Work-Integrated Learning Advisory Committee Meeting
Minutes, Regular Meeting
Via Zoom Meeting/February 18, 2021

Members in Attendance:	Representative Sharon Tomiko Santos Chris Alejano, Workforce Board (WTB) Denise Reddinger, representing school counselors Derek Jaques, representing K-12 Career and Technical Education (CTE) educators Krista Fox, representing community and technical colleges Maddy Thompson, Governor's Office Rebecca Wallace, designee to the Superintendent of Public Instruction (OSPI)
Members Not in Attendance:	Senator Ann Rivers Senator Lisa Wellman
Staff to the Committee:	Kim Reykdal, OSPI Lance Wrzesinksi, OSPI Renee Lafreniere, OSPI Samantha L. Sanders, OSPI Susie Anderson, OSPI
Public Attendees:	Alissa Muller, State Board of Education (SBE) Brianna Kirschenbaum, School's Out Washington Breann Boggs, OFM Budget Danny Salazar, Employee Security Department David Beard, School's Out Washington Dennis Conger, ESD 101 Erin Fraiser, WSBCTC Gretchen Stiger, Everett High School Jody Robbins, Labor & Industries Kairie Pierce, Washington State Labor Council, AFL-CIO Kelly McClure, University Place School District Kelsey Parke, University Place School District Marie Bruin, State Board for Community and Technical Colleges Mark Martinez, Pierce County Building and Construction Trades Council Monique Patel, University Place School District Natalie Pacholl, SEH America Nova Gattman, WTB Sarah Patterson, AGC Education Foundation Tim Knue, WA-ACTE Walter Jackson, PSESD

Land Acknowledgement: Recognition of the Traditional Territories of Indigenous Peoples was delivered by Derek Jaques.

Call to Order: Co-chair Derek Jaques called the meeting to order at 1:05 pm on February 18, 2021. Representative Santos moved to approve the minutes. The motion was seconded by Kairie Pierce. Prior meeting minutes from February 18, 2021, were approved unanimously by committee members in attendance with 4 members absent at the time of approval. Representative Santos moved to approve the agenda. The motion was seconded by Denise Reddinger and approved unanimously by committee members in attendance with 4 members absent at the time of approval. Attendance was taken using a Chat box protocol and an audible roll call of committee members. Committee members and attendees were welcomed and invited to introduce themselves. No public comments were made.

Policy Update: Nova Gattman with WTB presented on legislative initiatives, referencing key bills included as Attachment "A" – WILAC Bills of Interest. A link to the Workforce Board's legislative page was also provided in the Chat box:

https://www.wtb.wa.gov/about-us/workforce-board-legislative-tracker/

The presentation was followed by committee questions and discussion. Representative Santos shared some further insight to HB1162 which centers around high school graduation credit and pathway options, noting the methods for students to demonstrate their graduation readiness by completing a performance and skill exhibition.

High School & Beyond Plan Requirements: Kim Reykdal with OSPI presented on the High School and Beyond Plan (HSBP) requirements, focusing on career and college readiness and the importance of integrating this in K-12. The presentation noted that beginning in the elementary grade levels helps lead to better learning and more engagement by the students and is included as Attachment "B" – Building Hope for the Future via HSBP. Links to OSPI's writable HSBP template as well as a research report, "An Integrated Approach to College, Career & Life Readiness" were provided in the Chat box:

https://www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/secondary-transition

https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/pubdocs/integratedapproachtocollegecareerandlifereadiness.pdf

The presentation was followed by committee questions and discussion. Representative Santos shared her hopes that the committee will recognize how academic careers are being depressed by the lack of time; teachers are overwhelmed by other tasks. Chris Alejano shared the importance of this being a collective effort from all staff members and not just counselors. Derek Jacques shared the importance of an electronic system due to so many students being transient throughout their high school years.

Spotlight on Existing Programs: Kelly McClure, Monique Patel and Kelsey Parke with University Place School District provided an overview of how they are supporting students' transitions by aligning the HSBPs with Individualized Education Program (IEP) Transition Plans and how they have

been successfully operationalizing and supporting students in their high school experience from year to year. The presentation is included as "Attachment C" – UPSD HSPB Transition Planning. Gretchen Stiger with Everett School District presented on how the district is utilizing the HSBP as a planning and Social-Emotional Learning (SEL) tool and how they are able to build excitement and engagement by helping to identify what the student wants to do after high school but taking classes while in school to help prepare them for the future included as "Attachment D" – HSBP and SEL Tool Everett High School.

The two presentations were followed by committee questions and discussion which centered around the importance of data to help define the interests of students as well as the challenges for counselors to have enough time with the students and ability to get into the classrooms.

Small Group Protocol: Attendees were assigned to small groups to reflect on learnings and discuss potential alignment with the work of the committee.

Public Comment, Final Announcements and Conclusion of Meeting: Kairie Pierce, Washington State Labor Council, AFL-CIO, and Jody Robbins, Labor & Industries, both offered to assist with the coordination with labor partners for the upcoming March meeting. No additional public comments were made. Representative Santos moved to adjourn the meeting. The motion was seconded by Kairie Pierce and the meeting was adjourned at 3:59 pm.

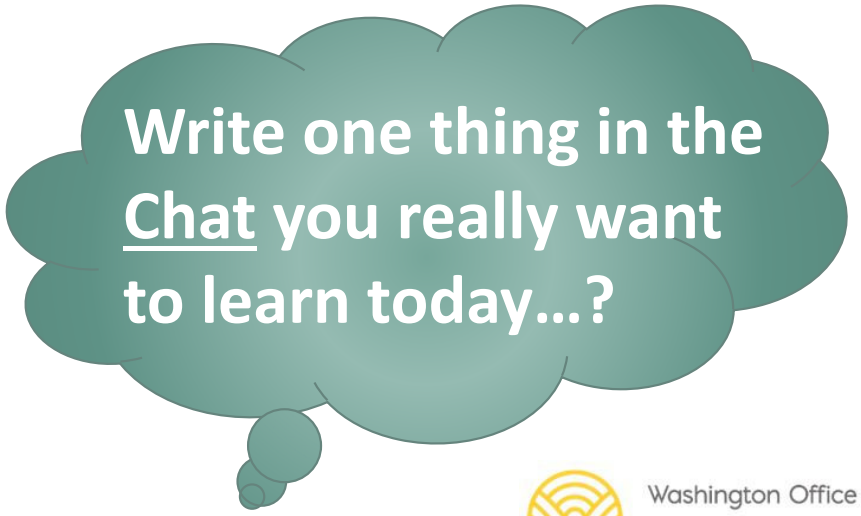
Bill	Short Title	Description/Notes	Bill Status
1162 (Stonier)	Concerning high school graduation credit and pathway options	This is a State Board of Education request bill. Would reduce the number of credits required for graduation for high school students from 24 to 20. The bill also allows students to demonstrate their graduation readiness by completing a performance exhibition that includes authentic evidence demonstrating industry or profession specific knowledge and skills in two or more subject areas.	Feb. 4: Passed House Committee on Education Feb. 9: Referred to Rules 2 Review
1302 (Berg)	Concerning college in the high school programs	This bill allows students in ninth grade to participate in college in high school (CHS) programs. The bill follows the expansion of CHS to the tenth grade level two years ago. The substitute bill also specified that CHS info must be included in the school's catalogue.	Feb. 12: Unanimously passed the House Committee on Education Feb. 17: Placed on Second Reading
1365 (Gregerson)	Procuring and supporting appropriate computers and devices for public school students and instructional staff	States the intent of the Legislature is to ultimately provide every student with a "learning device" – a computer or a tablet – that allows the student to access the intent, coursework, and other opportunities – and that this provision is also accompanied by the appropriate training on this equipment. The bill charges the local Education Service Districts (ESDs) with providing these items and training for local SDs. This would be made possible by the creation of technology grants, administered by OSPI. There is an annual reporting requirement on the progress towards the state's 1:1 goal, with reports due Nov. 1, 2022 to start.	Feb. 15: Passed House Committee on Education Feb. 18: Scheduled for public hearing in House Committee on Appropriations
1415 (Paul)	Concerning skill center class size	This bill lowers the skill center class size for the prototypical school funding formula from 20 to 16.67 students beginning the 2021-22 school year.	Feb. 9: Public hearing in the House Committee on Appropriations
5030 (Mullet)	Developing comprehensive school counseling programs	This bill charges districts to put together a written plan by the beginning of the 2022-23 school year for a comprehensive school counseling program. The bill states that as part of the plan, school counselors must spend 80% of their time providing direct or indirect services to students. The bill specifically defines direct and indirect services, and includes career and college planning and advisement as well as behavioral health counseling as direct service, and referrals or consultation as indirect services.	Jan. 20: Unanimously passed the Senate Committee on Early Learning & K-12 Education Feb. 17: Placed on second reading by Rules Committee

