



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

High School and Beyond Plan: Universal Online Platform

2023

Authorizing Legislation: [RCW 28A.230.215](#)

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EXECUTIVE SUMMARY

[Senate Bill \(SB\) 5243](#), as codified in Revised Code of Washington [\(RCW\) 28A.230.212](#) and [28A.230.215](#), recognizes the High School and Beyond Plan (HSBP) as a graduation requirement and a critical component of supporting students' career development throughout their secondary education experience. The practices and technologies employed by school districts to facilitate development of the HSBP with students vary significantly, and these variances can create inequities for students and families that do not reflect the legislative vision for the role of the HSBP to promote student success in secondary and postsecondary endeavors. The Legislature has now revised and strengthened HSBP requirements to include the implementation of a universal online HSBP platform that can be readily accessed by students, parents, teachers, and others who support students' academic and career development. This new platform will alleviate many existing equity issues and create new opportunities for students to develop and curate a HSBP that aligns with their needs and interests.

This legislation required the Office of Superintendent of Public Instruction (OSPI) to facilitate the transition of the HSBP to a universal online platform that will ensure consistent and equitable access to the needed information and support to guide students' educational experience and ensure preparation for their postsecondary plans. OSPI is required to develop a preliminary list of existing vendors who can provide or build a platform that meets the criteria outlined in SB 5243 and to provide the estimated costs associated with statewide implementation of the universal platform. This first of three legislative reports required by SB 5243 is due to the Governor and the education policy and fiscal committees of the Legislature by January 1, 2024.

BACKGROUND

Definition of the HSBP

The HSBP focuses on three guiding questions:

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

The intent of the HSBP is to provide students with an annual opportunity to explore their own interests, skills, aptitudes, values and goals and the careers that best fit who and what they want to become. There is an intentional focus on aligning potential careers of interest with the course and pathway options available to meet graduation requirements while guiding them to explore and prepare for their postsecondary goals during middle and high school.

Starting in 7th grade, students begin their HSBP by taking a career interest and skill inventory that is used to guide course choices going into eighth grade. Students continue to develop and annually update their plan in 8th–12th grade. Students are typically guided in this work by a school counselor, advisor, or teacher so their personalized plan evolves as they progress through high school and is revised annually based on their interests and goals for after high school. The postsecondary goals most commonly supported via the HSBP process include entering a two- or four-year college, a technical or specialty college, an apprenticeship program, military training, or the workforce.

History of the HSBP

The HSBP is a state graduation requirement that was initially passed by the Legislature for the graduating class of 2008. The original description of the requirements for a HSBP as articulated by the State Board of Education (SBE) indicated that each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.

In 2014, [Senate Bill \(SB\) 6552](#) passed, implementing the SBE's new career and college ready graduation requirements proposal for the graduating class of 2019, which also refined the HSBP requirement. The SBE wrote rules requiring that students' course choices for their third credit of math and science must be aligned with their postsecondary interests as documented in their HSBP.

In 2017, [House Bill \(HB\) 2224](#) implemented new flexibility in high school graduation requirements that also included significant additions to the HSBP. The newly added specific task-based requirements for the HSBP as defined in the 2017 legislation included the following:

- 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.

- By the end of 12th grade, a current resume or activity log that provides written compilation of the student’s education, any work experience or community service, including how the school district recognized students’ completion of community service.
- Additional process related HSBP requirements included:
 - Updating to reflect state assessment results, reviewing transcripts, assessing progress toward identified goals, and revising the plan as necessary for changing interests, goals, and needs of the student.
 - Developing a personalized pathway course plan that aligns with high school graduation requirements and postsecondary plans.
 - Identifying available interventions and academic support, courses, or both, that enable students who have not met the high school graduation assessment standards to do so.

Recent Revisions to the HSBP

When [House Bill \(HB\) 1599](#) passed in 2019, the Washington State Legislature included the following revisions to the HSBP:

- The HSBP was required to be updated with students’ Smarter Balanced Assessment (SBA) scores specifically to inform junior year course-taking.
- Students receiving special education services through an Individualized Education Program (IEP) must have an aligned HSBP and post-high school IEP Transition Plan. In addition, they should receive the same career and college information and HSBP development support as their general education peers and from similar staff.
- The academic plan for high school course taking must identify the available Career and Technical Education (CTE) equivalent courses and any advanced course sequences per the district’s academic acceleration policy ([RCW 28A.320.195](#)), which includes dual credit and other programs aligned with the student’s postsecondary goals.
- Each student’s HSBP must include evidence that the student has been informed about the College Bound Scholarship, has received specific information about federal and state financial aid programs that provide financial assistance for postsecondary education, and has opportunities to participate in sessions to assist students and families with filling out financial aid applications.
- Students must meet the requirements of meeting at least one graduation pathway option to demonstrate career and college readiness in alignment with their HSBP.
- Beginning in the 2020–21 school year, each school district must ensure that an electronic HSBP platform is available to all students who are obligated to have a HSBP.

The most recent revision to the HSBP came in 2023 with the passage of SB 5243, which intends to realize the full potential of the HSBP by implementing a statewide universal online HSBP platform. Using a singular career and college exploration tool will ensure consistent and equitable access to the information students need to guide their secondary education experience and prepare them for a meaningful first step after high school.

The current variabilities in the practices and technologies school districts employ to facilitate development of the HSBP negatively impacts students and families and does not reflect the legislative vision for the HSBP to equitably promote student success in secondary and postsecondary experiences. This new universal online HSBP platform will be readily accessible for students, parents, teachers, and other partners who support students' academic progress, alleviating equity issues and creating new opportunities for all students to develop and curate a HSBP that aligns with their needs and interests.

SB 5243 revises and strengthens the elements and requirements of the HSBP to be included in universal online platform and as a result of this legislation, [Chapter 28A.230 RCW](#) now includes new sections outlining the substantive requirements of the HSBP in RCW 28A.230.212 and the universal online HSBP platform functionality requirements in RCW 28A.230.215.

INTRODUCTION

SB 5243 requires OSPI to facilitate a statewide transition to a universal online HSBP platform that has the capability to be routinely updated and modified to include both newly specified and existing elements along with platform capabilities designed to ensure equity in HSBP implementation and engagement across the state. OSPI is also required to seek input and engagement from stakeholders in the analysis, selection, and implementation of the universal platform. To specifically meet these legislative requirements, OSPI must complete the following:

OSPI’s Stakeholder Engagement Survey administered in Spring 2023 captured 200 respondents’ ideal vision for the functionality of the universal HSBP platform. Their responses informed the RFP developed to solicit vendors interested in providing a platform for Washington.

