

# Guidelines for Aligning High School & Beyond Plans (HSBP) and IEP Transition Plans

## APPENDIX C: HIGH SCHOOL EDUCATION AND TRAINING OPPORTUNITIES



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For questions or feedback regarding this resource, please contact [speced@k12.wa.us](mailto:speced@k12.wa.us)

# HIGH SCHOOL EDUCATION AND TRAINING OPPORTUNITIES

There may be several opportunities and programs available for students preparing to exit secondary school depending on their community and school district. Many of these education and training opportunities involve formal or informal connections between educational, vocational rehabilitation, employment, training, social services, and health services agencies. Specifically, high schools, career centers, community and technical colleges, four-year colleges and universities, and businesses are key partners. These partners often offer federal, state, and local funds to assist a student preparing for postsecondary education.

The following are examples of career interest and other age-appropriate transition assessments, exiting options, programs, and activities that may be available as IEP Teams develop IEPs to prepare the student for the transition to adult life. Examples include four-year colleges or universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on-the-job training.

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# HIGH SCHOOL EDUCATION AND TRAINING OPPORTUNITIES

## **Age-Appropriate Transition Assessments (e.g., career interest surveys, aptitude assessments, etc.)**

There are a number of types of assessments<sup>1</sup> that teachers and school counselors can use to support transition planning. Examples include achievement, adaptive behavior, aptitude, communication, functional capacity, learning styles, manual dexterity, career interest, personality/social skills, prevocational/employability, and transition/community adjustment. Numerous tests and assessment measures are available commercially for each of these assessment areas. In addition, given the cultural and linguistic diversity represented in the special education population, teachers and school counselors also need to develop a level of cultural competence to respond appropriately to the needs of students and families. The transition assessment approach should not only be culture/language fair, but also culture/language enhanced. Career Guidance Washington identifies career interest inventory resources that satisfy the interest inventory requirement of the HSBP: [Career Bridge](#), [Where Are You Going?](#), [Career One Stop](#), the [Occupational Outlook Handbook](#), and the [US Department of Labor](#). The Center for Change in Transition Services (CCTS) provides training modules, a list of various formal and informal assessments, and resources to support the [age-appropriate transition assessment of students with disabilities](#).

Per WAC 392-172A-03080, measurable post-secondary goals in an IEP are based upon age appropriate transition assessments which assess training, education, employment, and where appropriate independent living skills.

## **Bridge to College**

Many high schools are offering Bridge to College courses in Mathematics and English Language Arts. These are one-year intensive courses designed to get students college- and career-ready by the time they graduate from high school. High school graduates who earn a B grade or above in a Bridge to College transition course will be considered "college-ready" and eligible to enroll in college-level math and English at all participating Washington community and technical colleges. These courses are new and may not be offered yet at your high school. A list of participating high schools is on the [Bridge to College website](#).

## **Course Plan/Course of Study**

All students begin their High School and Beyond Plan in 7<sup>th</sup> or 8<sup>th</sup> grade by completing a career interest inventory and then use their career interests to guide and discover educational goals for what they want to do after high school. School counselors, or teachers as advisors, work with students to create a four-year (grades 9-12) *course plan* that fulfills graduation requirements and aligns with student's career interests and postsecondary goals. School counselors and advisors give information to help students determine which courses align with their career interests, which courses they should take

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<sup>1</sup> Clark, G. M. (1996). [Transition planning assessment for secondary-level students with learning disabilities](#). Journal of Learning Disabilities, 29(1), 91-92.

to meet their postsecondary goals, and what the requirements are for application to these options. In those instances when the student wishes to pursue a college degree, the course plan/course of study can be used to augment the basic graduation requirements to give students a competitive edge in the college admission process.

The HSBP course plan information should also be discussed at the IEP meeting and considered when developing or revising the student's IEP. During the year that the student turns 16 years of age, the IEP also requires a *course of study*<sup>2</sup> that covers, at a minimum, the year that the IEP transition plan covers. Best practice is to create a multi-year course of study that would cover the student's remaining years in his/her high school program.

