



and Washington
school counselors

Career Education Opportunities
Legislative Task Force
August 11, 2014

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Secondary Education and Student Support



RCW 28A.600.045

Comprehensive guidance and planning programs for students

- (1) The legislature encourages each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. The purpose of the program is to support students as they navigate their education and plan their future; encourage an ongoing and personal relationship between each student and an adult in the school; and involve parents in students' educational decisions and plans.
- (2) A comprehensive guidance and planning program is a program that contains at least the following components:
 - (a) A curriculum intended to provide the skills and knowledge students need to select courses, explore options, plan for their future, and take steps to implement their plans. The curriculum may include such topics as analysis of students' test results; diagnostic assessments of students' academic strengths and weaknesses; use of assessment results in developing students' short-term and long-term plans; assessments of student interests and aptitude; goal-setting skills; planning for high school course selection; independent living skills; exploration of options and opportunities for career and technical education at the secondary and postsecondary level; exploration of career opportunities in emerging and high-demand programs including apprenticeships; and postsecondary options and how to access them;
 - (b) Regular meetings between each student and a teacher who serves as an advisor throughout the student's enrollment at the school;
 - (c) Student-led conferences with the student's parents, guardians, or family members and the student's advisor for the purpose of demonstrating the student's accomplishments; identifying weaknesses; planning and selecting courses; and setting long-term goals; and
 - (d) Data collection that allows schools to monitor students' progress
- (3) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall provide support for comprehensive guidance and planning programs in public schools, including providing ongoing development and improvement of the curriculum described in subsection (2) of this section.



Career guidance foundations in WA

RCW 28A.600.045

Comprehensive guidance and planning programs for students - Enacted in 2006

Legislative Intent:

1. There are specific skills and a body of knowledge that each student needs to chart a course through middle school, high school, and post-high school options.
2. Each student needs active involvement from parents and at least one supportive adult in the school who knows and cares about the student's progress and future.
3. Students, parents, and teachers need the benefit of immediate feedback and accurate diagnosis of students' academic strengths and weaknesses to inform the students' short-term and long-term plans.
4. Empower and motivate all students and parents to take a greater role in charting the students' own educational experiences, the legislature intends to strengthen schools' guidance and planning programs.



Guidance & counseling is hard work but needed

National School Board Association
Article IV, Section 4
Special Programs
4.1 Counseling and Guidance

NSBA believes that every school district should consider having a comprehensive guidance and counseling program, kindergarten through grade 12, staffed by professionally trained counseling personnel.



Good news

(5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

Guidance counselors, a function that includes parent outreach and graduation advising

	Elementary School	Middle School	High School
FTE	.0493	1.116	2.539
Student/counselor ratio	811.4/1	387 / 1	236.3 / 1



New Capacity!

*- ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552 (Section 206,(5)), 2014 Regular Session
K-12 EDUCATION--INSTRUCTIONAL HOUR AND GRADUATION REQUIREMENTS
Section 206 becomes effective 09/01/14.*



School counselors bring accountability

STANDARD 5.A: School Counseling Program– Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.

The school counselor demonstrates skills to:

- Design and lead a comprehensive school counseling program aligned with the mission of the school;
- Build effective partnerships across stakeholder groups and K-12 systems to support student development and facilitate transitions.
- Implements and leads others to take a systemic approach to student needs and responsive services according to best current research practices.
- Develop identification systems that are predictive and responsive to the academic, personal/social, and career development needs of students
- Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes;



