

High School Subcommittee Report to the WIC

*Results of the College and Career
Planning Services Survey*



Presenters:

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Liz Smith, BRAC

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Executive Summary (1 of 8)

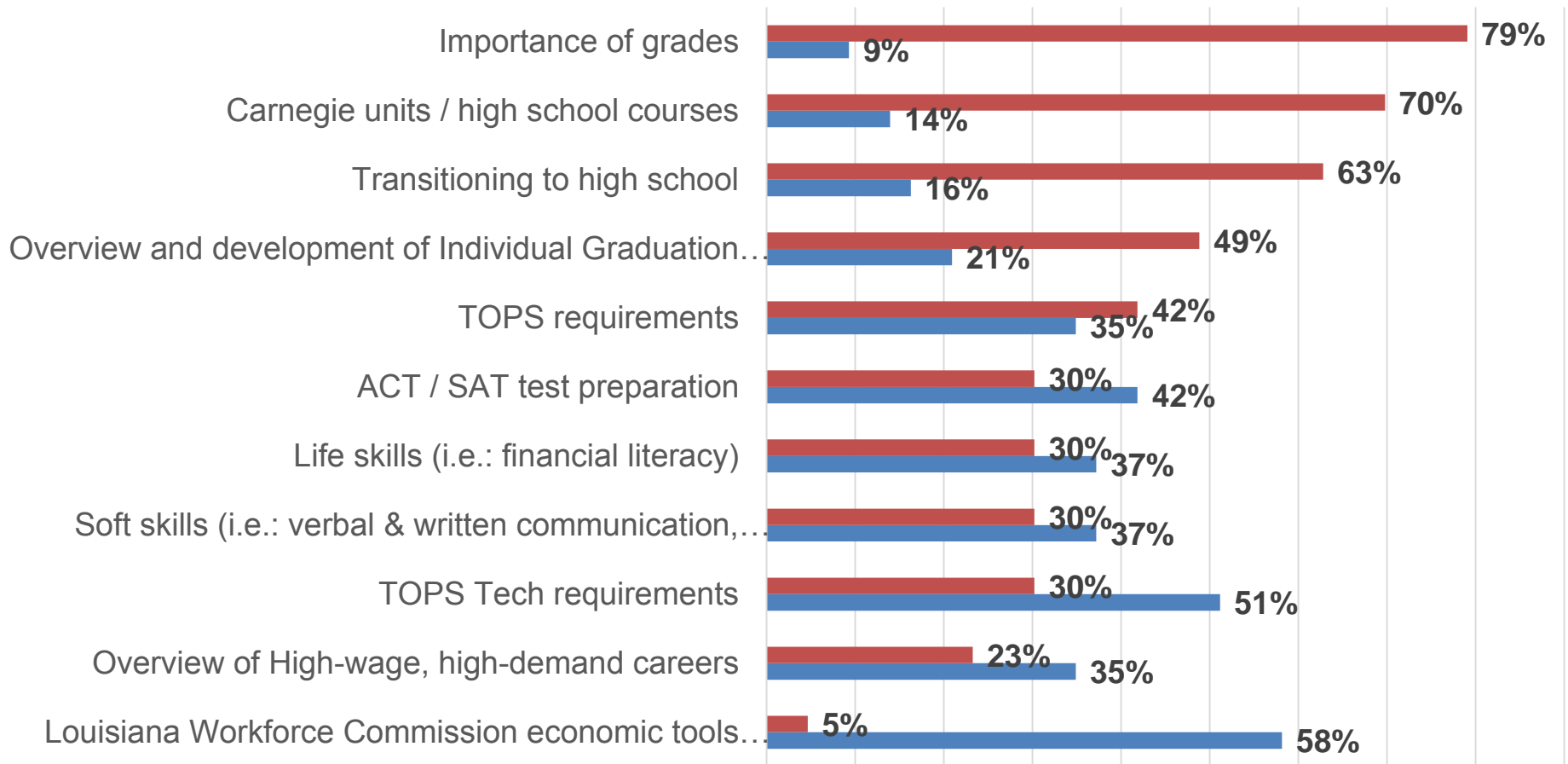
- Purpose: to assess the current career / college planning services offered in public school districts across LA, particularly in the middle and high school grades, including outreach to parents and services for special student populations
- Methodology: online survey sent to representatives of all LA school districts on behalf of the WIC
- Response: 68 of 70 school districts participated (97%)

Executive Summary (2 of 8)

■ Middle School Findings

- Nearly 3/4 of participating districts (73%) begin college and career planning with students in middle school
- Just 14% of participating districts that do provide middle school college and career counseling do not provide some type of career-readiness course in middle schools.
- 7% of districts that DO provide middle school college and career counseling do not include parent / guardian outreach as part of those services
- Levels of engagement on a variety of topics in college / career planning for middle school students overall
 - Most intensive engagement: the importance of grades (79%), Carnegie units (70%), and transitioning to high school (63%)
 - Least intensive engagement: LWC economic tools (5%), high-growth and high-wage careers (23%), and TOPS tech requirements (30%) are discussed only very generally.

Q3: On a scale of 1 to 5, where 1 means very generally and 5 means very intensively, at what level of engagement does your college and career planning services (i.e. counseling / coaching / graduation support) in middle school include the following?



■ Somewhat and Very Intensively (boxes 4 & 5) ■ Somewhat and Very Generally (boxes 1 & 2)

Executive Summary (3 of 8)

- Levels of engagement to middle school parents on a wide variety of topics
 - Most intensive engagement: IGPs (37%), followed by 35% for transitioning to high school, and 28% on the importance of grades
 - Least intensive engagement: 7% for LWC economic tools, 12% for high-growth and high-wage jobs, and 16% for ACT test prep.
 - Notably, life skills and soft skills are discussed only in very general terms by nearly 56% of districts.
- Levels of engagement of middle school special student populations on a wide variety of topics:
 - Most intensive engagement: The IGP receives a more intense level of engagement (58%) when districts provide college / career counseling to special population students. The importance of grades (58%) and Carnegie units / high school courses (53%) also receive high levels of intense engagement
 - Least intensive engagement: LWC economic tools (9%), high-growth and high-wage jobs (19%), and soft skills (23%).
 - Soft skills receive less attention with special population students than with the overall student population, but by very little.

Executive Summary (4 of 8)

■ High School Findings

- Only 3% of participating districts do not provide career and counseling services to high school students, and of those 97% that do, just 4% do not offer some type of career-readiness course
- Just 2% of participating districts do no outreach to parents on college and career counseling at the high school level
- Levels of engagement on a variety of topics in college / career planning for high school students overall
 - Most intensive engagement: TOPS requirements (91%), the importance of grades and dual enrollment (tied at 89%), and ACT prep (84%)
 - Least intensive engagement: summer / year-round enrichment / coaching (15%), internships, externships and apprenticeships (24%), and LWC economic tools (24%)

Executive Summary (5 of 8)

- Levels of engagement on a variety of topics in college / career planning for high school parents
 - Most intensive engagement: Dual enrollment (69%), the importance of grades (67%), and TOPS requirements (65%) top the list.
 - Least intensive engagement: summer / year-round enrichment / coaching (15%), Mentorships (16%), and LWC tools (18%)
 - Soft skills are covered only generally by 53% of the districts – this is something that should be covered much more in the high schools
- Levels of engagement on a variety of topics in college / career planning for special populations of high school students
 - Most intensive engagement: IGP (71%), the importance of grades (64%), and ACT / SAT prep (58%)
 - Least intensive engagement: summer / year-round enrichment / coaching (18%), LWC tools and internships, externships, and apprenticeships (tied at 22%), and mentorships (27%)

Executive Summary (6 of 8)

■ Overall Findings

- In middle school, 83% of participating districts report that more than 500 students in their districts are engaged in some kind of college / career planning, but the number drops when you get into the high school level – 63% in 9th and 10th grades and 31% in 11th and 12 grades - an area for concern.
- The majority of districts have between 1 and 10 counselors operating in their districts (70% reporting this at the HS level, 56% reporting this at the MS level), while 31% of districts report they have no counselors operating at the MS level and 9% of districts report the same of HS
- Services are provided by a variety of different people / entities: Professional School Counselors (88%), teachers (75%), and Administrators (45%) top the list while 44% of districts report using third party providers for the planning services.
- Small group and 1:1 delivery of services is not emphasized at either the high school or middle school level

Executive Summary (7 of 8)

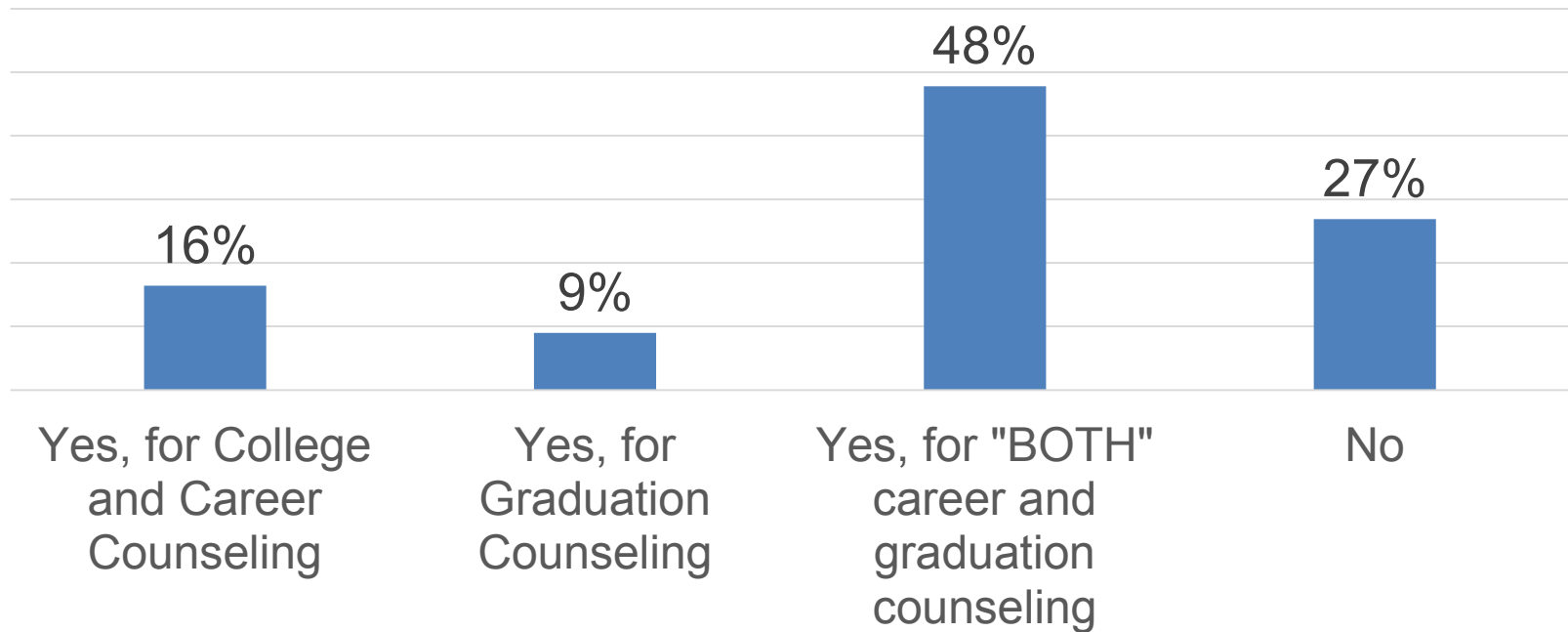
- In Middle School, 91% of districts provide students at least 1 opportunity per semester to receive college and career planning services, while in High School, 72% districts provide students at least 3 opportunities per semester to receive college and career planning services
- Funding Findings
 - Public Funding
 - Local funding is relied upon rather heavily for 15% of the districts, where local funding provides more than 20% of college and career planning services. Additionally, 19% of districts use no local funds, 15% use no state funds and 18% use no federal funds
 - Private Funding
 - 54% of districts report using \$1,000 or less for college and career planning services and 39% do not use any private dollars.
 - Less than 20% of districts use \$10,000 or more of private funds to provide these services.

