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**SENATE BILL 6119**

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**State of Washington**

**62nd Legislature**

**2012 Regular Session**

**By** Senators McAuliffe, Eide, Shin, Keiser, Conway, Harper, Frockt, and Litzow

Read first time 01/11/12. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to encouraging multiple career pathways through  
2 information, exploration, planning, and program coordination; amending  
3 RCW 28A.150.200, 28A.150.220, 28A.230.097, 28C.18.060, 28B.76.526,  
4 28C.18.162, 28C.18.164, 28C.18.166, 28B.92.030, 28B.92.084,  
5 28A.700.060, 28A.600.045, 28A.230.090, 28A.230.010, and 28B.50.140;  
6 amending 2009 c 238 s 11 (uncodified); reenacting and amending RCW  
7 28A.600.160; adding a new section to chapter 28A.320 RCW; adding a new  
8 section to chapter 28A.230 RCW; adding a new section to chapter 28A.410  
9 RCW; adding a new section to chapter 28B.10 RCW; adding a new chapter  
10 to Title 28C RCW; creating new sections; recodifying RCW 28A.700.060;  
11 and providing an effective date.

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

13 **PART I**

14 **LEGISLATIVE INTENT**

15 NEW SECTION. **Sec. 101.** (1) The legislature finds that multiple  
16 pathways lead to marketable job skills and productive careers and  
17 intends that the value and dignity of all careers be reflected in

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

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

33 NEW SECTION. **Sec. 202.** The goal of increasing the percentage of  
34 Washington households living in the middle-income bracket is adopted.  
35 Increasing the number of secondary and postsecondary program graduates  
36 and completers in the state, especially in fields with high economic  
37 demand, is adopted as one strategy for reaching this goal.

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

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

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

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

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

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

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

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

29        (4) The workforce training and education coordinating board shall  
30 work with statewide business organizations to develop an online mentor  
31 program using volunteer mentors employed in various career fields who  
32 provide advice or answer inquiries from students and parents as they  
33 explore multiple career pathways using the online tools. The mentor  
34 program must be supported by business organizations or foundations  
35 through cash or in-kind contributions for the development and operation  
36 of the program. The workforce board shall inform the legislature if  
37 business and foundation support is not available for this purpose and  
38 may recommend state matching support if necessary.

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

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

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

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

27       (3) Career exploration partnership zone coordinators must, in  
28   collaboration with business and labor communities and public education  
29   institutions:

30       (a) Serve as a clearinghouse for summer and year-round youth  
31   employment opportunities and work with local businesses to develop new  
32   opportunities;

33       (b) Recruit businesses to provide internships for students and  
34   educators;

35       (c) Work with school districts, colleges, universities,  
36   apprenticeship and preapprenticeship programs, and workforce training

1 programs to develop internship, mentoring, and advising opportunities  
2 for individuals in the local business and labor communities;

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

5 (e) Seek public and private sector funding to support the  
6 partnership zone;

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

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

12 (4) Partnerships and collaborative activities under a partnership  
13 zone are voluntary and intended to benefit all partners. Partners are  
14 encouraged to use creation of a partnership zone as a means to  
15 strengthen competitive grant applications. Partners who achieve  
16 savings by reducing duplication of effort through the partnership zone  
17 may contribute funding to the partnership zone.

18 (5) The workforce training and education coordinating board shall  
19 design a performance monitoring report for career exploration  
20 partnership zones that tracks the expansion and improvement in youth  
21 employment, number of internships, number of career exploration and  
22 other partnership activities, and whether the options provided under  
23 subsection (4) of this section were exercised.

24 **Sec. 208.** RCW 28A.150.200 and 2009 c 548 s 101 are each amended to  
25 read as follows:

26 (1) The program of basic education established under this chapter  
27 is deemed by the legislature to comply with the requirements of Article  
28 IX, section 1 of the state Constitution, which states that "It is the  
29 paramount duty of the state to make ample provision for the education  
30 of all children residing within its borders, without distinction or  
31 preference on account of race, color, caste, or sex," and is adopted  
32 pursuant to Article IX, section 2 of the state Constitution, which  
33 states that "The legislature shall provide for a general and uniform  
34 system of public schools."

