

- ❖ States a Legislative finding that **multiple pathways lead to marketable job skills and productive careers**, and intends that the value and dignity of all careers be reflected in career exploration materials.
- ❖ States **Legislative intent** to:
 - Facilitate increased opportunities for workplace learning and internships
 - Create structures to encourage greater connections between businesses and schools
 - Make career exploration a routine part of middle and high school instruction
 - Better inform parents and student of career opportunities
 - Continually emphasize the dignity and economic value of all career pathways
 - Measurably increase completion rates in secondary and postsecondary education
 - Have Washington distinguish itself by becoming the fastest-growing supplier of highly skilled workers for targeted industries
- ❖ Sets an **overall goal** of increasing the percentage of Washington households living in the middle income bracket and requires various state agencies to incorporate it into their strategic plans.

Career Exploration/Multiple Pathways

- ❖ Requires all materials and communications produced by various education and workforce agencies to include information about and emphasize the value of **multiple career pathways** across all levels of post-secondary education. Requires disaggregation of information about employment prospects and earnings by two-year and BA degrees, and by academic major or academic unit.
- ❖ Amends the definition of Basic Education to **describe "postsecondary education"** as including apprenticeship, career training, community and technical college, or university education. Requires school districts to offer CTE programs as part of Basic Education.
- ❖ Directs the Workforce Board to identify **online tools and programs** for students and parents to use in **exploring multiple career pathways**, as well as an annual summary list of promising careers and pathways. Requires other education and workforce agencies to publicize these tools. Requires school districts to provide information about career exploration and the online tools to all students in grades 6 through 12, at least quarterly during the school year. Requires the Workforce Board to work with business organizations to develop a **volunteer online mentor program**, supported financially or in-kind by businesses, for responding to inquiries from users of the online tools.
- ❖ Establishes the **Career Exploration Partnership Zone** program to increase connections and access to internship, training, and employment opportunities. States intent to designate between 8 and 12 Zones, whose purpose is to establish a single point of contact for local coordination among partners including school districts, colleges and universities, workforce training programs, businesses, and labor organizations. Directs the Workforce Board to develop criteria and a selection process, as well as an activity and performance monitoring report.

Opportunity Programs/Program Coordination

- ❖ Directs the various education and workforce agencies to work together to assure that established **"opportunity" programs operate seamlessly and without barriers** that may hinder students' transition from one program to another. Programs include Opportunity Internships, Opportunity Scholarships, Opportunity Grants, programs supported by the Opportunity Express Account and Opportunity Pathways Account, College Bound Scholarship, and the PASS Program.

- ❖ Amends the **Opportunity Pathways Account** to authorize funding from the account to support Opportunity Scholarships, programs supported by the Opportunity Express Account, and the Opportunity Internship Program.
- ❖ Amends the **Opportunity Scholarship Program** to make Opportunity Internship graduates automatically eligible, and remove the requirement that an eligible student intend to transfer to a four-year institution to earn a BA degree.
- ❖ Amends the **Opportunity Internship Program** by including GED recipients under the definition of a graduate and changing the definition of a low-income student. Requires the HECB to provide graduates with a certificate notifying them of their eligibility to receive a State Need Grant.
- ❖ Directs the Workforce Board to develop a **proposal to establish an employee benefit account for continuing education and training** that employers may offer as one of the elements of a comprehensive benefits package and that may be funded by employer, employee, and state contributions. Requires a report by December 1, 2012.

