



Supporting Postsecondary Success in Delaware: A Landscape Analysis of Student Opportunities

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ANALYSIS CONDUCTED BY:



JOBS FOR THE FUTURE



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To view the full report online, visit bit.ly/PostSecLandscape

EXECUTIVE SUMMARY

Across the nation, far too many young people lack the knowledge and skills required to complete a postsecondary degree or earn a credential with currency in the labor market. As a result, young people struggle to enter and succeed in careers, while employers are increasingly unable to meet their workforce needs. In addition, residents with ties to their community are missing opportunities to land well-paying jobs locally.

Since the 1970s, there has been a considerable decline in the number of jobs in the United States that pay family-supporting wages but do not require postsecondary credentials. Although the labor markets have changed, the primary institution that prepares youth to join the new economy—school—has not. The new service- and information-based economy requires specialized technical skills and knowledge, strong employability or “soft skills,” and qualities such as creativity, critical thinking, and the ability to work in a collaborative team.

Delaware has emerged as a national leader among states working to improve postsecondary education and career outcomes for young people. Delaware’s rich history of strong public-private partnerships has positioned leaders in the state to launch important initiatives focused on college and career readiness and access that engage stakeholders across all sectors. While impressive initiatives and policies are in place at the state level, last fall, the Delaware Business Roundtable Education Committee, the Delaware Community Foundation, the Delaware Department of Education, the Rodel Foundation of Delaware, and the United Way of Delaware asked a critical question for which they did not have a ready answer:

How well are college and career readiness, advising, and support services supporting students across the state?

PROJECT CONTEXT

These organizations partnered with Jobs for the Future to help answer this question in two ways. A researcher carried out and analyzed data from interviews, focus groups, professional meetings, and surveys across Delaware’s three counties over the course of six months. Over 300 individuals were engaged including: K-12 educators and counselors, postsecondary education institutions, community-based organizations, policymakers, public high school students and out-of-school youth.

Additionally, Delaware partners convened a panel of six national experts to review the draft findings and recommendations, as well as to contribute their own expertise. The information gathered informed the recommendations for how Delaware can expand access to the college and career readiness, advising, and support services needed for students to make good choices and succeed in their post-high school plans.

Over **300 stakeholders** engaged, including:

- **41 Interviews**
- **235 Student Surveys**
- **7 Focus Groups**
- **3 Professional Meetings**
- **6 National Experts**

The researcher and the expert panel began their efforts on common ground, including a set of research questions, knowledge of Delaware's key assets, and data on current student outcomes. Detailed information can be found in the full report.

The project aimed to answer the following questions:

- What are the characteristics, assets, and barriers of the college and career readiness, access, and success support services available to Delaware students?
- What are the key themes and findings that emerge from stakeholder interviews, surveys, and focus groups? How should Delaware consider aligning, expanding, or growing services to better serve the needs of students?

The landscape analysis was not intended to be a large-scale evaluation that determines the impact or success of college and career readiness structures or initiatives in Delaware. Nor does the analysis provide a detailed list of programs, activities, or outcome measures available in the state. Rather, it was designed to systemically document the assets and barriers (perceived or actual) that are associated with postsecondary readiness in Delaware.

The analysis uncovered a number of key postsecondary readiness supports and activities that make Delaware an example for the nation. Strengths of Delaware's system, along with assets, include:

- **Vision:** Delaware has a strong state-level vision for the future, which aligns partners, drives change, and has led to Delaware emerging as a national leader in this space. For example, the Vision Coalition of Delaware's [Student Success 2025](#) is a comprehensive, collaborative plan to ensure that every Delaware student has the knowledge, training, and work experience needed to pursue a meaningful, family-supporting career by 2025.
- **Alignment:** There are robust college and career readiness partnerships between school systems, community-based organizations, government, philanthropies, institutions of higher education, and businesses. These partnerships are evident through strong state supports such as [College Application Month](#), [SEED/Inspire Scholarships](#), [text alerts](#) for information on college admissions, and student success plans. Strategic alignment of state and federal education and workforce development plans are strong assets in Delaware's college and career sphere. This includes the alignment of Workforce Innovation Opportunity Act, Every Student Succeeds Act, and the Carl D. Perkins state plans with the [Delaware Pathways Strategic Plan](#).
- **Size:** Delaware's size allows good ideas to scale quickly, with only 137,000 students, one community college system, one workforce development board, 19 school districts, and 44 high schools.
- **Track Record:** Delaware has a history of effective public-private partnerships. In 2010, Delaware was one of the first states to win the national Race to the Top competition, gaining \$119 million in funding to improve state and district education systems. Additionally, Delaware has quickly launched and expanded [Delaware Pathways](#) into 38

high schools. Pathways are high school curricula and experiences that align with state labor market demands, provide opportunities for students to earn industry-recognized credentials and college credits, and are consistent with postsecondary learning.

- **Leadership:** Public- and private-sector leaders are committed to this work, as is evidenced through leadership across multiple education and workforce development organizations, and strong political leadership.

OVERVIEW OF FINDINGS

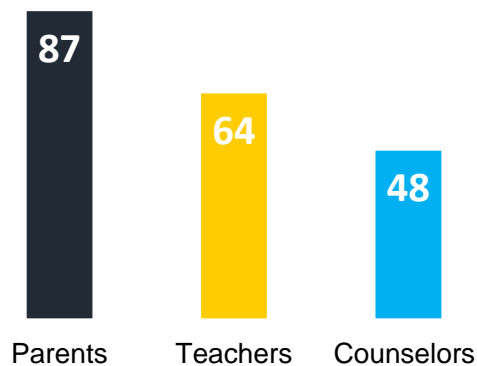
The analysis identified key service types, activities, locations, and outcomes, and identified gaps in services and approaches. Four broad themes emerged from the analysis, and opportunities for further work developed from the research findings. Findings are explained in detail in the full report. The findings are not surprising, and while the focus is specifically on Delaware, the themes would likely apply to many states in the country.

I. Rethink College and Career Advising:

Professional school counselors are an essential piece of the puzzle, however, a new approach that utilizes all educators in college and career planning, engages parents, and coordinates state, school, and community-based services is desired to address broad student needs. Findings include:

- Counselor capacity is limited, and schools have only partial awareness of outside services.
- The state lacks a systematic approach to engaging all educators in a culture of college and career planning.

Percent of students that indicated **who helped them** in preparing for their future after high school:



- Parents play the primary role in informing students of options for career and college.

II. Address Student Mental Health Needs: Counselors, educators, and community-based organizations address students' mental health needs, but educators and community organizations could better understand current services available and how to scale best practices. Findings include:

- High levels of risk and stress present immediate challenges to youth for longer-term planning.

- Counselors and community-based organizations provide much-needed services, but services are not effectively coordinated and referrals are not frequently made.

III. Expand Access to Support Services and Equity of Distribution: Race, geography, citizenship, and English learner status are reported as having a differential impact on access to high-quality services that meet student needs. Current programming does not adequately cover postsecondary and career preparation topics (such as persistence/completion of postsecondary education and affordability), and student demand is not being met. Findings include:

- Academic inequities and access to college and career programming negatively impact postsecondary preparation, access, and success.
- School-based and community-based organizations require additional supports to develop cross cultural competency.
- Current programming does not adequately cover all postsecondary and career preparation options to help youth achieve these goals.

IV. Leverage Existing Resources: Cross-sector communities (e.g. counselors, schools, mental health, community-based, higher education, philanthropy, and business) provide critical support services, but there is a need to expand infrastructure, “braid” financial resources, and deliver services more strategically and effectively to ensure that all youth are prepared for college and career upon graduating from high school. Findings include:

- The business community and educators could more effectively work together to provide a continuum of work based learning experiences at scale.
- Collaboration and coordination across community-based organizations is not widespread.
- Existing programs and policies are not fully leveraged, and availability of resources limits service delivery.

“In many ways principals and administrators still see us in an outdated model of guidance counseling. The students have changed. Work has changed. School has changed. But people still see counseling as just guidance. It is so much more. It is a part of what I do, but it is not all that I do.”

-Counselor

In sum, the landscape analysis is an important step forward in serving the twin goals of access and equity when it comes to opportunities for all Delaware youth to be prepared for postsecondary success. The project confirmed the stakeholder group’s belief that services are not equally available to all youth who could use them, and vary in scale and quality. Use and knowledge of state-provided services (technology platforms, scholarships) is inconsistent across

schools and organizations. In addition, there are substantially more services devoted to high performing students preparing for college. While this isn't a surprise, it's important to have evidence and data. Moving forward, the focus should center on the connection of career advisement linked to college access. This helps shift the conversation from college education being a terminal goal without connection to a career.

Nearly a quarter of Delaware youth have experienced two or more adverse childhood experiences.

- Data Resource Center for Child and Adolescent Health, 2016

However, the landscape analysis also uncovered some issues that were less expected. For example, substantial evidence points to overworked school counselors, whose training and position descriptions are often misaligned with today's student needs. Today's youth bring a challenging array of mental and social health and other issues to school that require the collaboration of multiple individuals and

organizations to resolve. And, while many community-based organizations offer services, young people may have difficulty finding the right ones, or navigating the different in-school and out-of-school supports. Working without a common framework and strategy for collaborative messaging and distribution of services, community-based organizations and their partner schools may not be achieving the greatest impact for their work.

Finally, the landscape analysis suggests that college and career are often seen as two distinct postsecondary options, and that college and career preparation are separate from one another. However, college and career readiness supports are most effective when they recognize that college and careers are linked: **All** young people are headed for careers, and postsecondary degrees and credentials are prerequisites for an ever-growing number of jobs. All young people benefit from entering postsecondary education having explored a career of interest in high school.

80% of students surveyed *have developed* a student success plan.

Nearly **60%** *have not used it* in planning for their future or *do not find it helpful*.

The recommendations below identify paths for the state to continue to build on the foundational work already present in many communities and schools. The goal is to identify ways to strengthen and expand this existing work to eliminate barriers for every student and ensure systemic access regardless of zip code or school choice. The recommendations build from the report's research findings, and introduce new ideas from the national expert panel. In some cases the recommendations step out of the obvious solution—hire more school counselors—to put alternatives on the table.

RECOMMENDATIONS

I. Rethink College and Career Advising

Policymakers, educators, community-based organizations, and employers should develop and implement a statewide student advising strategy that starts in elementary school, incorporates all relevant stakeholders, and employs technology creatively and effectively. The student advisement model should provide youth and their families with the career, college, and financial information they need for success after high school.

Key Action Steps:

1. Work across sectors to **develop a statewide student advising and educator training strategy** that better utilizes community and state-level services and expands the role of educators and administrators in building college and career preparation into curriculum and school culture.
2. **Assess the effectiveness of technology platforms being utilized by schools and community-based organizations**, and where appropriate expand access to better meet student needs (e.g. rural communities), and explore new approaches to fill gaps. Partners should develop a strategy for rolling out of technology and provide training to educators and service providers to ensure meaningful use during in-school and out-of-school activities.
3. **Offer parents and families information to increase their ability to advise students on career and college** (including academic readiness, career pathways, college applications and selection, and affordability) to be distributed through community-based organizations and schools.

II. Address Student Mental Health Needs

Delaware's schools, community-based organizations, and government services should identify and provide social and emotional health programs at local schools and organizations and refer students to wraparound services to address students' stress levels and adverse childhood experiences that impact academic and life outcomes. A focus should be placed on the state's communities of concentrated poverty in both rural and urban settings.

Key Action Steps:

4. **Evaluate the landscape of social and emotional health programs, models, and available supports** for students to be used by school staff for referrals. Engage the research community and practitioners to utilize these data to address community challenges.

"The kids are dealing with real adult issues at an early age. Like opioid addicted parents, taking care of siblings, or some type of abuse. The trauma is real. We just don't have enough places to refer them to. There is a six-week wait. Anything can happen when you are in crisis...so six weeks..."

-Counselor

5. **Use a competitive grant process to pilot and expand a range of mental health supports** identified in the landscape study tailored to the needs of students within individual schools and districts. Share best practices and successes statewide.
6. **State agencies and community-based organizations should systematize wraparound supports** (including transportation, health, and housing) **and identify opportunities to integrate and expand access to mental health providers** in communities through Medicaid eligibility policies, state funding, and private support.

III. Expand Equity and Access to Support Services

State agencies, schools, and community-based organizations should intentionally engage in expanding the availability of high-quality academic, career preparation, postsecondary, and financial support services for every student, especially in the eight targeted promise communities. Equal effort should be placed on providing services in all parts of the state.

Key Action Steps:

7. **Create a data dashboard that reports college and career readiness, course enrollment, work-based learning, postsecondary enrollment and completion, college affordability, and employment**, including disaggregated student data for each indicator. Partners could set and publicize improvement goals and target resources to drive equitable distribution of student opportunities and drive educator professional development.

"I have literally gone to the schools and spoken with principals and counselors. Many of my black kids have the grades and smarts, but they are not in any AP classes. So I go to the schools and contact parents to start asking the right questions."

-Community-based leader

8. **Expand high-quality summer and after-school programming**, with a focus on expanding to underserved student populations and locations, and expand services for topics on career exploration and experience, college fit, and college affordability. Regularly reevaluate available services types, service distribution, and populations served to meet student needs.
9. **Work across sectors to conduct a comprehensive review of Delaware's scholarship opportunities** (from SEED and Inspire to private scholarships) and develop a strategic plan to improve awareness and utilization and to strengthen success in attaining postsecondary education credentials.
10. **Provide training to educators, counselors, and community-based partners in cultural competency, implicit bias, and dismantling deficit mindsets.** This training would help shift approaches providers take by helping them recognize the role of system failures in student outcomes, learn racially and culturally inclusive teaching and counseling practices, and reevaluate their relative position and power within the social contexts in which they work and live.

11. **State and district leaders should pilot efforts to expand competency-based learning and increase access to college coursework (e.g. dual enrollment) and meaningful work-based learning, especially in 11th and 12th grades.** Leverage data systems and reporting to identify student eligibility and drive interventions for students who are off-track.

IV. Leveraging Existing Resources

Delaware should leverage existing programs, infrastructure, and funding sources provided by schools, community-based organizations, state agencies, and employers to strengthen existing college and career preparation services.

Key Action Steps:

12. **Establish intermediary organizations that work in conjunction with state agencies, employers, and higher education institutions,** to identify and communicate industry and employment needs and implement educational programs and work-based learning opportunities linked to good jobs.

“The issue is not to have more meetings. We meet all the time. We need to have meetings that provide the structure for collaboration. True collaboration will not happen in the absence of intentional activity.”

-Community-based leader

13. **“Braid” financial resources** (federal, state, county, city, private) **and integrate existing state infrastructure and systems** (like libraries, community college, and one-stop shops) to support college and career readiness goals and industry needs, and provide a more comprehensive and equitable set of resources and supports for students and their families.

14. **Establish a college and career preparation network** to promote collaboration and share tools and data among community-based organizations serving students and schools. Use this structure to develop common goals and outcomes for government, community, and business leaders.

CONCLUSION

The State of Delaware has emerged as a national leader in college and career readiness. This is largely due to the possibilities for scale created by Delaware’s size, strong state and local leadership, and the state’s history of successful collaboration. However, the First State must also address the same challenges that loom large throughout the nation, including a shifting economy, concentrated poverty, issues of school equity and access, and communication within and across large organizations. As the Delaware continues to face budgetary challenges, collaboration and the authentic engagement of business and industry to support college and career readiness efforts will be increasingly necessary to prepare students for the new world of work.

The challenge to all—whether you're a business leader, policymaker, member of a community-based organization, educator, counselor, or parent—is to make the most of this opportunity. As you reflect on these findings and recommendations, think about how you fit in. Where can you contribute? Better yet, where can you take the lead? The future success of young people in Delaware and across the nation hinges on our collective action.

DELAWARE CONTEXT

Delaware is both the first state in the union and the second smallest state in the United States. With approximately 966,000 residents, the state is divided into three counties (north to south: New Castle, Kent, and Sussex), and 19 school districts (including three vocational technical districts).¹ There are approximately 137,000 public school students in Delaware.² Delaware's student population is racially diverse, with more than half the student population being non-white. Delaware high-needs populations, which includes English learners, low-income students, and students with disabilities, are also growing (see Figure 1).³

In many ways, Delaware is a microcosm of the United States. It has two heavily populated cities that serve as the state's hub for business, industry, and commerce. Additionally, there are large swathes of sparsely populated agricultural areas, particularly in the southernmost county of Sussex.

Delaware has a strong history of cross-sector collaboration, partially aided by its small size. The state has focused considerable attention on education, more specifically supporting students to be college and career ready, as defined by Delaware's definition of college and career readiness (see Figure 2).⁴ For example, the First State has instituted a number of key postsecondary readiness supports and activities that make Delaware an example for the nation. Strengths of Delaware's system, along with examples of assets to build on include:

- **Vision:** Delaware has a strong state-level vision for the future, which aligns partners, drives change, and has led to Delaware emerging as a national leader in this space. For example, the Vision Coalition of Delaware's [Student Success 2025](#) is a comprehensive, collaborative plan to ensure that every Delaware student has the knowledge, training, and work experience needed to pursue a meaningful, family-supporting career by 2025.
- **Alignment:** There are robust college and career readiness partnerships between school systems, community-based organizations, government, philanthropy, higher education, and business. These partnerships are evident through strong state supports such as [College Application Month](#), [SEED/Inspire Scholarships](#), [text alerts](#) for information on college admissions, and [student success plans](#). Strategic alignment of state and federal education and workforce development plans are also strong assets in Delaware's college and career sphere. This includes the alignment of Workforce Innovation Opportunity Act, Every Student

Of the 137,000 students in Delaware public schools:

- **40%** of students are low-income
- **More than 50%** are students of color
- English learners are the fastest growing high-needs population in the state (**31% growth over the past 10 years**)
- **20,000** students with disabilities are enrolled

Figure 1: Delaware's student demographics

Succeeds Act, and Carl D. Perkins state plans with the Delaware Pathways Strategic Plan.

