



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)

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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.

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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	5.00	444.60
890	Tyrrell County	31	53	47	67	51	51	53	353	353	1.50	235.33
900	Union County	2,723	2,621	2,483	2,737	2,422	2,254	1,997	17,237	17,527	48.05	364.77
910	Vance County	596	585	613	898	616	503	420	4,231	4,368	9.95	438.99
920	Wake County	9,546	9,725	9,650	10,765	9,333	8,366	7,580	64,965	67,303	191.10	352.19
930	Warren County	242	239	252	279	275	234	211	1,732	1,814	4.00	453.50
940	Washington County	163	188	175	193	172	143	142	1,176	1,176	4.00	294.00
950	Watauga County	354	321	375	436	358	370	319	2,533	2,555	11.78	216.89
960	Wayne County	1,551	1,532	1,549	1,660	1,484	1,322	1,185	10,283	10,283	30.05	342.20
970	Wilkes County	791	796	815	868	798	627	581	5,276	5,323	13.40	397.24
980	Wilson County	1,007	1,070	994	1,152	957	834	648	6,662	6,859	17.00	403.47
990	Yadkin County	476	497	496	520	498	422	420	3,329	3,329	12.60	264.21
995	Yancey County	175	243	204	203	228	188	173	1,414	1,414	4.09	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/student-support/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

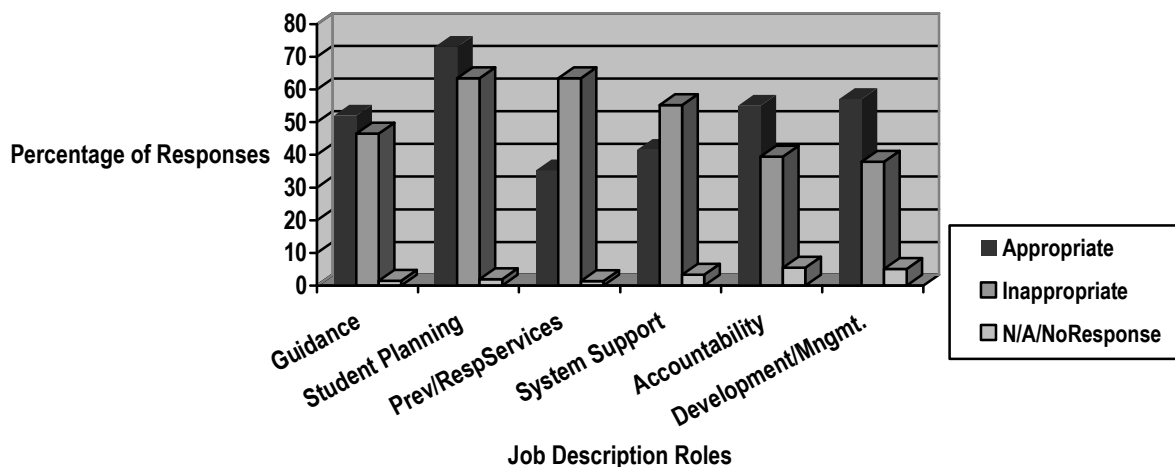


Figure 3. Percentages of responses which were in appropriate ranges and inappropriate ranges, as defined by national best practices and alignment with the State School Counselor Job Description, and those responding “n/a” or no response.

School Counselor Responses Regarding Non-Counselor Duties

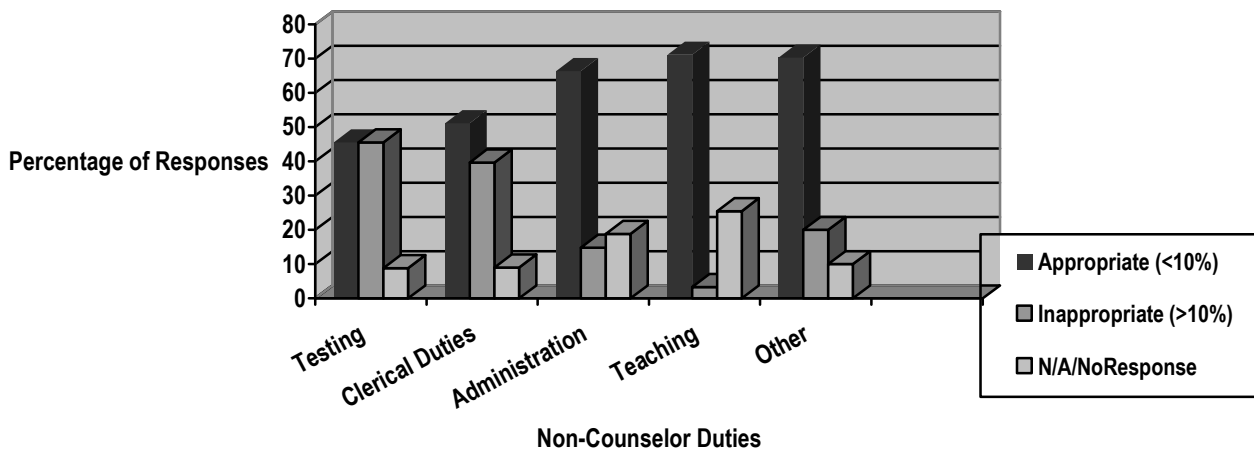


Figure 4. Percentages of responses indicating less than 10% and more than 10% of time spent in non-counselor duties and those responding “n/a” or no response at all.

