



**National
Postsecondary
Strategy
Institute**

Administrator Overview:
Understanding The School Counselor Framework
The ASCA National Counseling Model

Presenters:
Dr. Joyce Brown, Greg Darnieder, Kelly Sparks
July 23, 2018

Who We Are



CHICAGO



Joyce Brown

*Joyce V. Brown
Consulting Group*



Greg Darnieder

*College and Career
Strategic Directions*



Kelly Sparks

*Maple Grove
Objective*

Our Goal

To support schools districts to develop their internal capacity to help every student attain a successful postsecondary pathway—including 2- and 4-year college enrollment or a professional credential.

Theory of Action

1. District Postsecondary Framework
2. Data Strategy
3. School Counselor Engagement

Our Areas of Expertise

- **Needs Assessments**
- **Environmental Scans**
- **Goal Setting**
- **Action Plans**
- **Student-Focused Counseling Strategies**
- **Data Collection & Analysis**
- **ASCA Model Implementation**
- **Middle to High School Transition**

- **Counselor Time Analysis**
- **FAFSA Completion & Monitoring**
- **Advising with Individual Career & Academic Plans**
- **Monitoring Student & Program Outcomes**
(On- Track Graduation Monitoring; Graduation; Postsecondary & Workforce Readiness; Postsecondary Matriculation, Persistence & Completion)

Vision - All Means All

EQUITY
EQUALITY

Colorado High School
Graduation Rate



77%

Critical Postsecondary Indicators

- % of Students Participating In College Visits(by grade level)
- % of Students enrolling and earning college credit in dual Enrollment Courses
- % of Students Demonstrating AP Potential
- % of All Students Participating In Employment, Internship and Job Shadowing
- % of Students Participating In Employment and Internships
- 4th Grade Reading and Math Scores
- 9th Graders Passing Algebra
- ACT/SAT Registration Completions
- Attendance Rates
- College Applications Completed Per Senior
- College Enrollment Following High School
- College Persistence
- College Remediation Rates
- Percentage of Counselors Earning Advanced Degrees
- FAFSA Completion Rates
- High School Graduation Rates
- On-Track to Graduation Indicators (Middle Grades and HS)
- Postsecondary Completion Rates (2 year, 4 year, Industry Certifications)
- Rigorous Course Enrollment (Honors, AP, IB, Dual Enrollment, Cambridge)

OPENING CONVERSATION

Who Do You Have Working In Your Building?

1. Counselor
2. Guidance Counselor
3. School Counselor
4. Professional School Counselor
5. None of the Above

Objectives

1. Review the national college and career readiness landscape.
2. Review the current school counselor landscape and repurposed leadership vision.
3. Review components of the ASCA National School Counseling Model.

NATIONAL LANDSCAPE

National Perspective

All Students College and Career Ready

Schools and School Districts Must Prepare Every Student To Enter
The 21st Century Global Economy.

