

2000 Pennington Road Ewing, NJ 08628 (609)-771-1855

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April 30<sup>th</sup>, 2008

New Jersey School Counselors Association (NJSCA)  
54 Harrison Avenue  
Milltown, NJ 08850  
Attn: Mr. Jim Lukach, Executive Director

Dear Mr. Jim Lukach and Executive Board:

Thank you for choosing Self Motivators, Inc. to be your source of positive change. Our mission is to provide complete research and solutions to satisfy students, counselors, high schools, middle schools, universities, and The New Jersey School Counselors Association (NJSCA). As members of Self Motivators, Inc., we are excited to share with you our strategic plans and research that took daily effort. We strive for continuous improvement for New Jersey's School and guarantee that our collected data will exceed your association's expectations.

Self Motivators, Inc. is committed to providing our clients, with superior methods with research regarding public relations. We work to develop processes that if recognized will assure a high level of recognition for our clients.

As a statewide non-profit association NJSCA is already respected and admired. Self Motivators, Inc. has observed that NJSCA's primary focus points are membership, and image. We value these motives and have based our plan on helping to meet these concerns.

As our client, you will receive this free and unreleased public relations plan, which shows useful techniques for counselors and students, and it will allow your association to gain a more precise understanding of your target audiences needs and their present day expectations. Additionally, the plan highlights specific strategies that will help boost your reputation and help you to achieve the association's goals.

In short, please read your association's designed plan. Again, Self Motivators, Inc. passionately thanks you for this opportunity. Any feedback received will be appreciated. To reach your expectations is our driving force.

Sincerely,

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Catherine Cosentino, Strategic Planner

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Caitlin Coyle, Client Liaison

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Antoinette Gouveia, Data Specialist

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Wendy Logan, Design Director

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Cindy Sura, Research Representative

Team *Self Motivators, Inc.*

## **Meet The Team Members of Self Motivators, Inc.**



Ms. Catherine Cosentino  
Communication Studies Major  
Concentration: Film TV and Radio  
Art History and Marketing Minor



Ms. Wendy Logan  
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Concentration: Public and Mass  
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Ms. Caitlin Coyle  
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Concentration: Organizational



Ms. Cindy Sura  
Communication Studies Major  
Concentration: Public and Mass  
Marketing and Professional Writing  
Minor



Ms. Antoinette Gouveia  
Communication Studies Major  
Concentration: Organizational

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## **Goals**

Self Motivators, Inc. began this project to help direct The New Jersey School Counselors Association towards successfully achieving the following objectives. Self Motivators, Inc. examined NJSCA and its target audiences' needs and outlined the subsequent three objectives to assist in plotting a course of action that will lead to a desired outcome.

- 1 Increase membership in the New Jersey School Counselors Association by 15 percent within one year.
- 1 Improve the identity and image of school counselors in the eyes of the students by 25 percent within one year.
- 1 Increase the use of the New Jersey Initiative/ASCA National Model among school counselors by 25 percent within one year.
- 1 Create three internship and volunteer positions with the NJSCA within six months.

By improving the identity and increasing membership, New Jersey School Counselors Association can create a standard working model amongst its membership as well as school counselors throughout the state that are not members of the organization. The model was designed to help guide counselors in interactions with students regarding school and other issues students encounter with on a regular basis. The two main challenges NJSCA confronts when attempting to distribute are finding the most effective ways of distributing information and persuading counselors to use the model. To attain

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the greatest success, NJSCA must increase counselor awareness of the NJSCA Initiative model and gain its acceptance by more counselors.

Encouraging counselors to become more active in after school activities will help counselors be more connected with students lives. And hopefully this will encourage students to become more open with counselors about personal issues beyond academics.

## **Client History**

In 1974, Dr. Richard Evans formed a professional organization called The New Jersey Guidance Association. Soon after development, NJGA was inducted into The American School Counselors Association. Eleven years later The New Jersey Guidance Association would undergo a name change, to The New Jersey School Counselors Association. The name change was due to an upgrade in certification to student personnel services. Three years ago, the certification was changed again to that of school counselor. Alas some counselors still refer to themselves as guidance counselors.

The mission statement reads as follows, "The mission of the New Jersey School Counselors Association is to promote excellence in the school counseling profession and to advocate for the development of all students." Today there are more than 1,000 members. School counselors with an interest in the profession can join the organization.

The primary function of NJSCA is to provide professional development to people in counseling positions. A professional development conference is held yearly in the fall at Ocean Place Resort and Spa in Long Branch, NJ. The conference is held over two days, with many different seminars and workshops to choose from.

NJSCA has worked with many professional associations and other related groups, but in 1993 it disaffiliated itself from The New Jersey Counseling Association. This allowed NJSCA to become an independent professional association. NJSCA also became incorporated, and in 2005 the association was granted a 501 (c) (3) tax exempt status with the Internal Revenue Service.

## **Problems and How PR Can Solve Them**

Upon reviewing the Self Motivators, Inc. interview with New Jersey School Counselors Association Executive Director Mr. Jim Lukach, there were two problems that became very apparent. Mr. Lukach stressed that “obviously, community image” is in great need of mending. Also, awareness of NJSCA and its promotion of the New Jersey School Counseling Framework need a boost. While elementary and middle school guidance counselors tend to be enthusiastic high school counselors are sometimes viewed as the people who sit behind their desk and shuffle college applications all day. In order for NJSCA to encourage a new image, the organization’s name needs to be recognizable throughout the educational community. Innovative promotion is necessary to encourage new membership and community attention.

Our formative research gave hard evidence that many students are unclear the school counselor’s role. Out of 384 recent high school graduates, only 30 percent believed school counselors were responsible for a student’s well-being. About 12 percent found themselves somewhat likely or very likely to go to a counselor for home-related problems. Nearly 22 percent found themselves somewhat likely or very likely to go to the counselor for relationship or friend problems. Almost 60 percent indicated that a school counselor was not responsible for a student’s social skills.

These percentages are overwhelming and speak volumes about how the communication between counselors and students is tainted. NJSCA promotes a standard among guidance counselors and that standard is not properly communicated. Self

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Motivators, Inc. hopes to offer suggestions that will bridge the gap between student and counselor, allowing the counselors to clearly communicate that they are willing to help nurture a student's well-being. We encourage high school Web site blogs and counselor advisors to become more active in student lives.

An obstacle that arises among the NJSCA staff is expenditures. Some think is beneficial to spend more money to advertise the NJSCA name; others find it appropriate to save. Spending money is definitely one way to introduce innovative ways for promotion. It is important that those who are hesitant spenders be positively encouraged and presented with lucrative promotional ideas. Self Motivators, Inc. believes a DVD, displaying NJSCA's purpose, current impact and goals, is worth the expenditure. The community needs a fresh visual that sheds positive light on NJSCA's efforts.

## **Formative Research**

To better understand The New Jersey School Counselors Association and its target audiences, Self Motivators, Inc. used interviews with college freshman, Internet research, and Internet surveys with school counselors. To gain a better insight into NJSCA's goals, our team interviewed Mr. Jim Lukach, executive director. Appendix A contains a copy of the questions Self Motivators, Inc asked Mr. Lukach.

During the meeting with Mr. Lukach, he went into detail regarding the type of organization NJSCA is and the main concerns of the organization. NJSCA is a professional organization representing counselors such as directors and supervisors of guidance, catering mostly prominently towards school counselors. Essentially the organization was concerned with community image and getting the New Jersey School Counseling Framework used by more counselors. The New Jersey model is only five years old and is based on a national model created by the American School Counselors Association. After discussing the model, we moved on to the topic of electronic and print publications. The big problems seemed to center on formatting the Web site ([www.njsca.org](http://www.njsca.org)) and the newsletter. Appendix B contains a transcript of the interview with Mr. Lukach.

Freshman college students and school counselor surveys were produced after assessing the interview transcript. The student surveys were developed with three purposes in mind. First, they were developed to understand what reasons students visited their school counselors throughout high school. Second, the surveys measured the extent

to which students wanted counselors involved in school or personal issues. And finally the two demographics, sex and age were found. This was to determine if males or females and those 18 and under or 19 and over differed in their views regarding the first and second objective. Appendix C contains the student survey instrument. The counselor survey was designed to better understand what counselors saw as the responsibilities of their job. Appendix D contains the school counselor survey instrument.

The student surveys were administered to colleges throughout the central New Jersey area. Five initial surveys were administered to test their validity. Although they were found to be sufficient, some limitations did arise. First two were a limited amount of time and money, so we surveyed college freshman who recently completed high school instead of high school students. Next, students were not asked if they attended public or private schools.

The following results were derived from the counselor surveys regarding what counselors perceive their jobs to entail as well as the main motivation for student visits.

### **Counselor Surveys**

#### **Counselor Job Description**

- l 98% believe that part of their job was to be concerned with student's general well being
- l 95% believe that part of their job was to be concerned with students academic success
- l 93% believe that part of their job was to be concerned with social skills

- 1 88.3% believe that part of their job was to be concerned with students grades
- 1 64% believe that part of their job was to be concerned with helping with college selection

**Counselors Believe Students Visit For:**

- 1 93.6 % Academic Problems
- 1 93% Problems with Friends
- 1 93% Problems at Home
- 1 79.4% Relationship Problems
- 1 58.8% College Related Problems

**Counselors were also asked if they advised in after school clubs or activities.**

- 1 41.6% Said no, and would consider it
- 1 31.8% Said yes
- 1 26.5% Said no and did not wish to

**Freshman College Student Surveys**

**Demographics**

Of the 384 surveys, the demographics are as follows:

- 1 55% Female
- 1 45% Male

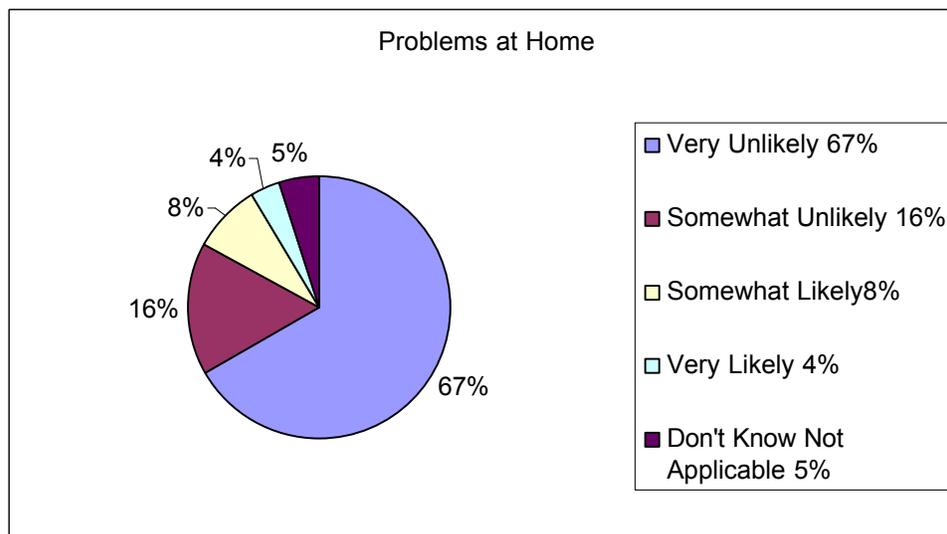
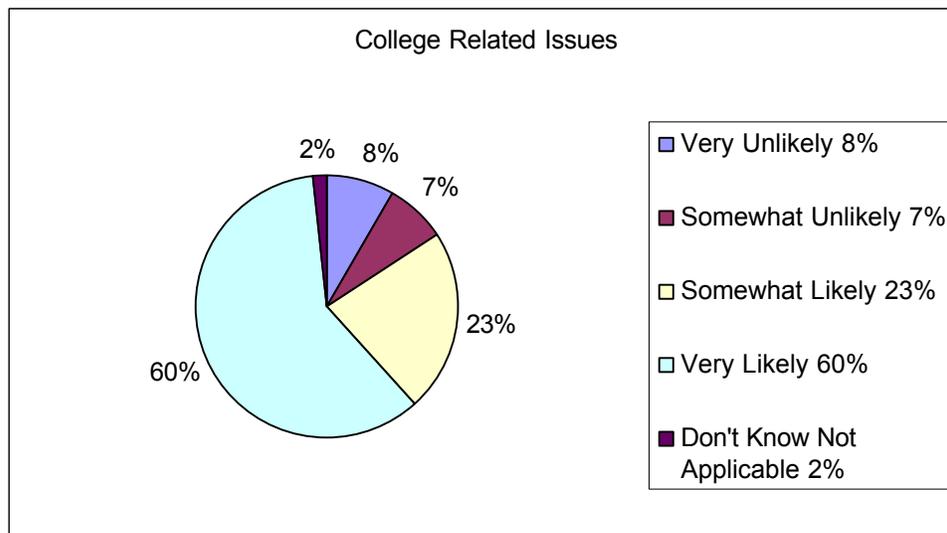
Although all students surveyed were freshman the ages differed between:

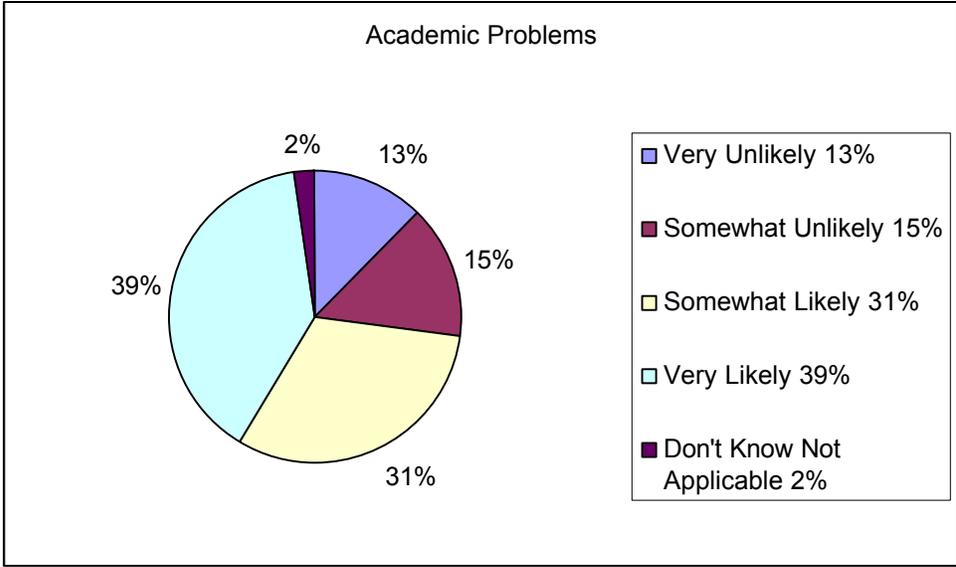
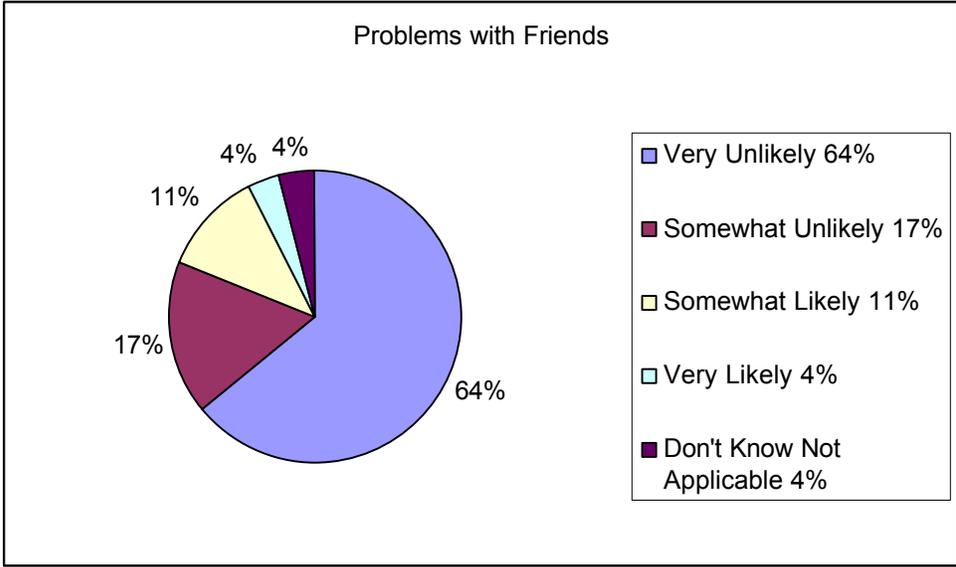
- 1 53% 19 or over
- 1 47% 18 or under

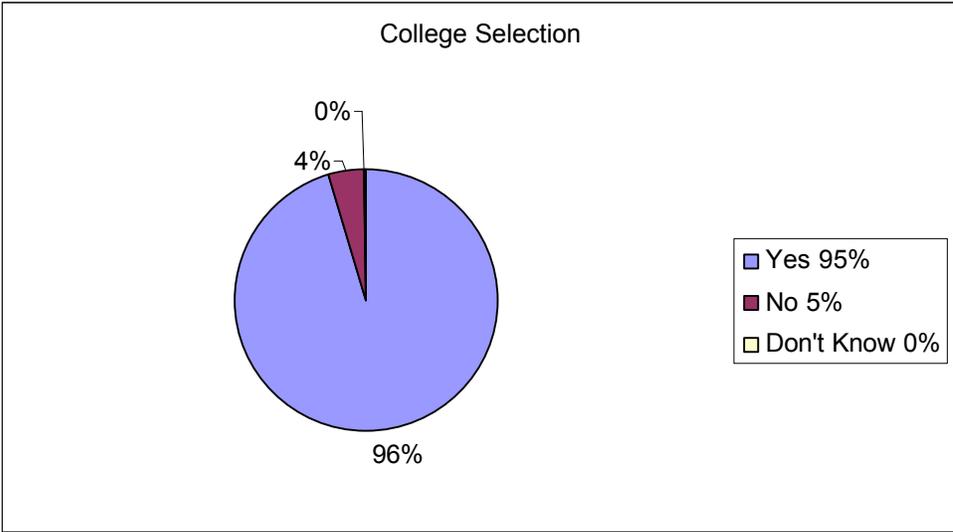
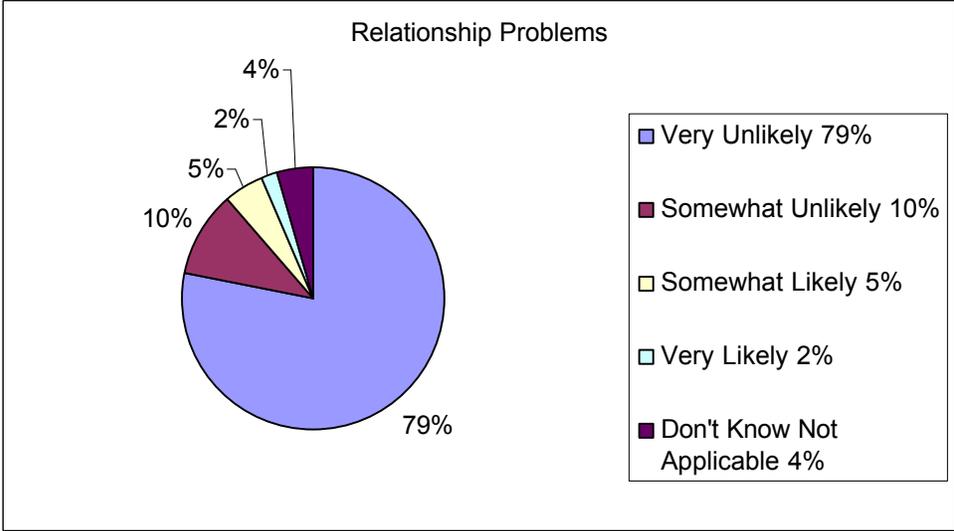
## Student Survey Results

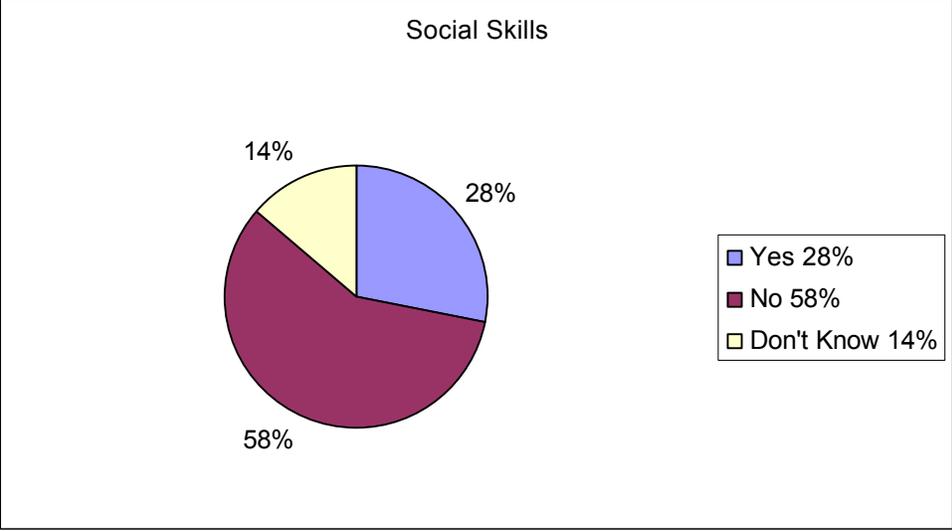
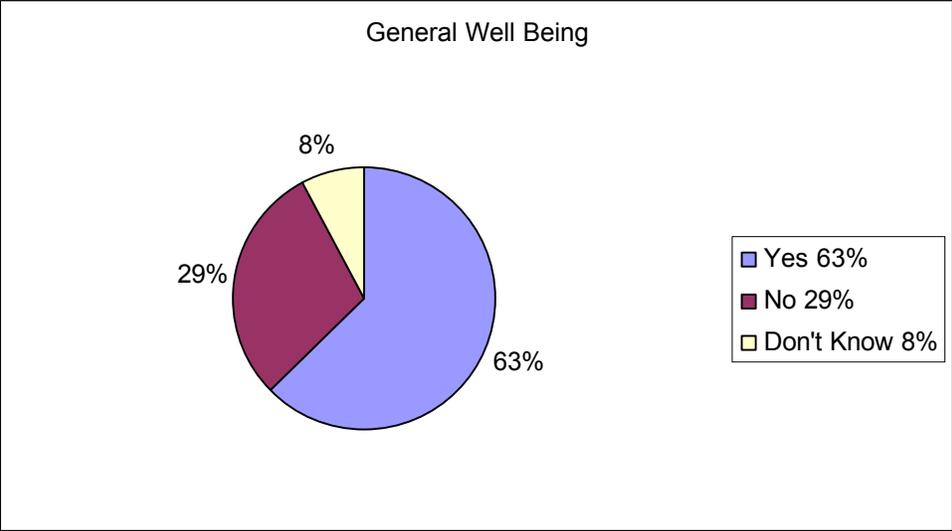
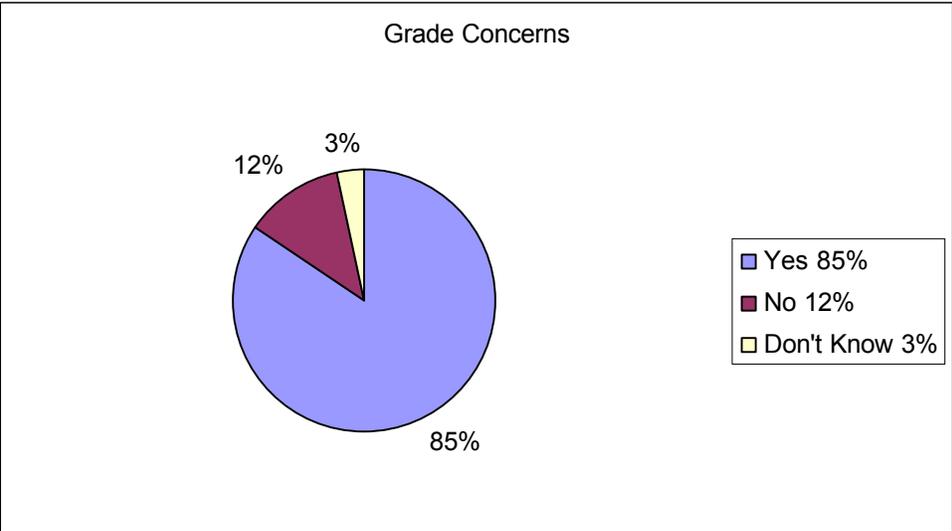
The graphs are a pictorial representation of student survey results regarding why students would visit their counselors, what students perceived a counselor's job to be, how satisfied they were with their counselors, how comfortable they were with their counselor, and what the students wanted from their counselors.