5147 (Hawkins, Wellman)	Exploring alternative school calendars	This bill directs OSPI to establish a program to allow up to 30 school districts (split evenly across each side of the Cascades) to provide 180 instructional days over the course of the entire calendar year, with no more than a 4-week break between instruction days. To participate in this pilot, a school district must have a minimum enrolment of 500 students and a maximum of 10,000 students, a majority of whom qualify for free and reduced-price meals. The pilot would run from the 2022-23 school year through 2025-26. OSPI would select districts on a first-come, first-served basis, and must report to the Legislature by Dec. 31, 2026 on outcomes and recommendations.	Jan. 27: Passed Senate Committee on Early Learning & K-12 Education Feb. 22: Executive session scheduled in the Senate Committee on Ways & Means
5299 (Wellman)	Allowing the use of computer science credits for the purpose of graduation requirements	This bill would allow a student to use an approved computer science course in place of a 3rd year math or science credit for the purposes of meeting graduation requirements. All substituted computer science courses must align with the student's High School and Beyond Plan.	Feb. 10: Passed Senate Committee on Early Learning & K-12 Education; referred to Rules Committee
5389 (Wellman)	Creating teaching endorsements in computer science	Directs the Professional Educator Standards Board (PESB) to develop two specialty teaching endorsements in computer science – one for elementary school, and one for secondary school. Subject to appropriation – additional funds shall be provided for the Computer Science and Education Grant program (which was created in the 2019-21 operating budget ($1M/year) to train and credential teachers), to assist teachers in participating in this specialty endorsement process. Current state law states that by the 2022-23 school year, schools must provide access to an elective CS course to all students.	Feb. 10: Passed Senate Committee on Early Learning & K-12 Education; referred to Ways & Means

Washington Integrated Learning Advisory Committee

February 18, 2021

Building Hope for the Future via High School & Beyond Plan(ning)



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Connect with me for support!

Kim Reykdal

Secondary School Counseling

Kim.Reykdal@k12.wa.us

hope FOR THE future

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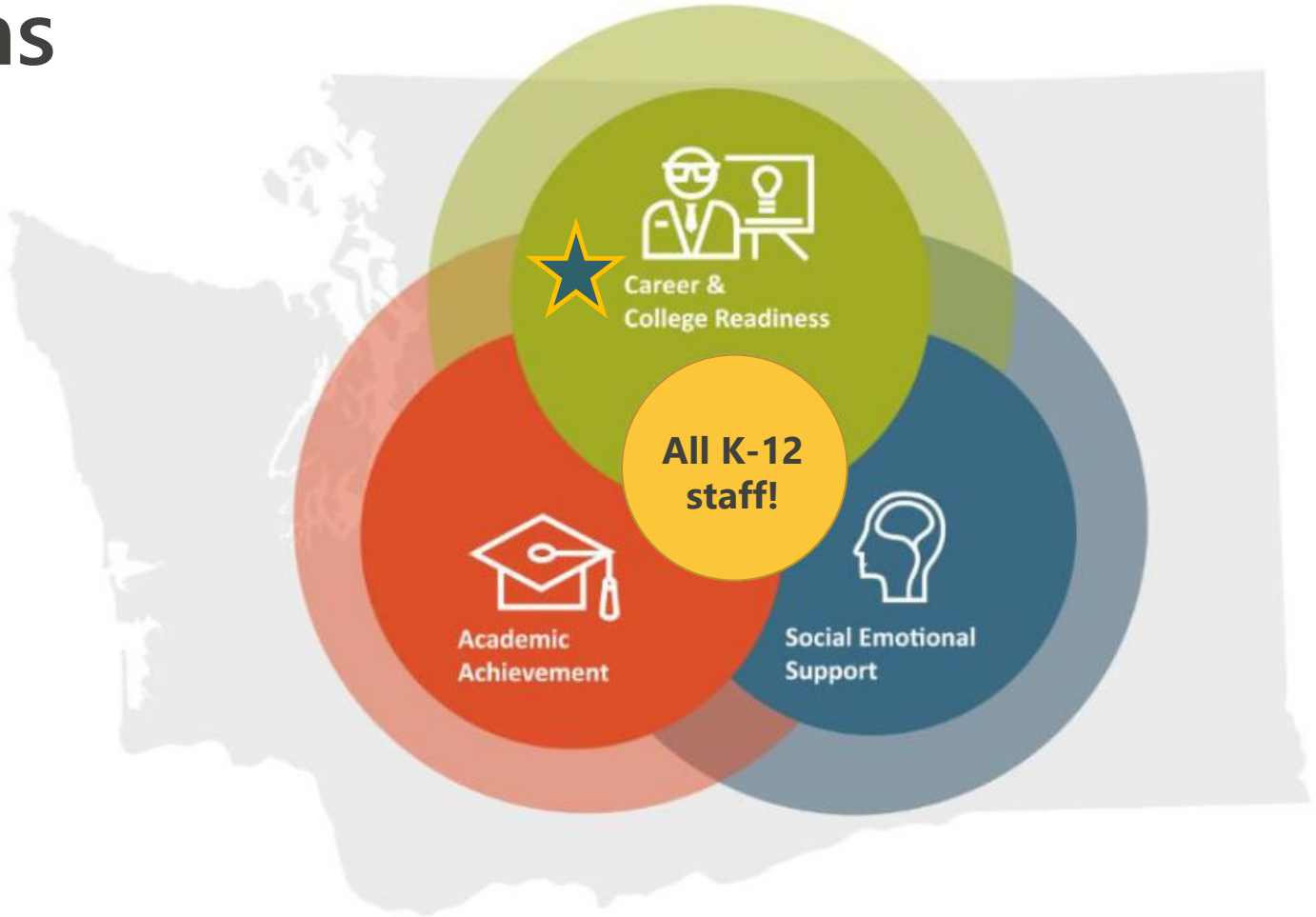
The 3 Domains of School Counseling…

