



Guidance and Counseling Standard Program Evaluation

Program Evaluation Question(s)

Is guidance an integral part of the instructional program based on (a) student needs and (b) staff encouragement of student planning for future classes and post-secondary options including but not limited to the development and revision of 4-year plans for each student?

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, Principal, Southview School

Date of Evaluation (Year/Duration):

Fall 2006

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. (CSIP Goal I, Objective 2, Strategy 5; and MSIP Standard 6.9)

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
- 1-2 Social Workers per Special Education School and Courts Programs
- 1 Transition Facilitator shared by the 3 secondary-level Special Education Schools



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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.

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 – Principal, Southview School – Special Education
Guidance Supervisor

Lynnette Adams – Counselor, Special Education Buildings

Marsha Stephens – Counselor, Special Education Buildings

Sara Schmitt – Social Worker, Southview

Linda Cantrell – Transition Facilitator

Anne Blind – Teacher, Southview

Debbie Younce – Lead Counselor, South Tech

Jeff Chandler – 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



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IV. Data Collection Methodology and Documents

Special Education Schools:

Staff/administrator surveys: Missouri Comprehensive Guidance Survey
2005-06 School Year

Parent/guardian survey: Missouri Comprehensive Guidance Survey
2005-06

Student survey: Missouri Comprehensive Guidance Survey 2005-06,
6-month, 3-year, and 5-year Follow-up Study of Graduates

Documents: MSIP and Comprehensive Guidance Standards

Technical Education Schools:

Staff/administrator surveys:

Missouri Comprehensive Guidance Student Needs
Survey 2004-05 School Year,
High Schools That Work Survey 2004 & 2006,
Counselor Time and Task Analysis, 2004-05 School Year

Parent/Guardian Surveys:

Missouri Comprehensive Guidance Student Needs
Survey 2004-05 School Year

Student Surveys:

Missouri Comprehensive Guidance Student Needs Survey
2004-2005 School Year
High Schools That Work Survey 2004 & 2006,
Placement 6-month Follow-up, 5-year Follow-up

Documents:

MSIP and Comprehensive Guidance Standards

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.



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- **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. Currently the Court Programs do not receive instruction utilizing the above curriculum. 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 in 02-03 and then again in 05-06. 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 as needed. Responsive Service is covered similarly in each of these schools by the Social Workers with additional input from the staff in the form of a care team meeting. Counselors, individual student's Case Managers, Transition Facilitators, and Social Workers contribute to System Support in the Special Education schools. System Support includes the following components: parent involvement, committee participation, professional development and community involvement. As of December 2006, the Special Education schools serve an enrollment of 883 students and with the Courts Programs and Career Training, the number increases to 1156 students. The desirable MSIP standard of counselors serving the Special School's enrollment, based on the individual enrollments would be 2.6 counselors and with the additional programs 1.2 additional counselors are recommended. It is important to note that this 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, exclusively assigned to the instruction of the Guidance Curriculum, fill this need at the Desirable Standard level (see attachment S-3).

 - **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)
- A. Strengths and Concerns of program/service based on MSIP standards and/or statistical comparisons.**
1. **Program Strengths (MSIP standards met or exceeded)**
Toward the question on guidance meeting student needs as an integral part of the instructional program based on documents, data totals and comparisons from instruments listed in section IV on page 3:



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Special Ed

- The Student Needs Survey administered to students, staff, and parents in 2005-06 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).
- Students are being instructed in the guidance areas listed above as well as job training to prepare for adult living. Employment for our students include placement at a sheltered workshop as well as supported employment when appropriate. (see attachment S-1).

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 89.6% placement of the 2662 surveyed completers of technical programs for the last 4 years. An average of 55.8% were placed in either employment, continuing education, or military billets (job or assignment) related to their vocational program (see attachment T-1, p. 1). A 5-year follow-up of the graduating class of 2000 from North and South Tech produced only 24 responses with 57 surveys returned as undeliverable from 293 total graduates. On a positive note, 87.5% (21 of 24) were employed, 58.3% (14 of 24) were employed related to their tech program, and 16.7% (4 of 24) were enrolled in and unrelated post-secondary program. No responders were unemployed and none were currently in tech program related post-secondary programs. Obviously, several were both employed and receiving some post-secondary education or training (T-1, p.2)
- The SSD Board Approved Tech Guidance Curriculum addresses the student needs identified most recently conducted Student Needs Survey (2004-05, see attachment T-2, pp. 1-6).
- The High Schools That Work survey results of 2004 and 2006 indicate that students reporting having never talked to a counselor about a Four-year Plan dropped from 16% to 6% at North Tech and from 20% to 16% at South Tech (T-3, pp. 1-3).
- Time and task analysis indicate that service provided compared with the state recommendations for guidance are met. Enrollment ratios and percentage of time spend on types of service enrollment is well over the state recommendation for guidance at North and South Tech (T-4, pp.1-2).

Toward the question of staff encouragement of students to plan for future classes and post-secondary options based on documents, data totals, comparisons listed in section IV on page 3:



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Special Ed

- All students age 16 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. Beginning at the 8th grade level, all students have a 4-year plan designed to prepare the student for adult life.
- Guidance counselors administer interest inventories to begin identifying areas of employment that a student may enjoy and experience success.

