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ABSTRACT

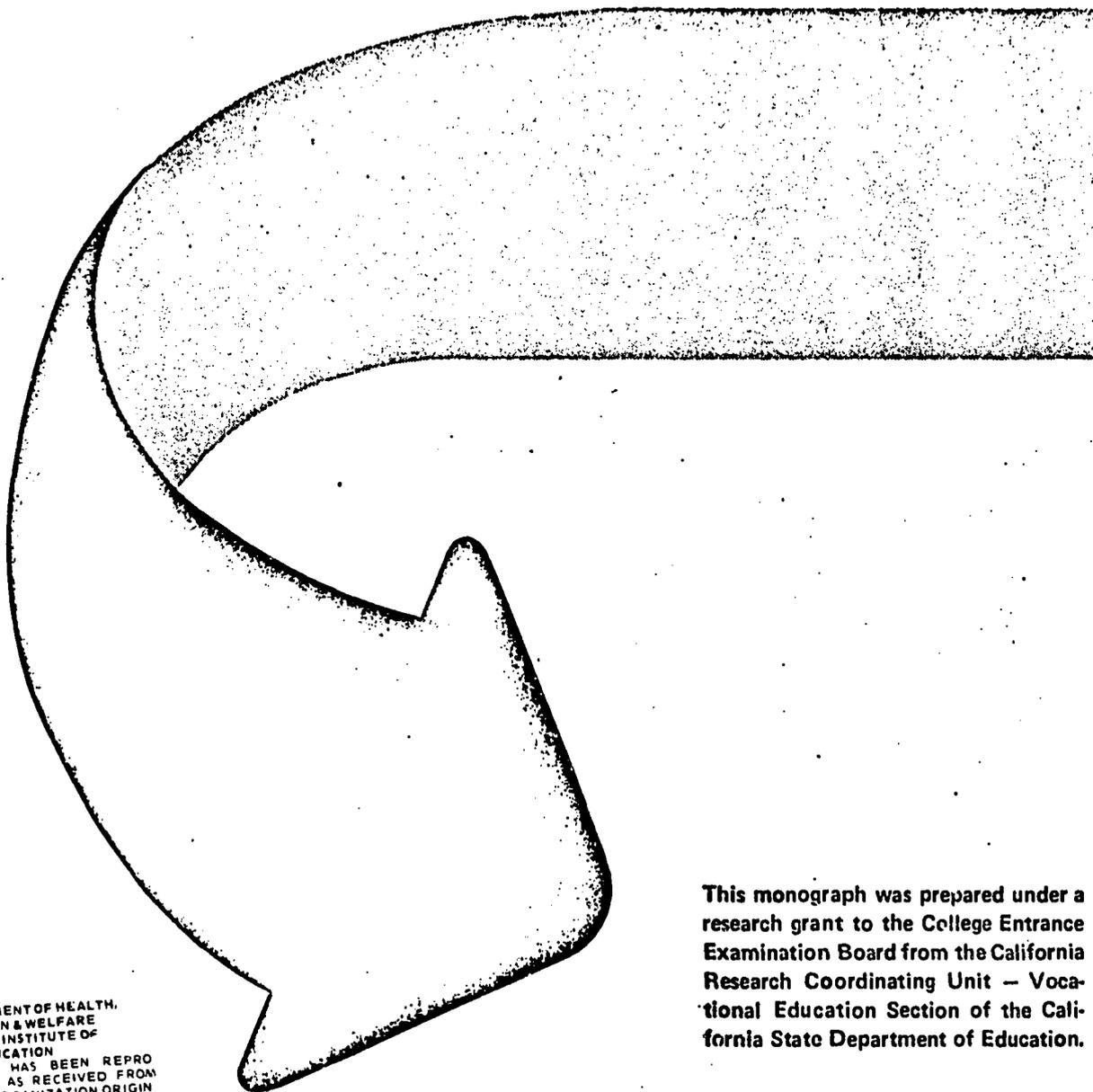
The Youth Guidance Systems' (YGS) major goal is the encouragement and facilitation of considered decision making by every student. YGS seeks to establish goals, programs, and evaluation procedures which ensure continued change and relevance. Four goals have been stated for YGS (two student-centered and two staff-centered) to: facilitate decision making; provide personal problem counseling; use school, home, and community resources; and maintain continuous evaluation. Strategies identified to realize these objectives fall in these categories: (1) planning, including administrative and policy level planning, curricular and operational level planning, and articulation level planning; (2) differential staffing, including the staff role of the teacher, the administrator, the guidance coordinator, the counselor, the counselor assistant, the support staff, and volunteer aides; (3) guidance services, consisting of the guidance curriculum (group guidance), group counseling, individual counseling, and home-school-community interaction; and (4) evaluation. Basic changes involved in adopting the YGS model to the school are identified. (SC)

ED 089064

Youth Guidance Systems Implementation Report

A Proposed Model Program for Use in American Secondary Schools

by
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COLLEGE ENTRANCE EXAMINATION BOARD
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HISTORY OF YOUTH GUIDANCE SYSTEMS

The Youth Guidance Systems (YGS), a proposed model program for use in secondary schools, was developed out of the extensive counseling and guidance experience and the creative mind of H. B. McDaniel, Professor Emeritus in Counselor Education of Stanford University. It has been nourished by the contributions of other guidance leaders in California and piloted by a substantial number of California schools.

Professor McDaniel was active in the development of guidance programs in California as a counselor, director of guidance, state chief of the Bureau of Pupil Personnel Services, author, consultant, and counselor educator for thirty-five years. As a consultant he visited most of the existing school guidance programs in California, helping to initiate many of them. He has helped educate many of the guidance personnel in the State. He knew, as few men have known, the strengths and weaknesses of California guidance and the need for change. And from this experience he developed ideas for change.

When he retired from Stanford in June of 1968, he became a consultant in guidance for the College Entrance Examination Board's Western Regional Office in Palo Alto. This gave him the opportunity to develop a new guidance program which he called Youth Guidance Systems. He was aided in the CEEB office by Stanley L. Bowers, Assistant Director of the CEEB office, and an experienced counselor and guidance coordinator. In the fall of 1969, James A. Saum, a counselor-educator from Sacramento State College and a former counselor and consultant, joined the team.

Concurrent with the development of YGS were the efforts of the California Association of Secondary School Administrators (CASSA) to revise their 1964 "Guidelines for Guidance in Secondary Schools." It became evident that a collaboration of the YGS and Guidelines efforts would be enhanced through cooperation and a decision was made to establish a joint project.

During the 1968-69 academic year, basic goals, objectives, and proposed strategies were developed. Policy and consultative committees were also initiated. Leland S. Russel, Associate Superintendent of the Acalanes Union High School District, served as chairman of the YGS Administrative Committee which was responsible for policy development. The CASSA Guidance Committee served as an advisory body to YGS under the chairmanship of Paul G. Berger, principal, Fountain Valley High School. The Liaison Committee, established to link YGS with the State's professional counseling organizations, was chaired by Donald Hayes, Director of Guidance, Fullerton Union High School District. Also during this first year, a number of California secondary schools were asked to serve as YGS experimental sites. Eighteen schools responded.¹ Seven of the schools (Emil R. Buchser, Covina, Culver City, Fresno, Locke, Mark Keppel, and Pacific Grove High Schools) were designated as the pilot schools and received consulting and in-service training assistance from project staff. The remaining schools, designated as local-project schools, were provided with all the written materials and encouraged to initiate and operate the YGS program with their own resources.

