The challenges and opportunities of a global economy require the educational stakeholders in the state of Washington to strategically invest in a well-prepared 21st century workforce more than ever before. To meet the need of a more highly skilled workforce, Washington students need to be equipped for transition to postsecondary education and training. The future personal enrichment and success of Washington citizens increasingly relies on their ability to successfully access and succeed in Washington’s postsecondary education and training systems.

To accomplish these ends, the Legislature has consistently sought to expand the number of students who begin earning college credits and postsecondary career and technical certificates while still in high school.

The 2011 Legislative Session resulted in the passage of E2SHB 1808, High School Students—Postsecondary Credit Opportunities, otherwise known as the Launch Year legislation, which was a major educational priority for Governor Gregoire. High schools are now required, within existing resources, to work towards the goal of offering a sufficient number of high school courses that will provide their students with opportunities to earn a year’s worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree.

Starting in late fall of 2012, the Office of Superintendent of Public Instruction (OSPI) introduced a dual credit enrollment section to the School Report Card, which reports on a variety of accountability measures including such data sets as test scores, graduation rates, special program participation, etc.

This same legislation requires institutions of higher learning to develop master lists of postsecondary courses that can be fulfilled by taking and meeting competency levels in any of the dual credit opportunities identified in the legislation. These lists, continuing in development, are being posted to the Washington Student Achievement Council Web site, with a link from the OSPI Dual Credit Programs Web site, and provide an important guidance resource for school districts, high schools, students, and their families.

Opportunities for dual credit coursework in Washington include, but are not limited to, the following programs: Advanced Placement (AP), College in the High School (CHS), International Baccalaureate (IB), Running Start (RS), Running Start for the Trades, Tech Prep (TP), Cambridge Program, Career...
Dual Credit Report Update

Link, Early College Program, Gateway to College, and Technical College Direct Funded Enrollment programs. In addition to the head start on postsecondary education and training, dual credit programs have saved state taxpayers and the families of students millions of dollars which would otherwise burden families in these difficult economic times. As reported in State Board for Community and Technical Colleges’ (SBCTC) 2010–11 Annual Running Start Progress Report, parent and student savings were about $40 million and taxpayers saw a return of about $51.8 million in that report year. The savings represent the tuition and state support costs of 12,689 FTE students attending a higher education institution for one year.

This report is designed to cast some light upon the results of both state and local school district efforts to make dual credit programs available to their students. Specifically, RCW 28A.600.280 requires:

(1) The office of the superintendent of public instruction, in collaboration with the state board for community and technical colleges, the Washington state apprenticeship and training council, the workforce training and education coordinating board, the higher education coordinating board, and the public baccalaureate institutions, shall report by September 1, 2010, and annually thereafter to the education and higher education committees of the legislature regarding participation in dual credit programs. The report shall include:

(a) Data about student participation rates and academic performance including but not limited to running start, college in the high school, tech prep, international baccalaureate, advanced placement, and running start for the trades;

(b) Data on the total unduplicated head count of students enrolled in at least one dual credit program course; and

(c) The percentage of students who enrolled in at least one dual credit program as percent of all students enrolled in grades nine through twelve.

(2) Data on student participation shall be disaggregated by race, ethnicity, gender, and receipt of free or reduced-price lunch.

Key findings based on an analysis of students’ schedules for the 2011–2012 school year, as reported in the Comprehensive Education Data and Research System (CEDARS), show that:

- Overall dual credit program enrollments from 2009–2012 have increased by 3.6 percent since 2009–2010.
- Non-White dual credit program student enrollment has increased by 8.9 percent since 2009–2010.
- Dual credit program participation rates of students eligible for free/reduced-price lunch programs have increased by 14.4 percent since 2009–2010.
- Of all high school students, 60.2 percent took one or more dual credit eligible courses in 2011–2012.
- Students who took one or more dual credit courses were cumulatively enrolled in an average of 2.5 dual credit offerings in 2011–12.
- The number of dual credit programs offered in Washington high schools has increased by 14.8 percent since 2009–10.
Workload Feedback Follow-Up

In the November – December issue of the CGCP News we had requested that school counselors send us stories about how testing coordination duties were impacting the broader work of guidance and counseling in schools. Within that same article we had also asked to hear from the field about successful collaborations that had redistributed that workload to a more equitable model making it possible to do the work of guidance and counseling. To date, we have heard from only three (3) school counselors, all of whom were experiencing the very challenges that precipitated the original article.

