

**E2SSB 5327** - H COMM AMD

By Committee on College & Workforce Development

**NOT CONSIDERED 12/23/2019**

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

3 "NEW SECTION. **Sec. 1.** (1) The legislature recognizes that in  
4 Washington's fast-growing economy local employers need access to a  
5 pool of diverse, skilled talent, but too few people are prepared for  
6 the career opportunities available. Across the state, there are  
7 persistent opportunity gaps in education and employment. Even in  
8 today's thriving economy, the path to economic self-sufficiency and  
9 fulfillment is difficult for many people.

10 (2) The legislature intends to scale up high-quality career  
11 connected learning opportunities that address persistent educational  
12 opportunity gaps and meet the talent needs of employers. Through  
13 career connected learning opportunities that are available across  
14 communities and regions, individuals can advance their academic  
15 learning and build awareness of, exposure to, and preparation for,  
16 career opportunities.

17 (3) In order to create a statewide, sustainable career connected  
18 learning system, three areas must be addressed:

19 (a) Statewide system development through cross-sector  
20 coordination;

21 (b) Directing resources to K-12 and higher education partners to  
22 support enrollment in career launch and registered apprenticeship  
23 programs and other career connected learning opportunities; and

24 (c) Support for regional leadership and coordination to  
25 facilitate connections between industry and education, implement  
26 career connected learning programs, and help young adults and  
27 employers to navigate these opportunities.

28 NEW SECTION. **Sec. 2.** (1) A career connected learning cross-  
29 agency work group is established to scale up and expand high-quality  
30 career connected learning opportunities, as "career connected

1 learning" is defined in section 6 of this act, in communities across  
2 the state.

3 (2) The purpose of the work group is to coordinate agency  
4 functions and external partnerships and carry out the duties and  
5 responsibilities set forth in section 3 of this act.

6 (3) The governor shall select the chair of the work group.

7 (4) The governor's office may consult or contract with entities  
8 with expertise in industry and education partnerships to provide  
9 staffing support and guidance on industry talent needs. The  
10 governor's office may convene additional ad hoc committees that  
11 include industry sector advisory groups and leaders including, but  
12 not limited to, high-level representatives from education, industry,  
13 philanthropy, as well as students, parents, and community partners.

14 (5) The work group must consist of, but is not limited to,  
15 representatives from the following offices and agencies:

16 (a) The department of labor and industries in consultation with  
17 the regulatory apprenticeship council under RCW 49.04.010;

18 (b) The department of social and health services, including the  
19 division of vocational rehabilitation;

20 (c) The department of children, youth, and families;

21 (d) The education research and data center at the office of  
22 financial management;

23 (e) The employment security department;

24 (f) The office of the superintendent of public instruction;

25 (g) The state board of education;

26 (h) The state board for community and technical colleges;

27 (i) The student achievement council;

28 (j) The workforce training and education coordinating board;

29 (k) One representative of the public baccalaureate institutions;

30 (l) One representative of the independent four-year institutions  
31 of higher education;

32 (m) The office of the lieutenant governor;

33 (n) One representative from an organization representing the  
34 trades involved in the construction industry;

35 (o) One representative from a business involved in the  
36 construction industry; and

37 (p) The office of the governor.

38 (6) The office of the governor may establish subcommittees of the  
39 work group to plan and execute the duties and responsibilities under  
40 section 3 of this act.

1 (7) The work group shall:

2 (a) Meet at least six times during the calendar year; and

3 (b) Report progress to the governor and appropriate committees of  
4 the legislature by September 1st annually.

5 NEW SECTION. **Sec. 3.** The career connected learning cross-agency  
6 work group established in section 2 of this act shall have the duties  
7 and responsibilities described in this section. Subject to the  
8 availability of amounts appropriated for this specific purpose, the  
9 work group may:

10 (1) Advance and promote the career connect Washington vision to  
11 create a statewide system for career connected learning and the need  
12 for joint action as follows:

13 (a) Create, and periodically update, clear guidance for endorsing  
14 career launch programs to guide quality assurance for the purpose of  
15 expanding enrollments by August 1, 2019. Registered apprenticeships  
16 as approved by the Washington apprenticeship and training council at  
17 the department of labor and industries are considered endorsed career  
18 launch programs;

