

Hatching Results®

5030 CSCP Implementation: Annual Program Review and Performance Evaluations

March 15, 2023



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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Meet Your Presenters



Hatching Results®

Whitney Triplett, M.A., NCC, PPS

Executive Director, Strategy & Development

- Co-founder/co-chair, [National School Counseling Leadership Conference](#)
- Co-author, [Hatching Results for Secondary School Counseling \(2019\)](#) & [Hatching Tier Two and Three Interventions in Your Elementary SC Program \(2019\)](#)
- Illinois School Counselor Advocate of the Year, 2018
- Former: district-level K-12 school counseling specialist; state association board member; graduate-level adjunct instructor; high school counselor; RAMP recipient & lead reviewer



*We have
both worked
as school
counselors!!!*

Angie Ness, M.S., NCC

Lead Professional Learning Specialist

- 8 years of experience as a former school counselor, **K-12**
- ASCA **RAMP Reviewer**
- Indiana School Counselor Association **Emerging Leader**
- Member of **Comprehensive School Counseling** and **Social-Emotional Learning** Strategic Priority Teams for Keep Indiana Learning
- Consultant for **Comprehensive Counseling Collaborative** of Elkhart County



Hello

Meet Your OSPI Supporters



Washington Office of Superintendent of
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Maria Muto, M.Ed.

NEW! Program Supervisor, Secondary School Counseling

- Former High School Counselor in five schools across three WA school districts including two ALE schools, and trained mentor through the the OSPI/WEA's NAKIA Academy for BIPOC educators.
- Data lover who believes that data not only informs our work, but is also a powerful tool for sharing all the amazing work that school counselors do.
- Just started at OSPI on January 9th, and ready to jump in to support Washington school counselors with 5030 work and advocate for this immensely important work that you do.



Kylie Massey, M.Ed.

NEW! Program Supervisor, Elementary School Counseling

- Former Elementary School Counselor and district-level Counseling Specialist tasked with supporting the building of our district CSCP
- Firm believer that a rising tide lifts all boats, and that a true comprehensive school counseling program can be that tide!
- New to OSPI, but beyond excited and committed to advocating for school counseling and supporting school counselors to do this incredible --and exhausting--work.



*We have
both worked
as school
counselors!!!*

Meet Your AWSP Champion



Kamrica Ary-Turner, M.Ed.

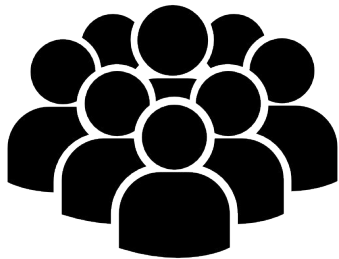
Associate Director, Puget Sound (ESD 121) and NW (ESD 189) Regions

- Member of AWSPs Professional Learning team, joining in July 2022
- Former educator, secondary school counselor and administrator (14 years of experience)
- Champion and advocate for the whole child with a passion for justice, diversity, equity, inclusion, and community partnerships



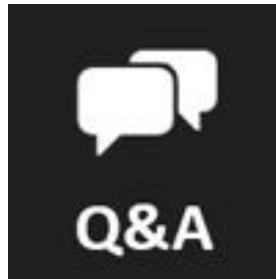
I have worked as a school counselor!!!

Our Shared Zoom Agreements :)



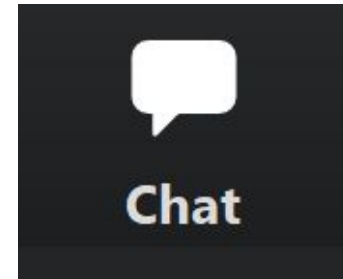
CONSIDER THIS A SAFE SHARED LEARNING SPACE

Please use language, tones, and approaches that enrich this learning environment for all :)



USE "Q&A" TO SUBMIT A QUESTION

We will aim to answer as many as possible in the time allotted



USE "CHAT" TO SHARE IDEAS & PRACTICES TO SUPPORT YOUR COLLEAGUES!

