Graduation Pathway Options Report | Foreword

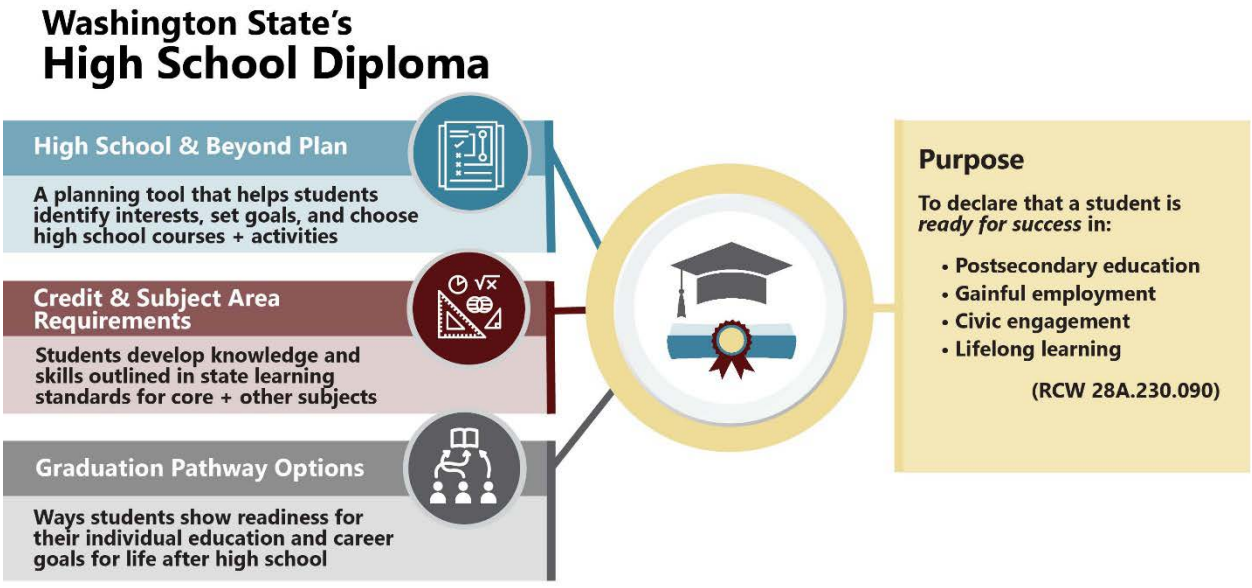
The Washington State
BOARD OF EDUCATION

The graduation pathway is one of three required components for earning a high school diploma (see Figure below). Each component serves a different function. Together they fulfill the purpose of the diploma in declaring a student is ready for success in postsecondary education, gainful employment, civic engagement, and lifelong learning.

While students develop knowledge and skills across subject areas by completing the Credit & Subject Area Requirements (i.e., 24-credit framework), the graduation pathway options provide students multiple ways to show readiness for their individual education and career goals. In other words, what makes the graduation pathway requirement distinct from other requirements is the **focus on the student's individual goals**. The pathway a student completes must align with the student's postsecondary goals as described in their High School and Beyond Plan.

Graduation pathway options include tests and advanced courses in English language arts and math, Career and Technical Education course sequences, and the military vocational aptitude test (Armed Services Vocational Aptitude Battery).

In anticipation of potential barriers, the Legislature charged the State Board of Education with researching the first three years of pathways implementation to identify barriers and provide recommendations for changes to the existing pathways and additional pathways options. While implementation was disrupted by the COVID-19 pandemic, the research identified other challenges. The pathway options do not meet the needs of all students. In some cases, students complete pathways that do not match their individual goals, in which case the pathway is not serving its intended purpose. A strong, consistent theme we heard from students, families, and educators throughout three years of research is the need for more relevant, engaging, and authentic options, including options in subject areas beyond English and math, that can be customized to better align with students' individual goals.



Research questions:

The research, conducted by Strobel Consulting over the past three addressed the following questions called out in the legislation:

- Whether changes to the existing eight pathways should be made and what those changes should be;
- The barriers schools and districts have to offering all of the graduation pathways and recommendations to eliminate or reduce those barriers for school districts;
- Whether all students have equitable access to all the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all the graduation pathways; and
- Whether additional graduation pathways should be included and recommendations for what those pathways should be.

Findings over the three years of study:

- The need for changes to the pathways was a recurrent theme across each year of the study. In the first year, respondents expressed less familiarity with the pathways and there was more uncertainty as to whether there should be changes or additions to the current graduation pathway options than in subsequent years. In Year 2, most respondents agreed that changes should be made to the current graduation pathway options, with a larger proportion of high school administrators and personnel than district personnel agreeing that changes should be made. In Year 3, about half of educators responding to the District Survey agreed that changes should be made (YR1, YR2, and YR3).
- The current graduation pathway options do not always align with students' post-graduation goals and need to be more relevant to what students want to do and achieve beyond high school. Stakeholders in each year of the study indicated that for many students the current pathway options do not provide a meaningful trajectory for organizing their learning in the context of their intended pursuits beyond high school (YR1, YR2, and YR3).
- In each year of the study, stakeholders reported there were barriers to offering all of the graduation pathway options. The most cited barriers included lack of resources, financial constraints/lack of funding, lack of certified teachers or staffing in general (YR1, YR2 and YR3).
- Respondents from districts/schools who reported they did not offer all the available graduation pathways suggested changes to address funding, staffing, and scheduling barriers would allow them to offer more pathway options (YR1, YR2 and YR3).

- Based on data from open ended survey items and focus group discussions in each year of the study, the area of greatest concern for stakeholders is the lack of equity for English learners (ELL's), students with a 504 plan, students receiving special education services, students experiencing homelessness, and other systemically marginalized populations when it comes to accessing a meaningful graduation pathway that aligns with their High School & Beyond Plan (YR1, YR2 and YR3).
- Results from open-ended survey items and feedback from focus group participants indicated that respondents believed the only graduation pathway option for students who do not test well, do not have strong reading or math skills, or are otherwise unable to meet one of the graduation pathway options involving a standardized assessment or other type of test, is the CTE sequence pathway. Therefore, it is highly inequitable if districts in the state do not have the ability to offer a CTE sequence that meets the pathway requirement. As of the 2020-21 school year, 19 percent of districts reported they are unable to offer a CTE sequence that meets pathway requirements (YR1, YR2 and YR3).
- The CTE pathway was another area that was consistently cited by survey respondents and focus group participants in each year of the study as being inequitable, especially for alternative and small to medium schools with fewer options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers. The majority of educator respondents from districts that have a CTE sequence/s available did not feel that the sequence/s met the needs of all or most students or did not match their post high school plans. This implies that a large number of students in the state do not have access to a pathway that meets their needs and is relevant to their future goals (YR1, YR2 and YR3).
- Respondents noted in Year 1 that gainful employment, financial and domestic independence, and the desire to contribute to society in a meaningful way are worthy post-graduation goals and that a graduation pathway option specific to these types of goals should be available. Data collected during focus groups and on open-ended survey items in Years 2 and 3 further indicated that, regardless of students' post high school goals, there is a need for graduation pathway options to provide more opportunities for students to learn skills that prepare them for life and employability (YR1, YR2 and YR3).
- Respondents pointed out in Year 1 that the majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school. Data collected during focus groups and on open-ended response survey items in Year 2 also indicated there is a lack of pathway options for students that intend to enter the trades or workforce directly after high school. In addition, students with these post high school goals lack opportunities for preparation and are largely unsupported by the graduation pathway options (YR1, YR2 and YR3).

Recommendations:

The following suggestions for future development are intended as a jumping off point for continuing to monitor, improve and refine the WA Graduation Pathway Options to ensure that they are equitable, meaningful, and relevant to each and every student. These suggestions are based on the data and feedback collected from stakeholders across the three years of the study and represent potential data driven ways to build on the work that has been done thus far.

- Students should have pathway options that more accurately reflect Washington's Profile of a Graduate. Specifically, pathway options need to provide more opportunities for students to cultivate personal growth and knowledge, solve problems, communicate effectively, sustain wellness, embrace differences/diversity, and master life skills/self-agency. Satisfying the requirements of current graduation pathway options do not necessarily support the important goals of Profile of a Graduate.

"My son is four-year college bound, but where are the hands-on experiences so he knows how to navigate life outside the classroom? I want him to have real world learning experiences in high school. He's smart and can pass all of the tests, but I worry when he gets to college, he won't know how to navigate the other important aspects of life." – Parent

- Graduation pathways need to include options that are meaningful for students regardless of their post high school goals and dreams. Specifically, there is a great need for graduation pathway options that require opportunities to master the skills and attributes needed to succeed in the 21st century job market, regardless of whether job attainment occurs immediately after high school or during/after post-secondary education. Future work in this area also ensures the graduation pathway options are more aligned with the purpose of the diploma as defined in statute (RCW 28A.230.090) and the Profile of a Graduate.

"Within the past two years, I've noticed people come to apply for a position lacking leadership skills and when asked how they would handle conflict resolution, they don't seem to know how to navigate through that. Conflict resolution can be a big deal!" - HR Manager, Walsh Construction

"10 percent of our students are going to be farmers and we don't recognize these things. There aren't pathways for them. They actually know what they want to do, and we can't support them." - Educator

- Students should have pathway options that truly reflect their High School and Beyond Plan. This requires that the High School and Beyond Plan be a meaningful instrument that informs the supports students receive in planning their coursework; satisfying the requirements of their chosen graduation pathway; and ensuring they leave high school with the skills, knowledge, and experiences they need to achieve their post-graduation goals, regardless of what those are.

"As a student, I wish that we worked backwards, where we asked students what they want to do and who they want to be and then built a pathway around that." – Student

- Data collected during all three years of the study strongly indicate the need for additional graduation pathway options, especially pathways that are not assessment based. Specifically, graduation pathways should be added that positively impact both equity for districts/schools in their ability to offer all of the graduation pathway options and increase the likelihood that all students have access to pathways that are meaningful and supportive of their post-graduation goals. Future work on the incorporation, design, and parameters of additional pathways is needed and should be informed by stakeholders such as educators, parents/caregivers, industry professionals, other content experts, and most especially students.

"I'm from a small district with only two CTE pathways and these are not meaningful to most of the students who are taking them, but it's their only option, so we're all complicit in making them take courses that mean nothing to them, because we want them to have that diploma." – Educator

- Graduation pathway options and the parameters under which they are satisfied need to be more student driven and incorporate greater opportunities for mastery-based learning. This provides students the opportunity to apply their learning in real world settings, and demonstrate skill attainment and academic mastery in ways that truly reflect their learning experiences, inspire them to be lifelong learners, and honor their post-graduation goals.

"Not every student has the luxury of missing classes for external learning opportunities, but I've learned absolutely nothing in school taking and passing my AP tests. The things I've learned that matter most to me have all come from the opportunities I have outside of school, in the real world." – Student

"We so rarely ask students what they want, what they need. We tell them what we think they need and should do, but that's not what prepares a student for life. It doesn't inspire them and it doesn't help them. We are failing students if we don't ask them what they need." – Educator

"No one knows what I want to do after I leave school. Maybe I don't even know, but it's not the pathways. I don't know how to get where I want and do what I'm supposed to at the same time." – Student

Based on the research, and in response to the Legislature's charge, the Board recommends the following to improve the current system of graduation pathway options:

- Adding two options to the graduation pathways that school districts may offer: a performance-based pathway and a work-related pathway. These new options will allow students to show what they know and can do in real-world, hands-on ways that align with their individual goals for after high school. They allow students to focus their

pathway in two core subject areas (from list below) that most directly align with their education or career goals.

The performance-based and work-related options may take a variety of forms – such as a project, practicum, cultural activity, paid or unpaid work experience, community service, internship, apprenticeship or pre-apprenticeship – and may result in a variety of products that can be evaluated – such as a performance, presentation, portfolio, report, film, or exhibit. But, to count as a graduation pathway, the learning experience must meet state requirements regarding the safety and quality of the learning experience and the assessment criteria for determining the student has applied the learning standards. Evaluation of the student's performance must include at least one qualified teacher in each relevant subject area, and the school district must adopt a local policy that meets state requirements before offering the pathway option. The proposal also establishes ongoing data and monitoring requirements at the state and local levels.

In addition, the State Board is supporting efforts lead by the Office of the Superintendent of Public Instruction to:

- Improve the High School and Beyond Plan to better support students as they progress through the system. The SBE will continue to work toward equitable implementation of graduation pathways that permit authentic demonstration what students know and are able to do and are aligned to each individual student's High School and Beyond Plan.

Washington Graduation Pathway Options

Stakeholder Feedback Project

Year 3, Volume I

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September 20, 2022

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TABLE OF CONTENTS

Executive Summary 14
Summary of Key Findings Years 1-3 18
Are the graduation pathways relevant to students and how could they be more relevant? 29
Suggestions for Future Development 31
Study Background 33
Study Overview 35
Methodology 36
Quantitative Data Collection Methods 37
District survey 37
Stakeholder Survey 38
Qualitative Data Collection Methods 38
Focus Groups 38
Industry Stakeholder Interviews 39
Open-ended Survey Questions District Survey 40
Open-ended Survey Questions stakeholder Survey 40
Sample Characteristics 41
District Survey Respondent Characteristics 41
Stakeholder Survey Respondent Characteristics 43
Focus Group Participant Characteristics 47
Industry Stakeholder Interview Participant Characteristics 48
Key Findings 50
What changes, if any, should be made to the existing eight pathways? 51
What are the perceived barriers to offering all of the graduation pathways at both the school and district level? 56
How can districts eliminate or reduce barriers to offering all of the graduation pathways? 57
Do all students have equitable access to all of the graduation pathways and, if not, what are potential strategies for reducing barriers to equitable access? 58
Should additional graduation pathways be included and if so, what pathways should be added and what is the associated rationale for doing so? 59

Do the graduation pathways align to Profile of a Graduate? 62
How is the High School and Beyond Plan being implemented? 73
What improvement could be made to the HSBP to make it a better tool for students to plan their future after high school? 75
What improvement could be made to the HSBP to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities? 79
Are the graduation pathways relevant to students and how could they be more relevant? 82
Conclusion 116
Lessons Learned Year 3 116
Lessons Learned Year 2 118
Lessons Learned Year 1 119
References 123

TABLE OF FIGURES

Figure 1. District Survey: "Changes need to be made to the existing graduation pathway options" 51

Figure 2. District Survey: "All students in my district have equitable access to all of the graduation pathways available in the district" 58

Figure 3. District Survey: "Additional graduation pathway options should be added." .. 59

Figure 4. District Survey: "Please indicate whether you agree or disagree with the following statement: "The graduation pathway options my district currently offers align to Washington's Profile of a Graduate." 62

Figure 5. Stakeholder Survey: "Are you familiar with the Profile of a Graduate?" by Respondent Type 63

Figure 6. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Diploma (As a Whole)?" by Respondent Type 64

Figure 7. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Diploma (As a Whole)?" by Respondent Gender 64

Figure 8. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose…Diploma (As a Whole)?" by Respondent Race and Ethnicity 64

Figure 9. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - High School & Beyond Plan?" by Respondent Type 65

Figure 10. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - High School & Beyond Plan?" by Respondent Gender 65

Figure 11. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose…High School & Beyond Plan?" by Respondent Race and Ethnicity 65

Figure 12. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose, "Credit and Subject Area Requirements?" by Respondent Type 66

Figure 13. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Credit and Subject Area Requirements?" by Respondent Gender 66

Figure 14. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Credit and Subject Area Requirements?" by Respondent Race and Ethnicity 66

Figure 15. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Graduation Pathway Options?" by Respondent Type 67

Figure 16. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Graduation Pathway Options?" by Respondent Gender 67

Figure 17. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Graduation Pathway Options?" by Respondent Race and Ethnicity 67

Figure 18. Stakeholder Survey: "Are you familiar with the High School and Beyond Plan?" By Respondent Type 74

Figure 19. Stakeholder Survey: "Are you familiar with the High School and Beyond Plan?" By Respondent Gender 74

Figure 20. Stakeholder Survey: "Are you familiar with the High School and Beyond Plan?" By Respondent Ethnicity and Race 74

Figure 21. Stakeholder Survey: "Are you familiar with the current high school graduation pathway options available in the state of Washington?" By Respondent Type 83

Figure 22. Stakeholder Survey: "Are you familiar with the current high school graduation pathway options available in the state of Washington?" By Respondent Gender 83

Figure 23. Stakeholder Survey: "Are you familiar with the current high school graduation pathway options available in the state of Washington?" By Respondent Ethnicity and Race 84

Figure 24. Stakeholder Survey: "Are the current graduation pathway options relevant to all students?" by Respondent Type 84

Figure 25. Stakeholder Survey: "Are the current graduation pathway options relevant to all students?" by Gender and Ethnicity 85

Figure 26. Stakeholder Survey: "Are the current graduation pathway options relevant to you?" 87

Figure 27. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Problem Solving Skills?" By Respondent Type 88

Figure 28. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Problem Solving Skills?" By Respondent Gender 88

Figure 29. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Ability to Collaborate?" By Respondent Type 88

Figure 30. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Communication Skills?" By Respondent Type 89

Figure 31. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Leadership?" By Respondent Type 89

Figure 32. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Initiative?" By Respondent Type 90

Figure 33. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Attention to Detail?" By Respondent Type 90

Figure 34. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Technical Skills?" By Respondent Type 91

Figure 35. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Four Year Degree?" By Respondent Type 91

Figure 36. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Four Year Degree?" By Respondent Gender 91

Figure 37. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Four Year Degree?" By Respondent Race & Ethnicity 92

Figure 38. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Organizational Ability?" By Respondent Type 92

Figure 39. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Creativity & Innovation?" By Respondent Type 92

Figure 40. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Timeliness?" By Respondent Type 93

Figure 41. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Timeliness?" By Respondent Ethnicity 93

Figure 42. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Critical Thinking?" By Respondent Type 93

Figure 43. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Two-Year Degree?" By Respondent Type 94

Figure 44. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Two-Year Degree?" By Respondent Gender 94

Figure 45. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Two-Year Degree?" By Respondent Race and Ethnicity 94

Figure 46. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Work Experience?" By Respondent Type 95

Figure 47. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Work Experience?" By Respondent Gender 95

Figure 48. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Math Skill?" By Respondent Type 95

Figure 49. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Math Skill?" By Respondent Gender and Race 96

Figure 50. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Technical Certifications?" By Respondent Type 96

Figure 51. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Technical Certifications?" By Respondent Gender 96

Figure 52. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Test Taking?" By Respondent Type 97

Figure 53. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Test Taking?" By Respondent Gender 97

Figure 54. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Test Taking?" By Respondent Race and Ethnicity 97

Figure 55. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Flexibility?" By Respondent Type 98

Figure 56. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Flexibility?" By Respondent Race 98

Figure 57. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - English Language Arts Skills?" By Respondent Type 98

Figure 58. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - English Language Arts?" By Respondent Gender 99

Figure 59. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - English Language Arts?" By Respondent Race and Ethnicity 99

Figure 60. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Foreign Language?" By Respondent Type 99

Figure 61. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Foreign Language?" By Respondent Gender 100

Figure 62. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Foreign Language?" By Respondent Race and Ethnicity 100

Figure 63. Stakeholder Survey: "Earning a high school diploma prepares a student for success after high school" by Respondent Type 100

Figure 64. Stakeholder Survey: "Earning a high school diploma prepares a student for success after high school" by Gender 101

Figure 65. Stakeholder Survey: "Solid employability skills are necessary for success after high school" by Respondent Type 101

Figure 66. Stakeholder Survey: "Solid employability skills are necessary for success after high school" by Race and Gender 101

Figure 67. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Direct Learning Experiences that Connect to Work?" by Respondent Type 102

Figure 68. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities...Direct Learning Experiences that Connect to Work?" by Respondent Gender 102

Figure 69. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Direct Learning Experiences that Connect to Work?" by Respondent Race and Ethnicity 103

Figure 70. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Interdisciplinary (Multi-Subject Area) Learning?" by Respondent Type 103

Figure 71. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Interdisciplinary (Multi-Subject Area) Learning?" by Respondent Gender 103

Figure 72. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Interdisciplinary (Multi-Subject Area) Learning?" by Respondent Race and Ethnicity 104

Figure 73. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Learning and Practicing Employability Skills?" by Respondent Type 104

Figure 74. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Learning and Practicing Employability Skills?" by Respondent Gender 104

Figure 75. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Learning and Practicing Employability Skills?" by Respondent Race and Ethnicity 105

Figure 76. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Opportunities for Students to Work on Real-World Problems?" by Respondent Type 105

Figure 77. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Opportunities for Students to Work on Real-World Problems?" by Respondent Gender 105

Figure 78. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Opportunities for Students to Work on Real-World Problems?" by Respondent Race and Ethnicity 106

Figure 79. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are College Ready?" by Respondent Type 106

Figure 80. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are College Ready?" by Respondent Gender 106

Figure 81. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Supporting Students in Pursuing Their Own Interests?" by Respondent Type 107

Figure 82. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Supporting Students in Pursuing Their Own Interests?" by Respondent Gender and Race 107

Figure 83. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are well Prepared Particularly in Math and English?" by Respondent Type 108

Figure 84. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are well Prepared Particularly in Math and English?" by Respondent Gender 108

Figure 85. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are well Prepared Particularly in Math and English?" by Respondent Race and Ethnicity 109

Figure 86. Stakeholder Survey: "Are you responsible for hiring or supervising employees as part of your current job duties?" By Respondent Type 109

TABLE OF TABLES

Table 1. District Survey Respondent Types 41
Table 2. District Survey Respondent School Types 41
Table 3. District Survey Respondent Demographics: Educator 42
Table 4. District Survey Participating District Demographics 42
Table 5. Stakeholder Survey Respondent Types 43
Table 6. Stakeholder Survey Memberships and Associations 43
Table 7. Stakeholder Survey Respondent Demographics: Overall 45
Table 8. Stakeholder Survey Respondent Demographics: Educator 45
Table 9. Stakeholder Survey Respondent Demographics: Student 46
Table 10. Stakeholder Survey Respondent Demographics: Parent/Caregiver and Community Members 46
Table 11. Industry Stakeholder Interview Participants 48
Table 12. Stakeholder Survey Open-Ended Question: "Do you have suggestions for changing existing graduation pathways or adding additional graduation pathways to better address these skills?" 56
Table 13. District Survey Open-Ended Question: "What are the barriers that keep your district from offering all of the graduation pathways at every school in the district?" 57
Table 14. Stakeholder Survey Open-Ended Question: "Do you have suggestions for adding additional graduation pathways to better address these skills?" 62
Table 15. Stakeholder Survey: "To what extent does the State Assessment Pathway (see definition below) allow students to develop or demonstrate the following skills? 68
Table 16. Stakeholder Survey: "To what extent does the SAT/ACT Pathway (see definition below) allow students to develop or demonstrate the following skills? 69
Table 17. Stakeholder Survey: "To what extent does the Dual Credit Courses Pathway (see definition below) allow students to develop or demonstrate the following skills? 69
Table 18. Stakeholder Survey: "To what extent does the AP/IB/Cambridge Tests/Courses Pathway (see definition below) allow students to develop or demonstrate the following skills? 70
Table 19. Stakeholder Survey: "To what extent does the Transition Courses Pathway (see definition below) allow students to develop or demonstrate the following skills? 70
Table 20. Stakeholder Survey: "To what extent does the ASVAB Pathway (see definition below) allow students to develop or demonstrate the following skills? 71

Table 21. Stakeholder Survey: "To what extent does CTE Sequence Pathway (see definition below) allow students to develop or demonstrate the following skills?..... 71

Table 22. Stakeholder Survey Open-Ended Question: "What improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school?"..... 77

Table 23. Stakeholder Survey Open-Ended Question: "What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities?"..... 81

Table 24. Stakeholder Survey Open-Ended Question: "How could the current graduation pathway options be more relevant for all students?" 86

Table 25. Stakeholder Survey Open-Ended Question (n=283): "In your own words, what skills do today's job seekers lack that you wish they had?" 110

Washington Graduation Pathway Options:

Stakeholder Feedback Project Year 3

Year 3, Report Volume I

September 20, 2022

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EXECUTIVE SUMMARY

Strobel Consulting collected District Survey, focus group and interview data during the third year of a three-year project. The data will inform the Washington State Board of Education's (SBE) understanding of stakeholder perceptions regarding the new high school diploma pathways (see page 34 for a description of the pathways). The analysis will continue to support the Board's required reporting to the education committees of the legislature required in RCW 28A.655.260 (subsections [2] and [3]). Specifically, the statute requires that the report address:

1) Whether changes to the existing eight pathways should be made and what those changes should be;
2) The barriers schools and districts have to offering all of the graduation pathways and recommendations to eliminate or reduce those barriers for school districts;
3) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
4) Whether additional graduation pathways should be included and recommendations for what those pathways should be. [1]

In addition to what the statute required the report address, the year 3 scope of work was expanded to include the following :

a. How the High School and Beyond Plan is/was implemented in their school or district.
b. What improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school.
c. What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities.
d. Relevancy of pathways, and how to make them more relevant.
e. Alignment of pathways to Profile of a Graduate.

The three-year project was designed to gather both quantitative and qualitative data so as to provide the Washington State Board of Education with a comprehensive overview of feedback from key stakeholders. The year three (YR3) data gathered is intended to examine stakeholders' (district and school level personnel, students, parents/caregivers and community members) perceptions of the current graduation pathway options, including suggestions for changes, perceived barriers,

[1] These reporting requirements pertain to the final SBE report to the legislature due December 10, 2022, By addressing them all, this report provides more than enough information to address the requirements pertaining to the report due to the legislature by August 1, 2021.

equitable access, input on whether or not other pathway options should be added, perceptions of pathway options in the context of both the High School and Beyond Plan and the Profile of a Graduate. In addition, information obtained from findings in years one (YR1) and two (YR2) of the project informed the project design and areas of deeper focus examined in YR3, as well as the related instruments and protocols for YR3. Data gathered from all three years of the project have provided additional insight regarding potential strategies for addressing key findings and implementing related processes.

While the Executive Summary of this report focuses on findings from YR3 of the project, subsequent sections (Summary of Key Findings Years 1-3, Suggestions for Future Development, and Lessons Learned Years 1-3) include findings across all three years of the study.

Please note, that the perceptions of some, or all, of the survey respondents may or may not accurately reflect current state or local policy. Potential discrepancies between the perceptions of respondents and current state or local policy does not make such findings inaccurate. Rather, these types of findings are crucial, because they highlight current challenges in communication, implementation and policy perception. If we want to truly understand the perspective of *stakeholders,* then their perception of the truth, or what is true for them, is a deeply meaningful finding, especially when it comes to the perception of students.

The overarching findings of the YR3 analysis indicate that[2]:

- Changes should be made to the existing pathways in order to make them more equitable, more relevant to students and their High School and Beyond Plan (HSBP), and more reflective of Washington's Profile of a Graduate. Areas of greatest concern include lack of equity for English learners (ELL's), students with a 504 plan, students receiving special education services, students experiencing homelessness and other systemically marginalized populations, and inequity amongst small, rural and Alternative Learning Environment (ALE) schools that do not have the resources to offer many of the pathway options.
- The current graduation pathway options do not always align with students' post-graduation goals and need to be more relevant to what students want to do and achieve beyond high school. Specifically, current pathway options do not provide students with a meaningful trajectory for organizing their learning around the context of their current passions, goals and dreams beyond high school.

[2] Please see the following section for a "Summary of Key Findings" and the "Key Findings" section for more in-depth information on the results of the study.

- The most common barriers to offering all of the graduation pathway options include lack of resources, financial constraints/lack of funding, and lack of certified teachers or staffing in general.
- Schools that do not offer all the available graduation pathways need changes to the existing graduation pathway options that address lack of funding, issues with staffing, and scheduling barriers, in order to offer more pathway options.
- The CTE sequence is the only graduation pathway option for students who do not test well, do not have strong reading or math skills, or are otherwise unable to meet one of the graduation pathway options involving a standardized assessment or other type of test and is often not in alignment with their HSBP or post high school goals. A meaningful pathway option that is reflective of post high school goals for students that do not test well needs to be added.
- The CTE pathway is inequitable, especially for alternative and small to medium schools with fewer options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers. Oftentimes the CTE sequence/s small schools are able to make available do not meet the needs of all or most students and/or do not match their post high school plans. This is especially inequitable for students whose only graduation pathway option is the CTE pathway.
- The majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school. In addition, students with these post high school goals lack opportunities for preparation and are largely unsupported by the graduation pathway options.
- Gainful employment, financial and domestic independence, and the desire to contribute to society in a meaningful way, are worthy post-graduation goals and a graduation pathway option specific to these types of goals should be made available. Regardless of students' post high school goals, there is a need for graduation pathway options that provide more opportunities for students to learn skills that prepare them for life and employability. There is a great need for pathways and graduation requirements that focus less on college readiness and more on real-world skills such as financial literacy, life skills, and employability.
- Graduation pathway options need to include more opportunities for student ownership and agency, where students can explore their interests, engage in their learning, and play an active role in determining what constitutes a meaningful graduation pathway for them.
- The highest rated pathways in terms of fulfilling the goals of the Profile of a Graduate are the CTE Sequence and Dual Credit Courses pathways. Specifically, these pathways allow students to develop or demonstrate cultivation of personal growth and knowledge, and problem solving skills moderately well to very well. However, the graduation pathway options overall are not reflective of the Profile of the Graduate, since they are nit equitable for all students.

- For the High school and Beyond Plan (HSBP) to become a positive tool for helping students plan courses of study that support their post-graduation goals, additional direction from the state, including general implementation guidelines, identification of accountable personnel, associated timelines and other accountability requirements, are needed to ensure all students in the state are meeting this graduation requirement in a meaningful way, regardless of what school they attend.
- More information regarding the HSBP needs to be provided to students and parents early on in the high school career, so that there is an opportunity for students to really utilize the tool for its intended purpose rather than completing it as a, "check the box" activity senior year.
- The HSBP would be more likely to provide positive outcomes if it was a more individualized process in which students could work directly with advisors and parents to complete the tool in a thoughtful manner. Specifically, the HSBP might be more useful if it was completed as part of a separate class, or more readily built into core subject classes, so that students could engage with the tool under direct instruction. Additional funding, training, and other resources may need to be provided by the state to ensure that staff receive adequate professional development needed to implement and create meaningful lessons around the HSBP.
- A consistent, statewide, HSBP platform and data system would be beneficial for housing associated information and provide an opportunity for parents and advisors to assist students with their HSBPs. Furthermore, this would mitigate loss of continuity for students transferring in and out of different high schools, ensuring they would be able to continue with their current HSBP instead of starting from scratch.
- The HSBP tool currently favors college bound students and the careers and pathways suggested for students by the tool is college centric. The tool should be revised to include a wider variety of career and educational paths that go beyond attending a 4 year college or university.
- To make the HSBP a viable planning too, it needs to be more deeply embedded into core subjects or stand alone as a class, ensuring the tasks and activities completed as part of the HSBP provide relevancy for students and cultivate a richer understanding of the positive impact of the HSBP in making course selections and undertaking academic planning in alignment with their post high school goals.
- The attainment of communication, problem solving, collaboration, critical thinking, and general employability skills are important to the majority of stakeholders. This is notable given that many of the current pathway options involve a standardized test and do not provide direct learning opportunities to further develop these skills.
- Washington students should be provided with more direct learning experiences that connect to work, as well as opportunities to solve real-world problems, and practice employability skills.
- A good work ethic, problem-solving or critical thinking skills, and communication skills are the attributes most desired in employees of all levels. In comparison, entry level job seekers lack

experience and understanding when it comes to what needs to be done to apply for a job, interview, show up consistently, and "work hard".

- Future employees need some amount of pertinent work experience and to be better prepared for the interview and hiring process in general. This includes interview experience, a solid resume free of typos and spelling errors, the ability to look professional, and possess relevant knowledge of the company or job they are interviewing for. In contrast, job applicants typically lack basic experience in these areas, even though these skills were reported as something that should be learned in school, prior to applying for jobs.

SUMMARY OF KEY FINDINGS YEARS 1-3

OVERARCHING FINDINGS YEARS 1-3

- In each year of the study there have been findings indicating changes should be made to the existing pathways. In YR1 there was more uncertainty as to whether there should be changes or additions to the current graduation pathway options, with roughly one-third of all respondents neither agreeing or disagreeing with related response statements addressing whether or not changes should be made to the existing eight pathways. This may have been due in part to findings showing that the majority of stakeholders in YR1 felt uninformed regarding the graduation pathway options in general. In Year 2 most respondents agreed that changes should be made to the current graduation pathway options, with a larger proportion of high school administrators & personnel than district personnel agreeing that changes should be made. In Year 3, about half of educators responding to the District Survey agreed that changes should be made (YR1, YR2 & YR3).
- The current graduation pathway options do not always align with students' post-graduation goals and need to be more relevant to what students want to do and achieve beyond high school. Stakeholders in each year of the project indicated that for many students the current pathway options do not provide a meaningful trajectory for organizing their learning in the context of their intended pursuits beyond high school (YR1, YR2, & YR3).
- In each year of the project stakeholders reported there were barriers to offering all of the graduation pathway options. The most cited barriers included lack of resources, financial constraints/lack of funding, lack of certified teachers or staffing in general (YR1, YR2 & YR3),
- Respondents from districts/schools who reported they did not offer all the available graduation pathways suggested changes to address lack of funding, issues with staffing, and scheduling barriers would allow them to offer more pathway options (YR1, YR2 & YR3).

- Results from open-ended survey items and feedback from focus group participants indicated that respondents believed the only graduation pathway option for students who do not test well, do not have strong reading or math skills, or are otherwise unable to meet one of the graduation pathway options involving a standardized assessment or other type of test , is the CTE sequence pathway. Therefore, it is highly inequitable if districts in the state do not have the ability to offer a CTE sequence that meets the pathway requirement. As of the 2020-21 school year, 19 percent of districts reported they are unable to offer a CTE sequence that meets pathway requirements (YR1, YR2 & YR3).
- Based on data from open-ended survey items and focus group discussions in YR1, YR2 and YR3, the area of greatest concern for stakeholders is the lack of equity for English learners (ELL's), students with a 504 plan, students receiving special education services, students experiencing homelessness and other systemically marginalized populations when it comes to accessing a meaningful graduation pathway that aligns with their High School & Beyond Plan (YR1, YR2 & YR3).
- The CTE pathway was another area that was consistently cited by survey respondents and focus group participants in each year of the study as being inequitable, especially for alternative and small to medium schools with fewer options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers. The majority of educator respondents from districts that have a CTE sequence/s available did not feel that the sequence/s met the needs of all or most students or did not match their post high school plans. This implies that a large number of students in the state do not have access to a pathway that meets their needs and is relevant to their future goals (YR1, YR2 & YR3).
- Respondents noted in Year 1 that gainful employment, financial and domestic independence, and the desire to contribute to society in a meaningful way, are worthy post-graduation goals and that a graduation pathway option specific to these types of goals should be available. Data collected during focus groups and on open-ended survey items in Years 2 & 3 further indicated that, regardless of students' post high school goals, there is a need for graduation pathway options to provide more opportunities for students to learn skills that prepare them for life and employability (YR1, YR2 & YR3).
- Respondents pointed out in Year 1 that the majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school. Data collected during focus groups and on open-ended response survey items in Year 2 also indicated there is a lack of pathway options for students that intend to enter the trades or workforce directly after high school. In addition, students with these post high school goals lack opportunities for preparation and are largely unsupported by the graduation pathway options (YR1, YR2 & YR3).

FINDINGS ORGANIZED BY RESEARCH QUESTIONS

WHAT CHANGES, IF ANY, SHOULD BE MADE TO THE EXISTING EIGHT PATHWAYS?

- Changes should be made to the current graduation pathway options in order to address equity and alignment to students' post-graduation goals (YR1, YR2 & YR3).
- The current graduation pathway options do not always align with student's post-graduation goals and need to be more relevant to what students want to do and achieve beyond high school. (YR1, YR2, & YR3).
- Graduation pathways options need to include more opportunities for exploration. Results from open-ended items on the Stakeholder Survey and feedback from Focus Group participants in YR1 indicated that the current pathway options "lack" the opportunity for student exploration. In YR2 stakeholders also reported disliking that there is little option to explore future academic interests or career paths during high school and would rather see more room for exploration included in the graduation pathway options (YR1 & YR2).
- Educators indicated in open-ended items that changes or accommodations should be made for small, rural and Alternative Learning Environment (ALE) schools as they do not have the resources to offer many of the pathway options (YR3).
- The majority of open-ended responses indicated the need for pathways and graduation requirements to focus less on college readiness and more on real-world skills such as financial literacy, life skills, and employability (YR3).
- Data suggests there needs to be more flexibility within graduation pathway options, especially with regard to the CTE pathway. Stakeholders strongly believe that high school should be a time of exploration for students and that it's unrealistic to expect students to know what they want to do beyond high school when they are freshman or even sophomores and juniors and yet if students intend to successfully utilize the CTE pathway option they are expected to know early on in their high school career what they might want to do beyond high school or at the very least, to focus on starting as a Freshman or Sophomore (YR2).
- Additionally, respondents noted that there should be more freedom to explore classes within the CTE pathway, rather than requiring students to choose a sequence and stick with it, citing that there is lack of real knowledge about a given CTE sequence until students take the first few classes. Specifically, respondents indicated that students should be allowed to take any combination of courses to fulfill the two credit CTE graduation pathway requirement (YR2).
- Stakeholders expressed a desire to reduce graduation requirements in general, stating that students were overburdened with various graduation requirements and that with each additional requirement the barriers to graduation increase. Specifically, many stakeholders indicated they were unclear on the role of the high school diploma, what obtaining a diploma means for students, and whether or not adding additional graduation requirements was truly supporting

students in their post-graduation goals or simply making it harder for them to graduate from high school (YR2).

- Overwhelmingly, adults and students were appreciative that multiple pathways to graduation were available (YR1).
- There needs to be a statewide system in place for tracking graduation pathway progress for all students regardless of what school or district they are in or move into (YR1).

WHAT ARE THE PERCEIVED BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS AT BOTH THE SCHOOL AND DISTRICT LEVEL?

- In each year of the project stakeholders reported there were barriers to offering all of the graduation pathway options. The most cited barriers included lack of resources, financial constraints/lack of funding, lack of certified teachers or staffing in general (YR1, YR2 & YR3), and a lack of clarity around articulation agreements needed to implement Dual Credit options (YR1). This included lack of certified staff to teach dual credit classes on high school campuses, lack of certified staff to teach CTE courses to offer sequences, and difficulty coordinating offsite ASVAB testing (YR1). These barriers were specifically identified with regards to the CTE pathway and Bridge to College option. Limitations put in place due to COVID during the 2020-21 school year were also cited as a barrier to offering all the graduation pathways for some districts/schools (YR2).
- Respondent perceptions indicate that satisfying the 24-credit graduation requirement does not leave time for students to meet the additional requirements of a graduation pathway (YR1).
- Resources needed to offer some of the testing options, transitional courses and dual enrollment options are insufficient or not available (YR1).
- Additional information and experience implementing the graduation pathway options is needed in order to fully identify the true barriers to implementing all graduation pathway options (YR1).

HOW CAN DISTRICTS ELIMINATE OR REDUCE BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS?

- Respondents from districts/schools who reported they did not offer all the available graduation pathways suggested changes were needed to address lack of funding, issues with staffing, and scheduling barriers that would allow them to offer more pathway options (YR1, YR2 & YR3).
- Additionally, respondents in districts/schools that did not offer a CTE pathway reported that, in order to offer the CTE pathway, they would need more funding and flexibility to include CTE credit earned online or in another type of remote setting. Similarly, respondents in districts/schools that

did not offer Bridge to College courses reported they would need additional resources and staffing in order to offer the Bridge to College pathway option (YR1 & YR2).

- Results from open-ended survey items and feedback from focus group participants indicate that respondents believe the only graduation pathway option for students who do not test well, do not have strong reading or math skills, or are otherwise unable to meet one of the graduation pathway options involving a standardized assessment or other type of test, is the CTE sequence pathway. Therefore, it is highly inequitable if districts in the state do not have the ability to offer a CTE sequence that meets the pathway requirement. As of the 2020-21 school year, 19 percent of districts reported they were unable to offer a CTE sequence that meets pathway requirements (YR1, YR2 & YR3).
- Overall most respondents described needing additional resources for small/rural districts. This included funds to offer dual credit and CTE classes and/or assessments such as AP or SAT/ACT, funds for teaching staff, and funds to attract and compensate local partners (YR3).
- It was indicated that widespread availability of statewide, online CTE courses (where applicable), taught by certified instructors, would allow the CTE pathway to be more readily offered even in smaller schools (YR1).
- More flexibility is needed around the requirements for CTE implementation, instructor certification requirements, and sequencing (YR1).
- Associated fees for testing, dual enrollment, and transition course pathways should be covered by the state if these pathways are to be successfully implemented (YR1).
- There needs to be more clarity around articulation agreements and more consistency around the state between secondary and post-secondary institutions when it comes to articulation (YR1).

DO ALL STUDENTS HAVE EQUITABLE ACCESS TO ALL OF THE GRADUATION PATHWAYS AND, IF NOT, WHAT ARE POTENTIAL STRATEGIES FOR REDUCING BARRIERS TO EQUITABLE ACCESS?

- Based on data from open-ended survey items and focus group discussions, the area of greatest concern is the lack of equity for English learners (ELL's), students with a 504 plan, students receiving special education services, students experiencing homelessness and other systemically marginalized populations when it comes to accessing a meaningful graduation pathway that aligns with their High School and Beyond Plan (YR1, YR2 & YR3).
- The CTE pathway was another area that was consistently cited by survey respondents and focus group participants as being inequitable, especially for alternative and small to medium schools with fewer options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers. The majority of educator respondents from districts that have a CTE sequence/s available did not feel that the sequence/s met the needs of all or most students or did not match

their post high school plans. This implies that a large number of students in the state do not have access to a pathway that meets their needs and is relevant to their future goals (YR1, YR2 & YR3).

- Survey results indicate that the current graduation pathway options may not meet the needs of all students and specifically their intended goals beyond high school. Indeed, only 40 percent of educator stakeholders in Year 2 reported that 0-75 percent of students had pathway options that reflected their HSBP. In Year 3, only 48 percent of respondents indicated all students had equitable access (YR2 & YR3).
- One of the current graduation pathway options requires students to meet the standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed forces. Feedback from respondents indicates that many students are utilizing this pathway option to "check the box" for meeting a graduation pathway option even though they do not intend to enter the armed forces and the ASVAB pathway does not meaningfully reflect their goals beyond high school (YR2).
- Nearly one-half of students surveyed, and just over one-half of parents/caregivers surveyed, were not worried about graduating. However, parents/caregivers and students of color, as well as parents/caregivers of students receiving special education services, and students receiving special education services, were all more likely to be worried about graduation than their counterparts (YR2).
- Both students and parents/caregivers indicated that grades, COVID-19, and hybrid/online learning were the top reasons causing them to worry that they might not graduate. While parents/caregivers and students were less concerned with COVID-19 health related issues, they indicated they were worried about the impact of COVID-19 policies on access to certain types of testing needed to graduate and the related difficulties with remote learning. There were also concerns expressed about the negative impact of online learning in terms of getting needed CTE courses not conducive to online learning (YR2).
- Nearly one-third of students reported that they are not good at test taking. Parents/caregivers tended to rate their child(ren) just slightly lower in test taking capabilities. This has evidence-based implications for how realistic it is to expect these students to satisfy any of the - graduation pathways options requiring a math or ELA assessment. This is very important given the high proportion of graduation pathway options that require standardized testing to meet the requirement, including the state testing pathway, which is currently the most uniformly offered graduation pathway option (YR2).
- In order for the pathway options to be equitable for ELL's, students with a 504 plan, students receiving special education services and other systemically marginalized populations, respondents proposed that there needs to be pathway options that focus on employability, skills needed to live independently and where math and English proficiency is demonstrated in an applied way (YR1).

- More than 75% of respondents reported that the State Assessment, SAT/ACT, and Dual Credit graduation pathway options were available, while less than 50% of respondents reported that the Transition Courses graduation pathway was available (YR1).
- Students and educators differ significantly in their levels of awareness of what is available (YR1).
- Students are less likely to be aware of the new graduation pathway options (YR1).
- The Dual Credit pathway lacks equity given the associated costs (YR1).
- Without clarity on articulation agreements and lack of consistency on how they are made, the Dual Credit pathway will remain inequitable (YR1).
- Access to a statewide database, tracking graduation pathway progress for all students would be more equitable in terms of successful completion of a high school graduation pathway regardless of mobility (YR1).

SHOULD ADDITIONAL GRADUATION PATHWAYS BE INCLUDED AND IF SO, WHAT PATHWAYS SHOULD BE ADDED AND WHAT IS THE ASSOCIATED RATIONALE FOR DOING SO?

- Respondents noted that gainful employment, financial and domestic independence, and the desire to contribute to society in a meaningful way, are worthy post-graduation goals and that a graduation pathway option specific to these types of goals should be available. Data collected during focus groups and on open-ended survey items further indicated that, regardless of students' post high school goals, they would like to see increased opportunities for life skills and career readiness built into the graduation pathway options (YR1, YR2 & YR3).
- Respondents pointed out that the majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school. Data collected during focus groups and on open-ended response survey items also indicated there is a lack of pathway options for students that intend to enter the trades directly after high school. In addition, students with these post high school goals lack opportunities for preparation and are largely unsupported by the graduation pathway options (YR1, YR2 & YR3).
- A large proportion of respondents indicated a meaningful pathway option for students receiving special education services needs to be added. Specifically, there is not currently a viable graduation pathway option for most students receiving special education services that is both meaningful and reflective of their post high school goals. Data gathered indicates that a large proportion of students receiving special education services are funneled into the CTE pathway regardless of whether the CTE sequences offered at their school have anything to do with their post high school plans (YR2 & YR3).
- Respondents suggested that a "Fine Arts" pathway would also support graduation pathway option equity for students by providing a pathway that not only addresses enrollment in post-

secondary education, but also provides a viable option for students wanting to enter the workforce in a fine arts related sector (YR1 & YR3).

- Qualitative data suggest that respondents see a need for more student driven pathways, where students have the chance to explore their interests, to engage with their learning, and to play an active role in what constitutes a meaningful graduation pathway for them (YR2 & YR3).
- The majority of survey respondents (educators, students, and parents/caregivers) agreed that an employability/life skills pathway should be added (YR1 & YR2).
- The majority of students in Year 1 indicated they know what they are going to do after graduating from High School. Despite this, students are skeptical of the applicability of the graduation pathway options toward their future plans. This theme continued into Year 2 with more than one-half of students and parents/caregivers surveyed felt that only "a few" to "none" of the graduation pathway options would work for them (students) or their child/children. Additionally, nearly one-fourth of both student and parent respondents were "unsure" if the graduation pathways would work for them (students) or their child/children (YR1 & YR2).
- Open-ended feedback in Year 3 suggested a non-test pathway option that should be added that is accessible to students in ALE programs (YR3).
- Most educators indicated that additional graduation pathways should be made available to students. Larger districts tended to agree more that pathway options should be increased, while smaller districts reported a higher rate of being unsure (YR2).
- The majority of all respondents (educators, students, and parents/caregivers) agreed that completion of an industry recognized credential should be added as a graduation pathway (YR2).
- Respondents who opted to provide additional feedback indicated that pathways will not be equitable until there are additional graduation pathway options that do not rely solely on a standardized test to measure academic or skill attainment and proficiency (YR2).
- Respondents think graduation pathway options should be added to address the barriers smaller schools and districts face when it comes to offering the current graduation pathway options (YR2).
- Data suggests the need for a pathway focused on employability is directly related to the perceived lack of equity for systemically marginalized student populations to access meaningful pathway options (YR1).

The following additional pathway suggestions were also mentioned by survey respondents, though not as consistently as the previously summarized suggestions:

1. 24 Credit Pathway – Qualitative data suggests that a number of stakeholders would like to see a pathway added that requires students to pass all 24 credit requirements with a minimum grade point average or higher (YR1 & YR2).

2. Capstone Project/Portfolio/Body of Evidence Pathway – A number of survey respondents and focus group participants indicated there is a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment, such as apprenticeships and other mastery-based learning. Data collected during focus groups and on open-ended survey items in Year 2 again indicated that opportunities for mastery-based learning should be integrated into graduation pathway options and that graduation pathways options should not rely solely upon standardized assessments to measure skill attainment and content mastery (YR1 & YR2).
3. Post-secondary Acceptance Pathway – While survey respondents indicated on open responses questions that this was a pathway that should be added, follow up data collected during focus groups showed a divide amongst attendees, with half expressing negative feedback and half expressing positive feedback. However, focus group participants on both sides agreed that actual enrollment, or having taken the steps to complete the financial aid application process, is a better indicator of a successful Post-Secondary Acceptance pathway than acceptance alone, since these steps signify a true intent and are therefore more likely to align to the High School and Beyond Plan (YR1).
4. Testing Pathway – Respondents often pointed out that the majority of existing pathway options rely heavily on testing to indicate successful completion of the pathway and therefore it would be prudent to have a single pathway that includes all the tests students can take towards graduation (YR1).

DO THE GRADUATION PATHWAYS ALIGN TO PROFILE OF A GRADUATE?

- Overall, only 44% of Stakeholder Survey respondents indicated they were familiar with the Profile of a Graduate.
- Stakeholder Survey respondents indicated that the diploma fulfills the purpose of a Profile of a Graduate moderately well to very well. Of the diploma components, the High School & Beyond Plan was the lowest rated in terms of the fulfillment of its purpose (YR3).
- The highest rated pathways in terms of fulling the goals of the Profile of a Graduate were the CTE Sequence and Dual Credit Courses Pathway. Specifically, over 70 percent of respondents indicated that these pathways allowed students to develop or demonstrate cultivation of personal growth and knowledge, and problem solving skills moderately well to very well. (YR3)
- Everyone participating in the Focus Group discussions was also in agreement that the pathways are largely inequitable to special education students, students in small rural school districts and students in ALE schools, and therefore not reflective of the Profile of the Graduate, which should encompass all students in the Washington K-12 education system (YR3).

HOW IS THE HIGH SCHOOL AND BEYOND PLAN BEING IMPLEMENTED?

- Only about half (58 percent) of the Recent High School Graduates and current High School Students (48 percent) were familiar with the High School and Beyond Plan. Given this is a graduation requirement and every high school student should be completing a High School and Beyond plan, these finding are important in that they may indicate the HSBP is not being completed in all high schools and districts in a meaningful way that students are aware of (YR3).
- Similarly, while the majority of educators (88 percent) were familiar with the High School and Beyond Plan it seems somewhat surprising that 12% of educators were "unsure" if they were familiar with the HSBP given it is a requirement for students statewide (YR3).
- Focus group participants reported varying levels of implementation, with the majority of participants indicating the HSBP is a "check the box" activity with little or no relevance to the actual future plans of students and therefore implementation was minimal (YR3).
- Focus group participants also shared that they like the concept of the HSBP and think it could be a positive tool for helping students plan courses of study that support their post-graduation goals, but that additional direction from the state, including general implementation guidelines, associated timelines and accountability requirements, would be helpful in ensuring all students in the state are meeting this graduation requirement in a meaningful way, regardless of school they attend. Additionally, focus group participants felt it would be beneficial if a school level administrator was accountable for ensuring the HSBP was fully implemented, even if the responsible administrator delegated associated tasks to other personnel (YR3).

WHAT IMPROVEMENT COULD BE MADE TO THE HSBP TO MAKE IT A BETTER TOOL FOR STUDENTS TO PLAN THEIR FUTURE AFTER HIGH SCHOOL?

- Responses on both the District and Stakeholder survey indicated that more information about the HSBP needs to be provided to students and parents early on in the high school career, so that there is an opportunity for students to really utilize the tool for its intended purpose. Based on collected data, many students wait until their senior year to complete their HSBP and at that point it is considered a, "check the box" activity and cannot be completed in a meaningful way (YR3).
- Respondents also suggested that the HSBP would carry more meaning if it was a more individualized process in which students could work directly with advisors and parents to complete the tool in a thoughtful manner. As well, it was suggested that the tool be completed as part of a separate class, or built into core subject classes so that students could complete the tool under direct instruction (YR3).

- Respondents communicated that this would likely require additional funding and resources from the state to ensure that staff received adequate professional development to implement and create meaningful lessons around the HSBP (YR3).
- Regarding the HSBP platform itself and the tools included, it was suggested that a consistent statewide HSBP platform and data system would be beneficial for housing associated information. This would also provide an opportunity for parents and advisors to access and assist students with their plans. Furthermore, respondents indicated that students transferring in and out of different high schools would be able to continue with their current HSBP instead of restarting at every new school if there were a statewide system to house individual HSBPs (YR3).
- They also indicated that the HSBP seemed to be geared specifically towards college bound students and that the careers and pathways suggested for students were very, "college heavy". Additional feedback indicated that the HSBP tool be revised to include a wider variety of career and educational paths beyond attending a 4 year college or university (YR3).

WHAT IMPROVEMENT COULD BE MADE TO THE HSBP TO MAKE IT A BETTER TOOL FOR STUDENTS TO MAKE DECISIONS ABOUT COURSES, GRADUATION PATHWAY OPTIONS, OTHER ACADEMIC AND CAREER LEARNING ACTIVITIES?

- Findings indicated that the HSBP needs to be individualized based on student needs and reviewed on a regular basis with advisors, students and parents and revised accordingly to ensure that the HSBP accurately reflects the student and serves as a better academic planning tool. Starting the HSBP as early as middle school would allow it to be a "living" document that is updated and reevaluated consistently to reflect a student's changing needs and interests (YR3).
- Data suggests that in order to make the HSBP a viable planning too, it needs to be more incorporated into core subjects or stand alone as a class. Survey and focus group participants indicated this would help make the tasks and activities completed as part of the HSBP more meaningful for students and provide them with a deeper understanding as to the relevance of the HSBP in course selection and academic planning in alignment with their post high school goals (YR3).
- In order to ensure consistent implementation of the HSBP research participants indicated that having a consistent platform across the state would be of great benefit. Specifically, if the HSBP was housed on a consistent, statewide, digital platform advisors, teachers, parents and students could access plans regularly for review and updating. Additionally, students transferring in and out of various high schools would not be penalized or lose progress on their plan (YR3).
- The HSBP, "Career Exploration Quiz" needs to include more diversity when it comes to the skills, sectors, and education programs suggested to students. Respondents shared that they felt this

feature was geared toward careers that require a college education and that in order to be a useful planning tool the program needed to take into account that not every student intends to start a career that requires a college degree (YR3)

- In order to make the HSBP a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities survey respondents and focus group participants indicated that students need opportunities to learn more about the graduation pathway options in general, followed by guidance in creating a HSBP that is supported by one of the graduation pathway options and is driven by their skills and interests and not based on what they can, "pass". This includes making sure parents are included in opportunities to learn more about both the HSBP and the graduation pathway options, so that they are poised to serve as actively engaged and advocates (YR3).

ARE THE GRADUATION PATHWAYS RELEVANT TO STUDENTS AND HOW COULD THEY BE MORE RELEVANT?

- Of Stakeholder Survey respondents that indicated they were familiar with the current graduation pathway options, just over half (51 percent) indicated the graduation pathway options were not relevant to all students. Related qualitative data indicated that this lack of relevancy is directly related to the lack of equity for all types of students and schools when it comes to the graduation pathway options. Specifically, respondents shared that because the pathways are not equitable or accessible to all students, they are not a relevant measure of high school completion and need to focus more on options for students receiving special education services, unconventional students, and students that are not college bound immediately after high school, if they are to become more relevant (YR3).
- Respondents also reported that students are typically satisfying graduation pathway option requirements via a process of elimination, starting with the easiest pathway to satisfy, versus selecting a pathway that supports their post-graduation goals. Additionally, they indicated that the pathway options some students end up being pushed into have no relevance to their dreams or interests. This was indicated as especially common for students who cannot meet the requirements of graduation pathways requiring a standardized assessment and are then pushed into the CTE pathway, even though the courses they need to take to satisfy the CTE graduation pathway requirement have no relevance to them YR3).
- As shown, the majority of respondents agreed that communication skills (96 percent), problem solving skills (93 percent), collaboration skills (91 percent) and critical thinking skills (91 percent) were among the most important. The skill that was rated as being the least important was test taking (25 percent), which is notable given that half of the current pathway options involve a

standardized test. It was also indicated that a two year degree (29 percent), four year degree (27 percent) and foreign language skills (30 percent) were not as important (YR3).

- When asked about the skills and attributes needed in the current workforce, the majority of respondents agreed that communication skills (96 percent), problem solving skills (93 percent), collaboration skills (91 percent) and critical thinking skills (91 percent) were among the most important. The skill that was rated as being the least important was test taking (25 percent), which is notable given that many of the current pathway options involve a standardized test and do not provide direct learning opportunities to develop the skills identified as important. Additionally, the majority of respondents (98 percent) indicated that general employability skills are necessary for post high school success (YR3).
- In terms of the type of learning opportunities available to WA students most Stakeholder Survey respondents indicated that WA students should be provided with more direct experiences that connect to work (80 percent), as well as opportunities to work on real-world problems (77 percent), and employability skill practice (76 percent). In addition, about half of all respondents felt that WA students are already provided with the right amount of math and English (47 percent) and college readiness (47 percent) (YR3).
- Of respondents that are responsible for hiring or supervising employees as part of their current job duties (n=283) a good work ethic, problem-solving or critical thinking skills, and communication skills were the attributes they most desired in employees of all levels. Respondents also overwhelmingly commented that overall, today's entry level job seekers lack experience and understanding when it comes to what needs to be done to apply for a job, interview, show up reliably and consistently, and "work hard". These findings were resoundingly supported by data collected from Industry Stakeholder interviews (YR3).
- The majority of Industry Stakeholder Interview participants indicated that they wished potential job applicants, at all levels, had some amount of pertinent work experience and were better prepared for the interview and hiring process in general. Including interview experience, a solid resume free of typos and spelling errors, look professional, and have some relevant knowledge of the company or job they are interviewing for. Additionally, interviewees overwhelmingly indicated that applicants lack basic experience in these areas and felt that this was something that should be learned in school, prior to ever applying for a job (YR3).

SUGGESTIONS FOR FUTURE DEVELOPMENT

While the scope and sequence of the research regarding the current Graduation Pathway Options in the State of Washington described in this report was intended to be a three year project, it is our hope that the current findings provide the basis for project sustainability beyond these three years. Given the time, effort and resources that goes into collecting data, engaging stakeholders and compiling the results in a meaningful way, the ultimate goal of the work done to this point is to ensure it has a lasting impact beyond the life of the project. Afterall, data is only as good as it is useful to the stakeholders engaged with the findings.

Research questions should indeed lead to more questions and there is no limit to the directions the current research and findings described in this report can go in the future. The following suggestions for future development are intended as a jumping off point for continuing to explore, improve and refine the WA Graduation Pathway Options to ensure that they are equitable, meaningful, and relevant to each and every student. These suggestions are based on the data and feedback collected from stakeholders across the three years of the project and represent potential data driven ways to build on the work that has been done thus far.

1. Students should have pathway options that more accurately reflect Washington's Profile of a Graduate. Specifically, pathway options need to provide more opportunities for students to cultivate personal growth and knowledge, solve problems, communicate effectively, sustain wellness, embrace differences/diversity and master life skills/self-agency. Satisfying the requirements of current graduation pathway options do not necessarily support the important goals of Profile of a Graduate.

   > *"My son is four-year college bound, but where are the hands-on experiences so he knows how to navigate life outside the classroom? I want him to have real world learning experiences in high school. He's smart and can pass all of the tests, but I worry when he gets to college, he won't know how to navigate the other important aspects of life." – Parent*

2. Graduation pathways need to include options that are meaningful for students regardless of their post high school goals and dreams. Specifically, there is a great need for graduation pathway options that require opportunities to master the skills and attributes needed to succeed in the 21st century job market, regardless of whether job attainment occurs immediately after high school or during/after post-secondary education. Future work in this area also ensures the graduation pathway options are more aligned with the Washington Profile of a Graduate's definition of the purpose of the diploma.

"Within the past two years, I've noticed people come to apply for a position lacking leadership skills and when asked how they would handle conflict resolution they don't seem to know how to navigate through that. Conflict resolution can be a big deal!" - HR Manager, Walsh Construction

"10 percent of our students are going to be farmers and we don't recognize these things, there aren't pathways for them. They actually know what they want to do, and we can't support them." - Educator

3. Students should have pathway options that truly reflect their High School and Beyond Plan. This requires that the High School and Beyond Plan be a meaningful instrument that informs the supports students receive in planning their coursework, satisfying the requirements of their chosen graduation pathway and ensuring they leave high school with the skills, knowledge and *experiences* they need to achieve their post-graduation goals, regardless of what those are.

   "As a student I wish that we worked backwards, where we asked students what they want to do and who they want to be and then built a pathway around that." – Student

4. Data collected during all three years of the project strongly indicate the need for additional graduation pathway options, especially pathways that are not assessment based. Specifically, graduation pathways should be added that positively impact both equity for districts/schools in their ability to offer all of the graduation pathway options, and increase the likelihood that *all* students have access to pathways that are meaningful and supportive of their post-graduation goals. Future work on the incorporation, design, and parameters of additional pathways is needed and should be informed by stakeholders such as educators, parents/caregivers, industry professionals, other content experts, and most especially students.

   "I'm from a small district with only two CTE pathways and these are not meaningful to most of the students who are taking them, but it's their only option, so we're all complicit in making them take courses that mean nothing to them, because we want them to have that diploma." – Educator

5. Graduation pathway options and the parameters under which they are satisfied need to be more student driven and incorporate greater opportunities for mastery-based learning. This provides students the opportunity to apply their learning in real world settings, and demonstrate skill attainment and academic mastery in ways that truly reflect their learning experiences, inspire them to be lifelong learners, and honor their post-graduation goals.

> *"Not every student has the luxury of missing classes for external learning opportunities, but I've learned absolutely nothing in school taking and passing my AP tests. The things I've learned that matter most to me have all come from the opportunities I have outside of school, in the real world." – Student*

6. All projects are limited by time and budgetary restraints, leaving plenty of opportunity for future work that expands on goals of the original project. Logical next steps for continued research on the graduation pathway options, might include focusing on collecting data from students and recent graduates as a standalone sample. These populations can be hard to engage when included as a part of a larger stakeholder sample and deserve the time and resources needed to create research instruments and protocols dedicated to collecting data specific to these populations. Given that students were not included in the original RFP for the project and were added to ensure a complete sample was provided, more time should be spent focusing on collecting data from a diverse sample of students and post graduates only.

> *"We so rarely ask students what they want, what they need. We tell them what we think they need and should do, but that's not what prepares a student for life. It doesn't inspire them and it doesn't help them. We are failing students if we don't ask them what they need." – Educator*

> *"No one knows what I want to do after I leave school. Maybe I don't even know, but it's not the pathways. I don't know how to get where I want and do what I'm supposed to at the same time." - Student*

STUDY BACKGROUND

Per Engrossed Second Substitute House Bill 1599 (E2SHB 1599), beginning with the class of 2020 Washington students are required to meet the state and local credit graduation requirements, complete a High School and Beyond Plan (HSBP), and complete one of the following graduation pathway options in order to graduate[3]:

[3] The armed services test (ASVAB) and the CTE course sequence are new graduation pathways; the other pathways described in HB 1599 have been previously approved alternatives to the assessment requirements. Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and both pathways meet the purpose of a high school diploma: to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner (RCW 28A.230.090). A student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

1) Meet or exceed the graduation scores on state high school assessments in English Language Arts (ELA) and Math (Smarter Balanced Assessments or Washington Access to Instruction & Measurement);
2) Earn credit in dual credit courses (for example, Running Start or College in the High School) in ELA and math;
3) Earn high school credit, with a C+ grade, or receiving a three or higher on the Advanced Placement (AP) exam, or equivalent, in AP, International Baccalaureate (IB), or Cambridge International (CI) courses in ELA and mathematics; or receiving a four or higher on International Baccalaureate exams;
4) Meet or exceed the graduation scores in the math and reading/English/writing portions of the SAT or ACT;
5) Earn credit in a transition course, as defined in E2SHB 1599, (including but not limited to a Bridge to College course, which is a senior course for students who earned a Level 2 on the Smarter Balanced Assessment;
6) Meet any combination of at least one ELA and one math option of those options listed in #1-5;
7) Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery); and
8) Complete a sequence of Career and Technical Education (CTE) courses (Washington State Board of Education)[4].

In order to meet the reporting requirements set forth by the education committees of the legislature, the SBE partnered with Strobel Consulting to design and implement surveys and focus groups to address SBE's need to collect useful data from district administrators/personnel, school administrators/personnel, parents/caregivers, and most importantly, students. In the third year of the project Strobel Consulting conducted a School District Survey, Stakeholder Feedback Survey, Focus Groups and Industry Stakeholder Interviews during spring of 2022.

Beyond addressing the reporting requirements of E2SHB 1599, the following project goals and objectives include lessons learned and potential strategies to improve the high school graduation pathway options, future data collection, and project planning and implementation. Specifically, the overarching objectives of the project are:

a. Survey findings and associated reports provide comprehensive and relevant information, including potential strategies that are useful to SBE in making well-informed decisions on what to include in its reports to the legislature.
b. Data collected as part of this project informs reasonable and valid evidence based decision-making processes.

[4] Washington State Board of Education. Graduation Pathways http://www.sbe.wa.gov/our-work/graduation-requirements/graduation-pathways

c. Survey, interview, and focus group respondents are representative of Washington's population, not only demographically, but also in terms of their role in the education system.
d. Survey and interview questions, formats, and delivery modes are accessible to diverse potential participants, including, but not limited to: people from communities of color, people whose preferred mode of communication is not email, people whose home language is not English, people with disabilities, and people from households with a range of income levels and geographic characteristics (e.g. urban / suburban / rural / eastern Washington / western Washington).

The following report provides detailed information on the findings of the third year of the Washington Graduation Pathway Options Stakeholder Feedback project. Key findings from survey results, gathered from Educators, Parents/Guardians, Community Members and Students regarding the graduation pathway options, are presented along with feedback obtained via Focus Groups and Industry Stakeholder Interviews. The report concludes by highlighting lessons learned.

STUDY OVERVIEW

The District Follow Up Survey (District Survey), Stakeholder Survey, Focus Groups and Industry Stakeholder Interviews were conducted in an effort to understand the high school graduation pathway options available in the state of Washington within the context of the overarching research questions (listed below). During year three of the project, all respondents were given an opportunity to provide open-ended feedback about the High School and Beyond Plan and Profile of a Graduate in relation to the graduation pathway options. As well, respondents were asked about the skills needed to achieve gainful employment and to share their perceptions regarding skills current job seekers lack. District and school administrators were asked about the barriers that prevented their district from offering all of the graduation pathways and were given the opportunity to provide open-ended feedback about the graduation pathway options and recommendations for changes. The following research questions guided the development of the project and subsequent instruments and protocols:

1. What changes, if any, should be made to the existing eight pathways?
2. What are the perceived barriers to offering all of the graduation pathways at both the school and district level?
3. How can districts eliminate or reduce barriers to offering all of the graduation pathways?
4. Do all students have equitable access to all of the graduation pathways and, if not, what are potential strategies for reducing barriers to equitable access?
5. Should additional graduation pathways be included and if so, what pathways should be added and what is the associated rationale for doing so?

The year 3 scope of work was also expanded to address the following issues:

a. How the High School and Beyond Plan is/was implemented in their school or district.
b. What improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school
c. What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities.
d. Relevancy of pathways, and how to make them more relevant.
e. Alignment of pathways to Profile of a Graduate

To collect data addressing the aforementioned research questions, a District Survey, Stakeholder Survey, Focus Groups and Industry Stakeholder Interviews were administered to, or hosted with, a wide range of Washington educators, parents/caregivers, community members and students. Dedicated efforts were made to include a diverse scope of participants reflective of the demography of both the state of Washington and educators in the state of Washington. The online window for District Survey and Stakeholder Survey completion was 60 days, during which time 25, and 868 responses were collected. The largest groups completing the Stakeholder Survey were Parents/Guardians (36%) and Educators (35%).

What follows is a description of the methods and measures used to collect the data and a detailed breakdown of the results.

METHODOLOGY

The Washington Graduation Pathway Options Stakeholder Feedback Project Year Three (YR3) commenced in January of 2022 and concluded in July of 2022. In order to collect stakeholder feedback, educators, parents, community members, recent high school graduates and high school students were invited to participate in an online survey, "WA Graduation Pathway Options – Stakeholder Survey 2022" (Stakeholder Survey) that gathered feedback on the graduation pathway options in relation to skills needed to be successful post high school. District and school admin/personnel were also invited to participate in an online survey "WA Graduation Pathway Options – District Survey 2022" (District Survey) and Focus Groups that gathered feedback on the graduation pathway options as related to the High School and Beyond Plan and the Profile of a Graduate. Personnel responsible for hiring and/or managing employees representing various industries from a cross-section of locations in the state were contacted for brief Zoom or phone interviews regarding job skills. A total of 868 stakeholders completed the Stakeholder Survey, 25 District and School Admin/Personnel completed the District Survey, 11 educators participated in one

of four Focus Groups and 20 businesses participated in Zoom or phone Industry Stakeholder Interviews.

In order to ensure the maximum number of stakeholders were able to provide feedback by participating in project activities the Washington State Board of Education (SBE) notified stakeholders of the District Survey, Stakeholder Survey and Focus Groups via email using their listserv. The SBE also engaged in targeted Facebook advertising to inform recent high school graduates and current high school students of the survey opportunity. As well, Strobel Consulting reached out to stakeholders directly, by sending direct emails inviting them to participate and share the survey links and focus group information with their colleagues, staff, students, and parents/caregivers.

Additionally, as responses to the District Survey were collected, Strobel Consulting contacted educators who indicated they would like to participate in focus groups, to ask if they would share the Stakeholder Survey link and focus group information with their students and colleagues. This served as a way to inform stakeholders of opportunities to share related feedback and collect additional data from these stakeholder groups.

To recruit a diverse group of community stakeholders from businesses around the state to participating in Zoom or phone Industry Stakeholder Interviews Strobel Consulting compiled a contact list of personnel responsible for hiring and/or supervising employees and reached out to them directly via phone and email.

QUANTITATIVE DATA COLLECTION METHODS

Quantitative data collected included the District Survey and Stakeholder Feedback Survey.

DISTRICT SURVEY

School level and district personnel completed an online District Survey between June 1 and July 1, 2022. The survey, created by Strobel Consulting, was developed to measure:

- The barriers school districts have to offering all of the graduation pathways and potential strategies to eliminate or reduce those barriers;
- Whether changes to the existing graduation pathways should be made and what those changes should be;
- Whether all students have equitable access to all of the graduation pathways and, if not, potential strategies to reduce the barriers students may have to accessing all of the graduation pathways;
- Interest in focus group participation; and
- Demographic information.

STAKEHOLDER SURVEY

Educators, parents/caregivers, community members, recent high school graduates, and students completed an online Stakeholder Survey between May 27 and July 23, 2022. The survey, created by Strobel Consulting, was available in both English and Spanish and was developed to measure:

- Whether changes to the existing graduation pathways should be made and what those changes should be;
- Whether modifications should be made to any of the existing pathways or pathways should be added;
- Important skills and attributes needed to be successful in the 21st century workforce;
- Skills necessary for success after high school graduation;
- Whether the High School and Beyond Plan, and graduation pathway options prepare students for post high school success;
- Relevance of the High School and Beyond Plan and graduation pathway options;
- Relevance of pathways, and how to make them more relevant;
- Alignment of pathways to Profile of a Graduate; and
- Demographic information.

Findings from the District and Stakeholder Surveys will be used to address the reporting requirements of E2SHB 1599 and the overarching project goals and objectives. In addition, the findings include lessons learned and potential strategies to improve both high school graduation pathway options and future project planning and implementation.

QUALITATIVE DATA COLLECTION METHODS

Qualitative data collected included Focus Groups, Industry Stakeholder Interviews and open-ended survey data from the District and Stakeholder Surveys.

FOCUS GROUPS

District and school stakeholders around the state were notified of the Focus Groups via SBE email distribution lists, the current District Survey, and direct contact with previous survey respondents who indicated they were interested in Focus Group participation and requested follow up communication by providing their contact information. Contacts on the SBE listserv were encouraged to share the Focus Group participation information with colleagues, other educators, and/or host Focus Groups for students. Emails included information about the Focus Groups, as well as instructions to register to attend or host (student) Focus Groups.

All available dates and times for the online Focus Groups were included in the SBE email. Each Focus Group was capped at seven participants to ensure the likelihood of successful moderation that

allowed all participants to have a chance to share their thoughts and feedback. All Focus Groups were open to all educators and focused on the following topics:

1) What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities and to plan their futures beyond high school.
2) Alignment of pathways to Profile of a Graduate, the relevancy of current pathways, and feedback on how to make them more relevant.

Every effort was made to recruit educators to host a Focus Group for students, however educators were a challenge to engage and those that did agree to host student Focus Groups, ended up canceling them.

Focus Groups took place online. This permitted more equitable access for all stakeholders that wanted to participate in a Focus Group regardless of their physical location. This also allowed for the observance of social distancing measures to continue to mitigate exposure and spread of the COVID-19 virus.

Focus Groups occurred over a period of one week from June 9, 2022 to June 16, 2022. Focus Group times ranged from 12:00 PM to 4:00 PM PDT to accommodate as many stakeholder schedules as possible. In total, four online Focus Groups were hosted, with a total of 11 participants. Focus Group sessions ranged in attendance from two to three attendees.

INDUSTRY STAKEHOLDER INTERVIEWS

Industry stakeholders around the state were contacted via email and phone to recruit potential participants for a brief Zoom or phone interview. Various businesses representing industries within the state of Washington were notified of the project background and purpose and were invited to share the information and Strobel Consulting contact information with other colleagues and businesses.

If interested, potential participants were asked to provide available dates and times for the brief 15-30 minute interview. An email confirming the date and time, along with a Zoom meeting link if applicable, was then provided. Many stakeholders who were contacted via phone to gauge their interest level to participate opted to answer the interview questions at that time and therefore no email to schedule the interview or a subsequent Zoom link email was provided.

Every effort was made to conduct Industry Stakeholder Interviews with personnel representing a variety of Washington industries, business sizes, and locations.

Interview questions were designed to get more information about the types of skills and knowledge that employers find desirable, as well as the skills and knowledge that they find to be lacking in the current workforce. The full Industry Stakeholder Interview protocol can be found in Appendix D.

OPEN-ENDED SURVEY QUESTIONS DISTRICT SURVEY

Survey respondents were given the opportunity to respond to one to five open-ended survey questions.

District and school educators from districts that do not currently offer all the graduation pathway options (per the Basic District Compliance Survey) were asked to describe the changes that need to happen for their district to offer all of the graduation pathway options. District and school educators who indicated changes should be made to the existing graduation pathway options were asked to elaborate on what those changes should be. As well, district and school educators who indicated that additional pathway options need to be added were asked to explain what those additions should be and why. And finally, educators that indicated all students in their district did not have equitable access to all of the graduation pathways were asked to describe potential strategies to reduce the barriers to accessing all the pathway options and/or the options that should be added to ensure each and every student has equitable access to the graduation pathway options.

All respondents were given the opportunity to share any additional feedback they had regarding the survey, or the graduation pathway options in general. Open-ended questions asked in response to previously selected answers were required, while the general open-ended question asked of all survey respondents was not. Open-ended questions allowed researchers to gain a deeper understanding of certain responses provided.

OPEN-ENDED SURVEY QUESTIONS STAKEHOLDER SURVEY

Survey respondents were given the opportunity to respond to one to six open-ended survey questions.

Respondents who indicated they were responsible for hiring or supervising employees as part of their current job duties were asked to describe skills that today's job seekers lack. Respondents that indicated the current graduation pathway options were not relevant to all students were asked to describe how current pathway options could be more relevant for all students. As well, student respondents that indicated the graduation pathway options were not relevant to them were asked why they were not relevant and what would make them more relevant. Respondents that were familiar with the High School and Beyond Plan were asked to describe the improvements that could be made to make it a better tool for students to plan their future after high school and make decisions about courses, pathway options and other academic learning activities.

All respondents were given the opportunity to share any suggestions they may have for changing the existing pathways or adding additional pathways to better address these skills. Open-ended questions asked in response to previously selected answers were required, while the general open-

ended question asked of all survey respondents were not. Open-ended questions allowed researchers to gain a deeper understanding of certain responses provided.

SAMPLE CHARACTERISTICS

DISTRICT SURVEY RESPONDENT CHARACTERISTICS

District Follow-up Survey respondents included district administrators or personnel and high school administrators, teachers or personnel. The majority of respondents were district administrators, comprising 68 percent of the total sample.

