

**2SHB 2170** - S COMM AMD

By Committee on Early Learning & K-12 Education

1 Strike everything after the enacting clause and insert the  
2 following:

3 "PART I

4 LEGISLATIVE INTENT

5 NEW SECTION. **Sec. 101.** (1) The legislature finds that multiple  
6 pathways lead to marketable job skills and productive careers and  
7 intends that the value and dignity of all careers be reflected in  
8 career exploration materials and curricula, high school graduation  
9 requirements, and other communication to students, parents, educators,  
10 and the community.

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

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

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

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

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

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

28 (e) Continually emphasize the dignity and economic value of  
29 nonbaccalaureate career pathways equally with baccalaureate pathways,

1 including skilled trades, preapprenticeships, apprenticeships, industry  
2 certifications, workforce training programs, one and two-year degrees,  
3 and baccalaureate and postbaccalaureate opportunities; and

4 (f) Measurably increase completion rates at all levels of secondary  
5 and postsecondary education and measurably increase student success  
6 after completion.

7 **PART II**

8 **CAREER EXPLORATION AND MULTIPLE CAREER PATHWAYS**

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

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

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

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

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

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

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

32 (7) "Program of study" means a coordinated, nonduplicative  
33 progression of courses within a career pathway that aligns academic and  
34 career and technical education in secondary education with  
35 postsecondary education. A program of study offers coherent and  
36 rigorous academic content aligned with state learning standards and

1 relevant career and technical content, includes opportunities for  
2 students to earn dual high school and college credit, provides work-  
3 based learning experiences, prepares students to enter postsecondary  
4 education and employment, and culminates in an industry-recognized  
5 credential. Integration of academic and career and technical education  
6 content is encouraged.

7 (8) "State education and workforce agencies" means the office of  
8 the superintendent of public instruction, the state board of education,  
9 the state board for community and technical colleges, the higher  
10 education coordinating board or its successor agency, the workforce  
11 training and education coordinating board, and the employment security  
12 department.

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

18 NEW SECTION. **Sec. 203.** The state education and workforce  
19 agencies, the department of commerce, the Washington state  
20 apprenticeship and training council, and the department of social and  
21 health services must incorporate the goal and strategy adopted under  
22 section 202 of this act into their respective strategic plans and  
23 include in those plans specific additional strategies appropriate to  
24 their respective missions for reaching the goal.

25 NEW SECTION. **Sec. 204.** (1) All materials and communications  
26 produced and distributed by the state education and workforce agencies  
27 after the effective date of this section regarding career opportunities  
28 or career exploration must include information about multiple career  
29 pathways across all levels of postsecondary education, including  
30 skilled trades, preapprenticeships, apprenticeships, industry  
31 certifications, workforce training programs, one and two-year degrees,  
32 and baccalaureate and postbaccalaureate opportunities. The materials  
33 and communications must emphasize the value of each of the pathways so  
34 that individuals are encouraged to conduct a meaningful exploration of  
35 the multiple opportunities available to them.

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

8 (3) Analyses produced and presented by the state education and  
9 workforce agencies that compare employment prospects and earnings for  
10 high school graduates, two-year degrees, or baccalaureate degrees must  
11 also provide information about employment prospects and earnings for  
12 apprenticeships and, to the extent data is available, must disaggregate  
13 information about two-year and baccalaureate degrees by academic major  
14 or by major academic unit. Major academic unit includes the college of  
15 arts and sciences, the college of business, the college of education,  
16 and other similar units.

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

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

27 (2) The workforce training and education coordinating board must  
28 annually create a brief, summary list of promising careers based on  
29 analysis of employment openings and future growth, as well as  
30 sustainable wages. The list must include careers that require various  
31 levels of postsecondary education and must illustrate the career  
32 pathways students may take to pursue the careers. The purpose of the  
33 list is to illustrate a sample of high quality, high-demand careers  
34 available through multiple pathways and encourage students and parents  
35 to engage in career exploration using available tools. The list must  
36 be publicized along with the career exploration tools identified under

1 subsection (1) of this section and may be linked to other, more  
2 comprehensive analyses and information regarding high-demand careers  
3 and career projections.

4 (3) The state education and workforce agencies and all community  
5 and technical colleges must publicize the online tools and promising  
6 careers identified under subsections (1) and (2) of this section on  
7 their respective web sites. Worksource centers and public libraries  
8 must include information about the online tools in existing  
9 publications, including newsletters, posters, brochures, or other print  
10 materials, and must provide directions and options for public internet  
11 access to the online tools.

