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# Partner for Proven Results: A Model Partnership Impacting Academic Achievement and Post-Secondary Going

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# Partner for Proven Results: A Model Partnership Impacting Academic Achievement and Post- Secondary

2015 National Youth-At-Risk Conference  
Savannah, GA

Rebecca A. Schumacher  
University of North Florida,  
Jacksonville, Florida

# Presentation Focus

- I. Overview of Duval County Public Schools & Jacksonville
- II. Partnership Model and Process of Development
- III. Program Delivery and Impact
- IV. Lessons Learned & Suggestions for Replication

# District

I.

**2012-2013** source: FLDOE

[http://doeweb-prd.doe.state.fl.us/eds/nclbpar/year1213/schl1213.cfm?dist\\_number=16](http://doeweb-prd.doe.state.fl.us/eds/nclbpar/year1213/schl1213.cfm?dist_number=16)

|   | <b>District</b>        | <b>Ribault</b> | <b>Jackson</b> | <b>Raines</b> |
|---|------------------------|----------------|----------------|---------------|
| Student Population                            | 127,085 in 192 schools | 1093           | 826            | 988           |
| % of economically disadvantaged               | 53.2                   | 64.4           | 76.0           | 73.1          |
| % of minority                                 | 61                     | 97.3           | 96.6           | 98.2          |
| % graduating in 4 years with standard diploma | 67.7                   | 73.1           | 66.0           | 57            |

# Great Need

I.

The Community Foundation of Northeast Florida reported in March 2013 that “by 2018, experts estimate that more than 60% of the working population will need some postsecondary training in order to obtain employment”.

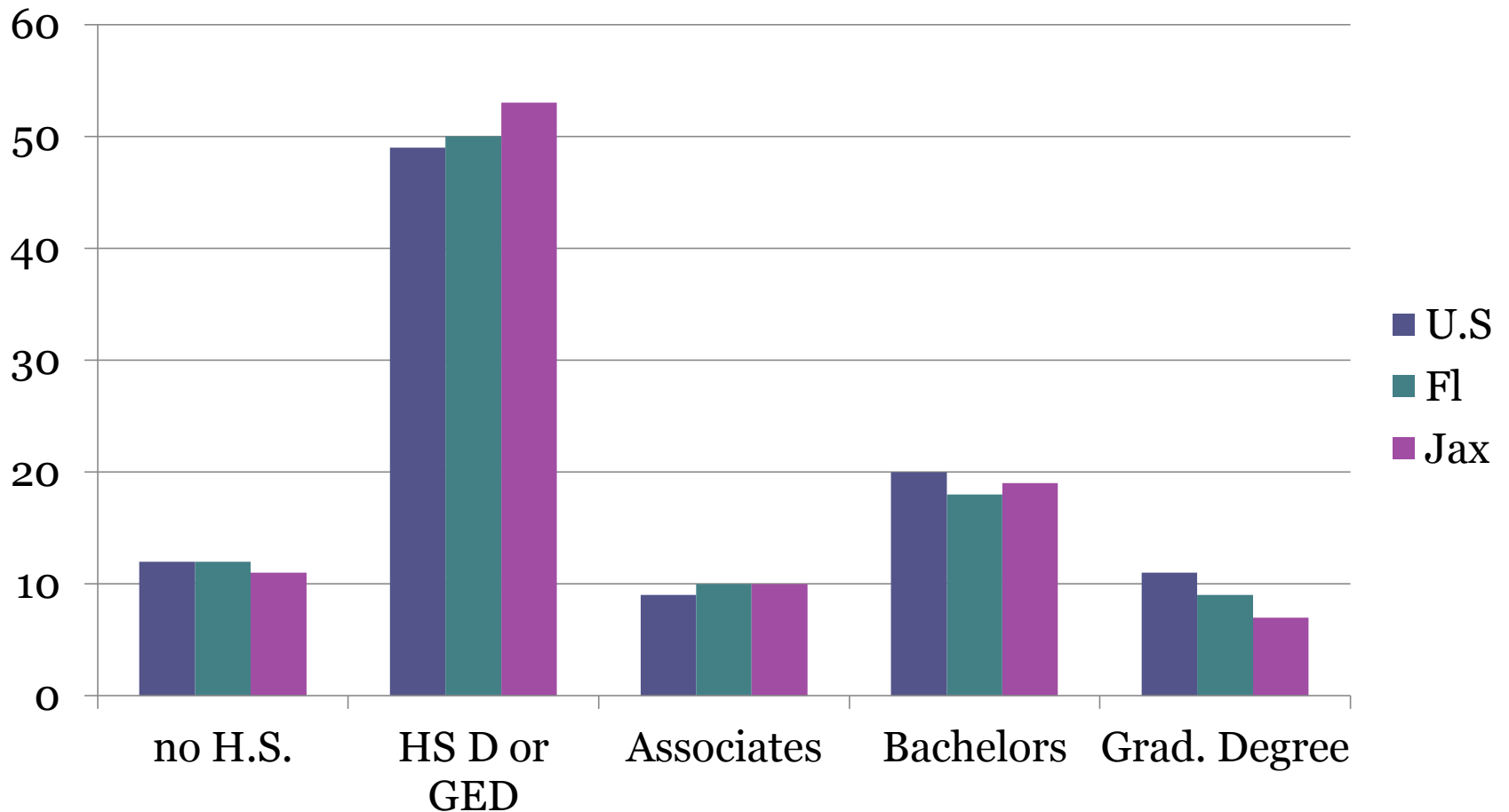
Yet in Jacksonville, only 24% of citizens hold a college degree (The Community Foundation of Northeast Florida, 2013).

