
ENGROSSED SUBSTITUTE HOUSE BILL 1820

State of Washington

53rd Legislature

1993 Regular Session

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)

Read first time 03/03/93.

1 AN ACT Relating to school-to-work transitions; amending RCW
2 28A.630.862, 28A.630.864, 28A.630.866, 28A.630.868, 28A.630.870,
3 28A.630.874, 28A.630.876, 28A.630.878, and 28A.630.880; adding a new
4 section to chapter 28A.630 RCW; creating new sections; repealing RCW
5 28A.630.860; and declaring an emergency.

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

7 NEW SECTION. **Sec. 1.** (1) The legislature finds that demonstrated
8 relevancy and practical application of school work is essential to
9 improving student learning and to increasing the ability of students to
10 transition successfully to the world of work. Employers have an
11 increasing need for highly skilled people whether they are graduating
12 from high school, a community college, a four-year university, or a
13 technical college.

14 (2) The legislature further finds that the school experience must
15 prepare students to make informed career direction decisions at
16 appropriate intervals in their educational progress. The elimination
17 of rigid tracking into educational programs will increase students'
18 posthigh school options and will expose students to a broad range of
19 interrelated career and educational opportunities.

1 (3) The legislature further finds that student motivation and
2 performance can be greatly increased by the demonstration of practical
3 application of course work content and its relevancy to potential
4 career directions.

5 (4) The legislature further finds that secondary schools should
6 provide students with multiple, flexible educational pathways. Each
7 educational pathway should:

8 (a) Prepare students to demonstrate both core competencies common
9 for all students and competencies in a career or interest area;

10 (b) Integrate academic and vocational education into a single
11 curriculum; and

12 (c) Provide both classroom and workplace experience.

13 (5) The purpose of RCW 28A.630.862 through 28A.630.880 and section
14 11 of this act is to equip students with improved school-to-work
15 transition opportunities through the establishment of school-to-work
16 transition model projects throughout the state.

17 **Sec. 2.** RCW 28A.630.862 and 1992 c 137 s 2 are each amended to
18 read as follows:

19 There is established in the office of the superintendent of public
20 instruction (~~((an academic and vocational integration development))~~) a
21 school-to-work transitions program which shall fund and coordinate
22 (~~((pilot))~~) projects to develop model secondary school (~~((projects))~~)
23 programs. The projects shall combine academic and vocational education
24 into a single instructional system that is responsive to the
25 educational needs of all students in secondary schools and shall
26 provide multiple educational pathway options for all secondary
27 students. Goals of the projects within the program shall include at a
28 minimum:

29 (1) Integration of vocational and academic instructional curriculum
30 into a single curriculum;

31 (2) Providing each student with a choice of multiple, flexible
32 educational pathways based on the student's career or interest area;

33 (3) Emphasis on increased vocational(~~((personal))~~) and academic
34 guidance and counseling for students as an essential component of the
35 student's high school experience;

36 (~~((3))~~) (4) Development of student essential academic learning
37 requirements, methods of accurately measuring student performance, and
38 goals for improved student learning;

1 (5) Partnership with local employers and employees to incorporate
2 work sites as part of work-based learning experiences;

3 (6) Active participation of educators in the planning,
4 implementation, and operation of the project, including increased
5 opportunities for professional development and in-service training; and

6 (~~(4)~~) (7) Active participation by employers, private and public
7 community service providers, parents, and community members in the
8 development and operation of the project.

9 **Sec. 3.** RCW 28A.630.864 and 1992 c 137 s 3 are each amended to
10 read as follows:

11 (1) The superintendent of public instruction shall develop a
12 process for schools or school districts to apply to participate in the
13 (~~academic and vocational integration development~~) school-to-work
14 transitions program. The office of the superintendent of public
15 instruction shall review and select projects for grant awards, and
16 monitor and evaluate the (~~academic and vocational integration~~
17 ~~development~~) program.

18 (2) The superintendent of public instruction, in selecting projects
19 for grant awards, shall give additional consideration to schools or
20 school districts whose proposals include collaboration with middle
21 schools or junior high schools to develop school-to-work transition
22 objectives. Middle school or junior high school programs may include
23 career awareness and exploration, preparation for school-to-school
24 transition, and preparation for educational pathway decisions.

25 (3) The superintendent of public instruction, in selecting projects
26 for grant awards, shall give additional consideration to schools or
27 school districts whose proposals include a tech prep site selected
28 under P.L. 101-392 or other articulation agreements with a community or
29 technical college.

30 (4) The superintendent of public instruction, in selecting projects
31 for grant awards, shall give additional consideration to schools or
32 school districts whose proposals include the following elements: Paid
33 student employment in an occupational area with growing labor market
34 demand, instruction on the job from a mentor, demonstration of
35 competency standards for program completion, and a contract to be
36 signed by the participating student, the student's parent or legal
37 guardian, the participating employer, and an education representative.

1 (5) The superintendent of public instruction and the state board of
2 education may develop a process for teacher preparation programs to
3 apply to participate in the school-to-work transitions program. The
4 office of the superintendent of public instruction and the state board
5 of education may review and select projects for grant awards. Teacher
6 preparation grants shall be used to improve teacher preparation in
7 school-to-work transitions, including course work related to integrated
8 curriculum, tech prep concepts, updating technical skills, improving
9 school and private sector partnerships, and assessing students.