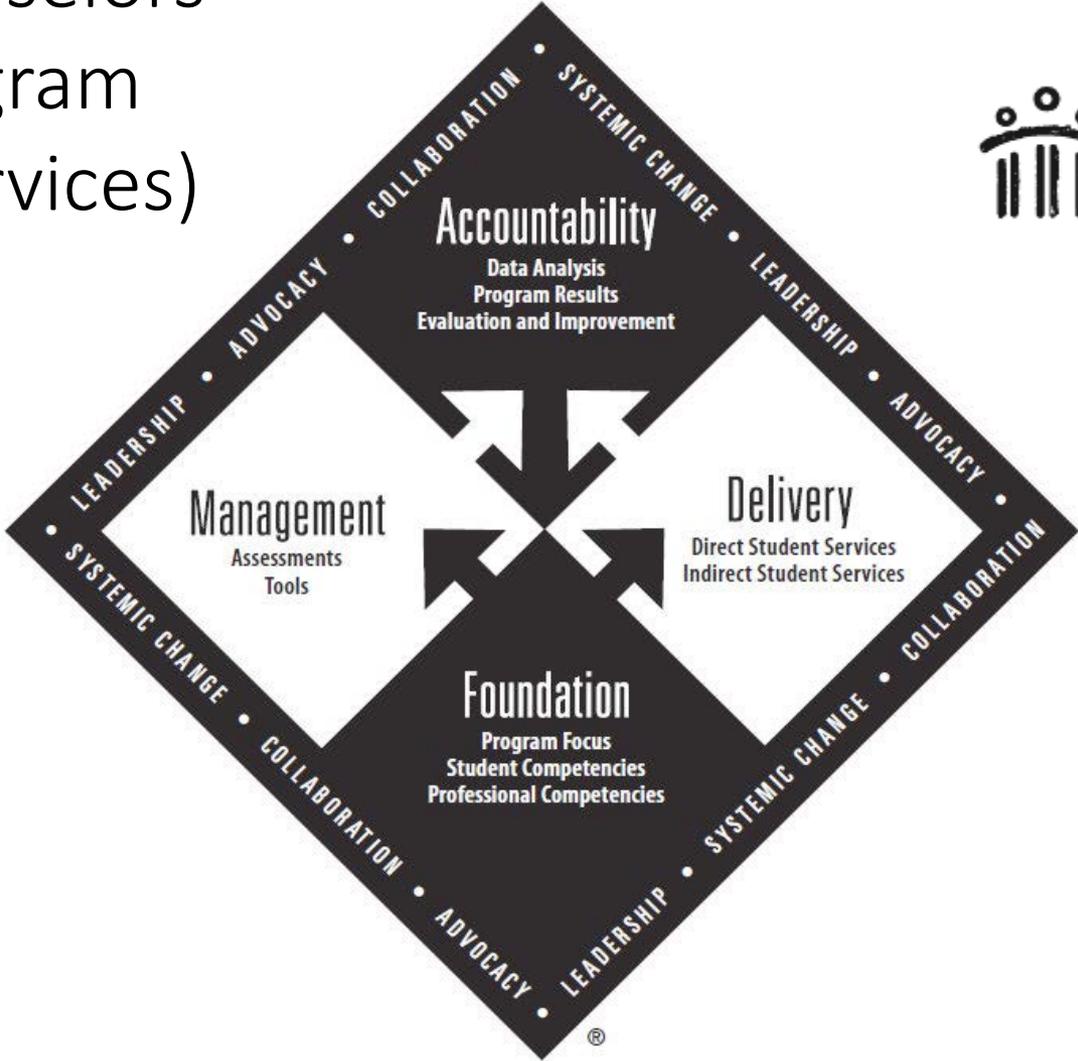
School counselors bring accountability and.....leadership

School counselors are:

- genuinely committed and engaged in improving student outcomes
- rigorously testing and then jettisoning unproven practices, and
- refining those that show positive results.

- Sink, C. *“School Counselors as Accountability Leaders: Another Call for Action,” ASCA Professional Counselor, December 2009*

School counselors
bring program
(not just services)



3 Few
2 Some
1 All

Washington Framework Comprehensive Guidance & Counseling
Promoting Student Learning and Flourishing in Washington State

Academic • Career • Personal/Social

Guidance & counseling is about every kid

“Professional school counselors develop and implement a comprehensive school counseling program that promotes equity and access for all students.”

*- The Professional School Counselor and Equity for All Students Position Statement,
American School Counselor Association*

Career and college readiness



Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

-Common Core State Standards



What is the difference between career and college eligibility and readiness?