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.

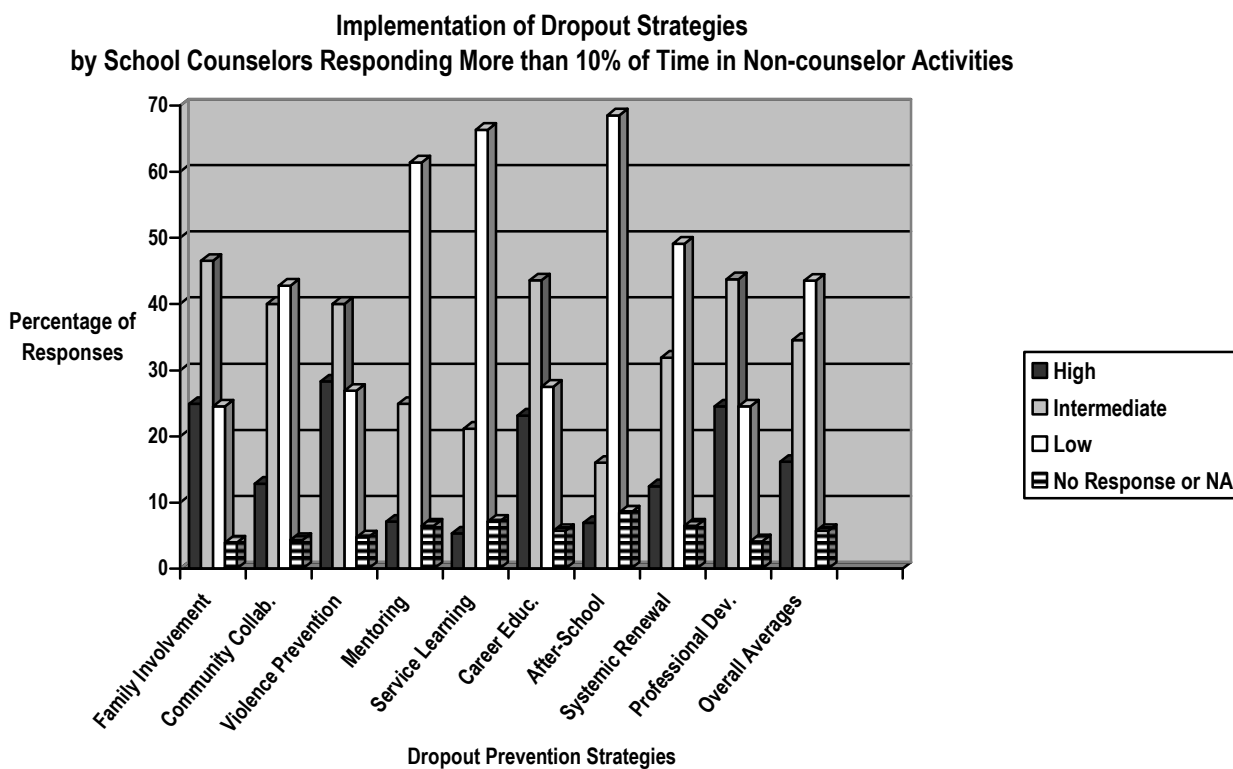


Figure 5. Percentages of responses of which Dropout Prevention Strategies were ranked as “High,” “Intermediate,” “Low” or N/A/no response from school counselors who indicated more than 10% of their time in non-counselor activities.

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.

