



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

<b>Title:</b>	<b>High School and Beyond Plan</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<ul style="list-style-type: none"> <li>• What are current successful practices in Washington for implementing the High School and Beyond Plan?</li> <li>• What are components of a high quality, meaningful High School and Beyond Plans?</li> <li>• What are barriers to meaningful implementation?</li> <li>• What can the state do to build capacity and encourage high quality, meaningful High School and Beyond Plans?</li> </ul>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Materials in this section provide updates on staff work regarding the High School and Beyond Plan. A summary of findings from interviews and research on successful practices for HSBP implementation in Washington districts is provided. There is also a brief summary of findings from interviews with Colorado, Georgia, North Carolina, and Michigan on their career and college planning efforts.</p> <p>Mike Hubert, Guidance and Counseling Director, and Danise Ackelson, Career and College Readiness Program Supervisor, from OSPI will be presenting to the Board on the resources provided by OSPI for career and college planning. They have developed the Career Guidance WA curriculum and resources, based on the previous Navigation 101 program, and work closely with districts to implement career and college planning processes. They have provided materials in your packet on Career Guidance WA and the College Readiness Initiative.</p> <p>Kevin Chase, Superintendent of Grandview School District will also be presenting on career and college planning in his district, where they utilize the Career Guidance WA resources.</p>	



## CURRENT HIGH SCHOOL AND BEYOND PLAN SUCCESSFUL PRACTICES

### High School and Beyond Plan Process

Implementation of the High School and Beyond Plan (HSBP) process is locally determined, and often varies within a district across schools. Staff have begun to gather information about districts that are implementing the High School and Beyond Plan in meaningful ways for students. Districts and practices were identified through OSPI's Career Guidance Awards of Excellence, discussions with representatives from the Road Map Region Race to the Top project, and conversations with districts and stakeholders. Fourteen districts are included in this analysis—the information for which was collected from district responses to OSPI as part of their award process, Race to the Top staff as part of their Commitment 5 project, and SBE staff interviews. This document represents our preliminary findings to date—more districts will be contacted and more work still needs to be done to establish a more complete picture of current successful practice in Washington state.

### Common Practices

All of the districts begin their HSBP in 9<sup>th</sup> grade at the latest. The majority begin the process in 8<sup>th</sup> grade, and one district is beginning to work on how to link career and college planning in elementary grade activities.

#### *Delivery model*

There are four common delivery models that have emerged. Districts and schools may use more than one of these models concurrently.

- **Advisory model:** students meet with a teacher advisor throughout their high school career during a designated time outside of class time. Intervals vary from quarterly to once a week to every day.
- **Credited class:** students are required to take a course in which they engage in career exploration and career and college readiness planning. Some districts require a semester course in 8<sup>th</sup> grade, while others require a course all four years of high school.
- **Core course:** teachers of a core subject course that all students take (e.g. government, English) dedicate class time to career and college planning activities.
- **Direct counseling:** students meet directly with counselors throughout their high school career.

#### *Tools*

Districts use a variety of tools and lessons to assist students in career and college planning.

- State developed **curricula and lesson plans:** districts and schools utilize the Navigation 101 curriculum, which has been revised as Career Guidance WA. Some schools and districts have adapted these lessons to align with local strategies.

- **District developed lessons**
- **Paper portfolios**
- **Online platforms:** districts use a number of off-the-shelf products to create student plans and portfolios, such as Career Cruising, ConnectEDU, Naviance, and WOIS.

#### *Other Practices*

- **Student-led conferences:** a number of districts and schools use student-led conferences as a means to involve parents in the career and college planning process.
- **Integration into culminating project:** districts and schools utilize the HSBP portfolio as a student's culminating project, or a portion of it. With the elimination of the culminating project requirement, at least one district has indicated it will put those resources towards the HSBP.
- **Development and revision of a four-year plan:** most districts indicated that students complete a four-year plan in 8<sup>th</sup> or 9<sup>th</sup> grade that is revised in advisory (or other delivery method) throughout their high school career.
- **Course planning and selection:** many districts use a student's HSBP in course planning, and counselors may use it during course selections.
- **HSBP coordinator:** some districts and schools designated a staff member (or partial FTE) as an HSBP coordinator. Other districts utilized counselors to coordinate HSBP efforts.

#### **Challenges**

There were some common challenges highlighted in conversations with districts and the work of the Road Map Region Race to the Top project team.

