

WEST VIRGINIA LEGISLATURE

2020 REGULAR SESSION

Introduced

House Bill 4519

BY DELEGATES ESPINOSA, HANNA, HIGGINBOTHAM,

ELLINGTON AND MANDT

[Introduced January 23, 2020; Referred to the
Committee on Small Business, Entrepreneurship and
Economic Development then Education.]

1 A BILL to amend the Code of West Virginia, 1931, as amended, by adding thereto two new
2 sections, designated §5B-2D-8 and §18-2-7e, all relating to partnerships for improving
3 student engagement and preparation in the changing world of work; establishing a
4 summer youth intern pilot program within Department of Commerce; authorizing diverse
5 stakeholder working group and external champions for development and support of future-
6 ready graduate profile for success in occupations and entrepreneurship; suggesting action
7 steps; and suggesting roles for local school improvement councils.

Be it enacted by the Legislature of West Virginia:

CHAPTER 5B. ECONOMIC DEVELOPMENT ACT OF 1985.

ARTICLE 2D. WEST VIRGINIA GUARANTEED WORK FORCE PROGRAM.

§5B-2D-8. Summer youth intern pilot program.

1 A summer youth intern pilot program is established within the Department of Commerce
2 to provide high school students with internship opportunities that allow these youths to explore
3 and prepare for high-demand careers, gain work experience, and develop the life characteristics
4 necessary for success in occupations and entrepreneurship. The Department of Commerce shall
5 work with employers, nonprofit organizations, and educational institutions to provide for the
6 placement of youth in internships primarily in high-demand career fields with a prioritization of
7 offering equitable opportunities for all students. Subject to an appropriation by the Legislature for
8 this purpose, the Department of Commerce may award grants to assist employers with costs of
9 the summer youth intern pilot projects on a competitive basis subject to the following:

10 (1) The Department of Commerce shall annually issue a request for proposals to the
11 public, specifying the expectations, requirements, and qualifications for the summer youth intern
12 pilot program grant, including, but not limited to, the provision of facilities, programming, staffing,
13 and outcomes; and

14 (2) The Department of Commerce shall give full and fair consideration to each proposal
15 submitted under subdivision (1) of this subsection and shall award grants after considering, at a
16 minimum, the following:

17 (A) The bidder's history and experience in the community;

18 (B) The capacity to serve a substantial number of youths;

19 (C) The suitability of the available facilities;

20 (D) The bidder's contacts and partnerships in the community that can be leveraged to
21 maximize opportunity for project participants; and

22 (E) The capacity to provide employability skills, including but not limited to training relating
23 to soft skills, financial literacy, and career development.

CHAPTER 18. EDUCATION.

ARTICLE 2. STATE BOARD OF EDUCATION.

§18-2-7e. Business and community partnerships for improving student engagement and preparation; roles of school district leadership and local school improvement councils; future-ready graduate profile.

1 (a) The purpose of this section is to complement the delivery of programs in workforce
2 preparation set forth in §18-2-7d of this code by providing a framework for schools, school
3 systems, and communities to:

4 (1) Engage their local stakeholders in developing a shared vision of the knowledge,
5 college, and career skills, and life characteristics that a future-ready graduate of their school
6 system will need for success in occupations and entrepreneurship in the changing world of work;

7 (2) Build strategic partnerships that instill within students an awareness of the changing
8 world of work, build an appreciation of the relevancy of academic subject matter for future
9 success, nurture the whole child, and promote student acquisition of the knowledge, skills, and
10 characteristics needed for success; and

11 (3) Provide an opportunity for students to gain valuable experience and skills in a
12 workplace environment while still exploring their interests and abilities.

13 (b) A county board may establish a diverse stakeholder working group which may include,
14 but is not limited, to educators from both public and higher education, businesses and business
15 organizations, associations and authorities, families, students, community leaders, and any other
16 stakeholders they may choose. Working with the school system leadership, the purpose of the
17 stakeholder working group is to assist in the development of a succinct profile of a future-ready
18 graduate of the school system containing the knowledge, college and career skills, and life
19 characteristics that they agree are needed for success in occupations and entrepreneurship in
20 the changing world of work. The school system leadership may include the stakeholders in
21 creating visibility and support for their unique, shared vision of a future-ready graduate and in
22 setting the stage for planning and action steps that may be necessary to prepare future-ready
23 graduates. The school system leadership may engage external champions who are committed to
24 the shared vision of a future-ready graduate to help generate community awareness and support
25 for the project and to build strategic partnerships for program implementation. The action steps
26 should include clearly articulating the profile of the future-ready graduate to participating schools,
27 parents and the community, nurturing the whole child, and beginning the development of
28 foundational knowledge, skills, and characteristics beginning in the early years of school, and
29 establishing multiple paths toward college and career readiness for students that include
30 internships, externships, and credentialing.

31 (c) Local school improvement councils can play a key role in the implementation of
32 programs at the age appropriate grade levels by engaging the school's business and community
33 partners, including two-year and four-year institutions of higher education, to help develop within
34 students an awareness of the changing world of work and an appreciation of the relevancy of
35 academic subject matter for success in various occupations and entrepreneurship. This may
36 include, but is not limited to, presentations by guest speakers, demonstrations, hands-on creative

37 projects, virtual or on-site visits to work places, and internships, externships, and credentialing
38 appropriate for the grade levels of the school to reinforce the competencies students will need for
39 success. Local school improvement councils may exercise their authority pursuant to §18-5A-3
40 of this code to seek waivers from rules, policies, interpretations, and statutes for plan
41 implementation.

Note: The purpose of this bill is to complement the provisions of §18-2-7d, programs in workforce preparedness, by providing a framework for schools, school systems and communities to engage their local stakeholders in developing a shared vision of the knowledge, college and career skills, and life characteristics that a future-ready graduate will need for success in occupations and entrepreneurship in the changing world of work. The bill provides a framework for local school improvement councils to build strategic partnerships that instill within students an awareness of the changing world of work, build an appreciation of the relevancy of academic subject matter for future success, and promote student acquisition of the knowledge, skills and characteristics needed for success. Finally, the bill provides for a pilot summer youth internship program within the Department of Commerce to provide students an opportunity to gain valuable experience and skills in a workplace environment while still exploring their interests and abilities.

Strike-throughs indicate language that would be stricken from a heading or the present law and underscoring indicates new language that would be added.