E2SHB 1599
PASS Act
OSPI Model
Graduation Coach
Policy
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Graduation Coach Policy
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I. Executive Summary

There are many reasons some students don’t complete high school or perform at a level equal to his or her classmates. All students need support to achieve these important goals – and some need more help than others. Student success requires high levels of collaboration between educators, community resources, the student, and his/her family. One way to implement this team approach is through the use of “graduation coaches.”

Graduation coaches work with school counselors to ensure that all students have the support they need to graduate and transition into postsecondary education and life, and that students who need targeted support get it.

Much of the work done by graduation coaches focuses on students in secondary education. However, the opportunity to intervene in earlier grades and keep students on track cannot be overlooked. Transitions between elementary and middle school, and middle and high school, can be particularly difficult. Graduation coaches and the strategies they use can reduce the risk of students disengaging from school.

The idea for graduation coaches is not unique to Washington state, although the data collected from these programs are limited. And within Washington state, there are a handful of districts that have implemented some version of the position, but job title and responsibilities vary by district.

This report, as required by the 2011 operating budget, House Bill 1087, describes a model policy that defines the skill sets and responsibilities that would shape the role and responsibilities of a graduation coach within a Comprehensive Guidance and Counseling Program (CGCP).
II. Introduction

In 2011, the state Legislature passed Engrossed Second Substitute House Bill 1599, which related to the Pay for Actual Student Success Act. The bill assigns some specific tasks to the Office of Superintendent of Public Instruction (OSPI) related to dropout prevention. A second bill, the 2011 operating budget (House Bill 1087) required OSPI to develop a model policy to define the skill sets and responsibilities that would shape the role and responsibilities of a graduation coach.

A comprehensive focus on student success through the use of graduation coaches creates a potential for reducing the dropout rate and improving academic achievement. It may also contribute to the ability of students to direct their own education and empower parents, counselors, and the community to provide better support. Such “wrap-around” collaborations may result in more encouraging intervention results and greater resource efficiency. This is critical when providing comprehensive and sustainable services from within integrated student support programs.

Decisions related to staffing in guidance and other student support needs are often addressed through a variety of guidance related positions, informed by local needs, current staffing, availability of resources, and funding.

The recommendations within this policy recognize that such considerations must become part of the decision-making in providing support for students seeking to graduate from Washington schools.

The design and implementation of a graduation coach program should only bring individuals into work for which they have the skills, experience, and the full support of the stakeholders with whom they will work in partnership to support students. The effectiveness of a graduation coach is linked to participating in a program for which they have necessary training, as well as recognition of the training and roles of school staff with whom they will be collaborating for optimal delivery of services (SERB, 2008).

This document provides that definition of the skill sets, as well as examples to help guide districts in the selection and assignment of duties to successfully implement the role of graduation coach.

GRADUATION COACH PROGRAM CONTEXT

Graduation rates and the achievement gap are both affected by many factors that impact students of all ages. Dealing with the complex issues that influence the ability of a student, behind in credits and/or failing classes, to receive the kinds and intensity of support needed requires high levels of collaboration between educators, community resources, the student, and his/her family.

Graduation coaches, by working within a Comprehensive Guidance and Counseling Program (CGCP), provide a structure through which high-quality support systems can be implemented, creating a coordinated and sustainable model to provide targeted support. In addition, working within the CGCP framework also links the skills and knowledge of the graduation coach to those
of school counselors whose significant training and roles within the school contributes professional knowledge, skills, and leadership, combined with a clearly articulated role to support all students in becoming graduates and in successful transitions to postsecondary education and life.

Although much of the graduation coach’s efforts focus on students in secondary education, there are significant risks to students at any point in their public education, and especially at transitions between levels (e.g., elementary to middle school and middle to high school). Graduation coach roles and strategies at middle and elementary levels tends to be more focused on prevention and early intervention which, when effective, can reduce the risk of students disengaging from school.

**GRADUATION COACH EFFORTS TO DATE**

**National**
Graduation coaches can be found in a few states in the United States. As of 2007–08, three states were providing funding and other supports for graduation coach positions, according to a study conducted by the Regional Educational Laboratory – Southeast (REL-SE), (EBE #359, September, 2008). The states included are Georgia, Alabama, and California.

