

School Counselor Update

Board of Regents Meeting

**Joint P-12 and Higher Education
Committees**

September 16, 2015

Background

- **February 2014:** School Counselor Advisory Council (SCAC) was established and meets regularly
- **April 2014:** a School Counselor Summit was held and 200+ field representatives from P-12 and higher education institutions attended
- **May 2014:** field surveys were conducted by SCAC and distributed to P-12 administrators and school counselors as well as to institutions of higher education

School Counselor Advisory Council Members

Raymond Bryant – Retired Superintendent

Stuart Chen-Hayes – CUNY Lehman College

Jessica Cooper -- Mount Markham Middle School

Christine Curcio – St. John's Prep

Barbara Donnellan -- Lindenhurst High School

Ann Hall -- Middletown High School

Deborah Hardy -- Somers School District

Lois Herrera – NYC Department of Education

Julie Hogan – SUNY Plattsburgh

Gloria Jean -- College of St. Rose

School Counselor Advisory Council Members

Andrew Livanis – Long Island University

John Mrozek – Hamburg Central School District

Summer Reiner -- SUNY Brockport

Kent Rinehart – Marist College

David Rothfuss – NYS United Teachers

Bonnie Rubenstein – University of Rochester

Vanessa Sparks – NYC Department of Education

Rosemary Thompson – United Federation of Teachers

Cynthia Walley – CUNY Hunter

Martha Younger -- Buffalo Public School District

NYS Safe Schools Task Force Recommendation

- **Safe Schools Task Force Recommendations presented to the Board in September 2014**

Number one recommendation of 36 (in priority order) was *“to advocate for investment and expansion of support staff in schools, including school counselors, social workers, psychologists, nurses, and attendance staff.”*

- **Student Forum held in February 2014**

Students’ recommendations included *“there should be more school counselors in school buildings for students to turn to.”*

P-12 Best Practices in School Counseling

American School Counselor Association recommends:

Stronger data-driven alignment of P-12/Office of Higher Education (OHE) program offices:

