



HANDBOOK GUIDE

Navigating College & Career Readiness for All Students

November 2016

This handbook guide will help you begin or continue to implement a career guidance advisory program at your school.

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Washington State Office of Superintendent of Public Instruction.

For more information, please visit the Web site at

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

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WHAT IS CAREER GUIDANCE WASHINGTON?

Career Guidance Washington is a career and college readiness program model designed to prepare all students for their future with support from an advisor and/or counselor with guidance curriculum and tools to develop the High School & Beyond Plan. This statewide guidance and life-planning program for all middle and high school students incorporates key program elements, best practices and recent data that indicate this college and career readiness program is working well when established as a school-wide program. The Career Guidance Washington program provides every student with a teacher/advisor where meaningful relationships are formed, positive school climate is built, and academic support increases. These lessons are geared to provide tools and templates for the 24-credit graduation “Personalized Pathway Requirement” starting with the Class of 2019 related to a specific post high school career or educational outcome chosen by student based on the student’s interests and High School & Beyond Plan, whether online or pencil and paper version.

COLLEGE AND CAREER READINESS CURRICULUM

Career guidance is a part of a school-wide comprehensive school guidance and counseling program that helps students make clear, careful, and individual choices for college and career readiness in the areas of academic planning, course selection, goal setting, career planning, and postsecondary transition, including admissions and financial aid.

The Career Guidance Washington lessons work to teach college and career readiness knowledge and skills through the following themes.

- Career and College Development
- Ownership of Learning
- Transition Skills
- High School & Beyond Plan specific for WA State Graduation Requirements
- Learning Techniques
- Metacognitive Skills
- Academic Eligibility
- Financial Literacy

The Career Guidance Washington lessons help students develop their High School & Beyond Plan to acquire a range of skills that directly prepare them to plan for and then succeed at the next stage in their lives. The lessons’ outcomes and are woven throughout the lessons, so that teachers, counselors and advisors have clear indications of what their students should be accomplishing.

The link for lessons is <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>. The curriculum consists of a series of 29-30 guidance lessons for each Grade 6 – 12 with lessons that are 20 to 30 minutes in length, and address student career and college readiness outcomes, such as making effective education and career decisions. All of the lessons, curriculum maps, and PowerPoints are in Word format for customized use in the classroom, career centers, and advisory. Through recent refinements, these lessons are more closely aligned with the State Board of Education’s indicators of quality for individual personalized pathways based on the High School & Beyond Plan. Such plans equip students and their counselors/advisors to more effectively strengthen engagement in learning, as well as support students to graduate career and college ready.

The current lessons are a redesign and refinement from the earlier foundations of OSPI’s career guidance curriculum, and are informed by ongoing collaborations with other career and college readiness stakeholders such as the Workforce Training and Education Coordinating Board, State Board for Community and Technical Colleges, Washington Student Achievement Council, as well as educators statewide. These lessons and resources effectively assist students with career and college readiness knowledge and skills, and can serve as a means by which schools can deepen student engagement and create a school climate that reinforces such outcomes, for all students.

The purpose of the 2016 version of Career Guidance Washington is to:

- ▶ Provide an easy-to-use readily accessible curriculum map and set of lessons for each grade level
- ▶ Expand the available number of lessons per grade level so schools can choose from numerous options. All lessons are in Word to allow local school adaptations.
- ▶ Reflect changes in 24-Credit Career- and College-Ready Diploma and college admissions.
- ▶ Modernize activities and terminology to reflect current research and policy changes.
- ▶ Emphasize the importance of the High School and Beyond Plan including the Personalized Pathway Requirement for the 24-Credit Career- and College-Ready Diploma (Class of 2019 and Beyond).

The new design is intended to create a plug-and-play option, yet educators are encouraged to adapt the curriculum map for local needs. Lessons have a copyright, but local school changes can be made to fit graduation requirements or changes in local High School & Beyond Plan requirements.

- Adapting for calendar
- Adapting for student-led conferences
- Adapting to meet the needs of local student demographics
- Adapting for use in advisory, counselor presentation in classroom, career centers, CTE classes

Through interconnected key elements, career guidance aims to engage the entire school community to help students make meaningful plans starting in middle school for life beyond high school. These lessons and supportive materials are designed to be a part of an advisory or homeroom program of career guidance that includes the following elements:

- Curriculum-delivered advisories,
- Student planning portfolios for development of the High School and Beyond Plan,
- Student-led conferences,
- Student-informed scheduling,
- Ongoing evaluation of outcomes and data collection from action planning.

Alignment with Academic and Guidance Standards

Because the development of the High School & Beyond Plan over time prepares students to be ready for college and career, the Career Guidance Washington curriculum is aligned with academic and guidance standards for ASCA (American School Counselor Association) National Standards and Common Core State Standards.

ONLINE CAREER GUIDANCE ELECTRONIC RESOURCES

- **Digital High School & Beyond Plan: WSIPC – My School Data** is an interactive planning tool based on Career Guidance WA High School & Beyond Plan template that delivers a four-year course plan based on graduation requirements and post-secondary goals. It is available to all high schools in WA State free of charge. School district student information directors can get training and connections through regional ESDs or from WSIPC. <http://www.wsipc.org/>
- **Career Interest Inventories**
 - **Washington Career Bridge** is a product of the WA Workforce Training and Education Coordinating Board, provides: a career quiz for students to assess their interests, a college search, 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. The site also includes a Pay for School section, giving students and their families information on how to fund their education. www.CareerBridge.wa.gov
 - **US Department of Labor’s Occupational Outlook Handbook Career Exploration** has a career interest inventory and access to information, videos and charts about jobs, projections, and data. <http://www.bls.gov/k12/students.htm> The State Board for Community & Technical Colleges maintains <http://checkoutacollege.com/>. **CheckOutACollege.com**. It features the state’s 34 community and technical colleges and allows 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.
 - The Washington Student Achievement Council (<http://www.wsac.wa.gov/>) has a site called “**Ready, Set, Grad.**” It provides sixth through 12th grade students with online tools to help explore career paths, postsecondary options and admissions, as well as financial aid. <http://readyssetgrad.org/>

WHY CAREER GUIDANCE?

A major development in support for comprehensive guidance and counseling took place with the adoption of the Comprehensive Guidance and Planning legislation (RCW 28A.600.045) in 2006. This legislation encourages 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 is to support students as they navigate their education and plan their future; encourage an ongoing and personal relationship between each student and an adult in the school, and involve parents in students' educational decisions and plans.

The elements of a comprehensive guidance and planning program 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 students' progress and program success.

Career Guidance Washington lessons and activities have evolved and are a part of a comprehensive guidance and counseling program that helps students make choices for college and career readiness in the areas of course selection, goal setting, career planning, and post-secondary options, including financial aid. A fully-implemented school-wide program can become a component of dropout prevention under the school's guidance and counseling program. All lessons are designed to assist students with the development of their High School and Beyond Plan. Our data shows that students who participate in career guidance activities have a significant increase in a sense of belonging because caring adults serve as advisors, therefore, also escalating a school's positive school climate.

Career Guidance strives to:

- Equalize opportunity so all students have meaningful choices for life after high school
- Encourage student engagement by ensuring that every student has at least one adult, at school, who knows and cares about him or her
- Enhance student achievement by helping students evaluate and reflect on their own skills, interests, and accomplishments
- Involve families by engaging them in students' decisions and plans
- Strengthen community within schools and in the surrounding neighborhood by offering students meaningful volunteer service and leadership opportunities

Today's school counselors have many tasks and often face large student-to-counselor ratios, making it difficult for any one person to provide all of the information and support that a student needs to successfully graduate from high school and go on to pursue various postsecondary options. In order to be ready after high school graduation, students need to have the necessary academic preparation in math, science, English, social studies, and a foreign language. Students also need "college knowledge," which includes understanding what courses meet graduation and college entrance requirements, college options (two-year college, four-year college, career and technical programs), and how to pay for it (financial aid, scholarships, and loans). Lastly, students need "soft skills," which include managing time, taking initiative, working independently and collaboratively, and knowing when and how to seek help.

Research shows that students who are in schools with comprehensive guidance programs utilizing guidance curriculum do better in school and life where high school graduation and college enrollment rates increase, and students set goals to realize their fullest career potential.



KEY ELEMENTS OF A CAREER GUIDANCE PROGRAM

Career guidance programs are built around key elements that have proven to have significant benefits for students.

