



School Counseling Program (K-12): Comprehensive Evaluation - College and Career Component

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Executive Summary

On December 20, 2016, the School Board approved the School Counseling Program K-12 Evaluation Readiness Report, including the program goals and objectives, the evaluation plan, and the recommendation concerning the evaluation of the program. The recommended evaluation plan included a comprehensive evaluation of the academic component of the school counseling program during the 2016-2017 school year (Year One), the college and career component in 2017-2018 (Year Two), and the personal and social component in 2018-2019 (Year Three). The evaluation report focused on the academic component was presented to the School Board on September 6, 2017. This year's evaluation report focused on the college and career preparation component and was based on the School Board plan. The evaluation focused on the operation of the school counseling program as it relates to supporting students in preparation of college and career, characteristics of the students, progress made toward meeting the goals and measurable objectives of the school counseling program's college and career component, and stakeholders' perceptions. The evaluation was based on data that were collected through surveys, reviews of documents, and data from the Virginia Beach City Public Schools (VBCPS) data warehouse.

Key Evaluation Findings

Actions Taken Regarding Year-One Evaluation Recommendations

The first recommendation from the year-one evaluation was to continue the school counseling program with the following three recommendations requiring action:

Recommendation #2

- The second recommendation was to develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students' needs can be met. During 2017-2018, the request for additional high school counselors was submitted by the Department of Teaching and Learning for budget consideration. In the 2018-2019 School Board Operating Budget, the School Board added 12 high school counselor positions.

Recommendation #3

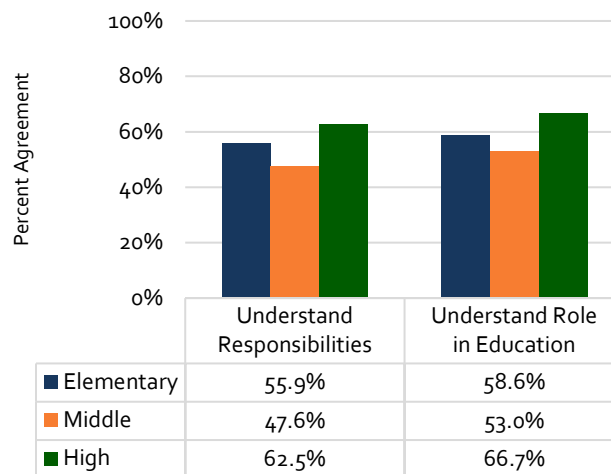
- The third recommendation was to ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals.
- Actions regarding the recommendation included the following: ensuring goal setting was a required element of student advisory meetings at the high school level, holding information nights throughout the year to inform students and parents about academic and career planning, and counselors meeting with students individually to work on various aspects of the academic and career planning process depending on the student's grade.
- In comparison to 2016-2017, middle school students' agreement percentages (52% to 75%) and high school students' agreement percentages (45% to 64%) remained relatively low and did not improve in 2017-2018 regarding whether school counselors helped students identify academic, career, or college-related goals.

Recommendation #4

- The fourth recommendation was to publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents were aware of the various services and opportunities for assistance that were offered.

- Actions regarding the recommendation included the following: school counselors publicizing the components of the school counseling program through a divisionwide parent connection night, a targeted grade-level communication sent home to parents regarding the activities and resources available, and requesting that principals increase efforts to communicate opportunities provided through the school counseling program through social media.
- At the division level, 56 percent of parents agreed they had a clear understanding of school counselors' responsibilities and 60 percent of parents agreed they had a clear understanding of the role school counselors play in students' overall education.

Parent Understanding of School Counselors' Role and Responsibilities



Operational Components

Components of Comprehensive School Counseling Program

- The design and delivery of the VBCPS school counseling program was based on the American School Counselors Association (ASCA) national model because it “emphasizes a comprehensive and developmental approach.”
- The VBCPS school counseling program includes counseling services, classroom guidance services, consultation services, and coordination efforts.
- According to ASCA, delivery of services to students, both direct and indirect services, should account for 80 percent or more of the school counselors' activities with most time spent in direct service to and contact with students.
- Overall, 69 percent of elementary school counselors, 61 percent of middle school counselors, and 58 percent of high school counselors spent most of their time (at least 80%) working directly or indirectly with students, including working with students on college and career matters.
- When asked to approximate the percentage of time spent working with students on academics, college, career, and personal/social concerns, elementary and middle school counselors indicated more than half of their time was spent on personal and social concerns (61% and 51%, respectively), whereas high school counselors split their time approximately in thirds between the areas of academics, college/career, and personal/social.
- From 27 to 39 percent of elementary school counselors, 19 to 36 percent of middle school counselors, and 32 to 45 percent of high school counselors agreed that school counselors' daily schedules allowed adequate time to provide academic, college, or career counseling to students.

- Across all stakeholder groups, including students, parents, school counselors, teachers, and administrators, 52 to 66 percent of elementary stakeholders, 42 to 65 percent of middle school stakeholders, and 32 to 51 percent of high school stakeholders agreed that students and/or parents had enough time with counselors to plan goals.
- At least 87 percent of school counselors, 78 percent of teachers, and 95 percent of administrators agreed that school counselors worked cooperatively with teachers and other staff.

School Counselors Responsibilities and Activities Related to College and Career Preparation

- School counselors were asked to rank various activities based on how much time they spent working in each area. Average ranking by school level showed that mental health issues and academic planning were the areas where the largest amount of time was spent by school counselors at all school levels.
- Administrative tasks were ranked as being the third most time consuming activity by the school counselors at all school levels.
- In addition to administrative tasks, high school counselors ranked college applications, scholarships, and financial aid processes as the third area where they spent their time.

Counselor Rankings of Time Spent in School Counseling Activities

Responsibility/Activity	ES	MS	HS	Division
Mental health issues of students	1.5	1.4	2.7	1.9
Academic planning	3.0	2.3	1.8	2.3
Administrative tasks	3.8	3.4	3.5	3.6
Career counseling	4.2	4.6	4.9	4.6
Professional development	4.0	4.5	6.0	4.9
Building college-going culture	5.0	4.6	5.1	4.9
College application/scholarship financial	6.9	6.7	3.5	5.6

Note: Activities were ranked from 1 (most amount of time) to 7 (least amount of time).

- High percentages of school counselors at all levels indicated that they were involved to a large extent with facilitating students' completion of academic and career plans (87% to 90%).
- A high percentage of school counselors at the high school level indicated they were actively involved to a large extent in the following college- and career-related responsibilities: advising students on academic issues and course selection (97%); scheduling and/or promoting college and career day/fair, career connections, college representative visits, and college nights (95%); and supporting college admissions (95%).
- At the middle school level, a high percentage of school counselors indicated they were actively involved to a large extent in the following responsibilities: helping students understand the transition process between school levels (94%), advising students on academic issues (90%), and promoting and helping students identify specialty programs available to them (90%).
- Elementary school counselors indicated they were actively involved to a large extent in helping students understand the transition process between school levels (97%).
- School counselors and administrators responded to survey items regarding whether the college and career counseling expectations were clearly defined. Results varied by school level, but the pattern of results showed that elementary school counselors and administrators were less likely to agree that expectations for college and career counseling were clearly defined.

Stakeholder Perceptions Regarding the Expectations of School Counselors

Survey Item	School Counselors			Administrators		
	ES	MS	HS	ES	MS	HS
Expectations in college counseling are clearly defined .	41.2%	51.6%	61.1%	46.7%	72.2%	76.5%
Expectations in career counseling are clearly defined .	68.6%	71.0%	76.3%	63.6%	86.1%	73.5%

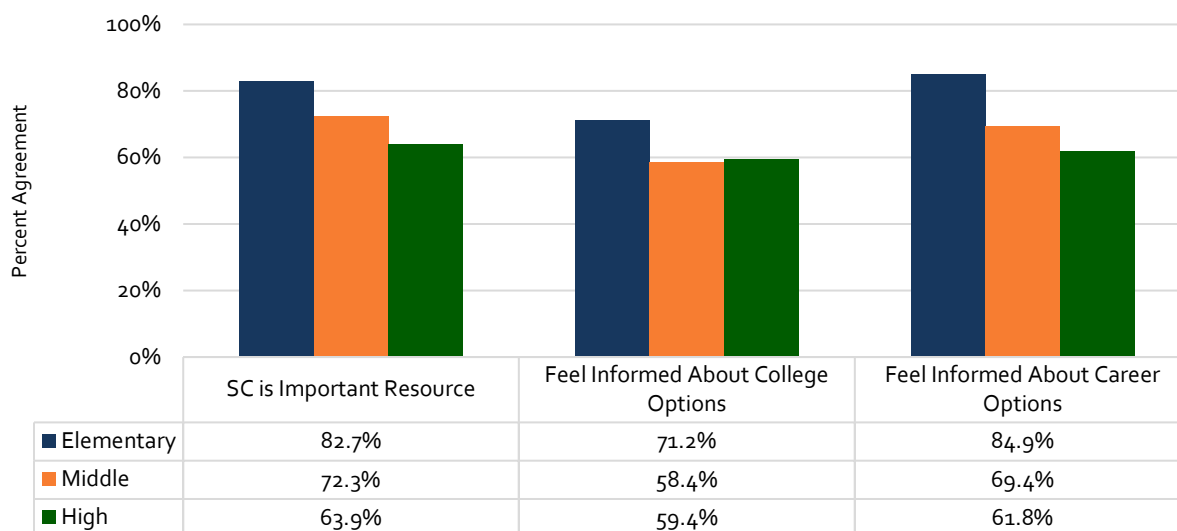
- When teachers were asked about their understanding of the school counselors' role, 77 to 82 percent of teachers agreed that they understood the counselors role overall. However, lower percentages of teachers understood the school counselors' role in college or career preparation, especially at the elementary school level.

Teacher Perceptions Regarding Understanding the Role of School Counselors

Area	ES	MS	HS
Overall role	77.1%	82.3%	80.4%
Role in college preparation	43.8%	62.3%	79.6%
Role in career preparation	52.6%	61.8%	76.1%

- Depending on the school level, 64 to 83 percent of students agreed that their school counselor was an important resource for them in dealing with college and career issues at school, 58 to 71 percent agreed that they felt informed about college options, and 62 to 85 percent agreed that they felt informed about career options.

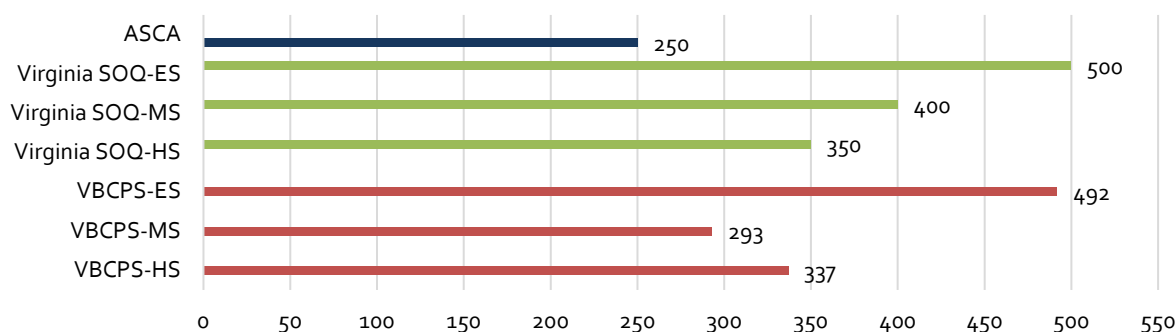
Student Perceptions Regarding School Counselors' Role in Preparation for College and Career



School Counseling Staff Allocations

- Based on the total school counselor FTE allocations at each school level in 2017-2018, VBCPS staffed school counseling departments at or above the SOQ guidelines, but below the ASCA recommendation.
- The school division staffed one school counselor for every 492 elementary school students, one school counselor for every 293 middle school students, and one school counselor for every 337 high school students.

Recommended and Actual Number of Students Per Full-Time Counselor



- There were improvements in the staffing allocation ratios at all school levels in 2017-2018 compared to 2016-2017, but this was likely due to changes in student enrollment as there were no staffing positions added during the 2017-2018 school year.
- Relatively low percentages of staff agreed that the allocations provided to their school allowed the program to meet students' needs and allowed adequate time to counsel students, especially at the high school level.

Percentage Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Group	ES	MS	HS
Counselors	35.3%	41.9%	15.8%
Teachers	64.4%	68.6%	53.6%
Administrators	62.5%	70.3%	34.3%

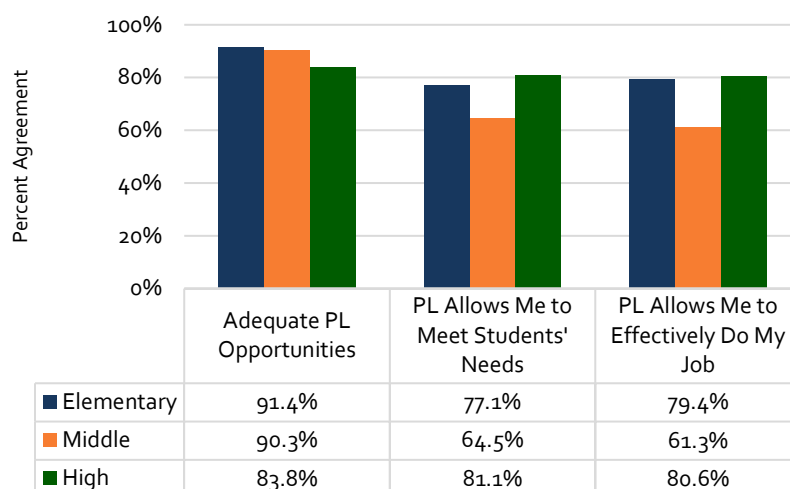
Percentage Agreement Regarding Caseloads Allowing Adequate Time to Counsel Students

Group	ES	MS	HS
Counselors	17.1%	22.6%	2.6%
Teachers	47.1%	53.3%	41.5%
Administrators	48.4%	64.9%	31.4%

Professional Learning Opportunities

- Four mandatory professional learning opportunities were provided to all school counselors during 2017-2018 that focused on using data to create SMART goals, mediation and conflict resolution, and section 504 trainings. In addition, two mandatory sessions were provided for new school counselors. Seventeen optional sessions were offered to school counselors.
- High percentages of school counselors agreed that there was adequate professional learning at each level (84% to 91%). Regarding the efficacy of the professional learning as it related to college and career preparation for students, agreement percentages were somewhat lower, especially at middle and elementary schools.

School Counselor Perceptions of Professional Learning on Students' College and Career Preparation



Parent Involvement and Engagement

- Nearly half of elementary parents (47%), 69 percent of middle school parents, and 73 percent of high school parents reported knowing who their child's school counselor was, and 31 percent of elementary parents, 53 percent of middle school parents, and 45 percent of high school parents talked with their child's school counselor.
- Across the division, 18 percent of parents indicated that they would have liked to talk to their child's school counselor but did not, whereas 40 percent indicated they did not need to talk with their child's school counselor.
- When asked about their satisfaction regarding the level of communication with their child's school counselor, 65 percent of elementary parents indicated being satisfied, whereas 45 percent of middle school parents and 41 percent of high school parents were satisfied.
- Both parents and school counselors indicated that academic planning and individual conferences were the predominant modes of parental participation.
- Across the division, 55 percent of parents, 83 percent of teachers, 92 percent of administrators, and 100 percent of school counselors agreed that school counselors engaged parents with the goal of helping parents support their child's development. Parents of secondary students had lower levels of agreement (45% to 50%) compared to elementary school parents (71%).

Student Characteristics

Student Demographic Characteristics

- The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2017 data, this included a total of 67,001 students (30,433 in elementary school, 15,872 in middle school, and 20,696 in high school).

Students Working With School Counselors

- Of the 11,893 students across the division who responded to the survey item, 93 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 91 percent of middle school students, and 88 percent of high school students reporting that they knew who their school counselor was.

- The largest percentage of students at the secondary level reported meeting with their counselor one to two times during the school year, whereas the largest percentage of fifth grade students reported meeting with their counselor more than six times.
- The majority of elementary students (55%) and middle school students (62%) indicated never meeting with a school counselor individually, but were more likely to interact with them in a classroom setting. The majority of high school students reported that they never interacted with their school counselor in a classroom setting, but 66 percent reported meeting individually with their school counselor one or more times.

Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Overall				
Never	16.6%	27.6%	14.3%	19.6%
1-2 times	18.5%	38.6%	46.4%	33.4%
3-4 times	17.7%	21.8%	25.6%	21.4%
5-6 times	12.0%	4.2%	6.7%	7.8%
7+ times	35.2%	7.9%	7.0%	17.8%
Individually				
Never	54.9%	61.8%	34.1%	51.1%
1-2 times	28.1%	27.9%	43.8%	32.7%
3-4 times	9.1%	6.7%	14.6%	9.9%
5-6 times	3.0%	1.3%	3.7%	2.6%
7+ times	4.9%	2.3%	3.8%	3.7%
In class				
Never	8.5%	21.0%	50.7%	25.1%
1-2 times	10.7%	49.5%	40.9%	32.6%
3-4 times	24.2%	24.6%	6.7%	19.2%
5-6 times	19.4%	3.1%	0.9%	8.4%
7+ times	37.2%	1.8%	0.8%	14.7%

Progress Toward Meeting Goals and Objectives

Goal #2: College and Career Preparation

- The overall goal of the school counseling program's college and career component was to ensure that students investigate the world of work in order to make informed career decisions.
- There were eleven specific objectives assessed as part of the year-two evaluation focused on the school counseling program's role in supporting students in college and career preparation.

Objective #1: Believing that using their abilities to the fullest extent will allow them to achieve high-quality results.

- Across all levels, 78 percent of students agreed that school counselors helped them believe that using their abilities was connected with high-quality results. Fifth grade (90%) and middle school students (79%) had the highest agreement percentages, whereas 63 percent of high school students agreed.

Objective #2: Awareness of academic and career pathways and program enrollment options.

- Overall, 72 percent of students agreed that their school counselor helped with awareness of academic and career pathways, whereas 43 percent of parents agreed.
- For students in grades 5, 7, 8, and 10, which were the grade levels in which students were required to discuss their academic and career plans with their school counselor, between 70 and 86 percent of students agreed that

their school counselor helped with awareness of academic and career pathways with the exception of grade 10, where agreement was 59 percent.

- Elementary school students had high agreement (82%) regarding having received help with becoming aware of middle school programs, whereas 70 percent of middle and 64 percent of high school students agreed their school counselor helped them become aware of high school programs. This pattern was opposite for parents with lower agreement at the elementary level (43%) than at the secondary level (46% to 48%).

Objective #3: Improved understanding of career options.

- Across all levels, 64 percent of students agreed that their school counselor helped them better understand career options. Results varied by school level, with 81 percent of fifth-grade students agreeing, 61 percent of middle school students agreeing, and 46 percent of high school students agreeing that their school counselor helped them better understand career options.

Objective #4: Awareness of scholarship opportunities.

- At the secondary level, 54 percent of students agreed that their school counselor helped them become aware of scholarship opportunities, with higher agreement at the middle school level (58%) than the high school level (49%).
- At the high school level, 34 percent of parents agreed that the school counselor helped their child become aware of scholarship opportunities and 28 percent of parents at the middle school level agreed.

Objective #5: Applying self-motivation and self-direction to learning.

- Approximately 47 percent of fifth-grade students, 31 percent of middle school students, and 22 percent of high school students reported that they worked with their school counselor on either self-motivation or self-direction during the school year. Of those students, between 82 and 92 percent agreed that their school counselor helped them in these areas.

Objective #6: Demonstrating advocacy skills and the ability to assert oneself, when necessary.

- Overall, 70 percent of students indicated that their school counselor helped them with demonstrating advocacy skills and the ability to assert themselves, whereas 41 percent of parents and 74 percent of teachers agreed that school counselors helped students with advocacy skills.
- Across all stakeholder groups, the highest agreement percentages were seen at the elementary school level (80% for teachers and students, 53% for parents) and the lowest agreement percentages were seen at the high school level (68% for teachers, 55% for students, 34% for parents).

Objective #7: Applying media and technology skills related to career interests.

- Across all levels, 66 percent of students agreed that their school counselor ensured they selected courses that allowed them to apply media and technology skills. Agreement percentages were 75 percent for fifth-grade students, 67 percent at the middle school level, and 55 percent at the high school level.

Objective #8: Participating in enrichment and extracurricular activities related to career exploration and interests.

- Overall, 64 percent of students agreed that their school counselor helped students with participating in enrichment and/or extracurricular activities related to career exploration and career interests. Agreement percentages were 77 percent for fifth-grade students, 63 percent for middle school students, and 49 percent for high school students.

Objective #9: Experiences in VBCPS allowing students to reach their post-high school goals.

- At the secondary level, 80 percent of students and 69 percent of parents agreed that students' experiences in VBCPS would allow them to reach their goals after high school.

Objective #10: Understanding that life-long learning and postsecondary education are necessary for long-term career success.

- Overall, 74 percent of students agreed that school counselors helped students understand the necessity of life-long learning or postsecondary education for long-term career success. This agreement varied by school level, with 83 percent of fifth-grade students agreeing, 75 percent of middle students agreeing, and 62 percent of high school students agreeing.

Objective #11: Enrolling in postsecondary education, being accepted into the military, or planning to be employed.

- Overall, 64 percent of middle school students and 68 percent of high school students planned to be employed immediately after graduating high school in some capacity.
- According to the *Compass to 2020* Navigational Markers, 63 percent of graduates from 2015-2016 enrolled in two- and four-year colleges within one year of graduation.
- Of the graduates from 2016-2017, 3 percent reported acceptance into the military, service academies, or receiving ROTC scholarships.

Stakeholder Perceptions

Overall Perceptions

- Overall, students had positive perceptions of their school counselors regarding their accessibility, helping if needed, advocating for all students, and believing all students can succeed, with 74 to 97 percent agreement at each school level.
- When asked specifically about school counselors' understanding of their college and career goals and challenges, 73 percent of fifth-grade students, 48 percent of middle school students, and 43 percent of high school students agreed that their school counselors understood their college and career goals/challenges.
- At least 86 percent of school counselors, 81 percent of teachers, and 92 percent of administrators at each school level agreed school counselors were accessible, helped students if needed, advocated for all students, and believed all students can succeed.

