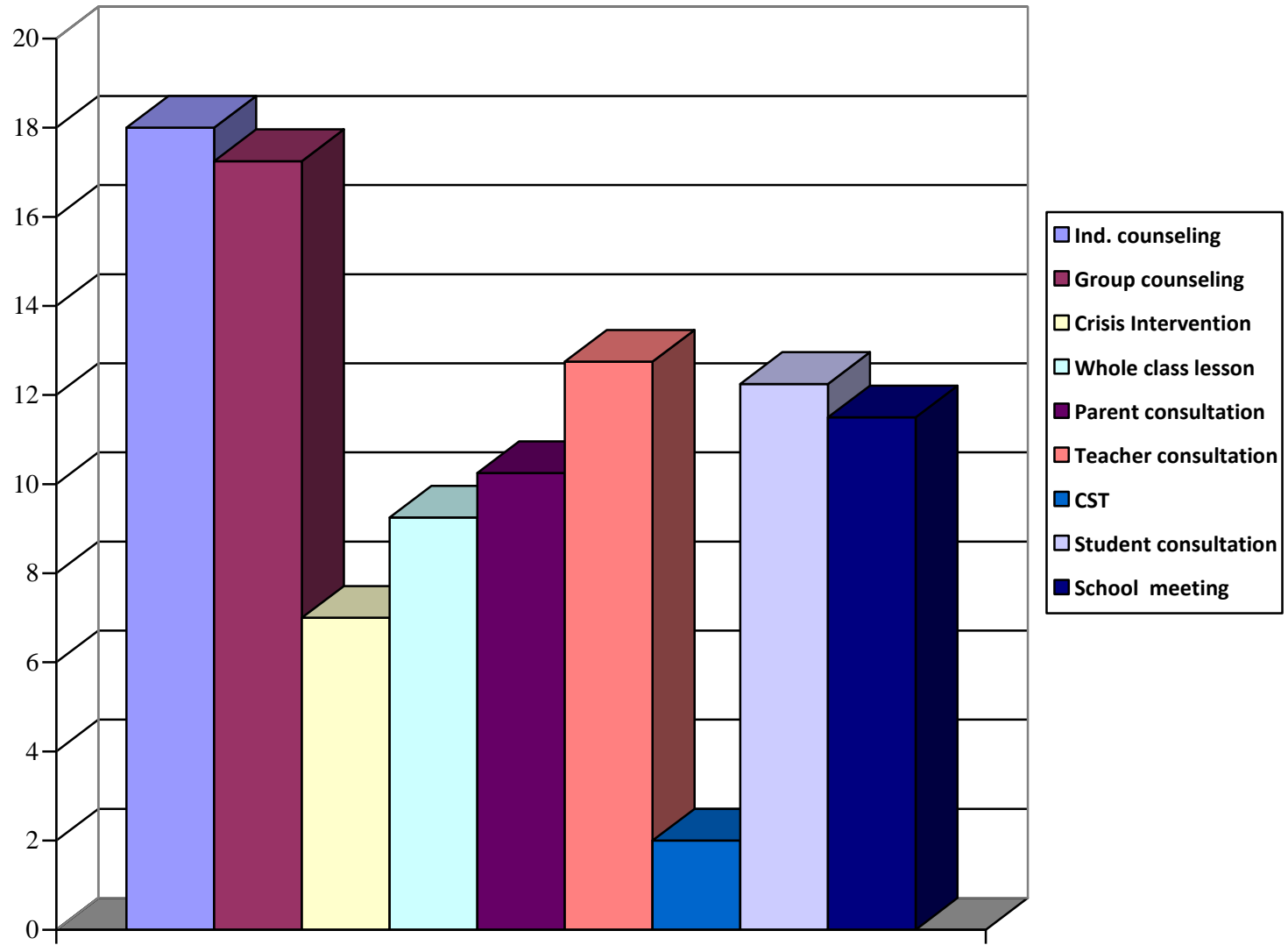


## PROGRAM EVALUATION

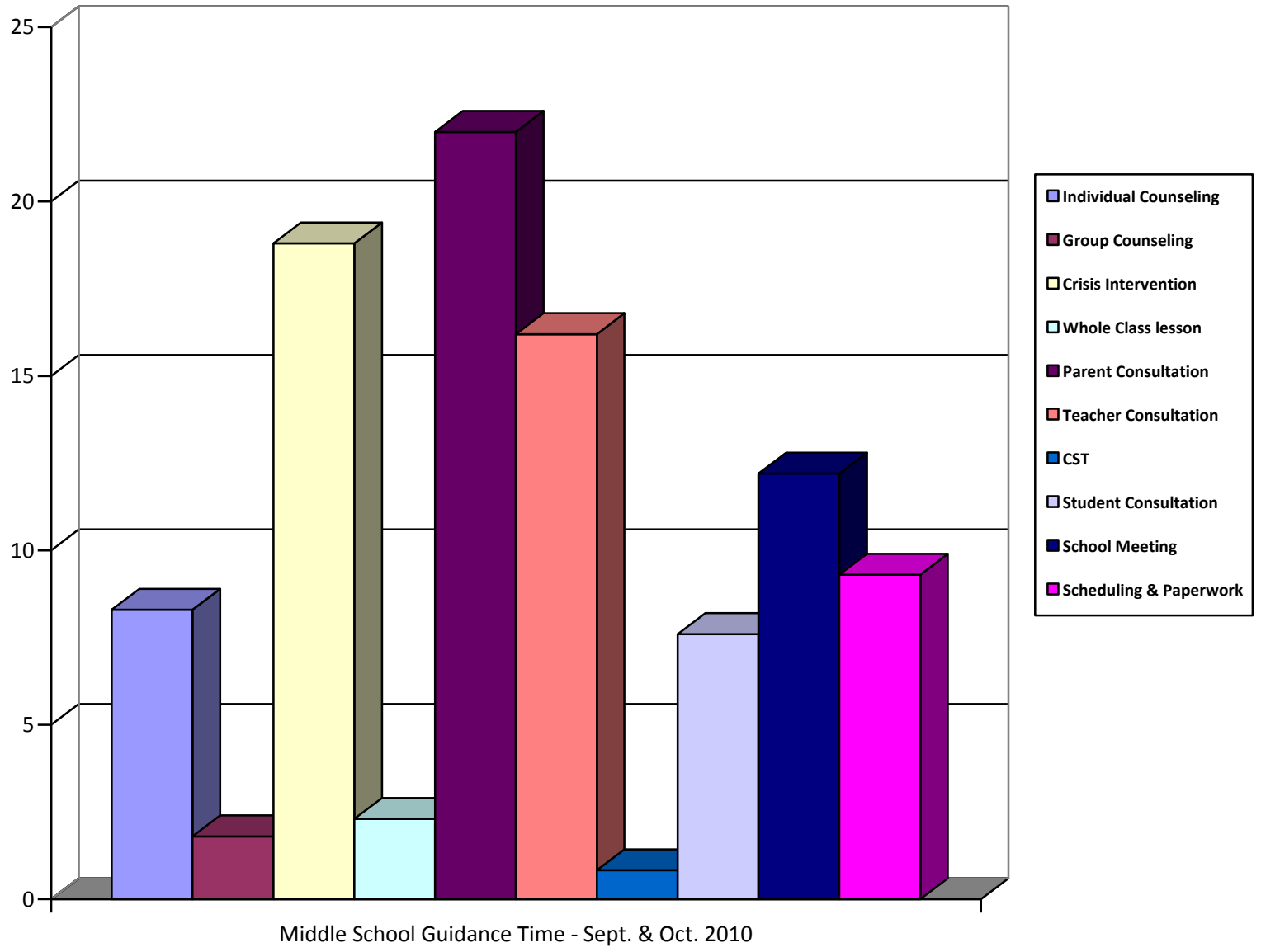
Title of Program	<b>GUIDANCE</b>
<p><b>Description/Structure of Program (#of periods, nature of instruction, etc.)</b></p>	<p>Full day, full-time guidance position with the objective to support students so that they are ready and able to learn optimally and reach their highest potential.</p> <p>Responsibilities: Character education programs promoting pro-social behavior and social skills development, full time onsite availability for student/teacher/parent needs, violence prevention, internet safety, teacher/staff consultation, counseling is provided for students in general education and students with counseling mandated in IEP's: individual counseling, group counseling, classroom lessons based on student needs and school related topics (e.g., conflict resolution, study skills), student support in unstructured school settings, parent consultation, crisis intervention, behavioral plans/interventions, study assistance, intervention and referral services committee, 504 coordinator, standardized testing school coordinator, child study team collaboration, consultations with outside professionals and agencies, professional development for staff, student transition assistance, consultation and collaboration at parent/teacher conferences, multicultural liaison, home instruction coordinator, articulation for student transition from elementary to middle and middle to high school, scheduling, administrator consultation.</p> <p>Middle School also includes: Teacher Advisory Program TAP, participation in daily grade level team meetings, student scheduling, power school parent liaison, private school applications for high school, WHRHS scheduling for freshman year.</p> <p>For the first 2 months of this school year, we conducted an analysis of how guidance counselors spent their time. Next are graphs depicting this information using averages for the elementary schools and the middle school grades. The data from these graphs reveal the following for the months of September and October:</p> <ul style="list-style-type: none"> <li>• Elementary Counselors on average spend the bulk of their time (@75%) providing small group and individual counseling as well as parent and teacher consultation and student supervision. Whole class lessons and school meetings compose about 20% of time. Crisis intervention was a small portion of their time- @7%.</li> <li>• The Middle School Counselors time on average was spent differently. Planned individual and small group counseling was only about 10% of their time. About 70% of their time was spent with teacher and parent consultation as well as in school meetings and scheduling. Crisis intervention was close to 20% of their time.</li> </ul> <p>This data is only for the 1<sup>st</sup> two months of the school year and is subject to change as the demands and needs of students, parents, and teachers evolve during the course of the year.</p>

