

# The Universal Encouragement Program

Guidance assessment, reporting, and communications system for grades 6-12 and beyond



# The Universal Encouragement Program

Scott Gillie  
Executive Director  
Encouragement Services, Inc.

# The Universal Encouragement Program

Presentation on the web:

[www.capenetwork.org/uep-national.pdf](http://www.capenetwork.org/uep-national.pdf)

# The Universal Encouragement Program

## Agenda

- Begin at the end – examine UEP products
- Overview of guidance assessment
- Hands-on I: completing an assessment
- Customization options
- Report generation and filtering
- Communications tools
- Implementing guidance assessment

# Handouts

1. [Introduction to the Universal Encouragement Program](#)
2. [Individual Student Report](#) \*
3. [School Engagement Concerns Report](#) \*
4. [High School Transition Report](#)
5. [College Readiness Concerns Report](#)
6. [Student Involvement Preferences Report](#) \*
7. [Data Action Plan](#)

## Welcome

### to the CAPE® Network Universal Encouragement Program An online student guidance needs assessment system

#### Why use the Universal Encouragement Program?

The Universal Encouragement Program (UEP) is an online guidance assessment, reporting, and communications system designed to help counselors and other education support professionals document and respond to students' career and education needs, interests, and experiences. ESI has designed the assessments for the purpose of informing guidance and encouragement efforts that lead to improved educational attainment and career decision-making.

The UEP is a time-saving online tool that will gather and report critical data to inform guidance services, program development, and school improvement efforts. ESI offers the UEP at no cost to schools and education support programs.

The UEP gives school counselors and other student advocates the data required for implementing an array of [comprehensive guidance services](#).

The UEP provides web-delivered guidance reports for individuals, cohorts, and selected groups of students.

#### Guidance assessment

- Identifies students in need of guidance services
- Enables targeted guidance and encouragement services
- Lists students at risk of disengagement or not continuing with education or training beyond high school
- Provides a rationale and justification for program development - see at a glance the more popular student preferences for guidance and support services
- Documents the effects of guidance programming efforts
- Informs parents/guardians, mentors, advisors, and other care-givers in assisting youth to realize education and career goals
- Captures the post-high school experiences of graduates and former students



# The Universal Encouragement Program

Online guidance assessment, reporting, and communications system

# Purpose-driven Assessment

Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems.

Kurt Lewin

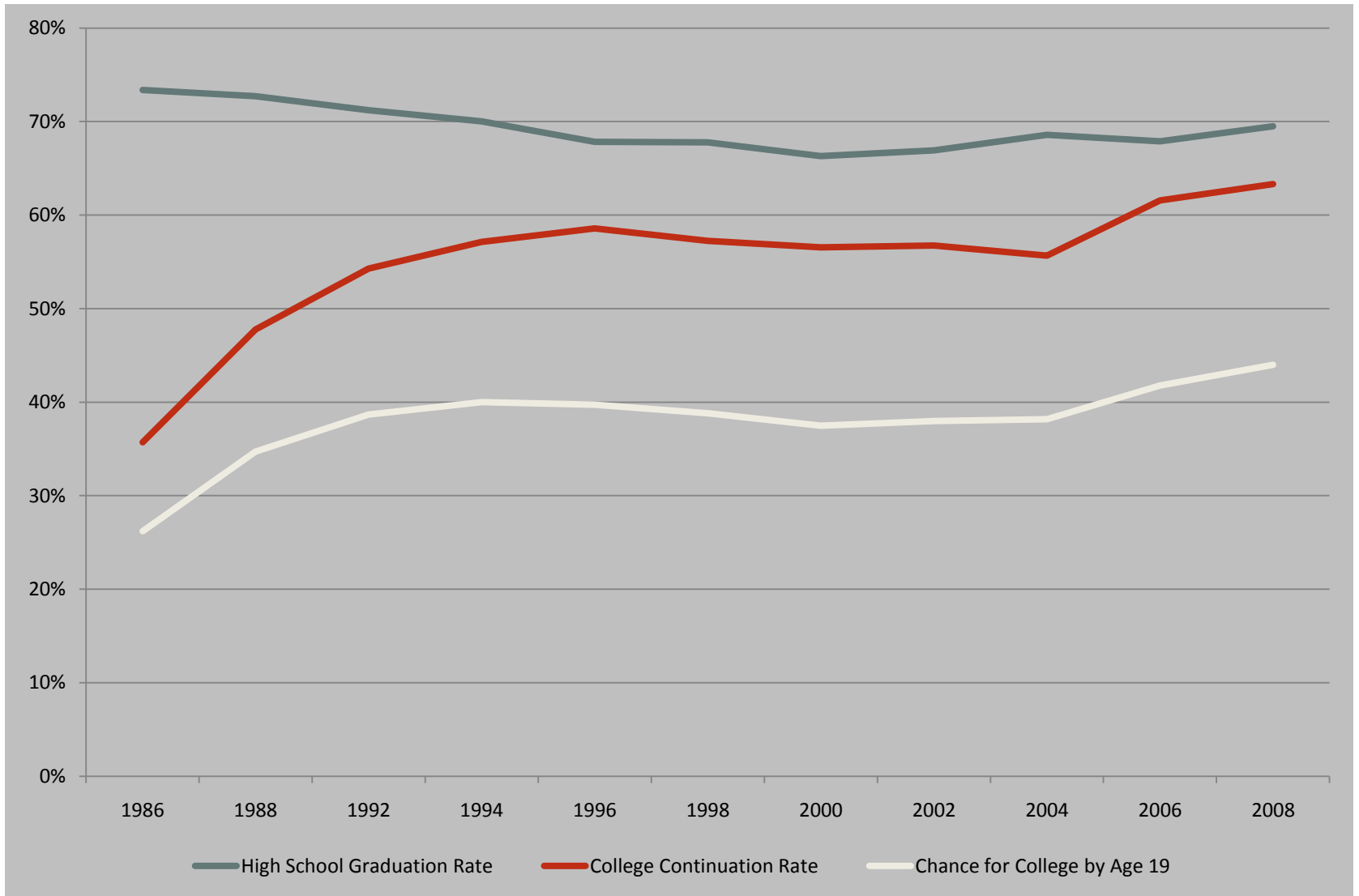
Simply put...

We want more students to graduate from high school prepared for postsecondary education, and equipped to be successful in postsecondary education. In the U.S., the student-to-counselor ratio is **467:1**.

Source: U.S. Department of Education, Common Core of Data, National Institute for Educational Statistics-Public Elementary and Secondary School Student Enrollment and Staff From the Common Core of Data: School Year 2007-2008. Retrieved from [www.schoolcounselor.org](http://www.schoolcounselor.org) (American School Counselor Association).

The association recommends a student-counselor ratio of **250:1**.

## The WHYS of guidance assessment



## U.S. High School Graduation, College Continuation, and Chance for College 1986-2008

Source: Tom Mortenson and Nicole Brunt. *Postsecondary Education OPPORTUNITY*, 2010.

# Guidance assessment to improve student outcomes

Many of the data points associated with high school completion and postsecondary participation are evident in...

## 6<sup>th</sup> Grade

“...most future dropouts can be predicted as early as 6th grade by studying academic and engagement issues among these students in elementary and middle schools.”

(Balfanz, Herzog, & Mac Iver. 2005)

# In regard to improving student outcomes

- Do we know what students need in academic and career guidance and support?
- Do we know what students want?
- Do we know what students have done or would be willing to do?
- Do we know the effects of our efforts to assist students?

What do we know?

- Attendance data
- Grades
- Test scores
- IEP data
- Course enrollments
- School registration documents
- Discipline records

Many data sources in many different places...

Do we really need another source of data?

Much of what we could know remains hidden....

What do we know?

# Much of what we could know remains hidden....

- Aspirations and intentions
- Desires for interventions and services
- What steps student have taken
- What steps they haven't taken
- Risk factors that affect achievement and attainment

What do we know?

# Much of what we could know remains hidden....

- The big picture of guidance
- Non-cognitive factors related to student success
- Differences among student groups
- Guidance and support students receive
- Which interventions are making a difference

What do we know?

# Universal Guidance Assessment

- Captures hundreds of individual guidance factors
- Reveals patterns of group and sub-group factors
- Tracks trends
- Demonstrates effects
- Provides feedback

# The Universal Encouragement Program

Available at no cost to schools and education support programs

# The Universal Encouragement Program

For students in grades 6-12 and beyond

# The Universal Encouragement Program

## Three Assessment Forms

- Form 1 – grades 6-8
- Form 2 – grades 9-12
- Form 3 – graduates and former students

# The Universal Encouragement Program

Improve academic and career counseling

# The Universal Encouragement Program

Identify gaps in college and career readiness

# The Universal Encouragement Program

Identify students who are at-risk

# The Universal Encouragement Program

Reveal guidance programming needs and opportunities

# The Universal Encouragement Program

Indicate student progress and the effects of interventions and services

# The Universal Encouragement Program

Enable *data-driven* guidance and support to students

# The Universal Encouragement Program

Enable *evidence-based advocacy* on behalf of students

# The Universal Encouragement Program

Requires 10 – 30 minutes on an Internet-connected computer

**Assessment Sections:**

- [Education](#)
- [College Readiness](#)
- [Career Interests](#)
- [Future Planning](#)
- [Services & Activities](#)
  
- [Complete Assessment](#)

**Education**

1. How confident are you in your understanding of the course requirements for high school graduation?
  - Extremely confident
  - Very confident
  - Somewhat confident
  - Not confident
2. In a usual week, about how many hours do you spend on homework outside the classroom?
  - 0 hours
  - Less than five hours per week
  - Five hours or more but less than ten hours per week
  - Ten hours per week or more
3. How often do you turn your homework in on time?
  - Almost always
  - Most of the time
  - Sometimes
  - Rarely or never
4. How often do you take part in classroom discussions and activities?
  - Almost always
  - Most of the time
  - Sometimes
  - Rarely or never
5. Check any of the following that apply to you.
  - You have missed school several times due to a serious illness
  - You are a foster child or ward of the court
  - You have a physical disability

Students point and click in their native habitat.

# The Universal Encouragement Program

Reports available instantly

# The Universal Encouragement Program

Provide targeted email messages to students

# The Universal Encouragement Program

Provide targeted email messages to students *and* parents

# The Universal Encouragement Program

At a glance see college and career-readiness factors  
of a student or group of students

# The Universal Encouragement Program

Measure the effects of guidance and support over time

# The Universal Encouragement Program

Follow up with graduates and former students -  
status updates and feedback (UEP Form 3)

# The Universal Encouragement Program

[Register](#) your school or program in under 5 minutes

# The Universal Encouragement Program: Quick Summary

- Collect data about the person and the group to better understand guidance and support needs, interests, experiences, and growth.
- Online assessment is quick (10-30 minutes) and easy enough for middle school students to complete.
- Reports are instantaneous to counselors, education support professionals, and parent/guardians.

# The Universal Encouragement Program: Quick Summary

- Identify specific academic issues
- Identify specific career and education planning needs
- Elicit personal and social concerns that affect school performance
- Report items that affect high school graduation and postsecondary participation
- Prioritize students needing assistance

Let's go...

[www.capenetwork.org](http://www.capenetwork.org)

Hands-on experience

# Experience the assessment system

Note: your assessment data will be **visible** to other users of the guest account. You may use your own name or use an alias. Enter realistic data for a student at your school or in your program.

