

---

**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 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 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.** The sum of two million five hundred  
32 thousand dollars, or as much thereof as may be necessary, is  
33 appropriated for the biennium ending June 30, 1995, from the general  
34 fund to the superintendent of public instruction for the purposes of

1 section 3 of this act. The appropriation in this section is subject to  
2 the following conditions and limitations:

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

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

9 (3) Two hundred fifty thousand dollars is provided solely for the  
10 office of the superintendent of public instruction to provide grants to  
11 community and technical colleges for the development of integrated  
12 curriculum for tech prep programs. The superintendent shall award  
13 grants to community and technical colleges identified in selected  
14 schools to work transition projects as participants in the tech prep  
15 component of the project plan.

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

--- END ---