

Standard Program and Service Evaluation for SSD Guidance and Counseling

**Chairs: Don Hosutt, Student Service Administrator
Tech Ed
Debbie Scanlon, Assistant Principal
Southview**



Standard Program and Service Evaluation Template

(Board of Education Approved on June 1, 2004)

Program Evaluation Question(s) (Revised 10/19/2004)

1. What are student needs in regard to counseling service?
2. Do teachers and counselors encourage students to plan for future classes and post-secondary options?

I. Program/Service Information

Name of Program or Services:

Guidance and Counseling

Personnel Responsible for Evaluation (list):

Don Hosutt, Administrator of Student Services for Technical Education,
Debbie Scanlon, Assistant Principal, Southview School

Date of Evaluation (Year/Duration):

Fall 2004

Time Spent by Personnel Conducting and Completing Evaluation

Committee Chair -----	32 hrs.
Co-chair -----	17 hrs.
Total Additional Committee Members -----	<u>47 hrs.</u>
Total Time -----	96 hrs.

Goal/Objective of Program/Services:

Provision of career, educational, and personal guidance to SSD students.

Brief description of relationship between program goals, CSIP and MSIP Standards:

Program goals are related to CSIP and MSIP standards. Information gathered helps the district meet Comprehensive Guidance guidelines and meet vocational and transitional needs of students. (MSIP Goal 4, Standards 4 and 8.)



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Demographic Description of Program:

Location(s)

All Special School District schools

Number of staff

6 Grade level Counselors at the Technical High Schools
2 College and Career Counselors (placement)
2 Counselors for Special Education Schools

Participants

Administrator/Supervisor of Guidance Counselors for Special Education Buildings, Representative SSD Social Workers, Technical School Guidance Advisory Committee (See attachment T-5). Questions developed from most recent Student Needs Surveys for all schools and High Schools That Work Surveys and the Technical High Schools. Student Needs surveys include responses from students, parents, and staff while High Schools That Work Surveys include responses from students and staff.

Length of program/service

Ongoing.



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II. Description of Stakeholders Engagement in Program Evaluation (check stakeholders utilized)

Listed individuals participating on one or more contributing committees.

Don Hosutt – Administrator for Student Services, Technical Education
Debbie Scanlon – Assistant Principal, Southview School – Special Education
Guidance Supervisor
Jan Weiczorek – Counselor, Special Education Buildings
Betsy Jones – Counselor, Special Education Buildings
Marilyn Persons – Social Worker, Neuwoehner
Linda Cantrell – Transition Facilitator
Anne Blind – Teacher, Southview
Debbie Younce – Lead Counselor, South Tech
Larry Baine – Lead Counselor, North Tech
Jama Kupferer – Language Arts Instructor, South Tech
Karista Kohler – Science Instructor, North Tech
Tech Guidance Advisory Committee (attachment T-5)

III. Evaluation Criteria for Programs/Services Offered

Staff perception
Assessment statistics
Student attitude and interest survey
Perception data (parents and students)
Identified need areas

IV. Data Collection Methodology

Special Education Schools:

Staff/administrator surveys: Missouri Comprehensive Guidance Survey 2002-03

Parent/guardian survey: Missouri Comprehensive Guidance Survey 2002-03

Student survey: Missouri Comprehensive Guidance Survey 2002-03,
Follow-up Study of Graduates



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Technical Education Schools:

Staff/administrator surveys: Missouri Comprehensive Guidance Student Needs Survey 1999-2000, South Tech

High Schools That Work Survey 2002 & 2004, North Tech and 2004, South Tech

Counselor Time and Task Analysis, 1st Semester, 2004-05 School Year

Parent/Guardian Surveys: Missouri Comprehensive Guidance Student Needs Survey 1999-2000, South Tech

Student Surveys: Missouri Comprehensive Guidance Student Needs Survey 1999-2000, South Tech

