School counselors and school psychologists as collaborators of college and career readiness for students in urban school settings

Erik M. Hines

*Department of Educational Psychology and Learning Systems,
Florida State University, Tallahassee, Florida, USA*

Desiree D. Vega

*Department of Disability and Psychoeducational Studies, University of Arizona,
Tucson, Arizona, USA*

Renae Mayes

Ball State University, Muncie, Indiana, USA

Paul C. Harris

*Department of Human Services, University of Virginia, Charlottesville,
Virginia, USA, and*

Michelle Mack

Connecticut River Academy at Goodwin College, East Hartford, UK

Abstract

Purpose – The purpose of this paper is to discuss the role of both the school counselor and the school psychologist in preparing students in urban school settings for college and/or the workforce. Throughout this paper, the authors discuss how collaboration is critical to ensuring students are successful at every school level (e.g., elementary, middle and high) to avail themselves of various postsecondary opportunities upon graduation. The authors give recommendations for practice and future research to implement and increase knowledge around collaboration between school counselors and school psychologists in preparing students in urban school settings to be college- and career-ready.

Design/methodology/approach – This is a conceptual paper on school counselors and school psychologists using the Eight Components of College and Career Readiness Framework to collaborate on preparing students for postsecondary options.

Findings – With support from key stakeholders like administrators, teachers and parents, school counselors and school psychologists can work collaboratively to increase students' college and career readiness. For example, school counselors and school psychologists may start by creating and implementing a needs assessment, as it relates to the developmental tasks of students (i.e. self-regulation, self-efficacy, self-competence) that must be negotiated to ensure college and career readiness. School counselors and school psychologists should also examine out-of-school suspension, expulsion, school arrest and disciplinary referral data (Carter *et al.*, 2014).

Originality/value – Collaboration around college and career readiness is important to the academic success and future of students in urban school settings. School counselors and school psychologists complement each other in preparing students for college and the workforce because their training has prepared both for addressing academic needs, assessment, mental health issues, career development, behavioral concerns and social–emotional needs of students (American School Counselor Association, 2012;

National Association of School Psychologists, 2014). Further, school counselors and school psychologists are in a pivotal position to create a college-going culture by using evidence-based activities, curricula and practices.

Keywords College and career readiness, School counsellors, School psychologists, Urban schools

Paper type Conceptual paper

Introduction

Collaboration among school personnel is increasingly important in the current educational climate of accountability and student performance (American School Counselor Association [ASCA], 2012; National Association of School Psychologists [NASP], 2014). Specifically, collaboration among educators can facilitate student achievement and address social–emotional issues and other concerns that impact academic success (Walsh and Galassi, 2002). More importantly, collaboration between school counselors and school psychologists could ensure students receive the resources needed for academic achievement as well as college preparation. School counselors and school psychologists are important to the college and career readiness process because:

> School psychologists often emphasize the use of quantitative approaches to measure ability and academic skills while counselors often utilize developmental as well qualitative approaches to assess personality characteristics, interests, and aptitudes. These two approaches, when combined, can offer a more comprehensive picture of a student than either approach alone. (Smith, 1995, p. 1)

School counselors and school psychologists have been trained to address the developmental needs of students. Roderick *et al.* (2009) suggest that content knowledge and basic skills, core academic skills, non-cognitive or behavioral skills and college knowledge are the four key skills necessary for students to be college-ready. To facilitate the development of students on all of these fronts, numerous stakeholders must be involved. Certainly, teachers are important partners in the effort, as they are responsible for ensuring that students understand subject-specific content. Also critical, though, are school counselors, who are well positioned to ensure that students are accomplishing the necessary developmental tasks, such as establishing a healthy identity, self-regulating and aligning their interests and abilities with their curricular choices (Savitz-Romer and Bouffard, 2012). Further, administrators are also essential collaborators in that they are the instructional leaders who often have a significant influence on the policies and practices that govern the behavior of educators within that school. For example, ensuring that there are partnerships with local community colleges to offer dual enrollment courses is critical for developing the skillsets needed for students to thrive once they reach college. Parents, too, play a critical role, as do all community stakeholders in postsecondary preparation. (Bergerson, 2009; Kern, 2000; Hines and Holcomb-McCoy, 2013). What occurs during the first few years of life, for example, are incredibly impactful, as they are the most formative years of a person's life (Savitz-Romer and Bouffard, 2012). During the early years, and even the later adolescent years, parental influence has a significant impact on the educational attainment process (Bergerson, 2009; Hines and Holcomb-McCoy, 2013). Sheldon (2003) further suggested that collaborative efforts among schools, families and communities are correlated with the academic achievement of students, especially at the elementary level. Partnerships, particularly among schools, families and communities, have a positive impact on school programs and climate, parents' skills and students' overall success in school and life (Bryan, 2005; Bryan and Henry, 2012).