1. **Facilitate the transition of the HSBP to a universal online platform**, ensuring consistent and equitable access to the needed information that will guide the students’ educational experience and preparation for their postsecondary plans.
2. **Develop and submit a preliminary list of existing vendors** who can provide or build an online universal platform that meets specifically outlined criteria in SB 5243 with the capability to support each of the new elements. This list and the estimated costs associated with statewide implementation of the universal platform are incorporated in this report, which must be submitted to the governor and the educational policy and fiscal committees of the Legislature by January 1, 2024.
3. **Select the vendor that will be responsible for developing the universal platform**, subject to the availability of funds appropriated for this specific purpose, by June 1, 2024.
4. **Develop a full statewide implementation plan for all school districts** that includes an estimated timeline and updated cost estimates, including the technical assistance, technology updates, ongoing maintenance requirements, adjustments to the technology funding formula, and statewide professional development needs for successful implementation. OSPI may include in this plan a cost alternative for educational service districts (ESDs) to host the universal platform for regional small districts without sufficient technology resources to maintain the platform. This legislative report is due to the governor and education policy and fiscal committees of the Legislature by October 1, 2024.
5. **Seek stakeholder input** from the SBE, educators, school and district administrators, school counselors, career counseling specialists, families, students, the Washington Student Achievement Council (WSAC), institutions of higher education that are authorized to participate in state financial aid programs under [Chapter 28B.92 RCW](#), and community partners who support students’ career and college preparation in the analysis, selection, and implementation of the universal platform.
6. **Develop guidance and provide technical assistance and support** for the facilitation of statewide professional development for school districts and partner organizations.

7. Within two years of completing platform development in alignment with all functionality requirements, OSPI must **ensure all districts are providing students access to the chosen universal platform.**
8. **Adopt and revise rules** as necessary for implementation of requirements.
9. After selection of the vendor for the universal HSBP platform, in consultation with the SBE, **report recommendations for additional policy changes** to the Governor and education policy committees of the Legislature by August 1, 2025. The report will detail an array of recommendations related to transitioning the current HSBP into a more robust online learning platform that can be used starting as early as fifth grade.

DEVELOPING THE LIST OF QUALIFIED VENDORS

Tasked with developing a preliminary list of existing vendors who can provide or build an online universal platform that meets the specifically outlined criteria in SB 5243 and outline the estimated costs associated with statewide implementation of the universal platform, OSPI developed and implemented a multi-step process to identify vendors whose proposals met these requirements. Although not specifically required, the process included initial stakeholder engagement to inform the development of a Request for Proposals (RFP) that would be used to solicit bidders' proposals to provide the universal platform.

Stakeholder Feedback to Inform Development of RFP

SB 5243 requires OSPI to seek input from stakeholders in the analysis, selection, and implementation of the universal platform. With the final signing of SB 5243 into law by Governor Inslee on May 4, 2023, there was little time to engage school staff prior to the end of the school year. However, with an anticipated launch date of early August for the RFP, it was clear that if any educator feedback was going to inform the development of the RFP, it would have to be collected before staff left for summer break.

Stakeholder Survey

OSPI initiated the process of seeking stakeholder input by developing a survey that was open from May 31–June 16, 2023, to ensure feedback would be received to guide and inform OSPI's development of the RFP prior to the projected August 2023 launch. An electronic survey was developed to have the greatest opportunity for reaching a wide range of stakeholders and for ease in submitting responses due to the timing of the survey coinciding with the end of the school year and having a tight window for submission. The survey was developed to include the following:

- Three open-ended response opportunities for respondents to identify a function that was most important to them for inclusion in the universal online HSBP platform, utilizing a three-point scale for priority rating of the identified function.
- Ability for the respondent to identify their role or stakeholder group.
- Opportunity for the respondent to volunteer for future stakeholder engagement opportunities.

Survey Distribution

The survey was distributed through communication avenues that included the following OSPI digital newsletters and webinars: Comprehensive School Counseling Program Newsletter, CTE News and More Newsletter, CTE News and More webinar, and the OSPI All Staff Newsletter. The surveys were also distributed to partner statewide agencies and organizations with a request for distribution to their networks and via their established communication channels.

Survey Results

Despite the short timeline and challenging time of year for school staff capacity, the survey received just over 200 responses. The resulting data was compiled, analyzed for recurring themes, and then translated into additional platform functionality user stories that were incorporated into the development of the RFP. Through the statewide survey distribution, 228 volunteers were recruited for future stakeholder engagement opportunities.

RFP Requirements

While RCW 28A.230.212 describes existing HSBP platform requirements, the new elements and capabilities required to ensure equity in HSBP implementation and engagement are codified in RCW 28A.230.215. Both RCWs contain functional and non-functional requirements that must be included in an already developed or Commercial, Off-the-Shelf (COTS) online platform or a newly custom-built platform to meet qualifications for the universal online HSBP platform. OSPI included the specific elements and functional requirements for the universal online HSBP platform along with the corresponding bill number for each required element in the Functional Requirements Chart (Appendix A). The Technical Operations Chart (Appendix B) defines the technical operations required to achieve the functional requirements for the platform. Both charts informed OSPI's development of the RFPs and were included in RFP 2024-01: Universal Online HSBP Platform to ensure that each of the required elements and capabilities would be met through the vendor proposal process.

Functional and Non-Functional Requirements

Functional requirements are the specific capabilities and features that a software system or technology solution must have to meet the needs of a business or organization. They serve as a link between the business and technical teams and define what the system must perform for its users to satisfy objectives.

The non-functional requirements include the technical specifications for contracted systems to ensure that systems are maintainable, scalable, and secure. They relate to aspects such as performance, security, reliability, usability, and scalability, and are typically concerned with how the system operates, rather than what it does. Non-functional requirements typically relate to technical operations-such as data management, workflow automation, user interactions, and reporting. They are critical to ensuring that the technology solution meets the business needs and can perform the required tasks efficiently and effectively.

