

# CCPTP MIDWINTER MEETING

COUNSELING PSYCHOLOGY:  
PARTNERSHIPS WITH SCHOOLS  
February 9, 2013

Justin Perry, Ph.D.  
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·able

- : not subject to being set aside or neglected  
<an *indispensable* obligation>
- : absolutely necessary : essential <an *indispensable* member of the staff>



## Herman et al. (2010)

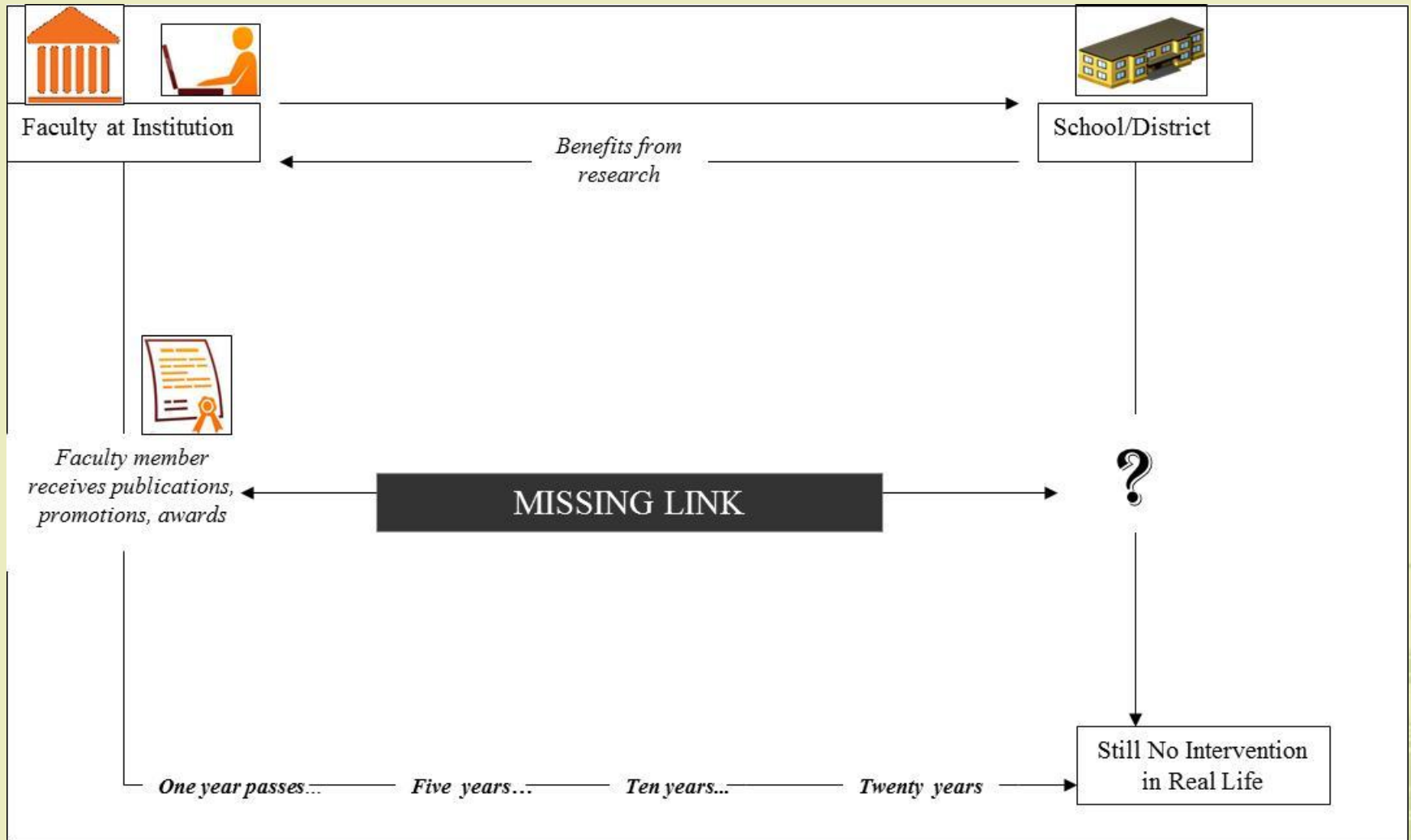
“Although we all want to believe that our services are so valuable that partner agencies and schools will be clamoring for the opportunity to work with us, we have rarely found this to be the case.”



