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Restructuring the District's High School
Guidance Department

By
Margaret L. Corcoran

A Master's Thesis
Submitted in partial fulfillment of the requirements of the
Master of Arts Degree of the Graduate School at
Rowan University
(May 2002)

Approved by _____
Professor

Date Approved May 16, 2002

Abstract

Margaret L. Corcoran

Restructuring the High School Guidance Department
2002

Dr. Kathy Sernak
School Administration

The purpose of this study was to identify and obtain the resources to create a comprehensive guidance department that would meet the needs of our school population in preparing them for the 21st century. Survey questionnaires provided quantitative data for needs analysis. The questionnaire utilized a Likert Scale. All high school students were given the student survey, approximately one-third responded. The purpose was to have an in-depth understanding of which student's needs were being met and which were not. The students were asked to only identify their grade. A stratification by grade of the high school population allowed for a comparison of responses in ninth, tenth, eleventh, and twelfth grades. There were only six parent respondents, which created a non-probability sample. Counselors completed both a priority of counseling functions and a career counseling support system survey. The literature review provided the awareness and therefore the insight into the national, district and state standards, program models and essential components. The relevancy and the accountability of a district program will be based upon first identifying what will benefit the student population. The outcome goals to be achieved by students will require standards and student competencies. The goal in synthesizing the researched information will determine the structural and programmatic actions and strategies to produce these desired outcomes.

Mini-Abstract

Margaret L. Corcoran

Restructuring the High School Guidance Department
2002
Dr. Kathy Sernak
School Administration

The purpose of this study was to identify the components of a comprehensive guidance program, and to determine how to restructure and implement a comprehensive program into the high school. This study addresses the development of specific restructuring components. There are four essential components to implement a comprehensive career guidance program: the content, the processes, the structure and the resources. The intern found that the impact of societal change and urban multicultural issues necessitates a planned, preventative and proactive developmental program. The significance of the developed comprehensive career guidance program will be measured by the impact that it has on the lives of students, to justify its existence.

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Chapter 1

Introduction

Focus of the Study

The intern focused on restructuring the district's high school guidance department. The focus of this study was to evaluate the current program, conduct needs assessments, and review research to implement a comprehensive program.

The implementation of this approach was intended to offer the students a comprehensive guidance program that would assist them in acquiring and using lifelong skills to achieve success in school and after they graduate.

The intern focused the review of best practices identified through research and intertwined the national standards for school counseling programs through a collaborative team effort involved in creating a comprehensive guidance department.

Purpose

The intern's goal was to restructure the district's high school guidance department. The purpose of this study was to identify the components of a comprehensive guidance program, and to determine how to restructure and implement a comprehensive program into the high school. To promote and enhance the learning process was the inherent goal in the development of the comprehensive counseling program.

The primary result of this project was to positively enhance district services to

students and, therefore, to enhance the district's image with the public. The implementation of this approach was intended to offer the counselees a program that would meet their academic, career, and personal/social developmental needs.

The purpose of this study was also to provide the intern with experiences designed to develop the school leadership skills necessary for effective administration. The school administration project focused on the area of change. As an educational leader, the intern wanted to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The intern facilitated this process by engaging in the following activities: operational procedures were designed and managed to maximize opportunities, potential problems and opportunities were identified, organizational systems were regularly monitored and modified as needed, stakeholders were involved in decisions affecting schools, effective group-process consensus-building skills, and effective communication skills were used.

Ultimately, the goal of this study was to create a comprehensive guidance department that would meet the needs of the school population in preparing them for the 21st century, thereby ensuring accomplishment of the district's mission to provide a "Vision of Excellence," for all students.

Definitions

The following terms will facilitate the understanding of this study:

Abbott district – Thirty of the State's poorest special needs school districts that were the subject of the May 21, 1998, N.J. Supreme Court decision in Raymond Abbott, et al (A-155-97). The districts are: Asbury Park, Bridgeton, Burlington City, Camden, East

Orange, Elizabeth, Garfield, Gloucester City, Harrison, Hoboken, Irvington, Jersey City, Keansburg, Long Branch, Millville, Neptune, Newark, New Brunswick, Orange, Passaic, Paterson, Pemberton, Perth Amboy, Phillipsburg, Plainfield, Pleasantville, Trenton, Union City, Vineland, West New York.

ACA – American Counseling Association

ASCA – American School Counseling Association

CES – Coalition of Essential Schools, chosen high school whole school reform model implemented this fall 2001- 2002 school year. The CES, an international school reform movement founded by educator Theodore R.Sizer at Brown University in 1984, aims to restructure and redesign schools to promote better learning and achievement for all students. It focuses on redesigning instruction in an entire high school so that students acquire the habits that enable them to question and reason (Coalition of Essential, 1998).

CES 10 Common Principals – The CES has advanced its work as a set of commonly held principles rather than as a “model” for schools to emulate, to shape their own reform efforts. The Coalition is, in effect, a process, an unfolding among a widely diverse group of school structures, routines, and commitments appropriate to each, and consistent with the shared principles.

Comprehensive Guidance Department – To develop a comprehensive program that will meet the affective/personal/social emotional, academic, and career development of the Pleasantville high school students.

Counselors – when used alone will delineate the responsibility of all counselors to include: Guidance Counselors, Student Assistant Counselors (Substance Abuse Counselors), Drop-out Prevention Counselors, School-based Services and Health and

Social Services Counselors. There are many job responsibilities that the above-mentioned counselors share and many that would only be specifically theirs. This study will only indicate and differentiate between counselors when it will be necessary to identify accountability.

NCDG – The National Career Development Guidelines initiative provides a nationally validated method for designing a comprehensive career guidance and counseling program.

National Standards for School Counseling Programs – The national standards facilitate student development and will be utilized to develop an effective comprehensive guidance program. Within the three developmental areas of academic, career and personal/social development, there are three standards for each, these nine standards are followed by a list of student competencies/desired student learning outcomes.

SMT - All schools implemented School Management Teams (SMT), as required under the Abbott regulations. The concept of representative teams is intended to increase the involvement and contributions of more people in the planning of improved programs and practices. Within the school, the SMT is responsible for coordinating the development of the school's shared vision, selecting a WSR model, and establishing WSR Implementation Plan.

WSR –Whole School Reform, is a requirement for all Abbott school districts, to identify and to implement a reform model in each school. This is a school-based systemic reform process involving appropriate stakeholders in the decision-making process. Whole-school reform (WSR) is the response of New Jersey to the State Supreme court's ruling in the 1998 Abbott v. Burke case funding equity suit. One of the mandates in the Abbott ruling

was that schools should adopt a comprehensive reform model, linking substantial new funding for high-poverty schools with specific programs and practices known to increase student achievement (Slavin, 1998).

Zero-based budgeting – A budgeting procedure based on demonstrated needs rather than increases/decreases over prior year's budget. Each budget cycle theoretically starts from base zero (Maher, 1999).

Limitations

One of the limitations of this project was that the focus was only on the high school in order for the change process to be manageable and to make reasonable recommendations that could be implemented immediately. That necessitated the cooperation of the participating team members involved. This thesis concluded mid-school year allowing only for the process of evaluating the existing program and to start procedures to restructure the department based on research findings. The program implementation will commence after the thesis completion. There was a limitation of additional resources and personnel needed to create such a program.

Setting of the Study

The site for this project was the high school, located in an urban Abbott school district. The district consists of four elementary schools, one middle school, one high school and one alternative high school. The participants were volunteers representing Board of Education members, administration, high school guidance counselors, parents, students, teachers, and community members. The intern invited the district field mentor to work closely with her. The importance of selecting a wide range of stakeholders enabled us to develop and offer a more comprehensive program that would meet the

needs of all concerned.

Pleasantville is located in Atlantic County New Jersey five miles from downtown Atlantic City. The city of Pleasantville measures 5.8 square miles. The first inhabitants of Pleasantville were the Lenni Lenape Indian tribe. Early Caucasian settlers bought large tracts of land to farm around 1703. Pleasantville went through several name changes and then became a borough in 1888. Prior to 1900, Pleasantville's residents were employed mostly in two occupations: farming and oyster planting. The construction of the railroad significantly improved both the means to transport their crops to other markets, and brought new customers in need of their produce. This transportation improvement turned development of farmland real estate into land for residential purposes, shifting the economy from one based on agricultural to a much larger regional economy (Arlan & Foster, 1988).

Over time Pleasantville has become increasingly diverse in the ethnicity of the population. According to Roger B. Tees, the Coordinator of Pleasantville's Urban Enterprise Zone office, the shift from a predominantly Caucasian population started subtly in the 50's and by the late 60's early 70's shifted to an increasingly African American and Hispanic minority population. As Atlantic City began to build the first casinos, displaced families began moving into Pleasantville. Pleasantville became the recipient of Atlantic City's problems, drugs, alcohol and violence related crimes filtered into the city. Casino related jobs are the primary employment of Pleasantville residents, other employers are locally owned businesses. There is a misconception that the majority of families are on welfare. Many, however are working two minimum wage jobs, and they are the working class poor. Pleasantville still has a transient population and there is a

lot of movement back and forth from Atlantic City, neighboring communities, and other urban cities in New Jersey.

The city has been designated an urban enterprise zone (U.E.Z.) effective February 1995. This 20-year designation has several benefits for existing retail/commercial businesses located in the zone and inducements for attracting new businesses to establish within the zone. Some benefits include a reduced sales tax for retail businesses (3%) and tax-free purchases on capital investments or purchase of consumables used.

A mayor and city council form of government leads Pleasantville. The community has full-time police and fire departments, a public library and a recreation center. The city operates through comprehensive utility services, which include public sewer and private water, electric, natural gas and cable television. Pleasantville's housing is diverse and includes single family, duplex and multi-family homes, apartments and condominiums. The population numbers 19,027 people in 6,601 households with a median family income of \$34,905. The city's median age is 32.8 years and the total civilian labor force is 8,499 (State and County, 2001; Tees, 2001).

The first school in Pleasantville was a brick building built around 1800 at Main Street and Bayview Avenue. "During the summer months a prospective teacher would make a house-to-house canvas-soliciting pupils to attend school the following winter at a charge of about \$3.50 per quarter for each pupil. There were no free schools in those days. If the teacher secured enough subscribers he would return," (Arlan & Foster, 1988, p. 140).

Today, Pleasantville provides a full range of educational services appropriate to grade levels Pre-K3 through 12. These include regular and vocational, as well as special

education for children with disabilities. The district has an enrollment of approximately 4,000 students. Partnerships and linkages have been forged with other early childhood agencies to provide full day programs for our 3 and 4-year-old children who cannot be housed in their neighboring school. There are four elementary schools containing grades Pre-K4 through four, one middle school with grades five through eight, and one high school with grades nine through twelve, and one alternative high school, (Tees, 2001).

The Pleasantville Board of Education consists of nine members. Three members are elected each year. There are close to 400 certified and 190 non-certified employees. All four elementary schools adopted and implemented the Success for All Program (SFA) as their Whole School Reform Model. The first year of implementation 1998-1999 the SFA reading component focused on Roots and Wings. The SFA math readiness program began a year later in 1999-2000. The Middle School and the High School explored several Whole School Reform Models during the 1998-1999 school year. The Middle School adopted Connect as its model for implementation in the 1999-2000 school year. The High School selected the Coalition of Essential Schools (CES) to be implemented in the fall of the 2001-2002 school year. All schools implemented School Management Teams (SMT), as required under the Abbott regulations. These SMT's operated as the primary planning bodies for identification and adoption of a Whole School Reform Model.

Pleasantville's school Superintendent Dr. Andrew T. Carrington developed and implemented a Vision of Excellence, a mission for our staff, students, parents and community members. "The mission of the Pleasantville Public Schools is to graduate students who aspire to achieve and who are prepared to participate fully in a free and

democratic society. Our students will be expected to master a challenging set of academic standards. They will be taught to find and use information, speak and write effectively, make responsible decisions, and work to achieve personal goals. Our students will learn to appreciate history, diversity and the achievements of humankind; they will learn to make contributions to the well being of the community. Upon graduation, our students will be prepared to secure employment, continue their education and adapt skillfully to a changing technological society. Every decision must be based upon what is in the best interest of our students,” (Carrington, 2001).

Each school implemented and monitored plans designed to meet their school level pupil performance objectives. Based upon the results of the state assessments for grades 4, 8, and 11, each school will have pupil performance objectives in the areas of Language Arts/Literacy and Mathematics for the 2001-2002 school year.

This study was conducted in the Pleasantville High School. The high school adopted block scheduling last year, in the school year 2000-2001. This was implemented without a full time principal. The school year progressed with the directorship of two consecutive interim principals, because one cannot have tenure more than six months when in retirement. On July 1, 2001 a new full-time principal began his tenure. He was previously an assistant principal in one of Camden’s high schools.

There are 995 students in the Pleasantville high school. The majority of students are African American, with a growing Hispanic population, and a few Asian/Pacific Island, American Indian/Alaskan and White. A breakdown by ethnicity for the high school is as follows: 39 Caucasian students, 9th grade - 3 females, 5 males, 10th grade- 3 females, 8 males, 11th grade- 2 females, 8 males, 12th grade – 2 females, 7 males; 738

African American students, 9th grade – 89 females, 103 males, 10th grade – 94 females, 133 males, 11th grade – 92 females, 67 males, 12th grade – 85 females, 75 males; 206 Hispanic students, 9th grade – 22 females, 41 males, 10th grade – 19 females, 34 males, 11th grade – 14 females, 31 males, 12th grade – 22 females, 23 males; 1 American Indian/Alaskan – 11th grade – 1 female; 12 Asian/Pacific Island (no females), 9th grade – 1 male, 10th grade – 3males, 11th grade – 3 males, 12th grade – 5 males.

The intern, as the supervisor of the Guidance and Health Services was able to make several budgetary recommendations for the 2002-2003 school year. The intern justified three guidance department positions, an additional counselor and two additional 12-month secretaries, one executive/counseling secretary and one data processing/records secretary to facilitate the restructuring of the high school guidance department. That would give five counselors approximately 200 counselees per year.

Significance of the Study

The significance of this study was to restructure the districts high school guidance department in recognition that the program in 2000-2001 did not meet the needs of all of the students. The primary result of this project was to positively enhance district services to students and, therefore, to enhance the district's image with the public. The intern needed to identify and meet with stakeholders to access both the desired outcomes and to do a need assessment to create a comprehensive program.

The guidance department is the nucleus of the high school; therefore, the importance of implementing a comprehensive guidance department is essential. The guidance department plays an important role in preparing our students to meet with success, both in our schools and as they move on after graduation. The guidance program

provides the directives and opportunities for students in scheduling their courses, counseling and discipline interventions, drop-out prevention, substance abuse counseling, career and work preparations, applications for colleges, financial aid and scholarships.

The collaborative effort of the many stakeholders was essential in determining the services that would be offered. The intern's goal was to promote the success of all students by collaborating with families and community members, applying leadership skills, responding to diverse community interests and needs, and mobilizing community resources.

Organization

This paper is organized into five chapters. Chapter One focuses on the purpose of the study which is to create a comprehensive guidance department that would meet the needs of the school population in preparing them for the 21st century, thereby ensuring accomplishment of the district's mission to provide a "Vision of Excellence," for all students. Chapter 2 presents a review of the literature pertinent to the purpose of the study. Chapter 3 contains the design of the study and will be divided into five areas related to the design; a general description of the research design, development and design of the research instrumentation, a description of the sampling and sampling techniques, data gathering procedures, and data analysis procedures. Chapter 4 presents the research findings of the literature and the results of the survey questionnaires. Chapter 5 highlights the conclusions, and implications as well as the need for further study.

Chapter 2

Review of the Literature

The literature review was organized around and related to the goal of restructuring the high school guidance department to develop a comprehensive program. The scope of the literature review included journals, a monograph, books, government documents, school websites, ERIC Internet resources, professional associations, and educational workshops.

The literature review validated the necessity for comprehensive school guidance programs. The United States has gone through changes industrially, occupationally, socially and economically. These changes not only have affected the working world they have impacted education. The personal/social, career and academic needs of students today necessitates the collaboration of professional counselors, teachers, administrators, parents, community partnerships and district administrative support to address these needs given the new challenges of today's societal changes. Schools need to recognize that the counselors need the time, the resources, and the structure of a comprehensive guidance program in order to give student positive and successful experiences, (Gysbers, 2001).

The goal to restructure the guidance department and create a proactive comprehensive guidance program required a look back into what traditionally the role of the counselor has been and how schools have viewed counselors. Identified in, "A Model

Comprehensive Guidance Program,” were the traditional organizational patterns of guidance departments. The services model developed in the 1920s, the process model in the 1940s, and next the duties model, which was basically a job description, did not have measurable outcomes nor could there be an accountability of counselor time. These traditional models were not program oriented; they more or less defined the counselor’s position. In defining the position the counselors performed more administrative and clerical tasks, and were seen more as support personnel assigned to duties, and tasks due to the absence of any structured program. A structured program therefore would facilitate the counselors to be proactive by utilizing and implementing the content and resources available in a comprehensive program model. The first guidance manual published in 1974 gave an organizational framework that was later refined and recommended the following steps: decide you want to change, form work groups, assess current programs, select program model and compare current program with new model, establish a transition timetable and evaluate, (Gysbers, 1997).

The identification of these seven key steps to reorganize facilitates the restructuring process. The assessment of resources explored through the research of relevant literature, was facilitated by the utilization of the, “The New Jersey Developmental Guidance and Counseling Initiative,” program model components (Lukach, Mascari, & Runte, 1991) (Appendix A).

The initial literature review and the above resources enabled the identification of the key content components. A concern to meet the needs of an urban school district led to an in-depth research of literature, creating the comprehensiveness of the program by enhancing and broadening these components.

Key Components

The committee for New Jersey Counseling Initiative: Developing Strategies for Creating Comprehensive School Counseling Programs conducted a regional training session in January 2001. The Initiative's objective was to develop a program of education, development, and support for state school districts. Developing such a program required the inclusive implementation of the Career Awareness and Exploration Administrative Code 6A: 8-3.2 (Appendix B). This code ensures equity of services in the delivery of a comprehensive guidance and counseling program for grades K-12 (Giardina, Kostka, & Lukach, 2000).