What we have not yet heard are stories from practitioners who have been focusing on working with their building leadership toward solutions. This would seem to be a conversation that would be critical, the results of which could assist other school counselors in developing strategies to support changing the status quo, to improving school counselor ability to have a more direct impact on supporting student success though guidance and counseling interventions.

We continue to ask that readers consider sharing their activities in this area. We remain committed to more fully understand the extent of the overload concern as well as publicize approaches that are helpful to the field. Please send your ideas on this to: mike.hubert@k12.wa.us, or if preferred, post correspondence to the guidance and counseling listserv.

College Bound Scholarship—Updates, Reminders, and Resources

Winter 2012

As we move into the FAFSA completion and College Goal Sunday events for high school seniors and enter the peak months for middle school sign-ups, now is an ideal time to share the latest developments in the College Bound Scholarship program (CBS).

One major change is that the Higher Education Coordinating Board (HECB) became the Washington Student Achievement Council (WSAC) as of July, 2012. All programs and staff transferred to WSAC.

Middle School Updates

Changes to the Application

1. The Release of Information (ROI) section, long considered a stumbling block for students and families, has been revised and the new wording will appear on the paper and online applications beginning January 1, 2013. In addition to simpler language, there are two other important changes:
   - No more boxes to check! When parents/guardians sign the application they automatically agree to share their student’s information with educational entities - OSPI, WSAC, middle and high schools the student attends, and college and universities.
   - Furthermore, parents/guardians also agree by their signature, unless they indicate otherwise, to share their student’s information with “select public and private non-profit agencies.”

A process to approve the agencies is being developed and will be posted on the College Bound website.

2. Students and families are strongly encouraged to apply for College Bound online (less paper, more accurate, quicker turn-around for the Certificate). Now there is a new feature for counselors and teachers who apply with the student online. By marking “I am assisting a student” a Signature Page is automatically generated and sent to the student’s home.

Additionally, if a teacher is assisting a student whose family’s primary language is Spanish, the...
teacher can now indicate that on the application and a Spanish version of the Signature Page will be sent home.

To date, nearly 4,800 students (7th and 8th graders) have submitted complete applications (1,400 more than last year at this time) and 47% were submitted online – thank you!

**Batching Project**

Students receive three Missing Information Letters (MILs) from College Bound staff. The next step, for those who still haven’t returned them, is to ‘batch’ the letters and send them to the student’s last known school with a request that the counselor or teacher give them to the student(s). To make this task easier and less rushed for school staff, these letters were batched and sent last month instead of late spring. **The deadline is June 30, 2013 for 8th graders**, so this should give staff and students enough time to complete the process.

**New Legislation Regarding Students in Dependent Care**

Beginning July 1, 2012 all students in dependent care in 7th through 12th grade, or up to age 21 and not yet graduated from high school are eligible for College Bound. The Council and DSHS are creating a data sharing system to enroll these students automatically. They will not be identified as foster youth or dependent-in-care on reports.

**Middle School Resources**

**Portal Access**

Access the Council’s secure portal to track your College Bound students. This will help you monitor your sign-ups and support your students academically. The process is simple and fast: [www.wsac.wa.gov/sites/default/files/CB-PortalAccessInstructions.pdf](http://www.wsac.wa.gov/sites/default/files/CB-PortalAccessInstructions.pdf)

**Access to Names of Students Eligible for Free-and Reduced-Price Lunch Program**

College Bound is an educational program administered by a state agency, the Washington Student Achievement Council (WSAC). This means that schools may target eligible students by using OSPI’s Disclosure of Free and Reduced Price Information Agreement form, downloadable from [www.collegebound.wa.gov](http://www.collegebound.wa.gov)

**Plan Ahead! Overnight Shipping Suspended**

Please allow 2 weeks for shipment of free materials – brochures, posters, Good! Better!! Best!!! academic charts. We can no long ship materials overnight.