Setting the Stage with Purpose & Direction




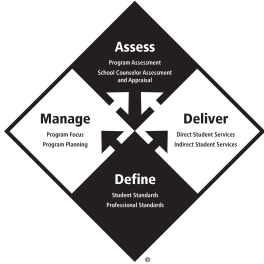
Objectives



By the end of this webinar, we will be able to:

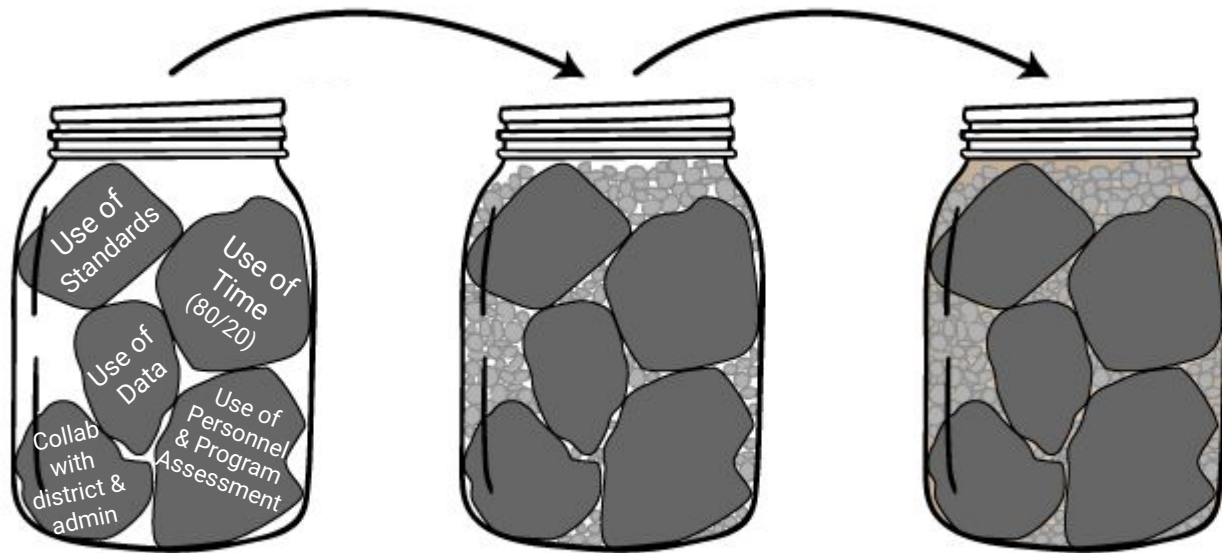
- Explore various types of data and tools that can be used to **annually evaluate the CSCP** and CSCP staff for impact, efficiency, and effectiveness
- Make plans for **leveraging CSCP strengths and improving areas of thoughtfulness** for the next school year

We are still in Year 1 - we're just beginning ;)

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
"Year 0"	"Year 1"	"Year 2"	"Year 3"	"Year 4"	"Year 5"
<p>*SSB 5030 becomes law*</p> <p>School boards required to adopt a "transition plan"</p>	<p>School sites <u>begin</u> implementation</p> <p>Districts <u>begin</u> building district-wide expectations, structures, etc.</p>				 <p>AMERICAN SCHOOL COUNSELOR ASSOCIATION</p>

Remember: It generally takes 3-5 years to fully implement a CSCP.

Prioritizing CSCP Components to Implement



BIG ROCKS FIRST

5030 requirements

GRAVEL SECOND

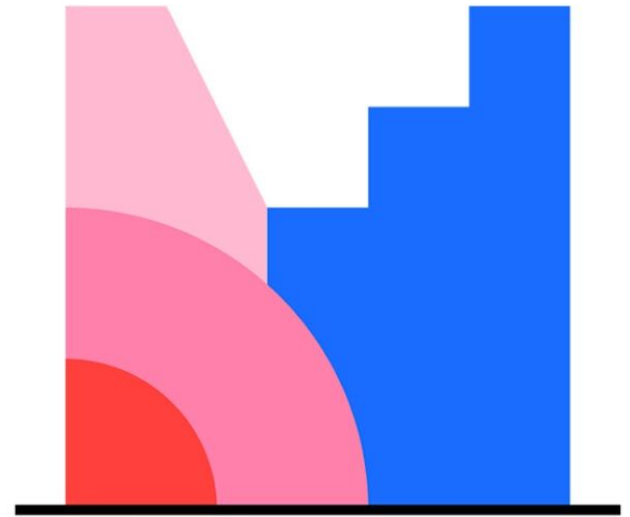
**ASCA National Model
components not required
by 5030**

SAND THIRD

**CSCP activities not tied to
school goals or initiatives**

Celebrations!

What 5030-related successes are happening in your world?



Mentimeter

What does 5030 require?

The written plan must:

(4) Establish an **annual** review and assessment **process** for the comprehensive school counseling **program** that includes building **administrators** and **stakeholders**.