The New Jersey Counseling Initiative resources gathered at this training session provided a framework and key content components for both the restructuring and subsequent development of a comprehensive program in the Pleasantville school district.

“The New Jersey Developmental Guidance and Counseling Initiative, Charting the 21st Century, A Developmental School Counseling Model for New Jersey,” (Lukach, Mascari, & Runte, 1991) is a working draft. It was developed as an outcome to the needs of counselors today, recognizing new directions in New Jersey life, families in transition; in student life, multicultural, multilingual; in employment opportunities, the changing workforce; in education, children at-risk; in career development, lifelong education; in human potential: multiple intelligence, and new directions in society, substance abuse (Lukach, et al.). The information contained in this document will be used as the main framework. It provides the conceptual model, program model components, the written plan which suggests a three year phase in plan, getting started, a step by step planning guide, integrating primary prevention and intervention programs, and evaluation. The

resultant literature reviewed was juxtaposed to this document for both validation and to obtain additional resources for the process and product of the restructuring.

The content framework came from two very important key components presented. The first is to include within the realm of the guidance responsibilities the Administrative Code 6A: 8-3.2 Career Awareness and Exploration and, second, to implement the American School Counselor Association's National Standards for School Counseling Programs.

Career Component

The first component of career awareness and exploration infused into an existing guidance counseling program results in inclusion and integration collaboratively implemented with a team of facilitators. The compliance with the Administrative Code 6A: 8-3.2 Career Awareness and Exploration, aligns with the three areas of student development of the National Standards: academic, career and personal/social development.

The Career Awareness and Exploration Code 6A: 8-3.2 outlined District Boards of Education and the Department of Education's responsibilities. The code states that in order to facilitate career awareness and exploration, comprehensive guidance and counseling programs need to be developed. The implementation of these programs will fulfill Core Curriculum Content Standards (CCCS) and will need to be infused developmentally throughout the grades. The fulfillment of the CCCS is facilitated by the State Board's five workplace readiness standards that integrate the seven academic standards. The cross-content workplace readiness standards include: career planning and work place skills; use of technology, information, and other tools; critical thinking,

decision making and problem solving; self-management; and safety principles (Giardina, Kostka, & Lukach, 2000).

The cross-content workplace readiness standards define skills that students need to be competitive responsible citizens in the 21st century, whether they attend college, and/or pursue a career. They provide a framework (Appendix C) that allows for an interdisciplinary approach across the curriculum and grades, as each standard cumulative progress indicator is not indicative to any particular grade or content area. However these need to be implemented in developmentally appropriate ways.

The research supports that the implementation of workplace readiness standards and of a comprehensive guidance program requires that schools create teams of educators. This was recognized as early as 1980 in an urban study of urban school guidance and counseling programs in school districts across America. This team approach was described by Barnes (1980) as an aggregation model created the team approach to meet the needs of students. This model rose out of limited funds to supply a manageable ratio of students to a counselor.

The recommendations from the aggregation model of the 1980's or from today's team of educators similarly recognize that the following individuals can participate: counselor's, students, parents, teachers, school nurses, library media specialist, administrators, and members of the business community. The combined efforts of this support team benefit everyone the student, the individual who is making the difference in the student's life, the morale of the staff by working in a collegiate effort, the administration, the parents and the community partnerships created through school involvement. Creating community partnerships could offset the limited resources

available to the students too. The individual talents both in the school and in the community extends the human resources and the roles of the participants to facilitate meeting the diverse students' learning styles and expressed needs of students, (Giardina, Kostka, & Lukach, 2000; Barnes, 1980).

Further review of the literature validated the importance of the first component of career awareness and exploration to be an essential component of a comprehensive guidance program. An article written by Nancy Perry, 2001, titled, "How Do We Design a Comprehensive Career Guidance and Counseling Program?" confirms the importance of careers identifying several components as essential. These components are designed to work conjointly. Schools and area businesses should forge partnerships. A school should have an active school-to-career program within the guidance department, which places students in job shadowing, and internship positions with local businesses that can also lead into part-time, summer, or full time job opportunities. Students completing vocational interest and aptitude tests will facilitate the placement of students and will create opportunities of personal insight and growth. A guidance department should have a career resource center. The resources should be current and provide an A-Z of career opportunities and the expressed interests of the students should be researched. At all grade levels and throughout the curriculum teachers should include the world of work and how it relates to what they are teaching. The guidance department should have trained and qualified counselors. Every student entering high school should develop a career plan. This plan will evolve as the student's experiences, personal/social and academic needs change and mature. A continued review and update to the career plan should be done (Perry, 2001).

These identified components will be inclusive of the comprehensive program and the implementation process will require a team of facilitators to work in collaboration with the guidance counselors.

“Helping Disconnected Youth by Improving Linkages Between High Schools and Careers,” a paper written by Lerman (1996) discussed at-risk students and the problems they face. The importance of Lerman’s paper is that in order to implement the components identified in creating comprehensive career guidance and counseling programs for all students, is the provision and congruency to match what schools teach to what disadvantaged students need to succeed. Schools need to identify the skills demanded for good careers. Most employees are now requiring higher skills and the skills of the at-risk student are often inadequate. An assessment of whether the school is providing these essential skills needs to be done. The metacognition and acquisition of academic skills necessitated will only be accomplished if schools motivate students to learn by providing meaningful, and interesting learning experiences. The school’s role in helping at-risk or disadvantaged youth can be facilitated by moving to a career-based approach that emphasizes well-structured work-based learning (WBL), (Lerman, 1996).

Work-based learning can benefit the disadvantaged, the at-risk student and the high achievers by maximizing opportunities for exploration of careers and augmenting the preparation and decision to attend and to select a college major. The structured work-based learning approach was outlined in an interesting article entitled, “Learning and Earning: The Value of Working for Urban Students,” (Stern, 1997).

The purpose of WBL is to provide successful work experiences for students that will allow for opportunities of long range academic and career benefits. The WBL program

provides an acquisition of knowledge and/or skills through an in-depth career exploration and planning program, which provides development of work-related personal and social competencies. This approach can provide the motivation needed for academic achievement, (Stern, 1997).

ASCA National Standards Component

The second content component was The National Standards for School Counseling Programs, established after extensive examination of theory, research and practice conducted by the American School Counselor Association (ASCA). In 1995, the ASCA solicited 2000 members to participate in a survey. The survey was conducted to provide data about attitudes towards national standards, the purpose that national standards would serve, and what the national standards content should be. The results revealed that school counselors and counseling supervisors supported developmental national standards to meet the student's personal/social, academic, and career development needs, with system support to facilitate the process, (Dykeman, 1998).

The National Standards for School Counseling Programs facilitate student development in three broad and interrelated areas of student development: Academic, Career, and Personal/Social Development. Each of the development areas has three standards. These nine standards encompass a variety of desired student learning competencies that form the foundation of the developmental school-counseling program. The National Standards executive summary, and a description of what are the National Standards can be found in Appendix D, (National Standards, 2001).

There are many benefits of the national standards. Lukach (2001), revealed benefits for students, parents, teachers, administrators, school counselors, post-secondary

institutions and benefits to the community.

The National Standards clearly delineate the counselor's responsibilities by defining their role and function. The direct services provided by counselors under the standards reduce the non-counseling functions, providing also for program management and accountability. Student advocacy and the involvement of the academic needs of the students are therefore enhanced.

An outcome goal of creating a comprehensive career guidance program is to prepare students for the challenges of the 21st century. This is done through the National Standards of academic, career and personal/ social development. These developmental educational programs will be implemented and correlated to future success through career exploration and development. Competencies will be developed in decision-making, problem-solving skills and effective interpersonal skills. The implementation of National Standards for students provides equity of educational opportunity and encourages positive peer interactions while fostering resiliency factors in students, (Lukach, 2001).

The benefits inherent in the application of these standards give credence to a well-developed comprehensive program and to correlate them with the findings in the literature review and the needs assessment.

Comprehensive Inclusion of Models

The literature review necessitated a broader review beyond the ASCA National Standards Model. The Standards, used as an organizational tool are excellent. The Standards guide us to create a framework to include student development in academic, career, and personal/social development, and the competencies form a foundation.

Further review of the literature revealed additional ways to incorporate these standards, to create a more comprehensive program.

Identified models that aligned with the National Standards were reviewed. The significance of reviewing these models was to identify outcome goals that the district could utilize. The goal is to select a manageable number of competencies that are grade level specific and measurable. Interestingly, the domains and outcome goals differed semantically and presented another decision to consider. Additionally, the models were reviewed for essential elements.

The ASCA National Standards for School Counseling programs was compared with two programs in “Organizing the Content for Comprehensive Career Guidance Programs,” (National Framework, 2000). The National Career Development Guidelines (NOICC), and the Missouri Comprehensive Guidance Program are both grade level specific, whereas the ASCA National Standards are not. Semantically the organized areas differed, however the meaning and projected outcomes were similar. The grade level specific indicators of NOICC competencies, and Missouri categories, facilitate how the ASCA standards can be implemented at the elementary, middle/junior high school and high school. The utilization of the outcome goals of these competencies and categories to enhance the ASCA standards will be determined by the district, whether to use “I” statements or behavioral statements. The NJ Initiative model incorporates the National Career Development Guidelines, ((Lukach, Mascari, & Runte, 1991; National Framework, 2000).

The literature review gave the opportunity to compare various state models both for similarities and differences. The Comprehensive Competency-Based Guidance

(CCBG) models are actually based on definitions by the ASCA for goal objectives, accountability and developmental growth. The CCBG is recognized as a program and not a service, most of the components are similar to the NJ model within these three state models, Idaho (ID) (Idaho Department of Education, 1989), Indiana (IN) (Indiana State Department of Education, 1990) and New Hampshire (NH) (New Hampshire Department of Education, 1987), (Bernard & Bloss, 2001).

The purpose of reviewing these models was to see how the school districts individually created their own programs. Though the differences are not that significant the variables and semantics create another choice in the process of the development of content to be included in the district's program. The student competencies of the CCBG models varied, some were simple and some were complex, compared to the ones identified in the National Standards. Idaho had the same three domain areas of focus as the National Standards, though they used the word education instead of academic. Indiana selected the three domains as Learning to Live, Learning to Learn, and Learning to Work (the same as the NJ Initiative's model), and for program planning purposes they utilized the CCBG delivery systems of: a guidance curriculum, individual planning, responsive services, program time, and system support. The New Hampshire model was a combination of the Idaho and Indiana model, and included the three domains like Idaho and used the delivery system of Indiana and then had nine separate competency categories, "...i.e., self-understanding, global and social understanding and skills, decision making, intellectual development, school world understanding, understanding personal economics, task skills and marketability, work world understanding, and leisure time planning," (Bernard & Bloss, 2000, paragraph 11).

In the process of the review another article revealed CCBG competencies from Omaha (NB) Public Schools and Tucson Unified School District (AZ) for Grades 9 to 12. These competencies will be used to build similar outcome goals as part of the development of the comprehensive guidance program (Bloom & Williams, 2001).

An additional resource in the, "State of Urban School Guidance and Counseling in the Major School Districts of America," identified nine illustrated career counseling models to replicate: a school-based career placement delivery system; coordination and comprehensiveness of the career placement model; relationship of composite and individual user needs to career placement model operation; relationship of placement component to user needs; interrelationship of user needs, services provided and personnel recruited in the career placement delivery system; relationship of the scope of services provided to the career placement delivery system and user needs; relationship of career placement model to non-school resources and relationship of career placement model to presently existing school resources, (Barnes, 1980).

Gysbers, (1997) reviewed a model comprehensive guidance program updated and published in 1994 that has evolved since the early 70's from a federally funded project at the University of Missouri-Columbia. Identified in this model were three elements to be inclusive in a comprehensive program: content, organizational framework, and resources. The content described in this life career development concept model has similarities to the three domains of the National Standards, career, educational and personal/social, and some differences. There are three identified domains. The first is self-knowledge and interpersonal skills, similar to the personal/social domain. The second is life roles, settings and events, similar to the academic domain. Although the academic domain ties

the relationship of academics to the workplace, home and community, the life career emphasis differs from the academic in that the focus is on the sociological, psychological and economic impact on a student's life and the subsequent decisions they make from these interactions. The third is life career planning, similar to career development (Gysbers, 1997).

The life career development organizational framework is composed of two components: structural and program. The structural component has three parts: definition, rational, and assumptions (Gysbers, 1997). The NJ School Counseling Initiative's conceptual model includes these two and additionally added the conceptual new directions and the developmental approach to the New Jersey Model. Semantically whether it is called the definition or the purpose it is important to create a mission statement, to have a program philosophy (rational), assumptions and statements of assurance in a comprehensive model (Lukach, Mascari, & Runte, 1991; Gysbers, 1997).

The life career development, program component provides a guidance curriculum, individual planning, responsive services, program time, and system support (Gysbers, 1997). The CCBG Models delineates these same four delivery systems, (Bernard & Bloss, 2001). The NJ Initiative model has four program components: counseling, consultation, curriculum and enhancement. The NJ model curriculum is a developmental counseling curriculum that identifies the three domains as learning to live (personal-social), learning to learn (academic) and learning to earn (career). Both models address the need to have a planned sequential program. Individual planning is a part of all four of the NJ components. Both recognize the need for students to assume the responsibility in collaboration with their counselors and parents to set goals for their personal, social,

educational and career plans, through individual appraisal, and individual advisement. The responsive services include the NJ model of consultation and counseling. Both make referrals and are responsive to personal and crisis counseling. In regards to the program time component it is recommended that within a district, depending on the grade level, the allocation of program time will be directed by the needs of the students, and the district. The system support and NJ's enhancement component both address the need for collaboration, program management, supervision, professional development, student advocacy, advocacy for special populations, community outreach, research and development, committee/advisory boards and staff/community public relations, (Lukach, Mascari, &Runte, 1991; Gysbers, 1997).

The life career development's third element provides guidelines for human, financial, and political resources, (Gysbers, 1997). The very real need for human resources as an extension to the guidance department is recognized throughout the literature, (Barnes, 1980; Bernard & Bloss, 2001; Giardina, Kostka, & Lukach, 2000; Gysbers, 1997, 2000; Lukach, Mascari, &Runte, 1991). The need to create a team of educators with clear role expectations of their involvement, cooperation and support is essential. The suggestion to form a school-community advisory committee, will aid the support and involvement of parents, community members and business partnerships, ((Lukach, Mascari, &Runte, 1991; Gysbers, 1997). The financial resources are addressed by both and necessitate adequate budgetary allocations for: purchasing program materials, equipment, supplies, funds for staff development, professional membership, conferences, adequate facilities and staff allocations of counselor: student ratios and clerical support to effectively carryout a comprehensive career guidance program,

(Lukach, Mascari, &Runte, 1991; Gysbers, 1997). The last resource component is that of political resources which is identified in both. The necessity of political support is addressed in a latter section of this review subtitled, "Implementation Support," and is emphasized in the life career development model, in which it states, (Gysbers, 1997):

Education is not simply influenced by politics, it is politics. The mobilization of political resources is key to a successful guidance program. Full endorsement of the guidance program by the Board of Education as a "program of studies of the district" is one example of mobilizing political resources. Another example is a clear and concise school district policy statement that highlights the integral and central nature of the school district's comprehensive guidance program to other programs in the school district (pp.17-18).

The infusion of all of these identified elements and components will only enhance the content comprehensiveness of the guidance program.

Impact of Whole-School-Reform

The review of the literature necessitated the understanding of the Whole-School Reform (WSR), since Pleasantville is an Abbott School District. The Pleasantville high school is in the first year of implementation of the WSR model, Coalition of Essential (CES) schools. There are ten principles to guide the high school in the implementation of this WSR instead of a structured model, (Appendix E).

The CES has as its main goal to improve student achievement. It is the option of the schools whether to focus and work on all ten common principals. The WSR facilitator conducted a needs assessment to ascertain which principals should be utilized. The teachers completed this survey. The results identified six areas of need that must be

addressed for student achievement to increase. The students need to be focused on academics and be more respectful of staff members. Basic skills need to be taught for remediation of student's academic needs. There needs to be a consistency to how students are disciplined and the consequences should follow the district's policy. School morale needs to improve and parents need to be more involved.

These identified areas all have an impact on the guidance department. Specifically, the guidance counselors are responsible for the guidance and selection of a student's academic course load, including proper placement to address the student's academic abilities, and is responsible for the review and intervention process of a student's discipline infractions.

Counselors can specifically help to improve the morale by hosting awards nights, supporting and encouraging parents to be involved in the decision making, and making sure policies and procedures are in the best interest of the students. Counselors are in a unique position to create a sense of belonging for students within the school, encouraging them to participate in school activities, listening to students and helping them to better understand themselves (Brown, 2001). Counselors need to be proactive and intervene as soon as possible when warning of academic, attendance, or emotional problems occur.

The WSR facilitator presented the results of the needs assessment to the school management team and they decided to select only three of the ten principles to focus on in the district's first year of implementation. They chose principles one, five, and seven to focus student achievement and classroom practice benchmarks categorized in three domains: organizational practice, community connections, and leadership, these correlate with each principle. The assessment and the chosen principles of the CES will impact and

guide the restructuring of the comprehensiveness of the guidance department. The five benchmarks will be used as a tool as they were designed, ... “to focus reflection, to identify strengths and weaknesses, and to guide work,” (Benchmarks, 2000, para.3).

An article that studied the influence of the Coalition of Essential schools reform model reviewed the consequent restructuring of a counselor’s job responsibilities as a result, providing a School Reform and School Counselor questionnaire (Stickel, 1999). The questionnaire can be utilized after the Coalition of Essential Schools reform model has been implemented over several years.

A parent, student, and administrative/community/counselor/BOE survey, was created by using services provided by counselors and by modifying an Ocean City High School Community Survey given in 1999, surveys are respectively (Appendix F, G, H and I). An additional section was created for the counselors, to assess the adequacy of the department’s facilities, clerical support staff, sufficient numbers of counselors, adequate funding available, changes in counselor role and function seen as important to keep, add and drop (Appendix J).