Interestingly, school counselors and school psychologists are often left out of these conversations about academic preparedness and college and career readiness. However, school counselors and school psychologists are both called to remove barriers through equitable practices that promote student success (ASCA, 2012; NASP, 2010; Staton and Gilligan, 2003). This call to action requires both school counselors and school psychologists to become holistically focused, systemic leaders who are data-driven and collaborative with all educational stakeholders rather than working in compartmentalized functions within their areas of expertise (Simcox *et al.*, 2006). Both school counselors and school psychologists are well equipped to challenge the culture and climate within a school and advocate for a culturally responsive school where all students and families are valued (ASCA, 2012; Erford, 2014; NASP, 2010; Simcox *et al.*, 2006; Staton and Gilligan, 2003). Further, through their roles and relationships with students and families, school counselors and school psychologists are in a position to create pathways for *all* students, especially in urban school settings, to locate and prepare for postsecondary educational opportunities (ASCA, 2012; NASP, 2010). As school counselors and school psychologists work together on college and career readiness, they can amass resources and build greater connections with educational stakeholders both inside school and in the community to create a cohesive and consistent network of support for all students (Erford, 2014; Staton and Gilligan, 2003).

Rationale

Both school counselors and school psychologists possess a wide range of skills that position them well to collaborate and facilitate positive outcomes for culturally and linguistically diverse (CLD) students in urban school settings (Santos de Barona and Barona, 2006). They can provide guidance to their colleagues about the unique needs and characteristics of CLD students. Additionally, they can educate their colleagues on the differential access to resources that exist among students of color, in particular African Americans, such as their overrepresentation in special education (Waitoller *et al.*, 2010; Sullivan and Bal, 2013), underrepresentation in gifted education (Ford, 2013; Robinson *et al.*, 2014), disproportionate suspension and expulsion rates (Losen and Skiba, 2010), high dropout rates (Garrett *et al.*, 2010) and low college enrollment rates (Noguera, 2012). Student-to-school counselor ratios often exceed the recommended ratio of 250:1 recommended by the ASCA. Unfortunately, this leaves school counselors with minimal time for activities such as college and career readiness. Given the federal mandates for increased collaboration and student achievement, school counselors and school psychologists must work together to promote student success.

Federal education reform has set forth high standards for all students to receive a quality education and be prepared for postsecondary educational opportunities, ultimately ready to join a competitive and global workforce. For example, the reauthorization of No Child Left Behind (NCLB, 2002) requires greater statewide accountability systems based on state-designated proficiency standards in reading and math. To make sure that no group is "left behind," assessment results must be disaggregated by socioeconomic status, race/ethnicity, disability category and limited English proficiency status. To meet these proficiency standards, expectations would increase and eliminate gaps in the high school graduation rate. Further, the current economic and occupational landscape requires higher levels of training and skill development (Chen-Hayes *et al.*, 2014). As such, initiatives like *Reach Higher* focus on K–12 students' preparedness for life after high school that includes college and career readiness.

As college and career readiness is important for all students, it is particularly critical for students enrolled in urban K–12 schools. These students, who possess great potential, are often enrolled in schools that are underresourced, underfunded and overcrowded (Lee, 2005).

Lack of resources and funding can impact not only students' academic success but also their access to and preparedness for postsecondary educational opportunities. Further, although some students may have access to postsecondary educational opportunities, fewer complete such. Of particular note, postsecondary enrollment and attainment rates have increased over the past 40 years. More specifically, postsecondary enrollment has increased from 1975 to 2015 for white (26 per cent to 42 per cent), black (18 per cent to 34 per cent) and Latinx (18 per cent to 35 per cent) students (College Board, 2016). Despite increased enrollment, degree completion for each group lags behind with only a fraction of enrolled white, black and Latinx students earning bachelor's degrees (College Board, 2016). This is particularly important because postsecondary degree attainment lends itself to increased workforce opportunities, increased earning potential, better health outcomes and civic engagement (College Board, 2016). Thus, in this paper, the authors discuss the need for school psychologists to collaborate with school counselors who are well versed in college and career readiness to assist all students in K–12 urban schools to be prepared for successful entry into post-secondary opportunities.

Urban school settings

According to the National Center for Education Statistics (2019), three (large, medium and small) descriptions of urban school locales are designated urbanized areas with populations of 250,000 or more (large), populations of less than 250,000 but no less than 100,000 (medium) and populations of less than 100,000 (small). Schools in urban areas are usually associated with negative stereotypes such as low performing, majority minority student populations and extremely poor (The Center for Urban Schools, 2019). Conversely, many schools in urban areas are high performing and are exemplars for producing positive outcomes such as high graduation rates and college enrollment (Teach.com, 2019) . However, schools in urban areas experience a different set of challenges that schools in suburban and rural areas may not encounter (Mitcham *et al.*, 2009). Many students from urban school districts make up diverse racial backgrounds such as black and Latino (Anyon, 2014; Duncheon, 2018). Further, students in more urban areas are likely to attend schools that are located in high-poverty areas and are undersourced (Boschma and Brownstein, 2016). Students attending urban schools can encounter lack of rigor in their academics such as access to advanced placement courses and gifted education and adequate school facilities (i.e. old buildings), lack of credentialed teachers, racially isolated and a school culture with low expectations regarding student achievement (Farkas, 2003; Center for Urban Schools, 2019; Hines *et al.*, 2017; Lee, 2005; Vega *et al.*, 2012). School counselors and school psychologists are in an influential position to prepare students' post-secondary options (Vega *et al.*, 2016).