# 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)



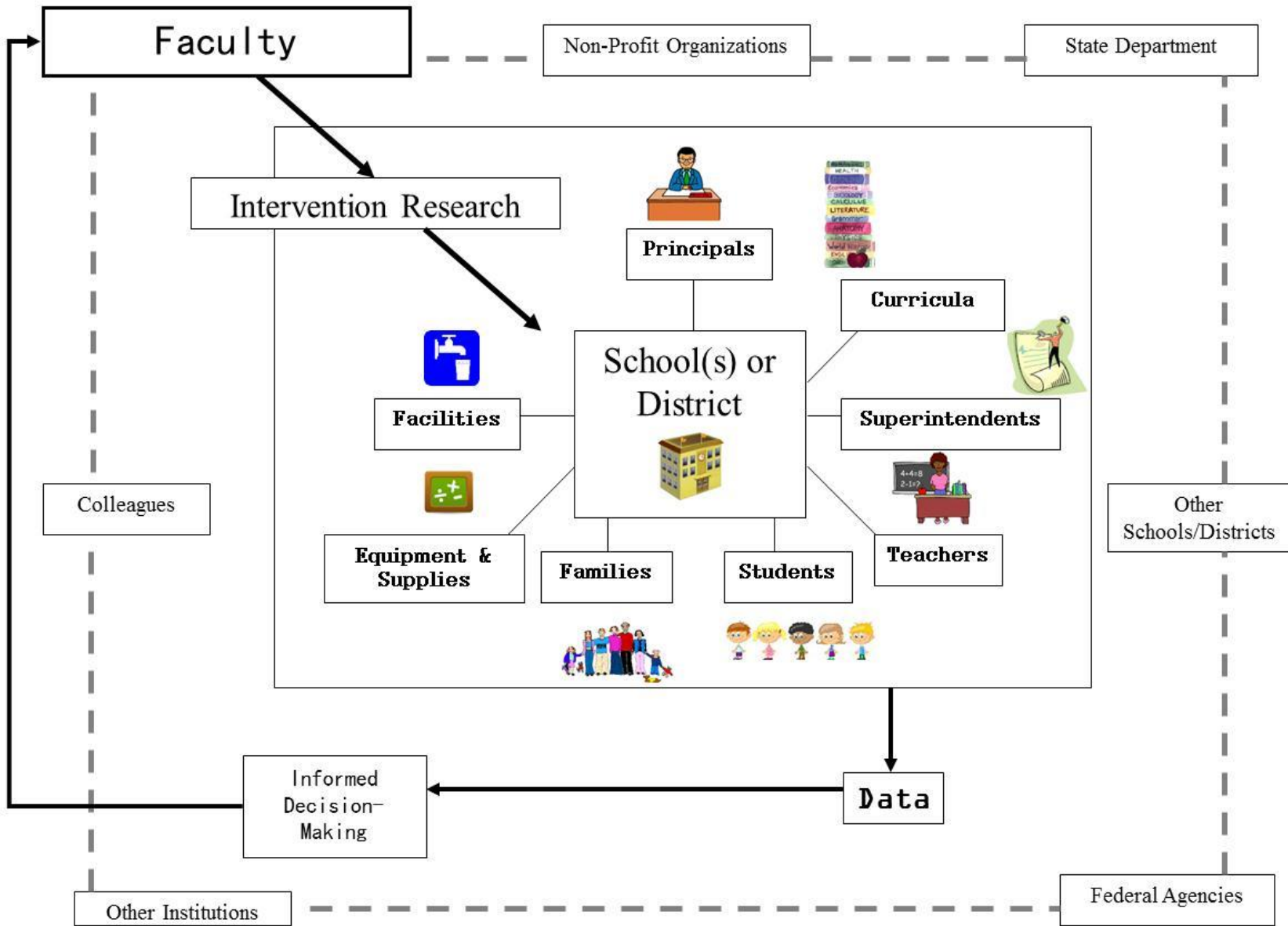


## Schultheiss (2005)

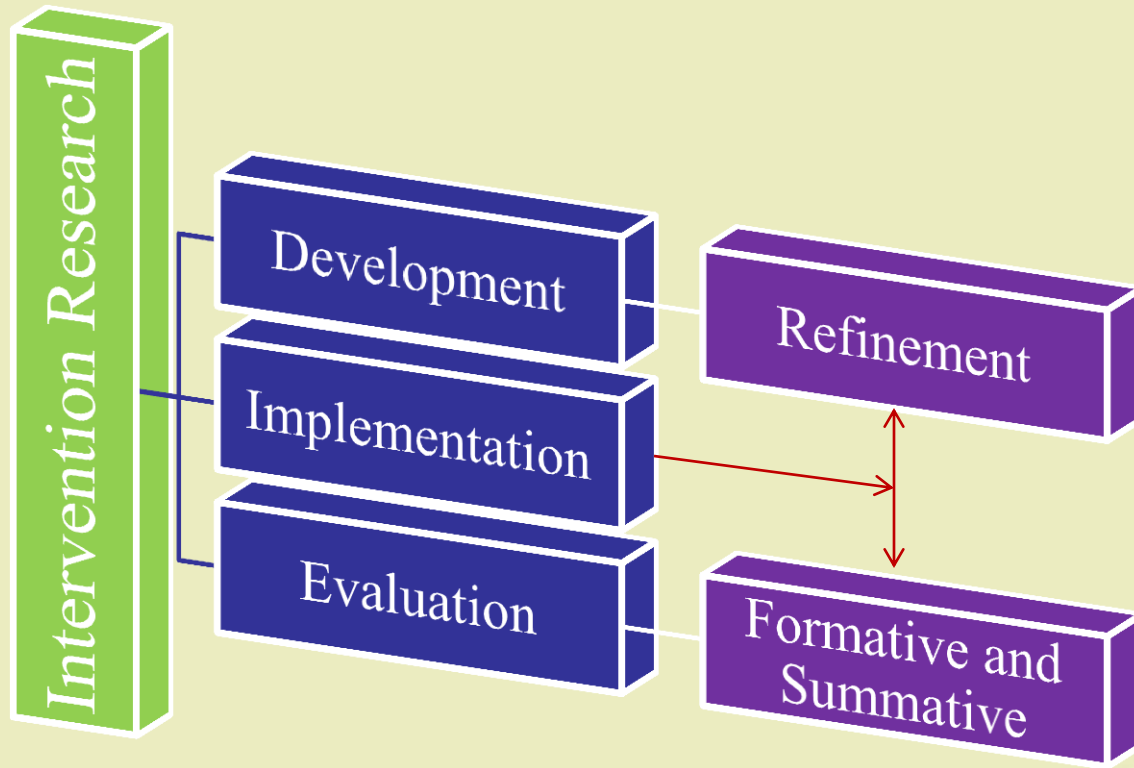
“Intervention-based research brings faculty out of their offices and into areas of their communities where they not otherwise venture. As researchers, many faculty cross boundaries of race and privilege as they step into worlds where they hope they can make a difference.”











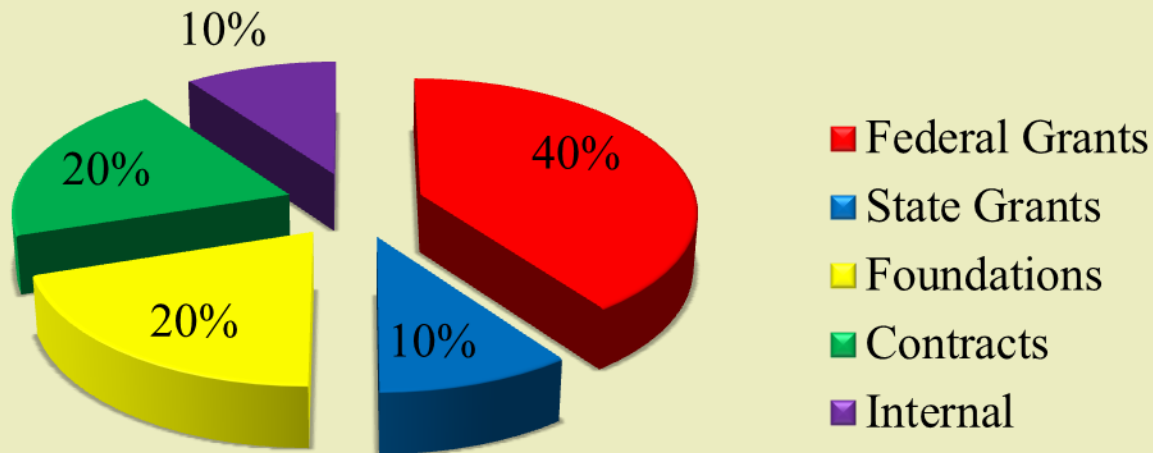
# How Much \$\$\$ Does One Need?

“Although money is helpful, it is not a prerequisite for starting prevention-oriented programs” – Herman et al. (2012)



# Diversifying Your Revenue Sources

## Hypothetical Funding Streams



# The Era of Interdisciplinary Research



National Science Foundation  
WHERE DISCOVERIES BEGIN

“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 $\Psi$ 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



**NCATE**

The Standard of Excellence  
in Teacher Education



## CENTER FOR URBAN EDUCATION

CLEVELAND STATE UNIVERSITY

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

### CONTACT INFORMATION

Justin Perry, Ph.D.  
Director, Center for Urban Education  
[j.c.perry96@csuohio.edu](mailto:j.c.perry96@csuohio.edu)

Phone: 216.687.5424  
Fax: 216.687.5378

### MAILING ADDRESS

Cleveland State University  
College of Education & Human Services  
Center for Urban Education  
2121 Euclid Avenue  
Cleveland, OH 44115-2214

### CAMPUS LOCATION

Julka Hall Room 379, 365  
2485 Euclid Avenue  
Cleveland, OH 44115

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CLEVELAND STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES

# CENTER FOR URBAN EDUCATION



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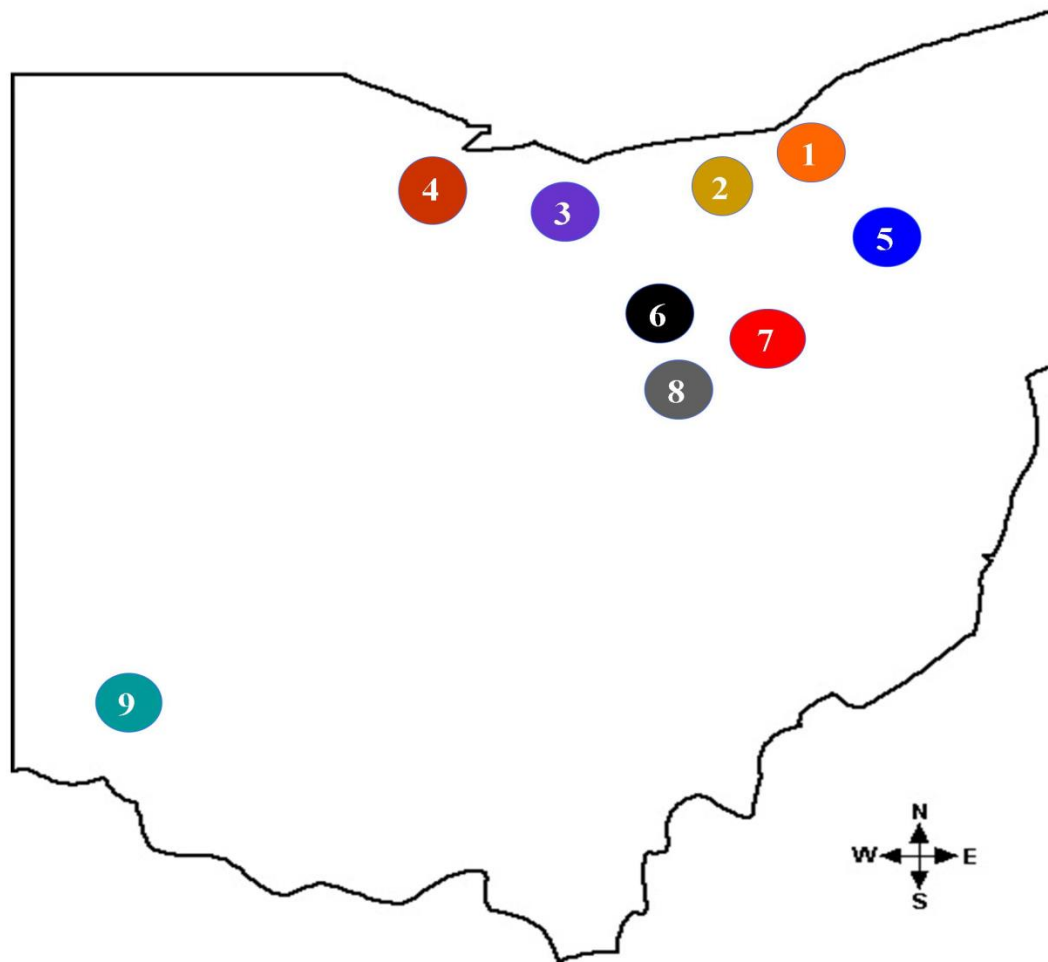
R & D Arm of Campus  
International School

