Before We Begin

- Please sit with your team.

- Scan the QR Code on the table to sign-in for attendance.

- Slides are available on the **Grant Training website**.

Housekeeping

- Wifi Password:
- **Today's Materials:**
  - Agenda
  - Notes Catcher
- Parking lot
- Restrooms
- Get up, move, take care of yourself

Meet Your CDE Grant Support

Jennicca Mabe

School Counseling Specialist

Mabe_j@cde.state.co.us

Brooke Morgan

School Counseling Specialist

Morgan_b@cde.state.co.us

Gloria Kochan

Grants Fiscal Analyst

Kochan_g@cde.state.co.us

Today's Objectives

By the end of this session, grantees will:

✓ Increase knowledge of the School Counselor Corps Grant (SCCG) and American School Counselor Association National Model.

✓ Begin writing a school counseling program mission and vision statement.

✓ Increase knowledge and confidence in collecting school data to inform comprehensive school counseling programming.

What is one goal you have for the day?

SCCG Team and Responsibilities

School Counselors

- Attend trainings in-person and virtually

- Drive programming and reflection of SCCG

- Create and monitor SMART goals

- Deliver interventions and programming

- Collaborate with team for alignment and sustainability

School Administrators

- Attend trainings in-person and virtually.

- Collaborate with school counselor for programming, alignment, and sustainability

District Leaders

- Attend trainings in-person and virtually

- Collaborate with school counselors, administrators, and fiscal contacts

- Support alignment across schools

- Sustainability plans

CDE Support

- Address statutory requirements

- Support, management, and technical assistance

- Statewide trainings and professional development

- Comprehensive school counseling implementation and advocacy

- Evaluating and reflecting

Cohort 14

Jennicca Supports

- Academy 20
- Big Sandy 100J
- Branson Reorganized 82
- Cotopaxi RE-3
- CSI-Colorado Early Colleges
- Elizabeth School District
- Pueblo County 70
- Rocky Ford R-2
- Sheridan 2

Brooke Supports

- Clear Creek RE-1
- Fort Morgan Re-3
- Fountain 8
- Garfield Re-2
- Greeley 6
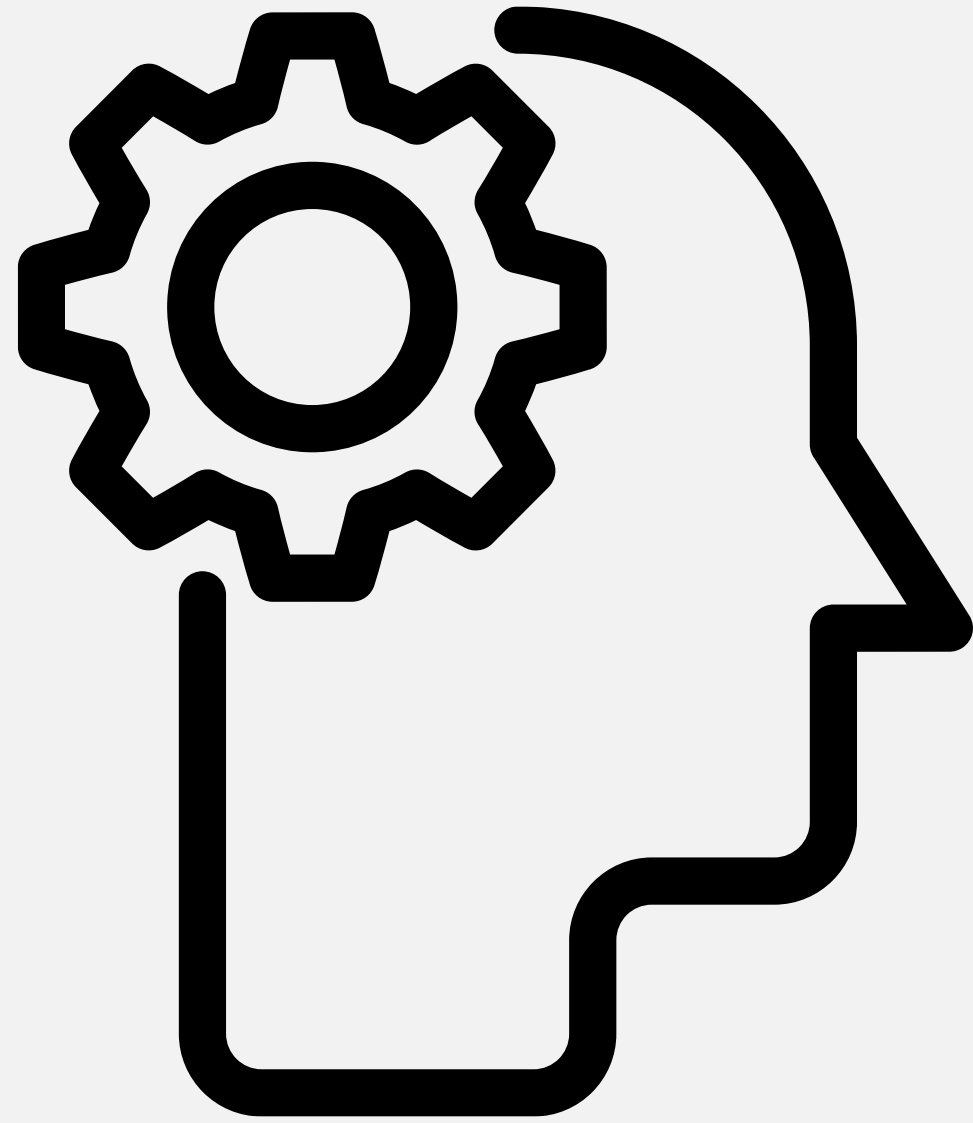- Idalia RJ-3
- Limon RE-4J
- Summit RE-1
- West Grand 1-JT

Julie Hendrickson & Anthony Martinez

Reflection

- Why did your school apply for SCCG?

- How will SCCG support your specific role?

- Where do you want to be in four years?

- How can SCCG help you get there?

Direction: Statute 🧭

Colorado Revised Statute 22-91-101

🎓 **(1)(k) Reducing the student-to-counselor ratio** in Colorado's public schools is a positive move toward achieving the goals of **closing the achievement gap, decreasing the dropout rate, and increasing the number of students who matriculate** into postsecondary education without the need for remediation.

♥ **(2)** The general assembly concludes, therefore, that it is in the **best interests of the students** in the state to encourage and support school districts, boards of cooperative services, and charter schools in **increasing the number of school counselors available** in middle, junior high, and high schools and **improving the level of school counseling services provided** to students by enacting the school counselor corps grant program.

Direction: Statute Continued 🧭

Colorado Revised Statute 22-91-103

- (1) (a) Increase the availability of effective school counseling to help:
  - (I) Increase the graduation rate
  - (II)Increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education; and
- (b) Support work-based learning awareness, education, and opportunities

SCCG Mission and Vision

SCCG Program Vision Statement:

- Each Colorado Local Education Provider will have the awareness and access to apply for the School Counselor Corps Grant Program and **enhance the implementation of comprehensive and sustainable school counseling programs.**

SCCG Program Mission Statement:

- **The School Counselor Corps Grant Program will support sustainable comprehensive school counseling programs through training, technical support, and assistance to SCCGP grantees** according to C.R.S. 22-91-101 through 105.

Direction: Role of the School Counselor

- <u>Know</u> the role of a school counselor
- <u>Support</u> the role of the school counselor
- <u>Sustain</u> the role of the school counselor through data

Building Community

- Write your **name**, **school**, and **town or city** on your sticky note.

