

LEGISLATIVE TASK FORCE ON CAREER EDUCATION OPPORTUNITIES

Final Report
August 28, 2014

Task Force Membership:

Senator Ann Rivers, Co-Chair

Representative Monica Stonier, Co-Chair

Senator Rosemary McAuliffe

Senator Mark Mullet

Representative Drew Hansen

Representative Brad Hawkins

Representative Dick Muri

Representative Chad Magendanz (alternate)

Representative Chris Reykdal (alternate)

Ramona Hattendorf, Governor Appointee

Kathleen Lopp, Superintendent of Public Instruction Designee

Isabel Munoz-Colon, State Board of Education

Eleni Papadakis, Workforce Training and Education Coordinating Board

Gene Sharratt, Washington Student Achievement Council

Shepherd Siegel, Washington Association for Career and Technical Education

Introduction

The 2013 Legislature established a Legislative Task Force on Career Education Opportunities (Task Force) as a proviso in section 719 of the 2013-15 Omnibus Appropriations Act. According to the proviso, the purpose of the Task Force is to identify strategies for how education that supports career readiness, including but not limited to career and technical education (CTE), may be better integrated into secondary education opportunities for all students. Strategies to be considered by the Task Force include state laws and policies, graduation requirements, and state funding for instructional programs. The Task Force must examine the barriers, incentives and disincentives, costs, and cost-effectiveness of current policies and practices.

The Task Force is expected to examine at least the following topics:

- 1) An analysis of the **Career and College Ready graduation requirements** proposed by the State Board of Education and any recommendations regarding graduation requirements;
- 2) Options for expanding **career education and career exploration and planning into middle school**;
- 3) Options for increasing student and parent **awareness of the multiple education and career pathways** available for students;
- 4) Strategies for enhancing and supporting **work-integrated learning opportunities** for students;
- 5) Recommended policies that both support and provide **appropriate state oversight and strategic planning for career and technical education** offered in middle schools, comprehensive high schools, and skill centers; and
- 6) Recommendations for how to maximize statewide use of the list of **career and technical education course equivalencies** identified by the Office of the Superintendent of Public Instruction (OSPI).

OSPI was directed to identify a recommended list of course equivalencies for CTE courses and submit the list to the Task Force.

The proviso specifies the following membership of the Task Force:

- Four senators and four representatives, appointed respectively by the President of the Senate and the Speaker of the House of Representatives (House);
- The Superintendent of Public Instruction or a designee;
- A member appointed by the Governor; and
- One representative each from the Workforce Training and Education Coordinating Board, the State Board of Education, the Student Achievement Council, and the Washington Association for Career and Technical Education.

A list of the appointed members and alternates appears on the cover of this report.

The Task Force is to be co-chaired by one House and one Senate member. At the first meeting, the Task Force members selected Representative Monica Stonier and Senator Ann Rivers as Co-Chairs.

A preliminary report from the Task Force was submitted on December 15, 2013, and included initial analysis and a plan for completion of the final report, to be submitted to the Legislature by September 1, 2014.

Presentation & Discussion Summaries

The Task Force met three times in 2013 and three times in 2014:

- Wednesday, October 2, 2013
- Monday, November 4, 2013
- Monday, December 2, 2013
- Thursday, April 24, 2014
- Monday, May 12, 2014
- Monday, August 11, 2014

Agendas for the meetings appear in Appendix A along with links to copies of presentation materials. The following topics were addressed:

2012 CTE Strategic Plan/Recommendations for Legislative Action

Presentation: In 2011 the Legislature directed the OSPI to convene a work group to create a statewide strategic plan for CTE. The four major goals outlined in the plan are:

1. Improve access to and quality of CTE to prepare students for lifelong learning and employment through the development of adaptable skills and knowledge;
2. Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study;
3. Require CTE teachers and administrators to be fully prepared and supported in their roles as educators and instructional leaders; and
4. Ensure that CTE is a results-driven education system and demonstrates a positive return on investment.

The Strategic Plan included the following priority recommendations from these goals:

Goal 1:

- Rename the Occupational Education credit for graduation as a CTE credit
- Create model CTE course equivalencies
- Expand middle school CTE opportunities.
- Create a statewide database that connects students and teachers to job shadows/mentorships.
- Develop incentives for businesses providing worksite learning activities.

