

Expecting Greatness: Supporting the transitions of High School Seniors

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Introduction and Background

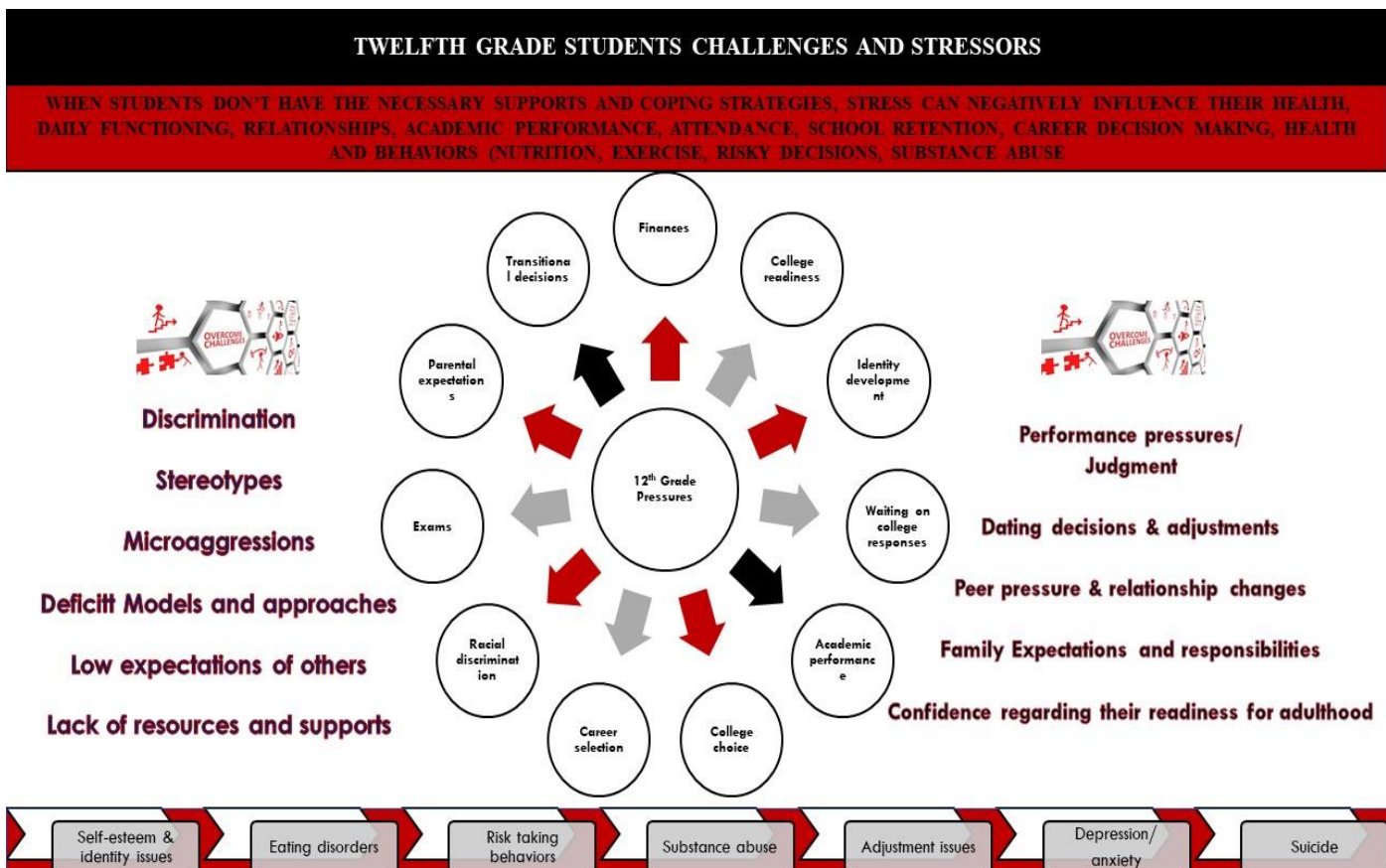
EXPECTING GREATNESS: SUPPORTING THE TRANSITIONS OF HIGH SCHOOL SENIORS



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Background and Methods



TWELFTH GRADE STUDENTS AND UNDERREPRESENTED POPULATIONS

Academic, career, financial, and mental health disparities exist throughout the world

Over 40% are low income
64% of students are racial minorities
6/10 public school students are first-generation

20% of US college students are first-generation. About 50% of all first-generation college students are from low-income families. 42% of Black students and 48% of Hispanic students were first-generation students.