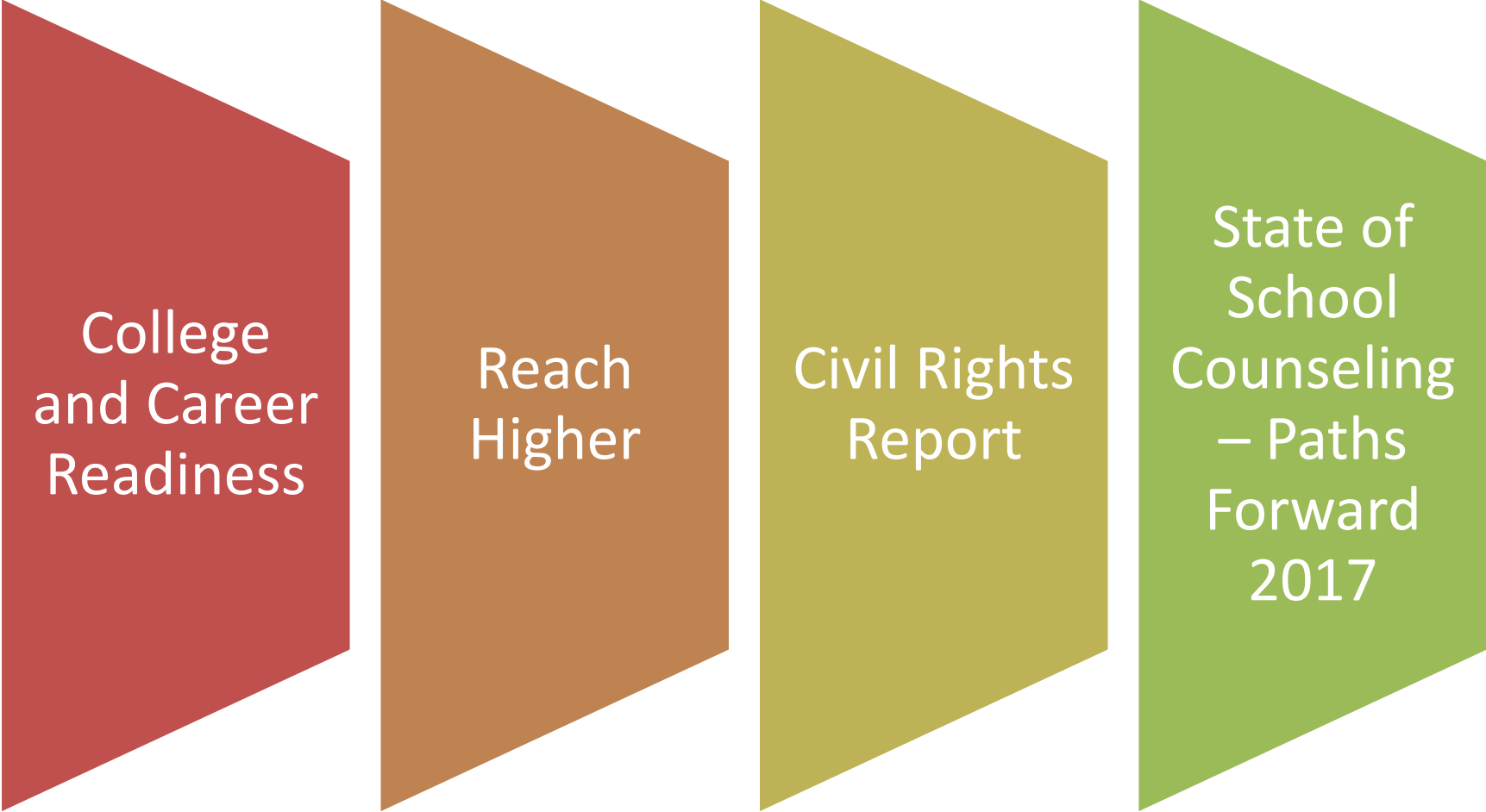
The New and The Next

Every person in every school community can help students — in elementary, middle and high school — develop the skills and aspirations that are critical to preparing for college and career.

The collaborative work of the school community is central to this work.

