Counseling & Guidance
ALSDE Updates

Sean J. Stevens
Wanda T. Langley
Alabama State Department of Education
Counseling & Guidance Organization

Counseling & Guidance

P-12
Career Coaches
REACH Advisory Program
AL Career Planning System
Dual Enrollment
Career Preparedness Course
# School Counseling Programs in Alabama

## FY2019 State Allocations

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM</td>
<td>730,924</td>
</tr>
<tr>
<td>School Counselors</td>
<td>1537.00</td>
</tr>
<tr>
<td>School Counselor to Student Ratio:</td>
<td>1:475</td>
</tr>
<tr>
<td>Career Coaches</td>
<td>94</td>
</tr>
</tbody>
</table>
Data-Driven School Counseling Programs

A Data-Driven School Counseling Program:

- Informs the decisions made at each stage of program delivery and assessment.
- Reviews existing data to determine what services are needed to address opportunity or achievement gaps.
- Helps school staff understand an issue.
- Creates systemic change in schools.
Compliance Monitoring
## Compliance Monitoring

<table>
<thead>
<tr>
<th>Suggested Use of Counselor Time (Percentage Rate)</th>
<th>Elementary</th>
<th>Middle/Junior High</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Guidance Curriculum</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Individual Student Planning</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>System Support</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Has each LEA ensured that counselors at each school have:</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>FOUNDATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Developed and implemented a comprehensive counseling and guidance program with certified counselors that ensures that every student achieves the minimum counseling competencies at each appropriate grade level?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Implemented a comprehensive counseling and guidance program that ensures equal access and appropriate placement of students by utilizing test data and other available information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Understand and adhere to the ethical guidelines and standards for school counselors?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. An annual agreement is created and signed by the school counselor and supervising administrator within the first two months of school which provides rationale for use of time based on data and goals, the roles and responsibilities of the school counselor, and areas identified for school counselor professional development?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Developed and followed a calendar of activities and implemented a planned sequential program where counselors spend 80% of their time providing services through the four required program components: school guidance curriculum, individual student planning, responsive services, and system support?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Copy of LEA comprehensive counseling and guidance plan which contains career guidance and counseling to support career and technical education programs.
- Copy of each school’s comprehensive counseling and guidance plan.
- Interviews/Observation
- Copy of one system-level acknowledgement of the ethical guidelines and standards for school counselors must be signed and dated by school counselor and administrator yearly.
- Annual Agreement is for each school counselor and is signed by school counselor and school administrator for the current school year.
- Use of time assessment
- School Counselor’s schedules
- Copy of yearly and monthly calendar of counseling and guidance activities which demonstrate individual, small group, and large group counseling activities.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **f.** Established a Counseling and Guidance Advisory Council? |   | • List of members for LEA and each school’s Counseling and Guidance Advisory Council  
• Meeting agendas and minutes/outcomes of meeting |
| **g.** Collected and disaggregated results data measuring behaviors (such as graduation rates, attendance, behavior, academic achievement, data over time)? |   | • Interviews |
| **DELIVERY** |   |   |
| **h.** Provided information to students, parents, and staff regarding the school counseling and guidance program? Consulted with students, parents, teachers, other educators, and community agencies regarding strategies to help students achieve personal and academic advancement? |   | • Interviews  
