

HOUSE BILL REPORT

ESHB 1600

As Amended by the Senate

Title: An act relating to increasing the career and college readiness of public school students.

Brief Description: Increasing the career and college readiness of public school students.

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Santos, Pettigrew, Harris, Young, Stonier, Pike, Appleton, Johnson, Fey, Bergquist, Hudgins, Kraft, Slatter and Tarleton).

Brief History:

Committee Activity:

Education: 2/6/17, 2/16/17 [DP];

Appropriations: 2/23/17, 2/24/17 [DPS].

Floor Activity:

Passed House: 3/1/17, 94-4.

Senate Amended.

Passed Senate: 4/7/17, 49-0.

Brief Summary of Engrossed Substitute Bill

- Establishes the work-integrated learning demonstration pilot project to promote work-integrated learning experiences for students through the completion of demonstration programs at selected high schools.
- Requires the Office of the Superintendent of Public Instruction (OSPI) and a newly created Work-Integrated Learning Advisory Committee to select three or four high schools to develop work-integrated learning project programs.
- Establishes duties and reporting requirements for high schools selected to participate in the pilot project.
- Directs the Workforce Training and Education Coordinating Board (Workforce Board) to convene a Work-Integrated Learning Advisory Committee (Advisory Committee).
- Establishes membership provisions and duties for the Advisory Committee.
- Directs the OSPI and the Workforce Board to review and analyze data and reports created by high schools selected to participate in the pilot project.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 18 members: Representatives Santos, Chair; Dolan, Vice Chair; Stonier, Vice Chair; Harris, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Bergquist, Caldier, Hargrove, Johnson, Kilduff, Lovick, McCaslin, Ortiz-Self, Senn, Slatter, Springer, Steele and Volz.

Staff: Ethan Moreno (786-7386).

HOUSE COMMITTEE ON APPROPRIATIONS

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 32 members: Representatives Ormsby, Chair; Robinson, Vice Chair; Chandler, Ranking Minority Member; MacEwen, Assistant Ranking Minority Member; Stokesbary, Assistant Ranking Minority Member; Bergquist, Buys, Caldier, Cody, Fitzgibbon, Haler, Hansen, Harris, Hudgins, Jinkins, Kagi, Lytton, Manweller, Nealey, Pettigrew, Pollet, Sawyer, Schmick, Senn, Springer, Stanford, Sullivan, Taylor, Tharinger, Vick, Volz and Wilcox.

Staff: Jessica Harrell (786-7349).

Background:

Office of the Superintendent of Public Instruction.

In addition to its constitutional charge of supervising all matters pertaining to public schools, the Superintendent of Public Instruction (SPI) and its office has numerous and broad responsibilities prescribed in statute, including:

- making rules and regulations necessary for the administration of public education requirements;
- preparing courses of study and other materials and books for the discharge of education duties; and
- fulfilling financial responsibilities, including distributing legislatively allocated funds to districts for the operation of the public school system, and awarding numerous state and federally funded grants.

Workforce Training and Education Coordinating Board.

The Workforce Training and Education Coordinating Board (Workforce Board) provides planning, coordination, evaluation, monitoring, and policy analysis for the state training system as a whole, and advice to the Governor and Legislature concerning the state training system, in cooperation with the state training system and the Washington Student Achievement Council.

Career and Technical Education.

As defined in statute, "career and technical education," or CTE, is a planned program of courses and learning experiences that begins with exploration of career options and supports basic academic and life skills. State law specifies that CTE enables the achievement of high

academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education.

High School and Beyond Plans.

One of the state graduation requirements is the completion of a High School and Beyond Plan (HSBP). Rules adopted by the State Board of Education (SBE) provide that each student must have a HSBP for their high school experience, including what they expect to do the year following graduation. The content of the plan and whether a student's plan meets the requirement is determined at the district level.

Summary of Engrossed Substitute Bill:

Work-Integrated Learning Demonstration Pilot Project.

To the extent funds are appropriated for this purpose, the work-integrated learning demonstration pilot project (pilot project) is established. The purpose of the pilot project is to promote work-integrated learning experiences for students by providing:

- an opportunity for students to engage in work-based academic programs, such as internships, externships, and apprenticeships, with public and private sector employers; and
- a framework for the development and replication of successful work-integrated learning programs throughout the state.

Demonstration programs established through the pilot project must:

- provide academic curricula in a work-integrated and career-contextualized manner, and include an external mentor for each student in the program;
- be developed by the participating school district or school in collaboration with students and parents or guardians, local employers, community members, and the Office of the Superintendent of Public Instruction (OSPI);
- reflect local circumstances, including local industries, employers, and labor markets;
- comply with the 24-credit graduation requirements established by the SBE; and
- be integrated into the HSPB policies and practices of the districts in which the selected schools are located.

The OSPI and a newly created Work-Integrated Learning Advisory Committee (Advisory Committee) must develop an application process for high schools and jointly select three or four schools to develop work-integrated learning project programs. Of the selected schools, at least one must be from a county located in eastern Washington, at least one must be from a county located in western Washington that has fewer than 600,000 residents, and at least one must be from a county with more than 1.5 million residents.

The schools selected to develop and implement programs must, after the conclusion of their programs, agree to serve as resources and examples to other schools of how to provide work-integrated learning through internship, externship, and apprenticeship programs through the provision of technical and other assistance.

By August 1, 2019, and August 1, 2020, the participating schools must submit to the OSPI, the Workforce Board, and the Advisory Committee, an interim and end-of-project report, respectively, that includes numeric and other data summarizing the effects of their work-

integrated learning project programs on high school graduation rates, state test scores, and community partnerships, including partnerships with local employers and industries.

Work-Integrated Learning Advisory Committee.