Overall Satisfaction

- When asked to indicate their level of satisfaction with their school's counseling program, 91 percent of fifth-grade students, 78 percent of middle school students, and 60 percent of high school students indicated they were satisfied.
- Parents' satisfaction varied by school level, with 70 percent of elementary school parents, 41 percent of middle school parents, and 46 percent of high school parents reporting that they were satisfied with the school counseling program.
- Parents who agreed that they understood their child's counselor's responsibilities or role in education were more likely to be satisfied with the school counseling program (53% to 94%) than parents who disagreed that they understood (16% to 42%).
- Satisfaction levels were relatively high for staff at all levels, with 83 percent of school counselors, 74 percent of teachers, and 91 percent of administrators reporting that they were satisfied with the school counseling program.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 6. (Responsible Group: Department of Teaching and Learning)

Rationale: The first recommendation is to continue the school counseling program with modifications noted in the recommendations 2 through 6. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. Because the school counseling program is already intended to be an integral part of the educational experience for all students across the division and serves all students through a variety of activities, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: Develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program's functions to allow school counselors to have additional time to meet students' needs. (Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance)

Rationale: The second recommendation is to develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. School counselors, teachers, and administrators across all levels had relatively low agreement that school counselors' allocations, caseloads, and daily schedules allowed school counselors adequate time to counsel students, especially in the area of college and career preparation. In particular, between 3 percent and 45 percent of high school counselors agreed that allocations, caseloads, and daily schedule allowed adequate time to counsel students, whereas between 19 and 42 percent of middle school counselors agreed and 17 percent and 39 percent of elementary school counselors agreed. Additionally, 32 to 66 percent of all stakeholders surveyed agreed that students and parents had enough time with school counselors to plan the child's academic and career goals. When ranking time spent across seven activities, school counselors at all levels ranked administrative tasks as third. Administrative tasks were ranked above time spent on college- and career-related activities at elementary and middle schools and were ranked at the same level as time spent on college applications, scholarships, and the financial aid processes for high school. Upon discussion with the coordinator of counseling services, there are tasks that additional staff could provide assistance with, especially related to helping with 504 plans, Student Response Teams (SRT), and attendance follow up. A review of research by Hanover Research showed that high school counselors' time spent specifically on college counseling was related to student college outcomes. In particular, students whose counselors indicated spending more than 50 percent of their time on activities related to college counseling were more likely to enroll in college than counselors who indicated spending less than 20 percent of their time on college counseling activities. As of 2015-2016, the percentage of VBCPS students who attended two- or four-year colleges within the year after graduation was 63 percent. Additionally, relatively low percentages (43% of high school students, 48% of middle school students, and 73% of elementary students) agreed that school counselors understood their college and career goals/challenges, and the highest percentages of students indicated that they either never met with their school counselor individually or only met with them once or twice. In response to an open-ended question about areas for improvement, a common theme from all stakeholders (school counselors, administrators, teachers, students, and parents) was the need for more support due to concerns regarding school counselors' caseloads and lack of time to work directly with students. In particular, students indicated that they felt more school counselors were needed, and parents noted concerns that school counselors were unable to be as involved with students and parents as much as parents would like. Many school counselors also noted that the program could be improved by having additional support, less time spent on unnecessary tasks, relieving their caseloads, and needing additional time for them to spend working directly with

students. Several counselors also commented that they spend a significant amount of time doing administrative tasks, such as work related to conducting 504 or SRT meetings, or other non-school counseling related tasks.

Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. (Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The third recommendation is to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. The ASCA position statement on school-family-community partnerships states that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services. Depending on the school level, between 31 and 53 percent of parents talked with their child's school counselor; however, between 16 and 23 percent of parents indicated that they did not talk with their child's counselors but would have liked to. Additionally, relatively low percentages of parents were satisfied with the communication with their child's school counselor (65% for elementary parents, 45% for middle school parents, and 41% for high school parents.) Also consistent with the year-one evaluation, parents' perceptions of the school counseling program were less positive overall than other stakeholder groups throughout all areas of the evaluation. In addition, a common theme from the open-ended question about potential areas for improvement for the school counseling program included communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns regarding previously having trouble receiving responses from school counselors or having no communication at all. In addition, a continued need is to ensure that parents are aware of the role that school counselors play in students' educational experience and their development. When asked directly, 48 percent of middle school parents, 56 percent of elementary parents, and 63 percent of high school parents indicated that they had a clear understanding of the responsibilities of school counselors and 53 percent of middle school parents, 59 percent of elementary parents, and 67 percent of high school parents indicated that they had a clear understanding of the role counselors play in students' education. As might be expected, parents who agreed that they understood school counselors' responsibilities or their role in the students' education were more likely to be satisfied with the school counseling program than parents who disagreed that they understood school counselors' responsibilities. Additionally, understanding the school counselors' responsibilities or their role in the students' education was also related to parents' involvement in parent engagement opportunities, especially about involvement in academic planning and individual conferences.

Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. (Responsible Group: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The fourth recommendation is to develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. Throughout the areas in which the school counseling program could support students' college and career preparation, secondary students had relatively low agreement levels regarding receiving help from their school counselor as it related to understanding their career options (61% at middle school and 46% at high school), helping with participation in enrichment or extracurricular activities related to their career exploration and interests (63% at middle school and 49% at high school), and awareness of scholarship opportunities (58% at middle school and 49% at high school). When looking exclusively at student awareness of scholarship opportunities at grades 11 and 12, 48 percent and 65 percent of students agreed, respectively. In addition, there appeared to be a difference between school counselors' agreement regarding providing these resources and students' agreement. At the high school level specifically, when selecting activities provided by school counselors, at least 89 percent of high school counselors indicated holding career fairs and college nights and facilitating college representatives' school visits, whereas the majority of high school students did

not indicate that these activities were provided. In addition, at the high school level specifically, when selecting resources provided by school counselors, all school counselors indicated that they provided Scholarship Central to students as a resource; however, only 21 percent of high school students indicated this resource was provided. Overall, communication about resources and activities may need to be more widespread to increase students' participation and knowledge of the resources.

Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities. (Responsible Group: Department of Teaching and Learning)

Rationale: The fifth recommendation is to review and revise expectations for elementary school counselors' responsibilities regarding college and career activities and then communicate those responsibilities to schools. The VBCPS Essential Counseling Services outlined responsibilities for school counselors related to the college and career preparation component of the school counseling program. When asked to rate the extent of involvement with these responsibilities, there were no activities that over 90 percent of elementary counselors indicated being involved with to a large extent. Further, there were six responsibilities relevant to the elementary school level that less than half of elementary school counselors indicated being involved with to a large extent. Therefore, the outlined responsibilities specific to college and career preparation appear to align more closely with the secondary level. In regards to the perceptions of expectations related to the school counseling program's college and career component, school counselors and administrators at the elementary level had low agreement percentages (41% and 47%, respectively) that expectations in **college** counseling were clearly defined, and teachers had low agreement that they had a clear understanding of school counselors' role in **college** preparation (44%). Relatively low percentages were also found regarding school counselors' and administrators' agreement that expectations in **career** counseling were clearly defined (69% and 64%, respectively), as well as teachers' understanding of school counselors' role in **career** preparation (53%). In addition, elementary school counselors and administrators had relatively low agreement regarding having adequate resources to counsel students on matters related to college (56% and 61%, respectively) and career (74% and 66%, respectively). In response to an open-ended question related to areas of improvement, a few counselors commented that they felt as though they did not have a clear understanding of their role in college and career readiness at the elementary level.

Recommendation #6: Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. (Responsible Group: Department of Teaching and Learning)

Rationale: The final recommendation is to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. In grades 5, 7 or 8, and 10, students were required to complete an academic and career plan with their school counselors that detailed their desired courses. These plans ensured that students considered their desired career pathway when choosing courses. When surveyed about whether school counselors helped students complete academic and career plans, 66 percent of grade 5 students, 45 percent of grade 7 students, 53 percent of grade 8 students, and 40 percent of grade 10 students selected this as an activity their school counselor helped them with, compared to 99 percent of school counselors. Among other staff, 70 percent of administrators and 54 percent of teachers selected this as an activity that school counselors assisted with. Another opportunity for high school students to work on their ACP was through advisory blocks. Although the majority of high school counselors (89%) indicated that they helped with advisory block(s) relevant to academic and career planning, only 22 percent of grade 10 students indicated that school counselors assisted with this activity. Further, when examining students' progression through the ACP process, students were asked about their awareness of their college and career options and then asked to rate their level of preparation from awareness to exploration to readiness for college and career. In regards to college awareness, 67 percent of fifth-grade students, 62 percent of middle school students, and 68 percent of high school students agreed they were aware of their college options. For career awareness, 85 percent of fifth-grade students, 78 percent of middle school students, and 76 percent of high school students indicated they were aware of their career options.

Introduction

Background

The Virginia Beach City Public Schools comprehensive school counseling program from kindergarten through grade twelve is “an integral part of each school’s total educational program designed to promote”¹ the growth of all students in the following areas:

- Academic Success
- College and Career Readiness
- Personal and Social Development

The School Board approved the school counseling program for an evaluation readiness report on August 18, 2015. During the 2015-2016 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that the school counseling program undergo a three-year comprehensive evaluation beginning in 2016-2017 with an examination of the program’s academic component, followed by an evaluation focused on the college and career component in 2017-2018. An evaluation of the personal and social component of the school counseling program is planned for 2018-2019. The recommended evaluation plan was approved by the School Board on December 20, 2016. The first year evaluation was presented to the School Board on September 6, 2017 with recommendations including continuing the program, developing a plan to provide additional school counselor allocations at high schools, ensuring secondary school students identify goals through the academic and career planning process, and publicizing the program to parents. The recommendations were approved by the School Board on September 19, 2017.

Purpose

This year-two evaluation provides the School Board, Superintendent, and program managers with information about the operation and progress towards meeting the goals of the school counseling program’s college and career component. Because the school counseling program operates with local resources, evaluation of the program is required by School Board Policy 6-26. The comprehensive evaluation focused on the operation of the school counseling program, including the components, school counselor activities

and responsibilities, staffing, professional learning, and parent engagement; characteristics of the students; progress made toward meeting the goals and objectives related to students’ college and career preparation; and stakeholders’ perceptions. Data from the evaluation should help inform future program development and continuous improvement efforts.

Program Overview

The design and delivery of the VBCPS school counseling program was based on the ASCA national model because it “emphasizes a comprehensive and developmental approach” to build a foundation for student learning and academic success.² Based on the ASCA framework, the “concepts of student advocacy, leadership, collaboration, and systemic change are infused” throughout the program.³ The program is “developmentally designed to serve all students” and consists of the following services according to the VBCPS website:⁴

Counseling Services – This component includes assistance to individuals and groups and may include preventive or remedial interventions; crisis intervention; and referrals from students (self), parents, teachers, or others.

Classroom Guidance Services – These services include academic planning, career awareness, decision-making, and the development of personal/social skills.

Consultation Services – Consultation may occur with parents, teachers, administrators, and/or community agencies.

Coordination Efforts – This area may include a host of activities, including, but not limited to, the oversight of new student registration, student records, testing, orientation programs, parent workshops, peer facilitation programs, referral to community agencies, military child support (e.g., deployment and transition), and college and career information (e.g., SAT/PSAT, financial aid, scholarships, and transcripts).

The VBCPS Essential Counseling Services by Level document (see Appendix A) sets forth the school counseling responsibilities by school level for each area (e.g., academic, college/career, personal/social) along with alignment to the Virginia Standards.

The document also aligns each area with the relevant student mindsets and behaviors schools seek to cultivate in students based on the ASCA mindsets and behaviors. Examples of these mindsets and behaviors for each area are shown in Table 1. The college/career area shown in bold is the focus of this year's comprehensive evaluation.

Table 1: Mindsets and Behaviors Aligned With School Counseling Focus Areas

Area	Example Mindsets	Example Behaviors
Academic	<ul style="list-style-type: none"> -Self-confidence -Positive attitude 	<ul style="list-style-type: none"> -Time-management, organizational, and study skills -Identify academic, career, and social/emotional goals -Set high standards and engage in challenging coursework -Ability to work independently -Ability to overcome barriers to learning -Use effective communication and listening skills -Create relationships that support success
College/Career	<ul style="list-style-type: none"> -Link postsecondary education and life-long learning to long-term career success -Belief in using abilities to achieve high-quality outcomes 	<ul style="list-style-type: none"> -Apply self-motivation and self-direction to learning -Apply media and technology skills -Participate in extracurricular activities -Demonstrate advocacy skills and ability to assert self when necessary
Personal/Social	<ul style="list-style-type: none"> -Belief in development of whole self, including healthy balance among mental, physical and social/emotional well-being -Sense of belonging in the school environment 	<ul style="list-style-type: none"> -Demonstrate effective coping skills -Demonstrate ability to adapt and manage transitions -Create positive relationships with others -Demonstrate empathy -Demonstrate ethical decision-making and social responsibility

Collaboration among stakeholders is an important element of the program and is facilitated by the requirement that all schools have a Guidance Advisory Council. The advisory council's role is to inform all stakeholders about the school counseling program. This body consists of representatives from the school and community, including students, parents, administrators, faculty, businesses, universities, and other local agencies.⁵ As the Standards for School Counseling Programs in Virginia Public Schools note:

A comprehensive school counseling program is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning. Recognizing that there are multiple variables that affect a student's success throughout the school years and that the school counseling program is one important variable that affects all areas of growth, a well-planned school counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

Program Goals and Objectives

As part of the evaluation readiness process, program goals and objectives were outlined in collaboration with program managers from the Office of Student Support Services. Measurable goals and objectives were developed based on a review of the VBCPS Essential Counseling Services by Level document, a review of ASCA information, a review of Virginia standards, and a review of individual school goals for the counseling program. A total of 3 goals and 30 objectives were established in preparation for the comprehensive evaluation of the school counseling program. The three goals were focused on students' academic preparation, college and career awareness, and personal and social development.⁶ The three overarching goals are shown below, and the specific objectives are included in Appendix B.

Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.

Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

The second goal shown in bold, which is the focus of the year two evaluation, was that the school counseling program will ensure that students investigate the world of work in order to make informed career decisions. This goal included the following objectives for students:

- Understanding the connection between effort and results,
- Awareness of pathways and school program options at the secondary level,
- Understanding career options,
- Awareness of scholarship opportunities,
- Applying self-motivation and self-direction in learning,
- Demonstrating self-advocacy skills,
- Applying media and technology skills related to career interests,
- Participating in extracurricular and enrichment activities related to career interests,

- Reaching post-high school goals,
- Understanding the connection between life-long learning and postsecondary education to career success, and
- Enrollment in college, military, or employment.

This second goal and the 11 related objectives will be addressed in the Evaluation Results and Discussion section of this report. Goal #1 was the focus of the evaluation in 2016-2017, and Goal #3 will be the focus of the evaluation in 2018-2019.

Evaluation Design and

Evaluation Design

The purpose of the comprehensive evaluation during 2017-2018 was to (1) assess how the school counseling program operates in terms of offering services and (2) assess the extent to which outcomes related to the school counseling program's college and career component are being met. Given the size of the program within the division and the variety of different activities and functions that are part of the school counseling program, the evaluation did not include an analysis of program costs.⁷ This is the second year of a multiyear evaluation focused on three components of the program: academic, college and career, and personal and social. Conducting an evaluation that focuses on each component over a three-year period follows the recommendation cited by Hanover Research⁸ and advocated by the Kellogg Foundation.⁹

The evaluation included mixed-methodologies in order to adequately address each of the evaluation questions, including the goals and objectives. Data collection for college and career services occurred during the 2017-2018 school year. Data collection included both quantitative (e.g., student demographics, college enrollment data, survey ratings) and qualitative data (e.g., open-ended survey questions, time/task analyses, document review). Quantitative data were extracted from the VBCPS data warehouse. Surveys were administered to all stakeholder groups (i.e., building administrators, school counselors, teachers, students, parents, and community partners) to gather perception data.

To the greatest extent possible, the evaluation methods utilized in this comprehensive evaluation aligned with information in the literature about best practices in the evaluation of school counseling programs. The design

of the evaluation included cross-sectional components where data were examined based on a “snapshot” at one point in time, along with an examination of data based on subgroup (i.e., school level).

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with school counseling program managers and focused on the operation of the school counseling program including activities and responsibilities of school counselors, staffing, professional learning, and parent engagement. Other evaluation questions address the characteristics of students receiving services, progress toward meeting goals and objectives, and stakeholder perceptions.

The evaluation questions for the comprehensive evaluation of the college and career component are as follows:

1. **What actions were taken regarding the year-one evaluation recommendations focused on the academic component from September 2017?**
2. **What are the operational components of the school counseling program?**
 - a. What are the components of the comprehensive school counseling program?
 - b. What activities are offered by the school counseling program promoting college and career preparation and what are the school counselors’ responsibilities in this area¹⁰?
 - c. What are the school counseling staff allocations among schools compared to the Virginia and ASCA standards and do the allocations meet schools’ needs?
 - d. What professional learning opportunities are provided for school counselors and does the professional learning meet the school counselors’ needs?
 - e. How does the school counseling program involve and engage parents in supporting their child’s development?
3. **What are the characteristics of students served by the school counseling program?**
 - a. What are students’ demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, military-connected, special education, gifted)?
 - b. To what extent do students report working with their school counselor individually and through classroom instruction?
4. **What progress has been made toward meeting the goals and objectives of the program?**
5. **What were stakeholders’ perceptions of the school counseling program (i.e., building administrators, school counselors, teachers, students in grade 5 through 12, parents, and community partners)?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2017-2018. Qualitative data were collected through meetings with the program managers, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse, National Student Clearinghouse reports, and reported on surveys. The Office of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

- Conducted meetings with the coordinator of School Counseling Services to gather implementation-related information.
- Collected data from the VBCPS data warehouse related to student demographic characteristics.
- Collected postsecondary data from the National Student Clearinghouse reports.
- Administered anonymous surveys to stakeholder groups (i.e., building administrators, school counselors, teachers, students in grades 5 through 12, parents, and community partners) to gather perception data.
- Reviewed school counseling program documentation.

Surveys

The Office of Planning, Innovation, and Accountability invited building administrators, school counselors, teachers, community partners, students in grades 5 through 12, and their parents to complete surveys regarding their perceptions. Due to the size of the grades 6 through 12 student populations at each school

and the number of parents in the division, random sampling was employed for the survey administration.

For each middle and high school, a random sample of English classes was selected for participation in the student survey. Depending on the size of the school, the size of the student sample at each middle school varied from 12 to 14 classes and 236 to 362 students across all grade levels. The size of the student sample at each high school varied from 16 to 23 classes and generally included 355 to 433 students across all grade levels. Several smaller sites such as Renaissance Academy and Green Run Collegiate had 96 to 201 students included in the sample. The size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for potential nonresponse given the previous year's response rates.¹¹ Following the random selection of the classes for the student survey, demographics of the students in those classes were compared to the demographic characteristics of all the students in the school. Results showed that the demographic characteristics of the students in the selected classes mirrored those of each school's overall student population.

All students in grade five were surveyed due to the smaller size of the fifth-grade class at each elementary school. Student survey results reported in this evaluation represent students from 52 elementary schools, 15 middle schools, and all high schools. A survey reminder was provided to schools if there were no student responses recorded during the last week of administration. Even with the reminder, one middle school and two elementary schools did not administer the student survey.¹²

Parents who received an invitation to complete the survey were randomly selected from all parents of students in kindergarten through grade twelve with email addresses on file. Again, the size of the sample was determined based on a 95 percent confidence level with a 5 percent margin of error with adjustments made for expected nonresponse. Based on the random selection process, from 216 to 454 parents per grade level were selected to receive an invitation. Responses were received from parents representing all grade levels, and parent responses represented 48 elementary school sites, 14 middle school sites, and all high school sites. Therefore, there was no parent representation for two middle schools and eight elementary schools.

All building administrators, school counselors, teachers, and community partners received an invitation to

complete the stakeholder survey through their email address. Teacher responses were received from all of the division's schools. Administrator responses were received from 47 elementary school sites and all middle and high school sites. School counselors were not asked to select their school to assure respondents that their responses were anonymous. Community partners who responded indicated that they worked with schools at each school level (all indicated working with high school).

The surveys of all stakeholders were conducted online during March 2018. Table 2 provides the division response rates for each survey.

Table 2: Survey Response Rates

Group	Surveys Sent	Surveys Returned	Response Rate (%)
Administrators	229	145	63%
School Counselors	180	117	65%
Teachers	4,369	1,232	28%
Students	14,745	12,286	83%
Elementary	5,265	4,608	88%
Middle	4,827	4,070	84%
High	4,653	3,608	78%
Parents	3,772	335	9%
Community Partners	17	6	35%

The surveys consisted mainly of Likert-type items focused on elements of the school counseling program's college and career component. The response options were generally on a four-point scale: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree. Where possible, comparable versions of survey items were included on all survey versions. Several survey items were consistent from the previous year to allow for comparison across years; however, it is important to note that the survey was introduced as having a focus on college and career preparation, which may have framed this survey differently. All surveys included the same two open-ended questions regarding strengths and possible improvements for the school counseling program.

Data Analysis

The division student enrollment and demographic data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. Research and evaluation staff downloaded survey results for each of the stakeholder surveys from SurveyMonkey.

Open-ended comments were analyzed for common themes. Other survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Survey agreement percentages are based on respondents who either “agreed” or “strongly agreed” with the survey statements. When survey results were disaggregated by school level, the school level was based on respondents’ answer to the first survey item that asked them to indicate their school level. This survey item controlled the skip logic to the appropriate list of schools and relevant survey items for respondents.

Evaluation Results and Discussion

This second-year evaluation describes actions taken regarding the School Board approved recommendations from the year-one evaluation, the operational components of the program, progress toward meeting goals and objectives specific to college and career preparation, and stakeholders’ perceptions.

Actions Taken Regarding Year-One Evaluation Recommendations

The first evaluation question focused on the actions taken regarding the recommendations from the year-one evaluation that focused on the program’s academic component. Information to address this evaluation question was provided by the coordinator of school counseling services.¹³ The first recommendation from the year-one evaluation was to continue the school counseling program with the following three recommendations requiring action:

Recommendation #2: Develop a plan to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students’ needs can be met.

The second recommendation focused on school counselor allocations. It was recommended that a plan be developed to provide additional school counselor allocations for 2018-2019 at the high school level to ensure that high school students’ needs were met. Throughout the 2017-2018 school year, there were several steps taken regarding developing a plan to provide additional school counselor allocations at the high school level. The coordinator of school counseling services drafted and finalized justification statements in

support of adding additional high school counselor allocations. These statements were then submitted to the Department of Teaching and Learning for budget consideration.¹⁴ In the 2018-2019 VBCPS Operating Budget, the School Board approved the budget, which added 12 high school counselor positions.¹⁵ Therefore, beginning in the 2018-2019 school year, there was an additional school counselor in every high school.

Recommendation #3: Ensure that middle and high school students identify goals through the academic and career planning process and that they are aware of academic and career pathways to meet their goals.

The third recommendation focused on students’ academic and career planning process. It was recommended that processes be put in place to ensure that middle and high school students identify goals through the academic and career planning process and that they were aware of academic and career pathways to meet their goals. In August 2017, a secondary student advisory planning meeting was held during which goal setting was identified as a required element of the advisory initiative. Subsequently, throughout the 2017-2018 school year, advisory sessions were conducted at all high schools for students, and these advisory sessions included a focus on goal setting and academic and career planning (e.g., career interest inventories, career exploration and research). Throughout the year, information nights were also held for students and parents with a focus on academic and career planning. In particular, in October 2017, the VBCPS divisionwide college night was held, which allowed students and families to learn about postgraduate education. Advanced Placement (AP) and PSAT information nights were held at all high schools in January 2018, and career fairs or visits were conducted at all secondary schools throughout January and March 2018. Additionally, throughout October 2017 and February 2018, staff from the Technical and Career Education Center (Tech Center) and the Advanced Technology Center (ATC) visited secondary schools to provide program information.

At certain points throughout the year, students met individually with their counselor to work directly on academic and career planning. During October 2017, seniors met individually with counselors regarding graduation status, goals, and post-secondary plans, and students in grades 6, 7 or 8, and 10 met with counselors to complete formal academic and career plans. From October 2017 through February 2018, individual

meetings were held between counselors and students in grades 6 through 11 to discuss academic plans and goals for the current school year along with course selections for the following school year. In December 2017, PSAT results were discussed with students in grade 10 and accounts for Khan Academy were created for each student in grade 10, which allowed for exploration into colleges and careers.

An additional step regarding this recommendation was providing school counselors with a resource from ASCA on working with students on career planning (i.e., Career Conversation Starters resource from ASCA). Lastly, to ensure that parents and students were knowledgeable about student planning, course history information was added to ParentVUE and StudentVUE to ensure ease of access, and course request verification sheets were mailed to parents for confirmation.