Executive Summary (8 of 8)

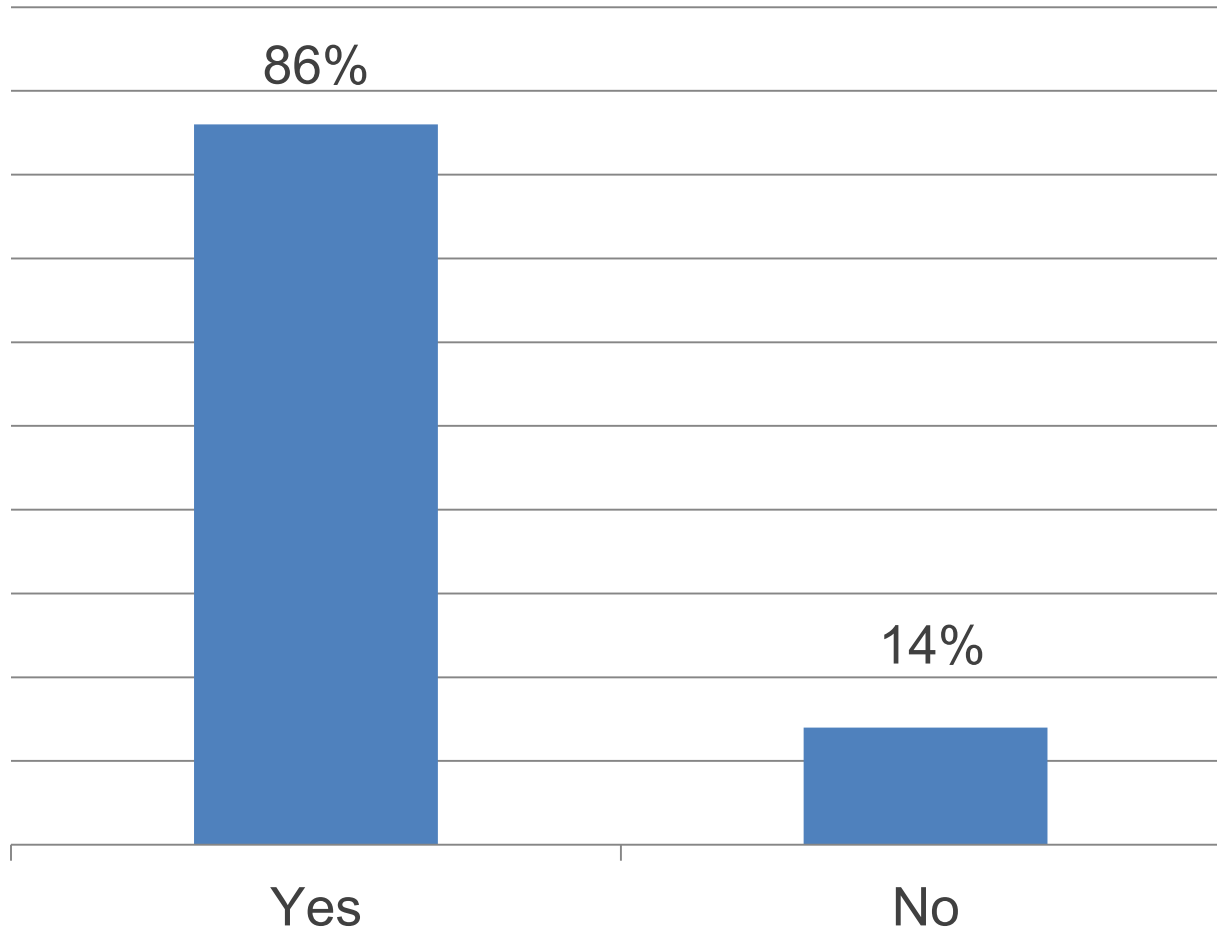
- Additional information about career planning services (i.e. counseling / coaching / graduation support) that this survey did not capture
 - “We have only one professional school counselor in the district of 2000 plus students”
 - “Professional School Counselors needs to be exposed to industry to see and understand the opportunities available to students. Suggested to Supt. White that a "Super Summer" be made available for all Counselors”
 - “The local WIC groups need to know much more about Jump Start. It seems that the WIBs in NE LA haven't been included in the planning or training for Jump Start”
 - “We are discussing the idea of employing our own career coach that could perform the same job as Career Compass performs in our high schools. A district needs to find a significant amount of funds to pay \$100.00 per student in all 6 - 12 grades. We would like a training for our counselors to provide our own coach to perform these duties for our students. The career counseling that is being performed in the middle schools comes from the middle school counselor”
 - “Districts need additional funds to provide more counseling services to our students”
 - “We use Career Compass. They are amazing and we cannot find another comparable program with offerings as effective as they are”

Data Slides

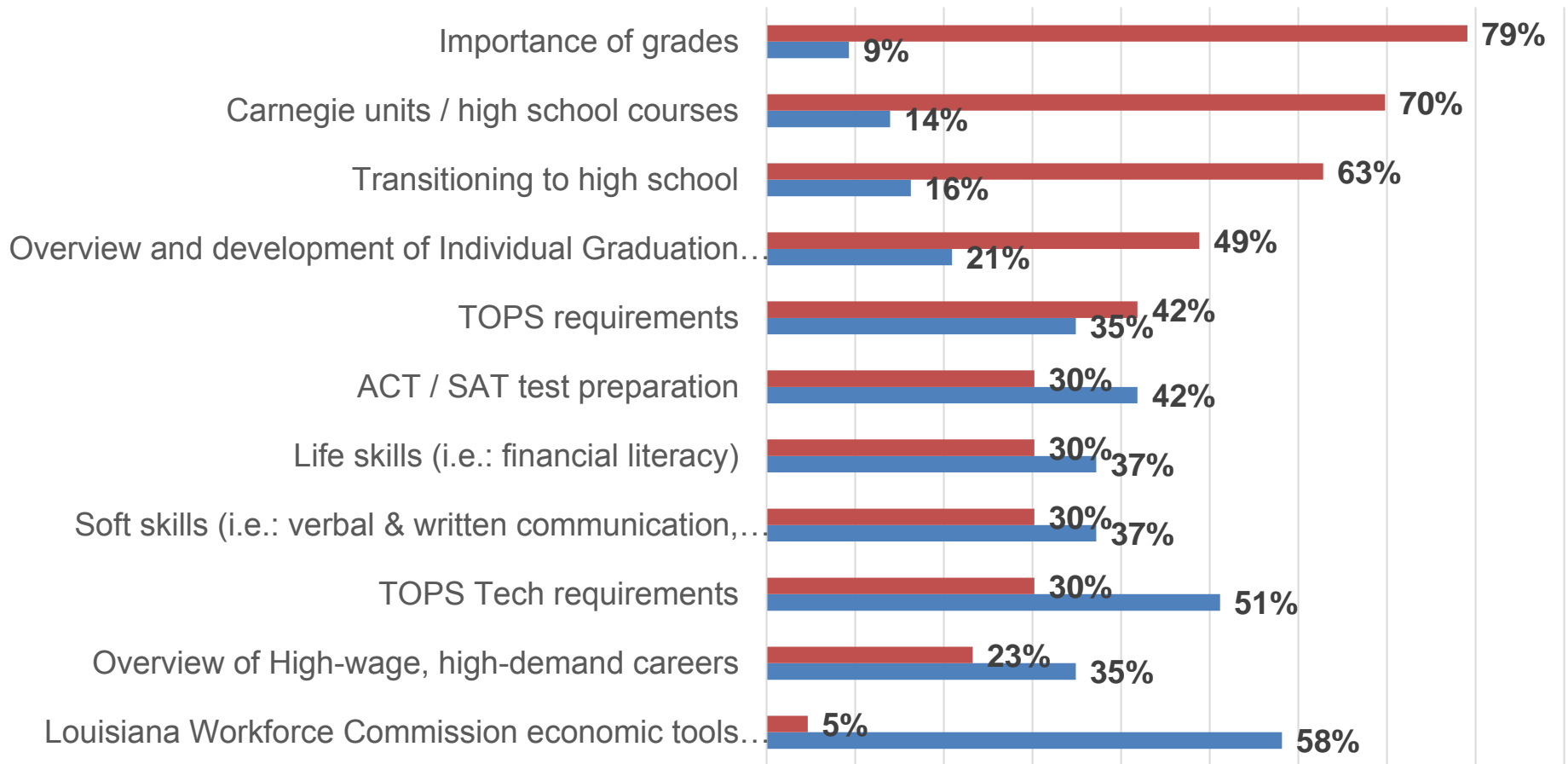
Q1: Does your district provide college and career planning services (i.e. counseling / coaching / graduation support) to middle school students?



Q2: Do your middle schools provide career readiness courses, i.e. Journey to Careers or another district-designed course?