Secondary/Postsecondary Guidance and Career Pathways

- ❖ Beginning in 2013-14, requires all middle schools, junior high, and high schools to implement a **comprehensive guidance and planning program for all students**. Establishes program requirements, including a curriculum, regular advisee/advisor meetings, student-led conferences, student portfolios, student-driven scheduling of courses, and data collection.
- ❖ Beginning in 2013-14, requires each middle school, junior high, and high school student to develop a **High School and Beyond Plan with specified components**, such as identifying interests and goals; a four-year plan for course-taking including selecting a program of study beginning in 9th grade; research, site visits, and an application for postsecondary training and education; and preparation of a resume.
- ❖ Phases in requirements for all **high schools to provide "Programs of Study" in specified occupational clusters**. Requires programs in 2 clusters in 2013-14, 4 clusters in 2015-16, and additional clusters in 2015-16. Defines a program of study to include coherent academic content and relevant CTE content; non-duplicative alignment with postsecondary education in a related field; opportunities for students to earn dual credit; work-based learning opportunities; and culmination in an industry-recognized credential. Provides a definition of work-based learning that includes a wide range of possible activities.
- ❖ Directs the various education agencies to work together to develop **model programs of study**, maximize opportunities for dual credits and articulation, and partner with business and labor to improve opportunities for work-based learning.
- ❖ Requires the Professional Educator Standards Board to include in **standards for teaching certification** the requisite skills and knowledge to offer contextualized learning activities.
- ❖ Encourages **institutions of higher education to offer comprehensive career counseling** for all students and to develop partnerships with WorkSource agencies to offer counseling services. Requires all CTCs to offer **I-BEST** programs to integrate basic education and skills training.

BILL CONCEPT OUTLINE: Career Pathways Act

Rep. Tim Probst

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* *New Section*

* *Some New Provisions*

A. Intent:

1. The Legislature finds that multiple pathways lead to marketable job skills and productive careers, and intends that the value and dignity of all careers shall be reflected in career exploration materials and curricula, high school graduation requirements, and other communication to students, parents, teachers, and the community.
2. The Legislature further intends that the state of Washington distinguish itself in the national and global economy by becoming the fastest-growing supplier of highly-skilled workers for targeted industries.
3. To accomplish these objectives, the Legislature intends to:
 - a) Facilitate increased opportunities for workplace learning and internships for high school students and teachers, as well as mentorships for the business community in schools;
 - b) Create structures to encourage greater connections between businesses and schools;
 - c) Make career exploration a routine part of middle and high school instruction and encourage students to select career goals or majors while in middle and high school, with flexibility to change them based on further exploration;
 - d) Beginning in middle school, better inform parents and students of career opportunities that are tied to the needs of the local, regional, and state economy;
 - e) Continually emphasize the dignity and economic value of non-baccalaureate career pathways equally with baccalaureate pathways, including skilled trades, apprenticeships, industry certifications, job training programs, one and two-year degrees, and baccalaureate and post-baccalaureate opportunities;
 - f) Measurably increase completion rates at all levels of secondary and post-secondary education and measurably increase student success after completion.

B. Goal

1. The goal of increasing the percentage of Washington households living in the middle income bracket is adopted. Increasing the number of graduates and training completers in the state, especially in fields with high economic demand, is adopted as one strategy for reaching this goal. “Middle income bracket” has the definition in RCW 28B.145.060.¹
2. The OSPI, SBCTC, SBE, ESD, WTECB, DSHS, successor to the HEC Board, Commerce, and the Washington State Apprenticeship and Training Council must incorporate this goal and this strategy into their strategic plans and include in those plans specific strategies appropriate to their mission for reaching the goal.

C. Career Pathways Information

{Requirement for OSPI, SBE, SBCTC, HECB, Workforce Board, ESD}

1. All materials and communications produced and distributed after the effective date of this act by {the agency} regarding career opportunities or career exploration must include information about multiple career pathways across all levels of post-secondary education, including skilled trades, apprenticeships, industry certifications, job training programs, one and two-year degrees, and baccalaureate and post-baccalaureate opportunities. The materials and communications must emphasize the value of each of the pathways so that individuals are encouraged to conduct a meaningful exploration of the multiple opportunities available to them.
2. Analyses produced and presented by the agency that compare employment prospects and earnings for high school graduates, two-year degrees, or baccalaureate degrees must also provide information about employment prospects and earnings for apprenticeships and must disaggregate information about two-year and baccalaureate degrees *{by academic major or by major academic unit. For the purposes of this section "major academic unit" includes the college of arts and sciences, the college of business, the college of education, and other similar units.}*²
3. For the purposes of this section “materials and communications” includes brochures, information on the agency web-site, curriculum, reports, presentations, and strategic plans.

