

**Legislation Related to Task Force Topics  
2012 & 2013 Legislative Sessions**

<b>Multiple Topics</b>		<b>Testimony in Support<sup>1</sup></b>	<b>Testimony with Concerns/Opposition</b>
<b>2013</b>	<p><b>Substitute House Bill 1650 (McCoy)</b> <span style="float: right;"><b>House Appropriations<sup>2</sup></b></span></p> <ul style="list-style-type: none"> <li>▪ Requires school districts to use 20 out of 80 additional annual instructional hours for secondary students ( when they take effect) to provide career exploration and other activities intended to engage students in preparing for their future.</li> <li>▪ Requires the SBE to permit students to choose alternatives based on their High School and Beyond Plan (HSBP) for certain courses required for graduation:                             <ul style="list-style-type: none"> <li>○ The occupational education credit (to be re-designated as a CTE credit);</li> <li>○ The fourth credit of English; and</li> <li>○ A third credit in science (if and when it takes effect).</li> </ul> </li> <li>▪ Directs the OSPI to develop a standard template for the HSBP to use as a tool to help students, beginning in 8th grade, develop a Program of Study for high school, including:                             <ul style="list-style-type: none"> <li>○ Identification of personal interests and career goals;</li> <li>○ Plan for course-taking, updated annually;</li> <li>○ Research on postsecondary education and jobs related to the student's career interests, including development of a budget, resume, and applications; and</li> <li>○ Participation in an onsite or virtual visit to a workplace or postsecondary institution.</li> </ul> </li> <li>▪ Requires school districts to use the HSBP template beginning in 2014-15 unless the district has an equivalent locally-developed template.</li> <li>▪ Requires all high schools to provide a career planning and exploration program that includes specified components, beginning in 2014-15.</li> <li>▪ Directs the OSPI to adopt a list of academic course equivalencies for CTE courses, which must be recognized by school districts beginning in 2014-15.</li> <li>▪ Directs the Workforce Board to identify interactive online tools to assist students and parents in exploring career opportunities, as well as create lists of promising careers.                             <ul style="list-style-type: none"> <li>○ Requires all middle and high schools, community &amp; technical colleges, state education &amp; workforce agencies, and libraries to publicize these tools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides students an opportunity to explore different careers.</li> <li>▪ It is important to recognize more CTE courses as equivalent to academic courses and provide greater consistency.</li> <li>▪ Need for additional opportunities in work-based learning, dual crediting, and career exploration.</li> <li>▪ Provides a baseline set of policies and consistency in implementation.</li> <li>▪ Provides the ability for students and their parents to plan for their future.</li> <li>▪ Students who do not want to go to college and want to go to work need a pathway to their careers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School districts would be required to use a HSBP developed by OSPI even if they had developed their own.</li> <li>▪ Mandatory equivalency is a major concern, districts need the flexibility to adopt their own policies and not be limited by an OSPI list.</li> <li>▪ Counseling programs are staff intensive.</li> <li>▪ Staff training would be required.</li> <li>▪ Concern that the career and college framework adopted by the SBE would be elective.</li> <li>▪ Earmarking the additional instructional hours runs counter to the purpose of the increase.</li> </ul>

<sup>1</sup> Reflects staff summary of public testimony on bills in public hearings. May not reflect the final version of the bill or amendments made during the progress of a bill.

<sup>2</sup> Reflects the "highest status" reached by the bill during the session in which it was introduced.

<b>2013</b>	<p><b><i>SHB 1650 (continued)</i></b></p> <ul style="list-style-type: none"> <li>▪ Requires preparatory CTE programs to include a work-integrated learning opportunity.</li> <li>▪ Directs OSPI to establish criteria for and recognize exemplary CTE programs.</li> <li>▪ Directs the Education Research &amp; Data Center to develop a postsecondary education and employment outcomes report for high school graduates.</li> <li>▪ Directs the PESB to redesign CTE teacher certification for individuals with industry experience to increase the extent programs are based on demonstrated competencies.</li> </ul>		
-------------	--	--	--