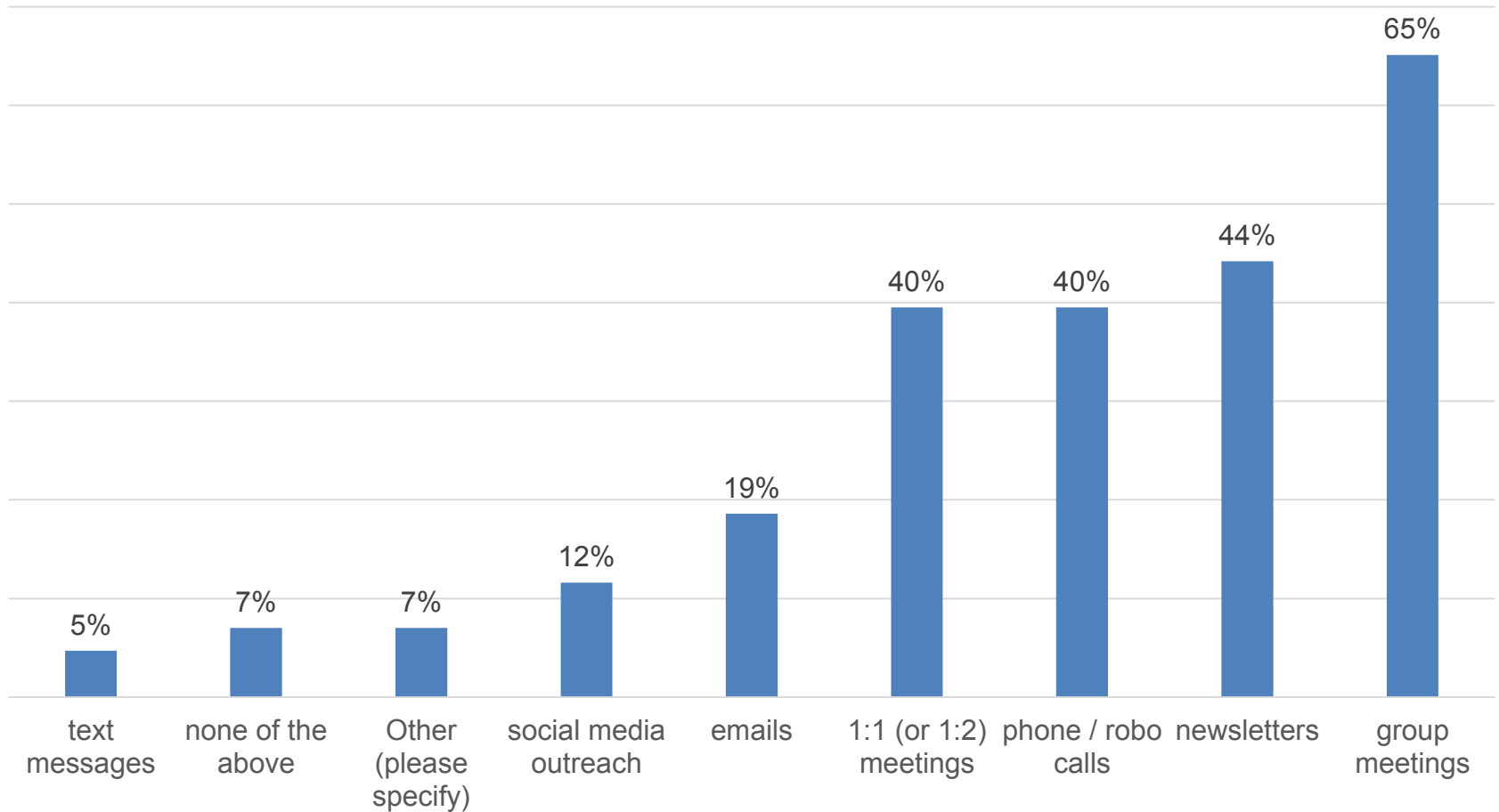


Q3: On a scale of 1 to 5, where 1 means very generally and 5 means very intensively, at what level of engagement does your college and career planning services (i.e. counseling / coaching / graduation support) in middle school include the following?

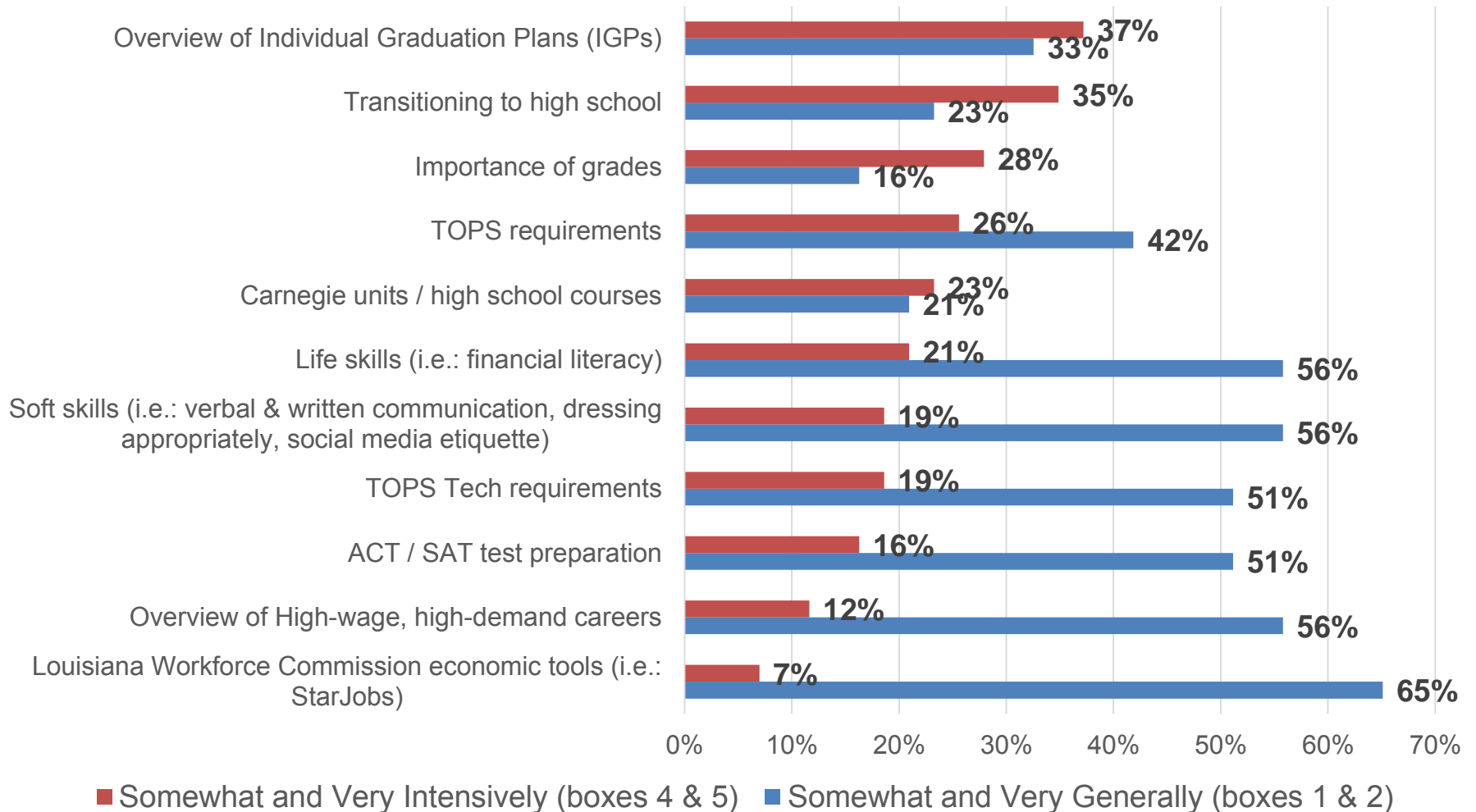


■ Somewhat and Very Intensively (boxes 4 & 5) ■ Somewhat and Very Generally (boxes 1 & 2)

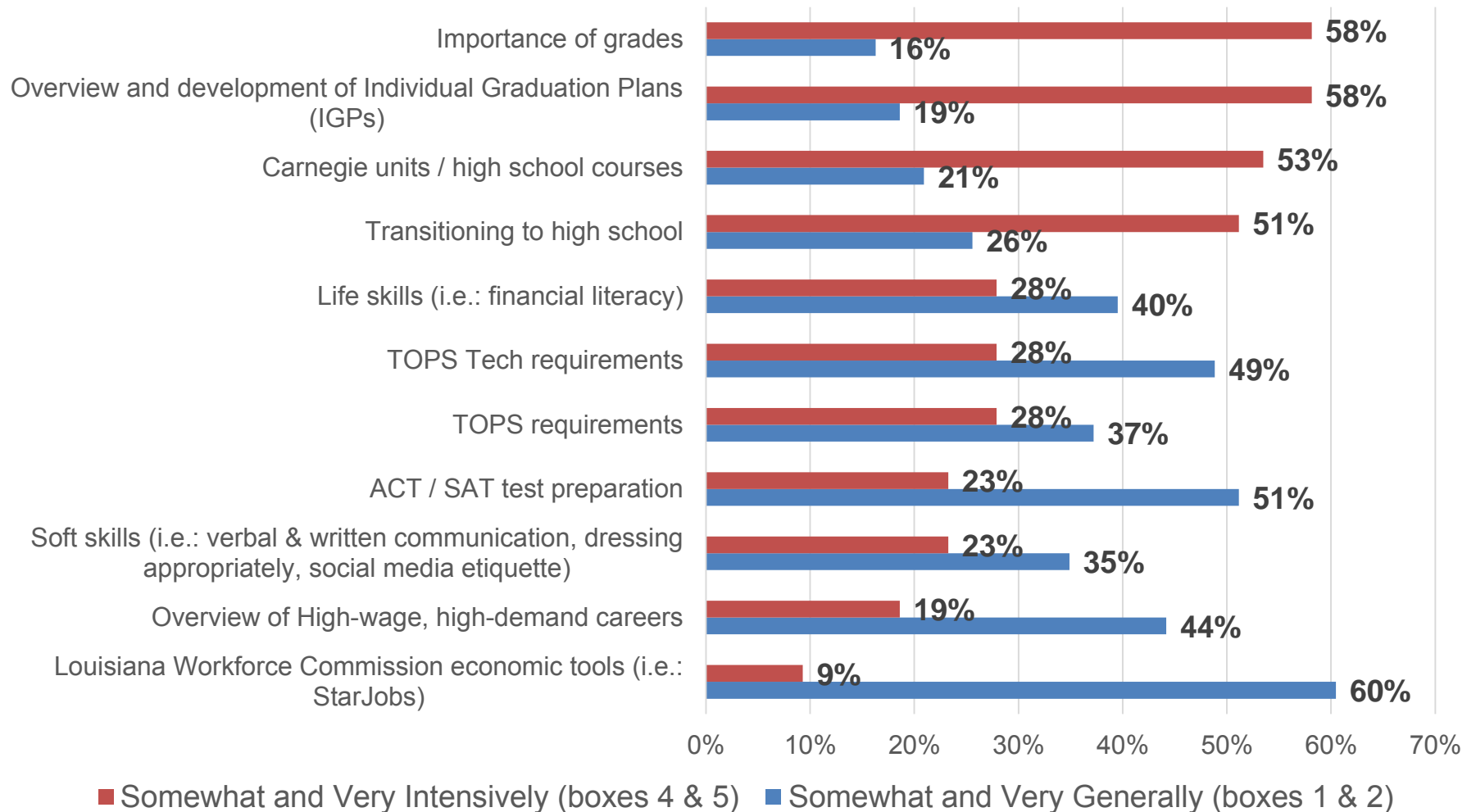
Q4: At the middle school level, what type of parental / guardian outreach is included in your district's college and career planning services (i.e. counseling / coaching / graduation support)?



