

Graduation Pathways: **Building Pathways to Careers and College that Serve All Students**

*OSPI-WSAC Webinar * January 19, 2022*



Washington Office of Superintendent of
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Webinar Logistics



This webinar is being recorded and will be posted on OSPI's [YouTube](#) ~ OSPI-WSAC Webinar Playlist

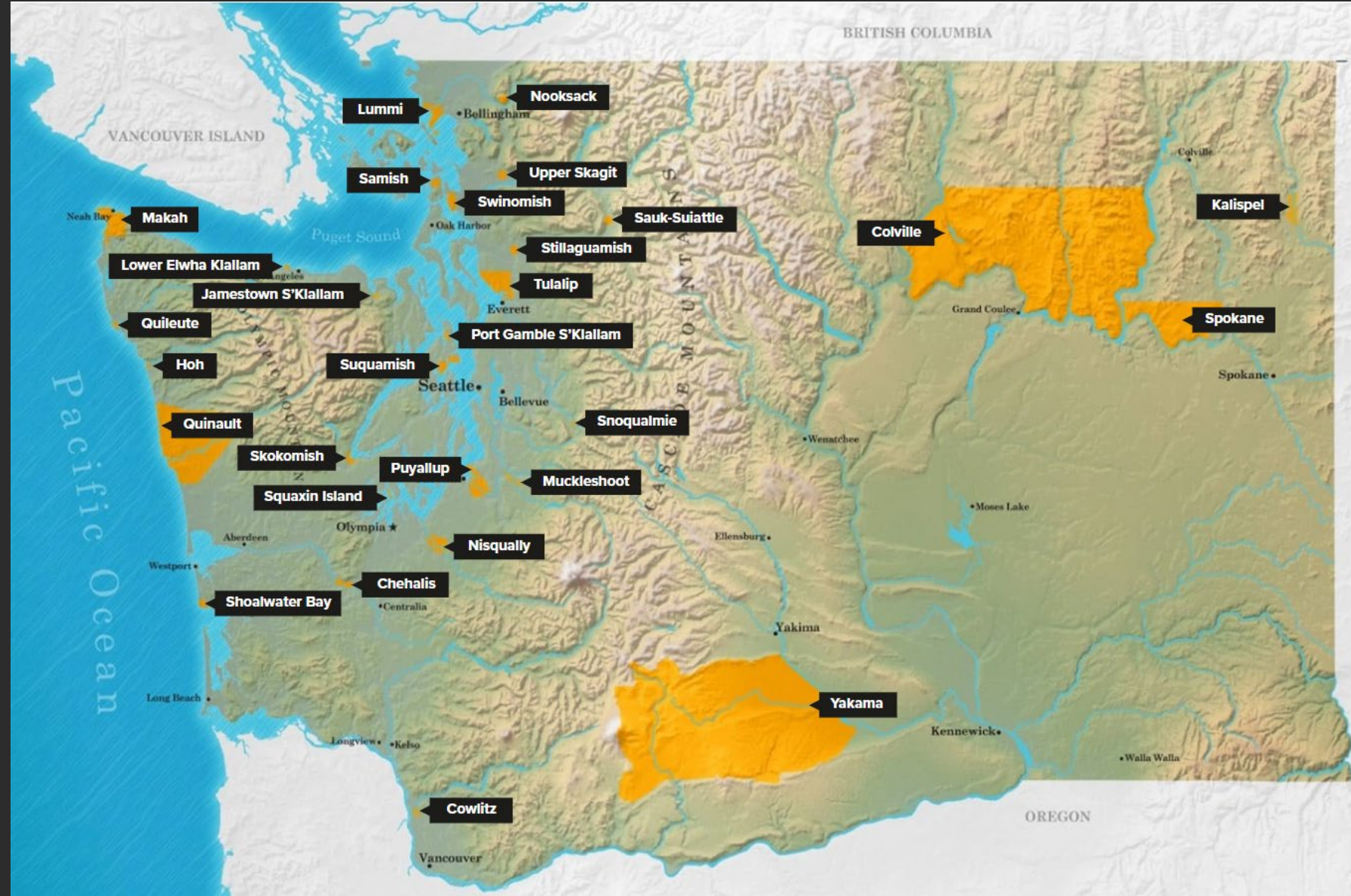


Both the recording and the slides will also be posted ASAP on [WSAC's](#) website and the slides will be on [OSPI's](#) CCR website



1.5 Clock Hours are available ([register](#) for pdEnroller [Event 138768](#) ~ once attendance is verified, you'll get an email to submit an eval. and get your clock hours)

Tribal Land Acknowledgement



Learn more about
**Washington
Tribes**

Link to this map:
<https://www.washingtontribes.org/>

School District & Nearest Federally
Recognized Tribes

Map Showing the Historical Overlap
of Tribal Territories (N. Hemisphere)

To learn about your area, text your
City and State to 907-312-5085



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Objectives

- Explore options for **building new or expanding on existing Graduation Pathways**
- Explore **promising strategies and resources** for career/college preparation
- Get **resources & support!**





Keeping Equity at the Center

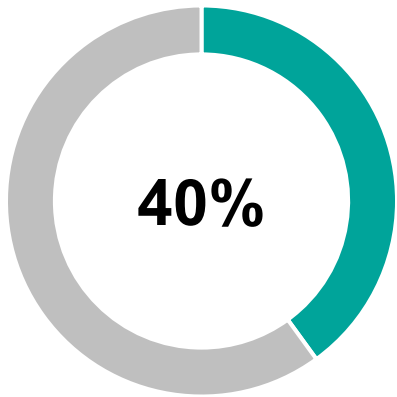


How can you build on existing staffing and programs to increase access to Grad Pathways?

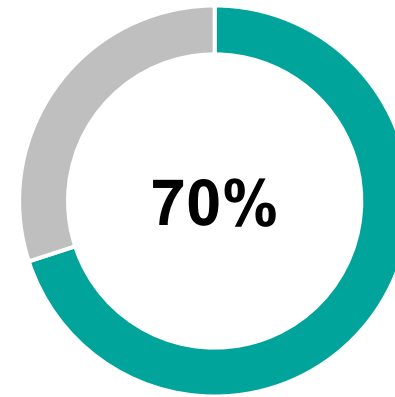


How can current practices be updated to put equity at the center of all your CCR services and supports?

The Problem: Students lack sufficient pathways to great careers



Percent of Washington students **gaining a credential or degree beyond high school**



Percent of Washington jobs **requiring a postsecondary credential**

Goal: Connect young people to great careers while advancing their education

Finding a Solution: Plan was built with the help of 1000's of our citizens

Education

- Students & Parents
- Teachers & Counselors
- Superintendents
- 4-Year and Community College Presidents

