

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

**MR. JAMES F. NOTTER
SUPERINTENDENT OF SCHOOLS**

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Approved memorandum with signatures is on file.

February 15, 2008

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Associate Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: James F. Notter
Superintendent of Schools

**SUBJECT: COMPREHENSIVE SCHOOL COUNSELING PROJECT
EVALUATION REPORT, 2006-07**

Broward's Comprehensive School Counseling Project (CSCP) was developed as a balanced, comprehensive school counseling program with the purpose of promoting student success. The program consists of a continuum of developmental guidance activities that focus on the academic, career, and social/personal development of students. The CSCP was implemented at Lloyd Estates, Miramar, North Side, and Palm View elementary schools, with the intent to serve as the model for developing and implementing a Districtwide counseling program, based on the successes of project activities. The attached report examines the program's fidelity of implementation, impact of the program on student achievement and behavior, and participant perceptions and satisfaction levels

Overall, CSCP was not fully implemented until late in the 2006-07 school year due to delays in the release of funds and the hiring of program staff. Therefore, CSCP was not expected to impact the achievement and behavioral indicators used to measure program success. Progress was noted in areas of school selection, staffing, training, and the implementation of counseling curriculum. Perceptions of school-based staff were mostly positive, with two-thirds or more responding positively in 12 of 17 areas related to satisfaction and meeting the needs of students, both academically and personally. Over three-fourths of school staffs reported that CSCP personnel were committed to performing quality work, and the program resulted in more direct services being provided to students; however, respondents also reported concerns with program delays and weaknesses in the communication practices with District staff. Students and parents reported positive perceptions regarding the staff and services provided by CSCP.

At the start of the 2007-08 school year, program staff implemented Action Steps to address deficiencies and challenges encountered during the grant's first year of operation, including standardizing data collection methods, hiring and training grant staff, improving communication

Comprehensive School Counseling Project Evaluation Report, 2006-07

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between District and school-based staff, and initiating a CSCP Advisory Board. Recommendations were made to ensure that the program is fully implemented and operational at the start of each academic year. It was further recommended that program staff oversee processes to ensure that data collection at each school is completed, communication is ongoing between stakeholders, and information is disseminated in a timely and consistent matter between participating schools and grant staff.

The delays observed with the implementation of the CSCP mirrors findings from several other evaluations. A review of evaluations conducted within the past five years revealed that nine programs suffered from implementation delays. The causes of these delays include late release of funds, delays in hiring of staff, staff turnover, delayed acquisition of materials, and/or lack of a detailed implementation plan. Therefore, a process for addressing barriers to successful implementation, as well as revising implementation plans that are delayed, needs to be established to ensure full support at the schools. Furthermore, evaluation and reporting of late implementation programs should be realigned to ensure that the intended interventions have had sufficient opportunity to impact outcomes prior to measurement. If you have any questions or comments regarding this report, **please contact me at 754-321-2470 or Dr. Russell Clement, Director, Research Services at 754-321-2500.** This report may be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/newmain.htm).

JFN/KAB/RWC:dwv

Attachment

cc: Executive Leadership Team

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE DEPUTY SUPERINTENDENT**

CURRICULUM & INSTRUCTION / STUDENT SUPPORT

January 24, 2008

TO: James F. Notter
Superintendent of Schools

FROM: Earlean C. Smiley, Ed. D., Deputy Superintendent
Curriculum & Instruction/Student Support

**SUBJECT: RESPONSE TO BROWARD COMPREHENSIVE SCHOOL
COUNSELING PROJECT, EVALUATION REPORT 2006-07**

Recommendation: The Project Director of the Comprehensive School Counseling Project Grant (CSCP) should ensure that all components of the program are fully implemented as proposed in the grant proposal and all staff trained to begin providing services at the beginning of the year. Additionally, the Project Director should oversee processes to ensure that:

- a) Data collection is completed consistently and routinely by all schools to facilitate the analysis of grant outcomes at year-end, and
- b) Communication is ongoing among all stakeholders and that information is disseminated in a timely and consistent manner between the Project Director, Principals and grant funded staff at the four grant schools.

Response: Currently, to address the recommendations, steps have been taken to ensure that all components of the program have been fully implemented. Developmental Studies trained all staff in September 2007. The Project Director has also met with each school to train, support and define the responsibilities of the grant counselors, grant social workers and guidance data specialists.

Continuous training will occur in the 2nd year with refresher updates and meetings with staff from the four grant schools. Grant counselors will meet quarterly with social workers and guidance data specialists for updates on materials, information and status of school participation.

BROWARD COMPREHENSIVE SCHOOL COUNSELING PROJECT

JANUARY 24, 2008

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To address the recommendation on data collection, all four guidance data specialists, social workers and guidance counselors now have a CSCP binder, which includes forms for consistency throughout the four grant schools. During the summer, between years one and two, forms were developed for the collection of behavior referrals, parent participation at parent workshops, social worker forms for absent and truancy issues and forms for small group counseling sessions. Grant staff will document all activities as mentioned in the grant and the guidance counselor will input information on TERMS, L-Panels, created solely for grant guidance data specialists, social workers and be able to generate Virtual Counselor reports. All four schools have specific directions on reporting data for the end of year collection.

Information and communication is being delivered in a timely manner to principals, administration staff and grant personnel. A monthly newsletter via district e-mail delivers grant activities in each of the four schools. School monthly newsletters report on activities about the Caring School Community. The newsletters are shared with all four schools. Posted in the elementary weekly updates is a section devoted to grant news, sharing with all other Broward School counselors and principals what is going on at the grant schools and with grant personnel. Principals and CSCP staff have full access to this information.

An advisory board has been established and meets four times a year. The second meeting is to take place on January 28, 2008.

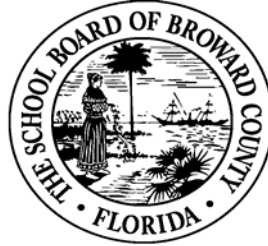
If you have any questions please contact **Sharon Dolinsky, District Guidance Coordinator, at 754-321-2586.**

ECS/LAK/SD:dm

Cc: Area Superintendents
Leah A. Kelly, Executive Director, Student Support Services
Pam Govoni, Principal, Lloyd Estates Elementary
Philip Bullock, Principal, Miramar Elementary
Camille La Chance, Principal, North Side Elementary
Robert Gibson, Principal, Palmview Elementary
Sharon Dolinsky, Guidance Coordinator, Project Director

The School Board of Broward County, Florida

**Comprehensive School Counseling Project
Evaluation Report, 2006-07**



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February 2008

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**Comprehensive School Counseling Project
Evaluation Report, 2006-07**

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The School Board of Broward County, Florida

Comprehensive School Counseling Project Evaluation Report, 2006-07

Executive Summary

Guidance programs play an integral role in increasing student achievement and enhancing the social, emotional, personal, and developmental needs of students. Broward's Comprehensive School Counseling Project (CSCP) was developed as a balanced, comprehensive school counseling program with the purpose of promoting student success. The program consists of a continuum of developmental guidance activities that focus on the academic, career, and social/personal development of students. The overall goal of the project is to close the gap between Broward County Public Schools' (BCPS) counseling staff and the American School Counseling Association's (ASCA) recommended ratios. The CSCP was implemented in 2006-07 at four elementary schools (Lloyd Estates, Miramar, North Side and Palm View Elementary Schools). The CSCP grant program will support a model that will be used to develop and implement a district-wide counseling program design based on the successes of project activities.

Summary

Overall, limited implementation of the program during the 2006-07 school year makes it difficult to draw any conclusions about the success or failure of the program. According to the grant proposal, multiple performance measures were identified. Objectives for each measure were developed for each year of the grant with the 2006-07 school year serving as the year for initial implementation and data collection. However, the program was not fully staffed and/or implemented until April 2007. As a result, analyses related to Florida Comprehensive Assessment Test (FCAT) scores, absences, suspensions, violent incidents, and parent involvement should be viewed with caution as they are not valid indicators of program impact. The commitment of the staff and the additional services provided by the grant were the two most significant qualitative findings.

Implementation Findings

- Hiring of grant personnel was delayed due to grant funds not being released at the beginning of the school year and difficulties finding qualified bilingual staff.
- A change in the Coordinator of the Grant resulted in limited program oversight initially, including lack of consistent and thorough data collection, miscommunication, and delay in implementing different facets of the grant.
- The District made substantial progress in five areas defined in the grant proposal, moderate progress in four areas, minimal progress in seven areas, and in six areas no actions were initiated during the 2006-07 school year.

Quantitative Findings

- A total of 2,563 students were enrolled in the four program schools on the 20th day of the 2006-07 school year.

- Lloyd Estates (55.6%, $n=80$) and Miramar (59.0%, $n=134$) had a higher proportion of students increasing from the previous year in Reading NCE points compared to the all District elementary students (52.8%, $n=18,094$). The proportion of students increasing in their Reading FCAT scores for all four grant schools combined (52.7%, $n=373$) was comparable to the District proportion.
- The proportion of District elementary students increasing from the previous year in Mathematics NCE points (64.9%, $n=22,238$) was lower than for all four grant schools combined (68.4%, $n=484$) and for two individual grant schools, Palm View (69.7%, $n=136$) and Miramar (73.6%, $n=167$).
- North Side (55.8%, $n=29$) and Palm View (27.4%, $n=23$) had a higher proportion of students increasing in reading achievement levels on the FCAT compared to the District proportion (26.5%, $n=4,284$). The proportion of students increasing in their reading achievement level for all four grant schools combined (30.1%, %, $n=92$) was also higher compared to the District proportion.
- The proportion of students increasing in Mathematics achievement levels was higher for two grant schools, North Side (26.9%, $n=14$) and Palm View (20.2%, $n=17$) compared to the District (17.8%, $n=2,889$). Increased achievement level for the four grant schools combined (17.3%, $n=53$) was slightly lower than the District.
- Increases in students scoring at level 3 or above on the FCAT Mathematics section from 2005-06 to 2006-07 were achieved at Lloyd Estates (5.3%) and Palm View (0.8%). Overall, the number of students at the four grants schools decreased by 7.2% and the District decreased by 3.5% between the two years.
- The percentage of students that were absent 21 or more days in 2006-07 from each school ranged from a low of 3.6% ($n=24$) at Palm View to a high of 4.9% ($n=42$) at Miramar.
- For the four grant schools combined, the overall percentage of students absent 21 or more days was 4.3% ($n=109$), compared to a District percentage of 5.7% ($n=6,583$).
- The District had a lower percentage of total suspensions (2.7%, $n=3,087$), compared to the individual percents for each of the four grant schools, and for the total of the four grant schools combined (6.4%, $n=163$).
- The four grant schools had less than 5% of their students having internal, external or alternative to suspension, with internal suspensions being the most common form of suspension.
- The mean scores for all three types of suspensions for the four grant schools combined was 2.01 (SD=1.85) for internal suspension, 1.4 (SD=.85) for external suspension, and 1.3 (SD=.70) for alternative to suspension, compared to District means of 2.6 (SD=2.7) for internal suspension, 3.5 (SD=3.4) for external suspension, and 4.7 (SD=4.6) for alternative to suspension.
- There were no incidents of homicide, kidnapping, robbery or battery at any of the four grant schools during the 2006-07 school year. For all four grant schools combined, there were a total of 23 incidents of fighting or battery, with North Side having no incidents, followed by Palm View ($n=2$), Lloyd Estates ($n=6$), and Miramar ($n=15$).
- For all the grant schools combined, 39.9% of the parents availed themselves of services provided by either the grant counselor or grant social worker.
- There were instances of parental involvement as demonstrated by a duplicated count of 2,067 times parents attended various functions at the four grant schools.

- A total of 194 referrals were made at the four schools by the social workers, with Palm View having the highest number of referrals ($n=118$), followed by Miramar ($n=33$), Lloyd Estates ($n=25$) and North Side ($n=18$). Over one quarter of the referrals were made for attendance ($n=52$) or behavior related issues ($n=56$).