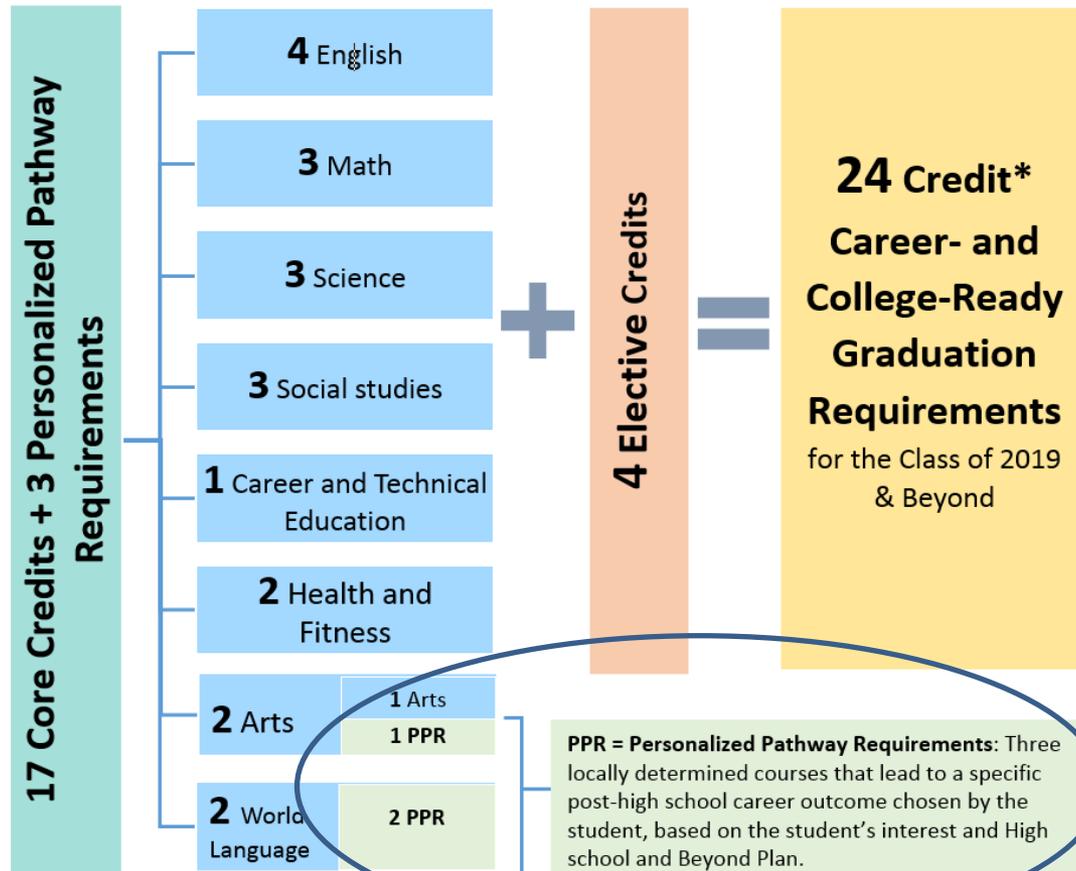
Today's high school diploma certifies college and career *eligibility* via completion of specified courses taken and grades received combined with assessments.

Eligibility is not the same as *readiness*. College and career readiness is more complex and multi-dimensional than meeting minimum course and assessment standards.

-Educational Policy Improvement Center, David Conley

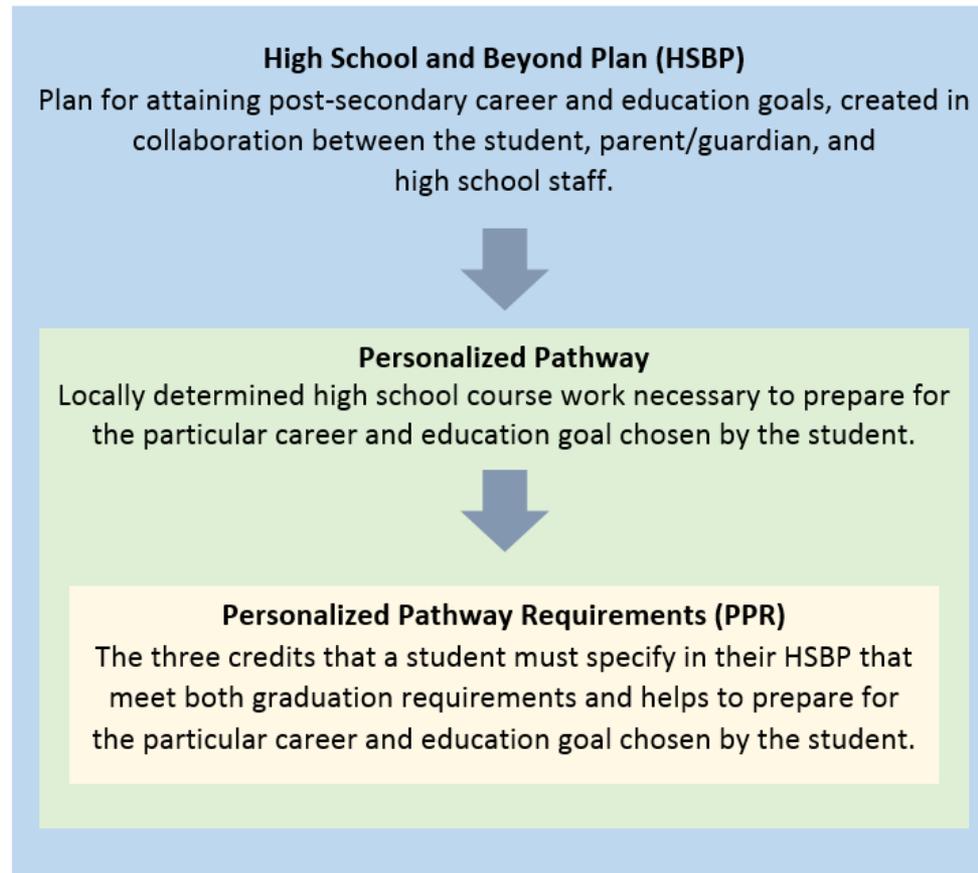
How Do the 24-Credit Graduation Requirements Add Up?

$$17 + 3 + 4 = 24$$



*For individual students, 2 credits may be waived: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

What are Personalized Pathway Requirements (PPR)?