Goal 2:

- Mandate statewide articulation between secondary and postsecondary programs, developed by education agencies.
- Deliver high quality professional development to teachers and counselors on High School and Beyond Plans (HSBPs), Programs of Study, industry partnerships, alignment of standards, and other topics.

Goal 3:

- Develop Leadership Academy for CTE administrators.

- Develop flexible new CTE certification programs with Professional Educator Standards Board (PESB).
- Link CTE Director certification to enhanced CTE funding.

Goal 4:

- Require creation of a graduate follow-up system to track students after high school.

Recent Legislation Related to the Task Force

Presentation: The following bills were introduced in 2012, 2013 and 2014 pertaining to topics before the Task Force:

- **Multiple CTE Topics:** SHB 1650 (McCoy); E2SSB 6552 (Rolfes); E2SHB 2540 (Stonier).
- **Graduation Requirements:** HB 1656 (Stonier); SHB 1692 (Sullivan); SB 5501 (Hobbs); HB 2411 (Haigh); HB 2268 (Angel); HB 2181 (Lytton).
- **Awareness of Multiple Education and Career Pathways:** SHB 1823 (Sells); SHB 1320 (Zeiger)/SSB 5544 (Ranker); 2SSB 5624 (McAuliffe); SB 6119 (McAuliffe)/2SHB 2170 (Probst).
- **Work-Integrated Learning Opportunities:** SSB 5754 (Litzow)/ HB 1871 (Maxwell).
- **Course Equivalency:** SHB 1472 (Hansen).

Task Force Discussion:

- More attention must be paid to the system of counseling, advising, and career guidance so that individual student needs are addressed in the development of HSBPs and Programs of Study. Some of these resources and activities need to be started in 7th and 8th grade. A system includes not only "counselors" as people but also the counseling function, such as occurs through Career Guidance Washington.
- Analysis of the Common Core standards indicates that career planning and technical skills are "blind spots" that are not adequately addressed, and further highlight the need for CTE. The Task Force should determine whether there are adequate resources for CTE educators to align curriculum with the Common Core standards.

Career and College Ready Graduation Requirements

Task Force Discussion:

Graduation Requirements:

- What is the "flexibility" issue with proposed graduation requirements? How much flexibility is needed?
- There is a desire for sufficient flexibility to accommodate students who are not on-track for on-time graduation or who are pursuing a Program of Study that requires a sequence of courses. We have to create competency-based approaches flexible enough to accommodate individual Personalized Pathway plans as outlined in the student's High School and Beyond Plans (HSBP). There is also a need for a system flexible enough to accommodate English Language Learner (ELL) students and students with special needs, as well as their families.

- However, "flexibility" can be difficult to navigate. The key is creating a system flexible enough to prevent students from shutting doors to their educational future without their realizing. Are you asking too much from students who don't have support at home to figure out what they want to do? Some families, including families of ELL students, don't always realize that the student has influence over their educational pathway.
- Some are unconvinced that delaying or changing the proposed graduation requirements is something that the state should pursue. There are concerns about taking away a guaranteed default that prepares all students for postsecondary study if there is not a viable local alternative for students.
- Will there be opportunities in the near future to replace "credits" with "competencies" using statewide assessments? The Common Core assessments in English Language Arts and Math are intended to measure college and career readiness. Perhaps assessments of the Next Generation Science Standards could be used similarly, once they are developed.
- The Task Force could consider allowing districts to waive certain graduation requirements for students completing a CTE Program of Study, similar to what is allowed in current law for an IB diploma.
- Engrossed Second Substitute Senate Bill 6552 (2014) added flexibility into the graduation requirements, from instructional hours to credits. If needed, school districts are able to take up to two additional years to implement the new requirements. On an individual student basis, districts may waive up to two credits due to unusual circumstances.
- The new requirements are more aligned than ever with the minimum College Admission Standards.

