

Indiana School Counseling Research Review

Indiana Chamber of Commerce Foundation



**Twenty Years After *High Hopes Long Odds*:
Indiana School Counseling in 2014**

This report was commissioned by the Indiana Chamber of Commerce Foundation. It was produced by Matt Fleck of Fleck Education and the Partnership for College and Career Readiness, an organization with the primary aim of improving the college and career readiness of students through programs, resources and support of school counselors. March 2014.



Introduction

This report is a summary of a research review conducted for the Indiana Chamber of Commerce Foundation during the winter and spring of 2014 to assess the current state of school counseling in Indiana.

A guiding question of the review was whether school counseling has changed much since 1994 when a statewide study titled *High Hope Long Odds* identified disparities in the way counselors provided college and career readiness to students.



This study addresses that question through a review of state and national school counseling trends, research and current conditions. It also summarizes the comments of 11 personal interviews with key educational leaders in the state and the results of a December 2013 of more than 425 Indiana school counselors.

Special thanks are extended to the Indiana school counselors who responded so quickly and enthusiastically to the statewide survey, the 11 state leaders who generously gave of their time to be interviewed for this report and to the Indiana Chamber of Commerce Foundation for exploring the complex but vital condition of school counseling in Indiana.

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Part 1: Foundations of Indiana School Counseling



A Brief History of School Counseling

School counseling emerged as “vocational guidance” at the beginning of the 20th century amid an educational reform movement that was intended, in part, on improving the preparation of students for the workplace (Gysbers, 2001).

Though several vocational guidance efforts were underway across the country as early as 1895, Frank Parsons is credited as the “primary architect” of vocational guidance (Herr, 2010). Parsons felt “too many people...were not able to effectively use their abilities, or to prosper economically and socially because of the haphazard way they found work.” Parsons proposed a three-part process to maximize human talent by more efficiently identifying work that matched a student’s strengths and interests (Parsons called it the trait and factor approach).



School counseling has been seen to have different types of relevance to schools depending on the needs of the nation in different historical periods.

- Herr, 2001

Vocational guidance grew along with the broadening vocational education reform movement of the early 1900s. Without effective guidance systems to “insure [students] safe and efficient arrival on the job” it was felt that the entire reform movement was incomplete (Stephens, 1970).

By the early 1920s, the emphasis on vocational guidance began shifting to “educational guidance” incorporating new research on child development, progressive education and mental health (Herr, 2010).

Carl Roger’s book “Counseling and Psychotherapy” in 1942 fueled the expansion of guidance to include “counseling” by incorporating more theoretical and therapeutic ideas. But with the launch of Sputnik and the passage of the National Defense Education Act of 1958, the purpose of guidance was redefined as “the

identification and counseling of scientifically talented students” (Herr, 2010) the intent of ensuring more students were prepared for and entering college.

A greater awareness of substance abuse, school violence and family issues in the 1960s combined with new federal funding for vocational education and guidance “pulled and tugged at defining the purpose of guidance in the schools and role of school counselors” (Gysbers, 2001).

For the last 50 years, that tension between whether school counseling is designed to help students prepare for work, to enter college or overcome social/emotional challenges has remained. The common term “guidance counseling” was coined as a way of melding the mental health and career/college preparation purposes of the profession into one phrase. But even that term is not without controversy. Though in wide use, many in the profession bristle at the title “guidance counselor” preferring instead to be called a “school counselor.”

National and State Models of School Counseling

Various models have been developed over the years to organize and define the role of school counselors and school counseling programs. The original vocational/career focus of school counseling in the early 20th century transformed into a more clinical model emphasizing mental health counseling beginning in the 1920s and 1930s before changing again to a school-oriented, “pupil personnel services” model by the 1960s.

ASCA National Model

Arguably the most successful model today is the ASCA National Model from the American School Counselor Association which was based on the work of Gysbers and Moore (2001) in the 1970s. The national model provides a framework for a structured, organized and comprehensive approach of working with students based on the developmental stages of youth.

The ASCA National Model is comprised of four key components:

- **Foundation.** Developing a school counseling program philosophy and mission statement and using domains (academic, career and personal/social) and national student standards.
- **Delivery System.** The four methods used to reach students include:
 - School Guidance Curriculum – A developmental, comprehensive guidance program based on student standards for grades K-12 delivered in a systematic way
 - Responsive Services – Addressing the personal/social prevention and intervention needs of students

- Individual Student Planning – Assisting students and parents in creating academic and career plans, scheduling, goal-setting and preparing for transitions
- System Support – The “behind the scenes” activities directly supporting school counseling program delivery
- **Management System.** Methods for organizing time, data, schedules and community communication and input through an advisory council.
- **Accountability.** Processes for collecting data on how students are impacted by the school counseling program and the overall effectiveness of school counselors.



Indiana School Counseling Model

In the early 1980s before the national model was developed, the Indiana School Counselor Association (ISCA), in collaboration with the Indiana Department of Education and other stakeholders, developed a comprehensive school counseling framework called the Indiana Development School Counseling Model. Like the national model, Indiana's model sought to better organize the various duties of counselors into an intentional, logical structure. Student standards were developed in the areas of academic learning, work preparation and overcoming social/personal barriers.

In the early 1990s, Indiana's model was revised and renamed the Gold Star School Counseling model based on nine newly developed Indiana Program Standards for School Counseling including:

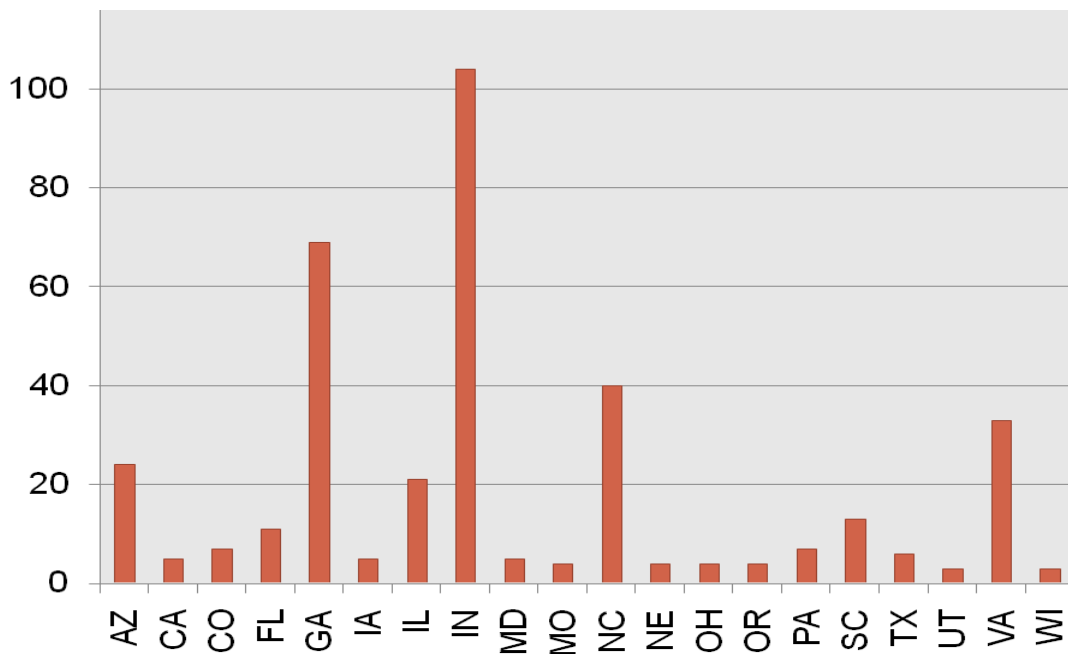
- Standard 1.** Program Foundations
- Standard 2.** Data-Based Accountability
- Standard 3.** Student Guidance
- Standard 4.** Student Counseling
- Standard 5.** Student Advocacy
- Standard 6.** Program Management
- Standard 7.** Professionalism
- Standard 8.** Resources
- Standard 9.** School Counseling Improvement Plan

Sue Reynolds, with the American Student Achievement Institute (ASAI), was instrumental in the creation of the Gold Star School Counseling model and a companion process called Redesigning School Counseling (RSC), which helps schools implement each of the nine standards. For more than 10 years, Indiana schools showing evidence of implementing all of the school counseling program standards receive the Indiana Gold Star School Counseling Award and qualify for national recognition as Recognized ASCA Model Programs or RAMP schools.



Primarily because of the Gold Star and RSC process, Indiana has the highest number of nationally recognized RAMP schools in the country, with a large margin over the next highest state. More than 150 Indiana schools – from elementary schools to high schools – have received the Gold Star award since its inception and most have also received the RAMP award (all Gold Star schools qualify for the RAMP award but ASCA requires a fee for schools wishing to receive the national award).

States with 3 or more RAMP Schools



School Counseling Standards

At the turn of the 21st century, Indiana revised the student guidance standards from the previous school counseling model and also created a series of new statewide standards related to school counseling including:

- Indiana Student Standards for Guidance – 2003
- Universal Student Standards for Students Guidance (a subset of the Indiana Student Standards for Guidance) – 2003
- Indiana Program Standards for School Counseling - 2002
- Standards for School Counseling Professionals - 2002
- Standards for School Services Professionals – 2002

Indiana's revised guidance standards for students were categorized into Academic, Career and Citizenship (or personal/social) domains to mirror the American School Counseling Association (ASCA) national standards as well as those of the National Career Development Association (NCDA).

Laws and Rules for School Counselors

In the same year the *High Hopes Long Odds* study was released in 1994, the Indiana Department of Education began discussions around a new structure for defining the role of school counselors in the state.

The state's proposal acknowledged the dual purposes of school counseling by creating two categories: Educational and Career Services reflected the original purpose of guidance to help students explore occupational interests in light of their educational strengths and goals – a service that the state said only school counselors were qualified to provide; and Student Assistance Services to address the social,



personal and emotional challenges that interfere with student learning – services the state believed could be delivered by several qualified individuals including a school counselor or a school social worker or a school psychologist.

Many school counselors at the time believed the proposal artificially separated the responsibilities of school counselors, diminished their role in schools and diluted their mental health training, especially given that Student Assistance Services could be delivered by school social workers or school psychologists instead of school counselors. After years of debate, the Indiana State Board of Education in

2000 repealed the existing “Pupil Personnel Services” rule in the Indiana Administrative Code and replaced it with the revised rule for “Student Services.”

The updated Student Services rule, which remains in place today, defines the responsibilities of school counselors in Indiana in these two categories:

1. Educational and Career Services:

- Required of all school corporations at the secondary school level only
- Mandates that services be *coordinated* by a certified school counselor
- Specifies that Education and Career Services include:
 - **Admission and orientation** – developing programs for the orientation of prospective students, the “orderly transfer” of students in and out of school
 - **Study skills and tutoring** – assisting teachers in “developing student study skills through a planned sequence of instruction” and arranging student tutoring services
 - **Achievement testing** – helping with or providing or assisting with the administration of achievement tests to students and the interpretation and reporting of results to students, parents and community members

- **Advising and scheduling** - helping students plan their program of studies and ensuring those who help with advisory services are knowledgeable in the school corporation's philosophy and procedures for course selection or placement

2. Student Assistance Services:

- Required of all school corporations at the elementary and secondary school levels
- Mandates services be coordinated by a:
 - Certified School Counselor or
 - Certified School Psychologist or
 - Certified School Social Worker (master's level)
- Specifies that Student Assistance Services include:
 - **Prevention** – reinforcing health and social studies standards related to healthy living and social interactions, working with communities to develop summer and extended school programs and educate school staff and parents on “the developmental needs and behavioral management of students.”
 - **Assessment** – teaching staff and parents to identify and refer students with problems that interfere with learning, gathering and interpreting data on student needs and implementing local policies for identifying and referring students in need of special services.
 - **Intervention** – providing “brief individual and group counseling to students and families who need help with personal concerns or developmental problems” and consultation services to staff and parents for identifying strategies for helping students.
 - **Referral** – implementing local policies and procedures for referring students for intensive counseling or other services not available in the school, distributing information on community services and resources and creating a system to monitor referrals.



While the Student Services Rule remains in place today, anecdotal evidence indicates that few, if any, Indiana schools organize their school counseling programs around these terms or the specific responsibilities defined in the rule.

Many administrators and school counselors are aware, however, of the requirement in the rule that school corporations “shall provide” both educational and career services and student assistance services - language that reassures school counselors that the state has set a minimum requirement of employing school counselors. At the same time, the rule allows school administrators the flexibility of having as few as one certified school counselor for an entire school corporation who could “coordinate” the provision of education and career services and student assistance services by non-certified personnel.

Nationally, 32 states and the District of Columbia mandate school counselors in secondary schools (mostly grades 9-12) and all but six of these same states also mandate counselors in Grades 1-8.

States (and District of Columbia) Mandating School Counselors in Grades 1-12 (states in **bold** type only mandate counselors in grades 9-12)

Alabama	<u>Mississippi</u>	Rhode Island
Arkansas	Missouri	South Carolina
<u>California</u>	Montana	Tennessee
District of Columbia	Nebraska	<u>Utah</u>
Georgia	<u>Nevada</u>	Vermont
Idaho	New Hampshire	Virginia
Indiana	New Jersey	<u>Washington</u>
Iowa	New Mexico	West Virginia
<u>Louisiana</u>	North Dakota	Wisconsin
Maine	Oklahoma	Wyoming
Maryland	Oregon	

Numbers and Ratios

Referring back to the Indiana Student Services rule, it is important to note that Section 2 of Article 4-1.5 recommends, but does not require, student to school counselor ratios in Indiana of:

- 600:1 for Educational and Career Services delivered in grades 1 through 6
- 300:1 for Educational and Career Services delivered in grades 7 through 12
- 700:1 for Student Assistance Services delivered in grades 1 through 12

Other states also have ratio recommendations but 14 states mandate specific school counselor to student ratios. As indicated below, funding comes from a mix of state and local resources.

States	Mandated School Counselor:Student Ratios	Who Funds
Alabama	See footnote ⁺	State
Arkansas	K-12 - 1:450	State
Georgia	K-5 - 1:675 6-8 - 1:675 9-12 - 1:450	State and Local
Iowa	Must be working toward 1:350	Local
Louisiana	K-12 - 1:450	State
Maine	K-8 - 1:350 9-12 - 1:250	State
Missouri	K-12 - 1:500 (required) K-12 - 1:301-375 (recommended)	Local
Montana	K-12 - 1:400	State and Local
Nebraska	K-5 - None 6-12 - When enrolment in a school hits 450, one school counselor must be assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students.	Local
New Hampshire	K-5 - 1:500 6-12 - 1:300	Local
Oklahoma	K-5 - None 6-12 - 1:450	State
South Carolina	K-5 - 1:800 6-12 - 1:300 (Ratio includes certified school counselors and career specialists with CDF certification)	State
Vermont	Elementary - 1:400 Secondary - 1:300	Local
Virginia	See footnote ⁺⁺	State

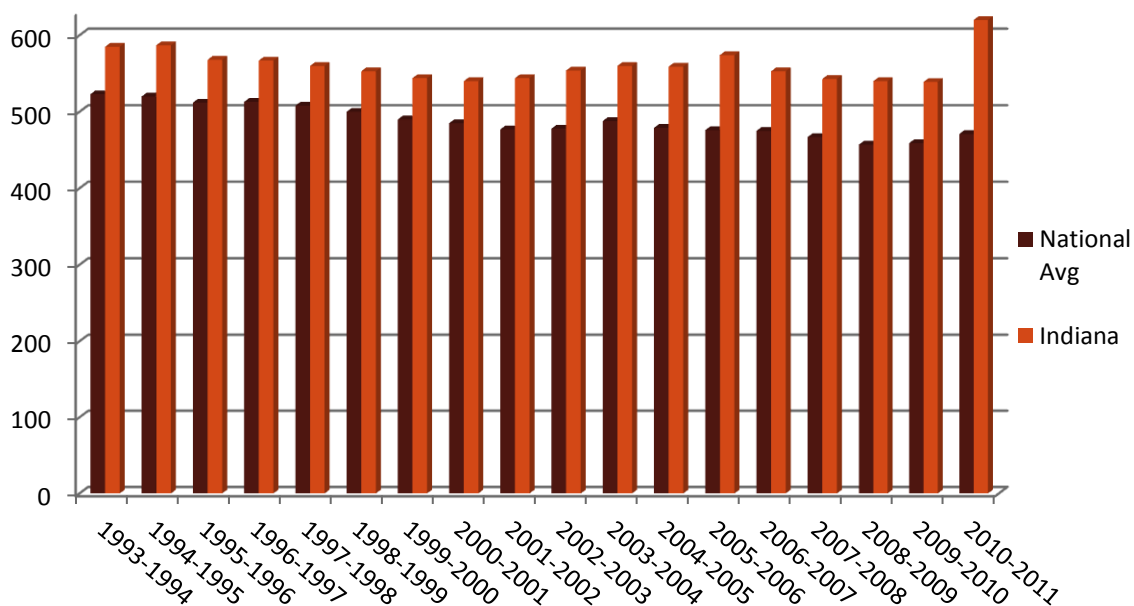
+ For elementary and secondary schools with fewer than 500 students, there may only be one half-time school counselor employed. For elementary and secondary schools with 500-749 students, there must be at least one school counselor employed. For elementary schools with 750-999 students, there must be at least 1.5 school counselors employed. For secondary schools with 750-999 students, there must be at least two school counselors employed. For elementary schools with 1,000-1,249 students, there must be at least two school counselors employed. For secondary schools with 1,000-1,249 students, there must be at least 2.5 school counselors employed. For elementary schools with 1,250-1,499 students, there must be at least 2.5 school counselors employed. For secondary schools with more than 1,250 students, there must be at least three school counselors employed. For elementary schools with more than 1,500 students, there must be at least three school counselors employed.

++ Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.

According to the latest data from the American School Counselor Association, slightly more than 105,000 individuals are employed as K-12 school counselors across the country. The total numbers of school counselors has steadily risen over the last 20 years from a total of 84,844 school counselors in 1994.

The ratio of school counselors to students provides a better understanding of counselor workloads. While national average ratios have trended downward over the last two decades, Indiana ratios have fluctuated both up and down with the last year on record showing considerably higher ratios.

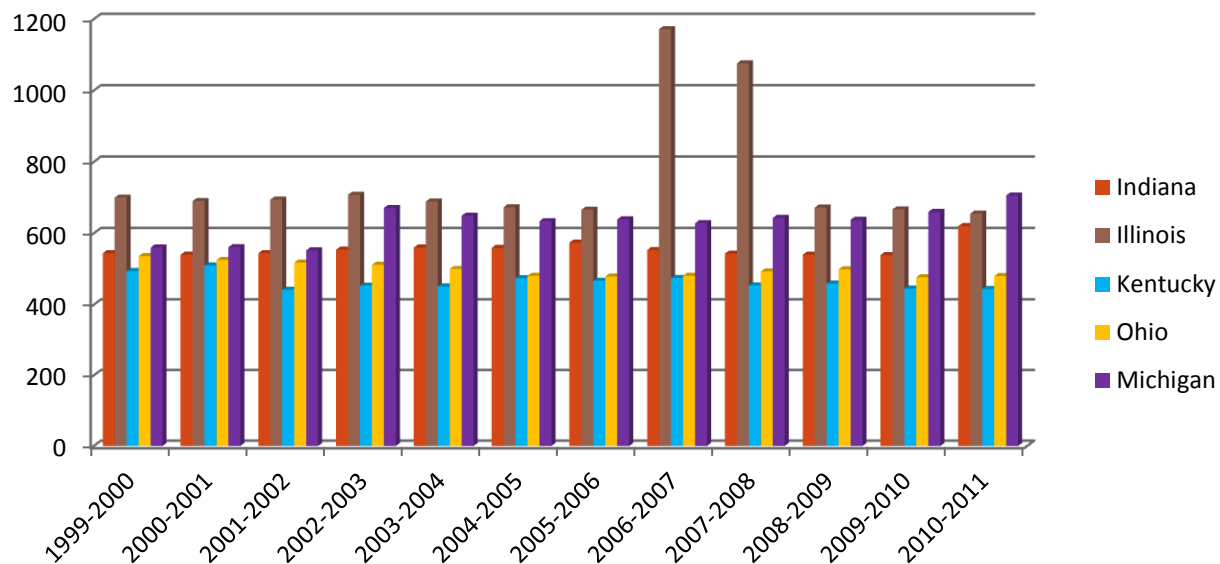
Average Indiana School Counselor to Student Ratios Compared to National Average Ratios



For many years, Indiana has had the seventh highest school counselor to student ratio ranking 44th out of the 50 states with an average of one school counselor to 620 students. The state of California has the nation's highest ratio with an average of more than 1,000 students per school counselor. The American School Counselor Association recommends a ratio of one school counselor to 250 students.

