

Preparing Educators to Support Career and College Readiness

Recommendations of the North Carolina School Counseling Strategic Leadership Team

Executive Summary

North Carolina has a rich history of focusing on and strengthening student academic career and college readiness; however, we have a need to further develop the capacity of school counselors, school administrators, and career development coordinators to foster more comprehensive future-ready skills within our students. Considering, among other factors, that approximately 67% of North Carolina jobs will require some type of post-secondary education by 2020¹, it is critical that our school personnel be prepared to help students meet that demand.

**BY 2020, 65% OF JOBS
IN THE NATION AND 67% OF
JOBS IN NC WILL REQUIRE SOME
POSTSECONDARY EDUCATION**
- Georgetown University Center on
Education and the Workforce

The first goal in the North Carolina [State Board of Education Strategic Plan](#) is “Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.”² Another vital State Board of Education goal that is essential to accomplish the first goal is that “Every student, every day has excellent educators.” Much has been done to accomplish these goals; however, enhanced preparation and training of school counselors, school administrators, and career development coordinators to support and advise students K-12 in twenty-first century career and college readiness skills will greatly improve student abilities to transfer academic knowledge into the appropriate arenas for them beyond high school.

The North Carolina School Counseling Strategic Leadership Team (SCSLT) was formed in 2015 to study this professional development need and related needs, and to identify potential strategies for addressing them. The SCSLT initially focused on school counselors and school administrators and quickly realized that career development coordinators were also integral partners to be included in professional development to support future-ready students. To inform their work, the SCSLT reviewed existing career and college readiness data, publications and informed insights and conducted surveys of North Carolina school counselors, school administrators, and career development coordinators.

Below and in the following pages are the needs and potential strategies that the SCSLT identified. As the SCSLT has diverse representation from varied entities, recommendations are applicable to several agencies and organizations such as the NC State Board of Education (SBE) and Department of Public Instruction (NCDPI), the University of NC (UNC) system, the NC Independent Colleges and Universities (NCICU), the NC Community College System (NCCCS), the NC Department of Commerce NC Works and others.

Primary Identified Needs

1. Professional Development - NC school counselors, school administrators, and career development coordinators need more access to adequate pre-service and in-service training and resources to most effectively facilitate career and college readiness and college-going cultures in schools.
2. Measurement of Outcomes – A clear measurement of the effectiveness of initiatives implemented by and for NC school counselors, administrators, career development coordinators, schools and college access partners to advance student career and college readiness and the impact of such initiatives on student outcomes is needed.

NC School Counseling Strategic Leadership Team Goals
Pre-Service
<i>School counselors will graduate from NC higher education programs with knowledge and skills to effectively promote student career and college readiness.</i>
<i>School administrators will graduate from NC higher education programs with knowledge and understanding of supporting college-going cultures with high expectations for all students, and of the effective, appropriate roles of school counselors and career development coordinators.</i>
In-Service
<i>School counselors and career development coordinators will have increased access and opportunities for training to enhance skills to effectively promote student career and college readiness such as the SREB Go Alliance Academy online modules.</i>
<i>School administrators will have increased opportunities and participation in professional development on the effective utilization and professional roles of school counselors and career development coordinators and supporting college-going cultures with high expectations for all students.</i>
Metrics for Measuring Outcomes
<i>North Carolina will identify and utilize processes for analyzing student outcome metrics indicative of career and college readiness competencies impacted by initiatives and strategies implemented by school counselors and career development coordinators.</i>

General Summary of Recommendations

Pre-Service: Higher Education Preparation of School Counselors and Administrators

North Carolina Department of Public Instruction –

1. establish a higher education program approval process for school counselor education programs that aligns with current NC Professional School Counselor Standards and includes requirements for preparing graduates in counseling and guidance in career and college readiness.
2. include in higher education program approval process for school administrator preparation programs requirements for instructing graduates on NC professional standards and best practices of specialized instructional support personnel/student support services, including, but not limited to, school counselors, career development coordinators and career and college readiness as part of Standard 2, Instructional Leadership, and Standard 4, Human Resource Leadership, of the North Carolina Standards for School Executives.
3. revise the school counselor provisional licensing procedures and make any needed adjustments to the related policy for documented clarity and consistency, with inclusion of higher education school counselor preparation program input regarding additional courses required and a post-master's certificate in school counseling from a university verifying that the graduate student has met course requirements for school counseling ([LICN-001](#)³ and [LICN-003](#)⁴).