<b>Graduation Requirements<sup>3</sup></b>		<b>Testimony in Support</b>	<b>Testimony with Concerns/Opposition</b>
<b>2013</b>	<p><b>House Bill 1656 (Stonier)</b></p> <p style="text-align: right;"><b>House Education</b></p> <ul style="list-style-type: none"> <li>▪ Specifies 22 credits as minimum state requirements for high school graduation beginning with the class of 2017, and prohibits the SBE from exceeding them:                             <ul style="list-style-type: none"> <li>○ 4 English</li> <li>○ 3 Math (with content of the 3rd credit based on a student's HSBP)</li> <li>○ 3 Social Studies</li> <li>○ 2 Science, 2 Health &amp; Fitness</li> <li>○ 1 Arts, 1 Occupational Education</li> <li>○ 6 Career Concentration (a series of related courses within a career pathway that leads to a specific post high school outcome chosen by the student based on the HSBP)</li> </ul> </li> <li>▪ Allows the SBE to encourage students with an intent to enroll directly in a four-year higher education institution to take specified courses for their Career Concentration.</li> <li>▪ Removes provisions from current law that require the SBE to submit graduation requirement changes to the Legislature for review.</li> <li>▪ Changes the definition of Basic Education from an opportunity for students to complete 24 credits for graduation, to an equitable opportunity for all students to complete the statutory graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Corrects the problem of students being placed in courses that they are not prepared for or interested in taking.</li> <li>▪ Provides the ability for students to become more adequately prepared for careers or explore those career options.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is currently flexibility in the graduation credit requirements.</li> <li>▪ This is a dilution of basic education.</li> </ul>

<sup>3</sup> Includes only bills related to graduation requirements (credits, High School & Beyond Plan) under the State Board of Education. Does not include bills related to *assessments* required for graduation.

<b>Graduation Requirements (continued)</b>		<b>Testimony in Support</b>	<b>Testimony with Concerns/Opposition</b>
<b>2013</b>	<p><b>Substitute House Bill 1692<sup>4</sup> (Sullivan)</b> <span style="float: right;"><b>House 2nd Reading</b></span></p> <ul style="list-style-type: none"> <li>▪ Authorizes the SBE to implement the 24-credit graduation requirement framework adopted by Board resolution on November 10, 2010, to take effect with the freshman class of 2015-16.</li> <li>▪ <i>Contains other provisions increasing funding allocations in the prototypical school formula for LAP, Bilingual, counselors, family engagement coordinators, and secondary instructional hours.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensures that every student has the opportunity to succeed.</li> <li>▪ The SBE's 24 credit graduation requirement will better prepare students and still appropriately prepares students for trade careers.</li> <li>▪ Prepares students for a life of choices and not just college or careers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concern that graduation requirements should be implemented sooner than the class of 2021.</li> <li>▪ Concern regarding the specificity of subject area credits as part of the graduation requirement.</li> <li>▪ Need for flexibility related to the 24 credit diploma so that students can take appropriate classes.</li> </ul>
	<p><b>Senate Bill 5501 (Hobbs)</b> <span style="float: right;"><b>Senate ELKE</b></span></p> <ul style="list-style-type: none"> <li>▪ Provides that students who complete one of the following are not required to complete a culminating project to graduate from high school :                             <ul style="list-style-type: none"> <li>○ Running Start with an associate degree;</li> <li>○ Navigation 101, AVID, or other programs focused on career planning;</li> <li>○ CTE program with a skill certificate; 1 year of college coursework, an IB program, or at least 4 courses in AP, engineering, IB, or Cambridge.</li> </ul> </li> <li>▪ <i>Contains other provisions related to LAP and audits of school districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Would combat unfunded/ underfunded mandates.</li> <li>▪ Changing the culminating project requirement would provide relief to those students who are on track to receive college credit.</li> <li>▪ Remove or eliminate both the culminating project and the HSBP requirement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The culminating project was designed to test students on skills the statewide assessment exams do not cover: problem solving and work and finance management. The proposed legislation does not provide a clear alternative for assessing these skills.</li> <li>▪ <i>Concerns about audit provisions of bill.</i></li> </ul>

<sup>4</sup> Similar provisions related to high school graduation requirements were included in SHB 2051 as introduced and as recommended by the House Appropriations Committee, to take effect with the graduating class of 2018. ESHB 2051 was enacted, but without these provisions.

