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CSCORE: Ronald H. Fredrickson Center for
School Counseling Outcome Research &
Evaluation

2016

Strengthening Student Outcome Focused School Counseling Research

Laura Owen

Jeff Warren

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***STRENGTHENING STUDENT
OUTCOME FOCUSED SCHOOL
COUNSELING RESEARCH***

Laura Owen and Jeff Warren

March 2, 2016

Agenda

- 9:15am - 9:30am—**Introductions**
- 9:30am - 10:15am—**Overview:**
 - **Research Survey** – Jeff Warren
 - **Focus Groups** – Jeff Warren
 - **Delphi Study** —Carey Dimmitt
 - **National Council of School Counseling and College Access Organizations** - Jill Cook
 - **National Consortium for School Counseling and Postsecondary Success** – Laura Owen
- 10:15am - 10:30am—**BREAK**
- 10:30am - 11:00am—**Small Group Discussions**
- 11:00 am - 11:30am—**Literature Review/Scan**—Mandy Savitz-Romer
- 11:30pm - 12:15pm—**Working Lunch**
- 12:15-12:45 pm - **Multistate Longitudinal Data Exchange** – Patrick Lane (WICHE)
- 12:45-:1:00pm - **BREAK**
- 1:00pm - 2:00pm—**Funding Opportunities at the Institute of Education Sciences (IES) for School Counseling Research** – Emily Doolittle and Corinne Alfeld
- 2:00pm - 3:00pm—**Recommendations and Next Steps**



Introductions

- **Name**
- **Affiliation**
- **Motivation for attending the meeting today**



Research Survey and Focus Groups

Jeffrey M. Warren, Ph.D., LPCS, NCC, NCSC

Assistant Professor, Director of Professional School Counseling

Educational Leadership & Counseling

University of North Carolina at Pembroke

Fall 2013



- Transforming School Counseling and College Access Interest Network
 - ▣ Research Quality Taskforce
 - Laura Owen and Jeff Warren (co-chairs)

Spring 2014

- Evidence-Based School Counseling Conference (Northern Kentucky University)
 - Enhancing Research Quality: A Round-Table Discussion (~10 participants)
 - Findings:
 - Identified Strengths
 - Current resources (CSCORE, SEL webpage, etc.)
 - Initial presence in policy groups (college and career readiness)
 - Some strong research in field
 - Needs
 - Increase research quantity and quality
 - More outlets for publication
 - Strengthening school counselor preparation
 - Direct links between research and practice
 - Priorities
 - Research skill development at EBSCC (occurred Spring 2015)
 - Library (CSCORE and Sink's website, etc)
 - Large-data sets

Spring 2015

- Evidence-Based School Counseling Conference (Northern Kentucky University)
 - ▣ Increasing Research Quality in School Counseling: An Imperative Discussion (~40 participants)
 - Strengths
 - Funding for research is available (need to access it)
 - Interest in collaborating across organizations/associations
 - Needs
 - Large-scale research valuable and needed
 - Career and college SC research needed
 - SCE need to take ownership of research
 - SC preparation in research
 - Priorities
 - Journal
 - Research Meeting
 - Training (pre-service and in-service)

Spring 2016

Survey of Participants (SC Research meeting)

- ▣ Most relevant areas of focus in school counseling research
 - Top 3
 - Evaluating evidence-based practice
 - Conceptualizing effective research practices in SC
 - Increasing collaborative partnerships
 - Bottom 3
 - Preparing SC for scholarly contributions
 - Cultivating rigorous evaluation practices
 - Evaluating ESSC Grants

Spring 2016

Survey of Participants (SC Research meeting)

▣ Type of Research Conducted

■ Top 3

- Mixed-methods
- Qualitative
- Quantitative

■ Bottom 3

- Quasi-experimental
- Randomized Control Treatment

▣ Other

- Delphi
- Single Subject

Answer	%
Quantitative	27.78%
Qualitative	22.22%
Mixed-Methods	25.00%
Quasi-experimental	5.56%
Randomized Control Treatment (RCT)	2.78%
Other (please indicate)	16.67%
Total	100%

Spring 2016

Survey of Participants (SC Research meeting)

▣ Type of Funding

■ Top Responses

- University funded research projects
- Federal grants
- State grants
- None

Federal grants	22.22%
State grants	5.56%
Local grants	2.78%
University funded research projects	33.33%
Professional organization research grants	5.56%
None	13.89%
Other (please indicate)	16.67%
Total	100%

