



CONNECTICUT PROFESSIONAL SCHOOL COUNSELORS: COLLEGE AND CAREER COUNSELING SERVICES AND SMALLER RATIOS BENEFIT STUDENTS

Results connect the implementation of the college and career counseling components of a comprehensive school counseling program and lower student-to-school-counselor ratios to a reduction in suspension rates and disciplinary incidents for Connecticut high school students. Principal ratings of college and career counseling services provided in their school extended benefits for students to include better attendance and graduation rates, as well as lower disciplinary incidents and suspension rates. This article highlights the importance of college and career counseling services and smaller ratios for promoting student success.

The study reported in this article was a collaborative effort between the Connecticut State Department of Education, the Connecticut School Counselor Association (CSCA), and the Center for School Counseling Outcome Research and Evaluation (CSCORE) at the University of Massachusetts Amherst. Over the past several years, Connecticut school counselors and state guidance officials developed, adopted, and have been working to implement a comprehensive program in Connecticut schools (CSCA, 2000; Connecticut State Department of Education, 2008) modeled after the ASCA National Model (American School Counselor Association [ASCA], 2012). The Connecticut model emphasizes academic achievement for all students. Across 169 locally controlled public school districts in Connecticut, large achievement gaps between student groups are evident. For example, during the school year in which research-

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ers collected data for this study, the overall graduation rate for all high school seniors in Connecticut was 79%, but was only 58% for Hispanic students and 66% for African American students. In addition, Connecticut school counselors working in financially poorer districts have, on average, higher student-to-school-counselor ratios (i.e., these counselors are

sive school counseling program model. First, the authors gathered student outcome data (e.g., suspension rates) and school-level demographic data (e.g., per-pupil expenditures, the percentage of students receiving free or reduced-price lunch, and student-to-school counselor ratios) for each high school participating in this study from the Connecticut Department of Education

2. After statistically controlling for differences in Connecticut high schools related to key demographic factors (e.g., per-pupil dollar expenditures, the percentage of students receiving free or reduced-price lunch in each high school, and enrollment size), do smaller student-to-school-counselor ratios and greater implementation of key elements of Connecticut's comprehensive school counseling program model (i.e., college and career counseling and responsive services) predict crucial outcomes for high school students?
3. How do Connecticut school counselors spend their work time? To what extent is school counselor work time encumbered by the performance of job tasks not related to the implementation of the adopted Connecticut state model and what consequences does this have for high school students?

HIGH SCHOOLS WHERE SCHOOL COUNSELORS HAVE SMALLER NUMBERS OF STUDENTS TO CARE FOR ALSO HAVE STATISTICALLY SIGNIFICANT LOWER RATES OF STUDENT SUSPENSIONS AND FEWER DISCIPLINARY INCIDENTS.

likely to be responsible for assisting more students than counselors who work in more affluent districts).

Purpose of the Study

The purpose of the present study was to examine the relationship between the implementation of Connecticut's comprehensive school counseling program model at the high school level and its role in enhancing key outcome markers of student success (i.e., each high school's attendance, graduation, and discipline rates). In the process of moving school counseling from a marginal role to one that is central to each school's primary mission (Sprinthall, 1981), the structure of a comprehensive counseling program was intentionally designed to effect measurable gains in such critical indicators of student academic success (ASCA, 2012). This was and is the overarching strategy that the Connecticut School Counselor Association and the Connecticut State Department of Education have used in their attempt to create and then implement a comprehensive model across all high schools in their state.

Researchers collected two types of data to explore the relationship between gains in important outcomes for high school students and the implementation of the Connecticut comprehen-

sive school counseling program model. Second, an estimate of the extent to which the Connecticut comprehensive school counseling program was being implemented in each high school participating in this study was obtained through an online survey completed by school counselors and principals. The unit of analysis used in this study was at the level of the school building. School counselors and principals rated what services school counselors were providing to their students and the characteristics of the school counseling program being delivered in their school building. The researchers then used these ratings to test for benefits for students attending high schools with more fully implemented comprehensive school counseling programs.

