

1 career exploration materials and curricula, high school graduation
2 requirements, and other communication to students, parents, educators,
3 and the community.

4 (2) The legislature further intends that the state of Washington
5 distinguish itself in the national and global economy by becoming the
6 fastest-growing supplier of highly skilled workers for targeted
7 industries.

8 (3) To accomplish these objectives, the legislature intends to:

9 (a) Facilitate increased opportunities for work-based learning and
10 internships for high school students and teachers, as well as
11 mentorships for the business community in public schools;

12 (b) Create structures to encourage greater connections between
13 businesses, schools, and institutions of higher education;

14 (c) Make career exploration a routine part of middle and high
15 school instruction and encourage students to select career goals or
16 majors while in middle and high school, with flexibility to change them
17 based on further exploration;

18 (d) Beginning in middle school, better inform parents and students
19 of career opportunities that are tied to the needs of the local,
20 regional, and state economy;

21 (e) Continually emphasize the dignity and economic value of
22 nonbaccalaureate career pathways equally with baccalaureate pathways,
23 including skilled trades, preapprenticeships, apprenticeships, industry
24 certifications, workforce training programs, one and two-year degrees,
25 and baccalaureate and postbaccalaureate opportunities; and

26 (f) Measurably increase completion rates at all levels of secondary
27 and postsecondary education and measurably increase student success
28 after completion.

29 **PART II**

30 **CAREER EXPLORATION AND MULTIPLE CAREER PATHWAYS**

31 NEW SECTION. **Sec. 201.** The definitions in this section apply
32 throughout this chapter and to RCW 28A.600.045, 28A.600.160, and
33 section 409 of this act unless the context clearly requires otherwise:

34 (1) "Career cluster" means a grouping of occupations and industries
35 based on common aspects that provide students with a context for

1 planning and studying academic and technical courses related to a
2 career.

3 (2) "Career pathway" means a series of coordinated education and
4 training programs and support services aligned with a career cluster.
5 Career pathways begin in the secondary education system, align with
6 postsecondary education, and offer multiple points for students to exit
7 one program of study or pathway, enter a new program or pathway, and
8 access further education and training throughout their lives.

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

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

14 (5) "Middle-income bracket" has the same definition as in RCW
15 28B.145.060.

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

19 (7) "Program of study" means a coordinated, nonduplicative
20 progression of courses within a career pathway that aligns academic and
21 career and technical education in secondary education with
22 postsecondary education. A program of study offers coherent and
23 rigorous academic content aligned with state learning standards and
24 relevant career and technical content, includes opportunities for
25 students to earn dual high school and college credit, provides work-
26 based learning experiences, prepares students to enter postsecondary
27 education and employment, and culminates in an industry-recognized
28 credential. Integration of academic and career and technical education
29 content is encouraged.

30 (8) "State education and workforce agencies" means the office of
31 the superintendent of public instruction, the state board of education,
32 the state board for community and technical colleges, the higher
33 education coordinating board or its successor agency, the workforce
34 training and education coordinating board, and the employment security
35 department.

36 NEW SECTION. **Sec. 202.** The goal of increasing the percentage of
37 Washington households living in the middle-income bracket is adopted.

1 Increasing the number of secondary and postsecondary program graduates
2 and completers in the state, especially in fields with high economic
3 demand, is adopted as one strategy for reaching this goal.

4 NEW SECTION. **Sec. 203.** The state education and workforce
5 agencies, the department of commerce, the Washington state
6 apprenticeship and training council, and the department of social and
7 health services must incorporate the goal and strategy adopted under
8 section 202 of this act into their respective strategic plans and
9 include in those plans specific additional strategies appropriate to
10 their respective missions for reaching the goal.

11 NEW SECTION. **Sec. 204.** (1) All materials and communications
12 produced and distributed by the state education and workforce agencies
13 after the effective date of this section regarding career opportunities
14 or career exploration must include information about multiple career
15 pathways across all levels of postsecondary education, including
16 skilled trades, preapprenticeships, apprenticeships, industry
17 certifications, workforce training programs, one and two-year degrees,
18 and baccalaureate and postbaccalaureate opportunities. The materials
19 and communications must emphasize the value of each of the pathways so
20 that individuals are encouraged to conduct a meaningful exploration of
21 the multiple opportunities available to them.

22 (2) All materials and communications produced and distributed by
23 the state board of education after the effective date of this section
24 regarding high school graduation requirements must illustrate options
25 and strategies for students to pursue any of multiple career pathways
26 while meeting graduation requirements, including a clearly-articulated
27 nonbaccalaureate pathway that may include career and technical
28 education, enrollment in a skill center, or preapprenticeship.

29 (3) Analyses produced and presented by the state education and
30 workforce agencies that compare employment prospects and earnings for
31 high school graduates, two-year degrees, or baccalaureate degrees must
32 also provide information about employment prospects and earnings for
33 apprenticeships and, to the extent data is available, must disaggregate
34 information about two-year and baccalaureate degrees by academic major
35 or by major academic unit. Major academic unit includes the college of

1 arts and sciences, the college of business, the college of education,
2 and other similar units.