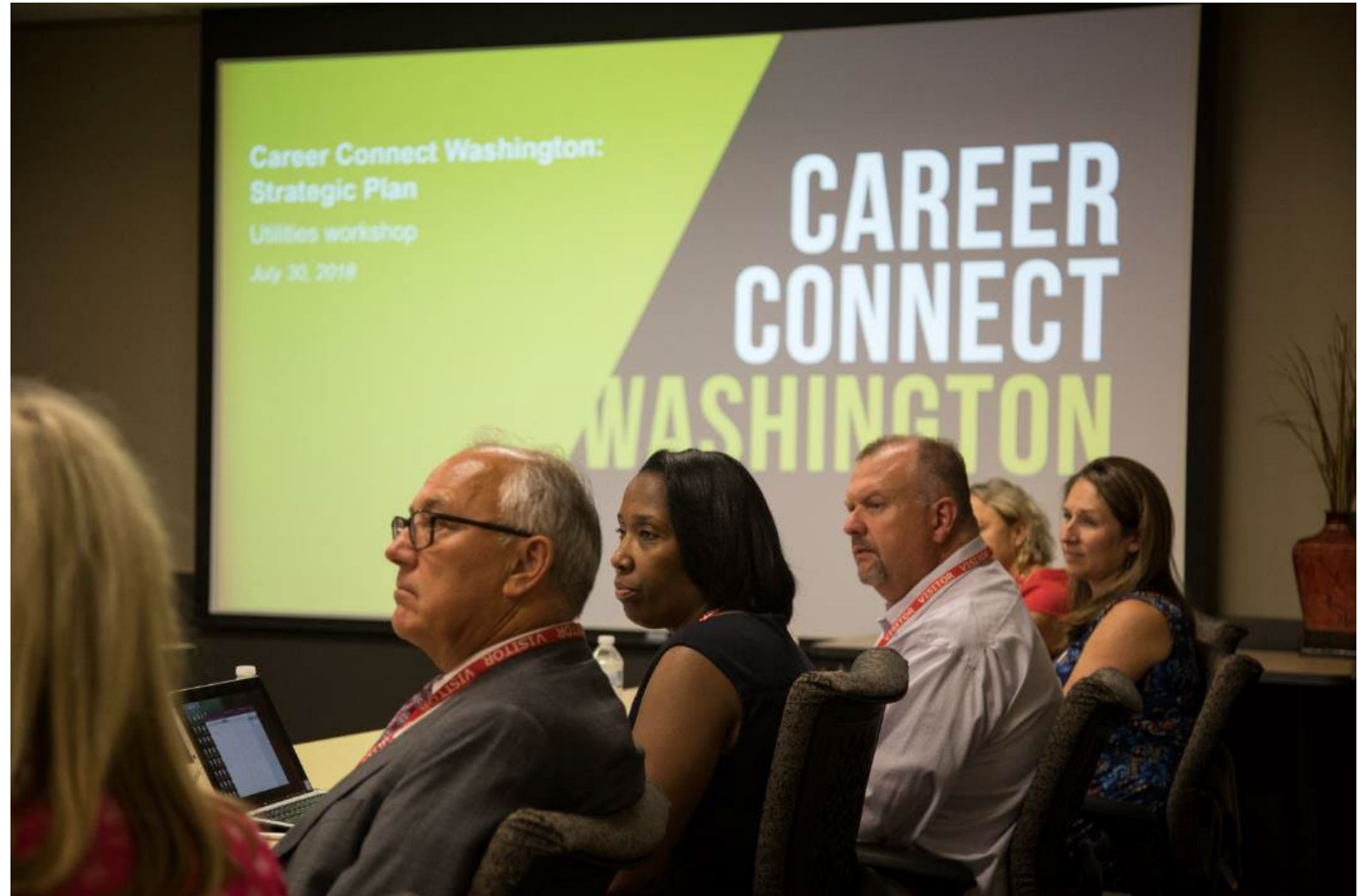
Business & Industry Leaders

Government / State Agency Staff

Labor Leaders

Community Leaders and Nonprofits

Regional Leaders



The Solution: Career connected learning is a braided pathway that connects students to the career opportunities around them, starting early in their schooling

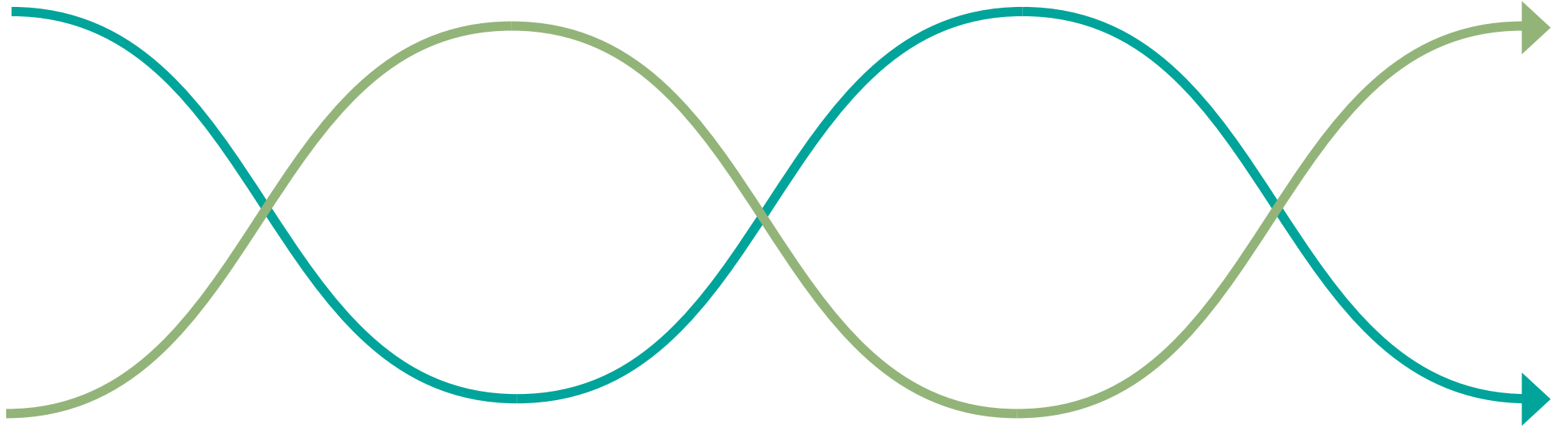


Employment



Education

(K-12 and Postsecondary)

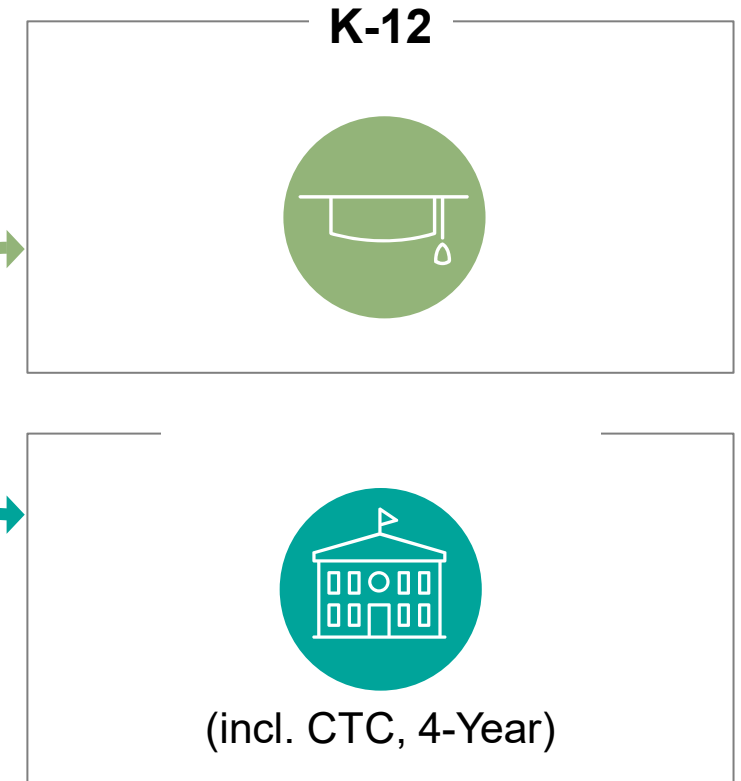


The Solution: Connected pathways require a connected system

Employment

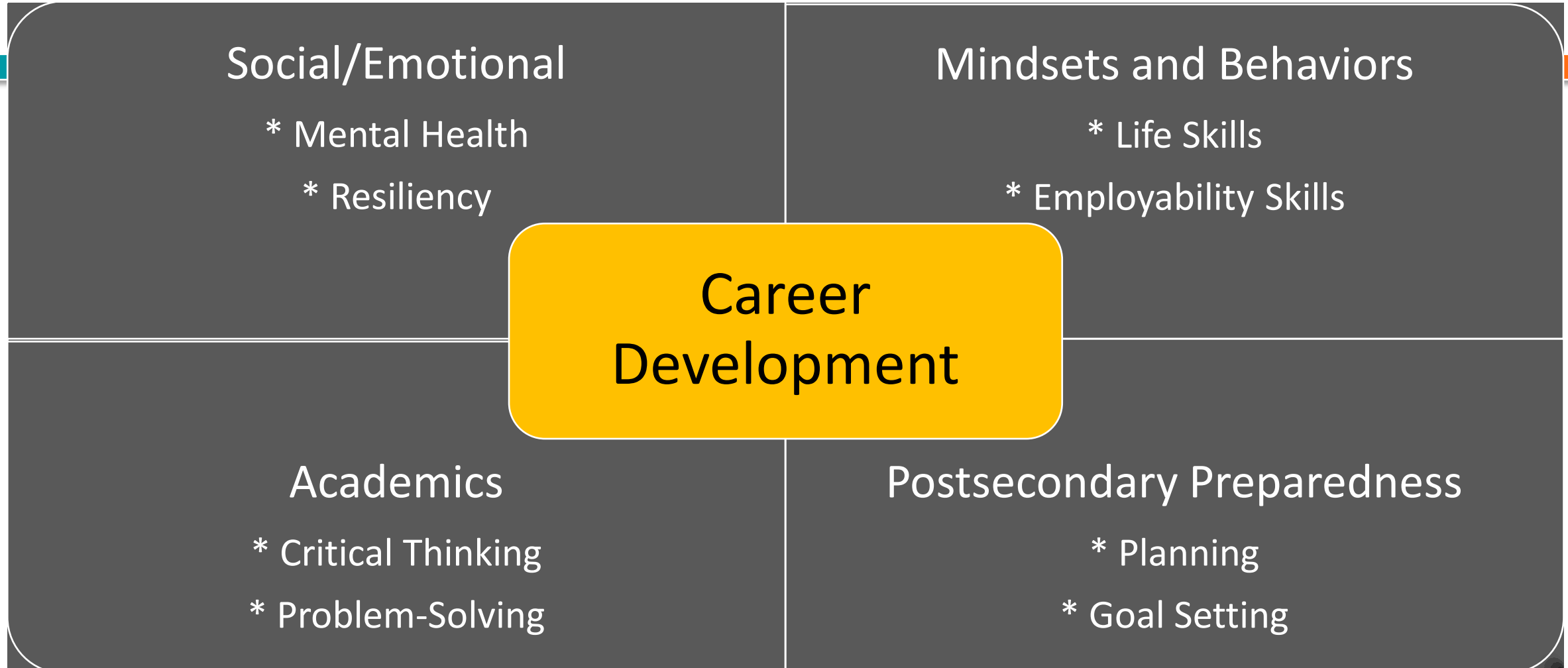


Education



CCW provides the connective tissue to grow CCL programs statewide

The Role of School Counselors and Career Counselors/Specialists in Supporting K-12 Career Development



Building Career and Technical Education (CTE) Graduation Pathways



Let Us Count the Ways!

