

# Findings from Vermont Agency of Education Survey of Career Advising Practices among School Counselors

Regional Educational Laboratory-Northeast and Islands

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# Survey Objectives and Methods

# Survey objectives

To provide the Vermont Agency of Education (AOE) with information that would help the agency to:

- prioritize policies and activities that improve the landscape for school counseling in the state;
- help counselors more fully connect students' personalized learning plans with flexible pathway options;
- promote best practices in counseling in alignment with American School Counselor Association (ASCA) standards; and
- assess the needs of counselors and students related to the COVID-19 pandemic in order to target supports effectively.

# Sample

## Target population

- All elementary and secondary school counselors currently employed in Vermont
- Includes counselors serving students in technical centers and selected independent high schools

## Response rate

- 176 valid responses, which represents:
  - 25% of 715 licensed counselors holding a school counseling license
  - 39% of 452 counselors identified through a school website scan as currently serving in a school counseling position
  - Responding counselors had similar characteristics to the population of licensed counselors on record

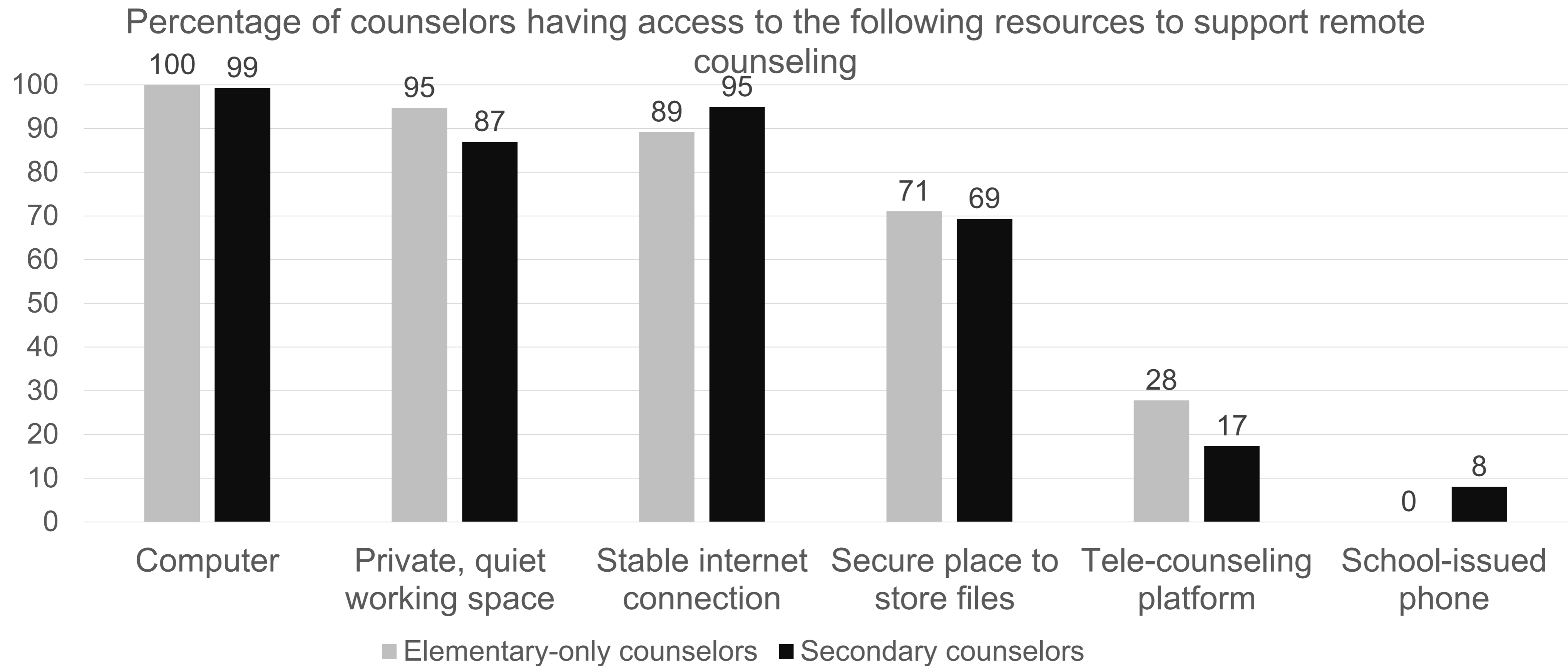
# Survey implementation

- Survey platform:
  - AOE hosted the survey on the Cognito Forms platform
- Survey link distribution:
  - AOE emails to individual counselor emails identified on school websites
  - Vermont School Counselor Association (VSCA) messages to membership
  - AOE request to school administrators to distribute to appropriate staff
- Survey dates:
  - February 10-26, 2021

# Key findings

Pandemic context:  
Needs and resources affecting counseling during COVID-19

While most counselors had access to a computer, internet, and working space, most did not have access to a tele-counseling platform or school-issued phone. Counselors indicated that they would like a range of tools for virtual options for connecting with students and families.



Note: N = 38 counselors serving elementary grade levels only; N = 138 counselors serving secondary grade levels.



# Counselors recommended that schools continue to offer virtual counseling options post-pandemic

"I feel like the use of **technology** has helped students learn to reach out in different ways.... Many **students** have benefitted from the flexibility and the variety of ways they can interact with counselors this year."

"**Online support/gathering/socializing with students** is something to consider continuing after [the] pandemic ends because in some ways **you can reach more kids and/or bring kids together in different ways.**"

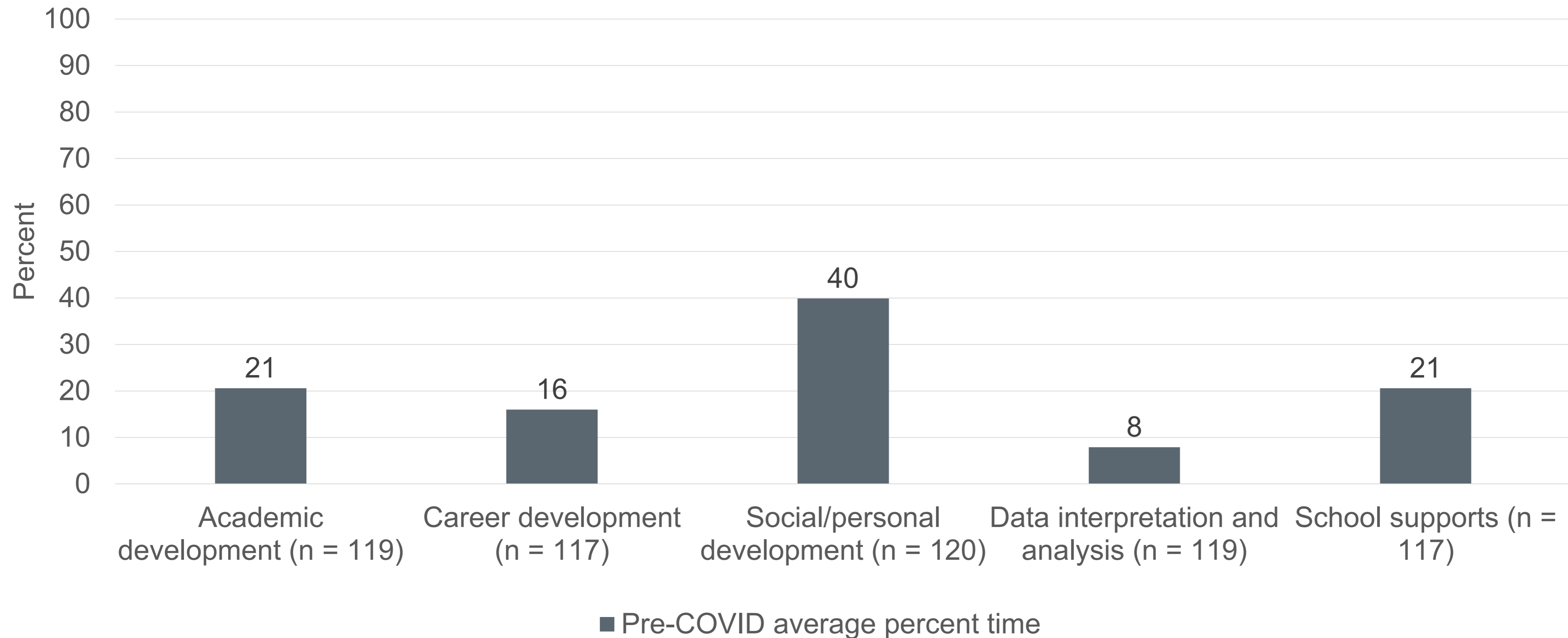
# Time on tasks before and during the pandemic

Counselors said they had several non-counseling responsibilities *before* the pandemic

- The most commonly-cited activities were core counseling functions: education support team (82 percent) and individually-based advising (62 percent)
- Many counselors were also assigned to other types of activities:
  - testing coordination: 53 percent
  - lunch duty: 38 percent
  - serving as remote site coordinator, substitute back-up teacher or anti-bullying coordinator: 30-40 percent each

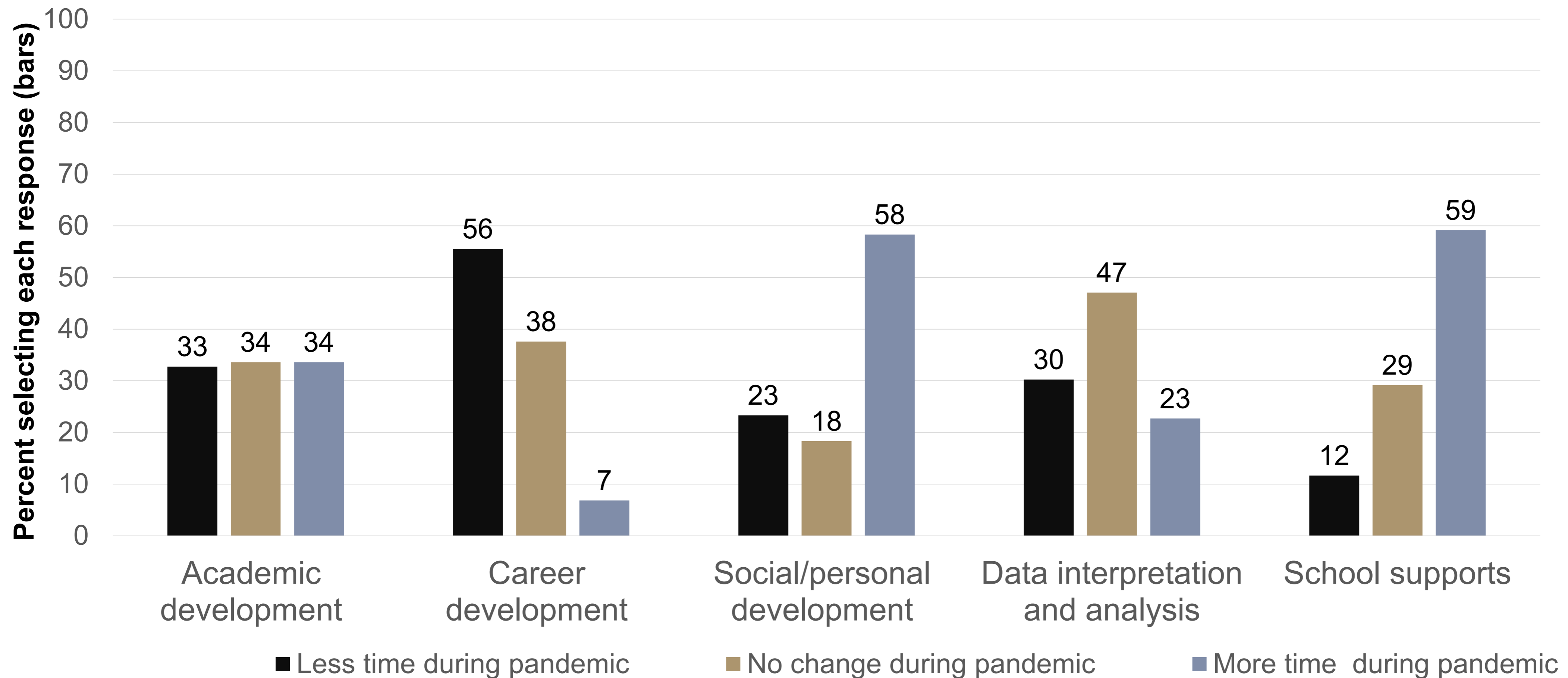
Note: Please see slide 65 for more details regarding the lunch duty.

**Career development** was already an activity with one of the lowest time allocations *pre-pandemic*; more than half of secondary-level counselors said they spent even less time on it *during* the pandemic. (1)



Note: N= 138 counselors serving secondary grade levels.

*During the pandemic, secondary-level counselors said they spent additional time on **social/personal development and school support activities (2).***



Note: N= 138 counselors serving secondary grade levels.

