

Delaware's Advocates: Providing Equitable Access to Quality College Counseling and Increasing College Attendance Rates for High School Students in the State of Delaware

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This article examines the challenges faced by public high school counselors in their efforts to help students prepare for, gain access to, and succeed in a collegiate environment and other postsecondary options. National advocacy groups and contemporary research note that students are better prepared for postsecondary success when their schools have a counselor-to-student ratio of one-to-250 or less, as well as equitable access to quality college counseling services. Yet fiscal and professional challenges often prevent public high schools in states like Delaware from meeting that optimal counselor ratio and from providing robust college counseling services, especially to historically underrepresented students such as first-generation college students, low-income students, and students of color. This paper reviews several policy options for increasing college attendance and providing equitable postsecondary success in Delaware, and provides recommendations on best practices that can be implemented in the state of Delaware.

Policy problem

School and college counselors play a significant role in each student's educational journey. First, counselors support a safe learning environment. In addition, they protect human rights for all members of the school community. Moreover, they are professionals that provide direct services to students such as individual student planning, counseling in individual or small-groups, and academic referrals such as individualized education plans. School counselors are also responsible for collecting and analyzing data on student achievement, attendance, and student behavior. To adequately address the needs of students and the school community, the American School Counseling Association (ASCA) recommends a school counselor-to-student ratio of no more than one-to-250 (ASCA, 2012).

In the 2013-2014 academic year, the national ratio of counselors to students in

public high schools was one-to-436 (Clinedinst, Koranteng, & Nicola, 2015), which is considerably higher than the ASCA's recommendations. In that academic year, only three U.S. states met the recommended ratio (Wyoming, Vermont, and New Hampshire) and 25 states, including Delaware, were either at or above the national average of one-to-436 (Clinedinst et al., 2015). Higher counselor to student ratios inhibit a counselor's ability to adequately advise students for a college preparatory track, which includes helping

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students pursue a challenging school curriculum, assisting with the college search and application process, and facilitating the college application and financial aid processes.

Moreover, counseling departments, particularly in public schools, must also handle a multitude of responsibilities and competing priorities. According to a recent National Association for College Admission Counseling (NACAC) survey, public school counselors nationwide are only able to devote about 22.4 percent of their time to counseling students about postsecondary options. Private school counselors on the other hand, who tend to work in more affluent environments, can devote about 55 percent of their time to postsecondary planning. The survey also shows that time for postsecondary planning decreases when total school enrollment increases. Schools with higher populations of low-income students, as measured by eligibility for free and reduced-price lunch, tend to have less time for college counseling services. Counselors that have less time for college admissions counseling tend to focus on academic scheduling, as well as counseling students individually or in small groups through various personal circumstances. In 2014, among schools with counselor-to-student ratios of one-to-400 or more, counselors could only commit 25 percent of their time to college counseling services, as opposed to counselors in well-resourced schools who were able to spend 29 to 38 percent of their time on college counseling.

In addition, the survey indicates the types of postsecondary admissions programming that school counselors are most likely to conduct in their schools. It is most common for school counselors to hold individual meetings to discuss postsecondary options and to host college admissions representatives. Yet counselors in both private and public schools with low counselor ratios can spend more time and resources on other postsecondary programming. Robust college admissions programming may include reviewing student applications prior to submission, coordinating visits to colleges, and working with school leadership to align curricula with college enrollments (NACAC, 2014).

Impact of school counseling on low-income students

As noted previously, school counselors tend to spend less time on postsecondary planning with students in school environments that have higher concentrations of low-income students. Without adequate access to college counseling services, students, especially those from historically underrepresented populations, are less likely to receive strong college guidance and are less prepared for college. These students are less aware of college application processes and financial aid requirements. Furthermore, they are less likely to have and be aware of support systems to help them maintain their studies and graduate with a bachelor's degree (White House, 2014).