High Schools That Work Survey 2002 & 2004, North Tech and 2004, South Tech

Placement 6 month Follow-up

V. Results

- **The Missouri Comprehensive Guidance model** identifies the four program components of a guidance program in school as the following: 1) Guidance Curriculum, 2) Individual Planning, 3) Responsive Services, and 4) System Support.
- **The Special Education Schools** of Neuwoehner, Ackerman, Northview, Litzinger, Southview and the Bridges program; are covered by two counselors who teach the Missouri Comprehensive Guidance Curriculum to all students. In the 2002-03 school year, a second counselor was added to the staff for Special Ed schools and a supervisor assigned to Special Ed guidance. The first Comprehensive Guidance Student Needs Survey was administered (See attachment S-2). Individual Planning in these buildings is done as part of each student's IEP by the case manager with input from a transition facilitator and others and needed. Responsive Service is covered similarly in each of these schools by the Social Workers with additional input as needed. Counselors, individual student's Case Managers, Transition Facilitators, and Social Workers contribute to System Support in the Special Education schools. These schools and programs at Lakeside, the Juvenile Detention Center, and Project Learn will serve an enrollment of 1065 students in 2005-06. The desirable MSIP standard of counselors serving this enrollment would be 2.4 counselors, but that standard also considers guidance staff taking full responsibility for all four Comprehensive Guidance Program Components. The recommended time full time counselors should spend on Guidance Curriculum ranges from 15-45% at different grade levels. Our two counselors, almost exclusively assigned to Guidance Curriculum, fill this need at the Desirable Standard level (see attachment S-3).



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- **The Technical High Schools** cover guidance areas as a more traditional comprehensive high school with four counselors per building and additional assistance in Responsive Services coming from social workers (see attachment T-4 p.2)

Strengths and Concerns of program/service

Program Strengths

Toward the question on identifying student needs with regard to counseling service:

Special Ed

- The Student Needs Survey administered to students, staff, and parents in 2002-03 in the Special Education schools identified specific needs particularly in the area of transition that include decision making skills, knowledge of self and others, future planning, and self advocacy. (see attachment S-2).
- 2004 follow-up of those who exited with diplomas in 1999, 2001, and 2003 indicate students employed range from 41-48% in a given year. Employment in this category includes placement at a sheltered workshop (see attachment S-1). The areas are being addressed through instruction utilizing the Missouri Comprehensive Guidance Curriculum.

Tech Ed

- Reports from the College and Career Counselors at each of the Tech Schools from the 6-month follow-up survey done each year indicate an average of 91% placement of the 1805 completers of technical programs for the last 3 years. An average of 57% were placed in either employment, continuing education, or military billets related to their vocational program (see attachment T-1).

Toward the question on whether teachers and counselors encouraging students to plan for future classes and post-secondary options:

Special Ed

- All students age 14 and over participate in the Futures Plan program under the supervision of two Transition Facilitators with participation of teachers and case managers that includes educational, career, and life planning as an ongoing process through time of exit with diploma.



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Tech Ed

- High Schools That Work (HSTW) surveys from 2002 and 2004 at North and 2004 at South indicate that at least 80% of students at the Tech Schools report that they have spoken with a counselor about courses and sequence, and Four-year Plans in both schools (see attachment T-2, summary of HSTW survey questions for North and South Tech).
- HSTW Surveys at the Tech schools indicate that counselors and parents are the groups most responsible for helping students develop Four-year Plans with teachers ranking third (attachment T-2).
- Percentages listed above reflect both Tech Schools, but are higher at North Tech where the High Schools That Work program has been an active program two years longer. At North, the number of students reporting having talked with counselor about Four-year plans and courses and sequence increased from 88% to 93% and 96% to 98% respectively (attachment T-2).

Program Concerns

Toward the question on identifying student needs with regard to counseling service:

Special Ed

- Utilization of the results from Comprehensive Guidance Student Needs Survey of 02-03, guides the curriculum taught by each of the two counselors for the Special Ed schools, one assigned to elementary grades and one to secondary. The desired result is across the board identification of need areas and implementing more intensive instruction of the guidance curriculum to meet these needs. The survey may prove to be more useful if the response results are separated in the groups of students, teachers, and parents, rather than totaling all responses together as was done in 02-03. Another Student Needs Survey is scheduled for the 2005-06 school year.

Tech Ed (attachments T-2 and T-3)

- 1999-2000 Student Needs Survey from South Tech indicates that parents and students rank planning careers in the top two needs for students while the teacher survey ranks the same concern third. Students rank planning for college in the top two while preparing to find jobs ranks third. Improvement of learning skills ranks in the top two for parents and teachers but does not make the top three for students (see attachment T-3).



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- Agreement at North Tech, either strongly or somewhat, that they were comfortable about transition from high school to either a career or further education; dropped from 90% to 80% between 2002 and 2004 according to the HSTW surveys administered. This was still higher in 2004 than South Tech where 56% reported to be somewhat comfortable about this transition.
 - Missouri Comprehensive Guidance Student Needs Surveys have not been done at the Tech Schools since the 1999-2000 school year, and then only at South. There had been a misunderstood belief that the Guidance related portions of the HSTW survey sufficed for compiling similar information, which we were subsequently informed not to be the case. Missouri Comprehensive Guidance Surveys and Counselor Time and Task Analyses are being done over the course of the 2004-05 school year (1st Semester 04-05 results attached, T-4). Time and Task Analyses track time spent by guidance staff providing service in the Comprehensive Guidance program component areas of Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support. Both exercises should be done at the least every three years.

