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**SUBSTITUTE HOUSE BILL 1600**

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**State of Washington 65th Legislature 2017 Regular Session**

**By** House Appropriations (originally sponsored by Representatives Santos, Pettigrew, Harris, Young, Stonier, Pike, Appleton, Johnson, Fey, Bergquist, Hudgins, Kraft, Slatter, and Tarleton)

AN ACT Relating to increasing the career and college readiness of public school students; adding a new section to chapter 28A.630 RCW; adding new sections to chapter 28C.18 RCW; creating a new section; and providing expiration dates.

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

NEW SECTION. **Sec.**  A new section is added to chapter 28A.630 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the work-integrated learning demonstration pilot project is established. The purpose of the pilot project is to promote work-integrated learning experiences for students by providing:

(a) An opportunity for students to engage in work-based academic programs with public and private sector employers, such as internships, externships, and apprenticeships; and

(b) A framework for the development and replication of successful work-integrated learning programs throughout the state.

(2) Demonstration programs established under this section must:

(a) Provide academic curricula in a work-integrated and career-contextualized manner, and include an external mentor for each student in the program;

(b) Be developed by the participating school district or school in collaboration with students and parents or guardians, local employers, community members, and the office of the superintendent of public instruction;

(c) Reflect local circumstances, including local industries, employers, and labor markets;

(d) Comply with the twenty-four credit graduation requirements established by the state board of education; and

(e) Be integrated into the high school and beyond plan policies and practices of the districts in which the selected schools are located.

(3) The office of the superintendent of public instruction and the advisory committee created in section 2 of this act, in accordance with an application process developed by the office and the advisory committee, shall jointly select at least three but not more than four high schools to develop work-integrated learning project programs. Of the selected schools, at least one must be from a county located east of the crest of the Cascade mountains, at least one must be from a county located west of the crest of the Cascade mountains that has fewer than six hundred thousand residents, and at least one must be from a county with more than one million five hundred thousand residents.

(4) The schools selected to develop and implement programs under this section must, after the conclusion of their programs, agree to serve as resources and examples to other schools of how to provide work-integrated learning through internship, externship, and apprenticeship programs through the provision of technical and other assistance.

(5) By August 1, 2019, and August 1, 2020, schools selected to participate under subsection (3) of this section shall submit to the office of the superintendent of public instruction, the workforce training and education coordinating board, and the advisory committee created in section 2 of this act, an interim and end-of-project report, respectively, that includes numeric and other data summarizing the effects of their work-integrated learning project programs on high school graduation rates, state test scores, and community partnerships, including partnerships with local employers and industries. In complying with this subsection, schools shall also provide other data and information as requested by the workforce training and education coordinating board and the office of the superintendent of public instruction in accordance with section 3 of this act.

(6) This section expires September 1, 2021.

NEW SECTION. **Sec.**  A new section is added to chapter 28C.18 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the board shall convene a work-integrated learning advisory committee to provide advice to the legislature and the education and workforce sectors on creating opportunities for students to: Explore and understand a wide range of career-related opportunities through applied learning; engage with industry mentors; and plan for career and college success.

(2) The committee shall:

(a) In accordance with section 1(3) of this act, assist the office of the superintendent of public instruction in the development of an application process and the selection of high schools to participate in the pilot project established in section 1 of this act;

(b) Advise the superintendent of public instruction and the board on the development and implementation of work-integrated instructional programs;

(c) Review the instructional programs of schools selected to develop and implement work-integrated learning project programs under section 1 of this act;

(d) Analyze barriers to statewide adoption of work-integrated and career-related learning opportunities and instructional programs;

(e) Recommend policies to implement work-integrated and career-related strategies that increase college and career readiness of students statewide. Policies recommended under this subsection (2)(e) may include, but are not limited to, policies related to the completion of remedial courses required by colleges and universities; and

(f) Consult with individuals from the public and private sectors with expertise in career and technical education and work-integrated training, including representatives of labor unions, professional technical organizations, and business and industry.

(3) The committee must, at a minimum, be composed of the following members:

(a) One member from each of the two largest caucuses of the senate, appointed by the majority and minority leaders of the senate;

(b) One member from each of the two largest caucuses of the house of representatives, appointed by the speaker of the house of representatives;

(c) The superintendent of public instruction or the superintendent's designee;

(d) One educator representing the K-12 career and technical education sector, appointed by the superintendent of public instruction, as determined from recommendations of the association for career and technical education;

(e) One school counselor appointed by the superintendent of public instruction, as determined from recommendations of the school counselor association;

(f) One educator representing the community and technical colleges, appointed by the state board for community and technical colleges;

(g) One member of the governor's office specializing in career and technical education and workforce needs, appointed by the governor;

(h) One member of the workforce training and education coordinating board;

(i) One or more members from employers representing manufacturing and industry, as determined by the committee; and

(j) Other members with specialized expertise, as determined by the committee.

(4) The chair or cochairs of the committee must be selected by the members of the committee.

(5) Staff support for the committee must be provided by the board.

(6) The committee shall report its findings and recommendations to the superintendent of public instruction, the state board for community and technical colleges, the state board of education, and, in accordance with RCW 43.01.036, the education committees and economic development committees of the house of representatives and the senate by July 1, 2021.

(7) This section expires September 1, 2021.

NEW SECTION. **Sec.**  A new section is added to chapter 28C.18 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the board and the office of the superintendent of public instruction shall jointly review and analyze the reports and data submitted in accordance with section 1(5) of this act to evaluate the work-integrated learning project programs. The purpose of the evaluation is to determine:

(a) The impact on in-school progress, high school graduation rates, and other indicators of career and college readiness, both overall and in reducing opportunity gaps;

(b) Best practices for partnering with industry and the local community to create opportunities for applied learning through internships, externships, apprenticeships, and mentorships; and

(c) Best practices for linking high school and beyond plans with work-integrated and career-related learning opportunities, and increasing college readiness.

(2) The evaluation required by this section must be completed with sufficient time for the advisory committee established in section 2 of this act to review the results and incorporate any provisions into its findings and recommendations.

(3) This section expires September 1, 2021.

NEW SECTION. **Sec.**  If specific funding for the purposes of this act, referencing this act by bill or chapter number, is not provided by June 30, 2017, in the omnibus appropriations act, this act is null and void.

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