

# Applying for RAMP 5<sup>th</sup> Edition

Deirdra Williams

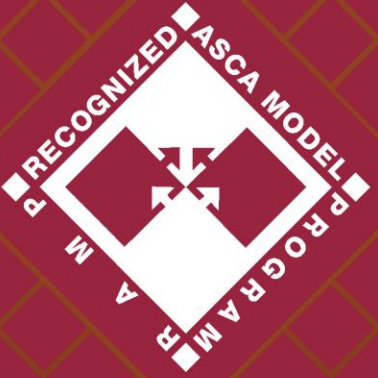
ASCA Director of Programs & Advocacy



The logo is a diamond shape with a white background and a dark red border. Inside the diamond, the words "RECOGNIZED" and "ASCA MODEL" are written along the top edge, and "PROGRAM" is written along the bottom edge. In the center of the diamond, there are four arrows pointing outwards towards the corners.

# Objectives

1. Identify 5<sup>th</sup> edition RAMP application requirements
2. Describe changes from 4<sup>th</sup> Edition
3. Identify RAMP resources for support

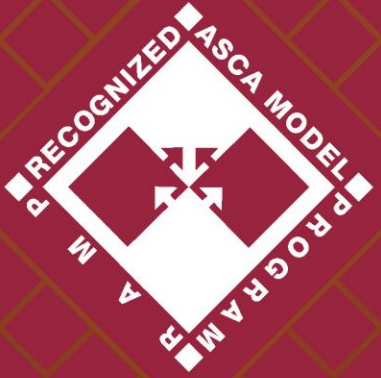


# What is RAMP?

- Recognized ASCA Model Program
- Snapshot of exemplary work
- Evidence of implementing an exemplary comprehensive, data-informed school counseling program

# Benefits of RAMP ('27 Class)

- Complimentary ASCA membership for the first year of RAMP<sup>®</sup> designation
- Discounted membership for the remaining eligible years that you are employed at your RAMP<sup>®</sup> school
- Recognition at ASCA's Annual Conference
- Two complimentary tickets per school to the RAMP<sup>®</sup> recognition event at the ASCA Annual Conference
- A plaque, suitable for display in your school
- Template press release to personalize and send to local press
- Digital toolkit



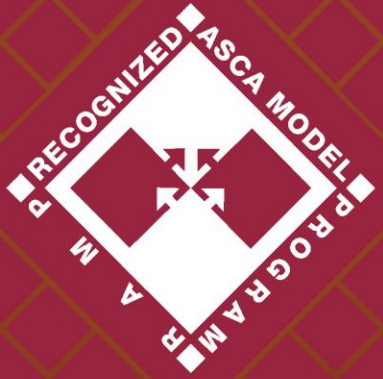
---

# Deciding to Apply

---

- Knowledge
- Implementation
- Commitment





## ASCA National Model<sup>®</sup>

A Framework for School Counseling Programs

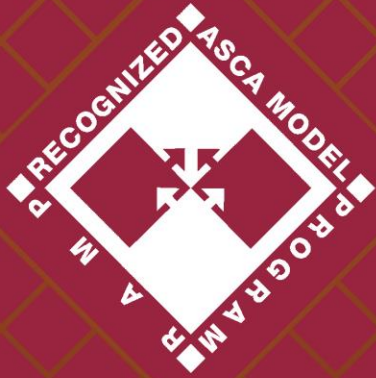
FIFTH EDITION



# The Essentials

**FREE**

[schoolcounselor.org/ascanationalmodel](http://schoolcounselor.org/ascanationalmodel)



# All Inclusive Standards, Templates, Assessments

## Define

A school counseling program is defined by three sets of standards, which counselors use through developing, implementing and assessing a school counseling program.

- 1 [The ASCA School Counselor Professional Standards & Competencies](#) identify the essential knowledge, attitudes and skills school counselors need to practice effectively.
- 2 [The ASCA Ethical Standards for School Counselors](#) identify the behavior necessary for school counselors to maintain the highest level of integrity, leadership and professionalism.
- 3 [The ASCA Student Standards: Mindsets & Behaviors for Student Success](#) identify the essential knowledge, attitudes and skills students need to access, college and career readiness, and social/emotional development. School counselors are committed to helping each and every student attain the behaviors to promote positive mental health and high levels of achievement, leading to future success.

## Manage

The Manage component guides school counselors through design, planning and implementation of the school counseling program. School counselors manage their program by focusing on how they:

- plan for each and every student to learn the ASCA Student Standards
- identify and address achievement gaps
- plan and monitor their time
- educate and advocate for the school counseling program

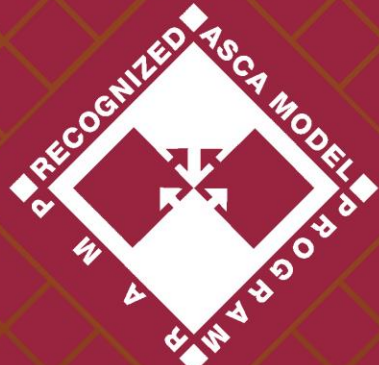
Purpose	Description	How the School Counseling Program Promotes Success for Each and Every Student
Plan how each and every student will learn strategies and skills for student success.	School counselors plan what behaviors each and every student will learn by: <ul style="list-style-type: none"> <li>■ identifying specific standards in the <a href="#">ASCA Student Standards delivery plan</a> that will be delivered in Tier 1 and 2 settings</li> <li>■ planning how the standards will be delivered using <a href="#">lesson plans</a> and <a href="#">small-group sessions plan</a></li> <li>■ using these standards to provide focus for individual sessions with students.</li> </ul>	Identifies behaviors starting from the ASCA Student Standards school counselors deliver in classrooms, large groups, small groups and individually to enhance life-readiness for each and every student.
Identify and address achievement gaps.	School counselors identify <a href="#">school counseling data priorities</a> that align with the school improvement plan and create <a href="#">achievement gap plans</a> to address the needs of students who are not reaching achievement goals or benchmarks.	Focuses attention on achievement gaps for students not meeting achievement benchmarks and connects the gaps to contributing factors, such as attendance, discipline and policies/procedures (e.g., patterns in course enrollment or discipline policies)

## Program Assessment

Purpose	Description	How the School Counseling Program Promotes Success for Each and Every Student
Assess the school counseling program for alignment with the ASCA National Model®	The <a href="#">School Counseling Program Assessment</a> guides the regular assessment of design and delivery of a school counseling program and its impact on access, life-readiness and academic success.	Research shows that school counseling programs aligned with the ASCA National Model® improve student achievement, attendance and discipline. School counselors implementing these programs have increased job satisfaction and a better understanding of their role in the school's ecosystem.

