



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Work-Integrated Learning Advisory Committee

2023

Authorizing Legislation: [RCW 28A.300.196](#); [HB 1600](#)

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TABLE OF CONTENTS

Executive Summary	4
Background	5
Committee Membership	5
Purpose of the Committee	5
Committee Meetings	6
Introduction	7
Selection of Schools for the Work-Integrated Learning Initiative	8
Development and Implementation of Work-Integrated Instructional Programs	8
Chief Leschi Schools	8
Vancouver School District	9
Granite Falls School District	9
Review of Career Connect Washington Work-Integrated Instructional Programs	10
WILAC Findings	11
Best Practices for Partnering with Industry and the Local Community	11
Best Practices for Linking High School and Beyond Plans with Work-Integrated and Career-Related Learning Opportunities	12
Barriers to Statewide Adoption of Work-Integrated and Career-Related Learning Opportunities and Instructional Programs	12
Statewide variability in development of the HSBP to meet graduation requirements	12
Statewide variability in understanding, funding, and scheduling of work-integrated and career-related learning experiences	13
Statewide variability in flexible credit options, implementation strategies, and formalized structures for implementing work-integrated and career-related learning	14
WILAC Recommendations	15
Increase staffing allocations	15
Increase staff funding	15
Resource a common High School and Beyond Plan platform	16
Increase opportunities for middle school students	16
Increase support for flexible options to meet graduation requirements	17
Increase access to dual credit programs	17
Conclusion & Next Steps	18
Acknowledgements	19
References	19
Appendices	20

Appendix A: WILAC Membership and Agency Contacts..... 20
Appendix B: WILAC Meeting Dates and Focus 21
Legal Notice 25

EXECUTIVE SUMMARY

[House Bill \(HB\) 1600 \(2018\)](#) and Revised Code of Washington ([RCW](#)) [28A.300.196](#) required the Office of Superintendent of Public Instruction (OSPI) to work with the Employment Security Department (ESD) and the Workforce Training and Education Coordinating Board (WTB) to form a work-integrated learning advisory committee. This committee was directed to give advice on creating opportunities for students to explore and understand a wide range of career-related opportunities through applied learning, engaging with industry mentors, and planning for career and college success. These recommendations are intended for the State Board for Community and Technical Colleges (SBCTC), the State Board of Education (SBE), the Washington Student Achievement Council (WSAC), and the education and economic development committees of the Legislature.

The Work-Integrated Learning Advisory Committee (WILAC, or The Committee) reviewed model instruction programs implemented by Career Connect Washington (CCW) and gathered stakeholder feedback on best practices and barriers to statewide implementation of work-integrated and career-related learning. The Committee analyzed this feedback and identified the following recommendations and policy changes:

1. Increase allocations and flexibility to include work-integrated learning positions in the prototypical school model.
2. Fund up to 1.2 full-time equivalents (FTE) for students enrolled in work-integrated learning programs; allow students to engage in learning outside of the school day or in summer worksite learning programs.
3. Resource a common electronic statewide platform for the High School and Beyond Plan (HSBP) to provide all students with equitable access and consistency in meeting this graduation requirement.
4. Increase middle school work-integrated learning opportunities by removing the requirement that Career & Technical Education (CTE) courses must be only Science, Technology, Engineering, and Math (STEM) to allow all high-demand exploratory CTE courses for grades 7–8. Consider funding CTE courses for grade 6 for further expansion.
5. Schedule a review of current high-demand programs for secondary CTE for expansion of course offerings. This includes the identification of appropriate middle school courses that are in alignment with community and technical colleges and the workforce to prepare students for post-secondary high-demand employment; apprenticeships; undergraduate or graduate certificates; or degree programs.
6. Increase support for flexible credit options to meet graduation requirements, including Mastery-Based Learning (MBL), prior learning experience, and work experience.
7. Increase dual credit state articulation opportunities and decrease barriers to student access of these opportunities by funding the development of statewide articulations and remove costs to students and families.

BACKGROUND

Committee Membership

Following the requirements of HB 1600 (2018), Section 3, Chapter 28A.300.196 RCW, OSPI formed the Washington Integrated Learning Advisory Committee (WILAC) in October 2018 and included the following requirements:

1. At a minimum, be composed of the following members:
 - a. One member from each of the two largest caucuses of the Senate, appointed by the president of the Senate;
 - b. One member from each of the two largest caucuses of the House of Representatives, appointed by the speaker of the House of Representatives;
 - c. The Superintendent of Public Instruction or the superintendent's designee;
 - d. One educator representing the K–12 career and technical education (CTE) sector, appointed by the Superintendent of Public Instruction, as determined from recommendations of the Association for Career and Technical Education (ACTE);
 - e. One school counselor appointed by the Superintendent of Public Instruction, as determined from recommendations of the School Counselor Association;
 - f. One educator representing the community and technical colleges, appointed by the State Board for Community and Technical Colleges (SBCTC);
 - g. One member of the Workforce Training and Education Coordinating Board (WTB), designated by the WTB.
2. The committee shall convene a subcommittee that includes members representing manufacturing, industry, labor, apprenticeships, and other members with specialized expertise.
3. The members of the committee must select the chair or co-chairs of the committee and subcommittee.
4. Staff support for the committee and the subcommittee must be provided by OSPI.

