
SUBSTITUTE SENATE BILL 6471

State of Washington

54th Legislature

1996 Regular Session

By Senate Committee on Education (originally sponsored by Senators McAuliffe, Kohl, Prince, Rasmussen, Bauer, Wood, Drew, Sheldon, Johnson, Haugen, Pelz, Oke, Goings and Winsley)

Read first time 1/25/96.

1 AN ACT Relating to updating terminology relating to vocational
2 education; amending RCW 28A.150.020, 28A.150.100, 28A.150.275,
3 28A.150.350, 28A.150.500, 28A.190.030, 28A.190.040, 28A.205.010,
4 28A.225.020, 28A.230.010, 28A.230.100, 28A.300.080, 28A.300.090,
5 28A.300.230, 28A.300.235, 28A.340.010, 28A.410.050, 28A.600.310,
6 28A.600.370, 28A.630.861, 28A.630.862, 28A.630.876, 28A.640.020,
7 28B.15.545, 28B.15.546, 28B.80.272, 28C.04.520, 28C.04.525, 28C.04.530,
8 28C.04.535, 28C.04.540, 28C.04.545, 28C.22.005, 28C.18.005, 28C.18.010,
9 28C.18.060, and 28C.18.090; reenacting and amending RCW 28A.330.100 and
10 28A.630.885; repealing 1995 c 335 s 803 (uncodified); decodifying RCW
11 28C.04.550; and providing expiration dates.

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

13 **Sec. 1.** RCW 28A.150.020 and 1969 ex.s. c 223 s 28A.01.060 are each
14 amended to read as follows:

15 "Common schools" means schools maintained at public expense in each
16 school district and carrying on a program from kindergarten through the
17 twelfth grade or any part thereof including professional technical and
18 vocational educational courses otherwise permitted by law.

1 **Sec. 2.** RCW 28A.150.100 and 1990 c 33 s 103 are each amended to
2 read as follows:

3 (1) For the purposes of this section and RCW 28A.150.410 and
4 28A.400.200, "basic education certificated instructional staff" shall
5 mean all full time equivalent certificated instructional staff in the
6 following programs as defined for state-wide school district accounting
7 purposes: Basic education, secondary professional technical and
8 vocational education, general instructional support, and general
9 supportive services.

10 (2) In the 1988-89 school year and thereafter, each school district
11 shall maintain a ratio of at least forty-six basic education
12 certificated instructional staff to one thousand annual average full
13 time equivalent students.

14 **Sec. 3.** RCW 28A.150.275 and 1995 c 77 s 4 are each amended to read
15 as follows:

16 The basic education allocation, including applicable professional
17 technical and vocational entitlements and special education program
18 money, generated under this chapter and under state appropriation acts
19 by school districts for students enrolled in a technical college
20 program established by an interlocal agreement under RCW 28B.50.533
21 shall be allocated in amounts as determined by the superintendent of
22 public instruction to the serving college rather than to the school
23 district, unless the college chooses to continue to receive the
24 allocations through the school districts. This section does not apply
25 to students enrolled in the running start program established in RCW
26 28A.600.310.

27 **Sec. 4.** RCW 28A.150.350 and 1990 c 33 s 112 are each amended to
28 read as follows:

29 (1) For purposes of this section, the following definitions shall
30 apply:

31 (a) "Private school student" shall mean any student enrolled full
32 time in a private school;

33 (b) "School" shall mean any primary, secondary or professional
34 technical and vocational school;

35 (c) "School funding authority" shall mean any nonfederal
36 governmental authority which provides moneys to common schools;

1 (d) "Part time student" shall mean and include: Any student
2 enrolled in a course of instruction in a private school and taking
3 courses at and/or receiving ancillary services offered by any public
4 school not available in such private school; or any student who is not
5 enrolled in a private school and is receiving home-based instruction
6 under RCW 28A.225.010 which instruction includes taking courses at or
7 receiving ancillary services from the local school district or both; or
8 any student involved in any work training program and taking courses in
9 any public school, which work training program is approved by the
10 school board of the district in which such school is located.

11 (2) The board of directors of any school district is authorized
12 and, in the same manner as for other public school students, shall
13 permit the enrollment of and provide ancillary services for part time
14 students: PROVIDED, That this section shall only apply to part time
15 students who would be otherwise eligible for full time enrollment in
16 the school district.

17 (3) The superintendent of public instruction shall recognize the
18 costs to each school district occasioned by enrollment of and/or
19 ancillary services provided for part time students authorized by
20 subsection (2) of this section and shall include such costs in the
21 distribution of funds to school districts pursuant to RCW 28A.150.260.
22 Each school district shall be reimbursed for the costs or a portion
23 thereof, occasioned by attendance of and/or ancillary services provided
24 for part time students on a part time basis, by the superintendent of
25 public instruction, according to law.

26 (4) Each school funding authority shall recognize the costs
27 occasioned to each school district by enrollment of and ancillary
28 services provided for part time students authorized by subsection (2)
29 of this section, and shall include said costs in funding the activities
30 of said school districts.

31 (5) The superintendent of public instruction is authorized to adopt
32 rules and regulations to carry out the purposes of RCW 28A.150.260 and
33 28A.150.350.

34 **Sec. 5.** RCW 28A.150.500 and 1991 c 238 s 76 are each amended to
35 read as follows:

36 (1) Each local education agency or college district offering
37 professional technical and vocational educational programs shall
38 establish local advisory committees to provide that agency or district

1 with advice on current job needs and on the courses necessary to meet
2 these needs.

3 (2) The local program committees shall:

4 (a) Participate in the determination of program goals;

5 (b) Review and evaluate program curricula, equipment, and
6 effectiveness;

7 (c) Include representatives of business and labor who reflect the
8 local industry, and the community; and

9 (d) Actively consult with other representatives of business,
10 industry, labor, and agriculture.

11 **Sec. 6.** RCW 28A.190.030 and 1995 c 77 s 19 are each amended to
12 read as follows:

13 Each school district within which there is located a residential
14 school shall, singly or in concert with another school district
15 pursuant to RCW 28A.335.160 and 28A.225.250 or pursuant to chapter
16 39.34 RCW, conduct a program of education, including related student
17 activities, for residents of the residential school. Except as
18 otherwise provided for by contract pursuant to RCW 28A.190.050, the
19 duties and authority of a school district and its employees to conduct
20 such a program shall be limited to the following:

21 (1) The employment, supervision and control of administrators,
22 teachers, specialized personnel and other persons, deemed necessary by
23 the school district for the conduct of the program of education;

24 (2) The purchase, lease or rental and provision of textbooks, maps,
25 audio-visual equipment, paper, writing instruments, physical education
26 equipment and other instructional equipment, materials and supplies,
27 deemed necessary by the school district for the conduct of the program
28 of education;

29 (3) The development and implementation, in consultation with the
30 superintendent or chief administrator of the residential school or his
31 or her designee, of the curriculum;

32 (4) The conduct of a program of education, including related
33 student activities, for residents who are three years of age and less
34 than twenty-one years of age, and have not met high school graduation
35 requirements as now or hereafter established by the state board of
36 education and the school district which includes:

1 (a) Not less than one hundred and eighty school days each school
2 year;

3 (b) Special education pursuant to RCW 28A.155.010 through
4 28A.155.100, and professional technical and vocational education, as
5 necessary to address the unique needs and limitations of residents; and

6 (c) Such courses of instruction and school related student
7 activities as are provided by the school district for nonresidential
8 school students to the extent it is practical and judged appropriate
9 for the residents by the school district after consultation with the
10 superintendent or chief administrator of the residential school:
11 PROVIDED, That a preschool special education program may be provided
12 for residential school students with disabilities;

13 (5) The control of students while participating in a program of
14 education conducted pursuant to this section and the discipline,
15 suspension or expulsion of students for violation of reasonable rules
16 of conduct adopted by the school district; and

17 (6) The expenditure of funds for the direct and indirect costs of
18 maintaining and operating the program of education that are
19 appropriated by the legislature and allocated by the superintendent of
20 public instruction for the exclusive purpose of maintaining and
21 operating residential school programs of education, and funds from
22 federal and private grants, bequests and gifts made for the purpose of
23 maintaining and operating the program of education.

