OSPI School Counseling and K-12 Supports Newsletter

June 2017
Volume 1, Issue 3

WA State School Counselor Summer Institute

The Counselor Summer Institute has updates and technical assistance presentations designed to address issues that influence the work of School Counselors delivered by Agency and Program Leads. Breakout sessions are based on a March 2017 survey of school counselors statewide.

8:00 AM–5:00 PM
Lunch will be served. There will be 7 free clock hours available.

Eastern Washington is June 23, 2017
Ferris High School, Spokane
Sponsored by ESD 101, Spokane Public Schools and OSPI

Registration: This link leads you to the signup page for the June 23 Counselor institute in Spokane
or at ESD 101 site: This link leads you to the ESD registration page for the Counselor institute in Spokane
Cost is $50

Western Washington is June 29, 2017
Olympia Red Lion Hotel
Sponsored by OSPI and WA School Counselor Association

Registration: WA School Counselor Association website
WSCA Member: This link leads you to the WSCA membership signup page for the Olympia Counselor Institute June 29
Non-Member/Public: This link leads you to the public WSCA signup page for the Olympia Counselor Institute
Cost is $50
WA School Counselor Association (WSCA): Summer Leadership Development Institute (LDI)

**July 27, 2017** 9:00 AM - 4:00 PM
Olympia Governor Hotel, 621 Capitol Way South, Olympia WA US 98501

There is no charge for this event. Clock Hours are free for WSCA members and $2.00 per clock hour for non-members. Registration at [WSCA](http://www.wasca.org) website.

Start the 2017-18 school year off right with issues all counselors should know about called “Six Keys”! WSCA has designed this year’s Leadership Development Institute (LDI) with the busy school counselor in mind. We’re going to give you six things that you need to know and do to start your year off right. You’ll get just enough, but not too much information about:

1. Using data to improve attendance, academics, and behavior
2. Implementing a career and college readiness program for any grade level
3. Ensuring students meet social emotional learning standards and benchmarks
4. Equipping yourself with the knowledge, abilities, skills and attitude necessary to implement a comprehensive program
5. Sharing your successes with stakeholders
6. Creating more time for direct services with students.

Contact Chris Kelly at [chriskellywsca@gmail.com](mailto:chriskellywsca@gmail.com), if you have any questions.

New Renewal Option for Residency School Counselor Certification and Pro Cert Change

At the May 2017 Professional Educator Standards Board meeting, the Board moved to allow a one-time, 3-year renewal to school counselors who hold or have held a Residency ESA school counselor certificate with an expiration date prior to 7/1/2019. This renewal ([This link leads you to the renewal application](http://www.wasco.org/)) is available until 6/30/2020.

The Board also moved to eliminate the requirement for professional certification program completion for school counselors and added a new continuing option. The new renewal option allows eligible school counselors to maintain a valid certificate while completing requirements for a professional ([This link leads you to completing requirements for a professional certificate](http://www.wasco.org/)). A school counselor or continuing ([This link leads you to the requirements for a continuing certificate](http://www.wasco.org/)) ESA school counselor certificate.

The ESA school counselor renewal application ([This link leads you to the renewal application for an ESA school counselor certificate](http://www.wasco.org/)) has been updated. The professional and continuing applications are forthcoming.

If you have questions, please contact the Professional Certification office at (360) 725-6400 or [cert@k12.wa.us](mailto:cert@k12.wa.us).

**Professional Certification**
Office of Superintendent of Public Instruction (OSPI)
600 Washington St SE | Olympia, WA 98504-7200
Phone: (360) 725-6400 | Fax: (360) 586-0145
www.k12.wa.us/certification
The Certification office is currently experiencing a large volume of emails and phone calls. We ask that you wait for a response to your first inquiry, before submitting an additional email. Thank you for your patience.

2017 Fall Counselor Workshops sponsored by WA Council

The Fall Counselor Workshops provide updated information about college admissions and more to high school counselors for the 2017-2018 school year. Held in nine locations throughout the state in September, school counselors hear current information from admission directors from four-year public and private universities, local 2-year colleges, updates from OSPI, State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC). Participants will network with fellow counselors, and have the opportunity for Q&A. A new networking format will be a main focus for these workshops this fall. Middle School counselors are welcome to attend. To register "click" on the workshop location you would like to attend.

