

# HOUSE BILL REPORT

## 2SHB 2170

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**As Passed House:**  
February 11, 2012

**Title:** An act relating to encouraging multiple career pathways through information, exploration, planning, and program coordination.

**Brief Description:** Enacting the career pathways act.

**Sponsors:** House Committee on Education Appropriations & Oversight (originally sponsored by Representatives Probst, Rivers, Hansen, Sells, Jinkins, Ryu, Ladenburg, Tharinger, Warnick, Maxwell, McCoy, Goodman, Springer, Appleton, Kenney, Roberts, Kirby, Green, Wylie, Ormsby and Orwall).

**Brief History:**

**Committee Activity:**

Labor & Workforce Development: 1/24/12, 1/27/12 [DPS];  
Education Appropriations & Oversight: 2/1/12, 2/2/12 [DP2S(w/o sub LWD)].

**Floor Activity:**

Passed House: 2/11/12, 88-7.

**Brief Summary of Second Substitute Bill**

- States findings and intent related to multiple career pathways to marketable job skills and productive careers.
- Requires provision of information about multiple career pathways, employment prospects, and earnings; development of programs of study; identification of online career exploration tools and development of an online mentor program; designation of career exploration partnership zones; and inclusion of career and technical education in basic education.
- Requires coordination of career pathway and opportunity programs to eliminate duplication and barriers; and requires development of an employee benefit account proposal.
- Encourages use of career pathway options in guidance and planning programs; modifies compulsory coursework and High School and Beyond plans; and encourages career counseling at institutions of higher education.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

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## HOUSE COMMITTEE ON LABOR & WORKFORCE DEVELOPMENT

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 10 members: Representatives Sells, Chair; Reykdal, Vice Chair; Condotta, Ranking Minority Member; Green, Kenney, Miloscia, Moeller, Ormsby, Roberts and Warnick.

**Minority Report:** Do not pass. Signed by 3 members: Representatives Shea, Assistant Ranking Minority Member; Fagan and Taylor.

**Staff:** Jill Reinmuth (786-7134).

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## HOUSE COMMITTEE ON EDUCATION APPROPRIATIONS & OVERSIGHT

**Majority Report:** The second substitute bill be substituted therefor and the second substitute bill do pass and do not pass the substitute bill by Committee on Labor & Workforce Development. Signed by 18 members: Representatives Haigh, Chair; Probst, Vice Chair; Anderson, Ranking Minority Member; Dammeier, Assistant Ranking Minority Member; Fagan, Assistant Ranking Minority Member; Dahlquist, Hansen, Hargrove, Hope, Maxwell, Nealey, Orwall, Pollet, Reykdal, Santos, Seaquist, Sells and Short.

**Staff:** Trista Zugel (786-7157).

### Background:

#### 1. Career Exploration and Multiple Career Pathways.

*Multiple Pathways.* The state's comprehensive plan for workforce training entitled "High Skills, High Wages 2008-2018" identifies four objectives in achieving the goal of ensuring that "all youth receive the education, training, and support they need for success in postsecondary education and/or work." One of these objectives is that "all students leave high school prepared for success in further education and/or work." The latest annual progress report from the Workforce Training and Education Coordinating Board (WTECB) to the Legislature includes a long term goal that "no later than 2018 all high school students across Washington have the option to complete a career and technical education sequence that matches their career interests, articulates with postsecondary education, and results in industry certification where applicable." Steps related to achieving this goal include: developing statewide programs of study; fostering an education system that supports multiple pathways; and having graduation requirements that accommodate a career-focused high school education. A recent report entitled "Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century" from the Harvard Graduate School of Education also advocates for multiple pathways to success with increased work-based learning for students.

*Course Equivalencies.* School districts must adopt course equivalencies for career and technical education and academic courses.

*School-to-Work.* The WTECB must facilitate the development of programs for school-to-work transition that combine classroom education and on-the-job training in certain industries and occupations.