Although multiple activities occurred during 2017-2018 regarding the identification of goals through the academic and career planning process, in comparison to the 2016-2017 survey results, secondary students' agreement percentages remained low or declined further in 2017-2018 regarding whether school counselors helped students identify goals in the academic, career, and social-emotional areas, with between 44 percent and 75 percent agreement (see Table 3). Comparatively, elementary students' agreement remained relatively high regarding whether school counselors helped students to *explore* academic, career, and social-emotional goals (see Table 3). Additionally, approximately half of middle (52%) and high school students (49%) indicated they were provided the opportunity to identify college goals in 2017-2018 by thinking about colleges they might like to attend.

Table 3: Student Percentage Agreement Regarding Counselor Helping Explore or Identify Goals

Area	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Academic	88.1%	77.7%	70.5%	81.7%	75.3%	63.8%	-6.4%	-2.4%	-6.7%
Career	86.6%	65.5%	49.0%	83.3%	64.3%	45.0%	-3.3%	-1.2%	-4.0%
College	-	55.7%	53.3%	-	52.3%	49.4%		-3.4%	-3.9%
Social-Emotional	78.8%	63.4%	45.9%	73.0%	63.4%	43.9%	-5.8%	0.0%	-2.0%

Although secondary student agreement percentages were low, at least 90 percent of school counselors, 71 percent of teachers, and 81 percent of administrators at the secondary level agreed that school counselors helped students with identifying goals in the academic, career, and social-emotional areas (see Appendix C for all agreement percentages across stakeholders).

Agreement percentages also remained low for high school students (49% to 64%) with regards to whether their counselor helped with awareness of career options and programs available to them, as well as understanding the classes to take related to career interests and the transition process to the next school level (i.e., postsecondary for high school students). Although there were slight improvements for middle school students' agreement in some of these areas, agreement percentages were between 64 and 74 percent (see Table 4). Agreement percentages remained higher for elementary school students in these areas, with 76 to 88 percent agreement.

Table 4: Student Agreement Regarding Helping With Awareness of Academic and Career Pathways

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Career Options	85.9%	66.8%	50.8%	85.8%	66.9%	49.3%	-0.1%	+0.1%	-1.5%
Classes Related to Career Interests	81.1%	63.9%	57.1%	76.0%	64.4%	54.2%	-5.1%	+0.5%	-2.9%
Transition Process to Next Level	92.2%	67.1%	60.3%	87.7%	74.1%	53.4%	-4.5%	+7.0%	-6.9%
Programs Available	85.5%	72.5%	67.7%	82.1%	70.1%	63.6%	-3.4%	-2.4%	-4.1%

Recommendation #4: Publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents are aware of the various services and opportunities for assistance that are offered.

The last recommendation focused on parents' awareness of services and opportunities offered by the school counseling program. It was recommended that the division publicize the school counseling program to parents, including school counselors' responsibilities and activities in working with students, so that parents were aware of the various services and opportunities for assistance that were offered. In November 2017, the parent connection night included a presentation by the school counseling program that outlined the components of the school counseling program (e.g., academic, college and career, and personal/social) as well as provided information regarding the role of counselors in academic planning, which was the focus of the parent connection night. Additionally, during the spring semester, targeted grade-level communication was sent home to parents at grade levels not completing an academic and career plan regarding the activities and resources provided by counselors in regards to the academic and career planning process. These communications also included links to Destination Graduation, the VBCPS ACP site, and requests to review ACP information with their student. In February 2018, principals were encouraged through a Principals' Packet memo to increase their efforts of communicating with parents through social media in regards to school counseling opportunities. In addition, Office of Student Support Services staff met with the Department of Media and Communications staff regarding additional publicizing opportunities, but no additional divisionwide efforts have been pursued.

Throughout the 2017-2018 school year, aspects of the school counseling program were publicized at various open house events, specialized information nights, and parent workshops. In particular, in August and September 2017, school counselors promoted their services during open house events at all schools, and in December 2017 and January 2018, the Tech Center and ATC held open house events.

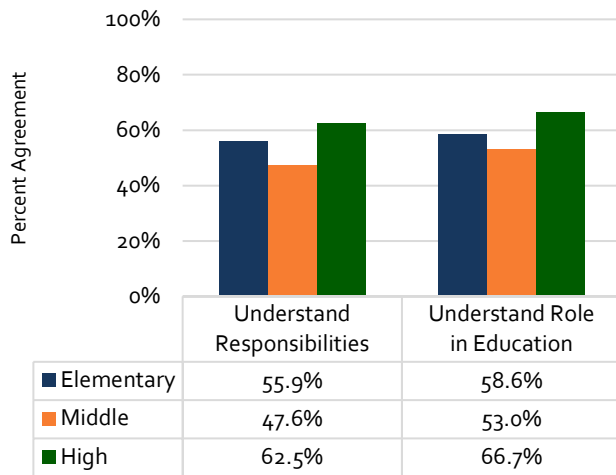
Senior parent/guardian information nights were held in September 2017 at all high schools when school counselors connected with parents and students to provide information about college admissions, scholarships, and other relevant information for

seniors. Similarly, rising sixth- and rising ninth-grade information nights were conducted in December 2017 and January 2018. Advanced Placement (AP) and PSAT information nights were conducted at all high schools, and PSAT 8/9 information nights were held at middle schools for school counselors to educate parents on details of these assessments. The divisionwide information sessions, "Navigating the Journey" and "VBCPS College Night," were held in October 2017 to provide information on various programs throughout VBCPS and postgraduate education.

Parent connection workshops on college planning and the college application process were held in September 2017 and on academic advising and academic and career planning in November 2017. In March 2018, academic and career plans were sent home to parents of students in grades 5, 7 or 8, and 10 to review and course request verification sheets were mailed home to parents of all students for confirmation. Two features were added to parentVUE, students' graduation status to track progress toward their diploma of choice and course history to keep parents informed about students' academic progress.

This recommendation was based on low parent agreement percentages during the first year of the evaluation across various survey items with concern that parents may not understand the scope of the school counselors' responsibilities or the role that school counselors play in students' education. In 2017-2018, parents were asked directly about their understanding of school counselors' responsibilities and the role school counselors play in students' overall education. At the division level, 56 percent of parents agreed they had a clear understanding of school counselors' responsibilities and 60 percent of parents agreed they had a clear understanding of the role school counselors play in students' overall education (see Figure 1 for results by school level). Therefore, it appears that publicizing the school counseling program to parents is a continued need to ensure that they are aware of the role that school counselors play in students development. As might be expected, parents who agreed that they understood school counselors' responsibilities or their role in the students' education were more highly satisfied with the school counseling program than parents who disagreed that they understood.

Figure 1: Parent Understanding of School Counselor's Role and Responsibilities



Operational Components

Components of Comprehensive School Counseling Program

A comprehensive school counseling program focuses on all aspects of student learning and involves a collaborative effort with other educators and parents to operate as an integral and essential component of a school's structure and organization.¹⁶ According to the ASCA national model, which provides a framework for school counseling programs, a comprehensive school counseling program consists of four components: foundation, management, delivery, and accountability.¹⁷ Information about each of these four components is described below in Table 5 based on descriptions from ASCA.

Table 5: Components of Comprehensive School Counseling Program

Component	Description
Foundation	Program focuses on student outcomes by teaching student competencies around three domains: academic, career, and social/emotional development. The program is delivered by school counselors with identified professional competencies.
Management	School counselors incorporate organizational assessments and tools that reflect the school's needs including annual agreements with administrators, advisory councils, use of data, and action plans.

Component	Description
Delivery	School counselors provide services to students, parents, school staff, and the community through direct and indirect student services.
Accountability	School counselors analyze school and program data to determine program's effectiveness and to guide future action.

Source: ASCA National Model: A Framework For School Counseling Programs

According to ASCA, the Delivery component represents 80 percent or more of the activity in the ASCA National Model. Within the Delivery component of the program, school counselors provide direct and indirect student services. Direct student services are based on in-person interactions between the school counselor and students. Direct student services include delivering the school counseling core curriculum that is based on structured lessons to provide students with the developmentally appropriate knowledge, skills, and attitudes. The curriculum is systematically presented by school counselors in collaboration with teachers and is part of the school's overall curriculum. Direct services also include individual student planning to assist students in determining goals and developing future plans. Responsive services are also part of direct services where the school counselor responds to students' immediate needs and concerns through counseling in individual or small group settings or crisis response. According to ASCA, school counselors should "spend most of their time in direct service to and contact with students."¹⁸

Indirect student services are those services that are provided on behalf of students as a result of school counselors' interactions with others. These services may include referrals for other services and collaboration or consultation with parents or teachers.

While the ASCA model aims for at least 80 percent of school counselors' time spent within the Delivery component, the Virginia Standards of Accreditation indicate that the counseling program "shall provide a minimum of 60 percent of the time for each member of the guidance staff devoted to counseling of students."¹⁹ Therefore, based on either standard, counseling and interaction with students should be the focus of the school counselors' work. Survey results from school counselors suggested that 69 percent of elementary school counselors, 61 percent of middle school counselors, and 58 percent of high school

counselors spent most of their time (at least 80%) working directly or indirectly with students, including working with students on college and career matters. A slightly higher percentage of administrators at each school level agreed that school counselors spent most of their time (at least 80%) counseling students directly or indirectly, with 73 percent of elementary school administrators, 89 percent of middle school administrators, and 69 percent of high school administrators in agreement.

A review of research by Hanover Research showed that high school counselors' time spent specifically on college counseling was related to student college outcomes.²⁰ In particular, students whose counselors indicated spending more than 50 percent of their time on activities related to college counseling were more likely to enroll in college than counselors who indicated spending less than 20 percent of their time on college counseling activities. In the survey for this evaluation, school counselors were asked to estimate the percentage of their time spent in a typical week working with students across the four focus areas of academics, career, college, and personal/social by entering a number for each area totaling 100 percent. Elementary and middle school counselors indicated more than half of their time was spent on personal and social concerns followed by academics (see Table 6). Elementary and middle school counselors indicated they spent the least amount of time on the areas of career and college. High school counselors indicated they split their time approximately in thirds between the areas of academics (36%); college and career combined (31%); and personal and social (34%).

Table 6: Average School Counselor Reported Percentage of Time Spent Working With Students in Each Area

Area	ES	MS	HS
Academics	23.9%	31.5%	35.7%
Career	10.9%	11.0%	12.0%
College	5.0%	7.7%	18.7%
Personal and Social	61.4%	51.1%	33.6%

Stakeholders responded to several survey items related to components of the comprehensive school counseling program, particularly related to providing academic, college, and career counseling to students and collaborating with teachers. As shown in Table 7, across all school levels, less than 45 percent of school counselors agreed that their daily schedule allowed time to provide academic, college, or career counseling to students. As shown in Table 7, agreement was particularly low for middle school counselors when

they were asked about having a schedule that allowed time for college and career counseling (23% and 19%, respectively). In comparison to the year-one evaluation, there were declines in the percentages of elementary and middle school counselors who agreed that their schedule allowed time for academic counseling (from 54% to 39% at elementary and from 43% to 36% at middle), whereas there was an increase in the percentage of high school counselors who agreed (from 35% to 40%).

Table 7: School Counselor Perceptions About Daily Schedule Allowing Adequate Time to Counsel Students

Area	ES	MS	HS
Academic counseling	39.4%	35.5%	39.5%
College counseling	26.5%	22.6%	44.7%
Career counseling	31.4%	19.4%	31.6%

As shown in Table 8, 58 percent of teachers or less agreed that the school counselors had a daily schedule that allowed them adequate time to provide academic, college, or career counseling to students. Approximately half of middle school and high school teachers agreed that school counselors had a daily schedule that allowed time to provide college or career counseling, whereas only 33 and 41 percent of elementary teachers agreed that the schedule allowed time to provide college or career counseling, respectively. At least one-half of teachers agreed that academic counseling could be provided across all levels. However, in comparison to the year-one evaluation, there were declines in the percentages of teachers at all levels who agreed that the school counselors' schedule allowed time for academic counseling (from 62% to 52% at elementary, from 63% to 58% at middle, and from 57% to 52% at high).

Table 8: Teacher Perceptions About School Counselors' Daily Schedule Allowing Adequate Time to Counsel Students

Area	ES	MS	HS
Academic counseling	52.2%	58.4%	52.0%
College counseling	32.7%	47.1%	53.4%
Career counseling	40.8%	50.4%	49.4%

Administrators at the elementary and middle school levels were slightly more positive than school counselors and teachers that their school counselors had a daily schedule that allowed them adequate time to provide academic, college, or career counseling to students, particularly at the middle school level. Across all three areas of counseling, middle school administrators had noticeably higher agreement percentages than elementary and high school

administrators (see Table 9). Additionally, in comparison to the year-one evaluation, there were notable declines from 92 percent to 67 percent agreement for elementary and from 85 percent to 50 percent agreement for high school administrators regarding school counselors having adequate time to provide academic counseling. The percentage remained the same for middle school administrators.

Table 9: Administrator Perceptions About School Counselors' Daily Schedule Allowing Adequate Time to Counsel Students

Area	ES	MS	HS
Academic counseling	66.7%	86.5%	50.0%
College counseling	53.3%	69.4%	50.0%
Career counseling	57.4%	72.2%	38.2%

In addition to providing direct services to students, a comprehensive school counseling program involves a collaborative effort with students and parents to operate as an integral and essential component of a school's structure and organization. Stakeholders were also asked more specifically about whether students and parents were able to have enough time with school counselors to plan students' academic and career goals. Across the division, 45 percent of school counselors agreed that students and parents had enough time with school counselors to plan the child's academic and career goals (see Table 10 for breakdown by grade level). Declines were seen in comparison to the year-one evaluation (see Appendix D). Additionally, this year, between 48 percent and 58 percent of teachers and 51 percent and 65 percent of administrators agreed that students and parents had enough time with school counselors to plan goals (see Table 10). Overall, there were slight declines in these agreement percentages by school level in comparison to results from the year-one evaluation, with the exception of high school administrators (see Appendix D).

Students and parents were also asked about whether there was enough time with their school counselor to plan students' academic and career goals. Across the division, 53 percent of students and 44 percent of parents agreed that there was enough time to plan academic and career goals (see Table 10). There were declines in the agreement percentages of students at each level and of parents at the middle and high school levels, but an increase in agreement by elementary parents in comparison to the year-one evaluation (see Appendix D).

Table 10: Perceptions About Students and/or Parents Having Enough Time to Plan Goals

Group	ES	MS	HS
School Counselors	54.3%	48.4%	32.4%
Teachers	52.3%	58.1%	48.0%
Administrators	57.6%	64.9%	51.4%
Students	65.6%	48.0%	42.4%
Parents	53.6%	41.8%	38.6%

The final component of the school counseling program included in the survey involved the collaborative effort with other educators. When asked about staff collaboration, at least 87 percent of school counselors at each level agreed that teachers and other staff work cooperatively with school counselors (see Table 11). In addition, at least 78 percent of teachers agreed that school counselors worked cooperatively with teachers at all school levels. Almost all administrators agreed that teachers and other staff worked cooperatively with school counselors. Overall, these agreement percentages improved or remained relatively consistent from the year-one evaluation (see Appendix D).

Table 11: Perceptions About Collaboration Between School Counselors and Teachers and Other Staff

Group	ES	MS	HS
School Counselors	97.1%	96.8%	86.8%
Teachers	86.9%	84.7%	78.1%
Administrators	98.5%	94.6%	100%

Activities Related to College and Career Preparation and School Counselor Responsibilities

According to ASCA's website, the role of the school counselor has changed and "today's school counselors are vital members of the education team" who help all students in the areas of academic achievement, college and career planning and development, and personal/social development.²¹ While ASCA states that school counselors should "spend most of their time in direct service to and contact with students," other duties related to "system support" are also a part of school counselors' responsibilities although to a lesser extent. The Office of Student Support Services has provided guidance regarding activities and responsibilities for school counselors in various areas, including college and career preparation.

Activities and Resources to Promote College and Career Preparation

School counselors in VBCPS provide numerous activities to promote college and career preparation for

students. In particular, VBCPS implements an Academic and Career Planning (ACP) process, which is intertwined with activities that promote college and career preparation. As students progress through grades K-12, the goal of the ACP process shifts from career awareness for kindergarten through grade 5 to career exploration between grades 6 and 8 to finally career readiness between grades 9 and 12.²² This coincides with recommendations from the National Career Development Association (NCDA) that suggest different strategies for students in grades K through 6, 7 through 9, and 10 through 12.²³ It was recommended by the NCDA that general career awareness and work ethic should be the focus for students in grades K through 6 and that this focus should be extended along with volunteer opportunities in grades 7 through 9.²⁴ Then, career development programs should be provided for students in grades 10 through 12.

According to the coordinator of counseling services, in grades 5, 7 or 8, and 10, students were required to complete an academic and career plan that detailed their desired courses.²⁵ These plans ensured that students considered their desired career pathway when choosing courses. Overall, students were expected to meet with their school counselor to complete their academic and career plan. Other potential opportunities for working on their academic and career plan existed for high school students beyond meeting individually with their school counselor. For example, starting in the 2017-2018 school year, all VBCPS high schools scheduled time for advisory blocks during which small groups of students would meet with an advisor from their school.

Other additional opportunities for high school students during the 2017-2018 school year included working with community partners. A field trip opportunity to visit a corporation and tour the facility was provided to 8 to 10 students at each high school. While at the facility, students identified individual pathways of interest and were able to talk with staff members. Additionally, two high schools in the division offered students a “Professional for a Day” opportunity, in which they worked with an individual from a community partner organization at the professional’s place of employment.

Counselors and students were asked to select activities that were provided by counselors from a list of activities.²⁶ Results from school counselors are shown in Table 12, and results from students are shown in Table 13. Percentages for other stakeholder groups regarding activities provided by counselors are

provided in Appendix E. The activities that were selected from the list by the majority of counselors across all school levels were completing academic and career plans with students, discussing potential academic and career pathways with students, educating students about programs or academies in VBCPS, helping students with SMART goals, and working with community partners. The majority of middle and high school counselors also selected holding career fairs, and the majority of high school counselors selected helping with or facilitating college representatives’ school visits and students’ college visits in state, holding college nights, providing ASVAB preparation or testing, and helping with Advisory blocks relevant to career planning (see Table 12).

Results specific to the academic and career planning process showed that across the division 99 percent of school counselors and 51 percent of students indicated that school counselors completed academic and career plans with students (see Tables 12 and 13). Additionally, 70 percent of administrators and 54 percent of teachers selected this as an activity provided by counselors. For students in the grades required to complete an academic and career plan, 66 percent of grade 5 students, 45 percent of grade 7 students, 53 percent of grade 8 students, and 40 percent of grade 10 students indicated school counselors completed the plans with students.

In addition, the majority of high school counselors (89%) indicated that they helped with advisory block(s) relevant to academic and career planning. However, only 24 percent of high school students, 35 percent of high school teachers, and 49 percent of high school administrators indicated this was an activity that high school counselors provided. Examination by grade level showed that 22 percent of grade 10 students selected this as an activity provided by school counselors.

Table 12: Percentage of Counselors Indicating Activity Was Provided by Counselors

Activity	ES	MS	HS	Total
Complete academic and career plans with students.	100.0%	100.0%	97.1%	99.0%
Discuss potential academic and career pathways with students.	100.0%	96.7%	100.0%	99.0%
Educate students about programs or academies in VBCPS.	97.1%	93.3%	77.1%	88.9%
Help students set SMART goals.	73.5%	53.3%	57.1%	61.6%
Help with Advisory blocks relevant to academic and career planning.	5.9%	36.7%	88.6%	44.4%
Help with or facilitate college representatives' school visits.	0.0%	23.3%	91.4%	39.4%
Help with or facilitate students' college visits in state.	2.9%	10.0%	62.9%	26.3%
Help with or facilitate students' college visits out of state.	0.0%	6.7%	37.1%	15.2%
Hold Career Fairs.	41.2%	56.7%	100.0%	66.7%
Hold college nights.	2.9%	20.0%	88.6%	38.4%
Provide ASVAB preparation or testing.	0.0%	3.3%	91.4%	33.3%
Work with community partners.	55.9%	60.0%	91.4%	69.7%

Note: Bolded activities represent those activities selected by the majority of counselors.

The activities selected by the majority of elementary and middle school students were discussing programs or academies and helping with SMART goals. The majority of elementary school students also indicated counselors helped with completing academic and career plans, discussing potential academic and career pathways, and encouraging enrichment opportunities (see Table 13). There were no activities selected by the majority of high school students.

Table 13: Percentage of Students Indicating Activity Was Provided by Counselors

Activity	ES	MS	HS	Total
Complete academic and career plans with students.	66.4%	46.1%	37.7%	51.1%
Connects with community programs, mentoring, tutoring, or summer programming.	29.1%	30.8%	21.3%	27.4%
Discuss potential academic and career pathways with students.	68.0%	49.2%	39.4%	53.2%
Discuss programs or academies.	60.2%	56.8%	39.2%	52.8%
Encourages enrichment opportunities	54.1%	48.8%	31.5%	45.6%
Help with Advisory blocks relevant to academic and career planning.	33.4%	26.0%	24.0%	28.1%
Help with or facilitate college representatives' school visits.	23.3%	19.8%	18.5%	20.7%
Help with or facilitate students' college visits in state.	17.5%	16.0%	13.5%	15.8%
Help with or facilitate students' college visits out of state.	12.8%	13.5%	9.1%	11.9%
Help with SMART goals.	73.7%	59.0%	27.4%	55.0%
Hold Career Fairs.	22.5%	21.2%	22.7%	22.1%
Hold college nights.	11.0%	19.3%	20.4%	16.6%
Informs about college preparatory programs.	41.8%	35.4%	22.4%	33.9%

Activity	ES	MS	HS	Total
Provides information about options for acceleration or diversified learning.	45.5%	26.8%	16.4%	30.5%
Provide ASVAB preparation or testing.	15.7%	15.1%	15.1%	15.3%
Supports service learning opportunities.	42.5%	30.4%	18.3%	31.3%
Work with community partners.	29.9%	24.1%	13.1%	23.0%

Note: Bolded activities represent those activities selected by the majority of students.

School counselors also provided resources to students to help with college and career preparation. For example, a tool available to all secondary schools was an application called Major Clarity, which was a platform for academic and career planning. Major Clarity included access to a career interest inventory, career information organized by pathways, experiential activity for different careers with feedback, interviews of professionals, and connections with recommended courses to take within VBCPS. Other resources that were provided were from the College Board, Khan Academy, the Virginia Department of Education, and VBCPS.

Counselors and students were asked to select resources that were provided by counselors from a list.²⁷ The resources that were selected by the majority of counselors varied by school level with the exception of VBCPS academic and career planning websites, which was selected by the majority of counselors at all levels (see Table 14). The majority of elementary and middle school counselors indicated that they provided the VA Career View website. The majority of middle school and high school counselors indicated that they provided Major Clarity, the Virginia Education Wizard website, and Khan Academy as resources to students. The majority of high school counselors indicated that they provided the following resources: Scholarship Central, College Board Big Future, and the VBCPS Destination Graduation website. In contrast, relatively low percentages of students indicated that the resources were provided with no resources being selected by a majority of students at any level. Agreement percentages for other stakeholders regarding resources provided by counselors are provided in Appendix E.

