

## **College Board NOSCA – CSCOR Fellows Program: Enhancing Equity- Focused College Counseling through the Development of Quality Research and Young Researchers**

### Proposed Initiative

The National Office for School Counselor Advocacy (NOSCA) and the Center for School Counseling Outcome Research (CSCOR) propose the creation of the *NOSCA-CSCOR Fellows Program*. This initiative is intended to address the inequities in college counseling as it relates to the efficacy of school counselor training and practice through quality research conducted at the doctoral level. This initiative is important because research that informs and guides evidenced-based training and practice increases accountability in an era of mandated outcomes for counseling professionals.

### Project Goals:

- To engage researchers in cutting edge college counseling as it relates to both school counselor training and practice.
- Establish a clear need for school counseling research to focus on a national social justice issue.
- To increase the capacity of young researchers to address important research questions in equity-focused college counseling during and after their doctoral studies.
- To ensure that more students from all ethnic and socioeconomic groups have equitable access to a college education, especially traditionally underserved populations.

### Project Objectives:

- Engage senior scholars to identify a set of dissertation-level, critical research questions that will promote and improve equity-focused college counseling in U.S. public schools.
- Engage in outreach to counselor education programs, advisors and doctoral students to identify a cadre interested in addressing college counseling in their dissertation research.
- Provide dissertation support through consultation, mentoring, and resource sharing.
- Acknowledge and honor the cadre, their advisors and their training programs for their commitment, achievements, and contributions to improving equity-focused college counseling.

### Who Should Participate

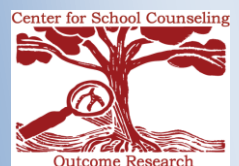
NOSCA and CSCOR invite interested counselor educators, those who teach doctoral students and those who do not, and doctoral students interested in becoming part of this cutting-edge research initiative.

### Benefits to Counselor Education Programs and Doctoral Students

- Participating counselor education programs, advisors and doctoral students will be nationally recognized for their commitment to social justice in school counseling by NOSCA, CSCOR and ACA.
- Doctoral candidates who engage in research that enhances training and practice on critical social justice issues in school counseling will make them highly desirable applicants for counselor education faculty positions.
- New knowledge about effective practices in equity-focused college counseling will help to focus the attention of counselor educators on scholarship that will result in more equitable academic development, college counseling, and better school based programs in K-12 schools.

### Desired Outcome

To build a robust foundation of new research that concretely establishes evidence-based accountability in school counseling.



### The Status of School Counseling Research

Substantive research that effectively ties the goals of school counseling to the equity-focused mission of schools is lacking or in short supply. Research is needed that shapes training and practices to result in more equitable educational outcomes and life futures for students in the 21<sup>st</sup> century economy and global market. This research is essential to demonstrate the value-added of school counseling. This type of research would link school counseling to the bigger picture of social justice in both the counseling and educational arena.

### Background

Recently the national accountability focus in education has expanded to include the inequities in college going rates among students groups. National data points to gaps in college going rates between student groups. Students from low-income background and students of color attend and graduate from college at significantly lower rates than do middle class White students. Latino/a students in the United States have only a 10% chance of earning a bachelor's degree. These inequities have a clear impact not only on an individual's level of participation in society but also on society as a whole (Baum & Ma, 2007).

When left unattended, college going inequities undermine American public education and ultimately impact our democracy as groups of individuals are denied equitable access to higher education. Our nation needs to benefit from the contributions of a college going population that equitably reflects the rich diversity of our country. This is essential if we are to keep pace with rapid technological advances and globalization that have resulted in dramatic changes in the nature of work.

These are complex situations that require complex solutions. School counselors can play a pivotal role in challenging systemic barriers in schools and significantly contribute to fulfilling the desired goal of every school district in the United States of having a quality, equity-focused, K-12 college counseling program that provides outreach to all students and their families.

### Definitions

College Counseling can be defined in a variety of ways. Therefore, to ensure that the scope of work undertaken by this initiative is broad enough to serve in multiple settings, we offer the following definition.

College Counseling is an organized set of activities, services and interventions that are employed to ensure that all students have equitable access to the academic preparation and opportunities necessary to ensure acceptance, successful transitions and college success. College Counseling includes systemic, data-driven and culturally responsive work that intentionally engages students, parents, school personnel and the community to:

1. promote all students' academic readiness, self-direction, and maturity,
2. build schools that promote equitable high achievement and successful college transition, and
3. eliminate barriers to students choosing college as a goal, applying to college and transitioning to college.
4. affirm that all students have the capacity to achieve and the right to expect to be able to earn access to college.
5. Once enrolled, students can expect to have a successful college experience.

### Scope

At NOSCA we identified eight components of Culturally Responsive College Counseling.

They include:

1. Student Aspirations for College Success
2. Academic Planning and Preparation
3. Enrichment and Extracurricular Engagement
4. College and Career Assessments
5. College Selection Process
6. College Application and Admissions
7. College Costs
8. Transitioning from High School Graduation to College Enrollment

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