**School Counselor Data Driven
Leadership Engagement**

NATIONAL UPDATES



College
and Career
Readiness

Reach
Higher

Civil Rights
Report

State of
School
Counseling
– Paths
Forward
2017

Reach Higher – 4th Component

Support School Counselors

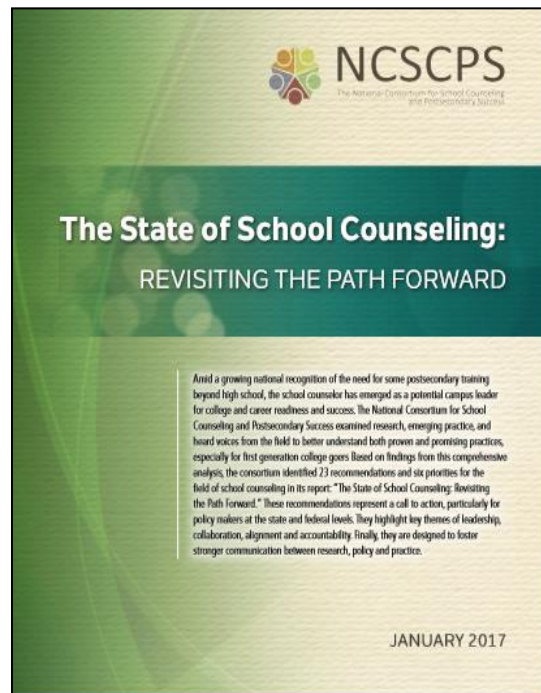
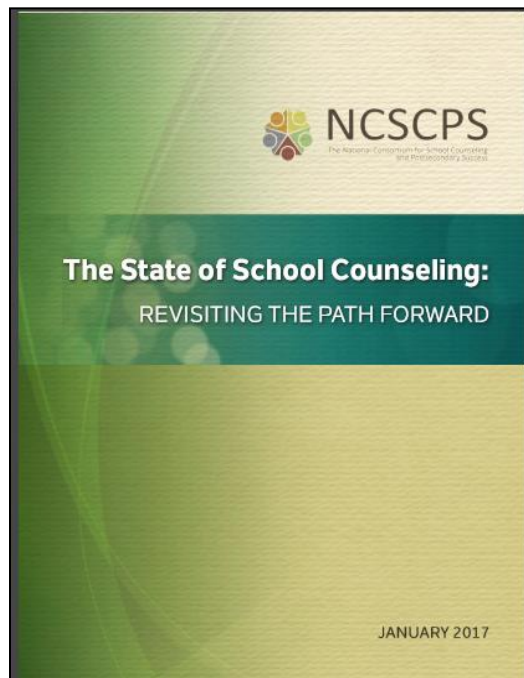
Expose More Students To College Opportunities

Understanding financial aid eligibility and encouraging academic planning and summer opportunities

Helping every student on their case load get to college.

The State Of School Counseling: Revisiting The Paths Forward - 2017

23
Recommendations
6
Priority Areas



THE STATE OF SCHOOL COUNSELING: REVISITING THE PATHS FORWARD		
Summary of Recommendations		
Across all the recommendations, the Consortium identified four cross-cutting themes of alignment, collaboration, accountability, and leadership . Out of an initial list of 23 recommendations drawn from the research findings (and included in the appendix), it identified its top six priorities categorized by policy, practice, credentialing or research.		
CHANGE LEVER	TOPIC	RECOMMENDATION
Policy	Training/ Evaluation	1 Create, operationalize, launch, and disseminate a set of College and Career Readiness Competencies drawn from existing College and Career Readiness research and literature, that defines the observable and measurable knowledge, skills, abilities and attitudes of school counselors, college advisors, community agencies and higher education and training providers to effectively implement college and career readiness activities for underserved communities. These competencies will be inclusive of various skill sets and disciplines (e.g., family engagement, early college awareness, transition into and out of high school, summer math support, developmental readiness, and cultural competencies).
Practice	Framework	2 Create collaborative networks including school counselors, school building administrators and other school-based leaders to coordinate the work of community-based, external partners (e.g., college access professionals) with school-based professionals. The goal of these networks will be to provide strong college and career readiness supports for students and their families within and outside of the school setting.
Practice	Metrics	3 Align new College and Career Readiness Competencies with student outcome metrics that can be readily adopted, tailored, and implemented by school counselors and college access partners in states, districts and schools.
Research	National Center	4 Launch the National Research Center, building foundations and sponsored research hubs, charged with identifying effective school counseling and college access models and practices that drive successful postsecondary outcomes and economic mobility, specifically within underserved student populations. The Center will disseminate new knowledge and discovery of College and Career Readiness models while simultaneously connecting new knowledge to policy formation. Focus of the Center will be to ensure the effectiveness of the proposed competencies.
Research	Professional Development	5 Evaluate effectiveness of College and Career Readiness professional development for school counselors and other college advising professionals as the competencies are instituted and integrated by professional development models.
Credentialing	School Counselor Preparation	6 Collaborate with and continuously communicate with accrediting, licensing and state authorization agencies to ensure that College and Career Readiness Competencies (i.e., knowledge and skills) are aligned and integrated within state and local requirements for the practice of school counseling.

THE KRISCI FOUNDATION leading for this report provided by George Foundation, a \$1.6 billion private, national foundation that works to expand opportunities to America's cities through entrepreneurial and social investing in arts and culture, education, environment, health, human services, and community development in Detroit. In 2015, the Board of Investors approved 3.0 years totaling \$125.7 million, and one social investment commitment totaling \$30.7 million. For more information, visit kriscifund.org

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School Counseling Landscape

What We Know – Current Research

School Counselors Are Rapidly Emerging As Campus Leaders To Help Students, Identify And Take Steps To Plan Their Postsecondary Pathway.