Spring 2016

Survey of Participants (SC Research meeting)

▣ Top 3 Areas of Need in SC Research

■ Top 3

- Evidence-based practice
- College and career readiness
- Social Emotional Factors

■ Noteworthy Response

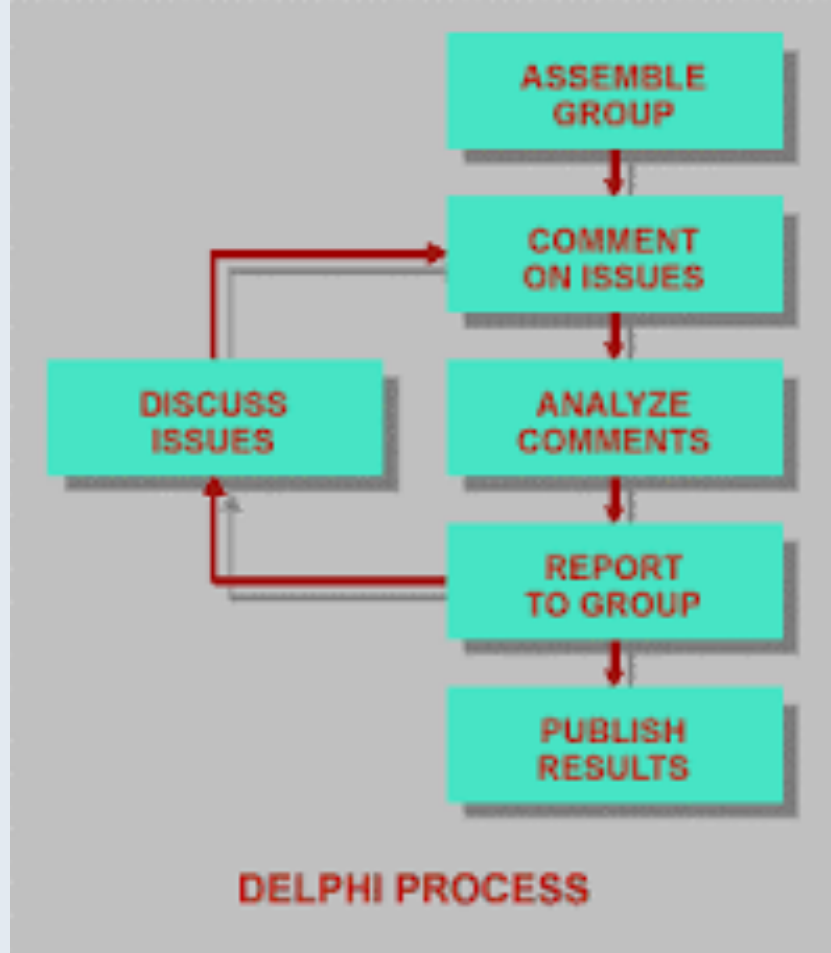
- ASCA Model implementation effectiveness

Spring 2016

Survey of Participants (SC Research meeting)

- Number 1 Issue to Address to Strengthen Student Focused SC Research





Delphi Study

Carey Dimmitt, Ph.D.

Associate Director, Fredrickson Center for School Counseling Outcome
Research and Evaluation

University of Massachusetts, Amherst

**THE COUNCIL OF
NATIONAL SCHOOL COUNSELING
& COLLEGE ACCESS ORGANIZATIONS**



**Council of National School Counseling
and College Access Organizations**
Education

Jill Cook – Assistant Director, American School Counselor
Association



**National Consortium for School
Counseling and Postsecondary
Success (NCSCPS)**

Laura Owen, Director School Counseling Program,
San Diego State University



Judith Lorimer
Deputy Director, Goddard
Riverside Community Center's
Options Center



Patricia J. Martin
Nationally recognized leader in
the reform of school
counseling.



Jasmine Mcleod
ast School Counseling
Specialist, Baltimore City Public
School System



Joyce Brown, Ed.D.
National Board Certified
Counselor (NBCT) and a
recognized leader in the
counseling field



Trish Hatch, Ph.D.
Executive Director Center for
Excellence in School Counseling
and Leadership (CESCAL)



Cheryl Holcomb-
McCoy, Ph.D.
Vice Provost, Faculty Affairs
Johns Hopkins University



Laura Owen, Ph.D.
Assistant Professor in School
Counseling, SDSU



Mandy Savitz-Romer,
Ph.D.
Senior Lecturer and Faculty
Director, Harvard Graduate
School of Education



GOALS:

1. Develop a system where the relationships **and outcomes between and among five critical areas for school counselors** and college access professionals will be **aligned and collaboratively implemented**.
2. Establish a **common set of outcome metrics for student postsecondary success**.
3. **Establish systems and structures** that are maintained through school counselor leadership with engaged strategic partnerships in order to reach **equity in postsecondary results for all students**.