<b>Graduation Requirements (continued)</b>		<b>Testimony in Support</b>	<b>Testimony with Concerns/Opposition</b>
<b>2012</b>	<p><b>House Bill 2411 (Haigh) House Education</b></p> <ul style="list-style-type: none"> <li>▪ Specifies 18 credits as minimum state requirements for high school graduation beginning with the class of 2016, and prohibits the SBE from exceeding them:                             <ul style="list-style-type: none"> <li>○ 4 English</li> <li>○ 3 Math (with content of the 3rd credit based on a student's HSBP)</li> <li>○ 3 Social Studies</li> <li>○ 2 Science, 1 Health &amp; Fitness, 2 World Languages</li> <li>○ 1 Arts</li> <li>○ 2 Career Concentration (courses chosen by the student based on the HSBP)</li> </ul> </li> <li>▪ Removes provisions from current law that require the SBE to submit graduation requirement changes to the Legislature for review.</li> <li>▪ Changes the definition of Basic Education from an opportunity for students to complete 24 credits for graduation, to an equitable opportunity for all students to complete the statutory graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The credits required for graduation need to allow for electives, project-based learning, and alternatives to traditional academic courses.</li> <li>▪ Will help more students become successful after graduation.</li> <li>▪ Provides a clear roadmap.</li> <li>▪ More credits don't result in lack of future remediation; the quality of the courses is the important component.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Every year there are changes to the graduation requirements, which creates confusion.</li> <li>▪ The increased number of credits proposed by the State Board of Education better prepares students for college and careers.</li> <li>▪ Reducing the number of credits for graduation is a step backward.</li> </ul>
	<p><b>House Bill 2268 (Angel) House Education</b></p> <ul style="list-style-type: none"> <li>▪ Tasks the SBE with establishing one-half credit in financial literacy as a high school graduation requirement, to be within the total number of credits already required.</li> <li>▪ Specifies the minimum content of such a financial literacy course and permits it to be offered as a Social Studies or CTE credit (if approved by OSPI).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students do not graduate with necessary life skills to be employable.</li> <li>▪ Many models and organizations are available, including public-private partnerships.</li> <li>▪ Support for advancing financial literacy in schools in many ways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concern about how to fit this in. Will cost money.</li> <li>▪ Despite its importance, should a student be denied a diploma for not taking a specific course in financial education?</li> <li>▪ Decision should be kept at local level. Could be encouraged rather than required.</li> <li>▪ Financial literacy should be learned continuously, not as a single course.</li> </ul>

Awareness of Multiple Education & Career Pathways		Testimony in Support	Testimony with Concerns/Opposition
2013	<p><b>Substitute House Bill 1823 (Sells)</b> <span style="float: right;"><b>House Appropriations</b></span></p> <ul style="list-style-type: none"> <li>▪ Expands the role of community &amp; technical college "Centers of Excellence" to include:                             <ul style="list-style-type: none"> <li>○ Acting as central sources of information about education and training in targeted industries for businesses, prospective students, and job seekers; and</li> <li>○ Facilitating model Programs of Study as secondary and postsecondary sequences of training that prepare students for careers in strategic industries.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The Centers of Excellence are a great resource for sharing information and can be used to help market existing training programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ By expanding the roles of Centers of Excellence, there will be an increased financial burden on them.</li> </ul>
	<p><b>Substitute House Bill 1320 (Zeiger)</b> <span style="float: right;"><b>House Appropriations</b></span>  <b>Substitute Senate Bill 5544 (Ranker)</b> <span style="float: right;"><b>Senate Ways &amp; Means</b></span></p> <ul style="list-style-type: none"> <li>▪ Requires the WSAC to establish a statewide Online Transfer and Student Advising system by September 1, 2014, in conjunction with other agencies and higher education institutions.</li> <li>▪ Directs that the purpose of the system is to assist students to access higher education programs quickly and speed completion of their educational programs by clarifying and simplifying the process for exploring programs, resources, and transferability of courses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An online system would help students understand the transfer process which will help save time and money.</li> <li>▪ This system will give students and families a tool to carefully target a course path at a particular institution.</li> <li>▪ Helps transfer students with navigating the system for getting their Running Start credits transferred.</li> <li>▪ "Centralizes" the transfer process.</li> <li>▪ Enhanced career guidance provided under the bill will help students plan out next steps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concern about where the money would come from to create this system.</li> <li>▪ Some institutions have already produced online transfer information.</li> <li>▪ Evergreen State College's unique curriculum structure may require transferring students transferring to do more leg-work to align their previous coursework with their new institution.</li> </ul>