- **Size:** Delaware's size allows good ideas to scale quickly, with 137,000 students, one community college system, one workforce development board, 19 school districts, and 44 high schools.⁵
- **Track Record:** Delaware has a history of effective public-private partnerships. In 2010, Delaware was one of the first states to win the national Race to the Top competition, gaining \$119 million in funding to improve state and district systems. Additionally, Delaware has quickly launched and expanded [Delaware Pathways](#) in 38 high schools.⁶ Pathways are high school curricula and experiences that align with state labor market demands, provide opportunities for students to earn industry-recognized credentials and college credits, and are consistent with postsecondary learning (see Figure 3).⁷
- **Leadership:** Public and private sector leaders are committed to this work, as is evidenced through leadership across multiple education and workforce development organizations, and strong political leadership.

The First State is making significant educational progress, but equally significant challenges remain. Communities across Delaware are facing complex issues that affect students' chances for success. There are communities that are facing high rates of poverty, low educational attainment rates, fewer job opportunities, limited economic security and poor health outcomes. These are important issues statewide, and are especially critical in addressing the needs of the state's eight promise communities (see Appendix 6).

Although the state, districts, and community-based organizations measure a variety of outcomes, how well the state ensures all its public school students are ready for college and career success is largely measured by key outcomes such as: SAT scores, earning college-level course credit while in high school, high

Delaware's Definition of College and Career Readiness

Each Delaware student will graduate college- and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors, and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship.

Figure 2: Delaware's Definition of College and Career Readiness

State Model Pathway	Career Cluster	Projected 10-year Growth and Average Wage
Allied Health	Health Science	15% Avg. Wage: \$65,960
Nurse Assistant		
Engineering Technology	Architecture and Construction	13% Avg. Wage: \$50,240
Energy		
CISCO Networking	Information Technology	13% Avg. Wage: \$89,824
Computer Science		
Teacher Academy	Education and Training	10% Avg. Wage: \$57,379
Academy of Finance	Finance	9% Avg. Wage: \$76,897
Culinary & Hospitality	Hospitality and Tourism	9% Avg. Wage: \$25,185
Environmental Science	STEM	6 % Avg. Wage: \$105,402
Biomedical Sciences		
Engineering		
Manufacturing Logistics	Manufacturing	3% Avg. Wage: \$43,077
Manufacturing Production		

Figure 3: Delaware's average wage is \$50,300. Projections were developed based on school system interest, labor market information, and industry demand. Within the next two to three years, additional pathways will launch in construction management, early childhood education, business administration, and public and community health.

school graduation rates, college enrollment, college remediation rates, and career preparation programs.

Access to postsecondary education and/or career training can have implications for an individual's future earnings. In fact, more educational attainment is correlated to lower rates of unemployment and higher income.⁸ With a youth unemployment rate of 15 percent and 11 percent for Delaware teens ages 16-19 and young adults ages 20-24, respectively, a focus on career preparation is essential.⁹ Delaware has prioritized career preparation through the creation of statewide career pathways that offer students the opportunity to explore a high demand career area, earn college credits in high school, and gain meaningful work experience. In 2016-17, there were 38 high schools offering 11 state model pathways programs—serving nearly 5,000 students. Students will be enrolled in three additional programs in the 2017-18 school year: K-12 Teacher Academy, Environmental Science, and Nursing Assistant (see Figure 3).¹⁰

In terms of preparing students academically, SAT, graduation rates, and college remediation rates indicate opportunities for improvement and support. In Delaware, all students take the SAT once in high school, typically in 11th grade. Less than one third of Delaware high schoolers are scoring proficient in math on the SAT, and just over half are scoring proficient in reading. There are significant achievement gaps in SAT proficiency (see Figure 4).¹¹ African American and Hispanic/Latino students fall behind their white peers (and the state average) in both SAT math and reading. High-needs student populations (low-income, English learners, and students with disabilities) also fall well below the state average in both subjects (see Appendix 9 for additional data).

As the state has focused on preparing students for college and career, graduation rates have grown from 80 percent in 2012 to 85 percent in 2016¹² (see Appendix 9).

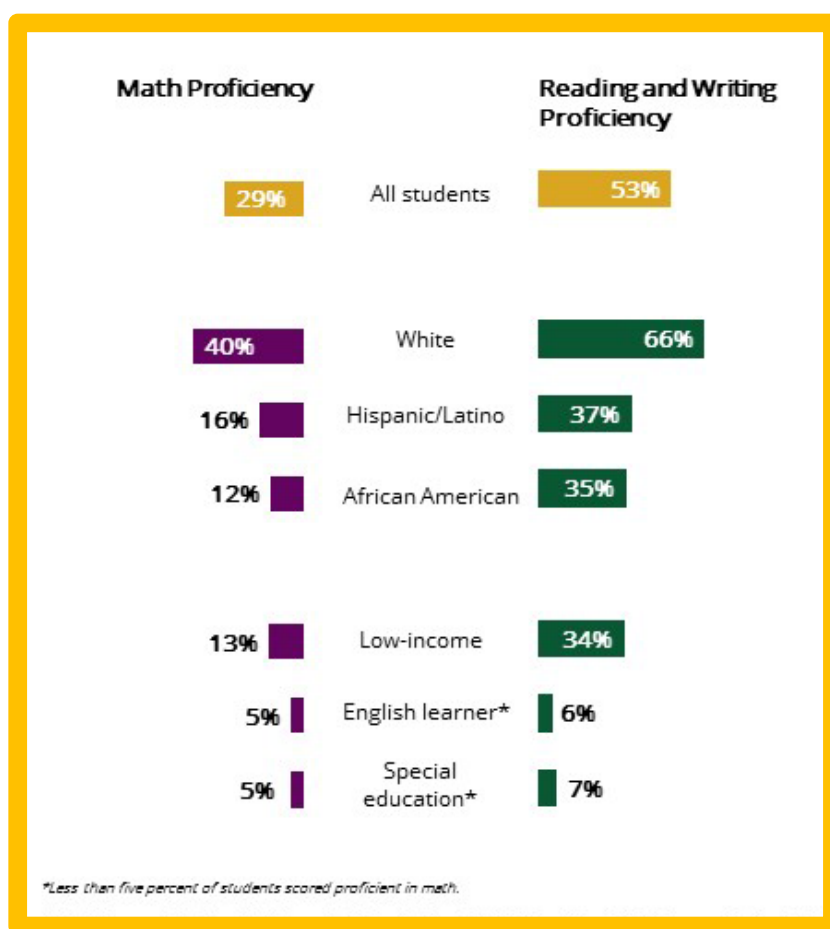


Figure 4: SAT proficiency, by subgroup

Regarding equity, there are significant gaps in SAT scores, high school graduation rates, and college remediation rates for those from at-risk populations (low-income families, those with special needs, English learners (EL), and students of color). At-risk populations are 1.5 times more likely to take a remedial course than their peers. Moreover, minority and at-risk youth are

taking fewer of the advanced high school courses associated with college readiness.¹³ (See Appendix 9 for detailed state-level data.)

In preparing students for the next steps after high school, Delaware has seen increases in college enrollment from 52 percent in 2012 to 61 percent 2015 (see Appendix 9).¹⁴

In 2014, Delaware reported on college remediation rates for Delaware public school students enrolled in Delaware colleges for the first time. In the three years since this was first reported, the data remain largely unchanged—with 41 percent of students needing remediation¹⁵ (see Figure 5). Achievement gaps by race and high-needs subgroups remain significant (see Appendix 9).

Gaps such as these should be addressed to ensure that all students are ready for jobs of the future. However, they also point to a deeper issue: the persistent underserving of students of color, students with disabilities, English learners, and low-income students in postsecondary readiness.

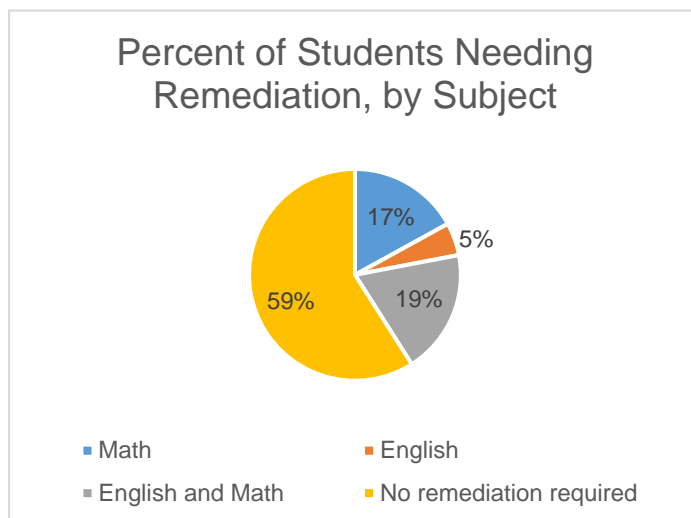


Figure 5: Delaware college remediation, by subject

METHODOLOGY

This landscape analysis is not intended to be a large-scale evaluation that determines the impact or success of college and career readiness structures or organizations in Delaware. Rather, it was designed to systematically document the assets and barriers (perceived or actual) that are associated with postsecondary readiness in Delaware.

The landscape analysis used methodological triangulation. That is, the same information is requested using multiple methodological strategies (e.g., interviews, focus groups, and surveys). By triangulating the data, the researchers can determine the strength of the research findings. For example, the more that different methods yield the same results, the more credible those results are considered. In short, methodological triangulation serves as a check for validity and ensures that the responses are not merely a function of how a question was asked.

Many well-researched and well-established social science strategies were used. These strategies include: semi-structured interviews, focus groups, and content analysis. Interviews and focus groups represent data collection strategies and content analysis is an analytic method that is applied to make sense of data.

Over 300 individuals were engaged in these conversations. Stakeholders from a variety of sectors participated, including: K-12 educators and counselors, institutions of higher education, community-based organizations, policymakers, Delaware public high school students, and out-of-school or “opportunity” youth (ages 16-24). Participants were chosen with consideration to race, geography, socio-economic status, and role. Although a diverse group of stakeholders provided their perspectives, the sample may not be representative of or generalizable to the entire Delaware population. For a summary of participants by engagement type, see Figure 6.

The reader should note that this is very much a study of perception—how the interviewees see the issues. Respondents openly discussed their perceptions of college and career readiness, particularly in the context of sensitive themes such as race, class, and region (county). As a study of perception, there may be instances in which what is perceived differs from what is factual. In these instances, the authors caution against the wholesale dismissal of the perception. Stakeholders' perceptions of key programs, policies, and practices are an incredibly rich source of data. Further, it is the perceptions of counselors, administrators, and students that ultimately drive postsecondary readiness outcomes.

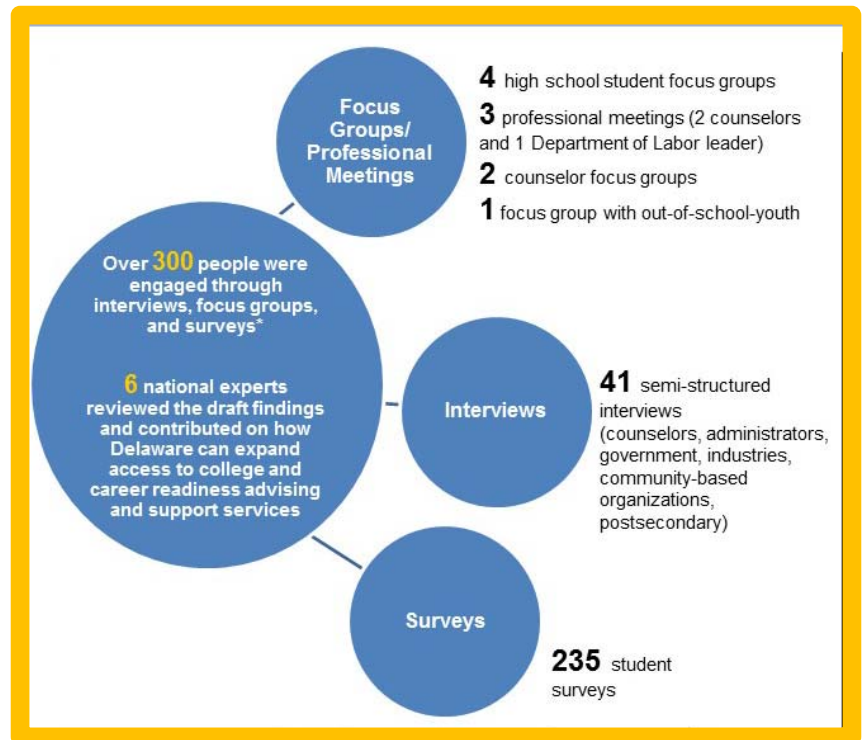


Figure 6: Stakeholder engagement

RESEARCH QUESTIONS

This landscape analysis answers two foundational research questions:

1. What are the characteristics, assets, and barriers of the college and career readiness, access, and success support services available to Delaware students?
2. What are the key themes and findings that emerge from stakeholder interviews, surveys, and focus groups? How should Delaware consider aligning, expanding, or growing services to better serve the needs of students?

For a sample of the type of questions asked, see Figure 7.

Interviews

A total of 41 semi-structured interviews were conducted. Semi-structured interviews involve the use of a general predetermined set of interview questions. Semi-structured interviews allow the interviewer to adjust the questions depending on the context of the actual interview. Questions were adapted to maximize the validity

Sample of Questions Asked:

Types of services and key activities

- Types, service locations, depth of activities, eligibility requirements
- Population served (# of students, demographics, grade levels, geography, etc.)
- Highest quality and most helpful/impactful activities
- Barriers, challenges, and opportunities to students
- Training/PD available to support service delivery

Resources Needed

- Gap between what's needed and available
- Informing students about available programs
- Partnerships and/or referrals
- Programs, tools, or partnerships that can be created or better utilized

Outcomes Measures

- Outcomes being measured to demonstrate success
- Data collection
- Using data to drive programmatic changes

Figure 7: Sample questions asked

and relevance of the interviewee's response. In short, not all interviewees were asked the same questions in the exact same manner. This is an important feature as the landscape analysis involves conducting interviews among a very diverse group of interviewees. Semi-structured interviews allow for on-the-spot generation of new questions to follow up on conceptually relevant responses. For this analysis, an adapted version of the semi-structured interview protocol for constructing logic models was utilized.¹⁶ (See Appendix 1-4 for a copy of the protocols.)

The sampling approach was purposive. A list of community-based organizations that provided college and career readiness services in the state of Delaware was compiled. Next, community-based organizations were selected to provide a comprehensive representation of the types of organizations in Delaware. The participating organizations represent a diverse group of organizations selected based upon types of services offered, size, target population, and service area(s). Interviews were conducted with the director, lead administrator, or a designee. The interviews ranged from 45 to 75 minutes long.

Figure 8 details the number of interviews conducted by interviewee type.

Interviewee Type	Number of Interviews
Counselors (elementary and high school)	2
Educational administrators	6
Government (including workforce, labor, education)	6
Industry	1
Philanthropy	3
Postsecondary	3
Organizations operating in schools	7
Organizations operating out of schools	13

Figure 8: Number of interviewees, by type

Focus Groups and Professional Meetings

Focus groups are a widely used and well-established social science tool to learn about the perceptions and beliefs of groups. The data collection strategy involves assembling 6-10 people who are selected based upon strategic characteristics and asking targeted questions to learn how group members feel about a particular issue. Focus groups represent a way of collecting multiple opinions simultaneously while still allowing the researcher to follow up. In short, focus groups provide an opportunity for researchers to elicit opinions (similar or disparate) about a topic from a small group. How participants respond to one another is just as important a source of data as how participants respond to guided questions. Often focus groups take a natural, conversational tone and group members ask questions and respond to one another in ways that are difficult to capture in a survey or interview.

Stakeholder Type	Number Engaged in Focus Groups/Professional Meetings
Counselors (elementary through high school)	50
Educational administrators	5
Government (including workforce, labor, education)	5
Industry	5
Philanthropy	5
High school students	22
Out-of-school youth	10

Figure 9: Number of stakeholders engaged in focus groups

Over 100 individuals were engaged through focus groups and professional meetings, across all counties. There were four high school student focus groups, including one charter, one vocational-technical school, and two traditional schools. One focus group with out-of-school youth was held. Two focus groups with high school counselors were held. Feedback was also gained through three professional meetings, one with the state's Lead Counselors Group, one with the board of the Delaware School Counselors Association, and one with Delaware Department of Labor's youth providers group. Figure 9 details the types of stakeholders that were engaged.

Student Survey

Students' perspectives are arguably the most valuable voice in the study as they are both the target audience and primary beneficiaries of college readiness efforts. In addition to focus groups, student perceptions were collected via a survey that was available from March 2017 to May 2017. It consisted of a total of 15 questions.

A total of 235 high school students responded to the survey. Students were distributed across 16 high schools and were recruited through snow ball sampling or direct recruiting at a community-based college information session. The student sample was 40 percent female and 60 percent male. For demographics of the survey respondents, see Figure 10.