24 **Sec. 7.** RCW 28A.190.040 and 1990 c 33 s 173 are each amended to
25 read as follows:

26 The duties and authority of the department of social and health
27 services and of each superintendent or chief administrator of a
28 residential school to support each program of education conducted by a
29 school district pursuant to RCW 28A.190.030, shall include the
30 following:

31 (1) The provision of transportation for residential school students
32 to and from the sites of the program of education through the purchase,
33 lease or rental of school buses and other vehicles as necessary;

34 (2) The provision of safe and healthy building and playground space
35 for the conduct of the program of education through the construction,
36 purchase, lease or rental of such space as necessary;

1 (3) The provision of furniture, professional technical and
2 vocational instruction (~~((machines))~~) equipment and tools, building and
3 playground fixtures, and other equipment and fixtures for the conduct
4 of the program of education through construction, purchase, lease or
5 rental as necessary;

6 (4) The provision of heat, lights, telephones, janitorial services,
7 repair services, and other support services for the vehicles, building
8 and playground spaces, equipment and fixtures provided for in this
9 section;

10 (5) The employment, supervision and control of persons to transport
11 students and to maintain the vehicles, building and playground spaces,
12 equipment and fixtures, provided for in this section;

13 (6) Clinical and medical evaluation services necessary to a
14 determination by the school district of the educational needs of
15 residential school students; and

16 (7) Such other support services and facilities as are reasonably
17 necessary for the conduct of the program of education.

18 **Sec. 8.** RCW 28A.205.010 and 1993 c 211 s 1 are each amended to
19 read as follows:

20 (1) As used in this chapter, unless the context thereof shall
21 clearly indicate to the contrary:

22 "Education center" means any private school operated on a profit or
23 nonprofit basis which does the following:

24 (a) Is devoted to the teaching of basic academic skills, including
25 specific attention to improvement of student motivation for achieving,
26 and employment orientation.

27 (b) Operates on a clinical, client centered basis. This shall
28 include, but not be limited to, performing diagnosis of individual
29 educational abilities, determination and setting of individual goals,
30 prescribing and providing individual courses of instruction therefor,
31 and evaluation of each individual client's progress in his or her
32 educational program.

33 (c) Conducts courses of instruction by professionally trained
34 personnel certificated by the state board of education according to
35 rules and regulations promulgated for the purposes of this chapter and
36 providing, for certification purposes, that a year's teaching

1 experience in an education center shall be deemed equal to a year's
2 teaching experience in a common or private school.

3 (2) For purposes of this chapter, basic academic skills shall
4 include the study of mathematics, speech, language, reading and
5 composition, science, history, literature and political science or
6 civics; it shall not include courses of a professional technical or
7 vocational training nature and shall not include courses deemed
8 nonessential to the accrediting of the common schools or the approval
9 of private schools under RCW 28A.305.130.

10 (3) The state board of education shall certify an education center
11 only upon application and (a) determination that such school comes
12 within the definition thereof as set forth in subsection (1) above and
13 (b) demonstration on the basis of actual educational performance of
14 such applicants' students which shows after consideration of their
15 students' backgrounds, educational gains that are a direct result of
16 the applicants' educational program. Such certification may be
17 withdrawn if the board finds that a center fails to provide adequate
18 instruction in basic academic skills. No education center certified by
19 the state board of education pursuant to this section shall be deemed
20 a common school under RCW 28A.150.020 or a private school for the
21 purposes of RCW 28A.195.010 through 28A.195.050.

22 **Sec. 9.** RCW 28A.225.020 and 1995 c 312 s 67 are each amended to
23 read as follows:

24 If a child required to attend school under the laws of the state of
25 Washington fails to attend school without valid justification, the
26 child's school shall:

27 (1) Inform the child's custodial parent, parents, or guardian by a
28 notice in writing or by telephone whenever the child has failed to
29 attend school after one unexcused absence within any month during the
30 current school year;

31 (2) Schedule a conference or conferences with the custodial parent,
32 parents, or guardian and child at a time and place reasonably
33 convenient for all persons included for the purpose of analyzing the
34 causes of the child's absences after two unexcused absences within any
35 month during the current school year. If a regularly scheduled parent-
36 teacher conference day is to take place within thirty days of the
37 second unexcused absence, then the school district may schedule this
38 conference on that day; and

1 (3) Take steps to eliminate or reduce the child's absences. These
2 steps shall include, where appropriate, adjusting the child's school
3 program or school or course assignment, providing more individualized
4 or remedial instruction, providing appropriate professional technical
5 and vocational courses or work experience, or refer the child to a
6 community truancy board, or assisting the parent or child to obtain
7 supplementary services that might eliminate or ameliorate the cause or
8 causes for the absence from school.

9 **Sec. 10.** RCW 28A.230.010 and 1990 c 33 s 237 are each amended to
10 read as follows:

11 School district boards of directors shall identify and offer
12 courses with content that meet or exceed: (1) The basic education
13 skills identified in RCW 28A.150.210; (2) the graduation requirements
14 under RCW 28A.230.090; and (3) the courses required to meet the minimum
15 college entrance requirements under RCW 28A.230.130. Such courses may
16 be applied or theoretical, academic, or professional technical or
17 vocational.

18 **Sec. 11.** RCW 28A.230.100 and 1991 c 116 s 8 are each amended to
19 read as follows:

20 The state board of education shall adopt rules pursuant to chapter
21 34.05 RCW, to implement the course requirements set forth in RCW
22 28A.230.090. The rules shall include, as the state board deems
23 necessary, granting equivalencies for and temporary exemptions from the
24 course requirements in RCW 28A.230.090 and special alterations of the
25 course requirements in RCW 28A.230.090. In developing such rules the
26 state board shall recognize the relevance of professional technical and
27 vocational and applied courses and allow such courses to fulfill in
28 whole or in part the courses required for graduation in RCW
29 28A.230.090. The rules may include provisions for competency testing
30 in lieu of such courses required for graduation in RCW 28A.230.090 or
31 demonstration of specific skill proficiency or understanding of
32 concepts through work or experience.

33 **Sec. 12.** RCW 28A.300.080 and 1983 1st ex.s. c 34 s 1 are each
34 amended to read as follows:

1 The legislature recognizes that agriculture is the most basic and
2 singularly important industry in the state, that agriculture is of
3 central importance to the welfare and economic stability of the state,
4 and that the maintenance of this vital industry requires a continued
5 source of trained and qualified individuals who qualify for employment
6 in agriculture and agribusiness. The legislature declares that it is
7 within the best interests of the people and state of Washington that a
8 comprehensive professional technical and vocational education program
9 in agriculture be maintained in the state's secondary school system.

10 **Sec. 13.** RCW 28A.300.090 and 1983 1st ex.s. c 34 s 2 are each
11 amended to read as follows:

12 (1) A professional technical and vocational agriculture education
13 service area within the office of the superintendent of public
14 instruction shall be established. Adequate staffing of individuals
15 trained or experienced in the field of professional technical and
16 vocational agriculture shall be provided for the professional technical
17 and vocational agriculture education service area for coordination of
18 the state program and to provide assistance to local school districts
19 for the coordination of the activities of student agricultural
20 organizations and associations.

