

Figure 3.1 The ACCESS Questionnaire (Revised, 2014)

The ACCESS Questionnaire is an equity-focused school counseling program needs assessment covering four school counseling program elements: (a) school counselor roles and professional identity; (b) school counseling program components; (c) college and career readiness interventions and closing gaps; and (d) multicultural and social justice equity interventions.

Section A: School Counselor Roles and Professional Identity

1. What percentage of time do school counselors devote to these tasks weekly?

- ___ School counseling core curriculum lessons
- ___ Group counseling sessions
- ___ Individual counseling sessions
- ___ Workshops for parents and guardians
- ___ Staff development for teachers and administrators
- ___ Academic, career, college, and personal/social planning with students
- ___ Inquiry/data team meetings and planning with specific data to close achievement, opportunity, and attainment gaps
- ___ Management and accountability activities for the school counseling program including action plans, results reports, and program assessment
- ___ Classroom observations/individual consultations
- ___ Paperwork
- ___ Crisis
- ___ Discipline
- ___ Scheduling classes and class changes
- ___ Other (List: _____)

100% TOTAL

2. Based on Question 1, what *should* school counselors do, and how will this change?
3. What are school counselor competencies at this school (with evidence) in each of these areas?

Scale: 1 = Unsatisfactory, 2 = Basic, 3 = Proficient,
4 = Distinguished

Figure 3.1

Plans, organizes, and delivers the school counseling program	1	2	3	4
Implements the school counseling curriculum for all students	1	2	3	4
Implements annual updated academic/career/college/personal/social plan reviewed by student, teachers, and parent/guardian	1	2	3	4
Provides individual and group counseling, consultation, and referrals	1	2	3	4
Provides effective school counseling program management	1	2	3	4
Discusses program management system and action plans with administrators	1	2	3	4
Establishes school counseling program advisory council	1	2	3	4
Collects and analyzes data on school counseling program direction/emphasis	1	2	3	4
Regularly monitors every student's academic/career/college readiness/personal/social progress	1	2	3	4
Analyzes data, time logs, and calendars to increase school counseling program efficiency for all students	1	2	3	4
Disseminates school counseling program results reports	1	2	3	4
Conducts yearly school counseling program assessments	1	2	3	4
Acts as student advocate, leader, collaborator, and systems change agent	1	2	3	4

4. How does the school counseling program incorporate and disseminate current ASCA, ACA, and NACAC codes of ethics?
5. What are the ethical/legal issues at the school and how do school counselors help resolve them?
6. What professional counseling associations do school counselors have current memberships in (with evidence), and if none, why?
 - ___ American School Counselor Association (ASCA)
 - ___ ASCA state branch
 - ___ American Counseling Association (ACA)
 - ___ ACA state branch

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Figure 3.1 Continued

___ National Association for College Admission Counseling (NACAC)

___ NACAC state branch

___ The College Board (institutional membership)

___ Chi Sigma Iota (international counseling honorary)

___ Other (List: _____)

7. How often do school counselors and supervisor(s) read the *Professional School Counseling* journal, and how else do they stay current on research?

8. What is the professional identity (i.e., degrees, certification, background, and experience) of the school counselor supervisor(s), and where do they access current research on school counseling programs?

9. How are school counselors and the school counseling program referred to at this school, and if outdated words are used, when will language shift to current terms?

Section B: School Counseling Program Components

10. Which of the following specific ASCA National Model components are fully implemented with evidence? (Check all that apply)