KEY WORDS

- Annual*
- Process*
- Program*
- Administrators*
- Stakeholders*

Determination of the extent to which the CSCP impacted student success this year

[SSB 5030](#)

[OSPI's 5030 website](#)

We are working on an **ESA FAQ!**

“Annual Process”

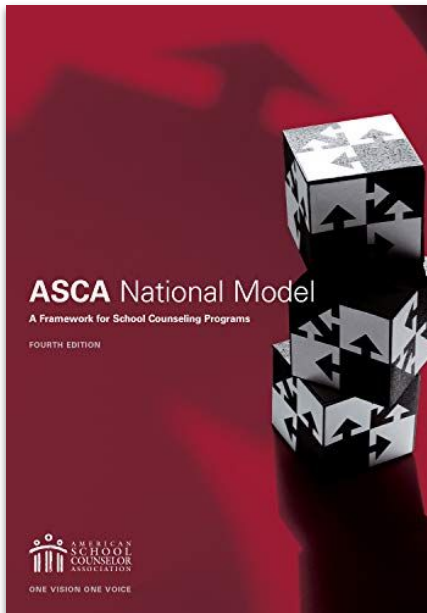
- **“Annual”** - Occurs every school year around the same time
 - **Timing** - recommend sometime between March-June (early enough that it can impact the district transition plan updates and be prioritized before end of year tasks become consuming; late enough that the CSCP has results to review)
 - Goal is **continuous improvement** - not a “gotcha” or “one and done”
- **“Process”** - a series of actions/steps is taken in order to achieve a particular end
 - **Prioritized & protected** from competing priorities (*leadership move)
 - What systems might need **shifting** in order to prioritize this? What’s in your sphere of influence?
 - Begin **systemizing** the sharing of CSCP program evaluation with the school board (begin making preparations to share with the board a few times per year)



“Program”

*“To achieve the best results for students, school counselors regularly assess their program to determine its **effectiveness.**”*

*The CSCP is “designed with **continuous assessment** and **improvement in mind.**”*



CSCP staff collect and analyze data to answer questions such as:

- Who participated in what activities through instruction, appraisal, advisement, and counseling?
- What ASCA Mindsets & Behaviors did students learn through participation in school counseling activities?
- How did learning affect students' attendance, behavior, and achievement?

“Administrators” and “Stakeholders”

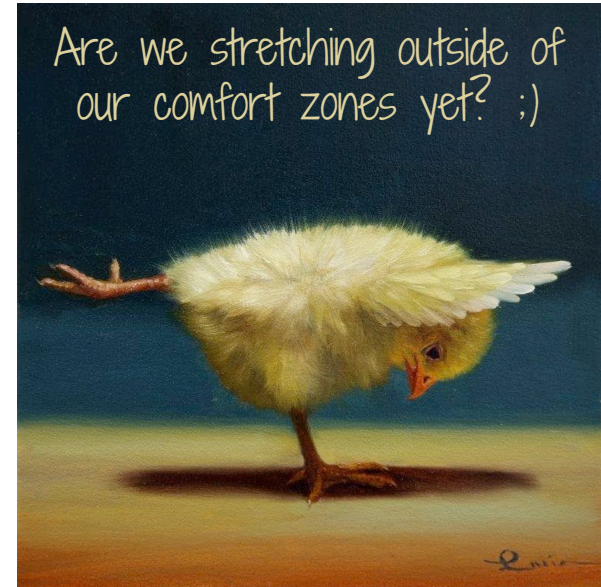
Who participates in the program review and assessment? Whoever your key partners are!

- At minimum, a **supervising administrator** & **all CSCP staff**
- Start small with just a few additional partners you trust and who will have thoughtful insights
- Consider using an **existing structure** like your school-based leadership team (BLT, admin leadership team, etc.)
- **Intermediate/advanced programs:** Consider developing a **CSCP Advisory Council** for this purpose if you haven't already

