CCPTP Midwinter Meeting

Counseling Psychology: Partnerships with Schools
February 9, 2013

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Director, Center for Urban Education
Associate Professor, CASAL Department
Objectives of CE Workshop

• Strategies for engaging in partnerships
• Strategies for getting external grants
• Strategies for program evaluation
• Common challenges
• Time for Q&A
Theme of Meeting

in·dis·pens·a·ble

• : not subject to being set aside or neglected
  <an indispensable obligation>

• : absolutely necessary : essential <an indispensable member of the staff>
“Although we all want to believe that our services are so valuable that partner agencies and schools will be clamoring for the opportunity to work with us, we have rarely found this to be the case.”
In Good K-12 Company

• Fouad (1997)
• Kenny et al. (2002)
• Solberg et al. (2002)
• Schultheiss (2005)
• Turner & Conkel (2010)
• Herman et al. (2010)
• Jackson et al. (2011)
• Ali et al. (2012)
• Blustein et al. (2012)
Faculty at Institution → Benefits from research → School/District
Faculty member receives publications, promotions, awards → MISSING LINK
One year passes... Five years... Ten years... Twenty years → Still No Intervention in Real Life
Schultheiss (2005)

“Intervention-based research brings faculty out of their offices and into areas of their communities where they not otherwise venture. As researchers, many faculty cross boundaries of race and privilege as they step into worlds where they hope they can make a difference.”
How Much $$$ Does One Need?

“Although money is helpful, it is not a pre-requisite for starting prevention-oriented programs” – Herman et al. (2012)
Diversifying Your Revenue Sources

Hypothetical Funding Streams

- Federal Grants: 40%
- State Grants: 20%
- Foundations: 20%
- Contracts: 10%
- Internal: 10%

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The Era of Interdisciplinary Research

“A mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice”
Counseling Ψ Roles in K-12 Schools

- School dropout
- Achievement
- Behavioral management
- Bullying
- Violence
- Obesity
- English Language Learners
- Special Education
Meara et al. (1988)

“persuade administrators and faculty of colleges of education to apply programatically the philosophy of education as learning and development throughout the lifespan, irrespective of clientele or setting, and to interpret the mission of their academic units more broadly than teacher preparation for elementary and secondary schools”
THE CENTER FOR URBAN EDUCATION (CUE) is a university-based resource for educators and other professionals working in pre-K through 12 urban schools.

The vision of the Center is to be a premier institution in conducting and disseminating interdisciplinary research on interventions, pre-professional programs, public policy, and professional development in the science, critical analysis, and practice of urban education.

Faculty Associates of the Center for Urban Education represent colleges and departments across Cleveland State University. They provide expertise and experience in many areas of urban education, such as:

- STEM Education
- Early Childhood Education
- Curriculum and Instruction
- Health Education
- College and Career Readiness
- English Language Learners
- Classroom Management
- School Counseling
- School Administration and Leadership
- Special Education
- Literacy
- Education Technology

Please visit our website for more information about The Center for Urban Education:
http://www.csuohio.edu/ehs/centers/cue.html

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Cleveland, OH 44115
R & D Arm of Campus International School

Grant Writing in the Pursuit of External Funding

Center for Urban Education

Conduct and Disseminate Interdisciplinary Research

Collaborate with external partners and stakeholders in P-16 urban education
1. Case Western Reserve University  
2. Cuyahoga Community College  
3. Baldwin-Wallace University  
4. Bowling Green State University  
5. Hiram College  
6. Kent State University  
7. Northeast Ohio Medical University (NEOMED)  
8. University of Akron  
9. University of Cincinnati
1. ESC of Cuyahoga County
2. ESC of Lake County
3. The Lake Academy
4. St. Vincent Charity Hospital
5. College Now of Greater Cleveland
6. WVIZ/PBS Idea Stream
7. Shaker Heights City Schools
8. Cleveland Heights/University Heights
9. Maltz Museum of Jewish Heritage
10. Esperanza
11. Euclid City Schools
12. Hanna Perkins Center
Innovative Partnership with CMSD
IB Learner Profiles

- Inquirers
- Thinkers
- Open-minded
- Risk-takers
- Caring
- Principled
- Communicators
- Knowledgeable
- Balanced
- Reflective