1. Go to [www.capenetwork.org](http://www.capenetwork.org)
2. Select form from the **Students** menu
3. For school authorization code, use “guest” (no quotes)

## Hands-on experience

# Completing a survey

- Try to think like a student in the grade that you select
- Try to imagine how a student would react to being asked for a response to each item
- Converse with your colleagues about items that you think will provide especially useful information
- Consider what it will mean when you can see the group response for a particular survey item.
- Ask questions as these occur to you.

# Universal Encouragement Program

## Guidance Assessment Reports I

- [Individual Student Report](#)
- [Group Reports](#)
- [Comparison Reports](#)
- [Factor-based Reports](#)

Note: assessment previews, sample reports, and other documents are available at [www.capenetwork.org/docs.htm](http://www.capenetwork.org/docs.htm).

# Universal Encouragement Program Guidance Assessment Reports

- Extracting Reports from the “Guest School”
- Go to the Administration and Reporting Tools page at [www.capenetwork.org/reportingtools.aspx](http://www.capenetwork.org/reportingtools.aspx)
- Log in Instructions
  1. Enter guest@esi.cc in the email address textbox
  2. Enter guest1 in the password textbox

# Universal Encouragement Program Customization Features\*

- Date ranges
- Groups
- Reporting groups
- Form items
- Custom reports
- Managing users

\* Customization options are available to UEP administrators only.

# Universal Encouragement Program

## Email Communications and Record Sharing

- Contacting selected students
- Targeting students by factor
- Adding parents to mailing
- Sharing student record(s)

# Preparing students for the assessment

- Let them know how their information can help you to help them
- Assure students that process is voluntary
- Let students know that information is confidential and owned by the student – the student can edit/delete
- In-school administration: provide students with survey hyperlink on the desktop of machines they will use to enter data or place the link on the school website and direct students to it

OR

- Provide students with written instructions to take the assessment in their own time and space. See [student instructions](#) on [documents page](#).

# Recommended Implementation

- Let students know that they will participate in an assessment in which they are the subject matter experts!
- Get buy-in from teachers and administrators – share key documents and rationale
- Schedule use of computer lab or equipment in advance
- Incorporate assessment into annual start-up process at beginning of school year or program activities
- Encourage students to share reports with parent/guardians

# Recommended Implementation

- Ask students to gather key information in advance – see [Instructions for Assessment Administrators](#)
- Involve mentors, homeroom teachers, advisors, and school improvement groups
- Use assessment as pre- and post-measure for career development courses, special programs or significant interventions
- Assess *all* students in all grades 6-12

# Recommended Implementation

## Critical points for guidance assessment

- Beginning of sixth grade
- End of eighth grade/beginning of high school
- End of high school

“Students with poor prior achievement and behavior are more likely to fail during transition years.”

Jerald (2006).

# Implementation issues and workarounds


- Time - press of day-to-day
- Time in the computer lab
- Fear of looking bad
- Too much data
- Privacy concerns
- Resistance to additional “assessment”
- Students don’t know key information, especially email addresses and level of education in the household
- Schools only assess a subset of students
- Data gathering as an event versus continuous assessment process

# Creating a Data Action Plan

- Moving from the abstract realm of guidance assessment to the concrete reality of UEP implementation
- Determinations about who will administer, publicize, distribute data, manage users, create reports, involve other staff, reserve facilities, and more...

## Data Action Plan

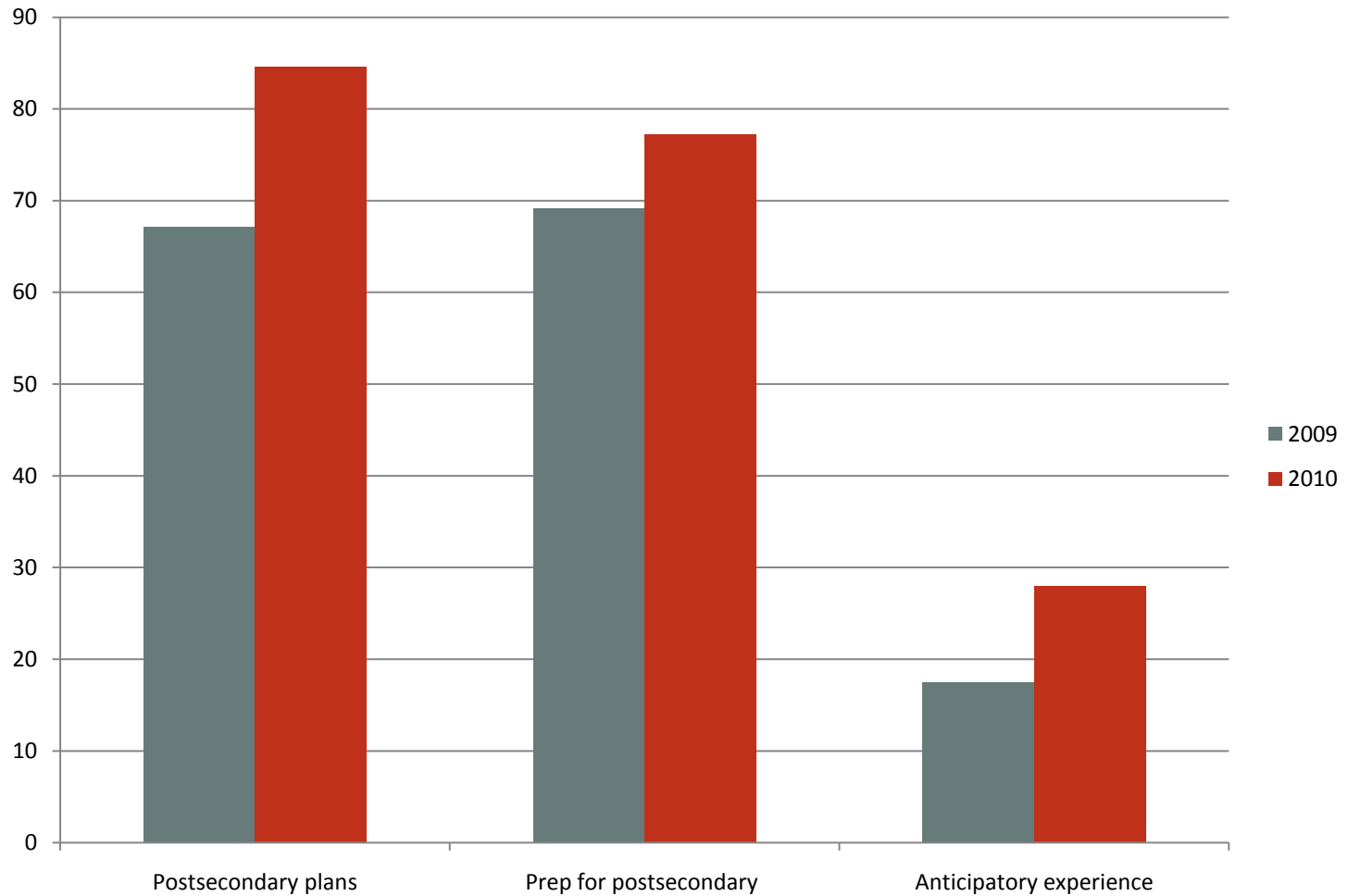
Consideration	Determination	
What grade levels will be assessed?		
Who will administer the assessment?		
Where will assessment take place? Reservation of equipment or facilities?	Where:	Reservation:
When will assessment take place?		
How will students access the assessment?	<input type="checkbox"/> desktop shortcut that automatically inserts authorization code <input type="checkbox"/> school website hyperlink that automatically inserts authorization code <input type="checkbox"/> through UEP Students Menu – students manually enter authorization code	
Describe assessment frequency (schedule).		
Describe plans to inform administrators, teachers, and support staff about the assessment.		
Describe plans to inform students and parents/guardians prior to the assessment administration.		
Who will have access to assessment system as administrators and users?	Administrators:	Users:
Identify groups or interventions that will utilize assessment on a pre-post basis (optional).		
Groups feature: list any custom group subdivisions (optional).		

	Intended Use(s)	When Data Needed	Who Needs Data	Relevant Reports
	1. Identify individuals in need of guidance interventions			
	2. Support work with parents/guardians in assisting their children			
	3. Use in school improvement planning process			
	4. Identify guidance and counseling programming needs			
	5. Dropout prevention			
	6. Improving college readiness			
	7. Improving career readiness			
	8. Identify policies and practices that better meet student needs			
	9.			
	10.			

# Universal Encouragement Program

## Guidance Assessment Reports II

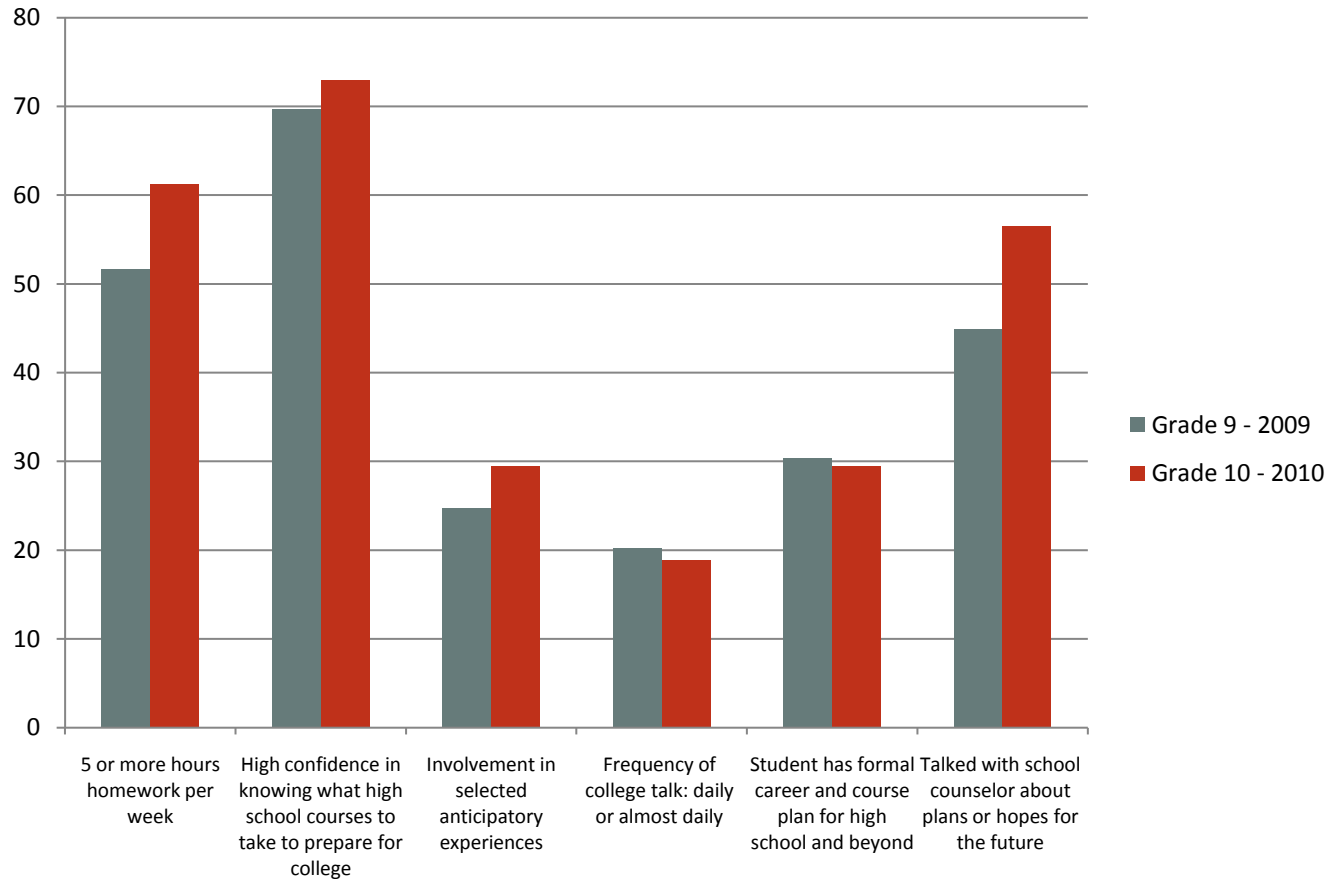
- Graphical Comparison and Change Reports
- Managing Custom Reporting Groups
- Creating Matched Comparison Groups
- Exporting data to Excel



## Changes reported at an Alaskan high school

# Change in Key Benchmarks

Matched comparison group of 64 students assessed in 2009 and 2010



# The Universal Encouragement Program

[www.capenetwork.org](http://www.capenetwork.org)

ESI

Encouragement Services, Inc.  
Career and Postsecondary Encouragement Network®

[ESI Home](#)   [Connex Program](#)   [Universal Encouragement Program](#)

UEP Home

## Welcome

to the CAPE® Network Universal Encouragement Program

An online student guidance needs assessment system

Students

### Why use the Universal Encouragement Program?

The Universal Encouragement Program (UEP) is an online guidance assessment, reporting, and communications system designed to help counselors and other education support professionals document and respond to students' career and education needs, interests, and experiences. ESI has designed the assessments for the purpose of informing guidance and encouragement efforts that lead to improved educational attainment and career decision-making.

