



asca **research report**

State of the Profession 2025

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State of the Profession 2025

In October 2025, the American School Counselor Association distributed a state-of-the-profession survey to nearly 66,685 members and nonmembers. The survey was designed to capture comprehensive insights into school counselor demographics, roles and responsibilities, daily challenges, alignment with the ASCA National Model®, time allocation, job satisfaction and related factors.

The data shows that school counselors continue to experience substantial role strain: 59% cite assignment of inappropriate duties and 54% cite high caseloads as significant challenges (extremely challenging/challenging). Additionally, although 81% say their programs use data-informed decision-making, alignment with the ASCA National Model declined slightly to 74%. Job satisfaction remains moderate, with 66% report being satisfied or extremely satisfied with their job roles, yet 22% anticipate leaving their jobs within five years, primarily due to retirement or burnout. These and other findings provide a compelling snapshot of how the profession is evolving and where significant pressures persist.

The 2025 findings update the 2020 State of the Profession, the first year ASCA collected data. Where changes in data points are noteworthy, they are highlighted in this report.

Methodology

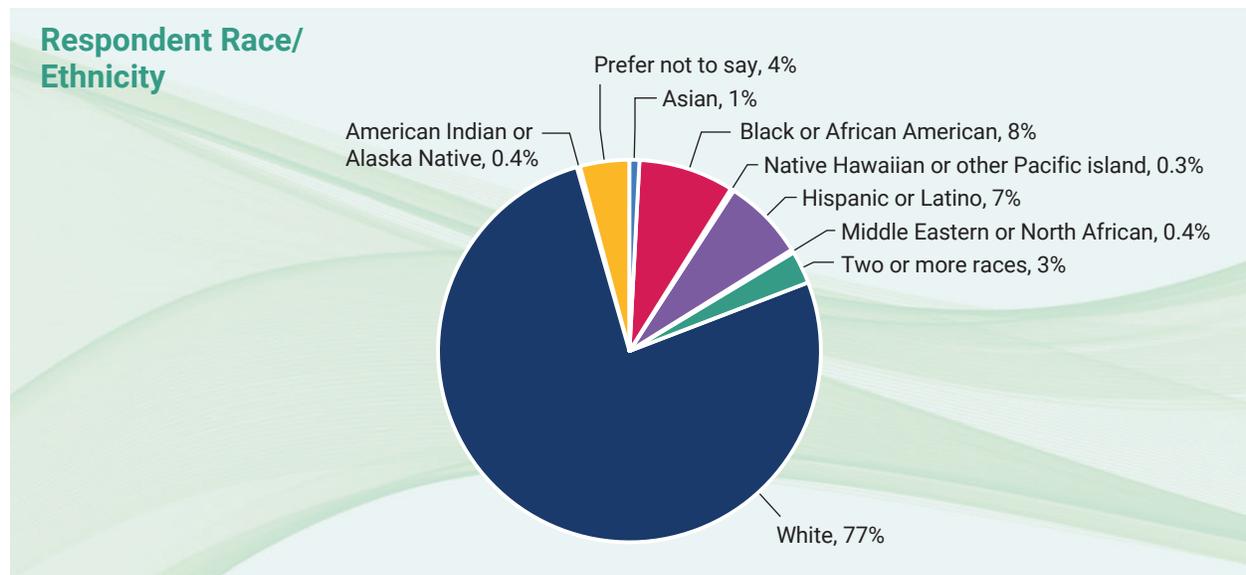
The research was conducted via an electronic survey using the Qualtrics platform. An email invitation with a unique link to the survey site was sent to 66,685 members and nonmembers and yielded 6,238 responses, for an overall response rate of 10.7%. The data is inclusive of self-identified practicing school counselors only. Research of other school counseling roles, including college/university faculty, will be conducted at a later date. All 50 states, as well as some U.S. territories, are represented in the responses. The statistical universe measured in the survey is derived from a universe of approximately 131,230 U.S. school counselors. Responses were calculated at the 95% confidence level with a margin of error of +/- 1.2%, which is well within the acceptable range of 95% +/- 5%.

Respondent Profile

Overall, nearly 92% of respondents are school counselors, while about 3% are building-level director/coordinators, 2% are district-level directors/coordinators and 4% point to other roles, although most of the other roles are variations on the school counselor role already included among the answers (building- or district-level supervisor, for example) or respondents who are retired. The majority of respondents hold a master's degree in school counseling (85%) and 10% hold a master's in another discipline, such as clinical mental health counseling, counseling psychology, marriage and family therapy, and social work. Another 4% hold doctoral degrees.

These findings are similar to the 2020 data. Asked about certifications they hold, 4% indicate they are an ASCA-Certified School Counselor®. (Note that 92 school counselors currently hold the ACSC certification, representing 0.3% of ASCA members and a smaller percentage of the full sample. This indicates many respondents are likely confusing the ASCA certification with state licensure or other certification, or with membership in ASCA.) In addition, 16% are National Certified Counselors (NCC); 4%, National Board Certified School Counselors (NBCT); and 2%, National Certified School Counselors (NCSC). More than three quarters (78%) do not hold any of these certifications. Nearly nine in 10 respondents (89%) are ASCA members.

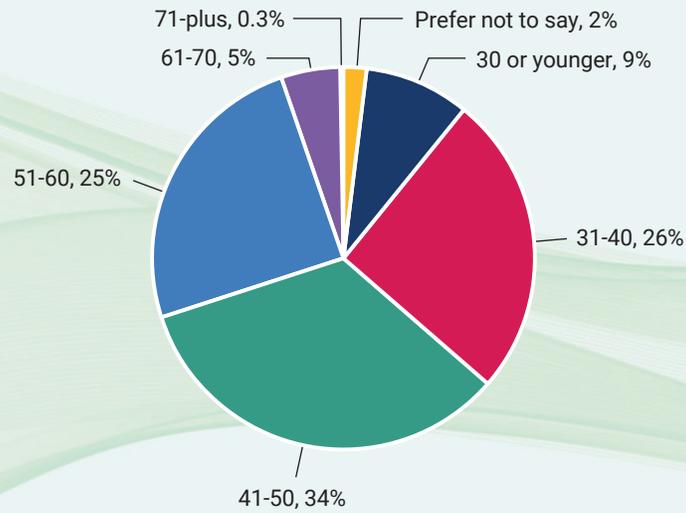
About 77% of survey respondents are white, which is the same percentage as 2020. Eight percent are Black or African American (vs. 10% in 2020) and 7% are Hispanic or Latino (vs. 3% in 2020), with other ethnicities accounting for smaller percentages.