Tech Ed

- High Schools That Work (HSTW) surveys from 2006 indicate that at least 94% of students at North Tech and 84% at South Tech report that they have spoken with a counselor about courses and sequence, and Four-year Plans (see attachment T-3, p. 1; summary of HSTW survey questions for North and South Tech).
- 82% of students reporting having reviewed sequence of courses 1 or more times per semester at North Tech (T-3, p. 1).
- North Tech students report increasing encouragement to take challenging math, science, and English courses. South Tech students report increasing encouragement to take challenging math and science classes, while Over 80% surveyed teachers at both schools report encouraging students to take math as a senior even though two units of math is the school and state requirement (attachment T-3, pp. 1-2).

2. Program Concerns

Toward the question on guidance meeting student needs as an integral part of the instructional program based on documents, data totals and comparisons and listed in section IV on page 3:

Special Ed

- Utilization of the results from Comprehensive Guidance Student Needs Survey of 05-06, guides the curriculum taught by each of the two counselors for the Special Ed schools, one assigned to Bridges, Ackermann, Litzsinger, Northview and the other assigned to Southview, Neuwoehner and Litzsinger. 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 second Student Needs Survey was completed during the 2005-06 school year. Results were reviewed and analyzed with curriculum developed to address identified needs. Due to the number of students that the 2 guidance counselors must teach at the Special School



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buildings, instruction in the guidance curriculum has not been given to the following SSD buildings: Career Training, JDC, Lakeside, or Project Learn.

- An advisory Committee for Special Ed school guidance must be formed that includes parents.
- Unable to locate students so return rate for 5-year follow up studies are low—63 total graduates, 35% (n=22).

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

- The 2004-2005 Student Needs Survey composite from both North and South Tech indicate that making decisions about college and planning and developing careers are the top two priorities for Tech students and their parents. In the results form the High Schools That Work Survey done the spring of 2006, 98% of students at North Tech and 61% at South Tech indicate talking with a counselor about education and career. That number increased at North Tech but decreased at South Tech over the last two years, indicating a need for adjustments in career guidance at South Tech (see attachment T-3, p.2).
- Agreement at North Tech, either strongly or somewhat, that they were comfortable about transition from high school to either a career or further education; rose from 74% to 78% between 2004 and 2006 according to the HSTW surveys administered. At South Tech on this same question, those at least somewhat comfortable about the upcoming transition rose from 58% to 65% (T-3, p. 3).
- Student Needs Surveys show different perceptions of need at the two high schools. At North Tech, 'making decisions about college' and 'planning and developing careers' rank 1st and 2nd separated significantly from each other and other choices down the list. At South Tech 'planning and developing careers', 'finding jobs', and 'making decisions about college' ranked 1 through 3, were fairly close in rank, and significantly separated from other choices (See attachment T-2, top of p. 1 for scoring and explanation; p. 3 and 5 for statistical comparison).
- On the High Schools That Work survey (attachment T-3, p. 1) in the category of who helped most with their Four-year plan, 22% at South Tech report 'no one', 20% report 'never' reviewing sequence of courses with anyone.
- The number of return on the 5-year Follow-up Survey is disappointingly low.



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Special and Tech Ed

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

Toward the question on staff encouragement of student planning for future classes and post-secondary options based on documents, data totals and comparisons listed in section IV on page 3:

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 2005-2006 Student Needs Survey (attachment S-2).

Tech Ed

- Students reporting having never talked to a counselor about a Four-year Plan dropped from 16% to 4% at North Tech and from 20% to 16% at South Tech. However, in the category of who helped most with their Four-year plan, 22% at South Tech report 'no one', 20% report 'never' reviewing sequence of courses with anyone (attachment T-2)
- The percentage of students who report never or seldom receiving encouragement from counselors to take challenging math and science decreased at both schools and the percentage never or seldom encouraged to take challenging English decreased at North Tech. (attachment T-2).
- Students reporting having never talked to a counselor about a Four-year Plan dropped from 16% to 4% at North Tech and from 20% to 16% at South Tech. However, in the category of who helped most with their Four-year plan, 22% at South Tech report 'no one', 20% report 'never' reviewing sequence of courses with anyone (also reported in program strengths).
- Only 50% of students at South Tech report reviewing course sequence at least 1 time per year (T-3, p. 1).



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3. Recommendations regarding program/service

Special and Tech Ed

- Continue to monitor, 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.
- Transition Committee investigating the ability to attain information from parent/student to update current employment/living status through DVR, PLB, and/or Regional Center for up to 5-years after graduation .

Tech Ed

- The High Schools That Work committee model for counselors to facilitate faculty advisors to help students seems to work well with educational planning at North Tech but has been less successful at South, where another model is being developed. All students at both schools do, in fact, review their 4-year or Educational Career Plan even if *only* with their counselor.
- The Missouri Comprehensive Guidance Program includes recommendations for incorporating Grade Level Expectations into the guidance curriculum at each school. During the 2006-07 school year, the South Tech guidance staff will review, rewrite, or develop a new lesson or activity to be included in Technical Education Guidance Curriculum that places additional emphasis on application of the Educational Career Plan (4-year plan) for each student.