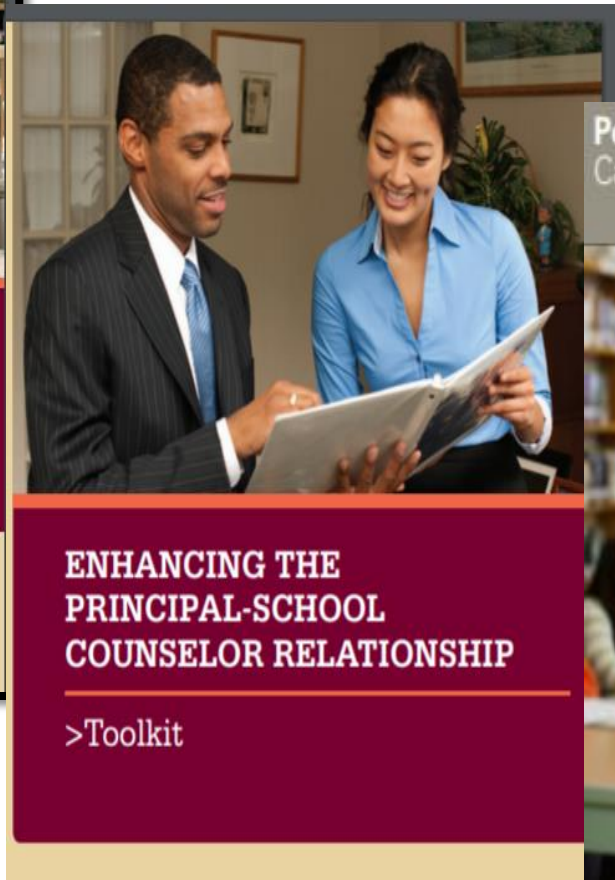
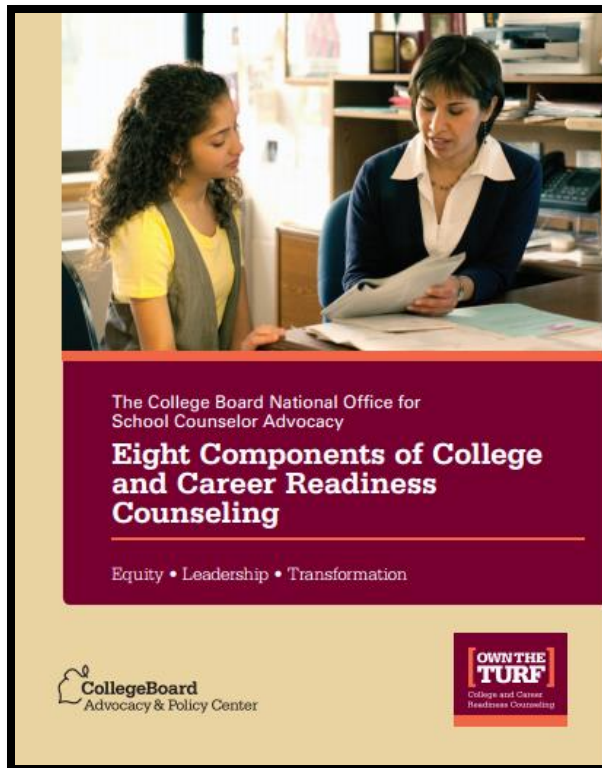