3 (4) As used in this section, materials and communications include
4 but are not limited to brochures, information on the agency web site,
5 curriculum, reports, presentations, and strategic plans.

6 NEW SECTION. **Sec. 205.** (1) The workforce training and education
7 coordinating board shall identify a sample of online tools that
8 students and parents may use to explore multiple career pathways and
9 shall publicize these tools on the board's web site. Within available
10 funds, the board may modify or supplement existing online tools to make
11 them more user-friendly or to provide additional information specific
12 to the Washington education system and economy.

13 (2) The workforce training and education coordinating board must
14 annually create a brief, summary list of promising careers based on
15 analysis of employment openings and future growth, as well as
16 sustainable wages. The list must include careers that require various
17 levels of postsecondary education and must illustrate the career
18 pathways students may take to pursue the careers. The purpose of the
19 list is to illustrate a sample of high quality, high-demand careers
20 available through multiple pathways and encourage students and parents
21 to engage in career exploration using available tools. The list must
22 be publicized along with the career exploration tools identified under
23 subsection (1) of this section and may be linked to other, more
24 comprehensive analyses and information regarding high-demand careers
25 and career projections.

26 (3) The state education and workforce agencies and all community
27 and technical colleges must publicize the online tools and promising
28 careers identified under subsections (1) and (2) of this section on
29 their respective web sites. Worksource centers and public libraries
30 must include information about the online tools in existing
31 publications, including newsletters, posters, brochures, or other print
32 materials, and must provide directions and options for public internet
33 access to the online tools.

34 (4) The workforce training and education coordinating board shall
35 work with statewide business organizations to develop an online mentor
36 program using volunteer mentors employed in various career fields who
37 provide advice or answer inquiries from students and parents as they

1 explore multiple career pathways using the online tools. The mentor
2 program must be supported by business organizations or foundations
3 through cash or in-kind contributions for the development and operation
4 of the program. The workforce board shall inform the legislature if
5 business and foundation support is not available for this purpose and
6 may recommend state matching support if necessary.

7 NEW SECTION. **Sec. 206.** A new section is added to chapter 28A.320
8 RCW to read as follows:

9 The workforce training and education coordinating board shall
10 develop a graphic advertisement regarding the importance of early
11 career exploration and including an electronic link to the online tools
12 and information about promising careers identified under section 205 of
13 this act. School districts must provide information to all enrolled
14 students in grades six through twelve about the opportunity to explore
15 multiple career pathways by, at a minimum, copying the graphic
16 advertisement into school newsletters, routine communication to
17 parents, and the district web site. School districts may provide
18 additional career exploration information through additional means.

19 NEW SECTION. **Sec. 207.** (1) The career exploration partnership
20 zone program is established to increase connections and access to
21 internship, training, and employment opportunities and provide a forum
22 for the exchange of ideas, innovations, and expertise between local
23 business and labor communities, public schools, apprenticeship
24 councils, and institutions of higher education.

25 (2) The workforce training and education coordinating board shall
26 develop criteria and an application process for designating regional
27 coordinators for partnership zones. It is the legislature's intent
28 that between eight and twelve partnership zones be designated. The
29 purpose of the designation is to establish a single point of contact
30 for local coordination, reduce duplication of effort, achieve economies
31 of scale, and create opportunities for successful grant seeking from
32 the public and private sectors.

33 (3) Career exploration partnership zone coordinators must, in
34 collaboration with business and labor communities and public education
35 institutions:

1 (a) Serve as a clearinghouse for summer and year-round youth
2 employment opportunities and work with local businesses to develop new
3 opportunities;

4 (b) Recruit businesses to provide internships for students and
5 educators;

6 (c) Work with school districts, colleges, universities,
7 apprenticeship and preapprenticeship programs, and workforce training
8 programs to develop internship, mentoring, and advising opportunities
9 for individuals in the local business and labor communities;

10 (d) Design and develop other partnerships to provide opportunities
11 for continuing education and training;

12 (e) Seek public and private sector funding to support the
13 partnership zone;

14 (f) Recruit and encourage students, parents, and schools to use the
15 online career exploration tools and online mentor programs under
16 section 205 of this act; and

17 (g) Report annually to the workforce training and education
18 coordinating board as provided under subsection (5) of this section.

19 (4) Partnerships and collaborative activities under a partnership
20 zone are voluntary and intended to benefit all partners. Partners are
21 encouraged to use creation of a partnership zone as a means to
22 strengthen competitive grant applications. Partners who achieve
23 savings by reducing duplication of effort through the partnership zone
24 may contribute funding to the partnership zone.

25 (5) The workforce training and education coordinating board shall
26 design a performance monitoring report for career exploration
27 partnership zones that tracks the expansion and improvement in youth
28 employment, number of internships, number of career exploration and
29 other partnership activities, and whether the options provided under
30 subsection (4) of this section were exercised.

31 **Sec. 208.** RCW 28A.230.097 and 2008 c 170 s 202 are each amended to
32 read as follows:

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

1 school district board of directors shall develop a course equivalency
2 approval procedure.