#### *Personnel Concerns*

- **Staff capacity:** districts indicated that counselors have limited capacity to implement the HSBP and that the HSBP process involves and requires more staff than current counselors.
- **Staff and leader buy-in:** districts emphasized the need for staff and leaders to understand the importance of career and college planning in all aspects of a student's academic experience. They asserted that teachers and leaders need to see supporting student planning as part of their day-to-day roles. Staff and leadership buy-in was seen to impact the quality of implementation, as well as student buy-in.
- **Time for training:** some districts highlighted the lack of time for professional development for counselors, teachers, and teacher advisors on HSBP implementation.

#### *Program Concerns*

- **Time for HSBP in school day:** some districts found difficulty with creating time during the school day for career and college planning.
- **Access to technology:** not all schools and districts have sufficient access to technology to utilize an online tool for the HSBP.
- **Transition from middle school to high school:** ensuring that the planning materials produced by a student in middle school transferred with that student to high school was also noted as a challenge, particularly if the materials are paper based. Districts also

highlighted inconsistency in planning processes across the district as hindering smooth middle school to high school transitions.

- **HSBP for Running Start and alternative programs:** districts mentioned difficulty in creating processes for students in Running Start and other alternative programs that students engage in outside of the main high school campus.
- **Parent/guardian engagement:** districts highlighted engaging parents and guardians in a student's planning process and providing parents with information on career and college options early in a student's academic career as important components of successful implementation. However, outside of student-led conferences in high school, there were few formal structures for such information sharing.

## Next Steps

There are a number of questions that need to be addressed, in addition to the continued collection of successful practices in Washington districts. These include:

- What are the components of a high quality HSBP?
- What does high quality implementation look like?
- What are the barriers for districts that are not currently implementing meaningful HSBP processes?
- What can the state do to build capacity in all districts to implement high quality, meaningful HSBPs for all students?

The SBE may consider working with a group of practitioners and stakeholders to fulfill its role of enhancing the HSBP. This group may work on developing a definition of a high quality HSBP and high quality implementation, which could inform guidance or a potential resolution of the SBE. Once a high quality plan has been defined and its implementation developed, the SBE will want to explore ways in which the state can help build capacity in districts to put their plans in place. This may be done by promoting successful practices, developing an online tool, or pursuing policies to support districts in this work.



## CAREER AND COLLEGE PLANNING IN OTHER STATES

Staff have begun reaching out to other states that provide career and college planning support, often in the form of online tools, to districts, schools, and students. To date, staff have talked with representatives in North Carolina, Michigan, Colorado, and Georgia. North Carolina and Michigan were suggested by the National College Access Network and Colorado and Georgia were suggested by representatives in North Carolina. Staff will be reaching out to other states, such as Arizona, Iowa and Kentucky, in the future. The information gathered in these conversations will inform efforts to build capacity in Washington districts and schools to implement high quality, meaningful High School and Beyond Plans (HSBP).

Colorado and Georgia both require plans similar to Washington's HSBP, and have developed online tools to assist in those processes, while North Carolina and Michigan do not require plans and developed tools to encourage students and schools to engage in planning.

### Required Plan States

#### *Colorado*

Colorado recently began requiring the Individual Career and Academic Plans (ICAP) for all students. Previously, the opportunity to complete the ICAP had been required, so all districts had an implementation plan for ICAP, but not all students completed a plan. The Colorado State Board of Education also adopted rules in 2013 providing more detail on plan requirements, including components such as written career goals, documentation of academic progress towards goals, completion of applications and resumes, and documentation of progress in seeking financial aid. In support of these new requirements, Colorado has undertaken an examination of current practice in the state, including needs assessments and interviews with counselors at both the middle school and high school levels to determine what is working well, what is not working well, and potential solutions.

Findings of the work completed so far include the need for clearer guidance on expectations and outcomes, guidance on milestones and indicators that are developmentally appropriate, and guidance on evidence based practices that are predictive of success in the next level. Similar to Washington, Colorado is a local control state, so each district implements the ICAP in a different manner. However, they have found common practices across districts that are implementing high quality ICAPs, including:

- Embedding career and educational planning in all curricula and conversations. This includes training teachers of all subjects to have career conversations with students and emphasize transferable skills.
- Utilizing CTE and Special Education practitioners to train peers. Colorado found that CTE and Special Education practitioners focus on successful transition planning for students to a greater degree than general education teachers, and can be excellent resources for training general education teachers on how to incorporate transition planning into every day.
- Designating or supporting a champion. Successful ICAP implementation requires time and intentionality—having a champion, often a counselor, to push for and encourage

training and the overall importance of the ICAP process was found to be important for staff buy-in.