19 (b) Prioritize activities including coordinating cross-agency and  
20 industry sector leadership to advance strategic priorities;

21 (c) Implement a marketing and communications agenda;

22 (d) Mobilize private sector and philanthropic leadership and  
23 resources to support system building;

24 (e) Build systemic functions in key agencies and existing  
25 systems;

26 (f) Create a statewide inventory that identifies existing support  
27 programs to promote equitable participation in career connected  
28 learning, including resources for populations to reengage with  
29 educational opportunities;

30 (g) Develop web sites and other resources, and coordinate current  
31 resources managed by the workforce training and education  
32 coordinating board, the student achievement council, and the  
33 employment security department, to inform students, employers, and  
34 the public about career connected learning opportunities;

35 (h) Develop financial and other support services to increase  
36 access and success in career connected learning for students facing  
37 barriers or living in underserved communities;

38 (i) Address transfer and articulation issues to ensure career  
39 launch program participants receive high school and college credit in

1 programs initiated in K-12 or dropout reengagement programs, or  
2 college credit in postsecondary programs and registered  
3 apprenticeships, and work to expand the portability of credits to the  
4 maximum extent possible;

5 (j) With respect to the portability of credit for the purposes of  
6 postsecondary degree attainment, coordinate when appropriate with the  
7 complete Washington program;

8 (k) Establish clear targets for equity to guide state data  
9 development and action by regional partners related to program design  
10 and expansion, including specific equity-focused criteria within  
11 grant funding processes and strategies; and

12 (l) Develop data systems and protocols for career connected  
13 learning planning and evaluation purposes;

14 (2) By September 1, 2019, and by each September 1st thereafter,  
15 make budget recommendations to the office of financial management, to  
16 direct resources to education programs for career connected learning  
17 as follows:

18 (a) Support the K-12 system and the office of the superintendent  
19 of public instruction to increase student participation in career  
20 connected learning programs that include career awareness and  
21 exploration, career preparation, and career launch;

22 (b) Support expansion of innovative program design in registered  
23 apprenticeships, year-round and summer programs, and equitable access  
24 to dual credit;

25 (c) Support two-year and four-year institutions of higher  
26 education to expand career connected learning enrollments, and  
27 specifically:

28 (i) Build capacity at community and technical colleges to support  
29 innovative design in career launch and registered apprenticeship  
30 programs, as well as program participation by high school graduates  
31 or out-of-school youth;

32 (ii) Align the use of work-study to support career launch and  
33 registered apprenticeship programs; and

34 (iii) Clarify financial aid eligibility and exclusions from  
35 financial aid caps for career launch and registered apprenticeship  
36 programs;

37 (d) Promote innovation in equivalency and credentialing within  
38 endorsed career launch and registered apprenticeship programs  
39 including, but not limited to, offering guidance and technical  
40 assistance to school districts and local education agencies to ensure

1 students take advantage of flexibility in the twenty-four-credit  
2 diploma and earn high school credit for career launch and registered  
3 apprenticeship programs;

4 (e) Expand the number of portable credits and credit for prior  
5 learning to ensure that career launch programs transfer for high  
6 school or college credit to the maximum extent possible; and

7 (f) Support the registered apprenticeship system and the  
8 department of labor and industries to build capacity to expand  
9 registered apprenticeship and preapprenticeship programs;

10 (3) Support regional leadership, program intermediaries, and  
11 career connected learning navigation and coordination to expand  
12 participation in career connected learning opportunities and the  
13 implementation of the career connected learning grant program  
14 established in section 5 of this act;

15 (4) Support the formation and operation of regional networks in  
16 both rural and urban areas to guide career connected learning  
17 opportunities that are both tailored to the local needs of students  
18 and employers, and designed for portable credentials across education  
19 settings and across an industry;

20 (5) Develop a data enclave for career connected learning to  
21 measure progress and ensure equity of opportunity for career  
22 connected learning, led by the education research and data center at  
23 the office of financial management, as follows:

24 (a) Develop program codes for career connected learning  
25 opportunities in K-12 and postsecondary education in order to track  
26 those programs that are designated as career connected learning  
27 programs for each of the three categories set forth in the definition  
28 of "career connected learning" in section 6 of this act; and

29 (b) Collect and disaggregate program participation and outcomes  
30 data by race, gender, income, rurality, ability, foster youth,  
31 homeless youth, English language learner, and other relevant  
32 categories.

