

Student Support Services E-Newsletter

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION



School Counselors, School Social Workers, School Psychologists and students working collaboratively to build the 21st Century!

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Learn & Earn + EARN Scholarship = Free 4-year College Education



Dear Counselors,

National School Counseling Week is February 4-8, 2008. The 2008 theme is "*School Counselors: Creating Pathways to Success.*" Counselors throughout the United States use this week to help focus public attention on the unique contribution of professional school counselors within school systems.

As your state consultant, I personally thank you for your hard work and perseverance in helping North Carolina's 1.4 million students achieve academic, personal/social, and career success. We celebrate your contribution to our students and state. To facilitate your continued success the Student Support Services Newsletters are archived at <http://www.ncpublicschools.org/studentsupport/enewsletter>.

Happy School Counselor Week!

With utmost sincerity,
Teresa

House and Senate Introduce National School Counseling Week Resolutions

The House of Representatives has introduced H Res 932, expressing support for National School Counseling Week, February 4-8, 2008. Representatives Linda Sanchez (D-California) and Vernon Ehlers (R-Michigan) sponsored the resolution. With a record number of representatives signing on as co-sponsors, this year marks the first time the House has introduced a National School Counseling Week Resolution. On January 29, the Senate passed a National School Counseling Week Resolution sponsored by Senators Patty Murray (D-Oregon) and Gordon Smith (R-Oregon). 2008 marks the first time both houses of Congress have passed the resolutions in advance of National School Counseling Week. Read the resolutions at <http://www.schoolcounselor.org/files/HRes932.pdf> and <http://www.schoolcounselor.org/files/sr436.pdf>.

State Student Support Services Consultant Presented to Joint Legislative Education Oversight Committee

On Tuesday, January 8, 2008 Teresa Smith, North Carolina Department of Public Instruction (DPI) Student Support Consultant, Eric Sparks, American School Counselor Association (ASCA) President, Dr. Renee Evans, North Carolina School Counselor Association (NCSCA) President, Portia Lambright, NCSCA Past President, and Deirdra Williams, NCSCA Government Relations Co-Chair provided a presentation to the Education Oversight Committee. The Committee convened to obtain additional information on the role school counselors' play in providing dropout prevention and intervention services, specifically:

- o counselor-to-student ratios in schools with a sixth grade or higher;
- o counselor funding sources;
- o counselors' primary duties;
- o school-based dropout prevention and intervention services; and
- o personnel per local school district whose primary responsibility is to provide school-based dropout prevention and intervention services.

In addition, information was provided on the level of implementation of the school counselors' job description, the ASCA National Model, comprehensive counseling programs, and NCSCA efforts to provide needed intervention to students.

In the spring of 2006, at the request of the General Assembly and the State Board of Education, North Carolina school counselors, district level Student Support Services Directors, and LEA dropout prevention coordinators were surveyed to determine the dropout prevention services provided and how counselors influence the dropout rate. The survey answered questions outlined in Session Law 2006-176, Senate Bill 571. This article highlights the answers to these questions. The full reports provided to the Joint Legislative Education Oversight Committee are located at <http://www.ncpublicschools.org/studentsupport/counseling/>

LEA Counselor-to-Student Ratios in Schools with a six or higher grade

Based on data compiled in the Office of Information, Analysis and Reporting section at the North Carolina Department of Public Instruction the state average for Counselor-to-Student Ratios is 1:320 for middle and high schools. National Best Practices recommends a 1:250 Counselor to Student Ratio. A snapshot of the Counselor-to-Student ratio distribution follows:

School District	Counselor-to-Student Ratio
Hertford County	1:171
Alleghany County	1:250
Camden County	1:521
Avery County	1:560
Clay County	1:761

School Counselor Position Funding Source

The State provides funding for school counselors, social workers, and other 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 through the Program Report Code (PRC 007). School districts have flexibility on how they use these funds. North Carolina has 2,321, 6-12 school counselors. Ninety-four percent (2,193) are state funded, 5% (114) are local funded, and 1% (14) are federally funded. This information was compiled based on data supplied through the Information, Analysis, and Reporting section at the North Carolina Department of Public Instruction.

Counselors' Primary Duties

The surveys were used to assess school counselor primary duties as defined in the North Carolina School Counselor Job Description. For the purposes of the study, "appropriate time allocation" was defined as time frames aligned with recommended national best practices and the State School Counselor Job Description. The job function areas are Guidance Curriculum, Student Planning, Preventive and Responsive Services, System Support, Accountability, and Development and Management of the School Counseling Program.