# PROGRAM EVALUATION



Elementary Guidance Time - Sept. & Oct. 2010

# PROGRAM EVALUATION



## PROGRAM EVALUATION

	SCHOOL	# students	FT/PT	Adm. Structure
<b>Comparative Data (other DFG I districts of comparable size in terms of # of personnel, contact time, etc.)</b>	<b>"I" Districts</b>			
	Branchburg	550 (K-2)	FT	Principal only
		500 (total for 2 bldgs)	FT	Principal only
	Livingston	450	FT	Principal only
	Bedminster	333 (preK-4)	FT	Principal & Supervisor of Curriculum
	South Orange/Maplewood	500	None	Principal & Asst Principal
	Scotch Plains	450	None - cut this year	Principal only
	Madison	240-400+	None	Principal only
	Bridgewater	365-450	FT	Principal only
	Florham Park	K-2 (300); 3-5 (300)	PT	Principal
	Mountainside	550 (grades 3-8)	PT (building has a FT Psych & SW)	Principal
	Long Hill	preK-8 (3 bldgs)	1 FT for district + 1 FT for middle	?
	Westfield	average 500	3 FT counselors for 2 elem. schools	Principal and 1/2 asst in one school; Principal in the other
	Summit	260-500	2 counselors for 5 schools	Principal
	New Providence	610-650	FT	Principal & Asst Principal
	<b>"J" Districts</b>			
	Millburn	300-600	None	Principal & Instructional supervisor as an asst. principal
	Chatham	450	PT	Principal only K-3; Principal & Asst Principal 4/5
	Montgomery	950	FT	Principal & VP
	Harding Township	preK-8	FT	?

## PROGRAM EVALUATION

American Counseling Association, Office of Public Policy and Legislation, 2008.