Benefits of **CTE Programs/Graduation Pathways** for all students, communities, and the workforce contributes to overall economic health of our beautiful State

Education	Workforce
high school students	skills gap
• Leads to fewer dropouts	• Prepares students for leading industries
• Provides pathways to advancement	• Directly connects learners in high school and postsecondary with employers
• Creates pathways to college and career success	• Gets a lot of bang for its buck
• Delivers marketable degrees	• Washington has found a return of \$26 in lifetime earnings and employee benefits for every dollar invested in CTE at the high school level ¹



Like all Graduation Pathways, the *CTE Graduation Pathway* option must be:

Aligned with
the student's
HSBP

Built with the
year after high
school in mind

Equal in value
and
expectations

AND . . .



CTE Sequence Graduation Pathways

2 High School Credits in CTE courses

(State approved courses with identified CIP codes)

Same CTE Program Area OR locally approved sequence that crosses programs

Includes dual credit opportunity and/or leads to an industry-recognized credential

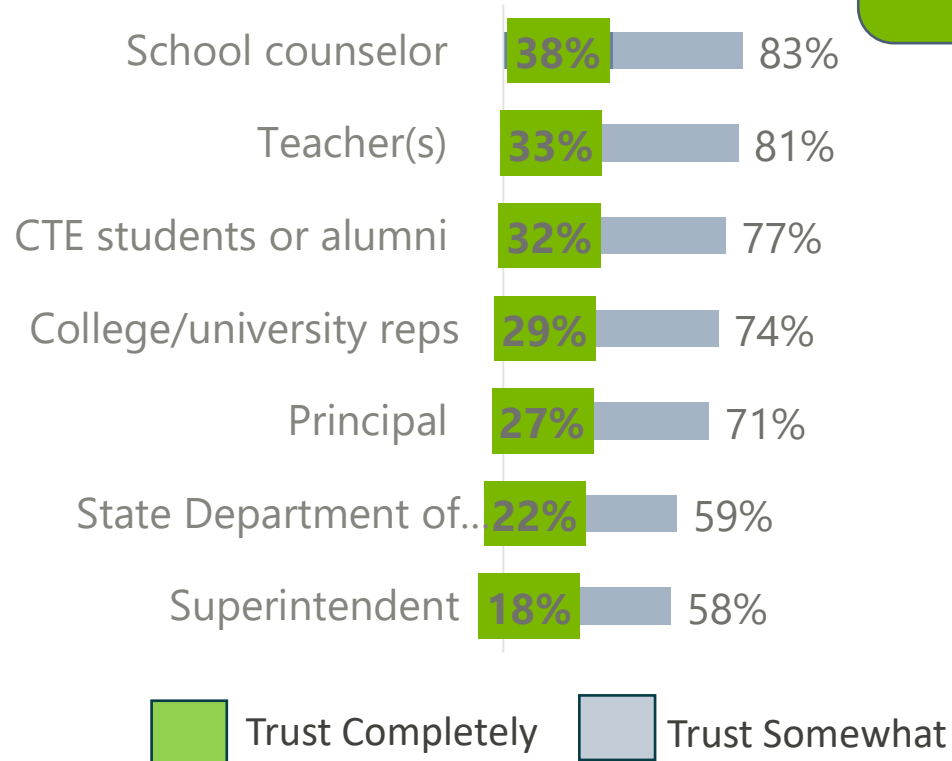
Or
Complete a Core Plus program

Sequenced progression of technical skills . . .



School Counselors Are Most Trusted Messengers

How much do you trust each for learning more information about CTE? (trust completely vs. trust somewhat)



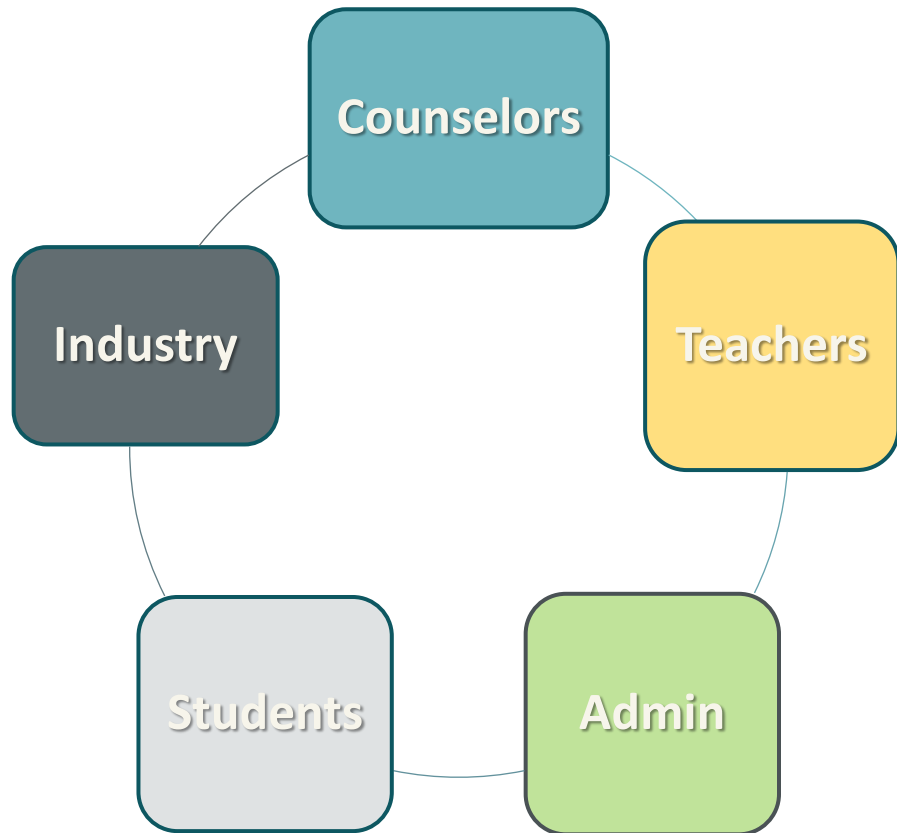
38% of prospects want to hear information about CTE from their **school counselor**

Educational website (46%)
Open house at CTE school/program (44%)

High school career fair (40%)
Brochure/pamphlet in mail (40%)

E-mail from school/principal (23%)
School assembly (22%)
Social media (21%)

COLLABORATION IS ESSENTIAL: BUILD YOUR TEAM!



- Develop partnerships with ALL stakeholders
- Stay current w/ current labor market trends and post-secondary opportunities
- Create a career development goal that aligns with district's mission and vision
- Team teach career development lessons
- Align HSBP guidance, pathway conversations and interest/skills inventories (STUDENT-driven)

Career Development should not be done in a silo; it's a district-wide focus!



Key Components of a High-Quality CTE Programs of Study



CTE Course Equivalencies



Career Technical Student Organizations



Early Postsecondary Opportunities



Industry-Recognized Credentials



Work-Based and Career-Connected Learning



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Pause for Processing....

- ➔ How and When do students learn about CTE options in your school?
- ➔ Are CTE grad pathways promoted as much as college-prep pathways?
- ➔ Are students with disabilities or other groups disproportionately represented?
- ➔ Are you accessing support? [WSAC, OSPI, CTE staff]



Course Equivalencies

Lisa Fish

Course Equivalency Project Coordinator

lisa.fish@k12.wa.us



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What is an equivalency?

CTE course equivalencies are classes that allow students the opportunity to learn the standards of core subject areas through CTE classes.



Local Course Equivalencies – Equivalency frameworks are developed locally and approved as being equivalent at the school district level. School board policy and procedures determine the process for approving local course equivalencies.



