

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 165
SEPTEMBER 27, 2012**

WORKFORCE BOARD 2013 LEGISLATIVE POLICY REQUESTS

At the September meeting the Board review and take action on legislation the Board may wish to request for the 2013 legislative session. Legislation that the Board chooses to request will then be submitted to the Office of Financial Management and Governor's Office for approval.

Included in this tab are two draft bills for the Board's consideration. Both bills have grown out of the Board's work on multiple pathways for education and careers.

In 2011, the Board established a committee on the problem of youth unemployment. The Board decided to pursue a two-pronged approach—policy and programmatic. The programmatic approach led to the application for a Department of Labor Workforce Innovation Fund Grant focused on work-integrated learning. The policy approach led to work with the Harvard Graduate School of Education's Pathways to Prosperity Project, and the introduction of the Career Pathways Act, prime sponsored by Representative Tim Probst in 2012. The Career Pathways Act passed the House but failed to pass the Ways and Means Committee in the Senate.

During this past summer, Workforce Board staff has worked with over a dozen education stakeholder groups to draft legislation for multiple pathways using the Career Pathways Act as a starting point, but making some significant changes. Perhaps the most significant change is splitting the bill into two bills. One draft bill, the Alliance for Student Success in Education and Training (ASSET) focuses on expanding work-integrated learning opportunities, especially for youth up to and including 24 years of age. The ASSET bill is similar to the Workforce Innovation Fund Grant proposal.

The other draft bill, "Multiple Pathways for Education and Careers", advances the Board's concept of multiple pathways in a number of ways. The draft strengthens state statutes regarding guidance counseling, Programs of Study, work-based learning, and the High School and Beyond Plan, and adds statutory language that values both careers that require a baccalaureate degree and careers that do not.

The tab includes summaries of the draft bills. At the meeting, staff will brief Board members on the drafts.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, Despite two decades of education reform efforts and much progress in establishing academic standards and assessments, there remain persistent challenges that require new efforts; and,

WHEREAS, Among these challenges are an on-time high school graduation rate of only 76.6 percent, an unemployment rate for youth that is twice the rate of the general population, too few postsecondary graduates to fill job openings in high demand fields, too many young job applicants and employees with poor workplace skills, and too few young people completing some form of postsecondary education and training; and,

WHEREAS, There are certain gaps in our education system and the lives of young people that underlie these challenges, among these are:

Too few young people are knowledgeable about career opportunities and the education and training required to have successful careers,

Too few young people see a connection between what they do in school and what they want to do later in life,

Too few young people take a sequence of classes that prepares them for the career they want, and

Too few young people have the opportunity to experience first-hand the skills and abilities required to be successful in a workplace; and,

WHEREAS, To successfully address these challenges requires multiple pathways that fit the multiple learning styles and career interests of young people.

THEREFORE, BE IT RESOLVED, The Workforce Training and Education Coordinating Board adopts the draft Multiple Pathways for Education and Careers Act to propose as agency request legislation; and

THEREFORE, BE IT FURTHER RESOLVED, The Workforce Training and Education Coordinating Board adopts the draft Alliance for Student Success in Education and Training Act to propose as agency request legislation.

Multiple Pathways to Education and Careers

Summary of Draft Legislation:

The Multiple Pathways bill would assist in increasing educational attainment and building the capacity of the state's workforce by:

1. Requiring that students and parents be provided with information on career opportunities across all levels of education and training at an early age in order for the student and family to begin to identify career and education goals.
2. Providing access to low cost, online career and education guidance materials for parents and students to use to explore multiple career pathways, identify a program of study and assist in career guidance, as well as to provide a list of promising careers.
3. Requiring each student to begin his or her career and education planning at an early age by choosing a Program of Study by the end of the eighth grade year.
4. Continuing to encourage the student to plan for his or her career and education goals by requiring the student to include the student's Program of Study choice in his or her High School and Beyond Plan and by requiring that the student's culminating project be related to the student's program of study.
5. Supporting the student's efforts to plan for his or her career and educational goals by establishing minimum requirements for what must be in the High School and Beyond Plan that will guide the student in his or her planning.
6. Enhancing the student's opportunities by requiring that the schools offer at least two comprehensive Programs of Study unless the school is unable to do so.
7. Assisting the student to more easily and efficiently plan his or her courses to ensure alignment with postsecondary study by requiring that the public high school identify where the courses they offer align with the Programs of Study and make this information available to students and parents or guardians. This work has been completed for career and technical education courses; therefore, the change would require that the schools identify the alignment between the academic courses and the Programs of Study.
8. Increasing access and efficiency for students to complete their education and training programs by requiring the state education and workforce agencies to work to develop model statewide articulated POS, maximize opportunities for dual credits, articulation agreements, and Prior Learning Assessments.
9. Assisting students to more quickly and efficiently attain their education and training goals by increasing access to counseling at the postsecondary level and by encouraging the postsecondary institutions to collaborate with Workforce Development Councils and WorkSource centers to provide career counseling to students.

Alliance for Student Success in Education and Training (ASSET) Program

Summary of Draft Legislation:

The proposed bill would create the Alliance for Student Success in Education and Training to increase workplace-integrated learning opportunities, particularly for youth, and to provide a forum for the exchange of ideas, innovation, and expertise between business, labor, and state education and workforce agencies by:

1. Utilizing existing relationships and building new partnerships at the local level coordinated by the Workforce Development Councils.
2. Increasing business and labor involvement in the creation of work-integrated learning opportunities by developing technical assistance materials for employers, a statewide marketing campaign, and a web-based matching and communication system to match students with employer work experience opportunities.
3. Increasing work-integrated learning opportunities by serving as a clearinghouse for youth employment opportunities, recruiting businesses and workers to provide work experience opportunities for students and educators, and encouraging students and parents to utilize online web-based matching and communications systems.
4. Measuring the program outcomes through the development and utilization of a performance measurement system to monitor performance of the ASSET sites to track the expansion and improvement of youth work experience opportunities.

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AN ACT Relating to Multiple Pathways for Education and Careers

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

I. LEGISLATIVE INTENT

NEW SECTION. Sec. 101. The legislature finds that education is essential to our state's economic development. Our educational institutions develop the workforce talent which supports existing businesses and attracts new and emerging industries. The legislature finds that by bolstering our state's educational and training systems, the state will strengthen our workforce and provide the foundation for economic development. It is the intent of the legislature that the state of Washington distinguish itself through its supply of highly skilled workers at all levels for industries.