Grant Writing in the Pursuit of  
External Funding

Center for Urban  
Education

Conduct and Disseminate  
Interdisciplinary Research

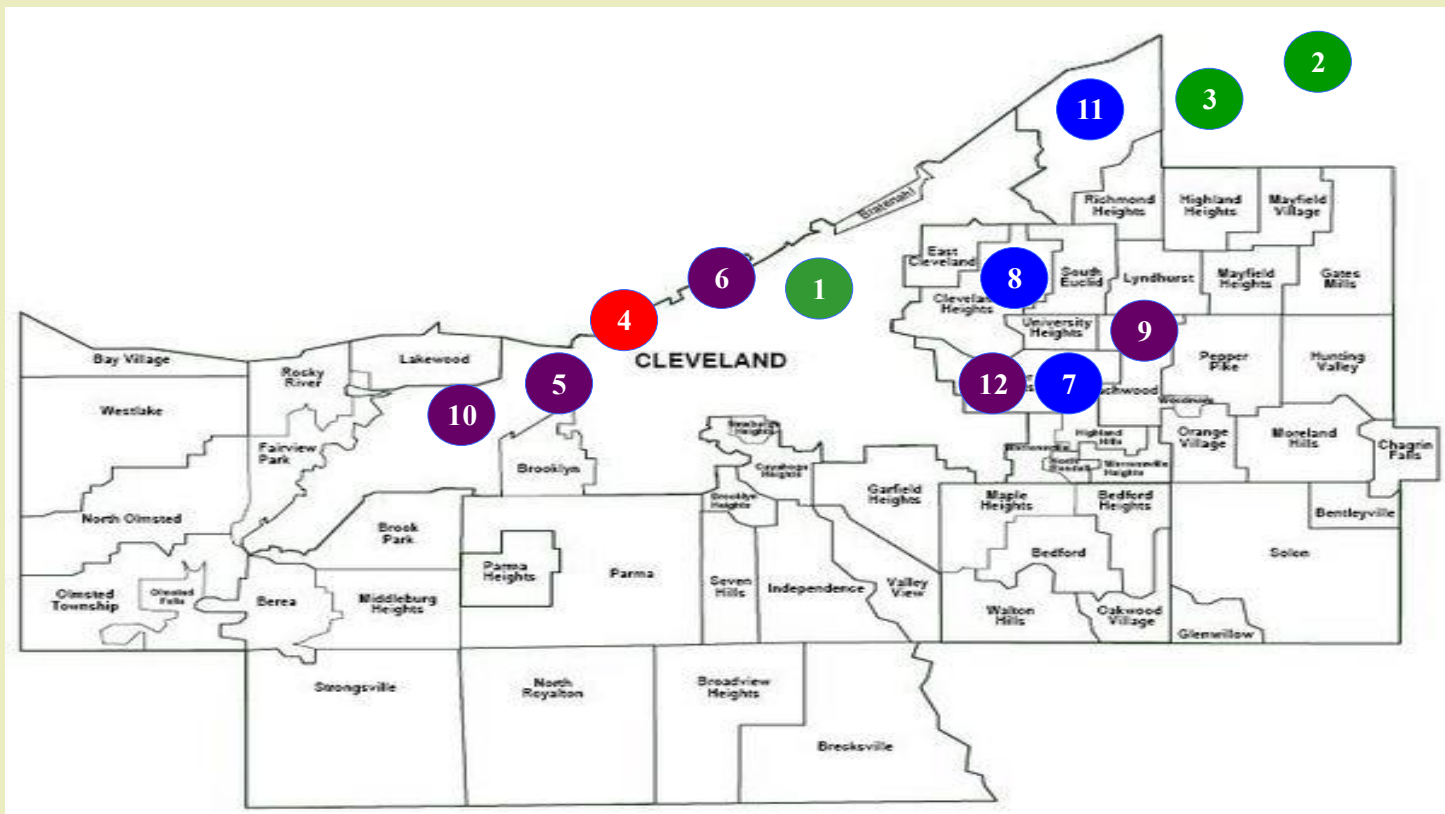
Collaborate with external  
partners and stakeholders in  
P-16 urban education



- 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



CLEVELAND METROPOLITAN SCHOOL DISTRICT

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## 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

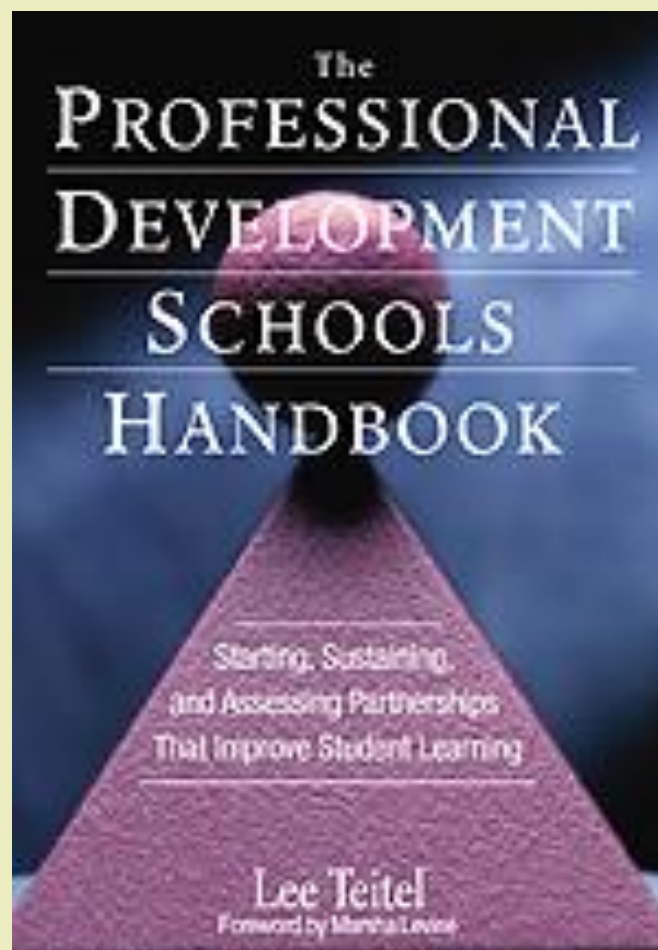
moral values

behaviors

mixture of traits



# The Professional Development School



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# The Partnership Continuum: Degrees of interdependence