North Carolina Higher Education Preparation Programs –

4. North Carolina higher education school counselor preparation programs provide instruction aligned with the NC Professional School Counselor Standards and utilize evidence- or research-based career and college readiness training resources, such as the SREB Go Alliance Academy modules, to instruct graduates in counseling and guidance in career and college readiness.
5. North Carolina higher education school administrator and superintendent preparation programs include instruction on creating college-going cultures with high expectations for all students and on the NC professional standards and best practices for specialized instructional support personnel/student support services, including, but not limited to, understanding effective roles of school counselors and career development coordinators in providing career and college counseling and guidance services.

Post-Graduate In-Service for School Counselors, Administrators, and Career Development Coordinators

1. NC Department of Public Instruction, in collaboration with the UNC General Administration (as administrative home to CFNC Pathways of North Carolina) and the NC Community College System, coordinate school counselor and career development coordinator evidence-based in-service opportunities on career and college counseling and guidance (such as the SREB Go Alliance Academy modules).
2. NC Department of Public Instruction coordinate school administrator in-service opportunities on creating college-going cultures with high expectations for all students and on the NC professional standards and best practices for specialized instructional support personnel/student support services, including, but not limited to, understanding the effective roles of the school counselors and career development coordinators in providing career and college counseling and guidance services.
3. UNC General Administration leverage the federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant to support statewide school counselor and career development coordinator professional development.
4. NC Department of Commerce NC Works incorporate school counselor and career development coordinator professional development as a workforce development strategy and coordinate information sharing across relevant agencies such as NCDPI, UNC, NCICU, NCCCS and CFNC.
5. NC Department of Public Instruction provide clarifying information regarding how ESSA Title IV, Part A, Student Support and Academic Enrichment Grants (SSAEG) funds are appropriate for career and college readiness professional development for school counselors, career development coordinators, and school administrators.
6. Identify additional means of supporting school counselors, administrators, and career development coordinators in career and college readiness.

Metrics for Measuring Outcomes

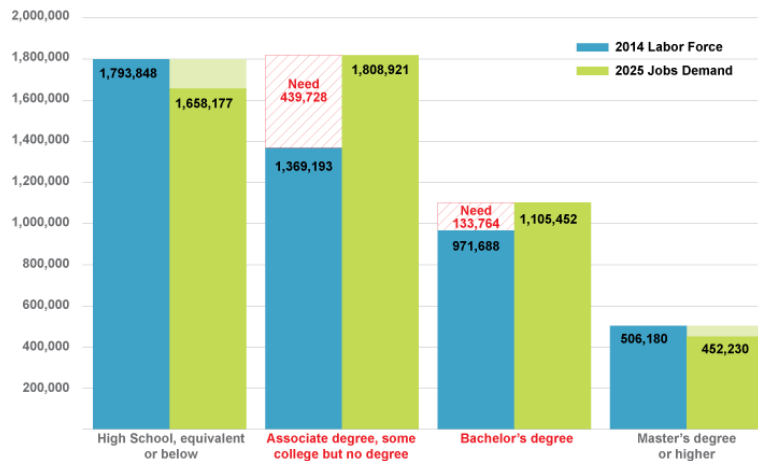
1. Establish state-level infrastructure for consistent support and oversight of data collection, analysis procedures, review of research, and dissemination of findings for the study of data connected to student career and college readiness outcomes and school counselors, school administrators, and career development coordinators.
2. NC Department of Public Instruction shall encourage schools to consider career and college readiness data and goals in their review of school data and indicators for the development of their school improvement plans.

Preparing Educators to Support Career and College Readiness

Recommendations of the North Carolina School Counseling Strategic Leadership Team

North Carolina faces a gap between educational attainment and industry's projected need for educated workers. The job skills needed for North Carolina employers in 2025 will be dramatically different than 50 years ago when 79% of jobs required a high school diploma or less. Today, only 35% of jobs are available to high school graduates and dropouts, with the majority of those jobs paying less than \$25,000 per year.⁵

The trend for these new jobs shows the clear need for a skilled workforce as, in North Carolina, 67% of these jobs will require education and training beyond a traditional high school diploma.¹ That means 13 out of 20 people will need some postsecondary education by 2020 to meet the skill sets required for the available new, good-paying jobs. Currently 54% of working adults have some postsecondary education.⁵