Counselors requested additional training in diversity, equity, and inclusion and social-emotional learning (SEL). Using data to guide counseling and supporting student career exploration were also requested topics, with fewer than 15% having received training in these areas.

“In addition to any training you have already received, name two training topics that would help you in your role as a school counselor.”

Top 10 Additional Training Topics Requested (Open-ended)

	Count
Diversity, Equity and Inclusion	20
SEL training	19
Trauma and Crisis Informed Practices	17
Data Informed Counseling	14
Career exploration	11
504 Special Education	9
Gender Identity, Sexuality, and Equity	9
Restorative Practice and Justice	8
Personalized Learning Plans	8
Role of a counselor/techniques and licenses	8

Some of these topics are already offered by VT AOE. [See](#) slides 74 and 75 for more detail.

When asked what practices they would like to continue after the pandemic, counselors mentioned the following topics most frequently.

Increase virtual engagement with parents

Virtual meeting options for students

Flexible and multiple communication mediums for students

Online repertoire of various resources

Virtual meetings with staff and other agencies

Personalized/Individual attention to students

Stronger focus on socioemotional learning and mental health

Given that counselors recommended continuing virtual meeting options with other staff post-pandemic, such practices might help increase the level of engagement and coordination within schools.

“Virtual meetings led to **stronger communication and partnerships** with referring agencies, community agencies, other professional staff.”

Response to open-ended question: “Has anything changed in your school counseling work that is worth continuing after the pandemic ends?”

# Examples of commonly-mentioned practices to continue post-pandemic

## Increase virtual engagement with parents

**“Meeting remotely with parents and guardians. Seems they are more accessible. Presentations via zoom have increased the number of family participants.”**

## Personalized/Individual attention to students

**“Home visits were increased and were vital in increasing engagement in school and/or meeting other unmet needs outside of academics.”**



# Key takeaways

## *Survey Objective 1: Prioritize policies and activities that improve the landscape for school counseling in the state*

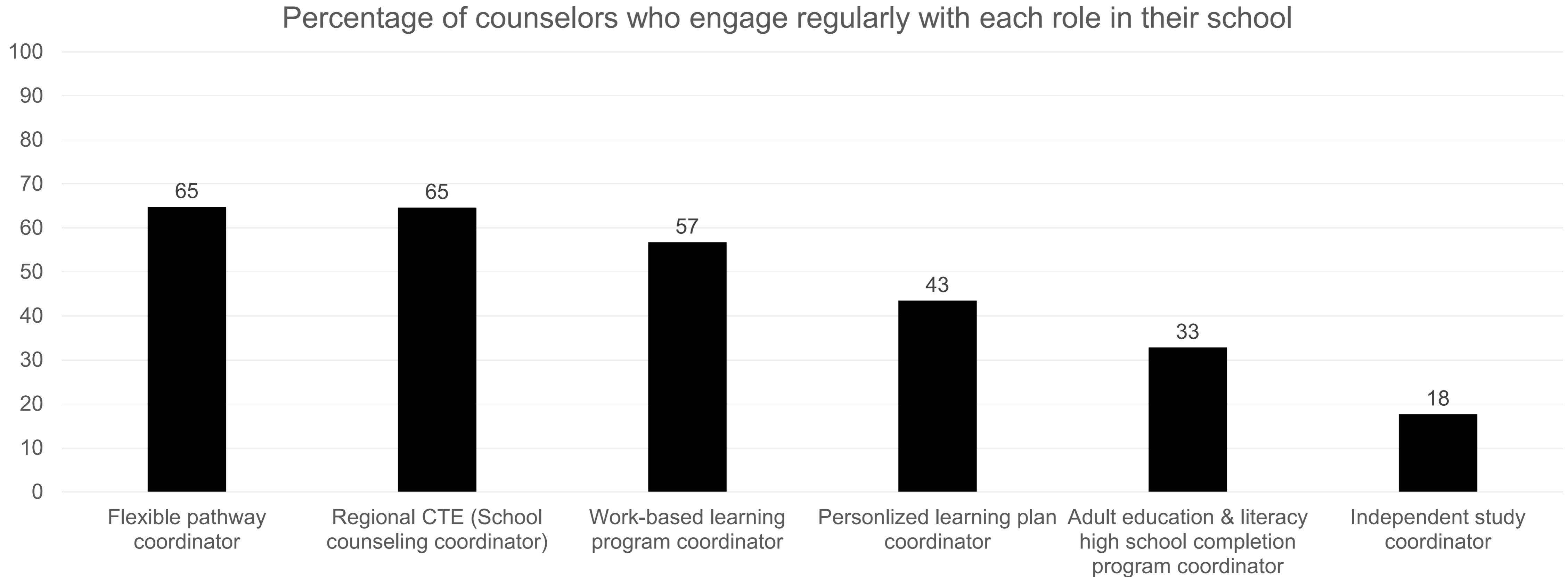
- Counselors have asked for increased access to and training on tele-counseling platforms and other virtual tools to continue providing **multiple communication channels with students and parents**.
- Continue **virtual meeting options to increase the level of engagement and coordination with other professional staff** (especially curriculum directors).

## *Survey Objective 4: Assess the needs of counselors and students related to the COVID-19 pandemic in order to target supports effectively*

- Counselors estimate that 40-50 percent of their students need **academic remediation support and socioemotional or mental health services** in the wake of the pandemic
- Additional resources for access to and training on **tele-health platforms** could be beneficial

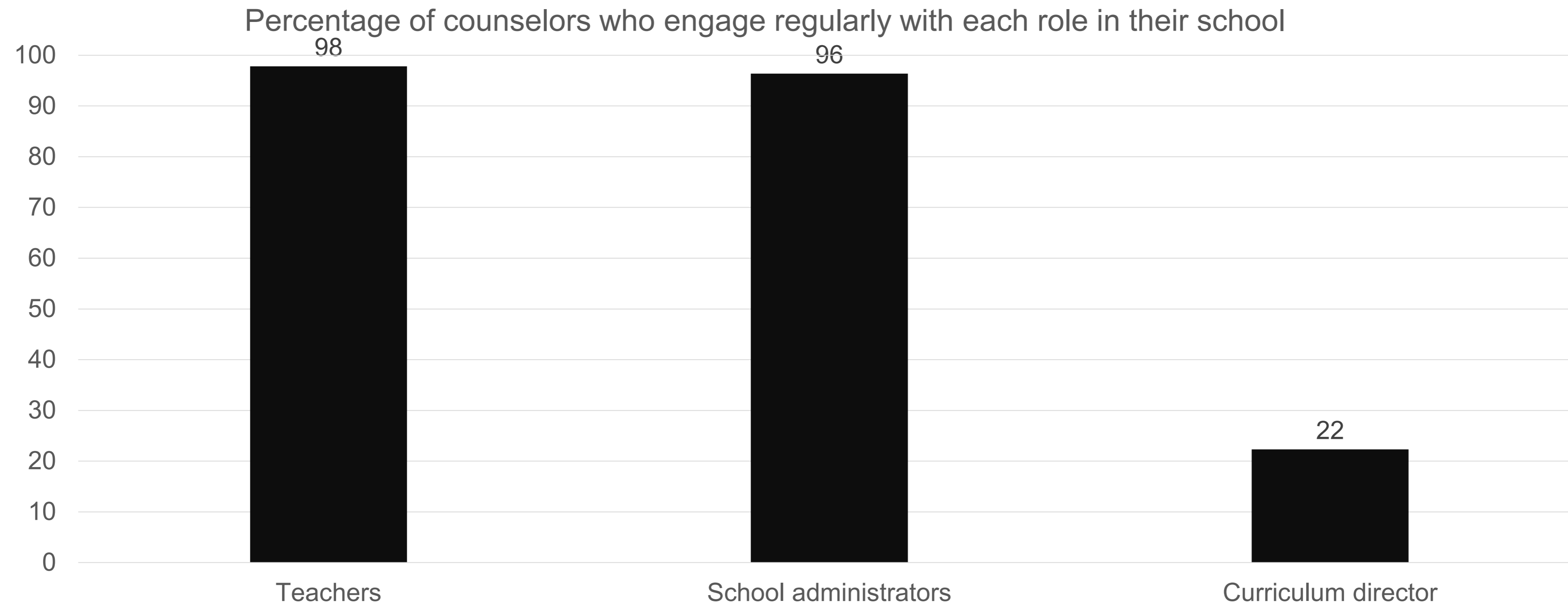
# Organizational Context

More than half of secondary-level counselors said they engaged regularly with coordinators of flexible pathways, career and technical education, and work-based learning.



Note: Response options were “regularly,” “seldom,” “I have no reason to engage with these personnel,” and “This role is not present in my school.” Percentages shown exclude respondents indicating that the role was not present. N= 138 counselors serving secondary grade levels. See slides 24-26 for full data on responses to this item.

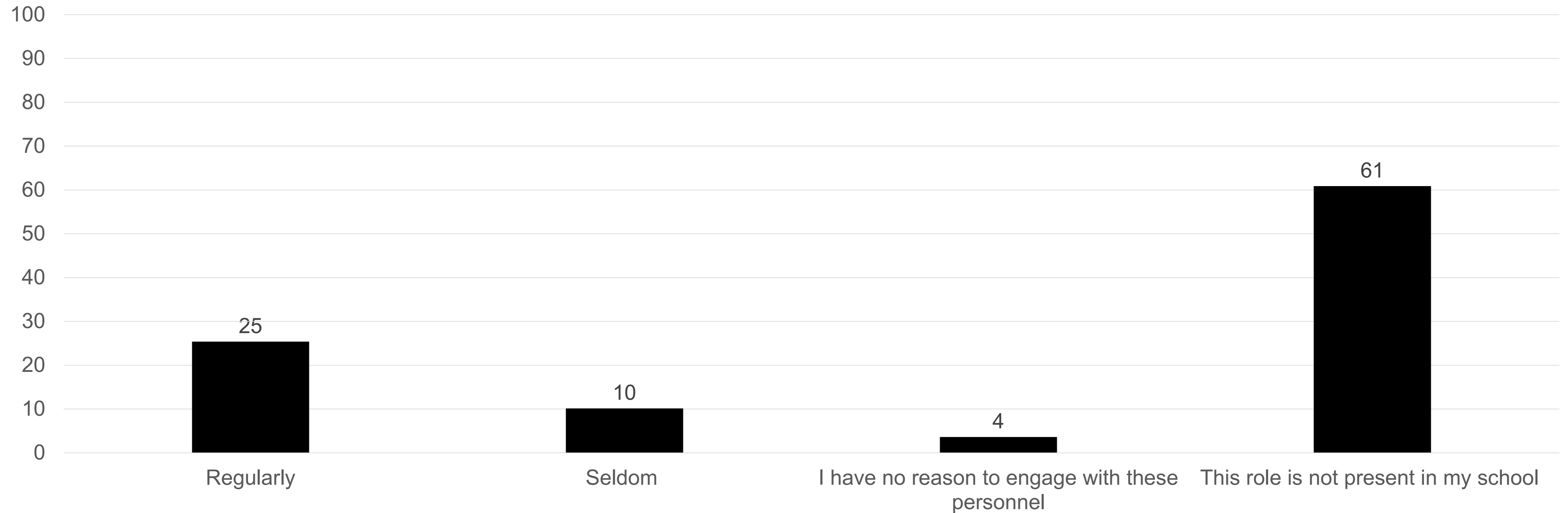
Nearly all secondary-level counselors reported engaging regularly with administrators and teachers, but only 22 percent engaged regularly with the curriculum director.



Note: Response options were “regularly,” “seldom,” “I have no reason to engage with these personnel,” and “This role is not present in my school.” Percentages shown exclude respondents indicating that the role was not present. N= 138 counselors serving secondary grade levels.

