

## High School and Beyond Plans

# 2018 Supplemental Budget Decision Package

**Agency:** 350 Office of Superintendent of Public Instruction  
**Decision Package Code/Title:** SG/High School and Beyond Plans  
**Budget Period:** 2018 Supplemental  
**Budget Level:** PL

### Agency Recommendation Summary Text:

House Bill 2224 (2017) elevates the role of the High School and Beyond Plan (HSBP) in guiding all students to graduation and beyond. Beginning with the 17–18 School Year, students must create a HSBP beginning in the 7<sup>th</sup> or 8<sup>th</sup> grade. Schools are required to use the HSBP as documentation of an individual student’s “personalized pathway” created through a partnership between the student, parents, and school staff. To support quality implementation of this work, the Superintendent is requesting \$17,502,000 for FY 19 to increase tools, resources, professional development, and school counselor staffing at the middle school level.

### Fiscal Summary:

| Operating Expenditures       | FY 2018        | FY 2019           | FY 2020           | FY 2021           |
|------------------------------|----------------|-------------------|-------------------|-------------------|
| Fund 001-1 (Program 010)     | \$0            | \$886,000         | \$278,000         | \$278,000         |
| Fund 001-1 (Program 021)     | \$0            | \$16,616,000      | \$23,320,000      | \$24,906,000      |
| <b>Total Cost</b>            | <b>\$0</b>     | <b>17,502,000</b> | <b>23,598,000</b> | <b>25,184,000</b> |
| Staffing                     | <b>FY 2018</b> | <b>FY 2019</b>    | <b>FY 2020</b>    | <b>FY 2021</b>    |
| FTEs                         | \$0            | 1.5               | 1.5               | 1.5               |
| <b>Object of Expenditure</b> | <b>FY 2018</b> | <b>FY 2019</b>    | <b>FY 2020</b>    | <b>FY 2021</b>    |
| Obj. A                       | \$0            | \$97,860          | \$97,860          | \$97,860          |
| Obj. B                       | \$0            | \$36,990          | \$36,990          | \$36,990          |
| Obj. C                       | \$0            | \$50,000          | \$0               | \$0               |
| Obj. E                       | \$0            | \$134,650         | \$134,150         | \$134,150         |
| Obj. G                       | \$0            | \$9,000           | \$9,000           | \$9,000           |
| Obj. J                       | \$0            | \$7,500           | \$0               | \$0               |
| Obj. N                       | \$0            | \$17,166,000      | \$23,320,000      | \$24,906,000      |

### Package Description:

#### Background:

Superintendent Reykdal is leading OSPI in focusing on the vision that every student graduates from high school ready for career, college, and life. At the root of that vision is a robust, universal High School & Beyond Plan (HSBP). Starting the HSBP process in middle school provides an opportunity to engage students and families in the critical transition to high school. Beyond a graduation requirement, the HSBP can serve as the vehicle to showcase student strengths, areas of growth, career interests, a road map for courses, and a plan for their future. By establishing a view into the future beyond high school, students can focus on intentional postsecondary aspirations. Roughly 50% of high school freshman will never enroll in a college or university. This means half of our state’s students either don’t graduate on time (20%) or don’t attend college (30%) within their first year of graduating. We must create an education system flexible enough to encourage a wide range of course offerings that will inspire every student to follow their own path. To do this, we must deploy our resources differently.

## High School and Beyond Plans

The High School and Beyond Plan (HSBP) was established as a graduation requirement in 2009 to provide a roadmap for a student's high school experience. However, the composition of a HSBP, as well as the process for creating the plan, has varied across schools and districts. For some districts it had little meaning and served as a compliance step for graduation, while other districts saw the HSBP as an opportunity to engage students in a crucial conversation about their high school education. For some students, high school planning and post-graduation goal setting is happening at home, with little or no assistance from the school. For some of our most vulnerable youth, if planning is not happening as part of their formal education, it is not happening at all. For low income students, the act of signing on to access the College Bound Scholarship (free college tuition for low income students that graduate high school with a 2.0 GPA and no felony convictions) in 7<sup>th</sup> or 8<sup>th</sup> grade, could be the start of planning their high school journey towards postsecondary education. Unfortunately, this is often an isolated event with little or no impact on the next 4 years course of study. Finally, for some students, registration for high school classes can be a random selection of required courses, with little or no thought put into how the courses could lay the ground work for what comes after graduation.

