

# ***MY HIGH SCHOOL AND BEYOND PLAN***

***A Personalized Profile of Students'  
Progress Toward Meeting Graduation  
Requirements and Preparing for Their  
Post-High School Goals***

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## WHAT IS A HIGH SCHOOL AND BEYOND PLAN?

Welcome to your High School and Beyond Plan (HSBP)! To be ready for roughly 67% of the jobs in today's world, you need additional education or training after high school. Using the time you are given to work on your HSBP can help you maximize your education and prepare to move forward after high school graduation.

The HSBP graduation requirement focuses on three guiding questions:

- **Who am I?**
- **What can I become?**
- **How do I become that?**

Use these three questions to guide you as you think about your passions; explore job possibilities that align with your interests, skills, and dreams; and discover what kind of post-high school education and/or training will best prepare you for a job that fits you!

Your school counselor, advisor, teachers, and family or guardian(s) can help you create and update this plan as your interests and goals evolve. Use the activities within your HSBP to guide your decisions about which classes to take. Ideally, you'll enroll in a combination of required and elective classes that will allow you to explore your interests, develop your skills, meet specific credit and course requirements, and prepare for your future goals.

Post-high school options to consider as meaningful *first* next step after high school include on-the-job training (like internships and public service), technical colleges, industry-recognized certificate programs, apprenticeship programs, military training, or two/four-year colleges. There are multiple sources of financial assistance that can help you to pay for further education and training in these post-high school options.

## WHAT MUST BE DONE TO COMPLETE THIS GRADUATION REQUIREMENT

Required elements of your High School and Beyond Plan (Note the underlined headers):

- Identification of your **career goals** using a **career interest inventory**
- Identification of your **educational goals**
- A **course plan** that meets state and local graduation requirements, aligns with your career and educational goals, and documents your chosen **graduation pathway(s)**
- Evidence that you received information about **state and federal financial aid** options
- A current **résumé or activity log**

**Required processes for building your High School and Beyond Plan:**

**By 7th grade**, you will complete your first **career interest inventory**. The results can show you careers that match your interests, skills, and personality. This information may help you decide what classes to take in 8th and 9th grade. You should revise your plan **each year** to match your changing interests and

ideas about what you want to do the year after graduating from high school.

If you have not met standard on your statewide math, science, and/or English language arts (ELA) assessments, your plan *must* also include **interventions and academic supports, additional courses, or both**, that can help you meet related course and credit graduation requirements.

Remember, the HSBP is used to guide your high school experience and prepare you for postsecondary education or training and/or a career. This plan should be updated each year to:

- reflect your academic progress through a review of your high school transcript,
- document accomplishments and activities, and
- assess progress toward identified goals, adjusting if needed.



Your plan should be revised as often as necessary to accurately reflect your changing interests, goals, and needs. If you also have an Individualized Education Plan (IEP) transition plan, your HSBP and IEP transition plan will be developed in alignment with each other. You may notice this IEP magnifying glass throughout the document as a cue for which information should be aligned.

School staff can use the information in your plan to help connect you with resources and opportunities, so help them to help you by taking this process seriously!





# MY HIGH SCHOOL AND BEYOND PLAN

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

**SSID:** Click or tap here to enter text.

**School(s):** Click or tap here to enter text.

**Grad Year:** Click or tap here to enter text.

**School Counselor/Advisor/Case Manager:** Click or tap here to enter text.

## PERSONAL PROFILE – WHO AM I?



**What interests, skills, abilities, values, goals, dreams, and personality traits mean the most to you?**

*Middle School:*

Click or tap here to enter text.

*High School:*

Click or tap here to enter text.



## **CAREER GOALS – WHAT CAN I BECOME?**

IEP

**What are some jobs and careers that match who you are now, and who you want to be?** While a career interest assessment must be taken by 8th grade, different assessments can be taken at any time to guide your next steps as your interests and career aspirations change.

### **MY TOP CAREERS OF INTEREST:**

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.

## **EDUCATIONAL GOALS AND PLAN – HOW DO I BECOME THAT?**

IEP

**What education or training do you need—both during and after high school—to prepare for your career interest(s)?**

### **MY EDUCATIONAL GOALS**

Once you have ideas of possible career interests, use the websites listed in the Resources section at the end of this HSBP to explore which post-high school option(s) can best prepare you for the career(s) you are interested in. When setting your goals, know that there are financial resources available to help students achieve their dreams.