21 (2) The professional technical and vocational agriculture education
22 service area shall:

23 (a) Assess needs in professional technical and vocational
24 agriculture education, assist local school districts in establishing
25 professional technical and vocational agriculture programs, review
26 local school district applications for approval of professional
27 technical and vocational agriculture programs, evaluate existing
28 programs, plan research and studies for the improvement of curriculum
29 materials for specialty areas of professional technical and vocational
30 agriculture. Standards and criteria developed under this subsection
31 shall satisfy the mandates of federally-assisted professional technical
32 and vocational education;

33 (b) Develop in-service programs for teachers and administrators of
34 professional technical and vocational agriculture, review application
35 for professional technical and vocational agriculture teacher
36 certification, and assist in teacher recruitment and placement in
37 professional technical and vocational agriculture programs;

1 (c) Serve as a liaison with the Future Farmers of America,
2 representatives of business, industry, and appropriate public agencies,
3 and institutions of higher education in order to disseminate
4 information, promote improvement of professional technical and
5 vocational agriculture programs, and assist in the development of adult
6 and continuing education programs in professional technical and
7 vocational agriculture; and

8 (d) Establish an advisory task force committee of agriculturists,
9 who represent the diverse areas of the agricultural industry in
10 Washington, which shall make annual recommendations including, but not
11 limited to, the development of curriculum, staffing, strategies for the
12 purpose of establishing a source of trained and qualified individuals
13 in agriculture, and strategies for articulating the state program in
14 professional technical and vocational agriculture education, including
15 youth leadership throughout the state school system.

16 **Sec. 14.** RCW 28A.300.230 and 1991 c 238 s 140 are each amended to
17 read as follows:

18 The legislature finds that the needs of the work force and the
19 economy necessitate enhanced professional technical and vocational
20 education opportunities in secondary education including curriculum
21 which integrates professional technical and vocational education and
22 academic education. In order for the state's work force to be
23 competitive in the world market, employees need competencies in both
24 vocational/technical skills and in core essential competencies such as
25 English, math, science/technology, geography, history, and critical
26 thinking. Curriculum which integrates professional technical and
27 vocational education and academic education reflects that many students
28 learn best through applied learning, and that students should be
29 offered flexible education opportunities which prepare them for both
30 the world of work and for higher education.

31 **Sec. 15.** RCW 28A.300.235 and 1991 c 238 s 141 are each amended to
32 read as follows:

33 The superintendent of public instruction shall with the advice of
34 the work force training and education coordinating board develop model
35 curriculum integrating professional technical and vocational education
36 and academic education at the secondary level. The curriculum shall

1 integrate professional technical and vocational education for gainful
2 employment with education in the academic subjects of English, math,
3 science/technology, geography, and history, and with education in
4 critical thinking. Upon completion, the model curriculum shall be
5 provided for consideration and use by school districts.

6 **Sec. 16.** RCW 28A.330.100 and 1995 c 335 s 503 and 1995 c 77 s 22
7 are each reenacted and amended to read as follows:

8 Every board of directors of a school district of the first class,
9 in addition to the general powers for directors enumerated in this
10 title, shall have the power:

11 (1) To employ for a term of not exceeding three years a
12 superintendent of schools of the district, and for cause to dismiss him
13 or her; and to fix his or her duties and compensation.

14 (2) To employ, and for cause dismiss one or more assistant
15 superintendents and to define their duties and fix their compensation.

16 (3) To employ a business manager, attorneys, architects, inspectors
17 of construction, superintendents of buildings and a superintendent of
18 supplies, all of whom shall serve at the board's pleasure, and to
19 prescribe their duties and fix their compensation.

20 (4) To employ, and for cause dismiss, supervisors of instruction
21 and to define their duties and fix their compensation.

22 (5) To prescribe a course of study and a program of exercises which
23 shall be consistent with the course of study prepared by the state
24 board of education for the use of the common schools of this state.

25 (6) To, in addition to the minimum requirements imposed by this
26 title establish and maintain such grades and departments, including
27 night, high, kindergarten, professional technical and vocational
28 training and, except as otherwise provided by law, industrial schools,
29 and schools and departments for the education and training of any class
30 or classes of youth with disabilities, as in the judgment of the board,
31 best shall promote the interests of education in the district.

32 (7) To determine the length of time over and above one hundred
33 eighty days that school shall be maintained: PROVIDED, That for
34 purposes of apportionment no district shall be credited with more than
35 one hundred and eighty-three days' attendance in any school year; and
36 to fix the time for annual opening and closing of schools and for the
37 daily dismissal of pupils before the regular time for closing schools.

1 (8) To maintain a shop and repair department, and to employ, and
2 for cause dismiss, a foreman and the necessary help for the maintenance
3 and conduct thereof.

4 (9) To provide free textbooks and supplies for all children
5 attending school.

6 (10) To require of the officers or employees of the district to
7 give a bond for the honest performance of their duties in such penal
8 sum as may be fixed by the board with good and sufficient surety, and
9 to cause the premium for all bonds required of all such officers or
10 employees to be paid by the district: PROVIDED, That the board may, by
11 written policy, allow that such bonds may include a deductible proviso
12 not to exceed two percent of the officer's or employee's annual salary.

13 (11) To prohibit all secret fraternities and sororities among the
14 students in any of the schools of the said districts.

15 (12) To appoint a practicing physician, resident of the school
16 district, who shall be known as the school district medical inspector,
17 and whose duty it shall be to decide for the board of directors all
18 questions of sanitation and health affecting the safety and welfare of
19 the public schools of the district who shall serve at the board's
20 pleasure: PROVIDED, That children shall not be required to submit to
21 vaccination against the will of their parents or guardian.

22 **Sec. 17.** RCW 28A.340.010 and 1990 c 33 s 366 are each amended to
23 read as follows:

24 Eligible school districts as defined under RCW 28A.340.020 are
25 encouraged to establish cooperative projects with a primary purpose to
26 increase curriculum programs and opportunities among the participating
27 districts, by expanding the opportunity for students in the
28 participating districts to take professional technical and vocational
29 courses and academic courses as may be generally more available in
30 larger school districts, and to enhance student learning.

31 **Sec. 18.** RCW 28A.410.050 and 1992 c 141 s 102 are each amended to
32 read as follows:

33 The state board of education shall develop and adopt rules
34 establishing baccalaureate and masters degree equivalency standards for
35 professional technical and vocational instructors performing
36 instructional duties and acquiring certification after August 31, 1992.

1 **Sec. 19.** RCW 28A.600.310 and 1994 c 205 s 2 are each amended to
2 read as follows:

3 (1) Eleventh and twelfth grade students or students who have not
4 yet received a high school diploma or its equivalent and are eligible
5 to be in the eleventh or twelfth grades may apply to a participating
6 institution of higher education to enroll in courses or programs
7 offered by the institution of higher education. However, students are
8 eligible to enroll in courses or programs in participating universities
9 only if the board of directors of the student's school district has
10 decided to participate in the program. Participating institutions of
11 higher education, in consultation with school districts, may establish
12 admission standards for these students. If the institution of higher
13 education accepts a secondary school pupil for enrollment under this
14 section, the institution of higher education shall send written notice
15 to the pupil and the pupil's school district within ten days of
16 acceptance. The notice shall indicate the course and hours of
17 enrollment for that pupil.

