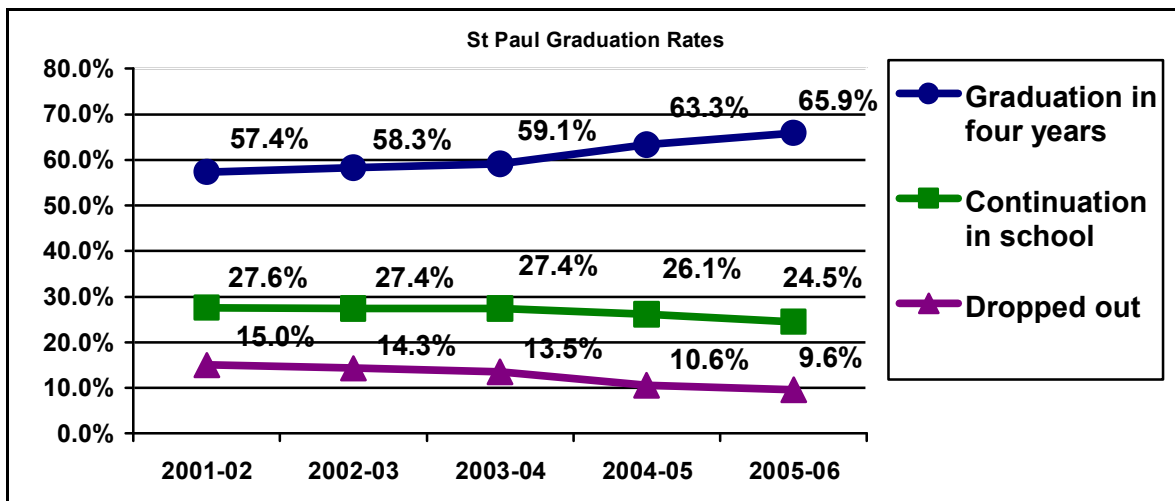


Creating Connected Counseling:

Initiative to Restructure High School Counseling and Guidance Services to Raise the High School Completion Rates of All Students

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Report on Connected Counseling Phase II – January 2007

Saint Paul Public Schools' Context

The Saint Paul Public Schools (SPPS) Connected Counseling initiative, begun nearly three years ago with support from the Bush Foundation, is focused on the process of redesigning both the content and delivery of school counseling programs in Saint Paul's seven comprehensive high schools—an effort aligned with the Bush Foundation's goal of raising high school completion rates for all students.

Connected Counseling Model Defined

The Connected Counseling Model shifts the focus of school counselors from concentrating exclusively on one-on-one support to individual students to creating school-wide comprehensive standards-based school counseling programs in order to reach **ALL** students. Connected Counseling stresses the leadership role that school counselors play in developing school-wide improvement strategies in alignment with the district's strategic goals. Connected Counseling draws on the American School Counselor Association (ASCA) National Model for comprehensive school counseling programs.

Data Collection

The Center for Applied Research and Educational Improvement staff collected information for the narrative report through interviews, attending meetings, analyzing documents, and in a few cases observing the counseling staff. In addition, CAREI staff distributed, collected and analyzed all data for the student surveys. Student graduation and other outcome data found in Appendices A and B were provided by Saint Paul Public Schools' staff.

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Connected Counseling Report Executive Summary

Graduation and Dropout Rates

Despite increasing number of students receiving free/reduced price lunches and receiving ELL services, graduation rates are increasing. For district and school demographics, refer to Appendix A. Tables 3 and 12-19.

- The district graduation rate increased by 2.6% from 63.3% in 2005 to 65.9% in 2006 and increased 8.5% in four years from 57.4% in 2002 to 65.9% in 2006.
- The district dropout rate declined 1% from 10.6% in 2005 to 9.6% in 2006 and declined 5.4% in four years from 15% in 2002 to 9.6% in 2006.
- When comparing the Class of 2002 to the Class of 2006, six of seven high schools increased their four-year graduation rate and decreased their dropout rate. Arlington made the greatest gains (13% from 45.3 to 58.3%) followed by Highland (11.7% from 61.4% to 73.1%) and Johnson (9.3% from 53% to 62.3%).
- Central has the highest four-year graduation rates (73.4%) followed by Highland (73.1%) and Como (72%).
- Central and Como have the lowest dropout rates (both 5.3%) followed by Highland (6.5%).
- Arlington made the greatest one year gain from 2005 to 2006 in four-year graduation rates (7.2%) followed by Harding (5.3%).
- Harding had the greatest one year decline from 2005 to 2006 in dropouts (3.4%) followed by Como and Highland (both at 1.9%).

Progress on Redesign Goals

Saint Paul Public Schools' school counselors have made considerable progress in the redesign of school counseling services. The major accomplishments during 2005-2006 included:

- Saint Paul school counselors have ***accepted the vision of the ASCA National Model for school counseling programs***. The CCIT (Connected Counseling Implementation Team) members were proud to be following ASCA standards and said, "Not many districts can say that."
- All seven high school counseling departments reached ***consensus on an action plan*** (called Connected Counseling Operational Structure) for their work and improved their CCOS for 2006-2007. Counselors felt Connected Counseling facilitated strategic planning, lead to reflection, and improved their work. Each CCOS contained:
 1. A ***comprehensive guidance curriculum*** by grade level with lessons that **ALL** students need to be successful in high school and to be prepared for their future.
 2. "***Closing the gap***" activities for groups of students, identified by examining school data, that they felt would benefit from additional guidance support.
 3. A plan for school counselors and advisors to implement guidance curriculum and monitor students' progress during ***advisories*** and for providing professional development for advisors (for example, reviewing transcripts and conferring with students).
 4. A plan for students to complete their ***Six Year Plan***.
 5. The plan for working with ***college access activities*** such as AVID and for coordinating external college access programs in their schools
- School counselors increased their ***leadership and advocacy roles*** and more and more have become an integral part of the small learning communities and other decision-making teams in their schools.
- School counselors successfully worked with their principal to find ways to decrease ***non-counseling duties*** in order to have more time to work with students in classrooms.

Key Successful Elements

Much of the success of Connected Counseling is attributable to the *strong, effective leadership* of the district project coordinators. The project design has provided considerable support to each school, wise timing and coordination of “next steps” for all school counselors, and productive methods for holding school counselors accountable to the new vision of school counseling. Consequently, all of this has led to cohesive, collaborative, and reflective school counseling departments.

Implementation of the new vision for school counseling is assisted by being *integrated with the larger high school reform agenda* of building small learning communities and advisory systems in order to increase students’ connections with school. Some of the supporting structures included:

- School counselors have become members of the *small learning communities* (Academies, Houses, or SLCs) within which they implement the counseling program; connect closely with administrators, teachers, and students; and advocate for systems that support success of all students.

Particularly successful have been Harding’s Administrative Centers which consist of an academy principal, a school counselor, and a secretary located in proximity to the academies’ advisory classrooms. Arlington is mapping out a similar move, and Humboldt has partially decentralized.

- *Advisory programs* are an important vehicle for implementing comprehensive guidance curriculum, working in collaboration with teachers to monitor students’ progress, and planning interventions for particular students. For example:
 1. Highland counselors created a discussion help sheet for advisors to use with failing students who are on a counselor-generated list.
 2. Harding’s Foundations (30 minute daily advisory) guide students through high school and their Six Year Plan, ending with presentations of Senior Exit portfolios required for graduation.
 3. Some schools have chosen to do the same “advisory-type” work with students – planning for high school and beyond – through classes by fitting this curriculum into English or social studies units. Others created special classes such as Como Connections. Particularly interesting are the “F” classes at Johnson: one quarter classes including Freshmen Focus to plan students’ high school careers; sophomore Foundations to introduce career opportunities; junior Frameworks to investigate post-secondary career opportunities through company tours, job shadowing, mentoring, and internships; and ending with a Senior Project (required for graduation) completed in senior Finale.
- *College and Career Resource Centers* have been expanded in most schools where students can check their academic progress on the web-based Student Portal or explore college and career options.
- The *Six Year Plan graduation requirement* for the Class of 2008 provided the motivation to create web-based resources and to explore appropriate curriculum to meet the requirement.

Suggested Next Steps

- Connected Counseling needs to maintain the strong district leadership to facilitate school counselors improving their programs each year, to coach counseling departments who face challenges, and to provide the structure for sharing ideas.
- As well as bringing in experts from other places, there are now many successes that school counselors can present to their colleagues. They should schedule extended time with all school counselors to share materials they have created, curriculum they are using, and discuss structural changes made within their schools.
- To support department and school level decision making, school counselors should continue to increase their proficiency in collection, analysis, and distribution of data.
- School counselors have worked with the Six Year Plan enough to be ready to assist in development of a districtwide “scope and sequence” (grade nine through twelve) in order to provide consistency of content and quality.

Introduction

District and School Contexts

Smaller learning communities (SLCs)

The new vision for school counselors and the implementation of comprehensive standards-based counseling programs has become an integral part of the larger reform effort in Saint Paul’s high schools. New roles for school counselors have merged into the small learning communities and advisory systems being developed in each school under the Blueprint for Better High Schools. The goals of Connected Counseling align with the district’s core requirements for the creation of small learning communities: (1) to build relationships between students and at least one adult who will provide consistency guidance and support throughout high school, (2) to connect school to the future, (3) to provide opportunities for all, (4) to collaborate with teachers to address students’ needs, and (5) to set high standards for students.

School counselors and small learning communities

As small learning communities and advisory systems have been designed in the seven high schools, school counselors have been aligned with the implementation of these structures in a variety of ways (see Table 1 below). Students and teachers selected or were assigned to small learning communities. In three schools (Harding, Highland, and Humboldt) the assignment of school counselors to students changed from “by alphabet” to “by academy or small learning community.” At Harding High School, school counselors and assistant principals were relocated to the same geographic area of the building as their academy advisories.

Changes for 2006-2007: Because Humboldt will have only three school counselors and the school is divided into four academies, they have elected to return to dividing students up “by alphabet.” Though still serving students “by alphabet,” Arlington school counselors tied their assignments more closely to SLCs – two school counselors to grade 9-10 Houses and two school counselors to grade 11-12 Focus Areas.

Table 1. School Structures and Counselor Assignments for 2005-2006 and 2006-2007

<i>School</i>	<i>Small Learning Communities (SLCs)</i>	<i>School Counselor SLC/Advisory Assignments</i>	<i>Assignment to Students</i>
Arlington	Seven houses for grades 9 and 10 (groups of teachers with groups of students for a block of time); Six Focus Areas for grades 11-12 06-07: Eight houses for three core classes; four Focus Areas	05-06: Each counselor is a liaison to one or two Houses and one or two Focus Areas 06-07: Two counselors work closely with 9-10 Houses and two with grades 11-12	By alphabet
Central	Ninth Grade Academy for 9th grade; Seven Centers of Excellence for grades 10-12	Liaison to eight Centers Assigned advisories by grade: two to 9th, one each to 10, 11, 12	By alphabet
Como	No formal small learning communities	Assigned to grade level teams of advisors; develop guidance curriculum by grade level	By alphabet
Harding	Ninth Grade Academy for all 9th grade Four Academies for grades 10-12	One administrator/one counselor assigned to each Academy; located around school in Academy Administrative Centers	By Academy

Highland	Three Small Learning Communities for grades 9 through 12	One counselor was assigned to each SLC. In addition, each SLC is supported by assistant principal, lead teacher, and advisors.	By Small Learning Community (SLC)
Humboldt	Ninth Grade Academy for all 9th grade Three Academies grades 10-12	05-06: One counselor assigned to each academy 06-07: Not set Located throughout the school building – decentralized	05-06: By Academy 06-07: By alphabet
Johnson	Freshmen FOCUS Academy for all 9th graders Seven Academies for grades 11-12	Counselors are each connected to an Academy	By alphabet

The staff at three high schools (Arlington, Highland, and Humboldt), including school counselors, spent considerable time planning for a change of their daily schedule from four or five periods each day to six periods each day (see Table 2 below). These schools also adjusted their advisory schedules and advisory programs (see Table 3 under the Goal 3 discussion of advisories).

Table 2. School Schedules and Staff 2005-2006 with Changes for 2006-2007

<i>School</i>	<i>School Schedule</i>	<i>Enrollment*</i>	<i>Counselors/Principal Numbers and Changes</i>
Arlington	05-06: Four-period day; Quarters 06-07: Six-period; semesters	1912	Four school counselors (one fewer in 2005-2006); New principal 2005-2006.
Central	Six-period day Semesters	2091	Five school counselors.
Como	Six-period day Semesters	1394	Four school counselors (two new 2005-2006); New principal 2005-2006.
Harding	Five-period day Trimesters	2123	Six school counselors, one for the College and Career Center and leadership; Two new school counselors 2005-2006; New principal 2005-2006. New counselor 2006-2007.
Highland	05-06: Four-period day; Quarters 06-07: Six-Period day; Trimester	1416	Three school counselors (all new in 2005-2006); New principal 2004-2005.
Humboldt	05-06: Five-period day; Trimester 06-07: Six-period day	842	05-06: Four school counselors; 06-07: three school counselors New acting principal 2006-2007.
Johnson	Four-period day Quarters	1638	05-06: Five school counselors, one is the College and Career Counselor; Two new school counselors 2005-2006. 06-07: Four counselors – one position vacant.

*From School Report Cards

Part I. Redesign Goals

Goal 1: School Guidance Counselors accept a new vision of comprehensive standards-based school counseling programs and assume new roles

1. School administration, school counselors, and advisory staff understand and accept the new vision for school counselors and comprehensive standards-based school counseling programs.

Practitioners make vision for school counseling their own.

By spring 2006, school counselors understood the ASCA (American School Counseling Association) Model, a framework for comprehensive standards-based school counseling programs. This was a change for many veterans who knew nothing about the ASCA Model at the beginning of the project, and even those who had learned about it during their education reported having a greater understanding now that they were seeing the model implemented in “dynamic form.” The feeling of the participants was that the learning curve had been steep and tremendous progress had been made. The CCIT (Connected Counseling Implementation Team) members were proud to be following ASCA standards and said, “Not many districts can say that.”

An external observer noted that the attitude shift over the time of the Connected Counseling (CC) project had been dramatic, changing from “we don’t have time to do this and it’s too hard” to the empowering attitude of “this is work we can do and we are doing it.”

CCIT suggestions for the future:

- Continue with the ASCA Model and focus on bringing every school counselor in the district on board so that they understand and support the model and use it to guide their work;
- Continue evolving what is currently happening to implement the ASCA Model, adding new dimensions all the time;
- Continue to work with Trish Hatch, Director of School Counseling, San Diego State University, co-author of the ASCA National Model; and
- Continue to employ a project leader/coordinator at the district level who understands the ASCA Model and high school counselors.

Operationalize Connected Counseling Operational Structure (CCOS) notebook per ASCA Model.

At the first meeting of the year on September 14, 2005, the CCIT participants reviewed the 3-Ring Binder and renamed it the Connected Counseling Operational Structure (CCOS). After this review of the contents, the counseling department in all seven high schools developed their first CCOS throughout the fall of 2005. The CCOS notebook for each school contained their comprehensive school counseling program for the coming year. The components included: Vision Statement and Goals Statement (both created by the CCIT), Guidance Curriculum (guidance lessons that all students need) Action Plan, Intentional Guidance (“Closing the Gap”) Action Plans (activities for students who need additional support to succeed), Master Calendar (everyone knows what school counselors do), Management Agreement (school counselor/principal agreement on the work of the guidance department), Results Reports (how are students different as a result of the program), the Program Audit (yearly assessment of the counseling program in comparison to the ASCA Model), and Improvement Plan (look back at the year and plan for next year).

School counselors held several meetings within their departments, with their administration, and with the CC Project Co-coordinators to develop their plans for 2005-2006. Each department was required to complete the CCOS and develop a budget with details about the proposed expenditures prior to obtaining funds. One department chair said, “We finally got the CCOS done and that was huge.”

Additional support and accountability was provided by the district project co-coordinators. During a workshop on March 6 and 7, 2006, Trish Hatch, a co-author of the ASCA National Model, worked with a CC team from each school to review their current CCOS, connect their work to data, expand the new vision, and “keep moving forward.” Between March and June, CC teams at each school reviewed their 2005-2006 work and made revisions and additions for the 2006-2007 version. On June 19, 2006, all seven counseling teams gave a team update on the CCOS with which they would open the 2006-2007 school year. Each team showed PowerPoint slides to present all the components of their CCOS. This assignment by the Project Co-coordinators pressed each school team to be prepared to start the next school year with their plan already developed and in place – several months ahead of the previous year. They were required to complete an end-of-year audit to self-assess their progress in comparison to the ASCA model. Schools rated themselves as having completed and implemented most of the criteria in the model (see Appendix E).

At the end of the school year, the CCIT and school counseling departments in each school reflected on their experiences with their CCOS. One school counselor said, “After we got our heads around the CCOS, all of us would agree that it’s helped us guide the work that we do, a helpful tool that we have used a lot.” Specifically, school counselors reported that they found the CCOS process:

- Gave purpose to their work by connecting their work to student achievement;
- Helped them plan and keep track of their work and plan for the future;
- Gave structure to their work, for example, formalizing the use of data for decision making;
- Gave a format for guidance curriculum with the domains, standards, and competencies that will enable school counseling departments to see what they are not covering;
- Helped set priorities, especially important during discussions of budget cuts within schools;
- Helped them see how much they accomplished this year;
- Brought their department together and made them stronger; and
- Made them more accountable.

Some found particular parts of the CCOS particularly helpful in their school. For example,

- The school ***Principal-Counselor Agreement*** set deadlines for scheduling students for the coming school year so that school counselors would have time to adjust students’ schedule before the start of the year.
- “It is opening the eyes of the administrators. In our building, they are realizing that we are important people now that they know what we do [because of the ***Principal-Counselor Agreement***]. We are forcing them to know more about what we do, saying what we will do, and backing up what we say by doing it.”
- The ***Master Calendar***, approved by the administrator, caused counselors to be more focused, helped them communicate early with teachers and others in the building (so they are more willing to work with the school counselor), and created more positive public relations throughout their schools. The goal of one school counseling department was to have their Master Calendar be the Master Calendar for the whole building in order to reduce the number of calendars and to highlight the activities related to guidance and counseling.

2. School counselors effectively assume new roles focused on leadership, mentoring, and provision of professional development.

School counselors assume new leadership roles.

