

WEST VIRGINIA LEGISLATURE

2019 REGULAR SESSION

Introduced

House Bill 2448

FISCAL
NOTE

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[INTRODUCED JANUARY 16, 2019; REFERRED

TO THE COMMITTEE ON EDUCATION THEN FINANCE.]

1 A BILL to amend the Code of West Virginia, 1931, as amended, by adding thereto a new section,
2 designated §18-2-42; and to amend said code by adding thereto a new section,
3 designated §18-2B-9; to amend said code by adding thereto a new article designated §18-
4 21A-1, §18-21A-2, §18-21A-3, §18-21A-4, §18-21A-5, §18-21A-6 and §18-21A-7; and to
5 amend said code by adding thereto a new article, designated §18-33-1, §18-33-2, §18-
6 33-3, and §18-33-4, all relating to vocational and technical education programs; requiring
7 State Board and Commerce Department create lists of apprenticeships and certifications
8 and credentials to provide students; providing for Governor's Workforce Credential
9 initiative; creating a career and technical education pilot program to introduce middle
10 school students career and technical education opportunities in the state and requiring
11 county school districts to provide certain information to students; establishing the
12 Governor's Workforce Credential; establishing requirements for the Governor's Workforce
13 Credential; mandating graduation recognition for recipients of credential; and creating
14 monetary incentive for schools who graduate recipients of credential.

Be it enacted by the Legislature of West Virginia:

ARTICLE 2. STATE BOARD OF EDUCATION.

§ 18-2-42. Mandatory career and technical education information for high school students.

1 (a) The State Board of Education and the Commerce Department shall coordinate efforts
2 and create a list of existing apprenticeships throughout the state, as well as a list of certifications
3 and other credentials that reflect current workforce needs, in order to educate and prepare high
4 school students regarding career and technical education (CTE) opportunities and careers
5 following graduation.

6 (b) Each county school district shall annually provide each student, beginning in the ninth
7 grade, with the following information:

8 (1) Career and technical education programs within the district and adjoining districts; and

9 (2) The EDGE program, established by §18-3-1 et seq. and §18B-3C-4 of this code, which
 10 provides the opportunity for the student to obtain dual credits that count toward the high school
 11 graduation requirements, as well as to count toward the student’s achievement of a certificate or
 12 Associate Degree.

13 (3) A list of apprenticeships created pursuant to subsection (a) of this section.

14 (4) A list of certificates and credentials created pursuant to subsection (a) of this section.

15 (5) Details regarding enlistment and opportunities within the armed forces, including local
 16 recruiter contact information.

ARTICLE 2B. AREA VOCATIONAL PROGRAM.

§18-2B-9. Governor’s Workforce Credential.

1 (a) The Governor’s Workforce Credential is a joint initiative between the Governor, the
 2 State Board and the State Superintendent aimed at preparing students to enter the workforce with
 3 industry ready skills and abilities that meet business and industry expectations. This credential
 4 creates a way for employers to identify potential employees who are prepared to enter the
 5 workforce and understand the industry accepted expectations of such employees. The credential
 6 honors those students who are able to meet or exceed rigorous requirements within their Career
 7 and Technical Education programs.

8 (b) The State Superintendent shall annually award the Governor’s Workforce Credential
 9 to students in their senior year who meet the requirements to receive the credential as set forth
 10 in State Board policy.

ARTICLE 21A. CAREER AND TECHNICAL EDUCATION PILOT PROGRAM FOR
MIDDLE SCHOOL STUDENTS.

§18-21A-1. Short title.

1 This article may be cited as the “Middle School Technical Education Program Act” or the
 2 “Middle School STEP Act.”

§18-21A-2. Legislative findings.

1 (a) Career and technical education prepares students to be both college and career ready
2 by providing core academic, technical and employability skills.

3 (b) High-quality career and technical education programs not only ensure that coursework
4 is aligned with rigorous academic standards and post-secondary expectations, but are built to
5 address specific skills needed in certain career pathways.

6 (c) Eighty percent of students taking a college preparatory academic curriculum with
7 rigorous career and technical education courses met college and career readiness goals,
8 compared to only 63 percent of students taking the same academic core who did not experience
9 rigorous career and technical education courses.

10 (d) Furthermore, a 2008 study from American College Testing showed that if students are
11 not on target for college and career readiness by the end of eighth grade the impact may be nearly
12 irreversible. The level of academic achievement that students attain by eighth grade has a larger
13 impact on their college and career readiness by the time they graduate from high school than any
14 other academic factor.

15 (e) Given the importance of career and technical education programs in fostering college
16 and career readiness, and the determinative impact that eighth grade achievement has on future
17 academic and professional success, it is essential that middle school students are informed about
18 and prepared to take advantage of career and technical education programs in their local
19 communities.

§18-21A-3. Purpose.

1 The purpose of the pilot program shall be to better prepare seventh and eighth grade
2 students to take advantage of West Virginia's Career and Technical Education programs and to
3 improve students' college and career readiness prior to high school. For the purposes of this
4 article, "middle school" means any school containing the seventh and eighth grade levels.

§18-21A-4. Organization of special pilot program.

1 (a) Funding. -- Participating middle schools shall use existing resources to implement the
2 pilot program.

3 (b) Instructor Qualifications. -- Qualified instructors include, but are not limited to, teachers,
4 counselors and other middle school staff possessing a post-secondary degree. Instructors are
5 not required to obtain any additional certification or license to instruct the course. Nothing in this
6 article or chapter 18A of this code prohibits principals or vice-principals, on a voluntary basis, from
7 participating in the program as a guest instructor or speaker.