In 2014, the NC Ready for Success Steering Committee, a collaboration of the North Carolina Department of Public Instruction (NCDPI), the North Carolina Community College System (NCCCS), the University of North Carolina (UNC) System, and the North Carolina Independent Colleges and Universities (NCICU), defined career and college readiness as follows:

In North Carolina, students are considered career and college ready when they have the knowledge and academic preparation needed to enroll and succeed, without the need for remediation, in introductory college credit-bearing courses in English language arts and mathematics within an associate or baccalaureate degree program. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education, the military, or directly into a job that offers gainful employment and career advancement.⁶

This [definition](#) was endorsed shortly thereafter by the North Carolina [State Board of Education](#), the University of North Carolina Board of Governors and the State Board of Community Colleges in 2015.

Great progress is being made towards this goal. Content standards are regularly revised to challenge and prepare our students. We have recently achieved an all-time overall high school graduation rate of 86.5 percent and CTE graduation rate of 97.7 percent, the remediation rate of our students entering our universities and colleges has decreased dramatically, more students are taking and successfully completing advanced placement courses, and over a third of our students graduated with college credit in 2016.⁷ Additionally, the 2015-2016 NC CTE Credentialing Data report shows 140,097 credentials earned by NC CTE students, an increase of


nearly 500% from the 24,782 credentials reported in 2010-2011, the first year data were collected in the state.⁸ These credentials are endorsed by business and industry and document mastery of skills that enhance high school graduate employability and advancement in a career.

The first goal in the [State Board of Education Strategic Plan](#) is “Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.”² Extensive support has been provided for enhancing student knowledge to be career and college ready, but additional support is needed to help ensure each student is prepared to transfer that knowledge into the appropriate arena beyond high school.

The [State Board of Education](#) also has a goal that “Every student, every day has excellent educators.”² Much has been done to accomplish this goal; however, to more effectively support students in twenty-first century career and college readiness skills, we must enhance the preparation of school administrators and school counselors in building these skills from grade to grade and beyond high school. It is vital that school counselor education programs provide in-depth training to school counselor graduate students regarding career and college guidance and advising. Additionally, those who enter the school counseling profession through lateral entry without a degree in school counseling also need sufficient training on elementary and secondary career and college development and advising. An increase in targeted post-college graduate in-service training is necessary to meet the career and college counseling needs of practicing school counselors.

Higher education school administrator preparation programs do well in preparing school administrators to manage their schools and provide leadership to teachers. Providing training on effective roles of school counselors, career development coordinators and other specialized instructional support personnel would further benefit school administrators in their readiness to effectively utilize staff to promote student success and foster K-12 college-going cultures. These college-going cultures set high expectations for all students, including those who do not seek post-secondary college enrollment. In a 2015 NCDPI survey of North Carolina school administrators, 75.7 percent agreed that they felt it would have benefited them to have had training on school counselor roles in their higher education school administrator preparation programs.⁹ Data from a school counselor survey administered that same year also indicated a strong need to enhance administrator and others’ understanding of effective roles of school counselors in the implementation of comprehensive school counseling services for students.¹⁰ Findings of these surveys helped to inform the SCSLT goals and the content of the *Administrator Guide to Effective School Counseling and Evaluation* module and the *NC Professional School Counselor Standards and Evaluation* module now available in the Home Base Professional Development suite.

The current [UNC Strategic Plan](#) includes goals and metrics for focusing on increasing student access and encouragement to pursue a university education.¹¹ Within this strategic plan is a goal to “Improve student transitions from high school to college and community college to UNC through better alignment of K-12, community college, and UNC policies, practices, and standards.” In relation to this goal, the UNC Strategic Plan states the desire to focus “efforts to engage with and inform prospective



WHAT IF ALL NORTH CAROLINIANS
REACHED THEIR FULL POTENTIAL?
WHAT WOULD THAT MEAN FOR OUR
STATE AND WHAT WOULD IT TAKE
TO GET US THERE?
— UNC PRESIDENT MARGARET SPELLINGS,
OCTOBER 13, 2016

students about postsecondary options and financial aid, integration of state data systems, alignment of standards and admission requirements, and teacher preparation and professional development.” To support these goals, school administrators, school counselors and career development coordinators need to be properly prepared to meet this challenge.

