



Memorandum

Date: December 2019
To: Senate Committee on Early Learning and K-12 Education
From: Ben Omdal, Staff to the Senate Committee on Early Learning & K-12 Education
Re: **High School and Beyond Plans**

As a project for the 2019 interim, members of the Senate Early Learning and K-12 Education Committee directed staff to research the design, implementation, and policies surrounding High School and Beyond Plans (HSBPs) in Washington K-12 education. This memorandum provides a historical legislative summary of HSBPs in Washington State, an overview of their implementation, and information on similar state efforts.¹

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Please contact staff for further information.

I. Introduction

As the landscape of K-12 education in Washington has changed, so too have the components and requirements for graduation from high school and the earning of a high school diploma. In the last several decades, legislative efforts have gone from local requirements, to testing requirements, to a greater focus on student pathways and career integration. A key component of current Washington requirements is the High School and Beyond Plan (HSBP), which is meant to guide a student's high school experience and align a student's educational and post-graduation goals via a personalized plan.

In its current structure, state law around HSBPs leaves discretion to local school districts on several components. As such, implementation of HSBPs has taken many shapes in school districts throughout Washington.

¹ This memorandum is not meant to function as a comprehensive study of district practices in Washington state, nor as a document of legislative intent, program endorsement, or policy prescription.

Education laws, requirements, policies, and outcomes are frequently changing and can vary widely depending on district policy, school location, socioeconomic factors, among others. The resources in Appendix A provide the most up-to-date information on educational requirements in Washington State.

II. Overview of Legislative and Policy History of High School and Beyond Plans

HSBPs emerged in the early-2000s, at the culmination of a period that some have described as an era of educational reform.² Initially, HSBPs were implemented by the Washington State Board of Education (SBE) pursuant to their legal authority to create high school graduation requirements.³ The first iteration of HSBPs were termed "High School + Education Plans," created in 2000. However, the rules that required these plans were inadvertently removed from the Washington Administrative Code,⁴ before reemerging as the "high school and beyond plan" in requirements for the graduating class of 2008.⁵

Many of the current statutory requirements, which are described in the next section, were enacted in 2017 with ESHB 2224. In 2018, more requirements were added, such as providing plans to parents in native languages, and incorporating information on dual credit and scholarship opportunities for students.⁶

The most recent HSBP requirements were added in 2019 as part of the graduation pathways framework of E2SHB 1599.⁷ Through this legislation, the Legislature noted its intent to "create an educational system focused on individualized student learning" via "student-focused pathways."⁸ The mechanics of the bill further integrated HSBPs with student-chosen options ("pathways") by which students can earn high school diplomas. The statutory requirements created in E2SHB 1599 were adopted into rule by the SBE in December 2019.⁹

III. Current High School and Beyond Plan Policies in Washington State

HSBP Basic Requirements. Washington State law states that the purpose of the HSBP is "to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school."¹⁰ According to the Office of the Superintendent of Public Instruction (OSPI), the overall goal of HSBPs is to help students "set, visualize, and work to achieve goals,"¹¹ and to "get the most out of high school and think about their future"¹²

² See 00-23 Wash. Reg. 31 (Dec. 6, 2000).

³ WAC 180-51-061 (2000).

⁴ 07-19 Wash. Reg. 2 (Dec. 2007).

⁵ 3ESHB 2195 (2004).

⁶ SHB 2686 (2018).

⁷ E2SHB 1599 (2019).

⁸ *Id.* at 1.

⁹ 20-01 Wash. Reg. 101 (Dec. 13, 2019).

¹⁰ RCW 28A.230.090(1)(c)(i).

¹¹ SBE, *High School and Beyond Plan*, <https://www.sbe.wa.gov/our-work/high-school-and-beyond-plan>.

¹² OSPI, *What is the High School & Beyond Plan?*, <https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/careerguidancewa/pubdocs/whatishsbp.pdf>.

