

MINUTES
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
January 9, 2008

The Joint Legislative Education Oversight Committee met on January 9, 2008 at 9:00 a.m. in Room 643 of the Legislative Office Building. Chairman Douglas Yongue presided over the meeting. The following House members were present: Representatives Blackwood, Cotham, Fisher, Glazier, Jeffus, Johnson, Lucas, McLawhorn, Pate, and Tolson. The following Senators attended: Co-Chair, Senator Swindell and fellow Senators Apodaca, Atwater, Dannelly, Dorsett, Goss, Hartsell, Malone, Nesbitt, Stevens, and Tillman. Please refer to *Attachments 1-2* for agenda and visitor registration. Chairman Yongue convened the meeting at 9:10 a.m. and welcomed the committee, committee staff, visitors, and Sergeant-at-Arms.

Speaker's Initiative on High School Dropout Reform

In an effort to give the committee an update, Representative Fisher, Co-Chair of the Speaker's Initiative on High School Dropout Reform, began by discussing how the committee came to exist considering the great need to address the issues surrounding our state's dropout rates. Representative Fisher noted that the committee traveled around the state holding public forums for the purposes of promoting awareness and public input. In holding these 13 public forums, the committee received feedback from students, parents, teachers, administrators, and others suggesting: better teacher pay, more career and technical education, raising the dropout age, early intervention, and outside-of-the-box strategic thinking. She also noted that the committee was assigned the task of distributing \$7 million, earmarked for grants, to disburse across the state to aid in increasing student achievement and reducing the dropout rate. Representative Fisher suggested that members observe the handout summarizing the progress of the initiative (*Attachment 4*).

Representative Parmon, fellow Co-Chair of the Speaker's Initiative on High School Dropout Reform, also addressed the committee. Representative Parmon reported the progress of the public forums, achieving great turnout, and receiving valuable public input. Representative Parmon noted that in all public forums across the state there was a high level of public interest in funding career and technical education as well as raising the dropout age. Chairman Yongue then opened the floor to questions.

Representative McLawhorn inquired about the grant process and its timeline. Mr. Marvin Pittman, Community Liaison for Student Achievement, State Board of Education noted that over 300 grant applications were reviewed one week ago. The Dropout Prevention Committee would meet on January 14 and 15, 2008 to review, rank, and make selections. Mr. Pittman said that grant awardees would receive notification on January 18, 2008. These grants should be distributed across the state with the amounts varying, not to exceed \$150,000. Senator Dannelly asked about the makeup of the crowds that offered input. Representative Parmon noted that crowds were made up of students, parents, teachers, judges, probation officers, and even a past dropout who went on to obtain a GED at the local community college.

Approval of Minutes

As the next order of business, Chairman Yongue asked the committee to review the minutes of December 4 and 5, 2008. Representative Lucas offered a motion for approval. With a second from representation McLawhorn, the motion carried (*Attachment 5*).

Teacher Mentoring Program

Mr. Danny Holloman, Section Chief, North Carolina Center for Teacher Recruitment and Retention, spoke to the committee about the effectiveness of teacher mentoring. In 2007, the legislature directed the State Board of Education to evaluate existing teacher mentoring programs across the state and to report the findings to this committee. In accordance with G.S. 115C-296(e), they reported their findings and recommendations in the attached report (*Attachment 6*). Mr. Holloman suggested that teacher mentoring is a major contributing factor in the retention of approximately 82% of 2006-2007 first-year teachers, 82% of second-year teachers, and 84% of third-year teachers. Mr. Holloman suggested two recommendations to the committee, the first of which is to fund 1 mentor per 15 beginning teachers. The second recommendation called on the state legislature to fund a full-time Beginning Teacher Support Program Coordinator for each LEA. See authorizing legislation (*Attachment 7*).

Ms. Angela Cogdill, Professional Development Coordinator, Granville County Schools spoke, to the committee about the effectiveness of traditional and non-traditional teacher mentoring programs. Ms. Cogdill coordinates with the Support Coach, a lead mentor at each school, and Principal at the school in order to provide a mentor for each beginning teacher. Granville County Schools trains twenty mentors per year. These mentors are trained by professionals experienced in the NC State University model, with additional follow-up training, and refresher training on an annual basis.

Ms. Cogdill introduced a teacher and mentor, Ms. Karen Adcock and second year teacher, Mr. Shawn Barnes to speak to the committee about the critical support provided in mentoring. Ms. Adcock emphasized the broad realm of support provided in mentoring, noting that she even helps beginning teachers, who are new to area, to become acquainted with the community.

Mr. Barnes, a second-year teacher in Granville County Schools, moved to the area to teach. His mentor helped him find housing. Mr. Barnes emphasized how vital this was having moved to the area from an urban setting, fresh out of college (UNC-G), with no practical real world experience.

Finally, Mr. Fred Williams, Executive Director of Recruitment and Retention, Durham County Public Schools spoke to the committee about the Durham Co. Public Schools mentor program based on a model, in existence for fifteen years, by the New Teacher Center in Santa Cruz, California. The New Teacher Center provides mentor training. This program stresses social, emotional, professional, and instructional growth for beginning teachers. This model allows Durham County schools to collect and monitor data on the effects of mentoring. Each mentor provides support to fifteen or sixteen teachers on average. Chairman Yongue opened the floor to questions.

Representative Jeffus, a former teacher and mentor, asked if lead mentors, who are Nationally Board Certified Teachers (NBCT), are mentoring on a full-time basis, and maintaining the 12% NBCT differential though they are not teaching in the classroom. Mr. Williams stated that 13 out of 35 mentors in Durham County Public Schools are National Board Certified. However, the state does not pay the mentor stipend in addition to the 12% differential for National Board Certification. Instead, the LEA is honoring the 12% differential with other funding sources. Representative Lucas asked if teachers may be mentored beyond three years if they express the need for additional support. Ms. Cogdill said that is possible, with or without pay. She added that mentors are only paid by the state for the first two years at a rate of \$100 per month. The mentor is paid \$100 per month regardless of how many teachers they are mentoring. Representative Pate asked if lead mentors who mentor full-time can count the 12% differential towards retirement, if the LEA is covering the 12% differential with other funding sources. Chairman Yongue asked Mr. Barnes if he could change anything about his preparation in college, what would it be? Mr. Barnes expressed the need to spend one year of hands-on experience in the classroom as opposed to a semester. Representative Cotham, who as an assistant principal serves as Coordinator for the Beginning Teacher support Program at two Charlotte-Mecklenburg high schools, expressed the burden of 20 hours or more of mentor training outside of the classroom. She suggested that a teacher worthy of mentoring does not need twenty hours of training outside of the classroom. Mr. Holloman suggested that LEAs be creative to fit their needs. With no further questions, Chairman Yongue invited the next presenter.

Blue Ribbon Testing Commission

Chairman Howard Lee, State Board of Education, asked that each member of the State Board of Education introduce him or herself. Those present included the following: Kathy Taft, 1st District; Kevin Howell, 3rd District; Shirley Harris, 4th District; Eulada Watt, 6th District; Wayne McDevitt, 8th District; Melissa Bartlett, At-Large; John Tate, III, At-Large; Patricia Willoughby, At-Large; State Superintendent June Atkinson, Secretary; Randy Young, Student Advisor; Danielle Austin, Student Advisor; Dr. Shirley Prince, Superintendent Advisor.

Chairman Lee assured the committee that he would keep the legislature well informed of any potential policy recommendations formulated by the State Board of Education, following their review of the Blue Ribbon Testing Commission Report and the Blue Ribbon Charter School Commission Report. Chairman Lee then invited Dr. Sam Houston to present the findings and recommendations of the report to the committee.

Dr. Sam Houston, Chair of the Blue Ribbon Testing Commission and CEO of the North Carolina Science, Math and Technology Center, presented the report to the committee (*Attachment 8*). He emphasized the diversity, experience, and commitment of the 25 member committee charged with strengthening the State's testing and accountability systems. The committee met regularly for 7 months hearing a wide variety of presentations, summaries of which are included in the report. The report categorizes 27 recommendations into four key areas: Curriculum, Assessments, Support and Resources, and Accountability Models. Dr. Houston acknowledged the findings and principles that guided the commission's research and recommendations. He highlighted 5 of the 27 recommendations as critical in the effort to strengthen testing and then

invited questions from the committee. Representative McLawhorn inquired about other states' testing models. Dr. Houston said North Carolina must first decide how much data we need, and how we want to use the data. Chairman Lee added that North Carolina is a model to most states, though we have room for improvement. Senator Nesbitt praised the work of the commission, insisting that we reduce what he called a testing burden. Senator Goss asked if there was input from students. Dr. Houston assured committee members that they heard at least three presentations from students. Senator Goss asked Dr. Houston what the bottom line is. Dr. Houston stressed the need for instructional feedback in a timely manner.

Blue Ribbon Charter School Commission

Chairman Howard Lee spoke to the committee about the need in the more recent years to examine issues surrounding charter schools. Charter schools have been in existence since 1996, with a cap of 100 charter schools. There are currently 98 charter schools across the state. The 17 member Blue Ribbon Commission on Charter Schools was charged with "(1) Evaluating the current status of charter schools including current and past legislation and current Board policies that affect charter school functioning; (2) Determine where the charter sector needs to improve and develop goals for the future; (3) Identify how current legislation can enable achievement of these goals, or if legislation needs to be adjusted to allow the state's charter school program to improve; and (4) Assess current Board policies to determine if they need to be adjusted or if new ones are necessary" (*Attachment 9*). There were 11 recommendations, which include the need to raise the cap based on achievement and performance, show preference to siblings to students drawn in the lottery, allow charter schools to receive lottery revenue, maintain current facility funding status, etc. Chairman Fedewa opened the floor to questions. Representative Fisher and Senator Nesbitt cited the need to report best practices between charter schools and normal public schools. Chairman Lee agreed that these best practices should be shared. In response to concerns from the committee regarding the existence of charter schools with low performance, Chairman Lee assured them that the Board will be looking at ways to raise standards and hold low performing schools accountable. Senator Goss inquired about the current system of accountability for charter schools to the taxpayer. Chairman Lee explained that the Office of Charter Schools at DPI provides oversight to the charter school. Furthermore, Chairman Lee assured the committee that the Board will take this into consideration in reviewing the report. He also expressed the need for the Board to examine the allocation of ADM funds when students move from a charter school to a public school. Currently, the money stays at the charter school.

With no further committee business, Chairman Yongue announced the dates for the February 11 and 12 meetings and adjourned the meeting at 12:00.

Respectfully submitted,

Representative Doug Yongue, Chair

Katie Stanley, Committee Assistant

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-004

Policy Title: 16 NCAC 6D .0503 State graduation requirements

Current Policy Date: 05/03/2007

Other Historical Information: Previous board dates: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002, 07/11/2002, 06/03/2004, 01/06/2005, 10/06/2005,

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0503

.0503 STATE GRADUATION REQUIREMENTS

- (a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (e) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher.
- (b) Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises.
- (c) Special education students other than students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma.
- (d) Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age. Special education students who are following the occupational course of study in paragraph (e)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.

(e) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12 as specified below.

(1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:

NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.

(2) **Effective with the class entering ninth grade for the first time in the 2009-10 school year, the following units will be required for graduation under the Future Ready Core:**

UNITS	SUBJECTS
4 Mathematics Units	<ul style="list-style-type: none"> · Algebra I, Geometry, Algebra II OR <ul style="list-style-type: none"> · Integrated Math I, II, III · 4th Math Course to be aligned with the student's post high school plans <p>(At the request of a parent and with counseling provided by the school, a student will be able to opt out of this math sequence. He/she would be required to pass Algebra I and Geometry or Integrated Math I and II and two other application-based math courses.)*</p>
4 English Units	
3 Social Studies Units	<ul style="list-style-type: none"> · World History · US History · Civics and Economics
3 Science Units	<ul style="list-style-type: none"> · Biology · An earth/environmental science · A physical science
1 Health and Physical Education Unit	
6 Elective Units	Two electives must be any combination of Career Technical Education, Arts Education or Second Language**
4 Unit Concentration	As part of this core, the State Board of Education strongly recommends that local superintendents assist students in developing a four-course concentration focused on student interests and postsecondary goals. The concentration would provide an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration would not limit a student's access to opportunities provided through community college concurrent enrollment, Learn and Earn early college, Huskins or university dual enrollment. Local superintendents or their designees would approve student concentrations.

* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics that includes a fourth math with Algebra II as a pre-requisite.

** Students seeking to complete minimum applications requirements for UNC universities must complete two years of a second language.

(A) career preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

(B) college technical preparation, which shall include:

- i. four credits in English language arts, which shall be English I, II, III, and IV;
- ii. three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
- iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. one credit in health and physical education;
- vi. four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
- vii. two elective credits; and
- viii. other credits designated by the LEA.

NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course

for which Algebra II is a prerequisite and, effective with the class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.

- (C) college/university preparation, which shall include:
 - i. four credits in English language arts, which shall be English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
 - iii. three credits in science, which shall include biology, a physical science, and earth/environmental science;
 - iv. three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
 - v. one credit in health and physical education;
 - vi. two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
 - vii. four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
 - viii. other credits designated by the LEA.
- (D) occupational, which shall include:
 - i. four credits in English language arts, which shall be Occupational English I, II, III, and IV;
 - ii. three credits in mathematics, which shall be Occupational Mathematics I, II, and III;
 - iii. two credits in science, which shall be Life Skills Science I and II;
 - iv. two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
 - v. one credit in health and physical education;
 - vi. six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment;
 - vii. four vocational education elective credits;

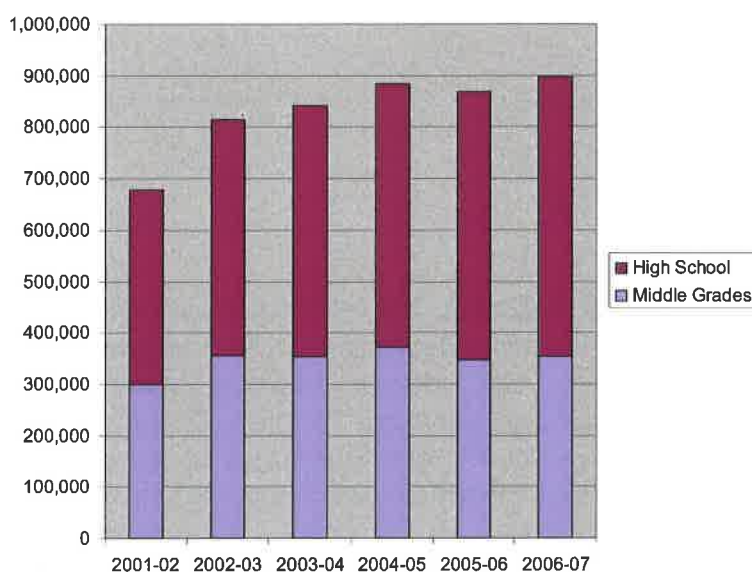
- viii. computer proficiency as specified in the student's IEP;
 - ix. a career portfolio; and
 - x. completion of the student's IEP objectives.
- (2) Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:
 - (A) **successfully complete a senior project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and**
 - (B) score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I. A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results. If the student does not score at or above proficiency level III on the retest, school officials shall apply the review process described in Rule .0504 of this Section to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.
- (3) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
- (4) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
- (5) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.
- (f) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.
- (g) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
 - (1) successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (e) of this Rule. These

- students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history; and
- (2) completion of all IEP requirements.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999; Amended Eff. January 2, 2006; April 1, 2005; September 1, 2002; December 1, 2001; December 1, 2000.

Career and Technical Education January 8, 2008

1. Enrollment Data – See Attachment 1
2. Gender Data – See Attachment 2
Ethnicity Data – See Attachment 2
Middle School Data – See Attachment 4
3. Student enrollment over time shows students are choosing a Career and Technical Education elective. There is a 28.2% increase between 2001 – 2002 and 2006 – 2007. Seventy-four point five percent (74.5%) of 9 – 12 graders annually take one or more Career and Technical Education courses. Fifty-five percent (55%) take four or more Career and Technical Education credits. Teachers, programs and equipment must stay up to date for students to select these elective courses.



4. Teacher shortages are handled in Career and Technical Education through Alternative Route Licensing. In conjunction, the department provides an 80-Hour Induction program for non teaching degreed personnel to jump start leadership in the classroom. The changes became effective July 2007. The department has met with Personnel Directors and Career and Technical Education Directors to explain the changes, but additional in-service is needed for understanding.

Career and Technical Education

Page 2

January 8, 2008

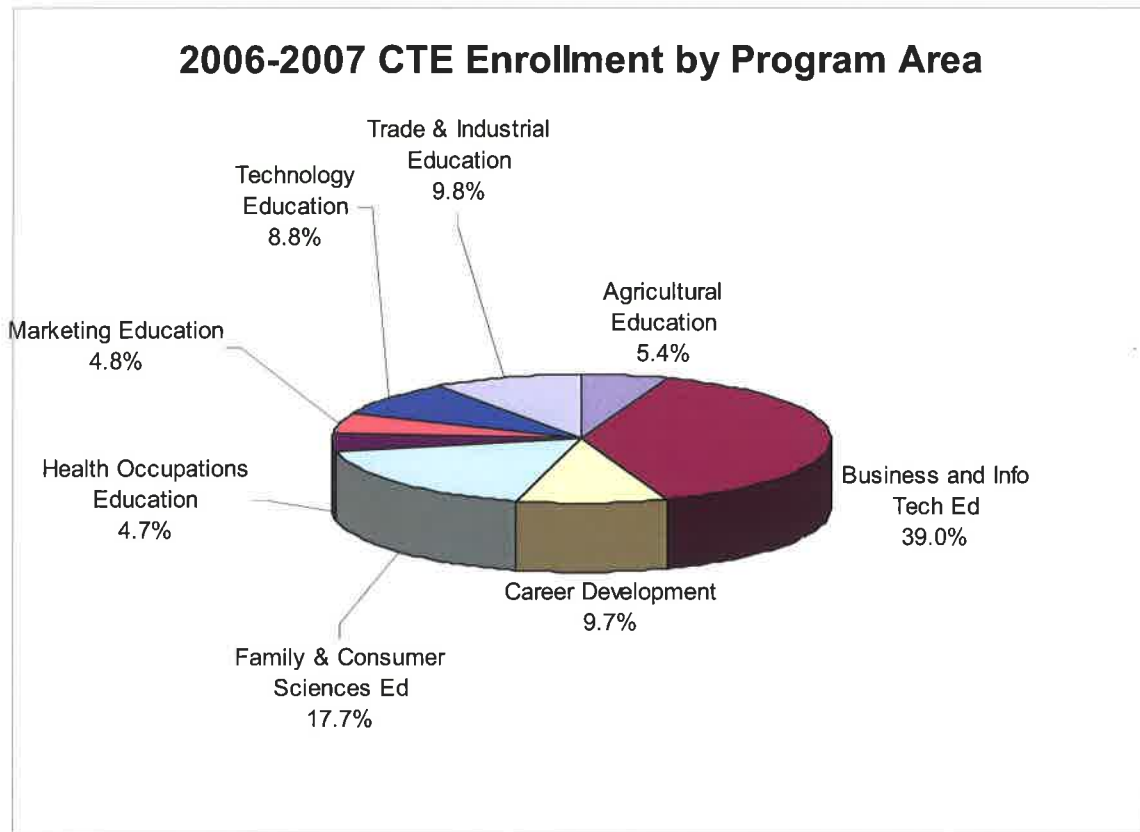
5. Career and Technical Student Organizations (CTSOs) are an integral part of the Career and Technical Education Program, as evidenced by North Carolina Public School Law 115-C-154, North Carolina State Board Policy HSP-1-002 and the North Carolina Standard Course of Study for Career and Technical Education. CTSOs are an integral part of instruction and an application of learning. Through the Federal Perkins Grant, resources are provided to help support the administration of the organizations. There are no state restrictions on student attendance at competitions and meetings during the school week. Local school systems have flexibility within state statute and state policy to make decisions on these organizations.

2007 CTSO Membership:

DECA	4,550
FBLA	8,584
FFA	17,411
FCCLA	3,734
HOSA	8,265
SkillsUSA	3,263
TSA	<u>2,600</u>
TOTAL	43,995

6. There are 296 Career Development Coordinators in the 385+ high schools in North Carolina. Many Career and Technical Education teachers help connect students and employers in communities. Of Career and Technical Education students (55%) who complete four or more Career and Technical Education credits, 78.7% continue their education, 49.3% are employed full or part-time and 3.5% are in the military. The percentage of students who are not employed and seeking full-time work is 3.7% compared to a 20.0% North Carolina Youth unemployment rate for ages 16-19. The two main approaches for connecting students with employers are through Career Development Coordinators and their Career and Technical Education classroom teachers.

Enrollments by Program Area Grades 6 - 12 North Carolina Career and Technical Education



SOURCE: CTE Accountability Data, 2007.

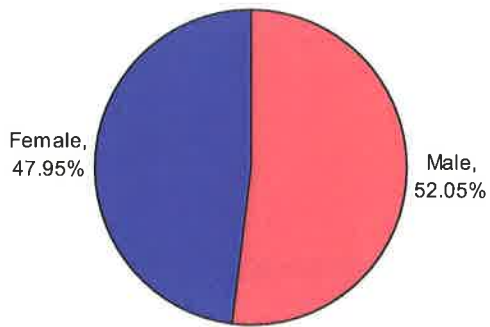
Enrollment by Program Area, 2001-2002 through 2006-2007

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Agricultural Education	35,481	40,784	41,941	44,267	44,879	47,001
Business & Info Technology Ed	260,584	320,503	334,995	349,062	343,026	349,718
Career Development	72,654	76,955	73,053	86,620	87,597	87,660
Family & Cons Sciences Ed	129,294	154,277	153,609	157,452	154,459	159,450
Health Occupations Ed	22,110	27,109	30,579	34,112	35,530	38,329
Marketing Education	24,399	29,622	32,534	35,893	39,024	42,776
Technology Education	63,625	77,241	81,111	79,910	69,712	75,059
Trade & Industrial Ed	68,680	79,400	82,710	89,130	86,517	87,324
Community College Ed	729	3,478	4,806	7,952	7,797	8,859
	677,556	809,369	835,338	884,398	868,541	896,176

SOURCE: CTE Accountability Data, 2002-2007.

Gender Grades 6 - 12 Career and Technical Education

2006-2007 CTE Enrollment by Gender



2006-2007

Gender of all NC Students

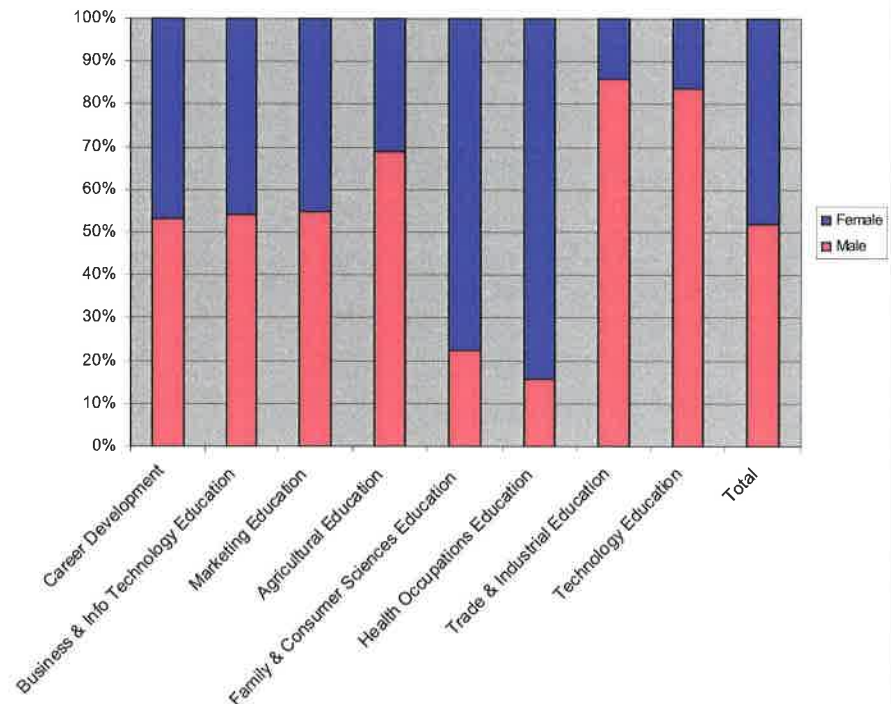
Male	51.00%
Female	49.00%

Gender of NC CTE Participants

Male	52.05%
Female	47.95%

SOURCE: CTE Accountability Data, 2007.

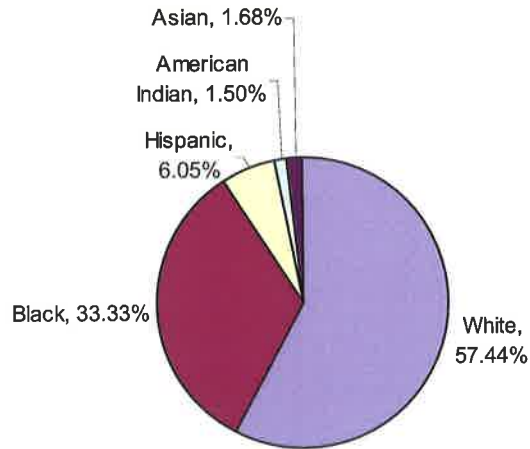
2006-2007 CTE Enrollment by Gender and Program Area



SOURCE: CTE Accountability Data, 2007.