In the [NCCCS’s Align4NCWorks Strategic Plan](#) overarching goals, it is noted that their alignment should focus “on the integration of business needs and worker preparation and include a comprehensive approach to career exploration, career development, education and job training that begins in middle school and continues throughout an individual’s career path.”¹² Many of the objectives and actions steps within the AlignNCWorks Strategic Plan are dependent upon effective collaboration and partnerships with North Carolina K-12 schools, especially our middle and high schools.

North Carolina needs K-12 school personnel prepared to help accomplish State goals and objectives. The National Association of College Admission Counseling released a report in December 2016, [How Can High School Counseling Shape Students’ Postsecondary Attendance?](#), which found that 12th grade students who talked about their future plans with a school counselor were

- 6.8 times more likely to complete a Free Application for Federal Student Aid (FAFSA),
- 3.2 times more likely to attend college, and
- Two times more likely to attend a bachelor's degree program.¹³

As described in a 2016 article in Education Week, [States Beef Up School Counseling Corps](#), data connecting student success to school counseling has prompted many states to invest in the hiring of more school counselors.¹⁴ Much of this school counseling support includes a comprehensive school counseling program framework of which career and college readiness is a key focus. To achieve maximum program effectiveness, the national best practice recommended ratio is one school counselor to every 250 students.¹⁵ North Carolina’s ratio is approximately one school counselor to every 400 students.

As North Carolina moves forward with [Multi-Tiered Systems of Support](#), [Whole School, Whole Community, Whole Child](#), accomplishing State Board of Education and higher education goals, and meeting the criteria outlined in the [Every Student Succeeds Act \(ESSA\)](#), it is imperative that we make sure that our school personnel are appropriately prepared through pre-service and in-service training to lead these charges. Doing so includes enhancing the school counselor, school administrator and career development coordinator capacity to work together in fostering college-going cultures. These college-going cultures not only equip students who seek post-secondary education to be better prepared to do so, this also establishes high expectations and strategies for students who seek to pursue careers more immediately after high school graduation.

The North Carolina School Counseling Strategic Leadership Team has developed the recommendations included in this report to further a mission of enhancing the capacity of school counselors, school administrators and career development coordinators to strengthen schools in graduating students who are truly future-ready.

Background of the North Carolina School Counseling Strategic Leadership Team

In November, 2014, representatives from North Carolina attended the White House Convening in San Diego on Strengthening School Counseling and College Access. The ultimate focus sought to inspire every student in America to take charge of their futures by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university. The North Carolina collaborative team of four was representative of the NC Department of Public Instruction, UNC General Administration/College Foundation of NC (CFNC), and the NC School Counselor Association (NCSCA).

During the two days of extensive review and identification of both formal and informal NC data and needs and barriers to students receiving the essential guidance to graduate from high school career and college ready, the discussion revealed –

- school counselors need more pervasive preparation in being effective in college and career advising,
- school administrators need stronger knowledge of how to most effectively utilize school counselors to promote student success, and
- both need to be better equipped to create K-12 college-going cultures.

As a result, the team of four began planning pre-service and in-service goals and objectives to support North Carolina school counselors and school administrators, including creating a larger more comprehensive state team that could help make these goals and objectives realities.

Representatives from multiple disciplines across the state were identified and received an invitation to become a member of the North Carolina School Counseling Strategic Leadership Team (SCSLT)(see page 10 for Team list). The team first convened in September of 2015 and has continued to collaborate to more clearly define the needs of our schools in preparing students. The NCSCSLT focused on strategies to fulfill its mission of strengthening schools in graduating students who are truly future-ready by enhancing the capacity of school personnel, especially school counselors and school administrators, in fostering college-going cultures that provide high expectations for all students.

Based on SCSLT discussions and analysis, the following subcommittees were formed:

- Higher Education Preparation of School Counselors and Administrators
- Post-Graduate In-service for School Counselors and Administrators
- Metrics for Measuring Impact Outcomes
- Securing Financial and Stakeholder Support for SCSLT Strategies

As these committees developed strategies, discussions soon led to adding career development coordinators as integral partners in this focus. SREB Go Alliance Academy online modules were identified as an effective, evidence-based in-service option available.