### How likely were you to go to your school counselor for the following issue?

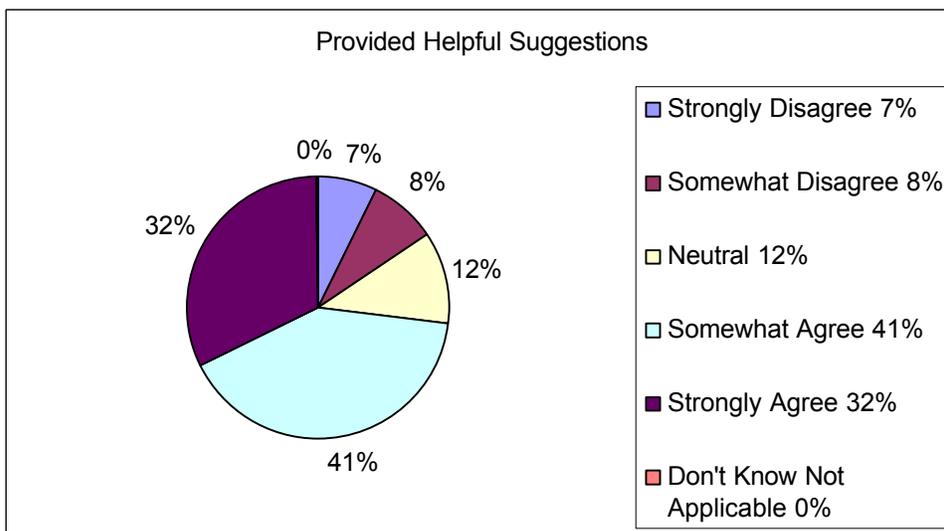
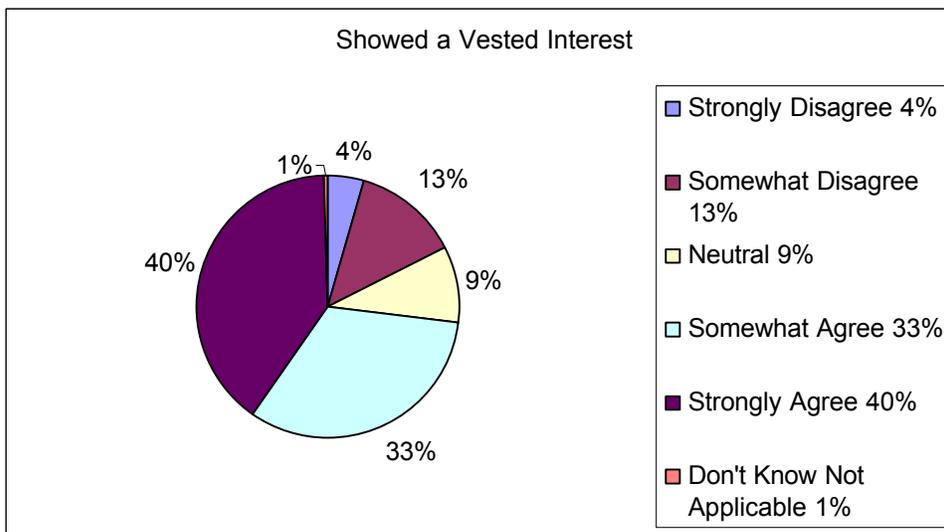
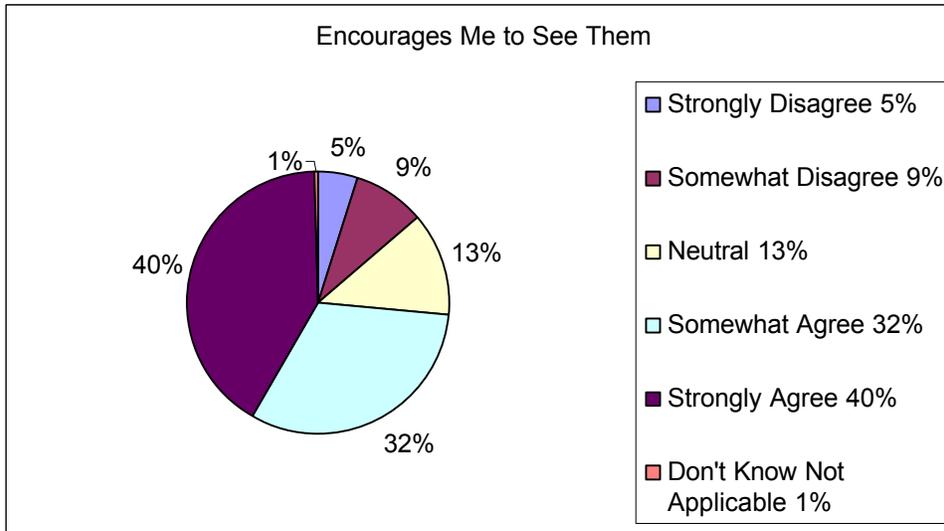


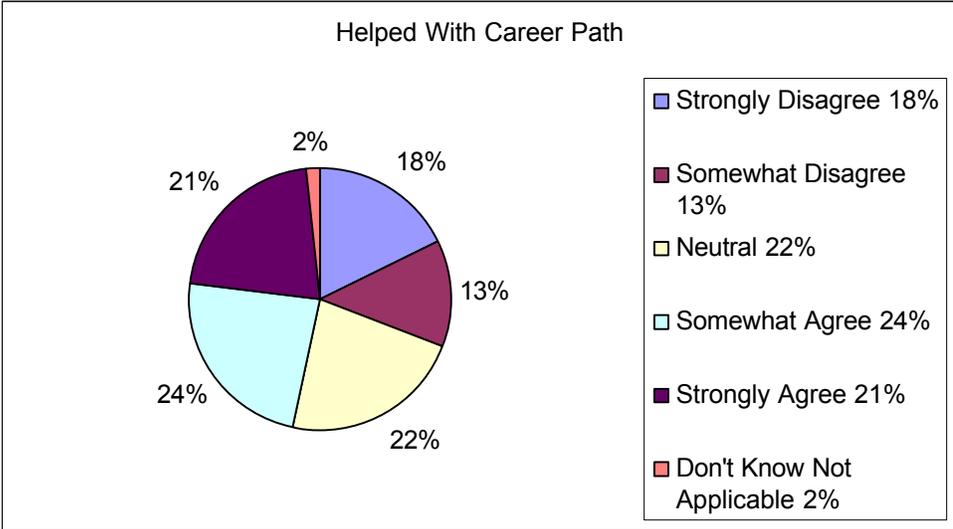
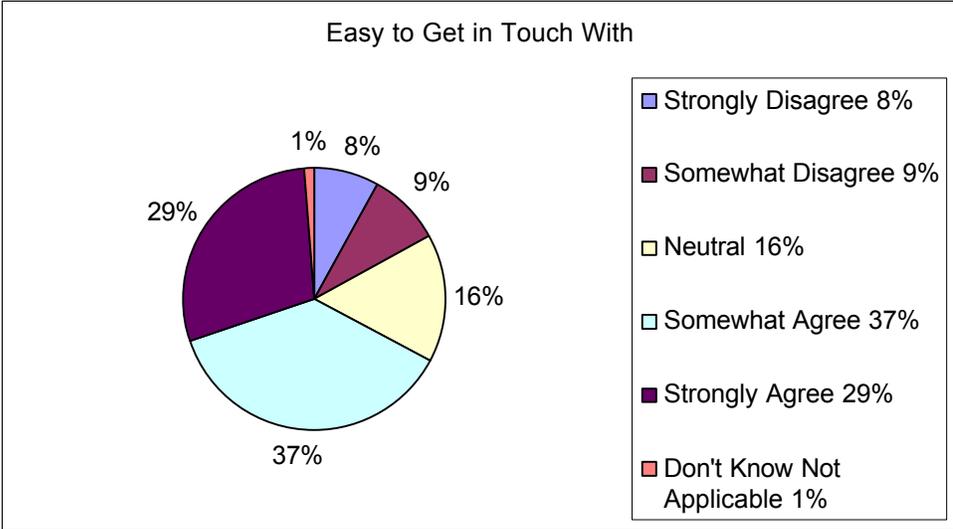




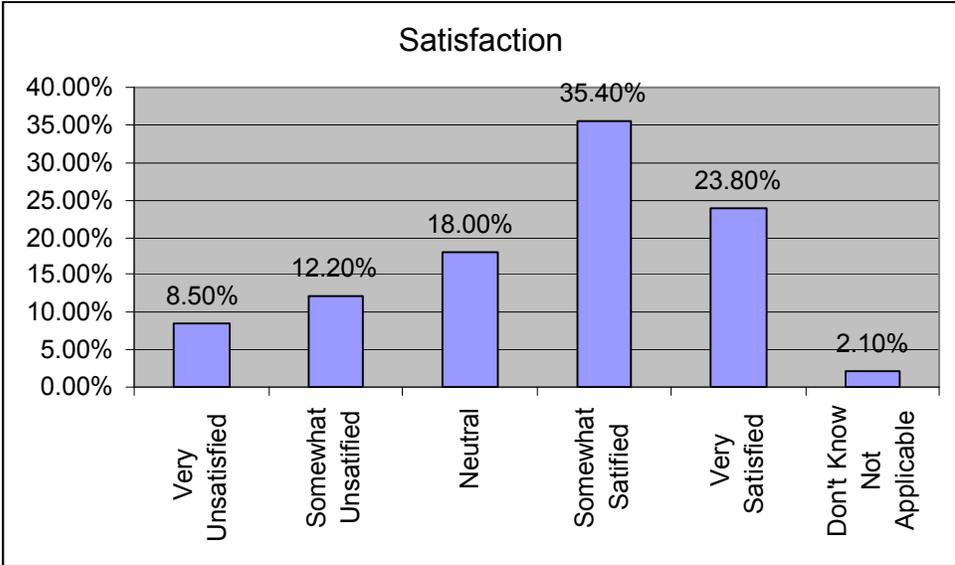


**Please indicate the extent to which you agree with the following statements about your high school counselor.**

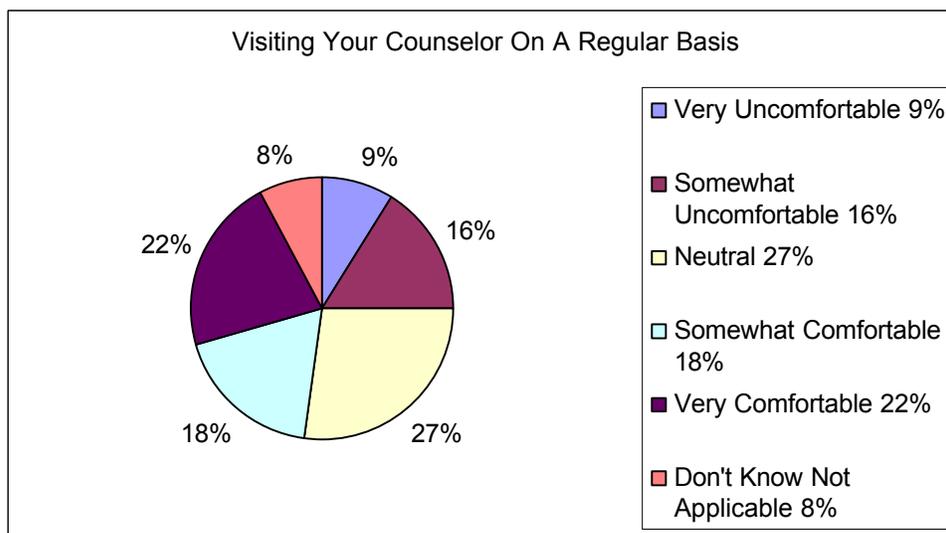
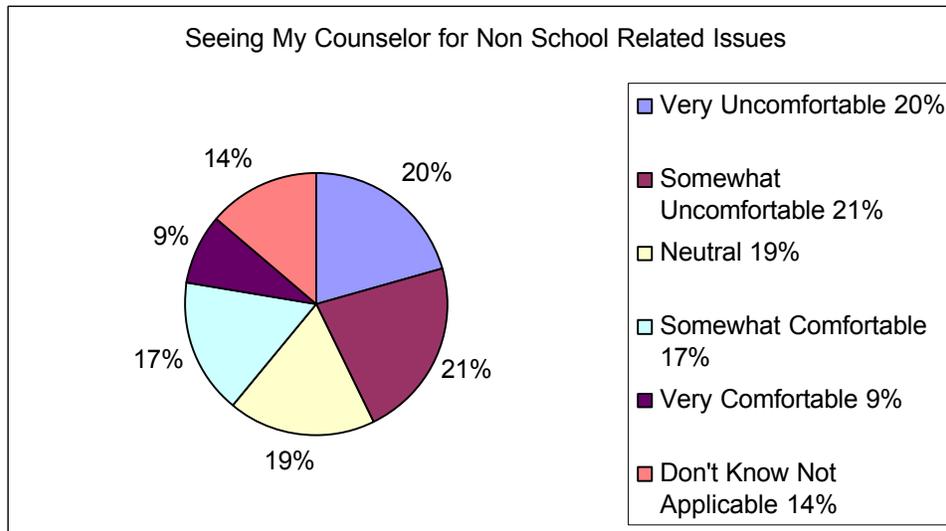