PYP Attitudes

- Enthusiasm
- Creativity
- Curiosity
- Appreciation
- Confidence
- Empathy
- Integrity
- Respect
- Tolerance
- Cooperation
- Independence
- Commitment

Psychological Characteristics

- moral values
- behaviors
- mixture of traits

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The Professional Development School
The Partnership Continuum: Degrees of interdependence

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<thead>
<tr>
<th>No partnership</th>
<th>Transactional</th>
<th>Transformative</th>
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<tbody>
<tr>
<td>Little or no connection or recognition of common purpose and interdependence</td>
<td>In the interests of a common goal, each partner is willing to make adjustments in what it does (individually and organizationally).</td>
<td>Each partner expects to learn from one another (individually and organizationally) and from their work together in ways that can lead to deep change</td>
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CSU-CMSD Task Force

PD Task Force

- Crossover Teaching
- Evidence-Based Impact
- IB Curriculum
Illustrative Example #1

Love and Logic®

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Composition of Key Partners

• 3 Professors
  – Special Education
  – Counselor Education
  – Counseling Psychology

• 2 Teachers
  – 3rd Grade & Kindergarten

• CSU Liaison and CIS Principal

• School Counseling Interns
Collaborative Strategies

• Ask CIS Staff What They Need
• I conducted classroom observations and interviewed teachers, then wrote a report
• Staff met for early PD release to discuss the results and plan next steps
• Identify faculty at CSU
• “Getting to know process”
• Submit grant for joint research project
Fouad (1997)

“Although an emphasis on vocational issues has been our province, developing intensive school-based interventions has not traditionally been our domain.”
Year 3 of IES Grant

YEAR 1
Plan and Prepare

YEAR 2
Implement Program and Assess Curriculum

YEAR 3
Implement 2\textsuperscript{ND} Time and Pilot Test for Program Efficacy
IES Sequence

Goal 2: Development & Innovation

Goal 3: Efficacy & Replication

Goal 4: Scale-up Evaluations
What is College and Career Readiness?

Being qualified for placement into:

- Degree-granting *postsecondary education*, without remediation
- **Job-training program** for a student’s chosen career
Out of 100 9th Grade Students in Urban Schools, 15 Will Graduate From College

This is a crisis that is affecting urban schools across the country

*Maine and Washington have adopted the CCSS provisionally
** Minnesota adopted the CCSS in ELA only

Source: PARCC consortia
21st Century Skills

Life and Career Skills
• Leadership & Responsibility
• Productivity & Accountability
• Flexibility & Adaptability
• Initiative & Self-Direction
• Social & Cross-Cultural Skills

Information, Media and Technology Skills
• Information Literacy
• Media Literacy
• Information, Communications and Technology Literacy

Learning and Innovation Skills
• Critical Thinking
• Communication
• Research
• Problem Solving/Design
• Collaboration
• Meta-cognition
• Critical Thinking
• Creativity
• Innovation
Composition of Partners

• 8 High Schools
• 3 Districts
• 3 Courses
  – English/Language Arts (45 to 90 min)
  – Career/Financial Literacy (45 min)
  – Advisory (30 min)
• Youth Opportunities Unlimited
• MUST Program, School Counseling, Clinical Mental Health, Counseling
Collaborative Strategies: Year 1

• CSU staff worked with teachers to:
  – Name the program
  – Identify modules and goals
  – Create lessons
  – Design the manual
  – Secure buy-in
  – Create research design and method

• CSU staff consulted with teachers to:
  – Align all lessons with Common Core
Collaborative Strategies: Years 2 & 3

- Summer Orientation
- Summer Retreat
- Common Core Standards
- Curriculum Manual
- Training Video
- Plans for Sustainability
Challenges Pre- and Post-Award

• Why is this Innovative?
• Design and Statistical Power
• Attrition Bias
• Switching from Tx to C, or vice versa
• Contamination Bias
• Group Equivalence
• The Counterfactual
• Fidelity of Implementation
RCT Design Elements

- cluster sample size, \( n \)
- number of clusters, \( J \)
- intra-class correlation, \( \rho \)
- desired effect size, \( \delta \)

- Power more strongly affected by increasing \( J \) rather than increasing \( n \)
- Covariate can substantially increase power
- Optimal Design (OD) Software
Proposed Intervention

Peer Assisted Learning Strategies (PALS)
Model Implications

The data indicate that, once we have conditioned on pretest scores, blocking at the school level will remove almost all of the remaining variance at classroom level and above.