PERSONALIZING READINESS	HIGH SCHOOL & BEYOND PLANNING	STUDENT-LED CONFERENCING	STUDENT-INFORMED SCHEDULING	EVALUATION
<p>What is it: <i>Small groups of students with an advisor</i></p> <p>Best Practice: <i>Keep same group for 3 or 4 years in Advisory which meets at least once a week or daily; Administrators, counselors and lead teachers guide program</i></p>	<p>What is it: <i>Paper or electronic based organized by Academic, Career, Personal/Social</i></p> <p>Best Practice: <i>Each student creates portfolio; share High School & Beyond Plan at student-led conferences or as senior presentation</i></p>	<p>What is it: <i>Annual conference with student, advisor, and parent</i></p> <p>Best Practice: <i>Conference connect career interests and postsecondary plans with registration for next year's classes</i></p>	<p>What is it: <i>Students are encouraged to take courses with a plan</i></p> <p>Best Practice: <i>School considers student choices and student are encouraged to take rigor and dual credit courses</i></p>	<p>What is it: <i>Schools collect data using evidence-based practices</i></p> <p>Best Practice: <i>Schools use data to show program and student academic progress successes and what needs improvement</i></p>
<p>STRUCTURES FOR VERTICAL TEAMING</p> <p><i>Focus is on transition between feeder middle school and high school collaboration based on school district goals for college & career readiness supported by an effective early warning system</i></p>				
<p>PROGRAM FOUNDATION: COMPREHENSIVE GUIDANCE AND COUNSELING</p> <p><i>Provides setting for full development and integration of career guidance in school's guidance & counseling program that is central to the career and college readiness mission of school led by administrator, counselor, and lead teachers</i></p>				

(See *College Readiness Initiative Replication* for Action Plans for each element
<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>.)

Personalizing Readiness in curriculum-delivered advisories

Advisory class is the most prevalent structure to deliver career guidance lessons, where at least one adult at school knows and cares about each student. The advisory is a group approximately 20 students and an educator, who serves as a guide for once a week or, sometimes, every day meetings. The curriculum and related activities are offered in advisory sessions provided to all students each year in Grades 6–12. Developing relationships and guiding students to develop their career and college readiness skills needed for the High School and Beyond Plan are the main goals of advisory. The awarding of credit for the advisory class continues to increase, which shows more accountability attached to the program. Other ways schools deliver lessons and work on their High School & Beyond Plan is in career center presentations to small groups and in one-to-one sessions with school counselors.

High School & Beyond Planning

The individual student High School & Beyond Plan, a graduation requirement, is structured around the three domains of the ASCA National Model: academic development, career development, and personal/social development. The plan starts in middle school and is either online electronic or in a 3-ring binder and includes information such as course planning, career interest results, identification of exams/assessments, academic goals, resume/activity log and future planning goals. The plan is showcased in student-led conferences. Local school districts determine their High School & Beyond Plan (WAC 180-51-068). Templates for the High School & Beyond Plan can be found at: <http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx> or in the Lesson 9 for each grade 9-12 lessons. Middle school High School & Beyond Plan lessons prepare students for entering 9th grade.

Student-led Conferences

Student-led conferences are held in either or both fall or spring of the school year. Students lead these conferences before their parents and advisor. Conferences are organized around the three ASCA domains: Academic (*What have I accomplished this year?*); Career (*What do I want to do in the future?*), and Personal (*Who am I?*). The main role of the advisor is to facilitate the student conference in relation to the individual student's career and college readiness knowledge and the High School & Beyond Plan. The lesson plans include all the information students and advisors need to organize conferences, including academic achievement, four-year plan, aspirations, plan for next year's courses, and feedback forms for parents, students, and advisors. Best practice in this area means at least one student-led conference is held each year that is tied to the school's course registration process.

Student-informed Scheduling

When student-informed scheduling and a school's course registration process are connected to student-led conferences, the data provides students with the greatest amount of flexibility in directing their education. The forecasting information allows schools/districts to make appropriate decisions for enhanced student-informed scheduling. In general, there is a steady increase in the number of rigorous courses, dual credit opportunities and programs of study being selected by students when given the opportunity to be more informed.

Evaluation

Finding, organizing and analyzing data using evidence-based practices helps schools make informed decisions. Many schools send out their own surveys to gather and distribute information to students and staff. To know if career guidance programs are succeeding, we must measure students' outcomes. These data indicators measure student and parent attendance and satisfaction with student-led conferences, student graduation rates, and college readiness indicators. Schools can use their data results to strengthen implementation, inform program success, and help with planning for improvement and growth. Best practice in this area means that schools collect their own data to measure program effectiveness using evidence-based practices.

Structures for Vertical Teaming

- Implementation of the program is central to the career and college readiness mission of the school and is recommended as a component of the school improvement plan.
- Distributive leadership that consists of administrators, counselors, and teachers to build program ownership and program sustainability.
- Program leadership team (administrator, counselor, and teacher(s)) meet on a regular basis to collaborate program planning and implementation using data analysis.
- Vertical teaming helps communicate transition plans for students moving from middle school to high school. Fewer students drop out before graduation when schools provide advisory group activities as well as responsive remediation programs.

Program Foundation: Comprehensive Guidance and Counseling



- Career Guidance is foundational to comprehensive guidance and counseling programs in schools as identified in ASCA (American School Counselor Association) National Model 3rd Edition for direct services and ASCA Mindset and Behaviors for Student Success: K-12 College- and Career-Readiness Standards.
- Using the ASCA Model, a counseling and guidance program using career guidance can serve all students; facilitate students' growth in the areas of academic, career, and personal and social development; engage families, students, and staff; and strengthen and transforms schools.
- Distributive leadership from principal, counselor and lead teachers is critical to success

EVALUATION

The evaluation from the 6-year College Readiness Initiative (CRI) evaluation report shows that Career Guidance WA has made a significant impact in key goal areas for college and career readiness. We learned that what we are doing in Career Guidance WA is making a difference! CRI was by College Spark lead by OSPI staff to help more students graduate with a college and career ready plan to succeed in higher education in schools who averaged 61% poverty (FRL) and 50% students of color. The initiative focused on helping more students gain the skills and knowledge needed to develop a meaningful High School & Beyond Plan to be able to succeed in their postsecondary plans through Career Guidance WA. Grant funds for OSPI to provide curriculum, program development related to changing graduation requirements, and professional development for schools statewide ended in 2015. The goals of the grant initiative were to support participating districts and schools in high poverty areas across the state with diverse populations in college and career readiness to:

- ✓ Increase the number of students prepared for post-secondary education.
- ✓ Increase the number of students taking an academically rigorous curriculum.
- ✓ Increase the number of students engaged in dual credit programs.
- ✓ Increase the number of students graduating with a college-ready transcript.
- ✓ Increase the degree to which students are engaged in secondary education and connect middle and high school course selection with interests and goals.

Throughout the grant a positive metamorphosis occurred which required modifications to update lessons and templates to coincide with the changing graduation requirements that includes a Personal Pathway Requirement for every student.

<http://www.sbe.wa.gov/graduation.php>

Positive Data Trends

To what extent did course-taking patterns change over time?

- Increase in students taking middle school algebra: 22.1% in 2008 to 26.1% in 2015
- Increase in students taking advanced math in HS: 60.7% in 2008 to 78.6% in 2015
- Increase in students taking chemistry in HS: 32.8% in 2008 to 57% in 2015
- Increase in students taking physics in HS: 10.8% in 2008 to 16.6% in 2015
- Increase in students taking dual credit classes:
 - Advanced Placement: 791 students in 2010 to 1,685 in 2015
 - Running Start: 180 in 2010 to 261 in 2015

To what extent did graduation rates and student achievement change over time?

- Relative to comparison schools, CRI schools show both a higher overall graduation rate and greater increases over time
 - 60% in 2008 to 69% in 2015 for CRI schools
 - 48% in 2008 to 51% in 2015 for comparison control group schools
- Increase in meeting requirements for 4-year college entrance from 37.8% in 2008 to 53.7% in 2015
 - Native American students increased from 32% to 70%
 - Hispanic students increased from 35% to 45%
 - African American students increased from 31% to 45%
 - White students increased from 41% to 62%
 - Asian American students increased from 45% to 60%

To what extent did college attendance and college persistence change over time?

- College Direct* rates increased from 44.2 in 2004 to 52.2 in 2014 (*Students attended a 2-year or 4-year college directly after graduation from high school)
- When analyzing persistence results for students entering high school as a freshmen and persisting through college, more students persist through their fourth year of college at the College Readiness Initiative (CRI) schools than Comparison schools

To what extent did other quantifiable measures change over time?

