

HOUSE BILL REPORT

HB 1820

As Reported By House Committee On:
Education

Title: An act relating to school-to-work transitions.

Brief Description: Creating the school-to-work transitions program.

Sponsors: Representatives Dorn, Brough, Brumsickle, Heavey, Vance, Mastin, R. Meyers, Jones, Peery, Cothorn, Campbell, Orr, Holm, Carlson, Springer, Stevens, Jacobsen, Thomas, Pruitt, Foreman, Finkbeiner, Lemmon, Leonard, Rayburn, Riley, Patterson, Conway, King, Johanson, Roland, Tate, Karahalios, Mielke, Eide, Wolfe, Romero, Edmondson, Morris, Shin, G. Fisher, Horn, L. Johnson, Thibaudeau, Kremen, Basich, Miller, J. Kohl, H. Myers, Long, Cooke, Fuhrman, Van Luven, Talcott, Forner, Ballasiotes, Hansen, Kessler, Silver and Wood.

Brief History:

Reported by House Committee on:
Education, March 2, 1993, DPS.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 18 members: Representatives Dorn, Chair; Cothorn, Vice Chair; Brough, Ranking Minority Member; Thomas, Assistant Ranking Minority Member; Brumsickle; Carlson; G. Cole; Eide; G. Fisher; Hansen; Holm; Jones; Karahalios; J. Kohl; Patterson; Pruitt; Roland; and Vance.

Minority Report: Do not pass. Signed by 1 member: Representative Stevens.

Staff: Robert Butts (786-7111).

Background: The 1992 Legislature established the Academic and Vocational Development grant program. The purpose of the program is to fund projects in which academic and vocational subjects are integrated into a single instructional system. The intent is to make school more relevant and practical, and increase the ability of students to make the transition successfully to the world of work.

A total of \$98,000 was appropriated for the 1991-93 biennium for the program. Thirty-five applications were submitted, with four projects being funded (Bethel, Camas, Central Valley, and Grand Coulee School Districts).

Summary of Substitute Bill: The Academic and Vocational Development grant program is expanded and renamed the School-to-Work Transitions Program.

Three project goals are added:

- Provide each student with a choice of multiple, flexible educational pathways based on the student's career or interest area;
- Develop student essential learning requirements, methods of accurately measuring student performance, and goals for improved student learning; and
- Develop partnerships with local businesses and employers to incorporate the work site as a learning experience.

In selecting projects, the Superintendent of Public Instruction (SPI) is directed to give additional consideration to proposals that include: (1) collaboration with middle schools or junior high schools; (2) a "tech prep" site; and (3) work-based learning opportunities.

SPI is permitted to develop a process for teacher certification programs to apply to participate in the School-to-Work Transitions program. These grants would be used to improve teacher preparation in areas related to school-to-work transitions.

The sum of \$2.5 million is appropriated to SPI. Of this appropriation:

- (1) a maximum of \$200,000 may be used for teacher certification programs; and
- (2) \$150,000 is provided to SPI to coordinate the program and to disseminate information on the model projects.

Substitute Bill Compared to Original Bill: Language was added to give projects with a work-based learning component additional consideration when grants are awarded. Also, several technical changes were made.

Fiscal Note: Requested February 22, 1993.

Appropriation: The sum of \$2.5 million from the general fund to the Superintendent of Public Instruction.

Effective Date of Substitute Bill: The bill contains an emergency clause and takes effect immediately.

Testimony For: This will make help make the instruction in our schools more relevant to our students, and better prepare students for life after high school.

Testimony Against: None.

Witnesses: Ellen O'Brien Saunders, Workforce Training and Education Coordinating Board (supports); Thomas Lopp, Office of the Superintendent of Public Instruction (supports); and Kathleen Lopp, Washington Vocational Association (supports).