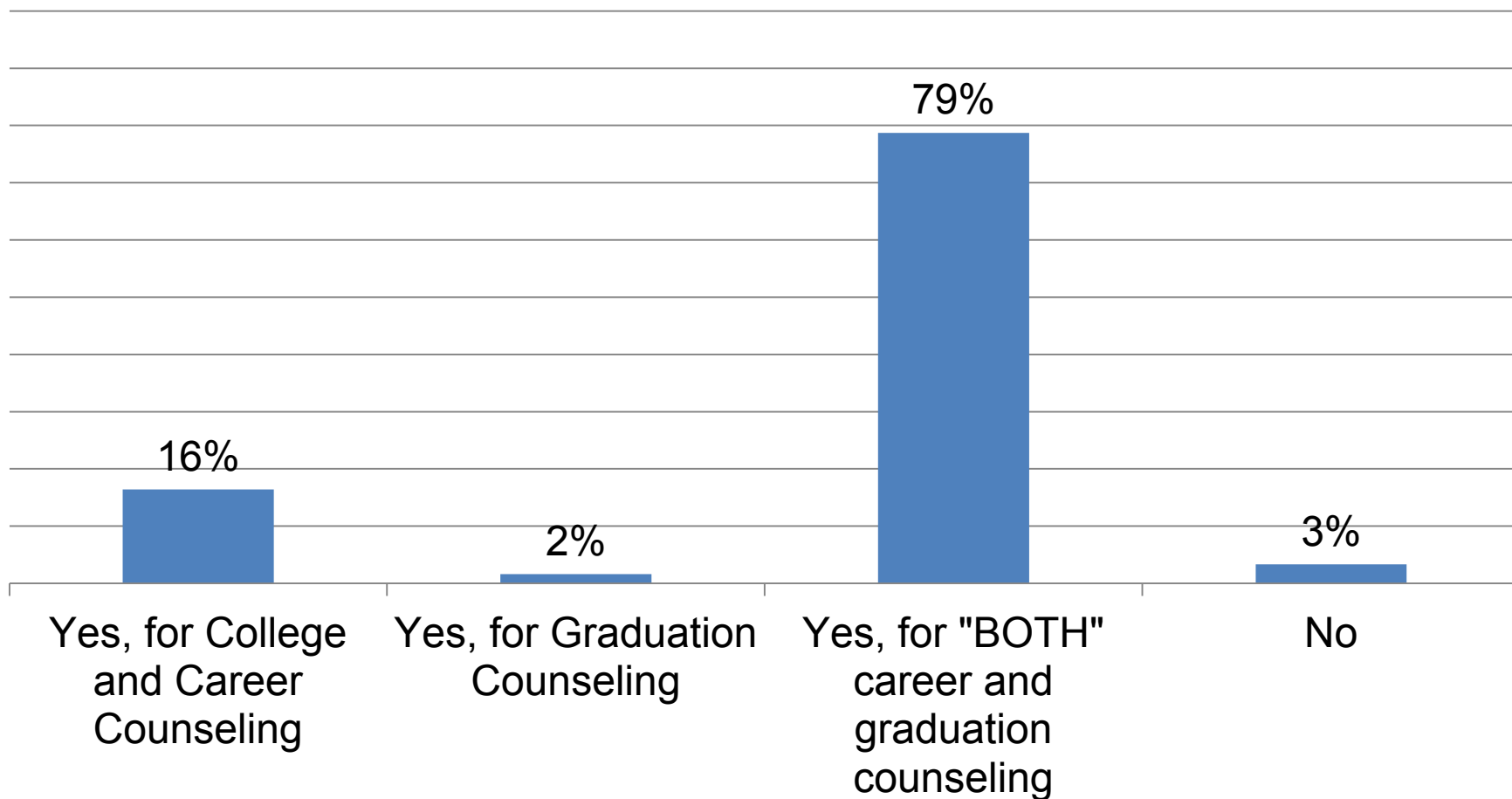
Q5: On a scale of 1 to 5, where 1 means very generally and 5 means very intensively, at what level does your college and career planning services (i.e. counseling / coaching / graduation support) in middle school engage parents / guardians on the following topics?



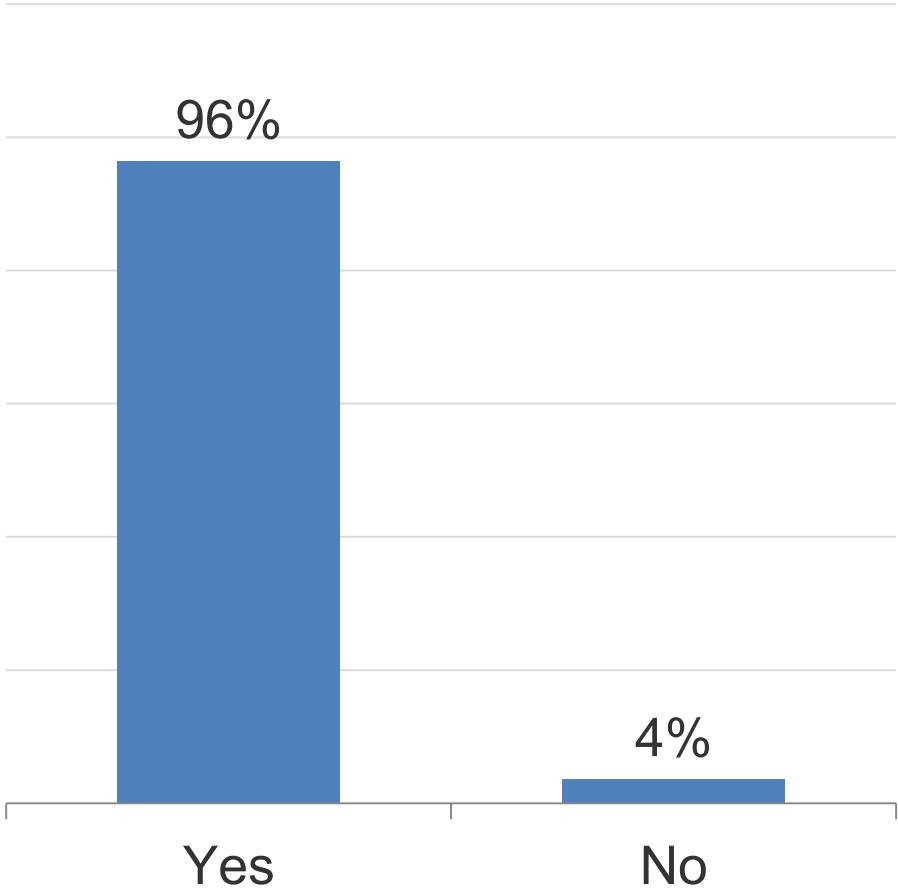
Q6: On a scale of 1 to 5, where 1 means very generally and 5 means very intensively, at what level does your college and career planning services (i.e. counseling / coaching / graduation support) in middle school engage special population students on the following?



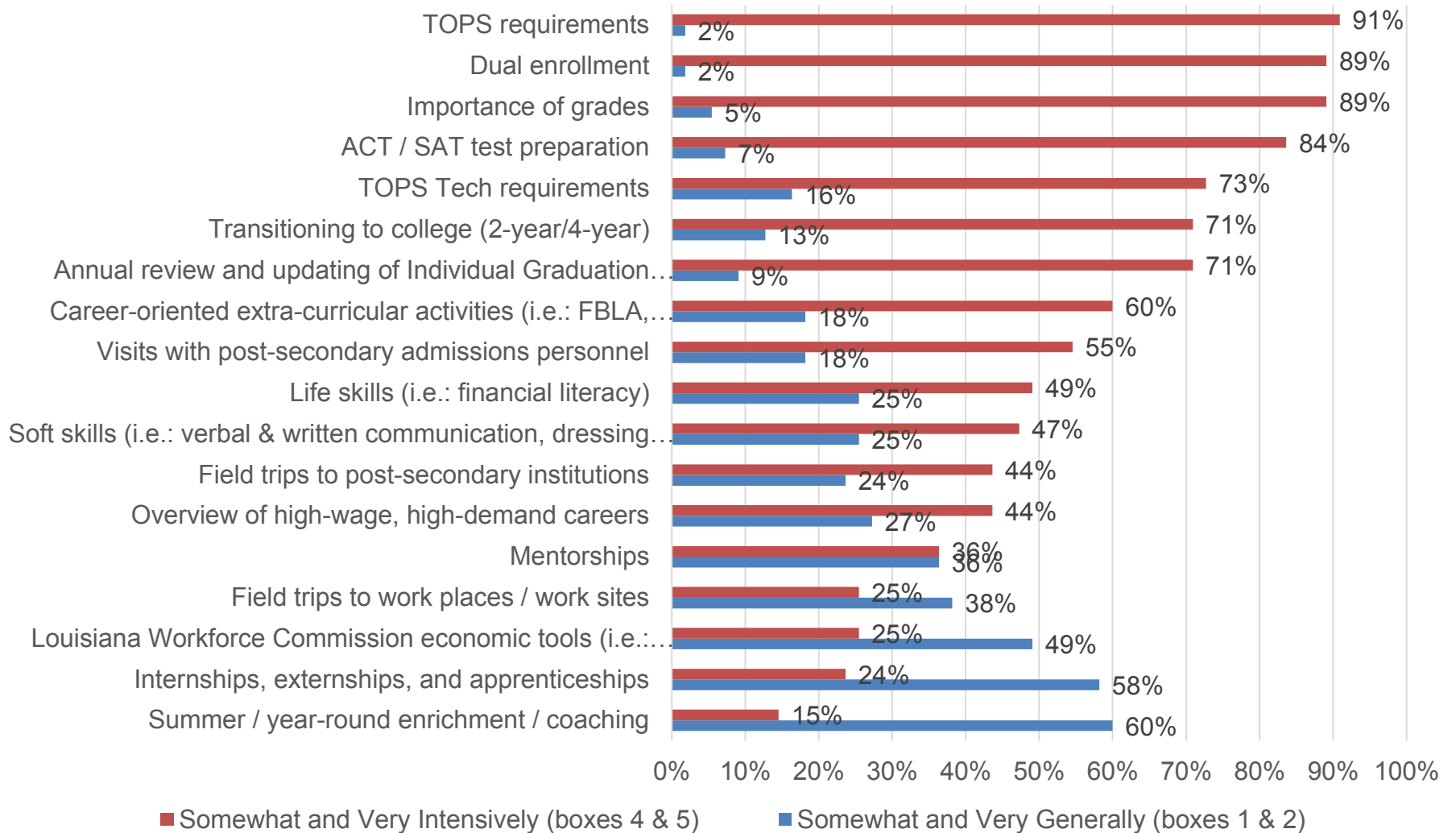
Q7: Does your district provide college and career planning services (i.e. counseling / coaching / graduation support) to high school students?