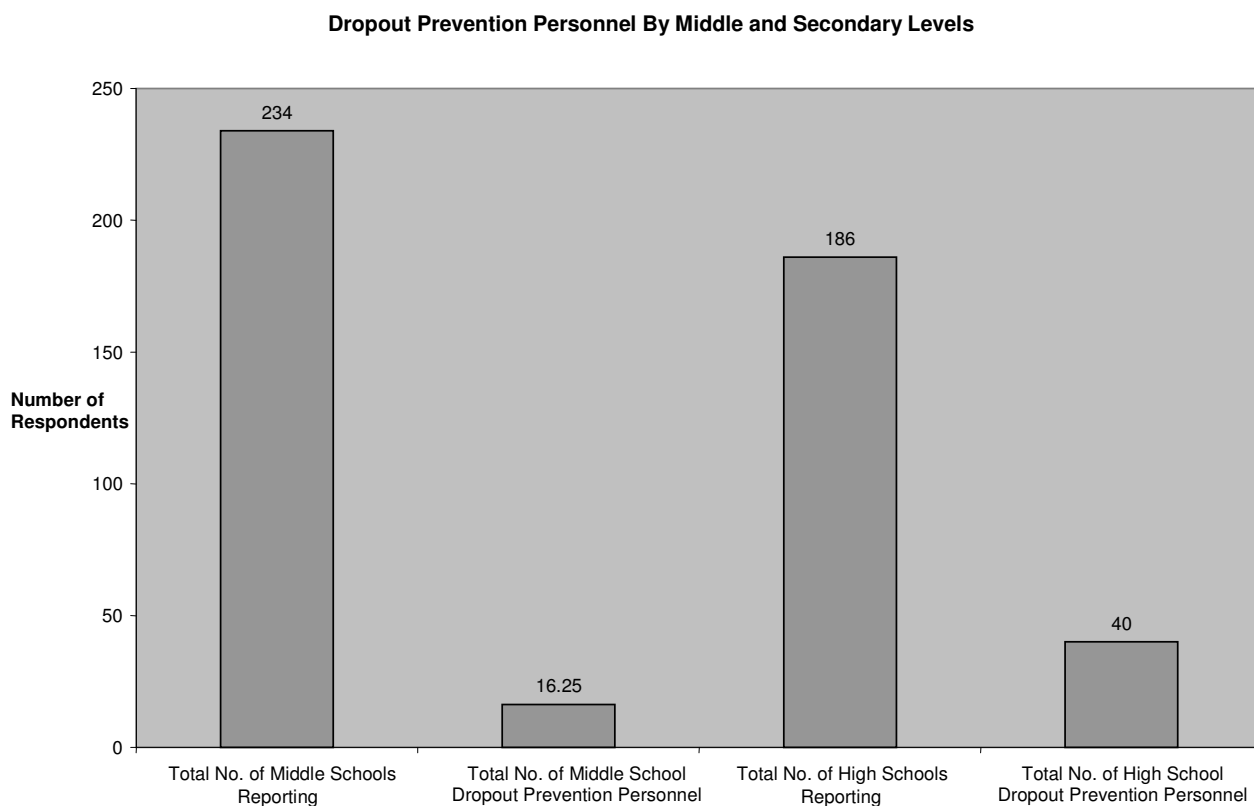


Figure 6. Reported Middle and Secondary Dropout Prevention Personnel

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:

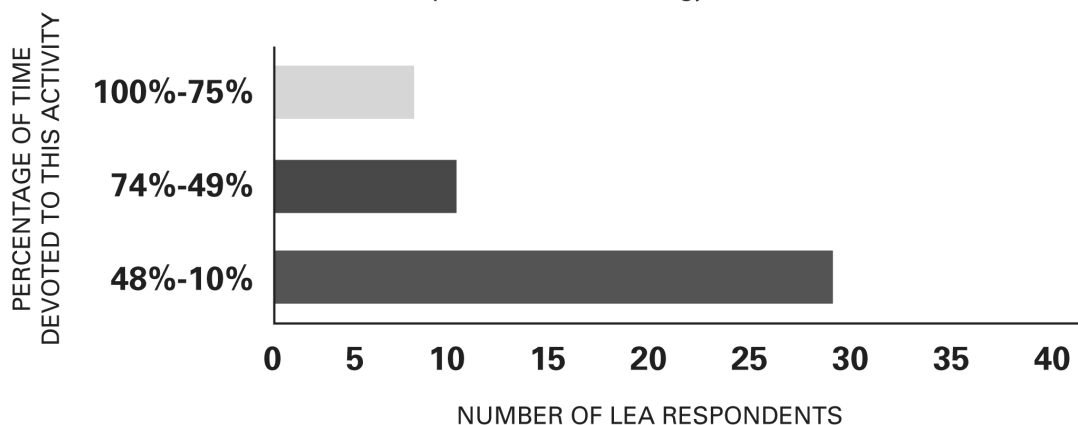
- Family Involvement - practices such as monitoring by the parent/caretaker, parent/caretaker-child discussions, parent/caretaker participation at the school, etc.;
- School-Community Collaboration - school and community working together to provide collective support to the school and students;
- Violence 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.

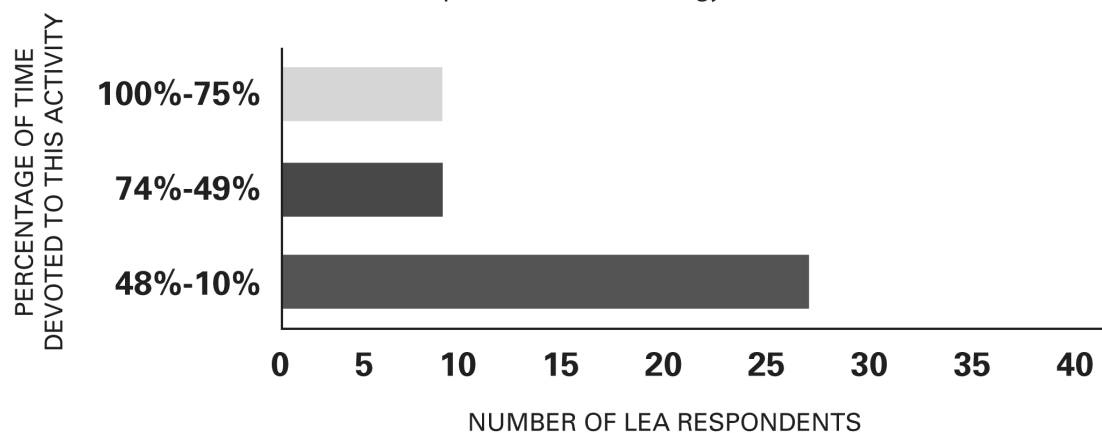
Family Involvement

(Dropout Prevention Strategy 1)