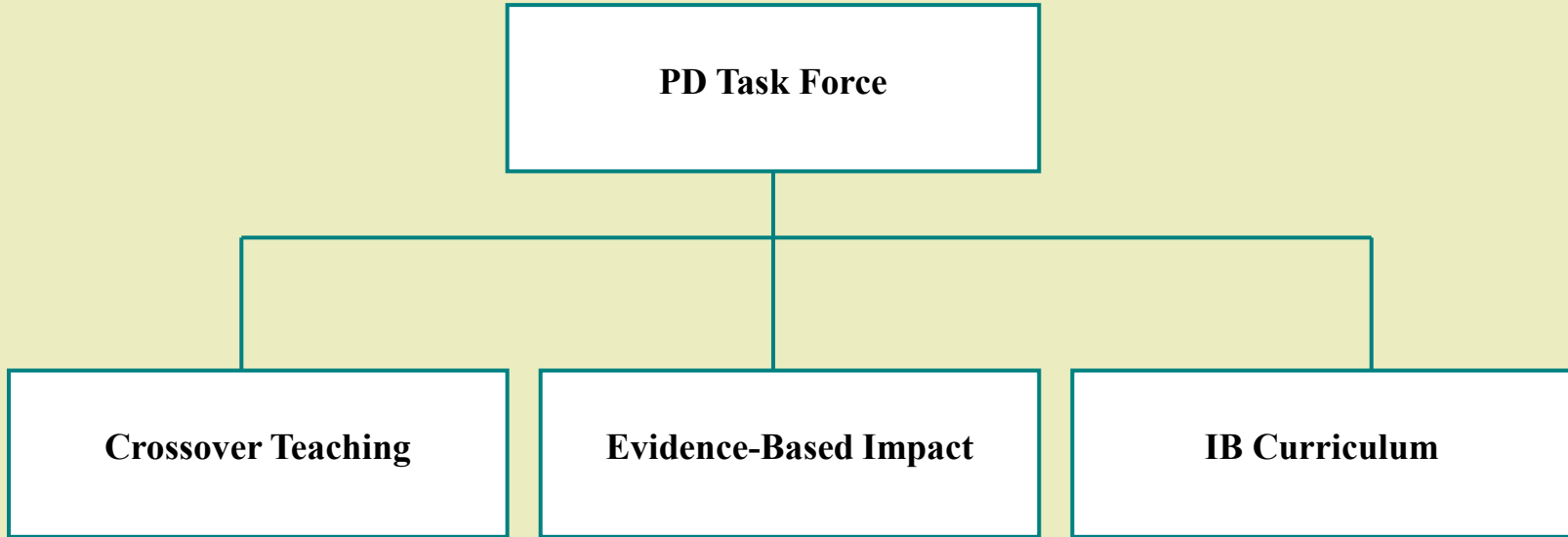
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No partnership	Transactional	Transformative
Little or no connection or recognition of common purpose and interdependence	In the interests of a common goal, each partner is willing to make adjustments in what it does (individually and organizationally).	Each partner expects to learn from one another (individually and organizationally) and from their work together in ways that can lead to deep change



# CSU-CMSD Task Force



# Illustrative Example #1



# Composition of Key Partners

- 3 Professors
  - Special Education
  - Counselor Education
  - Counseling Psychology
- 2 Teachers
  - 3<sup>rd</sup> 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.”



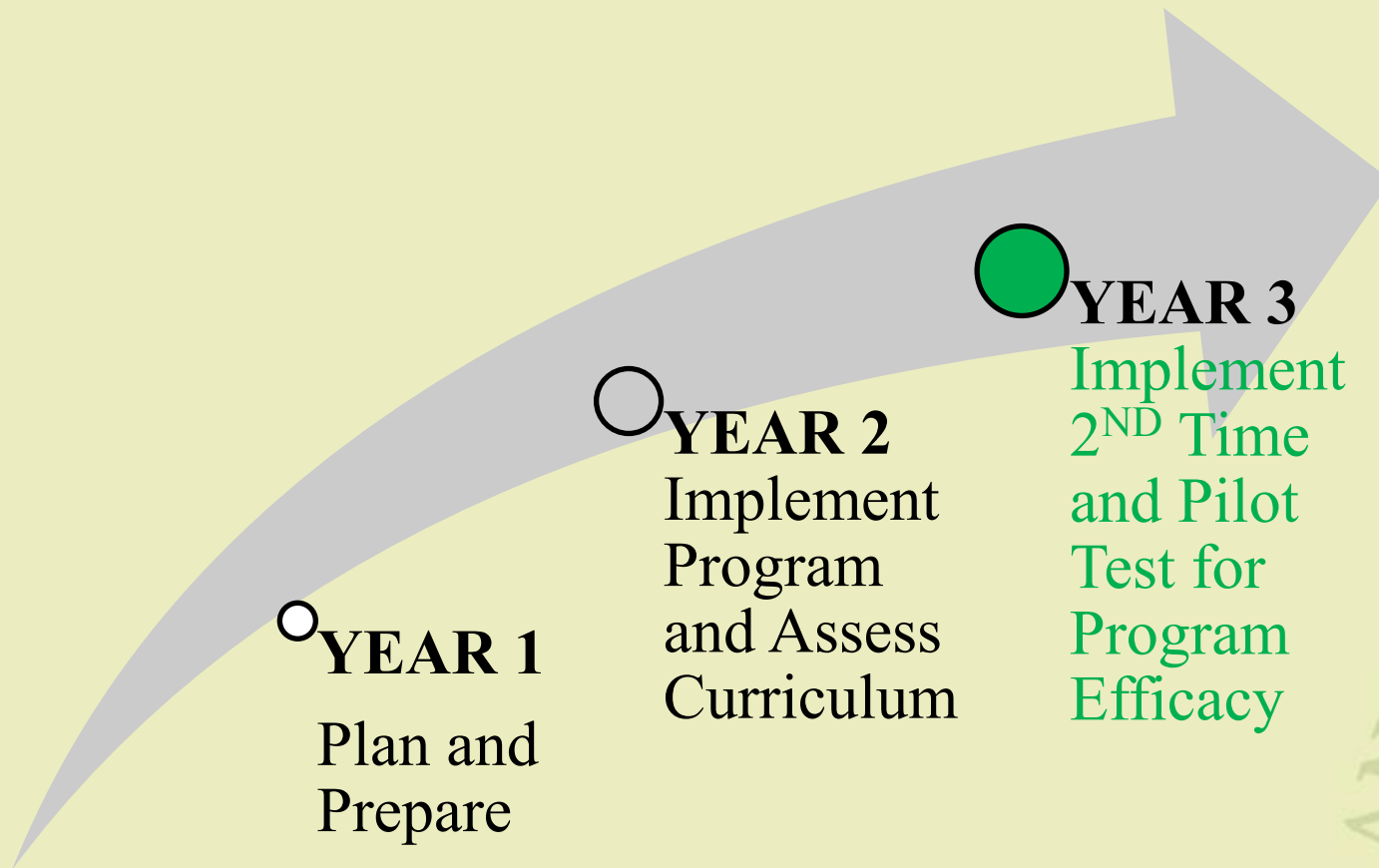
# Illustrative Example #2

Making my  
**FUTURE**  
WORK

A COLLEGE AND  
CAREER READINESS  
PROGRAM



# Year 3 of IES Grant





# IES Sequence

Goal 2: Development & Innovation



Goal 3: Efficacy & Replication



Goal 4: Scale-up Evaluations



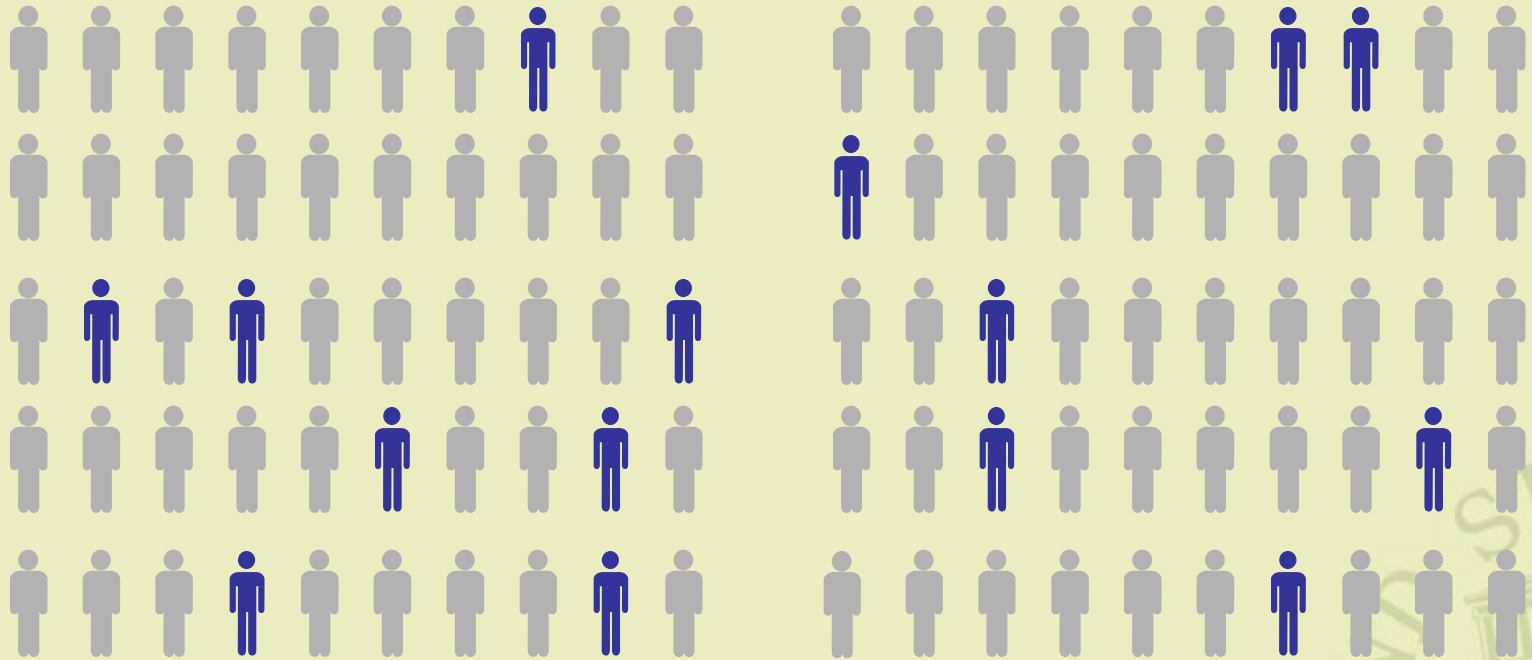
# What is College and Career Readiness?

