
SUBSTITUTE HOUSE BILL 1336

State of Washington

66th Legislature

2019 Regular Session

By House College & Workforce Development (originally sponsored by Representatives Slatter, Harris, Sells, Orwall, Steele, Ormsby, Robinson, Dolan, Pollet, Ryu, Valdez, Thai, Stanford, Jinkins, Leavitt, and Wylie; by request of Office of the Governor)

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;
4 adding a new section to chapter 49.04 RCW; and adding a new chapter
5 to Title 28C RCW.

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

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

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

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

3 (a) Statewide system development through cross-sector
4 coordination;

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

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

12 NEW SECTION. **Sec. 2.** (1) A career connected learning cross-
13 agency work group is established to scale up and expand high-quality
14 career connected learning opportunities, as "career connected
15 learning" is defined in section 5 of this act, in communities across
16 the state.

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

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

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

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

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

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

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

36 (d) The employment security department;

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

38 (f) The state board of education;

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

- 1 (h) The student achievement council;
- 2 (i) The workforce training and education coordinating board;
- 3 (j) One representative of the public baccalaureate institutions;
- 4 (k) One representative of the independent four-year institutions
- 5 of higher education; and
- 6 (l) The office of the governor.
- 7 (6) The office of the governor may establish subcommittees of the
- 8 work group to plan and execute the duties and responsibilities under
- 9 section 3 of this act.
- 10 (7) The work group shall:
- 11 (a) Meet at least six times during the calendar year; and
- 12 (b) Report progress to the governor and appropriate committees of
- 13 the legislature by September 1st annually.

14 NEW SECTION. **Sec. 3.** The career connected learning cross-agency

15 work group established in section 2 of this act shall have the

16 following duties and responsibilities:

17 (1) Advance and promote the career connect Washington vision to

18 create a statewide system for career connected learning and the need

19 for joint action as follows:

20 (a) Create, and periodically update, clear guidance for endorsing

21 career launch programs to guide quality assurance for the purpose of

22 expanding enrollments by August 1, 2019. Registered apprenticeships

23 as approved by the Washington apprenticeship and training council at

24 the department of labor and industries are considered endorsed career

25 launch programs;

26 (b) Prioritize activities including coordinating cross-agency and

27 industry sector leadership to advance strategic priorities;

28 (c) Implement a marketing and communications agenda;

29 (d) Mobilize private sector and philanthropic leadership and

30 resources to support system building;

31 (e) Build systemic functions in key agencies and existing

32 systems;

33 (f) Create a statewide inventory that identifies existing

34 support programs to promote equitable participation in career

35 connected learning, including resources for populations to reengage

36 with educational opportunities;

37 (g) Develop web sites and other resources, and coordinate current

38 resources managed by the workforce training and education

39 coordinating board, the student achievement council, and the

1 employment security department, to inform students, employers, and
2 the public about career connected learning opportunities;

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

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

12 (j) Establish clear targets for equity to guide state data
13 development and action by regional partners related to program design
14 and expansion, including specific equity-focused criteria within
15 grant funding processes and strategies; and

16 (k) Develop data systems and protocols for career connected
17 learning planning and evaluation purposes;

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

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

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

29 (c) Support two-year and four-year institutions of higher
30 education to expand career connected learning enrollments, and
31 specifically:

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

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

38 (iii) Clarify financial aid eligibility and exclusions from
39 financial aid caps for career launch and registered apprenticeship
40 programs;

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

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

11 (f) Support the registered apprenticeship system and the
12 department of labor and industries to build capacity to expand
13 registered apprenticeship and preapprenticeship programs;

14 (3) Support regional leadership, program intermediaries, and
15 career connected learning navigation and coordination to expand
16 participation in career connected learning opportunities and the
17 implementation of the career connected learning grant program
18 established in section 4 of this act;

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

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

28 (a) Develop program codes for career connected learning
29 opportunities in K-12 and postsecondary education in order to track
30 those programs that are designated as career connected learning
31 programs for each of the three categories set forth in the definition
32 of "career connected learning" in section 5 of this act; and

33 (b) Collect and disaggregate program participation and outcomes
34 data by race, gender, income, rurality, ability, foster youth,
35 homeless youth, English language learner, and other relevant
36 categories.

37 NEW SECTION. **Sec. 4.** (1) Subject to the availability of amounts
38 appropriated for this specific purpose, the career connected learning
39 grant program is established as a competitive grant program to

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

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

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

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

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

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

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

1 management councils, multiemployer training partnerships, economic
2 development councils, and nonprofit organizations.

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

6 (b) Program intermediaries shall work with regional networks,
7 career connected learning coordinators, and industry and education
8 partners to expand the use of current curricula or further develop or
9 build new curricula for career connected learning programs. Curricula
10 built with public funds for career connected learning programs may be
11 considered open source curricula, if appropriate and not in conflict
12 with any contracts or other law.