35 (2) The legislature defines the program of basic education under  
36 this chapter as that which is necessary to provide the opportunity to  
37 develop the knowledge and skills necessary to meet the state-

1 established high school graduation requirements that are intended to  
2 allow students to have the opportunity to graduate with a meaningful  
3 diploma that prepares them for postsecondary education, including  
4 preapprenticeship, apprenticeship, workforce training programs,  
5 community and technical colleges, and baccalaureate and  
6 postbaccalaureate opportunities, gainful employment, and citizenship.  
7 Basic education by necessity is an evolving program of instruction  
8 intended to reflect the changing educational opportunities that are  
9 needed to equip students for their role as productive citizens and  
10 includes the following:

11 (a) The instructional program of basic education the minimum  
12 components of which are described in RCW 28A.150.220;

13 (b) The program of education provided by chapter 28A.190 RCW for  
14 students in residential schools as defined by RCW 28A.190.020 and for  
15 juveniles in detention facilities as identified by RCW 28A.190.010;

16 (c) The program of education provided by chapter 28A.193 RCW for  
17 individuals under the age of eighteen who are incarcerated in adult  
18 correctional facilities; and

19 (d) Transportation and transportation services to and from school  
20 for eligible students as provided under RCW 28A.160.150 through  
21 28A.160.180.

22 **Sec. 209.** RCW 28A.150.220 and 2011 1st sp.s. c 27 s 1 are each  
23 amended to read as follows:

24 (1) In order for students to have the opportunity to develop the  
25 basic education knowledge and skills under RCW 28A.150.210, school  
26 districts must provide instruction of sufficient quantity and quality  
27 and give students the opportunity to complete graduation requirements  
28 that are intended to prepare them for postsecondary education,  
29 including preapprenticeship, apprenticeship, workforce training  
30 programs, community and technical colleges, and baccalaureate and  
31 postbaccalaureate opportunities, gainful employment, and citizenship.  
32 The program established under this section shall be the minimum  
33 instructional program of basic education offered by school districts.

34 (2) Each school district shall make available to students the  
35 following minimum instructional offering each school year:

36 (a) For students enrolled in grades one through twelve, at least a  
37 district-wide annual average of one thousand hours, which shall be



1 increased to at least one thousand eighty instructional hours for  
2 students enrolled in each of grades seven through twelve and at least  
3 one thousand instructional hours for students in each of grades one  
4 through six according to an implementation schedule adopted by the  
5 legislature, but not before the 2014-15 school year; and

6 (b) For students enrolled in kindergarten, at least four hundred  
7 fifty instructional hours, which shall be increased to at least one  
8 thousand instructional hours according to the implementation schedule  
9 under RCW 28A.150.315.

10 (3) The instructional program of basic education provided by each  
11 school district shall include:

12 (a) Instruction in the essential academic learning requirements  
13 under RCW 28A.655.070;

14 (b) Instruction that provides students the opportunity to complete  
15 twenty-four credits for high school graduation, subject to a phased-in  
16 implementation of the twenty-four credits as established by the  
17 legislature. Course distribution requirements may be established by  
18 the state board of education under RCW 28A.230.090;

19 (c) If the essential academic learning requirements include a  
20 requirement of languages other than English, the requirement may be met  
21 by students receiving instruction in one or more American Indian  
22 languages;

23 (d) Supplemental instruction and services for underachieving  
24 students through the learning assistance program under RCW 28A.165.005  
25 through 28A.165.065;

26 (e) Supplemental instruction and services for eligible and enrolled  
27 students whose primary language is other than English through the  
28 transitional bilingual instruction program under RCW 28A.180.010  
29 through 28A.180.080;

30 (f) The opportunity for an appropriate education at public expense  
31 as defined by RCW 28A.155.020 for all eligible students with  
32 disabilities as defined in RCW 28A.155.020; (~~and~~)

33 (g) Programs for highly capable students under RCW 28A.185.010  
34 through 28A.185.030; and

35 (h) Programs in career and technical education that prepare  
36 students for postsecondary education, including preapprenticeship,  
37 apprenticeship, workforce training programs, community and technical  
38 colleges, and baccalaureate and postbaccalaureate opportunities.

1 (4) Nothing contained in this section shall be construed to require  
2 individual students to attend school for any particular number of hours  
3 per day or to take any particular courses.

