

School Counseling Program
Advocacy Statement (Section A)

The Advocacy Statement for the School Counseling Program is to use data and research, find supporters for the cause, and develop a realistic plan to help any student in the high school that needs assistance from the School Counseling Program in order to be successful. The School Counseling should provide:

1. Group Counseling
2. Social and Emotional Counseling
3. College & Career Counseling

According to the text, ASCA National Model, A Framework for School Counseling Program, it states, a school counseling program requires

Design and Evaluation of SC Programs (Section C):
The ASCA Code of Ethics states that as a School Counselor, it's the Counselor's job to have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals (ASCA Code of Ethics, A.1.a) I want to make each student has equal opportunities to get into college, trade school, enlist in the military, or go into the workforce.

80% of the School Counseling Offices services are direct services. This includes working with students directly in various ways. Direct Services are classroom guidance lessons, small groups, and individual counseling as well.

Come today to schedule a meeting with the School Counseling Office to get your needs met.



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School



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school counselors to be proficient in the collection, analysis and interpretation of student's achievement, attendance, and disciplinary data (ASCA National Model, 2019).

With this data, the school counseling program can help students reach their highest potential. The School Counseling Program should be available to counsel students in Academics, Career, Social, College, and Occupational Counseling when a student needs help.

20 % of the School Counseling Offices are indirect services. This includes any activity or data source that measures a student behind the scenes. These indirect services can include collaboration and consultation with administration, teachers, parents, and community members. Setting up job and career fairs, advocating for students' academic and social success can be included in the indirect services categories, and setting up lesson plans and small group plans could all be considered indirect services.

Section B:

Beliefs

The beliefs of a school counseling program is regardless of student's abilities, intelligence, or background is to make sure each student feels like they belong, are loved, and cared for.

Vision

The vision of a school counseling program is to prepare each student academically, socially, and mentally, so they can go out to make a positive difference in the world.

Mission

The Mission of a School Counseling program is to help all students find their calling and passion. Giving students information about college, enlisting in the military, or going to trade school is part of the process in helping all students find their calling upon graduating high school.

Interventions to Promote Academic Development (Section D)

1. Implement a college lesson for 11th graders on how to apply to college. This can include college research strategies, financial information, scholarship options, information on SAT/ACT
2. Conducting small groups for at risk students that might fail a class or multiple classes.
3. Start SAT/ACT classes to prepare students

Use of Developmentally Appropriate Career Counseling Interventions and Assessments

- 1. Talking with Students about various career options.**
- 2. performing career assessment tests- these will match students with possible career options**
- 3. Job Shadowing- providing a day where students can shadow jobs that they are interested in.**

Techniques of Social/ Emotional Counseling (Section F)

1. Promote Equity- Counselors should be aware of obstacles that students face coming from different races, cultures, gender identities, sexual preferences, and socio-economic backgrounds. They should work on ways to make the school body more inclusive and accepting.

2. Advocate for Students- Counselors should always advocate for student's social, academic, and career readiness success.

3. Supporting inclusively – Counselors should work with students and staff to learn how to effectively work with one another regardless of differences from one another.

According to the article, LGBTQI+ responsive school counseling: Exemplary school counselor educators' curricular integration. Counselor Education and Supervision, Experiences of 17 school counselor educators who integrated LGBTQI+ issues in their school counseling curricula were explored.

Interventions to Promote College and Career Readiness (Section G)

1. **Small groups** focusing on different colleges, professions, and options for students to choose in the future. [L SEP]
2. **SAT/ACT classes**-to prepare students for tests [L SEP]
3. **College Fairs- Colleges-** coming around the country to inform students about their university or college and the information about applying, financial options, degree options, and student life [L SEP]
4. **Career Days-** different occupations coming to talk to students about how to achieve the job, and

Approaches to Increase Promotion and Graduation Rates (Section H)

1. Small groups for at risk children of failing
2. Collaboration with teachers/Administrators on finding ways to help children that are failing classes.
3. Individual Counseling for students that are at risk of failure.



This consensual qualitative research study resulted in four categories: turning points, professional reasons to integrate, school counseling andragogy, and integration and balance of knowledge/skills/awareness (Goodrich & Brammer, 2022). I want LGBTQI+ students to feel like the School Counseling Office promotes awareness, equal opportunity, and inclusion by offering individual, and/or group counseling sessions.

their daily life on the job.

L
SEP

Use of Data to Advocate for Programs and Students (Section J)

1. Keeping Data on each grade level for minor and major behavior offenses. This can help you pin point areas of need and set up behavior regulation groups.
2. Study SAT/ACT & end of course exams. Use the data to pinpoint areas of weaknesses and need.
3. Generate Student Surveys- this is to see how the Counseling Office can help student's needs emotional and/or academically.

Strategies to Promote Equity in Student Achievement and College Access (Section I)

1. Classes on study strategies and study skills.
2. Opportunities to help students research scholarships & grants.
3. Seminars & Webinars on College Campus life, which will include tips for social/emotional success. Such as tips for the first day, talking to professors, getting your schedule, and finding your classes and the buildings.

According to the article, More classes, more access? understanding the effects of course offerings on black-white gaps in advanced placement course-taking. Review of Higher Education (2019), it states with two out of every three high schools offering at least one Advanced Placement (AP) course, the AP program is perceived as a ubiquitous form of rigorous college-preparatory coursework. Prior research has documented how student participation in rigorous high school curricula is



Strategies for Implementing and Coordinating Peer Intervention Programs (Section K)

1. **Survey parents on areas of concern at home or school their children are facing.**
2. **Generate ideas or problems from teachers and/or Administrators are seeing to recognize a need.**
3. **Meet with other Counselors from other schools and discuss problems, or trends that are being seen county wide.**

According to the article, Free tools for SAT/ACT test prep: help students prepare for college admissions tests with these resources, it states, the College Board website offers six practice tests that students can download and take. After they complete a practice test, students can photograph the answer sheet with their smart phones and upload it to get their scores using the

related to numerous positive educational outcomes, including increased likelihood of postsecondary enrollment (Chajewski, Mattern & Shaw, 2011; Speroni, 2011); enrollment at four-year institutions (Engberg & Wolniak, 2010); improved first-year college performance (Scott, Tolson & Lee, 2010); greater rates of persistence (Morgan & Klaric, 2007); and higher rates of college completion (Fischer, 2007; Venezia, Kirst, & Antonio, 2003) relative to nonparticipants. I want students to be aware of the importance of taking AP Classes to get college credit and also to prepare them for higher education.



College Board SAT app for iOS or Android, The adaptive Daily Practice for the New SAT app can then set up daily practice questions in the four tested subjects (Goerner, 2017). I want students to be aware of these courses, so they can start preparing for the courses as early as possible.

Reference

American School Counselor Association. (2019a). ASCA National Model: A Framework for School Counseling Programs (4th ed.). Alexandria, VA:

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