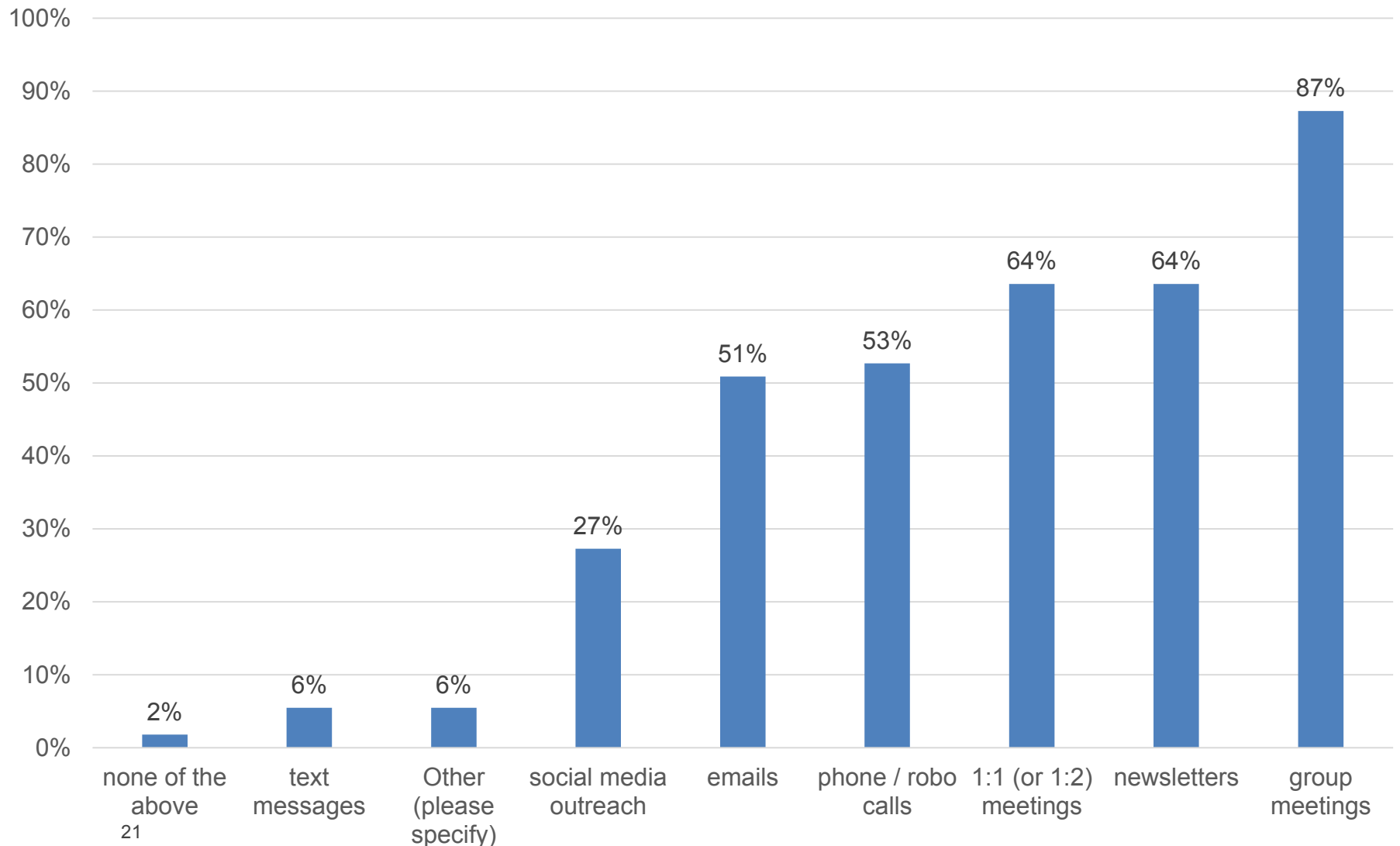
Q8: Do your high schools provide career readiness courses, i.e. Journey to Careers / Education for Careers or another district-designed course?



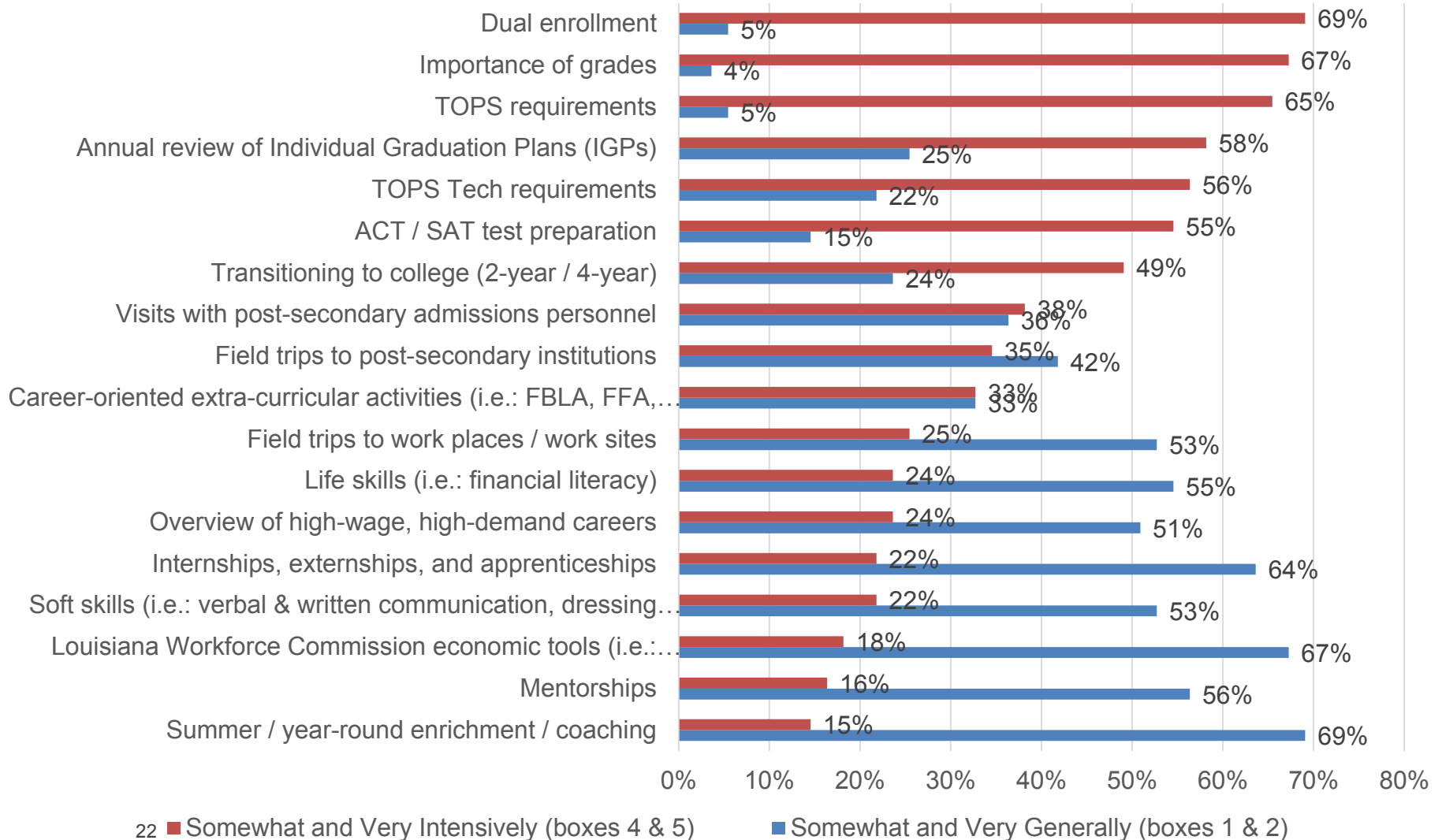
Q9: On a scale of 1 to 5, where 1 means very general and 5 means very intensive, at what level of engagement does your college and career planning services?