**Who is Eligible for Financial Aid?**

It is not a requirement to have a SSN to apply for College Bound. However, to receive College Bound students must be U. S. citizens or eligible non-citizens as defined by the federal government. Additional information including definitions and documentation required may be found at: [studentaid.ed.gov/eligibility/basic-criteria](http://studentaid.ed.gov/eligibility/basic-criteria)

Even though they receive a SSN, participants in the Deferred Action for Childhood Arrivals program are not eligible for federal or state financial aid because their citizenship status is not changed.

**New Legislation Regarding Students in Dependent Care**

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**High School Resources**

**Tool Kit for College Bound High School Seniors**

Available at [www.collegebound.wa.gov](http://www.collegebound.wa.gov)

- PowerPoints, in Spanish and English, outlining the process students must follow to receive the Scholarship
- Helpful Handouts:
  - Five Common Financial Aid Myths
College Bound Scholarship—Updates, Reminders, and Resources continued

⇒ Frequently Asked Questions (FAQs) About College Bound
⇒ How do I get my Scholarship Money?
⇒ Fall, Winter, and Spring To Do Lists for High School Seniors
⇒ Why Use theWashBoard.org for Scholarships?

Portal Access – Know Your College Bound Students

A list of your College Bound students will allow you to:

• To track their academic progress – are they on track to graduate and do they have a cumulative 2.0 GPA? Both are requirements to receive the Scholarship.

• Ensure they have filed the FAFSA.

The process is simple and fast: www.wsac.wa.gov/sites/default/files/CB-PortalAccessInstructions.pdf

Electronic Resources – “The medium is the message.” Marshall McLuhan

• Check our Facebook page “I am College Bound” – the topics are timely, relevant, and informative. They are also fun to read and chock full of good resources for you and your students.

• A blog has replaced our newsletter – it is less expensive and searchable by keyword or topic. Go to: collegeboundwa.edublogs.org

• Finally, we now have a Listserv and promise to use it judiciously. Sign up and choose your notification settings at listserv.wa.gov/cgi-bin/wa?A0=WSAC-COLLEGEBOUNDCHAMPIONS

For more information, contact:
Email: collegebound@wsac.wa.gov
Tel: 1-877-535-0747

Statewide Public Four-Year Dashboard

The Council of Presidents (COP)–in partnership with the Office of Financial Management and the Department of Enterprise Services–unveiled an update to the online dashboard developed last year. The Statewide Public Four-Year Dashboard was initially created in 2011 following the passage of House Bill (HB)1795. The dashboard provides more performance and accountability data about Washington’s public four-year colleges and universities than ever before. Although student enrollment, progression and outcome data for only the public baccalaureates is presented, COP wants to inform all our partners given our interdependence in educating students, meeting critical state workforce needs, and fulfilling varying institutional missions. http://www.ofm.wa.gov/hied/dashboard/index.html

10 Things to do in January

1. Become a mentor in your community.
2. Learn more about mentoring.
3. Partner with a mentoring organization.
5. Think about the mentors in your life and post a tribute to them online.
6. Read the latest research and find resources on mentoring.
7. Serve your community on MLK Day of Service by deciding to become a mentor.
8. Make a donation to a mentoring organization in your community.
9. Go to YouTube on Thank Your Mentor Day™ (January 26) and make the National Mentoring Month video the most popular of the day.
10. Explore ways to help children succeed academically through mentoring.
Washington State Opportunity Scholarship

The Washington State Opportunity Scholarship helps low- and middle-income, Washington State residents earn first bachelor’s degrees. More than 750 scholarships will be awarded to new students who will be college freshmen, sophomores, or juniors fall of the 2013–2014 academic year. These students will receive $1,000 renewable scholarship each year (provided they continue to meet the renewal criteria), to help in their pursuit of four-year degrees in the following eligible high demand programs of study: Science, Technology, Engineering, Math (STEM) or Health Care. The application can be found at: http://www.waopportunityscholarship.org/page.aspx?pid=1113&srctid=1&erid=220087&trid=e6d55ddb-4785-8177-e248ca342aa6

Application Timeline
- January 7, 2013 — online application available
- 5:00 p.m. Monday, February 18, 2013 — online application deadline
- 5:00 p.m. Monday, February 18, 2013 — deadline for official transcripts to be postmarked
- March 1, 2013 — deadline for FAFSA to be filed
- May 1, 2013 — applicants will begin to be notified of selection decisions