Table 1. District Survey Respondent Types

Respondent Types	Count	Percent
District Administrators or Personnel	17	68%
High School Administrators, Teachers or personnel	8	32%
Total	**25**	

High School personnel were asked to indicate the type of high school where they worked. The majority (75 percent) of respondents indicated they worked at a traditional public high school.

Table 2. District Survey Respondent School Types

School Types	HS Admin, Teacher or Personnel
Traditional Public High School	75%
Alternative High School	12.5%
Reengagement High School	12.5%

To the extent possible, it was important that surveys were collected from a variety of district respondents to ensure that all populations, groups, and identities within the Washington school system had a chance to make their voices heard. All respondents were given an opportunity to indicate their gender, ethnicity, and racial identification to ensure that the diversity of responses received were indicative of the larger WA education system. Respondents also had the opportunity to decline to respond to any of the demographic questions. In each demographic category, between 8 percent and 12 percent of respondents declined to respond (Tables 3-4).

The majority of respondents were male (56%) and White (88%). It should be noted that the sample size (n=25) was extremely small, and not varied and diverse.

Table 3. District Survey Respondent Demographics: Educator

Demographic		Educator		WA State Educators[5]
		Count	Percent	
Gender	Male	14	56%	26%
	Female	8	32%	74%
	Decline to Respond	3	12%	ND
Ethnicity	Hispanic	2	8%	5%
	Hispanic – Decline to Respond	2	8%	ND
Race	American Indian or Alaskan Native	1	4%	>1%
	Asian	0	0%	3%
	Black, African American	0	0%	2%
	Native Hawaiian or Other Pacific Islander	0	0%	>1%
	White, Non-Hispanic	22	88%	87%
	Other	0	0%	1%
	Decline to Respond	2	8%	ND

In addition to demographic diversity, it was important that responses also come from various districts across the state. All educator respondents were asked to identify their district. Twenty four school districts of the 252 districts in the state that serve high school students, were represented in the survey. On average one educator from each district responded to the survey. The majority of districts represented in the survey were considered small to very small in size and offered at least five of the available pathway options. Given the small sample size of the District Survey it was not possible to analyze survey results by district demographics or respondent type.

Table 4. District Survey Participating District Demographics

Demographic		Educator	
		Count	Percent
Size	Small to Very Small	20	83%
	Medium	3	13%
	Large to Very Large	1	4%
Grad Pathways Offered	1-4 Pathways	1	3%
	5-7 Pathways	23	97%

[5] Washington Office of Superintendent of Public Instruction, 2021

STAKEHOLDER SURVEY RESPONDENT CHARACTERISTICS

Stakeholder Survey respondents included educators, parents/caregivers, high school students, recent high school graduates, and community members. The majority of respondents were parents/caregivers, comprising 36 percent of the total sample, followed closely by educators at 35 percent.

Table 5. Stakeholder Survey Respondent Types

Respondent Types	Count	Percent
Educators	305	35.1%
Parents / Caregivers	314	36.2%
Community Member	159	18.3%
High School Students	64	7.4%
Recent High School Graduates	26	3.0%
Total	**868**	

Stakeholders were asked to indicate if they were members of any education or business related associations, groups, agencies, or organizations. Of the 868 respondents, 260 indicated membership in one or more of the following groups.

Table 6. Stakeholder Survey Memberships and Associations

Organization	Count	Percent
Association of Washington School Principals (AWSP)	41	10%
CTE General Advisory Council	10	2%
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	11	3%
Four-year Higher Education Institutions	17	4%
Office of the Superintendent of Public Instruction	7	2%
Parent Teacher Association (PTA)	42	10%
School Board	14	3%
Washington Association for Career and Technical Education (WA-ACTE)	28	7%
Washington Association of School Administrators (WASA)	38	9%
Washington Education Association (WEA)	91	21%
Washington State Apprenticeship and Training Council (WSATC)	6	1%
Washington State Board for Community and Technical Colleges (SBCTC)	6	1%
Washington State School Directors' Association (WSSDA)	16	4%
Other Association, Group, Agency, or Organization Representing - Business, Trades or Industry	33	8%
Other Association, Group, Agency, or Organization Representing - Education	48	11%
Other Association, Group, Agency, or Organization Representing - Parents	16	4%

To the extent possible, it was important that surveys were collected from a variety of respondents to ensure that all populations, groups, and identities within the Washington school system and community had a chance to make their voices heard. All respondents were given an opportunity to indicate their gender, ethnicity, and racial identification to help ensure that the diversity of responses received were indicative of the state of Wyoming. Respondents also had the opportunity to decline to respond to any of the demographic questions. In each demographic category, between 3 percent and 17 percent of respondents declined to respond (Tables 7-10).

With regard to gender, most of the stakeholder sub-groups were fairly evenly distributed and/or representative of the larger sample they represent, with a few exceptions. Parents/Guardians were slightly less balanced than adults in the state of WA, with more female respondents participating. However, among Parents/Guardians, females statistically tend to be more active participants with regards to their children's school activities, so it is not surprising that the majority of Parent/Guardian respondents were female. High School Student and Recent High School Graduate stakeholders had the highest percentage of male respondents, at 69 percent which differs from the distribution of Washington state students in which 52% are male.

All respondents were asked to indicate the ethnicity and race they most identify as. High School Student respondents were more likely to indicate they were of Hispanic or Latinx origin (34 percent) than parent/caregiver (11 percent), educator (4 percent) or community member (8 percent) respondents. Parents/caregivers (10 percent) and educators (11 percent) were more likely to decline to provide this information.

With regard to race, the vast majority of respondents were White (70 percent), with 16 and 17 percent of parents/caregivers, educators, and students declining to provide racial identity. While this largely reflects the ethnicity of Washington, where 68 percent of the population is white, overall the sampling of survey respondents was more diverse than the state of Washington. Student and Recent High School Graduate respondents were more diverse than the population of Washington students in general and more likely to select Black, Asian, Native American, Other, or multiracial.

Parent/Guardian and Community Member respondents included more Native American and Black participants than the adult population in WA. As well, Educator respondents included more American Indian/Alaskan Native participants than the population of WA State educators. While Educators were less likely to be Asian or Black, the large number of "Decline to Respond" responses means it is unclear whether the actual sample is more or less diverse. Given that sampling parameters are based on the larger population from which data is being collected, the student, parent/caregiver, community member, and educator demographics for the state of Washington are provided in the following tables to help give context to the sampling.

As shown, educator respondents were fairly representative of the educator demographics in the state, while the student, community member and parent/caregiver respondents were slightly less representative in terms of gender and race, with more males than the general population of students

and adults and more American Indian/Alaskan Native, Black and Native Hawaiian respondents in terms of race. Additionally, there were slightly fewer Hispanic and Asian community member and parent/caregiver respondents than the state population. However, based on the lack of significance for all but one survey item when analyzing each item by racial identity, it is unlikely additional responses from Hispanic and Asian community members and/or parent/caregiver respondents would have altered the findings.

Table 7. Stakeholder Survey Respondent Demographics: Overall

Demographic		Overall	
		Count	Percent
Gender	Male	307	35%
	Female	485	56%
	Nonbinary	8	1%
	Other	2	0%
	Decline to Respond	66	8%
Ethnicity	Hispanic	83	10%
	Hispanic – Decline to Respond	79	9%
Race	American Indian or Alaskan Native	38	4%
	Asian	48	6%
	Black, African American	45	5%
	Native Hawaiian or Other Pacific Islander	15	2%
	White, Non-Hispanic	607	70%
	Other	28	3%
	Decline to Respond	131	15%

Table 8. Stakeholder Survey Respondent Demographics: Educator

Demographic		Educator		WA State Educators[6]
		Count	Percent	
Gender	Male	64	21%	26%
	Female	203	67%	74%
	Nonbinary	6	2%	ND
	Other	0	0%	ND
	Decline to Respond	32	10%	ND
Ethnicity	Hispanic	11	4%	5%

[6] Washington Office of Superintendent of Public Instruction, 2021

Demographic		Educator		WA State Educators[6]
		Count	Percent	
	Hispanic – Decline to Respond	34	11%	ND
Race	American Indian or Alaskan Native	8	3%	>1%
	Asian	9	3%	3%
	Black, African American	3	1%	2%
	Native Hawaiian or Other Pacific Islander	1	0%	>1%
	White, Non-Hispanic	239	78%	87%
	Other	2	1%	1%
	Decline to Respond	53	17%	ND

Table 9. Stakeholder Survey Respondent Demographics: Student

Demographic		Student		Recent HS Grad		WA State Students[7]
		Count	Percent	Count	Percent	
Gender	Male	44	69%	18	69%	52%
	Female	17	27%	8	31%	48%
	Nonbinary	0	0%	0	0%	>1%
	Other	1	2%	0	0%	ND
	Decline to Respond	2	3%	0	0%	ND
Ethnicity	Hispanic	22	34%	5	19%	25%
	Hispanic – Decline to Respond	4	6%	0	0%	ND
Race	American Indian or Alaskan Native	9	14%	3	12%	1%
	Asian	14	22%	3	12%	8%
	Black, African American	9	14%	4	15%	5%
	Native Hawaiian or Other Pacific Islander	4	6%	3	12%	1%
	White Non-Hispanic	20	31%	14	54%	51%
	Other	8	13%	1	4%	ND
	Decline to Respond	10	16%	1	4%	ND

Table 10. Stakeholder Survey Respondent Demographics: Parent/Caregiver and Community Members

Demographic		Parent/Caregiver		Community Member		WA State Adults[8]
		Count	Percent	Count	Percent	
Gender	Male	98	31%	83	52%	50%
	Female	187	60%	70	44%	50%

[7] Washington Office of Superintendent of Public Instruction, 2021

[8] US Census, 2020

Demographic		Parent/Caregiver		Community Member		WA State Adults[8]
		Count	Percent	Count	Percent	
	Nonbinary	2	1%	0	0%	ND
	Other	1	0%	0	0%	ND
	Decline to Respond	26	8%	6	4%	ND
Ethnicity	Hispanic	33	11%	12	8%	13%
	Hispanic – Decline to Respond	32	10%	9	6%	ND
Race	American Indian or Alaskan Native	10	3%	8	5%	2%
	Asian	15	5%	7	4%	9%
	Black, African American	18	6%	11	7%	4%
	Native Hawaiian or Other Pacific Islander	5	2%	2	1%	1%
	White Non-Hispanic	217	69%	117	74%	68%
	Other	12	4%	5	3%	ND
	Decline to Respond	50	16%	17	11%	ND

FOCUS GROUP PARTICIPANT CHARACTERISTICS

Due to the continued COVID-19 outbreak, all Focus Groups took place online via Zoom[9] during YR3. The Focus Groups took place in June and school/district staff, and students were invited to participate in a Focus Group covering the following topics:

1) What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities and to plan their futures beyond high school.
2) Alignment of pathways to Profile of a Graduate, the relevancy of current pathways, and feedback on how to make them more relevant.

There were 14 educators that registered to participate in one of 4 online Focus Groups to discuss the graduation pathways in the context of the High School and Beyond Plan and the alignment of a Profile of a Graduate. Of the 14 registered participants only 11 actually attended.

[9] Zoom Video Communications, Inc. is an American communications technology company headquartered in San Jose, California. It provides videotelephony and online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations.

While all educators that participated in Focus Groups and the district survey were provided information to host a student Focus Group, none occurred. Two educators initially registered to host student Focus Groups, however each educator canceled prior to their schedule Focus Group.

INDUSTRY STAKEHOLDER INTERVIEW PARTICIPANT CHARACTERISTICS

Researchers contacted businesses in the State of Washington via email and phone to recruit participants for Industry Stakeholder Interviews The Interviews took place in July and August and targeted business owners, managers, human resources managers and/or other personnel in a supervisory role. The interviews included questions regarding the following topics:

1. Types of skills and knowledge that employers find desirable.
2. Skills and knowledge lacking in the current workforce.

Over 110 businesses in the state from a variety of industries including retail, hospitality, aerospace, construction trades, fishing, agricultural, manufacturing, health and technology were contacted via email and phone. Of those contacted, 20 agreed to participate in the Interview either by phone or Zoom. The businesses interviewed included those in construction trades, fishing, forest products, grocery, healthcare, horticulture, hospitality, manufacturing, retail, staffing and tribal. Researchers made every effort to interview at least one business in each significant Washington business industry category. Of note, because aerospace is one of the top sectors in Washington State, researchers reached out to 19 various companies within that sector to schedule an interview. Unfortunately, none of these companies were willing to participate. As well, Strobel Consulting utilized contacts provided by SBE members with personal relationships in the aerospace industry and were still unable to recruit personnel from this sector for an interview.

Researchers also made every effort to be sure that the businesses interviewed comprised a variety of sizes, as well as regions in the state. As shown in Table 11, businesses from at least one industry were interviewed in each of the six regions. The majority of businesses interviewed were from the South Puget Sound (35 percent) region.

Table 11. Industry Stakeholder Interview Participants

Region	Industry	Business/Org Name	Location	# Employees
Northeast	Custodial	Argus Janitorial	Spokane Valley	350
	Forest Products	Inland Empire Paper Co.	Millwood	100 - 250
	Tribal	Spokane Tribe	Wellpinit	475
Northwest	Grocery	Haggen Food & Pharmacy	Bellingham	10,000
	Healthcare	Ever Home Healthcare	Lynnwood	51 - 200
	Healthcare	Providence Health and Services	Inland Northwest	120,000
	Manufacturing	Janicki Industries	Sedro-Woolley	442
Olympic	Grocery	Jay's Farmstand	Olympia	13
	Grocery	Farm Fresh Market	Olympia	6

Region	Industry	Business/Org Name	Location	# Employees
	Retail	Pane d'Amore	Port Townsend	50
Pacific Cascade	Fabrication	Curfman Custom Fabrication LLC	Centralia	2
	Hospitality	Adrift Hospitality	Long Beach & Seaside	51 - 200
Southeast	Food Retailer	Whistlepunk Ice Cream Co.	Leavenworth	20
South Puget Sound	Construction	Walsh Construction	Seattle	113
	Electrical	Artisan Electric	Seattle	11 - 50
	Fishing	Seattle Fishing Charters	Seattle	1 - 2
	Horticulture	Mountain Shadow Nursery LLC	Olympia	2 - 10
	Staffing	Pace Staffing Network	Bellevue	66
	Staffing	Express Employment Professionals	Tacoma	11 - 50
	Viticulture	Chandler Reach Winery	Woodinville	2 - 10

KEY FINDINGS

RESULTS

Results are organized by the research questions that were developed for Year 3 by the Washington State Board of Education and Strobel Consulting. Each research question includes a summary of all items used to address the research question organized by the method of instrument (District Survey, Stakeholder Survey, Focus Groups, and/or Industry Stakeholder Interviews). Please note that each research question contains items from between 1 and 3 instruments.

Multiple choice items from the Stakeholder Survey were analyzed for differences by respondent type, gender, ethnicity and race. A response distribution by respondent type is included for each multiple choice survey item. For items in which a significant relationship exists via chi-square test of association by respondent gender, ethnicity and race, a response distribution is provided as well. Responses from open-ended questions were analyzed for themes and summarized in tables for frequency. Please note, while results from the District Survey are shared below, the overall sample was too small to be statistically representative of schools and districts in Washington. Given the large margin of error from such a small sample size, responses were not analyzed for differences in respondent type, gender, ethnicity and race.

Based on the categorical response options offered (Yes, No, Unsure), the only inferential test employed was the chi-square test of association to determine if statistically significant differences between groups were present. The test results for each item are not presented in text, but instead reported in full in Appendix F contained in Volume 2.

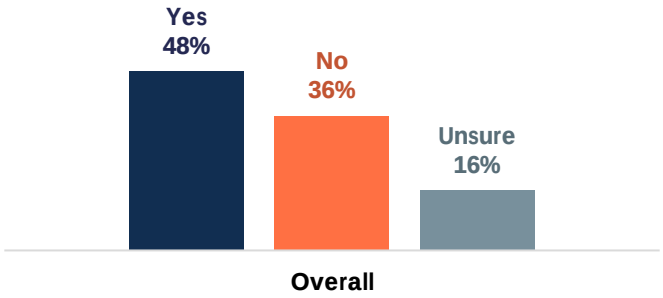
All findings and test results are included in the applicable appendices, both those found to be statistically significant and those that were not.

WHAT CHANGES, IF ANY, SHOULD BE MADE TO THE EXISTING EIGHT PATHWAYS?

DISTRICT SURVEY

All educators responding to the district survey were asked if they thought changes should be made to the existing graduation pathway options. Of the respondents, about half (48 percent) agreed that changes should be made, while 16 percent were unsure.

Figure 1. District Survey: "Changes need to be made to the existing graduation pathway options"



Educators that responded yes regarding the need for changes to the current graduation pathways were invited to explain in their own words what changes they felt should be made. Respondents indicated that changes or accommodations should be made for small, rural and Alternative Learning Environment (ALE) schools as they do not have the resources to offer many of the pathway options.

> *"For districts like ours, we need more resources or more ability to have specialty classes. We can't afford a full time art, world language, or business teacher, yet these are all requirements. And we cannot find part time people to do these jobs in small districts". – District Administrator*

Another requested change was with regards to students receiving special education services needing a more accessible pathway. Respondents indicated that, given that the majority of the pathways are assessment based it is difficult for students receiving special education services to access these options and does not provide an accurate portrayal of their abilities. While the CTE pathway is a more accessible option, many schools and districts are unable to offer a sequence of classes that fit the pathway criteria. It was suggested that this would be easier for some schools if there was more flexibility in how the state classifies a sequence of CTE courses, or if the state allowed other occupational education courses not designated as CTE.

> *"Almost every pathway requires a test or a high rigor course. That limits students on IEP's to CTE pathways, which does not always match their High School & Beyond plan. All of my GREW waivers this year were for students on IEP's." – School Administrator*

And finally, educators expressed the desire to remove all the pathway requirements or keep the Smarter Balanced Assessment Consortium (SBAC) state assessment as the only pathway.

> *"Our present system actually limits education and devalues the role of the teacher and administration. Solution? Keep the 24 credits and remove the pathways. Make the local school (not the state) solely responsible for local excellence and you will get the results you are looking for. If given the opportunity, local schools, teachers, and administrators, will create higher standards for themselves and they will live up to them!" - District Administrator*

STAKEHOLDER SURVEY

Educators, parents, students and community members completing the Stakeholder Survey were also asked to describe any changes or modifications that should be made to the graduation pathways. Prior to this question, there was a set of questions that asked respondents to indicate how well each of the current graduation pathway options allow students to develop or demonstrate skills outlined in Washington's Profile of a Graduate. This was interesting as respondents were already thinking about the graduation pathways in relation to the Profile of a Graduate and went on to comment in this open-ended question that the current pathways do not allow students to demonstrate the skills outlined in the Profile of a Graduate (Cultivate Personal Growth and Knowledge, Solve Problems,

Communicate Effectively, Sustain Wellness, Embrace Differences/Diversity, and Master Life Skills/Self-agency) and changes should be made to the pathways if the goal is to have graduation pathway options that align to Washington's Profile of the Graduate. While no specific suggestions were provided, respondents pointed out that assessments neither develop nor demonstrate the skills outlined in the Profile of a Graduate, nor do they develop emotional wellness or cultural diversity and that half of the pathway options are comprised of a standardized assessment.

> *"In my opinion, none of the pathways promote diversity, cultural competency, mastery of life skills, or any type of wellness be it physical, mental, or emotional. If those concepts are supposed to be a part of the purpose of the pathways, then there needs to be a separate component to Graduation Requirements that supports this type of work... I think if the state wants to see students Sustain Wellness, Embrace Differences/Diversity, and Master Life Skills/Self Agency, then these need to be classes with credit attainment requirements for graduation, rather than trying to be met through the Graduation Pathways". -Educator*

> *"If the goals are to Cultivate Personal Growth and Knowledge, Solve Problems, Communicate Effectively, Sustain Wellness, Embrace Differences/Diversity, and Master Life Skills/Self-agency, then the current model grossly misses the mark. The current options are very focused on showing that a student's math and English skills are at a level that will allow them to succeed in a post-secondary school setting. It in no way shows that students are capable or help them improve as people that can be positive contributors in society outside of their ability to succeed in a classroom." - Educator*

However, just as many responses indicated that the focus of the pathways and high school graduation should not be on sustaining wellness or promoting cultural diversity, but rather on pure academics. Some comments indicated that the focus should be on academic excellence and solid critical thinking skills instead of what respondents see as, "politically motivated agendas". Similarly, the comments do not include any specific suggestions for changes to the graduation pathways.

> *"Stop pushing activism and political agenda at the expense of our students. They need quality basic foundational education." - Parent/Guardian*

The majority of responses indicated the need to focus less on college readiness and more on real-world skills such as financial literacy, life skills, and employability. Both nationally and within the state of Washington, direct postsecondary enrollment declined during the COVID-19 pandemic (undergraduate enrollment at public institutions declined by almost 14 percent in Fall 2020 compared

to Fall 2019[10]) with many high school students choosing to delay enrollment or not attend at all. Given that an increasing number of students are not enrolling directly in post-secondary education after high school, students need to be prepared to be successful in the workforce. Indeed, even students that do enroll in postsecondary education directly after school will likely require part time employment and they need the skills to be ready to do this. Comments suggested that the only pathway with the capacity to prepare students for the workforce is the CTE pathway, but that option is limited, as not all schools have CTE courses available that qualify as a sequence for the pathway or have courses relevant to the student's HSBP. It was suggested that the CTE option be expanded to allow online courses (for students that do not have options at the school they attend), and include internships and work experience. As well, it was suggested that CTE include more employability readiness skills, such as communication, resume writing, interview skills, and basic computer skills.

> *"These graduation pathways are essentially based on standardized tests or credits that can be used to waive the requirement for those tests. It's reactionary and does not account for the different course, schooling, resource, or material needs that students have. There need to be clear course and test plans for each pathway, with their own distinct requirements that are suited to student goals. Example - Trades pathway, 4 Year University pathway, Community College pathway, Workforce pathway. They should have their own distinct requirements about courses taken, community service and job shadow hours, test taken, etc. These pathways were still created with standardized tests and 4-year universities as the default, which alienates our students while also preventing truly differentiated and responsive instruction and advising from taking place." – Educator*

> *"CTE or project based pathways seem most suited to the goal of establishing readiness for success in college or career. Pathways were intended to match HSBP, but in effect have not been used that way. ASVAB and CTE sequence in particular are used as a last resort." – Educator*

> *"Focus on academics, critical thinking skills, and jobs skills for STEM and tech fields, don't focus on college readiness. Focus on digital and financial literacy and real world skills." – Community Member*

It was also indicated that changes need to be made to make the pathways more accessible to students with IEPs, disabilities or limited English proficiency, as well as students in small/rural and alternative learning environment (ALE) schools. The majority of the pathway options are not equitable for special population students. While the CTE graduation pathway is the most likely option, there are

[10] Kwakye, I., Kibort-Crocker, E., and Lundgren, M. (2021). Understanding Postsecondary Enrollment Trends in Washington and How the COVID-19 Crisis Continues to Impact Students' Postsecondary Opportunities. *Washington Student Achievement Council.* https://wsac.wa.gov/sites/default/files/2021-08-04-Postsecondary-Enrollment-Trends.pdf

not sufficient CTE courses that meet pathway requirements available in all districts and that match a student's HSBP. As well, for small schools, many of the pathway options are simply not available due to a lack of resources including staffing, location, enrollment and funding. Suggestions included allowing flexibility for CTE program classifications and state assessment scoring changes.

> *"Students who are good test takers are the ones who benefit from the available graduation pathways. Students who aren't good test takers and who would not be successful in an AP or dual credit pathway have very restricted options that are further restricted by the courses available at their high school. This is not equitable. Suggestions: Open up expanded criteria for state assessment that allows L2 Basic and LDA. Current regulations are not based on accurate data regarding cognitive ability and therefore disadvantage students receiving services. Add a pathway for students interested in the arts." – Educator*

Other comments were varied and suggested that:

- The SBA and other standardized testing requirements should be moved from the pathways:
- More information, support and resources should be provided to students, parents and schools regarding the pathway requirements;
- Pathways should be eliminated altogether: and
- No changes should be made to the graduation pathways.

Table 12 shows the range of themes expressed by respondents when asked to describe what types of changes were needed. Please note, individual responses may have covered more than one category.

> *"I think the flexibility is important. It is too early to think about changes since COVID began right when we were really getting into this process." – Educator*

> *"Assessments don't develop skills, and can't demonstrate skills in teamwork or wellness. They don't measure emotional wellness or cultural diversity. They don't measure real-life skills as much as they measure learned standards. An assessment measures past learning, not future capability." – Parent/Guardian*

Table 12. Stakeholder Survey Open-Ended Question: "Do you have suggestions for changing existing graduation pathways or adding additional graduation pathways to better address these skills?"

Suggestions for Changes to Grad Pathways	Count	Percent
Focus on Real World Skills/Not College Readiness	56	21%
More Options/Equity for Special Populations	42	16%
Remove SBA/Standardized Testing	40	15%
Provide More Pathway Information/Support	23	9%
Flexibility for CTE / Expand CTE	22	8%
No Pathways	20	7%
No Changes	16	6%
Focus on Academics Only	14	5%
Pathways Do Not Align to Profile of a Graduate	11	4%
Focus on Mental Health	9	3%
More Options/Equity for Small/Rural/ALE Schools	7	3%
Connect HSBP to Pathways	7	3%
Other	3	1%

WHAT ARE THE PERCEIVED BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS AT BOTH THE SCHOOL AND DISTRICT LEVEL?

DISTRICT SURVEY

District Survey respondents were asked to select the barriers (from a list) that keep their district or school from offering all of the graduation pathway options. Most respondents indicated that lack of resources, financial constraints and lack of certified teachers were their biggest barriers to offering all the graduation pathways. Many respondents also indicated "other" reasons, which included small district size, low student enrollment, space limitations, rural location, and limited options for alternative high schools.

Table 13. District Survey Open-Ended Question: "What are the barriers that keep your district from offering all of the graduation pathways at every school in the district?"

Barriers to offering all of the graduation pathways	Count	Percent
Other	11	18%
Lack of Resources	10	17%
Financial Constraints	9	15%
Lack of Certified Teachers	9	15%
Lack of Post-Secondary Partnerships	7	12%
Other Staffing Issues	5	8%
Time Constraints	4	7%
Course/Bell Schedule	3	5%
Other Scheduling Requirements	2	3%

Other: Small district size, low enrollment, space limitations, distance/location, limited options for alternative high schools

HOW CAN DISTRICTS ELIMINATE OR REDUCE BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS?

DISTRICT SURVEY

District survey respondents were asked to describe in their own words what changes would need to happen to eliminate the barriers that keep their districts/schools from offering all the graduation pathway options. Overall most respondents described needing additional resources for small/rural districts. This included funds to offer dual credit and CTE classes and/or assessments such as AP or SAT/ACT, funds for teaching staff, and funds to attract and compensate local partners. Many of the comments were related to CTE course offerings and described the need for CTE in ALE programs, more certified CTE Teachers, and access to online CTE courses. Other comments were related to funding and the need for funding for Bridge to College courses and Dual Credit classes.

> *"One barrier that has always been a challenge for districts is CTE dual credit. The colleges seem to think we should pay their cost associated with the articulations. This is wrong as they receive Perkins money and should be partnering with us more." – District Administrator*

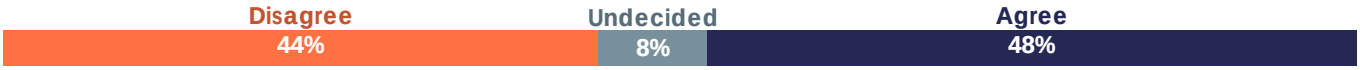
> *"While well intentioned, the barriers are actually the pathways themselves! Small rural schools do not have the resources to provide all eight pathway options, thus an inequity has been created between large schools and their rural counter parts. This creates discrimination against those who live in rural areas. As we are rural, we cannot attract teachers with the expertise needed to teach specialized AP and CTE classes." – District Administrator*

DO ALL STUDENTS HAVE EQUITABLE ACCESS TO ALL OF THE GRADUATION PATHWAYS AND, IF NOT, WHAT ARE POTENTIAL STRATEGIES FOR REDUCING BARRIERS TO EQUITABLE ACCESS?

DISTRICT SURVEY

District Survey respondents were asked if they agreed or disagreed with the statement, "All students in my district have equitable access to all the graduation pathways available in the district." As shown, only 48 percent of respondents indicated all students had equitable access.

Figure 2. District Survey: "All students in my district have equitable access to all of the graduation pathways available in the district"



> *"I am happy with the options available. In our district, they seem to cover the needs/interests of all students." – District Administrator*

> *"Many identified students are unable to access the pathways equally. There can be modifications/accommodations on the assessments but these can be hard to get approved for tests such as the ACT or SAT; or don't go deep enough on other tests such as the SBA. A student who has not finished Geometry level math (and doesn't qualify for the WA-AIM) is at a large disadvantage in the testing pathways. This leaves a student a pathway through a course like Bridges, Running Start, College in the High School, which are not accessible at the skill level of the student. Or the student can take a CTE pathway, but the school (especially a smaller school) may not have an appropriate set of CTE completers for the students chosen career field." – School Administrator*

District survey respondents that disagreed that all students in their district had equitable access to all the graduation pathways were asked to describe potential strategies to reduce these barriers or to provide additional graduation pathway options that should be added to ensure that each and every student has equitable access to a graduation pathway option that supports their post-graduation goals. Responses varied, but overall the majority were regarding CTE courses and accommodations/pathways for students with IEPs. CTE related comments indicated there needed to be more flexibility in allowing non-CTE CIP coded occupational courses or CTE online classes from out of state to count toward a pathway. Comments related to students with IEPs pointed out that modifications or accommodations to assessments (such as the SAT/ACT or SBA) are hard to get approved and aren't enough for most students to pass. The need for an Internship/Apprenticeship pathway and specific pathway option for students with IEPs was reiterated. Additional comments indicated that students should have access to a pathway that fits their High School and Beyond Plan,

students need transportation to access Running Start classes and small districts that have a limited pool of certified/experienced teachers need more flexibility.

> *"Teacher certification and expertise is a huge issue. We need the K-12 teaching certificate back. It would give small districts much more flexibility." – District Administrator*

> *"Our students on IEP's are required to take specific courses to match their IEP minutes, which means they can't access the CTE courses that could be used for a CTE pathway. Designing a pathway specifically for students on IEP's would resolve this issue. For example, if a student completes 2 years of an Academic Lab or a Core Support class--that could meet a pathway since they are using strategies/supports to help them pass the core classes required for graduation." – School Administrator*

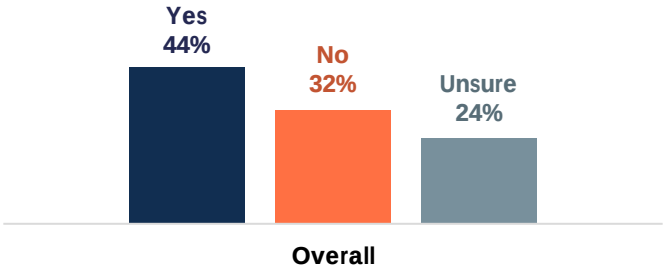
> *"We need meaningful career tech opportunities for all students. There are CTE labeled classes online that students could take, but because of CTE requirements, they can only be used as personal pathway courses and only if there is a WA certified teacher. There are nationally certified courses in RV tech for example that we cannot even use because even though part of the class could be done online in school, the school that offers it is out of state. It could lead to an internship or job after high school if we were able to use the program." – District Administrator*

SHOULD ADDITIONAL GRADUATION PATHWAYS BE INCLUDED AND IF SO, WHAT PATHWAYS SHOULD BE ADDED AND WHAT IS THE ASSOCIATED RATIONALE FOR DOING SO?

DISTRICT SURVEY

District survey respondents were asked if additional graduation pathways should be added to the existing eight. Nearly half of respondents (44 percent) said "yes" additional graduation pathway options should be added.

Figure 3. District Survey: "Additional graduation pathway options should be added."



Respondents that said additional pathways should be added (n=11) were then prompted to describe what those additional pathways should be and why. The majority of respondents described

a non-test pathway option that 1) is accessible to students in ALE programs; 2) is accessible to students receiving special education services; and 3) can easily be part of IEP/504 plans. Data from all three years of the project indicates that the graduation pathways are not accessible to students receiving special education services in most districts and that without adding additional graduation pathway options, the pathways will remain inequitable for a large portion of students. Similarly, longitudinal data across the three years of the project indicates that while the CTE sequence pathway is the most accessible non-testing based graduation pathway option, it is also a pathway that is consistently indicated as not being available at every school in every district. Indeed, even when CTE is available, the CTE classes that meet the sequence requirements of the pathway do not reflect the student's HSBP or even their interests. Other responses from Focus Group participants regarding which pathways should be added included an internship/apprenticeship pathway and additional options that could be readily implemented in small school districts and schools.

> *"We focus on the three E's after high school, enrolled, enlisted, and employed. The current pathways more meet the first two, but other avenues definitely need to be opened up for 'employed'". – District Administrator*

> *"We service students at two job corps sites. The students while at the job corps learn a trade (auto mechanics, masonry, nursing, computer tech, etc.). These students leave the site ready to enter the workforce, often times with certification and membership in a trade union. This should count as a pathway, but it doesn't. What message are we sending to those students?" – School Administrator*

District survey respondents were also asked if they had any other feedback related to the pathways that they would like to share. Responses indicated districts would like to have more local control and flexibility with regards to the pathways. Specifically, they felt that they needed to be able to create their own solutions based on school and district availability so that even small, underfunded, understaffed, rural districts would be able to offer equitable options for all of their students that fit with their High School and Beyond Plan.

> *"It is very frustrating to know there is so much the small staff we have wants to do, but are unable to do it all and learn it all when we are wearing so many hats already." – District Administrator*

> *"It's often a challenge to help students find pathways that truly match their High School & Beyond plan career goals. For example, it's hard to justify using an ASVAB score when the student has zero interest in going into the military. However, not allowing a student to graduate because their pathway doesn't align with their career choice is not acceptable either. There needs to be a compromise in this area." – School Administrator*

STAKEHOLDER SURVEY

Stakeholder Survey respondents were also asked to describe what if any, pathways should be added. Most indicated that there needed to be an employability/apprenticeship/internship/community service pathway added. Indeed, much of the overall feedback received in the Stakeholder Survey, during Focus Groups and in Industry Stakeholder Interviews indicated that providing students with real world, hands-on work experiences was just as important, if not more, than tests and academics. Some of the educators participating in Focus Groups indicated they had students that were gainfully employed and helping to support their families while still in high school, but that they had difficulty meeting a pathway requirement and achieving a diploma even though they were already gainfully employed. They pointed out that if graduation pathways are intended to be a measure of post high school success, a student that has already achieved employment attainment should have a pathway available to them that reflects their success and give them a viable and relevant way to graduate.

> *"I think there should be a work experience pathway where students who are working and gaining real life work experience should get credit since they are learning real world experience that can't be taught in a classroom. Many jobs will hire someone having more work experience than education." – Parent/Guardian*

> *"A pathway is needed that is built for students wanting to enter directly into the workforce. Employability skills, life skills for living on their own etc. These students are left out of the majority of the pathway options." – Educator*

> *"We need to do something to recognize students who are already in the workforce. I have seen students working far over the legal limit of hours for minors since the pandemic began. That should be recognized." – Educator*

Other additional pathway suggestions from the Stakeholder Surveys and Focus Groups included an individualized pathway where students create their own, a fine arts/performing arts pathway, a portfolio pathway, a life skills pathway, and a multilingual pathway for biliterate/multilingual students.

> *"Less is more. We don't need more graduation pathways; we need pathways that are flexible, responsive, and attainable. The reality is that students struggling to meet graduation requirements, in my experience, run through a battery of tests and specific courses, none chosen by the student, to hopefully meet the requirements in some manner. I'd like to think there is a better way to serve these students, and less requirements in fewer pathways would aid in transparency and give an opportunity for more meaningful discussions." – Educator*

Table 14. Stakeholder Survey Open-Ended Question: "Do you have suggestions for adding additional graduation pathways to better address these skills?"

Suggestions for Additional Graduation Pathways	Count	Percent
Employability/Apprenticeship/Internship Pathway	38	53%
Individualized Pathway	12	17%
Fine Arts/Performing Arts Pathway	7	10%
Portfolio Pathway	5	7%
Life Skills Pathway	4	6%
Multilingual Pathway	3	4%
Other	3	4%

DO THE GRADUATION PATHWAYS ALIGN TO PROFILE OF A GRADUATE?

Along with local input, the Washington State Board of Education developed the, "Profile of a Graduate" to serve as a guiding vision for the K-12 education system. This profile identifies the skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school. The Washington State Profile of a Graduate will also be used to review state education policy, including graduation requirements. The profile states that a Washington state graduate: 1) cultivates personal growth & knowledge; 2) solves problems; 3) communicates effectively; 4) sustains wellness; 5) embraces differences/diversity; and 6) masters life skills/self-agency.

DISTRICT SURVEY

District Survey respondents (district and school administrators) were asked whether they agreed or disagreed with the statement, "The graduation pathway options my district currently offers align to Washington's Profile of a Graduate". As shown the majority (67 percent) of respondents agreed.

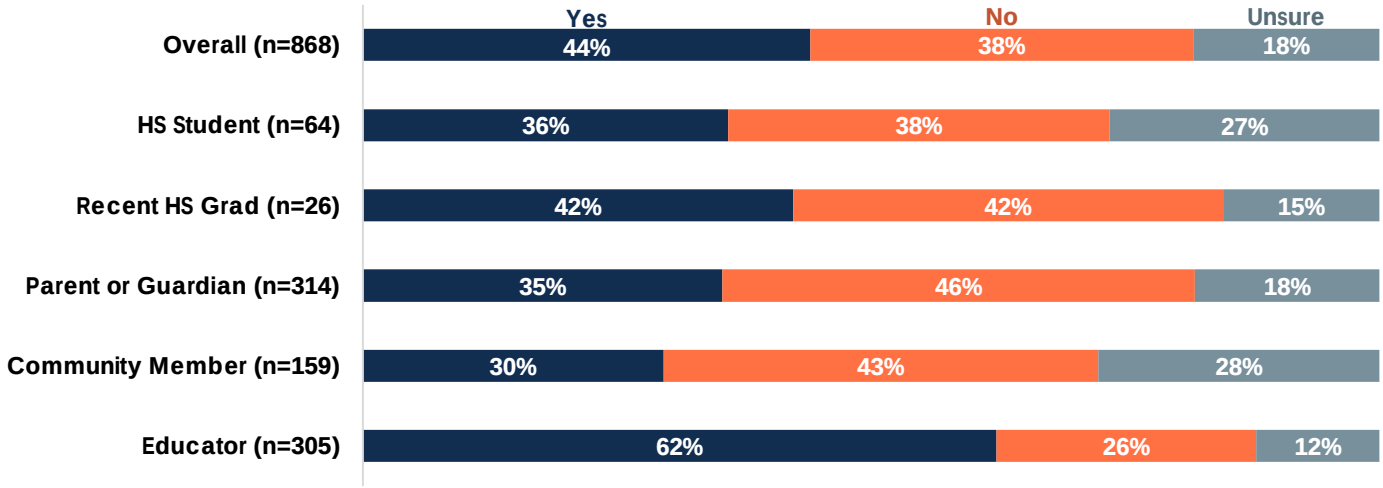
Figure 4. District Survey: "Please indicate whether you agree or disagree with the following statement: "The graduation pathway options my district currently offers align to Washington's Profile of a Graduate."

STAKEHOLDER SURVEY

Stakeholder Survey respondents were asked to indicate if they were familiar with Washington's Profile of a Graduate. Overall, 44 percent of respondents said that they were familiar. As shown, there was variability in responses by respondent type. As expected, Educators, followed by Recent High School Graduates were most likely to be familiar with this concept, while Community Members were least likely to be familiar with the Profile of a Graduate. Surprisingly, only 62 percent of educators were

familiar with this statewide vision. No significant differences were observed for answers to this question by respondent gender, race or ethnicity.

Figure 5. Stakeholder Survey: "Are you familiar with the Profile of a Graduate?" by Respondent Type



The Profile of a Graduate states that the, "purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner." Stakeholder Survey respondents were asked to indicate how well the current diploma and its components fulfill that purpose. While most respondents (65 percent) agreed that the diploma fulfills that purpose moderately well to very well, fewer respondents agreed that components of the diploma did. Of the diploma components, the High School & Beyond Plan was the lowest rated in terms of the fulfillment of its purpose.

Each of the items was analyzed for differences in response by respondent type and demographics. Significant differences were observed by respondent type for all items except Credit and Subject Area Requirements. Significant differences were observed by respondent demographics (gender, ethnicity and/or race) for all items. See Appendix F (Statistical Tables) for the statistical results of these items.

Figure 6. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Diploma (As a Whole)?" by Respondent Type

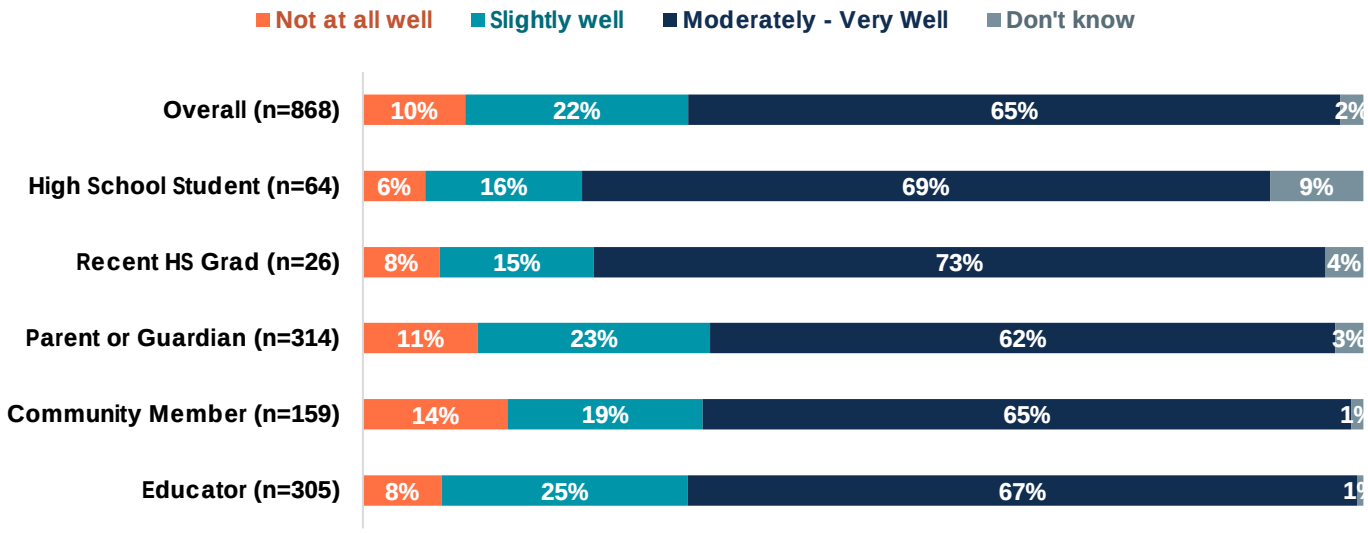


Figure 7. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Diploma (As a Whole)?" by Respondent Gender

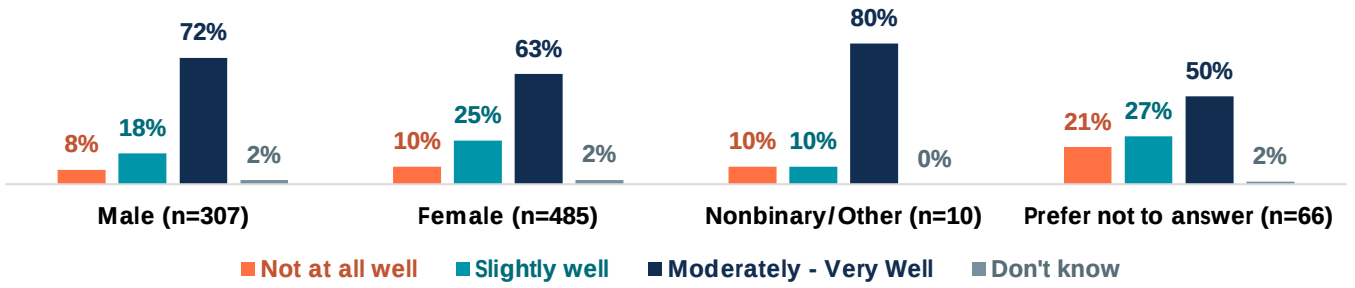


Figure 8. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose…Diploma (As a Whole)?" by Respondent Race and Ethnicity

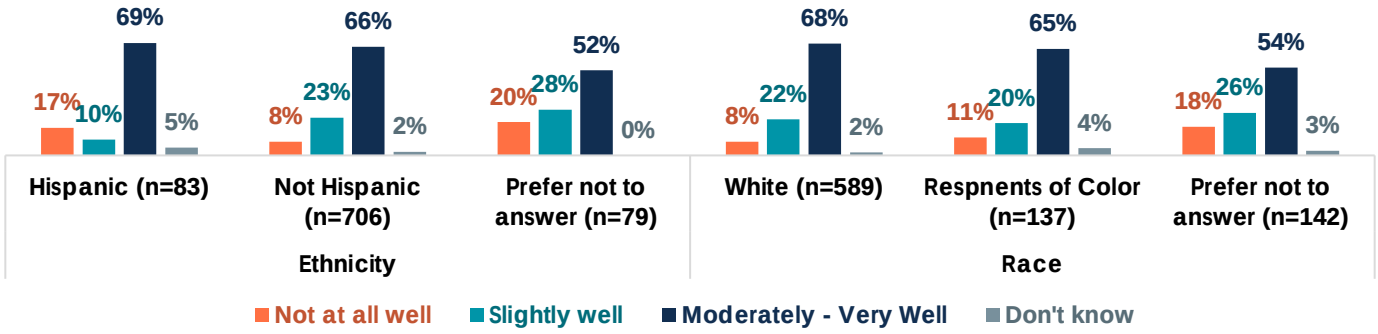


Figure 9. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - High School & Beyond Plan?" by Respondent Type

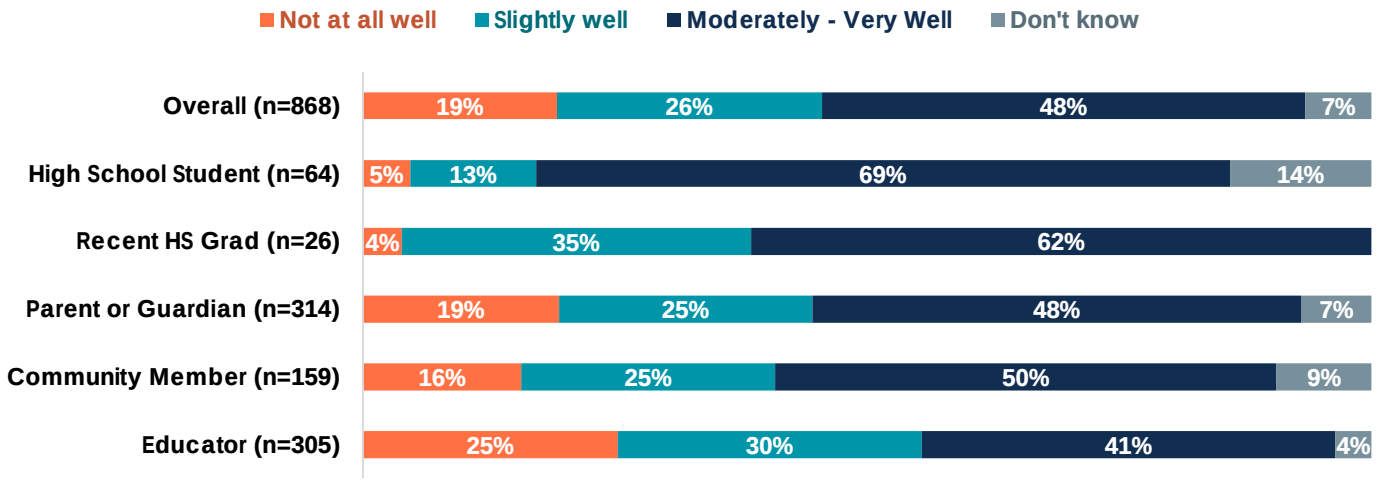


Figure 10. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - High School & Beyond Plan?" by Respondent Gender

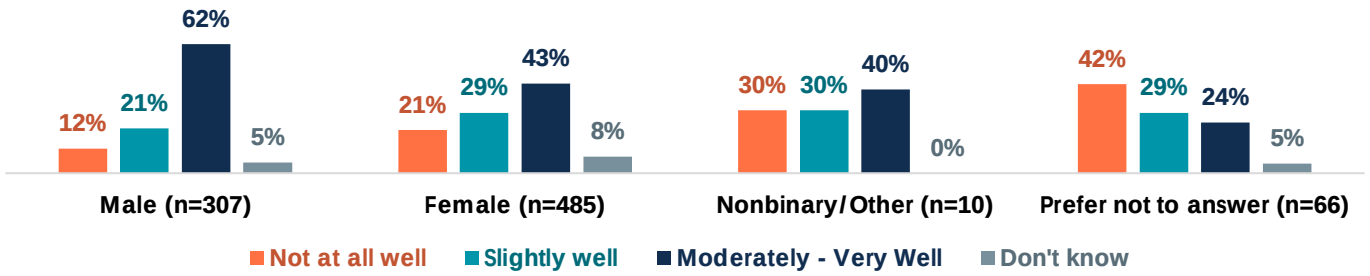


Figure 11. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose…High School & Beyond Plan?" by Respondent Race and Ethnicity

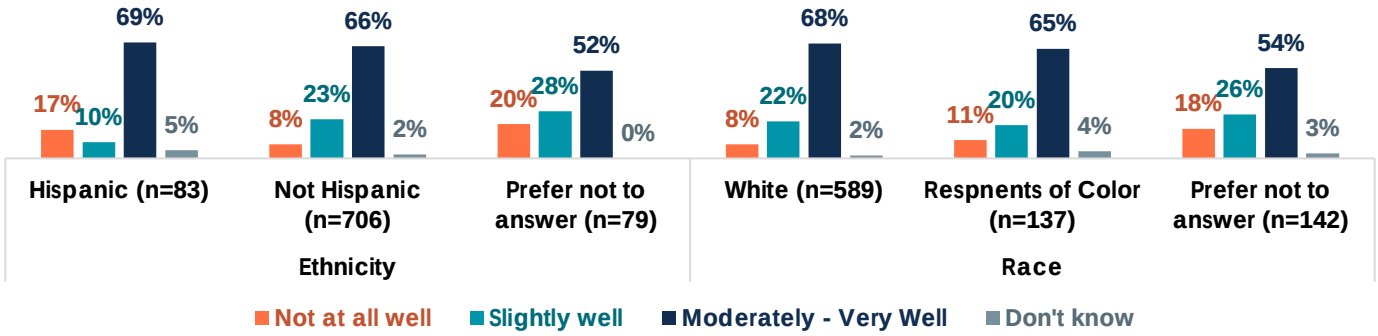


Figure 12. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose, "Credit and Subject Area Requirements?" by Respondent Type

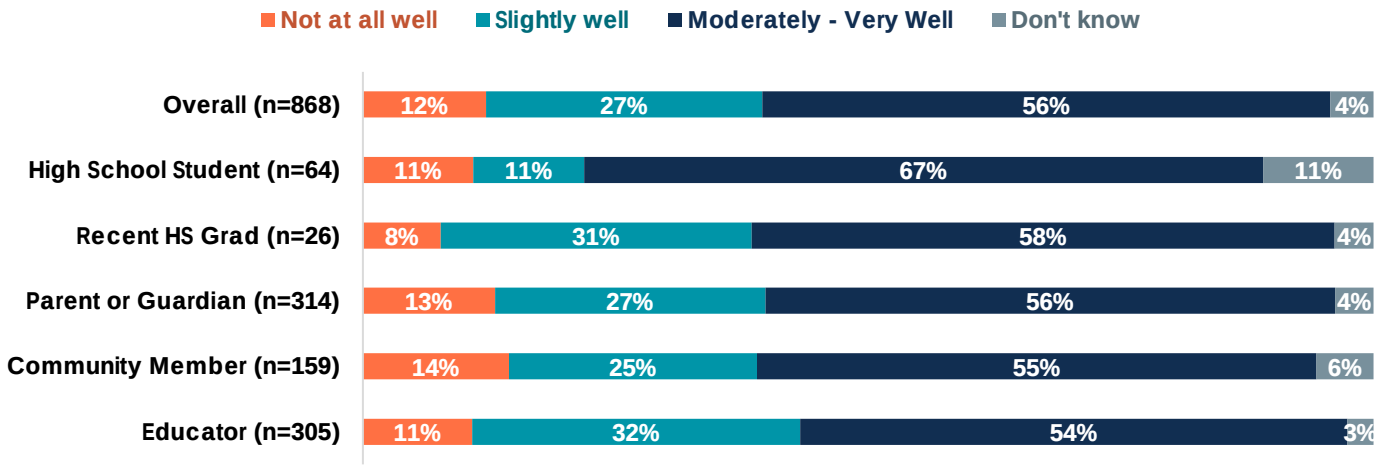


Figure 13. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Credit and Subject Area Requirements?" by Respondent Gender

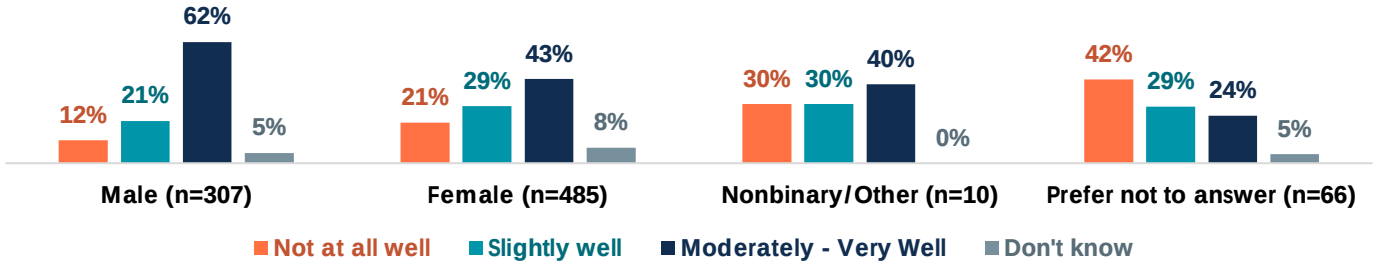


Figure 14. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Credit and Subject Area Requirements?" by Respondent Race and Ethnicity

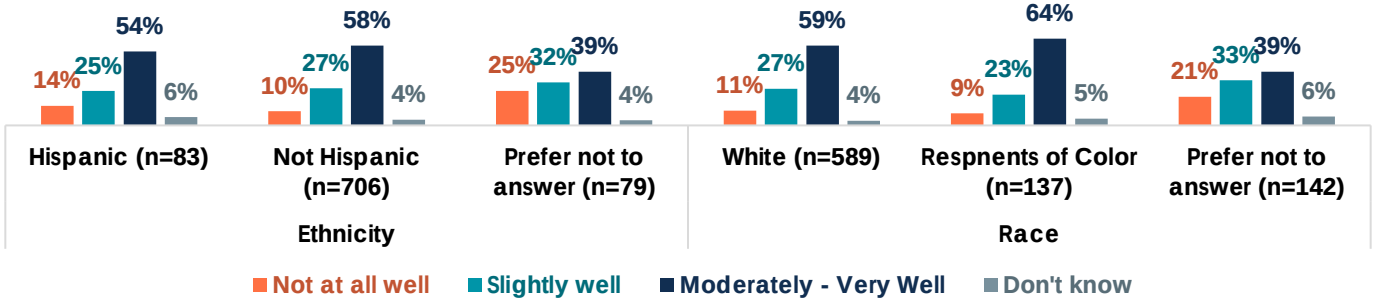


Figure 15. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Graduation Pathway Options?" by Respondent Type

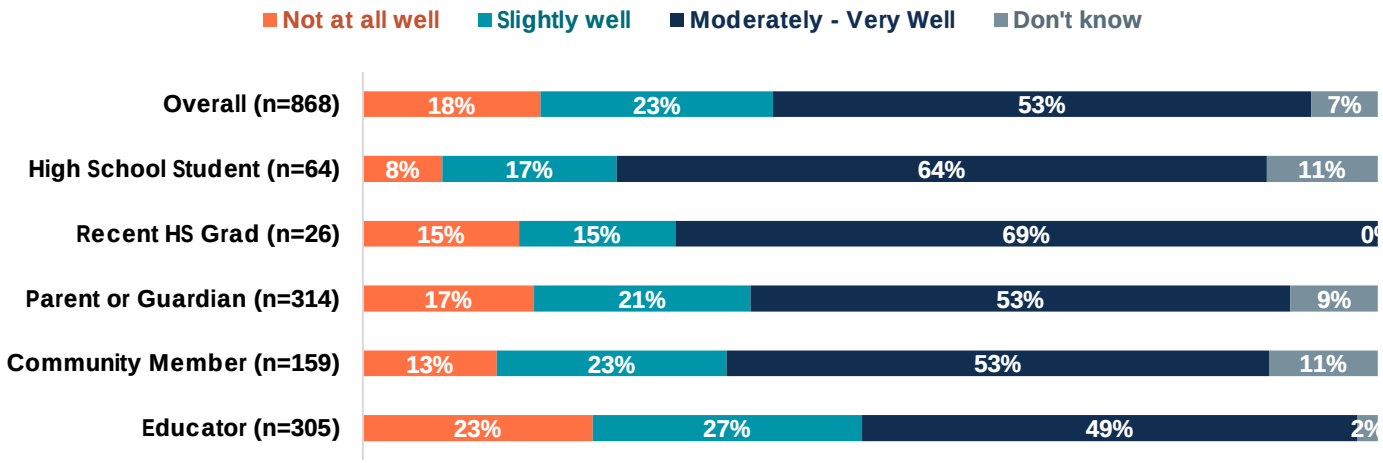


Figure 16. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Graduation Pathway Options?" by Respondent Gender

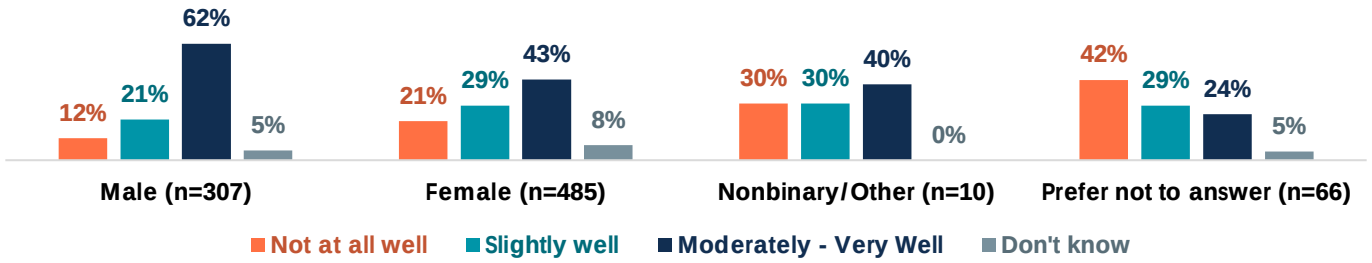
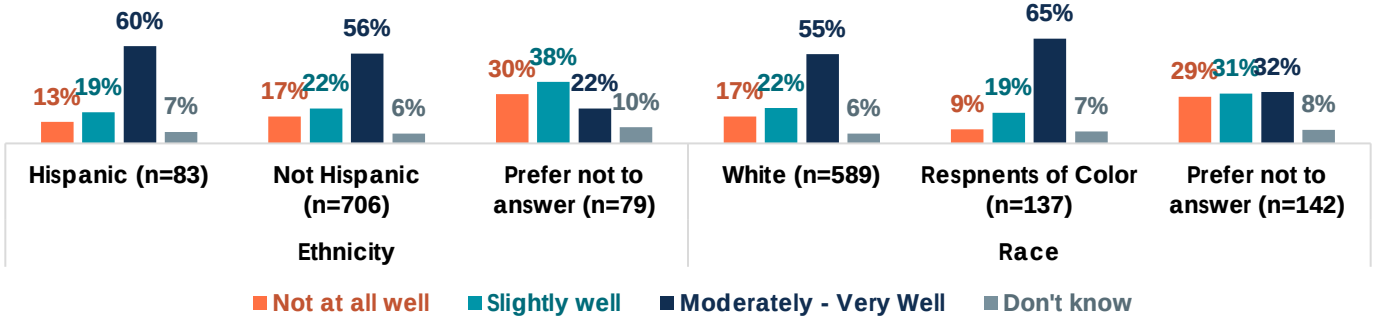


Figure 17. Stakeholder Survey: "How well does the current diploma and each of its three components fulfill the following purpose - Graduation Pathway Options?" by Respondent Race and Ethnicity



Stakeholder respondents were asked to rate each of the 7 pathway options (excludes the combination pathway option) and its ability to develop or demonstrate the skills outlined in Washington's Profile of a Graduate. As shown in tables 15-21, the highest rated pathways were the

CTE Sequence and Dual Credit Courses Pathway. Specifically, over 70 percent of respondents indicated that these pathways allowed students to develop or demonstrate cultivation of personal growth and knowledge, and problem solving skills moderately well to very well. In addition, over 60 percent of respondents indicated these pathways allowed student to develop or demonstrate communication and life skills. This is not surprising, as both Dual Credit and CTE courses have the potential to give students an opportunity to receive post-high school training and teach skills that can be applied to life post high school.

Each of the responses were analyzed for differences among respondent types and respondent demographics. Significant differences by respondent type, gender, and ethnicity were observed for all of the following items regarding the State Assessment Pathway. Significant differences by race were also observed for all items except for, Cultivates Personal Growth and Knowledge.

Table 15. Stakeholder Survey: "To what extent does the State Assessment Pathway (see definition below) allow students to develop or demonstrate the following skills?

State Assessment Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	46%	61%	65%	47%	60%	32%
Solves Problems	47%	66%	73%	47%	57%	35%
Communicates Effectively	37%	64%	58%	42%	49%	19%
Sustains Wellness	32%	53%	50%	39%	41%	13%
Embraces Differences/Diversity	34%	64%	65%	40%	43%	13%
Masters Life Skills/Self-Agency	36%	55%	65%	42%	42%	20%

Significant differences by respondent type, gender, and race were observed for all of the following items regarding the SAT/ACT Pathway. Significant differences by Ethnicity were also observed for all items except for, Embraces Differences/Diversity.

Table 16. Stakeholder Survey: "To what extent does the SAT/ACT Pathway (see definition below) allow students to develop or demonstrate the following skills?

SAT/ACT Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	45%	59%	58%	49%	53%	32%
Solves Problems	47%	66%	69%	48%	57%	34%
Communicates Effectively	33%	61%	65%	40%	39%	15%
Sustains Wellness	30%	55%	62%	37%	35%	12%
Embraces Differences/Diversity	30%	53%	54%	39%	36%	11%
Masters Life Skills/Self-Agency	35%	61%	65%	40%	44%	17%

Significant differences by respondent Ethnicity, and race were observed for all of the following items regarding the Dual Credit Pathway. Significant differences by respondent type and gender were also observed for some of the items.

Table 17. Stakeholder Survey: "To what extent does the Dual Credit Courses Pathway (see definition below) allow students to develop or demonstrate the following skills?

Dual Credit Courses Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	73%	72%	77%	71%	69%	76%
Solves Problems	72%	78%	85%	69%	67%	75%
Communicates Effectively	64%	66%	69%	64%	62%	63%
Sustains Wellness	53%	70%	77%	55%	52%	45%
Embraces Differences/Diversity	54%	66%	62%	57%	53%	50%
Masters Life Skills/Self-Agency	62%	73%	77%	65%	54%	59%

Significant differences by respondent gender, Ethnicity, and race were observed for all of the following items regarding the AP/IB/Cambridge Pathway. Significant differences by respondent type was also observed for Communicates Effectively, Sustains Wellness, Embraces Differences and Masters Life Skills.

Table 18. Stakeholder Survey: "To what extent does the AP/IB/Cambridge Tests/Courses Pathway (see definition below) allow students to develop or demonstrate the following skills?

AP/IB/Cambridge Tests/Courses Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	58%	70%	69%	61%	56%	53%
Solves Problems	58%	70%	77%	59%	57%	53%
Communicates Effectively	50%	69%	69%	52%	50%	42%
Sustains Wellness	37%	64%	58%	42%	42%	21%
Embraces Differences/Diversity	41%	66%	62%	45%	47%	26%
Masters Life Skills/Self-Agency	46%	66%	81%	46%	50%	36%

Significant differences by respondent type, gender, Ethnicity, and race were observed for all of the following items regarding the Transition Courses Pathway.

Table 19. Stakeholder Survey: "To what extent does the Transition Courses Pathway (see definition below) allow students to develop or demonstrate the following skills?

Transition Courses Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	56%	58%	73%	60%	58%	49%
Solves Problems	56%	70%	85%	59%	54%	49%
Communicates Effectively	48%	67%	73%	51%	50%	38%
Sustains Wellness	41%	63%	73%	45%	44%	28%
Embraces Differences/Diversity	40%	63%	62%	45%	43%	27%
Masters Life Skills/Self-Agency	47%	63%	65%	52%	53%	35%

Significant differences by respondent type, gender, and race were observed for all of the following items regarding the ASVAB Pathway. Significant differences by respondent Ethnicity were also observed for all items except Sustains Wellness.

Table 20. Stakeholder Survey: "To what extent does the ASVAB Pathway (see definition below) allow students to develop or demonstrate the following skills?

ASVAB Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	52%	56%	73%	54%	55%	45%
Solves Problems	52%	63%	77%	55%	54%	44%
Communicates Effectively	44%	58%	81%	50%	57%	25%
Sustains Wellness	38%	58%	77%	42%	47%	23%
Embraces Differences/Diversity	40%	64%	77%	45%	43%	24%
Masters Life Skills/Self-Agency	44%	56%	77%	48%	48%	32%

Significant differences by respondent gender was observed for all of the following items regarding the CTE Sequence Pathway. Significant differences by respondent type, race and Ethnicity was also observed for one or more items.

Table 21. Stakeholder Survey: "To what extent does CTE Sequence Pathway (see definition below) allow students to develop or demonstrate the following skills?

CTE Sequence Pathway	Moderate -Very Well					
	Overall	HS Student	Recent HS Grad	Parent or Guardian	Community Member	Educator
Cultivates Personal Growth and Knowledge	73%	72%	69%	69%	66%	81%
Solves Problems	73%	70%	85%	70%	65%	79%
Communicates Effectively	69%	58%	77%	67%	67%	74%
Sustains Wellness	59%	64%	65%	61%	54%	58%
Embraces Differences/Diversity	58%	63%	77%	57%	50%	59%
Masters Life Skills/Self-Agency	67%	64%	85%	65%	65%	67%

FOCUS GROUPS

Focus Group Participants were also asked if they thought the current graduation pathway options supported the Profile of a Graduate. Participants indicated they did not feel the pathways reflected the Profile of a Graduate. Specifically, because most of the graduation pathway options require a standardized test as part of their fulfillment requirements, they are not reflective of the Profile of a Graduate which specifically seeks to identify skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school. Focus Group participants felt that being able to pass a test, "does not reflect or predict post-secondary success, unless a student is trying to pass an exam for a specified certification, we don't normally take tests in real life". The majority of

Focus Group participants were also in agreement that the graduation pathway options are largely inequitable to special education students, students in small rural school districts, and students in ALE schools, and therefore not reflective of the Profile of the Graduate, which should encompass all students in the Washington K-12 education system.

As previously indicated, it is difficult for many students with IEPs and 504 plans to get certain accommodations on the various exams. So while they are able to utilize all the tools and supports that they have been taught to use through their special education plans and to pass their ELA or math classes, because they cannot utilize those on the majority of the graduation pathway option related assessments, they are unable to pass the exam associated with those graduation pathways. Because of this the current graduation pathway options aren't reflective of the actual skills students have, even though these are skills that can absolutely benefit their successful achievements beyond high school. Given that the goal of a Profile of a Graduate is to ready students for success post high school, the pathways should reflect the value of those skills.

> *"I've got a specific student right now, who will be a senior next year, and she passed her ELA and she hasn't passed the math yet. But she's just passed geometry with an A, but she had to work her tail off, and use supports and all that kind of stuff. So she can do it. But it just doesn't show up on the SBA." – Focus Group Participant*

> *"Well, I think when you said, demonstrating skills, knowledge and competency to transition out of high school, I think if the goal is for them to demonstrate that they have learned what we say they need to learn to graduate and move on, then we need to honor how we have taught them to use tools and supports." – Focus Group Participant*

Some participants shared examples of specific students they were working with that were already fulfilling the Profile of a Graduate with successful employment and community membership. However, even though they were reflecting the Profile of a Graduate, they were unable to fulfill a graduation pathway requirement due to their inability to pass one of the assessments without supports.

> *"I have a student who I just did a waiver for grad pathway because she didn't meet the math grad pathway…But she, for the past two years, has sold her artwork at local art fairs. She has her artwork in a store in Anacortes, and has had it for a whole year. She has done costuming for local community theaters and is currently under demand for hire for additional creative projects. She's shooting out into the world and has already developed an actual position in community for herself… And it is difficult to think that at some point in time that she wouldn't be able to graduate because there isn't a waiver." – Focus Group Participant*

The very small, rural and ALE schools are limited in the graduation pathway options they are able to offer. Specifically, most are unable to offer the CTE or Bridge to College pathway, which are the most

likely options for students that are unable to pass the more assessment based pathways. This is important to note as in the Stakeholder Survey both the CTE and Dual Credit (Bridge to College) pathways were the highest rated in terms of supporting the skills outlined in the Profile of a Graduate. If these options are not available to all students, the pathways cannot accurately reflect the Profile of a Graduate.

> *I work with a lot of very small districts that have 80 students in K-12 and they don't have the capacity to do the CTE pathways. I also have some that are trying to do Bridge to College but its not designed to do online or an ALE setting so it doesn't work. When we think of additional pathways the first audience that needs to be front and center is our really small, rural districts, which 2/3 of our districts meet that criteria which is not insignificant. – Focus Group Participant*

HOW IS THE HIGH SCHOOL AND BEYOND PLAN BEING IMPLEMENTED?

The High School and Beyond Plan (HSBP)is a process for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. Along with Credit and Subject Area Requirements, and Graduation Pathway Options, Washington students must complete a HSBP to achieve a high school diploma.[11] Each district has the flexibility to approach the requirement in their own way.

STAKEHOLDER SURVEY

Stakeholder Survey respondents were asked if they were familiar with the High School and Beyond Plan. The majority of all educators (88 percent) were familiar with the High School and Beyond Plan. While this was a high percentage, it is somewhat surprising that 12% were unsure or not given that this is a graduation requirement and all HS teachers and administrators should be familiar with the requirement. Only about half (58 percent) of the Recent High School Graduates and current High School Students (48 percent) were familiar with the High School and Beyond Plan which is also surprising given that this is a graduation requirement and every high school student should be completing this plan. The responses from this item would indicate that the HSBP is not being implemented in all high schools and districts in any meaningful way if not every teacher, administrator and high school student is familiar with the HSBP. Responses for this item were analyzed for differences by respondent type and demographics. Significant differences were observed for this item by respondent type, gender, race and ethnicity, see Appendix F.

[11] https://www.sbe.wa.gov/our-work/high-school-and-beyond-plan

Figure 18. Stakeholder Survey: "Are you familiar with the High School and Beyond Plan?" By Respondent Type

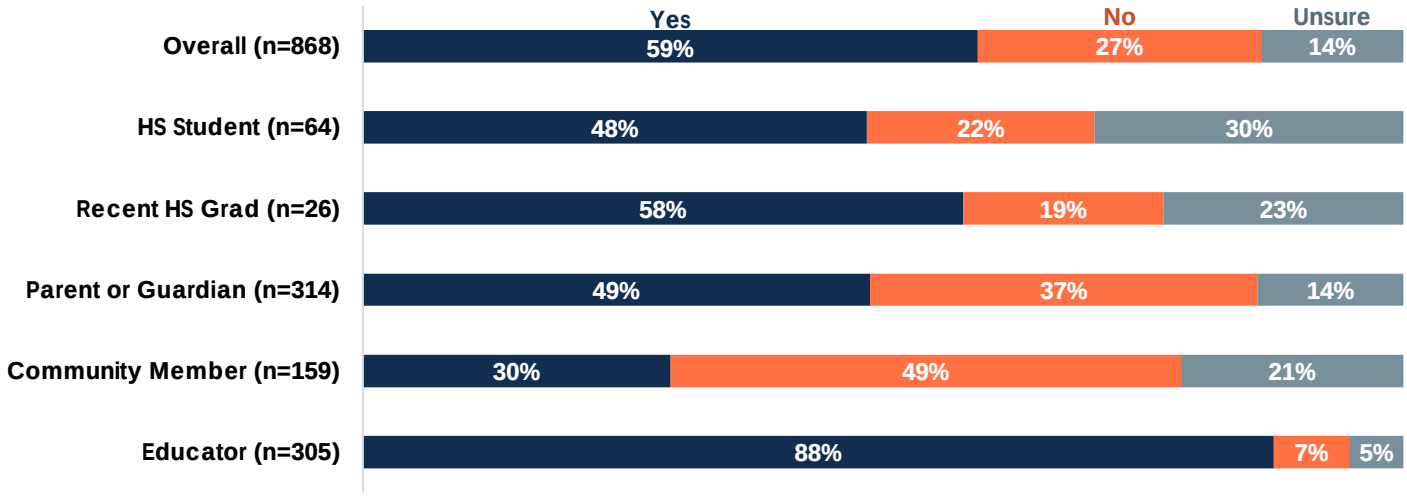


Figure 19. Stakeholder Survey: "Are you familiar with the High School and Beyond Plan?" By Respondent Gender

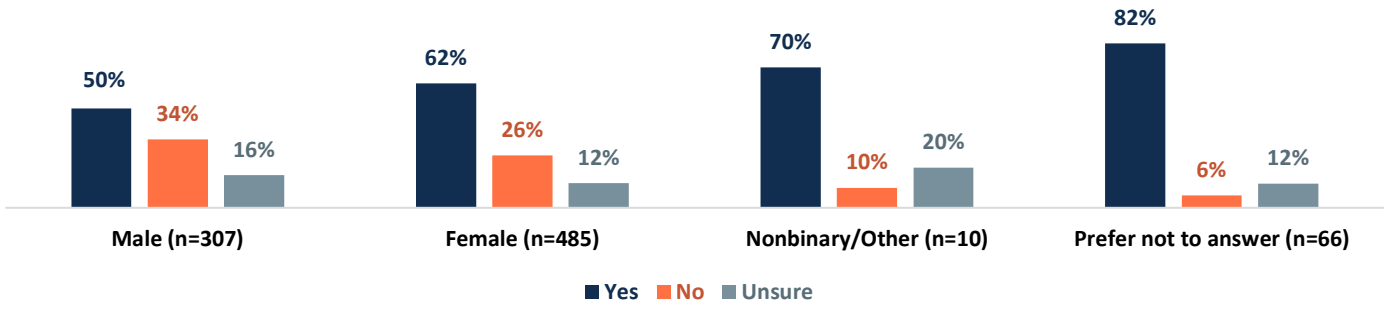
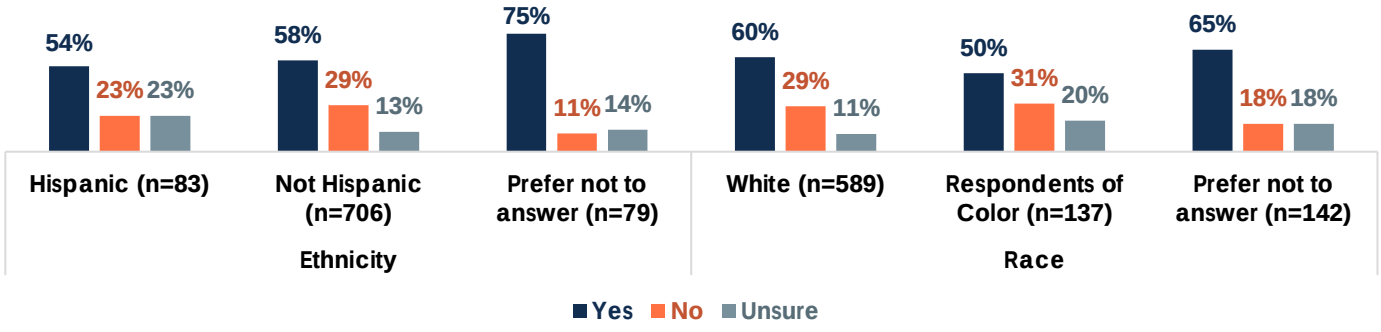


Figure 20. Stakeholder Survey: "Are you familiar with the High School and Beyond Plan?" By Respondent Ethnicity and Race



FOCUS GROUPS

While Focus Group participants were not directly asked how the HSBP was implemented in their respective districts, a few shared additional information about how this process is completed. For the most part, many participants indicated that the HSBP was filled out senior year as a, "check the box" type item that was completed because it was a requirement, but not used in an informative or relevant way.

