Reach Higher and Linked Learning: The implications of these initiatives on current school counseling practices

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Agenda
- The shift in public education and school counseling
  - National
  - State (California)
  - ASCA National Model
- Emerging Efforts
  - Reach Higher Campaign
  - Link Learning Initiative
- What can we learn from these recent developments and what does the future hold for college/career readiness efforts in K-12 schools?

Discussion:
What role do school counselors typically play in college and career readiness?

USA - Developments on a National Level
“Common Core was established to fix the fragmented US K-12 educational system in order to create college ready graduates.”

Common Core 2010

Although cognitive predictors tend to be most strongly related to work success (e.g., supervisor performance ratings), noncognitive predictors such as personality, career interests, and self-beliefs are also reliable predictors of performance in the workplace.

Non-cognitive predictors 2012

Research shows school counselors playing a critical role in addressing college and career readiness, and in particular overcoming barriers among traditionally underserved student populations.

Timely Research

Reach Higher 2014

The Reach Higher initiative was the First Lady’s effort to inspire every student in America to take charge of their future by completing their education past high school. Whether at a community college or university.
State School Counseling Policy

Researches concluded that...

School counselors rarely operated within the college and career domain.

The California Senate Office of Research, 2004

SB1458 2012
A Model for Other States!

“SB1458 expands accountability measures for schools in California. In these difficult economic times it is necessary for California to expand the way we measure effectiveness in our school system. Currently, the Academic Performance Index (API) measurement is weighted disproportionately on student standardized test scores.”

Whitman, April 12, 2012
Senior Education Commissioner

California’s New Accountability System

Beginning in 2013, California adopted the Local Control Funding Formula (LCFF), provides funds and measured school performance in eight strategic areas, many of which are connected to the career and postgraduated with school counselors training and knowledge.
Linked Learning expands Career Technical Education (CTE), changing the way we engage students in math, English, science, social studies, world language, and the arts.

**THE FOUR COMPONENTS**

- Rigorous Academics
- Career Technical Training
- Work-based Learning
- Comprehensive Support Services

Linked Learning is a comprehensive school-based approach to college and career pathways, offering some of the most promising strategies in improving and expanding CTE, and changing the way we engage students in math, English, science, social studies, world language, and the arts.

**Working in isolation, both CTE and traditional academics will continue to wilt.**
THE FIRST LADY’S EDUCATION INITIATIVE
ReachHigher.gov

Shifted college and career readiness efforts from an academically approach to a non-cognitive methodology. Strategies recognized include individual student planning, college-going culture, and strategies towards developing a growth mindset.

Developed a social media marketing campaign.

Association with school counselors

ASCA National Model & Linked Learning

Core Curriculum

- Teaching skills to be successful in postsecondary education, careers, and life via core curriculum, small groups, and student workshops.
- Social Emotional Learning
- College and Career Awareness
- Workplace Skills
The School Counselor and Academic and College and Career Planning

Collaborating with students, families, educational staff and the community, the school counselor works to ensure all students develop an academic and career plan reflecting their interests, abilities and goals and includes rigorous, relevant coursework and experiences appropriate for the student (ASCA Position Statement, 2013)

Multiple Tiered Systems of Support

Discussion:

What are some barriers your school counselors face implementing student supports?

Barriers to Implementation

- Non-counseling duties
- Access to students
- Planning time
- Lack of opportunities to collaborate
- Professional development
10 Characteristics of a Strong Principal-Counselor Relationship

1. Open communication that provides multiple opportunities for input to decision making
2. Opportunities to share ideas on teaching, learning, and school-wide educational initiatives
3. Sharing information about the needs within the school and the community
4. Participation on school leadership teams
5. Joint responsibility in the development of goals and metrics that indicate success
6. Mutual trust between the principal and school counselors
7. A shared vision of what is meant by student success
8. Mutual respect between the principal and school counselors
9. Shared decision making on initiatives that impact student success
10. A collective commitment to equity and opportunity

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Annual Agreement

**Annual Agreement Template**

**Use of Title**

**School Counseling Program**

**Program Goals and Objectives**

**Program Outcomes**

**Program Evaluation**

**Program Resources**

**Program Impact**

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**School Counseling Program**

The school counseling program is designed to support the academic, social, and emotional development of students. The program is guided by a set of goals and objectives that are aligned with the school's mission and vision. The program is evaluated to ensure that it meets the needs of students and contributes to their success. The program is supported by resources that are necessary for its operation. The program has a positive impact on students, teachers, and the school community.
STRATEGY 3: Use of Time Analysis

Discussion

Reflections & Questions

Use of Time Analysis

Schoolcounselor.ca.org

Thank you!