- Blocking at school
- Randomizing at classroom level
- Include pretest at classroom level
Design Estimate

- Design estimate from PALS RCT done in ELL population in Texas (Saenz et al, 2005)
  - .32 unadjusted
  - .27 conservative estimate - (allows for possibility of some (15%) contamination)
Comparison of Power Estimates

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<thead>
<tr>
<th>Estimates</th>
<th>3-Level HLM</th>
<th>3-Level MSCRT (Random Effects) no-covariates</th>
<th>3-Level MSCRT (Random Effects) with covariates</th>
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Statistical Power, 3-Level HLM
Randomizing schools, no covariates

ICCs calculated from actual test scores in SAUSD district
Statistical Power, 3-Level MSCRT
Randomizing classrooms within schools, no covariates

\[ K=48 \text{ power}=0.802381 \]

\[ \alpha = 0.050 \]
\[ n = 10 \]
\[ J = 4 \]

\[ \xi = 0.27, \rho = 0.39, \sigma_0^2 = 0.010, B = 0.10 \]
Statistical Power, 3-Level MSCRT
Randomizing classrooms, with covariates (conservative)

- $\alpha = 0.050$
- $n = 10$
- $J = 4$
- $\xi = 0.27, p = 0.39, \sigma_0^2 = 0.010, B = 0.50, R_{L2}^2 = \ldots$

$K = 14$ power = 0.800000
Meara et al. (1988)

“Evaluation research, whether on a case study or programmatic basis, is an integral part of a student’s practicum and internship experiences”
Basic Concepts

• Worth
  – Output (e.g., # of youth served)
  – Impact (e.g., higher self-esteem)
  – Fiscal (e.g., cost-benefit analysis)

• Fidelity Measurement

• Quality Assurance

• Ingredients of Change

• Diversity
Designing the Program

- Purpose
- Goals/Metrics of Success
- Components
- Outcomes (operationalize)
- Measures
- Methods of analysis
- Resources
Inputs → Activities → Outputs → Outcomes

context
Logic Model

Resources
- Teachers in participating high schools
- Program Administrator
- Principals in high schools and partnering elementary schools
- Teachers in Partnering Elementary schools
- Community Stakeholders/Professional Partners
- Parents of at-risk teens

Elements
- **Classes**
  - Curriculum
  - Coordination
  - Professional Development
  - Evaluation
- **Tutoring**
  - Coordination
  - Evaluation
- **Field Trips**
  - Coordination
  - Family Involvement
  - Evaluation
- **Role Models**
  - Curriculum
  - Family Involvement
  - Evaluation
- **Student Recognition**
  - Coordination
  - Family Involvement
  - Evaluation

Primary Outputs
- **1 hour of classes**
  - (x 35 weeks)
  - (adherence to curriculum, etc.)
- **4 hours of tutoring**
  - (x 35 weeks)
- **3 field trips/year**
- **5 role models/guest speakers per year**
- **Final Banquet for student recognition**

Outcomes
- **BELONGING**
- **Literacy Skills**
- **Self Concept**
- **Progressing in School**
- **Staying in School**
- **School Completion**

- **Proximal**
- **Longitudinal**
- **Uber-Distal**
Inputs
- Teacher guides
- Web-based supplemental activities & teacher resources
- Interactive CD-Roms
- Inquiry-based kits
- Student notebooks
- Student resource books

Activities
- Teacher Professional Development & ongoing support
- Assessments
- Inquiry-based investigations
- Embedded literacy strategies

Outcomes

Short-term
- Teachers pedagogy improves
- Teacher self efficacy increases

Long-term
- Science teaching improves
- Student science achievement increases
- Student critical thinking improves
- Student inquiry skills improve
- Student literacy skills

Impact
- Supporting improvements in science instruction
- Increase students entering science-related careers
- Preparing students for 21st century economy

Student motivation & interest in science
**Inputs**
- Personnel
- External Funds
- Infrastructure
- Students
- Families
- Partners

**Interventions**
- Academic Learning and Support in School
  - Career Intervention(s)
    - Non-Academic OST/Community Activities
    - Extracurricular Activities in School

**Key Targets**
- Self-Determination/Motivation/Hope
  - School Engagement
    - Self-Efficacy and Outcome Expectations
    - 21st Century Skills