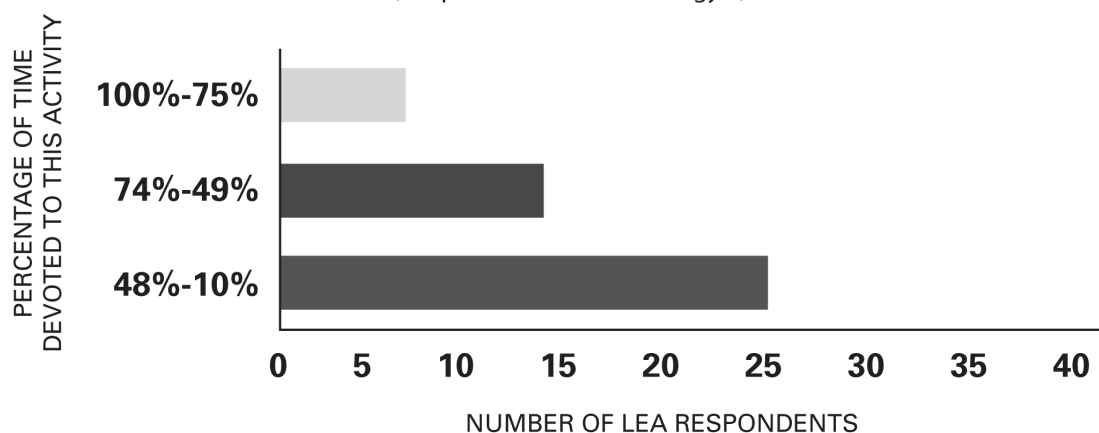
School-Community Collaboration

(Dropout Prevention Strategy 2)



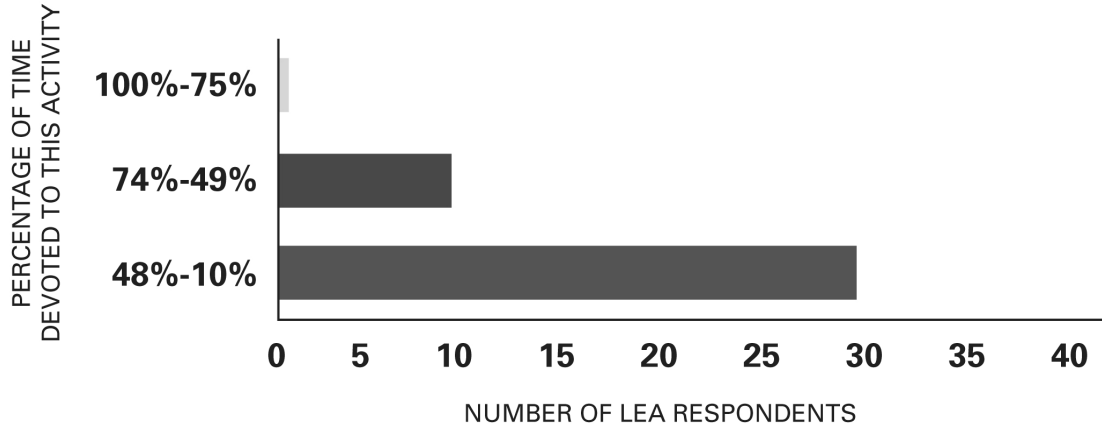
Violence Prevention & Conflict Resolution

(Dropout Prevention Strategy 3)



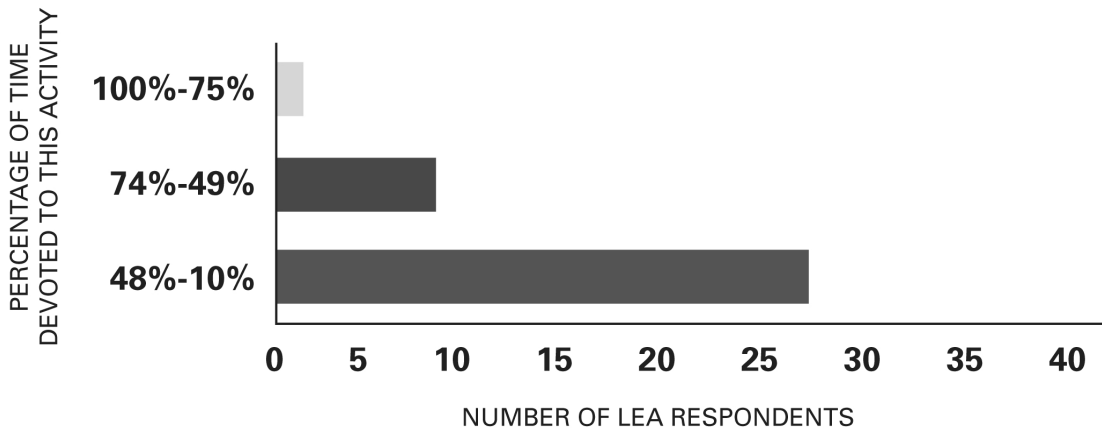
Mentoring

(Dropout Prevention Strategy 4)