- A January 2012 email exchange between OSPI and the Georgia Department of Education revealed that Georgia was no longer funding graduation coaches as a line item in the state budget.
- The REL-SE document reveals two common features related to the roles and responsibilities of the graduation coaches in these three states:
  - They all profile students who are at risk for dropping out or not graduating from high school; and
  - They all find and match students with appropriate resources so that they are able to remain in school and graduate.

Overall, the professional qualifications that these states required for these positions are somewhat similar. None of the states required that the coaches be classroom teachers, although Georgia required that the coach have an educational certification. All three states focused on hiring individuals with the ability to work with students and knowledge of the community and resources that could support identified students. All three states were implementing training programs for graduation coaches at the time of the study (2007–08).

**Washington**
Graduation coaches have been established by districts throughout Washington State (e.g., Rosalia School District, Everett School District, Bremerton School District), although with varying job titles and responsibilities. Due to a lack of any reporting mechanism, the number of positions is indeterminate. In addition, there are multiple programs that have provided schools with staff whose roles capture some of the roles of a graduation coach.

Examples of individuals with guidance roles focusing on student graduation can be found with:
- **GEAR-UP Graduation Specialists** - Washington Student Achievement Council (WSAC), formerly the Higher Education Coordinating Board (HECB)
- **Educational Advocate program** - Case Manager - (OSPI)
Migrant Graduation Specialist (requires BA) - (OSPI)

RELEVANT GRADUATION COACH IMPACT EVIDENCE

The research literature on the impact of graduation coaches is neither plentiful, nor does it necessarily point to a causal connection to student success. However, Georgia did see an increase of their graduation rate from 72.3 percent in 2007 to 75.4 percent in 2008 — a record high for the state. This increase took place at the same time that the state introduced a funding mechanism to support graduation coach positions. During this period, Georgia’s dropout rate decreased from 4.1 percent to 3.7 percent.

GRADUATION COACH ROLE WITHIN THE CONTEXT OF COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS (CGCP)

The American School Counselor Association (ASCA) represents over 31,000 professional school counselors, promoting professionalism, evidence-based and ethical practices, as well as leading critical work in the development of both student and school counselor competencies and impacts on student success. ASCA does not specifically take a position on use of graduation coaches. However, it does recognize that communities and school districts across the country are seeking solutions to address student engagement. In the ASCA position statement, The Professional School Counselor and the Use of Non-School Counseling – Credentialed Personnel (adopted in 1994, revised in 2006), the organization asserts that the use of non-school counseling personnel may provide valuable services to students, but that such services must be clearly defined, based on the individual’s training and skills, and delivered collaboratively within the context of a CGCP.
III. Definition of Graduation Coach General Skill Set

A. Ability to communicate effectively through all modes of communication and in various situations with students, families, and other stakeholders.
B. Ability to maintain confidentiality.
C. Demonstrate availability and accessibility to students, families, and other stakeholders.
D. Ability to work cooperatively and collaboratively with school staff.
E. Knowledge of data collection procedures and general clerical duties.
F. Ability to work calmly and flexibly in challenging situations.
G. Demonstrate an open and responsive attitude toward meeting the diverse needs of the caseload.
H. Demonstrates effective student supervision procedures and behavior management.
I. Knowledge of school policies including Special Education, Section 504 of the Rehabilitation Act of 1973, and school law to understand students’ rights and responsibilities.
J. Demonstrate willingness and persistence in helping students reach their goals.
K. Ability to analyze, implement, and track prevention and intervention strategies and plan to effectively impact student progress.
L. Knowledge, understanding, and ability to assist in the access of alternative education opportunities and community resources to further improve student ability to succeed.
M. Ability and willingness to advocate and assist students, at risk of not graduating, to stay in school.

EIGHT GRADUATION COACH ACTIVITIES AND RATIONALE FOR ASSIGNMENT

Within E2SHB 1599 eight activities were defined as elements that would be included within the description of “graduation coach.” Within 2ESHB 1087 those roles and responsibilities are to be defined in coordination, and within the context of a comprehensive school guidance and counseling program (See Appendix A).