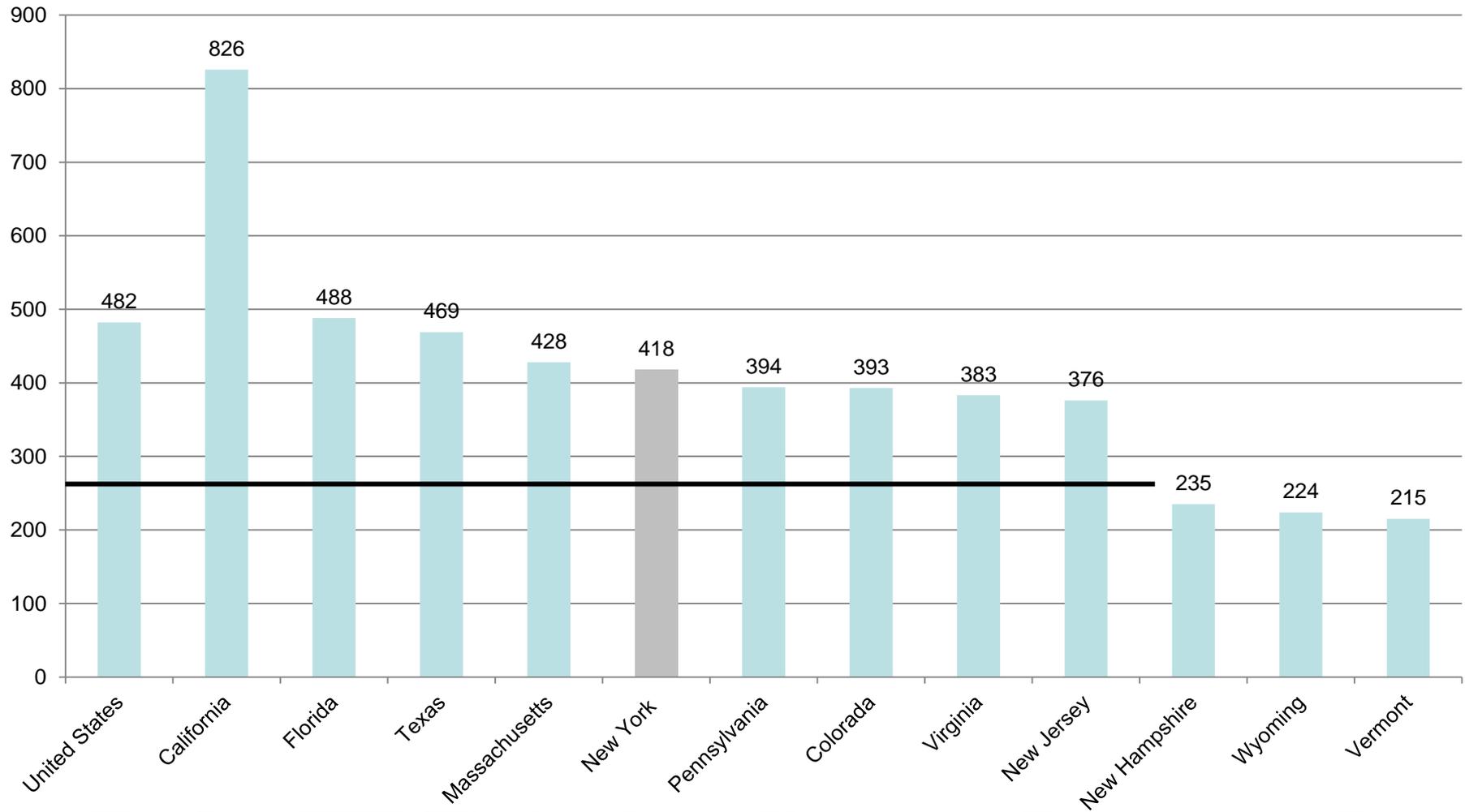
1. High quality and effective comprehensive school counseling programs be delivered in a systematic fashion;
2. Collaboration between the professional school counselor, families, and other educators to create an environment promoting student achievement;
3. Data-driven programs based on standards in academic, career, and personal/social development; and
4. The ratio of school counselor to student should be at a maximum of 1:250, but preferably 1:100.