Eligibility Requirements
- Student must receive (or have received) a high school diploma or GED from a Washington State high school or institution
- Student must be a Washington State resident (as defined in RCW 28B.15.012)
- Student must be enrolling as a college freshman, sophomore or junior fall 2013
- Student must be pursuing a high demand, eligible major (by alphabet; by category) in science, technology, engineering, mathematics (STEM) or health care
  Please note: If you will be attending a public community or technical college Fall 2013 that does not offer a four-year degree in your high demand, eligible major, you must transfer to an eligible four-year college/university that does by Fall 2015
- Student must have a cumulative grade point average (GPA) through fall quarter/semester 2012 of at least 2.75 (on a 4.0 scale)
- Student must enroll full-time each term as a college student, which is 12 credits each quarter, equivalent for semester
- Student must submit the 2013–2014 Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov by March 1, 2013
- Student’s family income (adjusted gross income plus all untaxed income) must be less than or equal to 125 percent of Washington State median family income. (Note: Unless you qualified to submit the FAFSA as an independent student, the family income amounts are those reported by your parent(s) on your 2013-2014 FAFSA)
- Student must be working toward a first bachelor’s degree, (i.e. four-year degree), in a high demand eligible major (by alphabet; by category) from an eligible Washington State college/university

Crisis Response Resources

The American School Counselor Association (ASCA) has posted a wide range of resources to support local efforts at responding to students, schools, and communities in crisis. As you continue your response to recent events, including the revisiting of your school and counseling program preparedness, know that there are resources available to you to not only address what is in front of you, but to strengthen the overall crisis response system in your school, and thereby the Responsive services of your guidance and counseling program. http://www.schoolcounselor.org/

OSPI maintains a School Safety Center, under the leadership of Mike Donlin. The School Safety Center provides resources to schools and parents on a broad spectrum of safety related topics such as bullying, internet safety, substance abuse prevention, suicide prevention, discipline and truancy. We also help schools develop comprehensive safe school plans that prepare schools for on-campus emergencies, security issues, and large scale disasters. A quarterly meeting with the School Safety Advisory Committee complements our commitment to keeping all students safe at school each and every day. http://www.k12.wa.us/SafetyCenter/default.aspx
Evidence-based School Counseling

Collecting and analyzing data can help school counselors and their administrators identify achievement gaps, understand educational issues and assess programs to ensure that they are making a difference for all students” (Making Data Work – ASCA, Page 1).

How do you go about the business of using data to inform your understanding of career readiness needs of your students? What data is available to inform your program decisions related to student personal/social developmental needs in your school? How do you use the data to serve both as an advocate for addressing student needs, as well as to assert the critical work of guidance and counseling?

OSPI is committed to more effectively equipping school counselors to become more effective as school leaders who can work effectively to build data infrastructures to guide guidance and counseling efforts.

Currently, a statewide effort has been undertaken to develop a data coaching system for ESDs and school districts. In our advocacy to insure that school counselors are considered as primary to such local teams, we would welcome stories from the field on successful strategies of school counselors, alone as well as in collaboration with other school leaders, to maximize the value of data to inform decision-making related to career readiness and student success.

We are committed to share such stories though the e-newsletter as well as guidance and counseling listserv, as well as to inform our efforts to more formally address the professional development needs of school counselors in this area. Please send your input to: mike.hubert@k12.wa.us.

Decrease the Number of High School Exit Exams to Three: Dorn Proposes Changes in State Assessment System

New learning standards provide an opportunity for Washington State to streamline high school exit exams.

OLYMPIA (December 13, 2012) — Washington state needs “exit” exams to ensure that every student who receives a diploma—no matter where he or she went to school—has the knowledge and skills expected of high school graduates. Students in the Class of 2012 were required to pass two exit exams. By the time this year’s 10th graders graduate, it will be five. State Superintendent Randy Dorn supports testing, but feels that five is too many and too expensive. He will propose that the Legislature reduce that number.

The cost of the state assessment system is high, both in terms of time and money. Exit exams are estimated to be $30 each. If students don’t pass one or more of these exams, the state provides other ways for students to demonstrate their abilities, such as the Collection of Evidence (COE). The COE is a portfolio of classroom work prepared by the student with instructional support from a teacher. The COE is currently $400 per student in each content area.