School Guidance Curriculum

School counselor provide leadership and collaborate with teachers on the school-wide integration and implementation of the State Guidance Curriculum, which is designed to integrate guidance components into the regular classroom rather than being a separate, stand alone curriculum delivered by the school counselor(s). Fifty-two percent of the respondents indicated appropriate time allocation within the Guidance Curriculum.

Student Planning

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

Preventive and Responsive Services

Through the preventive and responsive services job function, counselors assist parents, teachers, and administrators in helping students, who are experiencing problems that interfere with their success in school. Many of these types of activities directly effect dropout prevention. Thirty-five percent of the respondents noted appropriate time allocation.

System Support

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 program management and evaluation, community outreach, personal professional development, assisting teachers, parents/guardians in interpreting and understanding student data. Forty-one percent of the respondents indicated appropriate time in this area.

Accountability and Development and Management of a School Counseling Program

To plan a data-driven, comprehensive school counseling program to meet the needs of students, school counselors must develop, manage, and evaluate their programs. Examples of the accountability function includes: conducting yearly program audits to review the extent of program implementation; collecting and analyzing data to guide program direction; measuring results of the school counseling program activities; monitoring student academic performance, behavior, and attendance; and assisting with appropriate interventions. A combined 20% of the school counselors' time should be devoted to Accountability and Development and Management of the School Counseling Program. Fifty-seven percent of the respondents indicated appropriate time allocation for Development and Management of the School Counseling Program. Fifty-five percent of the respondents indicated the appropriate amount of time used within the Accountability component.

School-based Dropout Prevention and Intervention Services

There were trends across the state in how dropout prevention and intervention services are provided. Most respondents designated students at risk of dropping out based on achievement scores and attendance rates. Once teachers receive the achievement information, they complete a Personalized Education Plan (PEP) for each student scoring below a level three. The PEP provides targeted academic intervention services and includes input from parents. Services recommended through the PEP include credit recovery, alternative learning, and after-school tutorial programs.

Parents are notified of student absenteeism through telephone calls and/or letters sent home to parents. In addition, students with high absenteeism are referred to the school's student assistance team. Student assistance

teams are often comprised of school administrators, school counselors, school social workers, resource officers, and parents. The student assistance team's purpose is 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, individual, or group counseling.

LEAs and schools develop partnerships with other state agencies and community groups to provide services to students. Services are provided during and after the school day. At the middle school level, skills training such as conflict resolution, peer mediation, and study skills, in-school tutoring, and peer mentors are offered. High schools offer flexible scheduling, varied course offerings (virtual high school and online Learn and Earn), and dual enrollment. In-school partnerships included programs such as GEAR UP, Communities in Schools, AVID, and community volunteers.

Services provided after the regular school day include tutorial programs at the middle and high school. Middle schools offer mentoring programs through community groups and organizations such as Big Brothers and Big Sisters. High schools offer work-study programs, mentoring programs, and service learning. Some districts have been awarded Child and Family Support Teams. These teams deliver dropout prevention and intervention services to students and their families before, during, and after regular school hours. External partnerships included agreements with the North Carolina Department of Health and Human Services and North Carolina Juvenile Justice Delinquency Prevention.

School counselors, for the most part, were not directly involved in the delivery of services because of other duties and responsibilities. Student registration, scheduling, standardized test administrations, and parent conferences are some of the duties listed that consumed their time. However, respondents reported that some services counselors provide have an indirect impact on dropout rates. These services include flexible scheduling, college preparation, referrals to external agencies, counseling, and implementation of social/personal development programs.

Dropout Prevention Personnel

For the purpose of the study, primary job responsibility was defined as 75% or greater of the individual's time is spent providing dropout prevention strategies. Two hundred thirty-nine middle schools and 188 high schools responded to the survey. The reporting middle schools represented 425 middle school counselors and 16 middle school dropout prevention counselors. The reporting high schools represented 518 high school counselors and 40 dropout prevention counselors. It is important to note that the middle and high school dropout prevention personnel identified may or may not have the job title of "Dropout Prevention Counselor." Dropout prevention personnel include School Social Workers, Lead Teachers, Case Managers, Dropout Prevention Facilitators, Dropout Prevention Coordinators, Attendance Counselors, Youth Development Specialist, and At-Risk Counselors.

