Resources for Successful College and Career Readiness

March 11  Tacoma
March 25  Wenatchee

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Danise Ackelson
Office of Superintendent of Public Instruction
Program Supervisors
College and Career Readiness

Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

-Common Core State Standards
What is the Difference Between Readiness and Eligibility?

Today’s high school diploma certifies college *eligibility* via specified courses taken and grades received.

College *eligibility* is not the same as college *readiness*. College and career readiness is more complex and multi-dimensional than meeting eligibility standards.

-Educational Policy Improvement Center, David Conley
Career Guidance at OSPI

- **We are in the process of refining career guidance to better meet the needs of our students in WA state.**
  - Navigation 101 to Career Guidance WA
  - All guidance resources and lessons on OSPI website
  - Technical Assistance
  - Monthly Webinars

- **Most lessons translated to Spanish**
- **New Career Ready Lessons posted in October 2013**
- **Flexibility for schools to utilize career guidance resources and lessons**
  - Counseling classroom activities
  - Career centers
  - Homeroom/Advisory programs (Navigation 101 model)
  - CTE classes

- **All lessons aligned with Common Core State Standards**
Implementing the Common Core State Standards

The Role of the Secondary School Leader

With support from MetLife Foundation

A Joint Action Brief by

Achieve

College Summit

nassp

naesp

Revised, February 2013

Common Core
Student Standards

Aligning with the school leadership team to ensure school practices and processes:

- celebrate student achievement
- signal a culture of college and career readiness for all students
- support dual credit opportunities
- identify and remove access barriers to rigorous coursework
- provide strong academic supports
- support a culturally relevant career and college readiness guidance curriculum for all students

http://www.scribd.com/embeds/117270141/content?start_page=1&view_mode=scroll&access_key=key-2c65rgfvppgmrt3kvr2d
CCSS Tools for School Leaders


http://www.scribd.com/embeds/117270141/content?start_page=1&view_mode=scroll&access_key=key-2c65rgfvpogmr3kvrd2

Common Core State Standards:
Essential Information for School Counselors

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Top Ten Things to Know

1. How did Common Core come about?

As of today, forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards. These rigorous standards were developed by state leaders through the National Governors Association and the Council of Chief State School Officers. Other groups such as parents, teachers, administrators, researchers, Achieve, ACT, and the College Board also participated in the creation of the standards. School counselor representation has not been included in the process.

2. What is it? (And what is it not?)

The Common Core State Standards have become a national movement, setting high quality academic expectations in English language arts (ELA) and mathematics. Each standard has been created with keeping students on track for success in college and career in mind. They define what skills and knowledge every student should have at the end of each grade. These state-driven standards are to be researched and evidence-based and internationally benchmarked. Beginning in 2014, assessments that are aligned with the Common Core standards will be integrated into participating schools. These assessments will determine if students are college and career ready, as defined by these rigorous standards. Many educators caution that scores on these assessments will initially be lower than current assessments, because of the material being tested. (This was the case in a pilot study in Kentucky.)

This is not policy enacted by Congress or run by the Department of Education. The standards are also not specific curriculums for teachers to follow. They are designed to allow flexibility for how the standards are taught and enable teachers to embrace diversification in their planning.

3. Definition of College and Career Readiness and the Role of the School Counselor

The Career Readiness Partnership Council has recognized that college readiness is only part of the issue: what is needed is a comprehensive strategy that links education with workforce preparation and includes all aspects of preparation and support. The Council defines a career-ready person as someone who effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career (p.2). The emphasis is on life-long learning, adaptability to change knowledge, skills, and career dispositions. The school counseling program drives college and career readiness through programs that address areas such as social and interpersonal skills, organizational skills, and problem solving skills.

To help students become career-ready, schools must begin in elementary school and coordinate and collaborate throughout all grades to create opportunities for all students to gain the knowledge and skills needed for their futures. Counselors understand that to accomplish these goals they must address the academic barriers through a focus on social and emotional learning as part of their unique function in the schools.


