
HOUSE BILL 1870

State of Washington

56th Legislature

1999 Regular Session

By Representatives Keiser, Clements, Quall, Radcliff, Santos, Conway, Stensen, Cox, Haigh, Sump, Rockefeller, Poulsen, Schual-Berke, Kessler, Murray, Ogden, Kenney and Lovick

Read first time 02/09/1999. Referred to Committee on Education.

1 AN ACT Relating to helping students understand the importance of
2 work and future career and educational opportunities; and adding new
3 sections to chapter 28A.300 RCW.

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

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
6 RCW to read as follows:

7 The goal four voluntary grant program is created to aid parents,
8 schools, and communities in their efforts to help students understand
9 the importance of work and how performance, effort, and decisions
10 directly affect a student's future career and educational
11 opportunities. The grant program shall be administered by the office
12 of the superintendent of public instruction. In its administration of
13 the program, the responsibilities of the office of the superintendent
14 of public instruction shall include, but need not be limited to:

- 15 (1) Distribution of program guidelines;
16 (2) Use of simple, brief, and clear application processes, forms,
17 and reporting requirements that help make the grant program accessible
18 to schools and school districts with minimal administrative teams;

1 (3) Selection of grant recipients. The selection criteria shall
2 include a priority for the extent of community support including
3 matching funds and in-kind services; and

4 (4) Distribution of a report at least once every two years to the
5 governor, the education and fiscal committees of the legislature, the
6 educational community, and other interested parties. The report shall
7 focus primarily on the results of grant recipients and the program as
8 a whole, and shall include any recommendations for program
9 improvements.

10 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
11 RCW to read as follows:

12 The goal four voluntary grant program shall include the following
13 elements:

14 (1) Participation is open to school districts and individual public
15 high schools, middle schools, and junior high schools.

16 (2) Participating school districts may develop a district-wide
17 career development component and shall require each participating
18 school in the district to develop a school career development component
19 to its school improvement plan. The career development component shall
20 be designed to provide high school students with an opportunity to
21 identify and pursue both career and educational objectives.

22 (3) The elements in each career development component shall
23 include, but need not be limited to:

24 (a) Career preparation activities that include, but need not be
25 limited to: Career awareness and exploration; development of career
26 goals; workplace habits; work-based learning experiences; and job
27 search and job retention skills;

28 (b) Curriculum components designed to provide opportunities
29 throughout the high school years for students to gain the skills
30 required to transition from high school to the workplace successfully
31 or to additional education and training programs. The curriculum
32 components shall include, but need not be limited to:

33 (i) Applied and contextual learning opportunities that reinforce
34 core learning, motivate learning, respond to different learning styles,
35 enable students to explore or survey career interests, and promote
36 student leadership;

37 (ii) Programs that incorporate industry-approved skill standards
38 and industry certification;

- 1 (iii) Programs that articulate with postsecondary institutions;
2 (iv) Programs that enable students to receive college credit for
3 knowledge and skills learned while enrolled in high school; and
4 (v) Programs with a math and technology emphasis.

5 (c) Program components should be designed for the transition of
6 high school students to their thirteenth year, through career pathways,
7 school-to-work efforts, or school-to-career efforts and should include
8 early planning, individual planning with parental involvement, and a
9 community presentation that reaches beyond the school;

10 (d) Learning opportunities for teachers and staff that include
11 training on contextual learning and teaching methods, work-based
12 learning experiences; and methods to standardize assessments;

13 (e) The development of a work-ready endorsement for inclusion in
14 the high school transcript of students who have successfully
15 demonstrated entry-level proficiency of workplace skills. Workplace
16 skills shall include, but need not be limited to workplace habits,
17 including safety, and skills that encompass job search and job
18 retention;

19 (f) Methods to impart and assess the understanding of rules of
20 conduct and activities that reenforce the values of personal
21 responsibility, honesty, and integrity. The methods shall include
22 consequences for student attendance, homework completion, and student
23 discipline; and

24 (g) An accountability system that measures the work-related
25 learning occurring in the school and, if applicable, school district.
26 The system shall include, but need not be limited to: Employment or
27 enrollment in postsecondary education programs, and attendance, drop-
28 out, and graduation and high school completion rates.

29 (4) The career development component shall be developed and
30 monitored by a local advisory committee that includes, but need not be
31 limited to secondary and postsecondary vocational teachers, parents,
32 students, and community members including representatives from local
33 businesses and labor organizations. The majority of the committee
34 shall be comprised of customers of the educational system. In its
35 deliberations, the committee shall consult with appropriate educational
36 and economic organizations within the local labor market, including
37 public and private providers of postsecondary education and training.

- 1 This advisory committee may have other functions so long as membership
- 2 criteria is met.

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