

High School and Beyond Planning: **Strategies to Increase Student, Staff, Family, and Community Engagement**

*OSPI-WSAC Webinar * March 16, 2022*



Washington Office of Superintendent of
PUBLIC INSTRUCTION



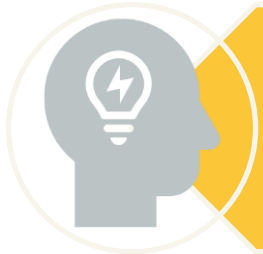
We're So Glad You're Here!



Name



District



Role

Please
Say Hello
in the
Chat...



Webinar Logistics



This webinar is being recorded and will be posted on OSPI's [YouTube](#) - OSPI-WSAC Webinar Playlist

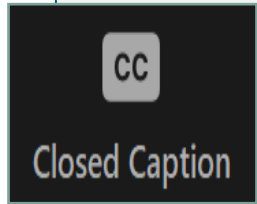


Both the recording and the slides will also be posted ASAP on [WSAC's](#) website and the slides will be on [OSPI's](#) CCR website

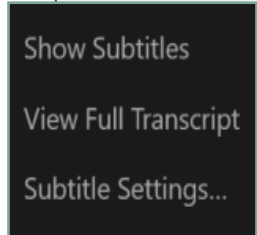


1.5 Clock Hours are available ([register](#) for pdEnroller [Event 140303](#) - once attendance is verified, you'll get an email to submit an eval. and get your clock hours)

Closed Captioning is Available Today



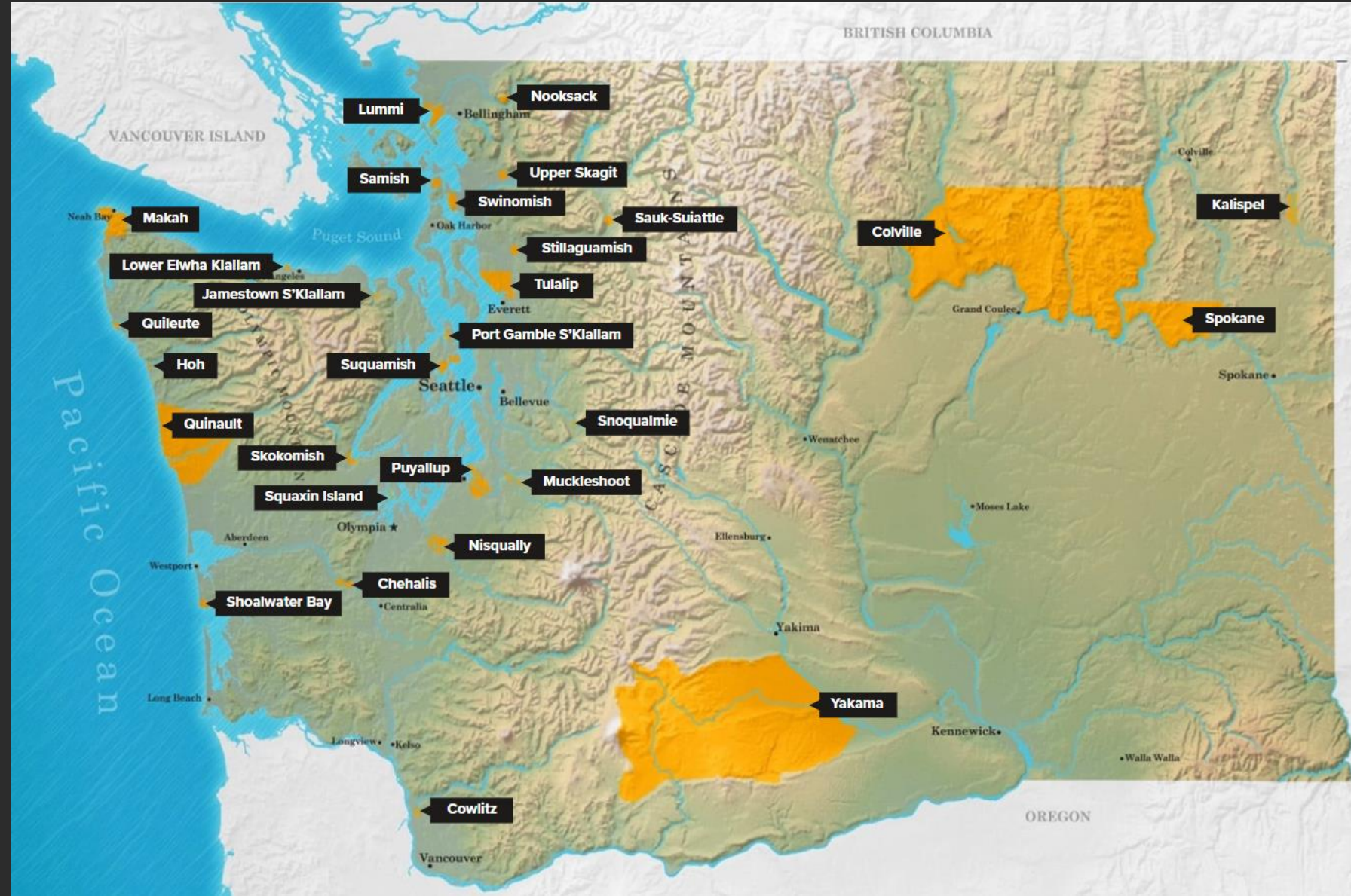
You may turn subtitles On or Off by clicking the arrow on the “Closed Caption” icon at the bottom of your screen.



Then you can click “Show subtitles”.



Tribal Land Acknowledgment



Learn more about
Washington Tribes

Link to this map:
<https://www.washingtontribes.org/>

[School District & Nearest Federally
Recognized Tribes](#)

[Map Showing the Historical Overlap
of Tribal Territories \(N. Hemisphere\)](#)