Each high school student must have a HSBP as a requirement for graduation from a public high school in the state,¹³ and the HSBP must be initiated for each student during their seventh- or eighth-grade year.¹⁴

Under state law, HSBPs must, at a minimum, include the following elements:¹⁵

- identification of career goals, aided by a skills and interest assessment;
- identification of educational goals;
- identification of dual credit programs "and the opportunities they create for students." This includes automatic enrollment eligibility, career and technical education (CTE) programs, Running Start programs, Advanced Placement (AP) courses, International Baccalaureate programs, and College in the High School programs;
- information on the College Bound Scholarship Program;
- a four-year plan for course taking;
- evidence that the student has received information on various federal and state financial aid programs; and
- by the end of twelfth-grade, a current résumé or activity log that provides a written compilation of the student's education, work experience, and/or community service.

While state law provides the minimum elements of both HSBPs and graduation requirements, any decision on whether a student has met these requirements remains at the local level.¹⁶ Districts may also establish additional local requirements for HSBPs, for example community service requirements, submission requirements, or formatting specifics.¹⁷

HSBPs also must be updated periodically for various reasons, including:¹⁸

- to reflect statewide assessment scores;
- to review transcripts;
- assess progress toward identified goals; and
- as necessary for changing interests, goals, and needs.

Plans must be updated to inform junior year course taking, and they must identify available academic interventions and supports for students who are not on track to graduate.¹⁹

Students with Individualized Educational Programs. Recent changes in high school graduation requirements have resulted in new HSBP procedures for students with an individualized education program (IEP). Under federal law, a student must have a structured plan for receiving special educational services if they qualify under particular state and federal standards.²⁰

¹³ RCW 28A.230.090(1)(c)(i).

¹⁴ *Id.* § (1)(c)(ii)(a).

¹⁵ *Id.* § (1)(c)(v).

¹⁶ *See* RCW 28A.230.090(1)(d).

¹⁷ *Id.*

¹⁸ *Id.* § (1)(c)(iii)(a).

¹⁹ *Id.*

²⁰ *See* Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

In 2019, legislation altered HSBP requirements for students with IEPs in response to other changes in graduation requirements.²¹ Under current law, these students' HSBPs must be updated in alignment with their school-to-postschool transition plan (an IEP requirement).²² However, the HSBP must be developed in a similar manner and with similar school personnel as for all other students.²³

Integration with Graduation Pathways, Other Provisions. In addition to the completion of HSBPs being a requirement by themselves, the plans are also integrated with other programs in K-12 education. For example, HSBPs are connected to the following areas:

- graduation pathway(s);
- academic acceleration programs;
- academic intervention and supports (beginning in 2022); and
- CTE course sequence progression.

Graduation Pathways. With E2SHB 1599, the Legislature established new graduation requirements, beginning with the graduating class of 2020. To earn a high school diploma and graduate under this pathways framework, students must:

- meet credit and course requirements set by the SBE;
- complete HSBP requirements;
- satisfy local graduation requirements; and
- complete at least one graduation pathway established in RCW 28A.655.250.

According to the statutory language, the pathways are intended "to provide a student with multiple pathways to graduating with a meaningful high school diploma that are tailored to the goals of the student."²⁴ Students may choose to pursue one or more pathways, but any pathway option must be aligned with the student's HSBP.²⁵

Academic Acceleration Programs. By the beginning of the 2021-22 school year, each school district must adopt an academic acceleration policy where districts automatically enroll students who meet state standards in the next most rigorous level of advanced courses or programs offered by the student's high school.²⁶ Students who complete an advanced course are then enrolled in the next most rigorous course, with the eventual goal of being enrolled in a course offering the opportunity to earn dual credit from both the high school and a college.²⁷

Under these adopted policies, the courses the students are enrolled in must align with the student's HSBP goals. Districts must provide parents or guardians the opportunity to opt the student out of the academic acceleration policy and into an alternative course that also aligns with the student's HSBP.