The legislature finds that in order to increase the supply of workers it is necessary to build greater alignment of the state's education, workforce and economic development systems to create a clearly defined system of multiple pathways to education and career attainment. There must also be increased involvement and partnerships with industry to guide the development of the system to meet the demands of industry as well as to support the system through investments of time and resources.

The multiple pathway system will follow an integrated vision and plan which spans the secondary education system through postsecondary education and into the adult workforce system, guided by the demands of industry. Each pathway includes a multitude of career options

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requiring differing levels of education and training within the pathway. The highest level of career opportunities in each pathway require an advanced degree. The pathway will guide a student through his or her education to a career that is chosen based on clear information provided to the student and parent or guardian. The pathway will also include workplace-integrated learning opportunities. Workplace-integrated learning experiences are integral to the student's pathway in order to provide opportunities for the student to gain the career ready skills employers consistently report they are unable to find in applicants for open positions.

It is the intent of the legislature to prioritize increasing educational attainment by increasing the number of students who access postsecondary education and complete their educational programs and obtain a credential, which may include a certificate or degree. It is also the intent of the legislature to clarify that the policy of the state recognizes that education may take many forms and that there are multiple pathways to postsecondary education and a career. All careers within the pathways are to be valued including those leading to certificates, degrees, or apprenticeships. Students and parents or guardians are to be provided with information to make education and career decisions for the student based on information about earnings, labor market information, cost of education, opportunities for continued education, and other relevant career information.

It is also the intent of the legislature to recognize that learning does not end with the attainment of an initial certificate or degree. Access must continue to be available to adults who are currently working or those who become displaced. It is important to recognize that incumbent and displaced workers are also in need of continuing access to education and training opportunities.

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It is the intent of the legislature to create a vision for our education and workforce system which will act as the framework from which we build in a series of phases and increase allocations of resources as our economy strengthens. In the initial phases we must begin with the construction of our unifying vision and framework and focus resources on those efforts that further this vision. Subsequent phases will broaden and grow the system in order to reach the goals of increased educational attainment to obtain greater financial security for our citizens and the state.

II. CAREER EDUCATION AND TRAINING

NEW SECTION. Sec. 201. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) “Career and technical education” means a planned program of courses and learning experiences that begins with exploration of career options; supports basic academic and life skills; and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education and:

a. Provides individuals with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

b. Provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than remedial courses) that meet other requirements; and

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(c) Includes applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual.

(2) "Career cluster" means a grouping of occupations and industries based on common aspects that provide students with a context for planning and studying academic and technical courses related to a career.

(3) "Career pathway" means a coherent, articulated sequence of rigorous academic and career related courses within a career cluster, commencing in ninth grade and leading to an industry-recognized certificate or licensure, an associate degree, and/or a baccalaureate and beyond.

(4) "High demand occupation or career" means an occupation or career with a substantial number of current or projected employment opportunities.

(5) "High employer demand program of study" has the same definition as in RCW 28B.50.030.

(6) "Postsecondary education" includes preapprenticeship, apprenticeship, workforce training programs, community and technical colleges, and baccalaureate and post baccalaureate opportunities.

(7) "Program of study" means a coordinated, nonduplicative progression of courses within a career pathway that aligns academic and career and technical education in secondary education with postsecondary education to prepare students for an occupation or group of

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occupations within a career cluster. Each program of study follows a pathway offering a multitude of career opportunities based on differing levels of education and training. A program of study offers coherent and rigorous academic content aligned with the common core standards, or other appropriate state learning standards, and relevant career and technical content, includes opportunities for students to earn dual high school and college credit, provides work-integrated learning experiences, prepares students to enter postsecondary education and employment and culminates in an industry-recognized credential, certificate or degree whenever possible. Integration of academic and career and technical education content is encouraged.

(8) "State education and workforce agencies" means the office of the superintendent of public instruction, the state board of education, the state board for community and technical colleges, the student achievement council, the Washington state school directors association, the workforce training and education coordinating board, and the employment security department.

NEW SECTION. Sec. 202. (1) The state education and workforce agencies shall make available to students and their parents or guardians materials and communications regarding career opportunities or career exploration that relate to multiple career pathways across all levels of postsecondary education, including skilled trades, preapprenticeships, apprenticeships, industry certifications, workforce training programs, one and two-year degrees, baccalaureate and post baccalaureate opportunities. The materials and communications produced by the agencies should emphasize the value of the multiple pathways so that individuals are encouraged to conduct a meaningful exploration of the multiple opportunities available to them.

(2) The state board of education must produce and distribute materials regarding high school graduation requirements which illustrate options and strategies for students to pursue

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multiple career pathways while meeting graduation requirements, including clearly-articulated nonbaccalaureate and baccalaureate pathways that may include career and technical education, enrollment in a skill center, or preapprenticeship, as well as the pathways leading to a baccalaureate degree or beyond.

(3) Analyses produced and presented by the state education and workforce agencies 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, to the extent data is available, must disaggregate information about two-year and baccalaureate degrees by academic major, major academic unit or area of emphasis.

NEW SECTION. Sec. 203. (1) By December 1, 2013, the workforce training and education coordinating board, in consultation with the state education and workforce agencies, shall identify a sample of tools that students and parents or guardians may use to explore multiple career pathways, identify a program of study, and assist in career guidance. The workforce training and education coordinating board shall publicize these tools on the board's web site. The tools identified may include online or other models of career exploration. The board may modify or supplement existing online tools to make them more user-friendly or to provide additional information specific to the Washington education system and economy.

(2) The workforce training and education coordinating board must annually create a brief, summary list of promising careers based on analysis of employment openings and future growth, as well as wages. The list must include careers that require various levels of postsecondary education and must illustrate the career 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

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multiple pathways and encourage students and parents or guardians to engage in career exploration using available tools. The list must be publicized along with the career exploration tools identified under subsection (1) of this section and may be linked to other, more comprehensive analyses and information regarding high-demand careers and career projections.

(3) By June 2014, the workforce training and education coordinating board shall offer trainings regarding the online tools required in subsection (1) of this section. The trainings may be offered to career and technical education instructors, counselors, and other education or workforce related personnel as determined appropriate by the workforce training and education coordinating board.

(4) The state education and workforce agencies and all community and technical colleges must publicize the online tools and promising careers identified under subsections (1) and (2) of this section on their respective web sites. Worksource centers, and libraries as defined in 27.12.010 RCW, 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.