## School Counselor Assessment and Appraisal

Purpose	Description	How it Promotes Success for Each and Every Student
Self-assess your own mindsets and behaviors and formulate an appropriate professional development plan	The <a href="#">ASCA School Counselor Professional Standards &amp; Competencies Assessment</a> is used to self-assess the school counselor's knowledge, attitudes and skills needed to implement a school counseling program	Continued professional development promotes increased school counseling expertise, leading to improved student outcomes.
Gain feedback on your performance	The <a href="#">ASCA School Counselor Performance Appraisal</a> provides a guide for	Provides an opportunity for the school counselor to share artifacts of activities implemented to improve



# Examples

Achievement Gap Plan and Data Report

**Purpose**  
This template helps school counselors identify and address achievement gaps. It serves as a guide to address the needs of students who are not reaching achievement goals or benchmarks.

**Implementation Notes**

- Choose one data priority from the School Counseling Data Priority Template and complete this plan.
- The goals and activities in this plan change from year to year based on student needs as indicated in the school counseling program data priorities.
- Baseline contributing-factors data such as attendance and discipline may be tracked and shared when appropriate.
- Directions are in red text below.

School Name Best Middle School

School Counselor Name Awesome School Counselor

School Counseling Data Priority

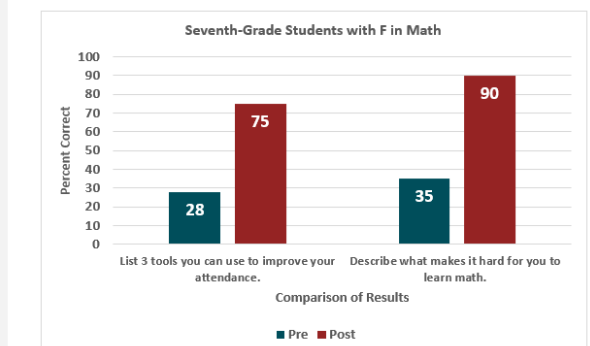
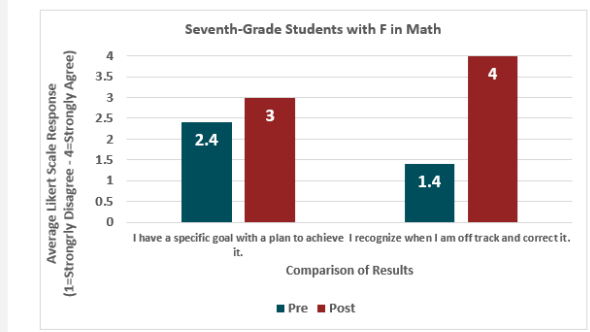
Copy and paste a school counseling data priority that the school counseling program will address from the School Counseling Data Priorities Template.  
14 current seventh-grade students scored in the lowest quartile on PM3 during the 2024-2025 school year and have an F in math in the first quarter of 2025-2026

Achievement Gap Goal

- End date**  
*What is the end date of the intervention?*  
End of 2025-2026 school year
- Descriptors**  
Describe students with two or more descriptors that identify a specific and manageable group of students to focus on. At least one descriptor must be an achievement metric.  
Descriptor 1: Seventh-grade students  
Descriptor 2: Have an F in math in the first quarter  
Descriptor 3: Scored in the lowest quartile on the Math FAST progress monitoring assessment #3 during the 2024-2025 school year
- Achievement metric to decrease/increase**  
Name the achievement metric to be decreased or increased.  
Decrease the number of F's in math
- Baseline to projected final data**  
Identify the precise numbers for baseline achievement data and projected final achievement data.  
From 14 F's to seven F's
- Achievement Goal**  
*Write a statement that consolidates all factors from 1-4.*  
By the end of the 2025-2026 school year, seventh-grade students who have an F in math in the first quarter and scored in the lowest quartile on the Math FAST progress monitoring assessment #3 during the 2024-2025 school year will decrease the number of F's from 14 to seven.

EXAMPLE

Achievement Gap Plan and Data Report



Use-of-Time 5-Day Calculator

		School Counselor Name: <u>Jordan Counselor</u>				
		Date (M/D/Y): <u>9/12/2025</u>				
		Contract start/time: <u>7a.m - 3 p.m.</u>				
Time frame	Activity or Task <small>ex. Teaching 8th grade classroom lesson Conducting parent conference Data collection for small group Supervising carpool pick up</small>	Direct Student Services	Indirect Student Services	Program Planning	School Support	Non-School Counseling Tasks
		Instruction, Appraisal & Advisement, Counseling	Referrals, Consultation, Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School Counseling Tasks
7:7-15 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:16-7:30 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:31-7:45 a.m.	conduct parent conference gr 6 (LS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:46-8 a.m.	conduct parent conference gr 6 (LS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:01-8:15 a.m.	data collection small group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:16-8:30 a.m.	data collection small group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:31-8:45 a.m.	data collection small group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:46-9 a.m.	teach 5th grade career lesson (Smith)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:01-9:15 a.m.	teach 5th grade career lesson (Smith)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:16-9:30 a.m.	teach 5th grade career lesson (Smith)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:31-9:45 a.m.	teach 5th grade career lesson (Jones)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:46-10 a.m.	teach 5th grade career lesson (Jones)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:01-10:15 a.m.	teach 5th grade career lesson (Jones)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:16-10:30 a.m.	goal check w student (TR) 2nd gr	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:31-10:45 a.m.	goal check w student (TR) 2nd gr	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:46-11 a.m.	K lunch duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11:01-11:15 a.m.	K lunch duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11:16-11:30 a.m.	K lunch duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11:31-11:45 a.m.	Personal lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:45 a.m.-Noon	Personal lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:01-12:15 p.m.	teach 8th grade career lesson (Johnson)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:16-12:30 p.m.	teach 8th grade career lesson (Johnson)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:31-12:45 p.m.	teach 8th grade career lesson (Johnson)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:46-1 p.m.	issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:01-1:15 p.m.	issue	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:16-1:30 p.m.	3rd gr study skills small group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:31-1:45 p.m.	4th gr study skills small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:46-2 p.m.	5th gr study skills small group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:01-2:15 p.m.	attend parent/teacher conference gr 3 (DW)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:16-2:30 p.m.	attend parent/teacher conference gr 3 (DW)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:31-2:45 p.m.	attend parent/teacher conference gr 3 (DW)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:46-3 p.m.	Email check - school/district matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3:01-3:15 p.m.	concerns/questions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3:16-3:30 p.m.	Car duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3:31-3:45 p.m.	Car duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3:46-4 p.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:01-4:15 p.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:16-4:30 p.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:31-4:45 p.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:46-5:00 p.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTALS</b>		<b>16</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>3</b>
% per category		52%	19%	10%	10%	10%