Small Group Discussion – 30 Minutes

- If you woke up tomorrow morning and **everything in the world of equity driven student outcome focused research was ideal, what would that look like?**
- What **barriers** are currently keeping us from achieving this ideal research condition?
- What **strengths/resources** are in place today that support the ideal?
- **Identify 3-5 small steps** that could move us closer to **the ideal** than we are today.
- **Identify 2-3 long term or longitudinal goals** that will move us forward.



LITERATURE REVIEW

Evidence of Background Information

Mandy Savitz-Romer, Faculty Director, Prevention
Science and Practice - Harvard University

SCHOOL COUNSELING & COLLEGE AND CAREER READINESS: AN ONGOING LITERATURE SCAN

Strengthening Student Outcome Focused School
Counseling Research

Mandy Savitz-Romer, PhD

March 2, 2016

Specific Aim:

Examine shifts in knowledge about college counseling in schools between 2011-2015

- Systematic Literature Review is being conducted to identify recent **empirical studies** about college advising/counseling and school counseling within the context of college and career readiness in schools.
- Three part process
 - ▣ Identification of appropriate literature
 - ▣ Data abstraction
 - ▣ Data analysis
- Deliverable: The systemic review will culminate with a written literature review for NCSCPS

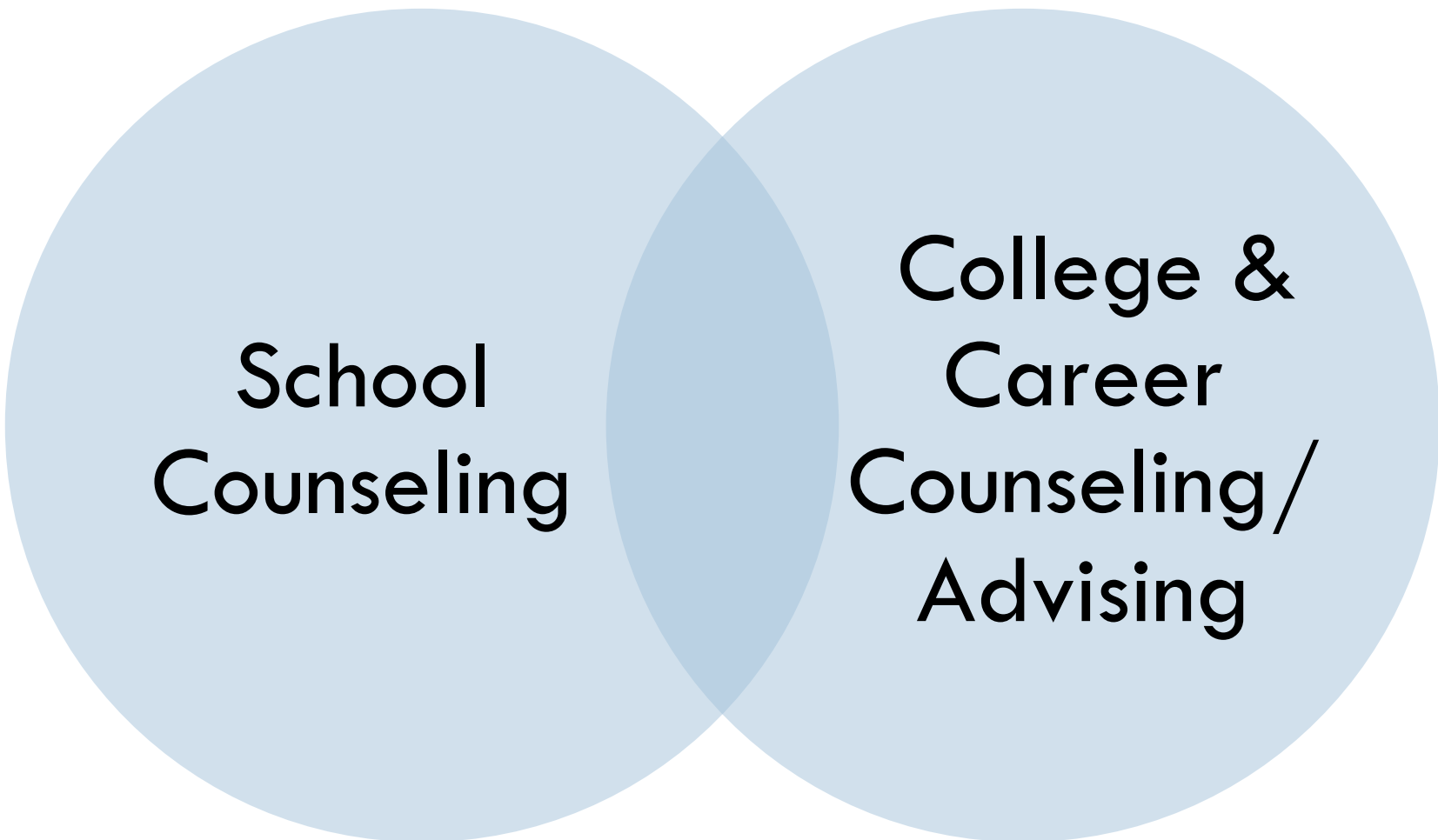
How our scope is different than the original landscape

