

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 178
MAY 8, 2014**

Comprehensive Career Guidance

High Skills, High Wages Goal 1 (Multiple Pathways for First Careers) Objective 1 calls for improving “the availability of quality career and education guidance for students in middle school, high school, and postsecondary institutions.” This goal and objective, combined with Board direction, led Workforce Board staff to advocate for increased opportunities for students to receive assistance in making key decisions about their education and careers. Recent changes to the state’s high school graduation requirements have made this guidance even more important.

With the passage of SB 6552 (2014), the Legislature placed increased emphasis on providing quality career guidance to students and their families. The Legislature also increased funding for guidance counselors and allowed students greater flexibility in course selection as outlined in a student’s High School and Beyond Plan.

At the March 2014 meeting, Board members expressed interest in further exploring the state of Comprehensive Career Guidance and Counseling in Washington. Board members formed a sub-committee to study the issue and discuss what role, if any, the board might play in policy discussions surrounding Comprehensive Career Guidance and Counseling.

This tab outlines:

- Actions by Workforce Board and staff related to career guidance and counseling.
- The history of legislative action that pertains to guidance and counseling.
- A summary of previous state-developed resources.
- The current state of career guidance in Washington.

Board Action Required: For discussion only.

Workforce Board Background

The Workforce Board has supported Comprehensive Career Guidance and Counseling through coordinated policy initiatives, long-term strategic planning, and targeted grant investments.

Policy Initiatives

In 2006, Workforce Board staff advocated for the passage of SB 6255, which codified legislative intent to encourage schools to provide specific elements in a comprehensive guidance and planning program. This bill codified core elements that are often referred to when describing current best practices in guidance and counseling in Washington. The elements of a comprehensive guidance and planning program currently defined in [28A.600.045](#) are as follows:

- A curriculum intended to provide the skills and knowledge students need to select courses, explore options, plan for their future, and take steps to implement their plans.
- Regular meetings between each student and a teacher who serves as an advisor throughout the student's enrollment at the school.
- Student-led conferences with the student's parents, guardians, or family members and the student's advisor for the purpose of demonstrating the student's accomplishments, identifying weaknesses, planning and selecting courses, and setting long-term goals.
- Data collection that allows schools to monitor student progress.

In 2008, the Workforce Board supported the Office of Superintendent of Public Instruction in the development and expansion of Navigation 101, which provided grants to multiple school districts around the state to implement a school wide curriculum delivered by building staff. It included five specific elements

- Assign students an educator advisor.
- Require students to create a portfolio of their education and career planning.
- Hold student-led conferences with parental involvement.
- Create student-driven schedules.
- Use data to make program improvements.

In 2012, Workforce Board staff, with extensive stakeholder input, drafted potential Multiple Pathways legislation that included a structured High School and Beyond Plan and the dissemination of career guidance tools to districts, students, and parents. The board did not approve the Omnibus bill, because of the budget implications during a time of significant shortfalls in that revenues.

Long Term Strategic Planning

The Workforce Board has referenced the need for Comprehensive Career Guidance and Counseling in the past three updates of *High Skills, High Wages*, the state's strategic plan for workforce development. This continued emphasis had spurred increased coordination between the Workforce Board and the Office of Superintendent of Public Instruction.

Targeted Grant Investments

In 2005, the Workforce Board managed and administered an America's Career Resource Network (ACRN) grant. ACRN was made up of state entities working to improve career decision-making of students and their parents by relating educational decisions and experience to occupational exploration, career choice, and vocational preparation. Federal grant dollars flowed through the U.S. Department of Education and the Office for Vocational and Adult Education. The Franklin Pierce School District received grant dollars to pilot Navigation 101. The grant helped pay to:

- Market and provide technical support for "Nav 101" to districts across the state.
- Develop and implement the Educational Information Portal.
- Re-design the staff development plan for implementation in schools.
- Develop curriculum.
- Implement the program statewide.

Legislative History

SB 6255 2006 – The Legislature encourages each middle school, junior high, and high school to implement a comprehensive guidance and planning program. A comprehensive guidance and planning program is one that contains, at a minimum, the elements previously outlined in [28A.600.045](#) :

The Office of the Superintendent of Public Instruction (OSPI) was required to develop and disseminate program curriculum to all school districts no later than the beginning of the 2006-07 school year, subject to availability of funds. OSPI was also required to develop and disseminate electronic student planning tools and a software package to analyze student performance; develop and disseminate options for diagnostic assessments; conduct regional training seminars for teachers; and monitor program implementation.

HB 1670 2007 – This defines a school counselor as a professional educator with a valid counselor certification issued by the Professional Educators Standards Board. The purpose and role of a school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education; supports, promotes, and enhances development of all students; and is based on the National Standards for School Counseling Programs of the American School Counselor Association.

SB 6377 2008 – Among other omnibus changes to Career and Technical Education, SB 6377 added “exploration of options and opportunities for career and technical education at the secondary and postsecondary level; exploration of career opportunities in emerging and high-demand programs including apprenticeships” to the state’s definition of a comprehensive guidance and planning program for students.