… and of educating All students



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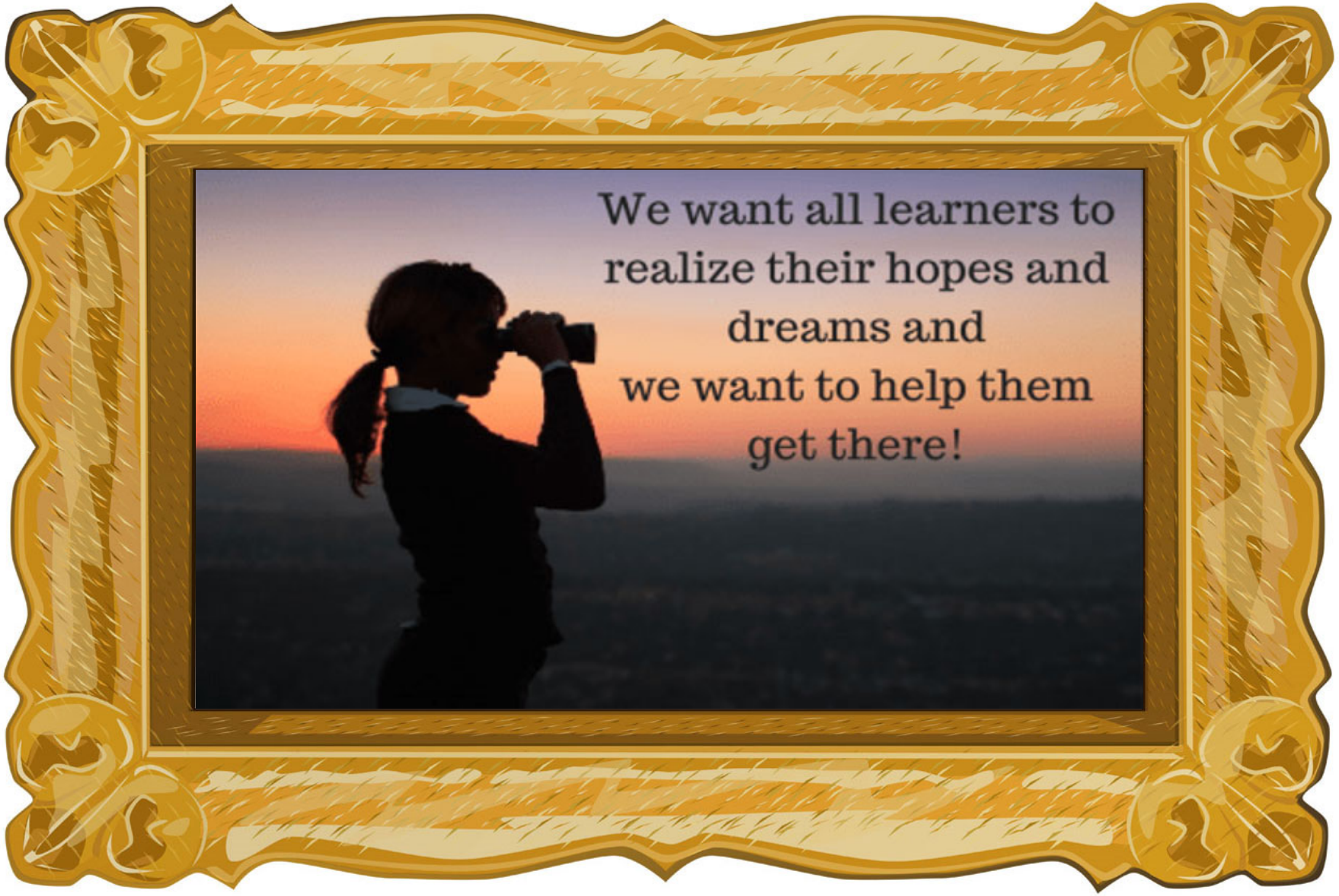
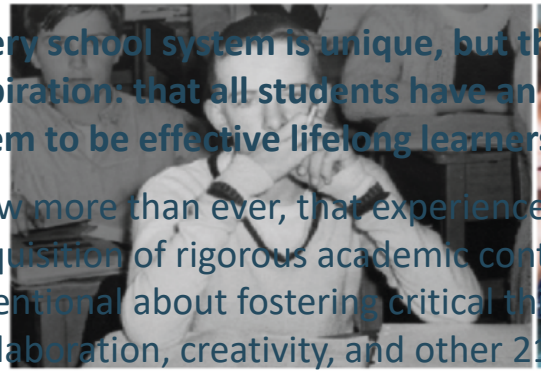
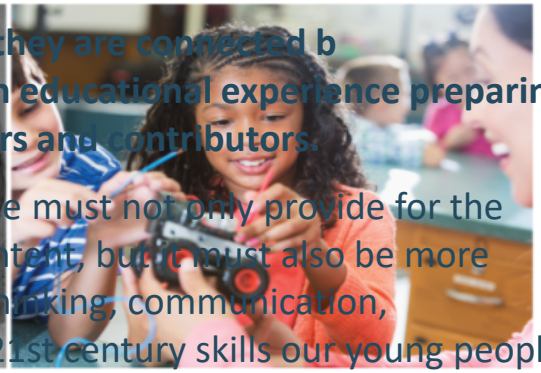

We want all learners to realize their hopes and dreams and we want to help them get there!

Portrait of a Graduate

Which student will be best prepared to contribute and compete in this global economy?





Every school system is unique, but they are connected b aspiration: that all students have an educational experience preparing them to be effective lifelong learners and contributors.

Now more than ever, that experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills our young people need to thrive in this complex, rapidly changing world.

STUDENT A	STUDENT B
Math	Content Mastery
Science	Communication
English	Collaboration
Social Studies	Other 21st Century Skills

SB5249 creates a workgroup to do this work!

Required HSBP Components

Requirements Since 2016

- Starts by 8th grade
  - *Career Interest Inventory*
  - *Career Goal(s)*
- Educational Goals
- Academic Course Plan
  - *Dual Credit*
  - *College Bound Scholarship*
  - *CTE Equivalency Courses*
  - *Support classes (if needed)*
- Résumé/Activity Log

Added by HB1599 (2019)

- **Info about federal & state financial aid** (7 specifics)
- **Students with IEPs get same HSBP planning**, with similar staff, as classmates
- **10th Grade HSBP Update:** SBA scores* must inform 11th grade course choices
- **Acad. Accel.** by 2021-22

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*** School Closures negated the ability to use SBA scores to inform junior year courses for the Class of 2022**

HSBP Template Update

Career Guidance washington

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My High School & Beyond Plan

Name: _____ **SSID:** _____

School(s): _____ **Grad Year:** _____

School Counselor/Advisor/Case Manager: _____

PERSONAL PROFILE – WHO AM I?

What interests, skills, abilities, values, goals, dreams, and personality traits fit you?

Class of 2021

HSBP Template

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MY FINANCIAL AID OPTIONS

Since most adults change career paths multiple times during their working years, it is important to understand what financial resources are available for when/if you choose to pursue further education and/or training through an apprenticeship or a 2- or 4-year college or technical/specialty college.

This section of your HSBP is required to ensure all students know what support is available and how to access state and federal financial assistance after high school.

I will find out my financial aid options through either the Free Application for Federal Student Aid (FAFSA) or the Washington Application for Student Financial Aid (WASFA).

- Go to **https://wsac.wa.gov/apply** to access the different materials and information you and your parent(s)/guardian(s)/family need to apply for these sources of financial aid.
- I will be considered a dependent student for financial aid. ☐ Yes ☐ No
  (Check for dependency status at https://studentaid.gov/apply-for-aid/fafsa/filling-out/dependency).

By (digitally) signing below, I indicate that I know which application I can use (FAFSA or WASFA) and how to find out what information and materials are needed to complete the application.

Name: Click or tap here to enter text. Date: Click or tap here to enter text.

1. **These are the colleges I am most interested in attending with their financial aid deadlines:**

   College: Click or tap here to enter text. Priority Deadline: Click or tap here to enter text.

   College: Click or tap here to enter text. Priority Deadline: Click or tap here to enter text.

   College: Click or tap here to enter text. Priority Deadline: Click or tap here to enter text.

   College: Click or tap here to enter text. Priority Deadline: Click or tap here to enter text.

2. **If I need help figuring out or applying for financial aid, I'll talk to:** Click or tap here to enter text.
3. **I can also get help at my school's Financial Aid Advising Day on:** Click or tap here to enter text.
4. **I applied for financial aid using the FAFSA or WASFA on (date):** Click or tap here to enter text. ☐ Not applicable
5. **I applied for a College Bound Scholarship in middle school:** ☐ Yes ☐ No ☐ Not applicable
   (If not sure, ask your School Counselor, Advisor or Case Manager to help you find out.)
6. **I have reviewed and compared my financial aid award offers:** ☐ Yes ☐ No ☐ Not applicable
7. **I do not plan to apply for financial aid because:** Click or tap here to enter text.

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Equity in Advising Students with IEP's

Guidelines for Aligning HSBPs and IEP Transition Plans

Sample HSBP Templates

- CTE Graduation Pathway
- Student Needing Transition Services

High School and Beyond Plan IEP Transition Checklists for Educators

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Graduation Pathways are… aligned with HSBP, equal in value & ***preparatory for the 1st year after high school***

Graduation Pathways are not…. 'alternatives' to the SBA, ways to 'track' students nor 'boxes' to check

Graduation Pathways One-Pager and Toolkit
https://www.k12.wa.us/student-success/graduation

Graduation Pathways

ASVAB (or PICAT)

CTE Course Sequences
- 2.0 credits; lead to IRC or include dual credit; OR Core Plus program

College Entrance Exams (ACT/SAT)

Dual credit courses:
- AP/IB/Cambridge (earn a C+)
- CTE Dual Credit (earn HS credit)
- College in the HS or Running Start (local approval)

Dual credit exams

State assessments (SBA/WA-AIM)

Transition courses
- Bridge to College or local agreements

Increasing Engagemen and Access Opportuniti

Online HSBP

- By **2020-21**, all schools are required to provide every student with **access to an online HSBP platform**

Vendor	80% Aligned by Fall 2020	90% Aligned by Fall 2020	100% Aligned by Fall 2020	90% Aligned by Spring 2021	100% Aligned by Spring 2021
Cirkled In				X	
Kuder**			?		
Maia Learning		X			
Major Clarity			X		
WSIPC (was My Data Solutions)*			X		
Naviance		X			X
School Data Solutions/WOIS*			X		
School Links			X		
Xello (used to be Career Cruising)	X			X	
You Science				X	

District-Level High School and Beyond Plan Implementation Analysis Guide

How and Where do Our HSBP Supports Live?