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, and
17 other community-based organizations and expanded learning partners.

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

23 NEW SECTION. **Sec. 5.** The definitions in this section apply
24 throughout this chapter unless the context clearly requires
25 otherwise.

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

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

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

37 (i) Supervised paid work experience;

38 (ii) Aligned classroom learning to academic and employer
39 standards; and

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

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

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

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

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

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

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

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

26 NEW SECTION. **Sec. 6.** Where applicable, career awareness and
27 exploration, career connected learning, career launch programs, and
28 career preparation programs are subject to RCW 49.12.121 and
29 49.12.123 regarding employing minors.

30 NEW SECTION. **Sec. 7.** The career connected learning account is
31 created in the state treasury. All receipts from public or private
32 sources provided for the purpose of funding grants under section 4 of
33 this act must be deposited into the account. Moneys in the account
34 may be spent only after appropriation. Expenditures from the account
35 may be used only for career connected learning grants.

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

1 (1) Subject to the availability of amounts appropriated for this
2 specific purpose, the state board for community and technical
3 colleges, the state universities, the regional universities, and the
4 state college shall employ career connected learning coordinators in
5 order to scale up career launch opportunities. Career connected
6 learning coordinators shall coordinate with the regional career
7 connected learning networks and program intermediaries under section
8 4 of this act to expand career connected learning preparation and
9 career launch programs offered at community and technical colleges,
10 and to facilitate transfer of career launch program credits.

11 (2) Career connected learning coordinators shall:

12 (a) Engage faculty and other relevant institution leadership and
13 staff for the purpose of working with regional networks and program
14 intermediaries to create new career preparation and career launch
15 program curricula and opportunities, scaling current programs, and
16 facilitating the endorsement of career launch programs; and

17 (b) Work with appropriate faculty and staff at the state
18 universities, the regional universities, and the state college, and
19 K-12 education representatives, to expand the number of career launch
20 program credits that may be articulated and transferred to
21 postsecondary degree programs.

22 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.700
23 RCW to read as follows:

24 (1) Beginning in the 2019-20 school year, to allow students to
25 engage in learning outside of the school day or in a summer program,
26 school districts shall be funded up to one and two-tenths full-time
27 equivalents for career launch programs, as defined in section 5 of
28 this act.

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

34 **Sec. 10.** RCW 28C.18.060 and 2017 c 39 s 4 are each amended to
35 read as follows:

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

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

4 (2) Advocate for the state training system and for meeting the
5 needs of employers and the workforce for workforce education and
6 training;

7 (3) Establish and maintain an inventory of the programs of the
8 state training system, and related state programs, and perform a
9 biennial assessment of the vocational education, training, and adult
10 basic education and literacy needs of the state; identify ongoing and
11 strategic education needs; and assess the extent to which employment,
12 training, vocational and basic education, rehabilitation services,
13 and public assistance services represent a consistent, integrated
14 approach to meet such needs;

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

30 (5) In consultation with the student achievement council, review
31 and make recommendations to the office of financial management and
32 the legislature on operating and capital facilities budget requests
33 for operating agencies of the state training system for purposes of
34 consistency with the state comprehensive plan for workforce training
35 and education;

36 (6) Provide for coordination among the different operating
37 agencies and components of the state training system at the state
38 level and at the regional level;

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

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

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

12 (9) Establish minimum standards for program evaluation for the
13 operating agencies of the state training system, including, but not
14 limited to, the use of common survey instruments and procedures for
15 measuring perceptions of program participants and employers of
16 program participants, and monitor such program evaluation;

17 (10) Every two years administer scientifically based outcome
18 evaluations of the state training system, including, but not limited
19 to, surveys of program participants, surveys of employers of program
20 participants, and matches with employment security department payroll
21 and wage files. Every five years administer scientifically based net-
22 impact and cost-benefit evaluations of the state training system;

23 (11) In cooperation with the employment security department,
24 provide for the improvement and maintenance of quality and utility in
25 occupational information and forecasts for use in training system
26 planning and evaluation. Improvements shall include, but not be
27 limited to, development of state-based occupational change factors
28 involving input by employers and employees, and delineation of skill
29 and training requirements by education level associated with current
30 and forecasted occupations;

31 (12) Provide for the development of common course description
32 formats, common reporting requirements, and common definitions for
33 operating agencies of the training system;

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

36 (14) In cooperation with the student achievement council,
37 facilitate transfer of credit policies and agreements between
38 institutions of the state training system, and encourage articulation
39 agreements for programs encompassing two years of secondary workforce
40 education and two years of postsecondary workforce education;