Additionally, the 2014 White House report, *Increasing College Opportunity for Low-Income Students: Promising Models and a Call to Action*, notes that “relative to their high-income peers, low-income students are less likely to attend colleges and universities that give them the best chance of success” (White House, 2014, p. 4). According to the report, 50 percent of low-income students are “under-matched,” which occurs when students choose a college that does not match their academic ability (White House, 2014). Inadequate time for postsecondary advising and limited college counseling programming increases the risks of under-matching, and undermines the potential for academic success with historically underrepresented students.

Delaware context

National advocacy groups have revealed that the state of Delaware has a counselor-to-student ratio of one-to-436 (ASCA, 2012). Although the rate has dropped from one-to-455 in 2013, it is still significantly higher than the recommended counselor ratio of one-to-250. While only New Hampshire and Vermont meet the ASCA standard in the Mid-Atlantic and the Northeastern United States, Delaware's student-to-counselor ratio is higher than most states within its region, including

Maryland, Massachusetts, New Jersey, Pennsylvania, West Virginia, and Virginia. Furthermore, Delaware’s student-to-counselor ratio lags behind states with similar population sizes, such as Alaska, Maine, New Hampshire, and Vermont (see Appendix B for nationwide results).

While national research showcases the overall effects of appropriate school counselor ratios, minimal research has been done on the impact of counselor ratios in public high schools around the state of Delaware, especially regarding its specific impact on historically underrepresented Delawareans.

Methodology

Data were collected from the Delaware Department of Education website and publically available databases. Analyzing a four-year trend from 2012 to 2015, the following inputs were collected, disseminated, and analyzed for each Delaware public high school:

- School enrollment data
 - o Total school enrollment (9-12 grade)
 - o Demographic information (i.e. race, percentage of low-income students)
- Average spending per pupil
- Counts of full-time staff, paying special attention to guidance counselors
- The percentage of higher education enrollment post-high school graduation (school wide)
- The percentage of higher education enrollment post-high school graduation (low-income students)

These inputs are used to gauge demographic trends, as well as the impact of ongoing policy trends in the state.

Results

As of the 2015-2016 academic year, Delaware had 19 major public school districts and 34 major high schools.¹ On average, public school enrollments have slightly declined by one percent or less in the past four years. Yet for the most part, the number of counselors employed by each school has not changed. As noted in Table 1, only seven of the 34 high schools had student-to-counselor ratios lower than the ASCA recommendation.

Delaware Public High School	Students per counselor
Mt Pleasant High	185
McKean High	200
Indian River High	221
Conrad Schools of Science	222
Polytech High	239
Charter Sch of Wilm	243
Dickinson High	248
Calloway Sch of the Arts	254
Cape Henlopen High	267
A.I. duPont High	273
Brandywine High	275

¹ This study does not account for recently opened or closed charter schools, alternative schools, or recently closed high schools. Each school does not have enough reportable data on enrollment, school personnel, or academic outcomes.

Concord High	282
Sussex Central High	290
William Penn High	293
Delcastle Tech High	310
Howard HS of Tech	312
Lake Forest High	317
Delmar High School	321
Newark High	322
Woodbridge High	328
Milford High	330
Dover High	344
Smyrna High	351
St. Georges HS of Tech	356
Sussex Tech High	361
Hodgson Vo-Tech High	363
Seaford High	367
Christiana High	370
Caesar Rodney High	384
Appoquinimink High	397
Glasgow High	411
Laurel High	481
Middletown High	482
Delaware Military Academy	564

Table 1. Student-to-Counselor Ratio by Public High School, 2015

Source: Delaware Department of Education

College attendance rates of each public high school in Delaware were also examined. Appendix C provides a comprehensive table with the college attendance rates and counselor ratios of each public high school in the state. To further examine trends in the state, Tables 2 and 3 display the top 10 and bottom 10 high schools for college attendance rates. In Table 3, each high school has more students attending college than the state average, especially for low-income students. For those top 10 schools, the median college attendance rate in 2015 was 68 percent for all students and 67 percent for low-income students.