Non-Functional RFP Requirements

User stories, functional requirements, and business rules were included in Exhibit 1 of RFP 2024-01 to provide guidance on the platform requirements and qualifications that were legislatively required for the universal online platform and that were gathered via the stakeholder survey. User stories may also be used to determine if a solution or solution component can meet a requirement. Each acceptance criteria within a user story corresponds one-to-one to a non-functional requirement. The user stories for Exhibit 1 of the RFP were developed through an in-depth review

and data mining of the required elements within SB 5243. The user stories utilized for RFP 2024-01 included the following non-functional requirements:

1. **Security:** The system must have strong security measures to prevent unauthorized access, data breaches, and other cyber threats. The security measures should include SSL encryption, password protection, multi-factor authentication, firewalls, intrusion detection, and prevention systems, among others. Any platform must also comply with [WaTech's Office of the Chief Information Officer \(OCIO\) policy 141.10](#).
2. **Scalability:** The system must be scalable to handle large volumes of traffic and users without performance degradation. The system should be able to handle peak loads and scale up or down as needed.
3. **Availability:** The system must be consistently available and reliable. The system should have a high uptime percentage and be able to recover quickly from failures, ensuring that the system is always accessible to users.
4. **Performance:** The system must have fast response times and load times, ensuring that users can access the system quickly and efficiently. The system should respond quickly to user commands, process a large volume of tasks efficiently, and optimally use its resources to achieve its goals.
5. **Usability:** The system must be user-friendly and intuitive to use. The system should be accessible to all users, including those with disabilities and those who are multilingual/English language learners, and comply with web accessibility standards.
6. **Compatibility:** The system must be compatible with multiple web browsers, operating systems, and devices. The system should also comply with web standards and guidelines, such as HTML, CSS, and JavaScript.
7. **Maintainability:** The system must be easy to maintain and update. The system should have a clear architecture and design, use standard coding practices, and have comprehensive documentation. The vendor should be willing to work closely with the business throughout the development process to adapt to changing requirements.
8. **Supportability:** The system must be supported by the vendor or service provider. The vendor should provide timely customer support, system maintenance, and necessary system updates, ensuring that the system remains secure, reliable, and functional.
9. **Compliance:** The system must comply with relevant state laws and regulations, and industry standards, such as data privacy laws, accessibility standards, and security regulations.
10. **Performance Monitoring:** The system must have performance monitoring and logging capabilities. The system should be able to track user activity, system performance, and errors, providing insight into the system's performance and identifying areas for improvement.

User Stories

OSPI included the non-functional requirements in the RFP through the development of user stories that integrated the non-functional requirements that vendors would be required to include in their platform proposal. User stories incorporate (as acceptance criteria) one or more non-functional requirements, and collectively address each non-functional requirement. They specify the characteristics and qualities that a software system or technology solution must possess, in addition to its core functionality, to meet the needs of a business or organization. User stories facilitate the interaction and collaboration of stakeholders and are a fundamental building block of Agile development processes.

The user story also expresses a customer's need and a desired value. They are written in narrative form utilizing the concept of an individual with a need to be satisfied by the system or process to complete a particular unit of work (example user story: "As a parent or teacher, I want to access the HSBP platform so that I can view and support the academic progress of my student and provide guidance in updating their plans"). The non-functional requirements embedded within the user stories are critical to ensuring that the technology solution can perform its required tasks in a way that is efficient, effective, and reliable, and can meet the needs of the business over the long term.

Business Rules

Business rules are a set of guidelines and standards that define how a business operates, makes decisions, and ensures consistency and accuracy. Business rules can cover a wide range of topics, including customer interactions, employee behavior, data management, and regulatory compliance. They ensure that all stakeholders understand and follow the same rules and procedures (International Institute of Business Analysis, 2015). The business rules provided in the RFP are specific to the relevant sections of 28A.230 RCW: COMPULSORY COURSEWORK AND ACTIVITIES.

RFP Development Process

[RCW 39.26.120](#) requires that contracts be competitively procured, with few exceptions. OSPI must support open, fair, and objective competition in the purchase of goods and services. Competition protects the state because it demands fair market pricing and the high-quality services of its contractors and supports equal opportunity among qualified bidders.

The RFP is used when OSPI has an identified need or problem and is seeking proposals from multiple firms that describe solutions or approaches to address the agency need or problem, qualifications and experience of the firm, and costs or fees to provide the services. Guided by the requirements of SB 5243, the key collaborators within OSPI consulted with subject matter experts to determine the business need, develop the bidder qualifications, determine the period of performance, and define the background, objective, scope of work, and evaluation procedure to develop RFP 2024-01: Universal HSBP Platform.

OSPI initiated RFP 2024-01 on August 21, 2023 to solicit proposals from consultants interested in participating on a project to build or provide a universal HSBP platform that is flexible, portable,

and expandable; that can be readily accessed by students, parents, teachers, and others who support academic progress; and that will alleviate equity issues and create new opportunities for students to develop and curate plans that align with their needs and interests. Proposals were required to arrive at OSPI by 3 pm on October 4, 2023.

Scope of Work

The functional requirements, which are the specific capabilities and features that a software system or technology solution must have to meet the needs of a business or organization, were included in the user story process of the RFP. These requirements for the universal online platform define what the system is required to do, how the system will meet the requirements, and what outcomes the system will produce. The functional requirements were specified in detail in Exhibit 1 of RFP 2024-01, were articulated by vendors in the technical proposal section of the RFP and are identified in the Functional Requirements Chart (Appendix A) and Technical Operations Chart (Appendix B) within this report.

Technical Proposal

The technical proposal section of RFP 2024-01 was designed to solicit from vendors a comprehensive description of the services provided that would align the required scope of work with the elements and capabilities required by the legislation and ensure that the functional and non-functional requirements for a submitted proposal meet criteria and qualification for the primary list of vendors. Required components for the technical proposal included the following:

1. **Project Approach/Methodology:** Required a complete description of the consultant's project approach and methodology. This section was required to convey the consultant's understanding of the proposed project.
2. **Work Plan:** Required inclusion of all project requirements and the proposed tasks, services, and activities, necessary to accomplish the scope of the project defined in the RFP (user stories, functional and non-functional requirements). This section of the proposal required sufficient detail to convey the consultant's knowledge of the subjects and skills necessary to successfully complete the project.
3. **Project Schedule:** Required a project schedule indicating when the requirements of the work will be completed and when deliverables would be provided.
4. **Deliverables:** Required a full description of the deliverables to be submitted under the proposed contract.
5. **Risks:** Required to define risks identified by the consultant as being significant to the success of the project, including how risks would be effectively monitored, managed, and reported to OSPI's contract manager.

Management Proposal

The management proposal section in RFP 2024-01 was designed to provide a comprehensive description of the project management that would be provided by the consultant. Required components for the management proposal included the following:

1. **Project Team Structure/Internal Controls:** Required a description of the proposed project team including any subcontractors, an organizational chart including clear lines of authority for personnel involved in performance of this potential contract and relationships of this staff to other programs or functions of the firm.
2. **Staff Qualifications/Experience:** Required identification of staff, including subcontractors, who will be assigned to the potential contract, indicating the responsibilities and qualifications, including the amount of time each will be assigned to the project.
3. **Experience of the Consultant:** Required a description of how the consultant meets the minimum qualifications, and if applicable, the desired qualifications of the consultant, and any subcontractors for the performance of the potential contract.