a. ASCA Model Foundation

___ Mission and vision statements

___ SMART goals

___ ASCA Ethical Standards for School Counselors

___ ASCA Student Standards

___ ASCA School Counselor Competencies

b. ASCA Model Delivery System

___ School counseling core curriculum classroom lessons for all students

___ Individual/group student planning with all students

___ Group and individual counseling, consultation, and referral

c. ASCA Model Management System

___ Annual agreement

___ School counseling program advisory council

Figure 3.1

- ___ School counseling program use of data and action plans
- ___ School counselor's use of time and calendars
- d. ASCA Model Accountability
 - ___ School counseling program results reports
 - ___ School counselor performance appraisal
 - ___ School counseling program assessment analysis
- 11. What percentage of these school counseling program services do all students at the school receive annually?
 - School Counseling Core Curriculum lessons: _____% of students
 - Group counseling: _____% of students
 - Individual counseling: _____% of students
 - Individual/group (ACCESS) planning: _____% of students
- 12. What percentage of school counseling core curriculum lessons delivered annually addresses each ASCA Student Standards domain and NOSCA components (total 100%)?
 - Academic development: _____%
 - Career development: _____%
 - College readiness development: _____%
 - Personal/social development: _____%
- 13. How are process, perception, and outcome data used to measure effectiveness in developing student competencies in school counseling core curriculum lessons?
- 14. What is the ratio of school counselors to students compared to the state/national average and how might it change?
- 15. What needs-assessment and strategic planning tools are used to monitor stakeholder needs and feedback about the school counseling program?
- 16. Which students receive few or no services, and how can all students receive academic, career/college readiness, and personal/social competencies?
- 17. What supports do students needing the greatest academic assistance receive (i.e., students with disabilities, bilingual students, students of color, poor/working-class students), and how are outcomes measured?

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Figure 3.1 Continued

18. How is the school counseling program promoted (with evidence such as brochures, handouts, student/faculty handbooks, the school's website, bulletin boards, school report card, and school improvement plan)?
19. What are the greatest strengths and improvements needed for the school counseling program?
20. What professional development do school counselors receive each year, and what topics do school counselors want more often?
21. What percentage of staff development topics cover the school counselor's role in providing (1) academic development competencies, (2) career/college readiness competencies, (3) personal/social competencies, and (4) collaboration with parents and guardians?

Section C: College and Career Readiness Interventions and Closing Gaps

22. What are the school's student achievement, opportunity, attainment, and funding gaps, and with whom do school counselors collaborate to close gaps?
23. How do school counseling program staff advocate access, equity, and success for all students, including career and college readiness?
24. What school counseling program interventions in each of the NOSCA eight college and career readiness counseling components are provided to every student annually (with evidence):
 - a. College Aspirations
 - b. Academic Planning for College and Career Readiness
 - c. Enrichment and Extracurricular Engagement
 - d. College and Career Selection Processes
 - e. College and Career Assessments
 - f. College Affordability Planning
 - g. College and Career Admission Processes
 - h. Transition From High School Graduation to College Enrollment
25. What technologies do school counselors use to assist students, staff, and parents/guardians with career and college readiness?

Figure 3.1

26. How do school counselors lead in closing achievement and opportunity gaps (leadership/data teams; academic department meetings; school improvement plan; evaluating policies and procedures for equity)?
27. How do school counselors show evidence of closing achievement and opportunity gaps by improving student academic, career/college readiness, and personal/social competencies?

Section D: Multicultural and Social Justice Equity Interventions

28. What is the multicultural/social justice equity climate at the school, and how does the school counseling program support it?
29. How are multicultural and social justice equity awareness, knowledge, and skills of school counselors assessed?
30. How effective are school counseling program staff at providing equity interventions for the following underrepresented groups of students?
 - Students of color (African Americans, African immigrants, Arabs, Asians, Latinas/os, Native American/Pacific Islanders/indigenous, mixed race) [Equity issue: racism]
 - Students with emotional, physical, developmental, intellectual, and/or learning disabilities and/or gifted/talented students [Equity issue: ableism]
 - Students who qualify for free and reduced lunch (from poor and working-class families) [Equity issue: classism]
 - Girls [Equity issue: sexism]
 - Lesbian, bisexual, gay, two-spirit, and questioning students, and students perceived as LBGTIQ [Equity issue: heterosexism]
 - Students under age 18 [Equity issue: ageism]
 - Students from nondominant family types (single-parent, LBGTIQ parents, blended families, families of divorce, only children, adoptive, foster) [Equity issue: familyism]
 - Students with nondominant appearances [Equity issue: beautyism]
 - Bilingual students [Equity issue: linguisticism]
 - Students from nondominant religious, spiritual, or other belief systems (e.g., Buddhist, Jewish, Muslim, Hindu, Santerian, Sikh, Jain, earth-centered, atheist, agnostic) [Equity issue: religionism]

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Figure 3.1 Continued

- Students with nontraditional gender identity/expression (gender-variant, transgendered, or transsexual) [Equity issue: genderism]
 - Students who are noncitizens and recent immigrants [Equity issue: immigrationism]
31. Which issues in Question 30 are least addressed by school counseling program interventions?
32. What are the goals to increase multicultural and social justice equity interventions in the school counseling program?
33. How are multicultural and social justice equity issues addressed in school policies and procedures (e.g., course selection/access, staffing, curriculum, texts, teaching styles, mission/vision, goals, school improvement plan)?
34. Who are the greatest allies and blockers for multicultural and social justice equity interventions, and how can blockers become allies?
35. What additional information would you like to share?
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Source: Chen-Hayes (2007, 2014).