Delaware Public HS	County	District	Ratio	College enrollment	Low-income college enrollment
Charter Sch of Wilm	New Castle	Red Clay	243.00	93%	100%
Calloway Sch of the Arts	New Castle	Red Clay	254.00	88%	50%
Conrad Schools of Science	New Castle	Red Clay	222.33	70%	57%
Sussex Tech High	Sussex	Sussex Tech	361.00	69%	66%
Mt Pleasant High	New Castle	Brandywine	184.67	68%	56%
Polytech High	Kent	Polytech	238.80	67%	71%
Concord High	New Castle	Brandywine	281.50	67%	51%

Appoquinimink High	New Castle	Appo.	397.25	67%	56%
Delaware Military Academy	New Castle	Red Clay	564.00	66%	56%
Middletown High	New Castle	Appo.	482.00	63%	50%

Table 2. Delaware Public Highest Schools with Highest College Enrollment Rates Statewide, 2015

Source: Delaware Department of Education, Higher Education Office, 2015

However, students that attend one of the schools in Table 3 are significantly less likely to attend college than those in Table 2. In 2015, the median college attendance for schools in Table 3 was 41 percent for all students and 32 percent for low-income students. In Table 3, every school except Hodgson Vo-Tech High School was also below the 45 percent state average for college attendance. In addition, the tables indicate a geographic disparity for college attendance rates. For example, eight out of the top 10 schools were in New Castle County, whereas only one top performing school was in Kent County, and only one was in Sussex County.

Delaware Public HS	County	District	Ratio	2015: % of college enrollment	2015: % of low-income college enrollment
Dickinson High	New Castle	Red Clay	248.00	30%	25%
Laurel High	Sussex	Laurel	481.00	31%	25%
Glasgow High	New Castle	Christina	411.00	38%	29%
Christiana High	New Castle	Christina	369.50	40%	34%
Penn High	New Castle	Colonial	292.57	41%	29%
Sussex Central High	Sussex	Indian River	290.00	44%	32%
Delcastle Tech High	New Castle	NCC Vo-Tech	309.80	45%	43%
Seaford High	Sussex	Seaford	367.00	45%	37%
Lake Forest High	Sussex	Lake Forest	317.33	47%	32%
Hodgson Vo-Tech High	New Castle	NCC Vo-Tech	363.33	48%	50%

Table 3. Delaware Public Highest Schools with the Lowest College Enrollment Rates Statewide, 2015

Source: Delaware Department of Education, Higher Education Department, 2015.

In contrast, Table 3 shows that four out of the 10 schools with the lowest college attendance rates were in Sussex County. This statistic highlights geographic disparities between suburban and urban regions in northern Delaware versus more rural areas in central and southern Delaware. Furthermore, the top 10 schools shown in Table 2 tend to have a greater presence of school counseling staff resources than the bottom 10 schools in Table 3. The top 10 schools have three schools below the ASCA recommended ratio of one-to-250, and an average counselor ratio of one-to-323. Yet in Table 5, only one of the bottom 10 schools meets the ASCA recommended ratio, with an average student-to-counselor ratio of one-to-345.

In 2015, according to the Delaware Department of Education, 56 percent of all high school seniors in Delaware directly matriculate to higher education after graduation. Yet when controlling

for income, as indicated in Table 4, only 45 percent of low-income Delawareans enroll in college after graduation. Nine of the 19 districts are above the state average for low-income college attendance. These findings are congruent with national research findings that income status affects a student's access to a college education.

These data show that high schools with more counselors tend to have better academic outcomes and college attendance, especially for low-income students. Yet as noted above, most of the top 10 schools do not meet the ASCA recommended ratio. Moreover, while one school (Dickinson High School) meets the ASCA ratio, it has the least number of students going to college in the state. Further research is needed to clarify the impact of income, geographic representation, per-pupil spending, and academic quality measures in order to more accurately explain the variation in college attendance rates.

