

**2019 WSCA Annual Conference
The Power of Hope
Monona Terrace Convention Center
Madison, WI
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It's RAMP Time: Why and How

- **Need to read books**
 - ASCA National Model, 3rd edition
 - Making Data Work
 - ASCA National Model Implementation Guide
- **Do not depend on the 12 rubrics to fully explain the components**

RAMP vs. Model

National Model

- Comprehensive Developmental Counseling Program
- Total Program
- Continual, On-Going

RAMP

- An Award –snap shot of the program
- Exemplary Samples
- Due in October

Model vs. RAMP

RAMP - Why?

- Evidence based practice
 - Empirical Research Studies Supporting the Value of School Counseling
 - Good for students
 - Legitimizes the professional
 - Engages stakeholders
 - Annual agreement – component 5
 - Advisory council – component 6
 - Program evaluation
 - Professional development/reflection
 - National recognition
-

School Counseling and Student Outcomes: Summary Of Six Statewide Studies

Carey, J., & Dimmitt, C. (2012). School counseling and student outcomes: Summary of six statewide studies. *Professional School Counseling, 16* (2), 146-153. doi: 10.5330/PSC.n.2012-16.146

Take-away: *A growing body of research indicates comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes.*


EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

- Carey, Harrington, Martin, & Hoffman, 2012
- Dimmitt & Wilkerson, 2012
- Ward, 2009
- Lapan, Gysbers, Sun, 1997
- Lapan, Gysbers, Petros, 2001
- Sink, Stroh, 2003
- CSCORE – Carey & Harrington, UMASS

Some of the School Counseling Researchers

Increased

- Graduation Rates
- Math and reading
- 3rd grade reading proficiency
- Scores on state tests
- ACT scores
- Students taking ACT
- Perkins Program completion
- Attendance



Comprehensive School Counseling Program Research

Decreased

- Suspension rates
- Discipline referrals
- Student reports bullied/teased



Comprehensive School Counseling Program Research

Regardless of socioeconomic level,
 children who remain in the same school for
 multiple years
 with a well-implemented
 comprehensive school counseling program
 will have higher achievement test scores
 than students who attend schools
 without such a counseling program

150 Randomly Selected Public Elementary Schools in Washington State
 (Sink, Stroh, 2003)

Annual Agreement

Annual Agreement Template

School Counselor: _____ Year: _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and behavior goals for the school of which counseling team goals are found in the curriculum, school plan and during the year plan.

Program Goal Statements

1	
2	
3	

Use of This plan to spend the following percentage of my time following the components of the school counseling program. Checkmarks are required for a comprehensive school counseling program.

Component	Percent of Time	Remarks
Direct Services to Students	_____ percent	School counseling core curriculum Provides developmental curriculum content for individual students
Individual Student Advisory	_____ percent	Assist students in the development of academic, career and personal goals. 80 percent or more
Responsive services	_____ percent	Address the immediate concerns of students
Indirect Services for Students	_____ percent	Referrals, consultation and collaboration provide support for students achievement
Program Planning and School Support	_____ percent	Foundations, Participation and accountability and school support includes planning and monitoring the school program and school support activities. 20 percent or more

Advisory Council
 The school counseling advisory council will meet on the following dates:

Planning and Health Statements

The following documents have been developed for this school counseling program.

Annual calendar _____ Check the appropriate boxes

Comprehensive school plan _____ Teacher reports from teachers when placed

Small group action plan _____

Professional Development

Plan to participate in the following professional development based on school counseling program goals and the school counselor competencies self assessment.

Professional Collaboration and Responsibilities

Classroom staff _____

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administrative/Classroom Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		

Budget Materials and Supplies

Annual budget \$ _____

Materials and supplies needed _____

School Counselor Availability/Office Organization

The school counseling office will be open for stakeholder consultation from _____ to _____.

My hours will be from _____ to _____ if flexible scheduling is used.

The counselor will be open from _____ to _____.

Role and Responsibilities of Other Staff and Stakeholders

School counseling department assistant _____

Attendance assistant _____

Data manager _____

Career and college center assistant _____

Other staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

Advisory Council Description

A representative group of stakeholders to review and advise the implementation of the school counseling program.

