Partner for Proven Results: A Model Partnership Impacting Academic Achievement and Post-Secondary Going

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Partner for Proven Results: A Model Partnership Impacting Academic Achievement and Post-Secondary

Rebecca A. Schumacher
University of North Florida, Jacksonville, Florida
Presentation Focus

I. Overview of Duval County Public Schools & Jacksonville

II. Partnership Model and Process of Development

III. Program Delivery and Impact

IV. Lessons Learned & Suggestions for Replication
## District

**2012-2013**  
**Source:** FLDOE  
[http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1213/schl1213.cfm?dist_number=16](http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1213/schl1213.cfm?dist_number=16)

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>Ribault</th>
<th>Jackson</th>
<th>Raines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Population</strong></td>
<td>127,085 in 192 schools</td>
<td>1093</td>
<td>826</td>
<td>988</td>
</tr>
<tr>
<td><strong>% of economically disadvantaged</strong></td>
<td>53.2</td>
<td>64.4</td>
<td>76.0</td>
<td>73.1</td>
</tr>
<tr>
<td><strong>% of minority</strong></td>
<td>61</td>
<td>97.3</td>
<td>96.6</td>
<td>98.2</td>
</tr>
<tr>
<td><strong>% graduating in 4 years with standard diploma</strong></td>
<td>67.7</td>
<td>73.1</td>
<td>66.0</td>
<td>57</td>
</tr>
</tbody>
</table>
Great Need

The Community Foundation of Northeast Florida reported in March 2013 that “by 2018, experts estimate that more than 60% of the working population will need some postsecondary training in order to obtain employment”.

Yet in Jacksonville, only 24% of citizens hold a college degree (The Community Foundation of Northeast Florida, 2013).

Data and Educational levels 2012

% of working age 25 to 64 with these education levels attained  

Source: kidscount.org
The Model

II.

Commitment

Of both the school district and university school counseling faculty

Shared disposition that all children can succeed.

- emphasis on strategies to eliminate the achievement gap between minority and low income students and their more advantaged peers;
- emphasis on academic success, and post secondary planning and readiness to increase the college going rate
The Beginning

1999 Jacksonville UNF and the School District
The UNF Partnership

1999- present

4 High Schools (9-12 grades)
4 middle schools (6-8 grades)
1 elementary school (k-5 grades)
School Counseling Students as Mentors

University of North Florida School Counseling master-level students have each completed 250 to 400 clock in field experiences in our partner schools.

Fifteen cohorts of approximately 280 school counseling students = approximately 110,000 hours of mentoring activities.
Program Delivery

Mission to support academic and school success that prepares for college success.

Our partnerships
Mentoring

Weekly individual & small group sessions that supported and reinforced college going plans

Academic Advising
Career Planning

Summer Melt Program
*S.T.A.R. Students Enroll Program*

Large groups and community events that supported

Career Fairs
Instant Decision Days
NACAC Fairs
College Goal Sundays
Financial Aid Nights
Family Nights
College Tours
BEACON
Weekly Mentoring

• Weekly mentoring conducted by a UNF school counseling student and one to as many as six high school students.
• Mentoring addressed a range of topics developed sequentially and developmentally.
Mentoring Topics

Goal Setting
Course Selections for Academic Program of Studies
Time Management
Test Taking Strategies
Organizational Strategies

Career Exploration
College Research
Financial Aid Research
FAFSA
Essay Writing
College Application Completion
College Life
Financial Literacy
Mentoring

Impact on GPA
2010

9th Grade Students

GPA of Students who received counseling
GPA of Students who did not receive counseling

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2011-2012

10th Grade

- GPA of Students who Received Counseling
- GPA of Students who did not receive counseling

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2012-2013

11th Grade

GPA of Students who received counseling
GPA of Students who did not receive counseling
2013-2014
12th Grade

GPA of Students who received mentoring

GPA of Students who did not receive mentoring
Survey of Mentoring

Pre and Post Administered Rating 1 to 5 (strongly disagree to strongly agree)
Samples:
I....

...understand academic areas where I need improvement. (A:A1.5)

...am aware of how to strengthen my weaknesses. (A:A1.5; A:B1.1)

...know how to apply for Bright Futures scholarships

### Mentoring

<table>
<thead>
<tr>
<th>Ribault</th>
<th># of Sessions For Year</th>
<th># of HS students</th>
<th>Domain</th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ac</td>
<td>3.66</td>
<td>3.96</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td>88</td>
<td>PS/C</td>
<td>3.25</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>3.99</td>
<td>4.13</td>
</tr>
</tbody>
</table>

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Savannah, GA*
What is this “instant decision day”

“Instant Decision Day is an event that allows high school students to meet directly with a university admissions counselor who will review application materials and process a decision instantly.

This event takes time, a strong support system, and careful diligence and organization to be done well. It is also one of the most rewarding events you may ever plan”.