- 90% of students participate in a Student-led Conference
- Student-led Conference worthwhile data
 - Parents average of 93% from 2010 to 2015
 - Advisors average of 90% from 2010 to 2015
 - Students average of 85.5% from 2010 to 2015
- 30% increase in College Bound Scholarship sign ups
- 65% of school continue to offer credit for advisory as a class compared to 42% in 2010
- 79% of schools indicate program is connected to comprehensive guidance & counseling
- 79% of schools report without grant would be able to continue program implementation

Promising Practices

- Advisory strengthens communication and relationships between students and teachers
- Students more aware of career and college postsecondary options – certificate programs, technical and community colleges, 4-year colleges

- Developing partnerships between families and school counselors
- State support to schools for regional workshops, resources and professional development
- Provision of tailored professional development and networking
- Robust curriculum for career guidance and life planning connected with High School & Beyond Plan each year
- Program structure flexibility for schools
- College and career readiness goals and needs drive program
- Electronic High School & Beyond Plan that connect to student information system

Overall Program Strengths

- Student capabilities improved through connection with High School & Beyond Plan
- Focus on building student postsecondary plans for future
- Student-led conferences proved worthwhile
 - Parents involved
 - Showcases student success with High School & Beyond Plan
 - Builds confidence in students
- Positive relationships between staff and students fostered
- Provides a structure for guidance and counseling in college and career readiness
- Program facilitated large amounts of information about career and college to students
- Develops a cohesive school culture for college and career readiness
- Flexible structure to personalize and adapt for demographic and population needs
- Program support and professional development from OSPI staff beneficial
- Use of data and development of evidence-based practices to celebrate successes and to identify program improvement areas

Recommendations for added program success

- Advisor training system and mentor program for new advisors from veteran advisors
- Utilize all curriculum to establish core lessons based on the needs of the school population directly connected to the High School and Beyond Plan
- Using all lessons and resources with checklists from the variety of materials provided by the state counteracts redundancy and lack of interest of former materials
- Having a clear purpose for student-led conferences connected with course registration maximizes results
- Advisors need to be prepared to assist students with informed-scheduling with readily available up-to-date information and resources from guidance and counseling departments
- Strong leadership team that includes administrator and counselor with dedicated time for program coordination
- Committed and organized program coordinator with clear program expectations

Lessons Learned

- Program helps to create a college and career going culture in schools
- Collaborative team to manage program results work best for everyone
- Use of data results to track student and program success
- Planning with intentionality for program commitment

Overall Results show

- Strengthened student relationships
- Increased in graduation rates
- Increased student engagement in school
- Increased academic rigor and dual credit
- Improved course-taking patterns
- Persistence in college enrollment
- Lower remediation rates
- Develops stronger parent/school partnerships

Best practices shared statewide after each year's program evaluation through professional development, indicate teaching students to prepare for college and career is working. The evaluation found three keys to implementing college and career readiness programs:

- Students and teachers reap greater benefits when students earn credit for relationship-building advisories.
- When school leaders embrace their college and career readiness program, enthusiasm spreads.
- Collaboration among teachers, counselors, and administrators leads to greater student success.

Best Practices identified include:

- ✓ **Advisories:** Weekly or daily advisories provides opportunity for positive, meaningful relationship building between students and staff. Consistent schedule and administrative leadership helps program become a part of culture, improves buy-in, and program engagement. Advisory schedule supports other academic programs such as AVID, professional development opportunities, and increase in career and college conversations.
- ✓ **Curriculum:** Scope and sequence are aligned to support specific concepts from year-to-year using a curriculum map to spiral lessons for better student appeal. Connections with core subject areas are relevance to lessons.
- ✓ **Portfolios:** Students take ownership of educational goals for career, academic, and personal/social in the development of their High School & Beyond Plan. Portfolios assist students with organizational skills, goal setting, and ownership of work.
- ✓ **Student-led Conferences (SLC):** Increased parent involvement and goals of 100 percent participation creates a forum for school, student, and parent communication. SLC provides an opportunity to positively showcase school work and career plan, especially senior year.
- ✓ **Student-informed Scheduling:** Access to challenging classes and dual credit opportunities increase when students are informed and have no gates. Counselors and advisors work together to share responsibility and cross-check courses for students.
- ✓ **Evaluation:** One point person in charge of organizing and analyzing data results help schools manage the evaluation. Student transcript data and performance in certain college courses used to identify needs and deficits of high school courses and to increase post-secondary success of students.
- ✓ **Program Management:** Program supports school improvement efforts, distributive leadership, and strengthened community partnerships, where vertical teaming occurs between middle school and high school levels.
- ✓ **Comprehensive Guidance and Counseling Program:** Direct services for all students means career guidance is a foundation piece that supports comprehensive guidance and counseling programs in schools. Vertical teaming activities between elementary, middle and high led by school counselors create seamless transition for students.

Program evaluation shows that as career guidance strengthens each year, it has a positive impact on student and family engagement, college-ready transcripts, and rigorous course enrollments. The data indicates that students who participate in career guidance activities have a significant increase in sense of belonging because teachers serve as advisors and caring adults, therefore escalating a school's positive school climate. Data shows that the longer a school implements career guidance, the greater increase in program fidelity.

College Bound Scholarship Study

Recent research found 72 percent of students in the class of 2012 who enrolled in the College Bound program in middle school went to college after high school. College attendance for students who did not qualify for free and reduced-price lunch was 66 percent. About 40 percent of low-income students who did not sign up for the College Bound Scholarship (CBS) went to college. The study found that college and career readiness programs in high school help students make sure they are taking the right classes and doing other things to prepare for college.

The BERC Group reported in January 2014 that a relationship between school's participation in career guidance and students' enrollment in college had a significant correlation. College Bound Scholarship students who attended schools with career guidance programs were more likely to enter college directly after high school. The odds of enrolling in college were 1.38 times higher for CBS students who attended with schools with career guidance programs. This research provides clear evidence that a guidance program is important and that strengthening the program will only further benefit students who receive it.

SUPPORT AND RESOURCES

“News and More for School Counselors” - OSPI Newsletter and Listserv

An e-newsletter is published every 6–8 weeks on the OSPI Web site. A sign-up to have it delivered to your in-box can be found at <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/Newsletter.aspx>. The newsletter provides articles and updates on issues related to guidance and counseling, training and professional development opportunities, new resources, and information about funding sources. The Listserv provides school counseling staff and other educators the latest information regarding state and national developments in guidance and counseling related policies and programs. Connection with other agencies, including Washington Student Achievement Council, Workforce and Training Coordinating Board, Community and Technical Colleges, State Board of Education, and others as needed, help to keep the issues related to college and career readiness current for educators. The address to join the listserv and newsletter is <https://public.govdelivery.com/accounts/WAOSPI/subscriber/new>.

OSPI College & Career Readiness Website Resources

<http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx>

- **Secondary Education Web page:** Secondary education provides leadership and resources to schools for academic and career preparation.
 - Comprehensive Guidance and Counseling
 - Dual Credit Programs
 - Middle and High School Technical Support
 - Graduation: A Team Effort—Dropout Prevention, Intervention and Retrieval
 - Student Support Programs
- **Links:** Several links for more information about college and career readiness include Washington Student Achievement Council, Washington Council on High School/College Relations, State Board of Education, State Board for Community and Technical Colleges, and Workforce Training and Coordinating Board.
- **Workshops, PowerPoints and Webinars:** Workshops, PowerPoints and Webinars presentations are frequently posted as a resource for schools.
- **Student Support Resources** <http://www.k12.wa.us/StudentSupport/default.aspx>
These resources help schools and districts develop and improve systems to support student academic success, while collaborating with other agencies around the needs of children, families, and communities. Programs include 21st Century Community Learning Centers, Children of Incarcerated Parents, Compassionate Schools, Health Services: School Nurse Corps, Home/Hospital Instruction, Homeless Children and Youth: McKinney-Vento, Institutional Education, Mental Health and Schools and School Safety Center.

CONNECTIONS

College Spark College Readiness Initiative (CRI)

OSPI, in partnership with College Spark Washington, is optimizing the implementation of Career Guidance Washington/Navigation 101, along with Advancement Via Individual Determination (AVID), in seven school districts and 19 schools with six years of funding provided by College Spark Washington. Schools being funded by the initiative include those with high percentages of students living in poverty, and high percentages of under-represented populations.

