



# What is your “ONE” and how to Advocate for it.

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# Session Goals

- ▶ Define Advocacy
- ▶ Identify ONE specific item you want to advocate for in your school counseling program
- ▶ Review types of data to use in Advocacy
- ▶ Share methods of Advocating
- ▶ Choose one ACTION STEP to take toward advocating for your "ONE"

# Define Advocacy

- ▶ *Advocate; noun – a person who speaks, writes, or acts to promote the well-being of others.*
- ▶ *Advocacy; verb - refers to the process or act of pleading for a cause or a proposal – Courtland C. Lee (1998)*



We teach  
people how to treat us.  
Through our silence, we let  
others define us.



# School Counselors



What my friends think I do



What my Parents think I do



What my colleagues think I do



What society thinks I do



What my students think I do



What I actually do



# Define Your Role as School Counselor

## Per ASCA

- ▶ School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.
- ▶ School counselors help all students:
  - ▶ ACAD: apply academic achievement strategies
  - ▶ SEL: manage emotions and develop interpersonal skills
  - ▶ PSR: plan for postsecondary options (higher education, military, work force)

How closely does your current role align with what ASCA says it should be?



The ONE thing I want to advocate for in my role as a school counselor is.....



# Mentimeter Word Cloud

- ▶ <https://www.mentimeter.com/app/presentation/alco4mg68xkcp27t6omsx9ogqbsf11pi/5gz2orw7neys>
- ▶ <https://www.menti.com/alv5hjwo7y1n>
- ▶ Join at Menti.com - use code 6384019



# How do you build your case? Program Evaluation

## What you already DO

- Program strengths
- Services provided and number of students reached
- Data; results achieved (Achievement, Attendance, Behavior)

## What you COULD do

- How your program could be improved or expanded
- What additional needs could be met
- What factors would be impacted

# ASCA Ethical Standards For School Counselors

- ▶ A.3. Comprehensive School Counseling Program
  - ▶ School Counselors:
    - ▶ c. use data collection tools adhering to standards of confidentiality as expressed in A.2
    - ▶ d. review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race ethnicity, socioeconomic status, disability and/or other relevant classifications.
    - ▶ e. deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.
    - ▶ f. collect and analyze participation, ASCA Mindsets and Behaviors and outcome data to determine the progress and effectiveness of the school counseling program
    - ▶ g. share data outcomes with stakeholders



➤ “How are students different BECAUSE of my school counseling program?”

➤ “How has student outcome changed AS A RESULT of what I do?”



How do you **KNOW** you're making a difference?

How do you **SHOW** you're making a difference?

# Steps to Take to Advocate using Data

- Who in your building or district has a vested interest in the outcome you want to achieve?
- Who in your building or district has the influence or decision-making power to support your goal?



1. Describe the problem you face
2. Support it with ASCA
3. Illustrate it with Data
4. Propose a possible solution
5. Plan the expected outcome
6. Thank others for their collaboration

# Problem description

- ▶ School Counselors as 504 Coordinators.
- ▶ Limited training and expertise, use of Ed Plan
- ▶ Demands on time
- ▶ Implementation and monitoring
- ▶ OCR liability
- ▶ Increasing number of 504 requests



# ASCA National Framework

Coordinating  
504s is an  
inappropriate  
duty

**MANAGE:** To be delivered effectively, the school counseling program must be efficiently and effectively managed.

**DELIVER:** School counselors deliver developmentally appropriate activities and services **directly** to students or **indirectly** for students as a result of the school counselor's interaction with others.



No more than  
**20%**  
of a school  
counselor's time  
should be spent in  
program planning  
and school support  
activities.



A minimum of  
**80%**  
of a school  
counselor's time  
should be spent in  
direct and indirect  
student services.

How much  
time do we  
really have in  
a perfect  
world?