One educator indicated that their district had done a great job of implementing the HSBP and had a process in place to make it meaningful for students. Freshmen in this particular district have to take a career exploration class, where they start their HSBP. This allows students to build a career path in their first year of high school, giving them greater opportunities to reevaluate and make customized changes to their plan in subsequent years.

WHAT IMPROVEMENT COULD BE MADE TO THE HSBP TO MAKE IT A BETTER TOOL FOR STUDENTS TO PLAN THEIR FUTURE AFTER HIGH SCHOOL?

STAKEHOLDER SURVEY

Stakeholder Survey respondents were asked to describe what if any improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school. Most of the responses indicated that more information needed to be provided to students and parents about the HSBP early, so that they had an opportunity to really utilize the tool for its intended purpose. Based on collected data, some students wait until their senior year to complete their HSBP and at that point it is considered a, "check the box" activity and not completed in any meaningful way.

> *"The High School and Beyond Plan is kind of a check the box thing for students...something that they have to do but that doesn't really mean anything. Students need to have earlier opportunities to connect with subjects and skill development pathways that lead to jobs." – Educator*

> *"The communication surrounding the high school and beyond plan needs improvement as a whole. Students know the work is required to graduate but don't at this point connect it to helping guide their future. 'It's a waste of time', is often heard from students and parents don't understand the purpose besides a grad requirement." – Educator*

> *"Provide parents/students with the options as freshman. I had to figure so much out with my first and it would have been helpful to get input from real people that took different paths and have more opportunities to gather information(printed and verbal)." - Parent/Guardian*

Respondents also suggested that the HSBP would carry more meaning if it was a more individualized process in which students could work directly with advisors and parents to complete the tool in a thoughtful manner. As well, it was suggested that the tool be completed as part of a separate class, or built into core subject classes so that students could complete the tool under direct instruction. Respondents communicated that this would likely require additional funding and resources from the state to ensure that staff received adequate professional development to implement and create meaningful lessons around the HSBP.

> *"On the school's end, make it embedded in multiple areas of a students' experience, not just a checklist item. We need to build the value with students and staff." – Educator*

> *"Educating staff on the importance of it and how valuable it can be in guiding students towards their post-secondary pathway." – Educator*

Regarding the HSBP platform itself and the tools included, it was suggested that a consistent statewide HSBP platform and data system would be beneficial for housing associated information. This would also provide an opportunity for parents and advisors to access and assist students with their plans. Furthermore, respondents indicated that students transferring in and out of different high schools would be able to continue with their current HSBP instead of restarting at every new school if there were a statewide system to house individual HSBPs. They also indicated that the HSBP seemed to be geared specifically towards college bound students and that the careers and pathways suggested for students were very, "college heavy". Additional feedback indicated that the HSBP tool be revised to include a wider variety of career and educational paths beyond attending a 4 year college or university.

> *"The tool itself is kind of clunky. My oldest was having trouble figuring out how to make it do what she wanted. It also seems to push her into a very narrow set of future goals, rather than showing her all of her options." – Parent/Guardian*

> *"Consistency in implementation, shared accountability and data collection, a process that ties completion to key milestones that are achieved with the help of a school counselor and other educators who serve as supportive guides to students." – Community Member*

Other suggestions for improvements to the HSBP to make it a better tool to plan for after high school included integration of work and life skills, community mentorship opportunities, alignment with special education services, beginning the HSBP in middle school, and including more resources for applying for scholarships and financial aid.

"Start earlier in middle school. Get community buy in and create living document that can be assessed regardless of living circumstances. Would also benefit Foster Care members." – Community Member

"There has been too much focus on four year universities. Students should know more about two year college programs, apprenticeship programs and financial information about managing your life once you start working." – Community Member

Table 22. Stakeholder Survey Open-Ended Question: "What improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school?"

HSBP Suggestions for Improvement	Count	Percent
More Information Provided to Students and Parents About HSBP	84	18%
Individualized/Continuous Process Completed With Advisors and Parents	57	12%
Have a Separate HSBP Class or Integrate Into Core Subject Classes	52	11%
Other	46	10%
Provide More Diverse Information on Skills, Sectors, and Education Programs	42	9%
Integrate Work and Life Skills	39	8%
Statewide Platform and Data System that is Student/Parent/Teacher Accessible	34	7%
Provide Resources and Funding to Support Implementation in Every District	33	7%
Discontinue HSBP Graduation Requirement	24	5%
No Changes Needed	16	3%
Include Community Mentorship Opportunities	13	3%
Align Special Education services with HSBP / Increased Accessibility and Relevance for Sped Students	13	3%
Start HSBP in Middle School	12	3%
Provide More Resources for Applying for Scholarships/Financial Aid	4	1%

FOCUS GROUPS

Educators participating in Focus Groups also had a lot feedback with regard to the HSBP. Specifically, they felt that for many students the HSBP is completed senior year as a, "check the box" requirement and therefore lacks meaning. Because the state offers flexibility with how and when the HSBP is completed, many districts and schools struggle to implement the HSBP in a way that is useful and relevant to students. Some districts see it as an "unfunded mandate" and don't have the resources to make it successful. As well, Focus Group participants indicated that there isn't "buy-in" from parents and teachers in some districts, because for the most part they are not informed about the HSBP and therefore do not understand or see the value of it.

It was suggested that if the state provided more support and training on how best to incorporate the plan and its activities, teachers would be better prepared to implement and follow through with the various activities. As of now, there isn't a consistent point person for coordinating the implementation of the HSBP across the state. Survey participants expressed that if there were a designated point

person at the school level who could lead the process using a template and timeline supplied by the state, this would help create equity across the state. As well, it was suggested that the state set a consistent schedule for implementing the HSBP to increase the likelihood that all students would complete certain HSBP benchmark activities each year of high school instead of waiting until the last minute of senior year and just checking a box.

> *"The idea of recommending a point person by position in the school to lead the work, providing a program design, sort of template timeline, and that like in seventh grade, these should be done and in eighth grade, this should be done in ninth grade 10th grade, giving broad strokes with latitude for implementation." – Focus Group Participant*

Educators also conveyed that they are concerned that the HSBP isn't equitable, especially for students with disabilities and/or those who are receiving special education services. It was indicated that the activities associated with the HSBP, especially the career guidance activities, are not designed for personalization and therefore don't capture an accurate future outlook for students with disabilities. A deeper level of customization is needed in order for the HSBP to be meaningful and relevant to all students regardless of what their future might look like.

> *"Personalization for diversely, neurodiverse people, the cognitively impaired students who it's inappropriate to put them on a college bound, or even some cases, post education, post high school education, or employment. We do that work in special ed, we have a plan, we reach out to community vendors we job embedded coaches and training. But the high school beyond plan doesn't really capture that in a clear way." – Focus Group Participant*

As indicated previously, while some educators reported that their districts had done a great job of implementing the HSBP and had a process in place to make it meaningful for students, there was also feedback highlighting that even the best laid post high school plans mean very little if there aren't any options or supports in the district to actually allow students to follow through with their plan.

> *"I think the HSBP is a super valuable process and we're going through this organic planning process, with like, all these excellent conversations, and then connecting to the community, and doing this job, and what can you do in this job to build on this job, and everyone [students] is all in. It's just that the endpoint is like, okay, never mind all that. Because those things that you're actually doing, don't count for this endpoint." – Focus Group Participant*

WHAT IMPROVEMENT COULD BE MADE TO THE HSBP TO MAKE IT A BETTER TOOL FOR STUDENTS TO MAKE DECISIONS ABOUT COURSES, GRADUATION PATHWAY OPTIONS, OTHER ACADEMIC AND CAREER LEARNING ACTIVITIES?

STAKEHOLDER SURVEY

Stakeholder Survey respondents were asked to describe the improvements that could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about academic and career learning activities. Respondents indicated that the HSBP should be individualized per student needs and continuously reviewed and revised with advisors, students and parents. Similar to responses regarding how to make the HSBP a better planning tool for life after graduation, respondents shared that students only complete the HSBP as a checklist item during the senior year and that the HSBP would serve as a better academic planning tool if it was something that students started as early as middle school and revisited, at least annually, under advisement from a counselor or teacher. It was suggested that the HSBP should be a "living" document that is updated and revaluated consistently to reflect a student's changing needs and interests.

> *"Just having a student upload a document is not going to help them make decisions. It needs to be a conversation and a living document that changes over time depending on their interests and needs." – Educator*

> *"HSBP needs to be visited regularly with good data tracking for students so they become invested in their education and know all that graduation entails." – Educator*

> *"At my child's school, this plan is done 6 weeks prior to graduation, so it does nothing to help them with pathway options." – Parent/Guardian*

Some stakeholders suggested that to make the HSBP a viable planning too, there should be a separate, "High School and Beyond class" or creating it should be more incorporated into a core subject class. Collected data indicated this would help students to make the tasks and activities completed as part of the plan more meaningful and provide a better understanding as to the relevance beyond high school. Additionally, respondents suggested this would also serve to integrate the plan with course selection, graduation pathways, extracurricular activities, and post high school plans. As well, it was indicated that the HSBP should be housed in a consistent statewide digital platform so that advisors, teachers, parents and students could access it regularly to review and update the HSBP as needed. Having a consistent platform across the state would also benefit students transferring in and out of various high schools and help to keep them from losing progress they had made in this endeavor.

> *"Have the schools make it part of a required senior class or a stand along required class. Create specific activities / lessons for students to complete instead of saying 'go to this website and complete some aptitude test." - Educator*

"It would be great if all core content areas had to create assignments tied to the HSBP annually. This would ensure the HSBP is a living tool students use to reach post-secondary goals." – Educator

"Require a senior class and a middle school class that focuses on students on their future with student generated artifacts that are stored in a central system that students and advisors can access from any district throughout their secondary education experience. School transfers lose a majority of this work leaving our most vulnerable students without any future orientation." - Educator

There were a number of responses with regard to the career exploration quiz and education finder features that students have to complete as part of the HSBP. Much of the feedback indicated that there should be more diverse information on the skills, sectors, and education programs suggested to students. Respondents commented that they felt this feature was geared toward careers that required college education and that the program needed to take into account that not every student intends to start a career that requires a college degree. As well, many parents conveyed that the entire HSBP process should be more personalized to mitigate career suggestions and education paths well beyond their child's general capabilities.

"Currently feels very college focused and until the cost of college drops, students aren't interested. More emphasis is needed on jobs and skills that require only a 2-year degree or no degree."- Educator

"Encourage students to explore each of the pathways and weigh out pros and cons according to their lifestyles and interests." – Recent High School Graduate

Other comments included dropping the HSBP as a graduation requirement, the need for resources from the state to support a more consistent implementation of the HSBP in every district, a better integration of work and life skills, inclusion of community mentorship opportunities, alignment with Special Education, and providing more information to parents early on so they have a better understanding of the HSBP and can be more involved with the process.

"Higher awareness, for both students and parents. Many students are learning their options from other students, and even when they want to try something different, parents may not recognize a valid opportunity." – Educator

"Teachers need a ton of PD on it. I teach a college class on the HSBP to teachers. The number one comment I get is: "now that I understand this, I am going to be way more involved in making sure it gets done right". This just did not enough PD to be rolled out for teachers to do." – Educator

Table 23. Stakeholder Survey Open-Ended Question: "What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities?"

Suggested HSBP Improvements	Count	Percent
Individualized Continuous Review Process with Advisors, Students and Parents	69	20%
Provide More Diverse Information on Skills, Sectors, and Education Programs	54	15%
Integrate with Course Selections, Grad Pathways, Extracurricular Activities, etc.	39	11%
Have a Separate HSBP Class or Integrate Into Core Subject Classes	28	8%
Provide Resources and Funding to Support Implementation in Every District	28	8%
Drop the HSBP Requirement	27	8%
Integrate Work and Life Skills	26	7%
Statewide Platform and Data System that is Student/Parent/Teacher Accessible	23	7%
Other	16	5%
Start HSBP in Middle School	13	4%
Include Community Mentorship Opportunities	12	3%
Align Special Education with HSBP	8	2%
Provide More information to Students and Parents About HSBP	8	2%

FOCUS GROUPS

Educators participating in Focus Groups suggested that the HSBP would be more readily utilized as a decision making tool if additional guidance and supports were provided by the state. And that additional state level guidance should include a plan for integrating the HSBP into core classes, or as part of a career exploration class for all freshmen, so that students can begin exploring career goals, identifying interests, and creating a four year plan at the start of their high school career, versus at the end. More specifically, respondents indicated that students need an opportunity to learn more about the graduation pathway options in general, followed by guidance in creating a plan that is supported by one of the graduation pathway options and is driven by their skills and interests and not based on what they can, "pass." They also expressed a need for parents to be included in opportunities to learn more about the HSBP and the graduation pathway options so they are poised to actively engage and advocate for their children over the course of their high school journey.

> *"I think where my issue is, with the pathway of the graduate is the rules themselves are vague about who's responsible for it. Under the guise of local control, you have these great pathways, but it's like 'here school do this" and in some places, it's a counselor, some places, it's a dean, some places, it's this just person who has historically always done that. And so you get inequity in the systems, even within our school districts, let alone district to district, because the pathways are very common sense to me, and they're flexible, and there's options. No one takes ownership of it the same way from school to school or district to district. And so it that there's just sort of breeds inequity,*

there's not an assigned point person. And if we're not given guidance, then it becomes the path of least resistance." – Focus Group Participant

"I would also suggest that someone explores how do you integrate this into ELA and social studies classes, least some of the work …and then write a write a paper about that. And it would be relevant to either contents to support state standards…So I think a lot of the activities would be very integrated." – Focus Group Participant

Focus Group participants were very clear that it is paramount that the available graduation pathway options actually reflect the future plans of students if they are to be of any value as a decision making tool or impetus for selecting course work and activities that give agency to their own plans for the future. Participants were direct in their desire to see students utilizing a graduation pathway option relevant to them, rather than wasting time going through the process of creating a HSBP only to have to end up picking a graduation pathway based on their ability to meet the requirements of a graduation pathway option with no value beyond checking a box.

"So it's possible for our system to read these documents as, 'well we're going to try to fit you in the first slot. And if you don't fit, that's okay. We'll try shoving you in the next slot, we're going to keep shoving you into a slot until we find one that fits.' That is inherent in the system, it's breeding these inequities. If we really are truly serious about personalization and a student being the center of making the choice, then we can't have a default choice that's made for a student. How do we ensure implementation that guarantees the student agency and choice throughout the process? And I think the High School and Beyond Plan could be a central document in that, but there's a lot more work to be done around how it's being used." – Focus Group Participant

"I think we need a mastery based learning pathway opportunity for kiddos to really put the kid in the center and wrap ourselves around as a system of support. And then let them choose their own adventure through their high school experience, in a way where high school can be purposeful it can have meaning in a way that very few of our students get to experience." – Focus Group Participant

ARE THE GRADUATION PATHWAYS RELEVANT TO STUDENTS AND HOW COULD THEY BE MORE RELEVANT?

STAKEHOLDER SURVEY

The Stakeholder Survey included multiple "trigger" questions in which a "Yes" response would trigger additional questions within the survey. The question "Are you familiar with the current high school graduation pathway options available in the state of Washington" triggered additional questions about the graduation pathway options and their relevancy. Overall 64 percent of the respondents, and nearly all educators (91 percent) were familiar with the current high school graduation pathway

options. Only half (50 percent) of the Recent High School Graduates and current High School Students (47 percent) were familiar with the graduation pathway options. Responses for this item were analyzed for differences by respondent type and demographics. Significant differences were observed for this item by respondent type, gender, race and ethnicity, see Appendix F for this item's full statistical tables.

Figure 21. Stakeholder Survey: "Are you familiar with the current high school graduation pathway options available in the state of Washington?" By Respondent Type

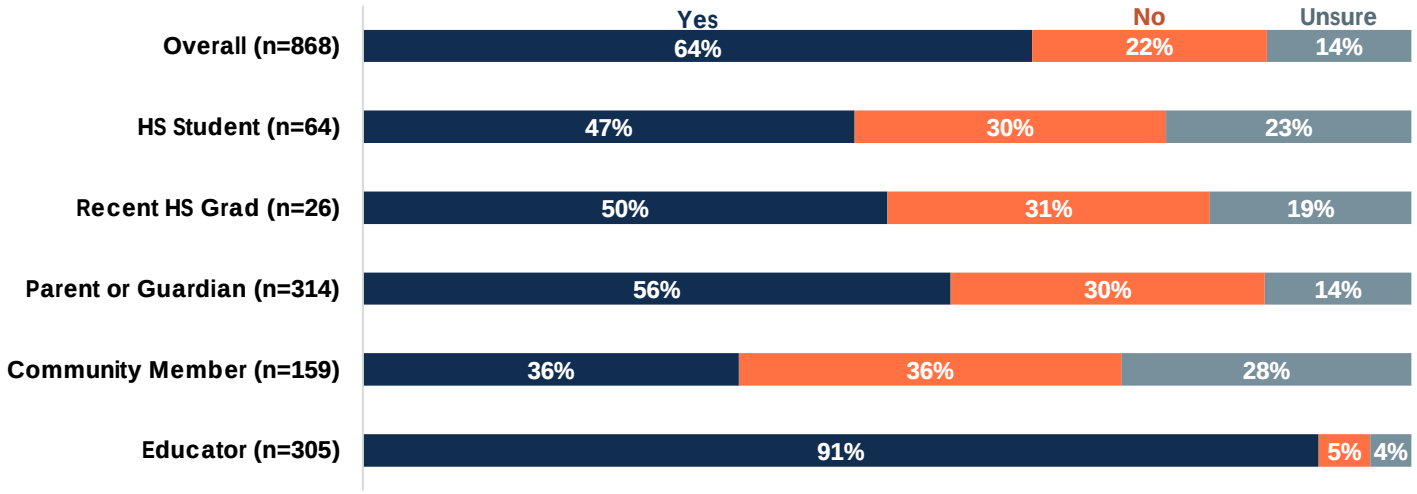


Figure 22. Stakeholder Survey: "Are you familiar with the current high school graduation pathway options available in the state of Washington?" By Respondent Gender

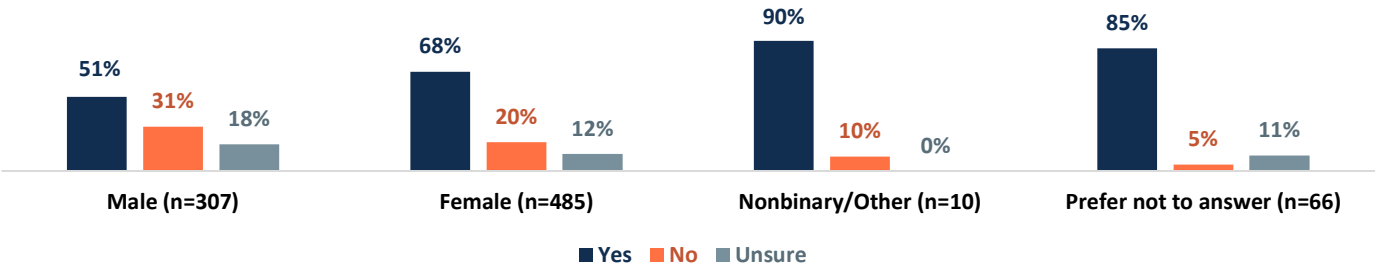
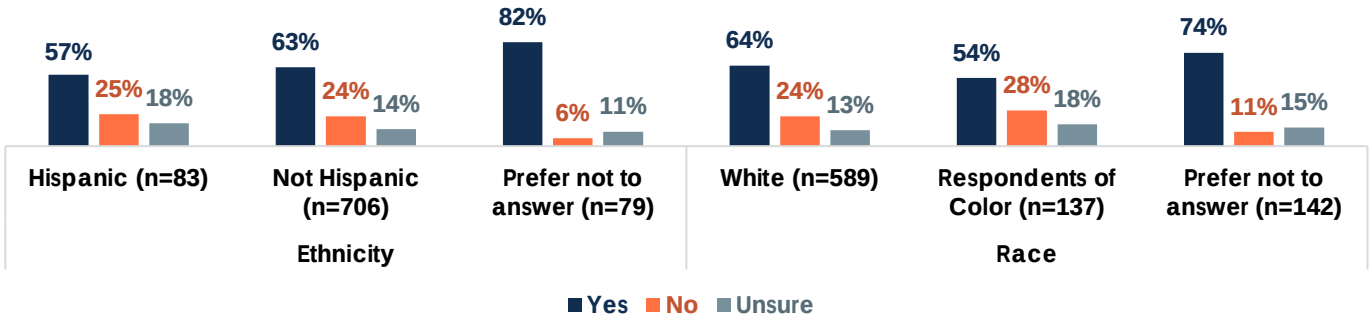
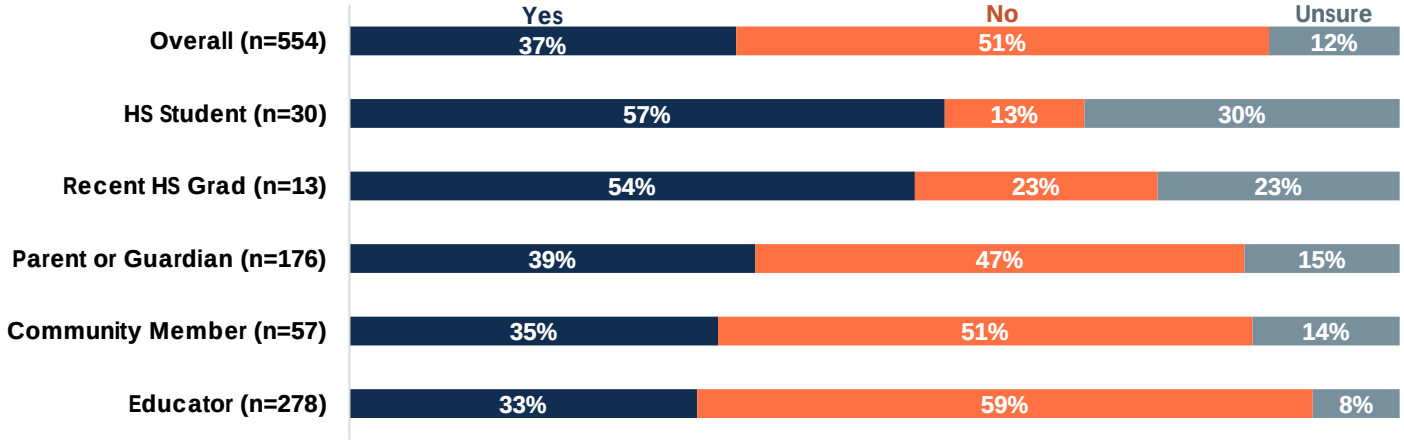


Figure 23. Stakeholder Survey: "Are you familiar with the current high school graduation pathway options available in the state of Washington?" By Respondent Ethnicity and Race



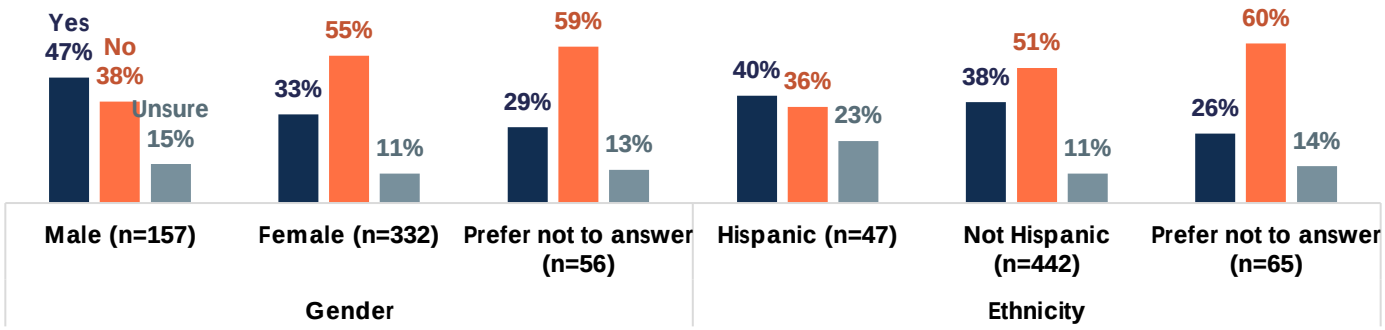
Stakeholder Survey respondents that indicated they were familiar with the current graduation pathway options were asked to indicate if the graduation pathway options were relevant to all students. Responses varied significantly by respondent type, with current high school students and recent high school grads being more likely to indicate the current graduation pathway options were relevant versus educators, community members and parents. As shown, a little over half of high school students (57 percent) and recent high school graduates (54 percent) answered "yes" while approximately half (46 – 59 percent) of all other respondent types answered "no".

Figure 24. Stakeholder Survey: "Are the current graduation pathway options relevant to all students?" by Respondent Type



Significant differences were also detected in response to this item by gender and ethnicity. Males were more likely to indicate "yes" the pathways are more relevant and Hispanic respondents were more likely to indicate "unsure".

Figure 25. Stakeholder Survey: "Are the current graduation pathway options relevant to all students?" by Gender and Ethnicity



Stakeholder respondents that indicated the graduation pathways were not relevant to all students were invited to share in their own words how the options could be more relevant for all students. The majority of comments were regarding the lack of equity in the pathways for all types of students and all types of schools in all areas of the state. Communicating that because the pathways are not equitable or accessible to all students in all schools, they cannot be a relevant measure of high school completion.

The lack of equity for IEP/504, Special Education, English Language Learner and Unconventional students was specifically discussed along with the need for additional options within the pathways for these students. Currently, the only pathway options available to students with difficulties taking tests is the CTE sequence, which is limited or unavailable at many districts and schools in the state. Respondents reiterated the need for additional options or a specific pathway option for IEP/504, Special Education, English Language Learner and Unconventional students, as the current options are limited and therefore inequitable. With regards to CTE, it was also noted that there needs to be more flexibility in terms of which courses count towards a CTE sequence and the CTE pathway.

Not all schools in the state are able to offer all of the graduation pathway options due to a number of reasons, including school type (ALE schools), funding, staffing, space and size. Most schools in smaller/rural districts are unable to offer the CTE pathway, which as previously indicated, is the only non-test option for students with IEPs and special needs.

Responses indicated that the pathway options are too focused on high level college bound students as SAT/ACT, dual credit courses, transition courses, and AP/IB/Cambridge options are really only accessible to those students. Students not planning to pursue post-secondary education only have the SBA, CTE and ASVAB options available. As previously noted, these options may not be available in all schools and therefore they cannot be equitable to all students.

> *"Increase focus on students who are entering the workplace directly rather than military or college. Widen the possibilities for them to demonstrate readiness and 21st Century skills. Financial Literacy aptitude should be a hard*

requirement. The state SBAC test is not a relevant indicator for most of our students". – Educator

"Students need more non-test graduation pathway options, including one that values a job immediately after high school that falls within a student's long-term plans". – Parent/Guardian

Other comments regarding the relevancy of pathways indicated that:

- The pathways are used as a box to check and aren't actually used for any meaningful purpose;
- More support and information needs to be provided to schools, students and their families to fully utilize and understand the pathways; and
- Additional pathways should be created.

The additional pathways suggested included trades/apprenticeship/work experience, custom/student created, life skills, project/portfolio, and fine arts/creative pathways. Table 24 shows the range of themes expressed by respondents when asked to describe how the pathways could be more relevant to all students. Please note, individual responses may have covered more than one category.

Table 24. Stakeholder Survey Open-Ended Question: "How could the current graduation pathway options be more relevant for all students?"

	Count	Percent
Options for Special Education/IEP/EL/Unconventional Students	68	19%
Equity for All Students	47	13%
Focus less on only high level, college bound students	37	10%
Other	34	9%
Add Trades/Apprenticeship/Work Experience Pathway	33	9%
Equity for all schools	26	7%
Add Custom/Student Created Pathway	21	6%
Flexibility for CTE/Additional CTE Options	24	7%
Add Life skills Pathway	15	4%
Provide more support/information for schools/districts/students/parents to implement/understand pathways	15	4%
Remove Pathway and/or HSBP requirements	13	4%
Use pathways as a meaningful tool for planning	11	3%
Add Project Based/Portfolio Pathway	9	2%
Add Fine Arts/Creative Pathway	9	2%
Flexibility with the HSBP	2	1%

"Provide resources to ALL school districts, including rural districts, to give a wider array of options. Create more flexibility for teaching staff to teach out of area. This will enable more options and individualized learning." – Educator

"Too many pathways focus on only test taking. The CTE pathway is great, but it is not equitably accessible for students in ALE or small schools." -Educator

Current high school students that indicated they were familiar with the current graduation pathway options were asked if the options were specifically relevant to them. As shown, the majority (80 percent) answered "yes". No significant differences were observed for answers to this question by respondent gender, race or ethnicity.

Figure 26. Stakeholder Survey: "Are the current graduation pathway options relevant to you?"

Students that indicated the graduation pathway options were not relevant to them were asked to describe what would make them more relevant. Because of the very small number of "no" responses and the lack of viable open response data, a summary to this item cannot be included.

All Stakeholder Survey respondents were asked to rate the importance of the following skills and attributes in the current workforce. As shown, the majority of respondents agreed that communication skills (96 percent), problem solving skills (93 percent), collaboration skills (91 percent) and critical thinking skills (91 percent) were among the most important. The skill that was rated as being the least important was test taking (25 percent), which is notable given that half of the current pathway options involve a standardized test. It was also indicated that a two year degree (29 percent), four year degree (27 percent) and foreign language skills (30 percent) were not as important.

Responses to this question were analyzed for significant differences by respondent type and demographics. The following figures display the responses by respondent type and demographics, *if significant differences were observed*. Significant differences were observed by respondent type for all items except Work Experience, Creativity & Innovation, and Leadership. The items in which significant differences were observed by respondent demographics (gender, ethnicity and/or race) were Problem Solving Skills, Four-Year Degree, Timeliness, Two-Year Degree, Work Experience, Math Skills, Technical Certification, Test-Taking, Flexibility, English Language Arts Skills and Foreign Language. See Appendix E for the full response distribution and Appendix F for the statistical results of these items.

Figure 27. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Problem Solving Skills?" By Respondent Type

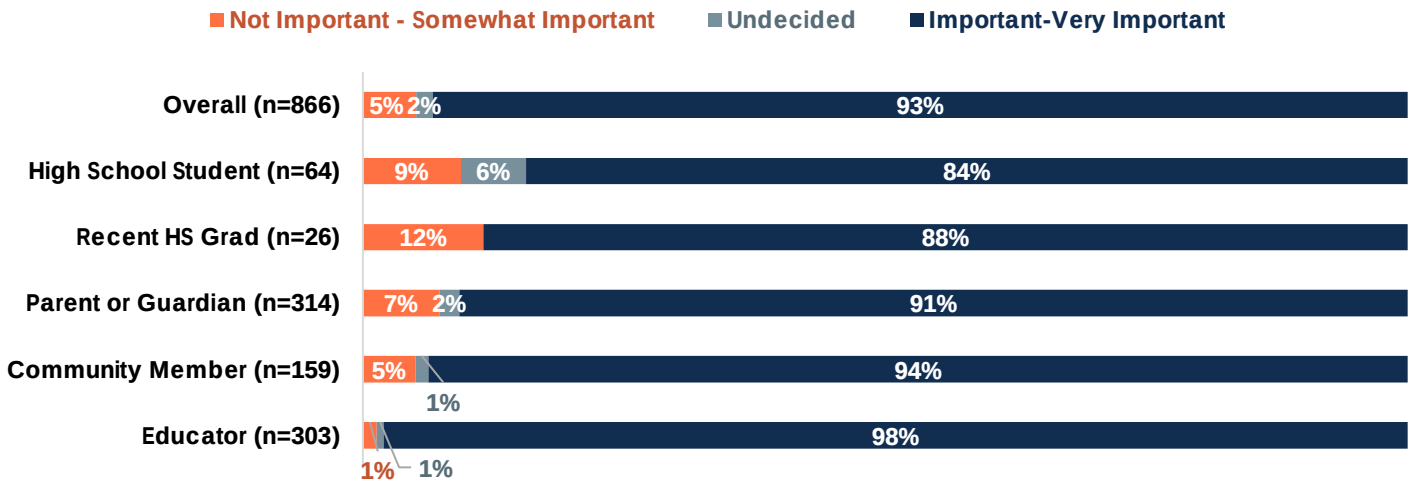


Figure 28. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Problem Solving Skills?" By Respondent Gender

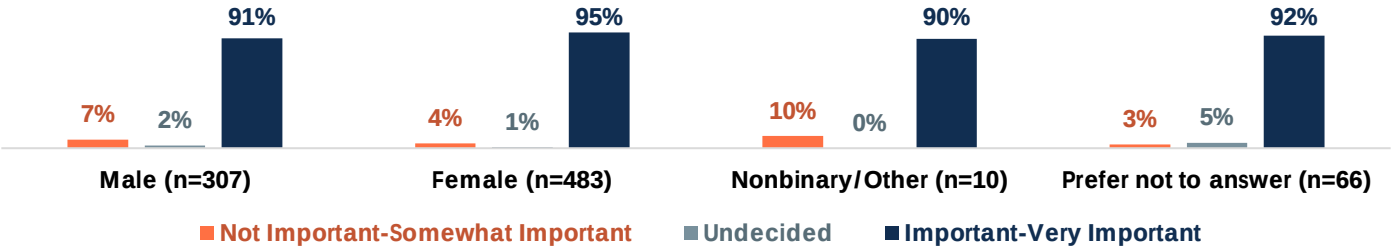


Figure 29. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Ability to Collaborate?" By Respondent Type

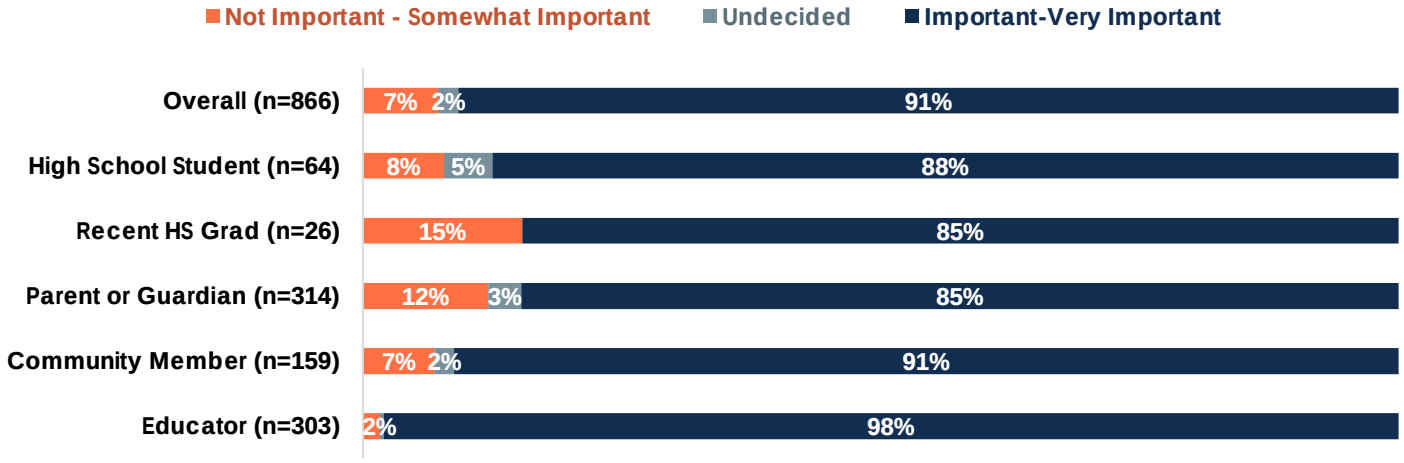


Figure 30. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Communication Skills?" By Respondent Type

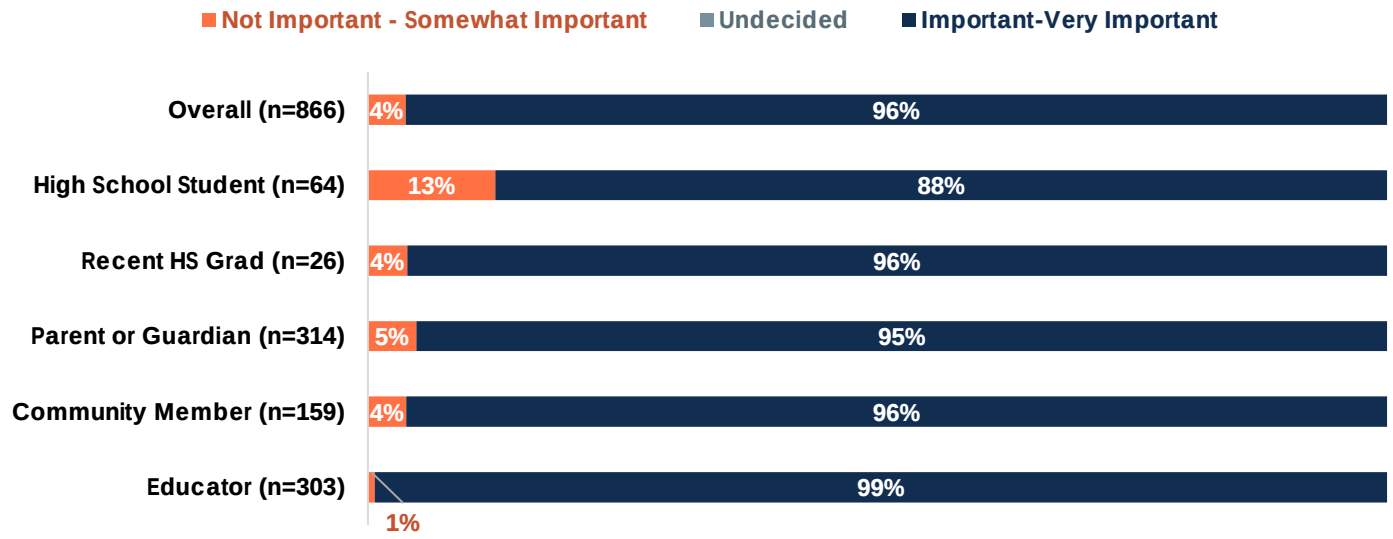


Figure 31. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Leadership?" By Respondent Type

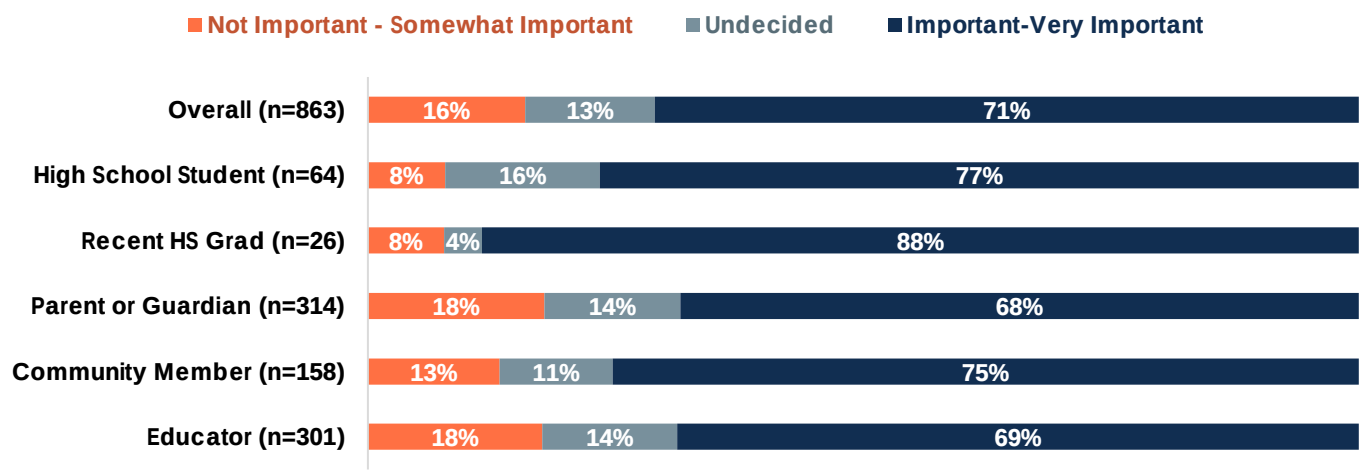


Figure 32. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Initiative?" By Respondent Type

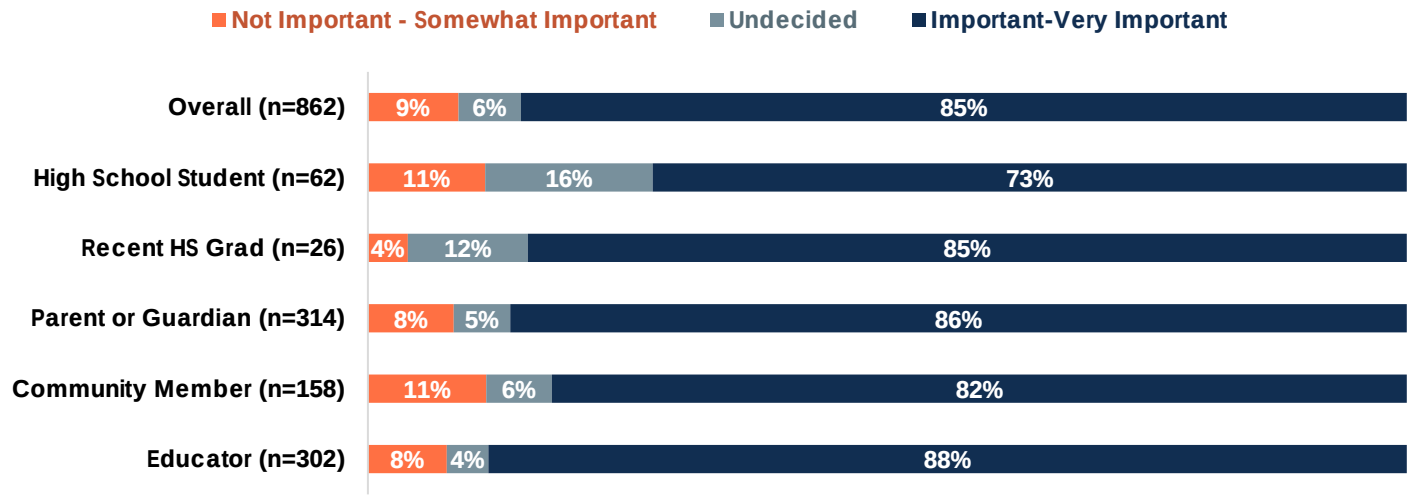


Figure 33. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Attention to Detail?" By Respondent Type

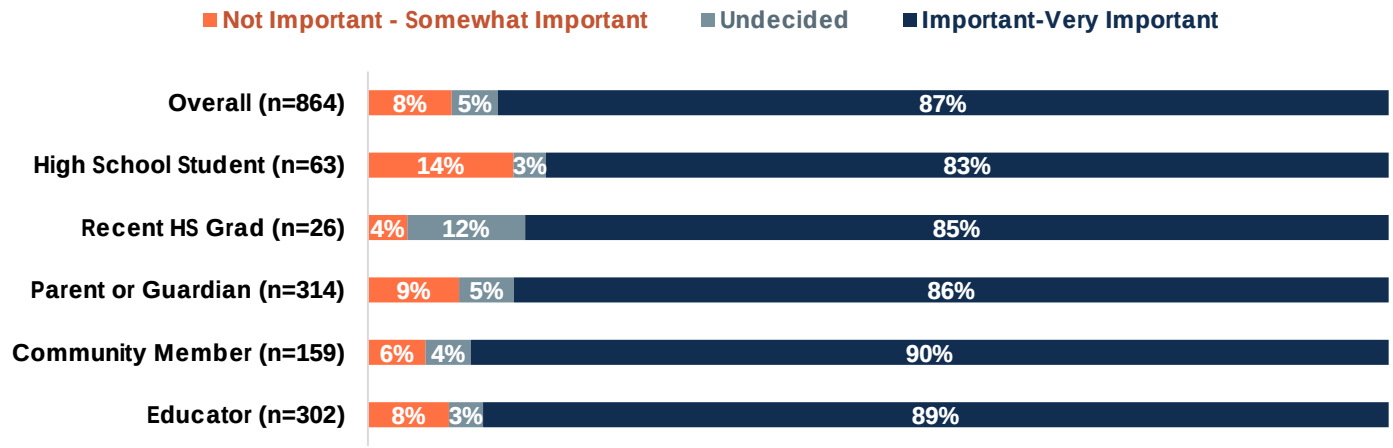


Figure 34. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Technical Skills?" By Respondent Type

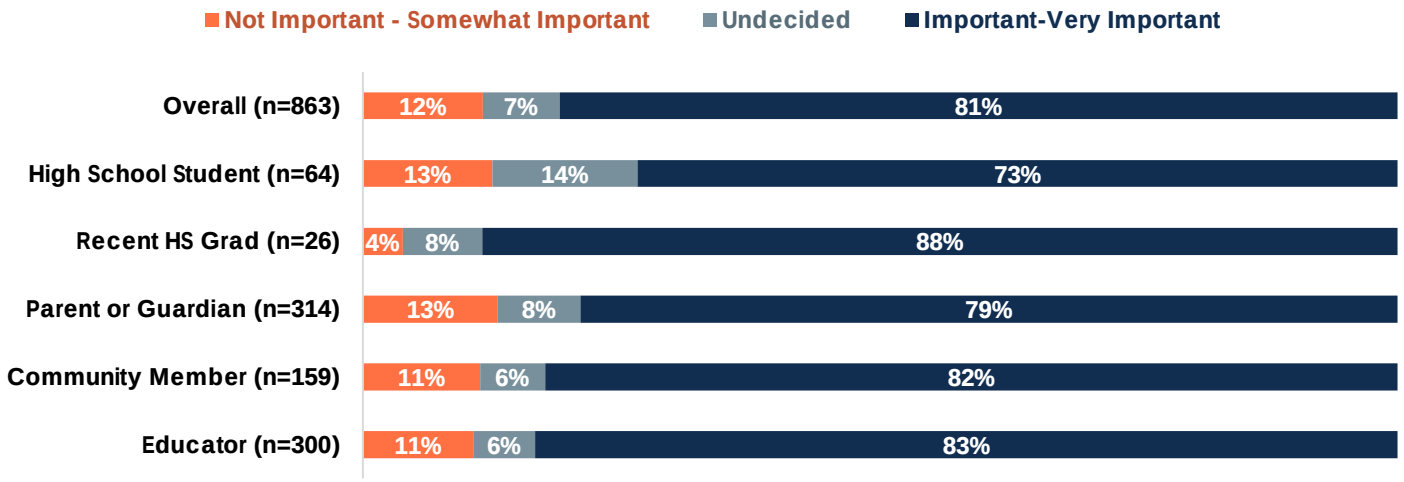


Figure 35. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Four Year Degree?" By Respondent Type

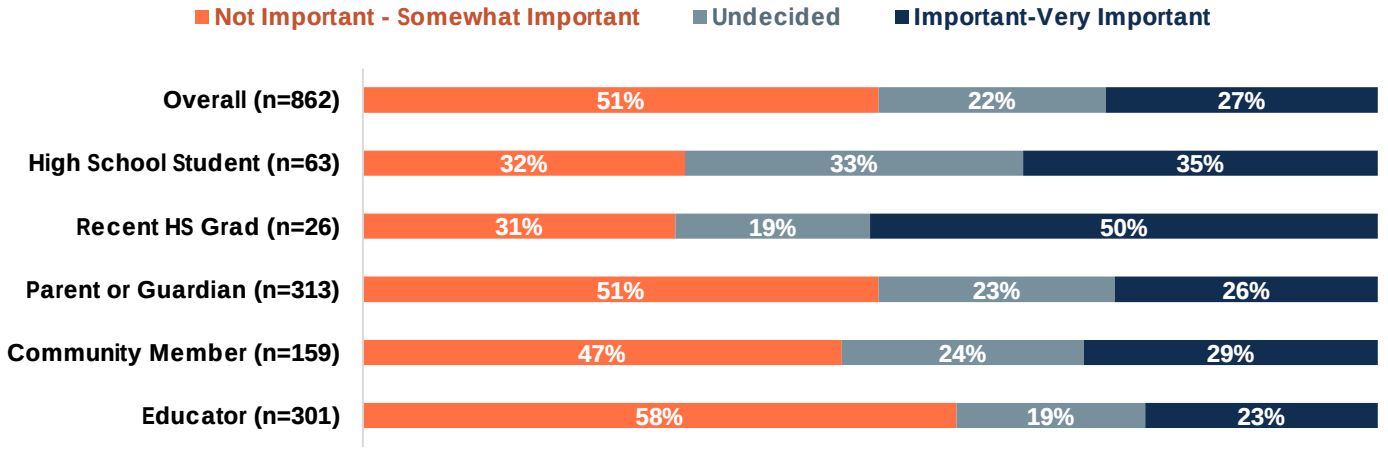


Figure 36. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Four Year Degree?" By Respondent Gender

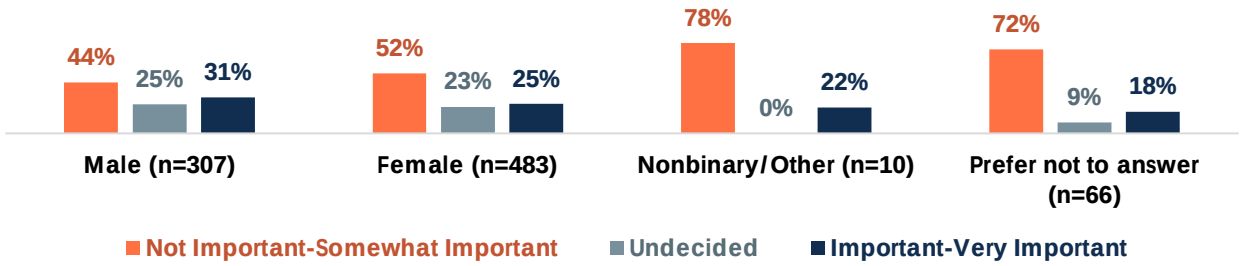


Figure 37. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Four Year Degree?" By Respondent Race & Ethnicity

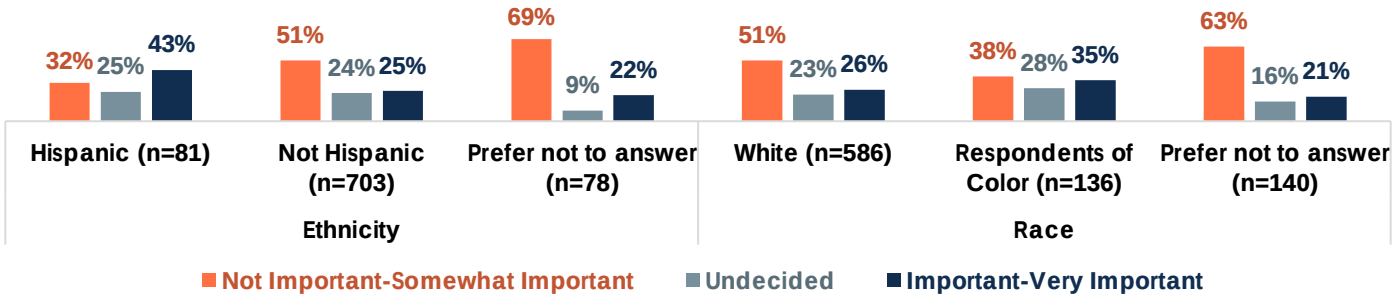


Figure 38. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Organizational Ability?" By Respondent Type

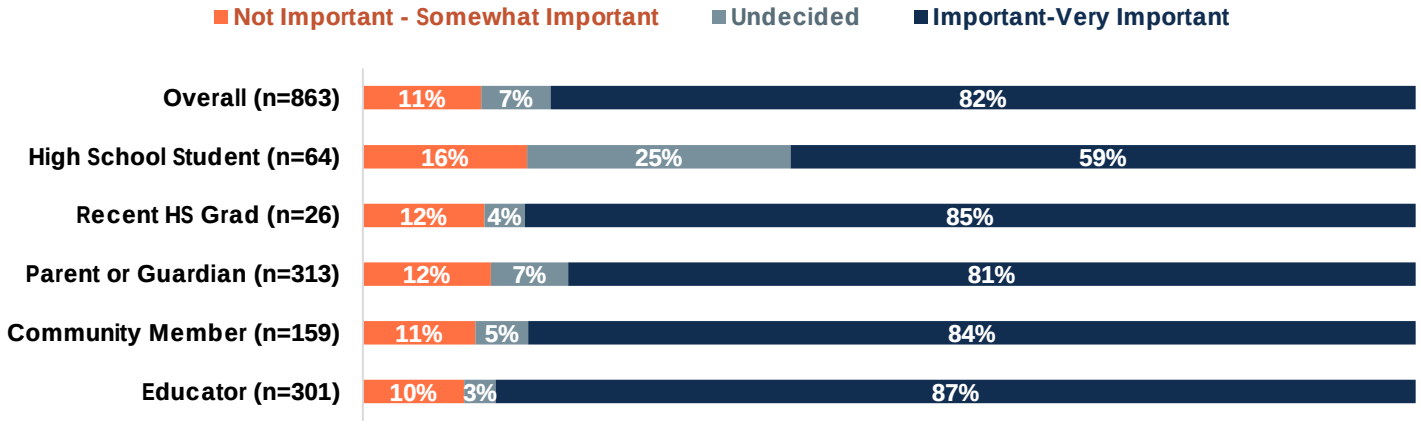


Figure 39. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Creativity & Innovation?" By Respondent Type

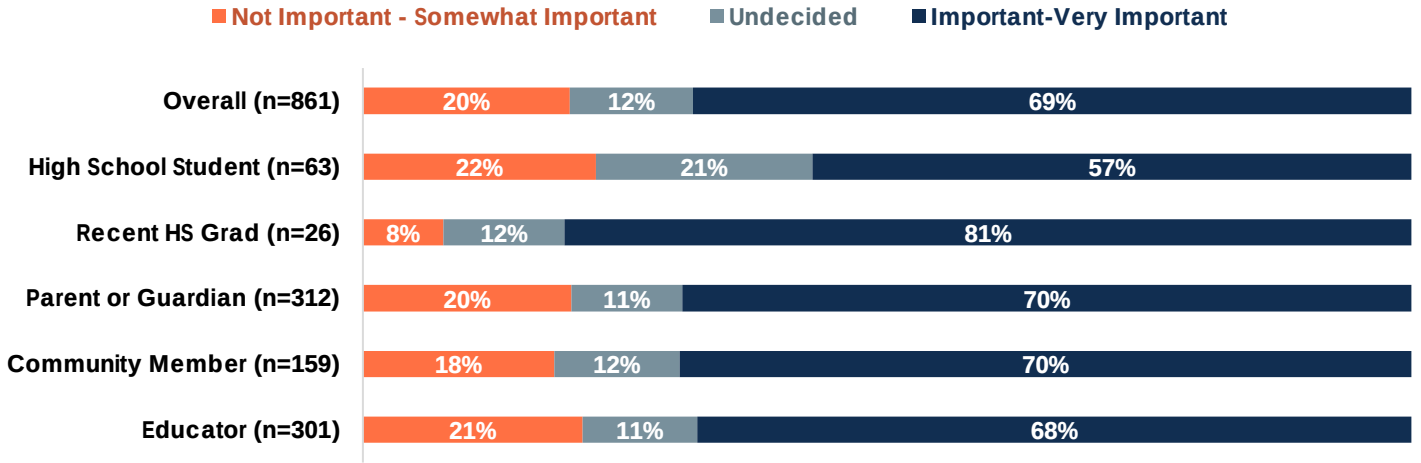


Figure 40. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Timeliness?" By Respondent Type

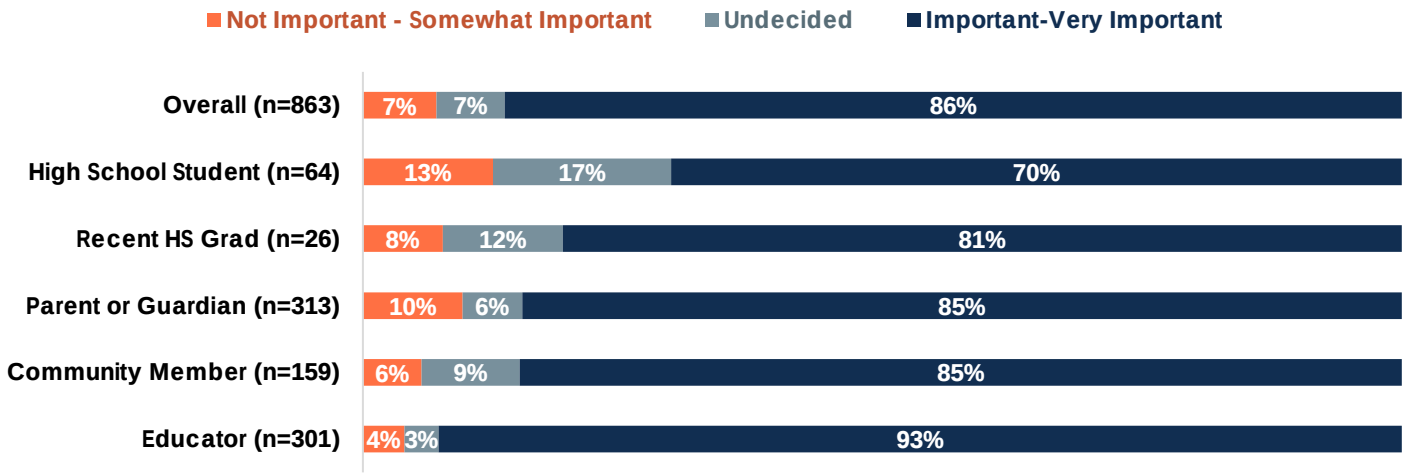


Figure 41. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Timeliness?" By Respondent Ethnicity

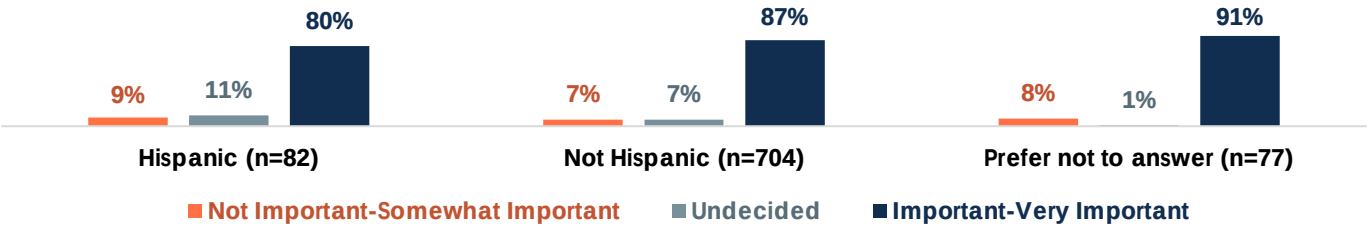


Figure 42. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Critical Thinking?" By Respondent Type

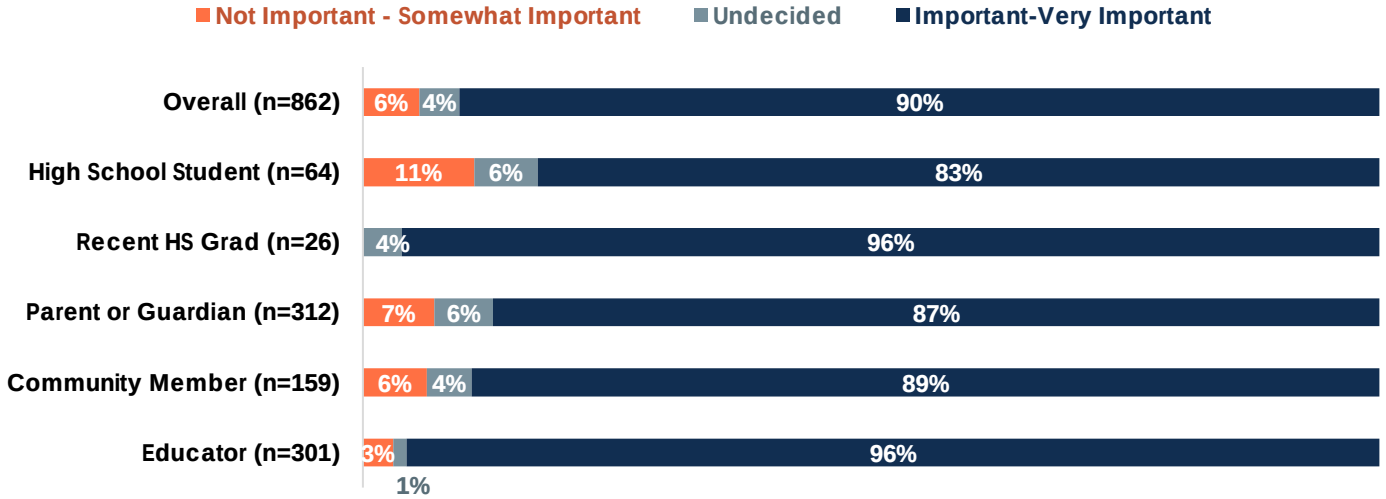


Figure 43. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Two-Year Degree?" By Respondent Type

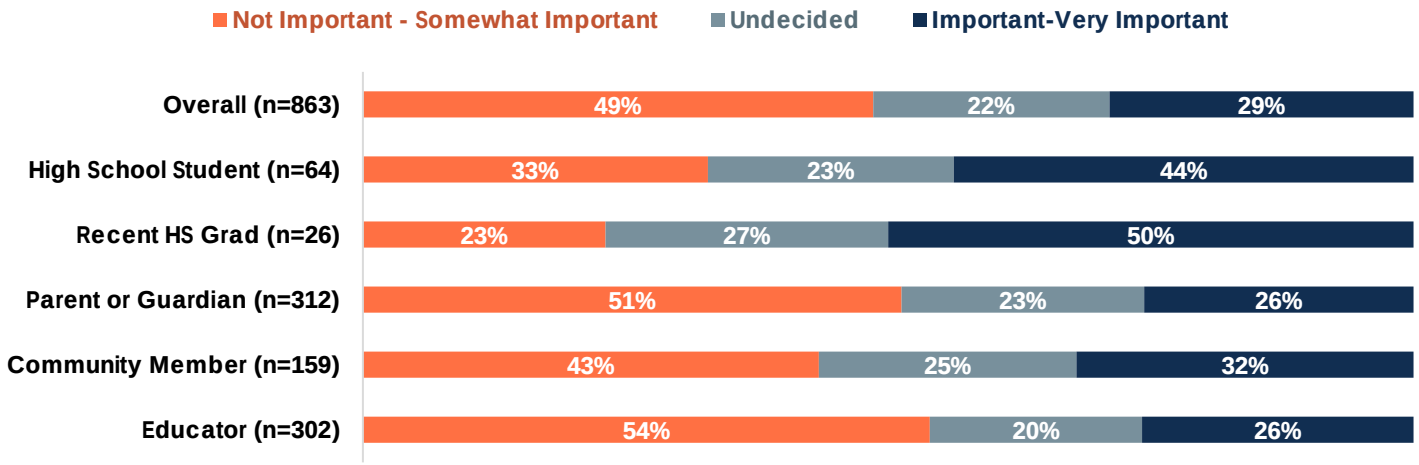


Figure 44. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Two-Year Degree?" By Respondent Gender

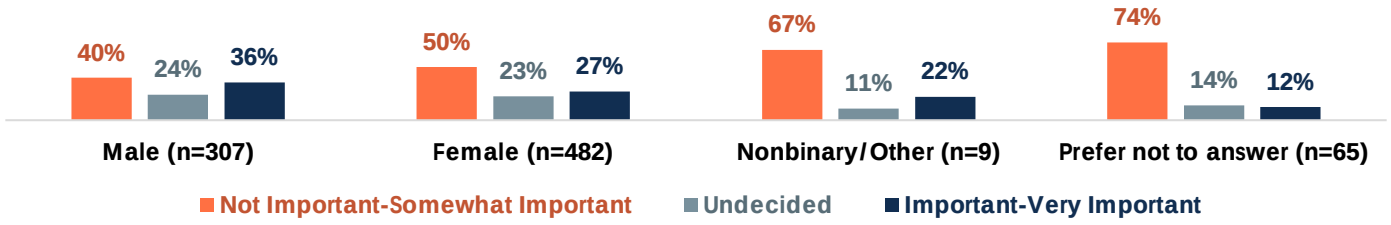


Figure 45. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Two-Year Degree?" By Respondent Race and Ethnicity

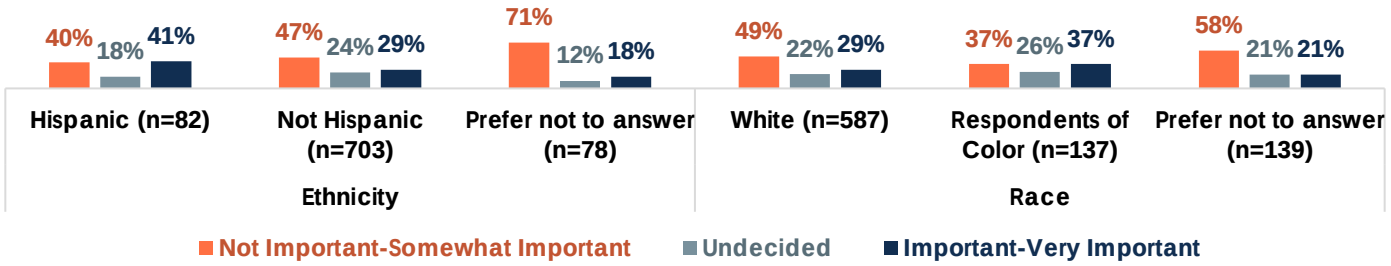


Figure 46. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Work Experience?" By Respondent Type

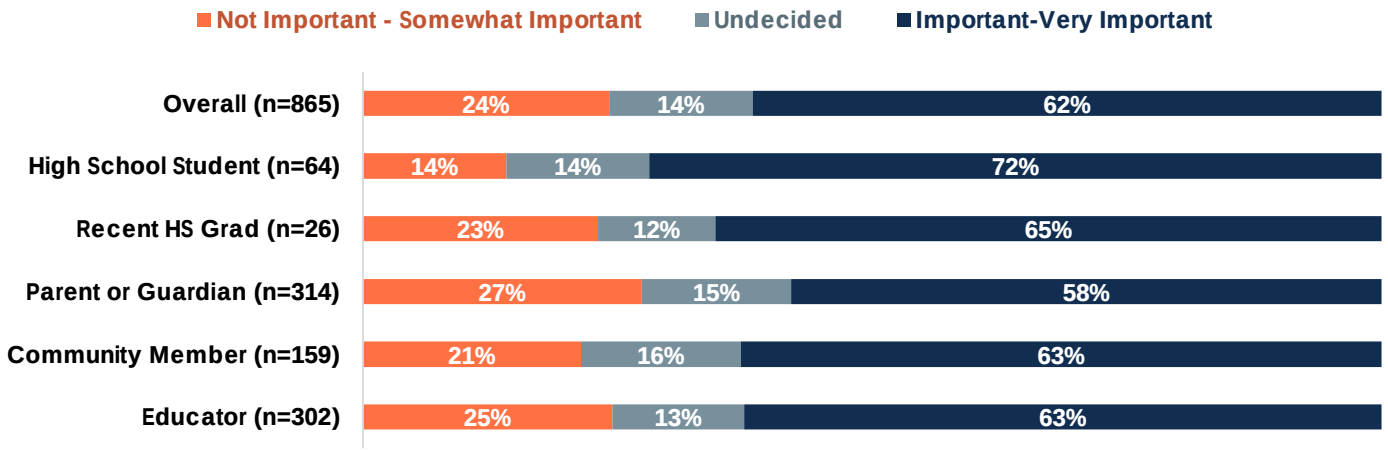


Figure 47. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Work Experience?" By Respondent Gender

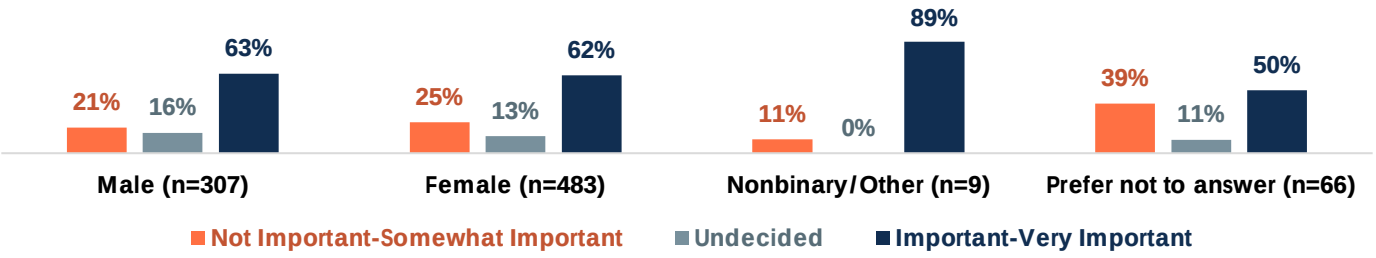


Figure 48. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Math Skill?" By Respondent Type

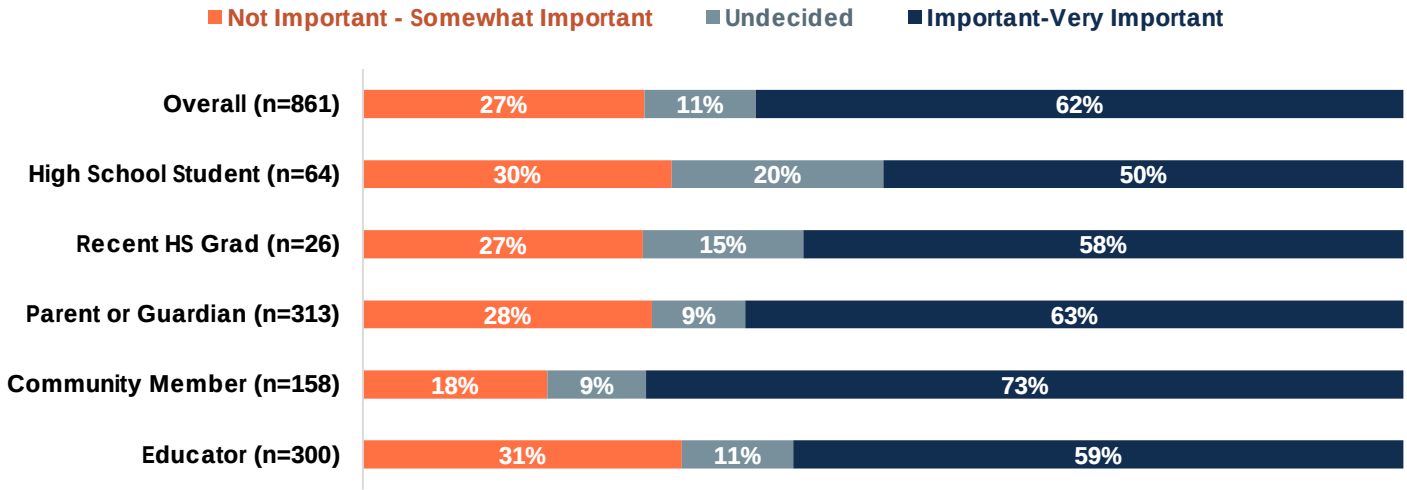


Figure 49. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Math Skill?" By Respondent Gender and Race

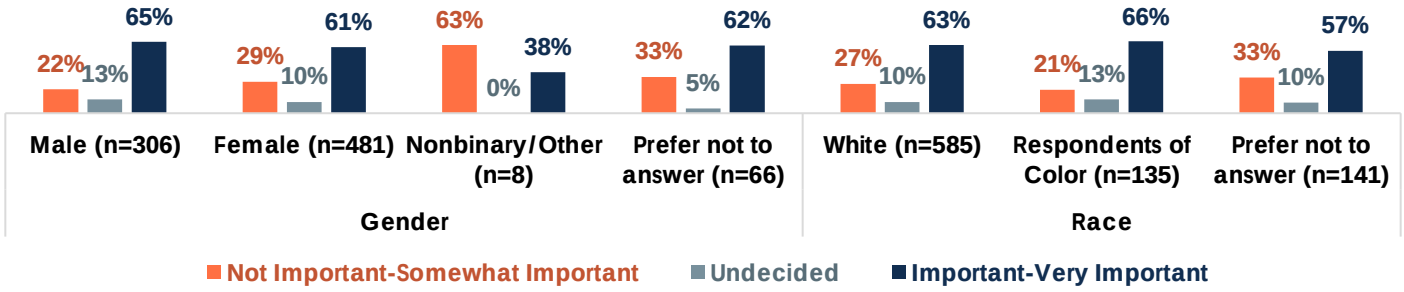


Figure 50. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Technical Certifications?" By Respondent Type

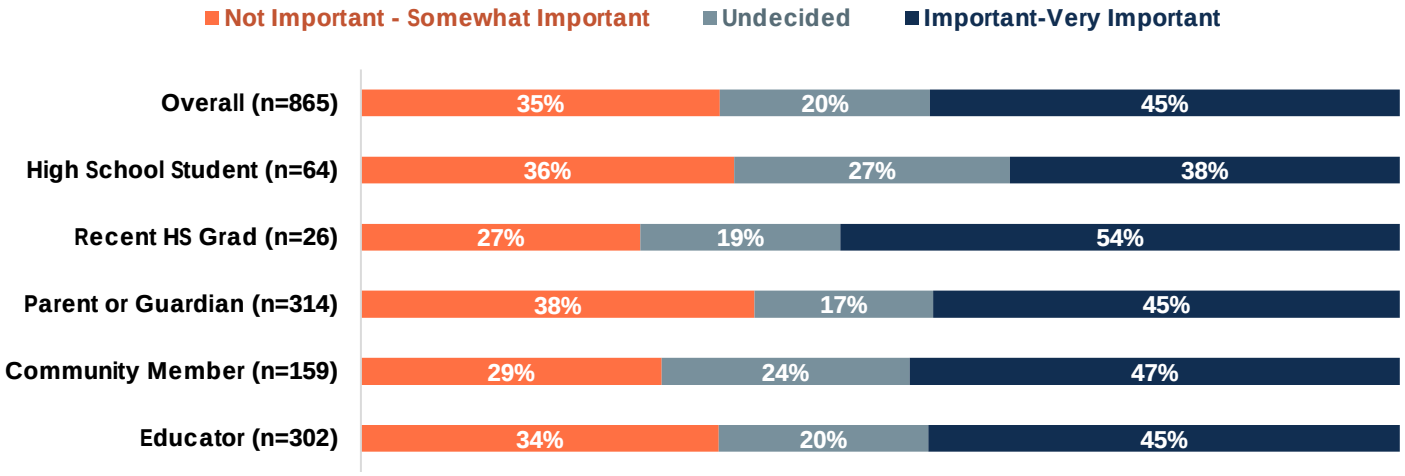


Figure 51. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Technical Certifications?" By Respondent Gender

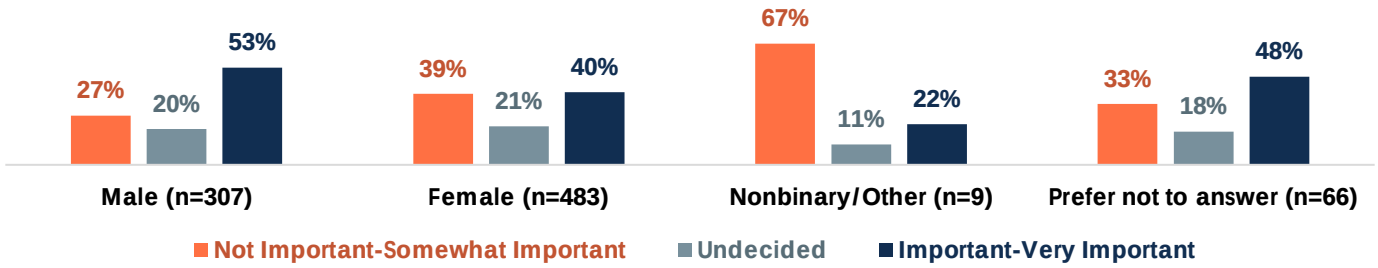


Figure 52. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Test Taking?" By Respondent Type