4 (5) Each school district's kindergarten through twelfth grade basic  
5 educational program shall be accessible to all students who are five  
6 years of age, as provided by RCW 28A.225.160, and less than twenty-one  
7 years of age and shall consist of a minimum of one hundred eighty  
8 school days per school year in such grades as are conducted by a school  
9 district, and one hundred eighty half-days of instruction, or  
10 equivalent, in kindergarten, to be increased to a minimum of one  
11 hundred eighty school days per school year according to the  
12 implementation schedule under RCW 28A.150.315. However, effective May  
13 1, 1979, a school district may schedule the last five school days of  
14 the one hundred and eighty day school year for noninstructional  
15 purposes in the case of students who are graduating from high school,  
16 including, but not limited to, the observance of graduation and early  
17 release from school upon the request of a student, and all such  
18 students may be claimed as a full-time equivalent student to the extent  
19 they could otherwise have been so claimed for the purposes of RCW  
20 28A.150.250 and 28A.150.260.

21 (6) Nothing in this section precludes a school district from  
22 enriching the instructional program of basic education, such as  
23 offering additional instruction or providing additional services,  
24 programs, or activities that the school district determines to be  
25 appropriate for the education of the school district's students.

26 (7) The state board of education shall adopt rules to implement and  
27 ensure compliance with the program requirements imposed by this  
28 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental  
29 program approval requirements as the state board may establish.

30 **Sec. 210.** RCW 28A.230.097 and 2008 c 170 s 202 are each amended to  
31 read as follows:

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

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

19 **Sec. 211.** RCW 28C.18.060 and 2009 c 151 s 6 are each amended to  
20 read as follows:

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

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

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

29 (3) Establish and maintain an inventory of the programs of the  
30 state training system, and related state programs, and perform a  
31 biennial assessment of the (~~vocational~~) career and technical  
32 education, training, and adult basic education and literacy needs of  
33 the state; identify ongoing and strategic education needs; and assess  
34 the extent to which employment, training, (~~vocational~~) career and  
35 technical and basic education, rehabilitation services, and public  
36 assistance services represent a consistent, integrated approach to meet  
37 such needs;

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

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

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

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

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

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

37 (9) Establish minimum standards for program evaluation for the  
38 operating agencies of the state training system, including, but not

1 limited to, the use of common survey instruments and procedures for  
2 measuring perceptions of program participants and employers of program  
3 participants, and monitor such program evaluation;

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

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

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

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

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

29 (15) In cooperation with the higher education coordinating board or  
30 its successor agency, facilitate transfer of credit policies and  
31 agreements between private training institutions and institutions of  
32 the state training system;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

31 The board may delegate to the director any of the functions of this  
32 section.

### 33 PART III

#### 34 COORDINATION OF CAREER PATHWAY AND OPPORTUNITY PROGRAMS

35 NEW SECTION. **Sec. 301.** (1) The state education and workforce  
36 agencies shall work together to ensure that programs established by the

1 legislature to provide opportunities for individuals to increase their  
2 knowledge, skills, and earnings potential through education and  
3 training operate seamlessly, without unnecessary duplication and  
4 overlap, and without unnecessary barriers that may hinder students'  
5 transition from one program to another.

6 (2) Programs under this section include opportunity internships  
7 under RCW 28C.18.160, opportunity grants under RCW 28B.50.271, worker  
8 retraining and other programs supported by the opportunity express  
9 account under RCW 28B.50.286, the college bound scholarship under  
10 chapter 28B.118 RCW, and the pay for actual student success program  
11 under RCW 28A.175.130 through 28A.175.160.

12 (3) The agencies may make recommendations to the legislature for  
13 increasing efficiency and effectiveness among the programs and for  
14 reducing barriers for students.