National School Counselor Landscape

College and Career Readiness Alignment



Relevant Research



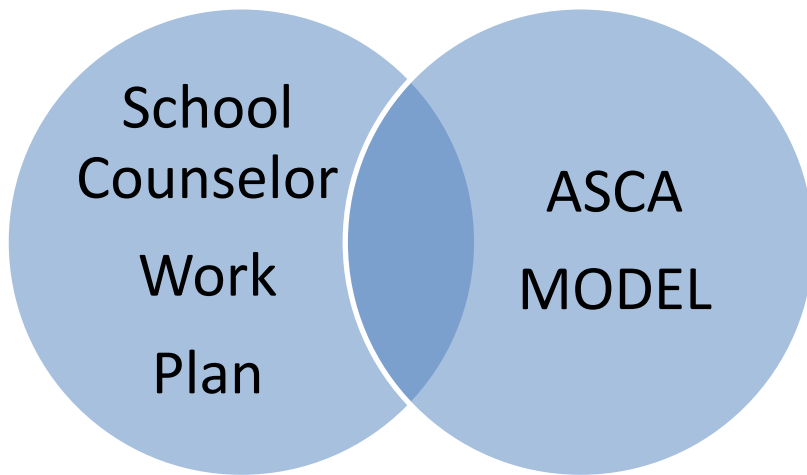
The American School Counselor Association (ASCA) Model

A Framework For School Counseling Programs

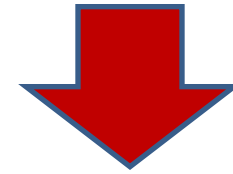
ASCA Pre-Test

1. In what year was the ASCA Model developed?
2. What are the four components?
3. What are the four themes?
4. What is the goal of the model?

EVIDENCE OF COUNSELOR LEADERSHIP



Essential Component



Principal/Counselor
Agreement

QUESTION

QUICK WRITE

What do your counselors do?

List Evidence/Accountability Measures?

Colorado School Counselor Corps Grant

GOAL

Increase the availability of effective school based counseling within secondary schools

Measureable Outcomes

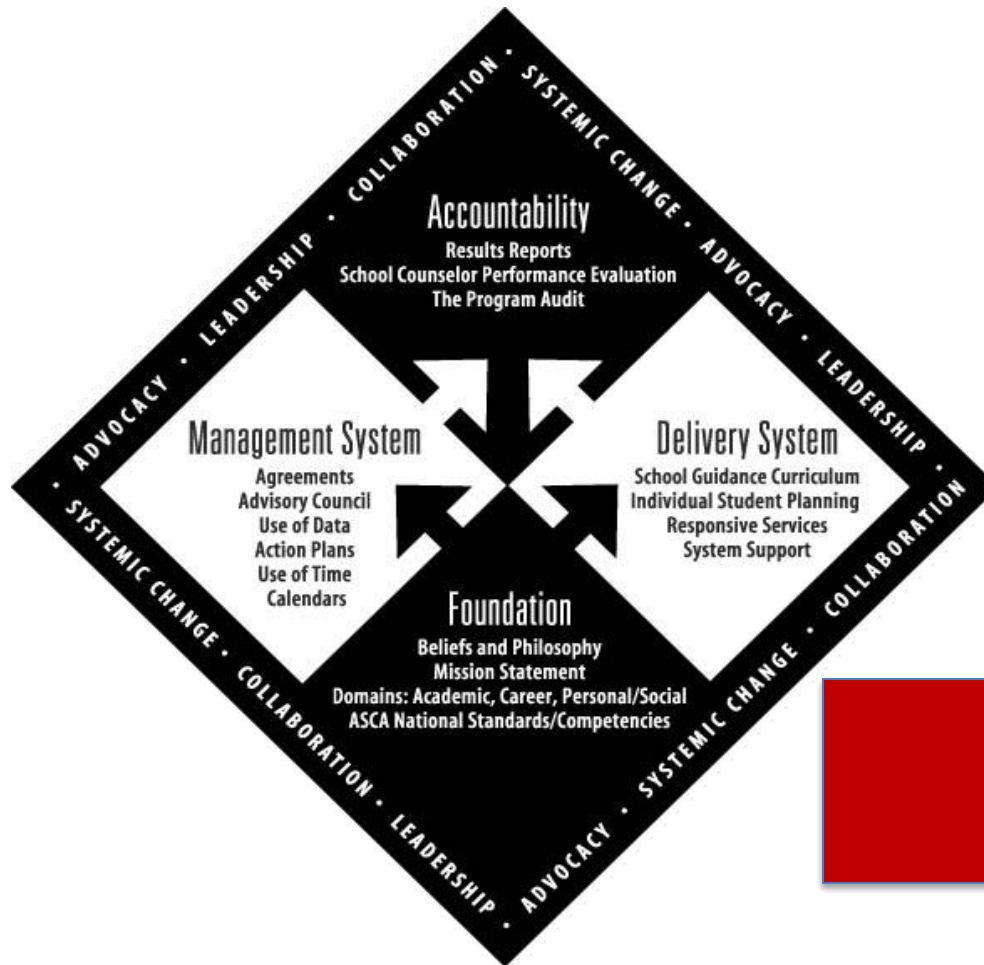
1. Graduation Rate
2. Prepared For CCR
3. Apply For CCR
4. Persist Into Postsecondary Pathways