²¹ E2SHB 1599 (2019) §§ 103–04, 106, 108–09.

²² RCW 28A.230.090(1)(c)(iii)(B).

²³ *Id.*

²⁴ RCW 28A.655.250(a)(iv).

²⁵ *Id.*

²⁶ RCW 28A.320.195(2).

²⁷ *Id.* § 4(b).

Academic Intervention and Supports (beginning in 2022). E2SHB 1599 also established a system of supports for students who have not meet or exceeded the set standards on high school assessments in English language arts or math.²⁸ Beginning August 1, 2022, districts must provide these students the opportunity to access any combination of interventions, academic supports, or courses designed to support students in meeting graduation requirements.

These interventions, supports, and courses must be rigorous and must be consistent with the student's educational and career goals identified in the student's HSBP.²⁹

Career and Technical Education Course Sequence Progression. Under state law, the SBE is required to adopt rules to implement the graduation pathway options established under E2SHB 1599.³⁰ In December 2019, SBE issued updated rules, to be effective in January 2020.³¹

One subset of these rules addresses the satisfaction of the CTE course sequence pathway. To meet the requirements of this pathway under these rules, students must either complete the curriculum requirements of a Core Plus program or complete a sequence of CTE courses (as defined by SBE).³²

Under both of these options, the programs and courses chosen by the student must align with the postsecondary goals outlined in the student's HSBP.³³

IV. Implementation of High School and Beyond Plans in Washington State

State law does not require HSBPs to utilize a particular platform, style, or implementation method (outside of the requirements previously described). Because of this, HSBPs are implemented in a variety of different ways depending on the school district. The main areas in which implementation differs are the forms and platforms used, the grade in which HSBPs are introduced, and the integration of HSBPs into coursework or instruction.

Forms and Platforms Used. State law does not prescribe a particular standardized form for HSBPs; the Legislature has only directed the information to be included in HSBPs, as opposed to a uniform structure.³⁴ As a result, the actual form of HSBP varies by district or school.³⁵ Some schools

²⁸ *Codified at* RCW 28A.655.270.

²⁹ 28A.655.270(1).

³⁰ E2SHB 1599 (2019) § 201(3).

³¹ 20-01 Wash. Reg. 101 (Dec. 13, 2019).

³² *Id.*

³³ *Id.* at 26.

³⁴ *See generally* RCW 28A.230.090.

³⁵ Examples used in this section are only meant for illustrative purposes and are not meant to represent all the ways in which districts or schools choose or may choose to implement high school and beyond plans. In addition, the examples cited are based off of information provided by schools on websites or through some other public means; these schools may use other methods in practice. Nothing in this memorandum is intended to give a preference for one implementation method over another.

provide HSBP requirements on a single document for students to submit,³⁶ while others combine HSBP requirements with other state and local graduation rules.³⁷ All districts must provide an electronic platform beginning in the 2020-21 school year.

Many districts utilize electronic platforms, albeit in different ways. Some schools have integrated aspects of HSBPs into already existing online learning platforms, such as Skyward.³⁸ These platforms allow students to perform certain functions (such as career or interest surveys) in the same software used for submitting coursework, among other uses.

Other schools and districts use commercial software that is designed specifically for career advising, postsecondary planning, or similar activities. Examples of these platforms include Naviance³⁹ and Xello (formerly Career Cruising),⁴⁰ among others. The costs associated with using these platforms also varies and includes initial set-up of the system, support, and maintenance.⁴¹ While costs are often calculated on a per-student basis, initial set-up costs and administrative needs have been cited as reasons some districts have chosen not to use a commercial platform.⁴²

Starting Grade. Under state law, HSBPs must be initiated in either the seventh- or eighth-grade, although nothing prohibits a school or district from initializing plans at an earlier date. Before initiating the plan, school districts must administer a career interest and skills inventory.⁴³ As with other aspect of HSBPs, implementation varies by district. Some districts start in sixth grade, while others begin in seventh- or eighth-grade as required by statute. For schools or districts that utilize electronic platforms, information is able to carry over electronically from these grades into high school.