NEW SECTION. Sec. 204. A new section is added to chapter 28A.320 RCW to read as follows:

The workforce training and education coordinating board, in cooperation with the office of the superintendent of public instruction, shall develop a graphic advertisement regarding the importance of early career exploration and including an electronic link to the online tools and information about promising careers identified under section 205 of this act. School districts must provide information to all enrolled students in grades six through twelve about the

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opportunity to explore multiple career pathways by, at a minimum, copying the graphic advertisement into school newsletters, routine communication to parents or guardians, and the district web site. School districts may provide additional career exploration information through additional means.

NEW SECTION. Sec. 205. A new section is added to chapter 28A.320 RCW to read as follows:

The workforce training and education coordinating board shall develop and implement methods to measure performance of the guidance and career exploration programs, services, tools or other opportunities made available to students pursuant to section 306 of this act.

Sec. 206. RCW 28C.18.060 and 2009 c 151 s 6 are each amended to read as follows:

The board, in cooperation with the operating agencies of the state training system and private career schools and colleges, shall:

(1) Concentrate its major efforts on planning, coordination evaluation, policy analysis, and recommending improvements to the state's training system;

(2) Advocate for the state training system and for meeting the needs of employers and the workforce for workforce education and training;

(3) Establish and maintain an inventory of the programs of the state training system, and related state programs, and perform a biennial assessment of the ~~((vocationa~~) career and technical education, training, and adult basic education and literacy needs of the state; identify ongoing and strategic education needs; and assess the extent to which employment, training,

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~~((vocationa))~~ career and technical and basic education, rehabilitation services, and public assistance services represent a consistent, integrated approach to meet such needs;

(4) Develop and maintain a state comprehensive plan for workforce training and education, including but not limited to, goals, objectives, and priorities for the state training system, and review the state training system for consistency with the state comprehensive plan. In developing the state comprehensive plan for workforce training and education, the board shall use, but shall not be limited to: Economic, labor market, and populations trends reports in office of financial management forecasts; joint office of financial management and employment security department labor force, industry employment, and occupational forecasts; the results of scientifically based outcome, net-impact and cost-benefit evaluations; the needs of employers as evidenced in formal employer surveys and other employer input; and the needs of program participants and workers as evidenced in formal surveys and other input from program participants and the labor community;

(5) ~~In consultation with the higher education coordinating board student achievement council~~, Review and make recommendations to the office of financial management and the legislature on operating and capital facilities budget requests for operating agencies of the state training system for purposes of consistency with the state comprehensive plan for workforce training and education;

(6) Provide for coordination among the different operating agencies and components of the state training system at the state level and at the regional level;

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(7) Develop a consistent and reliable database on ~~((vocational))~~ career and technical education enrollments, costs, program activities, and job placements from publicly funded ~~((vocational))~~ career and technical education programs in this state;

(8)(a) Establish standards for data collection and maintenance for the operating agencies of the state training system in a format that is accessible to use by the board. The board shall require a minimum of common core data to be collected by each operating agency of the state training system;

(b) Develop requirements for minimum common core data in consultation with the office of financial management and the operating agencies of the training system;

(9) Establish minimum standards for program evaluation for the operating agencies of the state training system, including, but not limited to, the use of common survey instruments and procedures for measuring perceptions of program participants and employers of program participants, and monitor such program evaluation;

(10) Every two years administer scientifically based outcome evaluations of the state training system, including, but not limited to, surveys of program participants, surveys of employers of program participants, and matches with employment security department payroll and wage files. Every five years administer scientifically based net-impact and cost-benefit evaluations of the state training system;

(11) In cooperation with the employment security department, provide for the improvement and maintenance of quality and utility in occupational information and forecasts for use in training system planning and evaluation. Improvements shall include, but not be

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limited to, development of state-based occupational change factors involving input by employers and employees, and delineation of skill and training requirements by education level associated with current and forecasted occupations;

(12) Provide for the development of common course description formats, common reporting requirements, and common definitions for operating agencies of the training system;

(13) Provide for effectiveness and efficiency reviews of the state training system;

(14) ~~In cooperation with the higher education coordinating board,~~ Facilitate transfer of credit policies and agreements between institutions of the state training system, and encourage articulation agreements for programs encompassing two years of secondary workforce education and two years of postsecondary workforce education;

(15) ~~In cooperation with the higher education coordinating board~~ Facilitate transfer of credit policies and agreements between private training institutions and institutions of the state training system;

(16) Develop policy objectives for the workforce investment act, 38 P.L. 105-220, or its successor; develop coordination criteria for activities under the act with related programs and services provided by state and local education and training agencies; and ensure that entrepreneurial training opportunities are available through programs of each local workforce investment board in the state;

(17) Make recommendations to (~~the commission of student assessment,~~) the state board of education(~~(,)~~) and the superintendent of public instruction, concerning basic skill competencies and essential core competencies for K-12 education. Basic skills for this purpose

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shall be reading, writing, computation, speaking, and critical thinking, essential core competencies for this purpose shall be English, math, science/technology, history, geography, and critical thinking. The board shall monitor the development of and provide advice concerning secondary curriculum which integrates (~~vocational~~) career and technical and academic education;

(18) Establish and administer programs for marketing and outreach to businesses and potential program participants;

(19) Facilitate the location of support services, including but not limited to, child care, financial aid, career counseling, and job placement services, for students and trainees at institutions in the state training system, and advocate for support services for trainees and students in the state training system;

(20) Facilitate private sector assistance for the state training system, including but not limited to: Financial assistance, rotation of private and public personnel, and vocational counseling;

(21) Facilitate the development of programs (~~for school to work transition that combine classroom education and on-the-job training, including entrepreneurial education and training, in industries and occupations without a significant number of apprenticeship programs~~) of study as defined in RCW 28A.600.160;

(22) Include in the planning requirements for local workforce investment boards a requirement that the local workforce investment boards specify how entrepreneurial training is to be offered through the one-stop system required under the workforce investment act, P.L.