3 (2) Career and technical courses determined to be equivalent to
4 academic core courses, in full or in part, by the high school or school
5 district shall be accepted as meeting core requirements, including
6 graduation requirements, if the courses are recorded on the student's
7 transcript using the equivalent academic high school department
8 designation and title. Full or partial credit shall be recorded as
9 appropriate. The high school or school district may not prohibit a
10 student from enrolling in a career and technical course equivalency, if
11 available, if the student has not been successful in the equivalent
12 academic course. The high school or school district shall also issue
13 and keep record of course completion certificates that demonstrate that
14 the career and technical courses were successfully completed as needed
15 for industry certification, college credit, or preapprenticeship, as
16 applicable. The certificate shall be either part of the student's high
17 school and beyond plan or the student's culminating project, as
18 determined by the student. The office of the superintendent of public
19 instruction shall develop and make available electronic samples of
20 certificates of course completion.

21 **Sec. 209.** RCW 28C.18.060 and 2009 c 151 s 6 are each amended to
22 read as follows:

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

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

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

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

1 technical and basic education, rehabilitation services, and public
2 assistance services represent a consistent, integrated approach to meet
3 such needs;

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

19 (5) In consultation with the higher education coordinating board or
20 its successor agency, review and make recommendations to the office of
21 financial management and the legislature on operating and capital
22 facilities budget requests for operating agencies of the state training
23 system for purposes of consistency with the state comprehensive plan
24 for workforce training and education;

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

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

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

37 (b) Develop requirements for minimum common core data in

1 consultation with the office of financial management and the operating
2 agencies of the training system;

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

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

14 (11) In cooperation with the employment security department,
15 provide for the improvement and maintenance of quality and utility in
16 occupational information and forecasts for use in training system
17 planning and evaluation. Improvements shall include, but not be
18 limited to, development of state-based occupational change factors
19 involving input by employers and employees, and delineation of skill
20 and training requirements by education level associated with current
21 and forecasted occupations;

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

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

27 (14) In cooperation with the higher education coordinating board or
28 its successor agency, facilitate transfer of credit policies and
29 agreements between institutions of the state training system, and
30 encourage articulation agreements for programs encompassing two years
31 of secondary workforce education and two years of postsecondary
32 workforce education;

33 (15) In cooperation with the higher education coordinating board or
34 its successor agency, facilitate transfer of credit policies and
35 agreements between private training institutions and institutions of
36 the state training system;

37 (16) Develop policy objectives for the workforce investment act,
38 P.L. 105-220, or its successor; develop coordination criteria for

1 activities under the act with related programs and services provided by
2 state and local education and training agencies; and ensure that
3 entrepreneurial training opportunities are available through programs
4 of each local workforce investment board in the state;

5 (17) Make recommendations to (~~the commission of student~~
6 ~~assessment,~~) the state board of education((~~7~~)) and the superintendent
7 of public instruction, concerning basic skill competencies and
8 essential core competencies for K-12 education. Basic skills for this
9 purpose shall be reading, writing, computation, speaking, and critical
10 thinking, essential core competencies for this purpose shall be
11 English, math, science/technology, history, geography, and critical
12 thinking. The board shall monitor the development of and provide
13 advice concerning secondary curriculum which integrates (~~vocational~~)
14 career and technical and academic education;

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

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

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

25 (21) Facilitate the development of programs (~~for school-to-work~~
26 ~~transition that combine classroom education and on-the-job training,~~
27 ~~including entrepreneurial education and training, in industries and~~
28 ~~occupations without a significant number of apprenticeship programs~~)
29 of study as defined in section 201 of this act;

30 (22) Include in the planning requirements for local workforce
31 investment boards a requirement that the local workforce investment
32 boards specify how entrepreneurial training is to be offered through
33 the one-stop system required under the workforce investment act, P.L.
34 105-220, or its successor;

35 (23) Encourage and assess progress for the equitable representation
36 of racial and ethnic minorities, women, and people with disabilities
37 among the students, teachers, and administrators of the state training
38 system. Equitable, for this purpose, shall mean substantially

1 proportional to their percentage of the state population in the
2 geographic area served. This function of the board shall in no way
3 lessen more stringent state or federal requirements for representation
4 of racial and ethnic minorities, women, and people with disabilities;

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

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

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

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

17 (28) Conduct research into workforce development programs designed
18 to reduce the high unemployment rate among young people between
19 approximately eighteen and twenty-four years of age. In consultation
20 with the operating agencies, the board shall advise the governor and
21 legislature on policies and programs to alleviate the high unemployment
22 rate among young people. The research shall include disaggregated
23 demographic information and, to the extent possible, income data for
24 adult youth. The research shall also include a comparison of the
25 effectiveness of programs examined as a part of the research conducted
26 in this subsection in relation to the public investment made in these
27 programs in reducing unemployment of young adults. The board shall
28 report to the appropriate committees of the legislature by November 15,
29 2008, and every two years thereafter. Where possible, the data
30 reported to the legislative committees should be reported in numbers
31 and in percentages;

32 (29) Perform the functions assigned to the board under chapter
33 28C.--- RCW (the new chapter created in section 501 of this act); and

34 (30) Adopt rules as necessary to implement this chapter.