- The 2011 College Board landscape and literature review cast a wide net on research that covered school counseling, college and career readiness counseling, and the intersection of the two.
- Given the short span of time between the 2011 publication and the present review, coupled with the specific aim of this review towards setting a foundation for school counseling and postsecondary success, **this review focuses specifically on the intersection of college counseling and school counseling.**
- The goal is to **identify notable themes and gaps** in current empirical research on this critically important topic so as to inform future research.

Sources Reviewed

- Literature search was conducted in the following electronic bibliographic databases to identify articles for the systematic review: EBSCO, ERIC, PsycINFO, and Sociological Abstracts.
- We only included sources that met the following criteria:
 - ▣ Published between 2011-present
 - ▣ Empirical sources
- Two rounds reviewing the scholarship conducted
 - ▣ **Round One:**
 - Sources that described 'college counseling' AND 'school counseling' OR 'guidance counseling'
 - ▣ **Round Two:**
 - Sources that included 'college counseling' 'college access' 'college preparation'

Defining the Scholarship



**School
Counseling**

**College &
Career
Counseling/
Advising**

Number of Sources Reviewed

	Round One	Round Two
Total Sources Located	145	63
Total Sources Reviewed	46	21

Round One:

Sources that described 'college counseling' AND 'school counseling'
OR 'guidance counseling'

Round Two:

Sources that included 'college counseling' 'college access' or 'college preparation'

Reasons sources were excluded:

- Non-empirical sources
- Focus not specifically on college/career counseling
- Outcomes of study not specific to postsecondary success outcomes

Evaluate topics against buckets from previous study

Counselors As Professionals



- Role of the Counselor
- Pre-Service Training
- Certification & Licensing
- Hiring & Oversight
- In-Service Training
- Professional Organizations
- Accountability & Standards

Counselors & Their Students



- Nonacademic supports**
- Student Social Supports
- School Violence, Bullying & School Climate
- Family & Community Outreach
- Academic Supports**
- Career Explo & Readiness
- Financial Aid Planning
- Counseling for Subgroups
- Student Academic Success

Counselors & the Ed System



- Federal, State & Local Law
- District Coordination & Planning
- Schoolwide Coordination & Planning
- College Going Environment
- School & College Relationships
- Data and Research

Counselors as Professionals

- Continued presence in the scholarship
 - ▣ Clarity of role
 - ▣ Counselor time, ratios, and responsibilities
 - ▣ Unique impact/influence of SC
- Underrepresented topics
 - ▣ Professional development
 - ▣ Hiring and oversight/evaluation/accountability

Counselors & their Students

- Continued presence in the scholarship
 - ▣ Emphasis on counseling by subgroup
 - ▣ College going experiences of culturally, racially, and ethnically diverse students
 - ▣ Student perceptions of counseling experience
 - ▣ College application/planning process
- Underrepresented topics
 - ▣ Families/Parents
 - ▣ Counseling younger students/Early college counseling