Date: _____

Signature of Administrator Responsible for Chairing Evaluation



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Special Ed School Documents

S-1 through S-3



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FOLLOW-UP OF GRADUATES/SURVEY OF EMPLOYERS

SPECIAL EDUCATION SCHOOLS AND CAREER TRAINING PROGRAM

MARCH, 2006

PURPOSE OF THE STUDY

The district conducts follow-up studies of graduates and surveys employers for two reasons: First, standard 8.1.2 of the Missouri School Improvement Program (MSIP) requires school districts to conduct thorough follow-up studies of its graduates and surveys of employers and colleges. The purpose of these activities is to determine how well the district has prepared students for work or post-secondary education. The second reason is to obtain information about the long-term performance of our graduates so that we can make adjustments in our instructional programs and better prepare our students for life after school. In simple terms, the study asks two questions. The first is “What are our graduates doing?”. The second question is “How well is the district preparing them to do it?”. The first question was answered through a follow-up of graduates. The answer to the second came from a survey of employers.

METHODOLOGY

The district obtained information to complete the follow-up study and employer survey through the following means:

Follow-up of graduates

1. Transition Facilitators tried to contact members of the classes of 2000, 2003, and 2005 from the secondary Special Education Schools (Neuwoehner, Northview, Southview). Facilitators attempted three phone contacts on varying days and times.
2. If Facilitators were unable to contact the graduate, they sent a survey to the graduate’s last known address or residential facility.
3. Facilitators discussed post-school outcome status with the graduates’ teachers when enrolled in SSD.
4. Teachers in the Career Training Program contacted graduates, family members, or teachers of students who had graduated from that program. Due to historically low response to mailings, teachers relied on repeated phone calls to obtain information.



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FINDINGS

Graduates of Special Education Schools

It should be noted that district staff collect post-graduation data for students graduating from each school, and report it to in that manner to school staff. However, in reporting information describing the post-graduation activity and outcomes of our students in public, maintaining confidentiality is crucial. The relatively small number of graduates from each school in each “cell” (that is, “Male”, “Female”, each ethnic group, or each follow-up category) puts the confidentiality of each student at risk. Therefore, this report provides only data for the entire group of graduates.

Class of 2000

The class of 2000 consisted of 63 students graduating from Neuwoehner, Northview, and Southview Schools. Of those students, 54% were male and 46% female. White students made of 67% of the graduates, Black students made up 30%, and 3% were of another ethnic group. The status of graduates is shown below.

Class of 2000 Five Year Follow-Up Status								Percentage
	Male	Female	Total	Black	White	Other	Total	Of Total
Employed	7	6	13	1	11	1	13	20.6
Percent	53.8	46.2	100.0	7.7	84.6	7.7	100.0	
Day Program	10	10	20	3	16	1	20	31.7
Percent	50.0	50.0	100.0	15.0	80.0	5.0	100.0	
Unemployed/No Program	4	3	7	4	3	0	7	11.1
Percent	57.1	42.9	100.0	57.1	42.9	0.0	100.0	
Unable to Locate	12	10	22	11	11	0	22	34.9
Percent	54.5	45.5	100.0	50.0	50.0	0.0	100.0	
Deceased	1	0	1	1	0	0	1	1.6
Percent	100.0	0.0	100.0	100.0	0.0	0.0	100.0	
Total	34	29	63	20	41	2	63	100.0
Total Percent	54.0	46.0	100.0	31.7	65.1	3.2	100.0	

The number of students who are deceased or with whom staff were unable to make contact affects the above distribution. The table below shows the status of students about whom the district was able to obtain information. These data indicate that of students about whom the district was able to obtain information, nearly 83% are employed or in a day program.



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Class of 2000 Status of Students Contacted

	Male	Female	Black	White	Other	Total	Percentage
Employed	7	6	1	11	1	13	32.5
Day Program	10	10	3	16	1	20	50.0
Unemployed/No Program	4	3	4	3	0	7	17.5
Total	21	19	8	30	2	40	100.0
Percent	52.5	47.5	20.0	75.0	5.0	100.0	

In an attempt to identify trends in post-graduation activity, this study compared year-to-year activities of students in the class of 2000. The table on the next page shows those data in detail. It is noteworthy that over five years, the percentage of students employed dropped substantially, while the percentage in various day programs remained about the same.



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Class of 2000 Year-To-Year Post-Graduate Status

Status	2000 Number	2000 Percent	2001 Number	2001 Percent	2003 Number	2003 Percent	2005 Number	2005 Percent
Employed/Sheltered Workshop	11	17.5	7	11.1	5	7.9	6	9.5
Employed/Supported Employment	23	36.5	15	23.8	9	14.3	6	9.5
Employed/Competitive Employment	3	4.8	0	0.0	0	0.0	1	1.6
Total Employed	37	58.7	22	34.9	14	22.2	13	20.6
Day Program/Volunteer Activity	2	3.2	2	3.2	2	3.2	2	3.2
Day Program/Other	16	25.4	20	31.7	21	33.3	18	28.6
Total Day Program	18	28.6	22	34.9	23	36.5	20	31.7
Unemployed/No Program	7	11.1	15	23.8	10	15.9	6	9.5
Unemployed/Home by Choice	0	0.0	0	0.0	0	0.0	1	1.6
Total Unemployed	7	11.1	15	23.9	10	15.9	7	11.2
Unable to Locate	1	1.6	4	6.3	16	25.4	22	34.9
Deceased	0	0.0	0	0.0	0	0.0	1	1.6
Category Total	63	100.0	63	100.0	63	100.0	63	100.0



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Class of 2003

The class of 2003 consisted of 63 students from Neuwoehner, Northview, and Southview Schools. The follow-up data for those students follow.