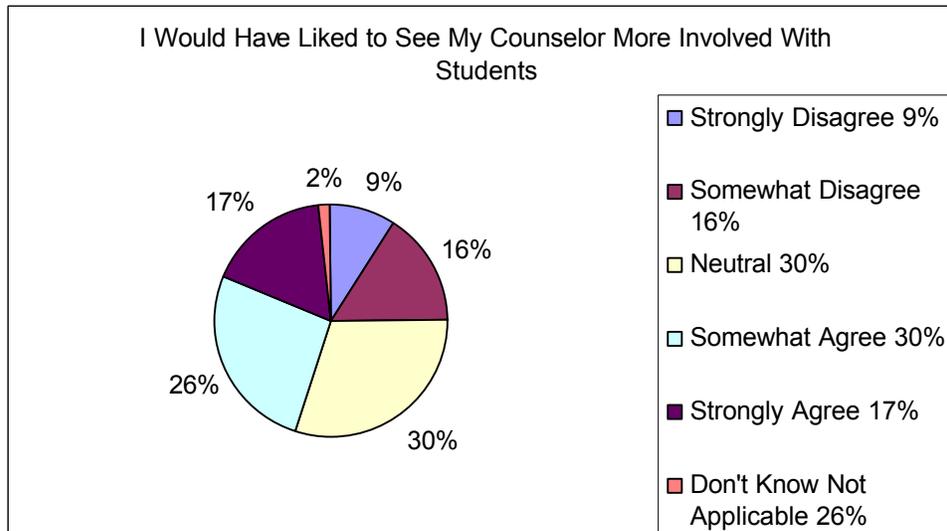
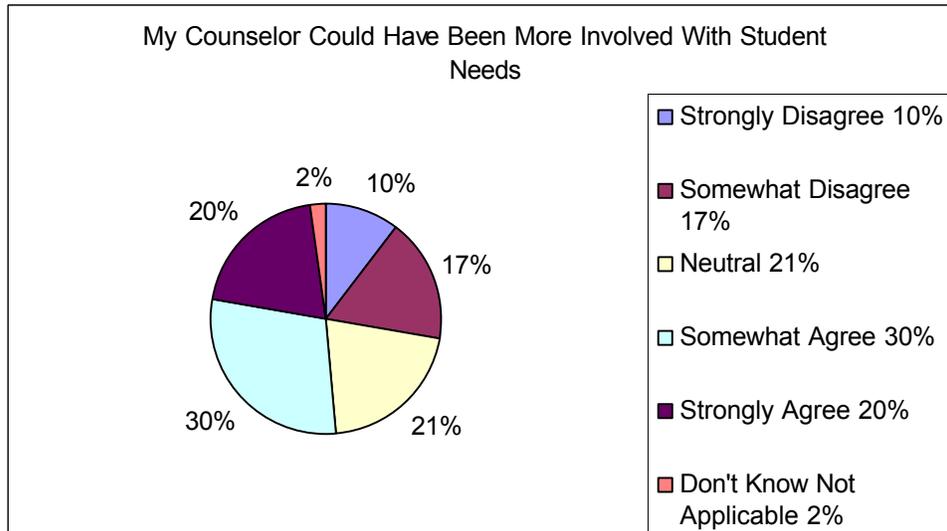
**On average how satisfied were you after having visited with you counselor?**

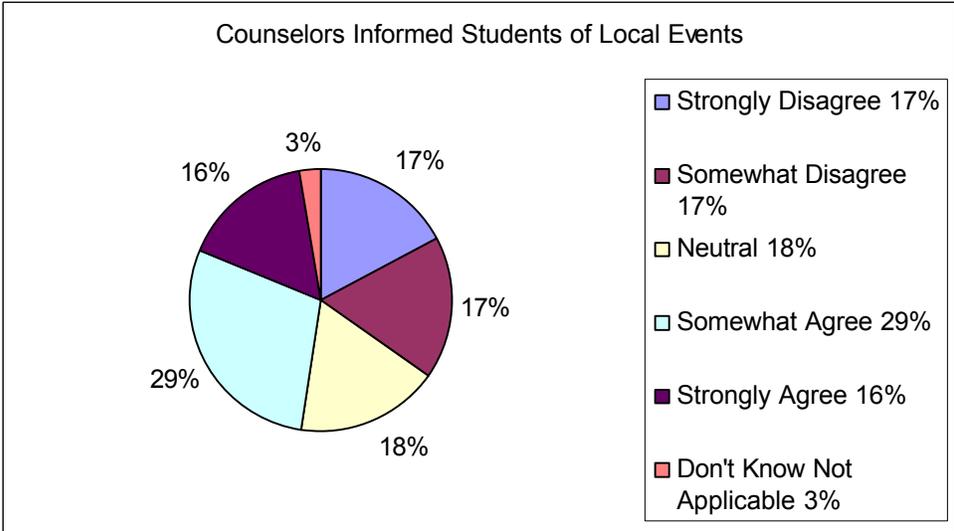
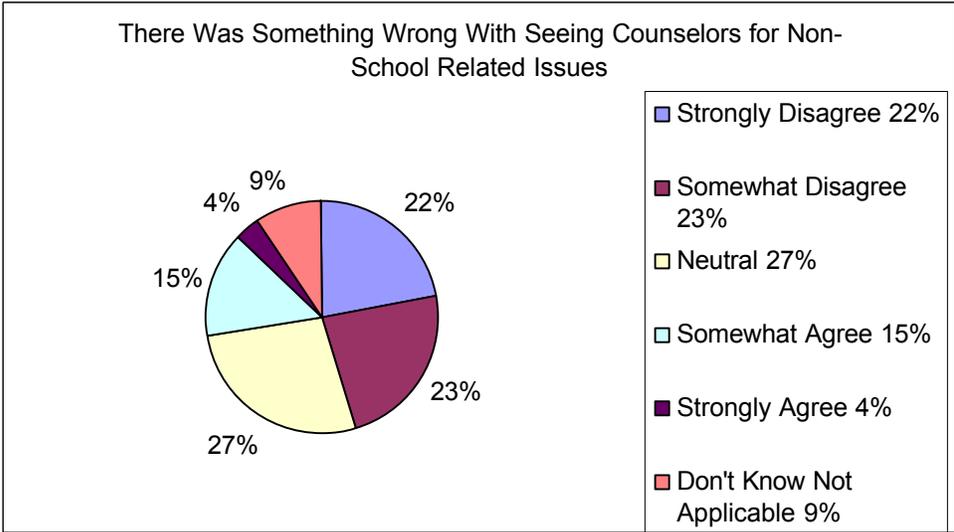


**How comfortable were you with the following?**



**Indicate the extent to which you agree with the following statements:**





## **Audience Segmentation**

### **Internal Audiences**

#### **1.) New Jersey School Counselors**

- 1 Encourage counselors to join the New Jersey School Counselors Association.
- 1 Encourage counselors to use the frameworks and models provided by the NJSCA and ASCA.
- 1 Counselors should take necessary steps to become more involved with their students overall well being and not just their academic success and college preparation.

#### **2.) Students**

- 1 Encourage students to voice their thoughts and opinions concerning the job their school counselors are doing and make appropriate suggestions.
- 1 They are the most important part of the counselors' job and their success and happiness is depended upon the job their counselor does and the role they play in the student's life.

#### **3.) Current Members of NJSCA**

- 1 Current members of NJSCA will need to be open and receptive to changes and new ideas to better the association and increase its membership.
- 1 Budget changes will need to be re-evaluated and made and it is important that all current members are open and honest about their thoughts concerning all future changes to the association.

## **External Audiences**

### **1.) Parents**

- l No one cares more about the success and education of students as much as parents.
- l Parents are involved in schools and students' lives and are very influential voices in the community.
- l Students tell their parents when they have a problem in school or their teachers and/or counselors are not helping them with their problems.

### **2.) Board of Education Members/ School Administrators**

- l Responsible for ensuring teachers, counselors, and other school faculty members are doing their jobs correctly and following the appropriate curricula.
- l Have hierarchy over the counselors and can encourage them to join NJSCA and use the frameworks as a part of their job descriptions.
- l School successes and failures are reflections of these people and they want to be reflected positively to the state and community so by ensuring that their faculty is working to the best of their ability, their students reflect a hardworking and successful school district.

### **3.) Teachers**

- 1 In order for counselors to make the necessary steps in becoming more involved with their students, they will need the cooperation of the teachers who can allow them to come into the classroom once and a while and teach lessons.
- 1 Teachers and counselors are co-workers and should be able to work with each other and share professional ideas to increase student successes.

### **4.) New Jersey Media**

- 1 Responsible for informing the public of the most recent important events going on in the state, and would be used to publicize events and successes in the association and schools.
- 1 New Jersey media should be encouraged to attend association and school events, and print articles containing useful information for parents and students from “the desk of a school counselor.”

## **Channel and Media Selection**

In order to reach school counselors across the state, Self Motivators, Inc. recommends using a variety of media channels including mailed brochures and newsletters, the NJSCA Web site, e-mail, and word-of-mouth via other school counselors. Our research indicated that 34 percent of current NJSCA members heard about the organization from fellow counselors. Therefore, one method to increase awareness and membership would be to encourage current members to promote membership among their colleagues by discussing the benefits of being a part of NJSCA.

Brochures and newsletters were also found to be effective among our target audience. The brochures that would be sent out would serve as a source of information for non-members. They would highlight the purpose of the organization, as well as clearly identify the rewards of being a member. Research results showed that 22.6 percent of counselors surveyed claimed they were not a member because they did not see the need/benefit or did not know enough about it and 63.6 percent said there had no particular reason for not joining. Therefore, there is great room for recruiting counselors simply by effectively conveying the advantages of membership. Newsletters could be sent to current members, reinforcing membership, covering recent and future events, and primarily serving as a means to keep them informed.

In the same light, NJSCA could submit relevant stories to local newspapers periodically as a means to extend awareness beyond the school counselor community. With articles in the newspaper linked to the association, the potential exists for

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counselors, parents, and students in the community to become familiar with NJSCA and seek to learn more about it.

The NJSCA Web site can also serve as a great resource for both current members as well as those interested in joining. The Web site should be able to provide visitors with news updates, calendar of events, information for non-members, how to join, etc. NJSCA could utilize the website to promote not only the organization itself, but upcoming sponsored events and conferences. E-mails on behalf of the organization could be sent as reminders for important dates as well as encouraging new membership.

As a means to endorse New Jersey Framework, the national model for counselors, a DVD should be produced highlighting all the important aspects of the model. Ideally, its purpose would be to promote the best ways to interact with students and what counselors should be doing as a part of their day-to-day routine. The DVD would also encourage counselors to look further into the details of the model. The distribution of the DVD would also create awareness of NJSCA and potentially serve as a means to recruit new members.

Audience	Message	Channel
Current NJSCA Members	Promoting Excellence in the School Counseling Profession	Newsletters, E-mail, Website, Conferences, local daily newspapers
Non-NJSCA Members	Become a Member of NJSCA	Brochures, Newsletters, Colleagues (word of mouth), Direct mail, Radio, Closed-circuit TV (school channels), local daily newspapers
Board of Education/Faculty Members	Encourage counselors to become more active in after school activities	Brochures, Newsletters, Direct mail
All Counselors	Build relationships with your students	Website, Conference, Newsletters, Face-to-face, DVD, local daily newspapers

## Plan Outline

### **Objective 1- Increase membership in the New Jersey School Counselor's Association by 15 percent within one year.**

- 1 Strategy 1.1- Increase awareness of the association throughout the state.
  - o Tactic 1.1.1- Improve the quality and effectiveness of printed materials used by the association. (Brochures, newsletters, conference books, etc.)
    - ✍ Create a specific new member registration packet to be sent out at least two times a year to any counselor who is not currently a member.
    - ✍ Packet should include:
      - o Letter from the President
      - o Information about NJSCA
      - o Application and self-addressed and stamped envelope
      - o Fact sheet emphasizing the return on investment that comes with membership
      - o Calendar with important dates
      - o Token gift (ex: magnet with logo?)
  - 1 After members join, they should receive a thank you letter and a copy of the most recent newsletter.
  - ✍ Replace membership renewal brochure with a postcard.
    - 1 Front of postcard should say "Time to Rejoin," should include the logo, and the motto "The New Jersey School Counselor Association is an approved Professional Development provider." The Back should have a smaller version of the logo and instructions on how to renew their membership.