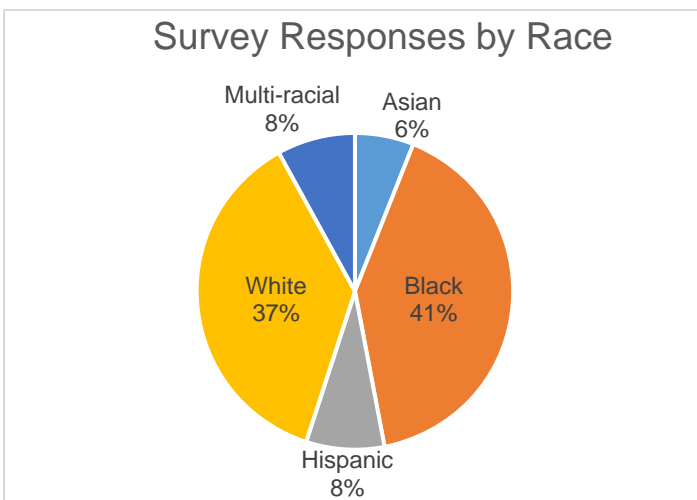


Figure 10: Survey respondents by race

Moreover, approximately 28 percent of the student respondents that completed a survey will be the first in their family to attend college, and 43 percent of the respondents receive free or reduced lunch.

Expert Feedback

To review the draft recommendations, Jobs for the Future in partnership with project partners convened a group of national experts (see Figure 11) all of whom noted that the analysis has significance beyond the state. The panel of six national experts reviewed the draft findings and recommendations, and contributed their own expertise on how Delaware can expand access to the college and career readiness advising and support services needed for students to make good choices and succeed in their post high school plans.

The feedback from the experts was utilized to help shape the recommendations provided in this report.

Data Analysis

The interview, focus group, and survey data were transcribed and analyzed for key concepts, issues, or ideas that were either mentioned multiple times or conceptually relevant to the research questions. The themes that emerged were then analyzed for consistency within and across each source of data.

In addition to using thematic analysis for the interview and focus group data, basic descriptive statistical analysis (i.e., mean, median, and mode) was used to understand and interpret survey results.

We initially proposed GIS (Geographic Information Systems) as a viable way to document equitable distribution of college and career readiness, access, and success supports, including services in eight targeted promise communities. Due to data limitations (availability and type), some of the above questions were not able to be answered (see Appendix 6 for more detail).

The findings of the study are presented in the Results section under the headings of each research question.

Jobs for the Future and Delaware project partners convened a group of national experts to provide feedback on the draft recommendations in this report. The following experts participated in the conversation.

- Dr. Nancy Hoffman, Senior Advisor at Jobs for the Future and Co-Founder of the Pathways to Prosperity Network
- Dr. Terry Holliday, NSFY Coach and previous Commissioner of Education in KY
- Scott Jenkins, Strategy Director, The Lumina Foundation
- Rich McKeon, Director of Career Readiness Initiative, CCSO
- Sara Melnick, Deputy Director, National College Access Network
- Dr. Mike Nakkula, Professor, University of Pennsylvania
- Jon Schnur, Executive Chairman, America Achieves

Figure 11: Expert roundtable participants

RESULTS

Q1. What are the characteristics, assets, and barriers of the college and career readiness, access, and success support services available to Delaware students?

Findings

The research question was initially framed by the belief that “in-school” and “out-of-school” were the most analytically useful way to categorize and understand the types of college and career readiness services offered throughout the state and the corresponding gaps. This turned out not to be the case as almost all the organizations interviewed are providing some degree of both in-school and out-of-school supports. For example, in addition to providing a safe, supervised out-of-school enrichment environment, the Boys & Girls Club of Delaware is providing significant academic and psycho-social supports in schools. Additionally, we found that college preparation and college access better described the types of activities that were taking place out of schools.

So, these activities were not just “out of school,” they were happening on college campuses for the specific purpose of acclimating participants to college life. Instead of the in-school and out-of-school distinction guiding the analysis, we categorized the organizations based on the types of services provided rather than where services are provided.

The research question is answered in four different parts. First, we describe general characteristics of the organizations that participated in the landscape analysis. Next, we present five categories that are helpful for thinking about the type and nature of supports provided by schools, districts, and community-based organizations. Here readers are able to see the types of organizational supports, types of activities, location of delivery, and desired programmatic outcomes. Finally, we present gaps uncovered in the analysis, including gaps in types of service and where they are offered.

General Characteristics

Based upon the interview data, the average profile of a community-based organization that conducts college access, readiness, and/or success work in Delaware:

- Has an average annual budget of \$2,416,220 (median budget of \$1,169,283) almost exclusively from grants at the federal and state levels
- Serves approximately 60 students at the high school level
- Partners with at least one other community-based organization to deliver programming, services, or information, but has limited awareness of other collaboration possibilities
- Would like more assistance regarding youth employment, internships, or work-based learning

Types of Supports

Based upon an analysis of organizational program logic models, there are five general categories of supports provided by community-based organizations and the state:

1. **College Preparation and Access:** Focused primarily on preparing high-achieving youth for collegiate success and college admission through academic enrichment, college exploration or fit, and college application and selection support.
2. **College Affordability:** Focused on making college more affordable and accessible through FAFSA assistance, scholarship attainment, and financial coaching.
3. **High School Support:** Targets students that drop out or are at risk of dropping out of school. Emphasis is placed on mental health, social service referrals, and self-advocacy.
4. **Career Planning:** Focused on preparing students with the skills and experiences needed to succeed in the workplace, primarily through skill development (advising, mentoring, interview skills), and building work experience (job shadowing, application support, summer employment).
5. **Comprehensive Community-Based:** Offer a wide variety of services (e.g., literacy, GED, health, housing) that are geared toward improving community and family health.

It is important to note that these categories are not intended to be mutually exclusive, and there is considerable overlap between the types of activities and desired outcomes across organizations. In fact, operating exclusively in one category would severely limit the ability of an organization to address the needs of youth who are dealing with multi-level and multifaceted challenges. Therefore, organizations may have elements of more than one typology. When organizational missions, target populations, and activities are examined in relation to one another, a strong argument can be made that an organization predominately functions in one of the five typologies. In short, these general categories provide a conceptually relevant framework to think about the primary approaches and activities of the stakeholders that were interviewed.

Service Type	Key Activities	Sample of Existing Programs
College Preparation and Access	<ul style="list-style-type: none"> • Academic Enrichment (e.g. advising, mentoring, Socratic teaching, SAT prep, self-advocacy) • College Exploration and Fit (e.g. campus experiences, college visits) • College Application and Selection (e.g. college application, selection support) 	<ul style="list-style-type: none"> • DE College Scholars • FAME • MERIT • TeenSHARP • Upward Bound • Delaware Futures • College Application Month • Texting campaign • AP and dual enrollment
College Affordability	Financial accessibility (e.g. FAFSA assistance, financial planning, literacy, and coaching)	<ul style="list-style-type: none"> • \$tand By Me • Give Something Back Foundation • SEED/Inspire • Scholarship Compendium
High School Support	<ul style="list-style-type: none"> • Mental health (e.g. focus on coping, stress management; psycho-social supports) • Social service referrals (e.g. transportation, provide food and clothing) • Student advocacy (e.g. academic enrichment, tutoring, meeting with teachers, counselors, and administrators, small group meetings) 	<ul style="list-style-type: none"> • Delaware Adolescent Program Initiative • Jobs for Delaware Graduates
Career Planning	<ul style="list-style-type: none"> • Skill development (e.g. advising, mentoring, soft skills and team building, job readiness, interview skills) • Building experience (e.g. summer employment, job application, interview skills) 	<ul style="list-style-type: none"> • Junior Achievement • Project Search • Career Cruising • SPARC
Comprehensive Community-Based	<ul style="list-style-type: none"> • General supports (e.g. mentoring, tutoring, GED prep, literacy programs) • Advocacy (e.g. workforce development, small business development, health/empowerment/wellbeing, housing assistance) • Community building (e.g. arts, music, theater, crafts, sports, youth leadership development) 	<ul style="list-style-type: none"> • Communities in Schools • West End Neighborhood House

The analysis uncovered the key activities for each of these categories of service, shown in the above chart.

Key support services are delivered both in-school and outside of school to drive toward college and career readiness. In-school programming is typically integrated into the school day as an

elective or an on-site afterschool program. Out-of-school supports are generally delivered as off-campus afterschool, weekend, or summer programming that usually take place in the local community (organization's site or church) or on a college campus. For a summary of activities by location, see Figure 12.

When considered by support type (e.g. College Preparation and Access, High School Support), the key activities offered in school and out of school are often complementary. That is, activities conducted in school lay the framework for students to take advantage of out-of-school experiences. For example, in school, students may investigate a potential college or career opportunity in preparation for a college visit/tour or job shadowing experience.

Delaware's existing programs utilize a number of activities that drive toward college and career readiness outcomes. Common outcomes include improved GPA, SAT readiness, high school graduation, college acceptance and enrollment, and FAFSA completion. A more comprehensive list of outcomes measures by type of service is in

Service Type	Community Org.	School	Business	College Campus
College Preparation and Access	✓			✓
College Affordability	✓	✓		
High School Support	✓	✓		
Career Planning	✓	✓	✓	
Comprehensive Community-Based	✓	✓		

Figure 12: Summary of activities by location

Figure 13. Most organizations are measuring outcomes, however there is limited, if any, alignment with reporting measures at the district, state, or federal level, or with services provided by schools and districts.

More on the perceived impact of state services can be found in Appendix 8. Additional takeaways are highlighted in the Findings section of this report.

Service Gaps and Opportunities

Using interview, focus group, and survey data, this section highlights service gaps perceived by students, community-based organizations, counselors and principals. Survey results yield important findings where students seek college and career planning information. Overall, the analysis found that many students' needs are not being met due to various factors, including:

- **Limited resources (financial and/or staffing).** A lack of resources was the most frequently cited barrier to reaching desired program outcomes, and/or expanding services.
- **Limited collaboration and client referral between community-based organizations.** There are limited referrals amongst community-based organizations leading to limited options for families dealing with mental health challenges and homelessness. State agencies are viewed as primary sources of support but the system is overwhelmed (long waiting periods/response times).

- **Students of color and low-income students face cultural barriers when seeking services.** Greater training regarding cultural and linguistic diversity and competency is needed as many of the providers do not come from the communities that they serve.
- **Youth in Sussex County are underserved.** There is limited youth engagement in Sussex County. It was reported that providing services in rural Sussex County usually translates into increased financial and time expenditures.

The analysis, detailed in Table 1, uncovered gaps by support type.

Service Type	Existing Measures
College Preparation and Access	<ul style="list-style-type: none"> • Dual enrollment and AP enrollment and success • GPA • SAT readiness • College acceptance/enrollment
College Affordability	<ul style="list-style-type: none"> • FAFSA completion • Scholarships received • Household budgeting • Financial health/literacy • Credit repair
High School Support	<ul style="list-style-type: none"> • High school graduation • GED completion • Postsecondary enrollment
Career Planning	<ul style="list-style-type: none"> • Career awareness activities • Job/ Internship placements
Comprehensive Community-Based	<ul style="list-style-type: none"> • Improved GPA • Graduation rates • Individual and community employment

Figure 13: Common outcomes measures, as defined by interviewees

Table 1: Gaps and Opportunities by Support Type. Related to the service types listed in the left column, our team found gaps in services (right column) in the following areas or geographies.

Service Types	Service Gaps and Opportunities
College Preparation and Access	<ul style="list-style-type: none"> • Programs for students “in the middle” • Scaling programs with waiting lists or ensuring programs are referring students to each other • Spanish speaking staff • Program availability in Sussex County • Addressing college fit • Targeting information to parents • Postsecondary completion support
College Affordability	<ul style="list-style-type: none"> • Targeting information on affordability options to students
High School Support	<ul style="list-style-type: none"> • Program availability in Wilmington, Newark, and Sussex County • Referrals for families, mental health, homelessness

	<ul style="list-style-type: none"> Deficit or pathological approaches for economically disadvantaged and minority communities.
Career Planning	<ul style="list-style-type: none"> Career awareness and readiness programs Work-based experiences and student placements Effective use of technology to help students plan for their future Leveraging data from schools, programs, higher education and workforce
Comprehensive Community-Based	<ul style="list-style-type: none"> Organizations building capacity at the community or grassroots level Scaling programs with waiting lists or ensuring programs are referring students to each other Program availability in Wilmington, Newark, and Sussex County

More detailed findings and suggestions for addressing these gaps can be found in the Findings and Recommendations section.

Overall, the analysis found that existing activities and intended outcomes are loosely aligned. Organizations interviewed do not share a common vision or goal, making it difficult to tie individual services into the overall direction of the state. There is no structure for common data sharing across program/institutions, or across transition points (elementary to middle, middle to high school, high school to postsecondary and workforce). This limits the understanding of what's working well. Programs have difficulty identifying gaps in services and targeting students with appropriate services. This structure also makes it difficult to identify gap in services and opportunities for scaling best practices in the whole system.

Q2. What are the key themes and findings that emerge from stakeholder interviews, surveys, and focus groups? How should Delaware consider aligning, expanding, or growing services to better serve the needs of students?

Overarching Themes

Using information about the types of services available throughout the state as well as assets and barriers, overarching themes emerged. The findings and recommendations can be organized into four primary themes. These themes identify paths for the state to continue to build on the foundational work already present in many communities and schools across the state. The goal is to identify ways to strengthen and expand this existing work to eliminate barriers for every student and ensure systemic access regardless of zip code or school choice. The themes include:

- I. **Rethink College and Career Advising.** Professional school counselors are an essential piece of the puzzle, however, a new approach that aligns services, utilizes all educators in college and career planning, and engages parents, is needed to address broad student needs.

- II. **Address Student Mental Health Needs.** Counselors, educators, and community-based organizations address students' mental health needs, but educators and community organizations could better connect students with current services available and scale best practices.
- III. **Expand Access to Support Services and Equity of Distribution.** Race, geography, citizenship, and English learner status are all reported as having a differential impact on access to high-quality services that meet student needs. Current programming does not adequately cover postsecondary and career preparation topics (such as career preparation, persistence/completion of postsecondary education, and affordability), and student demand is not being met.
- IV. **Leverage Existing Resources.** Cross-sector communities (e.g., counselors, schools, mental health, community organizations, higher education, philanthropy, and business) provide critical support services, but need to expand infrastructure, "braid" financial resources, and deliver services more strategically and effectively to ensure that *all* youth are prepared for college and career upon graduating.

The analysis uncovered that the landscape of college and career readiness services is complex, and won't be fixed by investing in one strategy. A number of key action steps across schools, state agencies, employers, and community-based organizations is needed to align and expand services. Additional information on context, findings, recommendations, and key action steps for each theme is discussed in more detail below.

I. Rethink College and Career Advising: Findings and Recommendations

Context

During the 1900s the traditional role of the "guidance counselor" was to provide vocational guidance to young men. Since that time, the field of counseling has had a dramatic shift, transitioning from guidance counseling to professional school counseling. In an effort to clarify the role of school counselors, the American School Counselor Association (ASCA) created a chart of appropriate and inappropriate tasks for school counselors. See Figure 14¹⁷ for examples of appropriate and inappropriate tasks. Overall, the ASCA recommends that school counselors dedicate at minimum 80 percent of their time to providing direct and indirect services to kids, and less than 20 percent on program management and planning.^{18,19}

Examples of Appropriate Activities for School Counselors	Examples of Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> • Individual student academic program planning • Providing counseling to students who have disciplinary problems • Collaborating with teachers to present school counseling core curriculum lessons • Providing individual and small group counseling services to students 	<ul style="list-style-type: none"> • Signing excuses for students who are tardy or absent • Teaching classes when teachers are absent • Computing grade-point averages • Maintaining student records • Supervising classrooms or common areas • Keeping clerical records • Serving as a data entry clerk

Figure 14: Activities for school counselors

In recent years, Delaware has taken steps to improve school counseling. Delaware has revised certification requirements to reflect national best practices. State leaders have worked to increase counselor training by creating an advanced certificate opportunity, and increasing the rigor and requirements for the Masters in School Counseling program at Wilmington University. Additionally, each school is required to submit a written action plan aligned to the ASCA national model, to be implemented by a certified school counselor. Plans include information about the role of the school counselor, goals for the years, data review for the previous year, and program goals, timelines, and action plans. Plans are updated and submitted to DOE for review annually.

Findings

- **Counselor capacity is limited, and schools have only partial awareness of outside services.** Delaware has proven to be reflective of the national counseling context, with blurred counselor roles and a high student-to-counselor ratio.

“In many ways principals and administrators still see us in an outdated model of guidance counseling. The students have changed. Work has changed. School has changed. But people still see counseling as just guidance. It is so much more. It is a part of what I do, but it is not all that I do.”

—Counselor, focus group

“It is unrealistic to expect me to adequately address the needs of all the students that I am assigned. There are simply too many.”

—Counselor, focus group

The ASCA recommends a student to counselor ratio of 250:1, Delaware’s ratio is 464:1. Counselors’ time and ability to deliver postsecondary and career planning services is limited and the role and functions of professional school counselors are not always clearly defined. Counselors are often assigned tasks that are not the most optimal use of their expertise or time (e.g. cleaning lunchroom tables, serving as hall monitors, and substitute teaching), many of which have little to nothing to do with their professional training. This sentiment

regarding role ambiguity or overly broad roles was unanimously echoed by the counselors that participated in focus groups and interviews.

School counselors cannot be the only source of college and career planning support for youth. And adding additional school counselors will not solve all the problems uncovered through this analysis. Currently, community-based organizations serves as an invaluable partner for counselors to meet the multidimensional needs of youth. However, there is limited awareness among counselors regarding the services and supports offered by local community-based organizations.

