
SUBSTITUTE HOUSE BILL 3082

State of Washington

60th Legislature

2008 Regular Session

By House Education (originally sponsored by Representatives Haigh, Priest, Quall, Seaquist, Dunshee, Sullivan, and Ormsby)

READ FIRST TIME 02/05/08.

1 AN ACT Relating to culminating projects in the area of
2 environmental education; adding a new section to chapter 28A.310 RCW;
3 adding a new section to chapter 28A.300 RCW; and creating a new
4 section.

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

6 NEW SECTION. **Sec. 1.** As a graduation requirement, the culminating
7 project is intended to provide students with a unique opportunity to
8 evidence the totality of their educational experience through an
9 individualized learning experience of their choosing. While the
10 culminating project is intended to show that the student met the
11 essential academic learning standards, it also provides a venue for the
12 student to explore areas of personal interest, develop leadership
13 skills, and understand how the learning standards connect with future
14 career opportunities.

15 The legislature supports the integration of natural science,
16 wildlife, and environmental education programs into the common school
17 curriculum as a way to better engage students and to set the stage for
18 life-long learning. It is the intent of the legislature to strengthen
19 that integration by creating a program that allows students to satisfy

1 the culminating project through participation in high-quality, hands-on
2 environmental or ecological projects that link state academic standards
3 with real-world learning experiences. These projects will begin
4 preparing students to be the next generation of leaders with the
5 skills, knowledge, and dispositions to effectively and creatively
6 address the challenges and opportunities of the twenty-first century.

7 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.310
8 RCW to read as follows:

9 (1) The sustainable environment culminating project grant program
10 is created to establish an organized regional approach to providing
11 environmentally related culminating projects for students that connect
12 school academics with natural resource career possibilities. Grant
13 funds provided for the purpose of supporting environmentally related
14 culminating projects shall be disbursed through a competitive grant
15 process administered through the educational service districts that
16 receive an appropriation in the budget. Educational service districts
17 may accept funds from other public and private sources which may be
18 pooled and disbursed through the competitive grant process.

19 (2) Educational service districts receiving funding shall award the
20 grant funds to a nonprofit organization or tribal education department
21 that has proven experience with delivering applied learning
22 opportunities to students in the area of environmental education,
23 including but not limited to areas of interest such as ocean policy,
24 biodiversity, Puget Sound clean-up, environmental restoration, and
25 climate change. Educational service districts may pool grant funds and
26 award a single grant to a single nonprofit organization or tribal
27 education department that will work with individual school districts.

28 (3) The grant recipients shall be required to provide assistance to
29 school districts through instructional resources and support,
30 professional development and equipment sharing, and by providing sample
31 curricula and project ideas. The nonprofit organizations or tribal
32 education departments shall assist school districts in developing
33 culminating projects for students that:

34 (a) Allow students to demonstrate their knowledge and skills in
35 relationship to the essential academic learning standards and to do so
36 through integration of reading, writing, communication, mathematics,

1 science, social studies, the arts, and health/fitness and in a real-
2 world, hands-on context;

3 (b) Provide a forum, both virtual and in-person, that allows
4 students to be involved with and interact with scientists,
5 policymakers, and local community leaders during the development and
6 completion of the culminating project. A community mentoring component
7 shall be included in the program to provide support to students;

8 (c) Promote leadership skills;

9 (d) Are designed to improve student learning and promote a sense of
10 personal responsibility through hands-on, technology-assisted science
11 and community research in the field. The project shall require the
12 student to use scientific protocols to share data and compare findings
13 with others and learn firsthand the impacts that people have on the
14 environment; and

15 (e) Help students learn about responsible stewardship and careers
16 in sustainable design.

17 (4) By December 2009, the nonprofit organizations or tribal
18 education departments receiving grants under this section shall report
19 to the educational service districts and the legislature the number of
20 students served by the program, the types and number of culminating
21 projects completed, and the feedback on the program from students,
22 school administrators, and teachers.

23 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
24 RCW to read as follows:

25 Subject to the availability of funds, the office of the
26 superintendent of public instruction shall work with the grant
27 recipients as provided in section 2 of this act to implement a
28 statewide online project database in which students can find project
29 opportunities through connections with community-based and agency
30 resources and where students can post their own projects and continue
31 or build on the work of other student projects. This database shall be
32 housed and managed by the office of the superintendent of public
33 instruction.

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