Aligned with the  
ASCA NATIONAL  
MODEL® FIFTH  
EDITION

# The ASCA National Model: **A Step-by-Step Guide**

An ASCA National Model® Publication



---

# Get More Help



# The Application

- Data collection year: One school year
- All sections must be completed
- Total possible points: 82
- RAMP: 74
- Deadline: October 15



# 5<sup>th</sup> Edition Application Sections

1 – ASCA Student Standards Delivery Plan (9 Points)

2 – Achievement Gap Plan and Data Report (26 Points)

3 – Advisory Council (11 Points)

4 – Annual Administrator Conference (6 Points)

5 – Lesson Plan and Data Report (11 Points)

6 – Small Group Plan and Data Report (16 Points)

7 – Reflections and Signature Page (3 Points)

# General Rubric Changes



The logo is a diamond shape with a white background and a maroon border. Inside the diamond, the words "RECOGNIZED" and "ASCA MODEL" are written along the top edge, and "PROGRAM" is written along the bottom edge. In the center of the diamond, there are four maroon squares arranged in a cross pattern, with white arrows pointing outwards from the center.

# Behavior Standards Focus

- ASCA Student Standards Delivery Plan
- Achievement Gap Plan and Data Report
- Lesson Plan and Data Report
- Small Group and Data Report

# 5<sup>th</sup> Edition Portal



**COMING  
SOON**

# Schoolcounselor.org/ramp

schoolcounselor.org/Recognition/RAMP

HOME > RECOGNITION > RECOGNIZED ASCA MODEL PROGRAM (RAMP)

SHARE

## Recognized ASCA Model Program®

### Benefits of RAMP

The Recognized ASCA Model Program® (RAMP®) recognizes schools committed to delivering school counseling programs aligned with the ASCA National Model® framework. The RAMP® designation demonstrates to administrators, school boards, families and the community at large that the schools are committed to supporting the mission of the school and district. To date, more than 1,300 schools have earned the RAMP® designation. View current RAMP® schools [here](#).

The RAMP® application process is the culmination of successfully implementing the ASCA National Model®.

**Downloads**

- 20 Years of RAMP Schools
- 2024 RAMP Stories: Closing the Gap
- Fourth Edition Scoring Rubric
- Fifth Edition Scoring Rubric
- Class of 2025 by the Numbers

**RECOGNIZED ASCA MODEL PROGRAM**

- Apply for RAMP
- RAMP Professional Development
- Templates and Tools
- Fourth Edition Application Portal
- RAMP FAQs
- Current RAMP Schools

Have Questions? Chat with ASCAroo!





# RAMP®

## Scoring Rubric

### **FERPA Adherence**

ASCA adheres to FERPA guidelines and reminds schools to protect student identity throughout the RAMP® application. No identifiable student information should be included. Applications with student photos and names risk deletion. Thank you in advance for thoroughly reviewing your application for this information prior to submitting it for RAMP® consideration.

### **Guidance on Using AI in RAMP® Submissions**

When integrating artificial intelligence (AI) to complement human expertise, such as synthesizing information, analyzing data, summarizing complex content, etc., keep in mind some important considerations:

1. **Data Privacy:** Handle sensitive student data responsibly and comply with federal and state laws, as well as district and school policies.
2. **Accuracy:** Always fact check and edit AI-generated output before submission. Do not assume all AI responses are correct; refer to primary sources for verification.
3. **Ethics:** Be aware that AI use may lead to unintentional plagiarism or the use of copyrighted material.
4. **Human Touch:** Your role as a school counselor is deeply personal. Although AI can support you in your work, it cannot replace the human connection needed to address the challenges you face each day. When discussing your work, whether applying for RAMP®, ASCA-Certified School Counselor® or another ASCA program, emphasize your unique capabilities and approach.

Applications containing non-school or non-school district employee access may be considered ineligible for review.

### **Use of ASCA Templates**

Throughout the application, the rubric requires an upload of completed templates. Only completed fifth edition ASCA templates in their original form may be used in the fifth edition RAMP® application. These templates should not be altered. Using the wrong templates or altering templates may lead to rubric not being met.

Check each section carefully for required uploads to the portal. Upload the ASCA Student Standards Delivery Plan Template and Use-of-Time 5-Day Calculator Template as Excel documents and all others as a PDF. It is the applicant's responsibility to check each required upload to ensure the proper document has been provided. Sections without the correct completed document uploaded are unable to be scored.

### **Special Note About the Use-of-Time 5-Day Calculator**

All school counselors five-day-a-week schools are required to submit documentation for the five-day week period. School counselors at schools operating only four days per week throughout the year should also submit a statement. Exceptions include those who work part time in a building or changes in staff.

- When there are school counseling staff changes during the school year prior to the data-collection year, provide a statement explaining this change that resulted in fewer use-of-time 5-day calculators.