Next, determine a priority, or “top choice,” educational goal—then you can build your academic course plan to reach that goal. Then, choose a second post-high school education or training option that can also prepare you for what you want to do. Having more than one post-high school option to prepare you for your career(s) of interest can provide some flexibility if you change your mind and need to adjust your course choices.

#### **MY TOP POST-HIGH SCHOOL GOAL**

- ☐ On-the-job training
- ☐ Apprenticeship
- ☐ Military (enlist)
- ☐ Specialty or Career College
- ☐ Technical College
- ☐ Two-year College
- ☐ Four-year College (includes ROTC and Military Academies)
- ☐ Other: Click or tap here to enter text.

#### **MY BACK-UP POST-HIGH SCHOOL GOAL**

- ☐ On-the-job training
- ☐ Apprenticeship
- ☐ Military (enlist)
- ☐ Specialty or Career College
- ☐ Technical College
- ☐ Two-year College
- ☐ Four-year College (includes ROTC and Military Academies)
- ☐ Other: Click or tap here to enter text.



## MY ACADEMIC COURSE PLANNER



**Directions:** List the courses you have taken (or plan to take) each year in high school. Pay attention to local/state graduation requirements and admission requirements for post-high school options of interest.

\* *Reminder: Students taking a CTE course equivalency that will be coded and transcribed as a core academic or other credit different than CTE will want to document and clarify which graduation requirement the CTE course will fulfill.*

| SUBJECT AREA  | GR 8 <sup>^</sup> & 9            | GR 10                            | GR 11                            | GR 12                            | GR 12+                           |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <b>English</b><br>Credits required for Graduation = Enter Text  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Mathematics</b><br>Credits required for Graduation = Enter Text  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Science</b><br>Credits required for Graduation = Enter Text  | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Social Studies</b><br>Credits required for Graduation = Enter Text   | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Health and Fitness</b><br>Credits required for Graduation = Enter Text                                     | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Fine Arts</b> (1 required, 2nd can be PPR*)<br>Credits required for Graduation = Enter Text                | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>World Language, PPR*</b><br><i>or Seal of Biliteracy</i> #<br>Credits required for Graduation = Enter Text | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>Career Technical - CTE</b><br>Credits required for Graduation = Enter Text                                 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>General Electives</b><br>Credits required for Graduation = Enter Text                                      | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| <b>TOTAL CREDITS</b>  | Enter Text                       | Enter Text                       | Enter Text                       | Enter Text                       | Enter Text                       |

Graduation requirements may vary. Please note:

- Refer to school district policy for local requirements (which may exceed state requirements)
- College Admissions Requirements: Refer to specific institutions' admission requirements or Washington Student Achievement Council (<https://wsac.wa.gov/college-admissions>)

\* PPR = Personalized Pathway Requirement; flexible credits based on High School & Beyond Plan (Complete pg. 7)

# Seal of Biliteracy = a language proficiency exam via which students can earn competency-based credit

<sup>^</sup> 8th grade: high school level courses taken in middle school and credit earned can be tracked in the first column



## MY TRANSCRIPT AND PROGRESS REVIEW

Review your grades/transcript and progress toward identified goals every year. Then revise your course choices and educational or career goals as your interests change.

- ☐ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: Enter Text
- ☐ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: Enter Text
- ☐ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: Enter Text
- ☐ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: Enter Text
- ☐ Transcript/Progress Review with my School Counselor/Advisor/Case Manager Date: Enter Text

## MY PARENT/GUARDIAN/FAMILY CONNECTION TO MY PLAN

Engaging your parent(s)/guardian(s)/family in supporting your HSBP is an important part of the process. Annual Student Led Conferences or student-led IEP Team Meetings for middle and high school students are considered a best practice for giving you a chance to share your progress and inviting the adults in your life to help you reach your goals. Use this section of your HSBP to document when those conferences will or have taken place.

