
SECOND SUBSTITUTE SENATE BILL 5327

State of Washington

66th Legislature

2019 Regular Session

By Senate Ways & Means (originally sponsored by Senators Wellman, Zeiger, Keiser, Palumbo, Hunt, Rivers, Hawkins, Warnick, Carlyle, Conway, Dhingra, Frockt, Kuderer, Saldaña, and Wagoner; by request of Office of the Governor)

READ FIRST TIME 03/01/19.

1 AN ACT Relating to expanding career connected learning
2 opportunities; amending RCW 28C.18.060; adding a new section to
3 chapter 28B.10 RCW; adding a new section to chapter 28A.700 RCW; and
4 adding a new chapter to Title 28C RCW.

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

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

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

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

1 (a) Statewide system development through cross-sector
2 coordination;

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

6 (c) Support for regional leadership and coordination to
7 facilitate connections between industry and education, implement
8 career connected learning programs, and help young adults and
9 employers to navigate these opportunities.

10 NEW SECTION. **Sec. 2.** (1) A career connected learning cross-
11 agency work group is established to scale up and expand high-quality
12 career connected learning opportunities, as "career connected
13 learning" is defined in section 6 of this act, in communities across
14 the state.

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

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

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

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

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

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

32 (c) The education research and data center at the office of
33 financial management;

34 (d) The employment security department;

35 (e) The office of the superintendent of public instruction;

36 (f) The state board of education;

37 (g) The state board for community and technical colleges;

38 (h) The student achievement council;

39 (i) The workforce training and education coordinating board;

- 1 (j) One representative of the public baccalaureate institutions;
- 2 (k) One representative of the independent four-year institutions
- 3 of higher education;
- 4 (l) The office of the lieutenant governor; and
- 5 (m) The office of the governor.

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

9 (7) The work group shall:

- 10 (a) Meet at least six times during the calendar year; and
- 11 (b) Report progress to the governor and appropriate committees of
- 12 the legislature by September 1st annually.

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

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

21 (a) Create, and periodically update, clear guidance for endorsing
22 career launch programs to guide quality assurance for the purpose of
23 expanding enrollments by August 1, 2019. Registered apprenticeships
24 as approved by the Washington apprenticeship and training council at
25 the department of labor and industries are considered endorsed career
26 launch programs;

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

29 (c) Implement a marketing and communications agenda;

30 (d) Mobilize private sector and philanthropic leadership and
31 resources to support system building;

32 (e) Build systemic functions in key agencies and existing
33 systems;

34 (f) Create a statewide inventory that identifies existing
35 support programs to promote equitable participation in career
36 connected learning, including resources for populations to reengage
37 with educational opportunities;

38 (g) Develop web sites and other resources, and coordinate current
39 resources managed by the workforce training and education

1 coordinating board, the student achievement council, and the
2 employment security department, to inform students, employers, and
3 the public about career connected learning opportunities;

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

7 (i) Address transfer and articulation issues to ensure career
8 launch program participants receive high school and college credit in
9 programs initiated in K-12 or dropout reengagement programs, or
10 college credit in postsecondary programs and registered
11 apprenticeships, and work to expand the portability of credits to the
12 maximum extent possible;

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

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

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

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

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

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

33 (c) Support two-year and four-year institutions of higher
34 education to expand career connected learning enrollments, and
35 specifically:

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

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

3 (iii) Clarify financial aid eligibility and exclusions from
4 financial aid caps for career launch and registered apprenticeship
5 programs;

6 (d) Promote innovation in equivalency and credentialing within
7 endorsed career launch and registered apprenticeship programs
8 including, but not limited to, offering guidance and technical
9 assistance to school districts and local education agencies to ensure
10 students take advantage of flexibility in the twenty-four-credit
11 diploma and earn high school credit for career launch and registered
12 apprenticeship programs;

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

16 (f) Support the registered apprenticeship system and the
17 department of labor and industries to build capacity to expand
18 registered apprenticeship and preapprenticeship programs;

19 (3) Support regional leadership, program intermediaries, and
20 career connected learning navigation and coordination to expand
21 participation in career connected learning opportunities and the
22 implementation of the career connected learning grant program
23 established in section 5 of this act;

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

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

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

38 (b) Collect and disaggregate program participation and outcomes
39 data by race, gender, income, rurality, ability, foster youth,

1 homeless youth, English language learner, and other relevant
2 categories.