# Level of engagement with flexible pathways coordinators

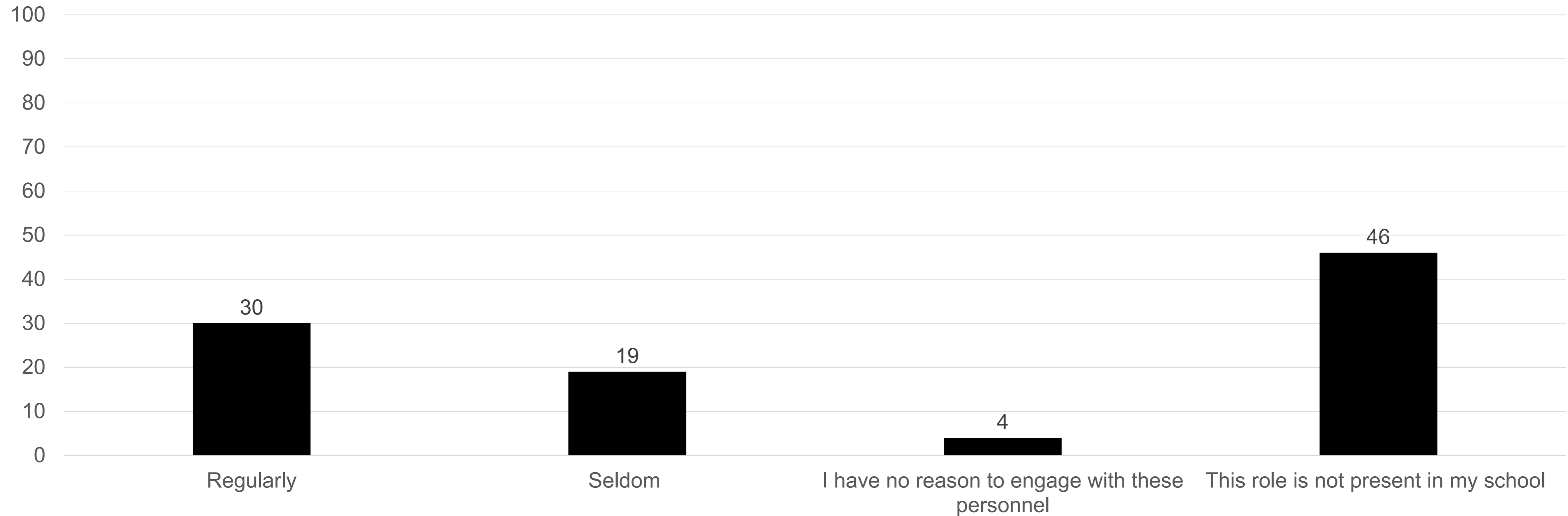
How often do you engage in your school counseling work with each of the following school personnel?  
Percentage of respondents



Note: N= 138 counselors serving secondary grade levels.

# Level of engagement with work-based learning coordinators

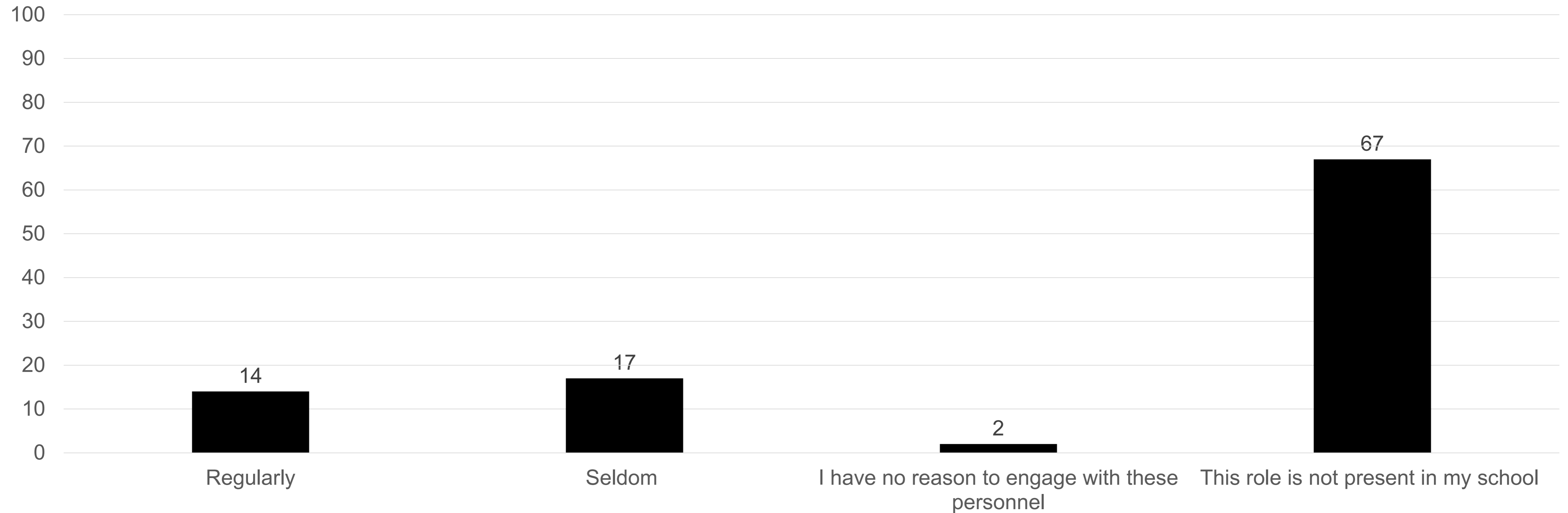
How often do you engage in your school counseling work with each of the following school personnel?  
Percentage of respondents



Note: N= 138 counselors serving secondary grade levels.

# Level of engagement with **personalized learning coordinators**

How often do you engage in your school counseling work with each of the following school personnel?  
Percentage of respondents



Note: N= 138 counselors serving secondary grade levels.

## How often do you engage in your school counseling work with each of the following school personnel, by caseload?

Secondary school counselors	Regularly		Seldom		I have no reason to engage with these personnel		This role is not present in my school	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Curriculum director</b>								
Up to 250 students	18	15.65	60	52.17	9	7.83	28	24.35
251 or more students	5	22.73	10	45.45	1	4.55	6	27.27
<b>Total</b>	<b>23</b>	<b>16.79</b>	<b>70</b>	<b>51.09</b>	<b>10</b>	<b>7.3</b>	<b>34</b>	<b>24.82</b>
<b>School administrators</b>								
Up to 250 students	111	95.69	5	4.31	0	0.00	0	0.00
251 or more students	22	100	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>133</b>	<b>96.38</b>	<b>5</b>	<b>3.62</b>				
<b>Teachers</b>								
Up to 250 students	113	97.41	3	2.59	0	0.00	0	0.00
251 or more students	22	100.00	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>135</b>	<b>97.83</b>	<b>3</b>	<b>2.17</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>

Note: N for “Up to 250 students” is 116, N for “251 or more students” is 116, and the total N is 138.



## How often do you engage in your school counseling work with each of the following school personnel, by caseload?

Secondary school counselors	Regularly		Seldom		I have no reason to engage with these personnel		This role is not present in my school	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Independent study coordinator</b>								
Up to 250 students	21	18.10	11	9.48	80	68.97	4	3.45
251 or more students	2	9.09	1	4.55	15	68.18	4	18.18
<b>Total</b>	<b>23</b>	<b>16.67</b>	<b>12</b>	<b>8.7</b>	<b>95</b>	<b>68.84</b>	<b>8</b>	<b>5.8</b>
<b>Work-based learning program coordinator</b>								
Up to 250 students	38	32.76	23	19.83	3	2.59	52	44.83
251 or more students	4	18.18	3	13.64	3	13.64	12	54.55
<b>Total</b>	<b>42</b>	<b>30.43</b>	<b>26</b>	<b>18.84</b>	<b>6</b>	<b>4.35</b>	<b>64</b>	<b>46.38</b>
<b>Personalized learning plan coordinator</b>								
Up to 250 students	18	15.52	19	16.38	1	0.86	78	67.24
251 or more students	2	9.09	4	18.18	2	9.09	14	63.64
<b>Total</b>	<b>20</b>	<b>14.49</b>	<b>23</b>	<b>16.67</b>	<b>3</b>	<b>2.17</b>	<b>92</b>	<b>66.67</b>

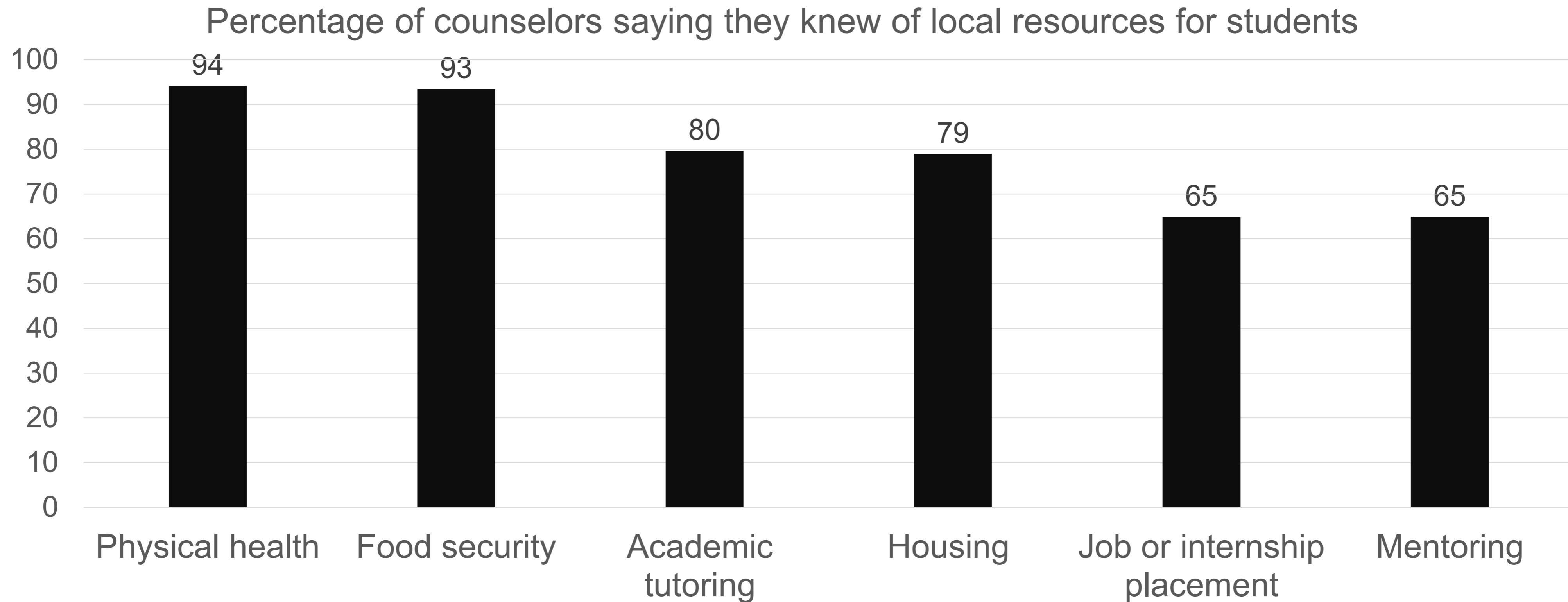
Note: N for “Up to 250 students” is 116, N for “251 or more students” is 116, and the total N is 138.

How often do you engage in your school counseling work with each of the following school personnel, by caseload?

	Regularly		Seldom		I have no reason to engage with these personnel		This role is not present in my school	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Flexible pathway coordinator</b>								
Up to 250 students	32	27.59	12	10.34	3	2.59	69	59.48
251 or more students	3	13.64	2	9.09	2	9.09	15	68.18
<b>Total</b>	<b>35</b>	<b>25.36</b>	<b>14</b>	<b>10.14</b>	<b>5</b>	<b>3.62</b>	<b>84</b>	<b>60.87</b>
<b>Regional CTE (School counseling coordinator)</b>								
Up to 250 students	47	41.23	20	17.54	5	4.39	42	36.84
251 or more students	6	27.27	2	9.09	2	9.09	12	54.55
<b>Total</b>	<b>53</b>	<b>38.97</b>	<b>22</b>	<b>16.18</b>	<b>7</b>	<b>5.15</b>	<b>54</b>	<b>39.71</b>
<b>Adult education &amp; literacy high school completion program coordinator</b>								
Up to 250 students	18	15.52	33	18.45	7	6.03	58	50.00
251 or more students	4	18.18	4	18.18	1	4.55	13	59.09
<b>Total</b>	<b>22</b>	<b>15.94</b>	<b>37</b>	<b>26.81</b>	<b>8</b>	<b>5.8</b>	<b>71</b>	<b>51.45</b>

Note: N for “Up to 250 students” is 116, N for “251 or more students” is 116, and the total N is 138.

At least three-quarters of secondary-level counselors knew where to refer students for social support resources, while 65 percent knew where to send students for job/internship placement or mentoring. Some counselors said a tool for identify job opportunities and labor market information would be useful.



Note: N= 138 counselors serving secondary grade levels.

Counselors indicated their level of knowledge and access to the following post-secondary exploration and development tools.

