



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	<u>Student Transitions: Planning for Postsecondary Success</u>	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
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 type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • How do students become informed about and plan for postsecondary options? • How are districts partnering with postsecondary institutions to establish secondary to postsecondary pathways? • Are there statewide policy levers that encourage best practices in student planning for postsecondary success? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will hear from both secondary and postsecondary partners about issues of student planning and successful secondary to postsecondary student transitions. This agenda item will include:</p> <ul style="list-style-type: none"> • A demonstration from WSIPC (a consortium of districts that provides technical data services to districts) of the High School and Beyond Planning application. (The application was developed in partnership with OSPI and the SBE). • A panel discussion with secondary and postsecondary partners on best practices and challenges of educational student planning. • A panel discussion with district and college teams on supporting pathways to postsecondary education. <p>This section of the Board packet includes:</p> <ul style="list-style-type: none"> • Background information on student transitions and planning. • A summary of the format for this section of the Board meeting, including guiding questions that were shared with the panelists. • Background information on youth apprenticeships (provided for information only; there will not be a presentation to the Board specifically on this topic at this meeting). 	



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STUDENT TRANSITIONS: PLANNING FOR POSTSECONDARY SUCCESS

Summary and Policy Considerations

At the March board meeting, the State Board of Education (SBE) has reserved part of the agenda for work on student transitions. This work will be the first of at least a three-meeting arc centering on different aspects of the broad topic of student transitions. At the March meeting in Everett, the Board will focus on student planning for postsecondary success. At the May meeting in Walla Walla, the focus will be on supports for successful student transitions. This meeting may also include a focus on non-normative student transitions, such as mobile students who transition between schools, students who leave school and return, transitions of students in English Language Learning programs and Special Education, transitions of students in foster care, and student transitions and the juvenile justice system. At the July meeting in Spokane, the Board will focus on student transitions and assessments, including the role of assessments in high school and in college and university admissions.

Possible outcomes of this work could be:

- Collaboration with higher education to further the use of the high school Smarter Balanced Assessment in higher education admissions decisions.
- Increasing connections between secondary and postsecondary practices, such as connecting High School and Beyond Plans with community college student guidance and Guided Pathways.
- Identification, recognition and advocacy for particular good practices in student transitions that address the opportunity gap.

Complementing the work on student transitions, the Board will also be conducting a series of forums the evening before each of the meetings in March, May and July. The forums, entitled “Multi-Cultural Perspectives on Career Readiness”, will focus on hearing diverse communities to inform an equity perspective on high school education policies. The Board has identified outreach and engagement of racially, ethnically and economically diverse communities as part of a strategy to build relationships and policies that help close the opportunity and achievement gaps.

At the March meeting the Board will hear about:

1. Online High School and Beyond Planning

Demonstration by WISPC, a cooperative of Educational Service Districts and school districts for information technology services, of the High School and Beyond planning tool for students.

2. Good Practices and Challenges of Student Planning

A panel discussion of student planning at both the secondary and postsecondary levels, with an exploration of how high school planning could connect with postsecondary planning. Panelists from the Office of the Superintendent of Public Instruction (OSPI), Everett Community College and MESA, an organization associated with the University of Washington committed to creating programs and initiatives to increase diversity and retention in science, technology, engineering and math fields by under-represented student populations.

3. Building Pathways to Postsecondary Education

A panel discussion with school district and community college educators about connecting secondary students to postsecondary options.

Guiding questions were given to the presenters and panelists to help frame the discussion. An outline of the format with guiding questions are included in this memo.

Key questions for the Board to consider include:

- How do students become informed about and plan for postsecondary options?
- How are districts partnering with postsecondary institutions to establish secondary to postsecondary pathways?
- Are there statewide policy levers that encourage best practices in student planning for postsecondary success?
- What information would postsecondary institutions like to have from incoming high school graduates that may help students successfully complete certificates or degrees?