3 NEW SECTION. **Sec. 4.** The educational service districts
4 established in chapter 28A.310 RCW shall each employ one full-time
5 equivalent employee to convene and manage regional, cross-industry
6 networks that will lead to the expansion of career connected learning
7 opportunities.

8 NEW SECTION. **Sec. 5.** (1) Subject to the availability of amounts
9 appropriated for this specific purpose, the career connected learning
10 grant program is established as a competitive grant program to
11 advance the strategic plan in section 3 of this act. The program
12 shall be administered by the employment security department. The
13 governor's office shall work with the employment security department
14 to establish grant criteria and guide the process for selection with
15 consultation from the career connected learning cross-agency work
16 group.

17 (2) The purpose of the career connected learning grant program is
18 to create career connected learning opportunities, including career
19 awareness and exploration, career preparation, and career launch
20 programs, that are both tailored to the local needs of students and
21 employers and designed so that students may receive high school or
22 college credit across industries and regions of the state to the
23 maximum extent possible. The program funds shall be used for two
24 overarching purposes:

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

27 (b) Support career connected learning program intermediaries
28 working within and across regions who partner with multiple
29 employers, labor partners, and educational institutions, work with
30 K-12 and postsecondary career representatives to develop curricula
31 for new and innovative programs, and scale existing career awareness
32 and exploration, career preparation, and endorsed career launch
33 programs.

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

37 (4) (a) Proposals for regional career connected learning networks
38 and intermediaries may be sought from applicants within the

1 geographic areas of the nine educational service districts.
2 Successful applicants shall convene and manage regional, cross-
3 industry networks that will lead to the expansion of career connected
4 learning opportunities.

5 (b) Regional career connected learning network applicants must
6 demonstrate regional knowledge and status as a trusted partner of
7 industry and education stakeholders, a track record of success with
8 career connected learning and aligned initiatives, and a commitment
9 to equity. Regional networks may include, but are not limited to,
10 regional education networks, school districts, educational service
11 districts, higher education institutions, workforce development
12 councils, chambers of commerce, industry associations, joint labor
13 management councils, multiemployer training partnerships, economic
14 development councils, and nonprofit organizations.

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

18 (b) Program intermediaries shall work with regional networks,
19 career connected learning coordinators, and industry and education
20 partners to expand the use of current curricula or further develop or
21 build new curricula for career connected learning programs. Curricula
22 built with public funds for career connected learning programs is
23 open source curricula.

24 (c) Eligible program intermediary applicants may include, but are
25 not limited to, new or existing industry associations, joint labor
26 management councils, regional networks, postsecondary education and
27 training institutions working with multiple employer partners, state
28 agencies, and other community-based organizations and expanded
29 learning partners.

30 (6) Subject to the availability of amounts appropriated for this
31 specific purpose, the employment security department, as the
32 administrator of the program, has the authority to utilize funds
33 deposited in the career connected learning account for the purposes
34 of the program.

35 NEW SECTION. **Sec. 6.** The definitions in this section apply
36 throughout this chapter unless the context clearly requires
37 otherwise.

38 (1) "Career awareness and exploration" means programs,
39 activities, and events that provide early exposure to jobs and

1 industries. "Career awareness and exploration" are structured
2 programs that include job fairs, guest speakers, job shadows, job
3 site tours, and other similar activities.

