

2SHB 1600 - H AMD 908

By Representatives Santos, Harris

ADOPTED 02/09/2018

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.630
4 RCW to read as follows:

5 (1) The work-integrated learning initiative is established. The
6 purpose of the initiative is to promote work-integrated learning
7 experiences for students by providing:

8 (a) An opportunity for students to engage in work-based academic
9 programs with public and private sector employers, such as
10 internships, externships, and registered apprenticeships; and

11 (b) A framework for the development and replication of successful
12 work-integrated learning programs throughout the state.

13 (2) Local applicant schools receiving funding through
14 participation in the initiative must:

15 (a) Provide academic curricula in a work-integrated and career-
16 contextualized manner and include an external mentor for each student
17 in the program;

18 (b) Demonstrate collaboration with and input from students,
19 parents or guardians, local employers, community members, a workforce
20 development council, and a labor organization. Evidence of local
21 collaborations may include but are not limited to partnerships with a
22 dropout reengagement organization, an apprenticeship sponsor, a
23 community and technical college, a STEM network, or a homeless youth
24 service organization;

25 (c) Reflect local circumstances, including local industries,
26 employers, and labor markets;

27 (d) Comply with graduation requirements established by the state
28 board of education; and

29 (e) Align the high school and beyond plans of participating
30 students to reflect opportunities that may be available through the
31 initiative.

1 (3)(a) Local applicant schools selected to participate in the
2 work-integrated learning initiative must, in accordance with this
3 section and section 3 of this act, submit to the work-integrated
4 learning advisory committee created in section 3 of this act an
5 interim and an end-of-project report that includes numeric and other
6 data summarizing the effects of their work-integrated learning
7 project programs on high school graduation rates, state test scores,
8 and community partnerships, including partnerships with local
9 employers and industries.

10 (b) In complying with this subsection (3), local applicant
11 schools must also provide other data and information as requested by
12 the work-integrated learning advisory committee in accordance with
13 section 3 of this act.

14 (4) For the purposes of this section and sections 2 and 3 of this
15 act, "work-integrated learning" includes but is not limited to early,
16 frequent, and systematic learning experiences that are essential for
17 preparing Washington youth for high-demand, family-wage jobs in
18 Washington state, and that engage students in grades five through
19 twelve or through high school dropout reengagement plans.

20 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
21 RCW to read as follows:

22 (1)(a) The office of the superintendent of public instruction may
23 contract with a statewide nonprofit organization with expertise in
24 promoting and supporting work-integrated learning from early learning
25 through postsecondary education to establish a matching grant program
26 to fund projects implemented by local applicant schools identified in
27 section 1 of this act.

28 (b) The matching grant program shall include the following
29 minimum requirements for local applicant schools:

30 (i) Measurable and accountable focus on low-income youth,
31 homeless youth, and youth of color;

32 (ii) Accountability for increasing registered youth
33 apprenticeships, internships, mentors, career planning, and other
34 work-integrated learning experiences;

35 (iii) Regional coordinators or liaisons to facilitate links
36 between schools, higher education institutions, business, labor, and
37 the community in developing internships and other work-integrated
38 learning experiences; and

1 (iv) System-wide support for work-integrated learning
2 experiences, including but not limited to career awareness, career
3 explorations, career counseling, and career preparation and training.

4 (2)(a) Grant funds awarded in accordance with this section may be
5 expended only to the extent that they are equally matched by private
6 sector cash contributions for the program. Grantees must provide
7 reports to the work-integrated learning advisory committee in
8 accordance with section 3 of this act.

9 (b) By November 15, 2020, and yearly thereafter, the office of
10 the superintendent of public instruction must provide an evaluation
11 to the governor and the education and economic development committees
12 of the house of representatives and the senate.

13 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
14 RCW to read as follows:

15 (1) The superintendent of public instruction, in consultation
16 with the employment security department and the workforce training
17 and education coordinating board, shall convene a work-integrated
18 learning advisory committee to provide advice to the legislature and
19 the education and workforce sectors on creating opportunities for
20 students to: Explore and understand a wide range of career-related
21 opportunities through applied learning; engage with industry mentors;
22 and plan for career and college success.