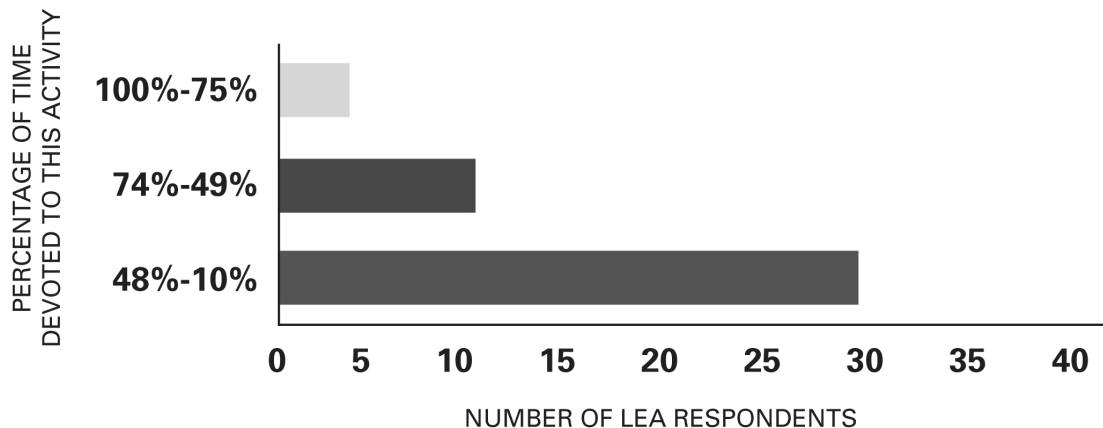
Service Learning

(Dropout Prevention Strategy 5)



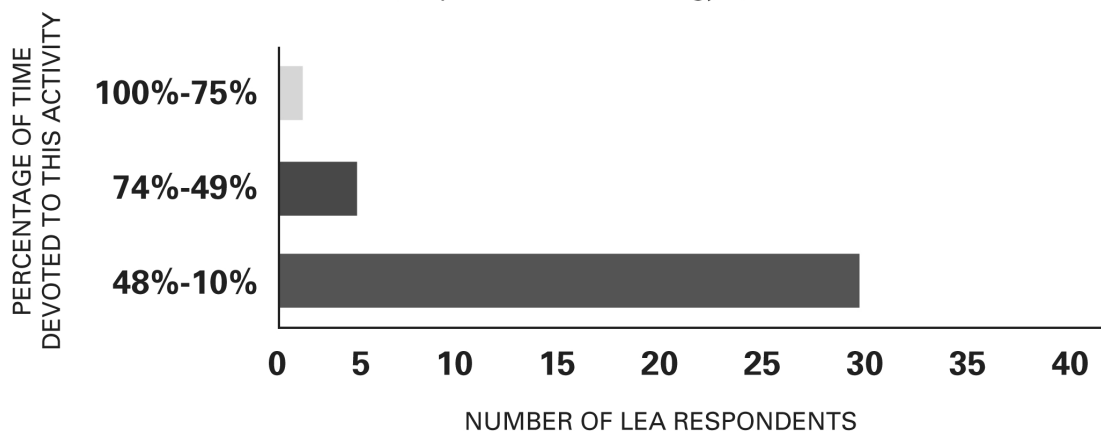
Career Education and Workforce Readiness

(Dropout Prevention Strategy 6)



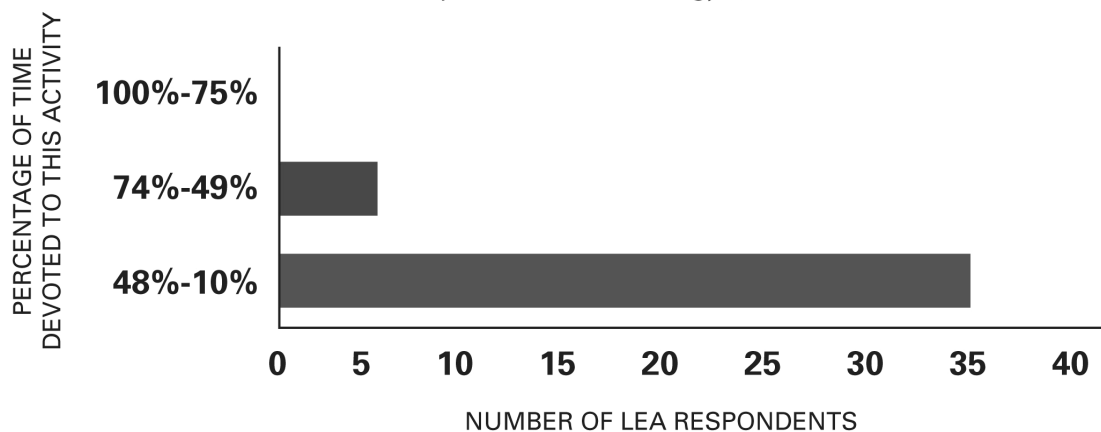
After-school Programs

(Dropout Prevention Strategy 7)