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34 105-220, or its successor;

(23) Encourage and assess progress for the equitable representation of racial and ethnic minorities, women, and people with disabilities among the students, teachers, and administrators of the state training system. Equitable, for this purpose, shall mean substantially proportional to their percentage of the state population in the geographic area served. This function of the board shall in no way lessen more stringent state or federal requirements for representation of racial and ethnic minorities, women, and people with disabilities;

(24) Participate in the planning and policy development of governor set-aside grants under P.L. 97-300, as amended;

(25) Administer veterans' programs, licensure of private vocational schools, ~~the job skills program,~~ and the Washington award for vocational excellence;

(26) Allocate funding from the state job training trust fund;

(27) Work with the director of ~~((community, trade, and economic development and the economic development commission))~~ commerce to ensure coordination among workforce training priorities, the long-term economic development strategy of the economic development commission, and economic development and entrepreneurial development efforts, including but not limited to assistance to industry clusters;

(28) Conduct research into workforce development programs designed to reduce the high unemployment rate among young people between approximately eighteen and twenty-four years of age. In consultation with the operating agencies, the board shall advise the governor and legislature on policies and programs to alleviate the high unemployment rate among young

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people. The research shall include disaggregated demographic information and, to the extent possible, income data for adult youth. The research shall also include a comparison of the effectiveness of programs examined as a part of the research conducted in this subsection in relation to the public investment made in these programs in reducing unemployment of young adults. The board shall report to the appropriate committees of the legislature by November 15, 2008, and every two years thereafter. Where possible, the data reported to the legislative committees should be reported in numbers and in percentages;

(29) Perform the functions assigned to the board under 28A.700.060 RCW and chapter 28C.--- RCW (the new chapter created in sections 202-205 of this act); and

(30) Adopt rules as necessary to implement this chapter. The board may delegate to the director any of the functions of this section.

III. SECONDARY EDUCATION

Sec. 301. RCW 28A.150.203 and _____ are each amended to read as follows:

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Basic education goal" means the student learning goals and the student knowledge and skills described under RCW [28A.150.210](#).

(2) "Career and technical education" means the same definition as in section 201 of this act.

(3) "Career cluster" under chapter 28A means the same definition as in section 201 of this act.

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(4) "Career Pathway" under chapter 28A means the same definition as in section 201 of this act.

(5) "Certificated administrative staff" means all those persons who are chief executive officers, chief administrative officers, confidential employees, supervisors, principals, or assistant principals within the meaning of RCW [41.59.020](#)(4).

~~(3)~~ (6) "Certificated employee" as used in this chapter and RCW [28A.195.010](#), [28A.405.100](#), [28A.405.210](#), [28A.405.240](#), [28A.405.250](#), [28A.405.300](#) through [28A.405.380](#), and chapter [41.59](#) RCW, means those persons who hold certificates as authorized by rule of the Washington professional educator standards board.

~~(4)~~ (7) "Certificated instructional staff" means those persons employed by a school district who are nonsupervisory certificated employees within the meaning of RCW [41.59.020](#)(8).

~~(5)~~ (8) "Class size" means an instructional grouping of students where, on average, the ratio of students to teacher is the number specified.

~~(6)~~ (9) "Classified employee" means a person who does not hold a professional education certificate or is employed in a position that does not require such a certificate.

~~(7)~~ (10) "Classroom teacher" means a person who holds a professional education certificate and is employed in a position for which such certificate is required whose primary duty is the daily educational instruction of students. In exceptional cases, people of unusual competence but without certification may teach students so long as a certificated person exercises general supervision, but the hiring of such classified employees shall not occur during a labor dispute, and such classified employees shall not be hired to replace certificated employees during a labor dispute.

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~~(8)~~ (11) "Instructional program of basic education" means the minimum program required to be provided by school districts and includes instructional hour requirements and other components under RCW [28A.150.220](#).

~~(9)~~ (12) "Program of basic education" means the overall program under RCW [28A.150.200](#) and deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution.

~~(10)~~ (13) "Program of study" under chapter 28A means the same definition as in section 201 of this act.

(14) "School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.

~~(11)~~ (15) "School year" includes the minimum number of school days required under RCW [28A.150.220](#) and begins on the first day of September and ends with the last day of August, except that any school district may elect to commence the annual school term in the month of August of any calendar year and in such case the operation of a school district for such period in August shall be credited by the superintendent of public instruction to the succeeding school year for the purpose of the allocation and distribution of state funds for the support of such school district.

~~(12)~~ (16) "Teacher planning period" means a period of a school day as determined by the administration and board of the directors of the district that may be used by teachers for instruction-related activities including but not limited to preparing instructional materials; reviewing student performance; recording student data; consulting with other teachers,

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instructional assistants, mentors, instructional coaches, administrators, and parents or guardians; or participating in professional development.

Sec. 302. RCW 28A.600.160 and 2009 c 556 s 14 and 2009 c 450 s 6 are each reenacted and amended to read as follows:

(1) Any middle school, junior high school, or high school using ~~(educational)~~ career pathways shall ensure that all participating students will continue to have access to the courses and instruction necessary to meet admission requirements at baccalaureate institutions. All high schools shall offer students access to multiple high school programs of study within career pathways that meet the requirements of subsection (5) of this section. Students shall be allowed to enter the ~~((educational))~~ high school program of study and career pathway of their choice. The student may choose a program of study that is not one offered by the school pursuant to subsection 5 of this section, but is one of the programs of study recognized by the office of the superintendent of public instruction. Students may also transfer to a different program of study or to a different career pathway. Before ~~((accepting))~~ a student ~~((into an educational))~~ begins a high school program of study within a career pathway, the school shall inform the student's parent or guardian of the program of study and career pathway chosen, the opportunities available to the student through the pathway, and the career objectives the student will have exposure to while pursuing the pathway. Providing online access to the information satisfies the requirements of this section unless a parent or guardian specifically ~~request~~ ~~[requests]~~ information to be provided in written form. ~~Parents and students dissatisfied with the opportunities available through the selected educational pathway shall be provided with the opportunity to transfer the student to any other pathway provided in the school.~~ Schools may

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not develop ~~((educational))~~ programs of study pathways that retain students in high school beyond the date they are eligible to graduate, and may not require students who transfer between programs of study or career pathways to complete ~~((pathway))~~ program of study requirements beyond the date the student is eligible to graduate. ~~((Educational pathways may include, but are not limited to, programs such as worksite learning, internships, tech prep, career and technical education, running start, college in the high school, running start for the trades, and preparation for technical college, community college, or university education.))~~

(2) For every course offered at a public high school the school shall identify which program of study recognized by the office of the superintendent of public instruction aligns with the course offered by the school and make this information available to students and parents or guardians.

(3) The office of the superintendent of public instruction shall develop model frameworks for high school programs of study within career pathways, working collaboratively with other education entities as provided under RCW 28A.700.060 (as recodified by this act).

(4) All public high schools shall provide high school programs of study that enable individual students to pursue a career pathway. The programs of study shall be provided directly or in cooperation with an institution of higher education, skills center or apprenticeship committee. The high school may provide the programs of study in collaboration with another school district or as a consortium of school districts.