Introduction into Coursework and Program Design. As with other aspects of HSBPs, the integration of HSBPs into existing coursework and programs varies between districts and schools, in part due to the unique circumstances in each of Washington's 295 school districts. One strategy that districts and schools have employed is facilitating student goal-making and plan creation with career guidance personnel, such as counselors.

³⁶ See e.g., N. Thurston High Sch., *NTPS: The High School and Beyond Plan*, <https://www.nthurston.k12.wa.us/domain/444>. Note: There are additional school requirements.

³⁷ See e.g., Cent. Valley Sch. Dist., *Graduation Requirements*, https://www.cvsd.org/apps/pages/index.jsp?uREC_ID=1234406&type=d&pREC_ID=1465231.

³⁸ See e.g., Kent Sch. Dist., *High School and Beyond Plan*, <https://www.kent.k12.wa.us/Page/10332>.

³⁹ <https://www.naviance.com/>.

⁴⁰ <https://xello.world/en/>.

⁴¹ See e.g., *Naviance Wields Much 'Power and Influence' in College Admissions, Harvard Researcher Finds*, EDSURGE, (April 18, 2019), <https://www.edsurge.com/news/2019-04-18-naviance-wields-much-power-and-influence-in-college-admissions-harvard-researcher-finds>; Seattle Pub. Sch., *Naviance FAQ*, https://www.seattleschools.org/academics/college_career_readiness/naviance/faq; *Post-high school planning upgrade wanted by U46; price tag could be over \$560,000*, CHI. TRIB. (Oct. 18, 2017), <https://www.chicagotribune.com/news/ct-ecm-u46-college-career-planning-st-1018-20171018-story.html>.

⁴² See *Naviance Wields*, *supra*. The Arkansas Division of Elementary & Secondary Education created a comparison chart of various college and career planning tools that can be found on their website: http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Vendor%20Career/CCR_chart.pdf.

⁴³ RCW 28A.230.090(1)(c)(ii)(A).

Some schools have integrated HSBP completion with other career activities, postsecondary planning, or similar activities as part of coursework. This can take the form of homeroom courses, where students work to satisfy HSBP and graduation requirements, while receiving academic credit. Ultimately, districts and schools decide how to provide this information, the manner in which they do so depends on resources, logistics, staffing, individualized student needs, and other factors.

Career-Connected and Work-Integrated Learning. Variance also occurs with respect to the integration of career-connected and work-integrated learning. While many districts and schools incorporate aspects that connect to potential future work, such as résumés and volunteer experience, others align career goals with specific skills and activities.

This alignment is promoted by educational agencies as well. In its best-practices materials for HSBPs, SBE highlights work-based learning experiences, such as job shadows or internships, as an essential element of high-quality HSBPs (see Fig. 1 in Appendix A).

Student portfolios are also used by schools and districts. These are documents where students combine academic, career, and other accomplishments into a compilation of work. The results can be a space where students' schoolwork can be combined with other experiences, including expanded learning opportunities.

Some districts have also facilitated career-focused actions through comprehensive career guidance documents. These guides provide high school graduation requirements, information on career pathways, and courses sorted by career pathways.⁴⁴

State-Level Implementation Guidance. OSPI and SBE have created resources to assist schools, districts, parents, and students with these requirements. An expanded list of resources (including templates, best practices, and guidance documents) can be found in Appendix A.