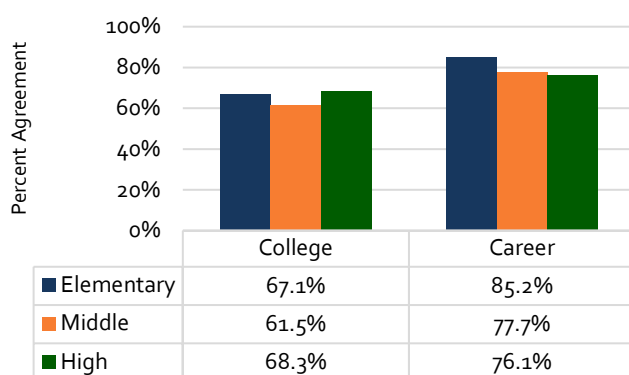
Table 14: Percentage Counselors and Students Indicating Resource Was Provided by Counselors

Resource	Counselors				Students			
	ES	MS	HS	Total	ES	MS	HS	Total
College Board Big Future	5.9%	20.0%	91.4%	40.4%	14.7%	11.9%	25.8%	17.1%
Khan Academy	23.5%	53.3%	88.6%	55.6%	16.9%	26.1%	39.0%	26.5%
Major Clarity	2.9%	63.3%	82.9%	49.5%	4.3%	8.4%	6.3%	6.3%
Scholarship Central	2.9%	23.3%	100%	44.4%	12.1%	12.3%	20.9%	14.8%
VA Career View Website	100%	66.7%	31.4%	65.7%	47.5%	24.8%	10.7%	28.9%
Virginia Education Wizard Website	14.7%	56.7%	54.3%	41.4%	8.5%	7.5%	11.0%	8.9%
VBCPS Academic and Career Planning Websites	82.4%	76.7%	71.4%	76.8%	37.3%	30.7%	18.0%	29.4%
VBCPS Destination Graduation Website	44.1%	40.0%	65.7%	50.5%	13.1%	14.7%	9.5%	12.6%

Note: Bolded resources represent those resources selected by the majority of counselors and students.

To examine students' progression through the ACP process and their awareness of college and career options based on the activities and resources provided by the school counseling program, students were asked about their awareness of their college and career options. Those who indicated they were aware were then asked to rate their level of preparation from awareness, to exploration, to readiness for college and career. Across the division, 66 percent of students indicated awareness of their college options and 80 percent indicated awareness of their career options. As shown in Figure 2, there was a slightly higher percentage of high school students who indicated they were aware of their college options (68%) than elementary (67%) or middle school students (62%). Interestingly, there was a higher percentage of elementary school students who indicated they were aware of their career options (85%) than middle (78%) or high school students (76%).

Figure 2: Percentage of Students Indicating Awareness of College and Career Options



Students who indicated being aware of their college or career options were also asked to rate their level of preparation on a sliding scale of 0 to 10 with 0 representing "I am aware of my options", 5 representing "I have explored my options", and 10 representing "I am prepared to pursue my goals." The average rating of preparation level for their career varied minimally by school level, with an average rating for the elementary and middle school levels at 5.5 and for high school at 5.6 ("I have explored my options."). For college preparation, the average rating increased from elementary to high school levels with the rating starting at 4.9 followed by 5.0 and 5.5. However, this average rating level for each school level was equivalent to having explored their college options.

Time Spent and Involvement in School Counseling Responsibilities

As noted previously in the Program Overview, according to the VBCPS Office of Student Support Services, the comprehensive school counseling program serves all students and includes the following services shown in Table 15.²⁸

Table 15: Services Provided by School Counselors

Service	Examples
Counseling Services	Individual, group, preventative or remedial, crisis intervention, referrals
Classroom Guidance Services	Academic planning, career awareness, decision-making, personal/social development skills
Consultation Services	Parents, teachers, administrators, community agencies
Coordination	Registration of new students, student records, testing program, referrals to community agencies, college and career information, college application process, career preparation, parent workshops, military support

Within these service areas, school counselors potentially focused their skills and resources on seven specific areas including academic planning; administrative tasks (including test administration); building a college-going culture; career counseling; college application process, including scholarships and financial aid; mental health issues of students; and professional learning.

School counselors were asked on the survey to rank the various activities based on how much time they spent working in each area from 1 (spent the most time) to 7 (spent the least time). Average rankings by school level were calculated and are displayed in Table 16. At the elementary and middle school levels, school counselors ranked all items similarly, with students' mental health issues accounting for the most time, followed by academic planning.

At the high school level, school counselors ranked academic planning as accounting for the most time followed by students' mental health issues, college applications/scholarships/financial aid processes, and administrative tasks.

Administrative tasks were ranked as being the third most time consuming activity by the school counselors at all school levels. This could include administrative tasks that were related to providing direct or indirect services to students and would be considered "appropriate" based on the ASCA list, but could also include some tasks that ASCA notes are

“inappropriate” for school counselors such as coordinating paperwork and data entry of new students, maintaining student records, and keeping clerical records.²⁹ Several responses from stakeholders to an open-ended question about potential areas for improvement included the need for additional assistance with administrative tasks. Upon discussion with the coordinator of counseling services, there are tasks that additional support staff could assist school counselors with so that school counselors could reduce their time spent on administrative tasks, especially related to helping with 504 plans and follow-up regarding attendance issues.³⁰

Table 16: Counselor Rankings of Time Spent in School Counseling Activities

Responsibility/Activity	ES	MS	HS	Division
Mental health issues of students	1.5	1.4	2.7	1.9
Academic planning	3.0	2.3	1.8	2.3
Administrative tasks	3.8	3.4	3.5	3.6
Career counseling	4.2	4.6	4.9	4.6
Professional development	4.0	4.5	6.0	4.9
Building college-going culture	5.0	4.6	5.1	4.9
College application/scholarship financial	6.9	6.7	3.5	5.6

Note: Activities were ranked from 1 (most amount of time) to 7 (least amount of time).

In addition to an assessment of general responsibilities, the VBCPS Essential Counseling Services by Level document published in July 2015 outlines specific key school counseling responsibilities in the area of college and career preparation. The key responsibilities are aligned with Virginia standards and ASCA student mindsets and behaviors and are identified by school level. The responsibilities noted in this document were used as a basis for a survey item asking school counselors to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities. Response options included “To a Large Extent,” “To Some Extent,” and “Not Involved.” The percentages of school counselors who reported active involvement for each responsibility by school level are shown in Table 17. Responsibilities with 90 percent or more of respondents indicating involvement to a large extent were highlighted.

At least 90 percent of school counselors at the high school level indicated that they were involved to a large extent with the following responsibilities and activities: scheduling and/or promoting college and career day/fair, career connections, college representative visits, and college nights; supporting college admissions; and advising students on academic issues and course selection. School counselors at the middle school level indicated that they were involved to a large extent with advising students on academic issues and course selection, promoting and helping students identify specialty programs available to them, and helping students understand the transition process between school levels. Elementary school counselors indicated that they were involved to a large extent with helping students understand the transition process between school levels. Notably, these areas indicated by middle and elementary school counselors are responsibilities in relation to both academic and college/career areas within the school counseling program rather than the college and career area specifically. High percentages of school counselors at all levels indicated that they were involved to a large extent with facilitating students’ completion of academic and career plans (87% to 90%).

Table 17: 2017-2018 Percentage of School Counselors Indicating Extent of Involvement

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Support service learning opportunities.	31.4%	43.3%	35.1%	45.7%	33.3%	54.1%	22.9%	23.3%	10.8%
Conduct Career Interest Inventory.	82.9%	77.4%	68.4%	17.1%	22.6%	31.6%	0.0%	0.0%	0.0%
Provide college and career awareness, exploration, or selection through classroom guidance.	85.7%	62.5%	84.2%	14.3%	37.5%	13.2%	0.0%	0.0%	2.6%
Provide college and career awareness, exploration, or selection through schoolwide activities.	34.3%	45.2%	73.7%	48.6%	48.4%	26.3%	17.1%	6.5%	0.0%
Provide college and career awareness, exploration, or selection through individual planning.	51.4%	56.3%	86.8%	31.4%	43.8%	13.2%	17.1%	0.0%	0.0%
Provide College and Career Readiness sessions with parents.	2.9%	25.8%	47.4%	37.1%	41.9%	50.0%	60.0%	32.3%	2.6%
Encourage students to engage in enrichment opportunities.	22.9%	56.3%	81.1%	42.9%	31.3%	18.9%	34.3%	12.5%	0.0%
Inform, encourage, and refer students to college preparatory programs.	51.4%	71.9%	68.4%	28.6%	21.9%	31.6%	20.0%	6.3%	0.0%
Schedule and/or promote College and Career Day/Fair, Career Connections, college representative visits, and College Night.	14.7%	59.4%	94.7%	38.2%	25.0%	5.3%	47.1%	15.6%	0.0%
Connect students with community programs, mentoring, tutoring, enrichment activities, and summer programs.	37.1%	50.0%	47.4%	54.3%	46.9%	47.4%	8.6%	3.1%	5.3%
Inform students regarding options for Acceleration and Diversified Learning.	80.0%	46.9%	71.1%	14.3%	40.6%	13.2%	5.7%	12.5%	15.8%
Provide military recruiter visits.	2.9%	9.4%	86.8%	8.6%	25.0%	10.5%	88.6%	65.6%	2.6%
Support college admissions.	2.9%	9.4%	94.7%	2.9%	9.4%	5.3%	94.3%	81.3%	0.0%
Provide college and career admissions testing and interpretation.	2.9%	21.9%	83.8%	0.0%	34.4%	16.2%	97.1%	43.8%	0.0%
Support college affordability planning.	2.9%	16.1%	73.7%	11.4%	16.1%	26.3%	85.7%	67.7%	0.0%
Facilitate students' completion of academic and career plans.*	88.6	87.1	89.5%	11.4%	12.9%	10.5%	0.0%	0.0%	0.0%
Conduct parent workshops related to various assessments.*	5.7%	41.9%	39.5%	5.7%	25.8%	36.8%	88.6%	32.3%	23.7%
Advise students on academic issues and course selection.*	82.9%	90.3%	97.4%	17.1%	9.7%	2.6%	0.0%	0.0%	0.0%
Promote and help students identify specialty programs available to them.*	79.4%	90.3%	76.3%	20.6%	9.7%	10.5%	0.0%	0.0%	13.2%

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Help students understand transition process between school levels.*	97.1%	93.5%	84.2%	2.9%	6.5%	15.8%	0.0%	0.0%	0.0%

Note: Responsibilities are based on the VBCPS Essential Counseling Services by Level document for the College/Career area. Starred items were relevant responsibilities from the Academic area. Gray cells indicate responsibilities/activities that are not relevant for elementary or middle school levels, although some survey respondents indicated involvement in these responsibilities.

Areas of responsibility relevant to both academic and college and career preparation were also included on surveys from the year-one evaluation. In comparison to 2016-2017, for most areas, there were increases in the percentages of counselors who indicated they were involved to a large extent in these areas (see Appendix F). The largest increases were for elementary school counselors' involvement in facilitating students' completion of academic and career plans (+12%), middle school counselors' involvement in conducting parent workshops related to assessments (+17%), and high school counselors involvement in promoting and helping students identify specialty programs available to them (+13%).

In addition to school counselors, teachers and administrators were also asked to indicate the extent to which the school counselors at their school were actively involved in the various responsibilities and activities. The table of results for the division overall can be found in Appendix G and includes results from each staff group.

Perceptions of School Counselors' Roles

School counselors, teachers, and administrators were asked several survey items about the role of school counselors, including their perceptions about expectations related to college and career counseling. Results by school level are included in Table 18. School counselors and administrators at elementary and middle schools were more likely to agree that expectations in career counseling are clearly defined and reasonable than expectations related to college counseling. High school counselors were more likely to agree that expectations for career counseling were clearly defined, but less likely to agree that expectations for career counseling were reasonable. High school administrators were less likely to agree that expectations for career counseling were clearly defined or reasonable. Agreement percentages for school counselors increased from the elementary to middle to high school levels with one exception.

Table 18: Stakeholder Perceptions Regarding the Expectations of School Counselors

Survey Item	School Counselors			Administrators		
	ES	MS	HS	ES	MS	HS
Expectations in college counseling are clearly defined .	41.2%	51.6%	61.1%	46.7%	72.2%	76.5%
Expectations in college counseling are reasonable .	50.0%	54.8%	70.3%	46.7%	77.8%	79.4%
Expectations in career counseling are clearly defined .	68.6%	71.0%	76.3%	63.6%	86.1%	73.5%
Expectations in career counseling are reasonable .	74.3%	66.7%	65.8%	61.8%	88.9%	73.5%

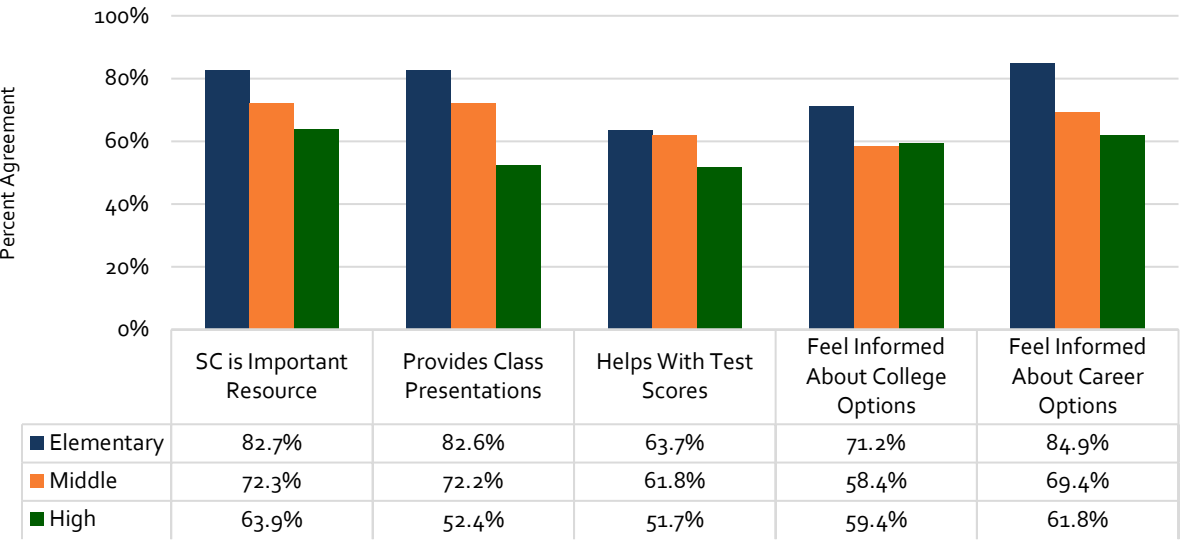
When teachers were asked about their perceptions of the school counselors' role, 80 percent of teachers across the division indicated that they clearly understood the overall role of school counselors, whereas 63 and 65 percent of teachers agreed they had a clear understanding of the role of school counselors as it related to college preparation and career preparation, respectively (see Table 19). Again, agreement percentages were notably lower at the elementary and middle school levels, especially regarding college preparation.

Table 19: Teacher Perceptions Regarding Understanding the Role of School Counselors

Area	ES	MS	HS
Overall role	77.1%	82.3%	80.4%
Role in college preparation	43.8%	62.3%	79.6%
Role in career preparation	52.6%	61.8%	76.1%

Students were also asked to respond to several survey items related to school counselors' areas of responsibility. Across the division, 74 percent of students agreed that their school counselor was an important resource for them in dealing with college and career issues at school and 70 percent agreed that their school counselor provided classroom presentations and small group instruction on preparation for college and career. In regards to whether their school counselor connected them with or informed them about resources, 63 percent agreed that they were well informed about different college options available and 73 percent agreed that they were well informed about different career options available. Additionally, 60 percent agreed that their school counselor helped them understand test scores. Results by school level in Figure 3 show that in general, agreement was highest at the elementary level and lowest at the high school level.

Figure 3: Student Perceptions Regarding School Counselors' Role in Preparation for College and Career



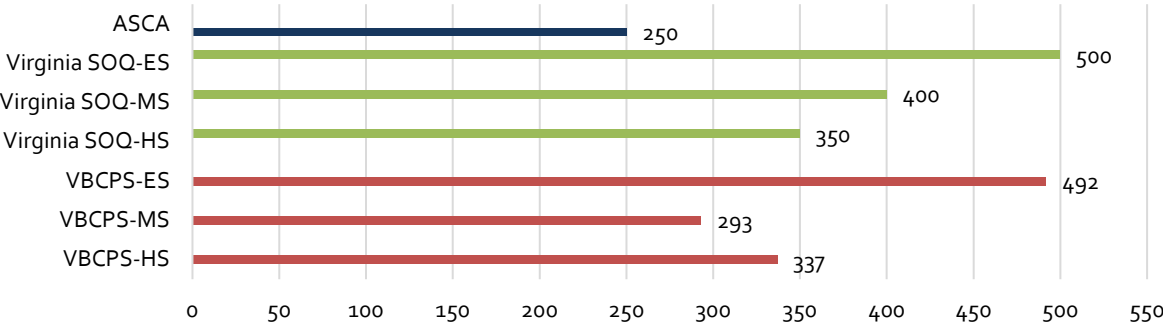
School Counseling Staff Allocations

The American School Counseling Association (ASCA) recommends staffing of comprehensive school counseling programs at a ratio of one counselor for every 250 students in a school.³¹ The Virginia Standards of Quality (SOQ) recommendations vary by school level.³² The Virginia SOQ indicates that one full-time equivalent (FTE) guidance counselor for every 500 students should be employed at elementary schools, one guidance counselor for every 400 students should be employed at middle schools, and one guidance counselor for every 350 students should be employed at high schools. A review of research by Hanover Research showed that hiring a counselor to meet minimum student to counselor ratios improved student college enrollment, and students from high schools with counselors who had lower caseloads were more likely to be enrolled in college.³³ Additionally, there was a correlation between the number of school counselors working at a school and whether a student applied to more than one college. Research also showed a relationship between caseload and average counselor time spent working on college counseling. There was a 10-percentage point difference in average time spent on college counseling with one counselor per 100 students (38% of time on average) compared to one counselor per 500 students (26% of time on average).³⁴

Staffing in each Virginia Beach school supports the school counseling function with a guidance department chair at each secondary school and from 1 to 1.8 school counselor FTE allocations at elementary schools, 2 to 4 school counselor FTE allocations at middle schools, and 5 to 6 school counselor FTE allocations at high schools. Appendix H provides VBCPS staffing information for the delivery of the comprehensive school counseling program at each school and provides total allocations by school level.

Based on the total school counselor FTE allocations at each school level in 2017-2018, VBCPS staffed school counseling departments at or above the SOQ guidelines, but below the ASCA recommendation (see Figure 4). The school division allocated one school counselor for approximately every 492 elementary school students. At middle schools, VBCPS staffed school counseling departments at a rate of one school counselor for every 293 students, which was a higher staffing ratio than the SOQ guideline of 1:400. The VBCPS staffing ratio was also higher at the high school level with one school counselor for every 337 students compared to the guideline of 1:350.

Figure 4: Recommended and Actual Number of Students Per Full-Time Counselor



When comparing the staffing allocations for the 2017-2018 school year to the 2016-2017 school year, there were improvements in the allocation ratios at all school levels (see Table 20). This change was likely due to changes in student enrollment as there were no staffing positions added in the 2017-2018 school year.³⁵

Table 20: Counselor Allocations by School Level

School Level	2016 2017	2017 2018
ES	1 to 501	1 to 492
MS	1 to 304	1 to 293
HS	1 to 341	1 to 337

Given the responsibilities of school counselors, the size of the student body, and the allocations, survey respondents were asked about their perceptions of whether the allocations that were provided allowed the school counseling program to meet the students' needs. Across the division, 30 percent of school counselors, 62 percent of teachers, and 57 percent of administrators agreed that the allocations provided to their school allowed the program to meet students' needs (see Table 21). The lowest agreement percentages were at the high school level, with only 16 percent of high school counselors agreeing that allocations allowed the program to meet students' needs. The percentages of counselors and administrators who agreed declined substantially across all school levels from the previous year, with smaller declines among teachers (see Appendix I).

Table 21: Percentage Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Group	ES	MS	HS
Counselors	35.3%	41.9%	15.8%
Teachers	64.4%	68.6%	53.6%
Administrators	62.5%	70.3%	34.3%

Staff members were also asked whether school counselors' student caseloads afforded them adequate time to counsel students. Across the division, 14 percent of school counselors, 47 percent of teachers, and 49 percent of administrators agreed that the school counselors' caseloads allowed for adequate time to counsel students. Consistent with the perceptions on allocations meeting students' needs, the lowest agreement percentages remained at the high school level (see Table 22). There were declines in agreement percentages across all levels of the three stakeholder groups, especially counselors and administrators (see Appendix I).

Table 22: Percentage Agreement Regarding Caseloads Allowing Adequate Time to Counsel Students

Group	ES	MS	HS
Counselors	17.1%	22.6%	2.6%
Teachers	47.1%	53.3%	41.5%
Administrators	48.4%	64.9%	31.4%

School counselors and administrators were asked whether school counselors had adequate resources to counsel students on matters related to college and career preparation. In regards to having adequate resources for college matters, 71 percent of school counselors agreed and 72 percent of administrators agreed. In regards to having adequate resources for career matters, 75 percent of school counselors agreed and 74 percent of administrators agreed. Agreement percentages by school level for each staff group are shown in Figures 5 and 6. The lowest percentages were seen at the elementary school level regarding resources for college preparation and for elementary administrators and high school counselors for resources for career preparation.

Figure 5: Agreement Regarding Adequate Resources for Supporting Students' College Preparation

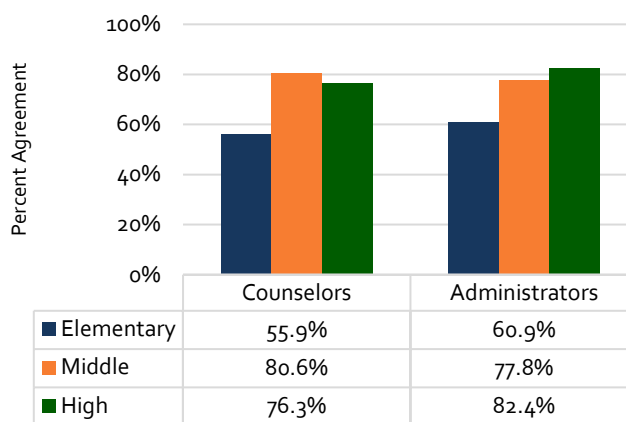
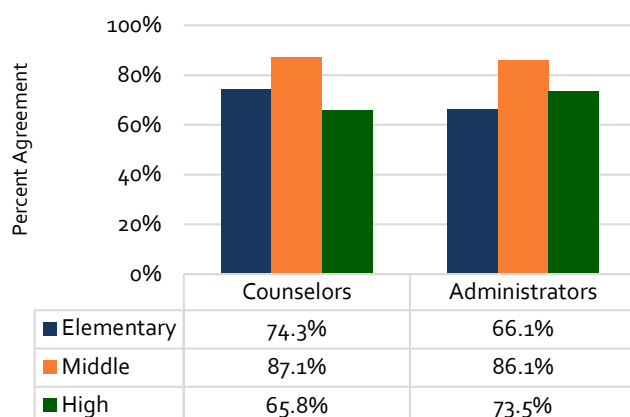


Figure 6: Agreement Regarding Adequate Resources for Supporting Students' Career Preparation



School counselors and administrators were also asked about resources to assist students academically. In comparison to 2016-2017, there were declines in the percentages of elementary counselors (68% to 62%) and elementary administrators (86% to 77%) and high school administrators (90% to 79%) who agreed. However, there were increases in the percentages of middle school (84% to 90%) and high school counselors (59% to 66%) and middle school administrators (94% to 97%) who agreed that counselors had adequate resources to counsel students academically.

Professional Learning Opportunities

One element of ASCA's model for school counseling programs is professional competencies. According to ASCA, school counselor competencies "outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession."³⁶ The competencies include knowledge, abilities and skills, and attitudes for each of the four components of the comprehensive school counseling program (i.e., foundation, management, delivery, accountability). The competencies published by ASCA can be used by school counselors for self-assessment purposes, to identify professional learning needs, and to develop a plan.