Impact on Urban Schools

Significant to the research on comprehensive guidance programs, their frameworks, models, processes and procedures was the need to find relevant information pertaining to urban schools. A momentous study conducted by Barnes, (1980), “The State of Urban School Guidance and Counseling in the Major School Districts of America,” was very influential in the restructuring of the comprehensive guidance program.

Although the monograph was written in 1980, the information is quite relevant to what is occurring in 2002. The following statement written in 1980, highlights issues

which are sadly prophetic into the 21st century, (Barnes, 1980):

Youth unemployment, student apathy, declining interest in traditionally structured secondary programs, absenteeism, class-cutting, vandalism, and continuing growth in youth-related crime are all simply outward manifestations of the growing problems existing in urban secondary education in America today (p.1).

The NJ Initiative model identified the new directions that the counselors need to take that will require new interpersonal and intrapersonal skills to cope with societal changes (Lukach, Mascari, & Runte, 1991). Though there have been significant changes in the last twenty-two years, the issues of two decades ago still haunts our urban districts today. The importance of this urban study done in 1980 is that they identified contributing factors that influence urban youth and gave recommendations to address them. These identified issues impact urban schools and need to be addressed within an urban district in the restructuring process. The counselor's awareness of these factors allows for proactive responses instead of continued reactive responses. Counselors will have to find ways to address student and parent apathy. Counselors will have to reach out to social services and community agencies to provide services that were once provided by extended families of urban youth, (Barnes, 1980).

There were ten major recommendations generated from a comprehensive survey, "The National Survey of Large-City Career Counseling Services," (Barnes, 1980) (Appendix K). The results reveal solutions that can benefit this study; urban schools need to (Barnes, 1980):

1. Resolution of the funding problems facing urban schools
2. To formulate more systematic and objectively measurable programs of

career development and career guidance and counseling service based on the collaborative aggregational efforts of the total community.

3. State departments of education should establish enforceable standards for school guidance and counseling, including explicit student-counselor ratios, role and function minimum standards, and funding allocations. These standards should be closely tied to funding sanctions when departures from these standards are detected. [The National Standards were formed approximately fifteen years after these recommendations.]
4. Quality program materials and guidelines need to be developed
5. Recent technological advances must be adapted
6. A national conference of large-city superintendents needs to be commenced to discuss possible, common strategies for improving career guidance and counseling services.
7. Standards of school counselor competency need to be prepared and applied in the evaluation of counselor performance
8. Students must be included in the decision-making processes of urban schools
9. The importance of on-going interchange and sharing of innovative concepts among urban school leaders should be guaranteed through the establishment of an urban education clearinghouse
10. And, finally, considerable attention must be given to the whole process of change within the urban schools (p. x).

This survey represents data collected over twenty years ago and yet these recommendations are relevant today to improve our urban school guidance programs. These are excellent guidelines and will require the support of all stakeholders in a school district for implementation.

In the March 2001 issue of the NJEA Review the fourth series of the Urban Challenge 2000 presented a section on the impact of counseling on student success. "...Statistics reveal that the social problems associated with poverty have a greater and more disproportionate impact on minorities, low-income families, and specific state regions," (NJEA, 2001, p.16).

The recommendations below of the Urban Challenge 2000 need to be considered to enable districts to meet the academic, social/personal, and career needs of students. Like the aggregation model and team of educators, the recommendation to have a student support system was made to include guidance counselors, psychologists, social workers, administrators, school nurses, substance abuse, crisis counselors, and student assistance personnel. The recommended counselor: student ratio is 1:100; this can be accomplished by utilizing a team of educators to facilitate student's needs. There needs to be a community outreach to impact substance abuse problems, and personal and family problems. An assistance program can be reinforced with the professional enforcement of local and state agencies, and interventions and referrals should be made to impact the substance abuse of students. Districts need to provide professional development and sensitivity training classes for staff members to appreciate and understand the district's unique population and the custom and mores of the community. To make these provisions possible there needs to be district support of funding and release time. The

necessity of clerical support and properly working technological systems need to be provided and maintained,” (NJEA, 2001).

Multicultural characteristics in urban schools present a diversity of needs that will challenge counselors to generate responses and assess a student’s need with sensitivity. The environmental and family dynamics affected by local conditions, ethnicities, and transitional single-parent households have economical, social and psychological ramifications that affect a student’s educational experience. These factors limit a student’s experiences, and their decisions about careers... “causing youth to experience what some have described as “choice anxiety” when faced with career options,” (Barnes, 1980, p.26).

“Multicultural Counseling Competencies (MCC) and CCBG: A Framework for Building Congruence,” gave invaluable and very appropriate suggestions to assist counselors in meeting the multicultural characteristics of urban schools. Sue, Arredondo, and McDavis developed (as cited in Pellicier, 2001, paragraph 10) the MCC’s that identify culturally skilled counselors as those who are first aware of their own beliefs, and begin to understand their reactions and recognize any prejudices that may inhibit positive and fair responses; counselors acknowledge what they can do and what they will be unable to do; and through this reflection they proactively get the “appropriate, relevant, and sensitive intervention strategies and skills,” training they will need. Competencies of attitudes, beliefs, knowledge and skills (Appendix L) will be a part of the comprehensive program, and culturally appropriate training should be a part of the process, (Pellicier, 2001).

“Maximizing School Guidance Program Effectiveness: A Guide for School

Administrators & Program Directors,” contained a chapter on the “School Counselor’s Role With Multicultural Student Populations.” This chapter concurs with the findings of the MCC’s and states that, “...school counselors respond proactively to prejudicial attitudes and values that influence assessment and treatment with multicultural students. ...Thus, school counselors assume an active role in creating a school culture that empowers all individuals to succeed and reach their fullest potential,” (Hall, T., & Sellers, D. 1998, p.126).

Process of Implementation

Research based on the Effective Schools process has proven its success when schools are implementing change. The utilization of these research findings toward restructuring the guidance department requires that change evolve as a process. The principal, supervisor of guidance, counselors, and other essential school personnel ... “must feel as if they have a choice in the matter, and equally important, they must feel as if they have control over the process of change.” (Effective Schools, 2000, p. 1).

The implementation of a comprehensive guidance program is a process of organizational and personnel change. The decision to include the effective school process for change was to identify the school environment conducive for change, (Effective Schools, 2000).

Schools should be safe havens with strong leadership at the top with a sense of order in the school. Even though a specific school should be identified for the strategically planned change, there should be articulation in the district for continuity of services (Effective Schools, 2000; Gysbers, 2000). All stakeholders should have a clear understanding of both the school’s mission statement and that of the new program to be

implemented. Parent involvement in schools is essential. They must share in the school's mission and see that their goals are the same as the school's goals for their children. There should be clear procedural "goals, priorities, assessment procedures, and accountability," (Effective Schools, 2000, para.7). There should be the expectation that all students will attain mastery of the selected comprehensive guidance competencies. They should be developmental and comprehensive, (Gysbers, 2001; Essential Schools, 2000). A team of educators should actively become change agents; this enables the principal to become ... "a 'leader of leaders' rather than a leader of followers, (Effective Schools, 2000, para.6; Gysbers, 2001).

The Gysbers' policy brief papers that illustrated the need for comprehensive guidance programs also presented the keys to implementation including district-wide policy for developed comprehensive programs, hiring certified counselors, having both strong state leadership support for guidance counselors with on-going training, resources and technical support, and having a strong state counselor's association, (Gysbers, 2000;Gysbers, 2001).

The National Career Development Guidelines (NCDG), model has three elements, the content, processes and structure. Content is the first part of the model with three broad areas of self-knowledge, educational and occupational exploration, and career planning. The content would be driven by state and national standards as identified earlier in Administrative Code 6A: 8-3.2 and Cross-content Workplace Readiness frameworks and the ASCA National Standards. The second element of the model, shows the processes of outreach, instruction, counseling, assessment, career information, work experiences, placement, consultation, referral and follow-up in the successful implementation of the

content. The last part reveals the structure of leadership, management, personnel, facilities and resources necessary to provide for this implementation, (Perry, 2001).

Maximizing School Guidance Program Effectiveness: A Guide for School Administrators & Program Directors contained a chapter on the National Standards for school counseling programs. The stages of development set forth in this framework for the National Standards facilitated the other relevant processes of implementation, (Dahir, 1998).

A National Framework for State Programs of Guidance and Counseling produced by the National Consortium for State Leadership, Ohio State University (2000), has specific objectives to support careers and there are seventeen standards: program content is the first, followed by nine standards representing needed structural elements, then four that highlight delivery components, with the last three standards presenting program evaluation (National framework, 2000).

The National frameworks facilitation in the process of implementation ties the development of a comprehensive career guidance program to school and student accountability and success. The importance of the counselors and the organization of the guidance department to this means reveals the integral necessity to develop a comprehensive guidance program based on the needs of students (National Framework, 2000).

A key obstacle to implementation and meeting the needs of students is the inherent role of counselors. The literature revealed that they spend far too much time in performing clerical duties, non-counseling tasks, and only one-on-one counseling. They have a large caseload and, therefore, have limited time to provide essential services as

outlined in a comprehensive guidance program, (Gysbers 2000, Gysbers 2001, Stickler 1999).

The awareness of this hindrance necessitates having implementation support of a comprehensive program that delineates specific counseling responsibilities.

Implementation Support

A district's support of the implementation of a comprehensive guidance program is paramount and supported by the review of literature. An excellent compilation of the many facets of school counseling for administrators can be found within the chapters of, *Maximizing School Guidance Program Effectiveness: A Guide for School Administrators & Program Directors*, (Dykeman, 1998). The chapters review what makes up a comprehensive program, the effectiveness of school counseling, counseling curriculums, the reason for National Standards, the counselor's numerous roles, and to what school administrators can do to promote school counseling. In the chapter on what school administrators need to know to promote school counseling were two lists, *Things That Make School Counselors SOAR* and *Things That Make Counselors SORE*, (Bloom, J.W., & Davidson, G., 1998) (Appendix M).

The importance of leadership and the need for perseverance in implementation is emphasized by Gysbers (2001). Leadership requires having a visionary leader that believes in the restructuring process, and has a mission directed toward the needs of the students. A leader selects, assists, and requires staff accountability, and assists and maintains the vision needed to help the guidance program succeed in its mission. They uphold professional standards and, through their leadership, "continuity" and "consistency" can be provided, (Gysbers, 2001, paragraph 9). Perseverance is needed

whenever change is necessary. “Because to accomplish transition from position to program requires time – approximately three years or more in most school districts. Because those who want to change must overcome the inertia of others and the resistance of those who want to maintain the status quo,” (Gysbers, 2001, paragraph 8).

An excellent resource for support to assure the implementation of a comprehensive guidance program is found in two policy briefs (Appendix N) written by Gysbers (2000). These need to be adhered to by Boards of Educations and administrators in school districts so that school counselors, ...“are able to devote full time to implementing comprehensive guidance programs in their schools, ...to contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools,” (Gysbers, 2000, paragraph 8).

The restructuring of the high school guidance program necessitated a comprehensive literature review. The intent of this literature review was to identify, review and synthesize the necessary components to create a comprehensive guidance program. Early on in the review of the literature came the recognition that this task would include far more than developing content for the program. The literature identified the following important variables that impact on the creation of a comprehensive guidance program: the need to have comprehensive guidance programs, specific content models, national standards, state codes, career counseling models, core curriculum content standards, cross-content workplace readiness standards, team of educators, work-based learning, needs assessment, school reform, urban multicultural needs, multicultural counseling competencies, effective schools processes for change, a process to create comprehensive models, keys to implementation, process of implementation and district policy and

administrative support for implementation. The research was evaluated and synthesized into guiding concepts of key components, career component, ASCA National Standards component, comprehensive inclusion of models, impact of whole-school reform, impact on urban schools, process of implementation and implementation support.

The literature has provided the prerequisite review of identifying components essential to begin the process of restructuring and implementing a comprehensive guidance program.

Chapter 3

The Design of the Study

General Description of the Research Design

The review of literature was conducted using Bloom's Taxonomy of knowledge, comprehension, application, analysis, synthesis, and evaluation. This effort was conducted through the leadership of the intern who delineated a timeline of activities, and deadlines to maximize time on task, to both manage opportunities and even potential problems as the process evolved. This regular monitoring allowed for effective group-process, consensus building and effective communication skills as literature was reviewed.

The design of this study was conducted to answer the following questions:

Grand Tour Question:

What do we need to change or add to our current structure of the high school guidance department to make it a comprehensive proactive department that will meet the needs of our school population in preparing them for the 21st century?

Sub-questions:

What are the results of the survey questionnaires distributed to students, parents, counselors, administrators, board of education and community members?

What are the different components of this program?

How will this project positively enhance district services to students?

How does this project positively enhance the district's image with the public?

The first order of business conducted by the team members with the leadership of the intern was to review the district's, Vision of Excellence that articulated the vision, mission, goals, objectives, and structure of the organization. This effort brought a better understanding and an insight to data collected.

The grand tour and sub-questions also necessitated a needs assessment to identify the counseling departments existing services. The survey questionnaires were distributed to the following stakeholders: parents, students, counselors, administrators, community and Board of Education members.

Revisiting the Vision of Excellence brought clarity to issues we were facing as we conducted our research. A synthesis of the needs assessment, the research available of state and national recommendations, and the utilization of the New Jersey Developmental Guidance and Counseling Initiative Model formed the coherent knowledge to facilitate the development of the comprehensive guidance program.

Development and Design of the Research Instrumentation

Survey questionnaires provided quantitative data for needs assessment analysis. The questionnaire utilized a Likert Scale with a rating scale of 5 (Strongly agree/Extremely high importance) to 1 (Strongly Disagree/No opinion).

There were four survey questionnaires created: one for parents, students, administrators, community, counselors, Board of Education members, and an additional section for the counselors, (Appendix F, G, H and J).

The parent and student surveys were the same except to semantically address either the parent or student. These surveys questioned the satisfaction of interactions with the

counselors and they were asked to rate the importance of counseling services and programs offered. They were also asked if they felt a guidance Internet site would be helpful. Participants could make comments or suggestions at the bottom of each page on how the guidance services could improve, or on the ways we had helped them.

The counselor, administrator, community and Board of Education members survey answered the same second page questions of services and programs, with three additional ratings of services. There was one added question that asked if a centralized job/placement and/or career-counseling center were needed. The first page explained that counselors must divide their time into many different areas and the stakeholders were asked to prioritize on a scale of 4 (top priority) to 1(very low priority) how guidance personnel should designate their time.

An additional one was created for the counselors to assess the adequacy of the departments facilities, clerical support staff, sufficient numbers of counselors, adequate funding available, what changes in counselor role and function are seen as important, to keep, to add and to drop.

Description of the Sampling and Sampling Techniques

All high school parents were sent home a parent survey to complete. There was unpredictability to the number of respondents, which created a non-probability sample. This sampling done out of convenience cannot be used to generalize to a population.

All high school students were given the student survey to complete in their homerooms. The purpose was to have an in-depth understanding of which student's needs were being met and which were not. The students were anonymous, however they were asked to identify their grade, as that would provide further insight to the study. A

stratification by grade of the high school population allowed for a comparison of responses in ninth, tenth, eleventh and twelfth grades.

All of the high school counselors were given the counselors/administrator/board member/community member survey and a career counseling support system survey. The counselors were anonymous.

Data Gathering Procedures

Several strategies were utilized for this study: a comprehensive review of the literature on guidance models, data collected on urban schools, implementation procedures, comprehensive components, surveys conducted and a collection of local public school counseling programs solicited.

The intern initially conducted informal interviews with the prospective stakeholders to determine who would be the participants conducting this study to restructure the high school guidance department. A criterion for selecting participants was based on having at least one representative from the Board of Education, high school guidance counselors, parents, students, teachers, and community members. The interviews also served to gather data on the stakeholder's perspective of what services a comprehensive guidance department should provide.

Survey questionnaires were given to ascertain the attitudes of the stakeholders toward the existing program's counseling services. They gathered information useful in determining both the positive aspects of our existing program and its deficiencies. The survey questionnaires provided descriptive statistics and a needs analysis.

The Internet search facilitated the literature review. The intern used several search engines, which provided professional journal resources, abstracts of research studies, and

related literature to the topic. The following were excellent resources, AskERIC, ERIC Digests, ERIC/CASS, and ERIC-CIJE. The ESR Info-files a resource for principals publishes a small catalog that is organized alphabetically and by subject matter was another good resource. The intern also used the resources through Rowan University's Link for Educators from the Schaub Technology Center accessed through Lynne Levy's website.

The following sample descriptors were used: guidance, counseling, careers, psychology, NJ Department of Education, national associations/organizations, urban schools, urban education, multicultural counseling, and diversity. As resources and abstracts were perused, a criteria evolved into key components: career component, ASCA National Standards component, comprehensive inclusion of models, impact of whole-school reform, impact on urban schools, process of implementation and implementation support. The collected research was organized by how the data related and categorized, enabling the team to identify, distinguish, clarify and make discriminating decisions, which led to the synthesis and evaluative processes.

Data Analysis Procedures

The research, exemplary programs, and state and national recommendations were reviewed and juxtaposed against the existing program's services survey, and an analysis of differences and needs were conducted. The content, processes and organizational structures reviewed formed the framework of goals with which to develop student outcomes.

An organized review of the existing program identified what was missing, and what barriers/challenges exist. The grand tour and sub-questions were analyzed. The

researched comprehensive program models that met the requirements of our needs were delineated and the ability to combine, and create comprehensive model components came from the synthesis of putting this data together. The key then was to evaluate whether this creation matched our purpose based on criteria generated by our needs assessment, and to fit in the standards that would support our Vision of Excellence.

The analysis of national and program student competencies and reviewing district and state standards and expectations, required the need to prioritize and consolidate competencies. The collaboration and consensus of team members consisting of major stakeholders was required in this analysis. An utmost concern in the review of the literature was that as an urban Abbott school district with special needs, we needed to find relevant research indicative to urban school districts to ensure a positive impact on all students.

Chapter 4

Presentation of the Research Findings

Introduction

Ultimately, the goal of this study was to create a comprehensive guidance department that would meet the needs of our school population in preparing them for the 21st century. The process of restructuring first necessitated a needs assessment of the stakeholders. Secondly, the literature review became the process to determine the key components of a comprehensive program to facilitate the development, and achievement of the ASCA framework of National Standards. The comprehensiveness of the career guidance program came from the juxtaposition of the additional resources in the literature review.