The profession continues to be dominated by women (88% in 2025 vs. 87% in 2020), while 10 percent are male (vs. 11% in 2020), 0.3% are nonbinary and 2% prefer not to say. About nine in 10 are heterosexual or straight (89%), 3% are gay or lesbian, 3% are bisexual, less than 1% note a different identity and 6% prefer not to say, all similar findings to 2020.

School counselors are more diverse in terms of age, with 35% age 40 or younger, 34% age 41-50, 25% age 51-60, 5% age 61-70 and 0.3% age 71-plus. Less than 2% prefer not to say. Similarly, 30% have been working as school counselors for five or fewer years. Another 22% have been working as school counselors for 6-10 years; 17%, 11-15 years; and 18%, 20-plus years. This means the median age of school counselors is approximately 45 and the median years of experience is 9.6. Overall, age does not appear to be a factor in respondent opinions.

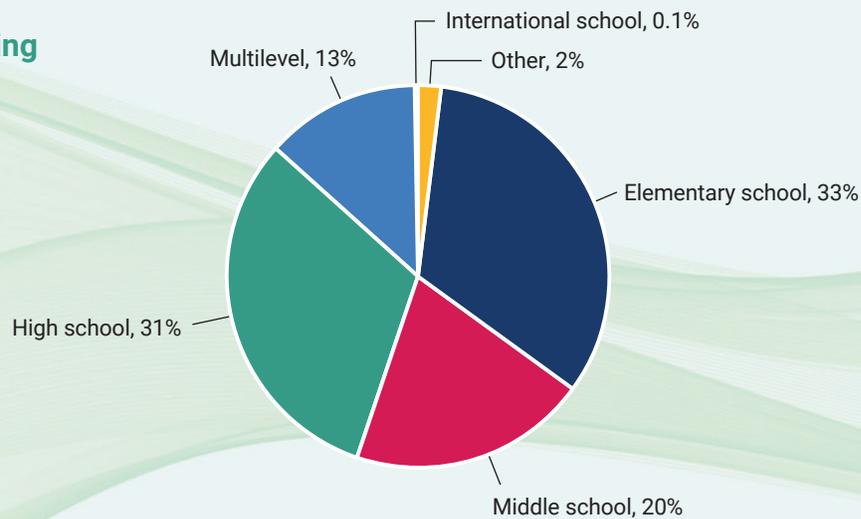
Respondent Age



School Characteristics

Thirty-three percent of respondents work in elementary schools; 31%, high schools; 20%, middle schools; and 12%, multilevel schools, such as pre-K-8, 7-12, etc., findings that are similar to 2020 data. A very small portion (0.1%) work in an international school and 2% point to other school settings, largely multilevel schools, though a few work in specialized programs, such as career or technical education centers, alternative schools or juvenile facilities.

Respondent School Setting

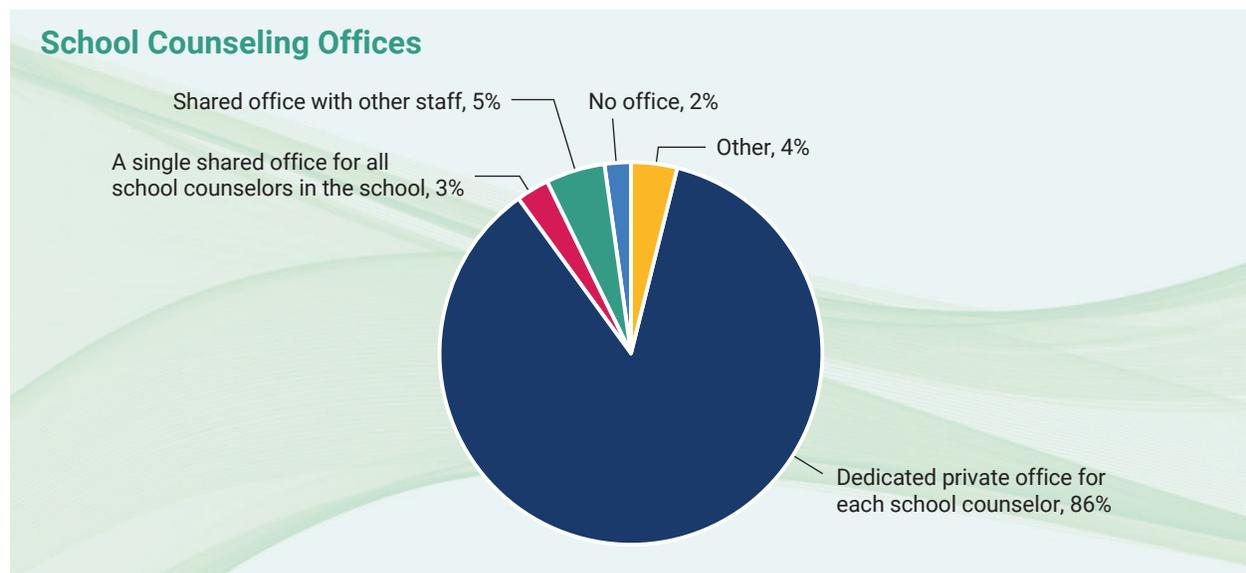


In terms of location, 46% work in suburban areas, 30% in rural areas and 22% in urban locations. Much smaller percentages (1% or fewer) work in virtual, Department of Defense school or another setting such as combination urban/suburban. Nearly nine in 10 schools (88%) are public, non-charter; 6% are public, charter; 5% are private/independent/parochial; and 1% are other types of schools, such as magnet schools or schools of choice, which likely fit into the suggested answers.