A wide variety of professional learning opportunities was offered for the division's school counselors in 2017-2018, including mandatory sessions and optional sessions. Four mandatory professional learning opportunities for all school counselors focused on the topics listed below.³⁷

- How to Use Student Data to Create School Counseling Program SMART Goals

- Mediation Training and Conflict Resolution
- Section 504 Synergy Training
- Section 504 Updates for Elementary and Secondary Counselors

Two mandatory professional learning opportunities were provided to new school counselors: Classroom Management for New School Counselors and Re-enrollment Training for New Assistant Principals and School Counselors. Listed below are seventeen optional sessions that were offered, covering numerous topics.

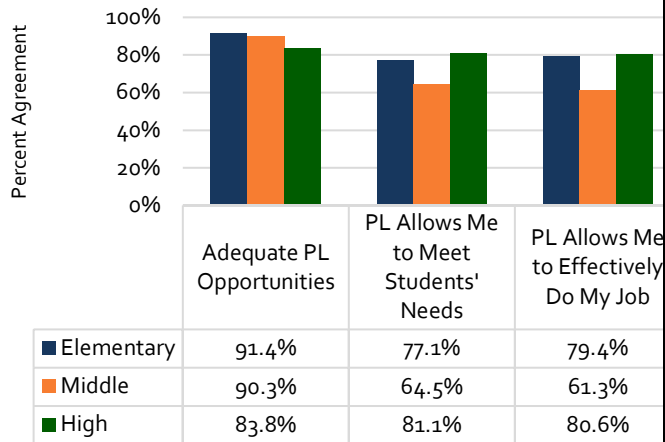
- Advanced Technology Center's (ATC) Celebrating 15 Years of Powerful Connections
- Anxiety: How Students are Impacted in School*
- Become a Parchment Pro!*
- Career and Technical Education at the Tech Center - Programs for All Students
- College Board: Big Future*
- Compassion Fatigue: Giving Until It Hurts
- Elementary Enrollment and Registration Updates
- Elementary School Counselor Learning Team Meetings
- Grief & Trauma in Schools*
- Help Students Develop Executive Functioning Skills (online)
- Introduction to Students' STEM Career Options (online)
- Major Clarity: How This Resource Supports Academic and Career Planning*
- MSCT: Youth Mental Health First Aid
- Secondary Enrollment and Registration Updates
- Supporting Military Students and Understanding the Military Interstate Compact
- Tragedy Assistance for Survivors Program (TAPS) Grief Education and Support Resources
- VDOE AdVantage Program Cohort: Recognized ASCA Model (RAMP)

Professional learning sessions noted with an asterisk (*) were offered as part of the annual summer professional learning which was held in August 2017. Summer professional learning for school counselors for the 2018-2019 school year was held August 2018.

When asked on the survey about their professional learning with a focus on college and career preparation, 88 percent of school counselors across the division reported that they received adequate professional learning opportunities, and results were relatively similar across school levels (see Figure 7). Regarding the efficacy of the professional learning as it related to

college and career preparation for students, 75 percent of school counselors across the division agreed that their professional learning allowed them to meet their students' needs and 74 percent agreed that it allowed them to effectively do their jobs. Results by school level in Figure 7 showed that 77 to 81 percent of the school counselors at the elementary and high school levels viewed the professional learning as effective. However, there were noticeably lower percentages of school counselors at middle schools who agreed that the professional learning allowed them to meet their students' needs and allowed them to effectively do their job.

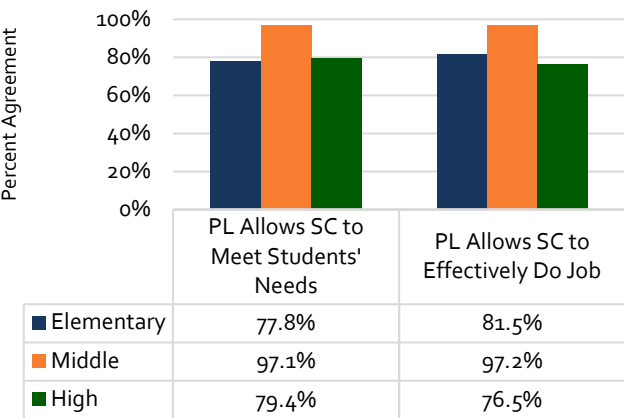
Figure 7: School Counselor Perceptions of Professional Learning on Students' College and Career Preparation



An open-ended survey item asked school counselors to list the professional learning opportunities that they participated in related to student preparation for college and/or career. Several counselors indicated they attended sessions at the Virginia School Counseling Association (VSCA) conference and professional learning through College Board. Other professional learning opportunities mentioned were attending the Advanced Technology Center (ATC) Open House, AVID trainings, and the divisionwide College Night. An open-ended survey item asked school counselors about the types of professional learning that would help school counselors do their job more effectively. Several counselors indicated that topics related to mental health would be most helpful to do their job more effectively. Additional areas noted by several counselors included career development tools or activities, especially related to vocational opportunities, as well as college preparation. A couple counselors commented that they felt as though they did not have a clear understanding of their role in college and career readiness at the elementary level.

Administrators were also asked their perceptions of the professional learning that their school counselors received related to preparing students for college and/or career. Across the division, 84 percent of administrators agreed that the professional learning allowed school counselors to meet their students' needs and 85 percent of administrators agreed that the professional learning allowed school counselors to do their job effectively. As shown in Figure 8 by school level, elementary and high school level administrators responded similarly to the school counselors with 77 to 82 percent in agreement. However, a higher percentage of administrators at middle schools agreed that the professional learning allowed school counselors to meet students' needs and do their job effectively (97%); whereas fewer middle school counselors agreed with those statements (65% and 61%, respectively).

Figure 8: Administrator Perceptions of Professional Learning on Students' College and Career Preparation



Parent Involvement and Engagement

According to the ASCA position statement on school-family-community partnerships, "school counselors have an essential and unique role in promoting, facilitating, and advocating for collaboration with parent/guardians..."³⁸ The ASCA position goes further to state that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services.

Parents of students in kindergarten through grade twelve were asked whether they knew who their child's school counselor was and whether they talked with their child's school counselor during the 2017-2018 school year. If parents did not talk with their child's

school counselor, they could indicate if they would have liked to talk with their child's school counselor or if they did not need to. As seen in Table 23, 47 percent of elementary parents, 69 percent of middle school parents, and 73 percent of high school parents knew who their child's school counselor was. In regards to whether parents talked with their child's school counselor, 31 percent of elementary parents, 53 percent of middle school parents, and 45 percent of high school parents reported talking with their child's school counselor. Across the division, 18 percent of parents indicated that they would have liked to talk to their child's school counselor but did not, whereas 40 percent indicated they did not need to talk with their child's school counselor.

Table 23: Percentage of Parents by Indicated Communication With Child's School Counselor

Survey Item	ES	MS	HS
Knew counselor	47.3%	68.7%	72.5%
Yes, talked with counselor	31.3%	53.0%	45.0%
No, would have liked to talk with counselor	16.1%	14.5%	22.5%
No, did not need to talk with counselor	52.7%	32.5%	32.5%

When asked about their satisfaction regarding the level of communication with their child's school counselor, 65 percent of elementary parents indicated being satisfied, whereas 45 percent of middle school parents and 41 percent of high school parents were satisfied (see Table 24). Overall 58 percent of parents agreed that their children's school counselors communicated with them about their children's needs, with the highest agreement at elementary school and the lowest at high school.

Table 24: Agreement Percentage of Parents Regarding Communication With Child's School Counselor

Survey Item	ES	MS	HS
Parents satisfied with communication	64.9%	44.8%	41.1%
School counselor communicated with parents about child's needs	74.1%	51.8%	48.3%

A variety of opportunities for parental engagement were listed on the stakeholder surveys, and parents and school counselors were asked to indicate the activities that were used by the school counseling program to engage parents in supporting their child's development. Both parents and school counselors indicated that

academic planning and individual conferences were the predominant modes of parental participation. The most often selected opportunity for involvement by parents across the division was "academic planning," while school counselors were most likely to select "individual conferences" (see Tables 25 and 26).

Table 25: Ways the School Counseling Program Encouraged Parent Involvement - Parents

Opportunity	ES	MS	HS	Division
Academic Planning	23.1%	35.7%	35.4%	31.8%
GAC Representation	13.8%	12.5%	5.1%	9.5%
Parent Workshops	23.1%	21.4%	13.1%	18.2%
Individual Conferences	33.8%	32.1%	28.3%	30.9%
Parent Volunteer Opportunities	10.8%	5.4%	3.0%	5.9%

Table 26: Ways the School Counseling Program Encouraged Parent Involvement - Counselors

Opportunity	ES	MS	HS	Division
Academic Planning	91.4%	80.6%	89.2%	87.4%
GAC Representation	77.1%	38.7%	51.4%	56.3%
Parent Workshops	22.9%	48.4%	54.1%	41.7%
Individual Conferences	100%	96.8%	100%	99.0%
Parent Volunteer Opportunities	54.3%	25.8%	13.5%	31.1%

School counselors were asked to provide additional information about topics addressed during parent workshops. Counselors indicated that workshops included information on academics (e.g., course offering/planning, diploma or graduation information), college readiness and preparation (e.g., admissions, financial aid, general planning, and testing information), various programs throughout the division (e.g., AVID, academies, Old Donation School, and other middle school options), and transition issues for rising sixth- and ninth-grade students.

Parents who attended parent workshops were asked to list the topics that were addressed. Parent responses indicated that they attended workshops on internet use, gifted programs, academic planning, college readiness, and academy and technical school options.

Parent involvement was examined further to determine whether there was a relationship between parental involvement and parents' understanding of school counselors' responsibilities. Interestingly, parents who noted that they were involved in these opportunities generally were more likely to agree that they had a clear understanding of counselors' responsibilities than those who disagreed, especially for academic planning and individual conferences (see Appendix J). Further, elementary parents who had a clear understanding of counselors' responsibilities were much more likely to attend individual conferences with counselors.

According to the coordinator of school counseling services, several parent engagement activities specifically related to college and career preparation were provided during 2017-2018.³⁹ These included Parent Connection Nights focused on academic and career planning, the divisionwide College Night, the divisionwide PSAT and course information nights, and individual schools holding college nights, rising sixth- and ninth-grade information nights, and senior nights.

Parents of secondary students were asked whether their child's school counselor provided college and career readiness sessions with parents, such as those mentioned above. Approximately a third of parents across the secondary level indicated that their child's school counselor provided college and career readiness sessions with parents, whereas approximately another third indicated their child's counselor had not provided this opportunity and the last third indicated that they did not know (see Table 27).

Table 27: Parent Agreement Regarding School Counselor Providing Parent Sessions Related to College and Career Readiness

Response	MS	HS
Yes	30.2%	33.3%
No	34.9%	29.6%
Don't Know	34.9%	37.0%

Parents were also asked to indicate if they had attended a College Night at their child's school. Approximately one-fourth (26%) of parents at the high school level and 9 percent of parents at the middle school level indicated that they had attended a College Night.

Lastly, parents and staff were asked to rate their perceptions of the extent to which school counselors engaged parents to support children's development. All school counselors at each school level (100%) agreed that school counselors engaged parents with the goal of helping them support their child's development. Across the division, 55 percent of parents, 83 percent of teachers, and 92 percent of administrators agreed that the school counselors engaged parents with the goal of helping parents support their child's development. Agreement by school level is shown in Table 28 for each group. Notably, parents of secondary students indicated lower levels of agreement and there were larger declines in their agreement percentages from 2016-2017 compared to the other stakeholder groups (see Appendix K).

Table 28: Stakeholder Perceptions of School Counselors Engaging Parents to Support Children's Development

Group	ES	MS	HS
Parents	70.8%	44.6%	49.5%
Teachers	83.7%	86.4%	79.1%
Administrators	93.1%	89.2%	91.2%

Characteristics of Students

Student Demographic Characteristics

The school division's comprehensive school counseling program serves all students from kindergarten through grade twelve. Based on September 30, 2017 data, this included a total of 67,001 students (30,433 in elementary school, 15,872 in middle school, and 20,696 in high school). Table 29 provides the demographic information for 2017-2018 students by school level.

Table 29: Demographic Characteristics of Students Served by School Counseling

Characteristic	ES		MS		HS		Division	
	#	%	#	%	#	%	#	%
Female	14,707	48.3%	7,826	49.3%	10,056	48.6%	32,589	48.6%
Male	15,726	51.7%	8,046	50.7%	10,640	51.4%	34,412	51.4%
African American	6,848	22.5%	3,891	24.5%	5,063	24.5%	15,802	23.6%
American Indian	68	0.2%	34	0.2%	55	0.3%	157	0.2%
Caucasian	14,679	48.2%	7,713	48.6%	10,438	50.4%	32,830	49.0%
Hispanic	3,781	12.4%	1,763	11.1%	2,009	9.7%	7,553	11.0%
Asian	1,747	5.7%	929	5.9%	1,379	6.7%	4,055	6.1%
Hawaiian/Pacific Islander	157	0.5%	76	0.5%	110	0.5%	343	0.5%
Multiracial	3,153	10.4%	1,466	9.2%	1,642	7.9%	6,261	9.3%
Economically Disadvantaged	13,832	43.7%	6,233	38.3%	7,321	34.8%	27,386	39.7%
Special Education	2,906	9.5%	1,851	11.7%	2,107	10.2%	6,864	10.2%
English Learner	842	2.8%	465	2.9%	348	1.7%	1,655	2.5%
Gifted	3,071	10.1%	2,911	18.3%	3,380	16.3%	9,362	14.0%
Military Connected	7,568	24.9%	3,058	19.3%	3,014	14.6%	13,640	20.4%

Note: Based on September 30, 2017 data. Free/reduced lunch data based on November 2017 data.

Students Working With School Counselors

Although the comprehensive school counseling program serves all of the division's students through various activities and programs, several survey items asked students the extent to which they knew their school counselor and met with him or her during the school year. Of the 11,893 students across the division who responded to the survey item, 93 percent indicated that they knew who their school counselor was. Percentages varied by school level with 98 percent of fifth-grade students, 91 percent of middle school students, and 88 percent of high school students reporting that they knew who their school counselor was. Students were also asked how many times they met with their school counselor as well as how many times they worked with their counselor individually and in a classroom setting during the 2017-2018 school year. Results are shown in Table 30.

As reported by fifth through twelfth graders across the division, overall, the majority of students met with their school counselor one to four times during the school year (55%). The largest percentage of students at the secondary level reported meeting with their counselor one to two times during the school year, whereas the largest percentage of fifth grade students reported meeting with their counselor seven or more times. Consistent with the previous year, middle school students were most likely to report that they did not meet with their school counselor during the school year (28%), and high school students were the least likely to report never meeting with their school counselor (14%).

Responses varied when asked about meeting with school counselors individually and within a classroom setting. The majority of students across the division indicated never meeting with a school counselor individually (51%) or only meeting one to two times (33%). The largest percentages of students at elementary and middle school levels indicated never meeting with a school counselor individually, whereas the largest percentage of high school students indicated meeting with their school counselor one to two times individually. In contrast, nearly 81 percent of elementary students indicated they worked with their counselor three or more times in the classroom. The highest percentage of elementary students indicated they worked with their school counselor in the classroom seven or more times. Approximately half of middle school students indicated they have worked with their school counselor in the classroom one or two times, whereas 51 percent of high schools indicated they have never worked with their school counselor in the classroom.

Table 30: Percent of Students Who Met With Their School Counselor

Met With Counselor	ES	MS	HS	Division
Overall				
Never	16.6%	27.6%	14.3%	19.6%
1-2 times	18.5%	38.6%	46.4%	33.4%
3-4 times	17.7%	21.8%	25.6%	21.4%
5-6 times	12.0%	4.2%	6.7%	7.8%
7+ times	35.2%	7.9%	7.0%	17.8%
Individually				
Never	54.9%	61.8%	34.1%	51.1%
1-2 times	28.1%	27.9%	43.8%	32.7%
3-4 times	9.1%	6.7%	14.6%	9.9%
5-6 times	3.0%	1.3%	3.7%	2.6%
7+ times	4.9%	2.3%	3.8%	3.7%
In class				
Never	8.5%	21.0%	50.7%	25.1%
1-2 times	10.7%	49.5%	40.9%	32.6%
3-4 times	24.2%	24.6%	6.7%	19.2%
5-6 times	19.4%	3.1%	0.9%	8.4%
7+ times	37.2%	1.8%	0.8%	14.7%

Progress Toward Meeting Goals and Objectives

The year-two evaluation of the school counseling program assessed the second program goal, which focused on the role of the school counseling program in students' college and career preparation. The overall goal of the program's college and career component

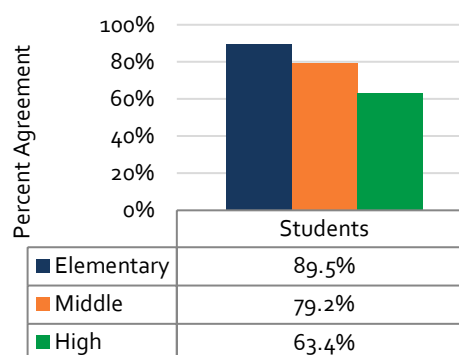
was to ensure that students investigate the world of work in order to make informed career decisions. Eleven specific objectives outlined the areas in which the school counseling program supported students' college and career preparation. Data from stakeholder surveys were used to assess the extent to which each objective was met.

Goal 2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.

Objective 1: Students will believe that using their abilities to the fullest extent will allow them to achieve high-quality results as measured by student survey responses.

Objective 1 focused on the school counseling program's role in helping students believe that efforts to use their abilities were connected with outcomes. Overall, 78 percent of students agreed that school counselors helped them believe that using their abilities was connected with high-quality results. Figure 9 shows results by school level. Elementary school students had the highest agreement percentage (90%), whereas high school students had the lowest agreement percentage (63%).

Figure 9: Perceptions Regarding Counselors Helping Students Believe Impact of Abilities



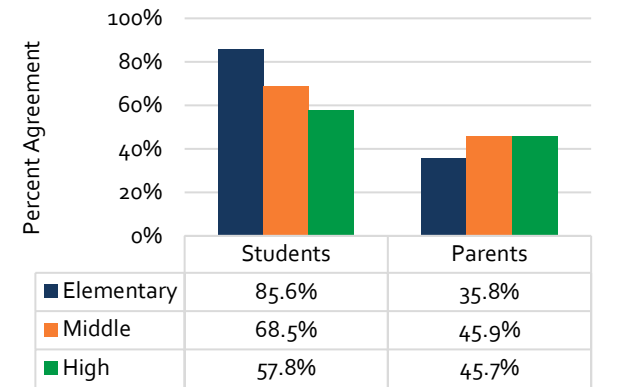
Objective 2: Students and their parents will be aware of academic and career pathways and their program enrollment options in middle school and high school (e.g., academy programs, TCE, ATC, etc.) as measured by student and parent survey responses.

Objective 2 focused on the school counseling program's role in educating students and parents about academic and career pathways and program enrollment options in middle and high schools. Overall, 72 percent of students agreed that their counselor helped with

awareness of academic and career pathways. Figure 10 shows results by school level. Elementary school students had the highest agreement percentage (86%), whereas high school students had the lowest agreement percentage (58%).

Parents were also asked agreement about whether school counselors helped their child become aware of academic and career pathways. Overall, 43 percent of parents agreed that school counselors helped their child with this awareness. Parents with students at the elementary level had the lowest agreement percentage (36%) regarding school counselors helping their child with awareness of academic and career pathways in comparison to parents with students at the middle and high school levels (46%).

Figure 10: Perceptions Regarding Counselors Helping With Awareness of Academic and Career Pathways



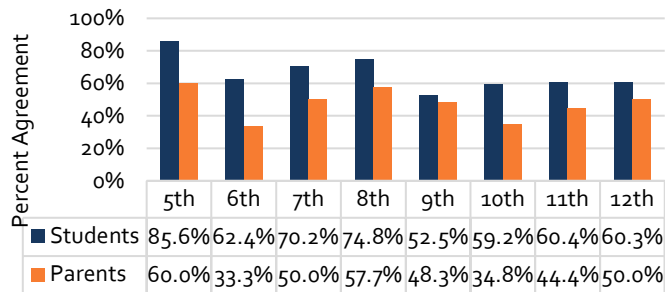
Although not part of the program objective, overall, 80 percent of teachers, 98 percent of school counselors, and 95 percent of administrators agreed that school counselors helped students with awareness of academic and career pathways.

When looking at student agreement specifically at the grade levels in which students were required to discuss their academic and career plans with their school counselor (i.e., grade 5, 7 or 8, and 10), there was at least 70 percent agreement that their counselor helped with awareness of academic and career pathways, with the exception of grade 10, where agreement was 59 percent (see Figure 11).

However, when looking at parent agreement by grade level (see Figure 11), the highest agreement percentages were in grades 5 (60%) and 8 (58%), which were two of the grades that students were required to discuss their academic and career plans with their school counselor and plans were sent home to parents. It would have

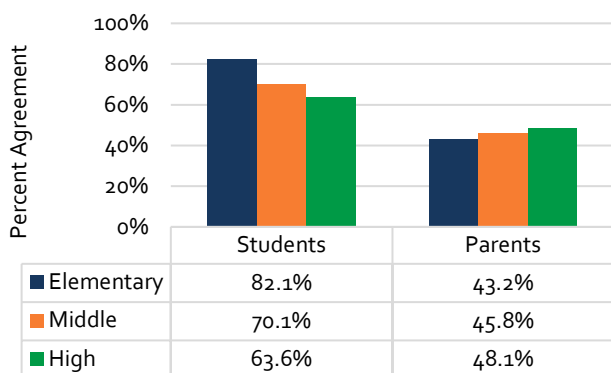
been expected that parent agreement would have been higher in grades 7 and 10 as students must obtain parent approval for their academic and career plans at those grade levels.

Figure 11: Perceptions Regarding Counselors Helping With Awareness of Academic and Career Pathways



Elementary school students were asked their agreement regarding their school counselor helping them become aware of programs available to them in middle school, and middle and high school students were asked about their school counselor helping them become aware of programs available to them in high school. Elementary school students again had high agreement (82%) regarding having received help with becoming aware of middle school programs, whereas 70 percent of middle and 64 percent of high school students agreed their counselor helped them become aware of high school programs (see Figure 12). This pattern was opposite for parents with the lower agreement percentage at elementary school (43%) regarding awareness of middle school programs and slightly higher agreement percentages at the secondary level (46% to 48%) regarding high school programs.

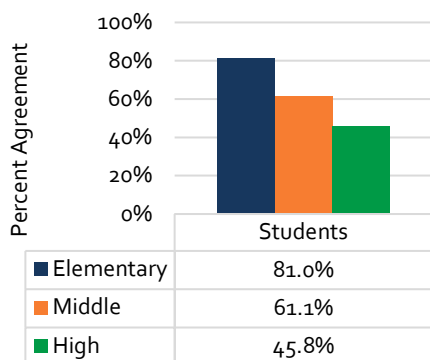
Figure 12: Perceptions Regarding Counselors Helping With Awareness of Programs in Middle or High



Objective 3: Students will report an improved understanding of career options as measured by student survey responses.

Objective 3 focused on the school counseling program's role in helping students better understand their career options. Overall, 64 percent of students agreed that their counselor helped them better understand career options. Results by school level are shown in Figure 13. The majority of elementary (81%) and middle school (61%) students agreed that their school counselor helped them better understand career options, whereas 46 percent of high school students agreed.

