



DEVELOPMENTS RELATED TO
DROPOUT PROGRAMS,
CAREER & COLLEGE READINESS,
&
GUIDANCE & COUNSELING

May 17, 2011

WA Institutional Education Conference

Mike Hubert

OSPI

SUPERINTENDENT DORN'S 2011 LEGISLATIVE PRIORITIES



- Meet our Constitutional Obligation to Fully-fund our Public Schools
- Improve Achievement for ALL Students and Reduce the [Dropout Rate](#)
- Modify our Mathematics and Science Assessment Graduation Requirements
- Expand Career/Technical Education (CTE) and Science, Technology, Engineering, and Mathematics (STEM) Opportunities
- Promote Early Learning Opportunities

DROPOUT PREVENTION,
INTERVENTION
&
RE-ENGAGEMENT

DROPOUT PREVENTION

School counselors make a vital contribution to the mental wellness of at-risk students

Counselors provide:

- Consultation in defining and identifying at-risk students
- Responsive programs to meet academic, educational and career counseling needs
- Curriculum programs to strengthen personal/interpersonal skills
- Support and development presentations to staff and community members
- Consultation to parents/guardians

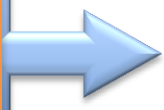




ESSB 6403: ACCOUNTABILITY & SUPPORT FOR VULNERABLE YOUTH

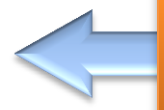
- A 2010 act relating to accountability and support for vulnerable students to address dropout prevention, intervention, and reengagement.
- OSPI, in collaboration with the Building Bridges Work Group, must develop and report recommendations to the Quality Education Council (QEC) and the Legislature for the development of a comprehensive, K–12 dropout reduction initiative.

Academic
(Graduation, Career/College Ready)



Integrated Student Support Framework
Goal: Graduation, Ready to Work, Ready for Life.

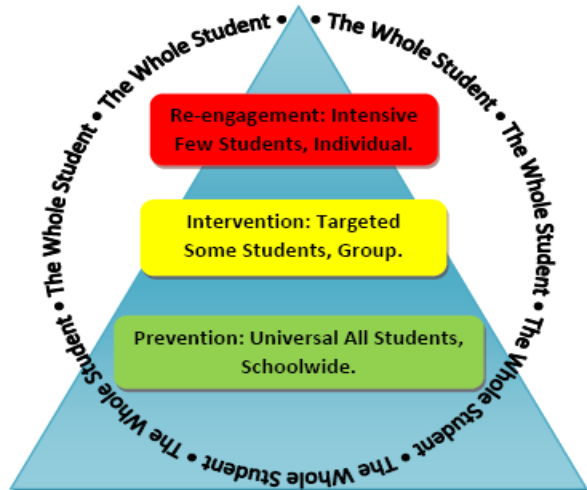
Student Support
(Physical, Social Emotional and Behavioral Health)



- Student Advocates to provide Intensive, individual outreach, case management and services including collaboration with community providers.
- Alternative learning options (i.e. on-line learning, retrieval programs).

- Student Assistance Program (Coordinator and Team).
- Progressive levels of Tier 2 assessments and interventions.
- Standard treatment protocol. Immediate, entry level intervention for all students identified at risk.

- Regular academic progress monitoring by all teachers in content areas.
- Student, Family, and Community engagement and leadership.
- Assessment and Universal Screening.
- Core Academic Instruction (research based with fidelity).
- Student Advisory Program.
- Comprehensive Guidance and Counseling Program.



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- Assessment and Universal Screening.
- Student, Family, and Community engagement and leadership.
- School culture and climate.
- Student health and well being.
- Student Advisory Program.
- Comprehensive Guidance and Counseling Program.

School Improvement Planning Process to include intentional dropout prevention, intervention and retrieval strategies utilizing self assessment tools to develop both academic and student support.

Partnership
Collaboration and communication among schools, families and communities to identify challenges and work toward culturally competent solutions.

Leadership
Effective School District and Building leadership is required to implement and ensure accountability of the change processes.

Technical Assistance and Implementation
(Professional Development/Training/Coaching) implementation of evidence-based programs and culturally competent practices with fidelity.

Aligned Early Learning with emphasis on language and literacy instruction—goal of all children reading at or above grade level by 3rd grade.

