

CERTIFICATION OF ENROLLMENT
SUBSTITUTE SENATE BILL 6379

Chapter 99, Laws of 1996

54th Legislature
1996 Regular Session

WORK FORCE TRAINING AND EDUCATION COORDINATING BOARD

EFFECTIVE DATE: 6/6/96

Passed by the Senate March 2, 1996
YEAS 44 NAYS 0

JOEL PRITCHARD

President of the Senate

Passed by the House February 26, 1996
YEAS 95 NAYS 0

CLYDE BALLARD

**Speaker of the
House of Representatives**

Approved March 15, 1996

CERTIFICATE

I, Marty Brown, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SUBSTITUTE SENATE BILL 6379** as passed by the Senate and the House of Representatives on the dates hereon set forth.

MARTY BROWN

Secretary

FILED

March 15, 1996 - 3:30 p.m.

MIKE LOWRY

Governor of the State of Washington

**Secretary of State
State of Washington**

SUBSTITUTE SENATE BILL 6379

AS AMENDED BY THE HOUSE

Passed Legislature - 1996 Regular Session

State of Washington 54th Legislature 1996 Regular Session

By Senate Committee on Higher Education (originally sponsored by
Senators Bauer, Wood and Deccio)

Read first time 02/01/96.

1 AN ACT Relating to the work force training and education
2 coordinating board; and amending RCW 28C.18.005, 28C.18.010,
3 28C.18.030, and 28C.18.060.

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

5 **Sec. 1.** RCW 28C.18.005 and 1991 c 238 s 1 are each amended to read
6 as follows:

7 The legislature finds that the state's system of work force
8 training and education is inadequate for meeting the needs of the
9 state's workers, employers, and economy. A growing shortage of skilled
10 workers is already hurting the state's economy. There is a shortage of
11 available workers and too often prospective employees lack the skills
12 and training needed by employers. Moreover, with demographic changes
13 in the state's population employers will need to employ a more
14 culturally diverse work force in the future.

15 The legislature further finds that the state's current work force
16 training and education system is fragmented among numerous agencies,
17 councils, boards, and committees, with inadequate overall coordination.
18 No comprehensive strategic plan guides the different parts of the
19 system. There is no single point of leadership and responsibility.

1 There is insufficient guidance from employers and workers built into
2 the system to ensure that the system is responsive to the needs of its
3 customers. Adult work force education lacks a uniform system of
4 governance, with an inefficient division in governance between
5 community colleges and vocational technical institutes, and inadequate
6 local authority. The parts of the system providing adult basic skills
7 and literacy education are especially uncoordinated and lack sufficient
8 visibility to adequately address the needs of the large number of
9 adults in the state who are functionally illiterate. The work force
10 training and education system's data and evaluation methods are
11 inconsistent and unable to provide adequate information for determining
12 how well the system is performing on a regular basis so that the system
13 may be held accountable for the outcomes it produces. Much of the work
14 force training and education system provides inadequate opportunities
15 to meet the needs of people from culturally diverse backgrounds.
16 Finally, our public and private educational institutions are not
17 producing the number of people educated in vocational/technical skills
18 needed by employers.

19 The legislature recognizes that we must make certain that our
20 public and private institutions of education place appropriate emphasis
21 on the needs of employers and on the needs of the approximately eighty
22 percent of our young people who enter the world of work without
23 completing a four-year program of higher education. We must make our
24 work force education and training system better coordinated, more
25 efficient, more responsive to the needs of business and workers and
26 local communities, more accountable for its performance, and more open
27 to the needs of a culturally diverse population.

28 **Sec. 2.** RCW 28C.18.010 and 1991 c 238 s 2 are each amended to read
29 as follows:

30 Unless the context clearly requires otherwise, the definitions in
31 this section apply throughout this title.

32 (1) "Board" means the work force training and education
33 coordinating board.

34 (2) "Director" means the director of the work force training and
35 education coordinating board.

36 (3) "Training system" means programs and courses of secondary
37 vocational education, technical college programs and courses, community
38 college vocational programs and courses, private career school and

1 college programs and courses, employer-sponsored training, adult basic
2 education programs and courses, programs and courses funded by the job
3 training partnership act, programs and courses funded by the federal
4 vocational act, programs and courses funded under the federal adult
5 education act, publicly funded programs and courses for adult literacy
6 education, and apprenticeships, and programs and courses offered by
7 private and public nonprofit organizations that are representative of
8 communities or significant segments of communities and provide job
9 training or adult literacy services.

10 (4) "Work force skills" means skills developed through applied
11 learning that strengthen and reinforce an individual's academic
12 knowledge, critical thinking, problem solving, and work ethic and,
13 thereby, develop the employability, occupational skills, and management
14 of home and work responsibilities necessary for economic independence.