School Characteristics 2025 vs. 2020

		2025	2020
Grade level	Elementary	33%	32%
	Middle School	20%	21%
	High School	31%	32%
	Multilevel School	13%	13%
Location	Suburban	46%	42%
	Urban	22%	24%
	Rural	30%	31%

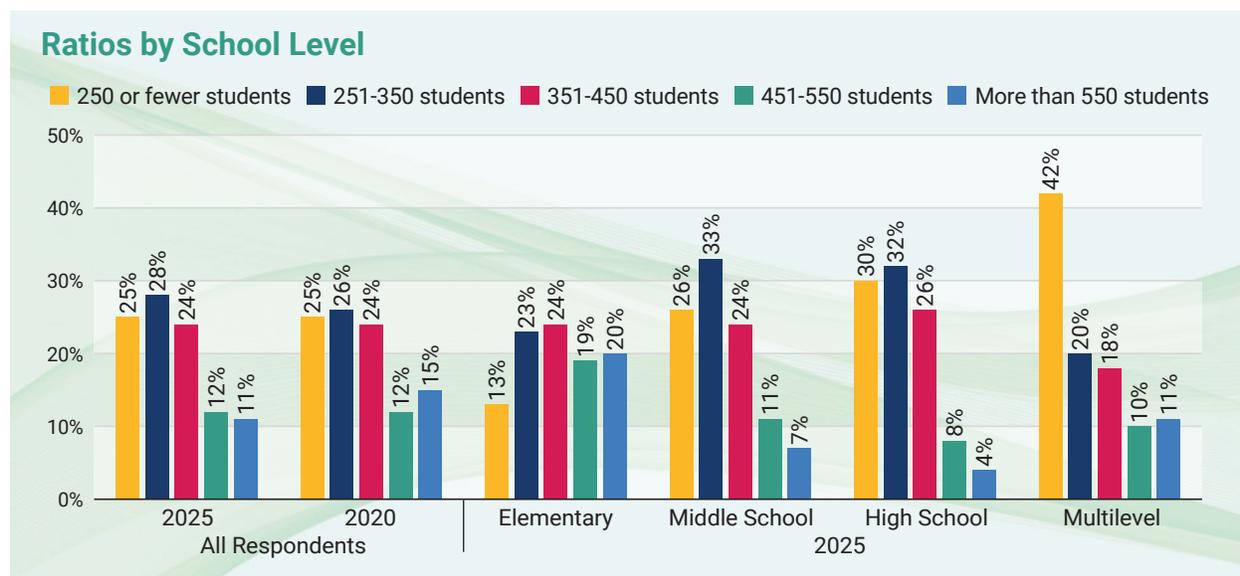
The 2025 study also examined school counseling office configurations to understand whether school counselors have access to private, confidential workspaces. Eighty-six percent of respondents said their school has a dedicated private office for each school counselor, with much smaller percentages assigned to other scenarios, as the chart that follows indicates.



When school counselors share offices (5%), respondents reported arrangements such as sharing with school social workers, school psychologists, special education case managers, mental health specialists, nurses and administrative staff. In some cases, school counselors' office spaces double as conference rooms for meetings, reset spaces for students or another type of space. Some school counselors reported not having a dedicated office (2%) and instead working in alternative or shared spaces. Other (4%) situations described by respondents include using a classroom as an office, often because school counselors need space for individual, small-group and whole-class sessions. Some report working in partitioned or cubicle-style areas within larger rooms, which provide limited privacy.

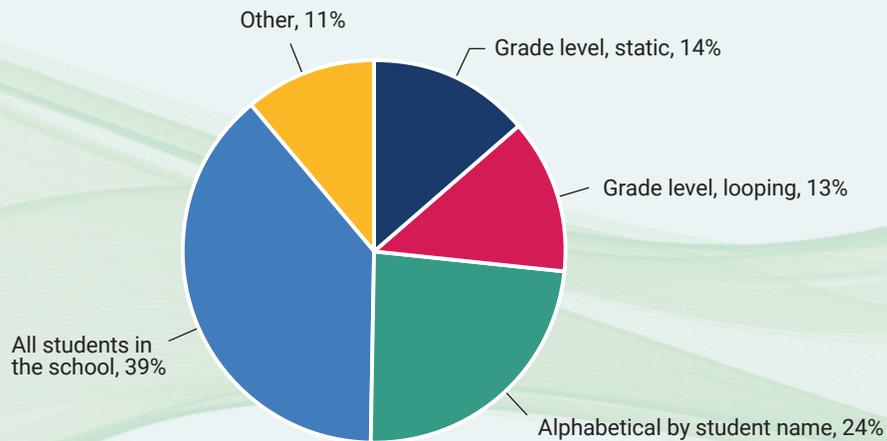
Student-to-School-Counselor Ratios

Student-to-school counselor ratios remain a critical indicator of whether school counselors can effectively deliver comprehensive school counseling programs and meet student needs. Although 25% of respondents are responsible for 250 or fewer students (within ASCA's recommended ratio of 250:1), 11% oversee caseloads of more than 550 students. Another 28% are responsible for 251–350 students; 24% serve 351–450; and 12% manage caseloads of 451–550. As the chart that follows shows, high school counselors are more likely to be responsible for 350 or fewer students (62% of respondents).



The 2025 data collection also examined how caseloads are assigned in respondents' schools. Thirty-nine percent of school counselors report being responsible for all students in the school. Among schools that divide caseloads, 24% assign students alphabetically by last name, 14% use a static grade-level model, and 13% use a looping grade-level assignment in which school counselors move with students from year to year.

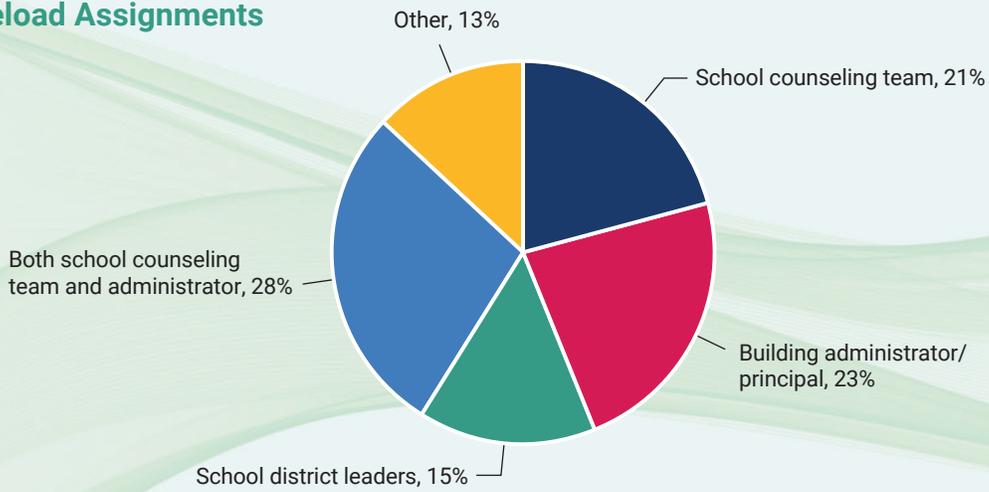
How Caseloads Are Assigned



Building on findings about how caseloads are structured, the data also sheds light on who makes the decisions behind those assignments. About half of respondents report having a voice in how caseloads are determined. Twenty-eight percent say decisions are made collaboratively by the school counseling team and the building administrator or principal, while 21% report that the school counseling team makes these decisions independently. In contrast, 23% say caseload assignments are made solely by the building administrator or principal and 15% indicate the decisions are made by school or district leaders.