The members of this committee who were selected to meet legislative requirements are included in the table at [Appendix A – WILAC Membership](#). This table reflects all representative members throughout the duration of the committee meetings.

Purpose of the Committee

The Committee was tasked with the following responsibilities:

1. Assisting OSPI in the development of an application process and the selection of local applicant schools to participate in the initiative established in [RCW 28A.630.135](#).

2. Advising OSPI on the development and implementation of work-integrated learning instructional programs.
3. Reviewing the instructional programs of projects funded through the Career Connect Washington (CCW) program with grant funding from the federal Workforce Innovation and Opportunity Act (WIOA), related to work-integrated learning. The purpose of the review required by this subsection (2)(c) is to determine:
 - a. The impact on in-school progress, high school graduation rates, state test scores, indicators of career and college readiness, employment outcomes, and community partnerships. In accordance with this subsection (2)(c), and to the maximum extent practicable, the review must consider both overall impacts and reductions or other changes in opportunity gaps;
 - b. Best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, registered youth apprenticeships, and mentorships; and
 - c. Best practices for linking High School and Beyond Plans (HSBPs) with work-integrated and career-related learning opportunities and increasing college readiness.
4. Analyze barriers to statewide adoption of work-integrated and career-related learning opportunities and instructional programs.
5. Recommend policies to implement work-integrated and career-related strategies that increase college and career readiness of students statewide. Policies recommended under this subsection (2)(e) may include, but are not limited to:
 - a. Policies related to aligning career and technical education programs with statewide and local industry projections and career cluster needs, evidenced through economic development data and appropriate longitudinal data; and
 - b. The completion of remedial courses required by colleges and universities.
6. Consult with individuals from the public and private sectors with expertise in CTE and work-integrated training, including representatives of labor unions, professional technical organizations, and business and industry; and
7. Work collaboratively, as appropriate, with the expanded learning opportunities advisory council as provided in [House Bill 2802 \(2018\)](#).

Committee Meetings

The Committee met 27 times between October 2018 through June 2022 with nine in-person meetings and 18 virtual meetings. Meetings are detailed in [Appendix B – WILAC Meetings and Focus](#). The agendas and meeting minutes are available on the [OSPI WILAC webpage](#).

INTRODUCTION

As stated in [RCW 28A.630.135](#), work-integrated learning “includes but is not limited to early, frequent, and systematic learning experiences that are essential for preparing Washington youth for high-demand, family-wage jobs in Washington state, and that engage students in grades five through twelve or through high school dropout reengagement plans.” Work-integrated learning has similarities to Career and Technical Education (CTE) programs that are aligned to CTE Program Standards: both are learning experiences that connect knowledge and skills obtained in the classroom to those needed outside the classroom, and both are comprised of a range of activities and instructional strategies designed to assist students in developing or fulfilling their education and career plans.

CTE programs also include cooperative worksite learning, a CTE experience for high school students that occurs at a qualified worksite outside of the classroom and in alignment with the student’s educational or career plan. CTE work-based learning (WBL) is defined by Perkins V federal legislation, Strengthening Career and Technical Education for the 21st Century Act, as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.” CTE programs are currently funded for grades 7–12, while work-integrated learning applies to grades 5–12 with the intention of expanding to K–12. Work-integrated learning bridges the gap for students in grades 5–6 where CTE programs are not available. If the programs are expanded to include grades K–4, these learning experiences will be available to all K–12 students.

The tasks completed by the Committee were foundationally guided by a 2017 report on education reform and the work of a previous legislatively developed committee focused on Mastery Based Learning (MBL). In the 2017 report on education reform, *No Time to Lose: How to Build a World-Class Education System State by State*, the National Conference of State Legislatures (NCSL) identified well-funded, academically challenging, CTE training that is aligned to industry standards as a strategy other countries use to achieve high student performance in their education systems. Primary elements of this model for education reform include school/employer partnerships to align instruction to industry standards, workforce needs, and the provision of on-the-job learning opportunities (National Conference of State Legislatures, 2017).