35 The board may delegate to the director any of the functions of this
36 section.

1 Unless the context clearly requires otherwise, the definitions in
2 this section apply throughout this section and RCW 28C.18.160 and
3 28C.18.164 through 28C.18.168.

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

6 (2) "Low-income high school student" means a student who is
7 enrolled in grade(~~s~~) ten, eleven, or twelve in a public high school
8 and who (~~qualifies for federal free or reduced price meals~~): (a)
9 Would qualify for a state need grant under chapter 28B.92 RCW on the
10 basis of financial need; or (b) qualifies to participate in the Title
11 I-B youth program under the federal workforce investment act of 1988.

12 If a student qualifies at the time the student begins participating in
13 the opportunity internship program, the student remains eligible even
14 if the student (~~does not receive free or reduced price meals~~) would
15 not qualify thereafter. To participate in the program, the student
16 must remain enrolled in high school until the student receives a high
17 school diploma or receives a GED.

18 (3) "Opportunity internship consortium" means a local consortium
19 formed for the purpose of participating in the opportunity internship
20 program and which may be composed of a local workforce development
21 council, economic development council, area high schools, community or
22 technical colleges, apprenticeship councils, preapprenticeship programs
23 such as running start for the trades, private vocational schools
24 licensed under chapter 28C.10 RCW, public and private four-year
25 institutions of higher education, employers in targeted industries, and
26 labor organizations.

27 (4) "Opportunity internship graduate" means a low-income high
28 school student who successfully completes an opportunity internship
29 program and either graduates from high school or receives a GED.

30 (5) "Postsecondary program of study" means an undergraduate or
31 graduate certificate, apprenticeship, or degree program.

32 (6) "Preapprenticeship" means a program of at least ninety hours
33 and not more than one hundred eighty hours in length that provides
34 practical experience, education, preparation, and the development of
35 skills that would be beneficial for entry into state-approved
36 apprenticeship programs, including but not limited to construction
37 industry structure and the construction process; orientation to state-

1 approved apprenticeship; tools of the various trades and safe handling
2 of power tools; and industry standards of safety, responsibility, and
3 craft excellence.

4 (7) "Targeted industry" means a business or industry identified by
5 a local workforce development council as having high-demand occupations
6 that require candidates to have completed a postsecondary program of
7 study.

8 **Sec. 304.** RCW 28C.18.164 and 2010 1st sp.s. c 24 s 4 are each
9 amended to read as follows:

10 (1) Opportunity internship consortia may apply to the board to
11 offer an opportunity internship program.

12 (a) The board, in consultation with the Washington state
13 apprenticeship and training council, may select those consortia that
14 demonstrate the strongest commitment and readiness to implement a high
15 quality opportunity internship program for low-income high school
16 students. The board shall place a priority on consortia with
17 demonstrated experience working with similar populations of students
18 and demonstrated capacity to assist a large number of students through
19 the progression of internship or preapprenticeship, high school
20 graduation or receipt of a GED, postsecondary education or
21 apprenticeship, and retention in a high-demand occupation. The board
22 shall place a priority on programs that emphasize secondary career and
23 technical education and nonbaccalaureate postsecondary education;
24 however, programs that target four-year postsecondary degrees are
25 eligible to participate.

26 (b)(i) Except as provided in (b)(ii) of this subsection (1), the
27 board shall enter into a contract with each consortium selected to
28 participate in the program. No more than ten consortia per year shall
29 be selected to participate in the program, and to the extent possible,
30 the board shall assure a geographic distribution of consortia in
31 regions across the state emphasizing a variety of targeted industries.
32 Each consortium may select no more than one hundred low-income high
33 school students per year to participate in the program.

34 (ii) For fiscal years 2011 through 2013, the board shall enter into
35 a contract with each consortium selected to participate in the program.
36 No more than twelve consortia per year shall be selected to participate
37 in the program, and to the extent possible, the board shall assure a

1 geographic distribution of consortia in regions across the state
2 emphasizing a variety of targeted industries. No more than five
3 thousand low-income high school students per year may be selected to
4 participate in the program.

5 (2) Under the terms of an opportunity internship program contract,
6 an opportunity internship consortium shall commit to the following
7 activities which shall be conducted using existing federal, state,
8 local, or private funds available to the consortium:

9 (a) Identify high-demand occupations in targeted industries for
10 which opportunity internships or preapprenticeships shall be developed
11 and provided;

12 (b) Develop and implement the components of opportunity
13 internships, including paid or unpaid internships or preapprenticeships
14 of at least ninety hours in length in high-demand occupations with
15 employers in the consortium, mentoring and guidance for students who
16 participate in the program, assistance with applications for
17 postsecondary programs and financial aid, and a guarantee of a job
18 interview with a participating employer for all opportunity internship
19 graduates who successfully complete a postsecondary program of study;

20 (c) Once the internship or preapprenticeship components have been
21 developed, conduct outreach efforts to inform low-income high school
22 students about high-demand occupations, the opportunity internship
23 program, options for postsecondary programs of study, and the
24 incentives and opportunities provided to students who participate in
25 the program;

26 (d) Obtain appropriate documentation of the low-income status of
27 students who participate in the program;

28 (e) Award each opportunity internship graduate with the certificate
29 produced by the office of student financial assistance under RCW
30 28B.92.084 that notifies graduates of their eligibility for a state
31 need grant;

32 (f) Maintain communication with opportunity internship graduates of
33 the consortium who enroll in postsecondary programs of study; and

34 ((+f)) (g) Submit an annual report to the board on the progress of
35 and participation in the opportunity internship program of the
36 consortium.