To learn about your area, text your
City and State to 907-312-5085



Webinar Hosts, Tech Support and Presenters



Brittni Thompson

Program Supervisor,
Secondary School Counseling
OSPI



Kathie Pham

Program Associate,
College Bound Outreach
WSAC



Alexandra Toney

Program Supervisor, Special Education
OSPI



Stephanie Lietz

Principal
Wahkiakum High School



Carrie Penkman

Administrative Assistant,
Graduation and Pathway Preparation
OSPI



Terra McFarlin

Program Manager for School
Counseling
Seattle Public Schools

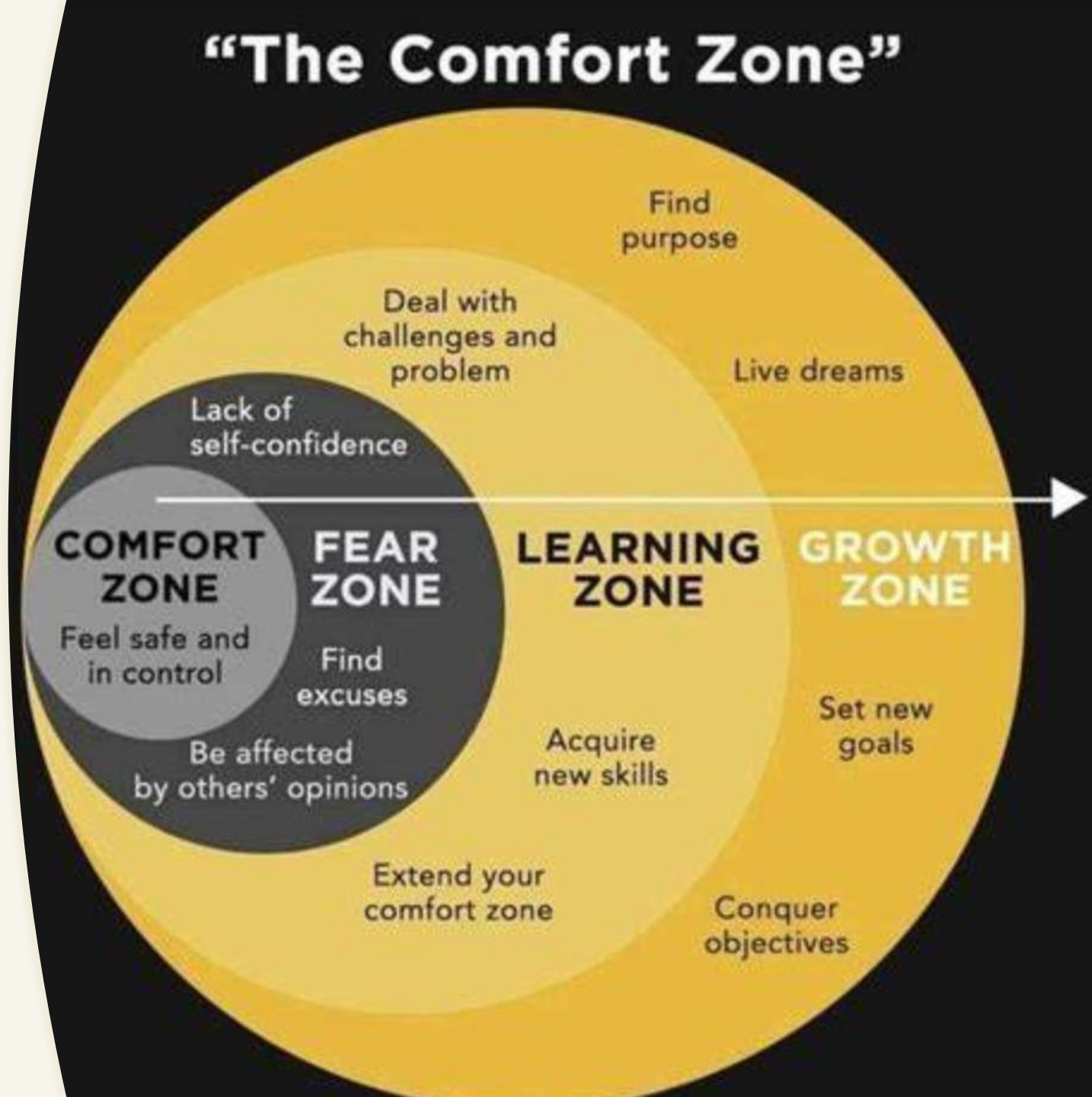


Beth Kelly

Assistant Director, College
Access and Support
WSAC

Objectives

- Explore **HSBPs** as a **system of support**
- Explore ways to **increase HSBP engagement**
- Get **resources & support!**





Keeping Equity at the Center



How can you use the HSBP to increase access to post-high school opportunities?



How can school staff put equity at the center of HSBP implementation through student and family engagement?

Framework for Quality High School and Beyond Planning

Timeframe

- An annual exploration and planning process
- Begins in **7th or 8th** grade.

Opportunities

- Explore who they are (skills, interests, goals)
- Discover careers that fit
- Choose classes and activities aligned to goals and interests
- Assess academic progress
- Document achievements
- Adjust goals

Results

- Students make informed class choices
- Prepares students to pursue a post-high school goal that is meaningful to who they want to be and what they want to do
- Schools are more responsive to students' interests/goals



Engage Families with their student's HSBP!

- Facilitate **Student Led Conferences**
- Share HSBP video from ReadyWA
- **Showcase HSBP platform at parent nights**
- 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, mock interview panels and job shadow, workplace tour & internship providers



READY WA



HIGH SCHOOL
& BEYOND PLAN

ENCOURAGE YOUR STUDENT TO PLAN FOR THEIR FUTURE!

What HSBP data can build Relationships with students?

Saved Careers

- Guest Speakers
- Field Trips
- Activities
- Courses
- WBL/Job

Saved Colleges

- College Rep Visits
- Scholarship
- Field Trips
- Activities
- Courses

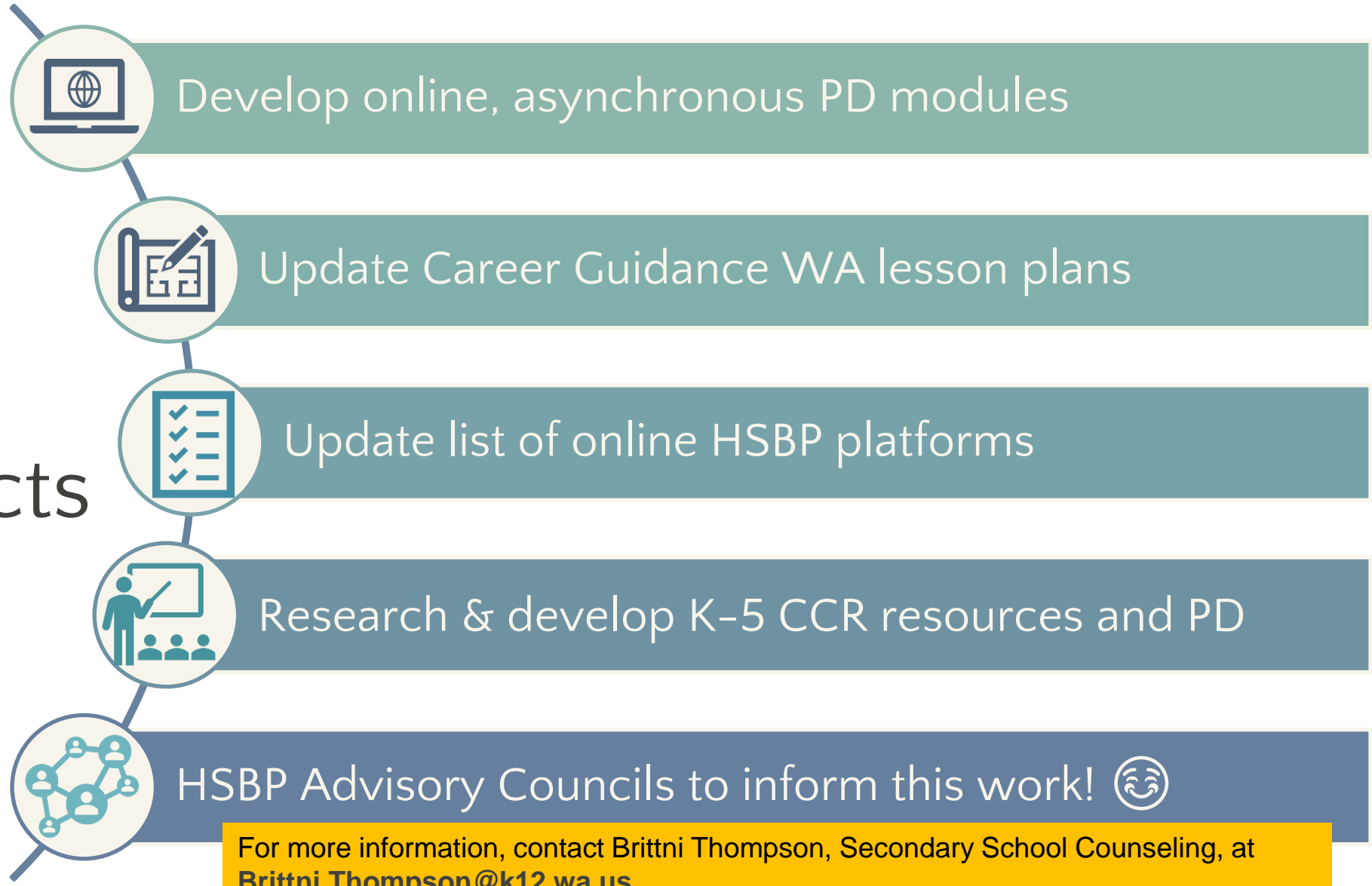
Planned Courses

- Relevant to HSBP/Grad-Pathway
- Dual Credit
- Interests
- Build Skills

Resume/Activity Log

- Interests
- Skills
- Job search
- WBL/DVR
- Activities
- Courses

Upcoming HSBP projects



For more information, contact Brittni Thompson, Secondary School Counseling, at Brittni.Thompson@k12.wa.us

HSBP Portfolios: Building Student Engagement & Partnership through Advisory

Stephanie Leitz
Principal
Wahkiakum High School





WHY Advisory?