Pre-Service: Higher Education Preparation of School Counselors and Administrators

Need: An increased number of school counselors and administrators who graduate from higher education programs with the knowledge and skills to integrate college and career readiness into their practice. The current economy and job market have shown that education beyond high school is an important factor in securing jobs. Ninety-nine percent of the 11.6 million jobs that have been added since the recession of 2008 have gone to workers with at least some postsecondary education.¹⁶ By 2020, 67% of all North Carolina jobs are expected to require some type of postsecondary education beyond high school.^{1,17,18} Many current higher education preparation programs need to enhance their instruction in these areas.

Strategy: Increase pre-service training for school personnel to support every student in meeting the workforce and postsecondary education demands of the 21st century.

Rationale: By enhancing the skills of school counselors and administrators to support career and college readiness for every student, including but not limited to, first-generation college students, students in poverty and other students historically underrepresented in postsecondary education applicants and attendees, North Carolina public schools will further improve effectiveness in graduating more students who are career and college ready and can meet the demands of a 21st Century workforce.

Action Steps:

North Carolina Department of Public Instruction –

1. establish a higher education program approval process for school counselor education programs that aligns with current NC Professional School Counselor Standards and includes requirements for preparing graduates in counseling and guidance in career and college readiness.¹⁹
2. include in higher education program approval process for school administrator preparation programs requirements for instructing graduates on NC professional standards and best practices of specialized instructional support personnel/student support services, including, but not limited to, school counselors, career development coordinators and career and college readiness as part of Standard 2, Instructional Leadership, and Standard 4, Human Resource Leadership, of the North Carolina Standards for School Executives.²²
3. revise the school counselor provisional licensing procedures and make any needed adjustments to the related policy for documented clarity and consistency, with inclusion of higher education school counselor preparation program input regarding additional courses required and a post-master's certificate in school counseling from a university verifying that the graduate student has met course requirements for school counseling (adhering to [LICN-001](#)³ and [LICN-003](#)⁴).

North Carolina Higher Education School Counselor Preparation Programs –

4. provide instruction aligned with the NC Professional School Counselor Standards and utilize evidence- or research-based career and college readiness training resources, such as the SREB Go Alliance Academy modules, to instruct graduates in counseling and guidance in career and college readiness.
 - a. Align with [CACREP](#) standards²⁰ (Council for Accreditation of Counseling and Related Educational Programs) and the NC Professional School Counseling Standards which are aligned with [The ASCA National Model: A Framework for School Counseling Programs](#) (ASCA National Model).²¹
 - b. Train school counselors to meet the criteria identified in the NC Evaluation Standards and Criteria for the School Counselor evaluation rubric (SBE policy [EVAL-026](#)¹⁹).
 - c. Utilize evidence- or research-based career and college readiness training resources, such as the [SREB Go Alliance Academy modules](#), to instruct graduates in counseling and guidance in career and college readiness.
 - d. Share key resources for school counselors, students, and their families such as [CFNC.ORG](#).
 - e. Adhere to NC State Board of Education policies, including, but not limited to, [LICN-001](#)³ and [LICN-003](#)⁴.
5. train school administrators and superintendents
 - a. on the NC professional standards and best practices for specialized instructional support personnel/student support services, including, but not limited to, understanding effective roles of school counselors and career development coordinators in providing career and college counseling and guidance services to K-12 students, including –
 - i. NC School Counselor Standards and Evaluation Rubric¹⁹
 - ii. Information on the ASCA National Model²¹
 - iii. NC School Career Development Coordinator Standards and Evaluation Rubric²³
 - iv. Integration of content with Standard 2, Instructional Leadership, and Standard 4, Human Resource Leadership, of the North Carolina Standards for School Executives²²
 - b. to be instructional leaders in developing a college-going culture in their schools through the use of evidence- or research-based career and college readiness training resources (such as the SREB Go Alliance Academy modules) and integrate this content with Standard 2, Instructional Leadership, of the North Carolina Standards for School Executives.²²

Post-Graduate In-Service for School Counselors, Administrators and Career Development Coordinators

Need: School counselors, school administrators and career development coordinators do not currently have access to adequate training to most effectively facilitate career and college readiness and college-going cultures in schools. A 2017 survey of 610 school counselors and career development coordinators indicated a strong interest in access to training specific to promoting career and college readiness. When two of the courses that were included in the survey were opened for summer registration, both courses were full with waiting lists within twenty-four hours.

Strategy: Consistently offer quality, inclusive professional development, specifically for school counselors, school administrators and career development coordinators, on facilitating and supporting career and college readiness and college-going cultures.