Among respondents who selected “other,” most noted that caseloads are assigned by default because they are the only school counselor in the building, meaning all students fall under their responsibility. In schools with multiple school counselors, caseloads are typically assigned by a school counseling director, department chair or lead counselor. Overall, caseload assignment practices vary widely, influenced by staffing structures, administrative authority and district policy, with little standardization across schools.

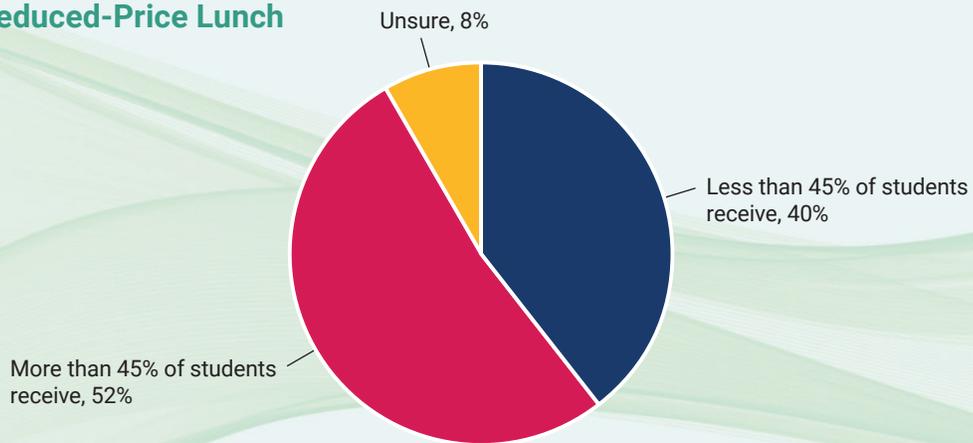
Who Determines Caseload Assignments



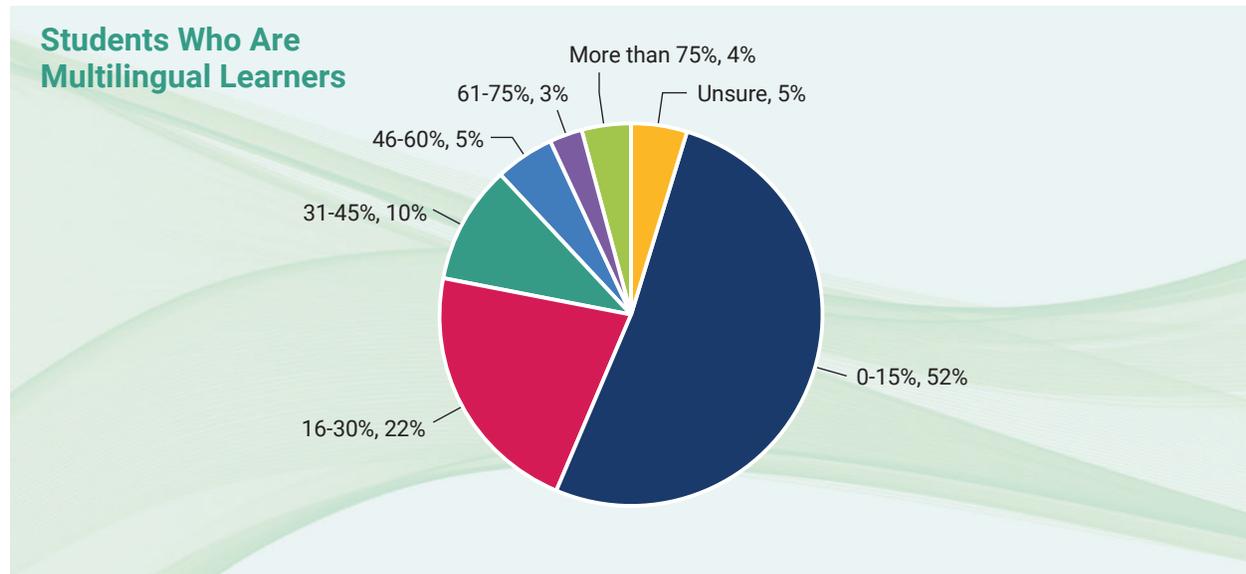
Student Demographics

The survey also captured data on the demographic makeup of students in respondents' schools. The largest share of respondents, 52%, report that more than 45% of their students receive free- or reduced-price lunch (vs. 53% in 2020). For 13% of respondents, 31-45% of their students receive free- or reduced-price lunch; 14%, 16-30% of students; and 12%, 0-15% of students.

Students Receiving Free- Reduced-Price Lunch



Also collected was data about the percentage of students who are multilingual learners. For the majority of respondents, this population represents 0-15% of students (52% vs. 59% in 2020), followed by 22%, 16-30% of students (vs. 18% in 2020); 10%, 31-45% of students; 5%, 46-60% of students; and 7%, more than 60% of students.



In short, students’ economic need remains high and essentially unchanged compared with 2020. School counselors continue to serve students with high economic need across a wide range of school settings.

Most Significant Day-to-Day Challenges

Respondents top challenges have shifted since 2020, when school counselors were most burdened by the realities of virtual school counseling – 68% rated gaining access to students in a virtual environment as extremely challenging/challenging. In the current study, the most significant challenges are workload and role clarity issues, including being assigned inappropriate duties (59%) and managing high student caseloads (54%). During the previous data collection, conducted at the height of the COVID-19 pandemic, school counselors also struggled to deliver counseling and classroom lessons virtually (62%). Notably, some challenges have remained consistent across both studies: closing opportunity and achievement gaps continues to be a major concern (49% in 2025 vs. 51% in 2020).