	Where Could it Get Done?			Delivery Method	When done?	Who Leads?
	Which class(es)?	Advisory/ Homeroom	Career Ctr/ Counseling	Online or Other Instruction	Grade Level(s)	Staff Lead(s)
Career Goal(s)						
College Bound Scholarship (CBS) Information						
9th Course Registration (HSBP-informed course choices)						
Educational Goal(s)						
Course Taking Plan (meets local grad reqs/aligns with goals)						
- Advanced courses/Dual Credit options						
- Career & Technical Education options						
- Documents Graduation Pathway(s)						
State/Federal Financial Aid Information						
- Documentation Needed for Completing a FAFSA/WASFA						
- Application/Submission Deadlines (Stress Be Early!)						
- Info for Foster Care/Homeless (or could be...)						
- Where/How to Get Help (Reference WSAC Website)						
9th Grade Progress Check						
10th Grade Progress Check (includes SBA scores)						
11th Grade Progress Check						
HSBP/IEP Transition Plan Alignment						
Math Courses for Students not Meeting SBA Standard						
Supports for Students not Meeting 8th Science Standards						

HSBP Delivery Models: Staff Buy-In Matters!

School Counselor or CCR Specialist Delivered Lessons

- Lessons given in classes or to whole grade (teachers stay to hear/reinforce)
- Small Groups if help is needed
- 1:1 Planning meetings

Staff Delivered in Advisory/Homeroom

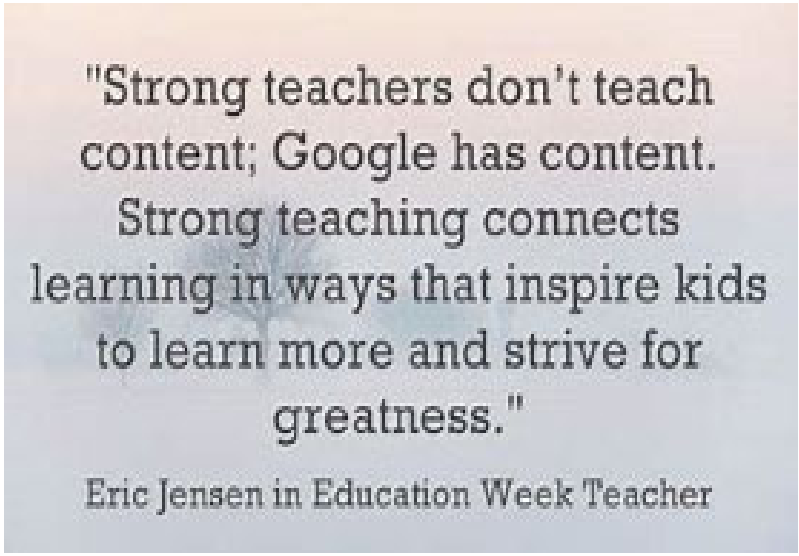
- Counselor or CCR Specialist "trains"
- **Staff buy-in & beliefs are key!**
- Staff trained to use HSBP system to build relationships and connect students to opportunities

Staff Delivered through HSBP "Units" in Select Classes

- Résumé in ELA (10th/12th grade)
- Financial Aid in math course(s)
- IEP Transition Courses, AVID, Career Choices

Offer Training to Spark Staff Engagement!

- Train staff to use the HSBP to:
  - learn students' career/college interests & connect back to preparatory skills learned in their class
  - use learning styles/personality test results to inform instruction or groups
  - talk w/ students about course choices
  - talk w/ parents if student is struggling
  - build relationships! ☺



Use HSBP Data to Spark Student Engagement!

Hello _____,

You are receiving _____ scholarship information because going to college is a goal in your High School & Beyond Plan. Please contact me if you have questions or need help.

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Use Strategies to Spark Family Engagement!

- showcase HSBP platform at parent nites
- share HSBP videos from ReadyWA
- facilitate Student Led Conferences
- use HSBP to talk w/ parents if student is struggling
- share HSBP updates in newsletters, emails and on social media
- Engage parents as career speakers / mentors / job shadow, workplace tour and internship providers

GEAR UP
WASHINGTON STATE

READY WA

the world awaits

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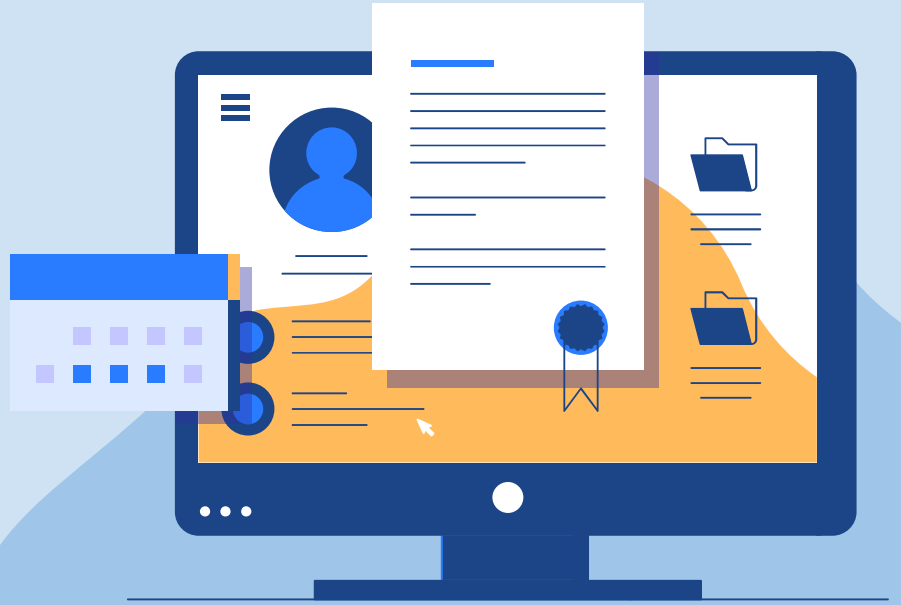
Many of our images come from Canva.com and TheNounProject.com.

University Place School District

HSBP/ Transition Planning



Supporting Students' Transitions: Aligning HSBP's and IEP Transition Plans

Attachment C

INTRODUCTION

Today's Objectives

01 IDENTIFIED NEED

Informed data decision making drives the work.

02 PLC WORK

Explore how our PLC is working to align a student's HSBP and IEP transition plan.

03 GENERAL EDUCATION ALIGNMENT

Learn how to collaboratively provide an inclusive and effective framework for high school and beyond planning.

Kelly McClure,
Executive Director of Special Services

Monique Patel,
Community Transition Program Teacher

Kelsey Parke,
CTE Director & Assistant Principal

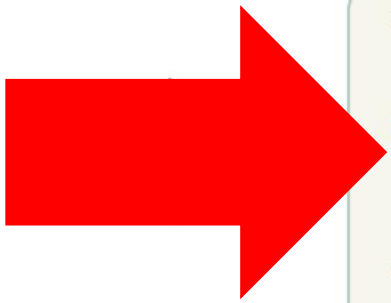
Attachment C

House Bill 1599

HSBP Core Components [HB1599]

Requirements Since 2016

- Starts by 8th grade
  - *Career Interest Inventory*
  - *Career Goal(s)*
- Educational Goals
- Academic Course Plan
  - *Dual Credit*
  - *College Bound Scholarship*
  - *CTE Equivalency Courses*
  - *Support classes (if needed)*
- Résumé/Activity Log



Added by HB1599 (2019)

- Info about federal & state financial aid
- Students with IEPs get same HSBP planning, **with similar staff, as classmates**
- **10th Grade HSBP Update:** SBA scores* must inform 11th grade course choices
- **Acad. Accel.** by 2021-22

Attachment C

Identified Need: Data Dive

POST SCHOOL DATA

Percentage of student engagement in Post-Secondary Education/Training and Employment

PSESD NEEDS ASSESSMENT

Participation in ESSA project with ESD. Identified strengths and weaknesses and developed a plan to better improve areas of Transition Planning

HSBP STUDENT PARTICIPATION

Number of students with most significant abilities (Special Programs) who DID NOT participate in HSBP

02

SPECIAL PROGRAMS

PLC Work

Explore how our PLC is working to align a student's HSBP and IEP transition plan.