Counselors & the Educational System

- Continued presence in the scholarship
 - ▣ Statewide evaluations of school counseling programs
 - ▣ College going cultures and district/school approaches to preparing students for PSE (new models)
- Underrepresented topics
 - ▣ Technology (w/the exception of text-based interventions)
 - ▣ Leadership/Advocacy

New Trends in the Scholarship

- Emerging causal/impact studies
 - ▣ College going rates linked to presence of counseling program
 - ▣ Increases in enrollment relative to hiring/ reduced caseloads
 - ▣ Efficacy of new models (teachers and counseling)
- Impact of college advising programs
 - ▣ Ex. Chicago Coaching Model
- Matriculation support

Additional notable observations

- We found very few school counseling/college counseling sources published in school counseling journals
- Many calls for improved pre-service/in-service
- More people involved in college counseling, thus broader array of topics



Questions?



Lunch

Lunch Discussion – 30 Minutes

- What **resonated** the most for you from the literature review findings?
- What **surprised** you, if anything?
- Based on the literature review findings and other data presented so far today, **how can we increase and improve rigorous research designs** focused on student postsecondary outcomes?
- How do we **align research and counselor practice**?
- How/where should these **research findings be disseminated**?



Patrick Lane - Project Manager, Multistate Longitudinal
Data Exchange - WICHE

ACCESS. COLLABORATION. INNOVATION.



WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

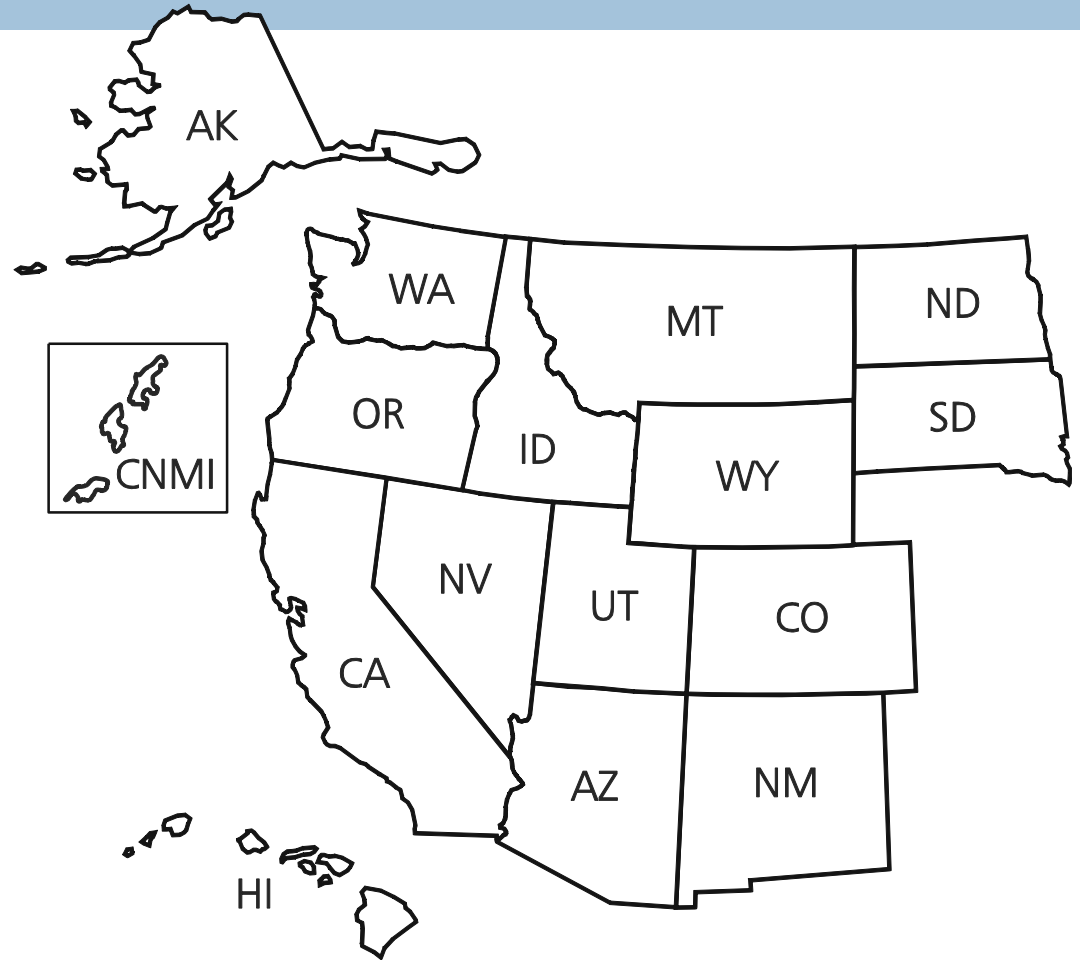
Overview



- Background and introductions
- State data availability and gaps
- Multistate Longitudinal Data Exchange
- Potential research examples
- Challenges

What is WICHE?