Barriers to Implementing the Job Description

School Counselors reported they continue to spend an inordinate amount of time carrying out clerical and administrative tasks that were beyond their fair share and were unrelated to implementing the State job description. Testing coordination was noted most frequently with 40% of the respondents selecting testing coordination. Thirty percent indicated coordination of the Student Assistance/Support Management Team was interfering with their capacities to implement the school counselor job description. Serving as a registrar was selected by 20% of the respondents. School counselors helping students register for an appropriate class has grown into performing all registration tasks in many schools. Additionally, counselors said they are participating in rigid classroom guidance rotations (23 classes per week), ongoing IEP counseling, and teaching/tutoring content areas. District level identified barriers to implementing the new job description was reflective of what the counselors reported. The trends reflect testing coordination, counselor-to-student ratio, non-counseling clerical duties, a rigid classroom schedule, and extra duties assigned to protect teacher times.

Eric Sparks, ASCA President, described the National Model and how counselors work to effect academic, personal/social and career development of students. This work is significant because it directly relates to dropout prevention. Understanding how the National Model works and developing comprehensive programs positively affect student achievement. Mr. Sparks shared examples of what counselor activities are and how they relate to

dropout prevention. Dr. Renee Evans, NCSCA President, supplied details on school counselor training programs in North Carolina. This training is specific and prepares school counselors to deal immediately with student problems that may lead a student to drop out of school. NCSCA and DPI have increased this preparation by providing professional development on the National Model and counselor job description training to counselors, superintendents, and other administrators. In addition, NCSCA annual fall conference provides a significant percentage of workshops directly related to dropout prevention.

Deirdra Williams, NCSCA Government Relations Co-Chair gave personal accounts of the positive effects counselors make on student achievement when barriers do not exist. She stated,

“School counselors' time is much better spent helping students who are struggling academically rather than counting pencils. It is wonderful to be in a position to aid in students' academic, career, and personal/social development. Counselors need more administrative support. Administrators and counselors should be trained in the National Model and begin to implement the new counselor job description.”

The Joint Legislative Education Oversight Committee offered a favorable response to the presentation. DPI and NCSCA will provide additional information regarding the school counseling profession to the Education Oversight Committee.

2008 Supporting Children & Families of the National Guard and Reserve Institute

In an effort to help school staff understand the unique challenges faced by children and families of deployed family members, the State Board of Education, the N.C. Department of Public Instruction have partnered with the Governor's Office, and the N.C. National Guard Family Readiness Program to provide *Supporting Families and Children of the Guard and Reserve Institutes*. You are invited to participate in a two-day institutes, which will be offered at three areas in the state. The Military Child Education Coalition (MCEC) will conduct the institutes. MCEC is a non-profit organization that is working hard to identify educational challenges, to create an awareness of those challenges in the military and educational communities, and to encourage and support opportunities for systemic change where possible. The institutes are open to all school personnel, but are specifically planned for K-12 school-based administrators, teachers, counselors, and social workers. Participants must register in advance at <http://www.militarychild.org/Institutes.asp>. The institute registration is free. Each participant is responsible for his/her mileage and overnight lodging, if needed. The dates and locations for each institute are:

- March 6-7, 2008 Gateway Technology Center (Campus of Wesleyan College), 3400 North Wesleyan Blvd Rocky Mount, NC
- March 10-11, 2008 Radisson Hotel High Point, 135 N. Main Street, High Point, NC
- March 13-14, 2008 Broyhill Inn & Conference Center (Campus of Appalachian State University), Boone, NC

For more information about the institute, please contact Linda Neault at Linda.Neault@MilitaryChild.org or phone 254.953.1923.

FAFSA Day

Free Application for Federal Student Aid (FAFSA) Day is a free service sponsored by College Foundation of North Carolina and the North Carolina Association of Student Financial Aid Administrators. FAFSA Day is Saturday, February 9, 2008 from 9:00 am -12:00 noon (*Note: different times for the two Charlotte programs*). On FAFSA day, financial aid professionals at 56 locations across the state will help students and their families complete and electronically submit their FAFSA forms, which are required for consideration for federal and state need-based programs and other financial assistance for college. A listing of the 2008 FAFSA Day sites can be found at www.CFNC.org/fafsaday. Counselor volunteers are needed to serve as greeters at their local FAFSA Day sites. If you are interested in helping on FAFSA Day, or if you have questions or need additional information, please contact Robbie Schultz at robbie@ncseaa.edu or 800-700-1775.