Figure 13: Perceptions Regarding Counselors Helping With Understanding Career Options

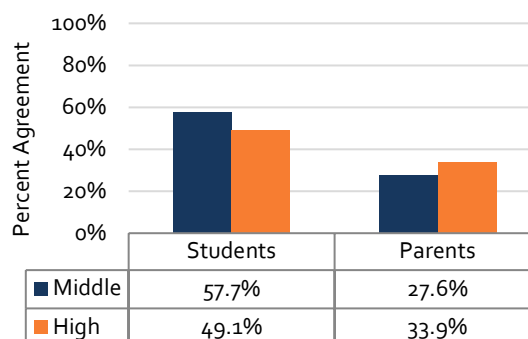


Although not part of the program objective, at the division level, there was low parent agreement (37%) regarding school counselors helping students better understand their career options. Overall, 74 percent of teachers, 99 percent of school counselors, and 89 percent of administrators agreed that school counselors helped students improve their understanding of career options.

Objective 4: Students will be aware of scholarship opportunities as measured by student and parent survey responses.

Objective 4 focused on the school counseling program's role in educating secondary students about their scholarship opportunities. Overall, 54 percent of secondary students indicated agreement that their counselor helped them become aware of scholarship opportunities. Unexpectedly, there was higher agreement at the middle school level (58%) than at the high school level (49%) for students (see Figure 14). A higher percentage of parents at the high school level (34%) agreed that school counselors helped their child become aware of scholarship opportunities in comparison to parents at the middle school level (28%), but both of these percentages were relatively low.

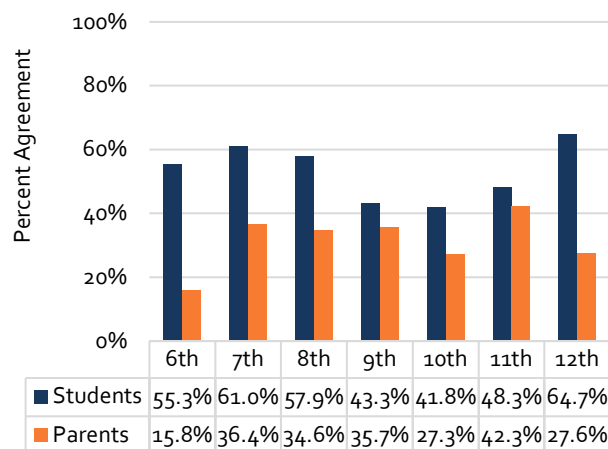
Figure 14: Perceptions Regarding Counselors Helping With Awareness of Scholarship Opportunities



Although not part of the program objective, across all other stakeholder groups, there was higher agreement at the high school level than middle school level. Between 83 and 100 percent of high school teachers, counselors, and administrators agreed that school counselors helped with awareness of scholarship opportunities, whereas between 63 and 71 percent agreed at the middle school level.

When looking at student agreement percentages by grade level, there were higher agreement percentages at the middle school grade levels (from 55% to 61%) and grade 12 (65%) in comparison to the other grades (see Figure 15). The largest agreement percentage for parents was for parents of students in grade 11 (42%).

Figure 15: Perceptions Regarding Counselors Helping With Awareness of Scholarship Opportunities by Grade Level



Scholarship data were analyzed to determine the percentages of graduating students who were offered and who accepted scholarships. Approximately 24 percent of students who graduated in 2017-2018 were offered scholarships and 21 percent of students accepted these scholarships. This was consistent with the prior year in which 26 percent of students who graduated in 2016-2017 were offered scholarships and 23 percent accepted these scholarships.

Objective 5: Students will apply self-motivation and self-direction to learning as measured by survey responses from students who worked with their counselor in this area.

Objective 5 focused on the school counseling program's role in helping students apply self-motivation and self-direction to learning. This objective was applicable for students who indicated that they specifically worked with their school counselor on self-motivation or self-direction during 2017-2018. Approximately one-third of students indicated that they worked with their school counselor on either self-motivation or self-direction during the school year. Of those students, between 82 and 92 percent of students agreed that their school counselor helped them in these areas depending on school level (see Table 31).

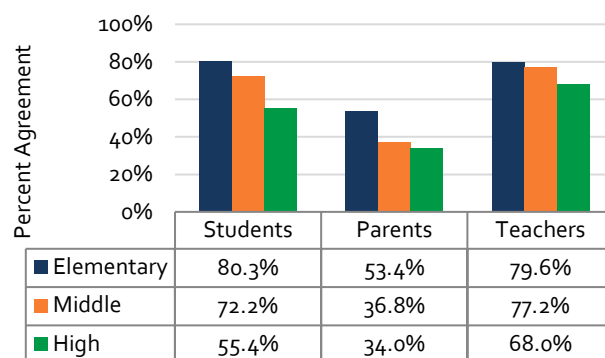
Table 31: Percent of Students Who Worked on Self-Motivation or Self-Direction

School Level	Worked With Counselor	Agreed Helped With Motivation	Agreed Helped With Direction
Elementary	46.8%	91.8%	89.8%
Middle	31.1%	83.5%	84.9%
High	21.8%	82.2%	84.9%
Total	34.2%	87.5%	87.4%

Objective 6: Students will demonstrate advocacy skills and the ability to assert oneself, when necessary, as measured by student, parent, and teacher survey responses.

Objective 6 focused on the school counseling program's role in helping students demonstrate advocacy skills and assert oneself, when necessary. Overall, 70 percent of students indicated that their counselor helped them with demonstrating advocacy skills and the ability to assert themselves. In particular, 80 percent of elementary students and 72 percent of middle school students agreed, whereas 55 percent of high school students agreed (see Figure 16). Teachers and parents were also asked about the school counseling program's role in developing students' advocacy skills and ability to assert oneself. Overall, 41 percent of parents and 74 percent of teachers agreed. By school level, approximately half of elementary parents agreed, whereas between 37 and 34 percent of middle and high school parents agreed (see Figure 16). For teachers, 80 percent of elementary teachers, 77 percent of middle school teachers, and 68 percent of high school teachers agreed.

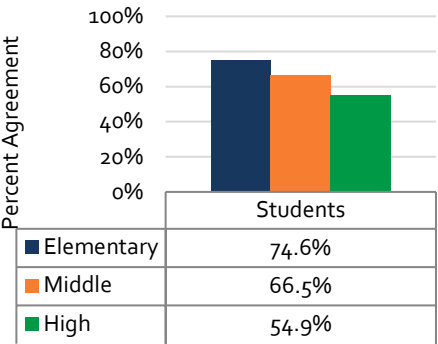
Figure 16: Perceptions Regarding Counselors Helping With Advocacy Skills



Objective 7: Students will apply media and technology skills related to career interests based on their work with school counselors as measured by student survey responses.

Objective 7 focused on the school counseling program’s role in helping students apply media and technology skills related to career interests. In particular, students were asked their agreement regarding whether their school counselor helped them ensure they selected courses that allowed them to apply media and technology skills (e.g., using PowerPoint, creating videos) related to college and career interests. Overall, 66 percent of students agreed that their counselor helped ensure they selected courses that allowed them to apply technology and media skills. As shown in Figure 17, there were higher agreement percentages among elementary students (75%) and middle school students (67%) than high school students (55%).

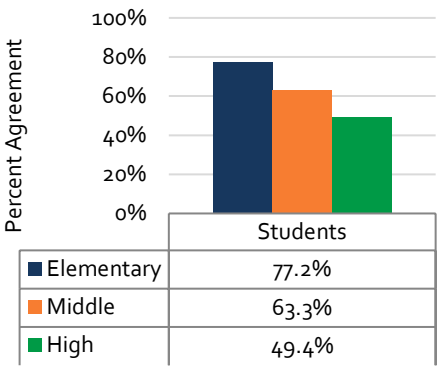
Figure 17: Perceptions Regarding Counselors Helping With Media and Technology Skills



Objective 8: Students will participate in enrichment and extracurricular activities related to career exploration and interests as measured by student survey responses.

Objective 8 focused on the school counseling program’s role in helping students participate in enrichment and/or extracurricular activities related to career exploration and career interests. Overall, 64 percent of students agreed that their school counselor helped students with participating in enrichment and/or extracurricular activities related to career exploration and career interests. As shown in Figure 18, elementary school students had the highest agreement percentage (77%), whereas high school students had the lowest agreement percentage (49%).

Figure 18: Perceptions Regarding Counselors Helping With Participation in Enrichment or Extracurricular Activities

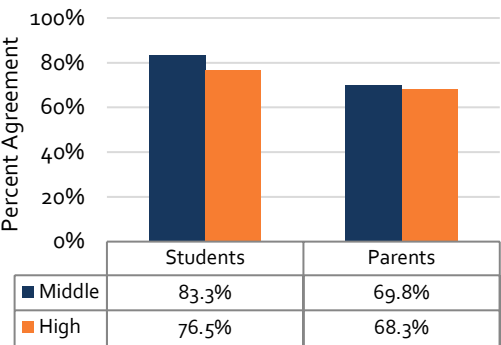


Although not part of this objective, overall, 67 percent of teachers agreed that school counselors helped students participate in these activities related to career exploration and interests.

Objective 9: Students’ experiences in VBCPS will allow them to reach their post-high school goals as measured by student and parent survey responses.

Objective 9 focused on the students’ experiences in VBCPS allowing secondary students to reach their post-high school goals. Overall, 80 percent of secondary students agreed that their experiences in VBCPS would allow them to reach their goals after high school. In particular, 83 percent of middle school students and 77 percent of high school students agreed with this statement (see Figure 19). Overall, 69 percent of secondary parents agreed that the experiences in VBCPS would allow their child to reach their goals after high school.

Figure 19: Perceptions Regarding Reaching Post-High School Goals

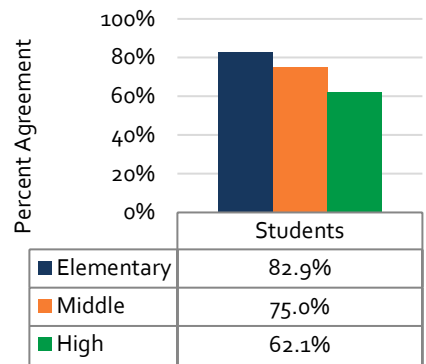


Objective 10: Students will understand that life-long learning and postsecondary education are necessary for

long-term career success as measured by student survey responses.

Objective 10 focused on the school counseling program’s role in helping students’ understand that life-long learning and/or postsecondary education are necessary for long-term career success. Overall, 74 percent of students agreed that their school counselor helped them understand the necessity of life-long learning and/or postsecondary education. Between 62 and 83 percent of students agreed with this statement depending on school level with the lowest agreement percentage for high school students (see Figure 20).

Figure 20: Perceptions Regarding Counselors Helping With Understanding Necessity of Life-Long Learning and/or Postsecondary Education



Objective 11: Students will enroll in postsecondary education within one year of graduating from high school as measured by National Student Clearinghouse college enrollment data, be accepted into the military as measured by data reported by high schools, or plan to be employed as measured by student survey responses.

Objective 11 focused on students’ enrollment in postsecondary education, acceptance into the military, or their plan to be employed. Survey responses showed that 64 percent of middle school students and 68 percent of high school students planned to be employed immediately after graduating high school in some capacity. According to the *Compass to 2020* Navigational Markers, 63 percent of graduates from 2015-2016 enrolled in two- and four-year colleges within one year of graduation.⁴⁰ Additionally, of the graduates from 2016-2017, 3 percent reported acceptance into the military, service academies, or receiving ROTC scholarships. Therefore, based on the most recent available data, after high school, the majority of students planned to be employed and enrolled in college and a small percentage were in the

military. As a note, these items were not mutually exclusive.

Stakeholder Perceptions

Overall Perceptions

In addition to survey items focused on operational aspects of the program and the goals and objectives of the program, stakeholders also answered general perception questions.

Students and parents were asked several general survey items about their school counselor, including the school counselor’s availability, ability to help them, and understanding of their goals/challenges. Results in Table 32 demonstrate that overall, students have positive perceptions of their school counselors. At least 77 percent of students at all school levels agreed that their school counselor was available if they needed him or her. At least 81 percent of students at all school levels agreed that their school counselor helped them if they had a question or a problem. At least 87 percent of students at all levels agreed that their school counselor believed all students can succeed, and at least 74 percent of secondary students agreed that their school counselor was an advocate for all students. While percentages were relatively high across all school levels as noted, the general pattern showed that the least positive perceptions were at the high school level. There were minimal changes to agreement percentages compared to the previous year (see Appendix L).

Results for parents also shown in Table 32 demonstrate that parents’ perceptions were less positive than students’ perceptions. While a majority of parents agreed with each of the statements, agreement percentages across each level were relatively low ranging from 61 percent to 76 percent for all but one item at elementary school (see Table 32). Between 63 and 72 percent of parents, depending on school level, agreed that their child’s school counselor was available to talk to him/her and between 63 and 65 percent agreed that they helped them if they had a question or a problem. Between 61 and 75 percent of parents at all levels agreed that their child’s school counselor was an advocate for all students, and between 75 and 81 percent of parents agreed that their child’s school counselor believed all students could succeed. In comparison to the year-one evaluation, there were improvements in the agreement percentages for elementary parents, whereas there were declines in the agreement percentages for middle and high school parents (see Appendix L).

Table 32: Student and Parent Percentage Agreement Regarding School Counselors

Survey Item	Student			Parent		
	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her	89.5%	88.4%	77.2%	69.3%	71.9%	63.0%
Helps me if I have a question/problem	93.3%	88.9%	80.9%	63.0%	63.2%	65.3%
Is an advocate for all students	-	87.8%	74.3%	75.0%	66.7%	60.7%
Believes all students can succeed	97.1%	92.9%	87.3%	80.8%	75.0%	76.1%

In comparison to these general perceptions of school counselors, there was lower student and parent agreement regarding counselors' understanding of students' goals and challenges. Only 73 percent of fifth-grade students, 48 percent of middle school students, and 43 percent of high school students agreed that their school counselors understood their college and career goals/challenges. Parent agreement levels were 38 to 43 percent depending on the school level (see Table 33).

Table 33: Percentage Agreement Regarding School Counselors Understanding Students' College and Career Goals/Challenges

Group	ES	MS	HS
Student	72.6%	48.0%	43.1%
Parent	42.9%	37.5%	41.2%

Among staff, perceptions about the school counselors' accessibility, actions, and beliefs were positive overall. From 86 to 100 percent of school counselors at each school level agreed that counselors were accessible to students, accessible to teachers, helped students if they had a question/problems, advocated for all students, and believed all students can succeed (see Table 34). In comparison to the year-one evaluation, the largest declines in school counselors' perceptions were for their accessibility to students at the elementary and high schools (see Appendix I).

Table 34: Overall Perceptions - Counselor Agreement

Survey Item	ES	MS	HS
Accessible to students	87.9%	86.7%	86.2%
Accessible to teachers	93.9%	90.0%	91.7%
Help students if they have a question/problem	97.0%	96.7%	100%
Are advocates for all students	97.0%	100%	100%
Believe all students can succeed	96.9%	100%	100%

Teachers at all school levels also demonstrated relatively high agreement percentages with at least 81 percent agreeing that school counselors were accessible, helped students if needed, advocated for students, and believed all students can succeed (see Table 35). In comparison to the year-one evaluation, there were small declines in the agreement percentages of elementary teachers, whereas the percentages remained relatively consistent for middle and high school teachers (See Appendix I).

Finally, administrators at all school levels demonstrated high agreement percentages with 92 percent or more agreeing that school counselors were accessible, helped students if needed, advocated for students, and believed all students can succeed (see Table 35). In comparison to the year-one evaluation, there were small improvements in agreement percentages for high school administrators (See Appendix I).

Table 35: Overall Perceptions – Teacher and Administrator Agreement

Survey Item	Teacher			Administrator		
	ES	MS	HS	ES	MS	HS
Accessible to students	81.5%	87.9%	83.2%	98.3%	91.9%	97.1%
Accessible to teachers	81.2%	85.9%	83.8%	98.3%	91.9%	100%
Help students if they have a question/problem	88.9%	93.3%	88.3%	98.3%	91.9%	100%
Are advocates for all students	91.6%	90.4%	81.7%	93.1%	91.7%	94.1%
Believe all students can succeed	95.6%	95.4%	92.9%	96.6%	94.6%	94.1%

Community partners were also asked questions about their experiences with school counselors at schools with which they worked most closely. Half of community partners indicated that they knew who the school counselors were at the schools with which they worked most closely; however, all were aware of how to contact school counselors to offer opportunities for students. Two-thirds of the community partners indicated they worked with school counselors as it related to college or career preparation for students. Of those community partners who worked with school counselors in this area, half indicated communicating with school counselors monthly as it related to college and career preparation for students and the other half indicated communicating with school counselors yearly. However, all of these community partners indicated being either very satisfied or satisfied with the communication. All of these community partners also indicated that school counselors were available for questions or problems. Only one-third of the community partners who responded to the survey indicated that they worked directly with VBCPS students. All of these partners agreed that students had the necessary skills for the career field, were knowledgeable about local academic and career pathways, were self-motivated to learn, were able to self-direct, and demonstrated advocacy skills and asserted themselves when necessary. These partners also indicated being very satisfied with the students' preparedness to work in the career field.

Overall Satisfaction

All stakeholder groups were asked to indicate their level of overall satisfaction with the school counseling program. In 2017-2018, approximately 91 percent of fifth graders were satisfied, and 78 percent of middle school students were satisfied. Consistent with the pattern of high school students' perceptions on other survey items, a lower percentage of high school students were satisfied (60%). There were also larger declines in the satisfaction percentages for high school

and middle school students in comparison to the elementary students from the year-one evaluation (see Appendix M). Approximately 52 percent of parents divisionwide indicated they were satisfied with the school counseling program with large differences across the school levels. At the elementary level, 70 percent of parents were satisfied, which was an improvement from the year-one evaluation (see Table 36 and Appendix M). However, 41 percent of middle school parents and 46 percent of high school parents were satisfied, which were 22 and 13 percentage point declines from the year-one evaluation.

Table 36: Student and Parent Percent Overall Satisfaction in 2017-2018

School Level	2017 2018
Students	
Elementary	91.3%
Middle	78.4%
High	60.4%
Total	77.8%
Parents	
Elementary	70.4%
Middle	41.3%
High	45.7%
Total	51.6%

Parent satisfaction was also examined by whether parents had a clear understanding of school counselors' responsibilities and of the role school counselors played in students' overall education. Parents who agreed that they understood counselors' responsibilities or counselors' role in education were also more highly satisfied with the school counseling program (53% to 94%) than parents who disagreed that they understood (16% to 42%) (see Tables 37 and 38). However, the amount of difference between those who understood the responsibilities and role and those who did not understand varied by school level. The difference for parents of elementary and middle school students was large with a difference of between 44 and 57 percentage points for elementary and between 55 and 65

percentage points for middle. This difference was smaller for parents of high school students with a difference of between 26 and 32 percentage points. Further, at high school, 53 to 57 percent of parents who understood the roles/responsibilities were satisfied with the program compared to 25 to 27 percent of parents who disagreed that they understood the roles/responsibilities. These results suggest a relationship between parents' perceptions of the school counseling program and their level of understanding about school counselors' roles. Additional educational efforts to directly inform parents of the school counseling program and its role in students' education could help improve parents' perceptions of the program.

Table 37: Parent Satisfaction by Agreement of Understanding School Counselor Responsibilities

School Level	Agree Understood Responsibilities	Disagree Understood Responsibilities	Difference in Satisfaction
Elementary	93.8%	36.4%	57.4%
Middle	82.3%	17.2%	65.1%
High	56.7%	25.0%	31.7%
Total	71.6%	25.3%	46.3%

Table 38: Parent Satisfaction by Agreement of Understanding School Counselor Role in Education

School Level	Agree Understood Role	Disagree Understood Role	Difference in Satisfaction
Elementary	85.7%	42.1%	43.6%
Middle	71.4%	16.0%	55.4%
High	53.0%	26.9%	26.1%
Total	65.6%	27.1%	38.5%

Staff satisfaction levels were relatively high for all groups (see Table 39). Between 80 to 85 percent of school counselors were satisfied with the program depending on school level. However, there was a large decline in the percentage of elementary school counselors who were satisfied compared to the year-one evaluation (see Appendix M). Between 71 and 78 percent of teachers depending on level were satisfied with the school counseling program. Similar to the school counselors, the largest decline in satisfaction percentage from the year-one evaluation was at the elementary level. Finally, at least 90 percent of administrators reported being satisfied with the program. The satisfaction percentage improved by 11 percentage points for high school administrators, whereas the percentages remained relatively consistent from the year-one evaluation for elementary and middle school administrators (see Appendix M).

Table 39: Stakeholder Percent Satisfaction in 2017-2018

School Level	2017 2018
School Counselors	
Elementary	85.3%
Middle	83.3%
High	80.0%
Total	82.8%
Teachers	
Elementary	74.4%
Middle	77.6%
High	70.9%
Total	74.0%
Administrators	
Elementary	90.0%
Middle	91.9%
High	93.9%
Total	91.4%

Program Strengths and Areas for Improvement

An open-ended survey item allowed respondents to provide comments concerning the strengths of the school counseling program. Several general themes emerged from the comments regarding program strengths. General themes across all stakeholders (students, parents, school counselors, administrators, and teachers) focused on certain traits of school counselors, including being caring, kind, and passionate towards students and their work. For specific stakeholder groups, students who provided comments about areas of strengths focused on the school counselors' ability to help students in various areas, including academics, scheduling, career preparation, and social-emotional concerns. Students also noted that a strength was the ability to have someone to talk to and that counselors were understanding and listened to them. Several students commented that school counselors were available and always there when they needed them. In response to this open-ended item, several parents indicated that there were not any strengths, either due to mostly having concerns about the program or lack of awareness of the program. Of those parents who indicated strengths, comments focused on the accessibility and visibility of the counselors and the resources and information they provided, such as through information nights. School counselors also indicated that areas of strength included the dedication of school counselors, including the willingness to work extra hours as needed, as well as their ability to collaborate and work with one another as a team. Additional school counselor comments mentioned school counselors' relationships and rapport with students as well as the

student-centered approach the counseling program takes and the comprehensiveness of the program. Administrators also commented that a strength was school counselors' willingness to help and their hard working nature and commitment to their work. Administrators also indicated that they were knowledgeable, took a student-centered approach, and held regular meetings with students. Teachers commented that school counselors were approachable for students, positive, compassionate, friendly, and helpful. Additional comments by teachers indicated that school counselors were accessible to students and teachers, that they provided support to students and teachers, and that the regular lessons they provide to students were helpful.

A second open-ended survey item allowed respondents to comment on any needed improvements to the program. Several students indicated that they did not know of any improvements (either because none needed to be made, they did not participate in the school counseling program, or they did not know who their school counselor was). Of those students who provided areas for improvement, many students indicated that an improvement would be school counselors having more availability to meet with students, especially individually; and that school counselors should meet with more students or with a greater variety of students. Additionally, several students indicated that they would like the school counselor to reach out to students more and form a closer relationship. Other areas that were frequently mentioned by students included providing additional resources for college and career preparation. Parents indicated that an area of improvement was primarily communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns about previously having trouble receiving responses from counselors or having no communication at all.

Across all stakeholder groups, a frequently identified area for improvement included the need for more counselors or support staff due to concerns regarding counselors' caseload and lack of time to work directly with students. In particular, students indicated that they felt more counselors were needed, and parents noted concerns that counselors were unable to be as involved with students and parents as much as parents would like. Many school counselors also noted that the program could be improved by having additional support, less time spent on unnecessary tasks, relieving

their caseloads, and needing additional time for them to spend working directly with students. Several counselors also commented that they spend significant amounts of time doing administrative tasks, such as work related to conducting 504 or Student Response Team (SRT) meetings, or other non-school counseling related tasks. Other comments noted the need for additional support working with students' mental health concerns, such as having a counselor specifically focused on this area. Similar concerns were provided by administrators and teachers, including concerns regarding time spent on unnecessary tasks and not enough time for students, the need to relieve school counselors' caseload, and additional allocations needed either for school counselors or support staff.