18 (2) The pupil's school district shall transmit to the institution
19 of higher education an amount per each full-time equivalent college
20 student at state-wide uniform rates for professional technical and
21 vocational students and (~~(nonvocational)~~) students who are not in
22 professional technical and vocational programs. The superintendent of
23 public instruction shall separately calculate and allocate moneys
24 appropriated for basic education under RCW 28A.150.260 to school
25 districts for purposes of making such payments and for granting school
26 districts seven percent thereof to offset program related costs. The
27 calculations and allocations shall be based upon the estimated state-
28 wide annual average per full-time equivalent high school student
29 allocations under RCW 28A.150.260, excluding small high school
30 enhancements, and applicable rules adopted under chapter 34.05 RCW.
31 The superintendent of public instruction, the higher education
32 coordinating board, and the state board for community and technical
33 colleges shall consult on the calculation and distribution of the
34 funds. The institution of higher education shall not require the pupil
35 to pay any other fees. The funds received by the institution of higher
36 education from the school district shall not be deemed tuition or
37 operating fees and may be retained by the institution of higher
38 education. A student enrolled under this subsection shall not be

1 counted for the purpose of determining any enrollment restrictions
2 imposed by the state on the institution of higher education.

3 **Sec. 20.** RCW 28A.600.370 and 1994 c 205 s 8 are each amended to
4 read as follows:

5 Any state institution of higher education may award postsecondary
6 credit for college level academic courses and professional technical
7 and vocational courses successfully completed by a student while in
8 high school and taken at an institution of higher education. The state
9 institution of higher education shall not charge a fee for the award of
10 the credits.

11 **Sec. 21.** RCW 28A.630.861 and 1993 c 335 s 11 are each amended to
12 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 professional technical and vocational
16 instruction and academic instruction" means an educational program that
17 combines professional technical and vocational concepts and academic
18 concepts into a single curriculum to increase the relevancy of course
19 work, to strengthen and increase academic standards, and to enable
20 students to apply knowledge and skills to career and educational
21 objectives.

22 (2) "School-to-work transition" means a restructuring effort which
23 provides multiple learning options and seamless integrated pathways to
24 increase all students' opportunities to pursue their career and
25 educational interests.

26 (3) "Work-based learning" means a competency-based educational
27 experience that coordinates and integrates classroom instruction with
28 structured, work site employment in which the student receives
29 occupational training that advances student knowledge and skills in
30 essential academic learning requirements.

31 **Sec. 22.** RCW 28A.630.862 and 1993 c 335 s 2 are each amended to
32 read as follows:

1 There is established in the office of the superintendent of public
2 instruction a school-to-work transitions program which shall fund and
3 coordinate projects to develop model secondary school programs. The
4 projects shall combine academic education and professional technical
5 and vocational education into a single instructional system that is
6 responsive to the educational needs of all students in secondary
7 schools and shall provide multiple educational pathway options for all
8 secondary students. Goals of the projects within the program shall
9 include at a minimum:

10 (1) Integration of professional technical and vocational
11 instructional curriculum and academic instructional curriculum into a
12 single curriculum;

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

15 (3) Emphasis on increased professional technical and vocational
16 guidance and counseling and academic guidance and counseling for
17 students as an essential component of the student's high school
18 experience;

19 (4) Development of student essential academic learning
20 requirements, methods of accurately measuring student performance, and
21 goals for improved student learning;

22 (5) Partnership with local employers and employees to incorporate
23 work sites as part of work-based learning experiences;

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

27 (7) Active participation by employers, private and public community
28 service providers, parents, and community members in the development
29 and operation of the project.

30 **Sec. 23.** RCW 28A.630.876 and 1993 c 335 s 8 are each amended to
31 read as follows:

32 (1) The superintendent of public instruction shall report to the
33 education committees of the legislature on the progress of the schools
34 for the school-to-work transitions program by December 15 of each odd-
35 numbered year.

36 (2) Each school district selected to participate in the ((academic
37 and vocational integration development)) school-to-work transitions
38 program shall submit an annual report to the superintendent of public

1 instruction on the progress of the project as a condition of receipt of
2 continued funding.

3 **Sec. 24.** RCW 28A.630.885 and 1995 c 335 s 505 and 1995 c 209 s 1
4 are each reenacted and amended to read as follows:

5 (1) The Washington commission on student learning is hereby
6 established. The primary purposes of the commission are to identify
7 the knowledge and skills all public school students need to know and be
8 able to do based on the student learning goals in RCW 28A.150.210, to
9 develop student assessment and school accountability systems, to review
10 current school district data reporting requirements and make
11 recommendations on what data is necessary for the purposes of
12 accountability and meeting state information needs, and to take other
13 steps necessary to develop a performance-based education system. The
14 commission shall include three members of the state board of education,
15 three members appointed by the governor before July 1, 1992, and five
16 members appointed no later than June 1, 1993, by the governor elected
17 in the November 1992 election. The governor shall appoint a chair from
18 the commission members, and fill any vacancies in gubernatorial
19 appointments that may occur. The state board of education shall fill
20 any vacancies of state board of education appointments that may occur.
21 In making the appointments, educators, business leaders, and parents
22 shall be represented, and nominations from state-wide education,
23 business, and parent organizations shall be requested. Efforts shall
24 be made to ensure that the commission reflects the racial and ethnic
25 diversity of the state's K-12 student population and that the major
26 geographic regions in the state are represented. Appointees shall be
27 qualified individuals who are supportive of educational restructuring,
28 who have a positive record of service, and who will devote sufficient
29 time to the responsibilities of the commission to ensure that the
30 objectives of the commission are achieved.

31 (2) The commission shall establish advisory committees. Membership
32 of the advisory committees shall include, but not necessarily be
33 limited to, professionals from the office of the superintendent of
34 public instruction and the state board of education, and other state
35 and local educational practitioners and student assessment specialists.

36 (3) The commission, with the assistance of the advisory committees,
37 shall:

1 (a) Develop essential academic learning requirements based on the
2 student learning goals in RCW 28A.150.210. Essential academic learning
3 requirements shall be developed, to the extent possible, for each of
4 the student learning goals in RCW 28A.150.210. Goals one and two shall
5 be considered primary. Essential academic learning requirements for
6 RCW 28A.150.210(1), goal one, and the mathematics component of RCW
7 28A.150.210(2), goal two, shall be completed no later than March 1,
8 1995. Essential academic learning requirements that incorporate the
9 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
10 four, shall be completed no later than March 1, 1996. To the maximum
11 extent possible, the commission shall integrate goal four and the
12 knowledge and skill areas in the other goals in the development of the
13 essential academic learning requirements;

14 (b)(i) The commission shall present to the state board of education
15 and superintendent of public instruction a state-wide academic
16 assessment system for use in the elementary, middle, and high school
17 years designed to determine if each student has mastered the essential
18 academic learning requirements identified in (a) of this subsection.
19 The academic assessment system shall include a variety of assessment
20 methods, including performance-based measures that are criterion-
21 referenced. Performance standards for determining if a student has
22 successfully completed an assessment shall be initially determined by
23 the commission in consultation with the advisory committees required in
24 subsection (2) of this section.

25 (ii) The assessment system shall be designed so that the results
26 under the assessment system are used by educators as tools to evaluate
27 instructional practices, and to initiate appropriate educational
28 support for students who have not mastered the essential academic
29 learning requirements at the appropriate periods in the student's
30 educational development.