<http://www.jaxcf.org/document.doc?id=414>

# Data and Educational levels 2012

I.

% of working age 25 to 64 with these education levels attained Source: kidscount.org



# The Model

II.

## **Commitment**

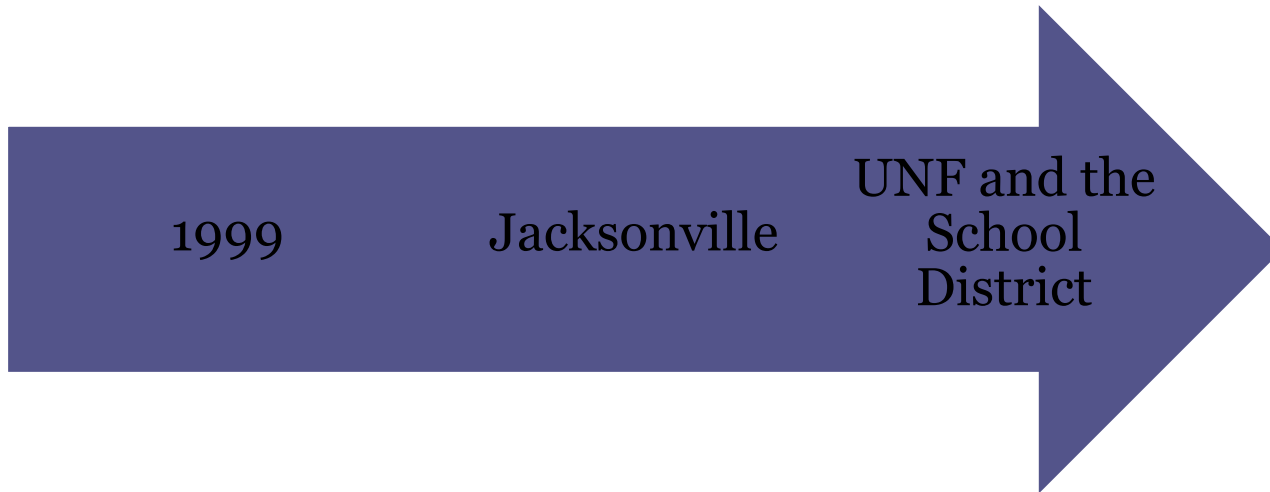
Of both the school district and university school counseling faculty

## **Shared disposition that all children can succeed.**

- emphasis on strategies to eliminate the achievement gap between minority and low income students and their more advantaged peers;
- emphasis on academic success, and post secondary planning and readiness to increase the college going rate

# The Beginning

II.





# The UNF Partnership

II.

1999- present

- 4 High Schools (9-12 grades)
- 4 middle schools (6-8 grades)
- 1 elementary school (k-5 grades)

## School Counseling Students as Mentors ii.

University of North Florida School Counseling master-level students have each completed 250 to 400 clock in field experiences in our partner schools.

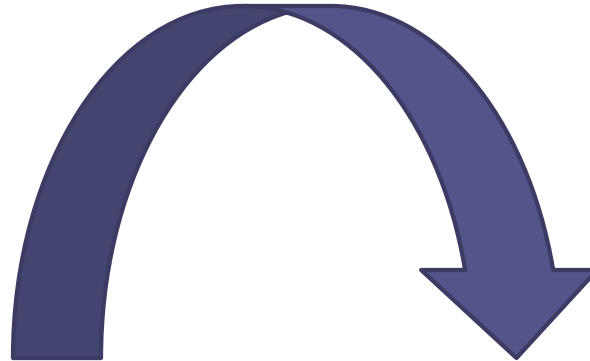
Fifteen cohorts of approximately 280 school counseling students = approximately 110,000 hours of mentoring activities.

# Program Delivery

III.

Mission to support academic and school success  
that prepares for college success.

Our partnerships



# Mentoring

III.

Weekly individual & small group sessions that supported and reinforced college going plans

Academic Advising  
Career Planning

Summer Melt Program  
*S.T.A.R. Students Enroll Program*

Large groups and community events that supported

Career Fairs  
Instant Decision Days  
NACAC Fairs  
College Goal Sundays  
Financial Aid Nights  
Family Nights  
College Tours  
BEACON

# Weekly Mentoring

III.