The knowledge generated by the literature review provided program models that were developmental and educational. The process of evaluating these programs will be directed by the program needs and the outcome goals of the district. The key to all the literature available on the development of a comprehensive guidance program is the ability to implement it. The baseball analogy given below describes possible barriers that may be encountered that can prevent an implementation, and must be dealt with through accountability measures and implementation processes, (Barnes, 1980):

Some school systems have a wealth of gear (resource materials) but are short of pitching (delivery system capabilities). Others have excellent scouting systems (understanding their needs and the strategies needed to do the job), but lack the coordination to ensure success on the field (in day-to-day practice) (p.70).

Grand Tour Question:

What do we need to change or add to our current structure of the high school guidance department to make it a comprehensive proactive department that will meet the needs of our school population in preparing them for the 21st century?

First the literature review provided a wealth of resources in which to peruse to be utilized to improve the existing counseling services and programs.

Secondly, the literature review provided the resources to identify system needs, and to meet the specific needs of the districts urban population.

A survey questionnaire was developed and the preliminary results of these are identified in the first sub-question. The results are correlated to the research and addressed in Chapter Five.

The process of change will be both structural and programmatic. The identification of what the district should specifically choose to change or add will be a process that will be carried out beyond the presentation of this thesis. The comprehensiveness, efficiency and performance in the delivery of these services will be the by-product of these decisions. Setting appropriate goals, which are attainable, in regards to budgetary, staffing, facilities and administrative support, should guide the decisions. The investigation of standards, codes, services, conceptual foundations, structural components, developmental curriculum components, current practices and models, past and present roles of counselors, and existing barriers, facilitates the process of producing effective measures and recommendations for the modification, and improvement of the existing program.

The research produced the following key resources in which to frame and organize the restructuring process: ASCA National Standards, Career Awareness and Exploration Administrative Code 6A: 8-3.2, The New Jersey Developmental Guidance and Counseling Initiative, Charting the 21st Century, A Developmental School Counseling Model for New Jersey, Multicultural Counseling Competencies, and a variety of existing comprehensive models and implementation procedures.

Sub-question:

What are the results of the survey questionnaires distributed to students, parents, counselors, administrators, board of education and community members?

The survey questionnaires provided quantitative data for needs assessment analysis. These surveys questioned the satisfaction of interactions with the counselors and they were asked to rate the importance of counseling services and programs offered. They were also asked if they felt a guidance Internet site would be helpful. Participants could make comments or suggestions at the bottom of each page on how the guidance services could improve, or on the ways we had helped them.

There were 124 respondents in the ninth grade. The first part of the questionnaire utilized a Likert Scale with a rating of 5, “strongly agree,” to 1, “strongly disagree” (see Appendix P). Dividing the number of respondents in the two highest ratings per question and dividing them by the total number of respondents indicated the percentages of student’s satisfaction. The results of the first part identifying the students’ satisfaction indicates that 70% “agreed” or “strongly agreed” that it was important to meet with their counselor, however the majority did not complete how often they would like to meet them. Sixty-five percent “agreed” or “strongly agreed” to being satisfied with the quality

of the interaction they had with their counselor. Sixty percent also “agreed” or “strongly agreed” that the outcome of these interactions/meetings had been satisfactory, and were comfortable initiating contact with their counselor. Fifty-nine percent “agreed” or “strongly agreed” they were satisfied with the help their counselor provided. Forty-eight percent and 37% respectively were neutral about the quality and frequency of their counselor’s interaction with their parents. Forty-four percent “agreed” or “strongly agreed” that they were satisfied with their counselor’s follow up of their progress. Forty-one percent “agreed” or “strongly agreed” with the frequency of contact with their counselor.

A “comments” section provided at the end of this section yielded only 10 responses out of the 124 respondents. Among these were six negative responses indicating the counselor has never seen the student, or that the counselor wasn’t helpful. There were four positive responses ranging from “satisfaction” to “very helpful.”

Question 10 asked the students to rate the most important functions of the Pleasantville High School (PHS) guidance department with a range from extremely high importance (5) to low importance (2) with no opinion being (1), (see Appendix P). Of the 13 possible functions described, 4 were clearly of high importance to these ninth graders. At the top of the list of functions, at 45%, was provision of occupational information and assistance in career planning. Forty-three percent of the students felt counselors should provide individual school counseling. Forty-one percent of the respondents indicated providing help with course selection, and 41% wanted the counselors to provide information and assistance in selection of post high school educational programs. The least important function, at 20%, and the highest, 25%, in “no opinion,” was acts as a

liaison between school and home. This appears to reinforce student responses to statements 2 and 4 on parent contact in the first part. The complete ranking of the most to least important functions for the ninth grade was compiled, (see Table 1).

Question 11 asks students (using same importance scale as question 10) to rate a variety of programs offered at PHS, and to indicate by “Yes” or “No” attendance at each program. The range between the top selected program, Teen Forum “Get Real About College,” at 28%, and Parent Financial Aid Information Programs at 20% was negligible. The nonattendance rate associated with these programs ranged from 56% to 64% due primarily, to the fact that the students are freshman.

Question 12, asked whether a PHS guidance department Internet site would be useful came out affirmative by a ratio of 2 to 1.

There were 107 respondents in the tenth grade. They responded to the survey of satisfaction with their counselors, they “agreed” or “strongly agreed” that 69% felt it was important that they meet with their counselor, however the majority did not complete how often they would like to meet them. Fifty-six percent felt satisfied with the outcome of these interactions/meetings, 53% were comfortable initiating contact with their counselor. Fifty percent felt satisfied with the quality of the interaction they had with their counselor, and the help their counselor provided. Forty percent and 28% respectively were satisfied about the quality and frequency of their counselor’s interaction with their parents. Thirty-seven percent felt satisfied with their counselor’s follow-up of their progress. Thirty-three percent felt satisfied with the frequency of contact with their counselor.

TABLE 1

Grade 9 Student Survey Results

What do you consider to be the most important functions of the Pleasantville High School Guidance Department?

<u>RANK*</u>	<u>FUNCTION</u>
1.	Provide occupational information and assistance in career planning
2.	Conduct individual school counseling
3.	Provide help in course selection
4.	Provide information and assistance in selection of post high school educational programs
5.	Provide students and families with information regarding where to seek help outside of school
6.	Supervise or administer testing programs and interpret test results
7.	Follow-up on poor grades and attendance
8.	Assist students with personal, family or social problems
9.	Provide information about me to teachers and administrators
10.	Provide financial aid information on ways to finance post-secondary education
11.	Maintain comprehensive pupil records and transcripts
12.	Conduct group counseling on social/emotional/academic issues
13.	Act as a liaison between school and home

*1 = highest rank

A “comments” section provided at the end of this section yielded only 31 responses out of the 107 respondents. Among these were 22 negative responses, ranging from mild criticisms, need to meet more frequently, counselor student relationships should be improved, complaints about class schedules, the need to improve communication and to provide more information for college bound students. There were six positive responses, with all expressing great satisfaction with their counselor. Three were not appropriate to this section.

Question 10, asking students about the most important function of the PHS guidance department yielded the following extremely high or high importance responses: 60% believed help in course selection was first. Fifty-three percent felt occupational information and assistance in career planning next in importance. Fifty-one percent indicated supervision/administration of testing programs and interpretation of test results, and 51% “information and assistance in selection of post high school educational programs. Forty-six percent wanted financial aid information on post-secondary education. Acting as liaison between school and home at 30% was again lowest in all 13 responses. The complete ranking of the most to least important functions for the tenth grade was compiled, (see Table 2).

Question 11 asks students to rate the importance of specific programs offered using the same scale. The range of percentages (extremely high/high importance) is negligible- between 37% and 29%. The top selected program, Teen Forum “Get Real About College,” at 37%, S.A.T., P.S.A.T., A.C.T. Testing Preparation, at 34%, and Student Financial Aid Information Programs at 31%. The lowest percentage in this category the Eighth Grade Parents Program yielded 23%, again the attendance rate at

TABLE 2

Grade 10 Student Survey Results

What do you consider to be the most important functions of the Pleasantville High School Guidance Department?

<u>RANK*</u>	<u>FUNCTION</u>
1.	Provide help in course selection
2.	Provide occupational information and assistance in career planning
3.	Provide information and assistance in selection of post high school educational programs
4.	Supervise or administer testing programs and interpret test results
5.	Provide financial aid information on ways to finance post-secondary education
6.	Conduct individual school counseling
7.	Follow-up on poor grades and attendance
8.	Provide students and families with information regarding where to seek help outside of school
9.	Maintain comprehensive pupil records and transcripts
10.	Conduct group counseling on social/emotional/academic issues
11.	Provide information about me to teachers and administrators
12.	Assist students with personal, family or social problems
13.	Act as a liaison between school and home

*1 = highest rank

these programs ranged from 6.5% (Parent Financial Aid Program) to the Eighth Grade Parents Program at 16%.

Question 12 for the tenth grade class, relating to the Internet site was again in the affirmative 34% to 26%.

There were 77 respondents in the eleventh grade. Looking at the eleventh grade surveys, the highest ranking so far in the survey of satisfaction with counselors, in the “strongly agree/agree” categories was that: 77% felt it was important they meet with their counselor, however the majority did not complete how often they would like to meet them. Sixty-four percent felt comfortable initiating contact with their counselor. Sixty-two percent was satisfied with the outcome of these interactions/meetings. Forty-nine percent were satisfied with the help their counselor provided, and with their counselor’s follow up of their progress. Forty-three percent felt satisfied with the frequency of contact with their counselor. Lowest rated again was the counselor’s interaction with their parents, 34% and 26% respectively were satisfied about the quality and frequency of their counselor’s interaction with their parents.

There were a total of 15 comments from 77 respondents. The comments from this group tended to be of the helpful variety: more frequent monitoring of student progress, moving more quickly to address student needs/concerns and several suggestions for the improvement of technology and how it affects the guidance department. Positive comments directed toward counselors ranged from 1 counselor being “good for me,” to glowing praise for 1 female counselor who obviously extends herself far beyond expectations.

Question 10, which looks at the most important functions of the PHS guidance department, closely paralleled results of those by the tenth grade. Seventy-seven percent believed help with course selection to be the most important. Seventy-two percent rated the provision of occupation information and assistance in career planning. Seventy-one percent rated the provision of information and assistance in selection of post high school educational programs. Conducting individual school counseling and provision of financial aid information on ways to finance post-secondary education both generated 63%. The two lowest rated functions were 37% conducting group counseling and 33% assisting students with personal, family or social problems. The complete ranking of the most to least important functions for the eleventh grade was compiled, (see Table 3).

Question 11, where students were asked to rate the importance of school-offered programs and indicated whether they had attended, yielded the following results: 60% felt the Student Aid Financial Program most important and 40% attended, 54% chose the "Get Real About College" program second, and 26% attended. The remaining choices were very close at 50% (the exception was the Eighth Grade Parents Program at 24%). Attendance at these programs varied from a high of 40% to a low of 16%. The two programs the students rated the highest were both required programs in which all juniors and seniors should have attended. However the results of their attendance do not correlate this fact.

Question 12 resulted in 60% of the eleventh graders who felt an Internet site would be useful.

There were 49 respondents in the twelfth grade. The survey of the twelfth graders satisfaction scale with their counselor, yielded results similar to the other grades, in the

TABLE 3

Grade 11 Student Survey Results

What do you consider to be the most important functions of the Pleasantville High School Guidance Department?

<u>RANK*</u>	<u>FUNCTION</u>
1.	Provide help in course selection
2.	Provide occupational information and assistance in career planning
3.	Provide information and assistance in selection of post high school educational programs
4.	Conduct individual school counseling
5.	Provide financial aid information on ways to finance post-secondary education
6.	Maintain comprehensive pupil records and transcripts
7.	Follow-up on poor grades and attendance
8.	Supervise or administer testing programs and interpret test results
9.	Provide students and families with information regarding where to seek help outside of school
10.	Act as a liaison between school and home
11.	Provide information about me to teachers and administrators
12.	Conduct group counseling on social/emotional/academic issues
13.	Assist students with personal, family or social problems

*1 = highest rank

“strongly agree/agree” categories: 70% felt it was important they meet with their counselor, however the majority did not complete how often they would like to meet them. Seventy percent were satisfied with the outcome of these interactions/meetings. Sixty-five percent were satisfied with the help their counselor provided, 61% felt comfortable initiating contact with their counselor. Sixty-one percent were satisfied with their counselor’s follow up of their progress. Fifty-three percent felt satisfied with the frequency of contact with their counselor. Lowest rated again was the counselor’s interaction with their parents, 40% were satisfied about the quality of parental contact, with 22% satisfied with the frequency with which counselor’s met their parents.

Question 10 relating to functions most important to students reflected the senior status of the respondents. Not surprisingly, 84% of these seniors ranked providing occupational information and assistance in career planning the highest. Two were at 77%, providing help in course selection, and supervising or administering testing programs and interpreting test results. Seventy-three percent of seniors wanted provisions for financial aid information on ways to finance post-secondary education. Assisting students with personal, family or social problems was the least important to students at 22%. The complete ranking of the most to least important functions for the twelfth grade was compiled, (see Table 4).

Question 11, where students were asked to rate the importance of school offered programs and indicated whether they had attended, yielded the following results: S.A.T., P.S.A.T., A.C.T. Testing Preparation, College Information Nights, and Student Financial Aid Information Programs all at 62%. Parent Financial Aid Information Program and Teen Forum “Get Real About College” followed closely at 53%. The Student Financial

TABLE 4

Grade 12 Student Survey Results

What do you consider to be the most important functions of the Pleasantville High School Guidance Department?

<u>RANK*</u>	<u>FUNCTION</u>
1.	Provide occupational information and assistance in career planning
2.	Provide help in course selection
3.	Supervise or administer testing programs and interpret test results
4.	Provide financial aid information on ways to finance post-secondary education
5.	Follow-up on poor grades and attendance
6.	Maintain comprehensive pupil records and transcripts
7.	Provide information and assistance in selection of post high school educational programs
8.	Conduct individual school counseling
9.	Provide students and families with information regarding where to seek help outside of school
10.	Conduct group counseling on social/emotional/academic issues
11.	Provide information about me to teachers and administrators
12.	Act as a liaison between school and home
13.	Assist students with personal, family or social problems

*1 = highest rank

Aid Program was best attended at 43% with attendance at the “Get Real About College,” at 33% and Parent Financial Aid Information at 30%.

Question 12 resulted in 53% of the twelfth graders felt an Internet site would be useful.

There were a total of 9 comments from 49 respondents. The comments made by the seniors in relationship to the counselors were very positive and related mostly to their helpfulness. Expressed comments in the suggestion section indicated that students disliked the school uniforms, and felt counselors needed to see them more.

All five of the counselors and a guidance secretary responded to the guidance survey, (Appendix H and J). On the topic of selecting the most important functions of the PHS guidance department, six were chosen as having extremely high or high importance. They were: conduct individual school counseling, provide help in course selection, providing information and assistance in selection of post-high school educational programs, provide financial aid information on ways to finance post-secondary education, follow-up on poor grades and attendance, and collaborate with colleagues to meet student needs (this was not on the student list).

A comparison of counselor important functions with the four most important topics selected by the students yields at least 1 function that all 5 groups agree as being most important: to provide help in course selection. The second two most important functions chosen by 4 out of 5 groups is providing information and assistance in selection of post-secondary educational programs, and providing financial aid information on ways to finance post-secondary education. The final shared function (counselors and eleventh grade students) is conducting individual school counseling.

The counselors were asked to complete an additional two sections. Since guidance counselors must divide their time into many different areas they were asked in one section to prioritize how they felt they should designate their time. The top priority service was counseling consisting of individual and group counseling, support groups, referral to agencies, new student orientation. The other top priority indicated was academic services: enrichment programs, college admissions, career advising, referral to agencies, course selection and student schedules. Moderate priorities in order of priority were consultation, post-secondary, career services, and personal and social services. The two that were rated fairly low priorities were clerical and testing services.

The counselors, when indicating programs of high importance to them, felt all of the programs were of equal importance, though less than half attended these programs.

All the counselors agreed with the students that a PHS guidance department Internet site would be useful. They also indicated on their forms that they believed there was a need for a centralized job placement and or career-counseling center; this was only on the counselor's form.

Sub-question:

What are the different components of this program?

There are four essential components: the content, the processes, the structure and resources.

CONTENT

Mission Statement, ASCA National Standards, and Administrative Code 6A: 8-3.2 Career Awareness and Exploration, and Multicultural Counseling Competencies.

A mission statement should be created to define the program philosophy and

content, to state the purpose, rationale and assumptions.

The counseling curriculum content should have a scope and sequence, methods and evaluation, and infused into the school curriculum whenever possible.

The ASCA National Standards identify the three core areas of content: academic, personal/social and careers. These standards should be implemented sequentially and developmentally. The derivative models that are based on these standards facilitate the development, planning, implementation and evaluation of a comprehensive model, identifying competencies for different grade levels to address specific student needs.

The Administrative Code 6A: 8-3.2 Career Awareness and Exploration, aligns with the three areas of student development of the National Standards. The fulfillment of Core Curriculum Content Standards (CCCS) is facilitated by the State Board's five workplace readiness standards that integrate the seven academic standards: career planning and work place skills; use of technology, information, and other tools; critical thinking, decision making and problem solving; self-management; and safety principles.

Multicultural characteristics in urban schools present a diversity of needs that will challenge counselors. There should be a symbiotic relationship between the implementation of multiculturalism competencies and the comprehensive program model of the guidance department to facilitate the work of the counselors and the outcome of their student interactions.

PROCESSES/PROCEDURES

The processes developed to deliver the content are important. Effective Schools recognize that change evolves as a process by setting goals and priorities. A steering committee, made up of district stakeholders, will direct the processes of the restructuring.

A transitional timetable with a written step-by-step planning guide needs to be established. The processes component involves a multitude of delivery services that facilitate decision-making, learning activities and the forming of collaborative relationships.