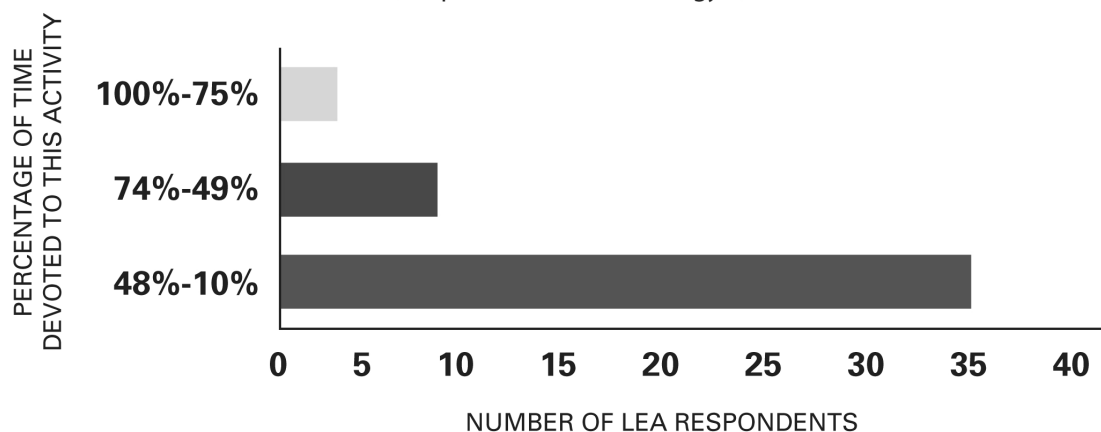
Systemic Renewal

(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/studentssupport/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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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., Harrity, 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. Bisette	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.

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.*

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

North Carolina Department of Public Instruction

SCHOOL COUNSELOR STUDY FOR STATE LAW 2006-176:

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

State Law 2006-176 requires a review and analysis of all public middle and high school counselors' primary duties reported by school. This document is for the purposes of collecting that information. **School counselors are to complete both pages of this document as accurately and honestly as possible.** This document is in no way intended to suggest that any school counselor is deliberately not carrying out needed services, but is instead for the purposes of assessing where adjustments may be needed in supporting school counselors in the implementation of effective interventions.

After first reviewing the function area examples below this table, please indicate **your school counseling program's implementation** of the service delivery areas listed below by placing an "X" in the appropriate box to indicate the approximate percentage of time you spend in each area during a given school year (although percentages vary by month, please average for a school year). **Your total should not exceed 100%**, so there should be few items marked >75%.

Name of School: _____ **LEA:** _____

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

* Function Area Examples (these are examples only and do not include all activities which may fall into these areas)

1. Guidance Curriculum - Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum; conducts school-wide intervention programs such as conflict resolution; implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals; conducts classroom guidance.
2. Student Planning - Assists students, individually or in groups, with developing academic, career and personal/social skills, goals and plans; accurately and appropriately interprets and utilizes student data; collaborates with parents/guardians and educators to assist students with educational and career planning.
3. Preventive and Responsive Services - Provides individual and group counseling to students with identified concerns and needs; consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs; implements an effective referral and follow-up process; accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.
4. System Support of the school counseling program - Provides appropriate information to staff related to the comprehensive school counseling program; assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data; participates in professional development activities to improve knowledge and skills; uses available technology resources to enhance the school counseling program; adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

5. Accountability - Collects and analyzes data to guide program direction and emphasis to target student needs; conducts a yearly program audit to review extent of program implementation; measures results of the school counseling program activities and shares results as appropriate; monitors student academic performance, behavior and attendance and assists with appropriate interventions.
6. Development and Management of the School Counseling Program - Discusses the comprehensive school counseling program with the school administrator; develops and maintains a written plan for effective delivery of the school counseling program based on the School Counseling Standard Course of Study and current individual school data; communicates the goals of the comprehensive school counseling program to education stakeholders; maintains current and appropriate resources for education stakeholders.
7. Testing Coordination – Serves as the school’s testing coordinator developing the testing schedule, securing proctors, arranging for EC testing modifications, sharpening pencils, counting test booklets.
8. Clerical Duties not related to counseling program - Enters student demographic data into SIMS/NCWISE; maintains student cumulative records; registers/schedules all new students (beyond assistance with course selection); signs tardy/absentee excuses; computes grade-point averages
9. Administrative Duties - Performs disciplinary actions; completes administrative reports; fills in for the principal/AP at administrator meetings; conducts administrative meetings.
10. Teaching Content Areas - Teaches reading, math, science, social studies or other content areas without their being integrated into a guidance/counseling activity.
11. Miscellaneous Duties/Other - Performs bus duty, cafeteria duty, supervision of study halls, student club advisement; teaches classes when teachers are absent; committee chair.

- NC School Counselor Job Description

- American School Counselor Association (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA

Please indicate **your school counseling program’s** level of implementation of each of the dropout prevention strategies listed below by placing an “X” in the appropriate box for each item. Since this is to assess school counselor duties, limit to only what the school counselor(s) implement(s) or coordinate(s) and not strategies being conducted by someone else.

Strategies *see definitions below		Level of Implementation		
		Low	Medium	High
1	Family Involvement			
2	School-Community Collaboration			
3	Violence Prevention and Conflict Resolution			
4	Mentoring			
5	Service Learning			
6	Career Education and Workforce Readiness			
7	After-school Programs			
8	Systemic Renewal			
9	Personal Professional Development			

***Definitions:**

1. Family Involvement - practices such as monitoring by the parent/caretaker, parent/caretaker-child discussions, parent/caretaker participation at the school, etc.
2. School-Community Collaboration - school and community working together to provide collective support to the school and students.
3. 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.
4. Mentoring - programs for one-to-one caring, supportive relationship between a mentor and a student mentee.
5. Service Learning - connecting meaningful community service experiences with academic learning to promote personal and social growth, career development, and civic responsibility.
6. Career Education and Workforce Readiness - activities to assists students with future planning for school-to-post secondary education and school-to-work.
7. After-school Programs - implemented after-school to promote students staying out of trouble, staying in school and staying engaged with their education
8. 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.
9. 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.

