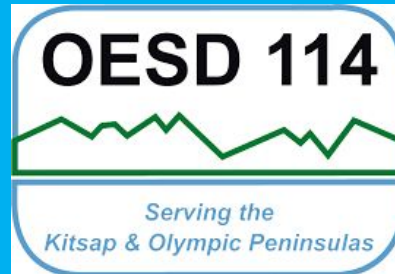




# CTE Graduation Pathways, HSBPs, and the Foundation of Hope for “At Promise” Youth

WA Summer Transition Institute, August, 2023  
Kimberly Hetrick, Ed.D., OESD 114



# Topics

Hope Theory

CTE Fundamentals

Graduation Pathways

High School and Beyond Plans, IEPs  
and Transition Planning

HSBP Case Studies





**HSBP: Building Hope**

**HOPE will RISE ... and WE HAVE THE POWER TO MAKE IT SO!**



**#NSCLC2022**

[www.hatchingresults.com](http://www.hatchingresults.com)

Credit: Using the Science of HOPE to Support Outcomes, Becky Love and Terri Tchorzynski, National School Counseling Leadership Conference 2022

# HIGH HOPE PEOPLE

---

- Believe the future will be better
- They have the power to make it so
- There are many paths to their goals
- None are free of obstacles



**Hope is being able to see  
that there is light despite  
all of the darkness.**

## **HOPE DEFINED**

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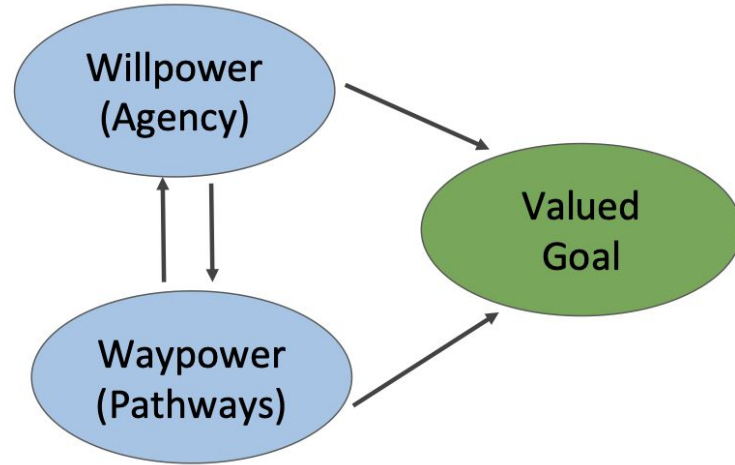
**Hope is the belief that  
tomorrow will be  
better than today...**

***and you have the  
power to make it so!***

***Desmond Tutu***

The **Science of HOPE** is real ... it's **evidence-based** ...  
and it's what adults and students need **NOW!**

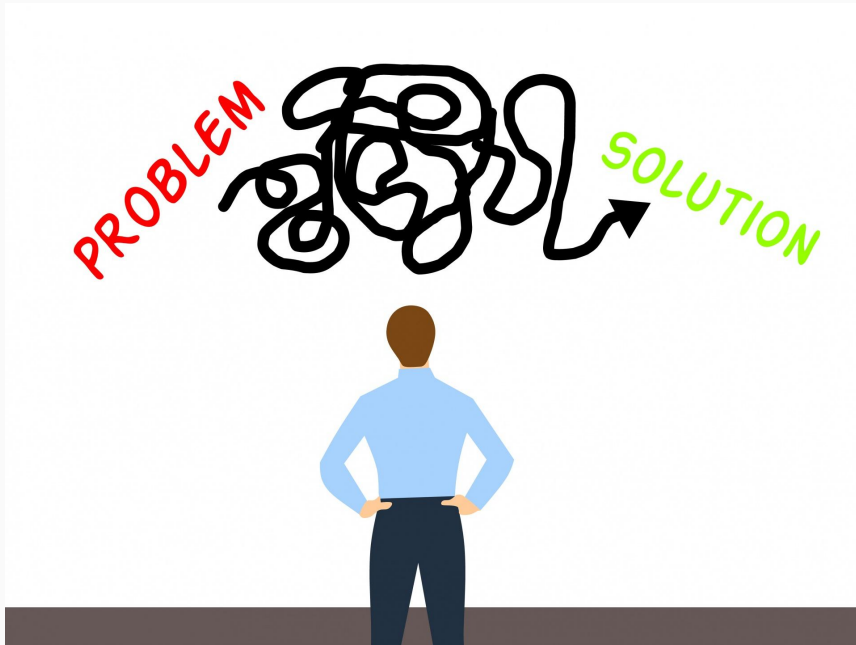
Tenets  
of  
HOPE



**...agency without pathways is a wish!**

Adapted from Dr.Chan Hellman

# For Goal Setting or “Re-Goaling” when problem solving is needed



Adapted from <https://mindfulambition.net/woop/>

## GOOP Worksheet

### GOAL

What is your goal?

3-6 words

### OUTCOME

What's the best outcome of achieving it? (Futurecasting)

### OBSTACLES

What OBSTACLES will get in your way?  
(Including how you could get in your own way)

### PLANS

What's your PLAN for what you will do when those obstacles arise?

if...	Then....
-------	----------

if...	Then....
-------	----------

3-6 words

if...	Then....
-------	----------

Adapted from: Mindful Ambition:  
[www.mindfulambition.net/woop](http://www.mindfulambition.net/woop)



**Hope is the  
belief that  
tomorrow will  
be better than  
today...**

***and you have  
the power to  
make it so!***



“Hold fast to  
dreams,  
For if dreams die  
Life is a  
broken-winged  
bird,  
That cannot fly.”

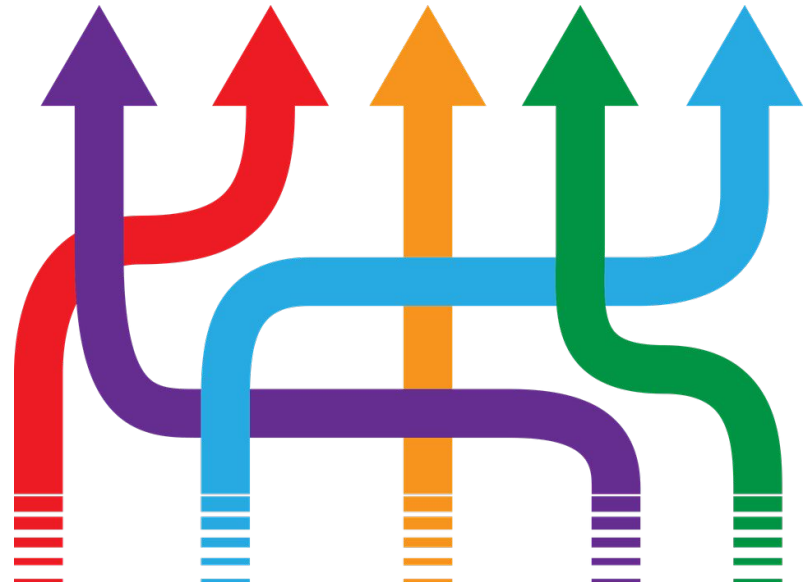
**Langston Hughes**



## CTE Fundamentals

# Vision for Career Connected Learning in WA

- ▶ Every young adult in Washington will have multiple pathways towards economic self-sufficiency and fulfillment, strengthened by a comprehensive statewide system for career connected learning.



# What we know....

Youth with disabilities are persistently under-represented in paid employment (Lindsay et al., 2015).

According to the U.S. Bureau of Labor Statistics, in 2022 youth with disabilities between the ages of 16-24 were employed about half as often as their peers without disabilities (U.S. Bureau of Labor Statistics, 2023)

Students with disabilities are more likely to achieve their aspirations for life after high school if they are provided the right combination of opportunities, instruction, services, and supports (Trainor et al., 2020) [AND HOPE]

# Why is Transition Planning Important?

**Over 30% of children with learning disabilities drop out of high school**

(28<sup>th</sup> Annual Report to Congress on Implementation of IDEA, 2006)

**Graduating from high school opens the doors to college and career success.**

(National Center for Learning Disabilities)

**A high school diploma raises a worker's average weekly earnings from \$471 to \$652.**

(National Center for Learning Disabilities)

**A diploma decreases average unemployment from 12.4 percent to 8.3 percent.**

(National Center for Learning Disabilities)

**More Americans are graduating high school than ever before, but students with disabilities remain far behind their typically-developing peers**

("Graduation Rates Fall Short for Students with Disabilities"- M. Diament 4-2014)

**The dropout rate for students with disabilities is approximately twice that of general education students**

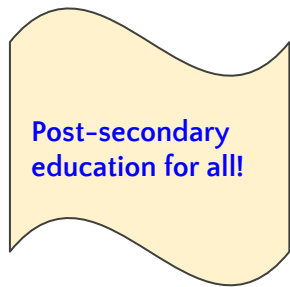
(Blackorby & Wagner, 1996).