Professional school counselors need to become familiar with the Common Core standards, its implementation in their district and school, how student achievement will be measured under Common Core. Counselors must also understand how their comprehensive, development counseling program integrates with Common Core, that is how the components of their program support student outcomes and help students become college and career-ready. Lastly, they must understand Common Core components and implementation so that they may facilitate the inclusion of all students as appropriate and advocate for those who might be excluded from activities needed for their success.
Signaling a College-Going Culture

- Do you have Systems and Structures in place?
  - Open access to AP and IB
  - C & C readiness guidance curriculum
  - Registration procedures for rigor
  - College/career positive (advisory) curriculum in place for all students
  - Outreach activities to engage underrepresented student communities in “readiness” activities and supports
- What about Resilience, Grit, Persistence?
Keys to Student Success
College and Career Readiness

• What about resilience, grit and persistence?
• Angela Duckworth – U of PA
  • TED Talk
    http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html
  • Grit Scale
    https://sasupenn.qualtrics.com/SE/?SID=SV_06f6QSOS2pZW9qR
More School-wide college & career readiness **Examples**

Staff puts sign outside classroom

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<table>
<thead>
<tr>
<th>High School and Beyond Family Night</th>
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</thead>
<tbody>
<tr>
<td>6:00 PM in Commons</td>
</tr>
<tr>
<td><em>Come talk with your student’s Counselor and/or Administrator</em></td>
</tr>
<tr>
<td>Breakout sessions:</td>
</tr>
<tr>
<td>• High school 4-year plan</td>
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<tr>
<td>• Planning for future</td>
</tr>
<tr>
<td>• Assessments and testing</td>
</tr>
<tr>
<td>• What does “college” mean?</td>
</tr>
<tr>
<td>• Financial aid – How to pay for college?</td>
</tr>
</tbody>
</table>

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Mr. Jones

- Algebra 1 – Periods 1,2
- Geometry - Periods 3,4,5
- Washington State Univ BS
- Gonzaga University MEd
Activity
What are you already doing with CCSS and College and Career Readiness?
What other visions do you have for the future?

Ideas...
• RTI models – Tier 2 and 3 interventions; Tier 1 for all
• PBIS model for achievement, attendance, behavior, barriers, support
• Monitor student progress to ID students off-track for dropout and CCR
• PD – Book study, Habits of Mind, Conley CCR, Career Ready outcomes, ...
• Connect assessment with interventions; use data and evidence-based practices
• Systems and structures Guidance curriculum deliver to all
  – HSBP and Program of Study
  – Open access to AP; rigor; dual credit
  – Outreach to underrepresented
• Visuals in classrooms, counseling center, and hallways
• Rituals and practices for honoring students
• School culture, beliefs, and expectations
Every Student Needs a Plan

- High School and Beyond Plan and Senior Culminating Project – Graduation Requirements
- Too many students drop out of school
- Create a sense of belonging
- Those who do graduate often don’t have a plan for what to do after high school
- But students need a clear plan to succeed in college or career
Where to Find the Curriculum

- Navigation 101
- Career Guidance WA
- Sparking the Future
- My Dreams, My Story, My Voice
- Career Ready


- Password for Navigation 101 classroom lessons is Nav2gation
# Mapping Curriculum for the Year - Example

## 2013 Middle School/Junior High Guidance Curriculum Map

### Navigation 101 College and Career Readiness

- [http://washington.navigon101.org/]
- [Career Guidance WA](http://www.123w.org/SecondaryEducation/CareerGuidance/default.aspx)
- [Ted Talk](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)
- [My Dreams, My Story, My Voice](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)

