



Open Doors Graduation 101 Webinar Q+A

Question Category	Question	Answer
High School and Beyond Plan	Where can we access training and resources for the HSBP as it relates to students with Transition Plans and IEPs?	https://www.k12.wa.us/sites/default/files/public/specialed/programreview/monitoring/secondarytransition/Guide-Align-HSBP-IEP-Transition.pdf
High School and Beyond Plan	Should middle schools be reaching out to students and families about the High School and Beyond Plan?	Given the legislature's strong encouragement of family involvement with the HSBP, and the importance of ensuring equitable access to, and understanding of, the HSBP process, it would always be considered a best practice to engage families at every stage of this guidance and information distribution process.
Graduation Pathway (Open Doors)	How does the graduation pathway requirement work for students obtaining a GED?	For students pursuing a GED in an Open Doors program, a graduation pathway is not required. Among Open Doors students who earn a GED, some students stop attending, while others chose to continue in their Open Doors program to earn their diploma. For students seeking a diploma, a Graduation Pathway requirement will need to be met. Learn more about the GED and Open Doors
Graduation Pathway	Requiring students to choose a graduation pathways seems to be student-tracking. For example, a 16-year old may initially want to go straight into a career after graduation, but then change their mind later in their high school career. Would the choice of the career pathway and the courses related to that pathway potentially eliminate this student's ability to attend college if they decide later they'd like to attend college and didn't take the required courses for college entrance? What happened to ensuring that all students graduate with all options open to them?	High School and Beyond plans are living documents for exactly this reason. It is not unusual for students to change post-high school plans based upon new experiences. An opportunity to review an adjust the HSBP should be provided each year of a student's education past middle school. Graduation Pathways, once met, do not need to be replaced with a new pathway if the HSBP is changed after the plan adjustment. Do document prior and current post-high school plans on the HSBP to account for changed Graduation Pathways. The HSBP is a planning tool and does not affect college entrance.
IEP/HSBP	Do IEP students receive HSBP advising in middle school?	All students are expected to have a HSBP in place before they exit middle school. The IEP team may be integral to the development of the HSBP and when possible may include elements of the student's future transition plan (not required until age 16) in the HSBP.
CTE (Open Doors)	Some schools do not have courses at the Open Doors programs aligned with the District CTE approved courses with OSPI. For Open Doors students, please consider adding Industry Recognized Certificates as an option to meet the CTE pathway.	Thank you for your recommendation. To advocate for pathway changes and updates, please contact Mandy Paradise directly. As the OSPI representative, Mandy is working on a way for Open Doors Youth Reengagement staff and leaders to share their concerns directly with the State Board of Education. The State Board of Education is authorized by the legislature to research the graduation pathways and offer recommendations for change. Equitable access to graduation pathways is a concern that has been raised and is documented in this State Board of Education report and feedback specifically from Open Doors Youth Reengagement programs may or may not have been included.

Graduation Pathway/GED (Open Doors)	Is it possible for College or University Pathway to include GED testing? There are students that can pass a GED ELA and math test, which would make this an amazing option for Open Doors students, for whom the other pathways are not an option.	Thank you for your recommendation. To advocate for pathway changes and updates, please contact Mandy Paradise directly. As the OSPI representative, Mandy is working on a way for Open Doors Youth Reengagement staff and leaders to share their concerns directly with the State Board of Education. The State Board of Education is authorized by the legislature to research the graduation pathways and offer recommendations for change. Equitable access to graduation pathways is a concern that has been raised and is documented in this State Board of Education report and feedback specifically from Open Doors Youth Reengagement programs may or may not have been included.
Graduation Pathway	Doesn't dual-credit mean college credit?	Dual credit is a course option that earns both high school credit and college credit simultaneously. It is taught by a high school certificated teacher who has been approved to offer college-level (>100 level) content. For more information about Dual Credit, contact Tim McClain , OSPI Dual Credit Program Supervisor.
Graduation Pathway	Do students have to “pass” tests to satisfy a graduation pathway?	Graduation Pathways vary in their requirements. While some are assessment-based with defined passing scores, others are based upon completion of specific courses. Learn more about Graduation Pathways at the SBE website .
CTE (Open Doors)	Why isn't CTE funded by Open Doors?	Enhanced CTE funding is designed for seat-time based allocations while Open Doors is an outcome-based funding formula. Open Doors programs can offer CTE courses that are not college level. The salary allocation for a CTE teacher is the same as a regular teacher. However, the funding generated for these courses is based on the nonvocational Running Start rates. In other words, CTE courses within Open Doors Youth Reengagement would not generate CTE enhanced funding. CTE enhanced funding is intended to provide a higher Maintenance, Supplies, and Operating Costs (MSOC) rate to support the additional expenses for CTE courses. Districts that receive CTE enhanced funding must report how these funds are spent (in their F196) and the CTE enhanced funds are subject to recovery. If Open Doors programs were to pursue CTE enhanced funding, Open Doors programs would need to determine with their district how to meet this reporting requirement and prepare for the fact that the funds are subject to recovery.