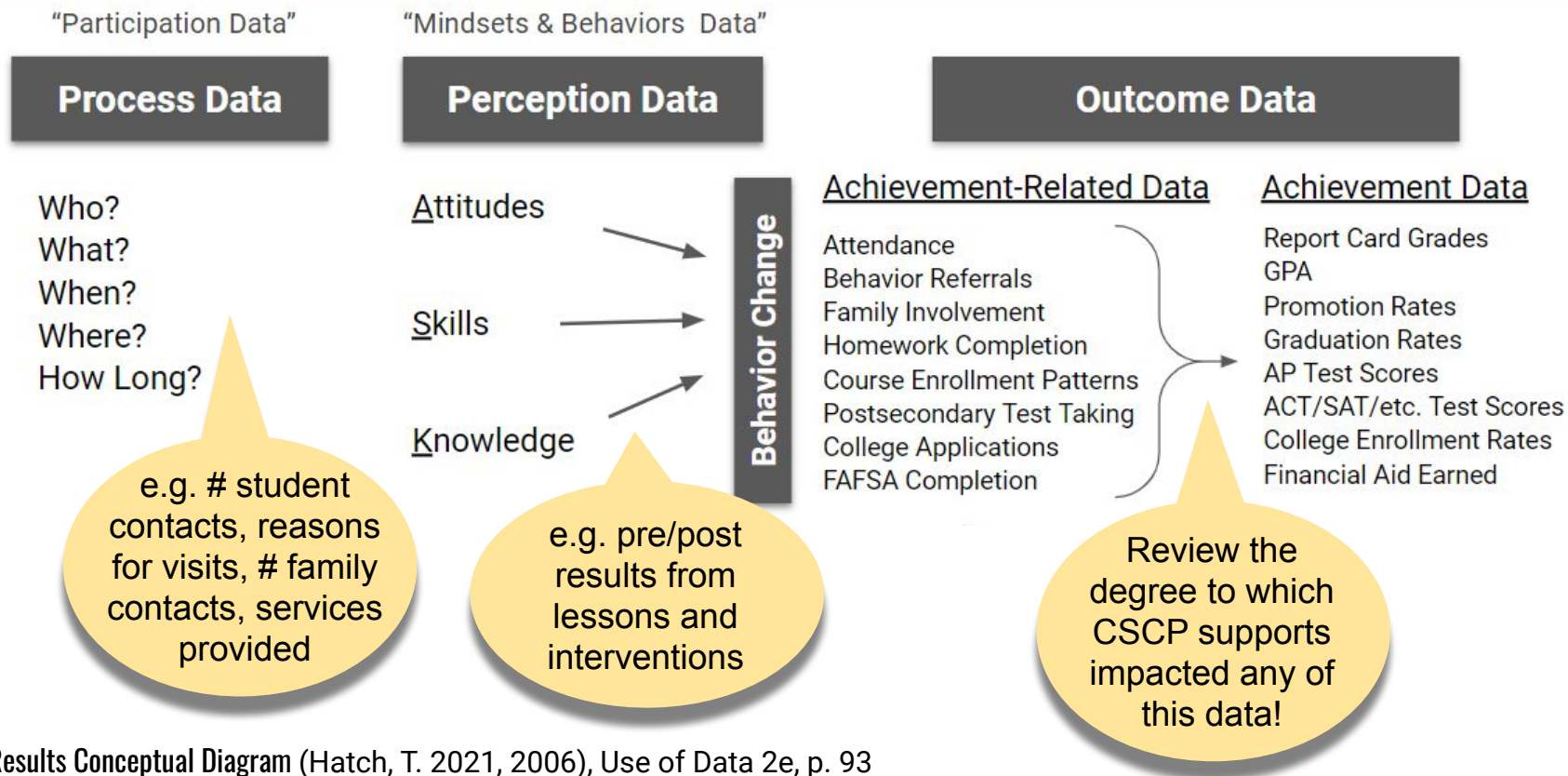
Relevant Statutes:

- [RCW 28A.410.043](#)
(SC must hold valid SC cert)
- [RCW 28A.320.280](#)
(clarifies roles of SC, SP, SSW)
- [WAC 181-79A-221](#)
(cert reqs for SC, SP)
- [WAC 181-79a-223](#)
(cert reqs for SN, SSW, other ESAs)
- [WAC 392-348-245](#)
(req FTE for counseling & guidance svcs)
- [WAC 181-82-125](#) (req ESA staff to be cert or permit endor)
- [PESB](#) (ESA delineation)

Are there any **questions** so far?



Recommended Data to Review and Assess



Recommended Data to Review and Assess

In addition to the previous data on slide 14, also consider data related to **systems** and **programmatic goals** such as:

- **Development of the CSCP TEAM** - collaboration structures, regular meetings with agendas, team cohesion, shared accountability, partnership between admins/CSCP staff, 2-way communication between CSCP staff and the district
- **Development of processes that support CSCP staff efficiency and effectiveness** - referral forms, processes for accessing CSCP staff, triage processes, flowcharts for which staff support which tasks and workstreams, crisis protocols, processes for who steps in when CSCP staff are not available, removal of non-counseling duties, lowering of ratios



Tools You Can Leverage

- Ensure sure your team comes to **consensus** on which of these tools to use
- This year (in year 1), we invite district/ESD leads to support sites' autonomy in choosing the program assessment tool(s) they use this year
- Next year (in year 2), we encourage districts to consider aligning the program assessment tools districtwide, still allowing for some choice where appropriate

Recommended Tools for 'Beginner' Programs

Beginner CSCPs:

5030 Self-Assessment Tool

- [District version](#) | [School version](#)
- Same tool you completed a year ago - complete it again and compare with the last assessment