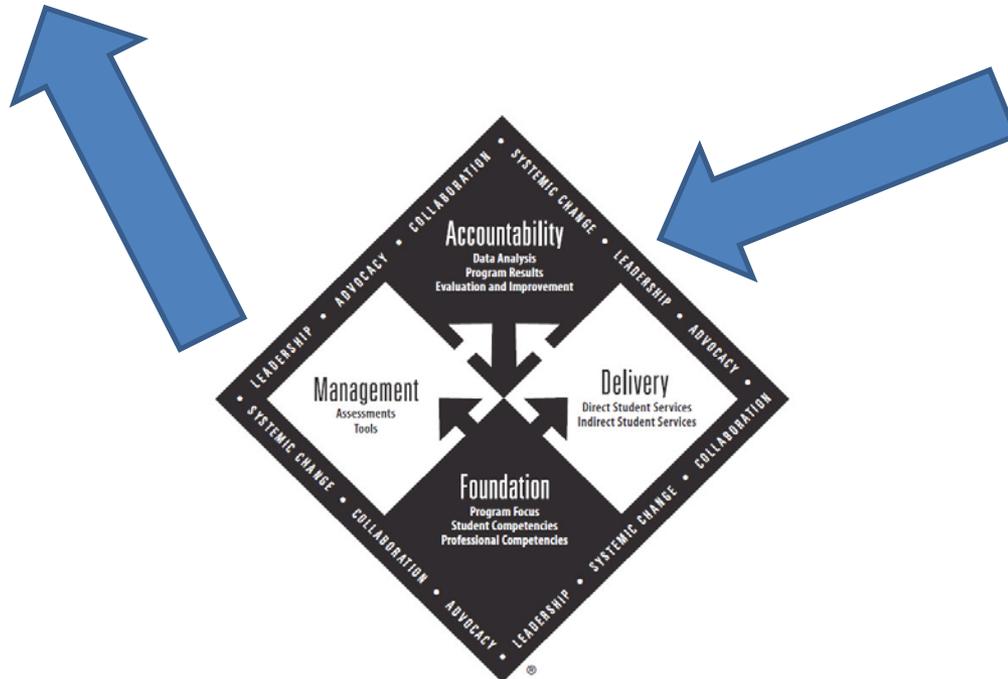


So how do we assure that all students are both eligible and ready?



State Board of Education

- grad. Standards
- +
• high school & beyond plan





Career guidance programs

- To develop positive relationships with advisors for mentoring opportunities
- To facilitate positive individual student planning for his/her future
- To provide a structure for guidance for all students in a school
- To expose students to comprehensive **information** about career and college to students
- To reinforce a positive and engaging school culture for college and career readiness
- To assure flexibility in personalizing and adapt guidance for diverse student and family communities
- To create opportunities for students to demonstrate readiness knowledge through student-led conferences which
 - Parent involvement
 - Showcases student success and High School & Beyond Plan
 - Builds confidence in students

Career Guidance Washington key elements



PERSONALIZING Advisories	PLANNING Portfolios	DEMONSTRATING Student-led Conferences	EMPOWERING Student-informed Scheduling	EVALUATING Data Informed
<p>What is it: Small groups of students with an advisor</p> <p>Best Practice: Keep same group for 3 or 4 years in Advisory which meets at least 1x per week or more; Administrators, counselors and lead teachers guide program</p>	<p>What is it: Paper or electronic based organized by Academic, Career, Personal/Social</p> <p>Best Practice: Each student creates portfolio; share High School & Beyond Plan at student-led conferences or as senior presentation</p>	<p>What is it: Annual conference with student, advisor, and parent</p> <p>Best Practice: Conference connect career interests and postsecondary plans with registration for next year's classes</p>	<p>What is it: Students are encouraged to take courses with a plan</p> <p>Best Practice: School considers student choices and student are encouraged to take rigor and dual credit courses</p>	<p>What is it: Schools collect data using evidence-based practices</p> <p>Best Practice: Schools use data to show program and student academic progress</p>

PROGRAM MANAGEMENT

Central to the career and college readiness mission of school lead by administrator, counselor, and lead teachers

COMPREHENSIVE GUIDANCE AND COUNSELING

Provides setting for full development and integration of career guidance in school's guidance & counseling program

What do the lessons address?

