

SENATE BILL REPORT

ESHB 1600

As of March 17, 2017

Title: An act relating to increasing the career and college readiness of public school students.

Brief Description: Increasing the career and college readiness of public school students.

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Santos, Pettigrew, Harris, Young, Stonier, Pike, Appleton, Johnson, Fey, Bergquist, Hudgins, Kraft, Slatter and Tarleton).

Brief History: Passed House: 3/01/17, 94-4.

Committee Activity: Early Learning & K-12 Education: 3/16/17.

Brief Summary of Bill

- Directs the Workforce Training and Education Coordinating Board, if funds are specifically appropriated, to convene a Work-Integrated Learning Advisory Committee (Advisory Committee) to report recommendations on the development and implementation of work-integrated instructional programs.
- Requires the membership of the Advisory Committee to include legislators and representatives of the Governor, state-level education agencies, educators, school counselors, and manufacturing and industry employers.
- Directs the Advisory Committee to assist the Office of the Superintendent of Public Instruction select high schools to participate in the Work-Integrated Learning Demonstration Pilot Project (WILD Project) to promote work-integrated learning experiences for students, including internships, externships, and apprenticeships, if funding is appropriated for the WILD Project.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Susan Mielke (786-7422)

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Background: High School and Beyond Plan (HSB Plan). Since 2009, the HSB Plan has been a high school graduation requirement. Starting in middle schools, students create a HSB Plan for their high school experience, including what they expect to do the year following graduation. Each school district determines the guidelines for the HSB Plan and whether the student has met this graduation requirement. If a student successfully completes career and technical education (CTE) courses needed for industry certification, college credit, or pre-apprenticeship, then the certificate must be part of the student's HSB Plan.

Work-Based and Worksite Learning. Under the rules of the Office of the Superintendent of Public Instruction (OSPI), school districts may accept work-based learning and worksite learning in lieu of either required or elective high school credits. Work based learning means a learning experience that connects knowledge and skills obtained in the classroom to those needed outside the classroom, and comprises a range of activities and instructional strategies designed to assist students in developing or fulfilling their education plans. Worksite learning means a learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan through the coordination of a worksite learning certified teacher. Direct instruction and supervision is provided by a qualified worksite supervisor. Under rules adopted by the State Board of Education, worksite learning experiences must be connected to the student's HSB Plan.

Opportunity Internship Program. In 2009, the Legislature created the Opportunity Internship Program to provide incentives for local consortiums to provide low-income high school students mentoring and work experience through internships, or pre-apprenticeships in high-demand occupations. Local consortiums could include a local workforce development council, economic development council, area high schools, community or technical colleges, apprenticeship councils, pre-apprenticeship programs, private vocational schools, public and private four-year institutions of higher education, employers in targeted industries, and labor organizations. The Workforce Training and Education Coordinating Board (Workforce Board) administered the program. State funding was specifically provided for the program beginning January 2012 through the 2013 fiscal year.

Workforce Training and Education Coordinating Board. The Workforce Board was created in statute in 1991 as a state agency for the stated purpose of providing planning, coordination, evaluation, monitoring, and policy analysis for the state's workforce training and education system. The nine members of the Workforce Board represent business, labor, or government. At the state level, the Workforce Board coordinates 16 programs administered by seven agencies, including secondary CTE. OSPI administers the secondary CTE program.

County Populations. Current law requires the Office of Financial Management (OFM) to annually determine the April 1st populations of all counties within the state. According to the OFM official April 1, 2016 population estimates, King County is the only county that has more than 1.5 million residents. All counties west of the Cascade mountains except for King, Pierce, and Snohomish counties have fewer than 600,000 residents.

Summary of Bill: Subject to the availability of amounts appropriated for this specific purpose, the Workforce Board must convene a Work-Integrated Learning Advisory Committee (Advisory Committee). The Advisory Committee must take specified actions

including advising Legislature, OSPI, and the Workforce Board on the development and implementation of work-integrated instructional programs. The Advisory Committee membership includes legislators, and representatives of the Governor's office, OSPI, Workforce Board, K-12 CTE and community and technical college educators, school counselors, and manufacturing and industry employers. The Advisory Committee may also include other members with specialized expertise, as determined by the Advisory Committee. The Workforce Board must provide staff support to the Advisory Committee. A report with findings and recommendations must be submitted by the Advisory Committee by July 1, 2021.

Subject to the availability of amounts appropriated for this specific purpose, the Work-Integrated Learning Demonstration Pilot Project (WILD Project) is established. The stated purpose of the WILD Project is to promote work-integrated learning experiences for students, including internships, externships, and apprenticeships. The demonstration programs must be developed by a school district or school with parents, employers, community members and the OSPI. The programs must meet specified criteria, including providing a mentor for each participating student. Participating school districts must integrate the program into the HSB Plan policies of the district.

The Advisory Committee must assist the OSPI in the development of the application process and selection of at least three but not more than four high schools to participate in the WILD Project. At least one selected school must be from a county located east of the Cascade mountains; at least one from a county located west of the Cascade mountains that has fewer than 600,000 residents; and one from a county with more than 1.5 million residents. The selected schools must report data on the WILD project by August 1, 2019, and 2020. The schools must agree to serve as resources and provide technical assistance to other schools on how to provide work-integrated learning.

The Workforce Board and OSPI must jointly review the WILD project school reports and evaluate the programs. The evaluation must be completed with sufficient time for the Advisory Committee to review and incorporate any provisions into its findings and recommendations.

A null and void clause is included.

Appropriation: None.

Fiscal Note: Available. New fiscal note requested on March 13, 2017.

Creates Committee/Commission/Task Force that includes Legislative members: Yes.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: There is research that reports that the education system's narrow focus on preparing students for a four-year university has neglected to prepare students for employment. It does not provide sufficient opportunities to gain soft skills and promote career readiness for students. By providing the opportunities to explore careers through internships, externships, and apprenticeships under this bill we can

provide a comprehensive framework to provide for our students without favoring one curriculum or one career field over another. There are schools that do provide opportunities to learn academics through real world experiences, including conducting surveys, internships, job interviews, and community services. These experiences help students to learn a clear vision of what they like and where they may want to go and do in their life. These schools are willing to serve as a resource for other schools to offer these types of learning activities. The SBE is holding career readiness forums across the state and would like to be included on the advisory committee. OSPI looks forward to collaborating and strengthening work-based programs under this bill.

Persons Testifying: PRO: Jene (Jenna) Jones, WA Association for Career and Technical Education; Kaaren Heikes, State Board of Education / Director of Policy & Partnerships; Sterling Smith, Highline Big Picture High School; Ravan Nahal, Highline Big Picture; Jeff Petty, Regional Director, Big Picture Learning; Molly Marquis, Highline Big Picture High School; Dominic Eberhardt, Big Picture; Gil Mendoza, Office of Superintendent of Public Instruction.

Persons Signed In To Testify But Not Testifying: No one.