Middle school students are exploring a variety of interests and connecting their learning in the classroom to its practical application in work and life. Middle school counselors are poised to work with students, families, and staff to help students achieve success, including identification of barriers to learning and development of skills and behaviors critical for future academic success. They can lead individual student planning, including evaluating interests and skills, and assisting with course selection and goal setting.

### **Current Situation:**

With the passage of House Bill 2224 (2017), the HSBP is more clearly defined. The law requires that the HSBP process begin in 7<sup>th</sup> or 8<sup>th</sup> grade, and must include identification of career goals, educational goals, a four-year course plan to meet all graduation requirements, and an activity log/resume. The end goal of the HSBP is unique to the individual student, and could include 4-year college, 2-year community or technical college, apprenticeship, military, or a certificate program. House Bill 2224 also expands the required elements of the HSBP to document academic interventions and supports for students who have not met graduation standards on state assessments and who have not earned a Certificate of Academic Achievement (CAA). The interventions, supports, or courses must be rigorous and consistent with the student's educational and career goals identified in his or her HSBP, and may include CTE equivalencies in English Language Arts (ELA) or mathematics. In addition, school districts must update the High School and Beyond Plan for each student who has not earned a level 3 or 4 score on the middle school mathematics assessment by the ninth grade.

Current funding levels for middle school counselors in the prototypical school model is 1.216 (RCW 28A.150.260). (Elementary school counselor funding is .493 and high school counselor is 2.539). According to the American School Counseling Association the preferred student counselor ratio is 1 per 250 students, and Washington State's overall student counselor ratio was 1 to 500. (2013-14). Washington currently ranks in the bottom 1/3 of states with regard to overall student counselor ratio.

### **Proposed Solution:**

To help schools strengthen their supports in counseling and guidance for students in preparation for postsecondary aspirations and career readiness, additional support, resources, and training are necessary.

#### Increased funding for middle school counselors (\$16,616,000):

To address the expanded purpose and requirements related to the HSBP, enhanced staffing levels in middle school are needed to establish a robust education plan involving students and families. By increasing funding levels for middle school counselors by .5 in the prototypical school funding formula, this request aims to increase resources to meet the intention of the HB 2224 in the establishment of a meaningful HSBP.

## High School and Beyond Plans

| Increase in Middle School Counselors              |                     | School Year  |              |              |
|---|---------------------|--------------|--------------|--------------|
| Per 432 Student FTE<br>(Prototypical School Size) | Per 100 Student FTE | 2018-19      | 2019-20      | 2020-21      |
| 0.50  | 0.12                | \$20,770,000 | \$23,957,000 | \$25,143,000 |

| Increase in Middle School Counselors              |                     | State Fiscal Year |              |              |
|---|---------------------|-------------------|--------------|--------------|
| Per 432 Student FTE<br>(Prototypical School Size) | Per 100 Student FTE | 2018-19           | 2019-20      | 2020-21      |
| 0.50  | 0.12                | \$16,616,000      | \$23,320,000 | \$24,906,000 |

### Development and dissemination of counseling resources (\$50,000):

The development and dissemination of counselling resources such as templates and curricula in Career Guidance Washington, is essential to guide schools in their work with students and families, while aligning graduation course requirements, state assessments, alternatives for assessments, and transition planning. The Superintendent requests \$50,000 in FY 19 to contract for development of materials, resources, and curriculum to be aligned with new requirements outlined in House Bill 2224.

