



**Carl Vinson
Institute of Government
UNIVERSITY OF GEORGIA**

2018 Georgia School Counselors Survey

Survey Research and Evaluation Unit
Carl Vinson Institute of Government

A Report Prepared for the Georgia Department of Education

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Executive Summary

In accordance with Georgia’s Senate Bill 401, the Georgia Department of Education (Department of Education) sought to address important ways school counselors help students focus on academic, career, social, and emotional development to promote student academic and career success and student preparation for challenges in their lives and society. The Department of Education sought to review school counselors’ roles, workloads, and program service delivery in grades six through twelve, including the scope of school counselor professional learning and annual school counselor evaluation instruments.

In furtherance of the legislative mandate from the Georgia General Assembly, this survey is a collaborative effort between the Georgia Department of Education and the Carl Vinson Institute of Government (hereafter, Institute of Government) to provide an understanding of school counselors’ roles, workloads, additional duties, and professional development across a variety of service delivery areas. School counselors’ knowledge and perceptions will enable alignment between the current school counselor roles and duties, as well as professional and career-based goals, assessments, and evaluations.

From September 13, 2018 until October 12, 2018, the Institute of Government administered a survey to school counselors in grades six through twelve in schools in all 159 Georgia counties. Institute of Government staff electronically mailed survey invitations to middle school and high school counselors that contained links to the online survey. The survey instrument included the School Counselor Activity Rating Scale (SCARS) as developed by Scarborough (2005). The SCARS contains 48 items utilizing a verbal frequency scale “in which school counselors are asked how often an activity is performed [and]...both the frequency with which the school counselor *actually* performs the activity and the frequency with which the

school counselor would *prefer* to perform the activity” (Scarborough, 2005, p. 276). The SCARS addresses five elements related to school counselors’ areas of service provision: 1) counseling activities, 2) consultation with students, parents, and teachers, 3) curriculum development, 4) coordination activities, and 5) other administrative duties performed. To these, an additional 10-item element, pertaining to 6) career counseling, was added.

An additional 12 questions measured the length of time the respondent had been a school counselor, how long they had served as a counselor at their particular school, and the total number of professional development hours the respondent had obtained in the past twelve months. Other questions included the types of assessments and evaluations currently used at school counselors’ respective schools in each of the following service areas: academics, career development, and social/emotional counseling. Counselors were also asked to provide the type of support staff available to counselors at their respective schools, average caseload, and their perceptions of the Georgia Counselor Keys Effectiveness System (CKES) as an accurate reflection of their job duties.

References

Scarborough, J. L. (2005). The school counselor activity rating scale: An instrument for gathering process data. *Professional School Counseling, 8*(3), 274-283.

Summary of Major Findings

- School counselors from each of the 16 RESA districts and seven GSCA regions responded to the survey
- School counselors responding to the survey have been practicing school counselors an average of 11 to 15 years.
- School counselors report several support staff at their schools, including social workers, psychologists, registrars, and clerical and/or administrative support staff
- Between one-half and two-thirds of school counselors have reported some form of professional development in the areas of academic, career, and social/emotional counseling in the last 12 months.
- A majority (>93%) of school counselors did not have an externship experience.
- At least 50% of responding school counselors had completed between one and ten hours of professional development in the areas of academic, career, and/or social/emotional counseling in the past 12 months.
- High school counselors most frequently reported using transcripts for graduation planning and the Armed Services Vocational Aptitude Battery (ASVAB) for career planning. Middle school counselors most frequently used career interest inventories for graduation planning and Georgia Career Information System (GCIS) resources for career planning.
- School counselors who were using the CKES as an evaluation tool (>54%) felt it could be expanded to assess all of their duties, while counselors who were being evaluated in other ways were amenable to utilizing the CKES (>61%).
- The average student caseload for school counselors completing the survey was over 400 students.
- The average amount of time spent on social/emotional counseling was 32%. On average, school counselors spent 29% of their time on academic counseling 25% of their time on other duties. Career counseling comprised an average 14% of school counselors' time.
- As assessed by the SCARS, there was a 5% to 15% disparity between the amount of time spent and the amount of time school counselors would prefer to have spent in the areas of counseling, consultation, curriculum development, coordination, and career counseling.

Introduction and Methodology

The Georgia Department of Education collaborated with the Carl Vinson Institute of Government (hereafter, Institute of Government) to conduct a survey of school counselors. The Department of Education sought to review school counselors' roles, workloads, and program service delivery in grades six through twelve, including the scope of school counselor professional learning and annual school counselor evaluation instruments, in accordance with Georgia's Senate Bill 401.

From September 13, 2018 until October 12, 2018, the Institute of Government administered the survey to a statewide list of 2,381 middle school and high school counselors. The Georgia Department of Education provided the list of school counselors to survey. A pre-notification email was sent by the Georgia Department of Education on September 13, 2018, and Institute of Government staff electronically mailed survey invitations containing links to the online survey to all counselors on September 18, 2018. Reminder e-mails to all non-responding counselors were sent on September 25, 2018, October 2, 2018, and October 9, 2018, which allowed responding counselors to return and complete the survey if they were unable to complete it the first time. Links to the survey also prevented counselors from completing the survey more than once. The survey closed on October 12, 2018. The survey instrument (see Appendix A) included the 48-item School Counselor Activity Rating Scale (SCARS), an additional 10-item module on career development, and 12 additional profile questions.

The additional 12 profile questions measured the length of time the respondent had been a school counselor, how long they had served as a counselor at their particular school, the total number of professional development hours the respondent had obtained in the past twelve months, the types of assessments and evaluations currently being used at their schools in each of

the respective service areas (academics, career development, and social/emotional counseling), the type of support staff available to counselors at their respective schools, average caseload, and their perceptions of the Georgia Counselor Keys Effectiveness System as an accurate reflection of their job duties.

Survey Response

Of the 2,381 school counselors invited to respond to the survey, 908 responded to the survey. Taking into account undeliverable email addresses ($N=109$) and survey refusal via opt-out ($N=20$), the adjusted sample was 2,252 respondents; therefore, the adjusted response rate to the survey was 40.3%.

Sampling Error

As with all surveys, the Georgia School Counselor Survey has a potential for sampling error because not all school counselors in Georgia completed the survey or, for school counselors in Georgia completing the survey ($N = 908$), not every question on the survey was answered. For questions that were answered by significantly fewer than 908 respondents, and for subgroups of the population, the sampling error is, on average, +/- 5%.

Item Non-Response

The total sample for this study is reported as $N=908$. However, this total may not be represented in every question or variable displayed. The reason for a reported response total less than the sample within this report is item non-response. Some school counselors who completed the survey may have chosen not to answer specific questions. In such cases, a total response less than the total sample is reported. All numerical values have been rounded to the nearest single decimal place. Please note that while the practice of rounding percentages contributes to

reducing non-response bias and improving statistical precision, it can impact totals and percentages. Some percentages in this report may fall over or under one or two percentage points of 100% for this reason. Moreover, numbers of responses accompany each of the tables provided in this report (see Appendix B).

Respondent Profile

School counselors were asked to identify the school type where they performed their duties. From this information, as well as identified schools provided by the Georgia Department of Education, respondent school type was generated. As shown in Figure 1 below, approximately 37% of respondents were school counselors in Georgia middle schools. Fifty-eight percent of respondents were school counselors in Georgia high schools. Approximately 5% of respondents reported duties at both middle and high schools in Georgia. Additional information can be found in Table 1 of Appendix B.

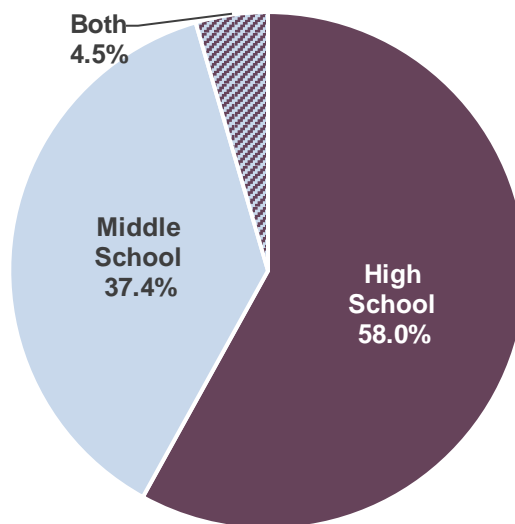


Figure 1: Respondent School Type (N=908)

In addition to school type, schools provided by the Georgia Department of Education were identified by Department of Education Regional Educational Service Agency (RESA) districts. As shown in Figure 2 below, approximately 33% of respondents were identified as school counselors in middle and high schools in the Metro district. Approximately 10% of respondents were identified as school counselors in Northwest Georgia middle and high schools. Approximately 8% of respondents were identified as school counselors in First District middle and high schools. Additional information can be found in Table 2 of Appendix B.

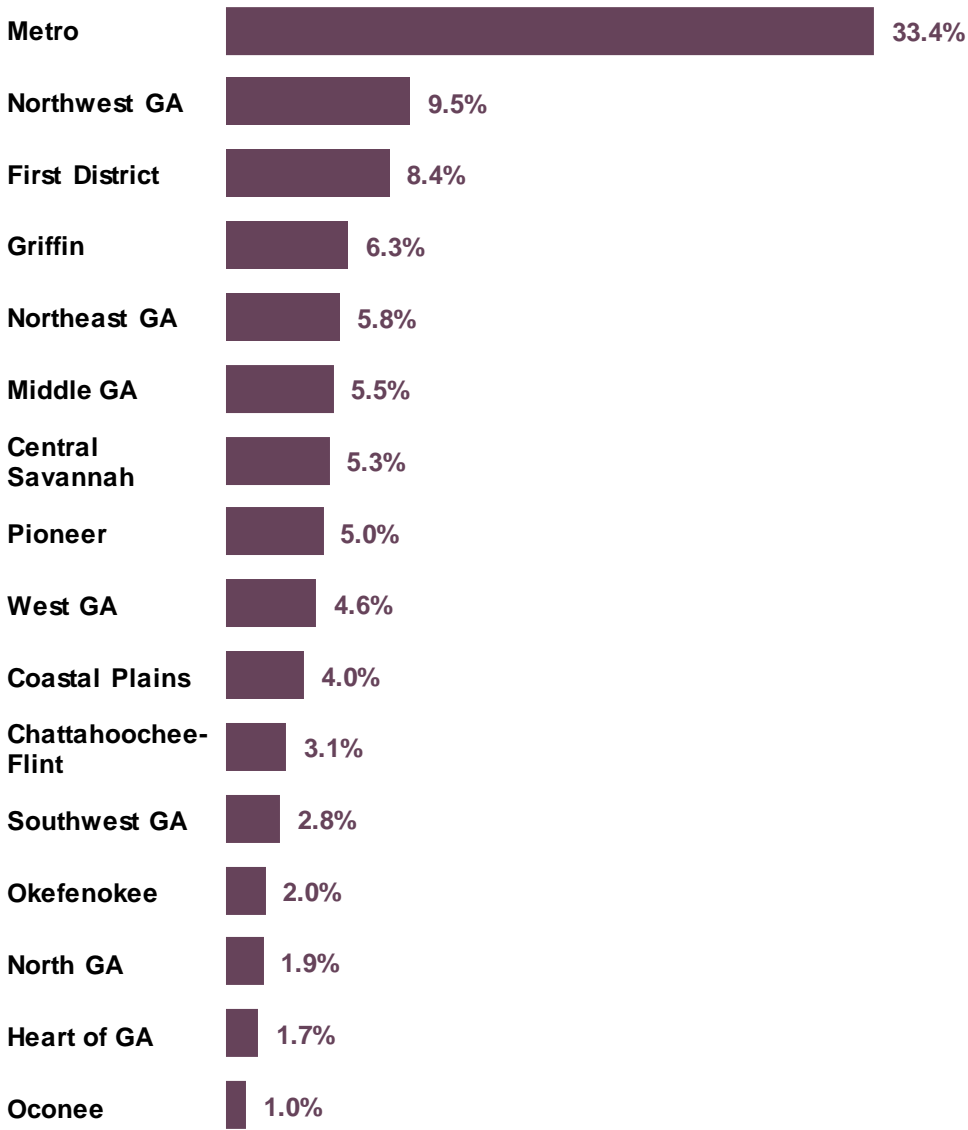


Figure 2: Respondent DOE RESA District (N=908)

Schools provided by the Georgia Department of Education were also identified by Georgia School Counselor Association (GSCA) region. As shown in Figure 3 below, approximately 40% of respondents were identified as school counselors in middle and high schools in the Metro region. Approximately 13% of respondents were identified as school counselors in the Central West region middle and high schools. Approximately 12% of respondents were identified as school counselors in Northeast region middle and high schools. Approximately 10% of respondents were identified as school counselors in Central East region middle and high schools. Approximately 10% of respondents were identified as school counselors in Northwest region middle and high schools. Approximately 7% of respondents were identified as school counselors in Southwest region middle and high schools. Approximately 7% of respondents were identified as school counselors in Southeast region middle and high schools. Additional information can be found in Table 3 of Appendix B.