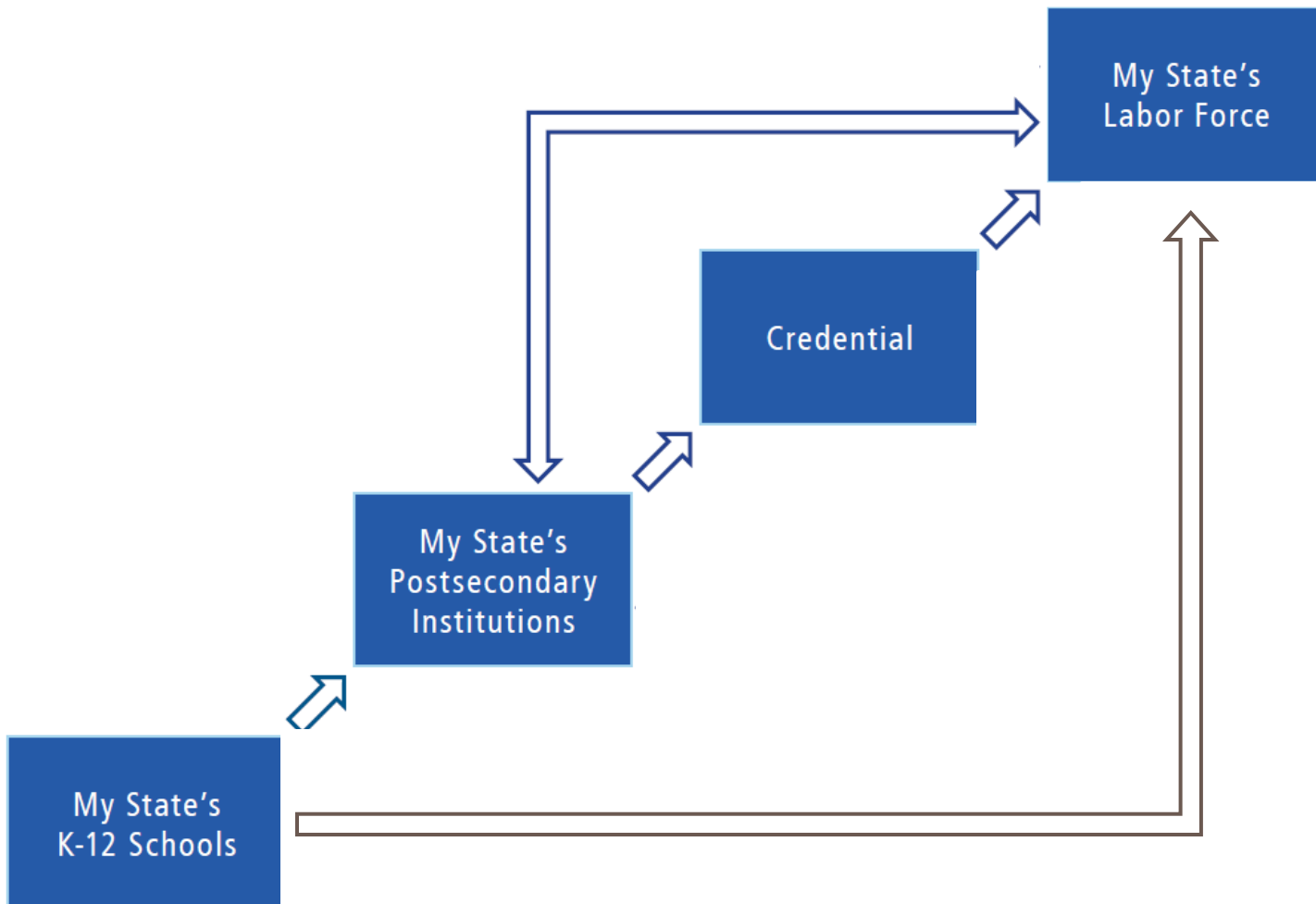
- Promotes access and excellence in higher education for all citizens of the West



