

# ASCA National Model Closing The Gap, Equity, & FAFSA/Dream Act



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# ASCA Model Closing the Gap

## Closing the Gap Results Report

Closing-the-gap activities are multi tiered, data-informed and address academic, behavioral or attendance discrepancies existing between student groups.

- Use the closing-the-gap results report template found at [www.schoolcounselor.org/RAMPtemplates](http://www.schoolcounselor.org/RAMPtemplates) as a guide.

# Closing the Gap, Equity, and Access

Academic, behavior and attendance discrepancies, often referred to as gaps, can exist among student groups. Through targeted and intentional interventions, school counselors can play a crucial role in challenging bias, addressing issues of access, and promoting success for all students, thus closing the achievement gap and ensuring equity amongst at-risk students.

## 1. Educational Trends

- a. Foster Youth
- b. African American
- c. ELL/ELD/AEL
- d. Special Education/504

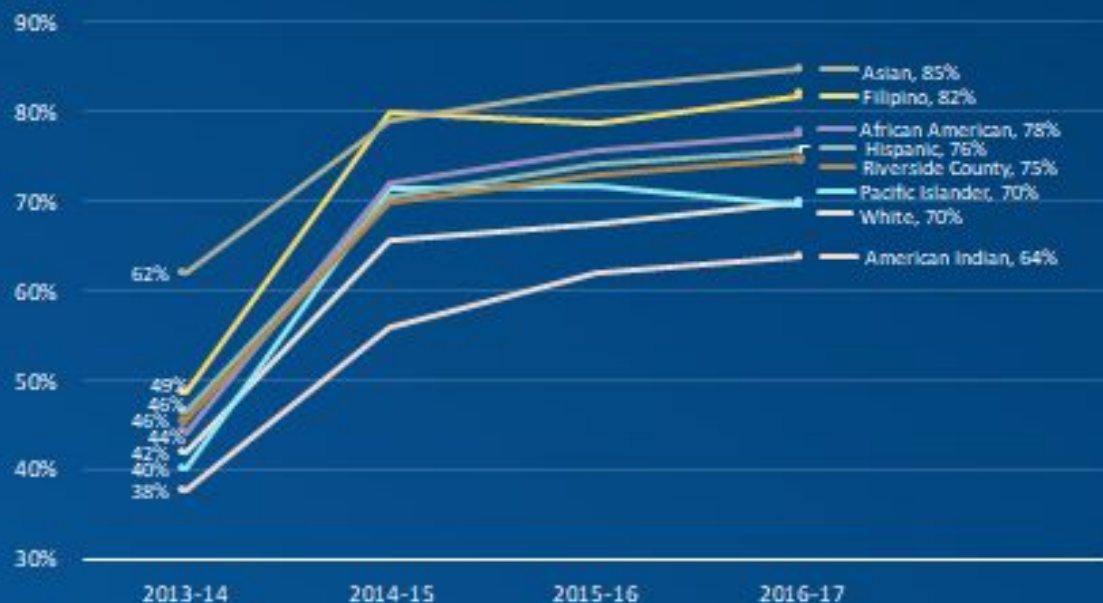
## 2. LCAP/State Priorities

- a. <https://www.rcoe.us/lcap/>

# At-Risk Student Groups

- **Foster Youth**- Central to meeting the education needs of foster youth is understanding their unique issues, current legislative mandates, and evidence based strategies demonstrated to be effective for their success in school.
- **African American Youth**- School Counselors recognize and distinguish individual and group differences and strive to equal value all students and groups. School counselors are advocates for the equitable treatment of all students in school and in the community.
- **English Language Learners** - School counselors provide individual counseling, group counseling, collaboration, consultation, and advocacy for ELLs (Cook et al., 2012; Smith-Adcock, Daniels, Lee, Villalba, & Indelicato, 2006; Villalba et al., 2007). school counselors are involved in providing direct and indirect services for ELLs and actively advocate on behalf of ELLs and their families.
- **Special Education/504**- The School Counselor's Role School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student's individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to: providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the comprehensive school counseling program • providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan • encouraging family involvement in the educational process • consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student • advocating for students with special needs in the school and in the community

# 2014-2017 Riverside County FAFSA/CA Dream Act Completion Rates for 12<sup>th</sup> Grade Graduates



Source: CALPADS and  
California Student Aid Commission (CSAC)

# Why FAFSA? Research

Necessary to qualify for aid and might cost more if you don't.