### Middle School:

- |   |                  |                  |
|---|------------------|------------------|
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |

### High School:

- |   |                  |                  |
|---|------------------|------------------|
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |
| <input type="checkbox"/> Academic Progress Review and Course Selection<br>(Student Led Conference/IEP Team Meeting) | Date: Enter Text | Time: Enter Text |





### MY PERSONALIZED PATHWAY REQUIREMENT (PPR)

Depending on how many total credits your high school requires, there are *at least 7* “flexible” credits—4.0 electives and up to 3.0 PPR credits—that you can use to explore: take classes that interest you and best prepare you for the post-high school option you want to pursue!

For the 2.0 World Language and/or second 1.0 Fine Art credit requirements, the PPR allows you to substitute course(s) that best align with your career or educational plan. Course substitution decisions must be aligned with your post-high school plan. Please note that while World Language is only a specific requirement for students pursuing 4-year college admissions, learning another language is a critical skill in our increasingly global society and economy and should be considered required unless you can take other classes that will more directly prepare you for your post-high school plan.

Top Career(s) of Interest: Click or tap here to enter text.



Post-High School Education/Training Plan (click in box next to your current **first choice** plan):

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> On-the-job training                     | <input type="checkbox"/> Tech College/Program | <input type="checkbox"/> Military       |
| <input type="checkbox"/> Apprenticeship                          | <input type="checkbox"/> 2-year college       | <input type="checkbox"/> 4-year college |
| <input type="checkbox"/> Other: Click or tap here to enter text. |   |   |

Course(s) Replacing Fine Art (up to 1.0): Click or tap here to enter text.

Course(s) Replacing World Language (up to 2.0 credits): Click or tap here to enter text.

**How does my career interest connect with the PPR course(s) I am taking or plan to take?**

Click or tap here to enter text.



### MY CREDIT REQUIREMENTS COMPLETED VIA CTE EQUIVALENCIES, MASTERY- OR COMPETENCY-BASED CREDIT, OR A WAIVER

High school level “core” courses, such as math, ELA, World Language, etc., can be completed with an equivalent CTE course or through a mastery-based learning option or competency-based assessment. Use this section to document which core courses were completed with a different approach or waived.

Core Course: Click or tap here to enter text. CTE Equivalent Course: Click or tap here to enter text.

Core Course: Click or tap here to enter text. CTE Equivalent Course: Click or tap here to enter text.

Core Course: Click or tap here to enter text. CTE Equivalent Course: Click or tap here to enter text.

For the Seal of Biliteracy, how many World Language credits were earned? Click or tap here to enter text.

Mastery- or Competency-Based Credit(s): Click or tap here to enter text.

Course(s) waived for Student Circumstances: Click or tap here to enter text.



## MY GRADUATION PATHWAY(S)

You must complete at least one Graduation Pathway that will help prepare you for the post-high school option you plan to pursue. Use this section of your HSBP to keep track of which graduation pathway(s) you meet. **You may combine different ELA (E) and math (M) options.**