33 NEW SECTION. **Sec. 4.** The educational service districts  
34 established in chapter 28A.310 RCW shall each employ one full-time  
35 equivalent employee to support the expansion of career connected  
36 learning opportunities.

37 NEW SECTION. **Sec. 5.** (1) Subject to the availability of amounts  
38 appropriated for this specific purpose, the career connected learning

1 grant program is established as a competitive grant program to  
2 advance the strategic plan in section 3 of this act. The program  
3 shall be administered by the employment security department. The  
4 governor's office shall work with the employment security department  
5 to establish grant criteria and guide the process for selection with  
6 consultation from the career connected learning cross-agency work  
7 group.

8 (2) The purpose of the career connected learning grant program is  
9 to create career connected learning opportunities, including career  
10 awareness and exploration, career preparation, and career launch  
11 programs, that are both tailored to the local needs of students and  
12 employers and designed so that students may receive high school or  
13 college credit across industries and regions of the state to the  
14 maximum extent possible. The program funds shall be used for two  
15 overarching purposes:

16 (a) Support regional career connected learning networks in both  
17 rural and urban areas under subsection (3) of this section; and

18 (b) Support career connected learning program intermediaries  
19 working within and across regions who partner with multiple  
20 employers, labor partners, and educational institutions, work with  
21 K-12 and postsecondary career representatives to develop curricula  
22 for new and innovative programs, and scale existing career awareness  
23 and exploration, career preparation, and endorsed career launch  
24 programs.

25 (3) The program administrator shall consult with the governor's  
26 office to develop a formal request for proposal for both the regional  
27 career connected learning networks and the program intermediaries.

28 (4) (a) Proposals for regional career connected learning networks  
29 and intermediaries may be sought from applicants within the  
30 geographic areas of the nine educational service districts.  
31 Successful applicants shall convene and manage regional, cross-  
32 industry networks that will lead to the expansion of career connected  
33 learning opportunities.

34 (b) Regional career connected learning network applicants must  
35 demonstrate regional knowledge and status as a trusted partner of  
36 industry and education stakeholders, a track record of success with  
37 career connected learning and aligned initiatives, and a commitment  
38 to equity. Regional networks may include, but are not limited to,  
39 regional education networks, school districts, educational service  
40 districts, higher education institutions, workforce development

1 councils, chambers of commerce, industry associations, joint labor  
2 management councils, multiemployer training partnerships, economic  
3 development councils, and nonprofit organizations.

4 (5) (a) Funds provided to program intermediaries are for the  
5 purpose of creating career connected learning programs through a  
6 competitive grant process.

7 (b) Program intermediaries shall work with regional networks,  
8 career connected learning coordinators, and industry and education  
9 partners to expand the use of current curricula or further develop or  
10 build new curricula for career connected learning programs. Curricula  
11 built with public funds for career connected learning programs is  
12 open source curricula.

13 (c) Eligible program intermediary applicants may include, but are  
14 not limited to, new or existing industry associations, joint labor  
15 management councils, regional networks, postsecondary education and  
16 training institutions working with multiple employer partners, state  
17 agencies, and other community-based organizations and expanded  
18 learning partners.

19 (6) Subject to the availability of amounts appropriated for this  
20 specific purpose, the employment security department, as the  
21 administrator of the program, has the authority to utilize funds  
22 deposited in the career connected learning account for the purposes  
23 of the program.

24 NEW SECTION. **Sec. 6.** The definitions in this section apply  
25 throughout this chapter unless the context clearly requires  
26 otherwise.

27 (1) "Career awareness and exploration" means programs,  
28 activities, and events that provide early exposure to jobs and  
29 industries. "Career awareness and exploration" are structured  
30 programs that include job fairs, guest speakers, job shadows, job  
31 site tours, and other similar activities.

32 (2) "Career connected learning" means a learning experience that  
33 is integrated with work-related content and skills in the following  
34 three categories: (a) Career awareness and exploration; (b) career  
35 preparation; and (c) career launch.

36 (3) (a) "Career launch programs" means registered apprenticeships  
37 and programs that combine the following three elements:

38 (i) Supervised paid work experience;

1 (ii) Aligned classroom learning to academic and employer  
2 standards; and

3 (iii) Culmination in a valuable credential beyond a high school  
4 diploma or forty-five college credits towards a two-year or four-year  
5 postsecondary credential.