Section 301 of [House Bill 1599 \(2019\)](#) established a MBL Workgroup to provide recommendations to increase capacity for MBL through identification of barriers to implementation, improvement to the HSBP, and development of MBL pathways to earning a high school diploma (Washington State Board of Education, 2020). The recommendations developed by the MBL committee established by HB 1599 legislation are closely aligned to the tasks assigned to WILAC in [HB 1600 \(2018\)](#). WILAC and the MBL Workgroup were focused on eliminating the achievement gap by providing access to equitable educational opportunities to close the “opportunity gap,” defined by the Educational Opportunity Gap Oversight and Accountability Committee (2016) as a systemic inequity in the educational system that reduces opportunities for learning to be achieved by all students.

Selection of Schools for the Work-Integrated Learning Initiative

OSPI, in collaboration with WILAC, established a matching grant application process to fund implementation of programs and projects to promote work-integrated learning experiences for students by local applicant schools as identified in [RCW 28A.630.135](#). Applicant schools were determined eligible for funding if their application proposed to expend funds in support of:

1. System-wide efforts to implement or expand work-integrated learning experiences, including but not limited to career awareness, career exploration, career counseling, and career preparation training.
2. Programs and services for increasing youth apprenticeships, internships, mentors, career planning, and other work-integrated learning experiences.
3. Work-integrated learning services that focus on low-income youth, homeless youth, and youth of color.
4. Using regional coordinators or liaisons to facilitate links between schools, higher education institutions, business, labor, and the community in developing internships and other work-integrated learning experiences.

Three applicant schools met eligibility requirements and were selected to participate in the work-integrated learning initiative: Chief Leschi Schools, Granite Falls School District, and Vancouver School District.

Development and Implementation of Work-Integrated Instructional Programs

Chief Leschi Schools

Chief Leschi Schools is a State-Tribal Education Compact School, formerly a Puyallup tribal school, with 650 Pre-K–12 students. 100% of the students are Native American, two thirds are from the Puyallup Tribe, and over 60 other tribes are represented among the remaining students. Chief Leschi Schools used the WILAC grant to launch an internship program in the 2021–22 school year through a partnership with the non-profit group, Elements of Education. Grant funds were used for curriculum and training for the teacher facilitating the internship program and to transport students to their internship sites.

The instructional program was developed around CTE courses and included five career pathways aligned to tribal entities within culinary, natural resources, education, health sciences, and audio-visual technology. During the first semester of the 2021–22 school year, students participated in career exploration activities and development of work-readiness skills. In the second semester, students were placed in an internship in the field related to the career goals of their HSBP. Program outcomes identified by Chief Leschi Schools administration indicates implementation of this work-

integrated instructional program contributed to a 17% increase in graduation rates, from 75% in 2021 to 92% in 2022.

Vancouver School District

Vancouver School District is a suburban school district in a rapidly growing urban area of southwest Washington, with 21,911 students in grades K–12. The Vancouver School District developed a robust Career Connected Learning model that provided their students with 578 work-integrated learning CTE options that included paid and unpaid internships, school-based enterprises, and paid work experiences for students to gain on-the-job training opportunities. The district partners with more than 1,000 active worksites and community partners to achieve these on-the-job student placement opportunities.

Internship and work experience opportunities for students include career pathway options in technology, hospitality, culinary arts, retail operations, manufacturing, construction, and agriculture. Program outcomes identified by the Vancouver School District include increased graduation rates above the overall district graduation rate of 71.2% for 12th grade students who were enrolled in three of the implemented work-integrated instructional programs, as shown in Figure 1.

Figure 1: Vancouver Work-Integrated Instructional Program Outcomes

Program	Student Enrollment	Graduation Rate	% Above District Graduation Rate
Student Store	63	93.7%	22.5%
Career Internship	500	90.2%	19%
Worksite Learning	20	85%	13.8%

Source: Vancouver School District, June 2022.

Granite Falls School District

The Granite Falls School District is located within the small town of Granite Falls, a rural area in Snohomish County, northeast of the rapidly growing urban cities of Lake Stevens and Marysville. The Granite Falls School District has a district population of 2,209 students in grades K–12 and implemented a STEM Network mentoring work-integrated learning program at Granite Falls High School where they have 551 students enrolled. Through a partnership with the Washington STEM Network, the district met monthly with representatives from businesses to connect with 30 students at the high school and in the workplace through a mentoring model offering students career exploration experiences with STEM careers and industries.

The program is in the early stages of implementation, but district administration has identified a 100% increase in student enrollment in worksite learning in the 2022–23 school year due to the program implementation. Granite Falls School District will be collecting additional data as the implementation continues through the 2022–23 school year, including program outcomes on the impact of implementing the work-integrated instructional program.