|  |  |
|--|--|
| <input checked="" type="checkbox"/> ACT and/or<br><input type="checkbox"/> SAT   | <b>Math Score:</b> Enter Text <b>Date:</b> Enter Text <b>ELA Score:</b> Enter Text <b>Date:</b> Enter Text<br><b>Math Score:</b> Enter Text <b>Date:</b> Enter Text <b>ELA Score:</b> Enter Text <b>Date:</b> Enter Text   |
| <input type="checkbox"/> ASVAB (AFQT Score)<br><i>* Only ASVAB scores from the student's jr. or sr. year are valid for military entrance</i>   | <b>Student's AFQT Score:</b> Enter Text <b>Date Taken:</b> Enter Text<br><input type="checkbox"/> Soph. Year <input type="checkbox"/> Jr. Year* <input type="checkbox"/> Sr. Year*<br><b>Required AFQT Score at time of exam:</b> Enter Text<br><b>Date of Posted Score</b> [updated on SBE website by 9/1 annually]: Enter Text   |
| <input type="checkbox"/> CTE Course Sequence<br><br><i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>  | Course #1 Click or tap here to enter text.<br><b>Credit:</b> Enter Text <b>CTE Program:</b> Click or tap here to enter text.<br><br>Course #2 Click or tap here to enter text.<br><b>Credit:</b> Enter Text <b>CTE Program:</b> Click or tap here to enter text.<br><br>Course #3 Click or tap here to enter text.<br><b>Credit:</b> Enter Text <b>CTE Program:</b> Click or tap here to enter text.<br><br>Course #4 Click or tap here to enter text.<br><b>Credit:</b> Enter Text <b>CTE Program:</b> Click or tap here to enter text. |
| <input type="checkbox"/> Dual Credit Class (E)<br><input type="checkbox"/> Dual Credit Class (M)<br><br><input type="checkbox"/> Dual Credit Exam (E)<br><input type="checkbox"/> Dual Credit Exam (M) | <b>Course:</b> Click or tap here to enter text. <b>Grade:</b> Enter Text<br><b>Course:</b> Click or tap here to enter text. <b>Grade:</b> Enter Text<br><br><b>Exam:</b> Click or tap here to enter text. <b>Score:</b> Enter Text<br><b>Exam:</b> Click or tap here to enter text. <b>Score:</b> Enter Text   |
| <input type="checkbox"/> SBA / <input type="checkbox"/> WA-AIM<br>(Check which one)  | <input type="checkbox"/> <b>Math Score:</b> Click or tap here to enter text.<br><input type="checkbox"/> <b>ELA Score:</b> Click or tap here to enter text.  |
| <input type="checkbox"/> Transition Course (E)<br><br><input type="checkbox"/> Transition Course (M)   | <b>Course:</b> Click or tap here to enter text.<br><b>Grade:</b> Enter Text<br><b>College (articulation agreement):</b> Click or tap here to enter text.<br><br><b>Course:</b> Click or tap here to enter text.<br><b>Grade:</b> Enter Text<br><b>College (articulation agreement):</b> Click or tap here to enter text.   |

Note: The new Performance-based Pathway has not been included at this time as the rules have not been approved.

**What is your post-high school goal? How is your chosen Graduation Pathway(s) preparing you?** Click or tap here to enter text.





## MY RÉSUMÉ OR ACTIVITY LOG

Your HSBP must include a complete and current résumé by the end of 12th grade. A résumé or activity log summarizes who you are, including, but not limited to, your experiences, unique skills, talents, and abilities. You will usually need a resume when you apply for jobs, internships, or scholarships. A résumé may even be needed for college applications.

## CREATING A RÉSUMÉ OR ACTIVITY LOG

For high school students, a great introductory-level résumé or activity log generally has five parts:

- **Contact information:** The top of your résumé or activity log includes your contact information. Format your name in a large size so that it stands out. Your contact information should include your legal name, phone number, and a professional-looking personal email address that you check regularly.
- **Objective:** The objective briefly describes in 2–3 sentences why you want the particular job (or college acceptance or scholarship) you are applying for, and what you can bring to the organization. Think about why they should hire **you!**
  - ✓ Not applying for a job right now? Write an objective for a job you want someday.
  - ✓ Making an activity log for a personal statement for college/scholarship applications? You'll want to include even more detail about your leadership roles, goals, or unique life circumstances so that you can really shine!
- **Skills and Strengths:** Even if you have never held a paid job before, you do have skills, abilities, and interests. When you write about your skills and strengths:
  - ✓ Use short points, not sentences. (Ex: *Delivered after-school care for two younger siblings*)
  - ✓ Use action words. (Ex: *Led, organized, managed, designed, developed, delivered, prepared, etc.*)
  - ✓ Use workplace "soft skills" to describe your strengths. (Ex: *Clear communicator, punctual, team builder, adaptable, problem-solver, possibility-creator, responsible, reliable, self-starter, etc.*)
  - ✓ Use numbers and percentages to quantify your accomplishments. (Ex: *Delivered groceries to 200 elderly citizens during COVID-19 stay-at-home order*)
  - ✓ Include technical or computer skills. (Ex: *Proficient with Microsoft Office and Adobe Flash*)
- **Education:** Note the name of your high school and the date you expect to earn a high school diploma. Include the names of classes that helped you to build skills related to the job you plan to apply for—especially Career and Technical Education (CTE), leadership and honors, or college level classes. Consider including your grade point average if 3.0 or higher.
- **Experience:** List your paid and unpaid jobs, including the name of the company (if applicable) and how long you worked there, as well as community service/volunteer time and activities—especially any that show your leadership skills and/or dedication. Briefly describe what you did during your work or activities. You can also list any awards or other recognitions you have received either in or outside of school.