Cost Proposal

The cost proposal section in RFP 2024-01 was designed to provide a comprehensive description of the estimated costs required by the consultant to complete project requirements. RFP 2024-01 required an identification of costs providing a detailed description of expenses to be charged for performing the necessary services to accomplish the objectives of the contract, including:

1. A five-year cost estimate for this project;
2. Travel costs;
3. Subcontractor costs; and
4. Indirect costs.

RFP Pre-Bid Conference Q&A for Vendors

As part of the procurement process, OSPI must provide potential bidders with an opportunity to submit questions related to the RFP and receive written responses within a week following the hosting of a Pre-Bid Conference Question and Answer meeting. Responses to questions that are given verbally during the Pre-Bid Conference are not considered official answers unless the question is also submitted to OSPI for a written response.

Following the August 21, 2023, launch of the RFP, OSPI hosted a Pre-Bid Conference on August 30, 2023. Prior to that event, over 200 questions were submitted by vendors, documented in a Pre-Bid Conference Q&A Tracking Form, and then both distributed electronically and posted on [OSPI's Competitive Procurement webpage](#) on September 7, 2023, to ensure access for all vendors.

Review of Submitted Proposals

OSPI received 21 complete proposals that were eligible for review. The proposals ranged in length from 5–240 pages. Of the proposals received, nine of the 21 included custom building a new universal online HSBP platform, and the remaining 12 proposals focused on modifications to an existing product to provide the universal online HSBP platform. The existing platforms are commonly referred to as COTS solutions.

Proposal Review Team

OSPI utilized a six-member internal team with varied experiences, qualifications, and backgrounds that were directly applicable to the expertise required to understand the scope of the project, to review proposals effectively and independently, and to identify each proposal’s explanation of how the platform would meet project and legislative requirements.

Figure 1: OSPI RFP Review Team Experience

Member	Relevant Professional Experience
A	Teacher, secondary school counselor, career counselor, school board director, statewide leadership of dual credit programs and secondary school counseling, state and building-level implementation of HSBP, leadership of statewide implementation of HSBP legislation.
B	Secondary school counselor, statewide leadership of secondary school counseling, state and building-level implementation of HSBP, leadership of statewide implementation of HSBP legislation.
C	Budget Analyst, IT Specialist, Project Manager, Technology manager, software developer.
D	Agency contract management specialist, extensive experience developing and managing RFPs, reviewing and evaluating submitted proposals for alignment to requirements, and development, processing and management of multiple state agency contracts.
E	Business analyst, Certified Business Analysis Professional, certification by Scrum Alliance as a ScrumMaster or Scrum Product Owner, certified as a User Story developer and experience writing over 1,000 user stories.
F	Secondary school counselor, secondary and postsecondary career counselor, executive director of district CTE and STEM initiatives, district and statewide leadership of CTE, district implementation of HSBP, district leadership of special education and graduation improvement, and multiple administrative roles within several different districts as a secondary and district level administrator.

Proposal Review Process

Each of the 21 proposals were reviewed and evaluated for alignment with the requirements stated in RFP 2024-01. The evaluation of proposals was completed by the six-member OSPI RFP Review Team to determine platform alignment with the qualifications as described in each submitted proposal, and in accordance with the scoring breakdown that was provided in the RFP.

The review team met twice to discuss expectations for the review of each proposal with the established rubric in an effort to ensure shared understanding of what to look for within each proposal. Each team member independently read and scored all 21 proposals. Ratings on each criterion were based on the established evaluation procedures and individually collected from members who entered their scores into a shared spreadsheet.

Final scores were automatically tabulated for each proposal as a cumulative score from each of the three primary proposal categories, along with a total score for all scored sections of the proposal that included all six team members' submissions.

Proposal Weighting and Scoring

The six-member OSPI RFP Review Team developed a scoring rubric that assigned points aligned with the proposal submission requirements. The scoring rubric was provided in the RFP and the scoring process and requirements were described in detail within the RFP. The scoring rubric and the points assigned to each required section of the proposal provided in the RFP and utilized by the OSPI Review Team, are included in the chart below.

Figure 2: Proposal Weighting and Scoring

Technical Proposal	80 Points
Project Approach/Methodology	15
Quality of Work Plan	35
Project Schedule	10
Project Deliverables	10
Risks	10
Management Proposal	60 Points
Project Team Structure/Internal Controls	15
Staff Qualifications/Experience	15
Experience of the Consultant	30
Cost Proposal	70 Points
Grand Total for Proposal	210

Utilizing the point structure in Figure 2, and with six team members reviewing each proposal, the proposals had the opportunity to earn a maximum of 1,260 points. The technical proposal section was evaluated the highest at 80 points because this section of the proposal included the scope of work, the user story, and the qualifications for the consultant to meet the required capabilities and elements outlined in SB 5243 and to be included on the preliminary list for submission to the legislature.

Qualified Vendor List

Of the 21 proposals submitted to OSPI for review, seven most comprehensively and clearly met the requirements to be included on a preliminary qualified vendor list for further consideration to develop or provide a universal online HSBP platform. The seven vendors on this preliminary list described in detail within the technical proposal section how they would integrate the required elements and capabilities through their scope of work, the quality of their work plan, and their alignment with the user stories. Six of the seven vendors on the list have the ability to provide a modified COTS online platform and one of the seven vendors described their plan to custom build a platform for Washington state.

The following list, organized in alphabetical order, includes the vendors who provided the most thorough and detailed proposals that demonstrated how they would meet the platform functionality requirements outlined in SB 5243:

- Kuder, Inc.
- MaiaLearning, Inc.
- MIDAS Education
- School Data Solutions
- SchoolLinks, Inc.
- Xello
- YouScience

COST ESTIMATES

OSPI was required to provide the estimated costs currently projected by the qualified vendors as necessary to facilitate statewide implementation of the universal platform. In RFP 2024-01, OSPI required each proposal to include the estimated costs needed to accomplish the contract's objectives and assigned the second highest score of 70 points for this category of the overall proposal. Identification of the estimated costs included submission of a fully detailed budget projecting a five-year cost estimate for the project including staff costs, administrative costs, travel costs, and any other expenses necessary to accomplish the tasks and to produce the deliverables.