Tech and Special Ed

- Data obtained from SSD and Missouri Comprehensive Guidance Student Needs Surveys should carefully be reviewed along with any other pertinent data to analyze and coverage and effectiveness of guidance curriculum instruction in special education buildings.

Toward the question on whether teachers and counselors encourage students to plan for future classes and post-secondary options:

Special Ed

- Students in the 9-12 grade range indicated lack of knowledge in the areas of finding jobs, consumer skills, planning for careers, preparing for jobs, and preparing for life after graduation at a range of 32 to 42% on the 2002-03 Student Needs Survey (attachment S-2).

Tech Ed

- The first HSTW survey done at South Tech in 2004, shows 20% of students report never talking to teacher or counselor about Four-year Plans or scope and sequence of courses and that only 59% talked with someone about college (attachment T-2)
- In the HSTW surveys done at North and South Tech in 2004, 16% and 17% respectively report receiving help from no one with Four-year Plans (attachment T-2).



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Recommendations regarding program/service

Tech and Special Ed

- Continue to monitor and review and revise program through Comprehensive Guidance Student Need and SSD surveys, paying particular attention to concerns mentioned in this document.
- Insure that all students in all buildings and programs develop Four-year Plans for secondary academic and career planning and that placement assistance is provided for transition through use of HSTW surveys and Time and Task analysis at the Tech Schools and Student Needs Surveys at all SSD buildings, again starting with concerns mentioned in this document.

Special Ed

- The Special Education building staffs support parents in their efforts to locate and provide information in the areas of work, life skills, and living arrangements for the student's adult life.

Tech Ed

- HTSW guidance committee is developing a plan for counselors to facilitate faculty advisors in the development of Four-year Plans for each of their advisees.

VI. Action Plan for Recommendations as A Result of Program Evaluation

Tech and Special Ed

- Follow-up to the attached data to which this document refers throughout; will continue to be collected, reviewed, and used to direct program analysis and revision.

Special Ed

- The guidance counselors will evaluate regularly collected Student Needs and SSD Survey data scheduled for administration again in the 2005-06 school year and continue to identify the pertinent needs of the students using current data to develop and revise their curriculums to better prepare the student for adult living.

Tech Ed

- New Student Needs Surveys are being administered at Technical High Schools in 2004-05 as are Time and Task analysis of Tech School counselors. Evaluation of results these and all surveys and analysis will be used in program revision for continued improvement of guidance.
- Continue scheduling Student Needs Surveys, Time and Task reviews and analysis as recommended by Missouri Comprehensive Guidance and the High Schools That Work Surveys that will be administered again in 2006.



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- Processes for Placement service and the completion and revision of student Four-year Plans will be reviewed and revised as needed.

_____ Date: _____
Signature of Administrator Responsible for Chairing Evaluation

Adapted from Desired Results Program Action Plan
(California Department of Education Child Development Division, 2003)
<http://www.cde.ca.gov/sp/cd/ci/documents/actionplan.doc>

Evaluator (Program Evaluation Chair): Don Hosutt
Program/Service: Guidance and Counseling
Action Plan Date: January, 2005

<p>Program Findings (What you identified as needing improvement)</p>	<ol style="list-style-type: none">1. COMFORT LEVEL OF STUDENTS AS THEY TRANSITION INTO CAREER OR FURTHER EDUCATION NEEDS TO IMPROVE AT TECH SCHOOLS AND BE REVIEWED IN SPECIAL EDUCATION BUILDINGS.2. COMPREHENSIVE GUIDANCE STUDENT NEEDS SURVEYS NEED TO BE DONE ON SCHEDULED REGULARLY SCHEDULED BASIS TO GUIDE PROGRAM EVALUATION AT TECH SCHOOLS.3. STUDENT NEEDS , SSD, AND HIGH SCHOOLS THAT WORK SURVEYS SHOULD BE REVIEWED WHERE APPLICABLE ALONG WITH OTHER PERTINENT DATA TO EVALUATE COVERAGE AND EFFECTIVENESS OF GUIDANCE CURRICULUM INSTRUCTION IN ALL BUILDINGS.4. ENSURE THAT ALL STUDENTS HAVE FOUR-YEAR PLANS.
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Action Plan Goal (What you want to accomplish)	Action Plan Objectives (How you will accomplish the goal)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed)
<p>1. Increase the percentage of students at the Tech Schools who feel at least somewhat comfortable about the transition to careers or further education. Continue to monitor students transitioning from Special Education buildings.</p>	<p>Administer and evaluate Time and Task analysis at Tech Schools to and determine if emphasis should be is missing or should be adjusted to improve student concerns in this area.</p>	<p>Show improved results on 2006 surveys at each Tech School</p> <p>Building administrators, counselors, and Don Hosutt-Tech Ed Student Service Administrator will follow up.</p>	<p>Evaluate, discuss and adjust based on statistical results of Action Plan activities.</p>
<p>2. Insure Comprehensive Guidance Student Needs Surveys are administered at least every 3 years at the Tech Schools.</p>	<p>Administer surveys every 3 years.</p>	<p>Done 2004-05 School Year, next done by 2007-08. Results Reviewed Fall 2005.</p> <p>Counselors and Don Hosutt will follow up.</p>	<p>None</p>

