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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1600

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State of Washington

65th Legislature

2018 Regular Session

By House Education (originally sponsored by Representatives Santos, Pettigrew, Harris, Young, Stonier, Pike, Appleton, Johnson, Fey, Bergquist, Hudgins, Kraft, Slatter, and Tarleton)

READ FIRST TIME 01/22/18.

1 AN ACT Relating to increasing the career and college readiness of  
2 public school students; adding a new section to chapter 28A.630 RCW;  
3 adding new sections to chapter 28A.300 RCW; and providing an  
4 expiration date.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

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

8 (1) The work-integrated learning initiative is established. The  
9 purpose of the initiative is to promote work-integrated learning  
10 experiences for students by providing:

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

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

16 (2) Local applicant schools receiving funding through  
17 participation in the initiative must:

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

1 (b) Demonstrate collaboration with and input from students,  
2 parents or guardians, local employers, community members, a workforce  
3 development council, and a labor organization. Evidence of local  
4 collaborations may include but are not limited to partnerships with a  
5 dropout reengagement organization, an apprenticeship sponsor, a  
6 community and technical college, a STEM network, or a homeless youth  
7 service organization;

8 (c) Reflect local circumstances, including local industries,  
9 employers, and labor markets;

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

12 (e) Align the high school and beyond plans of participating  
13 students to reflect opportunities that may be available through the  
14 initiative.

15 (3)(a) Local applicant schools selected to participate in the  
16 work-integrated learning initiative must, in accordance with this  
17 section and section 3 of this act, submit to the work-integrated  
18 learning advisory committee created in section 3 of this act an  
19 interim and an end-of-project report that includes numeric and other  
20 data summarizing the effects of their work-integrated learning  
21 project programs on high school graduation rates, state test scores,  
22 and community partnerships, including partnerships with local  
23 employers and industries.

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

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

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

36 (1)(a) The office of the superintendent of public instruction may  
37 contract with a statewide nonprofit organization with expertise in  
38 promoting and supporting work-integrated learning from early learning  
39 through postsecondary education to establish a matching grant program

1 to fund projects implemented by local applicant schools identified in  
2 section 1 of this act.

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

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

7 (ii) Accountability for increasing registered youth  
8 apprenticeships, internships, mentors, career planning, and other  
9 work-integrated learning experiences;

10 (iii) Regional coordinators or liaisons to facilitate links  
11 between schools, higher education institutions, business, labor, and  
12 the community in developing internships and other work-integrated  
13 learning experiences; and

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

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

22 (b) By November 15, 2020, and yearly thereafter, the office of  
23 the superintendent of public instruction must provide an evaluation  
24 to the governor and the education and economic development committees  
25 of the house of representatives and the senate.

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

28 (1) The superintendent of public instruction, in consultation  
29 with the employment security department and the workforce training  
30 and education coordinating board, shall convene a work-integrated  
31 learning advisory committee to provide advice to the legislature and  
32 the education and workforce sectors on creating opportunities for  
33 students to: Explore and understand a wide range of career-related  
34 opportunities through applied learning; engage with industry mentors;  
35 and plan for career and college success.

36 (2) The committee shall:

37 (a) Assist the office of the superintendent of public instruction  
38 in the development of an application process and the selection of

1 local applicant schools to participate in the initiative established  
2 in section 1 of this act;

3 (b) Advise the superintendent of public instruction on the  
4 development and implementation of work-integrated learning  
5 instructional programs;

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

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

20 (ii) Best practices for partnering with industry and the local  
21 community to create opportunities for applied learning through  
22 internships, externships, registered youth apprenticeships, and  
23 mentorships; and

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

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

29 (e) Recommend policies to implement work-integrated and career-  
30 related strategies that increase college and career readiness of  
31 students statewide. Policies recommended under this subsection (2)(e)  
32 may include, but are not limited to: (i) Policies related to aligning  
33 career and technical education programs with statewide and local  
34 industry projections and career cluster needs evidenced through  
35 economic development data and appropriate longitudinal data; and (ii)  
36 the completion of remedial courses required by colleges and  
37 universities;

38 (f) Consult with individuals from the public and private sectors  
39 with expertise in career and technical education and work-integrated

1 training, including representatives of labor unions, professional  
2 technical organizations, and business and industry; and

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

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

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

10 (b) One member from each of the two largest caucuses of the house  
11 of representatives, appointed by the speaker of the house of  
12 representatives;

13 (c) The superintendent of public instruction or the  
14 superintendent's designee;

15 (d) One educator representing the K-12 career and technical  
16 education sector, appointed by the superintendent of public  
17 instruction, as determined from recommendations of the association  
18 for career and technical education;

19 (e) One school counselor appointed by the superintendent of  
20 public instruction, as determined from recommendations of the school  
21 counselor association;

22 (f) One educator representing the community and technical  
23 colleges, appointed by the state board for community and technical  
24 colleges;

25 (g) One member of the governor's office specializing in career  
26 and technical education and workforce needs, appointed by the  
27 governor; and

28 (h) One member of the workforce training and education  
29 coordinating board, designated by the workforce training and  
30 education coordinating board.

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

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

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

38 (7) The committee shall report its findings and recommendations  
39 to the state board for community and technical colleges, the state  
40 board of education, the student achievement council, and, in

1 accordance with RCW 43.01.036, the education committees and economic  
2 development committees of the house of representatives and the senate  
3 by July 1, 2022.

4 (8) This section expires September 1, 2022.

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