- "...the sad truth is that 2.3 million students who would have qualified for federal student aid still do not file the FAFSA."

SOURCE: Journal of Student Financial Aid

- Approximately one in five low-income students who are enrolled in college and would likely be eligible for Pell grants never filed a FAFSA.

SOURCE: American Council on Education

- Students who file in January, February or March receive on average more than twice the funding from federal, state and college sources as those who file later in the year.
- More than 1 million students might have received as much as \$3.8 billion more in educational grants had they filed the FAFSA during the first three months of the year.

SOURCE: Edvisors



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## ACTION PLAN CLOSING THE GAP

Goal: \_\_\_\_\_  
 Target Group: \_\_\_\_\_  
 Data to Identify Students \_\_\_\_\_

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person



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## RESULTS REPORT CLOSING THE GAP

Goal: \_\_\_\_\_  
 Target Group: \_\_\_\_\_  
 Data to Identify Students \_\_\_\_\_

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications

# ASCA Smart Goal

What is statistically significant?

Create goals that are sustainable, realistic, and achievable!

Examples: By June 30th, 2019, 12th Grade African American Students will increase FAFSA completion by 5% from \_\_\_% to \_\_\_\_%

By June 30th, 2019 12th Grade students will increase FAFSA completion by 5% from \_\_\_% to \_\_\_\_%

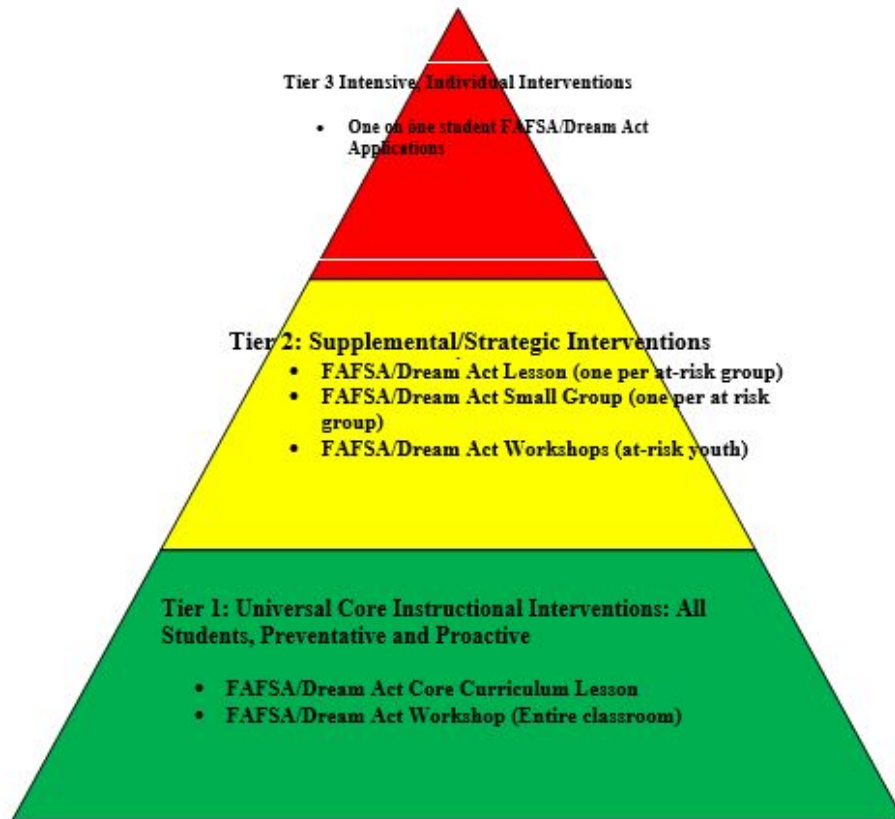


# FAFSA/Dream Act Closing the Gap Activities

The following chart shows how a comprehensive school counseling program aligns with the RTI process.

