

The delivery system is the “how” of the implementation process. The delivery system consists of direct and indirect student services. It is recommended that 80 percent of the school counselor’s time be spent in direct and indirect student services.

Figure 4.1 Delivery System Components

What	Components & Strategies	Whom	How
Direct Student Services	School Counseling Core Curriculum <ul style="list-style-type: none"> ▪ Instruction ▪ Group Activities Individual Student Planning <ul style="list-style-type: none"> ▪ Appraisal ▪ Advisement Responsive Services <ul style="list-style-type: none"> ▪ Counseling ▪ Crisis Response 	All Students  Identified Students	Interactions with <ul style="list-style-type: none"> • Students: <ul style="list-style-type: none"> • In Large Groups • In Classrooms • In Small Groups • Individually
Indirect Student Services	<ul style="list-style-type: none"> ▪ Referrals ▪ Consultation ▪ Collaboration 	All Students  Identified Students	Interactions with <ul style="list-style-type: none"> • Others

Adapted from Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association. (ASCA Model Ed 3)

Direct Student Services

Direct student services are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning, and responsive services, school counselors help students develop the knowledge, skills, and attitudes identified from the school counseling core curriculum.

School Counseling Core Curriculum

The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature, and developmental in design. The curriculum is delivered to every student by school counselors and other educators as appropriate. The curriculum promotes knowledge, attitudes, and skills of student competencies appropriate to student developmental levels in three content areas: academic achievement, career development, and personal/social growth.

Individual Student Planning

Individual student planning consists of on-going systemic activities designed to help students establish personal goals and develop future plans. School counselors use these activities to help all students plan, monitor, and manage their own learning.

Responsive Services

Responsive services consist of activities designed to meet students’ immediate needs and concerns. This component is available to all students and is often student-initiated through self-referral.

Indirect Student Services

Indirect student services are provided on behalf of students as a result of the school counselor’s interactions with others. Through indirect services, school counselors provide leadership, advocacy, and collaboration, which enhance student achievement and promote systemic change related to equity and access.

Referrals

School counselors direct students and parents to school or community resources for additional assistance or information through referrals. School referral sources may include academic support such as tutoring; career support such as college-planning Web sites or employment training; and personal/social support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse, and depression.

Consultation

School counselors share strategies that support student achievement with parents, teachers, other educators, and community organizations through consultation. School counselors are use consultation to receive information on student needs and to identify strategies that promote student achievement.

Collaboration

School counselors work with other educators, parents, and the community to support student achievement and advocate for equity and access for all students through collaboration.

Examples of Interdependent Competencies of the Iowa School Counseling Framework

Elementary

Academic Development Skills	Career Development Skills	Personal/Social Skills
<ul style="list-style-type: none"> • Articulate competence and confidence as a learner • Identify attitudes and behaviors that lead to successful learning • Apply time and task management skills • Demonstrate ability to work independently as well as cooperatively with other students • Apply study skills for academic success 	<ul style="list-style-type: none"> • Develop awareness of personal abilities, skills, interest, and motivations • Learn to make decisions and set goals • Understand the relationship between educational achievement and career success • Learn to work cooperatively as a team member • Develop hobbies and vocational interests 	<ul style="list-style-type: none"> • Recognize, accept, respect, and appreciate individual differences • Use effective communication skills • Know how to apply conflict resolution skills • Apply effective problem-solving skills to make safe choices.

Middle School

Academic Development Skills	Career Development Skills	Personal/Social Skills
<ul style="list-style-type: none"> • Implement I Have a Plan Iowa (IHAP) • Demonstrate dependability, productivity, and initiative • Learn and apply critical thinking skills • Use knowledge of learning styles to positively influence school performance • Establish challenging academic goals • Use assessment results in educational planning • Seek co-curricular and community experiences to enhance the school 	<ul style="list-style-type: none"> • Acquire employability skills such as working on a team, problem-solving, and organizational skills • Use technology to access career-planning information • Demonstrate awareness of education and training needed to achieve career goals • Select course work that is related to career interests • Use employability and job readiness skills in extended learning experiences 	<ul style="list-style-type: none"> • Identify personal strengths and assets • Develop an action plan to set and achieve realistic goals • Learn techniques for managing stress and conflict • Differentiate between situations requiring adult/professional help • Learn about emotional and physical dangers of substance use and abuse

High School

Academic Development Skills	Career Development Skills	Personal/Social Skills
<ul style="list-style-type: none"> • Develop and implement an annual plan of study • Become a self-directed and independent learner • Identify post-secondary options consistent with interest, achievement, aptitude, and abilities • Demonstrate the ability to balance school, studies, extracurricular, and leisure time • Seek co-curricular and community experiences 	<ul style="list-style-type: none"> • Apply decision-making skills to career planning, course selection, and career transitions • Understand that the changing workplace requires lifelong learning and acquiring new skills • Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, or mentoring 	<ul style="list-style-type: none"> • Identify alternative ways of achieving goals • Use persistence acquiring knowledge and skills • Learn coping skills for managing life events • Learn about the relationship among rules, laws, safety, and the protection of an individual's rights

In 2008, **Iowa Code section 279.61**, passed, requiring students to complete a career and educational planning process, or Student Curriculum Plan, often referred to as the 8th Grade Plan. Each Iowa school will cooperate with the student to create an electronic portfolio and add state components to the portfolio using the state-designated career information system. These state components include assessments and surveys, career research, course plan building, education linkages, and financial aid and career development activities that assist them in their futures. The state components are developmentally appropriate for the grade level of the students, and the assessments and activities in each successive Guideway build on the established portfolio. Students can revise their career and educational plans as they mature and learn more about themselves and their interests and abilities. The state designated career/educational information system in Iowa is *I Have A Plan Iowa*™. The website is www.ihaveaplaniowa.gov.

Required State Components for *I Have a Plan Iowa*

8th Grade

- Create an electronic student portfolio
- Complete a career interest assessment
- Complete the Career Cluster assessment and identify a career cluster of interest
- Build a course plan for high school and/or postsecondary education
- Get a signed parent approval and signature form (electronic or printed)

9th Grade

- Complete the *Interest Profiler* assessment
- Complete a career assessment linking interests and school subjects
- Complete a skills assessment linking skills and careers
- Revise and rebuild portfolio course plan
- Complete a student reflection paragraph

10th Grade

- Complete work values/beliefs survey
- Compare career options side by side
- Research careers to programs
- Compare colleges/programs side by side
- Revise and review portfolio course plan
- Complete a student reflection paragraph

11th Grade

- Complete a skills inventory, checklist, or assessment
- Create a resume
- Create a cover letter
- Compare schools and programs side by side
- Document campus visits
- Complete a practice college application
- Research financial aid and financial aid information
- Research scholarships and scholarship information
- Revise and review course plan in portfolio
- Complete a student reflection paragraph

12th Grade

- Retake *Interest Profiler* and compare results
- Retake career assessment (linking school subjects and careers) and compare results
- Review schools and colleges and indicate choices
- Research job interview information and complete a job interview practice
- Revise and review career plan
- Complete a student reflection paragraph

Optional: Activities, Experiences, and Awards in Portfolio

- Document extra-curricular activities
- Document community service
- Document workplace learning activities
- Document organizations and activities
- Document hobbies and interests