Washington is in the midst of changing its standards in math and English language arts with the implementation of the Common Core State Standards. This provides an opportunity to take a look at our assessment system and make some commonsense changes without reducing accountability or lowering standards.

Students in the class of 2015 are required to pass five exit exams to graduate from high school:
1. Reading High School Proficiency Exam (HSPE)
2. Writing HSPE
3. Biology End-of-course (EOC) exam
4. Algebra I EOC
5. Geometry EOC

In January, Dorn will propose to the Legislature that we reduce the five required tests to three:
1. Reading/writing HSPE
2. Biology EOC
3. Algebra 1 EOC

For more information
- Assessment Overview: (http://www.k12.wa.us/assessment)
- Graduation Requirements (http://www.k12.wa.us/GraduationRequirements)
- Common Core State Standards (http://www.k12.wa.us/corestandards)
2010 K–12 High School Reports Available

The Education Research and Data Center (ERDC) has just released the updated P–20 K12 Reports for High Schools and School Districts, focusing on the graduates for 2010. The purpose of these reports is to provide high schools and school districts with information about their high school graduates and postsecondary education. These reports are funded by an American Reinvestment and Recovery Act (ARRA) P20W grant and provided free of charge. They were produced in partnership between the ERDC, OSPI, LEAP, and other educational stakeholders. Users will now have access to two years of data (2009 and 2010), and a table displaying student demographics by post-secondary enrollment. Some high schools will not have a report. If you do not see a report for your high school, it is most likely because of the following: 1) fewer than 10 high school graduates, or 2) not included in Adequate Yearly Progress (AYP) calculations. To view the reports, go to http://erdcdata.wa.gov/

2013 ASCA Annual Conference

"Liberty and Learning for All"

http://schoolcounselor.org/content.asp?pl=325&sl=129&contentid=182

Register: Register online or download a registration form to mail or fax in. Register by Dec. 31 to attend the 2013 conference at the 2012 rates!

Schedule at a Glance: Get an overview of what's happening when.

Pre-conference Workshops: Start your professional development off early with a half-day or full-day preconference workshop on Sunday, June 30.

Breakout Sessions: Get detailed session descriptions for sessions on Monday, July 1; Tuesday, July 2; and Wednesday, July 3.

Keynote Speakers: Don't miss your chance to hear inspiring and educational keynote speakers at the 2013 Annual Conference. Speakers include Chef Jeff Henderson, David Marcus and Rachel Simmons. Learn more.

CEUs/Contact Hours: Meet your professional development needs in a variety of ways.

Hotel: Philadelphia Marriott Downtown, 1201 Market St., Philadelphia, PA 10107. Rate: $179 single/double occupancy. Reservations: Call (877) 212-5752 (mention ASCA to get the discounted rate) or make a reservation online.

Navigation and CGCP Grantee Data Collection K-20 Presentation

On February 12, 2013, at 2:00 p.m., OSPI/Navigation staff are presenting a data collection/evaluation K-20 seminar. The seminar is scheduled to last until 3:30. This training is required for Navigation and CGCP grant recipients.

At the present time, we have 35 districts signed up out of 95 eligible. Contact Laura Moore (laura.moore@k12.wa.us) with the name and contact information (phone and email address) of the district person who will be working with OSPI staff to set up the K-20 meeting and the number of people from the district participating in the meeting.
College Planning Day

College Planning Day (CPD) is an annual, statewide event that allows your students to learn about Washington colleges and universities. CPD takes place March 15-29, 2013. Dates and locations can be found here: [http://www.washingtoncouncil.org/collegeplanningday.htm](http://www.washingtoncouncil.org/collegeplanningday.htm)

The WCHSCR CPD is special for four reasons:
- Short presentations not college fair tables—meaningful interactions
- Colleges come to you—all the schools, all in one place
- It’s on a college campus—a slice of college life
- Hospitality room for high school personnel—because you deserve a break

CPD is intended for high school juniors, undecided seniors, and mature sophomores. Please register for your local event by contacting the appropriate event host.