Most Challenging Issues

Rating Extremely Challenging/Challenging	2025	2020
Being assigned inappropriate duties	59%	39%
Managing high caseload/number of students	54%	53%
Closing opportunity and achievement gaps	49%	51%
Financial support for professional development	46%	n/a
Navigating work after a new law/policy is passed that conflicts with ASCA Ethical Standards and/or is harmful to students	43%	n/a
Ensuring administrators understand the school counselor role	43%	38%
Participating in professional development appropriate for school counseling	42%	38%
Accessing adequate school/community mental health resources for referrals	40%	36%
Addressing school/district policies that create barriers for students	39%	25%
Providing training and resources for teachers/staff	35%	37%
Getting access to classrooms to provide instruction through Tier 1 lessons	27%	n/a
Learning how to leverage AI in the school counseling program	27%	n/a
Collecting/analyzing student data	25%	34%
Accessing evidence-based practices to use in the school counseling program	25%	n/a
Integrating new technologies into the school counseling program	24%	n/a
Responding to students in crisis	22%	29%
Developing strategies and interventions that align with the ASCA Student Standards	22%	n/a
Providing short-term counseling to support students' mental health needs	22%	36%

School counselors most often cite role confusion and inappropriate duties – such as coordinating 504 plans, coordinating testing, subbing, handling discipline and even teaching – work that displaces direct student services when asked about “other” challenges. They also report extreme caseloads (500–950 students) and being split across schools, making lessons and individual support nearly impossible. Limited administrative understanding leads to unrealistic expectations, micromanagement and misaligned evaluations, they assert, also pointing to low pay, unpaid summer work and inequities, which add to burnout and retention issues.

School Counseling Program Characteristics and Use of Time

When asked to reflect on the overall quality of their school counseling programs, respondents report patterns that closely mirror the 2020 findings. Majorities of respondents strongly agree/agree that their school counseling program includes developmentally appropriate instruction focused on the mindsets and behaviors all students need for postsecondary readiness and success (83% vs. 88% in 2020); is delivered to all students systematically (79% vs. 82% in

2020); is based on the ASCA National Model (74% vs. 78% in 2020); incorporates data-informed decision making (82% vs. 81% in 2020); results in improved student achievement, attendance and discipline (82% vs. 80% in 2020); and closes achievement and opportunity gaps (69% vs. 72% in 2020).

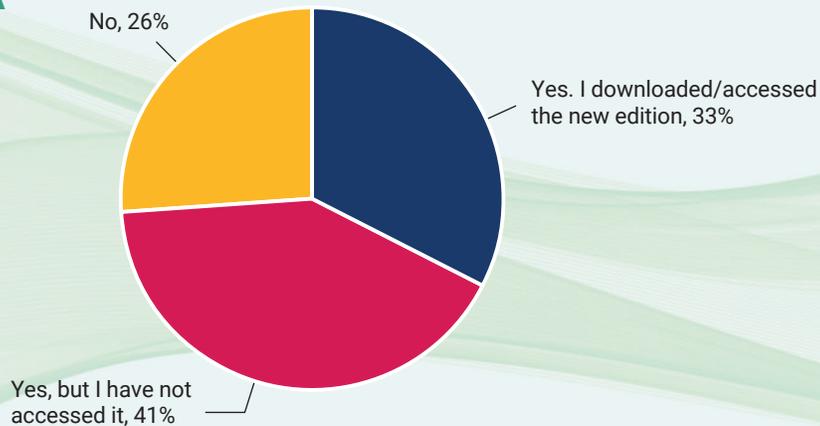
In general, elementary school counselors assess their programs more favorably, as the chart shows, while more than nine in 10 school counselors at Recognized ASCA Model Program® schools agree their programs meet the criteria indicated. Further, in some areas, respondents who are more satisfied in their job role report more ASCA National Model-aligned programs, a finding supported by scholarly research: In short, that when school counseling programs are based on the ASCA National Model, school counselors are more satisfied with their jobs (Fye, et al. 2022).

Respondents' Assessment of their School Counseling Program

Strongly Agree/Agree the School Counseling Program...	2025	2020	2025	2020	2025	2020	2025	2020	2025	2020	2025
	All Respondents		Elementary		Middle School		High School		RAMP School		Extremely Satisfied/Satisfied with Job Role
is based on the ASCA National Model	74%	78%	81%	85%	73%	80%	68%	73%	97%	97%	82%
incorporates data-informed decision making	82%	81%	85%	83%	83%	85%	79%	78%	98%	95%	88%
is delivered to all students systematically	79%	82%	87%	89%	77%	80%	76%	79%	95%	95%	87%
includes developmentally appropriate instruction focused on the mindsets and behaviors all students each and every student needs for postsecondary readiness and success	83%	88%	91%	93%	82%	86%	76%	83%	96%	95%	89%
closes achievement and opportunity gaps	69%	72%	73%	77%	67%	70%	66%	69%	89%	92%	76%
results in improved student achievement	82%	80%	84%	86%	81%	79%	79%	75%	93%	93%	89%

The survey also gauged respondents' awareness of updates to the ASCA National Model. In late spring 2025, ASCA released the fifth edition of the ASCA National Model. Asked about their awareness of the new edition, one-third of respondents indicated they had downloaded/accessed the new edition (rising to 60% among RAMP schools). Another 41% indicated they were aware of it but have not accessed it and 26% were not aware of the new edition.

Aware that ASCA Released the Fifth Edition of the ASCA National Model®



Respondents were also asked about how their work is evaluated. Evaluation practices shape how school counselors' work is understood, supported and assessed. More than half (55%) indicated they are evaluated on a school-counselor-specific performance appraisal instrument (rising to 68% of RAMP schools), while 36% are not and 10% are unsure if they are measured on a school-counselor-specific instrument.

