



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Career Launch Programs

1. **Purpose:**

This proviso expands full-time equivalent (FTE) funding to 1.2 FTE maximum for students enrolled in Career Launch Endorsed (CLE) programs when the provision of instructional and work-based learning opportunities occurs beyond the funded school day or school year.

2. **Description of services provided:**

Funding is available for school districts that enroll students in instructional or work-based opportunities outside of the scheduled school day or in the summer. Districts with registered apprenticeship or programs endorsed through the Career Launch Endorsement Review (CLER) committee are eligible to apply for this funding. Students enrolled in programs that have been endorsed as Career Launch as defined within the Career Connect Washington (CCW) system can be claimed at a 1.2 FTE maximum; this additional FTE was funded to continue to expand access to Career Launch programming.

3. **Criteria for receiving services and/or grants:**

Districts must have a recognized Career Launch Endorsed (CLE) program to access this funding. All the following elements must be present for a program to qualify as a CLE program:

- classroom learning aligned to industry and academic standards,
- supervised and paid work experience, and
- the opportunity to earn an industry-recognized credential beyond a high school diploma, or to culminate into 45 college credits towards a two- or four-year postsecondary credential.

State registered apprenticeship programs also automatically qualify as a CLE program. Students enrolled in CLE can be claimed at a 1.2 FTE maximum, supporting districts to extend the provision of instructional and work-based learning opportunities beyond the funded school day or school year.

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	0
Number of Schools:	0
Number of Students:	0
Number of Educators:	0
Other:	N/A



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4. Are federal or other funds contingent on state funding?

No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$480,000	\$0
2022	\$480,000	\$1,356
2021	\$480,000	\$0
2020	\$158,000	\$88,000

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Schools
2023	0
2022	0
2021	1
2020	Not reported

7. Programmatic changes since inception (if any):

To increase districts' awareness of this additional funding opportunity, OSPI provided enhanced communication and technical assistance, including:

- Provided professional development related to the K–12 CLE application process, common pitfalls, and ways to identify expansion opportunities with existing programs.
- Provided multiple professional development opportunities for district staff on both reporting CLE Enrollments and procedures for claiming 1.2 CLE FTE. Recorded trainings and procedural documents including a FAQ were created.
- Launched an OSPI CCW web page as a placeholder for K-12 Career Connected Learning and Career Launch resources.
- Clarified procedures for currently existing CLE programs to expand partnerships within the CCW Program Directory and utilized various strategies to communicate the scaling process to CCW stakeholders.
- Established regular communication and problem-solving meetings with WA STEM, Educational Research Data System (ERDC), Employment Security Department, and the State Board for Community and Technical Colleges (SBCTC) related to data challenges and potential system improvements.



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8. Program evaluation or evaluation of major findings:

Although several improvements were implemented within the last year, OSPI identified inherent barriers related to the establishment of K–12 CLE programs, which impact the ability of districts to be endorsed and to access the additional FTE CLE Enrollment funding. Several districts reported an increase in CLE programs and CLE student enrollment this past year but were unable to access the dedicated funding for FTE tied to the provision of instruction or paid work experience outside of the regular school day. Many students are enrolled in their CLE program during the school day, so additional instructional or worksite learning time is not generated, and the available funding for FTE is not accessed. For the 2022–23 school year, 291 students across eight districts were reported as enrolled in CLE programs, with no districts accessing the additional .2 FTE funding. Although OSPI and CCW have been providing targeted professional development, technical support, and CLE course coding guidance for districts, several programs still have not reported their CLE enrollments. Additional outreach and support for K–12 districts is needed to ensure they capture this data, and access the additional funding for their CLE enrollment, if applicable. Programs reported that increased flexibility to access funds for start-up costs, and other program-based costs would be helpful to expand access, participation, and completion of Career Launch programs. Allocation based on FTE is helpful but does not reflect all costs associated with operating these programs.