Background

Background information on each portion of the meeting segment is provided below.

1. Online High School and Beyond Planning

Since the High School and Beyond Plan became a graduation requirement, districts have expressed an interest in a no- or low-cost online High School and Beyond Planning (HSBP) tool. OSPI and other stakeholders, including the SBE, worked with WSIPC to develop the tool. WSIPC (formerly the Washington State Information Processing Center, but now simply WSIPC) provides member districts with the Skyward student information management system. The HSBP tool works with the Skyward system to automatically populate the tool with the student's course information.

This is the second year the tool has been widely available to districts. It is offered at no cost to districts that are members of WSIPC. Districts that are not members pay a one-time set up fee to allow the tool to access the district's student information management system.

Benefits of the tool include:

- Automatic population of student course information.
- Tracking graduation requirements met.
- A four year course-taking plan.
- Access by students and counselors.
- Ability for the student to record education and career goals

2. Good Practices and Challenges of Student Planning

The panelists for this part of the board meeting will be Danise Ackleson, Program Supervisor for OSPI; Lucy Casales, Senior Associated Director of Programs for MESA; and Anne Brackett, Chemistry Faculty and Guided Pathway leader at Everett Community College. Background information provided here is on Career Guidance Washington, the MESA organization, and guided pathways.

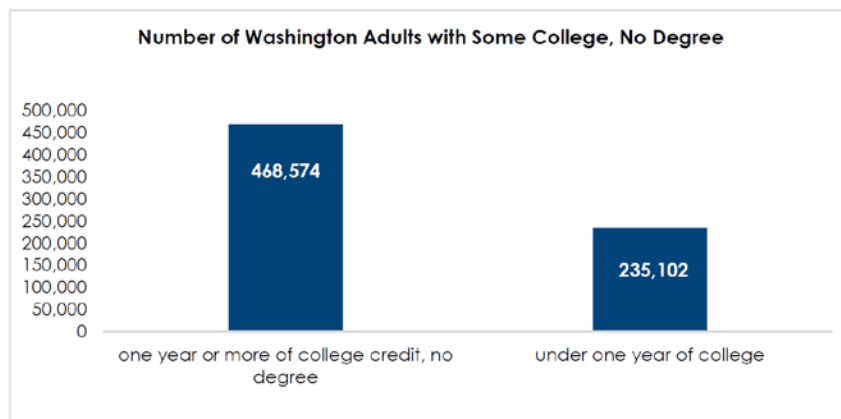
OSPI provides a curriculum for comprehensive guidance, Career Guidance Washington, that is available for districts to use at no cost. Lessons within the curriculum have recently been updated to support a

best practice guidance and counseling program, including helping to guide students in the development of a high quality High School and Beyond Plan. Career Guidance Washington includes resources, templates and curriculum for development of a school-wide guidance program from grades 6 to 12. More information about Career Guidance Washington may be found at: <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/>

MESA stands for Math, Engineering, Science Achievement, and is an organization dedicated to improving diversity and retention in science, technology, engineering and math field by underrepresented populations of students. MESA employs a variety of strategies at both the K12 and college level, as well as supporting professional development for educators. More information about MESA may be found at: <http://www.washingtonmesa.org/>