Initial publicity was given to YGS in the January, 1970, issue of the *Journal of Secondary Education*. In an article, written by McDaniel and Bowers, the essence of YGS theory was reviewed and the experimental phase of YGS was described.

During 1970-71, the seven pilot schools and six of the local project schools (Arcadia, El Camino, Foothill, Fountain Valley, James Lick, and Sunny Hills High Schools) continued experimenting with the YGS. Two other significant events occurred during this academic year.

¹ Agoura High, Agoura, CA
Arcadia High, Arcadia, CA
Covina High, Covina, CA
Culver City High, Culver City, CA
El Camino High, Sacramento, CA
Emil R. Buchser High, Santa Clara, CA
Foothill High, Bakersfield, CA
Fountain Valley High, Fountain Valley, CA
Fresno High, Fresno, CA

Huntington Beach High, Huntington Beach, CA
James Lick High, San Jose, CA
Las Lomas High, Walnut Creek, CA
Locke High, Los Angeles, CA
Mark Keppel High, Alhambra, CA
Pacific Grove High, Pacific Grove, CA
Pleasant Hill High, Pleasant Hill, CA
Seaside High, Monterey, CA
Sunny Hills High, Fullerton, CA

At the February, 1971, convention of the California Personnel and Guidance Association (CPGA), a resolution was passed endorsing YGS as a model system and encouraging continuing pilot study in the California schools. Later that spring, at the convention of the California Association of Secondary School Administrators (CASSA), YGS was again endorsed as a guideline for secondary school guidance programs. Also that spring CASSA published a monograph on YGS which was sent to every secondary school in the State.

For 1971-72, after three years of being financially supported by the College Entrance Examination Board, funds were received from the California Research Coordinating Unit under the Vocational Education Act. These additional funds made it possible to purchase a number of guidance curriculum materials for experimental use and to test these materials more rigorously than had been possible in the past. The schools involved were Emil R. Buchser HS in Santa Clara, Casa Robles HS in Orangevale, Traweck JHS and Covina HS in Covina, Mark Keppel HS in Alhambra, and Walter Colton JHS and Monterey HS in Monterey. The following Directors of Guidance—Anita Mitchell, Culver City Schools; Thomas Smith, Covina Valley Schools; Clarence Johnson, Orange County Schools—worked under the coordination of Stuart Mandell, Director of Research and Guidance for the East Whittier City Elementary Schools, to aid in the design and analysis of the research.

During the 1972 CPGA convention, Professor McDaniel, who met the night before with YGS coordinators, passed away. A keen desire to continue YGS, both in Professor McDaniel's memory and for the importance of the project, precipitated the naming of Stanley Bowers and James Saum as co-directors and Jeffrey Ferguson, a Stanford graduate student, as a YGS consultant. The year's project was completed. The full project report can be secured from CEEB, 800 Welch Road, Palo Alto, California 94304.

YGS was selected as the model guidance program for secondary schools by the Los Angeles County Advisory Council for Pupil Personnel Services and described in their publication of a Master Plan for Pupil Services. The California Personnel & Guidance Association's Monograph #4—*A Master Plan for Pupil Services*—published in August, 1972, contains a chapter on YGS and is available from CPGA, 654 E. Commonwealth Avenue, Fullerton, California 92631.

Three of the 1971-72 pilot schools (Emil R. Buchser HS, Casa Roble HS, and Covina HS) plan to continue using YGS concepts and materials during the 1972-73 school year. Other schools are invited to read the following description of YGS and to use any or all of these ideas that they wish. A list of the persons who have been most active in YGS, and who would be happy to serve as resource persons to interested schools, is included in the appendix.

NEED FOR CHANGE

During this past quarter century pupil service specialists have made magnificent growth in developing a body of knowledge, in gaining recognition, in marking out some of the boundaries of a profession, and in serving the needs—some of the needs—of millions of young people. In a real way school counselors have helped large schools to continue in operation. They have done the work which distributed students to classes, they have kept sufficient records to ensure legal processes and they have freed teachers and subject area departments to become specialists in organizing and providing more effective instruction. They have helped to keep many thousands of students who would automatically have dropped out when they reached age sixteen, the limit of compulsory attendance, to stay in school. They have helped many discouraged and troubled youngsters in mediating their problems and in gaining confidence in themselves.

They have developed tools and techniques: (1) for collecting, organizing, and disseminating information about in-school and out-of-school opportunities on which youth must make decision; (2) for assessing human abilities and stresses; (3) for relating environmental data to self-data in ways which facilitate success probability planning; (4) for articulating the sequential levels of education and smoothing the problems of student transition; (5) for helping the individual to understand, alleviate and solve some of his own personal problems.

They have developed professional training programs and have educated a corps of trained workers. They have developed and established standards and credentials which have helped to ensure the employment and deployment of competent personnel. They have developed personnel organizations at local, state, and national levels, which have stimulated growth and have assisted in resolving many jurisdictional problems. They have increased in numbers to a point where they can now participate in a broad spectrum of educational decision making.

However, there is a need for change.

The current emphasis being given to Career Education¹ with its emphasis on career counseling evidences a need for change. A recent publication² contains these statements relating to the contemporary state of counseling:

Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry, and there is validity in this criticism.

Numerous school boards have reassigned counselors to full-time teaching duties as "economy" measures.

In almost no setting is the counselor-counsee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems.

Counseling and guidance services are being rejected by the disadvantaged as irrelevant and ineffective.

The present one-to-one model is not achieving the results needed to sustain effective or even adequate counseling. To improve the current status of counseling and guidance, YGS is being proposed as an alternative model.

WHAT IS YOUTH GUIDANCE SYSTEMS?

YGS represents one approach to the development of a guidance program which might better serve the needs of youth in this period of change and confusion. Its central thesis is that the decisions one makes largely determine what he becomes. *Hence the major goal of the guidance program should be the encouragement and facilitation of considered decision making by every student.* In this program a modified systems approach is applied to the development of a plan for achieving this goal.

YGS proposes an active, not merely reactive, program of counseling and other guidance services dealing with but a modest segment of the array of problems which beset the public schools. Yet, while modest, the program deals systematically with one of the critical areas: the plight of the individual student as he seeks to discover and determine his own life and career goals.

The central thrust of YGS is that the basic goal of guidance in the educational program is that of individualization. As the educational program moves from the traditional role of mass transmission of culture-bound knowledge, to a focus on individual development, each individual will have maximum opportunities for self-determination. This concept of self-determination clearly implies that the facilitation of informed and deliberative decision making requires the individual be informed about and consider the full scope of data about himself—physical, social, affective, and cognitive. It requires that he be informed about and consider the full array of data about the environment—social values, career development opportunities, personal and social development opportunities. It also requires that he have the opportunity to learn and practice skills in the complex process of decision-making.

¹*Career Education*. U.S. Department of Health, Education and Welfare. Publication OE 22-39, 1971.