REPRESENTATIVE SAMPLE

Effective Advisory Councils

- A list of the advisory council members and their stakeholder positions.
 - The agendas and minutes from at least two meetings –
 - fall - share program goals
 - spring - share results and implications

Program Assessments

SCHOOL COUNSELING PROGRAM ASSESSMENT

Criteria	Met	In Progress	Not
FOUNDATION			
Beliefs			
A. Includes an agreed-upon belief system about the ability of all students to achieve			
B. Addresses how the school counseling program meets student developmental needs			
C. Addresses the school counselor's role as an advocate for every student			
D. Identifies persons to be involved in the planning, monitoring, delivery and evaluation of school counseling program activities			
E. Includes how data inform program decisions			
F. Includes how ethical standards guide the work of school counselors			
Vision Statement			
A. Describes a future where school counseling goals and objectives are being successfully achieved			
B. Outlines a rich and detailed picture of what success looks like and how to get there			
C. Is bold and inspiring			
D. States best possible student outcomes			
E. Is believable and achievable			
Mission Statement			
A. Aligns with the school's mission statement and may also align with state and state department of education school objectives			
B. Serves all students as the primary focus			
C. Addresses the needs, assets and success of every student			
D. Indicates the long-range results desired for all students			
Program Goals			
A. Includes achievement, attendance, behavior and/or school safety			
B. Are based on current data			
C. Address schoolwide data, policies and practices to address long-term gaps/needs			
D. Address academic, career and/or personal/social development			

RAMP Assessment

XXX Elementary School													
Section:	1	2	3	4	5	6	7	8	9	10	11	12	Overall Score
Average:	2.33	3.00	5.00	3.67	4.00	4.33	4.33	5.33	5.00	5.33	4.67	5.00	52.00

Vision: Noticed that School Counseling Vision statement and school vision statement are the same. Would like to have seen a richer description of the future you envision for your students and to have the counselors vision complement the school's vision, not just duplicate it.

Mission: Expand on how your students, and ultimately your mission statement, is defined by your specific community.

Program Goals: More linkage or references to program and school vision and mission would make it much better. Like your concept of mindfulness, increasing attendance, and academic focus. However, not certain how you would truly be able to measure "mindfulness". Also, what is listed as outcome data is not nor is perception data. Also, some comments (goal #1 = moving administration, change in staff; goal#2 = from 89 to 65 days absent) were confusing.

Mindsets & Behaviors: Need more specifics regarding what standards were covered in small group, in closing the gap, etc.

Annual Agreement: Need strong documents to support the agreement, such as use of time chart/graph, date and minutes of the meeting. It is well written and clear with the current one. Strong supporting documents not provided. Would like to have read a description of a more formal way in which you and the principal determined where your time is spent.

Advisory Council: Would like to see evidence of more discussion between the stakeholders.

Calendars: Add how these calendar are shared with the stakeholders. Didn't see the dates on weekly calendar in the Fall. Love the character themes! Would like to see where your program goals (mindfulness, etc.) are included.

CCAP and Lessons: Need more specifics in your data - decrease by what percentage, etc. Would like to see more specifics

RAMP and the National Model help us to more effectively evaluate our program and pinpoint areas of need.

Through collaboration with the School Improvement Team, we connect our school counseling program goals to the overall goals of the school. This makes us an integral part of the school improvement process and makes the work that we do invaluable in the eyes of our stakeholders.

--2015 RAMP School

RAMP – How?

- Know it's a multi-year process
- ASCA web site
 - Read RAMP recipient's applications
 - Use RAMP resources
- Read the rubric, read the rubric, read the rubric
- Complete a program assessment
- Create implementation plan
- Start with 1 or 2 components
- Identify mentor
- Use resources
 - Implementation guide
 - Webinars
 - ASCA articles
 - ASCA – U

RAMP Application Process 12 Components

1. Vision Statement	3 Points
2. Mission Statement	3 Points
3. School Counseling Program Goals	6 Points
4. ASCA Mindsets & Behaviors	4 Points
5. Annual Agreement	5 Points
6. Advisory Council	5 Points
7. Calendars	5 Points
8. Core Curriculum Action Plan and Lessons	6 Points
9. Core Curriculum Results Report	6 Points
10. Small Group Action Plan, Lessons and Results Report	6 Points
11. Closing-the-Gap Results Report	6 Points
12. Program Evaluation and Reflection	5 Points

Points

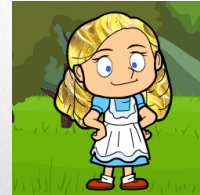
Resubmission

- 300 – 750 words
- Video



Check the web site for examples

Narrative



Supplemental Documentation

Need help applying for RAMP?
Want to know if it's worth your time?
Not sure how to get started?

www.schoolcounselor.org

[Scoring rubric](#)

[Examples of outstanding RAMP applications](#)

[RAMP tips checklist](#)

RAMP Scoring Rubric: Section Webinars

[Section 1: Vision Statement](#)

[Section 2: Mission Statement](#)

[Section 3: School Counseling Program Goals](#)

[Section 4: ASCA Mindsets & Behaviors for Student Success](#)

[Section 5: Annual Agreement](#)

[Section 6: Advisory Council](#)

[Section 7: Calendars](#)

[Section 8: School Counseling Core Curriculum Action Plan and Lesson Plans](#)

[Section 9: School Counseling Core Curriculum Results Report](#)

[Section 10: Small-Group Responsive Services](#)

[Section 11: Closing-the-Gap Results Report](#)

[Section 12: Program Evaluation Reflection](#)

[RAMP Rubric Ready](#)

[ASCA National Model Implementation Guide](#)

[Making DATA Work](#)

[RAMPing as a Solo School Counselor](#)

Additional Helpful Webinars

Videos

Why #RAMPup? Check out these videos from some RAMP schools explaining why they went through the RAMP process -- and what they learned along the way.