Data Request in Response to Session Law 2006-176 (Senate Bill 571)

Coordinators:

Please provide the following information as soon as possible or no later than January 29, 2007. Thank you!

1.

Description of school-based dropout prevention and intervention services provided directly to students	Middle School (6-8) Please mark (X) if available at this level.	High School (9-12) Please mark (X) if available at this level.	Person(s) Responsible

2. Explain the role of the guidance counselor in providing the services mentioned above.

North Carolina Department of Public Instruction
SCHOOL COUNSELOR STUDY FOR STATE LAW 2006-176

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

State Law 2006-176 requires a review and analysis of all public middle and high school counselors' primary duties reported by school. The purpose of this document is 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. **Primary responsibility is defined as 75% or greater.**

Student Support Services Directors or the appropriate individuals are asked to complete this document as accurately and honestly as possible. This document is being used to gather information only. Please use the strategies below as guidance when deciding if the school personnel spends at least 75% of their time providing school-based dropout prevention and intervention services:

- 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 assists 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
- 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.

North Carolina Department of Public Instruction
SCHOOL COUNSELOR STUDY FOR STATE LAW 2006-176

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

LEA Name: _____

Name/Title of Person Completing the Survey: _____

Middle School Data	Total Number
Middle Schools	
Middle School Counselors	
Middle School Dropout Prevention Counselors	
High School Data	
High Schools	
High School Counselors	
High School Dropout Prevention Counselors	

Please specify the number and job title of additional school personnel whose primary job responsibilities include providing dropout prevention and intervention services to middle and/or school students (i.e., School Social Worker):

Strategies		Percentage of Time		
		10%-48%	49%-74%	75%-100%
1	Family Involvement			
2	School-Community Collaboration			
3	Violence Prevention and Conflict Resolution			
4	Mentoring			
5	Service Learning			
6	Career Education and Workforce Readiness			
7	After-school Programs			
8	Systemic Renewal			
9	Personal Professional Development			

APPENDIX H

Dropout Prevention School Personnel Data

**North Carolina Department of Public Instruction
School Counselor Study for Session Law 2006-176 (5)**

Table A - No. of Dropout Prevention School Personnel in Reporting Middle and High Schools

Name	No. of Middle Schools Reporting = 239			No. of High Schools Reporting = 198		
	Total No. of Middle Schools	Total No. of Middle School Counselors	Total No. of Middle School Dropout Prevention Counselors	Total No. of High Schools	Total No. of High School Counselors	Total No. of High School Dropout Prevention Counselors
Alexander County	1	4	0	1	4	0
Ashe County	1	2	0	1	3	1
Asheville City Schools	1	3	0	2	5	1
Beaufort County	6	6	0	3	7	0.5
Brunswick County	4	6	1	4	11	1
Burke County	5	11	0	2	11	2
Carteret County	5	7	1	3	10	0
Caswell County	1	2	0	1	4	0
Catawba County	5	6	0	5	14	2
Charlotte-Mecklenburg	34	91	1	26	111	0
Chatham County	10	9.25	0	4	6.25	0
Columbus County	Not Indicated	Not Indicated	Not Indicated	4	Not Indicated	Not Indicated
Craven County	5	10	5	4	11	3
Davidson	6	12	0	8	18	0
Davie County	2	4	0	1	5	0
Durham Public	10	31	0	9	40	0
Elizabeth City-Pasquotank	2	4	Not Indicated	2	6	1
Elkin City	1	0.25	0.25	1	1	0.5
Franklin County	3	3	0	3	9	3
Gates County	1	1	0	1	2	0
Harnett County	5	11	0	5	15	0
Hertford County	1	2	0	1	4	1
Hoke County	2	3	1	2	5	2
Hyde County	2	1	1 Social Worker	2	2	1 Social Worker
Jackson County	6	4	1	3	4	0
Johnston County	13	23	0	6	24	6
Kannapolis City	1	2	0	1	3	1
Martin County*	2	2	0	2	2	0
McDowell County	2	4	0	1	4	1
Mitchell	2	1.5	0	1	2	0
Montgomery County	2	2	0	2	4	0
Moore County	6	0	0	4	0	0
New Hanover County	7	19	0	6	19	0
Newton-Conover City	1	2	1	1	3	1
Northampton County	2	2	1	2	3	0
Onslow County	8	14	Not Indicated	7	Not Indicated	Not Indicated
Orange County	3	5	0	2	8	0
Pamlico County	1	1	0	1	2	1

