

# Washington

## *Analyzing the learner continuum in Washington*



Washington's strong college acceleration and work-based learning/apprenticeship policies showcase how the state is thinking holistically about preparing learners for postsecondary and the workforce. Washington has also implemented the supporting policies such as strong college articulation agreements and a postsecondary tuition support to help reduce barriers for learners. A notable gap, however, in Washington's education to workforce landscape is a definition of quality for industry-credentials and data collection on credentials earned for K-12 and postsecondary. To address this gap, Washington can consider a cross-agency council that creates a definition of high-wage, high-skill, high-demand occupations and credentials with business and industry at the table.

### STRENGTHS

- Washington's comprehensive approach to supporting students needing remediation in both high school and postsecondary.
- Washington's College Grant program supports learners financially to seek and earn a postsecondary credential.
- Washington's outcomes-based funding for postsecondary with an equity focus on attainment for all learners.

### OPPORTUNITIES

- Collect credential attainment data for K-12 and postsecondary, wherever possible directly from credentialing entities.
- Implement industry engagement incentives to increase employer participation in K-12 and postsecondary.
- Launch a cross-agency council to develop workforce priorities that include shared agency goals and metrics.



# LEARNER PATHWAYS

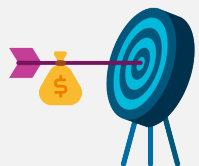
*Ensure vertical alignment to workforce needs, robust funding, collaboration across agencies and equitable access for all students.*

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
HIGH-QUALITY CTE PROGRAMS				
TARGETED CTE PROGRAM FUNDING				
RETRUN ON INVESTMENT ANALYSIS				
STATE CROSS-AGENCY SHARED PRIORITIES				



## HIGH-QUALITY CTE PROGRAMS

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state's economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.



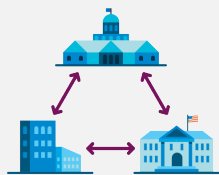
## TARGETED CTE PROGRAM FUNDING

Dedicate state funding for CTE programs—but only if they are aligned to high-demand, high-skill and high-wage occupations. Target specific funds for pathway completion and demonstrated learner outcomes.



## RETURN ON INVESTMENT ANALYSIS

Conduct a biennial return on investment (ROI) analysis of CTE programs to assess whether all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.



## STATE CROSS-AGENCY SHARED PRIORITIES

Establish shared priorities and collective accountability across state agencies and education systems for learner pathway development, supports and success. Ensure that business and industry have a seat at the table and can lead discussions related to demand and training requirements.





## KEY POLICY

# High-Quality CTE Programs



## STATE POLICY ANALYSIS

CTE programs must meet standards set by the Office of Superintendent of Public Instruction (OSPI). By law, OSPI must periodically (per Perkins V every two years) review and approve district plans for the delivery of CTE. By law, OSPI, the Workforce Training and Education Coordinating Board, the State Board for Community and Technical Colleges, and the Council of Presidents are directed to work with school districts, workforce education programs and four-year postsecondary institutions to develop model CTE programs in construction, health care, information technology and other areas with a priority on high-demand programs.

The law requires OSPI, in consultation with the Workforce Training and Education Coordinating Board, the State Apprenticeship Council, and the State Board for Community and Technical Colleges, to develop a list of statewide, high-demand programs for secondary CTE. However, a state audit in 2018 found that OSPI did not have an updated list. Additionally, the audit found that OSPI was not consistently using labor market data or analysis in reviewing CTE program demand. Finally, the audit recommended strengthening employer engagement to align CTE programs and courses with high-wage, industry-needed skills.

Per Washington’s Perkins V plan, OSPI is committed to eliminating duplicative and unused course options, as well as CTE courses that do not align with in-demand occupations or clear postsecondary articulated pathways. Perkins plans, however, are in the early phase of implementation so the outcomes of this process are currently unknown.

All CTE programs at the state’s community and technical colleges are approved through the State Board for Community and Technical Colleges, which requires any program of 20 credits or more to submit information describing employment forecast, wage data and work-based learning opportunities.

## OPPORTUNITY TO STRENGTHEN

Washington can conduct a thorough audit of its existing K–12 and postsecondary CTE programs of study to (a) ensure that the programs of study align with state workforce and economic demands and projections in high-demand, high-skill and high-wage occupations; (b) determine where there are program gap opportunities; and (c) ascertain program quality. A plan can be developed and implemented to phase out all misaligned or low-quality programs of study and phase in revised or new high-quality programs of study fully reflective of the state’s priorities.

## PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Career and Technical Education Programs](#)
- Tennessee – [Career and Technical Education Programs](#)
- Texas – [Program of Study Initiative](#)

## RESOURCES

- [CTE](#)
- [WA Perkins V State Plan](#)
- [2018 Audit: Leading Practices for the State’s Secondary Career and Technical Education Programs](#)

## POLICIES

- [RCW 28A.700.010-28A.700.050](#). Preparatory Secondary CTE Programs





## KEY POLICY

# Targeted CTE Program Funding



## STATE POLICY ANALYSIS

Washington provides a CTE allocation at the K–12 level based on seat time with enhancements for staffing, materials, supplies and operating costs. For the 2018–19 school year, the CTE allocation was approximately \$950 per full-time equivalent student.

