OSPI & WSCA Summer Institute for Technical Assistance

June 29, 2016
Handout of Materials

WSCA Summer Leadership Development Institute (LDI)
• August 3, 9:00 am – 4:00 PM, Red Lion Hotel, Clock Hours
• Register at www.wa-schoolcounselor.org

Fall professional development
• WA Council (WCHSCR) Counselor Workshops http://www.washingtoncouncil.org/
• OSPI Fall Regional Workshops – Information coming in August 2016 on “News and More for School Counselors”

WSCA Conference
• March 1-3, 2017
• SeaTac Double Tree Hotel
Counselor Resources

OSPI Counselor Newsletter & Listserv
“News and More For School Counselors”
https://public.govdelivery.com/accounts/WAOSPI/subscriber/new

Counselor updates on OSPI Website
http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx
  - Comprehensive Guidance & Counseling – Academic, Career, Personal/Social
  - Career Guidance WA – High School & Beyond Plan
  - College & Career Readiness/Dual Credit
  - GATE – Dropout Prevention/Responsive Services
  - Student Support and Systems Support
  - Connection with other agencies – WSAC, SBCTC, SBE, Workforce, and more

Counselor updates on WSCA Website
http://www.wa-schoolcounselor.org/
  - Conferences/Professional Development
  - Framework
  - Advocacy

Grants to School Districts

OSPI iGrant #732: College in the High School
  Open until July 1, 2016
  Priorities: School or student residing more than 20 miles from a college offering Running Start; small schools; low-income students

OSPI iGrant #661: Academic Acceleration for Dual Credit Expansion
  Opens soon. Due in September 30, 2016
  One time - up to $10,000 per school, for test fees (AP, IB), summer teacher trainings, curriculum, RS transportation and textbooks.

OSPI iGrant 774: College Ready Math Initiative
  Due October 12, 2016
  Funds Academic Youth Development (Mindset/Advisory) and Intensified Algebra 1 and Geometry for 4 years

OSPI Middle School LifeSkills Grant
  iGrants for Round Two of the statewide middle school LifeSkills Training program to be launched in August 2016
  Provides substance abuse prevention/intervention program to middle schools and agencies serving middle school aged young people
2016 Legislative

4SHB 1541, Educational Opportunity Gap:
Brief Description: Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee.
This is a comprehensive bill with many components associated with improving outcomes and support to all students. Specific requirements in the bill include enhanced disaggregated race and ethnicity data collection related to students and teachers; development of cultural competence training for school leaders and teaching staff; and updates to policy and procedure for student discipline as a result of updated rules that OSPI will establish in summer/fall 2016.

4SHB 1541, Educational Opportunity Gap:
- Report on outcomes of youth in juvenile justice system
- Development of cultural competency training plan for school boards and superintendents
- Cultural competency training for all school staff
- Collection of student data disaggregated by sub-racial and sub-ethnic categories
- Posting and disaggregation of racial and ethnic data related to teachers and their average length of service
- Establishment of the Washington Integrated Student Supports Protocol (WISSP) to promote the success of students by coordinating academic and non-academic supports
- Re-establishment of the Center for Improvement of Student Learning (CISL)

Significant Student Discipline Changes for 2016-17 (See OSPI Bulletin 024-16)
Rules for student discipline (392-400) and student enrollment reporting for state funding (WAC 392-121-108)
This bill prohibits districts from suspending the provision of educational services as a form of disciplinary action. It prohibits long-term suspension or expulsion as a form of discretionary discipline, limits all suspension or expulsion to the length of an academic term, and requires a reengagement meeting that includes the student's family. It also requires districts to adopt, enforce, and disseminate discipline policies and procedures and encourages districts to train staff on the policies and Procedures; a report on the outcomes of youth in the juvenile justice system; the development of cultural competence training for all school staff; teachers assigned to the Transitional Bilingual Instruction Program to be endorsed in Bilingual Education or English Language Learner beginning in 2019-20; the collection of student data disaggregated by subracial and subethnic categories, to be phased in beginning in 2017-18; the posting and disaggregation of racial and ethnic data related to teachers and posting of their average length of service; the Department of Early Learning must create a community information and involvement plan to inform early learning providers of the Early Achievers program; it establishes the Washington Integrated Student Supports Protocol (WISSP) to promote the success of students by coordinating academic and non-academic supports.

