

# HOUSE BILL REPORT

## SSB 5754

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### As Reported by House Committee On: Labor & Workforce Development

**Title:** An act relating to integrated career learning opportunities and employment training for at-risk youth.

**Brief Description:** Concerning integrated career learning opportunities and employment training for at-risk youth.

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators Litzow, McAuliffe, Kohl-Welles, Conway and Kline; by request of Governor Inslee).

#### **Brief History:**

##### **Committee Activity:**

Labor & Workforce Development: 3/21/13, 3/26/13 [DP].

#### **Brief Summary of Substitute Bill**

- Creates the Alliance for Student Success in Education and Training (ASSET) Program to increase access to work-integrated learning opportunities, particularly in science, technology, engineering, and mathematics.
- Requires the Workforce Training and Education Coordinating Board to administer the ASSET Program.

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### HOUSE COMMITTEE ON LABOR & WORKFORCE DEVELOPMENT

**Majority Report:** Do pass. Signed by 8 members: Representatives Sells, Chair; Manweller, Ranking Minority Member; Condotta, Assistant Ranking Minority Member; Green, Holy, Moeller, Ormsby and Short.

**Staff:** Trudes Tango (786-7384).

#### **Background:**

There are a variety of programs that offer different learning experiences to high school students. For example, Career and Technical Education (CTE) programs, which are overseen by the Office of the Superintendent of Public Instruction, are planned programs of classes

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and learning experiences offered by high schools in partnership with skill centers. Every school district offers some form of the CTE program services. The CTE programs offer work-based learning activities such as internships, career mentors, job shadowing, and field trips to worksites. A skill center is a regional CTE partnership operated by a host school district. Skill centers provide access to industry-defined career and technical programs of study that prepare students for careers, employment, apprenticeships, and postsecondary education.

The Workforce Training and Education Coordinating Board (Workforce Training Board) provides planning, coordination, evaluation, monitoring, and policy analysis for the state workforce training system. The Workforce Training Board also advises the Legislature and the Governor on workforce development policy.

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### **Summary of Bill:**

The Legislature intends to improve outcomes for young adults, specifically those at risk of not completing high school or those who have already dropped out of high school, through strategies integrating education with skills training and work experience.

Subject to funds specifically appropriated, the Alliance for Student Success in Education and Training (ASSET) Program is created to increase access to work-integrated learning opportunities, particularly in science, technology, engineering, and mathematics. "Work-integrated learning opportunities" include, but are not limited to: paid and unpaid internships and work experience; youth apprenticeships and pre-apprenticeships; advising and mentoring; simulated or virtual workplace experiences; visits to worksites; and job shadowing.

The ASSET Program is also intended to encourage the development of forums in local communities through increased public-private partnerships for the exchange of ideas, innovations, and expertise among local businesses, local business organizations, labor organizations, public schools, apprenticeship councils, and institutions of higher education.

The Workforce Training Board must administer the ASSET Program. In collaboration with business and labor organizations and state education and workforce agencies, the Workforce Training Board must:

- develop technical assistance materials for employers and schools;
- develop a web-based matching and communications system accessible to schools, service providers, and students for employers to post work-integrated learning opportunities; and
- designate up to eight workforce development councils as pilot regional coordinators for the ASSET Program through a competitive matching grant application process.

The regional program coordinators must work with state education and workforce agencies to:

- serve as a clearinghouse for summer and year-round youth employment and work-integrated learning opportunities for students in the region;

- actively recruit employers and leverage resources to implement and sustain the ASSET Program, in collaboration with business and labor organizations;
- disseminate technical assistance materials;
- work with public schools, institutions of higher education, apprenticeship and pre-apprenticeship programs, and workforce training programs to develop internship, mentoring, and advising opportunities;
- encourage the use of the web-based system; and
- report annually to the Workforce Training Board.

The Workforce Training Board, in consultation with the Office of the Superintendent of Public Instruction, must design and implement a performance monitoring system to track the outcomes of the ASSET Program. The Workforce Training Board must submit an annual performance report on the ASSET Program to the Legislature and the Governor beginning in December 2015.

A null and void clause is included.

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**Appropriation:** None.

**Fiscal Note:** Available.

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

**Staff Summary of Public Testimony:**

(In support) This bill is part of the Governor's "Working Washington" agenda, focusing on job creation. The job creation plan must include a component to address youth employment and must develop curricula in partnership with employers, especially in science, technology, engineering, and mathematics fields. Youth unemployment is a real problem, made worse by the recession. This bill is a scalable pilot program that targets youth who are at risk of dropping out of school. The state cannot tolerate the loss of these young people from the workforce.

The Workforce Training Board spoke with employers, workers, students, and educators about the ideas in this bill. They support ways to get more students out into workplaces, for students to see what the real work world is like. This bill provides a missing component in the workforce system. Many businesses complain that young people are not prepared for work, even young people who have achieved academic skills. There is still the need for these students to have real-world applications for what they are studying. Research shows that at-risk youth do not see the relevance of their education, but if they see the connection between what they are learning and how it applies to work, they tend to complete school. Some of these ideas are already in use, but most small businesses do not have the time to develop these templates on their own. This bill sets up a system so the coordination would be available for employers to go into classes and for students to go into the workplace.

(In support with concerns) The amendment adding Centers of Excellence may increase the fiscal note.

(Opposed) None.

**Persons Testifying:** (In support) James Paribello, Office of the Governor; Bryan Wilson, Workforce Training and Education Coordinating Board; Steve Leahy, America's Edge; and Tim Knue, Washington Association for Career and Technical Education.

(In support with concerns) Tiffany Merkel, Washington State Board of Community and Technical Colleges.

(Opposed) None.

**Persons Signed In To Testify But Not Testifying:** None.