

## Comprehensive School Counseling Program (CSCP) School Practitioner Alignment & Planning Tool

**Purpose of this tool:** To support deep, intentional thinking about how the comprehensive school counseling program is planned, delivered, evaluated, and improved to support high-priority, site- and district-aligned student outcomes. This tool has been developed to support all school counseling practitioners in implementing CSCPs as outlined in [SSB 5030](#). **Please complete this tool after reviewing the [OSPI Guidance](#) and your district's comprehensive school counseling program plan.**

**Who should use this tool:** Personnel who implement school-level CSCPs (Looking for the [district-level template](#) instead?)

### Section 1: Use of Standards

SSB 5030 requires that school districts' written plan **“establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.”** These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hyperlinked below:

- [ASCA Student Standards: Mindsets and Behaviors for Student Success](#)
- [Washington Social Emotional Learning Standards](#)

	Current State of CSCP Implementation					Desired State of CSCP Implementation	Measures of Success (include evidence, such as alignment documents, templates, program plans, lesson plans)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
1.1 School-level CSCP activities <b>align with learning standards</b> for academic, career, and social/emotional development.	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	

**Based on your assessment above, how will you incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan implementation?**



## Section 2: Use of Data

SSB 5030 requires that school districts' written plan **“Provide a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders.”** This multi-level school data review and analysis process often aligns well with existing school and district Multi-Tiered Systems of Support (MTSS) data-based decision-making processes. Incorporating school counseling data and interventions into the school's and district's MTSS is an important step to coordinating student supports. The process must incorporate the tools and strategies listed in the table below.

	Current State of CSCP Implementation					Desired State of CSCP Implementation	Measures of Success (include evidence, such as data collection templates, schedules, data source lists, results presentations shared with stakeholders)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
<p>2.1 Practitioners gather, evaluate, and share <b>use-of-time data</b>.</p> <ul style="list-style-type: none"> <li>A breakdown of the total work time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. Click a link below to view definitions: <ul style="list-style-type: none"> <li><a href="#">“Work Time”</a></li> <li><a href="#">“Direct services”</a></li> <li><a href="#">“Indirect services”</a></li> </ul> </li> </ul>	Rating (1-5):  Comments:					Short Term (next school year):     Long Term (2-5 years):	



<p>2.2 Practitioners gather, evaluate, and share <b>program results data</b> defined as:</p> <ul style="list-style-type: none"><li>• Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.</li><li>• Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students' needs.</li><li>• Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.</li></ul>	<p>Rating (1-5):</p> <p>Comments:</p>	<p>Short Term (next school year):</p> <p>Long Term (2-5 years):</p>	
<p>2.3 Practitioners gather, evaluate, and share <b>data regarding communications with administrators, families, students, and stakeholders:</b></p> <ul style="list-style-type: none"><li>• How might the practitioners establish systems and structures to analyze CSCP stakeholder engagement data?</li><li>• Examples: What data might they analyze to better understand how the CSCP engages with stakeholders, promotes inclusion of diverse family backgrounds and structures, incorporates student voice, etc.?</li></ul>	<p>Rating (1-5):</p> <p>Comments:</p>	<p>Short Term (next school year):</p> <p>Long Term (2-5 years):</p>	



<p>2.4 Practitioners implement an <b>annual review and assessment process for the CSCP that includes building administrators and stakeholders</b>:</p> <ul style="list-style-type: none"><li>• CSCP outcomes and results are systematically reported to administrators and other stakeholders, with particular focus on gathering diverse stakeholder feedback.</li><li>• Examples: Shifts in standards &amp; competency data (student attitudes, skills, and knowledge), attendance, behavior disaggregated across student groups, graduation rates, grades, postsecondary pathway attainment, course enrollment patterns, and school engagement.</li></ul>	<p>Rating (1-5):</p> <p>Comments:</p>	<p>Short Term (next school year):</p>          <p>Long Term (2-5 years):</p>	
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<p>Based on your assessment above, how will you incorporate the <i>Use of Data</i> components in the Comprehensive School Counseling Program plan implementation?</p>
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**Section 3: Use of Time**

SSB 5030 requires that **school counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their [work time](#) providing [direct](#) and [indirect](#) services to benefit students, as aligned with national school counseling standards**. Note: Tasks such as coordinating and monitoring student testing, supervising students at lunch and recess, and assuming other duties of non-counseling staff are *not* considered direct or indirect services and should *not* be included in the plan for CSCPs. This process often aligns well with the existing school and district MTSS continuum of student supports, evidence-based practices, team-driven shared leadership, and family, student, and community engagement. Important definitions:



	Current State of CSCP Implementation					Desired State of CSCP Implementation	Measures of Success (include evidence, such as use of time analysis and annual program calendars)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
3.1 Practitioners use a Use of Time assessment to ensure that <b>at least 80% of CSCP staff work time</b> is spent providing <b>direct</b> and <b>indirect</b> services to students	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	
3.2 Practitioners gather and evaluate data that show <b>direct</b> and <b>indirect</b> services are delivered through the CSCP	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	

Based on your assessment above, how will you incorporate the *Use of Time* components in the Comprehensive School Counseling Program plan implementation?

#### Section 4: Use of Personnel

SSB 5030 requires that school districts' written plan include that **"the CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning."**



	Current State of CSCP Implementation					Desired State of CSCP Implementation	Measures of Success (include evidence)
	1 Not yet in place	2	3 Partially in place	4	5 Fully in place		
4.1 Practitioners implementing the CSCP are <b>credentialed school counselors and/or other qualified ESA staff</b>	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	
4.2 Practitioners advocate for support from one another and seek <b>CSCP implementation support</b> from the district, ESD, and state	Rating (1-5):  Comments:					Short Term (next school year):  Long Term (2-5 years):	

**Based on your assessment above, how will you incorporate the *Use of Personnel* components in the Comprehensive School Counseling Program plan implementation?**

#### Terms to Know:

- **"Work time"** means the portion of an employee's contracted hours for which they are contracted to perform the duties of a school counselor or other educational staff associate assignment.
- **"Direct services"** are in-person interactions between CSCP staff and students that support improvement in the areas of academic achievement, attendance, and/or behavior. Examples include instruction, appraisal, advisement, and counseling.
- **"Indirect services"** are provided by CSCP staff on behalf of students to enhance student achievement and promote equity and access for all students. Examples include collaboration, consultation, and referrals.