### Professional Development (\$100,000):

Additionally, there is a need to expand professional development for middle school and high school staff in counseling students on academic and career planning. By expanding the offering of Southern Regional Education Board (SREB) Go Alliance on-line training modules, we can create a consistent knowledge base to create equity across the state in the type of counseling and support students are getting relative to their HSBP. The Superintendent is requesting \$100,000 to hold regional workgroups, provide technical assistance training, and to purchase online training modules to support middle and high school counselors in their work.

### Grants to School Districts (\$550,000):

There is also a need for grants to school districts to provide schools with resources to rethink and retool existing HSBP processes to meet the heightened function they serve moving forward. This request would fund 55 grants of \$10,000 each to help schools with the process of implementing internal procedures, training, evaluation, and to develop communications to convey new requirements to students and families.

### OSPI Staffing (\$185,592):

OSPI is requesting 1.5 additional FTE to support a more robust professional development system aimed to equip educators with the tools they need to help students develop personalized pathways to success. FTE will be responsible for assisting districts with new requirements, overseeing resource development and professional development, coordinating contract staff, and administering district grants.

### **Contact person(s)**

- Danise Ackelson, 360-339-3512 or Dixie Grunenfelder, 360-725-0415

**Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.**

## High School and Beyond Plans

OSPI currently has an annual proviso of \$293,000 of state general funds “to support district implementation of comprehensive guidance and planning programs in support of high-quality High School and Beyond Plans consistent with RCW 28A.230.090” (Section 501(29) of SSB 5883). Approximately 2.0 FTE are devoted to these tasks.

### **Decision Package expenditure, FTE and revenue assumptions, calculations and details:**

The FTE would lead development of statewide professional development, coordinate contract staff, and oversee grants to school districts.

### **Decision Package Justification and Impacts**

#### **Specific performance outcomes**

Additional support, resources, and training are necessary to help schools strengthen their supports in counseling and guidance for students in preparation for postsecondary aspirations and career readiness. In addition to the interventions and special focus for students from low-income backgrounds who would be the first in their families to pursue education after high school, there will also be an:

- Increase in the number of school districts supporting a meaningful High School and Beyond Plan
- Increase in the number of students who graduate on time career and college ready
- Increase in the number of students enrolling in post-graduation training opportunities

#### **Performance Measure Detail**

OSPI Data Analytics for the following would be tracked:

- College Ready Transcripts
- Postsecondary Enrollment for 4-year and 2-year colleges
- Postsecondary Remediation Rates for math and English
- Dual Credit Programs
- Graduation Rates
- 9<sup>th</sup> Grade Course Failures
- SAT and ACT Scores
- Financial Aid for College

#### **Fully describe and quantify expected impacts on state residents and specific populations served.**

The transition from middle school to high school is a substantial risk for students. Research shows that if a student fails even one core course (math, science, or English) in the 9th grade, they are less likely to graduate from high school than their peers. Washington State will become a leader in adopting a robust universal High School and Beyond Plan (HSBP) for 8th graders on their way to high school. The HSBP provides the plan to the student’s high school, which details the student’s strengths, areas of growth, initial career interests, and a road map of the courses required to graduate from high school successfully.

#### **Distinction between one-time and ongoing costs:**

- One-time costs: Grants to schools, and development of High School and Beyond Plan resources.
- Ongoing costs: Allocations to districts for counselors, professional development, and 1.0 FTE Program Supervisor and .5 Administrative Assistant at OSPI

#### **What are other important connections or impacts related to this proposal?**

| Impact(s) To:              |    | Identify / Explanation |
|----------------------------|----|------------------------|
| Regional/County impacts?   | No | Identify:              |
| Other local gov’t impacts? | No | Identify:              |