Research Questions. This study examined the following three research questions.

1. Are school counselor and principal ratings of the extent to which school counselors provide key services in their school building as identified in the Connecticut model (i.e., college and career counseling services and responsive services to meet students' social and emotional needs) related to critical student outcomes (i.e., attendance, graduation rates, suspension rates, and discipline incidents)?

METHOD

Procedures and Participants

The authors used two types of data to examine the relationship between implementation of the Connecticut comprehensive model and student outcomes. First, school-level student outcome and demographic data were obtained from the Connecticut Department of Education website. Second, information about each high school's school counseling program was obtained through the "Principal and Counselor Survey" (Lapan & Carey, 2007) that has been used in previous state-level school counseling evaluations, supplemented with items specific to the state of Connecticut that were developed in consultation with members of the Connecticut School Counselors Association. This online survey was sent to principals and school counselors at all Connecticut public high schools. A total of 96 schools participated in the study and 72 school counselors, 24 guidance directors, and 35 principals responded to the survey. Researchers analyzed all

TABLE 1 INTERCORRELATIONS BETWEEN STUDENT OUTCOMES, RATIOS, AND COUNSELOR AND PRINCIPAL RATINGS

data using SPSS (2007).

Variables

School-level student outcome variables. For each high school participating in this study, the authors gathered data on four student outcome variables from the Connecticut Department of Education website. The outcome measures included (a) yearly suspension rates per 100 students ($M=14$ suspensions, $SD=9$), (b) total disciplinary incidents per year for each high school ($M=469$ disciplinary incidents, $SD=530$), (c) average daily attendance ($M=94.87\%$ attendance, $SD=2.08\%$), and (d) high school graduation rates ($M=95.26\%$ graduated, $SD=4.37\%$).

School-level student demographic variables. The authors also gathered data on three demographic variables for each high school participating in this study from the Connecticut Department of Education website. The demographic measures included (a) the percentage of students receiving free or reduced-price lunch ($M=16\%$ receiving free or reduced-price lunch, $SD=17\%$), (b) the per-pupil expenditures ($M=\$12,130$ per student, $SD=\$1,856$), and (c) the student enrollment size for each high school ($M=1016$ students, $SD=509$).

School-level school counseling variables. The authors selected three school counseling variables for use in the correlation and regression analyses: (a) student-to-school counselor ratios, (b) college and career counseling services provided to students, and (c) responsive services provided to students. Given the relatively small sample size, the number of demographic and dependent variables to be examined, and results from prior research (e.g., Lapan & Harrington, 2009), the authors decided to focus on those items on the online survey that assessed the extent to which school counselors were implementing the college and career counseling and responsive services components of the Connecticut model. Data on student-to-school-counselor ratios were collected from the Connecticut State

Measures	Student Outcomes			
	Suspend	Disc Inc	Attendance	Graduation
1. Ratios	.33**	.30**	.02	.01
2. Coll/Career (SC)	-.32**	-.23	.14	.19
3. Resp Serv (SC)	-.25*	.24*	.16	.18
4. Coll/Career (PR)	-.32	-.33	.34*	.50*
5. Resp Serv (PR)	-.16	-.29	.12	.28

Note. Ratios=Student-to-school-counselor ratios in each high school. Coll/Career (SC)=school counselor ratings of the extent to which they are implementing college and career counseling services in their high school. Resp Serv (SC)=school counselor ratings of the extent to which they are implementing responsive services in their high school. Coll/Career (PR)=principal ratings of the extent to which school counselors are implementing college and career counseling services in their school building. Resp Serv (PR)=principal ratings of the extent to which school counselors are implementing responsive services in their high school. Suspend=the suspension rates per 100 students reported for each high school. Disc Inc=the total number of disciplinary incidents reported for each high school. Attendance=the average daily attendance reported for each high school. Graduation=the percentage of students graduating from each high school.