- **The state lacks a systematic approach to engaging all educators in a culture of college and career planning.** Conversations indicated that counselors rely heavily on state-sponsored initiatives such as College Application Month, which is primarily targeted at high school seniors, to drive postsecondary planning. Educators and staff throughout the state are engaged at varying levels depending on the school or district. Respondents suggest that without these structures, the amount of time dedicated to college planning and applications would greatly diminish. However, a more systematic approach to postsecondary readiness that is integrated through elementary, middle, and high schools is lacking.

Sixty-four percent of students mentioned teachers as their primary source of help in preparing for their future after high school. However, educators and school staff have limited exposure to the workplace outside of the teaching profession, making it difficult to make coursework relevant to varying career fields. Counselors, especially at comprehensive schools, both require and desire more training on career advising.

“The school was really good about making us apply to colleges during College Application Month. I really didn’t think about it until then. I am sure people told me to work on it sooner. I just wish somebody would have made me. I spent a lot of time crying, trying to get everything together.”

—High school senior, Sussex County

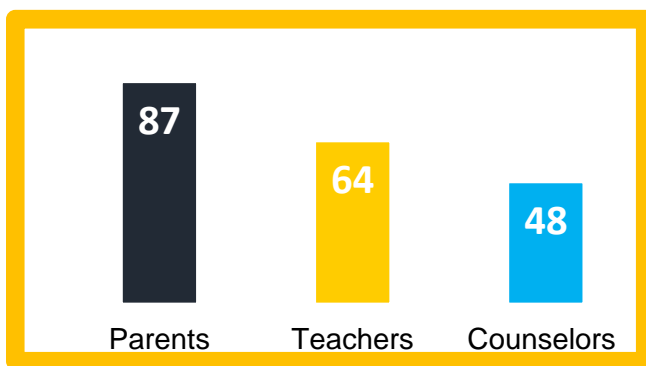


Figure 15: Primary student supports for postsecondary success

Delaware has invested time and resources in technology solutions to assist in college and career planning (SPARC, Career Cruising) that are not being effectively leveraged at the local level. Survey results are consistent with focus group feedback in which students reported limited engagement with online platforms and a preference for in-person interaction when it came to learning about college and career options. Student surveys indicate that nearly 80 percent of students developed a student success plan using Career Cruising, however only 40 percent found it somewhat or very helpful in planning for their future. Further, 73 percent of students never used SPARC to learn about a career or to ask questions about a career.

“For this one period of time everybody is on the same sheet of music throughout the school or district for that matter. [College Application Month] gives us an opportunity to just focus on college applications and financial aid.”

—Counselor, focus group

- **Parents play a primary role in informing students of options for career and college;** however, no initiatives focus on improving parent understanding of 21st century careers or providing them support to better inform students of college options.

The analysis uncovered that most students enter community or school programs through direct classroom presentations or recommendations by teachers, administrators, or counselors. There is little direct or targeted parental contact during the initial phase of recruitment.

Students overwhelmingly see parents and family members as the most helpful source for college and career information. This may pose a significant challenge for youth who are first-generation college students as their parents or family members cannot draw upon personal college experiences. Given the accelerated rate of change regarding technology, practices, and policies related to college admission, it is not clear that college educated parents and family members are providing accurate information. Unfortunately, there is no comprehensive strategy amongst community-based organizations, schools, and state agencies to inform parents and families of available local and state supports.

RECOMMENDATIONS

Policymakers, educators, community-based organizations, and employers should develop and implement a statewide student advising strategy that starts in elementary school, incorporates all relevant stakeholders, and employs technology creatively and effectively. The student advisement model should provide youth and their families with the career, college, and financial information they need for success after high school.

Key Action Steps:

1. Work across sectors to **develop a statewide student advising and educator training strategy** that better utilizes community and state-level services and expands the role of educators and administrators in building college and career preparation into curriculum and school culture, beginning in elementary school.

Given the role ambiguity and high student caseloads, Delaware should think creatively about how to intertwine the roles of counselors, educators, and community-based organizations to ensure that all students are college- and career-ready upon graduating. This strategy should leverage the expertise of community-based organizations through partnerships with schools, and identify district and state resources to support student needs. Expanding the support from educators and community-based organizations could allow schools to build counselor capacity to advise students on career exploration, college matching, and course selection.

2. **Assess the effectiveness of technology platforms being utilized by schools and community-based organizations**, and where appropriate, expand access to better meet student needs (e.g. rural communities) and explore new approaches to fill gaps. Partners should develop a strategy for rolling out technology and provide training to educators and service providers to ensure meaningful use during in school and out-of-school activities.

Delaware should identify opportunities to utilize technology that builds capacity for advisors, counselors, and community-based organizations. In order to foster effective parent and family engagement, there should be a stronger focus on communicating with students and families so that all are aware of college and career preparation activities.

3. **Offer parents and families information to increase their ability to advise students on career and college** (academic readiness, career pathways, college applications and selection, and affordability), and distribute that information through community-based organizations and schools.

II. Address Student Mental Health Needs

Context

Nationally, 23 percent of children and youth have experienced some trauma in the form of adverse childhood experiences (ACEs).²⁰ ACEs represent stressful experiences that studies show have a negative impact on a child's life outcomes. ACEs include having a parent that has experienced divorce, imprisonment, drug addiction, abuse, or incarceration (see Figure 16).²¹ Often this trauma is correlated with the prevalence of poverty.

Nationwide, 20 percent of children under the age of 18 are living in poverty.²² Children and adolescents are hit particularly hard by poverty. Their developmental years may be adversely affected by limited opportunities to learn the values and skills associated with formal participation in the labor market.²³

National Spotlight: The Center for Career Discovery

District 214, comprised of six high schools serving 12,000 students in the northern suburbs of Chicago, is known for its strong results for a wide range of students. In the last several years, the district has expanded opportunities for students to explore careers, not just through career pathways across the high schools, but also through the Center for Career Discovery. The Center facilitates the development and coordination of customized, authentic learning experiences, which provide opportunities to support all students' skill development, decision-making, postsecondary goals, and future career path. Students access a range of options: supported, independent, and micro-internships, each with different requirements. In addition, students can participate in industry tours, job shadows, and may take classes co-taught by an employer and school staff. These experiences provide students the opportunity to observe and engage with professionals in their typical work setting, learn specific job tasks of the person they work alongside, gain insight into the career planning process, identify potential career opportunities with possible majors of study, develop critical thinking competencies and problem-solving abilities, and have the opportunity to improve the ability to communicate, including developing and utilizing networking skills.

<http://www.d214.org/academics/career-discovery/>

Following the largest economic downturn since the Great Depression, many regions in Delaware are still dealing with widespread poverty and its associated negative outcomes. In 2016, 36 percent of Delaware public school students (18 or younger) lived in poverty (defined by TANF/SNAP guidelines).²⁴ Youth in very specific areas and neighborhoods of Delaware, including the state's eight promise communities, are especially likely to face challenges and stressors. Wilmington, Newark, the coastal areas, Kent County, and the rural areas of Sussex County have very high concentrations of child poverty. In these areas, over 30 percent of children live in poverty (see Figure 17^{25,26}). Living in poverty is already a challenge; living in concentrated

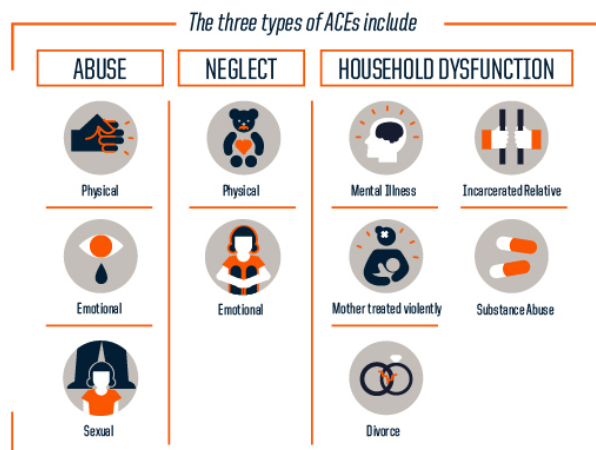


Figure 16: Adverse childhood experiences

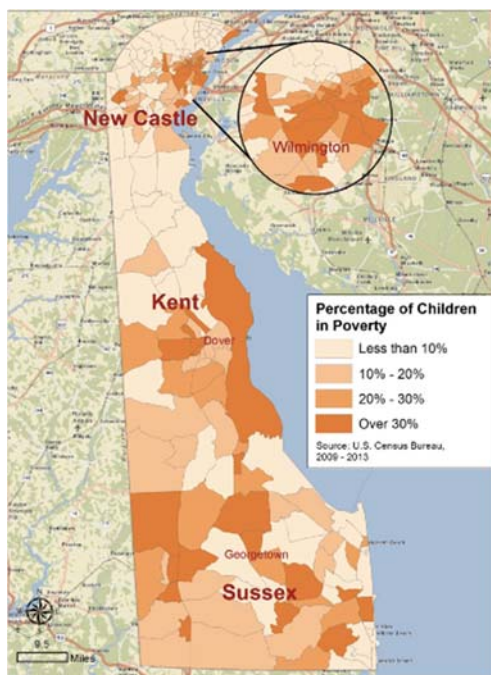


Figure 17: Percentage of children in poverty

nearly 23 percent of Delaware's youth (0-17 years old) have experienced two or more ACEs in the past year. Those numbers are higher for the City of Wilmington and Sussex County, at 28 percent and 26 percent, respectively.²⁹ ACEs are associated with behavioral problems, mental health issues, and substance abuse.³⁰ They can also negatively impact student achievement, leading to grade repetition, lower academic achievement, and disengagement at school.

poverty exacerbates negative effects as there are fewer opportunities for exposure to and support from community and family resources. Concentrated poverty is associated with increased stressful events (e.g. violence and victimization) and fewer supports to overcome them. In many ways, high-poverty areas and associated mental health complications like trauma and chronic stress present the greatest life challenges to the most vulnerable populations.²⁷ It is not clear that current state policies will be effective in decreasing economic inequality as much as intended.

The impact of concentrated poverty is demonstrated in state data regarding adverse childhood experiences. ACEs often lead to toxic stress, which is prolonged activation of an individual's stress response system.²⁸ Children with more ACEs are more likely to also show negative long-term health and social outcomes.

According to a report on ACEs in Delaware,

"I woke up this morning and we don't have no food. We don't have...anything. My mom was on the phone—the lights are going to get cut off. I walk out for school and there is an eviction notice. I can go home and all of my stuff might be on the street."

—Community-based organization director recounting a conversation with a student who was arrested for fighting in school

Findings

- **High levels of risk and stress present immediate challenges to youth for longer-term planning.** Counselors, students, and community-based providers all agree that Delaware youth are facing considerable levels of stress, particularly stress that's related to poverty, violence, and victimization. This stress is often connected to where youth live—and some areas have very few organizations available to serve students. These challenges compete with academic and college and career readiness and preparation.

Specifically, rural Sussex County has very few organizations operating in the area. Comparatively speaking, Delaware cities have a variety of organizations, yet still not enough to meet the high needs of the urban context.

- **Counselors and community-based organizations provide much-needed services; but services are not effectively coordinated and referrals are not frequently made.** Counselors spend a considerable part of the work week addressing the needs of students who are experiencing crises (e.g., health, mental health, familial, financial, and housing). Among counselors, there is limited awareness and leveraging of services and supports offered by local community-based organizations and in-school mental health support staff, such as family crisis therapists and social workers. By engaging youth with mentoring, academic support, and providing general care and emotional support, community-based organizations help meet the immense mental health needs of youth. Unfortunately, these needs cannot be met by the current numbers of counselors or solely by growing the counseling staff. Counselors would benefit from referral resources and students would benefit from additional services of community organizations that counselors cannot provide.

RECOMMENDATIONS

Delaware's schools, community-based organizations, and government services should identify and provide social and emotional health programs at local schools and organizations and refer students to wraparound services to address students' stress levels and adverse childhood experiences that impact academic and life outcomes. A focus should be placed on the state's communities of concentrated poverty in both rural and urban settings.

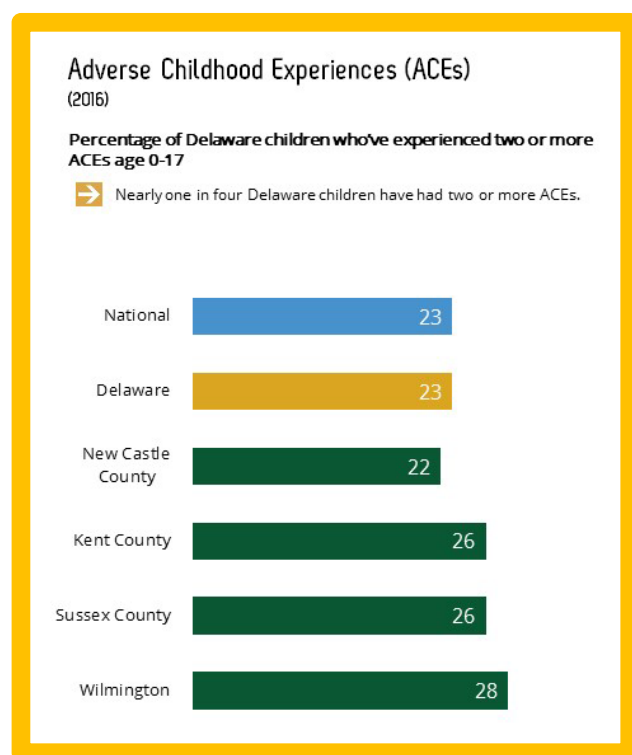


Figure 18: ACEs in Delaware

"These aren't the same students like when you went to school. The kids are dealing with real adult issues at an early age. Like opioid addicted parents, taking care of siblings, or some type of abuse. The trauma is real. We just don't have enough places to refer them to. There is a six-week wait. Anything can happen when you are in crisis...so six weeks..."

—Counselor

Key Action Steps:

4. **Evaluate the landscape of social and emotional health programs, models, and available supports** for students to be used by school staff for referrals. Engage the research community and practitioners to utilize these data to address community challenges.
5. **Use a competitive grant process to pilot and expand a range of mental health supports** identified in the landscape study tailored to the needs of students within individual schools and districts. This approach should leverage pre-service teachers, social workers, and counselors to address students' stress levels and adverse childhood experiences that impact academic and life outcomes. Best practices and successes should be shared statewide.
6. **State agencies and community-based organizations should systematize wraparound supports** (including transportation, health, and housing) **and identify opportunities to integrate and expand access to mental health providers** in communities through Medicaid eligibility policies, state funding, and private support.

Expand Equity and Access to Support Services

Context

Generally speaking, the literature addressing “college and career readiness” focuses on improving academics or college knowledge and not on career-related skill development. A review of college access literature concluded that academics are the single best predictor of college success.³¹ According to the review, programs that provide academic support are most effective in preparing students to be “college-ready.”

National Spotlight: Turnaround for Children

Today, 51 percent of children in public schools live in low-income households, the highest percentage since the National Center for Education Statistics began tracking this figure. That translates into 47,000 schools in the U.S. that have a majority of students growing up in poverty or close to it. Many of these schools are stuck in persistent underperformance and failure because they have not been designed or equipped to address the impact of adversity on the developing brain. There is growing demand to connect the dots between poverty, stress, and academic performance. People want to understand the connection and what they can do to help. Founded by a child psychiatrist Pamela Cantor to deal with children's response to 9/11, Turnaround for Children translates the science that explains the impact of stress on learning into tools and strategies for students and schools. These strategies aim to stabilize the learning environment, reduce stress, and increase engagement in learning. They make it possible for schools to personalize learning by helping children develop the social, emotional, and cognitive skills and mindsets they will need for success in school and in life. Turnaround acts as a catalyst for change by raising awareness about and addressing the challenges that affect any schools facing adversity, particularly those in high-poverty communities. <https://www.turnaroundusa.org>

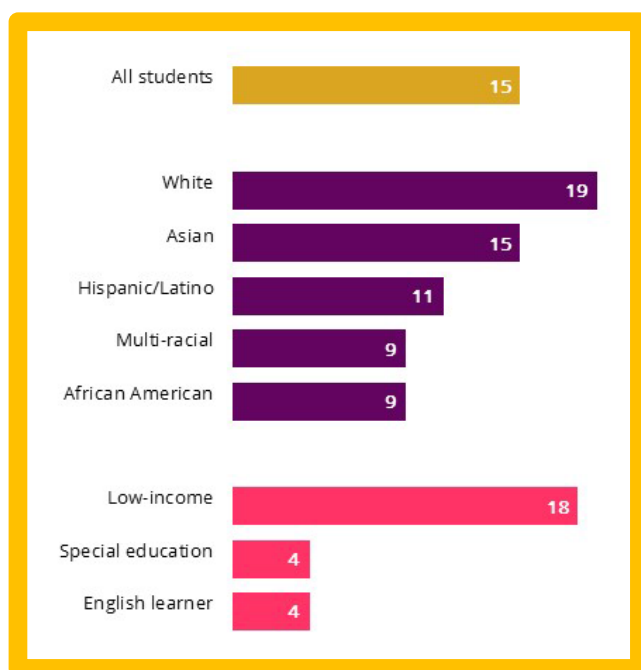


Figure 19: Dual enrollment, by subgroup

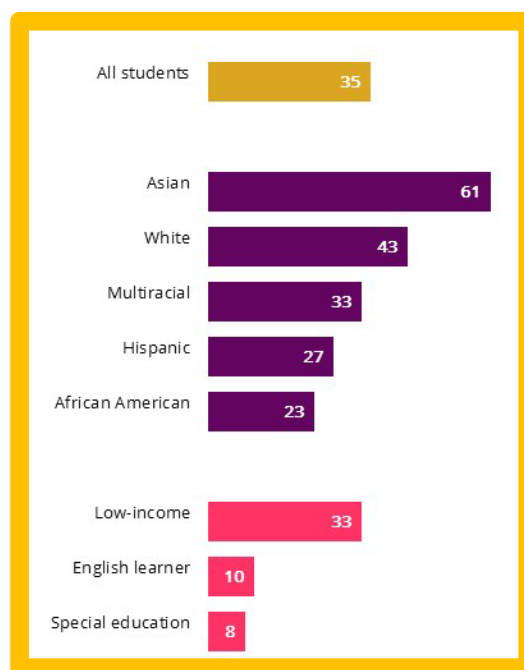


Figure 20: Advanced Placement, by subgroup

Equity is the fair and just inclusion where all individuals can participate and thrive. Disparities by race, class, and gender exist, persist, and are demonstrated through existing college and career readiness measures. These measures indicate that existing systems are not effectively preparing students of color, students with disabilities, and low-income students for postsecondary success. Minority students and low-income students are below the state average for SAT Math and SAT Reading performance. In addition, despite a five-percent increase from 2013 (80 percent) to 2016 (85 percent) in the overall high school graduation rate, at-risk populations still lag behind the state average (see Appendix 9).³² Minority students and students with disabilities are participating in advanced coursework opportunities at a much lower rate than their peers (see Figures 19 and 20).^{33, 34}

Although strides have been made statewide to integrate career readiness with college readiness at the policy level, there is a disconnect with practitioners on the ground. Policies to improve readiness have not been implemented for a variety of reasons—resistance to change, competing work priorities, and lack of awareness.