Delaware Public School District	College Attendance Rate per District in 2015	College Attendance Rate for Low-Income Students Per District in 2015
Appoquinimink School District	65%	53%
Brandywine School District	65%	47%
Caesar Rodney School District	58%	43%
Cape Henlopen School District	50%	31%
Capital School District	50%	38%
Christina School District	45%	34%
Colonial School District	41%	29%
Delmar School District	51%	45%
Indian River School District	51%	36%
Lake Forest School District	47%	32%
Laurel School District	31%	25%
Milford School District	51%	44%
New Castle County- Vocational School District	52%	49%
Polytech School District	67%	71%
Red Clay Consolidated School District	66%	49%
Seaford School District	45%	37%
Smyrna School District	61%	60%
Sussex Technical School District	69%	66%
Woodbridge School District	50%	50%
State Average	56%	45%

Table 4. College Enrollment Controlling for Income by School District, 2015

Source: Delaware Department of Education, Higher Education Department, 2015

Policy options

Several policy options exist to increase college enrollment for Delawareans, especially students from first-generation, low-income, and racial/ethnic minority backgrounds. These options include legislative action, mandating adequate staffing, and increasing public-private partnerships. Each option is evaluated based on the criteria of cost, political feasibility, equity, and sustainability.

Option 1: Mandate adequate school counseling staff in each high school and provide funding to enhance college counseling programs.

Research indicates that increasing counselor ratios will improve academic achievement and outcomes, including college enrollment. Carrell and Carrell (2006) find that in Alachua County, Florida, reducing the counselor-to-student ratio to the ASCA recommended ratio predicted a 7.4 percent decrease in the probability of a disciplinary recurrence. Reducing student-to-counselor ratios to recommended levels also decreased disciplinary occurrences for Black students by 9.4 percent, further reducing disciplinary reoccurrences for Black males by 10.8 percent, and a 9.6 percent in disciplinary recurrences for all students eligible for free or reduced price lunch. Belasco (2013) finds that students, especially those with low-incomes, who visited their school counselor in 10th and 12th grades at a minimum, were more likely to enroll in four-year institutions than students who visited their counselors in one grade only or not at all.

To reduce school student-to-counselor ratios, the Delaware General Assembly should mandate that each school must have enough school counselors on staff to meet or exceed the recommended goal of 250 students per counselor. For the many high schools above this goal, simply hiring one to two additional counselors would allow them to achieve this level.

Delaware has used these sorts of mandates to address other issues in education and public policy. The Delaware General Assembly is currently considering House Bill 12 (HB 12), which would amend Title 14 of Delaware Code relating to school nurses and seek to ensure that every public school in the state of Delaware has a nurse. The bill notes that schools without a nurse will receive state funds and use a match tax, a method using local taxes to fund statewide initiatives, to pay for the local share of that nurse.

Delaware public schools currently employ 229 high school counselors. At current statewide enrollment levels, 305 high school counselors would be needed for each school in the state to meet the one-to-250 ratio. Assuming an average annual salary of \$40,000 per counselor these additional counselors would cost Delaware an estimated \$3,040,000 per year. Similar to HB 12, schools without a counselor could levy a match tax for their districts to pay the local share of that counselor's salary.

Option 2: Increase professional development funding and opportunities for current guidance counselors.

School counselors are not only challenged in finding the time to provide college counseling services, but are also challenged by limited professional development funding and opportunities for growth. In 2014, 37 percent of high schools required counselors with postsecondary counseling responsibilities to participate in professional development. Yet only 41 percent of schools with that requirement paid all costs associated with the development (Clinedinst et al., 2015). In addition, among schools with over three fourths of students eligible for free and reduced-price lunch, a measure for low-income socioeconomic status, 50.8 percent require their counselors to partake in professional development. Schools with higher rates of low-income students are less likely to fully cover these professional development costs (Clinedinst et al., 2015).

Requiring all counselors to partake in professional development while assiduously providing time and funding opportunities would likely provide several benefits. First, by gaining knowledge of important trends in higher education, such as recent changes to the SAT and ACT, and the recent test-optional pilot programs in schools such as the University of Delaware, school counselors will be able to better advise students about their postsecondary options. Second, if current enrollment and counseling personnel trends have little to no increases, counselors will be able to provide more postsecondary admission counseling and potentially improve outcomes for college enrollment, thus eliminating the need for hiring additional college counselors. Moreover, this policy option could potentially eliminate the need for relying on grants and funding from outside organizations, and could enhance professional development for current school counseling staff.