$N=96$ school counselors and 35 principals. Due to the smaller number of principals completing the survey, strong correlations for principals from .28 to .33 approach statistical significance at the $p<.05$ level but don't quite reach it. * $p<.05$. ** $p<.01$.

Department of Education website ($M=205$ students for every 1 school counselor; $SD=47$ students).

Eleven items on the online survey asked counselors and principals to rate the extent to which college and career counseling services were being fully implemented in each high school. Each item represented an important aspect of the college and counseling services recommended in the Connecticut state model, such as *Counselors provide effective college counseling services to all students*. These items demonstrated reliable and strong internal consistency, with Cronbach's alpha=.92. The mean on this 5-point implementation scale for college and career counseling was 3.56 for school counselors ($SD=.75$) and 3.28 for principals ($SD=.92$).

Five items on the online survey asked counselors and principals to rate the extent to which responsive services were being fully implemented in each high school. Each item represented

an important aspect of the responsive services component recommended in the Connecticut state model, such as *All students experiencing problems that might interfere with their school success can easily receive help from a school counselor*. These items also demonstrated reliable and strong internal consistency, with Cronbach's alpha=.89. The mean on this 5-point implementation scale for responsive services was 4.01 for school counselors ($SD=.79$) and 3.78 for principals ($SD=.90$).

RESULTS

Research Question 1

Table 1 reports the correlations between ratios, counseling program implementation, and student outcomes. Three key findings are evident. First, high schools where school counselors have smaller numbers of students to care for also have statistically signifi-

cant lower rates of student suspensions and fewer disciplinary incidents. Second, in high schools in which school counselors described providing greater levels of college and career counseling services to students, lower suspension rates were reported. In addition, when counselors indicated that they were providing greater levels of responsive services to students, lower suspension rates and disciplinary incidents also were found. And third, principal ratings support findings from counselor ratings. In high schools where principals reported greater levels of college and career counseling services provided to students, attendance and graduation rates were higher. Only the small sample size ($n=35$) prevents the relationship between suspension rates and disciplinary incidents and college and career counseling (and the relationship between responsive services and total number of disciplinary incidents) from also reaching statistical significance for the principals' ratings (i.e., at the $p < .05$ level).

Of concern was the clear finding in this sample that, as per pupil expenditures decreased, the student-to-school-counselor ratios significantly increased ($r = -.46, p < .001$). Connecticut high schools that spent less money for each student in attendance were also very likely to have substantially higher ratios of students to school counselors. In these schools, students attempting to succeed in school and move forward with their educational and career plans are likely to be served by school counselors in the very difficult position of trying to meet the needs of very large numbers of students.

Research Question 2

Table 2 reports multiple regression analyses predicting suspension rates and disciplinary incidents based on student-to-school-counselor ratios and counselor ratings of the extent to which college and career counseling services and responsive services were being implemented in each high school. Although the researchers found statistically significant correlations, such relationships could

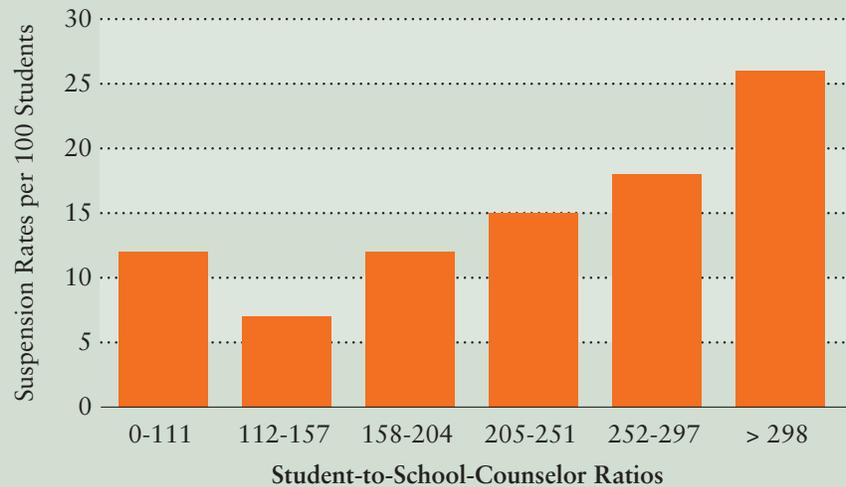
TABLE 2 HIERARCHICAL MULTIPLE REGRESSION ANALYSES PREDICTING SUSPENSION RATES AND DISCIPLINE INCIDENTS FROM TO STUDENT/COUNSELOR RATIOS AND COLLEGE AND CAREER COUNSELING