**Only 13% of students with learning disabilities (compared to 53% of students in the general population) have attended a 4 year post-secondary school program within 2 years of leaving high school**

(National Longitudinal Transition Study, 1994)

# Success in the New Economy





# What we can do about it...

Encourage more students with disabilities to participate in CTE programming, take advantage of CTE graduation pathways, and help them get there.



# Let Us Count the Ways!

Benefits of **CTE Programs/Graduation Pathways** for all students, communities, and the workforce contributes to overall economic health of our beautiful State

## Education

- Fills a critical gap for high school students
- Leads to fewer dropouts
- Provides pathways to advancement
- Creates pathways to college and career success
- Delivers marketable degrees

## Workforce

- Helps fill the skills gap
- Prepares students for leading industries
- Directly connects learners in high school and postsecondary with employers
- Gets a lot of bang for its buck
- Washington has found a return of \$26 in lifetime earnings and employee benefits for every dollar invested in CTE at the high school level<sup>1</sup>





# FIND YOUR PATHWAY

## Agriculture Education

### Agriculture, Food, & Natural Resources

Agribusiness Systems • Animal Systems • Biotechnology Systems • Environmental Service Systems • Food Products & Processing Systems • Natural Resources Systems • Plant Systems • Power, Structural, and Technical Systems

## Business & Marketing

### Arts, A/V Technology & Communications<sup>1</sup>

Journalism & Broadcasting (Technical Communications) • Printing Technology (Desktop Publishing/Digital Imaging) • Visual Arts (Publishing)

### Business Management & Administration

Administrative Support • General Management • Marketing Management • Operations Management

### Finance

Accounting • Banking Services • Business Finance • Business Financial Management

### Hospitality & Tourism<sup>1</sup>

Lodging • Travel & Tourism

### Information & Technology<sup>1</sup>

Information Support & Services • Network Systems • Programming & Software Development

### Law, Public Safety, Corrections & Security<sup>1</sup>

Legal Services

### Marketing

Management & Entrepreneurship • Marketing Communications • Marketing Management • Merchandising • Professional Sales

## Family & Consumer Sciences

### Arts, A/V Technology & Communications<sup>1</sup>

Visual Arts (interiors, textiles)

### Education & Training

Professional Support Services • Teaching & Training

### Health Science<sup>1</sup>

Health Informatics (Family Health) • Support Services (Nutrition & Wellness) • Therapeutic Services (Food Science, Dietetics & Nutrition)

### Hospitality & Tourism<sup>1</sup>

Recreation, Amusement, & Attractions • Restaurants & Food & Beverage Services

### Human Services

Consumer Services • Early Childhood Development & Services • Family & Community Services • Personal Care Services

## Health Sciences

### Health Science<sup>1</sup>

Therapeutic Services • Support Services • Biotechnology Research & Development • Diagnostic Services • Health Informatics

## Skilled & Technical Sciences

### Architecture & Construction

Construction • Design & Pre-Construction

### Arts, A/V Technology, & Communications<sup>1</sup>

Audio & Video Technology & Film • Journalism & Broadcasting • Performing Arts • Printing Technology

### Government & Public Administration

National Security

### Information & Technology<sup>1</sup>

Information Support & Services (Computer Installation & Repair)

### Law, Public Safety, Corrections & Security<sup>1</sup>

Emergency & Fire Management • Law Enforcement Services

### Manufacturing

Maintenance, Installation & Repair • Manufacturing Production Process Development • Production

### Transportation, Distribution, & Logistics

Transportation Operations

## STEM

### Science, Technology, Engineering & Mathematics

Engineering & Technology • Science & Math



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

<sup>1</sup> indicates a **cluster** that appears in more than one Program Area, but is specific in **pathway** content

\*Based on the current  
Classification of  
Instructional Programs  
(CIP) Code Chart

Learn more:  
[k12.wa.us/CTE](http://k12.wa.us/CTE)



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

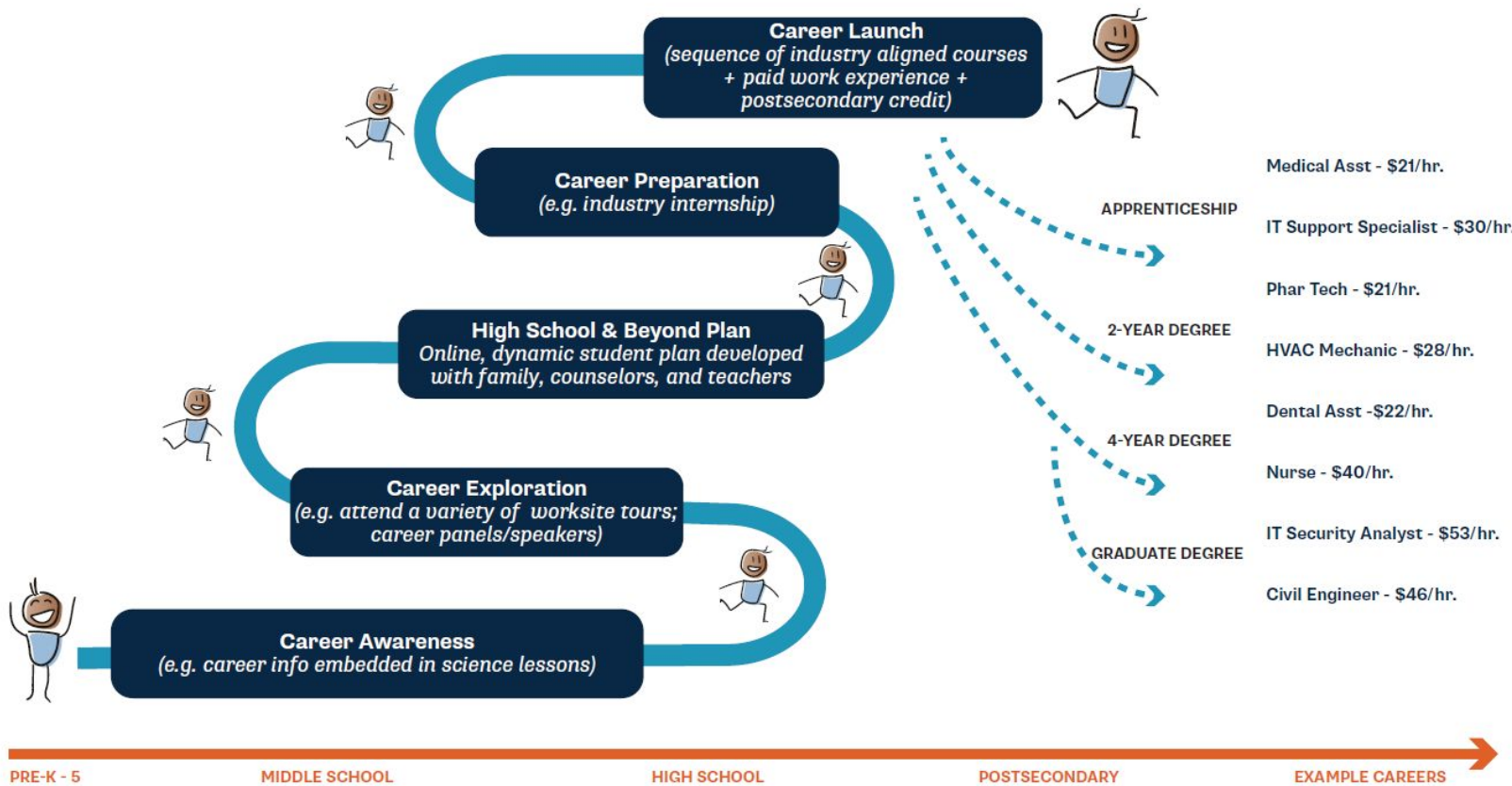
# CTE Program Areas/Clusters/Pathways

# Preparing All Youth For Success In College, Career and Life.

Students and young adults are provided a range of career development opportunities across the continuum through partnerships between their school or youth organization and employers and community or governmental organizations. This chart lists all of the activities across the continuum, whether they happen through structured learning in the classroom or workshops, activities in the community or through work-based learning in partnership with employers.