Professionals  
Administration  
& Reporting

The UEP is a time-saving online tool that will gather and report critical data to inform guidance services, program development, and school improvement efforts. ESI offers the UEP at no cost to schools and education support programs.

School &  
Program  
Registration

The UEP gives school counselors and other student advocates the data required for implementing an array of [comprehensive guidance services](#).

The UEP provides web-delivered guidance reports for individuals, cohorts, and selected groups of students.

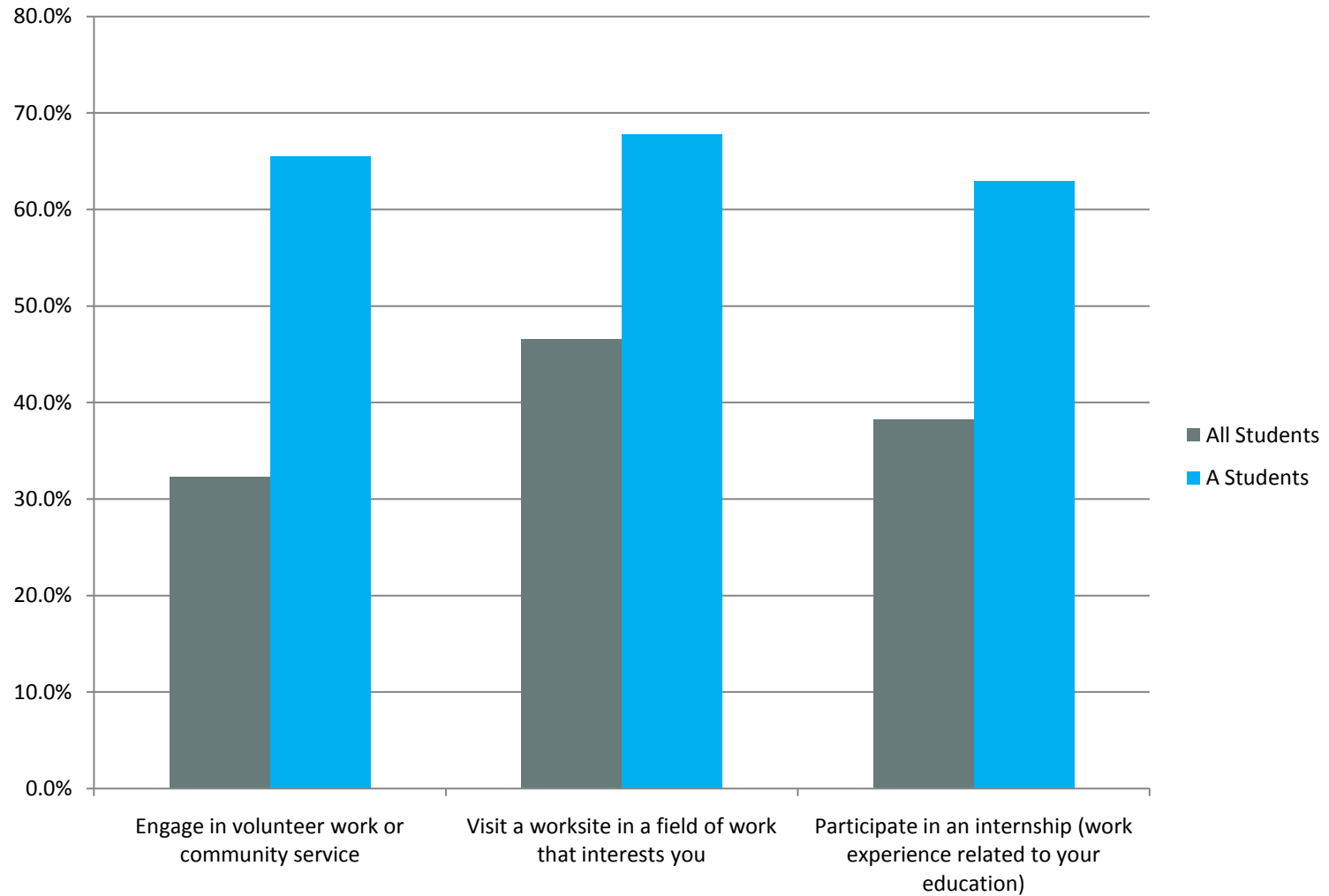
#### Guidance assessment

- Identifies students in need of guidance services
- Enables targeted guidance and encouragement services
- Lists students at risk of disengagement or not continuing with education or training beyond high school
- Provides a rationale and justification for program development - see at a glance the more popular student preferences for guidance and support services
- Documents the effects of guidance programming efforts
- Informs parents/guardians, mentors, advisors, and other care-givers in assisting youth to realize education and career goals
- Captures the post-high school experiences of graduates and former students