Suspension Rates Per 100 Students					
Predictor	R	R2	R2 Change	Beta	T Value
Step 1	.65	.43	.43	.63	8.95***
Free/Reduced Lunch					
Step 2	.67	.45	.027	-.105	-1.36
Per Pupil Expenditures					
Step 3	.68	.46	.006	-.10	-1.39
Enrollment					
Step 4	.72	.52	.059	.248	3.19**
Ratios					
Step 5	.74	.55	.03	-.18	-2.49**
College and Career Counseling					
Step 6	.74	.55	.001	-.028	-.299
Responsive Services					
Total Number of Discipline Incidents					
Predictor	R	R2	R2 Change	Beta	T Value
Step 1	.48	.23	.23	.465	5.73***
Free/Reduced Lunch					
Step 2	.51	.26	.029	-.13	-1.52
Per Pupil Expenditures					
Step 3	.59	.35	.08	.284	3.40**
Enrollment					
Step 4	.604	.365	.021	.137	1.54
Ratios					
Step 5	.634	.40	.036	-.196	-2.36*
College and Career Counseling					
Step 6	.642	.412	.011	-.135	-1.28
Responsive Services					

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. $N=96$ high schools.

be merely an artifact of underlying differences between Connecticut high schools related to such potent influences as the percentage of students receiving free or reduced-price lunch, the per-pupil expenditures made by each school, and the school enrollment size.

Multiple regression analyses statistically controlled for these potentially confounding factors. Due to the small number of principals responding to the survey, however, multiple regression analyses could not be completed using principal ratings.

FIGURE 1**STUDENT/COUNSELOR RATIOS IN HIGH-POVERTY SCHOOLS**

Student-to-school-counselor ratios and college and career counseling services each predicted unique variance in suspension rates. After controlling for the effects of free or reduced-price lunch, per-pupil expenditures, and enrollment size, ratios explained an additional 6% and college and career counseling services predicted 3% more of the variance in suspension rates. Together, student-to-school-counselor ratios and college and career counseling services explained an additional 9% of the variance in suspension rates (after controlling for the effects of free or reduced-price lunch, per-pupil expenditure, and enrollment size). Responsive services did not explain additional portions of the variance in suspension rates after the effects for ratios and college and career counseling were removed.

Figure 1 graphs the very strong relationship found between student-to-school-counselor ratios and suspension rates. On average, high schools in this study's sample reported 14 suspensions for every 100 students. Schools with 158 to 204 students per school counselor had 12 suspensions for every 100 students. Schools with 205 to 251 students per counselor had 15 suspensions. Schools with 252 to 297 students per counselor had 18 suspensions and schools with more than 298 students per counselor had 26 suspensions for every 100 students.

College and career counseling services uniquely predicted 3% to 4% of the variance in total disciplinary incidents after the effects of free or reduced-price lunch, per-pupil expenditures, enrollment size, and student-to-school-counselor ratios were removed. Providing students with college and career counseling services appeared to have a positive impact in reducing the total number of disciplinary incidents in Connecticut high schools. Student-to-school-counselor ratios and responsive services did not explain unique variance after the effects of these other factors were taken into account.