<p>3. Review survey results and pertinent data at department and advisory meetings making changes, adjustments, and additions needed to better serve students with Guidance program.</p>	<p>Done as needed, at least annually.</p>	<p>Counselors, Don Hosutt, and Debbie Scanlon-Supervisor of Special Ed building counselors will follow up.</p>	<p>See column 1.</p>
<p>4. Develop of make sure we have copies of previously developed 4-year Plans for each student 9-12. Revise as needed.</p>	<p>Ongoing</p>	<p>Counselors, Don Hosutt, and Debbie Scanlon will follow up.</p>	<p>See column 1.</p>

Special Ed School Documents

S-1 through S-3

**2004 5-year Follow-Up Study
 1999 Graduates from Special Education Schools
 Neuwoehner-Northview-Southview
 SNAPSHOT-CLASS 1999**

Status Class 1999	Male	Female	Black	White	Other	Total	Percentage
Employed	7	5	3	8	1	12	41%
Day Program	11	2	7	5	1	13	45%
Unemployed/ No Program	4	0	0	4	0	4	14%
Total Respondents	22	7	10	17	2	29	100%
Unable to Locate	13	5	11	7	0	18	
Deceased	-1	0	0	0	0	-1	
Total Graduate Class	34	12	21	24	2	46	

**2004 3-year Follow-Up Study
 2001 Graduates from Special Education Schools
 Neuwoehner-Northview-Southview
 SNAPSHOT-CLASS 2001**

Status Class 2001	Male	Female	Black	White	Other	Total	Percentage
Employed	11	8	7	12	0	19	48%
Day Program	7	4	4	7	0	11	28%
Unemployed/ No Program	5	4	2	7	0	9	24%
Total Respondents	23	16	13	26	0	39	100%
Unable to Locate	14	6	10	10	0	20	
Deceased	0	0	0	0	0	0	
Total Graduate Class	37	22	23	36	0	59	

**2004 1-year Follow-Up Study
 2003 Graduates from Special Education Schools
 Neuwoehner-Northview-Southview
 SNAPSHOT-CLASS 2003**

Status Class 2003	Male	Female	Black	White	Other	Total	Percentage
Employed	19	6	9	16	0	25	44%
Day Program	7	4	5	5	1	11	19%
Unemployed/ No Program	19	2	9	12	0	21	37%
Total Respondents	45	12	33	33	1	57	100%
Unable to Locate	7	0	4	0	7	7	
Deceased	0	0	0	0	0	0	
Total Graduate Class	52	12	26	37	1	64	

SPECIAL SCHOOL DISTRICT GUIDANCE PROGRAM for SPECIAL EDUCATION SCHOOLS

MISSOURI COMPREHENSIVE STUDENTS NEEDS ASSESSMENT RESULTS 2002-03

GRADE LEVEL: ELEMENTARY K-3

AREAS AND CATEGORIES

AREA I: CAREER PLANNING AND EXPLORATION

- Categories:
- A. Exploring careers
 - C. Understanding how gender relates to school and work
 - N. Learning how to use leisure time

AREA II: KNOWLEDGE OF SELF AND OTHERS

- Categories
- B. Understanding and accepting myself
 - F. Making decisions
 - N. Understanding and getting along with others
 - K. Knowing how alcohol and other drugs affect my friends and me
 - O. Learning about family responsibilities

AREA III: EMOTIONAL AND VOCATIONAL DEVELOPMENT

- J. Improving study and basic learning skills
- M. Learning from friends and others about school
- O. Planning for school