12 (4) The workforce training and education coordinating board shall  
13 work with statewide business organizations to develop an online mentor  
14 program using volunteer mentors employed in various career fields who  
15 provide advice or answer inquiries from students and parents as they  
16 explore multiple career pathways using the online tools. The mentor  
17 program must be supported by business organizations or foundations  
18 through cash or in-kind contributions for the development and operation  
19 of the program. The workforce board shall inform the legislature if  
20 business and foundation support is not available for this purpose and  
21 may recommend state matching support if necessary.

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

24 The workforce training and education coordinating board shall  
25 develop a graphic advertisement regarding the importance of early  
26 career exploration and including an electronic link to the online tools  
27 and information about promising careers identified under section 205 of  
28 this act. School districts must provide information to all enrolled  
29 students in grades six through twelve about the opportunity to explore  
30 multiple career pathways by, at a minimum, copying the graphic  
31 advertisement into school newsletters, routine communication to  
32 parents, and the district web site. School districts may provide  
33 additional career exploration information through additional means.

34 NEW SECTION. **Sec. 207.** (1) The career exploration partnership  
35 zone program is established to increase connections and access to  
36 internship, training, and employment opportunities and provide a forum

1 for the exchange of ideas, innovations, and expertise between local  
2 business and labor communities, public schools, apprenticeship  
3 councils, and institutions of higher education.

4 (2) The workforce training and education coordinating board shall  
5 develop criteria and an application process for designating regional  
6 coordinators for partnership zones. It is the legislature's intent  
7 that between eight and twelve partnership zones be designated. The  
8 purpose of the designation is to establish a single point of contact  
9 for local coordination, reduce duplication of effort, achieve economies  
10 of scale, and create opportunities for successful grant seeking from  
11 the public and private sectors.

12 (3) Career exploration partnership zone coordinators must, in  
13 collaboration with business and labor communities and public education  
14 institutions:

15 (a) Serve as a clearinghouse for summer and year-round youth  
16 employment opportunities and work with local businesses to develop new  
17 opportunities;

18 (b) Recruit businesses to provide internships for students and  
19 educators;

20 (c) Work with school districts, colleges, universities,  
21 apprenticeship and preapprenticeship programs, and workforce training  
22 programs to develop internship, mentoring, and advising opportunities  
23 for individuals in the local business and labor communities;

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

26 (e) Seek public and private sector funding to support the  
27 partnership zone;

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

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

33 (4) Partnerships and collaborative activities under a partnership  
34 zone are voluntary and intended to benefit all partners. Partners are  
35 encouraged to use creation of a partnership zone as a means to  
36 strengthen competitive grant applications. Partners who achieve  
37 savings by reducing duplication of effort through the partnership zone  
38 may contribute funding to the partnership zone.

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

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

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

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

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

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

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

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

7 (3) Establish and maintain an inventory of the programs of the  
8 state training system, and related state programs, and perform a  
9 biennial assessment of the ((~~vocational~~)) career and technical  
10 education, training, and adult basic education and literacy needs of  
11 the state; identify ongoing and strategic education needs; and assess  
12 the extent to which employment, training, ((~~vocational~~)) career and  
13 technical and basic education, rehabilitation services, and public  
14 assistance services represent a consistent, integrated approach to meet  
15 such needs;

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

31 (5) In consultation with the higher education coordinating board or  
32 its successor agency, review and make recommendations to the office of  
33 financial management and the legislature on operating and capital  
34 facilities budget requests for operating agencies of the state training  
35 system for purposes of consistency with the state comprehensive plan  
36 for workforce training and education;

37 (6) Provide for coordination among the different operating agencies



1 and components of the state training system at the state level and at  
2 the regional level;

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

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

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

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

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

26 (11) In cooperation with the employment security department,  
27 provide for the improvement and maintenance of quality and utility in  
28 occupational information and forecasts for use in training system  
29 planning and evaluation. Improvements shall include, but not be  
30 limited to, development of state-based occupational change factors  
31 involving input by employers and employees, and delineation of skill  
32 and training requirements by education level associated with current  
33 and forecasted occupations;