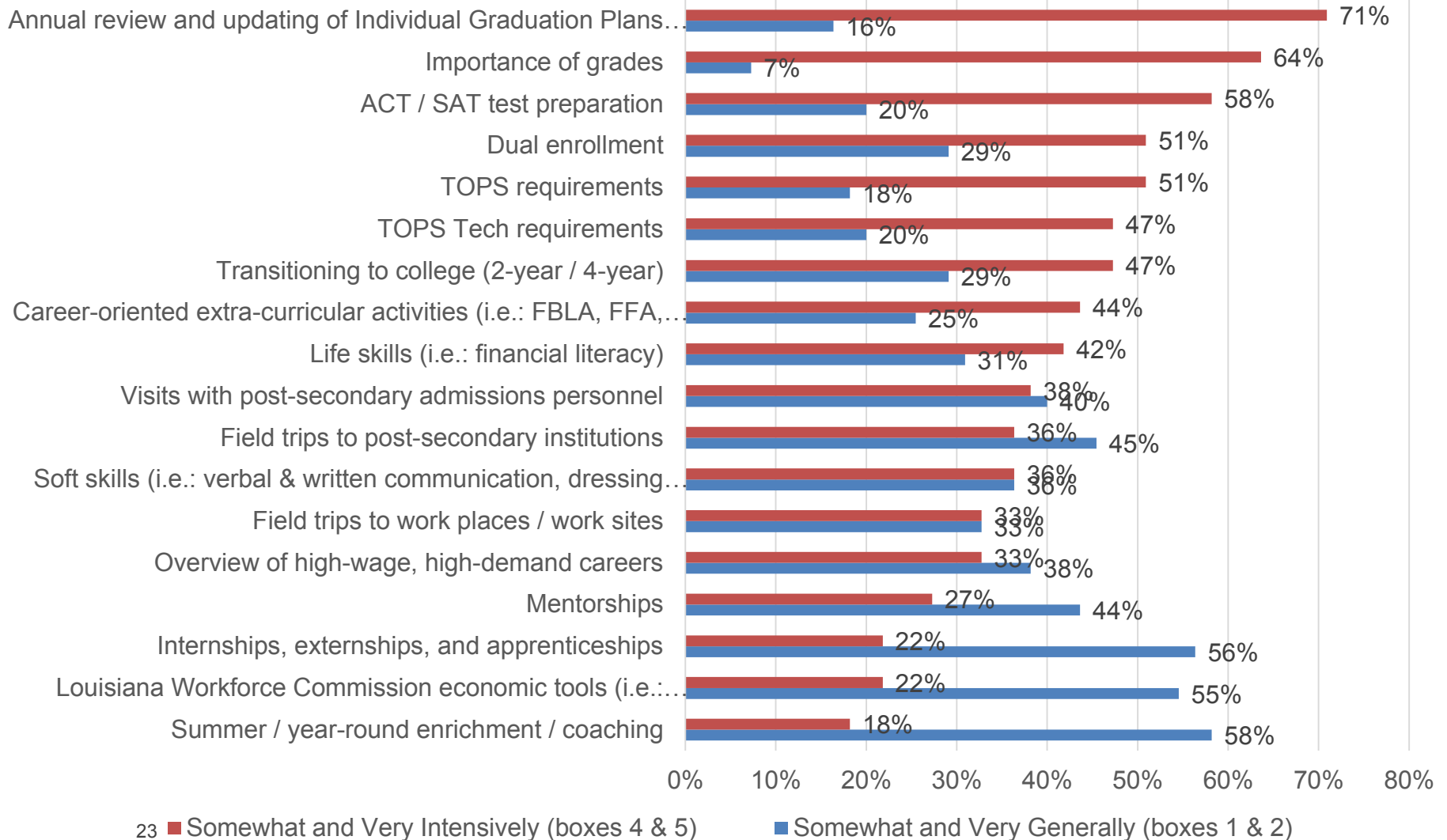
Q10: At the high school level, what type of parental / guardian outreach is included in your district's college and career planning services (i.e. counseling / coaching / graduation support)?



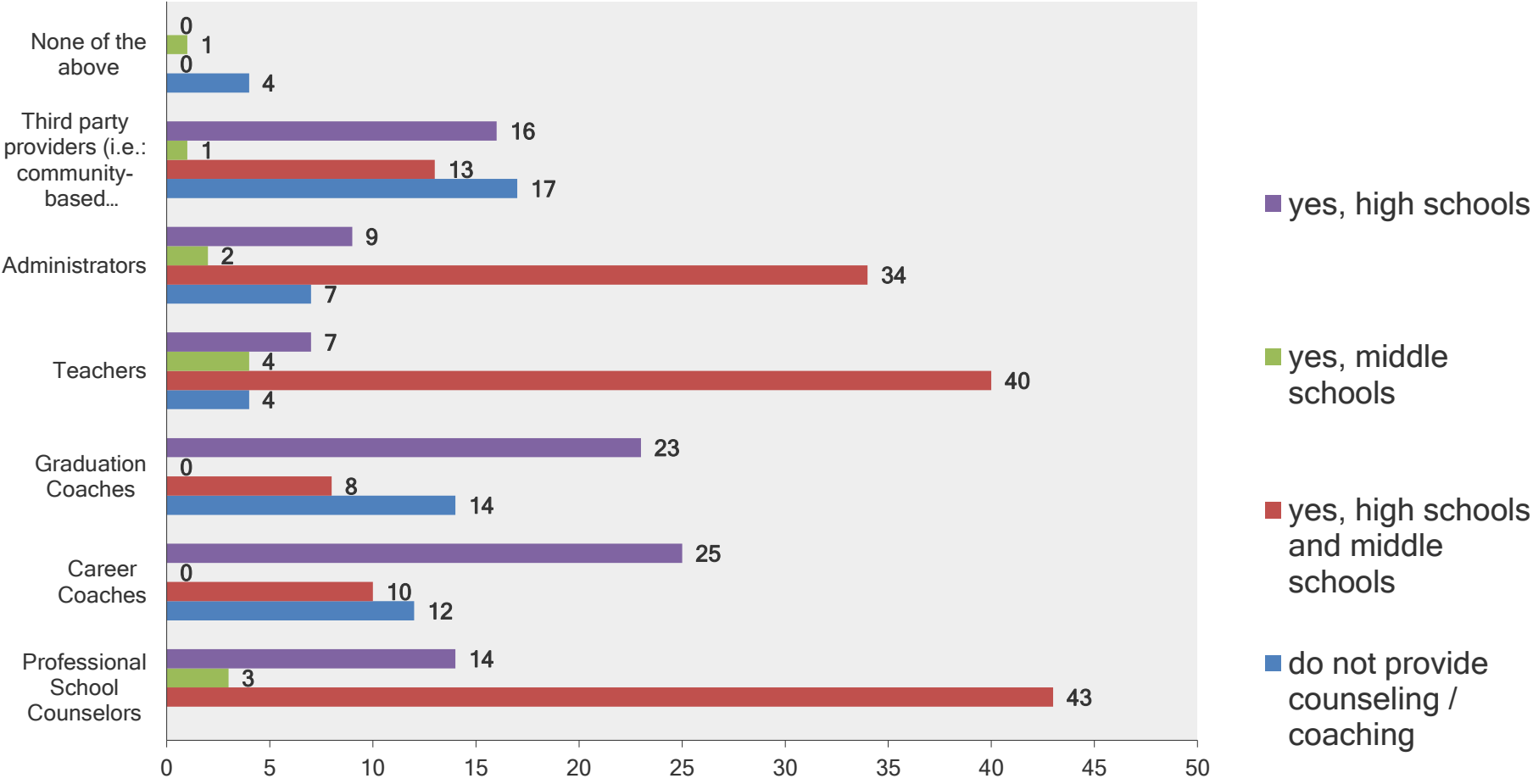
Q11: On a scale of 1 to 5, where 1 means very generally and 5 means very intensively, at what level does your college and career planning services (i.e. counseling / coaching / graduation support) in high school engage parents / guardians on the following topics?



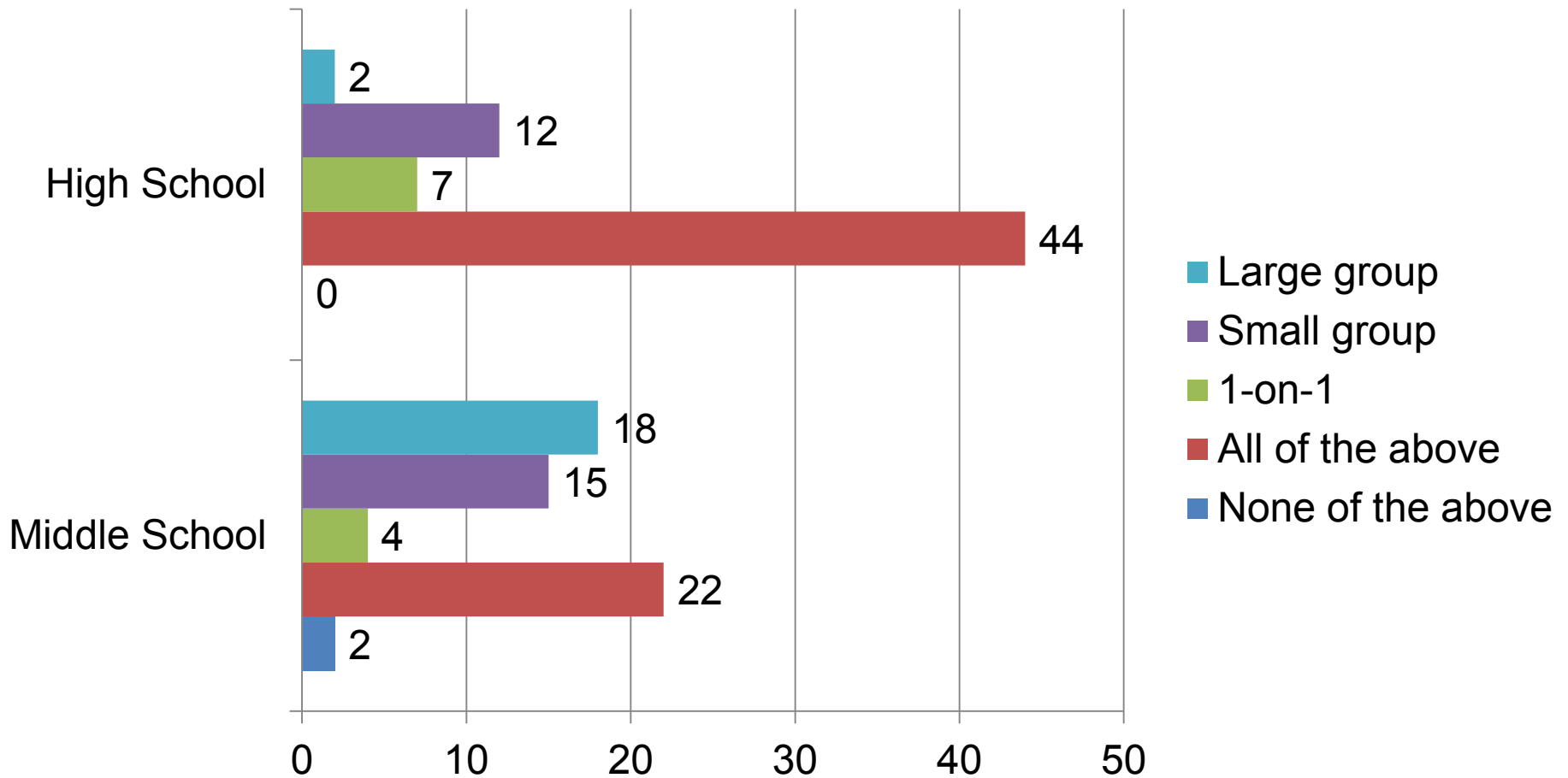
Q12: On a scale of 1 to 5, where 1 means very generally and 5 means very intensively, at what level does your college and career planning services (i.e. counseling / coaching / graduation support) in high school engage special population students on the following?