37 (3) Opportunity internship consortia are encouraged to:

1 (a) Provide paid opportunity internships or preapprenticeships,
2 including during the summer months to encourage students to stay
3 enrolled in high school;

4 (b) Work with high schools to offer opportunity internships as
5 approved worksite learning experiences where students can earn high
6 school credit;

7 (c) Designate the local workforce development council as fiscal
8 agent for the opportunity internship program contract;

9 (d) Work with area high schools to incorporate the opportunity
10 internship program into comprehensive guidance and counseling programs
11 such as the navigation 101 program; (~~and~~)

12 (e) Coordinate the opportunity internship program with other
13 workforce development and postsecondary education programs, including
14 opportunity grants, the college bound scholarship program, federal
15 workforce investment act initiatives, and college access challenge
16 grants; and

17 (f) Provide stipends or financial incentives for internship and
18 preapprenticeship completion.

19 (4) The board shall seek federal funds that may be used to support
20 the opportunity internship program, including providing the incentive
21 payments under RCW 28C.18.168.

22 **Sec. 305.** RCW 28C.18.166 and 2011 1st sp.s. c 11 s 242 are each
23 amended to read as follows:

24 On an annual basis, each opportunity internship consortium shall
25 provide the board with a list of the opportunity internship graduates
26 from the consortium. The board shall compile the lists from all
27 consortia and shall notify the office of student financial assistance
28 of the eligibility of each graduate on the lists to receive a state
29 need grant under chapter 28B.92 RCW if the graduate enrolls in a
30 postsecondary program of study within one year of high school
31 graduation or receipt of a GED.

32 **Sec. 306.** RCW 28B.92.030 and 2011 1st sp.s. c 11 s 159 are each
33 amended to read as follows:

34 As used in this chapter:

35 (1) "Disadvantaged student" means a posthigh school student who by
36 reason of adverse cultural, educational, environmental, experiential,

1 familial or other circumstances is unable to qualify for enrollment as
2 a full-time student in an institution of higher education, who would
3 otherwise qualify as a needy student, and who is attending an
4 institution of higher education under an established program designed
5 to qualify the student for enrollment as a full-time student.

6 (2) "Financial aid" means loans and/or grants to needy students
7 enrolled or accepted for enrollment as a student at institutions of
8 higher education.

9 (3) "Institution" or "institutions of higher education" means:

10 (a) Any public university, college, community college, or technical
11 college operated by the state of Washington or any political
12 subdivision thereof; or

13 (b) Any other university, college, school, or institute in the
14 state of Washington offering instruction beyond the high school level
15 which is a member institution of an accrediting association recognized
16 by rule of the board or successor agency for the purposes of this
17 section: PROVIDED, That any institution, branch, extension or facility
18 operating within the state of Washington which is affiliated with an
19 institution operating in another state must be a separately accredited
20 member institution of any such accrediting association, or a branch of
21 a member institution of an accrediting association recognized by rule
22 of the board or successor agency for purposes of this section, that is
23 eligible for federal student financial aid assistance and has operated
24 as a nonprofit college or university delivering on-site classroom
25 instruction for a minimum of twenty consecutive years within the state
26 of Washington, and has an annual enrollment of at least seven hundred
27 full-time equivalent students: PROVIDED FURTHER, That no institution
28 of higher education shall be eligible to participate in a student
29 financial aid program unless it agrees to and complies with program
30 rules and regulations adopted pursuant to RCW 28B.92.150.

31 (4) "Needy student" means a posthigh school student of an
32 institution of higher education who demonstrates to the (~~board~~)
33 office the financial inability, either through the student's parents,
34 family and/or personally, to meet the total cost of board, room, books,
35 and tuition and incidental fees for any semester or quarter. "Needy
36 student" also means an opportunity internship graduate as defined by
37 RCW 28C.18.162 who enrolls in a postsecondary program of study as

1 defined in RCW 28C.18.162 within one year of high school graduation or
2 receipt of a GED.

3 (5) "Office" means the office of student financial assistance.

4 (6) "Placebound student" means a student who (a) is unable to
5 complete a college program because of family or employment commitments,
6 health concerns, monetary inability, or other similar factors; and (b)
7 may be influenced by the receipt of an enhanced student financial aid
8 award to complete a baccalaureate degree at an eligible institution.