Eleventh Annual School Social Work Association of America Conference in Denver, Colorado April 3-5 2008, Denver Marriott City Center

The pre-conference offerings on April 2nd include: (1) John Nicoletti, Ph.D., who will address school violence. Author of numerous publications including *Violence Goes to School*, Dr. Nicoletti provided expert testimony for the Columbine Review Commission. (2) Michael S. Kelly, Ph.D., LCSW, and Jim Raines, Ph.D., LCSW on *Practicing EBP in the "Real World" of Schools*. This dynamic and interactive workshop will use research findings from the two presenters' recent Oxford University Press book on EBP in school social work. Key resources and tools will be shared. (3) National Runaway Switchboard Trainers will present the *Let's Talk: Runaway Prevention Curriculum*, an interactive, 14-module curriculum intended to build life skills, increase knowledge about runaway resources and prevention; educate about alternatives to running away; and encourage youth to access and seek help from trusted community members. You will also enjoy excellent workshops, great food, and conversations with school social workers from across the country. Nearby features include shopping in walking distance at the 16th Street Mall, a huge variety of restaurants, museums, and more! Check the SSWAA website for the brochure and At-A-Glance pages. **Register NOW on-line!** www.sswaa.org

2008 College Tech Prep Annual Conference

The goal of College Tech Prep is to prepare students to enter the high wage, highly technical, and rapidly changing career fields available in the present and future workplace. College Tech Prep is a seamless educational program that begins in the 9th grade and continues through high school and into the community college and ends with a student obtaining a two-year Associate Degree, two-year Certificate, or completion of a two-year registered apprenticeship. The 2008 Conference is March 3-5, 2008 Sheraton Hotel at Four Seasons, Koury Convention Center, Greensboro, NC. The conference strands will include Planning & Counseling for North Carolina's Emerging Careers, Blending Academics & Technology for a Prepared Workforce, College Tech Prep Basics, and Leadership through College Tech Prep. This professional development program is designed to meet the needs of multiple Secondary and Postsecondary Career Technical Education providers including Community College Counseling and Student Services Staff, School Counselors and Career Development Coordinators, Special Populations Coordinators, Faculty/Teachers—Mathematics, Science, Communication Skills and Career-Technical Education, Interdisciplinary teaching teams, and Career-Technical Education Administrators/Department Heads. Registration is \$150 per person before February 15, 2008. Registrations received after February 15, 2008 and onsite registration will be \$180 per person. Conference details and registration for the conference are online at http://www.nccommunitycolleges.edu/Tech_Prep/index.html.

Approaches to Dropout Prevention

A new report, "Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions," outlines steps schools can take to identify at-risk students and provide the necessary support systems and interventions to help students obtain a high school diploma. To get the report: http://www.betterhighschools.com/docs/NHSC_ApproachesToDropoutPrevention.pdf.

Helping Teens with Diabetes

About 154,000 young people under age 20 have diabetes in the United States, and 79 percent are aged 10 to 19 years of age. As obesity rates continue to soar, type 2 diabetes is becoming more common in teens. The National Diabetes Education Program (NDEP) has developed a free series of tip sheets to encourage teens with diabetes to reach out and get support from others and take action to manage the disease. Download the free tip sheet at <http://ndep.nih.gov/>.

Community Service Options Toolkit as an Alternative to Suspension

The *Community Service Options Toolkit*, developed by Smith Prevention Initiatives in Arizona, is designed to serve as a reference for schools, school districts, or community agencies looking to use community service programs as part of their disciplinary strategies. The Toolkit presents community service as a win-win alternative to suspension where youth have opportunities to learn a variety of skills while giving back to the community. It provides educators a systematic guidance through the processes of planning and implementing community

service as part of alternatives to suspension in their school districts. The Toolkit can be found at <http://serviceoptions.org/toolkit.html>. SOURCE: National Center for Mental Health Promotion and Youth Violence Prevention, Dec. 28, 2007.

New Recommendations to Mediate the Effects of Exposure to Violence on Adolescents

Research demonstrates that witnessing or being a victim of family or community violence can result in long-term effects on the mental health and behavior of adolescents. These effects include depression, anxiety, academic problems, substance abuse, and high-risk sexual behavior. Youth exposed to violence are also at increased risk of placement in special education programs, child welfare agencies, and juvenile justice programs. Exposure to violence disproportionately affects adolescents in African American and other minority communities.