Attachment C

SPECIAL PROGRAMS PLC – WHO WE ARE

TEACHERS

High school & Transition Program Special Programs teachers at CHS

ADMINISTRATORS

Supported weekly by district, CTE, and building administrators

OTHER PARTNERS

Collaborate periodically with related service providers, Junior High and Learning Resource teachers

Attachment C

PLC GOAL – WHAT WE'VE DONE

Our 2021 goal is to align our HSBP and IEP Transition requirements and operationalize how we will support students in their transition journey year-to-year.

We have:

- Learned requirements, new guidelines, online platform
- Implemented HSBP platform at accessible level for each student
- Updated our roll-up process
- Reviewed the general education Scope and Sequence for HSBP
- Documented Xello alignment with IEP Transition Plan at levels K-2, 3-5, and 6-12
- Collaborated with teacher stakeholders and CTE

Attachment C

PLC GOAL – WHERE WE'RE GOING

- Operationalize the HSBP/Transition Plan for Special Programs students
  - Align with OSPI guidelines for 10-12 to CTP, then 7-9 (and beyond)
  - Identify our needs and areas of support
  - Clarify and engage in more intentional partnership with stakeholders/providers
  - Support HSBP/IEP teams in making transition decisions

- Improve cultural responsiveness in transition planning

- Increase accessibility of general education lessons and activities for our students and our desire to include in gened setting

- Collaborate with Special Programs educators from Junior High and Intermediate levels to build out college and career readiness process starting earlier

Attachment C

CURRENT TRANSITION STUDENT HSBP/IEP ARTIFACTS & EXPERIENCES

BINDER PORTFOLIO

IEP, Transition & HSBP supporting documents

DIGITAL PORTFOLIO

Digital folder of **employment** documents

AGENCY LINKAGES

Connections for transition to **adult services**

COMMUNITY EXPERIENCES

Volunteer experiences, resources & activities in all transition domains

STUDENT-LED IEP & EXIT PRESENTATION

Presentation to **CTE Advisory Board** and/or **IEP Team**

SUPPORTING ARTIFACTS

Photos, videos, recommendations, evaluations, best works, etc.

03

GEN ED ALIGNMENT

Learn how to collaboratively provide an **inclusive** and **effective** framework for high school and beyond planning.

Attachment C

TRANSITION JOURNEY: A SHIFT IN PRACTICE

PRIOR TO HB1599

Students were pulled to the CCRC to complete HSBP and Registration.

ROLL OUT

Career Cruising shifted to Xello. Registration expansion.

ENTER PANDEMIC

MAJOR SHIFTS

Xello created a specific institution for our Special Programs students.

PRESENT PRACTICE

Synchronous and Asynchronous lessons. Identifying key data and information.

Attachment C

Meeting the Requirements of High School and Beyond Plan in University Place School District

SY 2021-2022

Using Student Engagement to Fuel Completion of HSBP Requirements

Ensuring students meet the standards for Washington's High School and Beyond Plan (HSBP) is critical. Not only is HSBP a graduation requirement, it's also vital in helping students prepare for success beyond high school. By helping students better understand themselves, their future options, and the plans needed to achieve their goals they're able to see the value of their education -- motivating them to reach their full academic potential.

Introducing Xello. Xello is an award-winning online program that redefines how K-12 students prepare for future success. This student-centered software supports all ages, abilities, and pathways. Scientifically backed and designed with input from educators, Xello helps students build self-knowledge, explore college and career options, create plans, and develop the essential skills for success beyond high school. The program enables students to take a real look at themselves and connect the dots between who they are, how they learn, and their long-term goals. With easy to use, integrated planning tools they turn those goals into actionable plans for the future. That could mean applying to college, entering the military, pursuing a trade, or choosing another pathway aligned to their unique interests, skills, and aptitudes.

When students can see how much possibility is out there, and that they have a hand in their own destiny -- that's when the switch flips. Their views on school, learning, and their own potential change. That leads to better attendance, test scores, and authentic engagement in HSBP activities.

Yearly Activities and Requirements:

Every Year

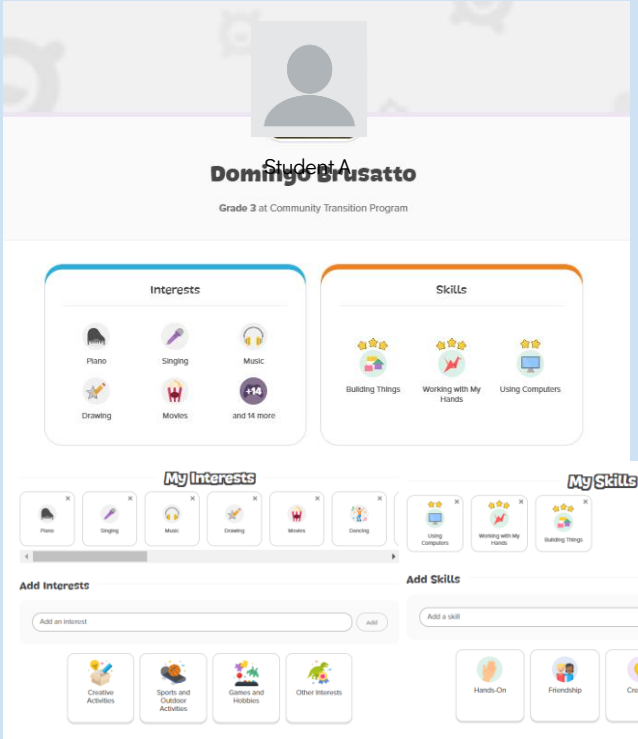
Core Lessons and Assignments	HSBP Element	State Board of Education Guidelines	IEP Component
ABOUT ME Xello offers multiple career and skills inventories to help students better understand themselves, and their career aspirations. Students will update these assessments on a yearly basis. • **Career Matchmaker:** a 39 question career interest inventory to discover interests, aligned career options, and match strength. • **Personality Style:** based on the Holland Code, a 28 question assessment to understand how personality style aligns to careers.	Identification of career goals & completion of career interest and skills inventory	Start the plan by the end of 8th grade, with a career interest and skills inventory to help inform high school course-taking Update the plan periodically, at minimum to address: • A student's changing interests, goals, and needs, including identifying the graduation pathway option or options the student will pursue.	Interest Inventory Educational Goals Career Goals/Employment Goals
COURSE PLANNING Each year, students update their four-year plans and course plans for the upcoming year based on their evolving post high-school career and educational goals. Pre-loaded guidelines, built-in controls, and school-specific course masters ensure students: • Build plans with the required 24 credits for graduation • Meet Personalized Pathway requirements for graduation • Identify and choose CTE programs of study	A four-year course plan with an individualized personalized pathway that fulfills graduation requirements and aligns to career and education goals.	Build 9th grade course plan based on HSBP informed choices Update the plan periodically, at minimum to address: • A student's changing interests, goals, and needs, including identifying the graduation pathway option or options the student will pursue. • High school assessment results informing course-taking in junior and senior year • Interventions, academic supports, and courses that will enable the student to graduate high school.	Interest Inventory Educational Goals Transcript and Progress Review (Annually) Identification of assessments necessary to achieve goals (e.g., SAT, ACT, ASVAB, COMPASS) Interventions and academic support, if not met standard on state assessment
CAREER TECHNICAL EDUCATION (CTE) University Place School District CTE courses embed the following activities into their coursework: Workplace Skills and Attitudes Students explore skills and behaviors that employers look for, such as time management, dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers, how they manifest on the job, and assess their own employability skills. Job Interviews Students explore ways to prepare for a job interview, describe their own abilities and qualifications in the context of an interview, investigate job interview questions in the context of a career that interests them, and explore appropriate post-interview behaviors and actions. Career Demand Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them. **RESUME BUILDER** As an embedded part of their CTE curriculum, students will be guided through resume creation, ensuring they include important components such as: • Contact Information • Objective • Skills & Strengths • Experience	Resume or activity log completed by 12th grade	Start the plan by the end of 8th grade, with a career interest and skills inventory to help inform high school course-taking	
EXPERIENCES Volunteer or community service experience. Required Hours: • **9th Grade-** 5 hours • **10th Grade-** 10 hours • **11th Grade-** 15 Hours • **12th Grade-** 20 Hours	Resume or activity log completed by 12th grade Volunteer or community service experience		