8 (c) Elective Course. -- The pilot program shall be a one semester elective course:
9 Provided, That middle schools with alternative scheduling systems may adapt the program to suit
10 their scheduling needs.

11 (d) Local Partners. -- High schools, vocational schools, community colleges, public
12 universities and any other institute of higher learning that receives funding from the State of West
13 Virginia shall provide speakers to participating middle schools upon the middle school's request:
14 Provided, That the entity providing the speaker is located within 50 miles of the requesting middle
15 school.

§18-21A-5. Curriculum.

1 (a) Guest Speakers. -- Course instructors shall schedule weekly guest speakers to
2 introduce students to a particular career and to prepare students to pursue the featured career by
3 providing relevant information on:

4 (1) Education requirements;

5 (2) Cost of education;

6 (3) Availability of education;

7 (4) Average salary;

8 (5) Average longevity; and

9 (6) Transferability of skills.

10 Instructors are encouraged to invite professionals excelling in fields where training is

11 available at the local career and technical education school.

12 (b) On-Site Research. -- Instructors may organize field trips to visit local employers, job
13 fairs, high schools, vocational schools, community colleges, technical schools, public and private
14 universities, and other post-secondary academic institutions to introduce students to potential
15 career paths via on-site presentations and experiential learning.

16 (c) Career Skills. -- The course shall include instruction on skill sets required to discover
17 and take advantage of employment opportunities, including, but not limited to:

18 (1) Performing a job search;

19 (2) Developing a résumé;

20 (3) Preparing for a job interview; and

21 (4) Developing and deploying personal networks to find job opportunities.

22 (d) Academic Skills. -- The course shall include instruction on skill sets required to discover
23 and take advantage of educational opportunities, including, but not limited to:

24 (1) Researching admissions requirements for vocational schools, community colleges,
25 technical schools, public and private universities and other post-secondary academic institutions;

26 (2) Researching employment rates and average salaries for graduates of vocational
27 schools, community colleges, technical schools, public and private universities and other post-
28 secondary academic institutions;

29 (3) Researching employment rates and average salaries for specific degrees, certifications
30 and majors from post-secondary academic institutions;

31 (4) Researching state, federal and private scholarship and grant opportunities; and

32 (5) Preparing a college or technical school application.

33 (e) Personal Graduation Plan. -- For successful completion of the course, a student shall
34 create a "Personal Graduation Plan" outlining his or her plan to become employable following high
35 school or post-secondary school.

§18-21A-6. Admission process for middle schools.

1 (a) Authority. -- The state board shall establish guidelines for middle schools to submit a
2 request for the school's admission in the pilot program and the state board may admit middle
3 schools into the pilot program.

4 (b) Admissions. -- Middle schools may volunteer to implement the program by submitting
5 a request to the state board and admission shall be on a first-come, first-serve basis.

6 (c) Minimum School Participation. -- It is the goal of the pilot program that a minimum of
7 10 middle schools participate each year during the pilot program's existence. If 10 middle schools
8 have not been admitted into the program by July 1 preceding the academic year, the state board
9 may solicit additional middle schools to participate in the pilot program to meet the minimum
10 participation goal, but may not require the participation of any middle school.

§18-21A-7. Certification and monitoring.

1 (a) Certificate of Completion. -- Students shall receive a West Virginia STEP Certificate
2 verifying their participation in the pilot program upon successful completion of the course.

(b) Monitoring. -- The state board shall report to the Legislative Oversight Commission on
Education Accountability each year on the graduation, post-secondary participation, and to the
extent practicable, job placement rates, in the aggregate, of students that have received a West
Virginia STEP Certificate following successful completion of the pilot program.

ARTICLE 33. GOVERNOR'S WORKFORCE CREDENTIAL.

§18-33-1. Establishing the Governor's Workforce Credential.

1 The Governor's Workforce Credential is an initiative aimed at preparing students to enter
2 the workforce with industry ready skills and abilities to meet business and industry expectations.
3 It also creates a way for employers to identify potential employees who are prepared to enter the
4 workforce and understand the industry accepted expectations of such employees. The credential
5 honors those students who are able to meet or exceed rigid requirements within their Career and
6 Technical Education (CTE) programs.

§18-33-2. Requirements.

- 1 In order to receive the Governor’s Workforce Credential, a student must:
- 2 (1) Complete the four required state-approved CTE Program of Study Courses, and
- 3 achieve a minimum of 95 percent Portfolio score; and
- 4 (2) Have a verified minimum attendance rate of 95 percent; and
- 5 (3) Achieve a minimum of Level 3 on the Math and ELA categories of the WV Summative
- 6 Assessment or Level 5/85 percent on a Career Readiness Assessment (ACT Work Keys, ACT
- 7 Key Train, or WIN) or 15 percent above the NOCTI criterion-referenced cut score; and
- 8 (4) Earn a nationally-recognized industry credential that coincides with a state-approved
- 9 program of study; and
- 10 (5) Obtain a drug-free certification.

§18-33-3. Recognition for recipients of credential upon graduation.

1 Any student who fulfills the requirements of the Governor’s Workforce Credential and has

2 also met their graduation requirements will receive individual recognition at their high school

3 graduation ceremony.

§18-33-4. Incentive for high schools.

1 The State Board of Education shall award \$250 per student to a high school that graduates

2 a Governor’s Workforce Credential recipient.

NOTE: The purpose of this bill is to provide information to high school students regarding career and technical educational opportunities during and after high school, to create a career and technical education for middle school students, and to codify the Governor’s Workforce Credential.

Strike-throughs indicate language that would be stricken from a heading or the present law and underscoring indicates new language that would be added.