Membership

About School Counseling

Events & Professional Development

Publications & Research

Standards & Positions

Recognition

About ASCA

Ads & Exhibits

Contact Us



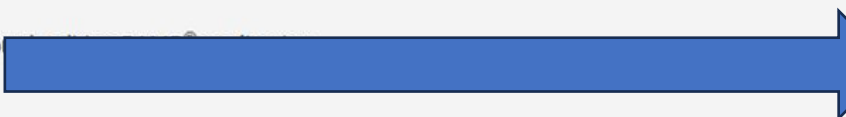
# Templates and Tools

Applications must use the ASCA-provided templates. Download templates using the links in the red box to the left depending on if you are applying with the fourth edition or the fifth edition of the ASCA National Model®.

## Fourth Edition

### Graph Examples

Get **examples** for the correct way to set up your graphs for the fo



### Video Tips

Following are links to videos to help you complete the fourth edition templates.

- Section 1: Vision and Mission Statement (6 points) – [video tips](#)
- Section 2: Annual Student Outcome Goals (8 points) – [video tips](#)
- Section 3: Classroom and Group Mindsets & Behaviors (5 points) – [video tips](#)
- Section 4: Annual Administrative Conference (5 points) – [video tips](#)
- Section 5: Advisory Council (6 points) – [video tips](#)
- Section 6: Annual Calendar (3 points) – [video tips](#)
- Section 7: Lesson Plans (classroom or group) (4 points) – [video tips](#)
- Section 8: Classroom Instruction Results Report (7 points) – [video tips](#)
- Section 9: Small-Group Results Report (7 points) – [video tips](#)
- Section 10: Closing the Gap Action Plan/Results Report (9 points) – [video tips](#)

## Fifth Edition

If you are still in the beginning stages of developing a school counseling program or need to move your program from the fourth edition to the fifth edition, read "The ASCA National Model, fifth edition" ([free download](#)), "The ASCA National Model: A Step-by-Step Guide" and "Making Data Work, fifth edition." Or purchase all three in a bundle at a discounted price. [Learn more about the books and/or purchase here.](#)

Visit this page often to access additional resources to support your RAMP application journey.

### DOWNLOADS

- [Fourth-Edition Templates](#)
- [Fourth Edition Graph Examples](#)
- [Fourth Edition Rubric](#)
- [Fifth Edition Templates](#)
- [Fifth Edition Timeline](#)
- [Fifth Edition Rubric](#)
- [Signature Page](#)

### IN THIS SECTION

## RECOGNIZED ASCA MODEL PROGRAM (RAMP)

[Apply for RAMP](#)

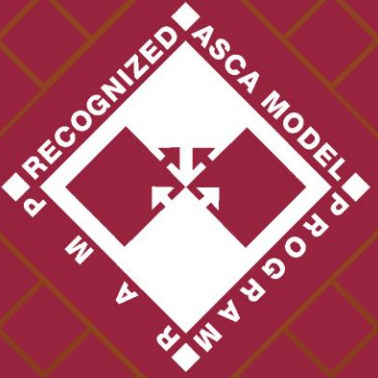
[RAMP Professional Development](#)

[Templates and Tools](#)

[Fourth Edition Application Portal](#)

[RAMP FAQs](#)

[Current RAMP Schools](#)



# A Closer Look



- \*General Instructions**
- \*Requirements by the Section**


# FERPA Adherence





## Using AI?

- Data Privacy
- Accuracy
- Ethics
- Human Touch

- 
- A close-up, high-angle shot of a compass rose. The compass is dark, possibly black or dark grey, with a prominent red needle pointing towards the upper right. The dial of the compass is visible, featuring a scale with fine markings. The word "INTEGRITY" is printed in large, bold, red capital letters along the outer edge of the dial, following the curve of the compass. The background is dark and out of focus, emphasizing the compass and its needle.
- ASCA Ethical Standards
  - ASCA Professional Standards
  - Authentic work
  - Limited access to application in portal



- Membership
- About School Counseling
- Events & Professional Development
- Publications & Research
- Standards & Positions
- Recognition
- About ASCA
- Ads & Exhibits
- Contact Us

SHARE

# Templates and Tools

Applications must use the ASCA-provided templates. Download templates using the links in the red box to the left depending on if you are applying with the fourth edition or the fifth edition of the ASCA National Model®.

## Fourth Edition

### Graph Examples

Get **examples** for the correct way to set up your graphs for the fourth edition RAMP® application.

### Video Tips

Following are links to videos to help you complete the fourth edition templates.

- Section 1: Vision and Mission Statement (6 points) – [video tips](#)
- Section 2: Annual Student Outcome Goals (8 points) – [video tips](#)
- Section 3: Classroom and Group Mindsets & Behaviors (5 points) – [video tips](#)
- Section 4: Annual Administrative Conference (5 points) – [video tips](#)
- Section 5: Advisory Council (6 points) – [video tips](#)
- Section 6: Annual Calendar (3 points) – [video tips](#)
- Section 7: Lesson Plans (classroom or group) (4 points) – [video tips](#)
- Section 8: Classroom Instruction Results Report (7 points) – [video tips](#)
- Section 9: Small-Group Results Report (7 points) – [video tips](#)
- Section 10: Closing the Gap Action Plan/Results Report (9 points) – [video tips](#)

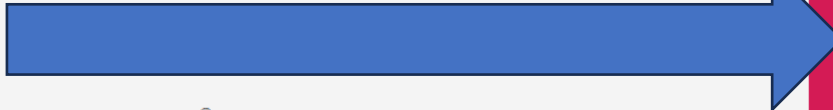
## Fifth Edition

If you are still in the beginning stages of developing a school counseling program or need to move your program from the fourth edition to the fifth edition, read "The ASCA National Model, fifth edition" ([free download](#)), "The ASCA National Model: A Step-by-Step Guide" and "Making Data Work, fifth edition." Or purchase all three in a bundle at a discounted price. [Learn more about the books and/or purchase here.](#)

Visit this page often to access additional resources to support your RAMP application journey.