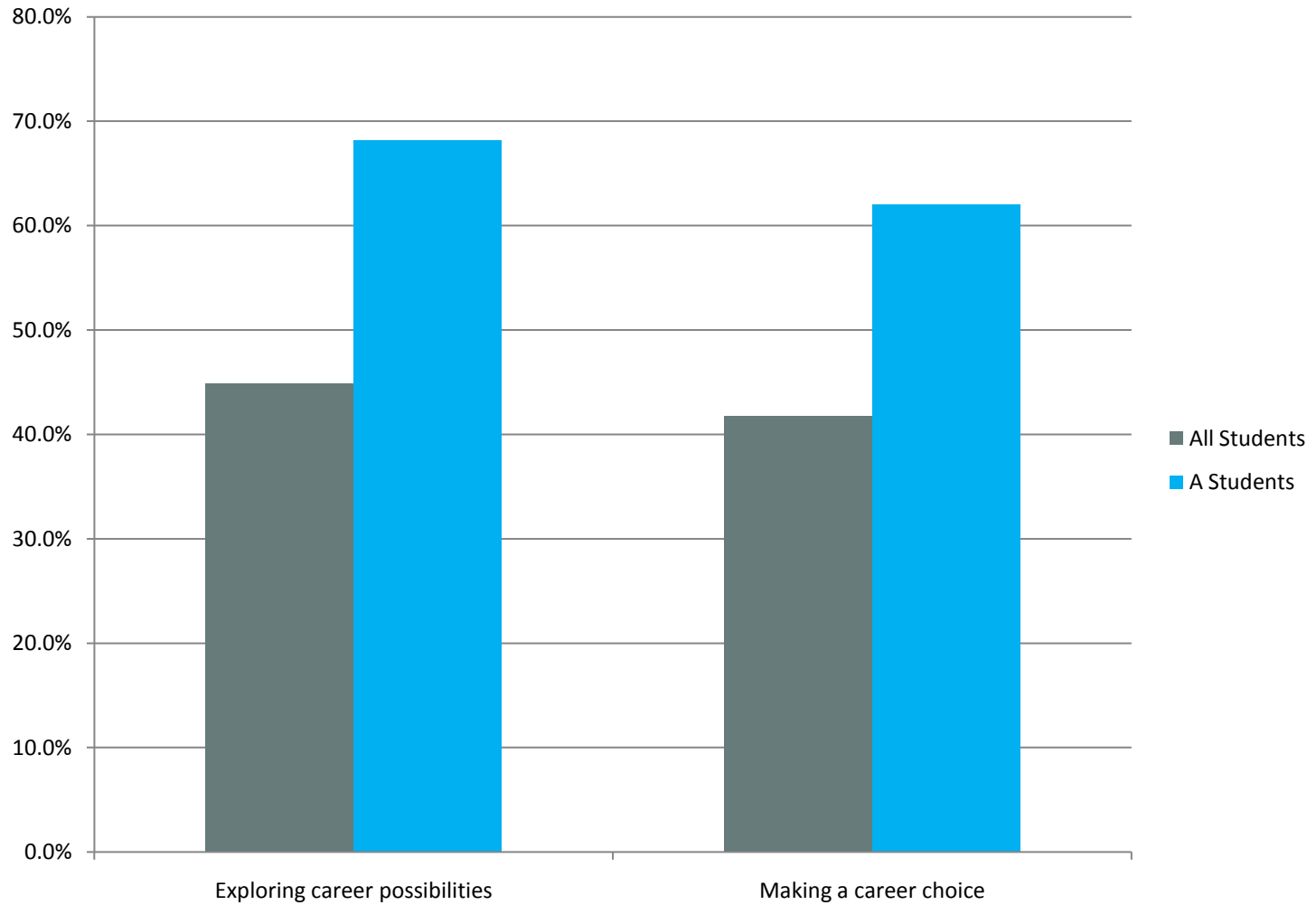


# Findings from the Universal Encouragement Program

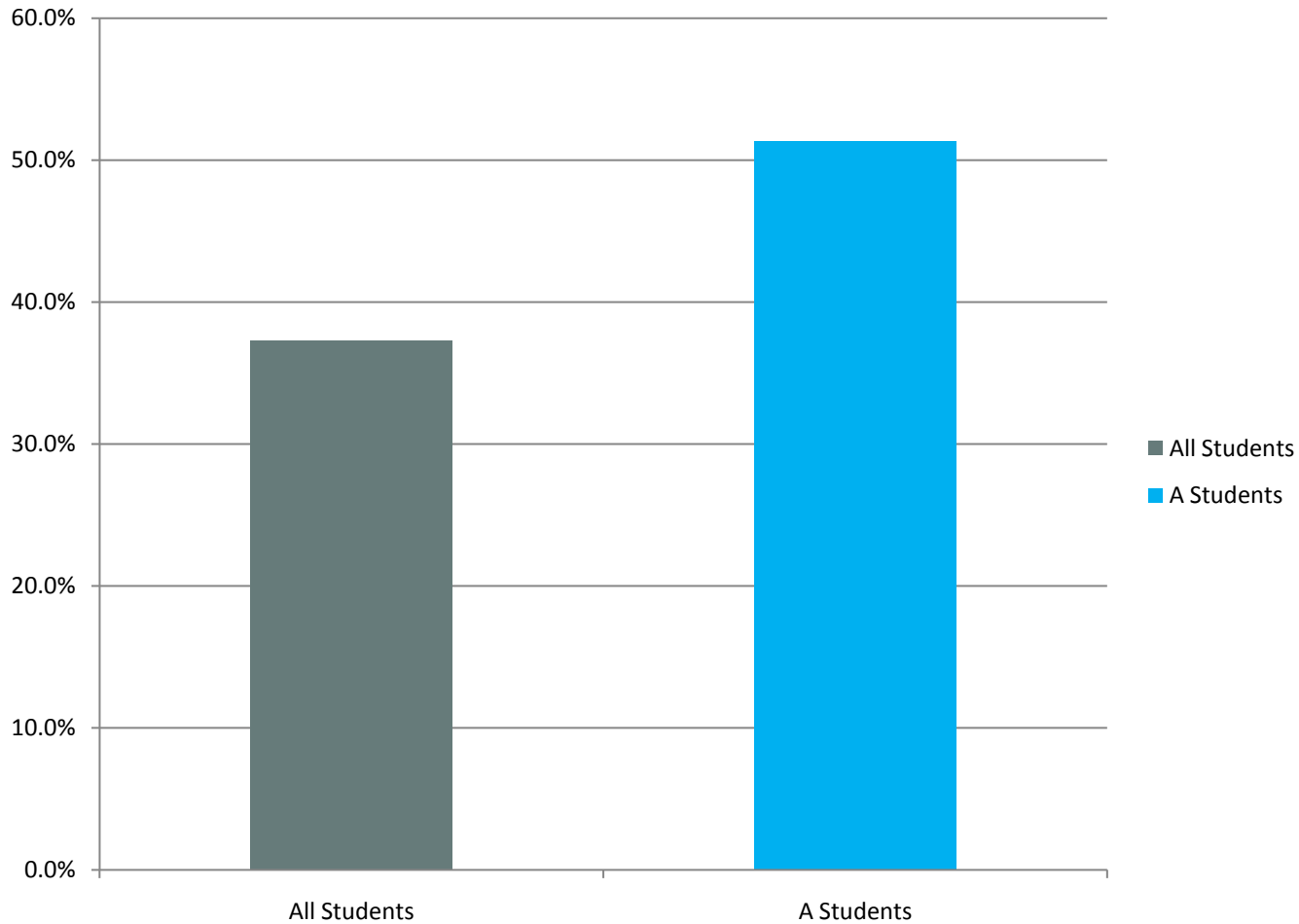
The following slides summarize selected data gathered from about 10,000 U.S. high school students during the 2009 and 2010 school years.



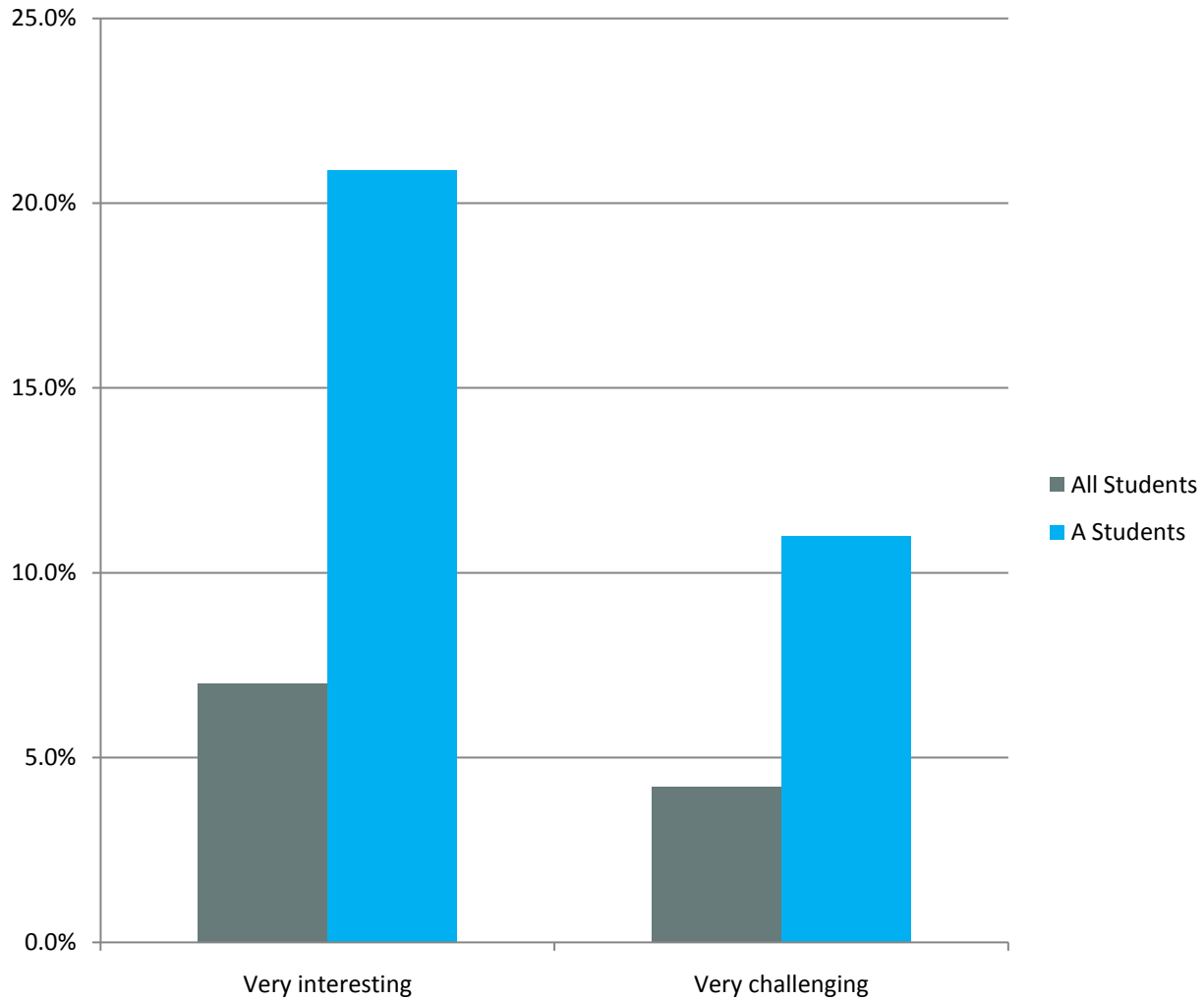
Would you like to do any of these things...?



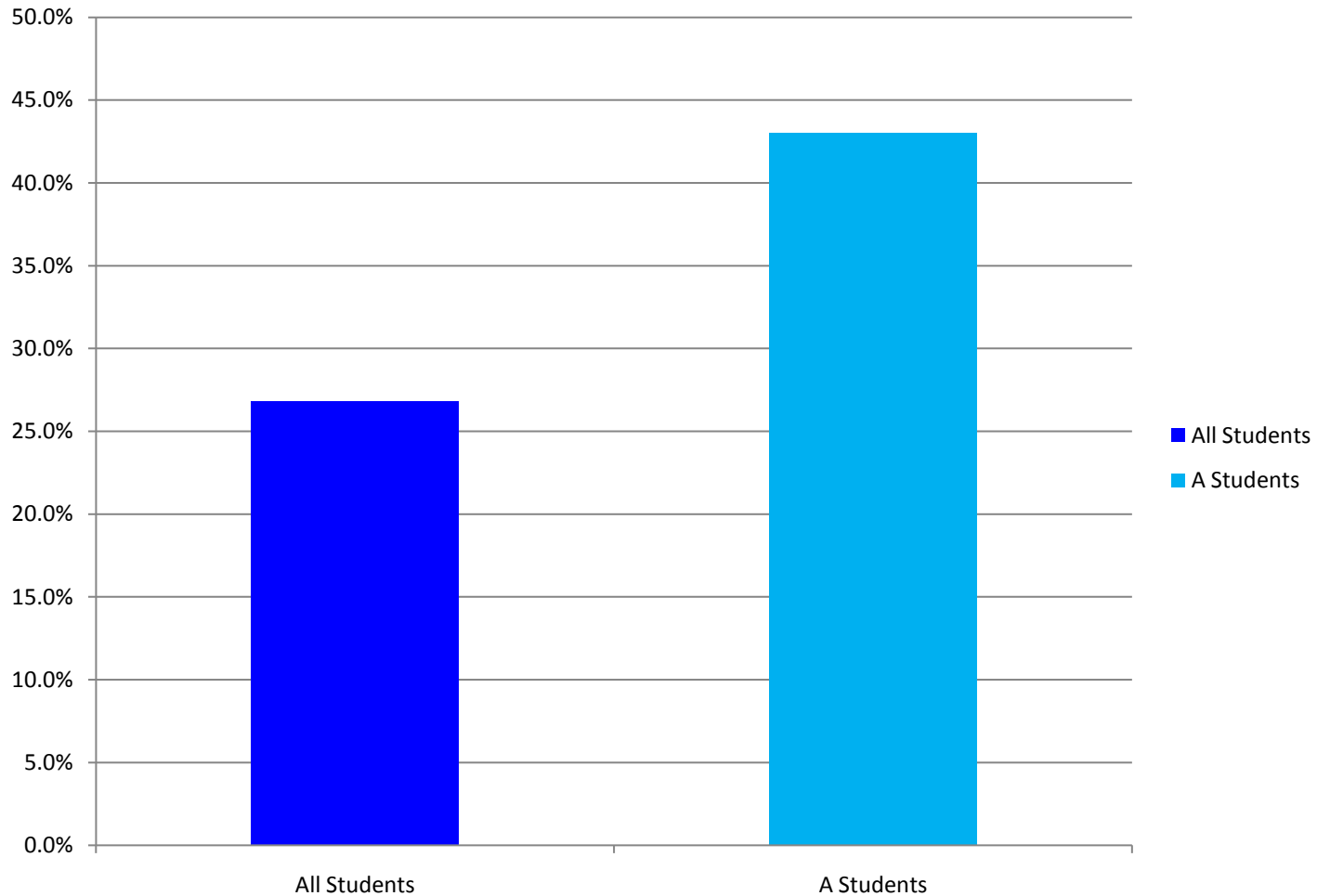
Would you like help or advice with...?