Findings

- **Academic inequities and access to college and career programming negatively impact postsecondary preparation, access, and success.**

There are inequities in access to high-quality schooling options. Focus group and interview information uncovered perceived unequal access to vo-tech schools due to selective, application-based admissions. Data and conversations indicated that students of color have lower enrollment rates in AP and dual enrollment courses.

Not all students have access to college and career programming. The number of applicants for community-based services exceeds funded spots and there is limited programming available for some student populations. Overall, there is a gap in programming for students who are not high performing but only need moderate supports to be successful. See Table 1 for additional information on gaps in services.

There are also gaps in postsecondary readiness programming for those living in rural areas of Sussex County, as well as English learners, low-income, and minority (black and Latino/a) young people across the state. There are significant educational and academic inequities based on race, geography, and English learners. A lack of transportation for students in rural Sussex County leaves many students without access to the programs and services they need.

Overall, there are limited or no data systems measuring and reporting on these outcomes and highlighting the needs. Additionally, many support services do not continue with students after high school. There is a need for continuing supports and data monitoring for students as they transition out of the K-12 system and into postsecondary education and the workforce.

- **School and community-based organization providers require additional supports to develop cross-cultural competency.** Interviewees expressed concern that some staff hold “deficit mindsets,” lack cultural competency, and are unable to address the needs of Spanish speakers and non-citizens. Deficit mindset is a perspective and approach that places a student’s academic and failures and weaknesses as the result of individual shortcomings, a lack of effort, or laziness. This mindset often ignores the larger social and political context that students’ interface with, including but not limited to poverty, trauma, discrimination, and policy decisions that affect the way resources are distributed.³⁵ Stakeholders are concerned that educators and counselors approach students with a deficit mindset that limits their expectations of the students and negatively affects their interactions with students. The results are often behavioral referrals, time off learning tasks for students of color, and students of color are less likely to be referred for advanced courses such as dual enrollment or AP. Greater training of staff in regards to, internal and external bias and cultural and linguistic diversity and competency is needed, including adding more Spanish-speaking staff.

“Pretty much every student that goes here is thinking about college or career. Otherwise, they would not have applied. I applied to this school because my education was important to me and my parents.”

— Student, Howard High School of Technology, focus group

“We have to rethink how we are messaging college and career. We have a College Application Month where we focus on getting kids to think about and applying to college. We don’t really have something similar for career. So I feel like the focus is just on college. As a vo-tech counselor, I would like to see more on the career side. Why couldn’t it be College and Career Exploration month?”

—Counselor

- **Current programing does not adequately cover all postsecondary and career preparation options to help youth achieve these goals.** Gaps in programming include:

inadequate attention to college fit/selection, scholarships and affordability, career preparation and ladders, postsecondary persistence/completion supports.

Student survey data indicated that students wished they had additional information about: affordability, scholarships, college admission requirements, career options, and internships (see Figure 21).

Over 75 percent of students indicated that they received helpful or somewhat helpful information on the steps they need to take in order to apply to college. However, students do not understand the difference in admission requirements for community college and four-year colleges, and have not been advised on what college to attend based on their career interests (see Figure 22).

Over 80 percent of students have received helpful or somewhat helpful information about how much it will cost to attend college, however 32 percent have not been advised on how to apply for financial aid and nearly 30 percent were not advised on how to apply for scholarships. Nearly 70 percent of students had not used the scholarship compendium. It's possible that students have not used these resources because they are typically seen as resources for 12th grade students.

Most afterschool or out-of-school programs focus on what the literature emphasizes: academic preparation. Therefore, with some exceptions, practice is still deeply and narrowly focused on the college-side of college and career readiness. While college is often an excellent path toward a rewarding career for youth, it is not the only pathway for students. Career exploration and preparation programs are necessary to help students realize a successful career after high school, should that be their choice. The ideal career preparation system will consider student personality and interest as it prepares students for work and life after high school.

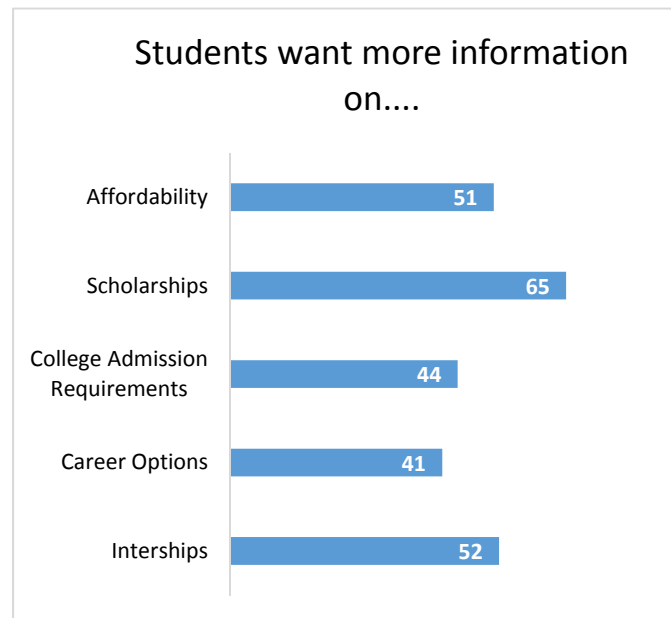


Figure 21: Students want more information

- Nearly **40%** of students do not understand the difference in admission requirements for community college and 4-year colleges.
- **30%** had not been advised on what college to attend based on their career interests.

Figure 22: Student knowledge gaps

RECOMMENDATIONS

State agencies, schools, and community-based organizations should intentionally engage in expanding the availability of high quality academic, career preparation, and postsecondary and

financial support services for all students, especially in the eight targeted promise communities. Equal effort should be placed on providing services in all parts of the state.

Key Action Steps:

- 7. Create a data dashboard that reports college and career readiness, course enrollment, work-based learning, postsecondary enrollment and completion, college affordability, and employment, including disaggregated student data for each indicator.** Partners should set and publicize improvement goals and target resources to drive equitable distribution of student opportunities and drive educator professional development.

Similarly, Delaware should strengthen the quality and equitable practices within advanced courses by developing recommendations on student enrollment strategies and teacher professional development opportunities.

- 8. Expand high-quality summer and after-school programming, with a focus on expanding to underserved student populations** and locations, and expand services for topics on career exploration and experience, college fit, and college affordability. Regularly reevaluate available services types, service distribution, and populations served to meet student needs.

State agencies, schools, and community-based organizations should engage in expanding the availability of high-quality academic, career preparation, and postsecondary and financial support services for all students, in all parts of the state.

- 9. Work across sectors to conduct a comprehensive review of Delaware's scholarship opportunities** (from SEED and Inspire to private scholarships) **and develop a strategic plan** to improve awareness and utilization and to strengthen success in attaining postsecondary education credentials.

- 10. Provide training to educators, counselors, and community-based partners in cultural competency, implicit bias, and dismantling deficit mindsets.** This training could help shift approaches to recognizing the role of system failures in student outcomes, learning racially and culturally inclusive teaching and counseling practices, and reevaluating relative position and power within the social contexts in which they work and live.

- 11. State and district leaders should pilot efforts to expand competency-based learning and increase access to college coursework (e.g. dual enrollment) and meaningful work-based learning, especially in 11th and 12th grades.** Partners can better leverage

National Spotlight: Success Boston

Success Boston is Boston's citywide college completion initiative. Together, the Boston Foundation, the Boston Public Schools (BPS), the City of Boston, 37 area institutions of higher education led by UMass Boston, and local nonprofit partners are working to double the college completion rate for students from the BPS. Success Boston was launched in 2008 in response to a longitudinal study by Northeastern University's Center for Labor Market Studies, which showed that only 35 percent of those who had enrolled in college ever completed an associate or bachelor's degree by the time they turned 25. Even as enrollment rates had steadily increased, completion rates had not. Together, the partner organizations implemented a four-part strategy: getting ready, getting in, getting through, and getting connected—to ensure our youth are prepared to meet the challenges of higher education and achieve a degree that will allow them to thrive in the workplace. Today, the six-year completion rate for the class of 2009 has risen from 40 percent to 51.35 percent due to an aligned and collaborative effort.

<http://www.tbf.org/tbf/55/success-boston/about>

data systems and reporting to identify student eligibility and drive interventions for students who are off-track.

Building “competency-based” learning into curricula creates credentialing and badging opportunities that document a student’s mastery of academic and technical knowledge so they can advance based on what they know, independent of their age. This holds potential for ensuring that students can demonstrate mastery of technical and employability skills through industry-approved credentialing and badging.

By increasing access to college coursework (e.g. dual enrollment) and meaningful work-based learning experiences, students can reduce college costs and increase college and career preparation before leaving high school.

To ensure equitable access to advanced courses and other academic opportunities, all students should be universally screened for placement, while students who need extra support are identified to receive the help they need.

Leveraging Existing Resources

Context

Delaware has a history of strong public-private partnerships and several institutions that have a vested interest in college and career readiness outcomes. Major statewide initiatives, including *Student Success 2025* and Delaware Pathways, are leading the way in cross-sector collaboration and provide strong models for this work. However, given the large number of institutions and organizations engaged in work related to postsecondary success, there is a need for even more focused attention on the development of systems and strategies that foster cross-sector collaboration.

Findings

- **The business community and educators could more effectively work together to provide a continuum of work-based learning experiences at scale.**

While there are organizations that focus on college preparation, very few provide students with work-based experiences for career preparation.

- **Collaboration and coordination across community-based organizations is not widespread.** Community-based organizations lack clarity regarding key organizational point people, and do not call on each other as effectively as they might for referrals to increase access and efficiency.

“We already collaborate with a number of schools and organizations. I am sure there are things that others do that our students need. And there are things we can offer. We just don’t know how to identify partners and build those relationships.”

—Community-based organization leader, interview

Stakeholders expressed strong interest in increased collaboration, despite the fact that there are barriers to doing so, including limited referrals, and a failure to leverage

existing state and private resources and programs at the local level. While community-based organizations are familiar with the work of other organizations, there is no driving mechanism for collaboration and alignment of resources. A new approach is needed to address the new reality of decreases in available funding at the state and local levels.

- **Existing programs and policies are not fully leveraged, and availability of resources limits service delivery.** Delaware has invested time and resources in strong state-level policies and programs to increase college and career success that are not being leveraged at the local level. Services do not meet demand (especially in Sussex County) due to limited funding and staffing resources and decreases in available funding at the state and local level.

RECOMMENDATIONS

Delaware should leverage existing programs, infrastructure, and funding sources provided by schools, community-based organizations, state agencies, and employers to strengthen existing college and career preparation services.

Key Action Steps

12. **Establish intermediary organizations that work in conjunction with state agencies, employers, and higher education institutions,** to identify and communicate industry and employment needs and implement educational programs and work-based learning opportunities linked to good jobs.

Delaware should expand career education by building the state's capacity to support employer engagement and student engagement in work-based learning opportunities. This includes developing tangible commitments in hiring for jobs, internships, and apprenticeships and engaging the business community to inform students about career options (e.g. through events such as statewide job shadow day).

13. **"Braid" financial resources** (federal, state, county, city, private) **and integrate existing state infrastructure and systems** (libraries, community college, one-stop shops) to support college and career readiness goals and

National Spotlight: Deputy Sector Navigators

To ensure that all areas of California are reached with support services—in this case, linking educators and employers sector by sector—the Chancellor's Office of the Community College System has put in place within its Doing What Matters campaign, deputy sector navigators. Placed in each of California's 15 economic regions, the Deputy Sector Navigators serve as in-region contacts for an industry sector, working with the region's colleges, high schools, and employers to create alignment around and deliver on workforce training and career pathways. The Navigators belong to a network within the same sector that is led and coordinated by the Sector Navigator. The network functions as a learning community to share curriculum models and effective practices, and field "how to" questions. For example, in supporting the development of the health care workforce, the Deputy Sector Navigators develop solutions through a comprehensive problem-solving process that includes assessment and analysis, planning and development and implementation and evaluation. All navigators are held accountable for progress on common metrics. The use of regional "navigators" ensures that all geographies receive similarly structured support, no matter whether rural, urban, or suburban. <http://doingwhatmatters.cccco.edu/resourcemap.aspx>

industry needs and provide a more comprehensive and equitable set of resources and supports for students and their families.

Delaware should leverage existing programs, infrastructure, and funding sources provided by schools, community-based organizations, state agencies, and employers to strengthen existing and build new college and career services.

- 14. Establish a college and career preparation network to promote collaboration and share tools and data among community-based organizations serving students and schools.** Use this structure to develop common goals and outcomes for government, community, and business leaders.

CONCLUSION

The purpose of this landscape analysis was to identify key assets and barriers related to postsecondary readiness. Through a triangulated data collection strategy, a number of key assets were identified. These include SEED/Inspire Scholarships, College Application Month, Texting Campaign, Advanced Placement, and Delaware Pathways. Arguably, the most encouraging resource is Delaware's abundance of caring and involved community-based organizations. Although most organizations are working on a small scale (less than 100 participants), there is an incredible opportunity to scale college and career readiness efforts through collaboration and strategic funding. Moreover, there is a strong history of innovation and collaboration among state agencies, including the Delaware Department of Education, Delaware Technical Community College, and the Delaware Department of Labor.

The landscape analysis also identified several significant barriers. First, youth are facing severe mental and social health challenges that are largely connected to geography and income, with many young people living in areas of highly concentrated poverty. Second, there are too few school-based professional counselors to address the mental health and college and career needs of students. Although parents and families were found to be the most significant source of information for students regarding college and career readiness, this analysis does not measure the accuracy of information that parents and families are providing about college and careers, especially given the rapid changes in both.

Third, equity and access are two important themes that the state should continue to address and monitor through transparent data collection and data sharing. Although we were charged with looking at the equitable distribution of and access to college and career support services by geography, including in eight targeted promise communities, there was limited data to measure the availability and delivery of equitable and culturally responsive counseling and real-time supports that address students' needs both inside and outside of school. Implementation of the recommendations outlined in this report will assist the state in obtaining data in order to promote equity in educational opportunities and improve outcomes for high needs students.

The State of Delaware has emerged as a national leader in college and career readiness. This is largely due to the possibilities for scale created by Delaware's size, strong state and local leadership, and the state's history of successful collaboration. However, the First State must also address the same challenges that loom large throughout the nation, including a shifting economy, concentrated poverty, issues of school equity and access, and communication within

and across large organizations. As the First State continues to face budgetary challenges, collaboration and the authentic engagement of business and industry to support college and career readiness efforts will be increasingly necessary to prepare students for the new world of work.

The challenge to all—whether you're a business leader, policymaker, member of a community-based organization, educator, counselor, or parent—is to make the most of this opportunity. As you reflect on these findings and recommendations, think about how you fit in. Where can you contribute? Better yet, where can you take the lead? The future success of young people in Delaware and across the nation hinges on our collective action.

APPENDIX 1: COMMUNITY-BASED ORGANIZATION INTERVIEW PROTOCOL

Interview questions were modified for use in focus groups and professional meetings.

PROGRAM DESCRIPTION

- What is the name of the program?
- When did it start? How has it evolved over time?
- Who started it?
- Is it similar to existing programs and how?
- What population is the program designed to serve?
 - How would you describe your client demographic?
 - What are the requirements to participate in your program?
 - Is there a particular neighborhood or school or area that you serve?
- What is the philosophy of the program?
- What problem or set of problems does your program solve?
- Capacity: How many total clients will the program be able to serve per week/month/year?
 - How many students are you currently serving?
 - How long will clients receive services?
- Are there plans to increase the number of students served? What are they?

INPUTS

- What resources are required to conduct program activities?
- Finances: What is the budget for the program?
 - Who finances the program and why?
 - How long is the program guaranteed funding?
 - What are you required to produce to maintain funding?
- Is there a gap between the resources necessary to operate the program and available resources?
 - What is the nature of the gap?
 - How will the gap be filled?
 - If the gap cannot be filled, which program activities or components are in danger of being curtailed?

ACTIVITIES

As a participant in your program, what activities will I participate in?

- How do you think students will describe the activities?
- What new/existing activities are provided to clients?
- When and where do these activities take place?
- What is the desired outcome of having student participate in program activities?