Statewide Course Equivalencies – Statewide equivalency frameworks are developed at the state level with a team of industry and educational partners. Districts may modify performance assessments and leadership alignment in the statewide approved framework. They may add standards to the framework but may not delete them.



Benefits of an equivalency



Flexibility: Graduation requirements can make it tough to get electives

Opens options to use the Personalized Pathway credits as CTE for graduation

Make learning more applicable within the required courses



Implements 21st Century Employability Skills

Skills easily used in ELA

Skills in the workplace



Integrates Learning

Aligns related academic content with technical content



Two-for-One Policy



Under this policy, a student may meet two graduation requirements and earn one credit by completing one course that is recognized by the district as a CTE equivalency.



IF your district has a Mastery Based Learning policy, it is possible to also grant 2 credits for these two-for-one courses.



Completing a two-for-one course allows students more flexibility in their schedule but does not reduce the number of credits required for graduation. Assuming no credit waiver is used, students still need to earn 24 total credits.



Dual Credit

Dual Credit is the potential to earn high school and college credit at the same time and meets the Perkins dual credit/concurrent enrollment requirement.



Exam-Based Dual Credit allows a student to take an exam and apply to receive college credit based on a score. Examples would be Advanced Placement (AP), Cambridge International (CI), and International Baccalaureate (IB).



Course-Based Dual Credit is concurrent enrollment with a student enrolled in a class that has potential to earn both high school and college credit. Examples would be high school students taking classes at the college (Running Start) or students taking College in the High School. CTE courses that have consortium and articulation agreements with local colleges provide a CTE dual credit opportunity.



Statewide Equivalencies in Computer Science

CIP Code	CTE Course/Framework	Equivalency	Framework Based on
110201	Computer Programming	3 rd year math	AP Computer Science A
110201	Computer Programming	Science	AP Computer Science A
110201	AP Computer Science Principles	3 rd year math	AP Computer Science Principles

[Statewide Equivalencies revised July 2020.pdf \(www.k12.wa.us\)](#)



Computer Science Flexibility/Equivalency

Equivalency = Flexibility, Ex. #1

- ✓ AP computer science courses must be equivalent to high school mathematics OR science
- ✓ Counts as math-based quantitative course in senior year (CADR/"B" on transcript)
- ✓ [RCW 28A.230.097](#)

Equivalency = Flexibility, Ex. #2

- ✓ 2022-23: High schools must provide access to an **elective computer science course** to all students
- ✓ Completion of a competency-based exam can = academic credit
- ✓ Student may substitute a computer science course aligned to state computer science learning standards as an alternative to either 3rd year math or a 3rd year science
- ✓ [RCW 28A.230.300](#)



High Quality
Program of Study
= CTE Graduation
Pathway:

Information Technology (Computer Science)

OSPI Program of Study, Career
Clusters, and Career Pathways



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The Information Technology (IT) Career Cluster* focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

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ALIGNED TO INDUSTRY



OCCUPATIONS	MEDIAN	ANNUAL	%
	WAGE	OPENINGS	
Information Technology Specialist/Manager	\$80,350	420	29%
Computer Technician	\$90,170	80	25%
Computer/Network Systems Manager/Administrator	\$90,790	930	28%
Web Developer/Associate/Designer	\$142,560	1060	50%
Computer & Information Systems Manager	\$153,620	1870	46%

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APPROVED COURSES

Computer Game Programming

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Introduction to Computer Science

Computer Programming*

Webpage/Digital/Multimedia and Information Design

* course equivalency

WORK-BASED LEARNING AND EXTENDED LEARNING OPPORTUNITIES



Work Experience Opportunities

CTE students in many cases can pursue what is called a "work-based learning" opportunity or an internship involving a job outside of school. "Work-based learning" experiences are paid and earn high school credit. Internships are typically paid but do not earn academic credit. Individual schools and CTE teachers work with local employers to arrange these opportunities for their students, so your local CTE/career office is the best source of information for what your own school offers.

Student Leadership Organizations

Career and technical student organizations are much more than clubs. They provide opportunities for hands-on learning, and for applying career, leadership, and personal skills in real-world environments. Participants build their skills by developing projects, attending events, and competing regionally and nationally. The student organization options for Information Technology can include FBLA, DECA, and Skills USA.

Programming and Software Development Program of Study: Careers in Programming and Software Development involve the design development implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development. People with expertise in programming and software development work with cutting-edge technologies to develop tomorrow's products for use by businesses and consumers. While many of the career opportunities in this area are in software companies, large organizations of other types—such as Financial Services and Business—also offer many opportunities. People with expertise in programming and software development are in high demand, doing work such as creating the software that launches and runs NASA space shuttles.

High Quality Program of Study = CTE Graduation Pathway:

Information Technology (Computer Science)



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POST SECONDARY OPTIONS				
CREDENTIALS		HIGHER EDUCATION		
HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE	ASSOCIATE DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL
Brainbench Certification		Computer User Support		
CIW Certified Internet Web Professional Series		Computer Science	Web Developer Webmaster	Web Administrator
C++ Certified Associate Programmer (CPA)			Computer Programmer	Computer Programmer Computer Software Engineer
Google Cloud Certified Professional (Cloud Architect or G Suite) Google UX Design Professional			Software Developer Computer Programmer	
Oracle Certified Associate (OCA) JAVA	Certified Computing Professional AEM 6 Developer	Computer Programming	Web/Multimedia Mgmt Webmaster	Web Administrator Computer Software Engineer
Python Certified Entry-level Programmer (PCEP) Python Certified Associate Programmer (PCAP)		Computer Programming	Computer Programmer	Computer Programmer Computer Science
Unity Certified User	Certified Unity Programmer	Computer Programming	Computer Programmer	Computer Programmer Computer Science
WOW Certified Web Animator WOW Certified Web & Mobile App Developer WOW Certified Web Designer Associate		Desktop Publishing Computer Science	Software Developer Web Developer	Web Administrator Computer Science



COURSE INFORMATION							
COURSE NAME	CIP CODE	STATE COURSE CODE	TEACHER CERTIFICATION CODE	COURSE NAME	CIP CODE	STATE COURSE CODE	TEACHER CERTIFICATION CODE
Computer Game Programming	110204	10205, 10253	V078000, V141000, V210100, V470110, V521206	Introduction to Computer Science	110701	10012, 10013, 10152, 10160	V07000, V07800, V141000, V210100, V521206, V470110
Computer Programming	110201	10011, 10014, 10015, 10016, 10019, 10020, 10152, 10153, 10154, 10155, 10156, 10157, 10159, 10197, 10199	V078000, V141000, V210100, V470110, V521206	Webpage/Digital /Multimedia & Information Design	110801	10201, 10203, 11151, 11153	V078000, V100100, V470110, V521206



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For additional information on this cluster, please contact:
OSPI Career and Technical Education | cte@k12.wa.us
<https://www.k12.wa.us/cte>

Career Connected Learning (CCL)

Dr. Sheri Tucker

Career Connected Learning Project Coordinator

sheri.tucker@k12.wa.us

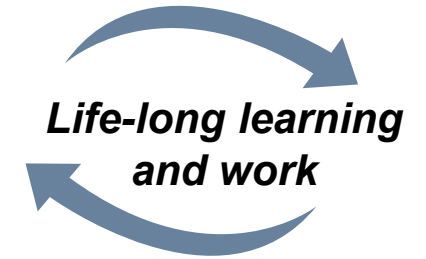


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Building the Infrastructure: Integrated, Progression of Life-Long Learning & Work

Definition

Work-based programs with aligned classroom learning that culminate in a *postsecondary credential: thereby, producing a competitive candidate for meaningful employment (including registered apprenticeship programs)



Career Launch

Career-specific instruction at a worksite or in a classroom for academic credit

Career Prep

Early exposure opportunities to careers and career options (e.g. career fairs, worksite tours)