The role of school counselors and school psychologists

School counselors

Elementary school is a foundational level of development for children, where they begin to develop who they are as learners and social beings and expand their knowledge of the world of work. As the elementary years often set the tone for development, school counselors focus on fostering healthy development in academic, personal/social and career domains (ASCA, 2012). School counselors align with the mission of schools through proactive leadership and implementation of a comprehensive, culturally responsive, data-driven school counseling program to promote the success of all students (Chen-Hayes *et al.*, 2014; Lee and Goodnough, 2014). More specifically, school counselors provide education, prevention, early identification and intervention services through the development and implementation of

school guidance curriculum, individual and group counseling, academic planning and responsive services through teaming and collaborating with educational stakeholders including teachers, school psychologists, administrators, families and the community at-large (ASCA, 2019a, 2019b).

Middle school counselors focus on developmental and transitional aspects of the student. From childhood to adolescence, middle school counselors help students understand their identity and their need for autonomy as they shift to cultivating more peer relationships (ASCA, 2019a, 2019b). Specifically, middle school counselors are charged with using the ASCA National Model (ASCA, 2012) as a framework to assist students with academic planning, career development and personal/social growth through individual and group counseling as well as classroom guidance and grade-level and whole-school initiatives. At this school level, middle school counselors assist students with coping skills, career exploration, substance abuse education, social skills and goal setting (ASCA, 2019a, 2019b). Finally, middle school counselors work with parents and other school personnel (e.g. school psychologists) to ensure students are enrolling in courses that are developmentally appropriate to prepare them for high school and postsecondary opportunities.

The role of high school counselors is to ensure that barriers to learning are removed and that students have access to a rigorous academic curriculum and co-curricular opportunities that align with their interests. Moreover, high school counselors advocate for students on a micro and a macro level. They provide individual and group counseling on issues related to the students' social–emotional, academic and career development (Pérusse et al., 2009). They also consult with teachers and parents about ways to more effectively address the developmental needs of adolescents. High school counselors also work with administration on more systemic issues such as ensuring that the master schedule provides all students access to an academic curriculum that aligns with being college- and career-ready. A school's master schedule dictates when courses will be offered, along with who is teaching them. How that schedule is structured can have a significant impact on whether students will have the option of taking as many advanced placement courses as they want, for example.

School psychologists
School psychologists receive training in both education and psychology. They work collaboratively with families, teachers, school personnel (e.g. administrators, school counselors) and students to "create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community" (NASP, 2014, para. 1). The majority of school psychologists are employed in K–12 public schools and provide services in a variety of areas including data collection and analysis, assessment, resilience and risk factors, academic and behavioral interventions, consultation and collaboration and mental health services (NASP, 2014).

Traditionally, school psychologists engage primarily in assessment, intervention and consultation (Fagan and Wise, 2007). Assessment activities include administering psychoeducational tests to determine the presence of a disability. Intervention involves identifying strategies to address academic and/or behavioral difficulties. Finally, consultation refers to problem-solving between professionals; school psychologists may serve as consultants for individual school personnel (e.g. teachers), teams of school personnel (e.g. all fourth-grade teachers) and/or parents. At the elementary school level, school psychologists engage in a great deal of consultation and intervention activities. However, at the middle school and high school levels, assessment tends to take precedent over other activities.

Emerging roles of school psychologists include preventative strategies such as early intervention, counseling, research projects and staff development/in-service training (Fagan and Wise, 2007). The NASP *Model for Comprehensive and Integrated School Psychological Services* (2010) "delineates what services might reasonably be expected to be available from most school psychologists and, thus, should help to further define the field" (p. 2). For school psychologists to provide the range of services covered in the ten domains of the practice model, the recommended school psychologist-to-student ratio is 1:500-700. The model describes the responsibilities of individual school psychologists and also principles that should be put in place by organizations that employ school psychologists (e.g. schools). Although not all organizations can effectively implement each standard of practice, the model should serve as a guideline for effective practice (NASP, 2010). Nonetheless, research continues to demonstrate that school psychologists experience significant discrepancies between actual and preferred practices (Filter *et al.*, 2013). School psychologists tend to spend most of their time engaged in assessment and assessment-related activities such as report writing (Agresta, 2004; Hosp and Reschly, 2002). School psychology has evolved slowly and the traditional focus on assessment of intellectual, academic and social–emotional development remains (Agresta, 2004). However, continued implementation of the NASP Practice Model can help advance the development of the field of school psychology (NASP, 2010).