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

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

1 (14) In cooperation with the higher education coordinating board or  
2 its successor agency, facilitate transfer of credit policies and  
3 agreements between institutions of the state training system, and  
4 encourage articulation agreements for programs encompassing two years  
5 of secondary workforce education and two years of postsecondary  
6 workforce education;

7 (15) In cooperation with the higher education coordinating board or  
8 its successor agency, facilitate transfer of credit policies and  
9 agreements between private training institutions and institutions of  
10 the state training system;

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

17 (17) Make recommendations to (~~the commission of student~~  
18 ~~assessment,~~) the state board of education(~~(7)~~) and the superintendent  
19 of public instruction, concerning basic skill competencies and  
20 essential core competencies for K-12 education. Basic skills for this  
21 purpose shall be reading, writing, computation, speaking, and critical  
22 thinking, essential core competencies for this purpose shall be  
23 English, math, science/technology, history, geography, and critical  
24 thinking. The board shall monitor the development of and provide  
25 advice concerning secondary curriculum which integrates (~~vocational~~)  
26 career and technical and academic education;

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

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

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

37 (21) Facilitate the development of programs (~~for school-to-work~~  
38 ~~transition that combine classroom education and on-the-job training,~~

1 ~~including entrepreneurial education and training, in industries and~~  
2 ~~occupations without a significant number of apprenticeship programs))~~  
3 of study as defined in section 201 of this act;

4 (22) Include in the planning requirements for local workforce  
5 investment boards a requirement that the local workforce investment  
6 boards specify how entrepreneurial training is to be offered through  
7 the one-stop system required under the workforce investment act, P.L.  
8 105-220, or its successor;

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

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

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

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

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

29 (28) Conduct research into workforce development programs designed  
30 to reduce the high unemployment rate among young people between  
31 approximately eighteen and twenty-four years of age. In consultation  
32 with the operating agencies, the board shall advise the governor and  
33 legislature on policies and programs to alleviate the high unemployment  
34 rate among young people. The research shall include disaggregated  
35 demographic information and, to the extent possible, income data for  
36 adult youth. The research shall also include a comparison of the  
37 effectiveness of programs examined as a part of the research conducted  
38 in this subsection in relation to the public investment made in these

1 programs in reducing unemployment of young adults. The board shall  
2 report to the appropriate committees of the legislature by November 15,  
3 2008, and every two years thereafter. Where possible, the data  
4 reported to the legislative committees should be reported in numbers  
5 and in percentages;

6 (29) Perform the functions assigned to the board under chapter  
7 28C.--- RCW (the new chapter created in section 501 of this act); and

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

9 The board may delegate to the director any of the functions of this  
10 section.

### 11 PART III

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

13 NEW SECTION. **Sec. 301.** (1) The state education and workforce  
14 agencies shall work together to ensure that programs established by the  
15 legislature to provide opportunities for individuals to increase their  
16 knowledge, skills, and earnings potential through education and  
17 training operate seamlessly, without unnecessary duplication and  
18 overlap, and without unnecessary barriers that may hinder students'  
19 transition from one program to another.

20 (2) Programs under this section include opportunity internships  
21 under RCW 28C.18.160, opportunity grants under RCW 28B.50.271, worker  
22 retraining and other programs supported by the opportunity express  
23 account under RCW 28B.50.286, the college bound scholarship under  
24 chapter 28B.118 RCW, and the pay for actual student success program  
25 under RCW 28A.175.130 through 28A.175.160.

26 (3) The agencies may make recommendations to the legislature for  
27 increasing efficiency and effectiveness among the programs and for  
28 reducing barriers for students.

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

31 The Washington opportunity pathways account is created in the state  
32 treasury. Expenditures from the account may be used only for programs  
33 in chapter 28B.12 RCW (state work-study), chapter 28B.50 RCW  
34 (opportunity grant), RCW 28B.76.660 (Washington scholars award), RCW  
35 28B.76.670 (Washington award for vocational excellence), chapter 28B.92

1 RCW (state need grant program), (~~chapter 28B.101 RCW (educational~~  
2 ~~opportunity grant),~~) chapter 28B.105 RCW (GET ready for math and  
3 science scholarship), chapter 28B.117 RCW (passport to college  
4 promise), chapter 28B.118 RCW (college bound scholarship), chapter  
5 28B.119 RCW (Washington promise scholarship), chapter 43.215 RCW (early  
6 childhood education and assistance program), RCW 28C.18.160 through  
7 28C.18.168 (opportunity internship program), and RCW 43.330.280  
8 (recruitment of entrepreneurial researchers, innovation partnership  
9 zones and research teams).