FIND A PURPOSE & PASSION

- ★ HSB Plan is Our Guide
- ★ Explore Post-Secondary Options
- ★ Additional Credits
- ★ Student Voice & Choice



High School & Beyond Plan

“If you hesitate to map out your future, to make a big plan or set a goal, you’ve just gone ahead and mapped your future anyway.”
- Seth Godin



High School & Beyond Plan Paragraph Form

Introduction
What & Why
HOOK

21st Century Skills



High School & Beyond Plan

Body of Essay

- **Body**
 - **Reflection on Inventories**
 - **HS Course Study**
 - **Post Secondary Exploration**



High School & Beyond Plan

Paragraph Form

- PLAN B, C, D!
- Conclusion



High School & Beyond Plan Portfolio/Presentation

- Resume
- Fact Sheet
- Community Service
- Letters of Recommendation
- Assessment Scores
- Transcript





Mule Success





M, T, W, F Mule Success

30 Minute Intervention/Enrichment Period

- **MTSS Process**
- **Peer Mentors**
- **1:1 or Small Group Tutoring**
- **ASB Meetings/Assemblies**
- **College/Career Talks**
- **Mule Cart Business**
- **Social/Emotional Support**



ADVISORY



ADVISORY – It's ALL about YOU!

- ★ Build your High School & Beyond Plan!
- ★ Career and College Development
- ★ Ownership of Learning
- ★ Metacognitive Skills
- ★ Job Shadows/Field Trips
- ★ Academic Eligibility
- ★ Financial Literacy





A & B Afternoon Schedule

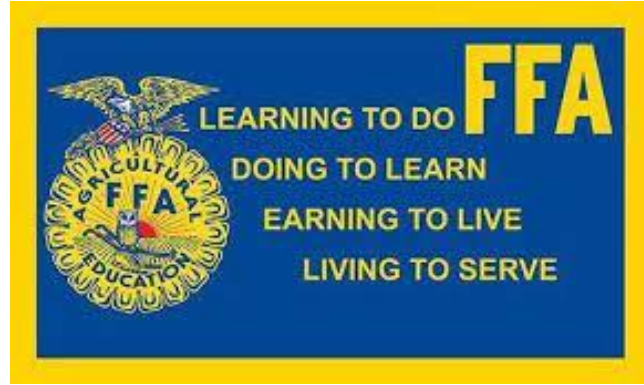


- **Advisory** - 12:25-1:25
- **Mule Success** - 1:30 - 1:50
- **Extra Elective** - 1:55 - 3:05
- **Dismissal** - 3:05

Go MULES!



ELECTIVE CHOICES



Choices





Experiences!



Real World





Academic Support





Career & Internship Exploration





FIELD TRIPS





*New
Experiences*



**Career
Exposure**









WHY?

FIND YOUR PURPOSE & PASSION

All students will graduate from WHS with the skills necessary to persevere in their pursuit of a successful life.



What Questions do you have?



Questions are the path to learning

Q&A

Thank you!

Please reach out with any questions!

sleitz@wahksd.k12.wa.us

Principal

Wahkiakum High School



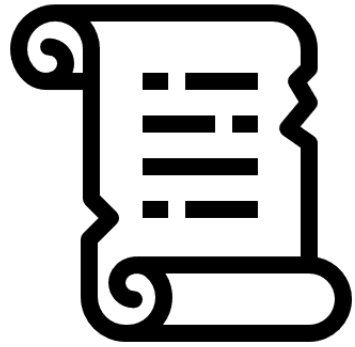
Aligning IEP Transition Plans and High School and Beyond Plans

Alexandra Toney
Program Supervisor
OSPI Special Education



WAC 180-51-220 (4)

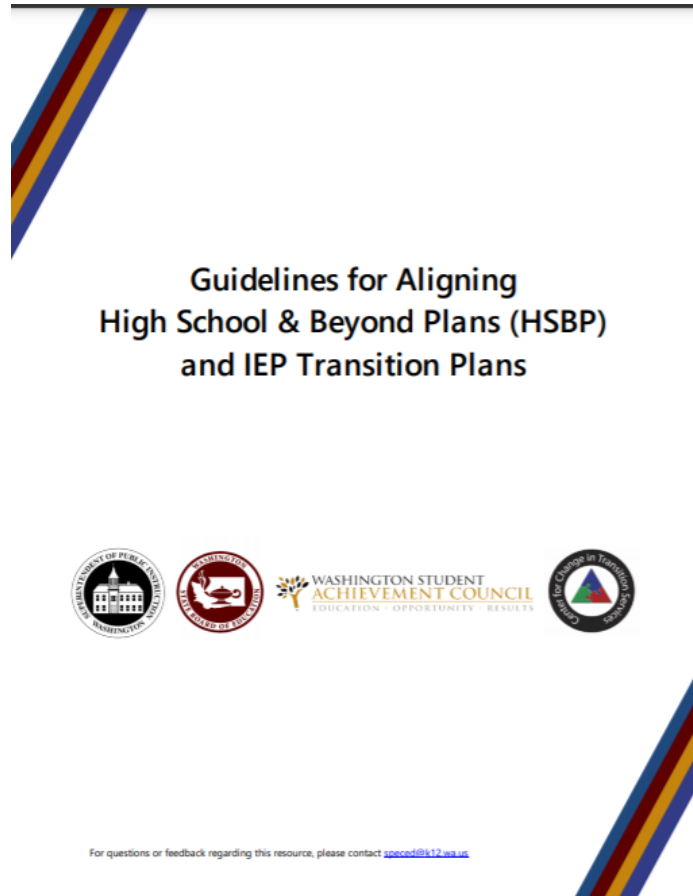
High school and beyond plan.



- “For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align”.
- “Students with an IEP transition plan...may use their transition plan in support of, but not as a replacement for, their high school and beyond plan”
- "The process for developing and updating the student's high school and beyond plans **must** be similar to and conducted with similar school personnel as for all other students".