# INDUSTRY PATHWAY | K12 TO POSTSECONDARY TO CAREER



# Graduation Pathways



# High School Diploma

The Washington State High School Diploma is comprised of three parts: the High School and Beyond Plan, credit and subject area requirements, and new graduation pathway options. Use any of the developed graphics in [this shared folder](#) to communicate about it! [Reach out](#) to us if you have suggestions for more content.

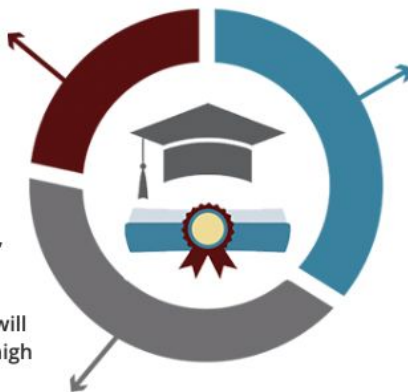


## MEANINGFUL.

At every stage of their education, students are exposed to academically rigorous and personally relevant classes that will help prepare them for life after high school.



## Washington State High School Diploma



## ACHIEVABLE.

The High School and Beyond Plan that students start in middle school establishes a blueprint that builds toward the Washington State High School Diploma and their long-term goals.

## FLEXIBLE.

Graduation pathway options allow students to pursue a personalized, meaningful education that results in a diploma and skills needed for college or career. All students can now use new pathways, and they are equal in value and connected to students' post-high school goal(s).

[Shared folder of resources](#)

# Graduation Requirements



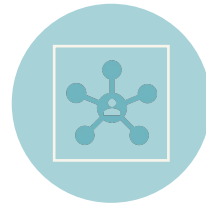
HSBP

+



INSTRUCTION  
(24-CREDITS)

+

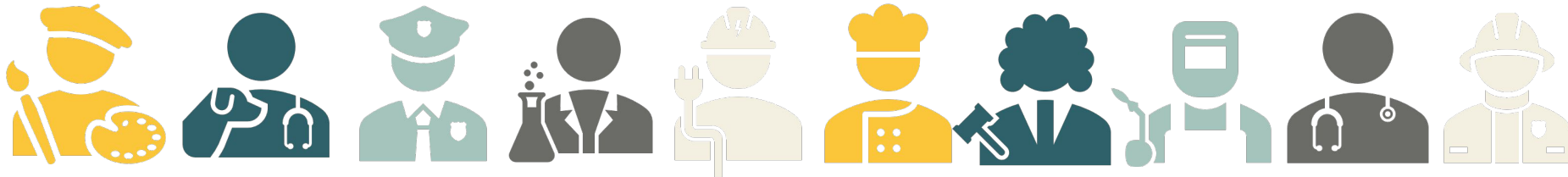


GRADUATION  
PATHWAY

=



MEANINGFUL  
DIPLOMA



# OSPI Graduation Pathways

 **State Assessment**


 **Dual Credit**

 **AP/IB/Cambridge**

 **SAT/ACT**

 **Transition Course**

 **Performance-based**

 **Combinations of the above options**

 **ASVAB**

 **CTE Sequence**



Graduation Toolkit

- Students with IEPs are general ed students first and should be given every opportunity to access CTE courses with support and accommodations, as needed
- The inclusion of the new “**Performance-Based**” grad pathway should not become the default option for students with disabilities ~ that is a known concern voiced by staff and families who support students with disabilities (SWD)
  - The district should continue to **provide support and resources for building CTE programs** including what’s needed to ensure SWDs can continue to access them

Like all Graduation Pathways, the *CTE Graduation Pathway* option must be:

Aligned with  
the student's  
HSBP

Built with the  
year after high  
school in mind

Equal in value  
and  
expectations

AND . . .





# CTE Sequence Graduation Pathways

2 High School  
Credits in CTE  
courses

(State approved  
courses with  
identified CIP  
codes)

Same CTE  
Program Area  
OR locally  
approved  
sequence that  
crosses  
programs

Includes dual  
credit  
opportunity  
and/or leads  
to an  
industry-  
recognized  
credential

Or  
Complete a  
Core Plus  
program

**Sequenced progression of  
technical skills . . .**





# Healthcare Pathway

An example student experience in a high quality healthcare pathway.

## Pathway Experience: Healthcare Program Area: Health Sciences

### Sample Credit-Bearing Course Sequence

260103: Biomedical – Body Systems  
510799: Medical Terminology  
511614: Nursing Assistant

### Equivalency Credit:

Academic credit towards  
graduation, earned  
through CTE coursework

Student earns lab science credits through Biomedical – Body Systems, and Nursing Assistant state equivalency framework course completion

### Dual Credit

Student earns college credit through Medical Terminology, or Nursing Assistant CTE Dual Credit articulation agreements *Example: Walla Walla*

### Industry Recognized Credential(s)

Student may earn Home Care Aide, Certified Nursing Assistant, Dementia, Health Care Provider, or Blood Borne Pathogen

### Work-based learning (WBL)

Student may hear from a guest speaker in the medical field, take part in a focused healthcare-based field trip, complete an internship, and/or complete work-site learning clinical hours

## Post-Secondary Pathways

```
graph TD; Root[Post-Secondary Pathways] --- MS[Military Service]; Root --- FE[Four-Year University]; Root --- DEW[Direct Entry to Workforce]; Root --- CTC[Community & Technical Colleges]; Root --- AP[Apprenticeship];
```

### Military Service

- Medical Assistant
- LPN & LVN
- Occupational Therapy Assistant
- Critical Care Nurse

### Four-Year University

- Bachelor's Degree in Nursing (BSN)
- Master of Nursing (RN)
- Doctor of Nursing Practice (DNP)
- PhD in Nursing

### Direct Entry to Workforce

- Home Care Aide
- Certified Nurse Assistant (CNA)

### Community & Technical Colleges

- Associate's Degree, transfer for RN
- Licensed Practical Nurse (LPN)

### Apprenticeship

*Washington Association of Community & Migrant Health Centers*

- Medical Assistant

# CTE Graduation Pathway:



Aerospace/Advanced Manufacturing  
Construction  
Maritime

## Equivalency Credit

- ✓ Can include science, 3<sup>rd</sup> yr. math, and/or ELA
- ✓ Creates flexibility in student course selections

## Industry Certification

- ✓ Embedded in courses
- ✓ No cost
- ✓ Recognized by Employers

## Core Plus Curriculum

- ✓ Industry-validated, skill-based
- ✓ Free for Washington instructors
- ✓ Credit equivalencies for Math, Science, ELA
- ✓ Ongoing professional development
- ✓ State funding for materials and training

[Core Plus | Curriculum \(core-plus.org\)](http://core-plus.org)

# Summary - Graduation Pathways

Special education educators can coordinate with the student, families/guardians and counselor to have to have the following graduation pathways reflected on IEP.

## ACT or SAT

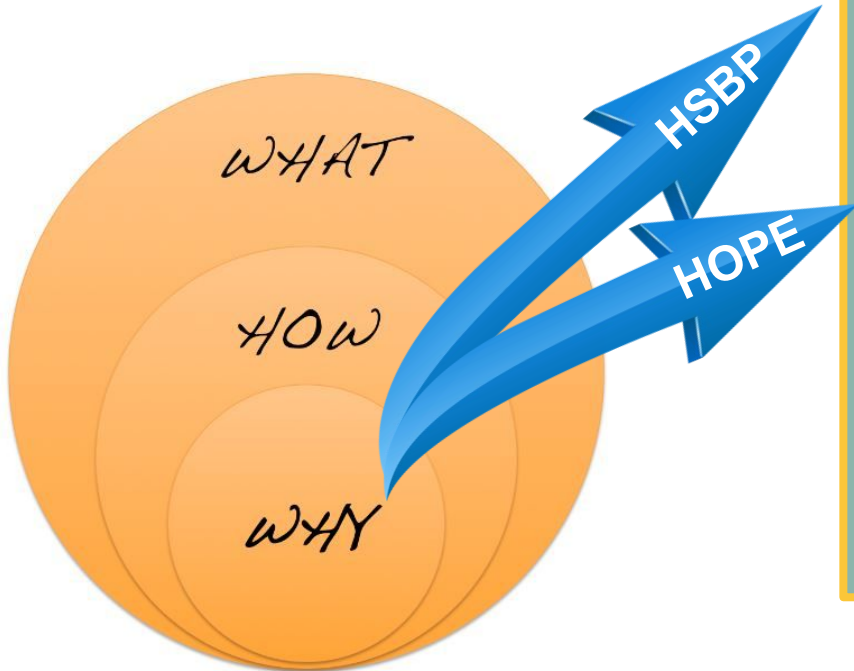
- Dual Credit Course
- Dual Credit Exams
- Smarter Balance or WA-AIM
- Transition Courses
- Combination of any of the above to meet ELA and math
- ASVAB (AFQT section)
- CTE Course Sequence
- Performance-based



# High School and Beyond Plans

Informing high school courses and graduation pathways  
Preparing students for life after high school

# The WHY



- 7,000 students drop-out of high school every day
- 6.5 million young adults not in school or working
- 53% of recent college grads either underemployed or unemployed
  - Only 50% of all college students graduate with a post-secondary degree
  - 58% of employers report that graduates are not adequately prepared for work

Source: Janet Brady, Former ACTE National Exec Director (2017)



# The Goals

To provide students with equitable, meaningful career development opportunities, we need to:



Build Relationships & Partnerships

Build Programs and Pathways

Build Student Hope & Increase Support

# Graduation Pathways & the HSBP

“The pathway options...provide a student with **multiple pathways** to graduating with a **meaningful** high school diploma that are tailored to the **goals** of the **student**.