• Copy of Community Resource list  
• Copy of meeting agenda and sign-in sheets or Schedule of student & parent meetings (log). Copy of letter/presentation to students and parents explaining the role of the school counselor, services offered, and referral procedures. |
| **i.** Assisted in early identification of students at-risk of school failure and facilitated in the delivery of preventive and intervening services? There is a systematic and consistent provision for the referral of students who exhibit barriers to learning? |   | • Interviews  
• Copies of agenda, and/or minutes of RTI meeting  
• Referrals |
| **j.** Provided adequate resources for instruction and delivery of guidance services? Provided easily accessible and adequate facilities? Coordinated guidance services with all aspects of the school program? |   | • Observation  
• Interviews |
| **k.** Provided guidance to students in the development and annual revision of a high school four-year educational plan and an educational/career plan? (The selection of the high school four-year plan shall be approved in writing by the parent(s) or guardian(s) and become part of the educational/career plan.) |   | • Copies of approved four-year student plans with approval signatures of parent(s) or guardian(s).  
• Copies of School Curriculum Guide |
| ACCOUNTABILITY | | | |
| --- | --- | --- |
| 1. Provided equal access, systemic evaluations, and follow-up studies to determine program revisions and promote awareness of the program? | | |
| • Needs Assessment and Program Audit from previous school year. Program Audit is signed by Counseling Coordinator and School Administrator.  
• Results and Follow-up data | | |
<table>
<thead>
<tr>
<th>B. TRANSCRIPT AUDIT</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>INDICATORS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there evidence that the Counseling and Leadership Team of the school monitor transcripts for student planning and progress?</td>
<td></td>
<td></td>
<td></td>
<td>• Diploma Requirement/Credit Checklist for all students are on file. • Certification of graduation is documented with the school administrator’s signature annually.</td>
<td></td>
</tr>
<tr>
<td>2. Is there evidence to support that the student and parent(s) are counseled during academic planning sessions?</td>
<td></td>
<td></td>
<td></td>
<td>• Log of parent/student meetings regarding course selection. • Transcript review with parent, counselor, and student signatures.</td>
<td></td>
</tr>
<tr>
<td>3. Does local school board policy reflect the Alabama High School Diploma graduation requirements? (Alabama Administrative Code 290-3-1-02(8) and (8)(a))</td>
<td></td>
<td></td>
<td></td>
<td>• Copy of local school board policy.</td>
<td></td>
</tr>
<tr>
<td>4. Are there policies and/or procedures which address grading practices and accurate reporting of student grades?</td>
<td></td>
<td></td>
<td></td>
<td>• Copy of local school board policies and/or procedures which address grading scales and grade reporting. • Copy of procedures used for addressing grading/transcript reporting errors.</td>
<td></td>
</tr>
<tr>
<td>STUDENT ACADEMIC INFORMATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the transcripts:</td>
<td></td>
<td></td>
<td></td>
<td>• Student’s current schedule is printed on the transcript. Separate schedules will not be accepted. • Transcript denotes Credit Recovery classes (e.g. Credit Recovery, name of Credit Recovery Program, etc.) This should be reflected within the notes and/or term section of the transcript. • Course recovered is the same as the course failed. • Standards-Based Report Cards may be reviewed during this time.</td>
<td></td>
</tr>
<tr>
<td>• Reflect the student’s current class schedule?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflect credits obtained through Credit Recovery?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflect students Grade Point Average (GPA)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the audited transcripts have errors in less than 25% of the records reviewed?</td>
<td></td>
<td></td>
<td></td>
<td>NOTE: Errors include: missing core credits, missing elective credits, sequencing mistakes, duplicated courses, etc.</td>
<td></td>
</tr>
</tbody>
</table>
REACH Student Advisory Program