Use the tracker provided on the following page to **document relevant information as you go through high school** so that it is ready to be used for creating and updating your résumé or activity log.



## MY RÉSUMÉ OR ACTIVITY LOG TRACKER

**Objective:** Briefly describe why you want this opportunity and what you can bring to the organization.  
Click or tap here to enter text.

**Skills and Strengths:** Remember, short points using action words.  
Click or tap here to enter text.

**Education:** High School, expected diploma date, related classes, GPA (if over 3.0). Enter Text

High school(s): Click or tap here to enter text.

Diploma date: Enter Text

Related classes: Click or tap here to enter text.

**Experience:** Work, activities, community service, leadership, awards, and recognitions.

| What did you do?                 | For whom/what organization?         | How long?                                     | Main responsibilities and tasks? Leadership? Accomplishments?                        |
|----------------------------------|-------------------------------------|---|--|
| Ex: Yard maintenance             | Seven clients in local neighborhood | 3 years, about 100 hours each spring and fall | Lawn care, cleared leaves, customer service, managed budget, supplies, and equipment |
| Click or tap here to enter text. | Click or tap here to enter text.    | Click or tap here to enter text.              | Click or tap here to enter text.   |
| Click or tap here to enter text. | Click or tap here to enter text.    | Click or tap here to enter text.              | Click or tap here to enter text.   |
| Click or tap here to enter text. | Click or tap here to enter text.    | Click or tap here to enter text.              | Click or tap here to enter text.   |
| Click or tap here to enter text. | Click or tap here to enter text.    | Click or tap here to enter text.              | Click or tap here to enter text.   |
| Click or tap here to enter text. | Click or tap here to enter text.    | Click or tap here to enter text.              | Click or tap here to enter text.   |
| Click or tap here to enter text. | Click or tap here to enter text.    | Click or tap here to enter text.              | Click or tap here to enter text.   |



## MY FINANCIAL AID OPTIONS

This section of your HSBP is required to ensure that you understand which financial resources are available when/if you choose to pursue further education and/or training. Knowing what support is available and how to access state and federal financial assistance after high school is important! While support resources will vary by district, your counselor can help you know where to go next if you get stuck. Many schools offer financial assistance nights--check with your counselor about your specific opportunities.

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

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

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

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

Date: Click or tap here to

### 1. These are the colleges I am most interested in attending, and their financial aid deadlines:

College: Click or tap here to enter text.

Priority Deadline: Click or tap here to enter text.

College: Click or tap here to enter text.

Priority Deadline: Click or tap here to enter text.

College: Click or tap here to enter text.

Priority Deadline: Click or tap here to enter text.

College: Click or tap here to enter text.

Priority Deadline: Click or tap here to enter text.

### 2. If I need help figuring out or applying for financial aid, I'll talk to: Click or tap here to enter text.

### 3. I can also get help at my school's Financial Aid Advising Day on: Click or tap here to enter text.

### 4. I applied for financial aid using the FAFSA or WASFA on (date): Click or tap here to enter text. ☐ Not applicable

### 5. I applied for a College Bound Scholarship in middle school: ☐ Yes ☐ No ☐ Not applicable (If not sure, ask your School Counselor, Advisor or Case Manager to help you find out.)

### 6. I have reviewed and compared my financial aid award offers: ☐ Yes ☐ No ☐ Not applicable

### 7. I do not plan to apply for financial aid because: Click or tap here to enter text.



## ACADEMIC INTERVENTIONS AND SUPPORTS

IEP

If you haven't yet met standard on the 10th grade statewide assessment in ELA and/or math, additional support to ensure readiness for a meaningful first step after high school must be provided to you. Any interventions, supports, or specific courses being considered as ways to help you meet high school graduation requirements must be consistent with your educational and career goals.