STRUCTURE

The success of the comprehensive career guidance program will be determined by the organizational structure and support strategies in place for implementation. It is important that the organizational structure has systematic planning, designing, implementing, and evaluative processes. A team of educators will share the visionary leadership and the accountability.

RESOURCES

There are three resources needed: human, financial and political. Creating a team of educators will facilitate human resources. Financial resources are dependent on budgetary allocations. The financial resources will determine the effectiveness of a program by the material, equipment and facilities afforded to create a new program, and to acquire the human resources of adequate staff members. Community partnerships can offset limited human and financial resources. Political resources require the endorsement of the Board of Education, supported by appropriate district guidance program policies.

How will this project positively enhance district services to students?

To promote and enhance the learning process was the inherent goal of adopting National Standards, with developmental competencies. The specific benefit of having National Standards is to prepare students for the challenges of the 21st century through academic, career and personal/social development.

The comprehensiveness of the program will provide educational opportunities for students to seek a variety of options to prepare for life after high school. The resources provided will enhance this transition. The active participation of a team of educators will narrow the counselor to student ratio, to assist in the implementation of the comprehensiveness of the program.

Planned parental involvement programs will benefit the students by providing support for parents to advocate for their child's life/career skills development, enhancing their educational and long-range planning goals.

How does this project positively enhance the district's image with the public?

There are many benefits to having a comprehensive guidance program that emphasizes participation of parents and community members. Parents and community members will be invited and encouraged to be members of the team of educators who will be steering the implementation of the comprehensive career guidance program. The program increases the opportunities for their interaction and enables them to access school and community resources. A sense of ownership, inclusion, empowerment, and support should develop through these experiences. Public relations is enhanced, as the increased opportunity for collaboration and participation with the school provides awareness of the school counseling program goals, while connecting the community to the needs of the school and the school to the needs of the community.

The benefits to the community are translated through the partnership of the school-to-work program component, preparing students for the 21st century work force and therefore enhancing economic development.

Chapter 5

Conclusion, Implications and Further Studies

Introduction

The process of restructuring the Pleasantville High school guidance department has enabled the intern to review the literature, and administer survey questionnaires, to facilitate the identification of the content, the processes, the structure and the resources to create a comprehensive career guidance program. The literature review provided the awareness and therefore the insight into the national, district and state standards, program models and essential components. The relevancy and the accountability of a district program will be based upon first identifying what will benefit the student population. The outcome goals to be achieved by students will require standards and student competencies. The goal in synthesizing the information assembled will determine the structural and programmatic actions and strategies to produce these desired outcomes.

A mission statement that enhances the district's educational vision, supported by Board of Education policies, will direct and impact the restructuring implementation. This will provide the vision to distinguish, prioritize and consolidate the key issues/challenges and expectations of the current needs of the school population. It also will ensure the achievement set forth in the standards and competencies of a comprehensive career guidance program. The primary goal is to prepare students for the 21st century. The significance of the developed comprehensive career guidance program will be measured by the impact that it has on the lives of students, to justify its existence.

Grand Tour Question (Conclusion):

What do we need to change or add to our current structure of the high school guidance department to make it a comprehensive proactive department that will meet the needs of our school population in preparing them for the 21st century?

The conclusions are summarized in the following statements. The sub-questions of essential components and the enhancement to the district's students and public are addressed here. The concluding statements will first align the basic tenets and follow with the implications of such.

The guidance department is the nucleus of the high school; therefore, the importance of implementing a comprehensive guidance department is essential. The guidance department plays an important role in preparing our students to meet with success, both in our schools and as they move on after graduation. The guidance program provides the directives and opportunities for students.

The intern found that the impact of societal change and multicultural issues necessitates a planned, preventative and proactive developmental program. Districts cannot afford to have reactive ancillary programs. Programs that are reactive limit the positive interactions with students.

The positive perceptions of a comprehensive developmental program are that it is viewed as a program and not just as a service. There should be systematic articulation in a district; the curriculum should be sequentially organized and developmentally coordinated. Competencies should identify what students have already attained as well as assisting them to mature in their acquisition of knowledge academically, personally/socially and in exploring who they are and what careers will benefit them.

The significance of reviewing different models that aligned with the National Standards was to select sections or the entirety that identified grade level specific competencies and/or outcome goals. There is no simplistic conclusion of which model is preferable over another. They need to be manageable in number and should be grade level specific to be measurable.

The acquisition of current program models, resources, and structural support recommendations is only part of the process. The delivery service will need to take into consideration what the Effective Schools process of change reflect; that is, an unencumbered system is necessary to make the model work. There is the necessity to secure operating cost factors for sufficient facilities and personnel and resources, to affect a successful program.

The urban schools have a significant amount of students that come from transitional single-family households. Urban schools comprise a diverse population. The multicultural characteristics require that counselors be trained to appreciate diversity, and to understand the real ramifications of the environment and family dynamics affected by ethnicity, different languages spoken, religions, and financial circumstances affecting a student.

In any process of change a key factor of implementation is the participation and commitment of those involved to accept ownership of the proposed program. The necessity to have visionary educators to be proactively involved in educational reform and restructuring activities facilitates the processes directed in the best interest of the student. The implementation process will require a team of facilitators to work in collaboration with the guidance personnel members, to accomplish the full

implementation of a comprehensive career guidance-counseling program, and to provide the most effective support for students.

GRAND TOUR (Implications)

The identification of significant or potential barriers to the implementation of the comprehensive program must be addressed. While the validation of the needs assessment may warrant specific needs, the reality of time constraints and lack of resources, defensibly inhibits exemplary efforts. Whatever interferes with the student's academic, personal/social and career opportunities to learn, to succeed, and to potentially contribute as a productive citizen both in the community and in life, will result in an injustice if not preempted by supporting the component implementations of a comprehensive program. The commitment of all school personnel is necessary for the successful implementation of a comprehensive guidance program. The interpersonal collaborative efforts of a team can provide creative solutions to providing services to students and diversify services rendered while supplying necessary resources not available just to a counselor. This approach benefits everyone involved.

The school counselor and the team of educators are agents of change in the process of restructuring and it is there vision and sense of purpose will develop and nurture collaborative relationships through programs of prevention and intervention for all students. The need for professional development to implement a comprehensive program needs to be assessed and supported. Counselors need to be professionally certified. In the process of the restructuring of the guidance departments program, a clearer understanding of the school counselor's role needs to be defined to maximize and improve effectiveness. A structured program would facilitate the counselors to be

proactive by utilizing and implementing the content and resources available in a comprehensive program model.

The challenge to making positive changes is to make an assessment of individual needs of students and see how the comprehensive program can be effective in meeting those needs. Like a special education student's Individual Education Program (IEP), the content of the comprehensive program has to be utilized and constructed individually.

A positive implication of adding the career awareness and exploration content component is the many opportunities of benefit to students. An important interrelationship between achieving academic standards and the world of work needs to be parlayed to the students. Students need to develop life goals to direct their academic studies and to motivate them to persevere in difficult learning tasks. Students will need to apply the knowledge and skills learned in the classroom in work opportunities provided by the school, and in their future career goals, and higher educational pursuits. This relationship will best be acquired when careers are linked with the following Core Curriculum Content Standards disciplines of Arts & Humanities, Business & Information Systems, Mathematics, Science & Technology, and Health & Human Services. The ability to make this connection for the students will be facilitated by the district's resources available, meeting the interests expressed by the students, and creating community partnerships. Paramount in this focus of the student is to make the focus on the learner and let the curriculum be driven by their needs.

A philosophy of the intern is that an educator must meet a student's affective needs in order to reach them academically. The research revealed the real fact of student apathy, dropout rates high absenteeism, failure rates and discipline infractions. Students need to put

forth the necessary effort to take advantage of the opportunities available to them. We must build our students strengths while remediation of their weaknesses are addressed. We must identify their needs and their interests. The comprehensive urban counseling report recommended including students in the process of change. Therefore we need the student's responses and their involvement to the services offered to them. The students' attitudes, feelings and suggested services were taken into consideration in a needs assessment survey. The ultimate success of a comprehensive guidance program will depend on whether students find it meaningful to them. Students will need to develop meaningful educational goals as they enter high school and work towards graduation to attain academic, career, and personal/social success.

The intern would like to emphasize the implications of the implementation process of a comprehensive guidance program. The endorsement of the boards of education and support of the administration is required or the best-laid counseling programs will be thwarted. The processes of change suggest a three-year phase in plan for implementation. This will require a timeline to be constructed and priorities in place based on the needs of the students.

All of the literature perused for content and the processes of implementation are for naught if there is not an intervention of meeting the multicultural needs of our students. Counselors will have to be trained in the multicultural competencies to facilitate a positive impact and to counter the economical, social and psychological ramifications, which affects an urban student's educational experiences. It is essential that the multicultural characteristics of the population be understood. This will facilitate the student's affective needs, life skills to be learned and empower academic experiences.

The new directions in school counseling will require comprehensive programs which will require a continuum of services necessitating a PreK-12 program, group counseling, peer facilitation, parents as partners, business and community alliances and a broader role for school counselors.

Needs assessment: (Conclusion)

The data collected from the student surveys was easily compared to the different grades for evaluation and to access the indicated needs by grade. The information obtained through the needs assessment helps the school system identify what services students want and expect. There are more similarities than differences to what students identified as their top priority functions of the school counselor.

Overall the most important functions were related to traditional services of counselors. The identified priority of functions addresses the key curriculum components of a comprehensive program. All four grades identified that providing help in course selection, and occupational information and assistance in career planning was the highest priority overall. Counselors need to connect for students the relationship of course selection with future opportunities. This knowledge can help students to personalize their choices. Empowering students with the knowledge and assistance in career exploration needs to start in 9th grade, increasing the opportunities for consistent counseling services throughout the student's high school years.

The freshman selected individual counseling as a higher priority over any other grade level. This is important to acknowledge, and is viewed as essential for students to have a successful transition into high school. As students got closer to graduation their

needs focused more on post secondary options and financial aid. These functions really need to be addressed earlier to prepare students better.

The data collected provided substantive evidence that more than 50% of the students were not satisfied with the frequency of contact with their counselor nor were they satisfied with the frequency or quality of contact with their parents.

The need to restructure the guidance department is evident when examining the survey data. The counselors indicated that they would like better procedures, facilities, resources/equipment, student counselor ratios, and adequate clerical support. The need for better facilities is to have all the counselors and resources in one location, instead of sharing offices and having part of the staff in another part of the building. In conclusion, because of this the counselors do not feel respected by the administration. The counselors expressed a concern for the lack of consistent procedures in the department and the lack of policies to address the block schedule. A result of this is that staff members in turn have misinterpreted their job responsibilities. All of the counselors felt it was necessary to provide extended services in the summer to ensure the continuity of services from one semester to the next.

In addition the needs assessment survey conducted of the guidance counselors generated the similar important functions ranked by the students, however the counselors would prefer that the test coordination and maintenance of pupil records and transcripts not be a counselor's responsibility.

Needs assessment: (Implications)

The implications of the needs assessment validate the necessity to have a comprehensive program in place for both structural and programmatic benefits. All of the

needs expressed would be addressed by the four components of the comprehensive program: content, processes, structure and resources.

Clearly all stakeholders in the district should recognize the valuation of students' interests. The data substantiates the current requested needs of the students and the implications required to accommodate them, necessitates restructuring the guidance department. Counselors have a unique opportunity to bridge the affective and educational needs of students to facilitate attainment of academic achievement. The expressed specific needs of the freshman class need to be addressed, as well as the others. When freshmen enter high school they are very unsure about themselves and their future. Freshmen need to create a lifelong career goal/plan that is reviewed continuously through high school. Students need to have personally meaningful goals, both for the short and long term. Collaborative ventures should be sought to address these expressed needs.

The implications of the priorities as revealed by the higher percentages of satisfaction in the senior class, is due to two factors. One the experience over the four years and secondly the counselors spend a lot of time with seniors to the detriment of the other grades. There needs to be a concerted effort to meet with all grade levels on a more equitable basis, numerous times a year. It is a disservice to have a preoccupation with seniors each year. There is a need to acquire resources to strengthen the existing program, in the interim process of transition to prepare students for post-secondary options. The inaccessibility of current resources and career materials; limits opportunities.

The implication of the number of parent respondents and the lack thereof, is indicative to urban school districts, and must be addressed. The insufficient satisfaction of the counselors' interactions with both the students and their parents is a major concern.

The school and guidance department need to address the issue of parent involvement. Time constraints affect success. Counselors in the transitional process will need to set goals for students so that one activity is not at the expense of another.

There is a recognized lack of comprehensive programmatic and structural support within the guidance department. An evaluation process that is measurable and accountable needs to be put in place. The restructuring process will have to be practical and achievable when addressing the needs assessed to be incorporated into the guidance program. The counselor's role needs to be explicitly stated, to avoid controversy and to assist the delivery of a multiplicity of activities. In addition, to the comprehensive career guidance and counseling program manual, a guidance brochure should be developed to inform the administration, staff, students, parents, and the community of the services provided by the counselors to address the lack of respect and misunderstandings.

The counselor will have to acquire the knowledge to implement the career component and to address the contrasting values of a diverse population. The comprehensiveness of the restructuring will warrant the need for in-service training and professional development.

The inconsistent procedures and the lack of policies addressing the block schedule have been brought to the attention of the school management team and building principal. The steering committee for the block has been disbanded and there has been no evaluative process since the paid consultant left last year.

The intern is aware of the long hours of overtime put in by counselors without compensation, due to the amount of clerical and data entry their current position entails. The intern recognized that to implement a comprehensive program a smaller student-

counselor ratio, functional facilities, and adequate clerical support was a necessity. A key obstacle indicated by the counselors is that they spend far too much time in performing clerical duties, and non-counseling tasks, therefore, limiting their time in providing essential services needed by students. Counselors have a tenacious hold on past practices and will have to be diligent in the reorganization of priorities to improve the quantity and quality of the counseling services.

The implications to address are based on the school's financial commitment to implement a comprehensive program. A comprehensive career model will require the availability of career resources and up-to-date technology and full access to the database technological services. The intern had budgeted for the 2001-2002 school year to add an additional full time counselor and to employ a twelve-month records secretary. The department received the counselor and was given a ten-month aide. The record's position warrants the twelve-month position, as that is a heightened period for requests. The additional counselor reduced the caseload of the counselors. The intern budgeted for an additional guidance secretary, for the 2002-2003 school year and will advertise in June to secure this position.

Implication of Study on Leadership Skills and Organizational Change

The intern's goal was to promote the success of all students by collaborating with families and community members, applying leadership skills, responding to diverse community interests and needs, and mobilizing community resources.

The research and the needs assessment completed by the counselors and school base personnel strongly correlate with the need to have organizational support. The process of organizational change requires the buy-in of all stakeholders. Working with a

team of educators provided many opportunities to develop collaborative efforts to support shared-decision-making and adopt organizational philosophies that encourage integrated or multi-disciplinary efforts.

As an educational leader, the intern wanted to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The processes of development in creating a thesis based on organizational change provided both personal and professional opportunities of growth.

The progression of this study necessitated the appliance of the following leadership skills: diplomacy, interpersonal skills, persistence and patience. The many challenges and seeming obstacles that had to be overcome enhanced the intern's leadership development. The professional teaching/counseling staff was in negotiations this year and was prohibited to participate in after school activities until they received a contract. The mission to provide a comprehensive career guidance program with the students at the heart of the decision-making allowed the intern to passionately persevere against the odds. The transformation of the intern was one of empowerment...a metamorphosis, a shedding of fears. In reality stood a truth, a leadership destiny awaits.

Further Study

The intern would like to visit schools that have been identified by the state as exemplary, ideally in an urban setting. The intern would like to explore the resources available to enhance the content curriculum of a comprehensive program. A further study to ascertain the availability for counselors to participate in professional development workshops needs to be done.

Conclusions addressing the evaluative process will need to be addressed as part of the restructuring process and further research will have to be conducted on best practices. There needs to be a follow-up study to assess higher levels of efficiency and performance of existing comprehensive program.

A study to determine the state's current financial commitment and what it would take to get a commitment to implement comprehensive career guidance programs in districts should be done. This will facilitate programs to be fully operational, overcoming the financial barriers of implementation.

The scope and depth of this thesis is unfortunately limited by time. A future study of what was done in 1980 needs to be replicated for the 21st century, to collect data on urban school guidance departments across America. This study needs to be done to acquire meaningful curriculum that addresses current and emerging issues affecting urban students in today's society. It would be sad to see the lack of inertia in twenty years and the status quo of urban district's guidance departments remain. There is a window of opportunity for students as they pass through high school. When the process is hindered or districts settle for the status quo, lost are these opportunities.

Urban districts need to heed the recommendations that were set forth over twenty years ago in the national urban guidance study, the same issues are relevant to urban districts in 2002. How do we address these issues if we do not change what we are doing? As Dr. Fred Krieg stated in a school counselor's conference, "If you always do what you always did, you will always get what you always got," (Lukach, Mascari, & Runte, 1991).