P-12 Regulatory Proposed Revisions

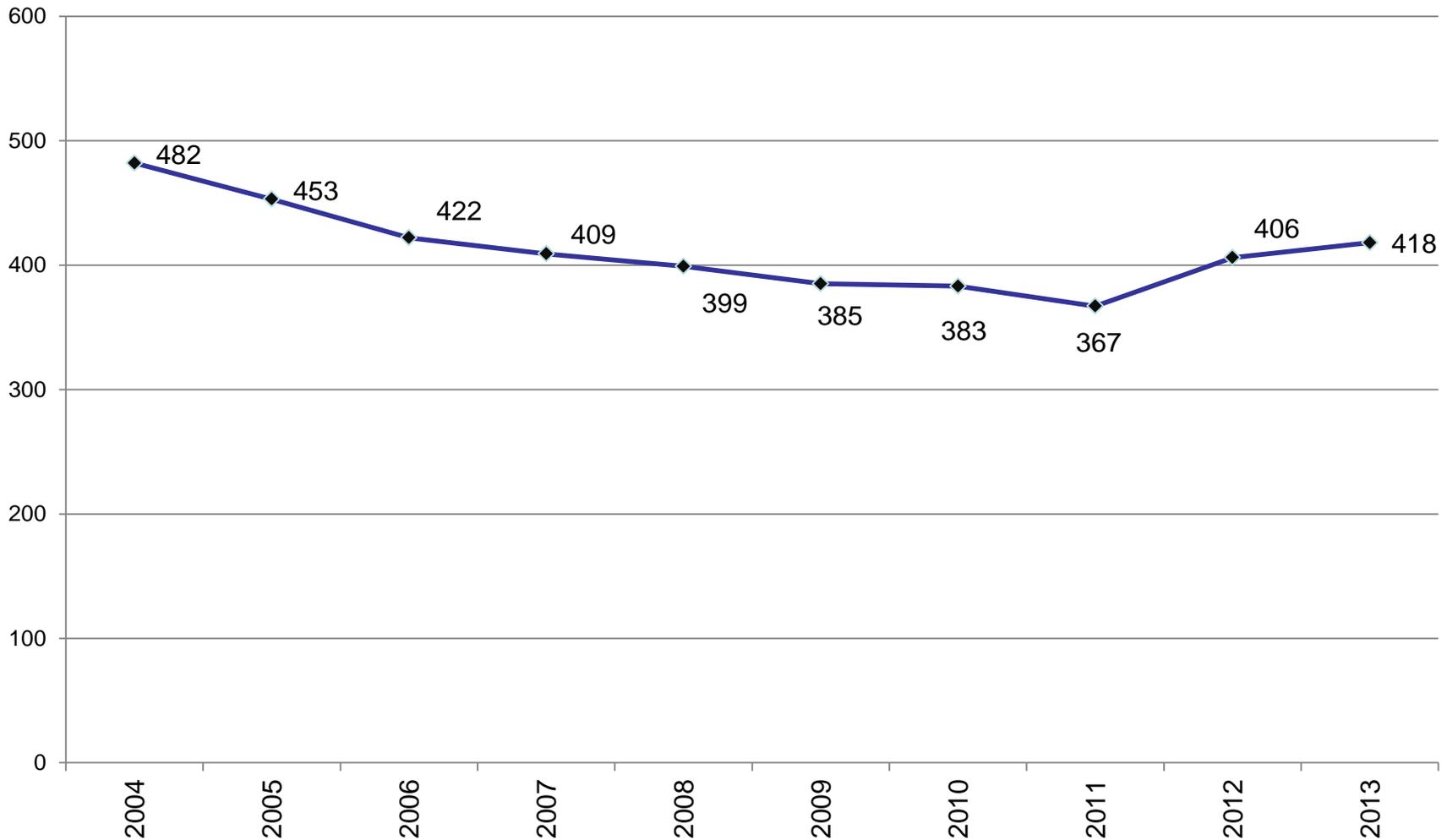
- School counseling services shall be provided by certified school counselors.
- The ratio of student to school counselor, to the extent practicable, should conform to nationally recognized standards.
- Provide all students in P-12 public schools with annual progress review plans reflecting educational progress and career plans.
- Comprehensive school counseling plans should be updated annually and available on the district website.
- Change the word “guidance” program to “school counseling program.”
- Change the title “Guidance Counselor” to “School Counselor.”