Ethnicity Grades 6 - 12 Career and Technical Education

2006-2007 CTE Enrollment by Ethnicity



2006-2007

Ethnicity of all NC Students

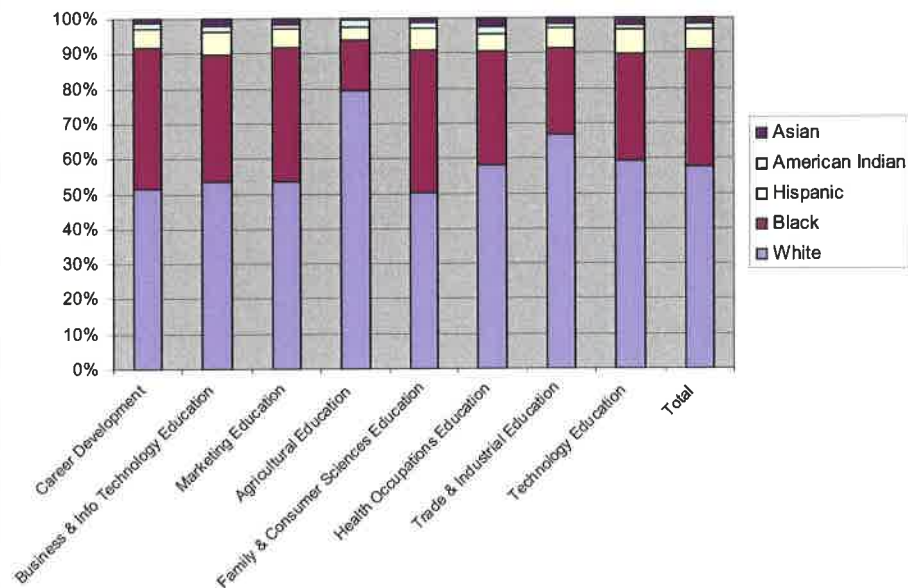
<i>American Indian</i>	1.43%
<i>Asian</i>	2.20%
<i>Black</i>	31.34%
<i>Hispanic</i>	9.18%
<i>White</i>	55.84%

Ethnicity of NC CTE Participants

<i>American Indian</i>	1.50%
<i>Asian</i>	1.68%
<i>Black</i>	33.33%
<i>Hispanic</i>	6.05%
<i>White</i>	57.44%

SOURCE: CTE Accountability Data,

**2006-2007 CTE Enrollment by Ethnicity and
Program Area**



2007.
Accountability Data, 2007.

SOURCE: CTE

Enrollment Patterns in Middle Grades Courses (Grades 6 – 8)
2001-2002 through 2006-2007

Middle Grades Courses	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Exploring Career Decisions	68,049	69,296	63,652	69,471	67,191	66,954
Exploring Business Technologies	35,513	45,481	45,872	43,596	60,397	65,046
Exploring Biotechnology	7,899	9,228	8,294	6,884	6,869	7,011
Exploring Life Skills	44,706	53,943	49,986	48,732	42,480	42,988
Exploring Technology Systems	45,427	55,578	56,265	57,092	47,281	52,262
Business Computer Technology	35,623	43,566	50,315	58,421	48,370	51,123
Keyboarding	62,040	76,462	76,600	86,502	73,075	67,097
Total	299,257	353,554	350,984	370,698	345,663	352,481

SOURCE: CTE Accountability Data, 2002-2007.

North Carolina Public Schools

***Statistical
Profile***

2006

Table 33 (Continued)
Course Membership Summary, 2005-06

	Elementary		Middle		High	
	No. of Classes	No. of Students	No. of Classes	No. of Students	No. of Classes	No. of Students
Film Production (9-12)	0	0	0	0	78	1,144
Electronic Art (9-12)	0	0	0	0	33	508
Art History (9-12)	0	0	0	0	69	784
Art History And Appreciation	0	0	0	0	46	298
Studio Art: Drawing (9-12)	0	0	0	0	147	644
Studio Art: 2D Design (9-12)	0	0	0	0	62	269
Studio Art: 3D Design (9-12)	0	0	0	0	25	112
Independent Study In Visual Arts	0	0	0	0	153	563
Folk Arts (K-12)	0	0	57	1,308	27	577
Community College Arts	0	0	0	0	141	765
Career Development Pilot Program	0	0	0	0	7	21
Career Management	0	0	0	0	789	16,091
Exploring Career Decisions	0	0	3,976	70,752	15	66
Career Development Internship	0	0	0	0	280	1,373
Principles Of Business & Personal Finance - BE	0	0	0	0	608	12,727
Exploring Business Technologies	0	0	3,262	59,394	1	11
Business Pilot Program	0	0	0	0	37	232
Business Law	0	0	0	0	304	6,140
Business Management And Applications	0	0	0	0	64	916
Small Business/Entrepreneurship - BE	0	0	0	0	201	3,615
Computerized Accounting I	0	0	0	0	230	3,310
Computerized Accounting II	0	0	0	0	122	744
Business And Financial Management I - BE	0	0	0	0	6	6
NAF Academy Of Finance I - BE	0	0	0	0	17	272
NAF Academy Of Finance II - BE	0	0	0	0	6	69
Foundations Of Information Technology	0	0	0	0	5	117
Networking I - BE	0	0	0	0	47	616
Network Administration II - Linux	0	0	0	0	16	53
Network Administration II - Novell	0	0	0	0	4	61
Network Administration II - Microsoft	0	0	0	0	16	103
Business Computer Technology	0	0	2,373	45,799	10	140
Computer Applications I	0	0	30	452	3,001	58,884
Computer Applications II	0	0	11	135	1,248	21,958
Computer Applications III	0	0	0	0	5	23
E-Commerce I	0	0	0	0	263	2,787
E-Commerce II	0	0	0	0	47	242
Computer Programming I - VB NET	0	0	0	0	125	1,618
Computer Programming II - VB NET	0	0	0	0	24	213
NAF Academy Of Information Tech I - BE	0	0	0	0	7	80
NAF Academy Of Information Tech II - BE	0	0	0	0	9	70
Intl Baccalaureate (IB) Information Tech	0	0	0	0	2	17
Bus and INF Tech Ed Special Interest	0	0	1	19	0	0
Keyboarding (Middle Grades)	0	0	3,524	65,968	0	0
Digital Communications Systems	0	0	2	8	1,683	33,443
Business And Electronic Communications	0	0	0	0	59	814
Apprenticeship Program	0	0	0	0	44	96
Business Cooperative Program	0	0	0	0	64	257
Business Internship	0	0	0	0	145	423
Business Advanced Studies	1	1	0	0	155	429
Principles Of Business & Personal Finance - ME	0	0	1	19	80	1,824
Marketing Pilot Program	0	0	0	0	4	68
Small Business/Entrepreneurship - ME	0	0	0	0	302	5,612
Marketing	0	0	2	8	632	11,428
Marketing Management	0	0	0	0	119	1,376
Strategic Marketing	0	0	0	0	58	729
Fashion Merchandising	0	0	0	0	155	3,258
Business & Financial Management I - ME	0	0	0	0	76	1,204
Travel/Tourism & Recreation	0	0	0	0	76	1,204
Marketing Technology & Media	0	0	0	0	15	192
Sports & Entertainment Marketing I	0	0	0	0	304	6,918
Sports & Entertainment Marketing II	0	0	0	0	89	1,249
Marketing Apprenticeship	0	0	0	0	3	3
Marketing Cooperative Program	0	0	0	0	294	2,654
Marketing Internship	0	0	0	0	13	32
Marketing Advanced Studies	0	0	0	0	56	264

Table 33 (Continued)
Course Membership Summary, 2005-06

	Elementary		Middle		High	
	No. of Classes	No. of Students	No. of Classes	No. of Students	No. of Classes	No. of Students
(Agriculture) Local Specialized Course	0	0	0	0	40	461
Agriscience Applications	0	0	0	0	357	6,803
Agricultural Production I	0	0	0	0	63	971
Agricultural Production II	0	0	0	0	38	404
Agricultural Production III	0	0	0	0	8	33
Animal Science I	0	0	0	0	167	3,314
Animal Science II - Small Animals	0	0	0	0	85	1,195
Animal Science III	0	0	0	0	28	385
Equine Science I	0	0	0	0	29	436
Equine Science II	0	0	0	0	14	110
Exploring Biotechnology	0	0	409	5,892	1	30
Agricultural Mechanics I	0	0	0	0	203	3,772
Agricultural Mechanics II	0	0	0	0	120	1,710
Agricultural Mechanics III - Small Engines	0	0	0	0	28	414
Horticulture I	0	0	1	15	387	7,019
Horticulture II - Turf Grass	0	0	0	0	229	2,583
Horticulture III	0	0	0	0	27	332
Environmental & Natural Resources Studies I	0	0	0	0	62	1,013
Environmental & Natural Resources Studies II	0	0	0	0	37	341
Biotechnology & Agriscience Research I	0	0	0	0	16	240
Biotechnology & Agriscience Research II	0	0	12	211	6	81
Horticulture II - Landscape Construction	0	0	0	0	74	799
Agriculture Apprenticeship Program	0	0	0	0	19	28
Agricultural Co-Op	0	0	0	0	60	327
Agricultural Internship	0	0	0	0	64	124
Agricultural Advanced Studies	0	0	0	0	284	757
Community College Business/Marketing/Agriculture	0	0	0	0	246	1,337
Consumer H.E. Pilot Program	0	0	16	222	22	302
Teen Living	0	0	9	119	842	16,865
Exploring Life Skills	0	0	2,318	39,165	7	62
Apparel Development I	0	0	8	98	504	8,684
Apparel Development II	0	0	0	0	177	2,235
Foods I - Fundamentals	0	0	3	64	1,278	25,094
Foods II - Advanced	0	0	0	0	443	7,455
Housing & Interiors I	0	0	0	0	300	5,946
Housing & Interiors II	0	0	0	0	51	538
Parenting And Child Development	0	0	0	0	957	19,250
Foods II - Food Science	0	0	0	0	1	14
Life Management	0	0	17	372	197	3,351
Early Childhood Education I	0	0	0	0	384	5,217
Early Childhood Education II	0	0	0	0	291	2,749
Early Childhood Education III	0	0	0	0	4	6
Culinary Arts And Hospitality I	0	0	2	12	162	2,123
Culinary Arts And Hospitality II	0	0	0	0	111	1,199
Culinary Arts And Hospitality III	0	0	0	0	1	1
Family & Consumer Sciences Apprenticeship	0	0	0	0	24	34
Family & Consumer Sciences Co-Op	0	0	0	0	28	84
Family & Consumer Sciences Internship	0	0	0	0	154	381
Family & Consumer Sciences Advanced Studies	0	0	0	0	347	1,755
Biomedical Technology	0	0	0	0	210	4,064
Health Occupations Pilot Program	0	0	0	0	25	222
Health Team Relations	0	0	1	12	391	7,837
Allied Health Sciences I	0	0	0	0	570	10,487
Allied Health Sciences II	0	0	0	0	577	6,928
Medical Sciences I	0	0	0	0	123	2,147
Medical Sciences II	0	0	0	0	132	1,664
Medical Sciences III	0	0	0	0	1	1
Health Science Apprenticeship Program	0	0	0	0	36	74
Health Careers Internship	0	0	0	0	139	303
Health Science Advanced Studies	0	0	0	0	109	550
Community College Health/Human Services	0	0	0	0	525	3,026
Intro. To Trade & Industrial Education	0	0	60	1,018	272	4,279
Trade & Industrial Pilot Program	0	0	0	0	97	1,110
Automotive Service Technology I	0	0	0	0	373	5,970
Automotive Service Technology II	0	0	0	0	320	4,087

Table 33 (Continued)
Course Membership Summary, 2005-06

	Elementary		Middle		High	
	No. of Classes	No. of Students	No. of Classes	No. of Students	No. of Classes	No. of Students
Automotive Service Technology III	0	0	0	0	158	1,152
Collision Repair Technology I	0	0	0	0	47	489
Collision Repair Technology II	0	0	0	0	45	397
Collision Repair Technology III	0	0	0	0	4	16
Aerospace I	0	0	0	0	9	142
Aerospace II	0	0	0	0	3	61
Aerospace III	0	0	0	0	1	11
Diesel Mechanics I	0	0	0	0	16	84
Diesel Mechanics II	0	0	0	0	2	2
Furniture & Cabinetmaking I	0	0	1	13	114	1,761
Furniture & Cabinetmaking II	0	0	0	0	71	787
Furniture & Cabinetmaking III	0	0	0	0	15	48
Electronics I	0	0	0	0	141	1,650
Electronics II	0	0	0	0	61	652
Electronics III	0	0	0	0	4	19
Metals Manufacturing I	0	0	0	0	57	659
Metals Manufacturing II	0	0	0	0	33	234
Metals Manufacturing III	0	0	0	0	3	7
Electro-Mechanical Technology I	0	0	0	0	11	172
Electro-Mechanical Technology II	0	0	0	0	8	95
Electro-Mechanical Technology III	0	0	0	0	3	10
Welding Technology I	0	0	0	0	67	1,020
Welding Technology II	0	0	0	0	40	552
Welding Technology III	0	0	0	0	1	16
Masonry I	0	0	0	0	199	2,922
Masonry II	0	0	0	0	154	1,592
Masonry III	0	0	0	0	74	401
Introduction to Construction	0	0	0	0	1	1
Construction Technology I	0	0	0	0	488	7,739
Construction Technology II	0	0	0	0	351	4,174
Construction Technology III	0	0	0	0	132	753
Electrical Trades I	0	0	0	0	93	1,378
Electrical Trades II	0	0	0	0	59	652
Electrical Trades III	0	0	0	0	4	16
Air Condition/Refrigeration I	0	0	0	0	17	136
Air Condition/Refrigeration II	0	0	0	0	9	87
Air Condition/Refrigeration III	0	0	0	0	3	8
Plumbing I	0	0	0	0	6	70
Plumbing II	0	0	0	0	1	16
Cosmetology - Introduction	0	0	0	0	12	208
Cosmetology I	0	0	0	0	90	803
Cosmetology II	0	0	0	0	90	509
Cosmetology III	0	0	0	0	16	33
Trade And Industrial Cooperative Training I	0	0	0	0	24	248
Trade And Industrial Cooperative Training II	0	0	0	0	14	91
Law Enforcement I	0	0	0	0	51	1,140
Law Enforcement II	0	0	0	0	34	611
Scientific & Technical Visualization I	0	0	0	0	54	808
Scientific & Technical Visualization II - TE	0	0	0	0	29	265
Printing Graphics I	0	0	0	0	136	2,264
Printing Graphics II	0	0	0	0	55	682
Printing Graphics III	0	0	0	0	2	4
Drafting I	0	0	0	0	670	11,242
Commercial Art I	0	0	0	0	6	100
Commercial Art II	0	0	0	0	5	40
Digital Media I	0	0	0	0	35	590
Digital Media II	0	0	0	0	12	77
Photography I	0	0	4	9	16	197
Photography II	0	0	0	0	7	103
Photography III	0	0	0	0	2	37
Programming And Broadcasting I	0	0	3	11	88	1,203
Programming And Broadcasting II	0	0	0	0	47	550
Programming And Broadcasting III	0	0	0	0	1	16
Drafting - Architectural II	0	0	0	0	303	3,467
Drafting - Architectural III	0	0	0	0	159	977
Drafting - Engineering II	0	0	0	0	135	1,391
Drafting - Engineering III	0	0	0	0	56	287

Table 33 (Continued)
Course Membership Summary, 2005-06

	Elementary		Middle		High	
	No. of Classes	No. of Students	No. of Classes	No. of Students	No. of Classes	No. of Students
Network I - Trade & Industrial	0	0	0	0	106	1,203
Network Engineering Technology II - Cisco	0	0	0	0	67	442
Network Engineering Technology III - Cisco	0	0	0	0	24	93
Computer Engineering Technology I	0	0	0	0	251	3,386
Computer Engineering Technology II	0	0	0	0	153	1,546
Apprenticeship Program	0	0	0	0	117	304
Trade & Industrial Co-Operative	0	0	0	0	83	513
Trade & Industrial Internship	0	0	0	0	136	317
Trade & Industrial Advanced Studies	0	0	0	0	400	1,135
Technology Advanced Studies	0	0	60	857	130	593
Scientific & Technical Visualization I - TE	0	0	0	0	28	492
Scientific & Technical Visualization II - TE	0	0	0	0	13	147
Technology Education Pilot Program	0	0	0	0	25	281
Principles Of Technology I	0	0	4	76	106	1,662
Principles Of Technology II	0	0	0	0	46	400
Exploring Technology Systems	0	0	2,638	44,020	0	0
Fundamentals Of Technology	0	0	8	74	617	11,686
Manufacturing Systems	0	0	0	0	61	852
Pre-Engineering I	0	0	0	0	33	644
Pre-Engineering II	0	0	0	0	13	183
Communications Systems	0	0	1	11	119	2,029
Transportation Systems	0	0	0	0	65	1,032
Structural Systems	0	0	0	0	70	1,140
Technology Education Special Interest	0	0	0	0	1	3
Technology Apprenticeship Program	0	0	0	0	3	14
Technology Internship Method	0	0	0	0	14	24
Community College Industrial Technology	0	0	0	0	664	3,838
Physical Education (K-8)	28,974	590,018	8,303	195,651	0	0
Health Education (K-8)	363	7,248	2,188	48,760	0	0
Health/Physical Education (Required 9-12)	0	0	56	1,393	5,271	125,674
Health Education (Elective 9-12)	0	0	0	0	207	2,869
Physical Education (Elective 9-12)	0	0	6	91	7,116	128,800
Health/Physical Education (Elective 9-12)	0	0	0	0	574	9,067
Community College Healthful Living	0	0	0	0	20	230
JROTC I	0	0	0	0	1,495	17,861
JROTC II	0	0	0	0	828	7,722
JROTC III	0	0	0	0	773	4,684
JROTC IV	0	0	0	0	1,275	4,633
Religion Related	31	677	18	358	27	443
SAT Preparation	0	0	0	0	451	7,995
Teacher Cadet I	0	0	0	0	171	1,419
Teacher Cadet II	0	0	0	0	41	177
Library/Media Assistance	2,574	53,111	622	1,973	2,223	5,815
Special Interest Topics (Mini-Courses)	589	11,196	5,519	92,755	5,137	31,793
Sports Medicine/Athletic Training	0	0	0	0	285	5,237
Casee(Curriculum Assistance & Skills For Employ)	0	0	17	114	290	1,940
Extended Day Diversified Cooperative Training	0	0	0	0	13	186
Career Training For Exceptional Children	0	0	4	5	11	61
Internship	0	0	0	0	655	4,843
Virtual High School Courses	0	0	0	0	276	993
Community College Courses	0	0	0	0	59	444
University Courses	0	0	0	0	178	1,474

JOINT LEGISLATIVE COMMISSION

ON

DROPOUT PREVENTION

AND

HIGH SCHOOL GRADUATION



**REPORT TO THE JOINT LEGISLATIVE EDUCATION
OVERSIGHT COMMITTEE AND THE
2008 REGULAR SESSION OF THE 2007 GENERAL ASSEMBLY OF
NORTH CAROLINA**

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TABLE OF CONTENTS

Letter of Transmittal	1
Commission Membership.....	2
Authorizing Legislation.....	4
Commission Proceedings.....	6
Summary of Study Commission Proceedings.....	9
Findings and Recommendations.....	16
LEGISLATIVE PROPOSAL I – A BILL TO BE ENTITLED AN ACT TO APPROPRIATE FUNDS FOR COMMUNITIES IN SCHOOLS OF NORTH CAROLINA, INC., PROGRAMS AND SERVICES AND TO PLACE NO FEWER THAN 100 GRADUATION COACHES IN EITHER MIDDLE OR HIGH SCHOOLS, AS RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION	20
LEGISLATIVE PROPOSAL II – A BILL TO BE ENTITLED AN ACT TO DIRECT THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA TO STUDY THE IMPACTS OF RAISING THE COMPULSORY ATTENDANCE AGE FOR PUBLIC SCHOOL ATTENDANCE FROM SIXTEEN TO SEVENTEEN OR EIGHTEEN, AS RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION.....	22
LEGISLATIVE PROPOSAL III – A BILL TO BE ENTITLED AN ACT TO REESTABLISH THE COMMITTEE ON DROPOUT PREVENTION TO AWARD ADDITIONAL DROPOUT PREVENTION GRANTS, TO APPROPRIATE FUNDS FOR THE GRANTS, AND TO APPROPRIATE FUNDS FOR A CONSULTANT TO STAFF THE COMMITTEE, AS RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION.....	24
LEGISLATIVE PROPOSAL IV – A BILL TO BE ENTITLED AN ACT TO CONTINUE THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION, AS RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION.....	28

STATE OF NORTH CAROLINA



JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION
AND HIGH SCHOOL GRADUATION

April 29, 2008

TO THE MEMBERS OF THE JOINT LEGISLATIVE EDUCATION OVERSIGHT
COMMITTEE AND THE 2008 REGULAR SESSION OF THE 2007 GENERAL
ASSEMBLY

Attached for your consideration is the interim report to the Joint Legislative Education Oversight Committee and the 2008 Regular Session of the 2007 General Assembly. This report was prepared by the Joint Legislative Commission on Dropout Prevention and High School Graduation pursuant to Session Law 2007-323, Sec. 7.32(f) of the 2007 General Assembly.

Respectfully submitted,

Representative Earline Parmon, Chair

Senator Vernon Malone, Chair

North Carolina General Assembly
Joint Legislative Commission on Dropout Prevention and
High School Graduation

S.L. 2007-323, sec. 7.32.(f)

Pro Tem's Appointments

Sen. Vernon Malone North Carolina Senate 300 N. Salisbury Street, Room 314 Raleigh, NC 27603-5925 (919) 733-5880	Co-Chair
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Sen. Julia Catherine Boseman North Carolina Senate 300 N. Salisbury Street, Room 309 Raleigh, NC 27603-5925 (919) 715-2525	Member
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Sen. Charlie Smith Dannelly North Carolina Senate 16 W. Jones Street, Room 2010 Raleigh, NC 27601-2808 (919) 733-5955	Member
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Rep. Earline W. Parmon North Carolina House of Representatives 300 N. Salisbury Street, Room 632 Raleigh, NC 27603-5925 (919) 733-5829	Co-Chair
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Rep. Dan Blue North Carolina House of Representatives 16 W. Jones Street, Room 2207 Raleigh, NC 27601-1096 (919) 733-5752	Member
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Pat Christmas, Commission Assistant
Bonnie McNeil, Commission Assistant

Authorizing Legislation

S.L. 2007-323, sec. 7.32.(f)

SECTION 7.32.(f) Joint Legislative Commission on Dropout Prevention and High School Graduation. –

- (1) There is created the Joint Legislative Commission on Dropout Prevention and High School Graduation (Commission) to be composed of 16 members, eight appointed by the President Pro Tempore of the Senate and eight appointed by the Speaker of the House of Representatives. The President Pro Tempore and the Speaker shall each designate a cochair from their appointees. Vacancies shall be filled in the same manner as the original appointments were made.
- (2) The cochairs shall jointly call the first meeting of the Commission. A quorum of the Commission is a majority of its members.
- (3) The Commission shall:
 - a. Evaluate initiatives and programs designed to reduce the dropout rate and increase the number of students who graduate from high school prepared to further their postsecondary education or enter the workforce.
 - b. Review the research on factors related to students' success in school.
 - c. Evaluate the grants awarded under subsection (d) of this section and recommend whether any of the programs and initiatives that received one of these grants has potential for success and should be expanded or replicated.
 - d. Study the emergence of major middle school and high school reform efforts, including Learn and Earn Programs, the New Schools Initiative, and 21st Century Schools, and the impact they may have on the dropout rate.
 - e. Examine strategies, programs, and support services that should be provided if the compulsory school attendance age is raised to enable students to graduate from high school and time lines for implementing those strategies, programs, and support services.
 - f. Following a review of the courses required for graduation and the current system of awarding credit for those courses, determine whether changes should be made that better recognize the different learning rates and other needs of students.
 - g. Determine which interventions and other strategies, such as accelerated learning, tutoring, mentoring, or small class sizes, when employed as a substitute to grade retention or as a subsequent measure to grade retention, are the most effective at enabling these students to remain in school and graduate.
 - h. Study any other issue that the Commission considers relevant and appropriate.
- (4) The Legislative Services Commission, through the Legislative Services Officer, shall assign professional and clerical staff to assist in the work of the Joint Legislative Commission on Dropout Prevention and High School Graduation. The expenses of employment of the clerical staff shall be borne by the Joint Legislative Commission on Dropout Prevention and High School Graduation.
- (5) The Commission may meet at various locations around the State in order to promote greater public participation in its deliberations. The Legislative Services Commission, through the Legislative Services Officer, shall grant to the Joint Legislative Commission on Dropout Prevention and High School Graduation adequate meeting space in the State Legislative Building or the Legislative Office Building.

- (6) Members of the Commission shall be paid per diem, subsistence, and travel allowances as follows:
 - a. Members who are also members of the General Assembly, at the rate established in G.S. 120-3.1;
 - b. Members who are officials or employees of the State or local government agencies, at the rate established in G.S. 138-6; and
 - c. All other members, at the rate established in G.S. 138-5.
- (7) The Commission, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Commission may contract for professional, clerical, or consultant services as provided by G.S. 20-32.02.
- (8) The Commission may submit an interim report, including any recommendations and proposed legislation, to the Joint Legislative Education Oversight Committee and the General Assembly by May 1, 2008, and shall submit a final written report of its findings and recommendations on or before the convening of the 2009 Session of the General Assembly. All reports shall be filed with the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Legislative Librarian. Upon filing its final report, the Commission shall terminate.

COMMISSION PROCEEDINGS

The Joint Legislative Commission on Dropout Prevention and High School Graduation met 8 times between November 13, 2007 and April 29, 2008.