Based on his analysis of the research, Dexter Volsin of the University of Chicago's School of Social Service Administration made a number of recommendations for practices that can help young people cope with the effects of exposure to family and community violence. While these recommendations were primarily directed at social workers, they are pertinent to other professionals and organizations working with youth at increased risk for exposure to violence. The recommendations extend those made in *Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda* (2000). Volsin recommended the following:

- Practitioners providing services to youth should be educated on the relationship between exposure to violence and risk behaviors as well as the importance of assessing young people for exposure to violence.
- Agencies and organizations working with youth should use a common language describing adolescent exposure to violence and use common assessment tools to measure such exposure.
- Practitioners working with youth at risk for exposure to violence should be trained in evidence-based interventions that address the effects of this violence. These interventions should be extended to the parents of youth to help the parents manage the effects of their own exposure to violence, as well as to help their children cope.
- African American and other minority youth are less likely to receive formal mental health services than their white peers. Parents from ethnic minority communities are more likely to consult family and community members for help [rather] than mental health practitioners. Thus, interventions that reach beyond traditional mental health settings are important to increase the access of minority youth to assessment and mental health services.
- There is a need for interagency collaboration and training to help practitioners and service providers detect, assess, and intervene in exposure to violence.

For more information on these issues, see "The Effects of Family and Community Violence Exposure Among Youth: Recommendations for Practice and Policy," by Dexter R. Voisin, in the Winter 2007 issue of the *Journal of Social Work* (Vol. 43, No. 1). SOURCE: National Center for Mental Health Promotion and Youth Violence Prevention, Dec. 28, 2007.

Scholarship and Grant Opportunities

North Carolina Hospitality Education Foundation Student Scholarship and Teacher Grants

Applications for the 2008-09 academic year NC Hospitality Education Foundation scholarships and grants are online at www.ncrla.biz under the "Education Foundation" tab. Postmark deadline has been extended to February 4, 2008.

Scholarships are available for high school, undergraduate and graduate students pursuing careers in the culinary arts, hospitality, and tourism industries. Special awards are available to the children of hourly restaurant employees (William F. Carl Scholarships), and women pursuing a career in the food service industry (Vickie Clark-Flaherty Scholarships). Educational development grants are available for high schools, community colleges, and four-year institutions. For questions, please contact Alyssa Barkley at (800) 582-8750.

Grants to Reduce Alcohol Abuse CFDA 84.184A

This program provides grants to local educational agencies (LEAs) to develop and implement innovative and effective programs to reduce alcohol abuse in secondary schools.

Applications Available: January 3, 2008

Deadline for Transmittal of Applications: February 19, 2008

Eligible Applicants: (a) LEAs, including charter schools that are considered LEAs under State law. (b) The Secretary limits eligibility under this discretionary grant competition to LEAs that do not currently have an active grant under the Grants to Reduce Alcohol Abuse program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

Estimated Available Funds: \$24,500,000

Estimated Range of Awards: \$250,000-\$450,000

Estimated Average Size of Awards: \$350,000

Estimated Number of Awards: 70

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice on-line at <http://www.ed.gov/legislation/FedRegister/announcements/2008-1/010308a.html> Also you may want to visit <http://www.Grants.gov>. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. Direct link to grant: <http://www07.grants.gov/search/search.do;jsessionid=H2BDX40xQGFpNZGnWCcXKj6TginsFiGhT1L1JmpKQ5PmHpsGflz!963478001?oppld=16403&flag2006=true&mode=VIEW>

Safe Schools/Healthy Students Program Grant

The U.S. Department of Education, Office of Safe and Drug-Free Schools announced that it is accepting applications for grants for the Safe Schools/Healthy Students Program. The Safe Schools/Healthy Students program supports the implementation and enhancement of integrated, comprehensive community-wide plans that create safe and drug-free schools and promote healthy childhood development.

Deadline: Grant applications are due March 14, 2008. Local Educational Agencies (LEA), including charter schools considered LEAs under state law, and consortia of LEAs are eligible.