2. Coordination of Career Pathway and Opportunity Programs.

*Career Pathway and Opportunity Programs.* Various programs provide financial aid or other assistance for eligible students to obtain education and training. These programs include the Opportunity Internship Program, which offers paid and unpaid internships for low-income students to gain work experience in targeted, in-demand industries.

3. Secondary and Postsecondary Career Guidance and Career Pathways.

*Career and Technical Education.* The Office of Superintendent of Public Instruction and various agencies work with local schools and institutions of higher education to develop model career and technical education programs of study. Model programs must lead to an industry credential or an associate or baccalaureate degree. New model programs must be developed with a priority on high-demand programs.

*Guidance and Planning Programs.* School districts are encouraged to offer comprehensive guidance and planning programs that include certain components, such as a curriculum to help students plan for their futures, regular meetings with advisors, and student-led conferences with advisors and parents.

*High School Graduation Requirements.* The State Board of Education (SBE) must re-evaluate graduation requirements for career and technical education programs to ensure that students have sufficient opportunity to earn the program's certificate or credential and complete other graduation requirements. The SBE requires students to complete a High School and Beyond Plan for graduation, but the content is determined by local districts.

*Career or Work Opportunities.* Public high school programs are required for students whose educational plans include application for entrance to a baccalaureate-granting institution, which must help students meet minimum entrance requirements. Programs are also required for students who plan to pursue career or work opportunities, which must help students demonstrate knowledge needed to prepare for industry certification and/or have the opportunity to articulate to postsecondary education and training programs.

*Educational Pathways.* Middle, junior high, and high schools using educational pathways must ensure that participating students continue to have access to courses and instruction necessary to meet admission requirements at baccalaureate institutions. Educational pathways include worksite learning, internships, tech prep, and career and technical education.

**Summary of Second Substitute Bill:**

1. Findings and Intent.

*Multiple Career Pathways.* The Legislature finds that multiple pathways lead to marketable job skills and productive careers, and intends that the state become the fastest-growing supplier of highly skilled workers for targeted industries.

*Middle-Income Bracket.* The Legislature also adopts a goal of increasing the percentage of Washington households living in the middle-income bracket, and a strategy of increasing the number of secondary and postsecondary program graduates and completers, especially in fields with high economic demand.

*Strategic Plans.* Certain agencies are required to incorporate this goal and strategy into their strategic plans and include additional appropriate strategies in their plans for reaching this goal. These agencies include: the Office of Superintendent of Public Instruction (OPSI), the State Board of Education (SBE), the State Board for Community and Technical Colleges, the Higher Education Coordinating Board (HECB) or its successor, the Workforce Training and Education Coordinating Board (WTECB), and the Employment Security Department (collectively, "state education and workforce agencies") as well as the Department of Commerce, the Washington State Apprenticeship and Training Council, and the Department of Social and Health Services.

## 2. Career Exploration and Multiple Career Pathways.

*Definitions.* Various terms are defined. A "career pathway" is a series of coordinated education and training programs and support services aligned with a career cluster. A "program of study" is a coordinated, non duplicative progression of courses within a career pathway that aligns academic and career and technical education in secondary education with postsecondary education. "Postsecondary education" includes pre-apprenticeship, apprenticeship, workforce training programs, community and technical colleges, and baccalaureate and post-baccalaureate opportunities.

*Multiple Career Pathways.* State education and workforce agencies must include information about multiple career pathways in materials and communications regarding career opportunities or career exploration. The SBE must illustrate options and strategies for students to pursue multiple career pathways in materials and communications regarding high school graduation requirements. School districts must provide information to students in grades 6 through 12 about multiple career pathways in newsletters and websites.

*Employment Prospects and Earnings.* State education and workforce agencies must provide information about employment prospects and earnings for apprenticeships in analyses comparing such information for high school graduates, two-year degrees, or baccalaureate degrees. They also must disaggregate such information about two-year and baccalaureate degrees by academic major or by major academic unit in such analyses.

