



Coordinator

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Planning

Team

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Program Description

Summary Description of Program

The Comprehensive Guidance and Counseling Program (CGCP) is comprised of Professional School Counselors who work together to deliver a guidance and counseling curriculum and essential responsive services to all students in SSD Schools (Special Education Schools and Technical Schools). This program addresses students' academic, career, and personal/social development.

Purpose or Mandate

Professional school counselors are mandated by MSIP-5 (5 CSR 20-100.255 App A R-6): "Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building." SSD's CGCP is aligned with the Missouri Comprehensive Guidance and Counseling Program (MCGCP) administered by the Missouri Department of Elementary and Secondary Education (DESE), and with the National Standards for Students advanced by the American School Counselor Association (ASCA).

Which specific CSIP/MSIP goals does this Program support?

CSIP Objective 1.2 Ensure that all students are ready to participate in college, career or community programs. Strategy 1.2.1 Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.

Who are the Customers/Stakeholders?

(a) All students in schools operated by SSD; (b) their teachers and parents; (c) community employers and institutions.

What are the Customer/Stakeholder requirements?

Prepare students with attitudes and skills sufficient to (a) achieve lifelong effective learning, (b) make a successful transition from school to a post-school world, and (c) make appropriate decisions which are consistent with personal and social survival and growth.

What is this program expected to accomplish?

This program is expected to provide daily coping and crisis intervention to students; to help them develop skills for personal and interpersonal success, including graduation; and to help them become healthy well-balanced individuals.

Briefly describe how this Program works

This program provides individual and small group counseling for crisis intervention and personal development. Following ASCA and MCGCP standards, grade-appropriate classroom instruction is conducted to advance each student's personal and career skills. Starting at the eighth grade in schools operated by SSD, exploratory career activities are introduced, leading to a four-year plan of individualized curriculum preparatory to graduation.

What resources (type and quantity) are required to execute this plan?

The Guidance Program has 10 Professional School Counselors (7 supporting Technical Education and 3 supporting 5 Special Education Schools), and 2 Secretary/Registrars.

Action Plan Summary

Previous Cycle Goals and Outcomes

<i>2011-2012 Overall Goals</i>	<i>2011-2012 Outcomes</i>
Goal 1: A district-wide comprehensive guidance and counseling program (CGCP) has been implemented and is an integral part of the District's educational program.	1a. The CGCP is addressed in the district's CSIP goals. 1b. Learner outcomes are identified and addressed K-12. 1c. The Comprehensive Evaluation Plan assesses the impact of the CGCP using the Internal Improvement Review (IIR). 1d. The CGCP manual includes 100% of the required components.
Goal 2: The guidance and counseling curriculum, based on current standards and GLEs, is implemented in K-12.	2a. The guidance and counseling program is articulated and implemented in K-12. 2b. The guidance and counseling curriculum is systematically reviewed and revised according to the district's curriculum review calendar. 2c. Modifications to the guidance and counseling curriculum are made continuously, based upon guidance planning (needs assessment) data obtained from students, parents, and teachers. 2d. Guidance planning data (needs assessment) are collected on a regular schedule. 2e. Counselors in the school/district use the written guidance curriculum in promoting academic, personal/social and career development. 2f. Instructional activities and resources to help implement the guidance curriculum are provided. 2g. Administrators monitor the implementation of the guidance curriculum.
Goal 3: An individual planning system is in place.	3a. There is a systematic process in place that assists students in developing their Personal Plan of Study. 3b. The individual student planning system includes assessment, advisement activities, assistance in pursuing post-secondary educational and/or career training, collaboration with parents and is initiated no later than grade eight with review and revision annually. 3c. The necessary forms and procedures for the individual planning process are provided.

<p>Goal 4: All students have access to responsive services.</p>	<p>4a. 100% of students with issues and concerns that affect their personal/social, academic, and career development receive assistance. 4b. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development. 4c. Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.</p>
<p>Goal 5: System support and management activities ensure full implementation and continued improvement of the District's Comprehensive Guidance and Counseling Program.</p>	<p>5a. The school's/district's comprehensive Guidance and Counseling Program is routinely evaluated in order to identify both strengths and areas in need of improvement. 5b. Counselors/Social Workers are involved in the development and implementation of district/building crisis plans. 5c. Counselor time is utilized to the fullest extent possible for program implementation activities as determined and documented by the time and task analysis. 5d. Guidance and Counseling personnel participate in professional and staff development activities. 5e. Guidance and Counseling personnel interact with other people and programs in the school and with community business, agencies and institutions.</p>