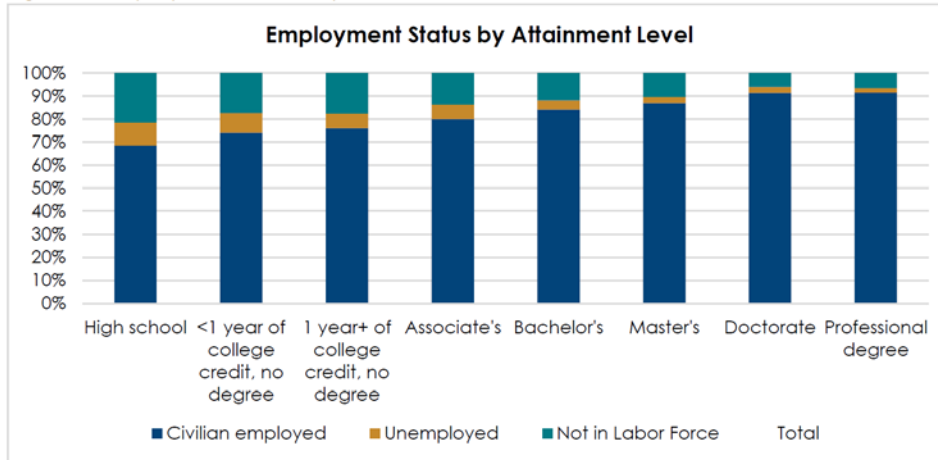
Guided Pathways is a state community and technical college initiative to increase college completion, reduce gaps, and reduce the time to a degree. Forty-two percent of students who enroll in Washington community and technical colleges do not complete their certificate or degree, and this rate is higher for typically underserved racial and ethnic student groups (see figure 1). Individuals who leave college before completing a certificate or degree face significantly higher levels of unemployment relative to those who complete (figure 2). The Guided Pathways model is designed to equalize opportunities institution-wide by clarifying paths to student goals, helping students choose and enter a path, helping students stay on the path through advising and monitoring, and ensuring students are learning by enhancing instruction and teaching and establishing program-level learning outcomes. More information about Guided Pathways may be found at: <http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways.aspx>. A Guided Pathways Research Brief may be found at: <http://www.sbctc.edu/resources/documents/colleges-staff/research/research-briefs/research-brief-2016-4-efficiency-and-time-to-degree.pdf>

Figure 1 and 2: From *Some College, No Degree*, Washington Student Achievement Council, 2015.



Source: American Community Survey, 2009-2013

Figure 2



Source: ACS 2009-13 5 Year Estimates, 17-54 Only

3. Building Pathways to Postsecondary Education

The board will hear from a panel of Everett School Districts and Everett Community College educators, and Edmonds School District and Edmonds Community College educators. These districts have worked on intentionally creating pathways to help students transition from secondary to postsecondary education.

Activities and programs that high schools use to inform and connect students to postsecondary education and training include:

- Guidance and counseling
 - May use the Career Guidance Washington curriculum
 - May employ tools such as WSIPC's online high school and beyond planning tool, or other available systems such as [Naviance](#) or [Career Cruising](#).
- College fairs, college and university visits, work site visits
- Building relationships between high school guidance counselors and college and university admissions staff
- Building relationships between secondary and postsecondary teaching staff by working together on curricula alignment such as:
 - Math and English Bridge Courses
 - Tech Prep agreements in Career and Technical Education fields
- Dual credit programs
- Programs such as:
 - Gear Up (<http://www.gearup.wa.gov/about>)
 - AVID (<http://www.avid.org/>)
 - Core Plus (<http://core-plus.org/>)
 - Pre-Apprenticeship Programs (<http://www.ini.wa.gov/TradesLicensing/Apprenticeship/About/IntroProg/default.asp>)

Format and Guiding Questions for the “Student Transitions: Planning for Postsecondary Success” Portion of the Board Meeting

Introduction (15 minutes)

WSIPC Demonstration of My School Data High School and Beyond Planning Tool (25 minutes)

Guiding Questions:

- What are the benefits to students and educators of the HSBP tool?
- What metrics are available on the use of the tool?—How many districts are using it? How many students?
- Are there updates or refinements to the tool underway or planned?
- How ‘portable’ is the data? Could the HSBP data be shared with higher education if there was an interest in connecting students’ HSBP with college advising and guidance?