Being qualified for placement into:

- Degree-granting **postsecondary education**, without remediation
- **Job-training program** for a student's chosen career



# Out of 100 9<sup>th</sup> Grade Students in Urban Schools, 15 Will Graduate From College

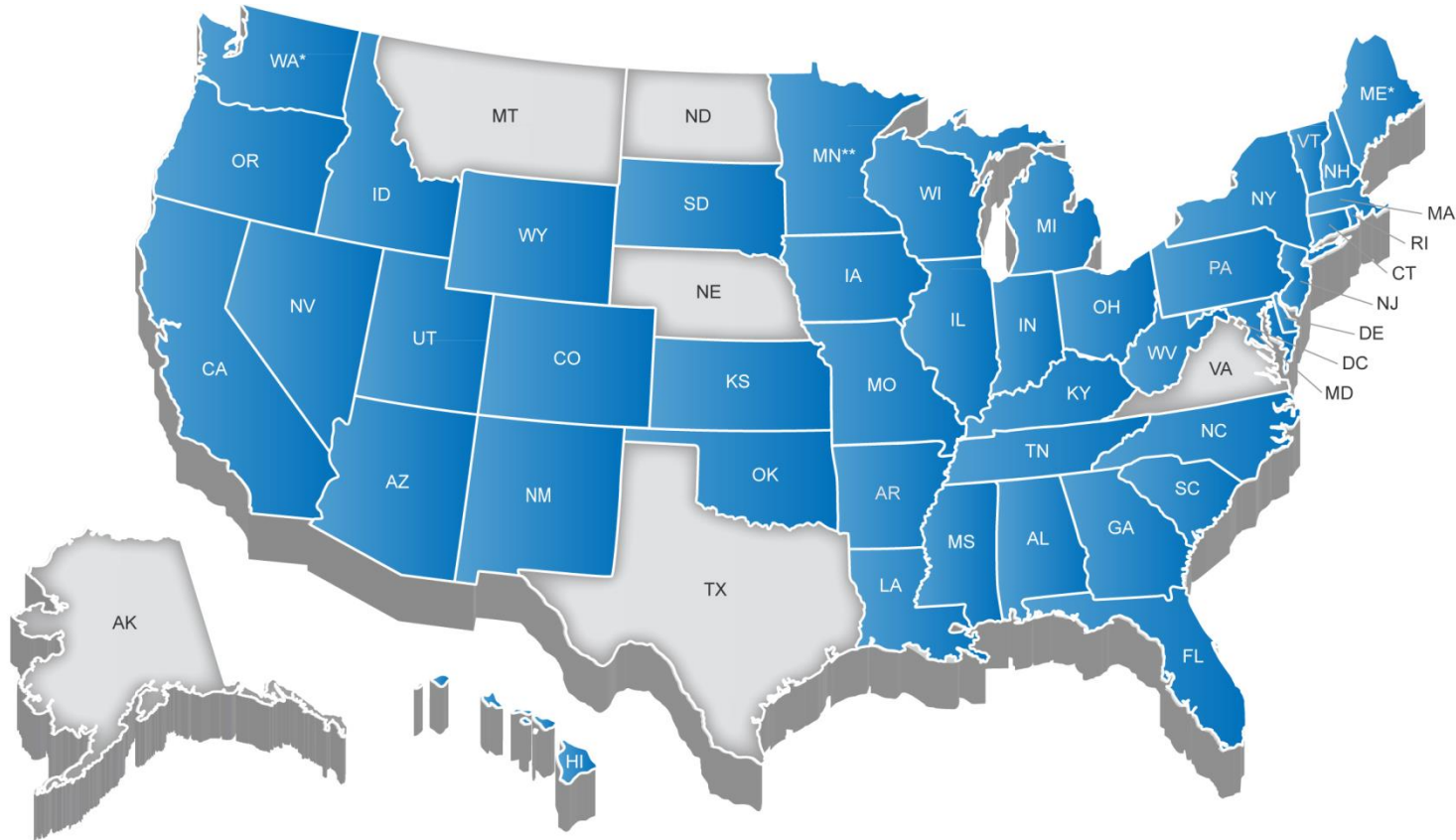


This is a crisis that is affecting urban schools across the country

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# Common Core Adoption



\*Maine and Washington have adopted the CCSS provisionally

\*\* Minnesota adopted the CCSS in ELA only

Source: PARCC consortia



# 21<sup>st</sup> 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 Ψ





# 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)

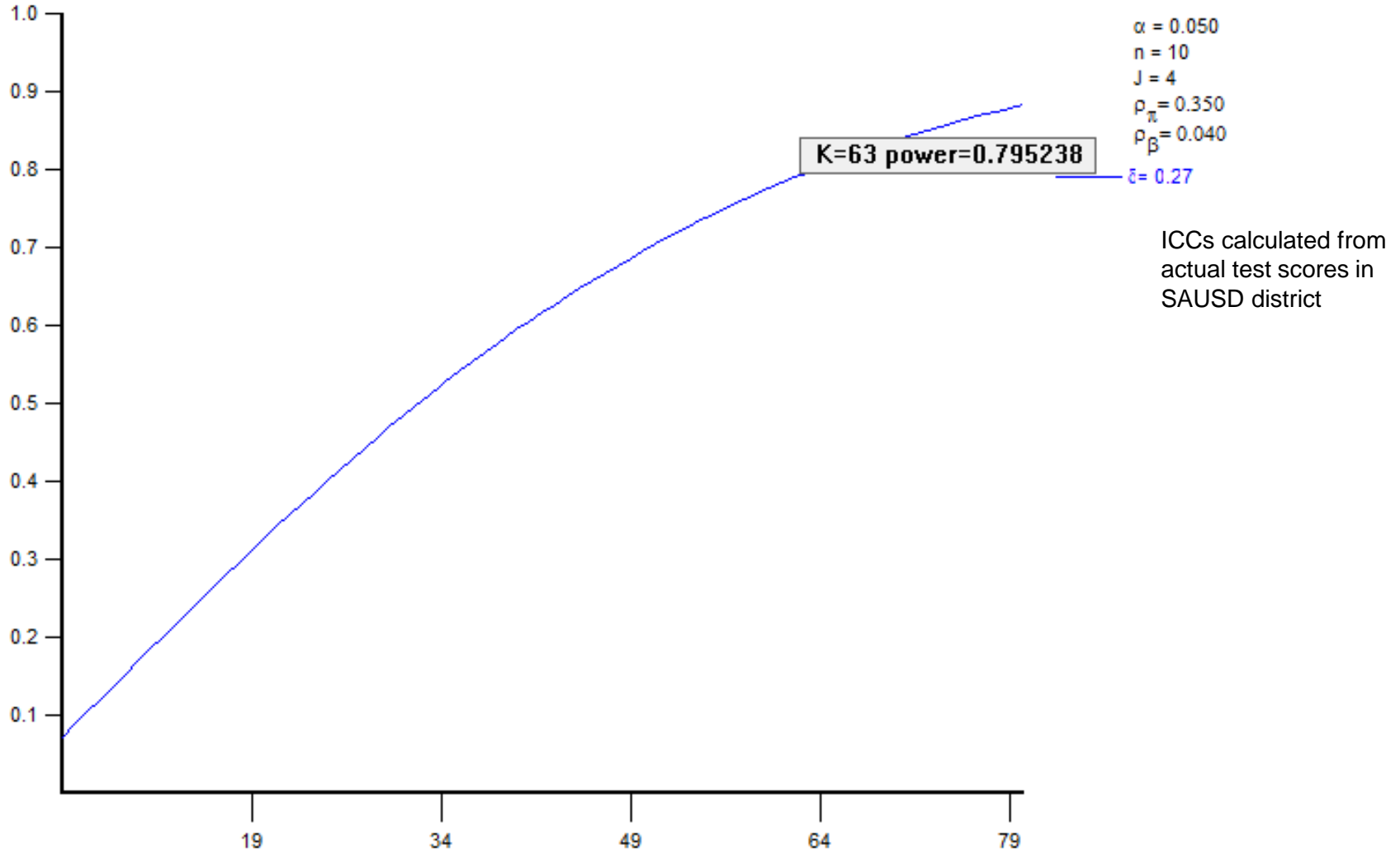


# Comparison of Power Estimates

Estimates	3-Level HLM	3-Level MSCRT (Random Effects) no-covariates	3-Level MSCRT (Random Effects) with covariates
K	<b>63</b>	<b>48</b>	<b>14</b>
J	<b>4</b>	<b>4</b>	<b>4</b>
n	<b>10</b>	<b>10</b>	<b>10</b>
ICC <sub>class</sub>	<b>.35</b>	<b>.39</b>	<b>.39 (sum)</b>
ICC <sub>school</sub>	<b>.04</b>	<b>--</b>	<b>--</b>
R <sup>2</sup> student	<b>0</b>	<b>0</b>	<b>.456</b>
R <sup>2</sup> teacher	<b>0</b>	<b>0</b>	<b>.992</b>
R <sup>2</sup> school	<b>0</b>	<b>0</b>	<b>.038</b>
ES	<b>.27</b>	<b>.27</b>	<b>.27</b>
B	<b>--</b>	<b>.103</b>	<b>.50 (.94 actual)</b>
Sigma <sup>2</sup>	<b>.01</b>	<b>.01</b>	<b>.01</b>