High School and Beyond Plans

Presentation: Washington high school students develop High School and Beyond Plans (HSBP) that focus on career goals and tailor a high school curriculum to attain those goals. Often the HSBP process happens in a student's homeroom, or career counselors meet with classes or individual students to develop a HSBP. Plans contain goals related to academic development, career development, and personal/social development. The HSBP process is intended to give students the skills to make decisions about their education that will maximize their career development plans.

Engagement of families also makes a huge impact in terms of ensuring students make concrete plans for their future. The HSBP are a part of how students can synthesize their efforts in career planning into a central document. OSPI is transitioning from Navigation 101 to the Career Guidance WA program, to create a consolidated curriculum and customizable lesson plans related to career guidance, available on the OSPI website.

Panel & Task Force Discussion:

- One of the largest barriers to increased contact time between career counselors and students is funding. In 2013 the Legislature enacted an enhanced funding formula to increase the number of high school counselors per student, which should allow schools to hire more counselors. There is some concern that the heightened allocation will not be spent at the local level on career guidance professionals. However, OSPI is working with local districts on how to use the funds according to the intent of the Legislature and creating an atmosphere at the local level

where career counseling and guidance is a priority through professional development, increased outreach, recognition of best practices, and supplemental resources.

- Some of the evaluation criteria teachers are examined on in the Teacher/Principal evaluation process touch on community involvement and career planning, creating a nexus between teacher evaluations and preparing students with better career guidance. Principals and district administrators who create a culture in their schools where teachers embrace a dual role as career guidance counselors is key.
- The HSBP process is implemented in uneven ways at the local level. If we could explore ways to really make it easy for parents and students to use the HSBP and access related materials, more will use it. There is a huge communication issue about the successes HSBP generate. A simple tracking tool would make the HSBP more interactive and useful.
- Tracking of goal achievement on HSBPs is done at the individual student level and can be uneven. Individual counseling is meant to help students take control over their plan to personalize their education. If their academic results are not aligning with their career goals, then the counselor should be able to alert the student of that fact.
- Career Guidance Washington provides course materials and other tools to help counselors and parents guide students in planning and preparing for their futures.

Secondary CTE Overview

Presentation: What was previously known as "vocational education" has become "career and technical education" - a complete range of career options for students intended to help them discover their interests and gain skills, technical knowledge, rigorous academic foundation, and real-world experience needed for today's careers. CTE programs operate under federal (Perkins Act) and state (OSPI approval standards) guidelines. CTE is provided through middle schools (STEM only), comprehensive high schools, and skill centers. CTE courses must be based on industry standards and competencies, aligned with Washington learning standards including the Common Core State Standards (CCSS), and aligned with 21st Century learning skills. CTE teachers must be endorsed in their fields, either through a traditional college/university preparation program or a business and industry route program for individuals with significant experience in a specialty area.

Second Substitute Senate Bill 6377 enacted in 2008 provided a state policy framework for retooling secondary CTE to improve rigor, relevance, and linkage to postsecondary education. Strategies included grants for high demand fields, development of model Programs of Study, support for CTE course equivalency, and expanding access and awareness of CTE.

Panel & Task Force Discussion:

- CTE enrollment is generally expanding due to the addition of middle school and/or new programs, especially in STEM. Could more exploratory courses be moved into middle school? Is there a reason middle school CTE is limited to STEM?
- There is a need for CTE Business & Industry route teacher certification programs to be more customized and menu-driven to attract industry candidates. Perhaps local districts could be given more flexibility or candidates could have a one-year waiver from certain requirements.

- Challenges include course equivalency, especially for skill centers, and individualized course articulation agreements between high schools, skill centers, and colleges. Could there be state policies to improve consistency in these areas?
- Employers, especially small businesses, could use greater support increased access to work-integrated learning opportunities, including for student internships. The need for internships and other work-integrated learning opportunities must be reconciled with demands for more in-school instructional time. There are concerns about feasibility, plus students who may most benefit from CTE courses with a community-based component may be hindered from participating due to remedial course requirements and increased graduation requirements.
- The Legislature could support CTE through continued enhanced funding (including the 1.6 FTE for skill centers) and providing for a statewide champion for CTE so that programs are better understood.