31 (iii) Assessments measuring the essential academic learning
32 requirements developed for RCW 28A.150.210(1), goal one, and the
33 mathematics component of RCW 28A.150.210(2), goal two, shall be
34 initially implemented by the state board of education and
35 superintendent of public instruction no later than the 1996-97 school
36 year, unless the legislature takes action to delay or prevent
37 implementation of the assessment system and essential academic learning
38 requirements. Assessments measuring the essential academic learning
39 requirements developed for RCW 28A.150.210 (2), (3), and (4), goals

1 two, three, and four, shall be initially implemented by the state board
2 of education and superintendent of public instruction no later than the
3 1998-99 school year, unless the legislature takes action to delay or
4 prevent implementation of the assessment system and essential academic
5 learning requirements. To the maximum extent possible, the commission
6 shall integrate knowledge and skill areas in development of the
7 assessments.

8 (iv) Before the 2000-2001 school year, participation by school
9 districts in the assessment system shall be optional. School districts
10 that desire to participate before the 2000-2001 school year shall
11 notify the superintendent of public instruction in a manner determined
12 by the superintendent. Beginning in the 2000-2001 school year, all
13 school districts shall be required to participate in the assessment
14 system.

15 (v) The state board of education and superintendent of public
16 instruction may modify the essential academic learning requirements and
17 academic assessment system, as needed, in subsequent school years.

18 (vi) The commission shall develop assessments that are directly
19 related to the essential academic learning requirements, and are not
20 biased toward persons with different learning styles, racial or ethnic
21 backgrounds, or on the basis of gender;

22 (c) After a determination is made by the state board of education
23 that the high school assessment system has been implemented and that it
24 is sufficiently reliable and valid, successful completion of the high
25 school assessment shall lead to a certificate of mastery. The
26 certificate of mastery shall be obtained by most students at about the
27 age of sixteen, and is evidence that the student has successfully
28 mastered the essential academic learning requirements during his or her
29 educational career. The certificate of mastery shall be required for
30 graduation but shall not be the only requirement for graduation. The
31 commission shall make recommendations to the state board of education
32 regarding the relationship between the certificate of mastery and high
33 school graduation requirements. Upon achieving the certificate of
34 mastery, schools shall provide students with the opportunity to
35 continue to pursue career and educational objectives through
36 educational pathways that emphasize integration of academic education
37 and professional technical and vocational education. Educational
38 pathways may include, but are not limited to, programs such as work-
39 based learning, school-to-work transition, tech prep, (~~vocational-~~

1 technical)) professional technical or vocational education, running
2 start, and preparation for technical college, community college, or
3 university education;

4 (d) Consider methods to address the unique needs of special
5 education students when developing the assessments in (b) and (c) of
6 this subsection;

7 (e) Consider methods to address the unique needs of highly capable
8 students when developing the assessments in (b) and (c) of this
9 subsection;

10 (f) Develop recommendations on the time, support, and resources,
11 including technical assistance, needed by schools and school districts
12 to help students achieve the essential academic learning requirements.
13 These recommendations shall include an estimate for the legislature,
14 superintendent of public instruction, and governor on the expected cost
15 of implementing the academic assessment system;

16 (g) Develop recommendations for consideration by the higher
17 education coordinating board for adopting college and university
18 entrance requirements for public school students that are consistent
19 with the essential academic learning requirements and the certificate
20 of mastery;

21 (h) Review current school district data reporting requirements for
22 the purposes of accountability and meeting state information needs.
23 The commission on student learning shall report recommendations to the
24 joint select committee on education restructuring by September 15,
25 1996, on:

26 (i) What data is necessary to compare how school districts are
27 performing before the essential academic learning requirements and the
28 assessment system are implemented with how school districts are
29 performing after the essential academic learning requirements and the
30 assessment system are implemented; and

31 (ii) What data is necessary pertaining to school district reports
32 under the accountability systems developed by the commission on student
33 learning under this section;

34 (i) By June 30, 1999, recommend to the legislature, governor, state
35 board of education, and superintendent of public instruction:

36 (i) A state-wide accountability system to monitor and evaluate
37 accurately and fairly the level of learning occurring in individual
38 schools and school districts. The accountability system shall be
39 designed to recognize the characteristics of the student population of

1 schools and school districts such as gender, race, ethnicity,
2 socioeconomic status, and other factors. The system shall include
3 school-site, school district, and state-level accountability reports;

4 (ii) A school assistance program to help schools and school
5 districts that are having difficulty helping students meet the
6 essential academic learning requirements;

7 (iii) A system to intervene in schools and school districts in
8 which significant numbers of students persistently fail to learn the
9 essential academic learning requirements; and

10 (iv) An awards program to provide incentives to school staff to
11 help their students learn the essential academic learning requirements,
12 with each school being assessed individually against its own baseline.
13 Incentives shall be based on the rate of percentage change of students
14 achieving the essential academic learning requirements. School staff
15 shall determine how the awards will be spent.

16 It is the intent of the legislature to begin implementation of
17 programs in this subsection (3)(i) on September 1, 2000;

18 (j) Report annually by December 1st to the legislature, the
19 governor, the superintendent of public instruction, and the state board
20 of education on the progress, findings, and recommendations of the
21 commission; and

22 (k) Make recommendations to the legislature and take other actions
23 necessary or desirable to help students meet the student learning
24 goals.

25 (4) The commission shall coordinate its activities with the state
26 board of education and the office of the superintendent of public
27 instruction.

28 (5) The commission shall seek advice broadly from the public and
29 all interested educational organizations in the conduct of its work,
30 including holding periodic regional public hearings.

31 (6) The commission shall select an entity to provide staff support
32 and the office of the superintendent of public instruction shall
33 provide administrative oversight and be the fiscal agent for the
34 commission. The commission may direct the office of the superintendent
35 of public instruction to enter into subcontracts, within the
36 commission's resources, with school districts, teachers, higher
37 education faculty, state agencies, business organizations, and other
38 individuals and organizations to assist the commission in its
39 deliberations.

1 (7) Members of the commission shall be reimbursed for travel
2 expenses as provided in RCW 43.03.050 and 43.03.060.

3 (8) This section expires June 30, 1999.

4 **Sec. 25.** RCW 28A.640.020 and 1994 c 213 s 1 are each amended to
5 read as follows:

6 (1) The superintendent of public instruction shall develop
7 regulations and guidelines to eliminate sex discrimination as it
8 applies to public school employment, counseling and guidance services
9 to students, recreational and athletic activities for students, access
10 to course offerings, and in textbooks and instructional materials used
11 by students.

12 (a) Specifically with respect to public school employment, all
13 schools shall be required to:

14 (i) Maintain credential requirements for all personnel without
15 regard to sex;

16 (ii) Make no differentiation in pay scale on the basis of sex;

17 (iii) Assign school duties without regard to sex except where such
18 assignment would involve duty in areas or situations, such as but not
19 limited to a shower room, where persons might be disrobed;

20 (iv) Provide the same opportunities for advancement to males and
21 females; and

22 (v) Make no difference in conditions of employment including, but
23 not limited to, hiring practices, leaves of absence, hours of
24 employment, and assignment of, or pay for, instructional and
25 noninstructional duties, on the basis of sex.

26 (b) Specifically with respect to counseling and guidance services
27 for students, they shall be made available to all students equally.
28 All certificated personnel shall be required to stress access to all
29 career and professional technical and vocational opportunities to
30 students without regard to sex.

31 (c) Specifically with respect to recreational and athletic
32 activities, they shall be offered to all students without regard to
33 sex. Schools may provide separate teams for each sex. Schools which
34 provide the following shall do so with no disparities based on sex:
35 Equipment and supplies; medical care; services and insurance;
36 transportation and per diem allowances; opportunities to receive
37 coaching and instruction; laundry services; assignment of game
38 officials; opportunities for competition, publicity and awards;

1 scheduling of games and practice times including use of courts, gyms,
2 and pools: PROVIDED, That such scheduling of games and practice times
3 shall be determined by local administrative authorities after
4 consideration of the public and student interest in attending and
5 participating in various recreational and athletic activities. Each
6 school which provides showers, toilets, or training room facilities for
7 athletic purposes shall provide comparable facilities for both sexes.
8 Such facilities may be provided either as separate facilities or shall
9 be scheduled and used separately by each sex.