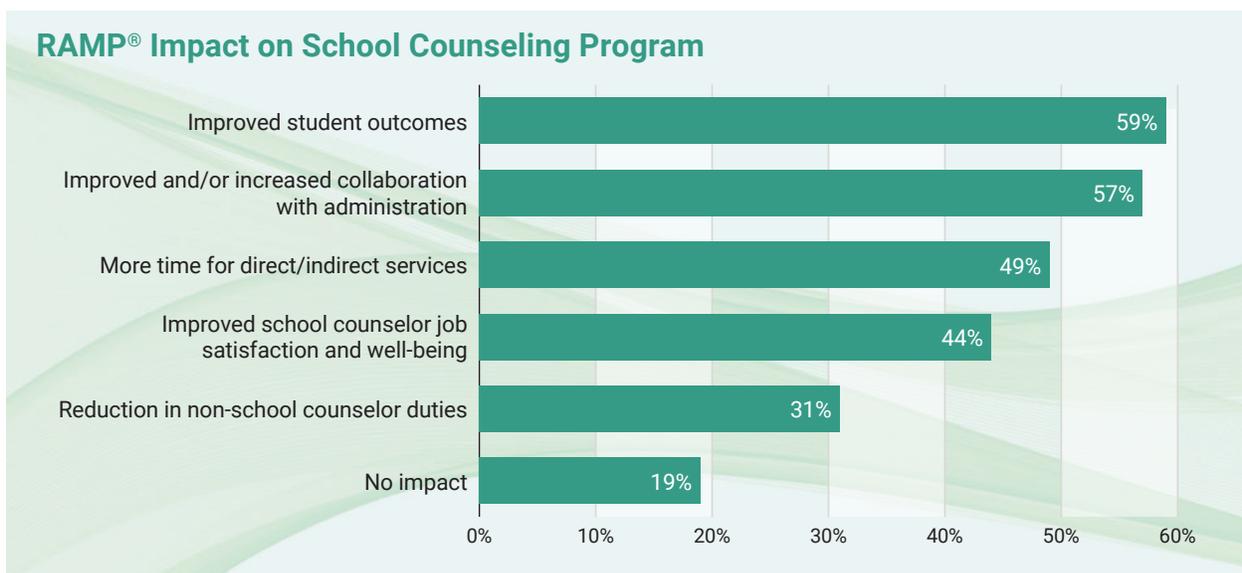
Respondents also provided insight into how their time is actually spent, offering a clearer picture of daily practice. Overall, respondents spend an average of 57% of their time in direct student services, including an average of 27% of their time in counseling, 17% in instruction and 13% in appraisals and advisement. They spend 15% of their time on average in indirect student services (vs. 17% in 2020), 9% on defining, managing and assessing the school counseling program (vs. 8% in 2020) and 7% in fair-share responsibility activities (vs. 6% in 2020). They spend 13% of their time in non-school-counseling tasks (vs. 12% in 2020). ASCA recommends school counselors spend 80% of their time in direct and indirect student services; data indicates that on a national basis, they nearly meet this standard (72%).

Time Spent in School Counseling Tasks

	2025	2020	2025			
	All Respondents		Elementary	Middle School	High School	RAMP School
Direct student services	57%	58%	58%	55%	56%	57%
<i>Instruction</i>	17%	27%	26%	12%	10%	19%
<i>Counseling</i>	27%	17%	24%	32%	27%	25%
<i>Appraisals and advisement</i>	13%	13%	8%	11%	19%	13%
Indirect student services: referrals, consultation, collaboration	15%	17%	15%	17%	16%	17%
Defining, managing and assessing the school counseling program	9%	8%	8%	9%	9%	12%
Fair-share responsibility activities	7%	6%	7%	7%	7%	7%
Non-school-counseling tasks	13%	12%	11%	13%	13%	7%

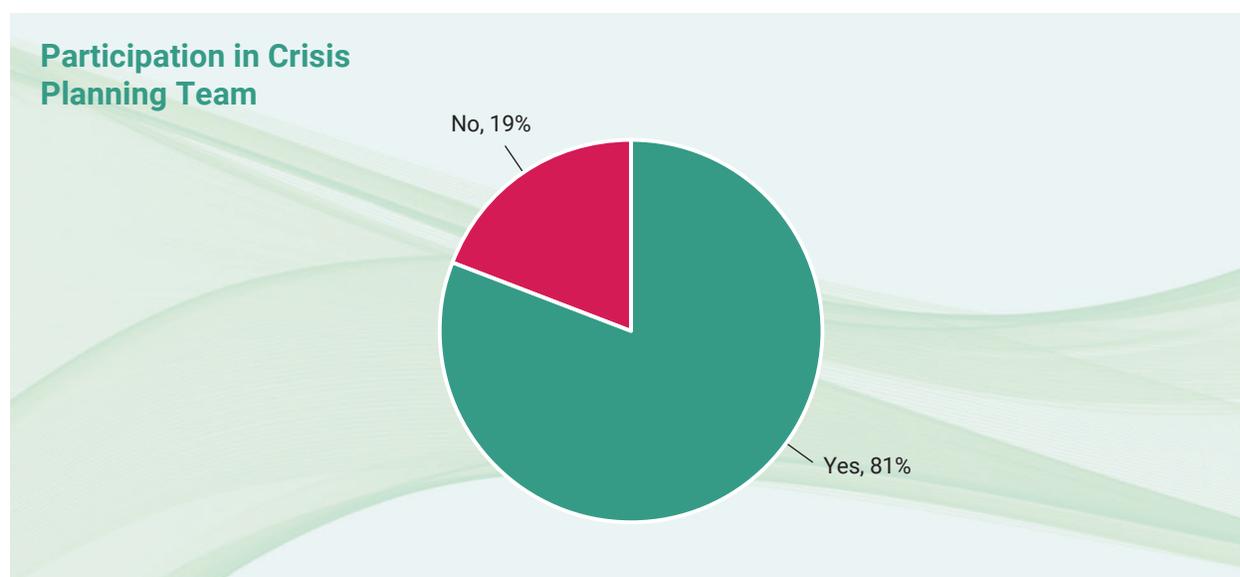
It's worth noting that RAMP schools spend less time on non-school-counseling tasks than the full sample (7% vs. 13%). However, RAMP schools represent a small portion of the data sample. More than eight in 10 respondents (81%) said their school counseling program has not received RAMP, 6% have a current RAMP designation, 3% previously earned the designation but it's now expired and 10% are unsure.

Despite their small representation in the sample, RAMP schools consistently report that earning the designation has strengthened their programs in important ways. These include improved student outcomes (59%), improved and/or increased collaboration with administration (57%), more time for direct/indirect services (49%), improved school counselor job satisfaction and well-being (44%) and reduction in non-school counselor duties (31%).



Crisis Planning and Response

School counselors play a critical role in school crisis preparedness and response. In the 2025 survey, 81% of respondents report participating on a crisis planning/response team, up from 77% in 2020. Based on respondent comments, suicide risk assessment is the most frequently cited crisis duty, noted by about 30% of school counselors who are engaged in such teams. Threat assessment follows at 22%, and roughly 30% reference general crisis team membership, showing school counselors are regularly embedded in response structures. District or regional roles show up in 18% of responses, while natural disaster duties are far less common (around 5%). Response involvement (called in or providing post-crisis support) is mentioned more often (28%) than planning (15%). Overall, school counselors are positioned mainly as first-line responders and post-crisis support, with only about 8% serving as lead or coordinator roles.