TOP SIX PRIORITY CATEGORIES GRADE LEVEL: ELEMENTARY K-3

AREA	CATEGORY	% OF “NO” RESPONSES*
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1. I	Exploring careers	47.2
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sample competencies:

2. III	Improving study and basic learning skills	36.1
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sample competencies:

3. I	Learning how to use leisure time	22.2
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sample competencies:

4. II	Making decisions	22.2
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sample competencies:

5. II	Understanding and getting along with others	17.8
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6. III	Learning from friends and others about school	16.7
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sample competencies:

***% of “No” responses indicates a need for more intensive instruction for the development and generalization of this skill.**

SPECIAL SCHOOL DISTRICT GUIDANCE PROGRAM for SPECIAL EDUCATION

MISSOURI COMPREHENSIVE STUDENTS NEEDS ASSESSMENT RESULTS 2002-03

GRADE LEVEL: 4-6

AREAS AND CATEGORIES

AREA I: CAREER PLANNING AND EXPLORATION

- Categories:
- A. Exploring careers
 - C. Understanding how gender relates to school and work
 - N. Learning how to use leisure time

AREA II: KNOWLEDGE OF SELF AND OTHERS

- Categories
- B. Understanding and accepting myself
 - F. Making decisions
 - H. Understanding and getting along with others
 - K. Knowing how alcohol and other drugs affect my friends and me
 - P. Learning about family responsibilities

AREA III: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

- Categories:
- J. Improving study and basic learning skills
 - N. Planning for school

TOP SIX PRIORITY CATEGORIES GRADE LEVEL: 4-6

AREA	CATEGORY	% OF “NO” RESPONSES*
1. II	F. Making decision	20.8
sample competencies:		
2. II	P. Learning about family responsibilities	20.8
sample competencies:		
3. I	A. Exploring careers	16.7
sample competencies:		
4. II	K. Knowing how alcohol and other drugs affect my friends and me	13.9
sample competencies:		
5. I	C. Understanding how gender relates to school and work	12.5
sample competencies:		
6. II	B. Understanding and accepting myself	12.5
sample competencies:		

***% of “No” responses indicates a need for more intensive instruction for the development and generalization of this skill.**

SPECIAL SCHOOL DISTRICT GUIDANCE PROGRAM for SPECIAL EDUCATION SCHOOLS

MISSOURI COMPREHENSIVE STUDENTS NEEDS ASSESSMENT RESULTS 2002-03

GRADE LEVEL: MIDDLE SCHOOL 6-8

AREAS AND CATEGORIES

AREA I: CAREER PLANNING AND EXPLORATION

- Categories:
- A. Exploring and planning for careers
 - D. Understanding how being male or female relates to classes and jobs
 - O. Learning how to use leisure time

AREA II: KNOWLEDGE OF SELF AND OTHERS

- Categories
- B. Understanding and accepting myself
 - P. Making decisions
 - Q. Understanding and getting along with others
 - R. Knowing how alcohol and other drugs affect me
 - P. Independent living skills

AREA III: EMOTIONAL AND VOCATIONAL DEVELOPMENT

- Categories:
- J. Improving study and learning skills
 - S. Learning from friends and others about a new school
 - T. Planning for school and beyond – My IEP
 - E. Preparation for finding jobs

TOP SIX PRIORITY CATEGORIES GRADE LEVEL: MIDDLE SCHOOL 6-8

AREA	CATEGORY	% OF RESPONSES ANSWERED “NO”*
	#) top priority questions in that category	
1. II	Making decisions 24) I can identify several solutions (positive and negative) to a problem. 27) I can accept criticism. 28) I accept responsibility for my decisions.	36.00%
2. III	Planning for school and beyond – My IEP (O) 54) I participate in my IEP meetings.	34.68%
3. III	Preparation for finding jobs (E) 58) I can express information about my disability to a school or an employer.	31.45%
4. I	Exploring and planning for careers (A) 1) When exploring careers, I know how to get information about careers I might like. 3) I understand the skills I need to enter a career in which I may be interested	29.03%
5. II	Understanding and accepting self (B) 19) I can accept criticism. 14) I accept and can express information about my disability.	27.10%
6. III	Improving study and learning skills (J) 50) When given several tasks and asked to give one task priority, I can perform that task first.	26.88%

***% of “No” responses indicates a need for more intensive instruction for the development and generalization of this skill.**