{Additional Requirement for State Board of Education}

4. All materials and communications produced and distributed after the effective date of this act by the SBE regarding high school graduation requirements must illustrate options and strategies for students to pursue any of multiple career pathways while meeting graduation requirements, including a clearly-articulated non-baccalaureate pathway that may include

¹ A household income between 200 and 500 percent of the 2010 federal poverty level, as determined by the US Department of Health and Human Services for a family of four, adjusted annually for inflation.

² This description of the required disaggregation is a placeholder pending further discussion about the availability of data.

career and technical education, enrollment in a skill center, or pre-apprenticeship. Graduation requirements established by the SBE may not impose additional administrative requirements or procedures, such as waivers or permissions, for students seeking a non-baccalaureate pathway.

5. School districts may not prohibit a student from enrolling in a career and technical course equivalency, if available, if the student has not been successful in the equivalent academic course.
6. The definition of Basic Education is amended to describe "postsecondary education" as including apprenticeship, career training, community and technical college, or university education. Under the Program of Basic Education, school districts must offer CTE programs that prepare students to succeed in postsecondary education.

D. Career Exploration Information

1. a. The {*Workforce Board?*} shall identify a sample of online tools and programs that students and parents may use to explore multiple career pathways and shall publicize these tools on the agency website. Within available funds, the Board may modify or supplement existing online tools and programs to make them more user-friendly or provide additional information specific to the Washington education system and economy.
 - b. The {*Workforce Board?*} must annually create a brief, summary list of promising careers based on analysis of employment openings and future growth, as well as sustainable wages. The list shall include careers that require various levels of postsecondary education and shall illustrate the pathways students may take to pursue the careers. The purpose of the list is to illustrate a sample of high quality, high-demand careers available through multiple pathways and encourage students and parents to engage in career exploration using available tools. The list must be publicized along with the career exploration tools identified in #1a and may be linked to other, more comprehensive analyses and information regarding high-demand careers and career projections.
 - c. The {*Workforce Board?*} shall work with statewide business organizations to develop an online mentor program using volunteer mentors employed in various career fields who may provide advice or answer inquiries from students and parents as they explore multiple career pathways using the online tools. The mentor program must be supported by business organizations or foundations through cash or in-kind contributions for the development and operation of the program. The Workforce Board shall inform the Legislature if business and foundation support is not available for this purpose and may recommend state matching support if necessary.
2. Other agencies (OSPI, SBE, SBCTC, HECB, ESD) must publicize the online tools and promising careers identified in #1 on their agency websites. Worksource Centers and public libraries must include information about the online tools in existing publications, including newsletters, posters, brochures, or other print materials and must provide directions and options for public internet access to the online tools.

3. School districts must provide information to all students in grades 6 through 12 about the opportunity to explore multiple career pathways using the online tools and promising careers identified in #1. The purpose of the information is to advertise the importance of early career exploration. The information must be provided at least quarterly during the school year and may rely on forms of communication used before the effective date of this act, including school newsletters, routine communication to parents, and the district website. At a minimum, the communication must include a link to the online tools and programs and a brief description of their purpose, which may be copied from information provided by the Workforce Board.

E. Comprehensive Guidance and Planning Programs /High School & Beyond Plan³

1. Beginning in 2013-14, all middle schools, junior high schools, and high schools *must* implement a comprehensive guidance and planning program for all students.