Qualitative Findings

- Over three quarters (80.9%, $n=72$) of teachers and administrators surveyed agreed that the CSCP staff were committed to performing quality work and that the program resulted in more direct services being provided to students.
- The lowest agreement on the teacher and administrator survey was that the program reduced student discipline and behavior referrals (48.3%, $n=43$).
- Teacher and administrator responses to the one aspect of the CSCP that was the most beneficial in providing comprehensive counseling services were additional services (59.6%, $n=53$) and staff (9.0%, $n=8$).
- Teacher and administrator responses on how the program could be improved included: (a) services (24.7%, $n=22$); (b) communication (14.6%, $n=13$); (c) implementation (12.4%, $n=11$); (d) staff (7.9%, $n=7$); (e) no changes needed (4.5%, $n=4$); and (f) no comment/no reply (36.0%, $n=32$).
- Focus groups held with students and parents revealed that both groups had positive perceptions regarding the staff and services provided by the CSCP.
- At a focus group with principals, administrators, teachers, and grant-funded staff, the two biggest challenges reported by the majority of the stakeholders involved frustrations with the delay of the implementation of the grant and weaknesses in the communication patterns with the District staff. The quality and experience of the grant-funded staff and the role of the data specialist position were repeatedly expressed as major strengths of the program.
- On the Annual Customer Survey at all four grant schools and the District, students perceived they were less safe than the parents and teachers at their respective schools.
- On the Annual Customer Survey, students and parents at each of the four grant schools felt the guidance counselors at their school were more accessible than the District response overall.
- On the Annual Customer Survey, over 70% of students at each of the grant schools and the District felt accepted and felt as if they belonged at their school.
- On the Annual Customer Survey, there was a wide variance in agreement among teachers in the four grant schools in relation to their perceptions that parents shared responsibility for academic success of their child. At Lloyd Estates, 40% ($n=14$) of teachers were in agreement compared to 74.5% ($n=41$) of teachers at Miramar, and 65.4% ($n=3,927$) of teachers Districtwide.

Action Steps Implemented

Numerous action steps have been initiated at the start of the 2007-08 school year to correct the deficiencies and challenges encountered during the first year. Some of these steps that have already been completed include, but are not limited to:

- a. Data collection templates were developed by the Project Director and distributed to the four grant schools at the end of the 2006-07 school year for implementation at the start of the 2007-08 school year to promote uniform data collection methods.

- b. Curriculum materials were ordered and delivered to schools prior to the beginning of the 2007-08 school year. All schools have sufficient materials. Additional programs were bought for Career Choices, and the "Real Game," a project supported by the Department of Education. All schools have read aloud books, and the grant counselor has a bullying program for 3rd, 4th, and 5th grades.
- c. In September 2007, all staff from the four grant schools attended a four-hour training in the curriculum materials to be used during the academic year.
- d. The members for the Advisory Board were selected and the first meeting of the Board was held during Summer 2007. The Board will meet quarterly to review data and assist the Project Director and grant staff in guiding the project successfully.
- e. A parent/family program of four nights to be held during the year was developed to meet the needs of the student population. Spanish and Creole translators will be made available for families needing translation.
- f. Grant staff was in place at the beginning of the 2007-08 academic year, however, one grant counselor is no longer employed leaving two schools without a guidance counselor. The Project Director is in the process of interviewing to fill the position.
- g. University interns have been placed in two schools.
- h. Regular meetings have taken place at all schools with grant and staff guidance counselors. The Project Director met with the Area Director of social workers and the Director of social workers at each school to define responsibilities of grant and staff social workers.

Recommendations

The Project Director of the CSCP Grant should ensure that all components of the program are fully implemented as proposed in the grant proposal and all staff trained to begin providing services at the beginning of each academic year. Additionally, the Project Director should oversee processes to ensure that: a) data collection is completed consistently and routinely by all schools to facilitate the analysis of grant outcomes at year-end, and b) communication is ongoing among all stakeholders and that information is disseminated in a timely and consistent manner between the Project Director, principals and grant-funded staff at the four grant schools.

Further Actions

A review of evaluations conducted within the past five years revealed that nine programs suffered from implementation delays similar to the delays observed with the CSCP. Delays in program implementation were due to the late release of funds, delays in hiring of staff, staff turnover, delayed acquisition of materials, and/or lack of a detailed implementation plan. As a result, a process for addressing barriers to successful implementation, as well as revising implementation plans that are delayed, should be established to provide full support at the schools. In addition, evaluation and reporting of programs experiencing delays should be realigned to ensure that the intended interventions have had sufficient opportunity to impact outcomes prior to measurement.

The School Board of Broward County, Florida

Comprehensive School Counseling Project Evaluation Report, 2006-07

This report presents the findings of a formative program evaluation completed on the first grant year of the Broward Comprehensive School Counseling Project. The program was designed to consist of a continuum of developmental guidance activities that focus on the academic, career, and social/personal development of students through the addition of extra guidance counselors, social workers and data specialists. The program was provided at four elementary schools with a total enrollment of 2,563. Qualitative findings revealed positive statements related to the commitment to quality work by staff and the program's ability to provide additional services. The most negative qualitative feedback was related to the program's ability to reduce student discipline and behavior referrals. Due to the late start, the ability to infer any successes or failures of the program based on quantitative findings is limited..

Introduction

The first known school guidance counseling program in the United States began in 1889 (Coy, 1999). It was not until the middle of the twentieth century that the position of guidance counselor was recognized as a profession (Trends in School Counseling, 2003). Prior to the 1980s, guidance programs were considered an ancillary student service isolated from the academic program (American School Counselor Association, 2004; Gysbers, 2002).

Today, guidance programs play an integral role in increasing student achievement and enhancing the social, emotional, personal, and developmental needs of students. Guidance is now seen as a core educational program rather than a supplemental service (Gysbers & Henderson, 2000; Maliszewski & Mackiel, 2002) and is accepted as a comprehensive, developmental program designed to benefit all students (Cunanan & Maddy-Bernstein, 1994). Guidance and counseling programs have become a proactive, comprehensive, curriculum-based program that is an integral part of the total educational process (Kuhl, 1998).

The No Child Left Behind legislation (NCLB, 2001) requires that all educators, including guidance counselors, meet student needs and demonstrate that they contribute to students' academic achievements through the systematic use of empirically-based research. School guidance counselors must demonstrate accountability in specific areas noted in the NCLB, such as academic achievement, attendance rates and school safety (Brigman & Campbell, 2003; Green, Conley & Barnett, 2005; McGannon, Carey & Dimmitt, 2005).

Comprehensive Guidance and Program Components

A comprehensive school guidance program combines four major components: (a) guidance curriculum, (b) individual planning, (c) responsive services, and (d) system support. These components are delivered within the domains of career/occupational, academic/educational and personal/social to all students, while still being able to address the

needs of individual students (Maliszewski, Pilkington & Radd, 1995). Guidance programs are an integral part of students' daily educational environment, enhanced by the provision of collaborative efforts among students, parents, teachers, administrators, and the overall community (American School Counselor Association, 2004).

Guidance counselors provide a variety of interventions. When a group of 280 students who had received guidance services were surveyed to determine what interventions they received, 72.9% received individual counseling, 65.0% participated in classroom presentations, and 49.6% attended group counseling. Teachers were also surveyed and at least 80% rated the counselors as involved in the following activities: staff and parent consultation; test score and other data interpretation; and public relations activities for staff and community about the aims and purposes of the guidance program (Hughey, Gysbers, & Starr, 1993).

The requirement for elementary guidance counselors to spend work time on non-guidance tasks is a serious concern throughout the nation. In order to achieve the goals of an effective guidance program, Cunanan & Maddy-Bernstein (1994) advocate that counselors must have clearly defined roles and that all auxiliary or administrative support functions must be eliminated. When examining the ideal time distribution of guidance counselors in elementary schools with effective guidance programs, Gysbers and Henderson (1997) found that the percentage of counselors' time on tasks should be:

Guidance curriculum:	35% to 45%
Individual planning/planned consultation:	5% to 10%
Response services/unplanned consultation:	30% to 40%
System support:	10% to 15%
Non-guidance:	0%

In a survey completed by approximately 1,280 school counselors in Florida, data revealed that elementary school counselors spent more time on Child Study Teams, 504 meetings (for students with disabilities who are not covered under the Individual with Disabilities Education Act), and exceptional student education (ESE) issues than on classroom guidance or individual and group counseling activities. The study revealed that the majority of elementary counselors spent more time on administrative duties than classroom guidance activities (Baggerly, 2002). Similar results were found by research conducted in Maryland that found elementary guidance counselors spent large amounts of time doing playground duty; providing testing, developing and/or monitoring Individual Education Plans (IEP) or 504 plan accommodations for students with disabilities; or covering classes (Madden, 2002).

The American School Counseling Association's (ASCA) recommended ratio of counselor to student is 1:250, yet analysis of survey data found a 1:678 ratio in Florida's elementary schools (Baggerly, 2002). A study of elementary school guidance programs revealed that counselor effectiveness decreased when the counselor was assigned to more than 500 students or to more than one school (Boser, 1985).

Role of the Urban School Guidance Counselor

Green, Conley and Barnett (2005) defined urban school counseling as “school counseling personnel and programmatic services that are specifically geared toward meeting the multiple and often complex needs of students living and attending school in culturally diverse environments” (p.189). Counselors in urban schools must provide comprehensive guidance and counseling programs to remediate students’ low academic achievement, high mobility rates, chronic absenteeism, and unmet psychosocial development needs (Holcomb-McCoy, 2001). Six factors that must be taken into consideration when providing counseling in urban schools are: (a) diversity of students, (b) lack of resources, (c) poverty, (d) family issues, (e) violence, and (f) high dropout rates (Holcomb-McCoy, 1998).

A primary component of the job of counselors working in urban public schools is to promote academic, career, and personal-social development within a more challenging environmental venue compared to counselors in suburban or rural schools (Lee, 2005). The National Center for Education Statistics (2000) relays that the most critical issue facing urban school counselors is academic failure. Various problems such as chronic student absenteeism, family instability, high levels of student transience, increasing school and community violence, and cultural diversity make implementing effective comprehensive guidance programs in urban schools a challenge (Lee, 2005).

Outcome Studies

In the current age of required accountability, assessments and results-based evaluations of guidance programs are often difficult to quantify and are often vulnerable at times of budget decisions (Maliszewski & Mackiel, 2002; Otwell & Mullis, 1997). Nevertheless, several articles provide exhaustive reviews of the outcome research related to the efficacy of guidance and counseling programs.

Gysbers (2001) reviewed empirical evidence from twenty years of research that documents that effective guidance programs do assist students in their academic, career and personal development. McGannon, Carey and Dimmitt (2005) published an in-depth report on the current status of school counseling outcome research. They found the benefits of guidance programs are often realized. A review of 50 school counseling outcome studies published between 1988 and 1995 by Whiston & Sexton (1998) systematically examined outcome research for a broad range of school counseling activities. Although they found that the studies showed “some tentative trends,” they could not conclude that guidance activities positively impacted students’ academic achievement. However, they did find empirical support that group counseling interventions were effective with elementary school students with a wide variety of problems.

Guidance interventions in the affective, behavioral and interpersonal domains of elementary students were found to result in positive outcomes for elementary schools in a review of over ten years of research conducted by Gerler (1985). He found that classroom guidance activities positively impacted student academic achievement, self-esteem and behavior. Similar findings were identified by Lee (1993) who established that elementary classroom lessons led by guidance counselors positively impacted students’ academic achievement in mathematics.

Sink and Stroh (2003) studied students in 150 elementary schools to determine if 9,816 students in schools with a fully implemented comprehensive guidance and counseling program compared to 10,315 students in schools without fully implemented programs would significantly increase their academic achievements. Students who attended the same school for three or more years scored higher on norm-referenced and criterion-referenced measures of reading, writing, and mathematics if the school had a comprehensive program compared to students from the control schools.

Kuhl (1998) reported on outcomes in a research study comparing student outcomes from ten schools that had comprehensive developmental school counseling programs and thirteen schools that had a counselor only for crisis intervention. Students in the schools with the comprehensive program had fewer office referrals, fewer students recommended for grade level retention, and higher average self esteem scores compared to schools without the comprehensive program.

A quasi-experimental, pre-post test design was conducted to determine if student achievement and behavior of students in schools with counselors who implemented an academic and social skills support intervention through classroom and small group formats was different from those of a control group that was matched for racial composition, socioeconomic status, and achievement level. Results showed that students at the schools with the intervention program scored significantly higher than the control group on both reading and mathematics scores (Brigman & Campbell, 2003).