E2SHB 1599 PASS LEGISLATION

Establishing programs and pay for actual student success dropout prevention program

Signed into law: 05.10.11

- Funds appropriated to schools for success in dropout prevention.
- Funds to be used for programs such as Building Bridges expansion, JAG, Opportunity Internship Program.
- Funds provide for student support services provided by college scholarship organizations for low income and foster care youth including college and career advising, counseling, and community mentor programs.

OSPI DROPOUT EFFORTS: LEARNING & TEACHING SUPPORT

- Administration of Title I Neglected-Delinquent Federal Funds
- Children of Incarcerated Program Support
- Juvenile Sex Offender Support Technical Assistance

Point of Contact: Kathleen Sande

ADDITIONAL OSPI DROPOUT EFFORTS (sampling)

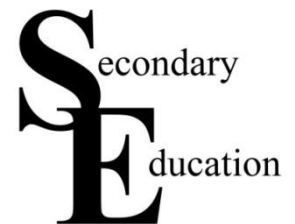
- DEWIS
- GRADS Program
- ESSHB 1418 – Dropout Reengagement Program
- Comprehensive Guidance & Counseling
- School/District Improvement
- Student Assistance Prevention and Intervention
- Operation Military Kids
- Healthy Youth Survey
- Jobs for America Graduates (JAG)
- Integrated Basic Education and Skills Training (I-BEST)
- Readiness to Learn and Compassionate Schools
- Navigation 101

CAREER & COLLEGE READINESS

WHAT ARE WE DOING IN CAREER & COLLEGE READINESS IN WA STATE?

Program Efforts

- ✓ Revising graduation requirements to reflect college-ready standards
- ✓ Increasing equivalency crediting
- ✓ Continuing development of Running Start for the Trades options
- ✓ Renewing high-demand grants in green careers, integrated courses, STEM, and health care
- ✓ Continuing to develop a strong RTI based guidance and counseling program framework
- ✓ Initiating conversations to create a cross-agency statewide career and college readiness infrastructure



E2SHB 1808 LAUNCH YEAR

Signed into law: April 15, 2011

- Requires high schools to **work toward the goal to offer dual credit courses** to give students the opportunity to earn the equivalent of one year's work of postsecondary credit.
- Information about dual credit programs such as **Running Start, College in HS, AP, Tech Prep, and RS for Trades** should be shared with students and their parents each year.
- Courses for dual credit will be **published annually** by HECB and SBCTC.

MATH END OF COURSE EXAMS

HB 1412

Regarding mathematics end-of courses assessments

Signed into law: 04.11.11

- To Graduate, Classes of 2013 and 2014 must meet standard on one high school end-of-course mathematics assessment.
- Classes of 2015 and beyond must meet standards on two high school end-of-course mathematics assessments.

SCIENCE EOC RECOMMENDATIONS

HB 1410

Regarding science end-of-course assessments

Special Session: In 2nd Reading

Superintendent Dorn's recommendations:

- Implement Biology end-of-course exams in 2012 (as planned)
- Phase in Physical Science in 2015 and Integrated Science 2016
- Delay graduation requirement until Class of 2017
- Take actions to ensure students have an opportunity to be successful

SBE: GRADUATION REQUIREMENTS

http://www.sbe.wa.gov/documents/Webinar%20Presentation%20on%20Graduation%20Requirements.pdf - Windows Internet Explorer

http://www.sbe.wa.gov/documents/Webinar%20Presentation%20on%20Graduation%20Requirements.pdf

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Graduation Requirements: Washington Essentials

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graph TD; A[High School and Beyond Plan] --> D((Career and College Ready)); B[Culminating Project] --> D; C[Mandatory & Student Choice Classes] --> D; E[Assessments] --> D; F[Local Requirements] --> D;
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The diagram illustrates the components of Washington's graduation requirements. At the center is a blue circle labeled "Career and College Ready". Five colored boxes with arrows point towards this central circle: a purple box for "High School and Beyond Plan", a green box for "Culminating Project", a light blue box for "Mandatory & Student Choice Classes", a red box for "Assessments", and an orange box for "Local Requirements".

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SBE Proposed Changes for Class of 2016 (based on OSPI fiscal analysis)

Policy Changes

150 – Hour
Credit

WA State
History

2 for 1 CTE
Equivalency
Credits

Credit Changes

Staying within the 20 required credits for the class of 2013:

- Increase English from 3 to 4 credits
- Increase social studies from 2.5 to 3 credits
- Add .5 credit of civics (within the 3 credits of social studies) (per RCW 28A.230.093)
- Decrease electives from 5.5 credits to 4 credits

Note: Additional changes in graduation requirements will not occur until the legislature is able to provide funding. SBE did not submit a bill to increase the graduation requirements during the 2011 session.