November 13, 2007

Adoption of Budget

Sara Kamprath, Commission Staff

Authorizing Legislation

Dr. Shirley Iorio, Commission Staff

Calculating the Number of Dropouts in NC

- Annual Dropout Rate
Dr. Lou Fabrizio, Director, Accountability Services, DPI
- Cohort Graduation Rate
Dr. Lou Fabrizio, Director, Accountability Services, DPI

Sampling of Successful Dropout Prevention Programs

State Level Programs

Robert Logan, Associate State Superintendent, Innovation and School Transformation, DPI

Local Programs

Dr. Linda Brunson, Associate Superintendent, Clinton City Schools

Yvette Hawke, Executive Director, 21st Century Community Learning Center Program, Youth Education Program

Dr. Melinda Vickers, Cross Creek, Early College High

January 29, 2008

Authorizing Legislation for Dropout Prevention Committee

Sara Kamprath, Commission Staff

Process for Awarding the Dropout Prevention Grants/List of Grantees

Dr. Kathy Sullivan, Senior Policy Analyst, State Board of Education

Mr. Marvin Pittman, Community Liaison for Student Achievement, State Board of Education

February 7, 2008

North Carolina Association of Educators (NCAE)

Mr. Eddie Davis, President, NCAE

NC Center for Public Policy Research Report on High School Dropouts in NC

Mebane Rash Whitman, Attorney and Editor of North Carolina Insight

NC Center for Public Policy Research

Blue Ribbon Testing and Accountability Commission

Dr. Kathy Sullivan, Senior Policy Analyst, State Board of Education

Dr. Sam Houston, Chairman, Blue Ribbon Testing and Accountability Commission

February 26, 2008

Update on the Annual Report on Dropout Events and Rates

Mr. Marvin Pittman, Community Liaison, State Board of Education

Robert Avossa, Area Superintendent, South Learning Community, Charlotte Mecklenburg Schools

Mary Webb, Executive Director, Pre K-12 Support Programs, Charlotte Mecklenburg Schools

Bill Anderson, Executive Director, Communities in Schools, Charlotte-Mecklenburg

NC Conference of NAACP Recommendations

Rev. Dr. William J. Barber II, President

NC Conference NAACP

NC Society of Hispanic Professionals Recommendations

Marco A. Zárate, President and Co-founder

North Carolina Society of Hispanic Professionals

March 13, 2008

Barriers that Prevent Girls from Graduating

Jocelyn Samuels, Vice-president of Education & Employment, National Women's Law Center

Susan Cupito, Director of the Teen Parent Mentor Program, YWCA of Greensboro

Ann Arant, Coordinator of the Adolescent Parenting Program, Johnston County DSS

Tchernavia "T" Ranefore, Safe Journey Program Case Manager, Communities In Schools of Charlotte-Mecklenburg, Inc.

Communities in Schools Initiatives

Linda Harrill, President

Communities in Schools of North Carolina

James Speed, CEO, NC Mutual Life Insurance Company

Communities in Schools of North Carolina Board member

New Schools Project Initiatives

Tony Habit, President

NC New Schools Project

March 25, 2008

Presentations from Students At-Risk of Dropping Out and Former Dropouts

Students from Mary E. Phillips High School in Wake County

- *Gillian Singleton*
- *Tanika Palmer*

Ms. Brittany Williams, Student, New Bern High School

Ms. Barbara Lee, Program Director

Area Day Reporting Center for Youth, Craven County - New Bern

Ms. Tova Hariston, Student Enrichment Coordinator Craven County - New Bern

Latifah Hodge, Community Service Program from Wake County

Students from Wake Technical Community College's Basic Skills Program

- *Daniel Higgins*
- *Antwan McKoy*
- *Michael Royster**

SREB Report on Promising Policies/Practices for Improving Readiness and Graduation Rates

*Dr. Gene Bottoms, Senior Vice President
Southern Regional Education Board*

April 15, 2008

Commission Discussion on Findings, Recommendations and Proposed Legislation to the 2008 Session

April 29, 2008

Commission Discusses and Votes on Interim Report

* Michael Royster did not address the Commission. Ashley Powell, Matthew Lester, and Julius Smith, students from Wake Technical Community College's Basic Skills Program, also addressed the Commission.

SUMMARY OF STUDY COMMISSION PROCEEDINGS

(In addition to these summaries, the Committee Assistant maintains a notebook containing complete committee minutes for each meeting and all information presented to the committee.)

November 13, 2007

Dr. Shirley Iorio, Commission Analyst, reviewed the duties of the Joint Legislative Commission on Dropout Prevention and High School Graduation in the authorizing legislation. She also reviewed the duties of the Committee on Dropout Prevention, which was charged with determining which local school administrative units, schools, agencies, and nonprofits should receive dropout prevention grants, the amount of each grant, and eligible uses of the grant funding. She also reported that the Speaker of the House of Representatives had begun an Initiative on Dropout Reform that held 12 public hearings throughout the state before the Commission began its work.

Deputy State Superintendent of the Department of Public Instruction, J. B. Buxton, gave an update on the progress of the Committee on Dropout Prevention and the Request for Proposal (RFP) process. He explained that the information about the dropout prevention grants had been publicized and that the Department of Public Instruction (DPI) would also get the information out to the LEAs.

Dr. Lou Fabrizio, Director, Accountability Services, DPI, was recognized and explained the difference between the annual dropout event rate and the 4-year cohort graduation rate. The annual dropout event rate is used in the State ABC's accountability system. The Commission discussed the definition of dropout used for the annual report and the reasons that students report for dropping out of school. The 4-year cohort graduation rate follows the same group of students over time from their entry into the ninth grade to 4 years later. The cohort graduation rate is required by the No Child Left Behind Act.

Mr. Robert Logan, Associate State Superintendent, Innovation and School Transformation, DPI, explained the context of the work at DPI in addressing the dropout problem and current initiatives that are underway, which include:

- 21st Century Community Learning Center Programs
- Dropout Prevention Grants appropriated by the N.C. General Assembly
- Learn and Earn High Schools
- Learn and Earn Online
- New Schools Project
- NC Virtual Public School
- High School Future Ready Course of Study
- High School Cohort Graduation

Mr. Logan stated research indicates that as early as third grade the profile of a potential high school dropout can be identified. The key factor in that identification is whether or not the student is reading by third grade. He further stated that successful programs have a high level of engagement with the students in a curriculum in which they are successful in learning the basic skills of writing, mathematics, and reading. The chances are greater that they will enjoy school and remain there. There is also relationship building. Successful programs have activities that are child centered and student oriented in which healthy meaningful relationships are established with students helping them to feel valued, worthy and a part of school.

Dr. Joseph Garcia, Vice President of the North Carolina New Schools Project, stated that through the leadership of the Governor, the NC General Assembly, the State Board of Education, and the Education Cabinet, there are schools well on the way to becoming “graduate factories”. These are schools that address the disconnection and the disinterest with school that many students exhibit before dropping out. Working with educators and local school systems across the state, two different kinds of innovative high schools have been created. They are differentiated by their location. The Learn and Earn Early Colleges are located on the campus of a two- or four-year institution and the redesigns of traditional high schools are located on traditional high school campuses. Eighty-six innovative high schools opened this year.

Ms. Melinda Vickers, Principal of Cross Creek Early College High School, spoke about the Learn and Earn school located on the campus of Fayetteville State University. The school opened in August of 2005 with 72 ninth grade students and has grown to 209 ninth, tenth, and eleventh grade students in the third year of operation. She commented on some of her students and how the Learn and Earn program helped them to become successful and avoid dropping out of high school.

Shanetta Hodge, a junior at Cross Creek Early College High School, spoke on how the Learn and Earn program had helped her throughout the two years that she was enrolled. Even though she was maintaining an A and B average, Ms. Hodge explained that she was not happy in the ninth grade at a traditional high school because the large classes did not suit her.

Dr. Linda Brunson, Associate Superintendent, Clinton City Schools, shared three strategies that are used to prevent dropouts in the Clinton City Schools. They believe that all of their efforts are geared toward student success with programs such as More-at-Four, Pre-K Programs, the Middle School Literacy Coach Program and the Early College High School. Alternative schooling provides potential dropouts with a variety of options that can lead to graduation and offers programs that pay special attention to the individual social needs of each student and meets the academic requirements for a high school diploma.

Yvette Hawke, Executive Director, 21st Century Community Learning Center Program, Youth Education Program, described the success of the program. In 2004, a grant was received from DPI. The after-school program grew from serving 35 children to 262 children. The program is housed in Victorious Praise Church in Durham and partnered with Durham Public Schools, NC Central University, corporate sponsors, and many volunteers from church and IBM. The program serves K-12 students and works to build relationships with parents, teachers, students, and staff. Ms. Hawke stated that parent involvement is the key to the program’s success.

January 29, 2008

Sara Kamprath, Commission Analyst, reviewed the membership of the Committee on Dropout Prevention and the charge of the Committee to determine which local school administrative units, schools, agencies, and non-profits would receive grants from the seven million dollars the General Assembly had appropriated in the 2007 Session. The Committee met several times before determining the grantees. Once the grants were awarded on January 18, 2008, the Committee on Dropout Prevention terminated.

Dr. Kathy Sullivan, Senior Policy Analyst, State Board of Education, explained the process that was used in selecting the dropout prevention grant recipients. First, the Committee adopted the draft application and developed the actual rubric used to review the applications. The

Committee staff led a total of three technical assistance forums. The first forum was held in Greensboro on November 8 and two other forums were held on November 19 in Wilson, NC and at the WRESA in Asheville, NC.

The Committee received 307 applications for the dropout prevention grants by the December 17th deadline. The applications were then read by 45 outside reviewers over a three day period. The Committee chose a cutoff score that the applications had to reach to be considered for funding. Ninety-one of the 307 applications scored at or above the cutoff score. The funding needed to implement all of the 91 that scored at or above the cutoff score exceeded the amount of funds available, so the Committee members selected the sixty recipients of the dropout prevention grants.

February 7, 2008

Mr. Eddie Davis, President, North Carolina Association of Educators (NCAE), presented ten recommendations (compiled from a survey of NCAE members) that might curb the current dropout challenge. The recommendations included:

1. Early intervention also means ensuring that all students can read before they move into upper elementary school.
2. Schools must find ways to reach out to parent/guardians and involve families in students' learning at home and within the school community.
3. Targeted schools should be provided with funding for a dropout prevention coordinator.
4. Using the middle school model and the approaches that we see at the Learn and Earn schools, the 115 local districts should investigate the possibility of creating programs or school-within-schools that would allow for smaller school settings or themed academies, especially at the secondary levels.
5. Funding should be provided so that every LEA has access to quality alternative learning programs, even if these programs cross LEA lines.
6. The LEAs, the State Board of Education, and the General Assembly should provide more funding for middle school and early-high school courses that will allow students to stay in school because of an interest in careers in technical, and/or vocational fields.

Mebane Rash Whitman, Attorney and Editor of North Carolina Insight, NC Center for Public Policy Research, made the following recommendations to the Commission:

1. Continue reporting of the dropout event totals and rate, and the 4-year cohort graduation rate. In addition, the Center recommends that DPI explore the possibility of calculating a 4-year cohort dropout rate.
2. The Center recommends that this Commission study the impact of raising the compulsory attendance age from age 16 to 17 or 18 as part of a policy of encouraging as many students as possible to complete high school. A majority of states now have a compulsory attendance age of 17. States such as Minnesota, Ohio, and Wisconsin, which have long had a compulsory attendance age of 18, experience lower dropout rates than North Carolina.
3. The Center recommends that DPI and the State Board update and revise the high school curricula to make it rigorous and relevant for students who might not go to college, including the provision of internships, career exploration, and service-learning opportunities.

4. With regard to the provision of dropout prevention grants, the Center recommends that the grant period be extended through the school year ending in June 2009. The Center recommends that the Dropout Prevention Grant Committee be allowed to go back through the applications and recommend additional grants that would be funded for the 2008-09 school year. All of these grants need to be evaluated by July 1, 2009.

Dr. Sam Houston, Chairman, Blue Ribbon Testing and Accountability Commission, and Dr. Kathy Sullivan, Senior Policy Analyst, State Board of Education, reported that the Commission found:

1. The current testing program and accountability system do not ensure that students are graduating from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.
2. The current testing program and accountability system do not reflect 21st Century skill sets.
3. Too much time is spent on testing without effective prescriptive feedback.
4. The current curriculum is too broad and not deep enough.

The system of testing in North Carolina has not proven to have an impact that has increased the graduation rate nor reduced the remediation rates at the community college or university levels.

February 26, 2008

Rev. Dr. William J. Barber II, President of the North Carolina Conference of the National Association for the Advancement of Colored People, presented recommendations for improving high school completion and decreasing the number of student dropouts. Recommendations included the following:

1. Ensure high quality, well funded, and diverse schools.
2. Provide special leadership teams in struggling schools.
3. Ensure implementation of personal education plans for at-risk students.

Marvin Pittman, Community Liaison with the State Board of Education, presented the Annual Report on Dropout Events and Rates. Mr. Pittman also presented a distribution summary of the dropout prevention grants. The Commission discussed the longitudinal data on dropout rates, the definition of dropout used for the report, and the differences between the dropout and cohort graduation rate.

Robert Avossa, Area Superintendent for the South Learning Community, Charlotte Mecklenburg Schools (CMS), spoke about the Charlotte-Mecklenburg data from the Annual Report on Dropout Events and Rates, and the system's plans to address the rate of student dropouts in that school system.

Mary Webb, Executive Director for Pre-K-12 Support Programs for CMS, spoke about new initiatives and programs CMS has established to decrease the rate of student dropouts, including bridge academies for middle school students, early intervention programs for four year olds and K-3, programs for English language learners, alternatives to traditional high schools, summer school programs, and performance learning centers.

Bill Anderson, the Executive Director for Communities in Schools (CIS) in Charlotte, spoke about the CIS partnership with CMS on programs to address the chronic dropout problem. These programs include ninth grade academies and a performance learning center high school. Mr. Anderson indicated that a dropout grant had been received which would be used to develop a second performance learning center.

William Crockett, Principal of Athens Drive High School in Wake County, spoke about a dropout prevention grant that Athens Drive had received to expand the school's existing ninth grade academy into the tenth grade. Mr. Crockett spoke about the extra structure provided by the ninth grade academy to at-risk students, and the program's success.

Marco A. Zárate, President of the North Carolina Society of Hispanic Professionals, presented recommendations for decreasing Hispanic student dropouts. The recommendations included the following:

1. Provide an improved sense of belonging and support for Hispanic students by all members of the school community.
2. Improve access to advanced courses and extra-curricular activities.
3. Increase professional development to better equip teachers to serve English Language Learners.
4. Increase opportunities to access higher education.
5. Increase parental involvement.
6. Establish a dropout prevention plan at the school level.

March 13, 2008

Jocelyn Samuels, Vice-President of Education & Employment of the National Women's Law Center, presented information on a recent report on the dropout crisis for girls nationally. Ms. Samuels spoke about national statistics and significant causes of female dropouts. She also presented recommendations, including the following:

1. Develop a longitudinal tracking system for graduation and dropout data, including separate tracking of pregnant and parenting students.
2. Refine the reporting system used to determine why students drop out of school.
3. Fund and encourage more research on causes of gender-based differences in high school dropouts.
4. Require schools to comply with federal and state law to ensure students are not discriminated against on the basis of pregnancy.
5. Fund research and track best practices that can be shared between school districts, and require each school district to develop a dropout prevention plan.
6. Strengthen data collection, reporting, and requirements to ensure both male and female students are not subject to harassment at school.

Susan Cupito, Director of the Teen Parent Mentor Program at the YWCA of Greensboro, provided current statistics on teen pregnancy in North Carolina and its cost and impact on graduation rates. Ms. Cupito presented recommendations to the Commission, including the following:

1. Provide transportation to school and to day care for parenting students.
2. Provide reliable homebound instruction while out of school for the birth and postpartum period.
3. Provide advocacy for teen mothers within the school system.
4. Provide comprehensive support programs within regular, rather than separate, schools for teen mothers.
5. Provide clear policies on the rights and responsibilities of teen mothers.

Ann Arant, Coordinator of the Adolescent Parenting Program with Johnston County Department of Social Services, presented information to the Commission about the Adolescent Parenting

program in Johnson County. Ms. Arant spoke about how the program worked with the school system to provide transportation, day care, and other assistance for teenage mothers.

Tchernavia "T" Ranefore, Safe Journey Program Case Manager with Communities In Schools of Charlotte-Mecklenburg, Inc., spoke about her personal experiences as a teenage mother and the support programs that helped her to finish high school, and encouraged efforts to promote responsibility and support for pregnant teenagers.

James Speed, CEO of NC Mutual Life Insurance Company and a Communities in Schools (CIS) of North Carolina Board member, spoke to the Commission regarding the CIS program and introduced President of CIS, Linda Harrell.

Linda Harrill, President of CIS of North Carolina, spoke to the Commission regarding the comprehensive, integrated student support services that CIS provides. Ms. Harrill also provided data on the effectiveness of CIS, and the types of strategies used by CIS, including mentoring/teaching, community collaboration, and alternative schools.

Tony Habit, President of the North Carolina New Schools Project, spoke to the Commission regarding the New Schools Project. Mr. Habit discussed the importance of teacher preparedness, effective teaching, and school structure and design in schools which successfully graduated nearly all students, and provided data on the dropout rates for schools in the New Schools Project.

March 25, 2008

The first half of the meeting, the Commission heard testimony from students who were at-risk of dropping out of high school, students who had dropped out of a traditional public high school but were attending an alternative public high school, and students who had dropped out of public high school but were continuing their education at a community college.

Two students from Mary E. Phillips High School in Wake County spoke about how the smaller class sizes, on-site child care, and Saturday classes to help them study for the end-of-course tests were important to their staying in school.

Next the Commission heard about the Area Day Reporting Center for Youth in Craven County from Barbara Lee, Program Director, and Tova Hariston, Student Enrichment Coordinator. They explained that this is a recovery program that works with students on the brink of dropping out. The program is a collaboration between the Craven County Juvenile Court Counselors, law enforcement, and the Craven County Public Schools. A 9th grader at New Bern High School explained how the program had benefited her.

The Commission then heard from five students who had left Wake County Schools and were now attending or had graduated from the Basic Skills Program at Wake Technical Community College. The students talked about what was lacking at their traditional public high school and why they chose their educational alternative.

Then the chair asked that all of the students come forward to answer questions from the Commission members. The students were asked if there was anything that their traditional high school could have done differently to keep them in school. Consistent themes in the students' answers were the need for smaller classes, more one-on-one contact with teachers, and more

support from school personnel, including more counselors and social workers. The students were also asked about their future educational and career plans.

The Commission then heard from Dr. Gene Bottoms, Senior Vice President of the Southern Regional Education Board, about promising practices that improve readiness for high school and improve graduation rates. Dr. Bottoms explained that some of the practices used at high schools with a 75% or higher graduation rate include:

- Require more students to complete a rigorous academic core of classes.
- Develop and assign high quality principals.
- Identify students early in the middle grades who are at-risk of not being prepared for high school and provide extra support.
- Redesign the 9th grade.
- Provide a range of second chance opportunities to help students stay on track to graduate.

April 15, 2008

Sara Kamprath, Commission Analyst, presented an overview of the proposed findings and recommendations for the Interim Report to the 2008 Session. Based on the Commission discussion, the co-chairs directed staff to make changes to the findings and recommendations for presentation to the Commission at the next meeting.

April 29, 2008

Sara Kamprath, Commission Analyst, reviewed the draft copy of the interim report. The Commission discussed the proposed findings and recommendations. The Commission moved to adopt the Report to the Joint Legislative Education Oversight Committee and the 2008 Regular Session of the 2007 General Assembly.

Findings and Recommendations

The Joint Legislative Commission on Dropout Prevention and High School Graduation makes the following findings and recommendations to the 2008 Regular Session of the 2007 General Assembly:

1: Plan for Providing Education and Workforce Skills Development

The Commission recognizes the importance of providing educational alternatives for students who have dropped out of high school. The Commission heard information from the Southern Regional Education Board and the North Carolina Association of Educators that there are high-demand, high-skill, and high-wage careers that employers are unable to find trained employees to fill.

The Commission strongly encourages the State Board of Community Colleges and the State Board of Education to develop a rigorous academic and workplace skills development program for high school dropouts between the ages of sixteen and eighteen who are enrolled at a community college. The State Board of Community Colleges, in collaboration with the State Board of Education, shall report on the components of the program and a timeline for implementation of the program to the Joint Legislative Commission on Dropout Prevention and High School Graduation and the Joint Legislative Education Oversight Committee before the convening of the 2009 Session of the General Assembly.

2: Early Intervention Programs

The Commission recognizes the importance of early education initiatives that work to ensure that young children enter school healthy and ready to succeed and that high-quality pre-kindergarten services for children at-risk of school failure are critical to future academic performance and high school completion. The Commission also recognizes that reading at grade level by Grade 3 is a key predictor of high school completion and that early intervention programs that promote literacy in the early elementary years are important.

The Commission strongly recommends that the General Assembly continue to fund More-at-Four and Smart Start early intervention programs for at-risk students, and to expand these programs.

3: High School Redesign

The Commission encourages local boards of education to consider innovative and non-traditional high school designs to meet the needs of all students, especially ninth graders. The Commission heard information from the North Carolina New Schools Project, the North Carolina Association of Educators, Communities in Schools, The North Carolina Center for Public Policy, and the Southern Regional Education Board, and finds that innovative and non-traditional high school designs can strengthen retention of students in schools and reduce failure rates.

The Commission strongly urges that serious consideration be given to Ninth Grade Academies, smaller school settings such as schools within a school, themed academies, and flexible school schedules such as evening academies.

4: Parental Involvement and Communication Between Schools and Parents

The Commission believes that parental involvement is important to student educational achievement. The Commission heard information from the North Carolina Center for Public Policy, the North Carolina Association of Educators, and the North Carolina Society of Hispanic

Professionals, and finds that parental involvement in children's education encourages student success in school.

The Commission believes that it is critical that parents be informed about a school's expectations for students; especially course offerings such as advanced and honors courses, Personal Education Plans, graduation requirements and any changes to those requirements, and the availability of extracurricular activities.

The Commission encourages principals, teachers, and organizations that promote parent, family and community involvement in the education of all children to develop methods to reach out to parents and guardians to involve them in student learning at home and at school.

The Commission also strongly encourages local Chamber of Commerce education committees to develop and promote programs to encourage local employers to invest in local community school systems by providing flexibility to employees for involvement in school activities and volunteer efforts without penalty, and by engaging in cooperative efforts with schools to promote parental involvement in education.

The Commission also encourages local media to expand reporting on achievements and accomplishments within local community school systems and on the positive involvement of parents within those systems.

The Commission recommends that the General Assembly enact legislation to appropriate funds for Communities in Schools of North Carolina, Inc. to place no fewer than 100 graduation coaches in either middle or high schools. When placing the graduation coaches, Communities in Schools of North Carolina, Inc. shall give priority to schools that have a 4-year cohort graduation rate of less than 65%. See attached DRAFT LEGISLATION: 2007-RJz-13.

5: School Climate and School Safety

The Commission believes that safe learning environments are critical to encouraging students to stay in school. The Commission heard information from the North Carolina Society of Hispanic Professionals, the National Women's Law Center, and the Adolescent Pregnancy Prevention Coalition of North Carolina, and finds that fostering a learning environment free from harassment, bullying, and violence that is welcoming to all students promotes a climate for educational success.

The Commission encourages superintendents, principals, and teachers to ensure that the climate of their schools is welcoming to all students and provides a safe learning environment. The Commission also encourages the enforcement of local board policies and procedures to prevent acts of harassment, bullying, or discrimination.

The Commission strongly recommends that the Office of Professional Development, under the State Board of Education, promote professional development that helps superintendents, principals, and teachers make learning more relevant for culturally diverse populations and for local boards of education to encourage superintendents, principals, and teachers to seek out this professional development.

6: Rigorous Academic Courses and Less Remediation

The Commission recognizes that remediating students who have fallen behind is not a successful strategy. The Commission heard information from the Southern Regional Education Board, and

finds that high expectations and a program of rigorous instruction and support promotes academic success for students who are at-risk of dropping out of high school.

The Commission strongly encourages schools to promote high expectations and offer rigorous instruction and support for students identified as not being prepared for coursework at the next grade level.

The Commission also encourages high schools to offer all students a rigorous academic core of courses and access to academically challenging courses such as Advanced Placement and Honors classes.

7: Career and Technical Education (CTE) Courses

The Commission recommends that schools should enhance their Career and Technical Education (CTE) courses in middle school and high school for all students. The Commission heard information from the Southern Regional Education Board and the Adolescent Pregnancy Prevention Coalition of North Carolina, and finds that involvement in career and technical education course work where students find relevancy between academic work and future careers is effective at decreasing student dropouts.

The Commission strongly encourages schools to offer high-quality CTE courses in high-demand, high-skill, and high-wage fields. The Commission also strongly encourages schools to ensure equal access for girls in rigorous training for high-skill, high-wage jobs in high-need professions and to encourage girls to pursue nontraditional female jobs.

8: Impact of Raising the Compulsory Attendance Age

The Commission heard information from the North Carolina Center for Public Policy Research, and finds that the impact of raising the compulsory attendance from sixteen to seventeen or eighteen should be studied. The Commission recommends that the General Assembly direct the Board of Governors of The University of North Carolina to study raising the compulsory attendance age for public school attendance from sixteen to seventeen or eighteen. The study should examine other states that have raised the compulsory attendance age to determine all impacts, including the effect on the dropout rate and the fiscal impact. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Commission on Dropout Prevention and High School Graduation and the Joint Legislative Education Oversight Committee by November 15, 2008. See attached DRAFT LEGISLATION: 2007-TCz-8.

9: Differences in Risk Factors that Lead to Males and Females Dropping Out

The Commission heard information from the National Women's Law Center, and finds that further information is needed on the differences in risk factors for failure to complete high school by males and females. The Commission encourages the UNC Board of Governors to conduct research to determine if there are gender-based differences in the factors which cause males and females to drop out of school, and if there are gender-based intervention strategies to prevent males and females from dropping out of school.

