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**SUBSTITUTE SENATE BILL 6379**

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**State of Washington**

**54th Legislature**

**1996 Regular Session**

**By** Senate Committee on Higher Education (originally sponsored by Senators Bauer, Wood and Deccio)

Read first time 02/01/96.

1 AN ACT Relating to the work force training and education  
2 coordinating board; and amending RCW 28C.18.005 and 28C.18.010.

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

4 **Sec. 1.** RCW 28C.18.005 and 1991 c 238 s 1 are each amended to read  
5 as follows:

6 The legislature finds that the state's system of work force  
7 training and education is inadequate for meeting the needs of the  
8 state's workers, employers, and economy. A growing shortage of skilled  
9 workers is already hurting the state's economy. There is a shortage of  
10 available workers and too often prospective employees lack the skills  
11 and training needed by employers. Moreover, with demographic changes  
12 in the state's population employers will need to employ a more  
13 culturally diverse work force in the future.

14 The legislature further finds that the state's current work force  
15 training and education system is fragmented among numerous agencies,  
16 councils, boards, and committees, with inadequate overall coordination.  
17 No comprehensive strategic plan guides the different parts of the  
18 system. There is no single point of leadership and responsibility.  
19 There is insufficient guidance from employers and workers built into

1 the system to ensure that the system is responsive to the needs of its  
2 customers. Adult work force education lacks a uniform system of  
3 governance, with an inefficient division in governance between  
4 community colleges and vocational technical institutes, and inadequate  
5 local authority. The parts of the system providing adult basic skills  
6 and literacy education are especially uncoordinated and lack sufficient  
7 visibility to adequately address the needs of the large number of  
8 adults in the state who are functionally illiterate. The work force  
9 training and education system's data and evaluation methods are  
10 inconsistent and unable to provide adequate information for determining  
11 how well the system is performing on a regular basis so that the system  
12 may be held accountable for the outcomes it produces. Much of the work  
13 force training and education system provides inadequate opportunities  
14 to meet the needs of people from culturally diverse backgrounds.  
15 Finally, our public and private educational institutions are not  
16 producing the number of people educated in vocational/technical skills  
17 needed by employers.

18 The legislature recognizes that we must make certain that our  
19 public and private institutions of education place appropriate emphasis  
20 on the needs of employers and on the needs of the approximately eighty  
21 percent of our young people who enter the world of work without  
22 completing a four-year program of higher education. We must make our  
23 work force education and training system better coordinated, more  
24 efficient, more responsive to the needs of business and workers and  
25 local communities, more accountable for its performance, and more open  
26 to the needs of a culturally diverse population.

27 **Sec. 2.** RCW 28C.18.010 and 1991 c 238 s 2 are each amended to read  
28 as follows:

29 Unless the context clearly requires otherwise, the definitions in  
30 this section apply throughout this title.

31 (1) "Board" means the work force training and education  
32 coordinating board.

33 (2) "Director" means the director of the work force training and  
34 education coordinating board.

35 (3) "Training system" means programs and courses of secondary  
36 vocational education, technical college programs and courses, community  
37 college vocational programs and courses, private career school programs  
38 and courses, adult basic education programs and courses, programs and

1 courses funded by the job training partnership act, programs and  
2 courses funded by the federal vocational act, programs and courses  
3 funded under the federal adult education act, publicly funded programs  
4 and courses for adult literacy education, and apprenticeships, and  
5 programs and courses offered by private and public nonprofit  
6 organizations that are representative of communities or significant  
7 segments of communities and provide job training or adult literacy  
8 services.

9 (4) "Work force skills" means skills developed through applied  
10 learning that strengthen and reinforce an individual's academic  
11 knowledge, critical thinking, problem solving, and work ethic and,  
12 thereby, develop the employability, occupational skills, and management  
13 of home and work responsibilities necessary for economic independence.

14 (5) "Vocational education" means organized educational programs  
15 offering a sequence of courses which are directly related to the  
16 preparation or retraining of individuals in paid or unpaid employment  
17 in current or emerging occupations requiring other than a baccalaureate  
18 or advanced degree. Such programs shall include competency-based  
19 applied learning which contributes to an individual's academic  
20 knowledge, higher-order reasoning, and problem-solving skills, work  
21 attitudes, general employability skills, and the occupational-specific  
22 skills necessary for economic independence as a productive and  
23 contributing member of society. Such term also includes applied  
24 technology education.

25 (6) "Adult basic education" means instruction designed to achieve  
26 mastery of skills in reading, writing, oral communication, and  
27 computation at a level sufficient to allow the individual to function  
28 effectively as a parent, worker, and citizen in the United States,  
29 commensurate with that individual's actual ability level, and includes  
30 English as a second language and preparation and testing service for  
31 the general education development exam.

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