Rationale: By enhancing the skills of school counselors, school administrators and career development coordinators to support career and college readiness for every student, including, but not limited to, first-generation college students, students in poverty, and other students historically underrepresented in postsecondary education applicants and attendees, North Carolina public schools will further improve effectiveness in graduating more students who are career and college ready and can meet the demands of a 21st Century workforce.

Action Steps:

1. NC Department of Public Instruction, in collaboration with the UNC General Administration (as administrative home to CFNC Pathways of North Carolina) and the NC Community College System, coordinate school counselor and career development coordinator evidence-based in-service opportunities on career and college counseling and guidance (such as the [SREB Go Alliance Academy](#) modules).
 - a. Secure funding for State access to on-line career and college readiness modules such as [SREB Go Alliance Academy modules](#).
 - b. Secure funding to have additional [SREB Go Alliance Academy](#) course instructors trained, including, but not limited to, school district representatives who could provide training within their LEAs.
 - c. Secure funding to provide stipends for NC educators who serve as instructors for the [SREB Go Alliance Academy](#) online courses.
 - d. Seek funding for replication of effective college and career readiness programming and outcome evaluation.
 - e. Promote awareness of on-line modules, such as [SREB Go Alliance Academy](#), via listservs and conference presentations.
 - f. Encourage school counselor completion of the [Career Development Facilitator \(CDF\) course](#) available through the NCWorks Training Center.
 - g. Promote awareness of [CFNC.org](#) and other resources available to school leaders (i.e., school administrators and school counselors) that offer evidence-based college and career readiness practices.

2. NC Department of Public Instruction coordinate school administrator in-service opportunities on creating college-going cultures that set high expectations for all students, and on the NC professional standards and best practices for specialized instructional support personnel/student support services, including, but not limited to, understanding the effective roles of the school counselors and career development coordinators in providing career and college counseling and guidance services.
3. The UNC General Administration leverage the federal [Gaining Early Awareness and Readiness for Undergraduate Programs \(GEAR UP\)](#) grant to support statewide school counselor and career development coordinator professional development.
4. NC Department of Commerce [NCWorks](#) incorporate school counselor and career development coordinator professional development as a workforce development strategy and coordinate information sharing across relevant agencies such as NCDPI, UNC, NCICU, NCCCS and CFNC.
5. NC Department of Public Instruction provide clarifying information regarding how [ESSA Title IV, Part A](#), Student Support and Academic Enrichment Grants (SSAEG) funds are appropriate for career and college readiness professional development for school counselors, career development coordinators, and school administrators.
6. Identify additional means of supporting school counselors, administrators and career development coordinators in career and college readiness.

Metrics for Measuring Outcomes

Need: Currently, North Carolina does not have a process or entity responsible for compiling, storing, and analyzing data related to initiatives and strategies implemented by school counselors and career development coordinators impacting career and college readiness student outcome metrics.²⁵

Strategy: Develop a structure and systematic process across district and state-levels for analyzing student outcome metrics that align with local priorities and national career and college readiness competencies to determine effectiveness of school-based initiatives, inform policy, and support every student in meeting the postsecondary education and workforce demands of the 21st century. [NC SchoolWorks](#), an interagency structure which affords access to longitudinal (P-20W) data on student outcomes, provides the capacity to analyze data in more detail to validate or improve practices and performance.²⁴

Rationale: Utilizing systematic processes for the collection, analysis, and dissemination of student outcome data related to school counseling, school-based and college access efforts to promote career and college readiness will serve to inform school leaders, DPI, and the State Board of Education; guide policy development and the implementation of evidence-based career and college readiness practice; and advance the State's goal of increasing student success.

Recommended Implementation Strategies:

1. Establish state-level infrastructure for consistent support and oversight of data collection, analysis procedures, review of research, and dissemination of findings for the study of

data connected to student career and college readiness outcomes and school counselors, school administrators and career development coordinators.