In 2021, legislation appropriated \$2 million for the Office of Superintendent of Public Instruction to provide Career Preparation and Launch grants to districts to purchase and install career and technical education equipment that expands career connected learning and work-integrated learning opportunities. Additionally, \$40 million was allocated to continue to fund high-demand program salaries in areas such as health-related profession, information technology, computer science and trades.

## OPPORTUNITY TO STRENGTHEN

Washington can consider targeted K–12 outcomes-based funding to help incentivize local education agencies in their development and implementation of high-quality, aligned programs of study. This can include incentive funds for students who complete high-quality, aligned programs of study or obtain aligned industry credentials.

## PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Funding Methodology](#)
- Ohio – [Innovative Workforce Incentive Program](#)
- Texas – [House Bill 3](#)

## RESOURCES

- [WA Perkins V State Plan](#)
- [CTE Equipment Grant Program](#)

## POLICIES

- [RCW 28A.700.050](#). Grants for High-Demand CTE Programs
- [RCW 28A.150.260](#). Funding to Support Basic Education
- [RCW 1080. 5025](#) Career Preparation and Launch Grants





## KEY POLICY

# Return on Investment Analysis



### STATE POLICY ANALYSIS

No formal statute could be identified for an equitable access audit. As part of Washington’s Perkins V Comprehensive Local Needs Assessment, the state is requesting CTE programs of study to demonstrate strategies to overcome barriers that result in lower rates of access and performance for underserved students. Also per Washington’s Perkins V plan, the Office of Superintendent of Public Instruction is committed to eliminating duplicative and unused course options, as well as CTE courses that do not align with in-demand occupations or clear postsecondary articulated pathways. Perkins V implementation, however, is still in the early phases.

### OPPORTUNITY TO STRENGTHEN

Washington can conduct a thorough audit to (1) ensure that existing CTE programs of study are aligned with workforce needs, informed by labor market demand, linked to occupations that are middle to high wage and vertically aligned to postsecondary programs; (2) determine where high-demand, high-skill, high-wage CTE programs are offered across all recognized local education agencies; and (3) understand student access, participation and completion data by student groups to determine potential inequities. ExcelinEd’s [Auditing a State Career and Technical Education Program for Quality](#) playbook provides a roadmap for developing and implementing an audit.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Return on Investment Reports](#)
- Florida – [Executive Order 19-31](#) and [House Bill 7071](#)  
(NOTE: While promising, both could be strengthened by more focused analyses on equity and quality of offerings.)

### RESOURCES

- [WA Perkins V State Plan](#)

### POLICIES

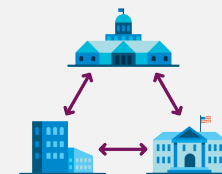
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## KEY POLICY

# State Cross-Agency Shared Priorities



## STATE POLICY ANALYSIS

The 2018 state audit found that the agencies that oversee the state’s CTE programs—Office of Superintendent of Public Instruction, Workforce Training and Education Coordinating Board, and State Board for Community and Technical Colleges—do little coordination. No agency owns the space, and no agency can compel other agencies to cooperate or hold them accountable.

## OPPORTUNITY TO STRENGTHEN

Washington’s Workforce Training and Education Coordinating Board can take the lead in launching a cross-agency council charged with facilitating shared education to workforce priorities that include shared agency goals and metrics, as well as potentially bundled agency funding to drive state advances. ExcelinEd’s [Building Cross-Sector Partnerships to Support Career and Technical Education Pathways](#) resource provides a step-by-step process for building cross-agency shared priorities.

## PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Advisory Council on Career and Technical Education \(DACCTE\)](#)
- Indiana – [Governor’s Workforce Cabinet](#)

## RESOURCES

- [2018 Audit: Leading Practices for the State’s Secondary Career and Technical Education Programs](#)
- [Workforce Training and Education Coordinating Board](#)

## POLICIES

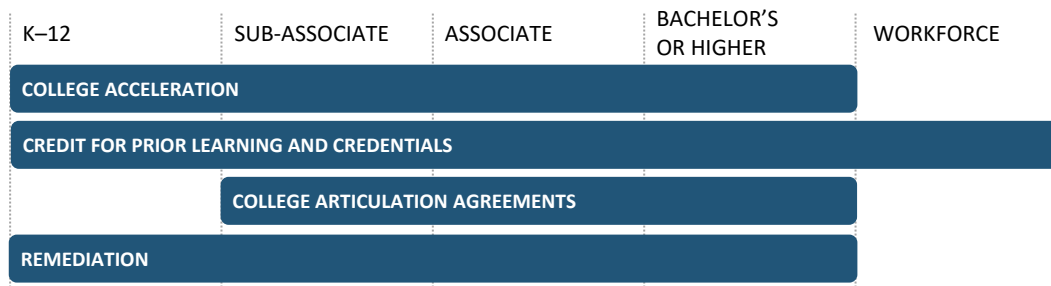
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# POSTSECONDARY ACCELERATION

*Streamline postsecondary learning and empower high school students to earn credit to reduce the time required to earn postsecondary degrees.*



## TRANSCRIPT



### COLLEGE ACCELERATION

Provide and incentivize a range of options for learners to earn college credit while in high school. Ensure that all learners have access and financial support to accelerate their journey to a postsecondary credential.