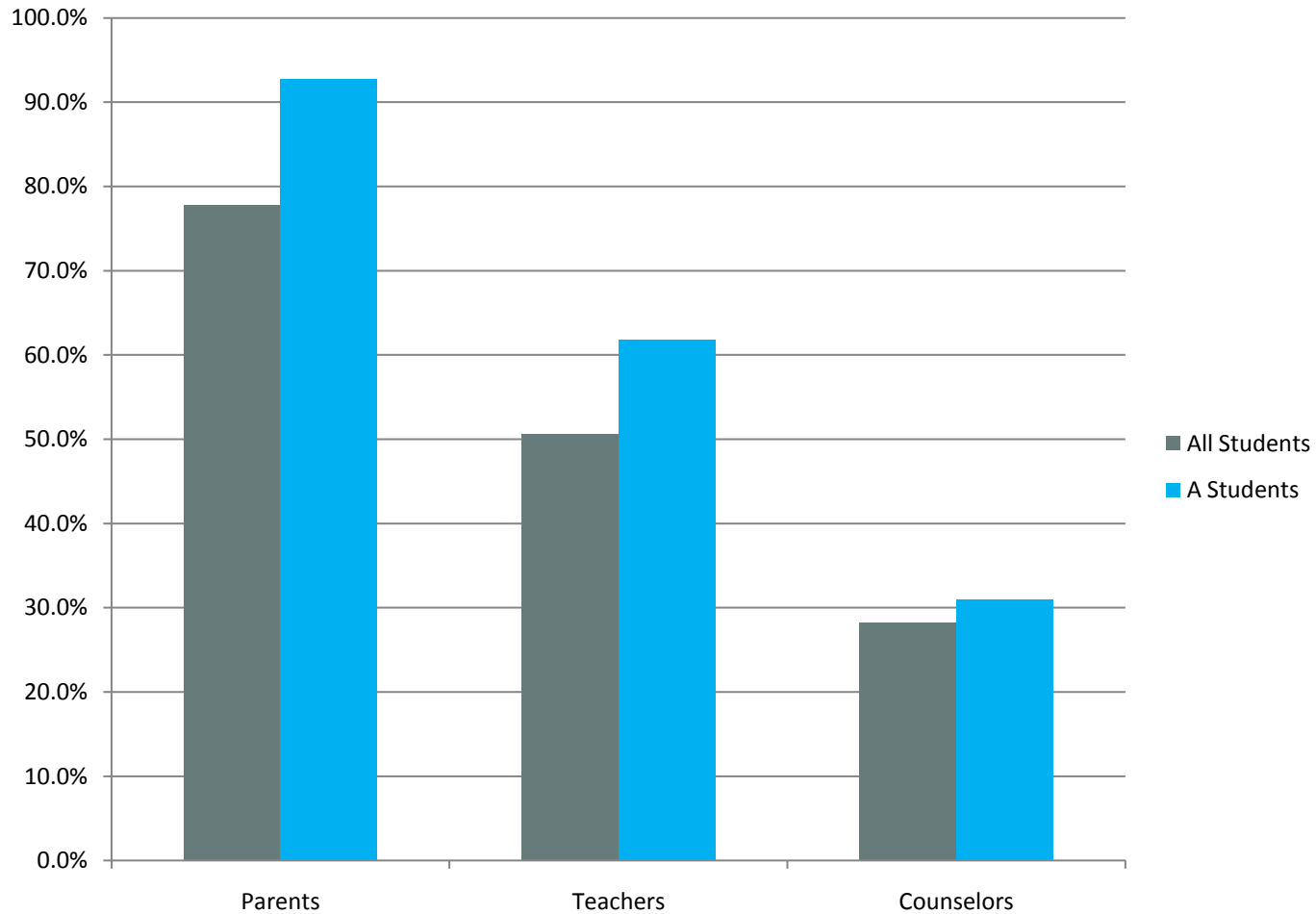
How much do you think your school is preparing you for the future? Answer: A lot.



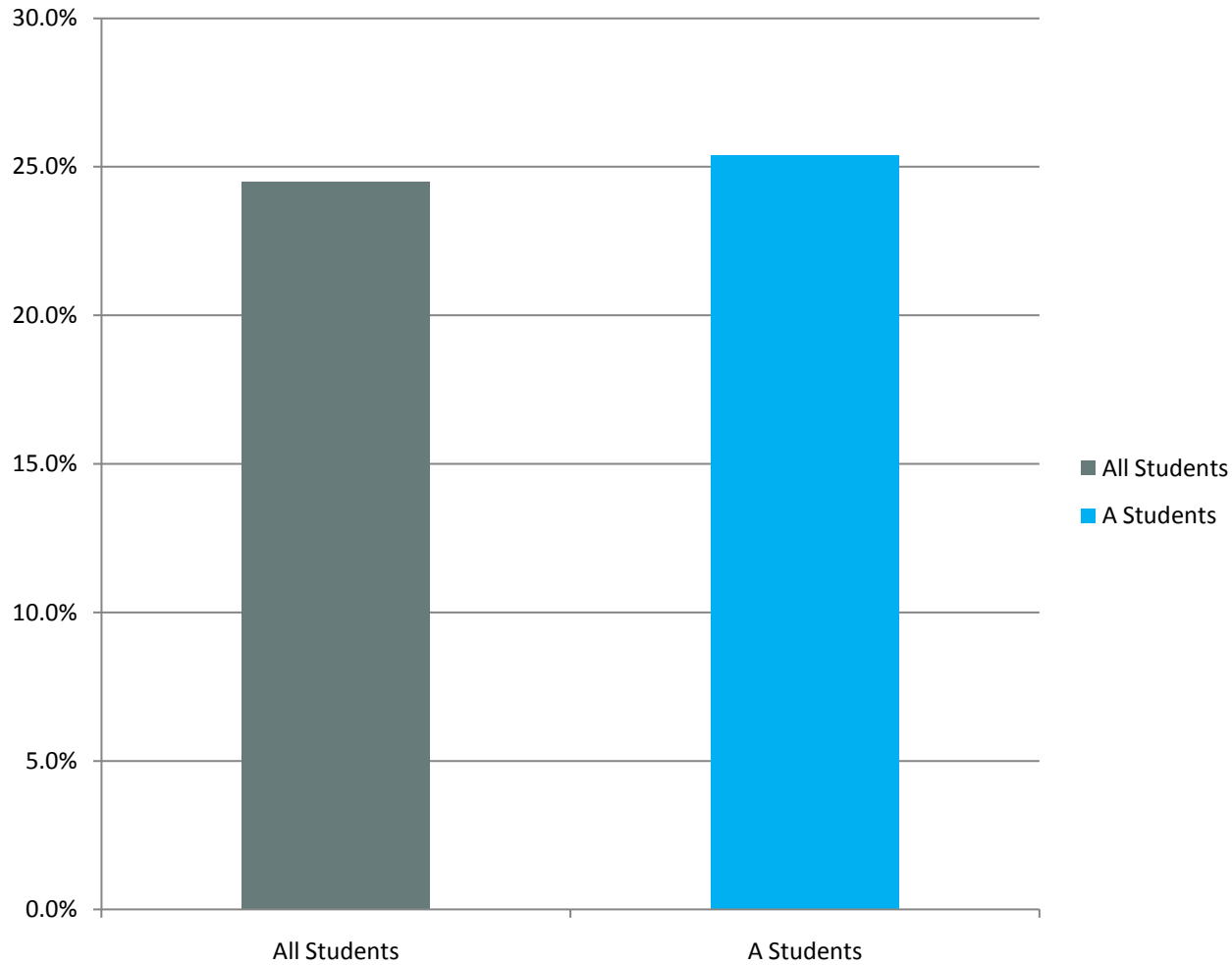
My classes are...



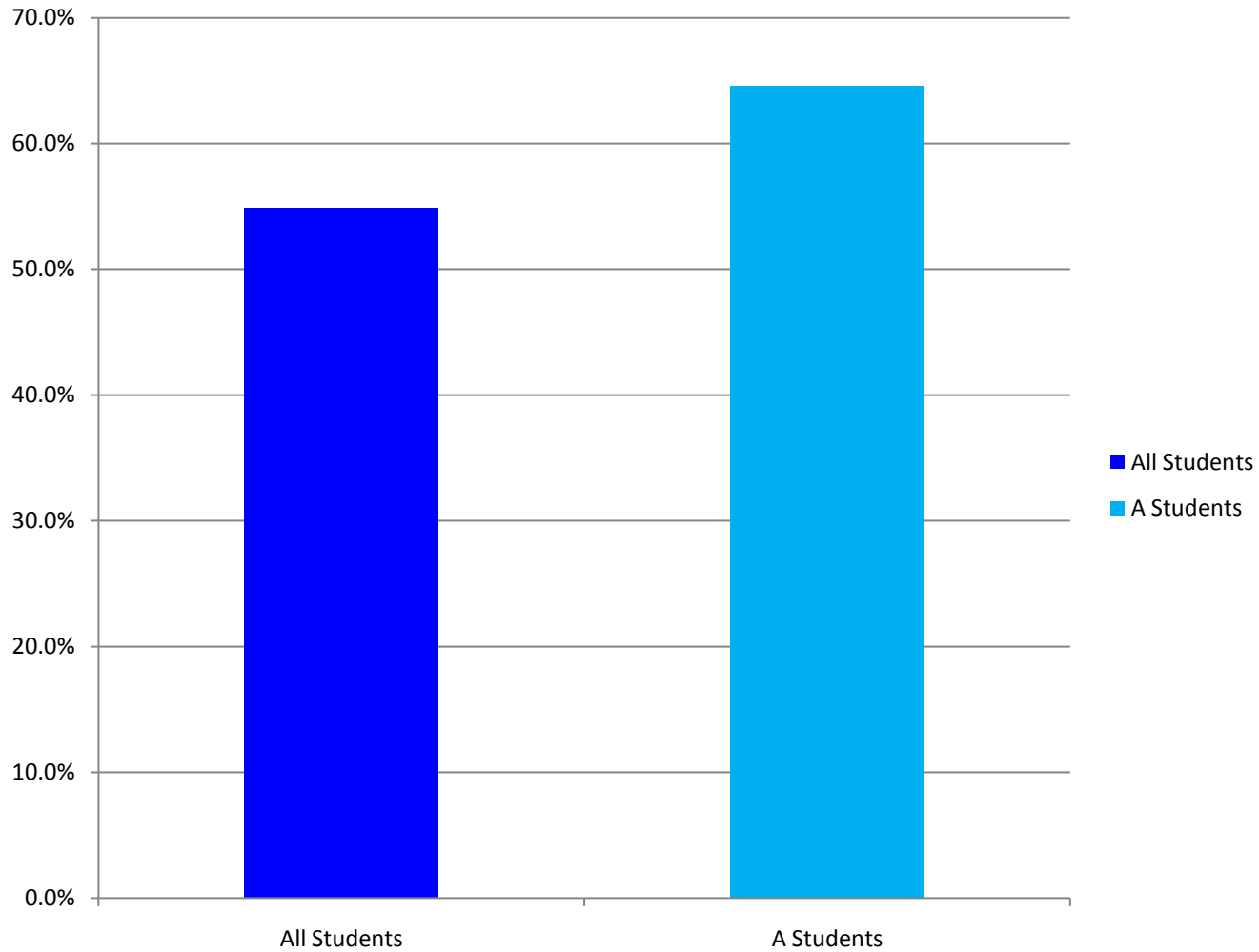
Students who read about careers using a computerized career information system