The following examples are intended to be illustrative of the “graduation coach” general skill set working in coordination with a school counselor/counseling team.

EXAMPLE ACTIVITIES BY GRADUATION COACH ROLE IN COMPARISON TO COUNSELOR/COUNSELING TEAM STRATEGIES

Activity 1: Monitoring and advising on individual student progress toward graduation

Graduation Coach Example Strategies:

• Monitor student progress related to assessments, High School and Beyond Plan (HSBP) and culminating projects;
• Facilitate a “Check & Connect” program;
• Co-facilitate a small group coaching program with a school counselor;
• Monitor attendance, grades, and progress;
• Identify, research, and document partially completed coursework; and
• Assist student in accessing career information to assist in building a graduation and beyond plan.

Counselor/Counseling Team Example Strategies:

• Develop and facilitate a small group coaching program;
• Assess academic skills, education and career goals, and learning styles of individual students;
• Enroll students in credit recovery classes;
• Interpret assessment date to help students build graduation and beyond plans; and
• Organize a student assistance team to support school counselor and graduation coach efforts with identified students.

Activity 2: Providing student support services and case management

Graduation Coach Example Strategies:

• Facilitate communications between community resources and the school;
• Assist counselor in reviewing data to identify students in need of support;
• Enhance student academic self-efficacy by offering ongoing support and encouragement;
• Assist counselor in tracking progress data on identified students;
• Facilitate regular communications with parents as to student status; and
• Advocate for and support student participation in tutoring or supplemental support for academic success.

Counselor/Counseling Team Example Strategies:

• Collaborate with counselors and administrators in supporting students/families through any truancy enforcement actions;
• Complete initial intake interview with student/family relative receiving graduation coach services;
• Build a graduation plan in consultation with the student/parent and staff;
• Provide intensive case management for students needing multiple support services; and
• Provide support to teachers in interpreting data, differentiating instruction, and identifying assessment alternatives.

Activity 3: Motivating students to focus on a graduation plan

Graduation Coach Example Strategies:

• Connect with student on a consistent and regular basis to encourage and assist meeting graduation plan objectives;
• Model and support knowledge and practice of effective communication, self-advocacy, leadership, and action planning skills with the student;
• Support student understanding of graduation requirements and the meaningful connection of a graduation plan with a high school and beyond plan;
• Help students identify opportunities for quality culminating projects in the school and community;
• Assist the student with goal-setting including the support of student in identifying and communicating his/her interests tied to creating appropriate goals;
• Connect with business and higher education resources to support student goal development through experiential events (e.g., mentoring, internships, work-site and career-specific campus visits or presentations); and
• Assist the student in identifying and planning to meet important deadlines.

Counselor/Counseling Team Example Strategies:

• Connect with student on a consistent and regular basis to encourage and assist meeting graduation plan objectives;
• Provide short-term counseling support to reduce barriers to completing graduation plan;
• Teach student self-advocacy skills related to working with instructors;
• Assist student in connecting graduation plan goals with education/career aspirations;
• Identify and provide culturally appropriate mentoring resources; and
• Work with staff so that everyone clearly communicates the “You can graduate!” message.

Activity 4: Encouraging parent and community involvement

Graduation Coach Example Strategies:

• Organize and attend graduation plan review with student, parent, and staff;
• Manage a community mentors program;
• Organize and work with students and families in community events such as evening computer lab, career planning, capacity-building sessions such as literacy;
• Assist the school counselor in maintaining ongoing contact with individual families regarding student progress;
• Collaborate with the school counselor to identify and coordinate with outside agencies to come on to campus to work with students in need of support; and
• Identify community resources to support basic safety and social-economic needs for parents of students receiving graduation coach support.