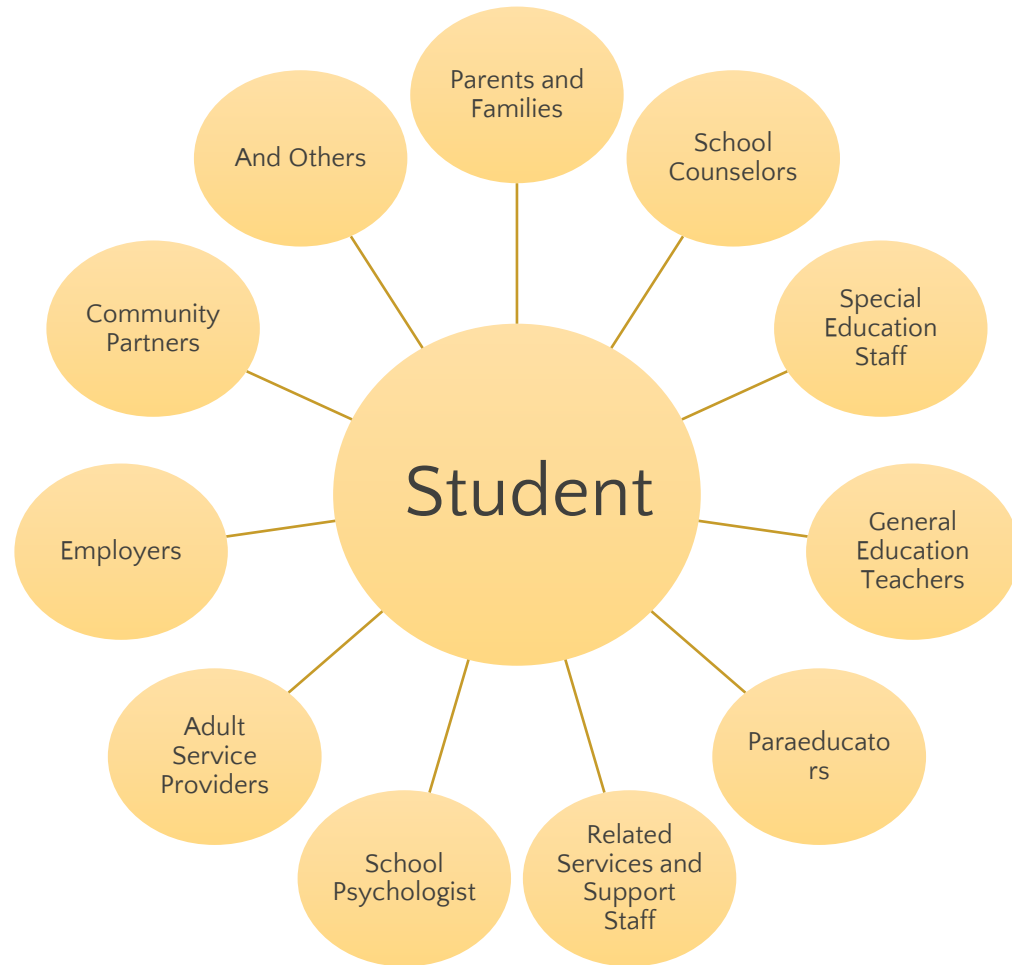
Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans



- Appendix A: The Transition Team Members and Roles
- Appendix B: Sample HSBP and IEP Transition Plans
 - [Case Study of a 10th grader using a CTE Course Sequence - \(Webinar\)](#)
 - [Case Study of an Adult Student using the WA-AIM \(Webinar\)](#)
- Appendix C: High School Education and Training Opportunities
- Appendix D: Post-Secondary Education and Training Opportunities
- Appendix E: Post-Secondary Employment Options
- Appendix F: Post-Secondary Outcomes (Indicators 1, 2, 13, and 14)
- Appendix G: IEP Transition Planning Checklist for Educators
- Appendix H: Transition Planning Checklist for Students
- Appendix I: Transition-Planning Resources



Appendix A: The Transition Team Members and Roles



- Collaboration is essential for effective transition planning
 - CTE and other specialized expertise can be essential for course planning and grad pathway preparation
 - School counselors also play a key role in transition planning
- Students are the most important member of the transition team and their meaningful participation is key
- Students with IEPs get same HSBP planning, with similar staff, as all other students*



Appendix B:

Sample High School and Beyond Plans and Aligned IEP Transition Plans



10th Grader using
a CTE Pathway



Adult Student
using WA-
AIM

10th grader using a CTE Course Sequence

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
English Credits required for Graduation = 4	English 9 (1.0)	English 10 (1.0)	English 11 (1.0)	Creative Writing (1.0)
Mathematics Credits required for Graduation = 3	Algebra I (1.0)	Geometry (1.0)	Algebra II (1.0)	
Science Credits required for Graduation = 3	Physical Science (1.0)	Biology (1.0)		AP Computer Science Principles (1.0)
Social Studies Credits required for Graduation = 3		World History (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)
Health and Fitness Credits required for Graduation = 2	PE (0.5) Health (0.5)	Fitness for Life (1.0)		
Arts or PPR Credits required for Graduation = 2	Visual Communications (1.0)	Media Arts/Web Design Technology (1.0)		
World Language or PPR Credits required for Graduation = 2			Commercial Art (1.0)	CAD Drafting and Design (1.0)
Career Technical - CTE Credits required for Graduation = 1	Graphic Design (1.0)			
General Electives Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Yearbook I (1.0) Computer Application (1.0)	Advisory (0.25) Yearbook II (1.0) Personal Finance (1.0)
TOTAL CREDITS: 24	6.25	6.25	6.25	6.25

- Sherrie's goal for after graduation is to become a graphic designer or computer programmer
- Meaningful course selection tied to her goals for career preparation and early exploration for each of her career interests
- CTE equivalencies free up schedule space for more electives and also meet subject area graduation requirements



Case Study: Adult Student Using The WA- AIM

Where do you want to live?

with my parents with my sister with my brother with my friends

What do you want to do?

take classes go on a trip get married have a family have a job

go to the movies go for walks be in a band dance sports



go shopping go swimming

Transition Case Study - Kaleb George - November 2020

Name: Kaleb George Date: Nov 2019

Work Readiness Skills: Self-Assessment

Directions: Put a check under "I got it" or "I need more practice" for each skill.

Work Readiness Skill	I got it 	I need more practice 
1. Following directions	✓	
2. Reading company rules		✗
3. Finding information on my own		✗
4. Asking for help	✓	
5. Listening to others	✓	
6. Set goals	✓	
7. Be patient with others	✓	
8. Have a positive attitude	✓	
9. Offer help to others	✓	
10. Motivate self to finish work		✗
11. Create and make a budget		✗
12. Lead a group or activity	✓	
13. Work with computers	✓	
14. Use a business phone	✓	
15. Manage money	✓	

Date: 2/4/2020

Classroom and Beyond

...st describes you.

	Yes	No	Sometimes
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
ed orally.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
ettings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



What Questions do you have?



Questions are the path to learning

Q&A

Thank you! Please let us know how we can support you....

Please reach out to our state team with any questions:

alexandra.toney@k12.wa.us

Program Supervisor, Special Education

OSPI



The Hope in High School and Beyond Planning

Terra McFarlin
Program Manager for School Counseling
Seattle Public Schools



The Hope in High School and Beyond Planning

- Hope is
 - Having a goal;
 - Seeing a pathway to achieve the goal and
 - Having the motivation to travel the path despite obstacles, which is what we call agency or willpower.
- Hope is taught by
 - Teaching students how to identify and prioritize goals
 - Break goals down into steps
 - Share successes
 - Emphasizing remaining positive and enjoying the process.



- High School and Beyond Plan is
 - Identification of career interests
 - Information to Prioritize goals
 - From Big to Little
 - Identification of educational goals
 - Establishing goal
 - Four-year course taking plan
 - Pathway to the intermediate goal
 - Agency development
 - Financial Aid/Paying for College Information
 - Resume/Activity Log
 - Documented steps for post-secondary
 - Interventions
 - Problem solving and agency/willpower development
 - Re-Evaluate and Update
 - Problem solving and growth mindset

[Reference: Building Relationships, Hope and Resilience in a Distance Learning Environment](#) OK Dept of Education, Dr. Chan Hellman, Zakrewski



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Tier 1

Virtual Calming Room

Unit 1: Cope and Hope
✔ Must Complete

- > Lesson 1: Emotional Awareness
- > Lesson 2: Coping
- > Lesson 3: Hope

Unit 2: Setting Goals

- > Lesson 1: Decision Making

Unit 3: Career - Goal, Pathway, Willpower

- Why High School and Beyond?
- High School and Beyond Plan -9th Grade Required
 - High School and Beyond Planning In 9th Grade
 - > Lesson 1: Strengths Explorer
 - Activity: Scholarship Discussion Board
 - 9th Grade High School and Beyond Plan Quiz
- Intro To Career Counseling
 - Career Interest Inventory
 - Career Focus Worksheet 232 KB
 - Step 1: Careers
 - Step 2: What to consider?