School Counselor-Student Ratios Across the Nation

2012-13 School Counselor: Student Ratios

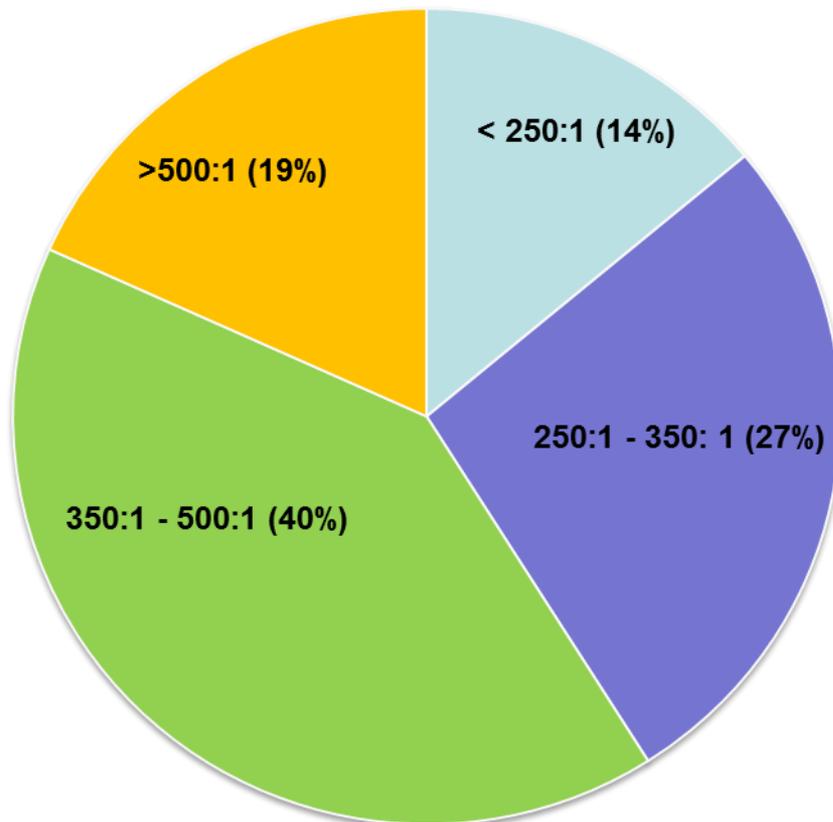


New York State's School Counselor-Student Ratio 2004-2013



School Counselor-Student Ratios by District in New York State

School Year 2012-13



School Districts with ratios of
> 250:1
N = 94

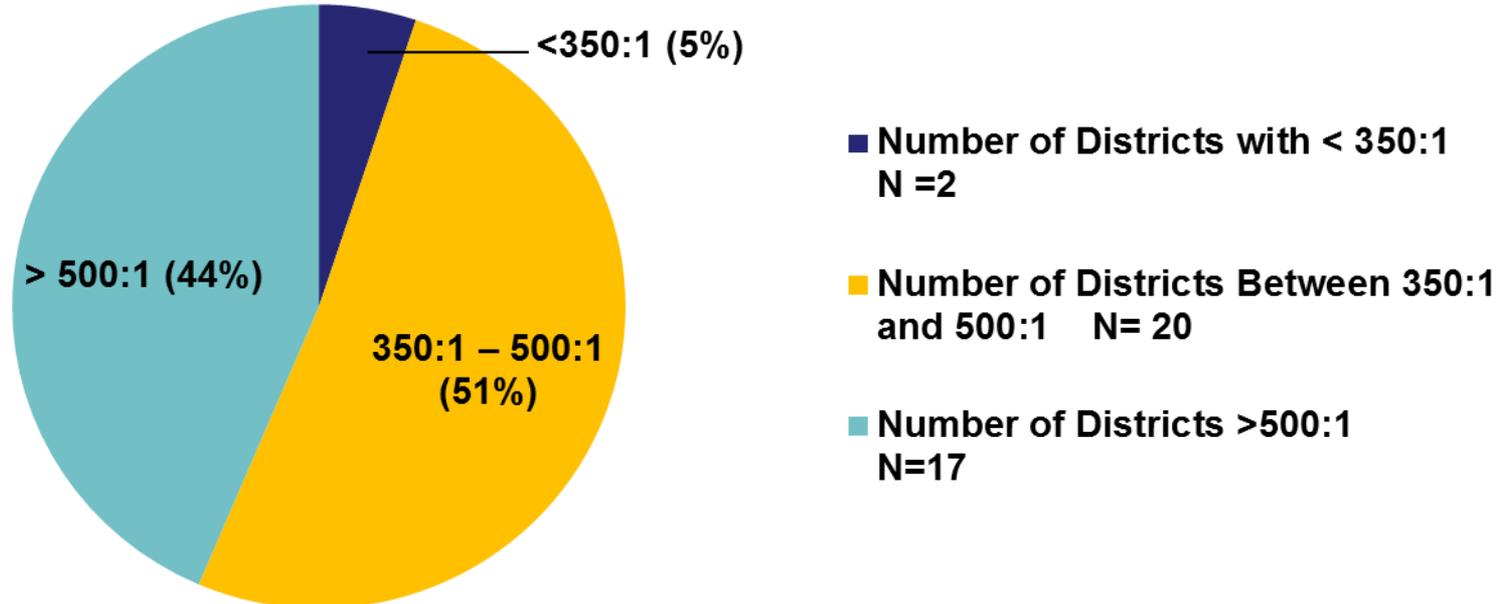
School Districts with ratios of
250:1 - 350:1
N = 182