Counselor/Counseling Team Example Strategies:

• Develop and provide parent presentations, including Q & As about graduation requirements;
• Coordinate student-led events;
• Organize a community mentors program;
• Incorporate periodic graduation plan reviews with student, parent, and staff;
• Maintain ongoing contact with individual families regarding student progress; and
• Identify and coordinate with outside agencies to come on to campus to work with students in need of support.
Activity 5: Connecting parents and students with appropriate school and community resources

Graduation Coach Example Strategies:

- Inform students/families of alternative programs to earn additional credits;
- Inform students/families of available student supports (e.g., tutoring) within the school and community;
- Inform students/families of identified community resources to address safety and socio-economic needs of the family;
- Collaborate with teams of educators, counselors, parents, students, and community leaders to identify gaps in school and community services and leverage resources to meet those needs and family access;
- Assist in organizing a community resource fair for families at the school for students/families;
- Promote participation in personal and social skill-building opportunities within the school and community; and
- Prepare and distribute resource listings for use by administrators, teachers, counselors, and graduation coaches with families.

Counselor/Counseling Team Example Strategies:

- Collaborate with the school counselor to prepare for and meet with identified at-risk students and their families to discuss support needs and opportunities;
- Establish parameters for working with identified community intervention resources;
- Assist students/families in identifying and addressing other barriers to learning via regular contact;
- Identify appropriate community resources to participate in an evening family program at the school; and
- Make a follow-up contact with the student and/or family to ensure that connections have been made with the school/community resource.

Activity 6: Securing supplemental academic services for students

Graduation Coach Example Strategies:

- Guide students/families in gaining access to supplemental academic services;
- Advocate for additional supports to meet the needs of students;
- Assist students in scheduling before and after school academic assistance from instructors;
- Collaborate with instructors to schedule students in need of academic support for tutoring opportunities; and
- Follow-up with instructors to insure that identified students continue to receive supplemental services such as tutoring if needed.
Counselor/Counseling Team Example Strategies:

- Assist instructors to implement individual plans of action for identified at-risk students in their classes;
- Assist instructors in identifying needed resources to support supplemental academic services for at-risk students;
- Collaborate with the school leadership team to identify potential supplemental services;
- Participate in related school/community partnerships with a goal of accessing additional support for at-risk students; and
- Collaborate with administrators and counselors to identify new partners with services that reduce student barriers to learning.

Activity 7: Implementing schoolwide dropout prevention programs and interventions

Graduation Coach Example Strategies:

- Collaborate with administrators and counselors to facilitate freshman transition programs;
- Assist teachers and counselors in support of prevention programs such as AVID, GEAR-UP, JAG, Navigation 101, or others as locally defined;
- Assist the school counselor and other evaluation specialists to design and administer ongoing evaluations of dropout prevention and intervention programs;
- Participate in student assistance team meetings; and
- Coordinate data collection in support of dropout early warning and intervention system (DEWIS) efforts.

Counselor/Counseling Team Example Strategies:

- Assist administrators and counselors/counseling teams including teachers in designing and implementing transition programs;
- Collaborate with the counselor and evaluation specialists to design and administer evaluations of dropout prevention and intervention programs;
- Collaborate with administrators and counselors to integrate career and college readiness outcomes for individual students with graduation coach roles;
- Collaborate with administrators and counselors to facilitate school re-entry supports for students, including assignment to graduation coach caseload;
- Collaborate with counselors to design and implement a dropout early warning and intervention system (DEWIS); and
- Incorporate clubs, small groups, higher education visitations, ropes courses, and other student engagement, peer networking strategies.

Activity 8: Analyzing data to identify at-risk students

Graduation Coach Example Strategies:

- Solicit referrals of at-risk students from teachers;
- Screen student progress reports for counselors and administrators to identify at-risk students;
• Screen student attendance and behavior data to identify at-risk students;
• Screen student “high stakes” testing results to identify at-risk students; and
• Utilize student assistance team meeting data to identify at-risk students.