WASHINGTON STATE BOARD OF EDUCATION

“Advocate for system funding investments, including **comprehensive guidance and counseling** beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials.”

(WA SBE Strategic Plan 2011-2014 -Goal 3 product)

GUIDANCE ROLE ELEVATED

http://www.sbe.wa.gov/documents/Graduation%20Requirements%20Details%20Flyer.pdf - Windows Internet Explorer

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Core Courses	Credits
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occupational Education	1
Health	.5
Mandatory	
Fitness	1.5 ¹
High School and Beyond Plan (HSBP)	
Arts	1*
World Languages	2*
Career Concentration	2
Electives	2
Student Choice	
Summary	
Total Required Credits	24**

At the end of 8th grade, students would be enrolled in a common career and college program of study, one that prepares them for all options after high school, unless they substitute courses according to their High School and Beyond Plan (HSBP) in order to pursue a particular career or education goal.

Meets or exceeds Higher Education Coordinating Board (HECB) minimum subject requirements

¹ Students must earn credits in fitness unless excused per RCW 28A. 230.050.
^{*} Students may substitute coursework for 1 credit of art and 2 credits of world language if other courses would better help them meet their educational and career goals as expressed in their High School and Beyond Plans
^{**} Up to 2 credits could be waived by local administrators for students who have attempted 24 credits. Students must earn the designated credits in the mandatory subjects.
 Note: Private schools must meet the state mandatory requirements. Private schools may elect to use career concentration and electives for their local requirements, per RCW 28A.195.010

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NAVIGATION101
MORE COLLEGE & CAREER READY STUDENTS™

FIVE ATTRIBUTES OF A CAREER AND COLLEGE READY STUDENT

- **Self Aware** – can identify personal motivations and assets
- **Knowledgeable** – understands post-secondary educational and work options
- **Plan Ready** – has a meaningful post-secondary plan
- **Qualified** – has attained the requisite credentials to pursue their post-secondary plan
- **Financially Ready** – has acquired the necessary financing to pursue their post-secondary plan



INNOVATION IN CAREER AND COLLEGE READINESS

Strategic Change

Tactical Change



College and Career
Information



College and Career
Readiness
Instruction (Course)



College and Career
Readiness
**Instruction
(Program)**

Navigation 101 Elements

Program Elements

- Outcome-Based Navigation 101 Curriculum
- Individualized Student Planning
- Student Planning Portfolio
- Student-Led Conferences
- Student- Informed Scheduling



Management Infrastructure

- Leadership
- Data-Driven Planning Process
- Professional Development Framework
- Accountability Framework
- Program Sustainability



FIVE KEY ELEMENTS

1. PERSONALIZING Advisories

WHAT IT IS:

- Small groups of students with an advisor-educator
- Keep same group until graduation

RESOURCES:

- Gr 6-12 curriculum
- Videos
- Professional development training materials

BEST PRACTICE:

- Advisories meet 2x per month or more
- Advisors use Navigation curriculum

2. PLANNING Portfolios

WHAT IT IS:

- Paper or electronic collection of student work
- Organized by 3 ASCA areas: Academic, Career, Personal/Social

RESOURCES:

- Portfolio how-to
- Curriculum organized around 3 ASCA areas

BEST PRACTICE:

- Each student keeps a portfolio and uses it for student-led conferences

3. DEMONSTRATING Conferences

WHAT IT IS:

- Annual conference led by student
- Focuses on 3 ASCA areas: Academic, Career, Personal/Social

RESOURCES:

- Curriculum provides all materials to plan conferences

BEST PRACTICE:

- Each student holds a conference each year and uses the conference to register for next year's courses

4. EMPOWERING Scheduling

WHAT IT IS:

- Students are encouraged to take "gatekeeper" courses
- Course schedule is based on students' requests

RESOURCES:

- Scheduling how-to

BEST PRACTICE:

- Each student obtains the courses selected and is supported to succeed in those courses
- More students take gatekeeper courses

5. EVALUATING Data – Informed

WHAT IT IS:

- Information about student outcomes
- Collected by each Navigation school

RESOURCES:

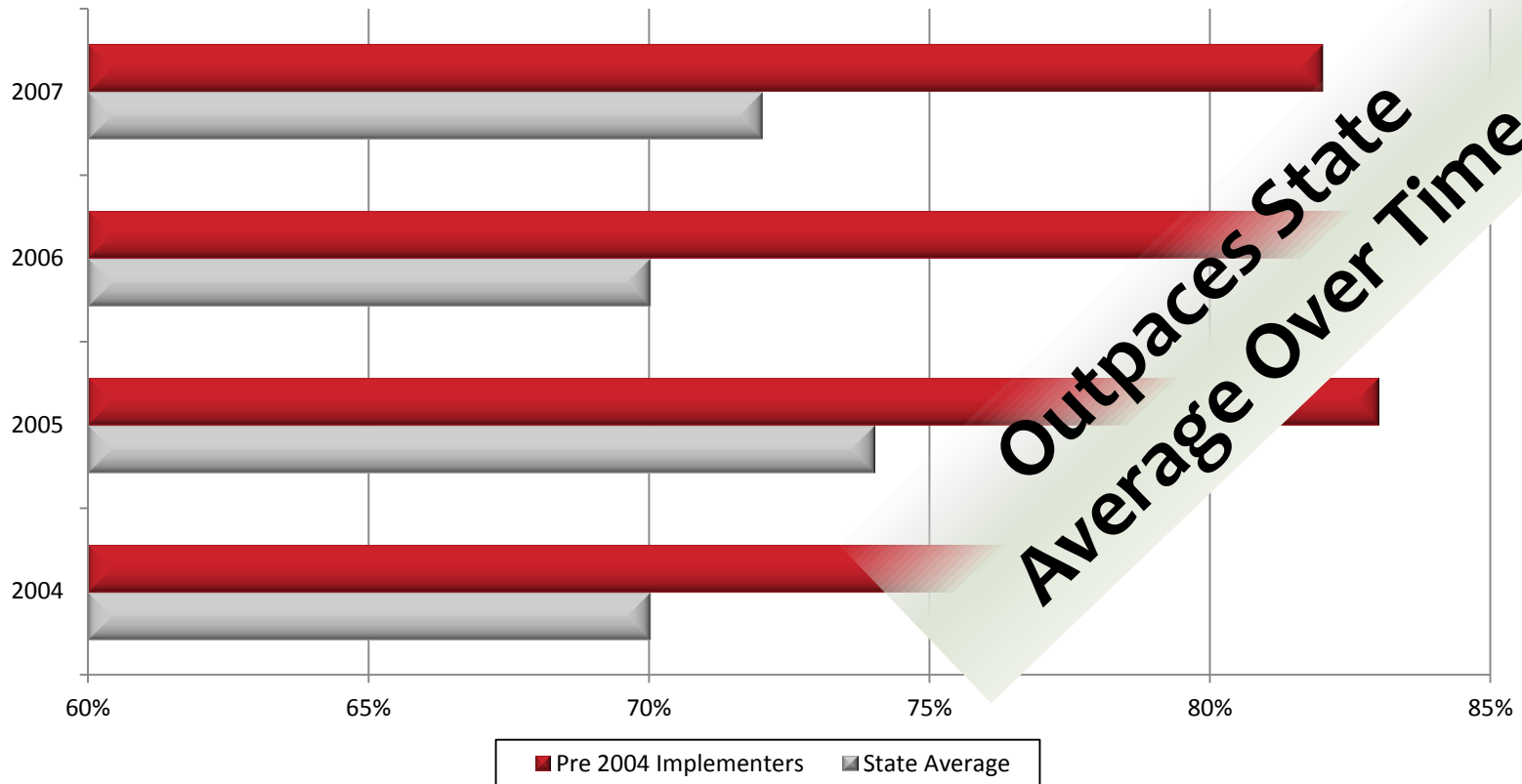
- Data Collection templates on web

BEST PRACTICE:

- Each school submits data each year
- Navigation is improved based on what we learn

NAV 101 IMPLEMENTATION AND GRADUATION

Early Implementers' Graduation Rates



EXPANDING PARTNERSHIPS IN CAREER AND COLLEGE READINESS

(to name a few)



INTEGRATION WITHIN A COMPREHENSIVE GUIDANCE & COUNSELING PROGRAM

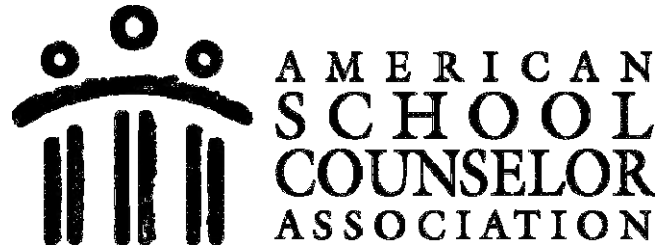
“This implementation grant will focus on each of Navigation 101’s 5 Key Elements, Program Management, as well as integrating with School Improvement Plans and embedding in a Comprehensive Guidance and Counseling Program, under the collaborative leadership of school counselors and school principal.”