SPECIAL SCHOOL DISTRICT GUIDANCE PROGRAM for SPECIAL EDUCATION SCHOOLS

MISSOURI COMPREHENSIVE STUDENTS NEEDS ASSESSMENT RESULTS 2002-03

GRADE LEVEL: HIGH SCHOOL 9-12

AREAS AND CATEGORIES

AREA I: CAREER PLANNING AND EXPLORATION

- Categories:
- A. Planning and developing careers
 - C. Understanding how being male or female related to jobs and careers
 - D. Preparing for life after graduation
 - N. Learning how to use leisure time now and in the future

AREA II: KNOWLEDGE OF SELF AND OTHERS

- Categories
- B. Understanding and accepting self
 - H. Understanding and accepting others
 - K. Knowing how alcohol and other drugs affect me
 - P. Independent living skills

AREA III: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

- Categories:
- J. Improving basic skills and learning skills
 - M. Learning from friends and others about a new school
 - O. Vocational selection and training
 - E. Finding Jobs
 - F. Making decisions
 - G. Learning about consumer skills
 - Q. Job skills
 - L. Planning for school and beyond – My evaluation and IEP
 - R. Transition planning

TOP SIX PRIORITY CATEGORIES GRADE LEVEL: HIGH SCHOOL 9-12

AREA	CATEGORY	% OF RESPONSES ANSWERED “NO”*
	#) top priority questions in that category	
1. III	Finding Jobs (1) 36) I know how to contact prospective employers about available jobs. 35) I know different ways to find what jobs are available in my area.	41.67%
2. II	Learning about consumer skills (G) 42) I understand credit purchases and installment buying. 43) I know how to keep a checking account.	41.47%
3. I	Planning and developing careers 33) I can develop a resume’.	40.91%
4. III	Preparing for finding jobs 1) I know how to find information and skills I need for...(jobs).	37.58%
5. I	Preparing for life after graduation 8) I know what options are available to me after graduation (employment, vocational-technical training, college, supportive employment, supportive living, etc.). 9) I know about local agencies that may offer me support after graduation (Regional Center, DVR, Lifeskills, etc.).	32.14%
6. III	Vocational selection and training 27) I am aware of vocational and career training programs available to me through SSD.	29.80%

***% of “No” responses indicates a need for more intensive instruction for the development and generalization of this skill.**

Missouri Comprehensive Guidance Recommended Time Distribution

State Suggested Percentages

Elementary

35%-45% Guidance Curriculum
 5%-10% Individual Planning
 30%-40% Responsive Services
 10%-15% System Support
 0% Non-Guidance

Middle School

25%-35 % Guidance Curriculum
 15%-25% Individual Planning
 30%-40% Responsive Services
 10%-15% System Support
 0% Non-Guidance

Secondary

15%-25% Guidance Curriculum
 25%-35% Individual Planning
 25%-35% Responsive Services
 15%-25% System Support
 0% Non-Guidance

MSIP Standards for Counseling Staff

3.2 Guidance and Counseling Staff - Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building:

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.20	1-75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

Full time enrollment for the 2004-05 school year is 517 at North Tech and 513 at South Tech. Total enrollment is 1060 at North and 1021 at South. Referring again to Page 4 of the Standard Program Eval form, the Desirable Standard is met even with some administrative and supervision duties assigned to counselors falling into the Non-Guidance Activity area. Special Ed School Counselors also meet the MSIP standard listed above as explained on page 4.

Tech School Documents

T-1 through T-5

Placement Results 2002 - 2004

North Technical High School

YEAR	CONCENTRATOR/ GRADUATES	ER	ENR	CER	CENR	NP	NA	SU	MR	MNR	TOTP	TOTP %
2004	370	49	37	164	73	35	3	0	8	1	332	90%
		13%	10%	44%	20%	9%	1%	0%	2%	0%	90%	
2003	307	74	19	139	53	10	3	6	2	1	288	94%
		24%	6%	45%	17%	3%	1%	2%	1%	0%	94%	
2002	252	52	20	115	33	28	0	0	4	0	224	89%
		21%	8%	46%	13%	11 %	0%	0%	2%	0%	89%	

South Technical High School

YEAR	CONCENTRATOR/ GRADUATES	ER	ENR	CER	CENR	NP	NA	SU	MR	MNR	TOTP	TOTP %
2004	367	67	77	84	98	20	9	4	1	7	334	91%
		18%	21%	23%	27%	5%	2%	1%	0%	2%	91%	
2003	296	59	42	97	66	10	3	6	7	6	277	94%
		20%	15%	33%	22%	3%	1%	2%	2%	2%	94%	
2002	273	71	65	62	39	19	4	8	3	2	242	89%
		26%	24%	23%	14%	7%	1%	3%	1%	1%	89%	

CONCENTRATOR/GRADUATE – Student enrolled in a vocational program, earns a minimum of 2.0 units of credit in vocational program and graduates from high school.