Counselor/Counseling Team Example Strategies:

• Collaborate with district and/or school data team in the implementation of needs assessment beyond academic need (e.g., health, social, emotional);
• Inform administrators, counselors/counseling teams, and instructors of systemic issues hindering smooth transitions;
• Collaborate with counselors to identify at-risk students based on student transcript/academic history;
• Correspond with feeder school counselors and administrators to identify transitioning at-risk students;
• Develop and provide interventions recognizing and building on student strengths and learning styles;
• Collaborate to design and facilitate student assistance team efforts to build graduation coach caseload; and
• Review student assistance team data to prioritize referrals for the graduation coach caseload.
IV. Comprehensive Guidance and Counseling Program (CGCP) and Graduation Coach Crosswalk

CGCP AS A STUDENT SUPPORT SYSTEM MODEL

Guidance and counseling programs were first established to help students find jobs. Later, school counseling programs incorporated mental health counseling for students in need. Then, they began to emphasize postsecondary placement. In the Sputnik era, counseling became a way to guide students toward careers in science and math. Since then, school counselors have also been asked to lower dropout rates, administer drug and child abuse prevention programs, and address school violence, bullying, broken families, and youth alienation.

School counselors face new educational realities that require them to respond in more fundamental ways than simply taking on additional duties linked to barriers to learning. They are expected to fit into the process of educational reform and school improvement, and to help students comply with increasingly rigorous academic assessments and graduation requirements. They have been asked to be accountable for their contribution to student achievement, career and college readiness for all students, and for the results of their actions. And they must help students prepare for a 21st century world that requires more education and training and thus more preparation in middle and high school than ever before. These have been daunting but exciting challenges, as they have fostered a re-visioning of the school counselor as a leader within the school building who is in a unique position to advocate for the academic, career, social, and personal success of every student as well as utilize resources in increasingly effective and efficient ways.

In response to these new demands on school guidance and counseling programs, the Office of Superintendent of Public Instruction (OSPI), Washington school counselors, counselor educators, and career guidance leaders have come together to update and revitalize the field of school guidance and counseling by developing a Washington State Framework for Guidance and Counseling program model that identifies school guidance and counseling as an integral part of a school’s educational program and that links counseling, individual student planning, and career exploration efforts through a Response to Intervention (RTI) informed conceptual approach. Such a program is identified as being comprehensive in scope, largely preventive in design, yet inclusive of elements that support addressing the needs of students not being successful only through prevention efforts.

A comprehensive school guidance and counseling program (CGCP) shares five foundational premises:

1. **Guidance and counseling is a program.** Its characteristics are similar to other programs in education and include the following: student standards; activities and processes to assist students in achieving these standards; professionally certificated personnel; materials and resources; and program, personnel, and results evaluation.

2. **A CGCP is developmental and comprehensive.** It is developmental in that guidance and counseling activities are conducted on a regular, planned, and systematic basis to assist students in their academic, career, and personal/social development. Although immediate and crisis needs of students are to be met, a major focus of a developmental
program is to provide all students with experiences to help them grow and develop. A guidance and counseling program is comprehensive in that a full range of activities and services are provided. American School Counselor Association (ASCA) has also taken a position that through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the RTI process.

3. **A CGCP features a team approach.** A comprehensive, developmental program of guidance and counseling is based on the assumption that all school staff is involved. At the same time, it is understood that professionally certified school counselors are central to the program. School counselors not only provide direct services to students but also work in consultative and collaborative relations with other members of the guidance team, members of the school staff, parents, and members of the community.

4. **A CGCP is developed through a systematic process of planning, designing, implementing, evaluating, and enhancing.** This process assures intentional delivery of a program designed to address established priorities.

5. **A CGCP has established leadership.** This ensures accountability for the program and for the quality of the performance of program staff. Moving from the traditional responsive and position-oriented school counseling service delivery approach to a developmental CGCP requires a commitment from school and district leadership, as well as the involvement of all staff in the school. This shift also requires highly-trained school counselors and other guidance staff who are ready and able to work at all levels: with individuals, small groups, classes, and with educators and administrators.

There are four key elements of a CGCP: foundation, delivery, management, and accountability.

1. **Foundation**—Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation, and evaluation of a culturally relevant and comprehensive school counseling program. Professional school counselors create a mission statement supporting the school’s mission and collaborate with other individuals and organizations to promote all students’ academic, career, and personal/social development.