College and career readiness

The College Board National Office for School Counselor Advocacy (NOSCA) cites the 2010 US Department of Education's statistic stating 86 per cent of America's high school students expect to attend college but are inadequately prepared to succeed in the quest to attain a postsecondary education. NOSCA argues that statistics such as these highlight the fundamental need for college readiness counseling in grades K–12 throughout the nation. NOSCA recognizes that the lack of preparedness for college not only affects all students but also identifies the amplification of the trend when factoring in demographics such as socioeconomic status and parent education level (NOSCA, 2010).

The ASCA describes college and career readiness in mind-sets and behaviors for student success: K–12 college and career readiness standards for every student as "the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development" (ASCA, 2014, para 1). These mind-sets and behaviors are based on skills and characteristics set forth by employers and informed by NOSCA's Eight Components of College and Career Readiness Counseling (2014). An expanded explanation to ASCA's definition of college and career readiness, NOSCA's eight components are designed to guide school counselors to promote programs that "build aspirations and social capital, offer enriching activities, foster rigorous academic preparation, encourage early college planning, and guide students and families through the college admission and financial aid process" (NOSCA, 2010, p. 2). The eight components – college aspirations, academic planning for college and career readiness, enrichment and extracurricular engagement, college and career exploration and selection processes, college and career assessments, college affordability planning, college and career admission processes and transition from high school graduation to college enrollment – are meant to be implemented by school counselors to help prepare all students for postsecondary options.

NOSCA presents eight components of college and career readiness counseling for school counselors that will inspire and prepare students and equip parents, with the outcome of promoting college success. Below is a summarization of each component and explained by NOSCA (2010):

(1) The first component, "College Aspiration", has a goal of building a college-going culture based on early college awareness. School counselors should utilize methods to build student confidence and their desire to attend college while promoting resilience in overcoming obstacles and challenges on the path to postsecondary options.

(2) "Academic Planning for College and Career Readiness", the second component, connects college and career aspirations and goals with rigorous academic programs that will advance students' college planning, preparation, participation and performance.

(3) The third component, "Enrichment and Extracurricular Engagement", directs school counselors to expose all students to extracurricular and enrichment opportunities that will "build leadership, nurture talents and interests, and increase engagement with school".

(4) "College and Career Exploration and Selection Processes" provides early and ongoing experiences that will allow students to make informed decisions as they choose their post-secondary options. NOSCA states that the decision to choose a college or career should connect to academic preparation and future aspirations.

(5) In the fifth component, "College and Career Assessments", school counselors "promote preparation, participation, and performance in college and career assessments by all students". This includes taking career assessments like the *Strong Interest Inventory* or the *Self Directed Search* as well as college entrance exams like the ACT or SAT.

(6) "College Affordability Planning", NOSCA's sixth component, strives to have school counselors provide initiatives that will give students and their families extensive information about the financial costs of college and options for paying for college and be a source where students can learn about financial aid and scholarship processes as well as eligibility requirements.

(7) The seventh component, "College and Career Admission Process", ensures that students and families understand the college and career admission process. This should be accomplished by giving students and families information "early and ongoing" throughout their primary and secondary academic experience. This will allow students to make the best post-secondary choice according to their interests, abilities and aspirations.

(8) The eighth component, "Transition from High School Graduation to College Enrollment", connects students to community resources. The purpose of building these relationships is to help students overcome barriers that could prevent the successful transition from secondary to post-secondary education.

All eight components are meant to work within a "transformative process" framework that addresses the context of the community and school, cultural competence, multilevel interventions and utilizing data to identify inequities, develop measurable goals and ensure accountability (NOSCA, 2010, pp. 4-5).

School counselor and school psychologist collaboration in college and career readiness
Preparing students for college and a career is a layered process that includes both cognitive and noncognitive variables. College and career readiness involves the attainment of various skills that allow students to successfully pursue and complete postsecondary education and

begin a career. According to Conley (2010), college-ready students must understand the structure of knowledge and big ideas of core academic subjects, develop a set of cognitive strategies as they develop their understandings of key content, possess the academic behaviors necessary to successfully manage and engage with a college workload and possess a contextual understanding of the navigational and cultural elements of gaining admission to and being successful in college.

Conley posits that there are four keys to college and career readiness:

(1) key content knowledge;
(2) key cognitive strategies;
(3) key learning skills and techniques; and
(4) key transition knowledge and skills.