Students continue developing and revising the HSBP through the 12th grade. They work with their school counselor, advisor and/or teachers to create an individual plan, called a "personalized pathway"<sup>3</sup>, and revise their plan annually to adjust for changing interests or postsecondary plans. IEPs should be developed to align with the revisions to the HSBP.

The IEPs of transition-age students include a *course of study*, which contains courses and other educational/ training experiences a student will need to prepare him or her for postsecondary options. The IEP course of study should align with the HSBP course plan and be tied to the student's HSBP and IEP postsecondary goals, be flexible, and reflect the changing needs of the student. Best practice for a course of study should result in courses of study that:

- individualize the high-school curriculum;
- specify all available electives;
- specify the courses and additional experiences planned for each subsequent grade through graduation;
- depict the grade-by-grade progression in an organized fashion; and
- meet additional school district requirements.

A primary purpose of the course plan/course of study is to ensure that the student has the necessary foundation to be successful. The 24-credit graduation requirements ([WAC 180-51-068](#)) which took effect for the Class of 2019 (for districts that do not have a waiver to delay implementation by up to two years) places a greater emphasis on the role of the HSBP in student course selection. The plan will guide a student's choice for the third credit of math and third credit of science, with parent/guardian approval (RCW 28A.230.090), and the development of a Personalized Pathway. Personalized Pathways are based on the career and educational goals articulated in a student's High School and Beyond Plan. The Personalized Pathway Requirements are classes selected that will help a student develop skills or meet requirements associated with a student's postsecondary goals.

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<sup>2</sup> A course of study is a current description of coursework and/or activities to achieve the student's desired post-school goals, from the student's current to anticipated exit year. Retrieved from [Center for Change in Transition Services](#).

<sup>3</sup> A personalized pathway is a sequence of courses, chosen by the student, that prepare the student to meet graduation requirements and specific post-high school career or educational goals. There are a total of seven courses outside of the required core 17 of the 24 credits that students can use in planning their Personalized Pathway.

## Career Clusters

Every Career and Technical Education class falls into one of 16 “career clusters.” A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster “pathways” that correspond to a collection of courses and training opportunities to prepare you for a given career (e.g., Agriculture, Food & Natural Resources; Health Science; Manufacturing; etc.). The 16 clusters are recognizable across the United States in middle schools, high schools, community and technical colleges, and the workforce.

## Career and Technical Classes (CTE)

There are many CTE courses offered under each of the 16 career clusters. Washington (CTE) promotes and supports locally-based middle and high school programs that provide [21st century, academic and technical skills](#) for all students. Some middle schools offer limited CTE classes and most high schools offer a wide range of CTE classes in many different fields, from construction, welding, firefighting, police work and cooking to environmental science, anatomy and physiology, nursing, veterinary science, computer software, graphic arts, mechanical engineering, architectural drafting, and business and marketing. These classes integrate academics with technical skill development to help prepare students for higher-level courses in college or for a paid internship. Many students have access to skills centers that teach CTE classes to students from several surrounding districts. CTE classes can often fulfill academic credits required for high school graduation and some classes are even good for tuition-free college credit. Many CTE Advanced Placement classes exist and more are being developed each year.

## College Bound Scholarship (CBS)

CBS is Washington’s early college promise program and an early commitment of state financial aid to eligible 7th or 8th grade students. The scholarship is a state-funded program administered by the Washington Student Achievement Council (WSAC). It was created to improve high school graduation and college enrollment rates for low-income students. It encourages students who might not otherwise consider college because of the cost to dream big and continue their education beyond high school. The College Bound Scholarship covers projected tuition (at comparable public rates), some fees, and a small book allowance for students who are in foster placement, a dependent of the state, or from low-income households. **To be eligible for the College Bound Scholarship, students must complete an on-line application beginning in 7th grade and before the end of their 8th grade year (June 30th).** Additionally, students must meet income eligibility requirements when applying for financial aid in their senior year of high school and in college. Many students who are English learners and from families who are migrant workers are enrolled thanks to middle school teachers and school counselors who assisted with the enrollment process. To access the online application go to [College Bound Scholarship](#).