10: Dropout Prevention Grants

The Commission believes that the current dropout rate is unacceptable and that some innovative programs that may succeed in helping students to stay in school and graduate were not funded. The Commission also believes that it is important to determine the effectiveness of the funded programs and to identify sustainable, replicable, and scalable models. The Commission learned that there is currently no source of technical assistance to aid in the implementation of the dropout prevention programs that were funded.

The Commission strongly recommends that the General Assembly enact legislation to appropriate funds for additional dropout prevention grants, to reestablish the Committee on Dropout Prevention to evaluate the impact of the dropout prevention grants, and to appropriate funds for an independent consultant to staff the Committee and provide technical assistance to the grant recipients. The Committee shall report the results of its evaluations to the Joint Legislative Commission on Dropout Prevention and High School Graduation and the Joint Legislative Education Oversight Committee. See attached DRAFT LEGISLATION: 2007-RJz-9.

The Commission also strongly recommends that the Joint Legislative Commission on Dropout Prevention and High School Graduation should be continued to monitor both existing and future grants. See attached DRAFT LEGISLATION: 2007-RJz-10.

11: Family Responsibilities

The Commission recognizes that family responsibilities make it difficult for some students to stay in school and graduate. The Commission heard information from the National Women's Law Center and the Adolescent Pregnancy Prevention Coalition of North Carolina, and finds that students who face these challenges may need additional support to graduate. Such support and services might include on-site child care, transportation, and the expansion of adolescent parenting programs.

Legislative Proposal I

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

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BILL DRAFT 2007-RJz-13 [v.3] (04/27)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)

5/1/2008 12:39:37 PM

Short Title: Communities in Schools Funds.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR COMMUNITIES IN SCHOOLS OF NORTH CAROLINA, INC., PROGRAMS AND SERVICES AND TO PLACE NO FEWER THAN 100 GRADUATION COACHES IN EITHER MIDDLE OR HIGH SCHOOLS, AS RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Department of Public Instruction the sum of six million twenty-four thousand ninety-one dollars (\$6,024,091) for the 2008-2009 fiscal year in recurring funds to support and expand the programs and services of Communities in Schools of North Carolina, Inc., a public and private partnership that addresses the multiple needs of students at the greatest risk of dropping out of schools. Communities in Schools of North Carolina, Inc., shall use the funds to leverage federal and private grants to support local Communities in School programs throughout the State and to place no fewer than 100 graduation coaches in either middle or high schools. When placing graduation coaches, Communities in Schools of North Carolina, Inc. shall give priority to schools that have a 4-year cohort graduation rate of less than 65%.

The graduation coaches shall:

- (1) Identify and coordinate appropriate academic assistance and support for students at-risk of dropping out of school;
- (2) Refer at-risk students to other school personnel such as counselors, social workers, and nurses who can address problems that might prevent a student from graduating;
- (3) Recruit mentors and tutors from the local community to work with at-risk students to help keep them on track to graduate;

Legislative Proposal I

- 1 (4) Initiate contact with parents and guardians of at-risk students,
2 provide regular updates of the student's academic progress, and
3 encourage parental involvement in student academic endeavors;
4 (5) Provide information to at-risk students and their parents or
5 guardians about graduation requirements, support services to help
6 students not performing at grade level, advanced and honors
7 courses, opportunities for higher education and worker training
8 after graduation; and
9 (6) Refer students requiring services relating to substance abuse,
10 domestic violence, family planning, or mental health to appropriate
11 providers where medically accurate information will be provided
12 and appropriate services are available.

13 **SECTION 2.** Communities in Schools of North Carolina, Inc. shall report on
14 the activities of the graduation coaches to the Joint Legislative Commission on Dropout
15 Prevention and High School Graduation and the Joint Legislative Education Oversight
16 Committee by October 15, 2009 and annually thereafter.

17 **SECTION 3.** This act becomes effective July 1, 2008.

Legislative Proposal II

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007**

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BILL DRAFT 2007-TCz-8 [v.2] (04/16)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/28/2008 3:46:18 PM**

Short Title: Study Raising Compulsory Attendance Age.

(Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA TO STUDY THE IMPACTS OF RAISING THE COMPULSORY ATTENDANCE AGE FOR PUBLIC SCHOOL ATTENDANCE FROM SIXTEEN TO SEVENTEEN OR EIGHTEEN, AS RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION.

The General Assembly of North Carolina enacts:

SECTION 1. The Board of Governors of The University of North Carolina, in coordination with the Department of Public Instruction, shall study the impacts of raising the compulsory public school attendance age from sixteen to seventeen or eighteen. In its study, the Board of Governors shall consider all of the following:

- (1) What impacts, including fiscal impacts, has raising the compulsory school attendance age had in states which have raised the compulsory school attendance age in the last fifteen years.
- (2) What conclusions can be drawn as to the impact the compulsory school attendance age has made in the dropout and high school completion rates for states who require compulsory school attendance to ages sixteen, seventeen and eighteen, respectively.
- (3) What best practices for working with at-risk populations of students who remain in school have been employed in states that have raised the compulsory attendance age in the last fifteen years.
- (4) What would be the fiscal impact in raising the compulsory school attendance age from sixteen to seventeen and sixteen to eighteen, respectively, for each local administrative school unit in North Carolina.

Legislative Proposal II

1 **SECTION 2.** No later than November 15, 2008, the Board of Governors of
2 The University of North Carolina shall submit a report of its study to the Joint
3 Legislative Commission on Dropout Prevention and High School Graduation and the
4 Joint Legislative Education Oversight Committee, including its findings and
5 recommendations.

6 **SECTION 3.** This act is effective when it becomes law.
7

Legislative Proposal III

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007**

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D

BILL DRAFT 2007-RJz-9 [v.9] (04/09)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
5/1/2008 12:44:51 PM**

Short Title: Reestablish Com. on Dropout Prevention/Funds.

(Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REESTABLISH THE COMMITTEE ON DROPOUT PREVENTION TO
AWARD ADDITIONAL DROPOUT PREVENTION GRANTS, TO
APPROPRIATE FUNDS FOR THE GRANTS, AND TO APPROPRIATE FUNDS
FOR A CONSULTANT TO STAFF THE COMMITTEE, AS RECOMMENDED
BY THE JOINT LEGISLATIVE COMMISSION ON DROPOUT PREVENTION
AND HIGH SCHOOL GRADUATION.

The General Assembly of North Carolina enacts:

SECTION 1. Committee. – The Committee on Dropout Prevention, as established in S.L. 2007-323, Section 7.32(c), is reestablished. The Committee shall be located administratively in the Department of Public Instruction but shall exercise its powers and duties independently of the Department of Public Instruction. The Department of Public Instruction shall provide for the administrative costs of the Committee. The Department of Public Instruction shall contract with an independent consultant to serve as staff to the Committee, to provide technical assistance to the grant recipients for the length of the grant and to assist the Committee in evaluating the impact of the grants awarded.

The Committee shall determine which local school administrative units, schools, agencies, and nonprofits shall receive dropout prevention grants under Section 2 of this act, the amount of each grant, and eligible uses of the grant funding. The Committee shall consist of the following 15 members:

- (1) The Governor shall appoint five members, of whom one is a superintendent of schools, one is a representative of a nonprofit, and one is a school social worker;
- (2) The President Pro Tempore of the Senate shall appoint five members, of whom one is a principal, one is a representative of a school of education, and one is a school counselor; and

Legislative Proposal III

- 1 (3) The Speaker of the House of Representatives shall appoint five
2 members, of whom one is a teacher, one is a member of the business
3 community, and one is a representative of the juvenile justice system.

4 The President Pro Tempore of the Senate and the Speaker of the House of
5 Representatives shall each designate a cochair of the Committee. The members of the
6 Committee shall assure they are in compliance with laws and rules governing conflicts
7 of interest. The Committee shall meet on the call of the cochairs provided that the
8 Committee shall meet at least once every three months.

9 **SECTION 2.** Dropout Prevention Grants. – The Committee shall select
10 grant recipients from applications received in the process outlined in Section 7.32(d) of
11 S.L. 2007-323. Using the existing grant reviews, the Committee shall establish a cut-off
12 score and award grants to applicants that both meet the cut-off score and did not
13 previously receive funding under S.L. 2007-323.

14 The following criteria apply to dropout prevention grants approved by the
15 Committee established under Section 1 of this act.

- 16 (1) Grants shall be issued in varying amounts up to a maximum of one
17 hundred fifty thousand dollars (\$150,000).
18 (2) These grants shall be provided to innovative programs and initiatives
19 that target students at risk of dropping out of school and that
20 demonstrate the potential to (i) be developed into effective,
21 sustainable, and coordinated dropout prevention and reentry programs
22 in middle schools and high schools, and (ii) serve as effective models
23 for other programs.
24 (3) Priority shall be given to new programs and initiatives or to those that
25 have begun within the last five school years.
26 (4) Grants shall be distributed geographically throughout the State.
27 (5) Grants may be made to local school administrative units, schools, local
28 agencies, or nonprofit organizations.
29 (6) Grants shall be to programs and initiatives that hold all students to
30 high academic and personal standards.
31 (7) Grant applications shall state (i) how grant funds will be used, (ii)
32 what, if any, other resources will be used in conjunction with the grant
33 funds, (iii) how the program or initiative will be coordinated to
34 enhance the effectiveness of existing programs, initiatives, or services
35 in the community, and (iv) a process for evaluating the success of the
36 program or initiative.
37 (8) Programs and initiatives that receive grants under this subsection shall
38 be based on best practices for preventing students from dropping out of
39 school or for increasing the high school completion rate for those
40 students who already have dropped out of school.
41 (9) Priority for grants shall be given to proposals that demonstrate input
42 from the local community and coordination with other available
43 programs or resources.

Legislative Proposal III

(10) Grantees shall assure their compliance with applicable laws and rules regulating conflicts of interest.

(11) Priority for grants shall be given to programs that would serve students in local school administrative units that have a 4-year cohort graduation rate of less than sixty-five percent (65%).

(12) Grants shall be made no later than November 1, 2008.

The Committee shall report to the Joint Legislative Commission on Dropout Prevention and High School Graduation and the Joint Legislative Education Oversight Committee on the grants awarded under this act by March 1, 2009.

SECTION 3. Evaluation. – The Committee shall evaluate the impact of the dropout prevention grants awarded under S.L. 2007-323 and under Section 2 of this act. In evaluating the impact of the grants, the Committee shall consider:

(1) How grant funds were used, including the services provided for teen pregnancy prevention and for pregnant and parenting teens;

(2) What, if any, other resources were used in conjunction with the grant funds;

(3) How the program or initiative was coordinated to enhance the effectiveness of existing programs, initiatives, or services in the community;

(4) The success of the program or initiative, as indicated by the evaluation process stated in its grant application;

(5) The sustainability of the program;

(6) The number, gender, ethnicity, and grade level of students being served as well as whether the student left school due to pregnancy or parenting responsibilities.

(7) For those grant recipients using money for health education programs, whether those programs include comprehensive sexuality education and medically accurate information about contraceptives including abstinence.

(8) The potential for the program to serve as a model; and

(9) Other indicators of the impact of the grant on dropout prevention.

The recipients of the dropout prevention grants awarded under S.L. 2007-323 shall report to the Committee on Dropout Prevention by January 31, 2009 and by September 30, 2009. The Committee shall make an interim report of the results of its evaluation of the grants awarded under S.L. 2007-323 by March 31, 2009 to the Joint Legislative Commission on Dropout Prevention and High School Graduation and to the Joint Legislative Education Oversight Committee. The Committee shall make a final report of the results of its evaluation of the grants awarded under S.L. 2007-323 by November 15, 2009 to the Joint Legislative Commission on Dropout Prevention and High School Graduation and to the Joint Legislative Education Oversight Committee.

The recipients of the dropout prevention grants awarded under Section 2 of this act shall report to the Committee on Dropout Prevention by January 31, 2010 and by September 30, 2010. The Committee shall make an interim report of the results of its evaluation of the grants awarded under Section 2 of this bill by March 31, 2010 to

Legislative Proposal III

1 the Joint Legislative Commission on Dropout Prevention and High School Graduation
2 and to the Joint Legislative Education Oversight Committee. The Committee shall
3 make a final report of the results of its evaluation of the grants awarded under Section 2
4 of this act by November 15, 2010 to the Joint Legislative Commission on Dropout
5 Prevention and High School Graduation and to the Joint Legislative Education
6 Oversight Committee.

7 **SECTION 4.** There is appropriated from the General Fund to the
8 Department of Public Instruction, Committee on Dropout Prevention, the sum of five
9 million five hundred thousand dollars (\$5,500,000) for the 2008-2009 fiscal year to
10 provide for 40 additional dropout prevention grants to be awarded in accordance with
11 Section 2 of this act.

12 **SECTION 5.** Funds appropriated for the dropout prevention grants for the
13 2007-2008 fiscal year shall not revert on December 31, 2008 but shall remain available
14 for expenditure until August 31, 2009. Funds appropriated for the 2008-2009 fiscal
15 year shall not revert on June 30, 2009 but shall remain available for expenditure until
16 August 31, 2010.

17 **SECTION 6.** There is appropriated from the General Fund to the
18 Department of Public Instruction, Committee on Dropout Prevention, the sum of one
19 hundred thousand dollars (\$100,000) for the 2008-2009 fiscal year to issue a request for
20 proposals from qualified vendors on a competitive basis to contract with a consultant to
21 staff the Committee, assist with the evaluation and provide technical assistance. The
22 factors to be considered in awarding the contract shall be identified in the request for
23 proposals.

24 **SECTION 7.** This act becomes effective July 1, 2008.

Legislative Proposal IV

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007**

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D

BILL DRAFT 2007-RJz-10 [v.6] (04/10)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/28/2008 4:36:15 PM**

Short Title: Continue the Dropout Prevention Commission.

(Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO CONTINUE THE JOINT LEGISLATIVE COMMISSION ON
DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION, AS
RECOMMENDED BY THE JOINT LEGISLATIVE COMMISSION ON
DROPOUT PREVENTION AND HIGH SCHOOL GRADUATION.

The General Assembly of North Carolina enacts:

SECTION 1. Section 7.32 (f)(8) of S.L. 2007-323 reads as rewritten:

(8) The Commission may submit an interim report, including any recommendations and proposed legislation, to the Joint Legislative Education Oversight Committee and the General Assembly by May 1, 2008, and shall submit a final an interim written report of its findings and recommendations on or before the convening of the 2009 Session of the General Assembly. The Commission may submit an interim report, including any recommendations and proposed legislation, to the Joint Legislative Education Oversight Committee and the General Assembly by May 1, 2010 and shall submit a final written report of its findings and recommendations on or before the convening of the 2011 Session of the General Assembly. All reports shall be filed with the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Legislative Librarian. Upon filing its final report, the Commission shall terminate.

SECTION 2. This act is effective when it becomes law.



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Role School Counselors Play in Providing Dropout Prevention and Intervention Services to Students in Middle and High School

Session Law 2006-176

(Senate Bill 571)

Date Due: March 2007 (Revised May 2007)

Report #: 39

DPI Chronological Schedule, 2006-2007

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Report on the Role School Counselors Play in Providing Dropout Prevention and Intervention Services to Students in Middle and High School

Executive Summary

The state average counselor-to-student ratio in grades 6 through 12 is one school counselor for each 319.64 students. The lowest ratios are 1:171.4 for Alleghany County and 1:175.64 for Hertford County. The highest ratios are 1:520.5 for Camden County, 1:559.55 for Avery County and 1:761 for Clay County. Only 16% of the local education agencies' schools with grades six through twelve are at or below the nationally recommended ratio of 1:250. Of the total 2,321.21 school counselors in grades six through twelve, 2,193.36 of them are state funded.

Overall, the majority of school counselors surveyed respond that an inordinate amount of their time is being spent on duties that are not recommended within the major functions of the North Carolina School Counselor Job Description; thus preventing them from implementing comprehensive school counseling programs that are proactive in dropout prevention. Surveys of school counselors who indicated non-counselor activities as below 10% of their time present a higher likelihood of implementation of dropout intervention strategies being marked as "Intermediate" or "High."

In a second survey regarding dropout prevention and intervention services, respondents report a wide variety of services such as skills training (conflict resolution, peer mediation and study skills), tutoring, mentoring, flexible scheduling, varied course offerings and dual enrollment at the community college. Teams of school personnel, including school counselors, coordinate most of these services.

The majority of the reporting districts for the third survey indicated they do not have one employee whose primary responsibility is to provide school-based dropout prevention and intervention services. Dropout prevention personnel may include school social workers, lead teachers, case managers, dropout prevention facilitators, dropout prevention coordinators, attendance counselors, youth development specialist, at-risk counselors, etc. Some of these are trained in counseling and some are not.

The general trend is that the staff members who are usually the most highly trained to address dropout prevention in most schools, the masters-degreed school counselors, are frequently unable to implement significant dropout prevention and intervention strategies due to student-to-counselor ratios and other assigned duties and responsibilities.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2005

SESSION LAW 2006-176
SENATE BILL 571

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO REPORT ON THE
ROLE SCHOOL COUNSELORS PLAY IN PROVIDING DROPOUT
PREVENTION AND INTERVENTION SERVICES TO STUDENTS IN MIDDLE
AND HIGH SCHOOL AND ON THE STATE BOARD'S IMPLEMENTATION OF
ITS POLICY REGARDING SCHOOL COUNSELORS.

The General Assembly of North Carolina enacts:

SECTION 1. Research shows that school counselors can provide effective services to students that encourage them to stay in school, succeed in school, and graduate from high school. Research also shows that middle school is a critical time for students who are at risk of dropping out of school. The General Assembly currently provides funding that local school administrative units may use to hire school counselors; it is unclear, however, what role school counselors play in providing effective and efficient dropout prevention and intervention services to students in middle and high school. The General Assembly needs additional information to determine whether adjustments should be made in funding for school counselors or assignment of duties to school counselors; therefore, the State Board of Education shall report the following information to the Joint Legislative Education Oversight Committee prior to March 15, 2007.

- (1) The counselor-to-student ratio in schools with a sixth grade or higher grade;
- (2) The source of funds used for each of these counselors;
- (3) A review and analysis of the counselors' primary duties by school;
- (4) A summary and description of school-based dropout prevention and intervention services provided directly to students in the sixth grade and higher grades, including the role of school counselors in providing the services; and
- (5) The number of school counselors and other individuals per local school administrative unit whose primary responsibility is to provide school-based dropout prevention and intervention services and the percentage of their time spent providing these services.

SECTION 2. The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to November 1, 2007, on the

implementation of State Board Policy QP-C-012, Policy Delineating the Job Description and Performance Criteria for School Counselors.

SECTION 3. This act is effective when it becomes law. In the General Assembly read three times and ratified this the 18th day of July, 2006.

s/ Beverly E. Perdue
President of the Senate

s/ James B. Black
Speaker of the House of Representatives

s/ Michael F. Easley
Governor

Approved 5:57 p.m. this 1st day of August, 2006

**Report on the
Role School Counselors Play in Providing
Dropout Prevention and Intervention Services
to Students in Middle and High School**



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Curriculum and School Reform

TABLE OF CONTENTS

Introduction	1
School Counselor-to-Student Ratios	4
School Counselor Funding Sources	10
School Counselor Surveys on Duties and Dropout Prevention Strategy Implementation	14
School-based Dropout Prevention and Intervention	20
Dropout Prevention Personnel	22
Appendices	29
Appendix A – State Allotment Program Report Code: 007 Instructional Support Personnel - Certified .	33
Appendix B – Summary of NCDPI 2000 Report “ <i>How School Counselors Spend Their Time</i> ”	37
Appendix C – Summary of NCDPI 2003 Informal E-mail Survey “ <i>From the Frontline: What’s Really Going on with Testing Coordination</i> ”	41
Appendix D – NCDPI/EDSTAR 2005 Report <i>North Carolina’s School Counseling Program Review: A Statewide Survey and Comprehensive Assessment</i> (Executive summary only)	47
Appendix E – NC School Counselor Job Description	65
Appendix F – NC School Counselor Association Government Relations Job Responsibility Survey Results September 2006	75
Appendix G – Assessment Instruments Used to Collect LEA Input	79
Appendix H – Dropout Prevention School Personnel Data	87

Report on the Role School Counselors Play in Providing Dropout Prevention and Intervention Services to Students in Middle and High School

Introduction

North Carolina Session Law 2006-176 requires that the State Board of Education report on the role that school counselors play in providing dropout prevention and intervention services to students in middle and high schools in the public schools of North Carolina. Most specifically, Session Law 2006-176 asks for information regarding counselor-to-student ratios in schools with a sixth grade or higher; funding sources used for counselors, counselors' primary duties, school-based dropout prevention and intervention services and personnel per local school administrative unit whose primary responsibility is to provide school-based dropout prevention and intervention services.

The State Board of Education policy HSP-Q-001 provides a definition for dropouts and at-risk students. A dropout is defined as "any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school." An at-risk student "is a young person who, because of a wide range of individual, personal, financial, familial, social, behavioral or academic circumstances, may experience school failure or other unwanted outcomes unless interventions occur to reduce the risk factors. Circumstances that may place students at risk include, but are not limited to, not meeting state/local proficiency standards, grade retention; unidentified or inadequately addressed learning needs, alienation from school life; unchallenging curricula and/or instruction, tardiness and or poor school attendance; negative peer influence; unmanageable behavior; substance abuse and other health risk behaviors, abuse and neglect; inadequate parental/family and/or school support; and limited English proficiency." Studies on school attrition indicate that preventive counseling that is conducted prior to students being in crisis reduces the risk of these students dropping out later (ACA 2006).¹

J. A. Asche (1989) states that:

Based on a thorough analysis of the research literature, Wells and Bechard (1989) identified four major categories of factors that contribute to a student profile of characteristics that may lead to a student's dropping out of school. The four categories list risk factors that are school-related, student-related, community-related, and family-related. The likelihood of a student dropping out of school increases as the combination of risk factors becomes more multifaceted.²

Although Session Law 2006-176 seeks to study middle and high school dropout prevention and intervention only, it is important to note that children at-risk need to be identified as soon as possible, preferably in elementary school, so that early intervention can be implemented. Success in the elementary grades diminishes the possibility of later dropping out in high school. Early identification can have two meanings: early in the onset of the risk factor and/or early in the child's school career. For example, students may go through the first ten grades of school without the presence of risk factors. However, circumstances such as the death of a parent or

significant other family member, deployment of one or both parents, etc. can place the student at risk at any time in the school career. School counselors are specifically trained to help students effectively cope with stressors that may promote their dropping out of school.

The General Assembly provides State funding for school counselors and other instructional support personnel through Program Report Code 007 (PRC). The designated purpose for this funding is stated as follows:

Provides funding for salaries for certified instructional support personnel to implement locally designed initiatives that provide services to students who are at risk of school failure as well as the students' families. It is the intent of the General Assembly that the positions must be used first for counselors, then for social workers and other instructional support personnel that have a direct instructional relationship to students or teachers to help reduce violence in the public schools. They shall not be used as administrators, coordinators, supervisors, or directors.

Due in part to local control and conversion provisions/budget flexibility and local control, not all staff who are being funded with PRC 007 are actually being utilized to provide the services described in this funding purpose statement. Additional information on funding sources for school counselor positions and counselor-to-student ratios was collected from the Information Analysis and Reporting section of the North Carolina Department of Public Instruction (NCDPI) and can be found beginning on page 4. The American School Counselor Association recommends a 250-to-1 student-to-counselor ratio. The average for middle and high schools in North Carolina is 319.64 (Fifty-four of the schools with sixth grade included in this average also have grades five or below).

School counselors have increasingly expressed for several years that a major barrier to their capacity to provide intervention services is that their time is monopolized by non-counseling duties that prevent them from having sufficient time to work with students and families. NCDPI conducted a survey in 2000 which indicated that non-counseling duties were significantly hindering school counselors' capacities to deliver counseling services (Appendix B). With school-level testing coordination being the most commonly noted non-counseling duty taking substantial amounts of time, an informal e-mail survey was conducted in 2003 to assess the issues related to counselors serving as test coordinators (Appendix C). In their responses, school counselors not only indicated the services they were unable to provide students as a result of coordinating testing, many also indicated valuable services they were able to implement once testing coordination had been removed from their responsibilities. In 2005, NCDPI commissioned EDSTAR, Inc. to conduct a brief assessment of school counseling in North Carolina (Appendix D). Once again, it was very clear that (1) too many non-counseling duties and (2) a lack of understanding by other educators of the appropriate roles for school counselors interfere with school counselors providing counseling services. In addition, the EDSTAR study found that many school counselors functioning with clarified appropriate roles, especially those following specific program models, were not only better able to serve students who have barriers to learning, but they could also show evidence of success with outcome data.

In an effort to support the most effective use of school counseling staff, NCDPI and the State Board of Education adopted a new school counselor job description in June of 2006 (Appendix E) that is more closely aligned with national best practices. National best practice guidelines recommend that school counselors spend 80% of their time in the delivery functions included in the North Carolina School Counselor Job Description.³ Since the adoption of this new school counselor job description, the North Carolina School Counselor Association conducted a survey related to school counselor duties which indicated that, out of 480 responses, 31% were able to spend 80% of their time in the delivery functions and 56% were still being utilized as testing coordinators (Appendix F).

In order to conduct a current assessment for Session Law 2006-176, staff of the Curriculum and School Reform Area of NCDPI sent surveys to local education agencies (LEAs) to gather information on school counselor roles, dropout prevention programs and school staff whose primary responsibility is specifically dropout prevention (Appendix G). The first survey component was completed by school counselors to indicate how their time is being utilized. The job function categories in the survey were based on the current State School Counselor Job Description. In addition to assessing their allocation of time in appropriate and inappropriate school counselor duties, the survey also requested that school counselors indicate their level of implementation of specified dropout prevention strategies. Ninety-two percent of 115 LEAs had either some or all of their middle and high schools return the survey.