Key content knowledge refers to the specific subject knowledge facilitated by content teachers in areas such as English, math, science and history. Many of the skills that are crucial in determining a student's success in postsecondary education, though, are unrelated to knowledge in content area. Instead, cognitive strategies such as interpretation, problem-solving and reasoning have been consistently identified as being even more important than specific content knowledge (Conley, 2007). Teachers, school counselors and school psychologists can cultivate key cognitive strategies such as problem formulation and research skills. Further, the key learning skills and techniques, as well as key transition knowledge and skills, can involve a multiplicity of stakeholders, such as parents, teachers, coaches, school counselors, administrators and community stakeholders.

Before school counselors and school psychologists can enter into a collaborative partnership, it is important that educational stakeholders, including teachers and school administrators, understand the roles of each position. This is particularly important for school administrators, as they play a key part in defining the roles and activities of school counselors and school psychologists (Dahir et al., 2010). As such, both school counselors and school psychologists should share their respective professional practice models (e.g. ASCA National Model and NASP Practice Model) with school administrators to discuss their roles and functions. This can help broaden their role beyond assessment-related activities or non-counseling duties and increase their involvement in college and career readiness activities (ASCA, 2012; Dahir et al., 2010; NASP, 2010).

With support from key stakeholders like administrators, teachers and parents, school counselors and school psychologists can work collaboratively to increase students' college and career readiness. For example, school counselors and school psychologists may start by creating and implementing a needs assessment, as it relates to the developmental tasks of students (i.e. self-regulation, self-efficacy, self-competence) that must be negotiated to ensure college and career readiness. Results from the needs assessment would provide points of intervention both directly (with students and their families) and indirectly (with faculty) on how to promote healthy development (Savitz-Romer and Bouffard, 2012). Interventions may include group counseling opportunities and family workshops to explore student cultural identities and life role expectations as they relate to career development (Akos and Niles, 2014; Pérusse et al., 2009). Additionally, academic and learning interventions may be created that foster resilience and reengagement in academic achievement for students considered "at-risk" to develop resilience and reengagement in academic achievement (NASP, 2014). As interventions are created, it is dually important that course enrollment data are monitored to determine disproportionate patterns (e.g. access to advanced courses, special education, graduation rates, dropout rates). School counselors and school psychologists should also

examine out-of-school suspension, expulsion, school arrest and disciplinary referral data (Carter *et al.*, 2014).

Limitations to collaboration

Barriers and limitations to collaboration between school counselors and school psychologists can impact their work. Simcox *et al.* (2006) discussed the ideal of collaboration between school counselors and school psychologists, particularly around cultural competency, but educators must recognize how their roles in the school as well as school climate affect collaborative endeavors. In other words, their availability and job duties may impact the level of collaboration school counselors and school psychologists can engage in. Staton and Gillgan (2003) noted that mistrust and lack of understanding of professional roles can impede on collaboration, meaning that lack of training and exposure to the role and function of educational stakeholders may limit the ways that school counselors and school psychologists may collaborate. Additionally, although both school counselors and school psychologists have expansive training and roles in schools, they are often relegated to narrowly focused and/or inappropriate tasks. For school counselors, this can often be fair-share duties like testing coordinator, substitute teaching and supervising and disciplining students. For school psychologists, narrowly focused roles may focus solely on assessment and diagnosis of students for special education. This narrow focus can limit effective collaboration between both stakeholders (Santos de Barona and Barona, 2006). Finally, just as the students are in the context of urban schools, school counselors and school psychologists are also functioning in such (Lee, 2005). This means that they may have limited resources and little to no budgets to bring in the supports and services necessary to promote college and career readiness. They are also serving a large student population that likely surpasses the suggested ratios (i.e. school counselors to students = 1:250; school psychologists to students = 1:500-700). As such, collaboration may be more challenging with great student need and limited resources and staff to meet said need. Regardless of the barriers or obstacles to collaboration, school counselors and school psychologists must work creatively to overcome them to assist students in preparing for a career and the world of work.

Recommendations for research

The partnership and collaboration between school counselors and school psychologists also have implications for research. Future studies may explore current practices of school counselors and school psychologists regarding collaboration. More specifically, future studies might examine strengths and barriers to collaboration on college and career readiness. Additionally, future studies might examine the effectiveness of collaborative interventions and models specifically, as it relates to student outcomes (e.g. attitudes, knowledge, skills around college and career readiness, graduation, postsecondary enrollment). Finally, future studies may explore preservice school counseling and school psychology training programs, particularly around the development of attitudes, knowledge and skills regarding collaboration, consultation and college and career readiness.

Conclusion

Collaboration around college and career readiness is important to the academic success and future of students in urban school settings. School counselors and school psychologists complement each other in preparing students for college and the workforce because their training has prepared both for addressing academic needs, assessment, mental health issues, career development, behavioral concerns and social–emotional needs of students (ASCA, 2012; NASP, 2014). Further, school counselors and school psychologists are in a

pivotal position to create a college-going culture by using evidence-based activities, curricula and practices. Finally, school counselors and school psychologist can work together to eliminate barriers and address attainment gaps to create an equity-focused culture as *all* students should have the opportunity to pursue a postsecondary education (Chen-Hayes *et al.*, 2014).