School counselors felt they had taken a stronger leadership role in 2005-2006:

- School counselors provided *professional development* within their building, for example, luncheons on “how to read a transcript,” “what you need to know about registering students,” and “introduction to the Six Year Plan.”
- School counselors *used data and provided data to decision makers* in their schools.
 1. In the past, school counselors, in general, did not use data as a tool for communicating important information to teachers and administrators. This year, however, several schools gave PowerPoint presentations to their administration and to the entire staff focusing on powerful school level data that directly related to teachers’ work as well as information about the counseling department. In one school, school counselors found that showing teachers that 45% of their ninth graders failed one class was “a powerful way to get people to open up to change.” By the end of 2005-2006, all schools had someone in the department who was proficient using PowerPoint.
 2. School counselors in one school used data to show the whole staff that what they were doing at their school was successful in building relationships with students. This led to a brainstorming session to identify what everyone did in their Smaller Learning Communities (SLCs) that they should keep in a restructured advisory system.
 3. The Blue Book (bound report to the Bush Foundation 2004-2005), containing multiple sources of data, has been used by counselors and others in the schools.
- By the end of 2005-2006, school counselors in several schools felt that the principal and teachers saw them as *part of the leadership team in their school*. School counselors have served as leaders within their SLC teams. In at least two schools (Harding and Highland), each SLC or academy was led by a team consisting of the lead teacher, an assistant principal, and a school counselor.
- The *location of school counselors has been “decentralized”* in a two schools and others are considering the idea.
 1. At Harding High School, their academies (SLCs) each have an “administrative center” consisting of an academy principal, a school counselor, and a secretary located in proximity to the academies’ advisory classrooms. The counselors found many advantages to being close to their students’ classrooms. They felt more connected to the teachers, students more easily accessed services, teachers could more conveniently report problems, and collaboration with the administrator could be immediate.
 2. Humboldt counselors have been decentralized around their school though the administration and secretarial support has not. They have been successful in keeping in close communication as a department and have taken advantage, as much as they could, of being close to some of the classrooms and students they serve.
 3. Arlington administration and school counselors are experimenting with relocating administrators and counselors to be close to the eight grade nine-ten Houses. The principal envisions two counselors each would be intimately teamed with four House leaders (there are eight Houses) to serve their students, who would hand them off to the other two counselors who would work closely with grade eleven-twelve Focus Areas. If counselors were geographically closer to the students, it is hoped that more students would seek out the counselors, and that counselors could be more proactive in addressing students’ needs.

Represent school counseling at school site.

There are increased *signs of collaboration* of school counselors with others in their schools. All counseling departments had representatives on important school decision-making groups such as leadership teams or site councils. Through these groups and other initiatives, they increased the awareness of the services of the counseling department in their school.

1. Several schools reported having regular meetings with the administrative team in their school which had not happened in the past.
2. One school reported the school counselors, the principal, and assistant principals did the Myers-Briggs together and found it very helpful in understanding one another’s approaches.

3. One academy was the first to be trained in a professional learning community model through which all academy members, including the counselor, work closely together to build professional relationships, change the way they teach students, work on appropriate advisory curriculum, identify concerns about students and create appropriate interventions, and get to know students better.
4. For their SCL Council in one school, the principal brought in an outside facilitator on Saturdays to coach the members on how to get things done. One counselor expressed that the Council struggled with moving from talking and making decisions to action – the coach helped them take the next step. For the 2006-2007 school year, the SLC council will meet monthly and have the smaller teams meet every other week.
5. Central school counselors established a “Counselor of the Day” program that enabled them to be immediately reactive. The counselor of the day attended to immediate needs of walk-in students and administrative referrals, mediated student conflicts, assisted walk-in parents, and assisted with late-arriving students as needed. They found they did a lot of mediations between students while freeing up the other counselors to continue with planned appointments and classroom presentations.

Most school counseling departments will have a brochure for their department in 2006-2007. In one school, the department reported that they used their brochure more in the second year than the first. They added resources they found parents were requesting (e.g. African American Family Services) and the internet address for the Parent Portal. In general, school counselors give brochures out at parent conferences, open houses, in registration folders, and when parents come in to see them. One school held an open house in the counseling area and Career Resource Center to have teachers get to know them better and to understand their programs and resources. Because of this *dissemination of counseling department information*, school counselors felt that there was a better idea among staff and families about what school counselors do.

An important component of the ASCA Model is *results reporting* by school counselors to their school staff. Counseling departments did some reporting of results during 2005-2006, and by the end of the year, they clearly understood the importance of gathering and using data to drive counseling decisions. At the June 19, 2006, summary-of-the-year presentations, every school reported that an important goal for the coming year would be to do more with pre- and post-tests to determine whether what they were doing was effective and to report findings to the whole staff.

3. *Guidance technicians effectively assume non-counseling duties currently performed by counselors.*

Perform/align functions in accordance with CCOS.

During development of their CCOS for 2005-2006, each school rewrote their guidance technician (GT) job description to reflect the specific work the GT was doing in their school. School counselors were most likely to have guidance technicians do the following tasks: scheduling new students, introducing them to the school with a tour, and obtaining and recording their transfer credits; data and records management; and organizing testing.

The CCIT members agreed they were thankful for their guidance technician. One school counselor said, “I’m telling you right now that if something happened to the GT, this whole thing goes down. We would be in trouble.” School counselors said they had more time to build relationships and connections with students, and they could spend more time with a student when necessary. Because of their GT, school counselors had more time to be out in the building and classrooms and collaborating more with teachers and each other.

As the year went on, school counselors thought more about some of the clerical tasks they were still doing themselves and transferred that work to the guidance technician or guidance secretary. One school counselor said, “Sometimes when I am sitting down to work on something, I suddenly realize that I have a master’s degree to do this, and those are the things that the guidance tech does now.” Counseling departments saw that their guidance secretary also can be a valuable member of their team. One school added an “After School Project Coordinator” to assist in the new College and Career Center and to monitor senior exit plans.

This year, schools more often worked with their principals to set priorities for school counselors’ work. A new principal in one school asked the school counselors, “What do you need to get rid of so that you can do your job well?” She asked the counselors to redefine their role and really focus on some important goals for the next year, and the school counselors know that she will hold them accountable. Out of this effort, the principal reassigned the role of “advisor to the senior class (including coordinating graduation)” out of the counseling office to another individual in the building and redirected the role of “test coordinator” to a different member of the staff. In another school, counselors went to the principal and requested that “Seniors Honors Night” be reassigned. They felt there was so much to do at that point of the year with registration, summer school, and graduating and non-graduating seniors that they did not need this added responsibility. The principal has been very supportive of the department and agreed to pay a stipend to someone else to take the leadership with the assistance of the school counselors.

GT position becomes sustainable following grant period.

School counselors are committed to keeping the guidance technician in their school budget. Because schools must take over more and more of the funding for this position each year, school counselors have joined in the dialogue over budget priorities within their schools.

Goal 2: Design guidance curriculum and new initiatives

School counselors and other members of the school community design and implement initiatives focused on: Increasing graduation rate/reducing dropout rates, “closing the gap,” and “laying new track” of support and resources to address transition from high school to higher education.

Implement new guidance curriculum that every student should have.

At the seven high schools, school counselors have developed and implemented grade-level specific guidance curriculum for all students, a component of their comprehensive standards-based counseling program (and their CCOS). Important pieces of each school’s guidance curriculum are incorporated into lessons for updating all students’ Six Year Plans. Examples of lessons for all students included: graduation requirements, regular individual transcript review and what to do if they are behind in credits, career exploration including interest inventories and research on one or more careers, and preparation for college.

One example of a guidance lesson related to a financial justification for getting an education. The goal was to determine how much they needed to earn a year to meet their lifestyle dreams. Students planned a typical budget for a person living on their own, including expenses such as a cable bill, phone bill, car insurance, gas, mortgage or rent, and food. Then students compared what they could earn in a chosen career to the budget they had planned.

Additional typical guidance curriculum included:

- Most schools have begun offering the PLAN test to all tenth graders. ACT describes the PLAN program, a “pre-ACT test” as a powerful predictor of success on the ACT. The PLAN measures students’ current academic development and has a career interest inventory. School counselors use

PLAN results to help students make plans for the remaining years of high school and post-graduation years.

- Students are taught to use the Student Portal. They can click on their own schedule, click on the classes they are in, and see their homework, tests, due dates, and the points they have earned. Parents can use the Parent Portal to reach the same information about their student. Students are being asked to take responsibility for knowing where they stand in each class and to make sure the classes they have taken are accounted for on their transcript (they could print off an unofficial copy).
- One school developed a unique process for transition of students from their Ninth Grade Academy to their chosen career theme academy (for tenth through twelfth grade). The Ninth Grade Academy staff had students complete two interest inventories (MCIS and Myers-Briggs), identify some careers that related to their interests, research those careers (e.g. education, outlook, wages) in the Career Resource Center, and present reports to their classmates. Students then submitted their preferences of an academy, and staff made the final assignments of students to academies. In the spring, ninth graders went into their upper level academy to get to know the upper level students and to get to know what their academy was about. Then in June when the seniors were graduated, ninth graders went to their new advisory for next year.

Some specific initiatives included:

- Several of the schools have implemented **Link Crew**, a program that pairs juniors and seniors with freshmen so that freshmen will be more successful in school socially as well as academically. The goals fit well into the domains of the ASCA Model (academic, career and personal/social development). School counselors have collaborated by being trained and helping to implement Link Crew (a Boomerang Project - www.boomerangproject.com/linkcrew/). In one school, the school counselor was available to help students work through personal and social issues such as conflicts with peers or teachers and other unique situations that arose. The counselor reported her role was to help review student information, promote the program, participate in all events including facilitating parts of the training with students, and to be the main support of “Link Alerts” (student problem) and “Link Applause” (student success) – helping notify the appropriate Link Crew Student Leader of issues and celebrations among the individual freshmen.
- Several schools have held **Respect Retreats** conducted by Youth Frontiers for their ninth graders. The retreat is a one-day event held offsite designed to have students work on character development, specifically in the area of respect. This spring 2008, Johnson will hold a Wisdom Retreat, also with Youth Frontiers, to lead their seniors through a process to reach closure, particularly on their struggles during high school, and be guided toward a more meaningful transition into life beyond high school.

Initiatives schools were most proud of:

- In the seven high schools, school counselors spent much more time in classrooms and advisories than before the Connected Counseling initiative. A teacher in one school explained, “*All of the kids are seeing the counselors now. It is not just the college bound kids, and it is not just the at-risk kids, it is everybody who is getting an opportunity to connect with them.*”
- One department revised the senior handbook. Instead of a 20-page handbook, it was now five or six pages, eliminating redundancies and including just what seniors really needed to know.
- One school created a database for checking on the status of seniors’ exit plans. For the Class of 2006, 88% of seniors had completed an exit plan, namely a concrete plan for where they were going to school (including application and acceptance), where they were going to live, and how they were going to pay for it. In addition, students also completed their Six Year Plan which included their resume. The database helped to avoid duplication of services (including community organizations like Admission Possible) and more to signal the need to follow through on obtaining scholarships (helping exceed their target of \$1 million – \$2.9 million).

- Several schools held additional College Fairs this past year. In one school, to make the fair a worthwhile experience, students were given a worksheet to help them ask questions of the representatives of college and careers. After the fair, school counselors reflected on improving the fair by building relationships with more people in the community and providing a lesson for the teachers to do to prepare the students for the fair. MACAC (Minnesota Association of Counselors of Color) has begun working with the schools to set up college fairs at the school site.
- One school gave feedback to students on the results of every standardized test they took during the year, including the PLAN test and the PSAT, both of which help students prepare for future important tests including the SAT and the ACT. In this and other schools, counselors felt that the PLAN test was particularly helpful to students in assessing their skills.
- One school expanded their school's extended day program to allow students to stay after school from 2:30-4:30 to study in the library or come to the College and Career Center. This allowed students to use after school time to work on their Six Year Plan or do ACT prep.
- School counselors developed systems to streamline processes in their schools. One example was the "Passport to Graduation" developed by one school to avoid long and repeated lines for seniors to finish all requirements for getting their cap and gown. As a result, there was less chaos and frustration.

Initiatives for 2006-2007:

- Several schools are exploring a curriculum called "Why Try" that they would use with all ninth graders. In one school, one academy is piloting the Why Try curriculum with all their advisories grade ten to twelve – one teacher and one school counselor were trained and in turn, trained the advisors and provided them with the materials (three-ring binder, a DVD, and a CD of music). The curriculum has students look at their behavior, the consequences of it, and how they can change to have more personal power, more personal choice, and a personal future.
- Most schools tried to do some evaluation of their current counseling curriculum, but without exception, each counseling department has made plans to do a better job of using pre- and post-tests to see what students learn and how much they retain from the presentations by the school counselors. One school reported, "We need to do more pre- and post-tests so that we know what we need to teach and re-teach. We have all the surveys CAREI produces year after year, which are wonderful, but we need to look specifically at our counseling department, specific to our small goals, not necessarily the overall goals of the school."
- One school has a classroom next to the student lunchroom. Seniors will be given counselor-generated curriculum in a small group seminar format during lunch called "Lunchtime Learning." The lessons will be on various topics such as writing a college essay, filling out college applications, comparing colleges and writing resumes.

Implement targeted intervention strategies to "close the gaps".

Intentional guidance is the ASCA element that addresses specific groups of students, identified through data, who need additional services from school counselors, beyond that provided for all students, to "close the gap" in achievement. Experiences with "closing the gap" activities in 2005-2006 were mixed.

- School counselors in one school intended to have each counselor select five students who were not doing well after the first marking period, but they did not get started until the third marking period. In addition, they found the materials they chose to use, "Getting Good Grades in Ten Steps," did not meet the needs of most of the students on their lists. The most problematic students knew what to do; they were not motivated to do it. The school counselors were looking for other materials for next year.
- One school found their one-on-one conferencing with selected students was not enough to help students succeed because some students were lacking some significant "academic survival skills" to

be successful in school. They found there were a lot more students who could use the help that they offered to the few and that what they needed to do was offer a broader curriculum and make it available to the whole school.

- Several counseling departments went through transcripts of all their grade 9-11 students to identify any student behind in credits and signed them up automatically for summer school. They sent a letter home explaining the student's status and the importance of summer school and went to each advisory to go over students' transcripts so that each student would be aware of where they were in terms of graduation and credits.
- One school's "closing the gap" activity was to give a special invitation at parent conferences to parents of ninth grade students with two or more N's (incompletes) at the end of the first quarter. Only one parent attended! So, school counselors reevaluated their plan and held an "attitudes for success" lesson during one period for all these students. When they looked at the class completion data for these students at the end of the year, they found students who did not attend that special lesson did as well as students who did attend. School counselors concluded that they had to go "back to the drawing board." The data helped them make decisions and modify their activities.
- In one school, counselors did four guidance lessons with Read 180 (remedial reading) students designed to increase their motivation to succeed in the class. Lessons included: financial justification for getting an education, more time on their Six Year Plan, terms they needed to know (e.g. transcript, GPA, class rank), and respect and preventing violence in high school. They did not have an evaluation method and do not know whether they had an impact.

"Closing the Gap" activities 2006-2007:

- In another school, counselors will begin earlier in the year an activity they initiated in 2005-2006. Counselors identify students who are failing one or more required classes at the mid-quarter and sent a letter to their advisors to notify them of the students failing grades. Counselors also produced *a help sheet to guide the advisor* in how to have a conversation with a student that has failed classes. In addition, counselors met with those students one-on-one to talk about summer school, how to make up credits, or other alternatives so that they are able to graduate on time. Counselors found they spent extra time with these targeted students on personal and social matters that were impeding their academic performance. In addition, counselors provided a check-in discussion guide for advisors to use with their whole advisory to make sure that they hit all of the points on how to be successful in the classroom and generate plans for improvement.
- Some schools will use the *Why Try program* for guidance curriculum for all students and as "closing the gap" curriculum for selected students. The curriculum includes character education created to help youth learn important life skills such as anger management, problem solving, dealing with peer pressure, living with laws and rules, building a support system, and having a vision for the future. At one school, counselors will target those students who have two or more N's at the end of the first quarter. School counselors will work with their own students and choose whether to work with them individually or in small groups using the Why Try curriculum. School counselors will be able to look at their different approaches and see whether some approaches are more effective than others. In another school, counselors have teamed with their grade nine-ten House leaders to identify students after the first quarter who would benefit from concentrated work with a counselor using Why Try.
- At one school, administrators and counselors have identified through data (grades, attendance, and detentions) that *African-American males* in their school were less successful than other groups. The design for the "closing the gap" activity will be a work in progress throughout the year as each school counselor experiments with ways of connecting with and supporting African American males in their alphabet who they identified by examining ninth grade achievement levels. They have made tentative plans for each school counselor to work one-on-one with students going into tenth grade, using 2005-2006 data to identify students with problems, and sometimes gathering them during lunch

for a session. They will work with a college admissions counselor of color who has offered to help. Results will be measured by looking at students' GPA, N's, D's, behavior, and MBST test passage.

- Humboldt's closing the gap activity is a ***credit recovery program*** for a cohort of eleventh grade students who (1) are down in core course credits by four or fewer by the end of tenth grade or the first trimester of eleventh grade and (2) have a good chance of graduating. The goal is to have as many of these students on track (all credits earned) by the start of senior year. Counselors will meet with the cohort once a month, enroll them in an ALC after school and monitor them closely.

Challenges included:

- Every school is concerned about what will happen with ***increased graduation requirements*** for students beginning with the Class of 2008. In all schools, students will be required to complete more rigorous courses, and in some schools, the number of credits has increased.
- School counselors found that they could not make all the contacts to needy students and their parents than they would have liked. They want to see ***advisors taking more responsibility*** for making some of these contacts. Because of the high school counselor to student ratio, they need the help of advisors in making sure that students hear the information they need (e.g. graduation requirements) many times so that every student knows what to do. Advisors can also help students know where to go if students are behind on their credits.
- With "closing the gap" curriculum, one school counselor suggested that instead of each school creating their own, that they share what they have and that Connected Counseling help create district level teams who specialize with different groups (e.g. Latinos, African Americans), research what is known about working with that group, try different things, become more knowledgeable and skilled, and ***share curriculum and results***.

Goal 3: Advisors effectively counsel students and support them

School counselors provide leadership in development of advisory systems and help build capacity of advisors.

On November 2, 2005, a district-wide "Advisory Status Check" meeting was attended by a small team from each high school to discuss the purpose, needs, and future of advisories within the district. Following the November meeting, a district central office official asked the Connected Counseling Project Co-coordinators to "push advisories forward" during 2005-2006. The CC co-coordinator held meetings with an advisory team at each high school to facilitate a conversation within the school about the status of their advisory system and their goals and plans for the future. The co-coordinators offered financial resources to the schools to pay for teams who would meet, write, and develop the advisory structure and purpose for the school.