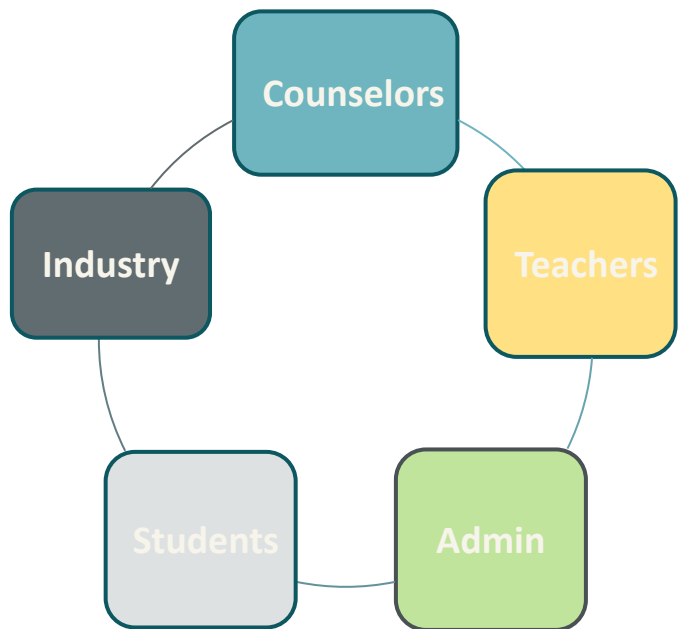
A student may pursue one or more of the pathway options ... but any pathway used by a student to demonstrate career and college preparation must be in **alignment with the student's high school and beyond plan.**”

(HB 1599)

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# COLLABORATION IS ESSENTIAL: BUILD YOUR TEAM!



- Develop partnerships with ALL stakeholders
- Stay current w/ current labor market trends and post-secondary opportunities
- Create a career development goal that aligns with district's mission and vision
- Team teach career development lessons
- Align HSBP guidance, pathway conversations and interest/skills inventories (STUDENT-driven)

***Career Development should not be done in a silo; it's a district-wide focus!***

# When, Who, Why and How?

	HSBP (All students)	IEP Transition Plan
When	Starts in 7 <sup>th</sup> or 8 <sup>th</sup> grade	In the IEP year that the student turns 16
Who	<ul style="list-style-type: none"><li>• Student-generated/student-facing</li><li>• Usually school counselor or advisor-facilitated</li></ul>	<ul style="list-style-type: none"><li>• IEP Team</li></ul>
Why	State graduation requirement	Federal requirement (IDEA)
How	<ul style="list-style-type: none"><li>• Reviewed/updated annually</li><li>• Guides course choices and school/community activities</li></ul>	<ul style="list-style-type: none"><li>• Reviewed/updated annually</li><li>• Guides all activities of the IEP</li><li>• Measurable outcomes</li></ul>

# HSBP and Students Receiving Special Services

Elements	High School Beyond Plan (HSBP)	IEP Transition Plan
<b>Requirement</b>	State graduation	Federal law
<b>Assessment</b>	Career Interest Inventory	Age-Appropriate Transition Assessment
<b>Goals</b>	Career and educational	Postsecondary and Annual IEP
<b>Course work</b>	Course planner	Course of Study
<b>Summary</b>	Current résumé or activity log	Summary of Performance

# CTE Inclusionary Practices

Inclusive IEP's for New World and HSBP 1/14/21)

28 Skills of Really Really Ready Students;

Writing Effective Transition Plans

## Need Assistance? Professional Development?

Alexandra Toney

[alexandra.toney@k12.wa.us](mailto:alexandra.toney@k12.wa.us)

OSPI Special Education Program Supervisor

Maria Muto

[maria.muto@k12.wa.us](mailto:maria.muto@k12.wa.us)

OSPI Secondary School Counseling Programming  
Supervisor

### WHAT DOES THE DATA SAY ABOUT CTE, SPECIAL EDUCATION, AND POST-SCHOOL OUTCOMES?

CTE participation improves college and career readiness outcomes for students with disabilities.



**3%**

**FEWER UNEXCUSED  
ABSENCES**



**5%**

**MORE LIKELY TO  
GRADUATE ON-TIME**



**20%**

**MORE LIKELY TO BE  
EMPLOYED AFTER  
GRADUATION**

#### SOURCE

*Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Disabilities. CALDER Center, 2017. [View more statistics](#) or [download full report](#).*

#### OUR APPROACH

To support school districts in their efforts to increase inclusionary practices in general education classrooms, CCTS is offering a series of professional development opportunities focusing on CTE and Special Education collaboration.

# HSBP and Students Receiving Special Services

The IEP Transition Plan must align with the HSBP ~ it cannot take the place of the HSBP....

[Guidelines for Aligning High School & Beyond Plans \(HSBP\) & IEP Transition Plans](#)

[Sample Exemplar HSBPs for Students with Disabilities](#) (Appendix B)

[Center for Change in Transition Services](#) - Seattle University



# Building hope and student agency includes:

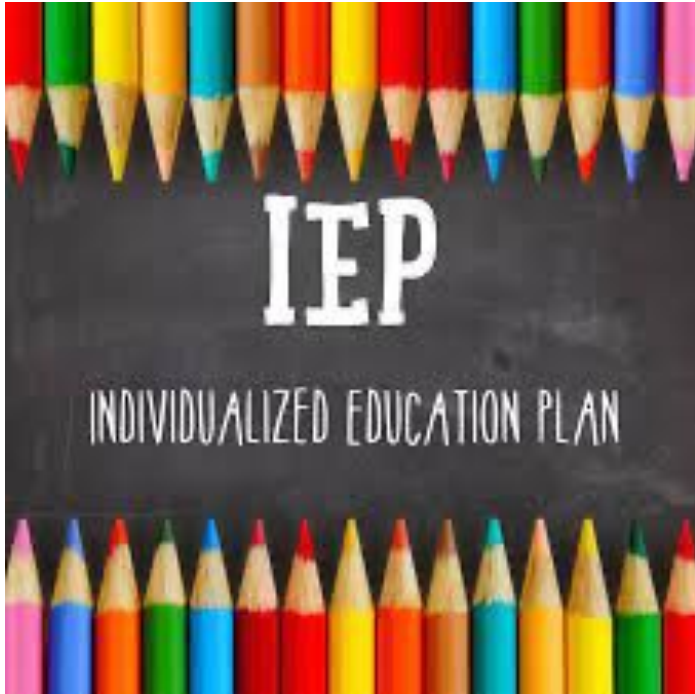
- robust and intentional high school and beyond planning,
- a renewed focus on ensuring implementation of graduation pathways, and
- meaningful, relevant learning and career exploration/preparation experiences for students so that...

We see improved mental health and academic outcomes for **ALL** students, increased engagement of students, staff & families, and closing of gaps in postsecondary preparation when students exit our system.