Class of 2003

Two Year Follow-Up Status

	Male	Female	Total	Black	White	Other	Total	Percentage of Total
Employed	13	3	16	6	10	0	16	25.4
Percent	81.3	18.8	100.0	37.5	62.5	0.0	100.0	
Day Program	7	5	12	4	7	1	12	19.0
Percent	58.3	41.7	100.0	33.3	58.3	8.3	100.0	
Unemployed/No Program	12	1	13	8	5	0	13	20.6
Percent	92.3	7.7	100.0	61.5	38.5	0.0	100.0	
Unable to Locate	17	3	20	8	12	0	20	31.7
Percent	85.0	15.0	100.0	40.0	60.0	0.0	100.0	
Deceased	1	1	2	0	2	0	2	3.2
Percent	50.0	50.0	100.0	0.0	100.0	0.0	100.0	
Total								100.0
Total Percent	79.4	20.6	100.0	41.3	57.1	1.6	100.0	

The above data show that of the total number of graduates, approximately 44 percent are employed or in a day program and about one-fifth are unemployed or in no program. As with the class of 2005, however, these data are substantially affected by the number of students not located. The table on the next page shows outcome data for students from whom staff obtained information. This table shows that of students in that group, about 68% were employed or in a day program.



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Class of 2003 Status of Students Contacted

	Male	Female	Black	White	Other	Total	Percentage
Employed	13	3	6	10	0	16	39.0
Day Program	7	5	4	7	1	12	29.3
Unemployed/No Program	12	1	8	5	0	13	31.7
Total	32	9	18	22	1	41	100.0
Percent	78.0	22.0	43.9	53.7	2.4	100.0	

In an attempt to identify trends in post-graduation activity, this study compared year-to-year activities of students in the class of 2003. The table on the next page shows those data in detail.

Class of 2003 Year-To-Year Post-Graduate Status

Status	Anticipated 2003		2004		2005	
	Number	Percent	Number	Percent	Number	Percent
Employed/Sheltered Workshop	6	9.4	12	18.8	9	14.3
Employed/Supported Employment	27	42.2	8	12.5	4	6.3
Employed/Competitive Employment	3	4.7	1	1.6	3	4.8
Total Employed	36	56.3	21	32.8	16	25.4
Day Program/Volunteer Activity	0	0.0	2	3.1	11	17.5
Day Program/Other	17	26.6	11	17.2	1	1.6
Total Day Program	17	26.6	13	20.3	12	19.0
Unemployed/No Program	10	15.6	19	29.7	12	19.0
Unemployed/Home by Choice	1	1.6	3	4.7	1	1.6
Total Unemployed	11	17.2	22	34.4	13	20.6
Unable to Locate	0	0.0	8	12.5	20	31.7
Deceased	0	0.0	0	0.0	2	3.2
Category Total	64	100.0	64	100.0	63	100

NOTE: One student received a diploma from home school and was not counted in SSD follow-up.



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As with the Class of 2000, these data show that over time the percentage of employed students decreased. However, unlike the Class of 2000, the percentage in day programs also decreased.

Class of 2005

The final group reported is students graduating in 2005 from Northview, Neuwoehner, and Southview Schools. District staff collected data in December 2005, six months post-graduation. The table below shows that about 46 percent of graduates are employed or in a day program, while about 36 percent are unemployed. Staff were unable to reach almost nineteen percent of the graduates.

Class of 2005

Six-Month Follow-Up Status

	Male	Female	Total	Black	White	Other	Total	Percentage of Total
Employed	6	8	14	5	8	1	14	20.0
Percent	42.9	57.1	100.0	35.7	57.1	7.1	100.0	
Day Program	9	9	18	10	8	0	18	25.7
Percent	50.0	50.0	100.0	55.6	44.4	0.0	100.0	
Unemployed/No Program	16	9	25	10	15	0	25	35.7
Percent	64.0	36.0	100.0	40.0	60.0	0.0	100.0	
Unable to Locate	7	6	13	9	4	0	13	18.6
Percent	53.8	46.2	100.0	69.2	30.8	0.0	100.0	
Deceased	0	0	0	0	0	0	0	0.0
Percent	0	0	0	0	0	0	0	
Total	38	32	70	34	35	1	70	100.0
Percent	54.3	45.7	100.0	48.6	50.0	1.4	100.0	

The table on the next page shows the distribution of graduates in those about whom staff could obtain no information are omitted from the group. Those data indicate that of this group, about 56% are employed or in a day program.



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Class of 2005 Status of Students Contacted

	Male	Female	Black	White	Other	Total	Percentage
Employed	6	8	5	8	1	14	24.6
Day Program	9	9	10	8	0	18	31.6
Unemployed/No Program	16	9	10	15	0	25	43.9
Total	31	26	25	31	1	57	100.0
Percent	54.4	45.6	43.9	54.4	1.8	100.0	

Discussion

A review of the above follow-up data gives rise to the following important points:

1. For all classes, the high percentage of students not located, ranging from over 18% for the class of 2005 to over one-third for the class of 2000, has a substantial impact on the ability to draw clear conclusions. Simply said, the district doesn't know what these students are currently doing.
2. The percentage of students employed decreases over time. For the class of 2000, this percentage decreased over five years from almost 59% to about 20%. For the class of 2003, the percentage decreased over two years from about 56% to about 21%. For the class of 2000, this decrease took place in all types of employment (sheltered workshop, supported employment, and competitive employment). For the class of 2003, the percentage of students in sheltered workshop and supported employment decreased by almost half (from 18.8% to 9.5% and from 12.5% to 6.3%, respectively) between one year and two years after graduation, while the percentage of students in competitive employment increased.
3. Over five years, the percentage of students in day programs stayed about the same while the percentage of unemployed students increased in the short-term but returned to its initial level long-term. Over two years for the class of 2003, the percentage of students in day programs dropped while the percentage unemployed grew.
4. Six months after graduation, almost half of graduates were employed or in a day program. However, over one-third were unemployed.
5. A review of post-graduation status by gender and ethnic groups shows that for members of the Class of 2000, the percentages of males and females in each



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category are consistent with their overall representation in the group. However, the percentage of Black students employed or in day programs is less than the overall percentage of Black students and the percentage unemployed or not located is more than the total percentage. The opposite is the case for White students. For the class of 2003, the percentage of Male and Female students employed is similar to their membership in the entire group. However, the percentage of Males in a day program is less than their overall percentage while the percentage unemployed or not located is greater than their overall representation. The percentage of Females in a day program is greater than their overall percentage of the total group but the opposite is the case for Females who are unemployed or not located. The percentages of Black students and White students employed or not located are about the same as their overall percentage of group membership. The percentage of White students in a day program is about the same as their overall representation, while this is not the case for any unemployed students or Black students in a day program.

Career Training Graduates

Teachers collected follow-up data for graduates in 2000, 2003, and 2005, that is, five years, two years, and six months post-graduation. The following table summarizes data describing those groups of graduates and their post-graduation status.

**Career Training Program Graduates
Group Descriptions and Post-Graduation Status**

Year of Graduation	2000	2003	2005
Number of Students	98	92	73
Percent Contacted	37	68	92
Gender			
Percent Male	59	56	59
Percent Female	41	44	41
Ethnic Group			
Percent Black	47	64	48
Percent White	52	36	51
Percent Other	1	0	1
Percent Enrolled in Non-College	0	2	0
Percent in Military	0	0	0
Percent Employed	27	42	51
Percent Unemployed	7	22	37
Percent with Status Unknown	66	33	12



Guidance and Counseling Standard Program Evaluation

SPRING 2006 GUIDANCE DEPARTMENT NEEDS ASSESSMENT RESULTS

GRADES K-3 STUDENT SURVEY

- 1) 4. I can identify different ways of settling conflicts.
(Understanding and accepting myself)
- 2) 16. I look at the person who is speaking to me.
(Improving study and basic learning skills)
- 3) 18. I know how to ask appropriate questions in class.
(Improving study and basic learning skills)
- 4) 40. I know how to say "NO" to people who try to get me to use alcohol and other drugs.
(Knowing how alcohol and other drugs affect my friends and me)

GRADES K-3 STAFF SURVEY

- 1) Understanding and getting along with others
- 2) Understanding and accepting myself
- 3) Making decisions

GRADES K-3 PARENT SURVEY

1. Improving study and basic learning skills
2. Making decisions
3. Understanding and getting along with others



Guidance and Counseling Standard Program Evaluation

SPRING 2006 GUIDANCE DEPARTMENT NEEDS ASSESSMENT RESULTS

GRADES 4-6 STUDENT SURVEY

- 1) 8. I know how to handle teasing from other students if I am interested in activities usually chosen by the other sex.
(Understanding how being male or female relates to school and work)
- 2) 20. I know an adult to get help from if I or a friend has a problem with alcohol and drugs.
(Knowing how alcohol and other drugs affect my friends and me)
- 3) 24. I know some things that cause problems in families, such as death, divorce, unemployment
(Learning about family responsibilities)

GRADES 4-6 STAFF SURVEY

1. Understanding and getting along with others
2. Understanding and accepting self
3. Making decisions

GRADES 4-6 PARENT SURVEY

1. Understanding and getting along with others
2. Exploring and planning for careers
3. Understanding and accepting self
4. Improving study and learning skills



Guidance and Counseling Standard Program Evaluation

SPRING 2006 GUIDANCE DEPARTMENT NEEDS ASSESSMENT RESULTS

GRADES 6-9 STUDENT SURVEY

- 1) 27. I attend and participate in my IEP meetings.
(Planning for school and beyond)
- 2) 4. I can handle teasing and disapproval for wanting a job that is usually held by people of the opposite sex.
(Understanding how being male or female relates to classes and jobs)
- 3) 30. I can complete a sample job application.
(Preparation for finding jobs)

GRADES 6-9 STAFF SURVEY

1. Understanding and getting along with others
2. Making decisions
3. Learning how to use leisure time

GRADES 6-9 PARENT SURVEY

1. Making decisions
2. Understanding and accepting self
3. Understanding and getting along with others



Guidance and Counseling Standard Program Evaluation

SPRING 2006 GUIDANCE DEPARTMENT NEEDS ASSESSMENT RESULTS

GRADES 9-12 STUDENT SURVEY

- 1) 48. I understand credit purchases and installment buying.
(Learning about consumer skills)
- 2) 32. I know which individuals or agencies helped graduates get into college, find a job, or obtain other training beyond high school.
(Learning from friends and others who have graduated)
- 3) 39. I can develop a resume (personal information for employers).
(Preparation for finding jobs)

GRADES 9-12 STAFF SURVEY

1. Preparing for life after graduation
2. Understanding and accepting self
3. Preparing for finding jobs

GRADES 9-12 PARENT SURVEY

1. Preparing for life after graduation
2. Improving basic study skills and learning skills
3. Understanding and accepting self



Guidance and Counseling Standard Program Evaluation

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 2006-07 school year in the Special Education school buildings is 883.