The second survey component requested information from LEA dropout prevention coordinators regarding specific school-level dropout prevention strategies and interventions. Personnel at LEAs, as well as charter schools, received the request for information. Included on the survey were requests for a description of the school-based dropout prevention and intervention services provided directly to students in middle and high school levels; the person (s) responsible for coordinating and/or delivering those services; and an explanation of the role of the school counselor in providing the services. Completed survey responses were received from 40 LEAs and one charter school.

The third survey component asked LEAs to identify the number of school counselors and other individuals per LEA whose primary responsibility is to provide school-based dropout prevention and intervention services and the percentage of their time spent providing these services. For the purpose of this report, primary responsibility is defined as 75% or greater. Data was submitted and compiled for 45% (51) of the 115 LEAs.

The findings of these survey assessments can be found beginning on page 14.

-
1. American Counseling Association (2006). *Effectiveness of School Counseling*. Alexandria, VA.: Author.
 2. Asche, J. A. (1993). *Finish for the Future: America's Communities Respond*. Alexandria, VA: National Association of Partners in Education, Inc.
 3. American School Counselor Association (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA: Author.

(1) 2007 LEA Counselor-to-Student Ratios in Schools with a Sixth Grade or Higher Grade

Recommended ratio: 250-to-1.

Inclusion of charter school students skews averages slightly.

KEY:
ADM – Average Daily Membership (student)
FTE – Full-time Equivalent (counselor employee)

LEA No.	LEA NAME	Numbers of Students (ADM)							Total ADM 6-12	Total ADM 6-12 (w/Charter)	Guidance FTE State Funded	Students per counselor (w/Charter)
		6TH	7TH	8TH	9TH	10TH	11TH	12TH				
010	Alamance-Burlington	1,672	1,723	1,633	2,089	1,733	1,578	1,420	11,848	12,386	26.11	474.38
020	Alexander County	468	457	458	492	415	369	370	3,029	3,029	8.00	378.63
030	Alleghany County	102	109	133	157	115	116	101	833	833	4.63	179.91
040	Anson County	381	352	333	400	301	320	265	2,352	2,352	9.55	246.28
050	Ashe County	231	237	242	265	267	225	271	1,738	1,738	7.00	248.29
060	Avery County	152	179	174	225	185	138	178	1,231	1,319	2.20	599.55
070	Beaufort County	537	530	545	738	587	497	444	3,878	3,929	12.50	314.32
080	Bertie County	268	245	274	315	258	267	208	1,835	1,835	5.95	308.40
090	Bladen County	430	413	432	514	457	394	329	2,969	2,969	8.00	371.13
100	Brunswick County	831	928	944	1,131	835	762	706	6,137	6,234	17.00	366.71
110	Buncombe County	1,909	2,038	2,055	2,391	1,996	1,845	1,613	13,847	14,105	47.85	294.78
111	Asheville City	262	250	257	394	334	304	220	2,021	2,021	7.00	288.71
120	Burke County	1,186	1,138	1,176	1,307	1,226	987	907	7,927	7,927	23.87	332.09
130	Cabarrus County	1,949	1,958	2,041	2,186	1,982	1,614	1,496	13,226	13,362	37.89	352.65
132	Kannapolis City	381	361	382	412	331	318	264	2,449	2,449	6.00	408.17
140	Caldwell County	1,034	1,060	1,045	1,142	1,011	921	789	7,002	7,002	23.97	292.12
150	Camden County	169	151	171	164	146	144	96	1,041	1,041	2.00	520.50
160	Carteret County	634	680	668	773	753	685	570	4,763	4,986	14.00	356.14

LEA No.	LEA NAME	Numbers of Students (ADM)							Total ADM 6-12	Total ADM 6-12 (w/Charter)	Guidance FTE State Funded	Students per counselor (w/Charter)
		6TH	7TH	8TH	9TH	10TH	11TH	12TH				
170	Caswell County	274	253	302	332	247	232	198	1,838	1,838	6.00	306.33
180	Catawba County	1,395	1,295	1,380	1,583	1,352	1,208	1,161	9,374	9,381	38.72	242.28
181	Hickory City	312	370	323	440	328	336	285	2,394	2,394	8.80	272.05
182	Newton-Conover	214	261	240	258	215	227	212	1,627	1,627	6.20	262.42
190	Chatham County	599	619	517	676	567	573	493	4,044	4,272	14.74	289.82
200	Cherokee County	287	306	304	351	304	264	215	2,031	2,036	8.50	239.53
210	Edenton/Chowan	201	206	201	240	208	163	176	1,395	1,395	3.00	465.00
220	Clay County	110	98	109	145	107	88	104	761	761	1.00	761.00
230	Cleveland County	1,324	1,427	1,366	1,679	1,279	1,224	977	9,276	9,276	24.43	379.70
240	Columbus County	570	533	549	631	605	432	418	3,738	3,738	14.50	257.79
241	Whiteville City	169	196	221	213	209	185	152	1,345	1,345	5.00	269.00
250	Craven County	1,099	1,143	1,141	1,311	1,168	979	825	7,666	7,666	21.59	355.07
260	Cumberland County	3,999	3,986	4,172	4,752	4,389	3,768	3,302	28,368	28,407	78.48	361.96
270	Currituck County	325	339	337	374	339	311	226	2,251	2,251	6.00	375.17
280	Dare County	382	360	422	411	417	408	362	2,762	2,762	8.00	345.25
290	Davidson County	1,601	1,549	1,582	1,808	1,600	1,563	1,179	10,882	10,882	32.60	333.80
291	Lexington City	282	227	230	322	191	131	134	1,517	1,517	5.00	303.40
292	Thomasville City	189	219	207	283	188	173	134	1,393	1,393	1.92	725.52
300	Davie County	531	526	522	577	508	431	363	3,458	3,458	9.00	384.22
310	Duplin County	653	715	666	815	643	553	493	4,538	4,538	14.97	303.14
320	Durham County	2,191	2,449	2,330	3,179	2,330	2,167	1,833	16,479	17,146	52.96	323.75

LEA No.	LEA NAME	Numbers of Students (ADM)							Total ADM 6-12	Total ADM 6-12 (w/Charter)	Guidance FTE State Funded	Students per counselor (w/Charter)
		6TH	7TH	8TH	9TH	10TH	11TH	12TH				
330	Edgecombe County	601	604	658	747	577	505	457	4,149	4,149	15.00	276.60
340	Forsyth County	3,663	3,751	3,760	4,686	3,853	3,706	3,161	26,580	27,474	64.18	428.08
350	Franklin County	641	660	642	688	634	535	496	4,296	4,395	11.00	399.55
360	Gaston County	2,379	2,493	2,520	2,927	2,695	2,396	2,115	17,525	17,784	40.21	442.28
370	Gates County	153	170	169	203	167	164	155	1,181	1,181	3.00	393.67
380	Graham County	89	98	110	90	69	92	93	641	641	3.00	213.67
390	Granville County	647	780	721	861	675	646	501	4,831	4,831	17.26	279.90
400	Greene County	236	258	235	345	234	199	178	1,685	1,685	6.05	278.51
410	Guilford County	5,187	5,379	5,326	6,438	5,637	5,236	4,573	37,776	38,296	113.55	337.26
420	Halifax County	390	448	411	537	400	351	277	2,814	2,814	9.00	312.67
421	Roanoke Rapids City	233	228	240	307	224	191	189	1,612	1,612	4.00	403.00
422	Weldon City	71	94	94	154	67	43	62	585	585	1.00	585.00
430	Harnett County	1,389	1,377	1,413	1,582	1,363	1,176	1,054	9,354	9,354	24.44	382.73
440	Haywood County	645	615	640	727	570	519	516	4,232	4,232	11.00	384.73
450	Henderson County	950	950	970	1,056	996	930	890	6,742	6,796	18.00	377.56
460	Hertford County	250	277	297	380	325	206	197	1,932	1,932	11.00	175.64
470	Hoke County	560	563	569	550	496	423	300	3,461	3,461	8.00	432.63
480	Hyde County	46	49	51	84	49	52	39	370	370	1.00	370.00
490	Iredell-Statesville	1,627	1,679	1,608	1,990	1,520	1,454	1,333	11,211	11,428	27.91	409.46
491	Mooreville City	377	385	393	462	380	364	310	2,671	2,671	10.00	267.10
500	Jackson County	248	261	264	342	316	257	189	1,877	1,924	9.00	213.78

LEA No.	LEA NAME	Numbers of Students (ADM)							Total ADM 6-12	Total ADM 6-12 (w/Charter)	Guidance FTE State Funded	Students per counselor (w/Charter)
		6TH	7TH	8TH	9TH	10TH	11TH	12TH				
510	Johnston County	2,380	2,272	2,125	2,388	2,102	1,765	1,447	14,479	14,479	44.50	325.37
520	Jones County	93	119	118	121	93	100	73	717	717	3.00	239.00
530	Lee County	703	701	705	841	724	634	508	4,816	4,906	16.00	306.63
540	Lenoir County	795	833	869	1,044	776	645	562	5,524	5,612	17.98	312.12
550	Lincoln County	938	979	926	1,075	990	913	838	6,659	7,031	19.37	362.98
560	Macon County	307	365	342	427	291	290	277	2,299	2,299	7.00	328.43
570	Madison County	213	183	193	245	213	187	173	1,407	1,407	4.50	312.67
580	Martin County	378	315	366	399	341	281	276	2,356	2,356	9.53	247.22
590	McDowell County	500	522	506	532	518	453	408	3,439	3,439	16.00	214.94
600	Mecklenburg County	9,668	9,798	9,590	11,853	9,321	7,976	6,871	65,077	66,352	201.65	329.05
610	Mitchell County	169	187	193	214	176	145	164	1,248	1,248	3.00	416.00
620	Montgomery County	303	332	339	427	345	307	287	2,340	2,340	5.00	468.00
630	Moore County	939	978	993	1,102	933	980	806	6,731	6,818	14.98	455.14
640	Nash-Rocky Mount	1,379	1,429	1,448	1,592	1,426	1,251	1,089	9,614	10,036	30.83	325.53
650	New Hanover County	1,974	1,907	1,913	2,224	1,987	1,755	1,536	13,296	13,403	34.00	394.21
660	Northampton County	251	231	263	312	279	240	201	1,777	2,095	4.96	422.38
670	Onslow County	1,813	1,770	1,694	2,092	1,762	1,535	1,386	12,052	12,052	27.83	433.06
680	Orange County	505	567	501	641	588	532	386	3,720	3,897	11.00	354.27
681	Chapel Hill-Carrboro	891	882	898	972	944	828	760	6,175	6,310	15.98	394.87
690	Pamlico County	110	103	120	196	157	170	146	1,002	1,137	3.00	379.00
700	Pasquotank County	451	417	494	583	493	469	388	3,295	3,295	11.00	299.55

LEA No.	LEA NAME	Numbers of Students (ADM)							Total ADM 6-12	Total ADM 6-12 (w/Charter)	Guidance FTE State Funded	Students per counselor (w/Charter)
		6TH	7TH	8TH	9TH	10TH	11TH	12TH				
710	Pender County	595	615	623	737	643	473	431	4,117	4,117	12.89	319.39
720	Perquimans County	136	143	156	169	156	130	124	1,014	1,014	3.00	338.00
730	Person County	466	460	529	523	472	428	387	3,265	3,302	9.00	366.89
740	Pitt County	1,720	1,740	1,809	2,113	1,710	1,544	1,259	11,895	11,895	37.38	318.22
750	Polk County	187	219	194	206	192	187	165	1,350	1,350	5.00	270.00
760	Randolph County	1,458	1,429	1,477	1,645	1,405	1,300	1,132	9,846	9,846	25.10	392.27
761	Asheboro City	355	359	348	427	296	336	280	2,401	2,401	5.00	480.20
770	Richmond County	614	773	648	723	654	568	511	4,491	4,491	14.95	300.40
780	Robeson County	1,953	1,893	1,935	2,284	1,812	1,409	1,175	12,461	12,561	44.32	283.42
790	Rockingham County	1,112	1,215	1,106	1,342	1,165	987	914	7,841	7,944	23.00	345.39
800	Rowan-Salisbury	1,531	1,682	1,585	2,032	1,683	1,502	1,418	11,433	11,433	34.33	333.03
810	Rutherford County	768	739	817	923	795	724	609	5,375	5,812	15.00	387.47
820	Sampson County	665	652	636	686	558	517	458	4,172	4,172	8.89	469.29
821	Clinton City	228	217	235	268	265	206	164	1,583	1,583	5.00	316.60
830	Scotland County	544	525	582	650	511	421	340	3,573	3,686	12.98	283.98
840	Stanly County	795	761	825	868	787	734	645	5,415	5,654	18.00	314.11
850	Stokes County	594	639	566	760	573	515	461	4,108	4,108	13.00	316.00
860	Surry County	650	659	685	748	678	646	583	4,649	4,670	12.36	377.83
861	Elkin City	86	106	97	109	116	101	85	700	700	2.00	350.00
862	Mount Airy City	115	153	165	195	156	134	132	1,050	1,050	3.00	350.00
870	Swain County	149	158	131	204	151	148	126	1,067	1,104	3.00	368.00

LEA No.	LEA NAME	Numbers of Students (ADM)						Total ADM 6-12	Total ADM 6-12 (w/Charter)	Guidance FTE State Funded	Students per counselor (w/Charter)
		6TH	7TH	8TH	9TH	10TH	11TH	12TH			
880	Transylvania County	309	281	311	387	324	271	266	2,149	2,223	444.60
890	Tyrrell County	31	53	47	67	51	51	53	353	353	235.33
900	Union County	2,723	2,621	2,483	2,737	2,422	2,254	1,997	17,237	17,527	364.77
910	Vance County	596	585	613	898	616	503	420	4,231	4,368	438.99
920	Wake County	9,546	9,725	9,650	10,765	9,333	8,366	7,580	64,965	67,303	352.19
930	Warren County	242	239	252	279	275	234	211	1,732	1,814	453.50
940	Washington County	163	188	175	193	172	143	142	1,176	1,176	294.00
950	Watauga County	354	321	375	436	358	370	319	2,533	2,555	216.89
960	Wayne County	1,551	1,532	1,549	1,660	1,484	1,322	1,185	10,283	10,283	342.20
970	Wilkes County	791	796	815	868	798	627	581	5,276	5,323	397.24
980	Wilson County	1,007	1,070	994	1,152	957	834	648	6,662	6,859	403.47
990	Yadkin County	476	497	496	520	498	422	420	3,329	3,329	264.21
995	Yancey County	175	243	204	203	228	188	173	1,414	1,414	345.72

NOTE: 54 Schools having 6th grade also included 5th grade or lower

(2) School Counselor Position Funding Sources - 2007

KEY:

ADM – Average Daily Membership (student)

FTE – Full-time Equivalent (counselor employee)

LEA	LEA Name	State Funded FTE	Federal Funded FTE	Local Funded FTE	Total FTE, All Funds	ADM Grades 6-12	Students per Counselor, All Funds
010	Alamance-Burlington	26.11		3.95	30.06	11,848	394.15
020	Alexander County	8.00			8.00	3,029	378.63
030	Alleghany County	4.63		0.23	4.86	833	171.40
040	Anson County	9.55			9.55	2,352	246.28
050	Ashe County	7.00			7.00	1,738	248.29
060	Avery County	2.20			2.20	1,231	559.55
070	Beaufort County	12.50			12.50	3,878	310.24
080	Bertie County	5.95			5.95	1,835	308.40
090	Bladen County	8.00			8.00	2,969	371.13
100	Brunswick County	17.00		3.00	20.00	6,137	306.85
110	Buncombe County	47.85	0.80	2.67	51.32	13,847	269.82
111	Asheville City	7.00		2.99	9.99	2,021	202.30
120	Burke County	23.87		1.50	25.37	7,927	312.46
130	Cabarrus County	37.89	1.00		38.89	13,226	340.09
132	Kannapolis City	6.00		1.00	7.00	2,449	349.86
140	Caldwell County	23.97			23.97	7,002	292.12
150	Camden County	2.00			2.00	1,041	520.50
160	Carteret County	14.00		5.00	19.00	4,763	250.68
170	Caswell County	6.00			6.00	1,838	306.33
180	Catawba County	38.72			38.72	9,374	242.10
181	Hickory City	8.80	0.20		9.00	2,394	266.00
182	Newton-Conover	6.20			6.20	1,627	262.42
190	Chatham County	14.74		1.70	16.44	4,044	245.99
200	Cherokee County	8.50			8.50	2,031	238.94
210	Edenton/Chowan	3.00			3.00	1,395	465.00
220	Clay County	1.00			1.00	761	761.00
230	Cleveland County	24.43		2.44	26.87	9,276	345.22
240	Columbus County	14.50			14.50	3,738	257.79

LEA	LEA Name	State Funded FTE	Federal Funded FTE	Local Funded FTE	Total FTE, All Funds	ADM Grades 6-12	Students per Counselor, All Funds
241	Whiteville City	5.00			5.00	1,345	269.00
250	Craven County	21.59			21.59	7,666	355.07
260	Cumberland County	78.48		14.50	92.98	28,368	305.10
270	Currituck County	6.00			6.00	2,251	375.17
280	Dare County	8.00		1.00	9.00	2,762	306.89
290	Davidson County	32.60			32.60	10,882	333.80
291	Lexington City	5.00			5.00	1,517	303.40
292	Thomasville City	1.92		0.93	2.85	1,393	488.77
300	Davie County	9.00	1.00	2.11	12.11	3,458	285.55
310	Duplin County	14.97	0.09		15.06	4,538	301.33
320	Durham County	52.96		1.00	53.96	16,479	305.39
330	Edgecombe County	15.00		0.21	15.21	4,149	272.78
340	Forsyth County	64.18		11.00	75.18	26,580	353.55
350	Franklin County	11.00			11.00	4,296	390.55
360	Gaston County	40.21		3.00	43.21	17,525	405.58
370	Gates County	3.00			3.00	1,181	393.67
380	Graham County	3.00			3.00	641	213.67
390	Granville County	17.26		1.00	18.26	4,831	264.57
400	Greene County	6.05			6.05	1,685	278.51
410	Guilford County	113.55	1.00	7.46	122.01	37,776	309.61
420	Halifax County	9.00			9.00	2,814	312.67
421	Roanoke Rapids City	4.00			4.00	1,612	403.00
422	Weldon City	1.00	1.00		2.00	585	292.50
430	Harnett County	24.44			24.44	9,354	382.73
440	Haywood County	11.00		3.00	14.00	4,232	302.29
450	Henderson County	18.00			18.00	6,742	374.56
460	Hertford County	11.00			11.00	1,932	175.64
470	Hoke County	8.00			8.00	3,461	432.63
480	Hyde County	1.00			1.00	370	370.00
490	Iredell-Statesville	27.91		1.00	28.91	11,211	387.79

LEA	LEA Name	State Funded FTE	Federal Funded FTE	Local Funded FTE	Total FTE, All Funds	ADM Grades 6-12	Students per Counselor, All Funds
491	Mooreville City	10.00			10.00	2,671	267.10
500	Jackson County	9.00			9.00	1,877	208.56
510	Johnston County	44.50			44.50	14,479	325.37
520	Jones County	3.00			3.00	717	239.00
530	Lee County	16.00			16.00	4,816	301.00
540	Lenoir County	17.98			17.98	5,524	307.23
550	Lincoln County	19.37		0.99	20.36	6,659	327.06
560	Macon County	7.00			7.00	2,299	328.43
570	Madison County	4.50			4.50	1,407	312.67
580	Martin County	9.53			9.53	2,356	247.22
590	McDowell County	16.00			16.00	3,439	214.94
600	Mecklenburg County	201.65			201.65	65,077	322.72
610	Mitchell County	3.00			3.00	1,248	416.00
620	Montgomery County	5.00			5.00	2,340	468.00
630	Moore County	14.98		4.80	19.78	6,731	340.29
640	Nash-Rocky Mount	30.83	1.91	2.00	34.74	9,614	276.74
650	New Hanover County	34.00		3.00	37.00	13,296	359.35
660	Northampton County	4.96			4.96	1,777	358.27
670	Onslow County	27.83			27.83	12,052	433.06
680	Orange County	11.00		2.00	13.00	3,720	286.15
681	Chapel Hill-Carrboro	15.98		8.00	23.98	6,175	257.51
690	Pamlico County	3.00			3.00	1,002	334.00
700	Pasquotank County	11.00			11.00	3,295	299.55
710	Pender County	12.89			12.89	4,117	319.39
720	Perquimans County	3.00			3.00	1,014	338.00
730	Person County	9.00			9.00	3,265	362.78
740	Pitt County	37.38		2.50	39.88	11,895	298.27
750	Polk County	5.00		0.60	5.60	1,350	241.07
760	Randolph County	25.10		1.00	26.10	9,846	377.24
761	Asheboro City	5.00		1.00	6.00	2,401	400.17

(3) School Counselor Surveys on Duties and Dropout Prevention Strategy Implementation

The surveys utilized to assess school counselor primary duties were inclusive of appropriate counselor roles from the North Carolina School Counselor Job Description, *non-counselor* duties which school counselors have previously indicated interfere with their capacity to implement comprehensive school counseling programs and nine dropout prevention strategies.

Approximately 730 school counselor surveys were returned. The individual survey responses can be found at <http://www.ncpublicschools.org/studentsupport/counseling/>. Contact information for the individual schools is at <http://www.ncpublicschools.org/nceddirectory/>.

Schools with more than one school counselor chose to submit their survey data in one of three ways – (1) one survey per school counselor (method used by most respondents); (2) one survey per school with each counselor represented differently on the survey form; or (3) one survey per school with percentiles averaged for all counselors. Some respondents report times in excess of 100%. Based on conversations with counselors, it seems this is due to variations of how their time is utilized throughout the school year, some strategies overlapping across function categories and inordinate amounts of time worked beyond the hours of the regular school day. Overall, the responses indicate a strong correlation between school counselors who rated *non-counseling* duties highly tended to also rank dropout prevention strategy implementation lower.

Primary Duties

For the purposes of this study, “appropriate time allocation” is defined as time frames which are aligned with recommended national best practices and the State School Counselor Job Description. Survey responses within the appropriate time allocations would have response ranges as indicated in the table below and on the table on the following page (figures 1 and 2).

MIDDLE SCHOOL:

Function	Percent of Time				
	< 10%	10%-24%	25% - 49%	50% - 75%	>75%
1 Guidance Curriculum			(25%-35%)		
2 Student Planning		(15%-25%)			
3 Preventive and Responsive Services			(30%-40%)		
4 System Support of the school counseling program		(10%-20%)			
5 Accountability	< 10%				
6 Development and Management of the School Counseling Program	< 10%				
Non-counselor Activities					
7 Testing Coordination	n/a				
8 Clerical Duties not related to the counseling program	n/a				
9 Administrative Duties	n/a				
10 Teaching content areas	n/a				
11 Miscellaneous Duties/Other	< 10%				

Figure 1. Table represents where appropriate percent of time responses for middle school would be indicated as defined by national best practices and aligned with the School Counselor Job Description.

HIGH SCHOOL:

	Function	Percent of Time				
		< 10%	10%-24%	25% - 49%	50% - 75%	>75%
1	Guidance Curriculum		(15%-25%)			
2	Student Planning			(25%-35%)		
3	Preventive and Responsive Services			(25%-35%)		
4	System Support of the school counseling program		(10%-20%)			
5	Accountability	< 10%				
6	Development and Management of the School Counseling Program	< 10%				
	Non-counselor Activities					
7	Testing Coordination	n/a				
8	Clerical Duties not related to the counseling program	n/a				
9	Administrative Duties	n/a				
10	Teaching content areas	n/a				
11	Miscellaneous Duties/Other	< 10%				

Figure 2. Table represents where appropriate percent of time responses for high school would be indicated as defined by national best practices and aligned with the School Counselor Job Description.

Figure three on page 16 shows the percentages reported by respondents for their time in the major function areas of the North Carolina School Counselor Job Description. Fifty-two percent of the respondents indicated appropriate time allocation within the Guidance Curriculum function of the job description. It is the role of the school counselor to provide leadership and collaborate with other educators on the school-wide integration and implementation of the State Guidance Curriculum. The State Guidance Curriculum is designed to integrate guidance components into the regular classroom rather than being a separate, stand alone curriculum delivered by the school counselor(s).

For Student Planning, school counselors assist students individually and in groups with developing personal future goals and plans. Seventy-three percent of the respondents indicated appropriate time allocation in this function area.

Within the Preventive and Responsive Services area, 35.21% of the respondents noted appropriate time allocation. The Preventive and Responsive Services counselor function is for the purposes of addressing students' needs and concerns. Many of these types of activities directly impact dropout prevention.

The system support function of the school counselor job description consists of management activities that establish, maintain and enhance the total school counseling program such as personal professional development and assisting teachers, parents/guardians and other stakeholders in interpreting and understanding student data. Slightly over 41% of the respondents indicated appropriate time in this area.

Fifty-five percent of the respondents indicated the appropriate amount of time usage within the Accountability component and 57.12% indicated appropriate time allocation for Development

and Management of the School Counseling Program. These two areas are for planning a data-driven, comprehensive school counseling program to meet the needs of students.