Program Description

Broward's Comprehensive School Counseling Project (CSCP) was developed as a balanced, comprehensive school counseling program with the purpose of promoting student success. The program consists of a continuum of developmental guidance activities that focus on the academic, career, and social/personal development of students. The overall goal of the project is to close the gap between Broward County Public School (BCPS) counseling staff and the American School Counseling Association's (ASCA) recommended ratios. The project's objectives are to decrease the number of student discipline referrals in targeted schools and meet the diverse developmental needs of BCPS students so students can achieve at their highest academic and personal levels. The CSCP was implemented in 2006-07 at four elementary schools (Lloyd Estates, Miramar, North Side and Palm View Elementary Schools). The CSCP grant program will support a model that will be used to develop and implement a district-wide counseling program design based on the successes of project activities.

Cost Impact

BCPS received federal funds totaling \$346,956 for the grant program for the 2006-07 school year. As of July 2007, \$312,938 had been expended during the first year of the grant for the following expenditures: (a) salaries and benefits, (b) consultants; (c) travel; (d) printing; (e) room rental; (f) purchased services; (g) materials and supplies; (h) capital equipment; (i) registration; and (j) indirect costs. It is expected that the budget will be totally expended once

end of year bills are paid. There was no cost impact to BCPS except for \$45,066 of in-kind funding for partial salaries of the Project Manager, Project Assistant, and four Principals.

Purpose of the Evaluation

The purpose of this report is to provide a formative evaluation of the first year implementation of the CSCP grant from the U.S. Department of Education. Specifically, the research questions that were evaluated were:

1. Has the program been implemented as proposed?
2. What is the demographic profile of students receiving services under this project?
3. Have standardized reading and mathematics test scores improved for CSCP students?
4. What is the number and percentage of participating students at CSCP schools absent for 21 or more days during the 2006-07 school year?
5. What is the number and percentage of participating students at the project schools with behavior and disciplinary referrals during the 2006-07 school year?
6. What is the number of project schools' violent incidents identified through the School Incident Report System during the 2006-07 school year?
7. Are parents of participating students availing themselves of services provided by grant-funded staff?
8. Are school administrators and grant-funded staffs satisfied with the CSCP?
9. What have been the experiences and impact that the CSCP has had on students, parents, teachers, and administrators?

Methods

This formative evaluation was designed to determine whether the specific objectives of CSCP have been fulfilled, and more globally, whether the overall goal of the program has been met. The evaluation employed a combination of descriptive and quantitative methods, including: (a) literature review, (b) site visits, (c) observations, (d) interviews, (e) focus groups, (f) document review, (g) data analysis, (h) surveys, and (i) examination of attendance records at school advisory council meetings.

Findings

1. Has the program been implemented as proposed?

To determine if the program was implemented as described in the grant proposal, multiple measures were employed. Project implementation was compared to activities outlined in the CSCP Grant and qualitative information was gained through principal, grant-funded staff and teacher surveys administered at the four schools funded by the grant. Surveys included, but were not limited to, questions about project implementation, project strengths, and recommendations for change to the program design. The evaluator visited each of the four participating schools and conducted a focus group with students at each school as well as attended a School Advisory Committee meeting at one school in order to conduct a focus group with parents, teachers and administrators. Another focus group was held with project staff, principals and other staff and

teachers from the four grant schools. Multiple meetings were held with the project director, and staff funded by the grant.

BCPS encountered significant challenges surrounding personnel assigned to the CSCP. There were significant hiring delays that can be attributed to grant funds not being released by the District until the end of November 2006. Further hiring challenges included the inability to hire bilingual counselors and social workers because of the limited pool of experienced bilingual applicants. Table 1 provides the number of grant-funded positions, the actual starting date of the grant-funded employees and other non-grant-funded guidance positions at each of the four grant schools.

Grant funds paid for a 0.5 Full-Time Equivalency (FTE) data specialist at each school and two social workers and two guidance counselors who each split their time between two schools. In addition, each school also had a 1.0 FTE guidance counselor paid by other BCPS non-grant funding sources. As evidenced in Table 1, all guidance counselors did not start until February 2007; and one social worker started in August 2006 while the second social worker did not start until April 2007. Data specialists were hired starting in January 2007 with the last one being hired in March 2007. Therefore, due to the late start of staff hiring, and principals not wanting to take time out for nonacademic instructional purposes prior to administering the Florida Comprehensive Assessment Test (FCAT), the program was not fully implemented as planned during the 2006-07 academic year.

Table 1
Grant-funded and Other Funded Positions and Starting Date of Grand Funded Employees, By School, 2006-07

School	Grant-funded positions	Starting date of grant-funded employees	Other funded positions
Miramar	0.5 FTE Guidance Counselor ^a	February 2007	1 FTE Guidance Counselor
	0.5 FTE Social Worker	August 2006	
	0.5 FTE Data Specialist	February 2007	
Palm View	0.5 FTE Guidance Counselor	February 2007	1 FTE Guidance Counselor
	0.5 FTE Social Worker	April 2007	
	0.5 FTE Data Specialist	January 2007	
North Side	0.5 FTE Guidance Counselor	February 2007	1 FTE Guidance Counselor
	0.5 FTE Social Worker	April 2007	
	0.5 FTE Data Specialist	March 2007	
Lloyd Estates	0.5 FTE Guidance Counselor ^a	February 2007	1 FTE Guidance Counselor
	0.5 FTE Social Worker	August 2006	
	0.5 FTE Data Specialist	January 2007	

^aGuidance counselor was terminated in May 2007.

Further, the replacement of the grant coordinator in January 2007 created additional challenges. This personnel change resulted in limited program oversight initially, lack of consistent and thorough data collection, miscommunication, and delay in implementing different facets of the

grant. Numerous corrective action steps to address these areas were planned to begin at the start of the 2007-08 school year.

Although the CSCP was to be implemented at the beginning of the 2006-07 school year, the program was not fully implemented by the end of the year. Grant implementation steps identified in the grant proposal were reviewed to determine progress made in meeting program objectives. As shown in Table 2, the District made substantial progress in five areas, moderate progress in four areas, minimal progress in seven areas, and in six areas no actions were initiated during the 2006-07 school year. Areas where the project received substantial progress by the end of the academic year were related to the schools being selected to implement the program, selection and hiring of project personnel, provision of character education lessons by grant-funded staff, and intensive training at the beginning of the school year by the Project Director and consultants. Moderate progress entailed personnel actions, use of scientifically researched-based programs, social worker roles, and establishment of linkages with agencies and organizations. Minimal progress was made in areas relating to usage of Train-the-Trainer models, dissemination of information, principal involvement, professional development, educational and instructional opportunities, additional professional development options, and establishment of an Advisory Board. No action was made on developing a partnership with Nova Southeastern University for interns and doctoral students, dissemination of information, parent engagement, and in-service training. The Appendix provides more detailed information about the District's progress in meeting the implementation steps, as identified in the grant proposal to the U.S. Department of Education.

Table 2
Summary of Progress Made Towards Meeting Grant Implementation Steps from BCPS Grant Proposal, 2006-07

Substantial	Moderate	Minimal	No action taken
<ul style="list-style-type: none"> • School selection • Selection of project personnel • Hiring of project personnel • Provision of character education lessons • Intensive training at the beginning of the school year 	<ul style="list-style-type: none"> • Personnel actions • Use of scientifically researched-based programs • Social worker roles • Establishment of linkages with agencies and organizations 	<ul style="list-style-type: none"> • Usage of Train-the-Trainer models • Dissemination of information • Principal involvement • Professional development • Educational and instructional opportunities • Additional professional development options • Establishment of an Advisory Board 	<ul style="list-style-type: none"> • Development of a partnership with Nova Southeastern University for interns • Development of a partnership with Nova Southeastern University for doctoral students • Dissemination of successful counseling strategies • Dissemination of best practices, etc.) • Parent engagement • In-service training

Staff has worked hard to take corrective action to remedy some of the deficiencies encountered during the first year of implementation. Steps that have already been developed for the

beginning of the 2007-08 school year include, but are not limited to: (a) advisory board members were selected and a meeting of the board was held in July 2007; (b) all grant-funded guidance counselors and social workers were selected and hired to begin working at the start of the 2007-08 school year; (c) all schools were to provide training on the Caring School Community Program in the fall of 2007; (d) new data collection forms and procedures to collect data on a weekly basis were developed and were implemented at the beginning of the 2007-08 school year; (e) the Project Director created a binder for all data specialists, grant-funded staff, and school-funded counselors that contained directories, procedures, forms, resources, etc.; (f) materials related to a Bullying Program that counselors will implement in the fall of 2007 were purchased; (g) the school-to-work program, *Real Game Program*, was implemented; (h) grant-funded staff and school funded counselors will be making a presentation at the American School Counselor Association Conference in June 2008; and (i) new materials were bought and delivered to schools for immediate use at the beginning of the 2007-08 school year.

Although statistical analysis of outcome measures identified in the grant proposal were conducted to comply with the requirements of the grant, due to the poor implementation of the grant, no impact was expected on the outcome measures. Caution must be used in interpreting, comparing, or drawing any conclusions from this data as the program was not fully implemented as planned during the 2006-07 academic year.

2. *What is the demographic profile of students receiving services under this project?*

Demographic data for students at the four program schools was analyzed and summarized from data files provided by the Research Services Department. A total of 2,563 students were enrolled in the four program schools on the 20th day of the 2006-07 school year. The number of students served by each school for the 2006-07 school year is graphically depicted in Figure 1. Miramar had the largest enrollment ($n=852$), followed by Palm View ($n=671$), North Side ($n=526$), and Lloyd Estates ($n=514$).

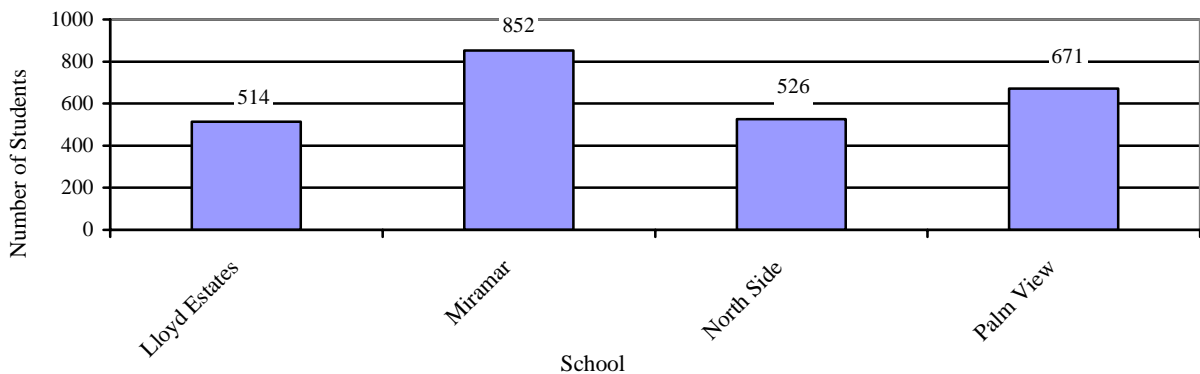


Figure 1. Number of students enrolled by school, 2006-07.

Table 3 provides the demographic data for the four program schools. Slightly more than half of the students were male (51.4%, $n=1,317$). The ethnic breakdown of the total number of participants was 69.7% Black ($n=1,786$), 22.7% Hispanic ($n=581$), 3.9% White ($n=99$), and 3.8% Multi-racial, Asian or Native American ($n=97$). There were more Black students at

North Side (90.5%, $n=476$) and Palm View (81.2%, $n=545$) while Hispanic students comprised a larger proportion of the student population at Lloyd Estates (33.3%, $n=171$) and Miramar (32.4%, $n=276$).