²*Counseling and Guidance: A Call for Change*. Washington D. C. National Advisory Council on Vocational Education 6th Report, June 1, 1972.

Finally, it requires that he accept the responsibility of self-determination, that he have confidence that access to the goals he has chosen will, with reasonable probability, be assured to him in the culture of which he is a part.

The Youth Guidance Systems plan seeks to implement the philosophical position here expressed. It seeks to establish goals, programs, and evaluation procedures, which ensure continued change and relevance. It is a charter for Guidance, a charter for all pupil service specialists, the Third Force in the ranks of educational workers. It is a Charter for Youth.

GOALS AND OBJECTIVES OF YOUTH GUIDANCE SYSTEMS

Four goals have been stated for YGS. Two of these are student-centered, outcome or performance, goals. The other two are staff-centered, process goals.

The primary goal of YGS is the *facilitation of decision making*. There are circumstances in which individual behavior is not open to control by conscious decision, but in most aspects of life there are alternative paths and forces which can be exercised. The determination of which of the many options to take requires a continuing stream of decisions, some simple, some complex, some reversible, others irreversible. All require understanding of each of the alternatives, increasing understanding of the many forces of the self, and knowledge and skill in the decision-making process. Helping students with this critical aspect of development is the first and primary goal of YGS.

Observations and studies of lives in progress indicate that at various times individuals, in spite of well-conceived goals and plans, encounter changes in themselves or in the outer world which give rise to anxieties, loss of self-confidence and confused behavior. A second goal of YGS is to provide *personal problem counseling* for these individuals and an opportunity to achieve greater equanimity through release of felt but misunderstood anxieties or through the development of plans for changing the external situation. This is the aspect of counseling which has been called "mediating the immediate." Its accomplishment will draw upon the total reservoir of counselor competencies, varying from the full use of genuine acceptance and the development of a deep personal relationship to the utilization of specific goals and techniques for the modification of specific behaviors, all related to assisting the individual to develop responses which cope effectively with both inner states and outer conditions.

The third YGS goal is the use of *school, home and community resources*. This goal involves the continuing study of the changing characteristics of both individuals and of the school population, and the communication of these findings to all of those whose responsibility it is to change the school itself. This would involve both reports and consultations with teachers, with administrators, with curriculum planners, with parents, and with "important others" who influence student learning and study development. It is important to note that there is increasing evidence that the school program as it has evolved over the years fails to serve the needs, as inferred from the continued study of student characteristics, of many groups of students. The failure to take action on this function may well result in the counselor being faced with the impossible task of "adjusting" students to situations to which they cannot relate. It requires the referral, follow-through, and full utilization of the other community services: medical clinics, family service agencies, psychiatric clinics, employment services, and all other helping agencies in the community. The school counselor will not infrequently encounter students who face problems of such complexity and depth that school guidance services cannot and should not serve them adequately. At this point total community resources should be brought to bear.

The final YGS goal is that of maintaining continuous *evaluation* of all aspects of the school program which are designed to aid each individual to discover and utilize his talents with both effectiveness and personal satisfaction. This evaluation goal provides the evidence and much of the motivation for the continued program modification which a rapidly changing world requires. Related to this goal is the adjunct service of evolving and testing new ideas and new programs which give greater promise of achieving these admittedly

difficult educational objectives. Only through the application of appropriate design and scientific rigor can the potential power of new hypotheses be enhanced and the potentially disastrous effects of trial and error in designing programs for students be avoided.

Only after goals are established can plans be made for their achievement. After agreement is reached on broad goals, each goal must then be translated into an array of increasingly specific goals and objectives. This task of moving from goal to objective, from the global to the specific, requires a systematic approach.

Specific objectives are best developed by the local school taking into account all the contingencies, restraints, staffing, resources, etc. Therefore, YGS does not suggest specific performance objectives. These need to be stated at the local school level.

As an example, however, the first goal of student decision making could be broken down to more specific sub goals:

1. To assist each student in understanding his own interests, abilities, and values.
2. To assist each student in understanding education and career opportunities.
3. To assist each student to relate self data to environmental data.
4. To assist each student in learning to make considered choices and develop tentative goals.
5. To assist each student in planning and acting on plans.
6. To assist each student to review, evaluate, and modify goals and plans.

These sub goals can, in turn, be further subdivided into performance objectives. For example, sub goal 1 could be stated as: At the end of a three-week unit using the Self Appraisal and Assessment Structure¹ the student will be able to identify an occupational field and level appropriate to his interests, abilities, and values.

An excellent source for writing behavioral objectives will be found in California Personnel and Guidance Association's Monograph #3—*Accountability in Pupil Personnel Services: A Process for the Development of Objectives*

YOUTH GUIDANCE SYSTEMS STRATEGIES

Strategies for realizing objectives must be developed by local schools to meet the specific objective that these schools have generated. The strategies presented here, therefore, are not specifically tied to any one specific objective, but are offered as possible useful alternatives to present strategies being used by schools. They were developed to meet the YGS Goals. While many have been field tested and found effective, others need to be field tested and will be in the future.

It has been an objective of the YGS model to use strategies that will not add to the school's already limited budget. *New priorities* within present budgets are suggested.

Many of these strategies are not new but re-tried with different emphasis and purposes. Other strategies need to be developed and tested for meeting YGS goals and particular school's specific objectives. It is hoped that as schools develop new strategies they will communicate them to the authors of this paper.

The strategies that follow fall into the categories of (1) planning, (2) differential staffing, (3) services, and (4) evaluation.

Planning

A central yet often overlooked component of a modern guidance program is the need for systematic planning. Planning in this context would mean more regularly scheduled times for pupil service specialists, administrators, teachers and other interested parties to

¹An instrument used by YGS and developed by Stanley Ostrom of the office of the Santa Clara County Superintendent of Schools.

gather to set objectives, to develop and review program activities, to study problems and to evaluate the outcomes of their efforts. It also means the allotment of time for individual pursuit of similar ends.

One of the most common reasons for failure in contemporary American education has been the neglect or misdirection of the planning process. The administrator or counselor who rejects this essential characteristic runs the risk of ignoring a vital requirement of effective management. Counselors and other pupil service specialists must be encouraged to embrace a conscious process of planning and be supported by administrators in their pursuit of this objective. Modern techniques of management have increasingly come to rely on the use of ad hoc task groups assembled according to the characteristics of a given problem. Traditional "chain-of-command" structures have frequently shown themselves to be relatively inefficient problem-solving mechanisms when confronted by rapid change of personnel, processes and relationships.

Guidance planning may take a variety of forms. Chief among these may be the formation of a school guidance committee, the establishment of planning groups designed to achieve particular objectives, liaison with instructional areas, collaboration between and within educational levels and coordination with external agencies. Intra-staff activities provide a second focus and include the need for individual professional development time for staff members, summer evaluation and activities planning and routine staff meetings.

Planning, then, requires thoughtful leadership, the allotment of adequate time, the use of varied structures and the encouragement of individual initiative and creativity. Such a process gives no assurance of perfection; but, without it no educational subsystem can or will perform with adequate concern for the individual or with the technical efficiency desired to achieve the goals of the comprehensive guidance design.