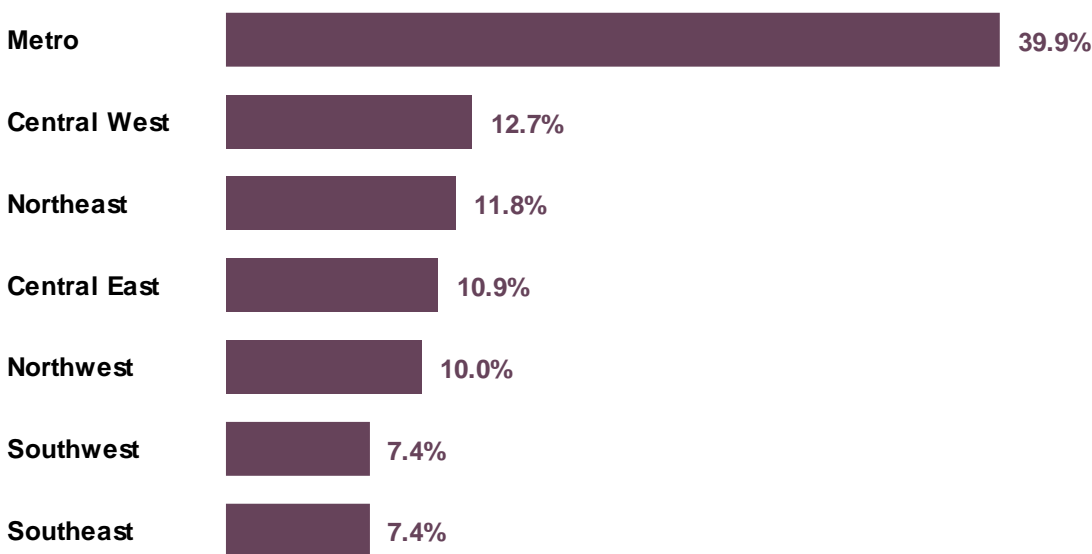


Figure 3: Respondent GSCA Region (N=908)

Respondents were asked to identify the number of years they have been employed as a school counselor. As shown in Figure 4 below, approximately 3% of respondents had been school counselors in Georgia middle and high schools for less than 1 year. The highest percentages of school counselors had served from between six and ten years (approximately 19% of respondents), 11 to 15 years (approximately 22% percent of respondents) and 16 to 20 years (approximately 18% of respondents). Approximately 15% of respondents reported serving as a

school counselor for over 20 years. Additional information can be found in Table 4 of Appendix B.

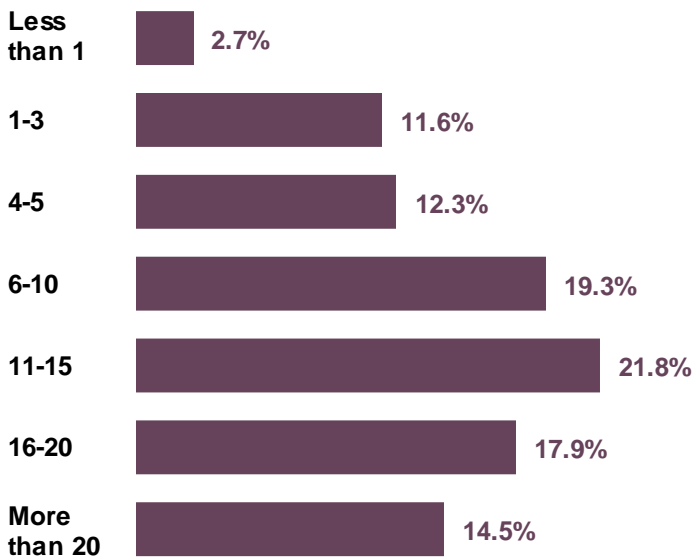


Figure 4: Years employed as a school counselor (N=856)

School counselors were asked to identify additional support staff working at their schools. As shown in Figure 5 below, the most frequently reported support position was school social worker (approximately 73% of respondents). Other frequently reported support positions were registrars (approximately 70% of respondents), school psychologist (approximately 59% of respondents), and clerical assistant (54% of respondents). Respondents were also able to provide additional responses. Common responses included Communities in School personnel, part-time social work or psychological personnel, academic coaches, and APEX counseling staff. Additional information can be found in Table 5 of Appendix B.

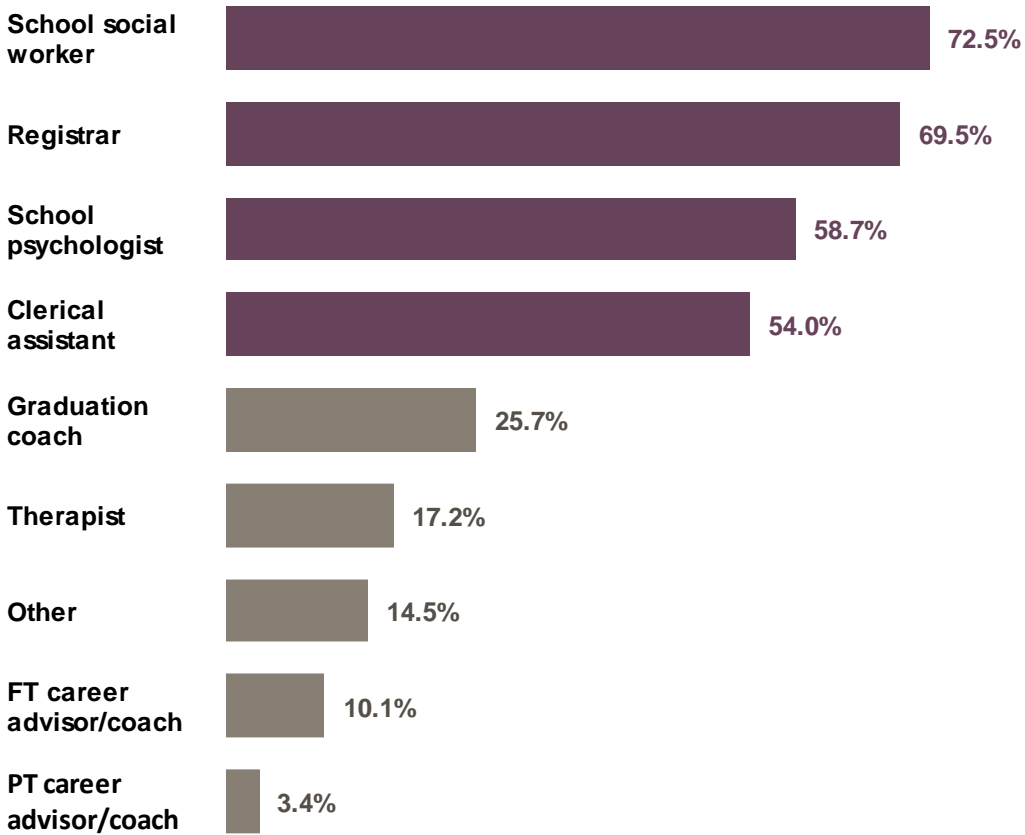


Figure 5: Additional school support staff (N=832)

Professional Development

School counselors were asked several questions pertaining to their professional development. School counselors were first asked how many professional development hours they had completed in the past 12 months pertaining to academic counseling. As shown in Figure 6 below, approximately 38% of respondents reported no professional development hours pertaining to academic counseling. Forty-five percent of respondents completed between one and ten hours of professional development pertaining to academic counseling. Eleven percent of respondents completed between 11 and 20 hours of professional development pertaining to academic counseling. Additional information can be found in Table 6 of Appendix B.

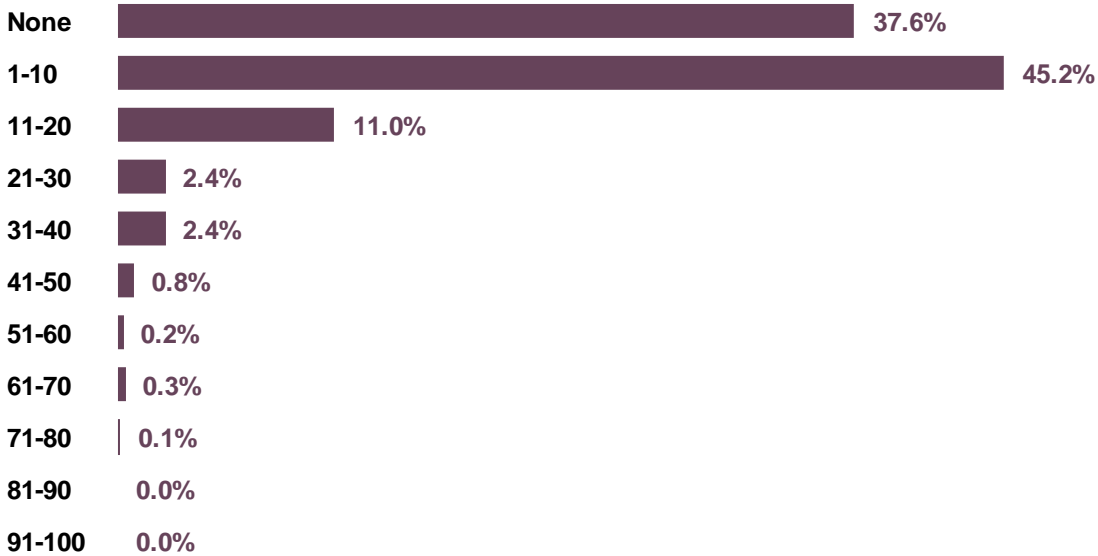


Figure 6: Academic counseling professional development hours completed (N=881)

School counselors were then asked how many professional development hours they had completed in the past 12 months pertained to career counseling. As shown in Figure 7 below, approximately 37% of respondents reported no professional development hours pertaining to career counseling. Approximately 51% of respondents completed between one and ten hours of professional development pertaining to career counseling. Approximately 8% of respondents completed between 11 and 20 hours of professional development pertaining to career counseling. Additional information can be found in Table 6 of Appendix B.

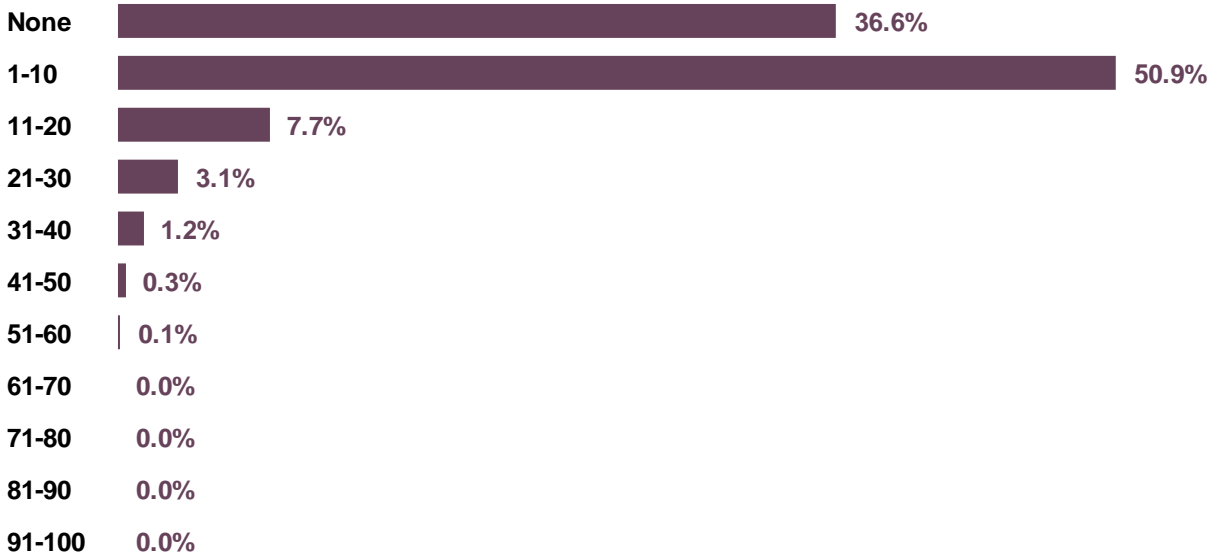


Figure 7: Career counseling professional development hours completed (N=882)

School counselors were then asked how many professional development hours they had completed in the past 12 months pertained to social/emotional counseling. As shown in Figure 8 below, 24% of respondents reported no professional development hours pertaining to social/emotional counseling. Approximately 50% of respondents completed between one hour and ten hours of professional development pertaining to career counseling. Fifteen percent of respondents completed between 11 and 20 hours of professional development pertaining to social/emotional counseling. Additional information can be found in Table 6 of Appendix B.

