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## Education Committee

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### HB 1591

**Brief Description:** Concerning high school and beyond plans.

**Sponsors:** Representatives Ortiz-Self, Johnson, Reykdal, Moscoso, Pollet, Santos, Bergquist, Peterson, S. Hunt, Sells, Gregerson and Wylie.

#### Brief Summary of Bill

- Specifies the minimum required elements of a High School and Beyond Plan (HSBP).
- Provides that a HSBP must be initiated in the eighth grade, following administration of a career interest and skills inventory, and updated throughout high school.
- Tasks the Superintendent of Public Instruction, in collaboration with other entities, with developing and disseminating an inventory of best practices for high quality HSBPs as well as identifying barriers to high quality HSBPs.

**Hearing Date:** 2/5/15

**Staff:** Cece Clynch (786-7195).

#### Background:

One of the state graduation requirements is the completion of a High School and Beyond Plan (HSBP). State Board of Education rules provide that each student shall have a HSBP for their high school experience, including what they expect to do the year following graduation.

The content of the plan and whether a student's plan meets the requirement is determined at the district level. A student's high school transcript must contain a notation as to whether the student met the HSBP requirement.

#### Summary of Bill:

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Each student must have a high school and beyond plan (HSBP) to guide his or her experience and prepare the student for postsecondary education or training and career. A HSBP must be initiated for each student during the eighth grade. In preparation, a student shall first be administered a career interest and skills inventory. The HSBP must be updated during high school in order to review transcripts, and assess progress toward goals, and needs.

Certain minimum required elements are set forth:

- identification of career goals, aided by a skills and interest assessment;
- identification of educational goals;
- a four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- identification of assessments needed to graduate from high school and achieve postsecondary goals.

A district may provide for additional, local requirements for a HSBP. The decision as to whether a student has met the HSBP requirements remains at the local level.

The Superintendent of Public Instruction (SPI), in collaboration with a nonprofit organization representing school counselors, shall develop and disseminate an inventory of best practices for high quality HSBPs, and provide assistance to districts in the development and implementation of the plans. The SPI is encouraged to include at least one online tool that can be used to make and reflect progress, revisions, and transitions that occur from the time of the plan's initiation through the end of the twelfth grade. The SPI is also tasked, in collaboration with the SBE, with identifying barriers to high quality HSBPs and the means of addressing such barriers in a manner that promotes equitable access to all students.

**Appropriation:** None.

**Fiscal Note:** Requested on 1/26/15.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.