Recommendations and Rationale

Recommendation #1: Continue the school counseling program with modifications noted in recommendations 2 through 6. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The first recommendation is to continue the school counseling program with modifications noted in the recommendations 2 through 6. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. Because the school counseling program is already intended to be an integral part of the educational experience for all students across the division and serves all students through a variety of activities, the recommendation to continue the program with modifications is made to enhance continuous improvement efforts toward meeting Virginia and ASCA standards for school counseling programs.

Recommendation #2: Develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. (*Responsible Groups: Department of Teaching and Learning, Department of Budget and Finance*)

Rationale: The second recommendation is to develop a plan to provide additional staff (e.g., social workers, psychologists, school counselors, etc.) for 2019-2020 to support the school counseling program to allow school counselors to have additional time to meet students' needs. School counselors, teachers, and administrators across all levels had relatively low agreement that school counselors' allocations, caseloads, and daily schedules allowed school counselors adequate time to counsel students, especially in the area of college and career preparation. In particular, between 3 percent and 45 percent of high school counselors agreed that allocations, caseloads, and daily schedule allowed adequate time to counsel students, whereas between 19 and 42 percent of middle school counselors agreed and 17 percent and 39 percent of elementary school counselors agreed. Additionally, 32 to 66 percent of all stakeholders surveyed agreed that students and parents had enough time with school counselors to plan the child's academic and career goals. When ranking time spent across seven activities, school counselors at all levels ranked administrative tasks as third. Administrative tasks were ranked above time spent on college- and career-related activities at elementary and middle schools and were ranked at the same level as time spent on college applications, scholarships, and the financial aid processes for high school. Upon discussion with the coordinator of counseling services, there are tasks that additional staff could provide assistance with, especially related to helping with 504 plans, Student Response Teams (SRT), and attendance follow up. A review of research by Hanover Research showed that high school counselors' time spent specifically on college counseling was related to student college outcomes. In particular, students whose counselors indicated spending more than 50 percent of their time on activities related to college counseling were more likely to enroll in college than counselors who indicated spending less than 20 percent of their time on college counseling activities. As of 2015-2016, the percentage of VBCPS students who attended two- or four-year colleges within the year after graduation was 63 percent. Additionally, relatively low percentages (43% of high school students, 48% of middle school students, and 73% of elementary students) agreed that school counselors understood their college and career goals/challenges, and the highest percentages of students indicated that they either never met with their school counselor individually or only met with them once or twice. In response to an open-ended question about areas for improvement, a common theme from all stakeholders (school counselors, administrators, teachers, students, and parents) was the need for more support due to concerns regarding school counselors' caseloads and lack of time to work directly with students. In particular, students indicated that they felt more school counselors were needed, and parents noted concerns that school counselors were unable to be as involved with students and parents as much as parents would like. Many school counselors also noted that the program could be improved by having additional support, less time spent on unnecessary tasks, relieving their caseloads, and needing additional time for them to spend working directly with students. Several counselors also commented that they spend a significant amount of time doing administrative tasks, such as work related to conducting 504 or SRT meetings, or other non-school counseling related tasks.

Recommendation #3: Continue to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. (Responsible Groups: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The third recommendation is to seek additional parent engagement and education strategies to ensure increased interaction with parents and parent awareness of the role and responsibilities of school counselors. The ASCA position statement on school-family-community partnerships states that it is part of the school counselor's role to "actively pursue collaboration with family members..." which is believed will benefit the school's counseling program by increasing the program's effectiveness and improving the efficiency of delivering school counseling program services. Depending on the school level, between 31 and 53 percent of parents talked with their child's school counselor; however, between 16 and 23 percent of parents indicated that they did not talk with their child's counselors but would have liked to. Additionally, relatively low percentages of parents were satisfied with the communication with their child's school counselor (65% for elementary parents, 45% for middle school parents, and 41% for high school parents.) Also consistent with the year-one evaluation, parents' perceptions of the school counseling program were less positive overall than other stakeholder groups throughout all areas of the evaluation. In addition, a common theme from the open-ended question about potential areas for improvement for the school counseling program included communication between school counselors and parents. These comments included suggestions for more communication between school counselors and parents in general and concerns regarding previously having trouble receiving responses from school counselors or having no communication at all. In addition, a continued need is to ensure that parents are aware of the role that school counselors play in students' educational experience and their development. When asked directly, 48 percent of middle school parents, 56 percent of elementary parents, and 63 percent of high school parents indicated that they had a clear understanding of the responsibilities of school counselors and 53 percent of middle school parents, 59 percent of elementary parents, and 67 percent of high school parents indicated that they had a clear understanding of the role counselors play in students' education. As might be expected, parents who agreed that they understood school counselors' responsibilities or their role in the students' education were more likely to be satisfied with the school counseling program than parents who disagreed that they understood school counselors' responsibilities. Additionally, understanding the school counselors' responsibilities or their role in the students' education was also related to parents' involvement in parent engagement opportunities, especially about involvement in academic planning and individual conferences.

Recommendation #4: Develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. (Responsible Group: Department of Teaching and Learning, Department of Media and Communications)

Rationale: The fourth recommendation is to develop alternative methods for publicizing activities and resources available to secondary students for college and career preparation. Throughout the areas in which the school counseling program could support students' college and career preparation, secondary students had relatively low agreement levels regarding receiving help from their school counselor as it related to understanding their career options (61% at middle school and 46% at high school), helping with participation in enrichment or extracurricular activities related to their career exploration and interests (63% at middle school and 49% at high school), and awareness of scholarship opportunities (58% at middle school and 49% at high school). When looking exclusively at student awareness of scholarship opportunities at grades 11 and 12, 48 percent and 65 percent of students agreed, respectively. In addition, there appeared to be a discrepancy between school counselors' agreement regarding providing these resources and students' agreement. At the high school level specifically, when selecting activities provided by school counselors, at least 89 percent of high school counselors indicated holding career fairs and college nights and facilitating college representatives' school visits, whereas the majority of high school students did not indicate that these activities were provided. In addition, at the high school level specifically, when selecting resources provided by school counselors, all school counselors indicated that they provided Scholarship Central to students as a resource; however, only 21 percent of high school students indicated this resource was provided.

Overall, communication about resources and activities may need to be more widespread to increase students' participation and knowledge of the resources.

Recommendation #5: Review, revise as needed, and communicate expectations for elementary school counselors' responsibilities regarding college and career activities. (Responsible Group: Department of Teaching and Learning)

Rationale: The fifth recommendation is to review and revise expectations for elementary school counselors' responsibilities regarding college and career activities and then communicate those responsibilities to schools. The VBCPS Essential Counseling Services outlined responsibilities for school counselors related to the college and career preparation component of the school counseling program. When asked to rate the extent of involvement with these responsibilities, there were no activities that over 90 percent of elementary counselors indicated being involved with to a large extent. Further, there were six responsibilities relevant to the elementary school level that less than half of elementary school counselors indicated being involved with to a large extent. Therefore, the outlined responsibilities specific to college and career preparation appear to align more closely with the secondary level. In regards to the perceptions of expectations related to the school counseling program's college and career component, school counselors and administrators at the elementary level had low agreement percentages (41% and 47%, respectively) that expectations in **college** counseling were clearly defined, and teachers had low agreement that they had a clear understanding of school counselors' role in **college** preparation (44%). Relatively low percentages were also found regarding school counselors' and administrators' agreement that expectations in **career** counseling were clearly defined (69% and 64%, respectively), as well as teachers' understanding of school counselors' role in **career** preparation (53%). In addition, elementary school counselors and administrators had relatively low agreement regarding having adequate resources to counsel students on matters related to college (56% and 61%, respectively) and career (74% and 66%, respectively). In response to an open-ended question related to areas of improvement, a few counselors commented that they felt as though they did not have a clear understanding of their role in college and career readiness at the elementary level.

Recommendation #6: Continue to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. (Responsible Group: Department of Teaching and Learning)

Rationale: The final recommendation is to ensure that students are aware of the academic and career planning process and work to develop their academic and career plans. In grades 5, 7 or 8, and 10, students were required to complete an academic and career plan with their school counselors that detailed their desired courses. These plans ensured that students considered their desired career pathway when choosing courses. When surveyed about whether school counselors helped students complete academic and career plans, 66 percent of grade 5 students, 45 percent of grade 7 students, 53 percent of grade 8 students, and 40 percent of grade 10 students selected this as an activity their school counselor helped them with, compared to 99 percent of school counselors. Among other staff, 70 percent of administrators and 54 percent of teachers selected this as an activity that school counselors assisted with. Another opportunity for high school students to work on their ACP was through advisory blocks. Although the majority of high school counselors (89%) indicated that they helped with advisory block(s) relevant to academic and career planning, only 22 percent of grade 10 students indicated that school counselors assisted with this activity. Further, when examining students' progression through the ACP process, students were asked about their awareness of their college and career options and then asked to rate their level of preparation from awareness to exploration to readiness for college and career. In regards to college awareness, 67 percent of fifth-grade students, 62 percent of middle school students, and 68 percent of high school students agreed they were aware of their college options. For career awareness, 85 percent of fifth-grade students, 78 percent of middle school students, and 76 percent of high school students indicated they were aware of their career options.

Appendices

Appendix A: VBCPS Essential Counseling Services by Level

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL					
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES (based on school needs)	GRADE LEVEL			AREA	VA & VBCPS STANDARDS
	ES	MS	HS		
Comprehensive Guidance Curriculum	✓	✓	✓	Academic	VA Standard Students will acquire the academic preparation essential to choose from a variety of educational, training and employment options upon completion of secondary school. VBCPS Standards Standard 1: Students will acquire the attitudes, knowledge and skills necessary for effective learning. Standard 2: Students will understand their academic status toward meeting graduation requirements and the preparation necessary to transition to post-secondary options. Standard 3: Students will attain the knowledge and skills necessary to make a successful transition to post-secondary options and skills needed for independent living.
Small Group Guidance – Academic Issues	✓	✓	✓		
Individual Counseling and Parent Conferences around Academic Concerns	✓	✓	✓		
Academic and Career Plans (Grades 5, 7, 8, 10)	✓	✓	✓		
Conduct Parent Workshops (SOL Nights, PSAT, SAT, ACT)	✓	✓	✓		
Develops 504 Plans and Serves as Case Managers (as needed)	✓	✓	✓		
Assists with Academic Incentives, Functional Behavioral Assessments, Behavior Intervention Plans and SRT/Special Education Committees	✓	✓	✓		
Academic Advisement and Course Selection	✓	✓	✓		
Referrals to Specialty Middle, Academies and High School Programs	✓	✓	✓		
Senior Notification – Graduation Plan/Jeopardy Letters			✓		
Certifies Student Records for Graduation; Credit Checks			✓		
Promote Academy Night and MYP & KLMS Programs	✓	✓	✓		
Re-enrollment/Truancy/Drop Out Prevention	✓	✓	✓		
Matriculation to Middle/High School/College	✓	✓	✓		
Coordination of Transitional Orientation	✓	✓	✓		
Peer Tutoring	✓	✓	✓		
Bolsters Academic Skills – Study, Test and Note Taking, Organization, Time Management, Improvement Programs	✓	✓	✓		
Counseling Students with Individualized Education Plans when Identified	✓	✓	✓		
Support Service Learning Opportunities	✓	✓	✓	College/Career	VA Standard Students will investigate the world of work in order to make informed career decisions. VBCPS Standards Standard 4: Students will develop the skills necessary to explore self-interests that should influence informed career decisions. Standard 5: Students will develop interpersonal skills and professional standards needed for successful employment. Standard 6: Students will develop and maintain skills necessary to identify global societal and economic trends that influence employment opportunities and future training.
Conduct Career Interest Inventory (5, 7, 8, 10)	✓	✓	✓		
College and Career Awareness, Exploration and Selection (Classroom Guidance, School-Wide Activities, Individual Planning)	✓	✓	✓		
College and Career Readiness Sessions with Parents	✓	✓	✓		
Student Enrichment (Job Shadowing, Apprenticeships, Student Leadership, Clubs, GOLF, Athletics, Organizations)	✓	✓	✓		
Military Recruiter Visits			✓		
Support College Admissions (Applications, Transcripts, Recommendations, Resumes)			✓		
					*STUDENT MINDSETS AND BEHAVIORS MINDSETS: ✓ Self-confidence in ability to succeed ✓ Positive attitude toward work and learning BEHAVIORS: ✓ Use time-management, organizational and study skills ✓ Identify long- and short-term academic, career and social/emotional goals ✓ Set high standards of quality ✓ Actively engage in challenging coursework ✓ Demonstrate ability to work independently ✓ Demonstrate the ability to overcome barriers to learning ✓ Use effective oral and written communication skills and listening skills ✓ Create relationships with adults that support success
					MINDSETS: ✓ Understanding that postsecondary education and life-long learning are necessary for long-term career success ✓ Belief in using abilities to their fullest to achieve high-quality results and outcomes BEHAVIORS: ✓ Apply self-motivation and self-direction to learning ✓ Apply media and technology skills

Appendix A: VBCPS Essential Counseling Services by Level (continued)

VIRGINIA BEACH CITY PUBLIC SCHOOLS' – ESSENTIAL COUNSELING SERVICES BY LEVEL						
VBCPS' SCHOOL COUNSELING RESPONSIBILITIES <i>(based on school needs)</i>	GRADE LEVEL			AREA	COUNSELING STANDARDS	*STUDENT MINDSETS AND BEHAVIORS
	ES	MS	HS			
Informs, Encourages and Refers Students to College Preparatory Programs (AVID, Spartan Prep, ACCESS, Gear-Up, Upward Bound)	√	√	√	College/Career	VA Standard Students will investigate the world of work in order to make informed career decisions.	✓ Participate in enrichment and extracurricular activities
College and Career Admissions Testing and Interpretation (ASVAB, SAT, ACT, PSAT & AP)			√		VBCPS Standards Standard 4: Students will develop the skills necessary to explore self-interests that should influence informed career decisions.	✓ Demonstrate advocacy skills and ability to assert self, when necessary
College Affordability Planning (Scholarships, Financial Aid Information, Savings Plan)			√		Standard 5: Students will develop interpersonal skills and professional standards needed for successful employment.	
Schedule and/or Promote College and Career Day/Fair, Career Connections, College Representative Visits, College Night	√	√	√		Standard 6: Students will develop and maintain skills necessary to identify global societal and economic trends that influence employment opportunities and future training.	
Connects Students with Community Programs, Mentoring, Tutoring, Enrichment Activities and Summer Programs (Horizons/Tech Camps)	√	√	√			
Informs Students Regarding Options for Acceleration and Diversified Learning (MYP & KLMS Programs, Virtual Virginia, Concurrent and Dual Enrollment)	√	√	√			
Individual and Small Group Counseling	√	√	√	Personal/Social	VA Standard Students will acquire an understanding of, and respond for, self and others, and the skills to be responsible citizens.	MINDSETS: ✓ Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
Mandated Reporting of Child Abuse/Neglect	√	√	√		VBCPS Standards Standard 7: Students will continue to use family, peer, school, and community resources to make decisions and understand consequences of their choices.	✓ Sense of belonging in the school environment
Suicidal Ideation; Self-Mutilation; Identity	√	√	√		Standard 8: Students will continue to acquire the appropriate developmental skills necessary to recognize and respect individual differences, learn effective communication, and demonstrate an understanding of rules, laws, and safety of others.	✓ Demonstrate effective coping skills when faced with a problem
Support Registration of Homeless Families	√	√	√		Standard 9: Students will continue to develop appropriate communication and conflict resolution skills with peers and adults to achieve goals.	✓ Demonstrate the ability to balance, school, home and community activities
Support Pregnant Girls' Continuation of Education	√	√	√			✓ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
Homebound and Hospital Teaching Process	√	√	√			✓ Create positive and supportive relationships with other students
Crisis Response and Grief and Loss Counseling	√	√	√			✓ Demonstrate empathy
Bullying and Harassment Reporting And Investigation	√	√	√			✓ Demonstrate ethical decision-making and social responsibility
Presentations To Building Staff: Bullying and Intimidation	√	√	√			
Consultation with Teachers; Observation of Students with Academic and Behavioral Needs	√	√	√			
Citizen of the Month, Principles of American Citizenship	√	√	√			
Deployment Assistance	√	√	√			
Behavior Incentive Programs	√	√	√			
Mentorship, Peer Mentoring, New Student Programs	√	√	√			
Advisory Council for School Counseling Program	√	√	√			

VBCPS Office of Student Support Services

*American School Counselor Association Mindsets & Behaviors

Questions? Please contact Robert B. Jamison, Coordinator – Robert.Jamison@vbschools.com

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Appendix B: School Counseling Program Goals and Objectives

Goal #1: The school counseling program will ensure that students acquire the academic preparation that is essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Objective 1: Students will set high standards and engage in challenging coursework as measured by advanced course (e.g., dual enrollment, Advanced Placement) enrollment (high schools), advanced coursework (middle schools), and survey data (elementary schools).

Objective 2: Students will understand diploma course requirements as measured by survey responses and will graduate on time as measured by the Virginia cohort on-time graduation rate.

Objective 3: Students will understand the relevance and importance of the SOL assessments for graduation as measured by student survey responses.

Objective 4: Students will understand the connection between attendance and academic success as measured by survey responses from students who worked with their counselor in this area.

Objective 5: Students will cultivate relationships with adults and skills that support success, including time management, organization, and study skills as measured by survey responses from students who worked with their counselor in these areas.

Objective 6: Students will develop effective oral and written communication and listening skills as measured by survey responses from students who worked with their counselor in this area, as well as teacher and administrator survey responses.

Objective 7: Students will develop self-confidence in their ability to succeed and have a positive attitude toward work and learning as measured by survey responses from students who worked with their counselor in this area.

Objective 8: Students will demonstrate the ability to work independently, solve problems, and overcome barriers to success as measured by survey responses from students who worked with their counselor in these areas.

Objective 9: Students will have the opportunity to explore (elementary schools) and identify (middle and high schools) long- and short-term academic, career, and social-emotional goals through the academic and career planning process (grades 5, 7-8, and 10) as measured by survey data.

Objective 10: Middle and high school students are aware of academic and career pathways and work with their school counselor to select coursework that is aligned with their pathway as measured by student and parent survey responses.

Goal #2: The school counseling program will ensure that students will investigate the world of work in order to make informed career decisions.

Objective 1: Students will believe that using their abilities to the fullest extent will allow them to achieve high-quality results as measured by student survey responses.

Objective 2: Students and their parents will be aware of academic and career pathways and their program enrollment options in middle school and high school (e.g., academy programs, TCE, ATC, etc.) as measured by student and parent survey responses.

Objective 3: Students will report an improved understanding of career options as measured by student survey responses.

Objective 4: Students and parents will be aware of scholarship opportunities as measured by student and parent survey responses.

Objective 5: Students will apply self-motivation and self-direction to learning as measured by survey responses from students who worked with their counselor in this area.

Objective 6: Students will demonstrate advocacy skills and the ability to assert oneself, when necessary, as measured by student, parent, and teacher survey responses.

Objective 7: Students will apply media and technology skills related to career interests based on their work with school counselors as measured by student survey responses.

Objective 8: Students will participate in enrichment and extracurricular activities related to career exploration and interests as measured by student survey responses.

Objective 9: Students' experiences in VBCPS will allow them to reach their post-high school goals as measured by student and parent survey responses.

Objective 10: Students will understand that life-long learning and postsecondary education are necessary for long-term career success as measured by student survey responses.

Objective 11: Students will enroll in postsecondary education within one year of graduating from high school as measured by National Student Clearinghouse college enrollment data, be accepted into the military as measured by data reported by high schools, or plan to be employed as measured by student survey responses.

Goal #3: The school counseling program will ensure that students acquire an understanding of self and others as well as the skills to be responsible citizens.

Objective 1: Students will demonstrate a healthy balance of mental, social/emotional, and physical well-being as measured by student and parent survey responses.

Objective 2: Students will demonstrate the ability to balance school, home, and community activities as measured by survey responses from students who worked with their counselor in this area.

Objective 3: Students will feel a sense of belonging in the school environment as measured by student and parent survey responses.

Objective 4: Students will demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities as measured by student and parent survey responses.

Objective 5: Student behavior will improve as measured by survey results from students who worked with their counselor in this area (e.g., mediation, restorative practices), as well as parent survey results.

Objective 6: Students will develop effective coping and problem-solving skills when confronted with challenges as measured by survey responses from students who worked with their counselor in this area.

Objective 7: Students will develop conflict resolution skills as measured by survey responses from students who worked with their counselor in this area (e.g., mediation, restorative practices).

Objective 8: Students will develop the ability to empathize and cultivate positive relationships with their peers as measured by student and parent survey responses.

Objective 9: Students will demonstrate ethical decision-making and social responsibility as measured by participation in community service projects and numbers earning the state civics seal.