- Which program college/career activities are most critical for attaining the desired results?
- How do students learn about your program/ program activities?
- Who conducts these activities?
- What resources are available to generate or support the aforementioned activities?
- How do you know the activities are having the desired effect?
- Are there organizations or groups that you partner with for activities?
 - Describe some of these partnered activities.
 - Are there organizations that you interact with frequently on behalf of your students?
- Are there any plans for new activities in the near future?
 - Where will they occur?
 - Who will perform them?
 - What client needs are these activities designed to meet?
- What type of training or professional development is provided to staff?
- Does research inform the activities that you conduct? How so?
- What are some of the things that prevent youth from participating in your program or activities?

OUTCOMES

- What are the individual- or familial-level changes that may occur because of this program?
- What skills or knowledge will participants learn from the program?
- What changes in behavior or performance should one see for program participants?
- What outcomes could the program have on the local community?
- What evidence is there to support that the desired program outcomes are attainable?
- How long after received program services is it reasonable to expect to observe the desired outcome?
- How do you know that your program is successful?
- What is something that you wished your program did better?
 - What do you need to do it better?

CONCLUDING

- What are the top three greatest challenges to your organization's work?
- What is the greatest triumph of your organization?
- Is there anything that you want me to know that I did not ask you about?

APPENDIX 2: COUNSELOR INTERVIEW PROTOCOL

Interview questions were modified for use in focus groups and professional meetings.

ACTIVITIES

- How many students do you/other counselors in your school/district serve? How is their student load split up (by grade, by last name, etc.)?
 - What is the average percentage of time spent providing administrative activities vs. student serving activities?
 - For example, how much time is spend on (scheduling, transcripts, etc.)?
 - On average, how much time do you spend with each student you are assigned in a given year? Which students/services are receiving significantly more than the average?
- What are the primary services related to college/career readiness?
- What college/career readiness activities do you think are essential for students at the (elementary/ middle/high school) level?
- What type of early college or career experiences are students having in your school?
- What key activities do you or your school provide to support early college and career exposure for your students?
 - What state-level services does the school take advantage of?
 - How are these activities connected to career planning and preparation?
 - How are these activities tied to college research, applications, and acceptance, and scholarships?
- What college/career experiences that you or your school have conducted are you most proud of?
 - Why?
- What college/career experiences at your school would you like to improve?
- Are there any college/career activities that you would like to do but have not done yet? (Why this activity and why hasn't it been done yet?)
 - What additional services would be provided if there was more time, capacity, or staffing?
- How do you know what career path makes the most sense for a student? What additional information do you need to better advise on different career paths?

RESOURCES

- Who else on the school team is responsible for and contributes to college and career preparation, access, and success (teachers, principals, etc.)?
 - If they aren't included, why? What might have to happen to incorporate this into the school culture?
- What tools or resources are necessary for you to do your job as it relates to college and career preparedness?
- What have you been trained on relating to college and career readiness?

- Was this training provided in your educational program or through professional development?
- Is there professional development available to help you continue coaching students on college/career options? Is it helpful? How can it be improved?
 - Is there professional development available to help you continue coaching students on college/career options? Is it helpful? How can it be improved?
- What resources do you need to enrich your school's capacity to provide high-quality early college/career knowledge and experiences?
- Are there any existing tools that help promote early college and career preparation that you would like to learn more about?
- Are there any organizations, community groups, or entities that you partner with (or suggest students participate in) regularly around early college and career readiness?
 - What types of partners do you need or want?
 - Do you think you have a full understanding of the partnership opportunities available? What can be done to share this information?

BARRIERS

- What are some of the most common challenges or obstacles that limit your students' ability to focus on college and careers?
- What circumstances or conditions limit your ability to engage and support students around college/career preparation readiness?
- What are some of the biggest challenges to promoting early college and career preparedness among your students?
- If you could change anything about the way that students are prepared for college and careers in your district, what would it be? Why?

METRICS

- Do you collect any data around your school's early college and career efforts? What are they? How are these data used?
- Considering the age of your students, what are some developmentally appropriate measures of career/college readiness? How do you use these measures?

GENERAL

- Have you noticed any general trends or patterns when it comes to particular student groups and their experiences in early college/career exposure activities?
- Transition are important part of development. Can you talk about how you (or your school) coordinate with institutions at the next (or previous) level around college/career preparedness?
- What would you like your students to know about your role as a counselor and your philosophy for preparing student for college or career?

Potential Research Questions

- Funding: What is the approximate breakdown in funding (percent) to support these programs (state funding, district funding, private donations, fundraising/events, grants, etc.)?
 - Are there requirements for receiving/maintaining this funding?
 - Does the organization receive state funding to support programming?
 - How much funding is provided?
 - Are there requirements for receiving this funding?

APPENDIX 3: PARTNER INTERVIEW PROTOCOL

- Please describe your role and how it is connected to Delaware's college and career readiness work.
- How would you describe the condition of college and career pathways in the State of Delaware?
- From your vantage point, what are some concrete examples of early college/career policies and practices that are working well in the state?
 - How do you know they are working?
- In your opinion, what schools or organizations are doing an exemplary job at providing high quality early career experiences?
 - What are the some of the formal and informal indicators that you used to make your assessment?
- What are some immediate steps that can be done to improve college and career readiness throughout the state?
- What are the top three barriers (or issues) that limit the effectiveness of early college career programs?
- If you were called upon to write a state level strategic plan to cover college and career readiness over the next five years, what would be your top three priority items/areas?
 - Top three areas you would like to see needle move?
 - What is your best guess or hypothesis about opportunities to align or improve delivery of early college/career services?
- Describe some of the activities that are essential to a high-quality early college career program.
 - What is your sense that these activities are taking place throughout the state?
 - Do you think that the quality of early college career services will differ the type of provider offering the services (in-school or out-of-school)? How about where they are being offered (geography)?
- Are there groups or areas that are chronically underserved when it comes to college and career programming?
 - If so, please describe your understanding of the issues that surround the limited service.
- What are you most eager to learn from this landscape analysis?
- As we begin to interview college career readiness organizations and students, do you have any recommendations or advice?
- Is there anything regarding college and career readiness that you would like to express that was not covered in the questions?

APPENDIX 4: STUDENT FOCUS GROUP PROTOCOL

Greeting: First I would like to thank you all for agreeing to participate in this focus group. The purpose of this session is to find out more about your thoughts and experiences regarding your plans for life after high school. There are no right or wrong answers. Your experiences and thoughts are what we are looking for.

I am working with a group of organizations like the Delaware Department of Education, the Rodel Foundation of Delaware, and United Way of Delaware that would like to make sure schools and communities are doing their best to help prepare you for life after high school. So please feel to join in and talk.

You can share your experience and react to the experiences or thought of other. This is intended to be a conversation.

I will not use your real names and anything you say is anonymous. Thank you. Any questions?

- Let's just start off with your name, year, and what program you are in at this school.
- Tell me a little bit about what you all plan on doing once you graduate.
- How did (or do) you figure out what is next after high school?
- Who was helpful in the process of figuring out? Do you think your experiences are different than your friends?
- There are a couple of people or things that have been put in place to help you get ready for life after high school. Can you talk about your experience with counselors, teachers, College Application Month, financial aid, and Career Cruising or anything else that I may be missing?
- What are some things you wish you knew or wish you did as you think about what is next?
- Do you feel prepared or like you're getting prepared for what's next? Why or why not? What's working? What can we do better?
- Have you participated in any groups that help you get ready for life after high school? Tell me about the organization and how they help prepare you.
- What type of career or job would you like to have? What do you have to do to get that job? Where are you in the process?

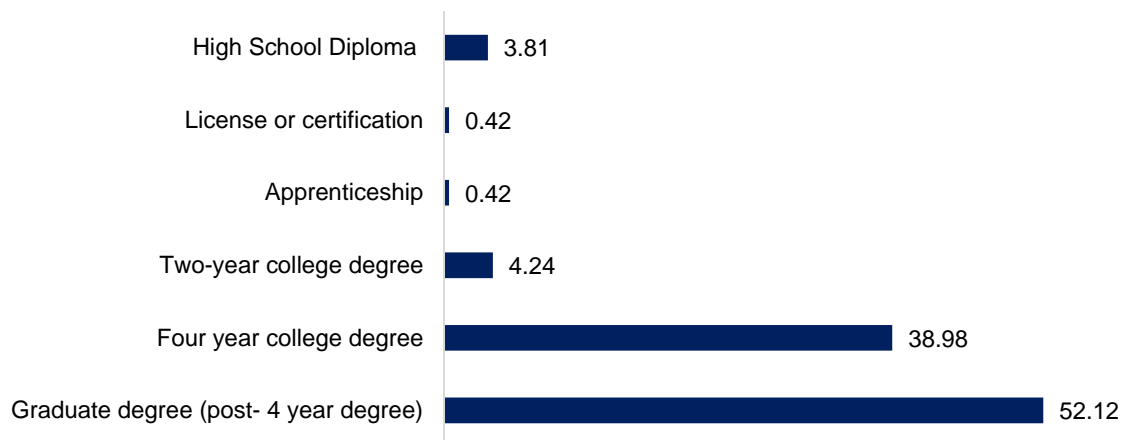
APPENDIX 5: STUDENT SURVEY

PROGRAM DESCRIPTION

Over the past several months, a network of public and private partners in Delaware have been working with Jobs for the Future (JFF) to conduct a landscape analysis of and recommendations on the college and career preparation and access programs available to students in the state of Delaware. This survey aims to learn about the experiences of Delaware public school students in grades 7-12.

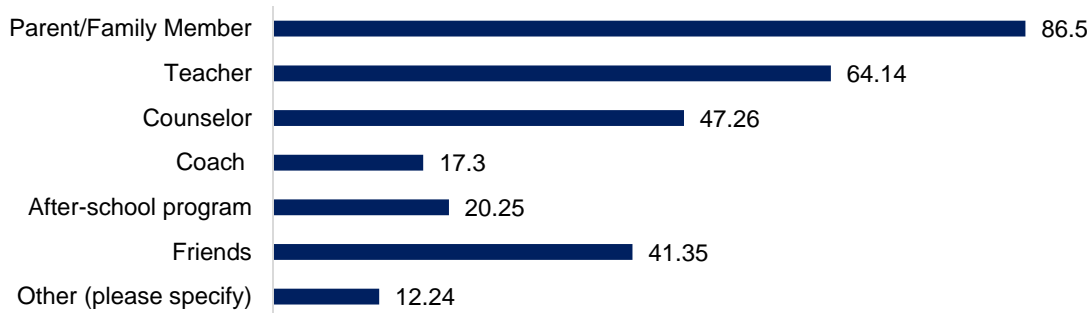
Section One

- What is the highest level of education YOU plan to complete?



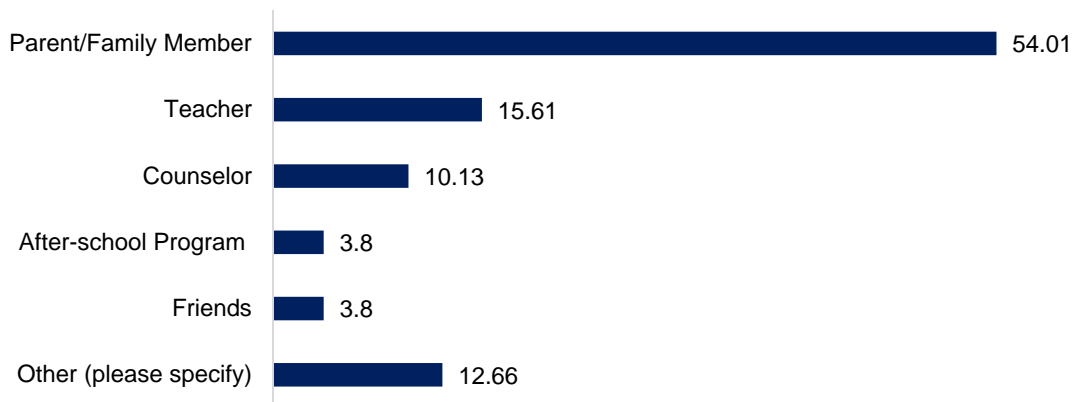
[] High School Diploma.....(3.81%)
[] License or certification.....(0.42%)
[] Apprenticeship(0.42%)
[] Two-year college degree.....(4.24%)
[] Four year college degree.....(38.98%)
[] Graduate degree (post- 4 year degree).....(52.12%)

- Who has helped you in preparing for your future after high school (career/college)?
(Check all that apply)



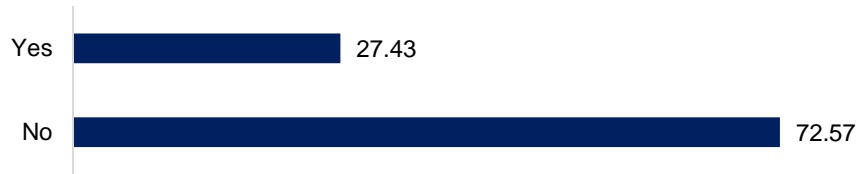
☐ Parent/Family Member.....(86.50%)
☐ Teacher.....(64.14%)
☐ Counselor.....(47.26%)
☐ Coach.....(17.30%)
☐ After-school program.....(20.25%)
☐ Friends.....(41.35%)
☐ Other (please specify)(12.24%)

- **Who has been the MOST helpful in preparing you for your future (career/college) (Check one)?**



☐ Parent/Family Member.....(54.01%)
☐ Teacher.....(15.61%)
☐ Counselor.....(10.13%)
☐ After-school program.....(3.80%)
☐ Friends.....(3.80%)
☐ Other (please specify)(12.66%)

- **If you choose to attend college, will you be the first in your family to attend?**



[] Yes.....(27.43%)
 [] No.....(72.57%)

• Please put an “X” under the response that best answers the questions below.

Has anyone:	No, I have not participated	Yes, it was not helpful	Yes, it was somewhat helpful	Yes, it was very helpful
Advised you which courses you should take to best prepare you for college and/or your career?	(18.27%)	(2.40%)	(42.31%)	(37.02%)
Provided information about the steps you need to take or level of education needed to have the career you want?	(15.38%)	(4.33%)	(41.83%)	(38.46%)
Taught you job search techniques (resume writing, job interview skills)?	(26.09%)	(6.28%)	(34.30%)	(33.33%)
Helped you to find a job related to your career interests?	(44.66%)	(7.28%)	(27.67%)	(20.39%)
Advised you on opportunities to earn college credit or certifications while still in high school?	(18.75%)	(6.73%)	(33.17%)	(41.35%)
Helped you understand the steps you need to take in order to apply to college?	(16.43%)	(5.80%)	(32.37%)	(45.41%)
Helped you understand the difference between admission requirements for community colleges and four year colleges?	(38.46%)	(5.77%)	(24.04%)	(31.73%)
Helped you decide what college to attend based on your career interests?	(26.83%)	(7.32%)	(30.73%)	(35.12%)
Advised you of what SAT scores you need to get into the colleges you want to attend and/or discussed your readiness for college-level coursework?	(23.19%)	(6.76%)	(28.99%)	(41.06%)
Advised you about how much it will cost to attend college?	(12.56%)	(5.31%)	(34.78%)	(47.34%)

Advised you how to apply for financial aid?	(31.88%)	(9.66%)	(27.05%)	(31.40%)
Advised you how to apply for scholarships?	(28.85%)	(7.69%)	(29.81%)	(33.65%)

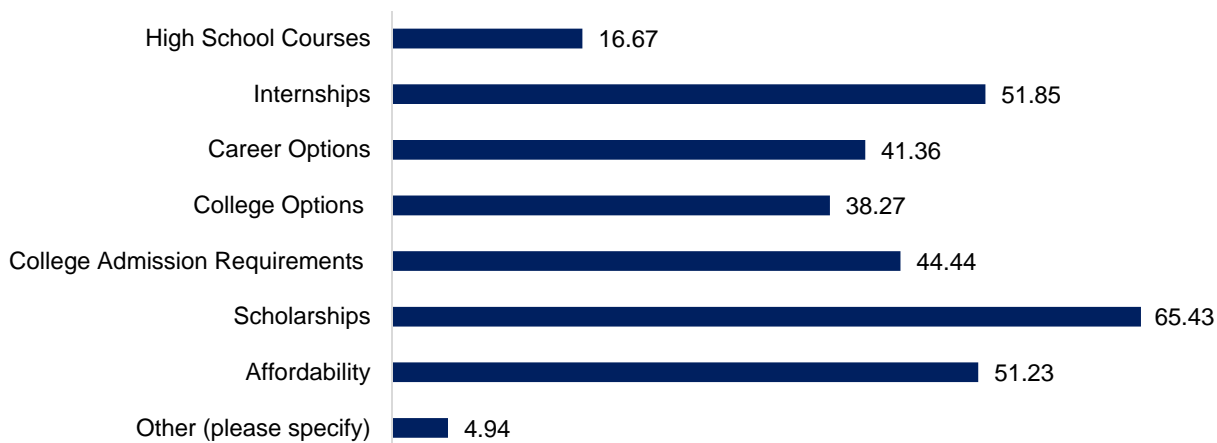
- Please put an “X” under the response that best answers the questions below.