15 **Sec. 302.** RCW 28B.76.526 and 2010 1st sp.s. c 27 s 2 are each  
16 amended to read as follows:

17 The Washington opportunity pathways account is created in the state  
18 treasury. Expenditures from the account may be used only for programs  
19 in chapter 28B.12 RCW (state work-study), chapter 28B.50 RCW  
20 (opportunity grant), RCW 28B.76.660 (Washington scholars award), RCW  
21 28B.76.670 (Washington award for vocational excellence), chapter 28B.92  
22 RCW (state need grant program), (~~chapter 28B.101 RCW (educational~~  
23 ~~opportunity grant),~~) chapter 28B.105 RCW (GET ready for math and  
24 science scholarship), chapter 28B.117 RCW (passport to college  
25 promise), chapter 28B.118 RCW (college bound scholarship), chapter  
26 28B.119 RCW (Washington promise scholarship), chapter 43.215 RCW (early  
27 childhood education and assistance program), programs supported by RCW  
28 28B.50.286 (opportunity express account), RCW 28C.18.160 through  
29 28C.18.168 (opportunity internship program), and RCW 43.330.280  
30 (recruitment of entrepreneurial researchers, innovation partnership  
31 zones and research teams).

32 **Sec. 303.** RCW 28C.18.162 and 2009 c 238 s 3 are each amended to  
33 read as follows:

34 Unless the context clearly requires otherwise, the definitions in  
35 this section apply throughout this section and RCW 28C.18.160 and  
36 28C.18.164 through 28C.18.168.



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

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

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

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

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

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

29 (6) "Preapprenticeship" means a program of at least ninety hours  
30 and not more than one hundred eighty hours in length that provides  
31 practical experience, education, preparation, and the development of  
32 skills that would be beneficial for entry into state-approved  
33 apprenticeship programs, including but not limited to construction  
34 industry structure and the construction process; orientation to state-  
35 approved apprenticeship; tools of the various trades and safe handling  
36 of power tools; and industry standards of safety, responsibility, and  
37 craft excellence.

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

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

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

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

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

31 (ii) For fiscal years 2011 through 2013, the board shall enter into  
32 a contract with each consortium selected to participate in the program.  
33 No more than twelve consortia per year shall be selected to participate  
34 in the program, and to the extent possible, the board shall assure a  
35 geographic distribution of consortia in regions across the state  
36 emphasizing a variety of targeted industries. No more than five

1 thousand low-income high school students per year may be selected to  
2 participate in the program.

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

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

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

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

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

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

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

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

35 (3) Opportunity internship consortia are encouraged to:

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

1 (b) Work with high schools to offer opportunity internships as  
2 approved worksite learning experiences where students can earn high  
3 school credit;

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

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

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

14 (f) Provide stipends or financial incentives for internship and  
15 preapprenticeship completion.

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

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

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

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

31 As used in this chapter:

32 (1) "Disadvantaged student" means a posthigh school student who by  
33 reason of adverse cultural, educational, environmental, experiential,  
34 familial or other circumstances is unable to qualify for enrollment as  
35 a full-time student in an institution of higher education, who would

1 otherwise qualify as a needy student, and who is attending an  
2 institution of higher education under an established program designed  
3 to qualify the student for enrollment as a full-time student.

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

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

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

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

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

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

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

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

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

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

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

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

34 **Sec. 308.** 2009 c 238 s 11 (uncodified) is amended to read as  
35 follows:

36 (1) The workforce training and education coordinating board shall

1 conduct an outcome evaluation of opportunity internship programs. At  
2 a minimum, the analysis shall examine the financial benefits of on-time  
3 graduation, youth employment while in high school, postsecondary  
4 education enrollment and completion, and adult employment in high-  
5 demand occupations compared to the local and state costs of the  
6 programs.

7 (2) The board shall submit a preliminary analysis to the governor  
8 and the education and higher education committees of the legislature by  
9 December 1, 2012, and a final analysis by December 1, 2014. The board  
10 shall include in its final analysis whether the performance of the  
11 opportunity internship program warrants expanding participation to  
12 include students from middle-income families who do not qualify under  
13 the income criteria for the program.

14 NEW SECTION. Sec. 309. (1) The workforce training and education  
15 coordinating board, in consultation with the employment security  
16 department and business and labor organizations, shall develop a  
17 proposal to establish an employee benefit account for the purpose of  
18 supporting continuing education and training to improve an employee's  
19 knowledge, skills, and earnings potential that employers may offer as  
20 one of the elements of a comprehensive benefits package and that may be  
21 funded by employer, employee, and state contributions.

22 (2) The board shall submit the proposal to the legislature by  
23 December 1, 2012.