Appendix C: Perceptions Regarding Counselors Helping Students Explore or Identify Goals

Goal Area	School Counselors			Teachers			Administrators			Parents		
	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
Academic	100%	100%	100%	79.2%	81.4%	78.9%	89.4%	89.2%	97.2%	48.2%	40.7%	47.1%
Career	97.2%	97.1%	95.1%	77.4%	70.8%	73.3%	87.0%	81.1%	91.7%	43.2%	40.0%	35.9%
Social-Emotional	100%	94.1%	90.2%	84.7%	79.3%	70.6%	95.6%	89.5%	91.7%	56.0%	37.7%	33.0%

Appendix D: Perceptions About School Counselors' Behaviors From 2016-2017 to 2017-2018

Perceptions About Students and/or Parents Having Enough Time to Plan Goals

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
School Counselors	61.0%	48.6%	44.9%	54.3%	48.4%	32.4%	-6.7%	-0.2%	-12.5%
Teachers	56.7%	63.5%	53.2%	52.3%	58.1%	48.0%	-4.4%	-5.4%	-5.2%
Administrators	66.7%	71.0%	50.0%	57.6%	64.9%	51.4%	-9.1%	-6.1%	1.4%
Students	70.1%	53.8%	54.0%	65.6%	48.0%	42.4%	-4.5%	-5.8%	-11.6%
Parents	43.1%	50.8%	47.4%	53.6%	41.8%	38.6%	10.5%	-9.0%	-8.8%

Perceptions About Collaboration Between School Counselors and Teachers and Other Staff

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
School Counselors	100%	81.1%	83.7%	97.1%	96.8%	86.8%	-2.9%	15.7%	3.1%
Teachers	88.5%	85.4%	76.8%	86.9%	84.7%	78.1%	-1.6%	-0.7%	1.3%
Administrators	96.2%	96.8%	85.0%	98.5%	94.6%	100%	2.3%	-2.2%	15.0%

Appendix E: Perceptions Regarding Activities and Resources Provided By School Counselors

Percentage of Activities Provided by Counselors - Students

Activity	ES	MS	HS	Total
Complete academic and career plans with students.	66.4%	46.1%	37.7%	51.1%
Connects with community programs, mentoring, tutoring, or summer programming.	29.1%	30.8%	21.3%	27.4%
Discuss potential academic and career pathways with students.	68.0%	49.2%	39.4%	53.2%
Discuss programs or academies.	60.2%	56.8%	39.2%	52.8%
Encourages enrichment opportunities.	54.1%	48.8%	31.5%	45.6%
Help with Advisory blocks relevant to academic and career planning.	33.4%	26.0%	24.0%	28.1%
Help with or facilitate college representatives' school visits.	23.3%	19.8%	18.5%	20.7%
Help with or facilitate students' college visits in state.	17.5%	16.0%	13.5%	15.8%
Help with or facilitate students' college visits out of state.	12.8%	13.5%	9.1%	11.9%
Helps with SMART goals.	73.7%	59.0%	27.4%	55.0%
Hold Career Fairs.	22.5%	21.2%	22.7%	22.1%
Hold college nights.	11.0%	19.3%	20.4%	16.6%
Informs about college preparatory programs.	41.8%	35.4%	22.4%	33.9%
Informs about options for acceleration or diversified learning.	45.5%	26.8%	16.4%	30.5%
Provide ASVAB preparation or testing.	15.7%	15.1%	15.1%	15.3%
Supports service learning opportunities.	42.5%	30.4%	18.3%	31.3%
Work with community partners.	29.9%	24.1%	13.1%	23.0%

Percentage of Activities Provided by Counselors – Counselors and Parents

Activity	Counselors				Parents			
	ES	MS	HS	Total	ES	MS	HS	Total
Complete academic and career plans with students.	100.0%	100.0%	97.1%	99.0%	20.4%	30.4%	34.8%	29.7%
Discuss potential academic and career pathways with students.	100.0%	96.7%	100.0%	99.0%	20.4%	23.9%	23.9%	22.9%
Educate students about programs or academies in VBCPS.	97.1%	93.3%	77.1%	88.9%	13.0%	26.1%	21.7%	20.3%
Help students set SMART goals.	73.5%	53.3%	57.1%	61.6%	14.8%	13.0%	5.4%	9.9%

Activity	Counselors				Parents			
	ES	MS	HS	Total	ES	MS	HS	Total
Help with Advisory blocks relevant to academic and career planning.	5.9%	36.7%	88.6%	44.4%	5.6%	8.7%	22.8%	14.6%
Help with or facilitate college representatives' school visits.	0.0%	23.3%	91.4%	39.4%	7.4%	4.3%	14.1%	9.9%
Help with or facilitate students' college visits in state.	2.9%	10.0%	62.9%	26.3%	3.7%	4.3%	5.4%	4.7%
Help with or facilitate students' college visits out of state.	0.0%	6.7%	37.1%	15.2%	3.7%	0.0%	1.1%	1.6%
Hold Career Fairs.	41.2%	56.7%	100.0%	66.7%	7.4%	0.0%	8.7%	6.3%
Hold college nights.	2.9%	20.0%	88.6%	38.4%	3.7%	6.5%	20.7%	12.5%
Provide ASVAB preparation or testing.	0.0%	3.3%	91.4%	33.3%	5.6%	0.0%	5.4%	4.2%
Work with community partners.	55.9%	60.0%	91.4%	69.7%	14.8%	6.5%	8.7%	9.9%

Percentage of Activities Provided by Counselors - Administrators and Teachers

Activity	Administrators				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Complete academic and career plans with students.	55.2%	75.7%	87.9%	69.5%	34.6%	59.3%	67.0%	53.9%
Discuss potential academic and career pathways with students.	69.0%	81.1%	90.9%	78.1%	49.5%	61.8%	70.6%	61.0%
Educate students about programs or academies in VBCPS.	79.3%	89.2%	69.7%	79.7%	47.8%	75.5%	58.1%	59.5%
Help students set SMART goals.	56.9%	48.6%	30.3%	47.7%	39.1%	41.5%	23.2%	33.7%
Help with Advisory blocks relevant to academic and career planning.	5.2%	40.5%	48.5%	26.6%	7.6%	26.6%	35.2%	23.5%
Help with or facilitate college representatives' school visits.	1.7%	13.5%	90.9%	28.1%	3.8%	11.6%	74.3%	32.9%
Help with or facilitate students' college visits in state.	3.4%	8.1%	48.5%	16.4%	2.8%	7.9%	33.6%	16.0%

Activity	Administrators				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Help with or facilitate students' college visits out of state.	0.0%	2.7%	30.3%	8.6%	2.1%	4.6%	20.2%	9.7%
Hold Career Fairs.	19.0%	43.2%	93.9%	45.3%	10.0%	27.0%	74.9%	39.6%
Hold college nights.	0.0%	18.9%	69.7%	23.4%	2.1%	10.0%	57.8%	25.6%
Provide ASVAB preparation or testing.	0.0%	2.7%	81.8%	21.9%	1.4%	8.7%	72.8%	30.7%
Work with community partners.	48.3%	64.9%	48.5%	53.1%	39.8%	40.7%	35.2%	38.3%

Percentage of Resources Provided by Counselors – Students, Counselors, and Parents

Resource	Students				Counselors				Parents			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
College Board Big Future	14.7%	11.9%	25.8%	17.1%	5.9%	20.0%	91.4%	40.4%	3.7%	0.0%	15.2%	8.3%
Khan Academy	16.9%	26.1%	39.0%	26.5%	23.5%	53.3%	88.6%	55.6%	1.9%	10.9%	14.1%	9.9%
Major Clarity	4.3%	8.4%	6.3%	6.3%	2.9%	63.3%	82.9%	49.5%	1.9%	0.0%	1.1%	1.0%
Scholarship Central	12.1%	12.3%	20.9%	14.8%	2.9%	23.3%	100%	44.4%	3.7%	0.0%	13.0%	7.3%
VA Career View Website	47.5%	24.8%	10.7%	28.9%	100%	66.7%	31.4%	65.7%	3.7%	4.3%	6.5%	5.2%
Virginia Education Wizard Website	8.5%	7.5%	11.0%	8.9%	14.7%	56.7%	54.3%	41.4%	3.7%	4.3%	4.3%	4.2%
VBCPS Academic and Career Planning Websites	37.3%	30.7%	18.0%	29.4%	82.4%	76.7%	71.4%	76.8%	11.1%	10.9%	16.3%	13.5%
VBCPS Destination Graduation Website	13.1%	14.7%	9.5%	12.6%	44.1%	40.0%	65.7%	50.5%	3.7%	2.2%	6.5%	4.7%

Percentages of Resources Provided by Counselors - Administrators and Teachers

Resource	Admin				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
College Board Big Future	3.4%	5.4%	36.4%	12.5%	0.7%	4.1%	26.6%	11.6%
Khan Academy	6.9%	32.4%	66.7%	29.7%	9.7%	24.9%	40.7%	25.8%
Major Clarity	0.0%	5.4%	39.4%	11.7%	0.7%	2.5%	16.2%	7.1%
Scholarship Central	3.4%	24.3%	84.8%	30.5%	1.7%	5.8%	53.2%	22.5%
VA Career View Website	19.0%	32.4%	42.4%	28.9%	10.0%	13.7%	22.6%	15.9%

Resource	Admin				Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Virginia Education Wizard Website	6.9%	16.2%	42.4%	18.8%	2.1%	5.4%	19.6%	9.7%
VBCPS Academic and Career Planning Websites	32.8%	59.5%	75.8%	51.6%	11.8%	27.4%	35.2%	25.1%
VBCPS Destination Graduation Website	25.9%	24.3%	69.7%	36.7%	4.2%	10.8%	30.0%	15.9%

**Appendix F: Percentage of School Counselors Indicating A Large Extent of
Involvement From 2016-2017 to 2017-2018**

Responsibility/Activity	2016 2017			2017 2018			Change		
	ES %	MS %	HS %	ES %	MS %	HS %	ES %	MS %	HS %
Facilitate students' completion of academic and career plans.	76.2	81.1	81.3	88.6	87.1	89.5	12.4	6.0	8.2
Conduct parent workshops related to various assessments.	4.9	25.0	40.8	5.7	41.9	39.5	0.8	16.9	-1.3
Advise students on academic issues and course selection.	73.8	97.3	93.9	82.9	90.3	97.4	9.1	-7.0	3.5
Promote and help students identify specialty programs available to them.	73.8	81.1	61.2	79.4	90.3	76.3	5.6	9.2	15.1
Help students understand transition process between school levels.	90.5	83.8	71.4	97.1	93.5	84.2	6.6	9.7	12.8

Appendix G: School Counselor Responsibilities and Activities – Division Perceptions

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	C	T	A	C	T	A	C	T	A
Support service learning opportunities.	36.3%	30.3%	30.4%	45.1%	50.2%	51.9%	18.6%	19.5%	17.8%
Conduct Career Interest Inventory.	76.0%	34.5%	47.1%	24.0%	44.8%	39.7%	0.0%	20.6%	13.2%
Provide college and career awareness, exploration, or selection through classroom guidance.	78.1%	33.5%	44.1%	21.0%	41.4%	39.7%	1.0%	25.2%	16.2%
Provide college and career awareness, exploration, or selection through schoolwide activities.	51.9%	29.0%	30.7%	40.4%	44.1%	46.0%	7.7%	26.9%	23.4%
Provide college and career awareness, exploration, or selection through individual planning.	65.7%	29.8%	35.0%	28.6%	39.8%	41.6%	5.7%	30.4%	23.4%
Provide College and Career Readiness sessions with parents.	26.%	19.3%	11.7%	43.3%	40.5%	46.0%	30.8%	40.2%	42.3%
Encourage students to engage in enrichment opportunities.	53.8%	28.0%	29.4%	30.8%	43.0%	39.0%	153.4%	29.0%	31.6%
Inform, encourage, and refer students to college preparatory programs.	63.8%	35.3%	46.3%	27.6%	39.0%	35.3%	8.6%	25.7%	18.4%
Schedule and/or promote College and Career Day/Fair, Career Connections, college representative visits, and College Night.	57.7%	36.5%	43.8%	22.1%	32.3%	24.8%	20.2%	31.1%	31.4%
Connect students with community programs, mentoring, tutoring, enrichment activities, and summer programs.	44.8%	29.6%	31.4%	49.5%	46.5%	48.9%	5.7%	23.9%	19.7%
Inform students regarding options for Acceleration and Diversified Learning.	66.7%	33.4%	40.1%	21.9%	46.3%	48.9%	11.4%	20.2%	10.9%
Provide military recruiter visits.	35.2%	29.6%	21.2%	14.3%	29.5%	19.7%	50.5%	41.0%	59.1%
Support college admissions.	38.1%	29.9%	23.0%	5.7%	22.6%	17.8%	56.2%	47.5%	59.3%
Provide college and career admissions testing and interpretation.	37.5%	32.7%	25.5%	16.3%	24.1%	22.6%	46.2%	43.2%	51.8%
Support college affordability planning.	32.7%	22.4%	17.5%	18.3%	27.1%	21.9%	49.0%	50.5%	60.6%
Facilitate students' completion of academic and career plans.*	88.5%	30.9%	42.3%	11.5%	38.5%	30.7%	0.0%	30.6%	27.0%
Conduct parent workshops related to various assessments.*	28.8%	17.5%	10.9%	23.1%	34.7%	34.3%	48.1%	47.8%	54.7%
Advise students on academic issues and course selection.*	90.4%	46.5%	56.9%	9.6%	37.2%	35.8%	0.0%	16.3%	7.3%

Responsibility/Activity	Large Extent			Some Extent			Not Involved		
	C	T	A	C	T	A	C	T	A
Promote and help students identify specialty programs available to them.*	81.6%	40.4%	53.3%	13.6%	41.0%	37.2%	4.9%	18.6%	9.5%
Help students understand transition process between school levels.*	91.3%	45.9%	65.7%	8.7%	42.0%	30.7%	0.0%	12.1%	3.6%

Note: C=Counselors, T=Teachers, A=Administrators

*Starred items were relevant responsibilities from the Academic area.

**Appendix H: Total Staffing Allocations Including
Guidance Department Chairs and School Counselors – 2017-2018**

Elementary Schools	Staffing Allocation
Alanton	1.2
Arrowhead	1
Bayside	1
Bettie F. Williams	1
Birdneck	1
Brookwood	1.2
Centerville	1.4
Christopher Farms	1.4
College Park	1
W.T. Cooke	1
Corporate Landing	1
Creeds	1
Diamond Springs	1
Fairfield	1
Glenwood	1.8
Green Run	1
Hermitage	1.2
Holland	1
Indian Lakes	1.2
John B. Dey	1.6
Kempsville	1
Kempsville Meadows	1
King's Grant	1
Kingston	1
Landstown	1.4
Linkhorn Park	1.2
Luxford	1
Lynnhaven	1
Malibu	1
New Castle	1.4
Newtown	1
North Landing	1
Ocean Lakes	1
Parkway	1
Pembroke	1
Pembroke Meadows	1
Point O'View	1.2
Princess Anne	1.2
Providence	1
Red Mill	1.2
Rosemont	1
Rosemont Forest	1
Salem	1
Seatack	1
Shelton Park	1

Elementary Schools	Staffing Allocation
Strawbridge	1.2
Tallwood	1
Thalia	1.2
Thoroughgood	1.2
Three Oaks	1.4
Trantwood	1
White Oaks	1
Windsor Oaks	1
Windsor Woods	1
Woodstock	1.4
TOTAL	61

Middle Schools	Staffing Allocation
Bayside 6	2
Bayside	3
Brandon	4
Corporate Landing	5
Great Neck	4
Independence	4
Kempsville	3
Landstown	5
Larkspur	5
Lynnhaven	3
Old Donation	3
Plaza	3
Princess Anne	4
Salem	3
Virginia Beach	3
TOTAL	54

High Schools	Staffing Allocation
Bayside	5
Frank W. Cox	5
First Colonial	5.5
Green Run	5
Floyd E. Kellam	6
Kempsville	5
Landstown	6
Ocean Lakes	6
Princess Anne	5
Salem	5
Tallwood	6
TOTAL	59.5

Specialty Schools	Staffing Allocation
Green Run Collegiate	1
Renaissance Academy	4
Student Support Services*	2
Tech & Career Ed Center	1
TOTAL	8

Note: Data as of July 16, 2017.

Total counselor FTEs = 182.5

*Military-connected

**Appendix I: Perceptions Regarding Allocations and
Caseloads From 2016-2017 to 2017-2018**

Percentage Agreement Regarding Allocations Allowing Program to Meet Students' Needs

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Counselors	51.2%	64.9%	30.6%	35.3%	41.9%	15.8%	-15.9%	-23.0%	-14.8%
Teachers	69.9%	73.7%	58.0%	64.4%	68.6%	53.6%	-5.5%	-5.1%	-4.4%
Administrators	85.9%	87.1%	68.3%	62.5%	70.3%	34.3%	-23.4%	-16.8%	-34.0%

Percentage Agreement Regarding Caseloads Allowing Adequate Time to Counsel Students

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Counselors	34.1%	38.9%	12.2%	17.1%	22.6%	2.6%	-17.0%	-16.3%	-9.6%
Teachers	53.4%	58.8%	47.7%	47.1%	53.3%	41.5%	-6.3%	-5.5%	-6.2%
Administrators	71.8%	77.4%	50.0%	48.4%	64.9%	31.4%	-23.0%	-12.5%	-18.6%

**Appendix J: Parent Participation in School Counseling Program Parent
Activities by Parent Understanding of Counselor Responsibilities**

Opportunity	Understood Responsibilities			Did Not Understand Responsibilities		
	ES	MS	HS	ES	MS	HS
Academic Planning	28.2	44.0	48.4	15.4	29.0	11.4
GAC Representation	20.5	16.0	6.3	3.8	9.7	3.2
Parent Workshops	25.6	24.0	18.8	19.2	19.4	2.9
Individual Conferences	51.3	40.0	37.5	7.7	25.8	11.4
Parent Volunteer Opportunities	12.8	8.0	4.7	7.7	3.2	0.0

**Appendix K: Perceptions of School Counselors Engaging Parents to
Support Children's Development From 2016-2017 to 2017-2018**

Group	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Parents	61.3%	59.0%	53.2%	70.8%	44.6%	49.5%	9.5%	-14.4%	-3.7%
Teachers	84.3%	85.1%	77.0%	83.7%	86.4%	79.1%	-0.6%	1.3%	2.1%
Administrators	94.7%	90.0%	85.0%	93.0%	89.2%	91.2%	-1.7%	-0.8%	6.2%

Appendix L: Overall Perceptions Regarding School Counselors
From 2016-2017 to 2017-2018

Student Percentage Agreement Regarding School Counselors

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Is available if I need him/her.	90.1%	88.5%	80.6%	89.5%	88.4%	77.2%	-0.6%	-0.1%	-3.4%
Helps me if I have a question/problem.	92.7%	88.8%	84.2%	93.3%	88.9%	80.9%	0.6%	0.1%	-3.3%
Is an advocate for all students.	-	88.4%	78.8%	-	87.8%	74.3%	-	-0.6%	-4.5%
Believes all students can succeed.	97.9%	94.4%	89.6%	97.1%	92.9%	87.3%	-0.8%	-1.5%	-2.3%

Parent Percentage Agreement Regarding School Counselors

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Is available if I need to talk to him/her.	66.4%	82.5%	73.1%	69.3%	71.9%	63.0%	2.9%	-10.6%	-10.1%
Helps me if I have a question/problem.	62.9%	78.3%	76.6%	63.0%	63.2%	65.3%	0.1%	-15.1%	-11.3%
Is an advocate for all students.	70.6%	75.8%	63.8%	75.0%	66.7%	60.7%	4.4%	-9.1%	-3.1%
Believes all students can succeed.	73.1%	80.3%	76.7%	80.8%	74.0%	76.0%	7.7%	-6.3%	-0.7%

Overall Perceptions - Counselor Agreement

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students.	100%	87.5%	95.8%	87.8%	86.7%	86.2%	-12.2%	-0.8%	-9.6%
Accessible to teachers.	97.4%	96.9%	97.9%	93.9%	90.0%	91.7%	-3.5%	-6.9%	-6.2%
Help students if they have a question/problem.	100%	97.0%	100%	97.0%	96.7%	100%	-3.0%	-0.3%	0.0%
Are advocates for all students.	100%	100%	100%	97.0%	100%	100%	-3.0%	0.0%	0.0%
Believe all students can succeed.	100%	100%	100%	96.9%	100%	100%	-3.1%	0.0%	0.0%

Overall Perceptions - Teacher Agreement

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students.	88.1%	89.1%	84.5%	81.5%	87.9%	83.2%	-6.5%	-1.2%	-1.3%
Accessible to teachers.	86.4%	85.2%	83.9%	81.2%	85.9%	83.8%	-5.2%	0.7%	-0.1%
Help students if they have a question/problem.	91.4%	90.9%	86.8%	88.9%	93.3%	88.3%	-2.5%	2.4%	1.5%
Are advocates for all students.	92.3%	88.7%	81.3%	91.6%	90.4%	81.7%	-0.7%	1.7%	0.4%

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Believe all students can succeed.	97.0%	96.7%	89.5%	95.6%	95.4%	92.9%	-1.4%	-1.3%	3.4%

Overall Perceptions - Administrator Agreement

Survey Item	2016 2017			2017 2018			Change		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Accessible to students.	97.4%	96.7%	95.0%	98.3%	91.9%	97.1%	0.9%	-4.8%	2.1%
Accessible to teachers.	96.1%	93.3%	92.5%	98.3%	91.9%	100%	2.2%	-1.4%	7.5%
Help students if they have a question/problem.	98.7%	100%	97.5%	98.3%	91.9%	100%	-0.4%	-8.1%	2.5%
Are advocates for all students.	97.4%	93.3%	87.5%	93.1%	91.7%	94.1%	-4.3%	-1.6%	6.6%
Believe all students can succeed.	98.7%	100%	90.0%	96.6%	94.6%	94.1%	-2.1%	-5.4%	4.1%

Appendix M: Overall Satisfaction From 2016-2017 to 2017-2018

Student and Parent Percent Overall Satisfaction

School Level	2016 2017	2017 2018	Change
Students			
Elementary	92.4%	91.3%	-1.1%
Middle	84.3%	78.4%	-5.9%
High	71.2%	60.4%	-10.8%
Total	82.9%	77.8%	-5.1%
Parents			
Elementary	63.4%	70.3%	6.9%
Middle	63.3%	41.3%	-22.0%
High	58.9%	45.7%	-13.2%
Total	61.8%	51.6%	-10.2%

Stakeholder Percent Satisfaction

School Level	2016 2017	2017 2018	Change
School Counselors			
Elementary	100%	85.3%	-14.7%
Middle	87.9%	83.3%	-4.6%
High	80.8%	80.0%	-0.8%
Total	89.1%	82.8%	-6.3%
Teachers			
Elementary	81.6%	74.4%	-7.2%
Middle	80.8%	77.6%	-3.2%
High	70.5%	70.9%	0.4%
Total	78.0%	74.0%	-4.0%
Administrators			
Elementary	89.5%	90.0%	0.5%
Middle	93.3%	91.9%	-1.4%
High	82.5%	93.9%	11.4%
Total	88.4%	91.4%	3.0%

Endnotes

- ¹ Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- ² Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- ³ Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- ⁴ Source: School Guidance/Counseling Program. Retrieved from <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- ⁵ Source: School Guidance/Counseling Program. Retrieved from <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- ⁶ While goals and objectives were developed for each area during the evaluation readiness process, modifications to the goals and objectives might be necessary as the proposed multiyear evaluation continues based on potential changes to the program.
- ⁷ Due to the anticipated complexity of determining the additional cost to the school division for the school counseling program, a separate cost analysis of the school counseling program would need to be conducted as a separate project at a later date if necessary.
- ⁸ Hanover Research (June 2016). Research Brief: Evaluating Guidance Programming.
- ⁹ W.K. Kellogg Foundation Handbook, W.K. Kellogg Foundation, January 2004, pgs. 6-7. Retrieved from <http://www.wkkf.org/~media/62EF77BD5792454B807085B1AD044FE7.ashx>
- ¹⁰ Examples of activities include the following: facilitate academic and career planning; facilitate registration process including academic advising and course selection aligned to students' academic and career pathways; lead small group counseling; offer classroom presentations; consult with students individually; offer parent workshops and informational sessions on SOL, PSAT, SAT and ACT; facilitate transitional orientations; parent conferences; facilitate completion of academic and career plans in grades 5, 7, 8, and 10; refer students to academy programs including Academy Information Night; facilitate re-enrollments and promote drop-out prevention.
- ¹¹ Source for sample size calculations: <http://www.raosoft.com/samplesize.html>
- ¹² Two additional elementary schools were not included in the student survey administration due to not having any fifth-grade students.
- ¹³ Source: R. Jamison, Personal communication, May 22, 2018.
- ¹⁴ Source: R. Jamison, Personal communication, May 22, 2018.
- ¹⁵ Source: FY 2018/2019 School Board Operating Budget. Virginia Beach City Public Schools.
- ¹⁶ Source: http://www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf
- ¹⁷ Source: <https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>
- ¹⁸ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>
- ¹⁹ Source: http://www.doe.virginia.gov/administrators/superintendents_memos/2006/inf180.html (Section 8VAC20-131-240. Administrative and support staff; staffing requirements.)
- ²⁰ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.
- ²¹ Source: <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>
- ²² Source: R. Jamison, Personal Communication, December 19, 2017.
- ²³ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.
- ²⁴ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.
- ²⁵ Source: R. Jamison, Personal Communication, December 19, 2017.
- ²⁶ Percentages for activity selections were calculated based on the number of respondents for the question following this item (i.e., satisfaction).
- ²⁷ Percentages for activity selections were calculated based on number of respondents for the question following this item (i.e., satisfaction).
- ²⁸ Source: <https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206121>
- ²⁹ Source: <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>
- ³⁰ Source: R. Jamison, Personal communication, October 30, 2018.
- ³¹ Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SupportStaff.pdf
- ³² Source: 2017 Standards of Quality: §22.1-253.13.2. Standard 2. Instructional, administrative, and support personnel. Paragraph H.4.
- ³³ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.

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- ³⁴ Source: Hanover Research (October 2017). Effective College and Career Counseling Services.
- ³⁵ Source: R. Jamison, Personal communication, August 20, 2018.
- ³⁶ Source: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ³⁷ Source: R. Jamison, Personal communication, May 3, 2018.
- ³⁸ Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Partnerships.pdf
- ³⁹ Source: R. Jamison, Personal communication, December 19, 2017.
- ⁴⁰ Source: VBSchools.com website to Nav Markers