5030 catch up checklist

- Includes links to the slide decks and recordings from year 1
- Checklists of recommended tasks by role (school-level CSCP staff, school-level administrators, district-level leads supporting 5030, ESD-level

Washington Office of Superintendent of PUBLIC INSTRUCTION

Comprehensive School Counseling Program (CSCP)
District Self-Assessment & Template

Purpose of this tool: To support deep, intentional thinking about how the comprehensive school counseling program is planned, delivered, evaluated, and improved to support high priority, state and district aligned student outcomes. This tool has been developed to support all districts in implementing 5030. Please complete this assessment template after reviewing the OSSE Guidance. Responses to each section of this self-assessment template will be reviewed by the OSSE.

Who should use this tool: Personnel who oversee and support district-level CSCP development (looking for the school-based version)

Section 1: Use of Standards

5030 requires that school districts, written plan "establishes a comprehensive school counseling program that uses state and national frameworks and is systematically aligned to state learning standards." These learning standards align with the three domains (academic, career, and social/emotional development) and are hierarchical below:

- [WACSA Student Standards, Milestones and Behaviors for Student Success](#)
- [Washington Social Emotional Learning Standards](#)

Current State of Expectations/Structures	Desired State of Expectations/Structures					Measures of Success
	1 Not at all	2	3	4	5 Fully	
1.1 District-level expectations and activities are in place to support sites in aligning their CSCP to the student standards listed above.	Rating (1-5): Comments:	Short Term (next school year) Long Term (2-5 years):				

Based on your assessment above, how will the district incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?

Washington Office of Superintendent of PUBLIC INSTRUCTION

Comprehensive School Counseling Program (CSCP)
School Practitioner Alignment & Planning Tool

Purpose of this tool: To support deep, intentional thinking about how the comprehensive school counseling program is planned, delivered, evaluated, and improved to support high priority, state and district aligned student outcomes. This tool has been developed to support all school counseling practitioners in implementing 5030 as outlined in OSSE 2020. Please complete this tool after reviewing the OSSE Guidance and your district's comprehensive school counseling program plan.

Who should use this tool: Personnel who implement school-level CSCPs (looking for the [district-level template](#) instead?)

Section 1: Use of Standards

5030 requires that school districts, written plan "establishes a comprehensive school counseling program that uses state and national recognized content frameworks and is systematically aligned to state learning standards." These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hierarchical below:

- [WACSA Student Standards, Milestones and Behaviors for Student Success](#)
- [Washington Social Emotional Learning Standards](#)

Current State of CSCP Implementation	Desired State of CSCP Implementation					Measures of Success
	1 Not at all	2	3	4	5 Fully	
1.1 School-level CSCP activities align with learning standards for academic, career, and social/emotional development.	Rating (1-5): Comments:	Short Term (next school year) Long Term (2-5 years):				

Based on your assessment above, how will you incorporate the Use of Standards components in the Comprehensive School Counseling Program plan implementation?

Recommendations by Role			
School-Level CSCP Staff	School-Level Administrators	District-Level Leads Supporting CSCPs Districtwide	ESD-Level Leads Supporting CSCPs Across the ESD
<ul style="list-style-type: none"> □ Educate yourself about the requirements of 5030 and how your role might best support this work in a sustainable way □ Collaboratively with your supervising administrator complete the operational alignment and planning tool □ Check out the 3 new self-paced modules to determine if working through them together is a good use of the team's time □ Participate in all upcoming webinars/trainings □ Use the ready-made resources, templates, etc. from OSPI and Hatching Results □ Participate in cohort/PLC support for CSCP staff to complete 5030 online modules together □ Communicate barriers to alignment with the district, ESD, and OSPI □ Select a time tracking tool and track your use of time □ Complete a site-specific MTMDSSS worksheet to understand the current Tier 1 Admin Plan □ Begin to draft a Tier 1 Admin Plan 	<ul style="list-style-type: none"> □ Educate yourself about the requirements of 5030 and how your role might best support this work in a sustainable way □ Become familiar with best practices for the CSCP roles <ul style="list-style-type: none"> • School Counselor • School Social Worker • School Psychologist • School Nurse □ Collaboratively with your CSCP staff complete the practitioner alignment and planning tool □ Collaboratively with your CSCP staff gather and analyze data on CSCP staff's use of time □ Complete an Annual Administrative Consensus with your CSCP staff □ Draft a Monthly Administrator Check-In Tool with CSCP staff □ Collaboratively with your CSCP staff determine next steps to strengthen the Tier 1 program □ Schedule monthly meeting with your CSCP staff to "check-in" provide partnership support and remove implementation barriers □ Communicate barriers to alignment with the district, ESD, and OSPI 	<ul style="list-style-type: none"> □ Complete the district self-assessment tool □ Develop a written CSCP plan and share with all school sites (admin and CSCP staff) □ Ensure CSCP staff and administration have copies of templates and resources needed □ Schedule a meeting with all CSCP staff and supervising administrator(s) to ensure agreement on how to shift toward SBE 5030 requirements □ Analyze site-level MTMDSSS worksheets to determine district gaps/trends □ Aid CSCP staff with adopting a time tracking tool and choosing when to conduct a time study □ Collaboratively work with CSCP staff to determine how to categorize common CSCP tasks/activities □ Gather data on CSCP staff's use of time □ Begin to draft a district-wide Tier 1 Action Plan □ Schedule regular meetings with CSCP staff and administration to check in, progress monitor, and adjust as needed 	<ul style="list-style-type: none"> □ Educate yourself about the requirements of 5030 and how your role might best support this work in a sustainable way □ Recruit your districts and sites to participate in all upcoming webinars/trainings and follow up with those that need an "extra nudge" to participate □ Support in connecting districts/sites to the ready-made resources, templates, etc. from OSPI and Hatching Results □ Coordinate cohort/PLC support for CSCP staff to meet with protected time for them to support each other, complete 5030 online modules together, assess data, etc.) □ Draft a plan for providing scaffolded support for different ESD departments and roles □ Gather information from districts/abuses about the barriers to alignment and communicate that to OSPI regularly