24 **PART IV**

25 **SECONDARY AND POSTSECONDARY CAREER GUIDANCE AND CAREER PATHWAYS**

26 **Sec. 401.** RCW 28A.700.060 and 2008 c 170 s 107 are each amended to  
27 read as follows:

28 ((+1)) The office of the superintendent of public instruction, the  
29 workforce training and education coordinating board, the state board  
30 for community and technical colleges, the higher education coordinating  
31 board or its successor agency, and the council of presidents shall work  
32 with local school districts, ((workforce education programs in  
33 colleges, tech prep consortia)) community and technical colleges, and  
34 four-year institutions of higher education to:

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

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

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

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

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

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

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

22 ~~(2) Maximize opportunities for students to benefit from dual credit~~  
23 ~~programs, articulation agreements within and between secondary and~~  
24 ~~postsecondary education, and prior learning assessments for~~  
25 ~~postsecondary credit; and~~

26 ~~(3) Partner with business and labor organizations to expand~~  
27 ~~opportunities for work-based learning.~~

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

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



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

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

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

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

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

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

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

37 (3) Subject to funds appropriated for this purpose, the office of  
38 the superintendent of public instruction shall provide support for

1 comprehensive guidance and planning programs in public schools,  
2 including providing ongoing development and improvement of the  
3 curriculum described in subsection (2) of this section.

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

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

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

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

19 (b) The certificate of academic achievement requirements under RCW  
20 28A.655.061 or the certificate of individual achievement requirements  
21 under RCW 28A.155.045 are required for graduation from a public high  
22 school but are not the only requirements for graduation.

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

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

31 (b) The state board shall (~~reevaluate the graduation requirements~~  
32 ~~for students enrolled in vocationally intensive and rigorous career and~~  
33 ~~technical education programs, particularly those programs that lead to~~  
34 ~~a certificate or credential that is state or nationally recognized.~~  
35 ~~The purpose of the evaluation is to~~) ensure that graduation  
36 requirements provide students (~~enrolled in these programs have~~) whose  
37 high school and beyond plan does not include immediate entrance into a

1 four-year institution of higher education sufficient opportunity to  
2 earn a certificate of academic achievement, complete ((the)) their  
3 program ((and)) of study, earn the program's certificate or credential  
4 if applicable, and complete other state and local graduation  
5 requirements. Graduation requirements established by the board may not  
6 impose additional administrative requirements or procedures, such as  
7 waivers or permissions, for students seeking a nonbaccalaureate career  
8 pathway.

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

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

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

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

36 (b) The academic level of the course exceeds the requirements for  
37 seventh and eighth grade classes and the course would qualify for high

1 school credit, because the course is similar or equivalent to a course  
2 offered at a high school in the district as determined by the school  
3 district board of directors.

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

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

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

12 School districts are encouraged to have each middle school, junior  
13 high school, and high school student develop a high school and beyond  
14 plan that includes at least the following components and activities to  
15 be completed by each student:

- 16 (1) Identifying personal interests and achievable career goals;
- 17 (2) Establishing a four-year plan for course-taking beginning in  
18 the ninth grade, including selecting a high school program of study by  
19 the end of the eighth grade within a career pathway of interest to the  
20 student;
- 21 (3) Conducting research on postsecondary training and education  
22 related to the student's career interest, including comparative  
23 information on the benefits and costs of available choices;
- 24 (4) Developing a budget for postsecondary education or training and  
25 life based on personal and career interests;
- 26 (5) Participating in a postsecondary site visit or visits, which  
27 may include a virtual visit; and
- 28 (6) Completing a resume and an application for postsecondary  
29 education and training.

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

32 School district boards of directors shall identify and offer  
33 courses with content that meet or exceed: (1) The basic education  
34 skills identified in RCW 28A.150.210; (2) the graduation requirements  
35 under RCW 28A.230.090; (3) the courses required to meet the minimum  
36 college entrance requirements under RCW ((~~28A.230.130~~)) 28B.10.050; and

1 (4) the course options for career development under RCW 28A.230.130.  
2 Such courses may be applied or theoretical, academic, or (~~vocational~~)  
3 career and technical.