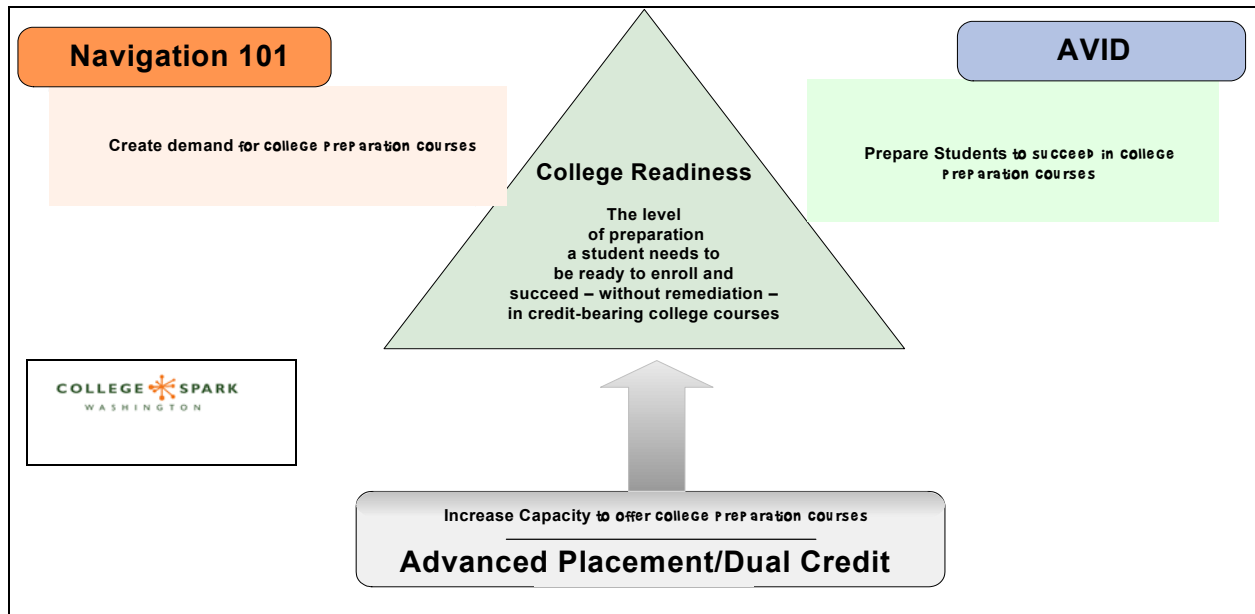
College Spark Washington sees career guidance as a program that increases the success of individual students, supports system-level change, and as generating knowledge about what works in college readiness. The career guidance program in these schools through their advisory program provides a consistent, intensive system that increases students' understanding of the courses needed to be successful in college and beyond, resulting in increased demand for college preparation and career and technical education courses.

The 2014–2015 school year marks the last full academic year grantees have been funded to develop and sustain implementation. Progress is being made by the schools in the grant on the following goals:

- Decrease in high school graduates' college remediation rates
- Increase in percentage of low-income students who graduate from high school with a four-year college eligible transcript
- Increase in percentage of 8th graders enrolled in Algebra 1 or higher

- Increase in the number of 7th and 8th graders who register for the College Bound Scholarship
- Expand program effectiveness for sustainability after grant funds are over

The districts in the College Readiness Initiative for career guidance were Bremerton, Franklin Pierce, Grandview, Tacoma, Toppenish, Tukwila, and Spokane.



PROGRAM MANAGEMENT

Many resources have been developed for schools using career guidance activities and lessons. The most important part of a program is what happens inside the school, in advisory groups between advisors and students, where program management is key. Based on the experiences of career guidance in Washington State schools, here are a few tips to guide program management. These tips embody the spirit of collaboration and personalization that underlies career guidance:

- **Career guidance is a *process*, not a *task*.** A career guidance program will be most successful if it is integrated into the school’s larger efforts—specifically the school improvement plan and with comprehensive guidance and counseling program. Getting acceptance of an advisory program takes time to develop effective distributive leadership, which consists of principals, counselors, and lead teachers.
- **Staff from all levels must be involved and invested.** Second, a leadership team should include staff from all levels. It is important that administrators support career guidance by being actively involved with the leadership program. Counselors, teachers, and other staff must have shared operational roles.
- **Balance fidelity with school’s needs.** Third, while fidelity to career guidance is a significant factor, it is also important the program become integrated into the life of the school. Incorporation of traditions and school practices designed around specific school needs enable the program to be customized for the school and should fit with other established educational initiatives.
- **Give students and staff a voice.** The career guidance curriculum includes feedback forms for students, advisors, and parents to be completed after student-led conferences. In addition, schools can consider doing an electronic survey of students and staff at another time of the year as well. Survey results will be more helpful than anecdotes in guiding program development, and will help build support by allowing an informed response to concerns and building on strengths.

- **Use evaluation data for program improvement.** Data should be collected and used to inform new ideas, keep up with changing state initiatives, and allow school staff to keep a renewed perspective for the career guidance program as a whole.

Implementation Model: Phases

A five-phase, cyclical model that is based on Norm Gysbers’ work in “Managing Your Comprehensive Guidance Program” is a model found to be the most helpful for full implementation of career guidance. These phases function best as a repeating cycle, with continuous systems evaluation and adjustments during implementation.

1. Planning—Establishing a Vision

The first phase of the implementation model is planning. Planning occurs at the beginning and throughout the implementation of career guidance. Here are some key issues to address:

- **Staff Awareness.** The first thing to consider when beginning implementing career guidance is the level of awareness among the staff. Explore these questions with the staff. Do staff members understand the purpose of the program? Does the staff see the program as a positive thing? How many know what it is? There are materials available from the role of the advisor to the link between career guidance curriculum and school guidance programs on the OSPI Website. To the extent the staff shares a common belief in the need for the program, implementation will be easier. Be sure to honor the school’s ordinary decision-making processes when making plans to move forward.
- **A Shared Vision.** To raise awareness and begin to develop a shared vision, students and staff must be included. When working with staff to set a vision, the approach can be in several different ways, first from the perspective of students’ needs, and then from the perspective of staff members’ goals.
 - **What are students’ biggest challenges?**
 What are the biggest issues for your school? How can advisory help address them? Goals are set to respond to specific challenges and may include:
 - ✓ Equalizing opportunity, so that students of all income levels have good post-secondary choices
 - ✓ Encouraging student engagement and lower dropout rates
 - ✓ Enhancing student achievement on the state assessments, in class, and after graduation
 - ✓ Involving parents
 - ✓ Strengthening community, both within the school and in the surrounding neighborhood
 - **What do staff members see as their goals for student success?**
 Sometimes it is helpful to see the perspective of what the staff sees as goals that would help students achieve. Staff members at a number of schools have articulated that each student should:
 - ✓ Have one adult at school who knows and cares about him or her
 - ✓ Graduate with choices for the future
 - ✓ Become an active member of the community
 - ✓ Have the skills to make good life choices
 - ✓ Be able to assess own performance and make plans to improve
 - ✓ Be able to embrace change (Visual models can assist. See sample below.)

MANAGING CHANGE CAN BE COMPLEX					
VISION +	SKILLS +	INCENTIVE +	RESOURCES +	ACTION PLAN =	CHANGE
	SKILLS +	INCENTIVE +	RESOURCES +	ACTION PLAN =	CONFUSION
VISION +		INCENTIVE +	RESOURCES +	ACTION PLAN =	ANXIETY
VISION +	SKILLS +		RESOURCES +	ACTION PLAN =	RESISTANCE
VISION +	SKILLS +	INCENTIVE +		ACTION PLAN =	FRUSTRATION
VISION +	SKILLS +	INCENTIVE +	RESOURCES +	=	TREADMILL

2. Leadership Team

A leadership team is needed to help plan and manage the program. A District Leadership Team and/or a School Leadership Team may be considered.

- **A District Leadership Team** can help promote a unified vision and consistency throughout the district. This is particularly important to help students transition from a program in middle school to one in high school. Make sure that students' experiences and requirements are similar between schools. A district leadership team should include counselors, teachers, and building and district administrators, and may also include Association members, students, and parents.

Size of leadership team, representation from buildings, as well as representation by role, gender, and experience must be determined. How often the team meets and setting protocols for the level of decision-making authority the team needs will have to be established. Designation of a specific person to coordinate the team and a specific person to serve as district coordinator works well to support staff.

- **A School/Building Leadership Team** can carry out the district's vision, while personalizing that vision for implementation within the building. A school team should include a coordinator, lead advisors or teachers (perhaps one for each grade level), and an administrator. The best size for the team should be large enough that staff members feel engaged, but not too large to inhibit decisions. Ensure that your team of representative staff, counselors, teachers, and diversity in gender and experience. Some schools have student representatives on their building leadership teams.

A building team is less likely to focus on overarching policy issues than a district team. Instead, the focus will be on the day-to-day issues the staff faces in implementing career guidance. This team will help set the schedule to accommodate advisories, ensure that advisors have all needed curriculum materials, and coordinate plans for portfolios with High School & Beyond Plan, student-led conferences, course registration, and other school-wide activities.

3. **Advisor Staff Training.** Career Guidance advisories are built around the personal relationships between students and advisors. As a result, it's crucial that advisors understand the career guidance key elements and are committed to its success. It is suggested that schools start the school year with an initial training for advisors. Each year parts of the training may be repeated and/or reviewed for improvement. Training new advisors each year assists in moving the program to a higher implementation level. The OSPI guidance and counseling staff can assist schools with professional development presentations by introducing the key elements with curriculum mapping.