Table 3
Student Demographics by School, 2006-07

Demographic	Lloyd Estates ($n=514$)		Miramar ($n=852$)		North Side ($n=526$)		Palm View ($n=671$)		Total ($n=2,563$)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Gender</i>										
Female	235	45.7	424	49.8	261	49.6	326	48.6	1,246	48.6
Male	279	54.3	428	50.2	265	50.4	345	51.4	1,317	51.4
<i>Ethnicity</i>										
Asian	9	1.8	29	3.4	2	.4	8	1.2	48	1.9
Black	272	52.9	493	57.9	476	90.5	545	81.2	1,786	69.7
Hispanic	171	33.3	276	32.4	38	7.2	96	14.3	581	22.7
Multi-Racial	20	3.9	14	1.6	4	0.8	8	1.2	46	1.8
Native American	1	0.2	2	0.2	0	0.0	0	0.0	3	0.1
White	41	8.0	38	4.5	6	1.1	14	2.1	99	3.9
<i>FRL Status</i>										
Non-FRL	148	28.8	327	38.4	102	19.4	185	27.6	762	29.7
FRL	366	71.2	525	61.6	424	80.6	486	72.4	1,801	70.3
<i>LEP Status</i>										
Non-LEP	235	45.7	651	76.4	282	53.6	483	72.0	1,651	64.4
LEP	279	54.3	201	23.6	244	46.4	188	28.0	912	35.6
<i>ESE Status</i>										
Non-ESE	408	79.4	763	89.6	459	87.3	601	89.6	2,231	87.0
ESE	106	20.6	89	10.4	67	12.7	70	10.4	332	13.0

Figure 2 displays total participants' exceptional student education (ESE), limited English proficiency (LEP), and free or reduced-price lunch (FRL) status for students at the four program schools. The majority of the participants were not classified as ESE (87.0%, $n=2,231$). The range among schools for ESE students went from a high of 20.6% ($n=106$) at Lloyd Estates to a low of 10.4% at both Miramar ($n=89$) and Palm View ($n=70$).

More than half of the total number were not classified as LEP (64.4%, $n=1,651$) students. Lloyd Estates had the highest number of LEP students (54.3%, $n=279$) while Miramar had the lowest (23.6%, $n=201$). Slightly more than half (51.7%; $n=1,325$) list English as their primary language followed by Haitian-Creole (27.4%, $n=702$) and Spanish (19.3%; $n=495$). There were 17 other languages that accounted for the primary language of the remaining students (1.6%, $n=41$).

Almost three-fourths (70.3%, $n=1,801$) of the total participants were eligible for FRL. North Side had the highest number of students eligible for FRL (80.6%, $n=424$) while Miramar had the lowest number (61.6%, $n=525$) eligible for FRL at any school.

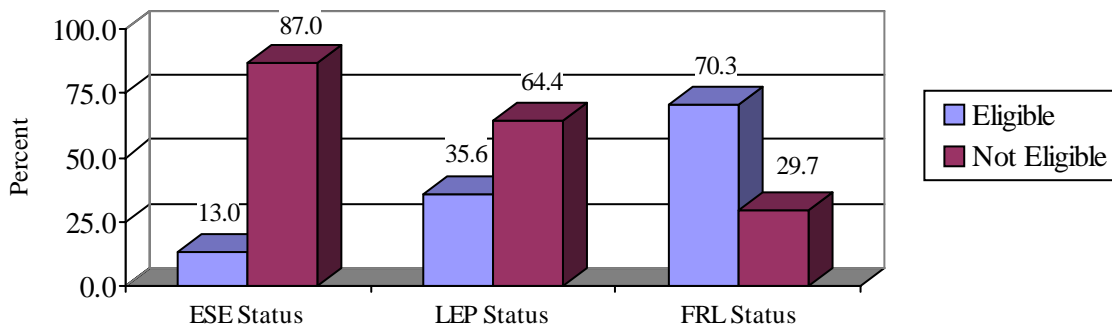


Figure 2. Percentage of youths served by ESE, LEP and FRL status, 2006-07.

3. *Have standardized reading and mathematics test scores improved for CSCP students?*

The grant proposal was written with an outcome that read: “By the end of the 2006-07 school year, half of participating students at program schools will improve in reading comprehension and mathematics applications by at least .5 grade level, as demonstrated by standardized achievement tests.” Since .5 grade level could not be determined, alternate analyses were used to determine academic progress from the previous year and academic proficiency during the current school year.

To measure academic progress, student FCAT Norm-Referenced Test (NRT) percentile ranks were converted to Normal Curve Equivalent (NCE) scores to facilitate computation of averages. Analysis of individual student FCAT-NRT Reading and Mathematics scores for students attending the four grant schools and District students, were compared from the 2005-06 to the 2006-07 school year. Individual student scores for students were compared if the student had scores in both years. This analysis included mathematics and reading scores for 3rd, 4th, and 5th grade students. The number and percentage of students increasing in NCE points, staying the same, or decreasing in NCE points between the two years is reported in Tables 4 and 5. Caution must be used in interpreting and comparing this data as the program was not fully implemented as planned during the 2006-07 academic year.

As detailed in Table 4, two schools, Lloyd Estates (55.6%, $n=80$) and Miramar (59.0%, $n=134$) had a higher proportion of students increasing in Reading NCE points compared to the District proportion (52.8%, $n=18,094$). The proportion of students increasing in their FCAT-NRT Reading scores for all four grant schools combined (52.7%, $n=373$) was comparable to the District proportion. For decreases in NCE points between the two years, both North Side (49.3%, $n=70$) and Palm View (46.7%, $n=91$) had higher proportions of students decreasing in points compared to District students (42.9%, $n=14,689$).

Table 4

NCE Point Change on NRT Reading for Students at Grant Schools and District Students, 2005-06 to 2006-07

School	Increase in NCE points		No change		Decrease in NCE points	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	80	55.6	5	3.5	59	41.0
Miramar	134	59.0	10	4.4	83	36.6
North Side	66	46.5	6	4.2	70	49.3
Palm View	93	47.7	11	5.6	91	46.7
Grant total	373	52.7	32	4.5	303	42.8
District	18,094	52.8	1,489	4.3	14,689	42.9

Table 5 provides the data for change in FCAT-NCE points in Mathematics from 2005-06 to 2006-07. Again, caution must be used in interpreting and comparing this data as the program was not fully implemented as planned in the District during the 2006-07 academic year. The proportion of District students increasing in Mathematics FCAT-NCE points (64.9%, $n=22,238$) was lower than for all four grant schools combined (68.4%, $n=484$) and for two individual grant schools, Palm View (69.7%, $n=136$) and Miramar (73.6%, $n=167$). For decreases in NCE points between the two years, both Lloyd Estates (35.4%, $n=51$) and North Side (33.1%, $n=47$) had higher proportion of students decreasing in points compared to District students (29.6%, $n=10,137$).

Table 5

NCE Point Change on NRT Mathematics for Students at Grant Schools and District Students, 2005-06 to 2006-07

School	Increase in NCE points		No change		Decrease in NCE points	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	91	63.2	2	1.4	51	35.4
Miramar	167	73.6	6	2.6	54	23.8
North Side	90	63.4	5	3.5	47	33.1
Palm View	136	69.7	6	3.1	53	27.2
Grant total	484	68.4	19	2.7	205	29.0
District	22,238	64.9	1,909	5.6	10,137	29.6

To determine proficiency during the 2006-07 academic year, the number and percentage of students whose achievement levels increased, decreased or remained the same on the FCAT-SSS was analyzed for all 5th grade students in 2006-07 where their 4th grade scores from 2005-06 were available. Caution must be used in interpreting and comparing this data as the program was not fully implemented as planned during the 2006-07 academic year.

As enumerated in Table 6, two schools, North Side (55.8%, $n=29$) and Palm View (27.4%, $n=23$) had a higher proportion of students increasing in reading achievement levels compared to the District proportion (26.5%, $n=4,284$). The proportion of students increasing in their reading achievement level for all four grant schools combined (30.1%, %, $n=92$) was also higher

compared to the District proportion. For decreases in achievement levels between the two years, all schools with the exception of North Side (7.7%, $n=4$) had higher proportions of students decreasing in points compared to District students (20.0%, $n=3,227$).

Table 6

Number and Percentage of Students at Level 3 or Above on FCAT Reading by School and District, 2005-06 to 2006-07

School	Increase in Achievement Level		No change		Decrease in Achievement Level	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	14	21.9	29	45.3	21	32.8
Miramar	26	24.5	55	51.9	25	23.6
North Side	29	55.8	19	36.5	4	7.7
Palm View	23	27.4	43	51.2	18	21.4
Grant total	92	30.1	146	47.7	68	22.2
District	4,284	26.5	8,663	53.6	3,227	20.0

Table 5 provides the data for change in FCAT-SSS Mathematics achievement levels from 2005-06 to 2006-07. Again, caution must be used in interpreting and comparing this data as the program was not fully implemented as planned in the District during the 2006-07 academic year. The proportion of students increasing in Mathematics achievement levels was higher for two grant schools, North Side (26.9%, $n=14$) and Palm View (20.2%, $n=17$), compared to the District (17.8%, $n=2,889$). Increased achievement level for the four grant schools combined (17.3%, $n=53$) was slightly lower than the district. For decreases in Mathematics achievement levels between the two years, only Palm View (25.0%, $n=21$) had a lower proportion of students decreasing in points compared to District students (27.6%, $n=4,476$).

Table 7

Number and Percentage of Students at Level 3 or Above on FCAT Mathematics by School and District, 2005-06 to 2006-07

School	Increase in Achievement Level		No change		Decrease in Achievement Level	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	7	10.9	32	50.0	25	39.1
Miramar	15	14.2	60	56.6	31	29.2
North Side	14	26.9	20	38.5	18	34.6
Palm View	17	20.2	46	54.8	21	25.0
Grant total	53	17.3	158	51.6	95	31.0
District	2,889	17.8	8,835	54.5	4,476	27.6

4. *What is the number and percentage of participating students at program schools absent for 21 or more days during the 2006-07 school year?*

The number and percentage of students who were absent at each program school for 21 or more days during 2006-07 was compared to District data. Absences include both excused and

unexcused absences. Caution must be used in interpreting and comparing this data as the program was not fully implemented as planned during the 2006-07 academic year.

The absence data in Table 8 is presented to document the baseline data to be used in future grant year evaluations. The percentage of students that were absent 21 or more days in 2006-07 from each school ranged from a low of 3.6% ($n=24$) at Palm View to a high of 4.9% ($n=42$) at Miramar. For the four grant schools combined, the overall percentage of students absent 21 or more days was 4.3% ($n=109$) compared to a District percentage of 5.7% ($n=6,583$).

Table 8

Number and Percentage of Participating Students and District Students Who Were Absent 21 or More Days, 2006 - 07

School	Total enrollment ^a	Students absent 21 or more days	
		<i>n</i>	%
Lloyd Estates	514	19	3.7
Miramar	852	42	4.9
North Side	526	24	4.6
Palm View	671	24	3.6
Grant total	2,563	109	4.3
District	115,479	6,583	5.7

^aSchool enrollment is based on the 20th day count for the 2006-07 school year.

5. *What is the number and percentage of participating students at the program schools with behavior and disciplinary referrals during the 2006-07 school year?*

An unduplicated count of the number and percentage of students at each program school with internal and external suspensions during 2006-07 was compared to District data. Caution must be used in interpreting and comparing this data since the program was not fully implemented as planned during the 2006-07 academic year.

Table 9 provides an unduplicated number and percentage of students at each grant school and the District who had internal, external and alternative to suspensions. The District had a lower percentage of total suspensions (2.7%, $n=3,087$) compared to the individual percentages for each of the four grant schools, and for the total of the four grant schools combined. North Side had 2.9% total suspensions, comparable to the District figures; however, the next lowest school was Lloyd Estates with 5.6% ($n=29$). For all four grant schools combined, the percentage of students who had suspensions was 6.4%, ($n=163$). Of the three types of suspensions, internal suspensions were the most common with North Side having no students with internal suspensions followed by Lloyd Estates (3.9%, $n=20$) compared to 1.1% ($n=1,291$) for the District. The District had 1.0% ($n=1,200$) students serving external suspensions. Of the grant schools, Lloyd Estates had the lowest percentage of students serving external suspension (1.2%, $n=6$) followed by North Side (1.5%, $n=8$). For alternative to suspensions, Lloyd Estates, Miramar and the District had similar percentages with less than 1% of the students serving an alternative to suspension.