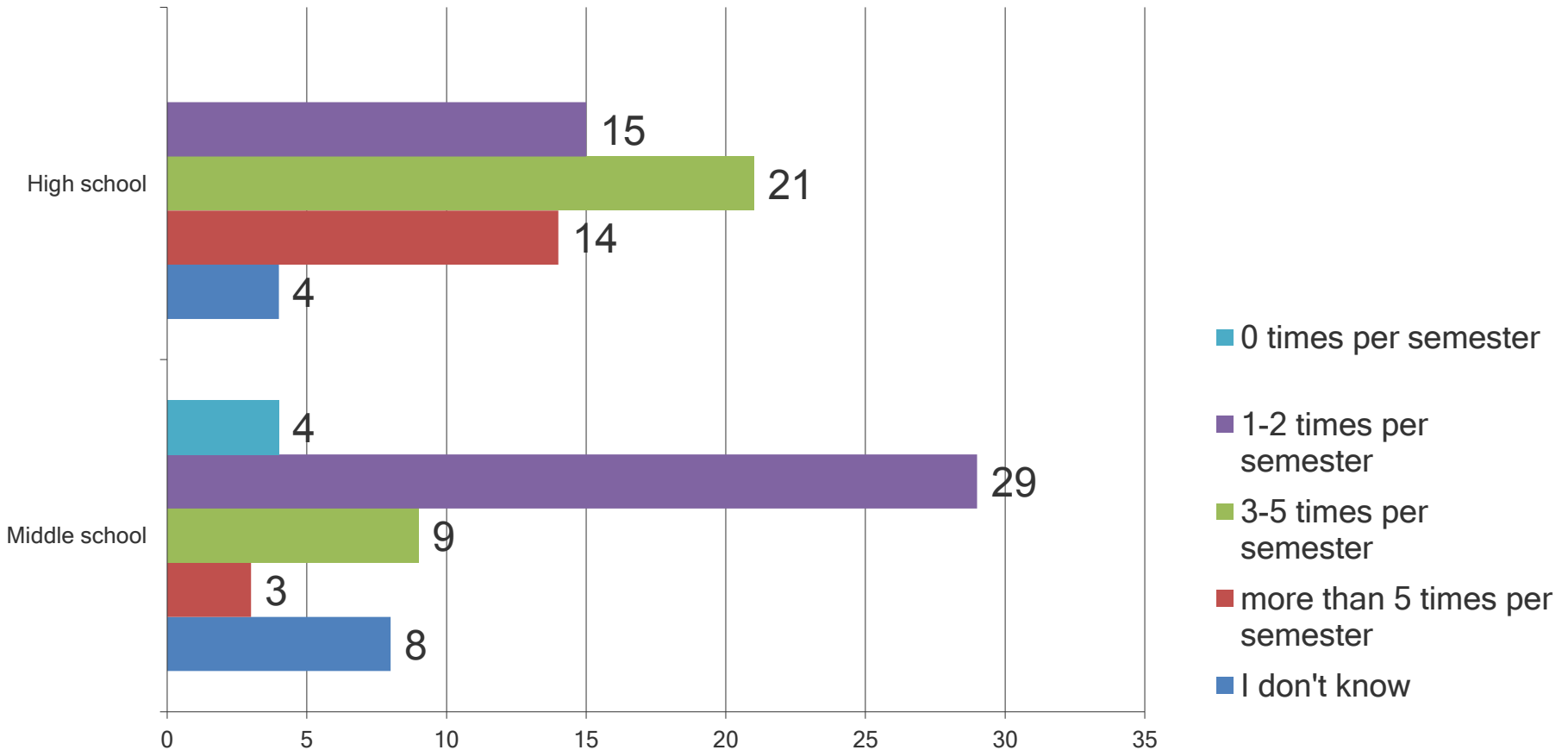
Q13: For both the high school and middle school levels, please choose who provides college and career planning services (i.e. counseling / coaching / graduation support).



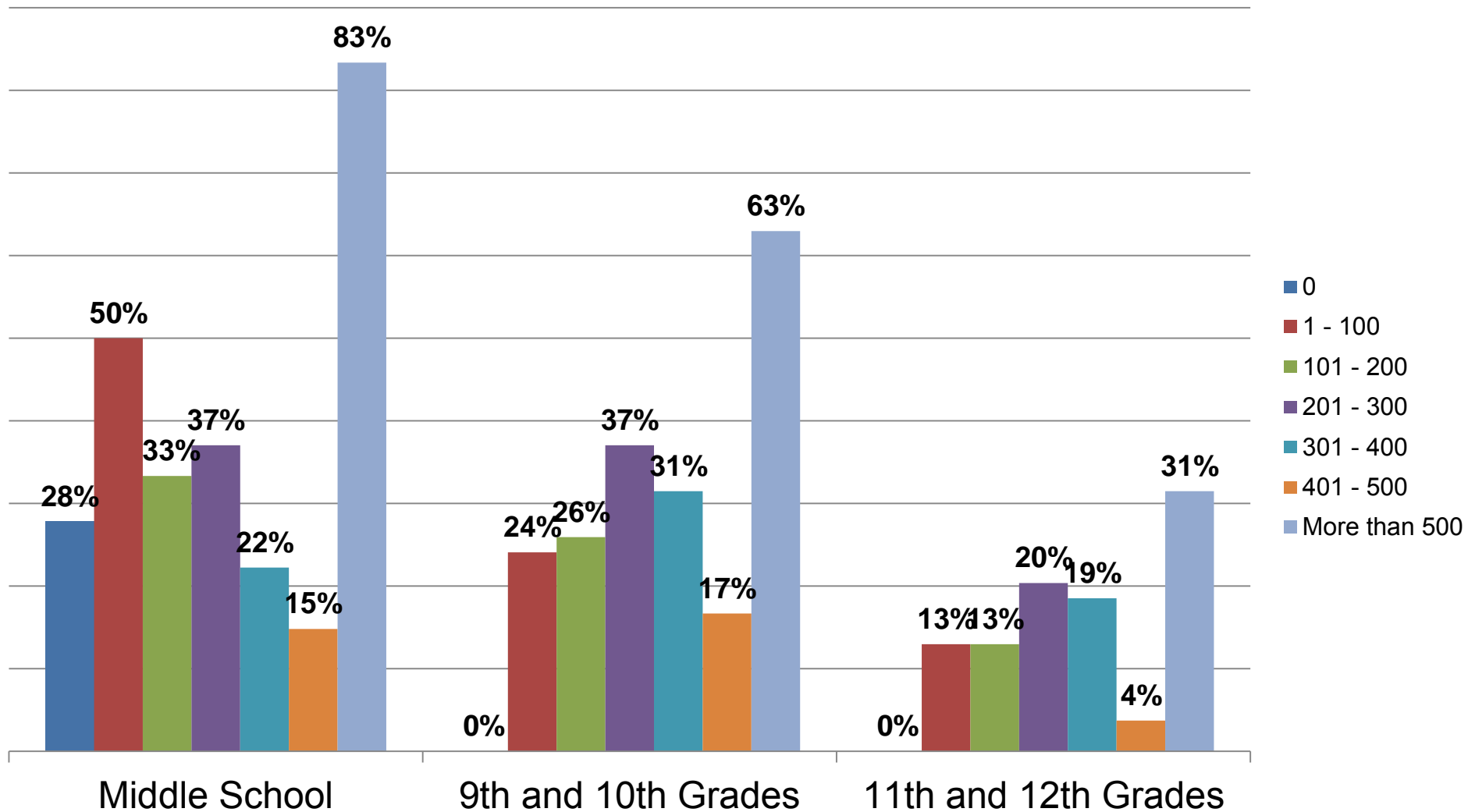
Q14: At both the high school and middle school levels, how is college and career planning services (i.e. counseling / coaching / graduation support) delivered to students?