Recommended Tools for Intermediate/Advanced Programs

Intermediate CSCPs:

**for CSCPs that are ready for more rigor*

5030 Self-Assessment Tool ([District version](#) | [School version](#))

+ [ASCA Program Assessment](#) (aligns to 4th ed)

The image shows a screenshot of the 'ASCA National Model Components' assessment form. The form has a header with the ASCA logo and the title 'School Counseling Program Assessment'. Below the header is a table with columns for 'Yes', 'Comments', and 'No'. The form is divided into several sections: Vision Statement, Mission Statement, Data, Annual Student Outcome Goals (with sub-sections a, b, and c), Use-of-Time Calculator, Annual Administrative Conference, and Advisory Council. Each section has a row for 'Yes' and 'Comments'.

Advanced CSCPs:

**for CSCPs with national RAMP recognition and others who have well-documented evidence of using data to impact student outcomes through the CSCP*

5030 Self-Assessment Tool ([District version](#) | [School version](#))

+ Hatching Results Program Implementation Assessment (please email whitney@hatchingresults.com if your team is ready for this advanced, in-depth program assessment)

Overall Systems	Use of Data	Tier 1 Programming	Tier 2 & 3 Programming
<ul style="list-style-type: none"> Leadership Title Ethical Standards Annual Administrative Conference Calendars Use of Representative Voice Access Policies & Procedures Publicity & Marketing Consultation & Collaboration Vision & Mission Assessment 	<ul style="list-style-type: none"> Annual Review Goal Setting Action Planning Sharing Results Use of Time 	<ul style="list-style-type: none"> Scope & Sequence Lesson Plan & Engagement Pre/Post Tests Individual Student Planning Schoolwide Activities Family Programming 	<ul style="list-style-type: none"> Multi-domain supports Identification Referral Process Root Cause Analysis Evidence Based Interventions Progress Monitoring Outcomes Referrals

Sharing the Results of Your Annual Program Assessment

After completing your annual program review and assessment, consider how you plan to **share your findings with key partners** in the school community

Avenues to Share Results

Think Outside the Box!

- Publicize a few highlights of your results in a regular school or counseling [newsletter/newspaper](#)
- Display a summary of counseling activities and outcomes on [website](#)
- Present your program results at the next school district [Board meeting](#)
- Prepare a report or present to the equivalent of the [Parent/Teacher Association/Organization](#)
- Provide as evidence or an 'artifact' during the [annual performance evaluation](#) discussion/process
- Submit to [state/national/district offices](#) seeking 'good news' stories
- Create an [End of Year bulletin board](#) or other visual display stating 'thanks for a great year!'
- Incorporate into planned [National School Counseling Week](#) activities
- Present a workshop session or poster session at state and national [conferences](#)
- [Social media](#) exchanges and blogs
- Present at an [Advisory Council Meeting](#)

- CSCP Results One-Pagers
 - [Examples](#) | [Template](#)
- Flashlight Presentations
 - [Examples](#) | [Template](#)