- Weekly mentoring conducted by a UNF school counseling student and one to as many as six high school students.
- Mentoring addressed a range of topics developed sequentially and developmentally.

# Mentoring Topics

III.

Goal Setting

Course Selections for Academic  
Program of Studies

Time Management

Test Taking Strategies

Organizational Strategies

Career Exploration

College Research

Financial Aid Research

FAFSA

Essay Writing

College Application Completion

College Life

Financial Literacy

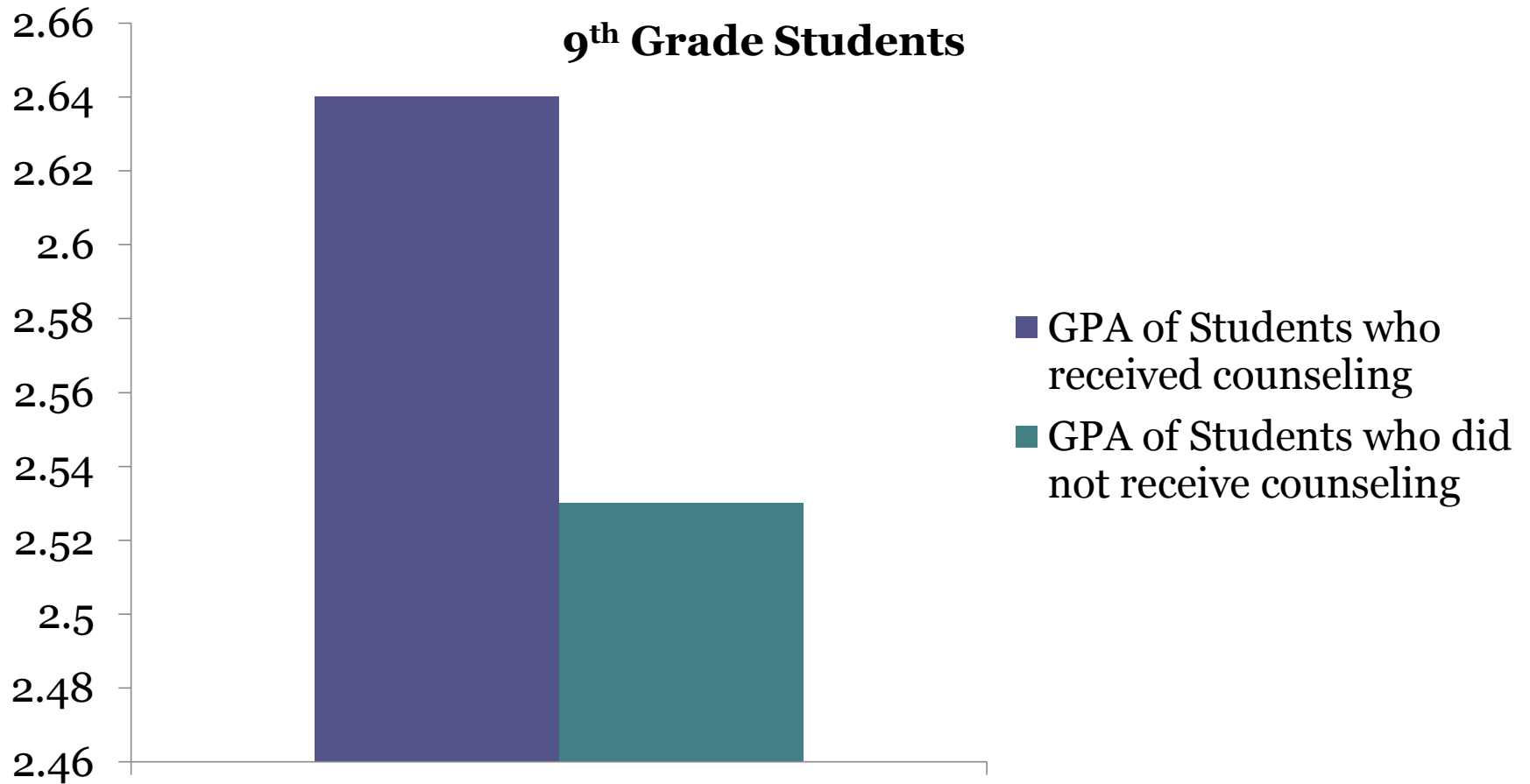
# Mentoring

## Impact on GPA

# 2010

III.