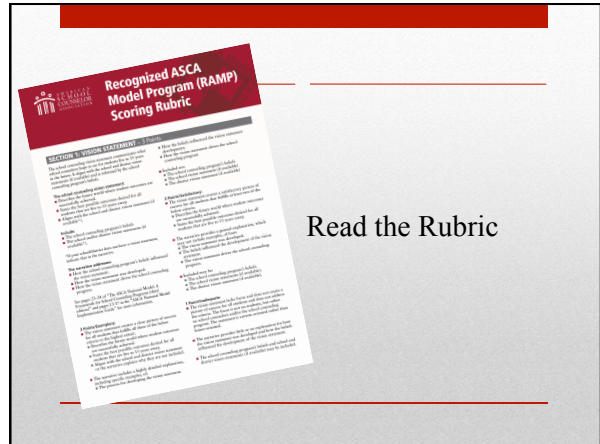
- [Journey to RAMP: Charleston School of the Arts](#)
 - [Journey to RAMP: Nanaikocono Elementary School, Hawaii](#)
 - [Journey to RAMP: Cactus Shadows High School](#)
 - [Journey to RAMP: Sequoia Middle School](#)
 - [Journey to RAMP: Hayfield Secondary School](#)
 - [Journey to RAMP: John F. Kennedy High School](#)
 - [Journey to RAMP: Quander Road School & New Directions Alternative Education Center](#)
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- **Webinars**
 - **Foundation**
 - [ASCA National Model – Themes and Foundation](#)
 - [RAMP: It Starts With Vision and Mission](#)
 - [Creating Effective School Counseling SMART Goals](#)
 - [ASCA Mindsets & Behaviors for Student Success](#)
 - [Focus on Student Competencies: ASCA Mindsets & Behaviors for Student Success](#)
 - [Using Data to Develop SMART Goals, Lake Braddock Secondary School](#)
 - **Management**
 - [ASCA National Model – Management](#)
 - [Evidence-Based, Data-Driven Comprehensive School Counseling: How it Fulfills RAMP](#)
 - **Accountability**
 - [ASCA National Model – Accountability](#)
 - [Perception Data: Learn to Identify, Create, Analyze and Share It](#)
 - [Closing the Gap and Writing Results Reports](#)
 - [Program Evaluation Reflection \(section 12 of the application\): Sample Video response](#)
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Now is the Time

Don't have a comprehensive school counseling program yet? Let this be the year you finally get started.

ASCA School Counselor Magazine Article



The school counseling vision statement:

- Describes the future world where student outcomes are successfully achieved.
- States the best possible outcomes desired for all students that are five to 15 years away.
- Aligns with the school and district vision statement (if available*).

Include:

- The school counseling program's beliefs
- The school and/or district vision statements (if available*).

*If your school/district does not have a vision statement, indicate that in the narrative.

Vision Statement Narrative
3 Points/Exemplary:

The narrative includes a highly detailed explanation, including specific **examples**, of:

- The process for developing the vision statement.
- How the beliefs influenced the vision statement development.
- How the vision statement drives the school counseling program

Where to Start? p. 125

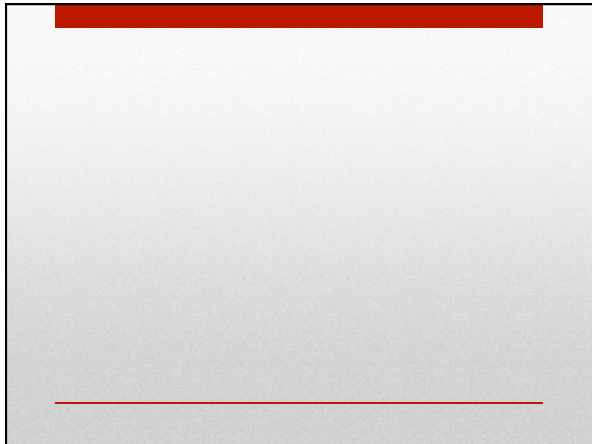
Implementing the ASCA National Model, Third Edition: Where to Start?