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

12 Unless the context clearly requires otherwise, the definitions in  
13 this section apply throughout this section and RCW 28C.18.160 and  
14 28C.18.164 through 28C.18.168.

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

17 (2) "Low-income high school student" means a student who is  
18 enrolled in grade(~~s~~) ten, eleven, or twelve in a public high school  
19 and who (~~qualifies for federal free or reduced price meals~~): (a)  
20 Would qualify for a state need grant under chapter 28B.92 RCW on the  
21 basis of financial need; or (b) qualifies to participate in the Title  
22 I-B youth program under the federal workforce investment act of 1998.

23 If a student qualifies at the time the student begins participating in  
24 the opportunity internship program, the student remains eligible even  
25 if the student (~~does not receive free or reduced price meals~~) would  
26 not qualify thereafter. To participate in the program, the student  
27 must remain enrolled in high school until the student receives a high  
28 school diploma or receives a GED.

29 (3) "Opportunity internship consortium" means a local consortium  
30 formed for the purpose of participating in the opportunity internship  
31 program and which may be composed of a local workforce development  
32 council, economic development council, area high schools, community or  
33 technical colleges, apprenticeship councils, preapprenticeship programs  
34 such as running start for the trades, private vocational schools  
35 licensed under chapter 28C.10 RCW, public and private four-year  
36 institutions of higher education, employers in targeted industries, and  
37 labor organizations.

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

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

6 (6) "Preapprenticeship" means a program of at least ninety hours  
7 and not more than one hundred eighty hours in length that provides  
8 practical experience, education, preparation, and the development of  
9 skills that would be beneficial for entry into state-approved  
10 apprenticeship programs, including but not limited to construction  
11 industry structure and the construction process; orientation to state-  
12 approved apprenticeship; tools of the various trades and safe handling  
13 of power tools; and industry standards of safety, responsibility, and  
14 craft excellence.

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

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

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

23 (a) The board, in consultation with the Washington state  
24 apprenticeship and training council, may select those consortia that  
25 demonstrate the strongest commitment and readiness to implement a high  
26 quality opportunity internship program for low-income high school  
27 students. The board shall place a priority on consortia with  
28 demonstrated experience working with similar populations of students  
29 and demonstrated capacity to assist a large number of students through  
30 the progression of internship or preapprenticeship, high school  
31 graduation or receipt of a GED, postsecondary education or  
32 apprenticeship, and retention in a high-demand occupation. The board  
33 shall place a priority on programs that emphasize secondary career and  
34 technical education and nonbaccalaureate postsecondary education;  
35 however, programs that target four-year postsecondary degrees are  
36 eligible to participate.

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

9 (ii) For fiscal years 2011 through 2013, the board shall enter into  
10 a contract with each consortium selected to participate in the program.  
11 No more than twelve consortia per year shall be selected to participate  
12 in the program, and to the extent possible, the board shall assure a  
13 geographic distribution of consortia in regions across the state  
14 emphasizing a variety of targeted industries. No more than five  
15 thousand low-income high school students per year may be selected to  
16 participate in the program.

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

21 (a) Identify high-demand occupations in targeted industries for  
22 which opportunity internships or preapprenticeships shall be developed  
23 and provided;

24 (b) Develop and implement the components of opportunity  
25 internships, including paid or unpaid internships or preapprenticeships  
26 of at least ninety hours in length in high-demand occupations with  
27 employers in the consortium, mentoring and guidance for students who  
28 participate in the program, assistance with applications for  
29 postsecondary programs and financial aid, and a guarantee of a job  
30 interview with a participating employer for all opportunity internship  
31 graduates who successfully complete a postsecondary program of study;

32 (c) Once the internship or preapprenticeship components have been  
33 developed, conduct outreach efforts to inform low-income high school  
34 students about high-demand occupations, the opportunity internship  
35 program, options for postsecondary programs of study, and the  
36 incentives and opportunities provided to students who participate in  
37 the program;

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

3 (e) Award each opportunity internship graduate with the certificate  
4 produced by the office of student financial assistance under RCW  
5 28B.92.084 that notifies graduates of their eligibility for a state  
6 need grant;

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

9 ((+f)) (g) Submit an annual report to the board on the progress of  
10 and participation in the opportunity internship program of the  
11 consortium.