- In your group come up with a fun fact about your area or school and write it on your sticky note.

Jennicca Mabe
Colo Dep of Ed
Palmer Lake, CO

Each year, Palmer Lake lights a 500ft star on Sundance Mountain every night between Thanksgiving and New Years.
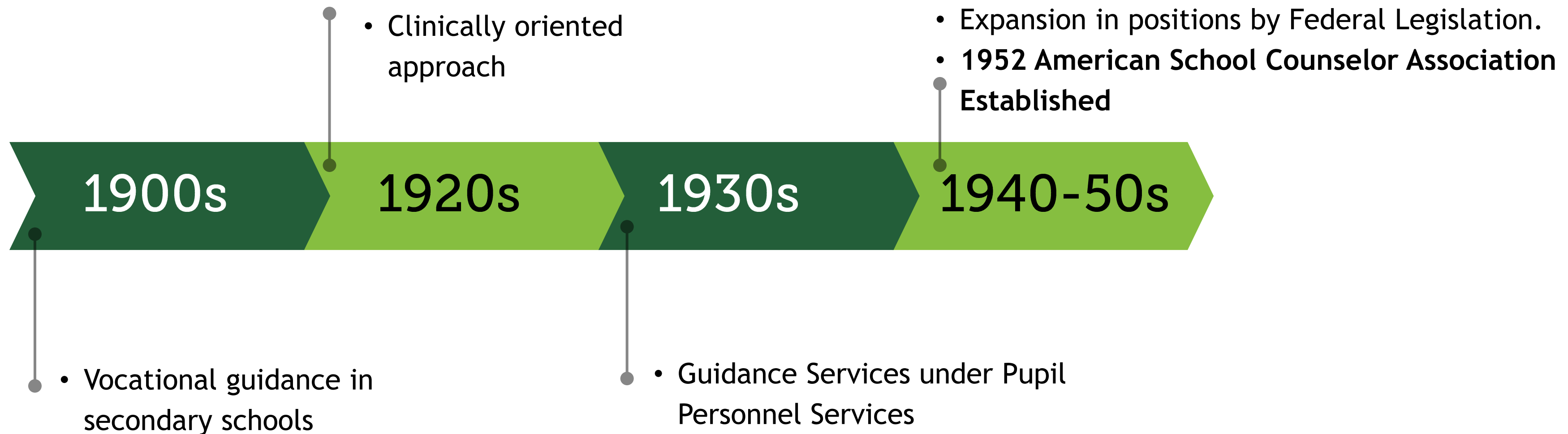
Building Community Continued

- Go find other people with the **same color** sticky note.

- Please introduce yourself and **share your facts** with your new group.

Brooke Morgan
Colorado Department of Education
Colorado Springs, CO

It has been said that Colorado Springs has over 300 days of sunshine in a year. It is a great place to be outdoors and enjoy the beautiful fourteener (Pikes Peak) right out the front door.
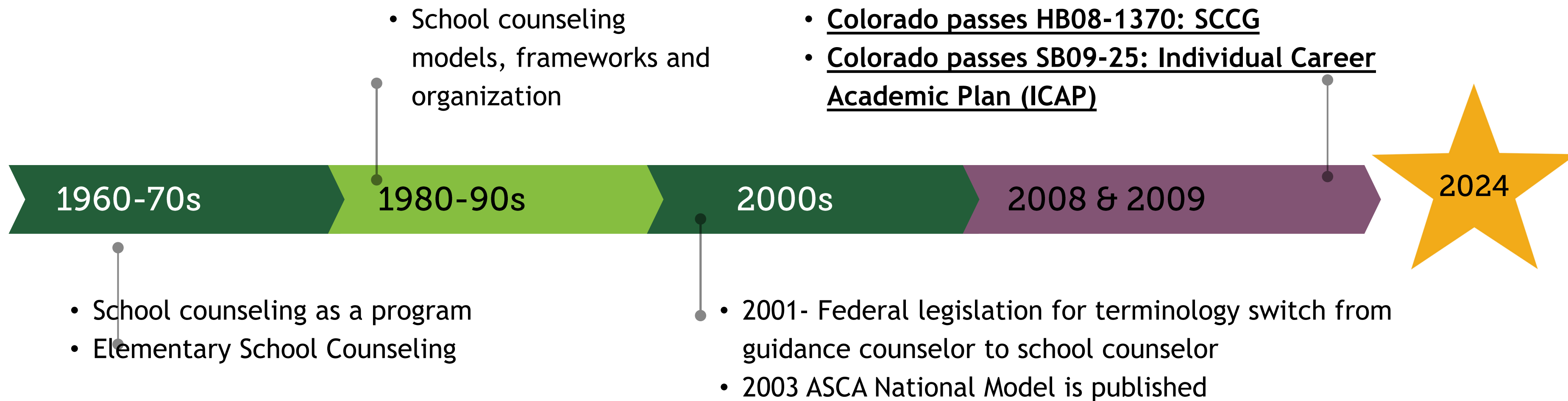
School Counseling, ASCA, and Colorado

- Clinically oriented approach

- Expansion in positions by Federal Legislation.
- **1952 American School Counselor Association Established**

1900s → **1920s** → **1930s** → **1940-50s**

- Vocational guidance in secondary schools

- Guidance Services under Pupil Personnel Services

Adapted from material in Gysbers, N. C. (2010), Remembering the Past, Shaping the Future: A History of School Counseling. Alexandria, VA: American School Counselor Association. (Gysbers, 2010)

School Counseling, ASCA, and CO Continued

- School counseling models, frameworks and organization

- **Colorado passes HB08-1370: SCCG**
- **Colorado passes SB09-25: Individual Career Academic Plan (ICAP)**

1960-70s	1980-90s	2000s	2008 & 2009	2024

- School counseling as a program
- Elementary School Counseling

- 2001- Federal legislation for terminology switch from guidance counselor to school counselor
- 2003 ASCA National Model is published

Adapted from material in Gysbers, N. C. (2010), Remembering the Past, Shaping the Future: A History of School Counseling. Alexandria, VA: American School Counselor Association. (Gysbers, 2010)

ASCA National Model

**Leadership   Advocacy   Collaboration   Systemic Change**

"School counselors deliver school counseling programs that enhance student growth in three domain areas: **academic, career, and social/emotional development.** As a part of that program, school counselors implement strategies and activities to help **all students** enhance their academic development – the mindsets and behaviors students need to maximize their ability to learn - while recognizing that **growth in all three domains is necessary** for students to be successful now and later in life."