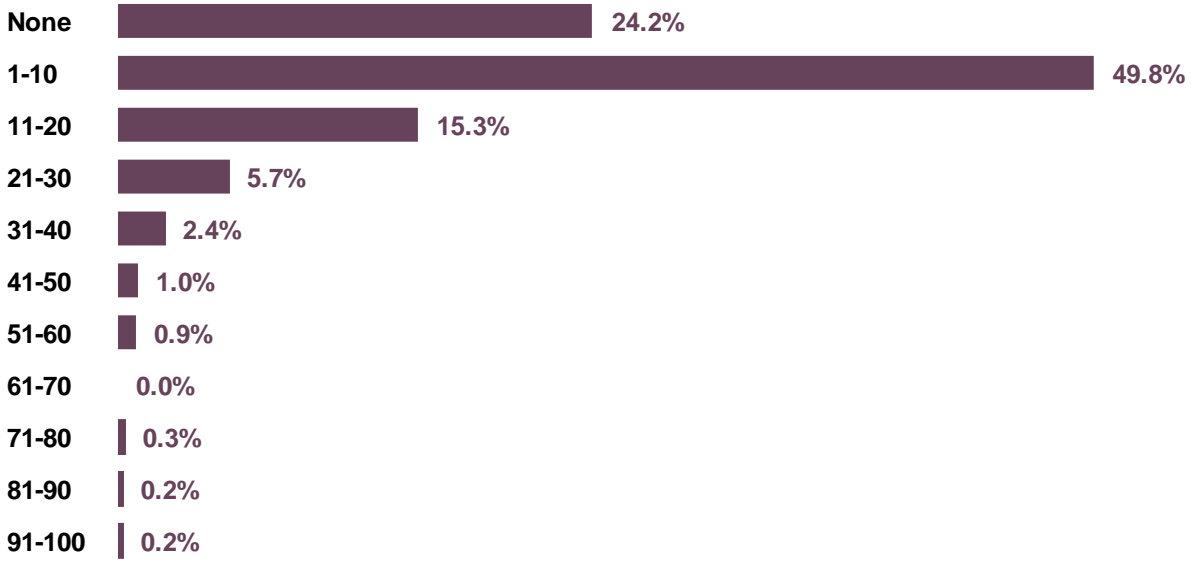


Figure 8: Social/emotional counseling professional development hours completed (N=884)

Program Service Delivery

School counselors were asked several questions pertaining to program service delivery. School counselors were first asked if they had participated, as part of their training and professional development, in a business externship experience. As shown in Figure 9 below, approximately 94% of respondents reported no participation in a business externship experience. Additional information can be found in Table 7 of Appendix B.

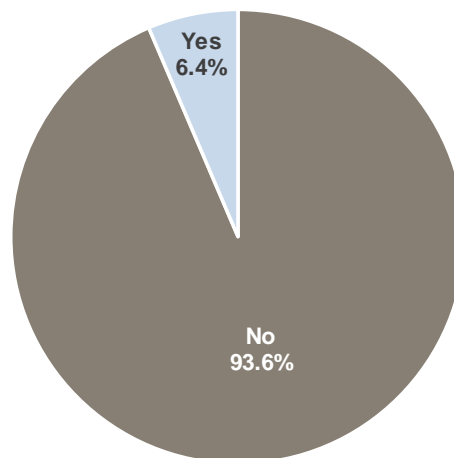


Figure 9: Participation in a business externship experience (N= 887)

Middle school counselors ($N=340$) were specifically asked what tools were being used to develop individual graduation plans. Middle school counselors were able to select as many tools as were applicable. As shown in Figure 10 below, 89% of respondents used career interest inventories when planning for student graduation. Forty-one percent used career aptitude inventories, with 39% reviewing report cards, and 37% using standardized test scores when planning for student graduation. Respondents were also able to provide additional responses. Common responses included advisement, teacher recommendations, and expressed student interest. Additional information can be found in Table 8 of Appendix B.

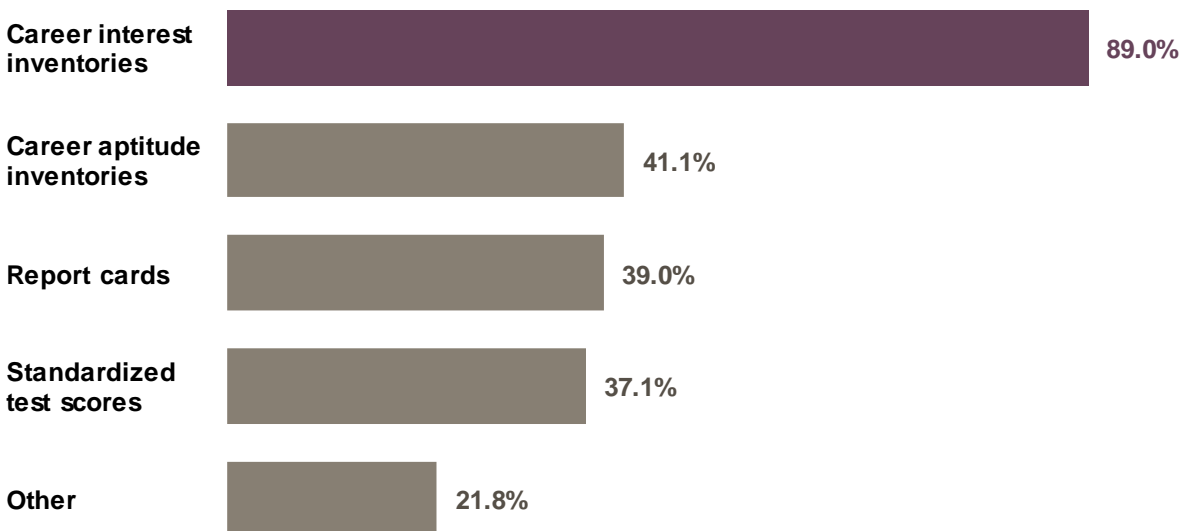


Figure 10: Middle school individual graduation plan development ($N=326$)

High school counselors ($N=527$) and respondents who counsel in high and middle schools ($N=41$) were also asked what tools were being used to develop individual graduation plans. These counselors were also able to select as many tools as were applicable. As shown in Figure 11 below, transcripts were the most-often used planning tool, used by approximately 92% of counselors responding to the question. Forty-eight percent used career interest inventories, with approximately 43% using standardized test scores when planning for student graduation. Respondents were also able to provide additional responses. Common responses included student

interest, teacher recommendations, parent input, and information from the GA Futures program. Additional information can be found in Table 8 of Appendix B.

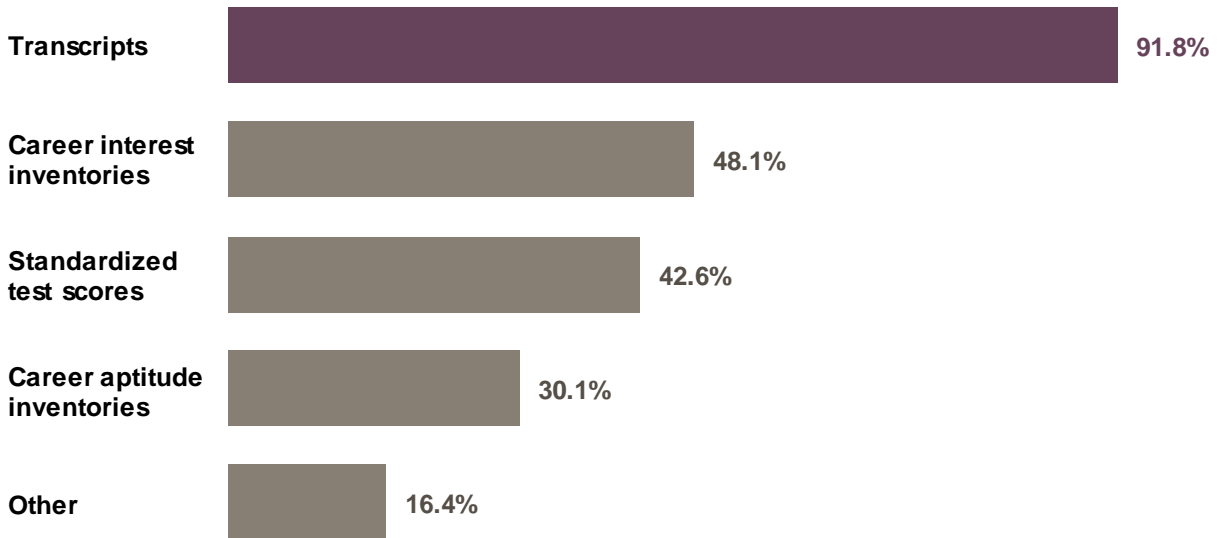


Figure 11: High school individual graduation plan development/revision (N=538)

Middle school counselors (N=340) were also asked what career tools were being used with their students. Middle school counselors were able to select as many tools as were applicable. As shown in Figure 12 below, a majority (83%) of respondents used information through the Georgia Career Information System (GCIS). Respondents were also able to provide additional responses. Common responses included career surveys, virtual job simulations, Everfi online curricula, and information from the GA Futures program. Additional information can be found in Table 9 of Appendix B.

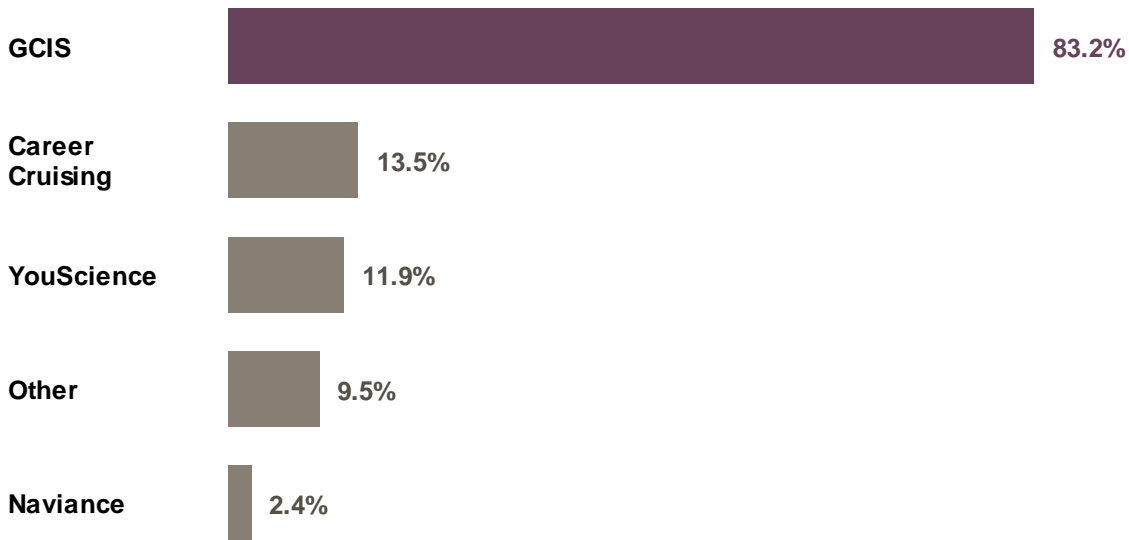


Figure 12: Career tools used at middle school (N=327)

High school counselors (N=527) and respondents who counsel in both high and middle schools (N=41) were also asked what career tools were being used with their students. These counselors were also able to select as many tools as were applicable. As shown in Figure 13 below, approximately 68% of counselors used the Armed Services Vocational Aptitude Battery (ASVAB). Approximately 65% used career of information through the GCIS. Approximately 53% used tools and information from the YouScience aptitude-based career assessment. Respondents were also able to provide additional responses. Common responses included information from the GA Futures program, virtual job shadowing/simulations, the Big Future website, and SAT performance. Additional information can be found in Table 9 of Appendix B.

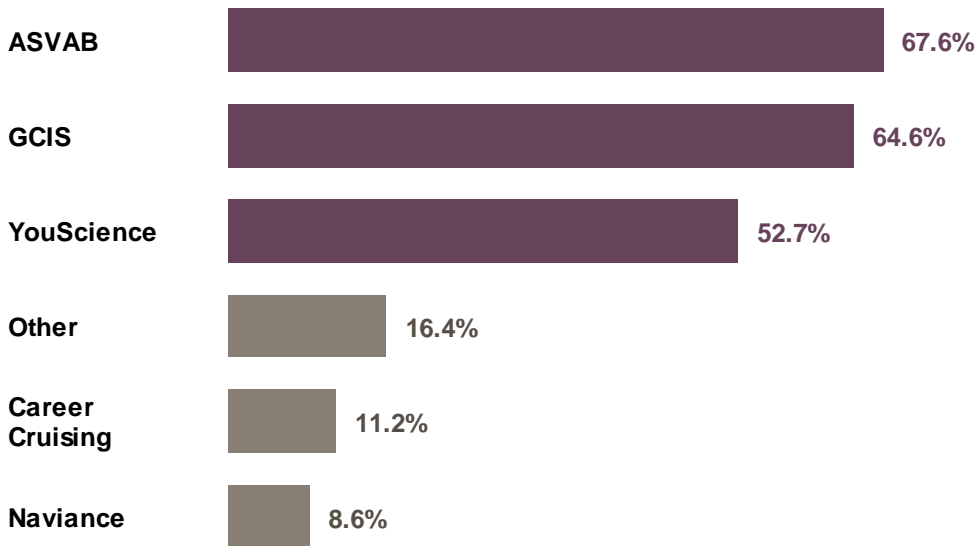


Figure 13: Career tools used at high school (N=537)

School counselors were asked which format students are receiving career education at their school. As shown in Figure 14 below, approximately 76% of respondents reported coursework in Career, Technical and Agricultural Education (CTAE) as the most prevalent career education format. Sixty-one percent reported the school counselor career curriculum, with approximately 49% reporting academic courses, and approximately 33% reporting the Teachers as Advisors program as the most prevalent format for career education. Respondents were also able to provide additional responses. Common responses included Career Day or job fair activities, GCIS, advisement, and YouScience. Additional information can be found in Table 10 of Appendix B.