### CREDIT FOR PRIOR LEARNING AND CREDENTIALS

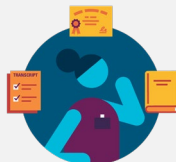
Implement a consistent state policy for awarding postsecondary program or elective credit for prior learning, work experience and earned industry credentials.

## TRANSCRIPT



### COLLEGE ARTICULATION AGREEMENTS

Establish statewide articulation agreements to ensure college credits earned in K-12 or at one institution transfer and count toward a degree at another. Minimize or eliminate credit loss and misalignment for transitioning learners.



### REMEDiation

Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.





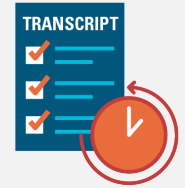
# POSTSECONDARY ACCELERATION

## Washington



### KEY POLICY

# College Acceleration



### STATE POLICY ANALYSIS

Running Start is a dual enrollment model, started in 1990, in which 11th and 12th grade students take college courses on a college campus. Students do not pay tuition but do pay for transportation, books and fees. The Legislature allows colleges and universities to charge up to 10 percent of the total tuition and fees for fees not covered by the state. However, the 2019 Legislature enacted a pilot program to pay for the dual credit costs of students in the Running Start program if the students qualify for free- or reduced-price lunch and have a minimum 2.0 grade point average at participating pilot schools.

Washington expanded dual credit in 2009 by enacting the College in High School program. College in High School is a concurrent enrollment program in which high school students take college courses on the high school campus with high school instructors. Students in 10th, 11th and 12th grades may participate. Students are required to pay tuition, but books or supplies are covered by the school district. However, the 2019 Legislature enacted a pilot program to pay for the tuition costs of students in the College in High School program if the students qualify for free- or reduced-price lunch and have a minimum 2.0 grade point average at participating pilot schools. Washington also offers CTE dual credit in certain CTE fields that are usually taught at a high school or CTE center. It is open to all high school students. Students do not pay tuition.

Washington has several early college high schools where students may earn an associate degree or up to 60 hours of college credit toward a baccalaureate degree prior to leaving high school.

Disaggregated data on student participation and credits awarded in dual-credit programs must be reported annually to the Education Data and Research Center. A report by the Office of Superintendent of Public Instruction (OSPI) revealed significant access and achievement gaps in early postsecondary credit opportunities, especially for low-income students. Excluding CTE dual credit, there was a roughly 20 percentage point gap between low-income and non-low-income student participation.

### OPPORTUNITY TO STRENGTHEN

In a 2019 report to the Legislature, OSPI recommended several policies to strengthen early postsecondary credit opportunities for students and address equitable access. These recommendations include providing a phased-in approach to funding dual credit programs and exam fees costs for Advanced Placement (AP), International Baccalaureate (IB) and Cambridge to provide these options at no cost to students (except for activity/voted fees); preventing school districts from implementing additional eligibility requirements for dual credit; closing access gaps for rural and small schools through leveraging technology; expanding access to CTE dual credit; and revising statewide articulation agreements and transcript protocols to ensure greater award of college credit for exam-based credit and dual credit (especially CTE dual credit).

### PROMISING EXAMPLES FROM OTHER STATES

- Florida – [High School Acceleration Programs](#) and [Statewide Agreements on Credit](#)
- Idaho – [Advanced Opportunities Funding](#)
- Louisiana – [TOPS-Tech Early Start Program](#)
- North Carolina – [Automatic Enrollment](#)

### RESOURCES

- [Covering the Cost of Dual Credit for Students and Families](#)
- [Ready Set Grad: Dual Credit](#)

### POLICIES

- [RCW 28A.600.310](#). Running Start Program
- [RCW 28B.10.054](#). Credit Policies for AP, IB and Cambridge Exams
- [RCW 28A.600.280](#) Dual Credit Program Data







### KEY POLICY

# Credit for Prior Learning and Credentials



### STATE POLICY ANALYSIS

Washington has legislation on policies recognizing academic credit for prior learning (2011) and military training (2014). The Northwest Commission on Colleges and Universities, which accredits many of the state’s public postsecondary institutions, limits academic credit for prior learning to 25 percent of the credits required for a degree. The accreditation standards also provide that credit for experiential learning is granted only upon the recommendation of appropriately qualified teaching faculty. All academic credit awarded for prior learning must be reported to the Legislature.

Community and technical colleges have a reciprocity agreement that if experiential learning is accepted by one institution it must be accepted by another. Four-year public institutions only require that the transfer students are treated the same as Washington students for purposes of academic credit for prior learning.

In 2017, the Washington Legislature enacted a requirement that institutions of higher education must establish a policy that grants undergraduate credits where appropriate to students who have earned at least a 3 on an Advanced Placement exam, a 4 on an International Baccalaureate exam, and an E on a Cambridge A or AS level exam.