Advisory programs varied greatly by school (see Table 3 below). They varied in length from 12 minutes to 40 minutes and from meeting daily to a few times a week to as needed. Most schools expected advisors to monitor their advisees' progress to some extent, but other purposes were quite different—several required Sustained Silent Reading while others provided exposure to careers and concepts related to a field of study. School counselors worked with advisors in varying amounts from coming in once or twice a year to checking in regularly to assist advisors with curriculum presentation to checking in with students on such things as their progress or raising awareness of requirements for graduation and preparation for college. Some of the tasks done in advisories in some schools were done in special classes that were developed to prepare students for high school and the future.

Table 3. Advisory Schedules and Counselors' Roles with Advisories – 2005-2006

<i>School</i>	<i>Advisor/classes schedule</i>	<i>School Counselors role with advisories</i>
Arlington	Conducts advisory activities through flexible schedules within Houses (9th-10th) & Focus Areas (11th-12th)	Helped all Houses' implement the Six Year Plan; presented grade appropriate information about credits, transcripts, and college
Central	12 minutes four days and 24 minutes on Wednesdays; Thursdays are reading days for all students and staff	Collaborated with Ninth Grade Academy advisors to implement the Six Year Plan, and with English teachers to implement the Six Year Plan with 10th graders
Como	25 minutes each day with 2 days for sustained silent reading, 1 day for student group meetings, and 1 day for advisory activities; Ninth grade Como Connections class	Implemented Six Year Plan through Como Connections class, doing personality inventories and career exploration; True Colors curriculum with 10th grade English classes; worked with advisors by grade level to help with 10th grade Six Year Plans and other curriculum for 11th and 12th graders
Harding	30 minutes daily/called Foundations Knight Connections, first trimester class for ninth grade	Partnered with academies to prepare and provide advisory lessons; implemented Six Year Plans through selected classes for 9th and 10th grade, in advisories for 11th and 12th
Highland	20 minutes on Mondays, Wednesdays, and Fridays, and 40 minutes once a month	School counselors went into advisories nearly every time scheduled; implementation of Six Year Plan through selected classes
Humboldt	20 minutes each day; 17 minutes in 2006-2007	Visited advisories for activities (e.g. reading transcripts and graduation requirements); implementation of Six Year Plan through selected classes for 9th and 10th grades
Johnson	30 minutes 3 days-Tues/Thurs for Sustained Silent reading, Wednesday advisory; Special one-quarter classes ("F" classes) at each grade level to plan for high school and the future	Collaborated with academies to select advisory programs, for example, GO PROGRAM for 9th grade; worked with teachers and academies to include Six Year Plan-type activities in the special classes developed at each grade level

Several schools present advisory and Six Year Plan activities in academic or special classes:

1. At Como, all counselors gave Six Year Plan presentations to freshmen in their Como Connections (now Freshmen Seminar) course. This presentation was the introduction of the Six Year Plan requirement for graduation. Counselors helped freshmen navigate the website, and showed them the tools and resources for beginning their Six Year Plan.
2. Harding tenth graders experience a six-week career exploration unit in their English classes, spending two days a week in the College and Career Center. The content of the unit includes: introduction to the Six Year Plan, career exploration using Bridges and MCIS (including interest and skills inventories), college exploration (college search, online college resources, creating a resume), personality tests, financial lessons (vocabulary, planning a budget for life), and career research paper (samples, outline, rubric). After writing their paper, students present their career in class— everything about that career, what is a typical day for the career, what is the training, salary, and job

outlook. In some academies, students dressed up as if they were on a show being interviewed as the professional.

3. At Johnson, one quarter class each year is designated for each student to plan for high school and for their post-secondary future. Freshmen go into Freshmen FOCUS, sophomores into Foundations, juniors into Frameworks, and seniors into Finale. The “F” classes are one quarter long during a regular 84 minute class period. Through these four “F” classes, students in all academies plan for their high school career and investigate self-selected post-secondary career opportunities through company tours, job shadowing, mentoring, and internships, ending with a Senior Project which may also have a career focus. The four “F” classes are natural opportunities for teachers and counselors to work together and for school counselors to present guidance curriculum and lessons on the Six Year Plan.

Some experiences of school counselors with advisories in 2005-2006 included:

- School counselors became aware of the differences in what advisors did with their advisees. School counselors could easily recognize an advisory in which the students have made a connection to the advisor, each other, and to the school. Generally, school counselors agreed that advisors who were on top of things would look at students’ transcripts, would let school counselors know if the student was failing a class, and generally kept tabs on the students. When school counselors knew an advisor was not working with the students, they would visit that advisory more often. They also went into advisories more often to support a teacher when there was a higher percentage of students who were at risk of not graduating on time, especially if it was a senior advisory. Sometimes an advisor would ask a school counselor to present specific lessons (e.g. writing a resume, applying to college) in advisories.
- School counselors in one school went the extra step to help advisors learn how to keep tabs on their advisees. They would print out, for advisors, the list of students in the advisory who were failing a class. They asked the teachers to have a conversation with the students and gave teachers a sheet with some questions to guide the conversation, for example, “What went wrong here?” “Why did you fail these classes?” and “Have you talked with the teachers?”

School counselors made extensive use of advisories and even became advocates of advisories.

- One set of school counselors said that every time there were advisories (in this school, usually three times a week) counselors were in them giving guidance curriculum. They felt that if they had not gone into advisory as much as they did, teachers would have been more resistant to continuing advisories into the coming year. In this way, the counselors became advocates for advisory and through advisories they could go in and work with large groups of students. Without advisory, they felt they would not be able to reach out to students as systematically.
- Foundations (advisories) in one school were 30 minutes every day. School counselors used this time as an opportunity to meet with students who were not doing well academically or who were having problems personally. They worked collaboratively with their academy teams to develop curriculum for foundations to address academic and social development. Some lessons helped students with study skills, time management, character development, and career development.

School counselors provide supportive professional development activities

School counselors in most schools taught teachers how to read a transcript. They depended on advisors to help students understand their transcript and be aware of graduation requirements. To support this, the school counselors offered sessions during teachers’ lunch periods, providing them with lunch and answering their questions.

Counselors in one school were assigned to grade level teams of advisors for the first time as resource people to answer questions about credits or classes students need to take. School counselors helped the

tenth grade advisors when students updated their Six Year Plan. This year, advisors were asked to help students with registration so students would be better prepared for their one-on-one meeting with their counselor. The school counselors provided training but still found some glitches this year and will tweak the process for next year.

Use data to drive decisions in advisories.

Data was being used more by school counselors and by decision-making teams in the schools. School counselors were seeing the importance of using data to help determine what school counseling curriculum was needed for all students and for determining what “closing the gap” activities to do. School counselors and schools were at beginning levels of using data to make decisions, but the awareness of the importance of using data had increased over the year. One teacher reported, “[Counselors] actually put information in our mailbox regularly and let us know which kids in our advisory are at risk for failing a class. They give us transcripts with copious notes on each student in terms of this student is missing their PE requirement, here give this to that student, they need to come down and make an appointment with me. They are not just hoping students come down and see them. They are reaching out and using advisors and teachers to get information to students.”

Goal 4: Implementation of the Six Year Plan for all students

Structures in place for ninth and tenth graders to develop Six Year Plans—expand to juniors and seniors

At all seven high schools, the school counselors were given the responsibility for implementing Six Year Plan activities within their school. 2005-2006 ninth and tenth graders will need a Six Year Plan in order to graduate from Saint Paul Public Schools. School counselors have collaborated with advisors and social studies and English teachers to help each student develop a Six Year Plan. (See also Goal 3 on Advisories.)

Most schools reflected on how the year went and made revisions for 2006-2007.

- One school counselor said, “We have a better sense of the value of the Six Year Plan and are looking forward to next year when we can better link the Six Year Plan to the Career Resource Center, to college visits, and to career information fairs that we do.”
- Two schools are expanding (and relocating) their Career Resource Centers to support their guidance curriculum and Six Year Plan implementation. In one school, the Career Resource Center coordinator will cycle all students through by grade level using a scope and sequence of curriculum that supplements the guidance curriculum in the classroom.

Table 4. Six Year Plan Implementation, Where and By Whom – 2005-2006

<i>School</i>	<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh-twelfth</i>
Arlington	School counselors by House	School counselors by House	
Central	Advisory by advisors and school counselors	Social studies classes by school counselors	
Como	Como Connections class by teacher/help from counselors who pull in students who do not finish in class	Advisory by teachers	

Harding	English classes for 3 periods in College and Career Center (CCC) with 2 counselors and teacher	6 week career exploration in English – 2X week to CCC – 2 counselors and teacher	During advisory – 12th grade cycle through CCC at year’s start, then 11th grade – 3 sessions each
Highland	Social studies classes for one session by counselors	Advisories by school counselors	
Humboldt	Classes by teachers and school counselor	Advisories by advisors and school counselors	
Johnson	Teachers in Focus class, school counselor help	Foundations classes by teachers, help by counselors	

There were differences by school in the percent of students who had accessed their Six Year Plan by the end of the school year (see Table 5 below).

Table 5. Percent of students with an active Six Year Plan, by school and by grade level, June 16, 2006. Organized by highest percent to lowest within each grade level

<i>Ninth Grade</i>		<i>Tenth Grade</i>		<i>Eleventh Grade</i>		<i>Twelfth Grade</i>	
Central	92.6%	Central	89.1%	Harding	85.4%	Harding	82.6%
Humboldt	81.2%	Como	85.4%	Central	80.0%	Como	42.9%
Harding	80.6%	Highland	83.8%	Como	72.7%	Humboldt	38.8%
Highland	79.0%	Harding	82.1%	District	72.3%	District	34.2%
District	78.7%	District	75.9%	Arlington	72.2%	Highland	30.6%
Como	77.1%	Arlington	73.3%	Johnson	69.9%	Johnson	5.8%
Johnson	71.5%	Humboldt	52.2%	Highland	56.9%	Central	2.6%
Arlington	66.7%	Johnson	51.6%	Humboldt	50.5%	Arlington*	NA

*Twelfth grade numbers at Arlington were unavailable.

Advisors review Six Year Plan two times per year for all students.

One of the goals of Connected Counseling for 2005-2006 was to have advisors look at students’ Six Year Plans twice a year and make comments. There were still unresolved questions such as determining what staff would have responsibility for reviewing and verifying students’ Six Year Plan. How will teachers/advisors be held accountable for checking their advisees’ Six Year Plans? School counselors do not want to make this decision.

Increase capacity of teachers and staff around the Six Year Plan.

In several schools, counselors held training sessions for teachers on how to access the Six Year Plan and to respond to their advisees’ plans. Two schools did a survey of teachers asking them how long it would take them per student, an estimate, if they would be willing to do it, and how often they would be willing to do it. Schools found the response of teachers was positive. In the school where attendance to the training was voluntary, school counselors were pleased that even the curmudgeons about advisory and those resistant to technology showed up and were warming up to the Six Year Plan.

One school developed a brochure, "Viewing and Responding to Students' Six Year Plans: A Guide for Staff." It contained step by step directions to access their students' Six Year Plans on the website, to leave a comment, ways to use the Six Year Plan website in advisory and classroom, and "What is the Six Year Plan?"

Expansion of Six Year Plan to other districts

The Project Coordinator reported that the "Six Year Plan" website (www.sixyearplan.spps.org) and student career planning tool have been a very successful outcome of the Connected Counseling grant. He wrote, "So successful that we are in the process of working with Minneapolis Schools to share what we have done. Minneapolis wants to use what we have created in a customized version. There are other school districts that are interested as well...Now it is working well in SPPS using our technology but to make it a better product and one capable of being easily incorporated into other systems we need to put it into another format....How we proceed and what additional costs would be needed will be part of the plan. I would suggest that we give away or share the basic technology in the new delivery system with the understanding that schools who accept it will not attempt to sell it to others. We would have a copyright and would be letting them use and modify it as they want. We would have to provide some technology support and training up front and may have development/training costs that we could pass on to users or find other funding for. I am not looking for additional work but this is a good opportunity to expand beyond the original scope of the grant."

Goal 5. College Access

School counselors expand Connected Counseling Program to create expectation and seamless transition for students from high school experience to higher education opportunities.

All schools were doing more with career exploration and doing it earlier in a student's high school career. School counselors felt that this increased attention was successful. One said, "Doing the career cruising, they see what types of jobs are out there and what type of education they need, and hopefully, it's waking them up to what they need to do."

Implement targeted strategies to connect students to higher education opportunities.

Harding was the first to greatly expand their Career Resource Center (CRC) renamed the **College and Career Center**. The primary goals of the center include: 1) transforming all college and career planning to electronic format, and 2) increasing student access to computer software and the Internet. To accomplish these goals, the center physically moved to a large classroom complete with 40 computers connected to the Internet. The updated center reflects a substantial shift in focus from a "drop-in" approach to a direct instruction approach. An after-school program has been launched to give students more opportunity to come into the CCC. One counselor said, "We are teaching them tools in the career center. They know that is the place to go, in addition to your counselor's office, to get information on different volunteer opportunities, jobs, researching college and careers and scholarships. They immediately know that's the place to go for applications."

During 2005-2006, other schools (Humboldt, Central, Como, and Arlington) made greater use of their CRC in having students explore careers and discover what education was needed for that career. At Arlington and Humboldt, Career Resource Center coordinators implement portions of the guidance curriculum for students of all grade levels. Highland is looking at Harding's and other CRC models in order to expand space and activities.

School counselors were collaborating with other staff in their schools to implement the AVID program. **Advancement via Individual Determination (AVID)** is an in-school academic support program for grades

5-12 that prepares students for college eligibility and success. AVID programs target students in the academic middle, place them in advanced classes, and provide support. The role of counselors has been to go into AVID classes with guidance curriculum, for example, more indepth work on their Six Year Plan (IDEAS assessment, career interest inventory, college planning), using the Student Portal to check their progress and grades, transcript review, registration, practice for the PSAT and review individual student PSAT results, and financial justification for getting an education.

In one school, counselors had a meeting with representatives from eight different *external college access programs* (e.g. Admission Possible, MEP, Upward Bound) all in one room. They had them share the information the school counselors needed in order to effectively collaborate with them and to cut down on the overlapping of services to students. School counselors wanted to know: Who are you looking for? When is your recruiting done? What are the benefits of your program? What do you do in your program? School counselors wanted better communication in order to stop double and triple serving students so that more students could be served. School counselors learned that there was some territorialism between groups. The school also wanted to evaluate whether programs to which the school contributed money were valuable and worth the cost. In the fall of 2006-2007, several schools have set up formal collaborations with external college access program representatives that meet as often as monthly and discuss policy and procedures and identify issues needing resolution.

Other specific strategies and accomplishments included:

- Several schools held more College Fairs in 2005-2006. One school reported there were 1200+ visits of students to college representatives (more than one per student). They held two mini college fairs instead of one. Another school added a career fair in 2005-2006 to increase their opportunities for students.
- Schools improved their career fairs to make them more purposeful and not just an opportunity to pick up pretty brochures. For example, one school asked the colleges to bring something for a drawing at the end. Students who had a conversation with an admission counselor would be given a ticket for the drawing.
- For use in their Career Resource Center, one school bought 2000 individual licenses from ACT for students to go online to use ACT diagnostics, practice tests, and interactive teaching.
- Two schools introduced students to ACCUPLACER which was developed by the College Board and is used by community and technical colleges to assess academic skills in math and reading in order to place students in academic classes at the appropriate skill level.

Part III. Project Management

Connected Counseling Project

All CCIT members and all seven guidance counseling departments were positive about the Connected Counseling Project. There were very few individual school counselors within departments who were not “on board” and working as a team to examine how they did their work. Departments reported:

- “It made us come together and go in one direction and document things that we might not have documented otherwise even though we were doing them. With the support of this initiative—including support from the district, from Trish Hatch who gave us ideas, and Marlene and Dan—we did a lot of focusing that we probably wouldn’t have done otherwise.”
- “The project forced us to have a conversation that we were not having before. This project said come up with a plan and put it on paper. We would always meet and talk about stuff, but it would sit in some nebulous calendar that no one ever put down. We would say, yeah, we know we need to do this, do that, but this project and all the reports and everything forced us to say, okay, yeah, in September, we ARE going to do this and do this. This is what we said, and our principal signed off on it, we have to get this done. There is a level of accountability that really is helpful.” “This project said, ‘No, you actually have to do this. And you are going to tell us about it later.’”
- About Trish Hatch: “Having Trish Hatch come gave us the opportunity to work as a team from our school.” “This helped our department gel.” “She keeps us energized and on track.”
- Schools have been encouraged to include their principal in district-wide project meetings. Counselors in one school said that their principal had been to three of those meetings. Her attendance has improved their relationship, and one said, “She really has a handle on it now, and she is supportive of it. When she shows up, that’s a huge statement of support. She just loved that Bluebook that we put out.”

Project Co-coordinators

During 2005-2006, Connected Counseling was co-coordinated by Dan LaBore and Marlene Ziemski, both retired part-time and working part-time. All the positives about the project overall and about the specifics of the project can, in large part, be attributed to the fine project management of the Project Co-coordinators. Key decisions and strategies in 2005-2006 included:

- Requiring counseling departments to meet together to develop the CCOS and a budget before they could be part of the project and receive project funds,
- Visiting schools to discuss the December 2005 report conclusions and student data and asking departments to use these data to set goals,
- Requesting CAREI to create sample PowerPoint presentations that the school counselors could use in preparing a presentation for their school staff,
- Bringing in Trish Hatch mid-year to give counseling departments a time to plan with their team and principal, and
- Scheduling the June 19, 2006, meeting and requiring counseling departments to make a presentation of their results and plans for 2006-2007.

Another key decision has been the careful planning for a transition of leadership of Connected Counseling for 2006-2007. The change of district level project coordinator from Dan LaBore and Marlene Ziemski to Katherine “Kitty” Johnson has been done successfully. Ms. Johnson, a Saint Paul counselor, has been active in the project from the beginning. Mr. LaBore has been available to her during 2006-2007 for consultation. The Connected Counseling project has maintained the initiatives that were so successful in past years and has undertaken new projects as well. One important example is the work that Connected Counseling is doing to improve the technological support for quickly identifying students who are on track for graduation and which students need attention. The Six Year Plan technology is also being upgraded.