A comparison of Indiana to its Midwestern border states shows that Michigan and Illinois have higher school counselor to student ratios while Ohio and Kentucky not only have smaller ratios but show a downward trend in ratios over the last two decades.

Average Counselor to Student Ratios in Adjacent States



Licensure

Licensure requirements for Indiana school counselors, as for all Indiana educators, have changed considerably over the last five years. Today, various articles within Title 515 of the Indiana Administrative Code govern school counselor licensure requirements including:

- Article 8 – Initial Practitioners License for beginning school counselors
- Article 4 – Proficient Practitioners License for those with two or more years of experience
- Article 12 – Accomplished Practitioners License for those with five or more years of experience

To receive the distinction of “School Services: School Counselor” on their license, Indiana school counselors must currently complete a master’s degree “from an approved school counselor program” (515 IAC 8-1-45) designated by the Indiana State Board of Education. The license allows counselors to work in any school setting from pre-kindergarten through high school.

A third set of proposed revisions to the state’s Rules for Educator Preparation and Accountability (REPA III) was recently approved by the State Board of Education at its December 2013 meeting and is currently undergoing public hearings as part of the formal promulgation process. REPA III, if implemented, would add the requirement that beginning



school counselors complete and pass a state-designed school counselor assessment before working in an Indiana school.

In 2010, the previous rules governing school counselor licensure under Title 515, Articles 1-1-73 and 1-1-74, were repealed by the State Board of Education thereby lifting the mandate that counselor education programs in the state had to offer:

- A one-year school counseling internship in a school setting
- 30 semester hours in counseling and guidance courses including:
 - Counseling theory
 - Career development
 - Research and evaluation
 - Group dynamics and group counseling
- A supervised practicum experience.

The action also ended a school counseling mentorship requirement for new graduates. Despite these changes to the licensure rule, most counselor education programs at Indiana colleges and universities maintain these requirements in order to assure continued accreditation through the Council for Accreditation of Counseling and Related Education Programs (CACREP).

CACREP recognizes eight accredited school counseling programs leading to a master's degree with Valparaiso University seeking accreditation to become the ninth institution. Overall, 13 Indiana public and private higher education institutions offer master's degrees in counselor education and five have doctoral programs.

College/University	Master's Program	Doctoral Program	CACREP Accredited
Ball State University	School Counseling	Counseling Psychology PhD	Yes
Butler University	School Counseling		Yes
Indiana State University	School Counseling	Counseling Psychology PhD and Counselor Education PhD	Yes
Indiana University	School Counseling	Counseling Psychology PhD	Yes
Indiana-Purdue University at Fort Wayne	School Counseling		
Indiana-Purdue University at Indianapolis	School Counseling		
IU-Southeast	Educational Counseling		
IU-South Bend	School Counseling		Yes
Indiana Wesleyan University	School Counseling		Yes
Purdue University	School Counseling	Counseling Psychology PhD	Yes
Purdue University-Calumet	School Counseling		Yes
University of Notre Dame		Counseling Psychology PhD	
University of St. Francis	School Counseling		
Valparaiso University	School Counseling		Seeking accreditation

Educational requirements to practice as a school counselor in other states vary, though all states require a master's degree in school counseling as a minimum standard.

Accountability

Indiana school counselors, like all certificated staff in Indiana schools, must be evaluated each year under the state's Staff Performance Evaluation law and rule implemented in 2011. School counselors are to be rated as Highly Effective, Effective, Improvement Necessary or Ineffective on an annual basis though some aspects of the law, including how counselors are to show evidence of "student achievement and/or growth on statewide assessments," are still being debated.

The Indiana School Counselor Association (ISCA) and Indiana Department of Education collaborated on the development of a School Counselor Effectiveness Rubric and guidance document released in 2011 which schools can use to develop evaluation methods for school counselors.

A recent legal interpretation by the Indiana Department of Education determined that school counselors are not technically "teachers" by Indiana law, allowing evaluation models such as TAP, that provide monetary incentives to teachers who score well on their evaluations, to exclude school counselors from those awards.

Part 2: Views from Indiana Leaders

Key Indiana School Counseling Leaders

Eleven individuals, representing all facets of school counseling in Indiana, were interviewed over a period of four weeks for the second report of the School Counseling Research Review for the Indiana Chamber of Commerce. Each was asked the same set of 12 questions (Appendix B), some related to the *High Hopes Long Odds* study of 1994 and others on school counseling needs, issues and trends today.

Participants in the study included:

Ms. Susie Bremen	Coordinator of College Counseling at North Central High School and President, Indiana Association of College Admission Counseling (IACAC)
Ms. Julie Baumgart	School Counselor and Guidance Department Chair, Western Boone Jr/Sr High School
Mr. Greg Chaffin	School Counselor, Bloomington High School North
Ms. Amanda Culhan	Program Coordinator for School Counseling, Indiana Department of Education
Dr. Tom Keller	Professor and Director of School Counseling Program, College of Education, Butler University
Ms. Lin Metzger	Executive Director, Indiana School Counselor Association (ISCA)
Dr. Carrie Wachter Morris	Associate Professor, Counseling & Development, Department of Educational Studies, Purdue University
Ms. Sue Reynolds	Executive Director, American Student Achievement Institute
Ms. Tara Seuferer	School Counselor, Caston Jr/Sr High School
Mr. Bill Stanczykiewicz	President and CEO, Indiana Youth Institute
Dr. Rex Stockton	Chancellor's Professor in the Department of Counseling and Educational Psychology at Indiana University

Interview questions and responses fell into three broad categories, which will be used to summarize participants' feedback in this report:

- **High Hopes Long Odds in 2014.** Questions related to the *High Hopes Long Odds* study – including what has changed, and what hasn't changed, since the study was released 20 years ago
- **Current Issues in School Counseling.** More specific questions about contemporary school counseling initiatives
- **Looking Ahead.** Summaries regarding the future of school counseling, the most critical challenges and suggestions on how school counseling could be more effective.

High Hopes Long Odds in 2014

When the Lilly Endowment and Indiana Youth Institute released the *High Hopes Long Odds* series of reports over a nine-month period between September 1993 and June 1994, it raised eyebrows and generated robust discussions across the state.

Among the Indiana school counseling community, report number 6, titled “Counselors: System Tenders, Gatekeepers or Youth Advocates,” was especially controversial. Sue Reynolds, with the American Student Achievement Institute, remembers the period as one of thoughtful reflection and deep conversations. In that period of the early 1990s, multiple initiatives and discussions were converging around the school counseling profession.

In 1992, The College Board book, *From Gatekeeper to Advocate: Transforming the Role of the School Counselor*, fueled rethinking of school counseling responsibilities while in the same year, Indiana began allowing those without teaching experience to be licensed as school counselors. By the time the *High Hopes Long Odds* reports concluded in June 1994, the Indiana General Assembly had

passed a sweeping K-12 career education initiative requiring school counselors to create a “career plan” for every high school student and the State Board of Education adopted the Core 40 college preparatory curriculum.

That spring the Indiana Department of Education also released its draft of a new Student Services Rule that dramatically redefined the roles and responsibilities of counselors in Indiana schools. The report was met with boos and name-calling when it was presented at the state’s spring counselor conference and there were calls for the firing of its primary author.

Changes Since *High Hopes Long Odds* Release

Because only a few of the interviewees for this report were involved in school counseling when *High Hopes Long Odds* was released participants were asked to identify what they felt had changed since the time they had entered their profession. The most significant changes identified by the group were 1) expanded school counselor responsibilities for testing, 2) increased social/personal needs of students, and 3) a growing shift to more academic and postsecondary counseling preparation in counselor education programs.

School counselor practice is definitely more focused on the academic achievement of students according to Sue Reynolds, a shift which reflects the identification of clearer school counselor roles



and responsibilities through the state's Gold Star and Redesigning School Counseling (RSC) initiatives. Tom Keller points out that since the release of *High Hopes Long Odds*, the state and national school counselor associations have created and promoted a detailed job description of a school counselor and that "principals don't have quite the power and control of what school counselors should be doing anymore."

But not all counselors agree. Tara Seuferer and Susie Bremen are experiencing much more testing responsibilities, such as administering the PSAT, proctoring Advanced Placement exams and duties related to the ISTEP. As noted in later comments, many feel administrators still lack a clear understanding of what an effective school counselor should and could do in a school. Time spent with transient students and new enrollees has also increased according to our participants. Bremen says North Central High School had new enrollees every single day of the previous school year, even on the last day of school, "so personal counseling and assisting students with career advice and high school completion advice, that's almost a luxury."

Conversely, other counselors feel they are being called to do more personal social counseling. Julie Baumgart believes the downturn in the economy over the last five years has "put a real increased need on counselors in helping connect families with resources, both economically and with the increased decline of family stability." It is not a taboo today for students to seek out a school counselor for social or emotional support says Amanda Culhan and more students seem to be asking for it than they did 15 years ago.

Bill Stanczykiewicz feels so little has changed over the last two decades that *High Hopes Long Odds* could be written today. The gaps between what parents and students want and what they receive from schools still show up in the research he gathers, especially since schools downsized during the recent recession.

The way school counselors are prepared for the profession has changed too. Lin Metzger sees an increased focus on college and postsecondary preparation looking at a broader scope of options for students other than just four-year colleges. She notes that school counselors are now required to help students with developing Graduation Plans beginning in the 6th grade. Baumgart agrees seeing a "vast increase in the number of postsecondary options" available to students. State agencies and organizations want school counselors to do more with careers says Culhan but school counselors are "just not getting the training," even though Rex Stockton notes that technology has advanced greatly to help counselors provide more career and college preparation.

Other changes noted included:

- Repeated adjustments to state graduation requirements over the last several years with high school counselors, in some years, required to know three different sets of graduation requirements for students in grades 9-12
- A greater understanding of and more work on eliminating non-program related tasks of school counselors

- The loss of elementary school counselors which Baumgart says results in more high school students “lacking some of the basic skills of motivation and engagement” because they are not provided with counseling services in the earlier grades.

What Has Not Changed

Though we did not directly ask what had not changed in school counseling over the last several years, several interviewees thought it was important to include.

“Whenever a school doesn’t know what to do with a project, it goes to the counselor. I don’t think [administrators or teachers] understand the role of the school counselor, they just don’t understand what they do.”

- Susie Bremen

Almost every respondent mentioned that student to counselor ratios have remained high or have increased, resulting in increased workloads for counselors.

Julie Baumgart says Indiana’s average student to counselor ratio is still the seventh highest in the nation, a level that has not changed since 1994. Susie Bremen finds that all of the school counselors in her school are especially overloaded with administrative duties, giving them less time to work with students one on one, “Whenever a school doesn’t know what to do with a project, it goes to the counselor. I don’t think [administrators or teachers] understand the role of the school counselor; they just don’t understand what they do.”

Meeting the Needs of Students and Parents

One of the most controversial conclusions of the *High Hopes Long Odds* study was the contention that school counselors were failing to provide the academic and career guidance that students and parents wanted, partly because of role confusion and “mixed signals” between counselors and administrators.

Almost all of our interviewees agreed this was still true today. Bill Stanczykiewicz noted that when the study said counselors aren’t meeting these needs it is not because school counselors are lazy but because they are overwhelmed. Lin Metzger concurs, feeling school counselors are “still overwhelmed with duties and testing and secretarial type things” even though they want to spend more time with students and parents. “Most school counselors don’t choose what to emphasize,” noted Amanda Culhan, “they do what they can with what they have.”

Meeting the needs of students is difficult enough without including the tasks of working with parents. Though Culhan notes that “parents are our clients too” she often had parents when she was a middle school counselor who relied on her for their own emotional support while other, so-called “helicopter parents,” often had unrealistic expectations.

Baumgart believes part of the problem comes down to expectations “I think parents and students continue to expect more and I think culturally less is happening at home. I have parents wanting individual help with the FAFSA but few [of us] can provide one-on-one help. It has become even more difficult with the ratios and how they’ve gotten.”

Two primary reasons were given for why this conclusion of the *High Hopes Long Odds* study is still a factor today:

1. **Time and Ratios:** A lack of time attributed to a wide array of school counselor responsibilities and high student to counselor ratios
2. **Expectations Disconnect:** A disconnect between the expectations of school building administrators and school counselors

1. Time and Ratios:

Excessively high student to counselor ratios, mentioned earlier, make it difficult to find sufficient time to meet with individual students says Culhan “Part of a school counselor’s job is going in to talk at the classroom level but when you really need to help individual students, it takes time...and that’s just not possible...with high ratios and other assigned tasks.”

Wachter Morris attributes some of the blame to the multitude of tasks that school counselors are assigned. “To some degree, our job descriptions are so broad ... that there’s bound to be something that [a school counselor] is not doing as well as they could or should. Either they don’t realize they should do it or there are different priorities.”

2. Expectations Disconnect:

The lack of a priority focus for school counselors is a product of poor communication between administrators and counselors said our interviewees. “So much depends on how well the administrators – all the way up to the superintendent...understand what school counselors should do and are trained to do,” says Carrie, “and what relationships they have with their school counselor, how clearly they communicate. And all of those are so vital.”

“To some degree, our job descriptions are so broad ... that there’s bound to be something that [a school counselor] is not doing as well as they could or should. Either they don’t realize they should do it or there are different priorities.”

- Carrie Wachter Morris

Chaffin feels strongly that school counselors could have a much stronger impact on students but “there are so many administrators that aren’t informed about what school counselors are doing overall.” While sympathetic to principals who need a professional in the school building to help with tasks at a moment’s notice, Greg says what ends up happening is counselors get “so busy putting out fires and bridging the gaps” for their administrators that they become a catchall for everything urgent.

One interviewee said that though the phrase on a job description that includes “other duties as

assigned” is never going away “it’s problematic when that usurps everything else on the list.” Several noted that school counselors may need to better educate administrators on what school counselors should be doing.

Tending Duties

High Hopes Long Odds termed many of the tasks mentioned above as “tending” duties and there was wide agreement among those interviewed that counselors are still charged with doing them. Counselors in our interview group have been called upon to complete everything from packaging ISTEP assessments to lunch and bus duty – and even such things as substitute teaching and coordinating the school mascot costume.

Many don’t mind being asked to share tasks that other teachers and administrators are expected to do as long as there is a balance. Metzger notes that many counselors reframe these situations as opportunities to interact with students in a different way.

The state’s Gold Star model considers many of the so-called tending duties “non-counseling” tasks - duties that a school counselor completes away from students and unrelated to the school counselor program. Though non-counseling tasks remain, Tom Keller believes Gold Star and the national school counseling models have reduced their prevalence. That belief is shared by Sue Reynolds, who has data from Gold Star schools that provides evidence of the reduction.

The feelings of most in the group were expressed best by Wachter Morris who states that though counselors should be called upon to be involved in the functions of a school like everyone else, tasks like checking boxes, proctoring tests and substitute teaching are a huge waste and an inefficient and ineffective use of a school counselor’s time.

Counselor Education

When asked about college and university counselor education programs, opinions were mixed. On one hand, the group believes counselor education has improved by teaching counselor graduates how to better use data to design effective school counseling programs. Reynolds mentions that counselors used to be reluctant to use data, even angry that they had to measure their own effectiveness, but that has changed for the better.

Though Lin Metzger and others see an increased emphasis on college and career readiness information, most admit that mental health theory and practice is still a large part of the counselor education program and is inversely proportional to the amount of time a school counselor actually gets to spend on counseling in a school setting. This is partly because more than half of the state’s

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- Tara Seuferer

counselor education programs align the curriculum to the national Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Most of the CACREP standards relate to mental health and counseling issues, though Keller notes that more standards related to college and postsecondary readiness have been added.

Many of the practicing school counselors we spoke with said it was an eye-opening experience realizing that what they were trained to do in college did not match the realities of a school. Bremen says it is critical that counselor education programs show beginning school counselors “the real world, that you don’t have hours to work with students, maybe just minutes, because you have so many responsibilities.” For Tara Seuferer, the transition from her college program to her first school was extremely difficult, “I have no idea how anyone from the program I graduated from could walk into a school. I had 300 kids who needed schedule changes during my first year, my first day I had no preparation for that. It is so detailed. [Yet] I had zero prep. It’s something you don’t talk about.”

Baumgart feels much the same way. Graduation requirements, scheduling, working with students with disabilities and other related duties required on-the-job training and was a “steep learning curve” for her. But she still believes counselor education programs are doing a good job of preparing school counselors. They struggle since “they cannot anticipate all of the needs because schools and districts are using school counselors in so many different ways.”

With such a broad array of responsibilities assigned to school counselors it is hard, says Carrie Wachter Morris, “to cover the specifics of all school counseling areas, even in our 60 or 120 credit hour counselor education programs. Instead of going through a laundry list of what I should be doing more of – diversity, social justice, careers, academics – all are very important, but we could fill a lifetime’s worth of courses preparing our students for every one of those things when next week the needs of that specific school could be entirely different.” She believes effective counselor education programs prepare graduates to be critical thinkers, look for trends, understand the broader context and be nimble and resourceful enough to find the answers.



It is a concept that Seuferer follows in her school where she says her main role is not to be a specialist but a resource person. “I am the reference person. I feel I’m not the Dear Abby and ‘let me answer the question’ person but instead...I am a resource for you, I’m a reference here.”

Greg Chaffin supervises a school counseling intern from Indiana University every year and feels the university is doing a better job of preparing future counselors for the

realities of the position, but notes that as graduate students learn what school counselors actually do, more are switching to other majors.

Specialization

The idea proposed by *High Hopes Long Odds* of school counselors developing areas of specialization meant different things to different people.

It is important for school counselors to study areas of passion that complement their masters in school counseling according to Chaffin, even though his area of expertise – the social/emotional piece - is “what we get to do the least of right now.” Nevertheless, he feels that his knowledge and skills in that area support everything he does, especially in helping students address and remove barriers to learning.

Discussing career or college plans with a student can sometimes evolve into emotional or personal issues and “those not prepared for both conversations will not be able to fully help that student” says Wachter Morris. But becoming too specialized, says Baumgart, could not only be a disservice to students but could spell trouble if positions are cut.

Indiana’s Student Services Rule allows school counselors to specialize in “student assistance services” to meet the social and emotional needs of students or in “academic and career services” to help students plan and prepare for careers and postsecondary transitions, but many feel that this separation of roles is not appropriate. Rex Stockton believes the distinctions in the rule have always been a mistake and that school counselors should be broadly trained to do both. Though it may sound good on paper, Lin Metzger says, you would not want to tell a student, “I can’t talk to you now because this is not my area.”

Yet, some feel that a measure of specialization can be effective. When Sue Reynolds worked at Indian Creek High School one counselor focused more on career preparation, one on social/personal issues and another on academic success, which she said worked well. Though all three were skilled in all three areas, each had more depth of knowledge in their specialty area. Amanda Culhan also feels the idea has merit.

Current Issues in School Counseling

We asked the 11 persons interviewed for this report to identify the most critical issues affecting school counseling programs and school counselors. Five issues rose to the top as the most critical.

1. **High student to counselor ratios/too few counselors/lack of time.** High numbers of students assigned to school counselors and the resulting lack of time to meet with students ranked highest among the list of critical issues.
 - a. “If I have a ratio of 700 students to one counselor, that makes it tough to know all of my students.”

- b. “Definitely, definitely time. There is not enough time to do everything. I hear school counselors talking to each other and saying “When are we supposed to counsel students?”

2. Numerous school counselor expectations/inconsistent job descriptions/non-counseling tasks.

Though much work has been done to articulate the job description and responsibilities of school counselors, counselors are still assigned many non-counseling tasks that make them feel less effective.