School Counselor Responses Regarding State Job Description Functions/Duties

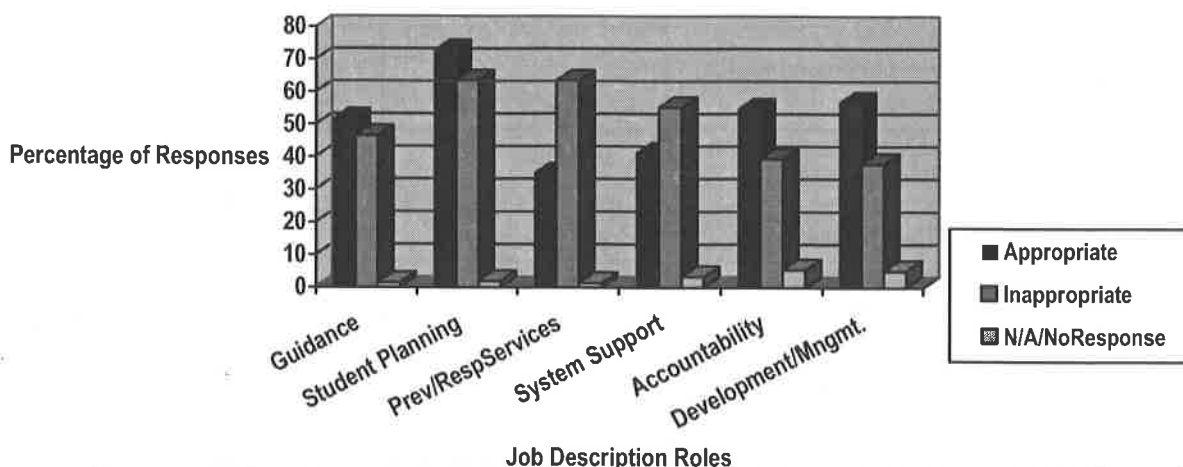


Figure 3. Percentages of responses which were in appropriate ranges and inappropriate ranges, as defined by national best practices and alignment with the State School Counselor Job Description, and those responding "n/a" or no response.

School Counselor Responses Regarding Non-Counselor Duties

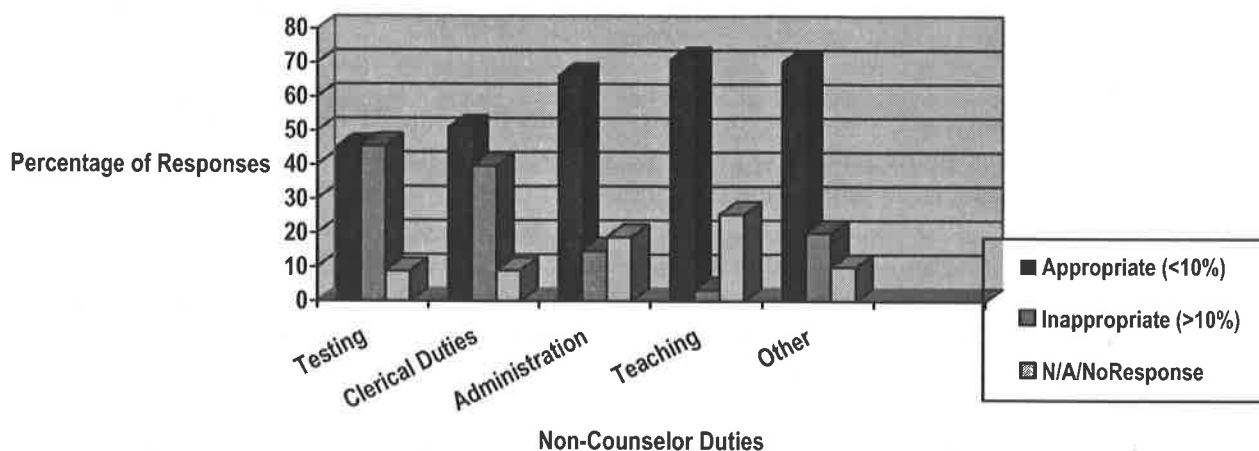


Figure 4. Percentages of responses indicating less than 10% and more than 10% of time spent in non-counselor duties and those responding "n/a" or no response at all.

For *non-counselor* activities, appropriate and effective use of the school counselor's time should be shown as less than 10% or no time in these areas. Responses can be found in figure four above. As shown in figure five on page 17, those who indicated *higher* than 10% on non-counselor activities also tended to rate implementation of dropout prevention strategies low.

Overall, an average of 43.5% of those indicating more than 10% of their time in non-counselor activities ranked the implementation of the dropout prevention strategies as “Low.” An average of 34.5% ranked their implementation of these strategies as “Intermediate” and 16.2% ranked this as “High.” The items that they ranked highest were Family Involvement at 25% of responses “High,” Violence Prevention and Conflict Resolution at 28.3% “High,” Career Education and Workforce Readiness at 23.2% “High” and Personal Professional Development at 24.6% “High.” Generally, even for the dropout prevention strategies ranked highest in implementation by those spending more than 10% of their time in non-counseling activities, approximately three-fourths still ranked these items as “Low” or “Intermediate.”

It was not possible to acquire comparable overall average data for respondents who ranked non-counselor activities *below* 10% of their time because they did not consistently rank all five of the non-counselor activities as below 10%. Numerically, the more non-counselor activities that were marked as below 10%, the higher the likelihood of dropout intervention strategies being marked as “Intermediate” or “High.” Overall, there were more responses as “Low” or “Intermediate” implementation of dropout prevention strategies for both those below and those above 10% in non-counselor duties.

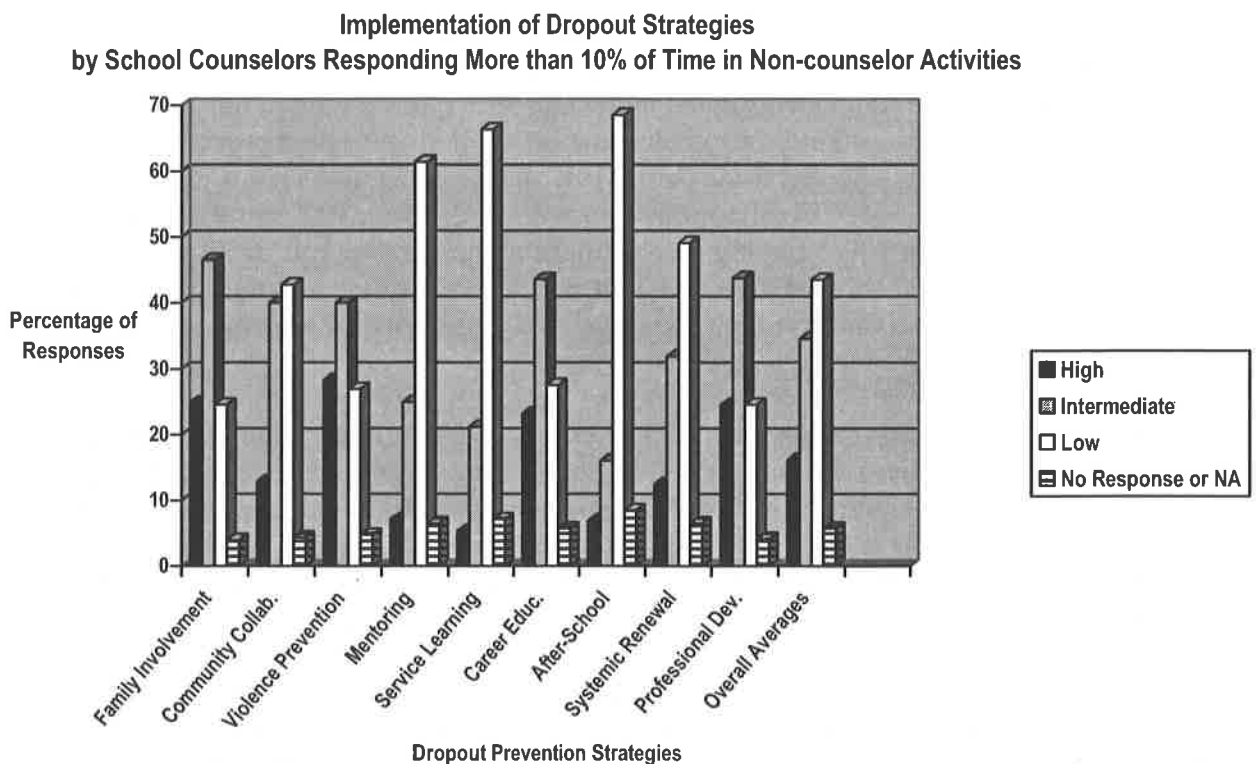


Figure 5. Percentages of responses of which Dropout Prevention Strategies were ranked as “High,” “Intermediate,” “Low” or N/A/no response from school counselors who indicated more than 10% of their time in non-counselor activities.

For Testing Coordination, an equal amount of respondents, 45.62%, indicated less than 10% of their time in this task as indicated more than 10% of their time being spent with this task while 8.77% indicated N/A or no answer at all. Those who indicated more than 10% of their time being spent with Testing Coordination also indicated fewer “High” implementation responses on

all nine dropout prevention strategies listed on the survey. For example, school counselors spending more than 10% of their time on testing responded at 24.3% “High” implementation for Family Involvement and 27.6% “High” implementation for Violence Prevention and Conflict Resolution. Respondents indicating less than 10% on testing responded 31.6% “High” implementation for Family Involvement and 34.7% for Violence Prevention and Conflict Resolution. Testing coordination has increasingly become a major concern of school counselors who are assigned this task and contend that it significantly hampers their abilities to provide counseling services for students and families.

For Clerical Duties not related to the counseling program, 51.23% indicated less than 10% and 9.04% indicated N/A or no answer at all. Those who indicated more than 10% of their time being spent with Clerical Duties (39.7%) also indicated fewer “High” implementation responses on all nine dropout prevention strategies listed on the survey (see figure five and Appendix G for strategies). As with Testing Coordination, the highest discrepancy is on Family Involvement and on Violence Prevention and Conflict Resolution with 22.8% and 22.1% “High” respectively for those above 10% in non-counselor duties and 32% “High” on Family Involvement and 37.7% “High” on Violence Prevention and Conflict Resolution for those below 10% in non-counselor duties. One major clerical duty that many school counselors express consumes their time is maintenance of student cumulative records.

Although just 14.79% of respondents indicated more than 10% of their time in Administrative Duties, five of those respondents noted more than 50% of their time in this capacity. There was little difference in the rankings of implementation of all nine dropout prevention strategies between those above 10% and those below 10% in Administrative Duties except for in Systemic Renewal which was 15% “High” for those answering less than 10% and 8.4% “High” for those answering more than 10%. Having to take on the administrative role of disciplinarian is one of significant concern to school counselors as it is in direct conflict with their professional education as school counselors who should be non-judgmental of students and employ unconditional positive regard in counseling them.

Only 3.29% of the respondents indicated an excess of 10% of their time in inappropriate role of Teaching Content Areas; however, 25.48% provided no response at all to this item. Although many are *not* trained as teachers, some school counselors are finding themselves being utilized to teach content areas to give students extra exposure to tested subjects. This is the only non-counseling item in which those who indicated more than 10% of their time also indicated more dropout prevention strategies as “High” than did the other respondents.

Nearly 20% of respondents indicated an excess of 10% of their time being spent in Miscellaneous Duties/Other. Again, the largest difference in dropout prevention strategy implementation between those indicating more than 10% of their time in this category and those indicating less than 10% was in Family Involvement and on Violence Prevention and Conflict Resolution. Just over 20% of those answering more than 10% in Miscellaneous Duties/Other ranked Family Involvement “High” in implementation and Violence Prevention and Conflict Resolution at 27.8% “High” implementation. Those signifying less than 10% in this duty area ranked Family Involvement at 30.1% “High” implementation and Violence Prevention and Conflict Resolution at 32.4%. Although national best practices deem it acceptable for a school counselor to spend a small amount of time engaged in a fair share of extra duties that are delegated to all staff such as taking turns at bus duty or serving on a committee, many school

counselors report that they are assigned an inordinate amount of these duties in comparison to other staff.

Quotes from a School Counselor Survey Respondent

- “Completing this survey was very discouraging... We seem to be stuck between our intentions and the realities of the responsibilities we carry.”
- “Like so many of my colleagues, I am very frustrated. I spend a great deal of time juggling duties and lamenting that I am not doing what I should and could for our kids/teachers/school.”
- “At the same time that initiatives have been underway in NC to improve our service to students/schools by asking us to make changes in our professional approach to practice from the "old style" to the "Comprehensive School Guidance and Counseling Program" model, there seems to be little real recognition that we can not effectively adopt this new model if we are not relieved of the undue burden imposed by the responsibilities associated with our dual designation as Test Coordinators.”
- “It is distressing to see that in a state where Testing and Accountability has experienced monumental growth in the last decade there has yet to be a concomitant fiscal, legislative, & practical recognition that the rapid expansion of Testing & Accountability demanded the creation of additional funded staff positions in every school system to carry them out.”
- “Here, as in many of N.C.'s less affluent school systems, Counseling/Student Support has been eclipsed by Test Coordination as the Counselor's "other duties as assigned" have taken precedence over the original job.”
- “Ironically, with an ever growing number of State Tests, Field Tests, Interim Tests, and Alternate Assessments to coordinate, I don't have time to do provide student support by offering classroom guidance lessons on study skills or anxiety reduction because I'm too busy coordinating logistics and managing materials.”
- “And if NC is really committed to caring for our students as whole people, and in reducing our drop out rate, then the Counselors who are in place need to be freed to focus their energies on students... and, in the best of all worlds, additional counselors should be in place so that kids aren't competing 465:1 for counselor attention.”
- “... writ large throughout all of the research on drop out prevention is the reality that kids often stay in school because they feel a connection to someone there, and they often leave, discouraged and disillusioned, because they have come to accept that no one really cares or will really help them.”

(4) School-based Dropout Prevention and Intervention

To collect the information requested in item 4 of Session Law 2006-176, a second survey was mailed electronically to district level personnel responsible for dropout prevention and intervention services. Personnel at local education agencies (LEAs) as well as charter schools received the request for information. Included on the survey were requests for a description of the school-based dropout prevention and intervention services provided directly to students in middle and high school levels; the person (s) responsible for coordinating and/or delivering those services; and an explanation of the role of the school counselor in providing the services. Completed survey responses were received from forty LEAs and one charter school.

The responses indicate commonalities across the state in how dropout prevention and intervention services are provided. First, most respondents designate students at risk of dropping out based on achievement test scores and attendance rates. Next, local education agencies have developed partnerships with other state agencies and/or community groups to provide services to students. Lastly, school counselors, for the most part, are not directly involved in the delivery of services because of other duties and responsibilities.

At-Risk Designation

More than half of the respondents reported that they identify students at-risk of dropping out based on achievement test data and attendance rates. Usually, an assistant principal or school counselor is responsible for sharing student-specific achievement test data with teachers. Once teachers receive the information, they complete a Personalized Education Plan (PEP) for each student scoring below a level one or two. The PEP elicits targeted academic intervention services and includes input from parents. Some services that are recommended through the PEP include credit recovery programs, alternative learning programs and after school tutorial programs.

Students who demonstrate high absenteeism are referred to the school's student assistance team. This team varies in name from district to district; however, all function to identify and provide services to students who are beyond the scope of the classroom teacher. These services include referrals for psychological assessment, family intervention and individual or group counseling. Student assistance teams are often comprised of school administrators, school counselors, school social workers, school resource officers and parents. Additionally, parents are notified of student absenteeism through telephone calls and/or letters home to parents. Schools report that they incorporate incentives and rewards programs as part of dropout prevention and intervention services such as a field trip upon completion of a mentor program, flexible scheduling, credit recovery and rewards for improved attendance (not just perfect attendance).

Services and Partnerships

Respondents report that they provide a wide variety of dropout prevention and intervention services at the middle and high school level. The services provided can be divided into two categories. The first category includes services that are provided during the school day. Such services include skills training (conflict resolution, peer mediation, and study skills), in-school tutoring, and peer mentors (buddy system) at the middle grades level. At the high school level, schools offer flexible scheduling, varied course offerings (virtual high school), and dual enrollment at the community college during the school day. Teams of school personnel,

including school counselors, coordinate most of these services. In-school partnerships include GEAR UP, Communities in Schools and community volunteers/guest speakers.

After regular school hours, school systems offer tutorial programs at the middle and high school levels. Some school systems report using the AVID curriculum at the middle and high school levels as a way to re-direct at-risk youth. Additionally, middle schools offer mentoring programs through community groups and organizations such as Big Brothers/Big Sisters. High schools offer work-study programs, mentoring programs, and career counseling. External partnerships include agreements with the Department of Health and Human Services and North Carolina Juvenile Justice Delinquency Prevention. Some schools have been awarded Child and Family Support Teams (CFSTs). These teams deliver dropout prevention and intervention services to students and their families before, during, and after regular school hours.

Role of the School Counselor

Most schools report that school counselors are not directly involved in targeted dropout prevention and intervention services. Student registration and scheduling, standardized test administrations and parent conferences are some of the duties listed that consume their time. However, respondents report that some services that counselors provide have an indirect impact on dropout rates. Such services include flexible scheduling, college preparation, referrals to external agencies, counseling and implementation of programs such as Character Education.

(5) Dropout Prevention Personnel

The purpose of this section of the report is to identify the number of school counselors and other individuals per LEA whose primary responsibility is to provide school-based dropout prevention and intervention services and the percentage of their time spent providing these services. For the purpose of this report, **primary responsibility is defined as 75% or greater.**

For this section of the report, data submitted via a survey by 45% (51) of the local school districts were collected and compiled. A copy of the instrument is included as Appendix G. To facilitate accuracy, NCDPI communicated with local school districts through electronic mail and personal telephone calls.

Trends

Middle and Secondary Dropout Prevention Personnel

The number of dropout prevention personnel at the middle and secondary level are shown below in Figure six.

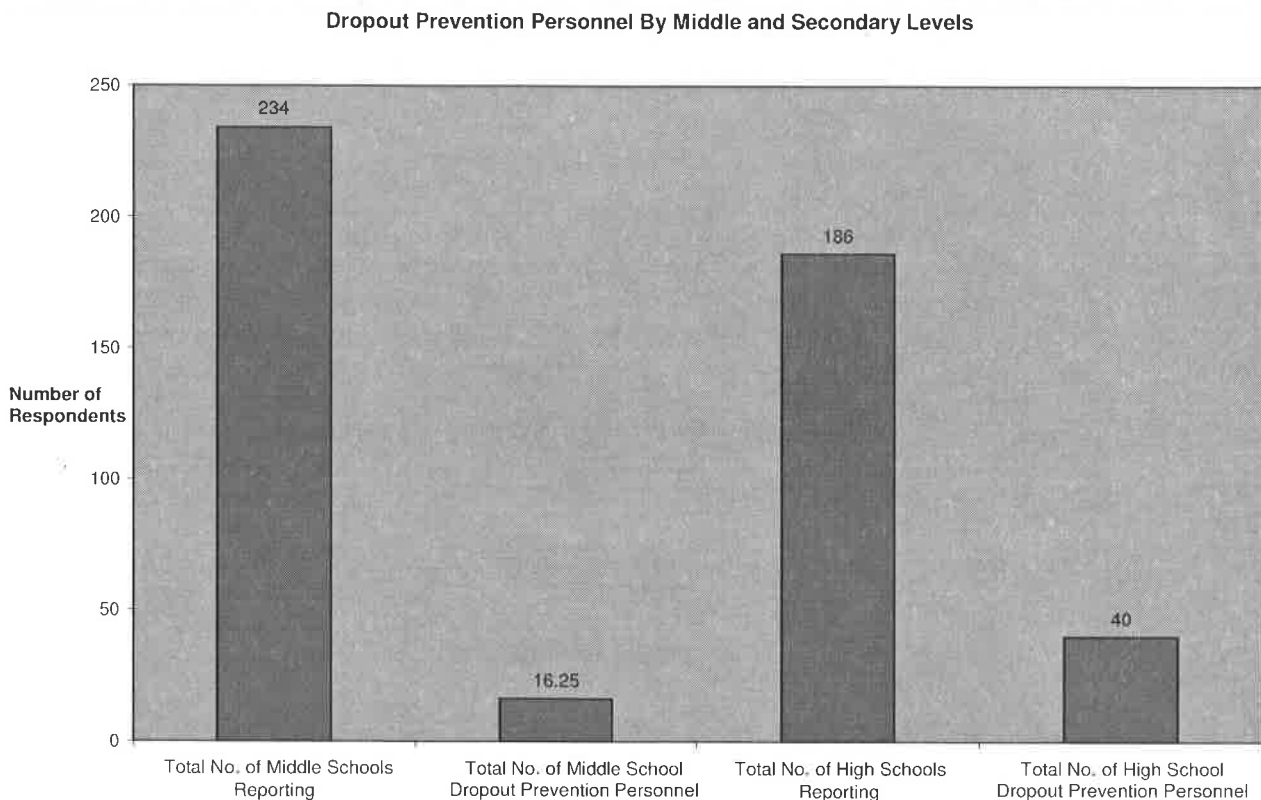


Figure 6. Reported Middle and Secondary Dropout Prevention Personnel

Two hundred and thirty-nine middle schools and 188 high schools responded to the survey. Table A in Appendix H includes data from each middle and high school responding to the survey. It is important to note that the middle and high school dropout prevention personnel identified may or may not have the working job title of “Dropout Prevention Counselors.” Dropout Prevention Personnel may include School Social Workers, Lead Teachers, Case

Managers, Dropout Prevention Facilitators, Dropout Prevention Coordinators, Attendance Counselors, Youth Development Specialist At-Risk Counselors, etc.

Dropout Prevention Strategies

The National Dropout Prevention Center/Network (NDPC/N) serves as a clearinghouse on issues related to dropout prevention and offers strategies designed to increase the graduation rate in America's schools. They have identified effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation. The following nine strategies were used to define dropout prevention personnel's role and the time spent helping at risk students:

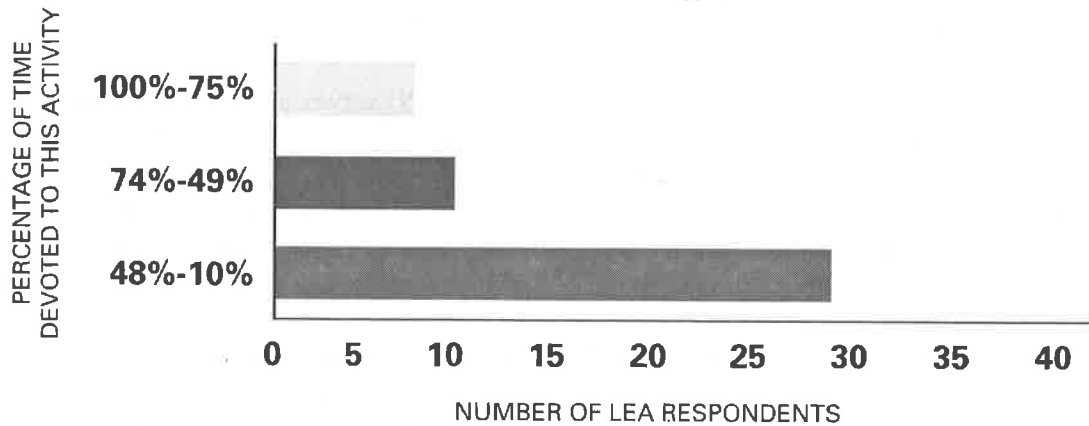
- Family Involvement - practices such as monitoring by the parent/caretaker, parent/caretaker-child discussions, parent/caretaker participation at the school, etc.;
- School-Community Collaboration - school and community working together to provide collective support to the school and students;
- Violence Prevention and Conflict Resolution - plans and programs to promote a positive, safe school climate such as conflict resolution, peer mediators, bullying prevention, personal/social skill development, crisis management, etc.;
- Mentoring - programs for one-to-one caring, supportive relationship between a mentor and a student mentee;
- Service Learning - connecting meaningful community service experiences with academic learning to promote personal and social growth, career development, and civic responsibility;
- Career Education and Workforce Readiness - activities to assist students with future planning for school-to-post secondary education and school-to-work;
- After-School Programs - implemented after-school to promote students staying out of trouble, staying in school and staying engaged with their education;
- Systemic Renewal - continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners; and
- Personal Professional Development - attending appropriate professional development activities to maintain and enhance the school counselors' skills.

National Dropout Prevention Center/Network (2005). *15 Effective Strategies for Improving Student Attendance and Truancy Prevention*. Clemson, SC: Reimer, M. & Smink, J.

The amount of time spent by dropout prevention personnel on the above nine strategies is depicted in the following charts. These charts are representative of the 51 districts that responded to the survey.