Sept. 11th—Western Washington University
Sept. 12th—Clover Park Technical College
Sept. 13th—Seattle Pacific University
Sept. 14th—University of Washington-Bothell
Sept. 15th—Wenatchee Valley College
Sept. 18th—Spokane Community College
Sept. 19th—Columbia Basin College
Sept. 20th—Washington State University-Vancouver
Sept. 21st—St Martin's University

The WA Council for High School and College Relations, commonly called WA Council, operates for educational purposes and is organized to assist all WA state students to access and engage in postsecondary opportunities at its member institutions. info@washingtoncouncil.org. The Workshop contact is Jana Jaraysi, jjaraysi@ewu.edu, Commission Chair.

What Does It Really Mean to Be College, Career, & Life Ready?

The URL below links to a case study called “Integrated Approach to College, Career & Life Readiness” documenting how to personalize guidance using Career Guidance WA that has been released by College Spark WA and Getting Smart. This evidence-based work is a result of the nine-year OSPI and College Spark College Readiness Initiative (CRI) for low-income school districts across Washington State that indicates how personalized planning—High School & Beyond Plan equips students to focus on who they are, where they want to be, and how they will get there.

This link takes you to the booklet, Integrated Approach to College, Career & Life Readiness.

"The purpose of this publication is to illuminate the need for readiness, to narrate the story of one high-impact program, Career Guidance Washington, and to illustrate how partnerships can enhance college, career and life readiness initiatives by creating environments that generate the results we seek for students.”
More college and career readiness resources for program development can be found at Career Guidance WA at OSPI.

**What Is Summer Melt?**

As high school seniors graduate and transition to postsecondary education, a large population of students, especially from low-income households, “melt” away during the summer. Despite efforts to prepare students as they apply, get enrolled, complete the FAFSA and select classes, 20-40 percent of students fail to attend classes in the fall. Because these students no longer have access to school administrators, school counselors, and teachers, many do not know how to navigate the college system - community/technical colleges and 4-year universities—to get what they need in this transition.

High schools can take steps to diminish or reduce summer melt:

- Use senior exit surveys to document students’ postsecondary plans
- Reach out to local colleges to find out which students actually attended
- Determine the rate of summer melt and keep trend data
- Strengthen connections with area colleges and universities
- Encourage students to participate in support activities such as Summer Bridge Programs, TRIO, or Passport to College

Resources are available to help schools be more proactive. These include:

- [Activity Guide: Preparing Students for the Transition to College](#)
- [SDP Summer Melt Handbook: A Guide to Investigating and Responding to Summer Melt](#)
- [Foster Care Transition Toolkit](#)
- [Preparing Students with Disabilities for Postsecondary Education](#)
- [Supporting Transgender Students: College Admissions & Financial Aid](#)
- [College Access and Success for Students Experiencing Homelessness](#)

**Webinar Topics for 2017-2018 School Year**

OSPI School Counseling and WA Student Achievement Council staff host informational webinars on various career and college readiness and academic topics for elementary, middle and high school counselors and others who offer postsecondary planning information to students. We need your feedback to select the topics for the 2017-18 school year. Please complete the one question survey by June 12.

Here is the link: [This link takes you to the survey to suggest topics for the WSAC/OSPI webinar series](#).

**Data for Evidence-Based School Counseling**

OSPI has updated the Data & Reports page of the website to improve the findability of data. The Data and Reports page now includes links to data and reports, research publications, information about OSPI’s data collection tools, resources pertaining to student information, and data governance process documents. Additionally, the Data and Reports page now includes the A-Z
Data Index, which is a comprehensive list of data and data-related resources published throughout OSPI’s website.

If you are a frequent consumer of data and reports from the OSPI’s website, we suggest adding the following link to your favorites bar: This link takes you to the Data Analytics page. Your school district data for kindergarten preparedness, assessment, student growth percentiles, absenteeism, discipline, graduation rates, dual enrollment, postsecondary remediation and postsecondary enrollment is easily accessible with just a few clicks. This data can be used by elementary, middle, and high school counselors to continue or develop evidence-based school counseling best practices.