- a. “The consistency of what school counselors do, given their job description and job actions [is number one].”
- b. “They’re doing all of these other things, that are important, but they don’t allow them to focus on counseling.”
- c. “[One critical issue is] the lack of understanding of the role of a school counselor.”
- d. “Numbers 1 and 2 are pretty clear, understanding the school counselor role and identify and looking at the ratios. Both are so critical.”
- e. “I’m not above doing the grungy work, scheduling and all of that, it’s for my students. I don’t feel badly about it. But I do think smart administrators could hire a secretarial group and get a lot of the busy work done that truly takes up a third of my time and has nothing to do with my expertise – it’s just raw paperwork – and if they could do that...it would bring such value to my effectiveness and to students.”

3. Prevention/lack of elementary school counselors.

- a. “There is too little time spent on prevention and too much time spent on putting out fires, non-counseling tasks.”
- b. “When you think of the social/emotional development of students and how we can give them information and tools of how to mediate conflict, have healthy relationships, suicide prevention - if you can really bring to bear preventative programs – the impact has to make a difference. And yet it’s the thing school counselors do the least.”

4. Using data effectively.

- a. “It’s counselors using data to refine and guide their programs because if you do that, everything else will take care of itself.”
- b. “I do think counselors are doing a better job of keeping track of data. They are better prepared to keep track of data than they were before.”

“I’m not above doing the grungy work, scheduling and all of that, it’s for my students. I don’t feel badly about it. But I do think smart administrators could hire a secretarial group and get a lot of the busy work done that truly takes up a third of my time and has nothing to do with my expertise – if they could do that...it would bring such value to my effectiveness and to students.”

- School Counselor

5. Social/emotional/mental health needs of students.

- a. "I am seeing a lot more mental health issues...more than ever before. Very needy, needy kids. Me and the nurse are seeing this more and more. Cutters, those feeling suicidal, paranoia, sexual, physical and mental abuse. These are very prevalent and I'm spending a lot time on this."

Comprehensive School Counseling

Clarifying the structure, foundations and purpose of school counseling programs is the idea behind the comprehensive school counseling efforts that are embedded in the American School Counselor Association (ASCA) National Model and Indiana's Gold Star School Counseling model based on the state's nine school counseling program standards.

As noted in the first report, Indiana's Gold Star model has been well-implemented across the state and is well recognized and highly respected nationally. Increasing and maintaining that implementation is an ongoing challenge.

- "Comprehensive school counseling is embedded in most of the models we teach at Purdue. The ASCA national model is comprehensive school counseling so we're promoting helping all students in the academic, career and personal/social realms."
- "Comprehensive school counseling is still alive and we still have that triad (academic, career and personal/social), not surprisingly."
- "It is robust and alive and called "Gold Star School Counseling" and we lead the nation. I think it is embraced well and schools are proud to be a Gold Star School."
- "Every year we still have schools doing Gold Star. There is still lots of interest in this. We received 10 inquiries just this year. Indiana has somewhere over 175 schools that have done Gold Star...most have received the national award through ASCA."
- "I think most school counselors are trying to implement it to the extent they can within the resource that time allows them. But the scheduling piece isn't going away..."
- "Gold Star is the tent for comprehensive school counseling in the state."
(The school went through Gold Star and implemented it years ago, but with changes in administrations, the program is not currently supported.)
 "Now, comprehensive school counseling is just words, it doesn't happen. We feel what we're doing is valuable – we're busy non-stop – our practicum student today said, "Is this what you do every day?" and I said yes. We're really busy. [We once had] the goal of creating a comprehensive program, gathering data and being focused like a laser – but now I don't see the capability of that happening – I dream of that group, but that's not the reality."

Accountability

As described by those we interviewed, accountability measures – including Indiana's relatively new educator evaluation system – have been well-received and even embraced by school counselors and the school counselor associations.

The Indiana School Counselor Association (ISCA) collaborated with the Indiana Department of Education to design an evaluation rubric that could specifically be used with school counselors, yet there is little data to assess the degree to which it is being used or its effectiveness. Many schools still evaluate school counselors using a teacher rubric.

- “The ISCA rubric is there and available but it’s a local decision whether to use. And I would estimate about half are using the rubric – some with modifications.”
- “We (ISCA) did a survey not too long ago and found about 1/3 of schools are using the ISCA tool [rubric], 1/3 have created their own hybrid model and about 1/3 [of school counselors] are still being evaluated as teachers. It’s really hard for...the profession to meet their needs when there is this variation.”
- “Since the state has something in place for teachers – there is a tendency to modify that for school counselors – and it doesn’t fit. It’s such a Cinderella thing of trying to cram your foot into the wrong slipper. How can you evaluate a counselor on a student who is not turning in his homework and not passing a class? So there’s this discussion here, could you look at a percentage of students who graduated for each counselor? Not sure how to get this done. The evaluation process for SCs is far from perfect.”

“We want school counselors to be accountable for student choices. School counselors should be accountable for how well students ‘make good choices.’”

- Counselor Educator

- “Teacher evaluations include a student growth component and for teachers, it is in an area that they have direct influence over. But for school counselors, it’s different. How can they be judged on ISTEP scores? That’s why I like SLOs (Student Learning Objectives). If I were a school counselor, I would definitely want SLOs.”

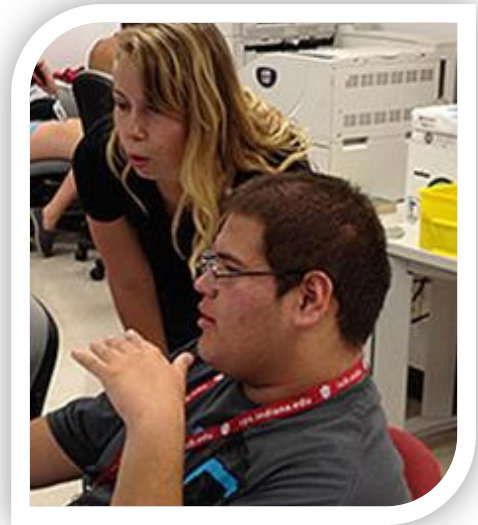
- “We want school counselors to be accountable for student choices. School counselors should be accountable for how well students ‘make good choices.’”
- “How do we help...counselors so there is minimal additional effort on their part to demonstrate their effectiveness to communities? To say ‘Here’s what I did and how students are different.’ Part of it is that so many of the things we impact, academic development especially, we’re not directly teaching those (teachers are). It’s sort of a leap to say we’re going to tie school counselor merit pay to test scores. We can certainly impact those scores but we are not directly in charge of those – so that’s why it’s important for school counselors to have multiple areas for being evaluated.”

The Time Issue

Even before *High Hopes Long Odds*, school counselors have consistently identified a lack of time to meet with students and parents as a significant issue. Though most school counselors work under a teacher contract that mandates a preparation (or prep) period, counselors say they do not have the time to utilize a prep period or take a break. Most say they eat lunch in their offices (if they take lunch at all) and work long hours including nights and weekends.

Indiana's Gold Star program details how counselors can collect and track their time use data to advocate for change.

- "I don't know how to come up with extra time...I get to school as early as possible, I leave at 4 or 4:30, sometimes up to 5 p.m. I spend little time at my desk...I feel passionate about being available to my kids, especially those needing help with scholarships, so I work from 10 to 12 at night when my kids go to bed. And this is less than I used to spend. My desk is a mess and there's so much I don't get done – I don't get a 15 minute break, don't take a lunch...I don't know how to create more time."
- "One thing that's interesting is that school counselors don't have prep periods. I'm not sure if this is widespread? It is in my teacher contract. There is time required for professional development but for two years, we were required to attend [the program for] teachers. There is so much we could have been doing if we could have had our own professional development."
- "The time issue hasn't gone away. It is a perennial problem."
- "Technology has helped. All of our students now have iPads and are able to contact their counselor at any time, and they do. I thought that it was going to create so much work but now I love it. It's great. If I need to reach a student and can't get the pass sent – I will send the student a direct email to come down if the teacher will allow it and often they do. I can also send a brief email of congratulations to kids, or reminders, etc. I do this all of the time with parents too. So timewise, that's been beneficial to me."



Several interviewees commented about making time to be available to parents in addition to students. Though supported by counselors, doing so outside of normal school hours presents challenges of parent attendance and funding for expanding the hours of teacher/counselor contracts.

- "[During the summer] parents don't understand why they can't reach their counselor. I think it adds to the misconception that 'oh counselors take off...and relax.' I think things would change a lot if it was a year-round position."
- "It would be a good idea to have flex schedules – once a week with office hours in the evening for parents – but a lot of it has to do with contracts."
- "There are an awful lot of school counselors putting in unpaid hours outside of regular time. I don't think I know of a school counselor who is unwilling to meet with families at a different time of the day but just having an open door isn't going to get families to take advantage of the school counselor."
- "I'm always available nights and days. I do check in with parents who need me. I frequently do night meetings and work hard to be available to them when they want – but I don't get a

bite. I do get occasional participation on a junior/senior night from junior/senior parents but [the last time] we opened up our financial aid computer labs in the evening I got five parents. I don't know if it's my community but I asked if I should set up a booth at the basketball game – I'm not getting it any other way."

The Big Picture

Comparing Indiana to Other States

How does Indiana compare to other states on a national scale? While only a few interviewees felt they could offer that broad perspective, those who did believed Indiana was similar yet unique to other states. Indiana school counselors face similar challenges to other states in terms of large student to counselor ratios, struggles with finding more time to work with students and the challenges of perceived increases in social/emotional needs of students.

Interviewees perceived Indiana is unique in its expansive Gold Star and Redesigning School Counseling programs and the state's role in the fast-growing evidence-based school counseling movement.

- "We're seen as a force among other states. Still, at the same time, some of the things going on in education undercut some of these successes. Like the fact that we don't support school counselors in elementary schools – which is a huge disservice – because so much of what we're trying to push, especially career and educational advancement, starts to get cemented in the early elementary grades."
- "I think we are miles ahead. And what I would reference as proof of this is that the [ASCA national model was largely built on what was started in Indiana.]"
- "I think it's fascinating we have, by far, more RAMP (Recognized ASCA Model Program) schools than any other state – we have so many great initiatives – but yet, the rug continues to be pulled out from under us."
- "Indiana fares somewhere in the middle. Some states say 'we don't need counselors' but are now springing back to 'we really need school counselors' which is a realization of our importance – and some states are not very good at all – with higher ratios than Indiana and no elementary counselors. So Indiana is somewhere in the middle."
- "Ratiowise – Indiana is not good. [We're ranked] 44th in the states of lowest to highest student to counselor ratios. The Centers for Disease Control report Indiana ranks third in the nation for number of instances of bullying. I'm thinking we're needing either more counselors or more trained in this area. One thing we find at ASCA (American School Counselor Association) is that Indiana is in the forefront with Gold Star and advisory groups operating in schools. We're doing a much better job than other states – look at RAMP award winners."
- "We're 44th in the nation in terms of [student to counselor] ratios and yet school counselors are giving everything they have to help students. But on the flip side I say, 'Wow, if we had this and if we had that would our kids be over and above what other states have?' Good things happen with what we have – if we could just magnify that."

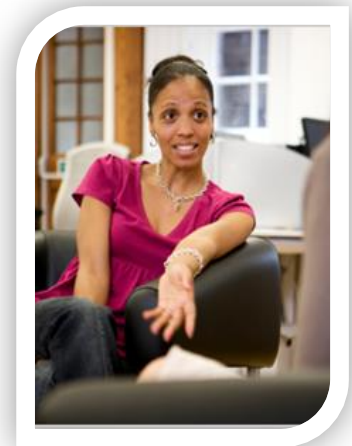
- “I still think because we have a high number of CACREP programs that it is a real plus – because there are certain standards that are being met. When I came to Butler in 1997, Purdue was the only other CACREP-accredited schools. So that’s a good trend.”

The Future of School Counseling

We wondered what our school counseling representatives would say when asked what changes they saw for school counseling in the future, both in Indiana and across the nation. What they offered was a mixture of sentiments.

Some are optimistic that school counseling is headed in the right direction, pointing to a greater awareness of the need for school counselors and their valuable contributions. Others predict the future holds much of the same with ever-tighter budgets and cutbacks. Opinions were also split about educational leadership on the state level and what this bodes for the future.

- “Public awareness is increasing for the need of school counselors for addressing date rape, bullying, etc. But the issues are increasing too and with that I see an increased need for school counselors, and this is nationwide. It’s partially an awareness piece – legislators are more aware, parents are more aware – and that’s showing there is a need to help our students be the best they can be.”
- “Where it’s headed in Indiana is real rosy. There is an interest in school counselors in being accountable and focused on looking at data to best determine student needs. I also think there’s a real interest in policy-makers and policy-influencers – an emerging understanding in those two groups – about the influence of school counselors on academic achievement and postsecondary success. Just the fact that the Indiana Chamber is asking these questions is positive. It’s more in the minds of policy leaders. I have a good feeling about it.”
- “School counselors will have to be more accountable for what they do. It’s not just behind closed doors. School counselor evaluations were a great step in that direction – it’s hard to create one instrument that fits all – but I think it has been really positively received. Even with modifications, I think it’s still a good model.”
- “We still have the socialization process – it’s never ending – a recurring cycle, and now we have a much larger population of kids who are coming from other countries. Different cultures and perhaps religions and all of that has to be in the mix. It’s going to be more challenging because of this mix. And Indianapolis is not immune from that. It will be even more so in major urban areas.”
- “With all of the shootings, I would like to think we would see an increase in student assistance programs in schools – but it doesn’t seem to happen. I don’t think I see ratios changing in the next few years.”



- “In general, I don’t think it looks good. I’m still seeing positions being eliminated. I see things either being frozen or shrinking. We used to have one more school counselor and when they left we weren’t able to fill that position.”
- “I remain hopeful that with the attention Governor Pence and Superintendent Ritz are giving CTE...even with the state Chamber putting their weight behind this, I see a lot of momentum headed in the right direction.”
- “In Indiana, it’s really hard – especially with the complex nature of what’s going on at the Statehouse. There are so many issues and so much turnover (at the state level), and folks are still trying to figure out, the best ways to work together. What is going to be our agenda is still being figured out which makes it really difficult not just for school counselors but for the education community in general.”
- “When I was ISCA president and past president we met with the Governor [at the time] who said, ‘I don’t know why we need school counselors.’ He said his parents were his counselors and that’s how it should be. That statement was like a train hitting my head. Just because his experience was one way, how he could not see the perspective for others? People with higher economic status just don’t understand the needs, big needs, of those without parents.”
- “If we have intelligent people at top levels – I think we have great hope in the state. I’m not a pessimist by nature but I have yet to see it.”
- “Many still want to use the business model for schools but it just doesn’t work. When I make a blueberry pie and can pick the best berries – that’s one thing – but schools serve every student, no matter their needs.”

How Can School Counseling Be More Effective

We concluded our questions to the 10 interviewees by asking them to list what would make school counseling more effective. Here are their suggestions:

- **More elementary school counselors.** “If [we] have good, solid school counseling at the elementary level, then some of the later issues (attendance, etc) could be reduced.”
- **Tighten the licensing requirements for school counselors.** “The standards that the state has for getting your license in school counseling are far below the standards that they should be. The new state test for school counselors that will be required is so basic that it’s just a joke and just a money-maker for a testing company.”
- **Train principals about what school counselors do.** “We need to train principals better. Principals need to understand how effective school counselors can be. School counselors want to change and make a difference but feel constrained.”
- **Expand what’s working.** “I think we have what we need right now – it’s really a matter of expanding its use. Helping people understand the good that can occur when school counselors have the time to do school counseling.”
- **Rethink student to counselor ratios.** “It would be nice to see at least one school counselor in every school be a mandate but I don’t see that happening. In an ideal world we would meet the ratio of 1-250.”

- **Provide broader career, college and postsecondary education information.** “It would be nice to have the funding for school districts to help school counselors get the professional development and training and time they need to talk about the alternatives. Not everyone is set for college – some kids are more ready than others.”
- **Ensure counselor education programs prepare graduates for the realities of school counseling.** “I don’t feel my school counseling program provided me with an education to prepare me for what the heck I was getting into.”

Part 3: Views from Indiana School Counselors

Surveying Indiana School Counselors

The first two reports in this series took a wide angle perspective of school counseling, providing context about what school counselors are expected to do under state laws and rules and within the guidelines established by state and national school counselor organizations, and also listening to the voices of key school counseling leaders in Indiana.

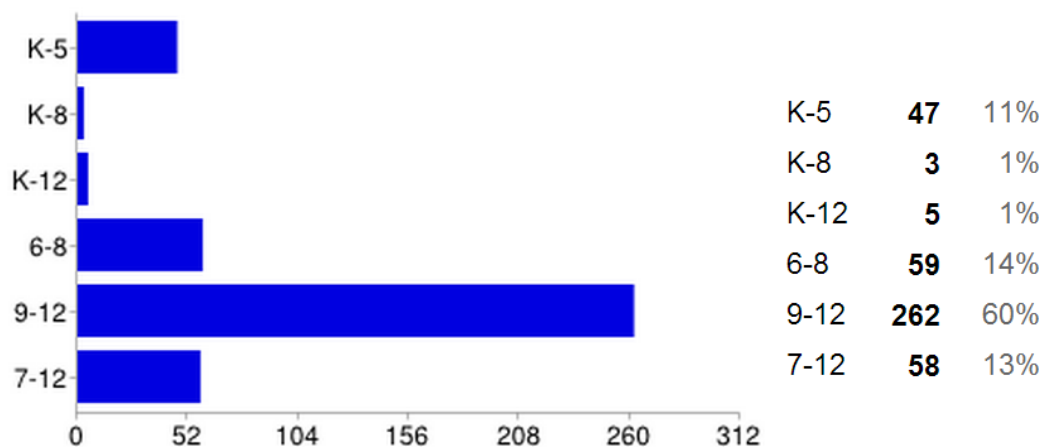
In this report we hear more – a lot more – from Indiana school counselors. The results from several state-specific surveys have been grouped into the following categories:

1. Results from two 2013 Indiana School Counseling surveys, one conducted just for this report
2. Trend data of counselor ratios, time-usage and perceptions from past surveys
3. Counselor responses to the question, “How could school counseling be more effective?”

It is hoped that the wealth of information, presented in this manner, helps in the formulation of possible policies, initiatives or discussions for supporting increased effectiveness of Indiana school counseling.

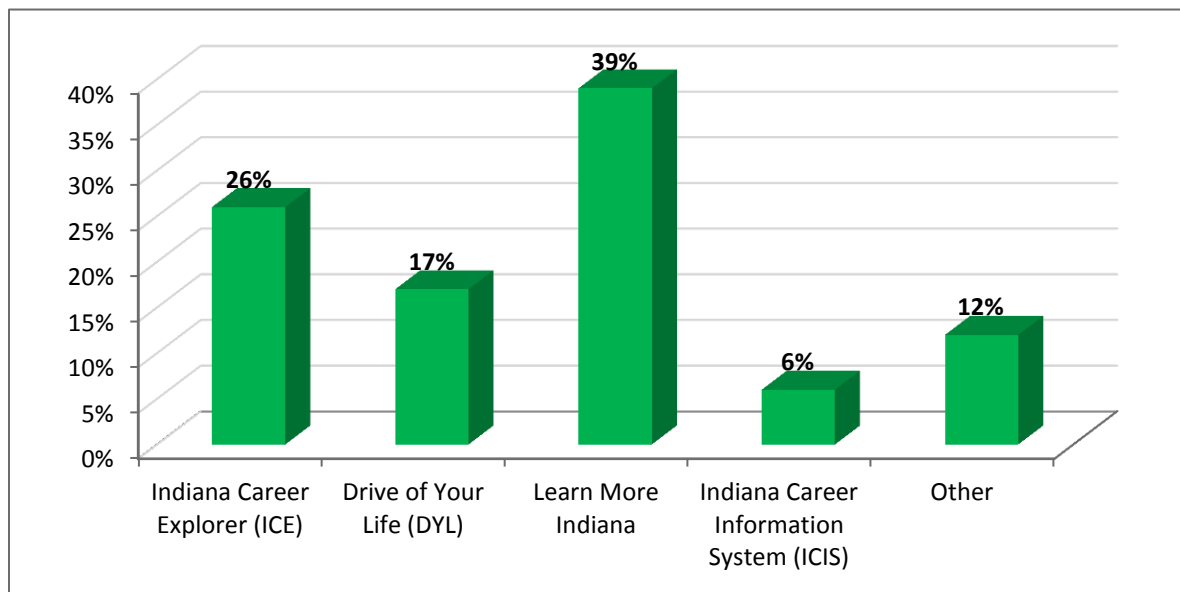
2013 Indiana School Counseling Survey Results

More than 425 Indiana school counselors completed a 10-question survey (Appendix A) in December 2013 for this study. A majority (74.9%) of the respondents work with students in grades 9-12.