References

Agresta, J. (2004), "Professional role perceptions of school social workers, psychologists, and counselors", *Children and Schools*, Vol. 26 No. 3, pp. 151-163.

Akos, P. and Niles, S.G. (2014), "Promoting career planning in schools",in Erford, B. (Ed.), *Transforming the School Counseling Profession*, 4th ed., pp. 259-278.

American School Counselor Association (2012), *The ASCA National Model: A Framework for School Counseling Programs*, 3rd ed., Author, Alexandria, VA.

American School Counselor Association (2014), "ASCA mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student", available at: www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

American School Counselor Association (2019a), "Why elementary school counselors", available at: www.schoolcounselor.org/school-counselors-members/careers-roles/why-elementary-school-counselors

American School Counselor Association (2019b), "Why middle school counselors", available at: www.schoolcounselor.org/school-counselors-members/careers-roles/why-middle-school-counselors

Bergerson, A.A. (2009), "College choice and access to college: moving policy, research and practice to the 21st century", *ASHE Higher Education Report*, Vol. 35 No. 4, Wiley Periodicals, San Francisco, CA.

Boschma, J. and Brownstein, R. (2016), "The concentration of poverty in American schools", available at: www.theatlantic.com/education/archive/2016/02/concentration-poverty-american-schools/471414/

Bryan, J. (2005), "Fostering educational resilience and achievement in urban schools through school-family-community partnerships", *Professional School Counseling*, Vol. 8 No. 3, pp. 219-227.

Bryan, J. and Henry, L. (2012), "A model for building school-family-community partnerships: principles and process", *Journal of Counseling and Development*, Vol. 90 No. 4, pp. 408-420.

Carter, P. Skiba, R. Arredondo, M. and Pollock, M. (2014), "You can't fix what you don't look at: acknowledging race in addressing racial discipline disparities. *Discipline Disparities: a Research to Practice Collaborative*, available at: www.indiana.edu/~atlantic/wp-content/uploads/2014/12/Acknowledging-Race_121514.pdf, pp. 1-12.

Center for Urban Schools (2019), "What makes any school an urban school?", available at: www.oswego.edu/center-for-urban-schools/what-makes-any-school-urban-school

Chen-Hayes, S.F., Ockerman, M.S. and Mason, E.M. (2014), *101 Solutions for School Counselors and Leaders in Changing Times*, Corwin Press, Thousand Oaks, CA.

College Board (2016), *Education Pays: The Benefits of Higher Education for Individuals and Society*, Author, Washington, DC.

College Board National Office of School Counselor Advocacy (2010), "The eight components of college and career readiness", available at: http://nosca.collegeboard.org/eight-components

Conley, D.T. (2007), *Toward a More Comprehensive Conception of College Readiness*, Educational Policy Improvement Center, Eugene, OR.

Conley, D.T. (2010), *College and Career Ready: Helping All Students Succeed beyond High School*, Jossey-Bass, San Francisco, CA.

Dahir, C.A., Burnham, J.J., Stone, C.B. and Cobb, N. (2010), "Principals as partners: counselors as collaborators", *NASSP Bulletin*, Vol. 94 No. 4, pp. 286-305, doi: 10.1177/0192636511399899.

Duncheon, J.C. (2018), "Making sense of college readiness in a low-performing urban high school: perspectives of high-achieving first generation youth", *Urban Education*, available at: https://doi.org/10.1177/0042085918756712

Erford, B.T. (2014), "The ASCA national standards and national: developing a comprehensive, developmental school counseling program", in Erford, B. (Ed.), *Transforming the School Counseling Profession*, 4th ed., pp. 29-44.

Fagan, T.K. and Wise, P.S. (2007), *School Psychology: Past, Present, and Future*, 3rd ed., National Association of School Psychologists, Bethesda, MD.

Farkas, G. (2003), "Racial disparities and discrimination in education: what do we know, how do we know it, and what do we need know", *Teachers College Record*, Vol. 105 No. 6, pp. 119-1146.

Filter, K.J., Ebsen, S. and Dibos, R. (2013), "School psychology crossroads in America: discrepancies between actual and preferred discrete practices and barriers to preferred practice", *International Journal of Special Education*, Vol. 28 No. 1, pp. 88-100.

Ford, D.Y. (2013), *Recruiting and Retaining Culturally Different Students in Gifted Education*, Prufrock Press, Waco, TX.

Garrett, T., Anthrop-González, R. and Velez, W. (2010), "Examining the success factors of high-achieving Puerto Rican male high-school students", *Roeper Review*, Vol. 32 No. 2, pp. 106-115.

Hines, E.M. and Holcomb-McCoy, C.C. (2013), "Parental characteristics, ecological factors, and the academic achievement of African American males", *Journal of Counseling and Development*, Vol. 91 No. 1, pp. 68-77.