Review of Career Connect Washington Work-Integrated Instructional Programs

In May 2017, Governor Jay Inslee launched the Career Connected Learning (CCL) initiative during a statewide summit, and established the Career Connect Washington (CCW) Task Force. The resulting work was a statewide vision, framework, and approach to connect 100,000 youth to career-connected learning opportunities. During this time, funding was provided from the state's Workforce Innovation and Opportunity Act (WIOA) allocation to support CCL pilots. Although WILAC was tasked with completing a review of the instructional programs funded through CCW program with grant moneys from the federal workforce innovation and opportunity act, the initial grantees were not instructional programs; rather, funds were used for intermediary grants.

The Governor included funding for the Career Connect Washington Plan in his budget, and in May 2019, the Legislature passed [HB 2158](#), which codified career-connected learning, provided a state funding appropriation, and established the evaluation authority for implemented programs to be the Workforce Education Investment Accountability and Oversight Board (WEIAOB). In addition, Section 54 of HB 2158 established a CCL Cross-Agency Workgroup to annually report progress on program outcomes to the Legislature. A member of the WILAC was named to serve on the cross-agency workgroup. While measuring progress of CCW programs was assumed by the cross-agency workgroup, WILAC learned about multiple CCW career-connected learning programs that were implemented through virtual presentations at their committee meetings and through site visits.

As CCW instructional programs were developing and being implemented in 2020, the COVID-19 pandemic created challenges for meeting accurate data collection requirements for the implemented programs. Program participation and completion rates were impacted by school closures, frequent schedule changes, and staffing challenges during the pandemic. This prevented identification of a clear relationship of the impact of the CCW work-integrated learning programs on in school progress, high school graduation rates, state test scores, indicators of career and college readiness, or employment outcomes.

WILAC FINDINGS

Between October 2018 and June 2022, WILAC met regularly to learn about model work-integrated learning programs implemented in schools across the state. The Committee meetings also included presentations and a review of CCW-funded work-integrated learning programs from CCW representatives, invited presenters, agency partners, and industry partners. WILAC meetings included program evaluation, collection of feedback from stakeholders, and collection of program summary data after each CCW and model work-integrated learning instructional program was presented. In addition, the Committee provided multiple additional stakeholder engagement opportunities with industry, school, and agency partners, allowing the Committee to identify best practices, findings, and recommendations for work-integrated policy and career-related learning initiatives in accordance with subsection (2)(c) of [RCW 28A.300.196](#).

Best Practices for Partnering with Industry and the Local Community

Through committee meeting review of model programs and collected feedback, best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, registered youth apprenticeships, and mentorships were identified. The committee analysis identified the following best practices:

1. **Adequate in-district staffing** to provide community engagement, work-based learning, career exploration, and work-integrated learning opportunities for students.
 - a. Schools with funded staff who are dedicated to community engagement, career exploration, and worksite learning have greater ability to develop opportunities for students to participate in work-integrated learning.
 - b. The state has provided regional Career Connected Learning Coordinators at each educational service district (ESD) to serve as liaisons between the schools and industry, but they serve multiple districts within a region and additional in-district staff are needed.
 - c. Insufficient funding for an in-district position dedicated to developing and implementing work-integrated learning experiences makes it difficult to provide these experiential learning opportunities effectively and consistently.
2. **Adequate statewide funding** to meet staffing needs for development of business and industry partnerships and development of work-integrated learning opportunities for students.
 - a. A lack of statewide funding for in-district staff to develop work-integrated learning experiences creates inconsistency in how students are provided with these learning opportunities.

- b. Uniform statewide funding for in-district work-integrated learning staff ensures equitable access for all students to these opportunities.
- c. Adequately funding in-district work-integrated learning staff provides equitable access for special services students, including adult students who are transitioning from the school to the workforce.

Best Practices for Linking High School and Beyond Plans with Work-Integrated and Career-Related Learning Opportunities

Through committee meeting review and analysis of collected stakeholder feedback on best practices for linking HSBPs with work-integrated and career-related learning opportunities, WILAC identified the following:

1. **Development of a consistent statewide electronic platform for the HSBP** that would provide all students with an equitable experience in meeting this graduation requirement.
 - a. The quality of the development of a student's HSBP is dependent on how the district supports the student in achieving this graduation requirement.
 - b. The statewide variability in how the HSBP is developed, managed, and provided to students creates inequity for students in meeting this graduation requirement.
2. **Adequately funding positions** to support work-integrated and career-related learning opportunities.
 - a. Schools with adequate staffing of career specialists, worksite learning coordinators, and career counselors are a valuable resource for linking the HSBP to work-integrated, career-related, and postsecondary learning opportunities.

Barriers to Statewide Adoption of Work-Integrated and Career-Related Learning Opportunities and Instructional Programs

WILAC collected and summarized the stakeholder feedback to identify barriers to statewide adoption of work-integrated and career-related learning opportunities and instructional programs. The committee analysis identified the barriers listed below.