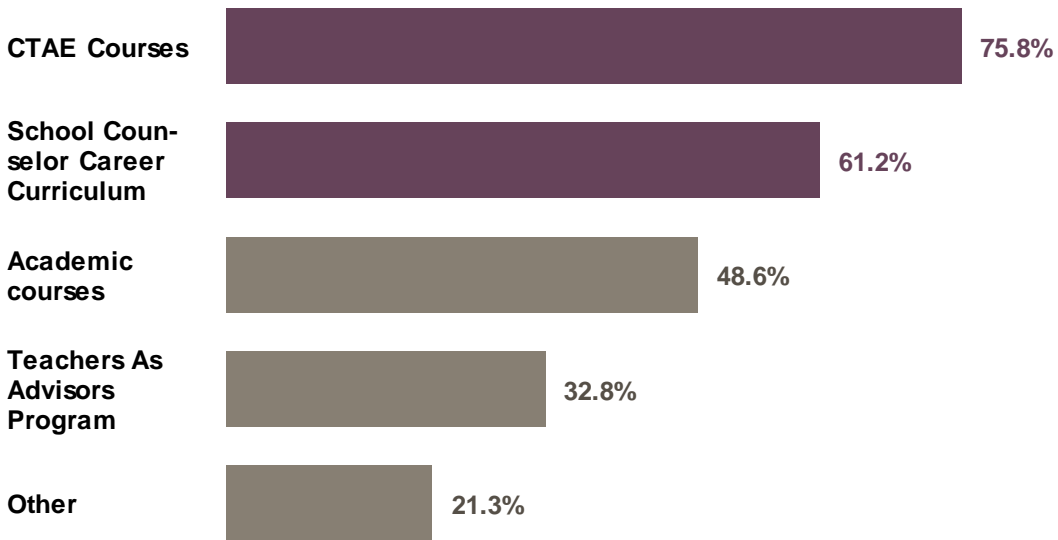


Figure 14: Career education formats (N=856)

School counselors were asked which format students are receiving employability skills learning at their school. As shown in Figure 15 below, 80% of respondents reported coursework in Career, Technical and Agricultural Education (CTAE) as the most prevalent career format for learning employability skills. Approximately 42% reported the school counselor career curriculum, with 40% reporting academic courses, and 28% reporting the Teachers as Advisors program as the most prevalent format for career education. Respondents were also able to provide additional responses. Common responses included work-based learning activities, advisement, Career Day or job fairs, and soft skills activities. Additional information can be found in Table 10 of Appendix B.

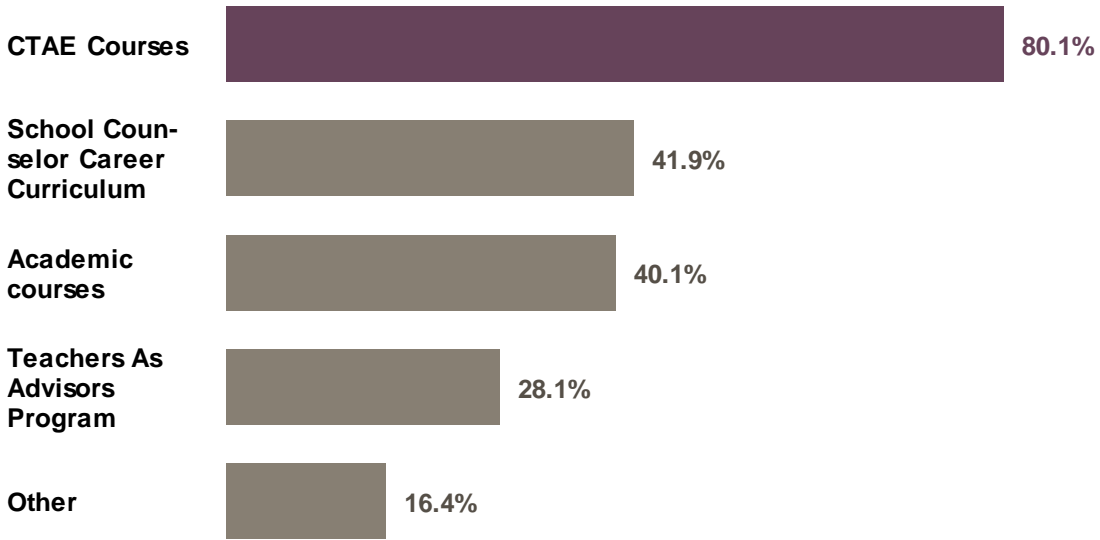


Figure 15: Employability skills formats (N=794)

Annual Evaluation Instruments

School counselors were asked if they were using the Georgia Counselor Keys Effectiveness System (CKES). As shown in Figure 16 below, approximately 46% of respondents used the CKES. Additional information can be found in Table 11 of Appendix B.

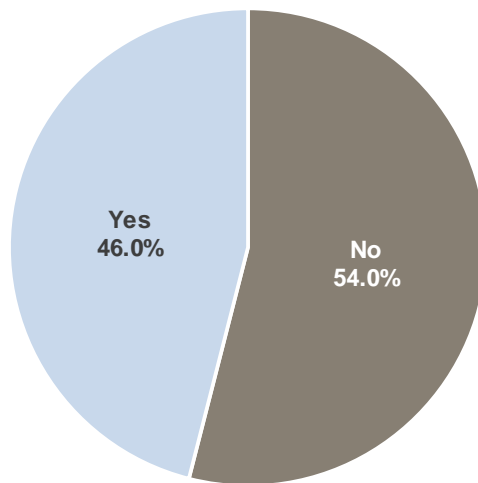


Figure 16: Currently using the Georgia Counselor Keys Effectiveness System (N=854)

Approximately 55% of counselors that were using the CKES as an annual evaluation instrument ($N=390$) indicated that the CKES was not an accurate reflection of their job duties, as shown in Figure 17 below. Additional information can be found in Table 11 of Appendix B.

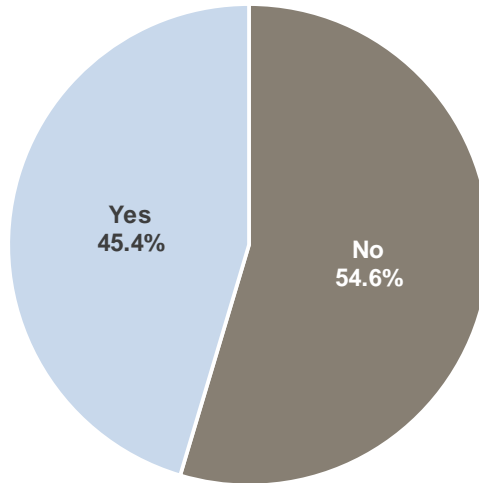


Figure 17: Georgia Counselor Keys Effectiveness System as an accurate reflection of job duties ($N=390$)

Among those not currently using the CKES, approximately 62% said that they could implement the CKES as an evaluation tool as shown in Figure 18 below. Additional information can be found in Table 11 of Appendix B.

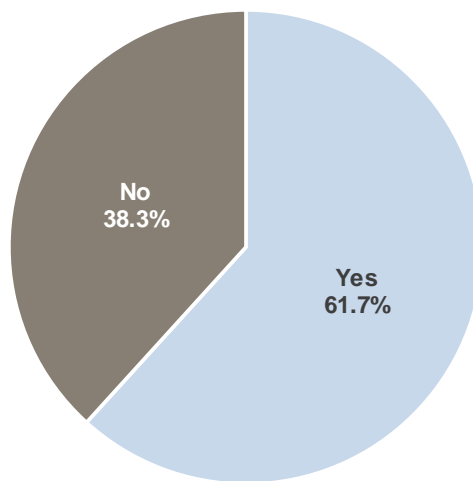


Figure 18: Could implement Georgia Counselor Keys Effectiveness System as an evaluation tool ($N=447$)

Counselor Workload

School counselors were asked several questions pertaining to their workloads. In considering time allocations and workload, four categories were considered: 1) academic counseling, 2) career counseling, 3) social/emotional counseling, and 4) other duties. As shown in Figure 19 below, the largest percentage of respondents (approximately 26%) spent between 11% and 20% of their time providing academic counseling to students in the past 12 months. One percent of respondents spent no time on academic counseling in the past 12 months. The average amount of time spent on academic counseling was calculated to be approximately 29%. Additional information can be found in Table 12 of Appendix B.

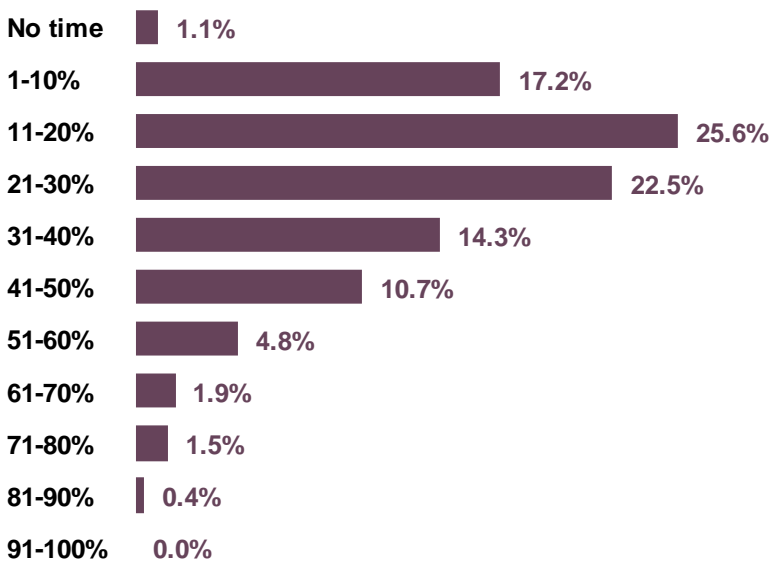


Figure 19: Time spent at school on academic counseling (N=908)

When considering time spent on career counseling, as shown in Figure 20 below, the largest percentage of respondents spent between 1% and 10% of their time providing career counseling to students (47%). Approximately 5% of respondents spent no time on career counseling. The average amount of time spent on career counseling was calculated to be approximately 14%. Additional information can be found in Table 12 of Appendix B.

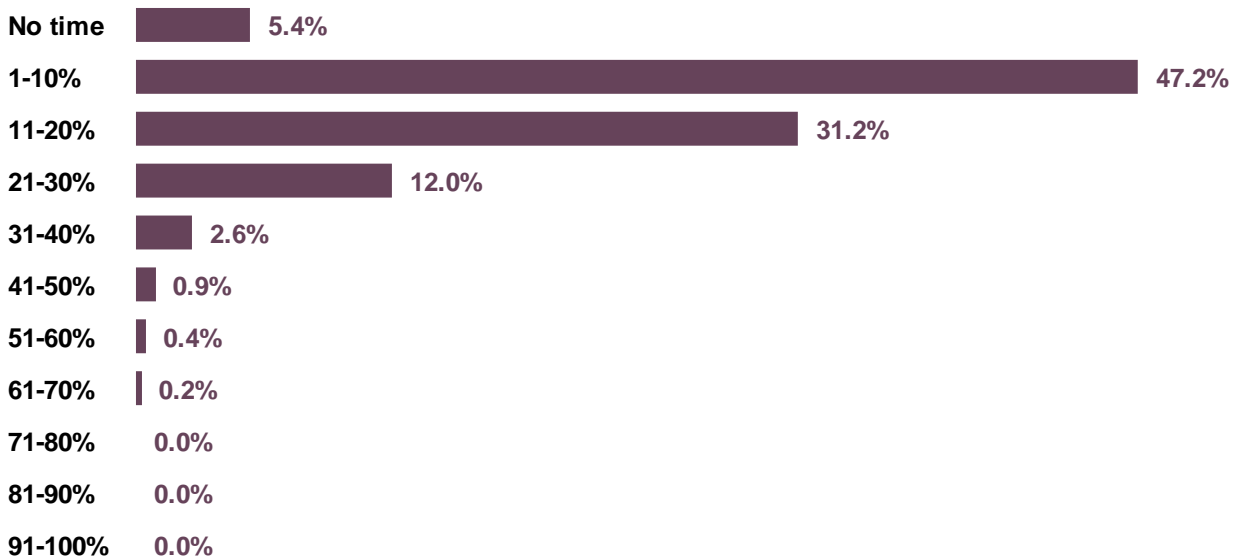


Figure 20: Time spent at school on career counseling (N=908)

When considering time spent on social/emotional counseling, as shown in Figure 21 below, the largest percentage of respondents spent between 21% and 30% of their time providing social/emotional counseling to students (24% of counselors answering the question). Less than 1% of respondents spent no time on social/emotional counseling. The average amount of time spent on social/emotional counseling was calculated to be approximately 32%. Additional information can be found in Table 12 of Appendix B.