Students who are undocumented can receive a CBS if they meet both program requirements (e.g., the College Bound pledge, income eligibility, etc.) and state residency requirements. Students can do this via the [Deferred Action for Childhood Arrivals \(DACA\) standard of HB 1079](#) and should complete a [Washington Application for State Financial Aid](#) (WASFA). For more information about DACA requirements for the College Bound Scholarship of WASFA, contact the Washington Student Achievement Council (WSAC) at [collegebound@wsac.wa.gov](mailto:collegebound@wsac.wa.gov) or 888-535-0747, option 1.

Schools are encouraged to enroll 100 percent of their eligible students for the College Bound Scholarship.

## **Dual Credit**

A “Dual Credit” course is a rigorous course taught in a college or high school that provides students the potential to earn high school and college credit. Some courses [Career and Technical Education (CTE) Dual Credit (formerly Tech Prep), College in the High School, and Running Start) allow students to earn college credit through completing the course. Other courses [Advanced Placement (AP), Cambridge International (CI) and International Baccalaureate (IB)] give students the potential to earn college credit through passing a standard exam or series of exams.

As of 2018, roughly two-thirds of all jobs require some post-high school education or training<sup>4</sup>. Research suggests that:

- enrollment in more rigorous, academically intense programs in high school prepares students, including those with low achievement levels, to enroll and persist in postsecondary education at higher rates than similar students who pursue less challenging courses of study<sup>5</sup>;
- taking dual credit courses is related to higher high school grades and graduation rates, and increases in college enrollment and degree completion; and
- dual credit may also help students gain academic skills needed for success in college and can provide students with confidence that they are ready for college. <sup>6</sup>

Although there are a variety of dual credit programs offered in Washington, not all programs are available at all high schools. 2015 legislation (E2SHB 1546), expanded opportunities for College in the High School, established funding models, and provided for existing funds to be used to assist Running Start students with transportation, books, and fees. Subsequently, the Office of Special Education Programs (OSEP) stated in prior [policy guidance](#) that, if under State law, attending classes at a postsecondary institution, whether auditing or for credit, is considered secondary school education for students in grade 12 or below and the education provided meets applicable State standards, those services can be designated as transition services on a student’s IEP and paid for with IDEA Part B funds, consistent with the student’s entitlement to FAPE.<sup>7</sup>

A student who completes a dual credit course in English language arts or mathematics in which the student earns college credit may use passage of the course as an alternative assessment for demonstrating that the student has met or exceeded the high school graduation standard.

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<sup>4</sup> Office of Superintendent of Public Instruction. [Dual Credit](#).

<sup>5</sup> Adelman, C. (2006). [The toolbox revisited: Paths to degree completion from high school through college](#). Washington, DC: U.S. Department of Education.

<sup>6</sup> Shapiro, D., Dundar, A., Wakhungu, P. K., Yuan, X., Nathan, A., & Hwang, Y. (2016). [Time to degree: A national view of the time enrolled and elapsed for associate and bachelor’s degree earners](#) (Signature Report No. 11).

<sup>7</sup> U.S. Department of Education (2013, September). OSEP Letter to Dude; Retrieved on January 6, 2017 from <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/11-007493r-co-dude-transition9-3-13.pdf>

Dual credit courses include the following.