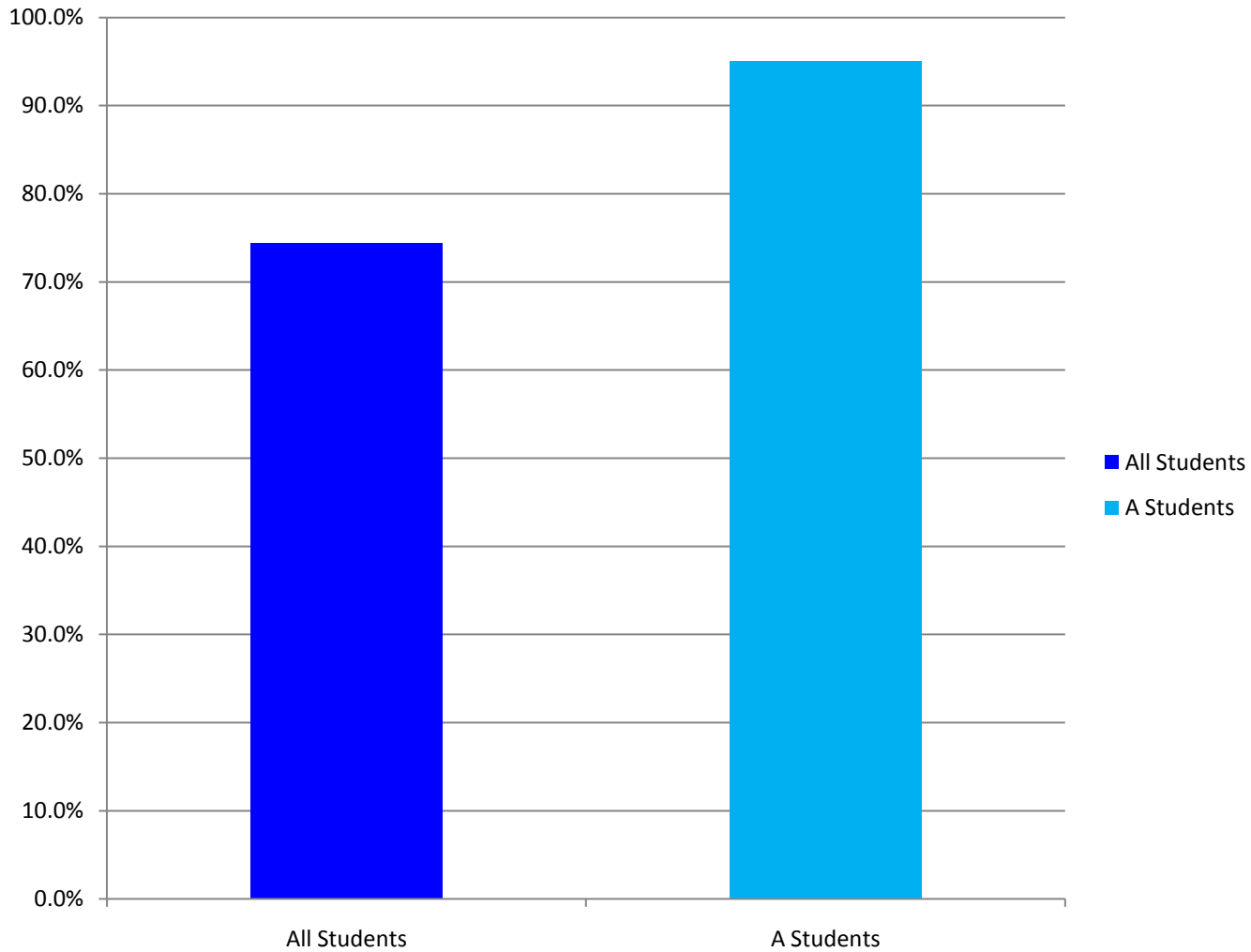
Most helpful people in education and career planning



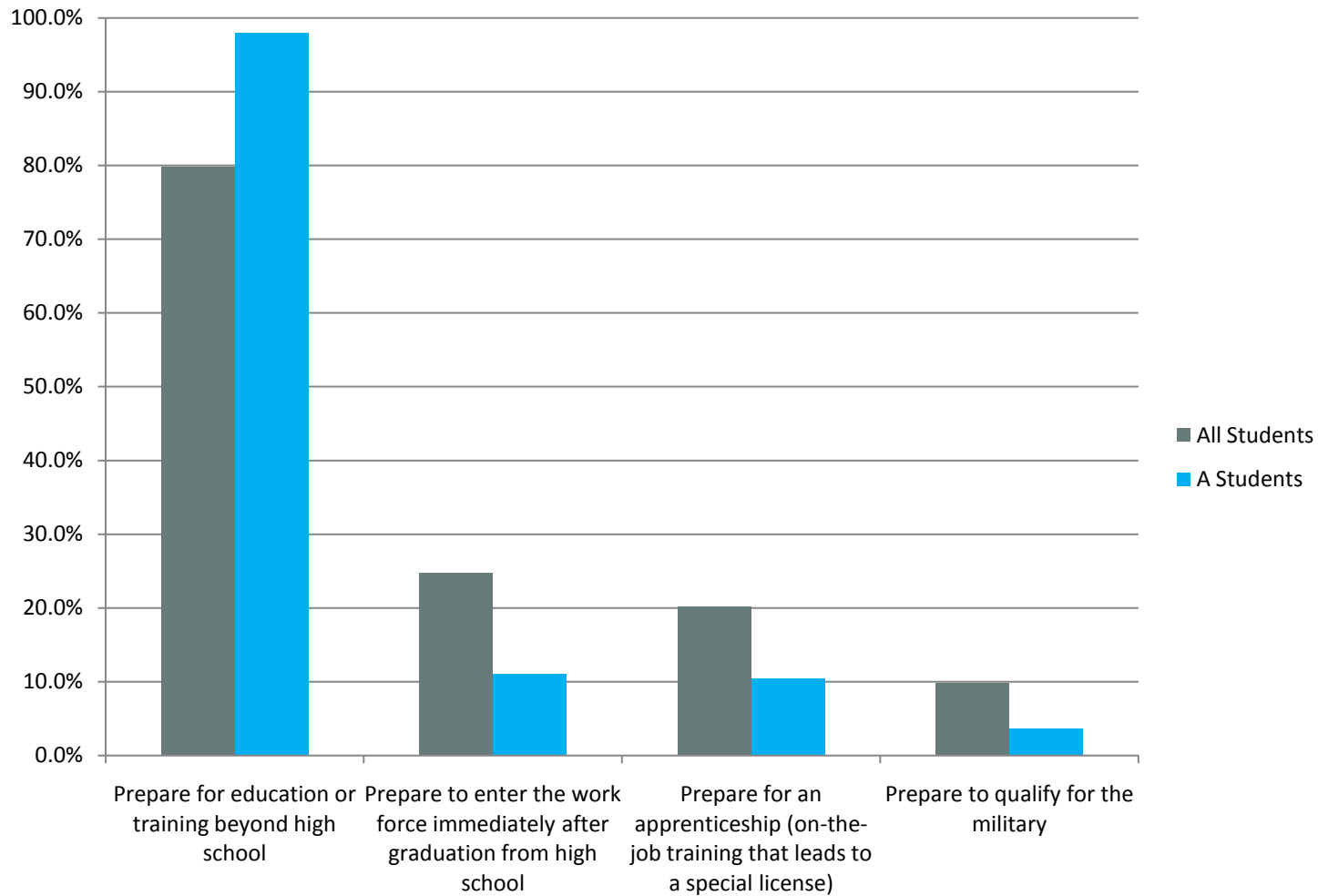
Students who have prepared formal career and course plans



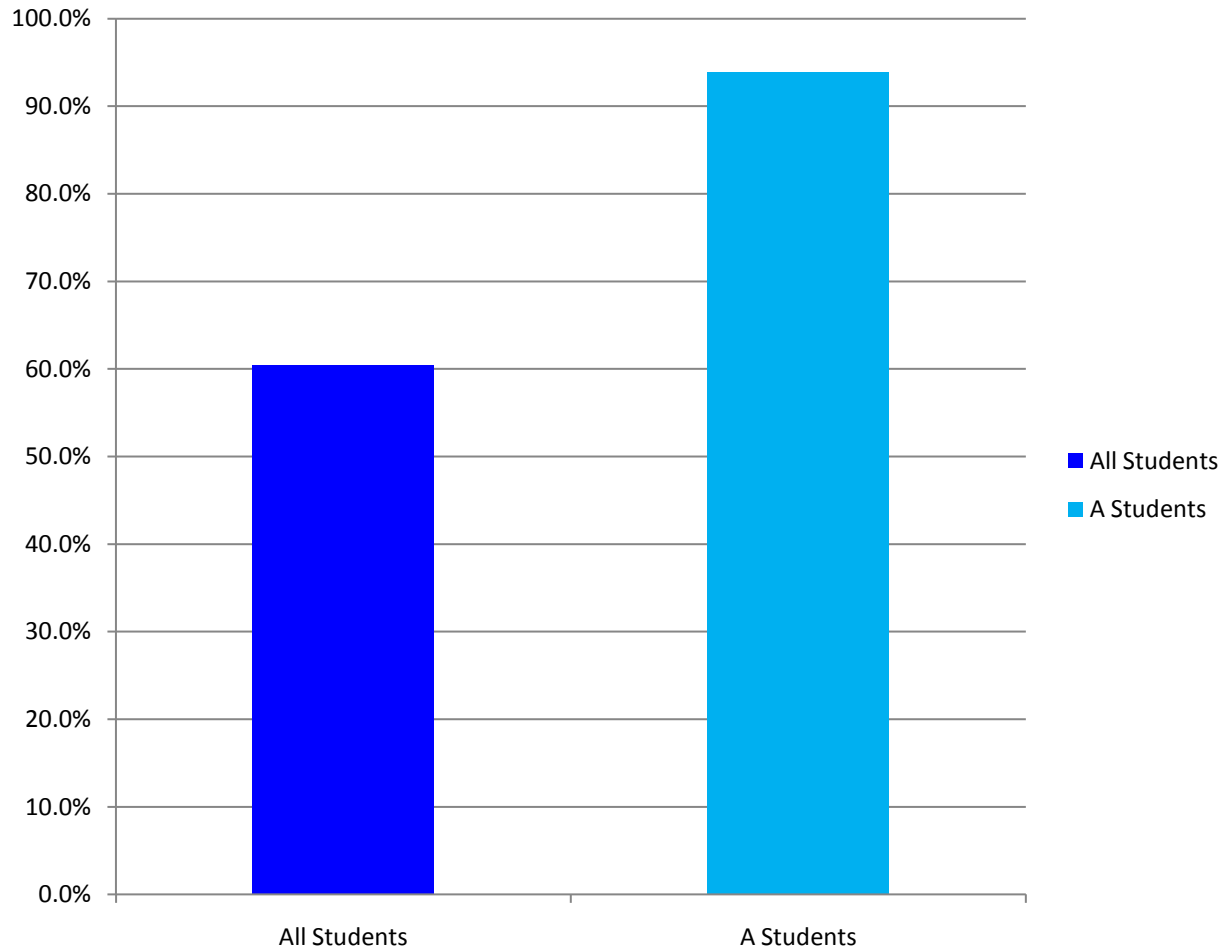
Would like to prepare formal career and course plan