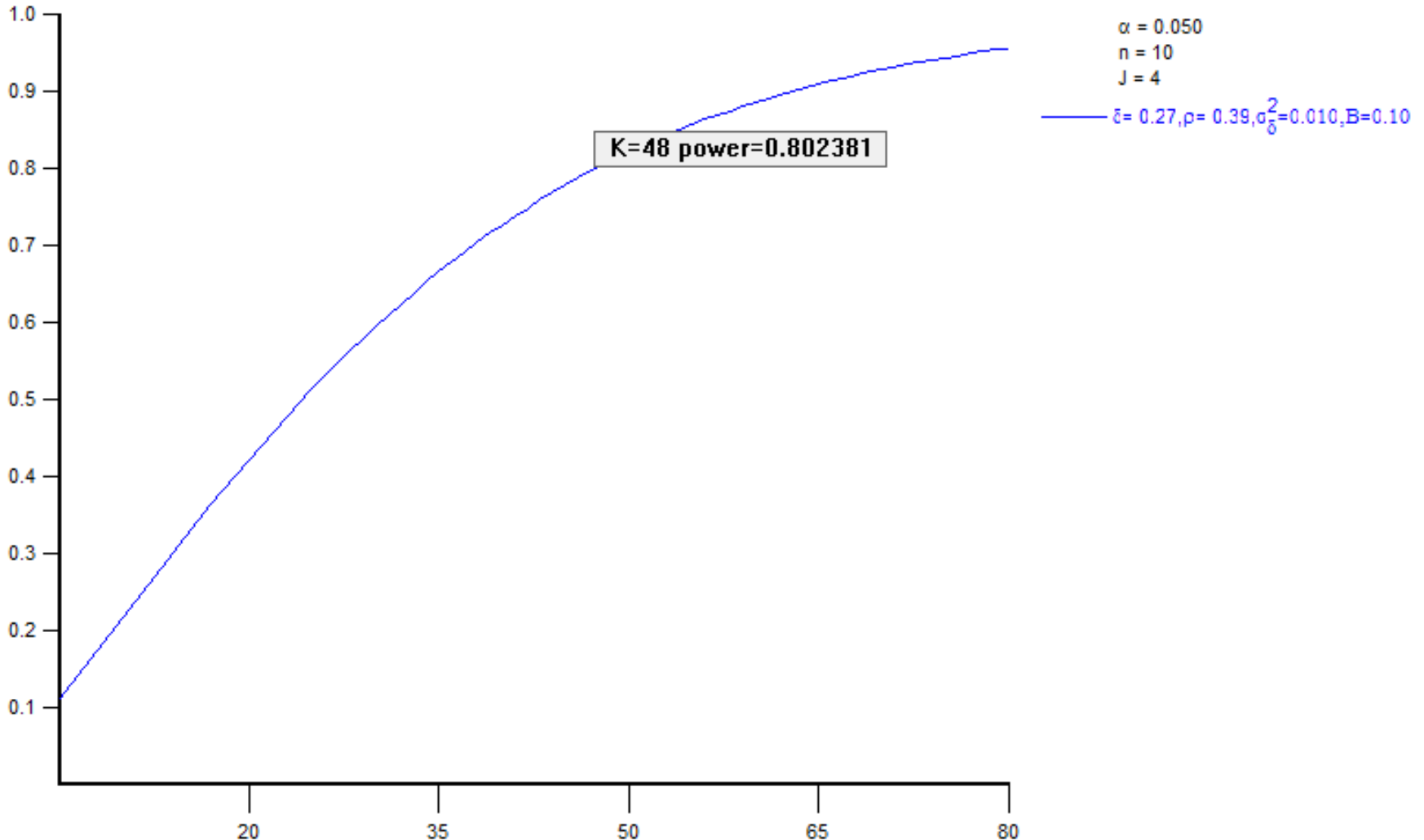
# Statistical Power, 3-Level HLM

Randomizing schools, no covariates



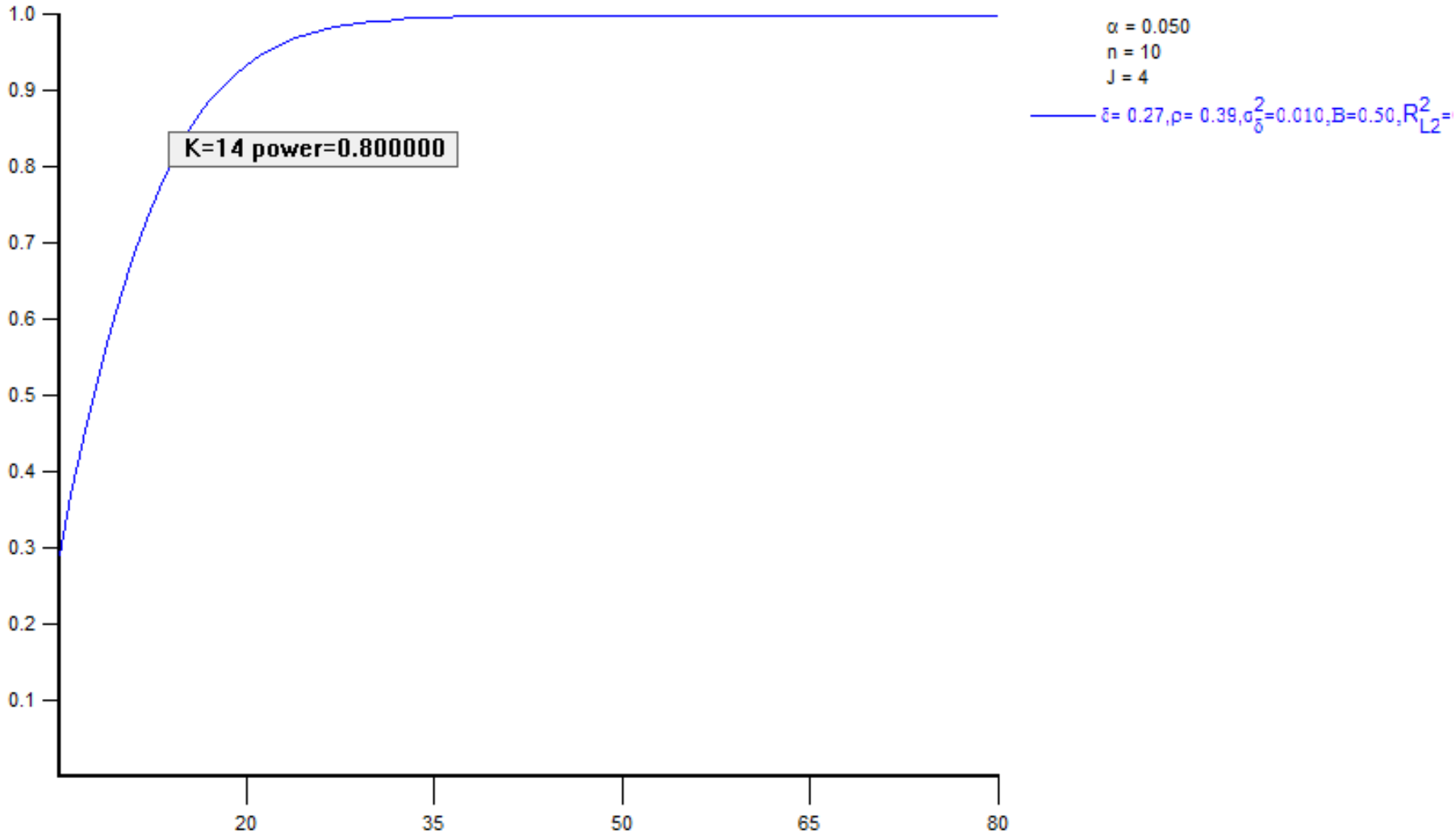
# Statistical Power, 3-Level MSCRT

Randomizing classrooms within schools, no covariates



# Statistical Power, 3-Level MSCRT

Randomizing classrooms, with covariates (conservative)



