

CERTIFICATION OF ENROLLMENT

**ENGROSSED SENATE BILL 5534**

68th Legislature  
2023 Regular Session

Passed by the Senate March 7, 2023  
Yeas 48 Nays 0

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**President of the Senate**

Passed by the House April 10, 2023  
Yeas 98 Nays 0

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**Speaker of the House of  
Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Sarah Bannister, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SENATE BILL 5534** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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**ENGROSSED SENATE BILL 5534**

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Passed Legislature - 2023 Regular Session

**State of Washington                      68th Legislature                      2023 Regular Session**

**By** Senators Randall, Holy, Nobles, and Wellman

Read first time 01/23/23. Referred to Committee on Higher Education & Workforce Development.

1            AN ACT Relating to workforce education investment accountability  
2 and oversight board staffing changes; amending RCW 28C.18.200 and  
3 28B.50.925; adding a new section to chapter 28B.77 RCW; and  
4 recodifying RCW 28C.18.200.

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

6            **Sec. 1.** RCW 28C.18.200 and 2020 c 2 s 1 are each amended to read  
7 as follows:

8            (1) The workforce education investment accountability and  
9 oversight board is established. The board consists of (~~seventeen~~)  
10 18 members, as provided in this subsection:

11            (a) Four members of the legislature consisting of the chairs and  
12 ranking minority members of the respective higher education and  
13 workforce development committees of the senate and house of  
14 representatives, ex officio; and

15            (b) The following members appointed by the governor with the  
16 consent of the senate:

17            (i) Five members representing the businesses described in RCW  
18 82.04.299 or subject to the tax rate under RCW 82.04.290(2)(a)(i);

19            (ii) Two members representing labor organizations, one of which  
20 must have expertise in registered apprenticeships and training a

1 high-demand workforce and one of which must represent faculty at the  
2 four-year institutions of higher education;

3 (iii) Two members representing the institutions of higher  
4 education, as defined in RCW 28B.10.016, one of which must be from  
5 the four-year sector and one of which must be from the community and  
6 technical college sector;

7 (iv) Two members representing students, one of which must be a  
8 community and technical college student;

9 (v) One member representing the independent, not-for-profit  
10 higher education institutions; (~~and~~)

11 (vi) One member representing the workforce training and education  
12 coordinating board created under RCW 28C.18.020; and

13 (vii) One member representing the student achievement council,  
14 established under this chapter (~~(28B.77 RCW)~~).

15 (2) Except for ex officio and student members, board members  
16 shall hold their offices for a term of three years until their  
17 successors are appointed. Student board members shall hold one-year  
18 terms.

19 (3) The board shall have two cochairs. One cochair shall be one  
20 of the chairs of the respective higher education and workforce  
21 development committees of the legislature and the other cochair shall  
22 be one of the board members representing the businesses described in  
23 RCW 82.04.299 or subject to the tax rate under RCW  
24 82.04.290(2)(a)(i). The cochairs shall hold the position for a one-  
25 year term. The board members shall elect the cochairs annually.

26 (4) Nine voting members of the board constitute a quorum for the  
27 transaction of business. The board shall meet four times a year.

28 (5) Staff support for the board shall be provided by the  
29 (~~(workforce training and education coordinating board)~~) student  
30 achievement council established in this chapter.

31 (6) The purposes of the board are to:

32 (a) Provide guidance and recommendations to the legislature on  
33 what workforce education priorities should be funded with the  
34 workforce education investment account; and

35 (b) Ensure accountability that the workforce education  
36 investments funded with the workforce education investment account  
37 are producing the intended results and are effectively increasing  
38 student success and career readiness, such as by increasing  
39 retention, completion, and job placement rates.