2. **Delivery**—Professional school counselors provide culturally competent, direct and indirect services to students, parents/guardians, school staff, and the community in the following areas:
   A. **School Guidance Curriculum**—This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school’s overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K−12 classrooms and group activities.
   B. **Individual Student Planning**—Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
   C. **Responsive Services**—Responsive services consist of prevention and/or intervention activities to meet students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and the school climate and culture, and may require any of the following:
i. Individual or group counseling.
ii. Consultation with parents, teachers, and other educators.
iii. Referrals to other school support services or community resources.
iv. Peer helping.
v. Social-emotional learning (student success skills), intervention, and advocacy at the systemic level.

3. Management—Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school’s needs. Processes and tools include:
   A. Agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished.
   B. Advisory councils including students, parents/guardians, teachers, counselors, administrators, and community members to review school counseling program goals and results and to make recommendations.
   C. The use of student data to affect systemic change within the school system so every student receives the benefit of the school counseling program.
   D. Action plans for prevention and intervention services defining the desired student competencies and achievement results.
   E. Allotment of the professional school counselor’s time in direct service with students as recommended in the ASCA National Model.
   F. The use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

4. Accountability—Professional school counselors develop and implement data/needs-driven, standards-based, and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

RELEVANT COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM (CGCP) IMPACT EVIDENCE

A CGCP is, by definition, an integral part of the total educational program. It is linked directly to the school’s mission and improvement plan, and it is built around a “delivery system” to provide supportive activities and interventions to students.

CGCPs are largely theory and research-based, drawing on human developmental and systems theories. Moreover, since the early 1980s, program elements have been investigated in small- and large-scale studies in multiple schools, districts, and states (e.g., Washington, Missouri, Utah). This research has generally produced positive results. Researchers at the University of Missouri, for instance, found in a recent study (Lapan, Gysbers, Kayson, 2007) that 47 percent of students graduating from a high school with a CGCP were still enrolled in a four-year college
one year after high school graduation compared with 28 percent from similar schools without a CGCP.

A growing and promising body of qualitative and quantitative research supports the implementation of CGCPs across states, districts, and schools. Studies continue to show that school guidance and counseling programs have a positive impact on:

- Student standardized test scores
- Grades
- Career development
- Parental satisfaction
- School climate
- College preparation

The following studies provide detailed and rigorous evidence that show a positive trajectory of the successful impacts on students who participate in comprehensive guidance and counseling programs with their academics, personal/social issues, and career planning. A variety of research methods (e.g., correlational, descriptive, ex post facto, and quasi-experimental) are used by these studies and suggest that CGCPs are at least moderately associated with pertinent student educational outcome variables. More specific information on the sizes of these impacts is available through traditional guidance and counseling research archives.

- Results reveal that the combined school counselor interventions of group counseling and classroom guidance were associated with a positive impact on student achievement and behavior. Brigman, G., & Campbell, C. (2003).
- Missouri students attending high schools with more fully implemented school counseling and guidance programs have significantly higher 10th grade MAP math scores. Lapan, R.T., Gysbers, N.C., & Kayson, K. (2007).
- More fully implemented school counseling programs significantly predicted (a) student perceptions of being safer in their schools, (b) better relationships between students and teachers, (c) greater satisfaction of students with the education they were receiving in their schools, (d) perceptions that one’s education was more relevant and important to one’s future, and (e) earning higher grades. Lapan, R. T., Gysbers, N. C., & Petroski, G. F. (2001).
- Students who have access to counseling programs reported being more positive and having greater feelings of belonging and safety in their schools. Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997).
- Results provide evidence for Chicago school counselors’ impact on students’ academic achievement, college readiness, and transition into high school. In addition, this report identifies particular actions that a school district can undertake to better utilize and support school counselor professionals. Specifically it recommends ways to enhance collaboration between principals and school counselors and to reduce the burden of noncounseling tasks. Lapan, R., & Harrington, K. (ACA2010).
• Schools with high Comprehensive School Counseling Program (CSCP) implementation significantly outperformed non-CSCP schools on Grade 6 ITBS language, math, and core total scores and on Grade 7 reading and math WASL scores. Sink, C. A., Akos, P., Turnbull, R. J., & Mvududu, N. (2008).
• Over time, elementary students in schools with Comprehensive School Counseling Programs exhibit higher scores on academic achievement tests than their peers in schools without a CSCP in place. These reviewers concluded that students are helped academically and interpersonally by attending schools with elementary counselors in place. Sink, C. A., & Stroh, H. R. (2003).