Have you:	No, I have not participated	Yes, it was not helpful	Yes, it was somewhat helpful	Yes, it was very helpful
Developed a Student Success Plan or used Career Cruising?	(20.00%)	(22.16%)	(37.30%)	(20.54%)
Used your Student Success Plan or Career Cruising to plan for your future (choose courses, apply for internships, research colleges etc.)?	(35.68%)	(20.54%)	(25.95%)	(17.84%)
Used SPARC to learn about careers and/or ask questions about a career?	(72.58%)	(8.60%)	(10.75%)	(8.06%)
Participated in College Application Month?	(57.46%)	(8.29%)	(13.26%)	(20.99%)
Received text messages encouraging you to think about your career, college options, and college scholarships and affordability?	(35.14%)	(15.14%)	(25.95%)	(23.78%)
Used the State Scholarship Compendium?	(69.02%)	(6.52%)	(13.04%)	(11.41%)
Spoken with college representatives or attended college fairs	(29.73%)	(4.86%)	(24.32%)	(41.08%)
Visited a college campus?	(28.26%)	(2.72%)	(15.22%)	(53.80%)
Received college materials from your school counselor?	(44.26%)	(7.10%)	(27.87%)	(20.77%)
Participated in a program in-school that helped inform you about college/career options?	(41.08%)	(3.78%)	(29.19%)	(25.95%)
Participated in programs outside of school that help inform you about college/career options?	(45.11%)	(3.80%)	(19.02%)	(32.07%)

- Please list all of the in-school college/career programs in which you participate.

- Please list all of the out-of-school college/career programs in which you participate.

• **Is there anything you wish you had additional information about?**



[] High School Courses.....(16.67%)
 [] Internships.....(51.85%)
 [] Career Options.....(41.36%)
 [] College Options.....(38.27%)
 [] College Admission Requirements..... (44.44%)
 [] Scholarships.....(65.43%)
 [] Affordability.....(51.23%)
 [] Other (please specify) _____(4.94%)

Section Two

• **School Name**

• **Are you eligible for free or reduced price lunch (optional)?**



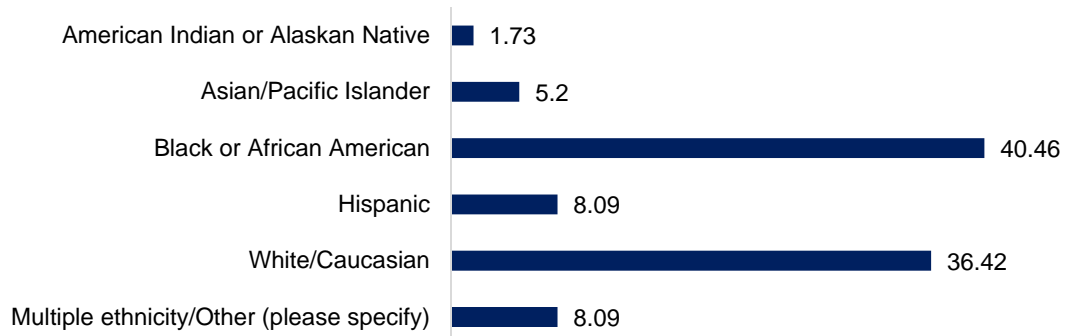
[] Yes.....(42.60%)
 [] No.....(57.40%)

- **Are you male or female?**



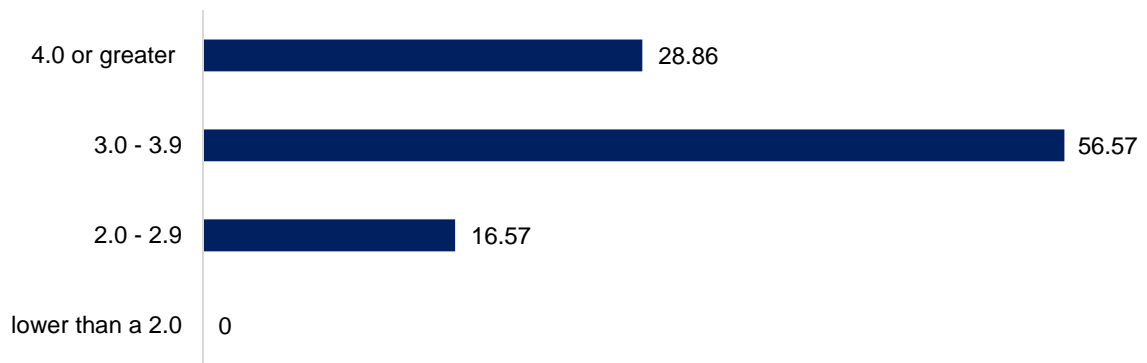
☐ Male.....(39.43%)
☐ Female.....(60.57%)

- **Which race/ethnicity best describes you (optional, please choose only one)**



☐ American Indian or Alaskan Native.....(1.73%)
☐ Asian/Pacific Islander.....(5.20%)
☐ Black or African American.....(40.46%)
☐ Hispanic.....(8.09%)
☐ White/Caucasian.....(36.42%)
☐ Multiple ethnicity/Other (please specify)(8.09%)

- **What is your GPA?**



☐ 4.0 or greater.....(28.86%)
☐ 3.0 – 3.9..... (56.57%)

[] 2.0 – 2.9.....(16.57%)
[] lower than a 2.0.....(0.0%)

- **In What ZIP code is your home located? (enter 5 digit zip code, for example, 19801)**

Thank you for taking our survey. This information will be used to inform a landscape analysis on college and career preparation and access which will be released later this year. If you have questions, please contact project lead, Dr. Seaton, from Jobs for the Future, at gseaton@jff.org

APPENDIX 6: MAPPING

We initially proposed GIS (Geographic Information Systems) as a viable way to document and analyze which students were receiving college and career readiness, access, and success supports and where those supports were taking place, including the identification of needs in Delaware's eight promise communities (see Figure 23).³⁶ GIS is an excellent tool for this type of research, as it visually represents data in a georeferenced formatted map. In particular, we endeavored to answer the following questions:

- Are service providers/consumers concentrated in particular areas?
- Are clients drawn from specific neighborhoods?
- Are services being offered in areas that are demographically high need?
- Are there qualitative differences in postsecondary service offerings by location?
- Does school or counselor awareness vary by geography?

Due to data limitations (availability and type), some of the above questions were not able to be answered. The GIS analysis yielded more information regarding data systems and the availability of data rather than a geographic analysis of career readiness supports and resources. The text below highlights some of the challenges and how they would adversely impact the validity of the GIS analysis.

Challenges

Data Accessibility & Confidentiality

The gold standard for geographic analysis is the geocoding (mapping of actual student/participant data). These data were not available. Even with names redacted, GIS analysis of student data (including the support that students receive) poses serious privacy concerns that must be addressed. Based on interview data, there is a strong interest in GIS as an analytic tool. The primary concern is that students can be identified based upon location. For future consideration, a common practice to alleviate this concern is to aggregate or combine the

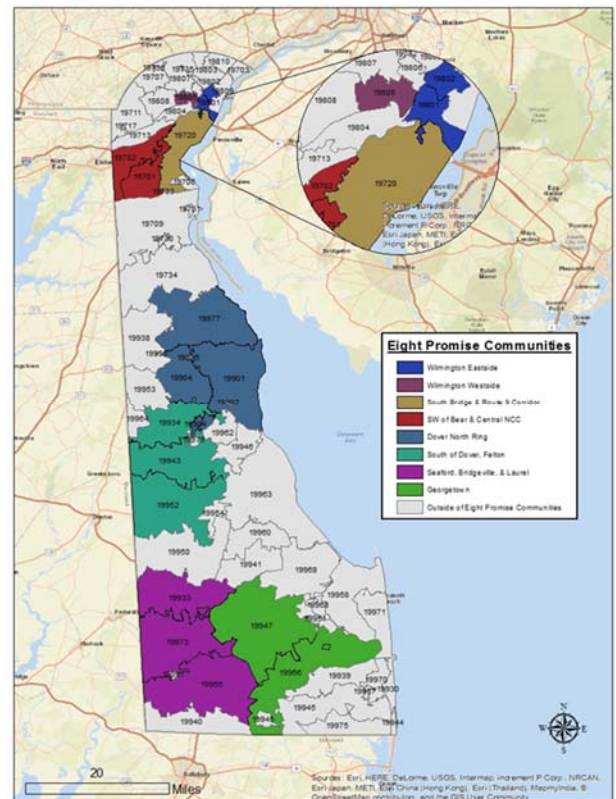


Figure 22: Eight Promise Communities

data. Another common practice to obscure private, individual-level data is to use heat maps or color gradients as they mask individual-level data.

Consistency of Programming

One possible method to facilitate the visual geographic comparison is to compare the number of supports available by a geographical unit (i.e. school district). Hypothetically, the results of this comparison would yield that there are five organizations providing support in district X and 10 organizations providing support in district Y. Although it would be easy to interpret that since district Y has a greater number of organizational support, that the programmatic impact is also greater. This interpretation is flawed for several reasons. The main reason this is not a viable GIS methodology is that the logic assumes that all college and career readiness supports are created equally (standardized and comparable). Based on interview data, we know that community-based organizations differ in their approach and frequency of support (dosage of support are not standardized across organizations or districts). As this landscape analysis was not an evaluation of programming but more of an accounting and analysis of the types of career readiness supports available, a comparative geographic analysis is not appropriate. This matter of program consistency is further complicated by these interviews findings:

- Almost all of the organizations interviewed have some element of school programming or engagement.
- What schools an organization is involved with is often the function of the quality of relationship between the school and the community-based organizations and/or the response to recruitment efforts.
- Programs differ in the intensity, frequency, and scope of supports based upon the carry out their organizational mission.

Conclusion

Even though we were able to generate and map data for this project, the conceptually richer findings regarding place and career/college readiness supports are not captured well by this mapping effort. However, the role of geography and the distribution of supports are thoroughly identified and discussed in the text of the landscape analysis.

APPENDIX 7: IN-SCHOOL AND OUT-OF-SCHOOL ACTIVITIES

Category	In-School Activities	Out-of-School Activities
College Preparation and Access	<ul style="list-style-type: none"> • Mentoring • Advocacy (meeting with teachers, counselors, administrators) • Tutoring • Social meetings 	<ul style="list-style-type: none"> • Summer college experiences • Academic enrichment/preparation • SAT preparation • Social/cultural activities • College application process • FAFSA • Team building
College Affordability	<ul style="list-style-type: none"> • FAFSA workshops • Collaborate with parents, teachers, counselors, administrators re: FAFSA • Presentations about services 	<ul style="list-style-type: none"> • Parental financial literacy • Community-based workshops • FAFSA assistance • Volunteer activities • Parental financial coaching
High School Support	<ul style="list-style-type: none"> • Academic enrichment/preparation • College application support • Job application/interview skills • Mentoring • Psycho-social support • Provide food and clothing • Student advocacy (meeting with teachers, counselors, administrators) • Tutoring • Small group meetings (information, accountability, positive socialization) 	<ul style="list-style-type: none"> • Academic enrichment/preparation • Job placement • Leadership development • Mentoring • SAT preparation • Social/cultural activities • Soft skills development • Team building
Career Planning	<ul style="list-style-type: none"> • Mentoring 	<ul style="list-style-type: none"> • Job shadowing • Mentoring • Workforce/employment Development
Comprehensive Community-Based	<ul style="list-style-type: none"> • Advocacy (youth and parent) • Mentoring • Tutoring 	<ul style="list-style-type: none"> • Arts (music, theater, crafts) • Workshops (health/empowerment/well-being) • Small business development • Housing assistance • Mental health counseling • Mentoring • Parental financial literacy • Sports • Tutoring/SAT prep • Workforce/employment development • Youth leadership development

APPENDIX 8: PERCEIVED IMPACT

Key State-Sponsored Supports	Description	Perceived Impact*
SEED/Inspire Scholarships	Scholarship for an associate degree at Delaware Technical Community College or University of Delaware; portion of tuition for two years at Delaware State University	High: Great awareness among students and makes college possible for many students
College Application Month	Statewide focus and support for college selection, application, and financial aid; all application fees for state colleges are waived	High: Counselors and students report that this is essential to creating the space and supports for the college application process
Texting Campaign	Text-based campaign to facilitate college awareness and FAFSA completion	Moderate: Focus group respondents report not receiving texts or not being helpful. However, 50% of those surveyed found it helpful.
Advanced Placement (AP)	Allows students to take rigorous, in-depth courses; students must score 3 or above to earn college credit	Moderate: Increased overall AP enrollment; low levels of college remediation for those that take AP courses; concerns regarding diversity and access to AP courses
Dual Enrollment	Allows students to complete high school and college credit simultaneously	High: Dual enrollment course taking has steadily increased
Career Cruising	An online platform that allows students to explore careers based on their interests and to develop a Student Success Plan (SSP)	Moderate: Beginning in the 2007-2008 school year, all 8th and 9th graders were required to complete an SSP. Based on student focus groups, students are not using the platform consistently beyond 8th grade. 57% of the students surveyed found the Student Success Plan (SSP) or Career Cruising helpful. However, 20% of those surveyed reported that they never participated.
SPARC	An online platform that provides students an opportunity to receive career coaching by a professional in the field and interact with local employers	Low: Based on student focus group and student survey data, the use of SPARC is limited. 73% of the students surveyed never used SPARC to learn about a career or to ask questions about a career.
<p>*High impact is defined as significant awareness, use, and/or effectiveness of a program or initiative. Moderate impact is defined as a program or initiative with mixed responses on awareness, use, and effectiveness by stakeholders. Items with a moderate rating may be limited in populations or geographies reached. Low impact is defined as limited to no awareness, use, and/or effectiveness of a program or initiative.</p>		

APPENDIX 9: DATA

Data provided by the Rodel Foundation of Delaware. All sources and more data can be found online at www.rodelfoundationde.org/ata glance.

I. STATE LEVEL DATA

SAT Scores by Subgroup: State Proficiency (2016-2017)

Percentage of high school students scoring proficient or above on the SAT

Math Proficiency

29%

All students

40%

White

16%

Hispanic/Latino

12%

African American

13%

Low-income

5%

English learner*

5%

Special education*

Reading and Writing Proficiency

53%

66%

37%

35%

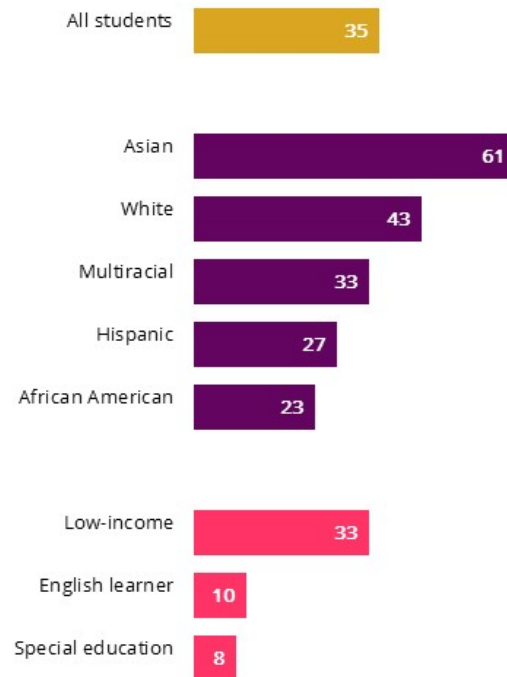
34%

6%

7%

Advanced Coursework: Advanced Placement (Class of 2016)

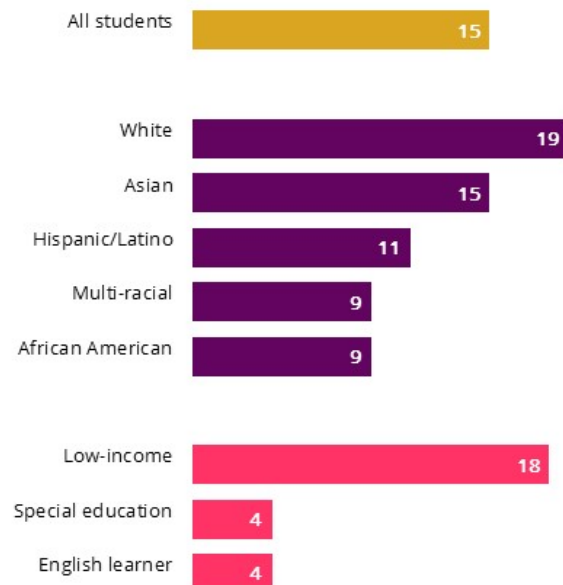
Percentage of graduating class that took an AP course



Advanced Coursework: Dual Enrollment (Class of 2016)

Percentage of graduating class that took a dual enrollment course

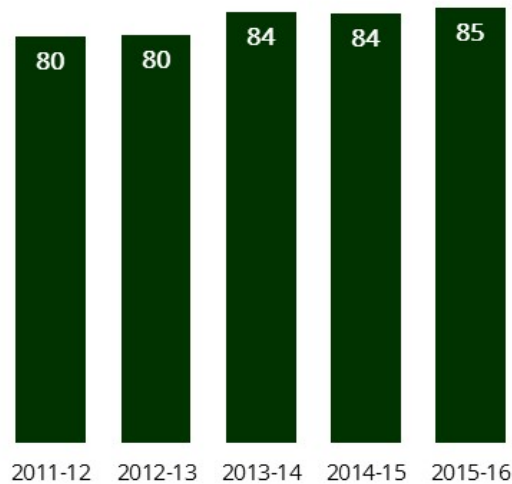
➡ Dual enrollment courses allow high school students to earn college credits while still in high school.