- [Running Start](#): Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Students in grades 11 and 12 can take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start Students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes and therefore accelerate their progress through the education system. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out, in state administrative rules. See [RCW 28A.600.300](#) for more information.
- College in High School: College in the High School (CHS) means a dual credit course provided on a high school campus or in a high school environment in which an eligible student is given the opportunity to earn high school credit to be awarded by a district, charter school, or tribal compact school and college credit awarded by the participating institution of higher education by completing a college level course with a passing grade. College in the high school courses may be either academic or career and technical (vocational) education.
- [Advanced Placement](#) (AP, [WAC 392-169](#)), Cambridge International, and [International Baccalaureate](#) (IB): These programs enable students to take rigorous high school courses, taught by high school teachers, at the high school. Upon completion of the course, students may take a standardized exam. Depending on how they score, they may earn college credit. Colleges award varying levels of credit based on exam scores. The online [Dual Credit Look-Up Tool](#) can be used to determine which colleges grant credit for which exams and scores. Students do not pay tuition but do pay fees for the final standardized exams. Fee waivers may be available for lower-income students, if funding is available.
- [CTE Dual Credit](#): Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students in grades 9-12. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. Examples include anatomy and physiology, nursing, veterinary science, business and finance, digi-tools (word processing, desktop publishing, voice recognition, web-based career exploration and others), Web design, graphic arts, video game design, culinary arts, mechanical engineering, construction, composite manufacturing, and welding. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class. Click on "[Search Articulations Statewide](#)" to identify school districts and colleges that offer CTE Dual Credit programs.

### **Pre-Employment Transition Services (Pre-ETS)**

Changes in the Rehabilitation Act Amendments of 2014 allow DVR to provide expanded services in five specific focus areas to students with Individualized Education Programs (IEP) or 504 plans, whether or not they have applied or been found eligible for DVR services. These services can be provided to groups of students who are eligible or potentially eligible for DVR services, and to students with higher needs who have open cases with DVR. Individualized services are planned in coordination with a

student's Individualized Education Program (IEP). The services can be provided to students starting around age 16, if they have school-based IEP or 504 plans. Pre-employment transition services focus areas include:

- Job exploration
- Work-based learning experiences
- Exploring opportunities for enrollment in comprehensive or post-secondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy, which may include peer mentoring.

## **Program of Study**

Programs of Study are detailed guides for students, mapping out specific course options for a chosen career path from high school through postsecondary education. Programs of Study show how to smoothly transition into postsecondary education from high school CTE. They exemplify the importance of career planning, beginning in the 7<sup>th</sup> or 8<sup>th</sup> grade, or earlier.

## **Graduation Pathways**

Washington's diploma allows several pathways to earn the diploma. Most students with disabilities should have access to the same high-quality academic coursework as all other students in the State that reflects grade-level content for the grade in which the student is enrolled and that enables them to participate in assessments aligned with grade-level achievement standards.

Note: In 2019, Washington State Legislature passed [HB 1599](#) which expanded the number of graduation pathways available to students beyond state assessment and discontinued the Certificate of Academic Achievement after the graduating class of 2019 and the Certificate of Individual Achievement after the graduating class of 2021.

## **School-based Supported employment**

School-based supported employment in the public school setting is a form of Worksite Learning. School-based supported employment (also referred to as 'work experience') requires onsite supervision by trained personnel or employees of the business who receive training and support from school personnel in working with students with significant disabilities. Supported employment may take place in a variety of settings (e.g., industrial, medical, food service, and other field sites). Students with significant disabilities can learn skills in the setting in which the skills are typically used. Unlike many CTE models, supported employment is a place/train/support model rather than a train/place/support model. Supported employment plans are developed through an IEP process and are frequently administered in conjunction with adult service agencies such as the Division of Vocational Rehabilitation (e.g., Pre-ETS). School-based supported employment is different than supported employment services provided by the DDA (see Appendix E Postsecondary Employment Services).

## **Work-Based Learning**

Work-Based Learning provides extended learning experiences that connect acquired knowledge and skills to a student's future. Teachers, school counselors, administrators, parents, and community



partners share responsibility for assisting all students in developing their High School and Beyond Plan. Washington State CTE Program Standards define and require Work-Based Learning as a component of all CTE programs. It is an essential element of the total educational system and provides technical skills, knowledge, and training necessary to succeed in specific occupations and careers. It prepares students for the world of work by introducing them to workplace competencies in any career. Work-Based Learning comprises a wide range of activities that are conducted as an extended learning experience as a part of any school program for career awareness, career exploration, career preparation, and career training. Given the digital world that exists in schools, these activities include both in-person and virtual activities in the following areas: career mentors, extended learning, guest speakers, job shadows, school-based enterprises, structured field trips, worksite learning, instructional worksite learning, cooperative worksite learning, and supported employment.

