

NC School Psychologist Fact Sheet 2019

Issue: Statewide shortage of School Psychologists. NC is losing its School Psychology graduates to other states because of higher salaries. NC needs to keep its highly trained School Psychologists in NC.

Actions: NCSPA asks the NC General Assembly to significantly increase pay for School Psychologists for increased retention/recruitment statewide.

North Carolina School Psychologists (SP)	
Volume of training for NCDPI Licensure Requirements	<ul style="list-style-type: none"> • 60 Graduate Credit Hours, 1200-hour full-time internship over one year • At least 600 hours of the internship must be completed in a school setting. • Highest licensure requirement in NC: Advanced Degree is required <u>only</u> for School Psychologists.
Total number of School Psychologists within NC	Total School Psychologists in NC = 744 currently employed in traditional SP roles (~60 more in other positions) National Recommended ratio is 1:500-700 for comprehensive services. Currently, the NC ratio is 1:2,100 .
Staff Vacancies Statewide	2018 Statewide Vacancies = 75 NC Districts without a full-time School Psychologist on staff = 13
University SP Training Programs within NC	5 NC Training Programs NC is unable to graduate enough School Psychologists to fill 75 statewide vacancies in one year. SPs need special and immediate incentives to stay in or move to NC schools.
National certification recognition with pay	A NC School Psychologist is not offered a supplement as a Nationally Certified School Psychologist (NCSP). School districts in other states offer such a supplement for NCSP.
Skill Breadth: Social Emotional Learning, School Safety, Assessment, Curriculum, & Academic Interventions	Yes NC School Psychologists support <i>Whole School, Whole Community, Whole Child</i> model. http://www.nhealthyschools.org/wholechild/ Our role positively impacts and supports Career- and College-Readiness.
Special Education & Students with Disabilities	Yes School Psychology training programs build a deep understanding of special education policies and procedures in addition to a strong understanding of child development.

This information was compiled by the NCSPA Legislative and Public Policy Committee. Sources include: NCDPI, NCSPA, NASP, NC SMHI. See NCDPI School Psychology Workforce Report at:

http://ncdpischoolpsychology.ncdpi.wikispaces.net/file/view/WorkforceReport_SchoolPsychology_2017-2018.pdf/629872131/WorkforceReport_SchoolPsychology_2017-2018.pdf