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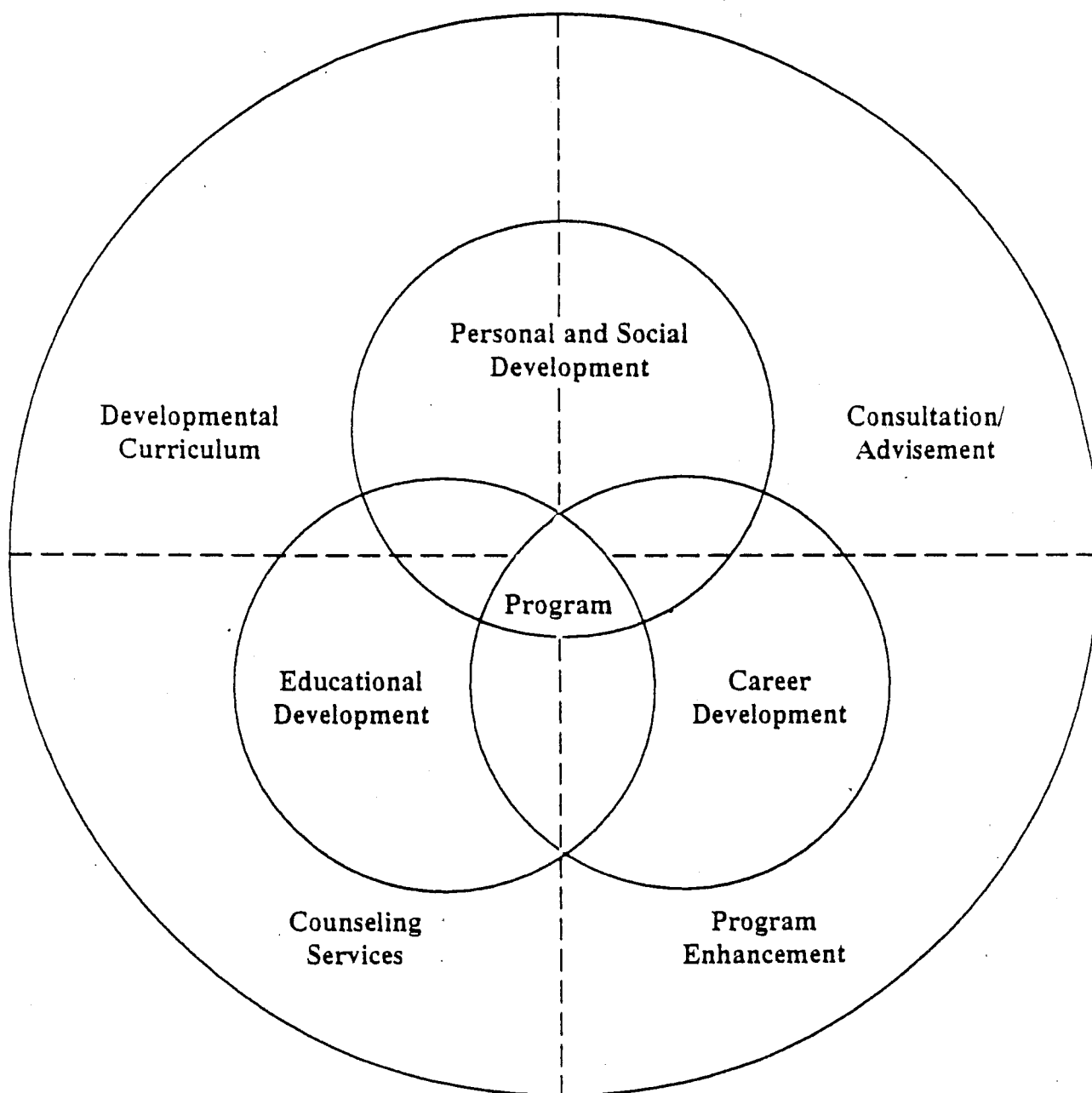
Appendix A

The New Jersey Developmental Guidance and Counseling Initiative Program Model Components

NJ School Counseling Initiative

2.1 THE COMPREHENSIVE SYSTEM

The New Jersey Model is an interactive framework for the district Comprehensive School Counseling Program. This design integrates *major developmental areas, program components, student competencies, and the delivery system* into a dynamic interactive system. The interactive role among the major elements is shown below. The intersection is the local *Comprehensive School Counseling Program*.



2.2 MAJOR
DEVELOPMENTAL
AREAS

MAJOR DEVELOPMENTAL AREAS

Learning	Personal/Social	Career
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The Major Developmental areas relate to life/career skills necessary to succeed in the twenty-first century.

Learning skills help students learn to learn throughout life and maximize their learning opportunities. Skills include school adjustment, educational achievement, study skills, critical thinking, time management, technological literacy, information processing, motivation, and school success skills.

Personal/Social skills help students learn to live with themselves and others in their many life/career roles. Skills include decision-making, interpersonal relations, communication skills, self-awareness, understanding and appreciating people's differences, respecting individual freedom and the rights of others, conflict resolution, and consequences.

Career skills help students learn to work in a changing society. Skills include the world of work, job, interviewing, self-awareness, understanding and appreciation of aptitude, interests and abilities, life styles, school-job transition, work-place basics, employer expectations, leisure skills, lifelong career development.

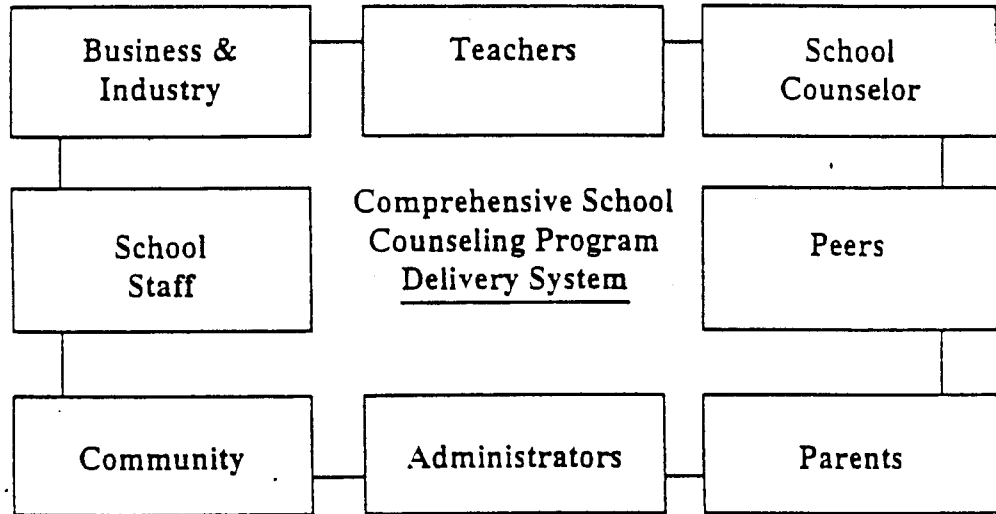
NJ School Counseling Initiative

STUDENT COMPETENCIES

Student Competencies establish more specific goals in each of the three major developmental areas: Learning, Personal/Social, and Career. The New Jersey Model suggests a general framework for student competencies allowing for flexibility and choice in developing the program which best meets the needs of the school population and community. In view of the diversity of New Jersey's students and the communities, each district will identify more specific competencies to address student needs. Competencies often integrate all three developmental areas to assist students to successfully:

- ▶ engage in lifelong learning
- ▶ use effective interpersonal, intrapersonal and social skills
- ▶ choose and develop a productive career based on the value of work
- ▶ integrate life/career/learning roles
- ▶ develop decision-making skills

DELIVERY SYSTEM



The NJ Model is formed around a *delivery system* which includes counselors, staff, parents, peers, business, industry and labor, and the community. This coordinated delivery system organizes the district's resources and staff to best meet student needs.

The entire school staff shares the responsibility for the delivery of the school counseling program. Appropriate members of community agencies and business representatives also share their expertise.

School Counselors have a special role in organizing and managing the program. The School Counselor is trained and certified to help students address personal, educational and career concerns. School Counselors are the most appropriate professionals in the school to promote positive student development and assist students and staff in making adjustments to those life events which may prevent students from achieving their potential.

Appendix B

Career Awareness and Exploration Administrative Code 6A: 8-3.2

Administrative Code 6A:8-3.2 Career Awareness and Exploration

- (a) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement a comprehensive guidance and counseling system to facilitate career awareness and exploration for all students.
1. The Department of Education shall provide districts with a cross-content workplace readiness curriculum framework that suggests a variety of activities and strategies that may assist in the development of local curricula aligned with the Core Curriculum Content Standards.
 2. District boards of education shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:
 - i. Is infused throughout the K-12 curriculum as appropriate for all students;
 - ii. Is supported by professional development programs; and
 - iii. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development:
 - (1) Academic development;
 - (2) Career development; and
 - (3) Personal/social development.
 3. District boards of education shall provide developmental career guidance and career awareness, linked to the Core Curriculum Content Standards, designed to:
 - i. Assist students in making and implementing informed educational and occupational choices, including opportunities to change career focus;
 - ii. Develop a student's competencies in self-management, educational and occupational exploration, and career planning;
 - iii. Make students aware of the relationship among personal qualities, education, training, and the world of work;
 - iv. Encourage students to create and maintain portfolios consisting of student accomplishments related to the Cross-Content Workplace Readiness Standards; and

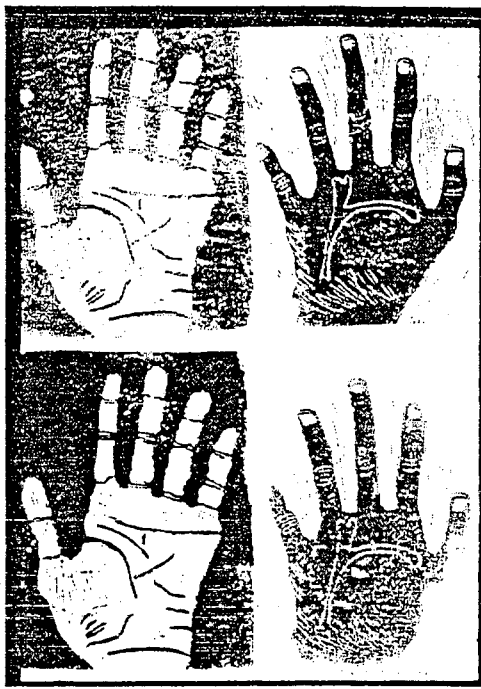
- v. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.
4. District boards of education shall, for students with disabilities age 14 through 21 (or younger, if determined appropriate by the IEP team), incorporate transitional services, including career guidance and counseling, into each student's IEP.
- (b) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement curriculum and instructional methods which:
1. Provide all students with an understanding of the career applications of knowledge and skills learned in the classroom; and
 2. Provide all students with opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges.
- (c) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement for all students a system of career exploration which:
1. Offers high school students the opportunity to more fully explore career interests within, but not limited to, one or more of the following clustered disciplines linked to the Core Curriculum Content Standards and as measured by the Statewide assessment system according to N.J.A.C. 6A:8-4:
 - i. Arts and Humanities;
 - ii. Business and Information Systems;
 - iii. Mathematics, Science, and Technology; and
 - iv. Health and Human Services.
 2. Allows districts to select the appropriate format for offering career-exploration activities based on district resources, community needs, and student interest;
 3. Allows districts to select the delivery format that may include:
 - i. An integrated curriculum, based on the Core Curriculum Content Standards, that provides students the opportunity to acquire information about their career interests and/or take advanced courses linked to their career interests; or

- ii. Specialized programs that reflect the needs of students and the community; and
 4. Instills the concept of the need for continuous learning throughout one's life.
- (d) District boards of education shall offer all high school students opportunities to more actively experience career exploration by participating in structured learning experiences linked to Core Curriculum Content Standards.
 1. District boards of education shall design structured learning experiences as rigorous activities, integrated into the curriculum, and linked to the Core Curriculum Content Standards. As used in this paragraph, "rigorous activities" means that the student activities have identifiable educational goals that are of a high level, are an important part of the curriculum, and incorporate links to the cross-content workplace readiness and academic standards. They should give students an opportunity to both demonstrate and apply a high level of academic attainment.
 2. Interested students may voluntarily select structured learning experiences that are:
 - i. Co-curricular or extra-curricular activities; or
 - ii. External experiences such as volunteer activities, community service, paid or unpaid employment opportunities, or participation in an apprenticeship program.
 3. District boards of education shall ensure that students participating in school-sponsored, paid external structured learning experiences:
 - i. Are supervised by school personnel in accordance with the requirements for cooperative education (N.J.A.C. 6:43);
 - ii. Are conducted at sites registered with the Department of Education via the Worksite Registration System; and
 - iii. Conform to Federal and State law.
 4. The Commissioner shall establish a process to recognize the contributions of students who engage in a structured learning experience that involves volunteer and/or community service activities.

Appendix C

Cross-Content Workplace Readiness Standards

The New Jersey School Counseling Initiative



Part Two: Cross-Content Workplace Readiness Frameworks

Cross-Content Workplace Readiness Standards

Standard 1: All Students will develop career planning and workplace readiness skills.

Standard 2: All students will use information, technology, and other tools.

Standard 3: All students will use critical thinking, decision making and problem solving skills.

Standard 4: All students will demonstrate self-management skills.

Standard 5: All students will apply safety principles.

Samples of "hands-on" learning activities

Cross-Content Workplace Readiness Standards

Introduction

As the content committees met and reviewed the eight subject specific standards (the seven listed areas plus career education), certain themes recurred. These common themes reinforce the notion that each content area draws on key elements of other content areas. For example, the need for students to learn problem-solving and critical thinking skills was reflected in all of the sets of standards. Since these cross-content workplace readiness standards are important to the success of all students in all content areas, they have been identified here for special emphasis:

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information and other tools.
3. All students will use critical thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

While the indicators for the cross-content workplace readiness standards are not broken out by grade level, districts should begin building these concepts into their programs at the K-4 level in age appropriate activities, e.g., focusing on positive work habits. Other of the concepts are more appropriate for the higher grade levels, e.g., preparing a resume and completing job applications.

The following is a list of the cross-content workplace readiness standards, with cumulative progress indicators of student skills in each area. Unlike the progress indicators for the seven specific content sections, these indicators are not broken down into grade level clusters because, in addition to crossing all content areas, they also cross all grade levels. Teachers should integrate these concepts into all programs in content-specific and grade-appropriate ways.

Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 1:

All Students will develop career planning and workplace readiness skills.

Descriptive Statement: Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

Cumulative Progress Indicators

All students will be able to:

1. Demonstrate employability skills and work habits, such as: work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
2. Describe the importance of personal skills and attitudes to job success.
3. Identify career interests, abilities, and skills.
4. Develop an individual career plan.
5. Identify skills that are transferable from one occupation to another.
6. Select a career major and appropriate accompanying courses.
7. Describe the importance of academic and occupational skills to achievement in the work world.
8. Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
9. Identify job openings.
10. Prepare a resume and complete job applications.
11. Demonstrate skills and attitudes necessary for a successful job interview.
12. Demonstrate consumer and other financial skills.

Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 2:

All students will use information, technology, and other tools.

Descriptive Statement: Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking, for problem-solving, writing, and research.

Cumulative Progress Indicators

All students will be able to:

1. Understand how technological systems function.
2. Select appropriate tools and technology for specific activities.
3. Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
4. Develop, search, and manipulate databases.
5. Access technology-based communication and information systems.
6. Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
7. Use technology and other tools to solve problems, collect data, and make decisions.
8. Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
9. Use technology to present designs and results of investigations.
10. Discuss problems related to the increasing use of technologies.

Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 3:

All students will use critical thinking, decision making and problem-solving skills.

Descriptive Statement: Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

Cumulative Progress Indicators

All students will be able to:

1. Recognize and define a problem, or clarify decisions to be made.
2. Use models, relationships, and observations to clarify problems and potential solutions.
3. Formulate questions and hypotheses.
4. Identify and access resources, sources of information, and services in the school and the community.
5. Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
6. Plan experiments.
7. Conduct systematic observations.
8. Organize, synthesize, and evaluate information for appropriateness and completeness.
9. Identify patterns and investigate relationships.
10. Monitor and validate their own thinking.
11. Identify and evaluate the validity of alternative solutions.
12. Interpret and analyze data to draw conclusions.
13. Select and apply appropriate solutions to problem-solving and decision-making situations.
14. Evaluate the effectiveness of various solutions.
15. Apply problem-solving skills to original and creative/design projects.

Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 4:

All students will demonstrate self-management skills.

Descriptive Statement: Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning, and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

Cumulative Progress Indicators

All students will be able to:

1. Set short and long term goals.
2. Work cooperatively with others to accomplish a task.
3. Evaluate their own actions and accomplishments.
5. Describe constructive responses to criticism.
6. Provide constructive criticism to others.
7. Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
8. Describe the roles people play in groups.
9. Demonstrate refusal skills.
10. Use time efficiently and effectively.
11. Apply study skills to expand their own knowledge and skills.
12. Describe how ability, effort, and achievement are interrelated.

Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 5:

All students will apply safety principles.

Descriptive Statement: Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly to implement these standards.

Cumulative Progress Indicators

All students will be able to:

1. Explain how common injuries can be prevented.
2. Develop and evaluate an injury prevention program.
3. Demonstrate principles of safe physical movement.
4. Demonstrate safe use of tools and equipment.
5. Identify and demonstrate the use of recommended safety and protective devices.
6. Identify common hazards and describe methods to correct them.
7. Identify and follow safety procedures for laboratory and other hands-on experiences.
8. Discuss rules and laws designed to promote safety and health, and their rationale.
9. Describe and demonstrate procedures for basic first aid and safety precautions.

Appendix D

ASCA National Standards

WHY SCHOOL COUNSELING PROGRAMS?

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society. A school counseling program based upon national standards provides all of the necessary elements for students to achieve success in school. This programmatic approach helps school counselors to: continuously assess their students' needs; identify the barriers and obstacles that may be hindering student success; and advocate for programmatic efforts to eliminate these barriers. School success requires that students make successful transitions and acquire the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century.

WHAT ARE THE NATIONAL STANDARDS?

The National Standards for School Counseling Programs facilitate student development in three broad areas:

- Academic Development
- Career Development
- Personal/Social Development

The standards provide the guidance, direction and the framework for states, school systems and individual schools to develop effective school counseling programs. There are three standards for academic development, career development and personal/social development. These nine standards are followed by a list of student competencies or desired student learning outcomes. These define the specific knowledge, attitudes and skills which students should obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable indicators of student performance.

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic development includes:

- acquiring skills, attitudes, and knowledge to learn effectively;
- employing strategies to achieve success in school; and
- understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Program standards for career development service as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes:

- strategies to achieve future career success and job satisfaction;
- fostering an understanding of the relationship between personal qualities, education and training, and the world of work; and
- the development of career goals by all students as a result of career awareness and experiential activities.

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success. Personal/social development includes:

- the acquisition of skills, attitudes, and knowledge which helps students to respect self and others;
- the use of effective interpersonal skills;
- the employment of safety and survival skills;
- understanding the obligation to be a contributing members of our society; and
- the ability to negotiate successfully and safely in the increasingly complex and diverse and world of the 21st century.

THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

Academic Development

Standard A. Students will acquire the attitudes, knowledge and skills, that contribute to effective learning in school and across the life span.

Standard B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C. Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B. Students will employ strategies to achieve future career success and satisfaction.

Standard C. Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C. Students will understand safety and survival skills.