Graduation Pathway/CTE (Open Doors)	<p>We don't have a CTE teacher in our Open Doors program, so how do we get students credit in CTE or help them meet graduation pathways?</p>	<p>Graduation pathways are generally categorized into three distinct post-high school plans that include entering the military, a two or four-year college or a job/internship, apprenticeship or trade school. Preparing to enter a two or four-year college provides students with the most flexibility and graduation pathway options, including Dual-Credit courses and Transition courses, both of which may be more feasible than CTE for an Open Doors Youth Reengagement program to offer students.</p> <p>If the Open Doors program is interested in offering a CTE course graduation pathway, it is possible. The program can work with its partners and the district to determine how to best incorporate CTE courses into the Open Doors program so that this graduation pathway is available for students. Open Doors programs can offer CTE courses that are not college level, however, the salary allocation for a CTE teacher is the same as a regular teacher, and the funding generated for these courses is based on the nonvocational Running Start rate.</p> <p>In other words, CTE courses within Open Doors Youth Reengagement would not generate CTE-enhanced funding. Enhanced CTE funding is designed for seat-time based allocations while Open Doors is an outcome-based funding formula. CTE enhanced funding is intended to provide a higher Maintenance, Supplies, and Operating Costs (MSOC) rate to support the additional expenses for CTE courses. However, districts that receive CTE enhanced funding must report how these funds are spent (in their F196) and the CTE enhanced funds are subject to recovery. If Open Doors programs were to pursue CTE enhanced funding, Open Doors programs would need to determine with their district how to meet this reporting requirement and prepare for the fact that the funds are subject to recovery.</p>
GREW Waiver	<p>How do you measure a good faith effort? This does not seem equitable.</p>	<p>A "good faith" effort is made by school staff on behalf of students. A "good faith" effort by school staff includes individual student advising, exploration and application of academic supports and determining if student is eligible for mastery-based crediting. Other examples can be found in WAC 180-111-020.</p>
Graduation Pathway	<p>What are SBA testing cut scores that allow students to meet the graduation pathway requiring them?</p>	<p>The SBA Pathway can be met by either:</p> <ol style="list-style-type: none"> 1. Achieving the high school graduation cut score, as set by the State Board of Education (SBE), on the on-grade level SBA for ELA = 2548 and/or math = 2595 2. For students with the most significant cognitive disabilities who qualify per their IEP, achieving the high school graduation cut score on the on-grade level Washington Access to Instruction and Measurement (WA-AIM) assessment ELA = 105 and/or math = 103
GREW Waiver	<p>Will the GREW Waiver continue past 2023?</p>	<p>The SBE has approved the GREW Waiver through the 2022-2023 school year. More GREW information will be available in the GREW office hours</p>

GREW Waiver	What is OSPI doing to ensure the GREW is equitably accessed by students?	The State Board of Education administers the GREW waiver, and requires LEAs to disaggregate waiver data by student groups; maintain a record of 'good faith efforts', course(s) and graduation pathway waived, and how a student 'demonstrated postsecondary preparation; keep a record of waivers requested and not granted; report on the administration of the waiver to the SBE; and report student level waiver data to OSPI. LEAs will examine data for disproportionality. If disproportionality is found, the school district/STEC will take appropriate action to ensure equitable administration.
GREW Waiver	Can the GREW be used to waive state testing/testing requirement as part of the graduation requirement?	Outside of the continuation of districts' requirement to still meet the 95% participation for federal accountability, students do not have to take the SBA to access other graduation pathways or the GREW. LEAs can use the GREW waiver to waive up to 2 credits. These 2 credits may be 'flexible' credits or 'core' credits, with no more than 1.0 credit being waived any 'core' subject area. The GREW also allows graduation pathway options to be waived. Before use of the GREW waiver, LEAs should consider using their existing authority to waive local graduation requirements, the 2-credit waiver of flexible credits for individual student circumstances, and flexibility in the PE and Washington State History requirements. Students must earn at least a total of 20 credits
GREW Waiver (Open Doors)	Is there a mediation process or resources for student specific-clarification if a home district's understanding of waivers and pathways is different than the understanding of the contracted Open Doors program?	Open Doors Youth Reengagement partnerships are maintained and managed at the local level. As a partner, it is within your purview to advocate for students, request a meeting with the district, and to discuss interpretations and applications of the waivers with your district partner(s).
Open Doors	Is there an OSPI preference between options available in Open Doors programs? (HS diplomas, GED only, etc)	The Open Doors pathways (HS Diploma, GED plus, College, and Career) are determined by the applying district or ESD and its partners. OSPI does not have a preference and recommends that programs consider the needs of their students when determining pathways and program designs. Each pathway can be equally valuable to help youth make progress toward academic or career skills.
GREW Waiver	Are there specific requirements for students to meet to qualify for GREW waiver? Is one attempt of SBA enough?	Outside of the continuation of districts' requirement to still meet the 95% participation for federal accountability, students do not have to take the SBA to access other graduation pathways or the GREW. To be eligible to use the GREW, students must be reasonably expected to graduate during the 2022-2023 school year [WAC 180-111-020(5)], have demonstrated postsecondary preparation for their next steps as identified in their High School and Beyond Plan (examples of post-secondary preparedness can be found in WAC 180-111-020), and experienced a significant disruption to their ability to complete graduation requirements due to the emergency.
Credit Waivers	Is it a local decision to give PE credit for sports?	Students may be excused from physical education (but not health) (RCW 28A.230.050). Students who are excused from physical education must "demonstrate competency/mastery in the knowledge portion of physical education in a district approved competency assessment that is aligned to Physical Education K–12 learning standards, in accordance with written district policy" (WAC 180-51-068).