- ✍ Refresh the newsletter by printing on different paper and giving it a new format.
  - l Newsletter should be magazine style with a white background with color pictures where available and appropriate. Logos, colors, texts, formats, and sizes should remain consistent throughout entire letter. Copy should be double-spaced for an easier read and there should be definitive lines where articles start and stop.
  - l The inside of the newsletter should include:
    - o Table of Contents
    - o Pictures to accompany articles
    - o Advertisements spread out from cover to cover
    - o Membership Application on a different paper located in the centerfold of in the back on a perforated page. Include an envelope to mail in as well as a page stating why counselors should join the association
    - o Articles should contain some entertainment articles covering all different schools across the state, state champions, school awards, sports, arts, music, etc.)
    - o Article explaining the frameworks and encourage counselors to use it.
    - o Important dates page
- o Tactic 1.1.2- Use different channels of media in order to increase the amount of exposure of the association
  - ✍ Using public service announcements on the radio, counselors as well as other educators and parents will hear

- about the association before and after going to work. (Note: Radio stations will play public service announcements when they want too. To ensure stations broadcast the messages during peak driving hours the association may want to look into paid advertisement, if budgets allowed.)
- ✍ For schools that have television channels broadcast commercials or other advertisements promoting the association as well as how to become a member and where to go to get more information. Counselors who are already members can share their personal experiences with the association.
- ✍ Have advertisement banner space on school websites and other frequently visited education websites with a link to the NJSCA website.
- ✍ Place ads in magazines, newspapers, and newsletters frequently read by counselors.
- Tactic 1.1.3- Partner with New Jersey Education Association
  - ✍ Many counselors are already members of NJEA, if partnered-up with NJEA they can promote the pros of joining NJSCA.
  - ✍ NJEA is a well-known and respected organization that can add prestige to being a member of NJSCA.
- 1 Strategy 1.2- Have school administrators such as principals, superintendents and board of education members encourage counselors to join association.
  - Tactic 1.2.1- Invite administrators and board members to attend events hosted by the association such as award banquets, seminars, and conferences.
    - ✍ Let administrators see for themselves all the benefits NJSCA has to offer their school counselors. They would

- then go back to their school and encourage their counselors to represent the school by joining NJSCA.
- Tactic 1.2.2- Send fact sheets, backgrounders, and letters from the President directly to administrators.
  - ✍ Include statistics to show levels of success and happiness among students when their counselor is a member of the association.
- 1 Strategy 1.3- Promote association in state colleges offering majors for careers in school counseling.
  - Tactic 1.3.1- Include benefits of joining association in different courses throughout the curriculum.
    - ✍ By targeting college students preparing to become school counselors, student will have an increased knowledge of the association before they graduate therefore increasing their chances in becoming members after graduation.
    - ✍ Offer student membership section of the association to give students a hands on experience in the association which will encourage them to become full time members when eligible. Membership fee would be discounted from the normal price but students would be permitted to attend sections of the fall conferences, and other events hosted by NJSCA.
  - Tactic 1.3.2- Offer internships to college students studying to become school counselors.
    - ✍ Encourage schools to require a certain amount of time spent with the association doing projects and assisting in various projects in order to get hands on experience as well as the association receiving students' ideas and feedback.
    - ✍ Allow students to shadow counselors for a half day/full day to see what they do on a day-to-day basis.

- l Strategy 1.4- Media Relations
  - o Tactic 1.4.1- Utilize local media to publicize current events of NJSCA and local school districts
    - ✍ In addition to the suggestions stated in tactic 1.12, submit news releases to New Jersey newspapers with stories similar to the ones sent out in the association newsletters, to give the public and idea of school counselors do “behind the scenes.”
- l Strategy 1.5- Evaluative Research
  - o Tactic 1.5.1- Conduct a survey post-plan execution to measure the increase of membership and awareness of NJSCA.

**Objective 2- Improve the identity and image of school counselors in the eyes of the students by 25 percent within one year.**

- l Strategy 2.1- Bridge the gap between students and their counselors
  - o Tactic 2.1.1- Counselors should genuinely let their students know that they are there to help with any issues.
    - ✍ Students should be comfortable going to their counselors for any reason and not feel limited to college prep and school related concerns.
    - ✍ Counselors go into classrooms and promote happy, healthy lifestyles on an appropriately personal level in order to allow students to relate to them and feel comfortable approaching them with any problems.
  - o Tactic 2.1.2- Create a blog for counselors and students to use to voice things they like and dislike about what their counselors are doing.
    - ✍ Students can compare with other students about activities or things their counselors are doing that they like as well as share stories about things they dislike about their counselors.
    - ✍ Counselors can read students' anonymous comments and get ideas as to what they should be doing to better educate their students.
- l Strategy 2.2- Counselors become more involved in student's lives and build stronger relationships with their students.
  - o Tactic 2.2.1- Offer in school "open hours"
    - ✍ Aside from time spent normally with students to discuss classes for the following year and college preparations counselors would have a certain amount of time set aside each week for specific students who could go and discuss anything they have on their minds from personal relationships, to careers, to their favorite sports teams. Counselors would serve as mentors that students could confide in without feeling as they have crossed the student-teacher line.

- ✍ These open hours could be used however the counselor and/or student wanted. They could go to lunch, meet in the office, or the counselor to go into the classroom and teach lessons.
- Tactic 2.2.2- Counselors advise after school clubs and sports
  - ✍ Counselors would be club advisors for various clubs at school or coach sports in order to increase their time spent outside their office with their students. Students would then be more likely to approach their counselor for reasons other than school.
  - ✍ Counselors could even start a club specifically with the students to help plan events, activities, and other various lessons in order to promote more interaction between the students and counselors.
  - ✍ Counselors work along side the student council and help sponsor different projects the council is working on.
- l Strategy 2.3- Media Relations
  - Tactic 2.3.1- School counselor advice columns
    - ✍ School counselors could write columns for local newspapers for parents and students with tips and advice pertaining to popular interests and frequently asked questions/concerns among these audiences.
      - l In the fall, publish advice for parents of high school seniors informing of them of what they should be doing to help their sons and daughters get through the college application process and how to support them if they face rejection.
- l Strategy 2.4- Evaluative Research
  - Tactic 2.4.1- Conduct a survey post-plan execution to measure the happiness of students with their counselors after they have taken these additional steps, and see what else the students would like to see from their counselors.

**Objective 3- Increase the use of the New Jersey Framework among school counselors by 25 percent.**

- 1 Strategy 3.1- Encourage counselors to attend the fall conference and other seminars or lectures offered by NJSCA. Conference will encourage counselors to use the model and explain the benefits and successes of using it.
  - o Tactic 3.1.1- Make pre-conference materials/registration pamphlets easier to read and more appealing in order to create more attendance at the conference.
    - ✍ Cover of booklet should have the logo as its main focal point and no other graphics. In addition, the colors, font, and sizing should be consistent with all other print materials produced by the association. Include important copy such as what the booklet is for as well as “A division of the American School Counselors Association and an affiliate of New Jersey Education Association.”
    - ✍ Inside pages of booklet should include:
      - 1 Keynote Speakers- include the times they are speaking, the names of their lectures, and short biographies of the speaker and very short description of what the lecture is about.
      - 1 For breakdown of each day, the sessions should be very short and brief, preferably one sentence including just the names, target audience, and the topic. Try to keep each day on a separate page.
      - 1 Clarify and add some detail to the pre-conference workshop registration page.
      - 1 Sell advertisements to place in the back of the book, possibly from vendors attending the conference to give counselors an idea of the things they can purchase at the event.

- l Important dates page should be on its own page, preferably not on the inside cover.
- l Logistics, phone numbers, the address, and driving directions should be on a perforated page in the book not on the back cover in order to make it easier for the attendees to rip out and bring with them.
- l Perforate the conference registration page and include envelope.
- l In addition, one single double spaced page, include a cover letter (and omit the presidents message inside the book) from the President, explaining NJSCA briefly and why it is beneficial to attend the conference.
  - ✍ The booklet received at conference registration would need similar edits and formatting that is most appropriate to the information needed for the event.
- o Tactic 3.1.2- Send out reminders of the conference one month and one week before the event.
  - ✍ Send reminders to anyone who was invited who did not RSVP a friendly post card reminding them to register and to contact someone at NJSCA or log on to the Web site if they did not receive the information or need it again. Also, send reminders to those who did RSVP that if they need directions, reservations, etc to do so as soon as possible.
- l Strategy 3.2- Create an instructional and interactive workbook/DVD based on the lessons and suggestions stated in the models and frameworks for counselors to use in order to learn the model and apply it in their jobs.
  - o Tactic 3.2.1- Find a student film class to produce the film as a class project and decide whether to mass-produce dependent on quality and effectiveness.

- ✍ This copy can be used by the students as a school project and as a measurement for the NJSCA to see how beneficial and easy to use something like this would be for the counselors.
- Tactic 3.2.2- Assuming the trial goes well, produce a limited number of copies of the book and video for members of NJSCA and schools from different parts of the state and test for one year the success levels and use of the video.
  - 1 **Purpose of material:**
    - Create general level of awareness and respect for NJSCA.
    - Encourage new membership in NJSCA.
    - Encourage interest and awareness of enacted programs and varying practices within the New Jersey school districts.
      - ✍ Create a unified philosophy for NJ counselors to work towards
    - Communicate the framework for school counseling programs by promoting the NJSCA model as well as the ASCA model.
  - 1 **Benefits:**
    - A stimulating sensory experience for the target audience.
    - Heightened retention.
  - 1 **Target Audiences:**
    - School counselors
    - Administrators
    - College students preparing for a career in education at the middle school or high school level.

1 **How to reach the audience:**

- School counselors and administrators would have members of NJSCA come to their school and give lessons on how to use the video and workbook.
- For use in college, students of the department honor society or club would hold an informational meeting/seminar with members from NJSCA for students who may want to pursue a career in school counseling.

1 Video Elements:

- Main Spokesperson
  - ✍ States a brief history, initiative, goals, and philosophies
  - ✍ Communicates sections of NJSCA's power point presentation verbally.
  - ✍ Voice used throughout the video.
- Interviews
  - ✍ Board members of NJSCA
  - ✍ General members of NJSCA
  - ✍ High achieving students who maintain close relations with their school counselor.
  - ✍ Ask districts to nominate a school counselor to be featured in the NJSCA video.
- Integrating the Power Point
  - ✍ Exact crucial points from the presentation and sort them into the script and/or workbook.

- The vision (to be discussed between filmmaker and heads of NJSCA)
  - ✍ Shots of counselors and NJSCA members in action.
  - ✍ Older and newer counselors interviewed in order to maintain diversity in counseling approaches and opinions.
  - ✍ Important framework information from the National and New Jersey Model displayed with compelling graphics while spokesperson elaborated on the visual.
  
- 1 Strategy 3.3- Hold county seminars/mini conferences for school counselors with leading members in NJSCA
  - Tactic 3.3.1- Every six months or so counselors within each county would meet up with members of NJSCA to discuss things they do in their schools that work and things that do not work as well.
    - ✍ Counselors get to interact with other counselors nearby which will help promote uniform in teaching patterns in the schools so no one school is significantly better off than another.
    - ✍ Good opportunity for NJSCA to promote their conference as well as new materials and ideas that counselors should be doing for their students.
  - Tactic 3.3.2- Requirement of all school counselors as a part of their job
    - ✍ Note in job descriptions of school counselors that they are responsible to attend at least one informational event hosted by NJSCA a year in order to be up to date and remain active in their school.

l Strategy 3.4- Media Relations

- o Tactic 3.4.1- Invite the media to conferences, seminars and lectures
  - ✍ Have the media attend events where the framework and national model are being emphasized. The media can then inform the public of the ideas these counselors have, hopefully encouraging counselors to implement new lessons and procedures in their curricula to avoid public disapproval.

l Strategy 3.5- Evaluative Research

- o Tactic 3.5.1- Measure percentage increase for use of the model and attendance at informational events such as seminars, and conferences.
  - ✍ Possibly re-test counselors every few years to be sure they know the newest materials and standards for their job to ensure they are offering their students everything they can and should be offering them.

**Objective 4- Create three internship and volunteer positions at NJSCA within six months.**

- l Strategy 4.1- Offer college students internship opportunities, if interested in becoming school counselors.
  - o Tactic 4.1.1- Provide students hands-on experience in the school counselor field as well as bring in young ideas and suggestions to benefit NJSCA.
    - ✍ Students will already be familiar with NJSCA and would hopefully pursue membership after graduation.
    - ✍ Students can talk with other students and give NJSCA ideas to target to counselors about what students want from their counselors.
  - o Tactic 4.1.2- Two specific positions specifically should be created, PR/Communications Person and a Legislative Liaison/Monitor.
    - ✍ The Public Relations/Communications person would do basic level public relations work by helping out with raising awareness of the association to counselors, educators, and parents through the state as well as help with the distribution and creation of paper materials.
    - ✍ The Legislative Liaison/Monitor would be responsible to paying attention to bills being passed in the state of NJ in regards to budgets and other matters dealing with education.
- l Strategy 4.2- Media Relations
  - o Tactic 4.2.1- Give media relations responsibilities to interns
    - ✍ Interns would be responsible for writing news releases and media alerts for any events or important news pertaining to NJSCA. These responsibilities would help the lessen the burden on members of the association as well as give students a chance to gain first hand experience in that field.

1 Strategy 4.3- Evaluative Research

- Tactic 4.3.1- Survey interns at the completion of their internship in order to receive feedback regarding their experience as an intern as well as their overall impression of NJSCA.
  - ✍ As the association becomes bigger and busier additional intern positions could be added based on the feedback received by the current students to ensure all areas of the association have enough help for them to succeed.

## **Evaluative Research Outline**

### **Objective 1- Increase membership in the New Jersey Counselors Association by 15 percent within one year.**

- 1 Review number of members within the association as compared to previous year.
- 1 Conduct a survey and/or focus group among non-member counselors to learn the reasons for reluctance to join NJSCA.
- 1 Survey new members to uncover which methods were most effective for recruiting and what lead to their decision to join.

### **Objective 2- Improve the identity and image of school counselors in the eyes of the students by 25 percent within one year.**

- 1 Survey students regarding their perceptions towards their counselors and the services they offer/provide, as well as a separate survey for the counselors regarding their perceived image of themselves and services they feel they provide.
- 1 Assess student satisfaction with their counselor via surveys, focus groups, and other forms of student feedback.
- 1 Evaluate the different reasons for which students visit their counselors and the extent to which they consider them as a resource for issues non-college related.