CCIT

All representatives from the seven high schools agreed that they valued being part of the Connected Counseling Implementation Team (CCIT). The monthly meetings were a learning experience, excellent for networking and sharing ideas across the district, and inspirational because of the passion displayed by members of the CCIT. The CCIT group stayed together and grew in membership through the years.

Budget

Having a budget of their own was a new phenomenon for counseling departments. With the CC money:

- Schools purchased curriculum such as True Colors and paid for the training. The CC budget paid for substitute teachers to release teachers to go to training and to implement the curriculum back at the school.
- They could purchase new programs to see how they work, (e.g. Why Try). The CCIT has been the forum for sharing these new ideas and allows for trials before others spend money on the products. Counselors can also go to training on these new products in other locations before bringing the trainers into Saint Paul.
- Schools have used their budget to buy incentives for students to complete their Six Year Plan assignment for their grade level, for example, ice cream during school lunch, t-shirts or caps, backpacks, pizza parties, or a roller skating party.
- They had a budget to buy technology, particularly the LCD projector for their Career Resource Center.
- One school bought planners for all their students; most other schools already use them. The school had them in the past but ceased using them. The school counselors felt that if they work with advisors, they will find the planners are very useful in keeping students on track with their school work and obligations.
- The project brought professional opportunities, conferences and other professional development that they wouldn't have known about or been able to go to otherwise. They could go to conferences together and support each other when they come back and build on what they learned.

Examples of resources provided by the Project Co-coordinators during 2005-2006 included:

- The New Jersey School Counselor Association website with its links to ASCA resources and guidance curriculum resources.
- Contact with Larry Dieringer from Educators for Social Responsibility (ESR). The Project Coordinator felt that ESR had published one of the best Advisory Guides he had seen so far. He offered an information session with Dieringer and explored, with the seven schools, whether they had interest in ESR training which they could customize to meet site needs. He provided one copy of the advisory book for all schools. Throughout the year, principals and school counselors mentioned using lessons from the book.
- Encouraging school counselors to go to conferences such as the College Board's Midwestern Regional Forum, in order to attend mutual events and to share knowledge of the latest trends and initiatives.
- Urban Planet training was offered by the Como guidance tech to guidance technicians (and counselors) in order to enable someone in the guidance department to develop the guidance portion of school websites.
- Created a large Six Year Plan banner to post in schools, and picked up half of the cost for schools.

Appendix A. Graduation and Dropout Rates

The Connected Counseling initiative is an effort aligned with the Bush Foundation's goal of raising high school completion rates for all students. Appendix E reports graduation and dropout rates across SPPS and within the seven high schools involved in Connected Counseling. Page one summarizes findings related to graduation rates and dropout rates and takes district demographics into account.

District demographics (Table 1):

- The percent living in poverty (free/reduced lunch eligibility) among SPPS students increased 2% from 67% in 2004-05 to 69% in 2005-06 and by 10% from 59% in 2001-02 to 69% in 2005-06.
- The percent of students of color increased 7% from 65% in 2001-02 to 72% in 2005-06.
- The percent of special education students decreased from 15% in 2004-05 to 13% in 2005-06 though Humboldt special education students remained at 26% of enrollment.

Districtwide findings looking at data from 2001-2002 to 2005-2006 (Table 2 and Graph 1):

- The district graduation rate increased by 2.6% from 63.3% in 2005 to 65.9% in 2006 and increased 8.5% in four years from 57.4% in 2002 to 65.9% in 2006.
- The district dropout rate declined 1% from 10.6% in 2005 to 9.6% in 2006 and declined 5.4% in four years from 15% in 2002 to 9.6% in 2006.

School level demographics (see Table 3):

- Six high schools have 12% to 15% of students qualifying for special education services, and Humboldt has 26% qualifying.
- Arlington has the highest percent of students of color (94% compared to the district average of 72%), highest percent eligible for free/reduced lunches (90% compared to the district average of 69%), and highest percent qualifying for ELL services (53% compared to the district average of 39%).
- Harding has the second highest percent qualifying for ELL services – 50% of students.

School level findings looking at data from 2001-2002 to 2005-2006—four years (Tables 4 through 11 and Graphs 2 through 8):

- There are relationships between school demographics and graduation or dropout rates.
- When comparing the Class of 2002 to the Class of 2006, six of seven high schools increased their four-year graduation rate and decreased their dropout rate. Arlington made the greatest gains (13% from 45.3 to 58.3%) followed by Highland (11.7% from 61.4% to 73.1%) and Johnson (9.3% from 53% to 62.3%).
- Central has the highest four-year graduation rates (73.4%) followed by Highland (73.1%) and Como (72%).
- Central and Como have the lowest dropout rates (both 5.3%) followed by Highland (6.5%).
- Arlington made the greatest one year gain from 2005 to 2006 in four-year graduation rates (7.2%) followed by Harding (5.3%).
- Harding had the greatest one year decline from 2005 to 2006 in dropouts (3.4%) followed by Como and Highland (both at 1.9%).

Table 1. District Demographics

	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-2006</i>
<i>Total enrollment</i>	11423	11691	11491	11419	11409
<i>Students of Color</i>	65%	67%	68%	70%	72%
<i>F/R Lunch eligibility</i>	59%	60%	62%	67%	69%
<i>ELL eligibility</i>	33%	36%	35%	38%	39%
<i>Special Education</i>	12%	13%	14%	15%	13%

Table 2. District Graduation Rates

	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
<i>Graduation in four years</i>	57.4%	58.3%	59.1%	63.3%	65.9%
<i>Continuation in school</i>	27.6%	27.4%	27.4%	26.1%	24.5%
<i>Dropped out</i>	15.0%	14.3%	13.5%	10.6%	9.6%

Graph 1. District Graduation Rates

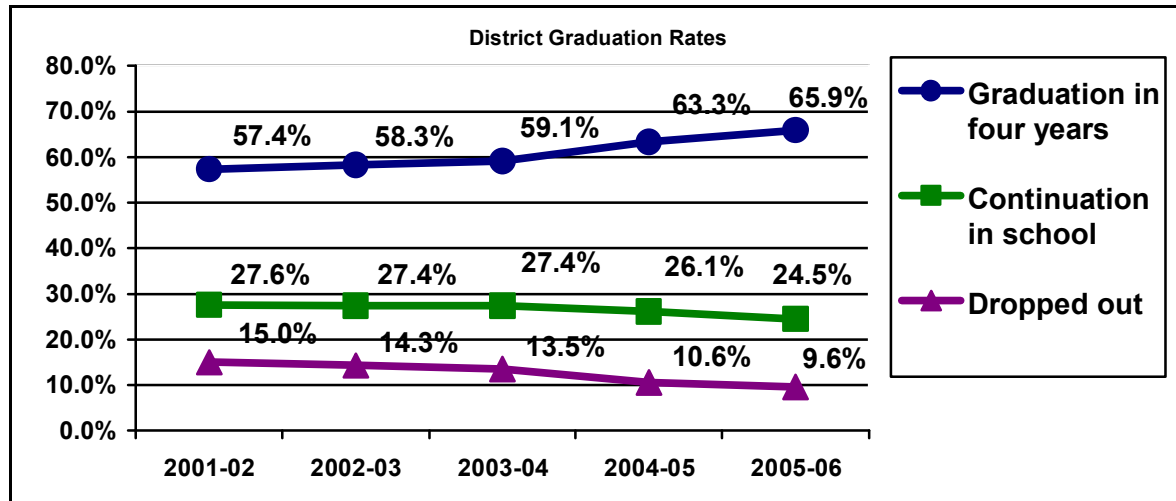


Table 3. Demographics by school in 2005-2006

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Students of Color</i>	72%	94%	63%	60%	79%	51%	80%	72%
<i>Free/Red. Lunch</i>	69%	90%	53%	62%	77%	49%	80%	73%
<i>Special education</i>	13%	13%	7%	13%	13%	14%	26%	15%
<i>ELL</i>	39%	53%	29%	34%	50%	27%	32%	38%

Table 4. Ranking in District in 2005-2006

	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Free/Red. Lunch</i>	1	5	6	3	7	2	4
<i>Students of Color</i>	1	6	5	3	7	2	4
<i>Special education</i>	4	7	4	4	3	1	2
<i>ELL</i>	1	6	4	2	7	5	3
<i>Four-year graduation</i>	6	1	3	4	2	7	5
<i>Dropped out</i>	2	6	7	4	5	1	3

Note: 1=highest percent.

Table 5. Graduation Rate Change from Class of 2002 to Class of 2006 (four years)

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	+8.5%	+13.0%	+0.1%	+6.2%	+5.8%	+11.7%	-1.7%	+9.3%
<i>Continuation in school</i>	-3.1%	-6.8%	+2.0%	-1.6%	-2.1%	-7.4%	0.9%	-2.5%
<i>Dropped out</i>	-5.4%	-6.3%	-2.1%	-4.6%	-3.7%	-4.4%	+0.8%	-6.7%

Table 5. Graduation Rate Change from Class of 2003 to Class of 2006 (three years)

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	+7.6%	+18.1%	-2.0%	+4.1%	+7.9%	+4.5%	-3.4%	+3.8%
<i>Continuation in school</i>	-2.9%	-10.0%	+2.7%	+0.1%	-2.5%	-3.0%	-0.3%	+0.6%
<i>Dropped out</i>	-4.7%	-8.3%	-0.8%	-4.2%	-5.4%	-1.5%	+3.7%	-4.4%

Table 6. Graduation rate change from Class of 2004 to Class of 2006 (two years)

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	+6.8%	+10.8%	+0.7%	+1.7%	+2.5%	+5.9%	+7.9%	+6.8%
<i>Continuation in school</i>	-2.9%	-5.7%	+1.6%	+2.4%	-2.3%	-3.4%	-2.7%	-6.0%
<i>Dropped out</i>	-3.9%	-5.2%	-2.3%	-4.0%	-0.2%	-2.4%	-5.2%	-0.7%

Table 7. Graduation rate change from Class of 2005 to Class of 2006 (one year)

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	+2.6%	+7.2%	-3.0%	+3.7%	+5.3%	+3.3%	+2.3%	-5.0%
<i>Continuation in school</i>	-1.6%	-8.9%	+3.3%	-1.8%	-1.9%	-1.5%	-5.0%	+3.4%
<i>Dropped out</i>	-1.0%	+1.6%	-0.3%	-1.9%	-3.4%	-1.9%	+2.7%	+1.7%

Table 8. Four-year Graduation rate by school – Class of 2006

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	65.9%	58.3%	73.4%	72.0%	68.0%	73.1%	41.2%	62.3%
<i>Continuation in school</i>	24.5%	28.3%	21.3%	22.7%	22.5%	20.4%	39.0%	24.9%
<i>Dropped out</i>	9.6%	13.3%	5.3%	5.3%	9.5%	6.5%	19.8%	12.9%

Table 8. Four-year Graduation rate by school – Class of 2005

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	63.3%	51.1%	76.4%	68.3%	62.7%	69.8%	38.9%	67.3%
<i>Continuation in school</i>	26.1%	37.2%	18.0%	24.5%	24.4%	21.9%	44.0%	21.5%
<i>Dropped out</i>	10.6%	11.7%	5.6%	7.2%	12.9%	8.4%	17.1%	11.2%

Table 9. Four-year Graduation rate by school – Class of 2004

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	59.1%	47.5%	72.7%	70.3%	65.5%	67.22%	33.3%	55.5%
<i>Continuation in school</i>	27.4%	34.0%	19.7%	20.3%	24.8%	23.84%	41.7%	30.9%
<i>Dropped out</i>	13.5%	18.5%	7.6%	9.3%	9.7%	8.94%	25.0%	13.6%

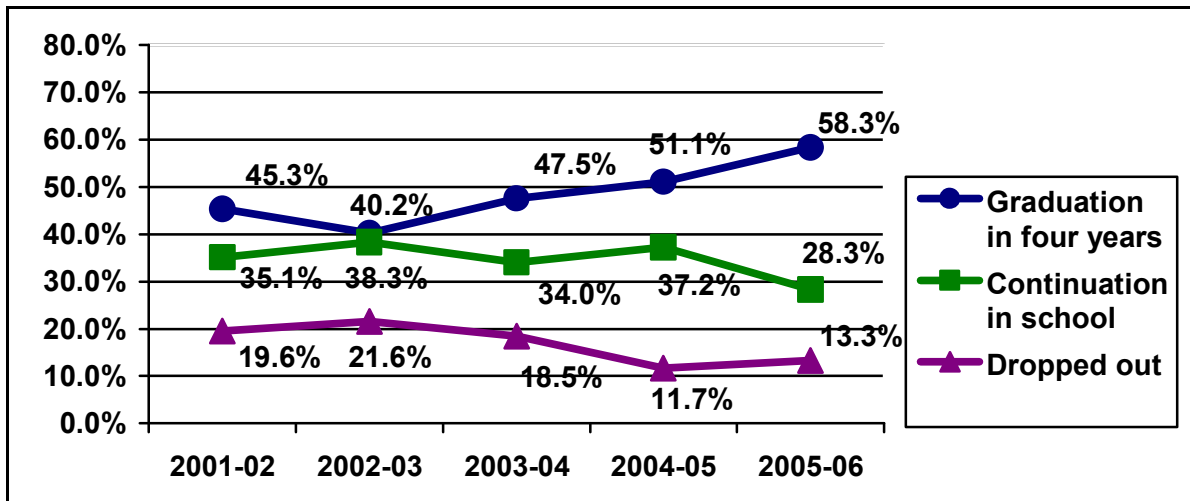
Table 10. Four-year Graduation rate by school – Class of 2003

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	58.3%	40.2%	75.4%	67.9%	60.1%	68.6%	44.6%	58.5%
<i>Continuation in school</i>	27.4%	38.3%	18.6%	22.6%	25.0%	23.4%	39.3%	24.3%
<i>Dropped out</i>	14.3%	21.6%	6.1%	9.5%	14.9%	8.0%	16.1%	17.3%

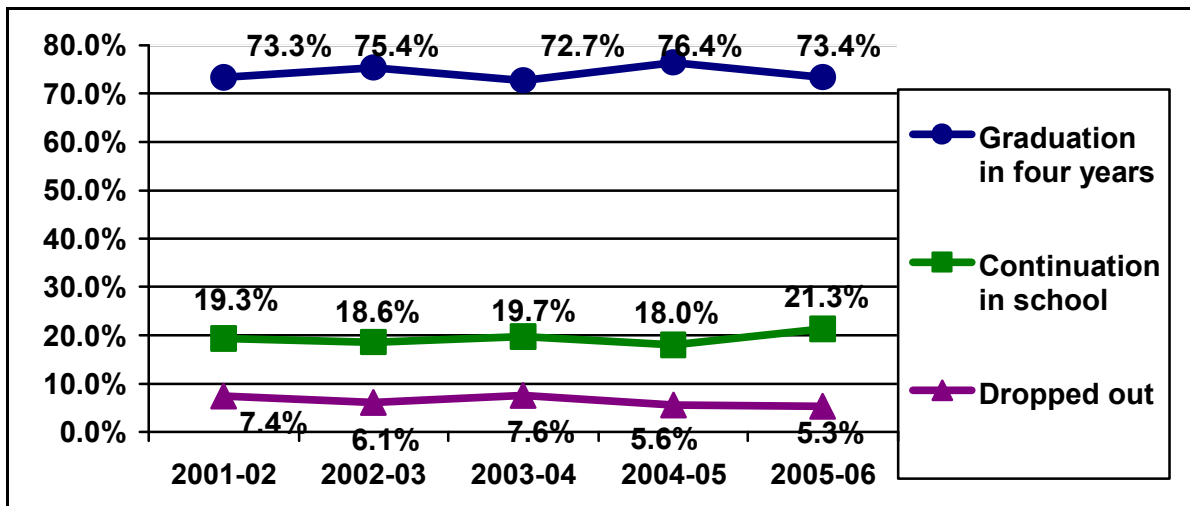
Table 11. Four-year Graduation rate by school – Class of 2002

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Graduation in four years</i>	57.4%	45.3%	73.3%	65.8%	62.2%	61.4%	42.9%	53.0%
<i>Continuation in school</i>	27.6%	35.1%	19.3%	24.3%	24.6%	27.8%	38.1%	27.4%
<i>Dropped out</i>	15.0%	19.6%	7.4%	9.9%	13.2%	10.9%	19.0%	19.6%