6 (b) "Career launch programs" include the elements in (a) of this  
7 subsection and may be achieved through, but are not limited to one or  
8 more of the following:

9 (i) A state approved career and technical education sequence of  
10 courses or program of study that include requirements in alignment  
11 with RCW 28A.700.030;

12 (ii) A qualifying degree or credential earned through a community  
13 or technical college or university.

14 (c) "Career launch programs" may be initiated in a secondary  
15 education system and completed in a postsecondary education system,  
16 or first year of paid employment, as long as all parties jointly plan  
17 the program.

18 (d) "Career launch programs" must be endorsed through the process  
19 under section 3(1)(a) of this act.

20 (e) "Career launch programs" must include programs that would  
21 prepare a person for a career in the trades involved in the  
22 construction industry.

23 (4) "Career preparation programs" means programs that give  
24 students hands-on skills and knowledge experience within a particular  
25 business, career track, or industry, and help prepare students to  
26 work in a professional setting. "Career preparation programs" include  
27 career and technical education courses, on-site internships,  
28 preapprenticeship programs, and other similar opportunities.

29 (5) "Complete Washington program" means the program established  
30 in the 2018 omnibus appropriations act, section 117, chapter 299,  
31 Laws of 2018, for the purpose of connecting prior learning with  
32 postsecondary degree completion.

33 (6) "Work group" means the career connected learning cross-agency  
34 work group established in section 2 of this act.

35 NEW SECTION. **Sec. 7.** Where applicable, career awareness and  
36 exploration, career connected learning, career launch programs, and  
37 career preparation programs are subject to RCW 49.12.121 and  
38 49.12.123 regarding employing minors.



1        NEW SECTION.    **Sec. 8.**    The career connected learning account is  
2 created in the state treasury. All receipts from public or private  
3 sources provided for the purpose of funding grants under section 5 of  
4 this act must be deposited into the account. Moneys in the account  
5 may be spent only after appropriation. Expenditures from the account  
6 may be used only for career connected learning grants.

7        NEW SECTION.    **Sec. 9.**    A new section is added to chapter 28B.10  
8 RCW to read as follows:

9        (1) Subject to the availability of amounts appropriated for this  
10 specific purpose, the state board for community and technical  
11 colleges, the state universities, the regional universities, and the  
12 state college shall employ career connected learning coordinators.  
13 Career connected learning coordinators shall coordinate with the  
14 regional career connected learning networks and program  
15 intermediaries under section 5 of this act to expand career connected  
16 learning preparation and career launch programs offered at community  
17 and technical colleges, and to facilitate transfer of career launch  
18 program credits.

19        (2) Career connected learning coordinators shall:

20        (a) Engage faculty and other relevant institution leadership and  
21 staff for the purpose of working with regional networks and program  
22 intermediaries to create new career preparation and career launch  
23 program curricula and opportunities, scaling current programs, and  
24 facilitating the endorsement of career launch programs; and

25        (b) Work with appropriate faculty and staff at the state  
26 universities, the regional universities, and the state college, and  
27 K-12 education representatives, to expand the number of career launch  
28 program credits that may be articulated and transferred to  
29 postsecondary degree programs.

30        NEW SECTION.    **Sec. 10.**    A new section is added to chapter 28A.700  
31 RCW to read as follows:

32        (1) Beginning in the 2019-20 school year, to allow students to  
33 engage in learning outside of the school day or in a summer program,  
34 school districts shall be funded up to one and two-tenths full-time  
35 equivalents for career launch programs, as defined in section 6 of  
36 this act. The requirement to provide funding up to one and two-tenths  
37 full-time equivalents for career launch programs is subject to the  
38 availability of amounts appropriated for this specific purpose.

1 (2) The office of the superintendent of public instruction shall  
2 develop procedures to ensure that school districts do not report any  
3 student for more than one and two-tenths full-time equivalent  
4 students, combining both the student's high school enrollment and  
5 career launch enrollment.