Research Question 3

School counselors reported spending approximately one third of their work

OF CONCERN WAS THE CLEAR FINDING IN THIS SAMPLE THAT, AS PER-PUPIL EXPENDITURES DECREASED, THE STUDENT-TO-SCHOOL-COUNSELOR RATIOS SIGNIFICANTLY INCREASED

time carrying out college and career counseling job tasks as specified in the Connecticut's Comprehensive School Counseling Program (CSCA, 2000). However, only 57% of school counselors and 51% of principals said that it was either *very accurate* or *extremely accurate* to say, "The education and career planning process (currently being carried out by school counselors) involves collaboration with students and parents/guardians to assist students in developing a four-year plan." School counselors estimated that 11% of their work time is encumbered by tasks unrelated to the four program components of the state model. However, 25% of the school counselors indicated that between 15% and 50% of their work time was spent performing non-counseling related job tasks. As counselors spent more of their time performing non-counseling tasks, they were much less likely to report that at least 80% of their work time was being used in ways that were of direct benefit to students ($r = -.53, p < .001$).

High schools where school counselors reported using data for accountability and program improvement purposes had fewer suspensions

($r = -.25, p < .05$) and higher graduation rates ($r = .29, p < .02$). Fifty percent of the counselors said it was *extremely accurate, very accurate, or accurate* to say, "The school counseling department uses data from student results reports to evaluate program effectiveness." However, the remaining 50% of the counselors indicated that using data to evaluate program effectiveness was something they did not do. Counselor use of data was highly correlated with overall implementation of the Connecticut model (e.g., implementing the individual planning and responsive services components).

Finally, 25% of the counselors reported that their high school was either not attempting to implement the Connecticut model or had only started implementation in the past 1 or 2 years (42% said their schools had been implementing the model for more than 7 years and 33% indicated implementation had been in progress over the past 3 to 7 years). The longer high schools had been working to implement the state model, the more likely it was that counselors were more fully implementing college and career counseling ($r = .35, p < .002$) and

responsive services ($r = .36, p < .001$) aspects of the model. As counselors more fully implement the state model (e.g., college and career counseling, responsive services, and use of data), they report that they use at least 80% of their work time in ways that are of clear and direct benefit to students.

DISCUSSION

Ratios matter and what counselors do with their work time is very important to the success of Connecticut high school students. After statistically controlling for critical differences among Connecticut high schools (i.e., in the percentages of students receiving free or reduced-price lunch, per-pupil dollar expenditures, and enrollment size), this study showed that high schools that gave school counselors the opportunity to work with smaller numbers of students and where counselors used their work time to more fully provide college and career counseling services

build meaningful and personalized relationships with students to motivate the development of self-constructed possible college and career futures (Flum & Blustein, 2000; Lapan, 2004; Markus & Nurius, 1986).

Strongly supporting findings from this study are results from current research (Whiston et al., 2010; Whiston & Quinby, 2009). For example, in a comprehensive meta-analysis of school counseling outcome research, Whiston et al. (2010) highlighted how school counseling interventions significantly reduce student behavioral problems. In particular, the authors pointed out that the effect of school counseling interventions on reducing disciplinary problems was “quite large” (p. 47). In a statewide study examining the relationship between comprehensive counseling program implementation and student academic achievement in Missouri schools, researchers found some of the very strongest relationships in the reduction of suspension rates and disciplinary incidents at both

programs are proving themselves to be important school-wide strategies to promote student academic achievement.