(2011-12 Navigation 101 iGrants application)

GUIDANCE & COUNSELING

ASK YOURSELF... WHAT DO COUNSELORS DO EACH DAY?

- Individual student academic planning for graduation /career and college
- Interpreting test scores
- Counseling students about school attendance
- Assisting principals with identifying and resolving student issues
- Finding outside referrals for serious mental health issues
- Leadership for guidance and counseling services throughout school
- Paperwork for counseling office
- Assessment administration
- Discipline and suspension of students
- Teaching a class
- Performing clerical duties
- Assisting with principal duties
- Therapeutic counseling
- Often hear “the counselors can do that”



Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address **all** students' academic, personal/social and career development needs.

Ethical Standards for School Counselors, revised 2010

WA WORKFORCE TRAINING & EDUCATION COORDINATING BOARD UNDERSTANDS!

“A K-12 Guidance and Counseling System provides students and their parents with a curriculum to individually plan their pathways and prepare for future education and/or work after high school.”

WA State Workforce Training & Education Coordinating Board

HB 1670 → RCW 28A.410.043

- A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board.
- The purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that:
 - personalizes education
 - supports, promotes, and enhances the academic, personal, social, and career development of all students
 - And is based on the national standards for school counseling programs of the American school counselor association.

2007 WSCA



LEGISLATIVE SUPPORT UNDER BASIC EDUCATION –effective, September, 2011

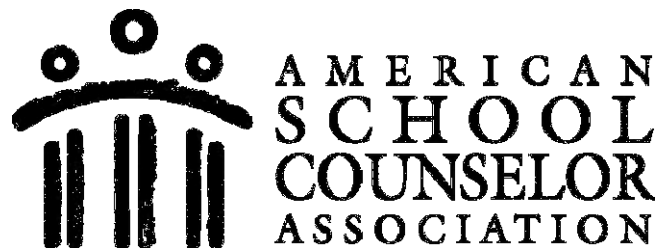
Guidance Counselor

Level	Staff Ratio	Student/Counselor Ratio
Elementary (K-6) (400)	.493	811 / 1
Middle School (7-8) (432)	1.116	387 / 1
High School (9-12) (600)	1.909	314 / 1