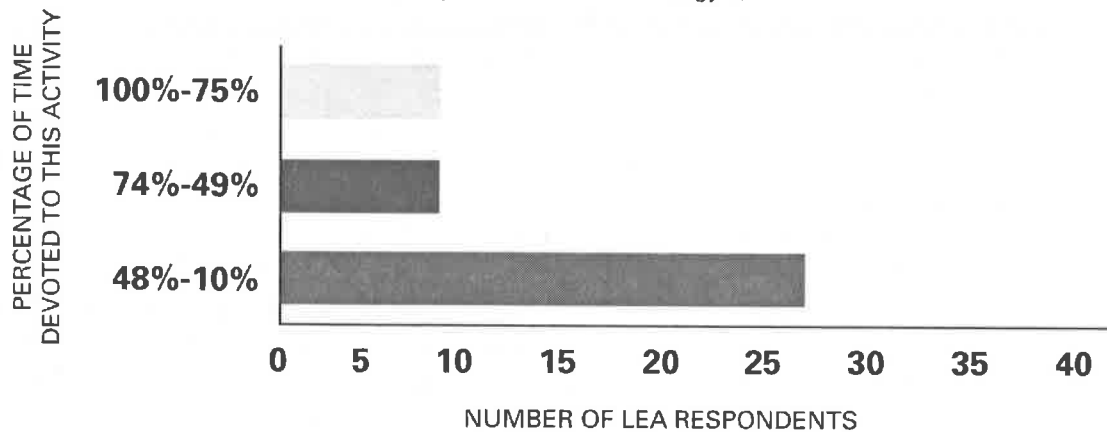
Family Involvement

(Dropout Prevention Strategy 1)



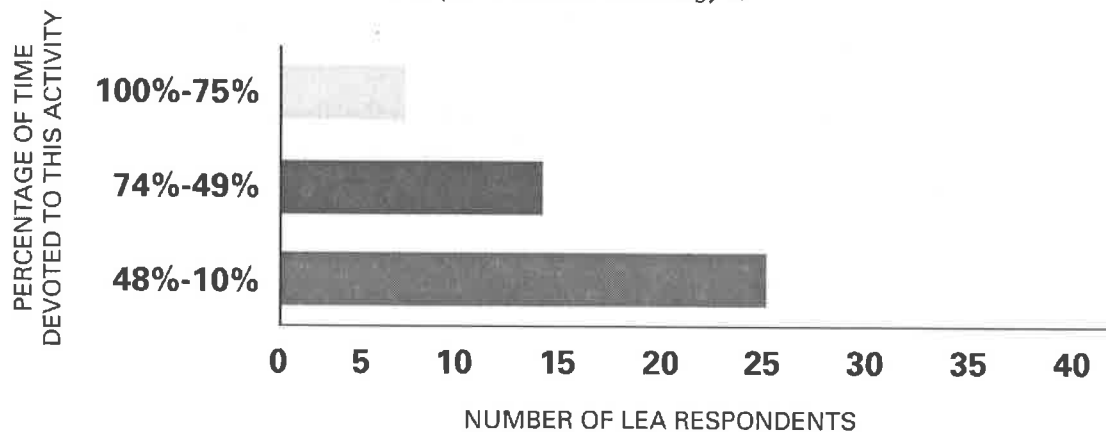
School-Community Collaboration

(Dropout Prevention Strategy 2)



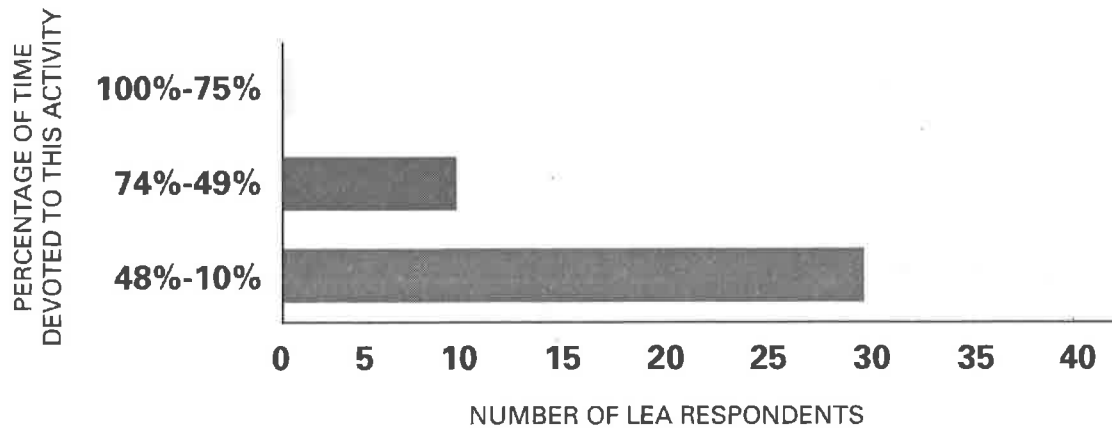
Violence Prevention & Conflict Resolution

(Dropout Prevention Strategy 3)



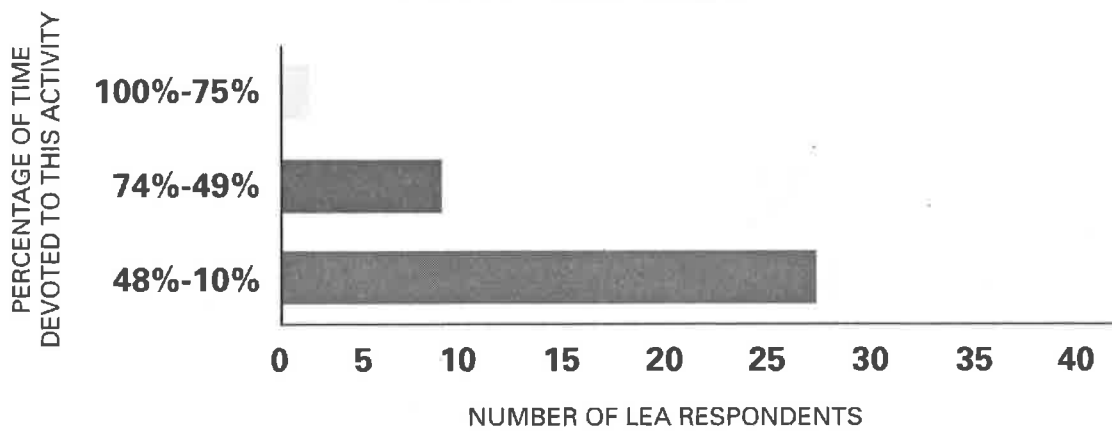
Mentoring

(Dropout Prevention Strategy 4)



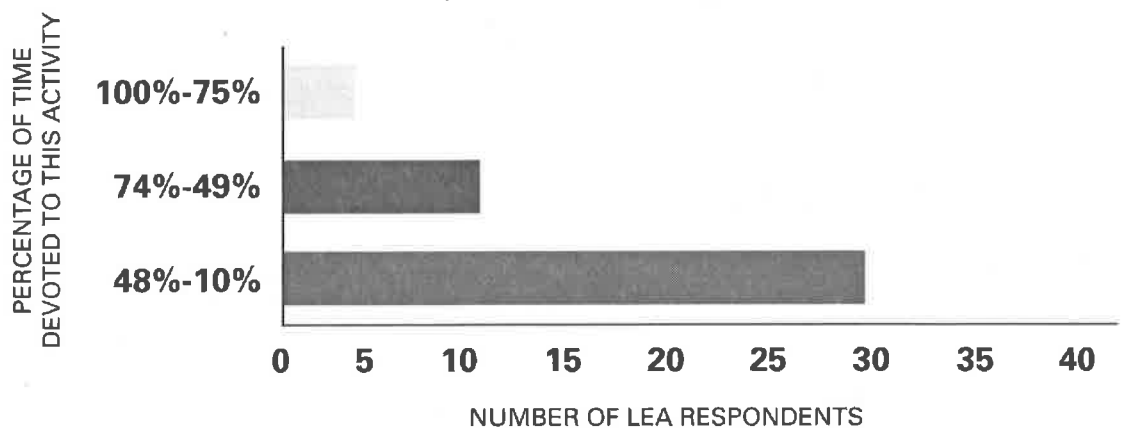
Service Learning

(Dropout Prevention Strategy 5)



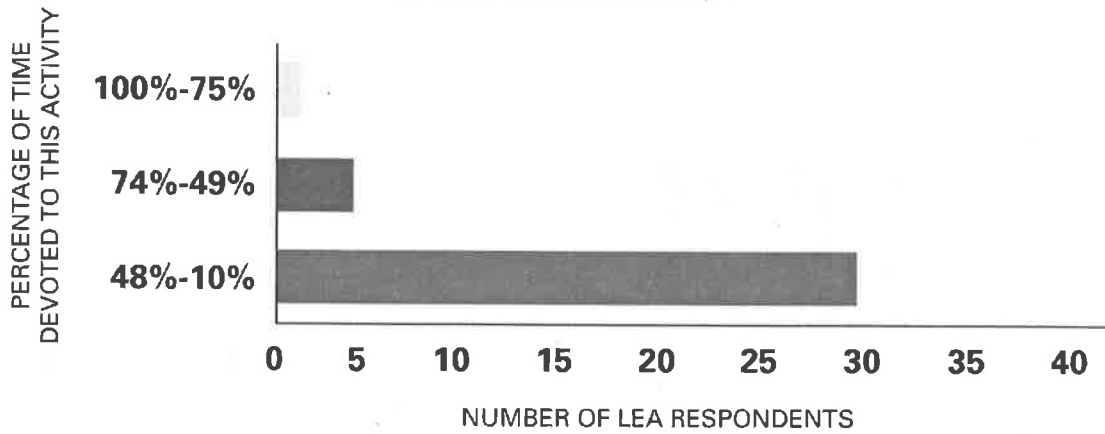
Career Education and Workforce Readiness

(Dropout Prevention Strategy 6)



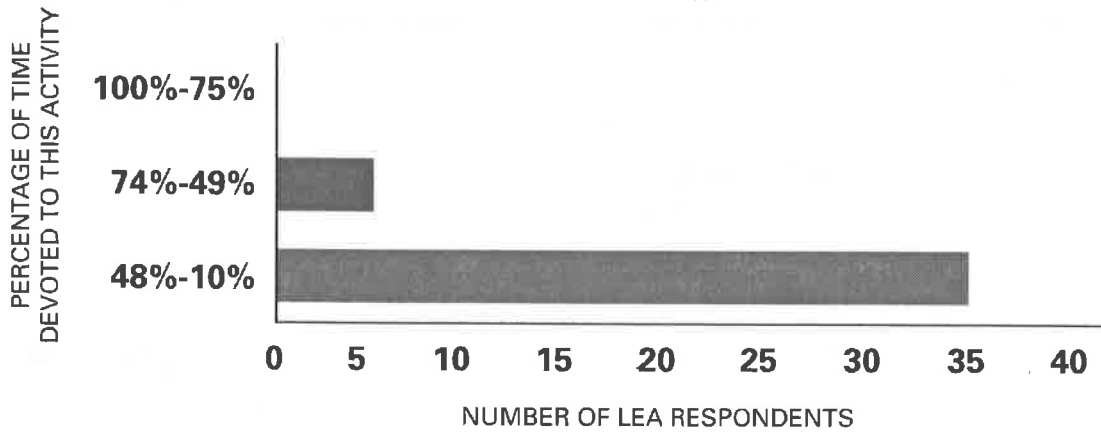
After-school Programs

(Dropout Prevention Strategy 7)



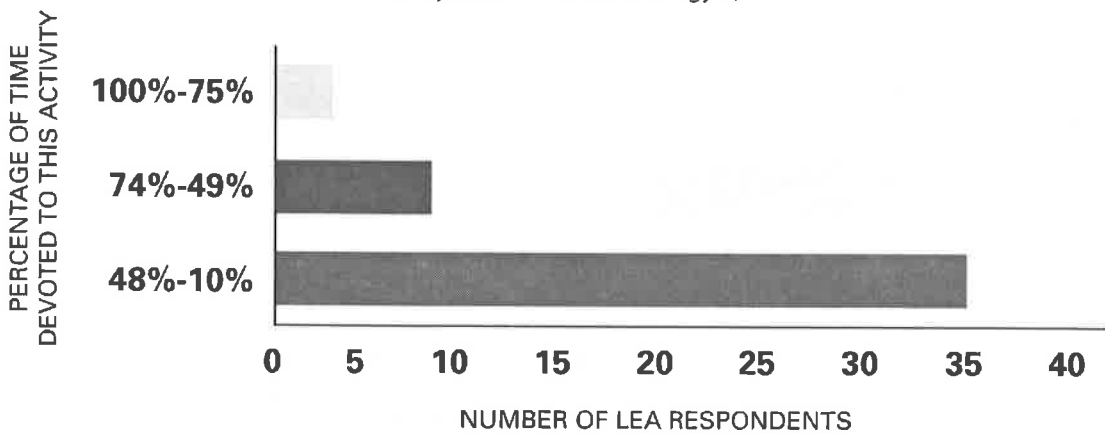
Systemic Renewal

(Dropout Prevention Strategy 8)



Personal Professional Development

(Dropout Prevention Strategy 9)



Charts 1-9: Frequency of time spent implementing each of the dropout prevention strategies. Table B in Appendix I includes data from each middle and high school responding to the survey.

Summary of Trends

- 1) It is difficult to generalize about the percentage of time that traditional school counselors spend in the dropout prevention domains. The amount of time changes for each professional depending on the time and circumstances.
- 2) The majority of the reporting districts indicated they do not have one employee whose primary responsibility is to provide school-based dropout prevention and intervention services. For example, in one district the school social worker serves as the dropout prevention coordinator/counselor; however, it is not a primary job responsibility.

The following comments were common themes throughout the returned surveys:

- “Counselors spend 75% of their time testing.”
- “The high schools have a Career Development Coordinator who also helps with students considering dropping out. The dropout piece falls primarily on the counselors. Many times, they do not know until the student appears in their office and request that the form be signed. Each high school has over a 1000 students. With scheduling, career counseling, crisis intervention, parent meetings, college planning, testing and everything that comes up in a high school, there is not a lot of time to put toward dropout prevention.”

The exploratory data indicates that further study is needed to gather more specific information about the role of the dropout prevention personnel, such as specific working titles and responsibilities (other individuals), preparatory education, certification area, experience level, specific strategies employed and outcomes.

APPENDICES

Appendix A – State Allotment Program Report Code: 007 Instructional Support Personnel - Certified .	33
Appendix B – Summary of NCDPI 2000 Report “ <i>How School Counselors Spend Their Time</i> ”	37
Appendix C – Summary of NCDPI 2003 Informal E-mail Survey “ <i>From the Frontline: What’s Really Going on with Testing Coordination</i> ”	41
Appendix D – NCDPI/EDSTAR 2005 Report <i>North Carolina’s School Counseling Program Review: A Statewide Survey and Comprehensive Assessment</i> (Executive summary only)	47
Appendix E – NC School Counselor Job Description	65
Appendix F – NC School Counselor Association Government Relations Job Responsibility Survey Results September 2006	75
Appendix G – Assessment Instruments Used to Collect LEA Input	79
Appendix H – Dropout Prevention School Personnel Data	87

APPENDIX A

State Allotment Program Report Code: 007
Instructional Support Personnel – Certified

Allotment Policy Manual FY 2005-06 65

Program Report Codes

A program report code (PRC) designates a plan of activities or funding designed to accomplish a predetermined objective.

INSTRUCTIONAL SUPPORT PERSONNEL – CERTIFIED

PROGRAM REPORT CODE: 007

UNIFORM CHART OF ACCOUNTS CODE: XXXX-007-1XX

STATUTORY REFERENCE:

TYPE: Positions

TERM: 10 months: July 1 - June 30

PURPOSE: Provides funding for salaries for certified instructional support personnel to implement locally designed initiatives that provide services to students who are at risk of school failure as well as the students' families. It is the intent of the General Assembly that the positions must be used first for counselors, then for social workers and other instructional support personnel that have a direct instructional relationship to students or teachers to help reduce violence in the public schools. They shall not be used as administrators, coordinators, supervisors, or directors.

ELIGIBILITY: Each LEA is entitled to positions. The number of positions allotted is based on the formula listed below.

FORMULAS: These positions are allotted on the basis of one per 200.10 allotted ADM. For city LEAs with an ADM of less than 3,000, all fractions will be rounded up to the next whole position. The positions are then multiplied by the LEA's average salary plus benefits.

After the first month of school, a LEA can request additional resources due to extraordinary student population growth. Allotments will be adjusted within available funds.

All partial positions .25 and over are rounded up to the nearest whole position.

SPECIAL PROVISIONS:

1. Local boards of education may transfer any portion of a position allotment to dollar allotments only for contracted services, which are directly related to school nursing and school psychology. Transfers for this purpose should be requested in writing to the Division of School Business. Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable. The following limitations apply to the conversion:
 - a. School Nurse:
One nurse for every 3,000 ADM or at least one per county.
 - b. School Psychologist:
 - One for every 2,000 ADM or at least one per county.
 - Certification that the local board was unable to employ certified school psychologists.

- Contracted services are limited to initial evaluations revaluations for exceptional children, assessments, consultations, and counseling.
- c. Both Nurse and Psychologist:
- Prior approval from the Division of School Business.
 - Position (whole or half) will be converted at the statewide average salary level of an Instructional Support-Certified position, including benefits.
 - The dollar amount utilized for contracted services may not exceed the amount allocated to the local school system. The dollar allotment (salary, plus benefits) will be transferred to Instructional Support Personnel – Non-certified.
2. Each LEA is responsible for the identification of Instructional Support Personnel – Certified as teachers, librarians, school counselors, school psychologists, school nurses, and school social workers.
 3. Upon written notification to the Division of School Business, certified support personnel positions may be transferred to dollars for non-certified personnel. All transfer requests must be received within the fiscal year that payment to the individual is made. There will be no prior year adjustments approved. If this option is selected, the resulting positions and dollars will be transferred to a separate allotment category entitled “Instructional Support Personnel – Non-certified” which is a dollar allotment.
 4. The positions can be used for teachers to reduce class size in all grades without a State Board of Education (SBE) Waiver or a transfer of funds. Funds can be transferred for any purpose by submitting an ABC transfer form.
 5. Any school which is eligible for a principal and contains grades K-12, with a total student population not sufficient to generate one instructional support position (ADM less than 150) will be allotted one instructional support position, within funds available for Instructional Support. This does not include schools identified as alternative or special schools. The LEA must allocate additional positions provided under this provision to the school that generated the additional positions.
 6. Schools defined as high-priority per HB 397, Section 7.9, will receive one additional instructional support position at each priority school.*

SB 622, Section 7.10 states, The State Board of Education shall allow high priority schools that have made high growth for three consecutive years to be removed from the list of High Priority schools. If a local board of education chooses to have a school removed from the list of high priority schools, the additional high priority funding for that school shall be discontinued.

7. Small Specialty High School Pilot Program – New schools within an existing school that are apart of the eight pilot sites will receive an additional instructional support position for a Guidance Counselor. (SB 622, Section 7.52)

** Subsequent to the establishment of the information detailed in item six, high priority school designation has since been undergoing a phase-out process.*

APPENDIX B

Summary of NCDPI 2000 Report *“How School Counselors Spend Their Time”*

Summary:

How North Carolina School Counselors Spend Their Time

Purpose of Study

In 2000, the National Consortium for State Guidance Leadership released a study recommending that 70 – 80% of a school counselor's time be devoted to direct student services. According to the study, these direct services should focus on students' academic, career and personal/social development. Further research, proffered by the Consortium, suggested percentages of time that guidance counselors should spend on each of the four major function areas: guidance curriculum, individual planning, responsive services and system support.

A similar study of North Carolina's student services personnel was conducted in August 2000. The purpose of this study was to find out how the use of student services personnel time compared with the Consortium's recommendations.

Methods

During the study, 3100 student services personnel from multiple levels (elementary, middle, and high school counselors, career development coordinators, and other student services personnel) were invited to respond to a survey about the use of their time. Fifty-seven percent (57%) of the surveys were returned, for a total of 1772 responses. Of those responses, more than half of the personnel had five or fewer years of counseling experience.

Findings

The following include the results from the survey responses:

- Fewer than half of the North Carolina school counselors spend the nationally-recommended amount of time in the major function areas of a comprehensive school counseling program.
- Testing coordination responsibilities have taken more and more of the elementary, middle, and high school counselors' time.
- One-third of the elementary counselors spend between 10%-30% of their time on test coordination activities.
- More than one-third of middle school counselors spend between 10%-40% of their time on test coordination activities.
- More than one-third of high school counselors spend between 10%-40% of their time on test coordination activities.
- Registering students, maintaining cumulative records and transferring student records took away from counseling activities for middle school counselors.
- Student schedule changes also took up high school counselors' time.

Conclusion

Overwhelmingly, student services personnel reported spending less time on the Consortium's recommended direct services and more time on non-counseling duties such as test coordination activities. As such, it was recommended that schools be provided additional resources so that non-counseling functions could be taken away from student services personnel.

APPENDIX C

Summary of NCDPI 2003 Informal E-mail Survey *“From the Frontline: What’s Really Going on with Testing Coordination”*

(Full report at
<http://newdev.www.ncpublicschools.org/studentsupport/counseling/>)

Summary of “From the Frontline: What’s Really Going on with Testing Coordination”

Background In December 2003, four questions regarding the relationship between testing coordination and the role of school counselors were distributed through the North Carolina School Counselor listserv. The objective of the survey was to obtain a snapshot of the impact testing coordination has on the ability of school counselors to perform their job responsibilities. The following is a summary of the 143 responses received for the four questions.

Survey Question Summary

1. How much time is going into coordinating testing?

Most respondents indicated that 40%-60% of their time was spent on test coordination. During the test administration window, school counselors reported spending 80%-100% of their time coordinating testing. The respondents who reported that less than 40% of their time was spent in testing coordination shared the responsibility with one or two colleagues.

2. What comprehensive counseling services are you not able to implement due to the time going into testing coordination?

Respondents indicated not all components of a comprehensive counseling program were provided to their students. Unavailable services included, but were not limited to the following:

- individual and group counseling,
- classroom guidance,
- school-wide intervention programs and
- limited collaboration with parents/guardians and educators to assist students with educational and career planning.

In addition, respondents indicated that in schools where the school counselor was not the testing coordinator, more components of the comprehensive counseling program were provided. The school counselors in these schools were able to provide an uninterrupted comprehensive counseling program for students, educators, and parents. Some counselors were able to add or expand services such as the following:

- group counseling,
- supports for emotional and testing issues and
- programs for students not making satisfactory academic progress.

3. If the counselor is not the testing coordinator at your school, who is?

The respondents provided the following responses most frequently:

- assistant principal,
- instructional resource teacher,
- cross categorical resource teacher,
- curriculum coordinator and
- media specialist.

4. If your school has hired a testing coordinator, where did they get the funding?

The following are *possible* funding sources for testing coordination:

- Waivers for unavailable categories (open chart with restrictions) (PRC 006),
- Title I (PRC 50),
- Improving student accountability standards (072),
- Accountability grants for low performing schools (PRC 087),
- Transferability among specified Federal PRCs (PRC 721),
- Local funds and
- ADM allotment

Whether these budgets can actually be utilized for this purpose will have to be confirmed by individual LEA finance officers, as it may vary from system to system.

IMPORTANT NOTE

A testing coordinator is not an approved instructional support position for PRC 007 (see detail below). These State funds can be used for these positions only if an ABC transfer request to move funds to another budget is submitted and approved by the State. The conversion is at the state average salary, plus benefits, for instructional support. If a person is performing both the guidance and testing coordinator duties, the position should be prorated between the PRC 007 budget and the other budget being used for testing coordination.

In the State allotment manual, under INSTRUCTIONAL SUPPORT PERSONNEL - CERTIFIED, PROGRAM REPORT CODE: 007, it states:

"PURPOSE: Provides funding for salaries for certified instructional support personnel to implement locally designed initiatives which provide services to students who are at risk of school failure as well as the students' families. It is the intent of the General Assembly that the positions must be used first for counselors, then for social workers and other instructional support personnel, which have a direct instructional relationship to

students or teachers to help reduce violence in the public schools. They shall not be used as administrators, coordinators, supervisors, or directors."

APPENDIX D

NCDPI/EDSTAR 2005 Report ***North Carolina's School Counseling Program Review:*** ***A Statewide Survey and Comprehensive Assessment***

(Executive Summary Only: Full Report at
<http://www.edstar.biz/client/dpi/>)

North Carolina's School Counseling Program Review

A Statewide Survey and Comprehensive Assessment

Prepared by

EDSTAR, Inc.

December 2005

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Aniko Gaal
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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction



Executive Summary

North Carolina's School Counseling Program Review: A Statewide Survey and Comprehensive Assessment

Executive Summary^{*}

Project status

In October 2005, the North Carolina Department of Public Instruction (DPI) commissioned EDSTAR, Inc. to perform a statewide assessment—the School Counseling Program Review—to learn how school counselors perform their duties, what their duties are, how they determine which students to serve, how they serve students, what effect school counseling services are having on student outcomes and what challenges they face. Through surveys and interviews, EDSTAR learned much valuable information about school counseling throughout North Carolina.

Background

EDSTAR was particularly interested in learning which school counseling services used specific models and which used none. In addition to learning what challenges they faced, we wanted to learn the differences between the way the two groups (models and no-models) performed their duties, including setting goals, structuring their services, keeping records and providing evidence of success.

Our research revealed that counselors who are using a proactive model access data to discover groups of students with similar barriers to success, such as chronic absenteeism, academic failure, or behavior problems. Some have found innovative ways to serve these students. The counselors document their methods of intervention and are able to provide data to show evidence of their success.

Counselors who use no model are typically reactive and counsel students with emotional or personal problems who are referred to them by teachers, parents, other staff members, or by self-referrals.

Few counselors fit completely into either category. Most counselors fell somewhere on a continuum between the two. Both provide much needed services to the students in their school.

^{*} DPI has made appropriate grammatical edits to this report.

Literature review

The No Child Left Behind Act of 2001¹ has mandated accountability for schools across the nation and supports educational practices demonstrating proven effectiveness. Although school counseling is not specifically mentioned in the legislation, it reflects a need for and the current trend toward counseling programs based on scientifically proven methods,² and programs that stress measurable outcomes for students.

Although research that documents the benefits of implementing a comprehensive guidance program is scant and relatively recent, most of our findings indicated that in schools with more fully implemented comprehensive guidance programs, students reported performing better academically, felt their school prepared them better for later life, and were more likely to report a positive school climate.^{3 4} The longer students attended, and the more fully implemented the school's program, the better the academic outcomes for students. Results from another study suggested that more fully implementing comprehensive guidance programs was associated with greater feelings of safety and success among students.⁵

The American School Counselor Association (ASCA) unveiled its structured program model in 2002. The ASCA National Model⁶ differs in key respects from the comprehensive model, including a stress on accountability and using data for planning, and action plans, agreements, and calendars for managing programs.⁷ Because of its newness, published studies on the

¹ U. S. Department of Education. (2001). *No Child Left Behind Act of 2001*. Retrieved February 14, 2004, from <http://www.ed.gov/nclb/landing.jhtml>

² Isaacs, M. L. (2003). Data-driven decision making: The engine of accountability. *Professional School Counseling*, 6, 288–295.

³ Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292–302.

⁴ Sink, C. A., & Stroh, H. R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6, 350–364

⁵ Lapan, R. T., Gysbers, N. C., & Petroski, G. F. (2003). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Professional School Counseling*, 6, 186–197.

⁶ American School Counselor Association. (2003). *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: Author.

⁷ Carey, J., Harrit, J., & Dimmitt, C. (2005). The development of a self-assessment instrument to measure a school district's readiness to implement the ASCA National Model. *Professional School Counseling*, 8, 305–312.

ASCA model's effects and implementation are few, making it difficult to assess its effects on student outcomes.