Evidence-Based School Counseling provides a practical process for using evidence to determine three critical issues: what needs to be done, which interventions should be implemented, and whether or not the interventions are effective.

- Selecting, collecting, and analyzing data for informed planning
- Carrying out action research and building collaborative partnerships
- Measuring student learning and behavior change
- Communicating results to stakeholders, and more

“As school counselors successfully incorporate data-based decision making and program planning into their work, they will witness positive academic and personal changes in the lives of their students and will have a way to measure the difference they are making in their students' academic, career, and personal/social development.” From: Evidence-Based School Counseling: Carey Dimmit, John Carey, Trish Hatch 2007

8th Grade Transition Support to Increase 9th Grade Success

To support 9th grade success, the conversation has to extend to elementary and middle schools. Neild and Balfanz (2006) have shown that attendance and failure in eighth grade can be used to predict eventual dropout. The importance of using a robust data system where you can easily review students who need intervention in attendance, discipline, and/or course work through their school years can’t be overemphasized. Systematically reviewing critical data for continuous improvement using a multi-tiered system of support is pivotal.

Schools seeing success are partnering with their feeder schools in the early spring to plan for the right classes and supports for the year to come. Summer bridge programs for students who are behind are highly encouraged to set students up for success as freshmen. “When schools concentrate their efforts on helping students make a successful transition to ninth grade, it results in dramatic increases in graduation” (CCSR, 2007). Relationships matter, find ways to help students get connected to activities and people. Use your leadership class as a Link Crew to guide them through a freshmen orientation or a caring advisory teacher. Parents benefit from an introduction too, so hosting parent orientation on topics like how to check online student grades is a great way to get the year started off right. Introduce students to the high school with freshmen academy to train them on study and organizational skills. Students benefit from added support, so give students extra time in the school day with Flex Scheduling where students can meet with teachers to get help and finish classwork or enjoy an extended lunch period for staying on track. Making coursework relevant by creating robust Middle and High School & Beyond Plan engage student interests and directly link to the courses they will take.
For more great strategies visit: This link takes you to the 9th grade success page OSPI’s 9th Grade Success Page
This link takes you to CSSR research information CCSR Research

**Chronic Absenteeism and Impact on 9th Grade Failure**

Is your school program set up to foster relationship building between school professionals and students? Attendance matters. According to the CCSR research (2007), we also know that students attend classes more often when they have strong relationships with their teachers and when they see their work as relevant to their future. “Attendance is the most important determinant of passing classes and graduating.” For schools trying to support incoming freshmen, consider: are programs in the school organized around students’ academic performance and needs? Are students being monitored and provided timely supports? Are teachers getting feedback and support for relationship building with students and instructional relevance? It helps to look for patterns in student performance based on time of day, student group, and type of subject, to develop strategies to help groups of students, teachers, or structures that need attention. Attendance patterns begin in elementary. Encouraging parents to see the importance early makes a big impact. Start September off right with an Attendance Matters campaign–visit Attendance Works for tools.

Read CCSR research for more information: This link takes you to more CCSR research information
This link takes you to Attendance works Attendance Works has Resources and Toolkits to help!
This link takes you to the OSPI attendance page OSPI’s Attendance page also has helpful resources to get your started or take you to the next level.

**September Is Attendance Awareness Month**

OSPI, along with Attendance Works, is asking schools to participate in September Attendance Awareness Month. The goal of the campaign is to expand the public’s awareness of the important role that regular attendance plays in student achievement as well as the need to address common barriers to getting to school, particularly for our most vulnerable children. The beginning of the school year is an excellent time to invest in awareness raising and education efforts around attendance; these critical tier one intervention efforts can have a positive impact on all students and families.

Washington school districts have the opportunity to show our commitment to increasing attendance in our state with a district superintendent call to action. Join the district superintendent call to action on the Attendance Works website. Sign up is simple and will take only a minute. Our goal is to have 100 district superintendents commit to building awareness of attendance and sign up!