Caveat Emptor

- **Expertise and background on school counseling**
- **Data, data, data**
- **What data resources are available for large scale, quantitative research?**

State Longitudinal Data Systems (SLDSs)

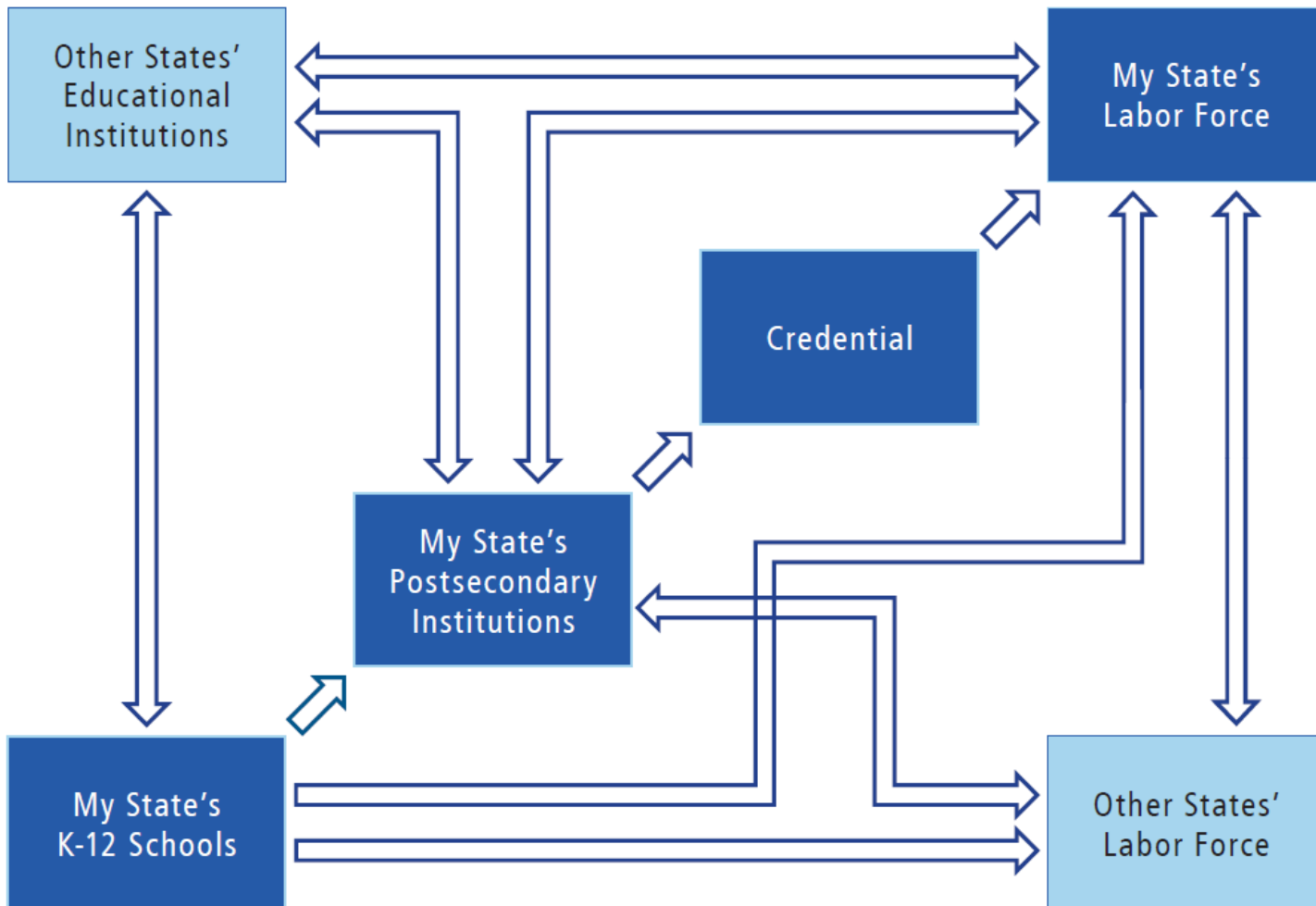


SLDSs

- Varying state environments
- Goal: link K-12, postsecondary, and employment data for accountability, research & evaluation, and consumer information
- Key gaps: Data systems limited by state borders

Multistate Longitudinal Data Exchange

Concept



MLDE History and Development

- 2008 – Gates Foundation grant for initial meeting of WICHE member states
- 2010 – Gates grant to build 4-state exchange
- 2012 – Pilot exchange becomes operational
- 2014 – Gates grant to expand MLDE
- 2016 – New exchange goes live

Key allowable use:



What are the education and employment outcomes of current and former secondary students?