9 **Sec. 307.** RCW 28B.92.084 and 2011 1st sp.s. c 11 s 163 are each
10 amended to read as follows:

11 (1) The office shall work with institutions of higher education to
12 assure that the institutions are aware of the eligibility of
13 opportunity internship graduates for an award under this chapter. The
14 office shall also create certificates that notify opportunity
15 internship graduates of their eligibility for an award under this
16 chapter and the importance of early filing of the free application for
17 federal student aid (FAFSA) to secure their eligibility. The office
18 shall provide the certificates to opportunity internship consortia for
19 distribution.

20 (2) If an opportunity internship graduate enrolls within one year
21 of high school graduation or receipt of a GED in a postsecondary
22 program of study in an institution of higher education, including in an
23 apprenticeship program with related and supplemental instruction
24 provided through an institution of higher education, the graduate is
25 eligible to receive a state need grant for up to one year. The
26 graduate shall not be required to be enrolled on at least a half-time
27 basis. The related and supplemental instruction provided to a graduate
28 through an apprenticeship program shall not be required to lead to a
29 degree or certificate.

30 (3) Except for the eligibility criteria for an opportunity
31 internship graduate that are provided under this section, other rules
32 pertaining to award of a state need grant apply.

33 (4) Nothing in this section precludes an opportunity internship
34 graduate from being eligible to receive additional state need grants
35 after the one-year grant provided in this section if the graduate meets
36 other criteria as a needy or disadvantaged student.

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

4 (1) Develop model (~~career and technical education~~) programs of
5 study (~~as described by this section.~~

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

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

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

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

14 ~~(d) Lead to an industry-recognized credential or certificate at the~~
15 ~~postsecondary level, or an associate or baccalaureate degree.~~

16 ~~(3) During the 2008-09 school year, model career and technical~~
17 ~~education programs of study shall be developed for the following~~
18 ~~high-demand programs: Construction, health care, and information~~
19 ~~technology. Each school year thereafter, the office of the~~
20 ~~superintendent of public instruction, the state board for community and~~
21 ~~technical colleges, the higher education coordinating board, and the~~
22 ~~workforce training and education coordinating board shall select~~
23 ~~additional programs of study to develop, with a priority on high-demand~~
24 ~~programs as identified under RCW 28A.700.020)) within career pathways;~~

25 (2) Maximize opportunities for students to benefit from dual credit
26 programs, articulation agreements within and between secondary and
27 postsecondary education, and prior learning assessments for
28 postsecondary credit; and

29 (3) Partner with business and labor organizations to expand
30 opportunities for work-based learning.

31 **Sec. 402.** RCW 28A.600.045 and 2008 c 170 s 303 are each amended to
32 read as follows:

33 (1) The legislature encourages each middle school, junior high
34 school, and high school to implement a comprehensive guidance and
35 planning program for all students. The purpose of the program is to
36 support students as they navigate their education and plan their

1 future; encourage an ongoing and personal relationship between each
2 student and an adult in the school; and involve parents in students'
3 educational decisions and plans.

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

6 (a) A curriculum intended to provide the skills and knowledge
7 students need to select courses, explore options, plan for their
8 future, and take steps to implement their plans. ~~((The))~~ School
9 districts are encouraged to use a curriculum ~~((may))~~ that includes
10 ~~((such))~~ the following topics ~~((as))~~: Analysis of students' test
11 results; diagnostic assessments of students' academic strengths and
12 weaknesses; use of assessment results in developing students' short-
13 term and long-term plans; assessments of student interests and
14 aptitude; goal-setting skills; planning for high school course
15 selection; independent living skills; exploration, including online
16 exploration, of career pathway options ~~((and))~~, opportunities for
17 career and technical education at the secondary and postsecondary
18 level, and preapprenticeships and apprenticeships; exploration of
19 multiple career pathways and career opportunities in emerging and
20 high-demand programs ~~((including—apprenticeships))~~; ~~((and))~~
21 postsecondary options and how to access them; and information on
22 potential job and earning prospects for occupations in all career
23 pathways;

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

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

30 (d) To the extent possible, paper or electronic student planning
31 portfolios that enable students to save samples of their work, reflect
32 on their progress, and determine how they can improve their educational
33 performance, and which should also contain resumes, assessments, and
34 evidence of intentional and informed postsecondary planning and career
35 exploration;

36 (e) To the extent possible, scheduling of high school courses based
37 on student interests and demand; and

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

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

8 (4) The definitions in section 201 of this act apply to this
9 section.

10 **Sec. 403.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to
11 read as follows:

12 (1) The state board of education shall establish high school
13 graduation requirements or equivalencies for students, except as
14 provided in RCW 28A.230.122 and except those equivalencies established
15 by local high schools or school districts under RCW 28A.230.097. The
16 purpose of a high school diploma is to declare that a student is ready
17 for success in postsecondary education, gainful employment, and
18 citizenship, and is equipped with the skills to be a lifelong learner.

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

23 (b) The certificate of academic achievement requirements under RCW
24 28A.655.061 or the certificate of individual achievement requirements
25 under RCW 28A.155.045 are required for graduation from a public high
26 school but are not the only requirements for graduation.