4 **Sec. 406.** RCW 28A.600.160 and 2009 c 556 s 14 and 2009 c 450 s 6  
5 are each reenacted and amended to read as follows:

6 (~~Any middle school, junior high school, or~~) (1) All public high  
7 schools (~~(using educational pathways shall ensure that all~~  
8 ~~participating students will continue to have access to the courses and~~  
9 ~~instruction necessary to meet admission requirements at baccalaureate~~  
10 ~~institutions)~~) are encouraged to offer multiple high school programs of  
11 study within career pathways for students. Students shall be allowed  
12 to enter the (~~educational~~) high school program of study and career  
13 pathway of their choice. Before (~~accepting~~) a student (~~into an~~  
14 ~~educational~~) begins a high school program of study within a career  
15 pathway, the school shall inform the student's parent of the program of  
16 study and career pathway chosen, the opportunities available to the  
17 student through the pathway, and the career objectives the student will  
18 have exposure to while pursuing the pathway. Providing online access  
19 to the information satisfies the requirements of this section unless a  
20 parent or guardian specifically requests (~~requests~~) information to  
21 be provided in written form. Parents and students dissatisfied with  
22 the opportunities available through the selected (~~educational~~)  
23 program of study and career pathway shall be provided with the  
24 opportunity to transfer the student to any other pathway provided in  
25 the school. Schools may not develop (~~educational~~) programs of study  
26 pathways that retain students in high school beyond the date they are  
27 eligible to graduate, and may not require students who transfer between  
28 programs of study or career pathways to complete (~~pathway~~) program of  
29 study requirements beyond the date the student is eligible to graduate.  
30 (~~Educational pathways may include, but are not limited to, programs~~  
31 ~~such as worksite learning, internships, tech prep, career and technical~~  
32 ~~education, running start, college in the high school, running start for~~  
33 ~~the trades, and preparation for technical college, community college,~~  
34 ~~or university education.~~)

35 (2) The office of the superintendent of public instruction shall  
36 develop model frameworks for high school programs of study within

1 career pathways, working collaboratively with other education entities  
2 as provided under RCW 28A.700.060 (as recodified by this act).

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

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

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

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

12 (d) Social enterprises for learning;

13 (e) Service learning;

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

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

18 (h) Unpaid and paid work experience; or

19 (i) Youth apprenticeships and preapprenticeships.

20 (4) For the purposes of this section, "program of study" and  
21 "career pathway" have the same definitions as in section 201 of this  
22 act.

23 NEW SECTION. Sec. 407. A new section is added to chapter 28A.410  
24 RCW to read as follows:

25 The professional educator standards board must include in standards  
26 for teacher certification the requisite skills and knowledge to offer  
27 contextualized learning activities for students, including project-  
28 based learning and teaching academic content in the context of the  
29 world of work.

30 NEW SECTION. Sec. 408. A new section is added to chapter 28B.10  
31 RCW to read as follows:

32 (1) Institutions of higher education are encouraged to offer  
33 comprehensive career counseling to all students. Comprehensive career  
34 counseling should include the following:

35 (a) Assistance in identifying the student's career pathway and a  
36 program of study within the student's chosen career pathway whether the

1 student is new to or returning after having previously exited an  
2 institution of higher education. The assistance should build on the  
3 student's existing certifications or degrees to further the student's  
4 credentials, particularly in areas of high employer demand;

5 (b) Labor market demand information for occupations;

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

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

13 (2) Institutions of higher education are encouraged to develop  
14 partnerships with workforce development councils and worksorce centers  
15 to allow worksorce center staff and partner staff affiliated with  
16 worksorce to provide career counseling services to students at the  
17 institutions.

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

20 **Sec. 409.** RCW 28B.50.140 and 2010 c 51 s 4 are each amended to  
21 read as follows:

22 Each board of trustees:

23 (1) Shall operate all existing community and technical colleges in  
24 its district;

25 (2) Shall create comprehensive programs of community and technical  
26 college education and training and maintain an open-door policy in  
27 accordance with the provisions of RCW 28B.50.090(3);

28 (3) Shall employ for a period to be fixed by the board a college  
29 president for each community and technical college and, may appoint a  
30 president for the district, and fix their duties and compensation,  
31 which may include elements other than salary. Compensation under this  
32 subsection shall not affect but may supplement retirement, health care,  
33 and other benefits that are otherwise applicable to the presidents as  
34 state employees. The board shall also employ for a period to be fixed  
35 by the board members of the faculty and such other administrative  
36 officers and other employees as may be necessary or appropriate and fix  
37 their salaries and duties. Compensation and salary increases under