Guidance and Counseling Standard Program Evaluation

Tech School Documents

T-1 through T-5



Guidance and Counseling Standard Program Evaluation

Placement Results 2002 - 2005 North Technical High School

YEAR	CONCENTRATOR/ GRADUATES	ER	ENR	CER	CENR	NP	NA	SU	MR	MNR	TOT P	TOTP %
2005	438	61	44	193	74	60	3	1	1	1	374	85%
		14%	10%	44%	17%	14%	1%	0%	0%	0%	85%	
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%
2005	359	57	51	83	116	23	13	9	1	6	314	87%
		16%	14%	23%	32%	6%	4%	3%	0%	2%	87%	
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



Guidance and Counseling Standard Program Evaluation

Class of 2000 5-Year Graduate Follow-up Results

- Surveys were sent to all North and South Tech graduates in the Class of 2000.
- North Tech graduates in 2000 numbered 132 with 32 surveys returned as undeliverable and 7.0% of the delivered surveys returned. South Tech graduates numbered 161 with 25 returned as undeliverable and 12.5% of the delivered surveys returned.

Statistical Results

Highest level of education completed.

- 62.5% High School Graduate
- 8.3% Post-Secondary Certification
- 25.0% Associates Degree
- 0% Bachelors Degree
- 4.2% Masters Degree

Current employment and/or educational status

- 58.2% Employed, related to Tech High School program
- 29.2% Employed, not related to Tech program
- 0% Enrolled in post-secondary education related to Tech program
- 16.6% Enrolled in post-secondary education not related to program
- 0% Unemployed, seeking employment
- 0% Unemployed, not seeking employment



Guidance and Counseling Standard Program Evaluation

Student Needs Survey 2004-05 Results Summary

Point value is assigned to each item as ranked by each individual completing the survey with total scores being a calculation of that these rankings. Number of surveys completed in each section is a factor in totals.

Tech Division Composite Rankings and Total Scores

Grade 10 (N=99)	Cur. Page #	Total score
1. Making decisions about college	(1,5,12-29,57)	208
2. Planning and developing careers	(1-6,9)	189
3. Finding jobs	(6,7,51-54,62-69,72)	121
4. Making decisions	(75-77)	117
5. Preparation for finding jobs	(7,21-23,51-54,62-68,71,72)	109
6. Understanding and getting along with others	(8-11,38,39)	86
Grade 11 (N=136)		
1. Making decisions about college		282
2. Planning and developing careers		260
3. Finding jobs		231
4. Preparation for finding jobs		165
5. Learning about marriage and family responsibilities	(35,36)	108
6. Making decisions		101
Grade 12 (N=87)		
1. Making decisions about college		175
2. Finding jobs		154
3. Planning and developing careers		152
4. Making decisions		99
5. Learning consumer and homeowner skills	(None, new Personal Finance Class)	97
6. Preparation for finding jobs		88
Combined Grades (N=322)		
1. Making decisions about college		665
2. Planning and developing careers		601
3. Finding jobs		506
4. Preparation for finding jobs		362
5. Making decisions		317
6. Improving basic skills and study/learning skills	(46-52,55,56)	245



Guidance and Counseling Standard Program Evaluation

Parents (N=167)		Total score
1. Planning and developing careers		337
2. Improving basic skills and study/learning skills		302
3. Making decisions about college		249
4. Understanding and accepting self	(27-31)	233
5. Preparation for finding jobs		184
6. Finding jobs	(54-62)	162
Staff (N=131)		
1. Improving basic skills including study/learning skills		417
2. Understanding and getting along with others		282
3. Making decisions		245
4. Understanding and accepting self		195
5. Planning and developing careers		190
6. Vocational selection and training		126
Combined Adults (N=307 including 9 not identified as Staff or Parent)		
1. Improving basic skills and study/learning skills		762
2. Planning and developing careers		529
3. Understanding and accepting self		444
4. Understanding and getting along with others	(8-11,38,39)	436
5. Making decisions		417
6. Preparation for finding jobs		313

Page numbers in parentheses indicate the page number of the task in the Guidance Curriculum for Technical Education that addresses that need. Items with no parenthetical notations have been previously listed.



Guidance and Counseling Standard Program Evaluation

North Tech Rankings and Total Scores

Grade 10 (N=80)	Total score
1. Making decisions about college	186
2. Planning and developing careers	145
3. Making decisions	93
4. Finding jobs	86
5. Preparation for finding jobs	75
6. Understanding and getting along with others	70
Grade 11 (N=63)	
1. Making decisions about college	139
2. Planning and developing careers	104
3. Finding jobs	76
4. Preparation for finding jobs	55
5. Improving basic skills and study/learning skills	46
6. Learning about marriage and family responsibilities	41
Grade 12 (N=29)	
1. Making decisions about college	45
2. Learning consumer and homeowner skills	35
3. Finding jobs	34
4. Planning and developing careers	31
5. Improving basic skills and study/learning skills	25
6t. Understanding and accepting self	18
6t. Preparation for finding jobs	18
Combined Grades (N=172)	
1. Making decisions about college	370
2. Planning and developing careers	280
3. Finding jobs	196
4. Preparation for finding jobs	148
5. Improving basic skills and study/learning skills	135
6. Making decisions	126