In addition to an orientation, leaders are urged to organize ongoing training sessions for advisors. Some schools have found it helpful to schedule a 15- to 20-minute preview session the week of an advisory. Advisors can drop in to preview the materials to learn about the lesson for that week's advisory, see student handouts, or learn about resources that are available to their students.

What is most important is that advisors understand the expected role. Advisors should be reassured that they are not expected to become an expert on everything! Nor are they expected to write new lessons. Instead, their function as an advisor is to use the lessons to lead their advisory sessions, and serve as a resource and referral, personal point of contact, or advocate for their students. Advisors should be encouraged to refer students to other resources, such as counselors, when more help is needed.

4. District Support.

Even as work is done to gain support and train staff within the building, it is important to gain support from other parts of the school's system:

- **School Board.** As career guidance is implemented, it is important to collect evidence-based data and information that will tell the story of school efforts and students' success. Use this data and information (survey results, student assessments, and student or parent testimonials) to keep the school board informed and up to date. Schools can invite school board members to sit in on

student-led conferences or ask students and advisors to make a presentation to your school board each year.

- **Unions and Associations.** As leadership teams are developed, make sure that any issues or concerns raised by district’s unions or associations are addressed. These issues should be addressed early in the process so that staff members understand the standards of a school’s career guidance program. Issues may include prep time, course loads, or the academic schedule or calendar.
- **District Departments.** Be sure to involve the district’s Curriculum, Technology, Special Education, Student Services, Transportation, and Food Services departments. Work with them to determine how career guidance can complement curriculum initiatives, build on technology projects, such as online grades, or enrich guidance offerings. Food Services and Transportation need to be in the loop if early release days for student-led conferences are scheduled.
- **Vertical Teaming.** The district leadership team, counselors, and principals can take the lead on ensuring that feeder schools are in “sync,” and that there is a transition plan for students. Using career guidance activities to facilitate transition activities will help students through what is a difficult adjustment for many. Research has found that when middle school students take part in high school transition programs, fewer students were retained in the transition grade. Furthermore, fewer students dropped out before graduation when school provided advisory group activities and responsive remediation programs.

Questions to be answered related to vertical teaming and transition from middle school to high school:

- ✓ How can you make transition “seamless” from middle school to high school?
- ✓ What are some ways to organize leadership teams from middle school and high school to discuss transition activities? Meeting times? Early spring? Schedule?
- ✓ How can using and developing hybrid career guidance lessons be coordinated between middle school and high school? Shared curriculum map?
- ✓ How can portfolio—binder or digital portfolio—transfer with ease from middle school to high school?
- ✓ How does the middle school portfolio become the High School & Beyond Plan?
- ✓ What are ways to assist parents to gain a better understanding of career guidance activities and transition?

How does Career Guidance Prepare Students for their Next Steps?

Middle School	High School
Foundational Work	Transition work
Develop sense of self and community	Development of four-year plan for High School & Beyond Plan
Readiness for high school	Postsecondary plan

5. Community Outreach.

It is important to communicate with and gain support from other stakeholders:

- **Students.** Students are a key stakeholder group. Do they understand the purpose of career guidance activities and advisory? Have they been involved in designing or enhancing career guidance in your school? Consider a student survey, focus group, or implementation team to learn how you can improve.
- **Families.** Involving students' families is a key goal in the career guidance program. Plan ways to reach out to families and welcome them into the life of the school. Hold post-secondary or financial aid night to help families learn more about options for their students can be held. This may be a good opportunity to share success stories with students' families.
- **Community, Business Supporters, Media.** On a similar note, it is encouraged to reach out and inform other stakeholders in your community. Engage community members and local businesses in volunteer service activities, career interviews, job shadows, or career days. Share your successes with local media or education bloggers.
- **Legislators.** Career Guidance Washington is funded because of support from the state Legislature. Make sure to keep the public informed about program success!

DESIGNING, ENHANCING, AND IMPLEMENTATING

Designing is an important phase of the implementation model in program management. The curriculum provides lesson plans and activities for Grades 6–12. The curriculum is based on national research and standards and is fully compliant with Common Core Standards, ASCA Standards, and OSPI Grade Level Expectations and graduation requirements.

Enhancing. The curriculum has been consolidated and is designed to allow school leaders to customize and enhance it based on the school's needs and traditions. Because the program will be more successful, the more it is integrated into the life of your school, consider making career guidance a part of your school improvement process. A school's comprehensive guidance and counseling program can be strengthened by implementing school-wide career guidance program.

Designing custom approaches for guidance curriculum may happen gradually over the course of several years. Your building or district leadership team may want to watch as the program is implemented and then respond with enhancements.

For full program Implementation the following questions should be addressed:

- ✓ Do school staff and administrative leadership see student career and college readiness as a critical outcome for every student?
- ✓ Do student enrollment in rigorous courses and dual credit courses reflect the ethnic and income diversity of the school?
- ✓ Does your school currently have the resources to help every student develop an informed, thoughtful plan for his/her educational and career goals throughout high school and beyond?
- ✓ Do you believe that staff members, other than school counselors, could play a role in helping students plan for their future?
- ✓ Would you be willing to replace your current parent/teacher conferences with student-led conferences at which students present their accomplishments and plans to their families?
- ✓ Would staff support an initiative designed to strengthen family engagement in the educational of their student?
- ✓ Is your program fully integrated to complete a meaningful High School & Beyond Plan, starting in middle school, with each student over time each year?



CURRICULUM DELIVERED ADVISORIES

ELEMENT 1: CURRICULUM DELIVERED ADVISORIES		
Defining Questions	High Level is . . .	Your Level Planning—Low—Mod—High
Who is in advisory?	All students, Grades 6–12	
Who serves as an advisor?	All certificated staff	
How often do advisories meet? Duration?	Once a week or every day	
Does the curriculum contain all aspects of a CGCP?	20+ lessons per school year	
Which lessons are used?	OSPI Career Guidance lessons	
Are advisors trained in the curriculum? When? How?	At least once a year Mentors for new teachers	
Do students earn credit on report card/transcript?	Most schools consider advisory as a regular part of the school day; .25 credit per school year	

In high-implementing schools:

- All certificated staff serve as advisors.
- Advisories meet at least once a week or every day.
- All guidance curricula contain aspects of a comprehensive school counseling program. Adaptations can be made to incorporate elements from school’s guidance and counseling program.
- Lessons from program are mapped out each year using Career Guidance WA.
- All advisors are trained in the curriculum through trainings that happen at least once a year.

HIGH SCHOOL & BEYOND PLANNING

ELEMENT 2: High School & Beyond Plan		
Defining Questions	High Level is . . .	Your Level Planning—Low—Mod—High
How is the High School & Beyond Plan organized?	By three ASCA domains Includes all components of High School & Beyond Plan	
Who keeps the High School & Beyond Plan?	Every student. It is a graduation requirement. http://www.sbe.wa.gov/graduation.php#.VwXB0Mcs p3I	
What do students store in their High School & Beyond Plan? How does it connect with Student-Led Conference or Senior Exit Plan?	Academic inventories, and individual planning; connection with High School & Beyond Plan	
Do students assess their own work?	Yes	
Are High School & Beyond Plans electronic?	Yes	

In high implementing schools in the area of portfolios best practices include:

- Student portfolios are organized around the three ASCA domains: Academic Development, Career Development, and Personal/Social Development.
- All students keep a portfolio that becomes their High School and Beyond Plan that begins in middle school.
- Students keep a range of materials in their portfolios, including academic reflection for four-year plan, self-assessment inventories, samples of best works and individual post-secondary planning materials for career and college.
- Students have structured opportunities to assess their High School & Beyond Plan over time. The guidance curriculum provides an academic inventory students complete each year. In addition, a district's own evaluations and assessments can be included.
- Students use their High School & Beyond Plan as the basis for their student-led conferences that are connected to the student's registration of courses for the next year and are used for presentations during the senior year.

The High School & Beyond Plan is updated each year by reviewing transcript and accessing progress toward identified goals, changing interests and academic needs and could include:

- The student's interests and abilities, and the relationship to his/her current career goals;
- A four-year plan for courses taken during high school that is aligned to fulfill high school graduation requirements;
- Identification of exams student needs to graduate from high school and for post-secondary goals (State assessments, ACT, SAT, etc.);
- Research on postsecondary programs related to the student's goals;
- A completed resume or activity log; and
- Demonstration of preparedness through presentation of HSBP.

In the Career Guidance WA lessons (12-9, 11-9, 10-9, 9-9, and 8-8) HSBP templates are available.