15 (5) "Vocational education" means organized educational programs
16 offering a sequence of courses which are directly related to the
17 preparation or retraining of individuals in paid or unpaid employment
18 in current or emerging occupations requiring other than a baccalaureate
19 or advanced degree. Such programs shall include competency-based
20 applied learning which contributes to an individual's academic
21 knowledge, higher-order reasoning, and problem-solving skills, work
22 attitudes, general employability skills, and the occupational-specific
23 skills necessary for economic independence as a productive and
24 contributing member of society. Such term also includes applied
25 technology education.

26 (6) "Adult basic education" means instruction designed to achieve
27 mastery of skills in reading, writing, oral communication, and
28 computation at a level sufficient to allow the individual to function
29 effectively as a parent, worker, and citizen in the United States,
30 commensurate with that individual's actual ability level, and includes
31 English as a second language and preparation and testing service for
32 the general education development exam.

33 **Sec. 3.** RCW 28C.18.030 and 1991 c 238 s 4 are each amended to read
34 as follows:

35 The purpose of the board is to provide planning, coordination,
36 evaluation, monitoring, and policy analysis for the state training
37 system as a whole, and advice to the governor and legislature
38 concerning the state training system, in cooperation with ((the

1 ~~agencies which comprise~~) the state training system((7)) and the higher
2 education coordinating board.

3 **Sec. 4.** RCW 28C.18.060 and 1993 c 280 s 17 are each amended to
4 read as follows:

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

7 (1) Concentrate its major efforts on planning, coordination
8 evaluation, policy analysis, and recommending improvements to the
9 state's training system.

10 (2) Advocate for the state training system and for meeting the
11 needs of employers and the work force for work force education and
12 training.

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

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

36 (5) In consultation with the higher education coordinating board,
37 review and make recommendations to the office of financial management
38 and the legislature on operating and capital facilities budget requests

1 for operating agencies of the state training system for purposes of
2 consistency with the state comprehensive plan for work force training
3 and education.

4 (6) Provide for coordination among the different operating agencies
5 and components of the state training system at the state level and at
6 the regional level.

7 (7) Develop a consistent and reliable data base on vocational
8 education enrollments, costs, program activities, and job placements
9 from publicly funded vocational education programs in this state.

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

15 The board shall develop requirements for minimum common core data
16 in consultation with the office of financial management and the
17 operating agencies of the training system.

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

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

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

37 (12) Provide for the development of common course description
38 formats, common reporting requirements, and common definitions for
39 operating agencies of the training system.

1 (13) Provide for effectiveness and efficiency reviews of the state
2 training system.

3 (14) In cooperation with the higher education coordinating board,
4 facilitate transfer of credit policies and agreements between
5 institutions of the state training system, and encourage articulation
6 agreements for programs encompassing two years of secondary work force
7 education and two years of postsecondary work force education.

8 (15) In cooperation with the higher education coordinating board,
9 facilitate transfer of credit policies and agreements between private
10 training institutions and institutions of the state training system.

11 (16) Participate in the development of coordination criteria for
12 activities under the job training partnership act with related programs
13 and services provided by state and local education and training
14 agencies.

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

25 (18) Establish and administer programs for marketing and outreach
26 to businesses and potential program participants.

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

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

35 (21) Facilitate programs for school-to-work transition that combine
36 classroom education and on-the-job training in industries and
37 occupations without a significant number of apprenticeship programs.

38 (22) Encourage and assess progress for the equitable representation
39 of racial and ethnic minorities, women, and people with disabilities

1 among the students, teachers, and administrators of the state training
2 system. Equitable, for this purpose, shall mean substantially
3 proportional to their percentage of the state population in the
4 geographic area served. This function of the board shall in no way
5 lessen more stringent state or federal requirements for representation
6 of racial and ethnic minorities, women, and people with disabilities.

7 (23) Participate in the planning and policy development of governor
8 set-aside grants under P.L. 97-300, as amended.

9 (24) Administer veterans' programs, licensure of private vocational
10 schools, the job skills program, and the Washington award for
11 vocational excellence.

12 (25) Allocate funding from the state job training trust fund.

13 (26) Work with the director of community, trade, and economic
14 development to ensure coordination between work force training
15 priorities and that department's economic development efforts.

16 (27) Adopt rules as necessary to implement this chapter.

17 The board may delegate to the director any of the functions of this
18 section.

Passed the Senate March 2, 1996.

Passed the House February 26, 1996.

Approved by the Governor March 15, 1996.

Filed in Office of Secretary of State March 15, 1996.