### Topic and Curriculum

#### Lesson Themes and Title - Middle School

<table>
<thead>
<tr>
<th>Nav 101</th>
<th>2013 MIDDLE SCHOOL/JUNIOR HIGH GUIDANCE CURRICULUM MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Goal Setting/Aspirations</strong></td>
<td><strong>Lesson Themes and Title</strong></td>
</tr>
<tr>
<td>Development - How can I develop interests, abilities, and skills that build on education and career path?</td>
<td>6.A. Succeeding in Middle School</td>
</tr>
<tr>
<td>6.B. Sharpening My Skills</td>
<td>6.C. Succeeding in Middle School</td>
</tr>
<tr>
<td>6.D. Where am I Going in 7th Grade!</td>
<td>6.E. Where am I Going in 7th Grade!</td>
</tr>
<tr>
<td>7.A. Personal Skills</td>
<td>7.B. Personal Skills</td>
</tr>
<tr>
<td>7.D. Where Did I Come From and Where Will I Go!</td>
<td>7.C. Where Did I Come From and Where Will I Go!</td>
</tr>
<tr>
<td>8.A. Target Skills</td>
<td>8.B. Target Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nav 101</th>
<th>3. High School and Beyond Plan - How to help students develop a concrete plan to graduate with an in-depth understanding of post secondary options.</th>
</tr>
</thead>
</table>

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### 4. Student-Led Conferences - How to help students and families make the most of their student-led conferences

<table>
<thead>
<tr>
<th>Nav 101</th>
<th>2013 MIDDLE SCHOOL/JUNIOR HIGH GUIDANCE CURRICULUM MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Career and College Development</strong></td>
<td><strong>Lesson Themes and Title</strong></td>
</tr>
<tr>
<td>What are career and college options and how to understand these options?</td>
<td>8.G. 7-9 Academic Behaviors: Time Management</td>
</tr>
<tr>
<td>8.H. 7-9 Academic Behaviors: Asking for Help</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nav 101</th>
<th>4. Planning for the Future - Building on the HSBP how to help students with the practical steps to prepare for post secondary options.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Career Guidance WA</strong></td>
<td><strong>Lesson Themes and Title</strong></td>
</tr>
<tr>
<td>Gr 6-7 Introduction to Career Development</td>
<td>8.A. My Future Career</td>
</tr>
<tr>
<td>Gr 6-7 Introduction to Career Development: What Are Your Strengths and Interests?</td>
<td>8.B. My Future Career</td>
</tr>
<tr>
<td>Gr 7-9 Introduction to Career Development: You Don't Say, Career Game</td>
<td>8.C. My Future Career</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nav 101</th>
<th>5. Planning for the Future - How to help students with knowledge and skills needed for college and manage finances.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Financial Literacy</strong></td>
<td><strong>Lesson Themes and Title</strong></td>
</tr>
<tr>
<td>How to help students with knowledge and skills needed for college and manage finances.</td>
<td>7.K. Income, Savings, and Spending</td>
</tr>
<tr>
<td>7.L. Managing Money</td>
<td>7.M. Budgeting and Personal Credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nav 101</th>
<th>6. Planning for Next Year - How to help students focus on goals and steps to build on education and career plans for coming year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Planning for Next Year</strong></td>
<td><strong>Lesson Themes and Title</strong></td>
</tr>
<tr>
<td>How to help students focus on goals and steps to build on education and career plans for coming year.</td>
<td>8.A. My Future Career</td>
</tr>
<tr>
<td>8.B. Transitioning to High School</td>
<td>8.C. Transitioning to High School</td>
</tr>
</tbody>
</table>

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### Career Guidance WA

- [Gr 6-7 Education After High School](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)
- [Gr 7-9 Education After High School](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)
- [Gr 8-9 Education After High School](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)
- [Gr 9-10 Education After High School](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)

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### Career Guidance WA

- [Gr 6-7 College Bound Scholarship](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)
- [Gr 6-8 GET Savings Plan](http://www.123w.org/SecondaryEducation/CareerGuidance/ExploringCareerOptions.aspx)
College and Career Readiness
Best Practices Identified

• Advisories
  – Develop meaningful relationships;
  – Alignment with academic programs
  – Consistent schedule

• Curriculum
  – Develop scope and sequence using year-long curriculum map
  – Flexibility with lessons
  – HSBP/Senior Project tools

• Portfolio
  – Students take ownership of goals and HSBP

• Student-led Conference
  – Powerful way for students to showcase their career plan/HSBP

• Student-informed Scheduling
  – Access to challenging classes for students

• Evaluation
  – One point person in charge
  – Use data
  – High Implementers identified

• Program Management
  – Supports improvement plan and distributive leadership
  – Consists of principal, counselor, career guidance specialist, and teachers

• Connection to Comprehensive Guidance & Counseling (CGCP)
  – Foundation
  – Vertical teaming between MS and HS for seamless transition
Here’s what we know about College & Career Readiness Programs...