10 The superintendent of public instruction shall also be required to
11 develop a student survey to distribute every three years to each local
12 school district in the state to determine student interest for male/
13 female participation in specific sports.

14 (d) Specifically with respect to course offerings, all classes
15 shall be required to be available to all students without regard to
16 sex: PROVIDED, That separation is permitted within any class during
17 sessions on sex education or gym classes.

18 (e) Specifically with respect to textbooks and instructional
19 materials, which shall also include, but not be limited to, reference
20 books and audio-visual materials, they shall be required to adhere to
21 the guidelines developed by the superintendent of public instruction to
22 implement the intent of this chapter: PROVIDED, That this subsection
23 shall not be construed to prohibit the introduction of material deemed
24 appropriate by the instructor for educational purposes.

25 (2)(a) By December 31, 1994, the superintendent of public
26 instruction shall develop criteria for use by school districts in
27 developing sexual harassment policies as required under (b) of this
28 subsection. The criteria shall address the subjects of grievance
29 procedures, remedies to victims of sexual harassment, disciplinary
30 actions against violators of the policy, and other subjects at the
31 discretion of the superintendent of public instruction. Disciplinary
32 actions must conform with collective bargaining agreements and state
33 and federal laws. The superintendent of public instruction also shall
34 supply sample policies to school districts upon request.

35 (b) By June 30, 1995, every school district shall adopt and
36 implement a written policy concerning sexual harassment. The policy
37 shall apply to all school district employees, volunteers, parents, and
38 students, including, but not limited to, conduct between students.

1 (c) School district policies on sexual harassment shall be reviewed
2 by the superintendent of public instruction considering the criteria
3 established under (a) of this subsection as part of the monitoring
4 process established in RCW 28A.640.030.

5 (d) The school district's sexual harassment policy shall be
6 conspicuously posted throughout each school building, and provided to
7 each employee. A copy of the policy shall appear in any publication of
8 the school or school district setting forth the rules, regulations,
9 procedures, and standards of conduct for the school or school district.

10 (e) Each school shall develop a process for discussing the
11 district's sexual harassment policy. The process shall ensure the
12 discussion addresses the definition of sexual harassment and issues
13 covered in the sexual harassment policy.

14 (f) "Sexual harassment" as used in this section means unwelcome
15 sexual advances, requests for sexual favors, sexually motivated
16 physical contact, or other verbal or physical conduct or communication
17 of a sexual nature if:

18 (i) Submission to that conduct or communication is made a term or
19 condition, either explicitly or implicitly, of obtaining an education
20 or employment;

21 (ii) Submission to or rejection of that conduct or communication by
22 an individual is used as a factor in decisions affecting that
23 individual's education or employment; or

24 (iii) That conduct or communication has the purpose or effect of
25 substantially interfering with an individual's educational or work
26 performance, or of creating an intimidating, hostile, or offensive
27 educational or work environment.

28 **Sec. 26.** RCW 28B.15.545 and 1995 1st sp.s. c 7 s 7 are each
29 amended to read as follows:

30 (1) Subject to the limitations of RCW 28B.15.910, the governing
31 boards of the state universities, the regional universities, The
32 Evergreen State College, and the community colleges shall waive tuition
33 and services and activities fees for a maximum of two years for those
34 recipients of the Washington award for professional technical or
35 vocational excellence established under RCW 28C.04.520 through
36 28C.04.540 who received their awards before June 30, 1994. Each
37 recipient shall not receive a waiver for more than six quarters or four
38 semesters. To qualify for the waiver, recipients shall enter the

1 college or university within three years of receiving the award. A
2 minimum grade point average at the college or university equivalent to
3 3.00, or an above-average rating at a technical college, shall be
4 required in the first year to qualify for the second-year waiver. The
5 tuition waiver shall be granted for undergraduate studies only.

6 (2) Students named by the work force training and education
7 coordinating board after June 30, 1994, as recipients of the Washington
8 award for professional technical or vocational excellence under RCW
9 28C.04.520 through 28C.04.550 shall be eligible to receive a grant for
10 undergraduate course work as authorized under RCW 28B.80.272.

11 **Sec. 27.** RCW 28B.15.546 and 1987 c 231 s 5 are each amended to
12 read as follows:

13 Students receiving the Washington award for professional technical
14 or vocational excellence in 1987 and thereafter are eligible for a
15 second-year waiver.

16 **Sec. 28.** RCW 28B.80.272 and 1995 1st sp.s. c 7 s 8 are each
17 amended to read as follows:

18 (1) Recipients of the Washington award for professional technical
19 or vocational excellence under RCW 28C.04.520 through 28C.04.550, who
20 receive the award after June 30, 1994, may receive a grant, if funds
21 are available. The grant shall be used to attend a postsecondary
22 institution located in the state of Washington. Recipients may attend
23 an institution of higher education as defined in RCW 28B.10.016, or an
24 independent college or university, or a licensed private vocational
25 school. The higher education coordinating board shall distribute
26 grants to eligible students under this section from moneys appropriated
27 for this purpose. The individual grants shall not exceed, on a yearly
28 basis, the yearly, full-time, resident, undergraduate tuition and
29 service and activities fees in effect at the state-funded research
30 universities. In consultation with the work force training and
31 education coordinating board, the higher education coordinating board
32 shall establish procedures, by rule, to disburse the awards as direct
33 grants to the students.

34 (2) To qualify for the grant, recipients shall enter the
35 postsecondary institution within three years of high school graduation
36 and maintain a minimum grade point average at the institution
37 equivalent to 3.00, or, at a technical college, an above average

1 rating. Students shall be eligible to receive a maximum of two years
2 of grants for undergraduate study and may transfer among in-state
3 eligible postsecondary institutions during that period and continue to
4 receive the grant.

5 (3) No grant may be awarded to any student who is pursuing a degree
6 in theology.

7 (4) As used in this section, "independent college or university"
8 means a private, nonprofit educational institution, the main campus of
9 which is permanently situated in the state, open to residents of the
10 state, providing programs of education beyond the high school level
11 leading at least to the baccalaureate degree, and accredited by the
12 Northwest association of schools and colleges as of June 9, 1988, and
13 other institutions as may be developed that are approved by the higher
14 education coordinating board as meeting equivalent standards as those
15 institutions accredited under this section.

16 (5) As used in this section, "licensed private vocational school"
17 means a private postsecondary institution, located in the state,
18 licensed by the work force training and education coordinating board
19 under chapter 28C.10 RCW, and offering postsecondary education in order
20 to prepare persons for a vocation or profession, as defined in RCW
21 28C.10.020(7).

22 **Sec. 29.** RCW 28C.04.520 and 1995 1st sp.s. c 7 s 1 are each
23 amended to read as follows:

24 Every year community colleges, technical colleges, and high schools
25 graduate students who have distinguished themselves by their
26 outstanding performance in their occupational training programs. The
27 legislature intends to recognize and honor these students by
28 establishing a Washington award for professional technical or
29 vocational excellence.