Statewide variability in development of the HSBP to meet graduation requirements

- The platform and process used for developing and managing the HSBP graduation requirements is not consistent in each school district.

- The level of student involvement and the quality of the HSBP as an authentic tool for a student to meet their educational and career goals is not consistent in each school district.
- Family engagement is frequently a missing component in a student's development of the HSBP and families are frequently getting minimal communication about non-university pathways.
- The current state transcript system used by school counselors and the services they provide to students are primarily aligned to the four-year college path.
- The professional development provided to secondary counselors is primarily focused on the four-year college path with limited training on multiple career pathways, work-based learning, and worksite learning opportunities aligned with pathways leading to postsecondary career and technical education.

Statewide variability in understanding, funding, and scheduling of work-integrated and career-related learning experiences

- School districts receive insufficient funding for dedicated, trained, and skilled staff to provide outreach to the community and employers for development of opportunities, partnerships, and recruitment of mentors to connect with students.
- School districts, especially those in rural and remote areas, have insufficient funding to provide transportation to worksites and off-campus work-integrated learning opportunities.
- CTE career exploration courses are currently funded for grades 7–12. The lack of CTE funding for students in grade 6 limits their opportunity for career-related learning even when they are housed at the middle school with grades 7–8.
- Students in grades 7–8 are currently restricted to STEM CTE course offerings. Career exploration to other pathway options is not available to students when STEM courses are not aligned to their educational and career goals.
- There is no funding source to provide career-related learning to students in grades K–4.
- There is statewide inconsistency in how career-related learning is provided to students due to staffing limitations, scheduling constraints, and funding constraints.
- There is statewide variability in the model used for implementing career-related learning at middle and high schools to support development of students' educational and career goals. Some schools use a structured model like a weekly advisory; some schools integrate career-related learning into all subjects and content areas; and some schools provide minimal opportunities due to staffing and scheduling constraints.
- There is not a common understanding of work-integrated learning in schools across the state.
- Educators frequently lack an understanding of work-integrated learning and are often unfamiliar with how to implement these opportunities.

- Traditional school schedules and seat time requirements make it difficult to develop and implement work-integrated learning experiences for students.
- Schools are challenged to prioritize time, resources and staffing for work-integrated learning in high schools without losing CTE funding (e.g., advisory periods).
- Implementation of work-integrated learning opportunities is frequently limited by the school day schedule (bell schedules/master schedules) and seat time requirements along with the traditional school year schedule that does not include funding during summer when students are able to work more hours.
- Rural districts often have limited opportunities for industry partnerships and smaller industry partners who frequently lack capital to support work-integrated learning experiences in comparison to urban and suburban districts with a larger industry base for partnerships.

Statewide variability in flexible credit options, implementation strategies, and formalized structures for implementing work-integrated and career-related learning

- Inflexible credit policies and an inconsistent development of flexible credit policies across the state make it difficult to implement experiential learning and mastery-based learning options for earning credit.
- No consistent statewide model for mentorship or infrastructure for implementing work-integrated learning.
- Variability in how worksite learning is managed by schools including inconsistent forms for students and industry partners.

WILAC RECOMMENDATIONS

WILAC collected evidence of best practices for work-integrated and career-related learning experiences and the barriers to statewide implementation of these opportunities from multiple program presentations and stakeholder input sessions across Washington. The Committee identified key areas that were consistently shared to promote foundational and positive change to statewide implementation of work-integrated and career-related learning experiences for every student in Washington state. Below are WILAC's recommendations for policy and related college and career readiness initiatives.

Increase staffing allocations

Increase staffing allocations and flexibility to include work-integrated learning positions in the prototypical school model (worksites learning coordinators, career specialists, and career counselors).

Rationale: Insufficient dedicated staff to support work-integrated learning in the K–12 system.

- School counselors are often critical staff to support a comprehensive work-integrated learning program but have a multitude of responsibilities that often prevent focusing on work-integrated learning opportunities.
- Responsibilities for counselors have significantly increased during the last decade and they have limited time to dedicate to work-integrated and career-related learning.
- Schools vary in their ability to provide staff who are dedicated to developing work-integrated and career-related learning due to funding limitations.
- Lack of funding for staff dedicated to developing work-integrated and career-related learning limits students' equitable access to these opportunities, especially in small, rural districts.

Increase staff funding

Increase funding to 1.2 full-time equivalents (FTEs) for students enrolled in work-integrated learning programs to allow students to engage in learning outside of the typical school day and school year.

Rationale: Existing limitations of the current funding model do not allow FTE access for worksite learning experiences outside of the typical school schedule or during the summer.