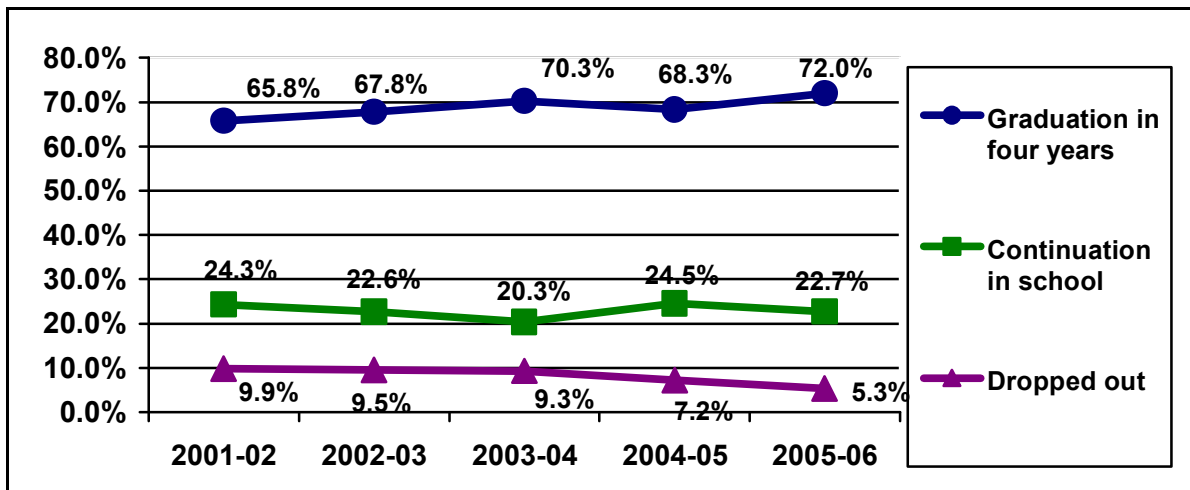
Graph 2. Arlington Graduation Rates



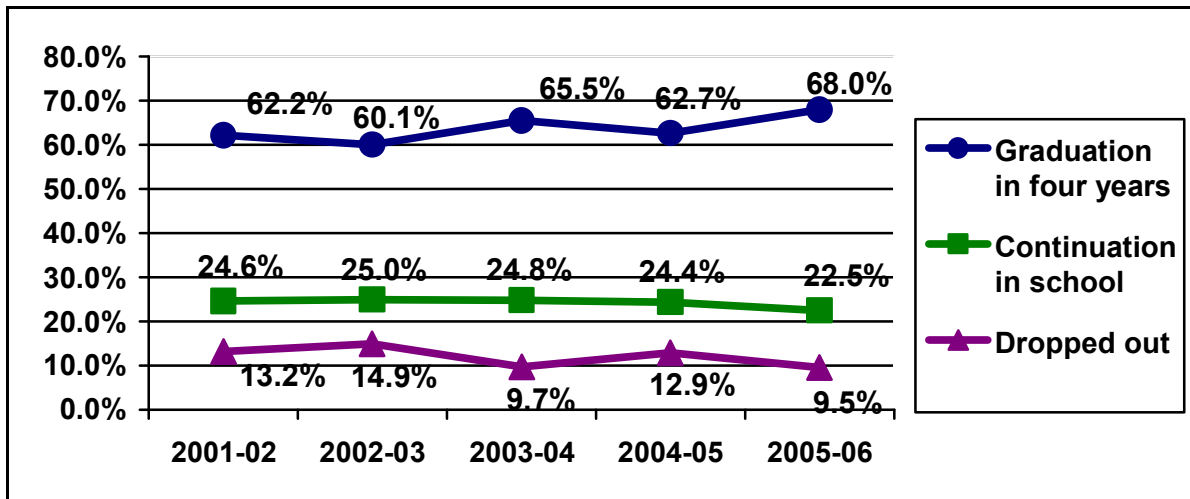
Graph 3. Central Graduation Rates



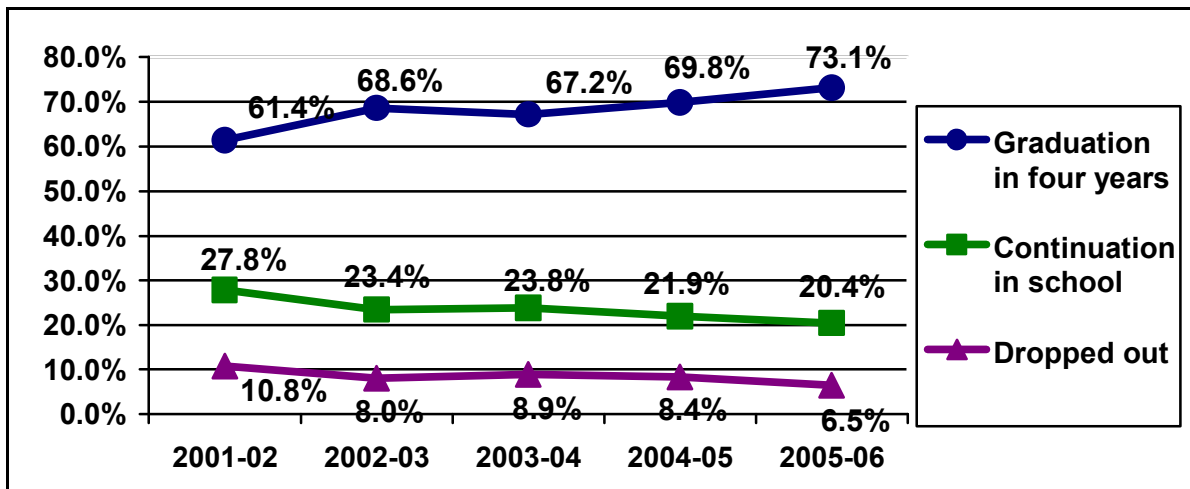
Graph 4. Como Park Graduation Rates



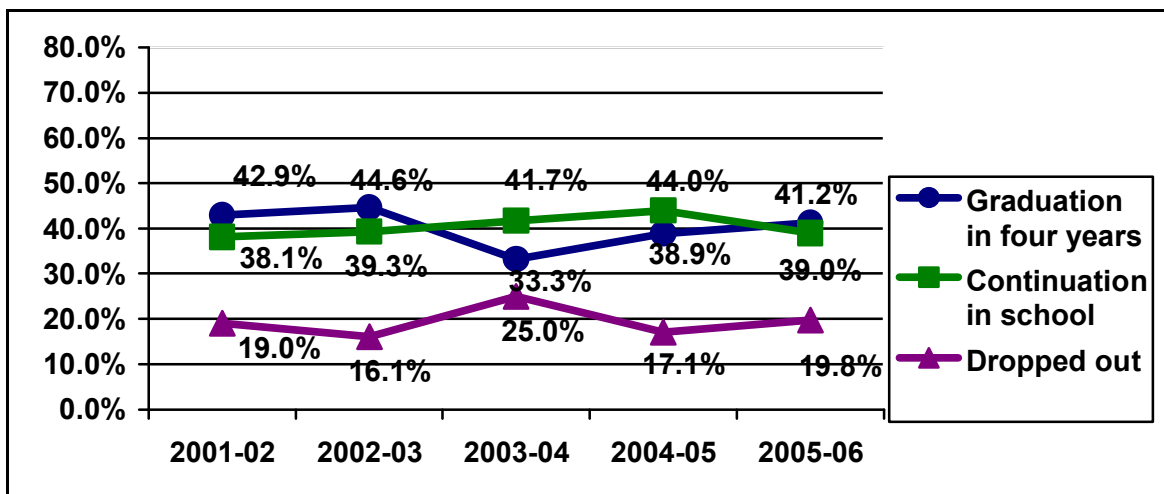
Graph 5. Harding Graduation Rates



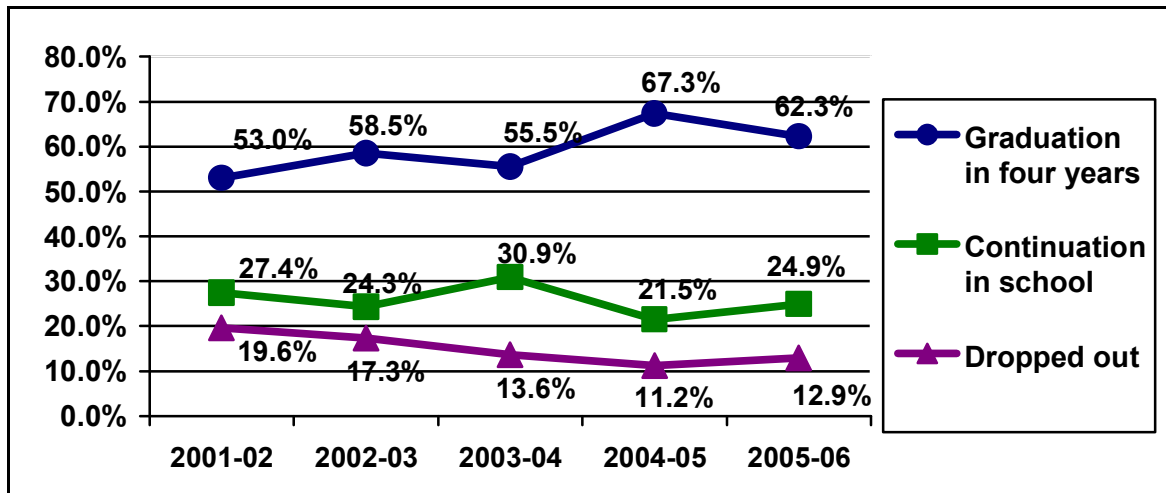
Graph 6. Highland Park Graduation Rates



Graph 7. Humboldt Graduation Rates



Graph 8. Johnson Graduation Rates



Demographic by School for Three Years

Table 12. Enrollment for Arlington

	2003-04	2004-05	2005-06
Total enrollment	1900	1912	1916
<i>American Indian</i>	16 (00.8%)	18 (00.9%)	18 (00.9%)
<i>Asian</i>	752 (39.6%)	820 (42.9%)	915 (47.8%)
<i>Hispanic</i>	218 (11.5%)	227 (11.9%)	199 (10.4%)
<i>African American</i>	773 (40.7%)	720 (37.7%)	678 (35.4%)
<i>Caucasian</i>	141 (07.4%)	127 (06.6%)	106 (05.5%)
F/R Lunch eligibility	1588 (83.6%)	1670 (87.3%)	1730 (90.3%)
ELL eligibility	939 (49.4%)	1077 (56.3%)	1032 (53.9%)
Special Education	245 (12.9%)	280 (14.6%)	270 (14.1%)

Table 13. Enrollment for Central

	2003-04	2004-05	2005-06
Total enrollment	2081	2091	2068
<i>American Indian</i>	22 (01.1%)	23 (01.1%)	24 (01.2%)
<i>Asian</i>	500 (24.0%)	516 (24.7%)	541 (26.3%)
<i>Hispanic</i>	78 (03.8%)	88 (04.2%)	108 (05.2%)
<i>African American</i>	627 (30.1%)	646 (30.9%)	636 (30.8%)
<i>Caucasian</i>	854 (41.0%)	818 (39.1%)	759 (36.7%)
F/R Lunch eligibility	921 (44.3%)	1022 (48.9%)	1088 (52.6%)
ELL eligibility	389 (18.7%)	498 (23.8)	593 (28.7%)
Special Education	179 (08.6%)	202 (09.7%)	173 (08.4%)

Table 14. Enrollment for Como

	2003-04	2004-05	2005-06
<i>Total enrollment</i>	1423	1394	1418
<i>American Indian</i>	8 (00.6%)	13 (00.9%)	17 (01.2%)
<i>Asian</i>	538 (37.8%)	449 (33.2%)	430 (30.3%)
<i>Hispanic</i>	83 (05.8%)	84 (06.0%)	106 (07.5%)
<i>African American</i>	208 (14.6%)	280 (20.1%)	304 (21.4%)
<i>Caucasian</i>	586 (41.2%)	568 (40.8%)	561 (39.6%)
<i>F/R Lunch eligibility</i>	787 (55.3%)	816 (58.5%)	875 (61.7%)
<i>ELL eligibility</i>	497 (34.9%)	500 (35.9%)	479 (33.8%)
<i>Special Education</i>	193 (13.6%)	211 (15.1%)	199 (14.0%)

Table 15. Enrollment for Harding

	2003-04	2004-05	2005-06
<i>Total enrollment</i>	2102	2123	2138
<i>American Indian</i>	45 (02.1%)	50 (02.4%)	50 (02.3%)
<i>Asian</i>	937 (44.6%)	944 (44.5%)	1002 (46.9%)
<i>Hispanic</i>	135 (06.4%)	150 (07.1%)	184 (08.6%)
<i>African American</i>	437 (20.8%)	477 (22.5%)	455 (21.3%)
<i>Caucasian</i>	547 (26.0%)	502 (23.7%)	447 (20.9%)
<i>F/R Lunch eligibility</i>	1446 (68.8%)	1624 (76.5%)	1653 (77.3%)
<i>ELL eligibility</i>	902 (42.9%)	986 (46.4%)	1078 (50.4%)
<i>Special Education</i>	313 (14.9%)	324 (15.3%)	294 (13.8%)

Table 16. Enrollment for Highland

	2003-04	2004-05	2005-06
<i>Total enrollment</i>	1425	1416	1431
<i>American Indian</i>	16 (01.1%)	17 (01.2%)	25 (01.8%)
<i>Asian</i>	312 (21.9%)	294 (20.8%)	271 (18.9%)
<i>Hispanic</i>	142 (10.0%)	130 (09.2%)	145 (10.1%)
<i>African American</i>	252 (17.7%)	275 (19.4%)	296 (20.7%)
<i>Caucasian</i>	703 (49.3%)	700 (49.4%)	694 (48.5%)
<i>F/R Lunch eligibility</i>	626 (43.9%)	672 (47.5%)	706 (49.3%)
<i>ELL eligibility</i>	378 (26.5%)	392 (27.7%)	380 (26.6%)
<i>Special Education</i>	211 (14.8%)	229 (16.2%)	207 (14.5%)

Table 17. Enrollment for Humboldt

	2003-04	2004-05	2005-06
<i>Total enrollment</i>	899	842	786
<i>American Indian</i>	28 (03.1%)	26 (03.1%)	23 (02.9%)
<i>Asian</i>	174 (19.4%)	147 (17.5%)	172 (21.9%)
<i>Hispanic</i>	196 (21.8%)	189 (22.5%)	158 (20.1%)
<i>African American</i>	277 (30.8%)	295 (34.0%)	273 (34.7%)
<i>Caucasian</i>	224 (24.9%)	185 (22.0%)	160 (20.4%)
<i>F/R Lunch eligibility</i>	649 (72.2%)	671 (79.7%)	632 (80.4%)
<i>ELL eligibility</i>	309 (34.4%)	304 (36.1%)	251 (31.9%)
<i>Special Education</i>	246 (27.4%)	221 (26.3%)	211 (26.8%)

Table 18. Enrollment for Johnson

	2003-04	2004-05	2005-06
<i>Total enrollment</i>	1655	1638	1639
<i>American Indian</i>	28 (01.7%)	39 (02.4%)	34 (02.1%)
<i>Asian</i>	545 (32.9%)	539 (32.9%)	523 (31.9%)
<i>Hispanic</i>	147 (08.9%)	154 (09.4%)	179 (10.9%)
<i>African American</i>	359 (21.7%)	387 (23.6%)	446 (27.2%)
<i>Caucasian</i>	576 (34.8%)	519 (31.7%)	459 (27.9%)
<i>F/R Lunch eligibility</i>	1088 (65.7%)	1159 (70.8%)	1192 (72.7%)
<i>ELL eligibility</i>	593 (35.8%)	626 (38.2%)	627 (38.3%)
<i>Special Education</i>	254 (15.4%)	261 (15.9%)	258 (15.7%)

Appendix B. Student Outcomes

Goal 1: Improved performance for increased school completion

- The district graduation rate increased by 2.6% from 63.3% in 2005 to 65.9% in 2006 and increased 8.5% in four years from 57.4% in 2002 to 65.9% in 2006.
- The district dropout rate declined 1% from 10.6% in 2005 to 9.6% in 2006 and declined 5.4% in four years from 15% in 2002 to 9.6% in 2006.

Goal 2: Increase high-quality connections with adults

- Across the district, in 2006 compared 2005, 2.5% more ninth graders (increase from 81.4% to 83.9%) and 2.5% more tenth graders (increase from 81.3% to 83.8%) “felt part of their school.” Among seniors, the percent remained the same from 2004-2006—80.6% to 80.4%.
- In 2006 compared to 2005, over 4% more tenth graders (increase from 68.3% to 72.4%) reported “at least one adult in their school knows them well.” 77.8% of eleventh graders agreed.
- In 2006 compared to 2005, 2.8% more tenth graders (increase from 73.4% to 76.2%) reported “there is at least one adult in their school they can talk to.” 80.2% of eleventh graders agreed.
- When the two are joined – “there is at least one adult in this school I can talk to and who knows me well” – more seniors agreed in 2006 over 2005 (86.6% compared to 84.4%).

Goal 3: Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

- Attendance did not improve at any grade level. Grade nine had only 35% who missed 0 to 5 days and had 45.5% who missed 11 or more days and each successive grade had even less positive numbers.

Goal 4: Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined as those with “honors” classification.

- The percent of students who took one or more honors classes declined from 44% in 2004-05 to 38% in 2005-06. There was a decline at every grade level and a large decline among twelfth graders from 54% to 37%.

Goal 5: Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

- Between 75% and 79% of ninth and tenth grade students had accessed their Six Year Plan at least once by June 2006. These are the students who will be required to complete a Six Year Plan in order to graduate.
- In 2006, 91.4% of eleventh graders “sometimes or often” talked about their future in school; 87.1% of 2006 ninth graders said the same, a increase from 81.8% of 2004 ninth graders.
- Nearly 35% of students at all grade levels reported that they “never” visit their Six Year Plan/Student Portal. However, 33.3% of ninth graders and about 20% of ten-twelfth graders visit the Six Year Plan/Student Portal weekly or monthly.
- Most students who did visit the Six Year Plan/Student Portal did so to see their grades (70.6%), followed by transcript (35.2%) and attendance (31.7%).

Goal 6: Increase planning and activity around enrollment in post-secondary institutions after high school.

- The percent of 2005 graduates enrolled in college one year after high school was 57.4%, which was .7% fewer than the percent of 2004 graduates enrolled in college.