ER Employment Related
 ENR Employment Not Related
 CER Continuing Education Related
 CENR Continuing Education Not Related
 NP Not Placed
 NA Not Available (Jail, pregnant, dead, etc.)
 SU Status Unknown (Unable to obtain information)
 MR Military Related
 MNR Military Not Related
 TOTP Total Placed (Actively doing something)
 TOTP% Percent Placed

Summary of Pertinent Data From High Schools That Work Surveys done at North and South Technical High Schools

2004 HTSW Report (South Tech N=59)

2004 North Tech (N=57) /2002 North

Who helped with 4 year plan?

Counselor	25%	38%	
Teacher	20%	11	
Parents	27%	31	
Friends	10%	4	
No one	17%	16	
Talked with Counselor about 4 yr. Plan			
Never	20%	7%	12%
1 or 2 times	20%	15	12
1 per yr.	14	13	17
1 per sem.	31	26	27
several/sem	5	39	33
Talked w/ Counselor about courses and sequence			
Never	20%	2%	4%
1 or 2 times	19	24	19
1 per yr.	14	17	17
1 per sem.	15	30	29
several/sem.	32	26	31
Talked w/ someone about college			
Yes	59%	87%	86%
No	41%	13	14
Help selecting college			
Yes	56%	63%	65%
No	44%	37	35
Comfortable about transition into career or further education			
Strong. Disagr.	8%	9%	0%
Somewhat Disagr.	36%	11	10%
Somewhat Agr.	29	39	40
Strongly Agree	27	41	50

SOUTH TECH SPRING 2000 STUDENT NEEDS SURVEY

COMPARISON OF HALF vs FULL-DAY STUDENTS

10TH Grade

Half-Day Students (30)

1. Making Decisions About College
2. Preparation for Finding Jobs
3. Finding Jobs
4. Planning & Dev. Careers
5. Vocational Selection & Training

Full-Day Students (26)

1. Making Decisions About College
2. Planning & Dev. Careers
3. Preparation for Finding Jobs
4. Making Decisions
5. Understanding & Accepting Self

11th Grade

Half-Day Students (47)

1. Making Decisions About College
2. Planning & Dev. Careers
3. Finding Jobs TIE
4. Preparation for Finding Jobs
5. Making Decisions

Full-Day Students (98)

1. Planning & Dev. Careers
2. Making Decisions About College
3. Finding Jobs
4. Understanding & Accepting Self
5. Preparation for Finding Jobs

12 Grade

Half-Day Students (44)

1. Planning & Dev. Careers
2. Making Decisions About College
3. Preparation for Finding Jobs
4. Finding Jobs
5. Learning About Marriage & Family Responsibilities

Full-Day Students (47)

1. Planning & Dev. Careers
2. Making Decisions About College
3. Finding Jobs
4. Making Decisions
5. Learning About Marriage & Family Responsibilities

SPRING 2000 STUDENT NEEDS SURVEY RESULTS

STUDENTS-TOP 5 STATED NEEDS

10TH GRADERS (56)	11TH GRADERS (145)	12TH GRADERS (91)	COMBINED (292)
1. Making Decisions About College	1. Making Decisions About College	1. Planning & Dev. Careers	1. Planning & Dev. Careers
2. Planning & Dev. Careers	2. Planning & Dev. Careers	2. Making Decisions About College	2. Making Decisions About College
3. Preparation for Finding Jobs	3. Finding Jobs	3. Finding Jobs	3. Finding Jobs
4. Finding Jobs	4. Prep. For Finding Jobs	4. Prep. For Finding Jobs	4. Prep. For Finding Jobs
5. Making Decisions	5. Understanding & Accepting Self	5. Learning About Marriage & Family Responsibility	5. Understand & Accepting Self

ADULTS-TOP 5 STATED NEEDS

TEACHERS (69)	PARENTS (47)
1. Improving Basic Skills and Study/Learning Skills	1. Planning & Dev. Careers
2. Understanding & Getting Along With Others	2. Improving Basic Skills & Study /Learning Skills
3. Making Decisions	3. Understanding & Accepting Self
4. Vocational Selection & Training	4. Making Decisions
5. Understanding & Accepting Self	5. Vocational Selection and Training

First Semester Breakdown for Time and Task 2004-2005

North Tech

Larry Baine - 16 days reported
College and Career Counselor, Lead Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	4.75	4%
Individual Planning	38.25	29%
Responsive Services	17.25	13%
System Support	54.75	42%
Non-Guidance	<u>16.50</u>	<u>12%</u>
total	131.50	100%