Summary of research of school counseling effectiveness:

- Institute of Medicine research concluded that mental health and psychological services were essential for many students to achieve academically and recommended that such services be considered mainstream and not optional. (Institute of Medicine, 1997).
- American Counseling Association recommends student/counselor ratio to be 250:1. (Institute of Medicine, 1997).
- A 2006 study of an evidence based program showed that lower student to counselor ratios decreased both the recurrence of student disciplinary problems and the number of incidents in a disciplinary incident. (Carrell & Carrell, 2006).
- Several studies found that elementary guidance activities have a positive influence on elementary students' academic achievement. (Sink & Stroh, 2003; Cook & Kaffenberger, 2003; Lee, 1993).
- School counseling interventions help reduce test anxiety for elementary students. (Cheek et al., 2002).
- Counseling decreases classroom disturbances and counseling services support teachers in the classroom and enable teachers to provide quality instruction to assist in achieving high standards. (Mullis & Otwell, 1997).
- Elementary school counselors impact student's academic performance and on task behavior resulting in statistically significant progress in language arts (3<sup>rd</sup> & 5<sup>th</sup> gr.). (Mullis & Otwell, 1997).
- Children who are experiencing family problems report being helped by school counselors. (Rose & Rose, 1992; Omizo & Omizo, 1988).
- School counselors are effective in helping to connect families to the educational process. (Bemak & Cornely, 2002).
- School counselors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students. (Jones, 2001).
- School counseling programs have a significant influence of discipline problems and influence positive attitudes towards school. (Baker & Gerler, 2001; Omizo, et al., 1988).
- School counselors are effective in teaching social skills. (Verduyn et al. 1990).
- Students who have access to counseling programs reported more positive feelings about school, have a greater sense of belonging and safety in school. (Lapan, et al., 1997).

**Research of Best Practices for Schools in your Area (what seminal works are there?)**

## PROGRAM EVALUATION

### Additional research:

- A recent longitudinal study revealed strong empirical evidence that school counseling interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in higher standardized test scores and better grades. (Fleming et al, 2005).
- One in five children will experience significant mental health problems during their school years. (US Department of Health and Human Services, 1999).
- Students are more likely to seek counseling when services are available in school. (Slade, 2002).
- Classroom guidance interventions can improve elementary students' behaviors. (Gerler, 1985).
- A review of 19 studies over a 25 year period reveal that counseling interventions with low achieving students have positive effects on academic achievement. (Wilson, 1986).
- In a quasi-experimental comprehensive study using Math and Reading scores from a Florida Comprehensive Assessment Test (FCAT), the results provided strong support for the conclusion that school counseling interventions that focus on the development of cognitive, social, and self-management skills can result in sizable gains in student academic achievement. (Brigman & Campbell, 2003).
- School counseling services are a wise investment. In one study, focused on grades 1-6, it has been estimated to save \$9837 per student in averted long term social problems. (Aos et al., 2004). It is estimated that the US loses \$192 billion (1.6% of the GDP) in combined income and tax-revenue losses with each cohort of 18 year olds who never complete high school. By increasing the educational attainment of that cohort by one year, nearly half of those losses would be recouped. (Columbia University Symposium on the Social Costs of Inadequate Education, 2005).

## PROGRAM EVALUATION

<p><b>Progress Indicators of Program Effectiveness</b></p>	<p>Decrease in number of students sent out of district due to behavioral supports provided by guidance counselor, decreased absences and tardiness, NJ ASK test taking skill building strategies, grades and IEP progress reports, violence reports, referrals to I&amp;RS, reducing referrals to Child Study Team, decreased classroom disruption, decreased bullying and violence, improved school morale, positive school climate, reduced stress and anxiety among student, Improved school adjustment from home to elementary and elementary to middle and middle to high school, improved teacher effectiveness and awareness of student needs, improved student self-efficacy, self-awareness, self-control, self-management, coping skills, increased pro-social behavior, increased bystander support in bullying situations, frequency with which students seek out counselor, reduced disciplinary problems.</p>
<p><b>Cost of Program</b></p>	<p>The salaries, benefits and supply for the elementary guidance counselors is \$345,000 for the 2010/2011 school year.</p>
<p><b>Recommendations for Improvement of Program</b></p>	<ul style="list-style-type: none"> <li>• Increase whole class intervention, increase behavioral support, provide professional development.</li> <li>• Reduce cost of outside support (e.g., outside presenters, consultants, behaviorists, psychologists) by utilizing guidance staff to perform these activities.</li> <li>• Increase marketing to public, guidance link for district webpage and school webpage.</li> <li>• Enhance bullying protocols to comply with expected demands with new legislation (i.e. School Safety committee, reporting standards).</li> </ul>