Table 9

Number and Percentage of Participating Students and District Students Who Had Internal, External, and Alternative to Suspensions, by School and District, 2006 - 07

School	Total enrollment	Internal suspensions		External suspensions		Alternative to suspensions		Total	
	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	514	20	3.9	6	1.2	3	.58	29	5.6
Miramar	852	39	4.6	22	2.6	4	.47	65	7.6
North Side	526	0	0.0	8	1.5	7	1.3	15	2.9
Palm View	671	29	4.3	15	2.2	10	1.5	54	8.0
Grant total	2,563	88	3.4	51	2.0	24	.94	163	6.4
District	115,479	1,291	1.1	1,200	1.0	596	.52	3,087	2.7

Table 10 provides the type and number of referrals made by social workers at the grant schools. A total of 194 referrals were made at the four schools by the social workers with Palm View having the highest number of referrals ($n=118$), followed by Miramar ($n=33$), Lloyd Estates ($n=25$) and North Side ($n=18$). Over one quarter of the referrals were made for attendance ($n=52$) or behavior related issues ($n=56$).

Table 10

Number of Referrals Made by Social Workers

School	Attendance	Behavior	Family Issues	Academic	Emotional	Bullying	Other	ELL	Total
Lloyd Estates	2	9	2	2	4	0	6	0	25
Miramar	0	16	6	7	4	0	0	0	33
North Side	2	11	3	0	0	0	0	2	18
Palm View	48	20	2	0	19	15	0	14	118
Grant total	52	56	13	9	27	15	6	16	194

6. *What is the number of project schools' violence incidents during the 2006-07 school year?*

The unduplicated number of incidents of violence at each program school, as reported in the School Incident Report System during 2006-07 was compared to District data. The *School Environmental Safety Incident Reporting (SESIR)* system is a statewide system to report disciplinary incidents that are violations of law or are significant violations of School Board Policy and/or the Student Code of Conduct. The SESIR tracks 21 categories of incidents that occur on school grounds, during school-sponsored activities, or on school-sponsored transportation by number, type, location, and consequence. Six of the categories considered violent incidents are: battery, fighting, homicide, kidnapping, robbery and sexual battery. Regardless of the number of students involved, one incident is reported for any single event. Caution must be used in interpreting and comparing this data since the full program was not fully implemented as planned during the 2006-07 academic year.

Table 11 provides the number of students involved in specific incidents for fighting and battery, the only two categories of violence that occurred at any of the four grant schools during the 2006-07 year, by school and District. For all four grant schools combined, there were a total of 23 students involved in incidents of fighting or battery with North Side having no incidents, followed by Palm View ($n=2$), Lloyd Estates ($n=6$), and Miramar ($n=15$). The District had a total of 785 elementary students involved in violent incidents of fighting and battery. Miramar had the highest number of students involved in fighting incidents ($n=11$), followed by Lloyd Estates ($n=4$) and Palm View ($n=2$). The District had 520 elementary students involved in incidents of fighting. Under the category of battery, North Side and Palm View had no incidents while Miramar had four students and Lloyd Estates had two students involved in incidents. There were a total of 265 elementary students involved in incidents of battery in the District.

Table 11

Total Number of Students Involved in Violent Incidents (Fighting and Battery) by Type and School, 2006-07

School	No incidents	One incident	Two or more incidents	Total incidents
Fighting				
Lloyd Estates	508	4	0	4
Miramar	882	10	1	11
North Side	492	0	0	0
Palm View	663	2	0	2
Grant total	2,545	16	1	17
District	114,959	437	83	520
Battery				
Lloyd Estates	510	2	0	2
Miramar	889	4	0	4
North Side	492	0	0	0
Palm View	665	0	0	0
Grant total	2,556	6	0	6
District	115,214	192	73	265

7. *Are parents of participating students availing themselves of services provided by grant-funded staff?*

The grant proposal was written with an outcome that read: “By the end of the 2006-07 school year, at least 65% of parents at program schools will attend an information seminar, training and/or avail themselves of other family counseling services offered through the project.” Program staff intended to develop a computerized database to track parent attendance at school activities so that an unduplicated count of parent involvement could be determined. This database was not developed and manual data collections were completed by each school and analyzed by the external evaluator. Inferring the amount and description of parent involvement should be cautioned due to the questionable accuracy, reliability and validity of the reported information. Further, caution must be used in interpreting and comparing this data since the full program was not fully implemented as planned during the 2006-07 academic year.

Based on data provided by each of the grant schools, Table 12 provides an unduplicated count of the number and percentage of parents who participated in any type of seminar, training or family counseling. For all the grant schools combined, 39.9% of the parents availed themselves of services provided by either the grant counselor or grant social worker. Parent involvement was similar at Lloyd Estates, North Side and Palm View with approximately 15% of the parents receiving services. Miramar reported 40.3% ($n=344$) parent involvement; however this number is questionable as it could not be verified that this is an unduplicated count.

Table 12

Unduplicated Count of Parent Involvement in Seminars, Training and Family Counseling Services, 2006-07

School	N	SAC/ PTA		Seminar		Training		Referral to Family Counseling		ELL		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Lloyd Estates	514	5	1.0	1	.2	3	.6	46	8.9	25	4.9	80	15.6
Miramar	852	-- ^a	-- ^a	54	6.3	159	18.7	98	11.5	33	3.9	344	40.3
North Side	526	0	0.0	68	12.9	6	1.1	0	0.0	0	0.0	74	14.1
Palm View	671	36	5.4	17	2.5	0	0.0	44	6.6	0	0.0	97	14.5
Grant total	2,563	469	18.3	140	5.5	168	6.6	188	7.3	58	2.3	1,023	39.9

Note. School enrollment is based on the 20th day count for the 2006-07 school year.

^aUnduplicated count not available. Duplicated count was $n=428$, 50.2%.

Table 13 provides by school a duplicated count of the number of parents who attended any type of seminar, training, or counseling service during 2006-07. A duplicated count of parent involvement for all four grant schools combined was 2,076 with Miramar having the highest parent involvement ($n=1,029$) due to heavy attendance at SAC/PTA meetings and training. Palm View had 721 parent involvement encounters while North Side had 177 and Lloyd Estates had 149. Of the three types of parent involvement, SAC/PTA was the most popular for each of the four schools.

Table 13

Duplicated Count of Parent Involvement in Seminars, Training and Family Counseling Services, 2006-07

School	SAC/PTA	Seminar	Training	Total
Lloyd Estates	68	30	51	149
Miramar	570	158	301	1,029
North Side	129	48	0	177
Palm View	566	155	0	721
Grant total	1,333	391	352	2,076

Note. School enrollment is based on the 20th day count for the 2006-07 school year.

8. Are school administrators and grant-funded staffs satisfied with the CSCP?

Qualitative information related to satisfaction was examined for the program schools' principal and staff. Surveys were developed by the external consultant and sent to eight school administrators, 24 team leaders, five guidance counselors, six social workers, four guidance data

specialists and teachers. Documentation was not available from the program to determine the number of teachers who were sent the survey. A total of 89 completed surveys were returned. Table 14 provides information on the positions of the staff who responded to the survey. Over three-fourths of the respondents ($n=67$) were classroom teachers, 4.4% ($n=4$) were principals or assistant principals, 5.6% ($n=5$) were guidance counselors, 2.2% ($n=2$) were social workers, and the remaining 12.4% ($n=11$) classified their position as other, which included three of the grant-funded data specialists. Caution must be used in interpreting and comparing this data since the full program was not fully implemented as planned during the 2006-07 academic year.

Table 14
Position of Survey Respondents (n=89), 2007

Position	<i>n</i>	%
Principal	2	2.2
Assistant Principal	2	2.2
Guidance Counselor	5	5.6
Social Worker	2	2.2
Classroom Teacher	67	75.3
Other	11	12.4
Total	89	100.0

Table 15 provides the respondents' responses to survey items regarding the extent to which they agreed or disagreed that the CSCP had been successful in achieving 19 identified activities. Respondents answered each item based on a 5-point Likert scale. Responses for Strongly Agree and Agree were combined to indicate a positive response and responses for Strongly Disagree and Disagree were combined to identify negative responses.

Over three quarters (80.9%, $n=72$) of the respondents agreed that the CSCP staff are committed to performing quality work and that the program resulted in more direct services being provided to students, while 76.4% ($n=68$) agreed that the program provided students with interventions necessary for them to achieve at their highest potential personally. The lowest agreement was that the program reduced student discipline and behavior referrals (48.3%, $n=43$) followed by 53.9% ($n=48$) of respondents who agreed that the program reduced the number of other instructional support staff from providing counseling services to children and that the program increased students' career awareness. As identified Table 16, agreement in the remaining eleven questions ranged from a high of 71.9% ($n=64$) to a low of 58.4% ($n=52$).

Table 15
Administrator, Teacher, and Staff Survey Results, 2006-07

Question	Agreement		Neutral		Disagreement	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reduced the counselor, student ratio at my school	66	74.2	14	15.7	9	10.1
Reduced the number of other instructional support staff, such as teachers or behavior specialists, from providing counseling services to students	48	53.9	21	23.6	20	22.5
Reduced student discipline and behavioral referrals	43	48.3	19	21.3	27	30.3
Provided students with interventions necessary for them to achieve at their highest potential academically	64	71.9	17	19.1	8	9.0
Provided students with interventions necessary for them to achieve at their highest potential personally	68	76.4	15	16.9	6	6.7
Increased cultural awareness of the diverse student population	54	60.7	27	30.3	8	9.0
Provided interventions that met the diverse developmental needs of students	60	67.4	24	27.0	5	5.6
Increased staff's knowledge of the effects of changing family structures and ways to promote child growth and development within the context of family change	52	58.4	22	24.7	15	16.9
Addressed the needs of students who have been abused or neglected	62	69.7	21	23.6	6	6.7
Built a supportive learning environment for exceptional children	58	65.2	25	28.1	6	6.7
Encouraged parental involvement in the academic and behavior needs of their child	62	69.7	19	21.3	8	9.0
Conducted activities that focused on meeting students' demands of peer pressure and cultural change	62	69.7	20	22.5	7	7.9
Increased students' career awareness	48	53.9	28	31.5	13	14.6
Collaborated with teachers to implement classroom programs to enable students to achieve basic academic skills	59	66.3	18	20.2	12	13.5
CSCP staff are committed to performing quality work	72	80.9	15	16.9	2	2.2
Resulted in more direct services being provided to students	72	80.9	14	15.7	3	3.4
Overall satisfaction with the CSCP	64	71.9	23	25.8	2	2.2

Respondents were provided the opportunity to answer two open-ended questions. Administrators, teachers and staff were asked to: (a) identify the one aspect of the CSCP that had been most beneficial in providing students a comprehensive counseling program in their school and (b) provide ways the CSCP could be improved. Responses to both questions were analyzed by content analysis, and grouped into categories.

As shown in Table 16, the categories that represented administrators, teachers, and staffs' responses to the one aspect of the CSCP that was the most beneficial in providing comprehensive counseling services were additional services (59.6%, $n=53$) and staff (9.0%, $n=8$). Additionally, 4.5% ($n=4$) of respondents provided miscellaneous comments, and 27.0% ($n=24$) indicated no comment/no reply. The most frequent responses under additional services were greater access to services (21.3%, $n=19$) and more support for students and/or their families resulting in reduced counselor: student ratios (14.6%, $n=13$). Additional staff who were competent and knowledgeable was the most frequent response under the staff category ($n=5$, 5.6%).