- Building Hope in Your Systems of Support
 - Set *clear and attainable* goals.
 - Develop *multiple* strategies to reach those goals.
 - Stay *motivated* to use the strategies to attain the goals, even when the going gets tough.
- Tier 1 System Examples
 - Curriculum/Lessons
 - Virtual Course
 - Virtual or In-Person Parent Workshop/Presentation
 - Newsletter/Announcements
 - Social Media
 - Digital HSBP Tool

Using Data

- Systems Thinking
 - Tiered Positive Reinforcement
 - Raffles/Giveaways/Dessert/Treats
 - Student Shoutouts
 - Certificates/Classroom or Class Parties
 - Calls Home
 - Provide Families Information They Want
 - Data to Determine Interventions –
 - HSBP Lesson Exit Ticket/Pre-Post Data
 - HSBP Lesson/Activity Completion Data
 - Internship/Worksite Learning Participation
 - FAFSA Completion
 - CCR Climate Survey Responses
 - Non-Cognitive Needs Survey
 - Post-Secondary Application Completion Rates
 - Graduation Progress Data



Hatching Results®
NON-COGNITIVE NEEDS SURVEY
 A Tool for Prioritizing School Counseling Core Curriculum

TEACHER NAME: _____ CLASSROOM #: _____ DATE: _____
 SUBJECT/GRADE: _____ TIME: _____

CAREER READINESS	5 Almost Always	4 Frequently	3 Average	2 Seldom	1 Almost Never	school year only, please rate		
6. Most students in my class effectively demonstrate:								
a. A wide variety of career/college options						3 sometimes	2 Rarely	1 Never
b. Researching career/college options						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Personal skills, interests, values and how they relate to the world of work						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Educational requirements for careers of interest						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. SPS graduation requirements						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Knowledge of the College Bound Scholarship						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

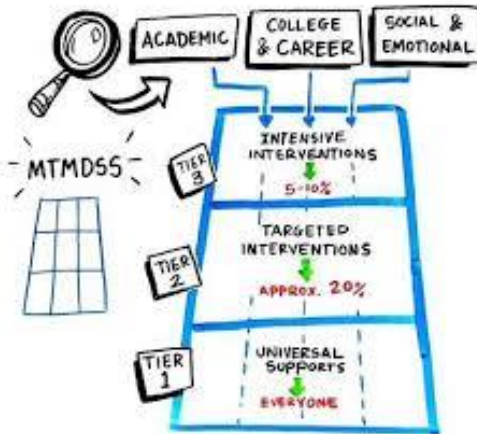
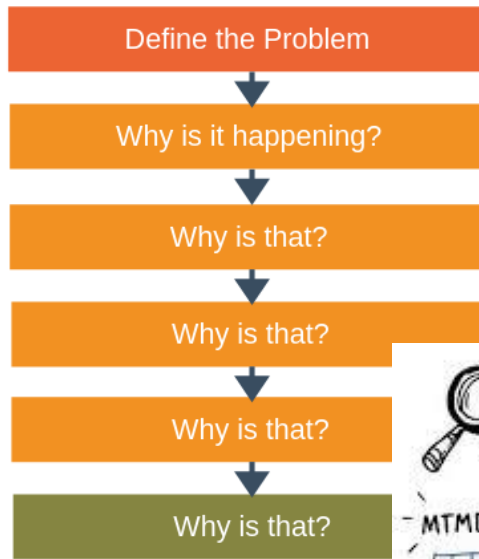
ACADEMIC PERSISTENCE

2. The majority of students in my class effectively demonstrate:	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
a.) Grit (staying focused on task despite obstacles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.) Tenacity (determination and resolve)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.) Delayed gratification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.) Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.) Self-control (forgo short-term needs for long-term goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Tier 2 and 3

The 5 Whys



- Identify the Root Cause
 - Interrogate your data
- Plan your Intervention
 - Small Group Lessons
 - Small Group Short-Term Solution Focused Counseling
 - Alternative/Differentiated Lessons
 - Virtual Course
 - After School Workshops
 - Referrals to College Access Partners
 - Referrals to Internships/Work-based learning
 - Individual Student Planning/Counseling
 - Family Workshops



Tier 3: Solution Focused Action Plans



Individual College Planning- Initial Meeting

Student's Name: _____ Grade: _____ Today's Date: _____

What type of Career and/or job do you see yourself doing in 5 years?

If you are not sure what type of career you see y suddenly you could do anything you wanted. Wh



Individual Career Planning – Initial Meeting

Name: _____ Grade: _____ Today's Date: _____

What type of Career and/or job do you see yourself doing in 5 years? _____

If you are not sure what type of career you see yourself doing, I want you to imagine that when you left my office a miracle happened and all of a sudden you could do anything you wanted. What would that be? Where would you be living? Etc. _____

Step 1: Identify your Personal/Community Strengths and Career Interests
Select 3 to 5 Career Interests and Strengths below which you would like to explore.

What You Are/Achieve/Works Results	Strengths Explorer/ Results

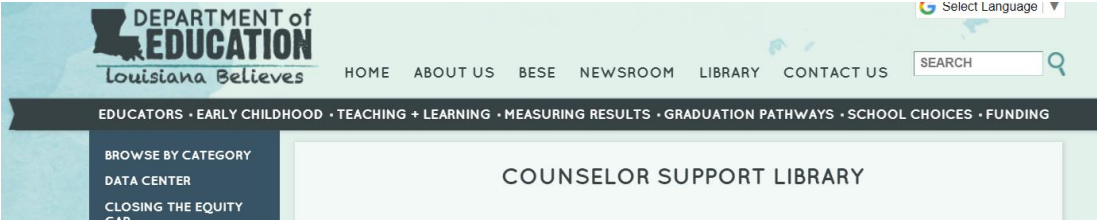
What type of post high school program do you think you will need to be able to do these types of jobs? _____

What do your parent(s)/guardian/elders want for your career /college? _____

Which of those voices will you listen to the most closely? _____

Step 2: Pros and Cons
Determine if your career interest provides a livable wage.
Enter the Job Name and city into the search bar at www.payscale.com.

Job Title	Career Path	Annual Entry Level Wage for Seattle	Annual Livable Wage https://livingwage.mit.edu/counties/53033 Hourly Wage x 37.5 Hours per week x 52 weeks



- Structured Intentional Interventions
- Address the Root Cause
- Provide Skills and Knowledge for Independence
- Provide incremental steps to decision making and follow thru
- Provide supported decision making



References

- Hatching Results
 - [Non-Cognitive Needs Assessment Survey](#)
- Louisiana Dept of Ed
 - [School Counseling Toolbox Solution Focused Action Plans](#)
- Seattle Public Schools – Family Engagement Report
 - [Our Vision Our Voice](#)



What Questions do you have?



Questions are the path to learning

Q&A

Thank you!

Please reach out with any questions:

tjmcfarlin@seattleschools.org

Program Manager for School Counseling

Seattle Public Schools



Family Engagement & Communication Resources

BETH KELLY, WA STATE GEAR UP



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Give your child two things: roots and wings. –Chinese proverb

Examine assumptions around engagement and disengagement.

Positive assumptions yield positive results.