• Equalizes opportunity for all students to develop meaningful post high school choices
• Encourages student engagement when students build relationships with an adult
• Enhance student achievement by helping students evaluate and reflect on their academics and aspirations
• Involves families
• Strengthens school community
HSBP: What’s in it?

“My High School & Beyond Plan”

- Career Guidance Lessons
- HSBP starts in MS
- Goal Sheets
- 4-Year Plan for Success
- Examples of Work
- Records / Assessments / Checklist
- Reflections/ Plan for Next Year
- Connect to registration of classes
- Senior Culminating Project
Student-led Conferences at-a-Glance

In SLCs, students will organize their presentation around three statements that answer the question, “What will I do with my life?”:

1. **Who I Am** (a record of who the student is, and what they know NOW)
   - Self-Aware
   - Knowledgeable

2. **What I Have Accomplished** (this is a record of the student’s PAST)
   - Qualified (Work Samples)

3. **What I Plan To Do With My Life** (a record of the student’s planned FUTURE)
   - Plan Ready (6th to 7th to 8th to High School)
   - Financially Ready
Who manages your CCR Program?

- Primary Coordination of Leadership Team?
- Day-to-day management tasks?
- Guidance Curriculum in Core Classes? How is staff trained?
- Extra Activities?
  - Publications / Communications
  - Evening Presentations
- Transition Activities?
- Other?
- Other factors
  - Size of School
  - Number of Counselors/Advisors/Graduation coaches, etc
  - ASCA Model – Four Domains
Data and Program Evaluation

• What data do you have?
• Team to work with data?
• Results?
• Presentations to staff?
• Presentation to district? School board?
• Program goals for next year?
• Program changes?
Program Evaluation:
Course taking patterns over time

– Increase in students taking middle school algebra
  • 22.1% in 2008 to 26.9% in 2013
– Increase in students taking advanced math in HS
  • 60.7% in 2008 to 74.9% in 2013
– Increase in students taking chemistry HS
  • 32.8% in 2008 to 57.8% in 2013
– 79% of parents attend Student-led Conferences increased from 40% in 2010
– 75% of students were informed about courses increased from 46% in 2010
– Increase in students taking AP course continues to rise each year in all CRI schools
## Gate Keeper/Rigor Increase

<table>
<thead>
<tr>
<th>Course</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took Algebra or Higher in MS</td>
<td>23.9%</td>
<td>24.3%</td>
<td>25.7%</td>
<td>27.1%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Took Advanced Math in HS</td>
<td>60.5%</td>
<td>63.5%</td>
<td>60.8%</td>
<td>62.6%</td>
<td>63.4%</td>
</tr>
<tr>
<td>Took Chemistry in HS</td>
<td>41.5%</td>
<td>43.1%</td>
<td>42.2%</td>
<td>43.2%</td>
<td>47.9%</td>
</tr>
<tr>
<td>Took Physics in HS</td>
<td>25.1%</td>
<td>24.5%</td>
<td>22.3%</td>
<td>23.0%</td>
<td>24.1%</td>
</tr>
</tbody>
</table>
Where can you find data?

- **OSPI Website**
  - School Report Card
  - Grad rates, assessment, dual credit, demographics

- **K-12 Data Reports**

- **Achievement Index** — State Board of Education
  
  [https://eds.ospi.k12.wa.us/WAI/IndexReport](https://eds.ospi.k12.wa.us/WAI/IndexReport)

- **ERDC**
  
  [http://www.erdcdata.wa.gov](http://www.erdcdata.wa.gov)
Discuss with staff...

“Why a career guidance school-wide program?”