ASCA National Counseling Model

An Evidence Based School Counselor Work Plan

Organizing To Save ALL Students

Leadership, Collaboration, Advocacy, Systemic Change



Which Is
Most
Important

REACH ALL STUDENTS!

ASCA National Counseling Model

Key Knowledge Areas

- **Mission Statement**
- Vision Statement
- Smart Goals
- Annual Agreement
- Action Plans
- Lesson Plans
- Guidance Curriculum
- Counseling Department Organization/Responsibilities
- Evidence Counselor/Principal Collaboration

Do You KNOW THIS
Language?

Component 1

FOUNDATION

Beliefs and Philosophies To Guide The School Counseling Program

Mission /Vision (Program Purpose – Academic, Personal/Social, Career) Standards, Competencies

FOUNDATION

Establishes The Focus Of The School Counselor Program

Establishes Program Focus:

School counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a **vision statement** defining what the future will look like in terms of student outcomes.

In addition, school counselors create **a mission statement** aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

INCLUDES:

Student Standards

Professional Competencies:



A set of beliefs that motivates school counselor program development.

Shares the vision of school counselors to the public.

Statement of professional conduct

Component 2

DELIVERY

4 Components

Counseling Curriculum, Individual Planning, Responsive Services, System Support

DELIVERY

ASCA National Model: Delivery

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations

Component 3



MANAGEMENT

MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities

Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students

Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished

Advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results

Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready

Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

Component 4



ACCOUNTABILITY

ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling **program data** to determine how students are different as a result of the school counseling program.

School counselors **use data** to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students.

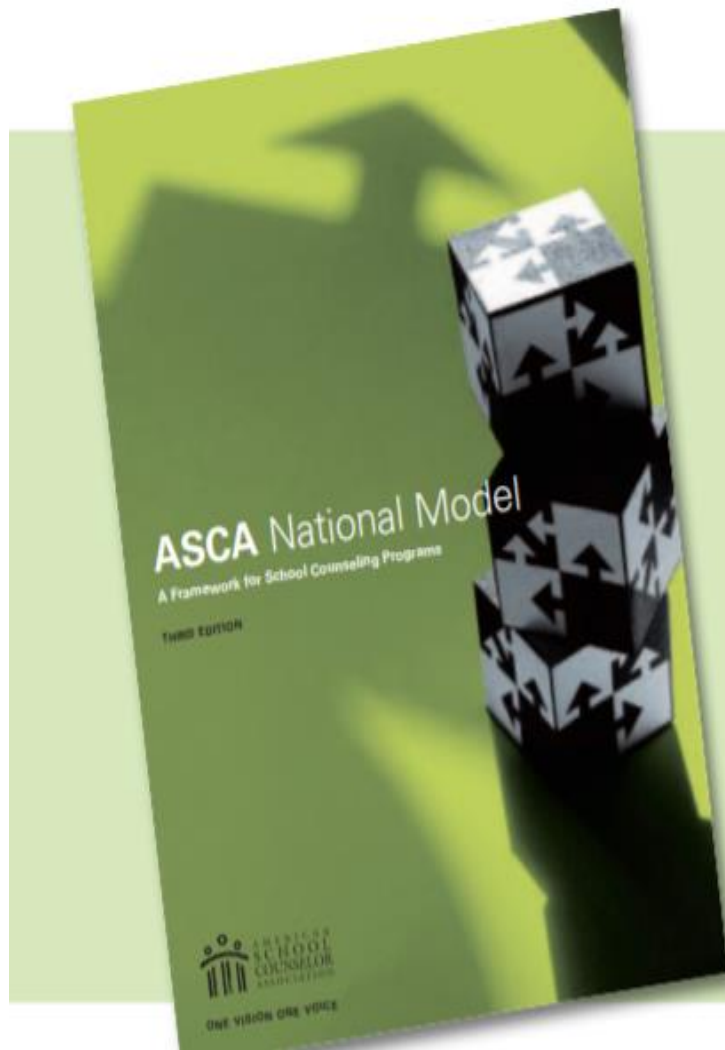
The performance of the school counselor is evaluated on basic standards of practice expected of school **counselors implementing a comprehensive school counseling program.**