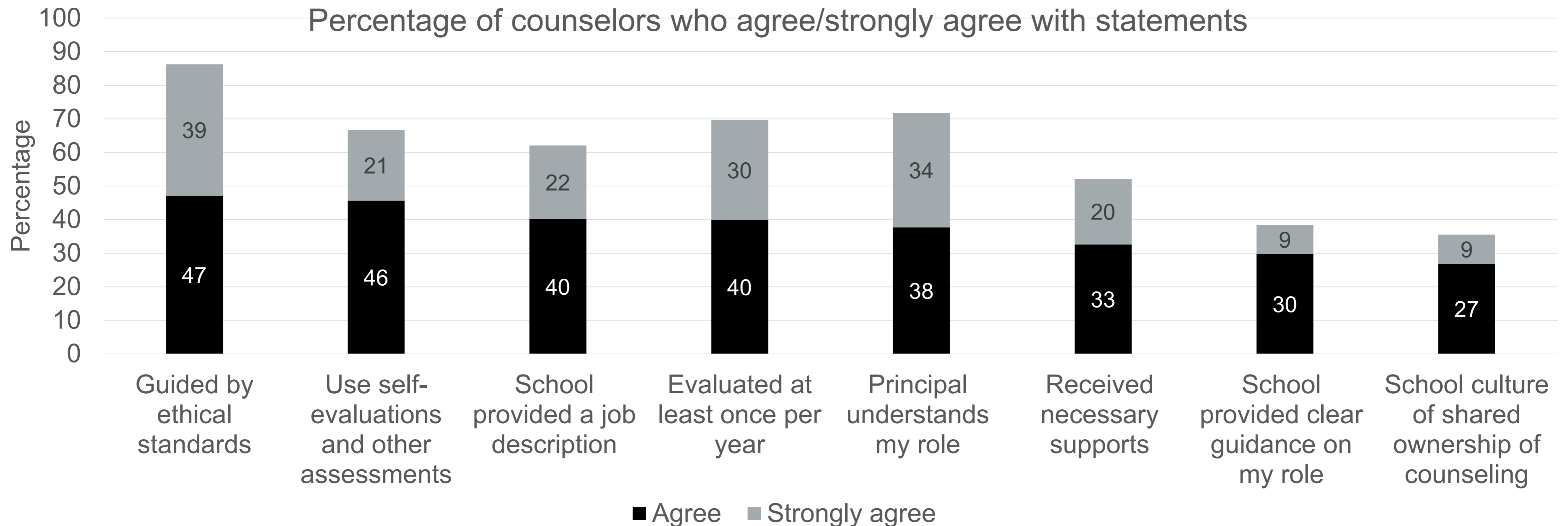
Secondary school counselors	N	I am aware of this tool/resource but don't have access to it.		I have access to this tool/resource but don't find it useful.		I use this tool/resource with my students.		I'm not familiar with this tool/resource.	
		Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
U.S. Department of Labor's Career OneStop	113	13	11.5	5	4.42	34	30.09	61	53.98
Vermont Department of Labor's (VT DOL) Labor Market Information tools	109	13	11.93	10	9.17	33	30.28	53	48.62
McClure Foundation/VT DOL's Pathways to Promising Careers	113	10	8.85	3	2.65	34	30.09	66	58.41
Vermont Career Connect tool	109	13	11.93	7	6.42	19	17.43	70	64.22
Other resources from Vermont Student Assistance Corporation (VSAC)	112	6	5.36	6	5.36	87	77.68	13	11.61
Naviance	111	38	34.23	9	8.11	45	40.54	19	17.12
Careers CLiC programming for students and/or educator PD	107	5	4.67	2	1.87	9	8.41	91	85.05
VT Flexible Pathways Tool	109	12	11.01	6	5.5	16	14.68	75	68.81

## Counselors indicated their level of knowledge and access to the following post-secondary exploration and development tools (continued)

Secondary school counselors	N	I am aware of this tool/resource but don't have access to it.		I have access to this tool/resource but don't find it useful.		I use this tool/resource with my students.		I'm not familiar with this tool/resource.	
		Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Career Cruising	110	14	12.73	4	3.64	4	3.64	88	80.00
Armed Services Vocational Aptitude Battery (ASVAB)	113	34	30.09	8	7.08	38	33.63	33	29.2
WorkKeys	113	18	15.93	2	1.77	16	14.16	77	68.14
YouScience	111	4	3.6			6	5.41	101	90.99
Kuder	110	2	1.82	2	1.82	2	1.82	104	94.55
Awato	111	3	2.7	1	.90	0	0.00	107	96.40
MetaMetrics/Lexile & Quantile Hub	110	1	.91	0	0.00	0	0.00	109	99.09

Note: [See slide 98 for the tools that counselors indicated students find useful](#)

Half or fewer of secondary-level counselors reported that their school provided clear guidance on their role; had a culture of shared ownership of counseling; and provided the necessary supports to implement a comprehensive school counseling program.



Note: N= 138 counselors serving secondary grade levels.

# Counseling standards

- **Fifty-five percent** of respondents agreed that adopting state standards modeled on ASCA would improve equitable access to counseling services.
- **Eleven percent** reported that their school was pursuing Recognized ASCA Model Program status.

Open-ended responses suggested that counselors would like more clarity and training on standards and the counselor's role.

*“There needs to be more training on... **the role of the school counselor** along with more in-depth training on lesson **planning and connection to a set of state standards** along with those provided by ASCA.”*



# Key takeaways

## *Survey Objective 2: Help counselors more fully connect students' personalized learning plans with flexible pathway options*

- Making sure that counselors are aware of and have access to **more virtual options to connect with colleges and employers** might address the top barriers to flexible pathway access – transportation and geographic isolation.
- Counselors have **less time for the career development component** of their jobs as social/personal student needs and school support activities take an increasing share of time during the pandemic. **Providing guidance and resources to schools on priorities and appropriate roles** for counselors might help them renew focus on flexible pathways.
- Counselors may benefit from **more information about work-based learning and community-based/extended learning opportunities** that exist.
- Counselors may benefit from **more information on the local job market and training on how to discuss labor market information with students** as part of pathway and career planning discussions.

# Key takeaways

## *Survey Objective 1: Prioritize policies and activities that improve the landscape for school counseling in the state*

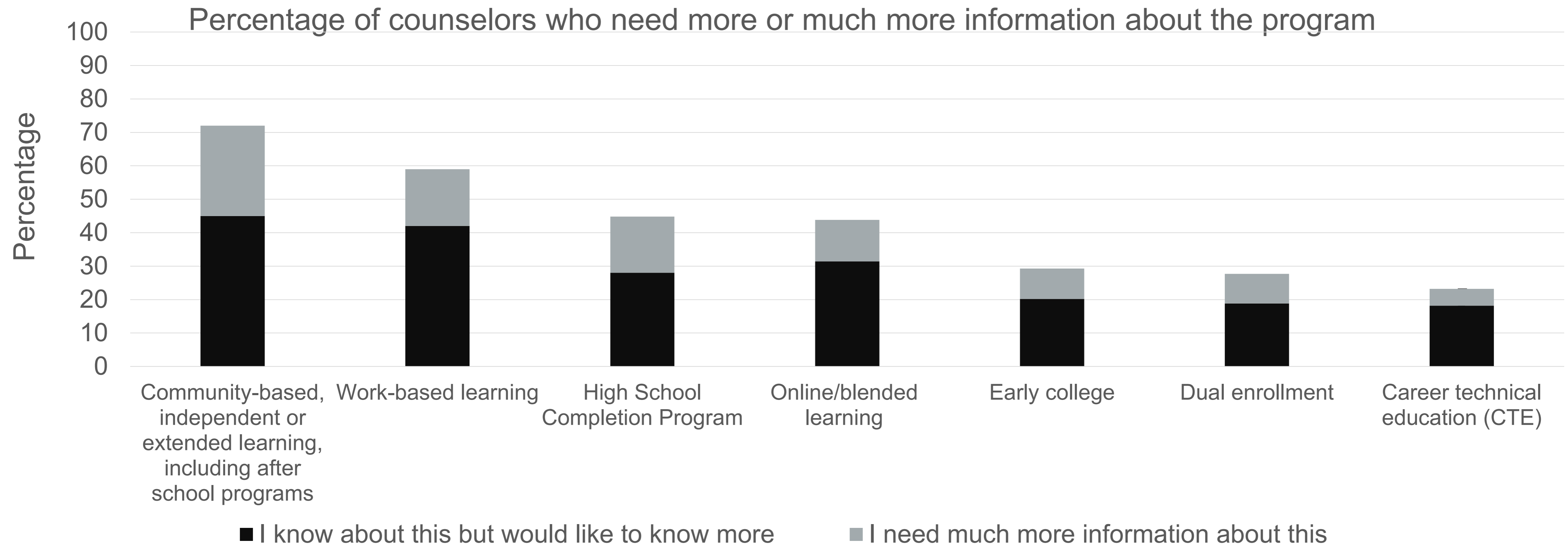
- Guidance and resources could support schools to implement a **comprehensive school counseling program**, integrate career readiness into curricula, develop wider awareness of the school counselor's role, and establish a culture of shared responsibility for counseling.

## *Survey Objective 3: Promote best practices in counseling in alignment with American School Counselor Association (ASCA) standards*

- Guidance to schools on **additional activities for counselors** (e.g., testing coordination, lunch duty), as well as support or strategies for how they could cover those activities with other staff, could be helpful
- A majority of counselors saw **state counseling standards** as a promising tool for providing more equitable access to counseling services

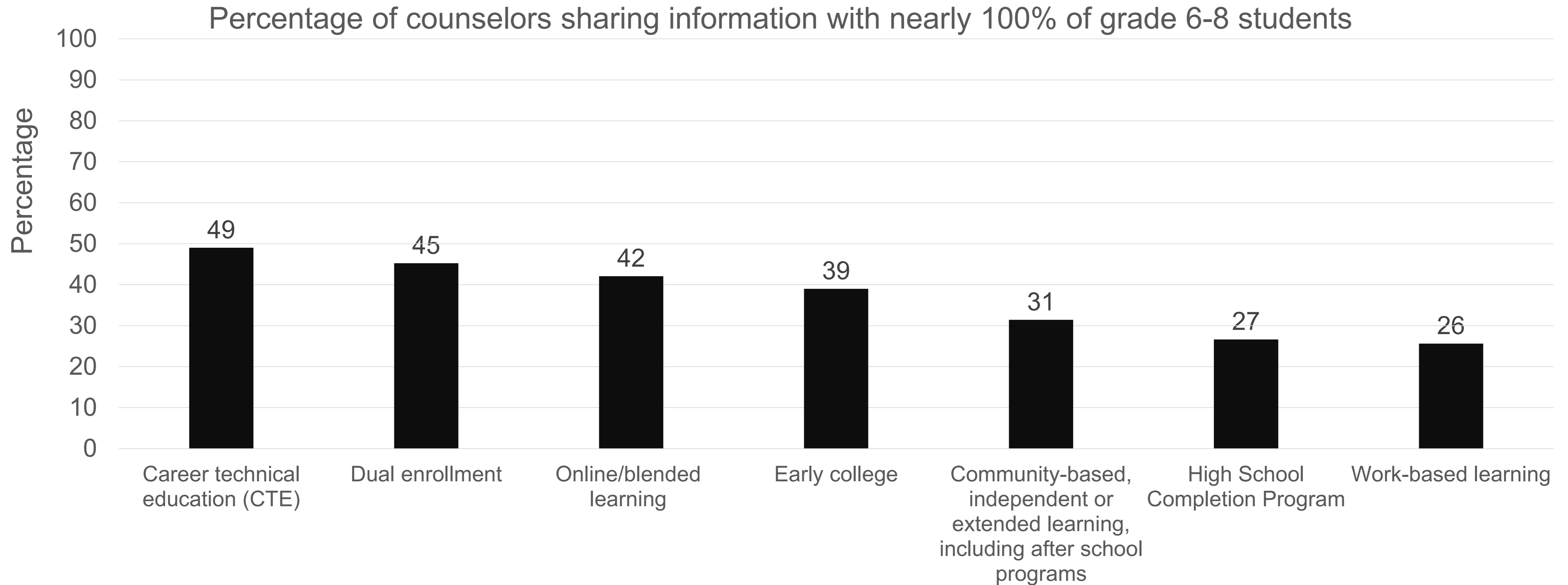
# Counseling context

While more than 70 percent of secondary-level counselors were well-informed about early college, dual enrollment, and CTE programs, the majority needed more information about work-based learning and community-based programs.



