
HOUSE BILL 1820

State of Washington**53rd Legislature****1993 Regular Session**

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 02/10/93. Referred to Committee on Education.

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 a new section; repealing RCW
5 28A.630.860; making an appropriation; 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 make the transition successfully to the world of work. Employers have
11 an increasing need for highly skilled people whether they are
12 graduating from high school, a community college, a four-year
13 university, or a technical college.

14 (2) The legislature further finds that the school experience must
15 prepare students to make informed career directional 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 wide 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 this act is to equip students with improved
14 school-to-work transition opportunities through the establishment of
15 school-to-work transition model projects throughout the state.

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

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

27 (1) Integration of vocational and academic instructional curriculum
28 into a single curriculum;

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

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

34 ~~((+3))~~ (4) Development of student essential learning requirements,
35 methods of accurately measuring student performance, and goals for
36 improved student learning;

1 (5) Partnership with local businesses and employers to incorporate
2 the work site as a learning experience including work study for credit,
3 apprenticeships, and internships;

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

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

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

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

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

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

30 (4) The superintendent of public instruction may develop a process
31 for teacher certification programs to apply to participate in the
32 school-to-work transitions program. The office of the superintendent
33 of public instruction may review and select projects for grant awards.
34 Teacher preparation grants shall be used to improve teacher preparation
35 in school-to-work transitions, including course work related to
36 integrated curriculum, tech prep concepts, updating technical skills,
37 improving school and private sector partnerships, developing student
38 learning goals, and assessing student outcomes.

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

3 The superintendent of public instruction shall appoint a ten-member
4 task force on ((~~academic and vocational integration~~)) school-to-work
5 transitions. The task force shall include at least one representative
6 from the work force training and education coordinating board and the
7 state board for community and technical colleges. The task force shall
8 advise the superintendent of public instruction in the development of
9 the process for applying to participate in the ((~~academic and~~
10 ~~vocational integration development~~)) school-to-work transitions
11 program, in the review and selection of projects under RCW 28A.630.864,
12 and the monitoring and evaluation of the projects.

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

15 (1) The superintendent of public instruction shall administer RCW
16 28A.630.860 through RCW 28A.630.880.

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

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

22 (1) The superintendent of public instruction may accept, receive,
23 and administer for the purposes of RCW 28A.630.860 through 28A.630.880
24 such gifts, grants, and contributions as may be provided from public
25 and private sources for the purposes of RCW 28A.630.860 through
26 28A.630.880.

27 (2) The ((~~academic and vocational integration development~~)) school-
28 to-work transitions program account is hereby established in the
29 custody of the state treasurer. The superintendent of public
30 instruction shall deposit in the account all moneys received under this
31 section. Moneys in the account may be spent only for the purposes of
32 28A.630.860 through 28A.630.880. Disbursements from this account shall
33 be on the authorization of the superintendent of public instruction or
34 the superintendent's designee. The account is subject to the allotment
35 procedure provided under chapter 43.88 RCW, but no appropriation is
36 required for disbursements.

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

3 (1) The superintendent of public instruction, in coordination with
4 the state board for community and technical colleges, the work force
5 training and education coordinating board, and the higher education
6 coordinating board, shall provide technical assistance to selected
7 schools and shall develop a process that coordinates and facilitates
8 linkages among participating school districts, secondary schools,
9 junior high schools, middle schools, technical colleges, and colleges
10 and universities.

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

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

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

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

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

26 The superintendent of public instruction, through the state
27 clearinghouse for education information, shall collect and disseminate
28 to all school districts and other interested parties information about
29 the (~~(academic and vocational integration development pilot)~~) school-
30 to-work transitions projects.

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

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

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

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

5 (1) "Integration of vocational and academic instruction" means an
6 educational program that combines vocational and academic concepts into
7 a single curriculum to increase the relevancy of course work, to
8 strengthen and increase academic standards, and to enable students to
9 apply knowledge and skills to career and educational objectives.

10 (2) "School-to-work transition" means a restructuring effort which
11 provides multiple learning options and seamless integrated pathways to
12 increase all students' opportunities to pursue their careers and
13 educational interests.

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

16 NEW SECTION. **Sec. 13.** The sum of two million five hundred
17 thousand dollars, or as much thereof as may be necessary, is
18 appropriated for the biennium ending June 30, 1995, from the general
19 fund to the superintendent of public instruction for the purposes of
20 section 3 of this act. The appropriation in this section is subject to
21 the following conditions and limitations:

22 (1) A maximum of two hundred thousand dollars is provided solely
23 for the purposes of section 3(4) of this act.

24 (2) One hundred fifty thousand dollars is provided solely for the
25 office of the superintendent of public instruction to provide
26 administration and staffing to coordinate the program established under
27 this act and to disseminate information on the model projects.

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

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