Panel #1: Good Practices and Challenges of Educational Planning (50 minutes, 10 minutes for each panelist and 20 minutes for discussion)

Danise Ackelson, OSPI, Overview of Career Guidance Washington and high school and beyond planning

Lucy Casale, MESA, Overview of MESA and building pathways to STEM careers for under-represented students

Anne Brackett, Everett CC, Overview of Guided Pathways

Guiding Questions:

- What are good practices in high school and beyond planning?
- What barriers are present that, if removed, would improve high school to postsecondary transitions for students?
- How could guidance and planning in the high school feed into the Guided Pathway approach in the colleges?

Presentation by Superintendent Dr. Gary Cohn Regarding Implementation of a College- and Career-Readiness Seminar in Everett High Schools (20 minutes)

Panel #2: Building Pathways to Postsecondary Education (50 minutes, 10 minutes for each team and the rest for discussion)

Team from Everett Community College and Everett School District

Team from Edmonds Community College and Edmonds School District

Guiding questions:

For colleges:

- What high school-based student information (e.g., transcripts, exam scores, High School and Beyond Plans—HSBP) do community colleges use to suggest entrance into guided pathways or to place recent high school graduates in courses?
- What additional information would be helpful in making those decisions?
- Assuming that your college has developed a relatively effective transition program for students arriving from local feeder high schools, what statewide procedures and practices would improve the information flow for students who do not come from local high schools?

For districts:

- What information do you receive from community colleges about metamajors, placement protocols, or remediation criteria, and how do you use that information in junior/senior student guidance and in suggesting course choices?
- What additional information would be helpful to you in guiding students in ways that would assure better preparation for entrance into community college, and, upon arrival, more effective use of available guided pathways?

Both Parties:

- What are the strengths of your current high school to community college transition program?
- What barriers are present that, if removed, would improve high school to community college transitions for students?
- What current practices are in place that provide collaboration opportunities for guidance practitioners from high schools and community colleges?

Youth Apprenticeships

Information on youth apprenticeships in Washington is provided here as background information. While there will not be a presentation to the Board on apprenticeships at this meeting, apprenticeships are one pathway to a living-wage job for Washington students. Currently, few students are accessing apprenticeship opportunities directly after high school. In 2015, 3,182 apprenticeships exited an apprenticeship program, and the average age of completers was 30, according to the Workforce Board's [Program Report on Apprenticeships for 2015](#), suggesting that few students enter apprenticeships immediately after graduating.

What is Apprenticeship?

Apprenticeship is a combination of on-the-job training and classroom instruction, overseen by a journey-level craft or trade profession. Apprenticeships are sponsored by employer and labor groups, often labor unions, employers or employer associations. Regulation of apprenticeships falls under various state and federal laws. In Washington, the Washington State Apprenticeship and Training Council, appointed by the Department of Labor and Industries through the Apprenticeship Act, is the regulatory body responsible for approving apprenticeship programs and establishing program standards.

Youth Apprenticeship in Washington State

Youth apprenticeship is a priority for Governor Inslee and recently the Apprenticeship and Training Council approved the first youth apprenticeship program in aerospace and advanced manufacturing industries. The first site is a partnership of Tacoma School District, the Washington Department of Labor and Industry, and Bates Technical College. According to Jody Robbins, Apprenticeship Program Manager at the Department of Labor and Industries, the program is currently serving about 15 students. There are plans to expand the program to an additional 10 sites next year.

More information about this program may be found at: <http://www.ajactraining.org/>

Most apprenticeship programs limit entrance to adults over the age of eighteen. For high school students, pre-apprenticeship programs may be a pathway to apprenticeships and career. Pre-

apprenticeship programs are available at several school districts, skills centers, and other sites around the state. Some high school students who complete pre-apprentice programs in may directly enter apprenticeship programs after graduation. More information about pre-apprenticeship programs may be found at: <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/About/IntroProg/default.asp>.

Action

No business item is associated with student transitions at the March Board meeting. The Board may consider taking action on student transitions at a later Board meeting.

If you have questions regarding this memo, please contact Linda Drake at Linda.Drake@k12.wa.us.