



Changes in the 2026 Oregon's Framework for Comprehensive School Counseling Programs

Third Edition Transition Guide | June 2026

This document summarizes key updates to Oregon's Framework for Comprehensive School Counseling Programs from the 2018 Second Edition to the 2026 Third Edition. The 2026 Framework maintains the American School Counselor Association's core program components: Define, Manage, Deliver, and Assess, while updating the structure, language, role clarity, and data-informed program expectations to reflect Oregon's current statute and rules, national model updates, current research, and statewide engagement feedback. This high-level transition guide provides a side-by-side comparison of what remains consistent, what has changed, and what districts and schools should notice as they transition to the 2026 Third Edition.

Key transition message: The 2026 Third Edition standardizes the core program components and clarifies how Oregon districts and schools apply it through Oregon-specific policies, role clarity, and data categories. Implementation guidance has been moved into companion resources to support local implementation.

Framework area	2018 Second Edition	What stays consistent	2026 Third Edition
Overall structure	Organized around Foundation, Management, Delivery, and Accountability.	The core comprehensive school counseling program architecture is maintained and realigned to ASCA's current component names.	Structure realigned to Define, Manage, Deliver, and Assess. Oregon-specific policies and priorities are integrated, while implementation guidance is moved into separate supporting documents.
Core emphasis	Strong data-driven focus across program planning and evaluation.	Data-informed program design, delivery, and continuous improvement remain central to the Framework.	Continues the data-driven focus and adds clearer data outcome categories, multi-tier and multi-domain integration, and refined tools for local implementation.
Role clarity and scope of license	Staff roles and responsibilities are referenced, but role clarity is less explicit across the Framework.	Districts and schools retain local staffing flexibility and a team-based approach, with counseling responsibilities assigned to appropriate personnel.	Role clarity is strengthened throughout the Framework, including in sections related to Oregon policy and staffing guidance, role responsibilities and scope of licensure requirements, program leadership, delivery of services, collaboration, and program assessment. These updates align with ORS 329.603, OAR 581-022-2060, and TSPC licensure rules by clarifying qualified counseling staff who can design, deliver, and implement the program. It also reinforces that counseling staff must work within the scope of the license they hold.
Define (formerly Foundation)	Includes vision, mission, and student competencies.	The component continues to establish what the program believes, prioritizes, and is designed to help students know and do.	Mission and Vision alignment is strengthened. Beliefs are moved into Define. Language is refined to better align Oregon's CSC student standards, beliefs, vision, and mission with the program components.

Manage (formerly Management)	Includes tools, planning processes, data use, calendars, and the annual agreement/administrative conference.	The component continues to organize how the program is planned, implemented, monitored, and adjusted with school leadership.	Data categories are expanded and clarified. The Achievement Gap Plan is updated. Tables and tools are refined for accessibility, and the Use-of-Time tool is optimized.
Deliver (formerly Delivery)	Includes direct and indirect services for students, families, staff, and school systems.	The same service categories remain central to how comprehensive school counseling programs support students.	Delivery is now explicitly aligned to a multi-tier, multi-domain system of support, helping districts and schools see how services connect across academic, career, and social/emotional development.
Assess (formerly Accountability)	Combines evaluation, reporting, and program accountability.	The component continues to focus on learning from implementation and using results to improve the program over time.	Lesson, small group, and Achievement Gap Plan data reports are refined. Contributing factors are included in data review to support more useful interpretation and continuous improvement.
Multi-tier / Multi-domain integration	Not explicitly included as an organizing feature in the second edition.	The Framework still centers comprehensive school counseling program delivery and student outcomes.	The Deliver component now explicitly connects services to a multi-tier and multi-domain framework, clarifying how supports are organized across tiers and student development domains.
Data categories	Uses Participation, Mindsets & Behaviors Student Standards, and Outcomes data.	The Framework continues to use multiple data types to understand implementation and student outcomes.	Data are reframed as Participation Data, Oregon Comprehensive School Counseling Student Standards Data, and Achievement Data to strengthen clarity and alignment with statewide and local performance growth targets and metrics.
Goal-setting	Outcome goals and gap goals are treated as separate planning tools.	Goal-setting remains a core strategy for focusing program improvement and student outcomes.	Outcome and gap goal concepts are combined into a single Achievement Gap Plan Goal to streamline planning and clarify how goals connect to student achievement and opportunity data.
Lesson planning and reporting	Lesson plans and reports are separate, with more limited data connections.	Classroom instruction remains an important direct service within the comprehensive program.	The Lesson Plan & Data Report now includes rationale, participation data, and standards data, making the planning-to-results connection easier to document and discuss.
Small group planning and reporting	Small group planning and reporting are separate.	Small groups remain part of the direct service delivery model.	The small group plan and report are combined and include all data categories, with optional behavior and attendance data when locally relevant.
Annual Administrative Conference	Included within program management and assessment structures.	Collaboration with administration remains a core expectation for program alignment, priorities, and implementation conditions.	The conference now includes goal and standards planning, with a flexible administrative signature expectation to support local implementation contexts.
Implementation guidance	Guidance, tools, and examples are embedded throughout the Framework.	The Framework continues to define the statewide program expectations and core components.	Implementation guidance is separated into companion resources so districts and schools can access practical strategies, timelines, tools, templates, examples, professional learning, and technical assistance without overloading the Framework itself.

Note: This transition guide is intended to support orientation to the 2026 Framework Third Edition. Districts and schools should use the adopted Framework and companion implementation guidance for detailed expectations, tools, and local implementation supports.