Quote from E. Monahan, 2013 UNF graduate
Results of a Unique Program

• http://www.actionnewsjax.com/content/topstories/story/Local-high-school-students-get-scholarships-on/JGLYQt5E2kmINNbT01xvHg.cspx
First Year 2011-2012

• Instant Decision Day

Over 50 students participated
18 students admitted – 20 deferred
One “full ride” + $17,586 in texts
Over $60,586 in scholarships offered
To Third Year  Fall 2013

- Instant Decision Day

<table>
<thead>
<tr>
<th>Number of Seniors Who Met with College Admission Representatives</th>
<th>203 Seniors  184 Seniors admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Admissions Awarded</td>
<td>314</td>
</tr>
<tr>
<td>Scholarship Amounts Awarded</td>
<td>$ 504,931.00</td>
</tr>
<tr>
<td>Number of Colleges Represented</td>
<td>9 different colleges</td>
</tr>
</tbody>
</table>
To Fourth Year  Fall 2014

• **Instant Decision Day**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Seniors Who Met</strong></td>
<td><strong>94 Seniors</strong></td>
</tr>
<tr>
<td><strong>with College Admission</strong></td>
<td><strong>66 Seniors admitted</strong></td>
</tr>
<tr>
<td><strong>Representatives</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Admissions</strong></td>
<td><strong>159</strong></td>
</tr>
<tr>
<td><strong>Awarded</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship Amounts</strong></td>
<td><strong>$360,000.00</strong></td>
</tr>
<tr>
<td><strong>Awarded</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Colleges</strong></td>
<td><strong>8 different colleges</strong></td>
</tr>
<tr>
<td><strong>Represented</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Career Fairs in 2012

<table>
<thead>
<tr>
<th>Number of Fairs</th>
<th>Number of Students</th>
<th>Student Rating of Experience</th>
<th>Number of Career and/or College Reps.</th>
<th>Career Rep. Experience Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>341 (12 grade)</td>
<td>4.50 / 5.00</td>
<td>33</td>
<td>9.08/10.00</td>
</tr>
<tr>
<td>1</td>
<td>290 (10th grade)</td>
<td>4.31/5.00</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
Career Fair Results
High School - 2014

Question 1: I will be able to apply the knowledge learned

\[ N = \frac{144}{311} \]

- Strongly Agree: 57%
- Agree: 37%
- Neutral: 6%
- Disagree: 0%
- Strongly Disagree: 0%
- N/A-Unscoreable: 0%

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Elementary School with 4th and 5th Graders

N=106 out of 135 potential

How many new careers did you learn about today?

- 80%
- 13%
- 4%
- 3%
- 0%

Five +
Four
Three
Two
One
Financial Aid Programs

Participation as a partner with the district:
assist in high school’s financial aid program
College Goal Sunday
workshops presented at NACAC Fair
after-school assistance
BEACON
### Classroom Guidance Lessons

<table>
<thead>
<tr>
<th>Raines</th>
<th># of sessions</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>4.2/5.00</td>
<td>4.6/5.00</td>
</tr>
<tr>
<td>Lessons focused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons designed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summer Melt Program

Success Transition and Ready (S.T.A.R.) Students Enroll

Designed to assist with:

a) filling gaps in financial needs;
b) completing and submitting pre-college admission tasks;
c) a personalized budget for expenses anticipated Year 1;
d) identifying personal living items needed to have at school and develop a time-line to complete packing;
e) plan how, when, and who will assist in moving to the college campus; and,
f) develop a resource list of contacts that may be helpful during the year.
Lessons Learned

Challenges

Opportunities
Challenges

• Previous research has shown that low income students, even those with high academic performance levels, are less likely to enroll in college, more likely to attend two-year colleges when they do enroll, and less likely to apply to more selective institutions compared to their more advantaged peers with similar academic preparation (Dillon & Smith, 2013; Hill & Winston, 2010; Hoxby & Avery, 2012; Pallais & Turner, 2006; Roderick, Coca & Nagaoka, 2011).
Challenges

Beginning Challenges

Role Definition
Maintaining Balance

Systemic

Personnel Changes
Logistics

Beliefs

Buy-in of all school personnel

Traditional vs. Transformed
Opportunities

- **Authentic Learning**
  - Live Supervision
  - Connection to school issues

- **Professional Growth & Development**
  - School Counseling Students
  - Practicing School Counselors

- **Cultural Competence**
  - Developing self awareness
  - Value for diversity
  - Infusion into practice

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Lessons Learned

Students

- Hard and Worthwhile Work
- Communication Key
- Replication Possible
- Stay Focused on Data
Questions & Comments

What questions or comments do you have that we have not addressed in the presentation?
For Later

If you have questions after this presentation don’t hesitate to email us

Rebeccca.schumacher@unf.edu
Resources


Web Resources:
- datacenter.kidscount.org
- http://www.duvalschools.org