CTE Course Equivalency

Presentation: "Equivalency" means a CTE course or sequence that meets academic requirements, including state or local graduation requirements. A CTE course equivalent could generate full or partial academic credit. The CTE course must be transcribed as the academic course equivalent in order to be recognized. Each district is required to adopt a course equivalency policy, but there is no requirement for particular courses to be recognized as equivalent. Under the State Board of Education's (SBE) new graduation policy, students are able to satisfy two graduation requirements (occupational education and an equivalent academic credit) with a single course.

According to 2013 OSPI data, 101 school districts (out of 249 districts with high schools) offer CTE courses that could receive equivalency credit. There are no data on how many students actually receive equivalency credit. Science, Art, and Math are the most common subject areas for CTE equivalency. Small districts are less likely to offer course equivalency than large districts.

Panel & Task Force Discussion:

- CTE courses are considered elective, and there is decreasing space for electives in student schedules.
- Universities do not often share the acceptance of CTE equivalencies as meeting core requirements. There may be issues with National Collegiate Athletic Association (NCAA) definitions of approved coursework for university admission. Washington has no control over out-of-state colleges and universities.
- Students are counseled away from taking CTE courses. Faculty express concern about the integrity of CTE courses.
- In some districts, the equivalency approval process is quite detailed and complex. There is a desire to assure courses truly are academically equivalent. Attempts at streamlining have been challenging because determinations are faculty-driven.
- Equivalencies at skill centers are a particular challenge. One district may approve a course for a credit in science, another may allow partial credit as an elective, and still another may authorize no credit at all.

- Teacher qualifications limit the ability to grant course equivalency. The CTE certification can be very narrow, which limits the ability to offer content that is equivalent to an academic course.
- The issue seems to be inconsistency, especially as it pertains to skill centers. There are situations where district-driven decisions about equivalency are working out, but this is not consistent. The statewide list of CTE equivalencies should help to resolve inconsistencies and create a more equitable system.
- There is tension between the use of statewide equivalencies and local control. There are reasons why districts need to have some freedom to set their own unique policies: local control, districts vary greatly by size, and funding issues.
- A statewide course equivalency list might help small or rural districts; however, just producing a course equivalency list may not solve the problem because districts will still have to confirm that a CTE course contains the same level of rigor and content as its academic course equivalent.
- Perhaps there are options in addition to a course equivalency list that provide state support for districts through stronger content templates, data, training, and other technical assistance -- things that reduce the workload at the local level without removing local control.
- It could be helpful to provide regional training regarding CTE course equivalencies. A blog could be used to connect different districts and share different strategies for course equivalency.
- To what extent could the "equivalency" discussion be avoided by focusing instead on demonstrated competencies, regardless of course?

Work-Integrated Learning

Presentation: Work-integrated learning gives students applied career experience through an internship or apprenticeship opportunity. It applies to all students at all grade levels and out-of-school youth exposed to the work world and it allows community and business members to engage with schools in a meaningful way. Examples include guest lectures, site visits, mentorships, work study programs, internships, and apprenticeships.

Work-integrated learning can help keep students engaged and committed to graduating on time. Students come to understand the connection between education and success in the workforce and gain work-readiness skills. Today's youth face high unemployment rates, while employers have difficulty finding employees with "21st Century Skills" (refined teamwork, communication, critical thinking, work readiness). Work-integrated learning opportunities provide a forum for students to acquire these skills as well.

Most successful work-integrated learning programs use one or more of the following practices: 21st Century Skill development, evaluation/feedback, all partners are invested in student success, clear expectations, integration of academic standards, connection to student interest/goals, clear safety expectations, and participation by all in creating a safe environment.

The Employment Security Department and OSPI have started a pilot project to integrate work-based learning into all students' regular educational experience: the Career Readiness for a Working Washington pilot project. In this project, students create a career goal and are matched with mentors, internships, or other work-based activities that help them achieve their goal. Five school districts were paired with their local workforce development councils to develop a Career Readiness program that suits the needs of their community.

Panel & Task Force Discussion:

- The Legislature should continue to link the workforce development system with the school system to result in better employment engagement and more internship and employment opportunities for students.
- Local chambers of commerce are often good partners for school districts because the chambers have already forged relationships in the local business community.
- It would be helpful for districts to designate a staff member to serve as a liaison to the local business community and facilitate relationships; school counsellors have too much on their plates to take the additional work-load on.