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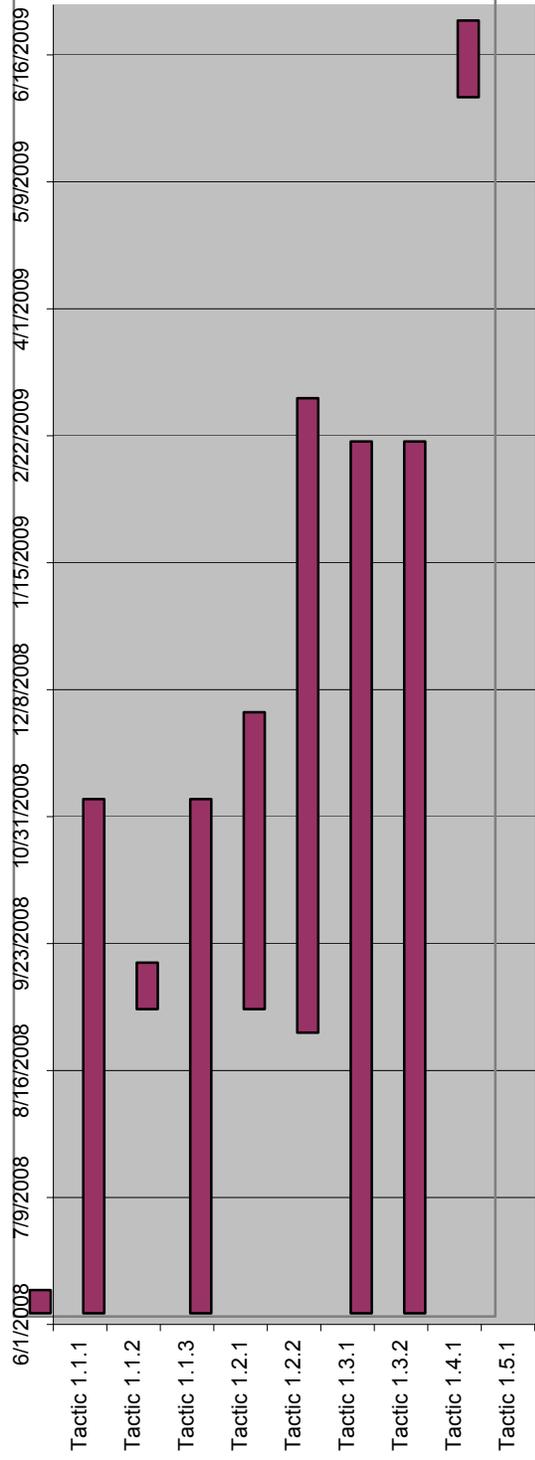
**Objective 3- Increase the use of the New Jersey Framework/National Model among school counselors by 25 percent.**

- 1 Assess effectiveness of DVD promoting the national model by surveying counselors after viewing it.
- 1 Periodically survey counselors in terms of familiarity of the New Jersey Framework (6 months or yearly).
- 1 Assess the work and services being carried out by counselors via a semi-annual review.

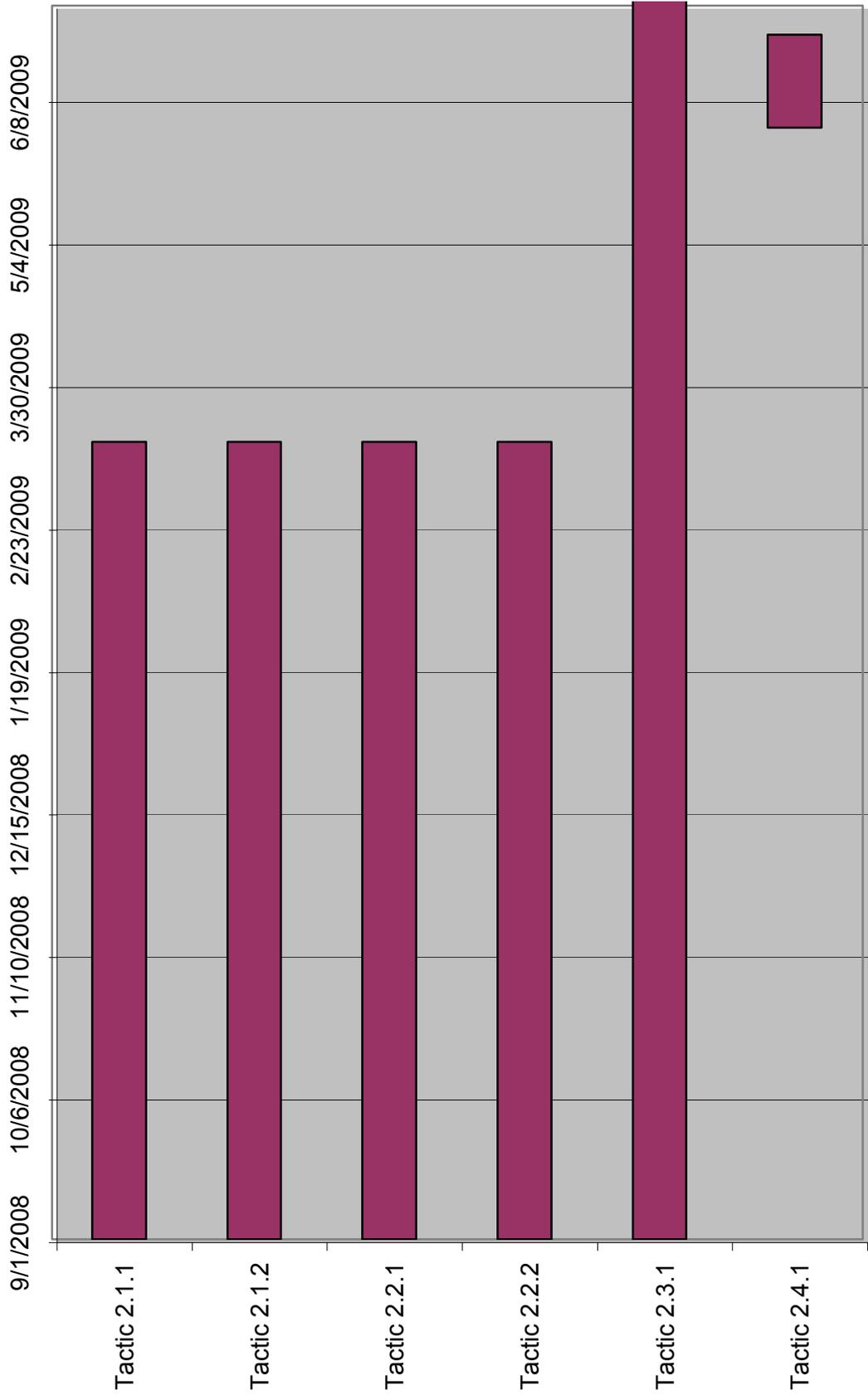
**Objective 4- Create internships and volunteer positions at NJSCA.**

- 1 Monitor the effectiveness of the work carried out by the interns/volunteers.
- 1 Evaluate the ways in which work done by the interns/volunteers aid in the operating of the association.
- 1 Survey interns at the completion of their internship in order to receive feedback regarding their experience as an intern as well as their overall impression of NJSCA.