Setting goals and objectives are considered an integral part of implementing the ASCA National Model which stresses connecting counseling program goals with schools' goals. Counseling programs that have identified and targeted students for services—with a view to achieving certain objectives—have experienced success and supported educational goals.

Leaders in school counseling acknowledge that programs must move from providing services for a few to implementing comprehensive programs for all students, which can help improve student outcomes and align counseling services with the goals of schools and school reform. Service models often stress management agreements between school counselors and administrators specifying counselor responsibilities and what the counselor should achieve during the year.

Lack of definition surrounding counselors' roles has long been a source of confusion among students, administrators and parents, as well as an occupational hazard for counselors. Poorly defined roles have not only limited counselors' effectiveness, but have hindered evaluating it.⁸ School counselors are often evaluated with mechanisms more suitable for teachers. Not only does North Carolina Public School Law forbid this⁹, but such evaluations do not reflect their true roles or tasks. Assigning counselors to non-counseling duties also prevents administrators from evaluating the job counselors are doing, because they are asked to do too many things for which they were not trained.¹⁰

Some degree of systemic and philosophical change will be necessary for most programs to shift from the traditional services model to a more comprehensive, planned, developmental model

⁸ Studer, J. R., & Sommers, J. A. (2000). The professional school counselor: Supporting and understanding the role of the guidance programs. *NASSP Bulletin*, 84(615), 93–99.

⁹ North Carolina General Statutes. Chapter 115C: Elementary and secondary education. § 115C-333. Evaluation of certified employees including certain superintendents; action plans; State board notification upon dismissal of employees. Reviewed in December, 2005 at http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-333.html

¹⁰ Studer, J. R., & Sommers, J. A. (2000). The professional school counselor: Supporting and understanding the role of the guidance programs. *NASSP Bulletin*, 84(615), 93–99..

that focuses on competencies and student results.¹¹ In addition to measuring student outcomes, evaluating the effects of a formal model will also involve measuring the degree to which programs implement it.¹²

Methodology

We began our research by surveying district school counseling directors and school counselors. More than 500 school counselors and nearly 60 district directors responded to the initial survey. The questions for the directors and the counselors were similar, but the counselors' survey questions delved further into their roles as school counselors, their duties, obstacles they face and their evidence that students are successful with their help. Neither of these surveys was anonymous. We also provided an anonymous survey to accommodate those who might feel uncomfortable responding candidly if their identities were known. Both counselors and directors could take the anonymous survey in addition to or instead of the school counselor or director survey. All surveys could be taken on line or on paper.

After assessing the initial survey results, we realized that respondents interpreted several questions and terms in unexpected ways, so questions for a follow-up survey and personal interviews were designed to clarify respondents' answers. Two sets of questions were developed, one for counselors using a model and one for counselors using no model.

Thirty counselors, selected at random from the initial survey respondents, were invited to complete the follow-up survey online; 15 of those reported using a model (the ASCA model) and 15 did not. Twenty (10 who used a model, 10 who did not) responded, and their responses were used to help understand responses to the initial survey.

Interviews (with questions for counselors using a model) were conducted with four counselors and three directors, all but one of whom had used the ASCA National Model for the past three years. These interviews provided insight on how using a model has affected counseling practices and programs and offered context to help interpret survey responses.

¹¹ Johnson, S., & Johnson, C. D. (2003). Results-based guidance: A systems approach to student support programs. *Professional School Counseling*, 6, 180–184.

¹² Carey, J., Bowers, J., & McGannon, W. (2003). School Counseling Research Brief 1.1. Amherst, MA: National Center for School Counseling Outcome Research. Retrieved September 19, 2005, from <http://www.umass.edu/schoolcounseling/briefs.htm>

Outcomes

A large percentage of counselors indicated that they are trying to implement a proactive model such as the ASCA model. Many counselors reported evidence that what they do makes a difference for students. Examples given included the following:

- enrolling high achieving minorities into rigorous courses,
- targeting students with high absenteeism rates and successfully getting them to come to school significantly more often and
- targeting low-average achievers in ways that connect them to school resulting in higher achievement.

These counselors had the data to show the impact their services made. A few counselors reported that they were implementing a pro-active counseling model, yet when asked to describe what they do, some did not include key elements of a proactive model. Examples of key elements include data to identify which students have barriers to learning (excessive suspensions, absences, course failures, etc.). Some counselors also do not keep standard records of services, although this is also part of the ASCA model and other proactive models. Many reported not understanding how to access or use data and that they had no formal method for keeping records. The ASCA model takes several years to fully implement, and is only a few years old. Many districts may have begun implementing the ASCA model, but have not yet begun using data to proactively target students. Some districts have been using the ASCA model longer and have advanced in learning to use data proactively. Many of the respondents who indicated they use the ASCA model have only recently begun its implementation. This accounts for the apparent incongruities in their responses.

Setting goals

Slightly more than half (52%) of all counselors reported they write goals to prioritize how to direct their services. When asked about their goals, counselors using a model were more likely to mention goals related to student outcomes (e.g., reduce the dropout rate, increase the number of students passing core courses, etc.) that would determine whom to serve (e.g., students likely to drop out, students failing core courses). The majority of those who write goals (93%) either offered no explanation or mentioned individual (counselors' professional) growth plans or objectives for individual students which are not the same as general goals for student groups with certain risk factors. General goals for the latter would help prioritize services and

determine students likely to need services. The majority of counselors writing goals said they use the ASCA model, but only 7% of this group described goals in terms of student outcomes. Because this concept is key to using the model, these results imply that many have not fully implemented it.

In our follow-up survey to provide clarification, several counselors (mostly from the no-model group) thought having goals would be detrimental. About half the responses characterized writing goals as clerical work as if it were a workshop activity rather than an actual service strategy. Some thought having written goals would generate too much unnecessary paperwork which suggests they are thinking of specific objectives for each student. A broader goal would focus on student needs to target and serve ("reduce the dropout rate"). These counselors typically serve students who have emotional or social problems that need to be addressed. Goals are set for the individual students, depending on their particular problem. For example, one student's goal might be to "get along better with her teacher." Another student's goal might be to "try to be friendlier to other students and hence be accepted by his peers."

Many model group of counselors indicated that their goals were aligned with school goals to help blocks of students with similar problems. Others reported that training is needed on the nature of goals that would direct services for students in a proactive way.

Identifying students to counsel

Among counselors using proactive counseling models, some understood that relevant data would address specific goals. For example, if the school has a high percentage of low EOG scores, relevant data would include those students whose scores are low—regardless of their race or whether or not they receive free lunches. Likewise, high absenteeism can be addressed by accessing data to discover which students are chronically absent. Proactive counselors who understand which data are relevant to their specific goals are able to help the largest numbers of students in pursuit of goals more likely to align with their school's goals. Survey results also showed some lack of understanding about which data would be useful in identifying students for whom data indicate barriers to learning. This was true for counselors whether or not they use a model, although it happened more frequently among counselors who use no model. Many counselors thought they might address low academic performance or behavioral issues if they had access to data indicating which students received free or reduced-price lunches or other demographic information. This erroneous correlation of demographic information with low

academic performance and behavioral problems reinforces a harmful stereotype. A few counselors perpetuated another stereotype when they reported that, because they lack demographic data about socio-economic status, they must rely on race to identify students who have barriers to learning, and therefore would benefit from counseling services or other referrals for interventions. These stereotypes can hurt the students who are positively stereotyped as well as those who are negatively stereotyped. Members of either group may find themselves tracked into a curriculum inappropriate for their academic abilities, or missing critical services that could meet their needs, or undergoing unnecessary ones. (See Literature Review for research documenting the inaccurate precepts and damaging effects of demographic stereotyping.)

When asked to describe obstacles to using data for determining which students to target for services, nearly half reported having no obstacles, but nearly a third of counselors who responded reported not having access to the data or not knowing how to access data.

Data and documentation

When asked how they keep records of services and outcomes, about a third of counselors reported using a personal computer. Seventy-one percent of counselors checked "other" in response to this survey question. Follow up determined what type of documentation they used. Nearly half (43%) of the respondents indicated that they kept no records at all. Nearly an equal amount (42%) indicating they use personal logs as documentation. The others who responded used surveys or feedback. Many counselors who kept no records reported that they believed confidentiality laws prohibited them from keeping records. Counselors had many different understandings regarding confidentiality laws and how they apply to counselors keeping records. Many confused the confidentiality of case notes with records regarding whom they served and school data that could be used to identify effective counseling practices.

Implementing a proactive model

We asked no-model and model counselors questions about implementing a proactive model.

Model group

We asked the counselors who currently use a model program to provide examples of improvements they have noted related to using data to target students, writing goals regarding how to serve them and keeping records about services provided. Their responses were

overwhelmingly positive. One counselor responded, "Students who I targeted for attendance problems are now having no attendance problems, and I've got the data to show it. I have shared them with other counselors who are now using some of my strategies." Others mentioned fewer discipline problems and improved attendance.

We also asked counselors what kind of professional development they think would have the most benefit as they implement formal counseling models. Counselors said they want help on paperwork and technology (e.g., NC WISE) to learn from others who have used the model and information on practical ways to implement the model. Some would like opportunities to exchange feedback with other counselors to see what they are doing.

No model group

We also asked the no-model group of counselors how they would feel about using a counseling model that used data to identify students who would benefit from services, written goals and records for tracking outcomes if professional development were provided. Most of their responses indicated that they are receptive to such an idea, although their school system must support it.

Some counselors felt that using data on achievement and behavior—information about who has barriers to learning at school—to decide whom to target would leave some students behind and found the concept disturbing. Responses indicated that many of these counselors believe that the implementation of a proactive model would eliminate their roles as counselors to referred students with emotional or other needs. They need to understand that a proactive counseling model will supplement a reactive model. Their role as sympathetic adults who will listen to students' problems and help them will not go away if a proactive model is implemented. Contrarily, they may likely reach more students. Students with documented behavior, academic, or absenteeism problems, whom they would target with a proactive model, may be misbehaving or failing *because of* emotional problems. The proactive model helps them identify the students who need help to overcome barriers to learning, but the counselors' knowledge and training as a counselor is essential to determine the proper intervention for each student.

The no-model group was then asked what kind of professional development they thought would most benefit them. Several counselors expressed interest in training on using the ASCA model

and data, and others said they wanted training in dealing with behavioral problems and counseling techniques.

These responses indicate that most counselors would be open to using a proactive counseling model such as ASCA's. Those who are reluctant need to understand "data" do not turn the students into mere numbers—as some fear. Granted, targeted students and evidence of success may be based on numbers, but how those students go from becoming a negative statistic within the school system to becoming one of the positive datum still depends on a kind, caring adult who has been trained to deal with young people. No proactive model provides a rubber stamp that can be used on each child to get them to improve their grades, come to school regularly, or stop bullying other kids on the playground.

Addressing non-counseling duties

Although counselors may be required to perform "fair share responsibilities," such as bus duty or other tasks that rotate between staff members, too many counselors are finding their other duties so numerous as to hinder their ability to perform their counseling duties effectively.

One third of the surveyed counselors in this study mentioned testing as one of their non-counseling duties—more than any other duty; this is a common item of contention between counselors and their principals or superiors.

According to the *North Carolina Public Schools Allotment Policy Manual*, counselors and testing coordinators cannot be paid from the same funds, and permission to transfer funds must be requested and obtained in writing.¹³ Principals should be aware of this before they assign testing duties to counselors or before they ask counselors to sign waivers regarding their responsibilities.

Aside from what the procedure states, using counselors as testing coordinators not only creates contention between counselors and their superiors, but it may indicate that counselors are not being used to their utmost capacity. Good supervisors know how to use their resources to attain the optimum outcome. Counselors typically went into their profession because they

¹³ North Carolina Public Schools Allotment Policy Manual. (2004). Instructional support personnel—certified. Program Report Code 007. Reviewed December, 2005 at <http://www.ncpublicschools.org/fbs/allot/state.html#instructcert>

wanted to help people—and skills required for this are different from the clerical skills required to be testing coordinators.

In addition to testing duties, many counselors find themselves in supervisory or administrative roles such as implementing the IDEA or coordinating 504 planning. ASCA has weighed in with their position on such assignments and deemed them to be "inappropriate."

In any case, counselors might be less resentful of their non-counseling duties if they were told of them before they accepted their jobs as counselors. The unexpected extra duties and the abundance of them elicit resentment from many counselors who need more time to perform their counseling duties effectively.

If principals were more aware of the good their counselors can do for their schools, they would be less likely to insist their counselors spend such an excessive amount of time performing non-counseling duties. With comprehensive, proactive counseling models in place, principals would see the positive outcomes of the many students being helped, and the direct impact counselors can have toward reaching school goals.

Conclusion

Survey results illustrate that what counselors do and how they view their jobs varies greatly. To use a medical analogy, some counselors are like emergency room doctors who treat walk-in patients for a crisis of some sort. Their days are largely unplanned; they react to whatever happens. Other counselors are like doctors who use risk indicators (e.g., high blood pressure, high cholesterol) to find and treat patients. They spend more of their time offering preventive medicine (e.g., flu shots). Both types of "medicine" are necessary, but counselors who use a model seem to approach services from a results-oriented perspective instead of crisis management and better understand behavioral and academic outcomes tied to student success. They have a better understanding of risk indicators and the need to target students for prevention (for being proactive) which can prevent many visits to the "emergency room."

Clear counseling goals that are aligned with school goals would provide the opportunity for counselors to be proactive in their methods of targeting students and would link counselors to school improvement. Aligned goals would dictate that counselors help students improve in ways that further the school's mission. Counselors could be advising students to enroll in

appropriate courses, connecting academically struggling students with services or teaching students time management and study skills. Counselors could be enrolling students in conflict resolution or anger management groups when their behavior becomes dangerous and helping students who are alienated enough to want to drop out to join groups that make them feel like part of a community.

Reactive counseling (i.e., helping students with personal and emotional problems on an as-needed basis) will continue as well. Data-driven counseling will never remove the human factor necessary to help troubled students. What it will do is provide a means to document successes, determine what is effective and apply effective practices to help other students in need.

Recommendations

Based on findings from surveys and interviews, reviewers believe the following would help counselors, schools, and—most importantly—students.

- **Remove testing facilitator duties.** Placing this responsibility on the already-full plates of counselors has over-extended them. As the responsibilities of and scope of the testing coordinator have evolved and increased in recent years, they have continued to erode the amount of time and level of service counselors can provide to students.
- **Clarify counselors' roles "up front."** Before they are hired, counselors need to know what their duties will be. This includes non-counseling duties or any duties that might be construed as such.
- **Reduce non-counseling duties.** Many counselors are stretched too thin to perform their counseling duties effectively. Administrators would be well served to make the best use of counselors as a resource by using them in appropriate roles, and counselors would be less frustrated and more effective.
- **Provide training in use of computers and technology.** Many counselors have little or no experience using technology. If counselors start using technology to keep records, use data, or to access data and reports in NC WISE and SIMS, they need training and support.

- **Ensure training is basic enough for all counselors to understand.** Our survey results indicated that terms such as "goals," "documentation," "outcomes," "at risk," etc., as they are used within the counseling model, have a wide array of definitions. If a proactive model is to be successfully introduced into a school system, training must begin at a level basic enough to ensure that all counselors have a common meaning of these terms.
- **Facilitate counselors' use of data.** Counselors need professional development on the types and uses of data to target students at risk of failure and on the types of interventions available.
- **Ensure counselors know how to keep records.** Maintaining records will help staff not only target particular students, but determine which resources are most effective to help reach specific goals.
- **Change terminology of "at-risk" students.** Because the term "at-risk" often evokes students with particular demographics unrelated to their actual status, this term should not be used without being followed by specific risk factors. For example, a student may be "at risk of failing" or "at risk of not graduating."

APPENDIX E

NC School Counselor Job Description

(Approved by the North Carolina State Board of Education on June 1, 2006)

School Counselor Job Description

Process

The 2005 School Counselor Job Description was prepared collaboratively by representatives from school districts, institutions of higher education, professional organizations and the Department of Public Instruction. Department staff acknowledges with deep appreciation and gratitude the contributions of the following advisory committee members:

Name	Position	Organization
Tara W. Bissette	President of NCSCA and Elementary School Counselor	NC School Counselor Association and Wake County Schools
Cynthia Floyd	School Counseling Consultant	NCDPI
John Galassi	Professor and Coordinator of School Counseling	UNC Chapel Hill
Eleanor Goettee	Executive Director	NC Professional Teaching Standards Commission
Beverly Kellar	Assistant Superintendent	Gaston County Schools
Leah McCallum	Elementary School Counselor and USC doctoral student	Scotland County Schools
Joe Parry-Hill	Personnel Analyst	NCDPI
Pat Partin	Professor of Psychology and Counseling	Gardner-Webb University
Marrius Pettiford	Past-president of NCSCA and Dean of High School Counseling	NC School Counselor Association and Wake County Schools
Barbara Potts	Supervisor of Counseling Services	Guilford County Schools
Debra Preston	School Counseling Program Coordinator	UNC Pembroke
Kenneth Simington	Director of Student Services	Winston-Salem/Forsyth County Schools
Eric Sparks	Supervisor/Post-secondary Vice-President of ASCA and Director of School Counseling	American School Counselor Association and Wake County Schools
Audrey Thomasson	Director of NCSCA and Middle School Counselor	NC School Counselor Association and Wake County Schools
Jose Villalba	Assistant Professor of Counselor Education	UNC Greensboro
Florence Weaver	Professor of Counselor Education	East Carolina University

Additional input was gathered via feedback from distribution of the proposed school counselor job description draft at the NCSCA Fall Conference, e-mail to the NC Principals & Assistant Principals Association, e-mail listservs to school personnel and posting the job description on the DPI/LEARN NC

School Counseling web page. The revised job description is to be presented to the State Board of Education for consideration and action.

Purpose and Background

This document is intended for use by North Carolina schools and local education agencies which employ school counselors. The 2005 North Carolina School Counselor Job Description represents a revision of the 1987 North Carolina School Counselor Job Description. In developing the 2005 job description, a variety of documents and relevant State legislation and statutes were consulted including *The ASCA National Model: A Framework for School Counseling Programs*, the current *State Comprehensive School Counseling Standard Course of Study*, the pending 2005 draft of the North Carolina Standards for the Preparation of School Counselors (approved 11/03/2005), State Board of Education Policies QP-C-003 and QP-C-006, State Board of Education Priorities, State General Statutes 115C-333 and 115C-335, pending House Bill 836 – Duties of School Counselors, the U.S. Department of Education’s “The Guidance Counselor’s Role in Ensuring Equal Educational Opportunity” and current State educational staff job descriptions and evaluation systems.

Role of the School Counselor

In the United States, the school counseling profession began as a vocational guidance movement at the beginning of the 20th century (Schmidt, 2003, p. 6). In 1907, Jesse B. Davis became the principal of a high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioral problems. From that grew systematic guidance programs which later evolved into comprehensive school counseling programs that address three basic domains: academic development, career development, and personal/social development.

In North Carolina, one has to complete an approved master’s degree counselor education program in a regionally-accredited college or university in order to be a licensed school counselor. Within these counselor education programs, several standards are studied such as the professional identity of school counseling, cultural diversity, human growth and development, and career development. Also required are the core components for helping relationships, group and individual work, assessment, research and program evaluation, knowledge and requirements for school counselors, contextual dimensions of school counseling, foundations of school counseling and an internship under a highly qualified school counselor.

School counselors are expected to apply their professional training in schools in order to support student success. Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and personal/social development of students. This job description is a guide for the implementation of such comprehensive school counseling programs in the public schools of North Carolina.

Schmidt, J.J. (2003) *Counseling in schools: Essential services and comprehensive programs*. 4th ed.
Boston: Allyn & Bacon

SCHOOL COUNSELOR STUDENT SERVICES JOB DESCRIPTION

OUTLINE

POSITION: School Counselor

REPORTS TO: Principal

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the North Carolina State Board of Education priorities of High Student Performance, Healthy Students in Safe, Orderly and Caring Schools, Quality Teachers, Administrators and Staff, Strong Family, Community, and Business Support and Effective and Efficient Operation.

**NOTE: As of September 2006, subsequent to the approval of this job description, the State Board of Education adopted new strategic goals of NC public schools will produce globally competitive students, NC public schools will be led by 21st Century professionals, NC public school students will be healthy and responsible, Leadership will guide innovation in NC public schools and NC public schools will be governed and supported by 21st Century systems.*

DUTIES AND RESPONSIBILITIES

MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Plans and Maintains an Effective Comprehensive School Counseling Program

MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Guidance Curriculum

Individual Student Planning

Preventive and Responsive Services

System Support

MAJOR FUNCTION: ACCOUNTABILITY

The Comprehensive School Counseling Program is data-driven

SCHOOL COUNSELOR STUDENT SERVICES JOB DESCRIPTION

POSITION: School Counselor

REPORTS TO: Principal

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

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DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- 1.1 Discusses the comprehensive school counseling program with the school administrator.
- 1.2 Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
- 1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders.
- 1.4 Maintains current and appropriate resources for education stakeholders.
- 1.5 Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability. [National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support and accountability. (American School Counselor Association (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA)]

2. MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Guidance Curriculum

- 2.1 Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.
- 2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

Individual Student Planning

- 2.3 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
- 2.4 Accurately and appropriately interprets and utilizes student data.
- 2.5 Collaborates with parents/guardians and educators to assist students with educational and career planning.

Preventive and Responsive Services

- 2.6 Provides individual and group counseling to students with identified concerns and needs.
- 2.7 Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- 2.8 Implements an effective referral and follow-up process.
- 2.9 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

- 2.10 Provides appropriate information to staff related to the comprehensive school counseling program.
- 2.11 Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
- 2.12 Participates in professional development activities to improve knowledge and skills.
- 2.13 Uses available technology resources to enhance the school counseling program.
- 2.14 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. MAJOR FUNCTION: ACCOUNTABILITY

- 3.1 Conducts a yearly program audit to review extent of program implementation.
- 3.2 Collects and analyzes data to guide program direction and emphasis.
- 3.3 Measures results of the school counseling program activities and shares results as appropriate.
- 3.4 Monitors student academic performance, behavior and attendance and assists with appropriate interventions.

Standards for School Counselor Evaluation

SAMPLE EVIDENCES OF DUTIES AND RESPONSIBILITIES

POSITION: School Counselor

REPORTS TO: Principal

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

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The following are suggested examples of each of the major functions for school counselors. Because each work situation is different, it is not likely that all of these evidences will be demonstrated by every school counselor. The evaluator is urged to develop a similar list of expectations specifically for the school counselor being evaluated. These expectations should provide indication that the three major functions are being performed.

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- 1.1 Discusses the comprehensive school counseling program with the school administrator.
 - Completes a management agreement with the administrator.
- Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
- 1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders.
 - Publicizes newsletters, calendars, memos, web pages, etc.
 - Presents information to school improvement team, to school counselor advisory council, at parent/guardian meetings, etc.
- 1.4 Maintains current and appropriate resources for education stakeholders.
 - Maintains career resources, college and scholarship information, parent/guardian resources, teacher resources, community resources, etc.

- 1.5 Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support and accountability. [National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support and accountability. (American School Counselor Association (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA)]
- Maintains calendars of activities and services of the school counseling program.

2. MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Guidance Curriculum

- 2.1 Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.
- Assists teachers with how to use the State Guidance Curriculum lesson plans in their classrooms.
 - Provides applicable materials and resources to teachers for doing guidance activities in their classrooms.
- 2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- Conducts classroom guidance lessons such as character education.
 - Conducts small and large group activities based on the guidance curriculum.

Individual Student Planning

- 2.3 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
- Conducts counseling sessions with students.
 - Appropriately guides students in developing goals based on individual data and other relevant information.
- 2.4 Accurately and appropriately interprets and utilizes student data.
- 2.5 Collaborates with parents/guardians and educators to assist students with educational and career planning.
- Sends written communications to parents/guardians and teachers
 - Apprises teachers of adaptive materials and services that exist and are available to students.

Preventive and Responsive Services

- 2.6 Provides individual and group counseling to students with identified concerns and needs.
- 2.7 Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Advocates for equity and access for all students.
 - Provides staff with resources to accommodate individual differences and needs of students.
- 2.8 Implements an effective referral and follow-up process.
- Manages and communicates a clear means for counseling referrals and other access to counseling services.
- 2.9 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

- 2.10 Provides appropriate information to staff related to the comprehensive school counseling program.
 - Informs staff of services provided by the school counselor and how to access those services.
- 2.11 Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
- 2.12 Participates in professional development activities to improve knowledge and skills.
 - Attends professional conferences, workshops, etc. relevant to school counseling.
- 2.13 Uses available technology resources to enhance the school counseling program.
- 2.14 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.
 - Monitors/supervises student activities as appropriate.

3. MAJOR FUNCTION: ACCOUNTABILITY

- 3.1 Conducts a yearly program audit to review extent of program implementation.
- 3.2 Collects and analyzes data to guide program direction and emphasis.
- 3.3 Measures results of the school counseling program activities and shares results as appropriate.
- 3.4 Monitors student academic performance, behavior and attendance and assists with appropriate interventions.

APPENDIX F

Summary of the NC School Counselor Association Government Relations Job Responsibility Survey Results September 2006

NCSCA Government Relations Job Responsibility Survey Results **September 2006**

Group	Total Responses	Currently spend 80% of time in direct services to students	Currently testing coordinator	Currently serving lunch duty	If lunch duty, began this academic year	Conduct more than 6 classroom guidance activities per week	Block reduces ability to provide 80% direct services to students
Elementary	194	68	135	19	8	141	50
Middle	132	39	75	22	8	12	23
High	134	38	44	32	16	3	48
Unspecified	20	6	13	7	4	2	3
Total	480	151	267	80	36	158	124
Percentage of responses		31%	56%	17%	45% of those who serve lunch duty	33%	26%

APPENDIX G

Assessment Instruments Used to Collect LEA Input