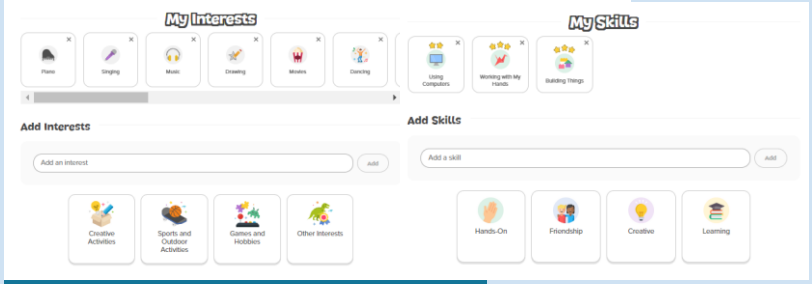
WHY BEHIND THE WHAT

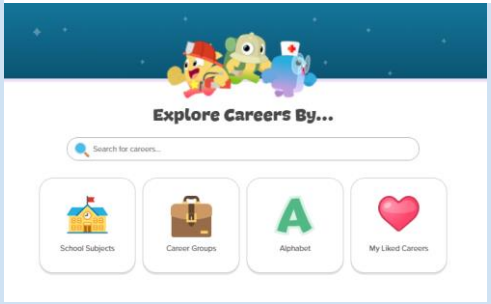
The CHS mission: To ensure all students learn at high levels in a safe, caring environment

The CHS Vision: Our paramount duty is to enable viable economic choices and futures for all our students

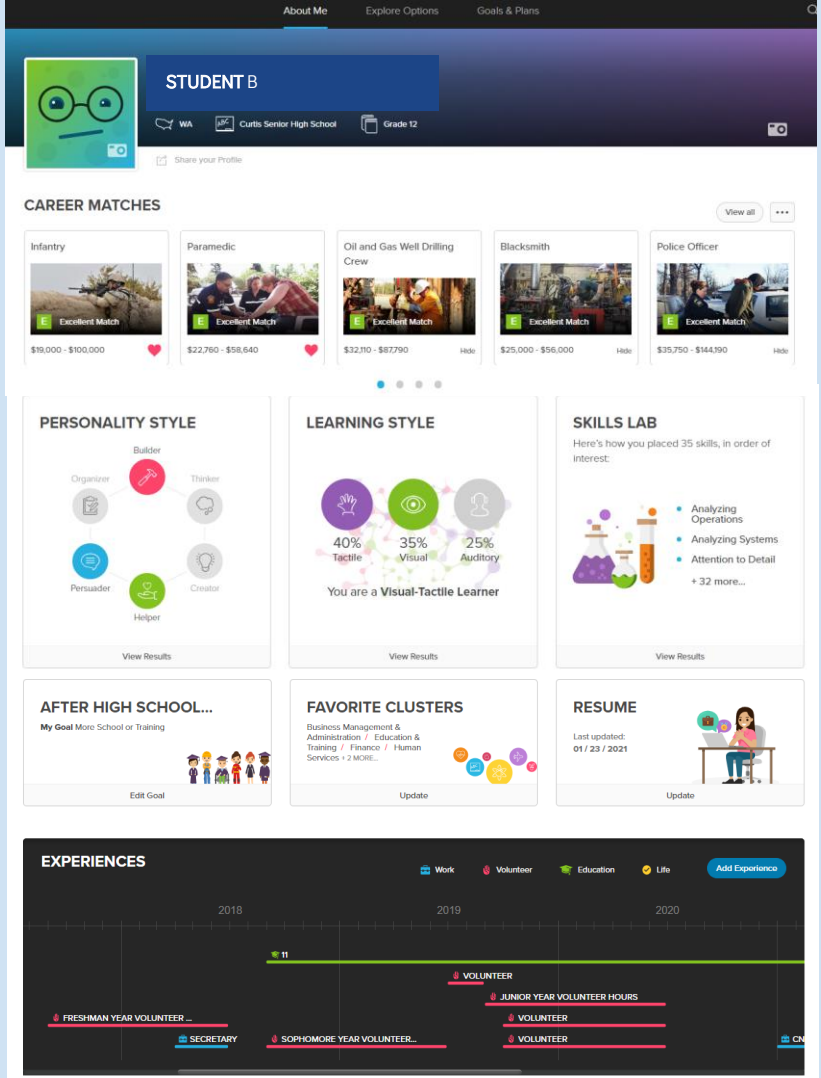
Attachment C







Strengths
Preferences
Interests
Needs
Course of Study



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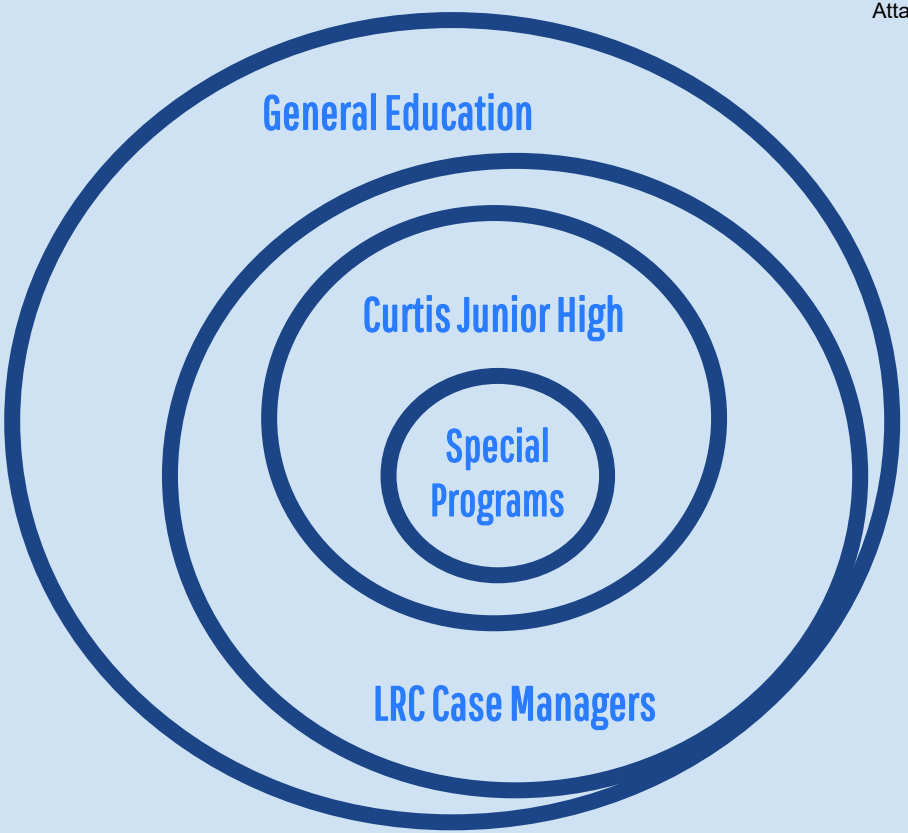

THE RIPPLE EFFECT

- What's in each locus of control
- PLC meetings:
  - When are transition plans being made?
  - Course Plans discussions in IEP meetings
  - Who feeds to this program?
  - Who is responsible?
- Vertical Alignment
  - Who else needs to be at the table?
- LRC Program
  - Replicate with Case Managers
- General Education
  - "Pandemic Effect" - "NEW normal"
  - Asynchronous - Synchronous

Attachment C

HELPFUL PRACTICES FOR OUR TEAM

1. Weekly meeting time & district PLC model
2. Regular guidance from CTE & SPED administrators
3. Scope and Sequencing
4. Google Classroom/DRIVE for resource sharing & collaboration
5. Time to figure out what works

THANKS!

Do you have any questions?