23 (2) The committee shall:

24 (a) Assist the office of the superintendent of public instruction
25 in the development of an application process and the selection of
26 local applicant schools to participate in the initiative established
27 in section 1 of this act;

28 (b) Advise the superintendent of public instruction on the
29 development and implementation of work-integrated learning
30 instructional programs;

31 (c) Review the instructional programs of projects funded through
32 the career connect Washington program with grant moneys from the
33 federal workforce innovation and opportunity act, P.L. 113-128,
34 related to work-integrated learning, a type of learning that is also
35 referred to as "career connected learning," and of local applicant
36 schools selected to develop and implement work-integrated learning
37 project programs under section 1 of this act. The purpose of the
38 review required by this subsection (2)(c) is to determine:

1 (i) The impact on in-school progress, high school graduation
2 rates, state test scores, indicators of career and college readiness,
3 employment outcomes, and community partnerships. In accordance with
4 this subsection (2)(c), and to the maximum extent practicable, the
5 review must consider both overall impacts and reductions or other
6 changes in opportunity gaps;

7 (ii) Best practices for partnering with industry and the local
8 community to create opportunities for applied learning through
9 internships, externships, registered youth apprenticeships, and
10 mentorships; and

11 (iii) Best practices for linking high school and beyond plans
12 with work-integrated and career-related learning opportunities and
13 increasing college readiness;

14 (d) Analyze barriers to statewide adoption of work-integrated and
15 career-related learning opportunities and instructional programs;

16 (e) Recommend policies to implement work-integrated and career-
17 related strategies that increase college and career readiness of
18 students statewide. Policies recommended under this subsection (2)(e)
19 may include, but are not limited to: (i) Policies related to aligning
20 career and technical education programs with statewide and local
21 industry projections and career cluster needs evidenced through
22 economic development data and appropriate longitudinal data; and (ii)
23 the completion of remedial courses required by colleges and
24 universities;

25 (f) Consult with individuals from the public and private sectors
26 with expertise in career and technical education and work-integrated
27 training, including representatives of labor unions, professional
28 technical organizations, and business and industry; and

29 (g) Work collaboratively, as appropriate, with the expanded
30 learning opportunities advisory council as provided in chapter . . . ,
31 Laws of 2018 (Engrossed Substitute House Bill No. 2802).

32 (3) The committee must, at a minimum, be composed of the
33 following members:

34 (a) One member from each of the two largest caucuses of the
35 senate, appointed by the president of the senate;

36 (b) One member from each of the two largest caucuses of the house
37 of representatives, appointed by the speaker of the house of
38 representatives;

39 (c) The superintendent of public instruction or the
40 superintendent's designee;

1 (d) One educator representing the K-12 career and technical
2 education sector, appointed by the superintendent of public
3 instruction, as determined from recommendations of the association
4 for career and technical education;

5 (e) One school counselor appointed by the superintendent of
6 public instruction, as determined from recommendations of the school
7 counselor association;

8 (f) One educator representing the community and technical
9 colleges, appointed by the state board for community and technical
10 colleges;

11 (g) One member of the governor's office specializing in career
12 and technical education and workforce needs, appointed by the
13 governor; and

14 (h) One member of the workforce training and education
15 coordinating board, designated by the workforce training and
16 education coordinating board.

17 (4) The committee shall convene a subcommittee that includes
18 members representing manufacturing, industry, labor, apprenticeships,
19 and other members with specialized expertise.

20 (5) The chair or cochairs of the committee and subcommittee must
21 be selected by the members of the committee.

22 (6) Staff support for the committee and the subcommittee must be
23 provided by the office of the superintendent of public instruction.

24 (7) The committee shall report its findings and recommendations
25 to the state board for community and technical colleges, the state
26 board of education, the student achievement council, and, in
27 accordance with RCW 43.01.036, the education committees and economic
28 development committees of the house of representatives and the senate
29 by July 1, 2022.

30 (8) This section expires September 1, 2022."

31 Correct the title.

EFFECT: (1) Removes the "subject to the availability of amounts appropriated for this specific purpose" clause for provisions establishing the work-integrated learning initiative.

(2) Authorizes the Office of the Superintendent of Public Instruction (rather than requiring it, subject to funding) to contract with a statewide nonprofit organization to establish a grant program to fund actions of schools participating in the work-integrated learning initiative.

(3) Removes specific interim and end-of-project reporting dates for schools participating in the work-integrated learning initiative.

(4) Increases the duties of the Work-Integrated Learning Advisory Committee proposed in the underlying bill by requiring it to review the instructional programs of projects funded through the Career Connect Washington Program with grant moneys from the federal Workforce Innovation and Opportunity Act that are related to work-integrated learning.

(5) Establishes specific requirements for the review of instructional programs by the Work-Integrated Learning Advisory Committee.

(6) Removes proposed provisions requiring an analysis of specified data by the Center for the Improvement of Student Learning and the Washington State Institute for Public Policy.

(7) Directs the Work-Integrated Learning Advisory Committee to, as appropriate, work collaboratively with the Expanded Learning Opportunities Advisory Council as provided in ESHB 2802 (concerning expanded learning opportunities).

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