Panel Discussion with School Counselors

Panel & Task Force Discussion:

- There are numerous standards for career education and college and career readiness that counselors use to help students make intentional decisions about who they are and where they want to go.
- Schools use different models for implementing these standards and utilizing counselor expertise. The advantage of a model that relies on counselors to deliver guidance curricula is a consistent message and familiarity with the standards and curricula supporting career education. It also permits counselors to develop relationships with students. The disadvantage is lack of adequate staffing ratios, which negatively impacts relationship-building. Also, some counselors are not comfortable serving as teachers.
- A big challenge for counselors is simply locating information regarding careers and pathways, particularly when they are faced with the day-to-day challenge of dealing with so many students.
- Overall, the current counseling system is inadequate in a number of ways: the small number of counselors to students, the time allocated to career counseling, and the grade level when counseling generally starts for students. Students need not only information but the opportunity to experience and explore different options.
- There is a perception challenge that CTE is not the same as "college-bound." These are not necessarily different pathways. More time is needed to incorporate Common Core standards into CTE courses. Increased graduation requirements are limiting students' ability to enroll in skill centers.
- Differences in student learning styles are important. Allowing young people to learn in modalities that complement their learning styles, as well as their interests, should improve learning outcomes. Identifying student learning styles should be a shared responsibility among teacher and counselors.
- In addition to a solution to counselor/student ratios, counselors also need professional development on career guidance and career education.

- OSPI supports counseling in a number of ways, including Navigation 101 (rebranded as Career Guidance WA), career-ready lesson plans, participation in a six-year College Readiness Initiative in partnership with the College Spark Foundation, and identification of career exploration resources that counselors can use.
- The HSBP is a valuable tool for students to align their interests and goals with their education, especially when combined with student-led parent/teacher conferences and student-driven course scheduling. The HSBP gets students engaged in school, which then prevents student dropout.
- There is only anecdotal evidence of the effectiveness of the HSBP, and certain students (such as ELLs) need additional support. There is also not a good way to measure the effectiveness of counseling in general. In part this is because counselors are responsible for so many students. There is not currently a revised evaluation (TPEP) specifically for counselors.

Discussion with Higher Education

Panel & Task Force Discussion:

- One point of intersection between secondary CTE and colleges is through Tech Prep. Tech Prep is a program where faculty use curriculum matching to assure the high school course provides college-level content based on industry-defined competencies. Because it is faculty-to-faculty driven, there can be issues with articulation across colleges. As with the transfer of any course from another college, it is within the discretion of the receiving institution about how to treat the course.
- In addition, Tech Prep had previously been supported with \$2 million per year in federal Perkins funds, which have been eliminated. Articulation work must be maintained through periodic meetings and communication among faculty, which is now not supported. There has been a decline in the number of students who seek Tech Prep credits.
- A promising higher education initiative is the use of prior learning assessments, which is another approach to recognizing competencies rather than only credits earned in approved courses. A work group has been identifying available assessments and developing best practices to expand recognition of prior learning.
- As the Common Core is implemented and assessed, colleges and universities should recognize those standards rather than using their own individual assessments. The attainment goals and strategies under the Student Achievement Council's 10-year Roadmap should provide improved alignment between the education systems.

Recommendations of the Task Force

1. **Assuring Options for Students.** There is a need for *policies that maintain high expectations for students to be college and career ready, but also allow for flexibility* for programs around the state that are focused on the "career" side of readiness. *All forms of educational attainment should be honored and valued*, whether an apprenticeship, certificate program, technical degree, or baccalaureate or other college degree.

Tomorrow's workers are today's students, and they *all must have the opportunity to pursue quality career pathways through real world, hands-on experiences*. There must be particular attention invested to assure pathway options for vulnerable student populations, including special education students and ELLs. The state's high school dropout rate should be decreased. There is concern about universal, equitable *access to quality CTE* course offerings, particularly those that also meet graduation requirements.

