

School Counseling and Guidance Programs

1. **Purpose:** To provide technical assistance to school districts and schools implementing a comprehensive school counseling and guidance program (SCGP).

The purpose of a comprehensive SCGP is to support students as they navigate their education and plan their future, encourage significant relationships with caring adults, and involve parents in students' educational decisions and plans. OSPI provides technical assistance to schools for the development or improvement of their comprehensive SCGP.

Comprehensive SCGPs, utilizing the best practice "Mindsets and Behaviors for Student Success" standards from the American School Counselor Association (ASCA), provide a systemic multi-tiered system of supports for students' academic development, career and college readiness (CCR) and social/emotional learning. The focus on these domains promote mindsets and behaviors that enhance learning process and create a culture of career and college readiness for all students. The definitions of each domain are as follows:

- **Academic Development: Evidence-Based Practices**
Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career and College Development: Personalized Planning for All Students**
Standards guiding school counseling programs to help students with their High School & Beyond Plan so they
 - 1) understand the connection between school and the world of work and
 - 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.
- **Social/Emotional Development: Providing Social Emotional Resources**
Standards guiding school counseling programs to help students manage emotions and apply interpersonal skills.

The new "Washington State K-12 Comprehensive School Counseling and Guidance Program Model" was posted at: [School Counseling and K-12 Supports](#) in September 2017.

2. **Description of services provided:** OSPI staff support school counselors development, implementation and management of comprehensive, developmental, evidence-based school counseling programs that promote and enhance student success. Developed and maintained by OSPI, the Career Guidance Washington (CGW) curriculum includes up to 30 lesson plans per grade level (6-12), including goal setting, academic skills, social/emotional learning, CCR, financial aid, and leadership-related activities. The lessons' intended outcomes are clear so that teachers, counselors, and advisors understand what their students should be accomplishing. This curriculum is considered a Tier I foundational support for all students. Throughout middle and high school, the curriculum guides each student's development of a Personalized Pathway aligned with the student's High School & Beyond Plan (HSBP), which is a graduation requirement.

The Career Guidance Washington program is designed to:

1. Connect graduation requirements with a student's Personalized Pathway (post-high school plan), as documented in the HSBP

2. Provide an easy-to-use, accessible curriculum map and set of lessons for each grade level
3. Select the best-of-the-best from prior career and college planning curricula and consolidate into a 30-lesson sequence per grade level with coordinated themes
4. Customize the curriculum for the state of Washington, reflecting changing graduation requirements and course admission requirements
5. Modernize activities and terminology to reflect current research
6. Serve as a go-to source for schools to choose lessons they need for their students

3. FY 17 Funding: State Appropriation: \$293,000 [FTEs: 2.2]

4. Are Federal or other funds contingent on state funding? If yes, explain. No, state funds were matched with the College Spark WA carry over grant funds for 2015–16 school year.

5. First year funded: Fiscal year 2007

6. State funding since inception:

Fiscal Year	Funding Amount	Actual Expenditures
FY18	\$293,000	\$286,002
FY17	\$293,000	\$292,903
FY16	\$293,000	\$292,999
FY15	\$293,000	\$285,364
FY 14	\$293,000	\$282,869
FY13	\$2.808 million	\$2,698,158
FY12	\$2.808 million	\$2,486,597
FY 11	\$2.898 million	\$2,717,896
FY 10	\$3.219 million	\$2,898,000
FY 09	\$3.22 million	\$3,010,047
FY 08	\$3.22 million	\$3,074,121
FY 07	\$3.98 million	\$2,703,067

7. Number of beneficiaries (e.g., schools, students, districts) since inception:

(Grant funding was eliminated in the 2014 budget.)

Fiscal Year	# of schools	# of districts	# of students served	Amount of Grant per school
FY13	148	85	68,698	\$5,000
FY12	152	73	74,794	\$7,500
FY11	137	65	69,387	\$5,000 - \$10,000
FY10	132	68	68,331	\$5,000 - \$10,000
FY09	187	99	102,480	\$10,000 - \$15,000
FY08	210	93	129,038	\$10,000 - \$15,000
FY07	136	79	107,617	\$10,000 - \$15,000

8. Programmatic changes since inception: CGW lessons continue to be connected with the HSBP. Continued collaborative work to improve the electronic tool from WSIPC (for Skyward student information systems) allows students to annually update their HSBP with parent and counselor access electronically. The HSBP assures that every student is on track for high school graduation and graduating career and college ready.