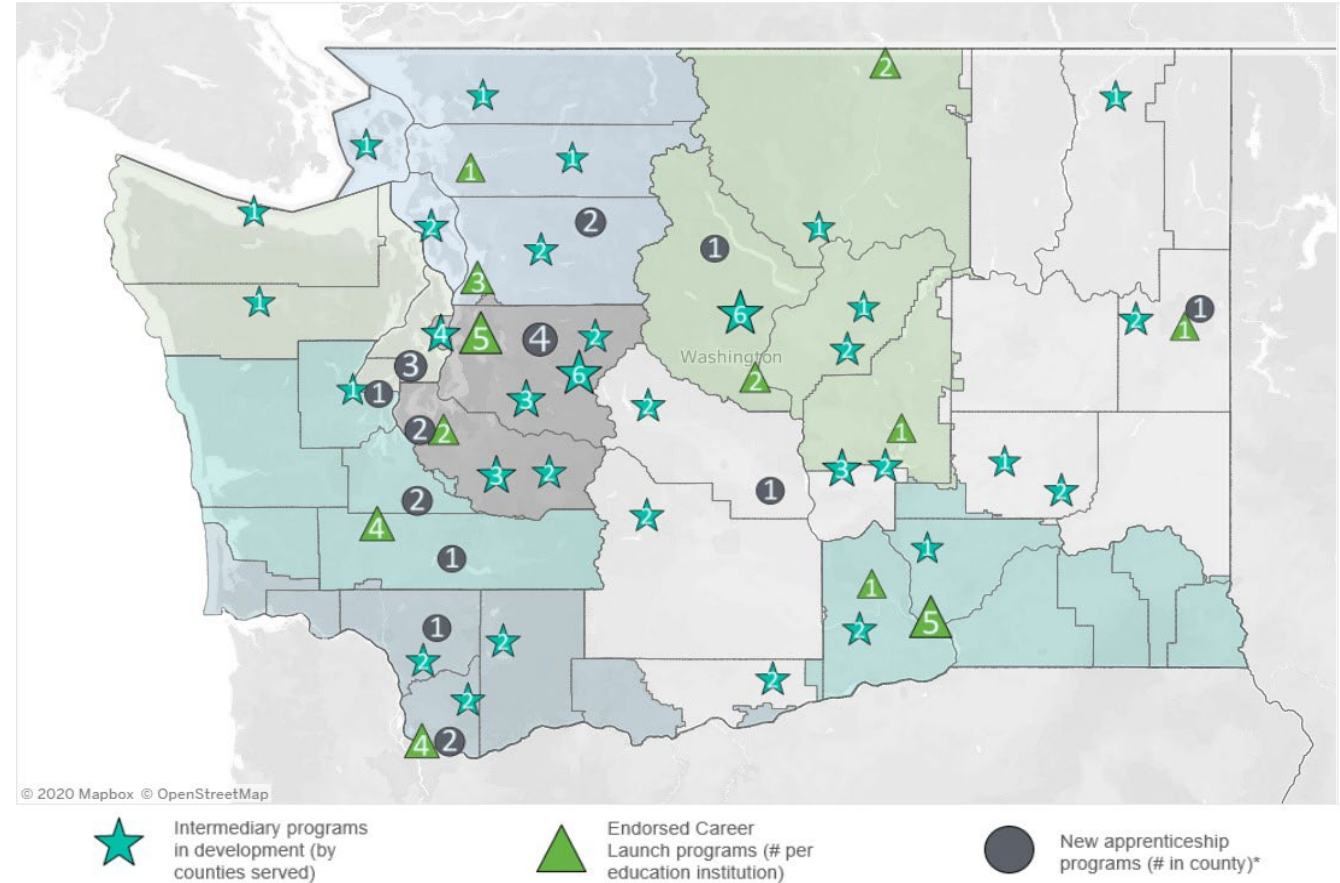
Career Explore

**Postsecondary credential means certificate, or at least one year towards an associates or bachelor's degree*

Career Connected Learning (CCL) Endorsed Programs

Building a statewide, sustainable system:

- Development through cross-sector coordinators
- Navigate and coordinate multiple opportunities and resources
- Connect across industries, regions, and the state



1. Enrollment of students under 30 years old as of Q4 2020, includes active state Registered Apprenticeships and Career Launch students; Apprenticeship numbers reflect total growth, influenced by a variety of factors, including economic expansion prior to the COVID-19 pandemic; Program data current as of Q4 2020; 2. 300+ seats as a conservative estimate and only based on first-year growth *



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Regional Career Connect Learning Coordinators

NORTHWEST WASHINGTON

- ☐ [Jessica Dempsey](#),
NEWESD 101, Spokane

SOUTH CENTRAL

- ☐ [Shelly O'Neill](#),
ESD 105, Yakima

SOUTHWEST

- ☐ [Scott Culbertson](#),
ESD 112, Vancouver

CAPITAL

- ☐ [Christi Kershaw](#), *Interim*
ESD 113, Olympia



OLYMPIC

- ☐ [Dr. Kimberly Hetrick](#),
OESD 114, Bremerton

PUGET SOUND

- ☐ [Walter Jackson](#),
PSESD 121, Renton

MID-COLUMBIA

- ☐ [James Kindle](#),
ESD 123, Pasco

NORTH CENTRAL

- ☐ [Dr. Sue Kane](#), Director of STEM Initiatives &
Strategic Partnerships
NCESD 171, Wenatchee

NORTHWEST

- ☐ [Sinead Fitzpatrick-Plagge](#)
NWESD 189, Anacortes



High Quality Program of Study = CTE Graduation Pathway Vancouver ESD and School District

Statement of Intent

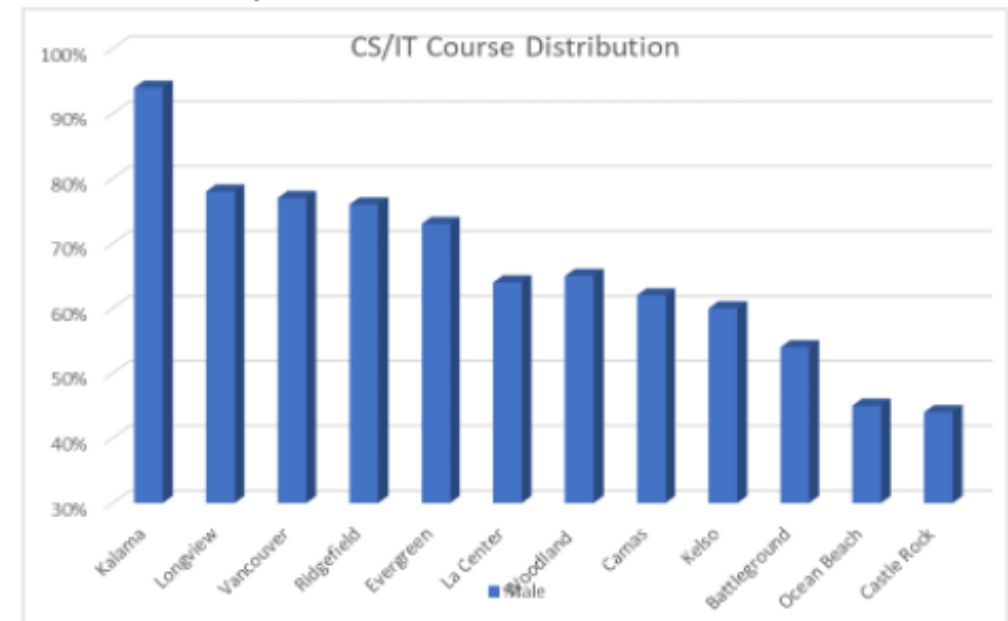
The Computer Science/Information Technology Workgroup is comprised of K-12, Industry, and post-secondary education leaders with the intent to:

- Document and expand the approved IT/CS pathways available to all SW WA students independent of school district size or funding
- Accelerate the IT/CS learning opportunities to middle and elementary school levels

[Link to the Chart](#)