6 **Sec. 11.** RCW 28C.18.060 and 2017 c 39 s 4 are each amended to  
7 read as follows:

8 The board, in cooperation with the operating agencies of the  
9 state training system and private career schools and colleges, shall:

10 (1) Concentrate its major efforts on planning, coordination  
11 evaluation, policy analysis, and recommending improvements to the  
12 state's training system;

13 (2) Advocate for the state training system and for meeting the  
14 needs of employers and the workforce for workforce education and  
15 training;

16 (3) Establish and maintain an inventory of the programs of the  
17 state training system, and related state programs, and perform a  
18 biennial assessment of the vocational education, training, and adult  
19 basic education and literacy needs of the state; identify ongoing and  
20 strategic education needs; and assess the extent to which employment,  
21 training, vocational and basic education, rehabilitation services,  
22 and public assistance services represent a consistent, integrated  
23 approach to meet such needs;

24 (4) Develop and maintain a state comprehensive plan for workforce  
25 training and education, including but not limited to, goals,  
26 objectives, and priorities for the state training system, and review  
27 the state training system for consistency with the state  
28 comprehensive plan. In developing the state comprehensive plan for  
29 workforce training and education, the board shall use, but shall not  
30 be limited to: Economic, labor market, and populations trends reports  
31 in office of financial management forecasts; joint office of  
32 financial management and employment security department labor force,  
33 industry employment, and occupational forecasts; the results of  
34 scientifically based outcome, net-impact and cost-benefit  
35 evaluations; the needs of employers as evidenced in formal employer  
36 surveys and other employer input; and the needs of program  
37 participants and workers as evidenced in formal surveys and other  
38 input from program participants and the labor community;

1 (5) In consultation with the student achievement council, review  
2 and make recommendations to the office of financial management and  
3 the legislature on operating and capital facilities budget requests  
4 for operating agencies of the state training system for purposes of  
5 consistency with the state comprehensive plan for workforce training  
6 and education;

7 (6) Provide for coordination among the different operating  
8 agencies and components of the state training system at the state  
9 level and at the regional level;

10 (7) Develop a consistent and reliable database on vocational  
11 education enrollments, costs, program activities, and job placements  
12 from publicly funded vocational education programs in this state;

13 (8)(a) Establish standards for data collection and maintenance  
14 for the operating agencies of the state training system in a format  
15 that is accessible to use by the board. The board shall require a  
16 minimum of common core data to be collected by each operating agency  
17 of the state training system;

18 (b) Develop requirements for minimum common core data in  
19 consultation with the office of financial management and the  
20 operating agencies of the training system;

21 (9) Establish minimum standards for program evaluation for the  
22 operating agencies of the state training system, including, but not  
23 limited to, the use of common survey instruments and procedures for  
24 measuring perceptions of program participants and employers of  
25 program participants, and monitor such program evaluation;

26 (10) Every two years administer scientifically based outcome  
27 evaluations of the state training system, including, but not limited  
28 to, surveys of program participants, surveys of employers of program  
29 participants, and matches with employment security department payroll  
30 and wage files. Every five years administer scientifically based net-  
31 impact and cost-benefit evaluations of the state training system;

32 (11) In cooperation with the employment security department,  
33 provide for the improvement and maintenance of quality and utility in  
34 occupational information and forecasts for use in training system  
35 planning and evaluation. Improvements shall include, but not be  
36 limited to, development of state-based occupational change factors  
37 involving input by employers and employees, and delineation of skill  
38 and training requirements by education level associated with current  
39 and forecasted occupations;

1 (12) Provide for the development of common course description  
2 formats, common reporting requirements, and common definitions for  
3 operating agencies of the training system;

4 (13) Provide for effectiveness and efficiency reviews of the  
5 state training system;

6 (14) In cooperation with the student achievement council,  
7 facilitate transfer of credit policies and agreements between  
8 institutions of the state training system, and encourage articulation  
9 agreements for programs encompassing two years of secondary workforce  
10 education and two years of postsecondary workforce education;

11 (15) In cooperation with the student achievement council,  
12 facilitate transfer of credit policies and agreements between private  
13 training institutions and institutions of the state training system;

14 (16) Develop policy objectives for the workforce innovation and  
15 opportunity act, P.L. 113-128, or its successor; develop coordination  
16 criteria for activities under the act with related programs and  
17 services provided by state and local education and training agencies;  
18 and ensure that entrepreneurial training opportunities are available  
19 through programs of each local workforce development board in the  
20 state;