Guidance and Counseling Standard Program Evaluation

Parents (N=95)	Total score
1. Improving basic skills and study/learning skills	180
2. Planning and developing careers	165
3. Making decisions about college	147
4. Understanding and accepting self	123
5. Knowing how drugs and alcohol affect me and my friends	107
6. Finding jobs	100
Staff (N=73)	
1. Improving basic skills and study/learning skills	200
2. Understanding and getting along with others	167
3. Understanding and accepting self	148
4. Making decisions	140
5. Planning and developing careers	90
6. Vocational selection and training	60
Combined Adults (M=168)	
1. Improving basic skills and study/learning skills	380
2. Understanding and accepting self	271
3. Understanding and getting along with others	257
4. Planning and developing careers	255
5. Making decisions	212
6. Making decisions about college	167



Guidance and Counseling Standard Program Evaluation

South Tech Rankings and Total Scores

Grade 10 (N=19)

Total score

1. Planning and developing careers	44
2. Finding jobs	35
3. Preparation for finding jobs	34
4. Understanding and accepting self	25
5. Making decisions	24
6. Understanding and getting along with others	16

Grade 11 (N=73)

1. Planning and developing careers	156
2. Finding jobs	155
3. Making decisions about college	143
4. Preparation for finding jobs	110
5. Making decisions	83
6. Learning about marriage and family responsibilities	67

Grade 12 (N=58)

1. Making decisions about college	130
2. Planning and developing careers	121
3. Finding jobs	120
4. Making decisions	84
5. Preparation for finding jobs	70
6. Learning consumer and household skills	62

Combined Grades (N=150)

1. Planning and developing careers	321
2. Finding jobs	310
3. Making decisions about college	295
4. Preparation for finding jobs	214
5. Making decisions	191
6. Learning consumer and homeowner skills	128



Guidance and Counseling Standard Program Evaluation

Parents (N=72)

1. Planning and developing careers	172
2. Improving basic skills and study/learning skills	122
3. Preparation for finding jobs	117
4. Understanding and accepting self	110
5. Making decisions about college	102
6. Making decisions	81

Staff (N=58)

1. Improving basic skills and study/learning skills	217
2. Understanding and getting along with others	115
3. Making decisions	105
4. Planning and developing careers	100
5. Vocational selection and training	66
6. Preparation for finding jobs	59

Combined Adults (N=139 including 9 not identified as Staff or Parent)

1. Improving basic skills including study/learning skills	382
2. Planning and developing careers	274
3. Making decisions	205
4. Preparation for finding jobs	190
5. Understanding and getting along with others	179
6. Understanding and accepting self	175



Guidance and Counseling Standard Program Evaluation

<i>Student Survey Results</i>	North Tech		South Tech	
	<u>2006 n=57</u>	<u>2004 n=54</u>	<u>2006 n=54</u>	<u>2004 n=59</u>
Who helped most with 4 year plan?				
Counselor	57%	38%	12%	25%
Teacher	9%	11%	20%	20%
Parents	26%	31%	41%	27%
Friends	4%	4%	4%	10%
No one	4%	16%	22%	17%
Talked about 4 year plan with counselor				
Never	6%	7%	16%	20%
1 or 2 times	15%	15%	28%	20%
1 per year	11%	13%	24%	14%
1 per sem.	31%	26%	20%	31%
Several/sem.	37%	39%	12%	15%
Talked about 4 year plan with teachers				
Never	11%	24%	22%	17%
1 or 2 times	31%	20%	14%	24%
1 per year	13%	9%	24%	22%
1 per sem.	26%	37%	24%	22%
Several/sem.	19%	11%	16%	15%
Frequency of parent-teacher-student conference to plan high school program of study				
Never	31%	39%	22%	41%
1 or 2 times	22%	20%	26%	8%
1 per year	26%	20%	30%	15%
1 per sem.	11%	15%	12%	14%
Several/sem.	9%	7%	10%	22%
Reviewed sequence of courses w/teacher and counselor				
Never	4%	2%	20%	20%
1 or 2 times	15%	24%	29%	19%
1 per year	19%	17%	22%	14%
1 per sem.	37%	30%	16%	14%
Several/sem.	26%	26%	12%	32%
Was encouraged by counselors or teachers to take challenging math				
Never	11%	28%	30%	36%
Seldom	17%	13%	22%	25%
Sometimes	28%	35%	36%	20%
Often	44%	24%	12%	19%



Guidance and Counseling Standard Program Evaluation

<u>Student Survey Results</u>	<u>2006 n=57</u>	<u>2004 n=54</u>	<u>2006 n=54</u>	<u>2004 n=59</u>
Was encouraged by counselors or teachers to take challenging science				
Never	19%	39%	30%	44%
Seldom	26%	26%	24%	14%
Sometimes	22%	20%	30%	29%
Often	33%	15%	16%	14%
	North Tech		South Tech	
Was encouraged by counselors or teachers to take challenging English				
Never	19%	26%	31%	27%
Seldom	11%	22%	22%	17%
Sometimes	26%	30%	33%	31%
Often	44%	22%	14%	25%
Teacher or Counselor talked with me about education or career after high school				
Yes	98%	87%	61%	75%
No	2%	13%	39%	25%
Satisfaction w/help at school selecting courses				
Not at all	2%	4%	15%	22%
Somewhat	57%	61%	60%	41%
Very	42%	33%	25%	37%
Received information and counseling about continuing education				
Yes	78%	71%	62%	53%
No	22%	29%	38%	47%
<u>The following happened during high school:</u>				
I spoke w/someone in a career I aspire to				
Yes	70%	65%	68%	63%
No	30%	35%	32%	37%
I spoke w/college rep about going to college				
Yes	92%	87%	62%	59%
No	8%	13%	38%	41%
I spoke w/local business about working there				
Yes	54%	54%	52%	49%
No	46%	46%	48%	51%