12 (3) Opportunity internship consortia are encouraged to:

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

16 (b) Work with high schools to offer opportunity internships as  
17 approved worksite learning experiences where students can earn high  
18 school credit;

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

21 (d) Work with area high schools to incorporate the opportunity  
22 internship program into comprehensive guidance and counseling programs  
23 such as the navigation 101 program; ((and))

24 (e) Coordinate the opportunity internship program with other  
25 workforce development and postsecondary education programs, including  
26 opportunity grants, the college bound scholarship program, federal  
27 workforce investment act initiatives, and college access challenge  
28 grants; and

29 (f) Provide stipends or financial incentives for internship and  
30 preapprenticeship completion.

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

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

36 On an annual basis, each opportunity internship consortium shall  
37 provide the board with a list of the opportunity internship graduates



1 from the consortium. The board shall compile the lists from all  
2 consortia and shall notify the office of student financial assistance  
3 of the eligibility of each graduate on the lists to receive a state  
4 need grant under chapter 28B.92 RCW if the graduate enrolls in a  
5 postsecondary program of study within one year of high school  
6 graduation or receipt of a GED.

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

9 As used in this chapter:

10 (1) "Disadvantaged student" means a posthigh school student who by  
11 reason of adverse cultural, educational, environmental, experiential,  
12 familial or other circumstances is unable to qualify for enrollment as  
13 a full-time student in an institution of higher education, who would  
14 otherwise qualify as a needy student, and who is attending an  
15 institution of higher education under an established program designed  
16 to qualify the student for enrollment as a full-time student.

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

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

21 (a) Any public university, college, community college, or technical  
22 college operated by the state of Washington or any political  
23 subdivision thereof; or

24 (b) Any other university, college, school, or institute in the  
25 state of Washington offering instruction beyond the high school level  
26 which is a member institution of an accrediting association recognized  
27 by rule of the board or successor agency for the purposes of this  
28 section: PROVIDED, That any institution, branch, extension or facility  
29 operating within the state of Washington which is affiliated with an  
30 institution operating in another state must be a separately accredited  
31 member institution of any such accrediting association, or a branch of  
32 a member institution of an accrediting association recognized by rule  
33 of the board or successor agency for purposes of this section, that is  
34 eligible for federal student financial aid assistance and has operated  
35 as a nonprofit college or university delivering on-site classroom  
36 instruction for a minimum of twenty consecutive years within the state  
37 of Washington, and has an annual enrollment of at least seven hundred

1 full-time equivalent students: PROVIDED FURTHER, That no institution  
2 of higher education shall be eligible to participate in a student  
3 financial aid program unless it agrees to and complies with program  
4 rules and regulations adopted pursuant to RCW 28B.92.150.

5 (4) "Needy student" means a posthigh school student of an  
6 institution of higher education who demonstrates to the (~~board~~)  
7 office the financial inability, either through the student's parents,  
8 family and/or personally, to meet the total cost of board, room, books,  
9 and tuition and incidental fees for any semester or quarter. "Needy  
10 student" also means an opportunity internship graduate as defined by  
11 RCW 28C.18.162 who enrolls in a postsecondary program of study as  
12 defined in RCW 28C.18.162 within one year of high school graduation or  
13 receipt of a GED.

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

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

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

22 (1) The office shall work with institutions of higher education to  
23 assure that the institutions are aware of the eligibility of  
24 opportunity internship graduates for an award under this chapter. The  
25 office shall also create certificates that notify opportunity  
26 internship graduates of their eligibility for an award under this  
27 chapter and the importance of early filing of the free application for  
28 federal student aid (FAFSA) to secure their eligibility. The office  
29 shall provide the certificates to opportunity internship consortia for  
30 distribution.

31 (2) If an opportunity internship graduate enrolls within one year  
32 of high school graduation or receipt of a GED in a postsecondary  
33 program of study in an institution of higher education, including in an  
34 apprenticeship program with related and supplemental instruction  
35 provided through an institution of higher education, the graduate is  
36 eligible to receive a state need grant for up to one year. The  
37 graduate shall not be required to be enrolled on at least a half-time

1 basis. The related and supplemental instruction provided to a graduate  
2 through an apprenticeship program shall not be required to lead to a  
3 degree or certificate.