<b>Awareness of Multiple Education &amp; Career Pathways (continued)</b>		<b>Testimony in Support</b>	<b>Testimony with Concerns/Opposition</b>
<b>2013</b>	<p><b>Second Substitute Senate Bill 5624 (McAuliffe) Enacted (Ch 55, L 2013)</b></p> <ul style="list-style-type: none"> <li>▪ Requires the OSPI STEM director to work with SBCTC to develop high-demand applied baccalaureate programs that align with high-quality STEM and CTE programs.</li> <li>▪ Subject to funding and other criteria, requires SBCTC to select colleges to develop and offer two programs that support the continuation of high-quality STEM or CTE programs offered to K-12 students who are prepared and aspire to continue in these high-demand areas in college and the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Helps meet the great demand for STEM professions by improving the pathway for students from middle school through college.</li> <li>▪ Will help CTCs provide additional pre-engineering training, addressing a critical need in the state's workforce.</li> <li>▪ STEM programs are costly because they require labs, equipment, and specialized faculty; this bill provides some additional funding to address the problem.</li> </ul>	<p><i>No testimony.</i></p>
<b>2012</b>	<p><b>Senate Bill 6119 (McAuliffe)<sup>5</sup> Senate ELKE</b>  <b>Second Substitute House Bill 2170 (Probst) Senate Ways &amp; Means</b></p> <ul style="list-style-type: none"> <li>▪ Requires state education and workforce agencies to include information about multiple career pathways in materials about career opportunities and exploration.                             <ul style="list-style-type: none"> <li>○ Requires analyses of employment prospects and earnings of various careers to be disaggregated by level of certificate and degree, including apprenticeships.</li> </ul> </li> <li>▪ Directs the Workforce Board to identify interactive online tools and develop an online mentor program with business organizations to assist students and parents in exploring career opportunities, as well as create lists of promising careers.                             <ul style="list-style-type: none"> <li>○ Requires all middle and high schools, community &amp; technical colleges, state education &amp; workforce agencies, and libraries to publicize these tools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Proposal recognizes the dignity of all work and the demand for skilled jobs at all levels of education.</li> <li>▪ Helps students and parents navigate the educational system.</li> <li>▪ Helps align career and technical education in high school with community college centers of excellence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Four-year institutions should not be required to publicize online tools and promising careers on their websites.</li> <li>▪ This information should be publicized by system-wide entities, not individual institutions.</li> <li>▪ Concern about increasing scope of Basic Education.</li> </ul>

<sup>5</sup> Omits some topics in the bill beyond the scope of the Task Force.

		Testimony in Support	Testimony with Concerns/Opposition
2012	<p><b>SB 6119 &amp; 2SHB 2170 continued</b></p> <ul style="list-style-type: none"> <li>▪ Establishes a Career Exploration Partnership Zone program under the Workforce Board to increase connections and access to internship, training and employment opportunities among public schools, business &amp; labor, and higher education.</li> <li>▪ Expands components of a comprehensive guidance and planning program for students to include student planning portfolios and scheduling of courses based on student demand. Encourages districts to use curriculum that includes exploration of career pathways.</li> <li>▪ Requires the SBE to:                             <ul style="list-style-type: none"> <li>○ Ensure that graduation requirements provide students whose HSBP does not indicate immediate entrance into a four-year institution have sufficient opportunity to complete a program of study and are not subject to additional administrative requirements.</li> <li>○ Illustrate options for students to pursue multiple pathways while meeting graduation requirements, including non-baccalaureate pathways that include CTE.</li> </ul> </li> <li>▪ Encourages high schools to offer multiple programs of study within career pathways.                             <ul style="list-style-type: none"> <li>○ Directs OSPI to develop model frameworks for these programs of study.</li> <li>○ Describes work-based learning opportunities that may be offered within a program.</li> <li>○ Encourages school districts to have middle and high school students develop a HSBP that includes specified components.</li> </ul> </li> <li>▪ Provides that districts may not prohibit a student from enrolling in a CTE course equivalency if the student has not been successful in the equivalent academic course.</li> <li>▪ Includes within the Program of Basic Education opportunities for students to be prepared for preapprenticeship, apprenticeship, workforce training, community and technical college, and baccalaureate education. <i>In original House &amp; Senate bill. Removed from 2SHB.</i></li> <li>▪ Requires PESB to include knowledge and skills in providing contextualized and project based learning in teacher certification standards.</li> <li>▪ Expands the Opportunity Internship Program to include additional low-income students and includes GED recipients as "graduates" in addition to those who receive a diploma. Requires graduates to be notified of their eligibility for State Need Grant.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engages middle school students in career exploration.</li> <li>▪ Recognizes the importance of engaging industry in education.</li> <li>▪ Not all students choose a career pathway requiring a baccalaureate degree, and many valuable, high-demand jobs do not require one. Would inform students and parents about multiple career pathways so that they can make the best choice.</li> <li>▪ Giving students explicit options to choose between multiple pathways will increase opportunities for success in postsecondary education and beyond.</li> </ul>	