Graduation Pathway	Can a 100+ level English class through Running Start be counted toward the dual credit graduation pathway, or do students have to also take a 100 level or higher math class as well?	Students who complete an approved dual credit course in ELA or math in which they have the potential to earn college credit (100 level or above) may use passage of the course(s) to meet a Dual Credit Graduation Pathway. Eligible courses must be offered through Advanced Placement (AP), Cambridge International (CI), International Baccalaureate (IB), CTE Dual Credit, College in the High School (CHS), Running Start (RS), or other state-approved dual credit programs. More information can be found in the 2022 Grad Pathways Toolkit .
GREW Waiver	Are PE 1.5 and Health 0.5 considered the same subject area when we are looking at a GREW waiver? Or can they be separated and viewed as 2 subject areas?	P.E. and Health are combined to meet the 2 credits of P.E. and Health needed for graduation.
GREW Waiver	Are there any negative repercussions for students or schools using the GREW waiver?	GREW Waiver limitation considerations may include impacts to students' achievement of College Academic Distribution Requirements (CADR), preparation for intended majors, college course placement and employment eligibility and readiness.
Open Doors	Will there be a GED-focused webinar that focuses on Open Doors, IAPs with GED, and other topics related to the GED pathway?	OSPI intends to provide more webinars and technical assistance specific to Open Doors Youth Reengagement. Thank you for the request.
GED (Open Doors)	I have some students that want to work toward their GED first and then their high school diploma. Is there any guidance available on this situation?	Many Open Doors Youth Reengagement students and programs embrace the opportunity to work toward a diploma after earning the GED. For Open Doors students who have earned a GED and continue on towards earning their diploma, all elements of graduation must be met. This includes 24 credits, High School & Beyond Planning, and a Graduation Pathway requirement. OSPI recommends that programs work to review the foundational academic subject areas (core academic subjects) and corresponding credit requirements. To support students with a post-GED plan towards a diploma, programs must develop early identification strategies for subject area needs and continuous planning. Learn more about the GED and Open Doors
Graduation Pathway	Is there a graduation pathway waiver option for students who are experiencing significant non-COVID related medical issues, but who are otherwise eligible to graduate?	While there are no other options for pathway waivers, there are multiple pathways that students can choose in order to meet the graduation pathway requirement. Please see pages 14-19 of the Grad Pathway Toolkit for available options of graduation pathways.
Logistics	Are clock hours available for this webinar?	No. Clock hours were not made available for the <i>Graduation 101: Requirements, Pathways, and Waivers</i> webinar.
Graduation Pathway	How can we best serve students that significantly struggle to pass standardized testing if we cannot support CTE options at this time?	Only you and your program can best determine how to support student needs within your program. If your program determines that CTE options are needed to best support students, we encourage your program to explore how to incorporate CTE into your program. This will require working with your district and other partners at the local level and communicating with your CTE department.
Graduation Pathway/IEP	What are graduation options for students with IEPs who cannot pass state assessments as a graduation requirement?	There are multiple pathways that students, whether in general education, or receiving special services, can choose in order to meet the graduation pathway requirement. Please see pages 14-19 of the Grad Pathway Toolkit for available options of graduation pathways.
Open Doors	Will there be an opportunity to discuss IAP's for other Open Doors Pathways, specifically for GED Plus?	All Indicators of Academic Progress (IAPs) shared in the Graduation 101: Requirements, Pathways, and Waivers webinar are applicable to all students, in all Open Doors programs and pathways. The GED-plus pathway may use all the IAPs as described in the webinar.