Because of the importance of planning in YGS, an alternative strategy is detailed below. Three levels are suggested for consideration: (1) administrative and policy level planning, (2) curricular and operational level planning, and (3) articulation level planning.

1. Administrative and Policy Level

A District Guidance Committee can be developed as a broadly representative group (administrators, teachers, pupil service specialists, parents, students, community leaders) meeting periodically to provide an overview for integration of goals, objectives, programs, strategies, and evaluation between district schools with the larger community. It can also serve as a forum for the discussion of changing social conditions and as a focal point for the identification of referral and resource agencies.

A School Guidance Committee can serve as a base, the chief arena for establishing, monitoring and evaluating local school guidance activities. Its functions would be advisory and policy-dependent, serving as the main link between administrators, guidance specialists, teachers, students, parents, and community representatives in the implementation of the goals of YGS. This involvement of several persons in studying needs, assessing strengths, and barriers, and establishing priorities requires staff time. Yet unless major support can be secured, the kinds of comprehensive changes contemplated by YGS probably cannot be successfully implemented.

In field testing YGS, the use of the Guidance Committees was found to be effective in getting a better understanding not only of YGS but also of the school's guidance program.

Guidance Staff meetings probably ought to be held at least bi-weekly under the direction of the school's guidance leader. Attention can then be jointly given to the implementation status of program objectives, to immediate problems, and to the most efficient use of personnel.

Guidance Staff meetings can also be conducted during summer months under the supervision of the guidance leader. Schools can schedule one- or two-day meetings at the end of the school year and immediately before the opening of school in the fall. The purpose of these meetings could be to (a) review and evaluate the prior year's experiences; (b) make plans for staff utilization during the summer and coming academic year; (c) plan for the opening of school; (d) modify programs and assignments

as required; (e) provide in-service training experiences related to the guidance curriculum, and new information resources. Some schools will find that additional time may be required to accomplish these objectives.

2. Curricular and Operational Level

Planning Groups

The purpose of planning groups would be to develop strategies for the implementation of YGS goals. Additionally, the groups are responsible for the design of general activities to achieve the four YGS goals and to evaluate outcomes. These groups can meet on a bi-monthly basis once basic objectives and activities are established. The following are suggested composition for these planning groups. Accountability of designated personnel is a determinant of the membership. (The first individual named is intended to be the group leader.)

PLANNING GROUP: DECISION MAKING (8 members)

Guidance Coordinator
Counselors assigned to YGS—Decision Making Objective (2)
Counselor Assistants (2)
Curriculum Administrator
Coordinator of Work Experience
Representative of YGS School Guidance Committee

PLANNING GROUP: PERSONAL COUNSELING (6 members)

Guidance Coordinator
Counselor assigned to YGS—Personal Counseling Objective
School Psychologist
School Nurse
Student Activities Administrator
Representative of YGS School Guidance Committee

PLANNING GROUP: EDUCATIONAL RELATIONS (6 members)

Guidance Coordinator
Counselor assigned to YGS—Educational Relations Objective
Coordinator of Welfare and Attendance
Coordinator of Work Experience
Representatives of YGS School Guidance Committee (2)

PLANNING GROUP: RESEARCH AND EVALUATION (5 members)

Guidance Coordinator
Counselor assigned to YGS—Research and Evaluation Objectives
Instructional Administrator
School Psychologist
Representatives of YGS School Guidance Committee

Liaison with Academic Departments

An assigned member of the guidance staff will need to routinely meet with departmental faculties. Assignment should be based on interest, prior experience and acceptance by the faculty involved.

The guidance staff could meet at least annually with each departmental faculty to clarify changes in curriculum, identify areas of friction, and develop new techniques for meeting common objectives.

Guidance specialists could confer with new teachers on a monthly basis. This may be done in conjunction with selected departmental representatives in small groups or on a one-to-one basis. Classroom management, school operations and matters of individual concern are possible subjects.

The program leader for guidance should develop an opening-of-school program to acquaint new faculty members with the objectives of guidance and the central role of the teacher in this process. The total guidance staff should make heroic efforts to assist all teachers with immediate problems at the beginning of school and should be prepared to make full use of ad hoc planning groups to remedy major difficulties.

3. Articulation Level

Coordination Between Educational Levels

The development of effective articulation programs with lower schools, colleges and career agencies is one of the most essential features of YGS. It is also one of the most difficult and poorly executed activities in many schools.

Not only do students require maximum personal and academic support as they enter their new institution, but faculty members of the preceding schools also need comprehensive information regarding the changing climate of the higher school, the extent and nature of success by their former students, and a feeling of participation in a continuous educational process.

Meetings among administrators, guidance specialists and teachers at the various levels should occur at regular intervals. Teachers in particular should be given released time to meet incoming students and to gain information about their own graduates. In the latter instance, a useful technique is to involve instructional faculty members in follow-up interviews with graduates on the site of their current career and educational experiences.

Coordination Within Educational Levels

In instances where more than one high school is operating within a given district, representatives of individual schools can meet and confer to compare objectives, programs and outcome information. It is recommended that such meetings occur at least quarterly. Coordination of this program is a shared responsibility of the district administration and the district guidance committee.

Coordination and Involvement with External Contacts

Guidance staff members should be encouraged to improve their professional competencies, attitudes, and values by attendance at professional meetings; by regular professional reading; by participation in district, county and special programs or groups of relevance; through travel; and by external work experience including part-time teaching at their own institution or other institutions.

Administrators should expect to discover counselors reading, planning, experimenting and evaluating in the course of their regular work assignments.

Intra-Staff Communication Processes

It is clear that successful planning requires honest and open relationships among administrators, teachers, counselors, students and parents. A vital activity of the guidance leader, working in cooperation with his principal, is to design and facilitate the execution of programs to achieve this objective. The special expertise of the guidance staff and its knowledge of external resources should be brought to bear on behalf of the entire staff and faculty.

While this subject holds controversial fascination for some, it can contribute immeasurably to the accomplishment of the goals of education and the goals of guidance. Care in defining the purposes to be achieved, the manner by which these will be accomplished and the expected outcomes should alleviate most concerns. All such programs should be openly discussed by the School Guidance Committee and the plan subjected to review by the prospective consumers.

The interdependency of these activities is considerable, yet, in an arbitrary context, each exercises a characteristic emphasis and relationship to the other. Clearly there are many alternatives beyond those presented; what is important is that the emphasis and relationships be stated, acted upon and evaluated for effect.

In conclusion it should be said that an operational planning model is always changing and rigidity of structure or process is dangerous and self-defeating. As it is possible to formulate ineffectual planning schemes, so it is possible to overplan. Priorities must be

established that assure reasonable use of staff time for expected outcomes. Planning should not be allowed to become a bureaucratic refuge for failure to respond to authentic school needs. Ad hoc task forces should be used whenever possible.

Differential Staffing

New staffing patterns are needed. YGS suggests that all the school staff be utilized in the guidance program; that each segment of the staff be directed to that differentiated guidance activity most appropriate to its interest, ability and training.

While there are overlapping responsibilities, there is great organizational value in considering administrators, teachers, and pupil service specialists as distinct categories. Each has differing responsibilities and requires different competencies and different relations with people in and out of school.