Career Guidance Resources

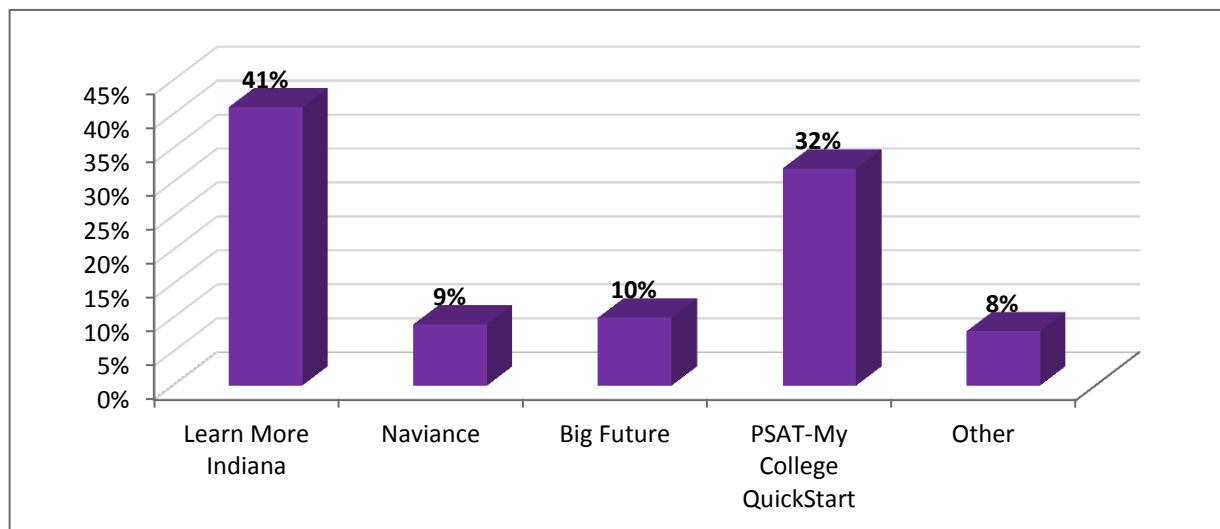
When asked about four Indiana-specific career resources, respondents said they used the career resources available through Learn More Indiana most frequently.



A longer and much more detailed list of the many career guidance resources used by those surveyed may be found in Appendix B. While Indiana career resources were listed most frequently as those school counselors use, several career information systems – especially Naviance and Career Cruising – also received repeated mentions.

College Guidance Resources

A large number of college guidance resources were listed as being used in Indiana secondary schools especially the resources from Learn More Indiana (College Go Week and Know How to Go resources listed most frequently) and the College Board's My College Quickstart.

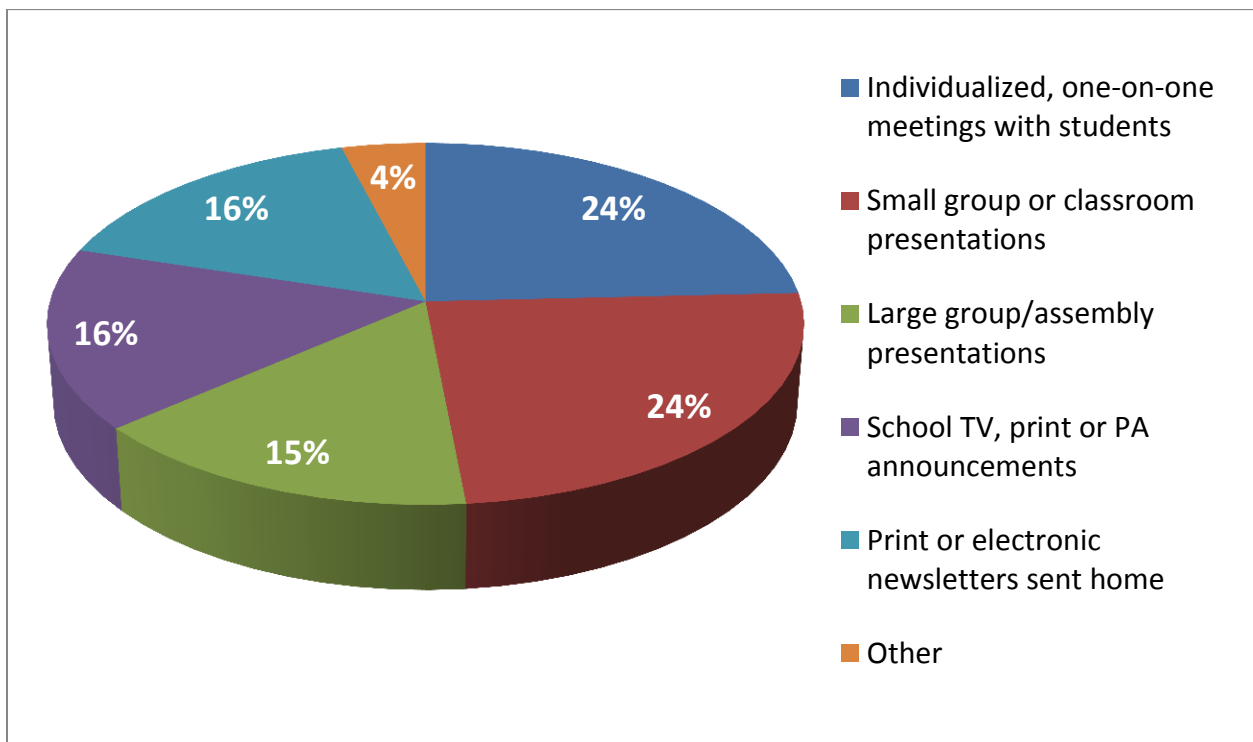


The Quickstart online resources are free to Hoosier 10th graders who complete the PSAT. This tool provides detailed, student-specific information including SAT preparation suggestions, a personality assessment and insight on how the student might fare in an Advanced Placement (AP) course.

Other frequently mentioned college guidance resources used by Indiana school counselors (Appendix C) include other web sites and books published by the College Board, college-specific web sites and resources from ACT.

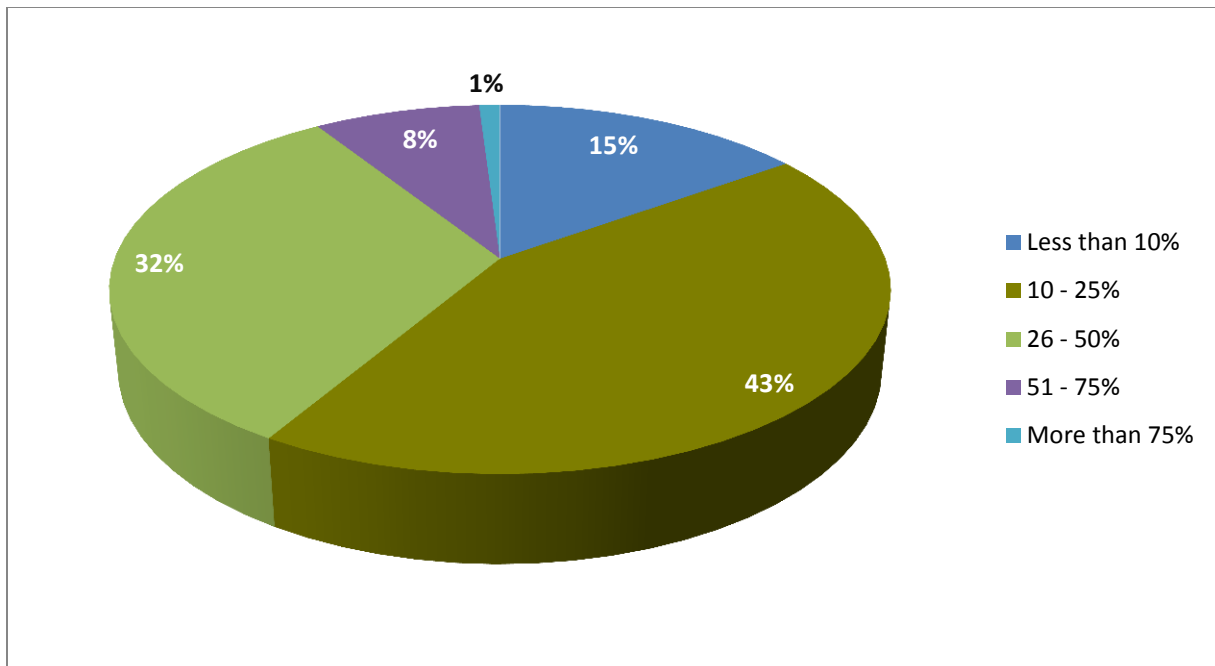
Reaching Students with College and Career Readiness Information

Counselors report using multiple methods of reaching students with college and career readiness information including meeting one-on-one with students, small and large group presentations (many in the classroom) and utilizing various print and electronic messaging methods.



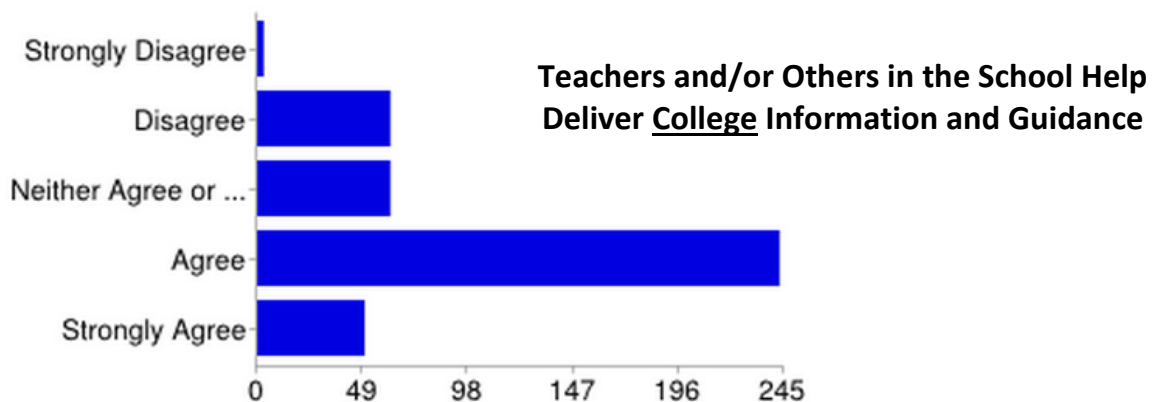
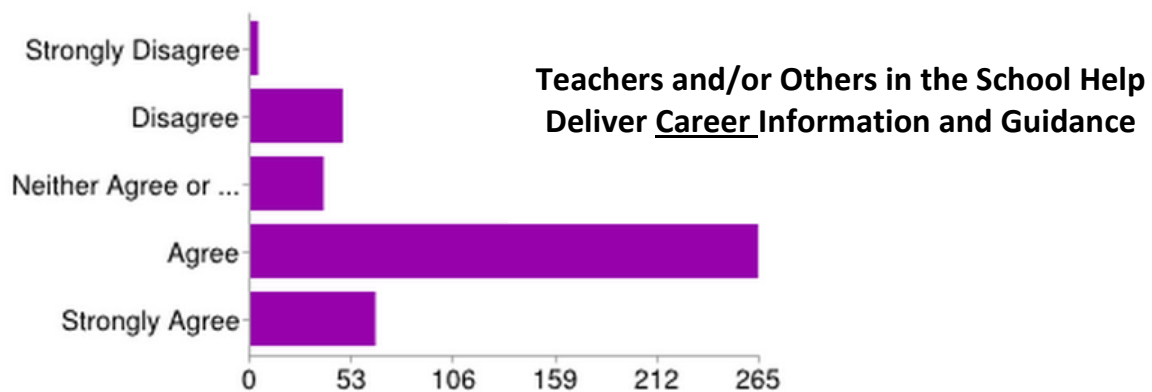
Time Spent on College and Career Readiness

In a typical school year, 43% of school counselors reported spending between 10% and 25% of their time on college and career readiness activities with another third saying they spend between 26% and 50%. This corresponds to the time usage information on “guidance activities” discussed later in this report.

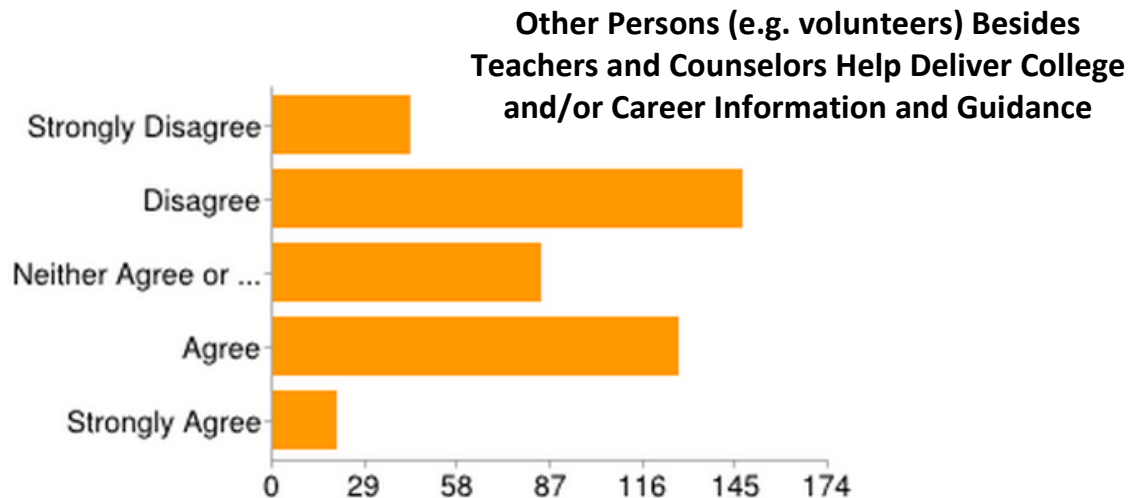


Who Delivers College and Career Readiness

A mixture of school counselors and others in the school building, as well as volunteers from the community, help in delivering career and college information to students.

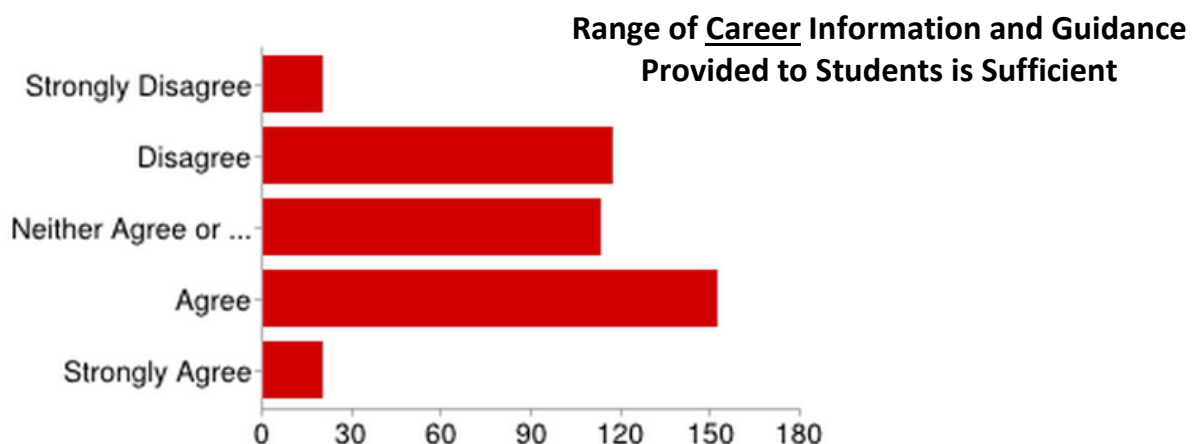


The percentages change slightly when respondents were asked if “other persons” – such as volunteers – besides teachers and counselors help deliver college and/or career readiness information to students. More disagree or strongly disagree that this is the case.

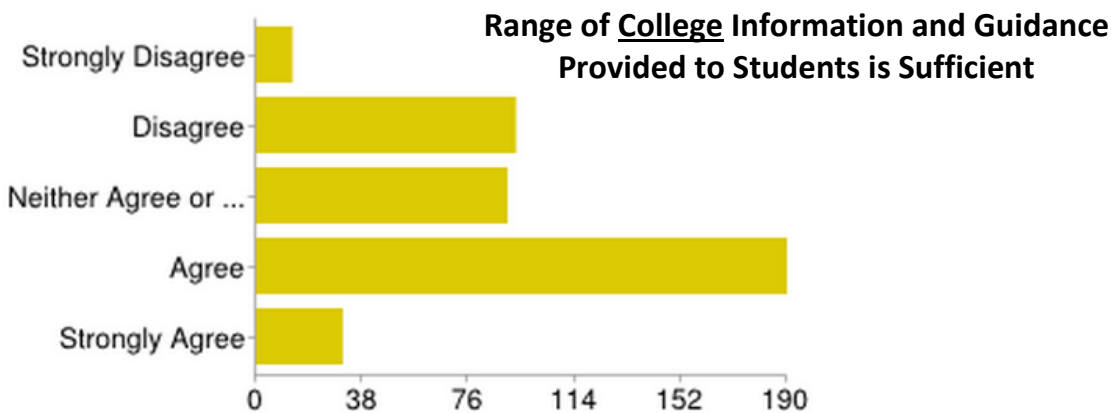


Secondary school counselors were mixed when asked if the range of career information and guidance services provided to students was sufficient. Almost a third (28%) disagreed with the statement, another third (27%) were neutral and just over a third (36%) agreed with the statement.

Though the question was not worded in a way to answer why sentiments were so mixed, it can be speculated that part of the reason is that counselors desire to spend more time providing career information and resources to students.

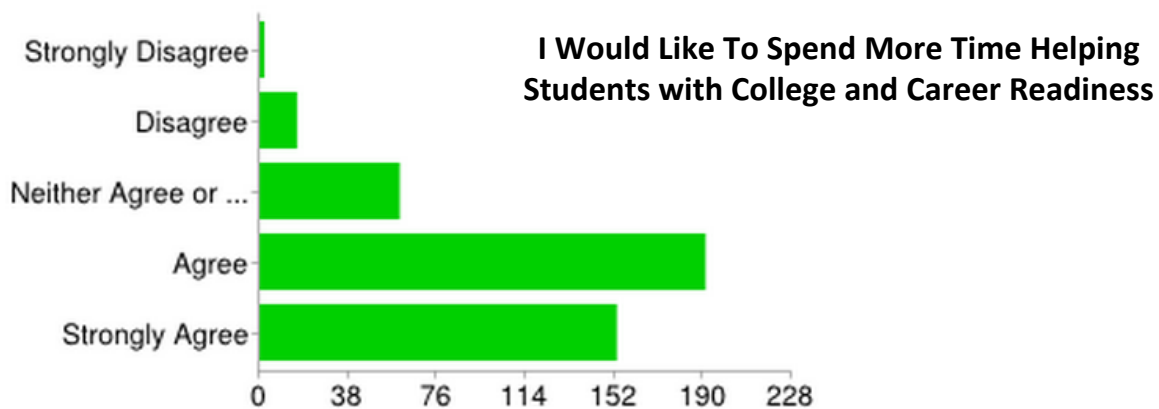


Counselor respondents were more confident in agreeing to the question regarding the sufficiency of the range of college information and guidance provided to students.



Though this survey did not ask Indiana secondary school counselors to specify the career and college readiness activities, information or guidance currently being provided to high school students in the state, the long lists of college and career readiness resources listed in Appendix B and C indicate that much is being done. The actual breadth and depth of delivery of college and career readiness in Indiana is unclear.

What is clear from the survey is that a wide majority of school counselors (81%) agree or strongly agree that they would like to spend more time helping students with college and career readiness.