- What are advantages of program?
- Are program goals in mission statement of school?
- How can the “why” be determined?
- What barriers stand in the way?
What about Counselor Principal Agreement – Example of Building Relationships

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
<th>Ten Characteristics of an Effective Principal-Counselor Relationship</th>
<th>COUNSELOR</th>
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<tbody>
<tr>
<td>Importance</td>
<td>Presence</td>
<td>Gap</td>
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<tr>
<td>-----------</td>
<td>---------</td>
<td>---------------------------------------------------------------------</td>
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<tr>
<td>1.</td>
<td>Open communication that provides multiple opportunities for input to decision making</td>
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</tr>
<tr>
<td>2.</td>
<td>Opportunities to share ideas on teaching, learning and schoolwide educational initiatives</td>
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<tr>
<td>3.</td>
<td>Sharing information about needs within the school and community</td>
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<td>4.</td>
<td>School counselor participation on school leadership teams</td>
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<tr>
<td>5.</td>
<td>Joint responsibility in the development of goals and metrics that indicate success</td>
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<tr>
<td>6.</td>
<td>Mutual trust between the principal and school counselors</td>
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<tr>
<td>7.</td>
<td>A shared vision on what is meant by student success</td>
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<tr>
<td>8.</td>
<td>Mutual respect between the principal and school counselors</td>
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<tr>
<td>9.</td>
<td>Shared decision making on initiatives that impact student success</td>
<td></td>
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<tr>
<td>10.</td>
<td>A collective commitment to equity and opportunity</td>
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</tbody>
</table>
Dual Credit Opportunities

http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx

• Advanced Placement
  http://www.k12.wa.us/AdvancedPlacement/default.aspx
  Barbara.dittrich@k12.wa.us

• Cambridge international

• College in the High School

• International Baccalaureate

• Running Start

• Tech Prep
AP/CTE Connection

- 34 AP Courses
- 16 Career Clusters
- Complementary rather than competitive
- Many curriculum connections
AP Resources

- AP Central
  http://apcentral.collegeboard.com/apc/Controller.jpf

- Advanced Placement Resources for Students, Parents, and Educators
  http://www.k12.wa.us/AdvancedPlacement/resources.aspx

- Advanced Placement (AP) Programs Brochure
  http://www.k12.wa.us/AdvancedPlacement/pubdocs/APBrochure-Final.pdf

- AP Potential
Launch Year Update

• OSPI is distributing this information via our Dual Credit Programs

• Web site: http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx

The Washington Student Achievement Council College Credit in High School Web site provides extensive information on dual credit programs, including links to individual college policies and Web sites.

This site also features tables, available through the links below, showing how AP test scores translate into possible college credits.

- Public Baccalaureate Institutions
- Community and Technical Colleges

The site also provides background on the Launch Year legislation passed in 2011, which has the goal of enabling Washington high school students to earn at least a year of college credit by the time they graduate.
Dual Credit Expansion

Competitive Grant

Purpose: To support teacher training, curriculum, technology, examination fees, and other costs associated with offering dual credit courses to high school students.

iGrants Package 661 Dual Credit Capacity Expansion Competitive Grants were available this year under iGrants #661. So far in budget for next year.
WA State Board of Education
Career & College Readiness
OSPI Graduation Toolkit

GRADUATION IN WASHINGTON

A toolkit for schools and families to help ensure students earn high school diplomas
Two for One

- Class of 2016 and beyond
- One CTE course may satisfy two graduation requirements
- **One** credit earned for course
- Example – AP Studio Art (commercial photography) course for 1.0 credit can meet graduation requirements for Occupational Education and Art
- *The policy will permit the second course to be “checked off” as a “met requirement” by local counseling staff. Which course is put on the transcript and which one is locally “checked off” will continue to be determined by the student, based on their post high school goals/HSBP.*
# Washington State Graduation Requirements 2012 to 2017

Credits in bold red denote a change from the previous year.