Options **may** include (but are not limited to):

- Priority class choices or schedule changes
- 1:1 support for "on track" graduation plan
- Academic interventions with frequent progress checks
- Social/emotional supports
- Dual credit course(s)
- Career and technical equivalency course(s)
- Transition course(s)
- Credit recovery course(s)
- Locally determined courses with qualifying assessments
- Remedial course(s)
- Tutoring/Mentoring
- Parent/guardian/teacher/school counselor conference
- Attendance contract
- Extended school day opportunity
- Summer school

### MY ACADEMIC INTERVENTIONS AND SUPPORTS

| Chosen Strategy:                 | Timeline:                        | Result:                          |
|----------------------------------|----------------------------------|----------------------------------|
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |



### **ADDITIONAL REQUIREMENTS FOR 8TH GRADE STUDENTS**

#### **8th GRADE STUDENTS WHO HAVE NOT EARNED A LEVEL 3 ON THE MIDDLE SCHOOL STATE ASSESSMENT IN MATH**

If you earned a middle school math state assessment score below Level 3 you must take a math course in both 9th and 10th grades. The planned courses may include career and technical education equivalencies in math, if in alignment with your post-high school goals.

☐ Planned 9th grade math course: Click or tap here to enter text.

☐ Planned 10th grade math course: Click or tap here to enter text.

☐ Complete a Student Learning Plan before entering 9th grade  
(<http://www.k12.wa.us/studentlearningplan/default.aspx>)

For your parent/guardian:

By signing below (which is optional), I acknowledge that my son/daughter needs to take math, or an appropriate CTE equivalent course, in 9th and 10th grades. I also recognize that additional academic interventions and supports may be proposed to ensure my son/daughter is prepared to meet state and local graduation requirements.

**Parent/Guardian Signature:** Click or tap here to enter text.    **Date:** Click or tap here to enter text.

#### **Possible future implications for the third credit of math and science**

If math and/or science are courses in which you may struggle, be aware that your third credit of mathematics and third credit of science can be somewhat flexible but must still be aligned with your career interests and post-high school plan. In addition, your parent(s) or guardian(s) and/or your school counselor or principal must agree with your course choices for these specific credits.



# RESOURCES FOR DEVELOPING HIGH SCHOOL AND BEYOND PLANS

## Free Websites Career Interest Inventories

- **Career Bridge:** [http://www.careerbridge.wa.gov/Survey\\_Cluster.aspx](http://www.careerbridge.wa.gov/Survey_Cluster.aspx)
- **Career One Stop:** <https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx>
- **Advance CTE: Interest Survey for Career Clusters:** <https://careertech.org/student-interest-survey>
- **US Occupational Outlook Handbook:** <https://www.bls.gov/ooh/>

## Free Websites to Explore Post-High School Options

Using your career interests and goals to guide you, explore these links to various educational and training options that can prepare you for a first job after high school.

- **Apprenticeship Programs:** <https://lni.wa.gov/licensing-permits/apprenticeship/apprenticeship-preparation>
- **Industry Standard Certificate Programs and Career Clusters:** [CTE Program of Study and Career Clusters | OSPI](#)
- **Military Training:** <http://todaysmilitary.com/>
- **Plan Your Future** (planning resources for career/college/apprenticeship/financial aid): <https://wsac.wa.gov/actionplan>
- **2-year Community or Technical Colleges in WA state:** <https://www.sbctc.edu/our-colleges/search-college-programs/default.aspx>
- **4-Year Public Colleges in WA state:** <http://www.wsac.wa.gov/college-admissions>
- **4-Year and 2-Year Colleges (Out of state/Private)**
  - College Board's Big Future: <https://bigfuture.collegeboard.org/>
  - Peterson's College Guide: <https://www.petersons.com/college-search.aspx#/sweeps-modal>

## Free Resources About Financial Aid Applications

Use these links to access FREE resources and support to help you and your family understand and apply for potential financial aid options.

- **How to Create your FSA ID** for the FAFSA (video) at [https://youtu.be/iTb7hMVtzc0?si=h96\\_xAm8IWcv8h\\_Q](https://youtu.be/iTb7hMVtzc0?si=h96_xAm8IWcv8h_Q)
- **College Bound Scholarship** information at <https://wsac.wa.gov/college-bound>
- **Washington College Grant** information at <https://wsac.wa.gov/wcg>
- **FREE texting reminder service** (for financial aid steps) at <https://wsac.wa.gov/otterbot>

## Points of Contact for Inquiries

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