Hines, E.M., Moore, J.L., III, Mayes, R.D., Harris, P.C., Vega, D., Robinson, D.V., Gray, C.N. and Jackson, C.E. (2017), "Making student achievement a priority: the role of school counselors in turnaround schools", *Urban Education*, pp. 1-22, doi: 10.1177/0042085916685761. Advance online publication.

Hosp, J.L. and Reschly, D.J. (2002), "Predictors of restrictiveness of placement for African-American and Caucasian students with learning disabilities", *Exceptional Children*, Vol. 68 No. 2, pp. 225-238.

Kern, C.W. (2000), "College choice influences: urban high school students respond", *Community College Journal of Research and Practice*, Vol. 24 No. 6, pp. 487-494.

Lee, C.C. (2005), "Urban school counseling: context, characteristics, and competencies", *Professional School Counseling*, Vol. 8 No. 3, pp. 184-188.

Lee, V.V. and Goodnough, G.E. (2014), "Systemic, data-driven school counseling practice and programming for equity", in Erford, B. (Ed.), *Transforming the School Counseling Profession*, 4th ed., pp. 66-91.

Losen, D.J. and Skiba, R. (2010), *Suspended Education: Urban Middle Schools in Crisis*, Southern Poverty Law Center, Montgomery, AL.

Mitcham, M., Agahe Portman, T. and Afi Dean, A. (2009), "Role of school counselors in creating equitable – educational opportunities for students with disabilities in urban settings", *Urban Education*, Vol. 44 No. 4, pp. 465-482.

National Association of School Psychologists (2010), National Association of School Psychologists: Model for comprehensive and integrated school psychological services.

National Association of School Psychologists (2014), "What is a school psychologist?", available at: www.nasponline.org/resources/handouts/whatis_print.pdf

National Center for Education Statistics (2019), "Definitions: school locale definitions", available at: fromhttps://nces.ed.gov/surveys/urbaned/definitions.asp

No Child Left Behind (NCLB) (2002), "Act of 2001, pub. L. No. 107-110, § 115, stat. 1425", available at: www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118

Noguera, P.A. (2012), "Saving black and Latino boys", *Phi Delta Kappan*, Vol. 93 No. 5, p. 8.

Pérusse, R., Goodnough, G.E. and Lee, V.V. (2009), "Group counseling in the schools", *Psychology in the Schools*, Vol. 46 No. 3, pp. 225-231.

Robinson, D.V., Vega, D., Moore, J.L., III, Mayes, R.D. and Robinson, J.R. (2014), "Chutes and ladders: young African American males navigating potholes to achieve academic success", in Moore, J.L. and Lewis, C.W. (Eds), *African American Males in PreK-12 Schools: Informing Research, Practice, and Policy*, Emerald Publishing, pp. 107-124.

Santos de Barona, M. and Barona, A. (2006), "School counselors and school psychologists: collaborating to ensure minority students receive appropriate consideration for special educational programs", *Professional School Counseling*, Vol. 10 No. 1, pp. 3-13.

Savitz-Romer, M. and Bouffard, S. (2012), *Ready, Willing, and Able: A Developmental Approach to College Access and Success*, Harvard Education Press, Cambridge, MA.

Sheldon, S.S. (2003), "Linking school-family-community partnerships in urban elementary to student achievement on state tests", *The Urban Review*, Vol. 35 No. 2, pp. 149-165.

Simcox, A.G., Nuijens, K.L. and Lee, C.C. (2006), "School counselors and school psychologists: collaborative partners in promoting culturally competent schools", *Professional School Counseling*, Vol. 9 No. 4, pp. 272-277.

Smith, D.K. (1995), "Cooperation between school psychologists and counselors in assessment", available at: www.counseling.org/resources/library/ERIC%20Digests/95-29.pdf

Staton, A.R. and Gilligan, T.D. (2003), "Teaching school counselors and school psychologists to work collaboratively", *Counselor Education and Supervision*, Vol. 42 No. 3, pp. 193-200.

Sullivan, A. and Bal, A. (2013), "Beyond simple disproportionality: effects of individual and school variables on disability risk", *Exceptional Children*, Vol. 79 No. 4, pp. 475-494.

Teach.com (2019), "What is an urban school?", available at: https://teach.com/become/where-can-i-teach/types-of-schools/urban/

Vega, D., Hines, E.M., Mayes, R.M. and Harris, P.C. (2016), "Preparing Latino students for life after high school: the importance of school counselor and school psychologist collaboration", *National Youth at Risk*, Vol. 2 No. 1, pp. 68-82, available at: http://digitalcommons.georgiasouthern.edu/nyar/vol2/iss1/7.