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<tbody>
<tr>
<td>Entering 9th grade after July 1 of:</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
</tr>
</tbody>
</table>

### English
- 3
- 3
- 3
- 3
- 4
- See note (2)
- 4

### Mathematics
- 2
- 3
- algebra 1 or integrated math 1
- geometry or integrated math 2
- algebra 2 or integrated math 3, or a 3rd credit of math other than algebra 2, see note (3)
- 3
- 3

### Science Including at least 1 lab
- 2
- 2
- 2
- 2
- 2
- 2
- 3

### Social Studies
- 2.5
- 2.5
- 2.5
- 2.5
- 3
- See note (4)
- 3

### Arts
- .5
- .5

### Health and Fitness
- 1
- 1
- 1
- 1
- Health
- .5
- Fitness
- 1.5

### Occupational Education
- 1
- 1
- 1
- 1
- 1

### Electives
- 5.5
- 5.5
- 5.5
- 5.5
- 4
- 4

### Total Required Credits
- See note (6)
- 19
- 20
- 20
- 20
- 20
- 20

### Culminating Project
| High School and Beyond Plan |
| Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments |

### Washington State history and government

### Assessments
- Math HSPE, or one Math EOC, or earn 2 credits of math after 10th grade See note (7)
- One Math End-of-Course Exam (EOC) in algebra 1/integrated math 1 or geometry/integrated math 2
- One Math End-of-Course Exam (EOC) or algebra 1/integrated math 1 EOC Exit Exam or geometry/integrated math 2 EOC Exit Exam or Math SBAC See note (9)
- Pass one Science EOC in history See note (10)

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More College and Career Readiness Resources...
College and Career Readiness Program Recognition

Career Guidance Award of Excellence

- Anacortes High School
- Blaine High School
- Bremerton High School
- Bremerton Mountain View Middle School
- Bridgeport Middle and High School
- Creston High School
- Franklin Pierce Keithley Middle School
- Franklin Pierce Washington High School
- Goldendale High School
- Grandview High School
- Grandview Middle School
- Grandview Compass High School
- Omak High School
- Republic High School
- Spokane John Rogers High School
- Spokane Shaw Middle School
- Tacoma Lincoln High School
- Toppenish High School
- Toppenish Middle School
- Tukwila Foster High School
- Tukwila Showalter Middle School
- Woodland High School
- Woodland Middle School

Applications will be accepted next school year.

http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx
Comprehensive Guidance and Counseling NEWSLETTER
OSPI Web Resources

– OSPI/Secondary Education
  http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx

– Bi Monthly Newsletter

– Daily/Weekly Listserv
  http://listserv.wa.gov/cgi-bin/wa?SUBED1=CGCPSUPPORT&A=1&X=55B9E2365AD0274874
Dropout Prevention, Intervention and Reengagement

http://www.k12.wa.us/GATE/default.aspx

- Inventory of Reengagement programs
- Open Doors 1418 Youth Reengagement Programs
- Building Bridges grants for data driven dropout programs
- Data Coaching (ESD’s)
- Early Warning Systems (DEWIS)
- Jobs for WA Graduates (JAG) Program
- Data Portal
- Contacts: Sue Furth and Dixie Grunenfelder at OSPI
College Board’s Big Future
Online Resource

- Know Yourself – career and interest search
- Building a network
- Videos
- Undocumented student resources
- Applying to college
http://www.wsac.wa.gov/
College and Career Readiness Resources
Statewide plan
College and career planning
College admissions
(http://www.wsac.wa.gov/sites/default/files/MCAS-Overview-StudentsParents.pdf)
Scholarships
Financial Aid
Apply NOW for Financial Aid

Plan to attend college in fall 2013, winter 2014 or spring 2014?
Submit your Free Application for Federal Student Aid (FAFSA) NOW.
“Where are you going?”
Career Interest Guide

Career Interest Inventory
http://www.careerbridge.wa.gov/
How can you step up and lead?

Aligning with the school leadership team to ensure school practices and processes:

- celebrate student achievement
- signal a culture of college and career readiness for all students
- support dual credit opportunities
- identify and remove access barriers to rigorous coursework
- provide strong academic supports
- support a culturally relevant career and college readiness guidance curriculum for all students
Did you attend?

- 300 counselors attended
- Keynote speakers
- Topics included assessment, grad requirements, data, ELL, dropout, legislative updates, dual credit, student support
- Partner agencies represented were WSCA, WSAC, SBE, SBCTC, DSHS, Workforce, L & I

June 24 & 25, 2014
in Olympia at Red Lion Hotel
Thank You!

Barbara Dittrich
Danise Ackelson

Program Supervisors
WA State Office of Superintendent of Public Instruction