Issues Related to Equity and Inclusion

The landscape of school and district diversity, equity, inclusion and access efforts has shifted in notable ways since 2020, reflecting broader national trends in how schools approach equity-related practices. From 2020 to 2025, formal DEI training/curriculum adoption declined modestly, but policy-level changes increased. Required DEI training for all faculty dropped from about 33% in 2020 to 26% in 2025 and incorporating DEI in student curriculum fell from 27% to 23% in 2025. Changes in student policies increased from 10% to 16% and changes in faculty policies from 5% to 11%.

The 2025 data also shows measurable rollbacks: 9% discontinued DEI training, 8% removed DEI from curriculum, and 20% removed DEI specialist positions. Additionally, there was also a shift toward increasing security personnel, with 17% of schools adding a school resource officer, compared with only 4% eliminating those positions.

Overall, 31% said no actions have been taken to change diversity, equity, inclusion and access policies in their school or district in the past couple of years.

Changes in Diversity, Equity, Inclusion and Access Policies

	2025	2020
Required diversity, equity and inclusion training for all faculty	26%	33%
Removed positions for diversity, equity and inclusion specialists	10%	n/a
Removed diversity, equity and inclusion from the student curriculum	8%	n/a
Incorporated diversity, equity and inclusion in student curriculum	23%	27%
Eliminated school resource officer position(s)	4%	4%
Discontinued diversity, equity and inclusion training for all faculty	9%	n/a
Created positions for diversity, equity and inclusion specialists	15%	16%
Changed policies for faculty. Please explain:	11%	5%
Changed policies and procedures for students. Please explain:	16%	10%
Added school resource officer(s)	17%	n/a
No actions taken	31%	36%

Many school counselors reported that their schools removed DEI language, programs and activities from curriculum and school culture. Examples include eliminating diversity clubs, canceling equity lessons and disbanding DEI committees. This was often tied to state legislation and political pressure. They also reported changes requiring parental/guardian consent for name/pronoun changes and mental health services; policies mandating students use bathrooms aligned with birth sex and prohibiting staff from using preferred names without parent/guardian approval; bans on LGBTQ+ clubs; and removing protections for gender identity.

School counselors noted that many districts removed DEI language, committees and professional development for staff. DEI offices were dismantled; equity workshops and implicit bias training were discontinued. Some schools renamed DEI efforts to terms like “belonging” or “school culture.”

Together, these findings illustrate a complex and uneven landscape: While some districts are scaling back formal equity and inclusion activities, others continue to revise policies or restructure roles, creating varying levels of support for equity-focused work across schools.

Perception of School Counselor Role

Between 2020 and 2025, respondents perceived some continued erosion in key constituencies' understanding of the school counselor role. Respondents continue to assign the highest score to administrators (24% understand the role to a great extent; 41% adequately), followed by students (20% to a great extent; 53% adequately), teachers/school staff (16% to a great extent; 48% adequately) and, to a lesser extent, district staff (11% to a great extent; 34% adequately). They note that parents/families, school board members, policymakers and the general public have the least understanding of their role, which continued to decline in the current dataset.

Changes in Perception of School Counselor Role

Understand To a Great Extent/Adequately	2025	2020
Students	73%	74%
Teachers/School Staff	64%	67%
Administrators	65%	69%
District Staff	45%	50%
Parents/Families	31%	35%
School Board Members	24%	30%
State-Level Legislators/Policymakers/ Decision-Makers	14%	21%
General Public	8%	11%

Role Satisfaction and Retention Outlook

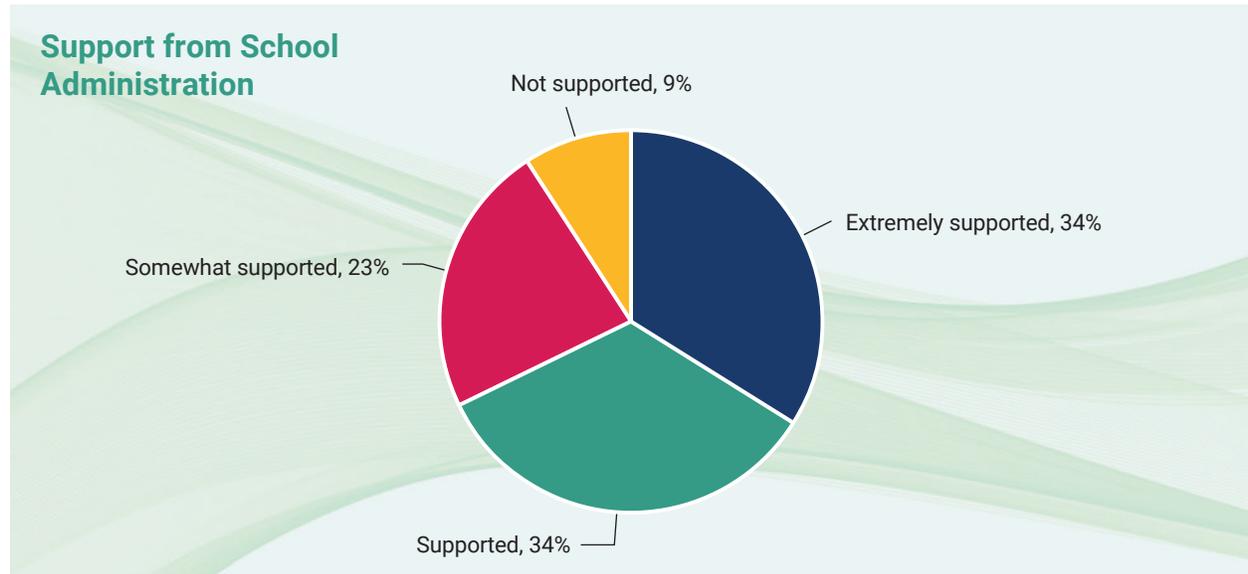
To better understand the conditions shaping school counselors' professional well-being and long-term retention, the 2025 study examined job satisfaction, plans to stay in the field and the quality of relationships with school administration.