OSPI has also created a curriculum library that includes lessons based on HSBPs, resources, templates, and curriculum for developing a schoolwide career guidance program, and other guidance documents. This curriculum, Career Guidance Washington,⁴⁵ applies to grades six through twelve and was created by legislation enacted in 2006.⁴⁶ There are approximately 30 available lessons for each grade, covering a variety of subjects and themes including career and

⁴⁴ See, e.g., Fed. Way Sch. Dist, *College & Career Ready*, <https://www.fwps.org/cms/lib010/WA01919399/Centricity/Domain/203/High%20School%20and%20Beyond%20Resource%20Guide%20012617.pdf>

⁴⁵ See *Career & college Readiness Curriculum (Grades 6-12)*, OSPI, <https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways-toolkit/high-school-beyond-planning/career-college-readiness-curriculum-grades-6%E2%80%9312>.

⁴⁶ ESSB 6225 (2006), codified as RCW 28A.600.045.

college development, including career interests and skills, learning techniques, HSBPs, and financial literacy.⁴⁷

V. Programs, Policies in Other States (Selected)

While the particular components of HSBPs are specific to Washington State, many of the components featured in HSBPs are consistent with efforts made in other states. These types of policies are referred to as individualized learning plans (ILPs).

Given the wide array of state policies on ILPs, a single definition does not exist. However, ILPs are typically seen as a personalized plan for middle and high school students to develop college and career readiness skills, help students access career development opportunities, and structure course taking around postsecondary goals.⁴⁸ The names and characteristics of these plans differ between states, but certain parameters have been used in categorizing these policies,⁴⁹ including:

- the role of state education agencies;
- the degree to which a student's academic and career goals are integrated;
- levels of state support, including materials, guidance, implementation, funding, technical assistance, etc.; and
- the grades in which students are required or encouraged to complete plans.

According to a 2016 study performed by the U.S. Department of Labor, 43 states had instituted some sort of ILP, with 33 states mandating their use.⁵⁰ The focus of these individual policies varies by state. The following sections briefly describe requirements in other states, chosen due to the robustness of the programs and similar designs and goals to Washington's education system.

Indiana. As a waiver to its standard high school graduation requirements, Indiana provides a college and career pathway option to high school students. Beginning with the graduating class of 2023, students will have to learn employability skills standards through locally developed programs and demonstrate postsecondary-ready competencies.⁵¹ Employability skills will involve either a project-based, service-based, or work-based learning experience, while the postsecondary-

⁴⁷ OSPI provides a full list of courses, available at <https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/careerguidancewa/pubdocs/careerguidancewa-overview.pdf>

⁴⁸ Nat'l Collaborative on Workforce and Disability for Youth, *Individualized Learning Plans (ILPs)*, <http://www.ncwd-youth.info/solutions/individualized-learning-plans/>.

⁴⁹ NCWD/Youth, *Promoting Quality Individualized Learning Plans Throughout the Lifespan* (Mar. 2018), <http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf>.

⁵⁰ U.S. Dep't of Labor, Office of Disability Emp't Policy, *Individualized Learning Plans Across the U.S.*, <https://www.dol.gov/odep/ilp/map/>.

⁵¹ Ind. State Bd. of Education, *Indiana Graduation Requirements* (last updated June 25, 2019), <https://www.doe.in.gov/school-improvement/student-assistance/indiana-graduation-requirements>.

ready competencies involve completing one of nine pathways, which is similar to Washington's system.⁵²

A panel recommended to the Indiana State Board of Education that career awareness and exploration be included at the middle elementary (grades 3-5) and middle school (grades 6-8) levels. While it is not labeled a plan, the state does provide a Graduation Pathways Checklist that serves some of the same functions.⁵³

Kentucky. Kentucky has a career-focused ILP that begins with career exploration in sixth-grade. The state's ILP system requires that students establish personal goals, revisit those goals at various points, and track and reflect on community services and extracurricular activities. The system also connects to other state sites for help with college planning, tuition assistance information, and applications.⁵⁴

The Kentucky Department of Education has created a self-implementation rubric for districts to self-assess their progress in meeting ILP program standards.⁵⁵

Other State Methodologies. A variety of other ILP and career-exploration policies have been implemented by numerous states. These include, but are not limited to:

- requirements that math courses be aligned with post-high school plans (North Carolina);⁵⁶
- career plans at the elementary, middle, and high school levels (Virginia);⁵⁷ and
- personal transition plans for all students for postgraduation (Hawaii).⁵⁸

Additional information and resources can be found in Appendix A.