- Assessments of students' academic strengths and weaknesses
- Use of results in developing students' short-term and long-term plans
- Assessments of student interests and aptitude
- Strengthening goal-setting skills
- Planning for high school course selection
- Independent living / student success skills
- Exploration of CTE options and opportunities at secondary and postsecondary level
- Exploration of opportunities in emerging and high-demand programs including apprenticeships; and
- Knowledge on how to access postsecondary options and financial aid

Career Guidance Washington Early High School Guidance Curriculum Map

#	9 th Grade Lesson Title	Theme	#	10 th Grade Lesson Titles	Theme
1	Where Am I Going in 9 th Grade?	<i>Ownership of Learning</i>	1	Where Am I Going in 10 th Grade	<i>Ownership of Learning</i>
2	Study Like Your Hair's on Fire	<i>Learning Techniques</i>	2	Defining "College and Career Prep"	<i>Career and College Development</i>
3	Options with Common Core – Becoming Work Ready	<i>Career and College Development</i>	3	After Graduation Planning	<i>College and Career Development</i>
4	School and Community Activities	<i>Transition Skills</i>	4	Defining Me: Leadership	<i>Metacognitive Skills</i>
5	Developing a Growth Mindset	<i>Metacognitive Skills</i>	5	Dual Credit Options	<i>Academic Eligibility</i>
6	Map Your Future	<i>Career and College Development</i>	6	Test Preparation	<i>Learning Techniques</i>
7	Test Attack Skills	<i>Learning Techniques</i>	7	Introduction to Program of Study	<i>College and Career Development</i>
8	High School Graduation Requirements	<i>Academic Eligibility</i>	8	Mapping College and Career Requirements	<i>Academic Eligibility</i>
9	High School & Beyond Plan	<i>High School and Beyond Plan</i>	9	High School & Beyond Plan	<i>High School and Beyond Plan</i>
10	Course Registration	<i>Academic Eligibility</i>	10	Course Registration	<i>Academic Eligibility</i>
11	Work Samples and Reflection	<i>Academic Eligibility</i>	11	Work Samples and Progress	<i>Ownership of Learning</i>
12	Academic Progress Review	<i>Ownership of Learning</i>	12	Academic Progress Review	<i>Ownership of Learning</i>
13	Role Models from My Culture	<i>Metacognitive Skills</i>	13	Understanding Self Doubt	<i>Ownership of Learning</i>
14	Career Clusters	<i>Career and College Development</i>	14	Studying is a Team Sport	<i>Learning Techniques</i>
15	Stick With It	<i>Ownership of Learning</i>	15	Defining Credentials	<i>Career and College Development</i>
16	Career Focus	<i>Career and College Development</i>	16	Why Go to College	<i>Career and College Development</i>
17	Hear Us Out	<i>Metacognitive Skills</i>	17	Leveraging Strengths	<i>Leadership of Learning</i>
18	Analyzing Earning Power	<i>Transition Skills</i>	18	Paying for College	<i>Transitional Skills</i>
19	Preparing for Student-Led Conferences I	<i>Ownership of Learning</i>	19	Preparing for Student-Led Conferences I	<i>Ownership of Learning</i>
20	Preparing for Student-Led Conferences II	<i>Ownership of Learning</i>	20	Preparing for Student-Led Conferences II	<i>Ownership of Learning</i>



Secondary Education

Secondary Education

Guidance and Counseling

Dual Credit Programs

Career Guidance WA - Career and College Readiness

Middle and High School Technical Support

Contact Us

Career Guidance Washington - Career and College Readiness

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Grade 6

* Key to Individual Lesson Sources

- 1 - Career Guidance Washington
- 2 - Career Ready Washington
- 3 - My Dearms, My Story, My Voice
- 4 - Navigation 101
- 5 - Sparking mthe Future

#	Lesson	Theme	Student Products	Source*	PPT
1	<p>What is Career Guidance Washington?</p> <ul style="list-style-type: none"> Introduce themselves to members of a small group. Outline the role of their Career Guidance Washington Advisor. Outline the key products of the 6th grade portfolio. Commit to 'take charge of your future' in personal plan and portfolio development. Commit to being 'high school ready' by the end of 8th grade. 	Career and College Development	<ul style="list-style-type: none"> Let Me Introduce Myself Worksheet Taking Charge of My Life Worksheet Journal Page 	4	
2	<p>Welcome to Middle School</p> <ul style="list-style-type: none"> List key differences between elementary school and middle school. Create at least three academic and two activity goals for 6th grade. 	Ownership of Learning	<ul style="list-style-type: none"> My 6th Grade Goals 	3	
3	<p>Succeeding in Middle School</p> <ul style="list-style-type: none"> Define the three keys to academic success: attendance, performance, and assistance. Define the elements of their ideal home-based study environment. Compare personal methods for time/event management to those of others. 	Ownership of Learning	<ul style="list-style-type: none"> A Day in the Life of Me! Worksheet Journal Page 	4	
4	<p>Sharpening My Skills</p> <ul style="list-style-type: none"> Create a comprehensive list of things people can do. Create a list of skills students possess and a list of skills they can acquire. Identify skills required to be successful in various types of work and/or life activities. 	Ownership of Learning	<ul style="list-style-type: none"> Things People Can Do Worksheet Journal Page 	4	
5	<p>Time Management</p> <ul style="list-style-type: none"> Assess what occupies time. Determine time efficiencies. Use a time management tool. 	Learning Techniques	<ul style="list-style-type: none"> How Do I Use My Time? Worksheet 	3	