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

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

11 (17) Ensure that the expansion of K-12 and postsecondary
12 opportunities for career connected learning, as defined in section 5
13 of this act, is incorporated into the state plan adopted for the
14 purposes of the Carl D. Perkins career and technical education
15 improvement act, P.L. 109-270;

16 (18) Make recommendations to the commission of student
17 assessment, the state board of education, and the superintendent of
18 public instruction, concerning basic skill competencies and essential
19 core competencies for K-12 education. Basic skills for this purpose
20 shall be reading, writing, computation, speaking, and critical
21 thinking, essential core competencies for this purpose shall be
22 English, math, science/technology, history, geography, and critical
23 thinking. The board shall monitor the development of and provide
24 advice concerning secondary curriculum which integrates vocational
25 and academic education;

26 ~~((18))~~ (19) Establish and administer programs for marketing and
27 outreach to businesses and potential program participants;

28 ~~((19))~~ (20) Facilitate the location of support services,
29 including but not limited to, child care, financial aid, career
30 counseling, and job placement services, for students and trainees at
31 institutions in the state training system, and advocate for support
32 services for trainees and students in the state training system;

33 ~~((20))~~ (21) Facilitate private sector assistance for the state
34 training system, including but not limited to: Financial assistance,
35 rotation of private and public personnel, and vocational counseling;

36 ~~((21))~~ (22) Facilitate the development of programs for school-
37 to-work transition that combine classroom education and on-the-job
38 training, including entrepreneurial education and training, in
39 industries and occupations without a significant number of
40 apprenticeship programs;

1 ~~((22))~~ (23) Include in the planning requirements for local
2 workforce development boards a requirement that the local workforce
3 development boards specify how entrepreneurial training is to be
4 offered through the one-stop system required under the workforce
5 innovation and opportunity act, P.L. 113-128, or its successor;

6 ~~((23))~~ (24) Encourage and assess progress for the equitable
7 representation of racial and ethnic minorities, women, and people
8 with disabilities among the students, teachers, and administrators of
9 the state training system. Equitable, for this purpose, shall mean
10 substantially proportional to their percentage of the state
11 population in the geographic area served. This function of the board
12 shall in no way lessen more stringent state or federal requirements
13 for representation of racial and ethnic minorities, women, and people
14 with disabilities;

15 ~~((24))~~ (25) Participate in the planning and policy development
16 of governor set-aside grants under P.L. 97-300, as amended;

17 ~~((25))~~ (26) Administer veterans' programs, licensure of private
18 vocational schools, the job skills program, and the Washington award
19 for vocational excellence;

20 ~~((26))~~ (27) Allocate funding from the state job training trust
21 fund;

22 ~~((27))~~ (28) Work with the director of commerce to ensure
23 coordination among workforce training priorities and economic
24 development and entrepreneurial development efforts, including but
25 not limited to assistance to industry clusters;

26 ~~((28))~~ (29) Conduct research into workforce development
27 programs designed to reduce the high unemployment rate among young
28 people between approximately eighteen and twenty-four years of age.
29 In consultation with the operating agencies, the board shall advise
30 the governor and legislature on policies and programs to alleviate
31 the high unemployment rate among young people. The research shall
32 include disaggregated demographic information and, to the extent
33 possible, income data for adult youth. The research shall also
34 include a comparison of the effectiveness of programs examined as a
35 part of the research conducted in this subsection in relation to the
36 public investment made in these programs in reducing unemployment of
37 young adults. The board shall report to the appropriate committees of
38 the legislature by November 15, 2008, and every two years thereafter.
39 Where possible, the data reported to the legislative committees
40 should be reported in numbers and in percentages;

1 (~~(29)~~) (30) Adopt rules as necessary to implement this chapter.
2 The board may delegate to the director any of the functions of
3 this section.

4 NEW SECTION. **Sec. 11.** A new section is added to chapter 49.04
5 RCW to read as follows:

6 (1) For the purposes of expanding career connected learning in
7 areas with high demand for skilled workers in the building and
8 construction trades, the Marysville school district shall collaborate
9 with Everett Community College, Arlington school district, other
10 local school districts, local labor unions, and local industry groups
11 to develop the regional apprenticeship pathways program.

12 (2) The regional apprenticeship pathways program must establish
13 an education-based apprenticeship preparation program recognized by
14 the Washington state apprenticeship and training council that
15 prepares individuals for registered apprenticeships within the
16 building and construction trades.

17 (3) The apprenticeship preparation program must provide dual
18 credit for participants by meeting high school graduation
19 requirements and providing opportunities for credit leading to a
20 college credential. In addition, the apprenticeship preparation
21 program must provide participants with preferred or direct entry into
22 a registered apprenticeship program in the building and construction
23 trades.

24 NEW SECTION. **Sec. 12.** Sections 1 through 7 of this act
25 constitute a new chapter in Title 28C RCW.

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