VI. Recent High School and Beyond Plan Legislative Action, Work Going Forward

As a result of E2SHB 1599 and other recent policies, HSBP policy work is ongoing. The following is a brief summary of various reports, work groups, and other actions required by Washington law, in addition to the requirements mentioned previously in this memorandum:

⁵² See Ind. State Bd. of Education, *Graduation Pathways Panel* (Nov. 16, 2018),

<https://www.doe.in.gov/sites/default/files/graduation-pathways/graduation-requirements.pdf>.

⁵³ See *Graduation Pathways Checklist*, <https://www.doe.in.gov/sites/default/files/student-assistance/graduation-pathway-checklist.pdf>.

⁵⁴ Ky. Dep't of Education, *Individual Learning Plan* (Dec. 11, 2019),

<https://education.ky.gov/educational/compschcouns/ILP/Pages/default.aspx>.

⁵⁵ Ky. Dep't of Education, *Individual Learning Plan Self-Implementation Rubric*,

https://education.ky.gov/educational/compschcouns/ILP/Documents/ILP_Self-Implementation_Framework.pdf.

⁵⁶ N.C. Dep't of Pub. Instruction, *High School Graduation Requirements*, <https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements>.

⁵⁷ Va. Dep't of Education, *Academic & Career Plan*,

http://www.doe.virginia.gov/instruction/graduation/academic_career_plan/index.shtml.

⁵⁸ Haw. State Dep't of Education, *Graduation Requirements*,

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/home.aspx>.

Dual Credit Enrollment Cost Covering. ESHB 1109⁵⁹ (2019-20 operating budget) required OSPI to study and make recommendations on making dual credit enrollment cost free for students enrolled in existing dual-credit programs. The Legislature stated that recommendations must consider how to increase dual credit offerings and access for students that align with the student's HSBP and provide a pathway to education and training after high school. OSPI released the report in November.⁶⁰

Support for District Implementation of HSBPs. ESHB 1109 also provided the continuation of funding to OSPI for the support of district implementation of comprehensive guidance and planning programs, in support of high-quality HSBPs consistent with 28A.230.090.⁶¹

Future Implementation Requirements. In E2SHB 1599, the Legislature added a HSBP implementation requirement. Beginning in the 2020-21 school year, each school district must ensure that an electronic HSBP platform is available to all students who are required to have a HSBP. The Legislature directed OSPI to facilitate the creation of a list of available platforms that:

- enable students to create, personalize, and revise their HSBP;
- grant parents or guardians, educators, and counselors appropriate access to students' HSBPs;
- employ a sufficiently flexible technology that allows for subsequent modifications necessitated by statutory changes, administrative changes, or both, as well as feature and functionality enhancements;
- comply with state and federal requirements for student privacy; and
- allow for portability between platforms so that students moving between districts are able to easily transfer their HSBPs.⁶²

The Legislature also provided its intent behind these requirements, noting that changes in graduation requirements will require additional school counselors and family coordinators, and stating that:

[T]he development and implementation of an online electronic platform for high school and beyond plans will be an appropriate and supportive action that will assist students, parents and guardians, educators, and counselors as the [L]egislature explores options for funding addition school counselors.⁶³

⁵⁹ ESHB 1109, 2019 c 415 § 501(1)(s)(i), <http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/House/1109-S.SL.pdf>.

⁶⁰ The report can be found at <https://www.k12.wa.us/sites/default/files/public/communications/2019-11-Covering-the-Costs-of-Dual-Credit.pdf>.

⁶¹ ESHB 1109, 2019 c 415 § 501(4)(h)(ii), <http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/House/1109-S.SL.pdf>.

⁶² RCW 28A.230.215, E2SHB 1599 (2019) § 504.