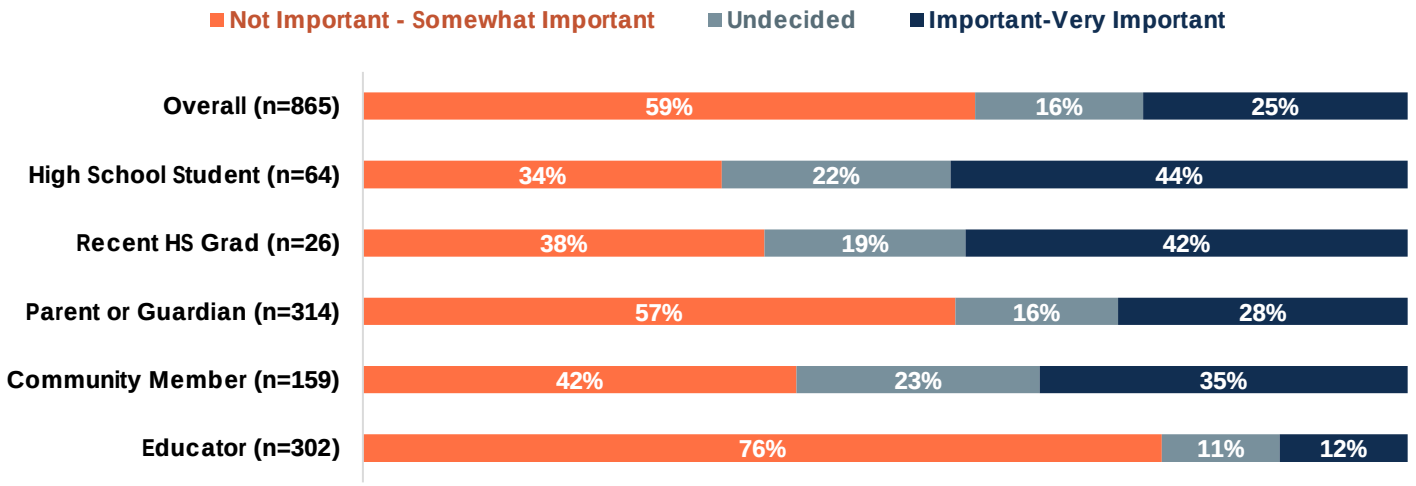


Figure 53. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Test Taking?" By Respondent Gender

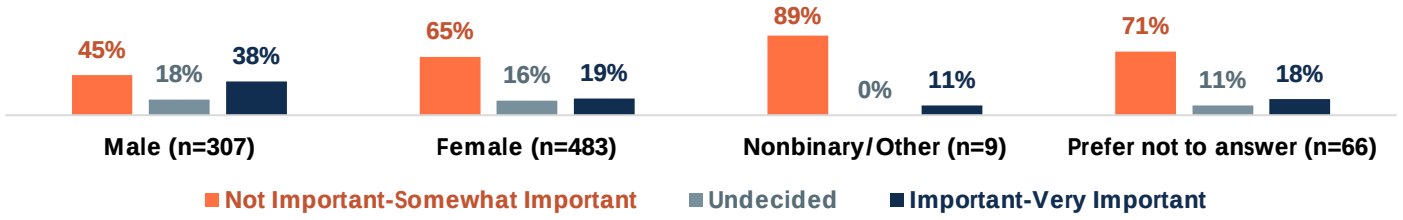


Figure 54. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Test Taking?" By Respondent Race and Ethnicity

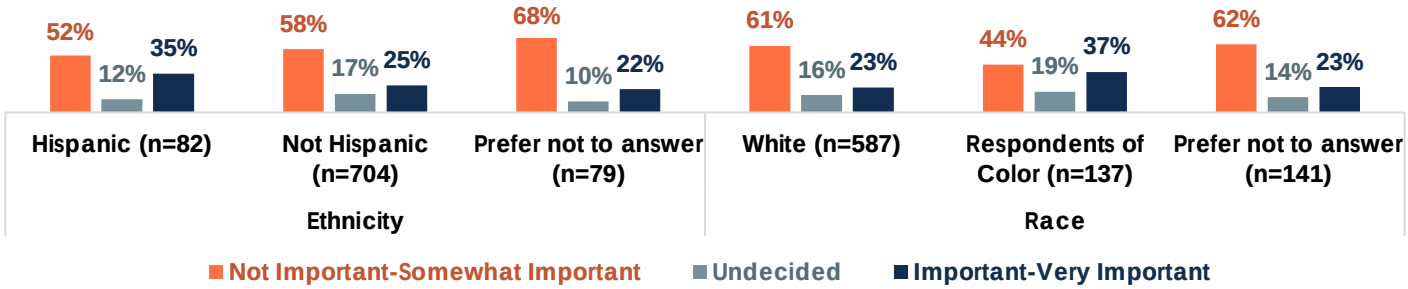


Figure 55. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Flexibility?" By Respondent Type

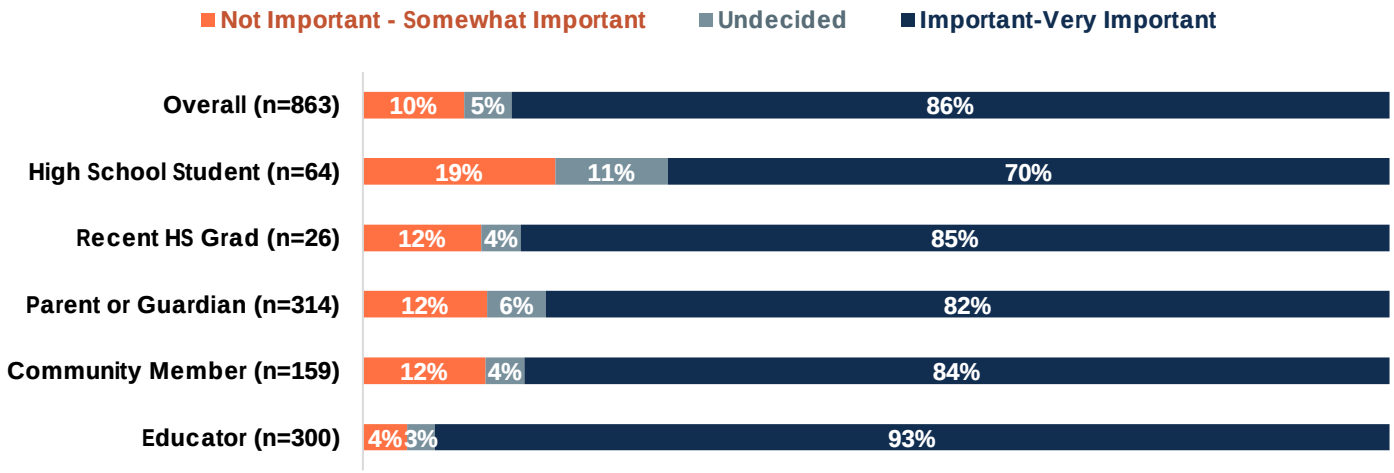


Figure 56. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Flexibility?" By Respondent Race

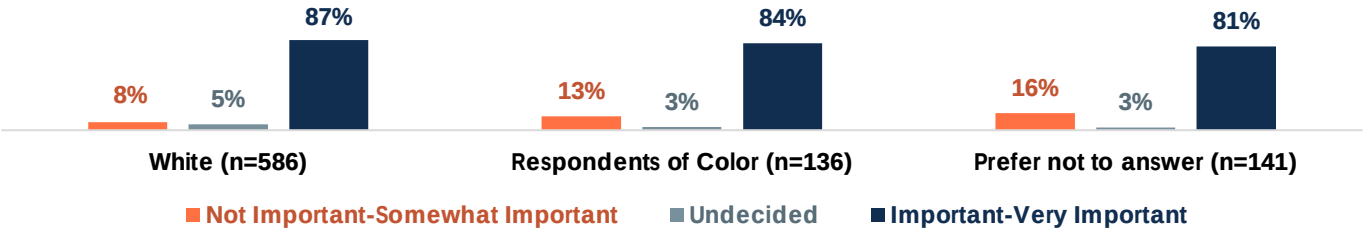


Figure 57. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - English Language Arts Skills?" By Respondent Type

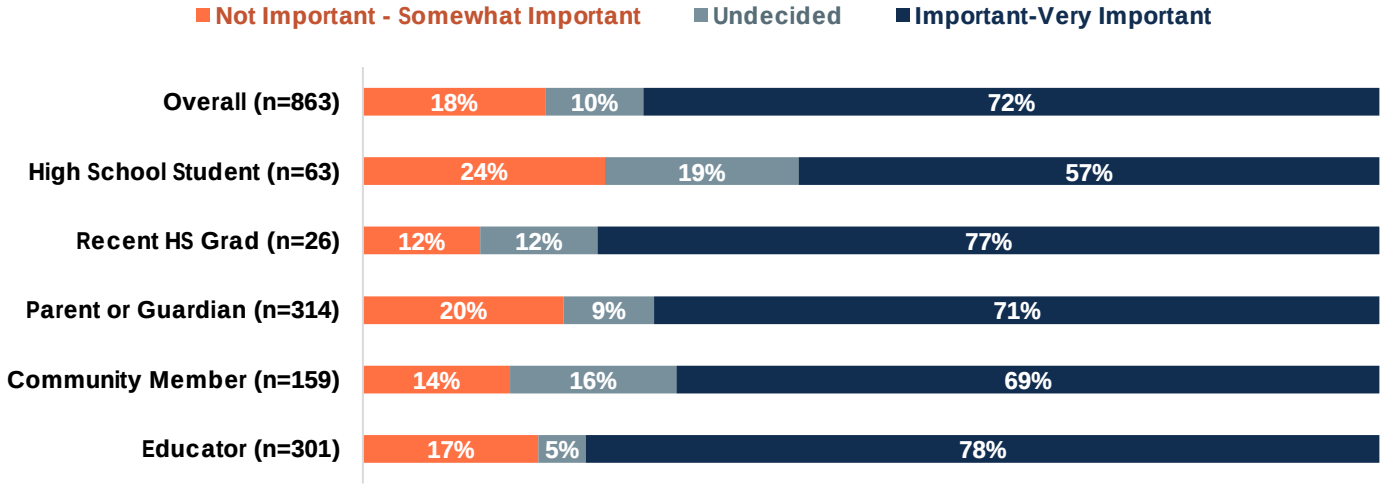


Figure 58. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - English Language Arts?" By Respondent Gender

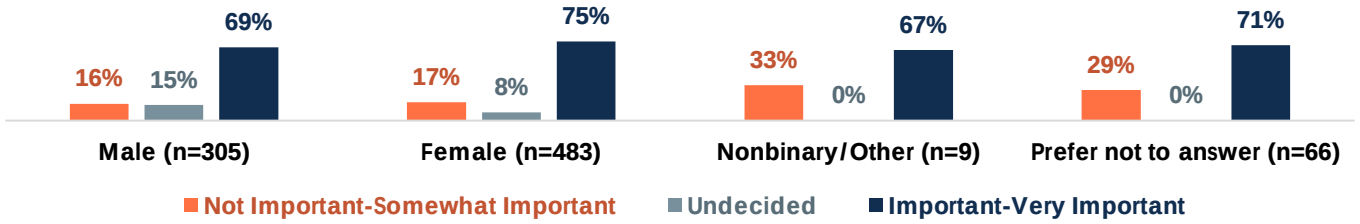


Figure 59. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - English Language Arts?" By Respondent Race and Ethnicity

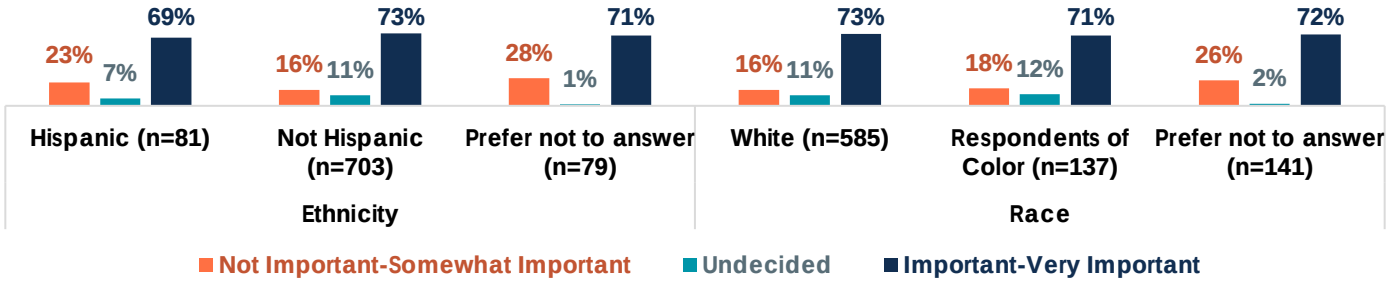


Figure 60. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Foreign Language?" By Respondent Type

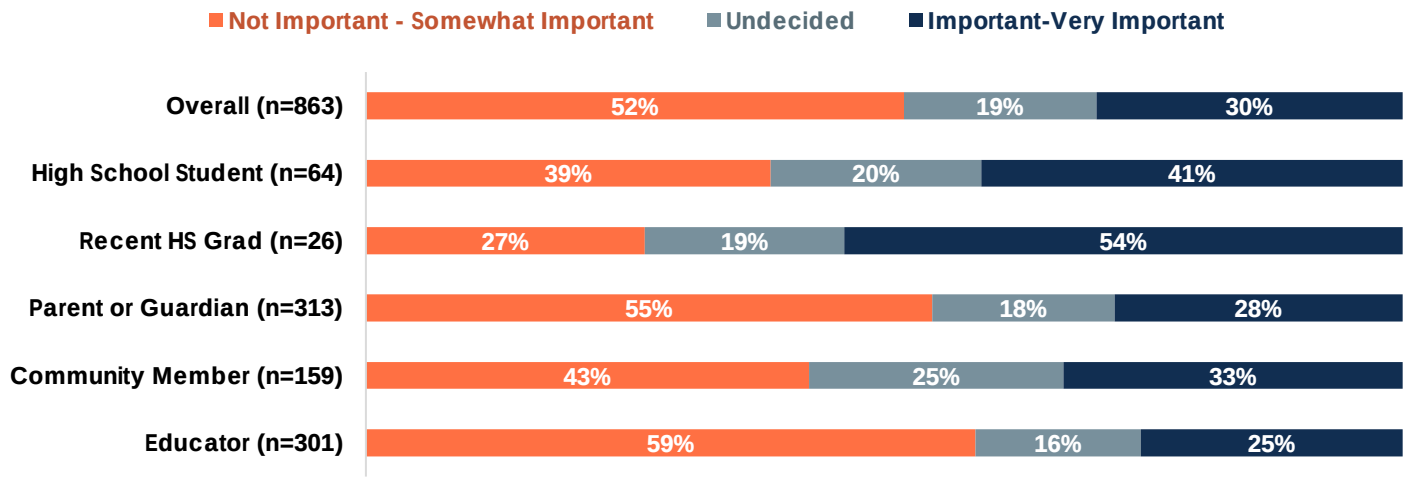


Figure 61. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Foreign Language?" By Respondent Gender

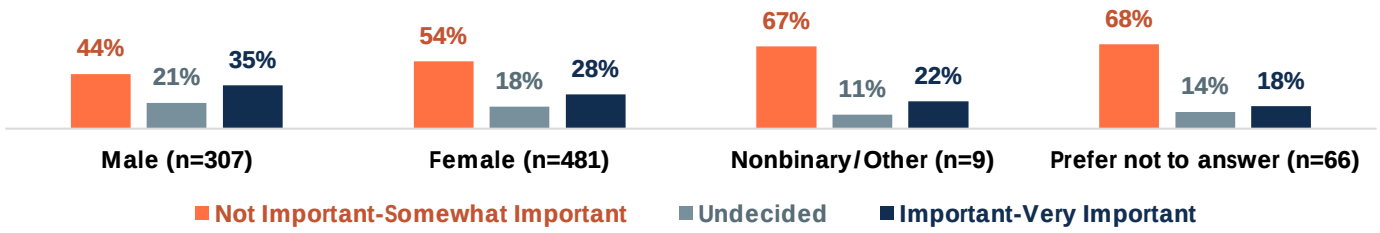
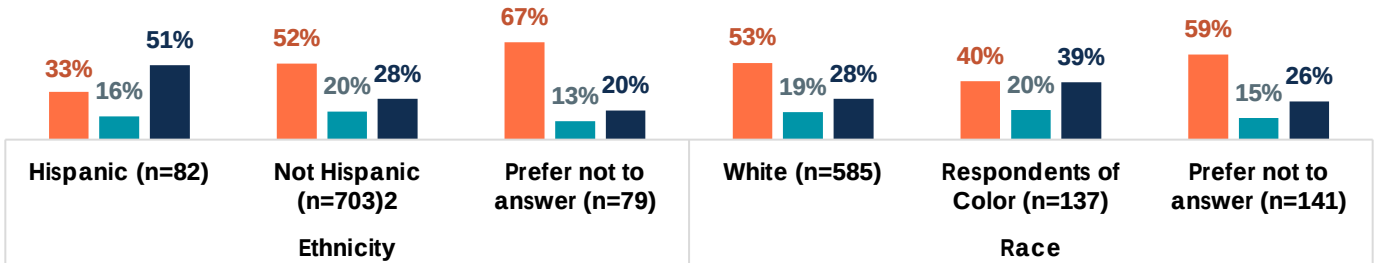


Figure 62. Stakeholder Survey: "When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes - Foreign Language?" By Respondent Race and Ethnicity



In an effort to obtain additional information about what prepares students for success after school, the Stakeholder Survey asked respondents whether they agreed or disagreed that earning a high school diploma prepares a student for success after high school. Overall, 66 percent of respondents agreed that a high school diploma does prepare a student for success. Analysis of this item by respondent characteristics showed significant differences in respondent type (Community members) and respondent gender. See Appendix F (Statistical Tables) for the statistical results of this item.

Figure 63. Stakeholder Survey: "Earning a high school diploma prepares a student for success after high school" by Respondent Type

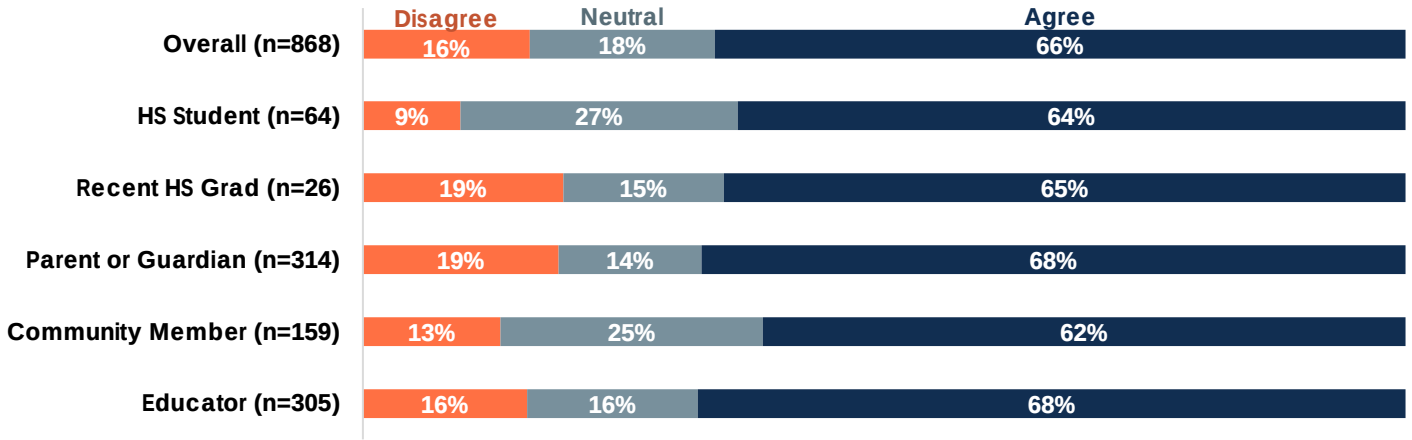
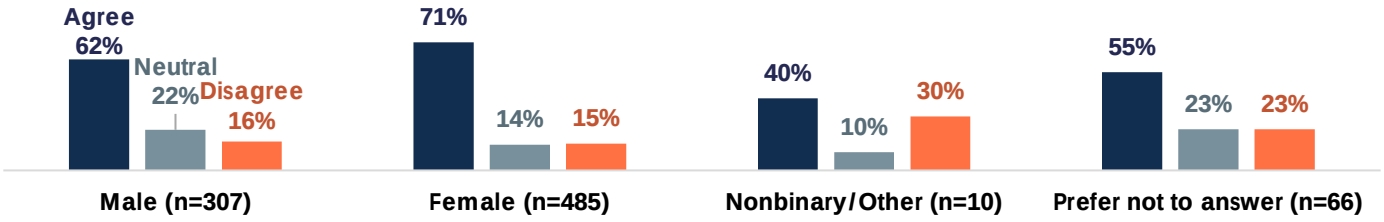


Figure 64. Stakeholder Survey: "Earning a high school diploma prepares a student for success after high school" by Gender



Stakeholders were also asked whether or not solid employability skills are necessary for post high school success. As shown, the majority of respondents (89 percent) agreed. However, there was some variation in responses with significant differences detected by respondent type, gender, and race. Current high school students and recent high school grads were less likely to agree with this statement than were educators, parents and community members. As well, respondents of color and males were less likely to agree with this statement, see figure 44.

Figure 65. Stakeholder Survey: "Solid employability skills are necessary for success after high school" by Respondent Type

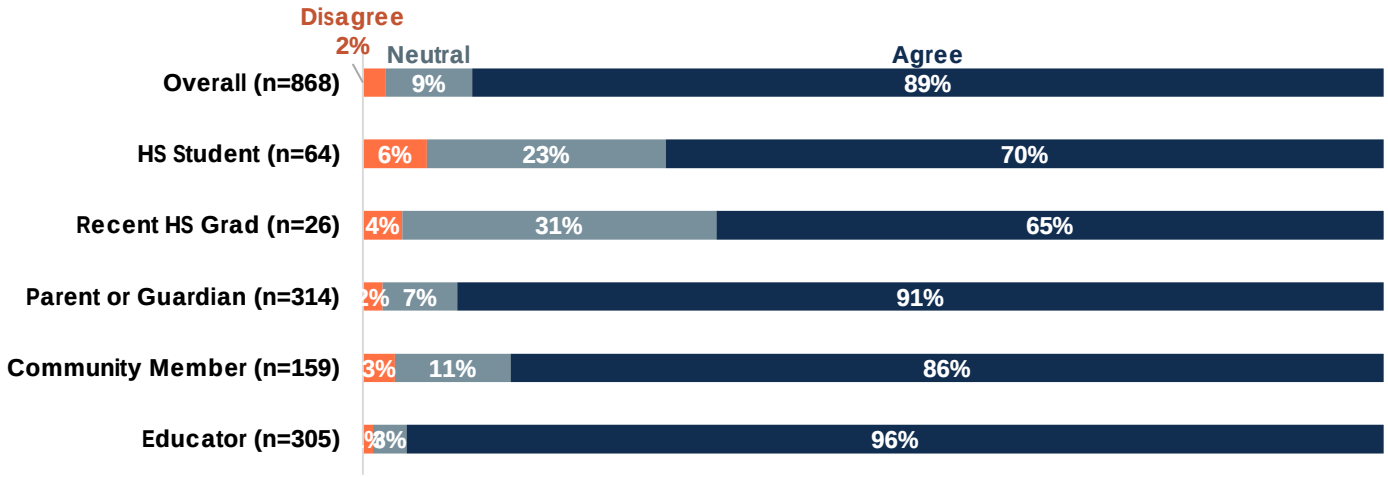
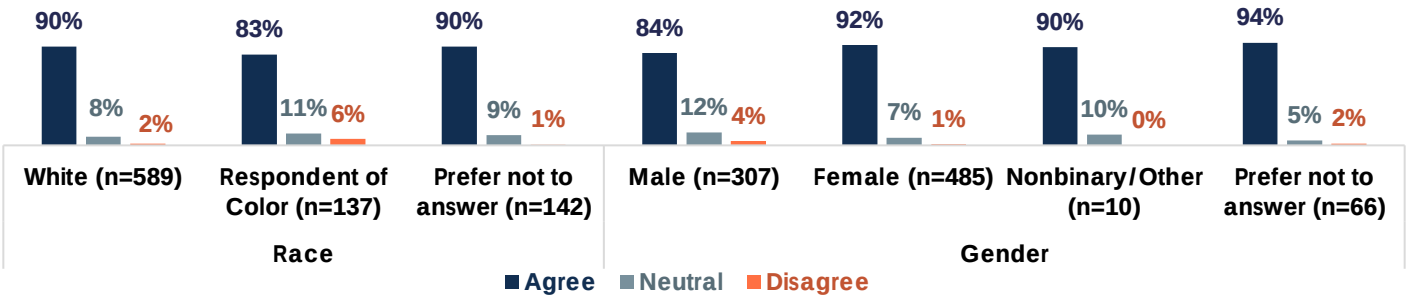


Figure 66. Stakeholder Survey: "Solid employability skills are necessary for success after high school" by Race and Gender



All Stakeholder Survey respondents were asked to indicate whether or not WA students needed more, less, or already received the right amount of various learning opportunities. Most respondents indicated that WA students should be provided with more direct experiences that connect to work (80 percent) as well as opportunities to work on real-world problems (77 percent) and employability skill practice (76 percent). About half of all respondents felt that WA students are already provided with the right amount of math and English (47 percent) and college readiness (47 percent). Each of the items was analyzed for differences in response by respondent type and demographics. Significant differences were observed by respondent type for all items except Supporting Students in Pursuing Their Own Interests. Significant differences were observed by respondent demographics (gender, ethnicity and/or race) for all items. See Appendix F (Statistical Tables) for the statistical results of these items.

Figure 67. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Direct Learning Experiences that Connect to Work?" by Respondent Type

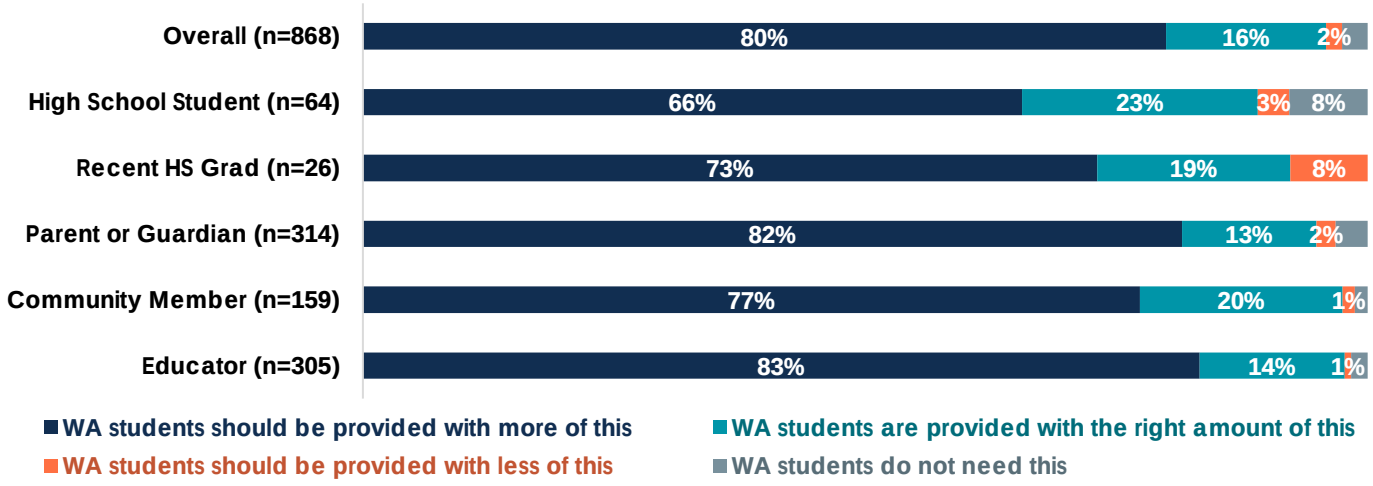


Figure 68. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities...Direct Learning Experiences that Connect to Work?" by Respondent Gender

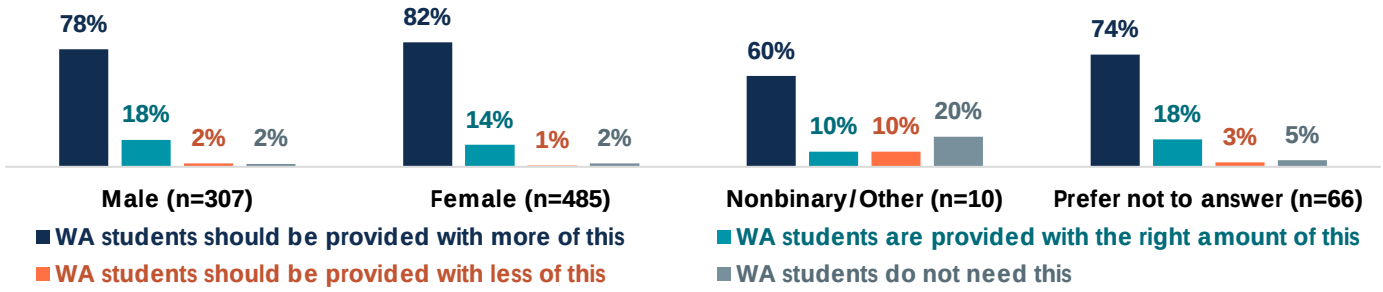


Figure 69. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Direct Learning Experiences that Connect to Work?" by Respondent Race and Ethnicity

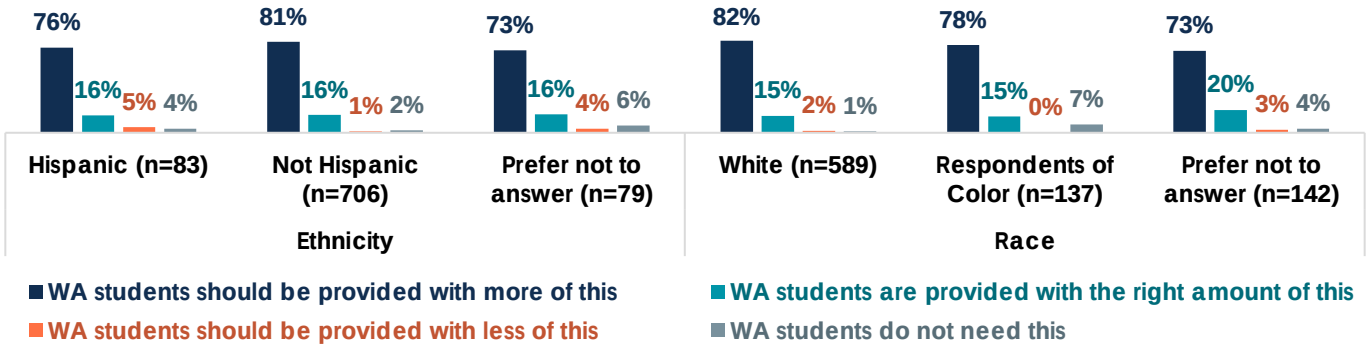


Figure 70. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Interdisciplinary (Multi-Subject Area) Learning?" by Respondent Type

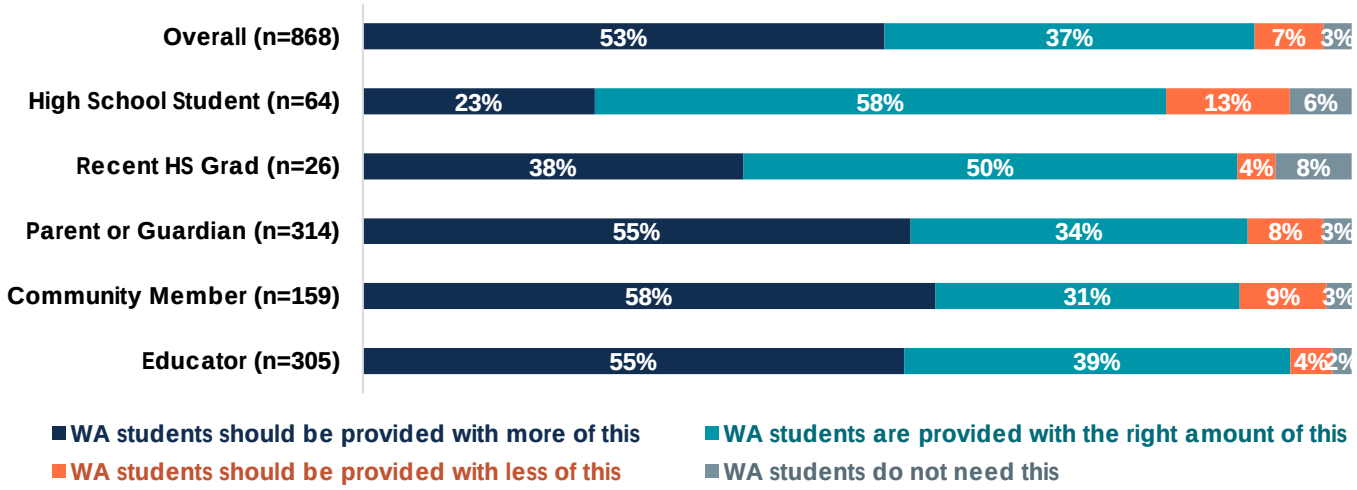


Figure 71. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Interdisciplinary (Multi-Subject Area) Learning?" by Respondent Gender

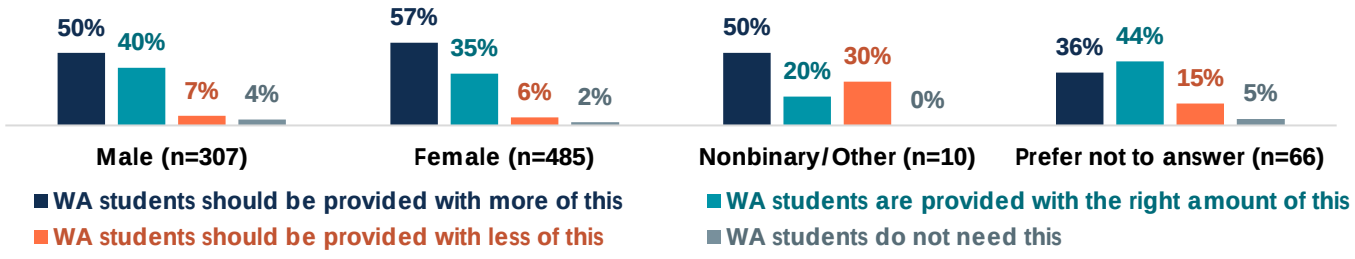


Figure 72. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Interdisciplinary (Multi-Subject Area) Learning?" by Respondent Race and Ethnicity

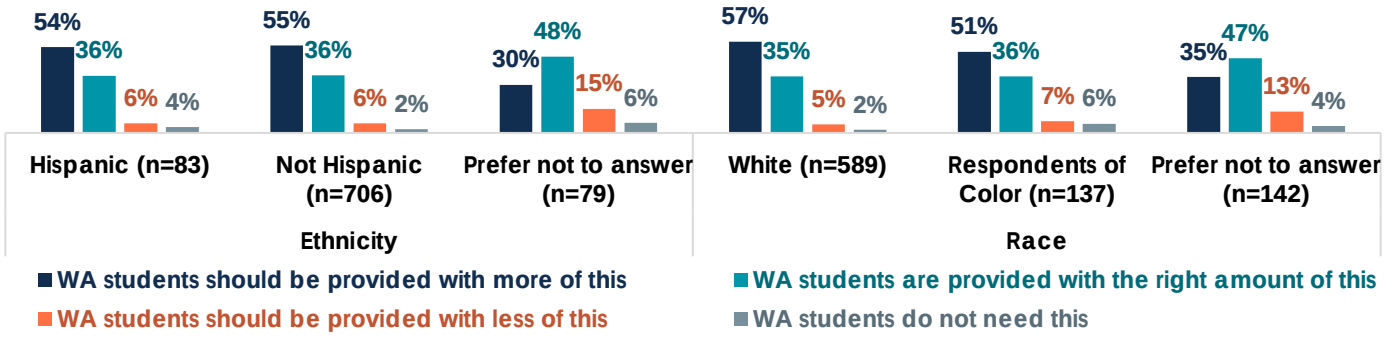


Figure 73. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Learning and Practicing Employability Skills?" by Respondent Type

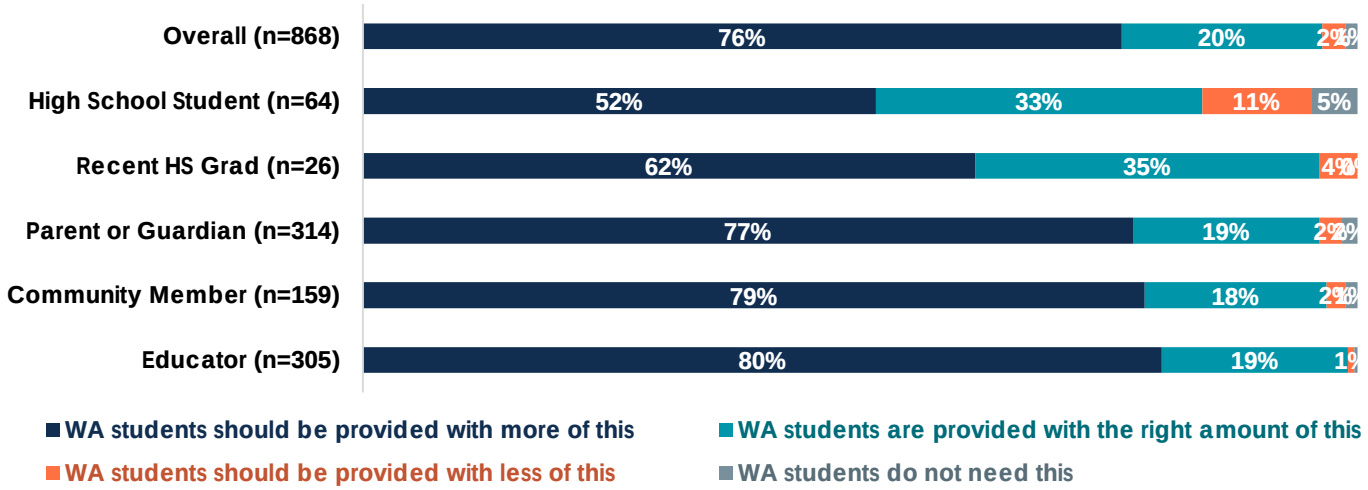


Figure 74. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Learning and Practicing Employability Skills?" by Respondent Gender

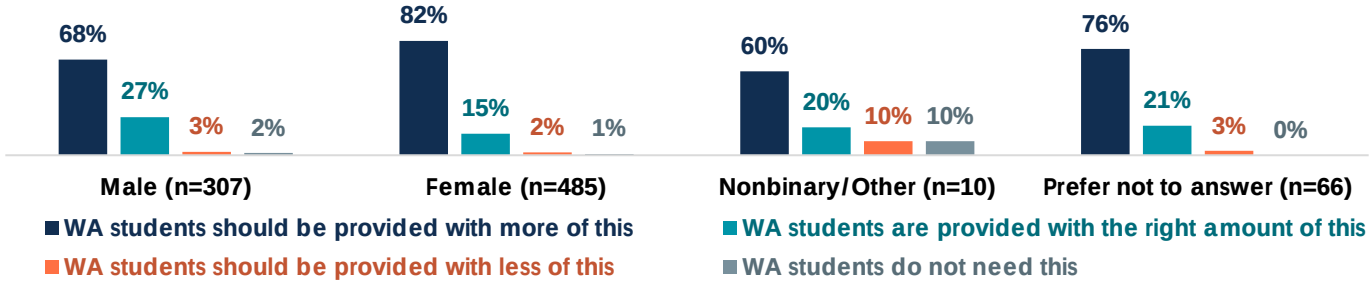


Figure 75. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Learning and Practicing Employability Skills?" by Respondent Race and Ethnicity

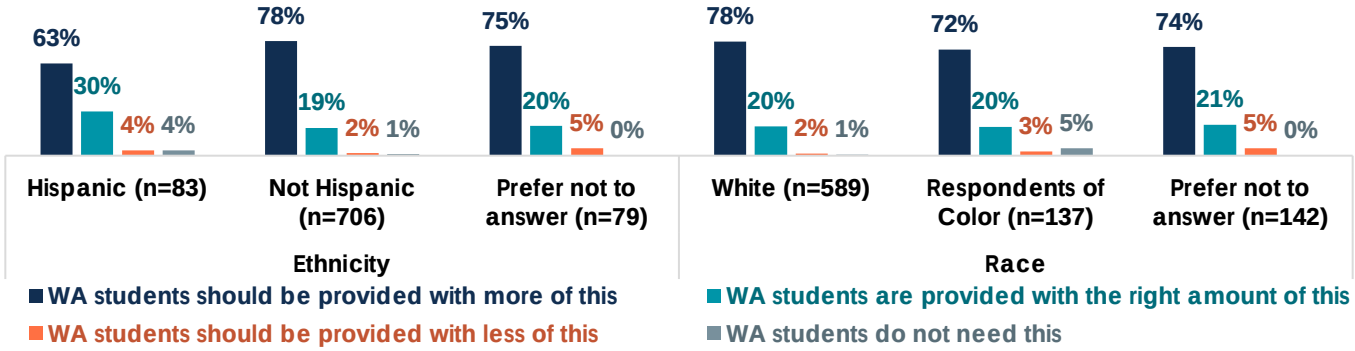


Figure 76. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Opportunities for Students to Work on Real-World Problems?" by Respondent Type

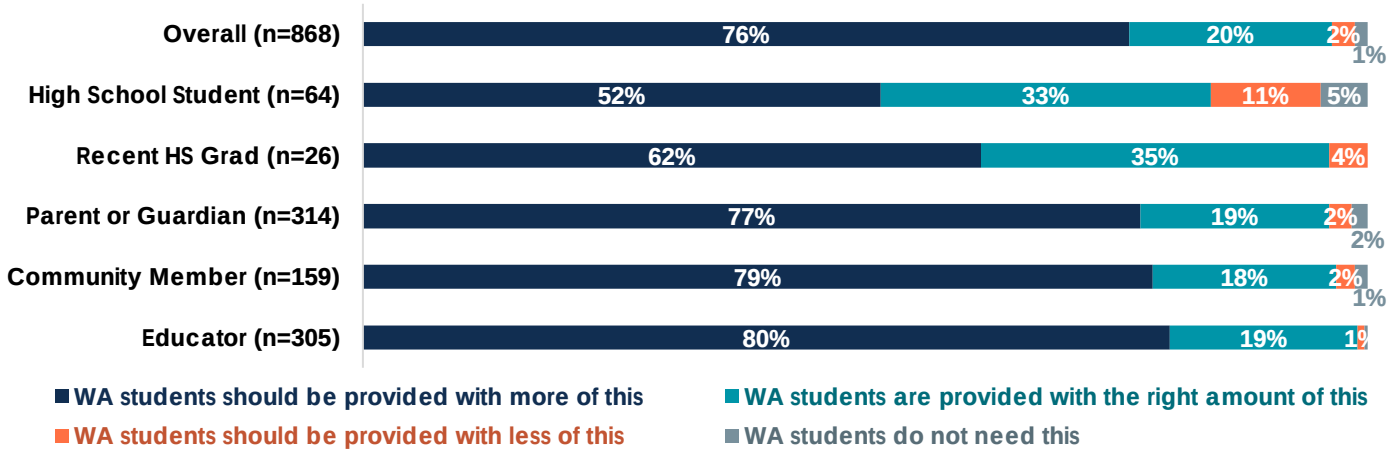


Figure 77. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Opportunities for Students to Work on Real-World Problems?" by Respondent Gender

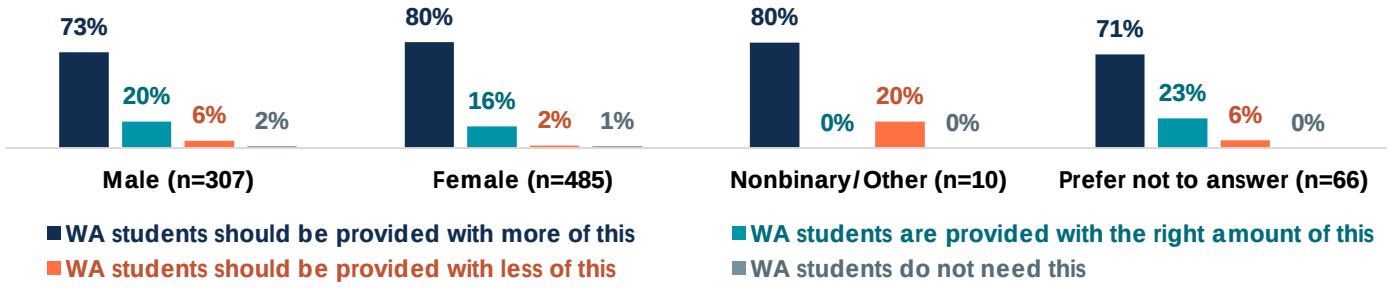


Figure 78. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Opportunities for Students to Work on Real-World Problems?" by Respondent Race and Ethnicity

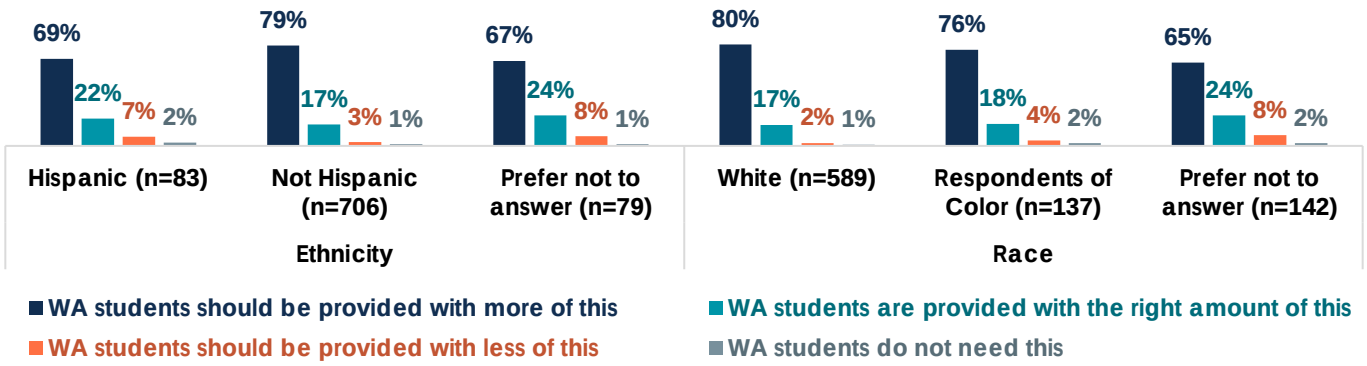


Figure 79. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are College Ready?" by Respondent Type

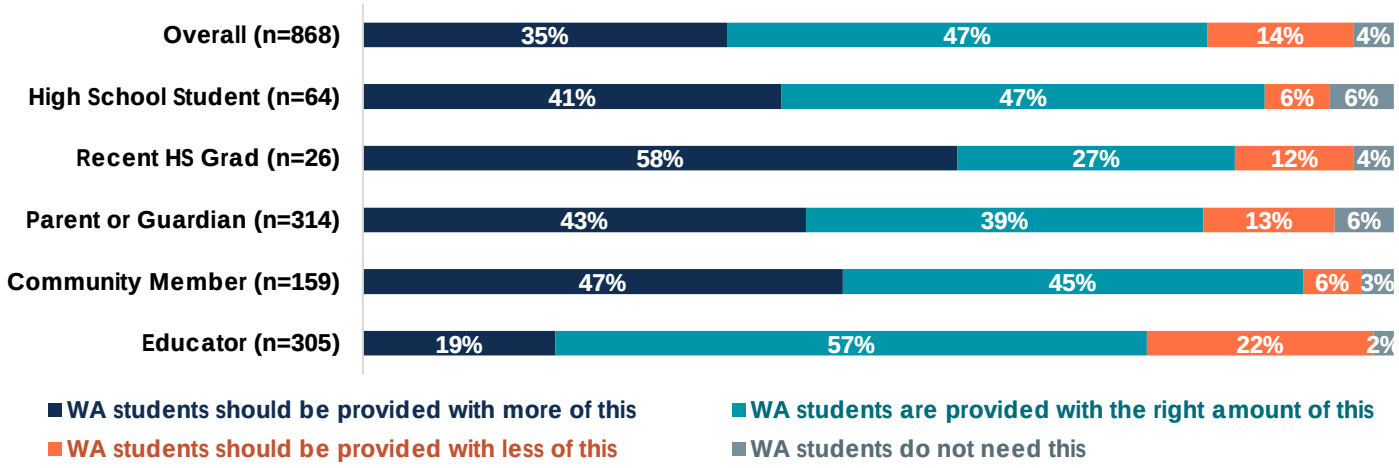


Figure 80. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are College Ready?" by Respondent Gender

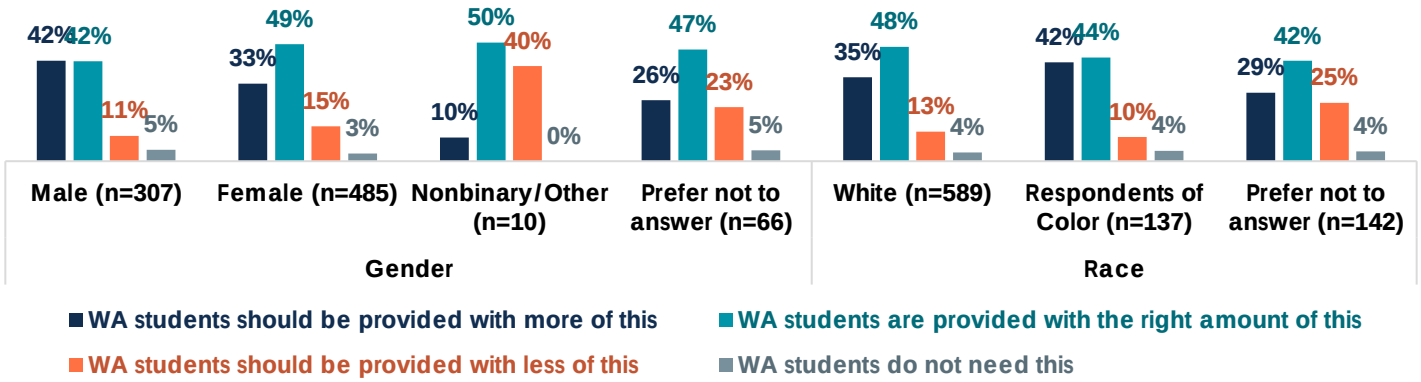


Figure 81. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Supporting Students in Pursuing Their Own Interests?" by Respondent Type

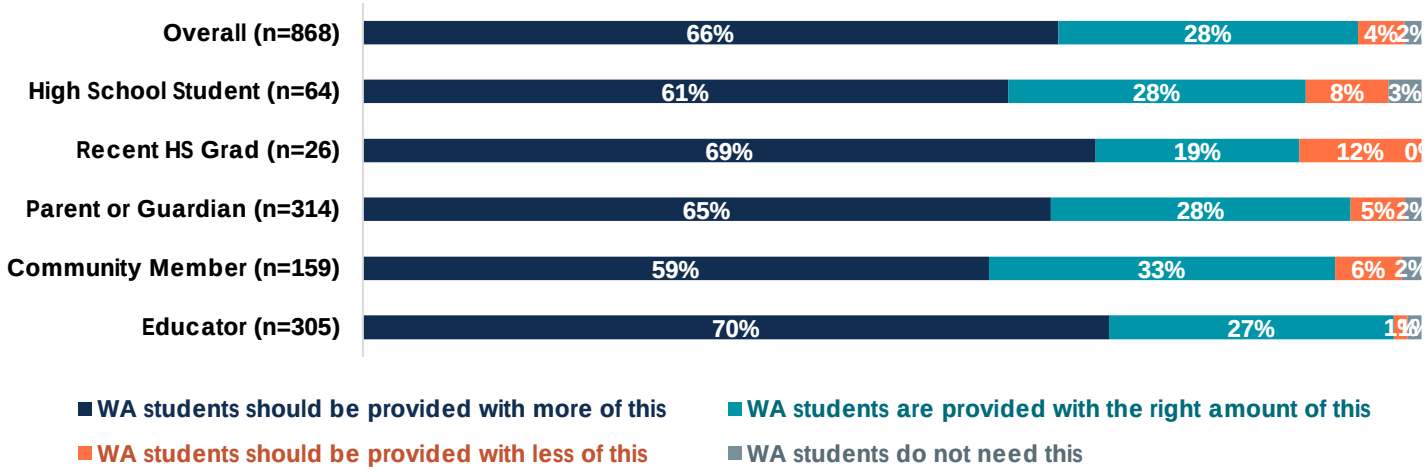


Figure 82. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Supporting Students in Pursuing Their Own Interests?" by Respondent Gender and Race

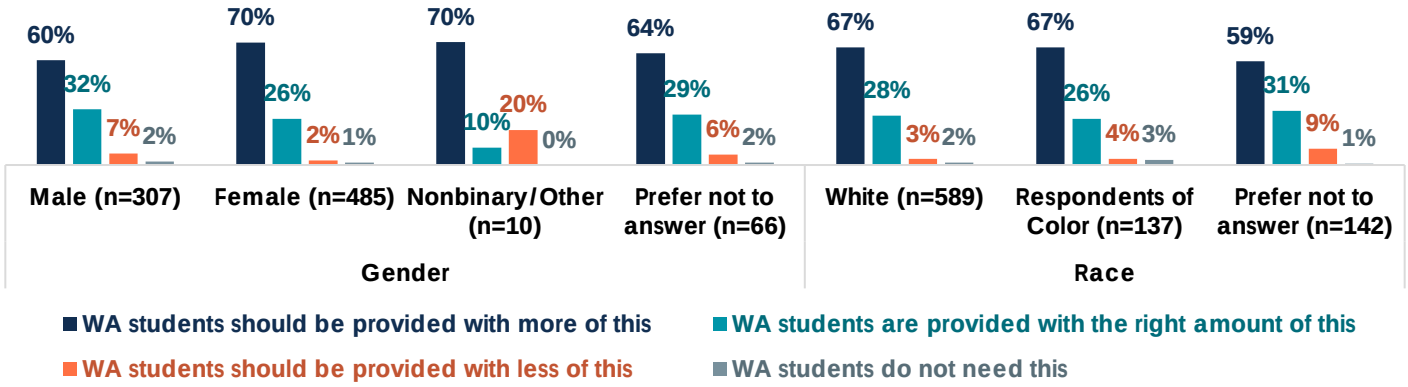


Figure 83. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are well Prepared Particularly in Math and English?" by Respondent Type

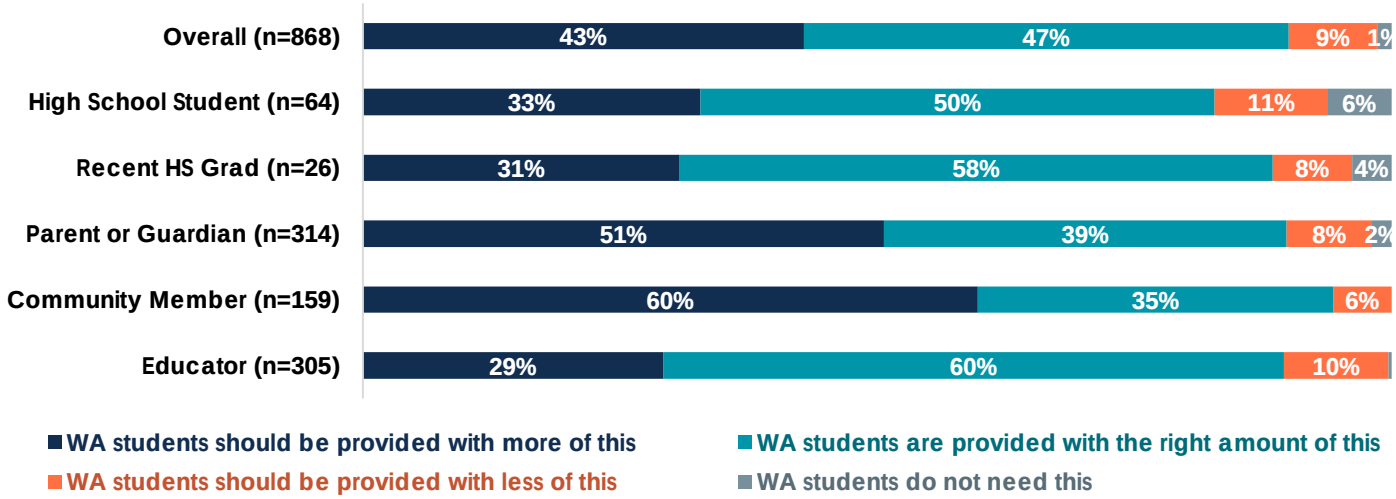


Figure 84. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are well Prepared Particularly in Math and English?" by Respondent Gender

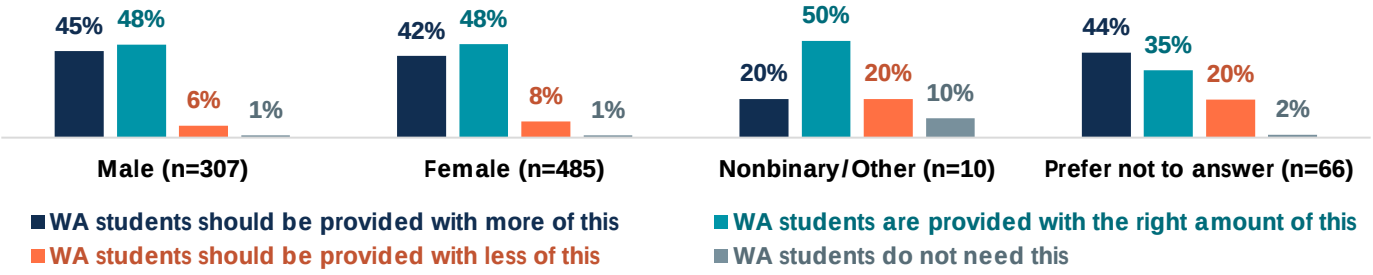
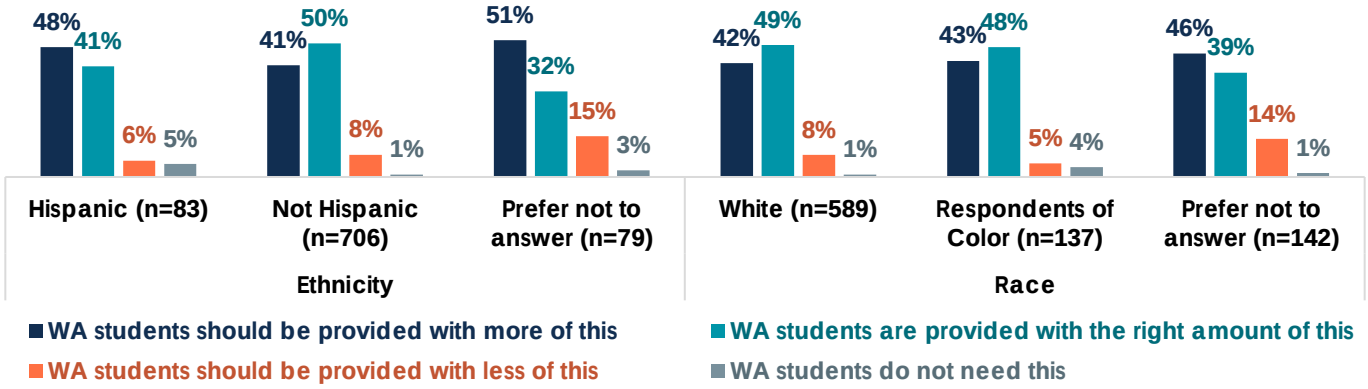
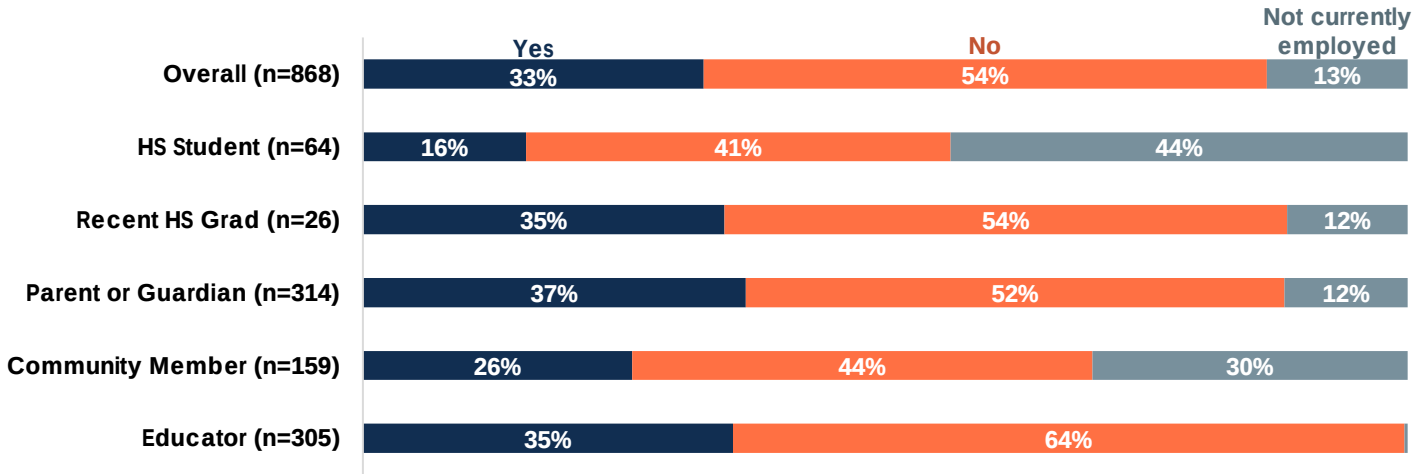


Figure 85. Stakeholder Survey: "Should Washington students be provided with more or less of the following learning opportunities - Ensuring Students are well Prepared Particularly in Math and English?" by Respondent Race and Ethnicity



All stakeholder respondents were asked if they were responsible for hiring or supervising employees as part of their current job duties. This was a trigger question and "Yes" respondents are directed to a subsequent open response question. About one third of Educators, Parents/Guardians and Recent High School Graduates indicated they were responsible for hiring or supervising employees. Responses for this item were analyzed for differences by respondent type and demographics. Significant differences were observed for this item by respondent type, gender, and race, see Appendix F.

Figure 86. Stakeholder Survey: "Are you responsible for hiring or supervising employees as part of your current job duties?" By Respondent Type



Respondents that indicated they were responsible for hiring or supervising employees as part of their current job duties (n=283) were asked via an open response item to describe the skills they desired in today's job seekers. Similar to responses received via Industry Stakeholder Interviews, the skills most

respondents indicated they wish today's job seekers had more of included a good work ethic, problem-solving or critical thinking skills, and communication skills.

> *"Work ethic, motivation, job readiness immediately leaving high school, if they choose not to attend college." – Parent/Guardian*

> *"Students need to be shown how to work, what employability looks like (early, no phone, use your time and resources wisely) and they need real experiences to help them find a passion to pursue in the future." – Educator*

Respondents also commented that today's entry level job seekers overall lack the experience and understanding of what needs to be done to apply for, interview, show up reliably and consistently, and "work hard". Table 14 shows the range of themes expressed by respondents when asked to describe desired skills in jobseekers. Please note, individual responses may have covered more than one category.

> *"Students don't have summer jobs or weekend jobs anymore so they graduate high school with zero idea of what it takes to be an employee." – Educator*

> *"Professionalism, basic skills such as banking, resume building, the importance of seeing a job through and remaining humble and open as a learner." – Community Member*

Table 25. Stakeholder Survey Open-Ended Question (n=283): "In your own words, what skills do today's job seekers lack that you wish they had?"

Desired Skills in Job Seekers	Count	Percent
Good work ethic and work etiquette	63	18%
Good problem solving or critical thinking skills	48	14%
Communication skills	44	12%
Take initiative / self-starter	31	9%
Interpersonal Skills	24	7%
Responsibility/reliability/dependability	17	5%
Ability to collaborate with others	14	4%
Respect for others in the workplace	13	4%
Basic life skills	13	4%
Accountability	13	4%
Financial literacy	12	3%
Experience	12	3%
Basic English and math skills	12	3%
Persistence/perseverance	8	2%
Adaptable to the changing work environment	8	2%
Self-sufficient / ability to complete tasks independently	7	2%

Desired Skills in Job Seekers	Count	Percent
Leadership skills	6	2%
Technical skills	5	1%
Decision making skills	3	1%
Ability to multi-task	2	1%

FOCUS GROUPS

Educators participating in online Focus Groups were asked to describe the relevance of the pathways in supporting students in their post high school plans. It was indicated that in general, the SBA pathway ends up being the default graduation pathway, regardless of whether or not it is in a student's High School and Beyond Plan, as all students are required to take the assessment whether or not it is their selected pathway. Only students that have difficulty passing the SBA are directed to select a different pathway option. Focus Group participants shared that this doesn't fulfill the true purpose, or potential, of graduation pathways options, nor does it support students in achieving post high school plans.

Focus Group participants indicated that pathway options involving a standardized assessment (SBA, SAT/ACT, AP, ASVAB) are not equitable for students with disabilities or students with high test anxiety. They express that even with accommodations, many students with IEPs have difficulty passing the assessments and that some of the assessments are not easily obtained or readily available. For example, even with accommodations, students with visual impairment still have difficulty on the math portion of these tests, and accommodations for tests like the ACT have to be requested in advance and generally the student has to pay out of pocket to access them (the current ACT test fee is $196.50[12]). As well, the AP, SAT/ACT and ASVAB exams are not available in Spanish, which makes these options especially difficult for non-native English speakers. Other students may have difficulty passing either the math or ELA portion of the SBA, so they take another test like the ASVAB, even though they have no interest in the military, just so they can try to fulfill the graduation pathway option requirement.

> *"We don't have any students that qualify for the WAIM so they all are doing the same grad pathway, which it seems like that's great for everything being equal. But it doesn't actually pan out that way. What I'm finding is that students that we've spent all this time teaching them to utilize tools and supports and resources, which is what we do as adults. beyond high school. Those tools and supports are not available as accommodations on the SBA. And so we aren't really seeing a true measure of how they can function and perform and demonstrate their understanding, as if they were able to use*

[12]https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration/fees.html

those. So I think we need a way to do custom accommodations. It sounds really good to say everybody gets to use the same grad pathways, but don't meet the needs of all students." – Focus Group Participant

The CTE pathway is the presumptive choice for students that have difficulty with standardized tests. Students selecting the CTE sequence pathway generally need to start as a freshman or sophomore to make the pathway viable and most students and parents don't understand that they will need to do that. Furthermore, not all school districts offer a CTE sequence that is within the students interest or in alignment with their post-secondary plans, which means that even if they are able to fulfill the requirement, the pathway is not meaningful to them and plans and goals beyond high school. Very small districts and ALE schools do not have the capacity for CTE classes, which leaves very few options for students needing a non-assessment pathway option.

"I think that providing CTE pathways for students is super valuable and has made a huge difference to the students at our school. And that pathway fits for a lot of students and also enriches their experience. However if special education students are not interested in a CTE pathway, then a variety of different assessments besides the SBA require a lot of maneuvering to make those happen, especially in a school like ours, we're at a small school and we don't offer the ASVAB." – Focus Group Participant

INDUSTRY STAKEHOLDER INTERVIEWS

Similar to the responses from the Stakeholder Survey, the various businesses in Washington that were interviewed indicated that when hiring for entry level positions they looked for candidates with good communication, leadership and problem solving skills, as well as a good work ethic. Other skills and requirements referenced included CPR Certification (healthcare), timeliness, work safety protocols (trades), possessing a driver's license, and basic math skills (grocery).

"Within the past two years, I've noticed people come to apply for a position lacking leadership skills and when asked how they would handle conflict resolution they don't seem to know how to navigate through that. Conflict resolution can be a big deal!" - HR Manager, Walsh Construction

"We look for soft skills like being able to make eye contact, hold a conversation, responsiveness to communication, willingness to show up to work and be on time. We train everyone for their position, but expect them to have these basic soft social skills at the very least." – CEO, Adrift Hospitality

"We look for people to hire that we think will be productive and reliable. We are looking for people with job or life experiences that show us that they know how to be productive, hardworking and consistent." – Owner, Mountain Shadow Nursery

"Customer service skills are important across all positions. The ability to interact with all levels of customers, emotional skills that allow them to deal

with happy people and angry people, and to solve problems. That is key to any job in our industry." – Scheduling Manager, EverHome Healthcare

With regards to skills that are necessary for success in the workplace, solid employability skills such as timeliness, reliability, accountability, productivity, and a willingness to learn were named as necessary attributes for entry level employees. Specifically, with regards to entry level employment, most businesses plan to provide on the job training, so a desire to learn the tasks that are important to doing the job, the drive to follow through and to complete tasks independently and consistently, is highly valued.

"I wish [entry level applicants] were more reliable. Younger people are so used to managing their own schedules and doing what they want, that it's hard for them to adjust to a structured working environment. I wish they understood the importance of reliability and had experience with this before they get to me." – Head of Operations, Pane d'Amore

"We are looking for good communication skills, responsiveness to written communication (text messages and emails), and the ability to interface with technology. We use a pretty sophisticated payroll and scheduling system and we need employees to be able to use that system to create their work schedules. They should also understand how a paycheck and direct deposit works." – CEO, Adrift Hospitality

"We are looking for go-getters, people that ask questions and are willing to learn as much as they can." – Manager, Jay's Farmstand

"There's a complete lack of professionalism. The landscape has changed. Work savvy professionalism is just missing." – VP of Recruiting, Pace Staffing Network

Industry Stakeholder Interview participants also said that they wished that all potential applicants had some amount of work experience and were better prepared for the interview and hiring process in general. Comments indicated that potential applicants should have interview experience, a solid resume free of typos and spelling errors, look professional and have some relevant knowledge of the company or job they are interviewing for. Interviewees indicated that applicants lack basic experience in these areas and felt that this was something that should be learned in school well beyond ever applying for a job beyond high school. As well, even with entry-level positions, the employers expect that potential employees have some work experience and understand the basic principles of what it takes to hold down a job, including showing up for work on time, and how to access payroll, timesheets and direct deposit.

"Have follow through and be ready. People show up asking if they are hiring and when asked to fill out an application they are not ready and don't have resume ready to provide. Many never return with the application." – Owner, Curfman Custom Fabrication

"Be responsive to any inquiry. Sometimes we call for an interview and they don't answer the phone and they do not have voicemail available. We need to be able to leave a message. Do the research on a company in advance of the interview, know a little bit about the industry, ask questions." – HR Manager, Inland Empire Paper

"It would benefit the High School graduates as well as the Certified graduates if schools would offer a preparation class for the hiring and interview process. Some people interview well, and others do not, but they can both become great employees." – Scheduling Manager, EverHome Healthcare

"Nearly everyone needs help preparing for the job interview, especially resumes. We receive so many resumes that have simple mistakes (typos, etc.) and those people don't get interviews. Work Prep 101 would be helpful, know how to create a legible resume and interview practice." – Owner, Mountain Shadow Nursery

When asked about the skills and knowledge interviewees thought today's workforce lacks, many indicated good work ethic, common sense, reliability, work experience, initiative, and interpersonal skills. As well, some interviewees commented that some applicants tend to have a general sense of entitlement and have an inability to stay focused on the task at hand.

"Well, I'm not sure how to say this, but the new entry level employee out of high school has an attitude of entitlement. They seem to think that they are doing you a favor!" – Owner, Farm Fresh Market

"There is a general lack of job experience amongst young people. I don't want to be the one that has to teach someone how to come to work. I'd rather work with people that already know how to hold down a job, be consistent and productive." – Owner, Mountain Shadow Nursery

"Openness to starting at the bottom and taking a few years to learn and grow with the company. A lot of people think that they should be promoted to managerial positions after 6 months and that is an unrealistic expectation." – HR Manager, Janicki Industries

"Soft skills, basic foundational principals of being a successful worker. Communicating when you're feeling anxious, willingness to receive and give constructive feedback and ask for help, versus quitting." – Executive Director of Service Lines, Providence Healthcare

"Commitment, work ethic in general, young people come in here and they don't want to work the days we need, or the hours we need, they don't want to work weekends, they are very entitled and out of touch with the reality of what having a job takes. Not every job is a Monday through Friday and the

way our world is now, things are open 24 hours all the time." – HR Field Specialist, Haggen Food & Pharmacy

CONCLUSION

In order to ensure sustainability of overarching goals and objectives of the project beyond the current timelines, it is important to understand lessons learned and how they might impact future work related to the Graduation Pathway Options. The following provides an overview of the lessons learned over the course of the three years and gives additional context to potential strategies for future graduation pathway options planning and development, as well as recommendations for general project development. Lessons learned are organized from the most relevant and recent year, YR3, to YR1 when the project started.

LESSONS LEARNED YEAR 3

1. **District level staff were less likely to answer District Survey questions than they were in previous years.** This could have been due to the timing of the survey window, the repetition of the survey questions (required as part of each year of the project), or an unknown factor. However, additional work might include investigating why certain stakeholder groups don't engage or are harder to engage, to inform adjustments so as to more likely engage them at a future date and time if needed.

2. **Students should have pathway options that more accurately reflect Washington's Profile of a Graduate.** Specifically, pathway options need to provide more opportunities for students to cultivate personal growth and knowledge, solve problems, communicate effectively, sustain wellness, embrace differences/diversity and master life skills/self-agency. Satisfying the requirements of current graduation pathway options do not necessarily support the important goals of Profile of a Graduate.

3. **Graduation pathways need to include options that are meaningful for students regardless of their post high school goals and dreams.** Specifically, there is a great need for graduation pathway options that require opportunities to master the skills and attributes needed to succeed in the 21st job market, regardless of whether job attainment occurs immediately after high school or during/after post-secondary education. Future work in this area also ensures the graduation pathway options are more aligned with the Washington Profile of a Graduate's definition of the purpose of the diploma.

4. **Students should have pathway options that truly reflect their High School and Beyond Plan.** This requires that the High School and Beyond Plan be a meaningful instrument that informs the supports students receive in planning their coursework, satisfying the requirements of their chosen graduation pathway and ensuring they leave high school with the skills, knowledge and *experiences* they need to achieve their post-graduation goals, regardless of what those are.

5. **Data collected during all three years of the project strongly indicate the need for additional graduation pathway options, especially pathways that are not assessment based.** Specifically, graduation pathways should be added that positively impact both equity for districts/schools in their ability to offer all of the graduation pathway options, and increase the likelihood that *all* students have access to pathways that are meaningful and supportive of their post-graduation goals. Future work on the incorporation, design, and parameters of additional pathways is needed and should be informed by stakeholders such as educators, parents/caregivers, industry professionals, other content experts, and most especially students.

6. **Graduation pathway options and the parameters under which they are satisfied need to be more student driven and incorporate greater opportunities for mastery-based learning.** This provides students the opportunity to apply their learning in real world settings, and demonstrate skill attainment and academic mastery in ways that truly reflect their learning experiences, inspire them to be lifelong learners, and honor their post-graduation goals.

7. **There is a disconnect between the definition of the Profile of a Graduate, the implementation of the High School and Beyond Plan, desirable employability skills as defined by industry stakeholders, and the current Graduation Pathway Options.** Specifically, the current graduation pathway options do not align with the profile of a graduate, do not allow each and every student to engage in pathway options that accurately reflect their post-graduation goals, and for the most part do not provide direct learning opportunities for students to practice and master employability skills that are desired by industry.

8. **Communication is always at the forefront of implementing important concepts, requirements, and new initiatives.** Across the three years of the project, stakeholders indicated that gaining a better understanding of the graduation pathway options is crucial. Similarly, in YR3 the importance of sharing information regarding not just the graduation pathway options, but the Profile of a Graduate and the High School and Beyond Plan was made very evident. Getting buy-in requires that stakeholders understand these initiatives. It helps with implementation, advocacy, and agency.

9. **Stakeholders like being involved in the decision making process related to the graduation pathway options.** They especially want to know that their feedback and the associated data will be used to affect real change and that they will have access to the related results and findings. Many of the stakeholders who participated at some point over the three years of the project have indicated they would like to be included in future planning, work groups, or additional data collection.

10. **Logical next steps for continued research on the graduation pathway options, might include focusing on collecting data from students and recent graduates as a standalone sample.** These populations can be hard to engage when included as a part of a larger stakeholder sample and deserve the time and resources needed to create research instruments and protocols dedicated

to collecting data specific to these populations. Given that students were not included in the original RFP for the project and were added to ensure a complete sample was provided, more time should be spent focusing on collecting data from a diverse sample of students and post graduates only.

LESSONS LEARNED YEAR 2

11. **There is continuing concern regarding the availability of pathway options that are meaningful and supportive of post high school plans for <u>each and every</u> student**, but especially those receiving special education services, English learners, students experiencing homelessness, and other marginalized student groups (YR2).

12. **There is a need to more formally define what the obtainment of a high school diploma means** in terms of the skills, wisdom, and experiences students should expect to leave high school with. The development of the Washington State Profile of a Graduate (under 2021 SSB 5249) will likely address this issue for YR3 of the project (YR2).

13. **Current graduation pathway options rely heavily on measuring skill attainment with standardized tests**, even though standardized assessments may be inequitable or produce unreliable results for some student groups (YR2).