(American School Counselor Association (ASCA), 2023, para.1)

The Role of a School Counselor- ASCA

American School Counselor Association (ASCA)
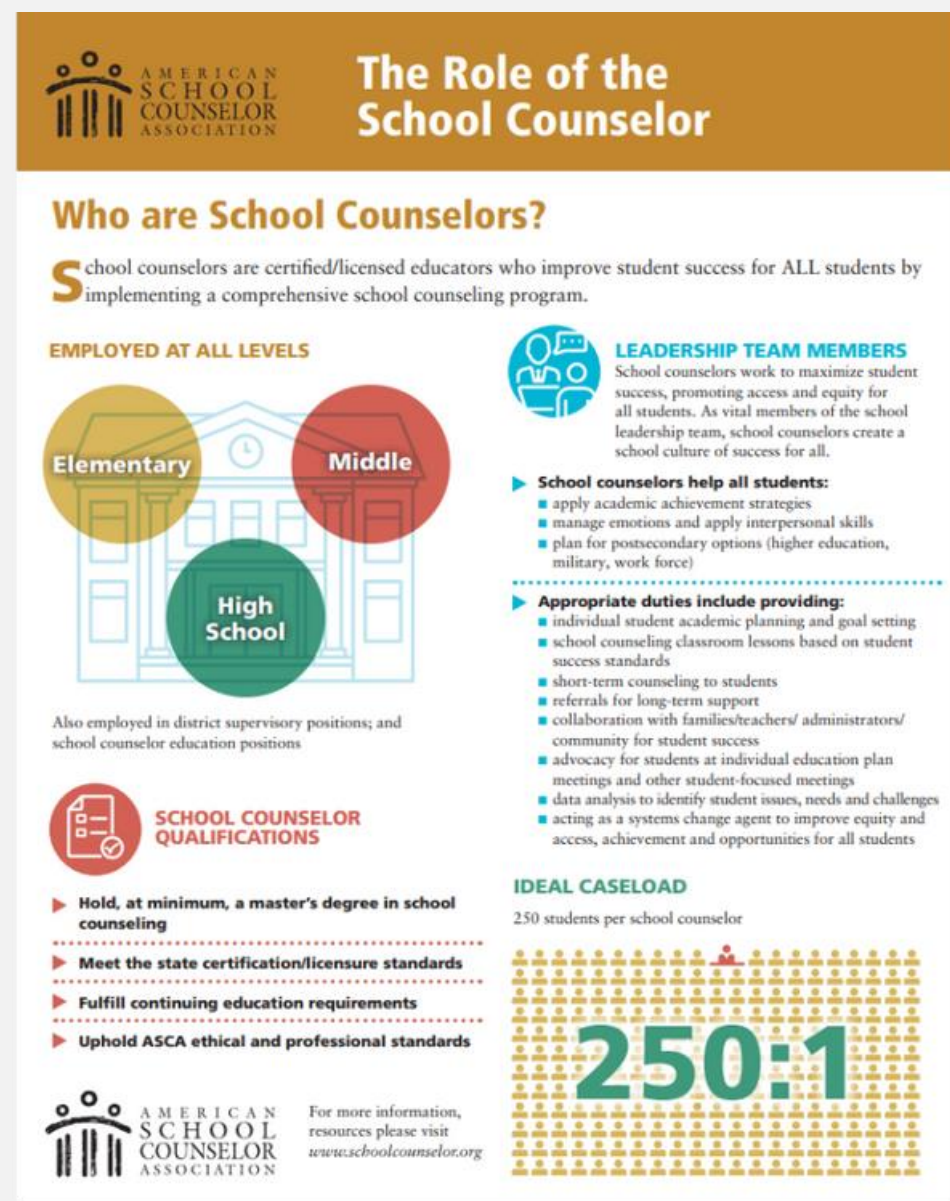
(ASCA, 2023)

- ASCA School Counselor Professional Standards (ASCA, 2019c)

- ASCA Ethical Standards (ASCA, 2022)

- ASCA Appropriate Use of School Counselor (ASCA, n.d.)

- Learn more by visiting ASCA's School Counselor Roles and Ratios website (ASCA, 2024a)

The Role of a School Counselor- CDE

CRS 22-91-102

- (6) "School counselor" means a person who holds a special services provider license with a school counselor endorsement issued pursuant to article 60.5 of this title 22 or who is otherwise endorsed or accredited by a national association to provide school counseling services. "School counselor" includes a person who holds a special services intern authorization pursuant to section 22-60.5-111 (3)."

CDE Licensing

- Master's Degree or higher in School Counseling as defined by accreditation by the Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- Minimum of 100 clock hour practicum
- Minimum of 600 clock hour internship, with multiple grade levels of students under the supervision of a licensed school counselor

Admin and School Counselor Relationship

- Implementation

- Resources

- Understanding

- Alignment

- Priorities

- Support

- Advocacy

- Culture

- Collaboration

- Decision Makers

School Counselors

Administrators (district & school)

Collaboration
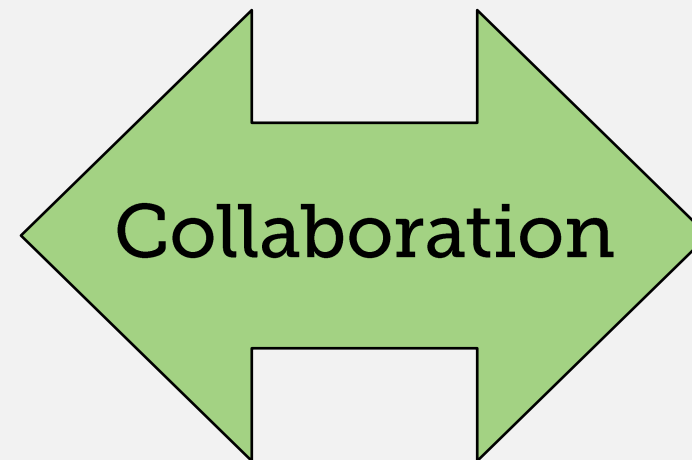
Break

How SCCG Aligns with ASCA

Development Year Process

- **Step 1: Foundation to School Counseling- Build SCCG team & develop vision & mission.**

- **Step 2: Intentional Data Review- Collect and analyze data to choose focus areas.**

- Step 3: Data and Needs Assessment- needs assessment based on focus areas

- Step 4: Needs and Goals- Identify needs and write SMART goals

- Step 5: Root Cause and Interventions- Determine root cause(s) for interventions.

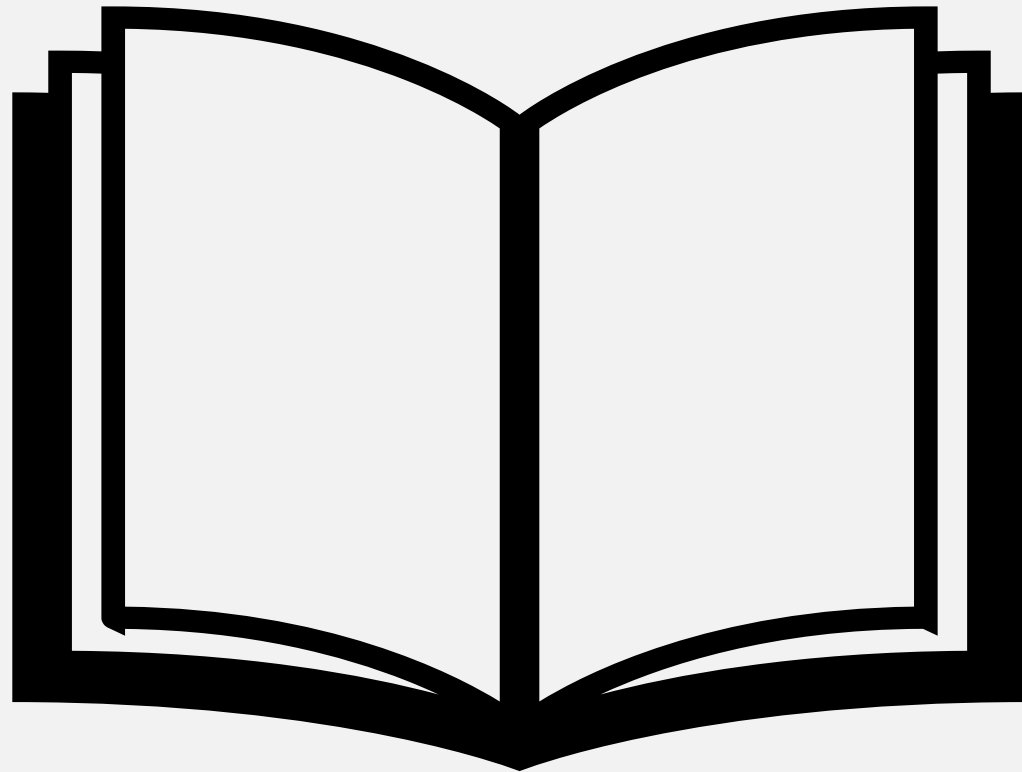- Step 6: Reporting and Planning- Report SCCG School Counseling Program results

Beginning the Vision and Mission Statements

Open the ASCA National Model (4th ed.) to page 29.