<http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx>

Additional resources are at State Board of Education:

<http://www.sbe.wa.gov/HSBeyondPlan.php#.VwXBh8csp3I>

STUDENT-LED CONFERENCES

ELEMENT 3: STUDENT-LED CONFERENCES

Defining Questions	High Level is . . .	Your Level Planning—Low—Mod—High
How often are conferences held?	At least once/year (fall, spring or both)	
Who attends student-led conferences?	Advisor, student, family, or significant adult	
How are conferences organized?	Around three ASCA domains using High School & Beyond Plan components	
Are conferences integrated with course registration?	Yes	
Is satisfaction with conferences tallied?	Yes	
Do students assess their own performance?	Yes	

Student-led conferences require advance planning to carry out. They are consistently rated as the highlight of the year by students and advisors alike. Often teacher acceptance of program is enhanced by the success of student-led conferences. High implementing schools have student-led conferences that:

- Are held at least once a year. Most schools hold conferences in the spring to coordinate with course registration. Schools typically schedule early release days for conferences.
- Are attended by the advisor, student, and at least one significant adult from that student’s life.
- Are organized around the three ASCA domains (Academic Development: What have I accomplished? Career Development: What do I want to do? Personal/Social Development: Who am I?) and High School & Beyond Plan components.
 - ✓ Personal interests, abilities, and relation to current career goals
 - ✓ Four-year High School course-taking plan
 - ✓ Research on post-secondary training and education related to goals
 - ✓ Budget for education, training, and future
 - ✓ Resume or Activity Log
 - ✓ Understanding of future exam/assessment requirements
 - ✓ Demonstration of preparedness through presentation of HSBP
- Are integrated with course registration, so that students finalize their course registration requests in the presence of their families.
- Tally satisfaction through surveys of students, parents, and advisors. (The forms are included in the Career Guidance WA curriculum in Lesson 20.)
- Help students assess their own performance and sharing of future goals.

STUDENT-INFORMED SCHEDULING

ELEMENT 4: STUDENT-INFORMED SCHEDULING		
Defining Questions	High Level is . . .	Your Level Planning—Low—Mod—High
Do students have information about their course needs based on their High School & Beyond Plan?	Yes, based on their chosen careers and/or pathways.	
Do students develop four-year course plan throughout high school starting in middle school?	Yes	
Do students have a say in their schedule?	Yes	
Do the students' choices from the personalized pathway course selection based on their High School & Beyond Plan get recorded?	Yes	
Are students encouraged to enroll in rigorous and/or dual credit courses?	Yes, and their importance is explained.	
Do students receive resources to succeed in these courses?	Yes	

Implementing Student-informed Scheduling can be challenging for many schools. Connecting Student-Led Conference with the process of course selection can streamline the forecasting of classes. Students are encouraged to take advanced, rigorous or dual credit courses, so they are ready for their college and career pathway. High implementing schools organize their registration processes so that:

- Students learn about the courses they need to take to meet high school graduation and career and college entrance requirements based on their chosen careers and/or career pathways.
- Students develop and update four-year course plans each year during high school (and, in middle school, develop high school plans to prepare for high school).
- Students (and parents) have a say in their schedule based on their Personalized Pathway in accordance with a meaningful High School & Beyond Plan.
- Students are encouraged to take advanced, rigorous, and/or dual credit courses, and the importance of these courses is explained.
- Students who enroll in rigorous courses are given the help they need to succeed.
- Explain that “College” refers not only four-year colleges and universities, but to any specialized, certificate or credential post-secondary program of study that will prepare a student for a career, including community and technical colleges, as well as apprenticeships programs.

EVALUATION/DATA COLLECTION

ELEMENT 5: DATA COLLECTION		
Defining Questions	High Level is . . .	Your Level Planning—Low—Mod—High
What information is can be collected?	Student-led Conference data Dual credit / advanced courses State assessment scores Graduation rate Post-graduation remedial needs Postsecondary enrollment	
What else does the school collect?	Information that will guide development of the program through teacher and student surveys	
Is data shared with stakeholders?	Yes, with families, school board, district office, teachers, local community	

Measuring how career guidance is doing through evidence-based practices in each school is a crucial part of the program. High implementing schools are those that:

- Collect data on conference attendance and satisfaction, student performance on state assessments, graduation rates, program satisfaction through surveys, and post-graduation remedial course needs.
- Collect other information that will be helpful to manage or improve the program at your school. For example, extra surveys of student and advisor satisfaction may assist with further program development and sustainability.
- Share relevant data with students, advisors, parents, and community members, including school boards, local media, and legislators.
- Data coordinator for building and data coordinator for district, manage the data collection, and share results with staff.
- Data coordinator and/or other school leaders participate in data training, video conference, or workshops related to data collection and how to use school data.
- Data resources can be found at the following links:
 - OSPI School Report Card <http://www.k12.wa.us/>
 - OSPI K-12 Data & Reports <http://data.k12.wa.us/PublicDWP/Web/WashingtonWeb/Home.aspx>
 - State Board of Ed Achievement Index <https://eds.ospi.k12.wa.us/WAI/IndexReport>
 - Education Research & Data Center <http://www.erdcddata.wa.gov>



2016 UPDATES AND NEW LESSONS

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

CAREER GUIDANCE WASHINGTON INTRODUCTION

The purpose of the 2016 version of Career Guidance Washington is to:

- ▶ Provide an easy-to-use readily accessible curriculum map and set of lessons for each grade level.
- ▶ Expand the available number of lessons per grade level so schools can choose from numerous options. All lessons are in Word for local schools to make adaptations.
- ▶ Reflect changes in 24-Credit Career- and College-Ready Diploma and college admissions.
- ▶ Modernize activities and terminology to reflect current research and policy changes.
- ▶ Emphasize the importance of the High School and Beyond Plan including the Personalized Pathway Requirement for the 24-Credit Career- and College-Ready Diploma (Class of 2019 and Beyond).

CAREER GUIDANCE WASHINGTON THEMES

What makes a student college and career ready? Career Guidance Washington addresses 8 themes important to a college and career ready student:

- ▶ Career and College Development
- ▶ Ownership of Learning
- ▶ Transition Skills
- ▶ Learning Techniques
- ▶ Metacognitive Skills
- ▶ Academic Eligibility/Academic Acceleration
- ▶ High School and Beyond Plan
- ▶ Financial Literacy

USING THIS CURRICULUM

The design was intended to create a plug-and-play option to adapt the curriculum map for local needs:

- ▶ Adapting for calendar
- ▶ Adapting for student-led conferences
- ▶ Adapting to meet the needs of local student demographics
- ▶ All lessons under copyright



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GRADE 6

#	Lesson Title	Theme
1	What is Career Guidance Washington?	<i>Career and College Development</i>
2	Welcome to Middle School	<i>Ownership of Learning</i>
3	Succeeding in Middle School	<i>Ownership of Learning</i>
4	Sharpening My Skills	<i>Ownership of Learning</i>
5	Time Management	<i>Learning Techniques</i>
6	Note-Taking from Assigned Reading	<i>Learning Techniques</i>
7	Effective Test Preparation	<i>Learning Techniques</i>
8	My Bucket List of Careers	<i>Career and College Development</i>
9	The Wide World of Careers	<i>Career and College Development</i>
10	Academic Progress Review	<i>Academic Eligibility</i>
11	Who Will I Be in the Future	<i>Career and College Development</i>
12	Career Interest Survey	<i>Career and College Development</i>
13	Six Steps to Success	<i>Career and College Development</i>
14	Learning About High School	<i>Middle School and Beyond Plan</i>
15	Income, Savings and Spending	<i>Transition Skills</i>
16	Jobs, Occupations and Careers	<i>Career and College Development</i>
17	Reasons for College	<i>Transition Skills</i>
18	Student-Led Conference Prep I	<i>Ownership of Learning</i>
19	Student-Led Conference Prep II	<i>Ownership of Learning</i>
20	Student-Led Conferences – How Did I Do?	<i>Ownership of Learning</i>
21	Explore Apprenticeship	<i>Career and College Development</i>
22	Career Pathways	<i>Career and College Development</i>
23	Exploring Subject Area Course Options	<i>High School and Beyond Plan</i>
24	Creating a Safe Space for Learning	<i>Ownership of Learning</i>
25	Voices of Doubt	<i>Metacognitive Skills</i>
26	Summer Goals	<i>Ownership of Learning</i>
27	Earning a Living	<i>Financial Literacy</i>
28	Target Skills	<i>Ownership of Learning</i>
29	My Voice	<i>Metacognitive Skills</i>