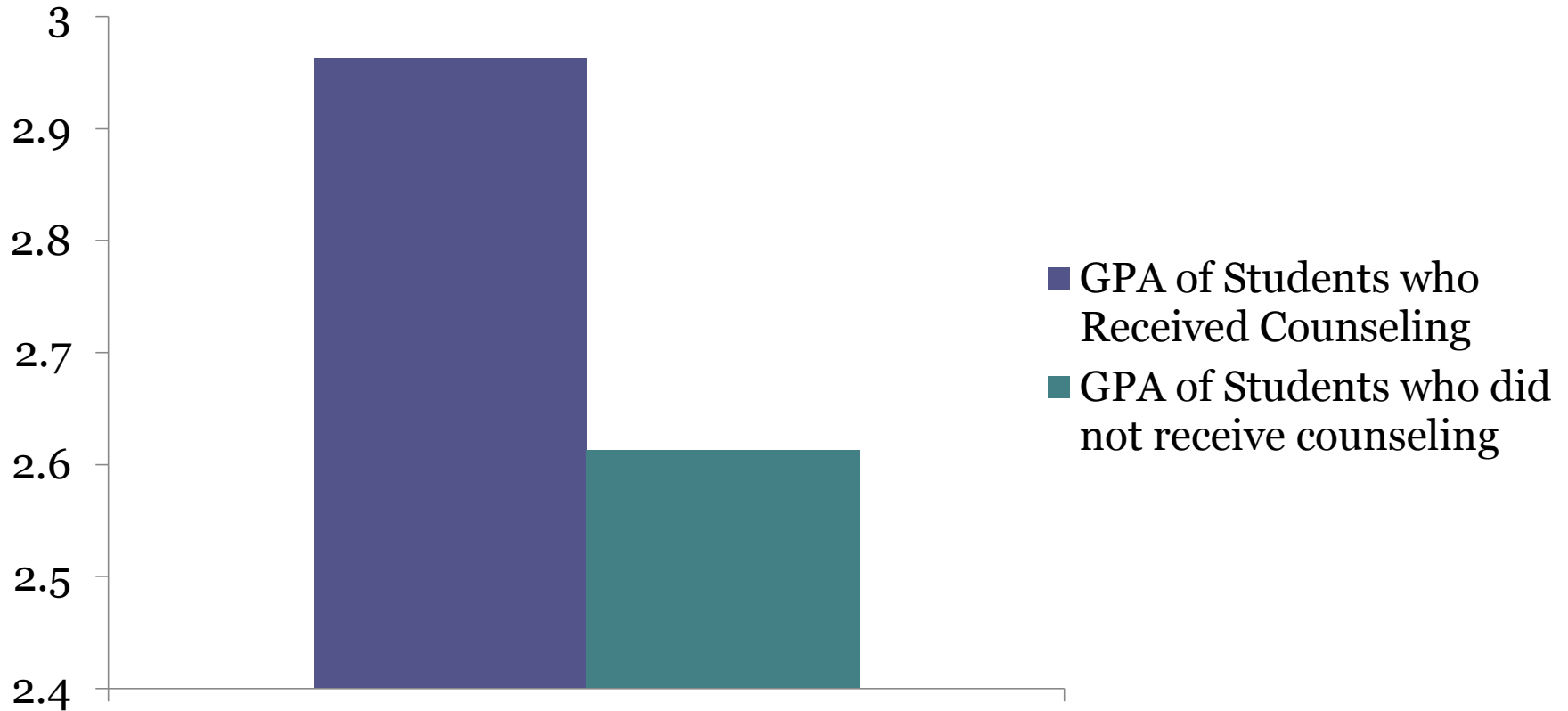
## 9<sup>th</sup> Grade Students





# 2011-2012

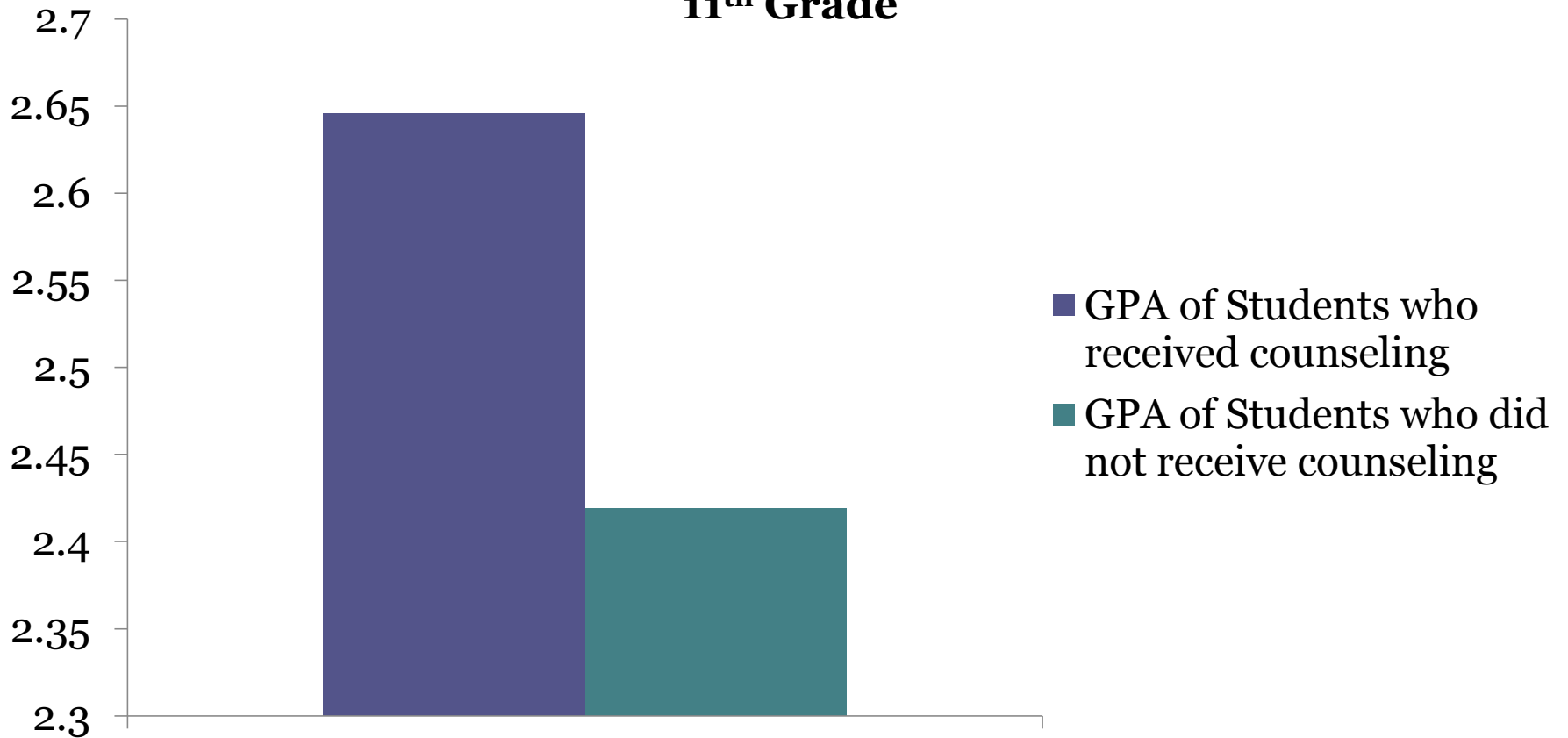
## 10<sup>th</sup> Grade



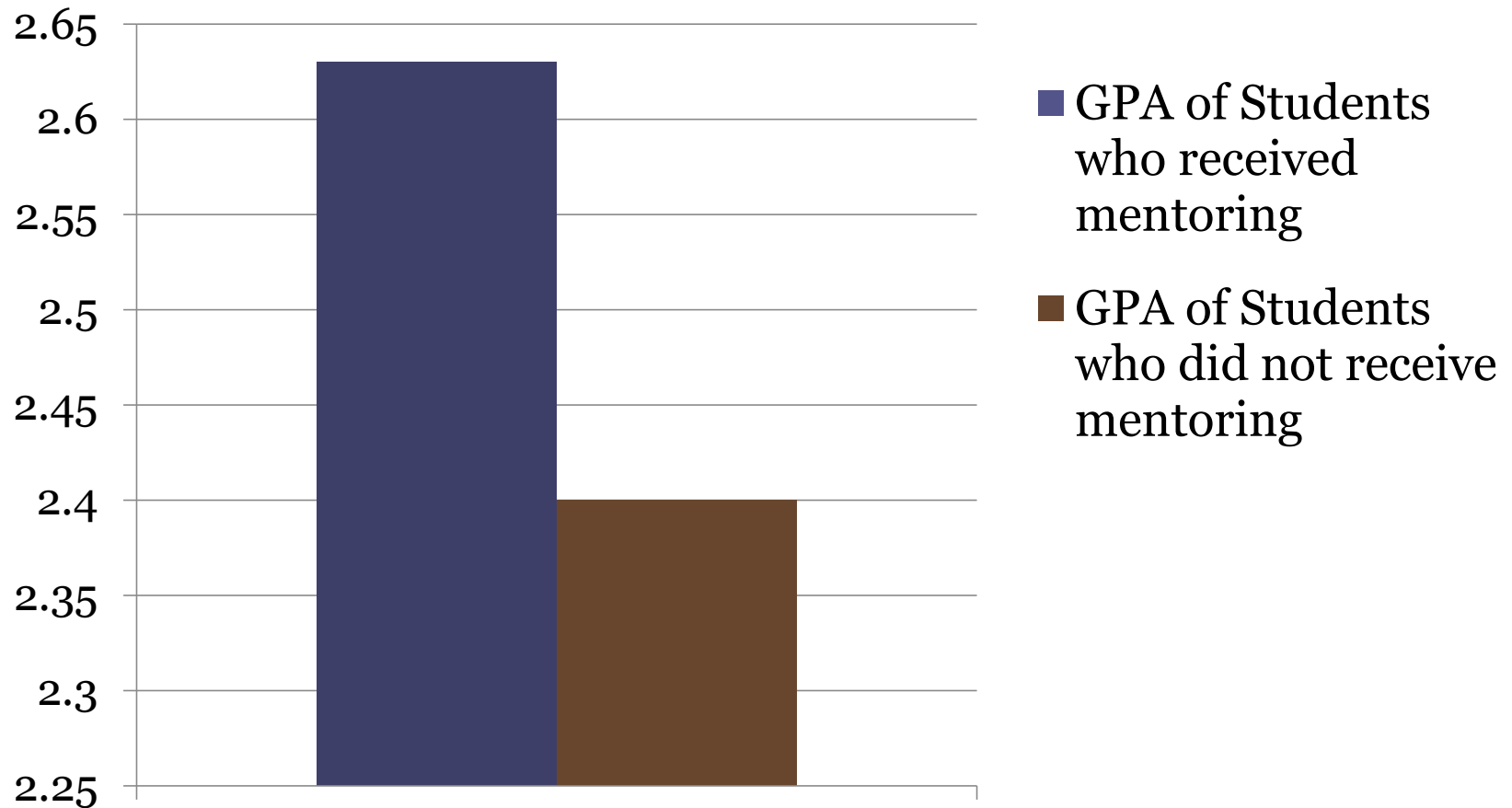
# 2012-2013

III.

## 11<sup>th</sup> Grade



# 2013-2014 12<sup>th</sup> Grade



# Survey of Mentoring

III.

Pre and Post Administered  
Rating 1 to 5 (strongly disagree to strongly agree)

Samples:

I....

...understand academic areas where I need  
improvement. (A:A1.5)

...am aware of how to strengthen my  
weaknesses. (A:A1.5; A:B1.1)

...know how to apply for Bright Futures scholarships

Adapted from, **The Florida School Counseling Framework** (2010), Florida Department of  
Education, p. 135-136.

# Mentoring

III.

| Ribault | # of Sessions For Year | # of HS students | Domain | Pre-Survey | Post-Survey |
|---------|------------------------|------------------|--------|------------|-------------|
| 13      | 30                     | 88               | Ac     | 3.66       | 3.96        |
|         |                        |                  | -----  | -----      | -----       |
|         |                        |                  | PS/C   | 3.25       | 3.65        |
|         |                        |                  | -----  | -----      | -----       |
|         |                        |                  | C      | 3.99       | 4.13        |