## High School and Beyond Plans

| Impact(s) To:   |     | Identify / Explanation  |
|---|-----|---|
| Tribal gov't impacts?   | No  | Identify:   |
| Other state agency impacts?   | Yes | Identify: See below   |
| Responds to specific task force, report, mandate or exec order?     | Yes | Identify: ESHB 2224 changes in High School & Beyond and state assessment requirements |
| Does request contain a compensation change?                         | No  | Identify:   |
| Does request require a change to a collective bargaining agreement? | No  | Identify:   |
| Facility/workplace needs or impacts?                                | No  | Identify:   |
| Capital Budget Impacts?   | No  | Identify:   |
| Is change required to existing statutes, rules or contracts?        | No  | Identify:   |
| Is the request related to or a result of litigation?                | No  | Identify lawsuit (please consult with Attorney General's Office):                     |
| Is the request related to Puget Sound recovery?                     | No  | If yes, see budget instructions Section 14.4 for additional instructions              |
| Identify other important connections                                |     |   |

**Please provide a detailed discussion of connections/impacts identified above.**

OSPI continues to partner with other agencies around career and college readiness. For example, OSPI provides monthly webinars in collaboration with WA Student Achievement Council (WSAC). WA College Access Network (WCAN), WSAC, and OSPI host regional workshops in the spring to provide current information and updates for career and college readiness to school counselors and others who offer postsecondary assess information.

**What alternatives were explored by the agency and why was this option chosen?**

OSPI considered relying on existing funding sources to maintain minimum updates for the curriculum, provide limited professional development for career and college readiness to school counselors, and some technical assistance to schools. Unfortunately, these dollars are limited and many sources have been removed altogether (such as the College Readiness Initiative from College Spark). Last year OSPI was able to utilize funds from the academic acceleration proviso, but with the increased need for dual credit activities, these funds are not being used in the same ways as last year. In addition, this option fails to increase local capacity for schools and districts to comply with the new requirements of building a meaningful HSBP for all students. With the increased requirements of ESHB 2224 for the High School & Beyond Plan and changes in assessment connected to the High School & Beyond Plan, more resources are needed to assist school districts with the impact of these changes.

**What are the consequences of not funding this request?**

## High School and Beyond Plans

Capacity for support to school districts who are seeking assistance will be minimal. School counselors will continue to provide supports to students as best as possible, however, added workload may result in the HSBP not being utilized as effectively as intended with passage of HB 2224.

### **How has or can the agency address the issue or need in its current appropriation level?**

Without additional financial support OSPI staff would need to operate more from within the agency by email or phone calls. Giving personal technical assistance and providing professional development opportunities, not only help school leaders understand the laws and procedures, but assist in growth and development of programs that benefit students through school staff.

### **Other supporting materials:**

- See attachment for more information about the SREB Go Alliance on-line training modules

### **Activity Inventory:**

| Activity Inventory Item | Prog | Staffing |         |     | Operating Expenditures |                     |                     |
|-------------------------|------|----------|---------|-----|------------------------|---------------------|---------------------|
|                         |      | FY 2018  | FY 2019 | Avg | FY 2018                | FY 2019             | Total               |
| A041                    | 010  |          | 1.5     | .75 | \$0                    | \$886,000           | \$886,000           |
| A038                    | 021  |          |         |     | \$0                    | \$16,616,000        | \$16,616,000        |
| <b>Total Activities</b> |      |          |         |     | <b>\$0</b>             | <b>\$17,502,000</b> | <b>\$17,502,000</b> |

**Information technology:** Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

No 

Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)

**High School and Beyond Plans**  
**Attachment: SREB Go Alliance Academy College and Career Readiness**

## What is the SREB Go Alliance Academy College and Career Readiness Training?

Today's workplace requires most Americans to have some form of education beyond high school. The Southern Education Regional Board (SREB) has emphasized the critical need to strengthen students' readiness to succeed after high school and, in recent years, has intensified efforts to support member states in improving students' preparation to be successful in entry-level college courses.