Are you interested in or currently developing your September Attendance Awareness communication and activities? OSPI is developing several tools that will support your efforts.
• Attendance Posters, magnets, and postcards will be printed and distributed to your district or region (sample on right, more are being developed) and/or available in an editable template online.

• Social Media Toolkit
OSPI will put together and provide a social media toolkit that will include tweets and Facebook posts, making it easy for your communication department or your principal to plug and play.

• Local Sports Celebrity PSAs
OSPI, Department of Social and Human Services, and Mentoring Works Washington are partnering with the Seattle Sounders, Seahawks, and the Storm to create video PSAs to spread the word on the power of attending school. Other Resources are available on the OSPI Attendance Website and Attendance Works.

Attendance is a year-round habit! OSPI will be offering tools and resources throughout the year including webinars and videos highlighting work across the state.

Share your attendance work, highlights, and stories with us! We want to know what you’re doing! Email krissy.johnson@k12.wa.us.

**Mental Health Resources**

Links and resources for elementary, middle and high school counselors and other educators to support Mental Health is listed below. In the recent OSPI statewide survey of school counselors about topics for the upcoming Summer Institutes, mental health was the number one requested topic. We do plan to have as much information as possible at these institutes, especially designed for elementary, middle and high school counselors, on June 23 in Spokane and June 29 in Olympia. The information and registrations can be found on the WSCA website (Western WA) or on the ESD 101 website (Eastern WA).

ASCA has a variety of Mental Health Resources. [This links takes you to the ASCA mental health resources page](#).

At OSPI Mental Health and Schools [This link takes you to OSPI mental health resources](#) offers statistics and resources for school counselors and educational leaders. Under a Multi-Tiered Systems of Support model lens, a Spotlight on Mental Health is a visual that can be used in schools with PBIS emphasis. [This link takes you to the MTSS mental health resources](#). The Coordinated School Health site has additional resources related to the whole child. [This link takes you to coordinated school health web page](#). Under OSPI Student Support the Compassionate Schools Initiative has additional resources. [This link takes you to compassionate schools web page](#).

The American Foundation for Suicide Prevention webinar includes co-presenters from the American School Counselor Association and National Association of School Psychologists. [This link takes you to the American Foundation for Suicide Prevention webinar page](#).
College in the High School (CHS) State Funded Subsidies

For the 2016-17 school year, the deadline to submit a request of payment of the 2016-17 CHS subsidies in **July 15, 2017**. The link to the Request for Payment of CHS Subsidies form and instructions can be found at this link: [This link takes you to the CHS Subsidy Request site](#).

For the 2017-18 school year, iGrant FP-732 is available to apply for the CHS subsidies. **The deadline to complete an application is July 1, 2017.** Contact Becky McLean at becky.mclean@k12.wa.us or 360-725-6306 if you have additional questions regarding the CHS subsidies.

Updates to the 2017-18 State Course Code Lists: Our Data is Only As Good As Your Data

Since the 2017-18 State Course Code List was posted to the CEDARS Data Manual page on the OSPI website, the National Center for Education Statistics (NCES) has made changes to the State Course Codes. In accordance with our new CEDARS publication process, the State Course Code List will be updated with these changes on September 1st, however we want to make sure you are notified prior so you can plan accordingly for the 2017-18 school year.

### Removed State Course Codes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>01053N</td>
<td>Literature</td>
</tr>
<tr>
<td>08052N</td>
<td>Health and Fitness</td>
</tr>
<tr>
<td>12997N</td>
<td>Business and Marketing—Independent Study</td>
</tr>
<tr>
<td>12999N</td>
<td>Business and Marketing—Other</td>
</tr>
<tr>
<td>13997N</td>
<td>Manufacturing—Independent Study</td>
</tr>
<tr>
<td>13999N</td>
<td>Manufacturing—Other</td>
</tr>
</tbody>
</table>