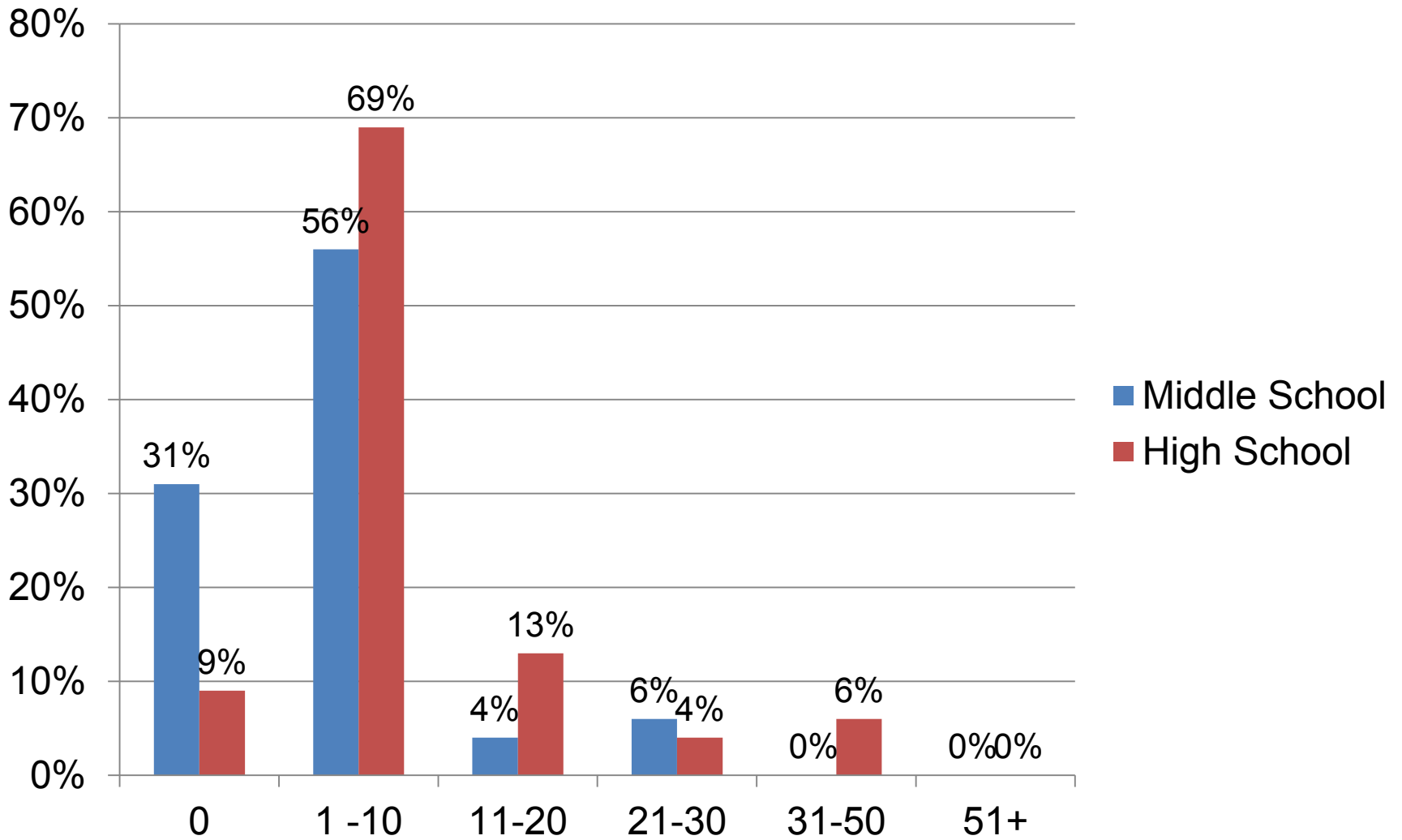
Q15: At both the middle and high school levels, how often in each semester do you estimate each student receives college and career planning services (i.e. counseling / coaching / graduation support)?



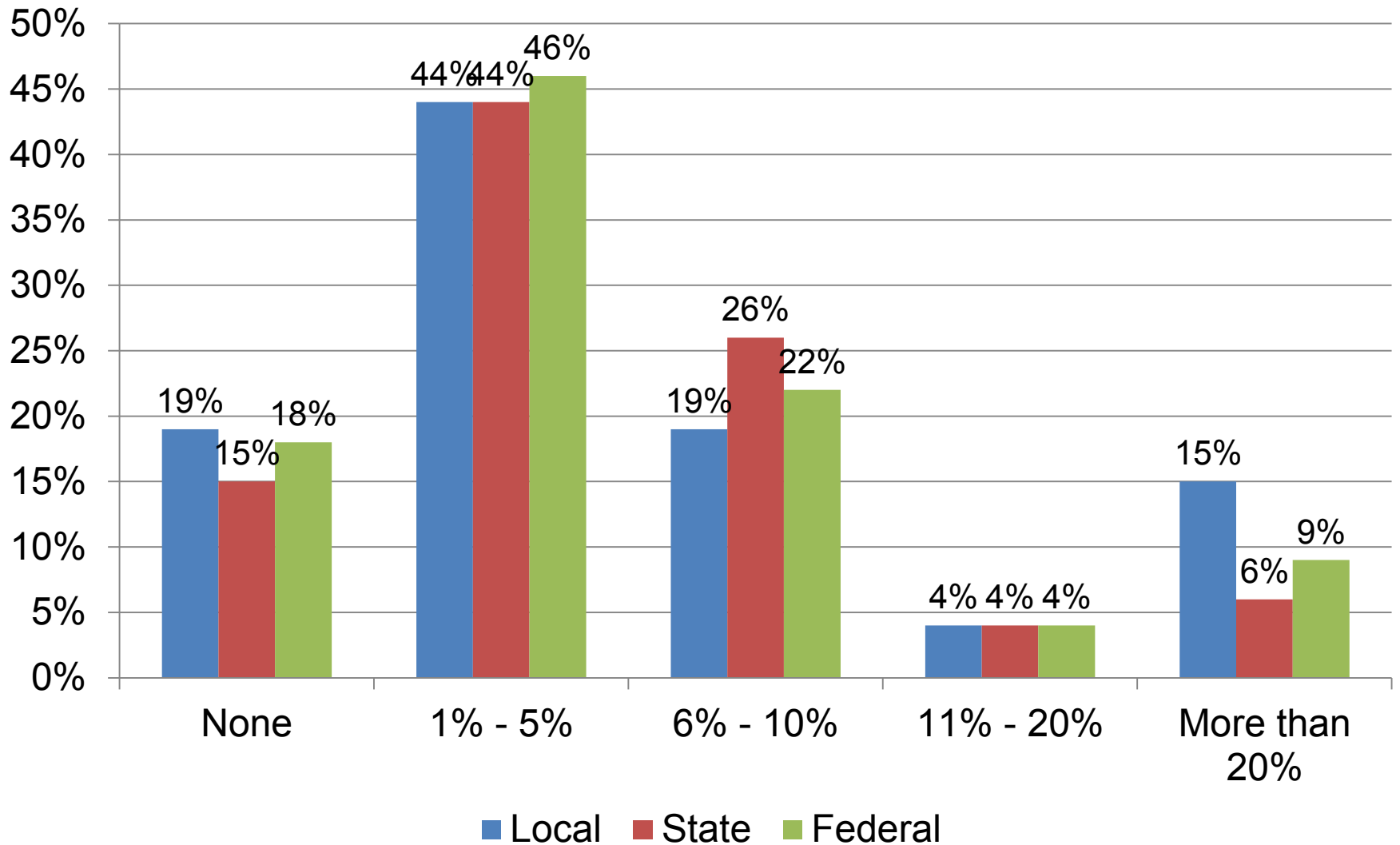
Q16: In your district, approximately how many students are receiving college and career planning services (i.e. counseling / coaching / graduation support) at each of the following grade levels



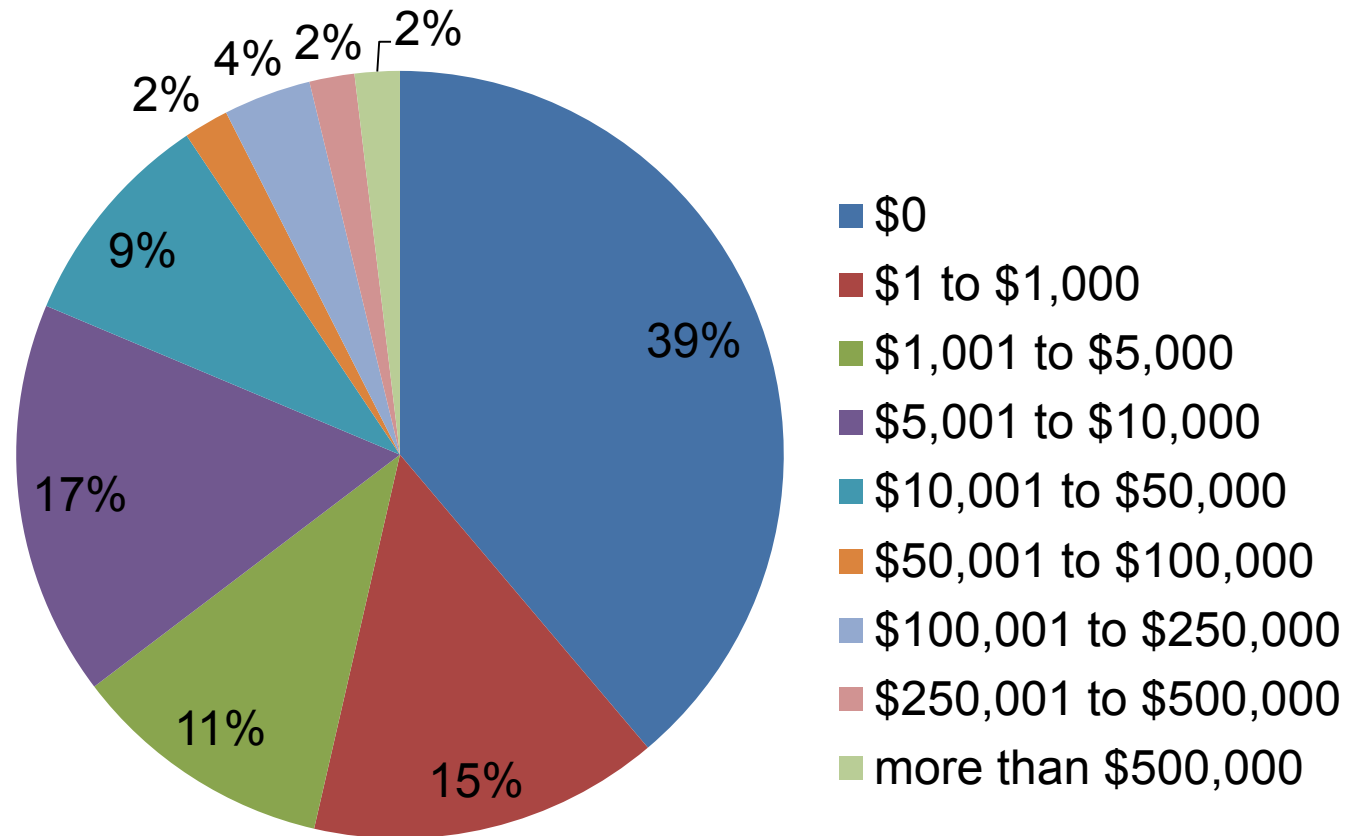
Q17: How many career counselors and coaches are currently working in your district? Please include any career counselors / coaches provided by a third party vendor (i.e. community organization, non-profit).



Q18: What percentage of your district's local, state, and federal funding do you estimate is spent on college and career planning services (i.e. counseling / coaching / graduation support)?



Q19: Approximately how much private money (donations, state/federal grants, etc.) does your district spend on college and career planning services (i.e. counseling / coaching / graduation support) annually?



Q20: Is there anything else you would like to share about your district's college and career planning services (i.e. counseling / coaching / graduation support) that this survey did not capture?

- “We have only one professional school counselor in the district of 2000 plus students”
- “Professional School Counselors needs to be exposed to industry to see and understand the opportunities available to students. Suggested to Supt. White that a "Super Summer" be made available for all Counselors”
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