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

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

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

13 (1) The workforce training and education coordinating board shall  
14 conduct an outcome evaluation of opportunity internship programs. At  
15 a minimum, the analysis shall examine the financial benefits of on-time  
16 graduation, youth employment while in high school, postsecondary  
17 education enrollment and completion, and adult employment in high-  
18 demand occupations compared to the local and state costs of the  
19 programs.

20 (2) The board shall submit a preliminary analysis to the governor  
21 and the education and higher education committees of the legislature by  
22 December 1, 2012, and a final analysis by December 1, 2014. The board  
23 shall include in its final analysis whether the performance of the  
24 opportunity internship program warrants expanding participation to  
25 include students from middle-income families who do not qualify under  
26 the income criteria for the program.

27 NEW SECTION. **Sec. 309.** (1) The workforce training and education  
28 coordinating board, in consultation with the employment security  
29 department and business and labor organizations, shall develop a  
30 proposal to establish an employee benefit account for the purpose of  
31 supporting continuing education and training to improve an employee's  
32 knowledge, skills, and earnings potential that employers may offer as  
33 one of the elements of a comprehensive benefits package and that may be  
34 funded by employer, employee, and state contributions.

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

PART IV

SECONDARY AND POSTSECONDARY CAREER GUIDANCE AND CAREER PATHWAYS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34       (c) Student-led conferences with the student's parents, guardians,  
35 or family members and the student's advisor for the purpose of  
36 demonstrating the student's accomplishments; identifying weaknesses;

1 planning and selecting courses; ~~((and))~~ setting long-term goals; and  
2 discussing how the student's course selections will affect the  
3 student's higher education opportunities after high school; ~~((and))~~

4 (d) To the extent possible, paper or electronic student planning  
5 portfolios that enable students to save samples of their work, reflect  
6 on their progress, and determine how they can improve their educational  
7 performance, and which should also contain resumes, assessments, and  
8 evidence of intentional and informed postsecondary planning and career  
9 exploration;

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

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

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

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

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

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

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

34 (b) The certificate of academic achievement requirements under RCW  
35 28A.655.061 or the certificate of individual achievement requirements  
36 under RCW 28A.155.045 are required for graduation from a public high  
37 school but are not the only requirements for graduation.

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

4 (2)(a) In recognition of the statutory authority of the state board  
5 of education to establish and enforce minimum high school graduation  
6 requirements, the state board shall periodically reevaluate the  
7 graduation requirements and shall report such findings to the  
8 legislature in a timely manner as determined by the state board.

9 (b) The state board shall (~~reevaluate the graduation requirements~~  
10 ~~for students enrolled in vocationally intensive and rigorous career and~~  
11 ~~technical education programs, particularly those programs that lead to~~  
12 ~~a certificate or credential that is state or nationally recognized.~~  
13 ~~The purpose of the evaluation is to~~) ensure that graduation  
14 requirements provide students (~~enrolled in these programs have~~)  
15 sufficient opportunity to earn a certificate of academic achievement,  
16 complete (~~the~~) their program (~~and~~) of study, earn the program's  
17 certificate or credential if applicable, and complete other state and  
18 local graduation requirements. Graduation requirements established by  
19 the board may not impose additional administrative requirements or  
20 procedures, such as waivers or permissions, for students seeking a  
21 nonbaccalaureate career pathway.

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

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

1 the state or local school district graduation requirement for  
2 instruction in one or more languages other than English.

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

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

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

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

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

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

25 School districts are encouraged to have each middle school, junior  
26 high school, and high school student develop a high school and beyond  
27 plan that includes at least the following components and activities to  
28 be completed by each student:

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

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

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



- 1 (4) Developing a budget for postsecondary education or training and  
2 life based on personal and career interests;  
3 (5) Participating in a postsecondary site visit or visits, which  
4 may include a virtual visit; and  
5 (6) Completing a resume and an application for postsecondary  
6 education and training.

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

9 School district boards of directors shall identify and offer  
10 courses with content that meet or exceed: (1) The basic education  
11 skills identified in RCW 28A.150.210; (2) the graduation requirements  
12 under RCW 28A.230.090; (3) the courses required to meet the minimum  
13 college entrance requirements under RCW (~~(28A.230.130)~~) 28B.10.050; and  
14 (4) the course options for career development under RCW 28A.230.130.  
15 Such courses may be applied or theoretical, academic, or (~~vocational~~)  
16 career and technical.