### DOWNLOADS

- ↓ [Fourth-Edition Templates](#)
- ↓ [Fourth Edition Graph Examples](#)
- ↓ [Fourth Edition Rubric](#)
- ↓ [Fifth Edition Templates](#)
- ↓ [Fifth Edition Timeline](#)
- ↓ [Fifth Edition Rubric](#)
- ↓ [Signature Page](#)



### IN THIS SECTION

## RECOGNIZED ASCA MODEL PROGRAM (RAMP)

[Apply for RAMP](#)

[RAMP Professional Development](#)

[Templates and Tools](#)

[Fourth Edition Application Portal](#)

[RAMP FAQs](#)

[Current RAMP Schools](#)

# Use-of-Time 5-Day Calculator



2 PER SCHOOL  
COUNSELOR



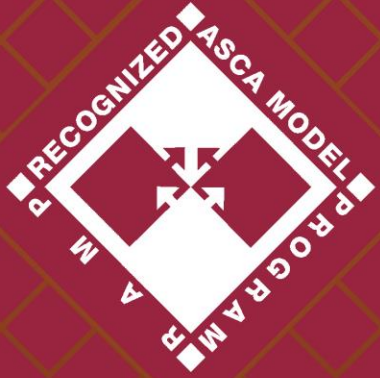
YEAR PRIOR TO DATA  
COLLECTION YEAR



5 CONSECUTIVE DAYS  
(M – F)



EXCEPTIONS



# Requirements By the Section....

- Detailed
- Specific
- Instructions for Portal (Upload/Enter)
- Supplemental Uploads

## SECTION 1 ASCA STUDENT STANDARDS DELIVERY PLAN – 9 Points

This section requires evidence of how the behavior standards from the ASCA Student Standards are delivered by the school counselor directly to students to enhance life-readiness skills.

### Upload:

- Completed ASCA Student Standards Delivery Plan (Excel format)

1.1	Specific Tier 1 lessons identified for each grade level in the school
1.2	Each Tier 1 lesson (classroom, large group, small group or individual setting) is connected to one behavior standard.
1.3	Each Tier 1 lesson specifies grade level(s) in the participant column
1.4	At least one Tier 1 lesson has a program/event provided for families, students and/or education partners.
1.5	Each reported program/event for families, students and/or education partners supports the Tier 1 activity and standard to which it is attached.
1.6	At least two Tier 2 small groups for students are included.
1.7	Each Tier 2 small group session is connected to one behavior standard. The same standard can be repeated for multiple/all sessions.
1.8	Each title for a lesson/session conveys purpose/focus. Include a brief explanation for unique titles that don't convey purpose/focus.
1.9	Indicate a start month for each Tier 1 lesson and Tier 2 small group session.

**SECTION 2 ACHIEVEMENT GAP PLAN AND DATA REPORT – 26 Points**

This section establishes the annual school counseling program priorities, informs your achievement gap goal(s) and addresses the needs of students who are not reaching achievement goals or benchmarks.

**Upload:**

- Completed School Counseling Program Data Priorities (PDF)
- Completed Achievement Gap Plan and Data Report (including completed optional data organizer and graphs) (PDF)

School Counseling Program Data Priorities	
2.1	School, district or state achievement goals/priorities provided.
Achievement Data Points	
2.2	At least one measurable achievement data point is included for each achievement goal/priority listed.
2.3	Precise number of students (not percentages) included in the data point.
Priorities the School Counseling Program Will Address	
2.4	Achievement goals/priority(ies) that will be addressed by the school counseling program are identified by checkbox.
Achievement Gap Plan and Data Report	
School Counseling Program Data Priority	
2.5	Must be achievement data as defined by ASCA.
2.6	Must align with a data point selected to be addressed on School Counseling Program Data Priorities Template.
Create the Achievement Gap Goal	
2.7	Achievement gap goal in #5 includes the following components and no additional information: <ul style="list-style-type: none"> <li>■ End date specified.</li> <li>■ Two or more student descriptors provided that identify a specific group of students to focus on. At least one descriptor must be an achievement metric.</li> <li>■ Exact achievement metric to be decreased/increased is named and matches the stated metric.</li> <li>■ Precise numbers for baseline and projected final achievement data are identified.</li> </ul>
What Contributing-Factors Data May Affect the Strategies to Reach this Goal?	
2.8	Summary provided for at least two contributing factors, one of which must be the student perspective.
ASCA Student Standards, Objectives and Assessments	
2.9	Behavior standard(s) selected from the ASCA Student Standards are informed by the goal, contributing factors and student/education partner perspectives.
2.10	Learning objectives align with the selected behavior standard(s) from the ASCA Student Standards.
2.11	Each learning objective aligns with at least one pre-/post-assessment item.
Strategies That Support Achieving the Goal	
Direct Student Services Strategies	
2.12	Identify and describe at least two strategies for direct student services that meet the ASCA definition of instruction, appraisal & advisement and/or counseling to support students in the goal.
Indirect Student Services Strategies	
2.13	Identify and describe at least two strategies with education partners that meet the ASCA definition of collaboration, consultation with or referral to education partners to support students in the goal.

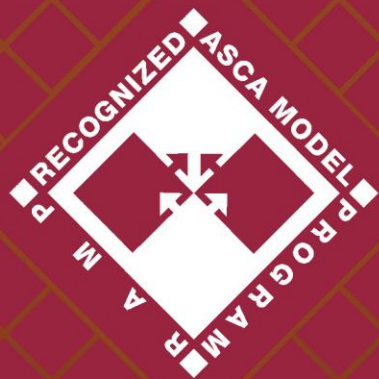
Achievement Gap Data Report	
Access	
2.14	Number of students at beginning of plan and the number of students at end of the plan are included. Explanation provided if number of students changes from beginning to end of plan.
Life-Readiness Graph(s)	
2.15	Matches ASCA Student Standards data reported in the optional data organizer section (note – the optional data organizer section in the template is required for RAMP®).
2.16	Behavior standards addressed are identified and match standards in the plan.
2.17	Pre-/post-data is represented side by side and accurately depicts aggregate data, not individual student data.
2.18	Graph includes: <ul style="list-style-type: none"> <li>■ Subtitle which adds specific details about the students or data represented on the graph.</li> <li>■ Y-axis label: describes data being graphed; if Likert-scale used, defines the scale</li> <li>■ X-axis label: defines what is being compared</li> <li>■ Data point included for each bar on graph</li> </ul>
Academic Success Graph	
2.19	Matches achievement data reported in the optional data organizer section (note – the optional data organizer section in the template is required for RAMP®)
2.20	Baseline and final data are represented side by side and accurately depict aggregate data, not individual student data.
2.21	Graph includes: <ul style="list-style-type: none"> <li>■ Subtitle - adds specific details about the students or data represented on graph.</li> <li>■ Y-axis label: describes data being graphed</li> <li>■ X-axis label: defines what is being compared and when data is collected</li> <li>■ Data point included for each bar on graph</li> </ul>
Optional Data Organizer (Required for RAMP®)	
Life-Readiness	
2.22	Data calculates average student responses for Likert items or percent correct for knowledge-based items.
2.23	Results provided for each assessment item in plan.
Academic Success	
2.24	Achievement data matches baseline achievement data in goal statement.
2.25	Actual final achievement data is reported (may be different from projected final data).
2.26	Percent change from baseline to final data reported.