Contact: Scott Culbertson, CCL Coordinator ESD 112

Equity Data: Male Participation in CS/IT CTE



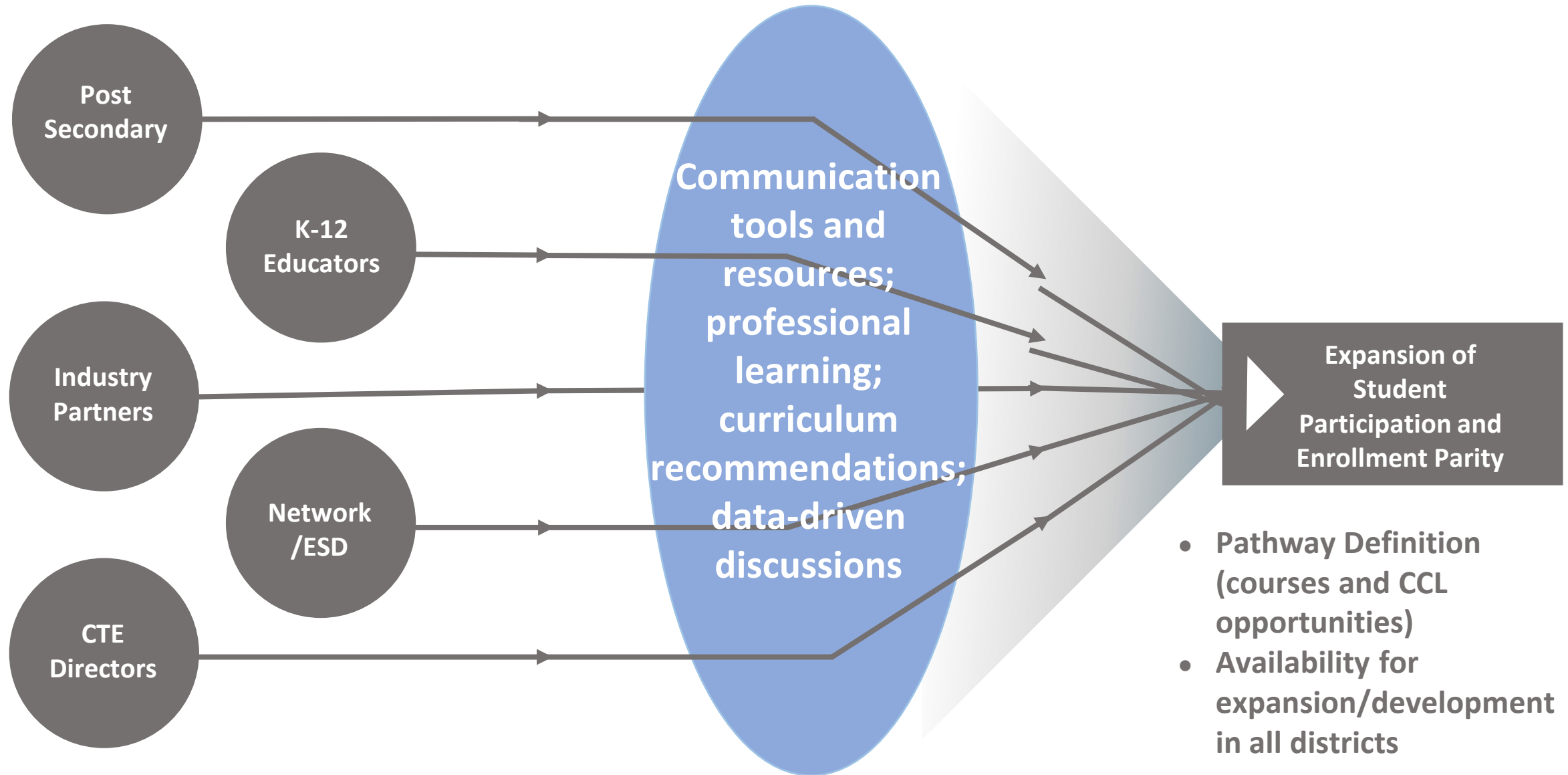
Best Practices:

- At the time of this data collection (last year) Ocean Beach and Castle Rock require all incoming Freshman to take a CS course.
- Battleground reports disparity between CTE courses - e.g. welding versus health care. The data suggests balance for IT/CS.
- Is gender X being recorded accurately in CEDARS? Shari to follow up on this question.
- What is the relationship between being exposed early to participation later in school coursework? Correlation of this dynamic would be useful.



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Industry Career Pathway Work Groups



CTE Graduation Pathway:



Aerospace/Advanced Manufacturing Construction Maritime

Equivalency Credit

- ✓ Can include science, 3rd yr. math, and/or ELA
- ✓ Creates flexibility in student course selections

Industry Certification

- ✓ Embedded in courses
- ✓ No cost
- ✓ Recognized by Employers

Core Plus Curriculum

- ✓ Industry-validated, skill-based
- ✓ Free for Washington instructors
- ✓ Credit equivalencies for Math, Science, ELA
- ✓ Ongoing professional development
- ✓ State funding for materials and training

[Core Plus | Curriculum
\(core-plus.org\)](http://core-plus.org)

Thank you! Please let us know how we can support you....

Please reach out to our state team with any questions:

kim.reykdal@k12.wa.us – Graduation and Pathway Preparation

lisa.fish@k12.wa.us – CTE Equivalencies

sheri.tucker@k12.wa.us – Career Connected Learning

roger.rich@k12.wa.us – Core Plus

spatterson@agcwa.com – Core Plus Construction
(Sarah Patterson)



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What Questions do you have?



Questions are the path to learning

Q&A

Building an “In-House AA” Pathway





New Place-Based AA-DTA Program Offered in Yelm Community Schools

January 19, 2022

Dr. Lisa Cadero-Smith

Assistant Superintendent of K-12 Education

Teri Pablo

Director of Career and Technical Education
and Communications



SPSCC
South Puget Sound
COMMUNITY COLLEGE

Today, we will share...

- The new **Yelm Community Schools Associate of Arts - Direct Transfer Agreement** program.



We'll answer:

- Why a place-based AA-DTA?
- What are its component parts?
- How is Yelm's program unique among AA programs?
- What is the role of CTE in the AA?
- What was our process in developing this degree?

Why Offer a Place-Based AA-DTA?



- Allows students to enjoy the **full benefits of high school life** while also earning a **college degree**
- **Access to**
 - **clubs/sports/performing arts activities**
 - **existing relationships/resources**
 - **career-connected learning opportunities**
- **Students learn** they are **college-capable** in a **familiar** and **safe** environment.
- Yelm is **20 miles** away from the **nearest Running Start program** – a **barrier for some**.

What is the AA-DTA?

- **Two-year, place-based degree awarded by SPSCC.** Designed to lay the foundation for future learning.
- **Accredited** by the *Northwest Commission on Colleges and Universities*
- **90 quarter credits / 2.0 GPA / 30 SPSCC Credits Required**
 - Pathways to Success/Career Planning (5)
 - Diversity – online (5)
 - English (10)
 - Math (5)
 - Humanities (15)
 - Social Sciences (15)
 - Natural Sciences (15)
 - Electives/CTE Dual Credit Courses (20)
- Affords students **priority admissions** at 4-year colleges and universities upon graduation. Applicability to technical, 2-year, and direct to workforce pathways too.
- **Saves time and money.** Cost is **\$3,600 +/-**
- **Grant funds** available for free/reduced-eligible students



How is Yelm's AA Program Unique?



- Degree earned on the **YHS campus**
- **Longer 4-year course plan** (HB 1302)
- Capitalizes on **ALL YHS dual credit programs** to build an **innovative** and **marketable college degree** for Yelm students.
- Students have access to a variety of **career-connected learning opportunities** in the high school setting.

Supports ALL Postsecondary Pathways



- First two years of a **Bachelor's Degree** fulfilled (GURs)
- General education requirements for an **Associate of Science Degree** fulfilled and easier credential stacking thereafter
- Competitive edge for students **directly entering the workforce**, with built in opportunities for future learning

AA-DTA CTE Elective Credits



- 15 CTE Dual Credits apply toward the degree
 - Aligned to HSBP/Personalized Pathway
 - Leads to [CTE Graduation Pathway](#)

Equivalency Credit

- ✓ [19 courses](#)
- ✓ Creates flexibility in student course selections

Industry Certification

- ✓ Embedded in courses
- ✓ No cost
- ✓ Recognized by employers

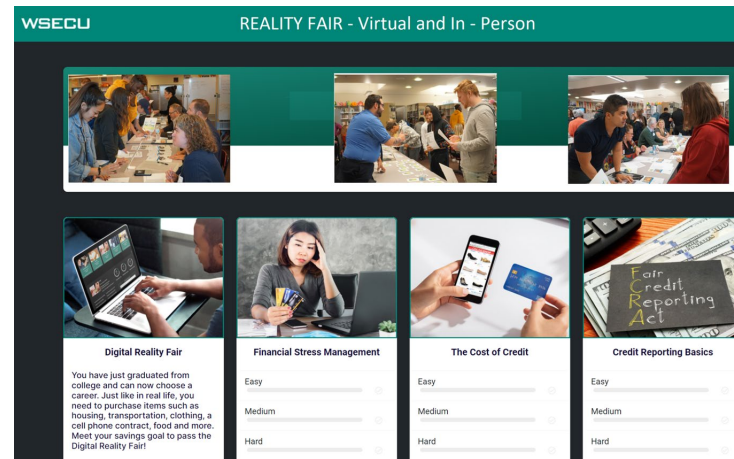
CTE College Credit

- ✓ [21 YHS courses](#) aligned to over 192.5 FREE college credits
- ✓ 2 CiHS courses