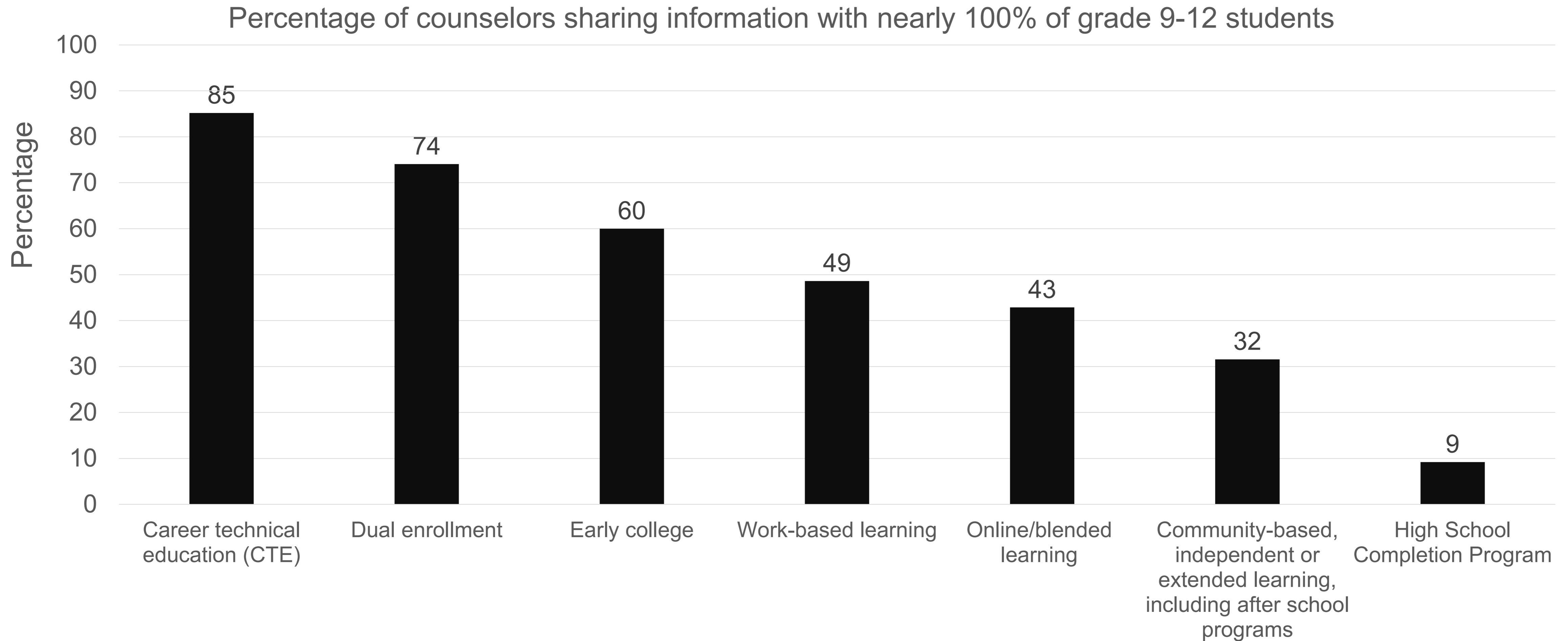
Note: N= 138 counselors serving secondary grade levels. See more details in the [tables in slides 85 and 86](#).

Fewer than half of counselors serving grades 6-8 reported that they shared information about flexible pathways with “nearly 100%” of their middle grade students.



Note: Limited to counselors serving grade levels 6-8 who responded to the question and excluding those selecting “Not applicable.”

More than half of high school counselors reported sharing information about CTE, dual enrollment, and early college with “nearly 100%” of their students in grades 9-12.



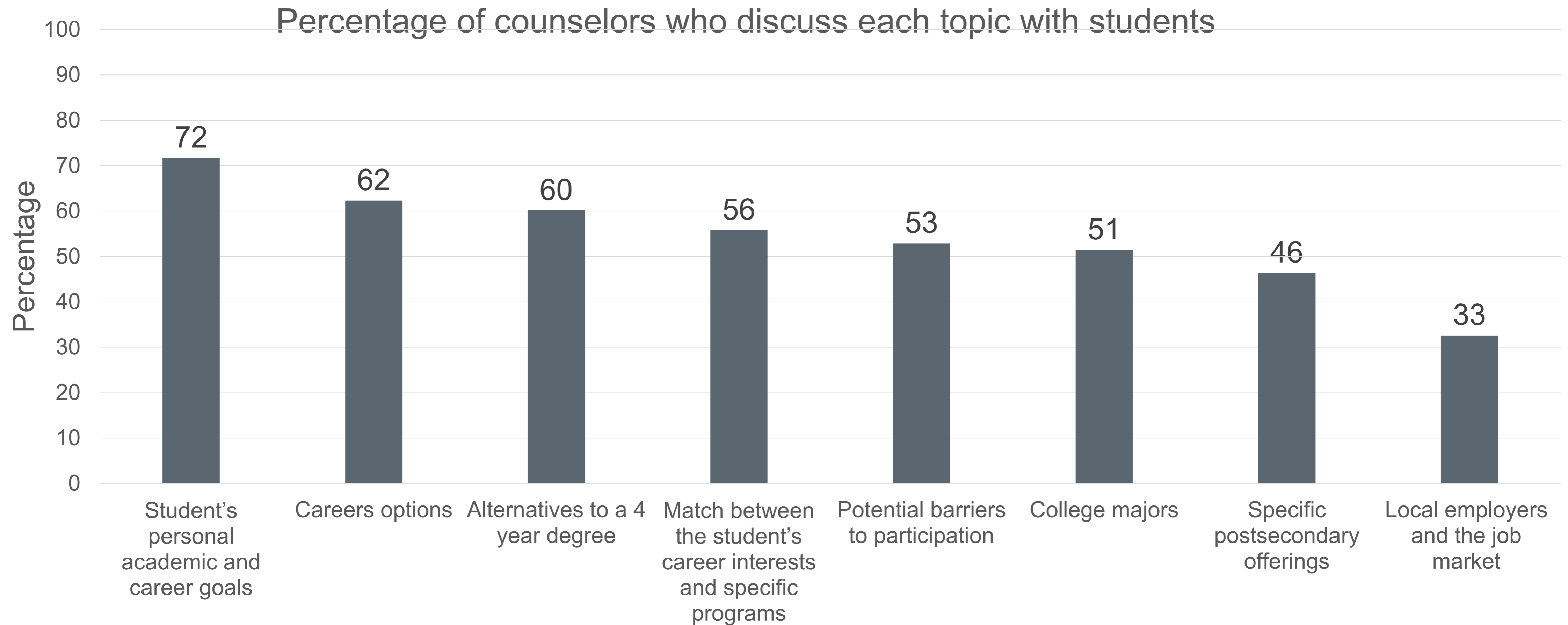
Note: Limited to counselors serving grade levels 9-12 who responded to the question and excluding those selecting “Not applicable.”

Secondary-level counselors were more likely to let a struggling student bring up pathway topics first, compared to average or above average performers.

How do you decide which flexible pathway options to recommend? Think of a student who is...						
	Above average student (N = 99)		Average student (N = 98)		Student who struggles (N = 116)	
	N	%	N	%	N	%
I bring up the topic of pathways first	60	60.61	57	58.16	55	47.41
I am selective about which options I recommend	30	30.30	30	30.61	34	29.31
I wait to see if the student brings up the topic of pathways	5	5.05	6	6.12	27	23.28
I don't discuss all options with all students	4	4.04	5	5.10	0	0.00

Note: Responses from counselors who serve secondary grade levels. Respondents could select more than one option. Excludes those responding "NA". See [slide 89](#) for details.

Only about one third of counselors discussed the local job market and employers with students in the context of flexible pathways discussions.



Note: N= 138 counselors serving secondary grade levels. Respondents could select more than one option.



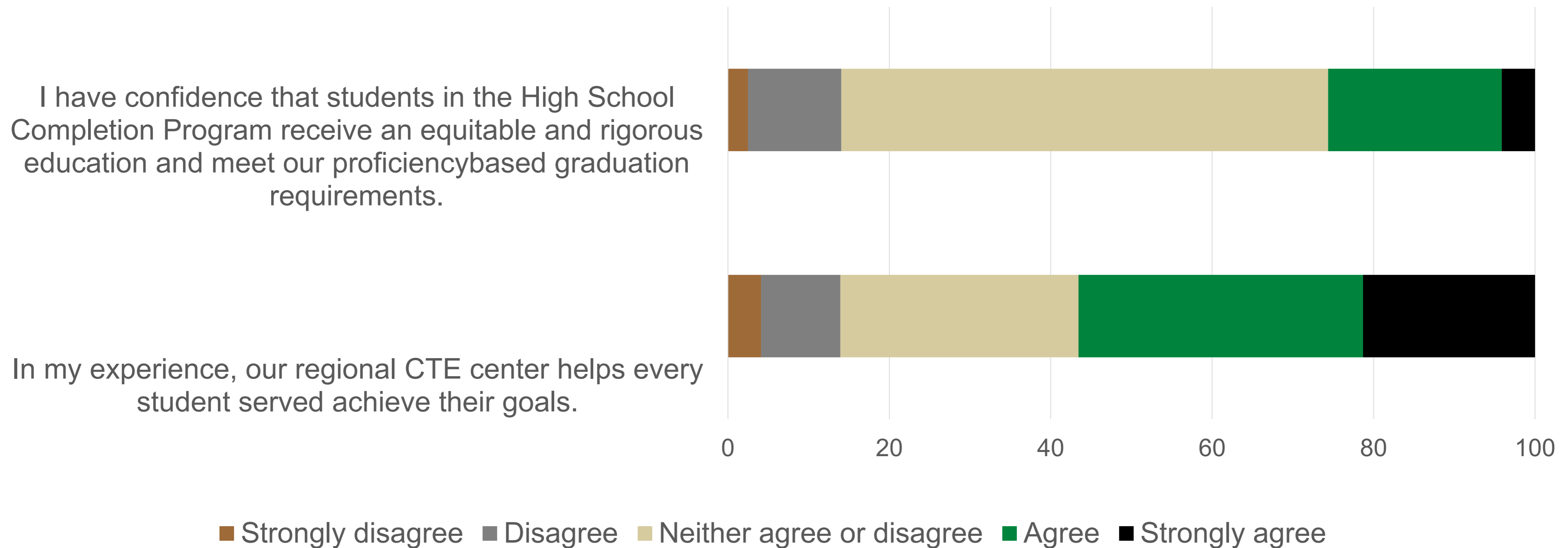
Virtually all secondary-level counselors discussed flexible pathways with students at least once a year.

About how often do you typically check in with your students about their flexible pathways and personalization?	Frequency	Percentage (%)
Never	2	1.60
Once a year	24	19.20
More than once a year	35	28.00
Variable, based on the student's age, need, or other factors	38	30.40
Not applicable: Someone else is responsible for discussing flexible pathway options with students in my school	26	20.80

Note: N = 125 counselors serving secondary grade levels. Most “Not applicable” respondents had a flexible pathway coordinator present in their school.

# Recommendations to students may be influenced by a lack of confidence in the quality of some pathway options

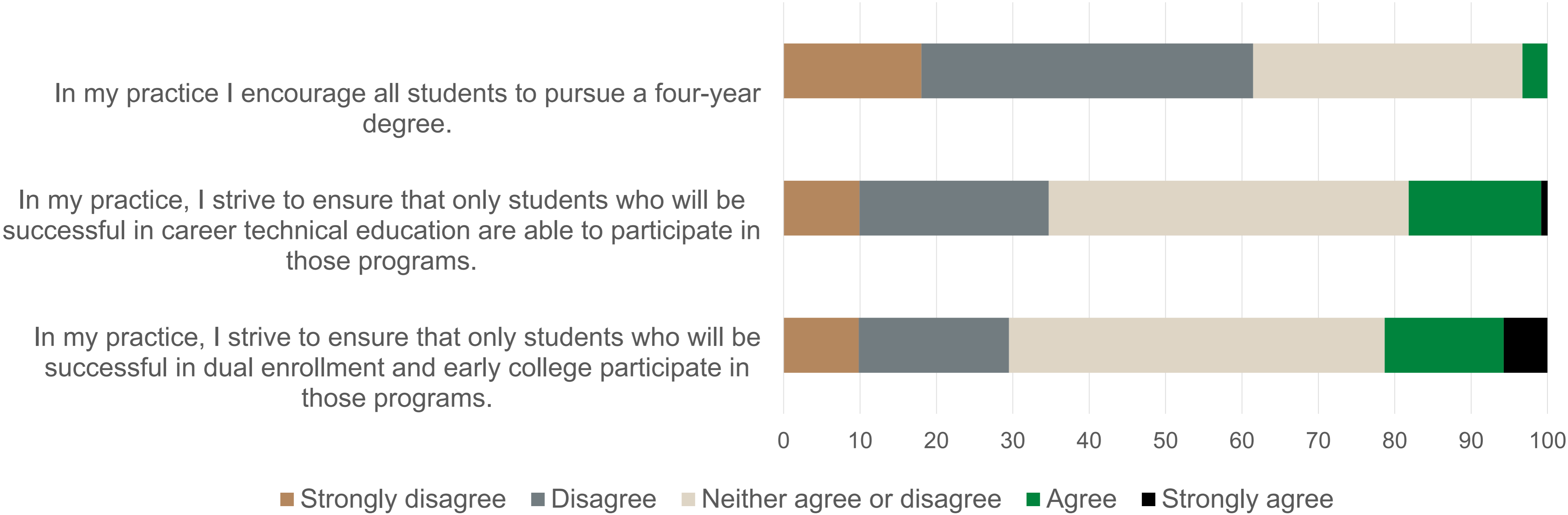
## Counselors perceptions of flexible pathway options



Note: N = 121 counselors serving secondary grade levels.