Estimated Range of Awards: Up to \$750,000 for an LEA with at least 5,000 students; up to \$1.5 million for an LEA with at least 5,000 students but fewer than 35,000 students; up to \$2.25 million for an LEA with at least 35,000 students

Estimated Average Size of Awards: \$750,000 for an LEA with at least 5,000 students; \$1.5 million for an LEA with at least 5,000 students but fewer than 35,000 students; \$2.25 million for an LEA with at least 35,000 students

Estimated Number of Awards: 55

For additional information contact: Karen Dorsey at: U.S. Department of Education, 400 Maryland Ave. SW, Room 3E336, Washington, DC 20202-6450, (202) 708-4674, Karen.dorsey@ed.gov.

New Corporate Funding Resource: Sprint Ahead for Education Grant Program

Through the Sprint Ahead for Education grant program, the Sprint Foundation will award grants to school districts and individual schools to fund the purchase of resource materials, supplies, equipment, and software that facilitates and encourages character education among K-12 students. With a national reach, the program is open to all US public schools (K-12) and school districts. The Sprint Ahead for Education Grant program will accept applications for Character Education programs that promote youth leadership, youth volunteerism, school pride, and a positive school culture. Examples of programs that the Sprint Foundation will fund include:

- Costs associated with hosting a youth leadership conferences
- Character education curriculum and character education teacher training
- Direct project related costs for community service/service learning programs
- School improvement projects that serve to enhance and build school pride

District level grants are available for programs ranging from \$10,000 to \$25,000. School level grants are available for programs ranging from \$500-\$5,000.

In 2008, the Sprint Foundation plans to award up to \$600,000 in combined grants to schools and school districts. The grant application period will run from March 3rd - April 15th 2008. Applications for funding must be submitted online at www.sprint.com/citizenship/education/sprintahead <<http://www.sprint.com/citizenship/education/sprintahead>>.

2008 Sprint Ahead for Education Session Timeline:

March 3-April 15 Online grant application session

April 15-May 30 Grant application review period

June 30 Educators are notified of their application's status

Aug. 15 Grant recipient funds are sent to school or district central offices

July 1, 2009 Results Reports are due from grant recipients

Miscellaneous

MIT & Free Online High School Courses

The Massachusetts Institute of Technology (MIT) has created a web site with free online resources that aim to improve science, technology, engineering, and mathematics (STEM) instruction at the high school level. "Highlights for High School," which builds on MIT's OpenCourseWare (OCW) initiative, is designed to inspire the next generation of engineers and scientists and to serve as a valuable tool for high school teachers. OCW publishes educational materials under an open license that encourages their reuse, redistribution, and modification for noncommercial purposes. For the full story visit: http://www.eschoolnews.com/news/top-news/index.cfm?i=50758;_hbguid=2fe71869-7611-4edb-8f76-1d460f3866e9

ASCA Launches Blogs

Check out the newest addition to ASCA's Web site - a blog on all things school counseling. In addition to postings by the executive director, future blog postings will also be available from the ASCA president and various others in the field. Check out the blog at http://blog.schoolcounselor.org/applications/WebBlogManager/inc_webblogmanager.asp

Career Survey

WGBH is conducting a short online survey to gather high school career counselors' feedback about their students' attitudes toward and understanding of certain careers. Sharing your experiences will help WGBH develop an educational program designed to encourage female students to consider careers that have historically been male dominated. The survey is open until February 15, will take approximately 15 minutes of your time, and all responses are anonymous and will be kept private. Prize drawing for the first 250 respondents. Survey located at http://www.surveymonkey.com/s.aspx?sm=j8Bz99rQ2WXO596m5chGXA_3d_3d



NC has a School Counselor of the Year Finalists

American School Counselor Association's School Counselor of the Year program honors the best of the best - school counselors who are running a top-notch, comprehensive school counseling program at either the elementary, middle or high school level. In February 2008, this newly enhanced program brought ten finalists and their nominators on an all-expenses paid trip to Washington, D.C., where they participated in high-level

congressional briefings, a tour of Washington, D.C., and were honored at a black-tie awards ceremony on February 1. From these ten finalists, one school counselor of the year was selected. The finalists were:

- Faye T. Arco, Badger Springs Middle School, Moreno Valley, California
- Diann Branch, Chattahoochee Elementary School, Cumming, Georgia
- Tammy Dodson, Grandview High School, Aurora, Colorado
- Linda C. Eby, Gresham-Barlow School District, Gresham, Oregon
- Gretchen W. Krueger, Green Hope High School, Cary, North Carolina
- Mary Janell Leatherman, Emerald Cove Middle School, Wellington, Florida
- Tammi Mackeben, Ernestso Serna PK-8 School, El Paso, Texas
- Jill S. Mueth, Ed.D., LaSalle Springs Middle School, Wildwood, Missouri
- Shirley A. Pate, Joseph Gale Elementary School, Forest Grove, Oregon
- Cynthia Marie Vines Davis, Columbia Elementary, Madison, Alabama

We salute Gretchen W. Krueger from Green Hope High School Cary, North Carolina on her achievements! The 2008 School Counselor of the Year is Tammi Mackeben, Ernestso Serna PK-8 School, El Paso, Texas.

Another Bright Ideas Grant Recipient

Dana Alexander, Social Worker, at Roberson-Center for Educational Achievement (Edgecombe County Public Schools) received a Bright Ideas Grant. She received \$1200 for a project called "History and My Story." The website is www.ncbrightideas.com.

Professional Development Opportunities

- **Annual AP/IB and Honors Forum**, February 13, 2008 at the Twin City Quarter in Winston-Salem, NC. For more information visit <http://www.ncpublicschools.org/apinitiatives/forum>
- **North Carolina Counselor Association Annual Conference**, February 20 – 23, 2008, Sheraton-RTP, NC. For more information visit <http://www.nccounseling.org>
- **ASCA's Advocacy and Public Policy Institute**, March 2–5, 2008, Arlington, Va. For more information visit <http://www.schoolcounselor.org/content.asp?pl=325&sl=129&contentid=499>
- **2008 College Tech Prep Conference**, March 3-5, 2008, Joseph S. Koury Convention Center in Greensboro, NC. For more information visit http://www.nccommunitycolleges.edu/Tech_Prep/index.html
- **2008 Supporting Children and Families of the National Guard and Reserve Institute:**
 - March 6-7, 2008 Gateway Technology Center (Campus of Wesleyan College), 3400 North Wesleyan Blvd Rocky Mount, NC
 - March 10-11, 2008 Radisson Hotel High Point, 135 N. Main Street, High Point, NC
 - March 13-14, 2008 Broyhill Inn & Conference Center (Campus of Appalachian State University), Boone, NC

Participants must register in advance at <http://www.militarychild.org/Institutes.asp>.

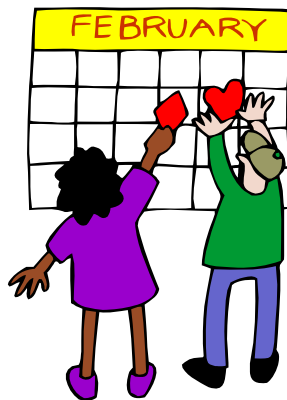
- **2008 Exceptional Children Directors' Institute**, March 11-12, 2008, Embassy Suites, Greensboro, NC. Registration information and a list of currently registered participants can be found at <http://www.ncpublicschools.org/ec/directorsinstitute/>
- **2008 Raising Achievement and Closing Gaps Conference**, March 31-April 2, 2008, Joseph S. Koury Convention Center, Greensboro, NC. For more information visit <http://www.ncpublicschools.org/racg/conference/connecting/registration>

- **11th Annual School Social Work Association of America Conference**, April 3-5, 2008 at the Denver Marriott City Center in Denver, Colorado. For more information visit <http://www.sswaa.org>
- **American School Counselor Association Annual Conference**, June 28-July 1, 2008 at the Hyatt Regency, Atlanta Georgia. For more information visit <http://www.schoolcounselor.org/content.asp?pl=325&sl=129&contentid=182>

If you are aware of workshops, trainings, and/or staff development activities that will benefit student support services personnel and students in North Carolina, please send all pertinent details to tsmith@dpi.state.nc.us.

2008 Dates to Remember

<i>National Teen Dating Violence Awareness and Prevention Week</i>	<i>February 4-8, 2008</i>
<i>National School Social Work Week</i>	<i>March 3 – 8, 2008</i>
<i>National School Nurse Day</i>	<i>May 7, 2008</i>
<i>North Carolina College Application Week</i>	<i>November 10 – 14, 2008</i>
<i>National School Psychologist Week</i>	<i>November 10 – 14, 2008</i>



Note: If you are not on the NCDPI Student Support Services listserv and would like to join, go to <http://www.ncpublicschools.org/studentsupport/egroup> to register.