III.

## What is this “instant decision day”

“Instant Decision Day is an event that allows high school students to meet directly with a university admissions counselor who will review application materials and process a decision instantly.

This event takes time, a strong support system, and careful diligence and organization to be done well. It is also one of the most rewarding events you may ever plan”.

Quote from E. Monahan, 2013 UNF graduate

# Results of a Unique Program

III.

- <http://www.actionnewsjax.com/content/topstories/story/Local-high-school-students-get-scholarships-on/JGLYQt5E2kmINNbTo1xvHg.csp>

# First Year 2011-2012

III.

- Instant Decision Day

Over 50 students participated

18 students admitted – 20 deferred

One “full ride” + \$17,586 in texts

Over \$60,586 in scholarships offered



# To Third Year Fall 2013

III.

- Instant Decision Day

|   |   |
|---|---|
| <b>Number of Seniors Who Met with College Admission Representatives</b> | <b>203 Seniors<br/>184 Seniors admitted</b> |
| <b>Number of Admissions Awarded</b>                                     | <b>314</b>                                  |
| <b>Scholarship Amounts Awarded</b>                                      | <b>\$ 504,931.00</b>                        |
| <b>Number of Colleges Represented</b>                                   | <b>9 different colleges</b>                 |

# To Fourth Year Fall 2014

III.

- Instant Decision Day

|   |   |
|---|---|
| <b>Number of Seniors Who Met with College Admission Representatives</b> | <b>94 Seniors<br/>66 Seniors admitted</b> |
| <b>Number of Admissions Awarded</b>                                     | <b>159</b>                                |
| <b>Scholarship Amounts Awarded</b>                                      | <b>\$360,000.00</b>                       |
| <b>Number of Colleges Represented</b>                                   | <b>8 different colleges</b>               |

# Career Fairs in 2012

III.

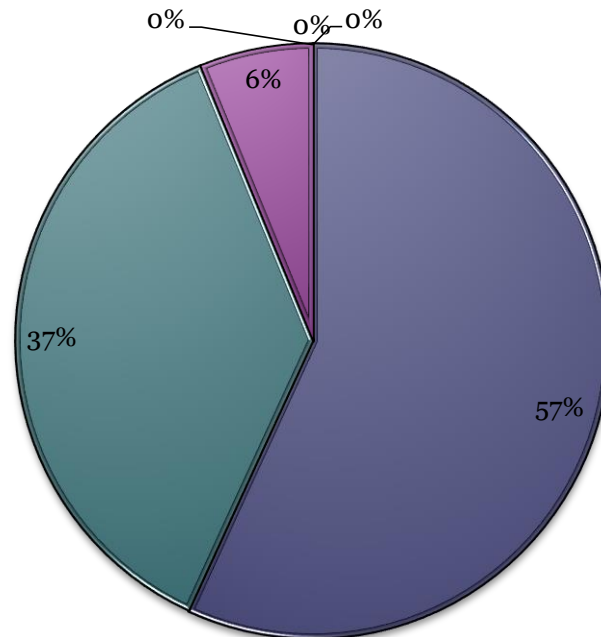
| <b>Number of Fairs</b> | <b>Number of Students</b>    | <b>Student Rating of Experience</b> | <b>Number of Career and/or College Reps.</b> | <b>Career Rep. Experience Rating</b> |
|------------------------|------------------------------|-------------------------------------|--|--------------------------------------|
| 1                      | 341<br>(12 grade)            | 4.50 / 5.00                         | 33   | 9.08/10.00                           |
| 1                      | 290 (10 <sup>th</sup> grade) | 4.31/5.00                           | 36   |                                      |
|                        |                              |                                     |  |                                      |