### OPPORTUNITY TO STRENGTHEN

The lack of reciprocity between community and technical colleges and four-year institutions regarding the awarding of academic credit for prior learning could dampen student attempts to apply such credit and hinder legislative intent.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Prior Learning Assessment Credit Policy](#)
- Kentucky – [Prior Learning Initiative](#)
- Ohio – [Military Strategic Implementation Team](#)

### RESOURCES

- [Academic Credit for Prior Learning Handbook](#)

### POLICIES

- [RCW 28B.77.230](#). Academic Credit for Prior Learning
- [RCW 28B.10.057](#). Academic Credit for Military Training
- [RCW 28B.10.054](#). Credit Policies for AP, IB and Cambridge Exams





### KEY POLICY

# College Articulation Agreements



### STATE POLICY ANALYSIS

Washington law requires the Washington Student Achievement Council (WASC) to adopt statewide transfer and articulation policies that ensure the efficient transfer of credits and courses across public two-year and four-year higher education institutions. Washington has a permanent, interinstitutional committee on articulation and transfer, the Intercollege Relations Commission, which is charged with facilitating the transfer of students and credits among community colleges and baccalaureate institutions. The state adopted an “umbrella policy” that schools follow in carrying out transfer policies. The policy does allow some CTE courses offered by community and technical colleges to transfer but limits the transfer to 15 credits. Some interinstitutional agreements do allow some students to transfer certain CTE credits toward baccalaureate degrees.

The Washington State Board for Community and Technical Colleges uses a common course numbering system to assist transfers between community and technical colleges. It is not clear if the common course numbering system is used at the four-year institutional level to assist transfers between the community and technical college system and the four-year institutions.

### OPPORTUNITY TO STRENGTHEN

Washington can consider a statewide approach to articulation for CTE courses, specifically delineating when a course counts for credit versus an elective. If it is not in place, common course numbering can be implemented in the four-year systems.

### PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Statewide Transfer Articulation Agreements](#)
- Indiana – [Core Transfer Library](#)
- Kentucky – [Transfer Articulation Agreements](#)

### RESOURCES

- [Transfer Umbrella Policy](#)
- [WASC Transfer Guidelines and Articulation Agreement](#)
- [WASC Annual Report on Transfers 2019](#)
- [Intercollege Relations Commission](#)

### POLICIES

- [RCW 28B.77.210](#). Statewide Transfer and Articulation Policies





# POSTSECONDARY ACCELERATION

## Washington



### KEY POLICY

# Remediation



### STATE POLICY ANALYSIS

Washington is implementing a multifaceted approach to reduce remediation. Three community colleges in Washington began offering statistics instead of algebra for students in need of remedial math in 2015 in a pilot program. Tenth graders who score at college-ready levels (3 or 4) on Smarter Balanced Assessment Consortium assessments can move directly into credit bearing courses, and students scoring below that level can avoid remediation by earning a B or higher in Bridge to College classes offered in the 11th and 12th grades. Multiple measures of assessment are utilized including national placement tests, high school transcripts, college transcripts or a student’s performance in a college-level class.

Washington also has Integrated Basic Education Skills Training (I-BEST), which pairs two classroom instructors—one to teach academic or job training content and the other to teach precollege content and co-requisite math learning communities. I-BEST was launched at 12 colleges in 2020 to develop and implement math co-requisite curriculum and supports.

### OPPORTUNITY TO STRENGTHEN

Washington can consider studying the effectiveness of these multiple polices and expanding statewide those that are found effective.

### PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Complete College Georgia](#)
- North Carolina – [Multiple Measures of Placement Policy](#)
- Tennessee – [Co-Requisite Remediation](#) and [Seamless Alignment and Integrated Learning Support \(SAILS\)](#)

### RESOURCES

- [Precollege \(Remedial\) Education](#)
- [I-BEST](#)

### POLICIES

N/A





# POSTSECONDARY CREDENTIAL ATTAINMENT

*Reduce barriers—such as funding, lack of alignment and missed opportunities—to help more students attain postsecondary credentials.*

K-12

SUB-ASSOCIATE

ASSOCIATE

BACHELOR'S OR HIGHER

WORKFORCE

REVERSE TRANSFER CREDENTIALS

LAST DOLLAR/LAST MILE FINANCIAL AID

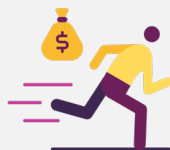
OUTCOMES-BASED FUNDING

STACKABLE DEGREES AND CREDENTIALS



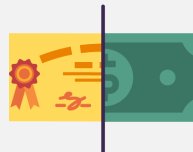
## REVERSE TRANSFER CREDENTIALS

Establish a statewide policy to allow students to earn an associate degree while continuing to work toward a bachelor's degree. Ensure two-year and four-year college credits can be combined toward the credential.



## LAST DOLLAR/LAST MILE FINANCIAL AID

Provide dedicated state financial aid to qualifying learners that fills in gaps in federal assistance (last dollar) and promotes attainment for learners just shy of completing a degree (last mile).



## OUTCOMES-BASED FUNDING

Transition postsecondary funding models from those based on learner enrollment to ones based on learner outcomes. Dedicate more funding to programs and institutions that show demonstrated success in meeting success metrics such as job placement and long-term wage earnings.