(5) A high school program of study shall:

(a) Include coherent and rigorous academic content aligned with state learning standards and

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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 career and technical education content is encouraged;

(b) Include opportunities for students to earn dual high school and college credit where available;

(c) Include work-integrated learning opportunities related to the high school program of study; and

(d) Lead to a high school diploma and an industry-recognized credential at the postsecondary level when available, including certificates and associate and baccalaureate degrees.

(6) Work-integrated learning opportunities provided within a high school program of study shall be related to the student's program of study to the extent practical and may include, but are not limited to, any of the following:

(a) Career-related student competitions that involve teamwork and demonstrate mastery through presentations or competitions with a professional jury;

(b) Advising from employers and workers related to student projects or programs of study;

(c) Paid and unpaid internships that provide sustained work-integrated learning experiences designed to enrich and expand the classroom experience;

(d) School-based enterprises that produce goods or services for sale or use by others;

(e) Professional presentations, either within the classroom or outside the school, that convey

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information about a career pathway or the development of skills to assist the student in being successful in the workplace;

(f) Service learning;

(g) Simulated or virtual workplace experiences and enterprises where labor laws or logistics make actual workplace experiences difficult;

(h) Visits to worksites to learn information about employers, occupations, job skills, or other work-related issues;

(i) Mentoring that provides outside professional input to a students' career pathway;

(j) Job shadowing related to the students' career pathway;

(k) Unpaid and paid work experience; or

(l) Youth apprenticeships and preapprenticeships.

(7) This section shall not apply to any public school that is able to demonstrate to the office of the superintendent of public instruction that it does not have the ability to comply with the terms of this section due to the location of the public school in a rural and remote location or due to the small size of the school.

Sec. 303. RCW 28A.700.060 and 2008 c 170 s 107 are each amended to read as follows:

(1) The office of the superintendent of public instruction, the workforce training and education coordinating board, the state board for community and technical colleges, the ~~higher education coordinating board~~ student achievement council, and the council of presidents shall

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work with local school districts, ~~((workforce education programs in colleges, tech prep consortia))~~ community and technical colleges, and four-year institutions of higher education to:

~~((a) Develop model ((career and technical education))~~ statewide articulated programs of study ~~((as described by this section.~~

~~—(2) Career and technical education programs of study:~~

~~—(a) Incorporate secondary and postsecondary education elements;~~

~~—(b) Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that are aligned with postsecondary education in a related field;~~

~~—(c) Include opportunities for students to earn dual high school and college credit; and~~

~~—(d) Lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree))~~ within career pathways.

(b) Maximize opportunities for students to benefit from dual credit programs, articulation agreements within and between secondary and postsecondary education, and prior learning assessments for postsecondary credit attainment; and

(c) Partner with business, non-profit, community-based, public sector and labor organizations to expand opportunities for work-integrated learning.

~~(3) (2) During the 2008-09 school year, model career and technical education programs of study shall be developed for the following high demand programs: Construction, health care,~~

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~~and information technology. Each school year thereafter, [T]he office of the superintendent of public instruction, the state board for community and technical colleges, Student Achievement Council, and the workforce training and education coordinating board shall select additional~~ programs of study to develop, with a priority on high-demand programs as identified under RCW 28A.700.020

(3) The workforce training and education coordinating board is responsible for convening meetings necessary under this section when appropriate.

Sec. 304. RCW 28A.230.097 and 2008 c 170 s 202 are each amended to read as follows:

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall allow a student to enroll in a career and technical course equivalency, if available. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be

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either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

Sec. 305. RCW 28A.230.010 and _____ are each amended to read as follows:

School district boards of directors shall identify and offer courses and instructional activities with content that meet or exceed: (1) The basic education skills identified in RCW [28A.150.210](#); (2) the graduation requirements under RCW [28A.230.090](#); (3) the courses required to meet the minimum college entrance requirements under RCW (~~(28A.230.130)~~) [28B.10.050](#); (4) career and technical education courses under RCW 28A.230.130(3);and ((4)) (5) the courses and instructional activities needed for students to pursue a high school program of study options ((for)) within career ((development)) pathways under RCW [28A.230.130](#). Such courses may be applied or theoretical, academic, or ((vocational)) career and technical education.

Sec. 306. RCW 28A.600.045 and _____ are each amended to read as follows:

(1) The legislature encourages each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. The purpose of the program is to support students as they progress in their education and plan for their future; encourage an ongoing and personal relationship between each student and an adult in the school; and involve parents or guardians in students' educational decisions and plans.

(2) A comprehensive guidance and planning program is a program that contains at least the following components:

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(a) 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. The curriculum ~~((may))~~ materials must should provide information in a manner that demonstrates the value of all career pathways and occupations within the career pathways. The materials shall should include ~~((such))~~ the following topics: ~~((as))~~ analysis of students' test results; diagnostic assessments of students' academic strengths and weaknesses; use of assessment results in developing students' short-term and long-term plans; assessments of student interests and aptitude; goal-setting skills; planning for high school course selection; independent living skills; exploration of career pathway options including online exploration, and opportunities for career and technical education at the secondary and postsecondary level and apprenticeships; exploration of multiple career pathways and exploration of career opportunities in emerging and high-demand programs-occupations including apprenticeships; and postsecondary options and how to access them; and information on potential job and earning prospects for occupations in all career pathways;

(b) Regular meetings between each student and a teacher who serves as an advisor throughout the student's enrollment at the school;

(c) Student-led conferences with the student's parents, guardians, or family members and the student's advisor for the purpose of demonstrating the student's accomplishments; identifying weaknesses; planning and selecting courses; and setting long-term goals; and

(d) Paper or electronic student planning portfolios that enable students to save samples of their work to reflect on their progress and determine how they can improve their educational

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performance. Planning portfolios should also contain résumés, assessments, and evidence of intentional and informed postsecondary planning and career exploration;

(e) Student-driven scheduling of courses where practical; and

(f) Data collection that allows schools to monitor students' progress.

(3) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall provide support for comprehensive guidance and planning programs in public schools, including providing ongoing development and improvement of the curriculum described in subsection (2) of this section.

(4) (a) Beginning in the 2014-2015 school year each high school is required to provide information to students and parents or guardians regarding the career guidance and exploration tools identified by the workforce training and education coordinating board pursuant to section 203 of this act.

(b) Beginning in the 2015-2016 school year each middle school and junior high school is required to provide information to students and parents or guardians regarding the career guidance and exploration tools identified by the workforce training and education coordinating board pursuant to section 203 of this act.

(c) The middle, junior and high schools are encouraged to offer trainings to parents and students on the career guidance and exploration tools identified by the workforce training and education coordinating board pursuant to section 203 of this act.