30 **Sec. 30.** RCW 28C.04.525 and 1995 1st sp.s. c 7 s 2 are each
31 amended to read as follows:

32 The Washington award for professional technical or vocational
33 excellence program is established. The purposes of this annual program
34 are to:

35 (1) Maximize public awareness of the achievements, leadership
36 ability, and community contributions of the students enrolled in

1 occupational training programs in high schools, community colleges, and
2 technical colleges;

3 (2) Emphasize the dignity of work in our society;

4 (3) Instill respect for those who become skilled in crafts and
5 technology;

6 (4) Recognize the value of professional technical or vocational
7 education and its contribution to the economy of this state;

8 (5) Foster business, labor, and community involvement in
9 (~~vocational-technical~~) professional technical or vocational training
10 programs and in this award program; and

11 (6) Recognize the outstanding achievements of up to three
12 vocational or professional technical students, at least two of whom
13 should be graduating high school students, in each legislative
14 district. Students who have completed at least one year of a
15 (~~vocational-technical~~) professional technical or vocational program
16 in a community college or public technical college may also be
17 recognized.

18 **Sec. 31.** RCW 28C.04.530 and 1995 1st sp.s. c 7 s 3 are each
19 amended to read as follows:

20 (1) The work force training and education coordinating board shall
21 have the responsibility for the development and administration of the
22 Washington award for professional technical or vocational excellence
23 program. The work force training and education coordinating board
24 shall develop the program in consultation with other state agencies and
25 private organizations having interest and responsibility in
26 professional technical and vocational education, including but not
27 limited to: The state board for community and technical colleges, the
28 office of the superintendent of public instruction, a voluntary
29 professional association of professional technical or vocational
30 educators, and representatives from business, labor, and industry.

31 (2) The work force training and education coordinating board shall
32 establish a planning committee to develop the criteria for screening
33 and selecting the students who will receive the award. This criteria
34 shall include but not be limited to the following characteristics:
35 Proficiency in their chosen fields, attendance, attitude, character,
36 leadership, and civic contributions.

1 **Sec. 32.** RCW 28C.04.535 and 1995 1st sp.s. c 7 s 4 are each
2 amended to read as follows:

3 The Washington award for professional technical or vocational
4 excellence shall be granted annually. The work force training and
5 education coordinating board shall notify the students receiving the
6 award, their professional technical or vocational instructors, local
7 chambers of commerce, the legislators of their respective districts,
8 and the governor, after final selections have been made. The work
9 force training and education coordinating board, in conjunction with
10 the governor's office, shall prepare appropriate certificates to be
11 presented to the selected students. Awards shall be presented in
12 public ceremonies at times and places determined by the work force
13 training and education coordinating board in cooperation with the
14 office of the governor.

15 **Sec. 33.** RCW 28C.04.540 and 1995 1st sp.s. c 7 s 5 are each
16 amended to read as follows:

17 The work force training and education coordinating board may accept
18 any and all donations, grants, bequests, and devices, conditional or
19 otherwise, or money, property, service, or other things of value which
20 may be received from any federal, state, or local agency, any
21 institution, person, firm, or corporation, public and private, to be
22 held, used, or applied for the purposes of the Washington award for
23 professional technical or vocational excellence program. The work
24 force training and education coordinating board shall encourage maximum
25 participation from business, labor, and community groups. The work
26 force training and education coordinating board shall also coordinate,
27 where feasible, the contribution activities of the various
28 participants.

29 The work force training and education coordinating board shall not
30 make expenditures from funds collected under this section until
31 February 15, 1985.

32 **Sec. 34.** RCW 28C.04.545 and 1995 1st sp.s. c 7 s 6 are each
33 amended to read as follows:

34 (1) The respective governing boards of the public technical
35 colleges shall provide fee waivers for a maximum of two years for those
36 recipients of the Washington award for professional technical or
37 vocational excellence established under RCW 28C.04.520 through

1 28C.04.540 who received the award before June 30, 1994. To qualify for
2 the waiver, recipients shall enter the public technical college within
3 three years of receiving the award. An above average rating at the
4 (~~vocational-technical-institute~~) technical college in the first year
5 shall be required to qualify for the second-year waiver.

6 (2) Students named by the work force training and education
7 coordinating board after June 30, 1994, as recipients of the Washington
8 award for professional technical or vocational excellence under RCW
9 28C.04.520 through 28C.04.550 shall be eligible to receive a grant for
10 undergraduate course work as authorized under RCW 28B.80.272.

11 **Sec. 35.** RCW 28C.22.005 and 1993 c 380 s 1 are each amended to
12 read as follows:

13 As retraining becomes a common part of adult work life, it is
14 important that all professional technical and vocational education
15 opportunities be used to the maximum extent possible. Skill centers
16 established to provide professional technical and vocational training
17 for high school students are used during the morning and early
18 afternoon. These facilities are idle during the late afternoon and
19 evening hours. At the same time, community colleges have more students
20 applying than they can accommodate. To assure that we meet the needs
21 of our citizens in seeking training or retraining, all professional
22 technical and vocational training facilities should be used to the
23 maximum extent possible.

24 **Sec. 36.** RCW 28C.18.005 and 1991 c 238 s 1 are each amended to
25 read as follows:

26 The legislature finds that the state's system of work force
27 training and education is inadequate for meeting the needs of the
28 state's workers, employers, and economy. A growing shortage of skilled
29 workers is already hurting the state's economy. There is a shortage of
30 available workers and too often prospective employees lack the skills
31 and training needed by employers. Moreover, with demographic changes
32 in the state's population employers will need to employ a more
33 culturally diverse work force in the future.

34 The legislature further finds that the state's current work force
35 training and education system is fragmented among numerous agencies,
36 councils, boards, and committees, with inadequate overall coordination.
37 No comprehensive strategic plan guides the different parts of the

1 system. There is no single point of leadership and responsibility.
2 There is insufficient guidance from employers and workers built into
3 the system to ensure that the system is responsive to the needs of its
4 customers. Adult work force education lacks a uniform system of
5 governance, with an inefficient division in governance between
6 community colleges and (~~vocational~~) technical (~~institutes~~)
7 colleges, and inadequate local authority. The parts of the system
8 providing adult basic skills and literacy education are especially
9 uncoordinated and lack sufficient visibility to adequately address the
10 needs of the large number of adults in the state who are functionally
11 illiterate. The work force training and education system's data and
12 evaluation methods are inconsistent and unable to provide adequate
13 information for determining how well the system is performing on a
14 regular basis so that the system may be held accountable for the
15 outcomes it produces. Much of the work force training and education
16 system provides inadequate opportunities to meet the needs of people
17 from culturally diverse backgrounds. Finally, our educational
18 institutions are not producing the number of people educated in
19 (~~vocational/technical~~) professional technical and vocational skills
20 needed by employers.

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

30 **Sec. 37.** RCW 28C.18.010 and 1991 c 238 s 2 are each amended to
31 read as follows:

32 Unless the context clearly requires otherwise, the definitions in
33 this section apply throughout this title.

34 (1) "Board" means the work force training and education
35 coordinating board.

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

1 (3) "Training system" means programs and courses of secondary
2 professional technical and vocational education, technical college
3 programs and courses, community college vocational programs and
4 courses, adult basic education programs and courses, programs and
5 courses funded by the job training partnership act, programs and
6 courses funded by the federal vocational act, programs and courses
7 funded under the federal adult education act, publicly funded programs
8 and courses for adult literacy education, and apprenticeships, and
9 programs and courses offered by private and public nonprofit
10 organizations that are representative of communities or significant
11 segments of communities and provide job training or adult literacy
12 services.

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

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

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

36 **Sec. 38.** RCW 28C.18.060 and 1993 c 280 s 17 are each amended to
37 read as follows:

1 The board, in cooperation with the operating agencies of the state
2 training system shall:

3 (1) Concentrate its major efforts on planning, coordination
4 evaluation, policy analysis, and recommending improvements to the
5 state's training system.