14. **Graduation pathway options lack mastery-based or other learning opportunities** where students have the ability to demonstrate skill attainment and academic mastery in a variety of ways that accurately represent where students are on their learning path (YR2).

15. Washington educators care deeply about students and their success beyond high school. However, **there is a deeply ingrained stigma that a four year college education is the gold standard of post high school education goals** and anything else is seemingly less. It is possible that such thinking unconsciously influences how graduation pathway options are viewed and presented to students. In addition, this may have negative effects on how graduation pathway options are designed and implemented (YR2).

16. **Students, parents/caregivers and educators would prefer that employability and life skills are an integral part of high school education regardless of post-graduation goals.** Specifically, whether a student is four year college bound after high school or not, employability and life skills are desirable content areas and currently lack representation within the context of the graduation pathway options (YR2).

17. As we look forward to year three **project planning it is important to ensure that data needed to inform project instruments and protocols is provided as planned**, and if not, project timelines will need to be adjusted accordingly in order to accommodate delays so that project deliverables

are not rushed or compromised due to lack of time to successfully implement activities as planned (YR2).

18. While actual project activities and deliverables provided during years one and two have exceeded the scope of work in the original research plan, **it is important that stakeholders' expectations are framed by the original scope of work, associated deliverables, timelines and budgetary constraints** so that stakeholders can focus on the important questions and tasks needed to address the research questions and support future development of the graduation pathway options (YR2).

19. **Additional strategies are needed to engage a larger number of student and parent/caregiver stakeholders to ensure these important voices are heard** (YR2).

20. The majority of **stakeholders, across all groups, expressed their gratitude at being included in the feedback process.** This says a great deal about the potential for positive growth and awareness around the graduation pathway options and challenges us, as researchers, to assess how we are collecting data, the questions we are asking, and the ways in which we present findings so that we can engage stakeholders in future activities (YR2).

LESSONS LEARNED YEAR 1

21. A critical lesson learned this year is **the need for further exploration of emerging themes, such as barriers to offering all pathways and ways to address perceived barriers**. As findings emerged indicating many of the key stakeholders felt uninformed regarding the new graduation pathway options, it became evident that it might be too early to collect significant data to address related research questions. Especially since pathways are being implemented for the first time this year, stakeholders likely need additional time to understand the nuances of the barriers they perceive and subsequently strategies to mitigate them (YR1).

22. It is also essential that **stakeholders at all levels are provided with the information, supports, and materials needed to fully understand the available pathways and how they can best be implemented.** This includes the ability of educator stakeholders to have easy access to information and materials they can share with their students and parents in a variety of formats that work best for their populations. Many of our significant findings from both quantitative and qualitative data strongly suggest that stakeholders began the process of implementing the new graduation pathways without having access to the information necessary to implement them with confidence (YR1).

23. There is also a need to **more formally define the intent of the graduation pathway options so that there is a consistent framework for thoughtfully addressing potential changes, including the**

removal or addition of pathway options. This will be important to inform the development of instruments and protocols to address research questions in year two, and also to contextualize feedback from key stakeholders. Specifically, because we are seeking to answer questions related to what additional pathways are needed or what changes need to be made to existing pathways, it is important to define, as precisely as possible, what exactly the pathways "should" be doing. This gives stakeholders better context for responding to our inquiries and allows us to collect data that is more attuned to our research questions in years two and three (i.e., general questions in year one are useful to cast as wide a net as possible for potential themes, etc. but can potentially by less useful in subsequent years) (YR1).

24. **Equitable access to graduation pathway options, especially for systemically marginalized student populations, is incredibly important to all stakeholder groups and should be an essential part of research in future years**. This is an extremely important lesson because it illuminates where work needs to occur, both in potential changes to the pathways and also in terms of addressing our research questions. Good research should, in a way, produce more questions and this critical area of need identified by stakeholders will likely shape much of the graduation pathway evolution in years to come (YR1).

25. Given that the intent of the project is to examine the perceptions of key stakeholders and gather valid data in relation to the graduation pathway options, it is not surprising that **the demands of all graduation requirements expected of students, including the 24 credits, is intertwined with the graduation pathway options and how those are perceived by stakeholders**. It would be remiss to expect the graduation pathway options to exist independently of these other graduation requirements. A guiding question for our remaining work, is how can we stay focused on the task to collect data specific to our research questions, while also incorporating additional, but related areas for exploration, such as the impact, or lack thereof, of the 24-credit requirement on the graduation pathway options (YR1)?

26. In observing the progression of information provided by stakeholders throughout the course of the community forum observations, survey administrations, and especially during the focus groups, it is evident that **the majority of any perceived resistance to the new graduation pathways is more indicative of the unknown, general resistance to change and lack of understanding, rather than true negative experiences on the part of the stakeholders**. This is a crucial lesson, because it helps us understand how to craft future data collection opportunities in ways that are meaningful and create positive experiences for stakeholders to share feedback, provide input, and most of all feel invested in the graduation pathway options (YR1).

27. Similar to the previous lesson learned, **the majority of stakeholders, across all groups, were very willing and grateful to be included in the feedback process**. This says a great deal about the potential for positive growth and awareness around the graduation pathway options. It challenges us, as researchers, to assess how we are collecting data, the questions we are asking,

and the ways in which we present findings so that we can keep stakeholders' interest and desire to be a part of future activities (YR1).

28. As we look forward to years two and three and begin project planning for the future, **it will be important to ensure there's more time for the SBE to review and respond to project documents, instruments, and protocols and that Strobel Consulting has more time to incorporate suggested edits in a way that is helpful for both parties**. Such lessons are easy to incorporate into future task timelines and can only improve overall results and deliverables. As well, given a greater understanding of the complexity of board meeting logistics, it will be effortless to work the appropriate timelines into the production of deliverables needed for board meetings, so as to ensure there is plenty of time to submit two weeks in advance of scheduled meetings.

29. Additionally, while the original research plan included conducting focus groups prior to the Stakeholder Survey in order to inform subsequent question development, due to time constraints and challenges securing and coordinating with hosts sites, we ultimately opted to host focus groups after the majority of data from the Stakeholder Survey was collected. On one hand, this allowed us to use the focus groups to clarify gaps in quantitative and qualitative data collected via the survey, however we believe **the project and subsequent research will be better served by ensuring focus groups are hosted prior to the main survey for each year** to ensure that the survey is as fine-tuned and effective as possible. Knowing what we know now about coordinating with focus group sites, it will be very straightforward to guarantee this occurs (YR1).

30. **Additional efforts are needed to broaden community outreach in order to ensure we get as diverse a respondent sample as possible.** Especially since there is a high percentage of respondents who decline to answer many of the questions that allow us to accurately track demographic diversity (YR1).

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Washington Graduation Pathway Options

Stakeholder Feedback Project

Year 3, Volume II

Strobel Consulting, LLC

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TABLE OF CONTENTS

Summary of Appendices 4
Appendix A: District Follow Up Survey 5
Appendix B: Stakeholder Survey 35
Appendix C: Focus Group Protocol 55
Appendix D: Interview Protocol 58
Appendix E: Full Response Distribution 59

Washington Graduation Pathway Options:

Stakeholder Feedback Project Year 3

Year 3, Report Volume II

October 21, 2022

Alisha Strobel, President

Ryan Auster, M.Ed., Senior Research & Statistical Consultant

Danielle DuBose M.Ed., Research Associate

SUMMARY OF APPENDICES

The following appendices A-F accompanies the Stakeholder Feedback Project Year 3, Volume I report. This Volume II contains the full District Follow Up Survey, Stakeholder Survey, Focus Group Protocol, Industry Interview Protocol, the full response frequency distribution for multiple choice survey items, and the statistical tables for all chi-square analyses performed.

APPENDIX A: DISTRICT FOLLOW UP SURVEY

WA GRADUATION PATHWAY OPTIONS DISTRICT SURVEY 2022

School level and district personnel completed the following online District Survey between June 1 and July 1, 2022. The survey, created by Strobel Consulting was developed to measure:

- Whether changes to the existing graduation pathways should be made and what those changes should be.
- The barriers school districts have to offering all of the graduation pathways and potential strategies to eliminate or reduce those barriers.
- Whether all students have equitable access to all of the graduation pathways and, if not, potential strategies to reduce the barriers students may have to accessing all of the graduation pathways.
- Whether additional graduation pathways should be included and ideas on what those pathways should be.
- Interest in focus group participation; and
- Demographic information.

INTRODUCTION

Washington Graduation Pathway Options - District Survey

Thank you for your willingness to provide feedback on Washington's graduation pathway options. This survey is intended for school and district personnel, especially in districts that are not currently offering all the graduation pathway options. You will not be required to provide your name or any identifying information on this survey, and all responses will be reported anonymously or in aggregate form. You may exit this survey at any time by selecting "Exit Survey" at the top right of each page. This survey will close Friday, July 1, at 5 PM PST.

If you have any questions regarding this survey, please email Danielle DuBose at danielle@strobel-consulting.com or call 307-654-0202.

New Graduation Requirements

In 2019, the Washington State Legislature provided students with multiple pathways to high school graduation by passing House Bill 1599. The pathways are intended to be tailored to the student's goals and allow the student to demonstrate college and career readiness.

The Graduation Pathway Options

Beginning with the Class of 2020, students must complete at least one of the following pathway options to graduate:

1) Meet the graduation scores on the Washington State Assessments in English language arts (English) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
2) Earn at least one high school credit in English and one credit in math through a Running Start, College in the High School, or Career and Technical Education Dual Credit course.
3) For both English and math, earn specific scores on certain Advanced Placement exams, International Baccalaureate exams or Cambridge International exams, or pass the course with at least a C+.
4) Meet the graduation scores in the math and English portions of the SAT or ACT.
5) Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
6) Meet any combination of at least one English and one math option of those options listed previously.
7) Meet the graduation score on the ASVAB (Armed Services Vocational Aptitude Battery)
8) Complete an approved sequence of Career and Technical Education (CTE) courses

Your responses to this survey will help inform future graduation pathway development. Thank you for being an important part of this process!

1) Which of the following best describes you?*

( ) District Administrator or Other District Personnel

( ) High School Administrator, Teacher or Other High School Personnel

Page entry logic: This page will show when: #1 Question "Which of the following best describes you?" is one of the following answers ("District Administrator or Other District Personnel")

DISTRICT PERSONNEL SURVEY

Show/hide trigger question.

2) Please select your district from the following list.*

( ) Aberdeen School District

( ) Adna School District

( ) Almira School District

( ) Anacortes School District

( ) Arlington School District

( ) AsotinAnatone School District

( ) Auburn School District

( ) Bainbridge Island School District

( ) Battle Ground School District

( ) Bellevue School District

( ) Bellingham School District

( ) Benge School District

( ) Bethel School District

( ) Bickleton School District

( ) Blaine School District

( ) Boistfort School District

( ) Bremerton School District

( ) Brewster School District

( ) Bridgeport School District

( ) Brinnon School District

( ) BurlingtonEdison School District

( ) Camas School District

( ) Cape Flattery School District

( ) Carbonado School District

( ) Cascade School District

( ) Cashmere School District

( ) Castle Rock School District

( ) Centerville School District

( ) Central Kitsap School District

( ) Central Valley School District

( ) Centralia School District

( ) Chehalis School District

( ) Cheney School District

( ) Chewelah School District

( ) Chimacum School District

( ) Clarkston School District

( ) Cle ElumRoslyn School District

( ) Clover Park School District

( ) Colfax School District

( ) College Place School District

( ) Colton School District

( ) Columbia (Stevens) School District

( ) Columbia (Walla Walla) School District

( ) Colville School District

( ) Concrete School District

( ) Conway School District

( ) Cosmopolis School District

( ) CouleeHartline School District

( ) Coupeville School District

( ) Crescent School District

( ) Creston School District

( ) Curlew School District

( ) Cusick School District

( ) Damman School District

( ) Darrington School District

( ) Davenport School District

( ) Dayton School District

( ) Deer Park School District

( ) Dieringer School District

( ) Dixie School District

( ) East Valley School District (Spokane)

( ) East Valley School District (Yakima)

( ) Eastmont School District

( ) Easton School District

( ) Eatonville School District

( ) Edmonds School District

( ) Ellensburg School District

( ) Elma School District

( ) Endicott School District

( ) Entiat School District

( ) Enumclaw School District

( ) Ephrata School District

( ) Evaline School District

( ) Everett School District

( ) Evergreen School District (Clark)

( ) Evergreen School District (Stevens)

( ) Federal Way School District

( ) Ferndale School District

( ) Fife School District

( ) Finley School District

( ) Franklin Pierce School District

( ) Freeman School District

( ) Garfield School District

( ) Glenwood School District

( ) Goldendale School District

( ) Grand Coulee Dam School District

( ) Grandview School District

( ) Granger School District

( ) Granite Falls School District

( ) Grapeview School District

( ) Great Northern School District

( ) Green Mountain School District

( ) Griffin School District

( ) Harrington School District

( ) Highland School District

( ) Highline School District

( ) Hockinson School District

( ) Hood Canal School District

( ) Hoquiam School District

( ) Inchelium School District

( ) Index School District

( ) Issaquah School District

( ) Kahlotus School District

( ) Kalama School District

( ) Keller School District

( ) Kelso School District

( ) Kennewick School District

( ) Kent School District

( ) Kettle Falls School District

( ) KionaBenton City School District

( ) Kittitas School District

( ) Klickitat School District

( ) La Center School District

( ) La Conner School District

( ) LaCrosse School District

( ) Lake Chelan School District

( ) Lake Quinault School District

( ) Lake Stevens School District

( ) Lake Washington School District

( ) Lakewood School District

( ) Lamont School District

( ) Liberty School District

( ) Lind School District

( ) Longview School District

( ) Loon Lake School District

( ) Lopez School District

( ) Lyle School District

( ) Lynden School District

( ) Mabton School District

( ) Mansfield School District

( ) Manson School District

( ) Mary M Knight School District

( ) Mary Walker School District

( ) Marysville School District

( ) McCleary School District

( ) Mead School District

( ) Medical Lake School District

( ) Mercer Island School District

( ) Meridian School District

( ) Methow Valley School District

( ) Mill A School District

( ) Monroe School District

( ) Montesano School District

( ) Morton School District

( ) Moses Lake School District

( ) Mossyrock School District

( ) Mount Adams School District

( ) Mount Baker School District

( ) Mount Pleasant School District

( ) Mount Vernon School District

( ) Mukilteo School District

( ) Naches Valley School District

( ) Napavine School District

( ) NaselleGrays River Valley School District

( ) Nespelem School District 14

( ) Newport School District

( ) Nine Mile Falls School District

( ) Nooksack Valley School District

( ) North Beach School District

( ) North Franklin School District

( ) North Kitsap School District

( ) North Mason School District

( ) North River School District

( ) North Thurston Public Schools

( ) Northport School District

( ) Northshore School District

( ) Oak Harbor School District

( ) Oakesdale School District

( ) Oakville School District

( ) Ocean Beach School District

( ) Ocosta School District

( ) Odessa School District

( ) Okanogan School District

( ) Olympia School District

( ) Omak School District

( ) Onalaska School District

( ) Onion Creek School District

( ) Orcas Island School District

( ) Orchard Prairie School District

( ) Orient School District

( ) Orondo School District

( ) Oroville School District

( ) Orting School District

( ) Othello School District

( ) Palisades School District

( ) Palouse School District

( ) Pasco School District

( ) Pateros School District

( ) Paterson School District

( ) Pe Ell School District

( ) Peninsula School District

( ) Pioneer School District

( ) Pomeroy School District

( ) Port Angeles School District

( ) Port Townsend School District

( ) Prescott School District

( ) Prosser School District

( ) Pullman School District

( ) Puyallup School District

( ) QueetsClearwater School District

( ) Quilcene School District

( ) Quillayute Valley School District

( ) Quincy School District

( ) Rainier School District

( ) Raymond School District

( ) ReardanEdwall School District

( ) Renton School District

( ) Republic School District

( ) Richland School District

( ) Ridgefield School District

( ) Ritzville School District

( ) Riverside School District

( ) Riverview School District

( ) Rochester School District

( ) Roosevelt School District

( ) Rosalia School District

( ) Royal School District

( ) San Juan Island School District

( ) Satsop School District

( ) Seattle Public Schools

( ) SedroWoolley School District

( ) Selah School District

( ) Selkirk School District

( ) Sequim School District

( ) Shaw Island School District

( ) Shelton School District

( ) Shoreline School District

( ) Skamania School District

( ) Skykomish School District

( ) Snohomish School District

( ) Snoqualmie Valley School District

( ) Soap Lake School District

( ) South Bend School District

( ) South Kitsap School District

( ) South Whidbey School District

( ) Southside School District

( ) Spokane School District

( ) Sprague School District

( ) St. John School District

( ) StanwoodCamano School District

( ) Star School District No. 054

( ) Starbuck School District

( ) Stehekin School District

( ) Steilacoom Hist. School District

( ) Steptoe School District

( ) StevensonCarson School District

( ) Sultan School District

( ) Summit Valley School District

( ) Sumner School District

( ) Sunnyside School District

( ) Tacoma School District

( ) Taholah School District

( ) Tahoma School District

( ) Tekoa School District

( ) Tenino School District

( ) Thorp School District

( ) Toledo School District

( ) Tonasket School District

( ) Toppenish School District

( ) Touchet School District

( ) Toutle Lake School District

( ) Trout Lake School District

( ) Tukwila School District

( ) Tumwater School District

( ) Union Gap School District

( ) University Place School District

( ) Valley School District

( ) Vancouver School District

( ) Vashon Island School District

( ) Wahkiakum School District

( ) Wahluke School District

( ) Waitsburg School District

( ) Walla Walla Public Schools

( ) Wapato School District

( ) Warden School District

( ) Washougal School District

( ) Washtucna School District

( ) Waterville School District

( ) Wellpinit School District

( ) Wenatchee School District

( ) West Valley School District (Spokane)

( ) West Valley School District (Yakima)

( ) White Pass School District

( ) White River School District

( ) White Salmon Valley School District

( ) Wilbur School District

( ) Willapa Valley School District

( ) Wilson Creek School District

( ) Winlock School District

( ) Wishkah Valley School District

( ) Wishram School District

( ) Woodland School District

( ) Yakima School District

( ) Yelm School District

( ) Zillah School District

( ) Other:

3) Please enter your job title.

For example: Superintendent, Literacy Coach, Assessment Coordinator, etc. *

_____

Logic: Hidden unless: #2 Question "Please select your district from the following list." is one of the following answers (District that does not offer all the graduation pathways)

4) What are the barriers that keep your district from offering all of the graduation pathways at every school in the district? Please select all that apply.*

[ ] Lack of Certified Teachers

[ ] Financial Constraints

[ ] Time Constraints

[ ] Course/Bell Schedule

[ ] Other Scheduling Requirements

[ ] Lack of Resources

[ ] Other Staffing Issues

[ ] Lack of Post Secondary Partnerships

[ ] Other - Write In (Required): _____*

[ ] Other - Write In (Required): _____*

[ ] Other - Write In (Required): _____*

Logic: Hidden unless: #2 Question "Please select your district from the following list." is one of the following answers (District that does not offer all the graduation pathways)

5) In your own words, please take a moment to tell us what changes need to happen to eliminate the barriers that keep your district from being able to offer all of the graduation pathway options at all high schools in your district. This could include changes to support you, information you provide or receive, general logistics, etc. If you don't know, please indicate this and explain why.*

_____

_____

_____

_____

6) Do you think changes need to be made to the existing graduation pathway options and/or that additional graduation pathway options should be added?*

	Yes	No	Unsure
Changes need to be made to the existing graduation pathway options.	( )	( )	( )
Additional graduation pathway options should be added.	( )	( )	( )

Logic: Hidden unless: Question #6A "Changes need to be made to the existing graduation pathway options." is one of the following answers ("Yes")

7) You indicated that changes should be made to the existing graduation pathway options. Please use the box below to explain what those changes should be and why you think they should be made.*

_____

_____

_____

_____

Logic: Hidden unless: Question #6B "Additional graduation pathway options should be added." is one of the following answers ("Yes")

8) You indicated that additional graduation pathway options should be added. Please use the box below to explain what those additions should be and why you think they should be made.*

_____

_____

_____

_____

9) Please indicate whether you agree or disagree with the following statement: "The graduation pathway options my district currently offers align to Washington's Profile of a Graduate."*

( ) Strongly Disagree

( ) Disagree

( ) Undecided

( ) Agree

( ) Strongly Agree

( ) Not Familiar Enough With Profile of a Graduate

Show/hide trigger question.

10) Please indicate whether you agree or disagree with the following statement: "All students in my district have equitable access to all of the graduation pathways available in the district."*

( ) Strongly Disagree

( ) Disagree

( ) Undecided

( ) Agree

( ) Strongly Agree

Logic: Hidden unless: #10 Question "Please indicate whether you agree or disagree with the following statement: "All students in my district have equitable access to all of the graduation pathways available in the district." is one of the following answers ("Strongly Disagree","Disagree","Undecided")

11) What are potential strategies to reduce the barriers students may have to accessing all of the graduation pathways? Are there additional graduation pathway options that should be added to ensure that each and every student has equitable access to a graduation pathway option that supports their post graduation goals? *

_____

_____

_____

_____

12) Do you have any other feedback or thoughts related to the graduation pathway options that you would like to share?

_____

_____

_____

_____

Show/hide trigger question.

13) Would you, your educators, students, and/or their parents or guardians be interested in participating in one of our one hour, online/Zoom, focus groups being conducted in May and June to provide additional feedback on:

1) What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities and to plan their futures beyond high school.

2) Alignment of pathways to Profile of a Graduate, the relevancy of current pathways, and feedback on how to make them more relevant.*

( ) Yes

( ) No

( ) Maybe

Logic: Hidden unless: #13 Question "Would you, your educators, students, and/or their parents or guardians be interested in participating in one of our one hour, online/Zoom, focus groups being conducted in May and June to provide additional feedback" is one of the following answers ("Yes","Maybe")

14) Thank you for your interest in our upcoming focus groups! If you would like to be kept up to date on focus group registration or host a student focus group, please include your contact information below.

This is question is NOT REQUIRED.

First Name: _____

Last Name: _____

Email Address: _____

Phone Number (10 digit numeric only, no dashes or other characters):

_____

Preferred Contact Method: _____

Focus Groups You Are Interested In

[ ] Educator

[ ] Parent

[ ] Student

[ ] All of the Above

Page entry logic: This page will show when: #1 Question "Which of the following best describes you? " is one of the following answers ("High School Administrator, Teacher or Other High School Personnel")

SCHOOL PERSONNEL SURVEY

Show/hide trigger question.

15) Please select your district from the following list.*

(Note to the report reader: the district list is the same for all surveys. In the interest of saving reader time the districts are not listed out for subsequent items, but are rather listed once under the "District Personnel Survey" on pg. 7 of this report).

( ) List of Districts

16) Which of the following best describes your school?*

( ) Traditional Public High School

( ) Alternative High School

( ) Charter High School

( ) Reengagement High School

( ) Other School Serving Any of the Following Grades: 9, 10, 11 or 12 - Write In (Required): _____*

17) Please enter your job title.
For example: 10th Grade English Teacher, Counselor, Principal, Nurse, etc.*

_____

Logic: Hidden unless: #15 Question "Please select your district from the following list." is one of the following answers (district that does not offer all the graduation pathways)

18) What are the barriers that keep you from offering all of the graduation pathways at your school? Please select all that apply.*

[ ] Lack of Certified Teachers

[ ] Financial Constraints

[ ] Time Constraints

[ ] Course/Bell Schedule

[ ] Other Scheduling Requirements

[ ] Lack of Resources

[ ] Other Staffing Issues

[ ] Lack of Post Secondary Partnerships

[ ] Other - Write In (Required): _____*

[ ] Other - Write In (Required): _____*

[ ] Other - Write In (Required): _____*

[ ] I Don't Know

Logic: Hidden unless: #15 Question "Please select your district from the following list." is one of the following answers (district that does not offer all the graduation pathways)

19) In your own words, please take a moment to tell us what changes need to happen to eliminate the barriers that keep your school from being able to offer all of the graduation pathway options. This could include changes to support you, information you provide or receive, general logistics, etc. If you don't know, please indicate this and explain why.*

_____

_____

_____

_____

20) Do you think changes need to be made to the existing graduation pathway options and/or that additional graduation pathway options should be added?*

	Yes	No	Unsure
Changes need to be made to the existing graduation pathway options.	( )	( )	( )
Additional graduation pathway options should be added.	( )	( )	( )

Logic: Hidden unless: Question #20A "Changes need to be made to the existing graduation pathway options." is one of the following answers ("Yes")

21) You indicated that changes should be made to the existing graduation pathway options. Please use the box below to explain what those changes should be and why you think they should be made.*

_____

_____

_____

_____

Logic: Hidden unless: Question #20B"Additional graduation pathway options should be added." is one of the following answers ("Yes")

22) You indicated that additional graduation pathway options should be added. Please use the box below to explain what those additions should be and why you think they should be made.*

_____

_____

_____

_____

23) Please indicate whether you agree or disagree with the following statements: "The graduation pathway options my school currently offers align to Washington's Profile of a Graduate."*

( ) Strongly Disagree

( ) Disagree

( ) Undecided

( ) Agree

( ) Strongly Agree

( ) Not Familiar Enough With Profile of a Graduate

Show/hide trigger question.

24) Please indicate whether you agree or disagree with the following statement: "All students in my school have equitable access to all of the graduation pathways available in the district."*

( ) Strongly Disagree

( ) Disagree

( ) Undecided

( ) Agree

( ) Strongly Agree

Logic: Hidden unless: #24 Question "Please indicate whether you agree or disagree with the following statement: "All students in my school have equitable access to all of the graduation pathways available in the district."" is one of the following answers ("Strongly Disagree","Disagree","Undecided")

25) What are potential strategies to reduce the barriers students may have to accessing all of the graduation pathways? Are there additional graduation pathway options that should be added to

ensure that each and every student has equitable access to a graduation pathway option that supports their post graduation goals?*

_____

_____

_____

_____

26) Do you have any other feedback or thoughts related to the graduation pathway options that you would like to share?

_____

_____

_____

_____

Show/hide trigger question.

27) Would you, your students, and/or their parents or guardians be interested in participating in one of our one hour, online/Zoom, focus groups being conducted in May and June to provide additional feedback on:

1) What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities and to plan their futures beyond high school.

2) Alignment of pathways to Profile of a Graduate, the relevancy of current pathways, and feedback on how to make them more relevant.*

( ) Yes

( ) No

( ) Maybe

Logic: Hidden unless: #27 Question "Would you, your students, and/or their parents or guardians be interested in participating in one of our one hour, online/Zoom, focus groups being conducted in May and June to provide additional feedback" is one of the following answers ("Yes","Maybe")

28) Thank you for your interest in our upcoming focus groups! If you would like to be kept up to date on focus group registration and other important details, please include your contact information below.

This is question is NOT REQUIRED.

First Name: _____

Last Name: _____

Email Address: _____

Phone Number (10 digit numeric only, no dashes or other characters):

_____

Preferred Contact Method: _____

Focus Groups You Are Interested In

[ ] Educator

[ ] Parent

[ ] Student

[ ] All of the Above

DEMOGRAPHICS

The following questions ask about different demographics. Demographic questions allow researchers to gain meaningful background information and provide context for the collected survey data by helping to describe participants. Demographic data also make it possible to look at data in different ways and are important for understanding concepts like the equity of the graduation pathway options and the diversity of survey respondents.

29) I identify my gender as:

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

( ) Male

( ) Female

( ) Nonbinary

( ) Other - Please specify:: _____*

( ) Prefer Not to Answer

Show/hide trigger question.

30) Are you of Hispanic or Latinx origin?

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

( ) Yes

( ) No

( ) Prefer Not to Answer

Logic: Hidden unless: #30 Question "Are you of Hispanic or Latinx origin?" is one of the following answers ("Yes")

31) Please select the Hispanic or Latinx ethnic category for which you identify. (Check all that apply)*

[ ] Central American

[ ] Cuban

[ ] Dominican

[ ] Latin American

[ ] Mexican, Mexican American, or Chicano

[ ] Puerto Rican

[ ] Spaniard

[ ] Other Hispanic or Latinx - Please specify:: _____

[ ] Prefer Not to Answer

Show/hide trigger question.

32) I identify my race as (CHECK ALL THAT APPLY):

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] American Indian, Alaskan Native or Indigenous

[ ] Asian

[ ] Black, African, African-American, Ethiopian, or Haitian

[ ] Native Hawaiian or Other Pacific Islander

[ ] White, European-Russian, Middle Eastern or North African

[ ] Other (Please specify): _____

[ ] Prefer Not to Answer

Logic: Hidden unless: #32 Question "I identify my race as" is one of the following answers ("American Indian, Alaskan Native or Indigenous")

33) Please select all of the American Indian, Alaskan Native or Indigenous categories for which you identify.

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] Alaska Native

[ ] Chehalis

[ ] Chinook

[ ] Colville

[ ] Cowltiz

[ ] Duwamish

[ ] Hoh

[ ] Jamestown S'Klallam

[ ] Kalispel

[ ] Kikiallus

[ ] Lower Elwah Klallam

[ ] Lummi

[ ] Makah

[ ] Muckleshoot

[ ] Nisqually

[ ] Nooksack

[ ] Nooksack (Marietta Band)

[ ] Port Gamble S'Klallam

[ ] Puyallup

[ ] Quileute

[ ] Quinault

[ ] Samish

[ ] Sauk-Suiattle

[ ] Showalter Bay

[ ] Skokomish

[ ] Snoqualmie

[ ] Snoqualmoo

[ ] Snohomish

[ ] Spokane

[ ] Squaxin Island

[ ] Steilacoom

[ ] Stillaguamish

[ ] Suquamish

[ ] Swinomish

[ ] Tulalip

[ ] Upper Skagit

[ ] Yakama

[ ] Other Washington Indian: _____

[ ] Other North, Central, or South American Indian: _____

[ ] Prefer Not to Answer

Logic: Hidden unless: #32 Question "I identify my race as" is one of the following answers ("Asian")

34) Please select all Asian categories for which you identify:

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] Asian Indian

[ ] Cambodian

[ ] Chinese

[ ] Filipino

[ ] Hmong

[ ] Indonesian

[ ] Japanese

[ ] Korean

[ ] Laotian

[ ] Malaysian

[ ] Pakistani

[ ] Singaporean

[ ] Taiwanese

[ ] Thai

[ ] Vietnamese

[ ] Other Asian: _____

[ ] Prefer Not to Answer

Logic: Hidden unless: #32 Question "I identify my race as" is one of the following answers ("Native Hawaiian or Other Pacific Islander")

35) Please select all Native Hawaiian or Other Pacific Islander categories for which you identify.

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] Native Hawaiian

[ ] Fijan

[ ] Guamanian or Chamorro

[ ] Mariana Islander

[ ] Melanesian

[ ] Micronesian

[ ] Samoan

[ ] Tongan

[ ] Other Pacific Islander: _____

[ ] Prefer Not to Answer

THANK YOU!

Thank you for sharing your feedback regarding the graduation pathways.
Your response is meaningful and important!

In addition, we are also collecting data regarding the Profile of a Graduate and the Pathways related to opportunities for applied learning and post high school success. If you would like to complete this survey please click here or copy and paste the following link in your browser.

https://survey.alchemer.com/s3/6804775/WA-Graduation-Pathway-Options-Stakeholder-Survey-2022

For More information on high school graduation, please see the Washington State Board of Education's
Graduation Requirements and Graduation Pathway Options webpages.

APPENDIX B: STAKEHOLDER SURVEY

WA GRADUATION PATHWAY OPTIONS STAKEHOLDER SURVEY 2022

Educators, parents/caregivers, community members, recent high school grads and current high school students completed the following online Stakeholder Survey between June 1 2022 and July 1, 2022. The survey, created by Strobel Consulting, was available in both English and Spanish and was developed to measure:

- What additional graduation pathways should be added to the existing graduation pathways.
- Whether modifications should be made to any of the existing pathways.
- How the High School and Beyond Plan is/was implemented in their school or district.
- What improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school
- What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities.
- Relevancy of pathways, and how to make them more relevant.
- Alignment of pathways to Profile of a Graduate
- Demographic information.

INTRODUCTION

Washington Graduation Pathway Options - Stakeholder Survey

Thank you for your willingness to provide feedback on Washington's new Graduation Pathway options. This survey is intended for students, parents, educators, and community members. You will not be required to provide your name or any identifying information on this survey, and all responses will be reported anonymously or in aggregate form. You may exit this survey at any time by selecting "Exit Survey" at the top right of each page. This survey will close July 1st at 5 PM PST.

If you have any questions regarding this survey, please email Danielle DuBose at danielle@strobel-consulting.com or call 307-654-0202.

New Graduation Requirements

In 2019, the Washington State Legislature provided students with multiple pathways to high school graduation by passing House Bill 1599. The pathways are intended to be tailored to the student's goals and allow the student to demonstrate college and career readiness.

The Graduation Pathway Options

Beginning with the Class of 2020, students must complete at least one of the following pathway options to graduate:

1) Meet the graduation scores on the Washington State Assessments in English language arts (English) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
2) Earn at least one high school credit in English and one credit in math through a Running Start, College in the High School, or Career and Technical Education Dual Credit course.
3) For both English and math, earn specific scores on certain Advanced Placement exams, International Baccalaureate exams or Cambridge International exams, or pass the course with at least a C+.
4) Meet the graduation scores in the math and English portions of the SAT or ACT.
5) Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
6) Meet any combination of at least one English and one math option of those options listed previously.
7) Meet the graduation score on the ASVAB (Armed Services Vocational Aptitude Battery)
8) Complete an approved sequence of Career and Technical Education (CTE) courses

Your responses to this survey will help inform future graduation pathway development. Thank you for being an important part of this process!

1) Which of the following best describes you?*

( ) High School Student

( ) Recent High School Graduate (Class of 2019, 2020 or 2021)

( ) Parent or Guardian

( ) Community Member

( ) Educator

Show/hide trigger question.

2) Are you responsible for hiring or supervising employees as part of your current job duties?*

( ) Yes

( ) No

( ) Not Currently Employed

3) When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?

	Not Important	Somewhat Important	Undecided	Important	Very Important
Problem Solving Skills	( )	( )	( )	( )	( )
Ability to Collaborate	( )	( )	( )	( )	( )
Communication Skills	( )	( )	( )	( )	( )
Leadership	( )	( )	( )	( )	( )
Initiative	( )	( )	( )	( )	( )
Attention to Detail	( )	( )	( )	( )	( )
Technical Skills	( )	( )	( )	( )	( )
Four Year Degree	( )	( )	( )	( )	( )
Organizational Ability	( )	( )	( )	( )	( )
Creativity & Innovation	( )	( )	( )	( )	( )
Timeliness	( )	( )	( )	( )	( )
Critical Thinking	( )	( )	( )	( )	( )
Two Year Degree	( )	( )	( )	( )	( )
Work Experience	( )	( )	( )	( )	( )
Math Skills	( )	( )	( )	( )	( )

Technical Certifications	( )	( )	( )	( )	( )
Test Taking	( )	( )	( )	( )	( )
Flexibility	( )	( )	( )	( )	( )
English Language Arts Skills	( )	( )	( )	( )	( )
Foreign Language	( )	( )	( )	( )	( )

4) Please indicate your agreement with the following statements.*

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Earning a high school diploma prepares a student for success after high school.	( )	( )	( )	( )	( )
Solid employability skills are necessary for success after high school.	( )	( )	( )	( )	( )

5) Should Washington students be provided with more or less of the following learning opportunities?*

	WA students should be provided with more of this	**WA students are provided with the right amount of this**	**WA students should be provided with less of this**	**WA students do not need this**
Direct learning experiences that connect to work.	( )	( )	( )	( )
Interdisciplinary (multi-subject area) learning.	( )	( )	( )	( )
Learning and practicing employability skills.	( )	( )	( )	( )

Opportunities for students to work on real-world problems.	( )	( )	( )	( )
Ensuring students are college ready.	( )	( )	( )	( )
Supporting students in pursuing their own interests.	( )	( )	( )	( )
Ensuring students are well prepared particularly in math and English.	( )	( )	( )	( )

Logic: Hidden unless: #2 Question "Are you responsible for hiring or supervising employees as part of your current job duties?" is one of the following answers ("Yes")

6) In your own words, what skills do today's job seekers lack that you wish they had?*

_____

_____

_____

_____

7) How well does the current diploma and each of its three components fulfill the following purpose?

According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."*

	Not at all well	**Slightly well**	**Moderately well**	**Very well**	**Don't know**
Diploma (as a whole)	( )	( )	( )	( )	( )
High School & Beyond Plan	( )	( )	( )	( )	( )

Credit & Subject Area Requirements	( )	( )	( )	( )	( )
Graduation Pathway Options	( )	( )	( )	( )	( )

8) Are you familiar with the Profile of a Graduate?*

( ) Yes

( ) No

( ) Unsure

Show/hide trigger question.

9) Are you familiar with the current high school graduation pathway options available in the state of Washington?*

( ) Yes

( ) No

( ) Unsure

Logic: Show/hide trigger exists. Hidden unless: #9 Question "Are you familiar with the current high school graduation pathway options available in the state of Washington?" is one of the following answers ("Yes")

10) Are the current graduation pathway options relevant to all students? *

( ) Yes

( ) No

( ) Unsure

Logic: Hidden unless: #10 Question "Are the current graduation pathway options relevant to all students?" is one of the following answers ("No")

11) How could the current graduation pathway options be more relevant for all students?

_____

_____

_____

_____

Logic: Show/hide trigger exists. Hidden unless: (#1 Question "Which of the following best describes you?" is one of the following answers ("High School Student") AND #9 Question "Are you familiar with the current high school graduation pathway options available in the state of Washington?" is one of the following answers ("Yes"))

12) Are the current graduation pathway options relevant to you?*

( ) Yes

( ) No

( ) Unsure

Logic: Hidden unless: #12 Question "Are the current graduation pathway options relevant to you?" is one of the following answers ("No")

13) Why aren't the graduation pathway options relevant to you and what would make them more relevant?*

_____

_____

_____

_____

Show/hide trigger question.

14) Are you familiar with the High School and Beyond Plan?*

( ) Yes

( ) No

( ) Unsure

Logic: Hidden unless: #14 Question "Are you familiar with the High School and Beyond Plan?" is one of the following answers ("Yes")

15) What improvements could be made to the High School and Beyond Plan to make it a better tool for students to plan their future after high school? *

_____

_____

_____

_____

Logic: Hidden unless: #14 Question "Are you familiar with the High School and Beyond Plan?" is one of the following answers ("Yes")

16) What improvements could be made to the High School and Beyond Plan to make it a better tool for students to make decisions about courses, graduation pathway options, other academic and career learning activities? *

_____

_____

_____

_____

17) To what extent does the **STATE ASSESSMENT PATHWAY** (see definition below) allow students to develop or demonstrate the following skills?*

Definition of State Assessment Pathway: Meet (or beat) the graduation scores in English or Math on state high school standardized tests.

	Not at all	Slightly	Moderately	Very well	Don't know
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )

Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

18) To what extent does the **SAT/ACT PATHWAY** (see definition below) allow students to develop or demonstrate the following skills?*

Definition Of SAT/ACT Pathway: Meet or (or beat) the graduation scores in English or Math on the SAT or ACT college placement tests.

	Not at all	**Slightly**	**Moderately**	**Very well**	**Don't know**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )

Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

19) To what extent does the ***Dual Credit Courses*** PATHWAY (see definition below) allow students to develop or demonstrate the following skills?*

Definition of Dual Credit Courses Pathway: Pass a dual credit course in English or Math. Dual credit courses give students both college and high school credit. (dual credit programs include running start, college in the high school, and career and technical education dual credit).

	Not at all	**Slightly**	**Moderately**	**Very well**	**Don't know**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

20) To what extent does the **AP/IB/CAMBRIDGE TESTS/COURSES PATHWAY** (see definition below) allow students to develop or demonstrate the following skills?*

Definition Of AP/IB/Cambridge Test/Courses Pathway: Pass a test or a course with a C+ grade or better in the Advanced Placement, International Baccalaureate, or Cambridge college preparatory programs.

	Not at all	Slightly	Moderately	Very well	Don't know
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

21) To what extent does the **TRANSITION COURSES PATHWAY** (see definition below) allow students to develop or demonstrate the following skills?*

Definition of Transition Course Pathway: Pass a transition course in English or math. A transition course is a high school class designed to prepare students for college

	Not at all	Slightly	Moderately	Very well	Don't know

Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

22) To what extent does the ***ASVAB (Armed Forces Vocational Aptitude Battery)*** PATHWAY (see definition below) allow students to develop or demonstrate the following skills?*

Definition of ASVAB Pathway: Earn a score on the ASVAB (armed services vocational aptitude battery) that would let a student enlist in a branch of the armed services.

	Not at all	**Slightly**	**Moderately**	**Very well**	**Don't know**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )

Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

23) To what extent does the **CTE SEQUENCE PATHWAY** (see definition below) allow students to develop or demonstrate the following skills?*

Definition Of CTE Sequence Pathway: Complete a series of career and technical education (CTE) courses.

	Not at all	**Slightly**	**Moderately**	**Very well**	**Don't know**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	( )	( )	( )	( )	( )
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	( )	( )	( )	( )	( )
Communicates Effectively: Works on a team, collaborates, navigates conflict.	( )	( )	( )	( )	( )
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	( )	( )	( )	( )	( )
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	( )	( )	( )	( )	( )
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	( )	( )	( )	( )	( )

24) Do you have suggestions for changing existing graduation pathways or adding additional graduation pathways to better address these skills?

_____

_____

_____

_____

DEMOGRAPHICS

The following questions ask about different demographics. Demographic questions allow researchers to gain meaningful background information and provide context for the collected survey data by helping to describe participants. Demographic data also makes it possible to look at data in different ways and is important for understanding concepts like the equity of the graduation pathway options and the diversity of survey respondents.

25) I identify my gender as:

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

( ) Male

( ) Female

( ) Nonbinary

( ) Other - Please specify:: _____*

( ) Prefer Not to Answer

Show/hide trigger question.

26) Are you of Hispanic or Latinx origin?

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

( ) Yes

( ) No

( ) Prefer Not to Answer

Logic: Hidden unless: #26 Question "Are you of Hispanic or Latinx origin?" is one of the following answers ("Yes")

27) Please select the Hispanic or Latinx ethnic category for which you identify. (Check all that apply)*

[ ] Central American

[ ] Cuban

[ ] Dominican

[ ] Latin American

[ ] Mexican, Mexican American, or Chicano

[ ] Puerto Rican

[ ] Spaniard

[ ] Other Hispanic or Latinx - Please specify:: _____

[ ] Prefer Not to Answer

Show/hide trigger question.

28) I identify my race as (CHECK ALL THAT APPLY):
IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] American Indian, Alaskan Native or Indigenous

[ ] Asian

[ ] Black, African, African-American, Ethiopian, or Haitian

[ ] Native Hawaiian or Other Pacific Islander

[ ] White, European-Russian, Middle Eastern or North African

[ ] Other (Please specify): _____

[ ] Prefer Not to Answer

Logic: Hidden unless: #28 Question "I identify my race as (check all that apply):" is one of the following answers ("American Indian, Alaskan Native or Indigenous")

29) Please select all of the American Indian, Alaskan Native or Indigenous categories for which you identify.

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] Alaska Native

[ ] Chehalis

[ ] Chinook

[ ] Colville

[ ] Cowltiz

[ ] Duwamish

[ ] Hoh

[ ] Jamestown S'Klallam

[ ] Kalispel

[ ] Kikiallus

[ ] Lower Elwah Klallam

[ ] Lummi

[ ] Makah

[ ] Muckleshoot

[ ] Nisqually

[ ] Nooksack

[ ] Nooksack (Marietta Band)

[ ] Port Gamble S'Klallam

[ ] Puyallup

[ ] Quileute

[ ] Quinault

[ ] Samish

[ ] Sauk-Suiattle

[ ] Showalter Bay

[ ] Skokomish

[ ] Snoqualmie

[ ] Snoqualmoo

[ ] Snohomish

[ ] Spokane

[ ] Squaxin Island

[ ] Steilacoom

[ ] Stillaguamish

[ ] Suquamish

[ ] Swinomish

[ ] Tulalip

[ ] Upper Skagit

[ ] Yakama

[ ] Other Washington Indian: _____

[ ] Other North, Central, or South American Indian: _____

[ ] Prefer Not to Answer

Logic: Hidden unless: #28 Question "I identify my race as (check all that apply):" is one of the following answers ("Asian")

30) Please select all Asian categories for which you identify:

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] Asian Indian

[ ] Cambodian

[ ] Chinese

[ ] Filipino

[ ] Hmong

[ ] Indonesian

[ ] Japanese

[ ] Korean

[ ] Laotian

[ ] Malaysian

[ ] Pakistani

[ ] Singaporean

[ ] Taiwanese

[ ] Thai

[ ] Vietnamese

[ ] Other Asian: _____

[ ] Prefer Not to Answer

Logic: Hidden unless: #28 Question "I identify my race as (check all that apply):" is one of the following answers ("Native Hawaiian or Other Pacific Islander")

31) Please select all Native Hawaiian or Other Pacific Islander categories for which you identify.

IF YOU PREFER NOT TO SHARE THIS INFORMATION, PLEASE SELECT "PREFER NOT TO ANSWER".*

[ ] Native Hawaiian

[ ] Fijan

[ ] Guamanian or Chamorro

[ ] Mariana Islander

[ ] Melanesian

[ ] Micronesian

[ ] Samoan

[ ] Tongan

[ ] Other Pacific Islander: _____

[ ] Prefer Not to Answer

32) Please enter your zip code. IF YOU PREFER NOT TO SHARE THIS INFORMATION SKIP THE QUESTION.

_____

Show/hide trigger question.

33) Are you a member or representative of any education or business related associations, groups, agencies or organizations?

These include, but are not limited to: committees, such as the Educational Opportunity Gap Oversight and Accountability Committee; councils, such as the Washington State Apprenticeship and Training Council; 4-year higher education institutions; the Washington State Board For Community and Technical Colleges; and associations representing educators, school board members, school administrators, superintendents, parents and business. *

( ) Yes

( ) No

Logic: Hidden unless: #33 Question "Are you a member or representative of any education or business related associations, groups, agencies or organizations?" is one of the following answers ("Yes")

34) Which of the following associations, groups, agencies or organizations are you a member or representative of? Please select all that apply.

[ ] Association of Washington School Principals (AWSP)

[ ] CTE General Advisory Council

[ ] Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

[ ] Four-year Higher Education Institutions

[ ] Office of the Superintendent of Public Instruction

[ ] Parent Teacher Association (PTA)

[ ] School Board

[ ] Washington Association for Career and Technical Education (WA-ACTE)

[ ] Washington Association of School Administrators (WASA)

[ ] Washington Education Association (WEA)

[ ] Washington State Apprenticeship and Training Council (WSATC)

[ ] Washington State Board for Community and Technical Colleges (SBCTC)

[ ] Washington State School Directors' Association (WSSDA)

[ ] Other Association, Group, Agency, or Organization Representing - Business, Trades or Industry:
_____*

[ ] Other Association, Group, Agency, or Organization Representing - Education:
_____*

[ ] Other Association, Group, Agency, or Organization Representing - Parents:
_____*

THANK YOU!

Thank you for sharing your feedback regarding the graduation pathways.
Your response is meaningful and important!

For More information on high school graduation, please see the Washington State Board of Education's
Graduation Requirements and Graduation Pathway Options webpages.

APPENDIX C: FOCUS GROUP PROTOCOL

WA SBE HIGHSCHOOL GRADUATION PATHWAY OPTIONS

YR3 FOCUS GROUP PROTOCOLS

Focus Group Summary

Structure: 4-7 participants, 60 minutes

Participants: District, School, Parent, and Student Stakeholders

GENERAL PROBES:

- What do others think about…?
- I'd like to hear a little more about…
- Does anyone else have anything to add?
- Has anyone had a different experience?
- Can you give me an example?
- I want to make sure I understand, can you clarify?

Focus Group Protocol

All Groups Welcome: Welcome to the WA State Board of Education's focus group regarding the graduation pathway options. We appreciate your willingness to be a focus group participant and share your perspective on details surrounding the new pathways. My name is Alisha Strobel and I'm the president of Strobel Consulting. We were hired by the State Board to oversee the collection of data from various stakeholders, over three years, regarding the graduation pathway options. This is year three of the project.

As you many of you know, in 2019, the Washington State Legislature provided students with multiple pathways to earning a high school diploma by passing House Bill 1599. Completing a graduation pathway is intended to help prepare students for life after high school graduation. The pathways also let future employers and postsecondary education providers know students are ready for their next step towards a career or additional learning. In an effort to gain feedback from key stakeholders regarding these new graduation pathway options, my company, was contracted to conduct surveys and focus groups on behalf of the WA State Board of Education to help inform future graduation pathway development. The focus group questions we'll be discussing today are not intended to cover all the information collected on the Stakeholder Survey for year 3. Rather, the questions I will be asking today are intended to help us dig a little deeper into specific themes and feedback collected during years one and two of the project and from additional data gathered so far this year.

Before we get started, I wanted to let you know that today's session will be recorded, as I can't always write fast enough to keep up with the discussion. That being said, data gathered from these focus groups will be reported in summary form and any quotes used from the sessions will be shared anonymously. Please raise your hand to indicate your agreement with the meeting being recorded. If you prefer not to participate in a recorded session, we understand, and you may exit the Zoom meeting now. To keep background noise to a minimum please keep your microphone if you are not actively sharing.

Are there any questions before we begin?

Questions - Adult Focus Group:

1) Let's begin with a quick round of introductions. Please tell me 1) your first name, 2) your role in education or the community, and 3) in a few sentences the reason you wanted to participate in this focus group. Who would like to go first?

   Follow Up – For the purpose of today's focus group I want to talk about the graduation pathways and how they relate to the Profile of a Graduate and the High School and Beyond Plan. These are defined by the state as follows:
   a. "Profile of a Graduate" -- a guiding vision for our K-12 education system, developed with local input, that identifies the skills, knowledge, attributes, and competencies necessary for a successful transition to life after high school.
   b. The High School and Beyond Plan may provide students with the opportunity to explore their own skills and interests and discover potential career and educational options. This personalized plan helps to connect career interests with courses and courses with career pathways or college majors. The plan helps students identify the steps needed to reach postsecondary goals.

2) Do the current graduation pathway options support the Profile of a Graduate, why or why not?

3) Do you think that the High School and Beyond Plan is a useful tool for students to plan their future after high school, why or why not?

4) Do the existing graduation pathway options help support students' in achieving their post high school plans?

5) What changes could be to help make the High School and Beyond Plan a more valuable tool for students?

6) How would you like to see the High School and Beyond Plan implemented to support graduation pathway options?

Adult Closing: Thank you so much for taking the time to be a part of this focus group. Your feedback is very valuable. If, as you digest the discussion that occurred, you think of other feedback you'd like to share please don't hesitate to call or email me.

Lastly, if you have additional thoughts you'd like to share, regarding the graduation pathway options, please feel free to share them now. Otherwise, have a wonderful day/evening and thank you again for participating in this focus group.

Questions – Student Focus Group:

1) Let's begin with a quick round of introductions. Please tell me 1) your first name, 2) something that you plan to do this summer, and 3) in a few sentences the number one reason you wanted to participate in this focus group. Who would like to go first?

2) Now, I would like you to take a minute to think about what you would like to do after high school. This can include anything and everything you would like to do once you leave high school. It could include going on a trip, having a garden, getting more education, or the type of job you would like to have. Who would like to share one of the things they'd like to do after they leave high school?

3) Do you have a high school and beyond plan that is helping you, or has helped you, prepare to do the things you want to do after high school?

4) What skills, knowledge, attributes, do you think you will need to successfully transition to life after high school?

5) What would help you to be better prepared to do the things you want to after you leave high school?

Student Closing: Thank you so much for taking the time to be a part of this focus group. Your feedback is especially valuable to the work we are doing! I hope you have a wonderful day.

APPENDIX D: INTERVIEW PROTOCOL

WA SBE HIGHSCHOOL GRADUATION PATHWAY OPTIONS

YR3 INTERVIEW PROTOCOLS

Introduction:

Thank you for taking the time to talk to you today. As I indicated in my email, I'm Alisha Strobel, the president of Strobel Consulting and we are working with the Washington State Board of Education collecting feedback and data on their new graduation pathway options from key stakeholders. We were contracted to conduct surveys, focus groups, and these interviews on behalf of the WA State Board of Education to help inform future graduation pathway development.

To give you a little background, in 2019, the Washington State Legislature provided students with multiple pathways to earning a high school diploma by passing House Bill 1599. Completing a graduation pathway is intended to help prepare students for life after high school graduation. The pathways also let future employers and postsecondary education providers know students are ready for their next step towards a career or additional learning.

Before we get started, I wanted to check with you to see if it would be okay to record your interview, as I can't always write fast enough to keep up with the discussion? Also, feedback gathered from interviews will be reported in summary form and any quotes will be shared anonymously.

Do you any questions for me before we dive into the interview questions?

Questions:

1) Do you hire entry level employees?
    a. If Yes: What skills and knowledge are most important to you when hiring for entry level positions?
    b. If No: Skip to next question.
2) What skills or knowledge do you wish your new hires had more of when starting with your company or business?
3) What is your biggest challenge in finding candidates you want to hire for your open positions?
4) What skills or knowledge do you think today's workforce lacks?
5) How can future employees be better prepared to be successful during the hiring and interview process?

Closing: Thank you so much for taking the time to share your feedback with me. I know your time is valuable and I appreciate you being willing to do this! If you think of other feedback you'd like to share, please don't hesitate to call, or email me.

APPENDIX E: FULL RESPONSE DISTRIBUTION

DISTRICT SURVEY

Table E1. Frequency results for questions answered by district personnel and high school personnel:

	Yes	No	Unsure	N
Changes need to be made to the existing graduation pathway options.	48%	36%	16%	25
Additional graduation pathway options should be added.	44%	32%	24%	25

	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Not familiar enough with the Profile of a Graduate	N
The graduation pathway options my district currently offers align to Washington's Profile of a Graduate.	0%	12%	20%	52%	12%	4%	25
All students in my district have equitable access to all of the graduation pathways available in the district.	24%	20%	8%	24%	24%	N/A	25

STAKEHOLDER SURVEY

Table E2. Frequency results for questions answered by educators, parents/caregivers, community members, recent high school grads and current high school students:

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?	Not important	Somewhat important	Undecided	Important	Very important	N
Two Year Degree	17.4%	31.2%	22.5%	23.5%	5.4%	863
Foreign Language	22.9%	29.0%	18.5%	22.5%	7.1%	863
Test Taking	34.7%	23.9%	16.1%	17.6%	7.7%	865
Four Year Degree	20.9%	29.9%	22.4%	18.2%	8.6%	862
Technical Certifications	8.7%	25.9%	20.2%	32.5%	12.7%	865

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?	Not important	Somewhat important	Undecided	Important	Very important	N
Math Skills	3.7%	23.3%	10.7%	43.8%	18.5%	861
Work Experience	3.5%	20.7%	14.1%	39.1%	22.7%	865
Leadership	1.3%	14.6%	13.1%	45.4%	25.6%	863
English Language Arts Skills	3.4%	14.6%	9.6%	46.7%	25.7%	863
Creativity & Innovation	2.2%	17.5%	11.7%	41.1%	27.4%	861
Organizational Ability	0.9%	10.3%	6.6%	53.2%	29.0%	863
Technical Skills	0.7%	10.9%	7.4%	51.7%	29.3%	863
Flexibility	0.7%	9.2%	4.6%	49.0%	36.5%	863
Attention to Detail	0.2%	8.0%	4.5%	46.6%	40.6%	864
Initiative	0.6%	8.1%	6.0%	42.5%	42.8%	862
Timeliness	0.6%	6.5%	6.6%	39.0%	47.3%	863
Ability to Collaborate	0.2%	7.0%	2.0%	35.2%	55.5%	866
Critical Thinking:	0.3%	5.2%	3.9%	34.5%	56.0%	862
Problem Solving Skills	0.6%	4.5%	1.6%	24.6%	68.7%	866
Communication Skills	0%	2.4%	1.3%	24.0%	72.3%	866

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	N
Earning a high school diploma prepares a student for success after high school.	5.4%	10.6%	17.7%	38.2%	28%	868
Solid employability skills are necessary for success after high school.	1%	1.2%	8.5%	37.9%	51.4%	868

Should Washington students be provided with more or less of the following learning opportunities?	WA students should be provided with more of this	WA students are provided with the right amount of this	WA students should be provided with less of this	WA students do not need this	N
Direct learning experiences that connect to work.	80%	15.9%	1.6%	2.5%	868
Interdisciplinary (multi-subject area) learning.	52.8%	37.4%	6.9%	2.9%	868
Learning and practicing employability skills.	76.3%	20.2%	2.3%	1.3%	868
Opportunities for students to work on real-world problems.	77%	18%	3.7%	1.4%	868
Ensuring students are college ready.	35.4%	46.5%	14.2%	3.9%	868
Supporting students in pursuing their own interests.	65.7%	28.3%	4.4%	1.6%	868
Ensuring students are well prepared particularly in math and English.	42.9%	47.1%	8.6%	1.4%	868

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."	Not at all well	Slightly well	Moderately well	Very well	Don't know	N
Diploma (as a whole)	10.3%	22.2%	43%	22.2%	2.3%	868
High School & Beyond Plan	19.2%	26.3%	32.3%	15.7%	6.6%	868
Credit and Subject Area Requirements	12.2%	27.3%	38.9%	17.3%	4.3%	868
Graduation Pathway Options	17.5%	22.9%	32.8%	20.2%	6.6%	868

	Yes	No	Unsure	N
Are you familiar with the Profile of a Graduate?	44%	37.7%	18.3%	868
Are you familiar with the current high school graduation pathway options available in the state of Washington?	63.8%	22.4%	13.8%	868
Are the current graduation pathway options relevant to all students?	36.8%	50.7%	12.5%	554
Are the current graduation pathway options relevant to you?	73.2%	11.3%	15.5%	97
Are you familiar with the High School and Beyond Plan?	59.1%	27.2%	13.7%	868

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?	Not at all	Slightly	Moderately	Very well	Don't know	N
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	24.2%	20.6%	31.1%	14.9%	9.2%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	22.4%	22.2%	29.6%	17.4%	8.4%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	36.6%	17.3%	23.5%	13.8%	8.8%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	44.0%	14.4%	18.7%	12.9%	10.0%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	41.1%	14.7%	18.8%	14.9%	10.5%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	34.1%	21.0%	21.3%	14.4%	9.2%	868

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?	Not at all	Slightly	Moderately	Very well	Don't know	N
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	23.8%	22.7%	26.5%	18.2%	8.8%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	22.6%	20.9%	31.1%	15.8%	9.7%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	39.9%	17.1%	22.6%	10.7%	9.8%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	46.1%	14.2%	18.8%	10.8%	10.1%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	45.2%	13.7%	18.8%	11.5%	10.8%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	34.0%	21.3%	22.4%	12.8%	9.6%	868
To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?	**Not at all**	**Slightly**	**Moderately**	**Very well**	**Don't know**	**N**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	5.9%	13.7%	36.2%	36.4%	7.8%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	6.0%	13.9%	37.3%	34.6%	8.2%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	10.9%	16.4%	34.2%	29.3%	9.2%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	19.8%	16.8%	29.1%	23.5%	10.7%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	17.6%	16.9%	30.9%	23.4%	11.2%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	11.2%	17.2%	31.8%	30.3%	9.6%	868
To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?	**Not at all**	**Slightly**	**Moderately**	**Very well**	**Don't know**	**N**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	9.2%	17.2%	30.9%	27.3%	15.4%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	9.1%	17.5%	30.6%	27.1%	15.7%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	15.9%	17.9%	29.3%	20.5%	16.5%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	26.2%	19.4%	21.9%	14.7%	17.9%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	24.1%	16.6%	24.2%	16.6%	18.5%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	15.9%	21.2%	26.2%	19.6%	17.2%	868

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?	Not at all	Slightly	Moderately	Very well	Don't know	N
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	8.1%	19.5%	34.6%	21.4%	16.5%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	8.6%	19.2%	34.4%	21.4%	16.2%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	13.5%	20.9%	30.4%	17.7%	17.5%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	20.5%	19.7%	25.8%	15.3%	18.7%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	21.0%	19.7%	23.2%	16.8%	19.4%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	14.6%	19.4%	28.7%	18.7%	18.7%	868
To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?	**Not at all**	**Slightly**	**Moderately**	**Very well**	**Don't know**	**N**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	11.3%	18.8%	30.1%	21.5%	18.3%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	13.1%	15.8%	29.5%	22.6%	19.0%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	20.2%	15.6%	24.0%	19.9%	20.4%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	24.9%	15.6%	21.2%	17.2%	21.2%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	23.8%	16.0%	21.4%	18.2%	20.5%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	17.3%	17.5%	25.8%	18.4%	21.0%	868
To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?	**Not at all**	**Slightly**	**Moderately**	**Very well**	**Don't know**	**N**
Cultivates Personal Growth and Knowledge: Shows confidence, applies learning, sets personally meaningful goals.	4.4%	10.9%	30.5%	42.5%	11.6%	868
Solves Problems: Thinks critically, demonstrates resilience, embraces creativity.	3.9%	11.1%	33.6%	39.1%	12.3%	868
Communicates Effectively: Works on a team, collaborates, navigates conflict.	5.6%	12.3%	34.0%	35.0%	13.0%	868
Sustains Wellness: Cultivates physical and emotional well-being, fosters empathy, builds relationships.	10.8%	15.0%	30.5%	28.6%	15.1%	868
Embraces Differences/Diversity: Participates in community, promotes global responsibility, shows cultural competency.	11.8%	15.2%	28.8%	28.8%	15.4%	868
Masters Life Skills/Self-agency: Takes initiative, understands financial and digital literacy, accesses resources.	7.4%	12.7%	29.8%	36.6%	13.5%	868

APPENDIX F: STATISTICAL TABLES

A Chi-Square statistic, commonly used for testing relationships between categorical variables, was used to evaluate the relationship between the survey responses and the respondents demographic characteristics. The chi-square assesses whether an association exists between the two variables by comparing the observed pattern of responses in the cells to the pattern that would be expected if the variables were truly independent of each other. If the p-value is less than .05 we can conclude that the variables are not independent of each other and that there is a statistical relationship between the categorical variables. All analyses were evaluated at the $\alpha = .05$ level, indicating a 5 percent chance of committing a Type I error. Specifically, a Type I error is claiming one of the differences below to be "statistically significant," when in fact it is not. A standardized residual (S.R.) was also included for each cell. This is a diagnostic element of chi-square testing used to indicate cells that are influential toward the overall test result. Standardized residuals greater than |2.0| are significantly different from expected values and therefore should be investigated for their relative contribution toward findings. *Post hoc* procedures were not performed due to the nature of the tests.

Table F1. Chi-square test results for questions comparing Stakeholder Survey respondent types:

Are you familiar with the current high school graduation pathway options available in the state of Washington?										
	Yes			**No**			**Unsure**			**N**
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	30	46.9%	-1.7	19	29.7%	1.2	15	23.4%	2.1	64
Recent HS Grad	13	50.0%	-0.9	8	30.8%	0.9	5	19.2%	0.7	26
Parent or Guardian	176	56.1%	-1.7	94	29.9%	2.8	44	14.0%	0.1	314
Community Member	57	35.8%	-4.4	58	36.5%	3.8	44	27.7%	4.7	159
Educator	278	91.1%	6.0	15	4.9%	-6.4	12	3.9%	-4.6	305
TOTAL	554	63.8%	---	194	22.4%	---	120	13.8%	---	868
		Chi-square	**176.40**		**p-value**	**<0.001**				

Are you familiar with the Profile of a Graduate?										
	Yes			No			Unsure			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	23	35.9%	-1.0	24	37.5%	0.0	17	26.6%	1.5	64
Recent HS Grad	11	42.3%	-0.1	11	42.3%	0.4	4	15.4%	-0.3	26
Parent or Guardian	111	35.4%	-2.3	146	46.5%	2.5	57	18.2%	-0.1	314
Community Member	47	29.6%	-2.7	68	42.8%	1.0	44	27.7%	2.8	159
Educator	190	62.3%	4.8	78	25.6%	-3.4	37	12.1%	-2.5	305
TOTAL	382	44.0%	---	327	37.7%	---	159	18.3%	---	868
		Chi-square	**73.09**		**p-value**	**<0.001**				

Are the current graduation pathway options relevant to all students?										
	Yes			No			Unsure			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	17	56.7%	1.8	4	13.3%	-2.9	9	30.0%	2.7	30
Recent HS Grad	7	53.8%	1.0	3	23.1%	-1.4	3	23.1%	1.1	13
Parent or Guardian	68	38.6%	0.4	82	46.6%	-0.8	26	14.8%	0.9	176
Community Member	20	35.1%	-0.2	29	50.9%	0.0	8	14.0%	0.3	57
Educator	92	33.1%	-1.0	163	58.6%	1.9	23	8.3%	-2.0	278
TOTAL	204	36.8%	---	281	50.7%	---	69	12.5%	---	554
		Chi-square	**33.10**		**p-value**	**<0.001**				

Are you familiar with the High School and Beyond Plan?										
	Yes			No			Unsure			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	31	48.4%	-1.1	14	21.9%	-0.8	19	29.7%	3.5	64
Recent HS Grad	15	57.7%	-0.1	5	19.2%	-0.8	6	23.1%	1.3	26
Parent or Guardian	153	48.7%	-2.4	117	37.3%	3.4	44	14.0%	0.1	314
Community Member	47	29.6%	-4.8	78	49.1%	5.3	34	21.4%	2.6	159
Educator	267	87.5%	6.5	22	7.2%	-6.7	16	5.2%	-4.0	305
TOTAL	513	59.1%	---	236	27.2%	---	119	13.7%	---	868
	Chi-square		**194.26**		**p-value**	**<0.001**				

Earning a high school diploma prepares a student for success after high school.															
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	-0.3	3	4.7%	-1.5	17	26.6%	1.7	24	37.5%	-0.1	17	26.6%	-0.2	64
Recent HS Grad	3	11.5%	1.3	2	7.7%	-0.5	4	15.4%	-0.3	13	50.0%	1.0	4	15.4%	-1.2	26
Parent or Guardian	20	6.4%	0.7	39	12.4%	1.0	43	13.7%	-1.7	112	35.7%	-0.7	100	31.8%	1.3	314
Community Member	11	6.9%	0.8	10	6.3%	-1.7	40	25.2%	2.2	61	38.4%	0.0	37	23.3%	-1.1	159
Educator	10	3.3%	-1.6	38	12.5%	1.0	50	16.4%	-0.6	122	40.0%	0.5	85	27.9%	0.0	305
TOTAL	47	5.4%	---	92	10.6%	---	154	17.7%	---	332	38.2%	---	243	28.0%	---	868
	Chi-square		**29.93**		**p-value**	**0.018**										