⁶³ E2SHB 1599 (2019) § 101.

Appendix A: Additional Resources

Washington State Board of Education:

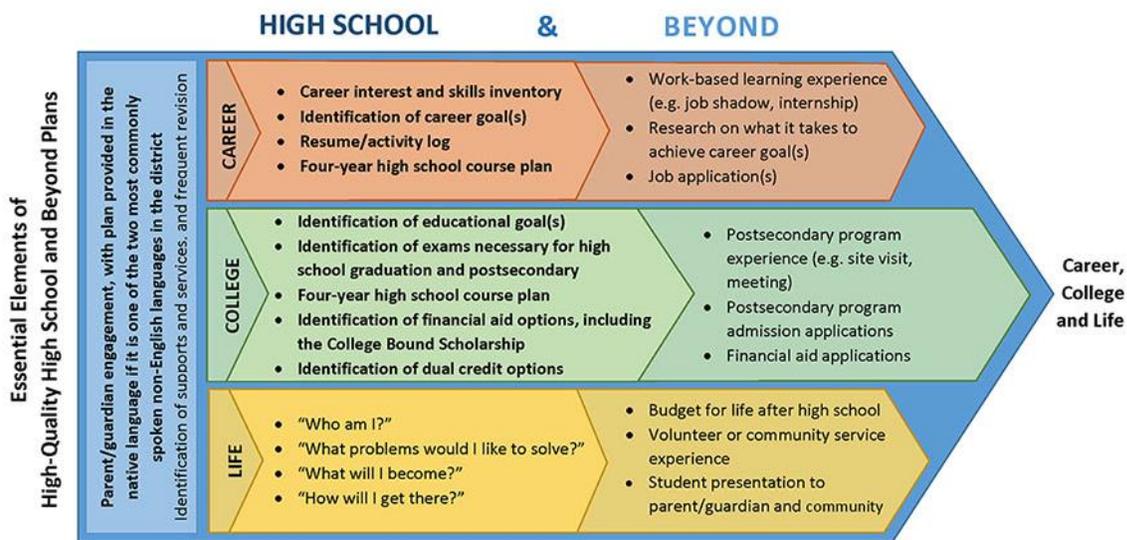
Graduation Requirements FAQ - <https://www.sbe.wa.gov/faqs/graduation>.

High School and Beyond Plan - <https://www.sbe.wa.gov/our-work/high-school-and-beyond-plan>.

– Includes Requirements, "High-Quality Plans," Additional Resources

1599 + Pathways - https://www.sbe.wa.gov/faqs/1599_pathways.

Fig. 1: SBE Essential Elements of High-Quality High School and Beyond Plans



Office of the Superintendent of Public Instruction:

What is the High School & Beyond Plan? -

<https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/careerguidancewa/pubdocs/whatishsbp.pdf>.

High School & Beyond Plan Template -

<https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/careerguidancewa/pubdocs/highschoolandbeyondplanstudenttemplate.pdf>.

HSBP Implementation Guide -

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

Career & College Readiness Curriculum (Grades 6-12) - <https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways-toolkit/high-school-beyond-planning/career-college-readiness-curriculum-grades-6%E2%80%9312>.

Career Guidance Washington, Handbook Guide (Nov. 2016) - <https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/careercollegereadiness/pubdocs/handbookcareerguidancewashington.pdf>

Guidelines for Aligning High School & Beyond Plans (HSBP) and IEP Transition Plans - <https://www.k12.wa.us/sites/default/files/public/specialed/programreview/monitoring/secondarytransition/Guide-Align-HSBP-IEP-Transition.pdf>

High School and Beyond Plans, Presentation to the House Education Committee (Sept. 12, 2019) - <https://app.leg.wa.gov/committeeschedules/Home/Document/207193#toolbar=0&navpanes=0>.

ReadyWA:

High School & Beyond Plan - <https://readywa.org/beyond/en/>