3-2-1 Activity:

- Name 3 personal beliefs

- Name 2 SCCG beliefs

- Name 1 aligning school counseling belief

Vision Statements

Open the ASCA National Model (4th ed.) to page 30.

- Illustrate a future picture of success for ALL students
  - What will academic, career, and social/emotional success of students look like?
  - Future oriented (5-15 years, after graduation)
- Dream Big- what student outcomes will be achieved?
- Drives the school counseling programming
- Align with district vision

(ASCA, 2019a)

School Counseling Vision Statements

Examples:

- "The vision of Wiggins RE-50J School District Counseling Program is for all students to depart empowered with the knowledge and skills necessary to achieve academic, social-emotional, and career success, and to reach their fullest potential as respectful, responsible citizens."
    - **Wiggins Primary School in Wiggins RE-50(J)**

- "The Weld Central High School Counseling Department envisions a future where students are inspired, prepared, and empowered to achieve their academic and professional dreams. We strive to foster a culture of lifelong learning, resilience, and adaptability, guiding students toward fulfilling careers and higher education opportunities. Our vision is to be a catalyst for student's personal and professional growth, equipping them with the knowledge, skills, and confidence to thrive in an ever-evolving global landscape."
    - **Weld Central High School in Weld County School District RE-3J**

Writing the Vision Statement

Brainstorm and Create a List
What do you hope students will achieve, do, and/or be in 15 years because of the school counseling program?

Align
What are key words/themes in the school and district vision? How can they be incorporated?

Develop Statement
Combine future statements and aligning language to create a statement of the future world where student outcomes are successfully achieved.

Communicate
Share the vision statement with students, staff, families, the community, stakeholders, etc.

(ASCA, 2019a)

Mission Statements

Open the ASCA National Model (4th ed.) to page 31.

- Focus, direction, purpose
  - Explains how the school counseling program will achieve the vision
  - What does the school counseling program do?

- Ensures equity and access for all students

- Align
  - With school and district mission statements
  - Appropriate school counselor role
- Keep it simple
  - Clear and concise language

(ASCA, 2019a)

School Counseling Mission Statements

Examples:

- "At Stevens, the school counseling program supports all students to be welcomed in an environment where they feel safe and a sense of belonging. All students will have equitable access to social emotional learning and support and will understand their strengths and skills to help them succeed personally and academically."
  - **Stevens Elementary School in Jefferson County Public Schools**

Writing the Mission Statement

Address Student Needs
Emphasize equity, access, and all students

Brainstorm and Create a list
What is the most important work of the school counseling program? Include important roles of the school counselor.

Align
What are key words/themes in the school and district mission? How can they be incorporated?

Develop Statement
Combine future statements and aligning language to create a statement of the future world where student outcomes are successfully achieved.

Communicate
Share the mission statement with students, staff, families, the community, stakeholders, etc.

(ASCA, 2019a)

Vision and Mission Statements

Align with your school and district BUT be specific to the school site.

Review and update as needed.

Vision

- Focus on students and their outcomes
- Future oriented
- Descriptive and optimistic
- Focus on the three domains of school counseling (academic, career, and social/emotional)
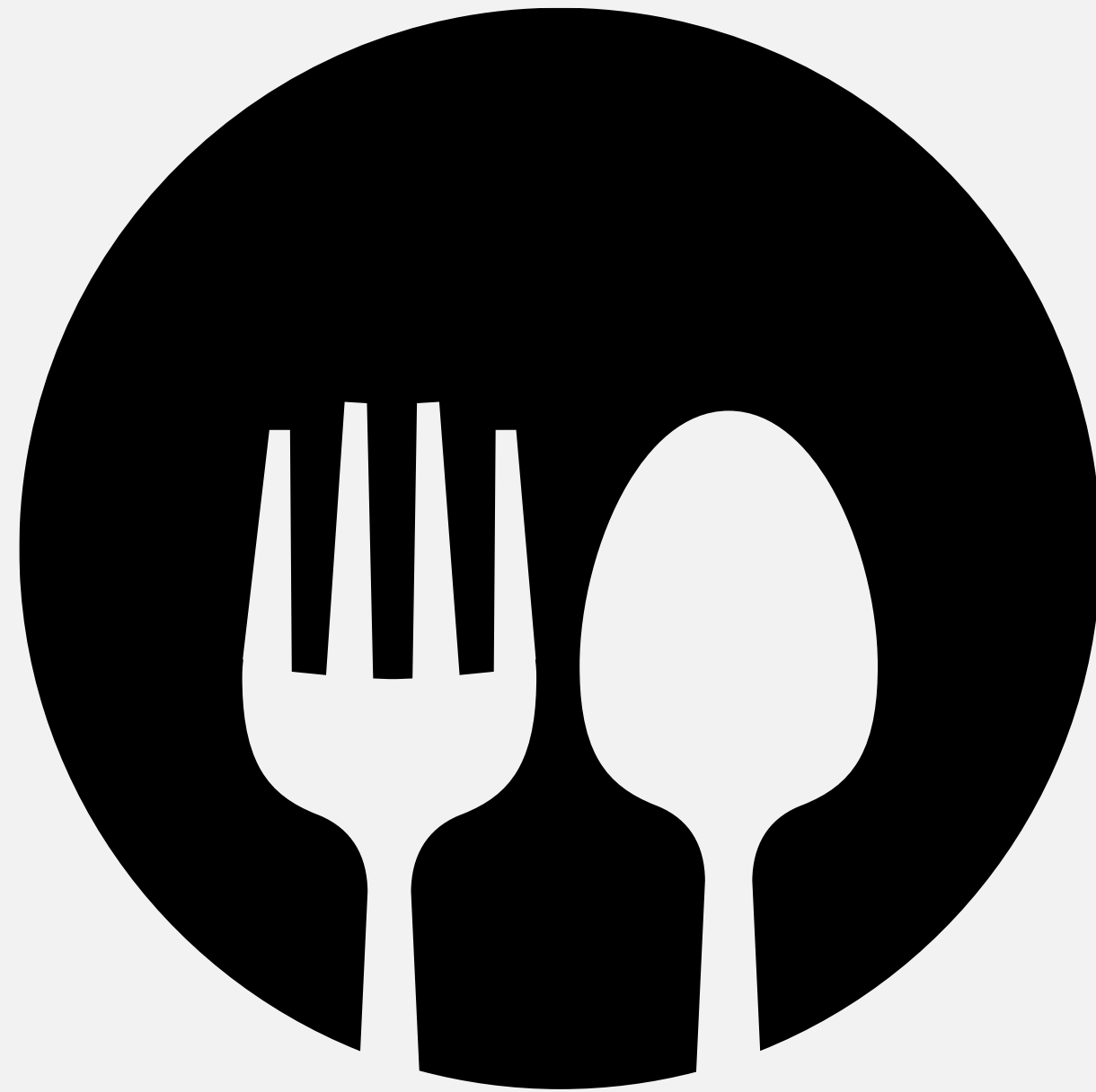- Use active voice and the present tense

Mission

- Focus for school counseling program
- Long-term
- Incorporate school counselor as advocate
- Equity and access
- Use active voice

(ASCA, 2019 a and b)

Lunch 11:00 AM to 12:20 PM

Please be back and prepared to begin at 12:20 PM.