## STACKABLE DEGREES AND CREDENTIALS

Define and promote a combination of industry and academic credentials that reflect articulated pathways to advanced learning and employment. Ensure that postsecondary credential programs are widely accessible to all learners and reflect value in the labor market.



# POSTSECONDARY CREDENTIAL ATTAINMENT

## Washington



### KEY POLICY

## Reverse Transfer Credentials



### STATE POLICY ANALYSIS

All four-year public institutions and Washington’s community and technical colleges participate in reverse transfer.

### OPPORTUNITY TO STRENGTHEN

While the vehicle for reverse transfer of degrees is clearly present in Washington, the state can consider how to promote the actual conferral of awards more broadly across institutions—and to learners. The state can also consider collecting, reporting and using data on student eligibility for and participation in reverse transfer processes established by institutions. In addition, if there is considerable variation in the processes established by institutions, stronger state coordination can be considered to achieve a single, comprehensive, cross-agency approach.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Reverse Transfer Process](#)
- Florida – [Reverse Transfer Statewide Articulation Agreements](#)
- Texas – [Reverse Transfer Process](#)

### RESOURCES

- [Washington Community and Technical Colleges Reverse Transfer](#)
- [Washington Student Achievement Council Reverse Transfer](#)

### POLICIES

N/A





# POSTSECONDARY CREDENTIAL ATTAINMENT

## Washington



### KEY POLICY

# Last Dollar/Last Mile Financial Aid



### STATE POLICY ANALYSIS

Washington has three primary financial aid programs for learners.

- 1) The Washington College Grant provides full tuition at approved in state postsecondary institutions (including community and technical colleges, and apprenticeships) for students with a family income of less than \$56,000. Some funds may be available for students with higher family incomes, but the amount varies.
- 2) The Washington Opportunity Scholarship is a public-private partnership that offers a baccalaureate and career and technical scholarships.
  - 1) The Baccalaureate Scholarship provides up to \$22,500 in financial aid support and career launching support services for high-demand STEM and health-care majors. Funds can be used for tuition, fees and other indirect costs
  - 2) The Career and Technical Scholarship provides up to \$1,500 for each quarter enrollment in the degree, certificate or apprenticeship program. Funding is eligible for approved programs in high-demand trades, STEM and healthcare at the community and technical colleges. Additional funds are available for students who meet the rural requirements for the rural jobs initiative.

In 2022, Washington established the career and college pathways innovation challenge program to help foster innovation and increase postsecondary enrollment and completion gaps with a focus on historically underserved students. The student achievement council will be administering and awarding grants.

### OPPORTUNITY TO STRENGTHEN

Washington can continue to analyze the outcomes data on student persistence to help drive decision-making on additional student financial supports, such as supplemental funds for books, travel and emergency expenses, that fall outside the funds provided for tuition (especially for the Career and Technical Scholarship).

### PROMISING EXAMPLES FROM OTHER STATES

- Florida – [Last Mile College Completion Program](#)
- Rhode Island – [Rhode Island Promise](#)
- Tennessee – [Tennessee Promise](#) and [Tennessee Reconnect](#)

### RESOURCES

- [Washington College Grant](#)
- [Washington Opportunity Scholarship](#)

### POLICIES

- [HB 2158](#). Washington Workforce Education Investment Act of 2019
- [SB 6492](#). Workforce Education Investment Funding
- [SB5789](#) Career and College Pathways Innovation Challenge Program





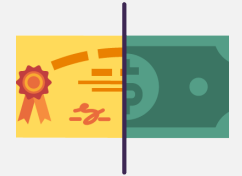
# POSTSECONDARY CREDENTIAL ATTAINMENT

## Washington



### KEY POLICY

# Outcomes-Based Funding



### STATE POLICY ANALYSIS

Washington has an outcomes-based funding initiative for its two-year community and technical colleges. The Student Achievement Initiative (SAI) gives colleges points for each student’s momentum from moving through several achievement levels, including passing the achievement levels of building basic skills (precollege coursework into college level), first- and second-year retention, and completion of a postsecondary credential or apprenticeship program. Students generate additional points if they start in basic skills and progress or if they are historically underserved students who successfully complete 15 credit hours, earn a degree or complete an apprenticeship program. The SAI metrics make up 5 percent of the total state allocation.

The four-year institutions do not have a outcomes-based funding model.

### OPPORTUNITY TO STRENGTHEN

Washington can expand its performance formula beyond these metrics to include others such as job placement and long-term wage earnings of graduates.

### PROMISING EXAMPLES FROM OTHER STATES

- Missouri – [Performance Funding](#)
- Tennessee – [Outcomes-Based Funding Formula](#)
- Texas – [State Technical College Funding Model](#)

### RESOURCES

- [Washington Student Achievement Initiative](#)

### POLICIES

N/A





# POSTSECONDARY CREDENTIAL ATTAINMENT

## Washington



### KEY POLICY

# Stackable Degrees and Credentials



### STATE POLICY ANALYSIS

A 2017 report from the State Board for Community and Technical Colleges found that students are not stacking credentials to move in and out of educational pathways.

There does not appear to be a clear effort to stack credentials with the exception of early childhood education credentials.