Table 16

Number and Percentage of Administrators, Teachers, and Staff Responding to Open-Ended Question – What One Aspect of the CSCP Has Been Most Beneficial in Providing Students a Comprehensive Counseling Program in Your School?($n=89$)

Category/response item	<i>n</i>	%
Additional Services ($n=53$)		
Greater access to services	19	21.3
Reduced counselor:student ratio - more support for students and/or families	13	14.6
Class meetings	6	6.7
Counseling, small groups	5	5.6
More support for existing staff	5	5.6
Consistency in group and individual counseling	2	2.2
Anger management and leadership groups	1	1.1
Giving students an outlet for emotions	1	1.1
Translation at parent conferences	1	1.1
Staff ($n=8$)		
Additional staff that are competent and knowledgeable	5	5.6
Having data specialists position	2	2.2
Having both male and female counselors	1	1.1

As shown in Table 17, the categories that represented administrators and teachers responses to how the CSCP could be improved were: (a) services (24.7%, $n=22$); (b) communication (14.6%, $n=13$); (c) implementation (12.4%, $n=11$); and (d) staff (7.9%, $n=7$). Additionally, 4.5% ($n=4$) indicated that no improvement was needed and 36.0% ($n=32$) indicated no comment/no reply. The most frequent responses under services were more involvement with the children (11.2%, $n=10$), more guidance services (6.7%, $n=6$) and more classroom and/or small groups (4.5%, $n=4$). Suggestions related to better communication focused on two groups, administrators and/or District communication (7.9%, $n=7$) and communication between counselors, social workers and teachers (6.7%, $n=6$). Under the program implementation, 6.7% ($n=6$) felt the program should be implemented at the beginning of the school year and 3.4% ($n=3$) felt more training and/or team building was needed. Under the staff category, the need for more staff was identified by 6.7% ($n=6$).

Table 17

Number and Percent of Administrators and Teachers Responding to Open-Ended Question – In What Ways Could the CSCP be Improved? (n=89)

Category/response item	n	%
Services (n=22)		
More involvement with children	10	11.2
Have more guidance services	6	6.7
Have more classroom and/or small groups	4	4.5
A more visible presence in the school	1	1.1
Provide conflict mediation	1	1.1
Communication (n=13)		
Better communication from administrators and/or District	7	7.9
Better communication between counselors, social workers and teachers	6	6.7
Implementation (n=11)		
Implement program at the beginning of the school year	6	6.7
More teacher training and team building	3	3.4
Better/more organization of the grant	2	2.2
Staff (n=7)		
Have more positions	6	6.7
More support for the staff	1	1.1

9. *What have been the experiences and impact that the CSCP has had on students, parents, teachers, and administrators?*

Multiple sources of information and methods were used to ascertain key stakeholders' experiences with, and perceptions of the CSCP. Qualitative information about stakeholders' experiences implementing the grant and receiving services through the grant were obtained by the evaluator meeting several times and having ongoing communication with the grant coordinator(s) and conducting multiple focus groups and interviews. Focus groups embody an interactive strategy with the goal of gaining knowledge of the perceptions, experiences, and beliefs of a small group of people about a specific topic or experience they have had (Chen, 2005). In depth fact finding was completed through discussing the progress made in implementing the program activities, challenges encountered, successes achieved, and seeking suggestions for improvement. Additionally, specific questions on the Annual Customer Survey were analyzed.

The external evaluator conducted site visits to the four program schools and ran focus groups at each school with children who received services from grant-funded staff to ascertain their perceptions and experiences with the program. The external evaluator attended a SAC (School Advisory Committee) meeting at one school to discuss these issues with parents, teachers, and administrators. The evaluator attended a staff meeting and ran a focus group with all guidance counselors, social workers, and principals from the four grant schools. Additionally, the evaluator interviewed two principals at their schools and spoke individually with the remaining two principals to ascertain if there were any problems or concerns they did not feel comfortable addressing in the larger focus group.

Focus Group with Students

Focus groups were held at each school with students who had received individual and/or group interventions with one of the grant-funded social workers or guidance counselors. The purpose of the focus groups was to learn about the students' experiences and their perceptions of the services they received. A total of 21 students participated in the focus groups. The grade level distribution of the participants was 19.0% second ($n=4$), 14.3% third ($n=3$), 61.9% fourth ($n=13$), and 4.8% ($n=1$) fifth grade. The gender breakdown of the students was 38.1% males ($n=8$) and 61.9% females ($n=13$).

All of the students participating in the focus groups reported seeing either the guidance counselor or social worker on an individual basis at least once while four students reported seeing grant staff once per week for individual sessions. When all the students were asked the reason why they were seen by staff individually, responses could be categorized into help dealing with issues related to divorce, death, cultural assimilation, anger management, depression, bullying by other students, family problems, homework issues, dealing with their feelings/emotions, and help with speaking and writing English. Students who attended small groups reported the topics of the groups were self esteem, divorce, and family problems. Class discussions led by either the social workers or guidance counselors focused on practice for FCAT, writing skills, bullying, self control, teaching mathematics, and anger management. Two students reported that the social worker met with their families to help with problems. Students also reported positive informal interaction with grant staff while they were at the bus stop or at lunch.

Students were asked how the grant-funded staff helped them academically and personally. For personal assistance, responses included help dealing with their feelings, getting along with their family members, feeling better about themselves, accepting death of a family member or parent's divorce, intervening when they are in trouble, and overall helping them to learn how to respond to situations in a better manner. Several students from two of the schools reported they were helped by having someone who spoke their native language and who could assist them with their English. Academically, the grant-funded staff helped students by teaching students to listen and respect their classroom teachers, giving them the skills to improve their writing, reading and mathematics scores, and encouraging them to do better in their school work.

When asked what they liked least about their interactions with either the guidance counselors or social workers, responses included that it was "strange" telling someone their secrets, concern about whether the staff would tell others their "business," the counselor talked too much, and the counselor did not always keep his word. All but one student felt the grant-funded staff listened to their concerns and cared about them. When problems arose, they felt that the staff took the time to listen to the entire story and mediated problem situations with their teachers or other school personnel. Only one student felt grant staff were just doing their job and did not really care about their problems. Suggestions from the students on how to improve guidance and social work services included having the counselor in the class more frequently, more individual assistance with students who need additional help with their English, and more group activities with games.

Focus Group with School Advisory Committee

A focus group was held during a SAC meeting at one of the schools that participated in the grant. In attendance at the focus group were: (a) four parents; (b) 16 teachers; (c) two school administrators; and (d) one Broward Teacher Union representative. The overall consensus was that the grant did not have a very large impact due to the late implementation date. Only one parent, who was actually a teacher at the school, was aware of the additional services provided by the grant. Administrators explained that it was difficult to let parents know about the services provided by the grant because of the delay in implementing the grant. Provisions were going to be made to start the grant at the beginning of the following school year and advise parents and students of the services that are to be provided.

Parents reported positive perceptions of the existing guidance counselors and social workers at the school. They felt that these individuals answered questions and were always available if needed. One parent reported that two of her children were involved in small groups and saw improvement in their children as a result of participating in the group. Another parent said that the guidance services have impacted her family by her child wanting to have “family sessions” at home where problems can be discussed. Teachers and administrators felt that the guidance counselors and social worker were especially helpful in dealing with students’ personal problems such as dealing with bereavement or self esteem concerns.

Focus Group with Guidance Counselors, Social Workers and Principals and Individual Discussions with Principals

Individual interviews were held with two principals and a principal intern from two grant-funded schools. The remaining two principals were provided the opportunity to speak individually with the evaluator. An individual interview was held with one of the grant-funded social workers. Additionally, the evaluator conducted a focus group at a meeting attended by the following individuals representing the four grant-funded schools: (a) three principals; (b) one principal intern; (c) grant-funded guidance counselors, social workers, and data specialists; and (d) existing guidance and social work staff and teachers. The purpose of the meetings and focus group was to ascertain the grant implementation challenges, positive and negative outcomes of the grant during the 2006-07 school year, and recommendations on how to improve the program.

The two biggest challenges reported by the majority of the stakeholders involved frustrations with the delay of the implementation of the grant and weaknesses in the communication patterns with the District staff. A compilation of the challenges and problems encountered during the first year, as reported by focus group participants, included:

- Insufficient training on TERMS and Virtual Counselor databases,
- No ongoing group meetings or trainings for grant-funded staff,
- Data specialists not having the proper clearance to enter data,
- School and grant staff not knowing who to go to for problem resolution,
- No clear chain of command with staff not knowing who to report to and who has the power to make decisions,
- A “disconnect” between the District and schools resulting in a lack of effective and consistent communication coming from the District grant office to the schools,

- Insufficient planning by the Grant Coordinator which resulted in last minute inappropriate requests for data and survey completion,
- No standardized form to log activities for data specialists to enter data resulting in each school deciding how to collect and report data on their own,
- Problems with supplies and materials not being ordered and/or delivered in a timely manner, incorrect grade level supplies ordered, or supplies being delivered without notice to the schools,
- Lack of a clear and consistent policy to allow grant-funded staff to have flexible schedules so that they could attend evening activities at the schools or make home visits at night when parents would be available,
- Inconsistent information given and inconsistent interpretation of policies due to two different individuals serving as the grant coordinator,
- Universities not being given sufficient advance notice of internship possibility for student teachers,
- Ongoing problems with salary reimbursement resulting in grant-funded staff not being paid in a timely manner,
- Inability to determine if the grant reduced gaps in counseling services due to the program only being operational for several months, and
- Program implementation was “disorganized” overall.

On the positive side, principals, teachers, and staff felt the concepts and goals of the grant, if implemented according to the grant proposal, have the potential to help reduce gaps in the schools’ counseling services. The quality and experience of the grant-funded staff and the role of the data specialist position were repeatedly expressed as major strengths of the program. Other positive aspects and successes realized during the first year included:

- Services described in the grant allowed for a proactive rather than a reactive response to students’ concerns,
- Having male grant-funded staff provided positive role models to students,
- Inclusion effect resulting in having bilingual staff who provided a culturally sensitive response to students and families who did not speak English as their primary language,
- Training provided on the Caring School Community component,
- The data specialists positions were invaluable and freed up guidance counselors and social workers’ time to spend providing direct interventions with students and their families,
- The grant-funded counselors and social workers provided additional contacts and services to students, their families and teachers and provided more efficient response to problems than had been provided prior to the grant,
- Grant-funded staff are friendly, self-starters and dedicated to the goals of the grant,
- Extra services were provided to “needy communities”,
- Reduction in disciplinary referrals,
- All principals and grant-funded staff had received copies of the grant proposal,
- Every issue of a newsletter, written solely by and for students at Miramar Elementary, highlights the role of the guidance counselor, and
- Principals were dedicated to ensuring the grant is successful.

Recommendations to improve the program included:

- To have grant-funded staff employed and trained at the beginning of the academic year,
- To allow grant-funded staff to have flexible schedules to be able to provide students and families with interventions during after school hours,
- Provide retraining at the beginning of the academic year to grant staff and teachers on the Caring School Community component and other components of the grant, and
- Have grant-funded staff focus on providing additional classroom interventions.

Annual Customer Survey

The Annual Customer Survey is conducted at the end of each school year by all students and teachers, and selected parents. The survey is completed to ascertain the three groups' perceptions of numerous school-related issues such as student performance, behavior, safety, availability of adult assistance, etc. Responses to specific questions relevant to the behavioral services from the 2006-07 Annual Customer Survey completed by students, parents, and teachers at each of the four elementary schools were analyzed. Questions on the three surveys are parallel to facilitate the comparison of responses to similar questions. The overall response rate for the four grant schools was 92.7% for students, 86.7% for staff and 55.7% for parents. District responses for all elementary levels was 89.6% ($n=49,539$) for students, 76.4% ($n=6,002$) for staff and 66.1% ($n=17,486$) for parents. Caution must be used when interpreting any response rates lower than 80% as they may not adequately represent the perceptions of the full population.

The questions that were analyzed for this evaluation indicated potential gaps and weaknesses in behavioral services in the four schools. Students' questions related to safety at school, harassment, acceptance, and meeting with appropriate staff regarding test scores. Parent questions related to safety at the school, harassment, and interaction with a guidance counselor. The teachers' questions related to student harassment, parents' responsibility and involvement. Respondents answered each item based on a 6-point Likert scale. Responses for Strongly Agree and Agree were combined to indicate a positive response. Tables 18 - 23 present the findings of students, parents, and teachers at the four program schools.

Table 18 presents data related to the respondents' perceptions that students were safe at school. The lowest perception of safety came from students at Palm View (74.6%, $n=203$) with the remaining teachers, students, parents and the District responses all being higher than 75%. Students (86.1%, $n=335$), parents (92.3%, $n=96$) and teachers (100.0%, $n=55$) from Miramar had the highest percentage of agreement that students were safe compared to the three other grant schools and the District overall. At all four grant schools and the District, students perceived they were less safe than the parents and teachers at their respective schools.