# HSBP/IEP Case Studies



# HSBP Case Study: Sherrie, 10th Grader

## Case Study: HSBP & Aligned IEP: CTE Course Sequence

- ❖ Showcases a CTE course sequence graduation pathway
- ❖ Part of a larger document suite: Guidelines for Aligning HSBP and IEP Transition Plans

### [Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans](#)

Case Study of a 10th grader using a CTE Course Sequence:  
[Document](#) | [Webinar Recording](#) | [Slides](#)



# Sherrie's Summary of Services Matrix

Service	Frequency	Location
Reading	150 minutes/week	Special Education
Writing	150 minutes/week	Special Education

Qualifying service areas:

- Reading
- Writing



# Sherrie's Personal Profile

- Student-driven
- student-first language
- Developed collaboratively with the students/young adults
- Highlights student's strengths, dreams, goals

## PERSONAL PROFILE – WHO AM I?



### What interests, skills, abilities, values, goals, dreams, and personality traits fit you?

#### *Middle School:*

- I am friendly, easy going and creative. I love art classes and learning about computers
- I know that the strategies that are helpful for me are guided notes, calculators and brainstorming activities for writing
- I want to live in an apartment in a big city and find a job where I can be artistic.
- I am good at art, computers, drama and I like learning more about science
- I want to take more art and computer classes in high school
- My dream job would be to be an animator for Pixar Films

#### *High School:*

- I have a great memory. I love work that allows me to think creatively to solve a problem.
- I know that the strategies that help me be successful are to use a tape recorder during lectures, to have a calculator for math and use a graphic organizer for writing.
- I value creativity and finding new ways and innovative solutions to problems
- My dream is to learn more about computer design and become a graphic designer.
- I bring skills in photography, photo editing (including Adobe Photoshop), and using the Microsoft Suit to create products

## Sherrie's HSBP: Personal Profile p. 3



# Sherrie's Education Goals and Plan

## Postsecondary Education Goal

- After graduation, Sherrie will enroll in a technical college or an art institute to study graphic design

## Transition Services

- Visit three technical colleges or art institutes and apply to school or schools of her choice no later than 12/1 of senior year
- Apply for all possible financial aid and DVR eligibility for tuition assistance

### EDUCATION GOALS AND PLAN – HOW DO I BECOME THAT?



What education or training do you need – both during and after high school – to prepare for your career interest(s)? For students who are also served by an IEP, HSBP goals need to align with the IEP transition plan goals.

#### MY EDUCATIONAL GOALS

Once you have ideas of possible career interests, use the websites listed in the **Resources** section at the end of this High School and Beyond Plan (HSBP) to explore what 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.

First determine a "priority," or top choice, educational goal; and then you can build your academic course plan to reach that goal. Then, find a second post-high school education or training option that can also prepare you for what you want to do. Knowing there is more than one post-high school option that can prepare you for your career(s) of interest can provide some flexibility to change your mind and adjust your course choices as needed.

#### MY TOP POST-HIGH SCHOOL GOAL

- On-the-job training:
- Apprenticeship
- Military (enlist)
- Specialty or Career College: an Art Institute to study graphic design (See IEP Transition Plan)
- Technical College:
- Two-year College
- Four-year College (includes ROTC and Military Academies)
- Other:

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

- On-the-job training:
- Apprenticeship
- Military (enlist)
- Specialty or Career College
- Technical College
- Two-year College (study graphic design)
- Four-year College (includes ROTC and Military Academies)
- Other:



# Sherrie's Career Goals

## Postsecondary Employment Goal:

- After graduation, Sherrie will be employed as a graphic designer

## Transition Service:

- Three job shadow experiences in graphic design company
- Job preparation skills

### CAREER GOALS – WHAT CAN I BECOME?

**What are some jobs and careers that match who you are 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. Graphic Designer    | 3. Animator |
| 2. Computer Programmer | 4.          |



# Sherrie's Course Planner

For the two world language credits and/or second fine art credits, PPR allows students to choose courses that best fit their postsecondary goals.

Top Career(s) of Interest: Graphic designer and Computer Programmer

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

On-the-job training   
 Tech College/Program   
 Specialty or Career College   
 Military  
 Apprenticeship   
 2-year college   
 4-year college  
 Other:

Course(s) Replacing Fine Art (up to 1.0): Not Applicable

Course(s) Replacing World Language (up to 2.0 credits): **Commercial Art (1.0) and CAD Drafting and Design (1.0)**

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

# Sherrie's CTE Course Selection/Pathway Considerations

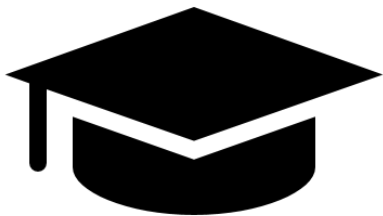
- Meaningful courses
- General CTE team considerations (leadership/extended learning connection to work based learning, collaboration)
- CTE equivalencies - to meet subject area graduation requirements

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





# Sherrie's Graduation Pathway



## MY GRADUATION PATHWAY(S)



Students 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 type="checkbox"/> ACT and/or <input type="checkbox"/> SAT	Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/> Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/>
<input type="checkbox"/> ASVAB (AFQT Score) <i>* Only ASVAB scores from the student's jr. and/or sr. year are valid for military entrance/enlistment</i>	Student's AFQT Score = <input type="text"/> Date Taken <input type="text"/> <input type="checkbox"/> Jr. Year* <input type="checkbox"/> Sr. Year* Posted AFQT Score <input type="text"/> Date of Posted Score [updated on SBE website by 9/1 annually] <input type="text"/>
<input checked="" type="checkbox"/> CTE Course Sequence <sup>2</sup>  <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	<b>Career(s) of interest: Graphic Designer (in progress)</b> Course #1 <i>Visual Communications</i> Credit 1.0 Course #2 <i>Media Arts/Web Design Technology</i> Credit 1.0  <b>Career(s) of interest: Computer Programmer (planned)</b> Course #1 <i>Computer Application</i> Credit 1.0 Course #2 <i>AP Computer Science Principles</i> Credit 1.0
<input type="checkbox"/> Dual Credit Class (E) <input type="checkbox"/> Dual Credit Class (M)	Course <input type="text"/> Grade <input type="text"/> Course <input type="text"/> Grade <input type="text"/>
<input type="checkbox"/> Dual Credit Exam (E) <input type="checkbox"/> Dual Credit Exam (M)	Exam <input type="text"/> Score <input type="text"/> Exam <input type="text"/> Score <input type="text"/>
<input type="checkbox"/> SBA / <input type="checkbox"/> WA-AIM (check which one)	<input type="checkbox"/> Math Score <input type="checkbox"/> ELA Score
<input type="checkbox"/> Transition Course (E)  <input type="checkbox"/> Transition Course (M)	Course <input type="text"/> Grade <input type="text"/> College (articulation agreement)  Course <input type="text"/> Grade <input type="text"/> College (articulation agreement)

### What is your post-school goal? How is your chosen Graduation Pathway(s) preparing you?



My goal is to enroll in a specialty college or art institute to study graphic design. I would like to obtain job in graphic design. By taking a CTE course sequence, I will build my skills, learn more about both computer programming and graphic design fields and be ready for technical school after I graduate.

# Sherrie's CTE Sequence Graduation Pathway

## MY GRADUATION PATHWAY(S)



Students 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"/> CTE Course Sequence <sup>2</sup>  <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	<b>Career(s) of interest: Graphic Designer (in progress)</b> Course #1 <i>Visual Communications</i> Credit 1.0 Course #2 <i>Media Arts/Web Design Technology</i> Credit 1.0  <b>Career(s) of interest: Computer Programmer (planned)</b> Course #1 <i>Computer Application</i> Credit 1.0 Course #2 <i>AP Computer Science Principles</i> Credit 1.0
---	--

- Collaboration is key
- CTE course sequences
- Multiple combinations of courses could serve as CTE pathway
- Locally approved sequence information



# Sherrie's Résumé



## MY RÉSUMÉ OR ACTIVITY LOG TRACKER



**Objective:** Briefly describe what you want and what you can bring to the organization.

I am a motivated young adult who demonstrates strong work ethic and creative ability and aim to apply my graphic design skills and artistic drive as a summer intern at your company. I will leverage by experience as an artist and graphic designer to contribute to your company's goals and needs.

**Skills and Strengths:** Remember, short points using action words.

- Proficient in the Microsoft Suit in a variety of applications to create work products
- Skilled in photography and utilizing Photoshop and Adobe Creative Suite
- Detail driven artist whose graphic design work was featured in the Western Gorge Highschool Yearbook and Western Gorge Highschool website.

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

High school(s): Western Gorge Highschool

Diploma date: 6/10/2022

Related classes: Visual Communications, Graphic Design, Media Arts/Web Design Technology

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

What did you do (name)?	For whom/what organization?	How long?	Main responsibilities and tasks? Leadership? Accomplishments?
Yearbook Committee Editor	Volunteer-Western Gorge Highschool	September 2019-Current	Supported the development of the school yearbook by editing and organizing photos in alignment with yearbook themes.
Logo Designer	Volunteer-Western Gorge Highschool	Project: September of 2020	Worked collaboratively with both school staff and club members to design the logo for Robotics Club. This was featured on club shirts, the yearbook and on the team website.
Volunteer	Busy Bee Child Development Center	September 2018-May 2019	Worked primarily with preschool age children to provide to childcare and deploy enrichment activities to support child growth.