**Key Outcomes**
- Attendance
  - GPA
  - School Behavior

**Distal Outcome**
- High School Graduation
Formative Evaluation

- Performance Indicators
- Fidelity Implementation
- Program Improvement
- Baseline Assessment

- Interviews
- Focus Groups
- Observations
- Surveys

Summative Evaluation

- Impact analysis
- Follow-up analysis
- Final report
- Decision-making

- Statistical methods
- Surveys
- Tests
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<th>Goal 3 Award</th>
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<td>Monitoring and Booster Sessions for Teachers (1 – 2 times per month)</td>
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<td>Data Collection for Specific Fidelity (Teacher, Facilitator, &amp; Principal Logs)</td>
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<td>Year 2 (14 - 15)</td>
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<td>Planning Phase</td>
<td>Beginner Camp</td>
<td>Advanced Camp</td>
<td>Internship &amp; College Credit</td>
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<td>Cohort C (N = 24)</td>
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Challenges to Evaluation

• Obtaining parent/legal guardian consent
• Incentives, response rates, and attrition
• Scheduling conflicts/missed appointments
• Labor and costs of evaluation
• Data management
• Efficient use of formative evaluation
• Finding an external evaluator
Illustrative Example #3
<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 3</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>OGT Club</td>
<td>40</td>
<td>90</td>
<td>150</td>
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<td>HYLP</td>
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<td>120</td>
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<td>SISCO</td>
<td>200</td>
<td>600</td>
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<tr>
<td>Family Engagement</td>
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<td>1000</td>
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<tr>
<td>Mentoring</td>
<td>120</td>
<td>120</td>
<td>240</td>
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<tr>
<td>Language Club</td>
<td>20</td>
<td>20</td>
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</table>

12th Grade Graduation

Unique Programs
- OGT Club (10th – 12th)
- HYLP (9th – 12th)

Common Programs
- Family Engagement
- Mentoring
- Language Club

8th Grade Proficiency

Unique Programs
- SISCO (6th – 8th)

Cleveland State University
Collaborative Strategies
• Volunteer/Board of Trustees (07 - Present)
• Strategic Planning (6 months in 2011)
• Program Evaluation Strategy, unanimously approved by the Board in 11/2011
• Data Sharing Agreement with CMSD
• Secured External Grant for Esperanza to pay for costs of External Evaluator
• Professional Agreement signed on 6/12
• 8/12 started evaluation process
Illustrative Example #4

Elementary FLOW
- Why Transportation Engineering?
  - Use of immediate environment
    - 12 acres of land
  - STEM integration

- Transportation Engineering Lessons
  - Traffic
  - Transport
  - Water
# Sample of Transportation Engineering Themes for Each Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Driving Thematic Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>How do plants and animals move throughout the seasons?</td>
</tr>
<tr>
<td>First Grade</td>
<td>How does food get from where it is produced to my table?</td>
</tr>
<tr>
<td>Second Grade</td>
<td>How do we move ourselves in different ways within the community?</td>
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<tr>
<td>Third Grade</td>
<td>How do we transport food using modern technologies and our knowledge of the life cycles of plants into the 21st century?</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>How does energy get transported from one area to another?</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>How does energy get transported throughout an ecosystem?</td>
</tr>
</tbody>
</table>
Goals of Proposal

• Conduct needs assessment of teacher PD
• Build on PD model, engage in iterative process, resulting in:
  – Online Tools/Resource Guide for PD
  – Videotaped Lessons of PBL
• Build on curriculum, engage in iterative process, resulting in:
  – 24 Prototype PBL Unit Manual (K – 5)
  – Integration with FabLab
Composition of Partners

• Science Education Professor
• Engineering Professor
• Counseling Psychologist
• District Administrator
• Principal
• Engineering Consultant
• Engineering Graduate Students
Collaborative Strategies

• Assist STEM Faculty with state grant bids
• Meet with Principal, Lead Science Teacher, Administrators, and Students at School
• Did evaluation in Spring 12
• Meetings in Summer 12 to plan NSF grant
• Do legwork of research and writing
• Prepare and submit NSF grant in Fall 12
Next Session I Will Comment On. . .

- Budget Issues in Grantsmanship
- Sources for K-12 Grants
- Proposals not funded and lessons learned
- Multi-institutional grants