SCHOOL COUNSELOR ROLE WITHIN A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM (CGCP)

School counselors in Washington State earn a minimum of a master’s degree in school counseling (WAC 181.78A.270) meet state certification standards as prescribed in (WAC 181.79A.221), and abide by the ethical standards of the American School Counselor Association and laws of our state. School counselors understand and adhere to professional expectations to develop and implement CGCPs based on the ASCA National Model and as refined by the Washington State Framework for Guidance and Counseling.

The roles of the school counselor within a CGCP include:
1. Leader–School counselors as leaders are engaged in school improvement decision making and evaluation. They effectively consult and communicate to promote wellness, remove barriers, and implement interventions to meet the needs of students.
2. Advocate–School counselors advocate for students’ needs and they work to ensure they are addressed. They support and promote every student’s right to flourish in school and life.
3. Collaborator–School counselors foster effective working relationships with students and their communities. They serve as a vital link, drawing upon the contributions and expertise of others who care about students.
4. Change Agent–School counselors work collaboratively to eliminate systemic barriers to academic and personal success. They use data to advocate for change and they promote safe, caring, and equitable learning environments for all students.

CROSSWALK OF GRADUATION COACH STRATEGIES TO A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM (CGCP)

Table 1 provides a crosswalk between the eight activities defined as elements of a graduation coach’s assignment under E2SHB 1599, in the context of a CGCP as required by section 501 of E2SHB 1087. The American School Counselor Association (ASCA) National Model® is a “best-practice” framework for a comprehensive, data-driven school guidance counseling program, and is used as the standard for the comprehensive guidance and counseling program context.
Table 1: Crosswalk of Graduation Coach Strategies to a Comprehensive Guidance and Counseling Program (CGCP)

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<td>CGCP Focus</td>
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<td>1) Monitoring and advising on individual student progress toward graduation.</td>
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<td>2) Providing student support services and case management.</td>
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<td>6) Securing supplemental academic services for students.</td>
<td>• Comprehensive in Scope • Conducted in Collaboration • Monitors Student Progress</td>
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<tr>
<th>Student Planning</th>
<th>Management Systems–Use of Data: Student Monitoring</th>
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| (7) Implementing schoolwide dropout prevention programs and interventions. | • Preventive in Design  
• Comprehensive in Scope  
• Conducted in Collaboration  
• Developmental in Nature | • Delivery System–Guidance Curriculum  
• Delivery System–Responsive Services  
• Delivery System–Individual Student Planning  
• Management Systems–Use of Data: Student Monitoring |
| (8) Analyzing data to identify at-risk students. | • Preventive in Design  
• Conducted in Collaboration  
• Driven by Data | • Management Systems–Use of Data: Student Monitoring  
• Accountability Systems: Results Reports |
V. Definitions and Examples

**Advising:** Giving a recommendation about what should be done.
Example: The graduation coach recommending to a student to meet with instructors after school to receive extra help in passing his/her classes.

**Analyzing:** Studying or determining the nature and relationship of the parts.
Example: The graduation coach comparing a student’s attendance profile with grades to identify a possible relationship.

**At-risk student:** An individual under the age of 21 years, who may be using or at risk of using substances of abuse, or who may exhibit one of the following attributes: is identified as a child of an addict; is a victim of physical, sexual, or psychological abuse; has become pregnant; is economically disadvantaged; has committed a violent or delinquent act; has experienced mental health problems; has attempted suicide; has experienced long-term physical pain due to injury; has experienced chronic failure in school; or has dropped out of school.
Example: A student experiencing any barrier to his/her education could be considered to be at-risk.

**Case Support/Management:** The ongoing coordination and monitoring of a student’s graduation plan and other assigned supports.
Example: The graduation coach compiling and reviewing weekly grade checks with the student and parent/guardian.

**Connecting:** Becoming joined; having or establishing a rapport.
Example: The graduation coach assisting a student/parent in connecting with a community after-school program that provides free tutoring services.

**Data:** The information that is collected to measure student progress within his/her graduation and high school and beyond plan/program of study.
Example: A student’s report card.