*Online Career Exploration Tools and Mentor Program.* The WTECB must identify online career exploration tools for exploring multiple pathways. The WTECB also must create annually a list of promising careers. Along with the WTECB, state education and workforce agencies, community and technical colleges, WorkSource centers, and public libraries must publicize the online tools and promising careers. School districts must provide information to students in grades 6 through 12. The WTECB must work with statewide business

organizations to develop an online volunteer mentor program supported by business organizations or foundations.

*Career Exploration Partnership Zone.* The WTECB must develop criteria and an application process for designating regional coordinators for between eight and 12 career exploration partnership zones, as well as performance monitoring reports. The regional coordinators must: serve as clearinghouses for youth employment opportunities; develop internship, mentoring, and advising opportunities; encourage students to use the online tools and online mentor program; and seek public and private sector funding.

*Course Equivalencies.* School districts may not prohibit students from enrolling in career and technical course equivalencies if they have not been successful in equivalent academic courses.

*Programs of Study.* The WTECB must facilitate the development of programs of study. Along with other agencies, the WTECB must work with local school districts, community and technical colleges, and four-year institutions to: develop model programs of study within career pathways; maximize opportunities to benefit from dual credit programs, articulation agreements, and prior learning assessments; and expand opportunities for work-based learning. Programs of study replace programs for school-to-work transition.

### **3. Coordination of Career Pathway and Opportunity Programs.**

*Coordination.* State education and workforce agencies must work together to ensure that certain programs operate seamlessly. These programs include: Opportunity Internships and Opportunity Grants, as well as programs supported by the Opportunity Express Account, the College Bound Scholarship, and the Pay for Actual Student Success (PASS) Program.

*Opportunity Pathways Account.* Authorized expenditures from the Opportunity Pathways Account are modified to include the Opportunity Internship Program and programs supported by the Opportunity Express Account.

*Opportunity Internships.* Eligibility requirements for the Opportunity Internship Program are modified to include students who qualify for a State Need Grant or the Workforce Investment Act Title I-B Youth Program, and also those who receive a GED. The HECB must notify graduates of their eligibility to receive a State Need Grant. Consortia are encouraged to provide stipends or financial incentives for internship and pre-apprenticeship completion. The WTECB must report on whether the Opportunity Internship Program's performance warrants expanding participation to include students from middle-income families.

*Continuing Education and Training Accounts.* The WTECB must develop a proposal to establish employee benefit accounts for continuing education and training that employers may offer and that may be funded by employer, employee, and state contributions. The report must be submitted by December 1, 2012.

### **4. Secondary and Postsecondary Career Guidance and Career Pathways.**

*Guidance and Planning Programs.* The components of comprehensive guidance and planning programs are modified to include student planning portfolios and student-driven scheduling of courses. School districts are encouraged to use a curriculum that includes: exploration of career pathway options, opportunities for career and technical education, and pre-apprenticeships and apprenticeships, as well as exploration of multiple career pathways in emerging and high-demand programs.

*High School Graduation Requirements.* The SBE must ensure that graduation requirements provide students whose plans do not include immediate baccalaureate entrance to complete a program of study and other graduation requirements, without waivers, permissions, or other additional administrative requirements or procedures.

*High School and Beyond Plans.* School districts are encouraged to have middle, junior high, and high school students develop High School and Beyond plans with specified components. The plans should include: a four-year plan for course-taking, including selecting a program of study; research, site visits, and an application for postsecondary education; and preparation of a resume.

Public high school programs required for students who plan to pursue career or work opportunities are also for students who plan to pursue postsecondary education other than entrance to a baccalaureate institution.

*Career Pathways.* Public high schools are encouraged to offer multiple high school programs of study within career pathways. The OSPI must develop model frameworks for high school programs of study within career pathways. High school work-based learning is defined as including a wide range of activities.

*Teaching Certification.* The Professional Educator Standards Board must review standards for teaching certification to determine whether the standards include the skills and knowledge to offer contextualized learning activities for students by October 1, 2012, and to revise the standards to the extent necessary by January 1, 2013.

*Career Counseling.* Institutions of higher education are encouraged to offer comprehensive career counseling for all students and to develop partnerships with WorkSource agencies to offer counseling services.