A [Worksite learning manual](#) is available on the OSPI Work-Based Learning webpage. This manual was developed as a resource for secondary staff initiating, implementing, or improving Worksite Learning. It was written for instructors, administrators, Career and Technical Education (CTE) directors, Special Education administrators, coordinators, and support personnel. The manual can also be helpful to employers and others in the community who are interested in increasing their understanding of Worksite Learning and the components of successful Worksite Learning experiences.

Work-based learning may include the following:

- **Career Mentors:** These individuals have expertise in an industry, and partner with students in-person or remotely to support student learning and development. They may critique student work, offer guidance on projects, answer questions, or act as a resource to students interested in pursuing a similar occupation.
- **Extended Learning:** Learning and teaching activities related to Career and Technical Education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher.
- **Guest Speakers:** These individuals have expertise in an industry and come into the class and showcase their industry and/or worksite. They are usually scheduled based on a specific interest or unit of instruction unique to their industry. They may highlight the skills needed to be successful in their industry along with necessary employability skills, share information about the particulars of their profession, answer questions, and act as a resource for students interested in pursuing a similar occupation.
- **Job Shadows:** A job shadow is a career exploration activity in which a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career opportunities to assist in developing their high school and beyond plan. Classroom exercises conducted prior to and following the job shadow help students connect their experience to their coursework, career interests, related skills requirements, and future educational options. Characteristics of job shadowing include:
  - Varying time commitments from one hour to one full day.
  - Providing students with a realistic view of a specific job.
  - Allowing students to observe employees on the job.
  - Allowing students time to ask questions.
  - Requiring students to complete related class assignments (journal, focused questions, etc.).

- **School-Based Enterprises:** A school-based enterprise involves goods and/or services produced by students as part of their educational program. School-based enterprises typically engage students in all aspects of operation and management of a business that may involve the sale of goods and/or services for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's educational program.
- **Structured Field Trips:** Work-Based Learning activities that are normally done in groups and accompanied by a certificated teacher are called Structured Field Trips. The field trip experience is 'front loaded' with a purpose and may be a culmination experience. It is hosted by a representative of the worksite. During a field trip, students may observe, ask questions, and learn from the experience of being on an actual worksite. Field trips should be followed up with debriefing activities such as class discussion, reports, and follow-up letters to the worksite hosting the experience.
- **Worksite Learning:** Worksite Learning provides students the opportunity to learn in the workplace, while applying skills and knowledge obtained in a qualifying class. Worksite Learning, Instructional or Cooperative, occurs at a qualified worksite outside the classroom in fulfillment of a student's career and educational plan. Worksite Learning is more comprehensive and structured than other types of Work-Based Learning. Worksite Learning may qualify for enhanced funding if all elements of the CTE standards for Worksite Learning defined in WAC [392-410-315](#) are met. *All Worksite Learning is categorized as either Instructional or Cooperative. Other terms used by some industries may include internship, clinical experience, and youth or pre-apprenticeship. These Worksite Learning programs may also be either Instructional or Cooperative Worksite Learning.*
  - **Instructional Worksite Learning:** "Instructional Worksite Learning" means a learning experience that takes place in the community (or school, if the experience is comparable to that in a community setting) as an embedded part of a specific course content where the student performs tasks to gain desired skills, competencies, qualifications, or industry certifications through direct instruction.
  - **Cooperative Worksite Learning:** "Cooperative Worksite Learning" means a learning experience where students practice in the community (or school, if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.
- **Supported Employment:** Supported employment is also a form of Worksite Learning. Supported employment (also referred to as 'work experience') requires onsite supervision by trained personnel or employees of the business who receive training and support from school personnel in working with students with significant disabilities. Supported employment may take place in a variety of settings, including food service, industrial, medical, and other field sites. Students with significant disabilities can learn skills in the setting in which the skills are typically used. Unlike many CTE models, supported employment is a place/train/support model rather than a train/place/support model. Supported employment plans are often developed through an IEP process and are frequently administered in conjunction with adult service agencies such as Division of Vocational Rehabilitation.