Guidance and Counseling Standard Program Evaluation

Parents and I met at school about plans after high school

Yes	50%	52%	41%	47%
No	50%	48%	59%	53%

Parents and I were assisted at school about college application

Yes		65%	63%	62%	56%
No		35%	37%	38%	44%

North Tech

South Tech

Student Survey Results

2006 n=57

2004 n=54

2006 n=54

2004 n=59

School courses prepared me for career or further education

Strongly Disagree		9%	15%	12%	10%
Somewhat Disagree		13%	11%	22%	32%
Somewhat Agree		40%	50%	45%	36%
Strongly Agree		38%	24%	20%	22%

North Tech

South Tech

Teacher Survey Results

2006 n=69

2006 n=47

To what extent are teachers involved in guiding and supporting students

Part of guidance/advisory Assist parents/students in high school plan and beyond		74%		55%
Meet and advise core group at least once per year		53%		52%
Inform parents on post high school readiness at least once a year		72%		56%
Work with parents on achievement gap once a year		57%		60%
		61%		57%

To what extent are teachers helping students make transition from high school to further learning

Believe 81% of seniors are highly competent in technical area		5%		9%
Encourage students to take math as a senior		86%		83%
Annually meet with employers and post secondary staff on expectations		64%		82%
Encourage students to take science as seniors		77%		74%



Guidance and Counseling Standard Program Evaluation

2004-05 School Year Time and Task Analysis for Guidance Departments at the Technical High Schools

This data combines the total hours reported in each semester on the time and task analysis arriving at a percentage breakdown for the 2004-2005 school year.

North Tech

	<u>Hours</u>	<u>Percent</u>
Curriculum	69.75	7%
Individual Planning	334.00	36%
Responsive Services	241.75	26%
System Support	175.25	19%
Non-Guidance	<u>116.25</u>	<u>12%</u>
<i>totals</i>	932.00	100%

South Tech

	<u>Hours</u>	<u>Percent</u>
Curriculum	78.5	9%
Individual Planning	329.75	38%
Responsive Services	202.5	23%
System Support	84.25	10%
Non-Guidance	<u>178.5</u>	<u>20%</u>
	873.5	100%



Guidance and Counseling Standard Program Evaluation

Missouri Comprehensive Guidance Recommended Time Distribution

State Suggested Percentages

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- 25% - 35% Responsive Services
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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:

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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 2006-07 school year is 503 at North Tech and 206 at South Tech. Total enrollment is 1173 at North and 935 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.



Guidance and Counseling Standard Program Evaluation

Participating members of Tech School Guidance Advisory Committee

Mr. Russ Andrews, Counselor-South Tech High School
Mr. Larry Baine, College and Career Counselor-North Tech High School
Ms. Elizabeth Bagi, Parent of South Tech Auto Tech Student
Mr. Keith Bagi, South Tech Auto Tech Student
Ms. Patty Barnes, Assessment Director-Florissant Valley Community College
Mr. Ferdinand Bautista, Parent of North Tech Health Services Student
Ms. Michelle Bautista, North Tech Health Services Student
Mr. Jeff Chandler, Lead Counselor-North Tech High School
Ms. Tiffany Dunlap, North Tech Graduate-Sunnen Corporation
Mr. Phil Elliott, Counselor-South Tech High School
Mr. Jim Evans, College and Career Counselor-South Tech High School
Mr. Marshall Foss, Counselor-Oakville High School
Ms. Killian Hanks, North Tech Computer Information Systems 2006 Graduate
Mr. Al Haushalter, Counselor-University City High School
Mr. Mike Hawley, Admissions-Rankin Tech
Mr. Don Hosutt, Administrator-Technical Education
Dr. Jim Jaimeson, Tech Ed and Lindbergh High School
Mr. Dwight Jones, North Tech Computer Information Services Student
Ms. Kathy Jones, Parent of South Tech Lab Tech Student
Mr. Lamont Jones, South Tech Lab Tech Student
Ms. Sandy Kearney, Counselor-Eureka High School
Ms. Kathleen Mead, Counselor-Ritenour High School
Ms. Sharon Piel, Parent of North Tech Computer Information Services Student
Mr. John Riethmeier, Counselor-Lindbergh High School
Ms. Leigh Roberts, Assessment Coordinator-South Tech High School
Ms. Carol Robinson, Counselor-North Tech High School
Ms. Kristen Scott, North Tech Early Childhood Student
Mr. Brian Scott, Parent of North Tech Early Childhood Student
Ms. Sally Taylor, Personnel-Friendship Village of West County
Ms. Joanna VanDer Tuin, Counselor-Mehlville High School
Ms. Debbie Younce, Lead Counselor-South Tech
Ms. Mary White-North Tech Counselor