Student Outcomes Tables

Goal 1. Improved performance for increased school completion

A. Increase four-year graduation rate.

Table 1A. Graduation and Dropout Rates

	2001-02	2002-03	2003-04	2004-05	2005-06
Graduation in four years	57%	58%	59%	63.3%	65.9%
Continuation in school	28%	27%	27%	26.1%	24.5%
Dropped out	15%	14%	14%	10.6%	9.6%

B. Increase percent of students passing the Minnesota Comprehensive Assessments

Table 1B. Minnesota Comprehensive Assessments Series-II (baseline year 2005-06)

	Number tested	Not Proficient	Proficient
District Grade 11 Mathematics	2466	82.2%	17.8%
District Grade 10 Reading	2609	58.5%	41.6%

C. Increase percent of students passing the MN Basic Skills Tests by grade 9, 10, 11, 12

Table 1C(1). MBST in Reading

Grade level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Grade 9 Overall	66%	63%	63%	60.4%	
African American				48.1%	
American Indian				61.8%	
Asian American				62.9%	
Hispanic American				54.8%	
Caucasian				73.1%	
Free/Reduced Lunch				53.8%	
Special Education				22.4%	
ELL				63.3%	
Grade 10 Overall	69%	73%	73%	70.2%	68.9%
African American				57.5%	58.8%
American Indian				70.4%	63.2%
Asian American				69.4%	65.8%
Hispanic American				63.4%	64.7%
Caucasian				87.5%	88.1%
Free/Reduced Lunch				62.6%	62.1%
Special Education				36.1%	32.5%
ELL				65.7%	64.2%
Grade 11 Overall	73%	82%	82%	81.6%	75.3%
African American				69.4%	69.3%
American Indian				82.2%	77.8%
Asian American				85.8%	69.0%
Hispanic American				71.9%	74.4%
Caucasian				90.5%	90.6%
Free/Reduced Lunch				75.1%	69.0%
Special Education				46.3%	46.7%
ELL				80.4%	68.1%

Grade 12 Overall	88%	85%	85%	88.5%	80.1%
African American				78.9%	73.6%
American Indian				100%	75.0%
Asian American				93.3%	81.4%
Hispanic American				79.1%	78.2%
Caucasian				92.7%	86.2%
Free/Reduced Lunch				85.9%	78.0%
Special Education				57.6%	57.6%
ELL				87.8%	79.6%

Table 1C(2). MBST in Math

Grade level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Grade 9 Overall	56%	54%	45%	47.8%	
African American				28.2%	
American Indian				38.2%	
Asian American				34.0%	
Hispanic American				40.4%	
Caucasian				66.2%	
Free/Reduced Lunch				39.7%	
Special Education				11.8%	
ELL				51.4%	
Grade 10 Overall	60%	66%	58%	57.8%	56.9%
African American				37.9%	38.2%
American Indian				53.7%	52.6%
Asian American				59.3%	59.2%
Hispanic American				47.6%	49.7%
Caucasian				81.3%	79.9%
Free/Reduced Lunch				48.5%	48.8%
Special Education				22.3%	18.5%
ELL				52.6%	56.0%
Grade 11 Overall	65%	75%	69%	69.9%	66.4%
African American				50.2%	49.8%
American Indian				73.3%	66.7%
Asian American				75.8%	67.4%
Hispanic American				56.1%	60.4%
Caucasian				84.1%	85.5%
Free/Reduced Lunch				62.1%	59.4%
Special Education				30.7%	34.2%
ELL				65.9%	64.4%
Grade 12 Overall	84%	82%	79%	80.6%	72.0%
African American				61.9%	57.6%
American Indian				83.3%	61.1%
Asian American				88.1%	78.6%
Hispanic American				71.4%	66.7%
Caucasian				89.5%	81.4%
Free/Reduced Lunch				75.1%	69.3%
Special Education				36.7%	46.1%
ELL				80.0%	75.2%

Table 1C(3). MBST in Writing

<i>Grade level</i>	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
Grade 11 Overall	69%	80%	72%	74.3%	67.0%
African American				63.5%	59.3%
American Indian				71.1%	72.2%
Asian American				75.7%	61.0%
Hispanic American				62.7%	65.5%
Caucasian				85.6%	83.9%
Free/Reduced Lunch				67.4%	60.3%
Special Education				42.9%	37.3%
ELL				66.2%	60.8%
Grade 12 Overall	87%	83%	83%	85.6%	76.3%
African American				73.9%	69.5%
American Indian				96.7%	73.6%
Asian American				90.0%	76.8%
Hispanic American				76.2%	71.3%
Caucasian				92.1%	84.0%
Free/Reduced Lunch				82.6%	73.3%
Special Education				53.2%	56.1%
ELL				83.3%	72.8%

D. Increase percent of ninth graders returning to the district for tenth grade**Table 1D.**

<i>Grade level</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Ninth to tenth	81%	83%	80%	80%	79%	80%

E. Decrease ninth grade students failing 1, 2, and 3 or more classes**Table 1E.**

<i># courses</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1	1908 (50.6%)	1820 (52.1%)	1808 (54.1%)
2	1484 (39.4%)	1429 (40.9%)	1390 (41.6%)
3 or more	1181 (31.4%)	1165 (33.3%)	1130 (33.8%)

F. Increase students taking ACT. These numbers include only twelfth graders.**Table 1F.**

	<i>2001-02</i>		<i>2002-03</i>		<i>2003-04</i>		<i>2004-05</i>		<i>2005-06</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
Total	1193	48%	1354	50%	1264	50%	1265	51%	1246 (45.5%)
African American	115		206		177		197		175 (27.7%)
American Indian/Alaskan	4		15		8		8		10 (29.4%)
Caucasian	461		454		412		401		380 (50.6%)
Hispanic	47		51		51		51		48 (22.5%)
Asian American/ Pacific Island	460		480		505		469		495 (56.6%)
Other/No Response	106		148		200		187		138 (45.5%)

Goal 2. Increase high-quality connections with adults See Appendix B, 3.1a – 3.2

Goal 3. Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

Table 3.

<i>Grade level</i>	<i>Days absent</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
Grade 9	0 to 5	1325 (36.3%)	1589 (41.6%)	1495 (42.2%)	1235 (35.0%)
	6 to 10	775 (21.2%)	772 (20.2%)	753 (21.2%)	687 (19.5%)
	11 or more	1550 (42.5%)	1456 (38.1%)	1296 (36.6%)	1605 (45.5%)
Grade 10	0 to 5	1036 (31.9%)	1356 (37.4%)	1204 (36.0%)	1048 (30.7%)
	6 to 10	710 (21.8%)	694 (19.1%)	672 (20.1%)	675 (19.8%)
	11 or more	1506 (46.3%)	1577 (43.5%)	1466 (43.9%)	1693 (49.6%)
Grade 11	0 to 5	870 (28.5%)	947 (30.8%)	921 (31.0%)	777 (26.0%)
	6 to 10	618 (20.2%)	650 (21.1%)	647 (21.8%)	543 (18.2%)
	11 or more	1566 (51.3%)	1479 (48.1%)	1401 (47.2%)	1663 (55.7%)
Grade 12	0 to 5	713 (25.0%)	751 (26.8%)	653 (25.6%)	604 (23.6%)
	6 to 10	586 (20.5%)	596 (21.3%)	550 (21.5%)	520 (20.3%)
	11 or more	1554 (54.5%)	1452 (51.9%)	1352 (52.9%)	1434 (56.1%)

Goal 4. Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined as those with “honors” classification.

A. Rate of Participation in Honor Courses by Grade Level.

Table 4A.

<i>Grade level</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
Ninth	1057 (32%)	3117 (37%)	3381 (36%)
Tenth	1287 (39%)	3071 (39%)	3398 (37%)
Eleventh	1307 (44%)	2765 (49%)	3119 (40%)
Twelfth	1343 (36%)	2460 (54%)	3501 (37%)

B. Participation in Honors Courses by ethnicity. Students are taking one or more honors courses.

Table 4B.

	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
District Total	44%	43%	43%	44%	38%
American Indian	23%	18%	20%	20%	18%
Asian American	44%	45%	46%	47%	41%
Hispanic American	30%	26%	29%	33%	28%
African American	26%	26%	25%	26%	22%
Caucasian	59%	59%	59%	62%	55%
Receiving F/R Lunch	32%	32%	33%	34%	29%
English Language Learners	32%	33%	35%	37%	23%
Special Education Students	8%	9%	10%	11%	8%

Goal 5. Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

A. Percentage of students with an active Six Year Plan, by grade level

Table 5A.

<i>Ninth Grade</i>		<i>Tenth Grade</i>		<i>Eleventh Grade</i>		<i>Twelfth Grade</i>	
<i>Central</i>	92.6%	<i>Central</i>	89.1%	<i>Harding</i>	85.4%	<i>Harding</i>	82.6%
<i>Humboldt</i>	81.2%	<i>Como</i>	85.4%	<i>Central</i>	80.0%	<i>Como</i>	42.9%
<i>Harding</i>	80.6%	<i>Highland</i>	83.8%	<i>Como</i>	72.7%	<i>Humboldt</i>	38.8%
<i>Highland</i>	79.0%	<i>Harding</i>	82.1%	District	72.3%	District	34.2%
District	78.7%	District	75.9%	<i>Arlington</i>	72.2%	<i>Highland</i>	30.6%
<i>Como</i>	77.1%	<i>Arlington</i>	73.3%	<i>Johnson</i>	69.9%	<i>Johnson</i>	5.8%
<i>Johnson</i>	71.5%	<i>Humboldt</i>	52.2%	<i>Highland</i>	56.9%	<i>Central</i>	2.6%
<i>Arlington</i>	66.7%	<i>Johnson</i>	51.6%	<i>Humboldt</i>	50.5%	<i>Arlington*</i>	

*Twelfth grade numbers at Arlington were unavailable.

B. Students' perceptions of the Six Year Plan and career planning

See Appendix B, 4a – 4g

Goal 6. Increase planning and activity around enrollment in post-secondary institutions after high school.

Table 6. Students enrolled in college one year after high school

	2003	2004	2005	2006
	<i>Graduates</i>	<i>Graduates</i>	<i>Graduates</i>	<i>Graduates</i>
Percent enrolled in college	58.4%	58.1%	57.4%	
<i>African American</i>		57.6%	52.7%	
<i>American Indian</i>		46.2%	52.9%	
<i>Asian American</i>		56.7%	53.7%	
<i>Hispanic American</i>		40.1%	45.4%	
<i>Caucasian</i>		64.3%	66.5%	
<i>Free/Reduced Lunch</i>		55.1%	53.6%	
<i>Special Education</i>		48.9%	39.2%	
<i>ELL</i>		52.7%	54.1%	

Table 7. Enrollment for Seven High Schools

	2001-02	2002-03	2003-04	2004-05	2005-06
Total enrollment	11423	11691	11491	11419	11409
<i>American Indian</i>	145 (1%)	173 (1%)	164 (1%)	186 (2%)	192 (2%)
<i>Asian</i>	3770 (33%)	3800 (33%)	3759 (33%)	3709 (32%)	3855 (34%)
<i>Hispanic</i>	890 (8%)	950 (8%)	1000 (9%)	1022 (9%)	1083 (10%)
<i>African American</i>	2651 (25%)	2908 (25%)	2934 (26%)	3082 (27%)	3092 (27%)
<i>Caucasian</i>	3967 (35%)	3860 (33%)	3634 (32%)	3420 (30%)	3187 (28%)
F/R Lunch eligibility	59%	60%	62%	67%	69%
ELL eligibility	33%	36%	35%	38%	39%
Special Education	12%	13%	14%	15%	13%

Appendix C. Students' Perceptions from Student Surveys

Students completed surveys in January 2004, Spring 2005, and Spring 2006. Appendix C is organized by the five goals of the project with bullet points of major findings accompanied with the tables of data under each goal.

Goal 1. School counselors assume new roles

- The percent of ninth grade students who reported “not meeting with a counselor individually” declined from 45.3% in 2004 to 29.5% in 2006, with only 9.2% of 2006 eleventh graders not having seen a counselor individually. (Table 1a)
- The percent of ninth grade students who reported “not seeing a presentation by a counselor” declined from 55.9% in 2004 to 46.3% in 2005 to 39.5% in 2006, and only 22.2% of eleventh graders in 2006 had not seen a presentation by a counselor. (Table 1b)
- The percent of students who report that their counselor was helpful increased among ninth graders from 84% in 2005 to 85.9% in 2006; among tenth graders from 84.6% to 85.4%; and for 87.6% of eleventh graders in 2006. (Table 1c)
- The percent of ninth grade students who would go to a counselor when they had a problem or concern remained essentially the same (17.8%), while 2% more would go to a teacher advisor (8% to 10%), and 2.2% more to a classroom teacher (17.2% to 19.4%). (Table 1d)
- In 2006, more seniors found their parents (35%) helped them decide what high school classes to take than did counselors (24.7%) or teachers (14.5%). (Table 13)

Table 1a. I have met with a counselor individually at this school about:

(Mark all that apply.) % = percent of students marking the item

<i>Met about:</i>	<i>2004 9th</i>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>	<i>2006 11th</i>
Grade/credit check	12.7%	17.9%	24.2%	34.4%	42.3%	56.9%
Testing	2.3%	4.1%	6.1%	6.6%	11.5%	14.3%
Attendance	4.9%	8.8%	7.1%	6.8%	7.6%	7.3%
Course selection	20.3%	25.2%	29.1%	37.6%	38.8%	47.7%
Career information	2.5%	3.9%	5.1%	5.7%	5.8%	10.4%
Scheduling issues	26.1%	33.6%	36.0%	40.6%	44.8%	54.9%
Other school problems	7.9%	9.9%	8.6%	8.5%	8.3%	7.9%
Scholarship information	1.0%	2.2%	2.6%	3.1%	2.6%	5.6%
College information	2.1%	3.5%	3.7%	7.5%	9.1%	2.7%
Discipline	2.8%	4.6%	5.0%	2.6%	3.7%	21.4%
Personal/Family issues	4.4%	5.6%	6.0%	6.5%	6.8%	2.6%
I have not spoken with a counselor	45.3%	36.0%	29.5%	22.6%	19.7%	7.9%

Table 1b. I have seen presentations by a counselor on:* (mark all that apply)

<i>Met about:</i>	2004 9th	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Grade/credit check	14.5%	16.9%	12.4%	17.2%	14.6%	22.6%
Testing	3.9%	9.5%	8.7%	18.3%	18.3%	20.9%
Attendance	3.9%	3.6%	4.2%	3.0%	5.0%	3.8%
Course selection	9.8%	15.7%	20.5%	24.9%	23.8%	30.3%
Career information	8.6%	16.3%	11.6%	18.2%	15.3%	27.1%
Scheduling issues	10.5%	11.5%	11.6%	13.3%	14.3%	20.0%
Other school problems	6.5%	6.8%	4.2%	6.2%	3.8%	5.1%
Scholarship information	3.0%	5.9%	4.4%	6.8%	6.6%	12.3%
College information	6.0%	14.1%	10.1%	18.5%	17.6%	30.2%
Discipline	2.8%	2.8%	2.6%	1.3%	2.9%	3.0%
Personal/Family issues	2.8%	2.5%	2.1%	2.6%	2.3%	1.7%
I have not seen a presentation by a counselor**	55.9%	46.3%	39.5%	36.6%	33.1%	22.2%

* This item was “I have seen a counselor in a group setting (e.g. classroom, advisory, support group) at this school about:” in 2004 and 2005. **This item was “I have not spoken with a counselor.”

Table 1c. In general, the information and support I receive from my counselor is helpful.

<i>Response Choice</i>	2005 9th	2006 9th	2005 10th	2006 10th	2006 11th
Strongly agree	14.0%	14.8%	13.9%	16.4%	19.2%
Agree	70.0%	71.1%	70.7%	69.0%	68.4%
Disagree	10.7%	10.6%	10.8%	10.5%	9.0%
Strongly disagree	5.3%	3.6%	4.6%	4.0%	3.4%
Mean	2.93	2.97*	2.94	2.98*	3.04

Table 1d. Who do you go to when you have a problem or concern? (Mark no more than **five**.)
(Ninth grade during 2003-2004, 2004-2005, and 2005-2006)

<i>Response choice</i>	2004	2005	2006
Administrator (school)	5.1%	12.7%	11.4%
Coach (school)	6.2%	7.6%	6.3%
Counselor (school)	19.0%	17.8%	17.7%
Friend	66.7%	69.5%	70.1%
Nurse (school)	3.1%	5.6%	5.1%
Parent	57.3%	50.1%	50.5%
Pastor/Rabbi/Minister/ Other Religious leader	3.8%	4.9%	3.6%
Relative (not parent)	30.6%	35.8%	34.3%
Social worker (school)	5.6%	9.0%	7.1%
Someone else	25.1%	28.8%	31.9%
Someone else who works at my school		5.0%	5.4%
Teacher (advisory)*	4.5%	8.0%	10.0%
Teacher (classroom)**	23.2%	17.2%	19.4%
Therapist		3.3%	3.2%
I would not go to anyone if I had a problem	12.7%	16.0%	13.7%

*Advisor in 2004; **Teacher in 2004.

Table 1e. Apart from myself, the person who helped me most to decide which high school classes to take was: (Seniors)

	<i>Parent or guardian</i>	<i>Friend</i>	<i>School Counselor</i>	<i>Teacher</i>	<i>Other</i>
2003	29.1%	20.1%	26.4%	14.8%	9.5%
2004	34.4%	16.7%	26.2%	14.7%	8.1%
2005	35.8%	15.9%	24.8%	14.6%	8.9%
2006	35.1%	17.3%	24.7%	14.5%	8.4%

Goal 2. Guidance counselors and other members of the school community design and implement additional initiatives focused on increasing graduation rate/reducing dropout rates.

- There was an increase in students who reported “taking classes that challenge me” for ninth graders—71.7% in 2004 to 74.3% in 2006 and for seniors—82% in 2005 to 83.6% in 2006. (Tables 2a-1 and 2a-2)
- Though the percent of student who said they “knew what to do to graduate” did not improve from 2005 to 2006, those who said they **did not know** were only 9% of ninth graders, 9.5% of tenth graders, and 7% of eleventh graders. (Table 2b)
- In 2006, the percent of students who believe what they were learning will be important in their future decreased slightly from ninth grade (90%) to tenth grade (88.1%) to eleventh grade (87.4%) (Table 2c-1). However, only 72.8% of 2006 seniors believe their courses were relevant to their future plans. (Table 2c-2)

2a-1. I am taking classes that challenge me.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	20.5%	51.2%	23.4%	4.9%	2.88
2005 9th	20.5%	52.1%	23.2%	4.1%	2.89
2006 9th	20.1%	54.2%	22.3%	3.5%	2.91
2005 10th	21.2%	56.3%	18.5%	3.9%	2.95
2006 10th	18.9%	57.9%	19.8%	3.4%	2.92
2006 11th	20.9%	58.7%	18.2%	2.2%	2.98

2a-2. I took classes that challenged me. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004				
2005	24.6%	57.4%	15.0%	3.0%
2006	24.9%	58.7%	12.9%	3.5%

2b. I know what I need to do to graduate from high school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	44.7%	46.0%	7.8%	1.4%	3.33
2005 9th	44.0%	48.4%	6.6%	1.1%	3.35
2006 9th	34.5%	56.5%	7.1%	1.9%	3.24***
2005 10th	47.7%	44.5%	6.5%	1.2%	3.39
2006 10th	35.6%	54.9%	7.8%	1.7%	3.25***
2006 11th	38.3%	54.6%	5.4%	1.6%	3.30

2c-1. What I am learning in high school will be important in my future.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	40.3%	50.5%	7.6%	1.6%	3.30
2006 9th	35.4%	54.5%	8.5%	1.5%	3.24**
2005 10th	36.7%	51.2%	9.8%	2.3%	3.22
2006 10th	32.0%	56.2%	9.1%	2.8%	3.17*
2006 11th	28.9%	58.6%	10.1%	2.5%	3.14

2c-2. My courses were relevant to my future plans. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004				
2005	17.2%	55.3%	22.5%	5.0%
2006	14.9%	57.9%	22.3%	4.9%

Goal 3. Advisors effectively counsel students and support them

3.1 Connections to school and adults in the school.

- Across the district, in 2006 compared 2005, 2.5% more ninth graders (increase from 81.4% to 83.9%) and 2.5% more tenth graders (increase from 81.3% to 83.8%) “felt part of their school.” (Table 3.1a-1) Among seniors, the percent remained the same from 2004-2006—80.6% to 80.4%. (Table 3.1a-2)
- The percent of student who “felt successful” ranged from 79% to 81% for ninth and tenth graders decreasing slightly from 2005 to 2006, and 81.3% for eleventh graders in 2006. (Table 3.1b)
- Students who agreed “adults in school cared about students” increased slightly from 2005 to 2006 by 1.2% for ninth graders (79.4% to 80.6%) to 2.4% for tenth graders (77.3% to 79.7%). 81.9% of eleventh graders and 81.2% of seniors also agreed. (Table 3.1c-1 and Table 3.1c-2)
- In 2006, eleventh graders were most positive that “teachers try to do what’s best for students” (84.6%) followed by ninth graders (83.1%), and then tenth graders (81.9%). (Table 3.1d)
- Only 78% of seniors reported they “received adequate personal attention from their teachers.” (Table 3.1e)
- In 2006 compared to 2005, over 4% more tenth graders (increase from 68.3% to 72.4%) reported “at least one adult in their school knows them well.” 77.8% of eleventh graders agreed. (Table 3.1f-1)
- In 2006 compared to 2005, 2.8% more tenth graders (increase from 73.4% to 76.2%) reported “there is at least one adult in their school they can talk to.” 80.2% of eleventh graders agreed. (Table 3.1f-2)
- When the two are joined—“there is at least one adult in this school I can talk to and who knows me well”—more seniors agreed in 2006 over 2005 (86.6% compared to 84.4%). (Table 3.1f-3)
- There was a slight increase in ninth grade students who reported that “in advisory, they spend time “reviewing my academic progress” (17.2% in 2006 compared to 16.7% in 2005). There was a decrease in ninth grade students “creating a plan for high school and beyond” in advisory (29.1% in 2006 compared to 35.3% in 2005. (Table 3.2) The plans are often done in a class rather than advisory.