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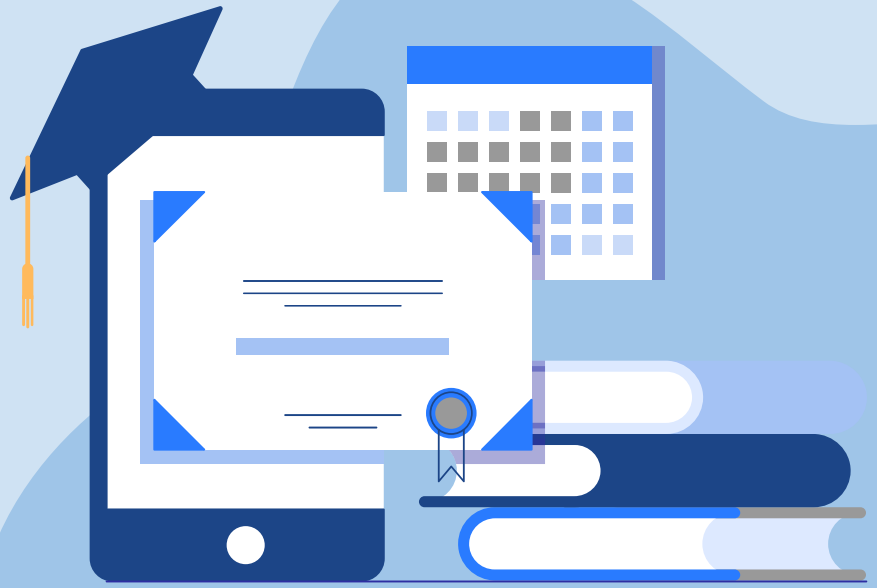


Attachment D

EVERETT HIGH SCHOOL

High School and Beyond as a planning and SEL tool

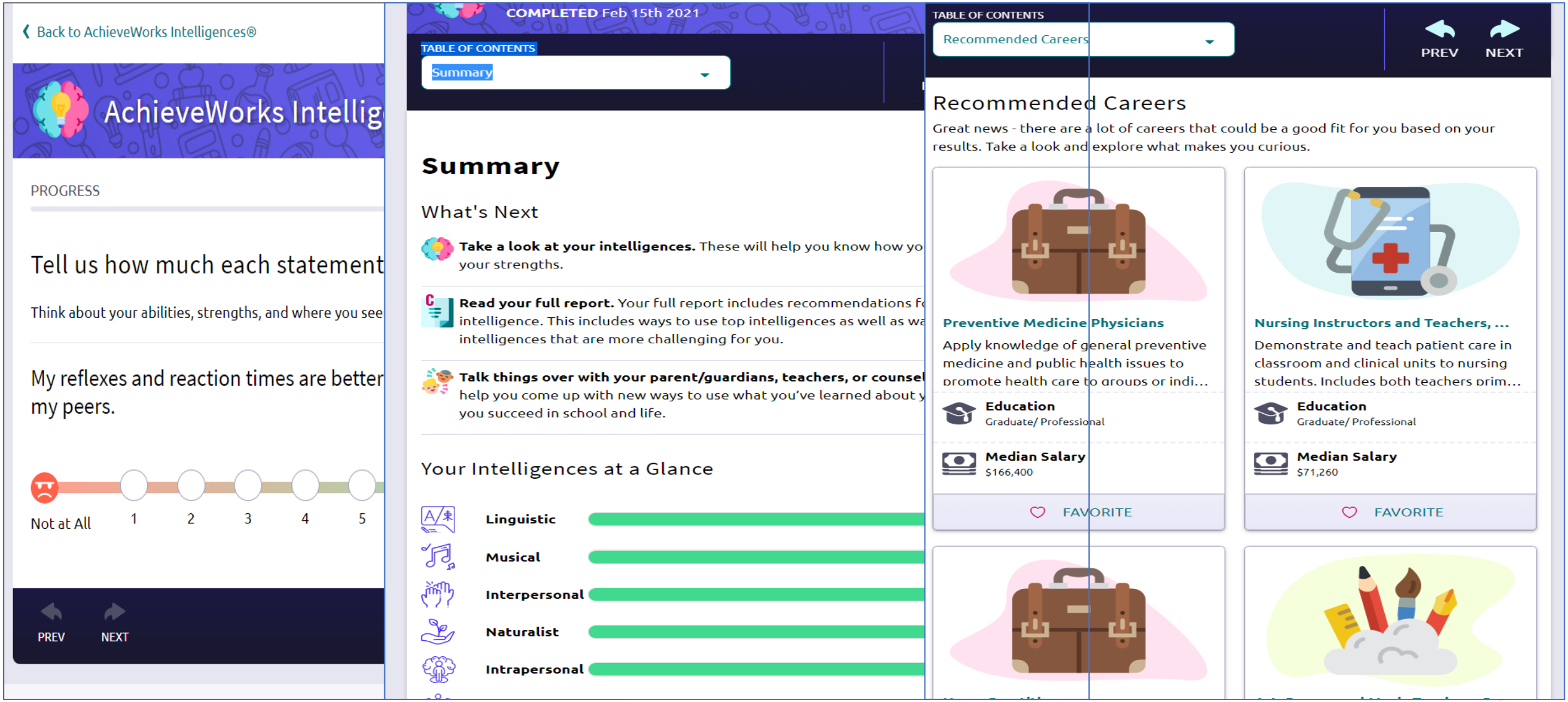
CAREER/INTEREST PROFILER

HIGH SCHOOL AND BEYOND PLAN

REGISTRATION

Attachment D

CAREER/INTEREST PROFILER



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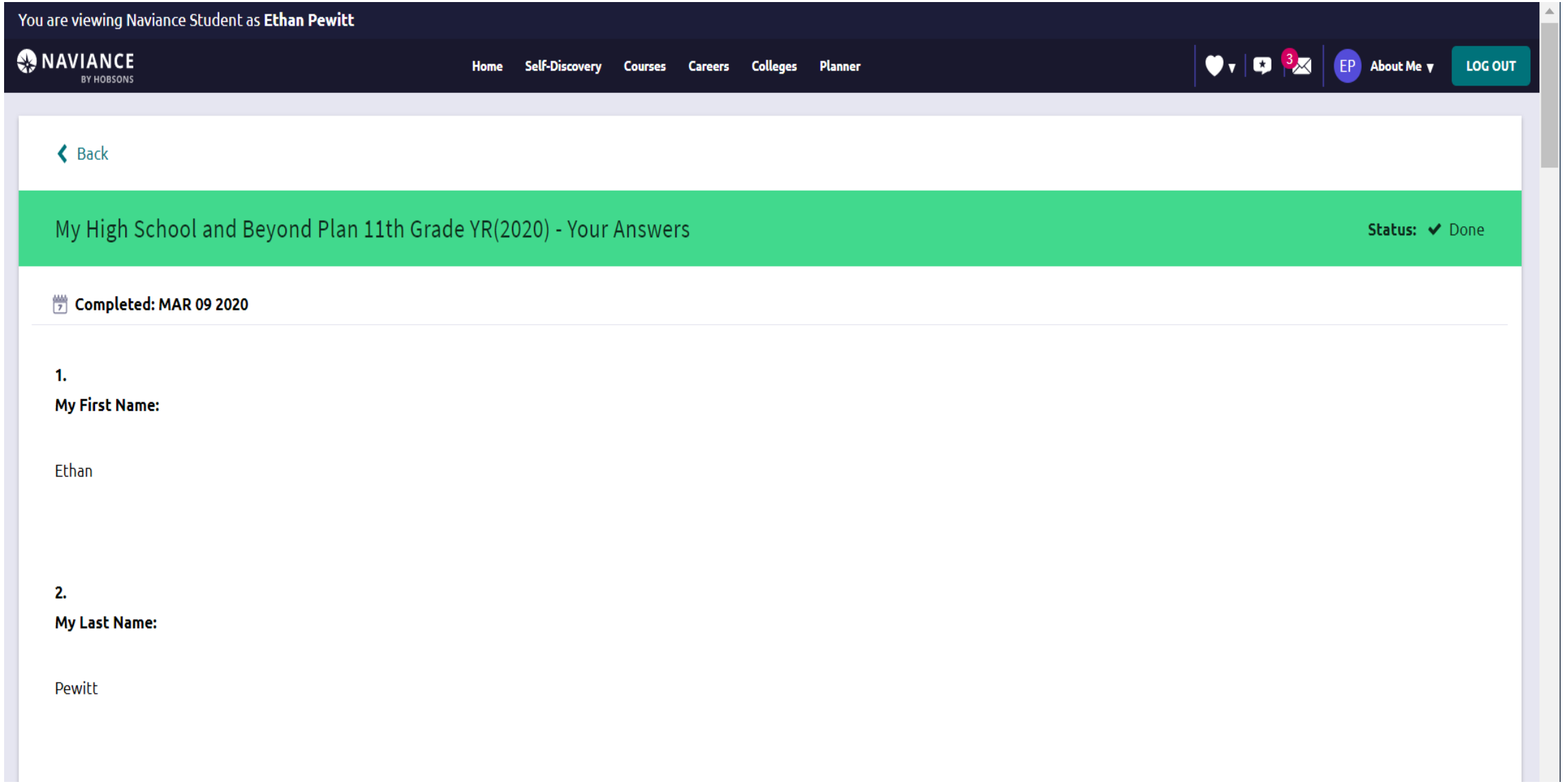
HIGH SCHOOL AND BEYOND PLAN