CSCP Staff Evaluation

- Not required by 5030 but a natural part of this system shift
- There is a variety of staff doing this work, some are part of professions/others not - bill is not intended to compromise anyone's professional identity
- We understand staff evals might be the next step in some districts while others may not be ready for this step yet (that's ok)
- OSPI, AWSP, Hatching Results, WA counselor educators, and others are information gathering
 - Landscape scans of high quality CSCP staff evaluation tools and processes (if you have examples of good ones, please send them to maria.muto@k12.wa.us)
 - Researching other professionals' evaluation best practices
 - Considering that some CSCP staff doing this work aren't necessarily part of professions with evaluation standards

Resources:

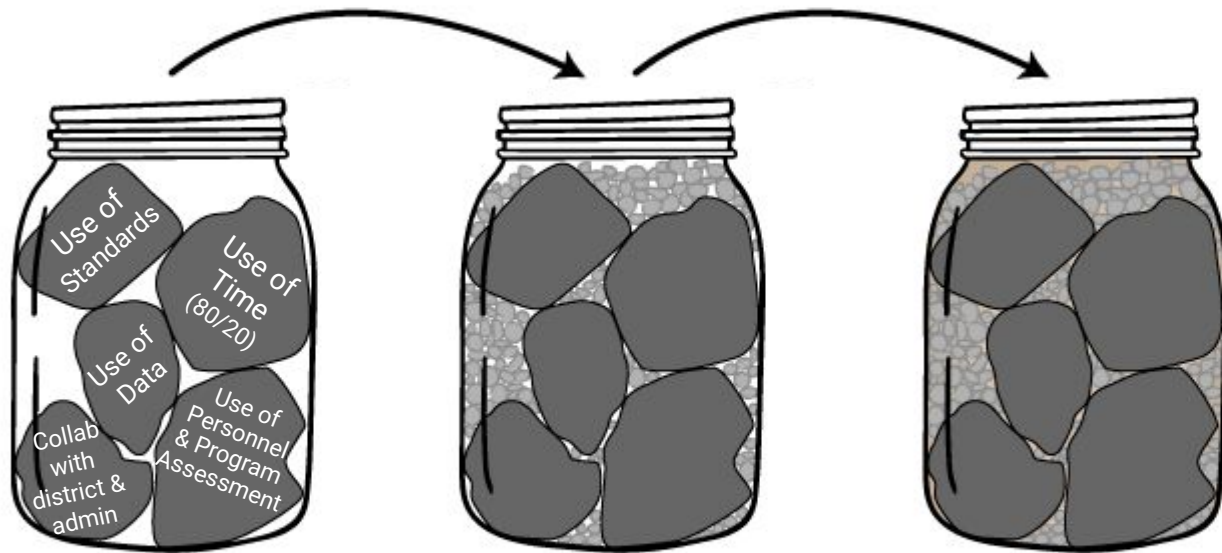
- [ASCA performance appraisal tool](#)
- [ASCA professional standards self-assessment](#)
- [Sample school counselor performance evaluations](#)

ESAs: The Carpool Lane



We have been operating with a scarcity mentality, but the work will always be there. We need to work collaboratively.

Prioritizing CSCP Components to Implement



BIG ROCKS FIRST

5030 requirements

GRAVEL SECOND

**ASCA National Model
components not required
by 5030**

SAND THIRD

**CSCP activities not tied to
school goals or initiatives**



Let's check in!
What questions do you have?

Use the
Q+A



Using our evaluation data to improve our program delivery and impact!

Action Planning

OBJECTIVE: Make plans for leveraging CSCP strengths and improving areas of thoughtfulness for the next school year

Some Options for Suggested Next Steps

We invite you to:

- Determine whether any updates to the [district transition plan](#) are needed
- Determine **alignment** to next year's SIP
- Continue having the conversation about what it means to have CSCP staff **shift to align to best practice** as we enter year 2
- Leverage the [administrator monthly check-in tool](#) for end-of-year CSCP priorities
- Begin drafting your program's planning calendar for next year