Jeff Chandler - 17 days
10th Grade Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	17.25	16%
Individual Planning	25.25	23%
Responsive Services	24.75	22%
System Support	21.75	19%
Non-Guidance	<u>22.75</u>	<u>20%</u>
total	111.75	100%

Carol Robinson - 17 days
11th Grade Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	3.25	3%
Individual Planning	52.75	46%
Responsive Services	50.25	45%
System Support	2.00	2%
Non-Guidance	<u>4.75</u>	<u>4%</u>
total	113.00	100%

Mary White - 10 days
12th Grade Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	11.00	13%
Individual Planning	34.50	39%
Responsive Services	23.75	27%
System Support	10.25	12%
Non-Guidance	<u>7.25</u>	<u>9%</u>
total	86.75	100%

Total Hours Reported

	<u>Hours</u>	<u>Percent</u>
Curriculum	36.25	8%
Individual Planning	150.75	34%
Responsive Services	116.00	26%
System Support	88.75	20%
Non-Guidance	<u>51.25</u>	<u>12%</u>
total	443.00	100%

South Tech

Russ Andrews - 12 days reported
11th Grade Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	19.50	23%
Individual Planning	32.25	38%
Responsive Services	11.75	14%
System Support	11.50	13%
Non-Guidance	<u>11.00</u>	<u>12%</u>
total	86.00	100%

Phil Elliott - 16 days reported
10th Grade Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	11.25	8%
Individual Planning	23.25	18%
Responsive Services	43.00	33%
System Support	11.50	9%
Non-Guidance	<u>41.75</u>	<u>32%</u>
total	130.75	100%

Jim Evans - 15 days
College and Career Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	4.25	4%
Individual Planning	57.75	48%
Responsive Services	22.25	19%
System Support	9.75	8%
Non-Guidance	<u>25.25</u>	<u>21%</u>
total	119.25	100%

Debbie Younce- 15 days
12th Grade Counselor, Lead Counselor

	<u>Hours</u>	<u>Percent</u>
Curriculum	5.50	5%
Individual Planning	36.75	37%
Responsive Services	28.50	28%
System Support	8.25	8%
Non-Guidance	<u>21.75</u>	<u>22%</u>
total	100.75	100%

Total Hours Reported

	<u>Hours</u>	<u>Percent</u>
Curriculum	40.50	9%
Individual Planning	150.00	35%
Responsive Services	105.50	24%
System Support	41.00	9%
Non-Guidance	<u>99.75</u>	<u>23%</u>
total	436.75	100%

Missouri Comprehensive Guidance Recommended Time Distribution

State Suggested Percentages

- 15% - 25 % Guidance Curriculum
- 25% - 35% Individual Planning
- 25% - 35% Responsive Services
- 15% - 20% System Support
- 0% Non-Guidance

MSIP Standards for Counseling Staff

3.2 Guidance and Counseling Staff - Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building:

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.20	1-75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

Full time enrollment for the 2004-05 school year is 517 at North Tech and 513 at South Tech. Total enrollment is 1060 at North and 1021 at South. Referring again to Page 4 of the Standard Program Eval form, the Desirable Standard is met even with some administrative and supervision duties assigned to counselors falling into the Non-Guidance Activity area.

Participating members of Tech School Guidance Advisory Committee

Nancy Purcelli, Counselor-Oakville High School
Marshall Foss, Counselor-Mehlville/Oakville High School
Sandy Kearney, Counselor-Eureka High School
Mike Hawley, Rankin Tech
Caleb Bentrup, Design Tech Student-South Tech
Janaye Williams, Lab Tech Student-South Tech
Kathleen Mead, Counselor-Ritenour High School
David Saunders, Design Tech Student-North Tech
Al Saunders, North Tech Parent
Jermilla Hubbard, Financial Services Student-North Tech
Floreese Simms, North Tech Parent
Sally Taylor, Human Resources-Friendship Village of West County
Veronica Price, Florissant Valley College
Jeff Chandler, Counselor-North Tech
Carol Robinson, Counselor-North Tech
Mary White, Counselor-North Tech
Russ Andrews, Counselor-South Tech
Fillis Elliott, Counselor-South Tech
Jim Evans, College and Career Counselor-South Tech
Debbie Younce, Lead Counselor-South Tech
Randy Dillon, Director-SSD Technical Education
Don Hosutt, Student Services-SSD Technical Education

Each of the above attended one or both of the Guidance Advisory Committee meeting held Nov.18, 2004 and Feb. 18, 2005