### Added/Changed State Course Codes

The numbering schema for existing foreign language course codes changed from 06*** to 24***. In addition, the following foreign language codes were added:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>24039N</td>
<td>Foreign Language—General</td>
</tr>
<tr>
<td>24517N</td>
<td>IB Language A: Language and Literature—Korean</td>
</tr>
<tr>
<td>24917N</td>
<td>IB Language A: Language and Literature—American Indian Language</td>
</tr>
<tr>
<td>24997N</td>
<td>Foreign Language and Literature—Independent Study</td>
</tr>
<tr>
<td>24999N</td>
<td>Foreign Language and Literature—Other</td>
</tr>
</tbody>
</table>

Below is a question that has been raised frequently since we issued the 2017-18 state course codes, and the response from our CEDARS team.
**Question:** Many codes listed in CEDARS Appendix V in 2016-17 do not appear in the 2017-18 appendix. If a code is not listed in the 2017-18 appendix, does that mean the code is no longer valid and should be archived? For instance, many high school codes will be archived in 2017-18 that have corresponding non-high school codes that are valid in 2016-17. Should these non-high school codes be archived too? (For example, 06028N, 06030N, and 06036N.)

**Answer:** Correct, if a high school rigor School Code is archived, the corresponding non-high school rigor School Code is archived as well.

After reviewing your state course codes this is a good time to make sure the transcript course designators for your school/school district are correct for next school year. High school counselors often have valuable knowledge and updated information to share with registrars or school district student information directors about the designations on transcript for dual enrollment programs such as AP, IB, College in High School, Tech Prep and more, along with the “B” designation for College Admission Distribution Requirements (CADRs). These designation data are reported on the State Report Card under dual credit and can be used to determine which students are considered college-ready.

**GEAR UP Weekly Bulletin**

The WA Student Achievement Council has a weekly bulletin developed by the GEAR UP staff. This bulletin contains many excellent resources for elementary, middle and high school counselors. Anyone can receive the bulletin, even without being a GEAR UP school. Go to: [This link takes you to the weekly GEAR-UP Bulletin](#).

**World Language Updates**

The State Board of Education has a new FAQ about World Language requirement within the career and college ready 24-credit diploma for Class of 2019. [This link takes you to the State Board FAQ on world languages](#).

**News about the National Consortium for School Counseling and Postsecondary Success (NCSCPS)**

The National Consortium for School Counseling and Post-Secondary Success (NCSCPS) began as a group of individuals committed to advancing postsecondary achievement for all students. Members of the NCSCPS shared their perspectives at a Listen and Learning Conversation at the White House (Spring 2014), which became the impetus for Reach Higher’s focus on school counseling and college advising. The launch of that initiative was supported by two convenings: Harvard University and San Diego State University in August and November of that year. Further solidifying NCSCPS’s role contributing leadership in the field was evidence in (1) the November 2015 NCSCPS/University of North Florida White House Reach Higher Convening of teams with 37 states working on the agenda driven by the theme – Measurement, Mobilization and Collaboration to improve their college and career efforts statewide, and (2) the October 2016 NCSCPS/American University Reach Higher Convening on Culturally Competent Counseling, College and Career Readiness for Underserved Youth.

The Consortium itself was created after the SDSU convening to provide additional support to the First Lady’s Reach Higher Initiative and continued momentum through additional convenings and
a multi-pronged research project. Members have voluntarily supported this work (hosting, presenting and supporting state, regional and national convenings, etc.) for over two years. Members have contributed their time on top of their individual work commitments and responsibilities. With the release of this report, the Consortium recognizes that our MAIN goals have been accomplished. They are:

- Created and nurtured a viable pathway for obtaining a national prominence for School Counseling
- Demonstrated the centrality of school counselors to support postsecondary degree attainment
- Brought the national organizations that support this work together to provide additional voice and support to the initiative
- Advocated for School Counseling to be included in federal policy (i.e. ESSA USDOE Ambassadors, IES funding)
- Advocated for a focus on improvements in school counselor preparation
- Supported the regional and state convenings and teams to advance the Reach Higher initiative across the nation
- Supported states in the creation of action plans, policies and legislation
- Provided the impetus for The White House to honored the School Counselor of the Year
- Conducted research to identify a set of recommendations for the profession moving forward

Individual consortium members are committed to advancing school counseling and postsecondary success through their individual areas of expertise and professional roles. Each member plans to expand on existing work by addressing recommendations presented in the report.