Option 3: Increase public-private partnerships to supplement college counseling services in Delaware public schools.

Many college-access nonprofits, both in Delaware and nationwide, are used to supplement college counseling services. In Delaware, organizations such as Communities in Schools hire and train site coordinators who provide student services, supplementing school resources in several sites in New Castle and Kent Counties. Other programs such as College Application Month (CAM) provide all Delaware high school seniors with a fee waiver for Delaware colleges and universities during the months of October through November. CAM is facilitated by volunteers, as well as Delaware organizations such as the Institute for Public Administration at the University of Delaware. In addition, private testing companies, such as the College Board, have partnered with the state to provide resources to Delaware students, including one free sitting (without the use of need-based fee waivers for additional testing) of the SAT, as well as additional resources such as tutoring services from Khan Academy.

Other cities and states around the country have used the public-private model to facilitate college access services. The CollegeBound Foundation, based in Baltimore, has 12 sites in Baltimore City Public Schools, which each school hosting a College Access Program Specialist. In New York, the College Advising Corps has placed 24 advisors in 21 schools. Also, organizations with volunteer models, such as Strive for College, conduct virtual advising at no cost for students who indicate that they require a fee waiver for the Common Application.

The work of these organizations has proven to be effective for increasing student achievement and access to higher education. The Communities in Schools organization states that their services have resulted in higher graduation rates and proficiency in math and reading. Since 1988, the CollegeBound Foundation has assisted over 67,762 students with one-on-one advising on completing college applications and finding funding to attend college, as well as helping 1,228 students secure acceptance to a 2-year or 4-year college or university in the 2015-2016 school year (CollegeBound Foundation, 2016). The College Advising Corps has served over 6,000 students in New York City and has increased college enrollment by 35 percent in two years.

The policy option of developing and enhancing public-private partnerships has numerous benefits. Nonprofit agencies tend to have lower operating costs, as well as an accessible pool of volunteers who can deliver college counseling services at a lower cost, which is important for budget-constrained states and school districts. These partnerships can also enhance community building through shared vision and goals.

Evaluation of alternatives

The following criteria are used to evaluate each policy and determine recommended policy actions:

- *Cost:* The costs associated with allocating more resources to high school counseling programs
- *Political Feasibility:* The possibility of local and state stakeholders (principals, school boards, superintendents, college administrators, legislators, general public) enacting and implementing laws that provide financial support to public high schools to enact the alternative policies
- *Equity:* The prospect for the policy to increase access to college across income groups
- *Viability:* The likelihood that this alternative could provide positive outcomes over a sustainable period of time

Policy Option	Costs	Political Feasibility	Equity	Viability
No significant policy changes (Status Quo)	Good	Fair	Poor	Poor
Increased staffing and funding	Poor/Fair	Poor/Fair	Very Good	Very Good
Increased professional development	Fair	Good	Good	Fair/Good
Increase private contracting for counseling services	Good	Fair/Good	Good/Very Good	Good

Table 5. Policy Evaluation Matrix

Source: Author’s assessments based on policy evaluation method in Bardach (2015)

Note: Table 5 evaluates each policy proposal based on each chosen metric, which provides guidance for policy recommendations.

Policy Proposal #1, to maintain the status quo with no significant policy changes, is likely to have the strongest short-term cost savings of the four proposals, especially as the state grapples with significant budget deficits. However, without significant changes in resources, the state is still going to have higher student: counselor ratios than other states in the region and have less students enrolling in college as well. There are also long-term economic implications for having a less educated workforce in the state, as well as negative economic implications for students from first-generation, low-income, and underrepresented minority backgrounds, as well as students from rural areas of Delaware.