States can disaggregate by demographic characteristics, program participation, district, school, intervention, etc.

Currently, access to multistate data by external researchers is not allowed.

Many states have processes for allowing access to single-state data.

A research example

- State A has implemented a near-peer mentoring model where recent college graduates work with school counselors to increase college-going rates and postsecondary persistence. Is it working?

A research example

- Can State A flag students who participate in the model?
- If so, it's straightforward to evaluate the program for:
 - ▣ Postsecondary attendance
 - ▣ Postsecondary persistence
 - ▣ Credit thresholds
 - ▣ Postsecondary completion
 - ▣ Bonus: employment outcomes

Example: Florida HS feedback reports

POST-GRADUATION INDICATORS		SCHOOL	DISTRICT	STATE
14	Percent of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010:	42.8%	55.3%	51.7%
15	Percent of 2010 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2010:	NA	3.30%	3.02%
16	Percent of 2010 graduates:			
	at a <u>community college in Florida</u> during Fall 2010.....	38.0%	38.7%	32.7%
	at a <u>state university in Florida</u> during Fall 2010.....	4.76%	15.9%	18.2%
	at a <u>technical education center in Florida</u> during Fall 2010.....	NA	1.13%	1.05%
17	Percent of 2010 graduates enrolled in college credit courses in Fall 2010 at a FL public postsecondary institution earning a GPA above 2.0:	44.4%	75.1%	75.3%
18	Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0:	NA	77.5%	80.1%
19	Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:			
	Remedial Math (non-college credit)	50%	48.6%	56.8%
	Intermediate Algebra (for elective credit only)	NA	59.9%	61.2%
	Entry-level Math (for Math credit)	NA	62.7%	66.8%
	Advanced Math	20%	32.3%	58.8%
20	Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed the course:			
	Remedial Reading or Writing.....	75%	80.7%	79.8%
	Freshman Comp I or II.....	75%	80.4%	78.5%
	Other College-level English.....	75%	80.6%	78.9%

Cross-sector example: HS feedback reports

POST-GRADUATION INDICATORS

Percent of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010:

Percent of 2010 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2010:

percent who successfully completed the course:

Remedial Math (non-college credit)

Intermediate Algebra (for elective credit only)

Entry-level Math (for Math credit)

Advanced Math

the percent who successfully completed the course:

Remedial Reading or Writing.....

Freshman Comp I or II.....

Gaps and challenges

- Who can access the data?
- Out-of-state migration (MLDE, NSC)
- Common data definitions (particularly career readiness!)
- Research capacity
- Student privacy and data security

The fundamental challenge is NOT that we don't have data necessary to build a body of evidence, but that the data we have aren't being used (sometimes for legitimate reasons).

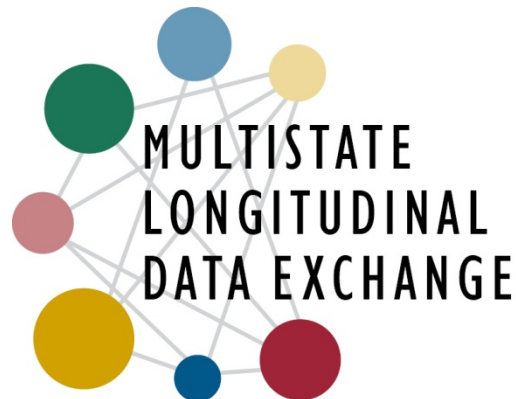
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Emily Doolittle and Corinne Alfeld, IES

**Funding Opportunities at the Institute of
Education Sciences (IES) for School
Counseling Research**

WebEx Meeting

- **Join WebEx meeting** <http://ow.ly/YXXQv>
- Meeting number: 747 663 214
- Meeting password: Counseling



Recommendations and Next Steps

Small Group Discussions – 30 Minutes

- Final Recommendations
- Where do we go from here?
- Workgroups?

Closing

“
the best WAY
TO PREDICT THE FUTURE
IS *to CREATE it.*
”

— ABRAHAM LINCOLN

If Not Us, **Who?**
If Not Now, **When?**

The Fresh Quotes

motivation

“The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.”

—George Bernard Shaw