**Dual Credit Statewide Leaders’ Summit Convened**

On May 9, 2017 approximately 45 K-12 and Higher Education faculty, agency staff and leaders gathered in Tumwater to begin collaboration around improving equitable access to quality dual credit programs. The Washington Dual Credit Workgroup, comprised of representatives from K-12 and higher education state agencies and organizations, brought together this larger advisory group of practitioners to inform their collaborative work moving forward. At the heart of the system improvement work are four focus areas: Increasing Equity, Ensuring Quality, Improving Guidance/Communication and Analyzing Outcomes. This larger advisory group will meet again in the fall for to engage in further collaboration with the Washington Dual Credit Workgroup.

If you want to learn more or have any feedback for the group around improving equitable access to quality dual credit programs, contact Kim Reykdal (Kim.Reykdal@k12.wa.us) or Barbara Dittrich (Barbara.Dittrich@k12.wa.us), OSPIs Program Supervisors for Dual Credit.

**College Ready Math Initiative iGrant #804**

We are excited for our third and final cohort recruitment process for the College Ready Math Initiative (CRMI) iGrant! Applications will be open until **October 16, 2017**.

Decreasing 9th grade failures, and increasing the passing rate for Algebra 1, are key performance indicators OSPI is tracking in an effort to ensure all students graduate ready for
career, college, and life. To provide additional support in these areas, OSPI is administering the CRMI iGrant, made possible by the generous support of Washington’s College Spark Foundation.

The CRMI grant provides support for two different but aligned programs:

- Academic Youth Development (AYD) is an advisory program designed to improve student performance by helping them develop a growth mindset and become more engaged and motivated in their overall learning and
- Intensified Algebra (IA) is a CCSS Algebra I course designed for students 1-3 years behind in mathematics. Using an extended period and a variety of strategies and resources (including those to develop a growth mindset), IA helps students catch up to grade-level in one year!

More information on the grant and College Spark program is available on the Agile Mind website. To apply for a CRMI grant, go online to OSPI EDS iGrant, grant #804.
Office of Superintendent of Public Instruction

The Office of Superintendent of Public Instruction is the lead education agency in the state for K–12 education. The current Superintendent of Public Instruction is Chris Reykdal. The agency was formed by the territorial government in the 1870s.

For more information, contact:
TBD, Assistant Superintendent for Secondary Education & Student Support—360.725.6175;
Brenna Conley, Executive Assistant, Secondary Education & Student Support—360.725.6175; Brenna.Conley@k12.wa.us
Dixie Grunenfelder, Director of Secondary Education & K–12 Supports—360.725.0415; Dixie.Grunenfelder@k12.wa.us
Danise Ackelson, Program Supervisor of School Counseling—360.725.4967; Danise.Ackelson@k12.wa.us
Kim Reykdal, Program Supervisor of Dual Credit Programs—360.725.6168; Kim.Reykdal@k12.wa.us
Krispy Johnson, Program Supervisor of Student Assistance/Attendance—360.725.6045; Krispy.Johnson@k12.wa.us
Mandy Paradise, Program Supervisor, Project AWARE (Advancing Wellness and Resiliency in Education)—360.725.6248; Mandy.Paradise@k12.wa.us
Mike Donlin, Program Supervisor of Safety Center—360.725.6041; Mike.Donlin@k12.wa.us
Laurie Shannon, Program Supervisor of Re-engagement—360.725.4472; Laurie.Shannon@k12.wa.us
Kefi Andersen, Graduation Specialist—360.725.0429; Kefi.Andersen@k12.wa.us
Bill Evans, Life Skills Program Specialist—360.725.6052; Bill.Evans@k12.wa.us
Laura Moore, Administrative Assistant/Program Specialist—360.725.6433; Laura.Moore@k12.wa.us
Rachael Wagoner, Secretary Senior, Project Aware—360.725.6247; Rachael.Wagoner@k12.wa.us
Quinn Reilly, Support Staff, Healthy Youth Survey/2SHB 2449—360.725.6045; Quinn.Reilly@k12.wa.us

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