In September, 2017 OSPI published an updated statewide “best practice” Comprehensive School Counseling and Guidance Framework to support all Washington schools to more effectively integrate guidance curriculum within broader individual student and school career- and college-readiness outcomes. This aligns legislative intent for school counselors (RCW28A.410.043) and the State Board of Education graduation requirement for the Class of 2019 and beyond (SB 6552)

With the passage of ESHB 2224 in July 2017 state assessment and the HSBP have new requirements. All OSPI webpages and materials have been updated and OSPI staff continue to share information via presentations and electronic messages.

3. Evaluations of program/major findings:

1. After just two years of implementation, the electronic HSBP tool provided by WSIPC has been activated and is accessible in 97 middle schools and at over 200 high schools.

4. Major challenges faced by the program

➤ Funding:

- State funding specifically for grants and program development was eliminated in 2014.
- There is a need for substantially more support than currently available for elementary-level counseling supervision, including funding for resource/curriculum development (elementary lessons for CGW) and another 1.0 FTE staffing with appropriate support staff.

➤ Coaching and Support—Recommendations for added program success

- Ensuring consistent communication throughout the state continues to be a challenge.
 - The Counselor News and Notes listserv has over 4,000 participants from both in and outside of K-12, and continues to be our most effective means of disseminating information on a wide scale.
 - OSPI staff also provide fall and spring trainings for school counselors in all 9 ESDs around the state, as well as offering sessions as a variety of conferences throughout the year.
 - In 2018, OSPI also provided a grant that enabled over 100 school counselors to engage in best practice CCR curriculum.

- GOAL: provide regional trainings that include follow-up connections with participants as a step toward transitioning from stand-alone presentations or workshops to a professional learning community approach that provides extended support to participants.

➤ Lesson Development: Career Guidance Washington curriculum development

- Increase use of Career Guidance WA resources by creating NEW elementary school lessons and updating the current lessons to be accessible as digital forms.

- GOAL: use these resources with schools identified for Tier II and Tier III supports as part of their system improvement efforts.

- **Data:** The new ESSA measures have caused OSPI to refine our metrics and determine which data points are critical to program development. The “Graduation” data identify schools in need of Comprehensive Supports for low graduation rates, and school counseling programming will play a significant role in addressing schools’ needs for improvement.

As a team, OSSI staff are considering additional external data as we collect and analyze our academic ESSA data, especially related to mental/behavioral health, social/emotional learning, substance issues, and other factors influencing student achievement. Moving forward, all of this information will be utilized to more effectively engage schools identified for improvement to program implementation goals.

5. Future opportunities:

- **OSPI relies on the original legislation to influence current and future opportunities in 28A. 600.045: Intent—2006 c 117:** "The legislature recognizes that there are specific skills and a body of knowledge that each student needs to chart a course through middle school, high school, and post high school options. Each student needs active involvement from parents and at least one supportive adult in the school who knows the student well and cares about the student's progress and future. Students, parents, and teachers also need the benefit of immediate feedback and accurate diagnosis of students' academic strengths and weaknesses to inform the students' short-term and long-term plans. To empower and motivate all students and parents to take a greater role in charting the students' own educational experiences, the legislature intends to strengthen schools' guidance and planning programs." [2006 c 117 § 1.]
- **Statutory and/or Budget language—Budget proviso:** Add the equivalent of a 1.0 FTE Program Supervisor and related administrative support staff as well as the estimated contract funds needed for an update to the CGW lessons (see question #6) to the current amount of \$293,000 of the general fund-state appropriation for fiscal year 2019 and \$293,000 of the general fund-state appropriation for fiscal year 2020, as provided solely for the Office of Superintendent of Public Instruction to support district implementation of comprehensive guidance and planning programs consistent with RCW 28A.600.045.

6. Contracts/Grants in FY 19:

- a. Schools have been requesting elementary guidance lessons for several years, therefore a contract for development of an elementary curriculum and an update to current lessons is needed. (\$40,000-\$50,000)

7. Statutory and/or Budget language:

SSB 5883, Section 501(29) – \$293,000 of the general fund--state appropriation for fiscal year 2018 and \$293,000 of the general fund—state appropriation for fiscal year 2019 are provided solely for the Office of Superintendent of Public Instruction to support district implementation of comprehensive guidance and planning programs in support of high-quality high school and beyond plans consistent with RCW 28A.6230.090.

8. Program Contact Information:

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