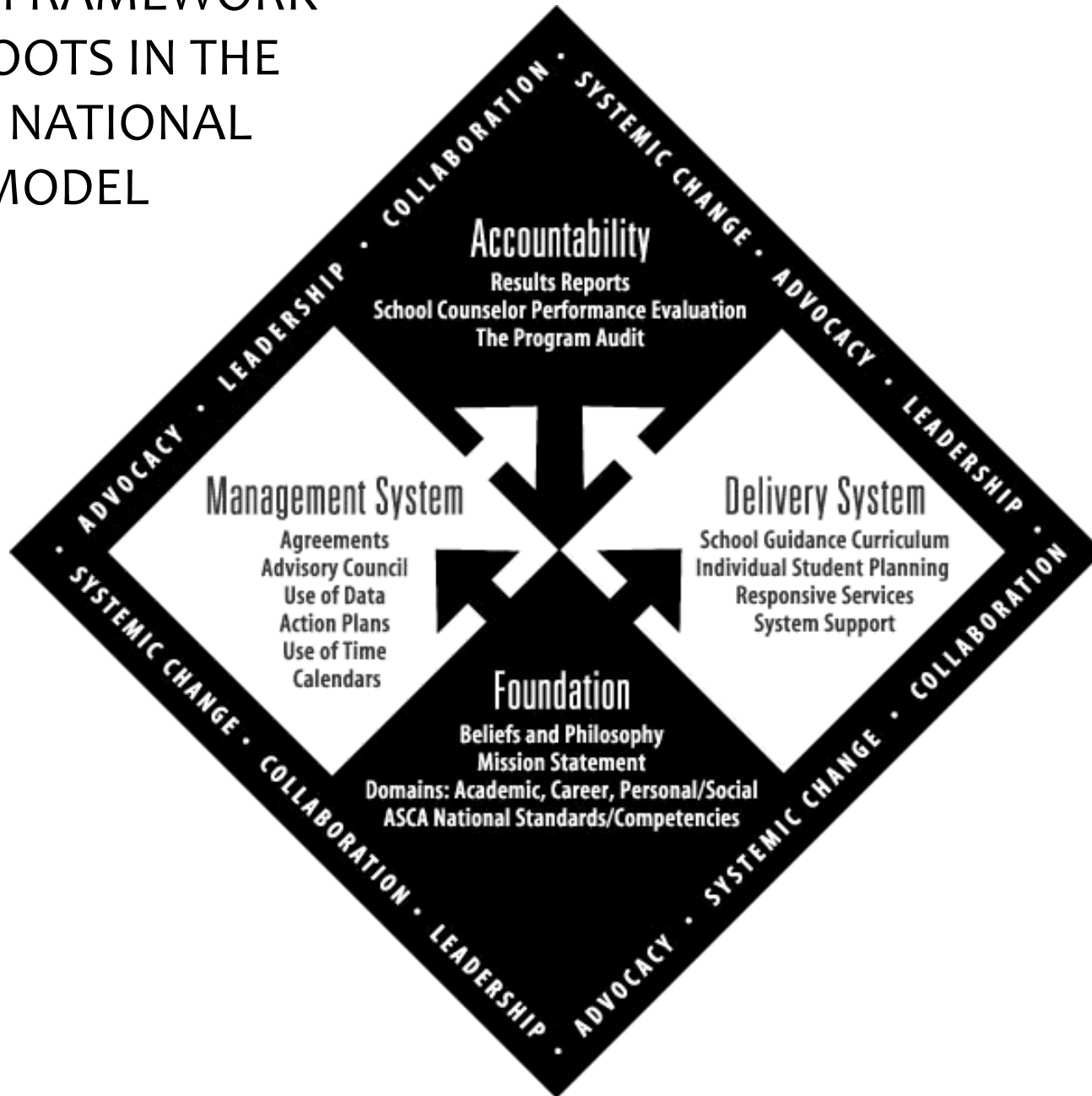
Legislative Intent vs. “Local Control”