Career Guidance WA

Lesson format: grades 6-12

- ▶ Lesson plans for each level
- ▶ Each includes:
 - ▶ Lesson goals
 - ▶ Alignment with standards
 - ▶ Materials needed
 - ▶ Core, enrichment, exploration activities
 - ▶ List of Washington resources
 - ▶ Student worksheet, family handout
- ▶ Many are packaged with PowerPoint presentations



MAKING THE MOST OF HIGH SCHOOL

HIGH SCHOOL & BEYOND PLAN WORKSHEET (GR 9-10)

Name: _____

INTERESTS. List your top three interests. Then write a sentence about how you can connect these interests to a career.

I can connect my interests to a career by: _____

FOUR-YEAR COURSE PLAN. List below the courses you have taken (or plan to take) each year in high school:

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
ENGLISH				
MATHEMATICS				
SCIENCE				
WORLD LANGUAGE				
SOCIAL STUDIES				
CTE (Occupational)				
ARTS				
HEALTH/PE				
OTHER ELECTIVES				

POSTSECONDARY PLANS. What is your plan for postsecondary?

<input type="checkbox"/> Get a job right away	<input type="checkbox"/> Find an apprenticeship	<input type="checkbox"/> Finish a 1-2 year program
<input type="checkbox"/> Get a 4-year college degree	<input type="checkbox"/> Go to graduate school	<input type="checkbox"/> Join the military

Why? _____

List any postsecondary programs you have researched: _____

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>

High School & Beyond Plan starts in middle school - example

- Identify goals for high school
- High school graduation requirements
- Make a four-year plan for high school
- Develop a high school Personalized Pathway
- Explore interests and careers
- Explore postsecondary options
- Postsecondary admission expectations
- College Bound Scholarship information
- Learn how to pay for postsecondary options
- Required tests
- Presentation at student-led conference



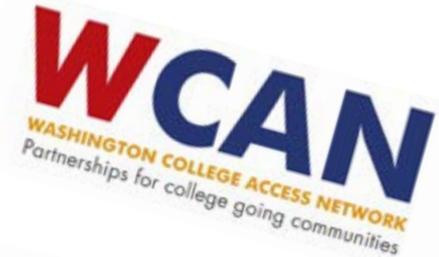
High School & Beyond Plan for 12th grade- example

- Finalize four-year course plan with Personalized Pathway
- High school graduation requirements and rigor
- Career Interest Inventory
- Identify goals for career and college
- Apply to at least four postsecondary options
- Apply for financial aid
- Explore and apply for scholarships
- Complete resume/activity log
- Complete college/scholarship essay
- Visit postsecondary institutions
- Take required tests and entrance exams
- Presentation and reflection





Partnerships



Washington School Counselor Association
Promoting best practices in, and advocating for, Professional School Counseling.



Washington State
Workforce Training
And Education
Coordinating Board



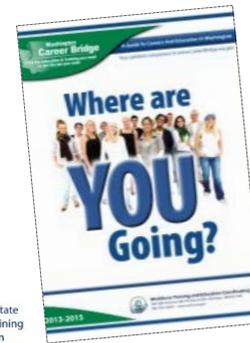
The Washington State Board of Education



Online tools

- Focus seems to be on career and college planning, transitions
- Career planning
 - Career/interest assessments
 - Next steps: education, extracurriculars
- College applications and planning
 - Entrance requirements
 - Financial aid
 - Application assistance
 - Clearinghouse of information about colleges
- A few tools have high school course planning capability

READY
SET
GRAD



WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS



New OSPI Web Page

<http://www-dev.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>

 State of Washington
OSPI
Office of Superintendent of Public Instruction

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- Secondary Education**
- Guidance and Counseling
- Dual Credit Programs
- Career Guidance WA - Career and College Readiness
- Middle and High School Technical Support
- Contact Us

Secondary Education

Career Guidance Washington - Career and College Readiness

Career Guidance WA supports a comprehensive school guidance and counseling program that helps students develop the readiness to make clear, careful, creative choices for college and career. Based on the highly effective practices of Navigation 101, Career Guidance Washington focuses on course selection, goal setting, career planning, and post-secondary options — as well as how to finance the education a student needs to maximize their potential.