GRADE 7

#	Lesson Title	Theme
1	Where Am I Going in 7th Grade?	<i>Ownership of Learning</i>
2	Personal Interests	<i>Career and College Development</i>
3	Personal Skills	<i>Ownership of Learning</i>
4	Knowing Yourself: What Are Your Strengths and Interests?	<i>Career and College Development</i>
5	Time Management	<i>Learning Techniques</i>
6	Managing Multiple Choice Questions	<i>Learning Techniques</i>
7	Asking for Help	<i>Learning Techniques</i>
8	High School Courses	<i>High School and Beyond Plan</i>
9	My Story	<i>Metacognitive Skills</i>
10	After-Graduation Path	<i>Career and College Development</i>
11	Academic Progress Review	<i>Academic Eligibility</i>
12	College Bound Scholarship (and PowerPoint Presentation)	<i>Transition Skills</i>
13	Keeping Your Options Open	<i>Career and College Development</i>
14	Preparing for High School (and PowerPoint Presentation)	<i>Middle School and Beyond Plan</i>
15	Future Possibilities	<i>Career and College Development</i>
16	You Don't Say Career Game	<i>Career and College Development</i>
17	Occupations Scavenger Hunt	<i>Career and College Development</i>
18	Preparing for Student-led Conferences I	<i>Ownership of Learning</i>
19	Preparing for Student-led Conferences II	<i>Ownership of Learning</i>
20	Student-led Conferences - How Did I Do?	<i>Ownership of Learning</i>
21	Banking and Personal Credit	<i>Financial Literacy</i>
22	GET College Savings	<i>Financial Literacy</i>
23	Note-taking Skills for Lecture	<i>Learning Techniques</i>
24	Conflict	<i>Metacognitive Skills</i>
25	Summer Plans and Projects	<i>Ownership of Learning</i>
26	Green Jobs	<i>Career and College Development</i>
27	School Connections to Work and Career	<i>Career and College Development</i>
28	Doors to College	<i>Career and College Development</i>
29	Career and Technical Options	<i>Career and College Development</i>

GRADE 8

#	Lesson Title	Theme
1	Where Did I Come From and Where Will I Go?	<i>Ownership of Learning</i>
2	Building Personal Interests	<i>Career and College Development</i>
3	My High School Plan	<i>Transition Skills</i>
4	Where Does Time Go?	<i>Learning Techniques</i>
5	Introduction to STEM (and PowerPoint Presentation)	<i>Career and College Development</i>
6	My High School Plan	<i>Transition Skills</i>
7	Test Management	<i>Learning Techniques</i>
8	High School and Beyond Planning	<i>High School and Beyond</i>
9	High School Course Requirements (and PowerPoint Presentation)	<i>Transition Skills</i>
10	Academic Progress Review	<i>Academic Eligibility</i>
11	Why Do I Want to Go to College?	<i>Career and College Development</i>
12	Role Models	<i>Transition Skills</i>
13	Cost of College (and PowerPoint Presentation)	<i>Transition Skills</i>
14	Postsecondary Admissions	<i>Career and College Development</i>
15	Off-Track	<i>Transition Skills</i>
16	Identifying Leadership Traits	<i>Transition Skills</i>
17	Transitioning to High School	<i>Transition Skills</i>
18	Preparing for Student-led Conference I	<i>Ownership of Learning</i>
19	Preparing for Student-led Conference II	<i>Ownership of Learning</i>
20	Student-led Conference Review	<i>Ownership of Learning</i>
21	Fulfilling Requirements in 8th Grade	<i>Academic Eligibility</i>
22	Building a Strong Transcript in 8th Grade	<i>Academic Eligibility</i>
23	Starting the College Search in 8th Grade	<i>Transition Skills</i>
24	Learning to Use Money in 8th Grade: Managing Money	<i>Financial Literacy</i>
25	Different Ways to Pay for College	<i>Financial Literacy</i>
26	Note-taking: Paraphrasing	<i>Learning Techniques</i>
27	High School & Effective Listening	<i>Transition Skills</i>
28	Identifying Issues, Emotions and Interests in Relationship	<i>Metacognitive Skills</i>
29	YOU are the Employer!	<i>Career and College Development</i>

GRADE 9

#	Lesson Title	Theme
1	Where Am I Going in 9 th Grade?	<i>Ownership of Learning</i>
2	Study Like Your Hair's on Fire	<i>Learning Techniques</i>
3	Becoming Work Ready	<i>Career and College Development</i>
4	School and Community Activities	<i>Transition Skills</i>
5	Developing a Growth Mindset	<i>Metacognitive Skills</i>
6	Map Your Future	<i>Career and College Development</i>
7	Test Attack Skills	<i>Learning Techniques</i>
8	Voices of Doubt	<i>Metacognitive Skills</i>
9	High School & Beyond Plan	<i>High School and Beyond Plan</i>
10	Course Registration I: Credit Check	<i>Academic Eligibility</i>
11	Course Registration II: Finalizing Next Year	<i>Academic Eligibility</i>
12	Academic Progress Review (Mid-Year Update)	<i>Ownership of Learning</i>
13	Role Models from My Culture	<i>Metacognitive Skills</i>
14	Career Clusters	<i>Career and College Development</i>
15	Stick With It	<i>Ownership of Learning</i>
16	Career Focus	<i>Career and College Development</i>
17	Hear Us Out	<i>Metacognitive Skills</i>
18	Analyzing Earning Power	<i>Transition Skills</i>
19	Preparing for Student-Led Conferences I	<i>Ownership of Learning</i>
20	Preparing for Student-Led Conferences II	<i>Ownership of Learning</i>
21	Fulfilling Requirements in 9 th Grade: High School Graduation Requirements	<i>Academic Eligibility</i>
22	Building a Strong Transcript in 9 th Grade	<i>Academic Eligibility</i>
23	Conducting the College Search in 9 th Grade: Benefits to Family	<i>Transition Skills</i>
24	Learning to Use Money in 9 th Grade: Money Management	<i>Financial Literacy</i>
25	Budgeting	<i>Financial Literacy</i>
26	Creating a Safe Space	<i>Metacognitive Skills</i>
27	School Involvement	<i>Ownership of Learning</i>
28	Entry Exams	<i>Transition Skills</i>
29	My Target Skills	<i>Ownership of Learning</i>
30	Summertime: An Opportunity	<i>Ownership of Learning</i>

GRADE 10

#	Lesson Title	Theme
1	Where Am I Going in 10th Grade?	<i>Ownership of Learning</i>
2	Defining College and Career "Prep"	<i>Career and College Development</i>
3	After-Graduation Planning	<i>Career and College Development</i>
4	Defining Me: Leadership	<i>Metacognitive Skills</i>
5	Studying is a Team Sport	<i>Learning Techniques</i>
6	Test Preparation	<i>Learning Techniques</i>
7	Introduction to Program of Study	<i>Career and College Development</i>
8	Mapping Career and College Requirements	<i>Academic Eligibility</i>
9	High School & Beyond Plan	<i>High School and Beyond Plan</i>
10	Course Registration	<i>Academic Eligibility</i>
11	Work Samples and Reflection	<i>Ownership of Learning</i>
12	Academic Progress Review	<i>High School and Beyond Plan</i>
13	Understanding Self-doubt	<i>Ownership of Learning</i>
14	Planning for Summer	<i>Academic Eligibility</i>
15	Defining Credentials	<i>Career and College Development</i>
16	Why Go to College?	<i>Career and College Development</i>
17	Leveraging Strengths and Removing Barriers	<i>Ownership of Learning</i>
18	Paying for College: TheWashBoard.org	<i>Transition Skills</i>
19	Preparing for Student-Led Conferences I	<i>Ownership of Learning</i>
20	Preparing for Student-Led Conferences II	<i>Ownership of Learning</i>
21	Fulfilling Requirements in 10th Grade	<i>Academic Eligibility</i>
22	Building a Strong Transcript in 10th Grade	<i>Academic Eligibility</i>
23	Conducting the College Search in 10th Grade	<i>Transition Skills</i>
24	Learning to Use Money in 10th Grade	<i>Financial Literacy</i>
25	Purchasing	<i>Financial Literacy</i>
26	Savings and Banking	<i>Financial Literacy</i>
27	Dropping Out or Staying In	<i>Transition Skills</i>
28	Recreation, Leisure and Volunteerism	<i>Transition Skills</i>
29	My Story	<i>Metacognitive Skills</i>
30	Lessons on Leadership from a Dancing Guy	<i>Metacognitive Skills</i>