HB 2449, Truancy Reform:
Brief Description: Providing court-based and school-based intervention and prevention efforts to promote attendance and reduce truancy.
This bill addresses several aspects of improving school attendance and support to address chronic truancy. Of specific relevance to school districts are the bill’s requirements for school districts to enter into Memoranda of Understanding with county juvenile courts to establish Community Truancy Boards (CTBs) (there is an exception in the bill for districts under 200 FTE); and a grant program to be offered by OSPI to support CTB training and dissemination of best practices.
Implementation of 2SHB 2449, Truancy Reform:
- Funding to OSPI to implement a grant program to provide training to therapeutic community truancy boards; dissemination of truancy board best practices
- Funding to Dept. of Commerce for ten crisis residential center beds
- Funding to WA State Institute of Public Policy (WSIPP, via The Evergreen State College) to evaluate the effectiveness of the act in achieving its expected outcomes

HB 1682, Homeless Student Stability:
Brief Description: Improving educational outcomes for homeless students through increased in-school guidance supports, housing stability, and identification services. This bill provides grant funding and specific provisions related to identification of and support for homeless students as identified by the McKinney Vento program (such as linking homeless students and their families with stable housing within their school district). In addition, the bill allows for school nurses, counselors, and homeless liaisons to provide authorization for non-emergency health care needs for students identified as homeless under the McKinney Vento Act.

Implementation of 3SHB 1682, Homeless Student Stability:
- Funding provided to implement a competitive grant program to evaluate and award grants to school districts to pilot identification of homeless students and the capacity to support them
- Allows for school counselors, homeless liaisons, and school nurses to provide consent for non-emergency health care for students identified as homeless under the McKinney Vento Act

ESB 6620, School Safety:
Brief Description: Concerning cost-effective methods for maintaining and increasing school safety.
- Annual school safety summit
- OSPI to develop an online social and emotional training module for educators
- Support for Educational Service Districts to implement a regional school safety and security program

This bill requires the state institute for public policy to complete an evaluation of how this state and other states have addressed the funding of school safety and security programs and submit a report to the appropriate legislative committees, the Governor, and the Office of the Superintendent of Public Instruction. It also requires OSPI and the school safety advisory committee to hold annual school safety summits that focus on establishing and monitoring the progress of a statewide plan for funding cost-effective methods for school safety that meet local needs. Requires school district staff to receive proper training in developing students' social and emotional skills. ESDs may create regional safety training programs. OSPI must create and maintain an online social and emotional training.

4SHB 1999, Foster Youth Outcomes:
Brief Description: Coordinating services and programs for foster youth in order to improve educational outcomes
- Funding provided via DSHS to OSPI to coordinate services to support educational outcomes for dependent children and youth
- Includes funding for foster care demonstration sites

SHB 1408- Family Engagement Coordinator:
Brief Description: Concerning the development of a definition and model for "family engagement coordinator" and other terms used interchangeably with it.
This bill states that by December 1, 2016, the OEO must collaborate with the EOGOAC to recommend to the Legislature:
   – a definition for the term that is variously referred to as "family engagement coordinator," "parent and family engagement coordinator," and "parent involvement coordinator;" and
   – a model or framework for such a staff position.
In developing the model or framework for the staff position, the OEO and the EOGOAC must collaborate with: the OSPI, the Washington Education Association, the Public School Employees of Washington, the Washington School Counselors' Association, the Association of Washington School Principals, and the Washington State School. A variety of initiatives across the state and across the country focus on encouraging parents, guardians, and families to understand and demonstrate the importance of education, to participate in their student’s learning process, and to become involved in school activities. Beginning in September 2018, the prototypical school model will include funding for one "parent involvement coordinator" per prototypical elementary, middle, and high school. A graduation coach is a staff person who works with the school counselors to identify and provide intervention services to students who have dropped out or are at risk of dropping out of school or of not graduating on time. A report published by the Office of the Superintendent of Public Instruction (OSPI) in 2013 describes a model policy that defines the skill sets and responsibilities of graduation coaches.

