

## High School and Beyond Plan

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1. What is the role of the State Board of Education (SBE) in the High School and Beyond Plan?
2. What is the High School and Beyond Plan?
3. Who sets the specific requirements for the plan?
4. What changes has SBE approved for the High School and Beyond Plan?

1. What is the role of the State Board of Education (SBE) in the High School and Beyond Plan?

SBE established the High School and Beyond Plan as a graduation requirement in 2000. The requirement is effective for students in the graduating class of 2008 and beyond, through [WAC 180-51-061](#), [WAC 180-51-066](#), and [WAC 180-51-067](#).

2. What is the High School and Beyond Plan?

The High School and Beyond Plan is a formal process designed to help students think about their future and select course work that will best prepare them for their post high school goals. Students create their High School and Beyond Plans in cooperation with parents/guardians and school staff. Ideally, students write their plans in eighth or ninth grade and then continue to revise them throughout high school to accommodate changing interests or goals.

The 24-credit Career and College Ready Graduation Requirements, that have been adopted by SBE but have not yet been implemented pending approval and funding by the legislature, have some credits that are flexible requirements. A student may substitute these credits to pursue a particular career or educational goal, according to a student's High School and Beyond Plan.

3. Who sets the specific requirements for the plan?

Each school district determines the guidelines for the High School and Beyond Plan ([RCW 28A.230.090](#)).

4. What changes has SBE approved for the High School and Beyond Plan?

SBE considers the High School and Beyond Plan to be central to the new graduation requirements approved in November 2010. Pending legislative authorization and funding, SBE has approved adding the following elements to the High School and Beyond Plan to make the requirements more consistent across districts and more relevant to students:

- a) Personal interests, abilities, and relationship to current career goals.
- b) Four-year plan for course-taking that is related to graduation requirements and the student's interests and goals, including consideration of dual credit opportunities within such a plan.

- c) Research on postsecondary training and education related to one's career goals, including comparative information on the benefits and costs of available choices.
- d) Budget for postsecondary education or training and life, based on potential education and training choices.
- e) Participation in a postsecondary site visit(s).
- f) Completion of an application for postsecondary education and training.
- g) Completion of a resume.
- h) Identify assessments that may assist in planning or are required to achieve educational/career goals.
- i) Should relate to the student's Culminating Project.