Fifty-one percent of students experienced mental health issues prior to entering college

81% of 11th and 12th grade students experienced test anxiety and approximately 1/3 reported psychiatric symptoms

There are over 1 million youth suicides annually and 65,200 individuals who visit emergency facilities for self-harm

Counselor Recommendations

IMPLICATIONS

Multicultural competence counseling practices and training opportunities to work with diverse populations

Strength based culturally responsive career counseling approaches and interventions

Culturally responsive comprehensive school counseling programs that include specified 12th grade curriculum

Culturally relevant instruments that assess marginalized youth health, strengths, needs, stressors, challenges, cultural identity, supports, and decisions

Community-Family-School-University Collaborations and Senior Vocational-to-College Degree Programs

Culturally competent services that integrate collectivist views, spirituality, and non-traditional groups that highlight students' strengths and value their interests (i.e., counseling sports groups, dance groups, counseling music groups).

Systemic accountability measures and counseling interventions that support students' cultural identity development

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SUPPORTING 12TH GRADE STUDENT: THE ROLE OF STAKEHOLDERS

BAPC ETHICAL FRAMEWORK

- RESPONDING TO DIVERSE POPULATIONS AND CONTEXTS
- HUMAN RIGHTS AND SOCIAL JUSTICE AND HUMAN RIGHTS

PSC'S ETHICAL AND LEGAL RESPONSIBILITIES

- CULTURAL AND CROSS-CULTURAL COMPETENCIES – ISCA, 2008; ACA, 2005; ACA 2014; AMCD 1991,2015
- SUPPORT AT-RISK: P – ESSA, 2015; NCLB,2004; IDEA, 2004
- COMPREHENSIVE PROGRAM – ISCA INTERNATIONAL MODEL, 2011; ASCA NATIONAL MODEL 2005, 2016
- PROMOTE EQUITY, UPWARD MOBILITY, AND DECREASE GAPS (ACA, ASCA)
- DIVERSITY OF ALL STAKEHOLDERS – ASCA, 2010
- TITLE I

ACA

- D.1.C. INTERDISCIPLINARY TEAMWORK
- E.5.B. CULTURAL SENSITIVITY- COUNSELORS CONSIDERS CLIENT'S CULTURAL EXPERIENCES (SES, ETHNICITY) PRIOR TO DIAGNOSIS.
- F.11.C. INTEGRATE MULTICULTURAL/DIVERSITY COMPETENCE DURING TRAINING AND SUPERVISION

ASCA

- A.1.B. CULTIVATE MAXIMUM POTENTIAL OF EVERY STUDENT
- A10C. IDENTITY RESOURCES NEEDED TO OPTIMIZE EDUCATION.
- D.2.A. RESPONSIBILITY TO THE COMMUNITY
- E.1.E. PROFESSIONAL COMPETENCE
- E.2.A. EXPAND SOCIAL JUSTICE AND MULTICULTURAL AWARENESS AND COMPETENCIES

THE SOCIO-EMOTIONAL WELLNESS AND CAREER KNOWLEDGE OF UNDERREPRESENTED SENIORS IN TRANSITION

Purpose statement:

The purpose of this study is to examine the experiences of high school seniors and how their socio-emotional wellness, academics, career knowledge, and career exposure influences their transition from high school to adulthood. researchers also hope to learn more about how counseling services (3 counseling domains of academics, career, socioemotional) can influence students health, academics, and career transitions.

Development and Pre-liminary Validation

Twelfth grade students helped to inform our research instruments. Twelfth grade students (N=5) from underrepresented backgrounds (low income, first-generation, racial minority) throughout the u. s. were asked to review a survey and to provide feedback on the interview protocol questions that would be used in an IRB approved research study with seniors.

Students were asked to provide feedback on questions that included information about the following: (a) how high school seniors are guided (counseled) toward transitions (i.e., college, work, gap year, military, vocational trade schools) after high school, (b) counselor practices and culturally responsive behaviors when supporting seniors in transition, (c) counseling practices the influence of curriculum on seniors transitional choices, (d) the emotional health of high school seniors, and (e) seniors knowledgeable about career options.

THE SOCIO-EMOTIONAL WELLNESS AND CAREER KNOWLEDGE OF UNDERREPRESENTED SENIORS IN TRANSITION

METHODOLOGY

- A mixed method concurrent triangulation design will be conducted with high school seniors N=250.

Research question

- What are the experiences of 12th grade students? how does 12th grade students socio-emotional wellness, academic development, career knowledge, and career exposure influence their transition from high school to adulthood.