GRADE 11

#	Lesson Title	Theme
1	Where Am I Going in 11th Grade?	<i>Ownership of Learning</i>
2	Study Like Your Hair's on Fire	<i>Learning Techniques</i>
3	Junior-Senior Calendar	<i>Transition Skills</i>
4	Personal Character Traits	<i>Metacognitive Skills</i>
5	Balanced Career/Life Planning	<i>Career and College Development</i>
6	College Searches	<i>Career and College Development</i>
7	SAT and Act Strategies	<i>Learning Techniques</i>
8	Postsecondary Admission Requirements/Credit Check	<i>Academic Eligibility</i>
9	High School & Beyond Plan	<i>High School and Beyond Plan</i>
10	Course Registration	<i>Academic Eligibility</i>
11	Work Sample Selection and Reflection	<i>Ownership of Learning</i>
12	Academic Progress Review	<i>Ownership of Learning</i>
13	College Inquiries	<i>Career and College Development</i>
14	More Career Options Than You Can Imagine (Career Bridge)	<i>Career and College Development</i>
15	Postsecondary Application	<i>Transition Skills</i>
16	Preparing for the College Application Essay	<i>Academic Eligibility</i>
17	Financial Aid Fundamentals	<i>Transition Skills</i>
18	An Investment in the Future	<i>Transition Skills</i>
19	Preparing for Student-Led Conferences I	<i>Ownership of Learning</i>
20	Preparing for Student-Led Conferences II	<i>Ownership of Learning</i>
21	Fulfilling Requirements in 11th Grade	<i>Academic Eligibility</i>
22	Building a Strong Transcript in 11th Grade	<i>Academic Eligibility</i>
23	Conducting the College Search in 11th Grade	<i>Transition Skills</i>
24	Learning to Use Money in 11th Grade	<i>Financial Literacy</i>
25	Purchasing with Credit	<i>Financial Literacy</i>
26	Investment	<i>Financial Literacy</i>
27	The Labor Market	<i>Financial Literacy</i>
28	The FAFSA Process: Actions and Timing	<i>Financial Literacy</i>
29	Dealing with Conflict	<i>Metacognitive Skills</i>
30	Talking with Your Family About College	<i>Ownership of Learning</i>

GRADE 12

#	Lesson Title	Theme
1	Where Am I Going in 12th Grade?	<i>Ownership of Learning</i>
2	What Does it Take?	<i>Career and College Development</i>
3	Stress, Drama and Your Senior Year	<i>Metacognitive Skills</i>
4	The FAFSA Process: It's Not Just the Application	<i>Financial Literacy</i>
5	College and Career Readiness	<i>Career and College Development</i>
6	Completing a College Application	<i>Transition Skills</i>
7	The FAFSA Process: Preparing to Complete a FAFSA	<i>Transition Skills</i>
8	Postsecondary Admission Requirements/Credit Check	<i>Academic Eligibility</i>
9	High School & Beyond Plan	<i>High School and Beyond Plan</i>
10	Admissions Essay	<i>Transition Skills</i>
11	Seeking Out Role Models and Mentors	<i>Metacognitive Skills</i>
12	Academic Progress Review	<i>Ownership of Learning</i>
13	Exploring High Growth Occupations	<i>Career and College Development</i>
14	Professional Interviews	<i>Career and College Development</i>
15	Variable Futures	<i>Ownership of Learning</i>
16	Career Bridge	<i>Career and College Development</i>
17	Accepting a Financial Aid Package	<i>Financial Literacy</i>
18	Personal Networking	<i>Transition Skills</i>
19	Preparing for Student-Led Conferences I	<i>Ownership of Learning</i>
20	Preparing for Student-Led Conferences II	<i>Ownership of Learning</i>
21	Fulfilling Requirements in 12 th Grade	<i>Academic Eligibility</i>
22	Building a Strong Transcript in 12 th Grade	<i>Academic Eligibility</i>
23	Conducting the College Search in 12 th Grade	<i>Academic Eligibility</i>
24	Learning to Use Money in 12 th Grade	<i>Financial Literacy</i>
25	Investment and Insurance	<i>Financial Literacy</i>
26	How to Get Fired	<i>Career and College Development</i>
27	Refining Your Career Focus	<i>Career and College Development</i>
28	Research Employment Outlooks	<i>Career and College Development</i>
29	Moving On: Reflecting the Transition to College	<i>Transition Skills</i>
30	Personal Motivations, Assets and Character Traits	<i>Transition Skills</i>

Goals and Implementation Plan for



School

School Implementation Goals (write in your own; sample topics below)

- Curriculum: implementing career guidance lessons
- Career interest inventory
- Student-led Conferences

Student Performance

- Attendance at student-led conferences
- % of 8th graders taking Algebra 1 or higher
- % of 8th grade students prepared for high school transition

NEXT YEAR IMPLEMENTATION PLAN						
			Grade?	Grade?	Grade?	Grade?
<p>Curriculum Driven Advisories</p> <p><i>Narrative description of plan:</i></p> <p><i>(E.g., We will be expanding advisory to meet daily to connect with other school initiatives. All students participate in advisory where almost all certificated staff serves as advisors. Advisories meet twice per month with a goal of meeting daily. The OSPI curriculum [Career Guidance WA] addresses academic, career, personal /social development in grade level themes organized yearly by leadership team. Advisors are trained at least once a year with updates once a month in PLC's lead by coordinator and grade level leaders. Our focus will be on working with staff to ensure a smooth transition and to offer more training on new lessons. Advisories are a regular part of the school day and credit is earned as a part of the report</i></p>	Advisory	Implementation Model (Advisory, Core, Combo, Other)				
		Who participates in advisory?				
		Who serves as advisors?				
		How often do advisories meet? When (e.g., EO Tues and Thurs between 2 nd /3 rd period)				
		What is the duration? (e.g., 40 minutes)				
		Who facilitated lessons in advisory? (Advisor, core teacher, counselor)				
		How do you plan to utilize the new Career Guidance WA lessons?				
		Does curriculum address all three domains?				

card/transcript.)	Are advisors trained? When? How?				
	Do students earn credit on report card/transcript?				

NEXT YEAR IMPLEMENTATION PLAN, cont.					
		Grade?	Grade?	Grade?	Grade?
<p>High School & Beyond Plan</p> <p><i>Narrative</i></p> <p><i>(Example: High School & Beyond Plan [HSBP] utilizes the three fundamental domains of Who am I? What have I accomplished? What do I plan to do with my life? All students keep a HSBP starting in middle school that will house four-year plan, career interest inventory, college and career goals, reflections, work samples, activity log, and postsecondary plan. Students use their portfolios to organize and assess their own work in preparation for their student-led conference.)</i></p>	How is HSBP organized? <i>(Paper/Binder-Based /Electronic/Digital)</i>				
	Who keeps the HSBP?				
	Is HSBP are organized by the 3 ASCA domains?				
	What is in the HSBP?				
	How does the HSBP connect with the student's personalized pathway plan?				
	Does HSBP contain goals, postsecondary plans, work samples and reflections? If not, Why?				
	Does HSBP guide student-led conferences?				
	Do students assess their work?				
<p>Student-led Conferences</p> <p><i>Narrative</i></p> <p><i>(Example: Conferences are held at least once a year where student and family attendance is required. Conferences are organized by the three domains leading students to explain course plans to prepare for class registration and postsecondary options. Conference satisfaction data is tallied for student, parent, and advisor.)</i></p>	What is frequency of SLC?				
	When are anticipated dates?				
	What is Length of Conference? (e.g., 20 min if 8 hrs, 24 students)				
	Who attends the SLC? Fall? Spring?				
	Which staff members preside? (advisor, counselor, admin)				

	How are conferences integrated with HSBP and registration process?				
	How do students access their SCL?				
<p>Student-informed Scheduling</p> <p><i>Narrative</i></p> <p><i>(Example: Students understand what is needed for career and postsecondary goals, which may change in high school. Postsecondary and/or career plans are updated each year and students choose the courses they want based on their goals. The master schedule informs the school of students' course choices. Advisory is used to explain the importance of rigorous coursework and the registration process. Additional interventions, mentoring and support is available for all rigorous and dual credit courses.)</i></p>	What are the registration dates?				
	Is registration of course selection connected to the SLC?				
	Do students know about their course needs and/or options?				
	Do students develop a four-year plan?				
	Do students have a say in their schedules?				
	Is course selection a part of the HSBP?				
	Are students encouraged to enroll in rigorous and/or dual credit courses?				
	Do students receive additional interventions and support to succeed in these courses?				
<p>Evaluation and Data Collection</p> <p><i>(Example: School collects all information led by a point data collection person in the school, as well as school district. In addition, state and local data is used for continuous program improvement and shared with school, district and community. Information informs school of progress is used for school improvement.)</i></p>	Is information collected about college & career readiness program as required by grant assurances?				
	Is there a point person for data collection? Who?				
	Does the school collect other data?				
	Is information share with stakeholders?				
	When? By whom?				

Please also expand upon plans for management infrastructure growth:

<p>Management Infrastructure Elements</p> <p><i>(What to include: Administrative support, consensus process for decision making, leadership team, staff support, planning, professional development, using data, training staff, program maintenance, program sustainability, sustain program without grant, program activities related to new concepts such as mindset, grit, etc.)</i></p>	<p><i>Narrative:</i></p>
<p>Connection school-wide with Guidance and Counseling Program</p>	<p><i>Narrative:</i></p>