Colorado does provide districts and students with free access to an online planning tool. Approximately half of the districts that use an online tool, use the state tool.

### *Georgia*

In 2010, Georgia passed legislation requiring that each student leaving 8<sup>th</sup> grade will have a 4-year plan for high school and will have taken at least two career inventory assessments in her middle school career. This plan becomes a student's Individual Graduation Plan (IGP). Georgia also requires high school students to complete a pathway comprised of three or four credits in either Career, Technical, and Agricultural Education (CTAE) or Advanced Academics. The state provides guidance on the types of pathways available and some requirements, depending on the subject matter, but most requirements are determined by the district and student. Georgia has linked career and college planning to its accountability system with two related indicators: percentage of students with IGPs and percentage of graduates that have completed a CTAE or Advanced Academic pathway.

Georgia has developed an online tool for districts and students to use in career and college planning. However, due to challenges with multiple accounts it is unclear how many of Georgia's students are utilizing the tool. Districts were initially encouraged to use the tool to track IGPs for accountability purposes, but many use other tools for that purpose.

### **No-Required Plan States**

#### *North Carolina*

North Carolina does not require a career and college plan for students, but was one of the first states to develop an online tool for career and college planning. The tool was developed to increase college access, initially to four-year institutions, but has since expanded to include technical, two-year, and other training options. The tool has also expanded to include course planning and other career planning tools, such as skills and interest assessments. Initially, high school seniors were the largest user group, but as the tool has expanded capabilities, 8<sup>th</sup> graders have become the second largest user group. Students can use the tool to track career and educational goals, necessary courses and assessment to attain those goals, test scores, resumes, and extracurricular activities. Students can also apply to postsecondary institutions and for financial aid through the tool.

#### *Michigan*

Michigan has also developed an online tool to help high school students develop career and college plans. It includes skills and interest assessments and a tool to match students to the right fit for postsecondary. The tool has some social media characteristics, such as students connecting to counselors and parents to share information. Students store information in the tool, similar to North Carolina, including grades, goals, course plans, assessment scores, and applications, though students do not apply to institutions directly through the tool. The tool was piloted in 2011 and is managed by the Michigan College Access Network, which is also conducting outreach and training efforts with school counselors to encourage use of the tool, as well as connecting to parents and students directly.

## Washington Context

There are a number of online tools and other resources to assist students in career and college planning provided at no cost by the state.

- Career Guidance WA: previously known as Navigation 101 and developed by OSPI, is a series of lesson plans for districts to use.
- Ready, Set, Grad: developed by the Washington Student Achievement Council to assist students in identifying steps for achieving educational goals.
- Career Bridge: developed by the Washington Workforce Training and Education Coordinating Board, provides students with career interest assessments, information about job trends, and information about postsecondary education options and return on investments.
- Check Out a College: developed by the State Board of Community and Technical Colleges, allows students to explore career interests, find community and technical college programs that align with career interests and goals, and provides information on how to enroll in a community and technical college program.

The online tools are for use by individual students, and focus on postsecondary enrollment and career interests, but do not provide students with a forum for high school planning and the development of a planning portfolio.

The State Board of Education may want to partner with the entities responsible for these tools and resources to further explore how Washington can encourage and provide assistance to districts and students for building career and college plans. Some states have provided tools, but there may be other options as well, such as Colorado's needs assessment and counselor surveys, Georgia's incorporation of a planning indicator into its accountability system, or other means of spreading and encouraging successful practices.



## OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION CAREER READINESS INITIATIVE MATERIALS

The following materials have been provided by OSPI in support of their presentation. They include a summary of findings from a study of the Career Readiness Initiative, funded by College Spark, through which districts implemented the Navigation 101 program for career and college planning. The participating districts are:

- Bremerton
- Franklin Pierce
- Grandview
- Spokane
- Tacoma
- Toppenish
- Tukwila



## ***High School and Beyond Plan:***

***Provides career and college readiness  
for all students***

**Career Guidance Washington** is a career and college readiness program model designed to prepare all students for their future with support from an educator-advisor, curriculum, and tools for the High School & Beyond Plan. Using the foundations of Navigation 101, Career Guidance Washington is a statewide guidance and life-planning program for all middle and high school students. Best practices indicate that college and career readiness advisory programs established within a comprehensive guidance and counseling program provide every student with teacher/advisor where meaningful relationships are formed, positive school climate is built, and academic support increases.