A limited number of bus subsidies are available for schools that lack funds—particularly schools serving low-income, under-represented, or geographically-isolated communities. Our target audience is juniors, as well as undecided seniors and mature sophomores— anyone you think will benefit.

See you at your local WCHSCR College Planning Day!

Contacts:
Kiersten Horton, Kiersten.Horton@wwu.edu; 360.650.448

Travis Merrigan
Program Officer, Eastern WA—Washington College Access Network
tmerrigan@CollegeSuccessFoundation.org, 509.426.4365

Twitter: @CollegeAccessWA

Washington State Middle School Initiative

Based on what is known about the developmental needs of youth in the middle-level grades, specific student success skills have identified in a joint project between OSPI, the University of Washington Social Development Research Group (UW-SDRG), the Association of Washington School Principals (AWSP), and funded by the Raikes Foundation. These research-supported competencies were vetted through a survey of WA State middle school counselors and principals in September 2011. Analyses revealed that both principals and counselors (N=286) overwhelmingly supported the importance of all the competencies. Nearly 90 percent of counselors and principals rated the competencies as very important or important, with the exception of educational planning (78 percent principals, 73 percent counselors).

The final list of 16 vetted student success competencies and five system support competencies include: organization skills/time management, study and test taking skills, self-advocacy, goal setting, educational planning, self-control, stress management, decision making, persistence, Empathy/Compassion, Problem Solving/Conflict Management, Effective Group Skills, Social Belonging, Self-Efficacy, Personal Identity, Citizenship, and system supports of Caring Relationships, High Expectations, Opportunities to Contribute, Family Involvement, and Cultural Competency.

A complete copy of Washington State Middle Schools Student Success Skills Guide, including information on most commonly used curriculums, can be found at: [http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/pubdocs/MiddleSchoolSuccessCompetenciesReport.pdf](http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/pubdocs/MiddleSchoolSuccessCompetenciesReport.pdf)
Office of Superintendent of Public Instruction

OSPI/Secondary Education
Comprehensive Guidance & Counseling
PO Box 47200
Olympia WA 98504-7200
Phone: 360.725.4967
Fax: 360.586.9321
E-mail:
navigation101@k12.wa.us

The Office of Superintendent of Public Instruction is the lead education agency in the state for K-12 education. The current Superintendent of Public Instruction is Randy Dorn. The agency was formed by the territorial government in the 1870s.

For more information, contact:

Dan Newell, Assistant Superintendent for Secondary Education & Student Support
360.725.6175; dan.newell@k12.wa.us

Mike Hubert, Director of Guidance & Counseling—360.725.0415;
mike.hubert@k12.wa.us

Danise Ackelson, Navigation 101 Supervisor—360.725.4967;
danise.ackelson@k12.wa.us

Laura Moore, Admin. Assistant, Navigation 101—360.725.6433;
laura.moore@k12.wa.us

Marijuana and School Don’t Mix

Statement from State Superintendent Randy Dorn:
Recent anecdotal reports from school districts suggest an increase in marijuana possession and consumption among young people, especially after the passage of Initiative 502, which legalizes small quantities of the drug for people age 21 and older. Below is a statement from State Superintendent Randy Dorn on what the law means to public schools.

The passage of I-502 changes nothing in public schools in Washington State. Certain drugs, including marijuana, continue to be illegal on school property and to anyone younger than 21 years old.

To receive federal funds, districts must abide by the Safe and Drug-Free Schools and Communities Act and must have a Drug and Tobacco-Free Workplace and a similar student policy in place. Each district’s policy has a number of common requirements about marijuana and other drugs, such as not allowing any student to:
• Possess,
• Distribute
• Manufacture, or
• Be under the influence.

Any student caught will be disciplined according to local district policy and local law enforcement as required. Fines can also be doubled if the arrest occurs within 1,000 feet of a school facility.

I-502 changes state law but has no effect on federal law.

Some people think that a medical marijuana card is similar to a prescription for a controlled substance and can be brought to schools or the workplace. That is false. Having a medical marijuana card does not mean a student, or an employee, or anyone for that matter, can bring marijuana on school grounds.

Students need to be engaged and prepared for school. Marijuana doesn’t allow them to be either of those things. Marijuana dulls the brain. It can lead to paranoia, short-term memory loss and depression. And for those under 21, it is illegal.