The SREB Go Alliance Academy training modules can improve effectiveness in preparing all students for postsecondary education — especially those from low-income families who would be the first in their family to attend. For this grant school counselors and/or staff who work in college and career access can choose one of the two modules are being offered:

- For High School: College, Career and Academic Planning
- For Middle School: College and Career Advising for Middle Grades

The Go Alliance Academy college and career counseling training program offers the most comprehensive program of courses, designed by experts in the field, on the topics school counselors want and need most. The module is delivered using the latest, state-of-the-art platform for an engaging and interactive user experience. The Go Alliance program was updated in 2016 to provide even richer, more interactive, and relevant training easily accessed to fit the busiest schedules.

### Counselor Training

SREB's Go Alliance Academy College and Career Counseling Initiative works to increase the knowledge and skills of counselors who advise students on their postsecondary aspirations and to prepare students for life after high school. In our state middle and high school students are required to complete the High School and Beyond Plan to graduate from high school and in order to complete this requirement, we know that students need highly qualified career and college readiness guidance.

### Not Just for Counselors

In addition to high school and middle school counselors, principals, teachers who serve as advisors, graduation coaches, and other staff who work with college access information and programs can access these grant funds.

**High School and Beyond Plans**  
**Attachment: SREB Go Alliance Academy College and Career Readiness**

### Flexible Delivery Option

The modules are designed for online delivery, with a clock hour option. The content has been customized with specific information about postsecondary options for Washington state, including state-specific careers, graduation requirements, college planning tools and resources, and scholarships. The Go Alliance Academy instructor-led modules incorporate a community learning approach, which has proven effective for delivering online professional development to educators. Participate in the online courses function as a cohort with structured online discussions with colleagues.

### Each module includes

- goals for learning
- online readings
- practical, job-relevant activities
- interactive discussion forum with guided questions
- professional development webinars
- short videos of counselors demonstrating effective practices
- a culminating project to demonstrate what counselors have learned
- resources counselors can incorporate into their work immediately
- pre- and post-assessment to gauge what counselors have learned

### High School: College, Career and Academic Planning

This module, developed for practicing professional school counselors, pre-service school counselors, and college access professionals, includes four sessions that focus on engaging students in early career awareness and development; supporting students in career and postsecondary planning; using data to address equity and to guide academic and career planning; and the importance of postsecondary choices and finding the right postsecondary fit. Participants build knowledge and skills in each of these areas, and they are expected to engage in constructive discussions in a learning community with their colleagues during each session.

The term “college” is used throughout this course to refer to any postsecondary education or training at a Pell-eligible educational institution beyond the high school level, including those that offer apprenticeship programs, certificates, and associate and/or bachelor degree programs.

Session 1: Engaging Students in Career Awareness and Planning shows the connections between course planning, postsecondary planning, and career planning, and how to communicate these relationships to students. This session also teaches strategies counselors can use to engage students in academics by showing how secondary courses relate to a students’ future career interests.

## High School and Beyond Plans

### Attachment: SREB Go Alliance Academy College and Career Readiness

Session 2: Using Data to Address Equity teaches strategies to intervene for students who are in danger of being left out of the school's college-going mission; help students and parents understand the impact of secondary academic achievement on postsecondary opportunities; and collaborate with school counselors, advisors or classroom teachers to support career exploration.

Session 3: Using Data to Guide Academic Planning enables counselors to use data to assist students in academic planning; align students' course selection to career interests; and assist students in understanding and pursuing non-traditional course options, such as dual enrollment, AP courses, honors courses, or virtual courses.

Session 4: College/Postsecondary Choice trains counselors to help students and parents find the right fit among many postsecondary options in academics, size, cost, location, school culture or atmosphere, diversity, and match to students' career interests. Counselors will also learn about useful tools and resources for college planning and how to assist students and parents in understanding college terminology.

## Middle School: College and Career Advising in the Middle Grades

This module, developed for practicing professional school counselors, pre-service school counselors, and college access professionals, includes six sessions that address the skills and knowledge required to help middle grade students prepare for college and careers.