Colorado School Counselor Association (CSCA)
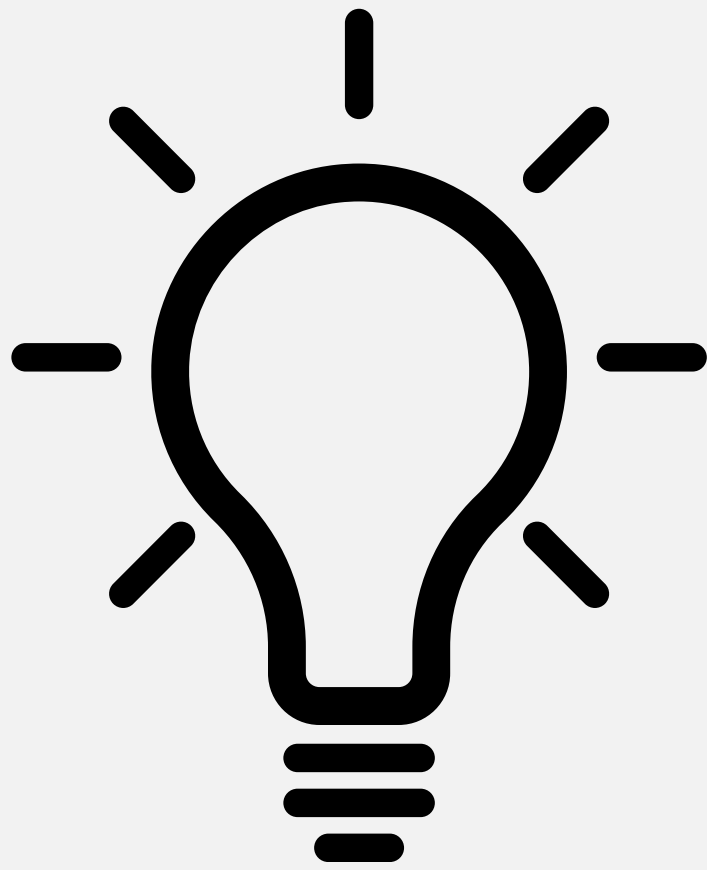
Katie Brown

- SCCG grantee
- CSCA Director

Matthew McClain

- SCCG grantee
- CSCA Executive Director

Why Are We Looking at Data Today?

- A simple, efficient, and reproducible process to collect data needs to be followed <u>every year</u> even after SCCG is gone.

- **2023-2024 SCCG *End of Year Report Findings on ASCA Implementation:***
  - Biggest challenge: "School counselors analyze student data by ethnicity, gender, and SES to identify interventions to close achievement gaps." (2.74)
    - Lowest-rated item in previous years, and the only item below a 3.0 this year.

Data and SCCG

2023 Legislative Report
Colorado School Counselor Corps
Grant Program

Submitted to:
House Education Committee
Senate Education Committee
State Board of Education

By:
Colorado Evaluation and Action Lab, University of Denver
Lauren Gase, PhD, Senior Researcher/Project Director
Allie Kallmann Wegner, MA, Med, Staff Researcher

&

CDE Program Management:
Jennicca Mabe, School Counseling Specialist
Brooke Morgan, School Counseling Specialist
Michelle Romero, Director, Office of Postsecondary and Workforce Readiness

January 2024

Office of Postsecondary and Workforce Readiness
201 E. Colfax Ave., Denver, CO 80203
303-866-4123

C.R.S. 22-91-103 (1)(e)

- *Collect data on its counseling program to demonstrate the impact of the school counseling program on:*
  - Student achievement
  - Student attendance
  - Student behavior

- *Guide future action and improve future results for all students*

Data and ASCA

- Student needs drive the **focus and direction** of the school counseling program

- Ensures **equitable school counseling services**
  - ALL students benefit

- Evaluates and **determines effectiveness** of school counseling strategies, interventions, and activities

(ASCA, 2019a, p. 32)

Data and ASCA Continued

"The use of data helps school counselors:

- Monitor student progress

- Identify students who are having difficulties or discipline problems

- Identify barriers to learning

- Understand factors affecting student behavior

- Identify access and equity issues

- Close achievement, opportunity, and attainment gaps

- Assess the effectiveness of school counseling program activities

- Improve, modify or change services provided to students

- Educate stakeholders about the power of a school counseling program."

(ASCA, 2019a, p. 32)

Data and School Counselors

Comprehensive school counseling decisions can't happen without data.

- **School counselors need to know:**
  - Where to find and retrieve data
  - How to interpret data
  - How to use data to inform programming

- **School Counselors need to show data to:**
  - Demonstrate progress and effectiveness of work
  - Advocate for the appropriate role of the school counselor

SUSTAINABILITY
SUSTAINABILITY

CDE

Primary Types of Data

- **Participation Data**
  - Answers the question of "who participated?"
    - How many students were impacted?
    - How much time?
    - How many sessions or activities?

- **Standards and Mindsets and Behavior Data**
  - Illustrates students progress and "what they learned"
  - Measure change in the attitudes, knowledge, and skills
  - Collect before and after strategy, intervention, activity

- **Outcome Data**
  - Measures impact of strategy, intervention, or activity on attendance, achievement, and/or discipline (behavior)

(ASCA, 2019a, pp. 34- 36)

Data Categories
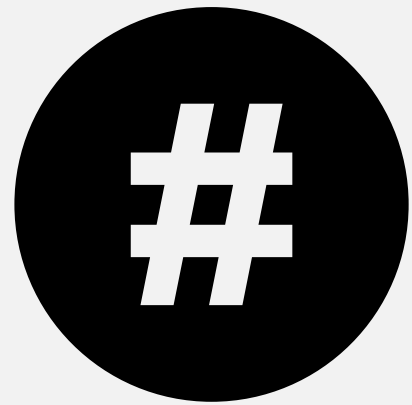
- **Quantitative Data:**
  - Numerical expression
  - Counted and measured
  - Answer questions of "how many," "how much," or "how often?"
  - Examples: number of people, percentage of students, average hours

- **Qualitative Data:**
  - Descriptive
  - Language expression
  - Answers questions of "why" and "how?"
  - Often subjective and shares perspectives
  - Example sources:
    - Interviews, needs assessments, observations

Intentional Data Review

Look at primary data types in each bucket.