	Completed	In Progress	Timeline
Read or review the ASCA National Model			
Communicate your intent to implement the ASCA National Model with school and district administration			
Use the program assessment to compare your current program with the ASCA National Model			
Identify needs of strength and areas to improve based on the results of the program assessment			
Review the school's academic, attendance and behavioral data			
Identify areas to improve based on school data			
Identify measurement tools used in the management component that correspond to the areas to improve			
Identify collaborators needed for implementation			
Develop a three-to-five-year plan for implementation of the foundation, management, delivery and accountability components, including a timeline and persons responsible for each item in the plan			
Present plan to administration			
Implement the plan, and collect data on program implementation using the tools in the management component			
Analyze data collected to determine the results of the program following suggestions in the data analysis component			
Share your results with school and district staff			
Compare and analyze the program assessment each year to compare your program with the ASCA National Model			
Share implementation results regularly for data measurement. Consider building for the Integrated ASCA Model Program (IAMP) designation to show how your program makes a difference in student achievement and success.			

RAMP Tips



- Everything you need to know is in "The ASCA National Model: A Framework for School Counseling Programs, Third Edition" and "The ASCA National Model Implementation Guide: Activities, Timing, Tools, etc. The content may be helpful.
- Review the RAMP resources on the ASCA website (e.g., templates, application documents, handouts).
- Look about going for RAMP as a two-phase process.
- Phase 1:** Planning (typically a year to two-year process).
- Conduct program assessment (use ASCA National Model to determine areas of strength and areas to improve; review primary control, management agreement or an applied to a specific school program statement).
- Obtain school data to consider your program goals.
- Gain support for the process from your administration and school counseling team.
- Phase 2:** Data collection (data collection is a two-year process).
- Anything that you will be submitting in the data collection phase is based on the last school year of data and documents.
- Consider the data program goals to be met in a single RAMP session. Goals need to be based on school data which needs and gaps which can be demonstrated by outcome data, achievement, behavior or attendance data.
- It is highly recommended that at least one goal is data demonstrated that can be measured by the structure of data across operational and activities.
- The resource files you collect is determined by your goal. You may use operation data and/or assessment data across to show the achievement of the outcome. If using baseline factors, use or compare to their immediate success (e.g., growth) a baseline with or comparison.
- The goals should be reflected by your annual operational activities. Activity should include ASCA National Model for Student Success outcomes and a goal plan.
- Results reports need to reflect your intervention activities, results data and reflections as well as provide a portion towards to study charts and data reports (connecting your operational data content and process outcome data).
- Write your narrative as you go through the data collection year. The narrative should clearly tell the story about what decisions were made, how you made them and why you have the results. Consider what the data reviewer needs to know to understand each component of your operation. Write the data.
- Proofread the application for spelling, grammar, punctuation and meaning. List all activities. Make others read your narrative to be sure you have accurately told your story.
- Collaborate with and seek support from others in your district or other. Request support from your data reviewer.
- Understand from the beginning that going for RAMP is a process. Complete your final efforts.



Resources



Exemplars in Implementation Guide

Beliefs: 10 – 12
 Vision: 15 – 17
 Mission: 19 – 23
 School Data Profile: 34 – 35
 Program Goals: 41 – 56
 MS/B Planning Tool: 60 – 63
 Perception Data Assessments: 67-68, 108, 110, 112, 116, 132
 Use of Time Assessment: 74-75
 Annual Agreement: 81 – 82
 Advisory Council: 93 – 97
 Annual Calendar: 102 – 103
 Weekly Calendar: 104 – 105
 Lesson Plans: 122 – 123, 130 – 132, 140 - 142
 Core Curriculum Action Plan: 124 – 127
 Results Reports: 162 – 163, 165, 168

- ## ADVISORY COUNCIL (ANMIG p. 92)
- Do's**

 - Construct a representative membership
 - Include students, when appropriate
 - Meet at least twice
 - Present data and goals
 - Record and respond to feedback
 - Create and save agendas
 - Take detailed minutes
 - Provide good supporting documentation

Don'ts

 - Omit important stakeholders
 - Forget to check diversity of membership
 - Don't create just for RAMP
 - Don't be a subset of another committee
 - Don't forget your data and goals presentation
 - Don't ignore feedback

- ## ASCA U Specialist Trainings
- [Anxiety and Stress Management Specialist](#)
[Bullying Prevention Specialist](#)
[Career Development Specialist](#)
[Closing the Achievement Gap Specialist](#)
[College Admissions Specialist](#)
[Cultural Competency Specialist](#)
[Grief and Loss Specialist](#)
[Legal and Ethical Specialist](#)
[Mental Health Specialist](#)
[School Counseling Data Specialist](#)
[School Counseling Leadership Specialist](#)
[Students With Special Needs Specialist](#)
[Trauma and Crisis Specialist](#)

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Thank you