# HSBP Case Study: Kaleb, Adult Student with Transition Supports

Case Study: [HSBP & Aligned IEP: Adult Student WA-AIM](#)

- ❖ Showcases a graduation pathway using the alternate state assessment
- ❖ Part of a larger document suite: [Guidelines for Aligning HSBP and IEP Transition Plans Document Suite](#)

[Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans](#)

Case Study of an Adult Student using the WA-AIM: [Document](#) | [Webinar Recording](#) | [Slides](#)





***Purpose!***



Kimberly Hetrick, Ed.D.  
CCL Director, OESD 114  
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[Sign up for the OESD 114 Career Connected Learning Newsletter](#)



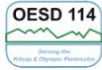
# The CCW Coalition of Partners includes Regional Networks and CCL Coordinators



**Network:** Karen Borders  
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**Counties:** King and Pierce



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**Counties:** Clark, Cowlitz, Klickitat, Pacific, Skamania, and Wahkiakum



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**CCL Coordinator:** Sinead Plagge  
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**Network:** Cassidy Peterson  
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**Counties:** Adams, Ferry, Lincoln, Pend Oreille, Spokane, Stevens, and Whitman



**Network:** Debra Bowen  
[deb@STEMlearning.org](mailto:deb@STEMlearning.org)

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**Counties:** Asotin, Benton, Columbia, Franklin, Garfield, and Walla Walla



**Network:** Mark Cheney  
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[hugo.moreno@esd105.org](mailto:hugo.moreno@esd105.org)

**CCL Coordinator:** Shelly O'Neill  
[shelly.oneill@esd105.org](mailto:shelly.oneill@esd105.org)

**Counties:** Grant, Kittitas, Klickitat, and Yakima





# Resources

- [High School and Beyond Plan Template](#)
- [Secondary Transition and HSBP](#)

Please reach out with any questions on today's content:

- [Tania.May@k12.wa.us](mailto:Tania.May@k12.wa.us) – Special Education
- [Alexandra.Toney@k12.wa.us](mailto:Alexandra.Toney@k12.wa.us) - Special Education
- [Maria Muto](#)- Graduation



# Center for Change in Transition Services

CCTS is one of several agencies collaborating with OSPI as part of the [Inclusionary Practices Professional Development Project](#).



## **CCTS Goals:**

- Increase inclusionary practices in general education, focusing on partnerships between Special Education and CTE
- Promote positive shifts in student expectations and opportunities
- Expand possibilities for CTE access
- Develop meaningful, data-informed action plans for districts
- Offer support and technical assistance from skilled transition specialists
- Encourage systemic change in teacher practices

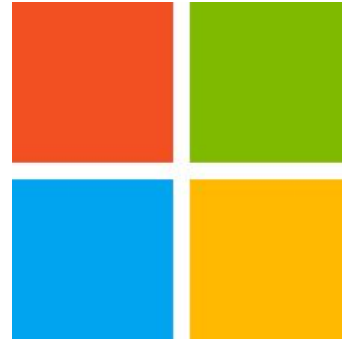
## **Measurements:**

- Increased CTE course enrollment of students with disabilities
- Improved graduation rates for students with disabilities
- Increased post-school engagement for students with disabilities.

# Microsoft Autism Hiring Program

## Microsoft Neurodiversity Hiring Program & FAQ

We built the Microsoft Neurodiversity Hiring Program on the belief that traditional recruiting does not allow individuals who are Neurodiverse to demonstrate their strengths and qualifications. Through this program, applicants engage in an extended interview process that focuses on workability, team projects, and skill assessment. Our process gives candidates the opportunity to showcase their unique talents while learning about Microsoft as an employer of choice.



# Resources

- [Escaping the Disability Trap: What's the best way to prepare special-needs students for the workforce?](#) *The Atlantic*
- [Why CTE – ACTE](#)
- [Designing High Quality CTE Pathways](#)
- [CTE Program Areas/Clusters/Pathways](#)
- [OSPI Graduation Website](#)
- [Definitions of Work-Based Learning](#)

# Resources

[21st Century Skills-Employability Skills Framework](#)

[What is CTE?](#)

[CTE Myths and Facts](#)

[Programs of Study, Career Clusters, and Career Pathways](#)

[List of Statewide Course Equivalencies](#)

[Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Disabilities](#)

# Financial Aid Student Resources

**Washington College Grant**: Apprentices in a participating program may be eligible to receive the WA College Grant for Apprenticeship.

**College Bound Scholarship**: An early commitment of state financial aid to eligible students and can be used at 65+ institutions in Washington.

**Resource: 12th Year Campaign**  
**([wsac.wa.gov/12th-year-campaign](https://wsac.wa.gov/12th-year-campaign))**



**Financial Aid**

The 12th Year Campaign boosts college and financial aid application rates in Washington.

This page contains information and resources to help schools and partners with free financial aid training and free print and digital materials.

# 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.



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

**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.

# ACTE Sector Sheets (15)

SECTOR SHEET MAY 2021

## CTE: THE KEY TO ECONOMIC DEVELOPMENT

### Construction & Architecture:

Employ more than **7.3** million people<sup>1</sup>

Made up **4.3%** of U.S. GDP in 2020<sup>2</sup>

Was valued at **\$1.365** trillion in 2019<sup>3</sup>

What is the pathway to these fulfilling and essential careers?

Career and Technical Education!

 **Pearson**  
Proud supporters of ACTE.

 **ACTE**

Association for Career and Technical Education  
1410 King Street, Alexandria, VA 22314  
Phone: 800-826-9072 • Fax: 703-683-7424  
www.acteonline.org • Connecting Education and Careers

## Construction & Architecture

### Providing the foundation for the built environment, construction and architecture:

- include residential, commercial, infrastructure and industrial construction for buildings, bridges, dams, highways, refineries, plants and mills
- are vital to the strength and success of the economy
- require highly skilled craft professionals

### What jobs are available in construction and architecture?

The United States has an aging infrastructure in need of repair and renewal. A skilled workforce will be in high demand in coming years to meet the country's infrastructure needs. Currently, the Associated General Contractors of America reports difficulty filling open positions with qualified staff, and by 2033 a projected 4% of the construction workforce will have retired.<sup>4</sup> Occupations expected to be in highest demand include carpenters, masons, heavy equipment operators, boilermakers, electricians, ironworkers, pipefitters, painters and sheet metal workers.<sup>5</sup> In addition, there is a growing demand for new green construction and retrofitting existing buildings, which is driving the need for architects, construction managers, technicians, solar energy installation managers and plumbers, among other green jobs.<sup>6</sup>

Skilled craft professionals continue to earn top dollar, with salaries starting above the national median wage. This includes annual salaries of \$65,000 and up for workers with less than a bachelor's degree, such as millwrights, electricians, crane operators, survey engineers and safety technicians.<sup>7</sup> When factors like job location and an individual's industry credentials and experience are taken into account, salaries can be even higher. In fact, project managers have an annual median wage of about \$94,000.<sup>8</sup> In addition, there are opportunities for overtime, bonuses and other incentives.

A variety of pathways lead to construction careers, including secondary CTE programs, community colleges, industry training programs and registered apprenticeships, while working in architecture typically requires an associate or bachelor's degree. Many companies look for individuals with industry-recognized certifications that can be obtained through education or industry training. Certain occupations, such as building inspectors and contractors, may also be regulated by states. Employees in construction and architecture use technical, academic and employability skills to design and build structures, install and maintain electrical infrastructure, ensure compliance with building codes and ordinances, and manage projects, among other activities. Examples of construction and architecture careers include:

- pipe welders
- construction supervisors
- civil engineering technicians
- project managers
- heavy equipment operators
- instrumentation technicians
- mobile crane operators
- electricians

SECTOR SHEET MAY 2021

## CTE: THE KEY TO ECONOMIC DEVELOPMENT

### Information Technology:

Accounts for **10.5%** of the U.S. economy<sup>1</sup>

Includes about **585,000** tech businesses<sup>2</sup>

Pays almost **2x** the median wage<sup>3</sup>

What is the pathway to these fulfilling and essential careers?

Career and Technical Education!