[Trainings & Workshops](#) | [Handbook](#) — Navigating College & Career Readiness for All Students | [Awards](#) | [Newsletters](#)

Career Guidance Washington — K-12 Lessons & Curriculum Maps

Our new lessons and curriculum maps distill the best-of-the-best from earlier college and career planning curricula — consolidated into a sequence of 20 lessons per grade. These new lessons align with the common core state standards, and are customized to the graduation and course admission requirements for Washington state schools. Read the [full overview](#).

Grade 7	Grade 8	Grade 9	Grade 10	C
Grade 9				
Lessons				
1	Where Am I Going in 9th Grade? <ul style="list-style-type: none">Review the key elements of their PortfolioDefine the components of college and careerIdentify high school goals for each courseSet academic and activity goals for 9th grade			
2	Study Like Your Hair's on Fire <ul style="list-style-type: none">Identify important study skills that transfer			

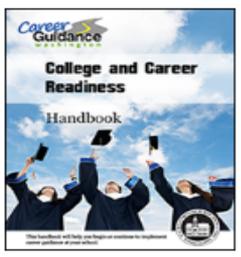
Grades 6-12

Link to the Lessons

1. Complete our short [online form](#) to get the link.
2. We'll also send you an email with the link.

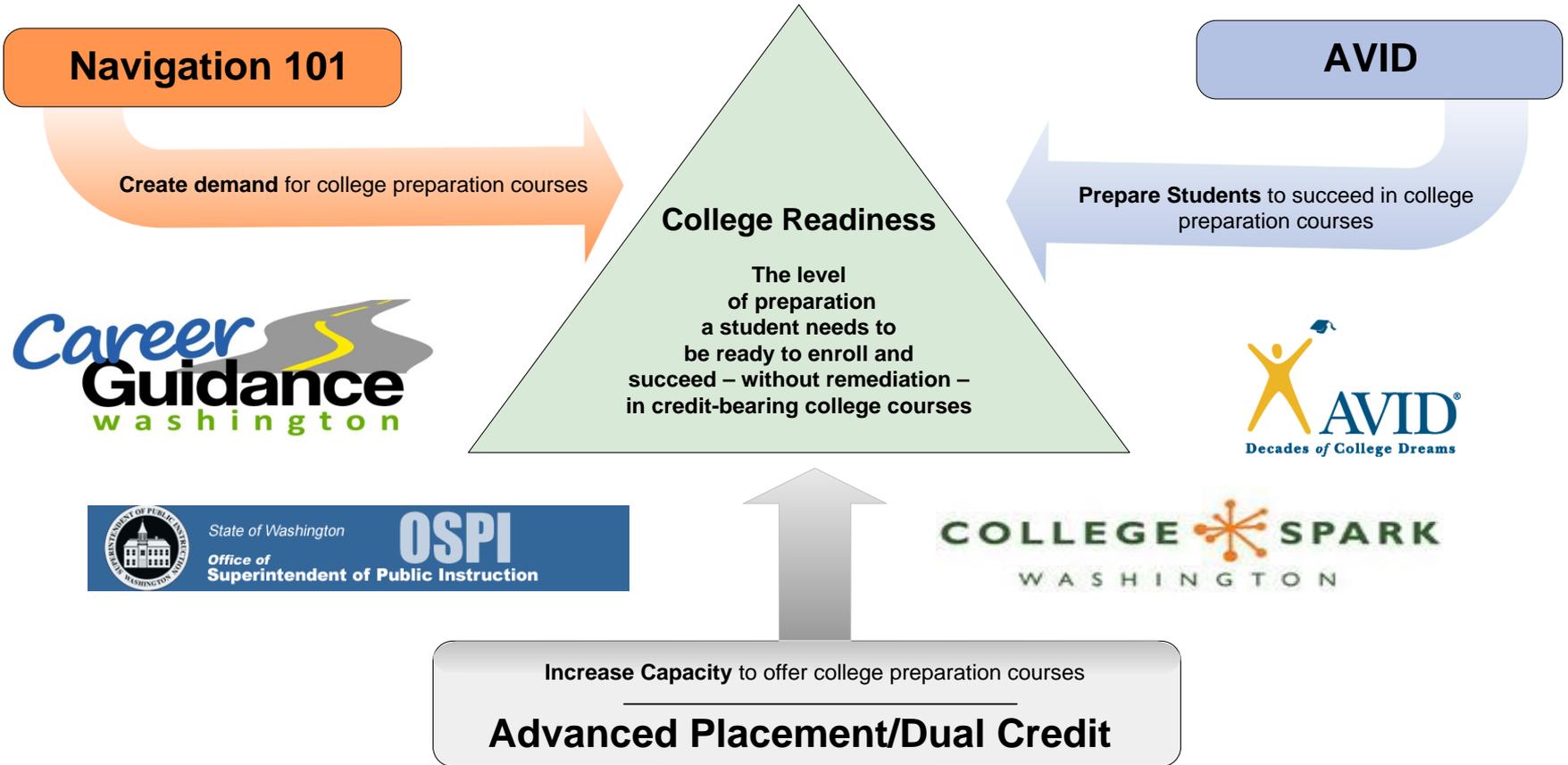
Handbook — Navigating College & Career Readiness for All Students, 2014