SB 6552 2014 – Among other changes to high school graduation requirements, SB 6552 adjusted the prototypical funding formula to increase allocation for high school guidance counselors from

1.909 to 2.539 for each prototypical high school. This bill also codified the State Board of Education's adopted 24-Credit Career and College Ready Diploma. Within this framework is increased emphasis on student choice as outlined in each student's High School and Beyond Plan.

State Level Tool, Resources, and Strategic Planning

A Guide for Counseling and Guidance Services in Washington State Public Schools (1988)

This guide was developed as a collaborative effort on the part of the Office of the Superintendent of Public Instruction (OSPI), a committee of school counselors, counselor supervisors, counselor educators, and school principal organization representatives. This document was developed to assist school districts in planning comprehensive counseling and guidance services, implementing these services across all grade levels, and conducting evaluations/self study of these services.

Washington State Guidelines for Comprehensive Counseling and Career Guidance Programs From Kindergarten Through Community and Technical College (1998)

This guide served to inform hundreds of schools throughout Washington, in their development of comprehensive school guidance and counseling programs. Its development included over 118 counselors, career guidance specialists, counselor educators, as well as other stakeholders. This guide is notable for being the first widely distributed framework to articulate a K-14 seamless, comprehensive guidance and counseling program, as well as being the first state-driven plan to integrate competencies developed by the Association for Multicultural Counseling and Development.

Navigation 101

In 2006, comprehensive guidance and counseling was bolstered further with the adoption of Comprehensive Guidance and Planning legislation (RCW 28A.600.045). This legislation encouraged each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. The stated purpose of the program was to support students as they navigated their education and planned their future. It also encouraged an ongoing and personal relationship between each student and an adult in the school and involved parents in students' educational decisions and plans.

The funding for this initiative, which came to be known as Navigation 101, was the result of a single school district (Franklin Pierce) linking with others to develop strong elements of guidance and counseling. The guidance curriculum and individual planning components were embraced by the Legislature, and funded. However, the grant program (and any reference to Navigation 101) was eliminated in statute during the 2013-14 legislative session. However, the Office of Superintendent of Public Instruction is in the process of enhancing the curriculum component of Navigation 101 and repackaging it.

Road Map

To move forward in implementing Comprehensive Career Guidance and Counseling, the Washington School Counselor Association (WSCA) developed a "Road Map" in late 2007. The Road Map was intended to "transform school counseling activities, services, and interventions in Washington schools into a clearly defined and systematic comprehensive, competency-based program that focuses on positive student academic, personal-social, and career-life development."

The Road Map outlines benefits to key groups and identifies stakeholders who can become engaged in the process. In addition, the Road Map referred to Navigation 101, which it identified as one potential way to implement important facets of a Comprehensive Career Guidance and Counseling.

Current practices and programs

Curriculum – Career Guidance Washington

The Office of Superintendent of Public Instruction (OSPI) continues to refine the program elements for career guidance using the foundations of Navigation 101 in Career Guidance Washington. As part of the realignment with the High School and Beyond Plan, OSPI is consolidating the lesson sets into one main curriculum that will be available on the OSPI website for all middle and high schools in August 2014. With the recent changes in graduation requirements, schools can utilize these lessons, resources, and tools for "My High School and Beyond Plan" and "My Middle School and Beyond Plan."

OSPI continues to partner with other state agencies for online career guidance electronic resources, including:

1. Washington Career Bridge (www.CareerBridge.wa.gov) from the Workforce Board, which provides: a career quiz for students to assess their interests, state labor market data on how much jobs pay in Washington, and detailed information on nearly 6,000 education programs, including performance results for those programs, when data is available. The site also includes a Pay for School section, giving students and their families information on how to fund their education.
2. The Washington Student Achievement Council has launched a new site called “Ready, Set, Grad.” It provides sixth through 12th grade students with online tools to help explore career paths, postsecondary options and admissions, and financial aid. The “about me” section allows students to upload documents.
3. The State Board for Community & Technical Colleges maintains CheckOutACollege.com. It features the state’s 34 community and technical colleges and allows potential students to search by college and program, explore career areas, learn more about dual enrollment and dual credit, and discover how to earn an applied bachelor’s degree, among other features.

Possible Direction Moving Forward / Guiding Questions for Board Discussion

1. Legislative Initiative – Should Workforce Board members and staff continue in their efforts to influence and inform legislative discussions regarding Comprehensive Career Guidance and Counseling? This may require increased Board member presence in connection to their role as a member of the Workforce Board. This may also require staff to engage in extensive stakeholder work to explore possible legislative solutions.
2. Grass Roots Initiative – Should Workforce Board members and staff become more actively engaged in supporting and providing professional development for K-12 practitioners, by highlighting the need for Comprehensive Career Guidance and Counseling, promoting best practices, and developing support materials?
3. Alignment with Achievement Gap Initiative – Should Workforce Board members and staff align their efforts to support Comprehensive Career Guidance and Counseling with existing efforts to address and close the achievement gap?
4. Connection to McCleary discussion – Should Workforce Board members and staff build an argument that increased support for Comprehensive Career Guidance and Counseling is a component of basic education and therefore should receive increased support from the Legislature?