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190 Counselor contract days

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1,488 hours (8:00 a.m.-3:50 pm. Each day)

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- 79 hours to eat lunch (25 minutes each day)

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- 0 (INSERT INAPPROPRIATE DUTY TIME HERE)

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1,409 = Total available hours per calendar year

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282 hours = 20% time to MANAGE

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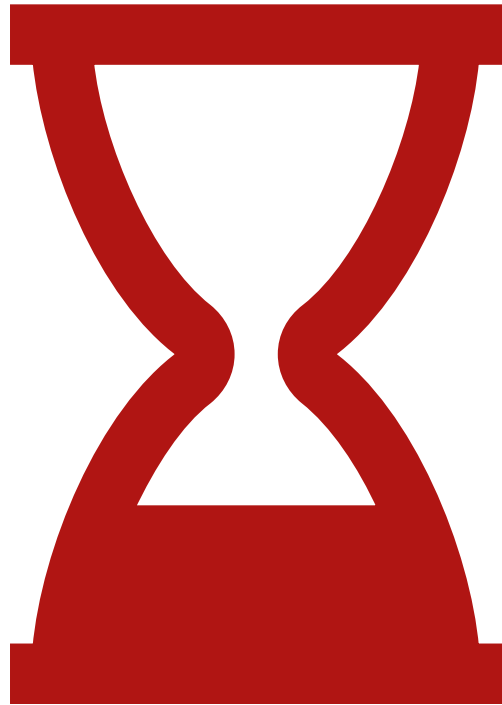
1127 hours = 80% time to DELIVER

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344 = student caseload (INSERT YOUR CASELOAD HERE)

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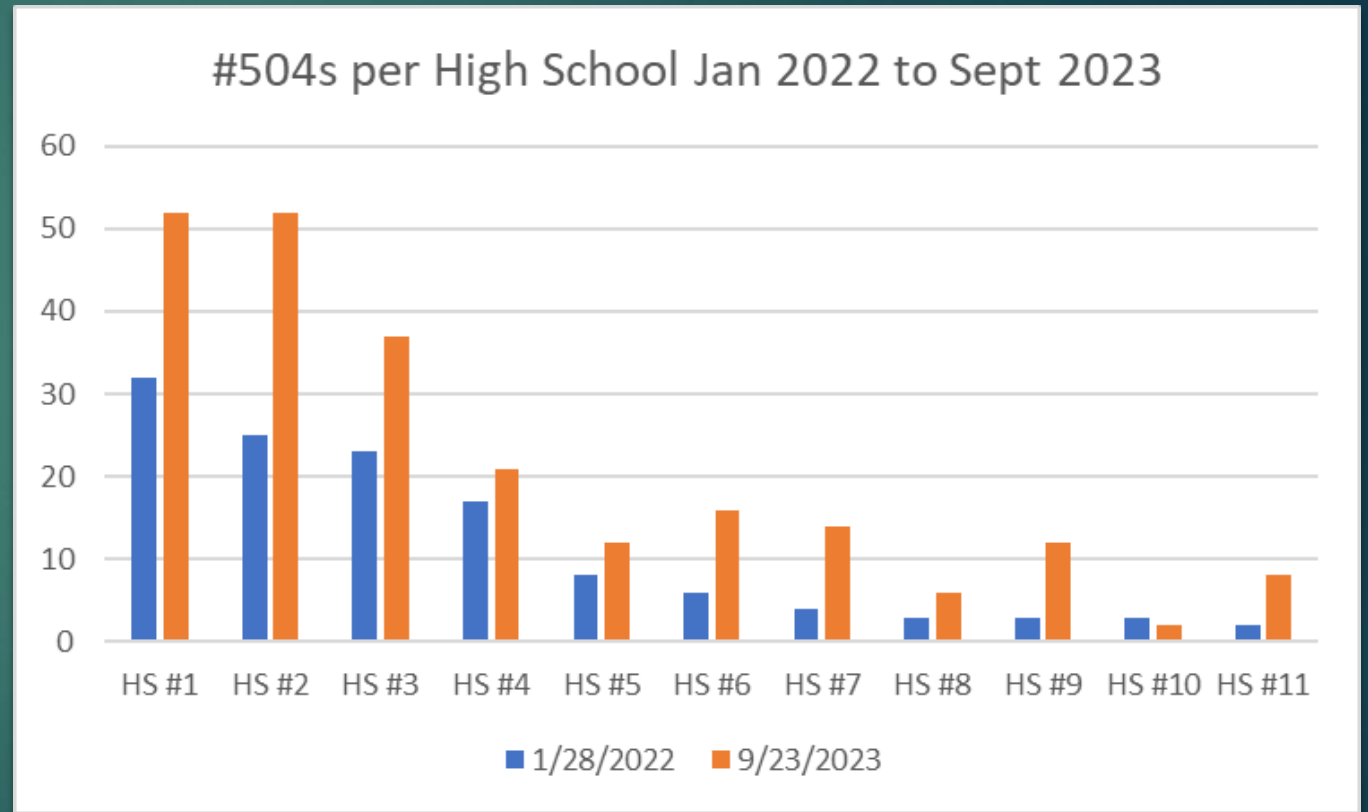
**3.27 hours PER STUDENT (1127 hours/344 students)**