The National Standards for School Counseling Programs assist school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, business, community and policy makers to provide effective school counseling programs for all students. The National Standards for School Counseling Programs publication is available for \$17.95 (ASCA members) and \$26.95 for non members. Quantity discounts are available. For ordering information, call (800) 401-2404.

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Our hours of operation are Monday through Friday, 8:30 a.m. to 4:30 p.m., ET.
After hours, you may leave a voice mail message on the appropriate extension below.

Appendix E

Coalition of Essential Schools (CES) Ten Principles

The Ten Common Principles of the Coalition of Essential Schools

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailored to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and choice of teaching materials and specific pedagogies must be unreservedly put in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." This Exhibition by a student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. When the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of respect (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to student loads per teacher of eighty or fewer pupils, substantial time for collaborative planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenge all forms of inequity.



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Appendix F
Parent Survey

Pleasantville Public Schools

DR. ANDREW T. CARRINGTON
Superintendent



PEGGY CORCORAN, Supervisor
Guidance & Health Services

Phone: (609) 383-6900, Ext. 4125
Fax: (609) 383-0524

Dear Parent or Guardian:

The Pleasantville High School Guidance Department is in the process of evaluating our programs to better provide our students, teachers and community with effective school counseling services.

We invite you to take part in the evaluation of our department by completing the enclosed survey. Community involvement is crucial to the successful delivery of counseling services.

We appreciate the time and thought you put into this survey and look forward to continuing our effective educational partnership. Please have your child return the completed survey to their homeroom teacher.

Sincerely,
Pleasantville High School
Guidance Department

Peggy Corcoran
Supervisor

**PLEASANTVILLE HIGH SCHOOL
GUIDANCE DEPARTMENT**

PARENT SURVEY

Grade level of your daughter or son: 9 _____ 10 _____ 11 _____ 12 _____

Please help us by completing this evaluation using this rating scale:

- 5. Strongly Agree
- 4. Agree
- 3. Neutral
- 2. Disagree
- 1. Strongly disagree

- _____ 1. I am satisfied with the quality of the interaction my son or daughter has with his or her counselor.
- _____ 2. I am satisfied with the quality of the counselor's interaction with me.
- _____ 3. I am satisfied with the frequency of counselor contact with my child.
 - How many times has the counselor met with your child _____ (number of times).
- _____ 4. I am satisfied with the frequency of counselor contact with me.
 - How many times have you met with a counselor _____ (number of times).
- _____ 5. I am comfortable initiating contact with my child's counselor.
- _____ 6. I am satisfied with the help the counselor provides upon request.
- _____ 7. I am satisfied with the counselor's follow-up of my child's progress.
- _____ 8. I feel it is important that I meet with my child's counselor.
- _____ 9. When my son or daughter has sought help from her or his counselor, I have been satisfied with the outcome.

Comments: _____

please turn over. . . .

10. What do you consider to be the most important functions of the Pleasantville High School Guidance Department?

(For questions 10 and 11, please evaluate importance based on this scale)

- 5. Extremely high importance
- 4. High importance
- 3. Medium importance
- 2. Low importance
- 1. No opinion

(Please note: several functions may receive the same number.)

- a. Conduct individual school counseling
- b. Conduct group counseling on social/emotional/academic issues
- c. Provide help in course selection
- d. Provide information and assistance in selection of post high school educational programs
- e. Provide occupational information and assistance in career planning
- f. Supervise or administer testing programs and interpret test results
- g. Maintain comprehensive pupil records and transcripts
- h. Act as a liaison between school and home
- i. Assist students with personal, family or social problems
- j. Provide information about your child to teachers and administrators
- k. Provide students and families with information regarding where to seek help out side of school
- l. Provide financial aid information on ways to finance post-secondary education
- m. Follow-up on poor grades and attendance

11. Of what importance are the following programs to you:

Did you and/or your child attend?

- a. Eighth Grade Parents Scheduling/Orientation Program Yes No
- b. S.A.T., P.S.A.T., A.C.T. Testing Orientation Preparation Yes No
- c. College Information Nights for Juniors and Parents Yes No
- d. Student Financial Aid Information Programs Yes No
- e. Parent Financial Aid Information Programs Yes No
- f. Teen Forum "Get Real About College" (for students) Yes No
- g. Teen Forum "Get Real About College" (for parents) Yes No

• When would you prefer to attend these programs (Day Night)

12. Would a Pleasantville High School Guidance Department Internet Site be useful to you? Yes No

What comments or suggestions do you have concerning guidance services?

(Such as ways we could improve, or ways we have helped you and/or your children)

PLEASE RETURN AS SOON AS POSSIBLE

Thank you!

Parent Survey

Appendix G

Student Survey

**PLEASANTVILLE HIGH SCHOOL
GUIDANCE DEPARTMENT**

STUDENT SURVEY

Grade level: 9 _____ 10 _____ 11 _____ 12 _____

Please help us by completing this evaluation using this rating scale:

- 5. Strongly Agree
- 4. Agree
- 3. Neutral
- 2. Disagree
- 1. Strongly disagree

- _____ 1. I am satisfied with the quality of the interaction I have with my counselor.
- _____ 2. I am satisfied with the quality of my counselor's interaction with my parents.
- _____ 3. I am satisfied with the frequency of contact with my counselor.
 - I have met with my counselor on _____ occasions
(number of times).
- _____ 4. I am satisfied with the frequency of counselor contact with my parents.
 - My parents have met with my counselors on _____ occasions
(number of times).
- _____ 5. I am comfortable initiating contact with my counselor.
- _____ 6. I am satisfied with the help my counselor provides me.
- _____ 7. I am satisfied with my counselor's follow-up of my progress.
- _____ 8. I feel it is important that I meet with my counselor.
 - How often would you like to meet with your counselor?
_____ (number of times)
- _____ 9. When I have met with my counselor, I have been satisfied with the outcome.

Comments: _____

*please turn
over.*

10. What do you consider to be the most important functions of the Pleasantville High School Guidance Department?

(For questions 10 and 11, please evaluate importance based on this scale)

- 5. Extremely high importance
- 4. High importance
- 3. Medium importance
- 2. Low importance
- 1. No opinion

(Please note: several functions may receive the same number.)

- a. Conduct individual school counseling
- b. Conduct group counseling on social/emotional/academic issues
- c. Provide help in course selection
- d. Provide information and assistance in selection of post high school educational programs
- e. Provide occupational information and assistance in career planning
- f. Supervise or administer testing programs and interpret test results
- g. Maintain comprehensive pupil records and transcripts
- h. Act as a liaison between school and home
- i. Assist students with personal, family or social problems
- j. Provide information about me to teachers and administrators
- k. Provide students and families with information regarding where to seek help out side of school
- l. Provide financial aid information on ways to finance post-secondary education
- m. Follow-up on poor grades and attendance

10. Of what importance are the following programs to you:

- | | | Did you attend? | |
|-----------------------------|--|------------------------------|-----------------------------|
| | | Yes | No |
| <input type="checkbox"/> a. | Eighth Grade Parents Scheduling/Orientation Program | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <input type="checkbox"/> b. | S.A.T., P.S.A.T., A.C.T. Testing Orientation Preparation | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <input type="checkbox"/> c. | College Information Nights for Juniors and Parents | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <input type="checkbox"/> d. | Student Financial Aid Information Programs | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <input type="checkbox"/> e. | Parent Financial Aid Information Programs | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <input type="checkbox"/> f. | Teen Forum "Get Real About College" (for students) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <input type="checkbox"/> g. | Teen Forum "Get Real About College" (for parents) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- When would you prefer to attend these programs (Day Night)

12. Would a Pleasantville High School Guidance Department Internet Site be useful to you? Yes No

What comments or suggestions do you have concerning guidance services?
(Such as ways we could improve, or ways we have helped you and your family.)

Thank you!
Student Survey

Appendix H

Administrative/Community/Counselor/BOE Survey

PLEASANTVILLE HIGH SCHOOL GUIDANCE DEPARTMENT SURVEY

Please circle whether you are a counselor, administrator, Board Member or community member.

Counselor Member	Administrator	Board Member	Community
-----------------------------	----------------------	---------------------	------------------

The Pleasantville High School Guidance Department is in the process of evaluating our programs to better provide our students, teachers and community with effective school counseling services.

We invite you to take part in the evaluation of our department by completing the enclosed survey. Your support and involvement is crucial to the successful delivery of counseling services.

We appreciate the time and thought you put into this survey and look forward to continuing our effective educational partnership. Please return the completed survey to Ms. Corcoran, Supervisor of Guidance and Health Services at Pleasantville High School 701 Mill Road. Please feel free to call 383-6900 ext. 4125 if you have questions.

1. Guidance counselors and other student services personnel must divide their time into many different areas. Please prioritize the following according to how you feel guidance personnel should designate their time.
 - 4-Top Priority
 - 3-Moderate Priority
 - 2-Faily Low Priority
 - 1-Very Low Priority

- 4 3 2 1 **Counseling Services:** individual and group counseling, support groups, referral to agencies, new student orientation.

- 4 3 2 1 **Testing Services:** achievement tests, special needs assessment, supervise or administer testing programs and interpret test results.

- 4 3 2 1 **Clerical Services:** maintain student records, database entry, registration of students, transcript and records requests, etc.

- 4 3 2 1 **Academic Services:** enrichment programs, college admissions, career advising, referral to agencies, course selection and students' schedules.

- 4 3 2 1 **Consultation Services:** conferences with parents, teachers and administrators, intervention consultation with students with disciplinary referrals.

- 4 3 2 1 **Personal and Social Services:** group and classroom presentation of guidance topics, help for special learning needs, personality interest inventories (self-awareness), inter-personal relationship issues, job seeking/keeping, decision-making, problem-solving, communication and study skills.

- 4 3 2 1 **Post-Secondary Services:** provide Post-Secondary options, admissions, applications, financial aid information, maintain up to date library of career and Post-Secondary school information, network with Post-Secondary schools, graduate follow-up.

- 4 3 2 1 **Career Services:** Career interest inventories, develop written career plans, facilitate exploratory work experiences (job shadowing, co-op, work-study, internships)

please turn over. . . .

2. How would you rate the following in order of importance:

(For questions 10 and 11, please evaluate importance based on this scale)

4. Extremely high importance
3. High importance
2. Medium importance
1. Low importance
1. No opinion

(Please note: several functions may receive the same number.)

- _____ a. Conduct individual school counseling
- _____ b. Conduct group counseling on social/emotional/academic issues
- _____ c. Provide help in course selection
- _____ d. Provide information and assistance in selection of post high school educational programs
- _____ e. Provide occupational information and assistance in career planning
- _____ f. Supervise or administer testing programs and interpret test results
- _____ g. Provide and Maintain clerical student records, databases and transcripts
- _____ h. Act as a liaison between school and home
- _____ i. Assist students with personal, family or social problems
- _____ j. Provide information about students to teachers and administrators
- _____ k. Provide students and families with information regarding where to seek help out side of school
- _____ l. Provide financial aid information on ways to finance post-secondary education
- _____ m. Follow-up on poor grades and attendance
- _____ n. Orientation of new students
- _____ o. Intervention consultation with students with disciplinary referrals
- _____ p. Assist students in writing a written career life plan.
- _____ q. Collaborate with colleagues to meet student needs.

3. Of what importance are the following programs to you:

- | | | Did you attend? | |
|----------|--|-----------------|----------|
| | | Yes | No |
| _____ a. | Eighth Grade Parents Scheduling/Orientation Program | Yes _____ | No _____ |
| _____ b. | S.A.T., P.S.A.T., A.C.T. Testing Orientation Preparation | Yes _____ | No _____ |
| _____ c. | College Information Nights for Juniors and Parents | Yes _____ | No _____ |
| _____ d. | Student Financial Aid Information Programs | Yes _____ | No _____ |
| _____ e. | Parent Financial Aid Information Programs | Yes _____ | No _____ |
| _____ f. | Teen Forum "Get Real About College" (for students) | Yes _____ | No _____ |
| _____ g. | Teen Forum "Get Real About College" (for parents) | Yes _____ | No _____ |
- Do you think these programs should be offered during the day and in the evening? Yes _____ No _____

4. Would a Pleasantville High School Guidance Department Internet Site be useful to you?
Yes _____ No _____

5. Do you believe there is a need for a centralized job placement and/or career counseling center?
Yes _____ No _____

PLEASE RETURN AS SOON AS POSSIBLE

Thank you!

Appendix I

Ocean City High School Survey

**OCEAN CITY HIGH SCHOOL
GUIDANCE DEPARTMENT**

COMMUNITY SURVEY

Grade level of your daughter or son: 9____10____11____12____

Please help us by completing this evaluation using this rating scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly disagree

- _____ 1. I am satisfied with the quality of the interaction my son or daughter has with his or her counselor.
- _____ 2. I am satisfied with the quality of the counselor's interaction with me.
- _____ 3. I am satisfied with the frequency of counselor contact with my child.
- _____ 4. I am satisfied with the frequency of counselor contact with me.
- _____ 5. I am comfortable initiating contact with my daughter or son's counselor.
- _____ 6. I am satisfied with the help the counselor provides upon request.
- _____ 7. I am satisfied with the counselor's follow-up of my child's progress.
- _____ 8. I feel it is important that I meet with my child's counselor.
- _____ 9. When my son/daughter has sought help from her or his counselor, I have been satisfied with the outcome.

Comments:_____

please turn over...

10. What do you consider to be the most important functions of the Ocean City High School Guidance Department?

For questions 10 and 11, please evaluate importance based on this scale:

- 5 Extremely high importance
- 4 High importance
- 3 Medium importance
- 2 Low importance
- 1 No opinion

(Please note: several functions may receive the same number.)

- _____a. Conduct individual school counseling.
- _____b. Conduct group counseling on social/emotional/academic issues.
- _____c. Provide help in course selection.
- _____d. Provide information and assistance in selection of post high school educational programs.
- _____e. Provide occupational information and assistance in career planning.
- _____f. Supervise or administer testing programs and interpret test results.

- _____g. Maintain comprehensive pupil records and transcripts.
- _____h. Act as a liaison between school and home.
- _____i. Assist students with personal, family or social problems.
- _____j. Provide information about your child to teachers and administrators.
- _____k. Provide students and families with information regarding where to seek help out side of school.
- _____l. provide financial aid information on ways to finance post-secondary education.
- _____m. follow up on poor grades and attendance.

11. Of what importance are the following programs to you:

Did you and/or your child attend?

- _____a. Eighth Grade Parents Scheduling/Orientation Program Yes____No____
- _____b. S.A.T., P.S.A.T., A.C.T. Testing Program
- _____c. College Information Nights for Juniors and Parents Yes____No____
- _____d. Senior Financial Aid Information Night Yes____No____

12. Are you familiar with the Ocean City High School Guidance Department Internet site?

Yes____No____ <http://www.ocean.city.k12.nj.us/hs/guidance/>

Have you used this site? Yes____No____

What comments or suggestions do you have concerning guidance services?

(Such as ways we could improve, or ways we have helped you and/or your child.)

PLEASE RETURN THIS SURVEY IN THE ENCLOSED, STAMPED ENVELOPE.

Thank you!

Appendix J

Career Counseling Support System Survey

I. Career Counseling Support System

Question: Are the resources and/or conditions identified below adequate, marginal, or inadequate?

	Adequate	Marginal	Inadequate
	(Please Circle One)		
A. Staff (Professional) (i.e. counselors)	1	2	3
B. Staff (Clerical)	1	2	3
C. Budget for Guidance and counseling materials and resources (e.g. books, career exploration materials, office supplies, etc.)	1	2	3
D. Facilities (e.g. office space, telephones, conference areas, ventilation, office equipment, etc)	1	2	3

If you circled marginal or inadequate what would you recommend to improve the situation? (Please continue on back if you need to, thank you)

II. Vocational Education Program Placement and Related Career Counseling Information

A. Question: How many students are currently enrolled in Vocational Education Programs ?

_____	_____	_____
Total No. of students	Male	Female
Enrolled in Vocational	(If Available)	
Education Programs		

B. Question: Do you have a Formal Evaluation Program that is a part of the process followed in placing students in Vocational Education Programs? (circle one)

Yes No

C. Question: The resources and materials which are presently available to secondary school counselors for use in Career Guidance and Counseling in our school are:

(Circle the appropriate choices)

1. Plentiful and regularly updated.
2. Adequate but in need of some updating.
3. The total responsibility of each school.
4. Inadequate.

Comments and/or suggestions:

III. Counseling Program Needs

A. Question: Which of the three conditions listed below best describes the following secondary school guidance and counseling program needs?

Optimal Adequate Inadequate
(Please Circle One)

- | | 1 | 2 | 3 |
|--|---|---|---|
| 1. Hardware
(e.g. files, desks, printers, computers, hard drives, discs, databases, copiers, etc.) | 1 | 2 | 3 |
| 2. Software
(e.g. Career Information College Placement materials, Periodicals , journals, scheduling, etc) | 1 | 2 | 3 |

Well Planned And Meeting Regularly	Meet only When needed	We have none
--	--------------------------	--------------

- | | 1 | 2 | 3 |
|--|---|---|---|
| 3. <u>In-Service Training</u>
How would you describe the System-wide In-Service Programs For Counselors in your School System? | 1 | 2 | 3 |

4. Counseling Staff

Question: How many secondary school counselors are presently employed?

- Number of full time counselors _____
- Number of part time (less than 1/2 day counselors) _____

5. Extended Service

Question: Do counselors in your school system receive extended time allowances in their contracts beyond the regular teaching staffs' school year?

Yes **No**
(Please circle one)

6. Exemplary Programs

Question: Do you have career guidance and counseling programs in place in your system, which you consider to be exemplary. (e.g., the programs that are making positive contribution to students career choices, program placement, job placement, and the like?

Yes **No**
(Please circle one)

If yes, please include any materials in your response to this survey that describes these programs.

7. Major Problems and/or Issues

Question: In your opinion, what are the five major problems and/or issues facing counselors.

8. Evaluation Instruments

Question: What tests do you use to measure students' interest, aptitudes, and other skills?