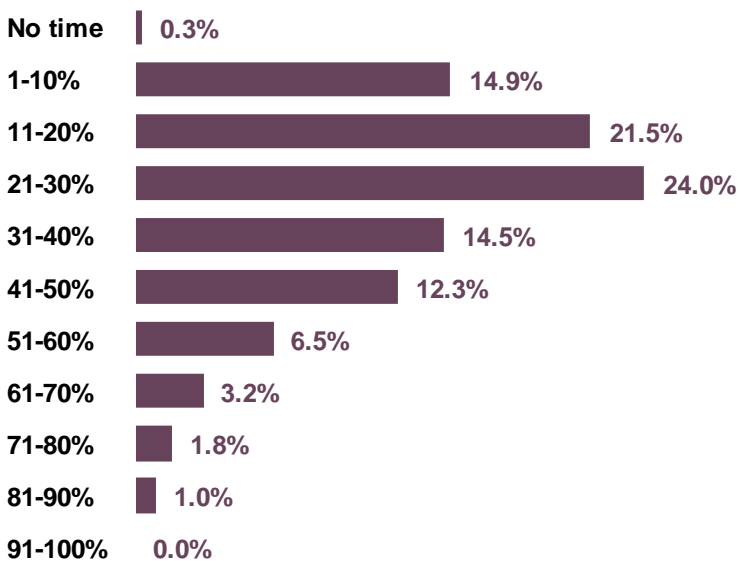


Figure 21: Time spent at school on social/emotional counseling (N=908)

When considering time spent on other, as shown in Figure 22 below, the largest percentage of respondents spent between 11% and 20% of their time performing duties other than their counseling roles (approximately 27% of counselors answering the question). Three percent of respondents spent no time on duties other than their counseling roles. The average amount of time spent on other duties was calculated to be approximately 25%. Additional information can be found in Table 12 of Appendix B.

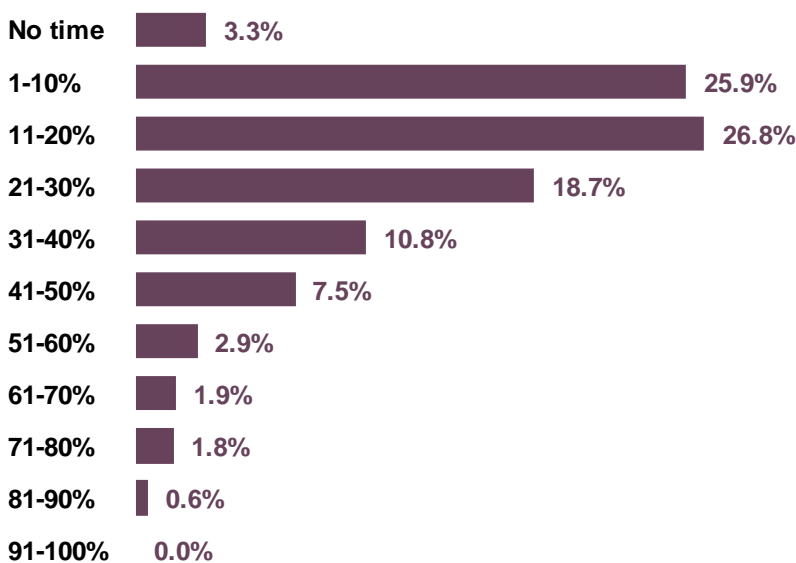


Figure 22: Time spent at school was spent on other duties (N=908)

In considering time allocations for the categories of academic counseling, career counseling, social/emotional counseling, and other duties, school counselors were asked to provide their current student caseload. As shown in Figure 23 below, the largest percentage of respondents (33%) had a total student caseload of 401 to 500 students. Twenty-two percent of respondents reported a student caseload of 301 to 400 students. The average caseload was calculated to be approximately 440 students across all respondents. Additional information can be found in Table 13 of Appendix B.

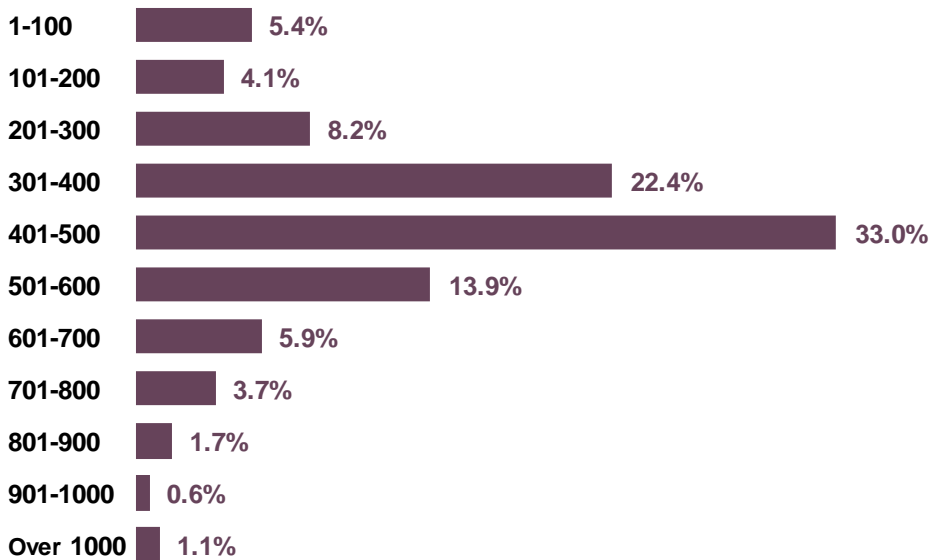


Figure 23: Current student caseload (N=830)

Counselor Roles

School counselors were asked questions pertaining to their roles. These questions were derived from the School Counselor Activity Rating Scale (SCARS) as developed by Scarborough (2005). The SCARS contains 48 items measuring actual time spent on an area of service and the time counselors would prefer spending on the area of service. The SCARS addresses five elements related to school counselors' areas of service provision: 1) counseling activities, 2) consultation with students, parents, and teachers, 3) curriculum development, 4) coordination activities, and 5) other administrative duties performed. An additional 10-item element, pertaining to 6) career planning, was added to the SCARS assessment for the purposes of this survey effort.

Counseling Activities. As shown in Figure 24 below, approximately 42% of respondents reported being frequently or routinely engaged in counseling activities. Per the SCARS instrument, these activities included: counseling with students regarding personal/family concerns, school behavior, crisis/emergency issues, and relationships with family, friends, or

romantic partners; providing small group counseling addressing relationship/social skills, academic issues, family/personal issues (such as divorce or the death of a loved one, or substance abuse issues); and providing follow-up with individual and group counseling participants. Counselors completing the SCARS questions for this category reported an overall preference for spending more time on these activities. Additional information can be found in Table 14 of Appendix B.

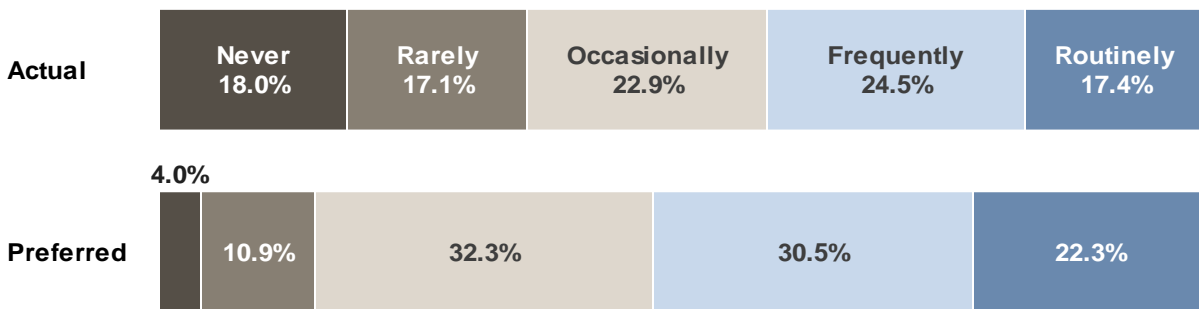


Figure 24: SCARS counseling activities of the past 12 months

Consultation Activities. As shown in Figure 25 below, approximately 41% of respondents reported being frequently or routinely engaged in consultation activities. Per the SCARS instrument, these activities included: consultation with school staff concerning student behavior, consultation with community and school agencies concerning individual students, consultation with parents regarding child/adolescent development issues, coordination of referrals for students and/or families to community or education professionals (such as mental health assessment, speech pathology, or medical examination), providing assistance in identifying exceptional children for special education services, consultation with administrators regarding school policy, programs, staff and/or students, and participation in team/grade level/subject team meetings. Counselors completing the SCARS questions for this category reported an overall preference for spending more time on these activities. Additional information can be

found in Table 15 of Appendix B.

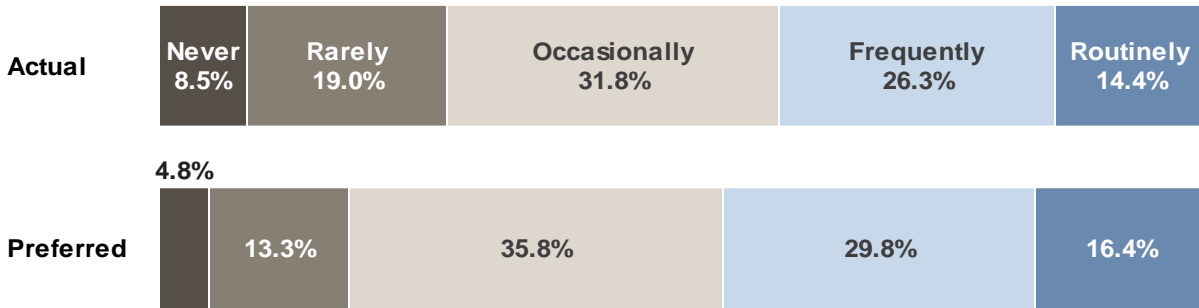


Figure 25: SCARS consultation activities of the past 12 months

Curriculum Activities. Eighteen percent of respondents reported being frequently or routinely engaged in curriculum activities, as shown in Figure 26 below. Per the SCARS instrument, these activities included: conducting classroom activities to introduce yourself and explain the counseling program to all students, conducting classroom lessons addressing career development and the world of work, various personal and/or social traits (e.g., responsibility, respect, etc.), relating to others (e.g., family, friends), personal growth and development issues, appropriate conflict resolution, substance abuse and personal safety issues. Counselors completing the SCARS questions for this category reported a significant preference for spending more time on these activities. Additional information can be found in Table 16 of Appendix B.

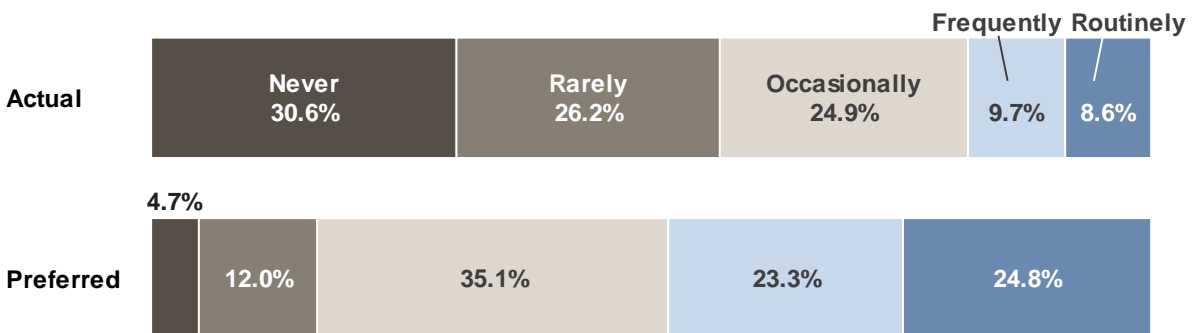


Figure 26: SCARS curriculum activities of the past 12 months

Coordination Activities. As shown in Figure 27 below, 30% of respondents reported being frequently or routinely engaged in coordination activities. Per the SCARS instrument, these activities included: coordinating special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, and test prep), coordination and maintenance of a comprehensive school counseling program, informing parents about the role, training, program, and interventions of a school counselor within the school environment, conducting or coordinating parent education classes or workshops, coordinating school-wide response for crisis management and intervention, informing teachers/administrators about the role, training, program, and interventions of a school counselor within the school environment, conducting or coordinating teacher in-service programs, keeping track of how time is being spent on the counselor role functions, attending professional development activities (e.g., state conferences, local in-services), coordinating with an advisory team to analyze and respond to school counseling program needs, formally evaluating student progress as a result of participation in individual/group counseling from student, teacher and/or parent perspectives, conducting needs assessments and counseling program evaluations from parents, faculty and/or students, and coordinating orientation process/activities for students. Counselors completing the SCARS questions for this category reported an overall preference for spending more time on these activities. Additional information can be found in Table 17 of Appendix B.