**Appropriation:** None.

**Fiscal Note:** Available.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed, except for sections 305 and 306, relating to recipients of General Equivalency Degrees, and section 307, relating to notification of eligibility and recipients of General Equivalency Degrees, which take effect July 1, 2012.

**Staff Summary of Public Testimony** (Labor & Workforce Development):

(In support) This proposal recognizes that there is dignity in all work, and there is high demand for skilled jobs at all levels. Postsecondary training does not always mean a university degree. It can mean a technical degree or an apprenticeship, which may also lead to an outstanding career. This proposal also recognizes that kids have their own passions, and want to grow up to be what they believe will be rewarding.

This proposal helps students and their parents navigate the system, so they understand what options are available. It puts information in their hands in a timely manner, so they can maximize their ability to access launch year and dual credit programs. It also helps align what happens with career and technical education in high school with what happens at the centers of excellence at the community colleges.

(In support with concerns) This proposal takes the next step in representing what career and technical education can do. It is a viable pathway for students, and can lead to high-demand, high-wage jobs. It encourages career exploration at all levels. A mark-up identifying concerns has been provided to the prime sponsor and staff.

(Neutral) This proposal is aligned with the state's strategic plan for workforce development, and supported by the report entitled "Pathways to Prosperity." This report found that the system is failing to prepare students for success in their lives and careers, and that the future labor market will increasingly demand greater education and training. This proposal takes important steps to address this issue. It broadens postsecondary education to include all forms, including certificates, apprenticeships, associate degrees, and four-year degrees. It also engages middle school students in the process of career exploration, and encourages high school students to select a career pathway and program of study. Finally, it recognizes the importance of engaging industry in education.

(Other) One fix is needed. Four-year institutions should not be required to publicize online tools and promising careers on their websites. This information should be publicized by system-wide entities, not individual institutions.

(Opposed) None.

#### **Staff Summary of Public Testimony (Education Appropriations & Oversight):**

(In support) The goal of this bill is to alter the definition of postsecondary education so that kids can get on track with a program that works for them. This will allow kids to find themselves, get engaged, and do what is necessary to get an education. This is not about every child hitting a baccalaureate program. This helps get kids to good middle class wage jobs and get high quality information so that they can navigate their way through the program and not be limited by geography. The Professional Educator Standards Board (Board) plays an important role in educating teachers. This bill is asking the Board to be more explicit. Educators need to understand the importance of the integration required by the bill. This bill is asking K-12 educators to be able to base academic information to students on the real world of work.

(With concerns) Generally, the Association of Washington Business (AWB) is in support of the goal of achieving better productivity. The state is very blessed to have multiple programs

to connect students to positive ways and this bill will help kids connect with what they need. Some schools are already doing a lot of this but more needs to be done. The AWB is very concerned about the increased scope of basic education. The bill adds new programs included in programs provided in basic education. The AWB is only concerned about this portion. The AWB is supportive of career and technical education, but this bill obligates the state to do more than it is doing now. The state budget constraints and recent court decisions make clear that current goals are not yet being met. This new language could be very problematic.

(Opposed) None.

**Persons Testifying** (Labor & Workforce Development): (In support) Representative Probst, prime sponsor; and Tim Knue, Washington Association for Career and Technical Education.

(In support with concerns) Tiffany Merkel, State Board for Community and Technical Colleges.

(Neutral) Sonja Hallum, Workforce Training and Education Coordinating Board.

(Other) Julie Garver, The Evergreen State College (on behalf of the Council of Presidents).

**Persons Testifying** (Education Appropriations & Oversight): (In support) Representative Probst, prime sponsor; Tim Knue, Washington Association for Career and Technical Education; and David Brenna, Professional Educator Standards Board.

(With concerns) Donna Steward, Association of Washington Business.

**Persons Signed In To Testify But Not Testifying** (Labor & Workforce Development): None.

**Persons Signed In To Testify But Not Testifying** (Education Appropriations & Oversight): None.