This classification of the professional staff would clarify role perceptions and reduce misunderstandings and potential conflict. It would facilitate the students' perception of the counselor in his true role rather than as "another administrator" and "teacher". It would reduce overlap and ambiguity in establishing clear job descriptions for employment and evaluation. It would improve accountability. Perhaps most importantly, it would encourage the counselor to be free and creative in advancing the development of his own unique contribution to the education of youth.

Youth Guidance Systems proposes a unique and carefully considered goal for guidance in the schools. This goal leads to the definition of specific objectives, sequential and inter-related, which must be achieved if the goal is to be served. Each of these objectives requires the initiation and operation of an array of "mission oriented" activities. Thus an effective approach to staffing can be based on an analysis of the competencies required for each of the cluster of tasks involved in the operation and evaluation of the activities. An analysis of this kind of guidance program indicates that a greater probability of success in achieving the objectives can be obtained by staffing the program with people of differential competencies. Such a staffing pattern might well include the following: (1) the teacher, (2) the administrator, (3) the guidance coordinator, (4) the counselor, (5) the counselor assistant (a paraprofessional), (6) the support staff, and (7) non-paid volunteer aides.

1. *The Role of the Teacher*

The teacher is the primary educator in the school. He makes the most frequent contacts with students. He serves as the most visible "model" of the educated person. The relationships he establishes in the classroom set the climate for the school. The teacher continuously elicits and reinforces attitudes and behaviors which are conducive to learning and individual development. In terms of both professional and situational capabilities the teacher carries the major responsibility for the achievement of the goals of education.

As a teacher of a subject matter or skill area he represents mastery in that area. He organizes learning experiences. He generates the motivation required for effective learning behaviors. He evaluates and reinforces the establishment of these behaviors. He is a participant in guidance. He provides the student with information for self-appraisal and establishment of satisfying levels of aspiration. He encourages student exploration of a significant area of human behavior. He observes and reports student behavior. He refers students who appear to have needs which cannot be met in the classroom to the counselor and consults with the counselor in making individualized modifications of the learning situation. He relates his own subject area to other fields of knowledge and to potential career outlets. He participates in the planning (by serving on the Guidance Committee) and operation of the guidance curriculum program and perhaps most important, he makes himself available to students to discuss their problems and concerns. He listens and both by word and deed, he reinforces.

The vocational teacher in the school has increasingly important responsibilities for assisting students with career decision problems. For those students in his classes he both teaches the skills and represents the model of the trained worker. He communicates the attitudes and values of the occupational field he represents. He informs

students openly of the field's advantages and disadvantages. He encourages their considered decision making. He also serves the rest of the school, both students and staff members, as an informed resource person in his particular area of the world of work. In this capacity he may be called upon to prepare informational materials, to establish contacts for observation and experience, to assist with the general group guidance program, and to participate in other class and group sessions as an informed communicator and consultant.

Yet if the goal of *individual* development is to be attained, both the student and the teacher need the help of the guidance specialists. Most teachers are trained to be specialists in a given area of subject matter. Their personal satisfactions are found in maintaining and communicating excellence in that area. Their personal success is evaluated in the achievement their students make in that area. The pressure of dealing with large numbers of students, of planning and directing group learning experiences, of evaluating and reporting, preclude their having much time for giving individual attention to the student with unique problems. These problems may be related to career and educational decision making or to immediate areas of concern. The trained counselor can help both the teacher and the student to be more effective and to find greater personal satisfaction.

2. *The Role of the School Administrator*

The basic role of the local school administrator is to provide leadership during this period of the development of a more sharply focused guidance program. He selects and delegates authority-responsibility to his primary subordinates. He acts as the prime mover in establishing the concept that guidance is a whole school/every teacher activity and looks to secure full staff approval of this concept.

The administrator is active in the planning processes of the guidance program through his participation on the Guidance Committee. He helps define the differential role of the guidance team members and helps alleviate responsibility conflicts.

The administrator also recognizes the counselor's need for a confidential relationship with his counselees. An early resolution of this area of confidentiality among teachers, administrators, and counselors is a necessity for the continuing harmonious working relationship of the staff.

3. *The Role of the Guidance Coordinator/Program Leader*

This individual would be a professionally trained guidance specialist and administrator. He reports directly to the school principal and has full responsibility and authority to administer the guidance program. He would maintain an active staff relationship with the District Director of Guidance and serve as an important liaison to the District Guidance Committee.

Chief among his responsibilities would be the evaluation of guidance personnel and programs. The former function would be exercised in cooperation with the District Director and the school principal. As administrative and program leader, he would be expected to cooperate with other administrators and to coordinate guidance activities, including supervision of planning groups, to fulfill their appropriate roles in the total educational program.

The local school Guidance Coordinator (head counselor) would normally not assume a specific student case load. His mission is to relieve other guidance specialists of administrative and managerial tasks in coordination with the Counselor Assistants and the support staff. The Coordinator should be the chief agent for the Administrative implementation of the YGS Guidance Curriculum. In this capacity, he would have ready and public access to the teaching faculty and would be freed from all other tasks (i.e., discipline, attendance supervision, general administrative tasks) not in accord with his overwhelming responsibility to facilitate the guidance program.

The appointment of such a guidance leader may cause an apparent increase in the overall pupil-counselor ratio. This condition is mitigated by the fact that the Guidance Coordinator will assume full accountability for the continuing management needs of

the counseling staff and by his role in the establishment of the YGS Guidance Curriculum. This is an important, new, full-time position for most schools.

4. *The Role of the Counselor*

Counseling is a purposeful relationship in either individual or group setting in which the counselor assists the student to achieve a goal. The process may involve the modification of a specific behavior, more realistic self-understanding, clarification of alternatives or educational and vocational planning with an emphasis upon increasing self-direction. The focus of the counselor is on the individual student. The essential purpose of all counselor activities is to enhance the development of the individual. This is the element of the counselor role which distinguishes counseling from teaching and administrative functions. This focus of responsibility is not perceived as an element of conflict with other members of the staff. Teachers, administrators, and technical assistants have responsibility for organizing and administering a program of services, courses, and activities for the common good of all students and of the community. The counselor uniquely serves in the role of the advocate for the individual. He perceives counseling itself as a learning and growth process. All of his other activities—orientation, testing, test interpretation, record-keeping, departmental liaison, curriculum development participation, planning, research, and special studies—are important means to that end. They facilitate the development of a program of experiences which furthers the growth toward maturity of the student.

The typical school guidance program places the counselor in a general helper role to the individual student and as an on-call assistant to the teacher and administration in the operation of the school program. The frequent failure to define the specific purpose of guidance in the educational program has, in many cases, led to the assignment of many time-consuming activities to counselors which do not require counseling competency and which require specific competencies for which counselors rarely have training. The ambiguity of this situation has led to the not infrequent perception of the counselor as "a programmer, paper shuffler, and administrative adjunct."

The programs of YGS call for specific counselor competencies in: (1) Relating effectively to colleagues, parents, and community representatives as well as to students from all ethnic and social heritages. (2) Having expertise in demonstrating, teaching, and evaluating decision-making processes in both one-to-one and group situations. (3) Being skilled in planning and organizing those tasks that uniquely require counseling, and in delegating and supervising other guidance tasks to other personnel. The concept that effective guidance is a system of interrelated activities makes this a high priority qualification—and one not found in many professional counselors. (4) In selecting the staff for a particular school with three to six or more counselors, attention should be given to the development of a team with both common and specialized competencies. Among the specializations required are the following: the college decision; work and work training; group process; articulation with community agencies; organization and management; research and evaluation, including computer technology.