Estimated Implementation Costs from Vendors

OSPI's request to include a five-year projected budget estimate for a project of this scope was acknowledged by some vendors to be a challenging endeavor. As listed in Figure 3A, 6 of the 7 vendors submitted completed budget estimates for full statewide implementation. For the vendor that did not include an estimated 'maintenance level' cost for 2027 and 2028, if their estimated cost for 2026 is included in Figure 3B as a baseline estimate for years 4 and 5, their total estimated costs fall in the middle of the overall range for all vendors at roughly \$9.4 million. As also indicated in Figure 3B, this vendor projected a year-one estimate of \$1.2 million.

To protect the companies' anonymity, the estimated costs for the 6 vendors submitting five-year estimates are indicated without names in Figure 3A, in order from lowest to highest overall. Figure 3B reflects the actual three-year budget submitted by the vendor, and a projected five-year budget as described above, to provide a more realistic comparison of all the vendors' total estimated costs.

Figure 3A: Completed Five-Year Budget Cost Estimates

Vendor	2024–25	2025–26	2026–27	2027–28	2028–29	5-Year Total
A	\$1,663,680	\$1,463,680	\$1,388,680	\$1,388,680	\$1,388,680	\$7,293,400
B	\$2,000,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$8,000,000
C	\$154,812	\$2,096,080	\$2,096,080	\$2,096,080	\$2,096,080	\$8,539,132
D	\$1,989,346	\$1,989,346	\$1,989,346	\$1,989,346	\$1,989,346	\$9,946,730
E	\$2,126,710	\$2,126,710	\$2,126,710	\$2,126,710	\$2,126,710	\$10,633,550
F	\$3,529,688	\$3,528,525	\$1,516,716	\$1,577,384	\$2,157,155	\$12,309,468

Figure 3B: Submitted Three-Year Budget and Projected Five-Year Budget Cost Estimate

Vendor	2024–25	2025–26	2026–27	2027–28	2028–29	3-Year Total
G	\$1,200,000	\$1,600,000	\$2,200,000	<i>Not Specified</i>	<i>Not Specified</i>	\$5,000,000*
*Vendor provided an estimate for years 1–3 only; the total projected 5-year cost shown below includes the addition of the vendor's year 3 estimate as a 'maintenance level' for years 4–5, putting the total projected cost at \$9,400,000						
G	\$1,200,000	\$1,600,000	\$2,200,000	<i>\$2,200,000*</i>	<i>\$2,200,000*</i>	\$9,400,000

Source: 2023 Universal HSBP Platform Proposals, October 2023.

Analysis of Vendors’ Estimated Costs

OSPI completed an analysis of the estimated costs to provide a quantitative assessment of the financial impacts of the project’s recommendations. Analyzing the estimated cost proposals was challenging and did not provide an ideal one-to-one comparison due to the variability in how the data was provided by each vendor and due to some vendors providing additional information that was not requested in the RFP. Despite the variability in the submissions, the OSPI cost analysis provides a best effort estimate of the funding needed to accomplish the online platform’s required functionality.

Using the information provided in the vendors’ proposals, the OSPI RFP review team identified the funds needed for initial platform development and implementation, and supplemental costs to support professional development and ongoing platform maintenance and operations. Based on the data provided, six of the seven vendors provided a fully detailed five-year cost proposal, which covers the costs to implement the functionality within OSPI’s projected timeline. All vendors proposed a subscription-based pricing model for ongoing maintenance and operations, which supports lifetime access for all users. Calculations based on the analysis of the six completed five-year cost proposals indicated an average five-year cost estimate of \$9,453,713 and a median cost estimate of \$9,242,931. Additional details about the budget proposal submissions of the vendors who most comprehensively met qualifications are included in the summary table below.

Figure 4A: Additional Details Related To 5-Year Cost Estimates

Vendor	Total 5-year Estimate	Ongoing Cost Beyond Year 5	Training Costs	Training Support	Other
A	\$7,293,400	\$1,388,680	Included in budget	Onsite & web-based	N/A
B	\$8,000,000	\$1,500,000	Included in budget	Onsite & web-based, plus ongoing professional development	Option to include 6th grade at no cost (\$250,000 value)
C	\$8,539,132	\$1,811,330	Included in budget	Onsite & web-based, plus ongoing professional development	No platform cost in year 1 (\$1,811,330 value)
D	\$9,946,730	\$1,989,346	Included in budget	Onsite & web-based, plus E-learning & ongoing onsite and virtual professional development	Includes a \$1,617,187 annual discount
E	\$10,633,550	\$2,126,710	Included in budget	Onsite & web-based, plus 3–4 regional user conferences, ongoing professional development	Includes 50% annual discount and 6th grade at no additional cost

Vendor	Total 5-year Estimate	Ongoing Cost Beyond Year 5	Training Costs	Training Support	Other
F	\$12,309,468	Not yet estimated	Included in budget	Onsite & web-based sessions and user documentation	New custom build

Figure 4B: Additional Details Related To 3-Year Cost Estimate

Vendor	Total 3-year Estimate	Ongoing Cost Beyond Year 5	Training Costs	Training Support	Other
* Vendor provided estimate for years 1–3 only; the total projected 5-year cost shown below includes the addition of the vendor’s year 3 estimate as a ‘maintenance level’ for years 4–5, putting the total estimated cost at \$9,400,000					
G	\$5,000,000* [Total 5-year cost projected at \$9,400,000]	Not yet estimated	\$2,250,000 in additional cost (beyond the total projected cost) for ESD contract to provide training	Onsite & web-based provided through additional ESD contract	Lowest price guarantee ~ will match the lowest bid

Source: 2023 Universal HSBP Platform Proposals, October 2023.

Estimated Implementation Costs from OSPI

OSPI developed an estimate for staffing, contracted and indirect costs that will be necessary to complete and meet the legislative requirements of SB 5243 that is inclusive of:

1. Solicitation and analysis of stakeholder feedback to inform the vendor selection.
2. Developing and facilitating the final statewide implementation plan for all school districts, due to the legislature by October 1, 2024.
3. Projected initial and ongoing staffing needs related to contracting with the selected vendor to develop and provide related statewide communication, guidance and best practice recommendations for scope and sequence, professional learning, curriculum and other implementation resources, third-party access support, data system alignment, and technical assistance.
4. Indirect costs such as travel and needed goods and services associated with staffing and needed for successful implementation of SB 5243.