1 this subsection shall not exceed the amount or percentage established  
2 for those purposes in the state appropriations act by the legislature  
3 as allocated to the board of trustees by the state board for community  
4 and technical colleges. The state board for community and technical  
5 colleges shall adopt rules defining the permissible elements of  
6 compensation under this subsection;

7 (4) May establish, under the approval and direction of the college  
8 board, new facilities as community needs and interests demand.  
9 However, the authority of boards of trustees to purchase or lease major  
10 off-campus facilities shall be subject to the approval of the higher  
11 education coordinating board or its successor agency pursuant to RCW  
12 28B.76.230;

13 (5) May establish or lease, operate, equip and maintain  
14 dormitories, food service facilities, bookstores and other self-  
15 supporting facilities connected with the operation of the community and  
16 technical college;

17 (6) May, with the approval of the college board, borrow money and  
18 issue and sell revenue bonds or other evidences of indebtedness for the  
19 construction, reconstruction, erection, equipping with permanent  
20 fixtures, demolition and major alteration of buildings or other capital  
21 assets, and the acquisition of sites, rights-of-way, easements,  
22 improvements or appurtenances, for dormitories, food service  
23 facilities, and other self-supporting facilities connected with the  
24 operation of the community and technical college in accordance with the  
25 provisions of RCW 28B.10.300 through 28B.10.330 where applicable;

26 (7) May establish fees and charges for the facilities authorized  
27 hereunder, including reasonable rules and regulations for the  
28 government thereof, not inconsistent with the rules of the college  
29 board; each board of trustees operating a community and technical  
30 college may enter into agreements, subject to rules of the college  
31 board, with owners of facilities to be used for housing regarding the  
32 management, operation, and government of such facilities, and any board  
33 entering into such an agreement may:

34 (a) Make rules for the government, management and operation of such  
35 housing facilities deemed necessary or advisable; and

36 (b) Employ necessary employees to govern, manage and operate the  
37 same;



1 (8) May receive such gifts, grants, conveyances, devises and  
2 bequests of real or personal property from private sources, as may be  
3 made from time to time, in trust or otherwise, whenever the terms and  
4 conditions thereof will aid in carrying out the community and technical  
5 college programs as specified by law and the rules of the state college  
6 board; sell, lease or exchange, invest or expend the same or the  
7 proceeds, rents, profits and income thereof according to the terms and  
8 conditions thereof; and adopt rules to govern the receipt and  
9 expenditure of the proceeds, rents, profits and income thereof;

10 (9) May establish and maintain night schools whenever in the  
11 discretion of the board of trustees it is deemed advisable, and  
12 authorize classrooms and other facilities to be used for summer or  
13 night schools, or for public meetings and for any other uses consistent  
14 with the use of such classrooms or facilities for community and  
15 technical college purposes;

16 (10) May make rules for pedestrian and vehicular traffic on  
17 property owned, operated, or maintained by the district;

18 (11) Shall prescribe, with the assistance of the faculty, the  
19 course of study in the various departments of the community and  
20 technical college or colleges under its control, and publish such  
21 catalogues and bulletins as may become necessary. Each college shall  
22 offer integrated basic education and skills training programs for  
23 students requiring basic skills and literacy in order to participate in  
24 college-level courses;

25 (12) May grant to every student, upon graduation or completion of  
26 a course of study, a suitable diploma, degree, or certificate under the  
27 rules of the state board for community and technical colleges that are  
28 appropriate to their mission. The purposes of these diplomas,  
29 certificates, and degrees are to lead individuals directly to  
30 employment in a specific occupation or prepare individuals for a  
31 bachelor's degree or beyond. Technical colleges may only offer  
32 transfer degrees that prepare students for bachelor's degrees in  
33 professional fields, subject to rules adopted by the college board. In  
34 adopting rules, the college board, where possible, shall create  
35 consistency between community and technical colleges and may address  
36 issues related to tuition and fee rates; tuition waivers; enrollment  
37 counting, including the use of credits instead of clock hours; degree  
38 granting authority; or any other rules necessary to offer the associate