Graduation Pathway	If students are in a Work-Based Learning class, could that work to meet their graduation pathway?	The CTE Pathway option may be an option for students who have completed a 2.0-credit sequence of courses relevant to the student's postsecondary goals, as outlined in the HSBP, and that meets the following criteria: - Leads to a state or nationally recognized certificate or credential OR - Provides students the opportunity to earn dual credit via a course in the sequence OR - Consists of a sequenced progression of technically intensive and rigorous courses OR - Leads to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field OR - Exists in a single CTE program area, or in more than one program area, if approved. Please see pages 14-19 of the Grad Pathway Toolkit for more information about graduation pathway options.
Credit Requirements	Is it possible to utilize volunteer hours, job shadow opportunities, and/or paid internship hours as credit toward graduation requirements?	Mastery-based (or competency-based) crediting is an option for students to earn high school credit for demonstration of learning on assessments that are clearly aligned to learning standards. One of the ways that WAC 180-51-050 defines a high school credit is satisfactory demonstration by a student of proficiency/mastery, as defined by written district policy, of the state's learning standards. The State Board of Education is the agency with supervision over Mastery-based Learning. Their webpage contains a plethora of information and resources: https://www.sbe.wa.gov/our-work/mastery-based-learning#Background%20Info%20&%20Statutory%20Charge
Logistics	How do we sign up for OSPI newsletters?	OSPI newsletters: sign up by clicking below <ul style="list-style-type: none"> • School Counseling Updates • Open Doors Newsletter
Logistics (Open Doors)	Whom do I contact to ask a specific question about HS credit for passing a GED test and the rules around that?	For questions about Open Doors Youth Reengagement, contact Mandy Paradise or Liz Quayle . If granting high school credit to a student for passing the GED, but who is not in Open Doors, the question is most likely related to mastery-based learning and can be directed to Liz Quayle . Alternately, if the student has ever been in Institutional Education and is seeking credit for passing GED tests or access to GED tests, please contact OSPI's Institutional Education program or Ada Daniels .
Credit Requirements	Is art required for the Personalized Pathway Requirements (PPR) option?	The Personalized Pathway Requirements (PPR) are flexible credits intended to support a student's planned first step after high school. If a student intends to enroll in a four- or two-year college or university, they should take at least two world language credits in the same world language. They could also consider replacing their second art credit (PPR) with additional core courses or electives to support their higher education goal.
High School and Beyond Plan	It would be great if there was sufficient funding behind the HSBP to really allow us to do them well and deeply.	OSPI is currently in the process of funding and creating professional development through our HSBP Advisory Council to improve the implementation of the HSBP.
High School and Beyond Plan (Open Doors)	It is frustrating that students often have HSBP when they transfer into our programs. How can we handle this situation?	While students generally start their HSBP at 7th grade, when students disengage or transfer, they may not have access to their HSBP when they move into an Open Doors program
College and Career Readiness	How can we access the Career Guidance Washington curriculum?	Use these links to access the Career Guidance Washington lesson plans and materials . Additionally, see OSPI's Frequently Asked Questions on Career Guidance WA.

Graduation Pathway	I see nothing in the webinar about SBAC testing. When will this testing go away since it doesn't seem to be a piece of graduation requirements anymore?	SBAC is one way for students to meet their graduation pathway. Please see pages 14-19 of the Grad Pathway Toolkit for more information about graduation pathway options that include SBA testing.
Graduation Pathway	What support is there for Migrant/EL students to meet a graduation pathway?	While districts will have their own Migrant/ELL supports, OSPI offers resources and supports for Multilingual Education and Migrant Education. There is also work happening to broaden access to more languages in which students can demonstrate their proficiency, and increase access to assessments in rural areas, thus providing a broader group of students with more opportunities to meet their World Language requirement for four-year college admissions. For more information, please visit OSPI's Migrant and Multilingual Education Programs
CTE	Can CTE substitute teacher be certified?	Please see OSPI'S CTE Certification page for more details around CTE Certification.
Mastery-Based Learning	Is there mastery-based learning guidance that we can reference?	The State Board of Education is the agency with supervision over Mastery-based Learning. Their webpage contains a plethora of information and resources: https://www.sbe.wa.gov/our-work/mastery-based-learning#Background%20Info%20&%20Statutory%20Charge
GREW Waiver	Would a lack of access to the ASVAB be considered as a barrier that would allow the use of the GREW waiver?	If the ASVAB has not been accessible because of COVID-related impacts, a GREW may be appropriate if the student is still able to demonstrate their preparation for their post-High School goal