Counselors need to give serious consideration to their operational priorities and the allocation of their time. This proposed statement of operational priorities is based on the assumption that the counselor and the school accept the proposition that the facilitation of considered decision making is the primary goal of the guidance program. This implies further that student self-realization and self-determination is best achieved by providing this kind of service. It is also assumed that the teachers, the curriculum, and the schedule are sufficiently flexible to permit the development of a group process for achieving many of the common elements of decision making. If this does not occur, then the first order of business is the establishment of the planning groups previously discussed, to achieve the kinds of full communication—of objectives, of relevance, of need for change, of design for guidance—which will obtain at least tentative commitment for a trial period. YGS is a whole school, *not* a counseling office, centered program.

After this level of understanding and collaboration has been obtained, the counselor can develop the best schedule for effective use of time. One such schedule is presented here. The time allocations indicated in this plan are intended to represent relative emphases rather than specific numbers of hours. They are also intended to apply to the counselor's year rather than to any given day or week. Note should be taken that the highest priority, approximately 60% of time, is assigned to student contacts—group and individual. This is in agreement with the previous discussion of the role of the counselor. Planned time is allocated to group guidance and group counseling. It is evident that a plan which emphasizes group counseling presents many space, student time, and teacher collaboration problems. Its initiation would require concurrent plans for evaluation.

The following suggested distribution is intended to deploy time to all of the interrelated activities which are required in the structure of Youth Guidance Systems:

| | |
|-----------------------------------|------|
| Student Contacts: | 60% |
| (Group Guidance | 20%) |
| (Individual Counseling | 40%) |
| Planning: | 5% |
| Teacher consultation | 15% |
| Parent consultation | 10% |
| Study, evaluation, research | 10% |

It should be clear that if counselors are to achieve the interrelated objectives of YGS, they should be employed for at least one month longer than the school year. They should also be available for periodic evening and weekend assignments in order to meet with student, parents, and community leaders and groups.

Counselor-counselee ratios are useful, but they must be used with caution. Districts have found ratios helpful in establishing staffing formulas. But the counselor-counselee ratio is relevant only when other factors are considered. The role of the counselor is one such factor. Counselors who perform clerical or quasi-administrative tasks will have less time for actual counselee contact. Another factor is the involvement in the guidance program of other staff members—teachers, administrators, nurses, psychologists, assistants, and others. However, the most significant factor is the need of the students in a particular school for counseling. This can vary greatly. Ratios are also less than helpful when they tend toward number manipulations. They can make counselor assignment more difficult and they do not take into account the counselor services given to other-than-students; that is, to parents or school staff.

Consequently, no specific ratios are proposed for YGS. Ratios will grow out of the implementation of YGS objectives. The suggested YGS use of differential staffing, the greater use of groups, and the greater involvement of technology will all affect ratios. It may be, too, that ratios will be more relevantly stated in terms of assigning so many teachers to each counselor.

Youth Guidance Systems has yet to evolve a preferred system of counselor assignment of counsees, but certain logical inferences can be drawn. The first objective, decision making, requires systematic and programmatic counseling that is facilitated by each student being assigned to a particular counselor. Such a counselor would assume basic auditing and school program planning responsibilities.

The second YGS objective, personal counseling, might better be served by the "scramble" system, since being free to select one's counselor contributes to the solution of personal problems. Given the YGS emphasis on decision making, it appears desirable to encourage students to make choices for themselves in every reasonable circumstance. If schools adopt planning and auditing schemes that place greater responsibility with the individual counselee and his family, it may be possible to allow students almost total option in their selection of a counselor regardless of the basis of need. Such an assignment plan requires greatly increased accountability by the family and places heavier reliance on information output by automated processes or technical specialists in the school. This plan poses obvious hazards for traditional counseling programs but comes far closer to the YGS objective of democratic decision making.

The evaluation of counselor effectiveness has been neglected in both research and reported practice. In general counselors have been evaluated on the same criteria and by the same processes that have been applied to teachers. It is here proposed that counseling requires both general and specific competencies and that counselors should be evaluated as *counselors*.

5. *The Role of the Counselor Assistant*

Counselor assistants or paraprofessionals are an important aspect of YGS. These positions, the number, work load, and training, both short-term pre-service and continued in-service, would be determined by the nature of the assignment and the composition of the school population.

They would carry on many of the more routine student contact activities. Thus they might well be responsible for disseminating educational and vocational planning information to students, for scheduling students to classes in cases where no critical problems existed, in changing programs where time and school procedures were the initiating cause rather than student decision making, and in establishing improved communication contacts with groups of students which have such problems as being from different racial, ethnic, or social backgrounds. It would be advantageous to draw these counseling assistants from different racial, ethnic, or social backgrounds. The counselor assistant would also serve as a referral agent directly to the counselor.

Field testing the use of counselor assistants is next on the YGS agenda. Although much recognition has been given to the value of counselor assistants, little actual use to date has been made of them in the schools. The California Personnel and Guidance Association has a study group exploring this problem. Questions of assignment, responsibility, and training have yet to be agreed upon. However, the worth of such assistants in other counseling agencies, particularly in rehabilitation counseling, suggest that school experimentation should commence without delay.

6. *The Role of the Support Staff*

People in these positions are generally identified as clerical and technical assistants. The clerical staff would be expected to have specialized competencies in maintaining orderly records and to be effective in utilizing the various techniques and procedures of written communication. It should be noted that people in these positions deal with the records, many confidential, of students and hence should be expected to maintain the same ethical relationship with respect to personal information which is characteristic to a genuinely trusted counseling relationship.

The process of decision making involves the orderings and processing of a large array of data. The technical assistant would be expected to have trained competency in this area. In the years immediately ahead he would be expected to demonstrate technical expertise in computer processing.

7. *The Role of Non-Paid Aides*

In addition to formally employed staff members the well organized guidance program could make use of carefully selected and assigned volunteer workers. Since one of the goals of YGS is to make the student a more responsible member of the school community, selected students might well serve in such capacities. These could include individual and small group tutoring, assisting in group counseling sessions, preparation of materials for group use, and participation in the non-confidential aspects of research and evaluation. In some cases these would be formally organized as exploratory work experience and school credit could be given. Volunteer parents could be used in many of the same capacities. In school communities where severe problems of group cohesion exist, such as the existence of ethnic or social subcultures in the community, parent leaders could be of great assistance in bridging communication gaps. Other community leaders, particularly employers and labor leaders, could participate effectively in

providing both information and community work and experience contacts for youth. One necessary condition of the use of personnel with varied backgrounds and training is that there must be an established plan for selection, for assignment, for supervision and evaluation, and for effective change. The hope of the plan is broad scale involvement. The danger of the plan is confusion and conflict. The organization of such a diverse group into a coherent, "mission-oriented" staff is the responsibility of the guidance program coordinator.