1 (7) The board shall consult data from the education data center  
2 established under RCW 43.41.400 and the workforce training and  
3 education coordinating board established under this chapter when  
4 reviewing and determining whether workforce education investments  
5 funded from the workforce education investment account are  
6 effectively increasing student success and career readiness. The  
7 workforce training and education coordinating board shall maintain  
8 the workforce education investment accountability and oversight board  
9 data dashboard on a public-facing portal and work with the board to  
10 update and modify the data dashboard as new performance metrics are  
11 identified.

12 (8) The board shall report its recommendations to the appropriate  
13 committees of the legislature by August 1st of each year.

14 (9) For the purposes of this section, "board" means the workforce  
15 education investment accountability and oversight board established  
16 in this section.

17 **Sec. 2.** RCW 28B.50.925 and 2021 c 272 s 4 are each amended to  
18 read as follows:

19 (1) Subject to availability of amounts appropriated for this  
20 specific purpose, each community and technical college shall fully  
21 implement guided pathways. At a minimum, guided pathways  
22 implementation must include:

23 (a) Comprehensive mapping of student educational pathways with  
24 student end goals in mind. These must include transparent and clear  
25 career paths that are tightly aligned to the skills sought by  
26 employers. Pathways must align course sequences to show clear paths  
27 for students, alignment with K-12 and university curriculum, and  
28 skill sets needed to enter the workforce;

29 (b) Dedicated advising and career counseling that helps students  
30 make informed program choices and develop completion plans. Advising  
31 services may include processes that help students explore possible  
32 career and educational choices while also emphasizing early planning.  
33 Advising must be culturally competent and with an emphasis on helping  
34 historically underserved, low-income, and students of color navigate  
35 their education;

36 (c) Data analysis of student learning as well as program and  
37 service outcomes. Data must be used to inform program development,  
38 the creation and further refinement of student pathways, and to

1 provide opportunities for early intervention to help students  
2 succeed; and

3 (d) A student success support infrastructure using programs that  
4 the state board for community and technical colleges finds have been  
5 effective in closing equity gaps among historically underserved  
6 student populations and improve student completion rates. The student  
7 success support program must be based on research or documented  
8 evidence of success. In tandem with guided pathways implementation,  
9 student success support programs may include evidence-based elements  
10 such as:

- 11 (i) Equity competent academic advising services;
- 12 (ii) Equity competent career development programming;
- 13 (iii) Clear information regarding financial aid and financial  
14 literacy; and
- 15 (iv) Inclusive curriculum and teaching practices.

16 (2) Each community and technical college shall post on its  
17 website and include in the guided pathways program documentation and  
18 reports definitions for key terms including: Diversity, equity,  
19 inclusion, culturally competent, culturally appropriate, historically  
20 marginalized communities, communities of color, low-income  
21 communities, and community organizations.

22 (3)(a) The Washington state institute for public policy, in  
23 consultation with the workforce education investment accountability  
24 and oversight board under RCW 28C.18.200 (as recodified by this act),  
25 shall complete an evaluation of the guided pathways model. To the  
26 extent possible, the institute shall complete a preliminary report  
27 that evaluates the effect of the guided pathways model on early  
28 student outcomes including, but not limited to, student retention and  
29 persistence, college level English and math within the first year,  
30 and graduation and transfer rates. The preliminary report must review  
31 the implementation of the guided pathways model in Washington and any  
32 available evidence of the effectiveness of the guided pathways model.  
33 The preliminary report must be submitted by December 15, 2023.

34 (b) The Washington state institute for public policy shall  
35 complete a final report that evaluates the effect of the guided  
36 pathways on longer-term student outcomes including, but not limited  
37 to, degree completion, time to degree, transfer to four-year  
38 institutions, employment, and earnings, to the extent possible. The  
39 final report must be submitted by December 15, 2029.

1 (c) Both the preliminary and final reports must consider  
2 differences in outcomes by racial and ethnic subgroups and  
3 socioeconomic status.

4 NEW SECTION. **Sec. 3.** RCW 28C.18.200 is recodified as a section  
5 in chapter 28B.77 RCW.

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