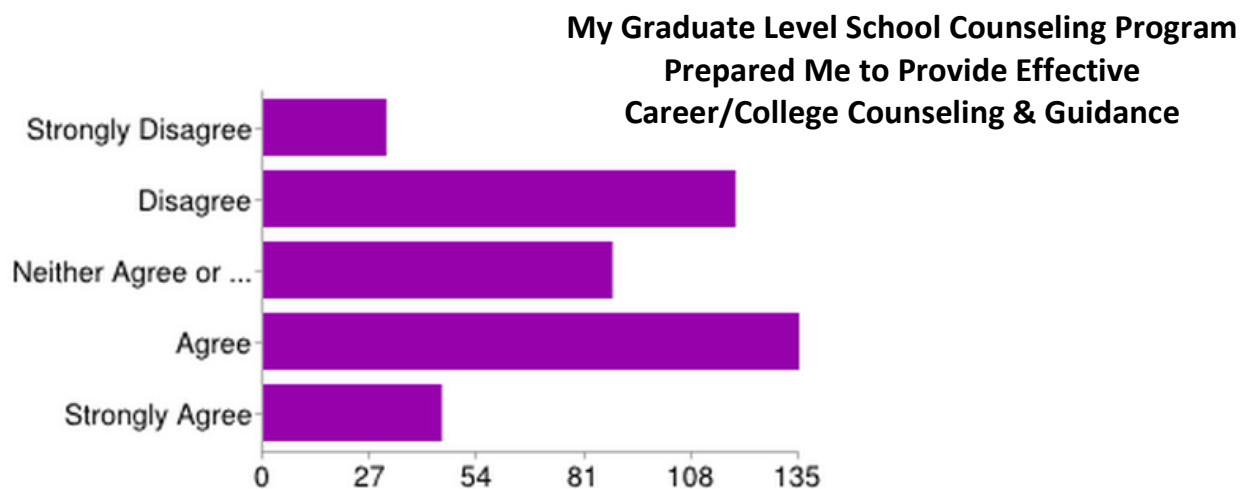


Strongly Disagree	2	0%
Disagree	16	4%
Neither Agree or Disagree	60	14%
Agree	191	45%
Strongly Agree	153	36%

Counselor Preparation Programs

Perhaps the largest disagreement among the school counselors surveyed pertained to the degree to which their master's level school counseling program prepared them to provide effective career and college counseling.

An almost equal number of respondents agreed—as did disagree (from 28% to 32%)—to being prepared for helping students with college and career readiness, with 20-21% staying neutral.



Trend Data

For a number of years, the Indiana Department of Education has conducted a survey of the state's school counselors using many of the same questions each year. The data these surveys provide shed light on how the school counseling profession is and is not changing over time.

Student to Counselor Ratios

Unlike some of the other data collected over the years, the collection of student to counselor ratios has **not** been consistent. Two points to note:

1. The majority of Indiana K-12 student to counselor ratios – examined between 2007 and 2013 – fall between 200:1 and 600:1.
2. Two 2013 school counselor surveys – one done for this report and the other by the Indiana Department of Education (IDOE) – show fairly consistent student to counselor ratio for Indiana high schools:

**2013 Indiana High School Student
to Counselor Ratio (from IDOE survey) = 357:1**

**2013 Indiana High School Student
to Counselor Ratio (from Chamber CCR survey) = 355:1**

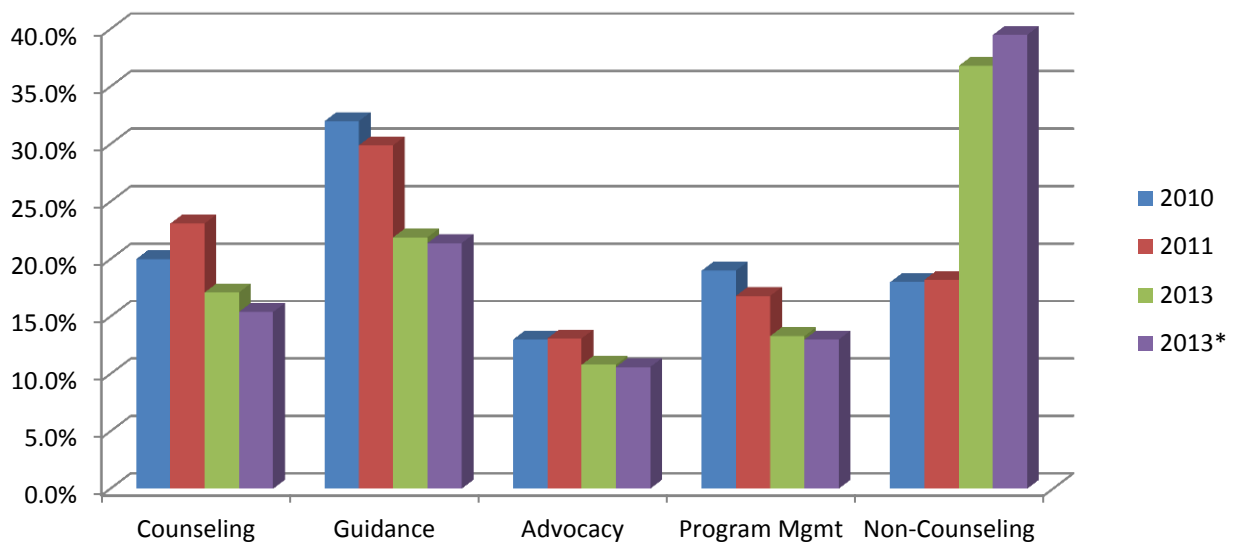
Counselor Time Usage

Three years of data provide a sampling of how school counselors divide their time within five categories identified by Indiana's Gold Star School Counseling Model:

Counseling	Activities that help students overcome social and/or personal problems that interfere with learning. Includes crisis counseling, student assistance teams, individual and group counseling, etc.
Guidance	Activities that help all students with academic, career and personal-social decisions and development. Includes classroom guidance lessons, study skills, graduation plans, career and college preparation, etc.
Advocacy	Activities that help create a school environment that supports high achievement for all students. Includes opening up AP to all students, looking at achievement gaps, working on school improvement teams, etc.
Program Management	Activities "behind the scenes" that directly support the school counseling and guidance program. Includes professional development, meeting with parents, letters of recommendation, counselor newsletters, etc.
Non-Counseling	Activities unrelated to counseling, guidance, advocacy or counseling program management. Includes test proctoring, putting stickers on transcripts and other activities that could be completed by a non-certified person.

The graph on the top of the next page shows the percentage of time K-12 Indiana school counselors estimate they spent in each of the five categories listed above. The percentages for non-counseling activities jump significantly between 2011 and 2013. Note that the green bar indicates K-12 data for 2013 while the purple-colored bar contains responses only from high school counselors for 2013 and shows an even higher percentage of time on non-counseling tasks.

The increase in non-counseling duties corresponds to a sharp decrease in the percentage of time spent on guidance activities (including college and career readiness).



	2010	2011	2013	2013*
Counseling	20.0%	23.1%	17.1%	15.4%
Guidance	32.0%	29.9%	21.9%	21.4%
Advocacy	13.0%	13.1%	10.8%	10.6%
Program Mgmt	19.0%	16.8%	13.3%	13.0%
Non-Counseling	18.0%	18.2%	36.8%	39.5%

Appendix D provides a list of the non-counseling duties identified by Indiana school counselors as reported to the Indiana School Counselor Association. Additional references to non-counseling tasks – some quite pointed – can also be found in Appendix E.

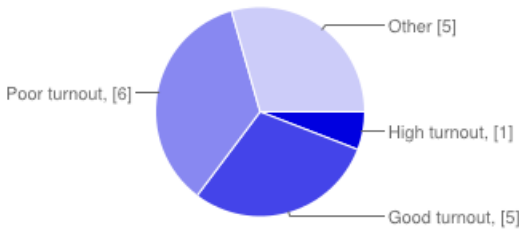
Time Available for Meeting with Parents

When asked about time available for parents to meet with school counselors after school, during the evening or in the summer months the responses were mixed. Most respondents stated they will stay to meet with parents after school on a case by case or “as needed” basis but regular evening hours were not scheduled or compensated. Many counselors begin their days at 7:00 or 7:30 a.m. but will stay late into the afternoon if a parent requests a meeting.

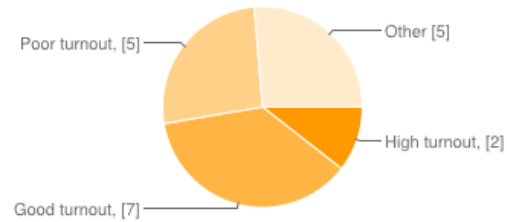
The variation was greater for summer hours. Many school counselors have extended contracts that start several days before the regular school year begins and pays them to stay several days after a school year ends and many counseling offices are open at some point during the summer months. Turnout during summer was mixed with half saying the turnout was good or high and the other half saying it was poor.

Limited funding was listed as the main restriction to offering more hours to parents. A typical response was, “We would love to offer both [summer and evening hours] if time and money allowed.” See Appendix G for more detailed responses.

Parent Turnout for Evening Meetings



Parent Turnout for Summer Meetings



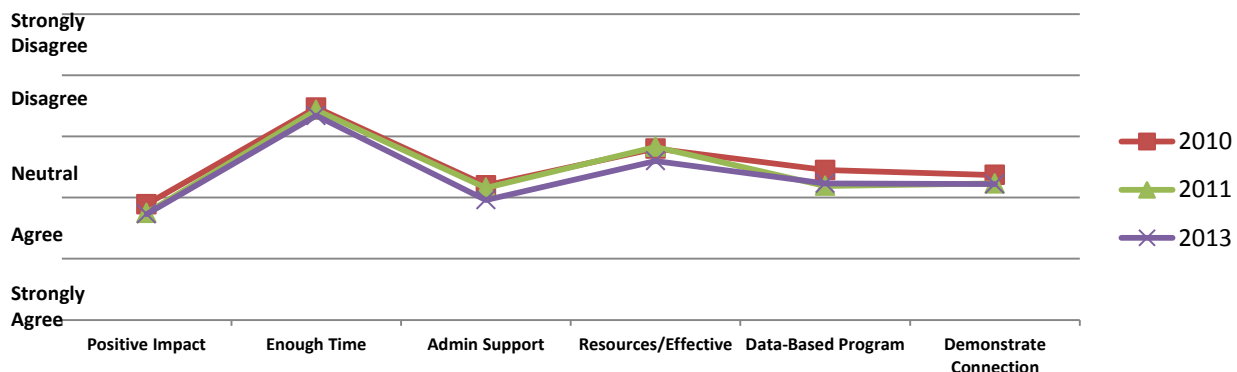
Counselor Perceptions

Also since 2010, school counselors have been asked to rate how they perceive their impact on a scale of 1 (strongly agree) to 5 (strongly disagree) based on these six statements:

- I feel I positively impact student achievement
- I have enough time to meet with the students for whom I am responsible
- My administration understands and supports my role as a school counselor
- My school counseling program has the resources and support it needs to be effective
- I develop my school counseling program based on student data
- I can demonstrate the connection between my school counseling program and student achievement

The line graph below shows that these perceptions have changed little over the last four years. Indiana school counselors agreed or strongly agreed (a score of 1 or 2) with the majority of the six statements listed above.

Disagreement was higher (a score of 3.34) for the statement “I have enough time to meet with students for whom I am responsible” and neutral (a score of 2.83) for “My school counseling program has the resources and support it needs to be effective.”



More Effective School Counseling

The adage, “be careful what you wish for, because you might get it” applies to this third section of the report. In both of the 2013 school counselor surveys – one conducted by the Indiana Department of Education and the other for this study – participants were asked to provide their thoughts on the question, “How could school counseling be more effective?”

The volume of responses collected in Appendices E and F demonstrate that school counselors were not shy about providing answers. The vast majority of responses centered around four issues:

- More time
- Lower student to counselor ratios
- More counselors or others for support
- Fewer non-counseling or “secretarial” responsibilities

Though these responses are not surprising (they have shown up in both of the previous reports) you can feel the passion, frustration and deep desire for circumstances to change in the actual words of school counselors.

A Summary of Highest Priority Issues

20 years after the release of Indiana’s *High Hopes Long Odds* study there is a glimmer of hope regarding school counseling in the state and a long list of persistent challenges.

High Hopes

One of the brightest spots on the Indiana school counseling landscape is the Gold Star School Counseling Program which continues to expand across the state. The program, based on Indiana’s nine School Counseling Program Standards, provides a consistent and comprehensive process for schools to examine, organize and redesign their school counseling efforts based on student goals and outcomes.

The program has been deemed by the American School Counselor Association (ASCA) as sufficiently rigorous to qualify Gold Star schools for the national honor of Recognized ASCA Model Program (RAMP) status. Indiana has the highest number of national RAMP school counseling programs in the country.

Long Odds

Much of what *High Hopes Long Odds* identified as troubling about school counseling in 1994 has not, unfortunately, changed. The following list summarizes some of the highest priority challenges from this research review:

1. Clarity of School Counselor Roles and Responsibilities

- A clear understanding of what school counselors should and could be doing is not consistent among administrators and even among some school counselors

- School counselors are called upon to do a wide variety of tasks, many which are not related to counseling, because they are often the most readily available
- Responsibilities and priorities vary widely resulting in “everything being a crisis”

2. High Student to Counselor Ratios

- Indiana has the 7th highest student to counselor ratio in the country

3. Time Limitations

- High student to counselor caseloads leave counselors with limited time to work individually with students
- Budget constraints limit the ability of schools to hire additional counselors

4. Non-Counseling Duties

- Counselors appear to be increasingly called upon to complete tasks that do not require a graduate degree and reduce their time with students

5. Counselor Effectiveness

- Issues #1 through #4 may in part be tied to the fact that linkages are not clear or inconsistent between what school counselors do and how they affect student learning, performance and college and career readiness



6. Preparation and Training

- School counselors feel they were not sufficiently trained in:
 - College/postsecondary counseling
 - Practical career counseling
 - Preparation for realities of the day to day work of beginning SCs

Research on School Counseling

Before making specific recommendations, it is important to review what the research says about these challenges. Research on school counseling is relatively new when compared to other fields of education yet some of the more recent studies do provide some insights for possible solutions.

Student to Counselor Ratios. High caseloads were blamed as the reason a third of the 600 students surveyed in a 2010 Public Agenda Report for the Bill and Melinda Gates Foundation titled

"Can I Get a Little Advice Here?" gave their high school counselor the lowest rating of "poor" for helping them decide what postsecondary college to attend. When asked to describe their experiences with school counselors in high school, 47 percent of the young respondents felt their counselor tried to get to know them and work personally with them but an equal percentage said they often felt like "just another face in the crowd."

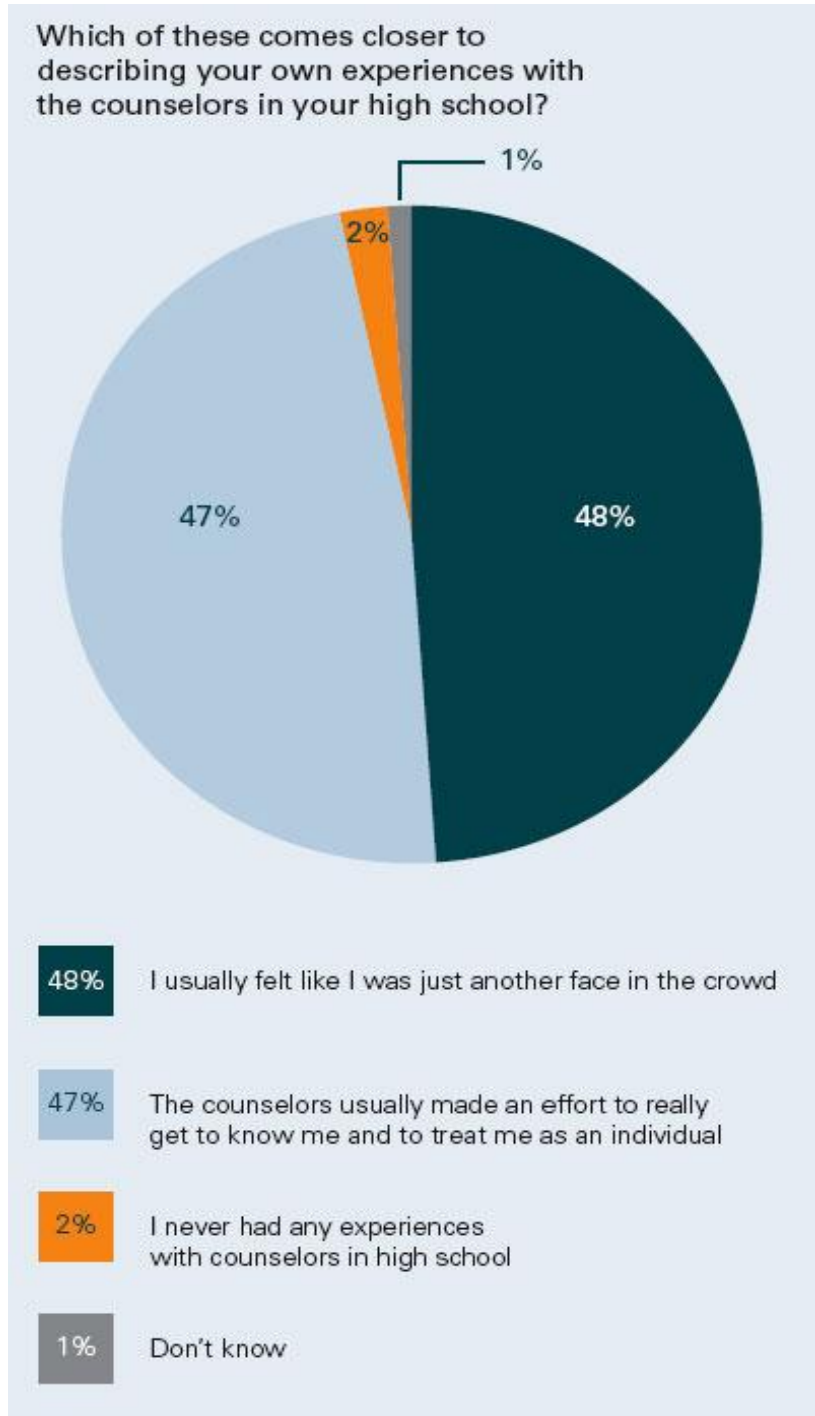
The other finding of that report was that students who received what the report called "perfunctory counseling" were more likely to delay college.

Indiana student data from the annual Learn More Indiana Student Survey provides a broad picture of college and career readiness in the state.

A large percentage of seniors from the 2012 survey claimed they were unsure if they had created a graduation (for high school) or a postsecondary education plan.

On the positive side, a large majority (73%) reported meeting with their school counselor in the past year to discuss future plans.

A much smaller percentage had completed an online career survey or work-based learning experience. A summary of the Learn More survey results can be found on the next page.



Source: "Can I Get a Little Advice Here?", page 6

Learn More Student Survey – 2012 Spring – 12th Grade Only

Did you create or update a Graduation Plan this year?

Yes	27% (1415/5256)
No	33% (1756/5256)
Not Sure	40% (2085/5256)

Do you have an up-to-date written postsecondary education plan?

Yes	27% (1403/5238)
No	44% (2284/5238)
Not Sure	30% (1551/5238)

Do you have an up-to-date written four-year course plan?

Yes	25% (1304/5228)
No	54% (2816/5228)
Not Sure	21% (1108/5228)

Did you discuss your future plans with your school counselor this year?

Yes	73% (3774/5191)
No	27% (1417/5191)

Did you take a written or online career interest inventory this year?

Yes	20% (1019/5225)
No	62% (3216/5225)
Not Sure	19% (990/5225)

Did you participate in job shadowing or an internship this year?

Yes	26% (1358/5231)
No	70% (3638/5231)
Not Sure	4% (235/5231)

Can you describe the level of education that is required for the jobs that interest you?

Yes	75% (3460/4605)
No	13% (582/4605)
Not Sure	12% (563/4605)

A Time magazine report from December 2013 points to escalating student to counselor ratios and increasing budget cuts, which force counselors to take on more duties unrelated to counseling, as the culprits for an “overtaxed system” that is “getting worse.”

In a 2008 study of 255 Indiana schools by Sue Whiston of Indiana University and Carrie Wachter Morris of Purdue University the average caseload of a school counselor was found to be a significant predictor of high school student dropout rates. Even ISTEP scores were found to be correlated to student to counselor ratios. Indiana schools with the top third of ISTEP scorers in the state had an average student to counselor ratio of 350 students compared to the higher average of 379 students per counselor ratio for the lowest performing schools.