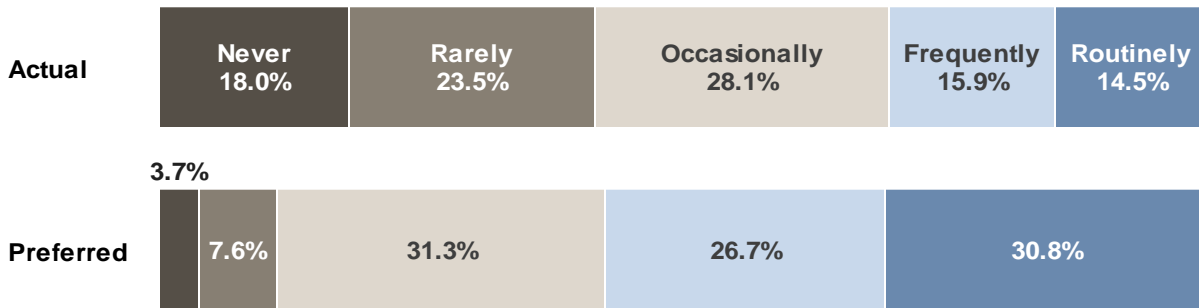


Figure 27: SCARS coordination activities of the past 12 months

Other Activities. Approximately 38% of respondents reported being frequently or routinely engaged in other activities, as shown in Figure 28 below. Per the SCARS instrument, other activities included: participation on committees within the school, coordination of the standardized testing program, organization of outreach to low income families (e.g., Thanksgiving dinners, Holiday gift exchanges), responding to health issues (e.g., checking for lice, eye screening, 504 coordination), performing hall, bus, and/or cafeteria duty, scheduling students for classes, enrolling students in and/or withdrawing students from school, maintaining and/or completing educational records/reports (e.g., cumulative files, test scores, attendance reports, drop-out reports), handling discipline of students, and substitute teaching and/or covering classes for teachers. Counselors completing the SCARS questions for this category reported an overall preference for spending less time on these activities. Additional information can be found in Table 18 of Appendix B.

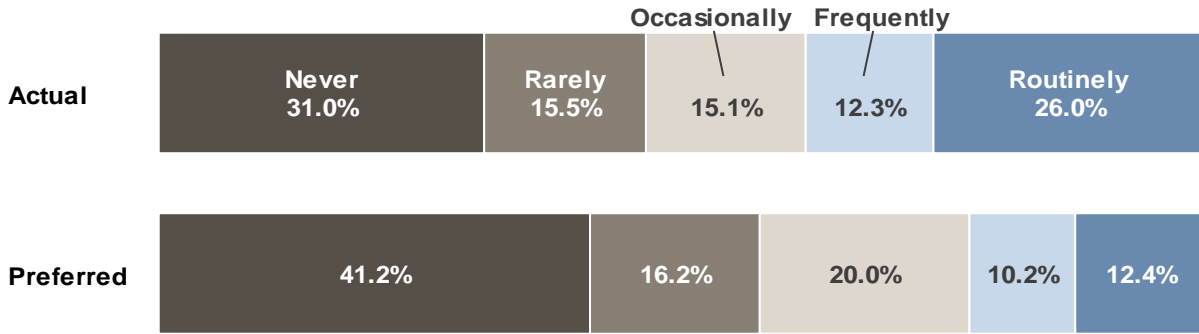


Figure 28: SCARS “other” activities of the past 12 months

Career Planning Activities. In addition to the SCARS categories, school counselors were asked to indicate their actual and preferred time spent on career planning activities. As shown in Figure 29 below, approximately 28% of respondents reported being frequently or routinely engaged in career planning activities. These activities included: providing experiential opportunities for students to acquire skills for career readiness, working with students to identify interests, abilities and specific career clusters, helping students understand the relationship between school and the world of work, counseling parents and caregivers on student’s specific career goals, providing information on career opportunities in the local area, providing small group counseling for academic issues, advising students on multiple postsecondary pathways (such as career-specific credentials and/or certifications), working with teachers to integrate career education learning into the curricula, assisting with the development of individual student’s academic/career action plans, and identifying gaps in college or career access. Counselors completing the career planning questions for this category reported a significant preference for spending more time on these activities. Additional information can be found in Table 19 of Appendix B.

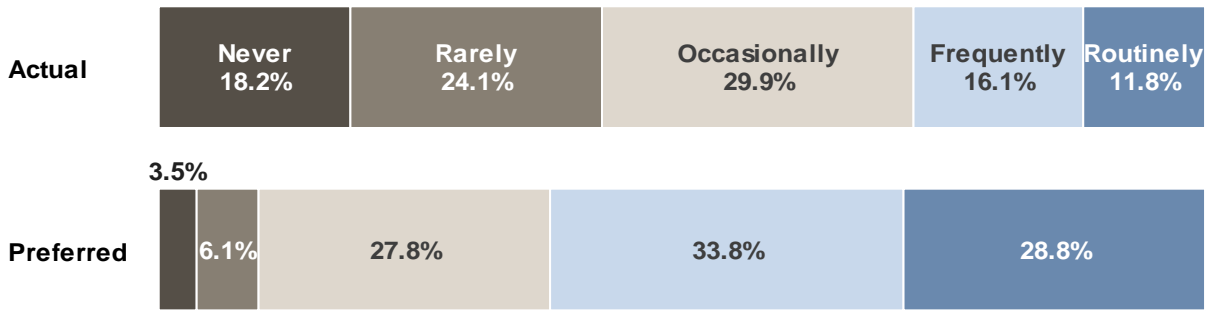


Figure 29: Career planning activities of the past 12 months

School Counselor Activity Comparisons. Figure 30 presents the discrepancies between respondents’ actual and preferred time spent in counselor activities. Career planning presented the greatest discrepancy, with 28% of respondents being frequently or routinely engaged in these activities compared to a preferred 63%. Curriculum and coordination activities had a nearly 30% discrepancy between respondents’ actual and preferred time spent. Actual and preferred time spent on consultation activities were more closely aligned, while other activities is the only area where respondents indicated a preference for less time.

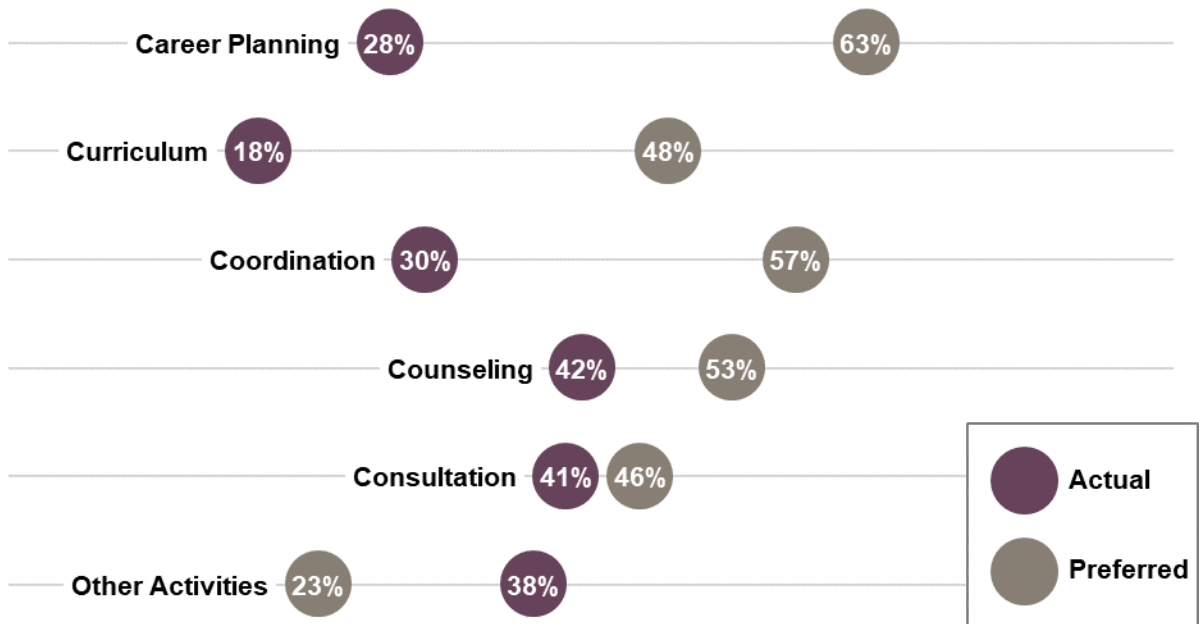


Figure 30: Difference in *actual* and *preferred* time spent in counselor activities (percent selecting frequently or routinely)

Conclusion

School counselors responded to the survey from each of the 16 RESA districts and seven GSCA regions. School counselors responding to the survey have been practicing school counselors an average of 11 to 15 years. The responding counselors report several support staff at their schools, including social workers, psychologists, registrars, and clerical and/or administrative support staff. Regarding professional development, between one-half to two-thirds of responding counselors have reported some form of professional development in the areas of academic, career, and social/emotional counseling in the last 12 months.

While the majority of counselors completing the survey had not had an externship experience, they utilized a wide array of instruments, assessments and tools for graduation planning, career planning, and development of employability skills with students. Counselors reported CTAE and the Teachers as Advisors program as frequently used resources for career education and skill development. While counselors who were using the CKES as an evaluation tool felt it could be expanded to assess all of their duties, counselors who were being evaluated in other ways were amenable to utilizing the CKES.

The average student caseload for school counselors completing the survey was over 400 students. Counselors addressed the workload related to academic counseling, social/emotional counseling duties, career counseling, and other duties. The average amount of time, reported by the majority of school counselors, spent on social/emotional counseling was 32%. The average amount of time spent on academic counseling was 29%, and 25% of time was spent on other duties, such as committee membership, hall duty, or scheduling classes or appointments. Career counseling comprised an average 14% of school counselors' time.

When considering the five elements related to service provision measured by the SCARS [i.e., 1) counseling activities, 2) consultation with students, parents, and teachers, 3) curriculum development, 4) coordination activities, and 5) other administrative duties] as well as an added sixth element related to career counseling, the majority of school counselors indicated an approximate 5% to 15% disparity between the amount of time that they spent on activities that they frequently or routinely engage in and the time they would prefer to have for these activities in the areas of counseling, consultation, curriculum development, coordination, and career counseling. The one area where less time was preferred was other activities, including committee membership; bus, hall or cafeteria duty; substitute teaching; scheduling; and coordinating standardized testing.

Appendix A: Survey Instrument

If you serve as a counselor at more than one school, please answer questions regarding the functions you serve at the school in which you spend the majority of your time.

Q1. In the past 12 months, what percentage of your time at school was spent in the following areas?

Academic counseling: _____ %
Career counseling: _____ %
Social/emotional counseling: _____ %
Other duties: _____ %
Total: _____ %

Q2. In the past 12 months, how many professional development hours (PDHs) did you complete in the following areas?

Academic counseling PDHs: _____
Career counseling PDHs: _____
Social/emotional counseling PDHs: _____

Q3. Have you participated in an externship experience with a business?

- Yes
- No

Display this question if respondent works in a middle school

Q4m. What is being used at your middle school to drive the development of the individual graduation plan? (Select all that apply)

- Report cards
- Standardized test scores
- Career interest inventories
- Career aptitude inventories
- Other (please specify): _____

Display this question if respondent works in a high school

Q4h. What is being used at your high school to drive the development/revision of the individual graduation plan? (Select all that apply)

- Transcripts
- Standardized test scores
- Career interest inventories
- Career aptitude inventories
- Other (please specify): _____

Display this question if respondent works in a middle school

Q5m. What career tools are used by counselors at your middle school? (Select all that apply)

- GCIS
- Career Cruising
- Naviance
- YouScience
- Other (please specify): _____

Display this question if respondent works in a high school

Q5h. What career tools are used by counselors at your high school? (Select all that apply)

- GCIS
- Career Cruising
- Naviance
- YouScience
- ASVAB
- Other (please specify): _____

Q6. Through which format are students receiving career education at your school? (Select all that apply)

- CTAE courses
- Teachers As Advisors Program
- School Counselor Career Curriculum
- Academic courses
- Other (please specify): _____
- Not sure ⊗

Q7. Through which format are employability skills taught at your school? (Select all that apply)

- CTAE courses
- Teachers As Advisors Program
- School Counselor Career Curriculum
- Academic courses
- Other (please specify): _____
- Not sure ⊗

Q8. Are you currently using the Georgia Counselor Keys Effectiveness System (CKES)?