- a. Identify metrics connected to career and college readiness and school counselors, school administrators and career development coordinators (e.g., professional standards evaluations, school counseling and career development coordinator program implementation evaluations, ASCA National Model [RAMP] status, professional development outcomes, etc.)
 - b. Provide guidance to school systems on the establishment of consistent procedures for the collection and dissemination or reporting of school data related to career and college readiness initiatives.
 - c. Support the development and dissemination of a baseline report outlining the status of school counseling and college and career readiness in order to inform educational (school counseling and administrator) practice and drive state policy.
 - d. Leverage partnerships with IHEs and other educational/workforce stakeholders to support efforts to study the impact of career and college readiness initiatives on student outcomes.
 - e. Support the replication of effective college and career readiness programming and outcome evaluation.
2. NC Department of Public Instruction encourage schools to consider career and college readiness data and goals in their review of school data and indicators for the development of their school improvement plans.

The following are some potential data points for measurement:

- Aggregate pre- and post- school counselor, career development coordinator and school administrator evaluation data
- [ACT](#) benchmarks
- College admission remediation rates
- [CTE credentialing data](#)
- Dropout rates
- ESSA indicators
- FAFSA completion data
- Graduation rates
- [GRIT scale](#) (or similar)
- Non-Cognitive Questionnaire ([Sedlacek](#))
- Percent and number of students with a six-year plan of study
- Percent and number of students graduating with one or more transferable college credits
- Percent and number of CTE Concentrators
- Post-secondary college enrollment
- Post-secondary intentions
- [WorkKeys](#) and National Career Readiness Certificate

Thank you to the members of the North Carolina School Counseling Strategic Leadership Team for their hard work in creating these recommendations.

Member	Title and Organization
Amy P. Schroeder	NC Career Development Consultant, CTE NC Department of Public Instruction
Carol Cutler White	Director of GEAR Up NC University of NC General Administration
Ashlie Bucy	Deputy Director NC Business Committee for Education
Christina Welch, Co-chair	Past-President, NC School Counselor Association; K-8 School Counselor, Watauga County Schools
Cynthia Floyd, Chair	NC School Counseling Consultant, NC Department of Public Instruction
Cynthia Martin	Professional Development Lead, Educator Effectiveness NC Department of Public Instruction
David Thompson	Director of Student Services Buncombe County Schools
Dr. DiAnne Borders	Professor, Counseling and Educational Development UNC Greensboro
Elizabeth Atkins, Co-chair	President, NC School Counselor Association; Elementary School Counselor, Onslow County Schools
Elizabeth Saba Thomas	NCWorks Commission/Workforce Solutions NC Department of Commerce
Dr. Jeffrey Warren	Associate Professor/Director, Professional School Counseling UNC Pembroke
Linda Kopec	Principal, Onslow County Schools; NC Principals and Assistant Principals Association Regional Board member
Marcia Weston	Associate Director for Outreach NC State Education Assistance Authority
Mark Wiles	Director, College Foundation of NC (CFNC) Pathways University of NC General Administration
Dr. Miriam Chitiga	Associate Professor, Department of Educational Leadership Fayetteville State University
Dr. Monty Hickman	Associate Director, Student Success Support Services NC Community Colleges
Dr. Peggy Smith	Coordinator, Master of School Administration Program, Campbell University; Johnston County Board of Education
Dr. Robert Martinez, Jr.	Assistant Professor, School Counseling UNC Chapel Hill

Dr. Scott Elliott	Superintendent Watauga County Schools
Dr. Sejal Parikh Foxx	Associate Professor/Director of School Counseling Program UNC Charlotte
Tracey Tardiff	Pre-Enrollment Programs Coordinator NC Appalachian Collaborative for Higher Education
Vanessa Barnes, Co-chair	Delegate Assembly/Elections/Past-President, NC School Counselor Association; Wake County High School Counselor
Dr. William Rouse	Chair, Department of Educational Leadership East Carolina University
<i>Previous Members</i>	
Caroline McCullen	Retired Director of Education Initiatives SAS
Debora Williams	Retired Special Assistant for Graduation and Dropout Prevention Initiatives NC Department of Public Instruction
Felicia Gray-Watson	CTE Section Chief NC Department of Public Instruction
Dr. Gwen Roulhac, Co-chair	Former Director of Professional Development, College Foundation of NC (CFNC) Pathways, University of NC General Administration
Joyce Gardner	Retired Director, Education Preparation NC Department of Public Instruction
Dr. LaJuana Norfleet	Past President, NC School Counselor Association; Director of Student Support Services, Alamance-Burlington School System
Dr. Patrick Akos	Professor, School Counseling UNC Chapel Hill
Sue Breckenridge	Former Executive Director NC Business Committee for Education

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