# Section 2 Requirement

- Upload and Enter Section



Loading...



### SECTION 3 ADVISORY COUNCIL – 11 Points

This section requires evidence of a school counseling specific advisory council that is a representative group of education partners selected to provide feedback about issues relevant to the school counseling program.

**Upload:**

- Completed School Counseling [Advisory Council First-Semester Template](#)
- Completed School Counseling [Advisory Council Second-Semester Template](#)

Advisory Council Membership	
3.1	Advisory council solely focused on the applicant's school counseling program.
3.2	List of all advisory council members with their role indicated – at a minimum: parents/guardians, teachers, school counselors, administrators, community members and students (if applicable but identity protected in application). Each member has a single role.
3.3	Advisory council approximates recommended eight–20 members
First-Semester Agenda	
3.4	School/district vision and mission statements provided. Enter N/A for vision or mission only if your school or district does not have a vision and/or mission statement.
3.5	Describe how the school counseling program aligns with the school/district vision and mission statements. (100-word limit)  If the school or district does not have a vision or mission statement, briefly describe how the school counseling program aligns with school or district goals. Include this information in the vision/mission section of the template. (100-word limit)
3.6	First-semester school counseling advisory council agenda template completed including, at a minimum: <ul style="list-style-type: none"> <li>■ School counseling program alignment with school/district mission/vision</li> <li>■ School Counseling Data Priorities overview</li> <li>■ Achievement Gap Plan overview</li> <li>■ ASCA Student Standards Delivery Plan overview</li> </ul>
First-Semester Minutes	
3.7	First-semester minutes include a summary of information provided by school counselor for each agenda item.
3.8	First-semester minutes include a summary of discussion <i>and</i> feedback on <i>at least two</i> of the following agenda items: <ul style="list-style-type: none"> <li>■ Summary of School Counseling Data Priorities overview</li> <li>■ Summary of ASCA Student Standards Delivery Plan overview</li> <li>■ Summary of Achievement Gap Plan overview</li> </ul>
Second-Semester Agenda	
3.9	Second-semester school counseling advisory council agenda template completed including, at a minimum: <ul style="list-style-type: none"> <li>■ Achievement Gap Plan and Data Report update</li> <li>■ Lesson Plan and Data Report update</li> <li>■ Small-Group Plan and Data Report update</li> </ul>
Second-Semester Minutes	
3.10	Second-semester minutes include a summary of information provided by school counselor for each agenda item.
3.11	Second semester minutes include a summary of discussion <i>and</i> feedback on <i>at least two</i> of the following agenda items: <ul style="list-style-type: none"> <li>■ Achievement Gap Plan(s) and Data Report update</li> <li>■ Lesson Plan and Data Report update</li> <li>■ Small-Group Plan and Data Report update</li> </ul>

## SECTION 4 ANNUAL ADMINISTRATOR CONFERENCE – 6 Points

This section requires evidence of a formal discussion between school counselors and the principal and/or the administrator in charge of the school counseling program about the goals, activities and benefits of the school counseling program in the building, increasing an administrator's understanding and support of the school counseling program.

### Upload:

- Completed Annual Administrator Conference Template for each school counselor (PDF)
- Two completed Use-of-Time 5-Day Calculators from the school year prior to the data collection year for each member of the school counseling department employed during both school years (Excel format)
- If changes occurred in school counseling program staff during the school year prior to the data collection year, statement explaining this change that resulted in fewer Use-of-Time 5-Day Calculators per school counselor (PDF)

### Annual Administrator Conference

- |     |   |
|-----|---|
| 4.1 | All sections of each Annual Administrator Conference Template completed for each member of the school counseling department or explanation of not applicable (N/A) responses. |
| 4.2 | Conference held and template signed by the school counselor and administrator in charge of the school counseling program within the first two months of the school year.      |

### Use-of-Time 5-Day Calculator

- |     |  |
|-----|--|
| 4.3 | Provide a Use-of-Time 5-day Calculator for one week (five consecutive days) from the first and second semester for each school counselor from the school year prior to the data collection year.                         |
| 4.4 | Previous school year use of time reported on each Annual Administrator Conference Template is the average of the individual school counselor's two Use-of-Time 5-Day Calculators submitted.                              |
| 4.5 | Classifications of activities in the Use-of-Time 5-Day Calculators align with the ASCA National Model® definitions of direct and indirect services, program planning and school support, or non-school-counseling tasks. |
| 4.6 | Each entry has only one classification.  |



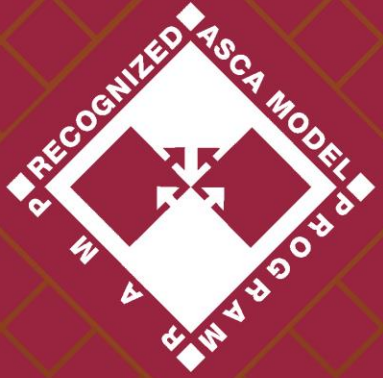
## SECTION 5 LESSON PLAN AND DATA REPORT – 11 Points

This section requires **one lesson plan delivered by the school counseling program**. The lesson shows evidence of the development of life-readiness skills for each and every student. The lesson plan includes what will be delivered, to whom it will be delivered, how it will be delivered and how students' attainment of the lesson's learning objective(s) will be assessed. Data results and graphs are required.