Providing all students effective college and career counseling services is a cornerstone to the individual planning component of the ASCA National Model and state models such as Connecticut’s that build off of this foundation (Gysbers & Henderson, 2012). Research from many different sources has argued for the importance of early educational and career planning, for which comprehensive counseling programs advocate. For example, in a longitudinal study following Michigan sixth-graders through to 2 years after high school graduation, Eccles, Vida, and Barber (2004) found that early college planning was an important predictor of high school course enrollment, academic performance, and successful full-time college attendance. In a recent study examining the implementation of comprehensive counseling programs in Chicago public high schools, Lapan and Harrington (2009) linked college and career counseling services to higher numbers of students taking Advanced Placement courses and higher scores on standardized achievement tests. When school counselors effectively implement the individual planning component of a comprehensive program, students experience a very positive difference in how they plan, prepare for, search, and apply to college and postsecondary training.

The critical role principals perform in supporting school counselors to implement comprehensive programs has received increased attention in recent years (e.g., Leuwerke, Walker, & Shi, 2009). In the present study, principal perceptions of the roles and responsibilities carried out by the school counselors in their building corroborated the link to lower suspension rates and discipline incidents (and extended the connection to better attendance and graduation rates). These correlations closely replicate findings from the 2006 statewide study in Missouri (Lapan, Gysbers, & Kayson,

RATIOS MATTER AND WHAT COUNSELORS DO WITH THEIR WORK TIME IS VERY IMPORTANT TO THE SUCCESS OF CONNECTICUT HIGH SCHOOL STUDENTS.

(as outlined in the Connecticut state model) had significantly fewer suspensions and disciplinary incidents. Studies estimate the national average ratio of students to school counselors at 479 students for every 1 school counselor (Young, 2004) and cite the large numbers of students served by a single counselor as a pivotal reason for deficient college counseling services being provided to high school students in the United States (e.g., Public Agenda, 2010). Results from this study demonstrate what is possible when school counselors have caseloads in line with ASCA’s recommended ratio of 250 students for every 1 school counselor and use their time to provide needed college and career counseling services (ASCA, 2012). School counselors can

the middle/junior high and high school levels (Lapan, Gysbers, & Kayson, 2006). Further, in a sample of almost 23,000 seventh-graders, across 184 middle schools, and using the ratings of close to 5,000 middle school teachers, implementation of comprehensive counseling programs was clearly connected to helping seventh-graders feel safer in their schools and have better relationships with the educators in their building (Lapan, Gysbers, & Petroski, 2001). Reductions in discipline problems and increasing students’ feelings of safety in school would eliminate many classroom disruptions and the enormous waste of teacher and administrator time required to deal with these incidents. Comprehensive school counseling

2006) and the Chicago public high school study (Lapan & Harrington, 2009). Of particular interest, when Chicago high school principals and their school counselors both strongly agreed that counselors were more fully implementing college and career counseling services, students were more likely to have applied to three or more colleges, have higher acceptance rates to colleges they wanted to attend the fall after graduating from high school, have better standardized test scores, and have lower dropout rates. Advantages for students were evident when compared to high schools where counselors and principals disagreed about the level of college and career counseling services being provided to students, as well as in those instances where principals and counselors agreed that students in their building were receiving a very low level of counseling.

A substantial portion of Connecticut high school counselors' time is spent performing work tasks not recommended by either the Connecticut model or ASCA National Model. On average, counselors estimated that 11% of their work time was used to carry out tasks not related to the scope and developmental sequence of a comprehensive program. For every 10 workdays, 1 day is spent on these non-guidance tasks. However, 25% of the counselors use between 1.5 and 5 out of every 10 workdays to perform such tasks. Wasting a professional counselor's time in this way has very real consequences for Connecticut students, as their counselors are less likely to spend 80% of their work time performing activities that are of clear and direct benefit to them. These findings are very consistent with prior research studies that have found a detrimental impact on students when their school counselor's time is spent carrying out a wide range of tasks such as excessive clerical and low-level administrative duties like copying transcripts, bus duty, lunchroom supervision, and substitute teaching (e.g., Lapan, Gysbers, & Kayson, 2006; Lapan, Harrington, Brown, & Manley, 2009).