Principal Looks

Vision/Mission Statement
Counselor Master Calendar
Advisory Council
Guidance Curriculum To Reach ALL
3 Goals Based On Data
Results Reports
Delivery Framework
Student On-Track Monitoring
Principal/Counselor Annual Agreement

ASCA National Model

A Framework For School Counselors



ORDERING INFORMATION

“The ASCA National Model: A Framework for School Counseling Programs (third edition)” is \$34.95 for ASCA members or \$44.95 for nonmembers. Bulk pricing of \$29.95 is available for 10 copies or more. Order no. 289325.

Order online at www.schoolcounselor.org/bookstore or by calling (800) 401-2404

How NPSI Can Support ASCA Implementation

3 Key Strategy Areas

Counselor
Specific CCR PD

ASCA MODEL
Data Driven
Counseling
Implementation

School
Counselor
Leadership

Reflection

Do you have a central office counselor position?
Do you have targeted CCR School Counselor PD?
Do principals and counselors work as a leadership unit?

SCHOOL COUNSELOR SUPPORT STRATEGIES

Advancing School and District Accountability Metrics



DATA and RESEARCH

School Counselor Data Indicators

Course Pass/Failure Rate

Retention Rates

Attendance Rates

**Suspension/Discipline
Rates**

Special Ed Placement

College Enrollment

Standardized Test Scores

PSAT Participation

FAFSA Completion

Graduation Rates

Scholarships Awarded

Freshman Pass/Fail Rates

Drop Out Rates

Learning Plans

Extracurricular Involvement

Parent Involvement

Course Taking Patterns

AP Enrollment

On Track Graduation Rates

**College and Career Readiness Indicators
Counselors Track Of These Metrics!**

Contact Information

Joyce V. Brown

dr.joyce.brown@gmail.com

(773) 746-7454

Greg Darnieder

gmdarn@yahoo.com

(202) 277-0877

Kelly Sparks

ksparks@maplegroveobjective.org

(773) 505-8834

Gregory M. Darnieder

Senior Advisor to the Secretary on the College Access Initiative

Greg began his career in education as a middle grades teacher in St. Louis and Riverdale MD. He has a BA in Sociology, a K-8 teaching certificate from St. Louis University and a MA in Christian Education from Wheaton College. He worked for 15 years as the executive director of youth development and college access organizations in Chicago's Cabrini Green Housing Development. Beginning in 1993, he oversaw the Steans Family Foundation's community focused philanthropic efforts in Chicago's North Lawndale community including early childhood, education, organizational development and affordable housing. He has served in leadership roles for several foundations and on over twenty non-profit organization boards.

In 2003 Greg established the Department of Postsecondary Education and Student Development (DPSED) at Chicago Public Schools (CPS), designing and implementing an assortment of postsecondary, academic, financial, and social support programs and building university, corporate and civic partnerships to enhance college access. In 2008 he was named the director of the Department of College and Career Preparation (DCCP) for CPS, a newly formed department that consists of the DPSED and the Department of Career and Technical Education. He was also recognized as Executive of the Year in the City of Chicago in 2008.

In 2009, Secretary of Education, Arne Duncan, named Greg Senior Advisor to the Secretary on the College Access Initiative at the U.S. Department of Education, where he served as a leading voice on the President's 2020 Goal. He also represented the Department of ED on the First Lady's Reach Higher Initiative.

In 2016 he returned to Chicago where he serves as senior advisor at the Steans Family Foundation to its comprehensive community investment strategies in the North Lawndale community. In addition, he established College and Career Strategic Directions, LLC providing consulting services across the country to school districts, foundations, and non-profits focused on college and career strategies.