Table 3.1a-1. I feel that I am a part of this school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	16.9%	67.2%	12.8%	3.1%	3.02
2005 9th	19.5%	61.9%	15.1%	3.5%	2.97
2006 9th	20.6%	63.3%	13.9%	2.2%	3.02**
2005 10th	19.9%	61.4%	14.4%	4.3%	2.97
2006 10th	19.8%	64.0%	13.5%	2.7%	3.01*
2006 11th	22.6%	61.2%	12.7%	3.6%	3.03

Table 3.1a-2. I feel that I am a part of this school. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	16.8%	42.3%	25.7%	11.2%	4.1%
2004	23.4%	57.2%		14.9%	4.8%
2005	25.2%	55.0%		14.2%	5.6%
2006	21.5%	58.9%		14.3%	5.3%

Table 3.1b. I feel successful at this school.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	18.3%	62.3%	16.7%	2.8%	2.96
2006 9th	15.7%	63.5%	18.4%	2.4%	2.92
2005 10th	18.4%	62.4%	16.0%	3.2%	2.96
2006 10th	16.8%	62.2%	17.4%	3.6%	2.92
2006 11th	17.8%	63.5%	16.2%	2.5%	2.97

Table 3.1c-1. The adults in my school care about students.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	13.6%	66.4%	16.5%	3.5%	2.90
2005 9th	14.9%	17.4%	17.4%	3.2%	2.91
2006 9th	15.6%	65.0%	16.2%	3.2%	2.93
2005 10th	13.8%	63.5%	18.7%	4.0%	2.87
2006 10th	14.8%	64.9%	17.1%	3.2%	2.91*
2006 11th	14.4%	67.5%	15.1%	3.0%	2.93

Table 3.1c-2. The adults in this school care about students. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2004				
2005	18.5%	64.1%	14.3%	3.1%
2006	15.2%	66.0%	16.1%	2.7%

Table 3.1d. Teachers at my school try to do what's best for students.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2005 9th	20.8%	61.9%	14.5%	2.8%	3.01
2006 9th	17.9%	65.2%	14.2%	2.8%	2.98
2005 10th	17.2%	63.6%	16.1%	3.0%	2.95
2006 10th	16.1%	65.8%	14.6%	3.5%	2.95
2006 11th	15.7%	68.9%	13.2%	2.2%	2.98

Table 3.1e. I received adequate personal attention from my teachers. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	13.2%	47.8%	24.6%	12.3%	2.1%
2004	18.2%	59.7%		19.2%	3.0%
2005	19.5%	58.6%		19.1%	2.8%
2006	18.1%	60.1%		18.7%	3.1%

Table 3.1f-1. There is at least one adult in my school who knows me well. [This item was combined in 2004 with Table 12 item. No statistical analysis was done for 2004 to 2005.]

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	16.3%	35.4%	33.9%	14.3%	2.54
2005 9th	21.6%	41.6%	26.2%	10.6%	2.74
2006 9th	23.7%	39.7%	28.3%	8.3%	2.79
2005 10th	24.0%	44.3%	23.5%	8.2%	2.84
2006 10th	28.0%	44.4%	20.9%	6.7%	2.94***
2006 11th	29.9%	47.9%	17.7%	4.5%	3.03

Table 3.1f-2. There is at least one adult in my school I can talk to.

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
2004 9th	16.3%	35.4%	33.9%	14.3%	2.54
2005 9th	21.4%	48.7%	20.3%	9.6%	2.82
2006 9th	22.6%	47.5%	22.6%	7.2%	2.86
2005 10th	23.7%	49.7%	18.6%	8.0%	2.89
2006 10th	25.9%	50.3%	17.5%	6.3%	2.96**
2006 11th	29.8%	50.4%	14.7%	5.1%	3.05

Table 3.1f-3. There is at least one adult in this school I can talk to who knows me well. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	38.4%	38.5%	13.1%	6.7%	3.3%
2004	37.6%	47.6%		11.0%	3.8%
2005	39.0%	45.4%		11.6%	4.0%
2006	36.4%	50.0%		9.9%	3.8%

Table 3.2. In your advisory (foundations, team, house, or academy) please mark five things that you spend the most time doing.

<i>Response Choice</i>	<i>2004 9th</i>	<i>2005 9th</i>	<i>2006 9th</i>	<i>2005 10th</i>	<i>2006 10th</i>
Explore my interests and abilities	14.7%	20.7%	23.3%	24.4%	24.7%
Learn how to communicate with others	19.1%	19.5%	22.0%	16.6%	19.0%
Discuss personal problems	4.7%	8.4%	9.9%	7.9%	9.0%
Learn how to use my time wisely	20.3%	24.8%	26.2%	19.5%	23.5%
Discuss personal and school safety	12.1%	9.4%	7.1%	7.3%	7.9%
Discuss how to choose and make friends	6.2%	7.6%	7.1%	4.7%	5.0%
Create a plan for high school and beyond	22.0%	35.3%	29.1%	32.8%	25.4%
Learn about post-high school choices	11.5%	16.5%	14.3%	15.5%	13.3%
Discuss how to get involved in school activities	18.1%	19.0%	22.2%	17.8%	18.8%
Develop decision making and problem solving skills	9.0%	12.7%	11.5%	11.1%	11.8%
Talk to my friends	44.3%	65.9%	69.3%	65.7%	68.1%
Read	49.3%	55.2%	52.0%	50.2%	54.6%
Do homework	42.2%	63.0%	63.3%	62.8%	69.5%
Review my academic progress	11.8%	16.7%	17.2%	20.0%	23.2%
Sleep/take naps	14.5%	29.8%	31.3%	30.6%	33.3%
Other areas:	5.7%	10.2%	10.9%	10.2%	10.4%

*Question in 2004: If you are a part of an advisory/foundations group, what things do you usually do during advisory time? (Mark all that apply.)

Goal 4. Implementation of the Six Year Plan

- In 2006, 91.4% of eleventh graders “sometimes or often” talked about their future in school, 87% of ninth graders and 88.7% of tenth graders said the same. (Table 4a)
- Only 57.7% of students agreed the Six Year Plan was useful to planning their future. By grade level, ninth graders agreed the most often (65 %), twelfth grade the next highest (59.7%), with eleventh graders the lowest (51.6%). (Table 4b)
- From 2004 to 2006, 71% to 72% of seniors reported they “developed a career or education plan while in school.” (Table 4c)
- Seniors “certainty of post high school plans” remained around 89% to 90% being “very or somewhat certain” from 2004 to 2006. (Table 4d)
- Seniors who agreed they “received good counseling concerning their specific career and educational plans” increased slightly from 63.3% in 2004 to 65.7% in 2006. (Table 4e)
- Nearly 35% of students at all grade levels reported that they “never” visit their Six Year Plan/Student Portal. However, 33.3% of ninth graders and about 20% of ten-twelfth graders visit the Six Year Plan/Student Portal weekly or monthly. (Table 4f)
- Most students who did visit the Six Year Plan/Student Portal did so to see their grades (70.6%), followed by transcript (35.2%) and attendance (31.7%). (Table 4g)

Table 4a. How much time do you spend in school talking about your future? (mark one)

<i>% Sometimes & Often</i>			
	<i>2004</i>	<i>2005</i>	<i>2006</i>
9 th Grade	81.8%	88.3%	87.1%
10 th Grade		88.9%	88.7%
11 th Grade			91.4%

Table 4b. I believe the Six Year Plan is useful to plan my future. (2006 only)

	<i>Strongly agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly disagree (1)</i>	<i>Mean</i>
All students	11.2%	46.5%	29.2%	13.0%	2.56
Ninth grade	12.5%	52.4%	26.7%	8.5%	2.69
Tenth grade	11.8%	42.7%	29.8%	15.7%	2.51
Eleventh grade	9.2%	42.4%	31.9%	16.6%	2.44
Twelfth grade	9.0%	50.7%	29.4%	10.9%	2.58

Table 4c. Developed a career or education plan while in school (Seniors)

	<i>Yes</i>	<i>No</i>
2003	59.7%	40.3%
2004	72.1%	27.9%
2005	70.8%	29.2%
2006	72.1%	27.9%

Table 4d. Certainty of post high school plans (Seniors)

	<i>Very certain</i>	<i>Somewhat certain</i>	<i>Somewhat uncertain</i>	<i>Very uncertain</i>
2003*	48.1%	42.9%	6.7%	2.2%
2004	47.3%	42.2%	8.0%	2.6%
2005	49.8%	40.2%	7.0%	3.0%
2006	47.6%	41.6%	8.2%	2.7%

* Answer choices in 2003: Very sure, Fairly sure, A little unsure, Very unsure.

Table 4e. I received good counseling concerning my specific career and educational plans. (Seniors)

	<i>Strongly agree</i>	<i>Agree</i>	<i>No opinion</i>	<i>Disagree</i>	<i>Strongly disagree</i>
2003	13.5%	36.3%	24.3%	15.6%	9.3%
2004	17.7%	45.6%		25.6%	11.2%
2005	18.6%	46.8%		24.8%	9.7%
2006	17.1%	48.6%		25.4%	8.9%

Table 4f. I visit my Six Year Plan/Student Portal (2006 only)

<i>Response Choice</i>	<i>Weekly</i>	<i>Monthly</i>	<i>A Few Times a Year</i>	<i>Never</i>
All students	8.3%	16.7%	40.3%	34.8%
Ninth grade	11.0%	22.2%	37.2%	29.6%
Tenth grade	6.6%	14.0%	45.4%	34.1%
Eleventh grade	7.2%	13.4%	39.0%	40.4%
Twelfth grade	6.2%	13.4%	37.2%	43.2%

Table 4g. I use my Six Year Plan/Student Portal to see my: (Mark all that apply.) (2006 only)

<i>Response Choice</i>	<i>All</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
Grades	70.6%	78.4%	69.0%	64.2%	61.8%
Attendance	31.7%	36.0%	30.7%	27.5%	29.5%
Behavior	13.6%	19.4%	13.4%	7.9%	6.5%
Assignments	24.4%	29.9%	22.7%	20.0%	20.0%
Transcript	35.2%	26.7%	37.3%	41.9%	43.0%
Other (please describe):	11.4%	9.8%	12.0%	12.3%	13.7%

Goal 5. College Access (Table 5)

- Since 2004, the percent of seniors who had not submitted a postsecondary application decreased from 31.9% to 25.7%—a 6% decrease. The percent who submitted only one application decreased by 5.6% (24.5% to 18.9%).
- In the same time period, the percent of seniors who had submitted three or more postsecondary applications increased from 27.5% to 37.4%—a 9.9% increase.

Table 5. Number of postsecondary applications submitted. (Seniors)

	<i>Four or more</i>	<i>Three</i>	<i>Two</i>	<i>One</i>	<i>None</i>
2004	16.4%	11.1%	16.1%	24.5%	31.9%
2005	22.0%	12.2%	17.7%	22.2%	25.9%
2006	23.7%	13.7%	18.0%	18.9%	25.7%

Appendix D. All-Schools Tables

Student Outcomes

Goal 1. Improved performance for increased school completion.

Four-year graduation rate – Class of 2006

Ninth graders returning to the district for tenth grade - 2005-2006

Ninth grade students failing 1, 2, and 3 or more classes – 2005-2006

Twelfth grade students taking ACTs – 2005-2006

Goal 2. Increase high-quality connections with adults.

I feel that I am part of this school – 2006 student surveys

I feel that I am part of this school – 2006 senior surveys

There is at least one adult in my school who knows me well – 2006 student surveys

There is at least one adult in my school I can talk to – 2006 student surveys

There is at least one adult in my school I can talk to and who knows me well – 2006 senior surveys

Goal 3. Increase student attendance.

Student attendance – 2005-2006

Goal 4. Increase students taking college-preparatory courses defined as “honors.”

Rate of participation in honors courses by grade level – 2005-2006

Rate of participation in honors courses – 2005-2006

Goal 5. Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan).

See Appendix A for percentage of students with an active Six Year Plan, by grade level.

Time spent in school talking about your future

Seniors who developed career or education plan

Seniors who did not submit a college application

Goal 6. Increase planning and activity around enrollment in post-secondary institutions after high school.

2005 graduates enrolled in college in first year out of school

Goal 1. Improved performance for increased school completion

Table 1A. Four-year Graduation rate – Class of 2006

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Graduation in four years	65.9%	58.3%	73.4%	72.0%	68.0%	73.1%	41.2%	62.3%
Continuation in school	24.5%	28.3%	21.3%	22.7%	22.5%	20.4%	39.0%	24.9%
Dropped out	9.6%	13.3%	5.3%	5.3%	9.5%	6.5%	19.8%	12.9%

Table 1B. Ninth graders returning to the district for tenth grade - 2005-2006

<i>Grade level</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Ninth to tenth	80%	76%	81%	88%	79%	83%	72%	76%
Another school in district	6%	8%	6%	3%	6%	5%	11%	5%

Table 1C. Ninth grade students failing 1, 2, and 3 or more classes - 2005-2006

<i># courses</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
1	1808 (54%)	344 (60%)	157 (42.9%)	157 (42.9%)	339 (54%)	199 (50.1%)	143 (58.4%)	326 (61.9%)
2	1390 (42%)	257 (45%)	112 (30.6%)	112 (30.6%)	265 (42%)	143 (36.0%)	113 (46.1%)	261 (49.5%)
3 or more	1130 (34%)	209 (37%)	85 (23.2%)	85 (23.2%)	217 (34%)	118 (29.7%)	95 (38.8%)	218 (41.4%)

Table 1D. Twelfth grade students taking ACTs - 2005-2006

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Total	1246 (45.5%)	163 (37.7%)	266 (61.9%)	195 (61.9%)	236 (54.0%)	189 (59.1%)	45 (28.1%)	150 (43.4%)
African American	175 (27.7%)	30 (18.0%)	49 (39.2%)	17 (28.8%)	36 (35.3%)	20 (37.7%)	5 (9.4%)	18 (25.0%)
American Indian/Alaskan	10 (29.4%)				6 (54.5%)			
Caucasian	380 (50.6%)		106 (57.9%)	82 (63.6%)	36 (34.6%)	91 (56.2%)	12 (33.3%)	49 (45.0%)
Hispanic	48 (22.5%)	9 (16.1%)	6 (37.5%)	8 (32.0%)	6 (22.2%)	8 (22.9%)		7 (28.0%)
Asian Amer/Pacific Is	495 (56.6%)	104 (49.5%)	67 (64.4%)	70 (68.0%)	134 (65.0%)	44 (62.9%)	18 (40.9%)	58 (42.3%)
Other/Not Reported	138 (45.5%)	16	38	18	18	24	6	18

Goal 2. Increase high-quality connections with adults

Table 2A. I feel that I am a part of this school.

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2004 9th	84.1%	83.8%	89.6%	88.6%	81.7%	84.7%	72.6%	80.6%
2005 9th	81.4%	80.2%	86.3%	81.7%	80.2%	80.0%	76.0%	79.4%
2006 9th	83.9%	83.8%	83.9%	86.2%	82.3%	82.0%	84.9%	84.8%
2005 10th	81.3%	83.4%	83.3%	85.9%	77.8%	83.6%	72.7%	78.8%
2006 10th	83.8%	83.8%	91.9%	85.5%	76.6%	83.4%	74.8%	84.5%
2006 11th	83.8%	83.6%	85.3%	85.3%	81.2%	85.9%	80.0%	83.0%

Table 2B. I feel that I am a part of this school. (Seniors)

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2004	80.6%	87.9%	73.1%	79.2%	75.8%	85.4%	82.0%	83.7%
2005	80.2%	89.4%	79.6%	72.1%	77.8%	86.7%	87.8%	74.3%
2006	80.4%	87.7%	78.3%	78.6%	76.9%	80.8%	82.0%	81.2%

Table 2C. There is at least one adult in my school who knows me well. [This item was combined in 2004 with Table 2D item.]

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2004 9th	51.7%	61.8%	45.5%	58.4%	53.9%	53.9%	58.6%	46.2%
2005 9th	63.2%	56.8%	59.4%	67.8%	67.8%	58.2%	65.4%	62.0%
2006 9th	63.4%	68.8%	54.1%	71.8%	63.7%	63.1%	68.6%	72.3%
2005 10th	68.3%	69.2%	65.3%	74.3%	70.0%	66.3%	69.6%	65.1%
2006 10th	72.4%	75.6%	69.9%	72.3%	73.4%	77.2%	75.0%	73.0%
2006 11th	77.8%	61.8%	72.2%	81.6%	78.2%	79.9%	76.7%	81.5%

Table 2D. There is at least one adult in my school I can talk to. [This item was combined in 2004 with Table 2C item.]