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

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

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

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

1 (b) Help students demonstrate the knowledge and skill needed to  
2 prepare for industry certification, and/or have the opportunity to  
3 articulate to postsecondary education and training programs, including  
4 preapprenticeship, apprenticeship, workforce training programs, and  
5 community and technical colleges.

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

8 (a) Work towards the goal of offering a sufficient number of high  
9 school courses that give students the opportunity to earn the  
10 equivalent of a year's worth of postsecondary credit towards a  
11 certificate, apprenticeship program, technical degree, or associate or  
12 baccalaureate degree. These high school courses are those advanced  
13 courses that have accompanying proficiency exams or demonstrated  
14 competencies that are used to demonstrate postsecondary knowledge and  
15 skills; and

16 (b) Inform students and their families, emphasizing communication  
17 to underrepresented groups, about the program offerings and the  
18 opportunities to take courses that qualify for postsecondary credit  
19 through demonstrated competencies or if the student earns the  
20 qualifying score on the proficiency exam. This information shall  
21 encourage students to use the twelfth grade as the launch year for an  
22 advance start on their career and postsecondary education.

23 (4) A middle school that receives approval from the office of the  
24 superintendent of public instruction to provide a career and technical  
25 program in science, technology, engineering, or mathematics directly to  
26 students shall receive funding at the same rate as a high school  
27 operating a similar program. Additionally, a middle school that  
28 provides a hands-on experience in science, technology, engineering, or  
29 mathematics with an integrated curriculum of academic content and  
30 career and technical education, and includes a career and technical  
31 education exploratory component shall also qualify for the career and  
32 technical education funding.

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

35 (~~Any middle school, junior high school, or~~) (1) All public high  
36 schools (~~(using educational pathways shall ensure that all~~  
37 ~~participating students will continue to have access to the courses and~~

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

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

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

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

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

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

3 (d) Social enterprises for learning;

4 (e) Service learning;

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

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

9 (h) Unpaid and paid work experience; or

10 (i) Youth apprenticeships and preapprenticeships.

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

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

16 By October 1, 2012, the professional educator standards board must  
17 review the standards for teacher certification to determine whether the  
18 standards include the requisite skills and knowledge to offer  
19 contextualized learning activities for students, including project-  
20 based learning and teaching academic content in the context of the  
21 world of work. By January 1, 2013, the board must revise the standards  
22 to the extent necessary to include such skills and knowledge.

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

25 (1) Institutions of higher education are encouraged to offer  
26 comprehensive career counseling to all students. Comprehensive career  
27 counseling should include the following:

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

34 (b) Labor market demand information for occupations;

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

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

6 (2) Institutions of higher education are encouraged to develop  
7 partnerships with workforce development councils and worksorce centers  
8 to allow worksorce center staff and partner staff affiliated with  
9 worksorce to provide career counseling services to students at the  
10 institutions.

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

13 **PART V**  
14 **MISCELLANEOUS**

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

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

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

22 NEW SECTION. **Sec. 504.** This act shall be known and may be cited  
23 as the career pathways act."

**2SHB 2170** - S COMM AMD

By Committee on Early Learning & K-12 Education

24 On page 1, line 2 of the title, after "coordination;" strike the  
25 remainder of the title and insert "amending RCW 28A.230.097,

1 28C.18.060, 28B.76.526, 28C.18.162, 28C.18.164, 28C.18.166, 28B.92.030,  
2 28B.92.084, 28A.700.060, 28A.600.045, 28A.230.090, 28A.230.010, and  
3 28A.230.130; amending 2009 c 238 s 11 (uncodified); reenacting and  
4 amending RCW 28A.600.160; adding a new section to chapter 28A.320 RCW;  
5 adding a new section to chapter 28A.230 RCW; adding a new section to  
6 chapter 28A.410 RCW; adding a new section to chapter 28B.10 RCW; adding  
7 a new chapter to Title 28C RCW; creating new sections; recodifying RCW  
8 28A.700.060; and providing an effective date."

EFFECT: Student-led conferences should include a discussion of how the student's course selections will affect the student's higher education opportunities after high school.

The state board shall ensure that graduation requirements give students sufficient opportunity to earn a certificate or credential, and complete their program of study.

A reference to the federal workforce investment act is corrected to refer to act of 1998, rather than 1988.

--- END ---