Solid employability skills are necessary for success after high school.																
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	4.1	0	0.0%	-0.9	15	23.4%	4.1	30	46.9%	1.2	15	23.4%	-3.1	64
Recent HS Grad	0	0.0%	-0.5	1	3.8%	1.3	8	30.8%	3.9	11	42.3%	0.4	6	23.1%	-2.0	26
Parent or Guardian	0	0.0%	-1.8	6	1.9%	1.3	23	7.3%	-0.7	139	44.3%	1.8	146	46.5%	-1.2	314
Community Member	3	1.9%	1.1	2	1.3%	0.1	18	11.3%	1.2	70	44.0%	1.3	66	41.5%	-1.7	159
Educator	2	0.7%	-0.7	1	0.3%	-1.3	10	3.3%	-3.1	79	25.9%	-3.4	213	69.8%	4.5	305
TOTAL	9	1.0%	---	10	1.2%	---	74	8.5%	---	329	37.9%	---	446	51.4%	---	868
	Chi-square		**127.69**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	11	17.2%	-1.1	8	12.5%	-1.4	20	31.3%	0.0	19	29.7%	3.1	6	9.4%	0.0	64
Recent HS Grad	3	11.5%	-1.3	3	11.5%	-1.0	7	26.9%	-0.4	10	38.5%	3.1	3	11.5%	0.4	26
Parent or Guardian	65	20.7%	-1.3	65	20.7%	0.0	99	31.5%	0.1	50	15.9%	0.5	35	11.1%	1.1	314
Community Member	15	9.4%	-3.8	30	18.9%	-0.5	58	36.5%	1.2	37	23.3%	2.8	19	11.9%	1.1	159
Educator	116	38.0%	4.9	73	23.9%	1.3	86	28.2%	-0.9	13	4.3%	-4.8	17	5.6%	-2.1	305
TOTAL	210	24.2%	---	179	20.6%	---	270	31.1%	---	129	14.9%	---	80	9.2%	---	868
	Chi-square		**107.65**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	6	9.4%	-2.2	11	17.2%	-0.9	17	26.6%	-0.4	25	39.1%	4.2	5	7.8%	-0.2	64
Recent HS Grad	1	3.8%	-2.0	5	19.2%	-0.3	6	23.1%	-0.6	13	50.0%	4.0	1	3.8%	-0.8	26
Parent or Guardian	71	22.6%	0.1	62	19.7%	-0.9	86	27.4%	-0.7	62	19.7%	1.0	33	10.5%	1.3	314
Community Member	15	9.4%	-3.4	37	23.3%	0.3	57	35.8%	1.4	34	21.4%	1.2	16	10.1%	0.7	159
Educator	101	33.1%	4.0	78	25.6%	1.2	91	29.8%	0.1	17	5.6%	-5.0	18	5.9%	-1.5	305
TOTAL	194	22.4%	---	193	22.2%	---	257	29.6%	---	151	17.4%	---	73	8.4%	---	868
	Chi-square		**108.24**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	10	15.6%	-2.8	8	12.5%	-0.9	22	34.4%	1.8	19	29.7%	3.4	5	7.8%	-0.3	64
Recent HS Grad	2	7.7%	-2.4	7	26.9%	1.2	10	38.5%	1.6	5	19.2%	0.7	2	7.7%	-0.2	26
Parent or Guardian	96	30.6%	-1.8	55	17.5%	0.1	78	24.8%	0.5	53	16.9%	1.5	32	10.2%	0.9	314
Community Member	33	20.8%	-3.3	30	18.9%	0.5	48	30.2%	1.7	30	18.9%	1.7	18	11.3%	1.1	159
Educator	177	58.0%	6.2	50	16.4%	-0.4	46	15.1%	-3.0	13	4.3%	-4.5	19	6.2%	-1.5	305
TOTAL	318	36.6%	---	150	17.3%	---	204	23.5%	---	120	13.8%	---	76	8.8%	---	868
	Chi-square		**128.33**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	11	17.2%	-3.2	12	18.8%	0.9	16	25.0%	1.2	18	28.1%	3.4	7	10.9%	0.2	64
Recent HS Grad	3	11.5%	-2.5	8	30.8%	2.2	5	19.2%	0.1	8	30.8%	2.5	2	7.7%	-0.4	26
Parent or Guardian	109	34.7%	-2.5	46	14.6%	0.1	75	23.9%	2.1	47	15.0%	1.0	37	11.8%	1.0	314
Community Member	47	29.6%	-2.7	24	15.1%	0.2	37	23.3%	1.3	28	17.6%	1.7	23	14.5%	1.8	159
Educator	212	69.5%	6.7	35	11.5%	-1.3	29	9.5%	-3.7	11	3.6%	-4.5	18	5.9%	-2.3	305
TOTAL	382	44.0%	---	125	14.4%	---	162	18.7%	---	112	12.9%	---	87	10.0%	---	868
	Chi-square		**156.08**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	8	12.5%	-3.6	7	10.9%	-0.8	21	32.8%	2.6	20	31.3%	3.4	8	12.5%	0.5	64
Recent HS Grad	2	7.7%	-2.7	5	19.2%	0.6	7	26.9%	1.0	10	38.5%	3.1	2	7.7%	-0.4	26
Parent or Guardian	102	32.5%	-2.4	49	15.6%	0.4	66	21.0%	0.9	59	18.8%	1.8	38	12.1%	0.9	314
Community Member	41	25.8%	-3.0	27	17.0%	0.7	36	22.6%	1.1	33	20.8%	1.9	22	13.8%	1.3	159
Educator	204	66.9%	7.0	40	13.1%	-0.7	33	10.8%	-3.2	7	2.3%	-5.7	21	6.9%	-1.9	305
TOTAL	357	41.1%	---	128	14.7%	---	163	18.8%	---	129	14.9%	---	91	10.5%	---	868
	Chi-square		**173.47**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	9	14.1%	-2.7	12	18.8%	-0.4	19	29.7%	1.5	16	25.0%	2.2	8	12.5%	0.9	64
Recent HS Grad	1	3.8%	-2.6	6	23.1%	0.2	5	19.2%	-0.2	12	46.2%	4.3	2	7.7%	-0.3	26
Parent or Guardian	89	28.3%	-1.7	62	19.7%	-0.5	71	22.6%	0.5	60	19.1%	2.2	32	10.2%	0.6	314
Community Member	27	17.0%	-3.7	44	27.7%	1.8	40	25.2%	1.0	27	17.0%	0.9	21	13.2%	1.7	159
Educator	170	55.7%	6.5	58	19.0%	-0.7	50	16.4%	-1.9	10	3.3%	-5.1	17	5.6%	-2.1	305
TOTAL	296	34.1%	---	182	21.0%	---	185	21.3%	---	125	14.4%	---	80	9.2%	---	868
	Chi-square		**147.71**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-2.6	10	15.6%	-1.2	20	31.3%	0.7	18	28.1%	1.9	11	17.2%	2.3	64
Recent HS Grad	2	7.7%	-1.7	8	30.8%	0.9	5	19.2%	-0.7	10	38.5%	2.4	1	3.8%	-0.8	26
Parent or Guardian	65	20.7%	-1.1	66	21.0%	-0.6	85	27.1%	0.2	69	22.0%	1.6	29	9.2%	0.3	314
Community Member	27	17.0%	-1.8	33	20.8%	-0.5	50	31.4%	1.2	34	21.4%	0.9	15	9.4%	0.3	159
Educator	108	35.4%	4.1	80	26.2%	1.3	70	23.0%	-1.2	27	8.9%	-3.8	20	6.6%	-1.3	305
TOTAL	207	23.8%	---	197	22.7%	---	230	26.5%	---	158	18.2%	---	76	8.8%	---	868
	Chi-square		**74.87**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-2.5	5	7.8%	-2.3	26	40.6%	1.4	16	25.0%	1.9	12	18.8%	2.3	64
Recent HS Grad	1	3.8%	-2.0	6	23.1%	0.2	8	30.8%	0.0	10	38.5%	2.9	1	3.8%	-1.0	26
Parent or Guardian	68	21.7%	-0.3	61	19.4%	-0.6	89	28.3%	-0.9	62	19.7%	1.8	34	10.8%	0.7	314
Community Member	20	12.6%	-2.7	32	20.1%	-0.2	62	39.0%	1.8	29	18.2%	0.8	16	10.1%	0.2	159
Educator	102	33.4%	4.0	77	25.2%	1.7	85	27.9%	-1.0	20	6.6%	-4.1	21	6.9%	-1.6	305
TOTAL	196	22.6%	---	181	20.9%	---	270	31.1%	---	137	15.8%	---	84	9.7%	---	868
	Chi-square		**89.98**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	8	12.5%	-3.5	6	9.4%	-1.5	25	39.1%	2.8	14	21.9%	2.7	11	17.2%	1.9	64
Recent HS Grad	2	7.7%	-2.6	5	19.2%	0.3	10	38.5%	1.7	7	26.9%	2.5	2	7.7%	-0.3	26
Parent or Guardian	108	34.4%	-1.5	49	15.6%	-0.6	82	26.1%	1.3	43	13.7%	1.6	32	10.2%	0.2	314
Community Member	44	27.7%	-2.4	34	21.4%	1.3	41	25.8%	0.9	21	13.2%	1.0	19	11.9%	0.9	159
Educator	184	60.3%	5.7	54	17.7%	0.3	38	12.5%	-3.7	8	2.6%	-4.3	21	6.9%	-1.6	305
TOTAL	346	39.9%	---	148	17.1%	---	196	22.6%	---	93	10.7%	---	85	9.8%	---	868
	Chi-square		**133.61**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	8	12.5%	-4.0	10	15.6%	0.3	20	31.3%	2.3	15	23.4%	3.1	11	17.2%	1.8	64
Recent HS Grad	4	15.4%	-2.3	4	15.4%	0.2	4	15.4%	-0.4	12	46.2%	5.5	2	7.7%	-0.4	26
Parent or Guardian	114	36.3%	-2.6	50	15.9%	0.8	73	23.2%	1.8	42	13.4%	1.4	35	11.1%	0.6	314
Community Member	57	35.8%	-1.9	28	17.6%	1.2	38	23.9%	1.5	17	10.7%	-0.1	19	11.9%	0.7	159
Educator	217	71.1%	6.4	31	10.2%	-1.9	28	9.2%	-3.9	8	2.6%	-4.4	21	6.9%	-1.8	305
TOTAL	400	46.1%	---	123	14.2%	---	163	18.8%	---	94	10.8%	---	88	10.1%	---	868
	Chi-square		**171.76**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	9	14.1%	-3.7	10	15.6%	0.4	21	32.8%	2.6	13	20.3%	2.1	11	17.2%	1.5	64
Recent HS Grad	5	19.2%	-2.0	3	11.5%	-0.3	5	19.2%	0.1	9	34.6%	3.5	4	15.4%	0.7	26
Parent or Guardian	111	35.4%	-2.6	44	14.0%	0.1	73	23.2%	1.8	51	16.2%	2.5	35	11.1%	0.2	314
Community Member	57	35.8%	-1.7	25	15.7%	0.7	35	22.0%	0.9	23	14.5%	1.1	19	11.9%	0.4	159
Educator	210	68.9%	6.2	37	12.1%	-0.7	29	9.5%	-3.7	4	1.3%	-5.3	25	8.2%	-1.4	305
TOTAL	392	45.2%	---	119	13.7%	---	163	18.8%	---	100	11.5%	---	94	10.8%	---	868
	Chi-square		**147.68**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	6	9.4%	-3.4	10	15.6%	-1.0	23	35.9%	2.3	16	25.0%	2.7	9	14.1%	1.2	64
Recent HS Grad	1	3.8%	-2.6	6	23.1%	0.2	9	34.6%	1.3	8	30.8%	2.6	2	7.7%	-0.3	26
Parent or Guardian	90	28.7%	-1.6	66	21.0%	-0.1	78	24.8%	0.9	49	15.6%	1.4	31	9.9%	0.2	314
Community Member	27	17.0%	-3.7	43	27.0%	1.6	45	28.3%	1.6	25	15.7%	1.0	19	11.9%	1.0	159
Educator	171	56.1%	6.6	60	19.7%	-0.6	39	12.8%	-3.5	13	4.3%	-4.2	22	7.2%	-1.3	305
TOTAL	295	34.0%	---	185	21.3%	---	194	22.4%	---	111	12.8%	---	83	9.6%	---	868
	Chi-square		**143.60**		**p-value**	**<0.001**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	0.1	9	14.1%	0.1	28	43.8%	1.0	18	28.1%	-1.1	5	7.8%	0.0	64
Recent HS Grad	1	3.8%	-0.4	4	15.4%	0.2	10	38.5%	0.2	10	38.5%	0.2	1	3.8%	-0.7	26
Parent or Guardian	26	8.3%	1.8	38	12.1%	-0.8	97	30.9%	-1.6	125	39.8%	1.0	28	8.9%	0.7	314
Community Member	6	3.8%	-1.1	24	15.1%	0.5	62	39.0%	0.6	48	30.2%	-1.3	19	11.9%	1.9	159
Educator	14	4.6%	-0.9	44	14.4%	0.3	117	38.4%	0.6	115	37.7%	0.4	15	4.9%	-1.8	305
TOTAL	51	5.9%	---	119	13.7%	---	314	36.2%	---	316	36.4%	---	68	7.8%	---	868
	Chi-square		**22.37**		**p-value**	**0.132**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	-0.9	7	10.9%	-0.6	22	34.4%	-0.4	28	43.8%	1.3	5	7.8%	-0.1	64
Recent HS Grad	1	3.8%	-0.4	2	7.7%	-0.9	12	46.2%	0.7	10	38.5%	0.3	1	3.8%	-0.8	26
Parent or Guardian	26	8.3%	1.7	42	13.4%	-0.3	107	34.1%	-0.9	111	35.4%	0.2	28	8.9%	0.5	314
Community Member	7	4.4%	-0.8	24	15.1%	0.4	59	37.1%	0.0	47	29.6%	-1.1	22	13.8%	2.5	159
Educator	16	5.2%	-0.5	46	15.1%	0.5	124	40.7%	1.0	104	34.1%	-0.1	15	4.9%	-2.0	305
TOTAL	52	6.0%	---	121	13.9%	---	324	37.3%	---	300	34.6%	---	71	8.2%	---	868
	Chi-square		**22.82**		**p-value**	**0.119**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	-1.9	12	18.8%	0.5	20	31.3%	-0.4	22	34.4%	0.8	8	12.5%	0.9	64
Recent HS Grad	1	3.8%	-1.1	4	15.4%	-0.1	8	30.8%	-0.3	10	38.5%	0.9	3	11.5%	0.4	26
Parent or Guardian	38	12.1%	0.6	48	15.3%	-0.5	99	31.5%	-0.8	101	32.2%	1.0	28	8.9%	-0.2	314
Community Member	13	8.2%	-1.1	27	17.0%	0.2	52	32.7%	-0.3	46	28.9%	-0.1	21	13.2%	1.7	159
Educator	41	13.4%	1.3	51	16.7%	0.2	118	38.7%	1.3	75	24.6%	-1.5	20	6.6%	-1.5	305
TOTAL	95	10.9%	---	142	16.4%	---	297	34.2%	---	254	29.3%	---	80	9.2%	---	868
	Chi-square		**21.87**		**p-value**	**0.148**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-2.4	9	14.1%	-0.5	29	45.3%	2.4	16	25.0%	0.2	6	9.4%	-0.3	64
Recent HS Grad	1	3.8%	-1.8	3	11.5%	-0.7	10	38.5%	0.9	10	38.5%	1.6	2	7.7%	-0.5	26
Parent or Guardian	61	19.4%	-0.2	44	14.0%	-1.2	77	24.5%	-1.5	96	30.6%	2.6	36	11.5%	0.4	314
Community Member	19	11.9%	-2.2	32	20.1%	1.0	47	29.6%	0.1	36	22.6%	-0.2	25	15.7%	1.9	159
Educator	87	28.5%	3.4	58	19.0%	0.9	90	29.5%	0.1	46	15.1%	-3.0	24	7.9%	-1.5	305
TOTAL	172	19.8%	---	146	16.8%	---	253	29.1%	---	204	23.5%	---	93	10.7%	---	868
	Chi-square		**63.88**		**p-value**	**<0.001**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	6	9.4%	-1.6	7	10.9%	-1.2	30	46.9%	2.3	12	18.8%	-0.8	9	14.1%	0.7	64
Recent HS Grad	1	3.8%	-1.7	5	19.2%	0.3	8	30.8%	0.0	8	30.8%	0.8	4	15.4%	0.6	26
Parent or Guardian	52	16.6%	-0.5	46	14.6%	-1.0	93	29.6%	-0.4	85	27.1%	1.3	38	12.1%	0.5	314
Community Member	20	12.6%	-1.5	31	19.5%	0.8	43	27.0%	-0.9	41	25.8%	0.6	24	15.1%	1.5	159
Educator	74	24.3%	2.8	58	19.0%	0.9	94	30.8%	0.0	57	18.7%	-1.7	22	7.2%	-2.1	305
TOTAL	153	17.6%	---	147	16.9%	---	268	30.9%	---	203	23.4%	---	97	11.2%	---	868
	Chi-square		**39.31**		**p-value**	**0.001**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	-1.9	9	14.1%	-0.6	22	34.4%	0.4	25	39.1%	1.3	6	9.4%	0.0	64
Recent HS Grad	0	0.0%	-1.7	3	11.5%	-0.7	8	30.8%	-0.1	12	46.2%	1.5	3	11.5%	0.3	26
Parent or Guardian	33	10.5%	-0.4	46	14.6%	-1.1	104	33.1%	0.4	101	32.2%	0.6	30	9.6%	0.0	314
Community Member	14	8.8%	-0.9	34	21.4%	1.3	42	26.4%	-1.2	44	27.7%	-0.6	25	15.7%	2.5	159
Educator	48	15.7%	2.4	57	18.7%	0.6	100	32.8%	0.3	81	26.6%	-1.2	19	6.2%	-1.9	305
TOTAL	97	11.2%	---	149	17.2%	---	276	31.8%	---	263	30.3%	---	83	9.6%	---	868
	Chi-square		**35.01**		**p-value**	**0.004**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-0.8	5	7.8%	-1.8	21	32.8%	0.3	24	37.5%	1.6	10	15.6%	0.0	64
Recent HS Grad	1	3.8%	-0.9	5	19.2%	0.3	6	23.1%	-0.7	12	46.2%	1.8	2	7.7%	-1.0	26
Parent or Guardian	29	9.2%	0.0	47	15.0%	-0.9	104	33.1%	0.7	86	27.4%	0.0	48	15.3%	-0.1	314
Community Member	10	6.3%	-1.2	34	21.4%	1.3	50	31.4%	0.1	39	24.5%	-0.7	26	16.4%	0.3	159
Educator	36	11.8%	1.5	58	19.0%	0.8	87	28.5%	-0.7	76	24.9%	-0.8	48	15.7%	0.1	305
TOTAL	80	9.2%	---	149	17.2%	---	268	30.9%	---	237	27.3%	---	134	15.4%	---	868
	Chi-square		**21.28**		**p-value**	**0.168**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	-2.0	8	12.5%	-1.0	22	34.4%	0.5	23	35.9%	1.4	10	15.6%	0.0	64
Recent HS Grad	2	7.7%	-0.2	2	7.7%	-1.2	7	26.9%	-0.3	13	50.0%	2.2	2	7.7%	-1.0	26
Parent or Guardian	27	8.6%	-0.3	52	16.6%	-0.4	104	33.1%	0.8	81	25.8%	-0.4	50	15.9%	0.1	314
Community Member	12	7.5%	-0.6	32	20.1%	0.8	44	27.7%	-0.7	46	28.9%	0.5	25	15.7%	0.0	159
Educator	37	12.1%	1.8	58	19.0%	0.6	89	29.2%	-0.5	72	23.6%	-1.2	49	16.1%	0.2	305
TOTAL	79	9.1%	---	152	17.5%	---	266	30.6%	---	235	27.1%	---	136	15.7%	---	868
	Chi-square		**22.62**		**p-value**	**0.124**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-1.9	7	10.9%	-1.3	23	35.9%	1.0	21	32.8%	2.2	9	14.1%	-0.5	64
Recent HS Grad	2	7.7%	-1.0	3	11.5%	-0.8	9	34.6%	0.5	9	34.6%	1.6	3	11.5%	-0.6	26
Parent or Guardian	50	15.9%	0.0	51	16.2%	-0.7	83	26.4%	-0.9	79	25.2%	1.8	51	16.2%	-0.1	314
Community Member	19	11.9%	-1.2	33	20.8%	0.9	49	30.8%	0.4	30	18.9%	-0.5	28	17.6%	0.4	159
Educator	63	20.7%	2.1	61	20.0%	0.9	90	29.5%	0.1	39	12.8%	-3.0	52	17.0%	0.2	305
TOTAL	138	15.9%	---	155	17.9%	---	254	29.3%	---	178	20.5%	---	143	16.5%	---	868
	Chi-square		**37.71**		**p-value**	**0.002**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-3.1	9	14.1%	-1.0	23	35.9%	2.4	18	28.1%	2.8	10	15.6%	-0.4	64
Recent HS Grad	3	11.5%	-1.5	6	23.1%	0.4	7	26.9%	0.5	8	30.8%	2.1	2	7.7%	-1.2	26
Parent or Guardian	69	22.0%	-1.4	52	16.6%	-1.1	73	23.2%	0.5	59	18.8%	1.9	61	19.4%	0.7	314
Community Member	33	20.8%	-1.3	30	18.9%	-0.1	39	24.5%	0.7	27	17.0%	0.7	30	18.9%	0.3	159
Educator	118	38.7%	4.3	71	23.3%	1.6	48	15.7%	-2.3	16	5.2%	-4.3	52	17.0%	-0.3	305
TOTAL	227	26.2%	---	168	19.4%	---	190	21.9%	---	128	14.7%	---	155	17.9%	---	868
	Chi-square		**88.25**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-2.7	6	9.4%	-1.4	21	32.8%	1.4	21	32.8%	3.2	11	17.2%	-0.3	64
Recent HS Grad	2	7.7%	-1.7	6	23.1%	0.8	8	30.8%	0.7	8	30.8%	1.8	2	7.7%	-1.3	26
Parent or Guardian	63	20.1%	-1.4	47	15.0%	-0.7	74	23.6%	-0.2	68	21.7%	2.2	62	19.7%	0.5	314
Community Member	31	19.5%	-1.2	22	13.8%	-0.9	49	30.8%	1.7	26	16.4%	-0.1	31	19.5%	0.3	159
Educator	108	35.4%	4.0	63	20.7%	1.7	58	19.0%	-1.8	21	6.9%	-4.2	55	18.0%	-0.2	305
TOTAL	209	24.1%	---	144	16.6%	---	210	24.2%	---	144	16.6%	---	161	18.5%	---	868
	Chi-square		**82.92**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	-2.2	7	10.9%	-1.8	19	29.7%	0.6	23	35.9%	3.0	12	18.8%	0.3	64
Recent HS Grad	1	3.8%	-1.5	1	3.8%	-1.9	9	34.6%	0.8	12	46.2%	3.1	3	11.5%	-0.7	26
Parent or Guardian	42	13.4%	-1.1	73	23.2%	0.8	83	26.4%	0.1	63	20.1%	0.2	53	16.9%	-0.1	314
Community Member	18	11.3%	-1.4	34	21.4%	0.1	41	25.8%	-0.1	38	23.9%	1.2	28	17.6%	0.1	159
Educator	74	24.3%	3.7	69	22.6%	0.5	75	24.6%	-0.5	34	11.1%	-3.3	53	17.4%	0.1	305
TOTAL	138	15.9%	---	184	21.2%	---	227	26.2%	---	170	19.6%	---	149	17.2%	---	868
	Chi-square		**64.68**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	-1.4	11	17.2%	-0.4	18	28.1%	-0.9	19	29.7%	1.4	14	21.9%	1.1	64
Recent HS Grad	0	0.0%	-1.4	6	23.1%	0.4	7	26.9%	-0.7	12	46.2%	2.7	1	3.8%	-1.6	26
Parent or Guardian	28	8.9%	0.5	48	15.3%	-1.7	114	36.3%	0.5	74	23.6%	0.8	50	15.9%	-0.2	314
Community Member	5	3.1%	-2.2	34	21.4%	0.5	61	38.4%	0.8	31	19.5%	-0.5	28	17.6%	0.4	159
Educator	35	11.5%	2.1	70	23.0%	1.4	100	32.8%	-0.5	50	16.4%	-1.9	50	16.4%	0.0	305
TOTAL	70	8.1%	---	169	19.5%	---	300	34.6%	---	186	21.4%	---	143	16.5%	---	868
	Chi-square		**39.12**		**p-value**	**0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	-1.9	5	7.8%	-2.1	22	34.4%	0.0	23	35.9%	2.5	13	20.3%	0.8	64
Recent HS Grad	0	0.0%	-1.5	3	11.5%	-0.9	10	38.5%	0.3	12	46.2%	2.7	1	3.8%	-1.6	26
Parent or Guardian	27	8.6%	0.0	55	17.5%	-0.7	110	35.0%	0.2	74	23.6%	0.8	48	15.3%	-0.4	314
Community Member	14	8.8%	0.1	30	18.9%	-0.1	53	33.3%	-0.2	33	20.8%	-0.2	29	18.2%	0.6	159
Educator	33	10.8%	1.3	74	24.3%	2.0	104	34.1%	-0.1	44	14.4%	-2.6	50	16.4%	0.1	305
TOTAL	75	8.6%	---	167	19.2%	---	299	34.4%	---	186	21.4%	---	141	16.2%	---	868
	Chi-square		**42.57**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	-2.6	9	14.1%	-1.2	21	32.8%	0.3	22	34.4%	3.2	11	17.2%	-0.1	64
Recent HS Grad	0	0.0%	-1.9	4	15.4%	-0.6	10	38.5%	0.7	9	34.6%	2.0	3	11.5%	-0.7	26
Parent or Guardian	40	12.7%	-0.4	62	19.7%	-0.4	106	33.8%	1.1	54	17.2%	-0.2	52	16.6%	-0.4	314
Community Member	19	11.9%	-0.5	30	18.9%	-0.5	47	29.6%	-0.2	32	20.1%	0.7	31	19.5%	0.6	159
Educator	57	18.7%	2.5	76	24.9%	1.6	80	26.2%	-1.3	37	12.1%	-2.3	55	18.0%	0.2	305
TOTAL	117	13.5%	---	181	20.9%	---	264	30.4%	---	154	17.7%	---	152	17.5%	---	868
	Chi-square		**46.33**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-2.5	9	14.1%	-1.0	25	39.1%	2.1	15	23.4%	1.7	11	17.2%	-0.3	64
Recent HS Grad	1	3.8%	-1.9	2	7.7%	-1.4	10	38.5%	1.3	9	34.6%	2.5	4	15.4%	-0.4	26
Parent or Guardian	63	20.1%	-0.2	54	17.2%	-1.0	82	26.1%	0.1	60	19.1%	1.7	55	17.5%	-0.5	314
Community Member	24	15.1%	-1.5	32	20.1%	0.1	42	26.4%	0.2	28	17.6%	0.7	33	20.8%	0.6	159
Educator	86	28.2%	3.0	74	24.3%	1.8	65	21.3%	-1.5	21	6.9%	-3.8	59	19.3%	0.3	305
TOTAL	178	20.5%	---	171	19.7%	---	224	25.8%	---	133	15.3%	---	162	18.7%	---	868
	Chi-square		**64.14**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-2.3	6	9.4%	-1.9	21	32.8%	1.6	19	29.7%	2.5	13	20.3%	0.2	64
Recent HS Grad	1	3.8%	-1.9	7	26.9%	0.8	7	26.9%	0.4	9	34.6%	2.2	2	7.7%	-1.4	26
Parent or Guardian	56	17.8%	-1.2	58	18.5%	-0.5	76	24.2%	0.4	64	20.4%	1.5	60	19.1%	-0.1	314
Community Member	27	17.0%	-1.1	29	18.2%	-0.4	38	23.9%	0.2	30	18.9%	0.6	35	22.0%	0.8	159
Educator	93	30.5%	3.6	71	23.3%	1.4	59	19.3%	-1.4	24	7.9%	-3.8	58	19.0%	-0.1	305
TOTAL	182	21.0%	---	171	19.7%	---	201	23.2%	---	146	16.8%	---	168	19.4%	---	868
	Chi-square		**67.13**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-1.4	6	9.4%	-1.8	19	29.7%	0.1	21	32.8%	2.6	13	20.3%	0.3	64
Recent HS Grad	1	3.8%	-1.4	5	19.2%	0.0	6	23.1%	-0.5	11	42.3%	2.8	3	11.5%	-0.8	26
Parent or Guardian	43	13.7%	-0.4	49	15.6%	-1.5	99	31.5%	0.9	65	20.7%	0.8	58	18.5%	-0.1	314
Community Member	13	8.2%	-2.1	31	19.5%	0.0	53	33.3%	1.1	31	19.5%	0.2	31	19.5%	0.2	159
Educator	65	21.3%	3.0	77	25.2%	2.3	72	23.6%	-1.7	34	11.1%	-3.0	57	18.7%	0.0	305
TOTAL	127	14.6%	---	168	19.4%	---	249	28.7%	---	162	18.7%	---	162	18.7%	---	868
	Chi-square		**67.13**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	7	10.9%	-0.1	5	7.8%	-2.0	21	32.8%	0.4	15	23.4%	0.3	16	25.0%	1.2	64
Recent HS Grad	0	0.0%	-1.7	6	23.1%	0.5	11	42.3%	1.1	8	30.8%	1.0	1	3.8%	-1.7	26
Parent or Guardian	24	7.6%	-1.9	54	17.2%	-0.6	95	30.3%	0.1	74	23.6%	0.8	67	21.3%	1.3	314
Community Member	16	10.1%	-0.5	29	18.2%	-0.2	43	27.0%	-0.7	45	28.3%	1.8	26	16.4%	-0.6	159
Educator	51	16.7%	2.8	69	22.6%	1.5	91	29.8%	-0.1	45	14.8%	-2.6	49	16.1%	-0.9	305
TOTAL	98	11.3%	---	163	18.8%	---	261	30.1%	---	187	21.5%	---	159	18.3%	---	868
	Chi-square		**42.87**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	-1.9	5	7.8%	-1.6	19	29.7%	0.0	21	32.8%	1.7	16	25.0%	1.1	64
Recent HS Grad	1	3.8%	-1.3	2	7.7%	-1.0	9	34.6%	0.5	11	42.3%	2.1	3	11.5%	-0.9	26
Parent or Guardian	32	10.2%	-1.4	43	13.7%	-0.9	93	29.6%	0.0	79	25.2%	1.0	67	21.3%	0.9	314
Community Member	23	14.5%	0.5	22	13.8%	-0.6	44	27.7%	-0.4	42	26.4%	1.0	28	17.6%	-0.4	159
Educator	55	18.0%	2.4	65	21.3%	2.4	91	29.8%	0.1	43	14.1%	-3.1	51	16.7%	-0.9	305
TOTAL	114	13.1%	---	137	15.8%	---	256	29.5%	---	196	22.6%	---	165	19.0%	---	868
	Chi-square		**47.27**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	-2.8	9	14.1%	-0.3	21	32.8%	1.4	16	25.0%	0.9	15	23.4%	0.5	64
Recent HS Grad	0	0.0%	-2.3	4	15.4%	0.0	8	30.8%	0.7	13	50.0%	3.4	1	3.8%	-1.9	26
Parent or Guardian	42	13.4%	-2.7	42	13.4%	-1.0	89	28.3%	1.6	68	21.7%	0.7	73	23.2%	1.1	314
Community Member	20	12.6%	-2.1	18	11.3%	-1.4	44	27.7%	1.0	46	28.9%	2.5	31	19.5%	-0.2	159
Educator	110	36.1%	6.2	62	20.3%	2.1	46	15.1%	-3.2	30	9.8%	-3.9	57	18.7%	-0.7	305
TOTAL	175	20.2%	---	135	15.6%	---	208	24.0%	---	173	19.9%	---	177	20.4%	---	868
	Chi-square		**126.91**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-2.7	6	9.4%	-1.3	20	31.3%	1.7	17	26.6%	1.8	16	25.0%	0.7	64
Recent HS Grad	0	0.0%	-2.5	3	11.5%	-0.5	7	26.9%	0.6	13	50.0%	4.0	3	11.5%	-1.1	26
Parent or Guardian	59	18.8%	-2.2	46	14.6%	-0.4	73	23.2%	0.8	60	19.1%	0.8	76	24.2%	1.2	314
Community Member	27	17.0%	-2.0	25	15.7%	0.1	42	26.4%	1.4	32	20.1%	0.9	33	20.8%	-0.1	159
Educator	125	41.0%	5.6	55	18.0%	1.1	42	13.8%	-2.8	27	8.9%	-3.5	56	18.4%	-1.1	305
TOTAL	216	24.9%	---	135	15.6%	---	184	21.2%	---	149	17.2%	---	184	21.2%	---	868
	Chi-square		**109.17**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-2.9	4	6.3%	-2.0	18	28.1%	1.2	23	35.9%	3.3	15	23.4%	0.5	64
Recent HS Grad	0	0.0%	-2.5	5	19.2%	0.4	11	42.3%	2.3	9	34.6%	2.0	1	3.8%	-1.9	26
Parent or Guardian	54	17.2%	-2.4	43	13.7%	-1.0	74	23.6%	0.8	68	21.7%	1.4	75	23.9%	1.3	314
Community Member	29	18.2%	-1.4	31	19.5%	1.1	33	20.8%	-0.2	36	22.6%	1.3	30	18.9%	-0.5	159
Educator	120	39.3%	5.5	56	18.4%	1.0	50	16.4%	-1.9	22	7.2%	-4.5	57	18.7%	-0.7	305
TOTAL	207	23.8%	---	139	16.0%	---	186	21.4%	---	158	18.2%	---	178	20.5%	---	868
	Chi-square		**116.53**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-2.1	8	12.5%	-1.0	19	29.7%	0.6	17	26.6%	1.5	16	25.0%	0.7	64
Recent HS Grad	1	3.8%	-1.6	3	11.5%	-0.7	8	30.8%	0.5	12	46.2%	3.3	2	7.7%	-1.5	26
Parent or Guardian	40	12.7%	-1.9	47	15.0%	-1.1	85	27.1%	0.4	67	21.3%	1.2	75	23.9%	1.1	314
Community Member	18	11.3%	-1.8	30	18.9%	0.4	42	26.4%	0.2	35	22.0%	1.1	34	21.4%	0.1	159
Educator	87	28.5%	4.7	64	21.0%	1.4	70	23.0%	-1.0	29	9.5%	-3.6	55	18.0%	-1.1	305
TOTAL	150	17.3%	---	152	17.5%	---	224	25.8%	---	160	18.4%	---	182	21.0%	---	868
	Chi-square		**77.31**		**p-value**	**<0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	0.7	6	9.4%	-0.4	21	32.8%	0.3	25	39.1%	-0.4	8	12.5%	0.2	64
Recent HS Grad	1	3.8%	-0.1	5	19.2%	1.3	8	30.8%	0.0	10	38.5%	-0.3	2	7.7%	-0.6	26
Parent or Guardian	12	3.8%	-0.5	41	13.1%	1.1	90	28.7%	-0.6	127	40.4%	-0.6	44	14.0%	1.2	314
Community Member	8	5.0%	0.4	22	13.8%	1.1	52	32.7%	0.5	53	33.3%	-1.8	24	15.1%	1.3	159
Educator	13	4.3%	-0.1	21	6.9%	-2.1	94	30.8%	0.1	154	50.5%	2.1	23	7.5%	-2.1	305
TOTAL	38	4.4%	---	95	10.9%	---	265	30.5%	---	369	42.5%	---	101	11.6%	---	868
	Chi-square		**26.76**		**p-value**	**0.044**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	0.3	9	14.1%	0.7	22	34.4%	0.1	23	35.9%	-0.4	7	10.9%	-0.3	64
Recent HS Grad	0	0.0%	-1.0	1	3.8%	-1.1	11	42.3%	0.8	11	42.3%	0.3	3	11.5%	-0.1	26
Parent or Guardian	15	4.8%	0.8	34	10.8%	-0.1	97	30.9%	-0.8	122	38.9%	-0.1	46	14.6%	1.2	314
Community Member	6	3.8%	-0.1	24	15.1%	1.5	56	35.2%	0.3	47	29.6%	-1.9	26	16.4%	1.4	159
Educator	10	3.3%	-0.6	28	9.2%	-1.0	106	34.8%	0.3	136	44.6%	1.5	25	8.2%	-2.1	305
TOTAL	34	3.9%	---	96	11.1%	---	292	33.6%	---	339	39.1%	---	107	12.3%	---	868
	Chi-square		**22.73**		**p-value**	**0.121**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	-0.8	15	23.4%	2.5	18	28.1%	-0.8	19	29.7%	-0.7	10	15.6%	0.6	64
Recent HS Grad	1	3.8%	-0.4	2	7.7%	-0.7	8	30.8%	-0.3	12	46.2%	1.0	3	11.5%	-0.2	26
Parent or Guardian	21	6.7%	0.8	38	12.1%	-0.1	104	33.1%	-0.3	106	33.8%	-0.4	45	14.3%	0.6	314
Community Member	6	3.8%	-1.0	21	13.2%	0.3	55	34.6%	0.1	51	32.1%	-0.6	26	16.4%	1.2	159
Educator	19	6.2%	0.4	31	10.2%	-1.1	110	36.1%	0.6	116	38.0%	0.9	29	9.5%	-1.7	305
TOTAL	49	5.6%	---	107	12.3%	---	295	34.0%	---	304	35.0%	---	113	13.0%	---	868
	Chi-square		**19.78**		**p-value**	**0.230**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	-1.5	9	14.1%	-0.2	21	32.8%	0.3	20	31.3%	0.4	11	17.2%	0.4	64
Recent HS Grad	1	3.8%	-1.1	3	11.5%	-0.5	6	23.1%	-0.7	11	42.3%	1.3	5	19.2%	0.5	26
Parent or Guardian	33	10.5%	-0.2	39	12.4%	-1.2	96	30.6%	0.0	96	30.6%	0.7	50	15.9%	0.4	314
Community Member	13	8.2%	-1.0	28	17.6%	0.9	44	27.7%	-0.7	42	26.4%	-0.5	32	20.1%	1.6	159
Educator	44	14.4%	1.9	51	16.7%	0.8	98	32.1%	0.5	79	25.9%	-0.9	33	10.8%	-1.9	305
TOTAL	94	10.8%	---	130	15.0%	---	265	30.5%	---	248	28.6%	---	131	15.1%	---	868
	Chi-square		**22.66**		**p-value**	**0.123**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-0.9	7	10.9%	-0.9	23	35.9%	1.1	17	26.6%	-0.3	12	18.8%	0.7	64
Recent HS Grad	1	3.8%	-1.2	1	3.8%	-1.5	12	46.2%	1.6	8	30.8%	0.2	4	15.4%	0.0	26
Parent or Guardian	35	11.1%	-0.3	45	14.3%	-0.4	86	27.4%	-0.5	93	29.6%	0.3	55	17.5%	0.9	314
Community Member	15	9.4%	-0.9	34	21.4%	2.0	38	23.9%	-1.2	42	26.4%	-0.6	30	18.9%	1.1	159
Educator	46	15.1%	1.7	45	14.8%	-0.2	91	29.8%	0.3	90	29.5%	0.2	33	10.8%	-2.1	305
TOTAL	102	11.8%	---	132	15.2%	---	250	28.8%	---	250	28.8%	---	134	15.4%	---	868
	Chi-square		**25.95**		**p-value**	**0.055**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-0.3	8	12.5%	0.0	16	25.0%	-0.7	25	39.1%	0.3	11	17.2%	0.8	64
Recent HS Grad	0	0.0%	-1.4	2	7.7%	-0.7	10	38.5%	0.8	12	46.2%	0.8	2	7.7%	-0.8	26
Parent or Guardian	26	8.3%	0.6	35	11.1%	-0.8	93	29.6%	-0.1	112	35.7%	-0.3	48	15.3%	0.9	314
Community Member	7	4.4%	-1.4	19	11.9%	-0.3	50	31.4%	0.4	54	34.0%	-0.6	29	18.2%	1.6	159
Educator	27	8.9%	1.0	46	15.1%	1.2	90	29.5%	-0.1	115	37.7%	0.3	27	8.9%	-2.2	305
TOTAL	64	7.4%	---	110	12.7%	---	259	29.8%	---	318	36.6%	---	117	13.5%	---	868
	Chi-square		**19.85**		**p-value**	**0.227**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Diploma (as a whole)																
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	-1.0	10	15.6%	-1.1	25	39.1%	-0.5	19	29.7%	1.3	6	9.4%	3.7	64
Recent HS Grad	2	7.7%	-0.4	4	15.4%	-0.7	10	38.5%	-0.4	9	34.6%	1.3	1	3.8%	0.5	26
Parent or Guardian	36	11.5%	0.7	73	23.2%	0.4	125	39.8%	-0.9	71	22.6%	0.1	9	2.9%	0.7	314
Community Member	23	14.5%	1.7	31	19.5%	-0.7	72	45.3%	0.4	31	19.5%	-0.7	2	1.3%	-0.9	159
Educator	24	7.9%	-1.3	75	24.6%	0.9	141	46.2%	0.9	63	20.7%	-0.6	2	0.7%	-1.9	305
TOTAL	89	10.3%	---	193	22.2%	---	373	43.0%	---	193	22.2%	---	20	2.3%	---	868
	Chi-square		**34.57**		**p-value**	**0.005**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...High School & Beyond Plan															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	-2.7	8	12.5%	-2.1	27	42.2%	1.4	17	26.6%	2.2	9	14.1%	2.3	64
Recent HS Grad	1	3.8%	-1.8	9	34.6%	0.8	6	23.1%	-0.8	10	38.5%	2.9	0	0.0%	-1.3	26
Parent or Guardian	61	19.4%	0.1	79	25.2%	-0.4	97	30.9%	-0.4	55	17.5%	0.8	22	7.0%	0.3	314
Community Member	25	15.7%	-1.0	40	25.2%	-0.3	56	35.2%	0.7	23	14.5%	-0.4	15	9.4%	1.4	159
Educator	77	25.2%	2.4	92	30.2%	1.3	94	30.8%	-0.4	31	10.2%	-2.4	11	3.6%	-2.0	305
TOTAL	167	19.2%	---	228	26.3%	---	280	32.3%	---	136	15.7%	---	57	6.6%	---	868
	Chi-square		**61.27**		**p-value**	**<0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Credit & Subject Area Requirements															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	7	10.9%	-0.3	7	10.9%	-2.5	30	46.9%	1.0	13	20.3%	0.6	7	10.9%	2.6	64
Recent HS Grad	2	7.7%	-0.7	8	30.8%	0.3	10	38.5%	0.0	5	19.2%	0.2	1	3.8%	-0.1	26
Parent or Guardian	41	13.1%	0.4	84	26.8%	-0.2	118	37.6%	-0.4	59	18.8%	0.6	12	3.8%	-0.4	314
Community Member	23	14.5%	0.8	39	24.5%	-0.7	61	38.4%	-0.1	27	17.0%	-0.1	9	5.7%	0.9	159
Educator	33	10.8%	-0.7	99	32.5%	1.7	119	39.0%	0.0	46	15.1%	-0.9	8	2.6%	-1.4	305
TOTAL	106	12.2%	---	237	27.3%	---	338	38.9%	---	150	17.3%	---	37	4.3%	---	868
	Chi-square		**24.06**		**p-value**	**0.088**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Graduation Pathway Options															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-1.9	11	17.2%	-1.0	25	39.1%	0.9	16	25.0%	0.9	7	10.9%	1.4	64
Recent HS Grad	4	15.4%	-0.3	4	15.4%	-0.8	8	30.8%	-0.2	10	38.5%	2.1	0	0.0%	-1.3	26
Parent or Guardian	53	16.9%	-0.3	67	21.3%	-0.6	108	34.4%	0.5	59	18.8%	-0.5	27	8.6%	1.4	314
Community Member	21	13.2%	-1.3	36	22.6%	-0.1	44	27.7%	-1.1	41	25.8%	1.6	17	10.7%	2.0	159
Educator	69	22.6%	2.1	81	26.6%	1.3	100	32.8%	0.0	49	16.1%	-1.6	6	2.0%	-3.1	305
TOTAL	152	17.5%	---	199	22.9%	---	285	32.8%	---	175	20.2%	---	57	6.6%	---	868
	Chi-square		**45.67**		**p-value**	**<0.001**										

Should Washington students be provided with more or less of the following learning opportunities...Direct learning experiences that connect to work.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	42	65.6%	-1.3	15	23.4%	1.5	2	3.1%	1.0	5	7.8%	2.7	64
Recent HS Grad	19	73.1%	-0.4	5	19.2%	0.4	2	7.7%	2.4	0	0.0%	-0.8	26
Parent or Guardian	256	81.5%	0.3	42	13.4%	-1.1	6	1.9%	0.4	10	3.2%	0.7	314
Community Member	123	77.4%	-0.4	32	20.1%	1.3	2	1.3%	-0.4	2	1.3%	-1.0	159
Educator	254	83.3%	0.6	44	14.4%	-0.6	2	0.7%	-1.3	5	1.6%	-1.0	305
TOTAL	694	80.0%	---	138	15.9%	---	14	1.6%	---	22	2.5%	---	868
	Chi-square		**27.48**		**p-value**	**0.007**							

Should Washington students be provided with more or less of the following learning opportunities...Interdisciplinary (multi-subject area) learning.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	15	23.4%	-3.2	37	57.8%	2.7	8	12.5%	1.7	4	6.3%	1.6	64
Recent HS Grad	10	38.5%	-1.0	13	50.0%	1.0	1	3.8%	-0.6	2	7.7%	1.4	26
Parent or Guardian	174	55.4%	0.6	107	34.1%	-1.0	24	7.6%	0.5	9	2.9%	0.0	314
Community Member	92	57.9%	0.9	49	30.8%	-1.4	14	8.8%	0.9	4	2.5%	-0.3	159
Educator	167	54.8%	0.5	119	39.0%	0.4	13	4.3%	-1.8	6	2.0%	-0.9	305
TOTAL	458	52.8%	---	325	37.4%	---	60	6.9%	---	25	2.9%	---	868
	Chi-square		**37.05**		**p-value**	**<0.001**							

Should Washington students be provided with more or less of the following learning opportunities...Learning and practicing employability skills.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	33	51.6%	-2.3	21	32.8%	2.3	7	10.9%	4.6	3	4.7%	2.4	64
Recent HS Grad	16	61.5%	-0.9	9	34.6%	1.6	1	3.8%	0.5	0	0.0%	-0.6	26
Parent or Guardian	243	77.4%	0.2	59	18.8%	-0.5	7	2.2%	-0.1	5	1.6%	0.5	314
Community Member	125	78.6%	0.3	29	18.2%	-0.5	3	1.9%	-0.3	2	1.3%	0.0	159
Educator	245	80.3%	0.8	57	18.7%	-0.6	2	0.7%	-1.9	1	0.3%	-1.5	305
TOTAL	662	76.3%	---	175	20.2%	---	20	2.3%	---	11	1.3%	---	868
	Chi-square		**48.69**		**p-value**	**<0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Opportunities for students to work on real-world problems.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	33	51.6%	-2.3	22	34.4%	3.1	5	7.8%	1.7	4	6.3%	3.3	64
Recent HS Grad	21	80.8%	0.2	3	11.5%	-0.8	1	3.8%	0.0	1	3.8%	1.1	26
Parent or Guardian	245	78.0%	0.2	51	16.2%	-0.7	13	4.1%	0.4	5	1.6%	0.3	314
Community Member	126	79.2%	0.3	26	16.4%	-0.5	6	3.8%	0.1	1	0.6%	-0.8	159
Educator	243	79.7%	0.5	54	17.7%	-0.1	7	2.3%	-1.3	1	0.3%	-1.6	305
TOTAL	668	77.0%	---	156	18.0%	---	32	3.7%	---	12	1.4%	---	868
	Chi-square		**36.86**		**p-value**	**<0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are college ready.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	26	40.6%	0.7	30	46.9%	0.0	4	6.3%	-1.7	4	6.3%	0.9	64
Recent HS Grad	15	57.7%	1.9	7	26.9%	-1.5	3	11.5%	-0.4	1	3.8%	0.0	26
Parent or Guardian	135	43.0%	2.3	121	38.5%	-2.1	40	12.7%	-0.7	18	5.7%	1.6	314
Community Member	74	46.5%	2.4	71	44.7%	-0.3	9	5.7%	-2.9	5	3.1%	-0.5	159
Educator	57	18.7%	-4.9	175	57.4%	2.8	67	22.0%	3.6	6	2.0%	-1.7	305
TOTAL	307	35.4%	---	404	46.5%	---	123	14.2%	---	34	3.9%	---	868
	Chi-square		**84.58**		**p-value**	**<0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Supporting students in pursuing their own interests.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	39	60.9%	-0.5	18	28.1%	0.0	5	7.8%	1.3	2	3.1%	1.0	64
Recent HS Grad	18	69.2%	0.2	5	19.2%	-0.9	3	11.5%	1.7	0	0.0%	-0.6	26
Parent or Guardian	204	65.0%	-0.2	89	28.3%	0.0	16	5.1%	0.6	5	1.6%	0.0	314
Community Member	94	59.1%	-1.0	52	32.7%	1.0	10	6.3%	1.2	3	1.9%	0.3	159
Educator	215	70.5%	1.0	82	26.9%	-0.5	4	1.3%	-2.6	4	1.3%	-0.4	305
TOTAL	570	65.7%	---	246	28.3%	---	38	4.4%	---	14	1.6%	---	868
	Chi-square		**19.06**		**p-value**	**0.087**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are well prepared particularly in math and English.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	21	32.8%	-1.2	32	50.0%	0.3	7	10.9%	0.6	4	6.3%	3.3	64
Recent HS Grad	8	30.8%	-0.9	15	57.7%	0.8	2	7.7%	-0.2	1	3.8%	1.1	26
Parent or Guardian	159	50.6%	2.1	123	39.2%	-2.1	26	8.3%	-0.2	6	1.9%	0.8	314
Community Member	95	59.7%	3.3	55	34.6%	-2.3	9	5.7%	-1.3	0	0.0%	-1.5	159
Educator	89	29.2%	-3.6	184	60.3%	3.4	31	10.2%	0.9	1	0.3%	-1.6	305
TOTAL	372	42.9%	---	409	47.1%	---	75	8.6%	---	12	1.4%	---	868
	Chi-square		**72.57**		**p-value**	**<0.001**							

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Problem Solving Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.7%	4.3	3	4.7%	0.1	4	6.3%	2.9	27	42.2%	2.8	27	42.2%	-2.6	64
Recent HS Grad	0	0.0%	-0.4	3	11.5%	1.7	0	0.0%	-0.6	12	46.2%	2.2	11	42.3%	-1.6	26
Parent or Guardian	2	0.6%	0.1	21	6.7%	1.8	6	1.9%	0.4	79	25.2%	0.2	206	65.6%	-0.7	314
Community Member	0	0.0%	-1.0	8	5.0%	0.3	2	1.3%	-0.4	40	25.2%	0.1	109	68.6%	0.0	159
Educator	0	0.0%	-1.3	4	1.3%	-2.6	2	0.7%	-1.3	55	18.2%	-2.3	242	79.9%	2.3	303
TOTAL	5	0.6%	---	39	4.5%	---	14	1.6%	---	213	24.6%	---	595	68.7%	---	866
	Chi-square		**78.86**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Ability to Collaborate															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	2.2	4	6.3%	-0.2	3	4.7%	1.6	27	42.2%	0.9	29	45.3%	-1.1	64
Recent HS Grad	0	0.0%	-0.2	4	15.4%	1.6	0	0.0%	-0.7	9	34.6%	-0.1	13	50.0%	-0.4	26
Parent or Guardian	1	0.3%	0.3	37	11.8%	3.2	10	3.2%	1.5	122	38.9%	1.1	144	45.9%	-2.3	314
Community Member	0	0.0%	-0.6	11	6.9%	-0.1	3	1.9%	-0.1	57	35.8%	0.1	88	55.3%	0.0	159
Educator	0	0.0%	-0.8	5	1.7%	-3.5	1	0.3%	-2.0	90	29.7%	-1.6	207	68.3%	3.0	303
TOTAL	2	0.2%	---	61	7.0%	---	17	2.0%	---	305	35.2%	---	481	55.5%	---	866
	Chi-square		**60.99**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Communication Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	0	0.0%	---	5	7.8%	2.8	3	4.7%	2.4	22	34.4%	1.7	34	53.1%	-1.8	64
Recent HS Grad	0	0.0%	---	1	3.8%	0.5	0	0.0%	-0.6	8	30.8%	0.7	17	65.4%	-0.4	26
Parent or Guardian	0	0.0%	---	10	3.2%	0.9	5	1.6%	0.5	81	25.8%	0.6	218	69.4%	-0.6	314
Community Member	0	0.0%	---	3	1.9%	-0.4	3	1.9%	0.7	34	21.4%	-0.7	119	74.8%	0.4	159
Educator	0	0.0%	---	2	0.7%	-2.0	0	0.0%	-2.0	63	20.8%	-1.1	238	78.5%	1.3	303
TOTAL	0	0.0%	---	21	2.4%	---	11	1.3%	---	208	24.0%	---	626	72.3%	---	866
	Chi-square		**34.60**		**p-value**	**0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Leadership															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	0.2	4	6.3%	-1.7	10	15.6%	0.6	27	42.2%	-0.4	22	34.4%	1.4	64
Recent HS Grad	1	3.8%	1.2	1	3.8%	-1.4	1	3.8%	-1.3	12	46.2%	0.1	11	42.3%	1.7	26
Parent or Guardian	4	1.3%	0.0	52	16.6%	0.9	43	13.7%	0.3	147	46.8%	0.4	68	21.7%	-1.4	314
Community Member	3	1.9%	0.7	18	11.4%	-1.1	18	11.4%	-0.6	72	45.6%	0.0	47	29.7%	1.0	158
Educator	2	0.7%	-0.9	51	16.9%	1.1	41	13.6%	0.3	134	44.5%	-0.2	73	24.3%	-0.5	301
TOTAL	11	1.3%	---	126	14.6%	---	113	13.1%	---	392	45.4%	---	221	25.6%	---	863
	Chi-square		**21.73**		**p-value**	**0.152**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Initiative																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	1.1	6	9.7%	0.4	10	16.1%	3.2	26	41.9%	-0.1	19	30.6%	-1.5	62
Recent HS Grad	0	0.0%	-0.4	1	3.8%	-0.8	3	11.5%	1.1	13	50.0%	0.6	9	34.6%	-0.6	26
Parent or Guardian	2	0.6%	0.1	24	7.6%	-0.3	17	5.4%	-0.4	144	45.9%	0.9	127	40.4%	-0.6	314
Community Member	2	1.3%	1.1	16	10.1%	0.9	10	6.3%	0.2	57	36.1%	-1.2	73	46.2%	0.7	158
Educator	0	0.0%	-1.3	23	7.6%	-0.3	12	4.0%	-1.5	126	41.7%	-0.2	141	46.7%	1.0	302
TOTAL	5	0.6%	---	70	8.1%	---	52	6.0%	---	366	42.5%	---	369	42.8%	---	862
	Chi-square		**27.42**		**p-value**	**0.037**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Attention to Detail																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	2.2	8	12.7%	1.3	2	3.2%	-0.5	31	49.2%	0.3	21	33.3%	-0.9	63
Recent HS Grad	0	0.0%	-0.2	1	3.8%	-0.7	3	11.5%	1.7	11	42.3%	-0.3	11	42.3%	0.1	26
Parent or Guardian	0	0.0%	-0.9	28	8.9%	0.6	17	5.4%	0.8	129	41.1%	-1.4	140	44.6%	1.1	314
Community Member	1	0.6%	1.0	8	5.0%	-1.3	7	4.4%	-0.1	55	34.6%	-2.2	88	55.3%	2.9	159
Educator	0	0.0%	-0.8	24	7.9%	0.0	10	3.3%	-1.0	177	58.6%	3.0	91	30.1%	-2.9	302
TOTAL	2	0.2%	---	69	8.0%	---	39	4.5%	---	403	46.6%	---	351	40.6%	---	864
	Chi-square		**51.81**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	0	0.0%	-0.7	8	12.5%	0.4	9	14.1%	2.0	29	45.3%	-0.7	18	28.1%	-0.2	64
Recent HS Grad	0	0.0%	-0.4	1	3.8%	-1.1	2	7.7%	0.1	15	57.7%	0.4	8	30.8%	0.1	26
Parent or Guardian	5	1.6%	1.9	36	11.5%	0.3	25	8.0%	0.4	154	49.0%	-0.6	94	29.9%	0.2	314
Community Member	0	0.0%	-1.1	18	11.3%	0.2	10	6.3%	-0.5	62	39.0%	-2.2	69	43.4%	3.3	159
Educator	1	0.3%	-0.8	31	10.3%	-0.3	18	6.0%	-0.9	186	62.0%	2.5	64	21.3%	-2.6	300
TOTAL	6	0.7%	---	94	10.9%	---	64	7.4%	---	446	51.7%	---	253	29.3%	---	863
	Chi-square		**42.10**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Four Year Degree															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.9%	-2.2	15	23.8%	-0.9	21	33.3%	1.8	9	14.3%	-0.7	13	20.6%	3.3	63
Recent HS Grad	3	11.5%	-1.0	5	19.2%	-1.0	5	19.2%	-0.3	10	38.5%	2.4	3	11.5%	0.5	26
Parent or Guardian	79	25.2%	1.7	80	25.6%	-1.4	73	23.3%	0.3	48	15.3%	-1.2	33	10.5%	1.2	313
Community Member	33	20.8%	0.0	42	26.4%	-0.8	38	23.9%	0.4	29	18.2%	0.0	17	10.7%	0.9	159
Educator	60	19.9%	-0.4	116	38.5%	2.7	56	18.6%	-1.4	61	20.3%	0.8	8	2.7%	-3.5	301
TOTAL	180	20.9%	---	258	29.9%	---	193	22.4%	---	157	18.2%	---	74	8.6%	---	862
	Chi-square		**60.67**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Organizational Ability															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	0.5	9	14.1%	0.9	16	25.0%	5.7	24	37.5%	-1.7	14	21.9%	-1.1	64
Recent HS Grad	0	0.0%	-0.5	3	11.5%	0.2	1	3.8%	-0.5	17	65.4%	0.9	5	19.2%	-0.9	26
Parent or Guardian	3	1.0%	0.1	35	11.2%	0.5	23	7.3%	0.5	169	54.0%	0.2	83	26.5%	-0.8	313
Community Member	4	2.5%	2.1	13	8.2%	-0.8	8	5.0%	-0.8	71	44.7%	-1.5	63	39.6%	2.5	159
Educator	0	0.0%	-1.7	29	9.6%	-0.4	9	3.0%	-2.4	178	59.1%	1.4	85	28.2%	-0.2	301
TOTAL	8	0.9%	---	89	10.3%	---	57	6.6%	---	459	53.2%	---	250	29.0%	---	863
	Chi-square		**66.33**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Creativity & Innovation															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	3	4.8%	1.4	11	17.5%	0.0	13	20.6%	2.1	19	30.2%	-1.4	17	27.0%	-0.1	63
Recent HS Grad	0	0.0%	-0.8	2	7.7%	-1.2	3	11.5%	0.0	10	38.5%	-0.2	11	42.3%	1.5	26
Parent or Guardian	9	2.9%	0.8	53	17.0%	-0.2	33	10.6%	-0.6	140	44.9%	1.0	77	24.7%	-0.9	312
Community Member	4	2.5%	0.3	25	15.7%	-0.5	19	11.9%	0.1	55	34.6%	-1.3	56	35.2%	1.9	159
Educator	3	1.0%	-1.4	60	19.9%	1.0	33	11.0%	-0.4	130	43.2%	0.6	75	24.9%	-0.8	301
TOTAL	19	2.2%	---	151	17.5%	---	101	11.7%	---	354	41.1%	---	236	27.4%	---	861
	Chi-square		**24.79**		**p-value**	**0.074**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Timeliness															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	2.7	6	9.4%	0.9	11	17.2%	3.3	26	40.6%	0.2	19	29.7%	-2.0	64
Recent HS Grad	0	0.0%	-0.4	2	7.7%	0.2	3	11.5%	1.0	12	46.2%	0.6	9	34.6%	-0.9	26
Parent or Guardian	3	1.0%	0.9	27	8.6%	1.5	18	5.8%	-0.6	113	36.1%	-0.8	152	48.6%	0.3	313
Community Member	0	0.0%	-1.0	9	5.7%	-0.4	15	9.4%	1.4	56	35.2%	-0.8	79	49.7%	0.4	159
Educator	0	0.0%	-1.3	12	4.0%	-1.7	10	3.3%	-2.2	130	43.2%	1.1	149	49.5%	0.6	301
TOTAL	5	0.6%	---	56	6.5%	---	57	6.6%	---	337	39.0%	---	408	47.3%	---	863
	Chi-square		**44.58**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Critical Thinking															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	1.6	6	9.4%	1.5	4	6.3%	0.9	26	40.6%	0.8	27	42.2%	-1.5	64
Recent HS Grad	0	0.0%	-0.3	0	0.0%	-1.2	1	3.8%	0.0	10	38.5%	0.3	15	57.7%	0.1	26
Parent or Guardian	1	0.3%	-0.1	21	6.7%	1.2	18	5.8%	1.6	113	36.2%	0.5	159	51.0%	-1.2	312
Community Member	1	0.6%	0.6	9	5.7%	0.2	7	4.4%	0.3	46	28.9%	-1.2	96	60.4%	0.7	159
Educator	0	0.0%	-1.0	9	3.0%	-1.7	4	1.3%	-2.3	102	33.9%	-0.2	186	61.8%	1.3	301
TOTAL	3	0.3%	---	45	5.2%	---	34	3.9%	---	297	34.5%	---	483	56.0%	---	862
	Chi-square		**29.38**		**p-value**	**0.022**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Two Year Degree																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	5	7.8%	-1.8	16	25.0%	-0.9	15	23.4%	0.2	20	31.3%	1.3	8	12.5%	2.4	64
Recent HS Grad	3	11.5%	-0.7	3	11.5%	-1.8	7	26.9%	0.5	11	42.3%	2.0	2	7.7%	0.5	26
Parent or Guardian	74	23.7%	2.7	86	27.6%	-1.1	72	23.1%	0.2	64	20.5%	-1.1	16	5.1%	-0.2	312
Community Member	29	18.2%	0.3	40	25.2%	-1.4	39	24.5%	0.5	39	24.5%	0.3	12	7.5%	1.1	159
Educator	39	12.9%	-1.9	124	41.1%	3.1	61	20.2%	-0.8	69	22.8%	-0.2	9	3.0%	-1.8	302
TOTAL	150	17.4%	---	269	31.2%	---	194	22.5%	---	203	23.5%	---	47	5.4%	---	863
	Chi-square		**50.20**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Work Experience																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	1	1.6%	-0.8	8	12.5%	-1.4	9	14.1%	0.0	30	46.9%	1.0	16	25.0%	0.4	64
Recent HS Grad	1	3.8%	0.1	5	19.2%	-0.2	3	11.5%	-0.3	9	34.6%	-0.4	8	30.8%	0.9	26
Parent or Guardian	17	5.4%	1.9	69	22.0%	0.5	46	14.6%	0.3	104	33.1%	-1.7	78	24.8%	0.8	314
Community Member	6	3.8%	0.2	28	17.6%	-0.9	25	15.7%	0.5	59	37.1%	-0.4	41	25.8%	0.8	159
Educator	5	1.7%	-1.7	69	22.8%	0.8	39	12.9%	-0.6	136	45.0%	1.7	53	17.5%	-1.9	302
TOTAL	30	3.5%	---	179	20.7%	---	122	14.1%	---	338	39.1%	---	196	22.7%	---	865
	Chi-square		**24.17**		**p-value**	**0.086**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Math Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	7	10.9%	3.0	12	18.8%	-0.8	13	20.3%	2.4	19	29.7%	-1.7	13	20.3%	0.3	64
Recent HS Grad	1	3.8%	0.0	6	23.1%	0.0	4	15.4%	0.7	11	42.3%	-0.1	4	15.4%	-0.4	26
Parent or Guardian	13	4.2%	0.4	74	23.6%	0.1	28	8.9%	-0.9	137	43.8%	0.0	61	19.5%	0.4	313
Community Member	2	1.3%	-1.6	26	16.5%	-1.8	15	9.5%	-0.5	72	45.6%	0.3	43	27.2%	2.6	158
Educator	9	3.0%	-0.6	83	27.7%	1.5	32	10.7%	0.0	138	46.0%	0.6	38	12.7%	-2.3	300
TOTAL	32	3.7%	---	201	23.3%	---	92	10.7%	---	377	43.8%	---	159	18.5%	---	861
	Chi-square		**41.31**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Certifications															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	6	9.4%	0.2	17	26.6%	0.1	17	26.6%	1.1	16	25.0%	-1.1	8	12.5%	0.0	64
Recent HS Grad	1	3.8%	-0.8	6	23.1%	-0.3	5	19.2%	-0.1	9	34.6%	0.2	5	19.2%	0.9	26
Parent or Guardian	42	13.4%	2.8	77	24.5%	-0.5	54	17.2%	-1.2	95	30.3%	-0.7	46	14.6%	1.0	314
Community Member	11	6.9%	-0.8	35	22.0%	-1.0	38	23.9%	1.0	50	31.4%	-0.2	25	15.7%	1.1	159
Educator	15	5.0%	-2.2	89	29.5%	1.2	61	20.2%	0.0	111	36.8%	1.3	26	8.6%	-2.0	302
TOTAL	75	8.7%	---	224	25.9%	---	175	20.2%	---	281	32.5%	---	110	12.7%	---	865
	Chi-square		**30.89**		**p-value**	**0.014**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Test Taking																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	10	15.6%	-2.6	12	18.8%	-0.8	14	21.9%	1.2	13	20.3%	0.5	15	23.4%	4.5	64
Recent HS Grad	5	19.2%	-1.3	5	19.2%	-0.5	5	19.2%	0.4	8	30.8%	1.6	3	11.5%	0.7	26
Parent or Guardian	114	36.3%	0.5	64	20.4%	-1.3	49	15.6%	-0.2	63	20.1%	1.1	24	7.6%	-0.1	314
Community Member	27	17.0%	-3.8	39	24.5%	0.2	37	23.3%	2.3	39	24.5%	2.1	17	10.7%	1.3	159
Educator	144	47.7%	3.8	87	28.8%	1.7	34	11.3%	-2.1	29	9.6%	-3.3	8	2.6%	-3.2	302
TOTAL	300	34.7%	---	207	23.9%	---	139	16.1%	---	152	17.6%	---	67	7.7%	---	865
	Chi-square		**106.47**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Flexibility																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	2	3.1%	2.3	10	15.6%	1.7	7	10.9%	2.3	31	48.4%	-0.1	14	21.9%	-1.9	64
Recent HS Grad	0	0.0%	-0.4	3	11.5%	0.4	1	3.8%	-0.2	10	38.5%	-0.8	12	46.2%	0.8	26
Parent or Guardian	3	1.0%	0.6	35	11.1%	1.2	18	5.7%	0.9	153	48.7%	-0.1	105	33.4%	-0.9	314
Community Member	1	0.6%	-0.1	18	11.3%	0.9	6	3.8%	-0.5	74	46.5%	-0.4	60	37.7%	0.3	159
Educator	0	0.0%	-1.4	13	4.3%	-2.8	8	2.7%	-1.6	155	51.7%	0.7	124	41.3%	1.4	300
TOTAL	6	0.7%	---	79	9.2%	---	40	4.6%	---	423	49.0%	---	315	36.5%	---	863
	Chi-square		**38.43**		**p-value**	**0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...English Language Arts Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	4	6.3%	1.3	11	17.5%	0.6	12	19.0%	2.4	21	33.3%	-1.6	15	23.8%	-0.3	63
Recent HS Grad	1	3.8%	0.1	2	7.7%	-0.9	3	11.5%	0.3	8	30.8%	-1.2	12	46.2%	2.1	26
Parent or Guardian	16	5.1%	1.7	46	14.6%	0.0	28	8.9%	-0.4	135	43.0%	-1.0	89	28.3%	0.9	314
Community Member	4	2.5%	-0.6	19	11.9%	-0.9	26	16.4%	2.7	56	35.2%	-2.1	54	34.0%	2.0	159
Educator	4	1.3%	-1.9	48	15.9%	0.6	14	4.7%	-2.8	183	60.8%	3.6	52	17.3%	-2.9	301
TOTAL	29	3.4%	---	126	14.6%	---	83	9.6%	---	403	46.7%	---	222	25.7%	---	863
	Chi-square		**71.92**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Foreign Language															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
High School Student	6	9.4%	-2.3	19	29.7%	0.1	13	20.3%	0.3	18	28.1%	1.0	8	12.5%	1.6	64
Recent HS Grad	3	11.5%	-1.2	4	15.4%	-1.3	5	19.2%	0.1	6	23.1%	0.1	8	30.8%	4.5	26
Parent or Guardian	82	26.2%	1.2	89	28.4%	-0.2	55	17.6%	-0.4	66	21.1%	-0.5	21	6.7%	-0.2	313
Community Member	38	23.9%	0.3	30	18.9%	-2.4	39	24.5%	1.8	40	25.2%	0.7	12	7.5%	0.2	159
Educator	69	22.9%	0.0	108	35.9%	2.2	48	15.9%	-1.0	64	21.3%	-0.4	12	4.0%	-2.0	301
TOTAL	198	22.9%	---	250	29.0%	---	160	18.5%	---	194	22.5%	---	61	7.1%	---	863
	Chi-square		**54.19**		**p-value**	**<0.001**										

Table F2. Chi-square test results for questions comparing Stakeholder Survey respondent gender:

Are you familiar with the current high school graduation pathway options available in the state of Washington?										
	Yes			No			Unsure			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	157	51.1%	-2.8	94	30.6%	3.1	56	18.2%	2.1	307
Female	332	68.5%	1.3	96	19.8%	-1.2	57	11.8%	-1.2	485
Nonbinary/Other	9	90.0%	1.0	1	10.0%	-0.8	0	0.0%	-1.2	10
Prefer not to answer	56	84.8%	2.1	3	4.5%	-3.1	7	10.6%	-0.7	66
TOTAL	554	63.8%	---	194	22.4%	---	120	13.8%	---	868
		Chi-square	**43.58**		**p-value**	**<0.001**				

Are you familiar with the Profile of a Graduate?										
	Yes			No			Unsure			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	136	44.3%	0.1	115	37.5%	-0.1	56	18.2%	0.0	307
Female	203	41.9%	-0.7	188	38.8%	0.4	94	19.4%	0.5	485
Nonbinary/Other	6	60.0%	0.8	4	40.0%	0.1	0	0.0%	-1.4	10
Prefer not to answer	37	56.1%	1.5	20	30.3%	-1.0	9	13.6%	-0.9	66
TOTAL	382	44.0%	---	327	37.7%	---	159	18.3%	---	868
		Chi-square	**7.32**		**p-value**	**0.292**				

Are the current graduation pathway options relevant to all students?										
	Yes			No			Unsure			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	74	47.1%	2.1	60	38.2%	-2.2	23	14.6%	0.8	157
Female	111	33.4%	-1.0	184	55.4%	1.2	37	11.1%	-0.7	332
Nonbinary/Other	3	33.3%	-0.2	4	44.4%	-0.3	2	22.2%	0.8	9
Prefer not to answer	16	28.6%	-1.0	33	58.9%	0.9	7	12.5%	0.0	56
TOTAL	204	36.8%	---	281	50.7%	---	69	12.5%	---	554
		Chi-square	**15.49**		**p-value**	**0.017**				

Are the current graduation pathway options relevant to you?										
	Yes			No			Unsure			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	48	76.2%	0.3	6	9.5%	-0.4	9	14.3%	-0.2	63
Female	21	65.6%	-0.5	5	15.6%	0.7	6	18.8%	0.5	32
Nonbinary/Other	1	100.0%	0.3	0	0.0%	-0.3	0	0.0%	-0.4	1
Prefer not to answer	1	100.0%	0.3	0	0.0%	-0.3	0	0.0%	-0.4	1
TOTAL	71	73.2%	---	11	11.3%	---	15	15.5%	---	97
		Chi-square	**2.04**		**p-value**	**0.916**				

Are you familiar with the High School and Beyond Plan?										
	Yes			No			Unsure			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	152	49.5%	-2.2	105	34.2%	2.4	50	16.3%	1.2	307
Female	300	61.9%	0.8	126	26.0%	-0.5	59	12.2%	-0.9	485
Nonbinary/Other	7	70.0%	0.4	1	10.0%	-1.0	2	20.0%	0.5	10
Prefer not to answer	54	81.8%	2.4	4	6.1%	-3.3	8	12.1%	-0.3	66
TOTAL	513	59.1%	---	236	27.2%	---	119	13.7%	---	868
		Chi-square	**31.84**		**p-value**	**<0.001**				

Earning a high school diploma prepares a student for success after high school.															
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	22	7.2%	1.3	27	8.8%	-1.0	69	22.5%	2.0	123	40.1%	0.5	66	21.5%	-2.2	307
Female	22	4.5%	-0.8	50	10.3%	-0.2	69	14.2%	-1.8	187	38.6%	0.1	157	32.4%	1.8	485
Nonbinary/Other	0	0.0%	-0.7	3	30.0%	1.9	1	10.0%	-0.6	1	10.0%	-1.4	5	50.0%	1.3	10
Prefer not to answer	3	4.5%	-0.3	12	18.2%	1.9	15	22.7%	1.0	21	31.8%	-0.8	15	22.7%	-0.8	66
TOTAL	47	5.4%	---	92	10.6%	---	154	17.7%	---	332	38.2%	---	243	28.0%	---	868
		Chi-square	**33.10**		**p-value**	**0.001**										