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

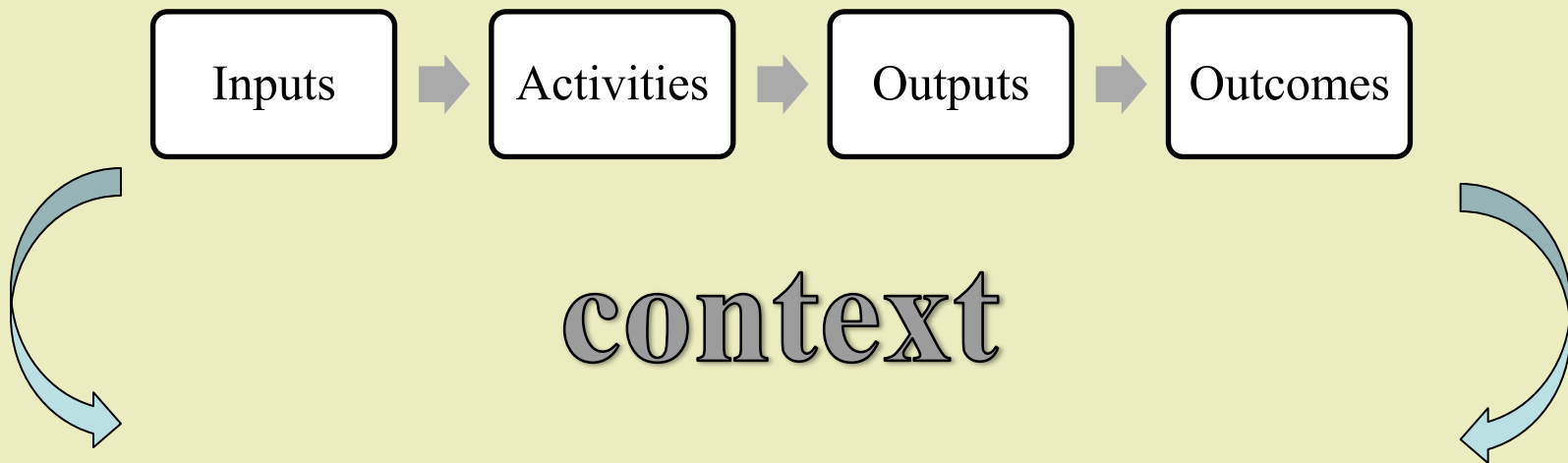


# Designing the Program

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







# 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

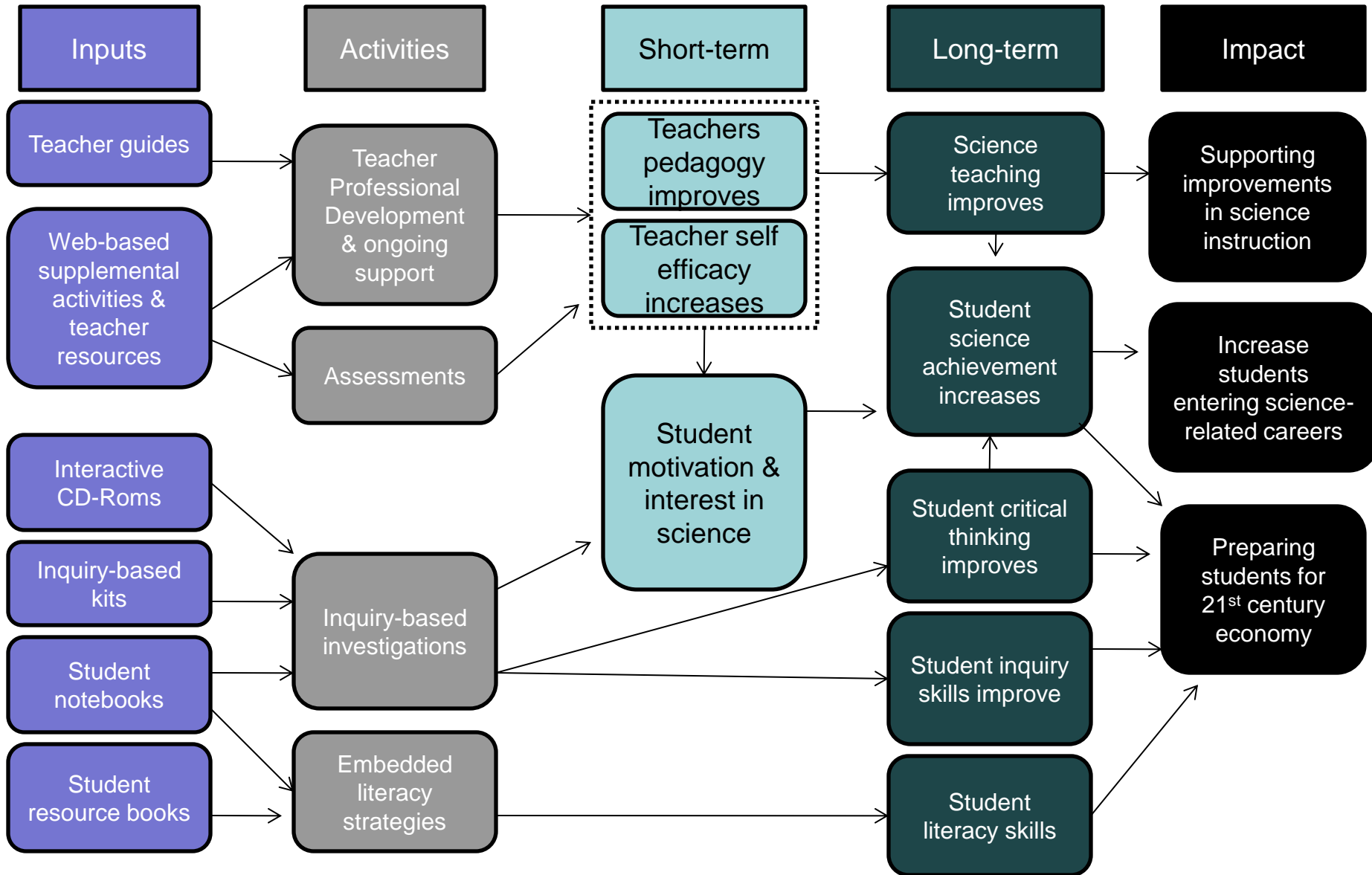
- BELONGING**
- Literacy Skills
- Self Concept
- Progressing in School
- Staying in School
- School Completion