# Secondary-level counselors described an individualized approach to helping students choose pathways rather than making assumptions that one size fits all.

Counselors perceptions of flexible pathway options



Note: N = 121 counselors serving secondary grade levels.

There might be room to innovate on using social media, texting, and other virtual methods to get information out to students and families.

Methods used by secondary school counselors to share information with students and families	Frequency	Percentage (%)
Advising sessions with students (in person or virtual)	86	62.32
Classroom visits (in person or virtual)	71	51.45
Parent/family meetings (in person or virtual)	68	49.28
Details provided in the school's programs of study	66	47.83
Letters/emails	63	45.65
School website	62	44.93
Newsletters	46	33.33
Family/community events showcasing pathway options Information sessions	32	23.19
Social media (Facebook, Instagram, YouTube, etc.)	26	18.84
Learning management system (Canvas, Google classroom, etc.)	15	10.87
Text messages	2	1.45

Note: N = 138 counselors serving secondary grade levels. Respondents could select more than one option.

# Key takeaways

## *Survey Objective 2: Help counselors more fully connect students' personalized learning plans with flexible pathway options*

- Making sure counselors know about and have access to guidance and tools to **share flexible pathway information with middle grade students** may encourage earlier and more frequent communication about options in time for students to make decisions that set them up well for high school pathways (e.g., dual enrollment and CTE pathways).
- Counselors may benefit from **more information about work-based learning and community-based/extended learning opportunities** that exist.
- Counselors may benefit from **more information on the local job market and training on how to discuss labor market information with students** as part of pathway and career planning discussions.

## *Survey Objective 3: Promote best practices in counseling in alignment with American School Counselor Association (ASCA) standards*

- A majority of counselors saw **state counseling standards** as a promising tool for providing more equitable access to counseling services

# Appendix

## Detailed tables

# Personal context: Survey respondent characteristics

Survey respondents had similar characteristics to licensed school counselors on the state's roster.

Respondent Characteristics	Survey Sample	State-level
Total number of licensed counselors	176	715
<b>By type of counseling license</b>		
School counselors	96%	99%
CTE school counseling coordinators	7%	5%
<b>By years of experience</b>		
Up to 5 years	29%	37.6%
5–9 years	19.3%	23.5%
More than 10 years	51.7%	40%
<b>By school type</b>		
Public school	97.6%	97.7%
Others	2.4%	2.3%
<b>By grade level</b>		
Elementary	26%	51.4%
Secondary	64%	47.2%
Technical Center	10%	0.5%
<b>Ethnicity</b>		
Hispanic/Latino	1.9%	0.9%

Note: None of the differences between proportions in the two groups were statistically significant based on a chi-square test, with the exception of grade level served.



## Survey respondents had similar characteristics to licensed school counselors on the state’s roster.

Respondent Characteristics	Survey Sample	State-level
Total number of licensed counselors	176	715
<b>Age</b>		
18–34 years old	20.3%	15.0%
35–44 years old	33.3%	31.7%
45–54 years old	28.8%	30.0%
55–64 years old	13.6%	18.8%
65 years or older	3.4%	4.5%
<b>Race</b>		
White	97.7%	96.6%
Black or African American	0.0%	0.0%
Asian	0.6%	0.7%
Multiple races	1.8%	0.7%
Others	0.0%	1.0%

Note: None of the differences between proportions in the two groups were statistically significant based on a chi-square test. Race percentages based on counselors for whom the information was available (missing for 3.5% of survey respondents and 38.5% of counselors statewide). Age category boundaries shown are from state figures; survey categories were slightly different, and comparisons should be made with caution (survey: 18 –35 years old; 36–45 years old; 46–55 years old; 56–65 years old; and 66 years or older).

# Which types of professional licenses/endorsements do you have?

License/endorsements	Frequency	Percentage (%)
Licensed School Counselor (Level 1 or 2)	169	96.02
Licensed School Counseling Coordinator (CTE)	16	9.09
Licensed Clinical Social Worker	2	1.14
Licensed Independent Clinical Social Worker	7	3.98
Licensed Mental Health Counselor	3	1.70
Work-based Learning Coordinator	5	2.84
Flexible Pathways Coordinator	1	0.57
Global Career Development Specialist	0	0.00
Certified Career Service Provider	0	0.00
Educator License (other than Licensed School Counselor or Counseling Coordinator)	18	10.23
Doctoral degree in a field related to counseling	1	0.57

Note: N = 176. Respondents could choose more than one option.

# What other certifications or credentials do you possess?

Certifications	Degrees	Leadership Roles	Experience
EMDR Certified Trauma Informed Certified	M.A. in Clinical Mental Health Counseling	CAGS in School Leadership	20 Years Teaching at Community College of Vermont
First Aid/CPR	Master's degree in Education and School Counseling	CTE Director, Principal	SU SEL Team
NH School Counselor Certification	Doctorate in Education	Principal endorsement	Math Teacher
Certificate in Restorative Practices (2)	EdD in Ed Leadership	Supervisor	RYT 200 Hour
National Certified Counselor	Master of Arts in Counseling.	NH Director of Guidance	American Red Cross Disaster Action Team Member
NYS School Counseling License K-12	Traumatologist	PreK-12 principal	K-6 teacher

# How many years of experience do you have as a licensed professional school counselor?

Years of experience	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Up to 1 year	2	5.26	8	5.84	10	5.71
More than 1 year up to 5 years	9	23.68	32	23.36	41	23.43
More than 5 years up to 10 years	6	15.79	28	20.44	34	19.43
More than 10 years	21	55.26	69	50.36	90	51.43
<b>Total</b>	<b>38</b>	<b>100.00</b>	<b>137</b>	<b>100.00</b>	<b>175</b>	<b>100.00</b>

# At which of the following are you currently employed?

	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Public K–12 school	36	94.74	113	81.88	149	84.66
Regional CTE Center	0	0.00	14	10.14	14	7.95
Supervisory union or school district	4	10.53	13	9.42	17	9.66
Independent K–12 school	0	0.00	3	2.17	3	1.70
<b>Total</b>	<b>38</b>	<b>100.00</b>	<b>138</b>	<b>100.00</b>	<b>176</b>	<b>100.00</b>

# How many schools do you serve in your current position?

Number of schools	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
1	28	87.50	111	89.52	139	89.10
2	4	12.50	7	5.65	11	7.05
More than 2	0	0.00	6	4.84	6	3.84
<b>Total</b>	<b>32</b>	<b>100.00</b>	<b>124</b>	<b>100.00</b>	<b>156</b>	<b>100.00</b>

## Across all schools that you serve, what is the approximate size of your caseload?

	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
1–50 students	3	7.89	3	2.17	6	3.41
51–100 students	3	7.89	9	6.52	123	69.89
101–250 students	19	50.00	104	75.36	21	11.93
251–325	6	15.79	15	10.87	14	7.95
325 or more	7	18.42	7	5.07	12	6.82
<b>Total</b>	<b>38</b>	<b>100.00</b>	<b>138</b>	<b>100.00</b>	<b>176</b>	<b>100.00</b>

Thinking only of your school counseling position(s), across all the schools you serve, please indicate your employment status:

	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Full FTE	33	86.84	127	94.07	160	92.49
Less than full FTE	5	13.16	8	5.93	13	7.51
<b>Total</b>	<b>38</b>	<b>100.00</b>	<b>135</b>	<b>100.00</b>	<b>173</b>	<b>100.00</b>



## To which grade levels do you primarily provide direct services?

	Frequency	Percentage (%)
Elementary grades	60	34.09
Middle grades	61	34.66
High school grades	85	48.30
Students in technical center programs	22	12.50
<b>Total</b>	<b>176</b>	<b>100.00</b>

Note: N = 176. Respondents could select more than one category.

# Pandemic context: Needs and resources affecting counseling

# Do you have the following at home?

	Elementary-only counselors					
	Yes		No		No, but I do not need this to perform my job	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Stable internet connection	33	89.19	4	10.81	0	0.00
A school-issued phone on which students and families can contact you	0	0.00	35	92.11	3	7.89
A computer that is consistently available to you during your work hours	38	100.00	0	0.00	0	0.00
Private, quiet space to work	36	94.74	2	5.26	0	0.00
A secure place to store files	27	71.05	10	26.32	1	2.63

Note: N = 38 counselors serving elementary grade levels only.

# Do you have the following at home?

	Secondary school counselors					
	Yes		No		No, but I do not need this to perform my job	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Stable internet connection	131	94.93	7	5.07	0	0.00
A school-issued phone on which students and families can contact you	11	8.03	110	80.29	16	11.68
A computer that is consistently available to you during your work hours	137	99.28	1	0.72	0	0.00
Private, quiet space to work	120	86.96	18	13.04	0	0.00
A secure place to store files	95	69.34	33	24.09	9	6.57

Note: N = 138 counselors serving secondary grade levels.

# Does your school/district have a tele-counseling platform?

	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	10	27.78	22	17.32	32	19.63
No	26	72.22	105	82.68	131	80.37
<b>Total</b>	<b>36</b>	<b>100.00</b>	<b>127</b>	<b>100.00</b>	<b>163</b>	<b>100.00</b>

# Do you use your school's tele-counseling platform?

	Among counselors with access to a tele-counseling platform					
	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	8	80.00	20	90.91	28	87.50
No	2	20.00	2	9.09	4	12.50
<b>Total</b>	<b>10</b>	<b>100.00</b>	<b>22</b>	<b>100.00</b>	<b>32</b>	<b>100.00</b>

# Did your school/district provide training on the tele-counseling platform?

	Among counselors with access to a tele-counseling platform					
	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	5	50.00	7	31.82	12	37.50
No	5	50.00	15	68.18	20	62.50
<b>Total</b>	<b>10</b>	<b>100.00</b>	<b>22</b>	<b>100.00</b>	<b>32</b>	<b>100.00</b>

# How comfortable are you with providing tele-counseling?

	Among counselors with access to a tele-counseling platform					
	Elementary-only counselors		Secondary school counselors		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Not very comfortable	4	40.00	1	4.55	5	15.63
Somewhat comfortable	2	20.00	14	63.64	16	50.00
Very comfortable	4	40.00	7	31.82	11	34.38
<b>Total</b>	<b>10</b>	<b>100.00</b>	<b>22</b>	<b>100.00</b>	<b>32</b>	<b>100.00</b>



Of the tasks listed below, please select those that you spend time on.

	Frequency	Percentage (%)
Education Support Team	112	81.16
Individually based career/college advising activities (e.g., FAFSA, letters of recommendation, etc.)	86	62.32
Testing coordination or proctoring	73	52.90
Classroom based career/college advising activities	71	51.45
504 coordination/case management	70	50.72
Dual enrollment/early college coordination	69	50.00
Personalized Learning Plan (PLP) development/maintenance	55	39.86
Lunch duty	53	38.41
High School Completion Program coordination	44	31.88
Early and Periodic Diagnostic, Screening, and Treatment (EPDST-Medicaid) time reporting	42	30.43
Naviance site manager or management of other college readiness platform	41	29.71
Anti-bullying/harassment coordinator	39	28.26
Substitute teacher back-up	34	24.64
Remote/Online learning site coordinator	31	22.46
Health screenings	30	21.74
Home visits	27	19.57
Bus duty	21	15.22
Title IX coordination	9	6.52
COVID-19 contact tracing	8	5.80
Food security coordinator	7	5.07

Note: N = 138 counselors serving secondary grade levels.

Think about your counseling role in the fall of 2019 (pre-pandemic). About what percent of your total work hours did you spend on the following kinds of activities?

	Elementary-only counselors		
	N	Mean % of work hours (%)	Standard Deviation (%)
Academic development	31	18.13	14.72
Career development	24	34.58	32.83
Social/personal development	34	56.44	15.17
Data interpretation and analysis	28	9.07	6.51
School supports	34	17.18	9.34

Think about your counseling role in the fall of 2019 (pre-pandemic). About what percent of your total work hours did you spend on the following kinds of activities?

	Secondary school counselors		
	N	Mean % of work hours (%)	Standard Deviation (%)
Academic Development	114	20.57	10.99
Career development	103	16.03	9.86
Social/personal development	118	39.91	18.96
Data interpretation and analysis	102	7.94	5.96
School supports	112	20.63	13.84

Has the COVID-19 pandemic changed the amount of time you spend on each of these activities compared to last fall 2019?