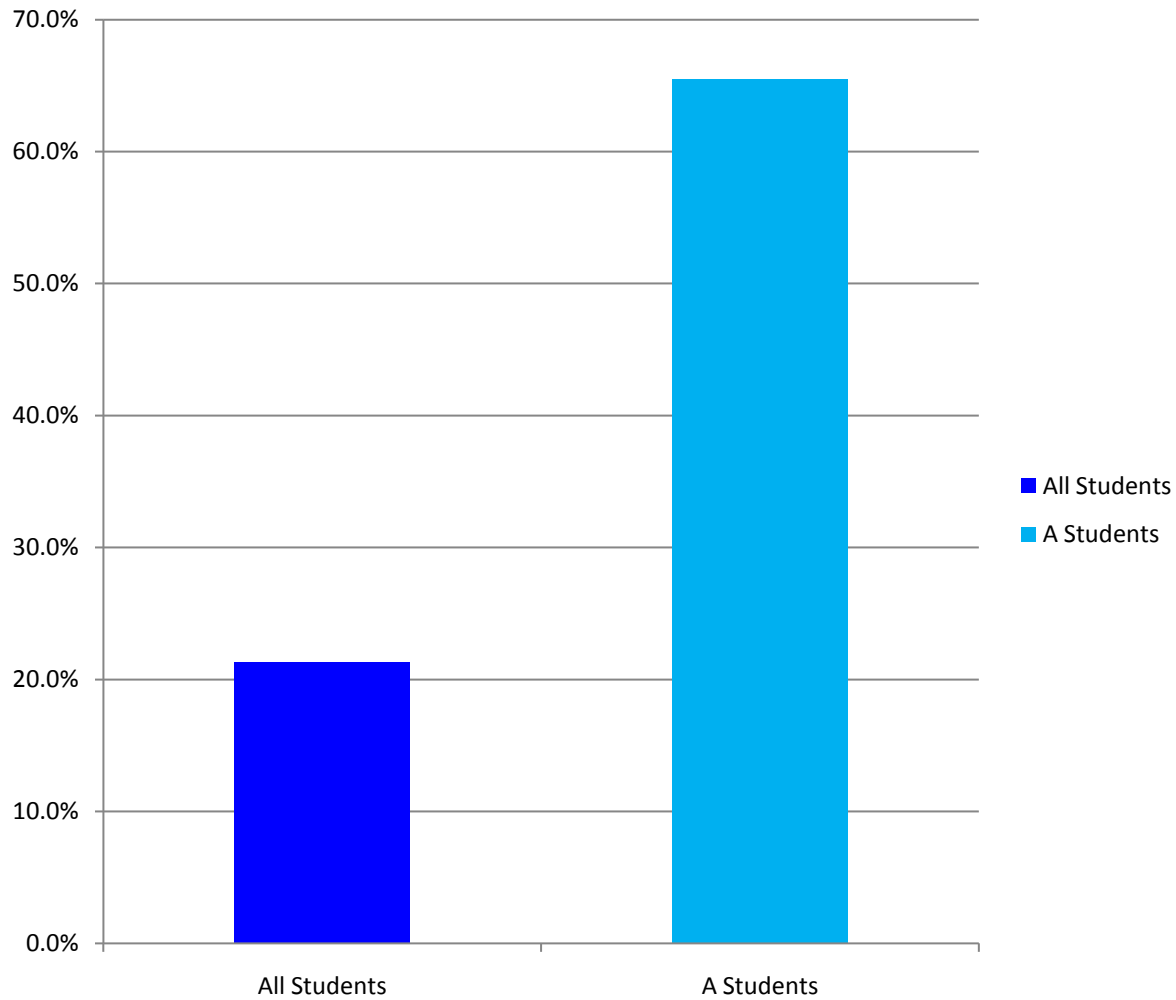
Education very important to future career



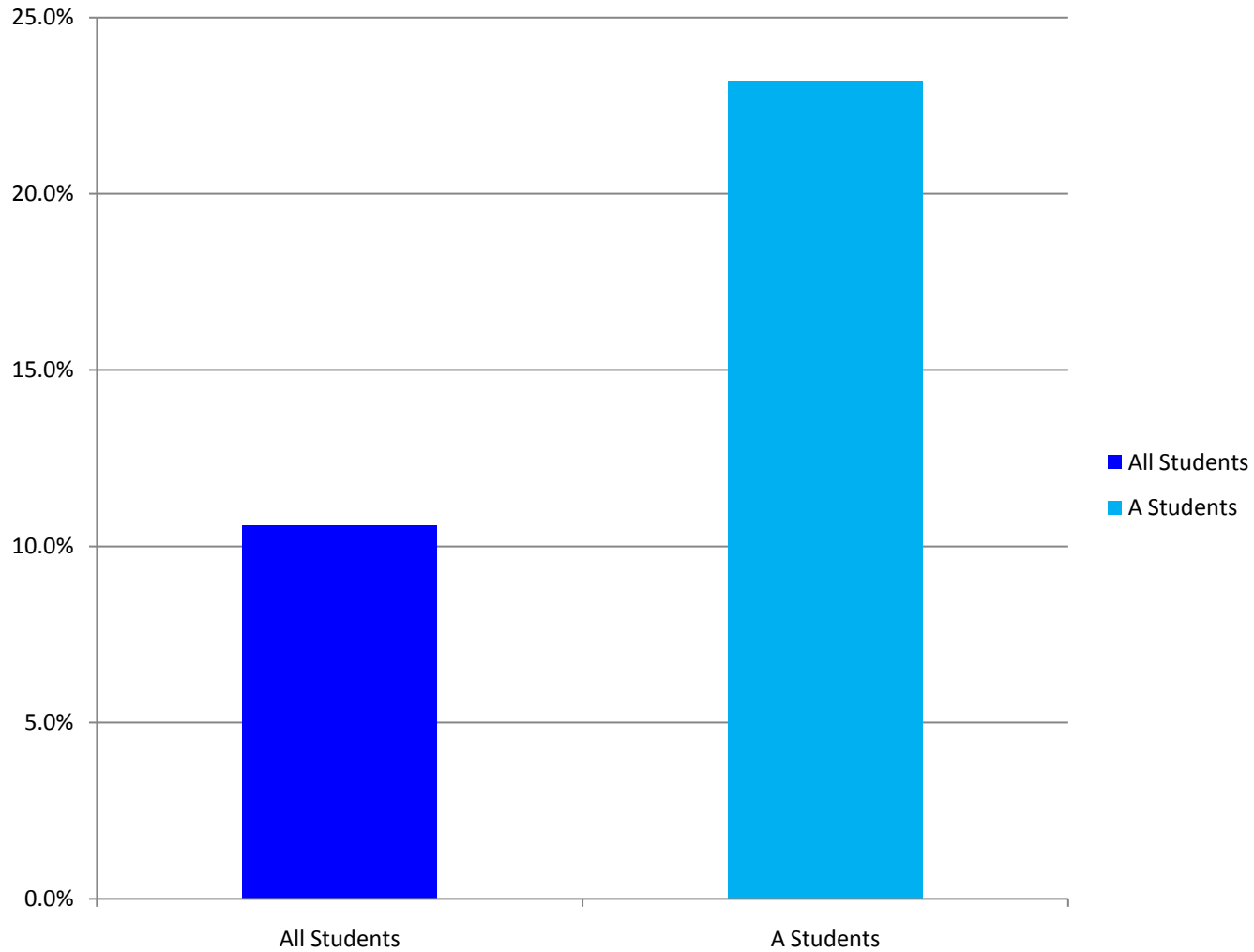
## Goals for high school



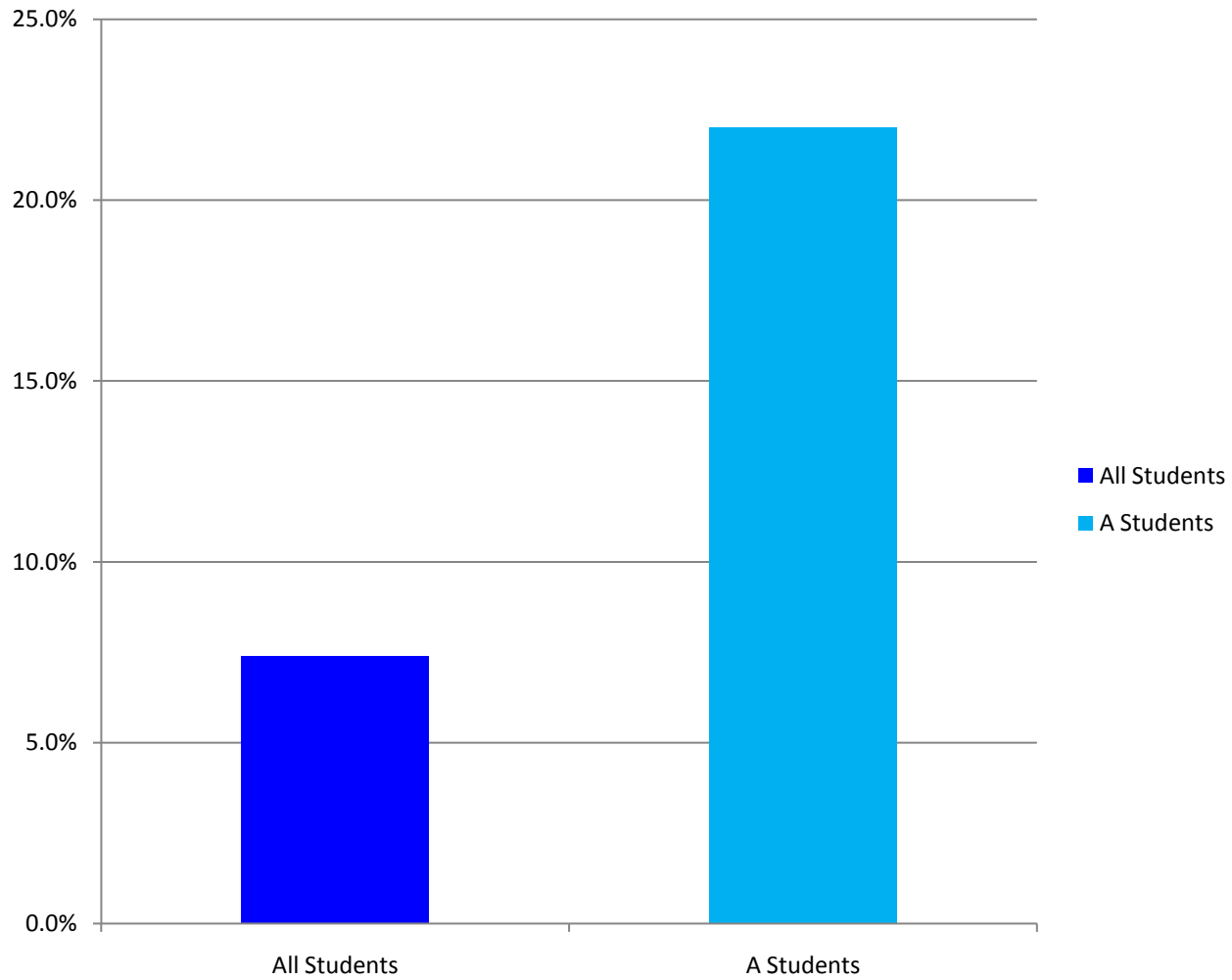
Highest level of education planned: bachelor's degree or higher