Research indicates that Policy Proposal #2, to increase funding and staffing in school counseling offices, is likely the most viable long-term policy option for increasing college attendance rates in Delaware. Yet, increasing resources for school counselors has little public support to date. A recent PDK survey asked respondents to rank how local public schools should allocate resources in the event that funding were to increase in their district. In the survey, spending on counselors ranked last with only six percent of the sample, compared to over a third responding to support teachers (PDK, 2016). Additionally, current state and local budget gaps will likely pose policy limitations for increasing school counselor resources. As noted previously, the state has a student: counselor ratio lower than the current national average; therefore, policymakers may be less inclined to act in a robust way if other policy priorities pose greater risks for Delaware’s reputation on the national scale.

Policy Option #2, to increase professional development and funding opportunities for guidance counselors, may provide short-term benefits in increasing college attendance rates in Delaware. However, several factors would affect the success of this policy. Increases in student enrollment, shifts in student social-emotional needs, and more, school counselors are likely to still be limited in their time to provide postsecondary counseling. If funding resources impede professional development efforts, then some college counseling organizations provide professional development grants and scholarships for school counselors. Yet those resources are not universal and are limited in the range and scale necessary for resolving the professional development issue for college counseling services in public schools. In addition, time and organizational constraints currently limit the opportunities for school counselors to partake in professional development. If school districts and the Delaware Department of Education mandate professional development without providing adequate time or funding, it is likely to result in an unfunded mandate that is less likely to meet the policy goal of raising college attendance rates.

Policy Option #3 provides many cost-saving benefits, as well as the opportunity for community building efforts. Jack Markell, the immediate past governor of Delaware, and his

administration has supported initiatives such as College Application Month, which utilizes volunteers from all professions to assist students with the college application process. Yet with limited funding resources and an increasing reliance on nonprofit resources, providing college counseling services through third-party organizations may not be viable in the long term. In addition, the recent change in governing administration creates the challenge of accountability for outcomes, as well as control over the execution of policy.

Recommendations

- 1) Provide local and state funding resources to provide additional school counselors in Delaware public schools with the lowest college attendance rates for low-income students.

Research has indicated positive long-term benefits of increasing counselor-to-student ratios on student achievement. When confronting policy tradeoffs, the state of Delaware can strategically use resources to increase college attendance rates above the national average for low-income students.

Low-income students in the U.S. currently have a 51 percent college attendance rate, compared to 81 percent among their affluent peers (Desilver, 2015). In 2015, 23 schools in Delaware had less than 51 percent of low-income students directly enter college from their high schools. If funding resources are limited, the state could strategically target the schools with the lowest low-income college attendance rates, and provide them with additional school counselors and resources for college counseling. As mentioned previously, providing adequate staffing at recommended levels would cost more than \$3 million in salaries alone. However, increasing school counselors in all 23 schools or, at the very least, the schools with the lowest college attendance rates for low-income students (see Table 5), would be the most cost effective and reliable way to improve college attendance rates. Funding could come from appropriating state education funds to these schools, or by utilizing college access grant funding such as Student Support and Academic Enrichment Grants through the federal Every Student Succeeds Act.

- 2) Enhance existing public-private partnerships and initiate pilot studies for supplemental counseling services in schools with the lowest college attendance rates.

Community-based organizations such as Communities in Schools already provide supplemental counseling services that are contracted through local high schools in New Castle County. Programs like the CollegeBound Foundation and College Advising Corps have more robust operations than those that currently exist in Delaware. The Delaware Department of Education could provide short-term contract services to local community-based organizations, which act as site coordinators for college counseling services in schools with lower than average college attendance rates. Utilizing a pilot program over the course of two to four years would allow the state to research best practices using local sources. Moreover, school counselors may be able to alter their organizational structures, which would allow them to adequately meet all academic, emotional, and social needs of students while having dedicated staff devoted to college counseling services.

Conclusion

Many Delaware public high schools have counselor-to-student ratios below the national average, while others are well above the ASCA recommendation. Low-income students are negatively impacted by high enrollment, low counselor-to-student ratios, and college counseling programs with limited resources. Best practices show that reducing student-to-counselor ratios provides students, especially historically underrepresented students, with more opportunities to

better prepare for, gain access to, and succeed in a collegiate environment. These proposals align with policy recommendations made by educators and other key stakeholders in Delaware, which have been noted in public forums.