		Elementary-only counselors					
	Pre-COVID	Less time		No change		More time	
	Mean % of work hours (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Academic development (N =33)	18.13	10	30.30	18	54.55	5	15.15
Career development (N =32)	34.58	11	34.38	20	62.50	1	3.13
Social/personal development (N = 35)	56.44	9	25.71	8	22.86	18	51.43
Data interpretation and analysis (N =32)	9.07	5	15.63	21	65.63	6	18.75
School supports (N =29)	17.18	2	5.71	7	20.00	26	74.29

# Has the COVID-19 pandemic changed the amount of time you spend on each of these activities compared to last fall 2019?

		Secondary school counselors					
	Pre-COVID	Less time		No change		More time	
	Mean % of work hours (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Academic development (N =119)	20.57	39	32.77	40	33.61	40	33.61
Career development (N =117)	16.03	65	55.56	44	37.61	8	6.84
Social/personal development (N =120)	39.91	28	23.33	22	18.33	70	58.33
Data interpretation and analysis (N =119)	7.94	36	30.25	56	47.06	27	22.69
School supports (N =117)	20.63	14	11.67	35	29.17	71	59.17

Estimate the percentage of students you currently serve across all schools who have the following needs.

	Elementary-only counselors		
	N	Mean %	Standard Deviation
Need more SEL and mental health supports than they currently receive.	29	52.93	29.60
Have improved relationships with their classroom teachers or advisors during the pandemic.	25	49.00	31.95
Need more academic remediation or tutoring than they currently receive.	28	42.86	30.26
Have benefitted from a more student-centered learning approach during the pandemic.	22	38.91	34.34
Need extended time to meet proficiency, including not progressing to the next grade level and/or graduating on time.?	27	29.44	30.20
Have benefitted from online learning during the pandemic (if applicable).	25	21.54	24.49
Will be unable to participate in flexible pathways due to lack of readiness or learning loss.	19	16.95	24.21
Demonstrate greater engagement in their own learning than before the pandemic.	23	14.22	16.96
Will drop out of school or not complete.	20	13.50	4.53
Will fail one or more classes in the 2020-2021 academic year.	20	7.70	15.76

Estimate the percentage of students you currently serve across all schools who have the following needs.

	Secondary school counselors		
	N	Mean %	Standard Deviation
Need more SEL and mental health supports than they currently receive.	120	55.03	28.94
Need more academic remediation or tutoring than they currently receive.	117	41.86	22.96
Have improved relationships with their classroom teachers or advisors during the pandemic.	110	29.74	29.23
Need extended time to meet proficiency, including not progressing to the next grade level and/or graduating on time.	115	29.34	22.93
Have benefitted from a more student-centered learning approach during the pandemic.	104	27.15	28.73
Will fail one or more classes in the 2020-2021 academic year.	110	25	22.33
Will be unable to participate in flexible pathways due to lack of readiness or learning loss.	103	19.34	20.92
Demonstrate greater engagement in their own learning than before the pandemic.	110	15.34	19.16
Have benefitted from online learning during the pandemic (if applicable).	113	12.72	11.92
Will drop out of school or not complete.	106	7.08	11.69

# Has anything changed in your school counseling work that is worth continuing after the pandemic ends?

## Most frequently mentioned practices

Increased Engagement with parents (virtual meetings, home visits, frequent communication) = **32**

Virtual meeting options for students = **23**

Offering flexible and multiple communication mediums for students = **21**

Online repertoire of SEL lessons, resources, activities , meeting recordings, how-to videos , informational sessions, tools to promote CTE in communities = **13**

Virtual meetings led to stronger communication and partnerships with referring agencies, community agencies, other professional staff= **12**

Personalized/Individual attention to students-getting to know them=7

Stronger focus on SEL and mental health= **5**

## Less frequently mentioned practices (cited by 1–3)

Creating flexible alternative pathways/creative ways to attain academic success/flexible learning plans

Improved student/staff relationships

Reduced distractions and disciplinary issues

Continue building emailing skills in students

Skills built from Guidance Classes

Delivering food to families

Relaxed and different environments to meet students

Greeting students at the door

Bringing students one at a time for appointments than issuing general passes

Continue to critically look at systems and practices in school through a culturally responsive framework

Use of Canvas LMS

Using mental health interns from local colleges for tele health counseling

Open campus access to opportunities

Responses to open-ended question; includes elementary and secondary counselors.



# Program context

# Has your school or district offered training to counselors on the following topics in the past 24 months?

	Elementary-only school counselors (N = 38)		Secondary school counselors (N = 138)		Total (N = 176)	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Working with students on personalized learning plans	7	18.42	35	25.36	42	23.86
Supporting students' career exploration	0	0.00	16	11.59	16	9.09
Multi-tiered systems of support (MTSS)	19	50.00	61	44.20	80	45.45
Positive behavioral interventions and supports (PBIS)	25	65.79	34	24.64	59	33.52
Supporting students' social-emotional needs	24	63.16	91	65.94	115	65.34
Using data to guide counseling	8	21.05	12	8.70	20	11.36
None of the above	7	18.42	20	14.49	27	15.34

Note: Respondents could select more than one answer.



In addition to any training you have already received, name two training topics that would help you in your role as a school counselor.

Themes listed in the prior question	Topics listed in counselor responses	Count	Other Themes	Topics listed in counselor responses	Count	
<b>Working with students on personalized learning plans</b>	Personalized Learning Plans	8	<b>Equity and Social Justice Focused Training</b>	Diversity, Equity and Inclusion	20	
	<b>Supporting students' career exploration</b>	Career exploration		11	Gender Identity, Sexuality, and Equity	9
Flexible pathways		3		Restorative Practice and Justice	8	
Training on navigating financial aid and options for colleges		2		Cultural Sensitivity	3	
<b>Multi-tiered systems of support (MTSS)</b>	MTSS	6		Intersectionality and impact of poverty on multiple issues	3	
<b>Positive behavioral interventions and supports (PBIS)</b>	Innovative, Flexible Classroom management	5		<b>Other</b>	504 Special Education	9
	<b>Supporting students' social-emotional needs</b>	SEL training			19	Role of a counselor/techniques and licenses
Trauma and Crisis Informed Practices		17		Virtual tools and techniques to support and enhance experiences of parents and students (e.g. PowerSchool)	7	
Coping with stress and anxiety		7		Collaboration with other staff and integrating counseling in school work	4	
Suicide prevention		4		Available community supports	3	
Substance Abuse and Addiction		3	Play Therapy	3		
Grief & Loss Counseling		2				
<b>Using data to guide counseling</b>		Data Informed Counseling	14			

Responses to open-ended question; includes elementary and secondary counselors.

## How often do you engage in your school counseling work with each of the following school personnel, by caseload?

Secondary school counselors	Regularly		Seldom		I have no reason to engage with these personnel		This role is not present in my school	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Curriculum director</b>								
Up to 250 students	18	15.65	60	52.17	9	7.83	28	24.35
251 or more students	5	22.73	10	45.45	1	4.55	6	27.27
<b>Total</b>	<b>23</b>	<b>16.79</b>	<b>70</b>	<b>51.09</b>	<b>10</b>	<b>7.3</b>	<b>34</b>	<b>24.82</b>
<b>School administrators</b>								
Up to 250 students	111	95.69	5	4.31	0	0.00	0	0.00
251 or more students	22	100	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>133</b>	<b>96.38</b>	<b>5</b>	<b>3.62</b>				
<b>Teachers</b>								
Up to 250 students	113	97.41	3	2.59	0	0.00	0	0.00
251 or more students	22	100.00	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>135</b>	<b>97.83</b>	<b>3</b>	<b>2.17</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>

Note: N for “Up to 250 students” is 116, N for “251 or more students” is 116, and the total N is 138.

## How often do you engage in your school counseling work with each of the following school personnel, by caseload?

Secondary school counselors	Regularly		Seldom		I have no reason to engage with these personnel		This role is not present in my school	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Independent study coordinator</b>								
Up to 250 students	21	18.10	11	9.48	80	68.97	4	3.45
251 or more students	2	9.09	1	4.55	15	68.18	4	18.18
<b>Total</b>	<b>23</b>	<b>16.67</b>	<b>12</b>	<b>8.7</b>	<b>95</b>	<b>68.84</b>	<b>8</b>	<b>5.8</b>
<b>Work-based learning program coordinator</b>								
Up to 250 students	38	32.76	23	19.83	3	2.59	52	44.83
251 or more students	4	18.18	3	13.64	3	13.64	12	54.55
<b>Total</b>	<b>42</b>	<b>30.43</b>	<b>26</b>	<b>18.84</b>	<b>6</b>	<b>4.35</b>	<b>64</b>	<b>46.38</b>
<b>Personalized learning plan coordinator</b>								
Up to 250 students	18	15.52	19	16.38	1	0.86	78	67.24
251 or more students	2	9.09	4	18.18	2	9.09	14	63.64
<b>Total</b>	<b>20</b>	<b>14.49</b>	<b>23</b>	<b>16.67</b>	<b>3</b>	<b>2.17</b>	<b>92</b>	<b>66.67</b>

Note: N for “Up to 250 students” is 116, N for “251 or more students” is 116, and the total N is 138.

How often do you engage in your school counseling work with each of the following school personnel, by caseload?

	Regularly		Seldom		I have no reason to engage with these personnel		This role is not present in my school	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
<b>Flexible pathway coordinator</b>								
Up to 250 students	32	27.59	12	10.34	3	2.59	69	59.48
251 or more students	3	13.64	2	9.09	2	9.09	15	68.18
<b>Total</b>	<b>35</b>	<b>25.36</b>	<b>14</b>	<b>10.14</b>	<b>5</b>	<b>3.62</b>	<b>84</b>	<b>60.87</b>
<b>Regional CTE (School counseling coordinator)</b>								
Up to 250 students	47	41.23	20	17.54	5	4.39	42	36.84
251 or more students	6	27.27	2	9.09	2	9.09	12	54.55
<b>Total</b>	<b>53</b>	<b>38.97</b>	<b>22</b>	<b>16.18</b>	<b>7</b>	<b>5.15</b>	<b>54</b>	<b>39.71</b>
<b>Adult education &amp; literacy high school completion program coordinator</b>								
Up to 250 students	18	15.52	33	18.45	7	6.03	58	50.00
251 or more students	4	18.18	4	18.18	1	4.55	13	59.09
<b>Total</b>	<b>22</b>	<b>15.94</b>	<b>37</b>	<b>26.81</b>	<b>8</b>	<b>5.8</b>	<b>71</b>	<b>51.45</b>

Note: N for “Up to 250 students” is 116, N for “251 or more students” is 116, and the total N is 138.

When a student has needs in the following areas, do you know of local resources to which you can refer them for help?

Secondary school counselors	Yes	
	N	%
Academic tutoring	110	79.71
Job or internship placement	89	64.96
Mentoring	89	64.96
Physical health	130	94.20
Housing	109	78.99
Food security	129	93.48

In open-ended responses, some counselors requested additional tools or websites where they could identify, and connect students with, local support services.

Please indicate your level of agreement with the following statements about your roles and responsibilities in your school/district

Secondary school counselors	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
	%	%	%	%	%
My district has provided me with a school counselor job description	6.57	13.14	18.25	40.15	21.90
My practice is guided by a set of articulated ethical standards that protects me and my students.	2.9	3.62	7.25	47.1	39.13
My work is evaluated at least once per year.	7.97	11.59	10.87	39.86	29.71
I use self-evaluations and other assessments to determine areas of strength and improvement for my practice.	5.8	11.59	15.94	45.65	21.01
The district/school has provided clear guidance on how my role as a counselor differs from the roles of other school staff.	9.42	23.91	28.26	29.71	8.70
The principal understands my role as a school counselor.	7.25	6.52	14.49	37.68	34.06
I receive the necessary supports to implement a comprehensive school counseling program in my school.	6.52	18.84	22.46	32.61	19.57
There is a culture of shared ownership of the career/college counseling function within the school outside of the counseling department.	5.8	31.16	27.54	26.81	8.70

Note: N = 138 counselors serving secondary grade levels.



## Does the district use a model/rubric for evaluating your work?

Secondary school counselors	Frequency	Percentage (%)
Yes	64	46.38
No	31	22.46
I don't know	43	31.16
<b>Total</b>	<b>138</b>	<b>100.00</b>

## Is your school working towards Recognized ASCA Model Program (RAMP) status?

<b>Secondary school counselors</b>	<b>N</b>	<b>%</b>
The school has earned the RAMP acknowledgement.	1	0.72
Yes. The school is working towards RAMP acknowledgement.	14	10.14
No. The school is NOT working toward RAMP acknowledgement.	85	61.59
I don't know.	38	27.54
<b>Total</b>	<b>138</b>	<b>100.00</b>

If the state adopted school counseling standards modeled on the ASCA Mindsets and Behaviors for Student Success: Career and College Readiness, do you think it would help ensure that students are equitably served across the state?

