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

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.

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

Longitudinal and Disaggregated Data Systems and Data Driven Decision Making
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
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.
“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
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

College and Career Information

College and Career Readiness Instruction (Course)

Tactical Change

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

<table>
<thead>
<tr>
<th>1. PERSONALIZING Advisories</th>
<th>2. PLANNING Portfolios</th>
<th>3. DEMONSTRATING Conferences</th>
<th>4. EMPOWERING Scheduling</th>
<th>5. EVALUATING Data – Informed</th>
</tr>
</thead>
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### 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

### 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

### 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

### 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

### 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

- 2007
- 2006
- 2005
- 2004

Outpaces State Average Over Time

Legend:
- Pre 2004 Implementers
- State Average
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
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.
### Guidance Counselor

<table>
<thead>
<tr>
<th>Level</th>
<th>Staff Ratio</th>
<th>Student/Counselor Ratio</th>
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<tbody>
<tr>
<td>Elementary (K-6) (400)</td>
<td>.493</td>
<td>811 / 1</td>
</tr>
<tr>
<td>Middle School (7-8) (432)</td>
<td>1.116</td>
<td>387 / 1</td>
</tr>
<tr>
<td>High School (9-12) (600)</td>
<td>1.909</td>
<td>314 / 1</td>
</tr>
</tbody>
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**Legislative Intent vs. “Local Control”**
“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
Traditional Navigation

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

Tier

3 for a few students

2 for some students

1 for all students

Students Benefiting From Intensive Support

Students Benefiting From More Support

All Students

Developmental Domains

Tiered Intervention Model

School Counselor Roles

Theoretical Roots

Foundation
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...

<table>
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<tr>
<th>Think</th>
<th>How might you integrate any of the college and career readiness resources you learned about today at your site?</th>
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</thead>
<tbody>
<tr>
<td>Pair</td>
<td>Turn to your “elbow” partner and share your idea.</td>
</tr>
<tr>
<td>Share</td>
<td>What value will this action have in better preparing your students for post secondary pursuits?</td>
</tr>
</tbody>
</table>
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
Online registration for the 2011 Conference is open!
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