### OPPORTUNITY TO STRENGTHEN

To clarify and reinforce the value placed on already earned credentials as students pursue additional credentials, Washington can consider establishing a cross-agency committee that affirms what constitutes credentials that are stackable from K–12 through postsecondary, including skills retraining certificates, and that hold market value in the workforce.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Stackable Credential Legislation](#)
- Idaho – [SkillStack](#)
- Indiana – [Next Level Jobs Workforce Ready Grant](#)

### RESOURCES

- [Do Stackable Certificates Really “Add” Up to a Degree?](#)
- [Washington State Stackable Certificates: Early Childhood Education Statewide Credentials](#)

### POLICIES

N/A

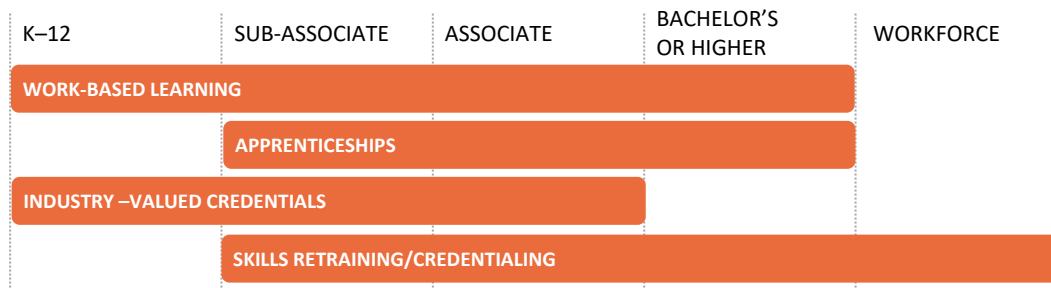






# WORKFORCE READINESS

*Ensure the skills, credentials and apprenticeships students pursue help to prepare a strong workforce within the state.*



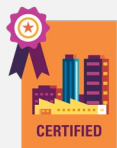
## WORK-BASED LEARNING

Establish a statewide K-12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.



## APPRENTICESHIPS

Establish clearly defined program guidance for state-promoted apprenticeships outlining prerequisites, requirements, funding, stakeholder incentives and participant outcomes.



## INDUSTRY-VALUED CREDENTIALS

Ensure all industry credentials earned in K-12 or postsecondary are aligned with high-demand, high-skill, high-wage occupations and valued by state and regional employers.



## SKILLS RETRAINING/CREDENTIALING

Identify and promote non-degree programs and credentials that support new, transitioning and displaced learners in career change and advancement. Ensure that supports include funding supports for learners and incentives for participating employers who train or retrain them.





# WORKFORCE READINESS

## Washington



### KEY POLICY

# Work-Based Learning



### STATE POLICY ANALYSIS

Washington has engaged in a number of work-based learning efforts and has been active in developing criteria for high-quality career-connected learning. The nonprofit Washington STEM developed a K–12 Career Connected Learning Framework that defines work-based learning experiences from career awareness to career exploration and career preparation. The Workforce Education Investment Act of 2019 provided \$11.5 million in funding over the biennium for Career Connect Washington, which is creating work-based and academic programs for students to explore, learn, and earn money or college-level credit. Washington also uses YouthWorks grants to provide internships and other work-based learning experiences, including for those who have dropped out or are at risk of not graduating high school.

### OPPORTUNITY TO STRENGTHEN

Washington can consider collecting data on the types of experiences, and equity of the experiences, being undertaken with the work-based learning graduation requirement to ensure that work-based learning is having the intended outcomes in supporting career exploration, participation and awareness.

### PROMISING EXAMPLES FROM OTHER STATES

- Delaware – [Work-Based Learning Practicum](#)
- Georgia – [Work-Based Learning Framework](#)
- Rhode Island – [PrepareRI Work-Based Learning Navigator](#)

### RESOURCES

- [Criteria for High-Quality Career Connected Learning](#)
- [Washington STEM](#)
- [Career Connect Washington](#)
- [Washington YouthWorks](#)

### POLICIES

- [HB 2158](#). Washington Workforce Education Investment Act of 2019





# WORKFORCE READINESS

## Washington



### KEY POLICY

# Apprenticeships



### STATE POLICY ANALYSIS

Washington has been active in expanding apprenticeship opportunities for youth, work-based learning and career exploration. The State Department of Labor and Industries maintains the official registry of apprenticeships through the apprenticeship registration and tracking system. The recognized programs must follow standards outlined by the Washington State Apprenticeship and Training Council (WSATC).

Additionally, Career Connect Washington, coordinated by the Employment Security Department and Washington STEM and funded through the Workforce Innovation and Opportunity Act and private funds, supports apprenticeships through regional networks and intermediaries. In 2019 funding was provided to Career Connect Washington to support grants in science, technology, engineering and math (STEM) learning experiences; job shadowing with local employers; career planning; and more than 4,800 new internships, preapprenticeships and registered apprenticeships. Career Connect Washington aims to connect 100,000 students with work-based learning experiences, including registered apprenticeships. The funding is designed to support students and adults in new apprenticeships and preapprenticeships in advanced manufacturing, health care, agricultural irrigation systems, building trades, information technology and maritime manufacturing. Washington also expanded youth apprenticeship programs in aerospace with 10 additional sites serving more than 1,000 students in 2020.