Sec. 307. RCW 28A.230.090 and _____ are each amended to read as follows:

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(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school districts under RCW [28A.230.097](#). The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW [28A.655.061](#) or the certificate of individual achievement requirements under RCW [28A.155.045](#) are required for graduation from a public high school but are not the only requirements for graduation.

(c) The state board's high school graduation requirement for a culminating project shall include the requirement that the student's culminating project be related to the student's program of study.

(d) Beginning in the 2014-2015 school year, each middle school and junior high school, and high school student shall develop a high school and beyond plan that includes an individual program of study. Each student must choose a program of study by the end of the student's eighth grade academic year. Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level. The high school and beyond plan shall include the following components and activities to be completed by the individual student and should include consideration of any special needs of the individual student:

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- (i) Identifying personal interests and achievable career goals;
- (ii) Establishing a four-year plan for course-taking, including selecting a high school career pathway, beginning in the ninth grade. If the student's program of study does not include the courses necessary for admission directly from a public secondary school to a four year postsecondary education institution, including the option of algebra II, the student and parent or guardian shall be informed of the consequences, implications of that decision and the student's right to opt-out of the requirement to take algebra II;
- (iii) Conducting research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices;
- (iv) Developing a budget for postsecondary education or training and life based on personal and career interest;
- (v) Participating in a postsecondary site visit(s), including virtual site visits;
- (vi) Completing an application for postsecondary education and training and a resume;
and
- (vii) Identify assessments that may assist in planning or are required to achieve the student's education and/or career goals.

(2)(a) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a

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timely manner as determined by the state board.

(b) The state board shall ensure that ~~((reevaluate the))~~ graduation requirements are consistent with supporting both the high school and beyond plans of students who plan to pursue career opportunities directly following high school or education opportunities other than entrance to a four-year institution after being granted a high school diploma and those students whose high school and beyond plans include application for entrance to a four-year institution after being granted a high school diploma that include attainment of a certificate, degree, or apprenticeship. The state board shall ensure that graduation requirements provide students whose high school and beyond plan does not include immediate entrance into a four-year institution with ~~((for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have))~~ sufficient opportunity to earn a certificate of academic achievement, a high school diploma, complete their program of study, and earn any relevant ~~((the program's))~~ certificate or credential, and complete other state and local graduation requirements.

(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW [28A.290.010](#). The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

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(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

(6) At the college or university level, five quarter or three semester hours equals one high school credit.

NEW SECTION. Sec. 308. A new section is added to chapter 28B.10 RCW to read as follows:

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By December 1, 2013 and every two years thereafter, the office of the superintendent of public instruction shall conduct a study of industry-recognized certifications to determine whether or not they are equivalent to the statewide student assessments as established in 28A.655.061 RCW in assessing whether the student has met the state academic standards as required in 28A.655.061 RCW. For the purposes of the study, the office of the superintendent of public instruction may select a sample of industry-based certifications.

IV. POSTSECONDARY EDUCATION

Sec. 401. RCW28B.10.016 and _____ are each amended to read as follows:

For the purposes of this title:

(1) "State universities" means the University of Washington and Washington State University.

(2) "Regional universities" means Western Washington University at Bellingham, Central Washington University at Ellensburg, and Eastern Washington University at Cheney.

(3) "State college" means The Evergreen State College in Thurston county.

(4) "Institutions of higher education" or "postsecondary institutions" means the state universities, the regional universities, The Evergreen State College, the community colleges, and the technical colleges.

(5) "Governing board" means the board of regents or the board of trustees of the institutions of higher education.

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(6) “Career Cluster” means a grouping of occupations and industries based on common aspects that provide students with a context for planning and studying academic and technical courses related to a career.

(7) "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 one program of study or pathway, enter a new program or pathway, and access further education and training throughout their lives.

(8) "High demand occupation or career" means an occupation or career with a substantial number of current or projected employment opportunities.

(9) “Program of Study” means the same definition as in section 201 of this act.

NEW SECTION. Sec. 402. A new section is added to chapter 28B.10 RCW to read as follows:

(1) Institutions of higher education shall offer comprehensive career counseling to all students. Institutions of higher education are encouraged to collaborate with the workforce development councils, worksorce centers and other state agencies to develop partnerships to allow worksorce center staff, and partner staff affiliated with worksorce, to provide career counseling services to students at the institutions of higher education.

(2) Comprehensive career counseling should include the following:

(a) 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 to the institution of higher education or is returning to postsecondary education after having previously exited. The

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information should include the option to build on the student's existing certifications or degrees to further the student's credentials, particularly in high demand careers;

(b) Labor market demand and earnings information for occupations;

(c) Providing information to students regarding services to assist with barriers to completion of the student's certificate or degree program; and

(d) 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.

NEW SECTION. **Sec. 403.** A new section is added to chapter 28B.50 RCW to read as follows:

The college board shall collaborate with the office of the superintendent of public instruction, the student achievement council, and the workforce training and education coordinating Board, to:

(1) Develop model programs of study in accordance RCW 28A.600.160; and

(2) Maximize the opportunities for dual credits, articulation agreements, and prior learning assessments for credit for postsecondary credit.

Sec. 404. RCW28B.10.053 and _____ are each amended to read as follows:

(1) By December 1, 2011, and by June of each odd-numbered year thereafter, the institutions of higher education shall collaboratively develop a master list of postsecondary courses that can be fulfilled by taking the advanced placement, international baccalaureate, or

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other recognized college-level proficiency examinations and meeting the qualifying examination score or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The master list of postsecondary courses fulfilled by proficiency examinations or demonstrated competencies are those that fulfill lower division general education requirements or career and technical education requirements and qualify for postsecondary credit. From the master list, each institution shall create and publish a list of its courses that can be satisfied by successful proficiency examination scores or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The qualifying examination scores and demonstrated competencies shall be included in the published list. The requirements to develop a master list under this section do not apply if an institution has a clearly published policy of awarding credit for the advanced placement, international baccalaureate, or other recognized college-level placement exams and does not require those credits to meet specific course requirements but generally applies those credits towards degree requirements.

(2) To the maximum extent possible, institutions of higher education shall agree to examination qualifying scores and demonstrated competencies for the credits or courses under subsection (3) of this section, with scores equivalent to qualified or well-qualified. Nothing in this subsection shall prevent an institution of higher education from adopting policies using higher scores for additional purposes.