There is no one size fits all approach, but TRUST is essential.

Be relatable and welcoming.

Know the needs and assets of the families you serve.

Develop the capacity of your team to work with families.

Involve parents/guardians as decision makers.

Provide resources and information in appropriate language.

Key Aspects





Face-to-Face. Use at orientation events, student-led conferences, workshops, or home visits.



Phone conversations. Calls home can be effective, especially if you use them to share positive news.



Written. Share the GEAR UP Family Newsletter. Post flyers or use bulletin boards. Send letters or invitations.



Online. Many staff and families rely on Skyward, email, social media, or the school website.



Text Messaging.

Communication Methods

RESOURCES: Tools, Tips, Templates, Research & More

Những gì con bạn nên làm trong mùa hè
Monthly family newsletter templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events and contact information to customize for your school!

S.E.A.L. Strategies: Reorganizing Our Mindset to Promote Social, Emotional, and Academic Learning
This presentation was featured in our March 8, 2022 webinar.

Zombie Apocalypse! A Scholarship Activity
Show students how scholarships are often scored. Have them read and score the submissions. Debrief and help students learn how to avoid common

LATEST NEWS: Weekly Updates & Info For Educators

Posted on October 6, 2021
Sunnyside Student Wins \$10,000 Scholarship for Colorful Duct Tape Prom Dress

Posted on June 9, 2021
Washington State GEAR UP Alum Breaks Boundaries

Posted on June 2, 2021
COVID-19 Resources & Updates

CALENDAR: Events, Deadlines & Professional Development

April 12, 2022 - April 12, 2022
WAGU Coffee Break Webinar – Building a Support System & Transition Support

May 3, 2022 - May 4, 2022
WAGU – Year 6 Planning Workshops – Cohort Schools

May 5, 2022 - May 6, 2022
WAGU – Year 6 Planning Workshops – Priority Schools

August 16, 2022 - August 17,

Free, Customizable Resources

www.gearup.wa.gov

Free, resources for students, families, and educators.

Covers range of topics including pathways, financial aid, admissions, transitions, and more.

Recently Added:

Những gì con bạn nên làm trong mùa hè

Monthly family newsletter templates with college readiness and financial aid information for grades 7 through 12. Just add your school logo, events and contact information to customize for your school!

S.E.A.L. Strategies: Reorganizing Our Mindset to Promote Social, Emotional, and Academic Learning

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Zombie Apocalypse! A Scholarship Activity

Show students how scholarships are often scored. Have them read and score the submissions. Debrief and help students learn how to avoid common pitfalls. Based on an actual annual scholarship, due 10-31-21.

[VIEW ALL](#)

Main Menu

> About

About

Partners

Resources



EDUCATOR RESOURCES

The GEAR UP website offers hundreds of resources to support our educators in their work to guide and mentor students in Washington State. Click on one of the tabs below to discover Washington State GEAR UP-developed resources.

- | | |
|--|--|
| ADMISSIONS | FAMILY NEWSLETTERS |
| CAMPUS VISITS | FINANCIAL AID |
| COLLEGE & CAREER EXPLORATION | SCHOLARSHIPS |
| COLLEGE-GOING CULTURE | TRANSITIONS |
| FAMILY | WA STATE GEAR UP PRO. DEV. |

For Educators:
www.gearup.wa.gov

Family Newsletters

NEWSLETTER TEMPLATE
High School & Beyond Planning — News & Information

SEPTEMBER FOR FAMILIES OF 7TH GRADE STUDENTS

Welcome to Middle School!
Middle school is a time of emotional, physical, social and academic changes. Your child is learning and developing skills that will make it easier to adjust to the challenges of high school and beyond.

Research shows that teens do better in school when their families are involved in their lives in and out of school. Here are some things you can do to help your child adjust to middle school:

- Discuss any concerns that your child may have before starting middle school.
- Talk to your child about the physical and social changes and social pressures that often occur.
- Encourage your child to take challenging classes. Ask your child's teachers or guidance counselor if these classes will help your child be competitive in high school and beyond.

Also, consider if your child...

- Has good study habits?
- Reads what is necessary to complete an assignment?
- Hands in assignments on time?
- Prepares ahead of time for assignments and tests instead of cramming at the last minute?
- Has the resources needed to complete assignments or knows where to find what is needed? If not, ask a teacher or counselor for help.

Did You Know?
According to a recent survey, for students in grades 6-12, only one percent of the

Myth Buster
MYTH: College is only a four-year degree with classes taken on campus.
REALITY: There are many options for students after high school, including apprenticeships, on-the-job training programs, community college certificates, two-year degrees, and four-year degrees.

The term college includes all of these things. College is also the key to good jobs. In less than two years, nearly 75 percent of jobs in Washington will require some kind of education beyond high school.

Because college is a crucial stepping-stone to a good career, it's important that families plan ahead.

Upcoming Events & Announcements

- National GEAR UP Week:
- Student Orientation:
- Family Orientation:
- [Click here to enter text.](#)

Student Checklist

- Make a college pledge. Tell people why you're going and ask for advice on getting there. Talk to your family about your future.
- Start a calendar. Record and track important school dates and deadlines. Find a system that works for you and stick with it.
- Set easy-to-reach goals. Working toward a goal helps keep you motivated. Try listing a few things you've been meaning to do and write down the steps needed to finish them. Check off each step as you complete it.

Family Checklist

- Read up. Read these monthly newsletters and go over them with your child.
- Set goals. Help your child set goals for the year. Working toward specific goals will help your child stay motivated and focused.
- Check in. Make a plan to check in regularly about schoolwork. If you keep up with your child's tests, papers, and homework assignments, you can celebrate successes and head off problems as a team. Find out about your child's grades, assignments, and attendance on the school's online system (like Skyward). If you don't know how to access this system, contact your child's counselor for assistance.
- Talk to the school. Attend parent-teacher conferences, open houses and other events at the school to stay connected with teachers and school staff.

Insert School Logo

School Contact Information [Click here to enter text.](#)

Personnel: [Click here to enter text.](#)

Tutoring Center: [Click here to enter text.](#)

GEAR UP

Monthly family newsletters by grade level (7-12).

Pre-loaded with college & career readiness info plus areas to personalize.

Available in English, Arabic, Chuukese, Marshallese, Russian, Somali, Spanish, and Vietnamese.



WELCOME

Ready to plan for life after high school? There are affordable college and career training opportunities for everyone. College means any education after high school— apprenticeships, military, on-the-job training programs, community college certificates, 2-year degrees, and 4-year degrees.

GEAR UP is here to help you prepare to get into and succeed in the post-high school program or institution of your choice.

Click on the tabs below to find resources to help you follow your preferred pathway.

PREPARE FOR COLLEGE	🔍	APPLY TO COLLEGE	🔍
EXPLORE PATHWAYS	🔍	PAY FOR COLLEGE	🔍
VISIT A CAMPUS	🔍	SEARCH FOR SCHOLARSHIPS	🔍
PREPARE FOR EXAMS	🔍	BUILD A SUPPORT SYSTEM	🔍

For Students &
Families:

www.gearup.wa.gov



College and Career Pathways Handouts

College and Career Pathways: An outline of potential postsecondary pathways.

College Means: What do we mean when we say college? Help students understand the diversity of the term.

How to Become an Apprentice: Help students interested in apprenticeships understand how to pursue this pathway.

Technical and Special Colleges: An overview of technical and specialty colleges.

Military Pathways: An overview of the different pathways related to joining the military.



College and Career Pathways Handouts

LGBTQ+ and College Access: Supporting LGBTQ+ students through the admissions and financial aid

Youth in Foster Care: Supporting youth in foster care through the admissions and financial aid process.