The following minimum components are required:

- A curriculum intended to provide the skills and knowledge students need to select courses, explore options, plan for their future, and take steps to implement their plans. Other required topics: analysis of test results, diagnostic assessments, use of assessment results in developing plans, assessments of student interest and aptitude, goal-setting skills, exploration of career pathway options, information on potential job and earning prospects for occupations.
 - Regular meetings between each student and a teacher who serves as an advisor.
 - Student-led conferences
 - Paper or electronic student planning portfolios
 - Student-driven scheduling of courses⁴
 - Data collection to monitor students' progress
2. Beginning in 2013-14, each middle school, junior high school, and high school student must develop a high school and beyond plan.

The high school and beyond plan must include the following components and activities to be completed by each student:

- identifying personal interests and achievable career goals
- establishing a four-year plan for course-taking, including selecting a high school program of study by the end of the eighth grade within a career pathway of interest to the student, beginning in the ninth grade
- conducting research on postsecondary training and education related to the student's career interest, including comparative information on the benefits and costs of available choices
- developing a budget for postsecondary education or training and life based on personal and career interests

³ NEW SECTION. Possible fiscal impact on school districts?

⁴ More explanation needed.

- participating in a postsecondary site visit or visits
 - completing a resume and an application for postsecondary education and training.
3. The SBE must ensure that graduation requirements provide students whose high school and beyond plan does not include immediate entrance into a four-year institution with sufficient opportunity to earn a certificate of academic achievement, complete their program of study and earn any relevant certificate or credential, and complete other state and local graduation requirements.

F. High School Programs of Study/Career Pathways⁵

1. *Definitions.*

The following definitions apply to secondary and postsecondary sections of the bill:

- “Career cluster” means a grouping of occupations and industries based on commonalities that provide students with a context for planning and studying academic and technical courses related to a career.
 - “Career pathway” means a series of coordinated education and training programs and support services aligned with a career cluster. Career pathways begin in the secondary education system, align with postsecondary education, and offer multiple points for students to exit their program of study or to enter into a new career pathway and to access further education and training throughout their lives.
 - “Program of study” means a coordinated, non-duplicative progression of courses within a career pathway that aligns academic and career and technical education in secondary education with postsecondary education. A program of study offers workplace learning experience, prepares students to enter into postsecondary education, apprenticeship and employment, and culminates in an industry recognized credential.
2. All public high schools must provide high school programs of study, directly or in cooperation with a community college, a skills center, an apprenticeship committee, or another school district, that enable students to pursue a program of study within a career pathway of interest to the student.
- Beginning in 2013-14, high schools must provide high school programs of study in at least two of the following occupational clusters: Agriculture, food, and natural resources; Health care; Information technology; Aerospace/Advanced Manufacturing; and Science, technology, engineering and mathematics.
 - Beginning in 2015-16, high schools must provide high school programs of study in at least four of the occupational clusters listed above.

⁵ NEW SECTION. Possible fiscal impact on school districts?

- Beginning in 2017-18, high schools must also provide additional high school programs of study that help prepare students for high demand programs within the following occupational clusters: Architecture and construction; Arts, audio-video, and communications; Business, management, and administration; Education and training; Finance; Hospitality and tourism; Human services; Law, public safety, and security; Government and public administration; Marketing, sales and services; Transportation, distribution, and logistics.

OSPI shall develop model frameworks for high school programs of study within each occupational cluster.

3. A high school program of study⁶ must :
 - Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content. The content shall be provided in a coordinated, nonduplicative progression of courses that are aligned with postsecondary education in a related field. Integration of academic and vocational content is encouraged.
 - Include opportunities for students to earn dual high school and college credit.
 - Include work-based learning opportunities related to the program of study.
 - Lead to an industry-recognized credential at the postsecondary level, including certificates and associate and baccalaureate degrees.

Work-based learning opportunities may include:

- Career-related student competitions that involve teamwork and demonstrate mastery through presentations or competitions with a professional jury;
 - Paid and unpaid internships that provide sustained work-based learning experiences designed to enrich and expand the classroom;
 - School-based enterprises that produce goods or services for sale or use by others;
 - Social enterprises for learning;
 - Service learning that combines academic work with learning;
 - Simulated workplace experiences and enterprises where labor laws or logistics make real experiences difficult;
 - Technical mentoring that provides direct, systemic outside professional input to students' actual work products;
 - Unpaid and paid work experience; and
 - Youth apprenticeships.
4. School districts must offer the courses and instructional activities needed for students to pursue a high school program of study, including career and technical education courses.