This legislative report includes the initial projected implementation costs that will vary depending on which vendor is selected and the final determination of the needed implementation timeframe. The final implementation plan required for the October 1, 2024, legislative report will further detail additional projected costs for the remaining years of the five-year facilitation and implementation of the project. This projection will detail what support is needed to meet the additional legislative

requirements of ensuring all districts are providing students access to the chosen universal platform, collaborating with a variety of statewide agencies and other stakeholder groups to develop best practices for utilization of the universal platform and provide robust career and college exploration and preparation supports, and consultation with the SBE to develop and report out recommendations for additional policy changes related to transitioning the HSBP into a more robust online learning platform as early as fifth grade.

Figure 5: OSPI’s 3-Year Projected Cost Estimates

OSPI Staffing/Contracts	2024–25	2025–27
OSPI programmatic support staff (HSBP, school counseling, etc.)	\$329,527	\$339,412
Administrative Assistant Support	\$50,592	\$52,110
IT Project Manager	\$182,400	\$187,872
Business Analyst (Liaison between Q/A Vendor, OSPI and platform vendor to clarify requirements)	\$154,560	N/A
Data Analyst (Provide data system support for HSBP platform)	\$170,040	\$175,142
Quality Assurance Vendor (Provides oversight of project team to ensure state IT standards are upheld)	\$72,960	N/A
IT Technical Support (Liaison between districts and vendor to support requests for platform fixes, and improvements)	\$41,028	\$164,112
Goods and Services (new positions) and Travel	\$36,000	\$59,000
Total Estimated Costs	\$1,037,107	\$977,648

Important Note: Estimated costs may vary depending on the selected vendor. Chart reflects estimated salaries and benefits plus a one-time 3% cost of living adjustment applied to the 2025–27 platform implementation period.

Projected Total Costs Including OSPI Estimates

With the inclusion of OSPI’s estimated costs as detailed in the previous section, the table below outlines the estimated total cost of implementation for the first three years of this project for all vendors and OSPI. The vendor order from previous charts was maintained, so the list below is not in order from lowest to highest cost estimate.

Figure 6: Total Estimated 3-Year Budget

Vendor	2024–25	2025–26	2026–27	3-Year Total
A	\$1,663,680	\$1,463,680	\$1,388,680	\$4,516,040
B	\$2,000,000	\$1,500,000	\$1,500,000	\$5,000,000
C	\$1,989,346	\$1,989,346	\$1,989,346	\$5,968,038
D	\$2,126,710	\$2,126,710	\$2,126,710	\$6,380,130
E	\$3,529,688	\$3,528,525	\$1,516,716	\$8,574,929
F	\$1,200,000	\$1,600,000	\$2,200,000	\$5,000,000
OSPI	\$1,037,107	\$977,648	\$977,648	\$2,992,403

CONCLUSION & NEXT STEPS

This report reflects how OSPI met the first phase of requirements outlined in SB 5243 to begin facilitating the transition of the HSBP to a universal online platform that will ensure consistent and equitable access to the needed information and support to guide students' educational experience and ensure preparation for their postsecondary plans. In this initial stage of legislative requirements, OSPI sought stakeholder feedback related to ideal platform functionality and developed an RFP to solicit proposals from interested vendors. Data synthesis of the stakeholder input and incorporation of the functional and non-functional requirements codified in RCW 28A.230.212 and RCW 28A.230.215 were used to develop user stories as part of the RFP that clearly identified the required platform capabilities and elements of the legislation.

In tandem with developing the RFP, the OSPI RFP review team also developed a proposal review process with clear alignment to the required platform functionality and elements. The review team utilized the established proposal review process and corresponding rubric to document how each submitted proposal provided evidence of the corresponding vendor's ability to meet legislated platform development and implementation requirements.

The carefully developed RFP, proposal review process, and cost analysis resulted in a preliminary list of seven existing vendors who most comprehensively and clearly met the existing and newly required capabilities and elements to provide or build a universal online platform and included an estimation of the costs associated with statewide implementation of the universal platform. This report is respectfully submitted to the Governor and the education policy and fiscal committees of the Legislature to promote understanding of the necessary funding now needed to move this critical work forward to benefit all the students, families, staff, and communities across Washington.

Next steps will include collaborating with partners across the state to engage stakeholders in the final selection of a successful bidder to provide the online HSBP platform. In early 2024, to inform the final selection of the successful bidder, OSPI will endeavor to seek feedback from students, families, middle and high school staff, district leaders and a wide array of connected partners representing higher education, statewide and community-based organizations, and employers and industry, ideally in collaboration with representatives from the list of agencies and organizations listed in the Survey Distribution section on page 11. Engaging a wide range of stakeholders in providing feedback will help ensure the next phase to select the final vendor reflects the needs and interests of the students and communities we serve.

Following vendor selection, OSPI staff will also collaborate with partner agencies and the over 220 educators and other partners currently on OSPI's curated list of volunteers to support the creation and delivery of needed training and resource or curriculum development, Ensuring the selection of a high-quality platform is a powerful step in the process of ensuring all students can access the information needed to explore and prepare for their postsecondary goals. However, providing students and staff with a universal online HSBP platform will be most effective when staff and other partners know how to use it and adequate time is provided to engage students in using the platform. Developing and delivering platform training and sharing related curriculum and resources

with the adults who support students' academic progress and career development is the real key to realizing the true vision of the HSBP.

OSPI stands ready to work with the prime sponsor, other legislators and the many statewide agencies and organizations that support this initiative to secure the needed funding for OSPI to contract with the successful bidder and further move toward statewide utilization of a universal HSBP platform, and to develop and provide the training, guidance, resources, and other supports necessary to ensure successful implementation.

ACKNOWLEDGEMENTS

OSPI would like to acknowledge our appreciation for each of the 21 vendors who completed the extensive work that was required to submit a multi-page proposal with the comprehensive requirements of the universal online HSBP platform project. OSPI recognizes the effort required to complete and submit a proposal of this magnitude and congratulates the following vendors for their proposal submission:

- Alpha Encoded
- Cloud Assert
- CodeSmart
- CollegeVine
- Dusseau & Company
- Kuder, Inc.
- MaiaLearning, Inc.
- MajorClarity by Paper
- MIDAS Education
- Pathful, Inc.
- PowerSchool
- Resultant
- Scholar Fund
- School Data Solutions
- SchoolLinks, Inc.
- Sistrunk Software
- Sol Minion Development
- Solutions Resource
- XAP
- Xello
- YouScience

OSPI would also like to thank the following statewide agencies and organizations who distributed the stakeholder survey within their networks and via established communication channels:

- Association of Washington School Principals
- Career Connect Washington
- Council of Presidents
- Educational Service Districts
- Governor's Office of Indian Affairs
- Independent Colleges of Washington
- Ready Washington
- State Board of Education
- State Board of Community and Technical Colleges
- State Commission on African American Affairs
- State Commission on Asian Pacific American Affairs
- State Commission on Hispanic Affairs
- Washington Association for Career Counseling and Employment Readiness
- Washington Association of Career and Technical Education
- Washington Association of School Administrators
- Washington Education Association
- Washington School Counselor Association
- Washington State Parent Teacher Association
- Washington STEM
- Washington Student Achievement Council

APPENDICES

Appendix A: HSBP Platform Functional Requirements

Functional Requirements	Source
The system must serve as a universal online HSBP platform that can be readily accessed by students, parents, teachers, and others who support academic progress.	SB 5243, Section 1
The system must permit all students with HSBPs to create, develop, personalize, and revise their plans, explore education options of relevance and interest, and receive supports that will help them make informed choices about their education and career objectives.	SB 5243, Section 1
The system must limit access by user account, so that a particular student can see only the personal data associated with their account, and parents and teachers can see only the personal data of their student(s). The system may also be required to limit the view of particular data types based on the user's role (e.g., student, parent, or teacher).	SB 5243, Section 1
For each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 by ninth grade, the HSBP must be updated to ensure that the student takes a mathematics course in both ninth and 10th grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to RCW 28A.230.097 .	SB 5243, Section 3
The system must permit staff to assist students as they update their HSBP annually, at a minimum, to review academic progress and inform future course-taking.	SB 5243, Section 3
The system must notify students in a timely way that they need to update their HSBP annually, at a minimum, to review academic progress and inform future course-taking.	SB 5243, Section 3
The system must permit students to update their HSBP in the 10th grade to reflect high school assessment results in RCW 28A.655.061 , ensure student access to advanced course options per the district's academic acceleration policy in RCW 28A.320.195, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.	SB 5243, Section 3
The system must notify students in a timely way that they need to update their HSBP in 10th grade, to review academic progress and inform future course-taking.	SB 5243, Section 3
The system must have the capacity to capture and present an HSBP in the language understood by the student and the students' parents or legal guardians. Specifically, it must allow for translation into the most common non-	SB 5243, Section 3

Functional Requirements	Source
English languages used in Washington State in accordance with the model language access policy and procedures as required under Chapter 28A.183 RCW .	
The system must include a capability for students to identify their career goals and interests (ideally using a tool within the system), aided by a skills-and-interest assessment.	SB 5243, Section 3
The system must include a capability for students to identify secondary and postsecondary education and training goals.	SB 5243, Section 3
The system must provide an academic plan for course-taking that informs students about course options for satisfying state and local graduation requirements.	SB 5243, Section 3
The system must provide an academic plan for course-taking that aligns with the student's secondary and postsecondary goals, which can include education, training, and career preparation.	SB 5243, Section 3
The system must provide an academic plan for course-taking that identifies available advanced course sequences per the school district's academic acceleration policy, as described in RCW 28A.320.195, that include dual credit courses or other programs and are aligned with the student's postsecondary goals.	SB 5243, Section 3
The system must provide an academic plan for course-taking that informs students about the potential impacts of their course selections on postsecondary opportunities.	SB 5243, Section 3
The system must provide an academic plan that identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097.	SB 5243, Section 3
The system must provide an academic plan that, where applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships.	SB 5243, Section 3
The system must provide an academic plan that, where applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade-level progression and graduation, per RCW 28A.320.192 .	SB 5243, Section 3
The system must provide an academic plan that, where applicable, provides evidence whether the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program: a) The college-bound scholarship program established in RCW 28B.118 , the Washington college grant created in RCW 28B.92.200 , and other scholarship opportunities;	SB 5243, Section 3

Functional Requirements	Source
<p>b) The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and the importance of submitting applications early;</p> <p>c) information specific to students who are or have been the subject of a dependency proceeding pursuant to Chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;</p> <p>d) Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815;</p> <p>e) A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280.</p>	
<p>The system must provide an academic plan that, by the end of 12th grade, provides a written compilation of the student's education, and work experience, extracurricular activities, and any community service, including how the school district has recognized the community service pursuant to RCW 28A.320.190.</p>	SB 5243, Section 3
<p>The system must facilitate the automatic import of academic course, credit, and grade data at a regular interval from the most used district student information system platforms and facilitate manual imports from less commonly used systems, so that students' progress towards graduation in the HSBP is accurately reflected at any given time.</p>	SB 5243, Section 4
<p>The system must include an in-platform assessment with viewable results that can inform career and postsecondary goals including, but not limited to, personality, learning styles, interests, aptitudes, and skills assessments.</p>	SB 5243, Section 4
<p>The system must include a catalog containing meaningful, high-quality career exploration opportunities and resources beyond the traditional college, career, and aptitude assessments that are submitted by approved entities (community organizations, institutions of higher education that are authorized to participate in state financial aid programs under Chapter 28B.92 RCW, and employers) and vetted by state-selected approvers that allow students to register for or apply to participate in the opportunities (programs, classes, internships, pre-apprenticeships, online courses, etc.) or access the resources.</p>	SB 5243, Section 4
<p>The system must provide a secure space (further defined in the non-functional requirements section of this document) for staff, parents or guardians who support students' academic progress and career and college preparation, to make notes that can inform staff efforts to connect students to academic and career-connected learning opportunities and develop support and credit-recovery plans for students as needed.</p>	SB 5243, Section 4
<p>The system must provide in-state labor market, apprenticeship, and</p>	SB 5243,

Functional Requirements	Source
<p>postsecondary education performance data, including employment and earning outcomes, certificate and degree completion outcomes, and demographics of enrolled students or employees, to inform students' exploration and consideration of postsecondary options.</p>	<p>Section 4</p>
<p>The system must provide a dedicated space where students can store additional evidence of their learning and postsecondary preparation, such as videos, essays, art, awards and recognitions, screencasts, letters of recommendation, industry certifications, micro-credentials or other mastery-based learning recognitions, and work-integrated learning experiences.</p>	<p>SB 5243, Section 4</p>
<p>The system must include the ability for students and staff to provide access to a student's portfolio in its entirety or in selected parts to relevant third parties, including institutions of higher education that are authorized to participate in state financial aid programs under Chapter 28B.92 RCW, branches of the military, potential employers, or pre-apprenticeship opportunities.</p>	<p>SB 5243, Section 4</p>
<p>The system must provide access to data reporting features that allow schools, districts, and state agencies to review data stored within the platform, and allow data to be broken down by demographic, socioeconomic, and other identified characteristics, for the purposes of analyzing student use of the universal platform, improving student access to the information, guidance, and opportunities that can help them maximize their secondary education experience and postsecondary preparation, and informing state-level support for HSBP implementation.</p>	<p>SB 5243, Section 4</p>
<p>The system must provide a space for the student to indicate the graduation pathway option or options they have selected to complete and how the selected option or options align with the student's career and postsecondary education goals.</p>	<p>SB 5243, Section 4</p>
<p>The system must support school districts' ability to customize or add features unique to local needs and local graduation requirements, including the capability to auto-align data with the local school districts' graduation requirements or the ability to enter those requirements manually.</p>	<p>SB 5243, Section 4</p>