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www.acteonline.org • Connecting Education and Careers

## Information Technology

At the forefront of American innovation, the IT sector:

- includes software and hardware development, cloud and mobile computing, cybersecurity, data management, and more
- relies on highly skilled employees
- Improves productivity in the United States and worldwide

### What jobs are available in IT?

Many daily activities in the professional and personal lives of Americans depend on information technology. This trend accelerated in 2020 as more jobs transitioned to remote work and schools to online learning. There are currently about 5.3 million jobs in IT with an expected increase of at least 1% over the 2020-2030 period—much faster growth than for other industries.<sup>4</sup> Demands for new web applications and enhanced digital security will drive job growth for information security analysts, software and web developers, database administrators, IT support specialists, and software quality assurance analysts and testers.<sup>5</sup> In particular, cybersecurity employment is expected to increase by 31% through the next decade.<sup>6</sup>

Moreover, information technology is one of the best-paying jobs. IT employees earn a median wage of almost \$86,900 per year, 89% higher than the national median wage.<sup>7</sup> This is true even for middle-skill employees with less than a bachelor's degree. For instance, web developers and digital designers with an associate degree can earn \$72,300 annually, and computer network support specialists educated at the same level can earn about \$65,000.<sup>8</sup>

The majority of jobs in information technology will require some postsecondary education, and IT programs often provide students with opportunities to earn valuable industry certifications in addition to academic credentials. Occupations in IT require academic, technical and employability skills and are found in a broad range of industries, including health care, finance and media. In addition, there are many non-technical occupations within the sector, such as project managers. The following reflect just a few of the jobs available in IT:

- information systems managers
- database administrators
- network support technicians
- computer support specialists
- computer programmers
- information security analysts
- software developers
- web developers

# ACTE CTE Facts

February 2018

## CTE: READINESS FOR ALL CAREERS

CTE students gain pathway-specific **TECHNICAL** and **ACADEMIC** skills as well as cross-cutting **EMPLOYABILITY** skills for success in any workplace, in further education and in career awareness and planning. In fact, CTE inspires and motivates students to develop many of the skills that employers most need across jobs and industries.



## WHAT IS CAREER AND TECHNICAL EDUCATION?

**92%** of high school students and **69%** of college and adult students are engaged in CTE, learning skills in the classroom and on the job.<sup>1</sup>

CTE is delivered at comprehensive and CTE-dedicated high schools, magnet schools, area technical centers, community and technical colleges and some four-year universities.

**CTE students** earn industry certifications and licenses, postsecondary certificates, associate degrees, bachelor's degrees and higher.

CTE is good for students, good for businesses and good for communities.

CTE high school students are college and career ready – **94%** graduate high school and most enroll directly in college.<sup>2</sup>

CTE associate degrees can pay **\$10,000 more** per year than associate degrees in other fields – and can even pay more than bachelor's degrees – while limiting student debt.<sup>3</sup>

CTE is the answer to the the nation's projected deficit of **6.5 million** skilled workers, including infrastructure, health care and manufacturing workforce shortages.<sup>4</sup>

### LEARN MORE ABOUT CTE AT ACTEONLINE.ORG

**CTE PREPARES THE WORKFORCE ACROSS A WIDE RANGE OF INDUSTRIES AND OCCUPATIONS.**

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, AV Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution & Logistics

**FEBRUARY 2022**

<sup>1</sup>U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (NCES), High School Longitudinal Study of 2009 (HSLS:09), Baseyear, 2013 Update, and High School Longitudinal Study: U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16).

<sup>2</sup>Public Collaborative Research Network, Postsecondary Education, Customized Credential and Annual Report data, U.S. Department of Education, Office of Career and Secondary Education, Credential State Performance Report, 2010-11 through 2017-18, U.S. Department of Education, NCS, HSCSP, Baseyear, 2013 Update, High School Longitudinal Study and Senior Follow-Up.

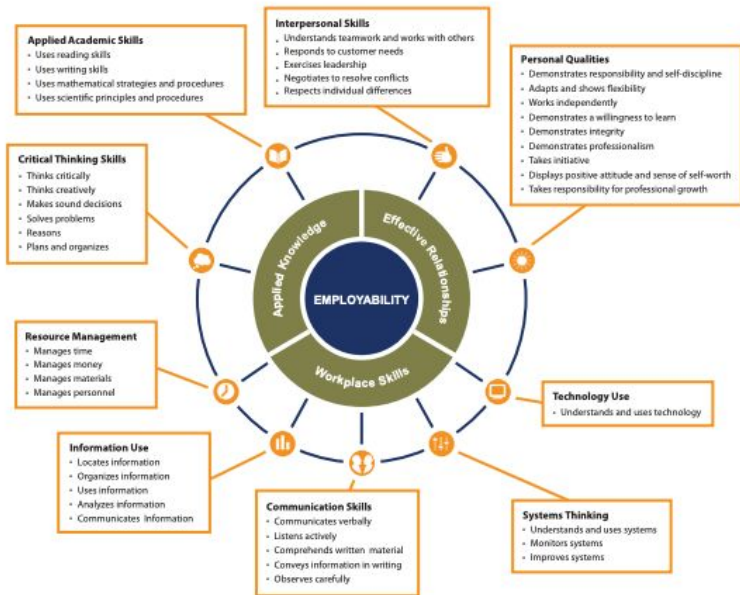
<sup>3</sup>Georgetown University Center on Education and the Workforce (2020). The overvalued value of certificates and associate degrees: What students need to know before they go to college. Silverdale, WA: ICSO, Higher Education Policy, College Board, Annual Survey of Colleges, NCS, HSCSP, Fall 2020 Enrollment data and HSCSP 2020 Institutional Characteristics data.

<sup>4</sup>Construction Industry Resources as cited in Ngai, M. (2021). Skilled workers are scarce, posing a challenge for Biden's infrastructure plan. New York Times, January 2018. Accessed at: <https://www.nytimes.com/2018/01/20/us/politics/skilled-workers-are-scarce-posing-a-challenge-for-biden-s-infrastructure-plan.html>. The Island of jobs in the age of AI. Anderson, P., Rogers, K., Johnson, K., & Manning, C. (2021). Creating pathways for tomorrow's workforce today.

# EMPLOYABILITY SKILLS FRAMEWORK

## Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "employability skills."



### Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

<http://cte.ed.gov/employabilityskills>

## Washington

### Secondary CTE Enrollment

Public High Schools

429

Public High School Enrollment

306,404

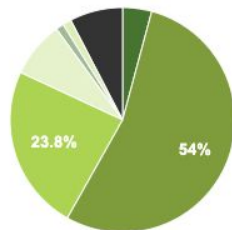
High School CTE Concentrators

8,943

Total Secondary CTE Enrollment

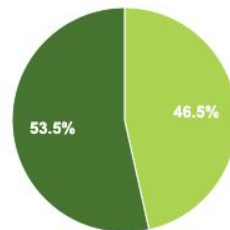
180,211

### Secondary CTE Enrollment by Race



- Black
- White
- Latino
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific...
- Two or More Races

### Secondary CTE Enrollment by Gender



- Female
- Male

### Postsecondary CTE Enrollment

Public Community Colleges

35

Public Community Colleges Enrollment (full & part-time)

56,772

Postsecondary CTE Concentrators

70,851

Total Postsecondary CTE Enrollment

110,737

# Resources from Kimberly – All in progress

- [Career Connected Learning Elementary Resources](#)
- [Career Technical Education \(CTE\) Resources](#)
- [CTE and CCL Resources for Special Populations](#)
- [WA CTE Glossary of Terms and Need to Know](#)
- [Career Choices and HSBP Resources](#)




## New Resource Highlights How States Use American Rescue Plan Funds to Reengage Students through Career and Technical Education

- Feb 25, 2022, the U.S. Department of Education released a [new fact sheet](#) highlighting ways states and school districts are using American Rescue Plan funds to reengage students and enhance academic learning by expanding career and technical education (CTE) opportunities.
- As schools help students address lost instructional time, high-quality CTE programs can be a powerful tool to boost school engagement and on-time graduation.
- *"Expanded pathways from high school to the workforce can help students gain the skills and earn the credentials needed for high-growth jobs, including those that don't require a four-year college degree."* **Secretary of Education Miguel Cardona**
- Students who complete a sequence of CTE courses in high school are [more likely](#) to graduate on time and enroll in postsecondary education.
- A new [Homeroom blog post](#) for students, families and educators details how CTE programs prepare students for in-demand career pathways by providing opportunities for hands-on experiences and instructional time

“A roadmap toward different, and better, lives.”

