Standards of Good Practices

Supporting the Professionals and Advocates Who Support Equity and Access to Higher Education

CollegePrepRoundtable.org

The Philadelphia College Prep Roundtable seeks to strengthen a community of college access and success practitioners who believe in the potential of all individuals and help students navigate the path to and through higher education. We provide tools, resources and opportunities for discourse; support leadership development in the field; and seek to bridge the gap between policy, research and practice in the area of college access and completion.

As a support to the college prep community for 20 years, the Philadelphia College Prep Roundtable has taken a close look at what it means to advise someone for college as well as the implications of that advising on the outcome for students and families. It is with this understanding that we began to research nationally recognized standards of college counseling as well as our collective knowledge base to develop a set of standards around college advising to ensure that students, families, schools and PCPR affiliates are well-informed as they embark upon this ever-changing process. This act is more critical now than ever as the quickly-rising costs of a college education, as well as the necessity to obtain higher education in order to be a contender in today's job market hangs heavy over the heads of our young people. It is clear that our communities need our knowledge, best practices and collective resources during this time of high-stakes decisions. No matter your thoughts about education reform and trends in K-12 and higher education locally, state-wide or nationally, we are looking at an evolving shift in educational paradigms. Entering our 20th year as a grassroots network, it is important that we continue to advocate and work for those who aspire to college so that they can actualize their dreams of a college degree.

Reflecting on recent trends in research as well as the field, improving the opportunity to identify match/ fit for students applying to college, while also increasing opportunities for sustainable financial aid options, are the main points of discussion in education circles. Through the recognition and utilization of professional standards in our college admissions and counseling practices, there is a greater likelihood that we are able to ensure that students and families are being exposed to realistic higher education options and have the ability to make sound decisions on how to move forward with these options.

Core Values: What PCPR Believes and Values

- *Education:* All students have the ability and deserve to enroll and succeed in an accredited post-secondary environment. of their choice- be that a 2- or 4-year college or university, vocational program or certificate training program.
- *Collaboration:* PCPR brings together a diverse group of practitioners and participants. Not only do they serve their students and their respective programs, they work to share resources and expertise with other members to achieve their individual and institutional goals while affirming the mission of PCPR.
- *Regional:* The PCPR will champion, encourage and focus its work primarily on activities to assist local students in achieving their goal of attending, and completing, college.
- *Partnering:* The success of the PCPR depends on the support of local municipalities, scholarship programs and foundations, and colleges and universities. We seek and welcome these stakeholders as we pursue our mission.
- *Professionalism:* All PCPR members affirm and validate the three purposes set forth in the organization's mission: develop, represent, and support.

<u>Ethical Standards</u>

PCPR upholds the following tenets of professional responsibility and accountability
for practitioners on behalf of students seeking post-secondary options:

- Each student has the right to be respected, treated with dignity and have access to a comprehensive advising program that both advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each student has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each student has the right to privacy and thereby the right to expect the practitioner relationship to comply with all laws, policies and ethical standards pertaining to confidentiality.
- Each student has the right to feel safe in environments that practitioners help create, free from abuse, bullying, neglect, harassment or other forms of violence.

<u>Expectations of Good Practice</u>

All professionals engaging in college access and success work should have an
understanding of, as well as current professional development in, the arena of:

- College admissions process
- College selection and enrollment
- College assessment tests
- Financial aid
- High school and post-secondary academic support/resources
- Family engagement
- College and career exploration.

<u>Professional Development</u>

PCPR members and participants should:

- Understand that continued professional development is essential to staying current and accurate in all aspects of the college access and success continuum.
- Recognize the extent and boundaries of their knowledge, committing themselves to participating in professional training, educational conferences, and membership in other related professional associations.
- Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- Enhance personal self-awareness, professional effectiveness and ethical practice by regularly partaking of professional development. Effective practitioners will seek supervision when ethical or professional questions arise in their practice.