<b>Secondary school counselors</b>	<b>N</b>	<b>%</b>
Yes	76	55.07
No	10	7.25
I don't know	52	37.68
<b>Total</b>	<b>138</b>	<b>100.00</b>

# Counselor context

## How familiar are you with the following flexible pathways programs in the region you serve? (1)

Secondary school counselors	N	I could train others on this		I have all the information I need on this		I know about this but would like to know more		I need much more information about this		Not applicable		Not available in my region	
		Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Dual enrollment	126	34	26.98	39	30.95	19	15.08	9	7.14	25	19.84	0	0.00
Early college	126	29	23.02	41	32.54	20	15.87	9	7.14	27	21.43	0	0.00
Career technical education (CTE)	125	31	24.80	45	36.00	18	14.40	5	4.00	25	20.00	1	0.80
Work-based learning	125	9	7.20	32	25.60	42	33.60	17	13.60	25	20.00	0	0.00
Online/blended learning	125	9	7.20	50	40.00	33	26.40	13	10.40	17	13.60	3	2.40
Community-based, independent or extended learning, including after school programs	125	2	1.60	26	20.80	45	36.00	27	21.60	21	16.80	4	3.20
High School Completion Program	126	9	7.14	47	37.30	28	22.22	17	13.49	25	19.84	0	0.00

## How familiar are you with the following flexible pathways programs in the region you serve? (2)

Secondary school counselors	N	I could train others on this		I have all the information I need on this		I know about this but would like to know more		I need much more information about this	
		Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Dual enrollment	101	34	33.66	39	38.61	19	18.81	9	8.91
Early college	99	29	29.29	41	41.41	20	20.20	9	9.09
Career technical education (CTE)	99	31	31.31	45	45.45	18	18.18	5	5.05
Work-based learning	100	9	9.00	32	32.00	42	42.00	17	17.00
Online/blended learning	105	9	8.57	50	47.62	33	31.43	13	12.38
Community-based, independent or extended learning, including after school programs	100	2	2.00	26	26.00	45	45.00	27	27.00
High School Completion Program	101	9	8.91	47	46.53	28	27.72	17	16.83

Note: Percentages calculated excluding respondents who selected Not Applicable or Not Available.

## With approximately what percentage of your students in grades 6-8 do you share information about the following flexible pathway options?

Secondary school counselors	Fewer than 25%		About 25%		About 50%		About 75%		Nearly 100%		N/A	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Dual enrollment	13	22.03	4	6.78	5	8.47	1	1.69	19	32.2	17	28.81
Early college	16	27.12	3	5.08	4	6.78	2	3.39	16	27.12	18	30.51
Career technical education (CTE)	11	18.33	4	6.67	7	11.67	4	6.67	25	41.67	9	15.00
Work-based learning	21	35.59	2	3.39	3	5.08	3	5.08	10	16.95	20	33.90
Online/blended learning	17	29.31	1	1.72	3	5.17	1	1.72	16	27.59	20	34.48
Community-based, independent or extended learning, including after school programs	14	23.73	4	6.78	3	5.08	3	5.08	11	18.64	24	40.68
High School Completion Program	18	30.51	2	3.39	1	1.69	1	1.69	8	13.56	29	49.15

Note: Total N = 59 for school counselors serving grades 6-8.

## With approximately what percentage of your students in grades 9–12 do you share information about the following flexible pathway options?

Secondary school counselors	Fewer than 25%		About 25%		About 50%		About 75%		Nearly 100%		N/A	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Dual enrollment	3	3.53	2	2.35	8	9.41	8	9.41	60	70.59	4	4.71
Early college	11	12.94	5	5.88	10	11.76	6	7.06	48	56.47	5	5.88
Career technical education (CTE)	1	1.18	2	2.35	5	5.88	4	4.71	69	81.18	4	4.71
Work-based learning	7	8.24	5	5.88	17	20.00	8	9.41	35	41.18	13	15.29
Online/blended learning	12	14.12	8	9.41	14	16.47	6	7.06	30	35.29	15	17.65
Community-based, independent or extended learning, including after school programs	13	15.29	9	10.59	10	11.76	7	8.24	18	21.18	28	32.94
High School Completion Program	53	62.35	13	15.29	3	3.53	0	0.00	7	8.24	9	10.59

Note: Total N = 85 for school counselors serving grades 9-12.



# How do you decide which flexible pathway options to recommend?

Think of one of your students who is...	Above average academically		Average academically		Struggles academically	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
I bring up the topic of pathways first	60	43.48	57	41.30	55	39.86
I am selective about which options I recommend	30	21.74	30	21.74	34	24.64
I wait to see if the student brings up the topic of pathways	5	3.62	6	4.35	27	19.57
I don't discuss all options with all students	4	2.90	5	3.62	0	0.00
Not applicable	27	19.57	28	20.29	27	19.57

Note: N = 138 counselors serving secondary grade levels. Respondents could select more than one answer. Note that most “not applicable” respondents indicated that they engaged with a flexible pathways coordinator regularly, suggesting that other personnel were responsible for making such recommendations.

## Which of the following topics do you discuss with students considering flexible pathways? (1)

Secondary school counselors	Frequency	Percentage (%)
Student's personal academic and career goals	99	93.40
Academic history	90	84.91
Progress toward meeting graduation requirements	90	84.91
Attendance	87	82.08
Level of engagement in school	87	82.08
Careers for which the program could help the student prepare	86	81.13
Alternatives to a 4-year degree (e.g., certificates, credentials, 2-year degrees, or Registered Apprenticeships)	83	78.30
Match between the student's career interests and specific programs	77	72.64

Note: N = 106 counselors serving secondary grade levels. Respondents could select more than one answer.

## Which of the following topics do you discuss with students considering flexible pathways? (2)

Secondary school counselors	Frequency	Percentage (%)
Specific details about a program's location, eligibility and participation requirements, and costs	73	68.87
Potential barriers to participation	73	68.87
College majors for which the program could help the student prepare	71	66.98
Specific postsecondary offerings in the region for which the program could help the student prepare	64	60.38
Tradeoffs with time for participation in other courses or activities	53	50.00
Local employers and the job market in your region	45	42.45
Parent's goals for the student	42	39.62
Disciplinary record	32	30.19

Note: N = 106 counselors serving secondary grade levels. Respondents could select more than one answer.

About how often do you typically check in with your students about their flexible pathways and personalization?

Secondary school counselors	Frequency	Percentage (%)
Never	2	1.60
Once a year	24	19.20
More than once a year	35	28.00
Variable, based on the student's age, need, or other factors	38	30.40
Not applicable: Someone else is responsible for discussing flexible pathway options with students in my school	26	20.80
<b>Total</b>	<b>125</b>	<b>100.00</b>

## What barriers do your students face when trying to access flexible pathways options?

Secondary school counselors	Frequency	Percentage (%)
Lack of transportation to access programs	77	55.80
Lack of opportunities due to geographic isolation or extreme rurality	47	34.06
Scheduling program participation around other activities and courses	45	32.61
Fees and other costs of program participation	38	27.54
No standardized process in the district/school to expose students to opportunities	35	25.36
Program eligibility requirements	27	19.57
Inability to meet graduation requirements	24	17.39
Lack of accommodations or options for students with disabilities	23	16.67
Biases among program administrators or educators about what types of students can succeed in the program	22	15.94
Lack of information about the opportunities in the Program of Studies	17	12.32
Lack of accommodations or options for students with limited English proficiency	17	12.32

Note: N = 138 counselors serving secondary grade levels. Respondents could select more than one answer.

Please indicate your level of agreement with each statement below.

Secondary school counselors	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
	%	%	%	%	%
In my experience, our regional CTE center helps every student served achieve their goals.	4.10	9.84	29.51	35.25	21.31
In my practice, I strive to ensure that only students who will be successful in dual enrollment and early college participate in those programs.	9.84	19.67	49.18	15.57	5.74
In my practice, I strive to ensure that only students who will be successful in career technical education are able to participate in those programs.	9.92	24.79	47.11	17.36	0.83
In my practice I encourage all students to pursue a four-year degree.	18.03	43.44	35.25	3.28	0.00
I have confidence that students in the High School Completion Program receive an equitable and rigorous education and meet our proficiency-based graduation requirements.	2.48	11.57	60.33	21.49	4.13

Note: N = 121 counselors serving secondary grade levels.

## What methods do you use to share information about flexible pathways with students and families?

Secondary school counselors	Frequency	Percentage (%)
Advising sessions with students (in person or virtual)	86	62.32
Classroom visits (in person or virtual)	71	51.45
Parent/family meetings (in person or virtual)	68	49.28
Details provided in the school's programs of study	66	47.83
Letters/emails	63	45.65
School website	62	44.93
Newsletters	46	33.33
Family/community events showcasing pathway options Information sessions	32	23.19
Social media (Facebook, Instagram, YouTube, etc.)	26	18.84
Learning management system (Canvas, Google classroom, etc.)	15	10.87
Text messages	2	1.45

Note: N = 138 counselors serving secondary grade levels. Respondents could select more than one option.

Please indicate your access to the following post-secondary exploration and development tools.

Secondary school counselors	N	I am aware of this tool/resource but don't have access to it.		I have access to this tool/resource but don't find it useful.		I use this tool/resource with my students.		I'm not familiar with this tool/resource.	
		Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
U.S. Department of Labor's Career OneStop	113	13	11.5	5	4.42	34	30.09	61	53.98
Vermont Department of Labor's (VT DOL) Labor Market Information tools	109	13	11.93	10	9.17	33	30.28	53	48.62
McClure Foundation/VT DOL's Pathways to Promising Careers	113	10	8.85	3	2.65	34	30.09	66	58.41
Vermont Career Connect tool	109	13	11.93	7	6.42	19	17.43	70	64.22
Other resources from Vermont Student Assistance Corporation (VSAC)	112	6	5.36	6	5.36	87	77.68	13	11.61
Naviance	111	38	34.23	9	8.11	45	40.54	19	17.12
Careers CLiC programming for students and/or educator PD	107	5	4.67	2	1.87	9	8.41	91	85.05
VT Flexible Pathways Tool	109	12	11.01	6	5.5	16	14.68	75	68.81



Please indicate your access to the following post-secondary exploration and development tools.

Secondary school counselors	N	I am aware of this tool/resource but don't have access to it.		I have access to this tool/resource but don't find it useful.		I use this tool/resource with my students.		I'm not familiar with this tool/resource.	
		Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Career Cruising	110	14	12.73	4	3.64	4	3.64	88	80.00
Armed Services Vocational Aptitude Battery (ASVAB)	113	34	30.09	8	7.08	38	33.63	33	29.2
WorkKeys	113	18	15.93	2	1.77	16	14.16	77	68.14
YouScience	111	4	3.6			6	5.41	101	90.99
Kuder	110	2	1.82	2	1.82	2	1.82	104	94.55
Awato	111	3	2.7	1	.90	0	0.00	107	96.40
MetaMetrics/Lexile & Quantile Hub	110	1	.91	0	0.00	0	0.00	109	99.09

Which post-secondary exploration and development tools do your students find the most useful? Please name the top two.

Tool	Frequency	Percentage (%)
Naviance	33	18.64
Big Future via College Board	29	16.38
VSAC	19	10.73
O*Net	18	10.17
My Next Move	14	7.91
Scoir	5	2.82
College Navigator	4	2.26
Niche	4	2.26
Virtual Job Shadow	3	1.69
Jump Start	2	1.13
Brilliant Career Lab	1	0.56
Education planner	1	0.56
16Personalities	1	0.56
CAREERwise	1	0.56
Supermatch	1	0.56
Pre-ACT	1	0.56

Note: N = 176 counselors. Open-ended question.



## What additional types of tools or resources for student career exploration and development would help you in your work?

Additional Tools and Resources	Count
Cost effective/free college/career exploration tools	6
Search tools for local apprenticeships	6
More allocated time to talk with students	6
Recent (not outdated) versions of Career Interest Inventory tools	5
More training on the tools	5
Naviance	4
VSAC tools	3
Financial and cost of living tracker	1
Career tools for middle schools	1
One centralized place with military information	1
O*Net	1
Tools that offer multiple languages.	1
Common App	1
Tool or resource to help HS's and tech centers better communicate and collaborate on PLP's	1

Note: Open-ended question.

## Is career-related content integrated across the curriculum in the school?

Secondary school counselors	Frequency	Percentage (%)
Yes	20	16.81
Somewhat	56	47.06
No	43	36.13
<b>Total</b>	<b>119</b>	<b>100</b>

Does the school offer stand-alone courses related to career exploration or entrepreneurship?

<b>Secondary school counselors</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	47	40.17
No	70	59.83
<b>Total</b>	<b>117</b>	<b>100</b>

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