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2004 9th	51.7%	51.7%	45.5%	58.4%	53.9%	53.9%	58.6%	46.2%
2005 9th	70.1%	69.1%	73.0%	70.8%	72.5%	62.8%	69.1%	67.2%
2006 9th	70.1%	66.3%	64.7%	74.5%	73.5%	67.5%	75.2%	73.5%
2005 10th	73.4%	73.2%	69.9%	81.5%	75.3%	67.9%	69.1%	73.7%
2006 10th	76.2%	74.7%	74.5%	76.0%	76.3%	77.4%	78.8%	77.9%
2006 11th	80.2%	81.2%	76.1%	84.0%	80.3%	81.9%	78.8%	81.3%

Table 2E. There is at least one adult in my school I can talk to and who knows me well. (Seniors)

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2004	85.2%	88.5%	83.9%	79.2%	87.3%	88.5%	90.9%	81.3%
2005	84.4%	91.3%	80.5%	77.1%	87.4%	81.0%	86.3%	81.5%
2006	86.4%	85.9%	80.9%	86.3%	89.6%	86.5%	92.0%	87.5%

Goal 3. Increase student attendance (decrease number and proportion of students absent 6 or more days and the number and proportion of students absent 11 or more days).

Table 3A. Student attendance - 2005-2006

<i>Grade level</i>	<i>Days absent</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Grade 9	0 to 5	1235 (35.0%)	170 (27.6%)	231 (35.2%)	178 (46.4%)	279 (42.0%)	149 (36.4%)	63 (23.0%)	165 (30.0%)
	6 to 10	687 (19.5%)	116 (18.8%)	141 (22.1%)	82 (21.4%)	108 (16.3%)	81 (19.8%)	56 (21.2%)	103 (18.7%)
	11 or more	1605 (45.5%)	331 (53.6%)	267 (41.8%)	124 (32.3%)	277 (41.7%)	179 (43.8%)	145 (54.9%)	282 (51.3%)
Grade 10	0 to 5	1048 (30.7%)	204 (31.4%)	169 (29.2%)	136 (33.3%)	231 (37.1%)	132 (33.5%)	68 (22.5%)	108 (23.4%)
	6 to 10	675 (19.8%)	113 (17.4%)	137 (23.7%)	97 (23.7%)	105 (16.9%)	82 (20.8%)	46 (15.2%)	95 (20.6%)
	11 or more	1693 (49.6%)	332 (51.2%)	271 (47.1%)	176 (43.0%)	287 (46.1%)	180 (45.7%)	188 (62.3%)	258 (56.0%)
Grade 11	0 to 5	777 (26.0%)	98 (18.4%)	134 (25.3%)	121 (32.8%)	183 (33.3%)	96 (26.4%)	54 (22.3%)	91 (22.9%)
	6 to 10	543 (18.2%)	72 (13.5%)	104 (19.7%)	75 (20.3%)	101 (18.4%)	79 (21.8%)	38 (15.7%)	74 (18.6%)
	11 or more	1663 (55.7%)	363 (68.1%)	291 (55.0%)	173 (46.9%)	265 (48.3%)	188 (51.8%)	150 (62.0%)	233 (58.5%)
Grade 12	0 to 5	604 (23.6%)	94 (19.6%)	102 (22.9%)	102 (31.4%)	129 (28.4%)	81 (24.9%)	33 (19.3%)	63 (17.6%)
	6 to 10	520 (20.3%)	71 (14.8%)	123 (27.6%)	91 (28.0%)	89 (19.6%)	55 (16.9%)	23 (13.5%)	68 (19.0%)
	11 or more	1434 (56.1%)	315 (65.5%)	220 (49.4%)	132 (40.6%)	237 (52.1%)	189 (58.2%)	115 (67.3%)	226 (63.3%)

Goal 4. Increase students taking college-preparatory courses (number of students taking 1, 2, and 3 or more college-prep classes) defined at those with “honors” classification

4A. Rate of Participation in Honors Courses by Grade Level - 2005-2006

<i>Grade level</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Ninth	1217 (36%)	96 (21%)	590 (58%)	163 (45%)	214 (35%)	204 (53%)	77 (43%)	127 (25%)
Tenth	1257 (37%)	100 (18%)	543 (61%)	176 (46%)	213 (37%)	233 (62%)	72 (30%)	125 (30%)
Eleventh	1359 (40%)	159 (34%)	498 (64%)	161 (45%)	227 (44%)	210 (61%)	64 (32%)	119 (32%)
Twelfth	1295 (37%)	190 (44%)	428 (73%)	164 (52%)	210 (48%)	197 (62%)	54 (34%)	166 (48%)

4B. Rate of Participation in Honors Courses - 2005-2006

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Total	38%	28%	63%	47%	40%	59%	34%	33%
American Indian	18%	6%	21%	22%	22%	38%	39%	15%
Asian American	41%	37%	64%	46%	47%	54%	36%	41%
Hispanic American	28%	16%	57%	37%	31%	52%	35%	21%
African American	22%	20%	41%	21%	25%	32%	26%	23%
Caucasian	55%	33%	83%	65%	48%	75%	47%	39%
Receiving F/R Lunch	29%	18%	46%	33%	36%	40%	30%	27%
English Language Learners	23%	27%	46%	23%	30%	41%	21%	23%
Special Education Students	8%	5%	16%	9%	11%	17%	18%	5%

Goal 5. Increased knowledge around career options and concrete plans to achieve selected option (Six Year Plan)

See Appendix A for percentage of students with an active Six Year Plan, by grade level.

Table 5A. How much time do you spend in school talking about your future? (Percent answering “sometimes or often”)

<i>Grade level</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Ninth	87.1%	86.7%	87.9%	86.8%	88.7%	81.0%	89.2%	88.8%
Tenth	88.7%	90.2%	91.1%	85.3%	88.3%	88.3%	88.0%	88.2%
Eleventh	91.4%	94.9%	92.2%	90.3%	89.5%	90.4%	87.6%	93.8%

Table 5B. Developed career or education plan

<i>Grade level</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2005	70.8%	82.6%	66.4%	69.8%	72.0%	74.0%	82.6%	68.2%
2006	72.1%	74.6%	63.3%	72.5%	77.3%	63.9%	74.6%	78.1%

Table 5C. Percent of students who did not submit a college application

<i>Grade level</i>	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
2005	25.9%	33.3%	18.3%	32.4%	33.2%	15.4%	16.2%	29.6%
2006	25.7%	40.5%	21.5%	29.8%	28.0%	13.4%	21.3%	21.3%

Goal 6. Increase planning and activity around enrollment in post-secondary institutions after high school.

Table 6. 2005 graduates enrolled in college in first year out of school

	<i>District</i>	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
<i>Percent enrolled in college</i>	57.4%	51.4%	74.0%	64.0%	59.4%	68.9%	54.2%	57.0%
<i>African American</i>	52.7%	60.0%	61.2%	69.2%	63.8%	63.4%	62.5%	50.0%
<i>American Indian</i>	52.9%							
<i>Asian American</i>	53.7%	46.7%	72.8%	62.0%	58.0%	66.7%	72.2%	50.0%
<i>Hispanic American</i>	45.4%		64.3%	38.5%	57.1%	63.6%	46.7%	52.9%
<i>Caucasian</i>	66.5%	57.1%	81.1%	68.0%	60.3%	73.1%	36.0%	67.7%
<i>Free/Reduced Lunch</i>	53.6%	51.1%	63.2%	55.2%	58.0%	64.1%	56.7%	51.9%
<i>Special Education</i>	39.2%		55.6%			55.6%	54.2%	
<i>ELL</i>	54.1%	47.0%	65.9%	57.3%	56.7%	62.2%	62.2%	49.6%



THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING PROGRAMS

Appendix E. Program Audit

The program audit was used by each school counseling department to self-assess their progress at the end of the 2005-2006 school year. The program audit is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs. The charts below contain the number of schools that rated themselves at each level of progress.

School Saint Paul Public Schools-seven high schools Date: June 2006

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school counseling program.	1		2	4	
1.2 Indicates an agreed-upon belief system about the ability of every student to achieve.	1		2	4	
1.3 Addresses every student's right to a school counseling program.		1	2	4	
1.4 Includes a plan of closing-the-gap activities for underserved student populations.		2	2	3	
1.5 Focuses on primary prevention, intervention and student-developmental needs.		2	2	3	
1.6 Identifies the persons to be involved in the delivery of program activities.			2	5	
1.7 Identifies who will plan and who will manage the program.			2	5	
1.8 Defines how the program will be evaluated and by whom.		3		4	
1.9 Includes ethical guidelines and standards.	1	1	2	3	
1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council.	1	2	1	3	

II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).

CRITERIA	None	In Progress	Completed	Implemented	N/A
2.1 A mission statement has been written for the school counseling program.			3	4	
2.2 Written with the student as the primary client.			3	4	
2.3 Written for every student.			3	4	
2.4 Indicates the content or competencies to be learned.		2	1	4	
2.5 Links with the vision, purpose and mission of the state, district and the school.			2	4	
2.6 Indicates the long-range results desired for all students.			1	4	
2.7 The mission statement has been presented and accepted by administration, counselors, advisory council, & school board.	1	2	1	3	

III. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling program.		3		4	
3.2 Reflects the domains in the ASCA National Standards for School Counseling Programs.		2	1	4	
3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills).		3		4	
3.4 Identifies the developmental structure for the school counseling program from k-12 (and beyond) and what will be measured.		3		3	1
3.5 Goals have been presented to and accepted by administration, counselors and the advisory council.	1	2		4	

IV. ASCA NATIONAL STANDARDS/COMPETENCIES

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

CRITERIA	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social).		3		4	
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.		3		4	
4.3 Selected competencies are based on assessment of student needs and are measurable or observable.		5		2	
4.4 Goals demonstrate the link with the school counseling program mission, the school's mission and expected student result.		4	1	2	
4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council.	1	3		3	

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, k-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

CRITERIA	None	In Progress	Completed	Implemented	N/A
5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.		4		3	
5.2 All students receive, in a systematic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development		4		3	
5.3 Content is measurable (by pre-post tests, product creation or other methods).		5½		1½	

CRITERIA		None	In Progress	Completed	Implemented	N/A
5.4	Materials, equipment and facilities are available to support the program delivery.		2	2	3	
5.5	Effectiveness of curriculum is evaluated annually.		6		1	
5.6	The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council.	1	3		3	

VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

CRITERIA		None	In Progress	Completed	Implemented	N/A
6.1	There is a systemic approach to helping students make appropriate education plans.		2		5	
6.2	There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests.		4	1	2	
6.3	A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan).			1	6	
6.4	Individual student planning includes: individual appraisal, individual advisement and appropriate student placement.		2		5	
6.5	Accurate, appropriate and effective printed material is distributed to support individual planning efforts of students and their parents.		3		4	
6.6	The district-wide tools used for educational planning have been presented to the board.	1		1	4	1

VII. RESPONSIVE SERVICES

Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

CRITERIA		None	In Progress	Completed	Implemented	N/A
7.1	Every student k-12 receives prevention education to address life choices in academic, career and personal/social development (i.e. ATOD, violence etc.)	1	4		1	1
7.2	Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation).		2	1	4	
7.3	There is a systemic and consistent provision for the referral of students who exhibit barriers to learning.		3	1	3	
7.4	Responsive services include:		3	1	3	
	Individual and small-group counseling		3	1	3	
	Crisis counseling		3	1	3	
	Peer facilitation	1	2	1	3	
	Consultation/collaboration		3	1	3	
	Referral system		3	1	3	
7.5	A system is in place to ensure intervention for identified students.		4	2	1	

VIII. SYSTEM SUPPORT

System support consists of management activities that establish, maintain and enhance the total counseling program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
8.1 System support services have been created collaboratively with counselors and administrators.		1	3	3	
8.2 Counselors provide professional development to staff regarding the school counseling program.				7	
8.3 Counselors participate in professional development activities.			1	6	
8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils.				7	

MANAGEMENT SYSTEM

The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

IX. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

CRITERIA	None	In Progress	Completed	Implemented	N/A
9.1 There is a clear division between assumed accountability for results and assigned duties.		1	1	3	
9.2 The expected results are clearly delineated.		4	1	2	
9.3 Counselors and administrators agree on assignments of counselors.			1	6	
9.4 Counselors have decided how to distribute caseload and access to students—alpha assignments, domain specialization, grade level, random, counselor of the day, etc.			1	6	

X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.

CRITERIA	None	In Progress	Completed	Implemented	N/A
10.1 An advisory council has been organized and has established meeting dates and has identified tasks.	1	2		3	1
10.2 The advisory council has appropriate representative membership.	1	3		2	1
10.3 The advisory council meets at least twice a year.	1	2		3	1
10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations.	1	3		2	1

XI. USE OF DATA AND STUDENT MONITORING

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class, or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

CRITERIA		None	In Progress	Completed	Implemented	N/A
11.1	District- and site-specific data on student achievement are collected and disaggregated.			1	6	
11.2	District- and site-specific data on achievement related data are collected and disaggregated.			1	6	
11.3	Standards and competency-related data are collected and disaggregated.		2	1	4	
11.4	Counselors are accountable for monitoring the progress of every student.		1		6	
11.5	There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.		2		5	
11.6	Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation.				7	
11.7	Monitoring activities are determined by district, school site and grade level and are assessed over time.		3		4	

XII. USE OF DATA AND CLOSING THE GAP

Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified through discrepancies between the desired results and the results currently being achieved.

CRITERIA		None	In Progress	Completed	Implemented	N/A
12.1	The data are disaggregated by variables such as gender, ethnicity and grade level.			1	6	
12.2	The data are systemically analyzed to determine where students are and where they ought to be.			1	6	
12.3	The identified discrepancies are aligned with the ASCA National Standards.		4		3	
12.4	The identified needs become sources for the determination of closing-the-gap activities.		1	1	5	

XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING-THE-GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) when the activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success—process, perception or results data; and 7) the expected result for student(s).

CRITERIA		None	In Progress	Completed	Implemented	N/A
13.1	Guidance curriculum action plans are drafted by the counseling team during a planning meeting.		1		6	
13.2	Closing-the-Gap action plans are drafted by the counseling team at a planning meeting.		2		5	
13.3	The action plans are consistent with the program's goals and competencies.		2		5	
13.4	Action plans address every aspect of the program and the academic, career and personal/social domains.		2		5	

13.5	Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s).		3		4	
13.6	Results are stated in terms of what will be demonstrated by the student.		3		4	
13.7	Every student is included in the results.		4		3	
13.8	Counselors have identified specific results that they are accountable for.		2		5	
13.9	Plans have been reviewed and signed by the administrator.		1		6	
13.10	Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal.		1		6	
13.11	There are written action plans on file with the administration in charge of the school counseling program.		1		6	

XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

CRITERIA

CRITERIA	None	In Progress	Completed	Implemented	N/A
14.1 The counselor's total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time).		1	1	5	
14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.		3		4	
14.3 A list of appropriate system support services (i.e. counseling/non-counseling activities) has been created.		2		5	
14.4 The approved list of counseling/non-counseling activities has been approved by the board.		2		3	2
14.5 Master calendar exists.		1	1	5	
14.6 The master calendar identifies grade level(s), dates and activities.		1	1	5	
14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community.		3		4	
14.8 The counselors' weekly/monthly schedule is posted.		2	1	4	

ACCOUNTABILITY

XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success—process, perception or results; and 7) the final result for student(s).

CRITERIA

CRITERIA	None	In Progress	Completed	Implemented	N/A
15.1 There is an established timeline for reporting evidence of the results obtained.		4	2	1	
15.2 Every student is included in the results.		5	1	1	

15.3	The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement.		5		2	
15.4	A results form for the collection of results data is written and accepted by administration and school counselors.	1	4		1	1
15.5	A results form for the collection of data from Closing-the-Gap activities is accepted by the administrators and the counselors.		5		1	1
15.6	There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains.	1	4		1	1
15.7	Process data are collected.		5	1	1	
15.8	Perception data are collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed).		5	1	1	
15.9	Results data are collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time).		6		1	
15.10	Immediate, intermediate and long-range data are collected and reviewed.		5	1	1	
15.11	Results are reported to administrators, counselors and the school board.	1	5		1	
15.12	Results are analyzed and used to improve the program in subsequent years.		5	1	1	

XVI. COUNSELOR PERFORMANCE STANDARDS

The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

CRITERIA		None	In Progress	Completed	Imple-mented	N/A
16.1	Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards.	3	3		1	
16.2	Is written to assess the counselor's ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support).	3	3		1	
16.3	Is written to assess the counselor's ability to manage the school counseling program.	3	3		1	
16.4	Is written to assess the school counselor's ability to measure the results of the program.	3	3		1	
16.5	Is written to assess the counselor's use of professional communication within the school community.	3	3		1	
16.6	Is written to determine the school counselor's fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards).	3	3		1	
16.7	Is written to assess the school counselor's ability to be a leader, student advocate and systems change agent.	3	3		1	

XVII. PROGRAM AUDIT

The program audit provides evidence of the program's alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

CRITERIA	None	In Progress	Completed	Implemented	N/A
17.1 The program is audited annually.		2	1	4	
17.2 The audit aligns with and includes all program components.		3		4	
17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year.		2	2	3	
17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year.	1	3		3	
17.5 The school counseling program has been approved by the school district's board of education.		2	1	2	2

Appendix F. Guidance Technician Duties by School

The checklist was created from the schools' job description created for their Connected Counseling Operational System for 2006-2007.

	<i>Arlington</i>	<i>Central</i>	<i>Como</i>	<i>Harding</i>	<i>Highland</i>	<i>Humboldt</i>	<i>Johnson</i>
Administer interest inventories						X	
Advisory leader		X				X	
Assist counselors in organizing and keeping information			X	X	X		X
Assist with caps & gowns	X						
Assist with scheduling	X	X		X	X		
Assist with specific programs	X						X
Assist/Organize Career Center					X	X	
Assists academies or counselors with advisory materials				X		X	X
Communicate calendar/ schedule to counselors						X	X
Compile data collected			X		X		X
Co-coordinate testing	X	X	X	X	X	X	X
Coordinates extended day		X					
Coordinate events, e.g. student registration nights, senior honors		X	X		X	X	
Create and maintain databases			X		X		X
Create guidance brochure or newsletter			X		X		X
Help students fill out college applications						X	
Intake new students	X	X					
Locate and evaluate transcripts of new students	X	X					
Maintain website			X		X		
Other assigned duties	X	X	X	X	X		
Participate on Link Crew team		X					
Produce scholarship and summer opportunities newsletters			X		X	X	
Provide work direction for student assistants	X				X	X	
Review number of completed registrations per advisory		X					
Run transcripts for advisories		X					
Secure/organize presentation materials			X		X		X
Tracking students					X		X