21 (17) Ensure that the expansion of K-12 and postsecondary  
22 opportunities for career connected learning, as defined in section 6  
23 of this act, is incorporated into the state plan adopted for the  
24 purposes of the Carl D. Perkins career and technical education  
25 improvement act, P.L. 109-270;

26 (18) Make recommendations to the commission of student  
27 assessment, the state board of education, and the superintendent of  
28 public instruction, concerning basic skill competencies and essential  
29 core competencies for K-12 education. Basic skills for this purpose  
30 shall be reading, writing, computation, speaking, and critical  
31 thinking, essential core competencies for this purpose shall be  
32 English, math, science/technology, history, geography, and critical  
33 thinking. The board shall monitor the development of and provide  
34 advice concerning secondary curriculum which integrates vocational  
35 and academic education;

36 ((18)) (19) Establish and administer programs for marketing and  
37 outreach to businesses and potential program participants;

38 ((19)) (20) Facilitate the location of support services,  
39 including but not limited to, child care, financial aid, career  
40 counseling, and job placement services, for students and trainees at

1 institutions in the state training system, and advocate for support  
2 services for trainees and students in the state training system;

3 ~~((20))~~ (21) Facilitate private sector assistance for the state  
4 training system, including but not limited to: Financial assistance,  
5 rotation of private and public personnel, and vocational counseling;

6 ~~((21))~~ (22) Facilitate the development of programs for school-  
7 to-work transition that combine classroom education and on-the-job  
8 training, including entrepreneurial education and training, in  
9 industries and occupations without a significant number of  
10 apprenticeship programs;

11 ~~((22))~~ (23) Include in the planning requirements for local  
12 workforce development boards a requirement that the local workforce  
13 development boards specify how entrepreneurial training is to be  
14 offered through the one-stop system required under the workforce  
15 innovation and opportunity act, P.L. 113-128, or its successor;

16 ~~((23))~~ (24) Encourage and assess progress for the equitable  
17 representation of racial and ethnic minorities, women, and people  
18 with disabilities among the students, teachers, and administrators of  
19 the state training system. Equitable, for this purpose, shall mean  
20 substantially proportional to their percentage of the state  
21 population in the geographic area served. This function of the board  
22 shall in no way lessen more stringent state or federal requirements  
23 for representation of racial and ethnic minorities, women, and people  
24 with disabilities;

25 ~~((24))~~ (25) Participate in the planning and policy development  
26 of governor set-aside grants under P.L. 97-300, as amended;

27 ~~((25))~~ (26) Administer veterans' programs, licensure of private  
28 vocational schools, the job skills program, and the Washington award  
29 for vocational excellence;

30 ~~((26))~~ (27) Allocate funding from the state job training trust  
31 fund;

32 ~~((27))~~ (28) Work with the director of commerce to ensure  
33 coordination among workforce training priorities and economic  
34 development and entrepreneurial development efforts, including but  
35 not limited to assistance to industry clusters;

36 ~~((28))~~ (29) Conduct research into workforce development  
37 programs designed to reduce the high unemployment rate among young  
38 people between approximately eighteen and twenty-four years of age.  
39 In consultation with the operating agencies, the board shall advise  
40 the governor and legislature on policies and programs to alleviate

1 the high unemployment rate among young people. The research shall  
2 include disaggregated demographic information and, to the extent  
3 possible, income data for adult youth. The research shall also  
4 include a comparison of the effectiveness of programs examined as a  
5 part of the research conducted in this subsection in relation to the  
6 public investment made in these programs in reducing unemployment of  
7 young adults. The board shall report to the appropriate committees of  
8 the legislature by November 15, 2008, and every two years thereafter.  
9 Where possible, the data reported to the legislative committees  
10 should be reported in numbers and in percentages;

11 ~~((29))~~ (30) Adopt rules as necessary to implement this chapter.

12 The board may delegate to the director any of the functions of  
13 this section.

14 NEW SECTION. **Sec. 12.** Sections 1 through 8 of this act  
15 constitute a new chapter in Title 28C RCW."

16 Correct the title.

EFFECT: (1) Adds to the cross-agency work group the Department of  
Children, Youth, and Families.

(2) Provides that the job of the employee hired by the  
Educational Service Districts is to "support the expansion" of career  
connected learning (CCL) opportunities, rather than to "convene and  
manage regional, cross-industry networks."

--- END ---