Services

The specific guidance services of (1) the guidance curriculum (group guidance), (2) group counseling, (3) individual counseling and (4) school-home-community interaction have become a part of YGS and are discussed below.

1. *The Guidance Curriculum—Group Guidance*

It has been repeatedly emphasized that the major goal of guidance is the facilitation of decision making. Decision making is a definable, describable process which involves the acquisition of an identifiable body of data and the ordering and analysis of these data through a problem-solving approach in order to attain a solution or outcome. While this particular problem-solving process differs from problem solving in mathematics or science, in the sense that there is no single "right" answer for all participants, it is sufficiently parallel to be perceived as a learning experience. It is developmental in the sense that both the relevant data and the solution reached must be keyed to the age and state of development for each individual. Thus the efficient approach to the achievement of such a guidance program is through the development of a guidance curriculum and the insertion of this curriculum in the general school program in appropriate age-grade sequences.

Three classes of data are involved: (1) data relating to the individual characteristics of each student's values, interests, abilities; (2) data pertaining to opportunities and alternatives, social, educational, occupational; (3) data pertaining to the complex process of rational decision making. In addition to these content similarities the achievement of this objective also requires a learning situation which provides challenge, order, reinforcement and opportunity for evaluation and modification and always with warmth, openness, and regard for personal worth.

American educational history indicates that the schools have attempted and failed with two major applications of this approach. For many years a course in occupations was a part of the basic required offering of all schools, usually placed in the eighth or ninth grade. This effort failed largely because it failed to include in its inputs the first set of data mentioned above and also because it tended to deal with occupational life as a rigid structure and continuing part of the social structure. Much of content material as well as the methodology employed was irrelevant in the sense that it pertained neither to the self-characteristics of the students or to the observable changes taking place. The second wide-scale effort was the development of "homeroom" programs. Many of these homeroom programs attempted to operate as the school's primary guidance effort in assisting youth to obtain the data, the process, the experience required for personal and career development. In general the homeroom program suffered from either overspecification and supervision or from underspecification and lack of supervision.

What is here proposed is that a series of units or "mini-courses" be developed and inserted into the school program at appropriate times and places. Each of these units would be designed to achieve specific objectives, careful preplanning would be given to the preparation of materials and methods both for each unit and for each session. Greater emphasis would be given to the use of student self-data and to the relating of self-data to environmental opportunities. While these units would be helpful if utilized only in the senior high school, it would be even more desirable to begin their use in the upper elementary school and to continue this use through the community college. The achievement of this curriculum approach would require full collaboration

between interested teachers and counselors. In general, the counselor would be responsible for the planning of the unit, for assisting the teachers to develop skills in teaching it, for evaluation, and for the follow-up of students who encounter unusual or unique decision-making problems. Experience indicates that these units have been most successful when they were placed in either English or Social Studies departments. Further evaluation is needed to determine whether or not this kind of curriculum approach can be fully effective in a full-time, standard classroom setting or should be developed in a small or "seminar" setting in which only ten to fifteen students were involved at a time.

A combination of structured instruments designed to provide the individual with information about himself, experience tables, and simulation activities, could be used. The measurement and self-appraisal instruments should cover a broad spectrum of characteristics, values, interest, biographical data, academic and non-academic abilities. Experience tables based on follow-up studies of local students help to relate present characteristics to future activities. Simulation activities, role playing, sociodrama, games, simulated career experiences, provide for free enquiry and participation in the decision making process. They help to make learning fun. They are available at moderate costs and give both the student and teacher something with which to work.

In five pilot secondary schools during the 1971-72 academic year, guidance curriculum units were tried experimentally at each grade level. At the ninth grade students were taught the decision-making process. At the tenth grade they were given information about themselves, and in the eleventh grade information about the world of work. In the twelfth grade they applied the skill learned and the self and environmental data gained to the decision of what they were going to do upon graduation from high school. The report of this experiment¹ gives greater detail regarding research design, treatment, and results. Generally, the results were encouraging and these schools plan to continue with the concept.

2. *Group Counseling*

As the guidance curriculum becomes operational many students will find the content information, the process and the encouragement they need to resolve and formulate educational and career development decisions in the group guidance setting. For those who have needs which are not met in the larger group guidance setting the natural flow will be to a planned group counseling program. Again group counseling will provide all the assistance needed by many students. Those who need further help will be identified in group counseling session and will themselves be able to clarify the further assistance they need. This final group will constitute the basic subjects for individual counseling.

Group counseling strategies, should also be useful in reaching the second YGS goal of helping students cope with their personal problems. Teen-agers will frequently listen to peers before they will listen to adults. Finding others with similar coping problems is also helpful.

Processes for implementing the group counseling strategy will be subject to future field testing. Problems to be overcome will include:

- (1) Identifying those who will profit from group counseling.
- (2) Finding time for these students to attend group counseling sessions.
- (3) Finding suitable facilities for the group counseling sessions.

¹ Available from College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304.

- (4) Providing skilled group counseling facilitators. It is planned to involve counselor assistants in the group counseling program. The assistants will be selected on the basis of appropriate ethnic, sex, age, and occupational characteristics.
- (5) Obtaining administrative, faculty, parent, community, and, at times, even counselor, approval of the group counseling approach.

3. *Individual Counseling*

Individual counseling will continue to be provided to those who need it. It has been found that the group guidance curriculum units and the group counseling provide an effective screening for those who need individual counseling. Much of the time-consuming activities of individual counseling have already been accomplished in the group guidance and group counseling activities.

The kinds of cases with which the counselor deals in individual counseling thus become chiefly unique matters of planning for career, educational achievement, social adjustment, and other personal problems, that are spin offs from the group guidance and group counseling.

The counselor will continue to use those counseling theories and techniques that serve the counselee best. Counseling for considered decision making usually involves:

- (1) Establishing initial relationships
- (2) Structuring the counseling situation
- (3) Stating the problem
- (4) Counselor decision on approach to be used
- (5) Making systematic steps in thinking through the problem
- (6) Gathering the data
- (7) Interpreting the data
- (8) Synthesizing possible courses of action
- (9) Planning for specific action
- (10) Making a summary statement
- (11) Invitation for further counseling
- (12) Follow-up

4. *School-Home-Community Interaction*

The YGS goal of school-home-community interaction can be realized by:

a. School staff interaction

At the school level YGS requires a much closer interaction and collaboration between counselors, teachers, and other important participants in the total education program. Both teachers and counselors will be involved in studying student potentials and aspirations, present levels of functioning and drawing inferences about student needs. The teacher will also be seriously concerned with knowing more about the individual student. He will utilize school records, consult with counselors, and have a greater sense of responsibility for the development of the subject field. The Guidance Curriculum requires extensive interaction and collaboration as does the Guidance Committees.

b. Home and community involvement

As the parent becomes involved in educational and career planning, he will feel a deeper sense of partnership with the school in the education of his child and all children. A full focus on student needs and the implementation of collaborative action at both school and home levels on these needs may well result in much more active participation.