9. Major challenges faced by the program:

The additional .2 FTE available through this proviso requires that students go beyond their existing 1.0 FTE by engaging in their CLE program either outside the regular school day or during the summer before accessing the additional .2 FTE. Therefore, most of the students enrolled in Career and Technical Education (CTE) courses that are also approved CLE programs are engaging in Career Launch, but not accessing the additional FTE. Similarly, students on the worksite during their school day as part of their paid work experience also do not exceed their FTE limitations. Within the last year, OSPI identified numerous challenges related to the creation and expansion of K–12 CLE programs, which impacted districts' ability to access the 1.2 FTE CLE Enrollment funding:

- Approval processes for CLER can be streamlined, with clear requirements articulated prior to applications being submitted. This should result in an increased number of endorsed programs, and may increase the number of students which would be served by extended learning opportunities outside of the school day or school year.
- Misalignment and coding challenges between the SBCTC's ctcLink and OSPI's CEDARS systems. The solution required a rebuild of the CEDARS Career Launch reporting page, which will be completed in Fall 2023. In the interim, OSPI identified alternative ways districts could manually report CLE enrollments.



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- Even with the enhanced communications provided this year, as detailed in the Programmatic Changes section, not all districts are reporting their CLE enrollments. Updated technical assistance will be completed and distributed in Fall 2023.
- Districts, particularly those in rural/remote areas, struggle significantly with staff turnover (administrative leadership, teachers, counseling staff), leading to inconsistency in CTE programming. This instability is further exacerbated by an inability to hire and retain qualified educators, reducing a school's ability to maintain consistent career connected learning opportunities for students. If staff capacity exists, districts may apply for state and federal grant opportunities to help augment funding to a slight degree.
- The lower number of employers in rural/remote regions reduces opportunities to establish career connected learning opportunities. Employers must be willing and able to offer high quality paid work experience to high school students in the afternoon and evening hours for districts to claim this additional funding.
- Transportation is also a challenge for students to engage in paid work experience, particularly for remote areas, within large geographic areas, where there are reduced options for public transportation and available employers may be outside of a student's hometown.

10. Future opportunities:

OSPI has identified several root causes related to challenges in establishing K–12 Career Launch programs, particularly in rural or remote regions. In an effort to mitigate barriers, OSPI will continue to employ a variety of problem-solving strategies:

- Exploring new ways to leverage existing financial supports to assist less resourced districts with developing and providing CLE programs. Additional funding for supporting partnership engagement will enable opportunities to reach students furthest from educational justice.
- Partnering with the nine Educational Service Districts' Career Connected Learning Coordinators and other Career Connect Washington (CCW) partners to increase K–12 staff awareness of strategies to develop the foundational high-quality CTE programs and needed partnerships with employers that lead to the provision of paid Worksite Learning opportunities.
- Increasing understanding of the opportunities available for districts with the establishment of CLE programs will ultimately result in an increased number of students training for family and sustaining-wage careers.
- Continued provision of technical assistance to K–12 staff related to the correct course coding for CLE program courses.



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- Revising the application and review process for endorsing new Career Launch applicants, which will increase the number of school districts offering a CLE program, resulting in more eligible students for these proviso funds.

11. **Statutory and/or budget language:**

\$960,000 of the workforce education investment account—state appropriation is provided solely for increasing the funding per full time equivalent for career launch programs as described in Revised Code of Washington (RCW) 28A.700.130. In the 2021–2023 fiscal biennium, for career launch enrollment exceeding the funding provided in this subsection, funding is provided in section 504 of this act.

12. **Other relevant information:**

Receiving Career Launch endorsement directly links businesses to a recognized statewide program and establishes them as community and education proponents. Career Launch programs may be initiated in a secondary education system and completed in a postsecondary education system or first year of paid employment, as long as all parties jointly plan the program. The upcoming transition to a universal High School and Beyond Plan across Washington, which includes the creation of a centralized hub for career connected learning opportunities, will also support the growth of CLE programs as increased student awareness leads to higher demand for access to these opportunities.

13. **Schools/districts receiving assistance:**

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14. **Program Contact Information:**

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