Vega, D., Moore, J.L., III, B., C.A., Bowen, N.V., Hines, E.M. and O'Neal, B. (2012), "Salient factors affecting African American students' achievement: recommendations for teachers, school counselors, and school psychologists", in Moore, J.L. III and Lewis, C.W. (Eds), *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*, Peter Lang, New York, NY, pp. 113-140.

Waitoller, F.R., Artiles, A.J. and Cheney, D.A. (2010), "The miner's canary: a review of overrepresentation research and explanations", *The Journal of Special Education*, Vol. 44 No. 1, pp. 29-49.

Further reading

Anyon, J. (1997), *Ghetto Schooling: A Political Economy of Urban Educational Reform*, Teachers College Press, New York, NY.

Artiles, A.J., Harry, B., Reschly, D.J. and Chinn, P.C. (2002), "Over-identification of students of color in special education: a critical overview", *Multicultural Perspectives*, Vol. 4 No. 1, pp. 3-10.

Bryan, J., Moore-Thomas, C., Day-Vines, N.L. and Holcomb-McCoy, C. (2011), "School counselors as social capital: the effects of high school college counseling on college application rates", *Journal of Counseling and Development*, Vol. 89 No. 2, pp. 190-199.

Chen, X., Wu, J. and Tasoff, S. (2010), *Postsecondary Expectations and Plans for the High School Senior Class of 2003-04 (NCES 2010-170)*, U.S. Department of Education, National Center of Educational Statistics, Washington, DC, available at: http://nces.ed.gov/pubs2010/2010170rev.pdf

Education Trust (2014a), *The State of Education for African American Students*, Author, Washington, DC.

Education Trust (2014b), *The State of Education for Latino Students*, Author, Washington, DC.

Parrish, T. (2002), "Racial disparities in the identification, funding, and provision of special education", in Losen, D.J. and Orfield, G. (Eds), *Racial Inequity in Special Education*, Harvard Civil Rights Project, Cambridge. MA, pp. 15-37.

U.S. Department of Education, National Center for Education Statistics (2012), "The condition of education 2012 (NCES 2012-045)", *Indicator*, Vol. 47.

Wilkins, J. and Huckabee, S. (2014), *A Literature Map of Dropout Prevention Interventions for Students with Disabilities*, National Dropout Prevention Center for Students with Disabilities, Clemson University, Clemson, SC.

About the authors

Dr Erik M. Hines is an Associate Professor in the Department of Educational Psychology and Learning Systems at Florida State University. Dr Hines teaches in the Counseling Program and prepares graduate students to be professional school counselors. Dr Hines's research agenda centers around (a) African American male academic achievement and college readiness; (b) parental involvement and its impact on academic achievement for students of color; and (c) improving and increasing postsecondary opportunities for first-generation, low-income and students of color (particularly African American men). Additionally, his research interests include career exploration in the fields of science, technology, engineering and mathematics (STEM) for students of color in K–12. His research has appeared in peer-reviewed journals such as *the Journal of Counseling and Development, Professional School Counseling* and *The High School Journal*. Erik M. Hines is the corresponding author and can be contacted at: emhines@fsu.edu

Dr Desiree D. Vega is an Associate Professor in the School Psychology Program at Texas State University. She earned her doctorate in School Psychology from The Ohio State University. Her research interests include the preparation of culturally competent and bilingual school psychologists, the assessment of CLD students and multicultural issues in education.

Dr Renae D. Mayes, NCC, is an Associate Professor and Director of the School Counseling Program in the Department of Educational Psychology at Ball State University. She completed her PhD in counselor education and was a Bell Fellow at The Ohio State University. Mayes earned degrees at the University of Maryland, College Park (MEd in school counseling) and University of Missouri (BS in middle school math and social studies education), and was a Gates Millennium Scholar. Dr Mayes's line of research focuses on students of color in the K–16 pipeline. More specifically, she focuses on the success of students of color in gifted education and special education. She has coauthored articles focused on diversity issues in education and counseling in *Professional School Counseling, Preventing School Failure* and *The Interdisciplinary Journal of Teaching and Learning*. She has also coauthored book chapters in *Counseling Around the World, Young, Triumphant, and Black, Advances in Race and Ethnicity in Education – African American Male Students in PreK–12 Schools: Informing Research, Policy, and Practice*.

Dr Paul C. Harris, NCC, NCSC, is an Assistant Professor in the School Counseling Program in the Curry School of Education at the University of Virginia (UVA). His professional research interests include issues related to promoting equity in schools. He is particularly interested in the college and career readiness of black men and student-athletes and has numerous publications in *Professional School Counseling, The High School Journal, the Interdisciplinary Journal of Teaching and Learning* and *the Journal for the Study of Sports and Athletes in Education*. He is also Counselor Educator VP for the Virginia School Counselor Association.

Michelle Mack is a Professional School Counselor at the Connecticut River Academy. Her research interests are parental involvement and academic achievement for students of color. Also, Mack was a former research assistant for Dr Erik M. Hines.