Work-Based Learning Experiences



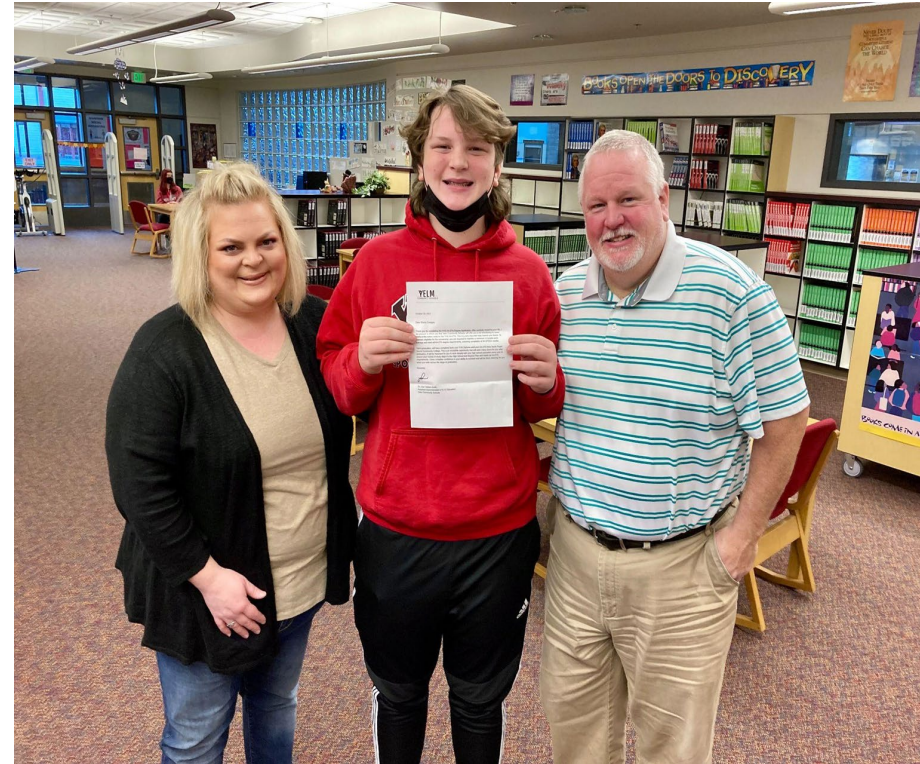
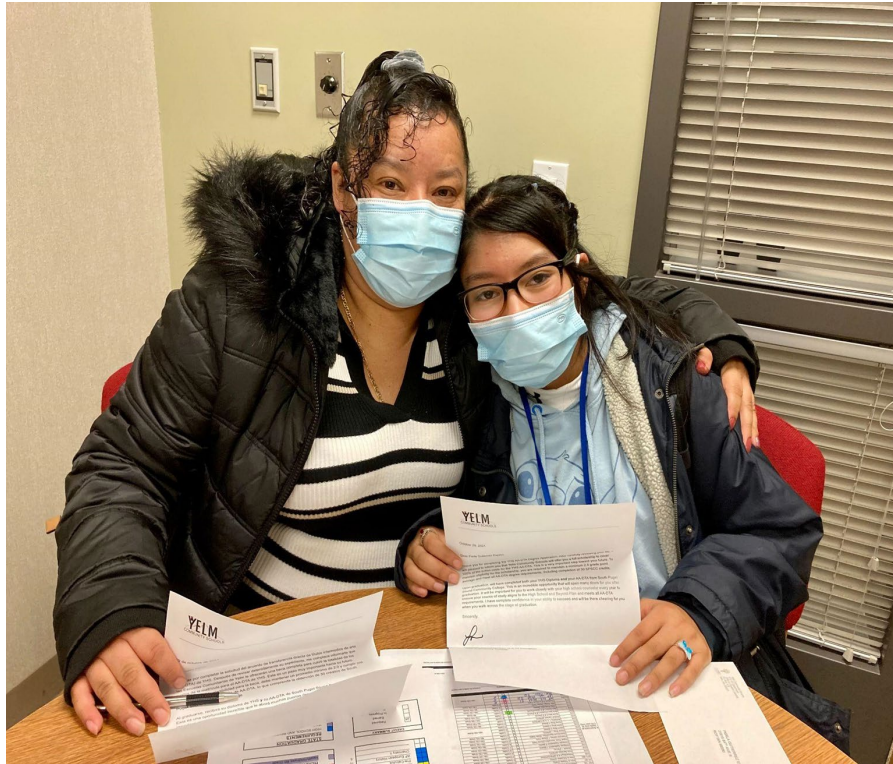
- During the school day
- 9-12 trajectory
- All courses - CTE/Non-CTE



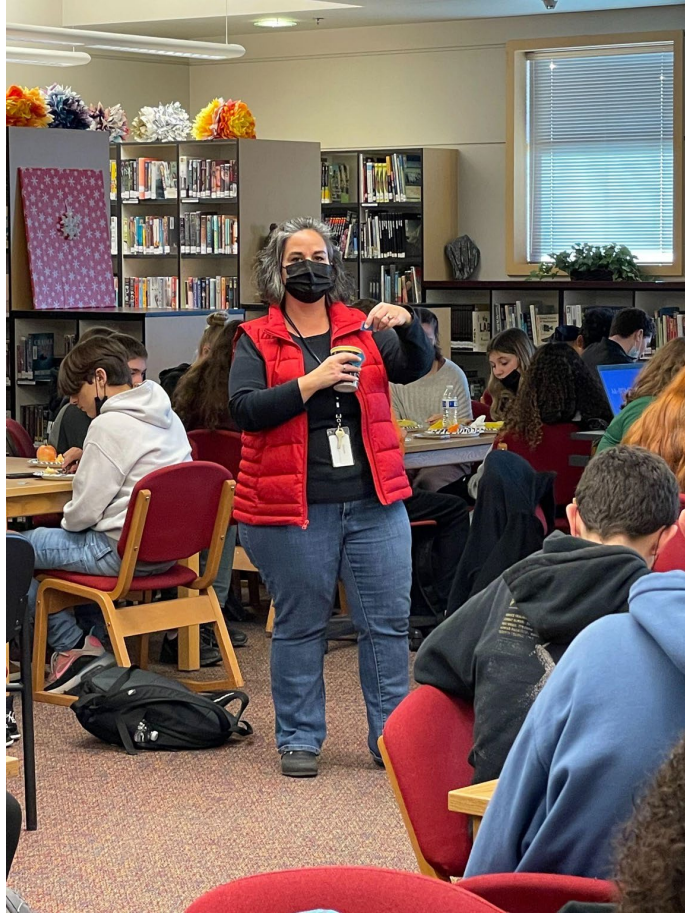
Process and Next Steps

- Students completed a **digital application in the fall.**
- **79 students enrolled** - 63 freshmen/16 sophomores
- **Family Engagement Activities**
 - Autodialers
 - Parent information nights
 - Family-centered advising
- **Vital Counselor Role**
 - Course mapping sessions led by YHS counselor, Sarah Williams
 - Program acceptance letters/scholarship awards distributed
- **Student Cohort** - provide support/belonging
- **Faculty Engagement and Development Work** - upcoming

Happy Students and Families



1st Student Cohort: Classes of 2024 and 2025



Contact Info.

- Lisa_Cadero-Smith@yics.wednet.edu
- Teresa_Pablo@yics.wednet.edu
- 360.458.1900

What Questions do you have?



Questions are the path to learning

Q&A

Additional Resources





Financial Aid Student Resources

Washington College Grant: Apprentices in a participating program may be eligible to receive the WA College Grant for Apprenticeship.

College Bound Scholarship: An early commitment of state financial aid to eligible students and can be used at 65+ institutions in Washington.



Resource: 12th Year Campaign

(wsac.wa.gov/12th-year-campaign)



Financial Aid

The 12th Year Campaign boosts college and financial aid application rates in Washington.

This page contains information and resources to help schools and partners with free financial aid training and free print and digital materials.



College and Career Pathways handouts

College and Career Pathways: An outline of potential postsecondary pathways.

College Means: What do we mean when we say college? Help students understand the diversity of the term.

How to Become an Apprentice: Help students interested in apprenticeships understand how to pursue this pathway.

Technical and Special Colleges: An overview of technical and specialty colleges.

Military Pathways: An overview of the different pathways related to joining the military.



College and Career Pathways handouts

LGBTQ+ and College Access: Supporting LGBTQ+ students through the admissions and financial aid process.

Youth in Foster Care: Supporting youth in foster care through the admissions and financial aid process.

Financial Aid and Unaccompanied Homeless Youth: Supporting unaccompanied homeless youth with the financial aid process.

Information on Student Loans: A brief overview of student loans.



Examples of ready-to-use handouts

COLLEGE & CAREER PATHWAYS YOU HAVE OPTIONS!

After high school, different paths lead to different types of credentials. You may need one (or several) of these credentials depending on your career interests and goals.

WORKPLACE

People who go straight into the workplace usually do not have any formal credentials beyond a high school diploma. However, some people on this path might complete an apprenticeship or other form of on-the-job training.

- Certificate for completion of training
- Apprenticeship

CTE (TECHNICAL) COLLEGE

Most technical colleges award a certificate to show completion of a program of study. Some also award associate degrees.

