



# **Career Advising Diagnostic**

**Southgate Independent School**

**Southgate Independent School District**

Mr. Jim Palm, Superintendent  
Wm. Blatt and Evergreen  
Southgate, KY 41071

# TABLE OF CONTENTS

Introduction.....	1
Advising Program.....	2

DRAFT

## Introduction

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies. A Comprehensive College and Career Advising Program should: 1.Be School-Wide; 2.Implement or Employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration; 3.Unite students, staff, parents, the community, businesses, and higher education; and 4.Aim to reduce dropout rates, raises graduation rates, and helps pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010). To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents, and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development, and the formation of habits necessary for students to be successful in adulthood. Role and Responsibilities of a School Counsel Program Advisory Council The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results, and other school related data. (3rd ed.) (ASCA, 2012). Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA (<http://www.ascanationalmodel.org/content.asp?contentid=21>), data are used “to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready” (2012).The School Counseling Program Advisory Council should prioritize services that address the school's Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps. In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students, and empowering schools to meet the needs of all students. References: American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.

## Advising Program

	Statement or Question	Response	Rating
1.	Advising program is guided by a team comprised of a variety of stakeholders.	No team in place or membership is limited to school staff.	Apprentice

	Statement or Question	Response	Rating
2.	Advising occurs at regularly scheduled intervals throughout the school year.	No structured advising program is in place.	Apprentice

	Statement or Question	Response	Rating
3.	Every student has a regular and on-going advising relationship with at least one adult in the school building.	Targeted students are assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.	Proficient

	Statement or Question	Response	Rating
4.	Advising program promotes systemic changes within the school.	The advising program focuses primarily on crisis situations and academics.	Apprentice

	Statement or Question	Response	Rating
5.	The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.	No leadership support.  School does not integrate the ILP into classroom instruction.  School-Based Decision Making Council policy does not address ILP implementation.  Data is not collected or analyzed.	Apprentice

	Statement or Question	Response	Rating
6.	Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.	School & staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.  Some students have access to accelerated learning opportunities that are aligned with their ILPs.	Proficient

	Statement or Question	Response	Rating
7.	Advising is related to academics, career, and personal/social needs.	Advising includes academics and college/career planning but does not address personal/social needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
8.	Advising program sets goals and implements strategies to address achievement gaps.	Achievement gaps are not addressed through the advising program.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
9.	Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.	Some data is used to determine advising needs, but is not linked to school improvement.	Proficient

DRAFT