- The current funded school day and year model exists for 1,665 minutes per week and 180 days of school (333 minutes or 5.55 hours per day).
- Student internships, work-based learning experiences, and apprenticeships are not fully supported outside of the school day and year.
- Within the current funding model, these experiences are typically funded locally, in-lieu of required academic courses or utilized as credit recovery experiences.

- Summer learning experiences are not funded but are optional opportunities for students to gain work-integrated learning experiences.

Resource a common High School and Beyond Plan platform

Resource a common statewide electronic HSBP platform to increase equitable access and provide consistent development for students to meet this graduation requirement.

Rationale: Inconsistent statewide development of the HSBP to meet graduation requirements.

- Student experiences within the HSBP are largely focused on four-year college experiences and led by certificated staff whose own experiences are primarily university experiences.
- Varied electronic platforms throughout the state create tremendous difficulties in training staff, sharing data, and supporting students who are transient within our state.
- Varied platforms for the HSBP create inequitable delivery of services to students.
- School districts lack dedicated staff to support a high quality and rigorous implementation of the HSBP.

Increase opportunities for middle school students

Increase middle school work-integrated learning opportunities by removing the STEM only CTE course requirement to allow all high-demand exploratory CTE courses for grades 7–8. Consider funding STEM CTE courses for grade 6 for further expansion.

Rationale: Restricted opportunities for CTE courses in grades 7–8 and a lack of CTE funding for grades K–6.

- Middle school students in grades 7–8 are only funded to take CTE exploratory courses that include STEM learning standards.
- Students in grade 6 are often housed at the middle school but are not funded to take CTE courses.
- Students in grades K–6 are not funded for CTE.
- Appropriate middle school coursework can be developmentally appropriate for students in grades 6–8 while maintaining the CTE model to be fully implemented inclusive of extended leadership, work based learning, and academic and industry standards appropriate for middle school students in the state’s industries in highest demand.
- Schedule a review of current high-demand programs for secondary career and technical education for expansion of course offerings. This includes the identification of appropriate middle school courses that are in alignment with community and technical colleges and the workforce to prepare students for post-secondary high-demand employment; apprenticeship; undergraduate or graduate certificates; or degree programs.

Rationale: There is a need to expand secondary CTE high-demand programs to meet the current labor market demand and to identify appropriate high-demand courses for middle school students.

- The current labor market has a need for a highly trained workforce in occupational areas where there is a shortage of skilled employees.
- Strengthening the development of secondary CTE programs that are in alignment with community and technical colleges and other post-secondary institutions and the skills needed to meet workforce demands will better prepare students for high demand post-secondary educational and career opportunities.
- Expanding high-demand course offerings to middle school students will provide students with earlier access to all high-demand courses and better prepare them for high school high-demand course offerings.

Increase support for flexible options to meet graduation requirements

Increase support of flexible options for earning credit to meet graduation requirements including Mastery-Based Learning, prior learning experience, and work experience.

Rationale: Inconsistent statewide implementation of flexible credit options.

- Providing flexibility in how students earn credits for graduation through prior learning experiences, Mastery-Based Learning, and work experience increases their opportunity for work-integrated learning opportunities and successfully meeting graduation.
- Supporting consistent statewide implementation of policies in support of flexible options for earning credit allows all students to have equitable access to these options.

Increase access to dual credit programs

Increase dual credit-state articulation opportunities and decrease barriers to student access of these opportunities.

Rationale: Student participation in dual credit opportunities is not equitable due to inconsistency in the development of articulation agreements and barriers that prevent students from accessing them.

- Limited dual credit articulations in some districts prevent students from using this option to meet graduation requirements while earning college credit to achieve post-secondary educational and career goals.
- Supporting districts to increase articulation agreements with community and technical colleges creates greater equity for student participation in dual credit opportunities.
- Out-of-pocket costs for dual credit programs create inequitable access for students to pursue this option.

CONCLUSION & NEXT STEPS

The requirements of HB 1600 (2018) were completed by WILAC and served as a central guide in the committee work. If the policy recommendations identified by WILAC in this report are implemented, supported, and sustained, then there will be greater access to work-integrated learning for students experiencing poverty, students of color, students living in rural communities, and students receiving specialized services.

In alignment with initial work completed by the MBL Workgroup formed from House Bill 1599 (2019), WILAC recognizes the value of implementing MBL and CTE Course Equivalency to support work-integrated learning models that increase access to equitable educational opportunities to close the opportunity gap. The Committee observations of current programs where MBL and CTE Course Equivalency were implemented following best practices for instructional alignment indicated these programs supported work-integrated learning opportunities and provide a solution to the development of high-quality work-integrated learning experiences. The Committee encourages support for districts to implement MBL and CTE Course Equivalency practices to promote comprehensive work-integrated learning experiences.