Moreover, both former Governor Markell and current Governor Carney have publically stated their support for increasing postsecondary success and making college access a priority. Given this political support by Delaware's top leadership, additional resources should be provided to Delaware public high schools to increase college attendance around the state. If limited funding proves to restrict the state's ability to provide adequate school counseling resources, the Carney administration and the 149th General Assembly of Delaware should develop and pass a resolution to hire more counselors in high schools with lower than average college attendance rates. The administration should also work with the Delaware Department of Education to initiate pilot programs to study the placement of community-based college access coordinators in Delaware public high schools. All of these strategies would increase opportunity and access to higher education in Delaware, especially for the populations of students that have been historically underrepresented in colleges and universities.

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Appendix A - NACAC Survey, Percentage of Time Counseling Staff Spent on Various Tasks, 2014

	Postsecondary Admission Counseling	Choice and Scheduling of High School Courses	Personal Needs Counseling	Academic Testing	Occupational Counseling and Job Placement	Teaching	Other Non-Guidance Activities
All Schools	30.1%	21.1%	19.4%	13.3%	5.9%	5.4%	4.8%
<i>Type</i>							
Public	22.4	23.9	21.7	14.6	7.0	5.4	5.0
Private	55.0	12.0	11.9	9.0	2.6	5.3	4.3
<i>Private non-parochial</i>	60.0	11.0	8.4	8.8	2.1	5.5	4.2
<i>Private parochial</i>	42.9	14.3	20.3	9.5	3.7	4.8	4.6
<i>Enrollment</i>							
Fewer than 500 students	31.7	17.2	16.6	14.6	6.2	7.8	5.8
500 to 999	32.4	19.6	19.7	13.3	5.7	4.4	4.9
1,000 to 1,499	28.1	24.0	21.3	13.1	5.9	3.5	4.1
1,500 to 1,999	24.4	29.0	22.7	10.2	6.0	3.7	4.1
2,000 or more	25.0	27.2	23.0	12.1	5.8	3.6	3.2
<i>Free and Reduced-Price Lunch</i>							
0 to 25% of students eligible	29.4	22.8	21.4	11.9	6.1	4.4	4.0
26 to 50%	20.4	23.7	22.4	15.6	7.2	5.6	5.2
51 to 75%	19.7	23.8	21.9	14.9	7.7	6.8	5.1
76 to 100%	23.4	23.8	18.5	16.3	7.1	4.6	6.3
<i>Students per Counselor</i>							
100 or fewer	38.4	15.8	17.0	11.8	5.5	6.6	4.8
101 to 200	34.2	18.5	19.5	11.5	5.7	6.3	4.4
201 to 300	29.2	22.5	20.5	13.0	5.9	4.7	4.4
301 to 400	25.4	23.9	19.4	14.3	6.7	4.9	5.5
401 to 500	25.4	23.7	19.7	16.0	5.9	4.5	4.8
More than 500	26.2	20.9	17.2	17.8	5.7	4.9	7.2

Source: NACAC Counseling Trends Survey, 2014.

Appendix B - Public School Student-To-Counselor Ratios, 2013 - 2014

State	Total Enrollment	Counselors	Students per Counselor
Alabama	746,204	1,789	417
Alaska	130,944	301	435
Arizona	1,102,380	1,171	941
Arkansas	489,979	1,275	384
California	6,236,018	7,676	812
Colorado	876,795	2,222	395
Connecticut	546,175	1,135	481
Delaware	131,687	302	436
District of Columbia	78,153	158	494
Florida	2,720,744	5,543	491
Georgia	1,723,909	3,521	490
Hawaii	186,825	625	299
Idaho	295,947	447	662
Illinois	2,063,307	2,947	700
Indiana	1,047,385	1,934	541
Iowa	502,816	1,190	423
Kansas	486,423	1,044	466
Kentucky	674,879	1,523	443
Louisiana	711,491	1,611	442
Maine	183,777	604	304
Maryland	866,169	2,335	371
Massachusetts	955,739	2,281	419
Michigan	1,548,835	2,116	732
Minnesota	850,973	1,145	743
Mississippi	492,586	1,119	440
Missouri	918,288	2,607	352
Montana	144,129	450	321
Nebraska	307,677	783	393
Nevada	451,831	890	508
New Hampshire	184,925	793	233
New Jersey	1,370,295	3,766	364
New Mexico	339,244	758	447
New York	2,732,770	4,381	624
North Carolina	1,499,879	4,040	371

Continues.