6 (2) Advocate for the state training system and for meeting the
7 needs of employers and the work force for work force education and
8 training.

9 (3) Establish and maintain an inventory of the programs of the
10 state training system, and related state programs, and perform a
11 biennial assessment of the professional technical and vocational
12 education, training, and adult basic education and literacy needs of
13 the state; identify ongoing and strategic education needs; and assess
14 the extent to which employment, training, professional technical and
15 vocational and basic education, rehabilitation services, and public
16 assistance services represent a consistent, integrated approach to meet
17 such needs.

18 (4) Develop and maintain a state comprehensive plan for work force
19 training and education, including but not limited to, goals,
20 objectives, and priorities for the state training system, and review
21 the state training system for consistency with the state comprehensive
22 plan. In developing the state comprehensive plan for work force
23 training and education, the board shall use, but shall not be limited
24 to: Economic, labor market, and populations trends reports in office
25 of financial management forecasts; joint office of financial management
26 and employment security department labor force, industry employment,
27 and occupational forecasts; the results of scientifically based
28 outcome, net-impact and cost-benefit evaluations; the needs of
29 employers as evidenced in formal employer surveys and other employer
30 input; and the needs of program participants and workers as evidenced
31 in formal surveys and other input from program participants and the
32 labor community.

33 (5) In consultation with the higher education coordinating board,
34 review and make recommendations to the office of financial management
35 and the legislature on operating and capital facilities budget requests
36 for operating agencies of the state training system for purposes of
37 consistency with the state comprehensive plan for work force training
38 and education.

1 (6) Provide for coordination among the different operating agencies
2 of the state training system at the state level and at the regional
3 level.

4 (7) Develop a consistent and reliable data base on professional
5 technical and vocational education enrollments, costs, program
6 activities, and job placements from publicly funded professional
7 technical and vocational education programs in this state.

8 (8) Establish standards for data collection and maintenance for the
9 operating agencies of the state training system in a format that is
10 accessible to use by the board. The board shall require a minimum of
11 common core data to be collected by each operating agency of the state
12 training system.

13 The board shall develop requirements for minimum common core data
14 in consultation with the office of financial management and the
15 operating agencies of the training system.

16 (9) Establish minimum standards for program evaluation for the
17 operating agencies of the state training system, including, but not
18 limited to, the use of common survey instruments and procedures for
19 measuring perceptions of program participants and employers of program
20 participants, and monitor such program evaluation.

21 (10) Every two years administer scientifically based outcome
22 evaluations of the state training system, including, but not limited
23 to, surveys of program participants, surveys of employers of program
24 participants, and matches with employment security department payroll
25 and wage files. Every five years administer scientifically based net-
26 impact and cost-benefit evaluations of the state training system.

27 (11) In cooperation with the employment security department,
28 provide for the improvement and maintenance of quality and utility in
29 occupational information and forecasts for use in training system
30 planning and evaluation. Improvements shall include, but not be
31 limited to, development of state-based occupational change factors
32 involving input by employers and employees, and delineation of skill
33 and training requirements by education level associated with current
34 and forecasted occupations.

35 (12) Provide for the development of common course description
36 formats, common reporting requirements, and common definitions for
37 operating agencies of the training system.

38 (13) Provide for effectiveness and efficiency reviews of the state
39 training system.

1 (14) In cooperation with the higher education coordinating board,
2 facilitate transfer of credit policies and agreements between
3 institutions of the state training system, and encourage articulation
4 agreements for programs encompassing two years of secondary work force
5 education and two years of postsecondary work force education.

6 (15) In cooperation with the higher education coordinating board,
7 facilitate transfer of credit policies and agreements between private
8 training institutions and institutions of the state training system.

9 (16) Participate in the development of coordination criteria for
10 activities under the job training partnership act with related programs
11 and services provided by state and local education and training
12 agencies.

13 (17) Make recommendations to the commission of student assessment,
14 the state board of education, and the superintendent of public
15 instruction, concerning basic skill competencies and essential core
16 competencies for K-12 education. Basic skills for this purpose shall
17 be reading, writing, computation, speaking, and critical thinking,
18 essential core competencies for this purpose shall be English, math,
19 science/technology, history, geography, and critical thinking. The
20 board shall monitor the development of and provide advice concerning
21 secondary curriculum which integrates professional technical and
22 vocational and academic education.

23 (18) Establish and administer programs for marketing and outreach
24 to businesses and potential program participants.

25 (19) Facilitate the location of support services, including but not
26 limited to, child care, financial aid, career counseling, and job
27 placement services, for students and trainees at institutions in the
28 state training system, and advocate for support services for trainees
29 and students in the state training system.

30 (20) Facilitate private sector assistance for the state training
31 system, including but not limited to: Financial assistance, rotation
32 of private and public personnel, and professional technical and
33 vocational counseling.

34 (21) Facilitate programs for school-to-work transition that combine
35 classroom education and on-the-job training in industries and
36 occupations without a significant number of apprenticeship programs.

37 (22) Encourage and assess progress for the equitable representation
38 of racial and ethnic minorities, women, and people with disabilities
39 among the students, teachers, and administrators of the state training

1 system. Equitable, for this purpose, shall mean substantially
2 proportional to their percentage of the state population in the
3 geographic area served. This function of the board shall in no way
4 lessen more stringent state or federal requirements for representation
5 of racial and ethnic minorities, women, and people with disabilities.

6 (23) Participate in the planning and policy development of governor
7 set-aside grants under P.L. 97-300, as amended.

8 (24) Administer veterans' programs, licensure of private vocational
9 schools, the job skills program, and the Washington award for
10 professional technical or vocational excellence.

11 (25) Allocate funding from the state job training trust fund.

12 (26) Work with the director of community, trade, and economic
13 development to ensure coordination between work force training
14 priorities and that department's economic development efforts.

15 (27) Adopt rules as necessary to implement this chapter.

16 The board may delegate to the director any of the functions of this
17 section.

18 **Sec. 39.** RCW 28C.18.090 and 1995 c 130 s 4 are each amended to
19 read as follows:

20 (1) The board shall specify, by December 31, 1995, the common core
21 data to be collected by the operating agencies of the state training
22 system and the standards for data collection and maintenance required
23 in RCW 28C.18.060(8).

24 (2) The minimum standards for program evaluation by operating
25 agencies required in RCW 28C.18.060(9) shall include biennial program
26 evaluations; the first of such evaluations shall be completed by the
27 operating agencies July 1, 1996. The program evaluation of adult basic
28 skills education shall be provided by the advisory council on adult
29 education.

30 (3) The board shall complete, by January 1, 1996, its first
31 outcome-based evaluation and, by September 1, 1996, its nonexperimental
32 net-impact and cost-benefit evaluations of the training system. The
33 outcome, net-impact, and cost-benefit evaluations shall for the first
34 evaluations, include evaluations of each of the following programs:
35 Secondary ((~~vocational-technical~~)) professional technical and
36 vocational education, work-related adult basic skills education,
37 postsecondary work force training, job training partnership act titles
38 II and III, as well as of the system as a whole.

1 (4) The board shall use the results of its outcome, net-impact, and
2 cost-benefit evaluations to develop and make recommendations to the
3 legislature and the governor for the modification, consolidation,
4 initiation, or elimination of work force training and education
5 programs in the state.

6 The board shall perform the requirements of this section in
7 cooperation with the operating agencies.

8 NEW SECTION. **Sec. 40.** 1995 c 335 s 803 (uncodified) is repealed.

9 NEW SECTION. **Sec. 41.** RCW 28C.04.550 is decodified.

10 NEW SECTION. **Sec. 42.** Sections 22 and 23 of this act expire June
11 30, 1999.

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