27 (c) Any decision on whether a student has met the state board's
28 high school graduation requirements for a high school and beyond plan
29 shall remain at the local level.

30 (2)(a) In recognition of the statutory authority of the state board
31 of education to establish and enforce minimum high school graduation
32 requirements, the state board shall periodically reevaluate the
33 graduation requirements and shall report such findings to the
34 legislature in a timely manner as determined by the state board.

35 (b) The state board shall ~~((reevaluate the graduation requirements~~
36 ~~for students enrolled in vocationally intensive and rigorous career and~~
37 ~~technical education programs, particularly those programs that lead to~~

1 ~~a certificate or credential that is state or nationally recognized.~~
2 ~~The purpose of the evaluation is to~~) ensure that graduation
3 requirements provide students ~~((enrolled in these programs have))~~ whose
4 high school and beyond plan does not include immediate entrance into a
5 four-year institution of higher education sufficient opportunity to
6 earn a certificate of academic achievement, complete ~~((the))~~ their
7 program ~~((and))~~ of study, earn the program's certificate or credential
8 if applicable, and complete other state and local graduation
9 requirements. Graduation requirements established by the board may not
10 impose additional administrative requirements or procedures, such as
11 waivers or permissions, for students seeking a nonbaccalaureate career
12 pathway.

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

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

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

35 (a) The course was taken with high school students, if the academic
36 level of the course exceeds the requirements for seventh and eighth
37 grade classes, and the student has successfully passed by completing

1 the same course requirements and examinations as the high school
2 students enrolled in the class; or

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

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

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

14 NEW SECTION. **Sec. 404.** A new section is added to chapter 28A.230
15 RCW to read as follows:

16 School districts are encouraged to have each middle school, junior
17 high school, and high school student develop a high school and beyond
18 plan that includes at least the following components and activities to
19 be completed by each student:

20 (1) Identifying personal interests and achievable career goals;

21 (2) Establishing a four-year plan for course-taking beginning in
22 the ninth grade, including selecting a high school program of study by
23 the end of the eighth grade within a career pathway of interest to the
24 student;

25 (3) Conducting research on postsecondary training and education
26 related to the student's career interest, including comparative
27 information on the benefits and costs of available choices;

28 (4) Developing a budget for postsecondary education or training and
29 life based on personal and career interests;

30 (5) Participating in a postsecondary site visit or visits, which
31 may include a virtual visit; and

32 (6) Completing a resume and an application for postsecondary
33 education and training.

34 **Sec. 405.** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to
35 read as follows:

36 School district boards of directors shall identify and offer

1 courses with content that meet or exceed: (1) The basic education
2 skills identified in RCW 28A.150.210; (2) the graduation requirements
3 under RCW 28A.230.090; (3) the courses required to meet the minimum
4 college entrance requirements under RCW (~~28A.230.130~~) 28B.10.050; and
5 (4) the course options for career development under RCW 28A.230.130.
6 Such courses may be applied or theoretical, academic, or (~~vocational~~)
7 career and technical.

8 **Sec. 406.** RCW 28A.230.130 and 2011 c 77 s 2 are each amended to
9 read as follows:

10 (1) All public high schools of the state shall provide a program,
11 directly or in cooperation with a community college or another school
12 district, for students whose educational plans include application for
13 entrance to a baccalaureate-granting institution after being granted a
14 high school diploma. The program shall help these students to meet at
15 least the minimum entrance requirements under RCW 28B.10.050.

16 (2) All public high schools of the state shall provide a program,
17 directly or in cooperation with a community or technical college, a
18 skills center, an apprenticeship committee, or another school district,
19 for students who plan to pursue postsecondary education, career, or
20 work opportunities other than entrance to a baccalaureate-granting
21 institution after being granted a high school diploma. These programs
22 may:

23 (a) Help students demonstrate the application of essential academic
24 learning requirements to the world of work, occupation-specific skills,
25 knowledge of more than one career in a chosen pathway, and
26 employability and leadership skills; and

27 (b) Help students demonstrate the knowledge and skill needed to
28 prepare for industry certification, and/or have the opportunity to
29 articulate to postsecondary education and training programs, including
30 preapprenticeship, apprenticeship, workforce training programs, and
31 community and technical colleges.

32 (3) Within existing resources, all public high schools in the state
33 shall:

34 (a) Work towards the goal of offering a sufficient number of high
35 school courses that give students the opportunity to earn the
36 equivalent of a year's worth of postsecondary credit towards a
37 certificate, apprenticeship program, technical degree, or associate or

1 baccalaureate degree. These high school courses are those advanced
2 courses that have accompanying proficiency exams or demonstrated
3 competencies that are used to demonstrate postsecondary knowledge and
4 skills; and

5 (b) Inform students and their families, emphasizing communication
6 to underrepresented groups, about the program offerings and the
7 opportunities to take courses that qualify for postsecondary credit
8 through demonstrated competencies or if the student earns the
9 qualifying score on the proficiency exam. This information shall
10 encourage students to use the twelfth grade as the launch year for an
11 advance start on their career and postsecondary education.