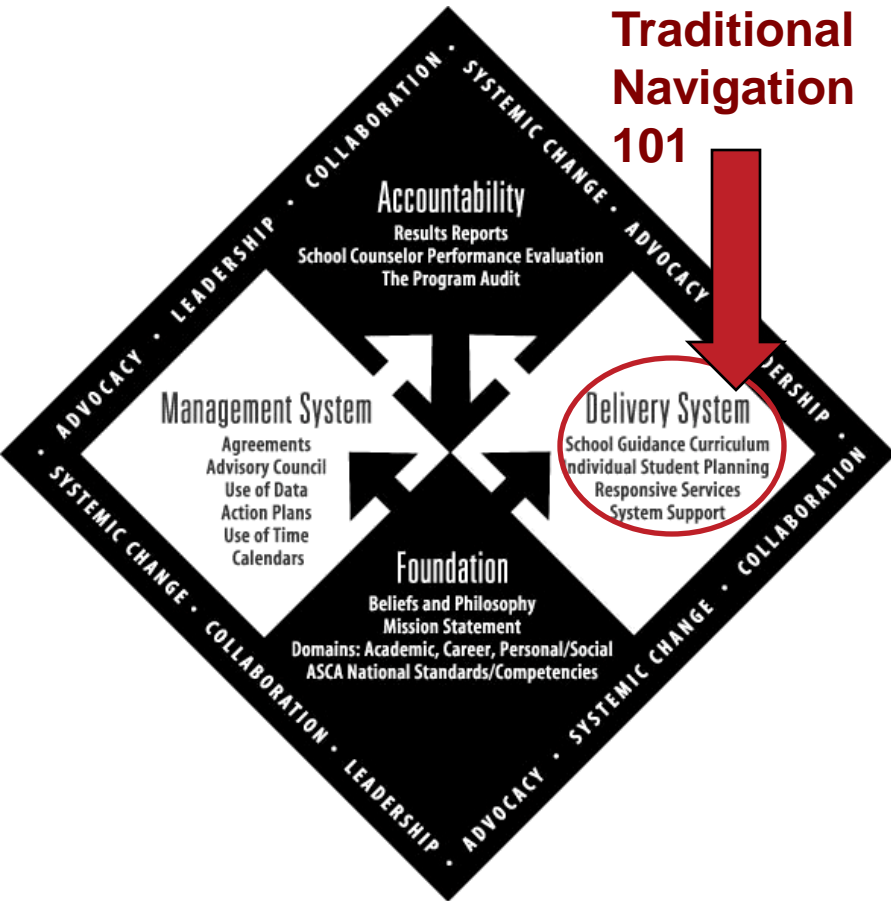
ASCA NATIONAL MODEL, 2003

“School counselors serve as leaders who are engaged in system-wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement.”



THE WA FRAMEWORK HAS ROOTS IN THE ASCA NATIONAL MODEL



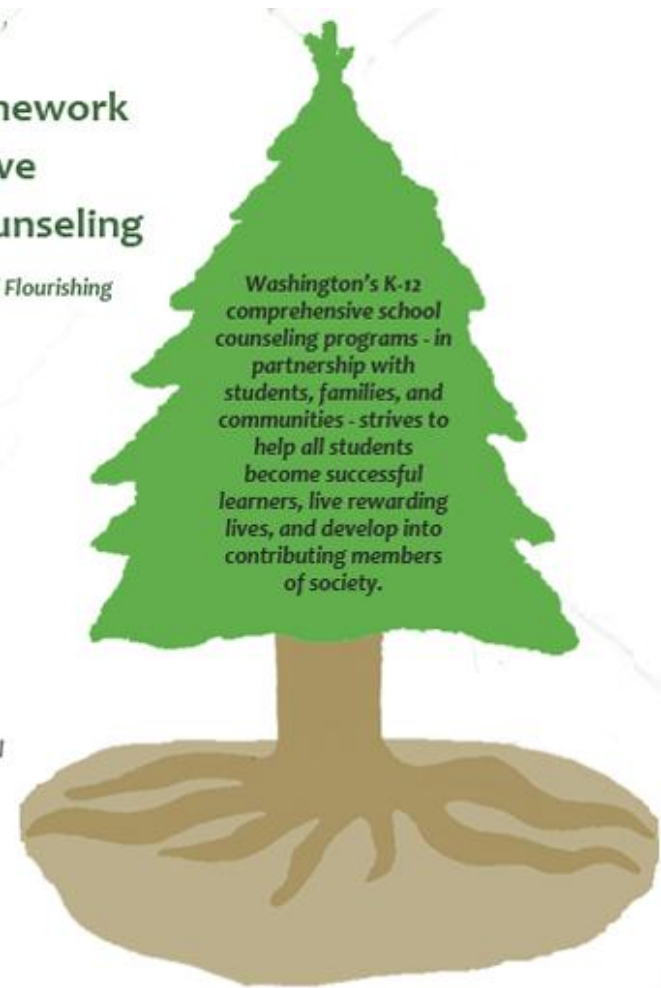


Washington Framework for Comprehensive Guidance and Counseling

Promoting Student Learning and Flourishing in Washington State

"Our motivation for working towards the comprehensive school counseling program model comes for the desire to most effectively and efficiently reach the needs of our student population."
Carol Johnson & Kris Freywald,
WA School Counselors