Table 18

Number and Percentage of Students, Parents, and Teachers Perceiving Students Were Safe at School, by School

School	Students		Parents		Teachers	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	180	78.9	58	92.1	34	97.1
Miramar	335	86.1	96	92.3	55	100.0
North Side	139	76.0	30	83.3	25	78.1
Palm View	203	74.6	62	83.8	38	92.7
District	41,064	82.9	15,278	89.9	5,693	94.9

Student, parent and teachers perceptions whether students were bullied by other students is presented in Table 19. At all of the schools except Lloyd Estates, teachers had higher rates of agreement that students were bullied compared to students and parents. Students (35.5%, *n*=65), parents (30.6%, *n*=11) and teachers (53.1%, *n*=17) at North Side had the highest rates of agreement that students were bullied when compared across respondent type for each of the four schools. Students (17.7%, *n*=69) and parents (17.3%, *n*=18) at Miramar and teachers (17.4%, *n*=11) at Lloyd Estates had the lowest agreement that students were bullied. Compared to all elementary District respondents, Miramar was the only school where students (17.7%, *n*=69) felt less bullied than the students in the District as a whole (19.9%, *n*=9,877). Parents at all four grant schools felt their children were bullied more than the District response rate, and teachers at two schools, Lloyd Estates (17.4%, *n*=11) and Miramar (18.2%, *n*=10), also responded that their students were less bullied than the District overall (30.1, *n*=1,805).

Table 19

Number and Percentage of Students, Parents and Teachers Perceiving Students Were Bullied by Other Students, by School

School	Students		Parents		Teachers	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	51	22.4	16	25.4	11	17.4
Miramar	69	17.7	18	17.3	10	18.2
North Side	65	35.5	11	30.6	17	53.1
Palm View	74	27.2	13	17.6	20	48.8
District	9,877	19.9	2,662	15.0	1,805	30.1

Table 20 presents data related to the respondents' perceptions that students could meet with a guidance counselor at their school. At two schools, Lloyd Estates and Miramar, students agreed at a higher percentage that they could see a guidance counselor compared to parent responses while parents at North Side and Palm View responded more positively than the students at those schools. The highest percentage agreement ranged from 92.1% (*n*=210) for students and 82.5% (*n*=52) for parents at Lloyd Estates while the lowest percentage of agreement was 68.0% (*n*=185) for students and 74.3% (*n*=55) for parents at Palm View. District responses for both students and parents were lower than for any of the responses from students or parents at any of the four schools indicating that students and parents at each of the four grant schools felt the guidance counselors at their school were more accessible than the District response overall.

Table 20

Number and Percentage of Students and Parents Perceiving Students Could Meet With a Guidance Counselor, By School

School	Students		Parents	
	<i>n</i>	%	<i>n</i>	%
Lloyd Estates	210	92.1	52	82.5
Miramar	339	87.1	86	82.7
North Side	136	74.3	29	80.6
Palm View	185	68.0	55	74.3
District	33,567	67.8	12,358	70.7

Over 70% of students at each of the schools and the District felt accepted and felt as if they belonged at their school as displayed in Table 21. Students at Miramar had the strongest perception of acceptance (87.7%, $n=341$) while students at North Side had the lowest (70.5%, $n=129$). All of the students, except those at Miramar, perceived less of a feeling of acceptance and belonging than students in the District overall.

Table 21

Number and Percentage of Students Who Feel Accepted and Feel Like They Belong at School, by School

School	<i>n</i>	%
Lloyd Estates	165	72.4
Miramar	341	87.7
North Side	129	70.5
Palm View	214	78.7
District	39,551	79.8

There was a wide variance in agreement among teachers in the four schools in relation to their perceptions that parents share responsibility for academic success of their child. As illustrated in Table 22, 40% ($n=14$) of teachers at Lloyd Estates were in agreement compared to 74.5% ($n=41$) of teachers at Miramar and 65.4% ($n=3,927$) of teachers Districtwide.

Table 22

Number and Percentage of Teachers Who Perceive That Parents Share Responsibility for Academic Success of Their Child, by School

School	<i>n</i>	%
Lloyd Estates	14	40.0
Miramar	41	74.5
North Side	15	60.0
Palm View	21	52.3
District	3,927	65.4

Teachers were asked if they could rely on parents to help when achievement or behavior problems occur. The responses in Table 23 indicate that the lowest rate of agreement was at North Side with 31.3% ($n=10$) while the highest rate of agreement was at Miramar

(61.8%, $n=34$). All of the teachers, except those at Miramar, felt less agreement that they could rely on parents' help than compared to the District overall.

Table 23

Number and Percentage of Teachers Who Perceive That They Can Rely on Parents to Help When Achievement or Behavior Problems Occur, by School

School	<i>n</i>	%
Lloyd Estates	16	45.7
Miramar	34	61.8
North Side	10	31.3
Palm View	21	51.2
District	3,607	60.1

Summary

Overall, limited implementation of the program during the 2006-07 school year makes it difficult to draw any conclusions about the success or failure of the program. According to the grant proposal, multiple performance measures were identified. Objectives for each measure were developed for each year of the grant with the 2006-07 school year serving as the year for initial implementation and data collection. However, the program was not fully staffed and/or implemented until April 2007. As a result, analyses related to Florida Comprehensive Assessment Test (FCAT) scores, absences, suspensions, violent incidents, and parent involvement should be viewed with caution as they are not valid indicators of program impact. The commitment of the staff and the additional services provided by the grant were the two most significant qualitative findings.

Implementation Findings

- Hiring of grant personnel was delayed due to grant funds not being released at the beginning of the school year and difficulties finding qualified bilingual staff.
- A change in the Coordinator of the Grant resulted in limited program oversight initially, including lack of consistent and thorough data collection, miscommunication, and delay in implementing different facets of the grant.
- The District made substantial progress in five areas defined in the grant proposal, moderate progress in four areas, minimal progress in seven areas, and in six areas no actions were initiated during the 2006-07 school year.

Quantitative Findings

- A total of 2,563 students were enrolled in the four program schools on the 20th day of the 2006-07 school year.
- Lloyd Estates (55.6%, $n=80$) and Miramar (59.0%, $n=134$) had a higher proportion of students increasing from the previous year in Reading NCE points compared to the all District elementary students (52.8%, $n=18,094$). The proportion of students increasing in their Reading FCAT scores for all four grant schools combined (52.7%, $n=373$) was comparable to the District proportion.
- The proportion of District elementary students increasing from the previous year in Mathematics NCE points (64.9%, $n=22,238$) was lower than for all four grant schools

combined (68.4%, $n=484$) and for two individual grant schools, Palm View (69.7%, $n=136$) and Miramar (73.6%, $n=167$).

- North Side (55.8%, $n=29$) and Palm View (27.4%, $n=23$) had a higher proportion of students increasing in reading achievement levels on the FCAT compared to the District proportion (26.5%, $n=4,284$). The proportion of students increasing in their reading achievement level for all four grant schools combined (30.1%, $n=92$) was also higher compared to the District proportion.
- The proportion of students increasing in Mathematics achievement levels was higher for two grant schools, North Side (26.9%, $n=14$) and Palm View (20.2%, $n=17$) compared to the District (17.8%, $n=2,889$). Increased achievement level for the four grant schools combined (17.3%, $n=53$) was slightly lower than the District.
- Increases in students scoring at level 3 or above on the FCAT Mathematics section from 2005-06 to 2006-07 were achieved at Lloyd Estates (5.3%) and Palm View (0.8%). Overall, the number of students at the four grants schools decreased by 7.2% and the District decreased by 3.5% between the two years.
- The percentage of students that were absent 21 or more days in 2006-07 from each school ranged from a low of 3.6% ($n=24$) at Palm View to a high of 4.9% ($n=42$) at Miramar.
- For the four grant schools combined, the overall percentage of students absent 21 or more days was 4.3% ($n=109$), compared to a District percentage of 5.7% ($n=6,583$).
- The District had a lower percentage of total suspensions (2.7%, $n=3,087$), compared to the individual percents for each of the four grant schools, and for the total of the four grant schools combined (6.4%, $n=163$).
- The four grant schools had less than 5% of their students having internal, external or alternative to suspension, with internal suspensions being the most common form of suspension.
- The mean scores for all three types of suspensions for the four grant schools combined was 2.01 ($SD=1.85$) for internal suspension, 1.4 ($SD=.85$) for external suspension, and 1.3 ($SD=.70$) for alternative to suspension, compared to District means of 2.6 ($SD=2.7$) for internal suspension, 3.5 ($SD=3.4$) for external suspension, and 4.7 ($SD=4.6$) for alternative to suspension.
- There were no incidents of homicide, kidnapping, robbery or battery at any of the four grant schools during the 2006-07 school year. For all four grant schools combined, there were a total of 23 incidents of fighting or battery, with North Side having no incidents, followed by Palm View ($n=2$), Lloyd Estates ($n=6$), and Miramar ($n=15$).
- For all the grant schools combined, 39.9% of the parents availed themselves of services provided by either the grant counselor or grant social worker.
- There were instances of parental involvement as demonstrated by a duplicated count of 2,067 times parents attended various functions at the four grant schools.
- A total of 194 referrals were made at the four schools by the social workers, with Palm View having the highest number of referrals ($n=118$), followed by Miramar ($n=33$), Lloyd Estates ($n=25$) and North Side ($n=18$). Over one quarter of the referrals were made for attendance ($n=52$) or behavior related issues ($n=56$).

Qualitative Findings

- Over three quarters (80.9%, $n=72$) of teachers and administrators surveyed agreed that the CSCP staff were committed to performing quality work and that the program resulted in more direct services being provided to students.
- The lowest agreement on the teacher and administrator survey was that the program reduced student discipline and behavior referrals (48.3%, $n=43$).
- Teacher and administrator responses to the one aspect of the CSCP that was the most beneficial in providing comprehensive counseling services were additional services (59.6%, $n=53$) and staff (9.0%, $n=8$).
- Teacher and administrator responses on how the program could be improved included: (a) services (24.7%, $n=22$); (b) communication (14.6%, $n=13$); (c) implementation (12.4%, $n=11$); (d) staff (7.9%, $n=7$); (e) no changes needed (4.5%, $n=4$); and (f) no comment/no reply (36.0%, $n=32$).
- Focus groups held with students and parents revealed that both groups had positive perceptions regarding the staff and services provided by the CSCP.
- At a focus group with principals, administrators, teachers, and grant-funded staff, the two biggest challenges reported by the majority of the stakeholders involved frustrations with the delay of the implementation of the grant and weaknesses in the communication patterns with the District staff. The quality and experience of the grant-funded staff and the role of the data specialist position were repeatedly expressed as major strengths of the program.
- On the Annual Customer Survey at all four grant schools and the District, students perceived they were less safe than the parents and teachers at their respective schools.
- On the Annual Customer Survey, students and parents at each of the four grant schools felt the guidance counselors at their school were more accessible than the District response overall.
- On the Annual Customer Survey, over 70% of students at each of the grant schools and the District felt accepted and felt as if they belonged at their school.
- On the Annual Customer Survey, there was a wide variance in agreement among teachers in the four grant schools in relation to their perceptions that parents shared responsibility for academic success of their child. At Lloyd Estates, 40% ($n=14$) of teachers were in agreement compared to 74.5% ($n=41$) of teachers at Miramar, and 65.4% ($n=3,927$) of teachers Districtwide.

Action Steps Implemented

Numerous action steps have been initiated at the start of the 2007-08 school year to correct the deficiencies and challenges encountered during the first year. Some of these steps that have already been completed include, but are not limited to:

- a. Data collection templates were developed by the Project Director and distributed to the four grant schools at the end of the 2006-07 school year for implementation at the start of the 2007-08 school year to promote uniform data collection methods.
- b. Curriculum materials were ordered and delivered to schools prior to the beginning of the 2007-08 school year. All schools have sufficient materials. Additional programs were bought for Career Choices, and the "Real Game," a project supported by the Department

of Education. All schools have read aloud books, and the grant counselor has a bullying program for 3rd, 4th, and 5th grades.