This module, developed for practicing professional school counselors, pre-service school counselors, and college access professionals, includes six sessions that address the skills and knowledge required to help middle grade students prepare for college and careers. Participants build knowledge and skills in several areas, including how to create a college-going culture; the value and affordability of postsecondary education; career exploration; how to use data to support student success; academic planning; transitions from elementary to middle school and from middle to high school; and how to help students to develop academic mindsets and skills for college and career success. Participants will engage in constructive discussions in a learning community with their colleagues during each session, and complete practical, hands-on activities throughout the course.

Session 1: Developing a college-going culture in middle school- Session one focuses on the importance of developing a college-going culture in middle school as well as how to identify and address barriers within the school that impact students' ability to reach their education and career goals. Participants learn effective strategies to establish a college-going culture in their school, how to help students and faculty to understand all

## High School and Beyond Plans

### Attachment: SREB Go Alliance Academy College and Career Readiness

postsecondary options, and how different higher education degrees/credentials lead to different career paths. Participants also learn how to dispel cultural, social, and gender stereotypes associated with college and careers.

Session 2: Helping middle-grades students and families understand the value and affordability of postsecondary education- Middle school is a crucial stage at which students and their parents must begin to make variety of complex choices that range from pursuing a challenging academic curriculum to developing an understanding of college financing. Studies have shown that almost all parents hope that their children will be able to attend college, but many parents do not have the necessary information to help their children make the important early choices that will help them prepare to fulfill their college dreams. This session equips participants with tools and strategies to communicate the value and affordability of a postsecondary education as well as the steps that are necessary to take now in order to plan for college.

Participants learn how to provide practical, developmentally-appropriate information to students and families about the costs of higher education; the types of aid that are available; what "postsecondary" means; the pros and cons of different types of postsecondary options; and an overview of the college planning and admissions process.

Session 3: Engaging middle-grades students in self-exploration of career interests and skills- In this session, participants learn how to research employment area forecasts, explore state-adopted career clusters, and explore tools and strategies to help students understand the connections between career aspirations and academic planning. This session also shows how stereotypes can influence students' future aspirations, and the steps counselors can take to dispel those myths.

Session 4: Using data to address equity and create early warning systems- This session addresses the importance of exploring school data from multiple perspectives. First, it explores the use of data to uncover issues related to equity. It also explores the importance of using disaggregated school-level and individual student data to identify early warning signs for at-risk students. Participants plan interventions to support students who are struggling to be college and career ready as they progress through middle and high school.

Session Five: Engaging middle-grades students and families in academic planning and transitions- Transition activities, career assessments, and academic planning are important elements in student motivation, engagement and learning. This session helps participants understand factors that influence how students make decisions about whether or not they will go on to college. In addition, participants learn how to support students in their transitions from elementary to middle and

## **High School and Beyond Plans**

### **Attachment: SREB Go Alliance Academy College and Career Readiness**

from middle to high school; how to help students and families to understand the link between success in academic courses in middle school and access to postsecondary preparation options in high school; and how to help students and families understand why taking the right courses in high school and getting good grades prepares them for success in college and careers.

Session Six: Helping students develop mindsets and skills for academic and career success- Research suggests that racial/ethnic and gender differences in school performance can be reduced by focusing on students' attitudes and behaviors. It's important for students to learn self-regulation skills in middle school, as they are foundational to success in high school, college, and careers. This session will expose participants to strategies for helping adolescents develop a growth mindset and how academic mindsets, social skills, and career-readiness skills lead to success in college and careers.

Additional Modules in the SREB Go Alliance Academy for future reference include:

- Building a College-Going Culture for All Students
- Financial Aid and College Applications
- College and Career Counseling for Special-Population Students
- College and Career Advising in the Elementary Grades
- Maximizing School Counselor Impact on Student Success: A Module for School Leaders
- College and Career Advising for Educators: A Model for Teacher Advisors

Overview of Modules <https://www.sreb.org/overview-modules>