Approximately how much time does it take to coordinate a 504 from start to finish, not including implementation and monitoring?

# Program data to advocate for School Counselor role

- ▶ 84% increase in 504 plans over 18-months.
- ▶ ASCA National Model: 504 Plan Coordination is an inappropriate duty for a School Counselor;
- ▶ It reduces available time to serve all students.



# Proposed Solution:

- ▶ The 504 Coordinator warrants a stand-alone position to increase fidelity, equity, and monitoring for all eligible students

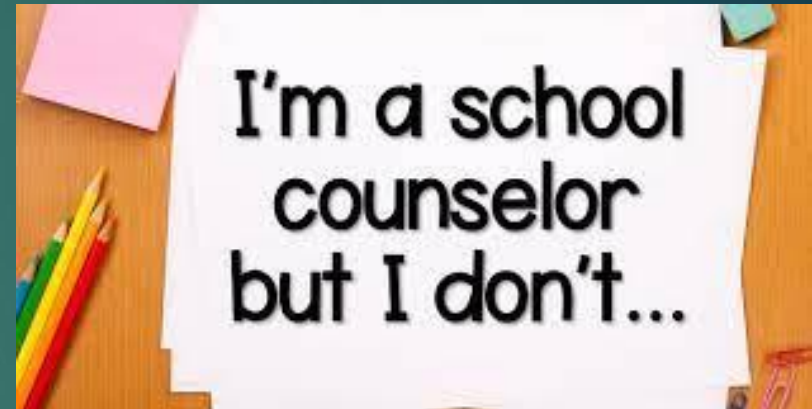


# What was our "ONE"?

## Removing "504 Coordinator" from our role

### DATA GATHERED

- ← ASCA duties - 504 Coordinator is an inappropriate SC role
- ← ASCA Ethical Model – dual relationship
- ← District: # of 504's by site
- ← Time evidence: how long each 504 took us to complete
- ← Increasing # of new requests for 504's
- ← District: closing IEP's, rolling onto 504's driving #'s up
- ← Roster inequity between SC and SPED