### **The program provides curriculum to address topics**

- assessments of student interests and aptitude
- strengthening goal-setting skills
- planning for high school course selection
- assessments of students' academic strengths and weaknesses
- use of results in developing students' short-term and long-term plans
- independent living / student success skills
- exploration of CTE options and opportunities at secondary and postsecondary level
- exploration of opportunities in emerging and high-demand programs including apprenticeships
- knowledge on how to access postsecondary options including two-year and four-year colleges

### **Career guidance in schools**

- Increase academic focus for more career- and college-ready transcripts
- Strengthens student relationships with counselors/advisors/teachers
- Develop strong parent/school partnerships
- Provide tools for High School & Beyond Plan

**Regular meetings are held between each student and counselor and/or a teacher who serves as an advisor throughout the student's enrollment at the school to build the High School & Beyond Plan.**

- Student-led conferences once or twice a year to review the High School & Beyond Plan 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
  - setting long-term goals
  - schools uses data to monitor student progress

### **Examples of Schools with exemplary High School & Beyond Plan programs**

- Anacortes High School - [http://ahs.asd103.org/pages/Anacortes\\_High\\_School/Parent\\_Student\\_Resources/AHS\\_Counseling\\_Center/Counseling\\_Center\\_Documents/Advisory\\_Portfolio](http://ahs.asd103.org/pages/Anacortes_High_School/Parent_Student_Resources/AHS_Counseling_Center/Counseling_Center_Documents/Advisory_Portfolio)
- Bremerton High School - <http://www.bremertonschools.org/domain/1421>
- Grandview High School - <http://ghs.gsd200.org/>
- Omak High School - <http://www.omaksd.wednet.edu/domain/207>
- Rogers High School (Spokane SD) - <http://www.spokaneschools.org/Page/5848>
- Toppenish High School - <https://sites.google.com/a/toppenish.wednet.edu/advisory/>
- Washington High School (Franklin Pierce SD) - <http://fpschools.org/Section.aspx?SectionID=3&ContentID=81>
- Keithley Middle School (Franklin Pierce SD) - <http://fpschools.org/Section.aspx?SectionID=3&ContentID=81>

### **Example of Middle School High School & Beyond Plan**

- Identify goals for high school
- Understand high school graduation requirements
- Make a four-year plan for high school
- Develop a high school Personalized Pathway
- Explore interests, aptitudes and career possibilities
- Explore postsecondary options
- Understand postsecondary admission requirements
- Understand and sign up for College Bound Scholarship
- Learn how to pay for postsecondary education options
- Use MSP test results to inform early high school planning
- Present HSBP at student-led conference

### **Example of a 10<sup>th</sup> Grade High School & Beyond Plan**

- Prepare / Update a four-year course plan with Personalized Pathway
- Understand High school graduation requirements and alignment with career- and college-ready diploma
- Utilize career interest inventory results to inform HSBP
- Identify / Refine goals for career and college future
- Research postsecondary options and admissions standards
- Utilize college and scholarship search such as The Washboard.org
- Learn about financial aid process
- Build / Refine a resume/activity log
- Identify and take required assessments and pre-college exams
- Present HSBP at student-led conference

### **Example of a 12<sup>th</sup> Grade High School & Beyond Plan**

- Finalize four-year course plan with Personalized Pathway
- Complete high school graduation requirements
- Maximize participation in dual credit opportunities
- Complete / Review career interest inventory
- Refine goals for career and college
- Complete applications to at least four postsecondary options
- Complete applications for financial aid
- Explore and apply for scholarships
- Complete resume/activity log
- Complete college/scholarship essays
- Visit postsecondary institutions
- Take required tests and entrance exams
- Present HSBP and reflection at senior conference

### **Evaluation of career guidance programs show results**

- Improved course-taking patterns
- Increase in rigor and dual credit
- Increased graduation rates
- Persistence in college enrollment
- Less remediation rates

### **The program 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.

# 2013 College Readiness Initiative Highlighted Impact Data Navigation 101/Career Guidance WA: College and Career Readiness

December 31, 2013

## Objective

The purpose of this brief is to synthesize notable quantifiable data points “at-a-glance” regarding career guidance from College Spark College Readiness Initiative evaluation report to show that career guidance shows significant impact in key goal areas for college and career readiness.

## Background

The source for these highlighted data points is from the BERC 2013 College Readiness Initiative (CRI) Navigation 101/AVID evaluation report that shows positive impact findings to date regarding: transcript eligibility, graduation rates, and college persistence.