WILAC recommends that policymakers continue to support work-integrated learning opportunities for students throughout the K–12 system. Providing consistent, high leverage opportunities for all students by addressing the identified policy recommendations in this report will remove barriers for students, staff, and industry, which are primary goals identified by the Committee. Notably, there is value in learning from educational programs and models outside of Washington state and the nation. Development and adoption of policies that reinforce the quality of work-integrated learning experiences in and out of the school setting are the next steps recommended by WILAC. Intentionally supporting work-integrated learning through policy and funding will demonstrate a continued commitment to Washington students.

ACKNOWLEDGEMENTS

OSPI would like to acknowledge additional staff and agency partners who informed the process and the crafting of this report. OSPI appreciates everyone who volunteered their time to participate as committee members ([see Appendix A: WILAC Membership and Agency Contacts](#)), presenters, experts, and representatives of their organization ([see Appendix B: WILAC Meeting Dates and Focus](#)), including the steadfast efforts of the Committee Co-chairs:

- Representative Sharon Tomiko Santos, Washington State House of Representatives
- Derek Jaques, CTE Director, Camas School District

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APPENDICES

Appendix A: WILAC Membership and Agency Contacts

Name	Title	Recommending Organization/Agency
Sharon Tomiko Santos Luanne Van Werven Mike Steele	Representative	Washington State House of Representatives
Ann Rivers Lisa Wellman	Senator	Washington State Senate
Rebecca Wallace	Assistant Superintendent, Office of Superintendent of Public Instruction	Superintendent or Designee
Derek Jaques	CTE Director, Camas School District	K-12 CTE Educator
Denise Reddinger	School Counselor, Richland School District	School Counselor Association
Alice Madsen Krista Fox	Dean, Professional Technical Education Dean, Tacoma Community College	Washington State Community and Technical Colleges
John Aultman Maddy Thompson	Senior Policy Advisor, Higher Education & Workforce Development Senior Policy Advisor, Education & College Access	Office of Governor
Amy K. Anderson Chris Alejano Larry Brown Gary Chandler Nova Gattman	Director, Government Affairs for Education, Association of Washington Business Advisor, City of Seattle President, Washington State Labor Council Vice President of Strategic Affairs, Association of Washington Business Deputy Executive Director, Washington Workforce Training and Education Coordinating Board	Washington Workforce Training and Education Coordinating Board
Anna Nikolaeva Andrew Clemmons Daniel Salazar Tim Probst	Specialist, Career Connect Washington Manager, Workforce Initiatives Manager, Career Connect Washington Director, Grants	Educational Service District Staff
Marie Bruin Kathy Goebel Nate Humphrey Tim McClain William Belden	Director, Workforce Education Policy Associate, Workforce Education Director, Workforce Education Program Administrator Policy Associate, Workforce Education	State Board of Community and Technical Colleges Staff

Appendix B: WILAC Meeting Dates and Focus

Meeting Date	Location	Major Focus/Stakeholders Engaged
October 10, 2018	New Market Skill Center	Deepen understanding of existing activities supporting work-integrated learning initiatives
January 10, 2019	OSPI	Broaden understanding of related terms, policy proposals, and existing data and practices
March 5, 2019	OSPI	Deepen discussion and provide direction in support of committee tasks
May 1, 2019	Puget Sound Skills Center/Raisbeck Aviation High School	Tour and Spotlight on Existing Programs: <ul style="list-style-type: none"> • Puget Sound Skills Center • Raisbeck Aviation High School
June 11, 2019	Shin-Etsu Handotai America, Inc./Henrietta Lacks Health and Bioscience (He La) High School	Tour and Spotlight on Existing Programs: <ul style="list-style-type: none"> • Shin-Etsu Handotai America, Inc. (SEH-A) • Henrietta Lacks Health and Bioscience (He La) High School • Hayes Freedom High School
August 21, 2019	OSPI	Spotlight on Existing Programs: <ul style="list-style-type: none"> • Schools and Homes in Education Program (SHINE) Career Connect Washington (CCW): Local Prototype Updates
October 9, 2019	Delta High School/Tri Tech Skill Center	Tour and Spotlight on Existing Programs: <ul style="list-style-type: none"> • Delta High School • TriTech Skill Center
December 11, 2019	Red Lion Governor House Hotel	Spotlight on Existing Programs: <ul style="list-style-type: none"> • Department of Labor & Industries' Apprenticeship Programs and Employment Standards for Tenn Workers
April 22, 2020	Virtual	Spotlight on Existing Programs: <ul style="list-style-type: none"> • School's Out Washington CCW: COVID-19 Activities Update; Pilots and Implementation
June 10, 2020	Virtual	Representative Sharon Tomiko Santos: <ul style="list-style-type: none"> • State of the State Update Workforce Training and Education Coordinating Board (WTB): Washington Occupations Pre & Post COVID-19 Pierce County Building & Construction Trades Council, AFL-CIO: Related Supplemental Instruction in a Brave New World