# Career Fair Results High School - 2014

III.

## Question 1: I will be able to apply the knowledge learned

*N = 144/311*



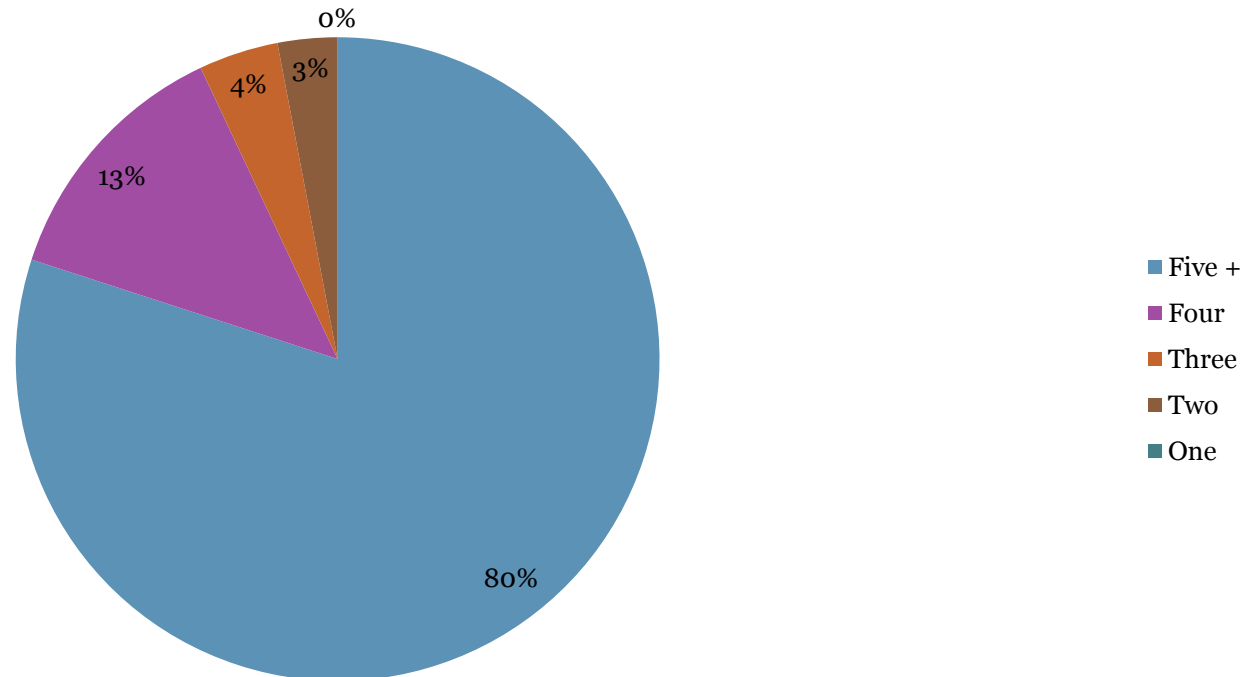
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A-Unscoreable

# Elementary School with 4<sup>th</sup> and 5<sup>th</sup> Graders

N=106 out of 135 potential

III.

How many new careers did you learn about today?



# Financial Aid Programs

III.

Participation as a partner with the district:  
assist in high school's financial aid program  
College Goal Sunday  
workshops presented at NACAC Fair  
after-school assistance  
BEACON

# Classroom Guidance Lessons

III.

| <b>Raines</b>                                  | <b># of sessions</b> | <b>Pre Test</b> | <b>Post Test</b> |
|--|----------------------|-----------------|------------------|
|  | 12                   | 4.2/5.00        | 4.6/5.00         |
| Lessons focused on College Readiness           |                      |                 |                  |
| Lessons designed by school counseling students |                      |                 |                  |

# Summer Melt Program

III.

## Success Transition and Ready (S.T.A.R.)

### Students Enroll

Designed to assist with:

- a) filling gaps in financial needs;
- b) completing and submitting pre-college admission tasks;
- c) a personalized budget for expenses anticipated Year 1;
- d) identifying personal living items needed to have at school and develop a time-line to complete packing;
- e) plan how, when, and who will assist in moving to the college campus; and,
- f) develop a resource list of contacts that may be helpful during the year.