Proximal

Longitudinal

Uber-Distal

# Outcomes



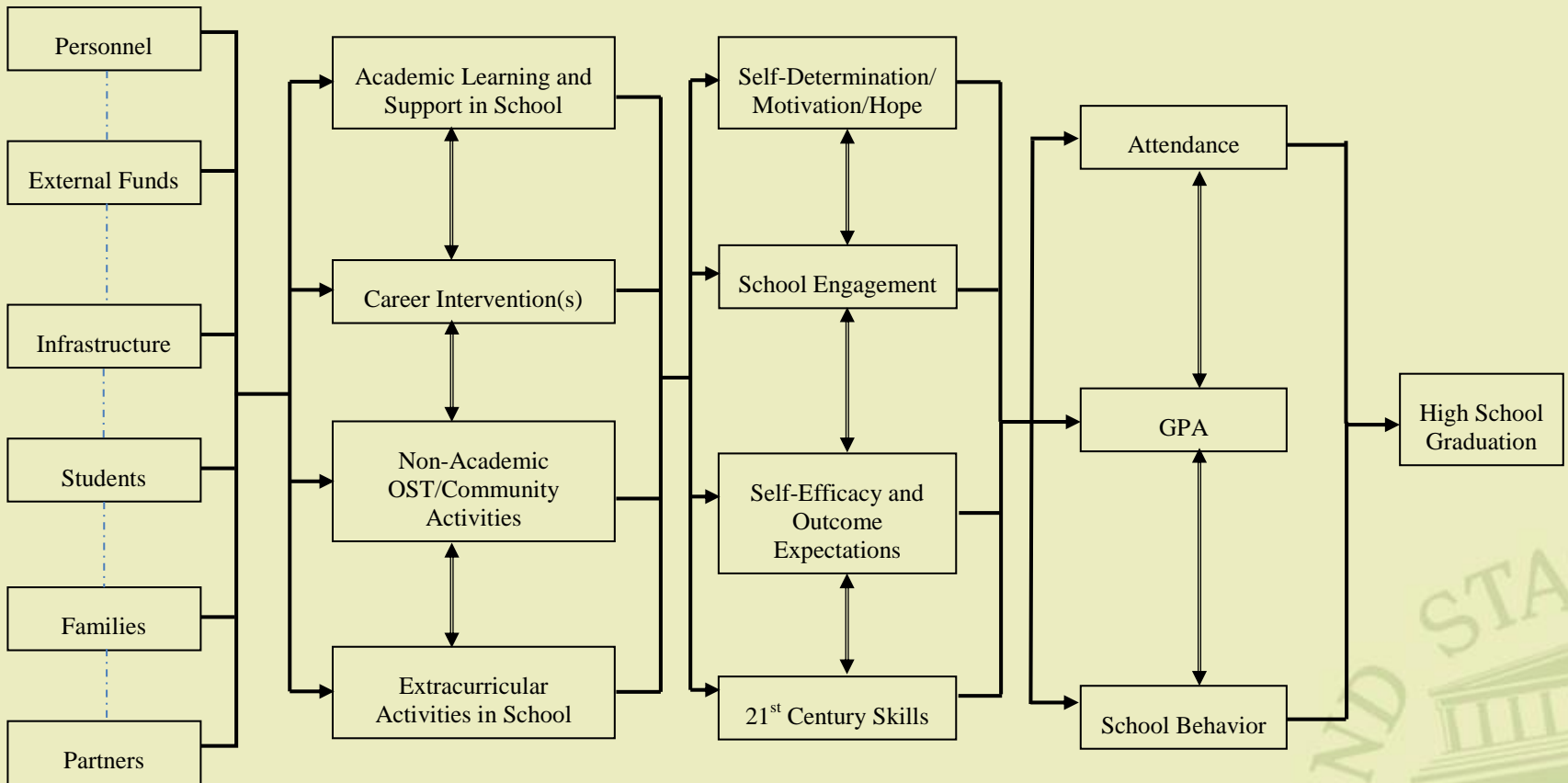
Inputs

Interventions

Key Targets

Key Outcomes

Distal Outcome



# 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



	A	S	O	N	D	J	F	M	A	M	J	J
Goal 3 Award												
<b>Year 1: Planning and Training Year</b>												
Fidelity Instrument Development												
IRB Clearance												
Random Assignment of Schools												
Hire and Train Facilitators												
Training and Practice for Teachers												
<b>Year 2: Implementation in Target Cohort (Grade 3)</b>												
Data Collection Training												
Pretest Behavioral Measures												
General Fidelity Observation (Planned Missing Data Design)												
Classroom Climate Observation												
Collect Prior Year Academic Measures for Grade 3												
Monitoring and Booster Sessions for Teachers (1 – 2 times per month)												
Data Collection for Specific Fidelity (Teacher, Facilitator, & Principal Logs)												
Collect Current Year Academic Measures for Grade 3												
<b>Year 3:</b>												
Data Collection Training												
Pretest Behavioral Measures												
Posttest Behavioral Measures												
Posttest Academic Measures (Grade 4)												
<b>Year 4: Optional Training for Grade 3 Control School Teachers</b>												
Optional Training for Grade 3 Control School Teachers												
Data Analysis												
Report Writing												
Dissemination (presentations & publications)												

Beginner Camp	Year 1 (13 - 14)	Year 2 (14 - 15)	Year 3 (15 - 16)	Year 4 (16 - 17)	Year 5 (17 - 18)
Cohort A (N = 24)	Planning Phase	Beginner Camp	Advanced Camp	Internship & College Credit	College Credit
Cohort B (N = 24)	Planning Phase	Beginner Camp	Advanced Camp	Internship & College Credit	
Cohort C (N = 24)	Planning Phase	Beginner Camp	College Credit		
Cohort D (N = 24)	Planning Phase	Beginner Camp			
Cohort E (N = 24)	Planning Phase		Beginner Camp	Advanced Camp	Internship & College Credit
Cohort F (N = 24)	Planning Phase		Beginner Camp	Advanced Camp	Internship & College Credit
Cohort G (N = 24)	Planning Phase		Beginner Camp	College Credit	
Cohort H (N = 24)	Planning Phase		Beginner Camp		
Cohort I (N = 24)	Planning Phase			Beginner Camp	Advanced Camp
Cohort J (N = 24)	Planning Phase			Beginner Camp	Advanced Camp
Cohort K (N = 24)	Planning Phase			Beginner Camp	College Credit
Cohort L (N = 24)	Planning Phase			Beginner Camp	
Cohort M (N = 24)	Planning Phase				Beginner Camp
Cohort N (N = 24)	Planning Phase				Beginner Camp
Cohort O (N = 24)	Planning Phase				Beginner Camp
Cohort P (N = 24)	Planning Phase				Beginner Camp
Advanced Camp					
Cohort A (N = 24)	Planning Phase	Advanced Camp	Internship & College Credit	College Credit	
Cohort B (N = 24)	Planning Phase	Advanced Camp	Internship & College Credit		
Internships					
Cohort (N = 20)	Planning Phase	Internship	College Credit		



# 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



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**12<sup>th</sup> Grade  
Graduation**



**Unique  
Programs**

OGT Club  
(10<sup>th</sup> – 12<sup>th</sup>)

HYLP  
(9<sup>th</sup> – 12<sup>th</sup>)

Program	Year 1	Year 3	Year 5
OGT Club	40	90	150
HYLP	120	120	240
SISCO	200	600	1000
Family Engagement	1000	1000	1000
Mentoring	120	120	240
Language Club	20	20	20

**Common Programs**

Family Engagement

Mentoring

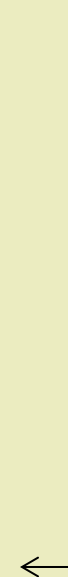
Language Club

**8<sup>th</sup> Grade  
Proficiency**



**Unique  
Programs**

SISCO  
(6<sup>th</sup> – 8<sup>th</sup>)



# 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

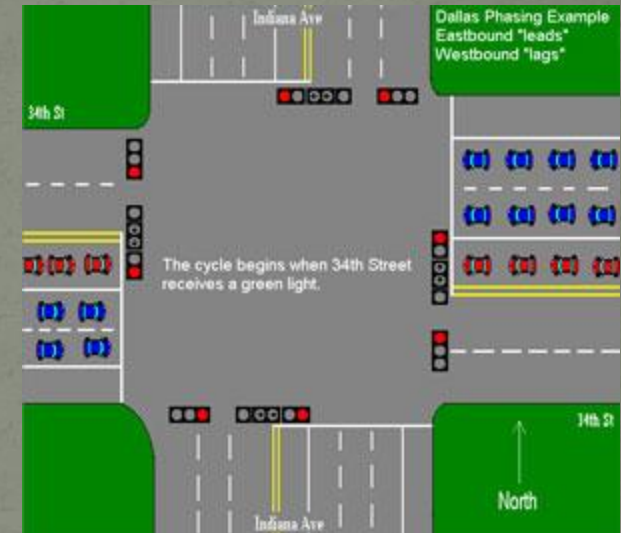




# Elementary FLOW

## ~ Seeding Inquiry Into Engineering ~

- 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

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





# 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

