

# Self-Directed Worksheet: Postsecondary

## Assisting all students with a plan for after high school

### Strategies and Action Planning for High School & Beyond

#### Planning for Individual Student Personalized Pathway Requirement

#### Resources

High School & Beyond Plan and Career Guidance WA Resources

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx>

OSPI High School & Beyond Plan <http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx>

State Board of Education

<http://www.sbe.wa.gov/HSBeyondPlan.php#.WKIX8OQzWUk>

Graduation Requirements

<http://www.sbe.wa.gov/documents/GradRequirements/GradReqVisualsAug2014.pdf>

#### Fundamental Planning Questions:

What does a **typical** High School & Beyond Plan look like at your school?

What would an **ideal** High School & Beyond Plan look like at your school?

What need to be **changed** to make your ideal vision of a HSBP the reality for all students?

#### What factors are in your control to influence or change?

What are we currently doing to address implementing the 24-credit Personalized Pathway Requirement?

How does your school do to meet the needs for each student's postsecondary plan with the HSBP?

What school structures or systems have changed to accommodate student individual needs for career & college planning?

How does your school or school district earn acceptance when change is needed to accommodate changing graduation requirements related to middle and high school and beyond planning?

What resources, materials or products are we using that are showing success in supporting students in identifying, pursuing, and monitoring their HSBP?

What grants or free regional resources are available to my school to assist with career and college program development?

## **College Enrollment – All College Going**

All District - Compare your school district to others in your ESD region. What do you observe?

Gap - Look at Low Income/Non-Low Income for past 4 years. What trend do you see?

Gap- What data do you observe as a trend for ethnic groups in your school district?

## **Postsecondary Remediation Rates**

For math remediation, what are your district rates?

For math remediation rates, what is your low income/non-low income rate for your district?

Why do you believe your district math remediation rates are at this level?

What can you do to identify math remediation rates at your school?

## **Overall Data**

What does this data tell you about all students?

How does this compare to your students subgroups? (Student subgroups include low income, special education, ethnic groups)

Which students are you most concerned about?

What can you do to support them?

Middle School?

High School?

What is working well for your students to be successful beyond high school? Why do you believe this success is occurring in your district?

How do leadership roles relate to this data systemically? District Office? School? Administration? Counselor?

# Financial Aid & Postsecondary Affordability

## High School

### Data

Is your district using aggregate financial aid data?

<https://fortress.wa.gov/wsac/portal/fafsacompletion/>

Do you have access to WSAC's FAFSA Completion Portal?

### Discussion questions

Why do you believe filing the FAFSA or WASFA is important for seniors? Who at your school shares your vision? Who at your school shares your vision?

What data are you using to support your students and inform your financial aid completion strategies?

What are you currently doing to assist students in completing admissions and financial aid applications?

How are you or could you specifically support WASFA filers?

If you designed a financial aid completion strategy using a tiered approach, what would you include to support students in Multi-tiered system of supports for tier 2 and 3? How can you support students who are initially less responsive?

What support, training, and/or materials would support your efforts?

How can you ensure that students and families at your school understand issues around college affordability, paying for college, and how college savings affects their goals for paying for college?

What resources can you provide to parents and student about how college savings complements financial aid and other ways of paying for college expenses?

How can you help ensure families that have college savings plans (i.e. 529,GET or other types) are receiving accurate information about how to use their benefits and how these benefits interact with financial aid?

Could statewide campaigns, such as the 12th Year Campaign, or regional resources assist and complement your work?

# Middle School

How do you raise awareness about the importance of scholarships and college savings and ways to save to students and parents in your school?

How do you encourage students to believe they can afford to go to college?

How do you talk with families and provide information about college savings plans and emphasize that no amount is too small?

## College Bound Scholarship

### Middle School

#### Data:

What is your district's College Bound Scholarship reconciled (most accurate measure) sign-up rate?

What is your district's College Bound Scholarship initial sign-up rate?

Who in your district/school accesses the Middle School Toolbox on the WSAC portal?

- Who uploads to the Portal?
- If your school does not use the upload, name your preferred sign-up strategy?
- Who prints/tracks missing information letter (the signature page of the CB application)?

#### Discussion questions:

What are the challenges your middle/early HS students, specifically low-income and underrepresented students, face when it comes to thinking about college?

What do you currently have in place to assist them with overcoming these challenges?

What strategies could you implement to streamline your sign-up process and increase your sign-up rate?

Who can you recruit to your College Bound team? Who else needs to be involved? (principal, district staff)

What are the challenges your 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students, specifically low-income and underrepresented students, face when it comes to thinking about college?

What do you currently have in place to assist them with overcoming these challenges (think systems support and celebrating progress (think school culture)? In other words, how does your school tie systems support and critical interventions (behavior, 9<sup>th</sup> grade failures, 8<sup>th</sup> grade Algebra 1) to existing school culture, celebrations, or events?

# High School

## Data:

Who in your district/school accesses the College Bound Scholarship sections of the WSAC portal, specifically the Current School Name Report?

If you do not have access to the College Bound report, what method do you use to identify College Bound students for interventions and celebrations?

## Discussion questions:

What are your strategies for ensuring CBS students know the scholarship/pledge requirements and can successfully meet those requirements?

- 9th grade?
  
- 10th grade?
  
- 11th grade?
  
- 12th grade?

What do you currently have in place to assist College Bound Scholars with overcoming obstacles to college (think systems support) and celebrating progress (think school culture)? In other words, how does your school tie systems support and critical interventions (behavior, 9<sup>th</sup> grade course failures, on-time graduation) to existing school cultures, celebrations, or events?

What strategies or programs do you or could you have in place for College Bound Scholarship student to re-pledge their commitment?