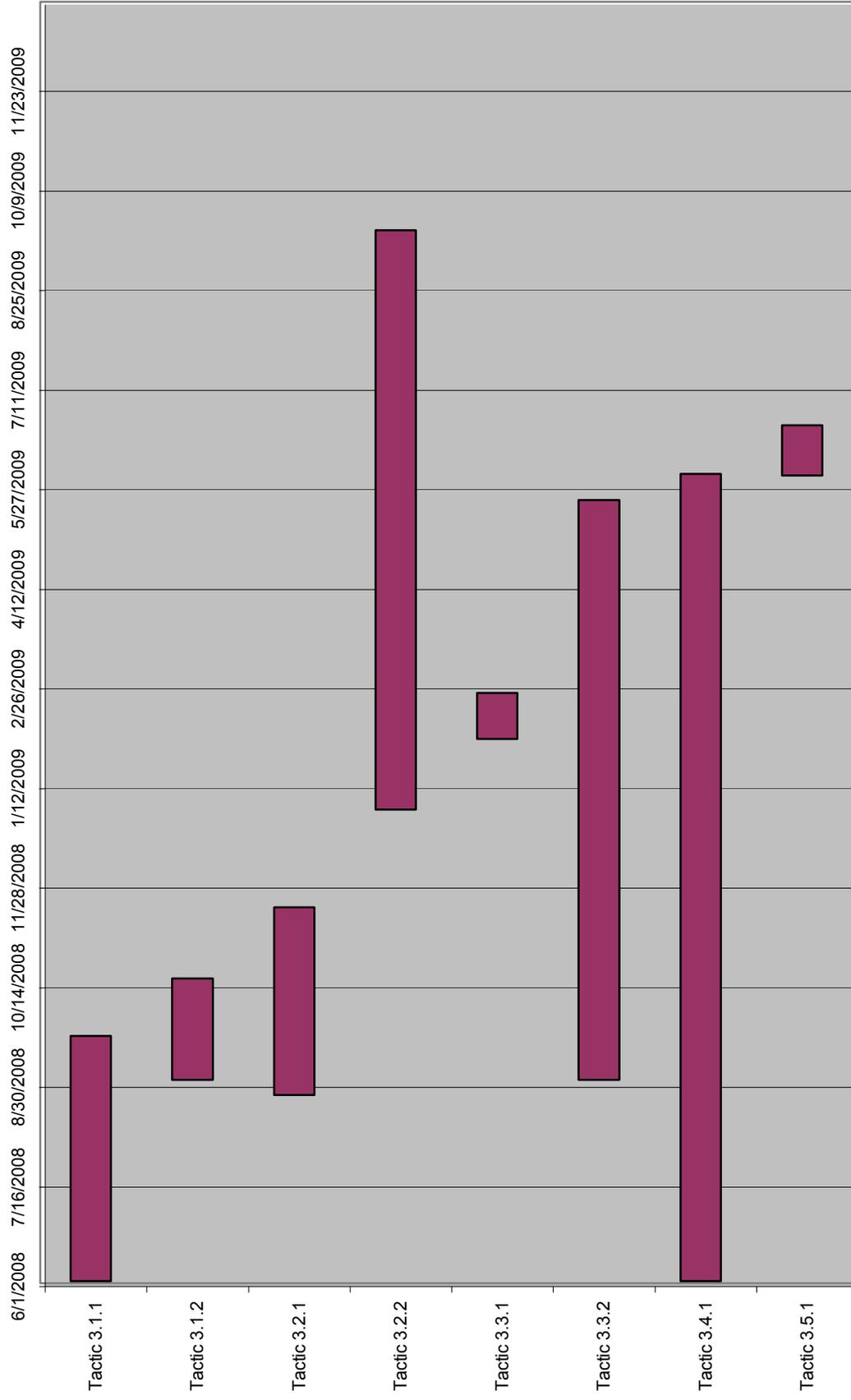
# Objective 1



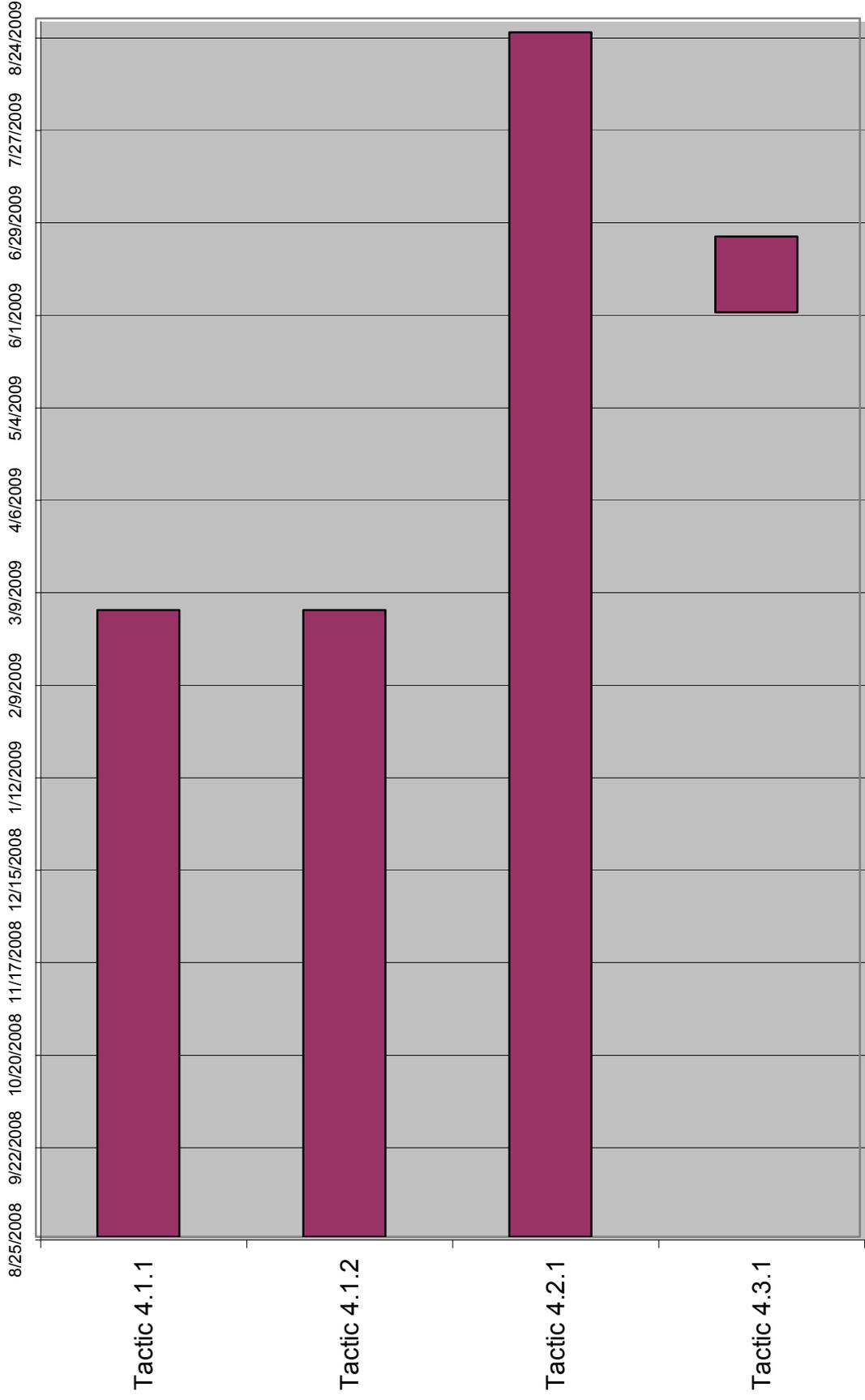
## Objective 2



# Objective 3



### Objective 4



## Detailed Budget

### Objective 1:

Tactic 1.1.1 New Member Registration Packet	
-postage and paper	
Magnets (640)	\$220.99
Postcards (1000)	\$137.99
Tactic 1.1.2 Place ads in popular magazines and newsletters	
Ex. Guidance Channel (networking possibility to gain ad space)	
Tactic 1.1.3 Fact Sheet, Backgrounders, and letters	
Paper and postage	\$1.40/person
(Dependant on the size of the specific demographic reached)	(approx.5,000)

### Objective 2:

Tactic 2.2.1 Make Booklet Easier to Read (300)	\$425
Tactic 2.2.2 Send out reminders for the conference	\$100
5,000 DVD copies	\$4,450
Student Incentive (3 person team)	\$3,000
5,000 Workbooks	\$4,000
Postage	\$7,500

Total Budget Used: \$26,833.98

\*All quantities are an approximation and may be over the actual quantities

### **Budget Resources:**

Staplescustomprinting.com

Diskmakers.com

<http://www.usps.com/prices/welcome.htm>

## Signed Work Log

<b>PR Plan Component</b>	<b>Responsible for Work</b>
Client Interview	Caitlin Coyle Wendy Logan Catherine Cosentino Cindy Sura Antoinette Gouveia
Transcription of Interview	Caitlin Coyle Catherine Cosentino
Survey Distribution	Caitlin Coyle Wendy Logan Catherine Cosentino Cindy Sura Antoinette Gouveia
Survey Formatting	Cindy Sura
Data Compilation	Cindy Sura Antoinette Gouveia
Logo Design	Wendy Logan
Cover Page	Caitlin Coyle
Formatting	Wendy Logan
Assembly of Binders	Caitlin Coyle Cindy Sura Antoinette Gouveia Catherine Cosentino Wendy Logan
Editing	Caitlin Coyle Cindy Sura Antoinette Gouveia Catherine Cosentino Wendy Logan
Video Development & Workbook Assembly	Catherine Cosentino
Cover Letter	Wendy Logan

2000 Pennington Road Ewing, NJ 08628 (609)-771-1855

Meet the Members Page	Caitlin Coyle Wendy Logan Catherine Cosentino Cindy Sura Antoinette Gouveia
<b>Situation Analysis</b>	
Goals	Antoinette Gouveia
Client History	Antoinette Gouveia
Problem and How Public Relations Can Solve It	Catherine Cosentino
Formative Research Collection	Caitlin Coyle Wendy Logan Catherine Cosentino Cindy Sura Antoinette Gouveia
Formative Research Compilation	Antoinette Gouveia
Audience Segmentation	Caitlin Coyle
Channel and Media Selection	Cindy Sura
<b>Plan Outline</b>	
Objectives 1,2,3, & 4	Caitlin Coyle
Evaluation Research Outline	Cindy Sura
Gantt Chart(s)	Caitlin Coyle
Detailed Budget	Catherine Cosentino
Signed Work Log	Caitlin Coyle Wendy Logan Catherine Cosentino Cindy Sura Antoinette Gouveia
Final Documents	Caitlin Coyle Wendy Logan Catherine Cosentino Cindy Sura Antoinette Gouveia

*(Signatures located with Meeting Attendance Log)*

## Meeting Attendance Log

Because preparation and planning is one of the key elements of a successful project we felt it was necessary to include an attendance log to truly highlight the dedicated members of the group and their commitment to the group and success of the plan.

Meeting Date	Attendees
January 28	All Members
February 1	All Members
February 13	Cait, Catherine, Wendy
February 20	All Members
February 25	Cait, Antoinette
February 27	All Members
March 5	Cait, Antoinette, Cindy, Wendy
March 26	Cait, Cindy, Antoinette, Wendy
March 29	Cait, Cindy, Antoinette, Catherine
April 2	Cait, Cindy, Antoinette, Catherine
April 4	Cait, Cindy, Cat, Wendy
April 8	Cait, Antoinette, Catherine
April 9	All Members
April 14	Cait, Antoinette, Cindy, Catherine
April 23	Cait, Antoinette, Cindy, Catherine
April 28	All Members

By signing below, I agree that this Attendance Log accurately reflects the meetings I attended as a part of Self Motivators, Inc, as well as an accurate account of the work I completed for this PR project.

\_\_\_\_\_

Catherine Cosentino

\_\_\_\_\_

Caitlin Coyle

\_\_\_\_\_

Antoinette Gouveia

\_\_\_\_\_

Wendy Logan

\_\_\_\_\_

Cindy Sura

## **Appendix A: Client Questions**

## **Appendix A: Client Questions**

### **Self Motivators Inc.**

**Interview Questions for Meeting #1 with Mr. Jim Lukach**

**Wednesday, February 6, 2008**

**11:00 AM, The College of New Jersey**

- 1.) What is the New Jersey School Counselor's Association?
- 2.) Approximately how many staff members do you have? What are their responsibilities?
- 3.) Do you have anyone on staff who is specifically responsible for the association's communications?
- 4.) What are your main concerns?
- 5.) What key messages are you currently using?
- 6.) Are there specific school districts where there are more concerns?
- 7.) Have you tried to address these concerns in the past? If so, what did you do? What was the feedback?
- 8.) Do you have a communications plan in action currently? If so, have you seen any success yet?
- 9.) Who are you trying to reach specifically?
- 10.) What is the identity of the New Jersey's school counselors?
- 11.) Is your logo recognizable?
- 12.) What, in your opinion, is the current image of New Jersey's school counselors?
- 13.) What (if anything) has happened recently to change the image of school counselors?
- 14.) What is your ideal image of New Jersey's school counselors?
- 15.) What is your timeframe for our communications plan?
- 16.) Are there any specific districts that would need more attention and time in building up your ideal image?

17.) Do you have a budget for a statewide communications plan? What is an approximate budget for this particular project?

18.) Do you have any sponsors or affiliations as an association?

19.) Do you advertise in newspapers, magazines, TV, radio and/or the World Wide Web? If so, where do you advertise? Also, can we see samples?

20.) Do you send story ideas about students, counselors, schools, etc. to newspapers and other media? If so, can we see examples?

21.) Do you currently hold any special events? If so, what are they and who usually attends? How do you promote those events?

## **Appendix B: Interview Transcription**

## Appendix B: Interview Transcription

Wednesday, February 6, 2008

11:00 AM, The College of New Jersey

**(Caitlin Coyle): What is the New Jersey School Counselor's Association?**

(Jim Lukach): *Uh, the association is the professional association that represents guidance people, directors of guidance, supervisors of guidance, and more importantly, school counselors in general. And I say school counselors only because, and I don't know where you are at with that name, but you probably refer to your old "guidance counselor," we're attempting to change the name. The certification in New Jersey from the dept of education is now that of "school counselor." O.K. the professional association, like the New Jersey associations, are all school counselor associations, not guidance. But again lots of counselors refer to themselves as "guidance counselors," and that's something we would like to deal with and its something like an image problem for us.*

**(With the name changes, are there going to be any change to the jobs that are performed?)**

*No, no, not at all, the certification, what's upgraded like I said, it was to that of student personnel association, uh, student personnel services was the certification and about three years ago, it was changed to that of school counselor. So again, the original question is a professional association that represents these kinds of folks. I guess our primary function is providing professional development. Specifically to counselors rather than educators in general or teachers.*

**Caitlin Coyle: Approximately how many staff members do you have and what are their responsibilities?**

Jim Lukach: *Haha, you see it (points to himself). I'm actually a part time executive director. However, at times it becomes a full time situation; around conference time on occasions. And again, my responsibilities range from keeping the organization fluid, to being in charge of membership and overseeing that whole process of receiving dues and responding to these folks.*

**(So you handle dues.)**

*Yes I do*

**(How much are dues?)**

*Our dues are \$30 a year; for a professional organization, that is dirt cheap.*

**(How often do you hold conferences?)**

*Yah, our main professional development activity is a conference we run in October, and we've attempted to keep it the third weekend of the month so that people know to put that date on the calendar. The last several years we've been at the Ocean's Place in Long Branch. Gorgeous facility, unfortunately I think they're going to price us out of business. We went there the first year and it was like, tell your attendees "don't go out on the board walk the neighbor hood is bad," to now there are one million dollar condos on the side of it and the price of going there has escalated tremendously, but we at least have a two year contract agreement with them, and it's a gorgeous facility.*

**(Who attends the conferences?)**

*Again, in order to attend you must be a member of the association, we insist on that. Its primarily our membership and who, again, would be school counselors, directors, supervisors, and even counselor educators.*

**Caitlin Coyle: Do you have anyone on staff that is specifically responsible for the association's communications? Well you said you are the only staff member, so the next question...**

*Jim Lukach: Yeah, me, keep in mind we have a whole executive board, about 50 people. We have an elected president, and they are elected three years out. In other words they are elected as a president elect-elect, so that we have a president elect-elect, a president elect, and a president, again, its "wow," but it helps us as an association to have leadership in line and helps them learn about the association. Again, the biggest problem over the years has been the continuity of presidents, so that's how my role evolved as executive director and a staff member, so have some, when I retired from active school counseling, I took on the role as a gratis position and it eventually developed into a paid position. But again, so we have people, we have again, vice presidents, we have an elementary vice president, a middle school vice president, a high school vice president, and a post-secondary vice president along with other various and (sundry?) offices.*

**Caitlin Coyle: What are your main concerns?**

*Jim Lukach: Main concerns? Obviously, community image. I think a lot of people unfortunately have a bad taste in their mouth about their high school guidance counselor for a lot of reasons, and again, we recognize that. Keep in mind we also have a lot of elementary school counselors and middle school counselors who do great things. They're usually very energetic, very enthusiastic, spend a lot of time in the class room, teaching skills. But again, lots of our high school people are those who wanted to get out of the class room as a teacher and sit behind a desk and deal with college applications. We have a very large group of old guidance counselors out there that we need to deal with,*

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*so that's problem number one. Again, image continues, we would like to get involved legislatively. We think that is an important part of our future. One of our biggest things we would love to accomplish is to have some sort of legislation passed, mandating elementary school counselors. Right now, about the only mandate that is out there right now is at the high school level. And I'm actually not quite sure what that mandate is, if its required or suggested, yah know etc, etc. Lots of what you see out there in terms of what kids are experiencing, and again, you know, you're near that level, my take on it is they have not been given the skills to make appropriate decisions, whether it be to put in a college application, to look at a trade school, to think about the military, you know, they haven't been given those skills to make those kinds of decisions. Same thing with, and again let me use the Shooters, the Shooters haven't been given the skills to deal with what they've had to cope with, when you really think about it, yah know. So again,*

**(So you think the concern is on both ends, the community sees counselors in a bad image, but at the same time the counselor is not doing “what they are supposed to”)**