(3) Each institution of higher education, in designing its certificate, technical degree program, two-year academic transfer program, or freshman and sophomore courses of a baccalaureate program or baccalaureate degree, must recognize the equivalencies of at least one year of course credit and maximize the application of the credits toward lower division general

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education requirements that can be earned through successfully demonstrating proficiency on examinations, including but not limited to advanced placement and international baccalaureate examinations. The successful completion of the examination and the award of credit shall be noted on the student's college transcript.

(4) Each institution of higher education must clearly include in its admissions materials and on its web site the credits or the institution's list of postsecondary courses that can be fulfilled by proficiency examinations or demonstrated competencies and the agreed-upon examination scores and demonstrated competencies that qualify for postsecondary credit. Each institution must provide the information to the *higher education coordinating board and state board for community and technical colleges in a form that the superintendent of public instruction is able to distribute to school districts.

(5) Each institution of higher education shall agree on, and identify in its admissions materials and on its web site, the credits or postsecondary courses that can be fulfilled by completing a high school program of study as defined in RCW 28A.600.160.

V. MISCELLANEOUS

NEW SECTION. Sec. 501. Sections 201 through 205, 207, and 301 of this act constitute a new chapter in chapter 28C RCW.

NEW SECTION. Sec. 502. RCW 28A.700.060 is recodified as a section in chapter 28C.-
-- RCW (the new chapter created in section 501 of this act).

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NEW SECTION. Sec. 503. If specific funding for the purposes of this act is not provided by June 30, 2013, in the omnibus appropriations act, all sections except sections 201, 202, 301 through 305, 307 and 404 of this act are null and void.

NEW SECTION. Sec. 504. This act shall be known and may be cited as the multiple pathways act.

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AN ACT Relating to the alliance for student success in education and training program

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "Institutions of higher education" or "postsecondary institutions" means the same definition as in 28B.10.016 RCW.

(2) "Public Schools" means the same definition as in 28A.150.010 RCW.

(3) "State education and workforce agencies" means the office of the superintendent of public instruction, the state board of education, the state board for community and technical colleges, the student achievement council, the Washington state school directors association, the workforce training and education coordinating board, and the employment security department.

(4) "Youth" means a person age 24 or younger.

NEW SECTION. Sec. 2. (1) The alliance for student success in education and training (ASSET) program is established to increase connections and access to work-integrated learning opportunities as well as to provide a forum for the exchange of ideas, innovations, and expertise between local business and labor communities, public schools, apprenticeship councils, and institutions of higher education.

(2) In collaboration with business and labor organizations and the state education and workforce agencies, the workforce training and education coordinating board shall:

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(a) Develop technical assistance materials, including but not limited to guidance materials, to provide to the ASSET sites that will help employers design and implement work-integrated learning programs as well as materials to navigate the legal, fiscal, and insurance laws and regulations related to employing youth;

(b) Develop a statewide marketing campaign to encourage employers to offer work-integrated learning opportunities, particularly for youth. Work-integrated learning opportunities may include, but are not limited to the following:

(i) Paid and unpaid internships that provide sustained work-integrated learning experiences;

(ii) Professional presentations that convey information about a career pathway or the development of skills to assist students in being successful in the workplace;

(iii) Advising from employers and workers related to student projects or programs of study;

(iv) Simulated or virtual workplace experiences and enterprises;

(v) Visits to worksites to learn information about employers, occupations, job skills, or other work-related issues;

(vi) Mentoring that provides outside professional input to a student's career pathway;

(vii) Job shadowing related to the students' career pathway;

(viii) Unpaid and paid work experience; or

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(ix) Youth apprenticeships and preapprenticeships; and

(c) Develop a web-based matching and communication system for employers to post their work-integrated learning opportunities, internship and work study opportunities. The online system may also provide access to guidance and technical assistance materials for students and employers.

(3) The workforce training and education coordinating board shall work with statewide labor and industry organizations to perform the functions required in this section.

(4) The workforce training and education coordinating board shall develop criteria and an application process for designating regional coordinators for the ASSET sites. 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. Eligible applications for designation as regional ASSET coordinators are limited to workforce development councils.

(5) ASSET coordinators must, in collaboration local business and labor communities, public schools, apprenticeship councils, institutions of higher education and private higher education institutions, and appropriate government agencies:

(a) Serve as a clearinghouse for summer and year-round youth employment and other work-integrated learning opportunities;

(b) In collaboration with business and labor organization, recruit employers to provide work-integrated learning opportunities for youth and educators and provide technical assistance

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materials developed pursuant to subsection 2 of this section to the employers to assist in developing the work-integrated learning opportunities;

(c) Work with public schools, institutions of higher education, apprenticeship and preapprenticeship programs, and workforce training programs to develop internship, mentoring, and advising opportunities for individuals in the local business and labor communities;

(d) Seek public and private sector funding to support the ASSET sites;

(e) Recruit and encourage students, parents or guardians, and schools to use the online web-based matching and communication system developed pursuant to subsection 2 of this section, as well as other available online career exploration tools and online mentor programs; and

(f) Report annually to the workforce training and education coordinating board as provided under subsection (6) of this section.

(6) Partnerships and collaborative activities are voluntary and intended to benefit all partners. Partners are encouraged to use creation of ASSET sites as a means to strengthen competitive grant applications.

(7) (a) The workforce training and education coordinating board shall design and implement a performance monitoring system for the ASSET program that tracks the expansion and improvement in employment, number of internships, and other work-integrated learning opportunities, and whether the options provided under subsection (5) of this section were exercised.

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(b) Beginning in December 2014, the Workforce Training and Education Coordinating Board shall annually submit the performance monitoring report established in subsection (1) of this section to the appropriate committees of the legislature.

NEW SECTION. **Sec. 3.** If specific funding for the purposes of this act is not provided by June 30, 2013, in the omnibus appropriations act, all sections of this act are null and void.

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 165
SEPTEMBER 27, 2012**

2013-2015 BIENNIAL BUDGET PROPOSAL

Background

The 2013-2015 Operating Budget Instructions require agencies to submit their budget requests for the coming biennium that include proposed two-year budgets with accompanying activity inventories and any monetary decision packages to the Office of Financial Management (OFM). The budget requests are supported by agency strategic plans. The agency continues to operate using the 2010-2015 Strategic Plan with annual updates. At the June Board meeting, the agency's 2012-2013 update, containing goals, objectives, strategies, and performance measures, was adopted. It's anticipated that the five year strategic plan will be re-crafted following the completion of the current work to update *High Skills, High Wages, 2012-2022*. The 2013-2015 budget is guided by the strategic plan and includes agency request legislation. The Board will review and adopt the agency budget request for the coming biennium that supports the work of the agency.