Alabama Student Advisement Model in Grades 5-12:
• Research-based and standards-based
• Planning and implementation tools
• Curriculum maps designed to enhance academic, career, and personal-social development for Alabama middle and high school students.

REACH Connect Site:
• https://connect.alsde.edu/sites/reach
REACH Student Advisory Program
Career Coaches

Sylacauga City Career Coach(es):
Jessica Kelley
Email: jkelly@cbcboe.org
Phone: 256-404-7068

Talladega City Career Coach(es):
Gina Deupree
Email: gdeupree@cbcboe.org
Phone: 256-315-5484

Talladega County Career Coach(es):
Jessica Kelley
Email: jkelly@cbcboe.org
Phone: 256-404-7068
Gina Deupree
Email: gdeupree@cbcboe.org
Phone: 256-315-5484

Job Shadow Day
April 14, 2016
10th and 11th Grade Students
At Mountain Dale High School, 2016

Students will participate in job shadow activities.

Job Shadow Day

10th and 11th Grade Students

Job Shadow Day

10th and 11th Grade Students

Job Shadow Day

10th and 11th Grade Students
AIM Credit Tracking
Student Data Application
Student Records & Transcripts
Transcript Areas of Major Concern

- Transcripts/Student Records not secure or non-existent
- Courses not aligned with the graduation requirements (Example—CTE/FA/FL, Science)
- Credit Recovery vs. Credit Advancement
- Falsifying Course Names & Grades on Transcripts (Advanced Placement, Virtual Courses)
- Inaccurate calculation of GPAs
- Inaccurate calculation of course grades
- Changing transcript components without administrative directive
Non-Traditional High School Diploma Option
E-Learning Opportunities for Counselors  
Fall 2018

College and Career Advising in the Elementary Grades  (August 1)
  - Developing A College-Going Culture in Your Elementary School
  - Helping Elementary Teachers, Students and Families Understand the Value and Affordability of Postsecondary Education
  - Engaging Elementary Students in Self-Exploration of Career Interests and Skills
  - Equity and Design Interventions for At-Risk Students
  - Preparing Students for Academic and Career Success

College and Career Advising for Educators: A Module for Teacher Advisors (October 1)

Maximizing SC Impact on Student Success: A Module For Administrators (February 1)
Achieve Alabama Scholarship Portal
www.achievealabama.org
Alabama College Application Campaign
Cash for College Initiative

Alabama College Application Campaign/Cash for College
October 29-November 2, 2018

- Willietta Conner, Education Specialist  wconner@alsde.edu
- Vanessa Stevens, Alabama Possible  vstevens@alabamapossible.org
### 2017-2018 FAFSA Completion Project

**Student Cohort:** 52,403 | **Submitted:** 30,706 (58.6%) | **Completed:** 28,984 (55.3%)

Disclaimer: Data in this table are compiled from the U.S. Department of Education and other sources. Various matching techniques have been applied to maximize identification of eligible students. This information is dynamic and changes occur on a regular basis. As a result, representations may be slightly higher or lower than that shown in an earlier reporting period. Please check the Contact page for information on how to reach us.

Data updated 9/26/2017 4:20:45 PM

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>First Name</th>
<th>Last Name</th>
<th>State ID</th>
<th>DOB</th>
<th>Completed FAFSA</th>
<th>FAFSA Detail</th>
<th>Date App Submitted</th>
<th>Selected for Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>District X</td>
<td>School 1</td>
<td>Student A</td>
<td>Student A</td>
<td>No Parent Signature</td>
<td>Missing parent signature on FAFSA or SAR (Reject Code 15)</td>
<td>##/##/##</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District X</td>
<td>School 1</td>
<td>Student B</td>
<td>Student B</td>
<td>Complete</td>
<td>Complete FAFSA Application</td>
<td>##/##/##</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District X</td>
<td>School 2</td>
<td>Student C</td>
<td>Student C</td>
<td>Not Complete</td>
<td>Incomplete FAFSA Application</td>
<td>##/##/##</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District X</td>
<td>School 2</td>
<td>Student D</td>
<td>Student D</td>
<td>Complete</td>
<td>Complete FAFSA Application</td>
<td>##/##/##</td>
<td>N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College Counts Smart Art Contest

2017 Contest Winners
Thompson Intermediate
Livingston Jr. High
New Hope Elementary
Goals
• To reduce stress in the classroom, during a counseling sessions, or during testing.
• To create opportunities for inclusion and participation for all students.
• To deflect any opportunities for conflict and diffuse defiant and disruptive behaviors.
Upcoming Events for School Counseling Staff

American School Counseling Association Annual Conference
July 14-17, 2018—Los Angeles, CA

ALS/C Critical Issues in Alabama Schools
September 13-14, 2018—Birmingham-Southern College

Student Records and Transcript Best Practices Workshops
September 26, 2018—Athens
September 27, 2018—Birmingham
October 3, 2018—Montgomery
October 4, 2018—Mobile

ALCA Annual Conference
November 14-16—Birmingham

Alabama Career Development Conferences
January/February 2019—TBD
Promote, Publicize, Showcase
Our Profession

@AlabamaDeptofEd

@AlabamaSCA

@seanjstevens
Sean J. Stevens, Education Administrator
sstevens@alsde.edu

Dr. Willietta Conner, Education Specialist
wconner@alsde.edu

Wanda Langley, Education Specialist
wlanglely@alsde.edu

Counseling and Guidance
Alabama State Department of Education
334-242-9111

http://www.alsde.edu/sec/cg/Pages/home.aspx