
SUBSTITUTE HOUSE BILL 1710

State of Washington

62nd Legislature

2011 Regular Session

By House Education (originally sponsored by Representatives Moscoso, Llias, Probst, Ladenburg, Hasegawa, McCoy, Haler, Dahlquist, Green, Wilcox, McCune, Zeiger, Roberts, Stanford, Billig, Maxwell, Hunt, and Kenney)

READ FIRST TIME 02/17/11.

1 AN ACT Relating to creating a strategic plan for career and
2 technical education; and creating new sections.

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

4 NEW SECTION. **Sec. 1.** (1) The legislature continues to find that
5 access to high quality career and technical education for middle and
6 high school students is a key strategy for reducing the dropout rate
7 and closing the achievement gap. Career and technical education
8 increases the number of young people who obtain a meaningful
9 postsecondary credential. Improving career and technical education is
10 also an efficiency measure, because reductions in the dropout rate are
11 associated with increased earnings for individuals and reduced societal
12 costs in the criminal justice and welfare systems.

13 (2) The legislature further finds that much progress has been made
14 since 2008 to enhance the rigor and relevance of career and technical
15 education programs and to align and integrate instruction more closely
16 with academic subjects, high demand fields, industry certification, and
17 postsecondary education. Activities to support these objectives have
18 included:

1 (a) Requiring all preparatory career and technical education
2 programs to lead to industry certification or offer dual high school
3 and college credit;

4 (b) Expanding state support for middle school career and technical
5 education programs, especially in science, technology, and engineering;

6 (c) Providing support for schools to develop or upgrade programs in
7 high demand fields and offer preapprenticeships;

8 (d) Developing model career and technical programs of study leading
9 to industry credentials or degrees;

10 (e) Assisting school districts with identifying academic and career
11 and technical education course equivalencies;

12 (f) Pilot-testing programs to integrate academic, career and
13 technical, basic skills, and English as a second language instruction;
14 and

15 (g) Developing performance measures and targets for accountability.

16 (3) Therefore, the legislature intends to ensure that progress will
17 be continued and enhanced by providing a mechanism for monitoring
18 continuous improvement in the rigor, relevance, and recognition of
19 secondary career and technical education programs and improvement in
20 students' access to these programs.

21 NEW SECTION. **Sec. 2.** (1) The office of the superintendent of
22 public instruction shall convene a working group to develop a statewide
23 strategic plan for secondary career and technical education.

24 (2) The strategic plan must include:

25 (a) A vision statement, goals, and measurable annual objectives for
26 continuous improvement in the rigor, relevance, recognition, and
27 student access in career and technical education programs that build on
28 current initiatives and progress in improving career and technical
29 education, and are consistent with targets and performance measures
30 required under the federal Carl Perkins act; and

31 (b) Recommended activities and strategies, in priority order, to
32 accomplish the objectives and goals, including activities and
33 strategies that:

34 (i) Can be accomplished within current resources and funding
35 formulas;

36 (ii) Should receive top priority for additional investment; and

37 (iii) Could be phased-in over the next ten years.

1 (3) In particular, the working group must examine:
2 (a) Proposed changes to high school graduation requirements and
3 strategies to ensure that students continue to have opportunities to
4 pursue career and technical education career and college pathways along
5 with a meaningful high school diploma;
6 (b) How career and technical education courses can be used to meet
7 the common core standards and how in turn the standards can be used to
8 enhance the rigor of career and technical education;
9 (c) Ways to improve student access to high quality career and
10 technical education courses and work experiences, not only in skill
11 centers but also in middle school, comprehensive high schools, and
12 rural areas;
13 (d) Ways to improve the transition from K-12 to community and
14 technical college, university, and private technical college programs;
15 (e) Methods for replicating innovative middle and high schools that
16 engage students in exploring careers, use project-based learning, and
17 build meaningful partnerships with businesses and the community; and
18 (f) A framework for a series of career and technical education
19 certifications that are: (i) Transferable between and among secondary
20 schools and postsecondary institutions; and (ii) articulated across
21 secondary and postsecondary levels so that students receive credit for
22 knowledge and skills they have already mastered.
23 (4) The working group membership shall include:
24 (a) School district and skill center career and technical education
25 directors and teachers and school guidance counselors;
26 (b) Community and technical college professional-technical faculty;
27 (c) At least one of each of the following: A school director, a
28 principal, a counselor, and a parent;
29 (d) Representatives from industry, labor, tech prep consortia,
30 local workforce development councils, private technical colleges, and
31 the Washington association for career and technical education;
32 (e) A representative from the workforce training and education
33 coordinating board; and
34 (f) One member of the house of representatives appointed by the
35 speaker of the house and one member of the senate appointed by the
36 president of the senate. Both legislative members shall also be
37 members of the quality education council under RCW 28A.290.010.

1 (5) The office of the superintendent of public instruction shall
2 submit a progress report to the education committees of the legislature
3 and to the quality education council by December 1, 2011. The final
4 strategic plan, including priorities, recommendations, and measurable
5 annual objectives for continuous improvement, is due by December 1,
6 2012.

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