- General Aptitude Test Battery (GATB) _____
- Differential Aptitude Test _____
- Strong Vocational Interest Blank _____
- The Kuder Preference Inventory _____
- The Ohio Vocational Interest Survey _____

Other Tests Used Are:

Question: Do you believe that these tests sufficiently identify student skills and interests?

Yes **No**
(Please circle one)

If no, what are your recommendations.

9. Staff Strength

Question: In the past five years, has the system-wide school guidance and counseling staff increased or decreased ?

It has:

Increased by
_____ counselors

Decreased by
_____ counselors

Please comment on the importance of this decision:

IV MAJOR ISSUES/PROBLEMS

1. **Question:** In your opinion, what are the most pressing issues/problems facing students today? (Please check those that you believe are major problems/issues and add others not listed here.)

1. Teen Pregnancy _____
2. Drugs _____
3. Academic Failure _____
4. Boy/Girl Problems _____
5. Teen Alcoholism _____
6. Truancy _____
7. Employment (lack of part-time jobs) _____
8. Others:

Appendix K

The National Survey of Large-City Career Counseling Services Recommendations

These and other questions have arisen quite naturally from an analysis of the data collected in The National Assessment of Urban Career Counseling Services conducted during the winter of 1978-79.

THE NATIONAL SURVEY

Understanding that current data relative to the general state of the art of "large city" guidance and counseling services had not been systematically collected for a number of years, the writer met with a group of concerned counselor educators and public school administrators to formally organize an ad hoc "National Task Force For Research in School Career Counseling."

The task force had, as its primary mission, the construction of a comprehensive survey instrument entitled The National Survey of Large-City Career Counseling Services. Questions posed in the survey were carefully designed to answer the major research questions prepared by the task force.

Major recommendations generated by this investigation were as follows:

1. Resolution of the funding problems facing urban school guidance and counseling should be given priority treatment by national, state and local public and private sector leaders.
2. The counseling profession must begin to formulate more systematic and objectively measurable programs of career development and career guidance and counseling service based on the collaborative, aggregational efforts of the total community.
3. State departments of education should establish enforceable standards for school guidance and counseling, including explicit student-counselor ratios, role and function minimum standards, and funding allocations. These standards should be closely tied to funding sanctions when departures from these standards are detected.
4. Quality program materials and guidelines need to be developed at the national level to assist counselors in improving such conditions as school communications skills, guidance and counseling program evaluation, the development of quality programs of inservice education and staff development, student evaluation

strategies and formats, upgrading or establishment of student job placement and student follow-up activities, the increased utilization of counselor expertise in school human relations matters, and other such program involvements.

5. Recent technological advances must be adapted by the more urban schools fully exploited by our urban schools to keep pace with the rapidity of change. Computer-assisted guidance information, media learning techniques, closed circuit television uses, and the like are just a few of the resources that must be made available to school counselors if they are to keep pace with the explosion of information that students so desperately need in making sound educational, personal and career decisions.
6. A national conference of large-city superintendents needs to be commenced to discuss possible, common strategies for improving career guidance and counseling services and to formulate recommendations to be presented to the Congress and their respective state legislative bodies that will effectively resolve the financial plight of urban school counselors.
7. Standards of school counselor competency need to be prepared and applied in the evaluation of counselor performance. Every attempt should be made to identify the counselors whose performance is deemed below acceptable levels of competence. The policing of counselor ranks of ineffective and/or incompetent counselors would open the door for some of the growing number of teachers who have received state certification as counselors but have found it impossible to obtain a counseling position.
8. Students must be included in the decision-making processes of urban schools. Counselors in their role as student advocates should take the lead in advancing this movement. Student involvement in school planning and decision-making is imperative if the schools are to resolve the problems of youth apathy, vandalism, truancy, and other related student problems.
9. A number of urban school leaders have developed and successfully put into place exemplary programs and student services. These activities should be shared regularly with all urban school leaders. The importance of on-going interchange and sharing of

innovative concepts among urban school leaders should be guaranteed through the establishment of an urban education information clearinghouse. This, of course, would include the sharing of recent development in career guidance and counseling work and related activities.

10. And, finally, considerable attention must be given to the whole process of change within the urban schools. Models for change used in the past typically have focused on the notion of specialization where a given textbook is adapted or a packaged program is accepted for use in the school system. A more suitable and functional model for change in today's urban schools would appear to be one that focuses on the total range of resources to which the schools have access. An aggregational model would seek to redefine the authority and the roles of counselors, teachers, administrators, students and parents in relation to one another. It would recognize the media through which students learn are many and diffuse, and would emphasize the coordination of all the experiences of the aggregation within a well-defined but open educational organization. There is nothing new about this particular course of action except that it is rarely used in our schools. It is apparent from the data obtained in this investigation that it is an idea whose time has come. The materials prepared as companion documents to this study each have utilized major features of this model and I call them to the reader's attention for possible field testing and/or personal examination.

IMPROVING SCHOOL HUMAN RELATIONS AND COMMUNICATIONS

A second document was produced by this investigation. It is a handbook for urban school staff use in "Assessing and Improving School Human Relations and Communications." The handbook provides guidelines and resource materials for implementing school needs assessment and staff/community communications efforts.

Topics covered in the handbook include:

- * Establishing and Conducting a School Needs Assessment
- * Procedures and Techniques for Effective Group Activities

Appendix L

Multicultural Counseling Competencies and CCBG Attitudes, Beliefs, Knowledge and Skills

Multicultural Counseling Competencies and CCBG: A Framework for Building Congruence

Adelaida Santana Pellicier

The first order of business for counselors and the staff is to reflect on their attitude toward multiculturalism. Sue and colleagues identified culturally skilled counselors as those who:

1. are actively in the process of becoming aware of their own assumptions about human behavior, values, biases, pre-conceived notions, personal limitations, etc.
2. actively attempt to understand the world view of the culturally different client without negative judgments.
3. are in the process of actively developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with their culturally different clients.

These competencies include attitudes, beliefs, knowledge and skills which must be mastered by the counselor. This is an on-going process, necessitating continuous vigilance and training: vigilance for the myriad of daily messages given through society that continue to impact our perceptions of culturally different groups; training for techniques that research suggests are effective strategies with various groups of students from diverse microcultures. The following is a list of these competencies (Sue, Arrendondo & McDavis, 1992):

ATTITUDES/BELIEFS

1. Knowledge of own culture and psychological processes; limits of own competencies and expertise; respect for clients' uniqueness and differences.
2. Aware of own emotional responses towards culturally different clients.
3. Respects clients' religious, spiritual beliefs and values and their physical and mental

functioning; their indigenous helping practices and community networks; respects indigenous language.

KNOWLEDGE

1. How oppression, isms, discrimination, stereotyping, affect them and their work; how clients and their communication styles affect the counseling process.
2. How race, culture, ethnicity, etc., may affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behavior, and the appropriateness of counseling approaches.
3. Characteristics of counseling therapy; institutional barriers; potential biases in assessment instruments, procedures, and interpretation.
4. Specific knowledge and information about the particular group working with; community and family structures, hierarchies, values, and beliefs.
5. Knowledge of the demography, culture, community, and language of the client; knowledge of how the American economy, socioculture, and politics impact on the psychology of culturally diverse clients.

SKILLS

1. Apply appropriate theories of counseling and development with culturally different individuals, families, and groups.
2. Identify culturally appropriate factors operating in clients.
3. Identify intervention strategies on behalf of clients and for combating oppressive and exploitative attitudes and behaviors.
4. Identify how issues and constructs affect culturally different clients.
5. Identify research on the usefulness of assessment instruments and apply culturally appropriate instruments and procedures.

These competencies can be embraced by school counselors and other personnel in an effort to promote human development, maximize human potential, and prepare all students for effective citizenry. Counselors, parents and administrators should model these competencies for students.

Pedersen (1991) refers to culture as a valuable metaphor for understanding ourselves and others, the most important responsibility we have as human beings. Culture and multiculturalism have the potential to facilitate the work of counselors when used and understood appropriately in symbiosis with CCBG programming.

Appendix M

What School Administrators Need to Know to Promote School Counseling
Things That Make School Counselors SOAR
Things That Make Counselors SORE

*What a School Administrator
Needs to Know About
What School Administrators
Can Do to
Promote School Counseling*

John W. Bloom & George Davidson

Overview

We hope that this collaborative effort between a professor of educational administration and a professor of counselor education will serve as a model for cooperation between school administrators and guidance counselors. The writers of this capsule are advocates of building a community of leadership based on expert and referent power in which both counselor and administrator acknowledge a willingness to follow the other out of respect for the person and her wisdom. With expert and referent power administrators automatically will follow many of the suggestions in the first list, while avoiding those in the second.

Things That Make School Counselors SOAR!

1. Expecting accountability while providing resources to accomplish the same will increase communication between counselor and administrator (Schmidt, 1993)
2. Helping counselors develop an annual assessment and growth plan based on counseling knowledge and skills

rather than teacher knowledge and skills (Schmidt, 1993).

3. Asking guidance counselors about technological advancements that can be integrated to make their work more efficient.
4. Asking counselors which conferences they would like to attend and providing appropriate financial support from the district.
5. Asking counselors when National School Counseling Week is and what you can do to help with the observance. Better yet, call the American School Counselor Association yourself at (800) 306-4722.
6. Understanding that counselors need time for reflection. They often are bombarded with the need to make critical decisions impacting students' welfare at every turn. Does this student get placed in special education? Does that student get placed in a residential treatment center? Does this student get recommended for the Air Force Academy? Does that parent get reported for child abuse? Does this teacher need emotional assistance after experiencing a personal tragedy? Helping counselors take care of themselves makes them better helpers of others!
7. Recognizing your counselors publicly. For example, the Indiana Middle Level Education Association recognizes the outstanding middle level educator, counselor and administrator of the year, not just the outstanding teacher of the year.
8. Inviting your counselors to make a presentation to your professional association (e.g., National Association of Secondary School Principals, American Association of School Boards, American Association of School Administrators.).
9. Making sure that your school and district's goals reflect a commitment to meeting the educational, career, and personal social needs of all students. This is what counselors are all about.
10. Encourage and support, with time and money, your

counselors to obtain professional credentials such as the National Certified School Counselor credential from the National Board for Certified Counselors which is a more rigorous credential review process than that of most state departments of education (Clawson, 1993).

11. Using counselor's expertise as group facilitators to lead parent discussion groups at PTO meetings, faculty retreats, etc.
12. Ask your counselor to discuss the American School Counselor Association and the American Counseling Association Code of Ethics with you over lunch. You both need to know what parameters govern each other's professions (Remley, 1993).
13. Giving guidance counselors more autonomy to make decisions reduces dependence on administrators and increases counselors' esteem.

Things That Make School Counselors SORE!

1. Only talking about teachers and administrators when talking about your "wonderful staff."
2. Counselors aren't "shrinks." In fact they are "stretches" who help students, parents, teachers, and administrators think beyond the confines of "the box."
3. Touchy-Feely is so "sixties"! Don't use it to describe your counselors.
4. Not respecting counselors' or students' privacy and confidentiality needs.
5. Asking your counselor to perform mundane administrative or secretarial tasks or substitute or supervision (lunchroom, school busses, etc.). Don't ask counselors to do bad things to students and then expect them to do good things.
6. Failing to provide adequate facilities, equipment, and resources for counseling and guidance. Some believe that because counseling involves talk, that there are no consumables needed. Promote

- counseling by adopting a realistic budget for your counseling staff.
7. Chaining your counselors to endless paperwork that could be done more efficiently by hourly staff at less cost.
 8. Hiring a new school counselor without input from current school counseling staff (see Dykeman chapter). Encourage the hiring of individuals who possess proper professional credentials.
 9. Hiring uncredentialed people when credentialed professionals are available. Doing so indicates a disrespect of the credentials already held by the counseling staff. And remember that in most states the standard is for counselors to have completed 48 semester hour programs in school counseling.
 10. Ridiculing your counselors for being so sensitive!
 11. Letting counselors get bogged down in excessive special education assessments, staffings and report writings, all of which inhibit their ability to work with all students.
 12. Jeopardizing the entire staff by not having a widely publicized, legally defensible, written plan for dealing with traumatic incidents and emergencies on campus.
 13. Expecting counselors to provide Employee Assistant Program services for impaired faculty and staff when they don't have adequate time to work with students.

Conclusion

What happens when school administrators become spokespersons for the school counseling profession and those highly trained counseling and guidance professionals in their buildings? Former Indiana Middle School Administrator of the Year, Herbert Bunch, has his likeness appended to a card that says, "It's amazing what you can accomplish when you don't care who gets the credit."

Appendix N

**Policy Brief for Boards of Education
Policy Brief for Administrators**

A Policy Brief for Boards of Education

Strengthening School Guidance Programs in Missouri for the 21st Century

The Need

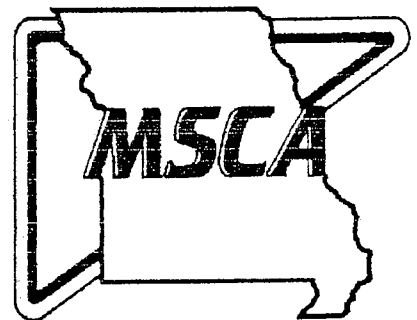
As we enter the 21st century, the United States and the state of Missouri continue to undergo substantial changes industrially, occupationally, socially and economically. These changes are creating substantial challenges for students in Missouri. A rapidly changing work world and labor force; violence in homes, schools and communities; divorce; teenage suicide; substance abuse; and sexual experimentation are just a few examples of these challenges. These challenges are real and they are having substantial impact on the personal/social, career and academic development of students.

A Response

Comprehensive school guidance programs in Missouri, implemented by certified, professional school counselors, in collaboration with parents, teachers and administrators, are effective in assisting students to respond to these and similar challenges. Empirical research conducted in the state of Missouri during the past five years has shown that when certified, professional school counselors have the time, the resources and the structure of a comprehensive guidance program to work in, they contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools.

- Students (22,964) in 236 small, medium and large size high schools in Missouri with more fully implemented guidance programs as judged by school counselors reported that:
 - they had earned higher grades.
 - their education was better preparing them for the future.
 - their schools had a more positive climate (Lapan, Gysbers & Sun, 1997).
- School counselors in Missouri (430 counselors representing 255 school districts across the state) who rated their guidance programs as more fully implemented indicated that they spend more time with students, parents and teachers, and are more visible (greater public understanding and more time in classrooms) (Gysbers, Lapan & Blair, 1999).
- When middle school classroom teachers in Missouri (4868) in 184 small, medium and large size middle schools rated guidance programs in their schools as more fully implemented, seventh graders (22,601) in these schools reported that:
 - they earned higher grades.
 - school was more relevant for them.
 - they had positive relationships with teachers.
 - they were more satisfied with their education.
 - they felt safer in school (Lapan, Gysbers and Petroski, submitted for publication).

This brief has been provided by the Missouri School Counselor Association (MSCA). For more information on this topic, contact the MSCA at 1-800-264-6722.



**Missouri School
Counselor Association**

The Keys

The keys to the development and implementation of effective school guidance programs in Missouri include:

- a written district-wide K-12 guidance program and a district-wide policy for guidance that has been adopted by the board of education.
- a written district-wide guidance program that is fully implemented by certified, professional school counselors K-12 spending 100 percent of their time working with students, parents, teachers and administrators carrying out the preferred tasks of the program.
- strong state guidance leadership that provides regular ongoing training, resources and technical support.
- a strong statewide professional association such as the Missouri School Counselor Association.

The Problem

Too often, certified, professional school counselors are assigned duties that take them away from the preferred tasks required to fully implement comprehensive guidance programs in the schools. Often, they spend time performing clerical duties, carrying out administrative tasks and being totally responsible for special education case management and assessment work. As a result, they have limited time to provide services to students, parents and teachers derived from a comprehensive guidance program framework.

Recommendations

When certified, professional school counselors in Missouri are able to devote full time to implementing comprehensive guidance programs in their schools, research has documented that they contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools. Therefore, we urge boards of education to:

- adopt district-wide comprehensive guidance programs as official educational programs in their districts.
- adopt policies for guidance that support guidance as an official program in their districts.
- encourage and support the full implementation of comprehensive school guidance programs in their districts.

References

Gysbers, N.C., Lapan, R.T. & Blair, M. (1999). Closing in on the statewide implementation of a comprehensive guidance program model. *Professional School Counseling* 2(5), 357-366.

Lapan, R.T., Gysbers, N.C. & Petroski, G. (Submitted for publication). Helping 7th graders be safe and academically successful: A statewide study of the impact of comprehensive guidance programs.

Lapan, R.T., Gysbers, N.C. & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development* 75, 292-302.

(Prepared by Norman C. Gysbers, 2000)

A Policy Brief for Administrators

Strengthening School Guidance Programs in Missouri for the 21st Century

The Need

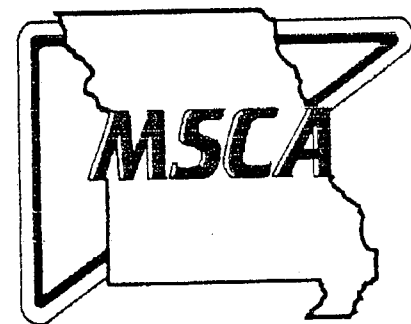
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Recommendations

When certified, professional school counselors in Missouri are able to devote full time to implementing comprehensive guidance programs in their schools, research has documented that they contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools. Therefore, we urge superintendents, central office administrators and building principals to:

- support the full implementation of comprehensive school guidance programs in the schools of their districts.
- facilitate the work of certified, professional school counselors in carrying out the full implementation of comprehensive school guidance programs in their schools by enabling them to spend 100 percent of their time on the preferred guidance tasks that are derived directly from their districts' comprehensive guidance programs.
- hire and provide for the supervision and evaluation of certified, professional school counselors using performance-based supervision and evaluation forms and procedures derived from the districts' comprehensive guidance programs.

References

Gysbers, N.C., Lapan, R.T. & Blair, M. (1999). Closing in on the statewide implementation of a comprehensive guidance program model. *Professional School Counseling* 2(5), 357-366.

Lapan, R.T., Gysbers, N.C. & Petroski, G. (Submitted for publication). Helping 7th graders be safe and academically successful: A statewide study of the impact of comprehensive guidance programs.

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