The 2013-2015 budget identifies maintenance level funding at a little over \$57.2 million (\$54 million in GF-Federal; \$2.7 million in GF-State; and \$.5 million in GF-Other). This maintenance level funding allows the agency to carry out its core functions and activities. Almost all of the GF-Federal funds are pass-through dollars to external parties. Of the total \$57.2 million, the agency retains about 9 percent for internal program operations. Pending Board discussion and approval, the agency intends to request new funding of a little over \$4.2 million. This proposed increase is to support Multiple Pathways (about \$.5 million) and the Alliance for Student Success in Education and Training (\$3.8 million) program. These funding increases are intended to support the legislative proposals that the Board will discuss at this meeting.

The proposed 2013-2015 biennial budget for maintenance and request funding and accompanying Agency Activity Inventory Summary with increases are contained in this tab.

Upon approval of the budget by the Board, these materials will be combined with other information in the required format with appropriate forms and necessary backup information and submitted to OFM.

Board Action Required: Adoption of the recommended motion.

RECOMMENDED MOTION

WHEREAS, The Office of Financial Management requires all state agencies to submit 2013-2015 biennial budgets and related budget information (OFM Operating Budget Instructions, OFM Directive 12B-01); and,

WHEREAS, The Workforce Training and Education Coordinating Board has identified its vision, mission, goals, objectives, strategies, and performance measures contained in the agency 2010-2015 strategic plan and 2012-2013 update and continues to develop the state's strategic plan for workforce development, *High Skills, High Wages 2012-2022* ; and,

WHEREAS, The Workforce Training and Education Coordinating Board has identified the necessary resources contained in its maintenance level of funding to address the on-going activities and duties of the agency and requested resources for anticipated agency request legislation;

NOW, THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board approves the 2013-2015 Biennial Budget and directs that the resulting documents be placed in the required format and submitted to the Office of Financial Management.

**PROPOSED 2013-2015 BIENNIAL BUDGET
STATE AND FEDERAL FUNDS AND ANNUAL FTEs**

FY 2014	GF-State	GF-Federal	GF-Other	Totals	FTEs
Workforce Policy	1,094,000	906,000		2,000,000	14.2
PVSA / TRTF	260,000		251,000	511,000	2.5
SBCTC		13,200,000		13,200,000	
OSPI		11,200,000		11,200,000	
Veterans		178,000		178,000	2.0
Subtotal	1,354,000	25,484,000	251,000	27,089,000	18.7
FY 2015					
Workforce Policy	1,065,000	998,000		2,063,000	14.2
PVSA / TRTF	260,000		252,000	512,000	2.5
SBCTC		14,700,000		14,700,000	
OSPI		12,700,000		12,700,000	
Veterans		178,000		178,000	2.0
Subtotal	1,325,000	28,576,000	252,000	30,153,000	18.7
Maintenance Total	2,679,000	54,060,000	503,000	57,242,000	18.7
Request - Multiple Pathways	480,000			480,000	1.0
ASSET Program	3,800,000			3,800,000	2.5
Grand Total	6,959,000	54,060,000	503,000	61,522,000	22.2

Workforce Training and Education Coordinating Board
Agency Activity Inventory Summary
2013-2015 Biennium

Activity Title	RPN	Description	POG Results	Fund	Dollars	Annual FTEs	Performance Results
The Workforce Training and Education Coordinating Board (Workforce Board) provides leadership, planning, coordination, performance management, policy analysis, and research and development for the state's workforce development system, an annual \$864 million enterprise. The system includes 16 major programs, including career and technical education at the secondary and postsecondary levels. The Workforce Board administers the federal career and technical education funds as part of the state's comprehensive plan. The Workforce Board is the Workforce Investment Board required under the federal Workforce Investment Act. The Workforce Board is the state licensing agency for private career schools and the State Approving Agency required by the U.S. Department of Veterans Affairs. The Workforce Board administers research and development projects to support a world class workforce.							
Administration of Tuition Recovery Trust Fund	150	Administer a tuition guarantee fund for students enrolled in Washington's private career schools and colleges.		Other	503,000		Agency Performance Targets for RPN 150
Administrative Activity		Provide administrative overhead to the Workforce Board for all activities and programs.		GF-S GF-F	270,000 270,000	2.0	Agency Performance Targets for all programs
Adult Workforce Needs	110	Provide leadership, policy, program, research and information, and communication support to Washington's adults so that they have access to lifelong education, training, and employment services.	1,5	GF-S GF-F	1,940,000 300,000	3.9	Agency Performance Targets for RPN 110
Career Schools and Consumer Protection	140	Provide licensing and consumer protection activities for Washington's private career schools & colleges.	1,5	GF-S	520,000	2.5	Agency Performance Targets for RPN 140
Community/Technical Colleges Skills Training	120	Provide federal and state funds to Washington's colleges through SBCTC. Provide required administrative oversight of the program.	1,5	GF-F GF-S GF-F	27,900,000 245,000 245,000	2.1	Improvements in System Performance Measures
Program Approval and Skills Training for Veterans	400	Provide program approval for career and technical education programs and conduct compliance audits of education institutions so that veterans and their beneficiaries receive their VA educational benefits from the U.S. Veterans Administration.	1,5	GF-F	356,000	2.0	Performance Targets for RPN 400
Secondary and Youth Workforce Needs	110	Provide leadership, policy, program, research and information, and communication support to Washington's youth so that they have access to education, training, and support needed for success in secondary and postsecondary education and work.	1,5	GF-S GF-F	1,940,000 300,000	3.9	Agency Performance Targets for RPN 110
Secondary Schools & Skills Centers Skills Training	130	Provide federal funds to Washington's schools/skills centers through OSPI. Provide required administrative oversight of the program.	1,5	GF-F GF-S GF-F	23,900,000 245,000 245,000	2.1	Improvements in System Performance Measures
Washington Industry Workforce Needs	110	Provide leadership, policy, program, research and information, and communication support to Washington's employers in the preparation of a skilled workforce that can compete in a global marketplace.	1,5	GF-S GF-F	1,600,000 300,000	2.7	Agency Performance Targets for RPN 110
Workforce Research and Performance Accountability	110	Evaluate the performance and accountability of Washington's major workforce programs.	1,5	GF-S GF-F	199,000 244,000	1.0	Agency Performance Targets for RPN 110
Totals				GF-S GF-F Other	6,959,000 54,060,000 503,000	22.2	

The cost allocation basis for individual activities contained in the Activity Inventory is a combination of the number of FTEs and total dollars budgeted for each activity.