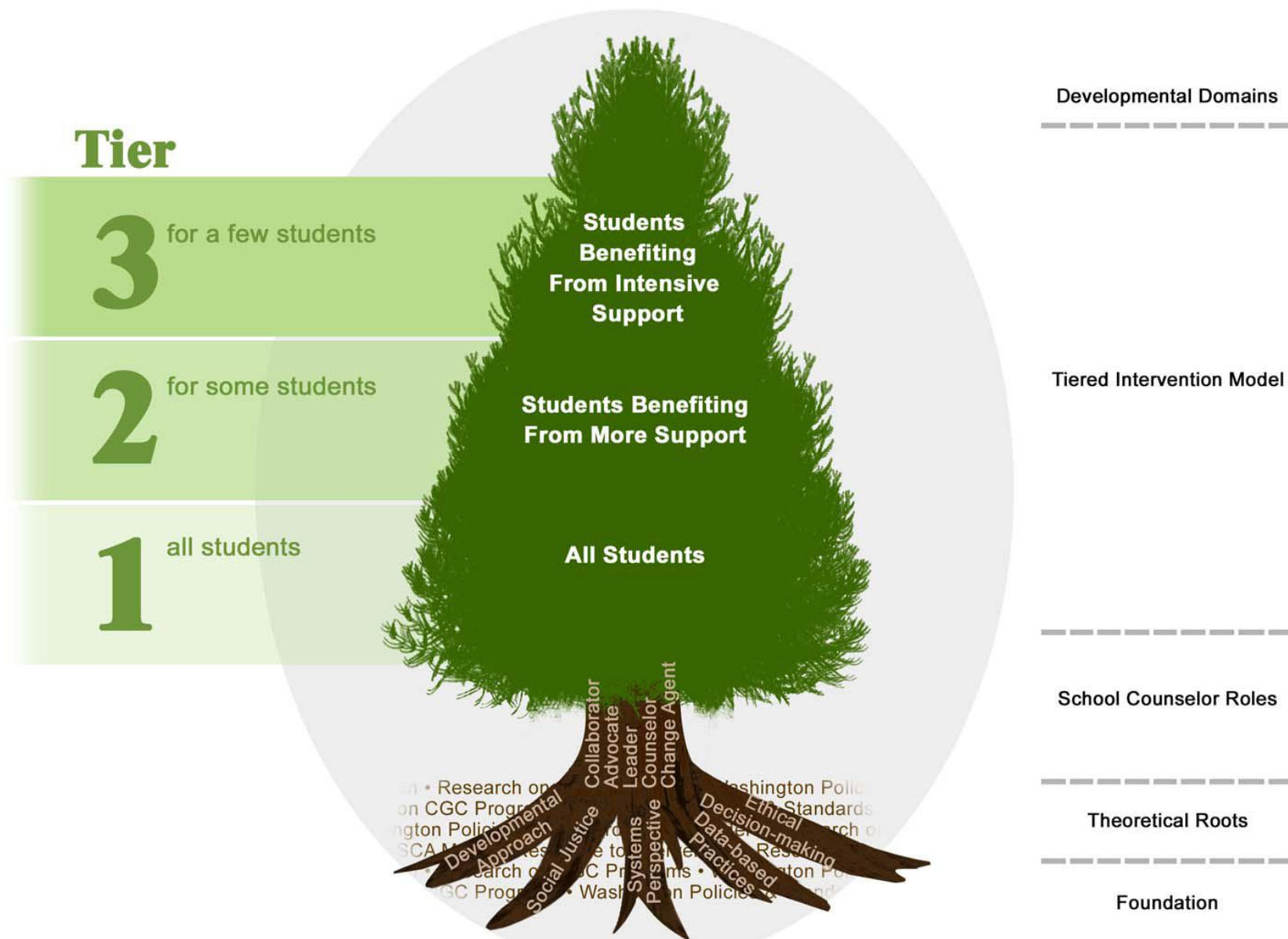
All 900 [Eisenhower M.S] students need skills to help deal with the physical, intellectual, emotional and social development that comes with early adolescence."
Debbie Wade,
WA School Counselor



WA CGCP Framework /ASCA National Model

Washington Framework Comprehensive Guidance & Counseling

Promoting Student Learning and Flourishing in Washington State



<http://www.cgcpframework.org>

WHY THE ASCA NATIONAL AND WA STATE FRAMEWORKS?

- **More** time with students - **Less** time with paperwork
- **More** time spent on counseling - **Less** time spent on non-counseling duties
- **More** comprehensive programming – a focus for the program - **Less** “random acts of guidance”
- Better results for all students
- It is the “right thing to do for students”

REFLECTIVE ACTIVITY

Based on the information from this session. . .

Think	How might you integrate any of the college and career readiness resources you learned about today at your site?
Pair	Turn to your “elbow” partner and share your idea.
Share	What value will this action have in better preparing your students for post secondary pursuits?

SOME KEY POINTS TO REMEMBER

- Guidance And Counseling Is A Program
- Guidance And Counseling Programs Are Developmental And Comprehensive
- Guidance And Counseling Programs Feature A Team Approach
- Guidance And Counseling Programs Are Developed Through A Systematic Process Of Planning, Designing, Implementing, Evaluating, And Enhancing
- Guidance And Counseling Programs Have Established Leadership

ASCA ANNUAL CONFERENCE



ASCA ANNUAL CONFERENCE
SEATTLE | JUNE 25-28, 2011

Online registration for the 2011 Conference is open!

CONTACTS



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