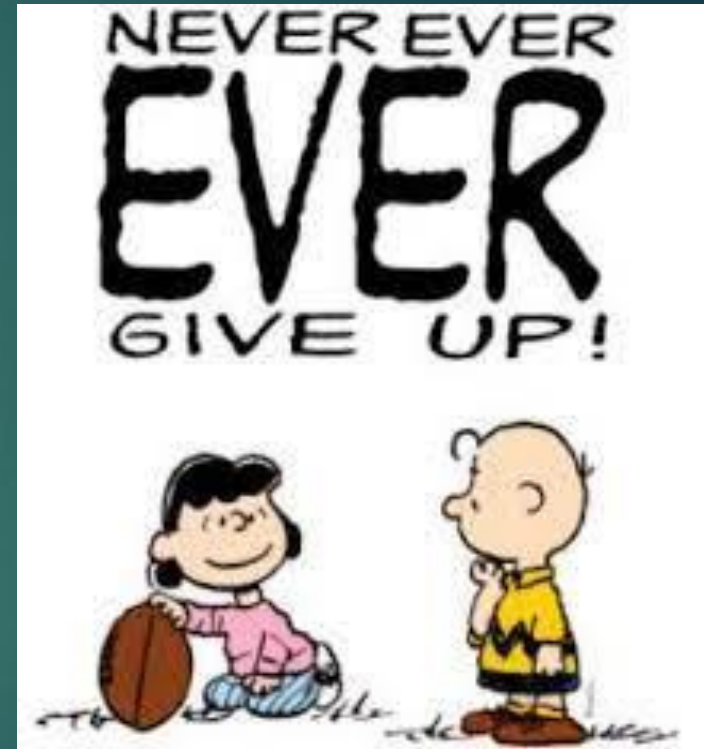
# ACTION



- ▶ Met with Principal
- ▶ Wrote letter to district leadership and offered possible solutions\*
- ▶ Met with District leadership
- ▶ Met with TCTA
- ▶ Coordinated meeting of TCTA and SC's district wide to bring more voices to the table.
- ▶ **\*offering solutions** got our leadership's attention and opened the door to working together.

## RESULTS

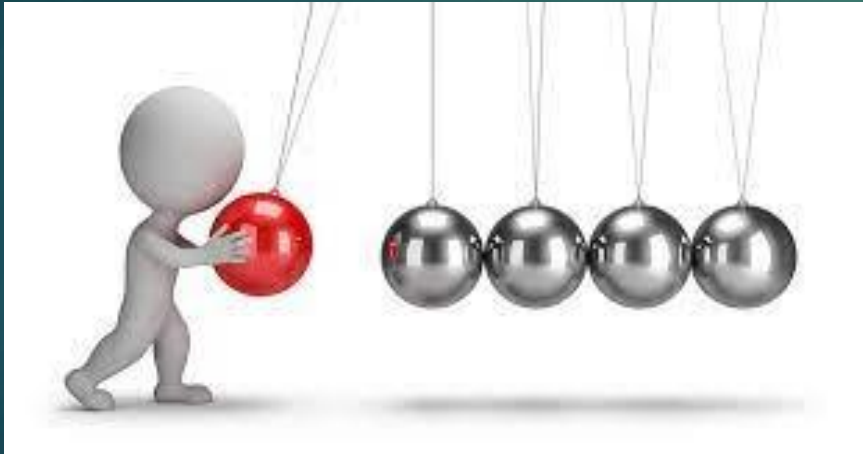
- ▶ First we were given a stipend to "keep" 504 duty
- ▶ Received mixed messages about who can/cannot oversee 504's
- ▶ Our association pursued conversation with district leadership
- ▶ Site and district agreed SPED teachers could take over 504 Coordinator for 1.5 years
- ▶ End of this school year we will have to continue to Advocate
- ▶ It took 18 months to achieve results.



# ACTION STEPS

What action can you commit to taking to start advocating for your "ONE"?

- ✓ Collect data on the "one" thing you'd like to change
- ✓ Collaborate with School Counselor Colleagues
- ✓ Schedule meeting with your Principal
- ✓ Sign up to speak at a Board of Education meeting
- ✓ Host a parent information event
- ✓ Join your professional organizations (OSCA, ASCA)
- ✓ Write to your legislative representatives



# RESOURCES

- ▶ [School Counselor Roles and Ratios](#)
- ▶ [Advocacy and Legislation](#)
- ▶ [ASCA National Model](#)
- ▶ [Using Google Docs to Collect and Analyze Data](#)
- ▶ [Join ASCA](#)
- ▶ [Join OSCA](#)