Students need to have sufficient opportunity to pursue courses and topics of interest to them through experiences both inside and outside the traditional classroom. Policymakers should promote block schedules and other ways to structure student learning to provide *more elective opportunities*, and should promote improved access to CTE courses at high schools and skill centers. There is evidence that schools with more elective opportunities are more engaging to students. Student engagement is key to dropout prevention.

STEM education must continue to be emphasized in Washington to meet the workforce needs of the future. Students should be able to access *an articulated system for STEM education connected with career and technical education*, beginning as early as elementary school and continuing to graduation.

One way to monitor this is to *track elective fulfillment rates*. There is no customer satisfaction index for high schools, but the act of tracking whether or not students are able to enroll in subjects that interest them would increase awareness of whether there are sufficient electives for students to follow their chosen career pathway.

2. **Increase Student/Parent Awareness of High School Graduation Requirements.** Students and their parents must understand the high school graduation requirements before the student's senior year. The requirements are flexible, but require careful planning to meet. High schools and middle schools should *provide students and parents with information* about the graduation requirements, including CTE equivalencies, *early and often*. Particular care must be made to *increase awareness of such policies among vulnerable populations*, including ELL students, homeless students, and populations with high rates of remediation in community and technical colleges and universities.

3. **Increased Counseling.** A consistent message is that the *current ratio of counselors to students is not satisfactory*. Career counselors in particular are a specialized resource of which parents and students should be made more aware. A career guidance system cannot be successful without the infrastructure to support counseling. One recommendation would be to *increase the Basic Education funding formula to improve the counselor/student ratio*. A specific numeric target could be considered, along with similar recommendations from the Quality Education Council.

Another recommendation is to recognize that the *counseling function is done by the entire community of a school*. There should be a performance metric to assess how well the school as a whole is performing the counseling function. High school graduation rates and college entrance rates are part of that metric, but there also needs to be a metric for meaningful student engagement in a career pathway. The school community includes the families of the school's students: schools should explore *professional development to increase capacity for family engagement in the school and in the career counseling process*. The state could explore increasing funding for family engagement coordinators beyond K-5, or could adopt statewide standards for engaging families, coupled with mechanisms to measure achievement of those standards.

All educators, including counselors, need *professional development* opportunities in order to understand and then develop and implement a multiple pathways approach to career education and guidance for students. A web portal or other system of shared resources could be developed for the high school system to allow educators to easily circulate ideas and materials. *Specific approaches to career education for ELL, special education students, and other vulnerable populations* should be created to provide additional support through the critical transition into college or a career.

4. **Incorporating Common Core Standards & Assessments.** First, the state should consider how state assessments may be used by districts to demonstrate student competencies in core areas and how that could relate to graduation requirement credits in those areas. This is particularly true for the new Smarter Balanced Assessment Consortium (SBAC) assessments of English Language Arts and Mathematics, which are expected to be set at a "college and career ready" level. This would provide more flexibility for students, as long as there is an assurance that students have an *opportunity for a meaningful senior year*, particularly those who do not meet the standard on the assessments.

Second, if the SBAC assessments are truly an indicator of college readiness, they must be *accepted as a threshold for remediation requirements in college level placements*.

Finally, there must be *support and resources to assure that the Common Core standards are embedded in CTE courses*. Industry professionals are content experts, but are not necessarily steeped in the pedagogy of how to incorporate, for example, Algebra into a Construction Trades course. Professional development and support from OSPI are needed.

5. **Improvements to the High School & Beyond Plan (HSBP).** It is worth considering *new standards for the HSBP*, including making sure the plan is refreshed annually and is supplemented with a curriculum on career education. Refinements to the HSBP need to be made with clear direction to local districts, and should be an interactive, multi-year approach to career and college readiness planning, not merely a "checklist" that students dismiss after completing it. Districts should have a clear idea of what a quality partnership looks like between the school and the student creating the plan. Students and families need more specific information about course selection requirements as they relate to the career pathways outlined in a student's HSBP. There is too much inconsistency now and no good way to assess how well the HSBP is working; the Legislature should take action to clarify expectations for the HSBP process. There is concern about equity in meaningful and timely engagement in the HSBP. Furthermore, there needs to be a *formal touch-point in middle school* when preliminary exploration can occur before the HSBP is developed.
6. **Statewide Policies for CTE.** The Task Force had extensive discussions about course equivalency that should not be forgotten. Assuring that students have *equitable access to equivalency crediting* for CTE courses is important. The Legislature should continue focusing on course equivalencies, in hopes of making it easier for educators to offer more innovative, hands-on learning. The Legislature should explore whether students enrolled in a sequence of classes at skill centers need an *exemption from proposed graduation requirements*, or whether the issues and concerns of skill center students can be addressed through course equivalencies.