Current Cycle (2012-2014) Goals and Outcomes

14a. 2012-2014 Overall Goals

<p>Goal 1: SSD Guidance practices will meet the guidelines established by DESE.</p>
<p>Goal 2: CSIP Objective 1.2 Ensure that all students are ready to participate in college, career or community programs.</p> <p>Goal 3: Strategy 1.3.1 Provide a safe, equitable, supportive environment for students attending SSD Schools.</p>

14b. Expected Measurable Outcomes

<p>1a Learner outcomes are identified and addressed for all students. 1b. The guidance and counseling program is articulated and implemented in K-12. 1c. Guidance planning data (needs assessment) are collected on a regular schedule.</p>
<p>2a. Strategy 1.2.1 Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes. 2b SSD will meet the "approaching" standard for positive post-secondary placement. 2c. SSD will meet the "approaching" standard for graduation for the seven year cohort</p> <p>3a. 100% of students with issues and concerns that affect their personal/social, academic, and career development receive assistance</p>

	<p>3b. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development.</p> <p>3c. Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.</p>
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14c. 2012-2014 Action Plans

- 1: Design a needs assessment instrument and reporting schedule to guide continuous adjustment to meet student needs.
- 2: Establish standard reporting instrument and a regular schedule to report guidance activities to principals.
- 3: Bring counselors, guidance staff and transition facilitators together to meet and develop a comprehensive plan for addressing student needs.
- 4: Identify measures to determine student social, emotional and vocational needs that will affect post-secondary outcomes.
- 5: Recommend that CGCP be explicitly included in Student Achievement section of CSIP plan.

14d. 2012-2014 Progress toward Plans

- Progressing; continue.
- Progressing; continue.
- Progressing; continue.
- Developed and implemented transition skills checklist; continue.
- No action; continue.

Evaluation Plan Summary

Program Evaluation Authority

A Guidance Program evaluation is specified as a Compliance item in MCGCP App D.V.A.: "The school's/district's comprehensive Guidance and Counseling Program is routinely evaluated in order to identify both strengths and areas in need of improvement." SSD policy is to perform an annual evaluation; the next evaluation is scheduled to be reported to the Board of Education on November 11, 2014.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?

Quantitative Measures - Evaluation questions to be used

- What is the status of the program's progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

* The official designation of counselors changed from Guidance Counselors to Professional School Counselors. The title of this evaluation reflects that change.

Professional School Counselor*: Separate and Technical Schools

2014-2015 Program Evaluation Report

Special School District



Coordinator Name Wendi Pendergrass

Planning Team Russ Andrews, Randy Barnes, Jeff Chandler, Vince Cifarelli, Nancy Richey

Evaluation Summary

Purpose or Mandate

Professional school counselors (PSC) are mandated by MSIP-5 (5 CSR 20-100.255 App A R-6): "Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building." SSD's CGCP is aligned with the Missouri Comprehensive Guidance and Counseling Program (MCGCP) administered by the Missouri Department of Elementary and Secondary Education (DESE), and with the National Standards for Students advanced by the American School Counselor Association (ASCA).

Program Description

The Comprehensive Guidance and Counseling Program (CGCP) is comprised of Professional School Counselors who work together to deliver a guidance and counseling curriculum and essential responsive services to all SSD students. This program addresses students' academic, career, and personal/social development.

What were the major accomplishments or benefits of this program?

Major benefit of this program allows the student to receive a comprehensive approach to academic, career and personal/social development from not only the Professional School Counselors, but an additional team of highly qualified professional such as School Social Workers and Transition Facilitators. Our Counselors work individually and in a group with our student to explore, experiment, and participate in a variety of activities to focus students on post-secondary opportunities. The professional school counselors assist students in the separate special schools and technical schools to meet graduation targets for MSIP. A systematic process for individualized student planning is in place to assist students in meeting their post-secondary goals.

How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

What factors made essential contributions (+/-) to this rating?

Students with special needs do not fit into the standard set of outcomes that DESE rates as positive, so the MSIP standard is more difficult to meet. For example, sheltered workshops and day programs are not included, although they may be the appropriate post-secondary outcome for some SSD students. Also, the lack of measures to evaluate the impact of counselors on students prevents thorough evaluation of the program.

Evaluation Results

What is the status of the program's progress toward achieving its goals?

Goal 1: SSD Guidance practices will meet the guidelines established by DESE.

Measurable Objective a:	1a Learner outcomes are identified and addressed for all students.
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Results: Met. Outcomes were identified and addressed for all students.	