# Lessons Learned

Challenges

Opportunities

2015 National Youth-At-  
Risk Conference  
Savannah, GA

# Challenges

IV.

- Previous research has shown that low income students, even those with high academic performance levels, are less likely to enroll in college, more likely to attend two---year colleges when they do enroll, and less likely to apply to more selective institutions compared to their more advantaged peers with similar academic preparation

(Dillon & Smith, 2013; Hill & Winston, 2010; Hoxby & Avery, 2012; Pallais & Turner, 2006; Roderick, Coca & Nagaoka, 2011).

# Challenges

IV.

## Beginning Challenges

Role Definition

Maintaining Balance

Systemic

Personnel Changes

Logistics

## Beliefs

Buy-in of all school personnel

Traditional vs. Transformed

# Opportunities

IV.

## Authentic Learning

- Live Supervision
- Connection to school issues

## Professional Growth & Development

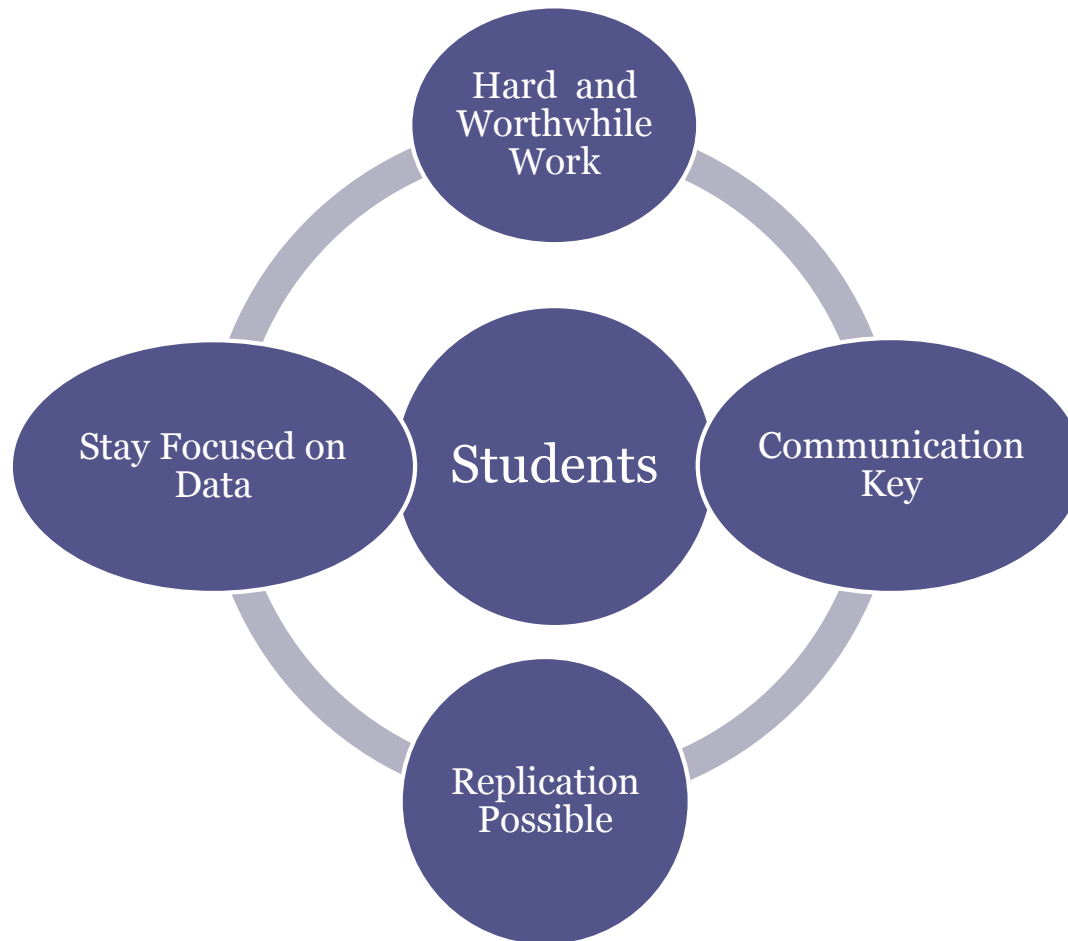
- School Counseling Students
- Practicing School Counselors

## Cultural Competence

- Developing self awareness
- Value for diversity
- Infusion into practice

# Lessons Learned

IV.



# Questions & Comments

What questions or comments do you have that we have not addressed in the presentation?

# For Later

If you have questions after this presentation don't  
hesitate to email us

[Rebecca.schumacher@unf.edu](mailto:Rebecca.schumacher@unf.edu)

# Resources

The Community Foundation for Northeast Florida. (2013, March). *A strategy for philanthropic investment in duval county public schools*. Retrieved from <http://www.jaxcf.org/document.doc?id=414>

Web Resources:

[datacenter.kidscount.org](http://datacenter.kidscount.org)

<http://www.duvalschools.org>