School Counseling Program	Student Achievement	Attendance	Achievement
Evaluate school counseling program	Evaluate student achievement	Evaluate student attendance	Evaluate student behavior
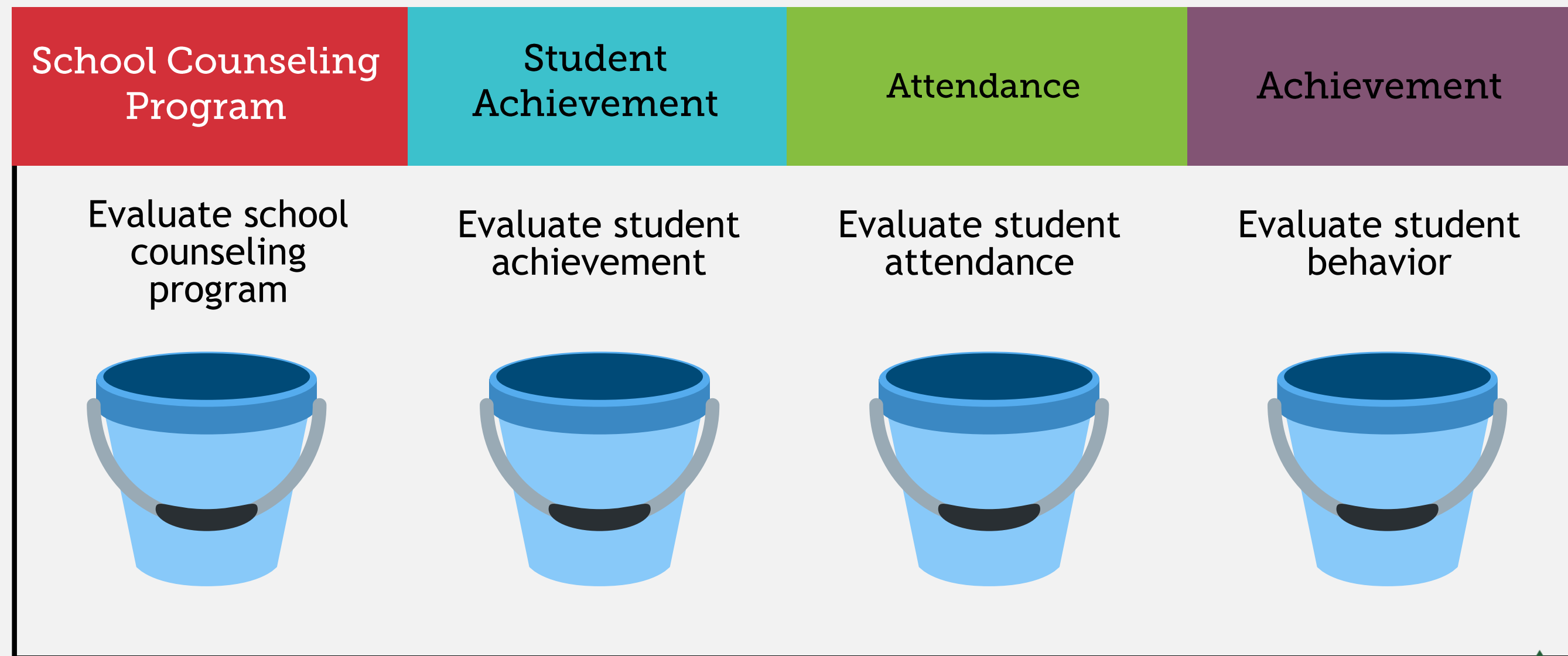
C.R.S. 22-91-103 (1)(e)

Intentional Data Review Progression

The education provider shall collect data on its counseling program to demonstrate the impact of the school counseling program on student achievement, attendance, and behavior.

C.R.S. 22-91-103 (1)(e)

School
Counseling
Program

Student Achievement

Attendance

Behavior
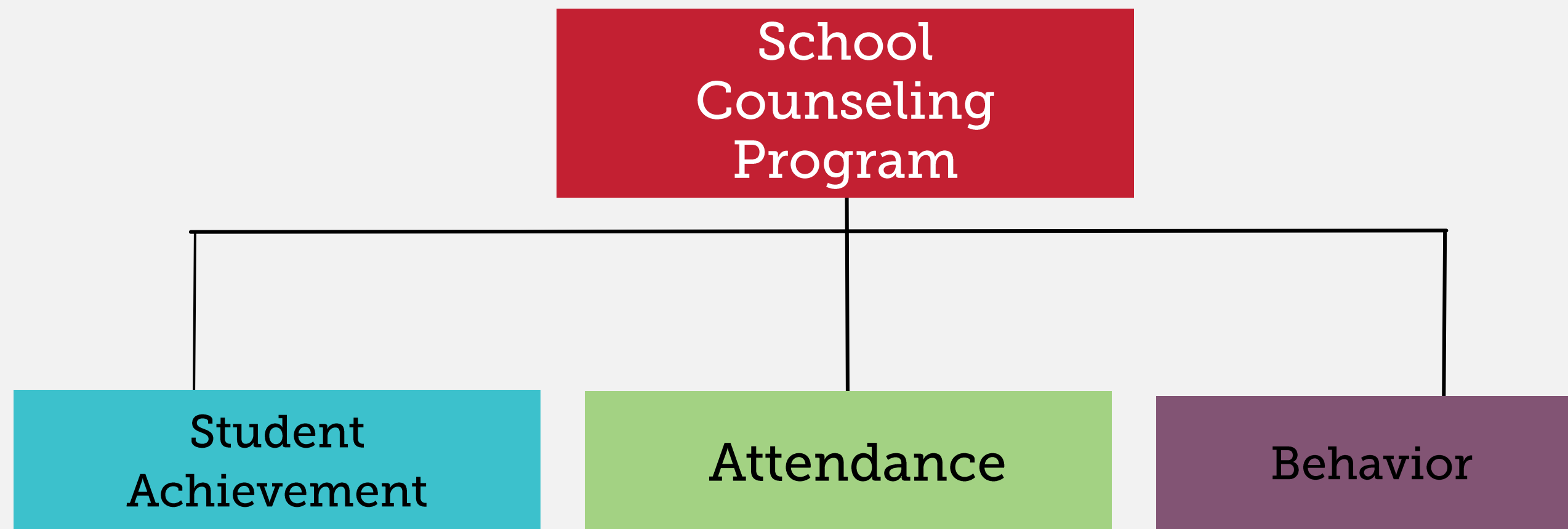
Table Discussion

- What types of primary data do you collect most in your school district?
- What types of primary data do you collect most in your school?
- What types of primary data do you collect most in your counseling program?

School Counseling Program	Student Achievement	Attendance	Behavior

Who Has Data Access?

DID YOU KNOW?

"Data Hunter" and "Data Scientist" are job titles.

SCHOOL COUNSELING PROGRAM	STUDENT ACHIEVEMENT
ATTENDANCE	BEHAVIOR

Write it down...
- Who is your district data hunter/scientist for each bucket?