Financial Aid and Unaccompanied Homeless Youth: Supporting unaccompanied homeless youth with the financial aid process.

Information on Student Loans: A brief overview of student loans.



Examples of ready-to-use handouts

COLLEGE & CAREER PATHWAYS YOU HAVE OPTIONS!

After high school, different paths lead to different types of credentials. You may need one (or several) of these credentials depending on your career interests and goals.

WORKPLACE

People who go straight into the workplace usually do not have any formal credentials beyond a high school diploma. However, some people on this path might complete an apprenticeship or other form of on-the-job training.

- Certificate for completion of training
- Apprenticeship

CTE (TECHNICAL) COLLEGE

Most technical colleges award a certificate to show completion of a program of study. Some also award associate degrees.

- Certificate or certification for completion of program (one year or less)
- Associate degree (two years)

TRADITIONAL TWO-YEAR COLLEGE

Most community colleges award certificates or associate degrees, depending on the program. On average, an associate degree takes two years to complete for students who are able to go full-time. At some colleges, students can continue on for four years to earn a bachelor's degree. In two years, students typically earn an associate degree.

- Associate degree

TRADITIONAL FOUR-YEAR COLLEGE

Most four-year colleges award Bachelor's degrees. On average, a bachelor's degree takes four years to complete for students who are able to go full-time. The two most common types of bachelor's degrees are a B.S. (Bachelor of Science) or a B.A. (Bachelor of Arts).

- Bachelor's degree

GRADUATE SCHOOL

Many careers require specialized training and education beyond a bachelor's degree. Students attend graduate or professional school to receive this training and earn a graduate or advanced degree. Some advanced degrees include:

- Master's degree (most common are M.S. (Science) or M.A. (Arts))
- Business degree (M.B.A. for Master of Business Arts)
- Medical degree (M.D. for Medical Doctor)
- Law degree (J.D. for Juris Doctor)
- Doctorate degree (Ph.D. for Doctor of Philosophy)

NATIONAL SERVICE

- Military Options
 - ROTC
 - Military Academies
 - Enlistment
- AmeriCorps

You have many options after high school. The 12th Year Campaign Student Workbook will guide you through the process of applying to a two- or four-year school. You can find tips for other pathways at: <https://readysetgrad.wa.gov/educators/grad/students-and-families>



TECHNICAL & SPECIALTY COLLEGES

If you are the kind of student who already has a very specific, clear-cut career goal and would like to get into the job market quickly, you may want to consider a technical or other specialty program.

Technical colleges vary widely in majors, length of programs, cost, and other characteristics, but they have one thing in common: an emphasis on hands-on training for a specific career. Common fields of study include:

- Health care (practical nursing, home health aide).
- Computers, technology (electronics, auto mechanics, plumbing, heating and air conditioning).
- Culinary arts.
- Business.
- And more.

The specific degree or certificate may vary depending on your field, but two-year associate degrees are common. You should visit the campus and research it as you would any other option.

There are public/non-profit technical and specialty colleges as well as for-profit schools. Both of these have aspects that you should factor into your decision-making.



KEY CONSIDERATIONS

PUBLIC/NON-PROFIT SCHOOLS

- Requires careful consideration.
- Financial aid is sometimes limited.
- Because of the specialized nature of technical programs, it may be difficult (or even impossible) to change majors without starting over.
- You should do as much research as possible.
 - For example, read about career fields, shadow someone in chosen field, speak with local employers, etc.

FOR PROFIT SCHOOLS

- Be a smart shopper.
- Some technical schools are for-profit colleges and have been the subject of federal investigations for improper recruiting and financial aid practices.
- You are encouraged to research the reputation and financial stability of any technical college you are considering.
- Check out this resource from the U.S. Department of Education for advice on how to find the perfect career college or technical school. www2.ed.gov/students/prep/college/cons/umerinfo/index.html



HOW TO BECOME AN APPRENTICE

1 Get Ready!

Apprenticeships can follow graduation or you can opt for a 2-year college program that leads directly to an apprenticeship. If you are a junior or younger, prepare for this pathway by taking the following actions:

- Ask about career exploration activities and/or skill-building opportunities.
- Be sure to take courses (usually STEM) that prepare you.
- Join a program that allows you to earn college credit during high school like Running Start or Career & Technical Education Dual Credit (also known as Tech Prep).
- Visit and research apprenticeship opportunities like you would any 2- or 4-year college or university. Be sure to pursue multiple options and create a backup plan. Programs are usually competitive.
- You may also be able to take part in a pre-apprenticeship program during or after high school. These programs can help you improve basic skills and learn more about different careers.

2 Find a Program!

In some cases, you apply directly to an apprenticeship program; in other cases, you join an apprenticeship program through a community or technical college or through an employer. To participate, you must be at least 18 years of age, pass a drug test (including no marijuana even if legal in WA), and be physically able to perform the work.

- Each program and its application are different. Decide if you want to apply directly for an apprenticeship before/after high school graduation OR enroll in a 2-year college program that leads directly to an apprenticeship.
- Find out when the program is accepting applications. Be sure to ask if you are required to be in person. Travel may be necessary.
- You most likely will be required to submit a transcript and resume.
- You may need to take a test at a community or technical college. Many programs have prerequisites for math and reading comprehension.
- Most applicants are interviewed by a committee. You should prepare for an interview.
- Review individual program information through WA State Department of Labor & Industries (L&I). See the programs in your area and which are taking applications through the Apprenticeship Registration and Tracking System (ARTS) on the L&I website at: www.Apprenticeship.Lni.wa.gov.

3 Apply!

Most programs accept applications on a regular basis. To find out for certain whether or not a program is accepting applications, you need to contact them directly. To find Active Apprenticeship Programs:

1. Go to the online Apprenticeship Registration and Tracking System (ARTS). Run a Report of "Programs by County" for the county where you are living or working to see all the programs in that county, sorted by occupation.
2. Go through the entire list and select the appropriate program(s) which will give you the contact information for that program.
3. Contact the program directly to inquire if they are accepting applications. If the program is accepting applications, follow their directions for applying.

Once you have applied and are accepted, the program will then register you with Labor & Industries as a registered apprentice. NOTE: If you are accepted into an occupation which has Licensing/Certification requirements in Washington State, you will need to get the appropriate license or trainee card from the appropriate agency.





Post-High School Transition Resources

- [Considering A Gap Year Due To COVID-19?](#)
- [Graduate Handbook: Next Steps for First-Year Students.](#)
- [A Family Guide: Supporting Your Child After High School.](#)
- [Handout: Make Your College Plans a Reality.](#)
- [Handout: Resources & Support Services to Navigate Your Way.](#)
- [Handout: Resource Scenarios.](#)
- [Handout: Differences Between High School and College.](#)
- [Handout: Information for First-Year Students.](#)
- [Student Alumni Webpage Template.](#)
- [Activity Guide: Preparing Students for the Transition to College.](#)



Questions?