Additional funding in budget

-HB 6552 from 2014 – 97M
   24-credit diploma
   Additional High School Counselors
-College in the High School Grants
-Funding provided for grants to high schools with existing dual credit International Baccalaureate programs with free and reduced meal enrollments of more than 10%
-Academic Acceleration dual credit capacity grants

WSCA Advocacy

A survey was sent from WSCA recently for prioritizing these issues:

1. High School & Beyond Plan (Clarification of Requirements)
   Establishment of some very basic required components, an annual review process, and that 8th grade is the LATEST year during which we expose students to career & college readiness.
2. HSBP on-line Tool
   Continue our work with WSIIPC to develop more features for the FREE on-line HSBP tool that’s available in Skyward and other student information systems. Also continue to spread the word about this FREE tool that any district can choose to use.
3. Social/ Emotional Learning workgroup
   Support state-level SEL workgroup’s recommendations for SEL learning benchmarks. Utilize SEL Workgroup’s recommendations to advocate for lower Elementary School Counselor ratios.
4. ESA Behavioral Health Coalition (ESA BHC) counselor role clarity
The ESA BHC (School Counselors, School Psychologists, Social Workers & School Nurses) is working to educate education stakeholders about our professional roles INDEPENDENT of each other AND in the "best practice model" of how we can/should work TOGETHER. The goal of this work is to advocate for more funding for all our professions and describe the critical role we all play in student growth and achievement.

5. **ESA BHC and the SEL workgroup**
   Make sure ELA BHC's advocacy around "best practices model" for using school counselors, school social workers, school psychologists and school nurses aligned with SEL workgroup's benchmarks.

6. **Counselor Evaluation** - Finalize proposed model(s)/framework
   Finalize standards (State vs ASCA vs. hybrid?) for our PROPOSED School Counselor Evaluation Model.

7. **Counselor Evaluation** - Legislative process
   Work with OSPI Steering Committee to get legislative approval for roll out/ implementation beginning with a pilot in the 2017-18 school year.

8. **Career & College Readiness Training** (MS/HS now – Elem. is coming in 2017!)
   Looking to secure at least $20K so that all 9 ESD's can train 2 facilitators of the Go Alliance Academy's Career and College Readiness (CCR) training Modules. This will make a current best practice CCR training available across Washington.

9. **Family Engagement Coordinator Workgroup**
   Find a School Counselor to serve on the OSPI workgroup that will create a model policy for Family Engagement Coordinators.

10. **CACREP for Counselor Educator Programs**
    Is there a need for WSCA to help with the PESB's decision? Will non CACREP programs be able to continue with their program? Will mental health counselor be an alternate route?

11. **Certification for taking CCR training** – [CTE Career Guidance Specialist COMPLETED SPRING 2016]
    Need to work with PESB to create a "Career Counselor" certification and/or “endorsement” option from taking the CCR training models. (Districts could hire more counselors using CTE funding IF they’re certified as a “Career” counselor!)

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13. **CCR Training in Washington’s School Counselor Educator Programs**
    Work with 4-year colleges in Washington to transition their School Counselor Educator programs to using the Go Alliance CCR training modules so all new counselors get the same best-practice training.

    The OSPI Graduation: A Team Effort (GATE) workgroup is working with Sunnyside, Spokane, Franklin Pierce and Kelso SD’s to establish the best practices around establishing an effective MTSS model that can be replicated in other districts. WSCA needs to maintain a presence on this workgroup to inform development and help promote the MTSS model.

15. **Strategic Equity Initiative Workgroup**
    OSPI is leading a Strategic Equity Initiative workgroup that is looking at data related to equity issues-how can we use data to address opportunity gap (HB1541-EOGOAC recommendations). WSCA needs to maintain a presence on this workgroup to inform development and help promote the initiative.
16. **Breakfast Before The Bell**  
Still trying to help get more funding for this program, which would provide grant funding that would allow/encourage schools to offer/ provide breakfast after school starts.

17. **ACE's Data and Professional Development Training**  
Get information distributed to ESD's(?) re: ACE's data, ACE's & Resilience Mapping Initiative, and Trauma-Informed Counseling and other resources available so counselors have access to training.