### OPPORTUNITY TO STRENGTHEN

To build on its steady progress, Washington can consider adopting an incentive for students who are in registered apprenticeship programs to be eligible for reimbursement of tuition, books, required tools and other approved expenses required for participation.

### PROMISING EXAMPLES FROM OTHER STATES

- Iowa – [Earn and Learn](#)
- Kentucky – [Tech Ready Apprentices for Careers in Kentucky](#) and [Kentucky Educational Excellence Scholarship](#)
- New Jersey – [Apprenticeship Network](#)
- South Carolina – [Apprenticeship Carolina](#)

### RESOURCES

- [Explore Apprenticeships](#)

### POLICIES

- [RCW 28A.300.900](#). Registered Preapprenticeship and Youth Apprenticeship Recommendations
- [WSATC Policy](#). Apprenticeship Preparation Program Recognition





### KEY POLICY

# Industry-Valued Credentials



### STATE POLICY ANALYSIS

Washington does not appear to collect or report industry certification attainment at the secondary or postsecondary level.

### OPPORTUNITY TO STRENGTHEN

Washington can consider establishing clear definitions and criteria for credentials of value across the K–12 and postsecondary systems—with business and industry at the table. Programs can align to these industry credentials, and this can be the promoted list available for districts and schools to offer. Washington can also collect data on industry credential offerings and attainment across the K–12 and postsecondary systems, wherever possible directly from the credentialing entity. Once this list is established, Washington can consider creating financial incentives for schools and teachers when students earn a high-quality industry certification.

### PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Promoted Industry Certifications](#)
- Kentucky – [Valid Industry Certifications](#)
- Louisiana – [Industry-Based Certification State Focus List](#)

### RESOURCES

- [CredentialsMatter.org](#)

### POLICIES

N/A





### KEY POLICY

# Skills Retraining/Credentialing



### STATE POLICY ANALYSIS

Originally enacted in 1993, Washington's Worker Retraining program helps dislocated and other unemployed workers have access to education and training to rejoin the labor market. In 2010, the program was updated to provide priority in grant funds to applicants working toward careers in aerospace, health care, advanced manufacturing, construction, forestry-related occupations, renewable energy industries or other high-demand occupations.

Eligible students include those applicants who are currently on unemployment benefits; have exhausted unemployment benefits in the past four years; are formerly self-employed but now unemployed; are unemployed veterans discharged in the past four years; are active duty military transitioning to civilian life; are unemployed or underemployed after having been dependent on another family's income; or are vulnerable workers, meaning that their job is not in demand, they do not have 45 college credits and a matching credential, or they must upgrade their skills to remain employed in their current job. Applicants are allowed to enroll in basic skills courses, CTE programs or applied baccalaureate programs offered at community and technical colleges.

### OPPORTUNITY TO STRENGTHEN

Washington can increase the frequency of the report analyzing the program; the current report is produced every five years. This would shine a light more frequently on successes and needs to strengthen the program.

### PROMISING EXAMPLES FROM OTHER STATES

- Indiana – [Next Level Jobs Workforce Ready Grant](#)
- Ohio – [TechCred](#)

### RESOURCES

- [Worker Retraining Program](#)
- [2018 Worker Retraining Accountability Report](#)

### POLICIES

- [RCW 28C.04.390](#). Worker Retraining Program





# EMPLOYER ENGAGEMENT

*Incentivize workforce engagement in student pathways and reduce the barriers that keep employers from participating.*

K-12	SUB-ASSOCIATE	ASSOCIATE	BACHELOR'S OR HIGHER	WORKFORCE
INDUSTRY ENGAGEMENT INCENTIVES				
LEGAL BARRIERS				



## INDUSTRY ENGAGEMENT INCENTIVES

Establish, sustain and promote a comprehensive set of industry and employer engagement incentives for supporting education to workforce pathways. Incentives may include grant funds, tax credits, or local and regional support services.



## LEGAL BARRIERS

Remove or lessen legal barriers such as liability insurance, workers' compensation and worksite age restrictions to provide more learners with work-based learning opportunities.





# EMPLOYER ENGAGEMENT

## Washington



### KEY POLICY

# Industry Engagement Incentives



### STATE POLICY ANALYSIS

There do not appear to any employer incentives through tax credits for hiring interns or apprentices in the state or other employer engagement incentives in education to workforce pathways.

### OPPORTUNITY TO STRENGTHEN

Washington is a leader in apprenticeship and work-based learning opportunities for students. Incentives in the state appear to be directed at tuition benefits for students rather than toward the employers that hire them. Washington can consider adding incentives for employers to turbocharge employers offering these opportunities and subsequently hiring these students. Washington can also consider providing financial incentives or tax credits for employers that hire students participating in a formal work-based learning program or funding reimbursement for employers who train, hire and retain new or incumbent workers to fill in-demand positions within recognized job fields.

### PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Work-Based Learning Premium Credit](#)
- Indiana – [Next Level Jobs Employer Training Grant](#)
- Iowa – [Tax Credit](#)

### RESOURCES

N/A

### POLICIES

N/A





# EMPLOYER ENGAGEMENT

## Washington



### KEY POLICY

# Legal Barriers



### STATE POLICY ANALYSIS

Washington’s work-based learning checklist for high-quality career-connected learning references the need for tools or supports for employers regarding legal and liability guidelines. It is not clear if these tools have been adopted at the state level for the support of work-based learning experiences.