Hatching Results		Wisconsin Office of Superintention of PUBLIC INSTRUCTION	AWSP
Administrator Monthly CSCP Check-In Tool 2022-2023			
Purpose: To support clarity, direction, and mutual agreement between Comprehensive School Counseling Program (CSCP) staff and supervising administrator(s) on the top 5030 implementation priorities for the school year.			
Instructions: CSCP staff and supervising administrators meet to collaboratively complete this template with the monthly SO30-aligned CSCP priorities for this school year (SY23). You will notice that a few suggested priorities are already included below. Tweak as needed. Ideally, administrators will "check-in" monthly with CSCP staff on these priorities to provide thought partnership, support, and to remove barriers to implementation fidelity.			
✓	END OF PREVIOUS SCHOOL YEAR/BEFORE THE START OF NEW SCHOOL YEAR	Administrator Support Needed	
	Reviewing your data and program impact for the CSCP and begin planning for the upcoming school year		
	Published districtwide AND school site school counseling annual calendar (for administration, staff, families, & students to view)		
	Completed Tier 1 core curriculum and Tier 2 action plans for the school year		
	Staff presentation about the school counseling program (including SMART goals, Tier 1 core curriculum action plan, Tier 2 action plan, and other program activities for the school year, as well as results from the previous year)		
✓	AUGUST/SEPTEMBER (first month of school)	Administrator Support Needed	
	Completed Annual Administrator Conference (template)		
	Completed Monthly Administrator Check-In Tool (this document)		
	Select a time tracker tool that will be used by CSCP staff to begin collecting use of time data. Choose 1-2 "typical" weeks this fall to track time.		
✓	OCTOBER	Administrator Support Needed	
	CSCP staff track their time for 1-2 weeks		
✓	NOVEMBER	Administrator Support Needed	
	Begin aligning CSCP activities to student learning standards for academic, career, and social/emotional development.		



What's Available?

Resources & Supports

All Available 5030 Resources

(previous webinars, templates, registration info, etc.)

<https://bit.ly/OSPI5030> (case sensitive)



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Comprehensive School Counseling Programs

During the 2021 legislative session, the Legislature passed Substitute Senate Bill (SSB) 5030, which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model.

The best way to structure your program is to focus on three essential components -

SSB 5030 Guidance

- Substitute Senate Bill 5030
- OSPI SSB 5030 Guidance Bulletin (PDF)
- OSPI School Counseling News and Notes Newsletters
- SSB 5030 Overview

What you'll find:

- SSB 5030 requirements, templates, and sample CSCPs from across Washington
- Statewide webinar registration and past recordings/slides

Online Mini-Modules

(mostly 5-10 min. videos with discussion questions)

<https://www.oercommons.org/hubs/washington>



Washington OER Hub

Washington's platform for sharing K-12 open educational resources - providing equitable access to standards-aligned, high-quality instructional materials.

Join the Washington OER Information Group and learn more

Search hub resources

Learning Collections | Working Groups | Video Highlights | About

What you'll find:

- [80/20: Prioritizing "Core" CSCP Work Through Direct & Indirect Services](#)
- [School Counselor-Administrator Partnership](#)
- [ASCA National Model 101](#)

Online courses are coming soon!

- ★ Summer will be first opportunity
- ★ Initial course content includes Data and Use of Time
- ★ Each course takes approximately 15 hours
- ★ FREE clock hours will be available!



Help OSPI help you!

[https://bit.ly/
CSCP2324Survey](https://bit.ly/CSCP2324Survey)

Please take our QUICK, anonymous survey to “help us help you!”

What support do you need next year with 5030-CSCP implementation?



Upcoming SSB 5030-CSCP Regional Workshops

Register in [PDEnroller](#)

	Fall 2022	Spring 2023
ESD ☐	80/20 Direct and Indirect and CSCP Support in a MTSS (Tier 1)	CSCP Support in a MTSS (Tiers 2 & 3) and Annual Review for CSCP + SC Evals
101	Nov. 10, 2022	March 24, 2023
105	Dec. 2, 2022	April 11, 2023
112	Oct. 20, 2022 <i>Virtual</i>	April 14, 2023
113	Nov. 3, 2022 <i>Hybrid</i>	March 23, 2023
114	Nov. 18, 2022 <i>Virtual</i>	March 24, 2023
121	Oct. 19, 2022 <i>Virtual</i>	March 31, 2023
123	Dec. 1, 2022	April 19, 2023
171	Oct. 20, 2022 <i>Virtual</i>	April 14, 2023
189	Oct. 20, 2022 <i>Virtual</i>	April 14, 2023

Statewide Webinars on 5030 Implementation:

Use of Time and 80/20

(10/6/22)

- [Recording](#)

CSCP Support in a MTSS (Tier 1)

(11/29/22)

- [Recording](#)

CSCP Support in a MTSS (Tiers 2 & 3)

(1/17/23, 1:00-3:00 p.m.)

- [Recording](#)

Annual Review for CSCP + School Counselor Evaluation Options

(3/15/23, 9:00-11:00 a.m.)

- Recording coming soon :)

Thank you!

Please complete our evaluation:
(scan the QR code below on your smartphone)



<https://www.surveymonkey.com/r/K2GHDRX>

Select: "5030 Program Assessment"

Trainer: Whitney Triplett

Date: 3/15/23



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youtube.com/waOSPI



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hatchingresults.com/nsclc



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