18 to 24 with a college degree were much more likely to vote in the 2008 election than those with only a high school diploma.
Individuals with a college degree are more than twice as likely to volunteer as those with only a high school diploma.
Data-Driven vs. Data-Driven for Equity

What is the Difference and Why Does it Matter?
Data Driven for Equity

- Identify disparities between student groups
- Inform school counseling practice and instruction
- Set measurable goals
- Demonstrate accountability
- Eliminate random acts of guidance
• Access
  • Opening the Doors

• Attainment
  • Reaching the Benchmarks

• Achievement
  ▶ Making the Grade
Increase Graduation and MassCore Completion

• **Access** – Are MassCore classes available to all students – are they enrolled – who is not?

• **Attainment** – Which students complete MassCore classes and which do not?

• **Achievement** – What is the quality (grades) of students work in MassCore classes disaggregated by group, grade and gender?
School structures either help or hinder students from graduating with MassCore completion.
Dare to Reach for RTTT Goals
What seems impossible just may be doable if we believe
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