A February 2013 College Board Research Brief found that each additional high school counselor at a school spurs four-year college enrollment by 10%. The increase is speculated to be a result of “greater time for counselors to work with more students” and “proactively targeting students who might not otherwise have thought about college.”

Several states have tried to tackle the rising student to counselor ratios by mandating certain limits. In 2013, Idaho joined a handful of states that set mandates on the number of students per counselor, with a requirement that schools employ one counselor for every 325 students.

Non-Counseling Duties. 2013 legislation in North Carolina addressed the concern that counselors were spending too much time on non-counseling and testing duties. The state passed a law directing counselors to “spend 80 percent of their time in the delivery of student support services via a comprehensive school counseling program. The remaining 20 percent of their time shall be spent in program management of the comprehensive school counseling program and in collaboration with school staff and stakeholders to support school improvement goals.”

In a letter to superintendents, the state education department specified that coordination of standardized testing would not to be a part of a school counselor’s duties because “test coordination...has historically been the most common non-counseling duty taking school counselors away from delivering comprehensive school counseling services to students.”

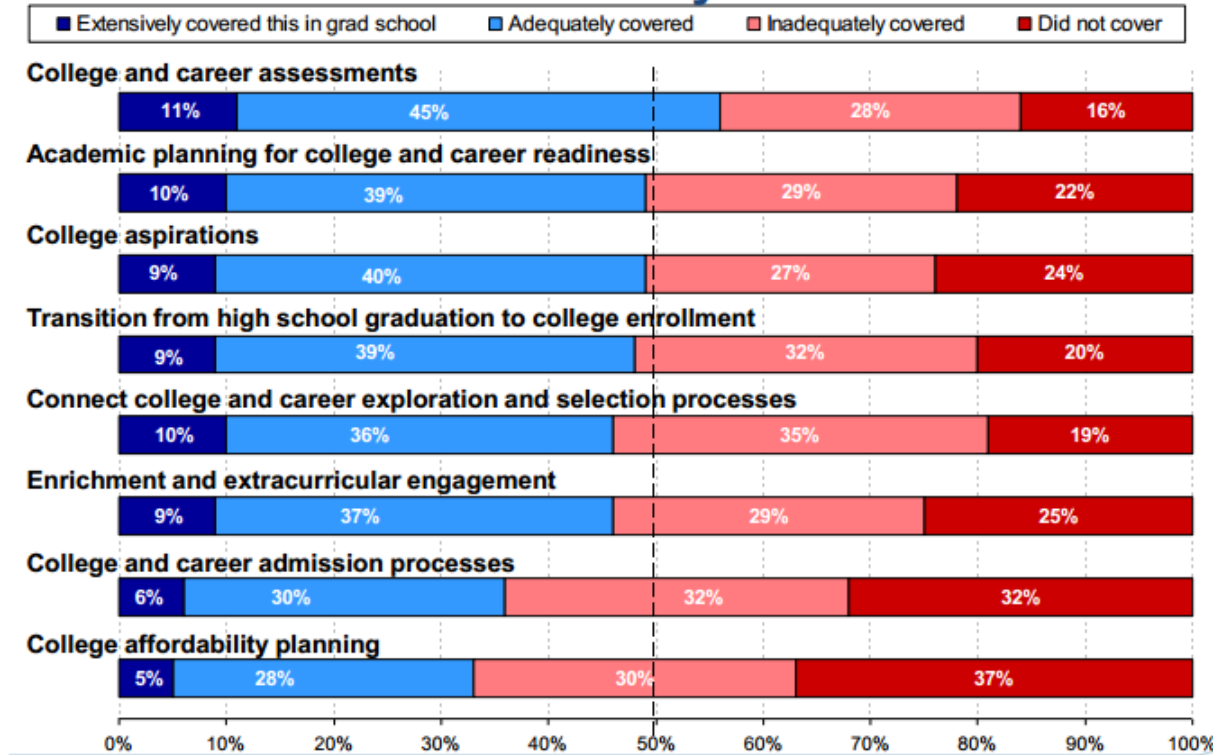
In a 2010 New York Times online report titled, “A Plea for More School Counselors” the author states “If school counselors were used in more effective ways—and if there were more school counselors to help our students—then our graduation rates and college-going rates would improve.”

Preparation and Training. School counselors themselves contend that the college and career readiness education they received in their graduate level counselor education programs could have been much stronger.

Among the 2,800 school counselors surveyed by The College Board for its 2012 National School Counselor Survey, 64% felt their graduate school training on college and career admission processes was inadequate or nonexistent. More than half responded that they needed more

training on connecting college and career exploration to the selection process. The 2011 survey generated similar results with 28% of counselors stating their training did not prepare them well for their job.

Graduate Schools Not Making College and Career Readiness a Priority



Appendix A

Sources

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Appendix B
Indiana Chamber of Commerce Foundation
School Counselor Research Study – Interview Questions

1. What changes have you seen in school counseling in the last 10-20 years, since the release of *High Hope Long Odds*?
2. The 1994 HHLO study said, *“Many high school counselors aren’t providing the academic and career guidance that Hoosier teenagers need...they are assigned too many tasks and receive mixed signals from their building principals about the priority of each task – faced with a myriad of duties – some of which they may be overqualified or underqualified to perform – counselors allocate their time and attention as they and their supervisors believe. Though – the services they choose to emphasize are often not those that students and parents say they want or need.”* Is this still true today?
3. The HHLO study says school counselors are responsible for many “tending” duties – to keep schools functioning – is that still true?
4. Among the author’s thoughts in the HHLO study was a question whether counselor education programs in college and universities should be enhanced to emphasize services that “more fully meet the needs of families” including courses in labor-market economics, educational counseling, etc. What do you think of this idea?
5. The author also questioned whether specialization by counselors within high schools was a feasible solution such as counselors earning dual degrees in counseling and another area such as “labor market counseling” or higher education. What are your thoughts about this suggestion?
6. How do you feel Indiana compares with other states in terms of school counseling?
7. Are there any special school counseling initiatives underway in Indiana that we should be aware of?
8. What is the status of:
 - a. Comprehensive school counseling?
 - b. School counselor and program accountability?
9. What initiatives are in place or being proposed to address counselor time issues?
10. What would you say are the top three critical school counseling issues?
11. Where is school counseling headed in the next few years in general and in Indiana?
12. What issues need to be addressed for school counseling to be more effective?

Appendix C

Indiana School Counselor CCR Survey

1. Which of the following best fits the grade levels of students with which you work? Choose the closest fit or one in which you spend the majority of your time.

- K-5
- K-8
- K-12
- 6-8
- 9-12
- 7-12

2. What is your approximate counselor to student ratio? Use your best estimate. Please express as 1:300 (for example)

3. Please list any resources you use for career guidance (select all that apply):

Indiana Career Explorer (ICE)
Drive of Your Life (DYL)
Learn More Indiana
Indiana Career Information System (ICIS)

4. Please list any other career-related resources, software or web sites your school uses.

5. Please list any resources you use for college guidance (select all that apply):

- Learn More Indiana
- Naviance
- Big Future
- PSAT-My College QuickStart

6. Please list any other college-related resources, software or web sites your school uses.

7. How do you reach students with college and career readiness information?

- Individualized, one-on-one meetings with students
- Small group or classroom presentations
- Large group/assembly presentations
- School TV, print or PA announcements
- Print or electronic newsletters sent home

8. In a typical school year, approximately what percentage of time do you spend on college and career readiness activities? For example, helping students prepare for college, explore career interests, etc.

- Less than 10%
- 10-25%
- 26-50%
- 51-75%
- More than 75%

9. Use the Likert Scale below to indicate the degree to which you agree/disagree with the following statements:

	1-Strongly Disagree	2-Disagree	3-Neither Agree or Disagree	4-Agree	5-Strongly Agree
Teachers and/or others in the school help deliver career information and guidance.					
Teachers and/or others in the school help deliver college information and guidance					
Other persons (e.g. volunteers) besides teachers and counselors help deliver college and/or career readiness information to our students					
The range of career information and guidance our school provides students is sufficient.					
The range of college information and guidance our school provides students is sufficient.					
I would like to spend more time helping my students with college and career readiness.					
My graduate level school counseling program prepared me to provide effective career counseling and guidance.					
My graduate level school counseling program prepared me to provide effective college counseling and guidance.					

10. Last question! What would help you most to be more effective with the college and career readiness of your students?

Thank you! If you would like to receive (confidentially) the results of this survey, please leave your email address below. NOTE: Your email address will NOT be shared, sold or made public.

Appendix D

Career Resources, Materials & Web Sites Used by Indiana Schools

Indiana Resources

- (12) Learn More - <http://www.learnmoreindiana.org>
 - Know How to Go
 - Learn More Indiana College Cost Estimator (on site programming)
 - Learn More Indiana magazine
 - Next Indiana
- (9) Indiana Career Explorer
 - We'd like to use ICE, but I don't think I was ever successful in getting our school set up.
- (6) Indiana Youth Institute
 - (2) Drive of Your Life
 - (4) Trip to College - <http://www.triptocollege.org>
- (4) Hoosier Hot 50 Jobs web site
- Indiana Career Information System - ICIS
- (2) bsu.edu/quest or www.bsu.edu/careers/quest
- (2) Indiana Union Construction Apprenticeships - <http://www.unionapprenticeships.com>
- (2) Indiana Student Achievement Institute - INSAI
- (2) *Preparation for College and Careers* – Indiana high school course
- (2) Work One
- (2) www.lakenetnwi.net/member/nwibuildingtrades
- College Success Coalition community initiatives
- Counselortalk listserv daily
- <http://www.indianacollegechoices.org/>
- CHE Core Transfer Library - <http://www.transferin.net>
- Indiana Secondary Market – ISM
- Indiana Career Connect
- IndianaSkills.com
- Indiana Department of Education Student Services resources on IDOE website
- IDOE Career Pathways - <http://www.doe.in.gov/achievement/career-education/indiana-college-career-pathways>
- Inspire.IN gov
- Miami County Economic Development
- Kokomo Area Career Center
- Miami County College Fair
- Vincennes University
- Presentations to grades 10 and 11 about post-secondary/career by Ivy Tech
- BizTown

Counselor Created

- (4) Reality Store
 - I am planning for the Reality Store
 - BPW (Business and Professional Women)'s Reality Store
- Self-created quizzes and worksheets

- Students complete career folders each year K-6. This is a running record of careers they learn about, what they want to be when they grow up, school activities, community activities, hobbies and awards. Students in grades 3-6 rate themselves on strengths and weaknesses in relationship to school subjects and work habits such as being on time, problem solving, attendance, cooperation...
- Take our 8th grade to our High School Career Center to see the programs offered there.
- Varies by grade level
- 6th grade tours of our high school C4 program

Career Information Systems

- (31) Naviance
 - Naviance "Do What You Are"
 - Naviance and our own created 4 year plan document
- (14) Career Cruising
 - Career Cruising - LOVE IT!! Much more user friendly than ICE. Unfortunately our school will be dropping the contract because the state funds ICE instead. :-{
 - Career Cruising is NOT the way to go. We have not been told, but it is easy to deduce, that we are Beta piloting. Maybe in 5 years it will be ok but not now. Discussion of using Naviance.
 - Much better than ICE
 - We used to use Career Cruising, which was FANTASTIC. However, our grant expired and we have had to start using ICE, which I hate and it isn't very user-friendly for the students.
- (6) Paws in Jobland
- (4) COIN
 - Clue
 - Career Library
- (2) Navigation 101
 - Had used Navigation101 until last year.
- CHOICES
- COPS

Government-Related Resources

- (12) Occupational Outlook Handbook
 - I have them do their career research using the Occupational Outlook Handbook
 - Young Person's OOH
- (8) Armed Services Vocational Aptitude Battery – ASVAB - with interpretation
- (5) Bureau of Labor Statistics - <http://www.bls.gov/oco/> and <http://www.bls.gov/k12>
 - I use the Bureau of Labor Statistics web site for kids.
- (2) March to success
- FAFSA
- Today's Military - <http://www.todaysmilitary.com>

Material Resources

- Books and others. This is my first year at the elementary level so I am learning
- Books, elementary school counseling blogs for resources
- Both of us in the guidance department are new this year, so we are still determining what was used previously as well as what resources and software we will put in place!
- Mostly I use books for read-alouds and then touch on the career area in that way. We also have Junior Achievement

ACT/College Board

- (36) College Board
 - College Match
 - PSAT - My College Quickstart
 - Big Future
 - Accuplacer
- (8) ACT
 - Explore and PLAN

Interest Inventories/Personality Assessments

- (13) Career Interest and Values inventories (paper)
 - (3) Holland paper and pencil assessment
 - Campbell Interest Skills Survey
 - (2) Strong Interest Inventory
 - (2) Myers Briggs Type Indicator at cost of \$45 to students
 - Harrington O'Shea
 - Learning Style Inventory - paper/pencil

General

- (3) Virginia Career View - <http://www.vaview.vt.edu/>
- (2) Career One Stop - www.careeronestop.org/Salariesbenefits/Sal_default.aspx
- (2) Petersons - www.petersons.com
- (2) MyMajors.com
- Cappex.com
- Next Step University
- Zinch.com
- Princeton Review
- mappingyourfuture.org/MiddleHighSchool/
- Education Planner
- Free web sites such as KhanAcademy.org
- College 101
- Planstudent.org
- Career Ed
- SAE
- CareerZone Pennsylvania
- Career Internships
- FEA
- More Career Fun
- Me and My Job
- Cadet Teaching
- Dual Credit Opportunities
- Career Day
- Careers on Wheels
- Individual Career Plan
- Job shadowing
- DreamCatchers curriculum

- Know Yourself by Mary Ella Rutschman
- JOB-O in 8th grade
- Local professionals
- Junior Achievement
- Me and My Job
- bestjobsusa.com
- Overview of Colleges, Vocational Schools and Careers
- Mapping Your Future
- Campus Career Center Worldwide
- Referrals to career specialists for individual testing/
- College Match
- Skyward
- You Tube career videos
- Olweus Bullying Prevention
- Kuder Galaxy
- Tiger Woods curriculum
- PowerSchool
- Docufide
- whatcanidowiththismajor.com/major/
- Google
- College visitations to school
- College and University mailings
- Project Lead the Way
- Reality Check
- The Career Game
- www.bestjobsusa.com
- www.educationplanner.org
- www.MyMajors.com
- www.collegesofdistinction.com
- www.collegeview.com
- ASC Army Mill/Web/Career Development
- College career life net/top
- The Black Collegian online
- Apprenticeship programs
- careerkey.org
- careersandcolleges.com
- <http://education.yahoo.com/>
- Career Critters

(4) None or “none at this time”

Appendix E

College Resources, Materials & Web Sites Used by Indiana Schools

College Board/ACT

- (19) College Board
 - (2) College Board Book of Majors and College Handbook
 - (2) College Board Counselor Set (Books)
 - College Board's College Search
 - (2) College Match
 - SAT materials
- (9) ACT
- FAFSA

Indiana Resources

- (20) College web sites
- (8) Trip to College.org
- (8) Learning More Indiana
 - (4) College Go Week
 - (2) Know How 2 Go
- Indiana Youth Institute
 - Links from Indiana Career Explorer, Drive of Your Life
- (5) Naviance
 - We are currently trying to negotiate with Naviance
 - We are looking at purchasing Naviance
 - We just purchased Naviance so I will have more info at later date, but it will help streamline our CCR program
 - Getting ready for 1:1 next year and investigating Naviance
- (4) Indiana Career Explorer
- (4) Indiana College Cost Estimator
- (3) National Center for College Costs
- (2) 21st Century Scholars
- Indiana Career Information System
- Guide to College and Career Success
- Greater Lafayette Area College Fair
- www.laplaza-indy.org
- College Success Coalition community initiatives
- Center for College Costs
- IDOE and Commission for Higher Education (return on investment report)
- College Goal Sunday
- ISM College Planning
- College and Career Pathways material
- WorkOne
- Independent Colleges of Indiana magazine

General Comments

- Field trips to college campuses

- (3) Visits to schools from College Admission Representatives
- Primarily reference several Indiana college web sites to provide a broad overview of the GPA and class rank as well as diploma expectations.
- We suggest students use their (Purdue's) counseling center as it serves high school students.
- See above under career resources, most of them are the same.
- State Issued College Go Week resources
- Our college advisers utilize many resources, but they are not counselors, so I don't know the detail of what they use.
- Materials provided by colleges and universities
- We post a scholarship bulletin monthly on our website
- A little of PSAT Quick start. We are tweeting info as it comes in from a variety of sources
- Adding a college and career center in our school
- We invite admissions counselors in as much as possible
- We have a listing of several college search engines we share with students beyond Career Cruising. In addition, we have college fairs and college night at [our school]. We have one counselor specifically associated with post-secondary support for students. We have college pamphlets and informational booklets in our office. We also encourage students to visit specific web sites of their favorite colleges.
- Video promos from colleges
- Have colleges come and visit
- College mentors
- Guidebooks include:
 - Princeton Review's Best Colleges
 - College Board's Book of Majors
 - Colleges That Change Lives
 - The College Finder (Antonoff)
 - Fiske Guide to the Colleges
 - (2) Rugg's Recommendation
 - Best Colleges for B Students

Web Sites

- (2) www.careercruising.com
- CollegeXpress
- (2) College Options survey
- COIN
- whatcanidowiththismajor.com/major/
- (3) FinAid.com
- No Excuses University
- College lesson
- College Handbook
- (2) College Week Live
- (2) Monster.com
- Careerbuilder.com
- (4) Fastweb
- ONET
- https://studentaid2.ed.gov/getmoney/scholarship/scholarship_search_select.asp?13817/
- www.scholarships.com

- www.khanacademy.org/
- www.4tests.com/
- (4) Career Cruising
- Method Test Prep, Princeton Review
- College Majors 101
- (2) College Navigator
- Parchment
- Peterson's Student Edge
- www.firstinthefamily.org
- www.college.gov
- www.number2.com
- www.ncaaclearinghouse.net
- FAFSA - www.fafsa.ed.gov
- careeronestop.org
- Parchment
- Princeton Review
- College Navigator
- College Confidential
- (2) Cappex
- Zinch
- Number2.com
- My Majors
- College Week Live
- Next Steps University
- <http://www.bls.gov/oco/>
- www.lakenetnwi.net/member/nwibuildingtrades
- <http://www.collegeboard.com/>
- <http://education.yahoo.com/>
- <http://www.indianacollegechoices.org/>
- <http://www.transferin.net>
- (2) ASVAB
- <http://www.learnmoreindiana.org>
- <http://www.unionapprenticeships.com>
- www.petersons.com
- www.MyMajors.com
- www.collegesofdistinction.com
- www.collegeview.com
- <http://www.doe.in.gov/achievement/career-education/indiana-college-career-pathways>
- www.youcango.collegeboard.org

Appendix F

Non-Counseling Duties

(collected by the Indiana School Counselor Association)

- Bus Duty/Car Rider Duty
- Hallway Supervision
- Locker Room Supervision
- Recess Duty
- Lunch Duty/Breakfast Duty
- SSD Coordinator (Services for Students with Disabilities)
- Corporation-wide Test Administration/Coordination (High Ability, Las Links, NWEA, ISTEP, AP, PSAT, WorkKeys, Compass, ECAs, NAEP, Acuity, Explore, ASVAB,
- Test Packing
- Scheduling/Master Scheduling (academic advising is very much a counselor role, but many other elements of the scheduling process are not)
- Coordinating someone to wear the mascot costume
- Supplies for needy students (school supplies, coats, food, etc)
- RTI – Response to Instruction or Response to Intervention
- Special Ed Referrals
- Substitute in classroom
- Substitute Nurse
- Answer phones in office if secretary is busy/at lunch
- SUCCESS Group (daily math group)
- Tier 2 Interventions in Language Arts (tutoring)
- Acting principal (when principal is out of building)
- Awards (perfect attendance, honor roll)
- Public Agency Rep at case conferences
- 504 Plan Coordinator
- GEI Plan Coordinator (meetings, paperwork, etc)
- ELL Coordinator
- M-Team Coordinator
- Discipline Referrals
- Tracking teacher professional development
- Teacher licensure/LVIS
- State Reporting
- Managing Title IIA Funds
- Fundraising Activities
- Attendance (parent contacts, documentation, truancy)
- Club Supervision
- Background checks on volunteers
- ISS Supervisor
- Intervention Pullout programs
- Drug Testing
- Tutoring Coordination
- Changing School Sign/Marquee
- Reading Incentives
- Bulletin Boards
- Data Entry (test scores)
- Progress monitoring for reading
- Online credit recovery
- Reading groups
- Discipline hearings

Appendix G

Evening and Summer Hours Survey

1. If your school keeps the school counseling office open late in the day or into the evening, how often is this offered and at what times?