We may well involve community people, who represent and can effectively model excellence in special areas in the teaching-learning process. Seminars, mini-courses, independent study, and community exploration are among the kinds of organized activities which could be given full recognition. Parent participation will become more active on a less critical and crisis-oriented basis. Student career development plans always involve collaborative planning of the student and his parents. The focus on informed decision making will deeply involve the parents in thinking through their youngster's educational potentials and plans for their achievement. One school district has already initiated a type of audit conference which brings the student, the counselor, and the parents together at the pre-high school period to weigh all of the evidence, examine the opportunities, and formulate plans. This is a different parental involvement from that of the parent who visits the school only in a crisis or troubled orientation.

Evaluation

Evaluation to determine goals and objective effectiveness becomes a technique particular to each school since the strategies used will be unique to each site. What is presented here are some guidelines for doing the necessary local site evaluation.

1. Research

If new programs and activities are to be effectively evaluated, it is important that a proper research design be incorporated in the experimental program. Too often the enthusiasm generated by a new program results in its being offered to all the students in a group or class. Good research design, however, would require that the new activity, a carefully developed process designed to achieve a specific purpose, should be given to only a part of the group while others receive either a different innovative approach or the "regular school program." This kind of control group arrangement makes it possible to determine the effectiveness of the new "treatment" by assessing differences between the experimental group and the control group. This is a much more powerful evaluation of effectiveness than is the mere change-over-time assessment. The use of a control group also permits the use of many different approaches, for different segments of a class or school population, and encourages different members of the staff, teachers as well as counselors, to develop new hypotheses, organize them into action programs, and test their effectiveness. This approach also encourages the school to see itself as a continuing laboratory for experimentation in developing and testing ways to meet the needs of youth.

2. Sampling

One of the most frequent procedural errors in the process of evaluation is the attempt to administer instruments and gather data on the total population involved. This leads to the accumulation of masses of paper which become unmanageable. Recent developments suggest that sampling procedures which reduce the volume of work are more effective as well as more efficient. It is here proposed that a ten percent sample be utilized in most evaluation procedures. This would apply to all evaluative procedures, both the process studies carried on while the student is in school, and the follow-up study of graduates and school-leavers. It should be emphasized that this sample should be random. Much more defensible conclusions can be reached by securing complete data from a sample than by extrapolating conclusions from a larger number of incomplete returns.

3. Objectives

Provision in a plan for evaluation must include a periodic assessment of the awareness of stated objectives, understanding of these formulations, and degrees of agreement. More specifically one is here concerned with the development of a process for assessing the extent to which objectives have been communicated, are accepted, and are actively supported by the significant clients.

a. **Process objectives**

Each process should be relevant to a guidance objective and efficient in operation, time, and cost. Both quantitative and qualitative assessment techniques can be utilized. The quantitative would include: number of students reached; teacher-counselor-student hours required; cost factors; etc. Qualitative factors would include: interest exhibited; adequacies of materials; articulation with continuing school activities; comparison with other processes for achieving same objectives; and others.

b. **Product or outcome objective**

The basic measure of worth of a total guidance program, single process or combination of processes, is the extent of change in behavior which occurs. Changes may be covert or overt. Covert changes: increased self-confidence, feelings of satisfaction, decreased anxiety, etc., may be obtained from self-reports or inferred from behaviors. Overt changes can be observed and measured. These include: changes in goals and plans; information-seeking behavior; relationship of self-reported interest, abilities, and values to systematic measures of these areas; persistence in school and in follow-through with plans; changes in grades or testing measures of achievement; skill in utilizing decision-making processes in hypothetical case or simulation situations; expert judgment or probability estimates of reality of plans; increased communication; increased participation in school and community activities; etc. A systematic and continuing follow-up study of all students—graduate, transfer or dropout—is a basic component of any evaluation program.

BASIC CHANGES INVOLVED IN ADOPTING THE YGS GOALS

A number of basic changes are involved in adopting the YGS model to the school. Some are listed below:

1. The initiation, implementation, and evaluation of a program as complex as this guidance system cannot be accomplished in one year. This is especially true of any program which sets out to modify not one aspect of the school but to use this one aspect for the modification of the total education program. Several principals of pilot schools reported that they merely set things in motion and that it will take *several years* for these activities to reach a stage of development where they can be evaluated against either carefully described process or outcome criteria.
2. The effective program requires *planning*. It does not just happen. It is for this reason that we have devoted particular attention to the planning function.
3. Full understanding and support from the principal and from the general *administrators* of the district is a necessary condition for change. This includes a series of definite understandings between the principal and the coordinator, the district director, and the general administrator. While each school principal has, and should have, ultimate responsibility for his school, the more effective guidance system requires that some of his responsibility—authority for the planning, staffing, supervision, and evaluation of the guidance program—must be delegated to the district guidance director and to the school guidance coordinator.
4. Competent *leadership* with ascribed responsibilities is required. The effective leader of the guidance program cannot also carry a host of other daily responsibilities and tasks.
5. Many different tasks requiring different competencies are demanded. The generalist counselor either cannot carry on all of these tasks or at best is inefficient or ineffective at many of them. Hence the need arises for the implementation of a *staff* with different backgrounds, competencies, with more care in assignment and supervision.

6. The development of effective materials, methods, and workable logistics for group approaches to teaching decision making requires leadership, time research, consultation, the use of materials developed elsewhere, and much creative action and evaluation. In this basic guidance plan we have given much more attention to a *guidance curriculum*.
7. The greater use of the technique of *group counseling*, using counselor assistants as well as counselors as facilitators will help those students who need more assistance in decision making than that provided by the guidance curriculum.
8. *Individual counseling* will be directed primarily at those individuals whose problems exceed the resources available provided in the guidance curriculum and the group counseling. Individual counseling time and expertise will not be used to do those things that can be more effectively achieved in the guidance curriculum and group counseling activities.
9. Full *articulation* of the program activities must be established within the schools and by the other schools in the area served. The senior high school cannot operate an effective guidance program unless there have been antecedent experiences during the elementary and junior high school years.
10. The kind of decision making which leads to the development of feasible plans practically always involves the collaboration and support of *parents*. Hence the school guidance program must make more definite involvement with parents than is achieved by the typical invitation to a parent's conference, a school night, or the participation of the parents in resolving a crisis problem.
11. *Evaluation* itself is part of the process of change. The effective evaluation process or instrument not only gathers information but also communicates attitudes and information. Both evaluation and observation also indicate the need for continued experimentation. There are still many unknowns in how individual students make and implement decisions and what factors, internal and external, can be manipulated to improve this process.

RESOURCE PERSONNEL

The following persons have been extensively involved with YGS and are available to serve as a resource for additional information or comment:

Everett Aarestad, Guidance Coordinator, Covina High School, Covina, California 91722

Stanley Bowers, Associate Dean of Students, California State University at Los Angeles, Los Angeles, California 90032

James Brooks, Guidance Coordinator, Casa Roble High School, Orangevale, California 95662

Boyde Dye, Guidance Coordinator, Mark Keppel High School, Alhambra, California 91801

Jeffrey Ferguson, Counselor, Moorpark College, Moorpark, California 93021

Stuart Mandell, Director of Research and Guidance, East Whittier City Elementary Schools, Whittier, California 90605

John Mix, Guidance Coordinator, Emil R. Buchser High School, Santa Clara, California 95052

James Saum, Professor of Counselor Education, California State University of Sacramento, Sacramento, California 95819

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