RESULTS FROM THIS STUDY DEMONSTRATE WHAT IS POSSIBLE WHEN SCHOOL COUNSELORS HAVE CASELOADS IN LINE WITH ASCA'S RECOMMENDED RATIO OF 250 STUDENTS FOR EVERY 1 SCHOOL COUNSELOR AND USE THEIR TIME TO PROVIDE NEEDED COLLEGE AND CAREER COUNSELING SERVICES

Limitations

While the use of critical student outcomes (e.g., suspension rates) is a clear strength of this study, affecting these measurements is very difficult. Using school-level counselor self-report ratings as a predictor likely underestimates the true relationship between implementing comprehensive programs and making a positive impact on such student outcomes. Professionals in any field have a very real incentive to push their self-estimates in an overly positive direction when their work is being evaluated. With Likert ratings, this can lead to endorsement of values at the very high end of the scale, thus creating a restriction in range that makes correlations smaller. Some of this clearly is at work in this study and can be seen in the rating differences between school counselors and their principals. For example, school counselors' mean rating of the extent to which college and career counseling services and responsive services were being implemented in their school was 3.56 and 4.01 respectively. However, principals' mean ratings were 3.28 for college and career counseling and 3.78 for responsive services. The very high mean rating (4 on a 5-point scale) that school counselors reported for responsive services likely reduced the correlation and thus the impact reported in this study on the relationship of responsive services to student outcomes. Studies that use more discriminating measurement techniques (e.g., observational recordings) would collect data less susceptible to such restriction of range problems and allow for a fairer evaluation of the full impact of the work of professional school counselors.

Finally, although this study statistically controlled for several potential factors that confound any understanding of the relationship between comprehensive counseling programs and student outcomes, taking all potential confounds into account is not possible. For example, the state of Connecticut has made a serious attempt to implement School-wide Positive Behavioral Interventions and Supports (SWPBIS; Horner, Sugai, Todd, & Lewis-Palmer, 2005). These interventions are intended to reduce discipline problems in schools. One alternative explanation of the findings reported in this study could be that some of the reductions in discipline and suspension rates are due to these interventions and not to comprehensive counseling. However, for this to be true, the implementation of SWPBIS models in Connecticut would have to closely covary with the variability in student-to-school counselor ratios and the provision of college and career counseling services across high schools. To the authors' knowledge, no attempt was made in Connecticut to coordinate these efforts. The authors hypothesize that, if SWPBIS data were included in this study's regression analyses, it would make a unique and value-added contribution to explaining the variance in discipline incidents and suspension rates. The percent of variance explained would increase as the unique effects of SWPBIS interventions and comprehensive counseling programs were taken into account. Ample evidence from well-established research (e.g., Whiston et al., 2010) supports the findings connecting counseling program implementation and resulting benefits for students. Including the effects of additional potent interventions would

not eliminate the findings reported in this study. More likely, such additions would increase understanding of how to enhance such critical student outcomes that are so very difficult to impact. Further research is needed to address these issues.

Recommendations

Five major recommendations identify actions school counselors, school leaders, and policymakers can take immediately so that the benefits of comprehensive school counseling services reach all students.

1. Keep student-to-school counselor ratios at the high school at or below the ASCA recommended 250-to-1 levels. Cutting school counselor positions would increase ratios and have very negative consequences for students. In addition, more school counselors are needed in those Connecticut high schools where lower levels of per-pupil funding exist. As ratios increase, school counselors' abilities diminish to build the kind of relationships with their students that motivate and facilitate academic achievement.
2. Close the implementation gap between Connecticut high schools in delivering to all students well-designed and well-thought-out comprehensive school counseling programs.
3. Reduce the amount of time school counselors spend carrying out job duties that are not aligned with the scope and sequence of the approved Connecticut comprehensive counseling program model.
4. Hold Connecticut high school counselors accountable for providing intensive, 21st-century college and career counseling services to all students.
5. Teach and then require Connecticut high school counselors to effectively use data throughout the program design and implementation phases, and during the program improvement and evaluation processes. ■

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