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**SUBSTITUTE SENATE BILL 5327**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** Senate Higher Education & Workforce Development (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 02/07/19.

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 5 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  
15 following duties and responsibilities:

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

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

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

27 (c) Implement a marketing and communications agenda;

28 (d) Mobilize private sector and philanthropic leadership and  
29 resources to support system building;

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

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

36 (g) Develop web sites and other resources, and coordinate current  
37 resources managed by the workforce training and education  
38 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) With respect to the portability of credit for the purposes of  
13 postsecondary degree attainment, coordinate when appropriate with the  
14 complete Washington program;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1        NEW SECTION.    **Sec. 4.**    (1) Subject to the availability of amounts  
2 appropriated for this specific purpose, the career connected learning  
3 grant program is established as a competitive grant program to  
4 advance the strategic plan in section 3 of this act. The program  
5 shall be administered by the employment security department. The  
6 governor's office shall work with the employment security department  
7 to establish grant criteria and guide the process for selection with  
8 consultation from the career connected learning cross-agency work  
9 group.

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

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

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

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

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

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

1 regional education networks, school districts, educational service  
2 districts, higher education institutions, workforce development  
3 councils, chambers of commerce, industry associations, joint labor  
4 management councils, multiemployer training partnerships, economic  
5 development councils, and nonprofit organizations.

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

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

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

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

26 NEW SECTION. **Sec. 5.** The definitions in this section apply  
27 throughout this chapter unless the context clearly requires  
28 otherwise.

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

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

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

1 (i) Supervised paid work experience;  
2 (ii) Aligned classroom learning to academic and employer  
3 standards; and  
4 (iii) Culmination in a valuable credential beyond a high school  
5 diploma or forty-five college credits towards a two-year or four-year  
6 postsecondary credential.

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

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

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

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

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

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

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

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

33 NEW SECTION. **Sec. 6.** Where applicable, career awareness and  
34 exploration, career connected learning, career launch programs, and  
35 career preparation programs are subject to RCW 49.12.121 and  
36 49.12.123 regarding employing minors.

37 NEW SECTION. **Sec. 7.** The career connected learning account is  
38 created in the state treasury. All receipts from public or private

1 sources provided for the purpose of funding grants under section 4 of  
2 this act must be deposited into the account. Moneys in the account  
3 may be spent only after appropriation. Expenditures from the account  
4 may be used only for career connected learning grants.

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

7 (1) Subject to the availability of amounts appropriated for this  
8 specific purpose, the state board for community and technical  
9 colleges, the state universities, the regional universities, and the  
10 state college shall employ career connected learning coordinators.  
11 Career connected learning coordinators shall coordinate with the  
12 regional career connected learning networks and program  
13 intermediaries under section 4 of this act to expand career connected  
14 learning preparation and career launch programs offered at community  
15 and technical colleges, and to facilitate transfer of career launch  
16 program credits.

17 (2) Career connected learning coordinators shall:

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

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

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

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

35 (2) The office of the superintendent of public instruction shall  
36 develop procedures to ensure that school districts do not report any  
37 student for more than one and two-tenths full-time equivalent

1 students, combining both the student's high school enrollment and  
2 career launch enrollment.

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

5 The board, in cooperation with the operating agencies of the  
6 state 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 workforce for workforce 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,  
19 and public assistance services represent a consistent, integrated  
20 approach to meet such needs;

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

36 (5) In consultation with the student achievement council, review  
37 and make recommendations to the office of financial management and  
38 the legislature on operating and capital facilities budget requests  
39 for operating agencies of the state training system for purposes of

1 consistency with the state comprehensive plan for workforce training  
2 and education;

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

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

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

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

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

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

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

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

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

1 (14) In cooperation with the student achievement council,  
2 facilitate transfer of credit policies and agreements between  
3 institutions of the state training system, and encourage articulation  
4 agreements for programs encompassing two years of secondary workforce  
5 education and two years of postsecondary workforce education;

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

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

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

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

31 (~~(18)~~) (19) Establish and administer programs for marketing and  
32 outreach to businesses and potential program participants;

33 (~~(19)~~) (20) Facilitate the location of support services,  
34 including but not limited to, child care, financial aid, career  
35 counseling, and job placement services, for students and trainees at  
36 institutions in the state training system, and advocate for support  
37 services for trainees and students in the state training system;

38 (~~(20)~~) (21) Facilitate private sector assistance for the state  
39 training system, including but not limited to: Financial assistance,  
40 rotation of private and public personnel, and vocational counseling;

1       ~~((21))~~ (22) Facilitate the development of programs for school-  
2 to-work transition that combine classroom education and on-the-job  
3 training, including entrepreneurial education and training, in  
4 industries and occupations without a significant number of  
5 apprenticeship programs;

6       ~~((22))~~ (23) Include in the planning requirements for local  
7 workforce development boards a requirement that the local workforce  
8 development boards specify how entrepreneurial training is to be  
9 offered through the one-stop system required under the workforce  
10 innovation and opportunity act, P.L. 113-128, or its successor;

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

20       ~~((24))~~ (25) Participate in the planning and policy development  
21 of governor set-aside grants under P.L. 97-300, as amended;

22       ~~((25))~~ (26) Administer veterans' programs, licensure of private  
23 vocational schools, the job skills program, and the Washington award  
24 for vocational excellence;

25       ~~((26))~~ (27) Allocate funding from the state job training trust  
26 fund;

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

31       ~~((28))~~ (29) Conduct research into workforce development  
32 programs designed to reduce the high unemployment rate among young  
33 people between approximately eighteen and twenty-four years of age.  
34 In consultation with the operating agencies, the board shall advise  
35 the governor and legislature on policies and programs to alleviate  
36 the high unemployment rate among young people. The research shall  
37 include disaggregated demographic information and, to the extent  
38 possible, income data for adult youth. The research shall also  
39 include a comparison of the effectiveness of programs examined as a  
40 part of the research conducted in this subsection in relation to the

1 public investment made in these programs in reducing unemployment of  
2 young adults. The board shall report to the appropriate committees of  
3 the legislature by November 15, 2008, and every two years thereafter.  
4 Where possible, the data reported to the legislative committees  
5 should be reported in numbers and in percentages;

6 ~~((29))~~ (30) Adopt rules as necessary to implement this chapter.

7 The board may delegate to the director any of the functions of  
8 this section.

9 NEW SECTION. **Sec. 11.** Sections 1 through 7 of this act  
10 constitute a new chapter in Title 28C RCW.

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