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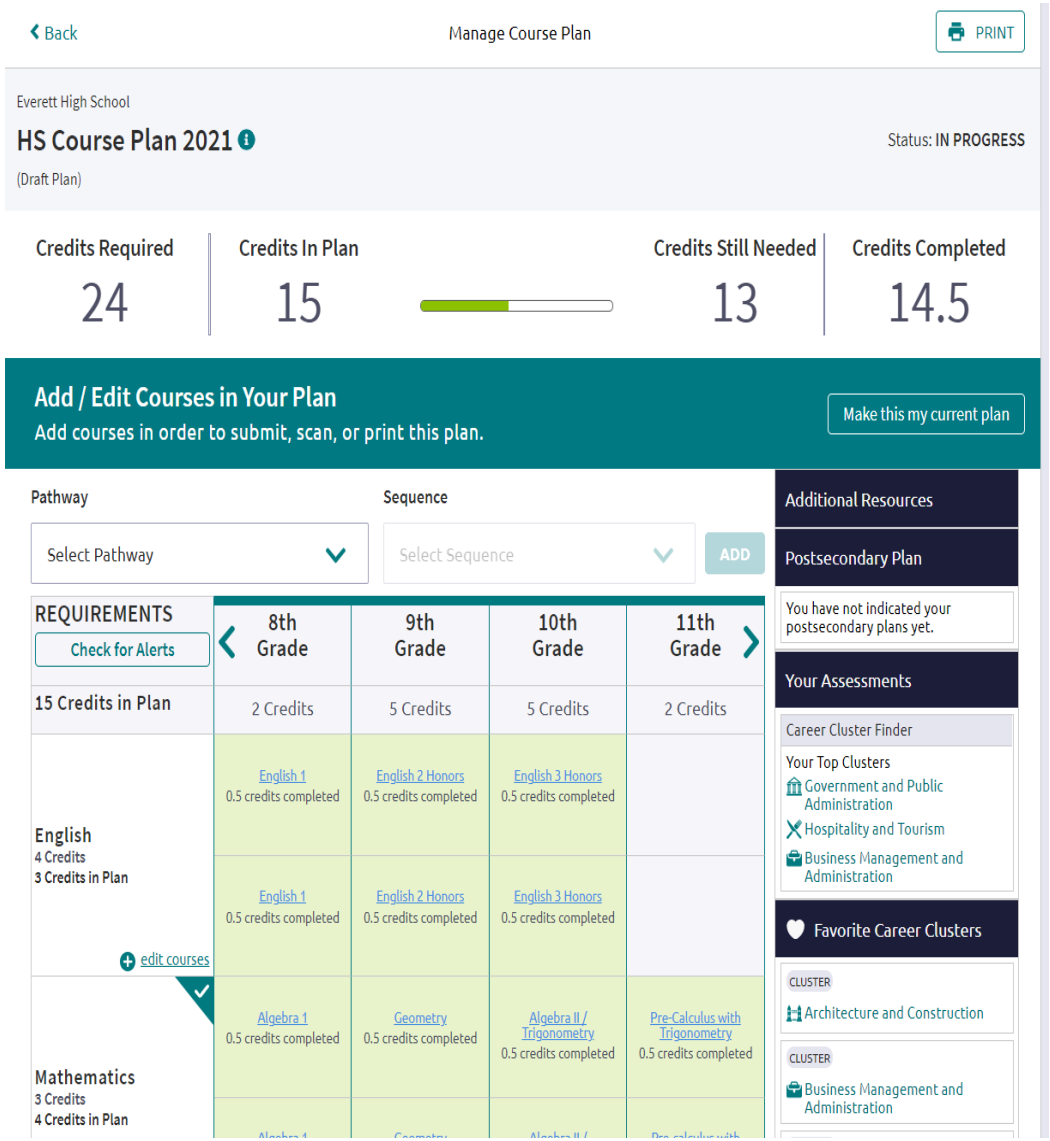
REGISTRATION



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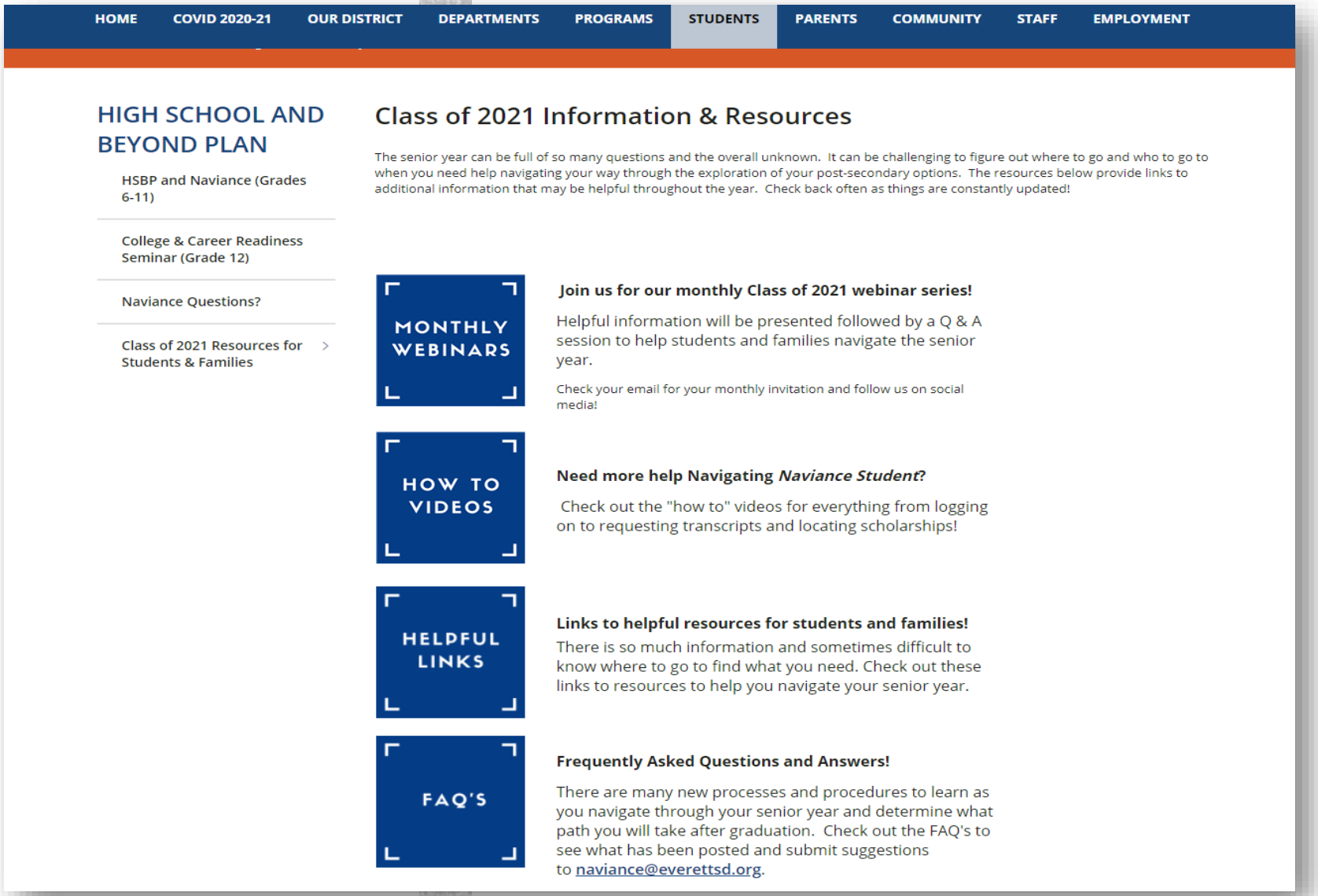
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