Measurable Objective b:	1b. The guidance and counseling program is articulated and implemented in K-12.
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Results: Met. The guidance and counseling program is articulated and implemented in K-12.	
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Measurable Objective c:	1c. Guidance planning data (needs assessment) are collected on a regular schedule.
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Results: Met. Needs assessments for planning are conducted on a regular schedule.	
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Goal 2: CSIP Objective 1.2 Ensure that all students are ready to participate in college, career or community programs.

Measurable Objective a:	2a. Strategy 1.2.1 Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.
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Results: Met. A systematic process of individualized student planning is in place. Students receive support from Professional School Counselors on four-year plans. Students with IEP's receive a Transition Plan as a part of their IEP upon reaching 16 years of age	
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Measurable Objective b:	2b SSD will meet the "approaching" standard for positive post-secondary placement.
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Results: Not Met. The three year average for positive placement for SSD is 60.9%. 70% is needed to reach "approaching".	
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Measurable Objective c:	2c. SSD will meet the "approaching" standard for graduation for the seven year cohort
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Results: Met. SSD met the "approaching" standard for graduation using the seven year cohort.	
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Goal 3: Strategy 1.3.1 Provide a safe, equitable, supportive environment for students attending SSD Schools.

Measurable Objective a:	3a. 100% of students with issues and concerns that affect their personal/social, academic, and career development receive assistance.
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Results: Met. All students who were identified with issues and concerns affecting their personal/social, academic and career development receive assistance.	
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Measurable Objective b:	3b. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development.
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Results: Met. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development.

Measurable Objective c:	3c. Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.
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Results: Met. Guidance and Counseling department personnel at each school have written guidelines describing their student crisis management/response plans.

What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths
<ul style="list-style-type: none">• Two- and four-year plans are completed for all students attending an SSD School.• Time Task Analysis Assessment tools are used 5 times per semester to review implementation of the comprehensive guidance program.• Student are provided a tiered approach to social/emotional concerns immediately. Counselors have a wide range of resources to assist students.• The Professional School Counselor Program is in compliance with state guidelines.• SSD met the "approaching" level for graduation rate on MSIP.

Opportunities/Weaknesses
<ul style="list-style-type: none">• SSD did not meet the "approaching" level for positive placement rate on MSIP.• We lack a clear set of measures of the impact of professional school counselors on students.• We lack a means to evaluate the effectiveness of the systematic planning process for students.

How well aligned are the program's processes with the goals of the program?

The program's processes are well aligned with the goals of the program.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Should resources be changed to improve this program?

Yes No

Should goals be changed, added or removed?

Yes No

Evaluation Implications

What are the actual costs of this program, and what is the estimated Cost Effectiveness?

Budgeted Total Annual Costs:

Counselors Salary and Benefits \$697,849.85

Source(s) of Funds

Local funds

How many customers (students) are served by this program?

	2541 (total)
CTE Schools	1746
Separate Schools	795

What is this program's cost per customer (student)?

\$ 274.64

Expected Cost-Effectiveness Comparison

Massachusetts cost per student of counseling services \$387.00

Massachusetts Total expenditure for Guidance, Counselling and Testing FY2012:

(http://profiles.doe.mass.edu/state_report/ppx.aspx)

Ohio Pupil support costs FY2012 including guidance counselling, college advising,

Testing, library support and field trips \$982.00

(<http://education.ohio.gov/Topics/Finance-and-Funding/Finance-Related-Data/Expenditure-and-Revenue/Expenditure-Revenue-Data>)

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

Explanation

DESE has established guidelines for the number of counselors required per student, hence these costs cannot easily be reduced.

General Recommendation Resulting from this Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

What specific actions are needed?

Short-term (within the next school year)

Provide activities to build relationships with partner district Professional School Counselors and the SSD Counselors

Use Missouri School Counselor Standards and Quality Indicators to establish baseline for all building counselors.

Continue to develop partnerships with outside community agencies to assist in supports for students.

Identify measures of impact of professional school counselors on students.

Identify measures to evaluate the effectiveness of the systematic student planning process.

Medium-term (1-2 years)

Complete, discuss and share Internal Improvement Review (IIR) data with PSC Groups. Create individual building action plans to address opportunities for improvement.

Develop activities/site visits for students to explore all types of post-secondary options.

Deploy data collection process to capture measures of counselor impact on students.

Deploy data collection process to capture measures to evaluate the effectiveness of the systematic student planning process.

Long-term (3 years and more)

Establish a plan for Social Workers, Counselors and Transition Facilitators to work together on student post secondary planning.

Evaluate the impact of counselors on students.

Evaluate the effectiveness of the systematic student planning process.

* The official designation of counselors changed from Guidance Counselors to Professional School Counselors. The title of this evaluation reflects that change.