### OPPORTUNITY TO STRENGTHEN

Having identified the need to provide legal and liability supports to employers who wish to engage with school districts (predominantly a concern because of youth age), Washington can help school districts and employers by developing model tools and supports and necessary implementing language at the legislative level, if needed. Washington can consider a partnership with an external company to employ work-based learning students who are then placed at businesses. This helps to reduce many of the burdens such as workers’ compensation liability and other restrictions. Washington can also consider allowing public schools to purchase certain insurance coverage for the benefit of businesses and students participating in CTE programs and provide for some immunity from liability of certain public school students participating in these programs.

### PROMISING EXAMPLES FROM OTHER STATES

- Kentucky – [Apprenticeship Programs & Partnerships](#)
- Rhode Island – [Work Immersion Training Grant](#)
- Texas – [Insurance Coverage](#)

### RESOURCES

- [Criteria for High-Quality Career Connected Learning](#)

### POLICIES

N/A

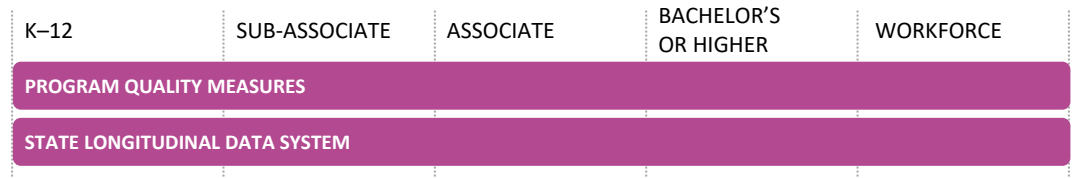






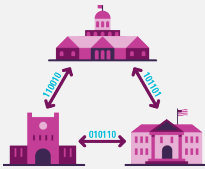
# DATA-DRIVEN DECISION MAKING

*To ensure the strength of all the other policies, there must be cross-sector agreement on outcomes, strategies to get there and data to track progress.*



## PROGRAM QUALITY MEASURES

Establish shared statewide definitions and measures for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.



## STATE LONGITUDINAL DATA SYSTEM

Ensure the state's cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.





# DATA-DRIVEN DECISION MAKING

## Washington



### KEY POLICY

## Program Quality Measures



### STATE POLICY ANALYSIS

In 2014, the Legislature adopted statewide goals to increase educational attainment that by 2023: (1) All adults ages 25–44 would have a high school diploma or equivalent, and (2) at least 70 percent of adults, ages 25–44, would have a postsecondary credential.

Legislation requires the Office of Superintendent of Public Instruction to establish performance measures and targets for CTE programs, which include (1) student success and completion in high-demand programs; (2) students earning dual credit; and (3) performance measures set by the Workforce Training and Education Coordinating Board, including technical skill attainment, graduation rates, postgraduation employment or postsecondary enrollment, and other measures. In practice, however, Washington appears to have three different standards for the Every Student Succeeds Act (ESSA), Perkins V, and the Workforce Training and Education Coordinating Board.

### OPPORTUNITY TO STRENGTHEN

Washington can consider developing cross-agency shared definitions and metrics that are student focused and uniform, with an emphasis on CTE pathways linked to high-demand, high-skill, high-wage occupations. The state can define, collect and analyze shared data collection elements and use them in decision-making.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Indiana – [Governor’s Workforce Cabinet](#)
- Rhode Island – [PrepareRI](#)

### RESOURCES

- [Equity Landscape Report](#)
- [WA ESSA Consolidated Plan](#)
- [WA Perkins V State Plan](#)
- [Workforce Training Results](#)
- [Leading Practices for the State’s Secondary CTE Programs](#)

### POLICIES

- [RCW 28A.700.040](#). CTE Performance Measures and Targets





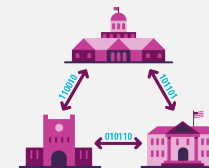
# DATA-DRIVEN DECISION MAKING

## Washington



### KEY POLICY

## State Longitudinal Data System



### STATE POLICY ANALYSIS

Washington has the Education Data System, maintained by the Office of Superintendent of Public Instruction, which is used by state agencies, educational service districts, school districts, schools, teachers, nonprofit organizations and businesses for education-related purposes in the state. The Comprehensive Education Data and Research System (CEDARS) is the state's longitudinal data warehouse of educational data. In March 2020 CEDARS added new elements regarding industry-recognized certifications offered and earned.

### OPPORTUNITY TO STRENGTHEN

It is not clear to what extent the Education Data System is integrated with labor market information from the Washington Employment Security Department to track student progress through education into the workforce.

### PROMISING EXAMPLES FROM OTHER STATES

- Colorado – [Talent Pipeline Report](#)
- Florida – [Talent Development Council](#)
- Kentucky – [KYStats](#)

### RESOURCES

- [Education Data System](#)
- [CEDARS Data Manual](#)
- [CEDARS](#)

### POLICIES

N/A