—GAVIN DE BECKER

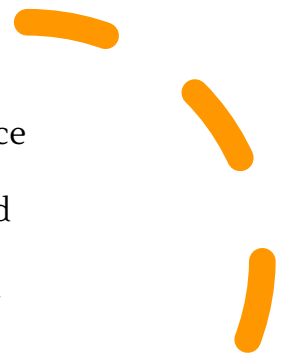
New York Times Best Selling Author of *The Gift of Fear*



# HOPE Rising

*How the  
Science of HOPE  
Can Change  
Your Life*

Casey Gwinn, J.D.  
AND  
Chan Hellman, Ph.D.



“*Hope Rising* will be an important source of help to those seeking to find ways to reduce the impact of adverse childhood experiences in order to live thriving, hope-filled lives. Dr. Chan Hellman and Casey Gwinn are the first researchers and authors to connect higher Hope Scores with reducing the impact of violence, trauma, and abuse. The potential benefit of implementing the science of hope throughout society is enormous if we truly want to meet the needs of the currently unrecognized multitudes of trauma-exposed adults and children.”

**Dr. Vincent J. Felitti**



**HIDDEN  
BRAIN**



**Hidden Brain – Podcast:  
“What is not on the test”**

## Comparison between HS Diploma & GED

- No difference in IQ
- Statistically different lifelong health & wellbeing:
  - Better Physical & Mental Health
  - Better Relationship Stability
  - Better Economic Security
  - Reduced Criminal Activity
  - 14% ROI – High quality SEL Education; Parent Ed (Perry PreK Project)

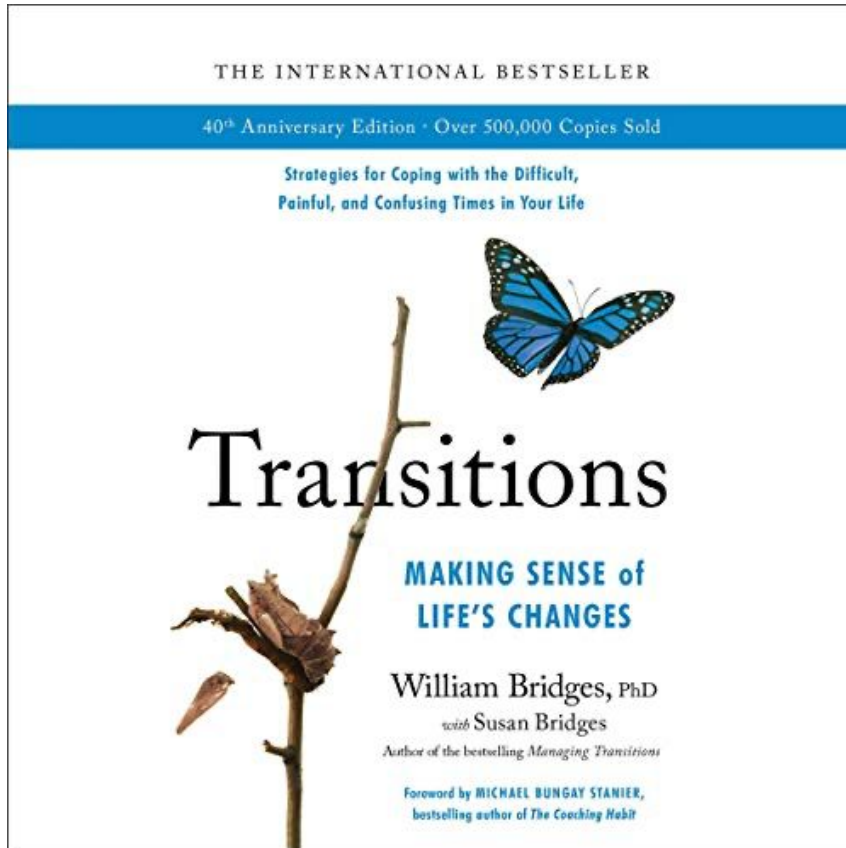


- [Hope for Homies](#) (thanks for joining us Neaner!)
- Chan Hellman's [Hope TedTalk](#) (20 minutes)
- Additional Reading Materials [Folder](#) (includes Chocolate Chip and Radish, Mindfulness and Hope, Ginwright's blog, etc.)
- [Cause I Ain't Got a Pencil](#) poem
- Shawn Ginwright's books: [Hope and Healing in Urban Education](#) and [The Four Pivots](#)
- [Oldenburg Burnout Inventory](#)
- Kitsap Strong [Hope Toolkit](#)
- [List of Hope Publications](#)
- [Hope Scales](#) (Child and Adult)
- [Hope Scale](#) (Spanish)
- Project Implementation [Goal Worksheet](#)
- Project Implementation [Pathways Worksheet](#)

## Hope Science Resources

Courtesy of Kitsap Strong/Graduate Strong Hope Science Workshop with Dr. Chan Hellman





## Transitions: Making Sense of Life's Changes

Whether you choose it or it is thrust upon you, change brings both opportunities and turmoil.

Since *Transitions* was first published, this guide has helped thousands cope with these issues by providing an insightful road map of the transition process.

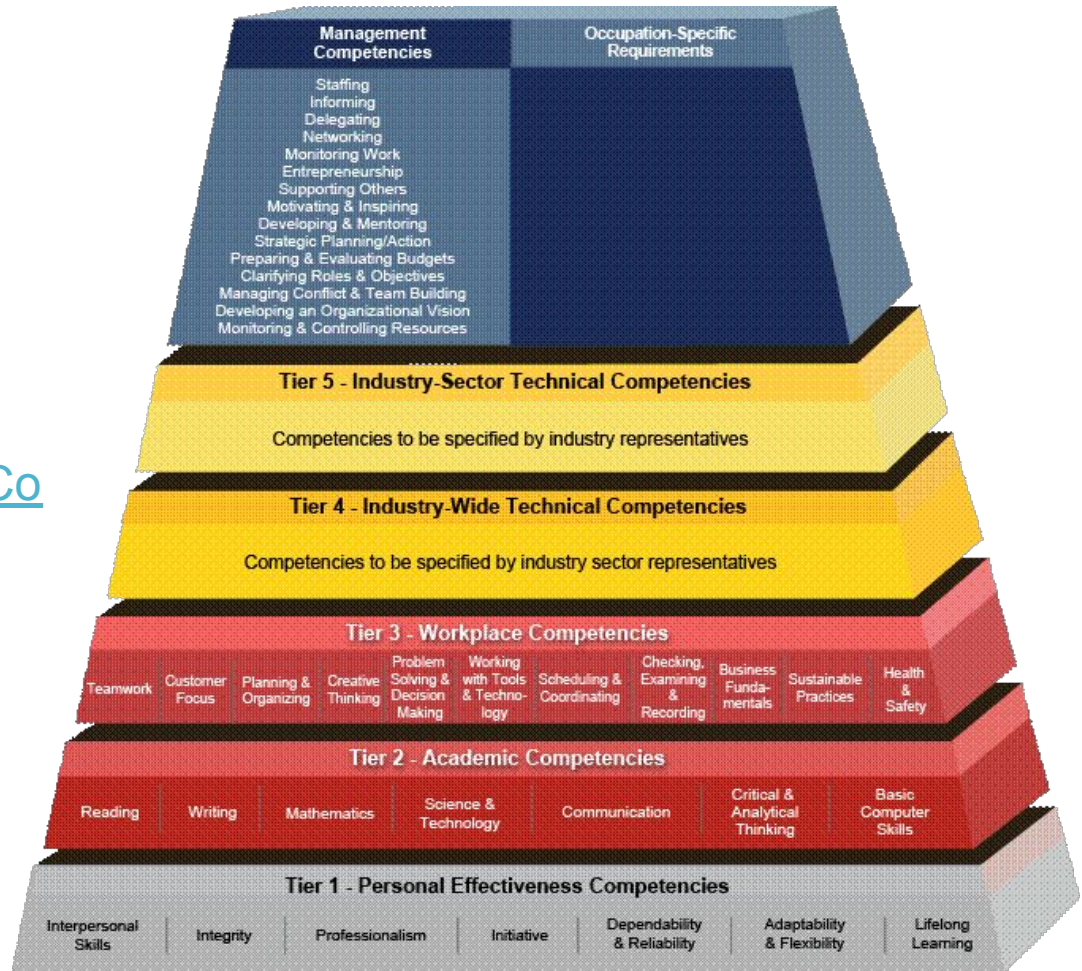
Takes readers step by step through the three stages of any transition: The Ending, The Neutral Zone, and, eventually, The New Beginning.

# The Adaptable Mind



# Career Competency Models

<http://www.careeronestop.org/CompetencyModel>



## Video Library

### Video Library

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# The NON Example

[The Four Year Plan](#)