Graduation Rate Trends (2012 – 2016)

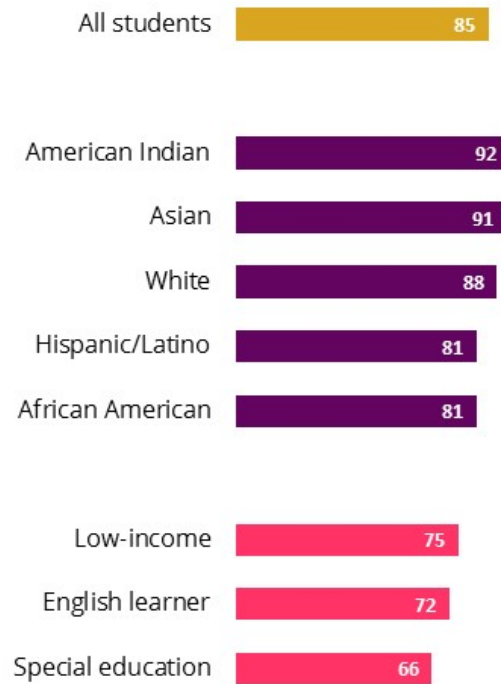
Percentage of students who graduate high school in four years

➔ In 2015-16, 85 percent of students graduated from high school in four years, as compared to 80 percent in 2011-12.



Graduation Rate Among Delaware Subgroups (2015-16)

Percentage of students by subgroup who graduate high school in four years

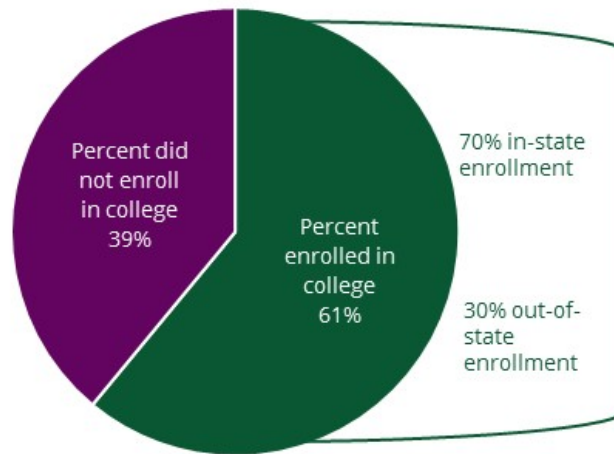


College Enrollment (Class of 2015)

Percentage of Delaware public high school graduates who seamlessly enrolled in college

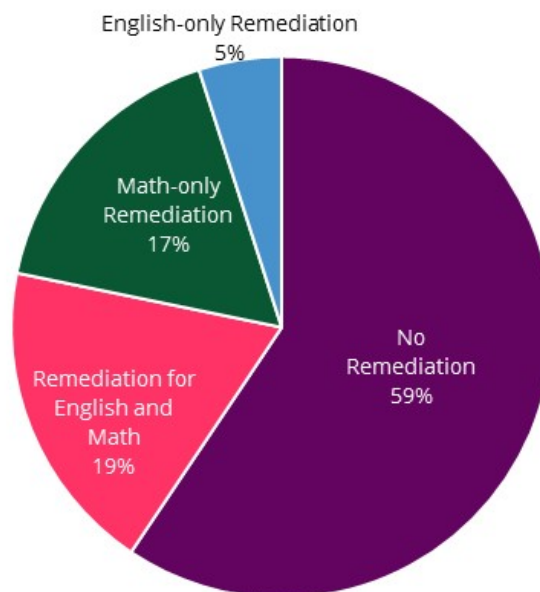
➔ Of the almost 5,000 students that enrolled in college, 70 percent chose to enroll in a Delaware public or private college directly after graduating high school.

Four out of 10 high schoolers did not enroll in college.



Delaware College Remediation (Class of 2015)

➔ Remediation is an indicator that a student is not yet ready to take college level math courses, English courses, or both. Remedial courses do not provide credits toward a degree, but students still must pay tuition (or use financial aid) for them.

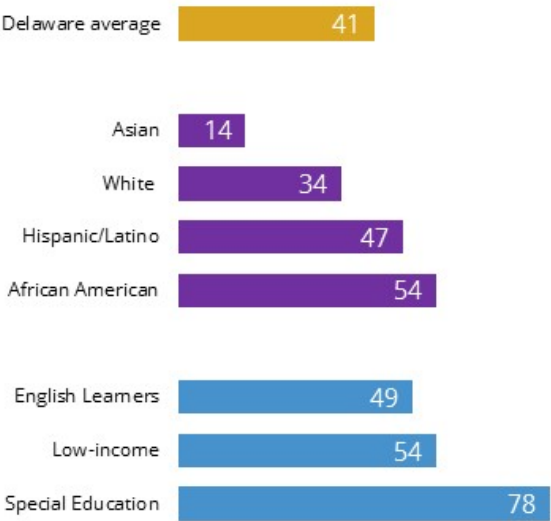


Delaware College Remediation, by Subgroup (Class of 2015)

Percentage of Delaware public high school graduates attending Delaware colleges needing remediation

➡ Four out of 10 Delaware public high school graduates enrolled in Delaware colleges were placed in remedial courses.

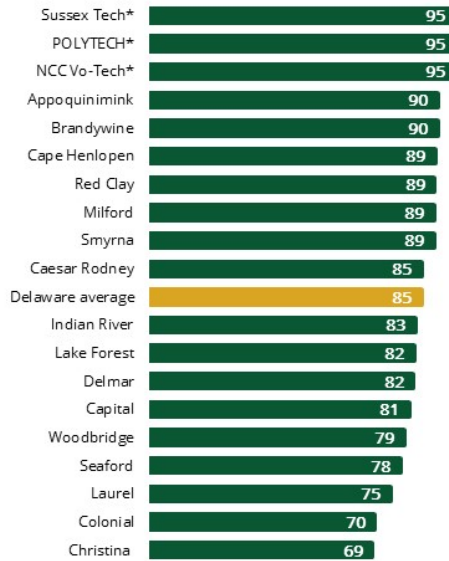
Remediation is an indicator that a student is not yet ready to take college level math courses, English courses, or both. Remedial courses do not provide credits toward a degree, but students still must pay tuition (or use financial aid) for them.



II. DISTRICT/SCHOOL LEVEL DATA

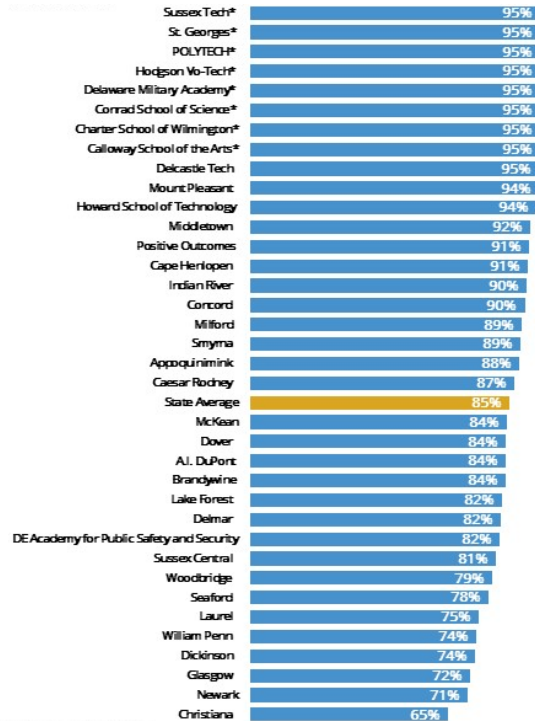
Graduation Rate by District (2015 -16)

Percentage of students who graduate high school in four years



*Graduation rate above 85 percent.

High School Graduation Rate by School (Class of 2016)



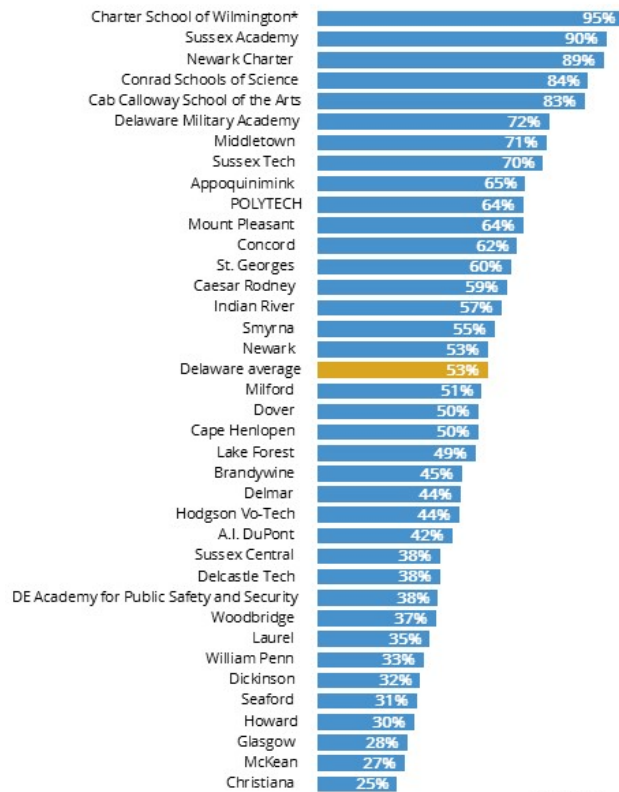
*Graduation rate above 85 percent.

FASFA Completion Rates by District

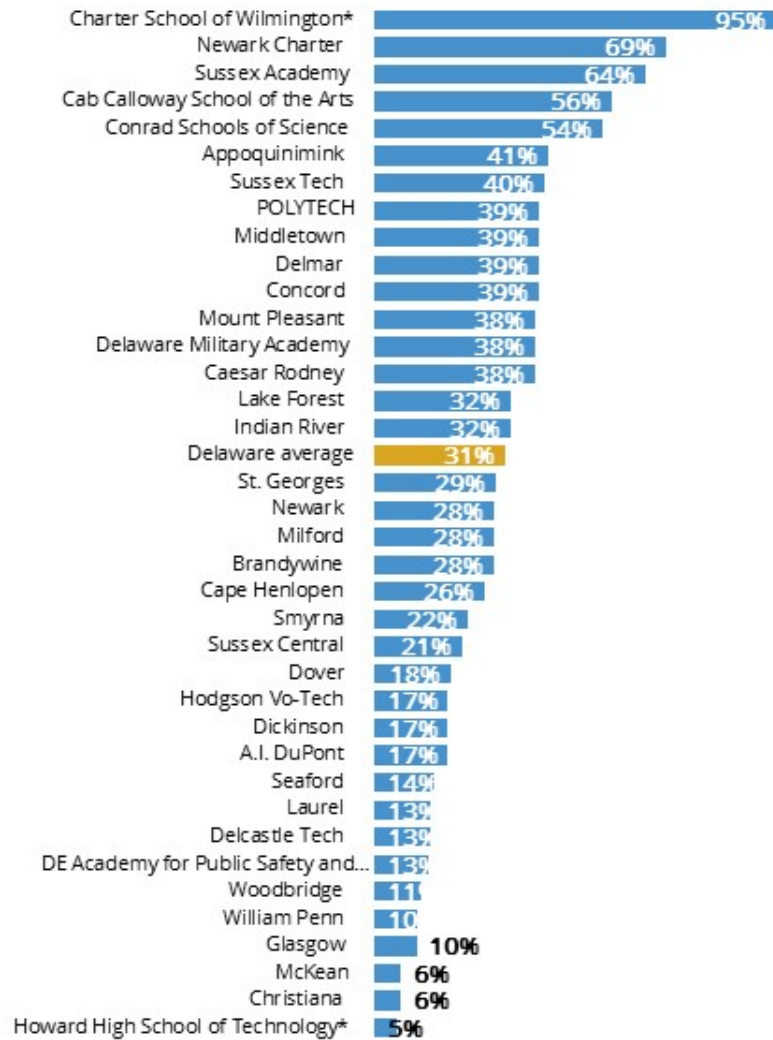
➡ Free Application for Federal Student Aid (FAFSA) completion rates are measured through September 2017 for the 2017-18 college application cycle.

District	Estimated FAFSA Completion Percentage
Appoquinimink	70-74%
Brandywine	65-69%
Caesar Rodney	70-74%
Cape Henlopen	65-69%
Capital	55-59%
Christina	60-64%
Colonial	50-54%
Delmar	50-54%
Indian River	65-69%
Lake Forest	65-69%
Laurel	50-54%
Milford	65-69%
NCC Vo-Tech	60-64%
POLYTECH	70-74%
Red Clay	55-59%
Seaford	65-69%
Smyrna	60-64%
Sussex Tech	75-79%
Woodbridge	55-59%

SAT Reading Proficiency By School (2016-17)



SAT Math Proficiency by School (2016-17)



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- ¹ Department of Education. (2017). *Online School and District Profiles*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ² Delaware Department of Education. (2017). *Online School and District Profiles*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ³ Delaware Department of Education. (2017). *Online School and District Profiles*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ⁴ American Institutes for Research. (2017). *College and Career Readiness and Success Center. Delaware Profile*
- ⁵ Delaware Department of Education. (2017). *Online School and District Profiles*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ⁶ Goss, S. (2017). *Delaware's career pathways program leads \$2M grant*. The News Journal.
- ⁷ Delaware Department of Education. (2017). *State Model Pathways*. Delaware Department of Labor. (2016). *Employment Projections 2014-2024*. Delaware Department of Labor and U.S. Department of Labor, Bureau of Labor Statistics. (2017). *Economic Development and Employer Planning System*.
- ⁸ U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey. (2016). *2015 Earnings and Unemployment Rates by Educational Attainment*.
- ⁹ Bureau of Labor Statistics. (2016). *Geographic Profile of Employment and Unemployment*.
- ¹⁰ Delaware Department of Education. (2017). *Delaware Pathways Enrollment*
- ¹¹ Delaware Department of Education. (2017). *Delaware Student Assessment Reporting and Analysis for the Public: SAT Proficiency*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ¹² Delaware Department of Education. (2017). *ESEA Four-Year Adjusted School Graduation Rate*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ¹³ Delaware Department of Education. (2017). *College Success Report: Class of 2015*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
- ¹⁴ Delaware Department of Education. (2017). *College Success Report: Class of 2015*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>
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- ¹⁶ Gugiu, P. C. and Rodriguez-Campos, L. (2007). *Semi-Structured Interview Protocol for Constructing Logic Model*." Evaluation and Program Planning, 30(4), 339-350.
- ¹⁷ American School Counselor Association. (n.d.). *Appropriate Activities of School Counselors*. Alexandria, VA: Author. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>
- ¹⁸ American School Counselor Association. (2017). *About ASCA*. Alexandria, VA: Author Retrieved from: <https://www.schoolcounselor.org/>
- ¹⁹ American School Counselor Association. (n.d.). *Appropriate Activities of School Counselors*. Alexandria, VA: Author. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>
- ²⁰ Robert Wood Johnson Foundation. (2017). *The Truth About ACEs*
- ²¹ Children's Health Fund. (2017). *Health Barriers to Learning: The Prevalence and Educational Consequences in Disadvantaged Children*.
- ²² NCES. 2017. *The Condition of Education: Characteristics of Children's Families*. Retrieved from: https://nces.ed.gov/programs/coe/indicator_cce.asp
- ²³ Among others, the American Psychological Association offers research on the negative effect of low socioeconomic status on educational outcomes, including academic achievement and progress, increased chances of dropping out of school and less likely to experience economic mobility associated with high education or vocational training. More Retrieved from: <http://www.apa.org/pi/ses/resources/publications/education.aspx>
- ²⁴ Delaware Department of Education. (2017). *Online School and District Profiles*. Retrieved from: <http://www.rodelfoundationde.org/ata glance/>

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- ²⁵ Peuquet, S., McDuffie, M., Merriman-Nai, S., and Barlow, J. (2015). *An Overview Of Poverty In Delaware*. Rep. University of Delaware Center for Community Research & Service.
- ²⁶ Map source from: Delaware Department of Education. (2017). *Class of 2016 Dual Enrollment*.
- ²⁷ Jocson, R. M. and Mcloyd, V. C. (2015). *Neighborhood and Housing Disorder, Parenting, and Youth Adjustment in Low-Income Urban Families*. American Journal of Community Psychology, 55: 3-4.
- ²⁸ Child & Adolescent Measurement Initiative (2016). *Adverse Childhood Experiences among Wilmington City and Delaware's Children*. Data Resource Center, supported by Cooperative Agreement 1-U59-MC0680-01 from the U.S. Department of Health & Human Services. Health Resources & Services Administration, Maternal & Child Health Bureau. Retrieved from www.childhealthdata.com
- ²⁹ Child & Adolescent Measurement Initiative (2016). *Adverse Childhood Experiences among Wilmington City and Delaware's Children*. Data Resource Center, supported by Cooperative Agreement 1-U59-MC0680-01 from the U.S. Department of Health & Human Services. Health Resources & Services Administration, Maternal & Child Health Bureau. Retrieved from www.childhealthdata.com
- ³⁰ Sacks, V., Murphy, D., and Moore, K. (2014). *Adverse Childhood Experiences: National and State-Level Prevalence*. Bethesda, MD: Child Trends. Retrieved from: https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf
- ³¹ Heroff, J. M. (2009). *A Review of College Access Literature*. Chicago, IL: University of Illinois–Chicago. Retrieved from: https://www.isac.org/about-isac/map-advising-workgroup/documents/College_Access_Literature_Review_2010.pdf
- ³² Delaware Department of Education. (2017). *Online School and District Profiles: ESEA Four-Year Adjusted School Graduation Rate (2015-16)*
- ³³ Delaware Department of Education. (2017). *Advance Placement Coursework*.
- ³⁴ Delaware Department of Education. (2017). *Class of 2016 Dual Enrollment*.
- ³⁵ Paul Gorski. (2010). Unlearning Deficit Ideology and the Scornful Gaze: Thoughts of Authenticating the Class Discourse in Education. EdChange. Retrieved from: <http://www.edchange.org/publications/deficit-ideology-scornful-gaze.pdf>
- ³⁶ United Way of Delaware. (2017). Delaware's Eight Promise Communities.

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