



Diversity and Transitions

Indianapolis Public Schools

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Diversity within Indianapolis Public Schools

- According to the Indiana Department of Education, our district is made up of:
 - 40.3% Black/African-American
 - 31/8% Hispanic
 - 5.4% Multicultural
 - 21.6% Caucasian
 - 0.7% Asian



Diversity Continued:

69.4%
Economically
Disadvantaged

21.7% English
Learners

17.5%
Students with
disabilities



Why talk about Diversity?

- American School Counselors Association states that counselors have a responsibility to students. Codes A.1. d, e, h, and j focus on the counselor's responsibility to provide culturally responsive instruction and counseling, recognize, respect, and advocate for students and their families' diversities.
- Recognizing that students from diverse backgrounds may struggle with their cultural identity is important for a school counselor. The school counselor is in an ideal position to guide students to find their identity and become their own advocates. This can help bridge the gap between minority youths and academics, careers, and personal quests (Vernon & Schimmel, 2019)

Diversity in the Classroom

Students are provided with equitable access to all materials.

Student placements are based on data:

- Honors Diploma
- AP Placement
- Vocational Program Acceptance

Education for all Post-Secondary College/Career Options

- College
- Military, Trade, or Technical School
- Apprenticeships/Job Trainings

Characteristics of Diversity

Race

Gender

Gender Identity

Age

Sexual
Orientation

Religious and
Spiritual Beliefs

Disabilities

Socioeconomic
Status and
Background



3 Teacher Tips to Support Diversity in the Classroom

- Learn about yourself and recognize your own bias
- Participate in professional development that supports multicultural competencies and put into practice what you've learned.
- Be empathetic and a good listener for your students.

Social-Emotional Learning



- According to CASEL (2020), “Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (Casel, 2020)
- It is important for teachers to build community and connection with their students and within their classroom. Small moments or lessons should be built in the day to target SEL.



Goal: Increase Postsecondary Education and Training Opportunities

- Current data from the Indiana Department of Education (IDOE) shows that 41.8% of graduating students have earned college or career credential.
- IDOE shows the state average to be 68.1%
- How will the counseling program bridge that gap?

Identifying the Problem

Indianapolis Public School data currently show that only approximately 40% of students have College and Career Readiness credits.

Transition
Solution: How can we work together as a community to increase postsecondary participation within our school corporation?

Postsecondary Transitions Program

- The Indiana Department of Education Graduation Pathway requires students to “Fill 3 Buckets”.
 - High School Diploma
 - Learn and Demonstrate Employability Skills
 - Postsecondary-Ready Competencies



SMART Goal



Specific: Increase postsecondary participation from 40% to the state average 68%



Measurable: This will be measured by pre and post surveys and State Statistics



Achievable



Relevant: Student success



Timebound: 5 years. Will begin to track 22/23 8th graders who will graduate in 2028.

Standard

The goal to increase postsecondary participation is based on ASCA Student Standards: Mindsets and Behaviors.

- B-LS 7. Long- and short-term academic, career and social/emotional goals



Counselor's Role

Administer pre surveys to 8th grade students at the end of their 8th grade year.

Spend time exploring the surveys and planning lessons, small groups, and activities on survey results.

9th grade year- O*NET Interest profile survey and career exploration, small groups, lessons.

10th grade year- College Visit and Vocational Presentations for ALL students, small groups, and lessons.

11th grade year- small groups, lessons, individual planning, scheduling of college visit/technical school visit/military/workplace, and career fairs, parent lessons on college, career, applications, and FAFSA

12th grade year- small groups, lessons, individual sessions, scheduling of college visit/technical school visit/military/workplace, scholarships, applications, and career fairs, administer post surveys, parent meetings/lessons.



Teacher's Role

Career exploration within content area

Encourage future preparedness

Postsecondary conversations within the classroom

Refer students to the counselor as needed



Family Role

Be

Be an active participant in the transition journey

Help

Help your child set future goals and nurture those conversations

Attend

Attend parent classes held by the counselors

Ask

Ask questions to your child and counselor

Community Role

1

Host College and
Job Fairs

2

Create openings
for internships
and job
shadowing
opportunities

3

Mentor or
sponsor students
within the School

4

Advertise career
opportunities

References:

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