Similarly, there is a need to initiate some *statewide articulation agreements* between secondary and postsecondary education. Continued reliance on faculty-to-faculty arrangements results in too much inconsistency.

7. **Increase Work-Integrated Learning Opportunities.** The Legislature should fund programs such as Career Readiness for a Working Washington and programs that have demonstrated improved student-success outcomes, and bring together communities and schools to create work-integrated learning opportunities. Programs demonstrating success should be expanded statewide to *encourage businesses to participate in job shadowing, mentorships, and other programs* that provide students work-integrated learning opportunities, and to *facilitate partnerships between schools and local community groups, workforce groups, and families*. The state should support *career coordinators to liaison between school districts and workforce groups* to foster opportunities in work-integrated learning, including internships, and to support the work of career guidance counseling in the school.

Finally, the Legislature should consider *implementing work-integrated learning programs as part of the definition of basic education*.

Appendix A - 2013 Task Force Meeting Agendas

Wednesday, October 2, 2013

1. **Introduction of Members and Staff**
2. **Overview of Task Force Proviso**
3. **Task Force Governance**
4. **Review of Background Materials**

5. **Secondary Career and Technical Education (CTE) Overview**
 - a. Office of the Superintendent of Public Instruction
Kathleen Lopp, Asst. Superintendent, Career & College Readiness
Betty Klattenhoff, Director, Career & Technical Education

Presentation:

http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Oct02/CTE_Overview_OSPI.pdf

- b. School District/Skill Center Panel
Susan Dixon, CTE Director, Evergreen School District
Neil Musser, CTE Director/Assistant Principal, Ellensburg School District
Michelle Ledbetter, CTE Director, Pierce County Skill Center

 - c. Member Discussion: Observations/Questions about Secondary CTE

6. **CTE Course Equivalency**
 - a. Office of the Superintendent of Public Instruction
Kathleen Lopp, Asst. Superintendent, Career & College Readiness
Betty Klattenhoff, Director, Career & Technical Education

Presentation:

http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Oct02/CourseEquivalencyOverview_OSPI.pdf

- b. School District/Skill Center Panels
Jeff Broome, Principal, Tumwater High School
Edri Geiger, School Director, Vancouver Public Schools
Susan Dixon, CTE Director, Evergreen School District
Neil Musser, CTE Director/Assistant Principal, Ellensburg School District
Michelle Ledbetter, CTE Director, Pierce County Skill Center

 - c. Member Discussion: Observations/Questions about Course Equivalency

7. **Discussion: Future Meetings and Work Plan**

Monday, November 4, 2013

1. **Options for Legislative Action from CTE Strategic Plan.**
Kathleen Lopp, Asst. Superintendent, Career & College Readiness, OSPI
Betty Klattenhoff, Director, Career & Technical Education, OSPI

Presentation:

http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/CTE_StrategicPlan-OSPI.pdf

http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/CTE_Plan-Priorities.pdf

2. Review of Recent Legislation.

Katherine Taylor, Task Force Staff, Senate Committee Services

Barbara McLain, Task Force Staff, House Office of Program Research

Presentation:

http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/RelatedLegislation-SCS_OPR.pdf

http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Nov04/GradRequirementsHandout-SCS_OPR.pdf

3. Task Force Discussion.

Monday, December 2, 2013

1. School Counselor Panel

Kim Reykdal, Olympia High School Counselor (Olympia SD)

Brandon Ervin, Lincoln High School Counselor (Tacoma SD)

Andra Kelley-Batstone, former Bush Middle School Counselor (Tumwater SD)

Danise Ackelson, Guidance and Counseling Program Manager, OSPI

Presentations:

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Dec02/CounselorPanelPresentation.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Dec02/MiddleSchoolCounseling.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2013Dec02/CounselingProgramsOSPI.pdf>

2. Higher Education Panel

Jim West, Associate Director of Policy, Planning, and Research, Student Achievement Council

Tiffany Merkel, Workforce Education Program Administrator, State Board for Community & Technical Colleges

3. Task Force Discussion: Work Plan and Preliminary Report

Thursday, April 24, 2014

1. Review of Task Force Proviso

2. 2014 Session Legislative Recap

3. Introduction to Work Integrated Learning

Justin Montermini, K-12 and Youth Legislative Liaison, Workforce Training and Education Coordinating Board

Presentation:

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/WorkIntegratedLearning.pdf>

4. Career Readiness for a Working Washington Pilot Project

Tim Probst, Director, Workforce Devel. Strategic Initiatives, Employment Security Department
Betty Klattenhoff, Director of CTE, Office of the Superintendent of Public Instruction

Tanya Conklin, CTE College and Career Readiness Specialist, Spokane SD

Jeanne Bennett, Executive Director, Southwest Washington Workforce Development Council
Heather Peck, Graduation-Career Readiness Coach (Heritage High School, Evergreen SD)
Anna Marchuk, Career Guidance Specialist (Frontier/Covington Middle Schools, Evergreen SD)

Teri Pablo, Career and Technical Education Director (Yelm SD)
Jeannie Beierle, Yelm High School Counselor
Thomas Pablo, Yelm Middle School Student

Susan Adams, SkillSource Center Manager, Wenatchee
Diana Haglund, Wenatchee Learns Coordinator
Dennis Conger, Director of Career and Technical Education (Wenatchee SD)
Indigo Ballenger, Wenatchee School District student

Presentations:

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/CRWWSLIDETimProbst.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/SpokanePublicSchools.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/WDC-JeanneBennett.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/CareerReadiness-HeritageHighSchool.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/CTE-TeriPablo.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/JointTaskforcePresentation.pdf>

5. Other Work-Integrated Learning Initiatives

Genny Korvin, Vice President of Operations and Workforce Development, Mount Vernon Chamber of Commerce
Kristen Keltz, Chief Executive Officer, Mount Vernon Chamber of Commerce

Natalie Pacholl, Training Program Specialist, SEH America

Julie Burr, Career Access Manager, Highline SD
Royce Badley, Assistance Director of Career and College Pathways, Highline SD

Presentations:

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/EMP-GennyKorvin.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/EWPPresentation-KristenKeltz.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014Apr24/SEH-NataliePacholl.pdf>

6. **Task Force Discussion: State Support of Work-Integrated Learning Initiatives**
7. **Task Force Discussion: Future Meetings and Workplan**

Monday, May 12, 2014

1. **Introduction and Overview of High School and Beyond Plans**

Mike Hubert, Director of Guidance and Counseling, OSPI

Danise Ackelson, Program Supervisor in Guidance and Counseling, OSPI

2. **Student Panels**

New Market Skills Center Students

Emily Contreras, Grandview High School Student

3. **Counselor/Teacher Panels**

Lyn Desserrault, GEMS Program Coordinator and Teacher, Grandview High School

Mary Huggler, Counselor at Washington High School, Franklin Pierce School District

4. **Task Force Discussion: Elements of High School and Beyond Plans**

Presentations:

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014May12/OSPIpresentation.pdf>

<http://www.leg.wa.gov/JointCommittees/CEOTF/Documents/2014May12/HighSchoolandBeyond.pdf>

Monday, August 11, 2014

1. **Career and Technical Education and Course Equivalencies**

Betty Klattenhoff and Kathleen Lopp, OSPI

2. **Career Guidance Washington**

Mike Hubert, Director of Guidance and Counseling, OSPI

3. **24-Credit Career and College Ready Graduation Requirements**

Ben Rarick, Executive Director, State Board of Education

4. **Task Force: Discussion of Final Report**

Presentations for the Monday, August 11, 2014 can be found at the Task Force website:

<http://www.leg.wa.gov/jointcommittees/CEOTF/Pages/default.aspx>