Do Not Offer

- We do not
- None except for parent nights
- We don't have extended evening hours
- No, we do not. However, if a parent works 8-5 (which a majority of them do) and they want to meet after work, than I accommodate their needs. So a 5:30 meeting with a parent isn't all that uncommon.
- We do not do this; only on a case by case situation when a parent requests we stay late.
- Never offered early or late. Individual counselors may schedule something within that time frame.
- We do not do this. Corporation claims they do not have money to do this
- We are not open late
- We don't do this currently but I would be interested in the responses
- We do not keep the School Counseling Office open into the evening

Some Later Hours Offered

- Office hours 7:30am-4pm. I do some 7pm meeting for scheduling or 21st century scholars, good turnout for the scheduling meetings.
- Only once a year at parent teacher conferences
- [During] scheduling for the upcoming year...probably six evenings total
- Daily until 4 pm and as needed later than that
- Nothing that is publicized; however I do evening programs for parents and students approximately 5 times throughout the year.
- Director of Guidance is here until 4:30 -5 most days. Also meet parents if need be by appointment in the evening.
- Counselors are available in the evenings during our parent/teacher conferences
- We often stay late during scheduling and other events for parents that work. We try and close up by 8:00.
- Our school counseling office accommodates students and parents on an individual request for meeting after school, evenings, and before school. Our counseling staff official hours are 7:00 AM to 4:00 PM (school hours 7:55 AM to 3:00 PM). However, I put in an average of 55+ hours per week.
- I remain in the office 45 minutes after the school day. I offer two-hour college prep classroom guidance on twelve different occasions throughout the year. This is compensated for from a grant.

- We do not have set times outside the regular school day, but to accommodate those parents who may work different shifts, have transportation problems, childcare difficulties, etc., I'll meet with them at another agreed upon time.
- During scheduling we will make evening appointments, usually not past 6 pm and by appointment only.
- We only do this on a day in Feb when we have parents come in to fill out the FAFSA from 11-7pm. Last year was our first year and we had around 50 parents I think. We are hoping for more this year.
- We are available until about 5:00 pm every day

2. What is your parent turnout like for late afternoon or evening times?

High turnout, typically busy	1	6%
Good turnout, it is worth the time	5	29%
Poor turnout, few parents show up	6	35%
Other	5	29%

Additional Comments

- In regards to after-school events put on by school counselors, turnout is poor
- Individuals have appointments and honor those appointments
- Since this is done on a parent to parent basis, any time I can meet with the parent is well worth the time.

3. If your school offers opportunities for parents/students to meet with the counselor during the summer, how often is this offered and at what times (e.g. 8 to noon)?

Do Not Offer

- We do not
- None offered
- Never offered

Summer Hours or Extended School Year Hours

- We have one to three counselors working during the summer, standard contract hours-- 7:40 to 3:20. They're available to support students attending summer school and also take care of enrolling new students for the fall and schedule adjustments for the first semester.
- We come in three weeks before the beginning of start of the school year for regular business hours.
- Counselors work 20 more days than teachers. We work these days during the summer. Ten of the days must occur before the beginning of the school year. The other ten days are spread out during the summer. Normal school hours 7:30-3:30.

- I work 5 days after school is out and 10 days before, other than that I am only available via email that I check once a week or so.
- I'm on an extended contract and I can be quite flexible with my work schedule, so I accommodate parents if they need to meet throughout the month of June, but not July as I do take that time off for myself.
- They can sign up the week after school is out and the week before during regular school hours.
- We have 10 days and can spread them out after school ends through the beginning of the next school year.
- I am in my office two weeks before school year begins and two weeks after school ends (normal school hours).
- We have three scheduled days (9-1) for students/parents to come meet with counselors. Also the Director of Guidance is on extended contract so ends two weeks after and starts two weeks prior to teacher contracts.
- As the director, I'm in the office most days during summer school (June). I have many students (current and past) who stop by and need transcripts, want to change a schedule, or enroll. Early in the summer, it's usually transferring athletes who want to enroll so they can participate in summer practices. At the end of summer, I usually see the recent grads who need an 8th semester transcript for their college or university.
- Counselors are available on a rotating basis every Wednesday 8-2 during the month of July (we start back the first week in August). This gives times for parents/students who are new to the area to come in and schedule as well as gives an opportunity for schedule changes to be completed before school begins.
- We are here almost all of June and a few weeks before school starts in August. We work regular hours 7:30-4:30. A few late nights.
- I come in at least once a week in the summer to handle any phone calls and items that need to be addressed.
- The counselor has an extended schedule of seven weeks in the summer. Parents and students are welcome to call or drop in for any concerns. New students are enrolled and schedules determined. One week is allocated to schedule changes before school begins in the fall.
- I have 9 extra contract days that I split between before school starts and after it lets out, I usually work full days.
- Our office is open during summer school hours from 7:30-12:30. It's open for parents to come in.
- We do not have set summer counseling hours, but if I am made aware of special cases, it gets worked out. Being on a balanced calendar, we register students in July for the coming year. I am there those days which include irregular hours to again, accommodate parents on different schedules.
- We don't offer official summer hours but on occasion have to meet with a student at a parent or administrators request. Then I would meet at the parent's convenience.
- Appointments can be set up all summer long for parents.

- Our counseling office is open all summer. We are given about 55 days of additional pay and we staff the office all summer with those days. We primarily do enrollments, but also work on class placements for students related to the latest ISTEP testing that comes in early summer. We also deal with summer school failures and cleaning up the schedule for the fall.

4. What is your turnout for summer hours?

High turnout, typically busy	2	11%
Good turnout, it is worth the time	7	37%
Poor turnout, few parents/students show up	5	26%
Other	5	26%

5. Additional comments about evening or summer hours?

- Would love to offer both if time and money allowed
- Having the office staffed during the summer seems to serve students and their families well and helps make the opening of school in August less hectic.
- If a parent need to come in at a time that is not during "regular business hours" we just accommodate.
- We don't work the extra days just to be open for parents or students. We are busy working on the master schedule, getting out ECA scores, etc. Parents & students know we're here sporadically throughout the summer. Sometimes we have a lot show up. Sometimes we don't. We definitely see more parents & students the two weeks before school starts.
- Not worth the time unless I am going to get paid double time
- I personally think if a parent wants to connect with the counselor to help their child they will. I reach out to parents daily, so the communication line is open.
- Is this something that should be offered?
- Unfortunately sometimes in order to meet the needs of parents schedules, evening/summer hours are a must!
- I would like to have more regular opportunities for parents and students to see us during the evening, but it's hard to schedule that with our staff. There is also a safety issue if we're the only staff person in the building.
- It has been important for our registrar to be available to work with the counselors or to at least prep enrollment [of new students] for the counselors (e.g. put the students in the system, send for records, etc). We offer comp time for the counselors and the registrar rather than salary.
- Our contract hours, that we are paid, are 8:05-3:35... yeh, right! :)
- Our counseling department goes beyond its duty to help the students, parents, and administrators before school, after school, and during the summer.

- I am usually disappointed in my parent turnout for evening programs such as Senior College Night, Junior College Night, FAFSA information night, and File Your FAFSA Night. I promote it via the guidance web, all calls home (2x), a parent letter, school announcements, and classroom promotion by myself and the teachers. Parent turnout is still low.
- We are considering evening hours, but are so short staffed that we're not sure how to make it work (we have 2.5 counselors for 1100 students and only a part-time secretary). Last year our principal would have liked more presence from counselors in July, prior to our registration. I disagree, since parents have the entire month of June to see us, but we're working on those details soon.
- Last summer I worked 18 days over my contract and worked at least an hour or two a day beyond what I am contracted [and paid] to work. I work administrative hours on a teachers pay. Am I bitter...yeah, a little.

Appendix H

2013 Indiana Chamber CCR Survey question:

“What would help you most to be more effective with the college and career readiness of your students?”

- Conferences
- More time!
 - Time.
 - More time for one-on-one time with students and parents
 - More time and more sites that students can navigate on their own at home
 - More time to help students; only way to solve this would be a smaller student load
 - At the elementary level, this is not a priority because of a lack of time. If I had more time, I would hit this area harder!!
- More time to devote to it
- Less students!
- Better ratios would provide me more time to work with students!
- More time
- More time with students
- Smaller case load
- More time!
- MORE TIME! I would love to spend at least once a week with all my students talking about college and careers. I would love to have the opportunity to teach my own class but with all the requirements for students to complete high school there are just not enough hours in the day!
- Smaller case load so I could spend more time with each student
- Smaller case load
- The best thing would be to have fewer students assigned to me. I currently have 161 seniors and 193 juniors which is overwhelming to try to be effective with all of them. I always feel I am neglecting someone or some group.
- Less students!
- More time!!
- Fewer students
- Give me more time! Take away administrative tasks and quit making constant changes to policies such as diploma requirements, Quantitative Reasoning, Dual Credit CTLs/PCLs/Approved Course Lists, Career Pathways, Approved Course Titles, etc. It takes a lot of time and effort to keep up with all of these changes plus implement them and explain to students, parents, and colleagues. **How can I maintain or improve the amount of time I spend with all students on career and college readiness when I'm going to have to schedule and hold meetings for every kid who fails to meet ECA or PSAT benchmarks?!**
- More time
- Lower counselor/student ratio
- It's absolutely impossible to do much with a case load of 500 kids
- Time
- Time - a program that is already set & all I have to do is deliver it
- I need to be able to spend more time with them on this topic. I travel between two buildings and do not have the time to work on careers/college readiness as much as I would like.
- More time (another counselor!) to allow more individual work with students on their ability, interests and goal-setting.

- Less students for which I am responsible
- More time with the students but with all the standards the teachers need to cover, testing, & reading block, I cannot get in the classrooms as often.
- Smaller caseload, more time and resources to prepare programming for my students!! I am not allowed to pull my students from "instructional time" to do some of the rewarding and helpful things that I could do with them. I am forced to use time outside of school which leaves me with not reaching all of my students.
- Time
- Time :)
- Time!
- Time! I would like more time to spend with students, to develop more programs.
- Time
- Personally, I need more time. I am a half time counselor in an alternative high school and all of my students have barriers to postsecondary education. Easy, ready to use materials and lots of outside help are essential for me to meet the college/career readiness needs of my students.
- Lower case load of students
- More time to focus on these activities. Much time is devoted to poor performing students and attendance.
- TIME
- More time
- Lower counselor to student ratio so more time could be spent on proactive student preparedness rather than constantly putting out fires in reactive mode.
- More time during the school day
- Smaller caseloads so we can spend more time with each student. We have 420---anything closer to the recommended 250 would be ideal. Our district is notorious for not replacing a position when someone retires making our caseloads bigger and bigger over time.
- More time in the day :)
- Just time!
- More TIME with the students who are ready for one of these paths. I feel we spend so much time with kids who are failing classes that we don't have much time to spend on more positive things such as career and college planning.
- I think we need to be in one building to be able to provide more services. I have been in 3 buildings now in 2 years and there is just not adequate time to address some of these issues. I rely heavily on JA. I touch on goal setting and careers in my visits but I would be able to address this further with more time in the building.
- More time to spend one on one with my students and a social worker to help with the resources they need.
- More time and resources
- Lower counselee ratio
- Time -- it is too hard to take them out of the regular classroom -- we are on a block 4 schedule.
- More time
- Having more time in my schedule to do so
- More time
- If having a more manageable student to counselor ratio is not an option, having a higher level of collaboration between counselors and students would be a benefit.
- Time to see them, and easy to navigate web sites with up-to-date information.

- More time!!!! Our department has been reduced so there is no longer a secretary or registrar. I function in those capacities as well as being the counselor.
- More time
- More time to individually counsel student on college and career readiness. I have many roles and I always don't have time to go in depth like I would like to. I talk to every senior at the beginning of the year. I started talking to juniors this semester about planning for college. I don't have the time to hit it as hard as I would like to.
- More time. The oldest children in our school are fourth graders. I do a Career Unit in the spring with them and we have a mini-career fair day where we invite speakers to come in. We talk about the world of work and how the academics and life skills we practice in school relate closely to the world of work.
- I travel between two buildings. I could do more activities school wide if I was in one building full time.
- Understanding exactly what that entails and having fewer students on my caseload- I have 500+ kids!
- More time to prepare and search for curriculum that fits each grade.
- Caseloads are too large
- More TIME!!! I don't like taking away instructional time from teachers, but it is very difficult to get information out there without doing so. Also, more clear-cut resources from the state...pre-planned guidance lessons/activities, etc.
- More time and resources :)
- TIME...as simple as that. We do the best we can with the myriad other duties (especially duties often not related to what counselors should be doing). Our focus as counselors should be in two areas: prevention (via social/emotional/personal support, groups, and interventions) and college/career readiness. The time we actually have to do anything meaningful in these areas is minimal. It is very sad. And many older counselors have stopped trying. They have become comfortable with their roles as "executive secretaries"...and counselors with vision and desire to do more in the areas of college/career are seen as a threat.
- More time with them instead of administering tests
- Time
- More time
- Less students, less testing, and more time spent one on one with parents and students.
- If there were more than one of me! It's hard to make sure they are all ready for college and careers when I am 1:500
- Fewer students, more time, computer labs or student computers, more information
- Time, more time. Quit making me give tests!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- Having the time to provide opportunities. Loss of instructional time with testing, testing, testing, has made teachers very protective of class time, leaving less and less opportunity to target college and career readiness activities.
- Time. More time with students to explore these areas. More time in my day to spend with students-- more guidance staff!
- Smaller student load, more training
- Lower counselor/student ratios, less admin work, less testing assistance
- Reduce my student/counselor ratio
- Smaller caseloads giving an opportunity to work more closely and individually with all students.
- More time!
- So much time is spent with scheduling, testing for dual credit eligibility, ECA testing, etc. that there is not much time left for everything else a student needs.
- More room in the master schedule to facilitate student interactions.
- A more reasonable size to work with. It is way too many for one counselor

- Smaller case-loads. When juggling everything that we do as counselors: scheduling, personal counseling, parent/teacher collaboration, letters of rec, etc, the college and career readiness activities end up on a back burner.
- A smaller counselor to student ratio!
- Time
- More time. Indiana pathways, diplomas, standardized testing are a time consuming tracking nightmare.
- I need to spend more time arranging online resources.
- More time
- Time!
- More time and cooperative efforts with teachers in the classroom. They do very little because they have to cover so much other information in class time.
- More time. Because of the demands placed on teachers, they are reluctant to give up class time for guidance to do lessons
- More time to meet with kids - I spend too much time with testing and administrative work.
- Honestly, my case load makes it difficult to deliver more career and college information. I work one-on-one, groups and classroom guidance giving our kids learning skills, and life skills. I try to incorporate more career and college but they need basic skills first.
- Time
- Time
- More time to plan engaging lessons
- Extra time during the day for one
- LOWER STUDENT TO COUNSELOR RATIO!!!
- More time with students
- Fewer students and more time! :)
- Time to network with resources
- A smaller ratio so I had more time to spend.
- More classroom time with the students. It's so hard with testing, field, trips and so forth to get class time with certain groups of kids. More computer space (which hopefully we will be 1:1 next year)...electronically is so much more convenient for the college going culture.
- More time with the students
- Time!
- Less time being devoted to students who struggle
- Better delivery and more time spent on follow-up or small group Q&A? We disseminate info yet get multiple inquiries and panicked students who either don't know what to do or didn't do what we guided them to do.
- More time :)
- Time...we have so many other things to do that it is difficult to spend sufficient time with each grade level
- More time! Less time doing lunch duty and dealing with student drama, testing, running case conferences, etc.
- Being able to spend more time on it
- More time. With the change in bullying laws this year, the majority of time is dealing with bullying/meanness follow-up.
- More time
- Less students on my caseload, less outside responsibilities - i.e. testing, building the master schedule, special education referrals

- Time!
- More direct time with students
- Lower student/counselor ratios to allow more individual time with students and parents.
- More time
- Time. It is difficult to take them away from class
- More time.
- A lower student/counselor ratio. There is no way to give individual attention to students with a case load over 500 students.
- I need more time to be able to do these types of things
- Fewer students on my caseload and support from a social worker who can spend time with emotionally challenged students and their families
- More classroom time. With all of the state and local mandates on classroom time, it is difficult to work lessons into the regular school schedule
- Time - not doing other duties (test administration, scheduling, etc)
- More available time during the school day
- Time!
- More time to spend on college and career readiness. Less time on scheduling, testing responsibilities and lower student ratio. I work in an urban setting. There is very little knowledge or support for students at home. These students need so much guidance/help just getting signed up for SAT/ACT, knowing how to pick colleges, what colleges expect, and list goes on. Also, this population has so many emotional/family issues we have to address. Our administration just wants to use the state average ratio and not take into account all the needs of our clientele.
- Time! Caseloads need to be reduced to allow for more lengthy one-on-one conversations.
- Fewer students per counselor = more time to do other things like college & career counseling
- I feel I do a decent job with my 8th graders including classroom visits and individual 4-year plan conferences. I do wish I had more time to visit the 6th and 7th graders and work with them. The bottom line is finding the time. It is difficult with everything else that needs to be accomplished. I spend many late afternoons and Saturdays here at school trying to complete all of the paperwork that comes with my job. I am not complaining; I still love my job. I just wish I had more time.
- Time of course and lower student to counselor ratios
- Time
- Having more time to meet with students
- More time
- A smaller case load would make it easier. I function as a generalist and cover everything with my students and it's difficult to give attention on any one thing.
- Social media and electronic delivery systems are improving daily which is a big help.
- I need to take the time to become more aware of the technology out there
- More time
- Smaller case load. Would like to spend more time with each of them individually.
- With the high risk population that I work with, it is insane to expect that any quality program gets implemented well. I have 440 high risk students to serve! Lower that ratio and I can do more for each of my students.
- Having the time to actually meet with students, more opportunities to arrange job shadowing or internships
- Clearly, smaller student loads per counselor! Also, while our school district is supportive of our college and career efforts, I'd love for it to be more "front and center". For example, I'd like to be included in

the agendas for convocations at each grade level and I'd like various deadlines (i.e. November 1st applications due date, FAFSA deadline, Senior Surveys) included in our school's printed handout for seniors with important dates throughout the academic year. I also would like complete buy-in from the administration and the district for Naviance, including the technical support needed for taking full advantage of its programs and services.

- More time talking about personal counseling issues...everything is pushed towards college and career readiness, yet some students need to spend time on their personal counseling issues before/while they focus on their college and career readiness.
- Smaller ratios to allow more time to meet with students. We meet with every student individually at least once a year, but I would like to meet more than that.
- Simply having more time available to do that sort of thing
- More time with students would be great. Also professional development and being able to attend professional conferences such as ISCA, ICACC, and ICA to get new information and meet college representatives. Many responsibilities include non-counseling duties such as cafeteria supervision, testing, documenting everything I say or do in the building. This all takes time away from students.
- Time! More integrated approach with teachers at high school. More relationships with colleges and companies.
- Less students on the caseload! Our principal developed teams this year, and there are two counselors per team. My team has the most, with the other counselor having 470. We are divided up by the alphabet. We are continually swamped with many other issues that take time away from career and college prep.
- To have more time with them
- More time, or fewer students to serve
- Time with the students instead of so much paperwork and other duties
- Simply more time and more help in the department. It's so difficult when I have so many students to reach.