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

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

10 (i) Supervised paid work experience;

11 (ii) Aligned classroom learning to academic and employer
12 standards; and

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

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

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

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

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

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

30 (4) "Career preparation programs" means programs that give
31 students hands-on skills and knowledge experience within a particular
32 business, career track, or industry, and help prepare students to
33 work in a professional setting. "Career preparation programs" include
34 career and technical education courses, on-site internships,
35 preapprenticeship programs, and other similar opportunities.

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

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

3 NEW SECTION. **Sec. 7.** Where applicable, career awareness and
4 exploration, career connected learning, career launch programs, and
5 career preparation programs are subject to RCW 49.12.121 and
6 49.12.123 regarding employing minors.

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

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

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

25 (2) Career connected learning coordinators shall:

26 (a) Engage faculty and other relevant institution leadership and
27 staff for the purpose of working with regional networks and program
28 intermediaries to create new career preparation and career launch
29 program curricula and opportunities, scaling current programs, and
30 facilitating the endorsement of career launch programs; and

31 (b) Work with appropriate faculty and staff at the state
32 universities, the regional universities, and the state college, and
33 K-12 education representatives, to expand the number of career launch
34 program credits that may be articulated and transferred to
35 postsecondary degree programs.

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

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

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

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

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

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

22 (2) Advocate for the state training system and for meeting the
23 needs of employers and the workforce for workforce education and
24 training;

25 (3) Establish and maintain an inventory of the programs of the
26 state training system, and related state programs, and perform a
27 biennial assessment of the vocational education, training, and adult
28 basic education and literacy needs of the state; identify ongoing and
29 strategic education needs; and assess the extent to which employment,
30 training, vocational and basic education, rehabilitation services,
31 and public assistance services represent a consistent, integrated
32 approach to meet such needs;

33 (4) Develop and maintain a state comprehensive plan for workforce
34 training and education, including but not limited to, goals,
35 objectives, and priorities for the state training system, and review
36 the state training system for consistency with the state
37 comprehensive plan. In developing the state comprehensive plan for
38 workforce training and education, the board shall use, but shall not
39 be limited to: Economic, labor market, and populations trends reports

1 in office of financial management forecasts; joint office of
2 financial management and employment security department labor force,
3 industry employment, and occupational forecasts; the results of
4 scientifically based outcome, net-impact and cost-benefit
5 evaluations; the needs of employers as evidenced in formal employer
6 surveys and other employer input; and the needs of program
7 participants and workers as evidenced in formal surveys and other
8 input from program participants and the labor community;

9 (5) In consultation with the student achievement council, review
10 and make recommendations to the office of financial management and
11 the legislature on operating and capital facilities budget requests
12 for operating agencies of the state training system for purposes of
13 consistency with the state comprehensive plan for workforce training
14 and education;

15 (6) Provide for coordination among the different operating
16 agencies and components of the state training system at the state
17 level and at the regional level;

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

21 (8)(a) Establish standards for data collection and maintenance
22 for the operating agencies of the state training system in a format
23 that is accessible to use by the board. The board shall require a
24 minimum of common core data to be collected by each operating agency
25 of the state training system;

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

29 (9) Establish minimum standards for program evaluation for the
30 operating agencies of the state training system, including, but not
31 limited to, the use of common survey instruments and procedures for
32 measuring perceptions of program participants and employers of
33 program participants, and monitor such program evaluation;

34 (10) Every two years administer scientifically based outcome
35 evaluations of the state training system, including, but not limited
36 to, surveys of program participants, surveys of employers of program
37 participants, and matches with employment security department payroll
38 and wage files. Every five years administer scientifically based net-
39 impact and cost-benefit evaluations of the state training system;

1 (11) In cooperation with the employment security department,
2 provide for the improvement and maintenance of quality and utility in
3 occupational information and forecasts for use in training system
4 planning and evaluation. Improvements shall include, but not be
5 limited to, development of state-based occupational change factors
6 involving input by employers and employees, and delineation of skill
7 and training requirements by education level associated with current
8 and forecasted occupations;