Solid employability skills are necessary for success after high school.																
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	7	2.3%	2.1	5	1.6%	0.8	36	11.7%	1.9	151	49.2%	3.2	108	35.2%	-4.0	307
Female	2	0.4%	-1.4	4	0.8%	-0.7	34	7.0%	-1.1	147	30.3%	-2.7	298	61.4%	3.1	485
Nonbinary/Other	0	0.0%	-0.3	0	0.0%	-0.3	1	10.0%	0.2	4	40.0%	0.1	5	50.0%	-0.1	10
Prefer not to answer	0	0.0%	-0.8	1	1.5%	0.3	3	4.5%	-1.1	27	40.9%	0.4	35	53.0%	0.2	66
TOTAL	9	1.0%	---	10	1.2%	---	74	8.5%	---	329	37.9%	---	446	51.4%	---	868
	Chi-square		**57.82**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	38	12.4%	-4.2	53	17.3%	-1.3	115	37.5%	2.0	75	24.4%	4.3	26	8.5%	-0.4	307
Female	133	27.4%	1.4	113	23.3%	1.3	141	29.1%	-0.8	48	9.9%	-2.8	50	10.3%	0.8	485
Nonbinary/Other	9	90.0%	4.2	0	0.0%	-1.4	0	0.0%	-1.8	1	10.0%	-0.4	0	0.0%	-1.0	10
Prefer not to answer	30	45.5%	3.5	13	19.7%	-0.2	14	21.2%	-1.4	5	7.6%	-1.5	4	6.1%	-0.8	66
TOTAL	210	24.2%	---	179	20.6%	---	270	31.1%	---	129	14.9%	---	80	9.2%	---	868
	Chi-square		**97.23**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	32	10.4%	-4.4	58	18.9%	-1.2	106	34.5%	1.6	88	28.7%	4.7	23	7.5%	-0.6	307
Female	126	26.0%	1.7	121	24.9%	1.3	135	27.8%	-0.7	57	11.8%	-3.0	46	9.5%	0.8	485
Nonbinary/Other	7	70.0%	3.2	1	10.0%	-0.8	1	10.0%	-1.1	1	10.0%	-0.6	0	0.0%	-0.9	10
Prefer not to answer	29	43.9%	3.7	13	19.7%	-0.4	15	22.7%	-1.0	5	7.6%	-1.9	4	6.1%	-0.7	66
TOTAL	194	22.4%	---	193	22.2%	---	257	29.6%	---	151	17.4%	---	73	8.4%	---	868
	Chi-square		**93.22**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	62	20.2%	-4.8	48	15.6%	-0.7	98	31.9%	3.0	74	24.1%	4.8	25	8.1%	-0.4	307
Female	217	44.7%	2.9	83	17.1%	-0.1	94	19.4%	-1.9	44	9.1%	-2.8	47	9.7%	0.7	485
Nonbinary/Other	6	60.0%	1.2	3	30.0%	1.0	1	10.0%	-0.9	0	0.0%	-1.2	0	0.0%	-0.9	10
Prefer not to answer	33	50.0%	1.8	16	24.2%	1.4	11	16.7%	-1.1	2	3.0%	-2.4	4	6.1%	-0.7	66
TOTAL	318	36.6%	---	150	17.3%	---	204	23.5%	---	120	13.8%	---	76	8.8%	---	868
	Chi-square		**94.56**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	78	25.4%	-4.9	46	15.0%	0.3	84	27.4%	3.5	68	22.1%	4.5	31	10.1%	0.0	307
Female	255	52.6%	2.8	70	14.4%	0.0	69	14.2%	-2.3	39	8.0%	-3.0	52	10.7%	0.5	485
Nonbinary/Other	8	80.0%	1.7	1	10.0%	-0.4	0	0.0%	-1.4	1	10.0%	-0.3	0	0.0%	-1.0	10
Prefer not to answer	41	62.1%	2.2	8	12.1%	-0.5	9	13.6%	-0.9	4	6.1%	-1.5	4	6.1%	-1.0	66
TOTAL	382	44.0%	---	125	14.4%	---	162	18.7%	---	112	12.9%	---	87	10.0%	---	868
	Chi-square		**94.82**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	70	22.8%	-5.0	48	15.6%	0.4	81	26.4%	3.1	81	26.4%	5.2	27	8.8%	-0.9	307
Female	243	50.1%	3.1	71	14.6%	-0.1	71	14.6%	-2.1	43	8.9%	-3.4	57	11.8%	0.9	485
Nonbinary/Other	8	80.0%	1.9	0	0.0%	-1.2	1	10.0%	-0.6	0	0.0%	-1.2	1	10.0%	0.0	10
Prefer not to answer	36	54.5%	1.7	9	13.6%	-0.2	10	15.2%	-0.7	5	7.6%	-1.5	6	9.1%	-0.3	66
TOTAL	357	41.1%	---	128	14.7%	---	163	18.8%	---	129	14.9%	---	91	10.5%	---	868
	Chi-square		**102.29**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	60	19.5%	-4.4	59	19.2%	-0.7	94	30.6%	3.5	71	23.1%	4.0	23	7.5%	-1.0	307
Female	194	40.0%	2.2	108	22.3%	0.6	81	16.7%	-2.2	50	10.3%	-2.4	52	10.7%	1.1	485
Nonbinary/Other	8	80.0%	2.5	0	0.0%	-1.4	0	0.0%	-1.5	2	20.0%	0.5	0	0.0%	-1.0	10
Prefer not to answer	34	51.5%	2.4	15	22.7%	0.3	10	15.2%	-1.1	2	3.0%	-2.4	5	7.6%	-0.4	66
TOTAL	296	34.1%	---	182	21.0%	---	185	21.3%	---	125	14.4%	---	80	9.2%	---	868
	Chi-square		**91.04**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	41	13.4%	-3.8	57	18.6%	-1.5	102	33.2%	2.3	85	27.7%	3.9	22	7.2%	-0.9	307
Female	137	28.2%	2.0	126	26.0%	1.5	117	24.1%	-1.0	60	12.4%	-3.0	45	9.3%	0.4	485
Nonbinary/Other	8	80.0%	3.6	0	0.0%	-1.5	0	0.0%	-1.6	1	10.0%	-0.6	1	10.0%	0.1	10
Prefer not to answer	21	31.8%	1.3	14	21.2%	-0.3	11	16.7%	-1.6	12	18.2%	0.0	8	12.1%	0.9	66
TOTAL	207	23.8%	---	197	22.7%	---	230	26.5%	---	158	18.2%	---	76	8.8%	---	868
	Chi-square		**77.88**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	30	9.8%	-4.7	55	17.9%	-1.1	118	38.4%	2.3	77	25.1%	4.1	27	8.8%	-0.5	307
Female	136	28.0%	2.5	115	23.7%	1.4	134	27.6%	-1.4	51	10.5%	-2.9	49	10.1%	0.3	485
Nonbinary/Other	6	60.0%	2.5	1	10.0%	-0.8	1	10.0%	-1.2	2	20.0%	0.3	0	0.0%	-1.0	10
Prefer not to answer	24	36.4%	2.4	10	15.2%	-1.0	17	25.8%	-0.8	7	10.6%	-1.1	8	12.1%	0.6	66
TOTAL	196	22.6%	---	181	20.9%	---	270	31.1%	---	137	15.8%	---	84	9.7%	---	868
	Chi-square		**82.75**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	64	20.8%	-5.3	55	17.9%	0.4	100	32.6%	3.7	60	19.5%	4.7	28	9.1%	-0.4	307
Female	242	49.9%	3.5	81	16.7%	-0.2	85	17.5%	-2.3	29	6.0%	-3.2	48	9.9%	0.1	485
Nonbinary/Other	7	70.0%	1.5	1	10.0%	-0.5	1	10.0%	-0.8	1	10.0%	-0.1	0	0.0%	-1.0	10
Prefer not to answer	33	50.0%	1.3	11	16.7%	-0.1	10	15.2%	-1.3	3	4.5%	-1.5	9	13.6%	1.0	66
TOTAL	346	39.9%	---	148	17.1%	---	196	22.6%	---	93	10.7%	---	85	9.8%	---	868
	Chi-square		**102.88**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	85	27.7%	-4.7	52	16.9%	1.3	83	27.0%	3.3	59	19.2%	4.5	28	9.1%	-0.6	307
Female	269	55.5%	3.0	60	12.4%	-1.1	71	14.6%	-2.1	32	6.6%	-2.8	53	10.9%	0.5	485
Nonbinary/Other	8	80.0%	1.6	2	20.0%	0.5	0	0.0%	-1.4	0	0.0%	-1.0	0	0.0%	-1.0	10
Prefer not to answer	38	57.6%	1.4	9	13.6%	-0.1	9	13.6%	-1.0	3	4.5%	-1.6	7	10.6%	0.1	66
TOTAL	400	46.1%	---	123	14.2%	---	163	18.8%	---	94	10.8%	---	88	10.1%	---	868
	Chi-square		**90.69**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	81	26.4%	-4.9	46	15.0%	0.6	83	27.0%	3.3	65	21.2%	5.0	32	10.4%	-0.2	307
Female	264	54.4%	3.0	65	13.4%	-0.2	71	14.6%	-2.1	31	6.4%	-3.3	54	11.1%	0.2	485
Nonbinary/Other	9	90.0%	2.1	0	0.0%	-1.2	1	10.0%	-0.6	0	0.0%	-1.1	0	0.0%	-1.0	10
Prefer not to answer	38	57.6%	1.5	8	12.1%	-0.3	8	12.1%	-1.2	4	6.1%	-1.3	8	12.1%	0.3	66
TOTAL	392	45.2%	---	119	13.7%	---	163	18.8%	---	100	11.5%	---	94	10.8%	---	868
	Chi-square		**99.37**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	56	18.2%	-4.7	59	19.2%	-0.8	101	32.9%	3.9	63	20.5%	3.8	28	9.1%	-0.3	307
Female	200	41.2%	2.7	115	23.7%	1.1	82	16.9%	-2.5	41	8.5%	-2.7	47	9.7%	0.1	485
Nonbinary/Other	8	80.0%	2.5	1	10.0%	-0.8	0	0.0%	-1.5	1	10.0%	-0.2	0	0.0%	-1.0	10
Prefer not to answer	31	47.0%	1.8	10	15.2%	-1.1	11	16.7%	-1.0	6	9.1%	-0.8	8	12.1%	0.7	66
TOTAL	295	34.0%	---	185	21.3%	---	194	22.4%	---	111	12.8%	---	83	9.6%	---	868
	Chi-square		**91.75**		**p-value**	**<0.001**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	15	4.9%	-0.7	41	13.4%	-0.2	121	39.4%	0.9	104	33.9%	-0.7	26	8.5%	0.4	307
Female	27	5.6%	-0.3	64	13.2%	-0.3	174	35.9%	-0.1	185	38.1%	0.6	35	7.2%	-0.5	485
Nonbinary/Other	1	10.0%	0.5	3	30.0%	1.4	2	20.0%	-0.9	4	40.0%	0.2	0	0.0%	-0.9	10
Prefer not to answer	8	12.1%	2.1	11	16.7%	0.6	17	25.8%	-1.4	23	34.8%	-0.2	7	10.6%	0.8	66
TOTAL	51	5.9%	---	119	13.7%	---	314	36.2%	---	316	36.4%	---	68	7.8%	---	868
	Chi-square		**14.19**		**p-value**	**0.289**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	11	3.6%	-1.7	36	11.7%	-1.0	128	41.7%	1.3	105	34.2%	-0.1	27	8.8%	0.4	307
Female	32	6.6%	0.5	73	15.1%	0.7	171	35.3%	-0.7	173	35.7%	0.4	36	7.4%	-0.6	485
Nonbinary/Other	0	0.0%	-0.8	3	30.0%	1.4	3	30.0%	-0.4	4	40.0%	0.3	0	0.0%	-0.9	10
Prefer not to answer	9	13.6%	2.5	9	13.6%	-0.1	22	33.3%	-0.5	18	27.3%	-1.0	8	12.1%	1.1	66
TOTAL	52	6.0%	---	121	13.9%	---	324	37.3%	---	300	34.6%	---	71	8.2%	---	868
	Chi-square		20.06		p-value	0.066										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	21	6.8%	-2.2	41	13.4%	-1.3	114	37.1%	0.9	100	32.6%	1.1	31	10.1%	0.5	307
Female	60	12.4%	0.9	88	18.1%	1.0	164	33.8%	-0.2	135	27.8%	-0.6	38	7.8%	-1.0	485
Nonbinary/Other	1	10.0%	-0.1	3	30.0%	1.1	2	20.0%	-0.8	4	40.0%	0.6	0	0.0%	-1.0	10
Prefer not to answer	13	19.7%	2.1	10	15.2%	-0.2	17	25.8%	-1.2	15	22.7%	-1.0	11	16.7%	2.0	66
TOTAL	95	10.9%	---	142	16.4%	---	297	34.2%	---	254	29.3%	---	80	9.2%	---	868
	Chi-square		25.85		p-value	0.011										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	34	11.1%	-3.4	47	15.3%	-0.6	112	36.5%	2.4	83	27.0%	1.3	31	10.1%	-0.3	307
Female	113	23.3%	1.7	91	18.8%	1.0	125	25.8%	-1.4	103	21.2%	-1.0	53	10.9%	0.1	485
Nonbinary/Other	3	30.0%	0.7	1	10.0%	-0.5	2	20.0%	-0.5	4	40.0%	1.1	0	0.0%	-1.0	10
Prefer not to answer	22	33.3%	2.5	7	10.6%	-1.2	14	21.2%	-1.2	14	21.2%	-0.4	9	13.6%	0.7	66
TOTAL	172	19.8%	---	146	16.8%	---	253	29.1%	---	204	23.5%	---	93	10.7%	---	868
	Chi-square		39.71		p-value	<0.001										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	37	12.1%	-2.3	43	14.0%	-1.2	115	37.5%	2.1	82	26.7%	1.2	30	9.8%	-0.7	307
Female	96	19.8%	1.1	94	19.4%	1.3	133	27.4%	-1.4	106	21.9%	-0.7	56	11.5%	0.2	485
Nonbinary/Other	3	30.0%	0.9	1	10.0%	-0.5	3	30.0%	0.0	2	20.0%	-0.2	1	10.0%	-0.1	10
Prefer not to answer	17	25.8%	1.6	9	13.6%	-0.7	17	25.8%	-0.7	13	19.7%	-0.6	10	15.2%	1.0	66
TOTAL	153	17.6%	---	147	16.9%	---	268	30.9%	---	203	23.4%	---	97	11.2%	---	868
	Chi-square		24.69		p-value	0.016										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	23	7.5%	-1.9	46	15.0%	-0.9	110	35.8%	1.3	99	32.2%	0.6	29	9.4%	-0.1	307
Female	59	12.2%	0.7	93	19.2%	1.1	146	30.1%	-0.7	143	29.5%	-0.3	44	9.1%	-0.3	485
Nonbinary/Other	2	20.0%	0.8	2	20.0%	0.2	2	20.0%	-0.7	4	40.0%	0.6	0	0.0%	-1.0	10
Prefer not to answer	13	19.7%	2.1	8	12.1%	-1.0	18	27.3%	-0.7	17	25.8%	-0.7	10	15.2%	1.5	66
TOTAL	97	11.2%	---	149	17.2%	---	276	31.8%	---	263	30.3%	---	83	9.6%	---	868
	Chi-square		19.52		p-value	0.077										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	23	7.5%	-1.0	47	15.3%	-0.8	104	33.9%	0.9	95	30.9%	1.2	38	12.4%	-1.4	307
Female	41	8.5%	-0.6	92	19.0%	1.0	148	30.5%	-0.1	123	25.4%	-0.8	81	16.7%	0.7	485
Nonbinary/Other	3	30.0%	2.2	2	20.0%	0.2	2	20.0%	-0.6	2	20.0%	-0.4	1	10.0%	-0.4	10
Prefer not to answer	13	19.7%	2.8	8	12.1%	-1.0	14	21.2%	-1.4	17	25.8%	-0.2	14	21.2%	1.2	66
TOTAL	80	9.2%	---	149	17.2%	---	268	30.9%	---	237	27.3%	---	134	15.4%	---	868
	Chi-square		26.10		p-value	0.010										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	17	5.5%	-2.1	52	16.9%	-0.2	103	33.6%	0.9	99	32.2%	1.7	36	11.7%	-1.7	307
Female	46	9.5%	0.3	88	18.1%	0.3	147	30.3%	-0.1	121	24.9%	-0.9	83	17.1%	0.8	485
Nonbinary/Other	2	20.0%	1.1	2	20.0%	0.2	2	20.0%	-0.6	3	30.0%	0.2	1	10.0%	-0.5	10
Prefer not to answer	14	21.2%	3.3	10	15.2%	-0.5	14	21.2%	-1.4	12	18.2%	-1.4	16	24.2%	1.8	66
TOTAL	79	9.1%	---	152	17.5%	---	266	30.6%	---	235	27.1%	---	136	15.7%	---	868
	Chi-square		**32.66**		**p-value**	**0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	29	9.4%	-2.8	54	17.6%	-0.1	111	36.2%	2.2	75	24.4%	1.5	38	12.4%	-1.8	307
Female	86	17.7%	1.0	90	18.6%	0.4	132	27.2%	-0.8	89	18.4%	-1.0	88	18.1%	0.9	485
Nonbinary/Other	3	30.0%	1.1	2	20.0%	0.2	3	30.0%	0.0	1	10.0%	-0.7	1	10.0%	-0.5	10
Prefer not to answer	20	30.3%	2.9	9	13.6%	-0.8	8	12.1%	-2.6	13	19.7%	-0.1	16	24.2%	1.6	66
TOTAL	138	15.9%	---	155	17.9%	---	254	29.3%	---	178	20.5%	---	143	16.5%	---	868
	Chi-square		**42.65**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	51	16.6%	-3.3	54	17.6%	-0.7	94	30.6%	3.3	67	21.8%	3.2	41	13.4%	-1.9	307
Female	144	29.7%	1.5	101	20.8%	0.7	88	18.1%	-1.8	53	10.9%	-2.2	99	20.4%	1.3	485
Nonbinary/Other	5	50.0%	1.5	2	20.0%	0.0	1	10.0%	-0.8	1	10.0%	-0.4	1	10.0%	-0.6	10
Prefer not to answer	27	40.9%	2.3	11	16.7%	-0.5	7	10.6%	-2.0	7	10.6%	-0.9	14	21.2%	0.6	66
TOTAL	227	26.2%	---	168	19.4%	---	190	21.9%	---	128	14.7%	---	155	17.9%	---	868
	Chi-square		**64.40**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	53	17.3%	-2.4	43	14.0%	-1.1	94	30.6%	2.3	74	24.1%	3.2	43	14.0%	-1.8	307
Female	127	26.2%	0.9	89	18.4%	1.0	106	21.9%	-1.0	62	12.8%	-2.1	101	20.8%	1.2	485
Nonbinary/Other	5	50.0%	1.7	1	10.0%	-0.5	1	10.0%	-0.9	1	10.0%	-0.5	2	20.0%	0.1	10
Prefer not to answer	24	36.4%	2.0	11	16.7%	0.0	9	13.6%	-1.7	7	10.6%	-1.2	15	22.7%	0.8	66
TOTAL	209	24.1%	---	144	16.6%	---	210	24.2%	---	144	16.6%	---	161	18.5%	---	868
	Chi-square		**48.13**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	30	9.8%	-2.7	52	16.9%	-1.6	97	31.6%	1.9	85	27.7%	3.2	43	14.0%	-1.3	307
Female	86	17.7%	1.0	118	24.3%	1.5	119	24.5%	-0.7	73	15.1%	-2.3	89	18.4%	0.6	485
Nonbinary/Other	4	40.0%	1.9	2	20.0%	-0.1	1	10.0%	-1.0	2	20.0%	0.0	1	10.0%	-0.5	10
Prefer not to answer	18	27.3%	2.3	12	18.2%	-0.5	10	15.2%	-1.7	10	15.2%	-0.8	16	24.2%	1.4	66
TOTAL	138	15.9%	---	184	21.2%	---	227	26.2%	---	170	19.6%	---	149	17.2%	---	868
	Chi-square		50.92		p-value	<0.001										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	14	4.6%	-2.2	55	17.9%	-0.6	116	37.8%	1.0	87	28.3%	2.6	35	11.4%	-2.2	307
Female	42	8.7%	0.5	101	20.8%	0.7	161	33.2%	-0.5	90	18.6%	-1.4	91	18.8%	1.2	485
Nonbinary/Other	3	30.0%	2.4	2	20.0%	0.0	3	30.0%	-0.2	0	0.0%	-1.5	2	20.0%	0.3	10
Prefer not to answer	11	16.7%	2.5	11	16.7%	-0.5	20	30.3%	-0.6	9	13.6%	-1.4	15	22.7%	1.3	66
TOTAL	70	8.1%	---	169	19.5%	---	300	34.6%	---	186	21.4%	---	143	16.5%	---	868
	Chi-square		40.31		p-value	<0.001										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	15	4.9%	-2.2	53	17.3%	-0.8	122	39.7%	1.6	84	27.4%	2.2	33	10.7%	-2.4	307
Female	44	9.1%	0.3	100	20.6%	0.7	158	32.6%	-0.7	93	19.2%	-1.1	90	18.6%	1.3	485
Nonbinary/Other	3	30.0%	2.3	2	20.0%	0.1	2	20.0%	-0.8	1	10.0%	-0.8	2	20.0%	0.3	10
Prefer not to answer	13	19.7%	3.1	12	18.2%	-0.2	17	25.8%	-1.2	8	12.1%	-1.6	16	24.2%	1.6	66
TOTAL	75	8.6%	---	167	19.2%	---	299	34.4%	---	186	21.4%	---	141	16.2%	---	868
	Chi-square		**45.37**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	20	6.5%	-3.3	65	21.2%	0.1	103	33.6%	1.0	80	26.1%	3.5	39	12.7%	-2.0	307
Female	80	16.5%	1.8	96	19.8%	-0.5	147	30.3%	0.0	68	14.0%	-1.9	94	19.4%	1.0	485
Nonbinary/Other	3	30.0%	1.4	2	20.0%	-0.1	3	30.0%	0.0	0	0.0%	-1.3	2	20.0%	0.2	10
Prefer not to answer	14	21.2%	1.7	18	27.3%	1.1	11	16.7%	-2.0	6	9.1%	-1.7	17	25.8%	1.6	66
TOTAL	117	13.5%	---	181	20.9%	---	264	30.4%	---	154	17.7%	---	152	17.5%	---	868
	Chi-square		**53.88**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	43	14.0%	-2.5	58	18.9%	-0.3	96	31.3%	1.9	70	22.8%	3.3	40	13.0%	-2.3	307
Female	109	22.5%	1.0	101	20.8%	0.6	117	24.1%	-0.7	56	11.5%	-2.1	102	21.0%	1.2	485
Nonbinary/Other	4	40.0%	1.4	1	10.0%	-0.7	2	20.0%	-0.4	1	10.0%	-0.4	2	20.0%	0.1	10
Prefer not to answer	22	33.3%	2.3	11	16.7%	-0.6	9	13.6%	-1.9	6	9.1%	-1.3	18	27.3%	1.6	66
TOTAL	178	20.5%	---	171	19.7%	---	224	25.8%	---	133	15.3%	---	162	18.7%	---	868
	Chi-square		50.48		p-value	<0.001										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	39	12.7%	-3.2	55	17.9%	-0.7	83	27.0%	1.4	86	28.0%	4.8	44	14.3%	-2.0	307
Female	115	23.7%	1.3	105	21.6%	1.0	107	22.1%	-0.5	53	10.9%	-3.2	105	21.6%	1.1	485
Nonbinary/Other	5	50.0%	2.0	0	0.0%	-1.4	1	10.0%	-0.9	1	10.0%	-0.5	3	30.0%	0.8	10
Prefer not to answer	23	34.8%	2.5	11	16.7%	-0.6	10	15.2%	-1.4	6	9.1%	-1.5	16	24.2%	0.9	66
TOTAL	182	21.0%	---	171	19.7%	---	201	23.2%	---	146	16.8%	---	168	19.4%	---	868
	Chi-square		72.57		p-value	<0.001										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	26	8.5%	-2.8	49	16.0%	-1.4	100	32.6%	1.3	91	29.6%	4.5	41	13.4%	-2.2	307
Female	80	16.5%	1.1	104	21.4%	1.0	134	27.6%	-0.4	64	13.2%	-2.8	103	21.2%	1.3	485
Nonbinary/Other	3	30.0%	1.3	2	20.0%	0.0	2	20.0%	-0.5	1	10.0%	-0.6	2	20.0%	0.1	10
Prefer not to answer	18	27.3%	2.7	13	19.7%	0.1	13	19.7%	-1.4	6	9.1%	-1.8	16	24.2%	1.0	66
TOTAL	127	14.6%	---	168	19.4%	---	249	28.7%	---	162	18.7%	---	162	18.7%	---	868
	Chi-square		**63.50**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	27	8.8%	-1.3	60	19.5%	0.3	104	33.9%	1.2	82	26.7%	2.0	34	11.1%	-3.0	307
Female	56	11.5%	0.2	92	19.0%	0.1	138	28.5%	-0.6	89	18.4%	-1.5	110	22.7%	2.2	485
Nonbinary/Other	4	40.0%	2.7	2	20.0%	0.1	1	10.0%	-1.2	1	10.0%	-0.8	2	20.0%	0.1	10
Prefer not to answer	11	16.7%	1.3	9	13.6%	-1.0	18	27.3%	-0.4	15	22.7%	0.2	13	19.7%	0.3	66
TOTAL	98	11.3%	---	163	18.8%	---	261	30.1%	---	187	21.5%	---	159	18.3%	---	868
	Chi-square		**35.84**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	27	8.8%	-2.1	44	14.3%	-0.6	105	34.2%	1.5	93	30.3%	2.8	38	12.4%	-2.7	307
Female	69	14.2%	0.7	84	17.3%	0.9	135	27.8%	-0.7	87	17.9%	-2.2	110	22.7%	1.9	485
Nonbinary/Other	4	40.0%	2.3	1	10.0%	-0.5	1	10.0%	-1.1	2	20.0%	-0.2	2	20.0%	0.1	10
Prefer not to answer	14	21.2%	1.8	8	12.1%	-0.7	15	22.7%	-1.0	14	21.2%	-0.2	15	22.7%	0.7	66
TOTAL	114	13.1%	---	137	15.8%	---	256	29.5%	---	196	22.6%	---	165	19.0%	---	868
	Chi-square		**44.42**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	32	10.4%	-3.8	50	16.3%	0.3	92	30.0%	2.1	90	29.3%	3.7	43	14.0%	-2.5	307
Female	126	26.0%	2.9	69	14.2%	-0.7	104	21.4%	-1.1	70	14.4%	-2.7	116	23.9%	1.7	485
Nonbinary/Other	3	30.0%	0.7	3	30.0%	1.2	0	0.0%	-1.5	1	10.0%	-0.7	3	30.0%	0.7	10
Prefer not to answer	14	21.2%	0.2	13	19.7%	0.9	12	18.2%	-1.0	12	18.2%	-0.3	15	22.7%	0.4	66
TOTAL	175	20.2%	---	135	15.6%	---	208	24.0%	---	173	19.9%	---	177	20.4%	---	868
	Chi-square		**66.29**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	48	15.6%	-3.2	51	16.6%	0.5	90	29.3%	3.1	76	24.8%	3.2	42	13.7%	-2.9	307
Female	141	29.1%	1.8	74	15.3%	-0.2	84	17.3%	-1.9	61	12.6%	-2.4	125	25.8%	2.2	485
Nonbinary/Other	5	50.0%	1.6	1	10.0%	-0.4	0	0.0%	-1.5	1	10.0%	-0.5	3	30.0%	0.6	10
Prefer not to answer	22	33.3%	1.4	9	13.6%	-0.4	10	15.2%	-1.1	11	16.7%	-0.1	14	21.2%	0.0	66
TOTAL	216	24.9%	---	135	15.6%	---	184	21.2%	---	149	17.2%	---	184	21.2%	---	868
	Chi-square		**65.15**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	52	16.9%	-2.5	48	15.6%	-0.2	87	28.3%	2.6	77	25.1%	2.8	43	14.0%	-2.5	307
Female	129	26.6%	1.2	82	16.9%	0.5	85	17.5%	-1.9	71	14.6%	-1.8	118	24.3%	1.9	485
Nonbinary/Other	6	60.0%	2.3	0	0.0%	-1.3	0	0.0%	-1.5	1	10.0%	-0.6	3	30.0%	0.7	10
Prefer not to answer	20	30.3%	1.1	9	13.6%	-0.5	14	21.2%	0.0	9	13.6%	-0.9	14	21.2%	0.1	66
TOTAL	207	23.8%	---	139	16.0%	---	186	21.4%	---	158	18.2%	---	178	20.5%	---	868
	Chi-square		**51.58**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	29	9.4%	-3.3	55	17.9%	0.2	94	30.6%	1.7	86	28.0%	3.9	43	14.0%	-2.7	307
Female	99	20.4%	1.7	85	17.5%	0.0	116	23.9%	-0.8	63	13.0%	-2.8	122	25.2%	2.0	485
Nonbinary/Other	4	40.0%	1.7	2	20.0%	0.2	0	0.0%	-1.6	1	10.0%	-0.6	3	30.0%	0.6	10
Prefer not to answer	18	27.3%	2.0	10	15.2%	-0.5	14	21.2%	-0.7	10	15.2%	-0.6	14	21.2%	0.0	66
TOTAL	150	17.3%	---	152	17.5%	---	224	25.8%	---	160	18.4%	---	182	21.0%	---	868
	Chi-square		62.67		p-value	<0.001										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	14	4.6%	0.2	40	13.0%	1.1	99	32.2%	0.5	124	40.4%	-0.6	30	9.8%	-1.0	307
Female	16	3.3%	-1.1	48	9.9%	-0.7	143	29.5%	-0.4	222	45.8%	1.1	56	11.5%	-0.1	485
Nonbinary/Other	2	20.0%	2.4	1	10.0%	-0.1	3	30.0%	0.0	2	20.0%	-1.1	2	20.0%	0.8	10
Prefer not to answer	6	9.1%	1.8	6	9.1%	-0.5	20	30.3%	0.0	21	31.8%	-1.3	13	19.7%	1.9	66
TOTAL	38	4.4%	---	95	10.9%	---	265	30.5%	---	369	42.5%	---	101	11.6%	---	868
	Chi-square		22.34		p-value	0.034										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	11	3.6%	-0.3	40	13.0%	1.0	113	36.8%	1.0	113	36.8%	-0.6	30	9.8%	-1.3	307
Female	14	2.9%	-1.1	52	10.7%	-0.2	157	32.4%	-0.5	200	41.2%	0.8	62	12.8%	0.3	485
Nonbinary/Other	3	30.0%	4.2	0	0.0%	-1.1	2	20.0%	-0.7	4	40.0%	0.0	1	10.0%	-0.2	10
Prefer not to answer	6	9.1%	2.1	4	6.1%	-1.2	20	30.3%	-0.5	22	33.3%	-0.7	14	21.2%	2.1	66
TOTAL	34	3.9%	---	96	11.1%	---	292	33.6%	---	339	39.1%	---	107	12.3%	---	868
	Chi-square		**36.45**		**p-value**	**<0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	14	4.6%	-0.8	42	13.7%	0.7	101	32.9%	-0.3	116	37.8%	0.8	34	11.1%	-0.9	307
Female	25	5.2%	-0.5	55	11.3%	-0.6	172	35.5%	0.6	171	35.3%	0.1	62	12.8%	-0.1	485
Nonbinary/Other	3	30.0%	3.2	1	10.0%	-0.2	2	20.0%	-0.8	2	20.0%	-0.8	2	20.0%	0.6	10
Prefer not to answer	7	10.6%	1.7	9	13.6%	0.3	20	30.3%	-0.5	15	22.7%	-1.7	15	22.7%	2.2	66
TOTAL	49	5.6%	---	107	12.3%	---	295	34.0%	---	304	35.0%	---	113	13.0%	---	868
	Chi-square		**26.70**		**p-value**	**0.009**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	23	7.5%	-1.8	40	13.0%	-0.9	103	33.6%	1.0	99	32.2%	1.2	42	13.7%	-0.6	307
Female	55	11.3%	0.3	78	16.1%	0.6	146	30.1%	-0.2	133	27.4%	-0.5	73	15.1%	0.0	485
Nonbinary/Other	4	40.0%	2.8	0	0.0%	-1.2	2	20.0%	-0.6	3	30.0%	0.1	1	10.0%	-0.4	10
Prefer not to answer	12	18.2%	1.8	12	18.2%	0.7	14	21.2%	-1.4	13	19.7%	-1.3	15	22.7%	1.6	66
TOTAL	94	10.8%	---	130	15.0%	---	265	30.5%	---	248	28.6%	---	131	15.1%	---	868
	Chi-square		**27.37**		**p-value**	**0.007**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	32	10.4%	-0.7	42	13.7%	-0.7	99	32.2%	1.1	95	30.9%	0.7	39	12.7%	-1.2	307
Female	52	10.7%	-0.7	83	17.1%	1.1	134	27.6%	-0.5	138	28.5%	-0.1	78	16.1%	0.4	485
Nonbinary/Other	4	40.0%	2.6	0	0.0%	-1.2	2	20.0%	-0.5	3	30.0%	0.1	1	10.0%	-0.4	10
Prefer not to answer	14	21.2%	2.2	7	10.6%	-1.0	15	22.7%	-0.9	14	21.2%	-1.1	16	24.2%	1.8	66
TOTAL	102	11.8%	---	132	15.2%	---	250	28.8%	---	250	28.8%	---	134	15.4%	---	868
	Chi-square		**26.35**		**p-value**	**0.010**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	19	6.2%	-0.8	34	11.1%	-0.8	98	31.9%	0.7	116	37.8%	0.3	40	13.0%	-0.2	307
Female	34	7.0%	-0.3	68	14.0%	0.8	145	29.9%	0.0	177	36.5%	-0.1	61	12.6%	-0.5	485
Nonbinary/Other	3	30.0%	2.6	0	0.0%	-1.1	3	30.0%	0.0	3	30.0%	-0.3	1	10.0%	-0.3	10
Prefer not to answer	8	12.1%	1.4	8	12.1%	-0.1	13	19.7%	-1.5	22	33.3%	-0.4	15	22.7%	2.0	66
TOTAL	64	7.4%	---	110	12.7%	---	259	29.8%	---	318	36.6%	---	117	13.5%	---	868
	Chi-square		20.00		p-value	0.067										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Diploma (as a whole)															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	25	8.1%	-1.2	54	17.6%	-1.7	129	42.0%	-0.3	92	30.0%	2.9	7	2.3%	0.0	307
Female	49	10.1%	-0.1	120	24.7%	1.2	214	44.1%	0.4	90	18.6%	-1.7	12	2.5%	0.2	485
Nonbinary/Other	1	10.0%	0.0	1	10.0%	-0.8	6	60.0%	0.8	2	20.0%	-0.1	0	0.0%	-0.5	10
Prefer not to answer	14	21.2%	2.8	18	27.3%	0.9	24	36.4%	-0.8	9	13.6%	-1.5	1	1.5%	-0.4	66
TOTAL	89	10.3%	---	193	22.2%	---	373	43.0%	---	193	22.2%	---	20	2.3%	---	868
	Chi-square		30.31		p-value	0.003										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...High School & Beyond Plan															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	36	11.7%	-3.0	66	21.5%	-1.6	126	41.0%	2.7	63	20.5%	2.1	16	5.2%	-0.9	307
Female	100	20.6%	0.7	140	28.9%	1.1	138	28.5%	-1.5	69	14.2%	-0.8	38	7.8%	1.1	485
Nonbinary/Other	3	30.0%	0.8	3	30.0%	0.2	2	20.0%	-0.7	2	20.0%	0.3	0	0.0%	-0.8	10
Prefer not to answer	28	42.4%	4.3	19	28.8%	0.4	14	21.2%	-1.6	2	3.0%	-2.6	3	4.5%	-0.6	66
TOTAL	167	19.2%	---	228	26.3%	---	280	32.3%	---	136	15.7%	---	57	6.6%	---	868
	Chi-square		60.35		p-value	<0.001										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Credit & Subject Area Requirements															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	33	10.7%	-0.7	77	25.1%	-0.7	117	38.1%	-0.2	64	20.8%	1.5	16	5.2%	0.8	307
Female	52	10.7%	-0.9	133	27.4%	0.0	205	42.3%	1.2	74	15.3%	-1.1	21	4.3%	0.1	485
Nonbinary/Other	3	30.0%	1.6	3	30.0%	0.2	1	10.0%	-1.5	3	30.0%	1.0	0	0.0%	-0.7	10
Prefer not to answer	18	27.3%	3.5	24	36.4%	1.4	15	22.7%	-2.1	9	13.6%	-0.7	0	0.0%	-1.7	66
TOTAL	106	12.2%	---	237	27.3%	---	338	38.9%	---	150	17.3%	---	37	4.3%	---	868
	Chi-square		35.62		p-value	<0.001										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Graduation Pathway Options															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	34	11.1%	-2.7	68	22.1%	-0.3	99	32.2%	-0.2	88	28.7%	3.3	18	5.9%	-0.5	307
Female	97	20.0%	1.3	103	21.2%	-0.8	169	34.8%	0.8	80	16.5%	-1.8	36	7.4%	0.7	485
Nonbinary/Other	2	20.0%	0.2	3	30.0%	0.5	2	20.0%	-0.7	3	30.0%	0.7	0	0.0%	-0.8	10
Prefer not to answer	19	28.8%	2.2	25	37.9%	2.5	15	22.7%	-1.4	4	6.1%	-2.6	3	4.5%	-0.6	66
TOTAL	152	17.5%	---	199	22.9%	---	285	32.8%	---	175	20.2%	---	57	6.6%	---	868
	Chi-square		**47.40**		**p-value**	**<0.001**										

Should Washington students be provided with more or less of the following learning opportunities...Direct learning experiences that connect to work.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	239	77.9%	-0.4	55	17.9%	0.9	7	2.3%	0.9	6	2.0%	-0.6	307
Female	400	82.5%	0.6	70	14.4%	-0.8	4	0.8%	-1.4	11	2.3%	-0.4	485
Nonbinary/Other	6	60.0%	-0.7	1	10.0%	-0.5	1	10.0%	2.1	2	20.0%	3.5	10
Prefer not to answer	49	74.2%	-0.5	12	18.2%	0.5	2	3.0%	0.9	3	4.5%	1.0	66
TOTAL	694	80.0%	---	138	15.9%	---	14	1.6%	---	22	2.5%	---	868
	Chi-square		**24.73**		**p-value**	**0.003**							

Should Washington students be provided with more or less of the following learning opportunities...Interdisciplinary (multi-subject area) learning.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	153	49.8%	-0.7	122	39.7%	0.7	20	6.5%	-0.3	12	3.9%	1.1	307
Female	276	56.9%	1.3	172	35.5%	-0.7	27	5.6%	-1.1	10	2.1%	-1.1	485
Nonbinary/Other	5	50.0%	-0.1	2	20.0%	-0.9	3	30.0%	2.8	0	0.0%	-0.5	10
Prefer not to answer	24	36.4%	-1.8	29	43.9%	0.9	10	15.2%	2.5	3	4.5%	0.8	66
TOTAL	458	52.8%	---	325	37.4%	---	60	6.9%	---	25	2.9%	---	868
	Chi-square		**26.66**		**p-value**	**0.002**							

Should Washington students be provided with more or less of the following learning opportunities...Learning and practicing employability skills.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	210	68.4%	-1.6	84	27.4%	2.8	8	2.6%	0.3	5	1.6%	0.6	307
Female	396	81.6%	1.4	75	15.5%	-2.3	9	1.9%	-0.7	5	1.0%	-0.5	485
Nonbinary/Other	6	60.0%	-0.6	2	20.0%	0.0	1	10.0%	1.6	1	10.0%	2.5	10
Prefer not to answer	50	75.8%	0.0	14	21.2%	0.2	2	3.0%	0.4	0	0.0%	-0.9	66
TOTAL	662	76.3%	---	175	20.2%	---	20	2.3%	---	11	1.3%	---	868
	Chi-square		**28.57**		**p-value**	**0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Opportunities for students to work on real-world problems.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	223	72.6%	-0.9	62	20.2%	0.9	17	5.5%	1.7	5	1.6%	0.4	307
Female	390	80.4%	0.9	79	16.3%	-0.9	9	1.9%	-2.1	7	1.4%	0.1	485
Nonbinary/Other	8	80.0%	0.1	0	0.0%	-1.3	2	20.0%	2.7	0	0.0%	-0.4	10
Prefer not to answer	47	71.2%	-0.5	15	22.7%	0.9	4	6.1%	1.0	0	0.0%	-1.0	66
TOTAL	668	77.0%	---	156	18.0%	---	32	3.7%	---	12	1.4%	---	868
	Chi-square		**22.72**		**p-value**	**0.007**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are college ready.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	130	42.3%	2.1	129	42.0%	-1.2	33	10.7%	-1.6	15	4.9%	0.9	307
Female	159	32.8%	-1.0	239	49.3%	0.9	71	14.6%	0.3	16	3.3%	-0.7	485
Nonbinary/Other	1	10.0%	-1.3	5	50.0%	0.2	4	40.0%	2.2	0	0.0%	-0.6	10
Prefer not to answer	17	25.8%	-1.3	31	47.0%	0.1	15	22.7%	1.8	3	4.5%	0.3	66
TOTAL	307	35.4%	---	404	46.5%	---	123	14.2%	---	34	3.9%	---	868
	Chi-square		**23.24**		**p-value**	**0.006**							

Should Washington students be provided with more or less of the following learning opportunities…Supporting students in pursuing their own interests.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	183	59.6%	-1.3	98	31.9%	1.2	20	6.5%	1.8	6	2.0%	0.5	307
Female	338	69.7%	1.1	128	26.4%	-0.8	12	2.5%	-2.0	7	1.4%	-0.3	485
Nonbinary/Other	7	70.0%	0.2	1	10.0%	-1.1	2	20.0%	2.4	0	0.0%	-0.4	10
Prefer not to answer	42	63.6%	-0.2	19	28.8%	0.1	4	6.1%	0.7	1	1.5%	-0.1	66
TOTAL	570	65.7%	---	246	28.3%	---	38	4.4%	---	14	1.6%	---	868
	Chi-square		**19.90**		**p-value**	**0.019**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are well prepared particularly in math and English.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	137	44.6%	0.5	147	47.9%	0.2	19	6.2%	-1.5	4	1.3%	-0.1	307
Female	204	42.1%	-0.3	234	48.2%	0.4	41	8.5%	-0.1	6	1.2%	-0.3	485
Nonbinary/Other	2	20.0%	-1.1	5	50.0%	0.1	2	20.0%	1.2	1	10.0%	2.3	10
Prefer not to answer	29	43.9%	0.1	23	34.8%	-1.5	13	19.7%	3.1	1	1.5%	0.1	66
TOTAL	372	42.9%	---	409	47.1%	---	75	8.6%	---	12	1.4%	---	868
	Chi-square		**22.28**		**p-value**	**0.008**							

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Problem Solving Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	2	0.7%	0.2	20	6.5%	1.7	7	2.3%	0.9	95	30.9%	2.2	183	59.6%	-1.9	307
Female	1	0.2%	-1.1	18	3.7%	-0.8	4	0.8%	-1.4	106	21.9%	-1.2	354	73.3%	1.2	483
Nonbinary/Other	1	10.0%	3.9	0	0.0%	-0.7	0	0.0%	-0.4	2	20.0%	-0.3	7	70.0%	0.0	10
Prefer not to answer	1	1.5%	1.0	1	1.5%	-1.1	3	4.5%	1.9	10	15.2%	-1.5	51	77.3%	0.8	66
TOTAL	5	0.6%	---	39	4.5%	---	14	1.6%	---	213	24.6%	---	595	68.7%	---	866
	Chi-square		**43.85**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Ability to Collaborate															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	1	0.3%	0.3	23	7.5%	0.3	8	2.6%	0.8	111	36.2%	0.3	164	53.4%	-0.5	307
Female	1	0.2%	-0.1	28	5.8%	-1.0	7	1.4%	-0.8	169	35.0%	-0.1	278	57.6%	0.6	483
Nonbinary/Other	0	0.0%	-0.2	1	10.0%	0.4	0	0.0%	-0.4	4	40.0%	0.3	5	50.0%	-0.2	10
Prefer not to answer	0	0.0%	-0.4	9	13.6%	2.0	2	3.0%	0.6	21	31.8%	-0.5	34	51.5%	-0.4	66
TOTAL	2	0.2%	---	61	7.0%	---	17	2.0%	---	305	35.2%	---	481	55.5%	---	866
	Chi-square		**8.75**		**p-value**	**0.724**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Communication Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	0	0.0%	---	12	3.9%	1.7	6	2.0%	1.1	76	24.8%	0.3	213	69.4%	-0.6	307
Female	0	0.0%	---	6	1.2%	-1.7	4	0.8%	-0.9	111	23.0%	-0.5	362	74.9%	0.7	483
Nonbinary/Other	0	0.0%	---	0	0.0%	-0.5	0	0.0%	-0.4	5	50.0%	1.7	5	50.0%	-0.8	10
Prefer not to answer	0	0.0%	---	3	4.5%	1.1	1	1.5%	0.2	16	24.2%	0.0	46	69.7%	-0.2	66
TOTAL	0	0.0%	---	21	2.4%	---	11	1.3%	---	208	24.0%	---	626	72.3%	---	866
	Chi-square		13.75		p-value	0.131										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Leadership																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	3	1.0%	-0.5	32	10.5%	-1.9	40	13.1%	0.0	143	46.7%	0.3	88	28.8%	1.1	306
Female	6	1.2%	-0.1	79	16.4%	1.0	61	12.7%	-0.2	221	45.9%	0.2	114	23.7%	-0.8	481
Nonbinary/Other	0	0.0%	-0.4	1	10.0%	-0.4	1	10.0%	-0.3	4	40.0%	-0.3	4	40.0%	0.9	10
Prefer not to answer	2	3.0%	1.3	14	21.2%	1.4	11	16.7%	0.8	24	36.4%	-1.1	15	22.7%	-0.5	66
TOTAL	11	1.3%	---	126	14.6%	---	113	13.1%	---	392	45.4%	---	221	25.6%	---	863
	Chi-square		13.82		p-value	0.312										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Initiative																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	2	0.7%	0.2	23	7.6%	-0.3	25	8.2%	1.6	137	45.1%	0.7	117	38.5%	-1.2	304
Female	3	0.6%	0.1	40	8.3%	0.1	26	5.4%	-0.6	195	40.5%	-0.7	218	45.2%	0.8	482
Nonbinary/Other	0	0.0%	-0.2	1	10.0%	0.2	1	10.0%	0.5	6	60.0%	0.9	2	20.0%	-1.1	10
Prefer not to answer	0	0.0%	-0.6	6	9.1%	0.3	0	0.0%	-2.0	28	42.4%	0.0	32	48.5%	0.7	66
TOTAL	5	0.6%	---	70	8.1%	---	52	6.0%	---	366	42.5%	---	369	42.8%	---	862
	Chi-square		**13.09**		**p-value**	**0.362**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Attention to Detail																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	1	0.3%	0.3	23	7.5%	-0.3	16	5.2%	0.6	130	42.3%	-1.1	137	44.6%	1.1	307
Female	1	0.2%	-0.1	37	7.7%	-0.2	20	4.1%	-0.4	234	48.5%	0.6	190	39.4%	-0.4	482
Nonbinary/Other	0	0.0%	-0.1	1	11.1%	0.3	0	0.0%	-0.6	7	77.8%	1.4	1	11.1%	-1.4	9
Prefer not to answer	0	0.0%	-0.4	8	12.1%	1.2	3	4.5%	0.0	32	48.5%	0.2	23	34.8%	-0.7	66
TOTAL	2	0.2%	---	69	8.0%	---	39	4.5%	---	403	46.6%	---	351	40.6%	---	864
	Chi-square		**10.22**		**p-value**	**0.597**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	2	0.7%	-0.1	33	10.7%	-0.1	28	9.1%	1.1	147	47.9%	-0.9	97	31.6%	0.7	307
Female	3	0.6%	-0.2	53	11.0%	0.1	33	6.8%	-0.5	256	53.0%	0.4	138	28.6%	-0.3	483
Nonbinary/Other	0	0.0%	-0.2	2	25.0%	1.2	0	0.0%	-0.8	3	37.5%	-0.6	3	37.5%	0.4	8
Prefer not to answer	1	1.5%	0.8	6	9.2%	-0.4	3	4.6%	-0.8	40	61.5%	1.1	15	23.1%	-0.9	65
TOTAL	6	0.7%	---	94	10.9%	---	64	7.4%	---	446	51.7%	---	253	29.3%	---	863
	Chi-square		**9.34**		**p-value**	**0.673**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Four Year Degree																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	55	18.0%	-1.1	79	25.8%	-1.3	77	25.2%	1.0	56	18.3%	0.0	39	12.7%	2.5	306
Female	94	19.5%	-0.7	156	32.4%	1.0	110	22.8%	0.2	89	18.5%	0.1	33	6.8%	-1.3	482
Nonbinary/Other	2	22.2%	0.1	5	55.6%	1.4	0	0.0%	-1.4	1	11.1%	-0.5	1	11.1%	0.3	9
Prefer not to answer	29	44.6%	4.2	18	27.7%	-0.3	6	9.2%	-2.2	11	16.9%	-0.2	1	1.5%	-1.9	65
TOTAL	180	20.9%	---	258	29.9%	---	193	22.4%	---	157	18.2%	---	74	8.6%	---	862
	Chi-square		**44.14**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Organizational Ability																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	4	1.3%	0.7	29	9.5%	-0.5	26	8.5%	1.3	164	53.6%	0.1	83	27.1%	-0.6	306
Female	2	0.4%	-1.2	49	10.1%	-0.1	26	5.4%	-1.0	258	53.4%	0.1	148	30.6%	0.7	483
Nonbinary/Other	0	0.0%	-0.3	2	22.2%	1.1	0	0.0%	-0.8	5	55.6%	0.1	2	22.2%	-0.4	9
Prefer not to answer	2	3.1%	1.8	9	13.8%	0.9	5	7.7%	0.3	32	49.2%	-0.4	17	26.2%	-0.4	65
TOTAL	8	0.9%	---	89	10.3%	---	57	6.6%	---	459	53.2%	---	250	29.0%	---	863
	Chi-square		12.24		p-value	0.427										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Creativity & Innovation																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	6	2.0%	-0.3	43	14.1%	-1.5	49	16.0%	2.2	114	37.3%	-1.1	94	30.7%	1.1	306
Female	10	2.1%	-0.2	93	19.3%	0.9	46	9.5%	-1.4	208	43.2%	0.7	125	25.9%	-0.6	482
Nonbinary/Other	0	0.0%	-0.4	2	22.2%	0.3	1	11.1%	-0.1	4	44.4%	0.2	2	22.2%	-0.3	9
Prefer not to answer	3	4.7%	1.3	13	20.3%	0.5	5	7.8%	-0.9	28	43.8%	0.3	15	23.4%	-0.6	64
TOTAL	19	2.2%	---	151	17.5%	---	101	11.7%	---	354	41.1%	---	236	27.4%	---	861
	Chi-square		16.85		p-value	0.155										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Timeliness																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	4	1.3%	1.7	19	6.2%	-0.2	24	7.8%	0.8	131	42.7%	1.0	129	42.0%	-1.3	307
Female	1	0.2%	-1.1	32	6.6%	0.1	31	6.4%	-0.1	176	36.5%	-0.9	242	50.2%	0.9	482
Nonbinary/Other	0	0.0%	-0.2	1	11.1%	0.5	0	0.0%	-0.8	7	77.8%	1.9	1	11.1%	-1.6	9
Prefer not to answer	0	0.0%	-0.6	4	6.2%	-0.1	2	3.1%	-1.1	23	35.4%	-0.5	36	55.4%	1.0	65
TOTAL	5	0.6%	---	56	6.5%	---	57	6.6%	---	337	39.0%	---	408	47.3%	---	863
	Chi-square		**18.81**		**p-value**	**0.093**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Critical Thinking																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	2	0.7%	0.9	20	6.5%	1.0	15	4.9%	0.8	110	35.8%	0.4	160	52.1%	-0.9	307
Female	1	0.2%	-0.5	22	4.6%	-0.6	17	3.5%	-0.5	160	33.2%	-0.5	282	58.5%	0.7	482
Nonbinary/Other	0	0.0%	-0.2	0	0.0%	-0.7	1	11.1%	1.1	1	11.1%	-1.2	7	77.8%	0.9	9
Prefer not to answer	0	0.0%	-0.5	3	4.7%	-0.2	1	1.6%	-1.0	26	40.6%	0.8	34	53.1%	-0.3	64
TOTAL	3	0.3%	---	45	5.2%	---	34	3.9%	---	297	34.5%	---	483	56.0%	---	862
	Chi-square		**10.97**		**p-value**	**0.532**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Two Year Degree																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	53	17.3%	0.0	70	22.8%	-2.6	74	24.1%	0.6	81	26.4%	1.0	29	9.4%	3.0	307
Female	77	16.0%	-0.7	165	34.2%	1.2	110	22.8%	0.2	114	23.7%	0.1	16	3.3%	-2.0	482
Nonbinary/Other	2	22.2%	0.3	4	44.4%	0.7	1	11.1%	-0.7	2	22.2%	-0.1	0	0.0%	-0.7	9
Prefer not to answer	18	27.7%	2.0	30	46.2%	2.2	9	13.8%	-1.5	6	9.2%	-2.4	2	3.1%	-0.8	65
TOTAL	150	17.4%	---	269	31.2%	---	194	22.5%	---	203	23.5%	---	47	5.4%	---	863
	Chi-square		**42.15**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Work Experience																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	10	3.3%	-0.2	53	17.3%	-1.3	50	16.3%	1.0	115	37.5%	-0.5	79	25.7%	1.1	307
Female	11	2.3%	-1.4	108	22.4%	0.8	65	13.5%	-0.4	193	40.0%	0.3	106	21.9%	-0.3	483
Nonbinary/Other	0	0.0%	-0.6	1	11.1%	-0.6	0	0.0%	-1.1	6	66.7%	1.3	2	22.2%	0.0	9
Prefer not to answer	9	13.6%	4.4	17	25.8%	0.9	7	10.6%	-0.8	24	36.4%	-0.4	9	13.6%	-1.5	66
TOTAL	30	3.5%	---	179	20.7%	---	122	14.1%	---	338	39.1%	---	196	22.7%	---	865
	Chi-square		**34.57**		**p-value**	**0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Math Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	9	2.9%	-0.7	58	19.0%	-1.6	39	12.7%	1.1	126	41.2%	-0.7	74	24.2%	2.3	306
Female	15	3.1%	-0.7	124	25.8%	1.1	50	10.4%	-0.2	218	45.3%	0.5	74	15.4%	-1.6	481
Nonbinary/Other	1	12.5%	1.3	4	50.0%	1.6	0	0.0%	-0.9	3	37.5%	-0.3	0	0.0%	-1.2	8
Prefer not to answer	7	10.6%	2.9	15	22.7%	-0.1	3	4.5%	-1.5	30	45.5%	0.2	11	16.7%	-0.3	66
TOTAL	32	3.7%	---	201	23.3%	---	92	10.7%	---	377	43.8%	---	159	18.5%	---	861
	Chi-square		32.01		p-value	0.001										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Certifications																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	25	8.1%	-0.3	58	18.9%	-2.4	60	19.5%	-0.3	109	35.5%	0.9	55	17.9%	2.6	307
Female	42	8.7%	0.0	146	30.2%	1.9	102	21.1%	0.4	146	30.2%	-0.9	47	9.7%	-1.8	483
Nonbinary/Other	1	11.1%	0.2	5	55.6%	1.7	1	11.1%	-0.6	1	11.1%	-1.1	1	11.1%	-0.1	9
Prefer not to answer	7	10.6%	0.5	15	22.7%	-0.5	12	18.2%	-0.4	25	37.9%	0.8	7	10.6%	-0.5	66
TOTAL	75	8.7%	---	224	25.9%	---	175	20.2%	---	281	32.5%	---	110	12.7%	---	865
	Chi-square		27.48		p-value	0.007										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Test Taking																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	66	21.5%	-3.9	71	23.1%	-0.3	54	17.6%	0.7	72	23.5%	2.5	44	14.3%	4.1	307
Female	197	40.8%	2.3	118	24.4%	0.2	78	16.1%	0.0	68	14.1%	-1.8	22	4.6%	-2.5	483
Nonbinary/Other	6	66.7%	1.6	2	22.2%	-0.1	0	0.0%	-1.2	1	11.1%	-0.5	0	0.0%	-0.8	9
Prefer not to answer	31	47.0%	1.7	16	24.2%	0.1	7	10.6%	-1.1	11	16.7%	-0.2	1	1.5%	-1.8	66
TOTAL	300	34.7%	---	207	23.9%	---	139	16.1%	---	152	17.6%	---	67	7.7%	---	865
	Chi-square		**66.56**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Flexibility																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	5	1.6%	2.0	23	7.5%	-1.0	18	5.9%	1.0	151	49.2%	0.0	110	35.8%	-0.2	307
Female	0	0.0%	-1.8	43	8.9%	-0.2	21	4.4%	-0.3	239	49.7%	0.2	178	37.0%	0.2	481
Nonbinary/Other	0	0.0%	-0.3	1	11.1%	0.2	1	11.1%	0.9	5	55.6%	0.3	2	22.2%	-0.7	9
Prefer not to answer	1	1.5%	0.8	12	18.2%	2.4	0	0.0%	-1.7	28	42.4%	-0.8	25	37.9%	0.2	66
TOTAL	6	0.7%	---	79	9.2%	---	40	4.6%	---	423	49.0%	---	315	36.5%	---	863
	Chi-square		**21.02**		**p-value**	**0.050**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...English Language Arts Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	14	4.6%	1.2	35	11.5%	-1.4	45	14.8%	2.9	139	45.6%	-0.3	72	23.6%	-0.7	305
Female	11	2.3%	-1.3	73	15.1%	0.3	38	7.9%	-1.2	232	48.0%	0.4	129	26.7%	0.4	483
Nonbinary/Other	0	0.0%	-0.5	3	33.3%	1.5	0	0.0%	-0.9	5	55.6%	0.4	1	11.1%	-0.9	9
Prefer not to answer	4	6.1%	1.2	15	22.7%	1.7	0	0.0%	-2.5	27	40.9%	-0.7	20	30.3%	0.7	66
TOTAL	29	3.4%	---	126	14.6%	---	83	9.6%	---	403	46.7%	---	222	25.7%	---	863
	Chi-square		32.08		p-value	0.001										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Foreign Language																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Male	69	22.5%	-0.2	67	21.8%	-2.3	64	20.8%	0.9	75	24.4%	0.7	32	10.4%	2.2	307
Female	108	22.5%	-0.2	153	31.8%	1.2	86	17.9%	-0.3	108	22.5%	0.0	26	5.4%	-1.4	481
Nonbinary/Other	0	0.0%	-1.4	6	66.7%	2.1	1	11.1%	-0.5	1	11.1%	-0.7	1	11.1%	0.5	9
Prefer not to answer	21	31.8%	1.5	24	36.4%	1.1	9	13.6%	-0.9	10	15.2%	-1.3	2	3.0%	-1.2	66
TOTAL	198	22.9%	---	250	29.0%	---	160	18.5%	---	194	22.5%	---	61	7.1%	---	863
	Chi-square		30.05		p-value	0.003										

Table F3. Chi-square test results for questions comparing Stakeholder Survey respondent ethnicity:

Are you familiar with the current high school graduation pathway options available in the state of Washington?										
	Yes			No			Unsure			N
Respondent Ethnicity	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	47	56.6%	-0.8	21	25.3%	0.6	15	18.1%	1.0	83
Not Hispanic/Latinx	442	62.6%	-0.4	168	23.8%	0.8	96	13.6%	-0.2	706
Prefer not to answer	65	82.3%	2.1	5	6.3%	-3.0	9	11.4%	-0.6	79
TOTAL	554	63.8%	---	194	22.4%	---	120	13.8%	---	868
	Chi-square		**16.56**		**p-value**	**0.002**				

Are you familiar with the Profile of a Graduate?										
	Yes			No			Unsure			N
Respondent Ethnicity	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	43	51.8%	1.1	30	36.1%	-0.2	10	12.0%	-1.3	83
Not Hispanic/Latinx	303	42.9%	-0.4	271	38.4%	0.3	132	18.7%	0.2	706
Prefer not to answer	36	45.6%	0.2	26	32.9%	-0.7	17	21.5%	0.7	79
TOTAL	382	44.0%	---	327	37.7%	---	159	18.3%	---	868
	Chi-square		**4.28**		**p-value**	**0.369**				

Are the current graduation pathway options relevant to all students?										
	Yes			No			Unsure			N
Respondent Ethnicity	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	19	40.4%	0.4	17	36.2%	-1.4	11	23.4%	2.1	47
Not Hispanic/Latinx	168	38.0%	0.4	225	50.9%	0.1	49	11.1%	-0.8	442
Prefer not to answer	17	26.2%	-1.4	39	60.0%	1.1	9	13.8%	0.3	65
TOTAL	204	36.8%	---	281	50.7%	---	69	12.5%	---	554
	Chi-square		**10.70**		**p-value**	**0.030**				

Are the current graduation pathway options relevant to you?										
	Yes			No			Unsure			N
Respondent Ethnicity	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	15	78.9%	0.3	2	10.5%	-0.1	2	10.5%	-0.5	19
Not Hispanic/Latinx	54	72.0%	-0.1	9	12.0%	0.2	12	16.0%	0.1	75
Prefer not to answer	2	66.7%	-0.1	0	0.0%	-0.6	1	33.3%	0.8	3
TOTAL	71	73.2%	---	11	11.3%	---	15	15.5%	---	97
	Chi-square		**1.43**		**p-value**	**0.839**				

Are you familiar with the High School and Beyond Plan?										
	Yes			No			Unsure			N
Respondent Ethnicity	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	45	54.2%	-0.6	19	22.9%	-0.8	19	22.9%	2.3	83
Not Hispanic/Latinx	409	57.9%	-0.4	208	29.5%	1.2	89	12.6%	-0.8	706
Prefer not to answer	59	74.7%	1.8	9	11.4%	-2.7	11	13.9%	0.1	79
TOTAL	513	59.1%	---	236	27.2%	---	119	13.7%	---	868
	Chi-square		**18.63**		**p-value**	**0.001**				

Earning a high school diploma prepares a student for success after high school.																
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	7	8.4%	1.2	9	10.8%	0.1	14	16.9%	-0.2	33	39.8%	0.2	20	24.1%	-0.7	83
Not Hispanic/Latinx	35	5.0%	-0.5	71	10.1%	-0.4	127	18.0%	0.2	273	38.7%	0.2	200	28.3%	0.2	706
Prefer not to answer	5	6.3%	0.3	12	15.2%	1.3	13	16.5%	-0.3	26	32.9%	-0.8	23	29.1%	0.2	79
TOTAL	47	5.4%	---	92	10.6%	---	154	17.7%	---	332	38.2%	---	243	28.0%	---	868
	Chi-square		**4.88**		**p-value**	**0.770**										

Solid employability skills are necessary for success after high school.																
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	0.2	1	1.2%	0.0	13	15.7%	2.2	38	45.8%	1.2	30	36.1%	-1.9	83
Not Hispanic/Latinx	7	1.0%	-0.1	8	1.1%	0.0	59	8.4%	-0.2	260	36.8%	-0.5	372	52.7%	0.5	706
Prefer not to answer	1	1.3%	0.2	1	1.3%	0.1	2	2.5%	-1.8	31	39.2%	0.2	44	55.7%	0.5	79
TOTAL	9	1.0%	---	10	1.2%	---	74	8.5%	---	329	37.9%	---	446	51.4%	---	868
	Chi-square		**14.29**		**p-value**	**0.075**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	14	16.9%	-1.4	15	18.1%	-0.5	21	25.3%	-0.9	24	28.9%	3.3	9	10.8%	0.5	83
Not Hispanic/Latinx	162	22.9%	-0.7	148	21.0%	0.2	235	33.3%	1.0	97	13.7%	-0.8	64	9.1%	-0.1	706
Prefer not to answer	34	43.0%	3.4	16	20.3%	-0.1	14	17.7%	-2.1	8	10.1%	-1.1	7	8.9%	-0.1	79
TOTAL	210	24.2%	---	179	20.6%	---	270	31.1%	---	129	14.9%	---	80	9.2%	---	868
	Chi-square		**33.81**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	14	16.9%	-1.1	14	16.9%	-1.0	21	25.3%	-0.7	25	30.1%	2.8	9	10.8%	0.8	83
Not Hispanic/Latinx	145	20.5%	-1.0	165	23.4%	0.6	220	31.2%	0.8	119	16.9%	-0.3	57	8.1%	-0.3	706
Prefer not to answer	35	44.3%	4.1	14	17.7%	-0.9	16	20.3%	-1.5	7	8.9%	-1.8	7	8.9%	0.1	79
TOTAL	194	22.4%	---	193	22.2%	---	257	29.6%	---	151	17.4%	---	73	8.4%	---	868
	Chi-square		**36.68**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	21	25.3%	-1.7	8	9.6%	-1.7	23	27.7%	0.8	23	27.7%	3.4	8	9.6%	0.3	83
Not Hispanic/Latinx	258	36.5%	0.0	127	18.0%	0.5	167	23.7%	0.1	93	13.2%	-0.5	61	8.6%	-0.1	706
Prefer not to answer	39	49.4%	1.9	15	19.0%	0.4	14	17.7%	-1.1	4	5.1%	-2.1	7	8.9%	0.0	79
TOTAL	318	36.6%	---	150	17.3%	---	204	23.5%	---	120	13.8%	---	76	8.8%	---	868
	Chi-square		**27.57**		**p-value**	**0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	23	27.7%	-2.2	11	13.3%	-0.3	20	24.1%	1.1	19	22.9%	2.5	10	12.0%	0.6	83
Not Hispanic/Latinx	316	44.8%	0.3	105	14.9%	0.3	131	18.6%	-0.1	86	12.2%	-0.5	68	9.6%	-0.3	706
Prefer not to answer	43	54.4%	1.4	9	11.4%	-0.7	11	13.9%	-1.0	7	8.9%	-1.0	9	11.4%	0.4	79
TOTAL	382	44.0%	---	125	14.4%	---	162	18.7%	---	112	12.9%	---	87	10.0%	---	868
	Chi-square		**18.30**		**p-value**	**0.019**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	22	26.5%	-2.1	8	9.6%	-1.2	18	21.7%	0.6	25	30.1%	3.6	10	12.0%	0.4	83
Not Hispanic/Latinx	296	41.9%	0.3	110	15.6%	0.6	134	19.0%	0.1	97	13.7%	-0.8	69	9.8%	-0.6	706
Prefer not to answer	39	49.4%	1.1	10	12.7%	-0.5	11	13.9%	-1.0	7	8.9%	-1.4	12	15.2%	1.3	79
TOTAL	357	41.1%	---	128	14.7%	---	163	18.8%	---	129	14.9%	---	91	10.5%	---	868
	Chi-square		**26.86**		**p-value**	**0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	18	21.7%	-1.9	18	21.7%	0.1	14	16.9%	-0.9	24	28.9%	3.5	9	10.8%	0.5	83
Not Hispanic/Latinx	241	34.1%	0.0	146	20.7%	-0.2	159	22.5%	0.7	96	13.6%	-0.6	64	9.1%	-0.1	706
Prefer not to answer	37	46.8%	1.9	18	22.8%	0.4	12	15.2%	-1.2	5	6.3%	-1.9	7	8.9%	-0.1	79
TOTAL	296	34.1%	---	182	21.0%	---	185	21.3%	---	125	14.4%	---	80	9.2%	---	868
	Chi-square		**26.62**		**p-value**	**0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	14	16.9%	-1.3	14	16.9%	-1.1	20	24.1%	-0.4	26	31.3%	2.8	9	10.8%	0.6	83
Not Hispanic/Latinx	169	23.9%	0.0	166	23.5%	0.5	194	27.5%	0.5	119	16.9%	-0.8	58	8.2%	-0.5	706
Prefer not to answer	24	30.4%	1.2	17	21.5%	-0.2	16	20.3%	-1.1	13	16.5%	-0.4	9	11.4%	0.8	79
TOTAL	207	23.8%	---	197	22.7%	---	230	26.5%	---	158	18.2%	---	76	8.8%	---	868
	Chi-square		**16.17**		**p-value**	**0.040**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	16	19.3%	-0.6	11	13.3%	-1.5	21	25.3%	-0.9	24	28.9%	3.0	11	13.3%	1.0	83
Not Hispanic/Latinx	152	21.5%	-0.6	162	22.9%	1.2	226	32.0%	0.4	102	14.4%	-0.9	64	9.1%	-0.5	706
Prefer not to answer	28	35.4%	2.4	8	10.1%	-2.1	23	29.1%	-0.3	11	13.9%	-0.4	9	11.4%	0.5	79
TOTAL	196	22.6%	---	181	20.9%	---	270	31.1%	---	137	15.8%	---	84	9.7%	---	868
	Chi-square		**27.51**		**p-value**	**0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	22	26.5%	-1.9	11	13.3%	-0.8	24	28.9%	1.2	17	20.5%	2.7	9	10.8%	0.3	83
Not Hispanic/Latinx	288	40.8%	0.4	124	17.6%	0.3	157	22.2%	-0.2	71	10.1%	-0.5	66	9.3%	-0.4	706
Prefer not to answer	36	45.6%	0.8	13	16.5%	-0.1	15	19.0%	-0.7	5	6.3%	-1.2	10	12.7%	0.8	79
TOTAL	346	39.9%	---	148	17.1%	---	196	22.6%	---	93	10.7%	---	85	9.8%	---	868
	Chi-square		**17.30**		**p-value**	**0.027**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	24	28.9%	-2.3	9	10.8%	-0.8	22	26.5%	1.6	18	21.7%	3.0	10	12.0%	0.5	83
Not Hispanic/Latinx	336	47.6%	0.6	102	14.4%	0.2	129	18.3%	-0.3	71	10.1%	-0.6	68	9.6%	-0.4	706
Prefer not to answer	40	50.6%	0.6	12	15.2%	0.2	12	15.2%	-0.7	5	6.3%	-1.2	10	12.7%	0.7	79
TOTAL	400	46.1%	---	123	14.2%	---	163	18.8%	---	94	10.8%	---	88	10.1%	---	868
	Chi-square		**21.91**		**p-value**	**0.005**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	24	28.9%	-2.2	11	13.3%	-0.1	22	26.5%	1.6	16	19.3%	2.1	10	12.0%	0.3	83
Not Hispanic/Latinx	328	46.5%	0.5	98	13.9%	0.1	130	18.4%	-0.2	77	10.9%	-0.5	73	10.3%	-0.4	706
Prefer not to answer	40	50.6%	0.7	10	12.7%	-0.3	11	13.9%	-1.0	7	8.9%	-0.7	11	13.9%	0.8	79
TOTAL	392	45.2%	---	119	13.7%	---	163	18.8%	---	100	11.5%	---	94	10.8%	---	868
	Chi-square		**15.43**		**p-value**	**0.051**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	15	18.1%	-2.5	14	16.9%	-0.9	25	30.1%	1.5	20	24.1%	2.9	9	10.8%	0.4	83
Not Hispanic/Latinx	247	35.0%	0.5	158	22.4%	0.6	153	21.7%	-0.4	82	11.6%	-0.9	66	9.3%	-0.2	706
Prefer not to answer	33	41.8%	1.2	13	16.5%	-0.9	16	20.3%	-0.4	9	11.4%	-0.3	8	10.1%	0.2	79
TOTAL	295	34.0%	---	185	21.3%	---	194	22.4%	---	111	12.8%	---	83	9.6%	---	868
	Chi-square		**21.75**		**p-value**	**0.005**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	6	7.2%	0.5	8	9.6%	-1.0	26	31.3%	-0.7	36	43.4%	1.1	7	8.4%	0.2	83
Not Hispanic/Latinx	33	4.7%	-1.3	98	13.9%	0.1	268	38.0%	0.8	253	35.8%	-0.3	54	7.6%	-0.2	706
Prefer not to answer	12	15.2%	3.4	13	16.5%	0.7	20	25.3%	-1.6	27	34.2%	-0.3	7	8.9%	0.3	79
TOTAL	51	5.9%	---	119	13.7%	---	314	36.2%	---	316	36.4%	---	68	7.8%	---	868
	Chi-square		**20.30**		**p-value**	**0.009**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	2	2.4%	-1.3	13	15.7%	0.4	22	26.5%	-1.6	39	47.0%	1.9	7	8.4%	0.1	83
Not Hispanic/Latinx	37	5.2%	-0.8	96	13.6%	-0.2	279	39.5%	1.0	239	33.9%	-0.3	55	7.8%	-0.4	706
Prefer not to answer	13	16.5%	3.8	12	15.2%	0.3	23	29.1%	-1.2	22	27.8%	-1.0	9	11.4%	1.0	79
TOTAL	52	6.0%	---	121	13.9%	---	324	37.3%	---	300	34.6%	---	71	8.2%	---	868
	Chi-square		**28.12**		**p-value**	**<0.001**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	5	6.0%	-1.4	14	16.9%	0.1	20	24.1%	-1.6	36	43.4%	2.4	8	9.6%	0.1	83
Not Hispanic/Latinx	74	10.5%	-0.4	117	16.6%	0.1	256	36.3%	0.9	199	28.2%	-0.5	60	8.5%	-0.6	706
Prefer not to answer	16	20.3%	2.5	11	13.9%	-0.5	21	26.6%	-1.2	19	24.1%	-0.9	12	15.2%	1.7	79
TOTAL	95	10.9%	---	142	16.4%	---	297	34.2%	---	254	29.3%	---	80	9.2%	---	868
	Chi-square		**23.37**		**p-value**	**0.003**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	9	10.8%	-1.8	9	10.8%	-1.3	25	30.1%	0.2	30	36.1%	2.4	10	12.0%	0.4	83
Not Hispanic/Latinx	136	19.3%	-0.3	128	18.1%	0.8	214	30.3%	0.6	158	22.4%	-0.6	70	9.9%	-0.6	706
Prefer not to answer	27	34.2%	2.9	9	11.4%	-1.2	14	17.7%	-1.9	16	20.3%	-0.6	13	16.5%	1.6	79
TOTAL	172	19.8%	---	146	16.8%	---	253	29.1%	---	204	23.5%	---	93	10.7%	---	868
	Chi-square		**28.83**		**p-value**	**<0.001**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	8	9.6%	-1.7	14	16.9%	0.0	25	30.1%	-0.1	25	30.1%	1.3	11	13.3%	0.6	83
Not Hispanic/Latinx	123	17.4%	-0.1	125	17.7%	0.5	222	31.4%	0.3	163	23.1%	-0.2	73	10.3%	-0.7	706
Prefer not to answer	22	27.8%	2.2	8	10.1%	-1.5	21	26.6%	-0.7	15	19.0%	-0.8	13	16.5%	1.4	79
TOTAL	153	17.6%	---	147	16.9%	---	268	30.9%	---	203	23.4%	---	97	11.2%	---	868
	Chi-square		**15.70**		**p-value**	**0.047**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	5	6.0%	-1.4	11	13.3%	-0.9	25	30.1%	-0.3	34	41.0%	1.8	8	9.6%	0.0	83
Not Hispanic/Latinx	75	10.6%	-0.4	127	18.0%	0.5	230	32.6%	0.4	209	29.6%	-0.3	65	9.2%	-0.3	706
Prefer not to answer	17	21.5%	2.8	11	13.9%	-0.7	21	26.6%	-0.8	20	25.3%	-0.8	10	12.7%	0.9	79
TOTAL	97	11.2%	---	149	17.2%	---	276	31.8%	---	263	30.3%	---	83	9.6%	---	868
	Chi-square		**16.88**		**p-value**	**0.031**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	5	6.0%	-1.0	7	8.4%	-1.9	27	32.5%	0.3	31	37.3%	1.8	13	15.7%	0.1	83
Not Hispanic/Latinx	56	7.9%	-1.1	129	18.3%	0.7	229	32.4%	0.7	185	26.2%	-0.6	107	15.2%	-0.2	706
Prefer not to answer	19	24.1%	4.3	13	16.5%	-0.2	12	15.2%	-2.5	21	26.6%	-0.1	14	17.7%	0.5	79
TOTAL	80	9.2%	---	149	17.2%	---	268	30.9%	---	237	27.3%	---	134	15.4%	---	868
	Chi-square		**35.88**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	5	6.0%	-0.9	7	8.4%	-2.0	28	33.7%	0.5	30	36.1%	1.6	13	15.7%	0.0	83
Not Hispanic/Latinx	55	7.8%	-1.2	131	18.6%	0.7	224	31.7%	0.5	190	26.9%	-0.1	106	15.0%	-0.4	706
Prefer not to answer	19	24.1%	4.4	14	17.7%	0.0	14	17.7%	-2.1	15	19.0%	-1.4	17	21.5%	1.3	79
TOTAL	79	9.1%	---	152	17.5%	---	266	30.6%	---	235	27.1%	---	136	15.7%	---	868
	Chi-square		**37.13**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	7	8.4%	-1.7	8	9.6%	-1.8	29	34.9%	1.0	25	30.1%	1.9	14	16.9%	0.1	83
Not Hispanic/Latinx	107	15.2%	-0.5	136	19.3%	0.9	213	30.2%	0.4	139	19.7%	-0.5	111	15.7%	-0.5	706
Prefer not to answer	24	30.4%	3.2	11	13.9%	-0.8	12	15.2%	-2.3	14	17.7%	-0.5	18	22.8%	1.4	79
TOTAL	138	15.9%	---	155	17.9%	---	254	29.3%	---	178	20.5%	---	143	16.5%	---	868
	Chi-square		**31.07**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	9	10.8%	-2.7	18	21.7%	0.5	18	21.7%	0.0	23	27.7%	3.1	15	18.1%	0.0	83
Not Hispanic/Latinx	185	26.2%	0.0	138	19.5%	0.1	164	23.2%	0.8	96	13.6%	-0.8	123	17.4%	-0.3	706
Prefer not to answer	33	41.8%	2.7	12	15.2%	-0.8	8	10.1%	-2.2	9	11.4%	-0.8	17	21.5%	0.8	79
TOTAL	227	26.2%	---	168	19.4%	---	190	21.9%	---	128	14.7%	---	155	17.9%	---	868
	Chi-square		**32.70**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	10	12.0%	-2.2	11	13.3%	-0.7	25	30.1%	1.1	21	25.3%	1.9	16	19.3%	0.2	83
Not Hispanic/Latinx	169	23.9%	-0.1	121	17.1%	0.4	176	24.9%	0.4	113	16.0%	-0.4	127	18.0%	-0.3	706
Prefer not to answer	30	38.0%	2.5	12	15.2%	-0.3	9	11.4%	-2.3	10	12.7%	-0.9	18	22.8%	0.9	79
TOTAL	209	24.1%	---	144	16.6%	---	210	24.2%	---	144	16.6%	---	161	18.5%	---	868
	Chi-square		**24.41**		**p-value**	**0.002**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	9	10.8%	-1.2	13	15.7%	-1.1	21	25.3%	-0.2	27	32.5%	2.7	13	15.7%	-0.3	83
Not Hispanic/Latinx	107	15.2%	-0.5	153	21.7%	0.3	198	28.0%	1.0	130	18.4%	-0.7	118	16.7%	-0.3	706
Prefer not to answer	22	27.8%	2.7	18	22.8%	0.3	8	10.1%	-2.8	13	16.5%	-0.6	18	22.8%	1.2	79
TOTAL	138	15.9%	---	184	21.2%	---	227	26.2%	---	170	19.6%	---	149	17.2%	---	868
	Chi-square		**28.43**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	5	6.0%	-0.7	13	15.7%	-0.8	21	25.3%	-1.4	28	33.7%	2.4	16	19.3%	0.6	83
Not Hispanic/Latinx	48	6.8%	-1.2	141	20.0%	0.3	259	36.7%	1.0	148	21.0%	-0.3	110	15.6%	-0.6	706
Prefer not to answer	17	21.5%	4.2	15	19.0%	-0.1	20	25.3%	-1.4	10	12.7%	-1.7	17	21.5%	1.1	79
TOTAL	70	8.1%	---	169	19.5%	---	300	34.6%	---	186	21.4%	---	143	16.5%	---	868
	Chi-square		**35.95**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	5	6.0%	-0.8	12	14.5%	-1.0	24	28.9%	-0.9	27	32.5%	2.2	15	18.1%	0.4	83
Not Hispanic/Latinx	52	7.4%	-1.2	138	19.5%	0.2	257	36.4%	0.9	150	21.2%	-0.1	109	15.4%	-0.5	706
Prefer not to answer	18	22.8%	4.3	17	21.5%	0.5	18	22.8%	-1.8	9	11.4%	-1.9	17	21.5%	1.2	79
TOTAL	75	8.6%	---	167	19.2%	---	299	34.4%	---	186	21.4%	---	141	16.2%	---	868
	Chi-square		**36.46**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	6	7.2%	-1.6	13	15.7%	-1.0	27	32.5%	0.3	22	26.5%	1.9	15	18.1%	0.1	83
Not Hispanic/Latinx	95	13.5%	0.0	146	20.7%	-0.1	221	31.3%	0.4	126	17.8%	0.1	118	16.7%	-0.5	706
Prefer not to answer	16	20.3%	1.6	22	27.8%	1.4	16	20.3%	-1.6	6	7.6%	-2.1	19	24.1%	1.4	79
TOTAL	117	13.5%	---	181	20.9%	---	264	30.4%	---	154	17.7%	---	152	17.5%	---	868
	Chi-square		**21.40**		**p-value**	**0.006**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	8	9.6%	-2.2	16	19.3%	-0.1	22	26.5%	0.1	20	24.1%	2.0	17	20.5%	0.4	83
Not Hispanic/Latinx	146	20.7%	0.1	142	20.1%	0.2	187	26.5%	0.4	107	15.2%	-0.1	124	17.6%	-0.7	706
Prefer not to answer	24	30.4%	1.9	13	16.5%	-0.6	15	19.0%	-1.2	6	7.6%	-1.8	21	26.6%	1.6	79
TOTAL	178	20.5%	---	171	19.7%	---	224	25.8%	---	133	15.3%	---	162	18.7%	---	868
	Chi-square		**21.12**		**p-value**	**0.007**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	12	14.5%	-1.3	13	15.7%	-0.8	18	21.7%	-0.3	23	27.7%	2.4	17	20.5%	0.2	83
Not Hispanic/Latinx	146	20.7%	-0.2	143	20.3%	0.3	171	24.2%	0.6	116	16.4%	-0.3	130	18.4%	-0.6	706
Prefer not to answer	24	30.4%	1.8	15	19.0%	-0.1	12	15.2%	-1.5	7	8.9%	-1.7	21	26.6%	1.5	79
TOTAL	182	21.0%	---	171	19.7%	---	201	23.2%	---	146	16.8%	---	168	19.4%	---	868
	Chi-square		**19.85**		**p-value**	**0.011**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	8	9.6%	-1.2	16	19.3%	0.0	20	24.1%	-0.8	22	26.5%	1.7	17	20.5%	0.4	83
Not Hispanic/Latinx	100	14.2%	-0.3	134	19.0%	-0.2	213	30.2%	0.7	134	19.0%	0.2	125	17.7%	-0.6	706
Prefer not to answer	19	24.1%	2.2	18	22.8%	0.7	16	20.3%	-1.4	6	7.6%	-2.3	20	25.3%	1.4	79
TOTAL	127	14.6%	---	168	19.4%	---	249	28.7%	---	162	18.7%	---	162	18.7%	---	868
	Chi-square		**20.28**		**p-value**	**0.009**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	6	7.2%	-1.1	13	15.7%	-0.7	22	26.5%	-0.6	25	30.1%	1.7	17	20.5%	0.5	83
Not Hispanic/Latinx	75	10.6%	-0.5	142	20.1%	0.8	219	31.0%	0.5	144	20.4%	-0.7	126	17.8%	-0.3	706
Prefer not to answer	17	21.5%	2.7	8	10.1%	-1.8	20	25.3%	-0.8	18	22.8%	0.2	16	20.3%	0.4	79
TOTAL	98	11.3%	---	163	18.8%	---	261	30.1%	---	187	21.5%	---	159	18.3%	---	868
	Chi-square		**18.00**		**p-value**	**0.021**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	6	7.2%	-1.5	12	14.5%	-0.3	19	22.9%	-1.1	29	34.9%	2.4	17	20.5%	0.3	83
Not Hispanic/Latinx	87	12.3%	-0.6	119	16.9%	0.7	221	31.3%	0.9	149	21.1%	-0.8	130	18.4%	-0.4	706
Prefer not to answer	21	26.6%	3.3	6	7.6%	-1.8	16	20.3%	-1.5	18	22.8%	0.0	18	22.8%	0.8	79
TOTAL	114	13.1%	---	137	15.8%	---	256	29.5%	---	196	22.6%	---	165	19.0%	---	868
	Chi-square		**28.81**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	8	9.6%	-2.1	9	10.8%	-1.1	21	25.3%	0.2	28	33.7%	2.8	17	20.5%	0.0	83
Not Hispanic/Latinx	149	21.1%	0.6	116	16.4%	0.6	171	24.2%	0.1	130	18.4%	-0.9	140	19.8%	-0.3	706
Prefer not to answer	18	22.8%	0.5	10	12.7%	-0.7	16	20.3%	-0.7	15	19.0%	-0.2	20	25.3%	1.0	79
TOTAL	175	20.2%	---	135	15.6%	---	208	24.0%	---	173	19.9%	---	177	20.4%	---	868
	Chi-square		**17.47**		**p-value**	**0.026**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	13	15.7%	-1.7	12	14.5%	-0.3	20	24.1%	0.6	22	26.5%	2.1	16	19.3%	-0.4	83
Not Hispanic/Latinx	179	25.4%	0.2	115	16.3%	0.5	149	21.1%	-0.1	114	16.1%	-0.7	149	21.1%	-0.1	706
Prefer not to answer	24	30.4%	1.0	8	10.1%	-1.2	15	19.0%	-0.4	13	16.5%	-0.2	19	24.1%	0.6	79
TOTAL	216	24.9%	---	135	15.6%	---	184	21.2%	---	149	17.2%	---	184	21.2%	---	868
	Chi-square		**11.30**		**p-value**	**0.185**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	13	15.7%	-1.5	9	10.8%	-1.2	21	25.3%	0.8	24	28.9%	2.3	16	19.3%	-0.2	83
Not Hispanic/Latinx	170	24.1%	0.1	124	17.6%	1.0	149	21.1%	-0.2	121	17.1%	-0.7	142	20.1%	-0.2	706
Prefer not to answer	24	30.4%	1.2	6	7.6%	-1.9	16	20.3%	-0.2	13	16.5%	-0.4	20	25.3%	0.9	79
TOTAL	207	23.8%	---	139	16.0%	---	186	21.4%	---	158	18.2%	---	178	20.5%	---	868
	Chi-square		**17.18**		**p-value**	**0.028**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	13	15.7%	-0.4	7	8.4%	-2.0	19	22.9%	-0.5	26	31.3%	2.7	18	21.7%	0.1	83
Not Hispanic/Latinx	116	16.4%	-0.5	136	19.3%	1.1	188	26.6%	0.4	120	17.0%	-0.9	146	20.7%	-0.2	706
Prefer not to answer	21	26.6%	2.0	9	11.4%	-1.3	17	21.5%	-0.8	14	17.7%	-0.1	18	22.8%	0.4	79
TOTAL	150	17.3%	---	152	17.5%	---	224	25.8%	---	160	18.4%	---	182	21.0%	---	868
	Chi-square		**20.70**		**p-value**	**0.008**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	3	3.6%	-0.3	13	15.7%	1.3	23	27.7%	-0.5	32	38.6%	-0.6	12	14.5%	0.8	83
Not Hispanic/Latinx	23	3.3%	-1.4	78	11.0%	0.1	217	30.7%	0.1	311	44.1%	0.6	77	10.9%	-0.6	706
Prefer not to answer	12	15.2%	4.6	4	5.1%	-1.6	25	31.6%	0.2	26	32.9%	-1.3	12	15.2%	0.9	79
TOTAL	38	4.4%	---	95	10.9%	---	265	30.5%	---	369	42.5%	---	101	11.6%	---	868
	Chi-square		**31.84**		**p-value**	**<0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	6	7.2%	1.5	10	12.0%	0.3	24	28.9%	-0.7	33	39.8%	0.1	10	12.0%	-0.1	83
Not Hispanic/Latinx	16	2.3%	-2.2	82	11.6%	0.4	247	35.0%	0.6	278	39.4%	0.1	83	11.8%	-0.4	706
Prefer not to answer	12	15.2%	5.1	4	5.1%	-1.6	21	26.6%	-1.1	28	35.4%	-0.5	14	17.7%	1.4	79
TOTAL	34	3.9%	---	96	11.1%	---	292	33.6%	---	339	39.1%	---	107	12.3%	---	868
	Chi-square		**40.15**		**p-value**	**<0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	4	4.8%	-0.3	15	18.1%	1.5	19	22.9%	-1.7	33	39.8%	0.7	12	14.5%	0.4	83
Not Hispanic/Latinx	33	4.7%	-1.1	85	12.0%	-0.2	249	35.3%	0.6	253	35.8%	0.4	86	12.2%	-0.6	706
Prefer not to answer	12	15.2%	3.6	7	8.9%	-0.9	27	34.2%	0.0	18	22.8%	-1.8	15	19.0%	1.5	79
TOTAL	49	5.6%	---	107	12.3%	---	295	34.0%	---	304	35.0%	---	113	13.0%	---	868
	Chi-square		**27.13**		**p-value**	**0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	7	8.4%	-0.7	11	13.3%	-0.4	27	32.5%	0.3	26	31.3%	0.5	12	14.5%	-0.1	83
Not Hispanic/Latinx	70	9.9%	-0.7	108	15.3%	0.2	219	31.0%	0.2	206	29.2%	0.3	103	14.6%	-0.3	706
Prefer not to answer	17	21.5%	2.9	11	13.9%	-0.2	19	24.1%	-1.0	16	20.3%	-1.4	16	20.3%	1.2	79
TOTAL	94	10.8%	---	130	15.0%	---	265	30.5%	---	248	28.6%	---	131	15.1%	---	868
	Chi-square		**14.60**		**p-value**	**0.067**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	7	8.4%	-0.9	11	13.3%	-0.5	17	20.5%	-1.4	33	39.8%	1.9	15	18.1%	0.6	83
Not Hispanic/Latinx	75	10.6%	-0.9	116	16.4%	0.8	214	30.3%	0.7	198	28.0%	-0.4	103	14.6%	-0.6	706
Prefer not to answer	20	25.3%	3.5	5	6.3%	-2.0	19	24.1%	-0.8	19	24.1%	-0.8	16	20.3%	1.1	79
TOTAL	102	11.8%	---	132	15.2%	---	250	28.8%	---	250	28.8%	---	134	15.4%	---	868
	Chi-square		**28.19**		**p-value**	**<0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	8	9.6%	0.8	9	10.8%	-0.5	23	27.7%	-0.4	32	38.6%	0.3	11	13.3%	-0.1	83
Not Hispanic/Latinx	45	6.4%	-1.0	91	12.9%	0.2	219	31.0%	0.6	260	36.8%	0.1	91	12.9%	-0.4	706
Prefer not to answer	11	13.9%	2.1	10	12.7%	0.0	17	21.5%	-1.4	26	32.9%	-0.5	15	19.0%	1.3	79
TOTAL	64	7.4%	---	110	12.7%	---	259	29.8%	---	318	36.6%	---	117	13.5%	---	868
	Chi-square		**11.02**		**p-value**	**0.201**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Diploma (as a whole)															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	14	16.9%	1.9	8	9.6%	-2.4	30	36.1%	-0.9	27	32.5%	2.0	4	4.8%	1.5	83
Not Hispanic/Latinx	59	8.4%	-1.6	163	23.1%	0.5	313	44.3%	0.6	155	22.0%	-0.2	16	2.3%	-0.1	706
Prefer not to answer	16	20.3%	2.8	22	27.8%	1.1	30	38.0%	-0.7	11	13.9%	-1.6	0	0.0%	-1.3	79
TOTAL	89	10.3%	---	193	22.2%	---	373	43.0%	---	193	22.2%	---	20	2.3%	---	868
	Chi-square		**33.20**		**p-value**	**<0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...High School & Beyond Plan															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	15	18.1%	-0.2	17	20.5%	-1.0	18	21.7%	-1.7	26	31.3%	3.6	7	8.4%	0.7	83
Not Hispanic/Latinx	119	16.9%	-1.4	192	27.2%	0.5	242	34.3%	0.9	108	15.3%	-0.2	45	6.4%	-0.2	706
Prefer not to answer	33	41.8%	4.6	19	24.1%	-0.4	20	25.3%	-1.1	2	2.5%	-2.9	5	6.3%	-0.1	79
TOTAL	167	19.2%	---	228	26.3%	---	280	32.3%	---	136	15.7%	---	57	6.6%	---	868
	Chi-square		**51.61**		**p-value**	**<0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Credit & Subject Area Requirements															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	12	14.5%	0.6	21	25.3%	-0.3	23	27.7%	-1.6	22	26.5%	2.0	5	6.0%	0.8	83
Not Hispanic/Latinx	74	10.5%	-1.3	191	27.1%	-0.1	293	41.5%	1.1	119	16.9%	-0.3	29	4.1%	-0.2	706
Prefer not to answer	20	25.3%	3.3	25	31.6%	0.7	22	27.8%	-1.6	9	11.4%	-1.3	3	3.8%	-0.2	79
TOTAL	106	12.2%	---	237	27.3%	---	338	38.9%	---	150	17.3%	---	37	4.3%	---	868
	Chi-square		**26.67**		**p-value**	**0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Graduation Pathway Options															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	11	13.3%	-0.9	16	19.3%	-0.7	25	30.1%	-0.4	25	30.1%	2.0	6	7.2%	0.2	83
Not Hispanic/Latinx	117	16.6%	-0.6	153	21.7%	-0.7	247	35.0%	1.0	146	20.7%	0.3	43	6.1%	-0.5	706
Prefer not to answer	24	30.4%	2.7	30	38.0%	2.8	13	16.5%	-2.5	4	5.1%	-3.0	8	10.1%	1.2	79
TOTAL	152	17.5%	---	199	22.9%	---	285	32.8%	---	175	20.2%	---	57	6.6%	---	868
	Chi-square		**40.03**		**p-value**	**<0.001**										