Continued						
Name	Total No. of Middle Schools	Total No. of Middle School Counselors	Total No. of Middle School Dropout Prevention Counselors	Total No. of High Schools	Total No. of High School Counselors	Total No. of High School Dropout Prevention Counselors
Pender County	5	6	0	4	7.5	0
Person	2	4	0	1	5	1
Pitt County	13	20	0	6	20	0
Rowan-Salisbury	7	15	0	7	19	0
Rutherford County	4	10	4	5	11	4
Surry County	4	4	0	4	9	0
Transylvania County	2	2.5	0	3	3.5	0
Union County	7	22	All Help	9	31	7
Washington County	2	1.5	0	2	2.5	0
Watauga County	6	8	0	1	4	0
Wayne County	9	12	0	9	16	0
Whiteville City	1	2	0	1	3	0
Yadkin County	8	7	0	2	4	0
Grand Totals	239	425	16.25	188	517.75	40

*Has two 7-12 Schools with 2 Counselors employed

**North Carolina Department of Public Instruction
School Counselor Study for Session Law 2006-176 (5)**

Table B – Percentage of Time Spent Providing Services in Reporting Middle and High Schools

	Family Involvement			School-Community Collaboration			Violence Prevention & Conflict Resolution			Mentoring			Service Learning			Career Education & Workforce Readiness			After-School Programs			Systemic Renewal			Personal Professional Development		
	% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time					
LEA Name	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100
Alexander County		x		x			x			x						x						x			x		
Ashe County		x		x			x			x			x			n/a			n/a			x			x		
Asheville City Schools	x			n/a			n/a			n/a			n/a			x			n/a			x			x		
Beaufort County	x			x				x		x			x				x			x			x				
Brunswick County		x			x				x	x			x			x			x			x			x		
Burke County	x			x			x			x			x			x			x			x			x		
Carteret County			x			x		x			x					x			x			x			x		
Caswell County			x		x			x		x				x			x			x			x				x
Catawba County		x		x			x			n/a			n/a			x			n/a			n/a			x		
Charlotte-Mecklenburg	x			x			x			x			x			x			x			x			x		
Chatham County	x				x		x			x			n/a			x			n/a			x			x		
Columbus County	x					x			x		x				x			x		x		x					x
Craven County	x				x			x			x		x				x		x				x		x		
Davidson	n/a			n/a			n/a			n/a			n/a			n/a			n/a			n/a			n/a		
Davie County	x			x			x			x			x			x			x			x			x		
Durham Public	x			x			x			x			x			x			x			x			x		

Continued	Family Involvement			School-Community Collaboration			Violence Prevention & Conflict Resolution			Mentoring			Service Learning			Career Education & Workforce Readiness			After-School Programs			Systemic Renewal			Personal Professional Development		
	% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time		
LEA Name	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100
Elizabeth City-Pasquotank	x			x			x			n/a			n/a				x		n/a			n/a			x		
Elkin City	x				x			x			x							x	x			x			x		
Franklin County	x			x			x			x			x			x			x			x			x		
Gates County	x			x			x			x			n/a			x			x			x			x		
Harnett County *																											
Hertford County		x			x			x		x				x			x		x				x			x	
Hoke County			x			x	x				x		x					x	x			x				x	
Hyde County	x			x				x		x			x			x			x			x			x		
Jackson County	x			x				x		x			x			x			n/a			x			x		
Johnston County	x			x			x			n/a			n/a			x			n/a			x			x		
Kannapolis City	x			x			x			x			x			x			x			x			x		
Martin County	x			x			x			n/a			n/a				x		n/a			x			x		
McDowell County	x				x				x	x							x		x			n/a			n/a		
Mitchell	x			n/a			x			n/a			n/a			x			n/a			x			x		
Montgomery County	x			x				x		x			x			x			x			x			x		
Moore County	n/a			n/a			n/a			n/a			n/a			n/a			n/a			n/a			n/a		
New Hanover County			x			x			x	x				x		x					x		x		x		
Newton-Conover City		x		x				x		x			x			x			x			x				x	

Continued	Family Involvement			School-Community Collaboration			Violence Prevention & Conflict Resolution			Mentoring			Service Learning			Career Education & Workforce Readiness			After-School Programs			Systemic Renewal			Personal Professional Development		
	% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time			% of Time		
LEA Name	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100	10%-48%	49%-74%	75%-100
Northampton County	x			x			x			x			x			x			x			x			x		
Onslow County			x			x			x	x				x			x			x						x	
Orange County		x		x			x			x			x			x			x			x			x		
Pamlico County			x		x			x			x			x			x			x					x		
Pender County		x				x	x			x			x			x			x			x			x		
Person	x					x	x						x			x			n/a			n/a			x		
Pitt County	x			x			x			x			x			x			x			x			x		
Rowan-Salisbury	x			x			x			x			x			x			x			x			x		
Rutherford County	x			x			x			x			x			x			x			x			x		
Surry County	n/a			n/a			n/a			n/a			n/a			n/a			n/a			n/a			n/a		
Transylvania County			x			x			x			x			x			x			x			x			x
Union County			x			x		x			x			x			x		x				x			x	
Washington County		x		x					x		x		x				x		x			x				x	
Watauga County		x		x			x				x			x			x			x						x	
Wayne County		x			x			x		n/a			n/a			n/a			n/a			x				x	
Whiteville City	x			x				x		x			x			x			x			x			x		
Yadkin County	x			x			x			x			x				x		x			x				x	

*Has no employee whose primary responsibility is to provide school-based dropout prevention & intervention services