Findings indicate that respondents are mixed in terms of how satisfied they are in their current role. Overall, 24% are extremely satisfied; 43%, satisfied; 25%, somewhat satisfied; and 9%, not satisfied. As with other indicators of program quality, school counselors in RAMP-designated schools report significantly higher satisfaction compared with the full sample. Race and ethnicity also appear to influence perception of job satisfaction, with Black school counselors reporting lower levels of satisfaction than their white peers, as the chart shows.

Satisfaction with Job Role

Demographic Group	Extremely Satisfied/Satisfied
Full Sample	66%
Elementary School	68%
Middle School	70%
High School	65%
Race/Ethnicity: White	69%
Race/Ethnicity: Black or African American	55%
RAMP School	76%

Job satisfaction is strongly connected to perceived support from school administration. Nearly 70% of respondents feel extremely supported/supported by their school administration (rising to 77% among school counselors at RAMP schools), while 23% feel somewhat supported and 9% do not feel supported. These findings highlight the central role of administrative relationships in shaping counselors’ day-to-day experience and overall well-being.



Administrative Support – Findings by Demographic Group

	Extremely Supported/Supported
All Respondents	70%
White	69%
Black or African American	55%
Elementary School	73%
Middle School	71%
High School	63%

Respondents who feel supported by administrators are also more likely to stay in their roles. When asked about their long-term plans, a majority of school counselors (60%) expect to be working as school counselors in the next five years, rising to 70% among those who feel extremely supported/supported by their school administration. However, 22% (rising to 70% of respondents age 61-plus) anticipate leaving the profession and 19% remain unsure. Among those intending to leave the profession, retirement is the leading reason for leaving (49% of the 22% who plan to leave), followed by a career change (16% of the 22% who plan to leave), including moves into school administration, higher education, private practice or clinical mental health counseling. These patterns suggest that both natural attrition and shifts into related fields will continue to shape the future workforce.

These patterns suggest potential pressures on the school counseling pipeline, with retirement-driven attrition and career changes likely to create ongoing staffing gaps at the same time many schools already struggle with high caseloads and limited school counselor availability.

Professional Development Needs

Understanding school counselors’ professional learning needs is essential for ensuring they are equipped to address the complex challenges students face today. As student mental health concerns rise, crises become more frequent, and academic and social pressures intensify, school counselors must have access to ongoing, high-quality training to sustain effective, ethical and comprehensive programs. The survey included a question about respondents’ professional development interests – framed around ASCA offerings – but the data provides a broader view of school counselors’ overall training and information needs.

The data indicates respondents are most interested in receiving education in the areas of mental health (84% extremely interested/interested), crisis/trauma/violence (80%), social/emotional development (80%), self-injury and suicide (72%) and grief and death (72%).

Professional Development Interests

Extremely Interested/Interested	2025	2020	Extremely Interested/Interested	2025	2020
Mental health	84%	84%	Academic achievement/success	61%	59%
Crisis/trauma/violence	80%	81%	Disabilities/special needs	60%	57%
Social/emotional development	80%	83%	Leadership	59%	58%
Self-injury and suicide	72%	72%	Substance use/abuse	58%	58%
Grief and death	72%	70%	Diversity, equity and inclusion	57%	75%
Legal and ethical issues	70%	62%	Transitions	56%	57%
School climate improvement	69%	n/a	Anti-racism practices	56%	72%
Group counseling	69%	67%	LGBTQ+ issues	55%	65%
Bullying/conflict resolution	68%	61%	Postsecondary planning	51%	42%*
School counseling technology	67%	76%	Classroom management	42%	34%
Data collection and analysis	63%	62%	Rural school counseling	35%	34%
Career development	63%	59%	Urban school counseling	31%	33%
Advocacy	61%	62%	Virtual school counseling	27%	80%

*Postsecondary education and career development (59% in 2020) were combined in the 2025 survey as postsecondary planning.

School counselors’ additional professional development interests center on gaining practical, evidence-based strategies for supporting students’ mental health, behavior and regulation; clearer guidance on implementing the ASCA National Model and advocating for the appropriate school counselor role; and specialized training for diverse student populations, including multilingual learners, newcomers and neurodivergent youth. Many also seek support with

workload management, and school counseling program development, while some express burnout, desire for better compensation or interest in alternative career paths. Overall, their comments reflect a need for realistic, actionable training that matches the complex demands of today's school environments.

Conclusion

The 2025 State of the Profession report reflects a school counseling field that has both evolved and persevered since the inaugural 2020 study. Many areas of practice remain stable: school counselors continue to design and deliver programs aligned with the ASCA National Model; use data to inform decisions; and significantly impact contributing factors to achievement such as attendance and behavior. But several indicators show shifting pressures. Compared with 2020, school counselors in 2025 report greater challenges related to inappropriate duties, increased policy-related strain and the ongoing need for administrators and school communities to better understand the school counselor role. At the same time, alignment with core components of the ASCA National Model, such as systematic instruction, data-informed practice and focus on ensuring success for each and every student, remains consistently high, demonstrating the profession's commitment to comprehensive school counseling programming even amid growing demands.

Compared with 2020 findings, more school counselors today participate on crisis teams, report using data-informed decision-making, and affirm that their programs contribute to improved student achievement at rates similar to or higher than those in 2020. Gains in awareness of the updated ASCA National Model and increased interest in targeted professional development, particularly in positive mental health development, crisis response and social/emotional development, signal a profession actively adapting to student needs and responding to the changing educational landscape.

Together, the 2020 and 2025 findings show a profession marked by both resilience and readiness. While school counselors continue to experience strain from role confusion, high caseloads and shifting policy climates, they also report strong commitment to comprehensive and results-driven school counseling programs focused on success for each and every student. These trends underscore the need for continued advocacy, administrative support and systemic alignment that empowers school counselors to focus their time where students benefit most. As the profession moves forward, the data makes clear that when school counseling programs are grounded in the ASCA National Model, school counselors are best positioned to support each and every student and to help schools build environments where all learners can thrive.

About the American School Counselor Association

The American School Counselor Association is a nonprofit, 501(c)(3) professional organization based in Alexandria, Va. ASCA promotes student success by expanding the image and influence of school counseling through leadership, advocacy, collaboration and systemic change. ASCA helps school counselors guide their students toward academic achievement, career planning and social/emotional development to help today's students become tomorrow's productive, contributing members of society. Founded in 1952, ASCA has a network of 50 state and territory associations and a membership of 42,000 school counseling professionals. For additional information on the American School Counselor Association, visit www.schoolcounselor.org.