10 **Sec. 4.** RCW 28A.630.866 and 1992 c 137 s 4 are each amended to
11 read as follows:

12 The superintendent of public instruction shall appoint a ten-member
13 task force on ~~((academic and vocational integration))~~ school-to-work
14 transitions. The task force shall include at least one representative
15 from the work force training and education coordinating board and the
16 state board for community and technical colleges. The task force shall
17 advise the superintendent of public instruction in the development of
18 the process for applying to participate in the ~~((academic and~~
19 ~~vocational integration development))~~ school-to-work transitions
20 program, in the review and selection of projects under RCW 28A.630.864,
21 and the monitoring and evaluation of the projects.

22 **Sec. 5.** RCW 28A.630.868 and 1992 c 137 s 6 are each amended to
23 read as follows:

24 (1) The superintendent of public instruction shall administer RCW
25 28A.630.860 through RCW 28A.630.880.

26 (2) The ~~((academic and vocational integration development))~~ school-
27 to-work transitions projects may be conducted for up to six years, if
28 funds are provided.

29 **Sec. 6.** RCW 28A.630.870 and 1992 c 137 s 7 are each amended to
30 read as follows:

31 (1) The superintendent of public instruction may accept, receive,
32 and administer for the purposes of RCW 28A.630.860 through 28A.630.880
33 such gifts, grants, and contributions as may be provided from public
34 and private sources for the purposes of RCW 28A.630.860 through
35 28A.630.880.

1 (2) The (~~academic and vocational integration development~~) school-
2 to-work transitions program account is hereby established in the
3 custody of the state treasurer. The superintendent of public
4 instruction shall deposit in the account all moneys received under this
5 section. Moneys in the account may be spent only for the purposes of
6 28A.630.860 through 28A.630.880. Disbursements from this account shall
7 be on the authorization of the superintendent of public instruction or
8 the superintendent's designee. The account is subject to the allotment
9 procedure provided under chapter 43.88 RCW, but no appropriation is
10 required for disbursements.

11 **Sec. 7.** RCW 28A.630.874 and 1992 c 137 s 9 are each amended to
12 read as follows:

13 (1) The superintendent of public instruction, in coordination with
14 the state board of education, the state board for community and
15 technical colleges, the work force training and education coordinating
16 board, and the higher education coordinating board, shall provide
17 technical assistance to selected schools and shall develop a process
18 that coordinates and facilitates linkages among participating school
19 districts, secondary schools, junior high schools, middle schools,
20 technical colleges, and colleges and universities.

21 (2) The superintendent of public instruction and the state board of
22 education may adopt rules under chapter 34.05 RCW as necessary to
23 implement its duties under RCW 28A.630.860 through RCW 28A.630.880.

24 **Sec. 8.** RCW 28A.630.876 and 1992 c 137 s 10 are each amended to
25 read as follows:

26 (1) The superintendent of public instruction shall report to the
27 education committees of the legislature on the progress of the schools
28 for the (~~academic and vocational integration development~~) school-to-
29 work transitions program by December 15 of each odd-numbered year.

30 (2) Each school district selected to participate in the academic
31 and vocational integration development program shall submit an annual
32 report to the superintendent of public instruction on the progress of
33 the (~~pilot~~) project as a condition of receipt of continued funding.

34 **Sec. 9.** RCW 28A.630.878 and 1992 c 137 s 11 are each amended to
35 read as follows:

1 The superintendent of public instruction, through the state
2 clearinghouse for education information, shall collect and disseminate
3 to all school districts and other interested parties information about
4 the ((~~academic and vocational integration development pilot~~)) school-
5 to-work transitions projects.

6 **Sec. 10.** RCW 28A.630.880 and 1992 c 137 s 12 are each amended to
7 read as follows:

8 RCW 28A.630.860 through 28A.630.880 may be known and cited as the
9 ((~~academic and vocational integration development~~)) school-to-work
10 transitions program.

11 NEW SECTION. **Sec. 11.** A new section is added to chapter 28A.630
12 RCW to read as follows:

13 Unless the context clearly requires otherwise, the definitions in
14 this section apply throughout RCW 28A.630.862 through 28A.630.880.

15 (1) "Integration of vocational and academic instruction" means an
16 educational program that combines vocational and academic concepts into
17 a single curriculum to increase the relevancy of course work, to
18 strengthen and increase academic standards, and to enable students to
19 apply knowledge and skills to career and educational objectives.

20 (2) "School-to-work transition" means a restructuring effort which
21 provides multiple learning options and seamless integrated pathways to
22 increase all students' opportunities to pursue their career and
23 educational interests.

24 (3) "Work-based learning" means a competency-based educational
25 experience that coordinates and integrates classroom instruction with
26 structured, work site employment in which the student receives
27 occupational training that advances student knowledge and skills in
28 essential academic learning requirements.

29 NEW SECTION. **Sec. 12.** RCW 28A.630.860 and 1992 c 137 s 1 are each
30 repealed.

31 NEW SECTION. **Sec. 13.** If specific funding for the purposes of
32 this act, referencing this act by bill number, is not provided by June
33 30, 1993, in the omnibus appropriations act, this act is null and void.

1 NEW SECTION. **Sec. 14.** This act is necessary for the immediate
2 preservation of the public peace, health, or safety, or support of the
3 state government and its existing public institutions, and shall take
4 effect immediately.

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