Appendix B: Technical Operations for Functional Requirements

ID	Technical Operations	Source
LR01	Students must be able to create, personalize and revise their HSBP as required by RCW 28A.230.090	HB 1599 Section 504 (2) (a)
R01.1	Create and revise student profile	(1) (c) (i)
R01.1.1	Student ID, Full name, Grade Level, School, Graduation Class, Email Address, Parent / Guardian, Counselor, identifier for Individualized education program, GPA, Weighted GPA	(1) (c) (i)
R01.2	Create and revise career goals	(1) (c) (v) (A)
R01.3	Create and revise educational goals	(1) (c) (v) (B)
R01.4	Add and revise financial aid and college bound scholarship programs as established in RCW 28B.118	(1) (c) (v) (D) and (F); RCW 28B.118
R01.5	Create and revise four-year course planner with personalized pathway requirement	(1) (c) (v) (E)
R01.5.1	Select from list of courses which ones to take (or were taken) from Grade 9 to Grade 12	(1) (c) (v) (E)
R01.6	Fill out assessment results and dual credit	(1) (c) (v) (C)
R01.6.1	State Assessments: Smarter Balanced (ELA and Math), Science, End of Course Exams / Local Exams, Alternative Exams	(1) (c) (v) (C)
R01.6.2	Career and College Readiness: American College Testing, Scholastic Assessment Test (SAT), Preliminary SAT, Armed Services Vocational Aptitude Battery, College Placement Tests, Bridge to College (English, Math), Dual Credit for College (Advanced Placement, International Baccalaureate, Cambridge International, Running Start, College in High School CTE Dual Credit)	(1) (c) (v) (C); RCW 28A.320.195
R01.7	Create, review, revise and print resume or activity log	(1) (c) (v) (G)
R01.7.1	Full Name, Objective, Skills/Strengths, Experience, Activities	(1) (c) (v) (G)
R01.7.2	Generate student resume (Resume Builder) that shows a written compilation of the student's education, and work experience	(1) (c) (v) (G)
R01.8	Create and revise interventions, academic supports, and additional courses for students who do not meet the standard on state assessment	(1) (c) (iii) (A); RCW 28A.655.070(3)(b)
	Chosen strategy, timeline and result (same Business Rules	(1) (c) (iii) (A); RCW

ID	Technical Operations	Source
R01.8.1	6A and 6B)	28A.655.070(3)(b)
R01.9	Include an Audit Trail for all revisions made by the student	HB 1599 Section 504 (2) (a); (1) (c) (iii) (A)
R01.9.1	Name/ID (student or individual making the revision), Timestamp, Data Element, Previous Value	(1) (c) (iii) (A)
HLR02	Parents or guardians, educators, and counselors must have appropriate access to students' HSBPs	HB 1599 Section 504 (2) (b); (1) (c) (iv)
R02.1	View student profile	(1) (c) (iv)
R02.2	View student career goals	(1) (c) (iv)
R02.3	View student educational goals	(1) (c) (iv)
R02.4	View financial aid	(1) (c) (iv)
R02.5	View four-year course planner with personalized pathway	(1) (c) (iv)
R02.6	View assessment results and dual credit	(1) (c) (iv)
R02.7	View resume or activity log	(1) (c) (iv)
R02.8	View interventions, academic supports, and additional courses	(1) (c) (iv)
HLR03	System must employ a sufficiently flexible technology that allows for subsequent modifications necessitated by statutory changes, administrative changes, or both, as well as enhancements to improve the features and functionality of the platform	HB 1599 Section 504 (2) (c)
HLR04	System must comply with the state and federal requirements for student privacy	HB 1599 Section 504 (2) (d)
R04.1	Vendor must be compliant with the Family Educational Rights and Privacy Act	HB 1599 Section 504 (2) (d)
HLR05	System must allow for the portability between platforms so that students moving between school districts are able to easily transfer their HSBPs	HB 1599 Section 504 (2) (e)
R05.1	System must be able to send or transfer student's HSBP plan to a different platform	HB 1599 Section 504 (2) (e)
R05.2	System must be able to receive student's HSBP plan from a different platform, and create a new HSBP profile for the student to revise	HB 1599 Section 504 (2) (e)
BR 2	System must have a database of recommended career goals and inventory of career interests aided by a skills and interest assessment.	(1) (c) (v) (A); (1) (c) (ii) (A)

ID	Technical Operations	Source
BR 3	System must have a database or list of recommended educational institutions or training in the entire Washington State and nearby States.	(1) (c) (v) (B)
BR 4A	System must have a database or list of recommended financial aid and college bound scholarship programs in Washington State and/or other nearby states.	(1) (c) (v) (D) and (F); RCW 28B.118
BR 4B	System must provide Information about the documentation necessary for completing the applications; application timeliness and submission deadlines; the importance of submitting applications early; information specific to students who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete applications.	(1) (c) (v) (F) (I)
BR 4C	System must provide information on opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.	(1) (c) (v) (F) (II)
BR 5A	System must have a database or list of courses from all high school subject areas and personalized pathway courses as additional to Arts and World Language courses.	(1) (c) (v) (E) (IV)
BR 5B	System must include information about options for satisfying state and local graduation requirements.	(1) (c) (v) (E) (I) and (II)
BR 5C	System must align with the student's secondary and postsecondary goals, which can include education, training, and career.	(1) (c) (v) (E) (III)
BR 5D	System must identify course sequences to inform academic acceleration, as described in RCW 28A.320.195 include dual credit courses or programs and are aligned with the student's goals.	(1) (c) (v) (E) (IV)
BR 5E	System must include information about the college bound scholarship program.	(1) (c) (v) (E) (V)
BR 6A	System must have a database or list of high school assessments, tests, exams, intervention strategies and academic supports.	(1) (c) (v) (C)
BR 6B	System must include identification of dual credit programs and the opportunities they create for students; including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education.	(1) (c) (v) (C)

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