To the extent funds are appropriated for this purpose the Workforce Board must convene the Advisory Committee to provide advice to the Legislature and the education and workforce sectors on creating opportunities for students to: explore and understand a wide range of career-related opportunities through applied learning; engage with industry mentors; and plan for career and college success. Staff support for the Advisory Committee must be provided by the Workforce Board.

The Advisory Committee is charged with:

- advising the SPI and the Workforce Board on the development and implementation of work-integrated instructional programs;
- reviewing the instructional programs of the school selected to participate in the pilot project;
- analyzing barriers to statewide adoption of work-integrated and career-related learning opportunities and instructional programs;
- recommending policies to implement work-integrated and career-related strategies that increase college and career readiness of students statewide; and
- consulting 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.

The Advisory Committee must, at a minimum, be composed of the following members:

- one member from each of the two largest caucuses of the House of Representatives and the Senate;
- the SPI or the Superintendent's designee;
- one educator representing the kindergarten through grade 12 (K-12) CTE sector, appointed by the SPI;
- one school counselor appointed by the SPI;
- one educator representing the community and technical colleges;
- one member of the Governor's office specializing in CTE and workforce needs;
- one member of the Workforce Board;
- one or more members from employers representing manufacturing and industry, as determined by the Advisory Committee; and
- other members with specialized expertise, as determined by the Advisory Committee.

The chair or cochairs of the Advisory Committee must be selected by the members of the Advisory Committee.

The Advisory Committee must report its findings and recommendations to the SPI, the State Board for Community and Technical Colleges, the SBE, and the education committees and economic development committees of the House of Representatives and the Senate by July 1, 2021.

Review and Analysis Duties.

To the extent funds are appropriated for this purpose, the Workforce Board and the OSPI must jointly review and analyze the reports and data submitted by schools selected to participate in the pilot project to evaluate their work-integrated learning project programs.

The evaluation must determine:

- the impact on in-school progress, high school graduation rates, and other indicators of career and college readiness, both overall and in reducing opportunity gaps;
- best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, apprenticeships, and mentorships; and
- best practices for linking the HSBP with work-integrated and career-related learning opportunities, and increasing college readiness.

The evaluation must be completed with sufficient time for the Advisory Committee to review the results and incorporate any provisions into its findings and recommendations.

All provisions are null and void unless funded in the omnibus appropriations act.

EFFECT OF SENATE AMENDMENT(S):

The Senate amendment makes the following changes to the underlying bill:

- removes the proposed work-integrated learning demonstration pilot project, including provisions obligating the Workforce Training and Education Coordinating Board (Workforce Board) and the Office of the Superintendent of Public Instruction (OSPI) to jointly review and analyze reports and data from participating schools;
- adds numerous duties to the proposed Work-Integrated Learning Advisory Committee (Advisory Committee), including:
 - reviewing and evaluating existing opportunities for students to engage in work-based academic programs with public and private sector employers, such as internships, externships, and apprenticeships;
 - reviewing and evaluating existing opportunities for students to participate in school district or school programs developed in collaboration with students and parents or guardians, local employers, community members, apprenticeship programs, and the OSPI that reflect local circumstances;
 - reviewing and evaluating existing instructional programs of schools that implement work-integrated learning, including the curricula used in work-integrated and career-contextualized experiences, the use of external mentors for students in work-integrated programs; and numeric and other data summarizing the impacts the work-integrated learning programs;
 - creating a framework for the development and replication of successful work-integrated learning programs throughout the state;
 - recommending best practices for partnering with industry and the local communities to create opportunities for applied learning through internships, externships, apprenticeships, and mentorships;
 - recommending best practices for linking high school and beyond plans with work-integrated and career-related learning opportunities, and increasing college readiness; and
- requires schools and school districts to provide data and information as requested by the Workforce Board and the OSPI to the Advisory Committee.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed. However, the bill is null and void unless funded in the budget.

Staff Summary of Public Testimony (Education):

(In support) The Legislature recognizes the value of work-integrated learning opportunities and demonstration projects. Research indicates that meaningful work-based applied learning opportunities need to be fully integrated with academic learning, and that external mentors are also very important. This bill recognizes that no region of the state is the same as the next—it provides the opportunity for up to four demonstration projects, to learn from them, and to create a statewide framework and foundation for making similar opportunities available to students. This bill blends the ideas of previously heard bills and advances best practices.

The bill supports coordination between K-12, higher education institutions, government agencies, private industry, and community partners to provide work-integrated learning for our students. This bill will help provide student-directed world of work exploration and will inform and prepare students to be successful citizens of our state.

Businesses are struggling to have a trained and skilled workforce pipeline. It is important that students have a practical hands-on aspect to the curriculum they are being taught.

This bill advances the "career" part of college and career readiness. The HSBP aspects of the bill as they related to integrated learning are a welcomed addition. If amenable to the idea, sections 2 and 3 of the bill could be amended to provide a role for the SBE, as doing so would be consistent with ongoing career-readiness work of the SBE.

The OSPI looks forward to implementing the bill, especially the required data collections and in-depth analyses. Currently, CTE worksite learning models exist and have been working at the high school level for many years.

(Opposed) None.

Staff Summary of Public Testimony (Appropriations):

(In support) None.

(Opposed) None.

Persons Testifying (Education): Representative Santos, prime sponsor; Jene Jones, Washington Association of Career and Technical Education; Amy Anderson, Association of Washington Business; George Azsklar, Office of the Superintendent of Public Instruction; and Ben Rarick, State Board of Education.

Persons Testifying (Appropriations): None.

Persons Signed In To Testify But Not Testifying (Education): None.

Persons Signed In To Testify But Not Testifying (Appropriations): None.