### Upload:

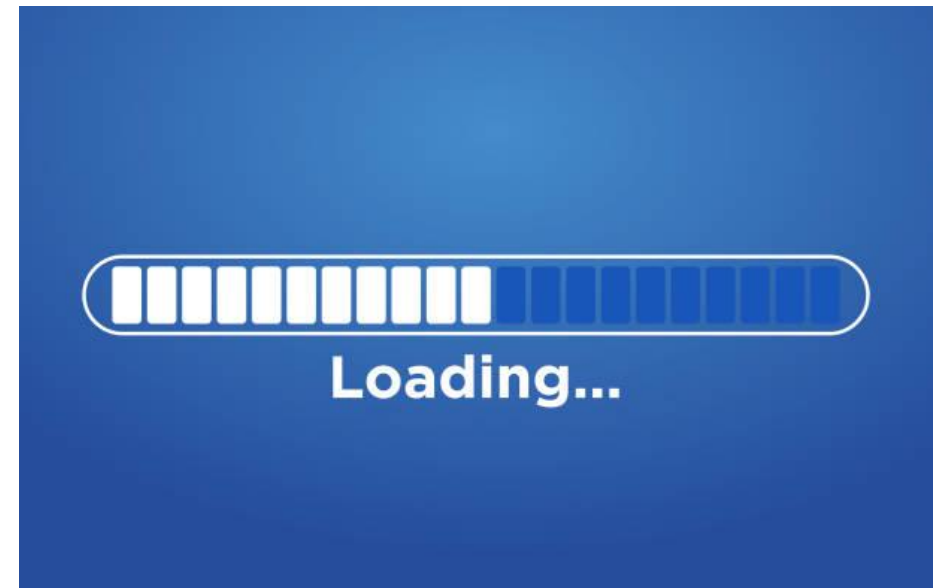
- One stand-alone Lesson Plan and Data Report or one Lesson Plan and Data Report from a unit (PDF). If a lesson plan from a unit is submitted, the data report should reflect the results for the entire unit.

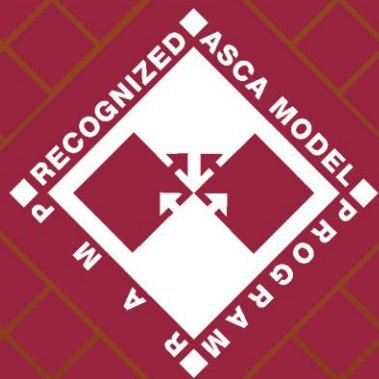
Lesson Plan Details	
5.1	Lesson title/topic, participants and setting identified
5.2	One Life-Readiness category and at least one Academic Success category are identified as the reason for the lesson(s).
Standards, Objectives and Assessment Items	
5.3	Limit of one behavior standard from the ASCA Student Standards identified for the lesson plan.
5.4	Each learning objective aligns with the selected behavior standard from the ASCA Student Standards.
5.5	Each learning objective aligns with at least one assessment item.
Steps	
5.6	Description of each step supports the attainment of the learning objective(s).
Lesson Data Report	
Access	
5.7	Number of students at beginning of plan and the number of students at end of the plan are included. Explanation provided if number of students changes from beginning to end of plan.
Graph(s)	
5.8	Uploaded template includes life-readiness graph(s) that accurately reflects the ASCA Student Standards data.
Optional Data Organizer (Required for RAMP)	
Life-Readiness	
5.9	Data calculates average student responses for Likert items or percent correct for knowledge-based items.
5.10	Results provided for each assessment item in plan.
Reflection	
5.11	Describe at least one strategy utilized in the submitted classroom lesson that facilitated inclusion and/or supported diverse learners. (250-word limit)



# Section 5 Requirement

- Upload and Enter Section





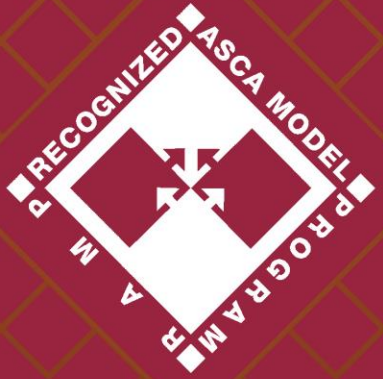
## SECTION 6 SMALL-GROUP PLAN AND DATA REPORT – 16 Points

This section requires evidence of a small group with a minimum of four sessions for three-12 students that enhance life-readiness skills and academic success that includes what will be delivered in group sessions, to whom it will be delivered, how it will be delivered and how students' attainment of the lesson's learning objective will be assessed. The small group submitted in this section cannot be the same small group included in the Achievement Gap Plan, if one was included. Data results and graphs are required.

### Upload:

- Small-Group Lesson Plan and Data Report template (PDF)

Small-Group Details	
6.1	Small group title or focus, and number of sessions identified.
6.2	One Life-Readiness category and at least one Academic Success category are identified as the reason for the small-group.
6.3	Achievement data provided for students in small group.
Session Plans	
6.4	Limit of one behavior standard from the ASCA Student Standards identified for each session plan. (A standard may be repeated in multiple sessions.)
6.5	Each learning objective aligns with the selected behavior standard from the ASCA Student Standards.
6.6	Each learning objective aligns with at least one assessment item.
Session Focus	
6.7	Description of teaching content for each session supports the attainment of stated learning objective.
6.8	Description of student practice for each session supports the attainment of stated learning objective.
Small Group Data Report	
Access	
6.9	Number of students expected to participate in the small group and the number who actually participated in the small group are included. Explanation provided if final participation data is different from baseline participation data.
Small-Group Graphs	
6.10	Uploaded template includes life-readiness graph(s) that accurately reflects the ASCA Student Standards data.
6.11	Uploaded template includes academic success graph that accurately reflects the achievement data.
Optional Data Organizer (Required for RAMP)	
Life-Readiness	
6.12	Data calculates average student responses for Likert items or percent correct for knowledge-based items.
6.13	Results provided for each assessment item in plan.
Academic Success	
6.14	Achievement data matches baseline achievement data described for small group.
6.15	Actual final achievement data reported.
6.16	Percent change from baseline to final data reported.