Data Reminders

- Finding data shouldn't be difficult or expensive
- Data is readily available in every school we just need to know where to look
- Look at sources of data <u>BEFORE</u> you write goals, give surveys or needs assessments, or make decisions and changes
- Never be afraid to look at the ugly data, it is where the work lies

School Counseling Program Data

SCHOOL COUNSELING PROGRAM

Examples of data for review:

- **Time and effort assessment:**
  - ASCA Use-of-Time Template (2024b)
- Number of school counselors
- School counselor to student ratio
- School counselor years of experience
- Comprehensive programming
- School counselor evaluation(s)
- Environmental Scan Model (Carlson, 2020)

Use of Time

[Access ASCA's Use-of-Time template](#)

Time and Effort Assessment per C.R.S. 22-91-103 (1)(d)

- **Snapshot of the school counselor's use of time**

- Base use of time on student needs:
  - 80% or more in direct and indirect services
  - 20% of time for program management and school support

- Advocate for the best use of time
  - Did time spent address student needs?
  - Do you have a rationale for programming?
  - Can you justify changes to use of time?
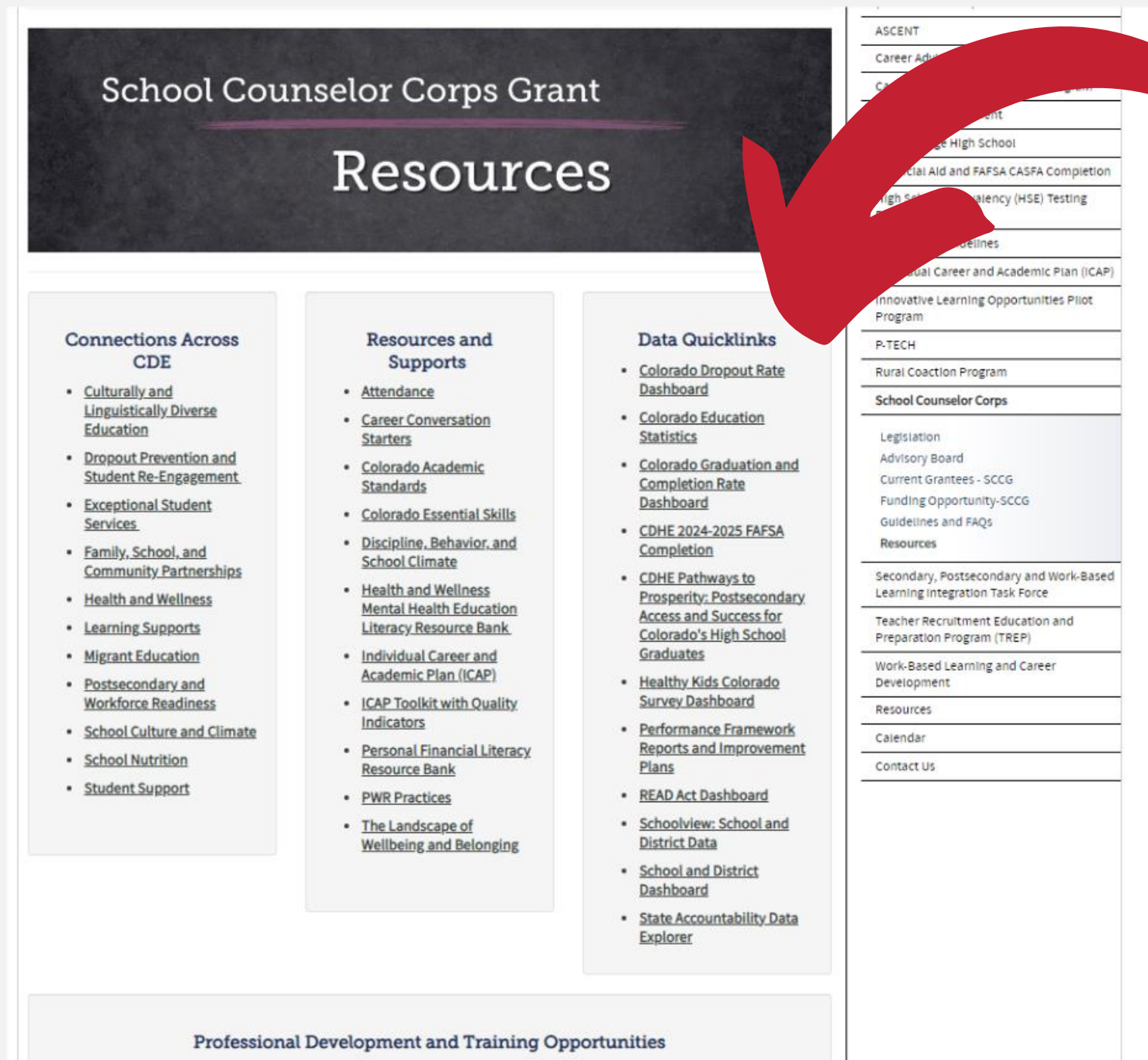
(ASCA, 2019, pp. 130-136)

Start with School Counseling Program Data

What school counseling data
did you bring today?

SCCG Data Quicklinks

Bookmark the
SCCG Resources website
to acces publicly
available data sources.

Achievement Data

STUDENT
ACHIEVEMENT

Examples of data for review:

- Grades, grade point average (GPA),competencies
- Credits (on-track for graduation)
- Missing work/assignments
- Test scores
- SRD rates/READ plans
- Graduation rates, matriculation, FAFSA completion, etc.
- Enrollment in specific courses (ex. Algebra)

- **Potential Data Tools:**
  - Schoolview- Explore School and District Data
  - Read Act Dashboard
  - State Accountability Data Explorer

Your Student Achievement

What achievement data did you bring today?

- Highlight two data points that surprised you, showed a great need, or you want to look more into.

Attendance Data

ATTENDANCE

Examples of attendance data for review:

- Daily attendance rates
- Chronic absenteeism
- Dropout rates
- Truancy rates
- Lesson, activity, event attendance

- **Potential Data Tools:**
    - Learning Environment District Profile Reports
    - Colorado Dropout Rate Dashboard
    - CDE Attendance Data Spreadsheets

Your Student Attendance

What attendance data did you bring today?

- Highlight two data points that surprised you, showed a great need, or you want to look more into.

Behavior Data

BEHAVIOR

Examples of behavior data for review:

- Number of responses to classroom
- Referrals
- Suspensions
- Expulsions
- Positive Behavioral Interventions and Supports (PBIS)

- **Potential Data Tools:**
  - Learning Environment District Profile Reports
  - CDE Suspension and Expulsion Statistics

Your Student Behaviors

What behavior data did you bring today?

- Highlight two data points that surprised you, showed a great need, or you want to look more into.
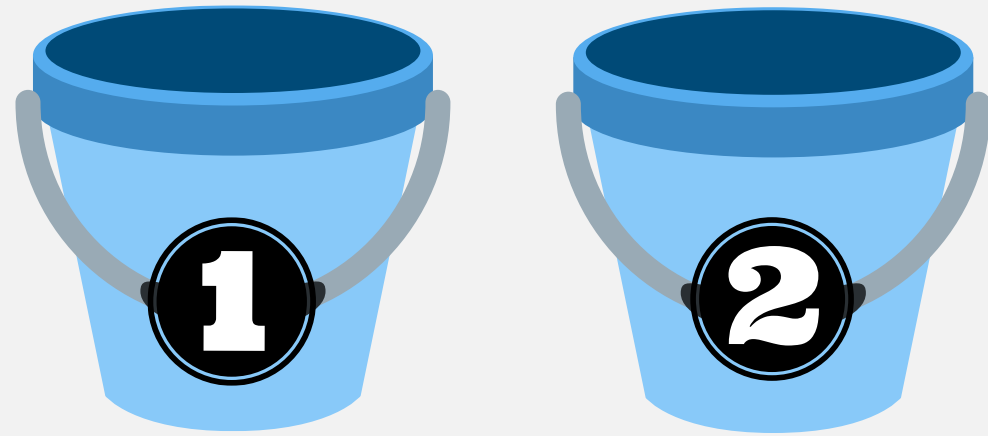
Afternoon Break

Choose a Data Focus

Pick 2 areas of focus from the Intentional Data Review to dig deeper.