- Yes
- No

Display this question if Q8 is "Yes"

- Q9a. Does the Georgia Counselor Keys Effectiveness System (CKES) accurately reflect all aspects of your job duties?
- Yes
 - No

Display this question if Q8 is "No"

- Q9b. Could you use the Georgia Counselor Keys Effectiveness System (CKES) as a way to evaluate your role as a school counselor?
- Yes
 - No

- Q10. Which additional support staff are working in your school? (Select all that apply)

- Full-time career advisor/coach
- Part-time career advisor/coach
- Clerical assistant
- Graduation coach
- Registrar
- School psychologist
- School social worker
- Therapist
- Other (please specify): _____

- Q11. What is your caseload (# of students) at the school in which you spend the majority of your time?

- Q12. How many years have you worked as a school counselor?

- Less than 1 year
- 1 - 3
- 4 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- Over 20 years

Below is a list of functions that may be performed by school counselors (from *The School Counselor Activity Rating Scale* developed by Janna L. Scarborough, Ph.D., NCC, NCSC, ACS)

In the **first column**, please indicate the frequency with which you **ACTUALLY** performed each function in the past 12 months.

In the **second column**, please indicate the frequency with which you would **PREFER** to have performed each function in the past 12 months.

Ratings:

- | | |
|--------------------------------|---|
| I <u>never</u> do this; | I would prefer to <u>never</u> do this |
| I <u>rarely</u> do this; | I would prefer to <u>rarely</u> do this |
| I <u>occasionally</u> do this; | I would prefer to <u>occasionally</u> do this |
| I <u>frequently</u> do this; | I would prefer to <u>frequently</u> do this |
| I <u>routinely</u> do this; | I would prefer to <u>routinely</u> do this |

Q13. Counseling Activities: (in the past 12 months)

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Counsel with students regarding personal/family concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel with students regarding school behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel students regarding crisis/emergency issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel with students regarding relationships (e.g., family, friends, romantic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Provide small group counseling addressing relationship/social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide small group counseling for academic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct small groups regarding family/personal issues (e.g., divorce, death)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct small group counseling for students regarding substance abuse issues (i.e., own use or family/friend use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up on individual and group counseling participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel students regarding academic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. Consultation Activities: (in the past 12 months)

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Consult with school staff concerning student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consult with community and school agencies concerning individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consult with parents regarding child/adolescent development issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, speech pathology, medical assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in identifying exceptional children (i.e., special education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide consultation for administrators (e.g., regarding school policy, programs, staff and/or students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in team/grade level/ subject team meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. Curriculum Activities: (in the past 12 months)

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Conduct classroom activities to introduce yourself and explain the counseling program to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons addressing career development and the world of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons on various personal and/or social traits (e.g., responsibility, respect, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons on relating to others (e.g., family, friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons on personal growth and development issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons on conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons regarding substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom lessons on personal safety issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Coordination Activities: (in the past 12 months)

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate and maintain a comprehensive school counseling program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform parents about the role, training, program, and interventions of a school counselor within the context of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct or coordinate parent education classes or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate school-wide response for crisis management and intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform teachers/administrators about the role, training, program, and interventions of a school counselor within the context of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	ACTUAL					PREFER				
	Never	Rarely	Occasion- ally	Frequently	Routinely	Never	Rarely	Occasion- ally	Frequently	Routinely
Conduct or coordinate teacher in-service programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep track of how time is being spent on the functions that you perform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend professional development activities (e.g., state conferences, local in-services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate with an advisory team to analyze and respond to school counseling program needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formally evaluate student progress as a result of participation in individual/group counseling from student, teacher and/or parent perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct needs assessments and counseling program evaluations from parents, faculty and/or students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate orientation process/activities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. **“Other” Activities:** (in the past 12 months)

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Participate on committees within the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate the standardized testing program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize outreach to low income families (e.g., Thanksgiving dinners, Holiday families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to health issues (e.g., check for lice, eye screening, 504 coordination)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform hall, bus, cafeteria duty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule students for classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enroll students in and/or withdraw students from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain/Complete educational records/reports (e.g., cumulative files, test scores, attendance reports, drop-out reports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handle discipline of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Substitute teach and/or cover classes for teachers at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of career counseling functions that may be performed by school counselors (adapted from the American School Counselor Association, 2017)

In the **first column**, please indicate the frequency with which you **ACTUALLY** performed each function in the past 12 months.

In the **second column**, please indicate the frequency with which you would **PREFER** to have performed each function in the past 12 months.

Ratings:

- | | |
|--------------------------------|---|
| I <u>never</u> do this; | I would prefer to <u>never</u> do this |
| I <u>rarely</u> do this; | I would prefer to <u>rarely</u> do this |
| I <u>occasionally</u> do this; | I would prefer to <u>occasionally</u> do this |
| I <u>frequently</u> do this; | I would prefer to <u>frequently</u> do this |
| I <u>routinely</u> do this; | I would prefer to <u>routinely</u> do this |

Q18. **Career Planning Activities:** (in the past 12 months)

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Provide experiential opportunities for students to acquire skills for career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	ACTUAL					PREFER				
	Never	Rarely	Occasion- ally	Frequently	Routinely	Never	Rarely	Occasion- ally	Frequently	Routinely
Work with students to identify interests, abilities and specific career clusters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students understand the relationship between school and the world of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel parents and caregivers on student's specific career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide information on career opportunities in the local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide small group counseling for academic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise students on multiple postsecondary pathways (such as career-specific credentials and/or certifications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with teachers to integrate career education learning into the curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist with development of individual student's academic/career action plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	ACTUAL					PREFER				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Identify gaps in college or career access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B: Data Tables

Table 1: Respondent school type

	<i>N</i>	%
High School	527	58.0%
Middle School	340	37.4%
High and Middle	41	4.5%
Total	908	100.0%

Table 2: Respondent DOE RESA District

	<i>N</i>	%
Northwest Georgia RESA	86	9.5%
North Georgia RESA	17	1.9%
Pioneer RESA	45	5.0%
Metro RESA	303	33.4%
Northeast Georgia RESA	53	5.8%
West Georgia RESA	42	4.6%
Griffin RESA	57	6.3%
Middle Georgia RESA	50	5.5%
Oconee RESA	9	1.0%
Central Savannah RESA	48	5.3%
Chattahoochee-Flint RESA	28	3.1%
Heart of Georgia RESA	15	1.7%
First District RESA	76	8.4%
Southwest Georgia RESA	25	2.8%
Coastal Plains RESA	36	4.0%
Okefenokee RESA	18	2.0%
Total	908	100.0%

Table 3: Respondent GSCA Region

	<i>N</i>	%
Region 1: Northwest	91	10.0%
Region 2: Northeast	107	11.8%
Region 3: Metro	362	39.9%
Region 4: Central West	115	12.7%
Region 5: Central East	99	10.9%
Region 6: Southwest	67	7.4%

	<i>N</i>	%
Region 7: Southeast	67	7.4%
Total	908	100.0%

Table 4: Years employed as a school counselor

	<i>N</i>	%
Less than 1 year	23	2.7%
1 - 3 years	99	11.6%
4 - 5 years	105	12.3%
6 - 10 years	165	19.3%
11 - 15 years	187	21.8%
16 - 20 years	153	17.9%
Over 20 years	124	14.5%
Total	856	100.0%

Table 5: Additional school support staff

	<i>N</i>	%
Full-time career advisor/coach	84	10.1%
Part-time career advisor/coach	28	3.4%
Clerical assistant	449	54.0%
Graduation coach	214	25.7%
Registrar	578	69.5%
School psychologist	488	58.7%
School social worker	603	72.5%
Therapist	143	17.2%
Other	121	14.5%
Total	832	100.0%

Table 6: Professional development hours completed in the past 12 months

	Academic counseling PDHs (mean = 6.75)		Career Counseling PDHs (mean = 5.44)		Social/emotional counseling PDHs (mean = 9.62)	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
None	331	37.6%	323	36.6%	214	24.2%
1 - 10 hours	398	45.2%	449	50.9%	440	49.8%
11 - 20 hours	97	11.0%	68	7.7%	135	15.3%

	Academic counseling PDHs (mean = 6.75)		Career Counseling PDHs (mean = 5.44)		Social/emotional counseling PDHs (mean = 9.62)	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
21 - 30 hours	21	2.4%	27	3.1%	50	5.7%
31 - 40 hours	21	2.4%	11	1.2%	21	2.4%
41 - 50 hours	7	0.8%	3	0.3%	9	1.0%
51 - 60 hours	2	0.2%	1	0.1%	8	0.9%
61 - 70 hours	3	0.3%	0	0.0%	0	0.0%
71 - 80 hours	1	0.1%	0	0.0%	3	0.3%
81 - 90 hours	0	0.0%	0	0.0%	2	0.2%
91 - 100 hours	0	0.0%	0	0.0%	2	0.2%
Total	881	100.0%	882	100.0%	884	100.0%

Table 7: Participation in business externship experience

	<i>N</i>	%
Yes	57	6.4%
No	830	93.6%
Total	887	100.0%

Table 8: Individual graduation plan development/revision

	Middle School		High School	
	<i>N</i>	%	<i>N</i>	%
Report cards	127	39.0%		
Transcripts			494	91.8%
Standardized test scores	121	37.1%	229	42.6%
Career interest inventories	290	89.0%	259	48.1%
Career aptitude inventories	134	41.1%	162	30.1%
Other	71	21.8%	88	16.4%
Total	326	100.0%	538	100.0%

Table 9: Career tools used

	Middle School		High School	
	<i>N</i>	%	<i>N</i>	%
GCIS	272	83.2%	347	64.6%
Career Cruising	44	13.5%	60	11.2%

	Middle School		High School	
	N	%	N	%
Naviance	8	2.4%	46	8.6%
YouScience	39	11.9%	283	52.7%
ASVAB			363	67.6%
Other	31	9.5%	88	16.4%
Total	327	100.0%	537	100.0%

Table 10: Career education and employability skills formats

	Career Education		Employability Skills	
	N	%	N	%
CTAE courses	649	75.8%	636	80.1%
Teachers As Advisors Program	281	32.8%	223	28.1%
School Counselor Career Curriculum	524	61.2%	333	41.9%
Academic courses	416	48.6%	318	40.1%
Other	182	21.3%	130	16.4%
Total	856	100.0%	794	100.0%

Table 11: Use of the Georgia Counselor Keys Effectiveness System (CKES)

	Currently using the CKES?			Does it reflect all aspects of your job?			Could you use it to evaluate your role?			
	N	%		N	%		N	%		
Yes	393	46.0%	If using CKES...	Yes	177	45.4%	If not using CKES...	Yes	276	61.7%
No	461	54.0%		No	213	54.6%		No	171	38.3%
Total	854	100.0%		Total	390	100.0%		Total	447	100.0%

Table 12: Time spent at school on counseling and other duties

	Academic counseling (mean = 28.91)		Career counseling (mean = 14.49)		Social/emotional counseling (mean = 31.77)		Other Duties (mean = 24.82)	
	N	%	N	%	N	%	N	%
No time	10	1.1%	49	5.4%	3	0.3%	30	3.3%
1% - 10%	156	17.2%	429	47.2%	135	14.9%	235	25.9%
11% - 20%	232	25.6%	283	31.2%	195	21.5%	243	26.8%
21% - 30%	204	22.5%	109	12.0%	218	24.0%	170	18.7%

	Academic counseling (mean = 28.91)		Career counseling (mean = 14.49)		Social/emotional counseling (mean = 31.77)		Other Duties (mean = 24.82)	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
31% - 40%	130	14.3%	24	2.6%	132	14.5%	98	10.8%
41% - 50%	97	10.7%	8	0.9%	112	12.3%	68	7.5%
51% - 60%	44	4.8%	4	0.4%	59	6.5%	26	2.9%
61% - 70%	17	1.9%	2	0.2%	29	3.2%	17	1.9%
71% - 80%	14	1.5%	0	0.0%	16	1.8%	16	1.8%
81% - 90%	4	0.4%	0	0.0%	9	1.0%	5	0.6%
91% - 100%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	908	100.0%	908	100.0%	908	100.0%	908	100.0%

Table 13: Current student caseload

	(mean = 444.78)	
	<i>N</i>	%
1 - 100 students	45	5.4%
101 - 200 students	34	4.1%
201 - 300 students	68	8.2%
301 - 400 students	186	22.4%
401 - 500 students	274	33.0%
501 - 600 students	115	13.9%
601 - 700 students	49	5.9%
701 - 800 students	31	3.7%
801 - 900 students	14	1.7%
901 - 1000 students	5	0.6%
Over 1000 students	9	1.1%
Total	830	100.0%