⁶ Language appears to duplicate the definitions already provided.

All high schools must ensure that all students have access to the program of study options listed. Students must be allowed to enter the high school program of study and career pathway of their choice. Parents must be informed of the program and pathway chosen. Parents and students dissatisfied with the opportunities in the selected program and pathway must be given the opportunity to transfer to any other pathway at the school.

G. Standards for Teacher Knowledge & Skills to Support Programs of Study⁷

1. The Professional Educator Standards Board must include in standards for teaching certification the requisite skills and knowledge to offer contextualized learning activities for students, including project-based learning and teaching academic content in the context of the world of work.

H. PostSecondary Career Counseling and Programs of Study⁸

1. Institutions of higher education are encouraged to offer comprehensive career counseling to all students. It is recommended that career counseling include the following:
 - Assistance in identifying the student's career pathway and a program of study within the student's chosen career pathway whether the student is new, or returning after having previously exited, to an institution of higher education. The information shall include the ability to build on the student's existing certifications or degrees to further the student's credentials, particularly in areas of high employer demand
 - Labor market demand information for occupations
 - Assistance with barriers to completion of the student's certificate or degree program
 - If a student exits an education or training program prior to completion of the student's program of study, information on what is required for the student to obtain a certificate or degree prior to exiting and alternatives the student may access if the student chooses to return to an education or training program in the future.

Institutions of higher education are encouraged to develop partnerships with workforce development councils and worksorce centers to allow worksorce center staff, and partner staff affiliated with worksorce, to provide career counseling services to students at the institutions.

2. All community and technical colleges⁹ shall offer adult education programs that integrate basic education and skills training for students requiring basic education in order to participate in college level courses.
3. The SBCTC, OSPI, HECB, and Workforce Board shall collaborate together to:
 - Develop model programs of study (as defined and described)

⁷ NEW SECTION.

⁸ NEW SECTION

⁹ Possible fiscal impact on community colleges?

- Maximize the opportunities for dual credits, articulation agreements, and prior learning assessments for credit; and
- Partner with business and labor to improve opportunities for workplace-based learning opportunities.

I. Bringing Education and Business Together through Career Exploration Partnership Zones

1. The Career Exploration Partnership Zone program is established to increase connections and access to internship, training, and employment opportunities and provide a forum for the exchange of ideas, innovations, and expertise between local business and labor communities and the public schools.
2. The {*Workforce Board?*} shall develop criteria and an application process for designating regional coordinators for Partnership Zones¹⁰. It is the Legislature's intent that between 8 and 12 Partnership Zones be designated. The purpose of the designation is to establish a single point of contact for local coordination, reduce duplication of effort, achieve economies of scale, and create opportunities for successful grant-seeking from the public and private sectors.
3. Partnership Zone Coordinators must, in collaboration with business and labor communities and public education institutions:
 - a. Serve as a clearinghouse for summer and year-round youth employment opportunities and work with local businesses to develop new opportunities
 - b. Recruit businesses to provide internships for students and teachers;
 - c. Work with school districts, colleges, universities, apprenticeship programs, and job training programs to develop internship, mentoring, and advising opportunities for individuals in the local business and labor communities.
 - d. Design and develop other partnerships to provide opportunities for continuing education and training
 - e. Seek public and private sector funding to support the program
 - f. Recruit and encourage students, parents, and schools to use the online career exploration tools and online mentor programs *described in previous sections*.
 - g. Report annually to the Workforce Board as provided in #5
4. Partnerships and collaborative activities under a Partnership Zone are voluntary and intended to benefit all partners. Partners are encouraged to use creation of a Partnership Zone as a means to strengthen competitive grant applications. Partners who achieve savings by reducing duplication of effort through the Partnership Zone may contribute funding to the Partnership Zone.
5. The Workforce Board shall design a performance monitoring report for Partnership Zones that tracks the expansion and improvement in youth employment, number of internships,

¹⁰ Alternatively, should the Workforce Development Councils be designated to carry out this work?

number of career exploration and other partnership activities, and whether the options provided in #4 were exercised.