- **Must choose focus areas from data needs revealed in:**
  - Student Achievement
  - Attendance
  - Behavior

- What was the purpose of your original application?

- Consider the next 3 years (SMART Goals)

Supplementary Data

Data that is gathered or used after student needs are determined and analyzed.

- **Supplementary data is:**
  - Additional information about the identified need(s)
  - Contextual and background information
  - Helpful to determine contributing factors and targeted interventions
  - Based on perspectives and experiences

- **Methods for gathering supplementary data:**
  - Conversations
  - Interviews
  - **Needs assessments**
  - Climate surveys
  - Opinion surveys

(ASCA, 2019, pp. 37-38)

Dig Deeper with the Needs Assessment

- The needs assessment should answer questions in the focus areas <u>AFTER</u> you have done the initial data review.

- **What questions do you still have after reviewing your school counseling program and looking at student outcome data?**

Needs Assessment Considerations

- **Review the federal, state, and local policies associated with surveys**

- The grantee/ Local Education Provider (LEP) is responsible for any survey put out to stakeholders
  - Review all questions that will be administered

- Share and review the SCCG guidelines in this presentation with any supervisors or consultants

- Please ensure the needs assessment work:
  - Contains the CDE required elements (qualitative & quantitative etc.)
  - Is relevant to the grant

Needs Assessment Policies

Review and ensure that all student data collections follow federal, state, and local policies.
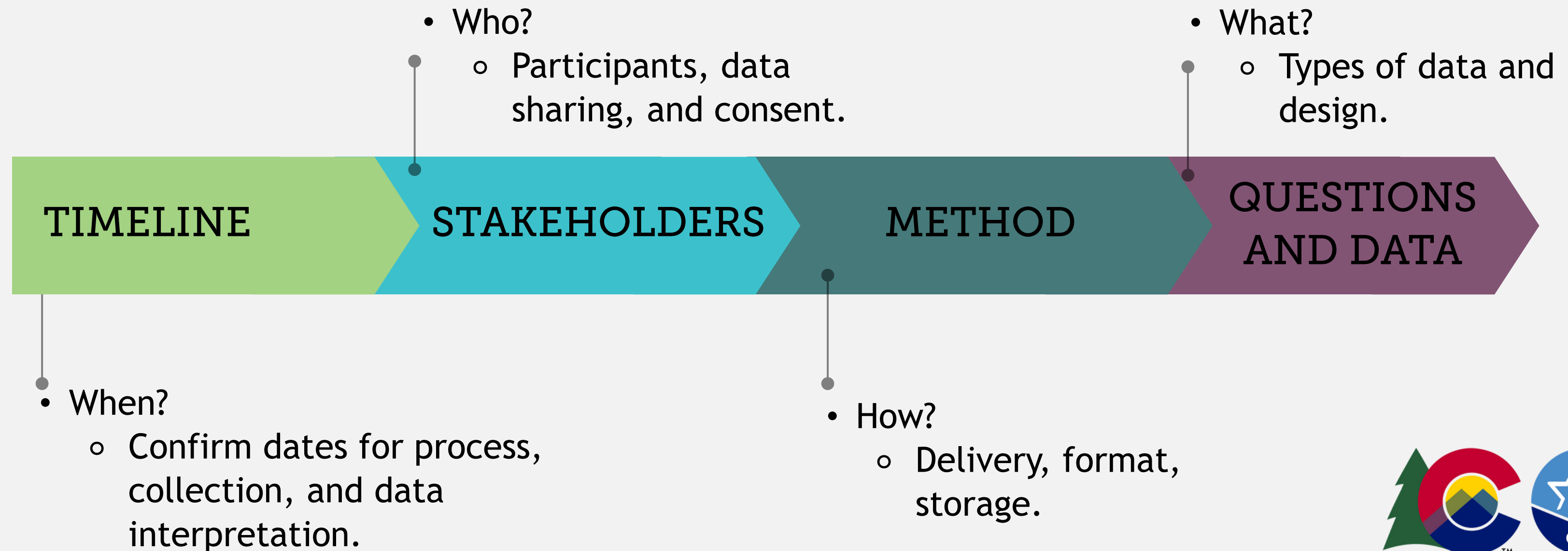
- Examples:
  - Family Educational Rights Privacy Act (FERPA)
  - Student Data Transparency and Security Act
  - Protection of Pupil Rights Amendment (PPRA)

Visit CDE's (2024) [Data Privacy and Security page](#) to learn more.

Data and Needs Assessment

More training to come at Webinar #1 on October 2, 2024.

- Who?
  - Participants, data sharing, and consent.

- What?
  - Types of data and design.

TIMELINE → **STAKEHOLDERS** → **METHOD** → **QUESTIONS AND DATA**

- When?
  - Confirm dates for process, collection, and data interpretation.

- How?
  - Delivery, format, storage.

Direction: The Future

"Begin with the End in Mind®"

- Dr. Stephen R. Covey, The 7 Habits of Highly Effective People

Direction: SMART Goals

In May you will be asked to turn in two to three student outcome SMART Goals to be measure until the end of the grant.

Specific

Measurable

Attainable

Relevant

Timebound

Direction: SMART Goals Continued

SMART GOAL example:

- ____ School will reduce the total number of students referrals by 5% from 40% to 35% by May of 2028. This will be measured by the number of referrals in Infinite Campus behavior tracking reviewed by administration and school counselors.

If you had to write a SMART goal today…what would it say?

Mark Your Calendars!

- **Webinars:**
  - **Webinar #1:** October 2, 2024- [register via Zoom](#)

- **Regional Trainings:**
  - Register for the regional training in your region.
    - October 15, 2024: Durango, CO
    - October 30, 2024: Glenwood Springs, CO
    - November 13, 2024: Lamar, CO
    - December 11, 2024: Greeley, CO
    - January 14, 2025: Denver, CO
    - February 4, 2025: Colorado Springs, CO
  - *An individual registration email will be sent from Sched.*

- **Virtual Professional Development with Hatching Results, Inc.**
  - Webinar #3: Identifying Gaps in Data on February 11, 2025- [register via Zoom](#)

Next Steps

Familiarize yourself with the ASCA Model.

- Dive into the role of the school counselor.
  - Read more in the ASCA National Model pages 1 through 28.

- Finish your school counseling program mission and vision statements.
  - Read more in the ASCA National Model pages 29 through 31.

- Complete the Intentional Data Review.
  - Read more about reviewing data on pages 32-40 in the ASCA National Model.

- Choose two focus areas from Intentional Data Review Findings to complete the needs assessment on.

Questions

Contact Us

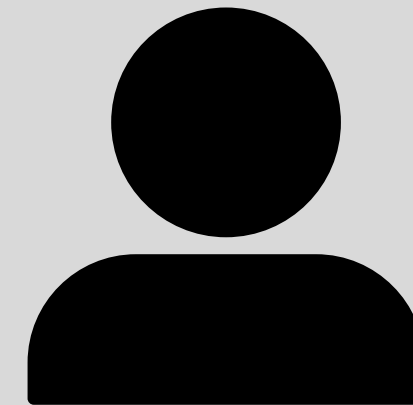If questions come up, please reach out.

SCCG Program

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CDE Grants Fiscal

Gloria Kochan
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References

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https://www.schoolcounselor.org/getmedia/8fe536c2-7a32-4102-8ce7-42e9b0683b3b/appropriate-activities-of-school-counselors.pdf

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Thank you!
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We look forward to seeing you soon!
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