State	Total Enrollment	Counselors	Students per Counselor
North Dakota	103,786	341	305
Ohio	1,723,619	3,733	462
Oklahoma	681,848	1,615	422
Oregon	577,275	982	588
Pennsylvania	1,755,236	4,263	412
Rhode Island	142,008	351	405
South Carolina	745,657	1,955	381
South Dakota	130,890	333	393
Tennessee	993,556	2,913	341
Texas	5,152,591	11,079	465
Utah	625,461	915	683
Vermont	88,690	417	213
Virginia	1,273,825	3,344	381
Washington	1,058,936	2,110	502
West Virginia	280,958	743	378
Wisconsin	874,414	1,905	459
Wyoming	92,732	440	211

Source: U.S. Department of Education (2015) Common Core of Data State Nonfiscal Survey Public Elementary/Secondary Education: School Year, 2013-14 Version 1a. Washington, D.C.: NCES.

Appendix C - Direct College Attendance Rates Ranked by Low-Income College Enrollment, Delaware Public High Schools, 2015

Delaware public high school	County	District	Ratio	Total college enrollment	Low-income college enrollment
Charter Sch of Wilm	New Castle	Red Clay	243	93%	100%
Polytech High	Kent	Polytech	239	67%	71%
Sussex Tech High	Sussex	Sussex	361	69%	66%
Smyrna High	Kent	Smyrna	351	61%	60%
Conrad Schools of Science	New Castle	Red Clay	222	70%	57%
Mt Pleasant High	New Castle	Brandywine	185	68%	56%
Appoquinimink High	New Castle	Appo.	397	67%	56%
Delaware Mltry Academy	New Castle	Red Clay	564	66%	56%
St. Georges HS of Tech	New Castle	NCC Vo-Tech	356	60%	52%
Howard HS of Tech	New Castle	NCC Vo-Tech	312	53%	52%
Concord High	New Castle	Brandywine	282	67%	51%
Middletown High	New Castle	Appo.	482	63%	50%
Hodgson Vo-Tech High	New Castle	NCC Vo-Tech	363	48%	50%
Calloway Sch of the Arts	New Castle	Red Clay	254	88%	50%
Woodbridge High	Sussex	Woodbridge	328	50%	50%
Delmar High School	Sussex	Delmar	321	51%	45%
Milford High	Sussex	Milford	330	51%	44%
Caesar Rodney High	Kent	Caesar Rodney	384	58%	43%
Delcastle Tech High	New Castle	NCC Vo-Tech	310	45%	43%
Indian River High	Sussex	Indian River	221	58%	41%
Dover High	Kent	Capital	344	50%	38%
Newark High	New Castle	Christina	322	57%	38%
Seaford High	Sussex	Seaford	367	45%	37%
Brandywine High	New Castle	Brandywine	275	61%	35%
Christiana High	New Castle	Christina	370	40%	34%
Sussex Central High	Sussex	Indian River	290	44%	32%
Lake Forest High	Sussex	Lake Forest	317	47%	32%

A I duPont High	New Castle	Red Clay	273	54%	31%
Cape Henlopen High	Kent	Caesar Rodney	267	50%	31%
Glasgow High	New Castle	Christina	411	38%	29%
Penn High	New Castle	Colonial	293	41%	29%
Laurel High	Sussex	Laurel	481	31%	25%
Dickinson High	New Castle	Red Clay	248	30%	25%
McKean High	New Castle	Red Clay	200	60%	23%

Source: Delaware Department of Education, Higher Education Department, 2015.