Should Washington students be provided with more or less of the following learning opportunities...Direct learning experiences that connect to work.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	63	75.9%	-0.4	13	15.7%	-0.1	4	4.8%	2.3	3	3.6%	0.6	83
Not Hispanic/Latinx	573	81.2%	0.4	112	15.9%	0.0	7	1.0%	-1.3	14	2.0%	-0.9	706
Prefer not to answer	58	73.4%	-0.6	13	16.5%	0.1	3	3.8%	1.5	5	6.3%	2.1	79
TOTAL	694	80.0%	---	138	15.9%	---	14	1.6%	---	22	2.5%	---	868
	Chi-square		**15.78**		**p-value**	**0.015**							

Should Washington students be provided with more or less of the following learning opportunities...Interdisciplinary (multi-subject area) learning.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	45	54.2%	0.2	30	36.1%	-0.2	5	6.0%	-0.3	3	3.6%	0.4	83
Not Hispanic/Latinx	389	55.1%	0.9	257	36.4%	-0.5	43	6.1%	-0.8	17	2.4%	-0.7	706
Prefer not to answer	24	30.4%	-2.7	38	48.1%	1.5	12	15.2%	2.8	5	6.3%	1.8	79
TOTAL	458	52.8%	---	325	37.4%	---	60	6.9%	---	25	2.9%	---	868
	Chi-square		**23.48**		**p-value**	**0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Learning and practicing employability skills.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	52	62.7%	-1.4	25	30.1%	2.0	3	3.6%	0.8	3	3.6%	1.9	83
Not Hispanic/Latinx	551	78.0%	0.5	134	19.0%	-0.7	13	1.8%	-0.8	8	1.1%	-0.3	706
Prefer not to answer	59	74.7%	-0.2	16	20.3%	0.0	4	5.1%	1.6	0	0.0%	-1.0	79
TOTAL	662	76.3%	---	175	20.2%	---	20	2.3%	---	11	1.3%	---	868
		Chi-square	**15.50**		**p-value**	**0.017**							

Should Washington students be provided with more or less of the following learning opportunities…Opportunities for students to work on real-world problems.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	57	68.7%	-0.9	18	21.7%	0.8	6	7.2%	1.7	2	2.4%	0.8	83
Not Hispanic/Latinx	558	79.0%	0.6	119	16.9%	-0.7	20	2.8%	-1.2	9	1.3%	-0.2	706
Prefer not to answer	53	67.1%	-1.0	19	24.1%	1.3	6	7.6%	1.8	1	1.3%	-0.1	79
TOTAL	668	77.0%	---	156	18.0%	---	32	3.7%	---	12	1.4%	---	868
		Chi-square	**13.08**		**p-value**	**0.042**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are college ready.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	34	41.0%	0.9	37	44.6%	-0.3	9	10.8%	-0.8	3	3.6%	-0.1	83
Not Hispanic/Latinx	252	35.7%	0.1	328	46.5%	0.0	99	14.0%	-0.1	27	3.8%	-0.1	706
Prefer not to answer	21	26.6%	-1.3	39	49.4%	0.4	15	19.0%	1.1	4	5.1%	0.5	79
TOTAL	307	35.4%	---	404	46.5%	---	123	14.2%	---	34	3.9%	---	868
	Chi-square		**4.94**		**p-value**	**0.552**							

Should Washington students be provided with more or less of the following learning opportunities…Supporting students in pursuing their own interests.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	52	62.7%	-0.3	23	27.7%	-0.1	5	6.0%	0.7	3	3.6%	1.4	83
Not Hispanic/Latinx	472	66.9%	0.4	199	28.2%	-0.1	25	3.5%	-1.1	10	1.4%	-0.4	706
Prefer not to answer	46	58.2%	-0.8	24	30.4%	0.3	8	10.1%	2.4	1	1.3%	-0.2	79
TOTAL	570	65.7%	---	246	28.3%	---	38	4.4%	---	14	1.6%	---	868
	Chi-square		**10.96**		**p-value**	**0.090**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are well prepared particularly in math and English.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	40	48.2%	0.7	34	41.0%	-0.8	5	6.0%	-0.8	4	4.8%	2.7	83
Not Hispanic/Latinx	292	41.4%	-0.6	350	49.6%	1.0	58	8.2%	-0.4	6	0.8%	-1.2	706
Prefer not to answer	40	50.6%	1.1	25	31.6%	-2.0	12	15.2%	2.0	2	2.5%	0.9	79
TOTAL	372	42.9%	---	409	47.1%	---	75	8.6%	---	12	1.4%	---	868
		Chi-square	**21.64**		**p-value**	**0.001**							

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?…Problem Solving Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	0.8	5	6.0%	0.7	3	3.6%	1.4	26	31.3%	1.2	48	57.8%	-1.2	83
Not Hispanic/Latinx	3	0.4%	-0.5	32	4.5%	0.1	8	1.1%	-1.0	174	24.7%	0.1	487	69.2%	0.2	704
Prefer not to answer	1	1.3%	0.8	2	2.5%	-0.8	3	3.8%	1.5	13	16.5%	-1.5	60	75.9%	0.8	79
TOTAL	5	0.6%	---	39	4.5%	---	14	1.6%	---	213	24.6%	---	595	68.7%	---	866
		Chi-square	**13.70**		**p-value**	**0.090**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Ability to Collaborate																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	1.8	8	9.6%	0.9	1	1.2%	-0.5	33	39.8%	0.7	40	48.2%	-0.9	83
Not Hispanic/Latinx	1	0.1%	-0.5	43	6.1%	-0.9	15	2.1%	0.3	246	34.9%	-0.1	399	56.7%	0.4	704
Prefer not to answer	0	0.0%	-0.4	10	12.7%	1.9	1	1.3%	-0.4	26	32.9%	-0.3	42	53.2%	-0.3	79
TOTAL	2	0.2%	---	61	7.0%	---	17	2.0%	---	305	35.2%	---	481	55.5%	---	866
	Chi-square		**11.25**		**p-value**	**0.188**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Communication Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	0	0.0%	---	3	3.6%	0.7	2	2.4%	0.9	25	30.1%	1.1	53	63.9%	-0.9	83
Not Hispanic/Latinx	0	0.0%	---	16	2.3%	-0.3	8	1.1%	-0.3	163	23.2%	-0.5	517	73.4%	0.4	704
Prefer not to answer	0	0.0%	---	2	2.5%	0.1	1	1.3%	0.0	20	25.3%	0.2	56	70.9%	-0.1	79
TOTAL	0	0.0%	---	21	2.4%	---	11	1.3%	---	208	24.0%	---	626	72.3%	---	866
	Chi-square		**4.03**		**p-value**	**0.672**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Leadership																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	0	0.0%	-1.0	11	13.3%	-0.3	8	9.6%	-0.9	40	48.2%	0.4	24	28.9%	0.6	83
Not Hispanic/Latinx	8	1.1%	-0.3	102	14.6%	0.0	92	13.1%	0.0	322	45.9%	0.2	177	25.2%	-0.2	701
Prefer not to answer	3	3.8%	2.0	13	16.5%	0.4	13	16.5%	0.8	30	38.0%	-1.0	20	25.3%	-0.1	79
TOTAL	11	1.3%	---	126	14.6%	---	113	13.1%	---	392	45.4%	---	221	25.6%	---	863
	Chi-square		**8.37**		**p-value**	**0.398**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Initiative																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	0	0.0%	-0.7	5	6.0%	-0.7	10	12.0%	2.2	35	42.2%	0.0	33	39.8%	-0.4	83
Not Hispanic/Latinx	4	0.6%	0.0	60	8.6%	0.4	41	5.9%	-0.2	298	42.6%	0.0	297	42.4%	-0.2	700
Prefer not to answer	1	1.3%	0.8	5	6.3%	-0.6	1	1.3%	-1.7	33	41.8%	-0.1	39	49.4%	0.9	79
TOTAL	5	0.6%	---	70	8.1%	---	52	6.0%	---	366	42.5%	---	369	42.8%	---	862
	Chi-square		**11.06**		**p-value**	**0.198**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Attention to Detail															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	0	0.0%	-0.4	5	6.1%	-0.6	2	2.4%	-0.9	42	51.2%	0.6	33	40.2%	-0.1	82
Not Hispanic/Latinx	2	0.3%	0.3	53	7.5%	-0.4	34	4.8%	0.4	326	46.4%	-0.1	288	41.0%	0.1	703
Prefer not to answer	0	0.0%	-0.4	11	13.9%	1.9	3	3.8%	-0.3	35	44.3%	-0.3	30	38.0%	-0.4	79
TOTAL	2	0.2%	---	69	8.0%	---	39	4.5%	---	403	46.6%	---	351	40.6%	---	864
	Chi-square		**6.15**		**p-value**	**0.630**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	0.6	5	6.1%	-1.3	4	4.9%	-0.8	40	48.8%	-0.4	32	39.0%	1.6	82
Not Hispanic/Latinx	4	0.6%	-0.4	79	11.3%	0.3	58	8.3%	0.8	359	51.1%	-0.2	202	28.8%	-0.3	702
Prefer not to answer	1	1.3%	0.6	10	12.7%	0.5	2	2.5%	-1.6	47	59.5%	1.0	19	24.1%	-0.9	79
TOTAL	6	0.7%	---	94	10.9%	---	64	7.4%	---	446	51.7%	---	253	29.3%	---	863
	Chi-square		**11.39**		**p-value**	**0.181**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Four Year Degree																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	9	11.1%	-1.9	17	21.0%	-1.5	20	24.7%	0.4	22	27.2%	1.9	13	16.0%	2.3	81
Not Hispanic/Latinx	138	19.6%	-0.7	220	31.3%	0.7	166	23.6%	0.7	120	17.1%	-0.7	59	8.4%	-0.2	703
Prefer not to answer	33	42.3%	4.1	21	26.9%	-0.5	7	9.0%	-2.5	15	19.2%	0.2	2	2.6%	-1.8	78
TOTAL	180	20.9%	---	258	29.9%	---	193	22.4%	---	157	18.2%	---	74	8.6%	---	862
	Chi-square		**43.84**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Organizational Ability																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	0.3	6	7.3%	-0.8	11	13.4%	2.4	39	47.6%	-0.7	25	30.5%	0.3	82
Not Hispanic/Latinx	7	1.0%	0.2	71	10.1%	-0.2	40	5.7%	-0.9	382	54.3%	0.4	203	28.9%	0.0	703
Prefer not to answer	0	0.0%	-0.9	12	15.4%	1.4	6	7.7%	0.4	38	48.7%	-0.5	22	28.2%	-0.1	78
TOTAL	8	0.9%	---	89	10.3%	---	57	6.6%	---	459	53.2%	---	250	29.0%	---	863
	Chi-square		**11.35**		**p-value**	**0.183**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Creativity & Innovation																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	2	2.5%	0.2	9	11.1%	-1.4	8	9.9%	-0.5	38	46.9%	0.8	24	29.6%	0.4	81
Not Hispanic/Latinx	14	2.0%	-0.4	125	17.8%	0.2	85	12.1%	0.3	286	40.7%	-0.2	193	27.5%	0.0	703
Prefer not to answer	3	3.9%	1.0	17	22.1%	1.0	8	10.4%	-0.3	30	39.0%	-0.3	19	24.7%	-0.5	77
TOTAL	19	2.2%	---	151	17.5%	---	101	11.7%	---	354	41.1%	---	236	27.4%	---	861
	Chi-square		**5.58**		**p-value**	**0.695**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Timeliness																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	0.8	6	7.3%	0.3	9	11.0%	1.5	34	41.5%	0.3	32	39.0%	-1.1	82
Not Hispanic/Latinx	2	0.3%	-1.0	46	6.5%	0.0	47	6.7%	0.1	280	39.8%	0.3	329	46.7%	-0.2	704
Prefer not to answer	2	2.6%	2.3	4	5.2%	-0.4	1	1.3%	-1.8	23	29.9%	-1.3	47	61.0%	1.8	77
TOTAL	5	0.6%	---	56	6.5%	---	57	6.6%	---	337	39.0%	---	408	47.3%	---	863
	Chi-square		**19.19**		**p-value**	**0.014**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Critical Thinking																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	0	0.0%	-0.5	5	6.1%	0.3	2	2.4%	-0.7	32	39.0%	0.7	43	52.4%	-0.4	82
Not Hispanic/Latinx	3	0.4%	0.4	37	5.3%	0.0	30	4.3%	0.4	236	33.6%	-0.4	397	56.5%	0.2	703
Prefer not to answer	0	0.0%	-0.5	3	3.9%	-0.5	2	2.6%	-0.6	29	37.7%	0.5	43	55.8%	0.0	77
TOTAL	3	0.3%	---	45	5.2%	---	34	3.9%	---	297	34.5%	---	483	56.0%	---	862
	Chi-square		**3.17**		**p-value**	**0.923**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Two Year Degree																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	14	17.1%	-0.1	19	23.2%	-1.3	15	18.3%	-0.8	27	32.9%	1.8	7	8.5%	1.2	82
Not Hispanic/Latinx	115	16.4%	-0.7	216	30.7%	-0.2	170	24.2%	1.0	165	23.5%	0.0	37	5.3%	-0.2	703
Prefer not to answer	21	26.9%	2.0	34	43.6%	2.0	9	11.5%	-2.0	11	14.1%	-1.7	3	3.8%	-0.6	78
TOTAL	150	17.4%	---	269	31.2%	---	194	22.5%	---	203	23.5%	---	47	5.4%	---	863
	Chi-square		**23.68**		**p-value**	**0.003**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Work Experience																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	4	4.9%	0.7	11	13.4%	-1.4	10	12.2%	-0.5	33	40.2%	0.2	24	29.3%	1.3	82
Not Hispanic/Latinx	19	2.7%	-1.1	148	21.0%	0.2	104	14.8%	0.5	275	39.1%	0.0	158	22.4%	-0.1	704
Prefer not to answer	7	8.9%	2.6	20	25.3%	0.9	8	10.1%	-0.9	30	38.0%	-0.2	14	17.7%	-0.9	79
TOTAL	30	3.5%	---	179	20.7%	---	122	14.1%	---	338	39.1%	---	196	22.7%	---	865
	Chi-square		**15.07**		**p-value**	**0.058**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Math Skills																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	3	3.7%	0.0	14	17.1%	-1.2	8	9.8%	-0.3	41	50.0%	0.9	16	19.5%	0.2	82
Not Hispanic/Latinx	23	3.3%	-0.6	171	24.4%	0.6	75	10.7%	0.0	303	43.3%	-0.2	128	18.3%	-0.1	700
Prefer not to answer	6	7.6%	1.8	16	20.3%	-0.6	9	11.4%	0.2	33	41.8%	-0.3	15	19.0%	0.1	79
TOTAL	32	3.7%	---	201	23.3%	---	92	10.7%	---	377	43.8%	---	159	18.5%	---	861
	Chi-square		**6.62**		**p-value**	**0.578**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Certifications																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	10	12.2%	1.1	24	29.3%	0.6	15	18.3%	-0.4	21	25.6%	-1.1	12	14.6%	0.5	82
Not Hispanic/Latinx	57	8.1%	-0.5	180	25.6%	-0.2	148	21.0%	0.5	228	32.4%	0.0	91	12.9%	0.2	704
Prefer not to answer	8	10.1%	0.4	20	25.3%	-0.1	12	15.2%	-1.0	32	40.5%	1.3	7	8.9%	-1.0	79
TOTAL	75	8.7%	---	224	25.9%	---	175	20.2%	---	281	32.5%	---	110	12.7%	---	865
	Chi-square		**7.34**		**p-value**	**0.500**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Test Taking																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	19	23.2%	-1.8	24	29.3%	1.0	10	12.2%	-0.9	18	22.0%	0.9	11	13.4%	1.8	82
Not Hispanic/Latinx	245	34.8%	0.1	165	23.4%	-0.3	121	17.2%	0.7	119	16.9%	-0.4	54	7.7%	-0.1	704
Prefer not to answer	36	45.6%	1.6	18	22.8%	-0.2	8	10.1%	-1.3	15	19.0%	0.3	2	2.5%	-1.7	79
TOTAL	300	34.7%	---	207	23.9%	---	139	16.1%	---	152	17.6%	---	67	7.7%	---	865
	Chi-square		**17.32**		**p-value**	**0.027**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Flexibility															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	1	1.2%	0.6	6	7.3%	-0.5	5	6.1%	0.6	39	47.6%	-0.2	31	37.8%	0.2	82
Not Hispanic/Latinx	4	0.6%	-0.4	58	8.3%	-0.8	34	4.8%	0.3	350	49.9%	0.3	256	36.5%	0.0	702
Prefer not to answer	1	1.3%	0.6	15	19.0%	2.9	1	1.3%	-1.4	34	43.0%	-0.8	28	35.4%	-0.2	79
TOTAL	6	0.7%	---	79	9.2%	---	40	4.6%	---	423	49.0%	---	315	36.5%	---	863
	Chi-square		**13.26**		**p-value**	**0.103**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...English Language Arts Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	6	7.4%	2.0	13	16.0%	0.3	6	7.4%	-0.6	29	35.8%	-1.4	27	33.3%	1.4	81
Not Hispanic/Latinx	20	2.8%	-0.7	94	13.4%	-0.9	76	10.8%	1.0	343	48.8%	0.8	170	24.2%	-0.8	703
Prefer not to answer	3	3.8%	0.2	19	24.1%	2.2	1	1.3%	-2.4	31	39.2%	-1.0	25	31.6%	1.0	79
TOTAL	29	3.4%	---	126	14.6%	---	83	9.6%	---	403	46.7%	---	222	25.7%	---	863
	Chi-square		**24.62**		**p-value**	**0.002**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Foreign Language															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Hispanic/Latinx	10	12.2%	-2.0	17	20.7%	-1.4	13	15.9%	-0.6	26	31.7%	1.8	16	19.5%	4.2	82
Not Hispanic/Latinx	164	23.4%	0.2	204	29.1%	0.0	137	19.5%	0.6	153	21.8%	-0.4	44	6.3%	-0.8	702
Prefer not to answer	24	30.4%	1.4	29	36.7%	1.3	10	12.7%	-1.2	15	19.0%	-0.7	1	1.3%	-1.9	79
TOTAL	198	22.9%	---	250	29.0%	---	160	18.5%	---	194	22.5%	---	61	7.1%	---	863
	Chi-square		**37.84**		**p-value**	**<0.001**										

Table F4. Chi-square test results for questions comparing Stakeholder Survey respondent race:

Are you familiar with the current high school graduation pathway options available in the state of Washington?										
	Yes			No			Unsure			N
Respondent Race	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	375	63.7%	0.0	139	23.6%	0.6	75	12.7%	-0.7	589
Respondent of Color	74	54.0%	-1.4	39	28.5%	1.5	24	17.5%	1.2	137
Prefer not to answer	105	73.9%	1.5	16	11.3%	-2.8	21	14.8%	0.3	142
TOTAL	554	63.8%	---	194	22.4%	---	120	13.8%	---	868
	Chi-square		**16.81**		**p-value**	**0.002**				

Are you familiar with the Profile of a Graduate?										
	Yes			No			Unsure			N
Respondent Race	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	260	44.1%	0.0	223	37.9%	0.1	106	18.0%	-0.2	589
Respondent of Color	59	43.1%	-0.2	57	41.6%	0.8	21	15.3%	-0.8	137
Prefer not to answer	63	44.4%	0.1	47	33.1%	-0.9	32	22.5%	1.2	142
TOTAL	382	44.0%	---	327	37.7%	---	159	18.3%	---	868
	Chi-square		**3.47**		**p-value**	**0.482**				

Are the current graduation pathway options relevant to all students?										
	Yes			No			Unsure			N
Respondent Race	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	135	36.0%	-0.3	199	53.1%	0.6	41	10.9%	-0.8	375
Respondent of Color	35	47.3%	1.5	27	36.5%	-1.7	12	16.2%	0.9	74
Prefer not to answer	34	32.4%	-0.8	55	52.4%	0.2	16	15.2%	0.8	105
TOTAL	204	36.8%	---	281	50.7%	---	69	12.5%	---	554
	Chi-square		**8.45**		**p-value**	**0.077**				

Are the current graduation pathway options relevant to you?										
	Yes			No			Unsure			N
Respondent Race	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	37	66.1%	-0.6	10	17.9%	1.4	9	16.1%	0.1	56
Respondent of Color	27	79.4%	0.4	1	2.9%	-1.5	6	17.6%	0.3	34
Prefer not to answer	7	100.0%	0.8	0	0.0%	-0.9	0	0.0%	-1.0	7
TOTAL	71	73.2%	---	11	11.3%	---	15	15.5%	---	97
	Chi-square		**7.46**		**p-value**	**0.113**				

Are you familiar with the High School and Beyond Plan?										
	Yes			No			Unsure			N
Respondent Race	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	353	59.9%	0.3	169	28.7%	0.7	67	11.4%	-1.5	589
Respondent of Color	68	49.6%	-1.4	42	30.7%	0.8	27	19.7%	1.9	137
Prefer not to answer	92	64.8%	0.9	25	17.6%	-2.2	25	17.6%	1.3	142
TOTAL	513	59.1%	---	236	27.2%	---	119	13.7%	---	868
		Chi-square	**16.33**		**p-value**	**0.003**				

Earning a high school diploma prepares a student for success after high school.															
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Gender	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	32	5.4%	0.0	54	9.2%	-1.1	104	17.7%	0.0	226	38.4%	0.0	173	29.4%	0.6	589
Respondent of Color	9	6.6%	0.6	17	12.4%	0.7	26	19.0%	0.3	52	38.0%	-0.1	33	24.1%	-0.9	137
Prefer not to answer	6	4.2%	-0.6	21	14.8%	1.5	24	16.9%	-0.2	54	38.0%	0.0	37	26.1%	-0.4	142
TOTAL	47	5.4%	---	92	10.6%	---	154	17.7%	---	332	38.2%	---	243	28.0%	---	868
		Chi-square	**6.14**		**p-value**	**0.631**										

Solid employability skills are necessary for success after high school.															
	Strongly disagree			Disagree			Neutral			Agree			Strongly agree			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	3	0.5%	-1.3	7	1.2%	0.1	46	7.8%	-0.6	222	37.7%	-0.1	311	52.8%	0.5	589
Respondent of Color	6	4.4%	3.8	2	1.5%	0.3	15	10.9%	1.0	51	37.2%	-0.1	63	46.0%	-0.9	137
Prefer not to answer	0	0.0%	-1.2	1	0.7%	-0.5	13	9.2%	0.3	56	39.4%	0.3	72	50.7%	-0.1	142
TOTAL	9	1.0%	---	10	1.2%	---	74	8.5%	---	329	37.9%	---	446	51.4%	---	868
	Chi-square		**20.68**		**p-value**	**0.008**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	137	23.3%	-0.5	122	20.7%	0.0	191	32.4%	0.6	88	14.9%	0.0	51	8.7%	-0.4	589
Respondent of Color	28	20.4%	-0.9	26	19.0%	-0.4	46	33.6%	0.5	23	16.8%	0.6	14	10.2%	0.4	137
Prefer not to answer	45	31.7%	1.8	31	21.8%	0.3	33	23.2%	-1.7	18	12.7%	-0.7	15	10.6%	0.5	142
TOTAL	210	24.2%	---	179	20.6%	---	270	31.1%	---	129	14.9%	---	80	9.2%	---	868
	Chi-square		**9.45**		**p-value**	**0.306**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	129	21.9%	-0.2	132	22.4%	0.1	183	31.1%	0.7	97	16.5%	-0.5	48	8.1%	-0.2	589
Respondent of Color	20	14.6%	-1.9	31	22.6%	0.1	42	30.7%	0.2	35	25.5%	2.3	9	6.6%	-0.7	137
Prefer not to answer	45	31.7%	2.4	30	21.1%	-0.3	32	22.5%	-1.5	19	13.4%	-1.1	16	11.3%	1.2	142
TOTAL	194	22.4%	---	193	22.2%	---	257	29.6%	---	151	17.4%	---	73	8.4%	---	868
	Chi-square		**21.07**		**p-value**	**0.007**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	227	38.5%	0.8	97	16.5%	-0.5	137	23.3%	-0.1	75	12.7%	-0.7	53	9.0%	0.2	589
Respondent of Color	32	23.4%	-2.6	24	17.5%	0.1	40	29.2%	1.4	31	22.6%	2.8	10	7.3%	-0.6	137
Prefer not to answer	59	41.5%	1.0	29	20.4%	0.9	27	19.0%	-1.1	14	9.9%	-1.3	13	9.2%	0.2	142
TOTAL	318	36.6%	---	150	17.3%	---	204	23.5%	---	120	13.8%	---	76	8.8%	---	868
	Chi-square		**22.47**		**p-value**	**0.004**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	272	46.2%	0.8	80	13.6%	-0.5	108	18.3%	-0.2	74	12.6%	-0.2	55	9.3%	-0.5	589
Respondent of Color	40	29.2%	-2.6	27	19.7%	1.6	37	27.0%	2.3	20	14.6%	0.6	13	9.5%	-0.2	137
Prefer not to answer	70	49.3%	0.9	18	12.7%	-0.5	17	12.0%	-1.8	18	12.7%	-0.1	19	13.4%	1.3	142
TOTAL	382	44.0%	---	125	14.4%	---	162	18.7%	---	112	12.9%	---	87	10.0%	---	868
	Chi-square		**22.44**		**p-value**	**0.004**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	254	43.1%	0.8	91	15.4%	0.4	104	17.7%	-0.6	85	14.4%	-0.3	55	9.3%	-0.9	589
Respondent of Color	40	29.2%	-2.2	19	13.9%	-0.3	42	30.7%	3.2	25	18.2%	1.0	11	8.0%	-0.9	137
Prefer not to answer	63	44.4%	0.6	18	12.7%	-0.6	17	12.0%	-1.9	19	13.4%	-0.5	25	17.6%	2.6	142
TOTAL	357	41.1%	---	128	14.7%	---	163	18.8%	---	129	14.9%	---	91	10.5%	---	868
	Chi-square		**30.38**		**p-value**	**<0.001**										

To what extent does the State Assessment pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	211	35.8%	0.7	118	20.0%	-0.5	125	21.2%	0.0	83	14.1%	-0.2	52	8.8%	-0.3	589
Respondent of Color	30	21.9%	-2.4	31	22.6%	0.4	38	27.7%	1.6	28	20.4%	1.9	10	7.3%	-0.7	137
Prefer not to answer	55	38.7%	0.9	33	23.2%	0.6	22	15.5%	-1.5	14	9.9%	-1.4	18	12.7%	1.4	142
TOTAL	296	34.1%	---	182	21.0%	---	185	21.3%	---	125	14.4%	---	80	9.2%	---	868
	Chi-square		**21.10**		**p-value**	**0.007**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	136	23.1%	-0.4	146	24.8%	1.1	164	27.8%	0.6	94	16.0%	-1.3	49	8.3%	-0.4	589
Respondent of Color	29	21.2%	-0.6	21	15.3%	-1.8	39	28.5%	0.4	38	27.7%	2.6	10	7.3%	-0.6	137
Prefer not to answer	42	29.6%	1.4	30	21.1%	-0.4	27	19.0%	-1.7	26	18.3%	0.0	17	12.0%	1.3	142
TOTAL	207	23.8%	---	197	22.7%	---	230	26.5%	---	158	18.2%	---	76	8.8%	---	868
	Chi-square		**21.29**		**p-value**	**0.006**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	135	22.9%	0.2	133	22.6%	0.9	180	30.6%	-0.2	85	14.4%	-0.8	56	9.5%	-0.1	589
Respondent of Color	19	13.9%	-2.1	21	15.3%	-1.4	56	40.9%	2.1	30	21.9%	1.8	11	8.0%	-0.6	137
Prefer not to answer	42	29.6%	1.8	27	19.0%	-0.5	34	23.9%	-1.5	22	15.5%	-0.1	17	12.0%	0.9	142
TOTAL	196	22.6%	---	181	20.9%	---	270	31.1%	---	137	15.8%	---	84	9.7%	---	868
	Chi-square		**22.50**		**p-value**	**0.004**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	253	43.0%	1.2	97	16.5%	-0.3	135	22.9%	0.2	50	8.5%	-1.6	54	9.2%	-0.5	589
Respondent of Color	35	25.5%	-2.7	19	13.9%	-0.9	41	29.9%	1.8	30	21.9%	4.0	12	8.8%	-0.4	137
Prefer not to answer	58	40.8%	0.2	32	22.5%	1.6	20	14.1%	-2.1	13	9.2%	-0.6	19	13.4%	1.4	142
TOTAL	346	39.9%	---	148	17.1%	---	196	22.6%	---	93	10.7%	---	85	9.8%	---	868
	Chi-square		**41.06**		**p-value**	**<0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	290	49.2%	1.1	80	13.6%	-0.4	105	17.8%	-0.5	57	9.7%	-0.8	57	9.7%	-0.4	589
Respondent of Color	44	32.1%	-2.4	17	12.4%	-0.5	37	27.0%	2.2	26	19.0%	2.9	13	9.5%	-0.2	137
Prefer not to answer	66	46.5%	0.1	26	18.3%	1.3	21	14.8%	-1.1	11	7.7%	-1.1	18	12.7%	0.9	142
TOTAL	400	46.1%	---	123	14.2%	---	163	18.8%	---	94	10.8%	---	88	10.1%	---	868
	Chi-square		**27.11**		**p-value**	**0.001**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	274	46.5%	0.5	80	13.6%	-0.1	106	18.0%	-0.4	64	10.9%	-0.5	65	11.0%	0.2	589
Respondent of Color	47	34.3%	-1.9	21	15.3%	0.5	36	26.3%	2.0	23	16.8%	1.8	10	7.3%	-1.3	137
Prefer not to answer	71	50.0%	0.9	18	12.7%	-0.3	21	14.8%	-1.1	13	9.2%	-0.8	19	13.4%	0.9	142
TOTAL	392	45.2%	---	119	13.7%	---	163	18.8%	---	100	11.5%	---	94	10.8%	---	868
	Chi-square		**17.09**		**p-value**	**0.029**										

To what extent does the SAT/ACT pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	209	35.5%	0.6	132	22.4%	0.6	120	20.4%	-1.0	69	11.7%	-0.7	59	10.0%	0.4	589
Respondent of Color	33	24.1%	-2.0	23	16.8%	-1.1	47	34.3%	3.0	25	18.2%	1.8	9	6.6%	-1.1	137
Prefer not to answer	53	37.3%	0.7	30	21.1%	0.0	27	19.0%	-0.8	17	12.0%	-0.3	15	10.6%	0.4	142
TOTAL	295	34.0%	---	185	21.3%	---	194	22.4%	---	111	12.8%	---	83	9.6%	---	868
	Chi-square		**22.31**		**p-value**	**0.004**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	27	4.6%	-1.3	85	14.4%	0.5	213	36.2%	0.0	220	37.4%	0.4	44	7.5%	-0.3	589
Respondent of Color	6	4.4%	-0.7	15	10.9%	-0.9	53	38.7%	0.5	54	39.4%	0.6	9	6.6%	-0.5	137
Prefer not to answer	18	12.7%	3.3	19	13.4%	-0.1	48	33.8%	-0.5	42	29.6%	-1.3	15	10.6%	1.2	142
TOTAL	51	5.9%	---	119	13.7%	---	314	36.2%	---	316	36.4%	---	68	7.8%	---	868
	Chi-square		**18.86**		**p-value**	**0.016**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	29	4.9%	-1.1	80	13.6%	-0.2	236	40.1%	1.1	198	33.6%	-0.4	46	7.8%	-0.3	589
Respondent of Color	8	5.8%	-0.1	14	10.2%	-1.2	43	31.4%	-1.1	63	46.0%	2.3	9	6.6%	-0.7	137
Prefer not to answer	15	10.6%	2.2	27	19.0%	1.6	45	31.7%	-1.1	39	27.5%	-1.4	16	11.3%	1.3	142
TOTAL	52	6.0%	---	121	13.9%	---	324	37.3%	---	300	34.6%	---	71	8.2%	---	868
	Chi-square		**23.39**		**p-value**	**0.003**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	60	10.2%	-0.6	99	16.8%	0.3	211	35.8%	0.7	171	29.0%	-0.1	48	8.1%	-0.9	589
Respondent of Color	10	7.3%	-1.3	19	13.9%	-0.7	41	29.9%	-0.9	53	38.7%	2.0	14	10.2%	0.4	137
Prefer not to answer	25	17.6%	2.4	24	16.9%	0.2	45	31.7%	-0.5	30	21.1%	-1.8	18	12.7%	1.4	142
TOTAL	95	10.9%	---	142	16.4%	---	297	34.2%	---	254	29.3%	---	80	9.2%	---	868
	Chi-square		**19.89**		**p-value**	**0.011**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	110	18.7%	-0.6	110	18.7%	1.1	174	29.5%	0.2	137	23.3%	-0.1	58	9.8%	-0.6	589
Respondent of Color	19	13.9%	-1.6	18	13.1%	-1.1	49	35.8%	1.4	38	27.7%	1.0	13	9.5%	-0.4	137
Prefer not to answer	43	30.3%	2.8	18	12.7%	-1.2	30	21.1%	-1.8	29	20.4%	-0.8	22	15.5%	1.7	142
TOTAL	172	19.8%	---	146	16.8%	---	253	29.1%	---	204	23.5%	---	93	10.7%	---	868
	Chi-square		**24.93**		**p-value**	**0.002**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	96	16.3%	-0.8	108	18.3%	0.8	182	30.9%	0.0	143	24.3%	0.4	60	10.2%	-0.7	589
Respondent of Color	17	12.4%	-1.5	18	13.1%	-1.1	51	37.2%	1.3	36	26.3%	0.7	15	10.9%	-0.1	137
Prefer not to answer	40	28.2%	3.0	21	14.8%	-0.6	35	24.6%	-1.3	24	16.9%	-1.6	22	15.5%	1.5	142
TOTAL	153	17.6%	---	147	16.9%	---	268	30.9%	---	203	23.4%	---	97	11.2%	---	868
	Chi-square		**23.60**		**p-value**	**0.003**										

To what extent does the Dual Credit Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	64	10.9%	-0.2	106	18.0%	0.5	186	31.6%	-0.1	183	31.1%	0.3	50	8.5%	-0.8	589
Respondent of Color	7	5.1%	-2.1	22	16.1%	-0.3	45	32.8%	0.2	46	33.6%	0.7	17	12.4%	1.1	137
Prefer not to answer	26	18.3%	2.5	21	14.8%	-0.7	45	31.7%	0.0	34	23.9%	-1.4	16	11.3%	0.7	142
TOTAL	97	11.2%	---	149	17.2%	---	276	31.8%	---	263	30.3%	---	83	9.6%	---	868
	Chi-square		**16.69**		**p-value**	**0.034**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	46	7.8%	-1.1	106	18.0%	0.5	195	33.1%	1.0	150	25.5%	-0.9	92	15.6%	0.1	589
Respondent of Color	12	8.8%	-0.2	21	15.3%	-0.5	43	31.4%	0.1	48	35.0%	1.7	13	9.5%	-1.8	137
Prefer not to answer	22	15.5%	2.5	22	15.5%	-0.5	30	21.1%	-2.1	39	27.5%	0.0	29	20.4%	1.5	142
TOTAL	80	9.2%	---	149	17.2%	---	268	30.9%	---	237	27.3%	---	134	15.4%	---	868
	Chi-square		**22.60**		**p-value**	**0.004**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	47	8.0%	-0.9	110	18.7%	0.7	184	31.2%	0.3	160	27.2%	0.0	88	14.9%	-0.4	589
Respondent of Color	10	7.3%	-0.7	19	13.9%	-1.0	48	35.0%	0.9	47	34.3%	1.6	13	9.5%	-1.8	137
Prefer not to answer	22	15.5%	2.5	23	16.2%	-0.4	34	23.9%	-1.4	28	19.7%	-1.7	35	24.6%	2.7	142
TOTAL	79	9.1%	---	152	17.5%	---	266	30.6%	---	235	27.1%	---	136	15.7%	---	868
	Chi-square		**28.65**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	89	15.1%	-0.5	110	18.7%	0.5	180	30.6%	0.6	114	19.4%	-0.6	96	16.3%	-0.1	589
Respondent of Color	14	10.2%	-1.7	23	16.8%	-0.3	47	34.3%	1.1	41	29.9%	2.4	12	8.8%	-2.2	137
Prefer not to answer	35	24.6%	2.6	22	15.5%	-0.7	27	19.0%	-2.3	23	16.2%	-1.1	35	24.6%	2.4	142
TOTAL	138	15.9%	---	155	17.9%	---	254	29.3%	---	178	20.5%	---	143	16.5%	---	868
	Chi-square		**35.54**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	158	26.8%	0.3	115	19.5%	0.1	128	21.7%	-0.1	84	14.3%	-0.3	104	17.7%	-0.1	589
Respondent of Color	25	18.2%	-1.8	28	20.4%	0.3	40	29.2%	1.8	28	20.4%	1.7	16	11.7%	-1.7	137
Prefer not to answer	44	31.0%	1.1	25	17.6%	-0.5	22	15.5%	-1.6	16	11.3%	-1.1	35	24.6%	1.9	142
TOTAL	227	26.2%	---	168	19.4%	---	190	21.9%	---	128	14.7%	---	155	17.9%	---	868
	Chi-square		**21.84**		**p-value**	**0.005**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	143	24.3%	0.1	106	18.0%	0.8	143	24.3%	0.0	91	15.4%	-0.7	106	18.0%	-0.3	589
Respondent of Color	23	16.8%	-1.7	18	13.1%	-1.0	46	33.6%	2.2	33	24.1%	2.2	17	12.4%	-1.7	137
Prefer not to answer	43	30.3%	1.5	20	14.1%	-0.7	21	14.8%	-2.3	20	14.1%	-0.7	38	26.8%	2.3	142
TOTAL	209	24.1%	---	144	16.6%	---	210	24.2%	---	144	16.6%	---	161	18.5%	---	868
	Chi-square		**31.39**		**p-value**	**<0.001**										

To what extent does the AP/IB/Cambridge Tests/Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	91	15.4%	-0.3	135	22.9%	0.9	158	26.8%	0.3	109	18.5%	-0.6	96	16.3%	-0.5	589
Respondent of Color	17	12.4%	-1.0	17	12.4%	-2.2	47	34.3%	1.9	38	27.7%	2.2	18	13.1%	-1.1	137
Prefer not to answer	30	21.1%	1.6	32	22.5%	0.3	22	15.5%	-2.5	23	16.2%	-0.9	35	24.6%	2.2	142
TOTAL	138	15.9%	---	184	21.2%	---	227	26.2%	---	170	19.6%	---	149	17.2%	---	868
	Chi-square		**31.27**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge																
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	40	6.8%	-1.1	116	19.7%	0.1	207	35.1%	0.2	131	22.2%	0.4	95	16.1%	-0.2	589
Respondent of Color	8	5.8%	-0.9	23	16.8%	-0.7	55	40.1%	1.1	38	27.7%	1.6	13	9.5%	-2.0	137
Prefer not to answer	22	15.5%	3.1	30	21.1%	0.4	38	26.8%	-1.6	17	12.0%	-2.4	35	24.6%	2.4	142
TOTAL	70	8.1%	---	169	19.5%	---	300	34.6%	---	186	21.4%	---	143	16.5%	---	868
	Chi-square		**34.77**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	45	7.6%	-0.8	116	19.7%	0.3	212	36.0%	0.6	122	20.7%	-0.4	94	16.0%	-0.2	589
Respondent of Color	7	5.1%	-1.4	23	16.8%	-0.7	44	32.1%	-0.5	51	37.2%	4.0	12	8.8%	-2.2	137
Prefer not to answer	23	16.2%	3.1	28	19.7%	0.1	43	30.3%	-0.8	13	9.2%	-3.2	35	24.6%	2.5	142
TOTAL	75	8.6%	---	167	19.2%	---	299	34.4%	---	186	21.4%	---	141	16.2%	---	868
	Chi-square		**50.90**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	81	13.8%	0.2	117	19.9%	-0.5	189	32.1%	0.7	98	16.6%	-0.6	104	17.7%	0.1	589
Respondent of Color	10	7.3%	-2.0	27	19.7%	-0.3	46	33.6%	0.7	43	31.4%	3.8	11	8.0%	-2.7	137
Prefer not to answer	26	18.3%	1.6	37	26.1%	1.4	29	20.4%	-2.2	13	9.2%	-2.4	37	26.1%	2.4	142
TOTAL	117	13.5%	---	181	20.9%	---	264	30.4%	---	154	17.7%	---	152	17.5%	---	868
	Chi-square		**21.40**		**p-value**	**0.006**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	121	20.5%	0.0	111	18.8%	-0.5	158	26.8%	0.5	94	16.0%	0.4	105	17.8%	-0.5	589
Respondent of Color	19	13.9%	-1.7	34	24.8%	1.3	42	30.7%	1.1	27	19.7%	1.3	15	10.9%	-2.1	137
Prefer not to answer	38	26.8%	1.6	26	18.3%	-0.4	24	16.9%	-2.1	12	8.5%	-2.1	42	29.6%	3.0	142
TOTAL	178	20.5%	---	171	19.7%	---	224	25.8%	---	133	15.3%	---	162	18.7%	---	868
	Chi-square		**33.59**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	122	20.7%	-0.1	116	19.7%	0.0	145	24.6%	0.7	96	16.3%	-0.3	110	18.7%	-0.4	589
Respondent of Color	20	14.6%	-1.6	33	24.1%	1.2	34	24.8%	0.4	34	24.8%	2.3	16	11.7%	-2.0	137
Prefer not to answer	40	28.2%	1.9	22	15.5%	-1.1	22	15.5%	-1.9	16	11.3%	-1.6	42	29.6%	2.8	142
TOTAL	182	21.0%	---	171	19.7%	---	201	23.2%	---	146	16.8%	---	168	19.4%	---	868
	Chi-square		**32.99**		**p-value**	**<0.001**										

To what extent does the Transition Courses pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	82	13.9%	-0.5	113	19.2%	-0.1	172	29.2%	0.2	115	19.5%	0.5	107	18.2%	-0.3	589
Respondent of Color	16	11.7%	-0.9	26	19.0%	-0.1	45	32.8%	0.9	34	24.8%	1.7	16	11.7%	-1.9	137
Prefer not to answer	29	20.4%	1.8	29	20.4%	0.3	32	22.5%	-1.4	13	9.2%	-2.6	39	27.5%	2.4	142
TOTAL	127	14.6%	---	168	19.4%	---	249	28.7%	---	162	18.7%	---	162	18.7%	---	868
	Chi-square		**26.58**		**p-value**	**0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	64	10.9%	-0.3	117	19.9%	0.6	177	30.1%	0.0	123	20.9%	-0.3	108	18.3%	0.0	589
Respondent of Color	12	8.8%	-0.9	26	19.0%	0.1	48	35.0%	1.1	36	26.3%	1.2	15	10.9%	-2.0	137
Prefer not to answer	22	15.5%	1.5	20	14.1%	-1.3	36	25.4%	-1.0	28	19.7%	-0.5	36	25.4%	2.0	142
TOTAL	98	11.3%	---	163	18.8%	---	261	30.1%	---	187	21.5%	---	159	18.3%	---	868
	Chi-square		**16.97**		**p-value**	**0.030**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	79	13.4%	0.2	98	16.6%	0.5	176	29.9%	0.2	124	21.1%	-0.8	112	19.0%	0.0	589
Respondent of Color	10	7.3%	-1.9	20	14.6%	-0.3	47	34.3%	1.0	44	32.1%	2.3	16	11.7%	-2.0	137
Prefer not to answer	25	17.6%	1.5	19	13.4%	-0.7	33	23.2%	-1.4	28	19.7%	-0.7	37	26.1%	1.9	142
TOTAL	114	13.1%	---	137	15.8%	---	256	29.5%	---	196	22.6%	---	165	19.0%	---	868
	Chi-square		**23.88**		**p-value**	**0.002**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	132	22.4%	1.2	94	16.0%	0.3	139	23.6%	-0.2	103	17.5%	-1.3	121	20.5%	0.1	589
Respondent of Color	15	10.9%	-2.4	21	15.3%	-0.1	39	28.5%	1.1	45	32.8%	3.4	17	12.4%	-2.1	137
Prefer not to answer	28	19.7%	-0.1	20	14.1%	-0.4	30	21.1%	-0.7	25	17.6%	-0.6	39	27.5%	1.9	142
TOTAL	175	20.2%	---	135	15.6%	---	208	24.0%	---	173	19.9%	---	177	20.4%	---	868
	Chi-square		**30.58**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	159	27.0%	1.0	86	14.6%	-0.6	122	20.7%	-0.3	98	16.6%	-0.3	124	21.1%	-0.1	589
Respondent of Color	19	13.9%	-2.6	30	21.9%	1.9	37	27.0%	1.5	30	21.9%	1.3	21	15.3%	-1.5	137
Prefer not to answer	38	26.8%	0.4	19	13.4%	-0.7	25	17.6%	-0.9	21	14.8%	-0.7	39	27.5%	1.6	142
TOTAL	216	24.9%	---	135	15.6%	---	184	21.2%	---	149	17.2%	---	184	21.2%	---	868
	Chi-square		**22.58**		**p-value**	**0.004**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	153	26.0%	1.1	98	16.6%	0.4	115	19.5%	-1.0	102	17.3%	-0.5	121	20.5%	0.0	589
Respondent of Color	19	13.9%	-2.4	25	18.2%	0.7	42	30.7%	2.3	34	24.8%	1.8	17	12.4%	-2.1	137
Prefer not to answer	35	24.6%	0.2	16	11.3%	-1.4	29	20.4%	-0.3	22	15.5%	-0.8	40	28.2%	2.0	142
TOTAL	207	23.8%	---	139	16.0%	---	186	21.4%	---	158	18.2%	---	178	20.5%	---	868
	Chi-square		**28.52**		**p-value**	**<0.001**										

To what extent does the ASVAB (Armed Forces Vocational Aptitude Battery) pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	105	17.8%	0.3	111	18.8%	0.8	150	25.5%	-0.2	100	17.0%	-0.8	123	20.9%	0.0	589
Respondent of Color	14	10.2%	-2.0	23	16.8%	-0.2	43	31.4%	1.3	38	27.7%	2.5	19	13.9%	-1.8	137
Prefer not to answer	31	21.8%	1.3	18	12.7%	-1.4	31	21.8%	-0.9	22	15.5%	-0.8	40	28.2%	1.9	142
TOTAL	150	17.3%	---	152	17.5%	---	224	25.8%	---	160	18.4%	---	182	21.0%	---	868
	Chi-square		**25.42**		**p-value**	**0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Cultivates Personal Growth and Knowledge															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	20	3.4%	-1.1	60	10.2%	-0.6	186	31.6%	0.5	259	44.0%	0.5	64	10.9%	-0.5	589
Respondent of Color	7	5.1%	0.4	20	14.6%	1.3	39	28.5%	-0.4	59	43.1%	0.1	12	8.8%	-1.0	137
Prefer not to answer	11	7.7%	1.9	15	10.6%	-0.1	40	28.2%	-0.5	51	35.9%	-1.2	25	17.6%	2.1	142
TOTAL	38	4.4%	---	95	10.9%	---	265	30.5%	---	369	42.5%	---	101	11.6%	---	868
	Chi-square		**15.19**		**p-value**	**0.056**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Solves Problems															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	16	2.7%	-1.5	69	11.7%	0.5	201	34.1%	0.2	234	39.7%	0.3	69	11.7%	-0.4	589
Respondent of Color	5	3.6%	-0.2	19	13.9%	1.0	46	33.6%	0.0	56	40.9%	0.3	11	8.0%	-1.4	137
Prefer not to answer	13	9.2%	3.2	8	5.6%	-1.9	45	31.7%	-0.4	49	34.5%	-0.9	27	19.0%	2.3	142
TOTAL	34	3.9%	---	96	11.1%	---	292	33.6%	---	339	39.1%	---	107	12.3%	---	868
	Chi-square		**25.65**		**p-value**	**0.001**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Communicates Effectively															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	32	5.4%	-0.2	66	11.2%	-0.8	205	34.8%	0.3	215	36.5%	0.6	71	12.1%	-0.6	589
Respondent of Color	5	3.6%	-1.0	26	19.0%	2.2	45	32.8%	-0.2	49	35.8%	0.1	12	8.8%	-1.4	137
Prefer not to answer	12	8.5%	1.4	15	10.6%	-0.6	45	31.7%	-0.5	40	28.2%	-1.4	30	21.1%	2.7	142
TOTAL	49	5.6%	---	107	12.3%	---	295	34.0%	---	304	35.0%	---	113	13.0%	---	868
	Chi-square		**27.05**		**p-value**	**0.007**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Sustains Wellness															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	63	10.7%	-0.1	85	14.4%	-0.3	193	32.8%	1.0	166	28.2%	-0.2	82	13.9%	-0.7	589
Respondent of Color	11	8.0%	-1.0	26	19.0%	1.2	40	29.2%	-0.3	43	31.4%	0.6	17	12.4%	-0.8	137
Prefer not to answer	20	14.1%	1.2	19	13.4%	-0.5	32	22.5%	-1.7	39	27.5%	-0.2	32	22.5%	2.3	142
TOTAL	94	10.8%	---	130	15.0%	---	265	30.5%	---	248	28.6%	---	131	15.1%	---	868
	Chi-square		**15.11**		**p-value**	**0.057**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Embraces Differences/Diversity															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	63	10.7%	-0.7	93	15.8%	0.4	177	30.1%	0.6	172	29.2%	0.2	84	14.3%	-0.7	589
Respondent of Color	14	10.2%	-0.5	25	18.2%	0.9	44	32.1%	0.7	39	28.5%	-0.1	15	10.9%	-1.3	137
Prefer not to answer	25	17.6%	2.0	14	9.9%	-1.6	29	20.4%	-1.9	39	27.5%	-0.3	35	24.6%	2.8	142
TOTAL	102	11.8%	---	132	15.2%	---	250	28.8%	---	250	28.8%	---	134	15.4%	---	868
	Chi-square		**23.16**		**p-value**	**0.003**										

To what extent does the CTE Sequence pathway (see definition below) allow students to develop or demonstrate the following skills?... Masters Life Skills/Self-Agency															
	Not at all			Slightly			Moderately			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	38	6.5%	-0.8	74	12.6%	-0.1	188	31.9%	0.9	214	36.3%	-0.1	75	12.7%	-0.5	589
Respondent of Color	9	6.6%	-0.3	19	13.9%	0.4	42	30.7%	0.2	54	39.4%	0.5	13	9.5%	-1.3	137
Prefer not to answer	17	12.0%	2.0	17	12.0%	-0.2	29	20.4%	-2.1	50	35.2%	-0.3	29	20.4%	2.3	142
TOTAL	64	7.4%	---	110	12.7%	---	259	29.8%	---	318	36.6%	---	117	13.5%	---	868
	Chi-square		**17.51**		**p-value**	**0.025**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Diploma (as a whole)															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	49	8.3%	-1.5	129	21.9%	-0.2	267	45.3%	0.9	134	22.8%	0.3	10	1.7%	-1.0	589
Respondent of Color	15	10.9%	0.3	27	19.7%	-0.6	49	35.8%	-1.3	40	29.2%	1.7	6	4.4%	1.6	137
Prefer not to answer	25	17.6%	2.7	37	26.1%	1.0	57	40.1%	-0.5	19	13.4%	-2.2	4	2.8%	0.4	142
TOTAL	89	10.3%	---	193	22.2%	---	373	43.0%	---	193	22.2%	---	20	2.3%	---	868
	Chi-square		**25.47**		**p-value**	**0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...High School & Beyond Plan															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	101	17.1%	-1.2	163	27.7%	0.7	198	33.6%	0.6	94	16.0%	0.2	33	5.6%	-0.9	589
Respondent of Color	19	13.9%	-1.4	26	19.0%	-1.7	49	35.8%	0.7	31	22.6%	2.1	12	8.8%	1.0	137
Prefer not to answer	47	33.1%	3.8	39	27.5%	0.3	33	23.2%	-1.9	11	7.7%	-2.4	12	8.5%	0.9	142
TOTAL	167	19.2%	---	228	26.3%	---	280	32.3%	---	136	15.7%	---	57	6.6%	---	868
	Chi-square		**37.86**		**p-value**	**<0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Credit & Subject Area Requirements															
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	64	10.9%	-0.9	159	27.0%	-0.1	239	40.6%	0.6	106	18.0%	0.4	21	3.6%	-0.8	589
Respondent of Color	12	8.8%	-1.2	31	22.6%	-1.0	56	40.9%	0.4	31	22.6%	1.5	7	5.1%	0.5	137
Prefer not to answer	30	21.1%	3.0	47	33.1%	1.3	43	30.3%	-1.7	13	9.2%	-2.3	9	6.3%	1.2	142
TOTAL	106	12.2%	---	237	27.3%	---	338	38.9%	---	150	17.3%	---	37	4.3%	---	868
	Chi-square		**27.79**		**p-value**	**0.001**										

How well does the current diploma and each of its three components fulfill the following purpose? According to the statute: "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."...Graduation Pathway Options																
	Not at all well			Slightly well			Moderately well			Very well			Don't know			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	99	16.8%	-0.4	129	21.9%	-0.5	198	33.6%	0.3	128	21.7%	0.8	35	5.9%	-0.6	589
Respondent of Color	12	8.8%	-2.4	26	19.0%	-1.0	54	39.4%	1.3	35	25.5%	1.4	10	7.3%	0.3	137
Prefer not to answer	41	28.9%	3.2	44	31.0%	2.0	33	23.2%	-2.0	12	8.5%	-3.1	12	8.5%	0.9	142
TOTAL	152	17.5%	---	199	22.9%	---	285	32.8%	---	175	20.2%	---	57	6.6%	---	868
	Chi-square		**41.33**		**p-value**	**<0.001**										

Should Washington students be provided with more or less of the following learning opportunities...Direct learning experiences that connect to work.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	483	82.0%	0.6	89	15.1%	-0.5	10	1.7%	0.2	7	1.2%	-2.1	589
Respondent of Color	107	78.1%	-0.2	20	14.6%	-0.4	0	0.0%	-1.5	10	7.3%	3.5	137
Prefer not to answer	104	73.2%	-0.9	29	20.4%	1.4	4	2.8%	1.1	5	3.5%	0.7	142
TOTAL	694	80.0%	---	138	15.9%	---	14	1.6%	---	22	2.5%	---	868
	Chi-square		**15.78**		**p-value**	**0.015**							

Should Washington students be provided with more or less of the following learning opportunities…Interdisciplinary (multi-subject area) learning.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	338	57.4%	1.5	209	35.5%	-0.8	31	5.3%	-1.5	11	1.9%	-1.4	589
Respondent of Color	70	51.1%	-0.3	49	35.8%	-0.3	10	7.3%	0.2	8	5.8%	2.0	137
Prefer not to answer	50	35.2%	-2.9	67	47.2%	1.9	19	13.4%	2.9	6	4.2%	0.9	142
TOTAL	458	52.8%	---	325	37.4%	---	60	6.9%	---	25	2.9%	---	868
	Chi-square		**33.15**		**p-value**	**<0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Learning and practicing employability skills.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	458	77.8%	0.4	118	20.0%	-0.1	9	1.5%	-1.2	4	0.7%	-1.3	589
Respondent of Color	99	72.3%	-0.5	27	19.7%	-0.1	4	2.9%	0.5	7	5.1%	4.0	137
Prefer not to answer	105	73.9%	-0.3	30	21.1%	0.3	7	4.9%	2.1	0	0.0%	-1.3	142
TOTAL	662	76.3%	---	175	20.2%	---	20	2.3%	---	11	1.3%	---	868
	Chi-square		**26.02**		**p-value**	**<0.001**							

Should Washington students be provided with more or less of the following learning opportunities…Opportunities for students to work on real-world problems.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	471	80.0%	0.8	98	16.6%	-0.8	14	2.4%	-1.7	6	1.0%	-0.8	589
Respondent of Color	104	75.9%	-0.1	24	17.5%	-0.1	6	4.4%	0.4	3	2.2%	0.8	137
Prefer not to answer	93	65.5%	-1.6	34	23.9%	1.7	12	8.5%	3.0	3	2.1%	0.7	142
TOTAL	668	77.0%	---	156	18.0%	---	32	3.7%	---	12	1.4%	---	868
		Chi-square	**19.97**		**p-value**	**0.003**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are college ready.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	209	35.5%	0.0	284	48.2%	0.6	74	12.6%	-1.0	22	3.7%	-0.2	589
Respondent of Color	57	41.6%	1.2	60	43.8%	-0.5	14	10.2%	-1.2	6	4.4%	0.3	137
Prefer not to answer	41	28.9%	-1.3	60	42.3%	-0.7	35	24.6%	3.3	6	4.2%	0.2	142
TOTAL	307	35.4%	---	404	46.5%	---	123	14.2%	---	34	3.9%	---	868
		Chi-square	**18.08**		**p-value**	**0.006**							

Should Washington students be provided with more or less of the following learning opportunities…Supporting students in pursuing their own interests.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	394	66.9%	0.4	166	28.2%	-0.1	20	3.4%	-1.1	9	1.5%	-0.2	589
Respondent of Color	92	67.2%	0.2	36	26.3%	-0.5	5	3.6%	-0.4	4	2.9%	1.2	137
Prefer not to answer	84	59.2%	-1.0	44	31.0%	0.6	13	9.2%	2.7	1	0.7%	-0.9	142
TOTAL	570	65.7%	---	246	28.3%	---	38	4.4%	---	14	1.6%	---	868
	Chi-square		**12.73**		**p-value**	**0.048**							

Should Washington students be provided with more or less of the following learning opportunities…Ensuring students are well prepared particularly in math and English.													
	WA students should be provided with more of this			WA students are provided with the right amount of this			WA students should be provided with less of this			WA students do not need this			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	248	42.1%	-0.3	288	48.9%	0.6	48	8.1%	-0.4	5	0.8%	-1.1	589
Respondent of Color	59	43.1%	0.0	66	48.2%	0.2	7	5.1%	-1.4	5	3.6%	2.3	137
Prefer not to answer	65	45.8%	0.5	55	38.7%	-1.5	20	14.1%	2.2	2	1.4%	0.0	142
TOTAL	372	42.9%	---	409	47.1%	---	75	8.6%	---	12	1.4%	---	868
	Chi-square		**16.23**		**p-value**	**0.013**							

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Problem Solving Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	3	0.5%	-0.2	28	4.8%	0.3	8	1.4%	-0.5	143	24.4%	-0.1	405	69.0%	0.1	587
Respondent of Color	1	0.7%	0.2	6	4.4%	-0.1	1	0.7%	-0.8	37	27.0%	0.6	92	67.2%	-0.2	137
Prefer not to answer	1	0.7%	0.2	5	3.5%	-0.6	5	3.5%	1.8	33	23.2%	-0.3	98	69.0%	0.0	142
TOTAL	5	0.6%	---	39	4.5%	---	14	1.6%	---	213	24.6%	---	595	68.7%	---	866
	Chi-square		**5.13**		**p-value**	**0.744**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Ability to Collaborate															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	1	0.2%	-0.3	36	6.1%	-0.8	11	1.9%	-0.2	206	35.1%	-0.1	333	56.7%	0.4	587
Respondent of Color	1	0.7%	1.2	10	7.3%	0.1	2	1.5%	-0.4	46	33.6%	-0.3	78	56.9%	0.2	137
Prefer not to answer	0	0.0%	-0.6	15	10.6%	1.6	4	2.8%	0.7	53	37.3%	0.4	70	49.3%	-1.0	142
TOTAL	2	0.2%	---	61	7.0%	---	17	2.0%	---	305	35.2%	---	481	55.5%	---	866
	Chi-square		**7.31**		**p-value**	**0.504**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Communication Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	0	0.0%	---	15	2.6%	0.2	7	1.2%	-0.2	142	24.2%	0.1	423	72.1%	-0.1	587
Respondent of Color	0	0.0%	---	4	2.9%	0.4	0	0.0%	-1.3	32	23.4%	-0.2	101	73.7%	0.2	137
Prefer not to answer	0	0.0%	---	2	1.4%	-0.8	4	2.8%	1.6	34	23.9%	0.0	102	71.8%	-0.1	142
TOTAL	0	0.0%	---	21	2.4%	---	11	1.3%	---	208	24.0%	---	626	72.3%	---	866
	Chi-square		**5.31**		**p-value**	**0.505**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Leadership															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	7	1.2%	-0.2	87	14.8%	0.2	73	12.5%	-0.4	274	46.8%	0.5	145	24.7%	-0.4	586
Respondent of Color	1	0.7%	-0.5	15	11.1%	-1.1	18	13.3%	0.1	57	42.2%	-0.6	44	32.6%	1.6	135
Prefer not to answer	3	2.1%	0.9	24	16.9%	0.7	22	15.5%	0.8	61	43.0%	-0.4	32	22.5%	-0.7	142
TOTAL	11	1.3%	---	126	14.6%	---	113	13.1%	---	392	45.4%	---	221	25.6%	---	863
	Chi-square		**7.58**		**p-value**	**0.475**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Initiative															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	3	0.5%	-0.2	53	9.1%	0.8	34	5.8%	-0.2	246	42.1%	-0.2	249	42.6%	-0.1	585
Respondent of Color	0	0.0%	-0.9	7	5.2%	-1.2	14	10.4%	2.1	60	44.4%	0.4	54	40.0%	-0.5	135
Prefer not to answer	2	1.4%	1.3	10	7.0%	-0.5	4	2.8%	-1.6	60	42.3%	0.0	66	46.5%	0.7	142
TOTAL	5	0.6%	---	70	8.1%	---	52	6.0%	---	366	42.5%	---	369	42.8%	---	862
	Chi-square		**12.33**		**p-value**	**0.137**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Attention to Detail															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	0	0.0%	-1.2	47	8.0%	0.0	30	5.1%	0.7	272	46.3%	-0.1	238	40.5%	0.0	587
Respondent of Color	1	0.7%	1.2	9	6.6%	-0.6	3	2.2%	-1.3	65	47.8%	0.2	58	42.6%	0.4	136
Prefer not to answer	1	0.7%	1.2	13	9.2%	0.5	6	4.3%	-0.1	66	46.8%	0.0	55	39.0%	-0.3	141
TOTAL	2	0.2%	---	69	8.0%	---	39	4.5%	---	403	46.6%	---	351	40.6%	---	864
	Chi-square		**7.20**		**p-value**	**0.516**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	3	0.5%	-0.5	65	11.1%	0.1	43	7.3%	-0.1	303	51.7%	0.0	172	29.4%	0.0	586
Respondent of Color	2	1.5%	1.1	11	8.1%	-1.0	15	11.0%	1.5	63	46.3%	-0.9	45	33.1%	0.8	136
Prefer not to answer	1	0.7%	0.0	18	12.8%	0.7	6	4.3%	-1.4	80	56.7%	0.8	36	25.5%	-0.8	141
TOTAL	6	0.7%	---	94	10.9%	---	64	7.4%	---	446	51.7%	---	253	29.3%	---	863
	Chi-square		**10.02**		**p-value**	**0.264**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Four Year Degree															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	115	19.6%	-0.7	184	31.4%	0.6	132	22.5%	0.1	106	18.1%	-0.1	49	8.4%	-0.2	586
Respondent of Color	14	10.3%	-2.7	37	27.2%	-0.6	38	27.9%	1.4	28	20.6%	0.6	19	14.0%	2.1	136
Prefer not to answer	51	36.4%	4.0	37	26.4%	-0.8	23	16.4%	-1.5	23	16.4%	-0.5	6	4.3%	-1.7	140
TOTAL	180	20.9%	---	258	29.9%	---	193	22.4%	---	157	18.2%	---	74	8.6%	---	862
	Chi-square		**37.70**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Organizational Ability															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	4	0.7%	-0.6	57	9.7%	-0.5	31	5.3%	-1.2	328	55.9%	0.9	167	28.4%	-0.2	587
Respondent of Color	2	1.5%	0.6	16	11.7%	0.5	11	8.0%	0.6	62	45.3%	-1.3	46	33.6%	1.0	137
Prefer not to answer	2	1.4%	0.6	16	11.5%	0.4	15	10.8%	1.9	69	49.6%	-0.6	37	26.6%	-0.5	139
TOTAL	8	0.9%	---	89	10.3%	---	57	6.6%	---	459	53.2%	---	250	29.0%	---	863
	Chi-square		**11.58**		**p-value**	**0.171**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Creativity & Innovation															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	11	1.9%	-0.5	106	18.1%	0.3	69	11.8%	0.0	242	41.4%	0.1	157	26.8%	-0.3	585
Respondent of Color	3	2.2%	0.0	15	10.9%	-1.8	17	12.4%	0.2	56	40.9%	0.0	46	33.6%	1.4	137
Prefer not to answer	5	3.6%	1.1	30	21.6%	1.1	15	10.8%	-0.3	56	40.3%	-0.2	33	23.7%	-0.8	139
TOTAL	19	2.2%	---	151	17.5%	---	101	11.7%	---	354	41.1%	---	236	27.4%	---	861
	Chi-square		**9.15**		**p-value**	**0.330**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Timeliness															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	3	0.5%	-0.2	38	6.5%	0.0	40	6.8%	0.2	233	39.7%	0.2	273	46.5%	-0.3	587
Respondent of Color	2	1.5%	1.4	11	8.0%	0.7	10	7.3%	0.3	51	37.2%	-0.3	63	46.0%	-0.2	137
Prefer not to answer	0	0.0%	-0.9	7	5.0%	-0.7	7	5.0%	-0.7	53	38.1%	-0.2	72	51.8%	0.8	139
TOTAL	5	0.6%	---	56	6.5%	---	57	6.6%	---	337	39.0%	---	408	47.3%	---	863
	Chi-square		**5.23**		**p-value**	**0.733**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Critical Thinking															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	2	0.3%	0.0	29	4.9%	-0.3	24	4.1%	0.2	207	35.3%	0.4	324	55.3%	-0.2	586
Respondent of Color	1	0.7%	0.8	7	5.1%	-0.1	6	4.4%	0.3	35	25.5%	-1.8	88	64.2%	1.3	137
Prefer not to answer	0	0.0%	-0.7	9	6.5%	0.6	4	2.9%	-0.6	55	39.6%	1.0	71	51.1%	-0.8	139
TOTAL	3	0.3%	---	45	5.2%	---	34	3.9%	---	297	34.5%	---	483	56.0%	---	862
	Chi-square		**8.71**		**p-value**	**0.367**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Two Year Degree															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	100	17.0%	-0.2	187	31.9%	0.3	130	22.1%	-0.2	141	24.0%	0.2	29	4.9%	-0.5	587
Respondent of Color	18	13.1%	-1.2	33	24.1%	-1.5	35	25.5%	0.8	38	27.7%	1.0	13	9.5%	2.0	137
Prefer not to answer	32	23.0%	1.6	49	35.3%	0.9	29	20.9%	-0.4	24	17.3%	-1.5	5	3.6%	-0.9	139
TOTAL	150	17.4%	---	269	31.2%	---	194	22.5%	---	203	23.5%	---	47	5.4%	---	863
	Chi-square		**16.47**		**p-value**	**0.036**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Work Experience															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	15	2.6%	-1.2	117	19.9%	-0.4	84	14.3%	0.1	234	39.9%	0.3	137	23.3%	0.3	587
Respondent of Color	9	6.6%	1.9	26	19.0%	-0.4	22	16.1%	0.6	49	35.8%	-0.6	31	22.6%	0.0	137
Prefer not to answer	6	4.3%	0.5	36	25.5%	1.3	16	11.3%	-0.9	55	39.0%	0.0	28	19.9%	-0.7	141
TOTAL	30	3.5%	---	179	20.7%	---	122	14.1%	---	338	39.1%	---	196	22.7%	---	865
	Chi-square		**9.65**		**p-value**	**0.291**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Math Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	15	2.6%	-1.4	143	24.4%	0.6	61	10.4%	-0.2	262	44.8%	0.4	104	17.8%	-0.4	585
Respondent of Color	9	6.7%	1.8	20	14.8%	-2.1	17	12.6%	0.7	56	41.5%	-0.4	33	24.4%	1.6	135
Prefer not to answer	8	5.7%	1.2	38	27.0%	0.9	14	9.9%	-0.3	59	41.8%	-0.3	22	15.6%	-0.8	141
TOTAL	32	3.7%	---	201	23.3%	---	92	10.7%	---	377	43.8%	---	159	18.5%	---	861
	Chi-square		**16.38**		**p-value**	**0.037**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Technical Certifications															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	51	8.7%	0.0	153	26.1%	0.1	122	20.8%	0.3	185	31.5%	-0.4	76	12.9%	0.2	587
Respondent of Color	13	9.5%	0.3	33	24.1%	-0.4	25	18.2%	-0.5	46	33.6%	0.2	20	14.6%	0.6	137
Prefer not to answer	11	7.8%	-0.4	38	27.0%	0.2	28	19.9%	-0.1	50	35.5%	0.6	14	9.9%	-0.9	141
TOTAL	75	8.7%	---	224	25.9%	---	175	20.2%	---	281	32.5%	---	110	12.7%	---	865
	Chi-square		**2.71**		**p-value**	**0.951**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Test Taking																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	211	35.9%	0.5	148	25.2%	0.6	93	15.8%	-0.1	95	16.2%	-0.8	40	6.8%	-0.8	587
Respondent of Color	36	26.3%	-1.7	24	17.5%	-1.5	26	19.0%	0.8	32	23.4%	1.6	19	13.9%	2.6	137
Prefer not to answer	53	37.6%	0.6	35	24.8%	0.2	20	14.2%	-0.6	25	17.7%	0.0	8	5.7%	-0.9	141
TOTAL	300	34.7%	---	207	23.9%	---	139	16.1%	---	152	17.6%	---	67	7.7%	---	865
	Chi-square		**18.59**		**p-value**	**0.017**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Flexibility																
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	2	0.3%	-1.0	42	7.2%	-1.6	32	5.5%	0.9	290	49.5%	0.2	220	37.5%	0.4	586
Respondent of Color	3	2.2%	2.1	15	11.0%	0.7	4	2.9%	-0.9	68	50.0%	0.2	46	33.8%	-0.5	136
Prefer not to answer	1	0.7%	0.0	22	15.6%	2.5	4	2.8%	-1.0	65	46.1%	-0.5	49	34.8%	-0.3	141
TOTAL	6	0.7%	---	79	9.2%	---	40	4.6%	---	423	49.0%	---	315	36.5%	---	863
	Chi-square		**18.52**		**p-value**	**0.018**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...English Language Arts Skills															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	16	2.7%	-0.8	79	13.5%	-0.7	64	10.9%	1.0	289	49.4%	1.0	137	23.4%	-1.1	585
Respondent of Color	9	6.6%	2.0	15	10.9%	-1.1	16	11.7%	0.8	53	38.7%	-1.4	44	32.1%	1.5	137
Prefer not to answer	4	2.8%	-0.3	32	22.7%	2.5	3	2.1%	-2.9	61	43.3%	-0.6	41	29.1%	0.8	141
TOTAL	29	3.4%	---	126	14.6%	---	83	9.6%	---	403	46.7%	---	222	25.7%	---	863
	Chi-square		**30.11**		**p-value**	**<0.001**										

When it comes to succeeding in the 21st century workforce, how important are the following skills and attributes?...Foreign Language															
	Not important			Somewhat important			Undecided			Important			Very important			N
Respondent Type	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
White	143	24.4%	0.8	167	28.5%	-0.2	111	19.0%	0.2	128	21.9%	-0.3	36	6.2%	-0.8	585
Respondent of Color	22	16.1%	-1.7	33	24.1%	-1.1	28	20.4%	0.5	34	24.8%	0.6	20	14.6%	3.3	137
Prefer not to answer	33	23.4%	0.1	50	35.5%	1.4	21	14.9%	-1.0	32	22.7%	0.1	5	3.5%	-1.6	141
TOTAL	198	22.9%	---	250	29.0%	---	160	18.5%	---	194	22.5%	---	61	7.1%	---	863
	Chi-square		**22.56**		**p-value**	**0.004**										