*Exactly, exactly.*

**Caitlin Coyle: What key messages are you currently using?**

*Jim Lukach: Uh, key messages, uh, and again, this originates from our national association, we are affiliated, we are a state division of the American School Counselors Association, which is again, the national association in Alexandria, Virginia. We're also an affiliate division NJAA with the education association. That message would be that counselors play a very important role in students' achievement. Alright, achievement is the issue today in public education, not in all education. Are the students affectively achieving what we want them to achieve? Um, and again, you know, I think the role that counselors play in this is critical, whether it be you know, teaching the skills on how to study uh, to , making effective decisions*

**(And you would like this to happen earlier on in elementary or middle school?)**

*Exactly, exactly, there is actually a national model out there and I brought this along (gives us the model). The National Model suggests a change in what school counselors are currently doing. Again, if you went into a guidance office five, ten years ago and asked a counselor what are you going to be doing today or tomorrow, well you know, “we'll be doing college applications”, yah know, no particular plan in place. What the national association is suggesting and what we, the state is suggesting, because we have a similar model, we call ours the New Jersey frameworks, based on the national model, its actually a written plan of a developmental counseling program. Again, “what are you going to be doing today, what are you going to be doing tomorrow, what are you going to be doing next week, next month , etc.” and again, it's a developmental concept of a counseling program. So there are pieces out there, we have, the state association, myself, we have spent time going out and trying to deliver that message, that counselors need to change what they are currently doing and the way they do it. And again, some have accepted that, and others are very resistant to: “don't tell me how to do my job”*

**(Because the majority of them are older)**

*Exactly, “don’t give me more work to do, don’t tell me what else I have to do, because I’m overwhelmed now.”*

**(Do you have any ability to bring newer people into high school positions?)**

*Uh, not really, as a professional association its probably not something we’d want to do to get involved politically with the local school districts. Again, the problem goes back to the counselor education programs, whether it is here at The College of New Jersey, at Rider, at Kane, at Rowan, William Patterson, all those schools that have counselor education programs. Those programs have had to change in order to bring new counselors out, knowing what’s out there, and that’s beginning to happen, because they’ve really had no choice. Ok, so again, the change is starting basically at the bottom, where kids are, young adults are coming out of graduate programs with the knowledge of a national model. The fact that we have national standards, and again, I’m sure you are aware a standard is something that a student should know and be aware of as participating in a program, whether it’s a math program, standard, a science standard program, yah know a science program that has standards, or a school counseling program that has standards. And you know again, we’re probably one of the last areas of education that developed standards; they’re only about 5 years old. But again, you know they’ve been very well received and have been included in here.*

**(He gives us our own copy and tells us there is a CD within the booklet)**

*the other thing I’d like to suggest, our website.*

**(We bring up website)**

*if you scroll down to right there, this is our framework; it’s about 200 and sum pages (we have a copy). This is something we developed locally, meaning state wide here in NJ in response to the National Model. Actually back in 1990, wanna hear alittle history? There is a school counseling guru, no need to put this stuff down, by the name of Norm Gyspers, Doctor Gyspers, from the University of Missouri. And Dr. G in the late 80’s early 90’s, developed the first comprehensive school counseling model and it became the University of Missouri’s model and after that, lots of states started developing there own. We in New Jersey did that and actually it was in 1991 was recognized by one of the better models by the national association, recognized as the writers of the year in doing that, so that model sat out there from ‘91 for a long time and we tried to sell it at that point--VERY resistant. It wasn’t until, again, in response to all these things, there were about 35 of them, these models, that national association said ‘hey we better do something’ because we have all these little models hanging out there, lets bring them together and have some consistency so that’s when the national standards were developed and the national models were developed. In response to the national model, we upgraded our 1991 model to what you have here in front of you, the frameworks.*

**(And that was updated in 2005?)**

Yes.

**(So in New Jersey you try to push the model you have.)**

*Yes, we suggest they look at both, because again, the national model gives some credence to the state piece.*

**(Is there any big difference between the national model and your own?)**

*No big difference, only that we get a little locally and talk about districts and use some school districts. School districts throughout the state have attempted to implement, so they're at varying stages. Some went through the foundation and wrote philosophies and stopped. Ok, others went a little further. We've attempted in our statewide model to give examples of what different school districts have done to give examples of what different school districts have done in the state so that they feel a little more comfortable. None of this stuff is copy written so we suggest to them that they can beg, borrow, and steal anything they want in terms of developing a model. It could be that easy.*

**Catherine Cosentino: Which school districts are of particular concern?**

*Jim Lukach: Nobody is of particular concern, but like I just said there are school districts who have implemented at varying degrees. Interestingly enough, Kane University, the graduate school there of counseling just received a 700,000 dollar grant from the...*

**TAPE RECORDER DIED =(**

**Interview Questions for Meeting #1 with Mr. Jim Lukach  
Wednesday, February 6, 2008  
11:00 AM, The College of New Jersey**

1.) What is the New Jersey School Counselor's Association?

**The NJSCA represents the professionals of guidance counseling, including the counselors, directors, supervisors, etc. They are trying to change the name from guidance counselors to school counselors in order to put emphasis on their roles as professional development teachers and not just guidance.**

2.) Approximately how many staff members do you have? What are their responsibilities?

**Mr. Lukach is the only staff member with multiple responsibilities including keeping organization, and membership (\$30 yr.). He is the Executive Director. He plays a big role in the conference held in October for members of the association. He works on an executive board with 50 other people.**

3.) Do you have anyone on staff who is specifically responsible for the association's communications?

**Mr. Lukach as well as the executive board.**

4.) What are your main concerns?

**The community image of guidance counselors. People do not see them in a good light because they are not working to the fullest of their potential, specifically older high school counselors. Middle school and elementary school counselors are working hard but do not get as much recognition as hs. Mr. Lukach would like to see some legislative involvement.**

5.) What key messages are you currently using?

**NJSCA is a state division of the National division and an affiliate of NJEA. Trying to show the significant role school counselors play in students schooling. Counselors are encouraged to follow the NJ Frameworks, similar to the National Model, a written plan of what and when counselors should be doing. Counselors need to change but there is a strong resistance. (Counselors don't enjoy being told what to do and how to do their jobs). Change should start at the bottom and work its way up. (Ex. Undergraduates who will soon be starting work).**

6.) Are there specific school districts where there are more concerns?

**School districts are responding at various degrees, and it is the counselors decision to join. (Approx. 1000 statewide members) There is concern because only 13 schools have applied to make certain changes when there are more than 200 districts in the state. Problems most noticed in urban districts (Camden, Newark, Perth Amboy, etc.). Because they are a statewide division they are not affiliated with one specific district.**

7.) Have you tried to address these concerns in the past? If so, what did you do? What was the feedback?

**Constant encouragement to counselors to make the changes needed to help students succeed.**

8.) Do you have a communications plan in action currently? If so, have you seen any success yet?

**See question #5.**

9.) Who are you trying to reach specifically?

**The counselors and their directors/supervisors, school boards of education, principals, parents, students, etc.**

10.) What is the identity of the New Jersey's school counselors?

**OMITTED**

11.) Is your logo recognizable?

**Yes. Color schemes are consistent, and it is the state of NJ with NJSCA printed across.**

12.) What, in your opinion, is the current image of New Jersey's school counselors?

**The NJSCA has a good image, but the individual counselors do not have such a good image, however as the association improves, the counselors will improve. The profession is continuing to grow. The NJSCA used to be affiliated with the NJ Counseling Association which deals with mental health, so they disaffiliated and became an independent association. A similar group is the NJ School Counselor Network. There are also plenty of county associations which they are attempting to persuade to join the statewide one by attempting to get invited to their meetings.**

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13.) What (if anything) has happened recently to change the image of school counselors?

**OMITTED**

14.) What is your ideal image of New Jersey's school counselors?

**Counselors should play a major role in students' achievement and decisions and not just sit behind desks but instead go into the classrooms and teach actual lessons or courses. The job descriptions should be redefined.**

15.) What is your timeframe for our communications plan?

**ASAP!**

16.) Are there any specific districts that would need more attention and time in building up your ideal image?

**OMITTED**

17.) Do you have a budget for a statewide communications plan? What is an approximate budget for this particular project?

**There is no pre-determined budget. For the website NJSCA collaborated with Verizon and was given a 20K grant to make the website. NJSCA is an official non-profit organization.**

18.) Do you have any sponsors or affiliations as an association?

**At the conference in October they rent out exhibitor and sponsor tables. There are about 40-50 exhibitors that pay \$400 for a table and usually consist of publishers selling books. Looking to expand these tables to include jewelry and more "counselor" gear to appeal (such as "Love Your Counselor" shirts, hats, bags, etc) to the mostly female attendance.**

19.) Do you advertise in newspapers, magazines, TV, radio and/or the World Wide Web? If so, where do you advertise? Also, can we see samples?

**Website is the major and solo source of advertisements. The funding for the website was given to them through Verizon who also helped them find the company to make it. The company has since gone out of business. They need to update the software and website itself.**

**Postcards and invitations are also sent out to member to remind them to save the date for the fall conference. The association purchases lists with names and addresses on them to send throughout the state to all counselors.**

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20.) Do you send story ideas about students, counselors, schools, etc. to newspapers and other media? If so, can we see examples?

**Newsletters are sent out to members three times a year with the logo on it including stories and upcoming events information. Should include more color and be less wordy, and include stories from students praising their counselors to encourage counselors to keep working hard.**

21.) Do you currently hold any special events? Is so, what are they and who usually attends? How do you promote those events?

**The 3<sup>rd</sup> week of October is their conference which takes place in Long Branch, NJ for two days for members. The event usually consists of keynote speakers, breakouts, receptions, and social hours, etc.**

**They also hold a mini conference at Kean University in April, where counselors can go to workshops and spend a day on campus and hopefully promote Kean to their students. This year it will take place April 17 and the speaker will be the co-author of the National Standards Model, and also will be opened up to counselors of all grade levels not just high school.**

**They have awards ceremonies for students submitting essays on how their counselors affected them in their schooling and they award scholarships to these students. In consideration now is opening up a similar essay scholarship to middle school students writing about what they expect from their counselors in high school. This will give hs counselors an idea of what they should be doing to please their students.**

Additional Notes:

**Altamont Enterprises- prints paper products (post cards, conference agendas)**

**Staples- prints stationary**

**Possible inclusion of streaming video on the website**

**364 school districts in NJ**

## **Appendix C: Student Survey Instrument**

## Appendix C: Student Survey Instrument

Hello. We are students at The College of New Jersey working on a project for our Strategies of Public Relations class. Can you please take a moment of your time to answer a few questions? Thank you for your time.

**Directions:** Please answer the following questions to the best of your ability. Please choose only one answer for each question asked, where "DK/NA" means "don't know/no answer".

1. How likely were you to go to your school counselor for the following issues?

	Very unlikely	Somewhat unlikely	Somewhat likely	Very likely	DK/NA
College related					
Problems at home					
Problems with friends					
Academic problems					
Relationship problems					

2. How often did you see your school counselor?

- a. Only when I had specific questions      b. Only when appointments were scheduled  
c. Never

3. Which of the following did you believe to be part of your counselor's job?

	Yes	No	DN/NA
Help with college selection			
Being concerned with my grades			
Being concerned with my general well-being			
Being concerned with my social skills			

4. Please indicate the extent to which you agree with the following statements about your high school counselor.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree	DK/NA
Encouraged me to see him/her with any questions/concerns						
Showed a vested interest in my success						
Provided helpful suggestions/information						



## **Appendix D: School Counselors Survey Instrument**

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Hello. We are students at The College of New Jersey working on a project for our Strategies of Public Relations class. Can you please take a moment of your time to answer a few questions? Thank you for your time.

**Directions:** Please answer the following questions to the best of your ability. Please choose only one answer for each question asked, where "DK/NA" means "don't know/no answer".

- 1 How long have you been a school counselor?  
a. Less than a year   b. 1-5 years   c. 5-10 years   d. 10+ years
  
2. Are you a member of the New Jersey School Counselor's Association?  
a. No                      b. Yes
  
3. If yes, how did you hear about the organization?  
a. another counselor      b. conference      c. mailed brochures, newsletters, etc.  
d. e-mail                      e. website              f. other
  
4. If you are not a member, which reason best explains why not?  
a. Never heard of it      b. Don't know enough about it      c. Don't see the need/benefit  
d. Don't want to      e. No particular reason
  
5. Are you a member of the New Jersey Education Association?  
a. No                      b. Yes
  
6. How familiar are you with the American School Counselor's Association National Model?  
a. Never heard of it    b. Some what familiar    c. Very familiar

7. Which of the following do you believe to be a part of your job as a school counselor?

	Yes	No	N/A
Help with college selection			
Being concerned with student's grades			
Being concerned with student's general well-being			
Being concerned with student's social skills			

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**8. How likely do you receive visits from students for the following issues?**

	Very likely	Somewhat likely	Somewhat unlikely	Very Unlikely	DK/NA
College related					
Problems at home					
Problems with friends					
Academic problems					
Relationship problems					

**9. Do you currently advise and after school club/activity?**

- a. Yes            b. No

**Thank You For Your Time!!!**