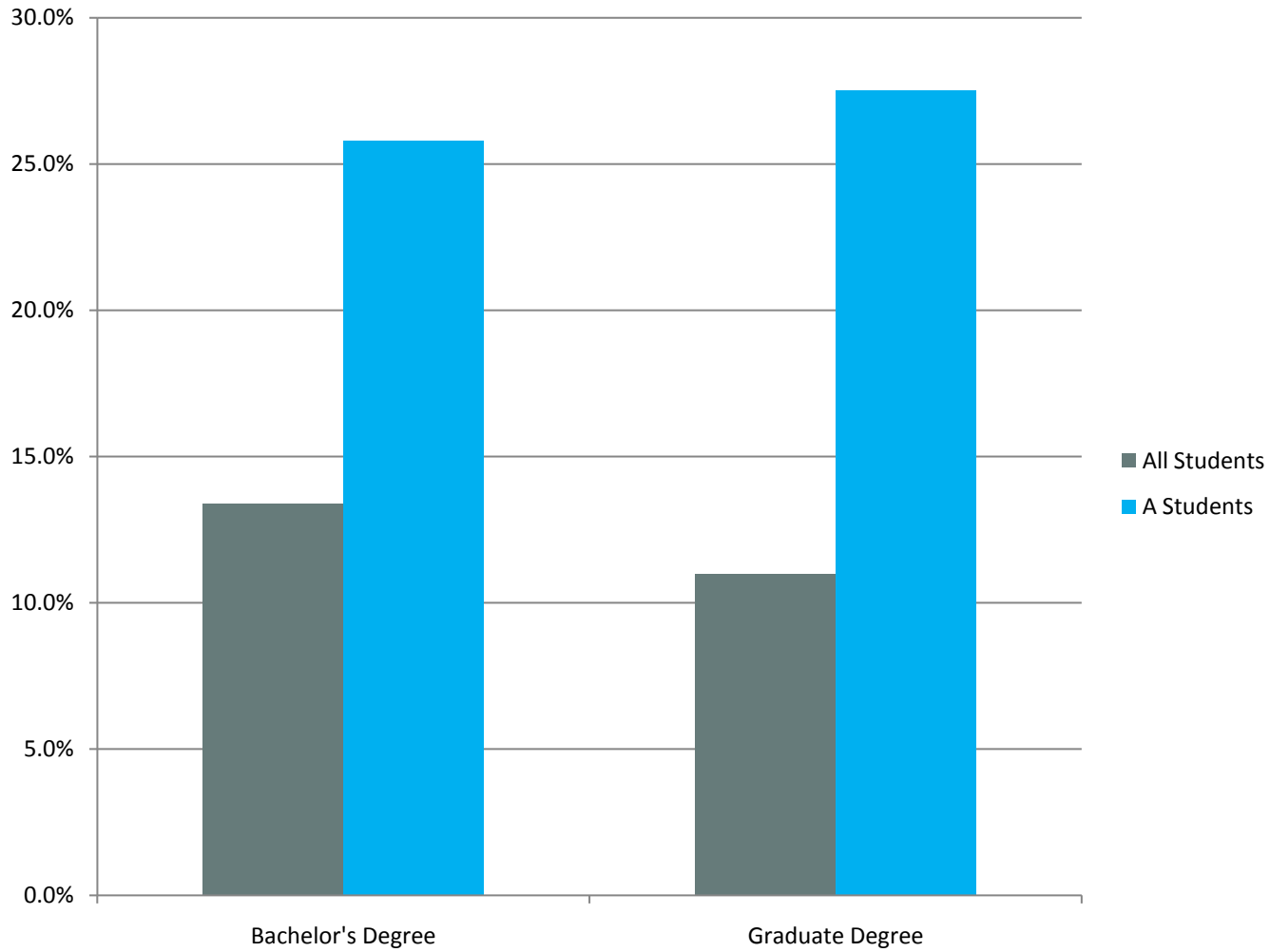
Best effort in class: almost always



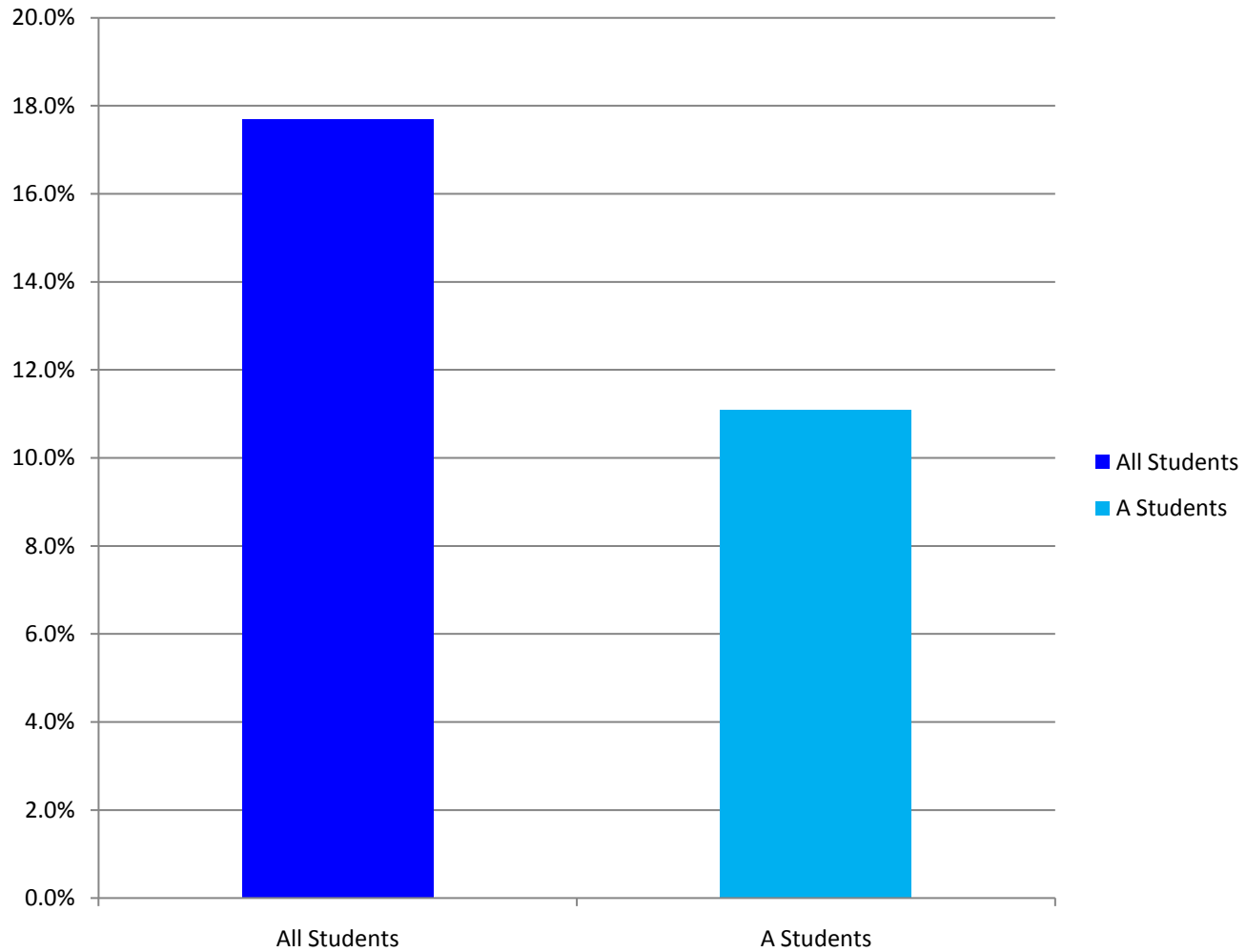
Working 15 or more hours per week



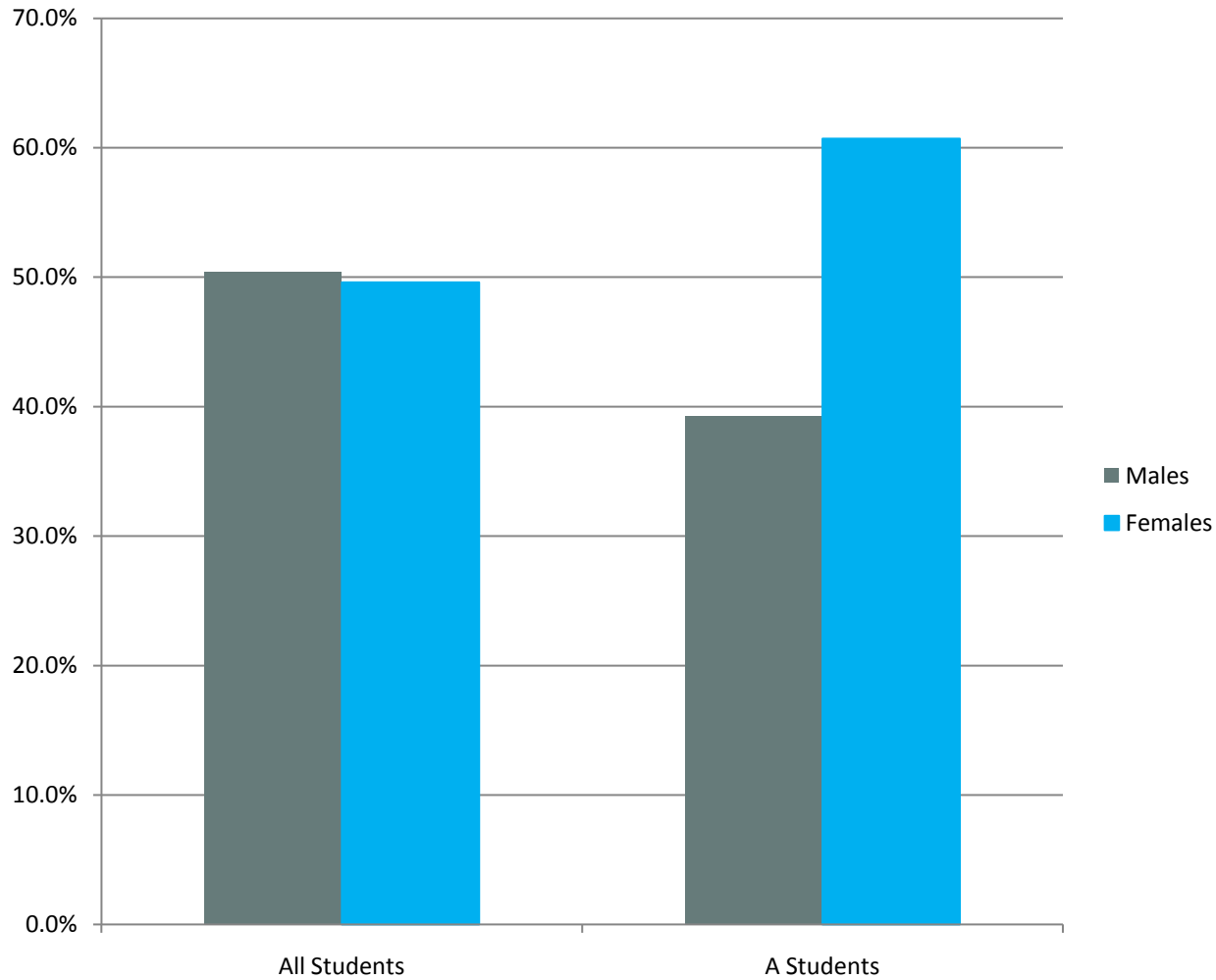
Study 10 hours or more per week



Highest level of education in household



## Students in single-parent households



## Assessed students by gender

# Universal Guidance Assessment

- All students are assessed
- Data informs student services and support
- Progress monitoring informs key leaders
- Follow-up beyond high school
- Ultimate outcomes focus

# Sources Used in this Presentation

Balfanz, R., Herzog, L. & Mac Iver, R. (2007). [Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions.](#)

Heppen, J. & Therriault, S. (2008). [Developing early warning systems to identify potential high school dropouts.](#) Washington DC: National High School Center.

Jerald, C. (2006). [Identifying potential dropouts: Key lessons for building an early warning data system.](#) Washington, DC: Achieve, Inc.

Jerald, C. (2007) Keeping kids in school: [What research tells us about preventing dropouts.](#) Washington, DC: Center for Public Education.

[Student to Counselor Ratio by State \(2010\).](#) Washington, DC: American School Counselor Association.

# Additional Resources

[UEP sample reports, previews, and documents](#)

[Extensive Career and Postsecondary Encouragement Services](#)

Thank you for joining in the webinar, today.

Scott Gillie

Executive Director

Encouragement Services, Inc.

Email: [scott@esi.cc](mailto:scott@esi.cc)

Webinar: [www.capenetwork.org/uep-national.pdf](http://www.capenetwork.org/uep-national.pdf)

**ESI**

5931 West State Road 46

Bloomington, IN 47404

812.876.5055

[www.esi.cc](http://www.esi.cc)