

FINAL BILL REPORT

ESHB 1820

C 335 L 93
Synopsis as Enacted

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

By House Committee on Education (originally sponsored by 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).

House Committee on Education
House Committee on Appropriations
Senate Committee on Education

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: The Academic and Vocational Development Grant Program is expanded and renamed the School-to-Work Transitions Program.

Three project goals are added:

- (1) Provide each student with a choice of multiple, flexible educational pathways based on the student's career or interest area;

- (2) Develop student essential learning requirements, methods of accurately measuring student performance, and goals for improved student learning; and
- (3) 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.

Votes on Final Passage:

House	98	0
Senate	44	0

Effective: May 12, 1993