His youth work for fifteen years in the former Cabrini-Green Housing Development has been captured in 'You Can't Be What You Can't See – the Extraordinary Power of Opportunity to Change Young Lives'. Milbrey McLaughlin, lead author recently commented, 'that unconditionally positive accounts such as CYCLE are extremely rare in social science.'

Greg has two children, a step-daughter and four grandchildren.

Dr. Joyce V. Brown

Joyce V. Brown Consulting Group

Dr. Joyce V. Brown is a school counselor leader with professional service in the areas of school counseling, student support initiatives, and curriculum development. Serving within the 3rd largest district in the United States, Chicago Public Schools, she has been a teacher, counselor and district director of school counselors. She possesses strong communication skills, proven administrative capability and a consistent record of achieving system-wide goals and objectives. She spent her entire school level career serving at Kenwood Academy, an urban public high school of 1800 students, as a teacher, counselor, Small Learning Communities Lead, AVID (Advancement Via Individual Determination) Coordinator, and School Counselor Department Chair. In these capacities, Dr. Brown developed numerous programs focused on student leadership, student development and engagement.

In 2004, she advanced to the central office administration as District Director of Secondary School Counselors within the newly formed Department of Postsecondary Education and Student Development. Under the direction of Superintendent, Arne Duncan, former United States Secretary of Education and Greg Darnieder, former Senior Advisor to the Secretary on College Access Initiatives, she designed and led a professional development initiative to repurpose the work roles of 400 high school counselors, as a data-driven strategy to increase college and career readiness. In 2005, the Illinois School Counselor Association (ISCA) recognized her efforts as the most outstanding counseling program in the state. She also helped found the Chicago Public Schools/Counselor Educator Group, designed to create an intentional collaboration designed to align school counselor training with on-the-ground counselor practice.

Dr. Brown's research interest centers around transition practices between grades 8 and 9, with a special focus on personalization and relationship building to support student achievement and decrease dropout rates, during 9th grade high school entry. She has created a 12 Touch High School Transition Model© and was at the forefront of designing, leading and implementing *Freshman Connection*, a Chicago Public Schools four-week summer transition program for 31,500 eighth grade students. Her article, *Save The Freshmen*, appears in the November 2010 issue of the Association of Career and Technical Education (ACTE) Techniques Magazine. Retiring in 2008, she has served as a national consultant to the United State Department of Education FAFSA Tracking Initiative, and supported the implementation of FAFSA tracking strategies across 100 school districts across, College Board, National Office of School Counselor Advocacy (NOSCA), Education Trust and as a Chicago Public Schools Transformation consultant. Currently, she is the president of Joyce V. Brown Consulting Group LLC, an organization providing educational consulting and data driven postsecondary leadership training to schools and school districts across the nation.

Dr. Brown is a national board certified counselor (NBCT) and a nationally recognized school counseling expert. In 2013, she was an invited participant at a White House listening session on school counseling and college advising. In July 2014, she was a featured panelist, speaking on School Counselor Research and Best Practices at the White House Convening on President Barack Obama's "College Opportunity Agenda", *Strengthening School Counseling and College Advising*, at Harvard University and served as a co-organizer at a White House Convening at University of North Florida. She was also a panel moderator for the *President's College Opportunity Summit*, December 2014. As a founding member of the *National Consortium for School Counseling and Postsecondary Success* (NCSCPS), she provides consultative services to former First Lady Michelle Obama's REACH HIGHER Initiative.

Kelly Sparks

Maple Grove Objective

Kelly Sparks is chief executive officer of Maple Grove Objective, which helps organizations strategically use data to improve outcomes for youth and communities. She has 20 years of experience in the education field and is a national expert and innovator in data strategy.

Previously, she held the position of principal researcher at American Institutes for Research (AIR) where she led the college- and career-readiness group and served as the director of the National Charter School Resource Center. As principal researcher, Sparks was responsible for all aspects of evaluation design and oversight of large-scale evaluation projects.

Prior to her work at AIR, Sparks was the research director at CPS responsible for tracking the postsecondary outcomes of students and analyzing the data to increase understanding of the levers that impact postsecondary success. Her research and data team developed innovative approaches to connect school and central office administrators with actionable data to target their efforts and improve their outcomes.