**Educational Staff Associate (ESA):** An educational staff associate certificate authorizes service in the roles of school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers.
Example: The school counselors in Washington public schools hold an Educational Staff Associate certificate.

**Encouraging:** Giving hope or promise.
Example: The graduation coach directly communicating to a student that he/she has seen significant improvement in his grades, and that he/she has no reason to not expect even more success.
Graduation plan: A plan for what is needed to graduate from high school; can be part of high school and beyond plan or program of study.
Example: A detailed plan, developed with a student and his/her parent(s), designed to capture a detailed sequence of course work and other benchmarks necessary to earn a high school diploma.

High school and beyond plan: A document to get all students thinking about their futures and how to get the most out of high school so that they’re ready to pursue their adult lives, no matter what direction they plan to take. Ideally students write their plans in 8th or 9th grade and continue to revise them throughout high school to accommodate changing interests and goals. They can include their personal story, learning style, goals for high school, and goals for immediately after high school. The plans can be combined with Programs of Study.
Example: A detailed plan that identifies a sequence of coursework and other activities prerequisite to the student’s successful transition to his/her preferred postsecondary education.

Intervention: The application of a strategy for the purpose of compelling the student to engage in behaviors that improve the likelihood of graduation.
Example: The graduation coach sets up a conference between the student, parent, and instructor of a class in which the student is not being successful to identify steps the student can take to improve his/her grade.

Monitoring: Watching, keeping track of, or checking usually for a special purpose.
Example: The graduation coach monitors identified student’s attendance and grade records in order to identify improvement or to revisit the graduation plan and supports.

Schoolwide dropout interventions: These are level 2 school interventions designed to be applied to working with any student identified as being potentially at-risk.
Example: Student assistance team.

Schoolwide dropout prevention program: Schoolwide strategies that increase student positive engagement with school adults and with the educational program of the school.
Example: Homeroom/Advisory.

Securing: Taking into custody.
Example: The graduation coach actively assisting the student in signing up for after-school online courses to help make up for failed classes.

Student progress toward graduation: An assessment of a student’s progress in meeting graduation requirements.
Example: Credit check.

Student support: A broad range of programs and services that are designed to assist the student in overcoming barriers to learning as well as increasing likelihood of graduation.
Example: A comprehensive guidance and counseling program.

Supplemental academic services: Programs and services that are intended to supplement core instruction objectives in support of student academic progress in his/her classes.
Example: Tutoring, study tables.
VI. Acknowledgments

The Graduation Coach Model Policy Development Group was comprised of staff from OSPI, and members of the Public School Employees (PSE), the Washington School Counselor Association (WSCA), and Association of Washington School Principals (AWSP). A list of members is provided in Table 2.

Table 2: Graduation Coach Model Policy Development Group

<table>
<thead>
<tr>
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<th>Title</th>
<th>Affiliation</th>
<th>Contact Information</th>
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Graduation Coach Policy Initial Reviewers

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<tr>
<th>Name</th>
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VII. References


Appendix A: Legislation

Statutory Direction

E2SHB 1599 - NEW SECTION. Sec. 6.

A new section is added to chapter 28A.175 RCW to read as follows:

For the purposes of section 5 of this act, a "graduation coach" means a staff person, working in consultation with counselors, who is assigned 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 through the following activities:
(1) Monitoring and advising on individual student progress toward graduation.
(2) Providing student support services and case management.
(3) Motivating students to focus on a graduation plan.
(4) Encouraging parent and community involvement.
(5) Connecting parents and students with appropriate school and community resources.
(6) Securing supplemental academic services for students.
(7) Implementing school wide dropout prevention programs and interventions.
(8) Analyzing data to identify at-risk students.

Sec. 501. FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION - 2ESHB 1087 p.116

(1)(a)(iii) Within the amounts provided, and in consultation with the Public School Employees of Washington and the Washington School Counselor Association, the Office of the Superintendent of Public Instruction (OSPI) shall develop a model policy that further defines the recommended roles and responsibilities of graduation coaches and identifies best practices for how graduation coaches work in coordination with school counselors and in the context of a comprehensive school guidance and counseling program.