School Districts with ratios
between 350:1 – 500:1
N = 274

School Districts with ratios of
>500:1
N = 123

Comparing School Counselor to Student Ratios in Struggling and Persistently Struggling School Districts

School Districts that contain at least one School Identified as Struggling or Persistently Struggling



Of the **39 school districts** that contain at least one Struggling or Persistently Struggling School, the **average Student to School Counselor Ratio is 1:500**. For the Struggling school districts, there would need to be an additional 580 school counselors to implement a 1:350 Student-School Counselor Ratio, costing the State an approximate \$41 million using 2012-13 data. To do the same in the Persistently Struggling school districts, it would cost \$11 million.

Higher Ed Regulatory Proposed Revisions

Part 80-3.11 Certification: *On or after September 2, 2021,*

- Candidates seeking an initial school counselor certificate
 - must complete a NYSED approved graduate school counselor program (minimum of 48 semester hours) or complete 48 semester hours of graduate school counseling coursework in six core areas and the subareas for these core areas,
 - complete a 100-hour practicum and a 600-hour internship as described in section 52.21 (d),
 - must take and receive a satisfactory passing score on a NYSED approved certification exam, if available

Higher Ed Regulatory Proposed Revisions

Part 80-3.11 Certification: *On or after September 2, 2021,*

- Candidates seeking a professional school counselor certificate
 - must complete a school counselor program registered by the Department pursuant to section 52.21 (d)
 - or complete a minimum of 60 semester hours of graduate study acceptable to the Department in each of the eight core areas and the subareas
 - earn a master's degree in school counseling
 - meet requirements described for an initial certificate and will be required to satisfactorily complete three years of experience as a school counselor

Higher Ed Regulatory Proposed Revisions

Part 52.21 (d) Program Registration: *By September 1, 2018, school counseling programs leading to*

- Initial certificate
 - provide a minimum of 48 semester hours of graduate study in an approved school counseling program and in six core areas, and the subareas for these core content areas
- Professional certificate
 - provide a minimum of 12 additional semester hours in two other core areas of graduate study in an approved certificate of advance study

Higher Ed Regulatory Proposed Revisions

Part 52.21 (d) Program Registration: *By September 1, 2018, school counseling programs leading to*

- Initial/ professional certificate
 - provide a minimum of 60 semester hours of graduate study in an approved school counseling program which leads to a master's or higher degree and in the eight core areas following order of the 48 and 12 credit registered programs

Higher Ed Regulatory Proposed Revisions

Part 52.21 (d) Program Registration: *By September 1, 2018,*

- All 48 semester hour or higher programs must include
 - 100-hour Practicum with 40 hours in direct student services
 - 600-hour Internship with 240 hours in direct student services
- Programs leading to an initial and/or professional certificate shall be accredited

Higher Ed Regulatory Proposed Revisions

The Eight Core Areas include

1. Foundations in professional school counseling including identity in leadership, responsibilities as school counselor including advocacy, and ethical behavior
2. Best practices for the profession and in school counseling programming including comprehensive school counseling program model and the use of technology in practice
3. Supportive school climate & collaborative work with school, family, and community
4. Equity, advocacy and diversity in programming and in support for students including students with disabilities, learning challenges, and other special needs

Higher Ed Regulatory Proposed Revisions

The Eight Core Areas Include:

5. Child growth, development, and student learning including using assessments for identification of individual differences, learning barriers; and contributing to and support of student learning
6. Group and individual counseling theories and techniques for prevention, intervention, and responsive services
7. Career development and college readiness; and
8. Research and program evaluation in advancing the school counseling program and its components and the profession

Challenges

- How do we ensure that the amended regulations do not result in an unfunded mandate?
- Are there ways districts could reallocate existing resources?
- How do we ensure the regulations support disciplines like social work and school psychology?
- What other unintended consequences may arise?