Contact:

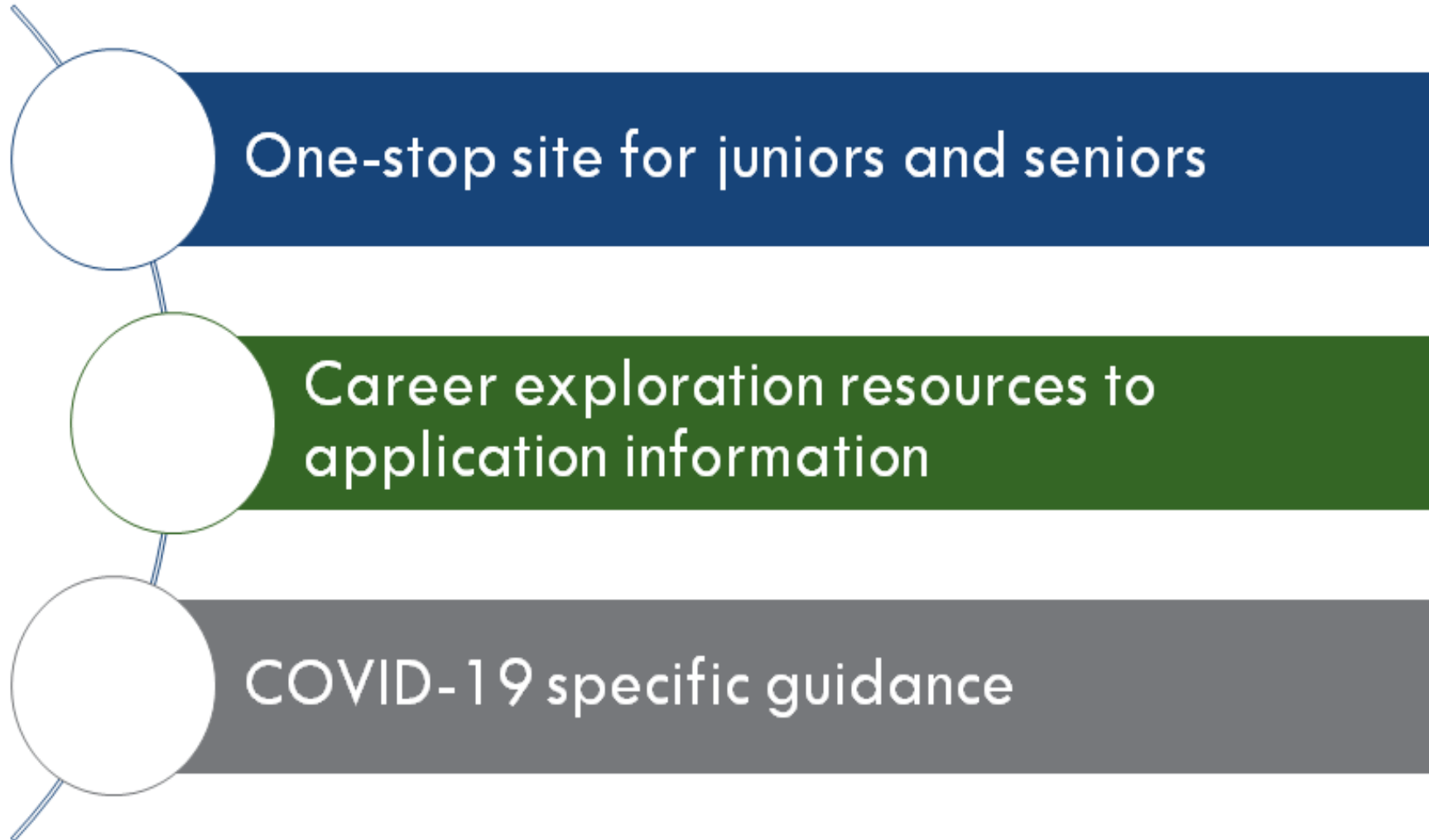
- **Beth Kelly**
- Assistant Director, College Access and Support
- Washington Student Achievement Council
- bethk@wsac.wa.gov
- www.gearup.wa.gov | www.wsac.wa.gov

Additional Resources

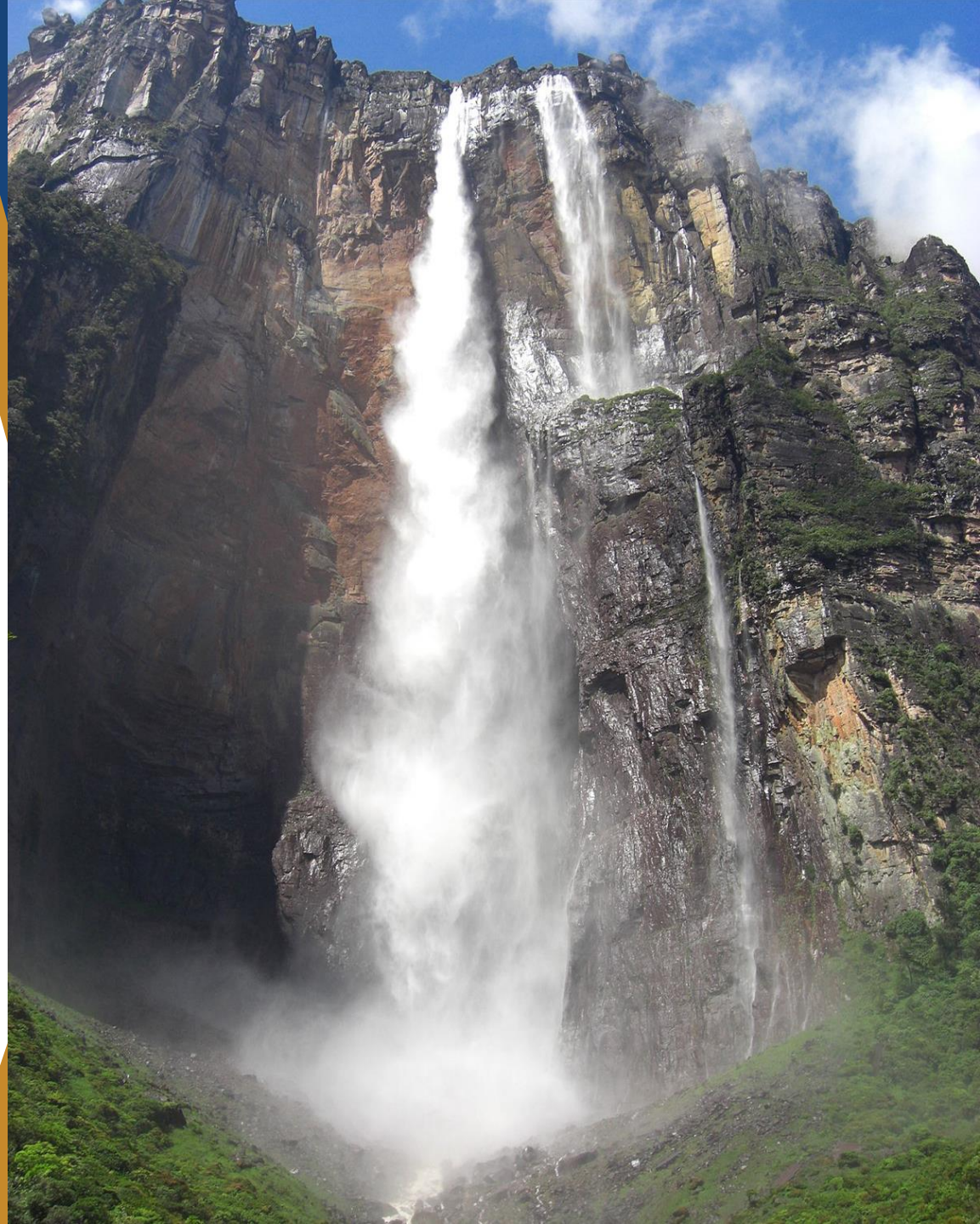




Resource: wsac.wa.gov/actionplan



Think of something you will bring back to your school to use this winter/spring and type it in the chat, but don't hit return yet.....



Next Steps



Next Webinar: May 18, 2022

Legislative Updates: Possible impacts in the Realm of Career and College Readiness



Follow-Up Email



1.5 Clock Hours are available ([register](#) for pdEnroller [Event 140303](#)- once attendance is verified, you'll get an email to submit an eval. and get your clock hours)



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