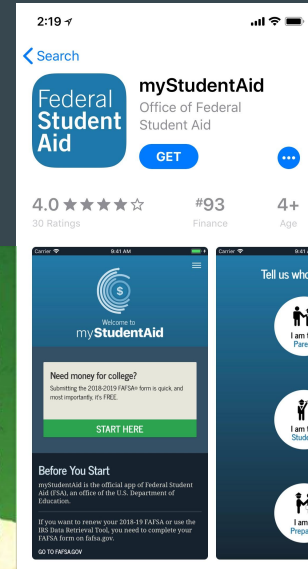
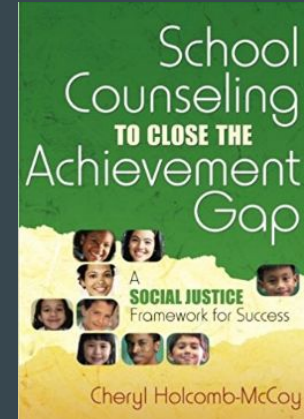
RTI Process	Role of the Professional School Counselor
Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive	<ol style="list-style-type: none"> <li>Standards and Competencies (Foundation)</li> <li>Guidance Curriculum (Delivery System)</li> <li>Individual Student Planning (Delivery)</li> <li>Curriculum Action Plan (Management)</li> <li>Curriculum Results Report (Accountability)</li> </ol>
Tier 2: Supplemental/Strategic Interventions: Students at Some Risk	<ol style="list-style-type: none"> <li>Standards and Competencies (Foundation)</li> <li>Individual Student Planning (Delivery)                             <ol style="list-style-type: none"> <li>Small-group appraisal and b. Small-group advisement</li> </ol> </li> <li>Responsive Services (Delivery)                             <ol style="list-style-type: none"> <li>Consultation and b. Individual counseling and c. Small group counseling</li> </ol> </li> <li>Closing the Gap Action Plan (Management)</li> <li>Closing the Gap Results Report (Accountability)</li> </ol>
Tier 3: Intensive, Individual Interventions: Students at High Risk	<ol style="list-style-type: none"> <li>Standards and Competencies (Foundation)</li> <li>Responsive Services (Delivery)                             <ol style="list-style-type: none"> <li>Consultation and b. Individual counseling and c. Small group counseling and d. Referral to school or community services</li> </ol> </li> <li>Closing the Gap Action Plan (Management)</li> <li>Closing the Gap Results Report (Accountability)</li> </ol>

## Poly High School FAFSA RTI/MTSS Model |



# Resources

- FAFSA Completion by High School [www.studentaid.gov](http://www.studentaid.gov)
- FAFSA Demo Site - **I**At the demo site, you can complete a sample FAFSA form, make corrections, or check the status of the application. However, when you choose "submit," the information is not actually submitted. The site is purely a learning tool.
- CSAC - <https://www.csac.ca.gov/schools-counselors>
  - Counselor Newsletters
  - GPA Tool
  - Trainings
  - Webgrants
  - Financial Aid Calculator
  - Cash 4 College Workshops
  - Financial Aid Checklist
- Federal Student Aid <https://financialaidtoolkit.ed.gov/tk/resources/all.jsp>
- Federal Student Aid Parent Resources <https://studentaid.ed.gov/sa/resources/parents>
- My Student Aid (FAFSA APP)
- RCOE Race 2 Submit
- ASCA Website [www.schoolcounselor.org](http://www.schoolcounselor.org)
- Cheryl Holcomb McCoy- Book



# Presenter Info

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PHS Counseling Website <https://rphscounseling.weebly.com/>