- Certificate or certification for completion of program (one year or less)
- Associate degree (two years)

TRADITIONAL TWO-YEAR COLLEGE

Most community colleges award certificates or associate degrees, depending on the program. On average, an associate degree takes two years to complete for students who are able to go full-time. At some colleges, students can continue on for four years to earn a bachelor's degree. In two years, students typically earn an associate degree.

TRADITIONAL FOUR-YEAR COLLEGE

Most four-year college award Bachelor's degrees. On average, a bachelor's degree takes four years to complete for students who are able to go full-time. The two most common types of bachelor's degrees are a B.S. (Bachelor of Science) or a B.A. (Bachelor of Arts).

- Bachelor's degree

GRADUATE SCHOOL

Many careers require specialized training and education beyond a bachelor's degree. Students attend graduate or professional school to receive this training and earn a graduate or advanced degree. Some advanced degrees include:

- Master's degree: most common are M.S. (Science) or M.A. (Arts)
- Business degree (M.B.A. for Master of Business Arts)
- Medical degree (M.D. for Medical Doctor)
- Law degree (J.D. for Juris Doctor)
- Doctorate degree (Ph.D. for Doctor of Philosophy)

NATIONAL SERVICE

- Military Options
 - ROTC
 - Military Academies
 - Enlistment
- AmeriCorps

You have many options after high school. The 12th Year Campaign Student Workbook will guide you through the process of applying to a two- or four-year school. You can find tips for other pathways at:

<https://readysetgrad.wa.gov/educators/grad/students-and-families>



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TECHNICAL & SPECIALTY COLLEGES

If you are the kind of student who already has a very specific, clear-cut career goal and would like to get into the job market quickly, you may want to consider a technical or other specialty program.

Technical colleges vary widely in majors, length of programs, cost, and other characteristics, but they have one thing in common: an emphasis on hands-on training for a specific career. Common fields of study include:

- Health care (practical nursing, home health aide).
- Computers, technology (electronics, auto mechanics, plumbing, heating and air conditioning).
- Culinary arts.
- Business.
- And more.

The specific degree or certificate may vary depending on your field, but two-year associate degrees are common. You should visit the campus and research it as you would any other option.

There are public/non-profit technical and specialty colleges as well as for-profit schools. Both of these have aspects that you should factor into your decision-making.



KEY CONSIDERATIONS

PUBLIC/NON-PROFIT SCHOOLS

- Requires careful consideration.
- Financial aid is sometimes limited.
- Because of the specialized nature of technical programs, it may be difficult (or even impossible) to change majors without starting over.
- You should do as much research as possible.
 - For example, read about career fields, shadow someone in chosen field, speak with local employers, etc.

FOR PROFIT SCHOOLS

- Be a smart shopper.
- Some technical schools are for-profit colleges and have been the subject of federal investigations for improper recruiting and financial aid practices.
- You are encouraged to research the reputation and financial stability of any technical college you are considering.
- Check out this resource for advice on how to find the perfect career college or technical school.
www2.ed.gov/students/prep/college/cons/umerinfo/index.html



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HOW TO BECOME AN APPRENTICE

1 Get Ready!

Apprenticeships can follow graduation or you can opt for a 2-year college program that leads directly to an apprenticeship. If you are a junior or younger, prepare for this pathway by taking the following actions:

- Ask about career exploration activities and/or skill-building opportunities.
- Be sure to take courses (usually STEM) that prepare you.
- Join a program that allows you to earn college credit during high school like Running Start or Career & Technical Education Dual Credit (also known as Tech Prep).
- Visit and research apprenticeship opportunities like you would any 2- or 4-year college or university. Be sure to pursue multiple options and create a backup plan. Programs are usually competitive.
- You may also be able to take part in a pre-apprenticeship program during or after high school. These programs can help you improve basic skills and learn more about different careers.

2 Find a Program!

In some cases, you apply directly to an apprenticeship program; in other cases, you join an apprenticeship program through a community or technical college or through an employer. To participate, you must be at least 18 years of age, pass a drug test (including no marijuana even if legal in WA), and be physically able to perform the work.

- Each program and its application are different. Decide if you want to apply directly for an apprenticeship before/after high school graduation OR enroll in a 2-year college program that leads directly to an apprenticeship.
- Find out when the program is accepting applications. Be sure to ask if you are required to be in person. Travel may be necessary.
- You most likely will be required to submit a transcript and resume.
- You may need to take a test at a community or technical college. Many programs have prerequisites for math and reading comprehension.
- Most applicants are interviewed by a committee. You should prepare for an interview.
- Review individual program information through WA State Department of Labor & Industries (L&I). See the programs in your area and which are taking applications through the Apprenticeship Registration and Tracking System (ARTS) on the L&I website at: www.Apprenticeship.Lni.wa.gov.

3 Apply!

Most programs accept applications on a regular basis. To find out for certain whether or not a program is accepting applications, you need to contact them directly. To find Active Apprenticeship Programs:

1. Go to the online Apprenticeship Registration and Tracking System (ARTS). Run a Report of "Programs by County" for the county where you are living or working to see all the programs in that county, sorted by occupation.
2. Go through the entire list and select the appropriate program(s) which will give you the contact information for that program.
3. Contact the program directly to inquire if they are accepting applications. If the program is accepting applications, follow their directions for applying.

Once you have applied and are accepted, the program will then register you with Labor & Industries as a registered apprentice. NOTE: If you are accepted into an occupation which has Licensing/Certification requirements in Washington State, you will need to get the appropriate license or trainee card from the appropriate agency.



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Resources for CTE Course Sequences

Career & Technical Education Staff:

The following resources can be found under *Program of Study, Career Clusters & Pathways*:

- ✓ [Designing High Quality CTE Programs](#)
- ✓ [Program of Study Examples and Templates](#)

The following resources can be found under *Resources*:

- ✓ [Find Your Pathway](#)
- ✓ [Sixteen National Career Clusters](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

A screenshot of the Washington Office of Superintendent of Public Instruction (OSPI) website. The header includes the OSPI logo, name, and social media icons. A navigation bar lists: Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The main content area is titled "Career & Technical Education (CTE)" and includes a "STUDENT SUCCESS" sidebar with links to resources by subject area, learning standards, graduation requirements, and more. The main text describes CTE programs and provides links to "Essentials", "Program of Study, Career Clusters, & Pathways", and "Resources". A "CTE Graduation Pathway" section lists approved local pathways and provides links to application forms and submission tutorials. A "Staff" section offers contact information for the CTE team. On the right, there are links to "Sign up for CTE newsletters", "CTE Meetings", and "Contact Information".

Resources to Support Students with Disabilities in CTE

[Guidelines for Aligning Highschool & Beyond Plans and IEP Transition Plans](#)

Provides general information and guidelines to educators, staff and administrators to facilitate a student's seamless transition from school to post-secondary activities.



[Case Study: HSBP and IEP Transition Plan for a 10th Grade Student Using a CTE Graduation Pathway](#)



[HSBP and IEP Transition Plan Case Study: CTE Pathway Webinar](#)

[Center for Change in Transition Services \(CCTS\) Inclusionary Practices Project](#)

As part of OSPI's [Inclusionary Practices Project](#), CCTS is supporting partnerships between Special Education and Career Technical Education (CTE) classrooms.



CTE Graduation Pathways: OSPI's Role

- Use data to reflect to the district what graduation pathway(s) students have completed (met) and to verify what will be reported to the legislature each January

NOTE: if a district has evidence that a student met a pathway, but it is not reflected in the OSPI data, the district can still use the completed pathway to meet the student's pathway graduation requirement.

- Approve individual CTE course frameworks and programming (including Core Plus programs)
- Approve LOCAL CTE Graduation Pathways through the Graduation Alternatives application (in EDS)
- Continue to refine data collection and reporting data to better align with the intention of policy

Understanding Graduation Pathways Data

- Students are counted in every graduation pathway they complete. There is no data hierarchy assigned by OSPI and OSPI does not know which graduation pathway is in students' HSBP
- OSPI reflects the data that has been received through multiple data sources; and *the data is not compared to what is in a student's HSBP*, nor does OSPI determine whether a student graduates
- Students are only counted in graduation pathways where completion criteria are met; if student was in progress, they are not reflected in data
- The data source for course-based graduation pathways is CEDARS (Student Grade History)



Understanding Graduation Pathways Database

- There is a Graduation Pathway Database located in the CAA/CIA Application in EDS.
- Students who met the *CTE Course Sequence Graduation Pathway* indicate "Y," and course information is listed in the "Courses Taken" tab.
- Access to this application is given at the district level (District Data Security Manager) – NOT OSPI



**Think of something you
will bring back to your
school to use this
winter/spring and type it
in the chat, but don't hit
return yet.....**





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