



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Developing and Implementing High Quality High School and Beyond Plans	
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Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What are the essential elements of a high quality High School and Beyond Plan and planning process? 2. What are barriers in schools and districts to implementing high quality plans and processes? 3. What can the State Board of Education and partners do to encourage and build capacity for high quality plans and processes? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This section includes a memo summarizing staff work with stakeholders and partners to define high quality high school and beyond plans and processes, identify barriers to such plans, and identify ways in which the state may begin to address those barriers. Also included are a draft document of the elements of high quality HSBPs for board consideration, and a graphical representation of the elements.</p>	



DEVELOPING AND IMPLEMENTING HIGH-QUALITY HIGH SCHOOL AND BEYOND PLANS

Policy Considerations

1. What are the essential elements of a high-quality High School and Beyond Plan and planning process?
2. What are barriers in schools and districts to implementing high-quality plans and processes?
3. What can the State Board of Education and partners do to encourage and build capacity for high-quality plans and processes?

Background

The passage of E2SSB 6552 and the creation of personalized pathways places a new emphasis on the importance of the High School and Beyond Plan (HSBP) in a student's academic career. Rather than being a check box before graduation, the plan will need to be a living document begun early so that a student may develop personalized pathways based on career and educational goals and make intentional selections for the third credits of math and science according to the HSBP. HSBP processes vary across and within districts, meaning that students will have different access to high-quality plans depending on where they live and the schools they attend. Board staff have been engaging practitioners, partner agencies and associations, and other stakeholders to help craft guidance on the elements of a high-quality HSBP, identify barriers to implementing these plans, and identify ways the SBE and partners may address those barriers so that every Washington student is engaged in a meaningful planning process. Staff conducted individual interviews and a brief survey of counselors, and convened an ad hoc group of partners and practitioners.

Elements of High-quality High School and Beyond Plans

The following document provides the elements of high-quality HSBPs developed through our stakeholder engagement process. Participants highlighted a number of process elements, such as frequent revision, in addition to the plan elements, such as career goals. There was also discussion of the knowledge to be gained through the process, such as employability skills and financial literacy.

Barriers to High-quality Plans

Several barriers were identified through stakeholder engagement and a brief survey given at the Washington School Counselors' Association's Summer Institute. Barriers and challenges were identified at the system level, the staff level, and the student level.

System

- Time: in the school day for working with students, in the year for training staff
- Access to technology and resources
- Lack of clear standards, expectations, outcomes, and milestones

- Consistency in quality and delivery of information
- Lack of knowledge around successful practices
- Tracking student progress and completion
- Not starting early enough in student academic career
- Not credit-bearing
- Lack of structure for parent engagement
- Making the plan consistent and flexible for students

Staff

- Staff buy-in, comfort and expertise with subject
- Staff capacity
- Leadership buy-in, particularly to change master schedule
- Communication among staff
- Contractual conflict

Students

- Student buy-in
- Student mobility
- Student access to technology
- Parent buy-in

Addressing Barriers

The group of partners and practitioners identified two overarching strategies for addressing the barriers above:

- The development of an **online HSBP app** to be provided for free. Developing an online app may help address concerns about consistency, access to resources, student and parent buy-in, and student tracking, among others.
- An **outreach and professional development strategy** targeting district and school leaders. Providing information to leaders about the importance and value of the HSBP, its impact on student achievement and postsecondary success, and best practices may increase leader buy-in, which may in turn address concerns about time in the day, staff training, and resources dedication, among others.

Next Steps

Board staff will continue to work with stakeholders and partner agencies and associations to further develop strategies for outreach and professional development and an online app.

Action

Board members will consider the elements of high-quality HSBPs and proposed strategies for addressing barriers.

If you have questions regarding this memo, please contact Julia Suliman at Julia.suliman@k12.wa.us.



ESSENTIAL ELEMENTS FOR A HIGH QUALITY HIGH SCHOOL AND BEYOND PLAN

Updated August 2014

Development Process

Board staff met with counselors, principals, state agency representatives, and other stakeholders and practitioners to discuss the common components of high-quality high school and beyond plans and planning processes. Future discussions will include how the state might assist more schools in implementing such plans.

Definitional Components

- Identification of a career goal
- Identification of an educational goal related to the career goal
- Development of a four-year course plan
- Identification of assessments necessary to achieve goals

Essential Components of High-Quality Plans

Plan Components

- Identify a career goal
 - Determine interests and skills
 - Interest inventory: Who am I? What do I want to be?
 - Skills assessment: What skills do I have and where do I want and need to develop?
- Identify educational goals
 - Research on career goal and what it takes to get there
 - Professional/technical program options, 2-year degree options, 4-year degree options, on-the-job training, apprenticeships, military, other postsecondary education and training
 - Research on postsecondary program to achieve career goal
 - Identify program requirements: courses, exams, extracurriculars
 - Identify financial aid options
 - Determine right fit of postsecondary program to reach career goal
 - Identify supports and services available in high school and postsecondary
 - Identify on-the-job training options
- Determine four-year plan for coursework
 - Consider graduation requirements – credit and non-credit
 - Consider postsecondary program admission requirements

- Consider opportunities for dual credit
- Identify list of exams
 - Exams for high school graduation (SBAC, HSPE, End of Course, exit exams)
 - Exams for postsecondary program admission (SAT, ACT, etc.)
 - Exams for postsecondary program placement (Accuplacer, etc.)
- Develop budget for life after high school
- Participate in work-based learning opportunity (e.g., job shadow, internship) to develop self-advocacy and other employability skills
- Participate in postsecondary program experience (e.g., site visit, virtual tour, meet with representative)
- Complete postsecondary program applications
 - Program admission applications
 - Financial aid applications
- Complete career-related documents
 - Resume or activity log
 - Job application
- Participate in volunteer service

Process Components

- Student presentation of plan to parent or guardian
- Parent engagement tailored to family and community needs (e.g., language, cultural competency, timing)
- Begin plan by at least 8th grade
- Frequently revise
- Connect with student information system
- Use customizable tools and resources
- Utilize a consistent, frequent delivery model, such as a mentor or advisory structure, or counselor delivery
- Connect students with resources through partnerships with civic organizations and community groups (e.g., tutoring)
- Assess knowledge (e.g., what student knows about financial literacy at the beginning and the end of the HSBP process)

Essential Elements of High-Quality High School and Beyond Plans

HIGH SCHOOL & BEYOND