<b>Work-Integrated Learning Opportunities</b>		<b>Testimony in Support</b>	<b>Testimony with Concerns/Opposition</b>
<b>2013</b>	<p><b>Substitute Senate Bill 5754 (Litzow)</b>  <b>House Bill 1871 (Maxwell)</b></p> <p><b>House Appropriations</b>  <b>House Appropriations</b></p> <ul style="list-style-type: none"> <li>▪ Creates the Alliance for Student Success in Education and Training (ASSET) Program to increase work-integrated learning opportunities.</li> <li>▪ Directs the Workforce Board to:               <ul style="list-style-type: none"> <li>○ Develop technical assistance materials for employers and schools;</li> <li>○ Conduct a statewide communications campaign;</li> <li>○ Develop a web-based matching and communications system for posting opportunities.</li> <li>○ Designate workforce development councils as regional coordinators to serve as a clearinghouse for youth employment and work-integrated learning opportunities.</li> </ul> </li> <li>▪ Creates a grant program for at least two high schools and one skill center to implement dropout re-engagement programs aligned with entry into high-demand occupations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A strong connection between students and businesses helps keep kids in school.</li> <li>▪ Work-based experiences give students the confidence that they can survive in the workforce.</li> <li>▪ The web-based program and marketing campaign will help provide the connection and coordination that business and schools could use to maximize work-based learning opportunities.</li> <li>▪ Many students learn more by doing than through lecture.</li> <li>▪ 30 percent of students need vocational instruction instead of the traditional assessment-based model.</li> <li>▪ Will bring work opportunities to young people by engaging employers in the educational sector, with a particular focus on using the workforce to reengage students who have dropped out.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>No testimony.</i></li> </ul>

	Course Equivalency	Testimony in Support	Testimony with Concerns/Opposition
2013	<p><b>Substitute House Bill 1472 (Hansen)</b> <span style="float: right;"><b>Enacted (Ch 241, L 2013)</b></span></p> <ul style="list-style-type: none"> <li>▪ Requires school districts to approve AP Computer Science as equivalent to high school mathematics or science, and that it counts as a quantitative course for purposes of college admission for students who take it in their senior year.</li> <li>▪ Provides that for AP Computer Science to count as a mathematics course, students must have completed or be enrolled in Algebra II.</li> <li>▪ <i>Earlier versions of the bill also contained the following provisions:</i> <ul style="list-style-type: none"> <li>○ <i>Creates a grant program to support computer science professionals serving as co-instructors for AP Computer Science and upgrades in technology, curriculum, and teacher training, if funds are appropriated. Note: Authorized via proviso in the 2013-15 budget.</i></li> <li>○ <i>Directs the Workforce Board to convene a Computer Science Professional Shortage Task Force and issue an initial report by December 15, 2013.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The task force provides a platform for thinking creatively about the problem of professional shortage.</li> <li>▪ Will increase student interest in computer science by making it a math or science credit.</li> <li>▪ There are nearly three times as many job openings in computer science as there are qualified applicants. Would encourage more students to pursue computer science careers.</li> <li>▪ Expanding the capacity of schools to offer AP Computer Science and incentivizing students to take this course will also encourage more students to pursue computer science careers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concern regarding counting the AP computer science course as a math credit resulting in less students taking pre-calculus and calculus.</li> </ul>