Our state law — [RCW 28A.600.045](#) — encourages educators in middle schools, junior highs and high schools to integrate a comprehensive guidance and career planning program. We've designed Navigating College & Career Readiness for All Students to mirror the intent of this forward-looking statute and align with its provisions. The information, templates and resources compiled here will help you build a student-centered guidance program able to help young people navigate their education and plan for the future.



- [Download complete document](#) or jump to:
- [What is Career Guidance Washington?](#)
 - [College and Career Readiness Curriculum](#)
 - [Why Career Guidance?](#)
 - [Key Elements of a Career Guidance Program](#)
 - [Evaluation](#)
 - [Support and Resources](#)
 - [Connections](#)
 - [Program Management](#)
 - [Designing, Enhancing, and Implementing](#)
 - [Curriculum Map](#)
 - [Implementation Plan Template](#)

College Readiness Initiative: Last year of a 6-year grant



Bremerton, Tukwila, Grandview, Toppenish, Franklin Pierce, Tacoma, Spokane, Aberdeen, Evergreen, Mt. Vernon, and Rural Consortium: Curlew, Cusick, Inchelium, Republic, Wellpinit, Mary Walker

Evidence-based results (2008-2013)

- Over 30% of students in CRI grant schools are Hispanic
- Similar increases in Dual Credit course participation (AP) (2010-2012)
 - 21.5% increase in CRI Schools
- 9.4 % Increase in college persistence (4 years)
- College-Ready Transcripts Increases
 - 17% to 31% for Native American and Hispanic Students
 - 31% to 47% for African American Students
- Course taking patterns
 - MS Algebra 22% – 27%
 - Adv Math in HS 61% -75%
 - Chemistry 33% - 58%
- Parent participation rates
 - 40% – 79% (many schools at over 90%)
- Graduation rates
 - 60%-69% (18 points higher than comparison schools)
- College Bound Scholarship
 - Career Guidance schools h odds of enrolling in college were 1.38 times higher for CBS students
 - 72% of CBS students went to college after HS
 - College and career readiness programs in HS help students make sure they are taking right classes and preparing for their futures.





Data: 2013 evaluation highlights

Other quantifiable measures changed over time

- College Bound Scholarship sign ups improved from 25% in 2006 to 47% in 2013
- 57% of school continue to offer credit for advisory as a class compared to 42% in 2010
- 67% of schools indicate program is connected to comprehensive guidance & counseling
- 79% of schools report without grant would be able to continue program implementation
- Implementation of program elements was a “given” – always 4pts and higher and increasing each year (curriculum-driven advisory, portfolio, student-led conferences, student-informed scheduling, evaluation, program management, and connection to guidance & counseling)

The evaluation found three keys to implementing college and career readiness programs:

- Students and teachers reap greater benefits when students earn credit for relationship-building advisories.
- When school leaders embrace their college and career readiness program, enthusiasm spreads.
- Collaboration among teachers, counselors, and administrators leads to greater student success.

Data sample: Increase in rigor and dual credit

Course	2008	2009	2010	2011	2012	2013
Took Algebra or Higher in MS	22.1%	24.1%	20.3%	20.5%	19.8%	26.9%
Took Advanced Math in HS	60.7%	68.0%	63.5%	63.3%	61.9%	74.9%
Took Chemistry in HS	32.8%	36.9%	40.8%	44.5%	40.6%	57.8%
Took Physics in HS	10.8%	10.7%	13.4%	17.0%	20.2%	17.6%

Final data sample – school staff survey

- 63% of current College Spark funded Career Guidance WA schools are developing or implementing comprehensive guidance & counseling programs
- Counselors are responsible for coordination of Career Guidance WA program in their schools at a rate more than double that of any other staff (42%)
- 63% indicated that their career guidance program should be embedded in their comprehensive guidance and counseling program

Questions / Comments?