1 degrees that prepare students for transfer to bachelor's degrees in  
2 professional areas. Only ((~~pilot~~)) colleges under RCW 28B.50.810 may  
3 award baccalaureate degrees. The board, upon recommendation of the  
4 faculty, may also confer honorary associate of arts degrees upon  
5 persons other than graduates of the community college, in recognition  
6 of their learning or devotion to education, literature, art, or  
7 science. No degree may be conferred in consideration of the payment of  
8 money or the donation of any kind of property;

9 (13) Shall enforce the rules prescribed by the state board for  
10 community and technical colleges for the government of community and  
11 technical colleges, students and teachers, and adopt such rules and  
12 perform all other acts not inconsistent with law or rules of the state  
13 board for community and technical colleges as the board of trustees may  
14 in its discretion deem necessary or appropriate to the administration  
15 of college districts: PROVIDED, That such rules shall include, but not  
16 be limited to, rules relating to housing, scholarships, conduct at the  
17 various community and technical college facilities, and discipline:  
18 PROVIDED, FURTHER, That the board of trustees may suspend or expel from  
19 community and technical colleges students who refuse to obey any of the  
20 duly adopted rules;

21 (14) May, by written order filed in its office, delegate to the  
22 president or district president any of the powers and duties vested in  
23 or imposed upon it by this chapter. Such delegated powers and duties  
24 may be exercised in the name of the district board;

25 (15) May perform such other activities consistent with this chapter  
26 and not in conflict with the directives of the college board;

27 (16) Notwithstanding any other provision of law, may offer  
28 educational services on a contractual basis other than the tuition and  
29 fee basis set forth in chapter 28B.15 RCW for a special fee to private  
30 or governmental entities, consistent with rules adopted by the state  
31 board for community and technical colleges: PROVIDED, That the whole  
32 of such special fee shall go to the college district and be not less  
33 than the full instructional costs of such services including any salary  
34 increases authorized by the legislature for community and technical  
35 college employees during the term of the agreement: PROVIDED FURTHER,  
36 That enrollments generated hereunder shall not be counted toward the  
37 official enrollment level of the college district for state funding  
38 purposes;

1 (17) Notwithstanding any other provision of law, may offer  
2 educational services on a contractual basis, charging tuition and fees  
3 as set forth in chapter 28B.15 RCW, counting such enrollments for state  
4 funding purposes, and may additionally charge a special supplemental  
5 fee when necessary to cover the full instructional costs of such  
6 services: PROVIDED, That such contracts shall be subject to review by  
7 the state board for community and technical colleges and to such rules  
8 as the state board may adopt for that purpose in order to assure that  
9 the sum of the supplemental fee and the normal state funding shall not  
10 exceed the projected total cost of offering the educational service:  
11 PROVIDED FURTHER, That enrollments generated by courses offered on the  
12 basis of contracts requiring payment of a share of the normal costs of  
13 the course will be discounted to the percentage provided by the  
14 college;

15 (18) Shall be authorized to pay dues to any association of trustees  
16 that may be formed by the various boards of trustees; such association  
17 may expend any or all of such funds to submit biennially, or more often  
18 if necessary, to the governor and to the legislature, the  
19 recommendations of the association regarding changes which would affect  
20 the efficiency of such association;

21 (19) May participate in higher education centers and consortia that  
22 involve any four-year public or independent college or university:  
23 PROVIDED, That new degree programs or off-campus programs offered by a  
24 four-year public or independent college or university in collaboration  
25 with a community or technical college are subject to approval by the  
26 higher education coordinating board or its successor agency under RCW  
27 28B.76.230;

28 (20) Shall perform any other duties and responsibilities imposed by  
29 law or rule of the state board; and

30 (21) May confer honorary associate of arts degrees upon persons who  
31 request an honorary degree if they were students at the college in 1942  
32 and did not graduate because they were ordered into an internment camp.  
33 The honorary degree may also be requested by a representative of  
34 deceased persons who meet these requirements. For the purposes of this  
35 subsection, "internment camp" means a relocation center to which  
36 persons were ordered evacuated by Presidential Executive Order 9066,  
37 signed on February 19, 1942.