Data Collection

- Data collection may involve surveys, semi-structured interviews, and focus groups
- Purposive sampling will be used to recruit participants. All participants will be 18 years of age or older. The primary participants will include 12th grade students from underrepresented groups and secondary participants may include school counselors.

Analysis

- Data analysis may include a logistic regression model, Nvivo, charts, chunking, coding, development of themes, openness to disconfirming evidence, critical rereading of data, concept maps, peer debriefing, extensive review of the literature, and critical race theory.

Development and Pre-liminary Validation

SURVEY QUESTIONS

- 1) What is your age?
 - a) _____
- 2) What is your ethnicity/cultural background (please select all that apply)?
 - o Black (African) or African American
 - o Hispanic (i.e., Latino, Mexican American, Central American, and others
 - o White, Caucasian, European, not Hispanic
 - o American Indian/Native American
 - o Multiracial
- 3) What language do you speak?
 - a) _____
- 4) What is your gender?
 - a) _____
- 5) What is your religion?
 - a) _____
- 6) What is your parent(s) highest level of education (certificate, associates, bachelors, masters, doctorate)?
 - a) _____
- 7) Please select all categories that apply to you (You may select more than one answer).
 - o My parent(s) attended college.
 - o My parent is an entrepreneur/owns their own business.
 - o My parent(s) completed a vocational/trade school degree or certificate.
 - o My parent(s) participated in the military.
- 8) Please select all categories that apply to you (You may select more than one answer).
 - o I am a first-generation college student.
 - o I have a sibling that graduated from a 4-year university.
 - o I was eligible to receive free/reduced lunch while in high school.
 - o I have experienced being in the care of Department of Children and Families (DCF).
 - o I have experienced homelessness.
 - o I moved (temporary, permanent) from living with my primary parents/guardians during senior year.
 - o I changed schools during high school.
- 9) What school did you attend during senior year?
 - a) _____
- 10) How many school counselors work in your school?
 - a) _____
- 11) Please select all categories that you have engaged in during 9th-12th grade (Please feel free to select more than one answer).
 - o Advanced Placement (AP) courses
 - o Weighted courses
 - o College preparatory classes
 - o Honors courses
 - o Dual credit college courses
 - o Study abroad
 - o Student exchange
- 12) Have you been introduced to cliques notes or sparks notes?
 - a) Yes
 - a) No

SURVEY QUESTIONS

- 1) What is your GPA?
 - a) _____
- 2) What was your highest score on the PSAT, SAT, or ACT?
 - a) _____
- 3) How (in month, year) do you plan to complete your high school courses in order to graduate high school?
 - a) _____
- 4) How many classes are you required to pass in order to graduate high school?
 - a) _____
- 5) How many high school courses are you in enrolled in this semester (Spring 2021)?
 - a) _____
- 6) Do you believe seniors should be required to take P.E. during their senior year?
 - a) Yes
 - a) No
- 7) Have you had the opportunity to see your racial/cultural heritage represented in the curriculum and taught in the high school classroom? If so, what classes (math, english, science, social studies) provided you with this opportunity?
 - a) Yes
 - a) No
- 8) Are you a high school athlete? If so, please select each year you participated in sports? Please feel free to select more than one answer.
 - a) 9th
 - a) 10th
 - a) 11th
 - a) 12th

SURVEY QUESTIONS

- 1) Please select all activities that you have participated in at school or in the community during your high school career (Please feel free to select more than one answer).
 - o Music (instrument, vocalist, beat sound production),
 - o Art (photography, design, graphics)
 - o Theatre
 - o Dance
 - o Poetry Spoken Word
 - o Other (please specify) additional talents
- 2) I felt more motivated senior year than I did in previous high school years.
 - a) Extremely true
 - a) True
 - a) Somewhat true
 - a) Neutral (same as previous high school years)
 - a) Not at all
- 3) I experienced more stressors in senior year than in previous high school years.
 - a) Extremely true
 - a) True
 - a) Somewhat true
 - a) Neutral (same as previous high school years)
 - a) Not at all
- 4) I experienced more feelings of frustration and/or anger during senior year than in previous high school years.
 - a) Extremely true
 - a) True
 - a) Somewhat true
 - a) Neutral (same as previous high school years)
 - a) Not at all
- 5) I would participate in counseling sessions (group, individual) that incorporates expressive art (i.e., music, dance, drama, art) or alternative approaches (i.e., sports) before I would participate in traditional counseling.
 - a) Extremely true
 - a) True
 - a) Somewhat true
 - a) Neutral
 - a) Not at all