J. Training Account Proposal

1. The Workforce Board, in consultation with the Employment Security Department and business and labor organizations, shall develop a proposal to establish an employee benefit account for the purposes of continuing education and training to improve an employee's knowledge, skills, and earnings potential that employers may offer as one of the elements of a comprehensive benefits package and that may be funded by employer, employee, and state contributions.
2. The Workforce Board shall submit the proposal to the Legislature by December 1, 2012.

K. Maximizing the Effectiveness of Existing Career Exploration and Business Experience Programs, and Opportunity Scholarships

1. The SBCTC, HECB, OSPI, Workforce Board, and ESD shall work together to ensure that programs established by the Legislature to provide opportunities for individuals to increase their knowledge, skills, and earnings potential through education and training operate seamlessly, without unnecessary duplication and overlap, and without unnecessary barriers that may hinder students' transition from one program to another.
2. The agencies may make recommendations to the Legislature for increasing efficiency and effectiveness among the programs and for reducing barriers for students.
3. Such programs include opportunity internships under RCW 28C.18.160, opportunity scholarships under chapter 28B.145 RCW, opportunity grants under RCW 28B.50.271, worker retraining and other programs supported by the opportunity express account under RCW 28B.50.286, the college bound scholarship under chapter 28B.118 RCW, and the pay for actual student success program under RCW 28B.175.130-160.
4. *Amendment to Opportunity Pathways Account (RCW 28B.76.526):*

The Washington opportunity pathways account is created in the state treasury. Expenditures from the account may be used only for programs in chapter 28B.12 RCW (state work-study), chapter 28B.50 RCW (opportunity grant), RCW 28B.76.660 (Washington scholars award), RCW 28B.76.670 (Washington award for vocational excellence), chapter 28B.92 RCW (state need grant program), (~~chapter 28B.101 RCW (educational opportunity grant),~~) chapter 28B.105 RCW (GET ready for math and science scholarship), chapter 28B.117 RCW (passport to college

promise), chapter 28B.118 RCW (college bound scholarship), chapter 28B.119 RCW (Washington promise scholarship), chapter 43.215 RCW (early childhood education and assistance program), RCW 28B.145.040 (opportunity scholarship program), programs supported by RCW 28B.50.286 (opportunity express account), RCW 28C.18.160 through 168 (opportunity internship program), and RCW 43.330.280 (recruitment of entrepreneurial researchers, innovation partnership zones and research teams).

5. *Amendments to Opportunity Scholarships*

- Removes the requirement that an eligible student intend to transfer to an eligible program at a four-year institution of higher education and declare an intention to obtain a BA. Removes references only to BA's (also references "certificates").¹¹
- Makes Opportunity Internship Graduates automatically eligible for the scholarship and awarded a scholarship when the student graduates from high school or completes a GED (to the extent funds are available).

6. *Amendments to Opportunity Internship Program (HB 1608 from 2011)*

- Changes the definition of "low-income student" from eligible for free or reduced price lunch, to: a) would qualify for a state need grant, or b) qualifies under the WIA Youth program.
- Includes GED recipients in the definition of an opportunity internship graduate.
- Requires programs to award each graduate with a certificate produced by the HECB regarding their eligibility for state need grant. Requires the HECB to create these certificates.
- Adds provision of stipends or financial incentives for internship/pre-apprenticeship completion as an optional activity for a program.
- Requires the Workforce Board to include in its final analysis of the program, whether the performance of the program warrants expansion to middle income families.

¹¹ NEW SECTION

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