9 (12) Provide for the development of common course description
10 formats, common reporting requirements, and common definitions for
11 operating agencies of the training system;

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

14 (14) In cooperation with the student achievement council,
15 facilitate transfer of credit policies and agreements between
16 institutions of the state training system, and encourage articulation
17 agreements for programs encompassing two years of secondary workforce
18 education and two years of postsecondary workforce education;

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

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

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

34 (18) Make recommendations to the commission of student
35 assessment, the state board of education, and the superintendent of
36 public instruction, concerning basic skill competencies and essential
37 core competencies for K-12 education. Basic skills for this purpose
38 shall be reading, writing, computation, speaking, and critical
39 thinking, essential core competencies for this purpose shall be
40 English, math, science/technology, history, geography, and critical

1 thinking. The board shall monitor the development of and provide
2 advice concerning secondary curriculum which integrates vocational
3 and academic education;

4 ~~((18))~~ (19) Establish and administer programs for marketing and
5 outreach to businesses and potential program participants;

6 ~~((19))~~ (20) Facilitate the location of support services,
7 including but not limited to, child care, financial aid, career
8 counseling, and job placement services, for students and trainees at
9 institutions in the state training system, and advocate for support
10 services for trainees and students in the state training system;

11 ~~((20))~~ (21) Facilitate private sector assistance for the state
12 training system, including but not limited to: Financial assistance,
13 rotation of private and public personnel, and vocational counseling;

14 ~~((21))~~ (22) Facilitate the development of programs for school-
15 to-work transition that combine classroom education and on-the-job
16 training, including entrepreneurial education and training, in
17 industries and occupations without a significant number of
18 apprenticeship programs;

19 ~~((22))~~ (23) Include in the planning requirements for local
20 workforce development boards a requirement that the local workforce
21 development boards specify how entrepreneurial training is to be
22 offered through the one-stop system required under the workforce
23 innovation and opportunity act, P.L. 113-128, or its successor;

24 ~~((23))~~ (24) Encourage and assess progress for the equitable
25 representation of racial and ethnic minorities, women, and people
26 with disabilities among the students, teachers, and administrators of
27 the state training system. Equitable, for this purpose, shall mean
28 substantially proportional to their percentage of the state
29 population in the geographic area served. This function of the board
30 shall in no way lessen more stringent state or federal requirements
31 for representation of racial and ethnic minorities, women, and people
32 with disabilities;

33 ~~((24))~~ (25) Participate in the planning and policy development
34 of governor set-aside grants under P.L. 97-300, as amended;

35 ~~((25))~~ (26) Administer veterans' programs, licensure of private
36 vocational schools, the job skills program, and the Washington award
37 for vocational excellence;

38 ~~((26))~~ (27) Allocate funding from the state job training trust
39 fund;

1 ~~((27))~~ (28) Work with the director of commerce to ensure
2 coordination among workforce training priorities and economic
3 development and entrepreneurial development efforts, including but
4 not limited to assistance to industry clusters;

5 ~~((28))~~ (29) Conduct research into workforce development
6 programs designed to reduce the high unemployment rate among young
7 people between approximately eighteen and twenty-four years of age.
8 In consultation with the operating agencies, the board shall advise
9 the governor and legislature on policies and programs to alleviate
10 the high unemployment rate among young people. The research shall
11 include disaggregated demographic information and, to the extent
12 possible, income data for adult youth. The research shall also
13 include a comparison of the effectiveness of programs examined as a
14 part of the research conducted in this subsection in relation to the
15 public investment made in these programs in reducing unemployment of
16 young adults. The board shall report to the appropriate committees of
17 the legislature by November 15, 2008, and every two years thereafter.
18 Where possible, the data reported to the legislative committees
19 should be reported in numbers and in percentages;

20 ~~((29))~~ (30) Adopt rules as necessary to implement this chapter.
21 The board may delegate to the director any of the functions of
22 this section.

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

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