Results of College Awareness for 4th Grade Students

Introduction to Post-Secondary Options and Degrees

Pomona Unified School District
Elementary School Counselors

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The mission of PUSD school counseling program is to ensure all students receive the knowledge, attitudes and skills needed in academic, college/career, and social/emotional development. In partnership with parents and the community, school counselors are advocates for equity, access and success for all students. School counselors empower students with a well-rounded, challenging, and quality educational program to flourish as responsible productive citizens in the 21st century.
School Counseling Program S.M.A.R.T Goal

By the end of 2017-2018 school year, 4th grade students will demonstrate a **50%** increase in knowledge of postsecondary educational options, and identify the degrees students can earn at each college level.

All 4th grade students will receive a minimum of **2 lessons from theKids2College Program**, and counselor generated lessons

- School counselors will plan and implement college and career readiness activities
- School counselors will invite College and Career Speakers
- School counselors will have all 4th Grade students create a college pennant
- School counselors are a supporting member of the **PBIS Team** and participate in 2017-2018 PBIS Trainings
California Dashboard Data

- A new component in the California School Dashboard will be to ensure students are prepared for college and career.

- By providing students with college and career lessons at an early age students will have a higher level of knowledge of career and college requirements, thus better preparing them for middle and high school.
Rationale – Supporting Research

College Prospects Can Be Fixed At 10, Study Finds

If we needed more proof that life chances are fixed frighteningly early, new research reveals the importance of a positive view of higher education from an early age.

Children who know at the age of 10 that they want to go to university are more than twice as likely to get into the most selective colleges as those who decide in their late teens, according to the study.

http://www.forbes.com/sites/nickmorrison/2016/07/20/college-prospects-can-be-fixed-at-10-study-finds/#2c6399651b12
**ASCA DOMAIN**
College & Career Readiness

**ASCA MINDSET & BEHAVIOR STANDARDS**
- **Mindset 2:** Self-confidence in ability to succeed
- **Mindset 4:** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- **Mindset 6:** Positive attitude toward work and learning

- **B-LS 4-** Apply self-motivation and self-direction to learning
- **B-LS-6-** Set high standards of quality
- **B-LS-7-** Identify long-and short-term academic, career and social/emotional goals.
Supporting District Goals

The school counseling classroom lessons align with Tier 1 services to support the following school district LCAP goal #3:

“All students will access safe and equitable learning environments and differentiated support systems that promote college and career readiness.”
4th Grade Students

- Lessons delivered in the fall
- ALL 4th graders received lessons (1,000+ students)
- **Topics**: postsecondary options & the different types of colleges and degrees
- Students created a college pennant
4th Grade College & Career Readiness Results

-ATTITUDE-

What school will you attend after you graduate high school?

42% Increase

63% Decrease
I can earn a Bachelor's Degree at a 4-Year College/University.

Pre: 27%
Post: 51%

Knowledge increase: 89%
I can earn an Associate Degree at a Community College

Percent more than DOUBLED!
Students created a college pendant and NEXT TIME, they will apply the information they learned to choose a college of interest and create a college pendant with 2+ college facts
Long-Term Intended Outcome Data

Over time, improve high school graduation & college-eligibility rates district-wide
# Long-Term Intended Outcome Data: Graduation Rates

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Number of Students</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1,601</td>
<td>Medium 89.4%</td>
<td>Increased +1.3%</td>
</tr>
<tr>
<td>English Learners</td>
<td>585</td>
<td>Medium 86%</td>
<td>Increased +3.3%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>21</td>
<td>Low 75.2%</td>
<td>Increased Significantly -14.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>245</td>
<td>Medium 85.3%</td>
<td>Increased +2.9%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>1,394</td>
<td>Medium 89.1%</td>
<td>Increased +1.1%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>197</td>
<td>Low 73.1%</td>
<td>Increased +1.6%</td>
</tr>
<tr>
<td>African American</td>
<td>97</td>
<td>Medium 87.4%</td>
<td>Increased +2.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>85</td>
<td>High 91.8%</td>
<td>Declined -2.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>24</td>
<td>Very High 95.8%</td>
<td>Declined -3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,298</td>
<td>Medium 89.6%</td>
<td>Increased +1.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>2</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>13</td>
<td>High 92.3%</td>
<td>Maintained 0.7%</td>
</tr>
<tr>
<td>White</td>
<td>72</td>
<td>High 93.1%</td>
<td>Increased +4.7%</td>
</tr>
</tbody>
</table>

**Improve/Maintain Graduation Rates to HIGH/VERY HIGH**
## Long-Term Intended Outcome Data: College/Career Readiness

<table>
<thead>
<tr>
<th>All Students</th>
<th>N/A</th>
<th>1,560</th>
<th>Low 30.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>N/A</td>
<td>573</td>
<td>Low 17.1%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>21</td>
<td>Low 14.3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>240</td>
<td>Low 24.2%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/A</td>
<td>1,375</td>
<td>Low 28.1%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>176</td>
<td>Very Low 5.7%</td>
</tr>
<tr>
<td>African American</td>
<td>N/A</td>
<td>95</td>
<td>Low 15.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>N/A</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>84</td>
<td>High 58.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>24</td>
<td>Medium 45.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>N/A</td>
<td>1,261</td>
<td>Low 20.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>13</td>
<td>Low 30.8%</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>71</td>
<td>Medium 52.1%</td>
</tr>
</tbody>
</table>

**Improve ALL groups to HIGH**
Summary and Implications

- All 4th grade students received valuable information about post-secondary options, the different types of colleges and the different types of degrees obtainable at those colleges.
- Students showed growth in knowledge related to lessons.
- Kids2College supports the districts LCAP goal and the California Dashboard in which we ensure students are preparing for college readiness.
Limitations, Lessons Learned, & Next Steps

- **Not all students completed pre and post assessments** due to being absent for one or the other or just did not complete the assessment(s) at all.

- Establish the Flashlight Presentation goal due date early in the school year as a counseling team consensus to complete lessons and receive data appropriately.

- **Focus on one topic;** post secondary options or degrees, but not both.

- Complete post assessment within 1-2 week window after lessons completed to see if students retained the knowledge.
The school counseling program is striving to guide all students to achieve their full potential & contributing to the academic success of all students.

Thank you to the staff, administration, & families for supporting & contributing to our program!!!