12 (4) A middle school that receives approval from the office of the
13 superintendent of public instruction to provide a career and technical
14 program in science, technology, engineering, or mathematics directly to
15 students shall receive funding at the same rate as a high school
16 operating a similar program. Additionally, a middle school that
17 provides a hands-on experience in science, technology, engineering, or
18 mathematics with an integrated curriculum of academic content and
19 career and technical education, and includes a career and technical
20 education exploratory component shall also qualify for the career and
21 technical education funding.

22 **Sec. 407.** RCW 28A.600.160 and 2009 c 556 s 14 and 2009 c 450 s 6
23 are each reenacted and amended to read as follows:

24 ~~((Any middle school, junior high school, or))~~ (1) All public high
25 schools ~~((using educational pathways shall ensure that all~~
26 ~~participating students will continue to have access to the courses and~~
27 ~~instruction necessary to meet admission requirements at baccalaureate~~
28 ~~institutions))~~ are encouraged to offer multiple high school programs of
29 study within career pathways for students. Students shall be allowed
30 to enter the ~~((educational))~~ high school program of study and career
31 pathway of their choice. Before ~~((accepting))~~ a student ~~((into an~~
32 ~~educational))~~ begins a high school program of study within a career
33 pathway, the school shall inform the student's parent of the program of
34 study and career pathway chosen, the opportunities available to the
35 student through the pathway, and the career objectives the student will
36 have exposure to while pursuing the pathway. Providing online access
37 to the information satisfies the requirements of this section unless a

1 parent or guardian specifically requests ~~((requests))~~ information to
2 be provided in written form. Parents and students dissatisfied with
3 the opportunities available through the selected ~~((educational))~~
4 program of study and career pathway shall be provided with the
5 opportunity to transfer the student to any other pathway provided in
6 the school. Schools may not develop ~~((educational))~~ programs of study
7 pathways that retain students in high school beyond the date they are
8 eligible to graduate, and may not require students who transfer between
9 programs of study or career pathways to complete ~~((pathway))~~ program of
10 study requirements beyond the date the student is eligible to graduate.
11 ~~((Educational pathways may include, but are not limited to, programs~~
12 ~~such as worksite learning, internships, tech prep, career and technical~~
13 ~~education, running start, college in the high school, running start for~~
14 ~~the trades, and preparation for technical college, community college,~~
15 ~~or university education.))~~

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

20 (3) Work-based learning opportunities provided within a high school
21 program of study may include any of the following:

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

25 (b) Paid and unpaid internships that provide sustained work-based
26 learning experiences designed to enrich and expand the classroom;

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

29 (d) Social enterprises for learning;

30 (e) Service learning;

31 (f) Simulated workplace experiences and enterprises where labor
32 laws or logistics make actual workplace experiences difficult;

33 (g) Technical mentoring that provides direct, systemic outside
34 professional input to students' work products;

35 (h) Unpaid and paid work experience; or

36 (i) Youth apprenticeships and preapprenticeships.

37 (4) For the purposes of this section, "program of study" and

1 "career pathway" have the same definitions as in section 201 of this
2 act.

3 NEW SECTION. Sec. 408. A new section is added to chapter 28A.410
4 RCW to read as follows:

5 By October 1, 2012, the professional educator standards board must
6 review the standards for teacher certification to determine whether the
7 standards include the requisite skills and knowledge to offer
8 contextualized learning activities for students, including project-
9 based learning and teaching academic content in the context of the
10 world of work. By January 1, 2013, the board must revise the standards
11 to the extent necessary to include such skills and knowledge.

12 NEW SECTION. Sec. 409. A new section is added to chapter 28B.10
13 RCW to read as follows:

14 (1) Institutions of higher education are encouraged to offer
15 comprehensive career counseling to all students. Comprehensive career
16 counseling should include the following:

17 (a) Assistance in identifying the student's career pathway and a
18 program of study within the student's chosen career pathway whether the
19 student is new to or returning after having previously exited an
20 institution of higher education. The assistance should build on the
21 student's existing certifications or degrees to further the student's
22 credentials, particularly in areas of high employer demand;

23 (b) Labor market demand information for occupations;

24 (c) Assistance with barriers to completion of the student's
25 certificate or degree program; and

26 (d) If a student exits an education or training program before
27 completion of the student's program of study, information on what is
28 required for the student to obtain a certificate or degree before
29 exiting and alternatives the student may access if the student chooses
30 to return to an education or training program in the future.

31 (2) Institutions of higher education are encouraged to develop
32 partnerships with workforce development councils and worksorce centers
33 to allow worksorce center staff and partner staff affiliated with
34 worksorce to provide career counseling services to students at the
35 institutions.

1 (3) For the purposes of this section, "program of study" and
2 "career pathway" have the definitions in section 201 of this act.

3 **PART V**
4 **MISCELLANEOUS**

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

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

10 NEW SECTION. **Sec. 503.** Sections 305, 306, and 307 of this act
11 take effect July 1, 2012.

12 NEW SECTION. **Sec. 504.** This act shall be known and may be cited
13 as the career pathways act.

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