- c. In September 2007, all staff from the four grant schools attended a four-hour training in the curriculum materials to be used during the academic year.
- d. The members for the Advisory Board were selected and the first meeting of the Board was held during Summer 2007. The Board will meet quarterly to review data and assist the Project Director and grant staff in guiding the project successfully.
- e. A parent/family program of four nights to be held during the year was developed to meet the needs of the student population. Spanish and Creole translators will be made available for families needing translation.
- f. Grant staff was in place at the beginning of the 2007-08 academic year, however, one grant counselor is no longer employed leaving two schools without a guidance counselor. The Project Director is in the process of interviewing to fill the position.
- g. University interns have been placed in two schools.
- h. Regular meetings have taken place at all schools with grant and staff guidance counselors. The Project Director met with the Area Director of social workers and the Director of social workers at each school to define responsibilities of grant and staff social workers.

Recommendations

The Project Director of the CSCP Grant should ensure that all components of the program are fully implemented as proposed in the grant proposal and all staff trained to begin providing services at the beginning of each academic year. Additionally, the Project Director should oversee processes to ensure that: a) data collection is completed consistently and routinely by all schools to facilitate the analysis of grant outcomes at year-end, and b) communication is ongoing among all stakeholders and that information is disseminated in a timely and consistent manner between the Project Director, principals and grant-funded staff at the four grant schools.

Further Actions

A review of evaluations conducted within the past five years revealed that nine programs suffered from implementation delays similar to the delays observed with the CSCP. Delays in program implementation were due to the late release of funds, delays in hiring of staff, staff turnover, delayed acquisition of materials, and/or lack of a detailed implementation plan. As a result, a process for addressing barriers to successful implementations, as well as revising implementation plans that are delayed, should be established to provide full support at the schools. In addition, evaluation and reporting of programs experiencing delays should be realigned to ensure that the intended interventions have had sufficient opportunity to impact outcomes prior to measurement. Representatives from the Grants Administration and Research Services departments will convene to identify barriers and recommend a process to ensure timely implementation for presentation to the Executive Leadership Team.

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Appendix

Grant Implementation Steps from BCPS Grant Proposal and Progress Made Towards Meeting Grant Proposal Implementation, 2006-07

Implementation Steps and Location of Step in Grant Proposal	Extent of Progress	Comments
<p style="text-align: center;">SCHOOLS TO IMPLEMENT THE GRANT</p> <p>Four of Broward’s most diverse elementary schools have been selected as model sites to implement the program. Lloyd Estates, Miramar, North Side, and Tedder Elementary. (P. 4)</p>	Substantial Progress	Palm View Elementary was replaced by Tedder Elementary prior to the start of the 2006-07 year. The program was at some stage of operation at all four schools by April 2007.
<p style="text-align: center;">PARTNERSHIP WITH NOVA FOR INTERNS</p> <p>A partnership with Nova Southeastern University (NSU) was to sponsor Master’s program school counselors in their final practicum year. A partnership with NSU College of Psychological Studies was to include the placement of four School Guidance Master’s candidates for their final practicum. (Pgs. 10, 17 – 18)</p>	Not Initiated	No action taken during 2006-07. The date that interns needed to apply for their practicum was prior to the implementation of the CSCP grant.
<p style="text-align: center;">PARTNERSHIP WITH NOVA FOR DOCTORAL STUDENTS</p> <p>Doctoral students at NSU completing directed research were to make their research available to the District, and assist with the review of data collected during the project. (P. 10)</p>	Not Initiated	No action taken during 2006-07.
<p style="text-align: center;">DISSEMINATION OF INFORMATION</p> <p>All professional development and classroom lessons that were developed and that incorporated the developmental concepts of the counseling program were to be placed on the District’s Broward Education Enterprise Portal (BEEP) which houses resources that can be used by teachers District wide. (P. 11)</p>	Not Initiated	No action taken during 2006-07.
<p style="text-align: center;">USAGE OF TRAIN-THE-TRAINER MODEL</p> <p>The program was to use the “train-the-trainer” model for most of the training offered so that the program staff would be able to provide training not only to participating school staff but for schools that would replicate the program. (P. 11)</p>	Minimal Progress	Two of the grant-funded schools received training on the Carting Schools Community Program.
<p style="text-align: center;">DISSEMINATION OF INFORMATION</p> <p>Successful counseling strategies of the model were to be disseminated to all schools in the District and were to be placed on the District’s web site and in a District newsletter created for this project to promote replication of the successful strategies. (P. 11)</p>	Minimal Progress	There is no District newsletter for guidance staff; however, a weekly update that is disseminated to all District guidance counselors contained several articles related to the CSCP.

(Appendix continues)

Appendix (continued).

Implementation Steps and Location of Step in Grant Proposal	Extent of Progress	Comments
<p align="center">DISSEMINATION OF INFORMATION</p> <p>Counselors and principals at participating schools were to be spokespersons for project activities locally, statewide, and nationally. Principals were to share successes at District elementary principals meetings; counselors were to share best practices and advance effective guidance programs District wide. Counselors in target schools were to present their program outline and timeline for implementation of the standards at the Elementary School Counselors Sharing Fair. (P. 11)</p>	<p align="center">Not Initiated</p>	<p>The Elementary School counselors Sharing Fair occurred prior to the implementation of the CSCP grant.</p>
<p align="center">PERSONNEL</p> <p>A total of two additional <i>experienced</i> guidance counselors and two social workers were to be hired to implement the program. (P. 13)</p>	<p align="center">Substantial Progress</p>	<p>Much of the hiring delays can be attributed to District protocol that prevented the release of funds until the end of November 2006, and to the inability to hire bilingual counselors and social workers because of the limited pool of experienced bilingual applicants. Both social workers and guidance counselors were hired as of April 2007. Near the end of the 2006-07 year, one grant-funded counselor was terminated and one counselor has decided not to return for the 2007-08 year.</p>
<p align="center">PERSONNEL</p> <p>Each model school will be allocated an additional half-time counselor and a half-time social worker to facilitate the program and to expand counseling services at the school. (P. 13)</p>	<p align="center">Moderate Progress</p>	<p>Although substantial progress was eventually made in hiring of the grant-funded positions during the 2006-07, the delays in hiring resulted in minimal progress expanding counseling services and did not result in the quantity of services being offered as described in the grant proposal.</p>
<p align="center">SCIENTIFICALLY RESEARCHED-BASED PROGRAMS</p> <p>The CSCP was to utilize two scientifically research-based programs: The Child Development Project (CDP) and the Real Game. (P. 14)</p>	<p align="center">Moderate Progress</p>	<p>The child Development Project (CDP) was implemented partially at two schools and minimally at the other two schools. The Real Game will be implemented at all four schools in 2007-08.</p>
<p align="center">CHARACTER EDUCATION LESSONS</p> <p>Counselors were to facilitate group guidance activities and play therapy to focus on some of the most critical needs of students in each individual school. These groups include: (1) Anger Management; (2) Social Skills; (3) Grief; (4) Changing Families; and (5) Bully-Free (Pgs. 15 – 16)</p>	<p align="center">Substantial Progress</p>	<p>All four schools had grant-funded staff conducting groups of varying topics.</p>

(Appendix continues)

Appendix (continued).

Implementation Steps and Location of Step in Grant Proposal	Extent of Progress	Comments
<p>PARENT ENGAGEMENT</p> <p>The program was to implement a bi-monthly parent program that was to include parenting seminars such as parenting skills, anger management, parent-child development enhancement, communication skills and others. The parent seminars were to be conducted both on and off school site. Off-site seminars were to be provided at local churches or at sites other than the schools. (P. 16)</p>	<p>Not Initiated</p>	<p>No bi-monthly parent programs were conducted due to the late implementation of the grant.</p>
<p>SOCIAL WORKER ROLES</p> <p>The social workers were to encourage parental involvement through informational and educational seminars, parent conferences, parent groups, and referrals to outside agencies. The social workers were to also increase direct outreach services in the home and community, to assure that parents, students, and families were able to utilize new skills, and to identify any risk factors that may not have surfaced through other means. (P. 17)</p>	<p>Moderate Progress</p>	<p>The social worker at two of the schools began in August 2007 and was able to work with parents and increase outreach services. The second social worker did not start until April 2007.</p>
<p>PRINCIPAL INVOLVEMENT</p> <p>As part of the team, the project was to include a commitment from the principals of each of the four participating schools to meet with the Project Director, project staff and selected teachers for at least one-hour per month to share information and updates on progress, brainstorm, and exchange ideas about areas of particular concern or need within their individual school. (P. 18)</p>	<p>Minimal Progress</p>	<p>Several meetings were held at the beginning of the year to orient principals and staff with the goals of the grant and to train staff on educational programs to be implemented. At the end of the year a second meeting was held to summarize steps achieved during the first year and to plan for second year implementation.</p>
<p>PROFESSIONAL DEVELOPMENT</p> <p>Participating counselors, social workers and teachers were to receive significant professional development to enhance their effectiveness in this project. The school District's Human Resource Department was to provide opportunities for participating project staff to receive clinical educator training. (p. 18)</p>	<p>Minimal Progress</p>	<p>Two grant-funded staff attended professional development seminars. No staff received clinical educator training.</p>
<p>EDUCATIONAL AND INSTRUCTIONAL OPPORTUNITIES</p> <p>Funding was to include allocation for formal educational and instructional opportunities at the local level, and for annual attendance at relevant conferences. Counseling staff at these conferences were to receive instruction on research-based and innovative techniques and programs and share their own successes and best practices. Project personnel attending these conferences were expected to present information on the current project to other attendees. (Pgs. 18–19)</p>	<p>Minimal Progress</p>	<p>Grant-funded counselors attended "Bullying Training" and presented the training to their school's faculties.</p>

(Appendix continues)

Appendix (continued).

Implementation Steps and Location of Step in Grant Proposal	Extent of Progress	Comments
<p>INTENSIVE TRAINING BY PROJECT DIRECTOR The Project Director was to provide a series of intensive training at the beginning of the project in the methods that were to be used and other interventions. (P. 18)</p>	Substantial Progress	The Project Director met with staff and principals several times at the beginning of the year. Inservice training was provided to staff in 8/06 and 10/06.
<p>IN-SERVICE TRAINING BY PROJECT DIRECTOR The Project Director was to provide in-service training each month where the school teams were to discuss best practices, the progress of the program and were to introduce new resources for the program staff. (P. 18)</p>	Not Initiated	No action taken.
<p>ADDITIONAL PROFESSIONAL DEVELOPMENT OPTIONS The following additional professional development options were to be offered by the program. –Broward County’s Professional Development Series –The Broward Training Collaborative Series –The Real Game Train-the-Trainer training (P. 19)</p>	Minimal Progress	The two social workers attended the Broward Training Collaborative Series. Documentation is not available to substantiate other professional development opportunities that were attended.
<p>ESTABLISHING LINKAGES WITH AGENCIES AND ORGANIZATIONS Counselors and social workers were to collaborate to develop partnerships with the local business community, local municipalities, hospitals, libraries, county health services, church and religious organizations, mental health providers, and civic groups to enable parents to build their capacity to provide a stable home environment. (P. 21)</p>	Moderate Progress	The social worker at two of the schools began in August 2007 and was able to establish linkages with agencies and organization. The second social worker did not start until April 2007.
<p>ESTABLISH ADVISORY BOARD An Advisory Committee was to be established to review and adopt project goals, protocols, calendar, and evaluation process. The Advisory Board was to meet quarterly to monitor project activities and make recommendations to key project personnel and the District. (Pgs. 20, 26)</p>	Minimal Progress	Members for an Advisory Board were selected at the end of the 2006-07 school year. The first meeting of the Board was held July 26, 2007.
<p>PROJECT PERSONNEL SELECTION A selection panel representative of the student population of the schools was to be used for the selection of the program staff. The panel was to be made up of the principal, the Project Director, and representatives from agencies such as Hispanic Unity, Project Haiti, the Urban League, and the District’s bilingual department to recruit bilingual counseling and social work professionals. (P. 22)</p>	Substantial Progress	Although a selection panel as outlined in the grant proposal was not held, the Project Directors and the Director of the Social Work and Attendance Department interviewed applicants. All Data Guidance Specialists selected for the positions were interviewed by the Principals at the assigned school. Two of the Principals interviewed the Guidance Counselors and Social Workers assigned to their schools.