Teacher Support/Involvement

- Getting teacher buy in, teacher participation
- The most helpful resource I can think of would be teacher and administrator buy in. They really have to be on board or doing extra things with our students really becomes difficult.
- Access to the students in the classroom setting - It can be difficult to get teachers/administration on board to allow counselors into the classroom. Many of them do not want instructional time interrupted by guidance.
- More teachers so we can offer more of a variety of classes, more options for remediation of students rather than pushing them on without being prepared
- Teachers allowing counselors into their class rooms to work with students or designated days and times set aside for counselors to work with students in small or large group setting
- Right now, teachers are stressed, have low morale, and are tired of giving up their class time. This is due to all of the testing requirements, mandates for teachers, evaluations, and weekly professional development meetings (with shortened schedules). However, in order to have an effective college and career counseling program, sharing time with teachers is very important. I think that if some of these burdens were lifted off teachers' plates, they would be more willing and cooperative when it comes to collaborations with teachers.

Parents/Family Setting

- Parents who took part in helping their children with these decisions!

- I've come to accept that I can present/offer the information as frequently as possible, yet the family setting plays an incredible influence on a student's choices.
- For parents and people in general to understand things have changed education/training are needed beyond a high school diploma and that does not mean everyone needs a 4 year college degree. CTE areas are not for losers and IVY Tech is a great resource for career readiness.
- More parent involvement

Community

- Community volunteers to share experiences and assist with activities like Reality Store...speaking to classes...chaperone college visits...
- Knowing more about the skills needed in my community

Materials/Resources/Web Sites/Funding

- Ability to purchase materials to promote it
- A trained speaker bureau with persons of varied careers
- Money to provide more programming
- More collaboration about best practices. There are so many resources out there without enough time to evaluate them.
- Create developmentally appropriate lessons based on the college and career readiness standards, and the ISCA standards.
- Free programs to use with our students
- More information/programs geared towards 5th and 6th grade
- A better program! As I said before, I can't afford Career Cruising anymore and I dislike the Indiana Career Explorer. Learn More Indiana is decent but doesn't have enough.
- More support and resources provided from my immediate administration
- More free resources
- More education and resources re: students who are "borderline Core 40" - If a four year college education is not the best fit, we'd like to be able to connect them with more resources in addition to Ivy Tech.
- Ready to use resource materials, lessons, etc.
- Money to invest in some of the canned programs available to use with students. We currently have no budget for ACT or College Board early planning programs.
- I work in elementary, so, what would help me most would be effective, evidence-based programs/lessons that can be delivered in a timely manner.
- Activities geared towards elementary-aged students that would be ready-to-use so that teachers can also lead the activities. In a building with 800 students, there is no way I can make it to every class every month and keep up with all of the other responsibilities I have.
- I would like to have specific web sites and surveys that would help our students be more college and career ready. I would like to know more about what other counselors or career teachers are using and perhaps we could implement these resources in our career classes as well as in the guidance office.
- Handouts of Career Clusters 1 cluster per page
Posters of Career Cluster information
- Money!
- I work at the elementary level, so I am currently putting curriculum together
- Software and/or lessons by DVD supplement to help deliver them to students in this age group, K -5. When I worked at the high school, we did an awesome job with 1:450+ of helping kids prepare for both

thru web sites and such, as well as AP testing. It would have been even better, had we had a lower ratio of counselors to students.

- Info on what we have to offer those who cannot (or will not) meet the math and English requirements to be successful in college or take a high tech job

College/Postsecondary Readiness

- I believe the information in college readiness is good. Students are learning about college during College Go Week in elementary as young as K-1st Grade. As a counselor we are always promoting college.
- Not sure. Maybe very concise, annual information on the expectations of colleges at least around the state....what has changed, what is the REALISTIC gpa minimum. Is this school still looking at SAT/ACT and, if so, what is a realistic score. All in one very concise ...grid form type thing. I know that there is a grid I print every year but I feel that some things are missing. Maybe, along with that, the best practices in college application tips : bullet form : when to apply, send your apps in before you test or after or doesn't matter, what does early action mean, early decision etc.
- Help us get colleges involved at the elem level. All schools need to do No Excuses University!
- College information and lessons geared toward elementary students
- Info from each of the Indiana colleges/universities that will better help guide students' decisions and give them realistic goals such as GPA, scores, extra-curriculars needed for admittance, also do they unweight GPA etc.
- Information regularly received on changes for admission and literature on how to better prepare my students
- I have received the best information for helping my students after helping my own children through the career/college search/ financial aid search/college admissions.
- Up to date information about colleges and careers sent to us so that we can inform our students.
- Having a full time college advisor on the Counseling Staff
- More direct exposure to see/experience colleges and universities, first-hand, so that I may be a better ambassador of those programs to my students.
- We get invited by colleges to learn about their programs. It would be helpful to have similar interactions with career focused organizations.
- Input from colleges in professionals within the community (perhaps quarterly workshops/conferences)
- Spending more time understanding the different admission standards that colleges/universities "require" of their applicants. I work primarily with 9th & 10th graders, so I would like to know the things I can be doing with them now to help them prepare for college/career.
- Making students realize that they CAN go to college!
- Our resources are adequate for helping students heading to 4 year colleges. I would like better comprehensive information, search engines and web sites for students heading to 2 year colleges, apprenticeships, technical schools and military.

Non-Program

- If I didn't have to handle all of the testing in my school, I'd have more time to do other things such as college and career readiness.
- Less administrative responsibilities, more 1 on 1 meetings
- More time! More time to spend with students and less time to spend doing administrative tasks and more time in the schedule available for me to use.
- Fewer non counseling duties

- If my average day allowed more time for these activities. I am so overwhelmed with administrative tasks (ie - scheduling, testing, and working with failing students) that I don't have enough time for these pursuits.
- Less testing and more time
- I could be more effective if I didn't have ten million other duties/responsibilities to do.
- Secretaries to do most of the paperwork or computer data entry
- More time in the school day instead of being assign hall duty, cafeteria, etc.
- Less testing and administrative responsibilities
- Less paper work and more time to spend with my students
- Not having to spend 80% of my time testing students
- Less administrative tasks
- Less other duties to be accountable for
- If I could spend less time coordinating, administering, and maintaining records for ECA, and Accuplacer testing. It would also help if I did not have to devote so many hours to curriculum issues and keeping up with DOE and legislative changes. Please provide more administrative assistants to help with the logistics and record keeping, and free us to meet with students, parents, and do classroom activities!
- Not having to Accuplacer test everyone who didn't get the randomly established score of 46 on the PSAT. I'm pretty sure my time would be much better spent actually working with students instead of administering yet another test. Feel free to pass my thoughts along to anyone responsible for creating that rule.
- I really don't have an answer for this - stretched over so many areas hard to have time to fit all and feel 100% about what I am doing.
- The majority of my time is spent on testing, dual credit enrollment, and scheduling. I have very little time for anything else!
- Everything that no one else wants to do is given to me. I think this will continue as money is an issue and when someone leaves, the position is not replaced so work will continue to come to me.
- Take non guidance responsibilities, especially test coordination, out of my responsibilities. In the spring I spend 90% of my time preparing for tests, administering tests, and planning for future tests...
- My dream would be to only do college and career counseling. The thing that would help me the most would be to NOT be in charge of all of the testing in the corporation that takes up at least 50% of my time.
- Unfortunately, high school counselors in [my school district] spend the majority of time on students with attendance issues and failing grades. In addition, we spend several months on scheduling. There is little time left for guidance presentations (or even personal counseling regarding social issues) when our PLC work is strictly about attendance, testing, and discipline. College and career guidance has suffered with the expectations put upon schools to improve their "letter grade" based on the criteria being used.
- Reduce other duties such ad lunch duty, less testing
- Less other duties put on the school counselors so more time could be spent on it
- If I had less administrative work to do!
- Fewer "other duties"
- Fewer testing responsibilities so we have time to work with students.
- Being able to spend less time on testing students (ECA's, Acuity, etc...).
- Less testing and more time counseling such a large load of students.
- Less non program, quasi-administrative duties and more guidance and counseling...
- Not being assigned to ridiculous supervision duties, which can cause a destruction of rapport with students, especially if discipline is administered.

- More time, less secretarial/lunch duties. Students drop in much more often for coping strategies for their day to day life as well, making what little time we do have to prepare even more limited.
- Time! I spend more time with ECA testing/coordinating and credit recovery than I would like.
- More time with the students and less time doing paperwork, state reports and mandates. This new mandate on meeting with parents/remediation teacher will mean meeting with most of my parents, another round of testing to organize and pull students out of class, and duplication of what we already do. Telling a parent of an Academic Honor student, who has been accepted at college, that they need another test and remediation in order to be ready for college is going to be very interesting for the school counselors.
- If I was able to devote more time to topics related to college & career readiness and less time on non-counseling related duties (i.e. school test coordinator, special education conferences, administering state testing). With an already large counselor to student ratio, it makes it nearly impossible to do the kinds of activities I would like given the other duties assigned to the counseling position.
- More time to spend with students and less on administrative duties, like lunch duty.
- More time to devote to the topic. We are stressed with other duties which are demanding of our time.
- Smaller student:counselor ratio, less time needed for non-program activities like testing and supervision duties.
- More time for direct service, less time devoted to record keeping
- Less time assigned to non-guidance tasks (lunch duty, meetings, standardized testing) by administration.
- More time away from testing, paperwork, etc.

General

- Time in the computer lab
- Easy access to engaging web sites, less standardized testing responsibilities
- Live and learn...I add new things (speakers etc)...every year.
- I think general comfort, which will come with time, and greater depth of awareness of resources
- More guidance from DOE experts on how best to meet our grade level requirements.
- My goal is to develop a more formalized and vertically integrated curriculum at my elementary schools that transition to programs at the junior high and high school.
- Better scheduling system (our system is old-Rediker).
- Consistency in our district. I would love to implement a district level curriculum. I would love if we had a district position devoted to CCR that worked in-depth with the counseling departments.
- Vertical alignment with high school, time to implement without interrupting instruction
- I don't know that there is anything that could get them to be more proactive or care more. The lack of drive to figure out what they are passionate about in life is frustrating.
- Experience
- More social/emotional support to assist during crisis moments.
- If students listened during any of the 16 times that I go over this information with them!
- State required classes every year of high school that deal with college/career readiness so I don't have to interrupt classes to deliver important information.
- A school schedule that included homeroom/SRT period to do more classroom guidance activities.
- Some direction from the state. More time.

More Counselors/Others

- Another counselor to reduce workload with students.
- I would like to have a college and career counselor to specifically advise students/parents and assist the counselors. The person would not have a caseload.

- I am the only counselor for the district. I am assigned to the junior-senior high school and spend the majority of my time there. I feel it would be helpful to have an additional person (maybe a school social worker) to assist with day to day counseling activities.
- Another counselor in the building, maybe to work with grades 7-9 while I take grades 10-12!
- Making a drastic change in the counselor to student ratio
- More counselors. If our ratios were lower, we would be able to meet the needs of more students and prepare them for college and career.
- If schools were required to sustain social workers for mental health counseling. College and career counseling is a full time job aside from mental health counseling.
- Additional counselors
- More assistance
- To have another counselor so that we might have more time to spend on such topics. I don't believe a school should have a counselor solely for college and career readiness because I think the child is a whole package and how can you only relate to the above if you don't know their life today. But having fewer charges would give more time to conduct seminars, groups and or meet with individuals and guide the career and college piece
- Another counselor
- More help!
- I feel like we do our best to get information to students - the best thing we could have is more people because the one-on-one is so important. There are a lot of online resources we can give to families but they oftentimes are not confident in the area and just need the one-on-one attention.
- Additional counselors to lesson our counselor to student ratio, more secretarial assistance with the completion of necessary documents including applications. There needs to be a realization of our legislators the extent of student mental health issues that cause crisis and therefore consume our time. There is a need for counselors to be up-to-date on the latest drug and alcohol usage, mental health issues in addition to all of the college and career, and educational information needing to be provided for our entire student body. Many of the real needs are going unmet while we are being forced to push and reinforce testing, core 40 diplomas and not the social needs.
- More counselors in the building to reduce ratios. Delivering information to parents. More information delivered in middle school
- Another counselor or social worker
- MORE STAFF - WE CAN'T DO EVERYTHING THAT IS REQUIRED OF US BY THE STATE AND THE MENTAL HEALTH COUNSELING AND PAPERWORK AND TESTING WITH TWO COUNSELORS.
- More counselors!!!
- Additional counselors in the high school.
- More counselors so we have a lower counselor to student ratio; more support from staff and administration for what counselors do and the importance of our role.
- I would need more counselors at my school to reach all levels adequately.
- Another counselor. A 1:375 ratio is too much for one person.
- More counselors to work with seniors or to deal with the issues the junior high students have and someone else to be the corporation test coordinator and schedule and prepare for all of the testing we have to do in schools.
- Another school counselor to assist with the other responsibilities that I have.
- We would greatly appreciate another counselor to help us meet the needs of our students. I love to do college and career readiness, but often do not have enough time to do this.
- 1:250 ratio which would mean hiring 2 more counselors in my building

- I believe that we need more counselors in our building because we like to deliver information to individual students. Students and parents have a lot of questions about the process and I know that we have many students who fall through the cracks because they do not take the initiative to come ask questions or let us know that they do not have a post-secondary plan.

Training/Professional Development

- Understanding options for non-college students.
- Continued professional development opportunities
- Having more time and being better informed about different career paths
- More knowledge in a wider range of opportunities available to students
- Professional development in the form of webinars or graduate courses locally that educate on resources, activities, etc. in these areas.
- I think more preparedness in our graduate program would have been awesome too. I don't think they prepared us much for working in schools.
- More education classes!!
- Additional training
- More resources and professional development on a local level
- Partly it comes from experience and learning more about colleges and what their expectations are. Going to more college information meetings. As far as careers and information, being able to have time which is a shortage in our field.
- I would have liked to have had information about the new law for College and Career Readiness and what the rules were before it was implemented. I am not sure of the current rules but we are expected to plan to remediate students that are not ready. Seems like this needs to be planned out before it is implemented.
- More opportunities to visit colleges and workplaces to learn more about the opportunities that students have at those locations.
- Hearing specifically what other schools do. More (on-going) professional development
- More information from the state and from other counselors what they are doing
- For the state to choose one system and stick to it, providing counselor training and retraining.

Career Counseling

- Part of the problem with feeling effective in career counseling is the broad range of students in a public setting. Maturation rates, family awareness, career programs and internships are just some of the differentiating factors involved with reaching individual benchmarks of career readiness. That makes the previous questions really hard to answer since many students meet their goals while others do not. It is also unfair to question a master's program on counselor preparedness since the depth and breadth of careers is in constant flux. "Learning to learn," "learning to investigate," learning to change direction," "learning to get along with others who are different" are all skills likely to predict a more positive outcome in any person's career future. A dynamic public school offers a wonderful experiential learning lab for all of the above. However financial resources may not exist to support many students in pursuit of careers...and many may hesitate to choose a path since the choices are vast and their perceived opportunities may appear small. It is a conundrum not adequately addressed by this survey. But I digress...
- Have more students who are truly academically strong by the time they reach high school and interested in going. We need time to help students figure out their aptitudes and career interests.
- I am not really sure. I feel we are very effective with career readiness.

- I would like to focus on group presentations concerning speakers about their careers, also possibly institute a shadow program geared for students to walk a day or two with someone in that job.
- Information about internship programs. We lack options to get students real world experience
- Experiential learning: job shadowing; internships; cooperative education; visiting colleges and places of work; meeting with employees. Make all vocational programs competency-based; offering certification; and tangible validation
- I think that having a renewed appreciation of the skilled trades as a worthy "higher education" could really help many of our families. Tech Prep attempted that in the past but was steam-rolled by the political push for traditional college. It would be great to have a "ready access" to apprenticeships in conjunction with college programs to move students into real Indiana jobs with less time and debt. In our area of Northern Indiana apprenticeships appear to be a closed system open to only a select few.
- More time for classroom guidance. Access to short, fun videos to show school-wide during our morning homeroom time (30 minutes)
- Having "Career Days" and job shadowing available for all ages. At the elementary level, it is important to expose the students to different types of careers.
- A dependable support network and funds to allow for onsite explorations and internships.
- More information on free career interest sites that are easily navigated and do not require passwords.
- Elementary schools need a comprehensive career readiness software program to add in such as Kuder Galaxy.
- If we would be able to purchase more career inventories and software like Naviance
- Effective materials that can be downloaded from educational web sites
- I recently discovered Paws in Jobland (web site) and look forward to using it with elementary aged students.
- I would like to focus on group presentations concerning speakers about their careers, also possibly institute a shadow program geared for students to walk a day or two with someone in that job.
- We are very lucky at our school because there is a career center that is located in our facility, so that is a big help.
- I work with 9th grade students so my involvement is more preparation than specific readiness. I meet with students individually and present units in the career classes related to high school diploma requirements and career opportunities.
- With so many elective classes being removed from the schedule because of teacher cuts, it is hard to have a student focus on a career after high school. Unless they use the local Career Center which is wonderful.

College and Career Readiness Materials

- Materials at the elementary level to start the process of thinking about college and careers
- User-friendly resources
- I would love a comprehensive list of free and for-cost resources (separated accordingly) to use with students as well as their uses. This would sort of be like an annotated bibliography for career and college resources.
- More curriculum for college/career readiness for elementary age students
- More middle school appropriate activities
- Promotional campaign materials that include college and career pathways and clusters, and among other things, which would outline a career, the pathway and cluster associated with it. I wish I had something that I could easily print and use with students. The Hoosier Hot 50 poster is great, but it's just one resource and only lists 50 careers, but not pathways or clusters. I would also like more

information specific to Indiana CTE pathways as well as promotional materials for those. I'd like the material to be developmentally appropriate to grade level, as well.

- Classroom guidance lessons and videos that present this material in a fun and interactive way for elementary students.
- If we could get more elementary level materials about college and careers that is well done. We would love to show via clips and videos or up to date info on colleges but often they are not elementary appropriate.
- Starting the college and career process earlier than the senior year. We are attempting to do that through our mandatory 9th grade Careers class, student and parent meetings with sophomores and juniors.
- Increased access to resources for at-risk students would help me to be more effective with college/career readiness of my students.
- Having a scope and sequence or sample curriculum for a college and career readiness program would be very helpful!
- Making Preparing for College and Careers class mandatory
- I feel like the longer I am in this job
- The more all I become is an overqualified schedule reminder! I have to constantly remind students of all the things they need to be taking care of to prepare for their futures.
- Short staffed everywhere, parents frustrated, education is going downhill
- Like most of my colleagues, I am struggling to keep my head above water with all of the continued mandates. If these mandates continue, can you please do something about our student/counselor ratio?
- Our counselor to student ratio is so overwhelming. I work from 6:50am until 5:00 every single day, and I take work home on most nights, and I still cannot keep my head above water. We absolutely do not have the appropriate resources to help us be successful as a school counseling program. I have between 415 and 430 high school students. The other counselor has even more than that this year. I'm so overwhelmed that I don't feel like I have time to attend Professional Development Opportunities that I really need to attend to help my students.
- I would like to increase the % of students who apply and enroll in post-secondary education.
- I am the only high school counselor in my building and have no social worker or support. I could be a lot more effective and meet more standards with help.
- There needs to be a separate category for how much time you spend on tracking and testing dual credit classes/students.
- I put in many extra hours to provide school counseling services for my students. So I feel this survey will misrepresent what can actually be done in contract hours.
- The time allotment varies depending on the time of year. I do a huge percentage of time with scheduling, building the master schedule, preparing for ECA, PSAT, SAT, FAFSA and working on state reports. The school counselor position is becoming more of a tracking position and paperwork for the state rather than being able to actually work more with students, yet the legislature wants us to do more and more with less and less. I also have an extended contract but for the last two years I have had to work all summer without pay in order to have everything ready for the following year, closing up the current year and supervising our online course program. The Guidance Director position needs to be an administrative position with a longer contract.
- This is just my second year at this school, but I have high hopes for the future of my students. I was very successful at my previous school and feel confident that with the current supportive administration, great things are coming!

- I took [my high school] through the Gold Star Program before moving to a different school. The school where I have been for the last 7 years does not see the need or show interest in pursuing Gold Star.
- I feel VERY lucky to have the counselor to student ratio that I do, but it can still be difficult to know the students.
- I would love to be able to align our program with the Indiana Standards. However, our school and our district operate with minimal resources. We are forced to be reactive rather than proactive. At the beginning of the year, we are overwhelmed with scheduling changes. Then we go right into testing mode. Our state administers far too many assessments which leaves little time for actual learning.