## Highlighted Data Connected to Evaluation Questions

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

- Increase in students taking middle school algebra: 22.1% in 2008 to 26.9% in 2013
- Increase in students taking advanced math in HS: 60.7% in 2008 to 74.9% in 2013
- Increase in students taking chemistry HS: 32.8% in 2008 to 57.8% in 2013
- 79% of parents attend Student-led Conferences increased from 40% in 2010
- 75% of students were informed about courses increased from 46% in 2010
- Increase in students taking AP: 791 students in 10-11 and 961 in 11-12

To what extent did **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 2013 for Navigation schools
  - 48% in 2008 to 50% in 2013 for comparison schools
- Increase in four-year college transcript eligibility from 37.8% in 2008 to 51.2% in 2013
  - Native American students: 17% to 31%
  - African American students: 31% to 47%

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

- 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 Navigation 101 CRI schools than Comparison schools

To what extent did other **quantifiable measures** change over time?

- College Bound Scholarship sign ups improved 25% in 2006 to 47% in 2013
- 57% of schools continue to offer credit for advisory as a class compared to 42% in 2010
- 67% of schools indicate program is connected to comprehensive guidance & counseling
- 79% of schools report without grant would be able to continue program implementation
- Implementation of program elements was a “given” – always 4pts and higher and increasing each year (curriculum-driven advisory, portfolio, student-led conferences, student-informed scheduling, evaluation, program management, and connection to guidance & counseling)

## Promising Practices

- Advisory strengthens communication and relationships between students and teachers
- Students more aware of career and college postsecondary options connected to the High School & Beyond Plan
- Developing partnerships between families and school counselors is key
- State support to schools for regional workshops, resources and professional development
- Provision of tailored professional development and networking
- More robust curriculum for career guidance and life planning
- Program structure flexibility
- College and career readiness goals and needs drive program
- Computer-based portfolios for student-led conferences

## Overall Program Strengths

- Develops positive relationships with advisors for personal connections
- Has positive effect on students' plans for future
- Provides a structure for guidance
- Program facilitated large amounts of information about career and college to students
- Builds a cohesive school culture for college and career readiness
- Flexible structure to personalize and adapt for demographic and population needs
- Program support from OSPI regional meetings and monthly webinars
- Student-led conferences worthwhile
  - Parent involvement
  - Showcases student success and High School & Beyond Plan
  - Builds confidence in students

## 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
- Having a clear purpose for student-led conferences 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
- Committed and organized program coordinator with clear program expectations
- Strong leadership team with dedicated time for program coordination

## Best practices identified include:

- **Advisories:** Weekly or daily advisories keep students with same advisory group from year to year help strengthen relationships between students and advisors. Consistent schedule and administrative leadership helps program become a part of culture, improves ownership, and program engagement. Alignment with other academic programs such as AVID, professional development opportunities, and increase in career and college conversations.
- **Curriculum:** Alignment to data-driven goals builds relevant connection between middle and high school post-secondary goals. A variety of lessons are flexible for staff and inclusive of all students for guiding the goal-making process, that also include academic improvement, development of a four-year plan starting in middle school, post-secondary and career planning, financial literacy, and other components of the High School and Beyond Plan. All lessons are aligned with EALRs, ASCA, and CCSS in the areas of personal/social, career and academic development.
- **Portfolios:** Each year 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, self-efficacy and responsibility.
- **Student-led Conferences:** Increased parent involvement and goals of 100 percent participation create a forum for school, students, and parent communication. Opportunity to positively showcase their school work and career plan in presentations, especially senior year as the senior conference empowers students.
- **Student-informed Scheduling:** Access to challenging classes increases when students are informed and understand the connection to their preferred future. Counselors, advisors, and parents work together to share responsibility to check student selection for courses.
- **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.
- **Program Management:** Distributive leadership that consists of administrators, counselors, and teachers builds program ownership and program sustainability.
- **Comprehensive Guidance and Counseling Program:** Career Guidance is foundational to comprehensive guidance and counseling programs in schools. Vertical teaming between middle and high schools create seamless transition for students.

## Challenges:

- Schools overwhelmed by many initiatives
- More guidance needed on how to use program; No overall state system to hold participants accountable
- Low program buy-in from advisors impacts student buy-in for program fidelity
- Time for communication and leadership key to program overall success
- Year-long lesson organization and training for staff from school leaders