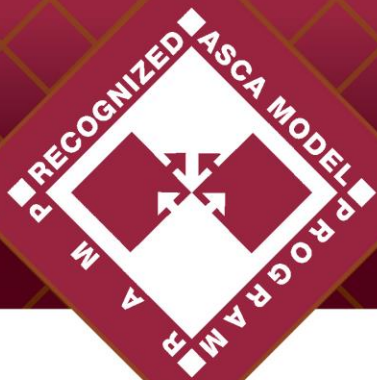


# Section 6 Requirement

- Upload and Enter Section



Loading...



## SECTION 7 REFLECTIONS AND SIGNATURE PAGE – 3 Points

This section includes final reflections and required acknowledgment of your school counseling program's data-collection year.

### Upload:

- Completed Signature Page (PDF)

Reflections	
7.1	Give two examples of how students have benefited from your school counseling program's implementation of the ASCA National Model®. (250-word limit)
7.2	Give two examples of actions you will take to sustain or improve your school counseling program over the next one-four years. (250-word limit)
Signature Page	
7.3	Completed signature page included with signatures from school counselors, advisory council members, principal and school board representative.

The logo is a diamond shape with a white border. Inside the diamond, the words "RECOGNIZED" and "ASCA MODEL" are written along the top-left and top-right edges respectively. The words "PROGRAM" and "M" are written along the bottom-left and bottom-right edges respectively. In the center of the diamond, there are four arrows pointing outwards towards the corners.

# After the Deadline

- Initial notifications: Late January/early February
- Resubmissions: Early February
- Final notifications: Early March



---

## Resources/Support

- Template Examples
- RAMP Office Hours
- RAMP Quarterly Newsletter

SHARE



# 2025 RAMP<sup>®</sup> Office Hours

RAMP<sup>®</sup> office hours are one of several resources for those seeking to earn RAMP<sup>®</sup> for their school. Office hours events give applicants an opportunity to ask questions as they are working on various sections of the application. RAMP<sup>®</sup> team captains are there live to offer immediate responses to questions. This resource is available to members and nonmembers.

Click the date below to join.

Thursday, May 15, 5 p.m. EDT

Thursday, June 12, 5 p.m. EDT

Thursday, Aug. 14, 5 p.m. EDT

Thursday, Sept. 18, 5 p.m. EDT

Thursday, Oct. 9, 5 p.m. EDT

IN THIS SECTION

## RECOGNIZED ASCA MODEL PROGRAM (RAMP)

---

[Apply for RAMP](#)

---

[Online Application Portal](#)

---

[2025 Scoring Rubric](#)

---

[RAMP Office Hours](#)

---

[Resources and Training](#)

---

[Templates](#)

---

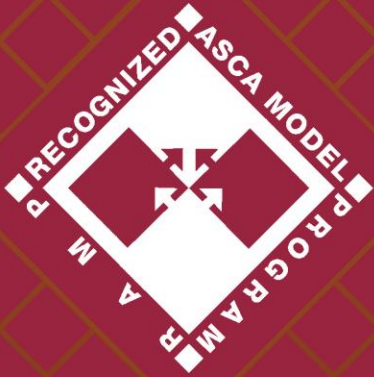
[RAMP FAQs](#)

---

[Current RAMP Schools](#)

---

[Apply to be a RAMP Reviewer](#)



# RAMP Application Timeline

## ASCA National Model® Fifth Edition

It's always helpful to establish a plan for submitting your school's RAMP® application. It takes an entire school year to gather data, complete templates, prepare graphs, write reflections and ensure they are all uploaded correctly. Here are some thoughts to consider as you plan:


- Ongoing ASCA National Model® implementation is key to making the RAMP® application submission a seamless process. Some templates you've created in previous years may only need editing for the current year, saving time along the way. Be sure each is updated to the most current template.
- The data collection year is the year you implement and assess the components for submission in October of the next school year. (Example: 2025–2026 school year for data collection and submit October 2026)
- Plan for interruptions. They will happen. Leave time at the end in case it is needed for additional revisions.
- Use-of-time calculators for each school counselor should be from the school year just before the data collection year (so, for October 2026 submissions, the data year is 2025–2026 and the use-of-time calculators are from 2024–2025).
- Revisit the rubric often to ensure you are responding to reflection questions accordingly and that you are preparing exactly what is specified in the rubric.
- Ensure you are utilizing the new fifth edition portal when submitting your fifth edition application. Be sure to choose the correct application year. For example, if submitting in October 2026, you are choosing year 2025–2026 in the portal.

*Following is a suggested timeline for completing each section. Personalize and adjust the timeline based on your school calendar and other factors.*

### DATA COLLECTION YEAR

<b>July–August</b>	<input type="checkbox"/> School Data Priorities (one per school) <input type="checkbox"/> Achievement Gap Plan and Data Report (one or two may be submitted)
<b>August–September</b>	<input type="checkbox"/> Advisory council meeting dates/agendas <input type="checkbox"/> Annual Administrator Conference (one per school counselor, each with two use-of-time calculators from the previous school year) <input type="checkbox"/> ASCA Student Standards Delivery Plan finalized for school year
<b>September–October</b>	<input type="checkbox"/> Lesson plan finalized (choose one lesson, whether one independent Tier 1 lesson or one Tier 1 lesson from a unit of three lessons) <input type="checkbox"/> Small group finalized (choose one small group with a plan for at least four sessions)
<b>October–December</b>	<input type="checkbox"/> Advisory council first semester meeting <input type="checkbox"/> Lesson plan delivery <input type="checkbox"/> Small group delivery
<b>January</b>	<input type="checkbox"/> Create/update school portal account <input type="checkbox"/> Lesson plan delivery <input type="checkbox"/> Small group delivery
<b>February–March</b>	<input type="checkbox"/> Lesson plan delivery <input type="checkbox"/> Small group delivery <input type="checkbox"/> Data reports (lesson, small group, achievement gap plan)
<b>April–May</b>	<input type="checkbox"/> Advisory council second semester meeting <input type="checkbox"/> Data reports (completed and analyzed, graphs created) <input type="checkbox"/> Signature page
<b>June–October</b>	<input type="checkbox"/> Review of all application materials to ensure appropriate template and supporting documentation uploads, correctly entered information, reflection/short answers and completed signature page prior to submitting application





# Best Wishes in Your RAMP Journey

[dwilliams@schoolcounselor.org](mailto:dwilliams@schoolcounselor.org)