Meeting Date	Location	Major Focus/Stakeholders Engaged
		<p>Washington State Department of Health: COVID-19 Update</p> <p>Washington State Board for Community and Technical Colleges: Impacts on the Post-Secondary System</p>
July 20, 2020	Virtual	<p>Spotlight on Existing Programs:</p> <ul style="list-style-type: none"> • Washington State Department of Natural Resources <p>CCW: Equity Update WTB: Legislative Update Focus Group: Impacts of COVID-19 on Committee Work</p>
October 21, 2020	Virtual	Review the overlap of terminology, program, and service delivery
November 19, 2020	Virtual	<p>WTB: WIOA Federal Funding CCW: Program Data Kinetic West: Program Builders Survey Report</p>
December 17, 2020	Virtual	<p>Washington State Board of Education (SBE): Graduation Pathway Options; Update on the Mastery-Based Learning Workgroup</p>
January 21, 2021	Virtual	<p>Spotlight on Work-based/Worksite Learning Transition Programs:</p> <ul style="list-style-type: none"> • Renton School District • Richland School District • Spokane School District <p>OSPI: Work-based Learning – Federal Accountability Metrics and State Requirements</p>
February 18, 2021	Virtual	<p>Spotlight on Existing Programs:</p> <ul style="list-style-type: none"> • University Place School: Supporting Students' Transitions: Aligning HSBP's and IEP Transition Plans • Everett School District: Virtual High School & Beyond Planning <p>OSPI: High School & Beyond Plan Requirements</p>
March 31, 2021	Virtual	<p>Spotlight on Existing Programs:</p> <ul style="list-style-type: none"> • Blue Valley Schools and Ridgefield School District: Innovation Ridge CAPS in Ridgefield, WA
May 20, 2021	Virtual	<p>Spotlight on Existing Programs:</p> <ul style="list-style-type: none"> • Boys & Girls Club of South Puget Sound • International Rescue Committee

Meeting Date	Location	Major Focus/Stakeholders Engaged
		Community-Based Organization Panel: <ul style="list-style-type: none"> • Boys & Girls Club • Tacoma Public Utilities • Auburn School District • International Rescue Committee
June 17, 2021	Virtual	Reflection on March and May learnings
September 16, 2021	Virtual	SBE: Mastery-Based Learning-Profile of a Graduate Listening Session
October 21, 2021	Virtual	Spotlight on Existing Programs: <ul style="list-style-type: none"> • Kitsap Building Association Discussion: Matching Grant Program
December 16, 2021	Virtual	Spotlight on Existing Programs: <ul style="list-style-type: none"> • Preemployment Transition Services through Division of Rehabilitation (DVR) Discussion: Matching Grant Program-Application Review OSPI Focus on Underserved Populations: Special Education, Migrant and Bilingual, Foster Care, McKinney Vento, and Institutional Education
February 17, 2022	Virtual	Spotlight on Existing Programs: <ul style="list-style-type: none"> • Cascade School District: Kodiak Cubs Early Learning Program
March 17, 2022	Virtual	Spotlight on Existing Programs: <ul style="list-style-type: none"> • Health Careers Academy Career & Technical Student Organizations: Washington FBLA and FCCLA Student Panel Washington State Board for Community and Technical Colleges: Dual Credit as a Key Transition Strategy
April 21, 2022	Chief Leschi Schools	Tour and Spotlight on Existing Programs: <ul style="list-style-type: none"> • Chief Leschi Schools: <ul style="list-style-type: none"> ○ Lifecycle of Salmon & Fish Hatchery Tour ○ Culinary Arts Pathway ○ School Internship Opportunities • Confederate Tribes of the Colville Reservation Summer Youth Employment Programs • Tulalip Tribes Tero Vocational Training Center (TVTC)

Meeting Date	Location	Major Focus/Stakeholders Engaged
		OSPI Focus on Tribal Populations: Native Education Data Overview
May 19, 2022	Virtual	Review of future plans for the committee and discussion of grant recipients
June 16, 2022	Virtual	<p>Spotlight on Existing Grant Recipient Programs:</p> <ul style="list-style-type: none"> • Granite Falls School District • Chief Leschi Schools • Vancouver Public Schools <p>CCW: Progress to Date & Enrollment Information</p> <p>Washington STEM: Building Equitable, Sustainable Dual Credit, Eisenhower High School Grant Report</p>

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