Table 14: SCARS counseling activities in the past 12 months

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Counsel with students regarding personal/family concerns (Actual N=835; Preferred N=791)	0.1%	2.6%	19.5%	42.0%	35.7%	0.0%	2.3%	22.8%	40.2%	34.8%
Counsel with students regarding school behavior (Actual N=835; Preferred N=789)	0.4%	11.1%	28.4%	36.9%	23.2%	2.3%	16.5%	39.8%	26.5%	15.0%
Counsel students regarding crisis/emergency issues (Actual N=836; Preferred N=787)	0.4%	6.3%	35.9%	38.9%	18.5%	3.4%	18.9%	41.6%	23.1%	13.0%
Counsel with students regarding relationships (Actual N=835; Preferred N=787)	0.4%	6.2%	28.4%	41.0%	24.1%	0.0%	7.1%	36.8%	35.7%	20.3%
Provide small group counseling addressing relationship/social skills (Actual N=834; Preferred N=795)	32.3%	33.1%	21.7%	8.8%	4.2%	4.4%	9.6%	37.1%	30.6%	18.4%
Provide small group counseling for academic issues (Actual N=835; Preferred N=791)	29.8%	31.4%	24.9%	9.2%	4.7%	3.5%	8.3%	36.2%	32.1%	19.8%
Conduct small groups regarding family/personal issues (Actual N=831; Preferred N=789)	42.4%	33.7%	16.5%	5.5%	1.9%	6.2%	13.7%	41.8%	24.7%	13.6%
Conduct small group counseling for students regarding substance abuse issues (Actual N=831; Preferred N=792)	64.4%	26.5%	7.3%	1.2%	0.6%	19.2%	28.7%	32.3%	12.6%	7.2%
Follow-up on individual and group counseling participants (Actual N=834; Preferred N=794)	10.3%	16.7%	28.7%	25.7%	18.7%	0.9%	2.8%	21.3%	39.2%	35.9%
Counsel students regarding academic issues (Actual N=835; Preferred N=788)	0.5%	3.8%	18.0%	35.8%	41.9%	0.1%	0.8%	13.6%	40.5%	45.1%

Table 15: SCARS consultation activities of the past 12 months

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Consult with school staff concerning student behavior (Actual N=828; Preferred N=779)	0.6%	4.1%	24.3%	41.4%	29.6%	0.8%	5.1%	27.0%	37.6%	29.5%
Consult with community and school agencies concerning individual students (Actual N=826; Preferred N=780)	4.4%	20.8%	39.0%	25.7%	10.2%	0.5%	10.4%	38.8%	35.4%	14.9%
Consult with parents regarding child/adolescent development issues (Actual N=828; Preferred N=782)	3.6%	19.9%	37.3%	28.6%	10.5%	1.5%	9.8%	35.9%	37.9%	14.8%
Coordinate referrals for students and/or families to community or education professionals (Actual N=828; Preferred N=774)	3.9%	14.9%	37.4%	31.2%	12.7%	2.8%	11.1%	40.4%	32.7%	12.9%
Assist in identifying exceptional children (Actual N=828; Preferred N=780)	19.4%	33.7%	28.5%	12.8%	5.6%	17.4%	31.5%	35.4%	11.7%	4.0%
Provide consultation for administrators (Actual N=828; Preferred N=779)	7.7%	19.6%	32.0%	25.2%	15.5%	3.5%	10.3%	36.6%	30.6%	19.1%
Participate in team/grade level/subject team meetings (Actual N=829; Preferred N=781)	19.8%	20.0%	24.0%	19.1%	17.1%	7.3%	14.5%	36.4%	22.7%	19.2%

Table 16: SCARS curriculum activities of the past 12 months

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Conduct classroom activities to introduce yourself and explain the counseling program to all students (Actual N=821; Preferred N=780)	10.5%	15.8%	32.6%	16.1%	25.0%	0.5%	1.4%	26.4%	28.6%	43.1%
Conduct classroom lessons addressing career development and the world of work (Actual N=820; Preferred N=784)	12.9%	24.3%	31.8%	15.2%	15.7%	1.0%	4.2%	30.2%	31.6%	32.9%
Conduct classroom lessons on various personal and/or social traits (Actual N=820; Preferred N=779)	25.5%	25.5%	27.3%	12.3%	9.4%	2.4%	9.6%	32.0%	27.7%	28.2%
Conduct classroom lessons on relating to others (Actual N=820; Preferred N=779)	32.9%	28.0%	25.0%	8.9%	5.1%	4.4%	13.9%	36.8%	23.0%	22.0%
Conduct classroom lessons on personal growth and development issues (Actual N=820; Preferred N=786)	34.9%	29.9%	23.8%	7.2%	4.3%	5.6%	14.4%	38.7%	20.6%	20.7%
Conduct classroom lessons on conflict resolution (Actual N=821; Preferred N=785)	35.6%	27.9%	22.4%	9.0%	5.1%	5.1%	13.6%	34.9%	23.7%	22.7%
Conduct classroom lessons regarding substance abuse (Actual N=819; Preferred N=786)	52.9%	28.7%	14.5%	2.3%	1.6%	13.5%	21.8%	39.4%	13.0%	12.3%
Conduct classroom lessons on personal safety issues (Actual N=818; Preferred N=783)	40.0%	29.3%	21.6%	6.6%	2.4%	5.2%	17.0%	42.4%	18.6%	16.7%

Table 17: SCARS coordination activities of the past 12 months

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Coordinate special events and programs for school around academic, career, or personal/social issues (Actual N=796; Preferred N=753)	4.0%	11.8%	35.8%	23.1%	25.3%	1.6%	4.5%	38.5%	28.4%	27.0%
Coordinate and maintain a comprehensive school counseling program (Actual N=792; Preferred N=750)	8.0%	11.9%	19.9%	28.3%	31.9%	0.4%	1.9%	8.5%	27.7%	61.5%
Inform parents about the role, training, program, and interventions of a school counselor within the context of your school (Actual N=793; Preferred N=755)	10.7%	26.0%	31.7%	17.4%	14.2%	0.4%	3.6%	29.3%	30.9%	35.9%
Conduct or coordinate parent education classes or workshops (Actual N=791; Preferred N=754)	26.7%	29.1%	28.7%	9.7%	5.8%	5.4%	10.3%	41.4%	25.5%	17.4%
Coordinate school-wide response for crisis management and intervention (Actual N=789; Preferred N=749)	25.7%	27.0%	25.9%	12.5%	8.9%	7.5%	17.9%	38.1%	19.6%	17.0%
Inform teachers/administrators about the role, training, program, and interventions of a school counselor within the context of your school (Actual N=791; Preferred N=752)	15.0%	26.2%	28.7%	17.1%	13.0%	1.5%	5.5%	32.6%	29.0%	31.5%
Conduct or coordinate teacher in-service programs (Actual N=792; Preferred N=752)	36.6%	32.3%	22.1%	5.8%	3.2%	14.4%	19.7%	39.5%	16.0%	10.5%

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Keep track of how time is being spent on the functions that you perform (Actual <i>N</i> =784; Preferred <i>N</i> =749)	11.5%	19.6%	24.9%	21.3%	22.7%	5.1%	9.7%	19.1%	21.5%	44.6%
Attend professional development activities (Actual <i>N</i> =791; Preferred <i>N</i> =753)	2.5%	21.2%	43.9%	17.6%	14.8%	0.1%	2.3%	30.5%	33.2%	33.9%
Coordinate with an advisory team to analyze and respond to school counseling program needs (Actual <i>N</i> =790; Preferred <i>N</i> =757)	28.7%	26.1%	25.3%	10.9%	9.0%	2.5%	4.9%	32.6%	30.6%	29.3%
Formally evaluate student progress as a result of participation in individual/group counseling from student, teacher and/or parent perspectives (Actual <i>N</i> =790; Preferred <i>N</i> =759)	26.3%	26.6%	25.2%	12.7%	9.2%	3.8%	6.9%	31.9%	28.6%	28.9%
Conduct needs assessments and counseling program evaluations from parents, faculty and/or students (Actual <i>N</i> =790; Preferred <i>N</i> =757)	24.6%	30.9%	25.3%	11.0%	8.2%	1.8%	6.3%	33.2%	27.7%	30.9%
Coordinate orientation process/activities for students (Actual <i>N</i> =791; Preferred <i>N</i> =753)	13.9%	16.3%	28.1%	19.5%	22.3%	3.3%	5.2%	31.3%	28.0%	32.1%

Table 18: SCARS “other” activities of the past 12 months

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Participate on committees within the school (Actual N=786; Preferred N=739)	3.7%	9.3%	23.8%	29.1%	34.1%	0.9%	5.0%	39.4%	28.4%	26.3%
Coordinate the standardized testing program (Actual N=784; Preferred N=743)	44.3%	14.5%	15.1%	9.6%	16.6%	61.4%	17.4%	12.5%	3.8%	5.0%
Organize outreach to low income families (Actual N=787; Preferred N=744)	18.9%	20.7%	27.1%	19.9%	13.3%	8.9%	14.4%	34.4%	25.5%	16.8%
Respond to health issues (Actual N=786; Preferred N=748)	30.7%	16.8%	16.3%	13.1%	23.2%	44.5%	21.7%	19.7%	7.6%	6.6%
Perform hall, bus, cafeteria duty (Actual N=783; Preferred N=745)	25.4%	11.7%	11.5%	12.0%	39.3%	42.7%	21.2%	23.0%	5.1%	8.1%
Schedule students for classes (Actual N=786; Preferred N=751)	17.4%	4.3%	5.9%	7.6%	64.8%	21.7%	11.6%	20.8%	13.4%	32.5%
Enroll students in and/or withdraw students from school (Actual N=786; Preferred N=750)	29.1%	12.1%	11.7%	8.9%	38.2%	36.9%	16.5%	21.6%	8.5%	16.4%
Maintain/Complete educational records/reports (Actual N=787; Preferred N=752)	28.7%	15.1%	15.9%	14.5%	25.8%	40.3%	19.7%	19.1%	8.9%	12.0%
Handle discipline of students (Actual N=785; Preferred N=751)	49.8%	22.9%	16.6%	7.1%	3.6%	74.8%	17.2%	6.3%	1.3%	0.4%
Substitute teach and/or cover classes for teachers at your school (Actual N=784; Preferred N=754)	62.1%	27.9%	7.7%	1.1%	1.1%	78.5%	17.8%	3.3%	0.1%	0.3%

Table 19: Career planning activities of the past 12 months

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Provide experiential opportunities for students to acquire skills for career readiness (Actual N=773; Preferred N=734)	26.0%	26.3%	29.6%	11.6%	6.5%	3.5%	5.0%	33.7%	34.7%	23.0%
Work with students to identify interests, abilities and specific career clusters (Actual N=775; Preferred N=737)	4.5%	17.8%	41.0%	20.0%	16.6%	0.3%	1.1%	21.6%	40.4%	36.6%
Help students understand the relationship between school and the world of work (Actual N=775; Preferred N=735)	5.0%	18.3%	36.3%	24.1%	16.3%	0.3%	1.1%	18.4%	40.0%	40.3%
Counsel parents and caregivers on student's specific career goals (Actual N=773; Preferred N=736)	15.1%	30.9%	32.9%	14.7%	6.3%	2.0%	7.5%	31.9%	33.8%	24.7%
Provide information on career opportunities in the local area (Actual N=771; Preferred N=735)	18.5%	31.0%	32.3%	11.8%	6.4%	4.5%	8.2%	33.2%	30.1%	24.1%
Provide small group counseling for academic issues (Actual N=773; Preferred N=739)	33.0%	29.9%	24.2%	8.4%	4.5%	4.6%	10.0%	36.5%	29.0%	19.9%
Advise students on multiple postsecondary pathways (Actual N=773; Preferred N=735)	6.1%	18.2%	32.3%	23.8%	19.5%	1.5%	4.4%	22.7%	36.3%	35.1%
Work with teachers to integrate career education learning into the curricula (Actual N=772; Preferred N=734)	41.5%	30.1%	19.8%	5.8%	2.8%	10.4%	12.7%	34.6%	26.6%	15.8%
Assist with development of individual student's academic/career action plans (Actual N=772; Preferred N=735)	7.6%	14.0%	23.4%	25.8%	29.1%	1.8%	2.9%	18.1%	35.5%	41.8%

	Actual					Preferred				
	Never	Rarely	Occasion-ally	Frequently	Routinely	Never	Rarely	Occasion-ally	Frequently	Routinely
Identify gaps in college or career access (Actual <i>N</i> =772; Preferred <i>N</i> =734)	24.9%	24.4%	26.7%	14.5%	9.6%	6.3%	7.8%	27.5%	31.6%	26.8%