

CERTIFICATION OF ENROLLMENT

**SUBSTITUTE HOUSE BILL 1710**

Chapter 267, Laws of 2011

62nd Legislature  
2011 Regular Session

CAREER AND TECHNICAL EDUCATION--STRATEGIC PLAN

EFFECTIVE DATE: 07/22/11

Passed by the House April 13, 2011  
Yeas 81 Nays 15

FRANK CHOPP

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**Speaker of the House of Representatives**

Passed by the Senate April 5, 2011  
Yeas 46 Nays 3

BRAD OWEN

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**President of the Senate**

Approved May 5, 2011, 10:16 a.m.

CHRISTINE GREGOIRE

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**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1710** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

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**Chief Clerk**

FILED

May 6, 2011

**Secretary of State  
State of Washington**

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**SUBSTITUTE HOUSE BILL 1710**

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AS AMENDED BY THE SENATE

Passed Legislature - 2011 Regular Session

**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) Within existing resources, the office of  
22 the superintendent of public instruction shall convene a working group  
23 to develop a statewide strategic plan for secondary career and  
24 technical education.

25 (2) The strategic plan must include:

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

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

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

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

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

2 (3) In particular, the working group must examine:

3 (a) Proposed changes to high school graduation requirements and  
4 strategies to ensure that students continue to have opportunities to  
5 pursue career and technical education career and college pathways along  
6 with a meaningful high school diploma;

7 (b) How career and technical education courses can be used to meet  
8 the common core standards and how in turn the standards can be used to  
9 enhance the rigor of career and technical education;

10 (c) Ways to improve student access to high quality career and  
11 technical education courses and work experiences, not only in skill  
12 centers but also in middle school, comprehensive high schools, and  
13 rural areas;

14 (d) Ways to improve the transition from K-12 to community and  
15 technical college, university, and private technical college programs;

16 (e) Methods for replicating innovative middle and high schools that  
17 engage students in exploring careers, use project-based learning, and  
18 build meaningful partnerships with businesses and the community; and

19 (f) A framework for a series of career and technical education  
20 certifications that are: (i) Transferable between and among secondary  
21 schools and postsecondary institutions; and (ii) articulated across  
22 secondary and postsecondary levels so that students receive credit for  
23 knowledge and skills they have already mastered.

24 (4) The working group membership shall include:

25 (a) School district and skill center career and technical education  
26 directors and teachers and school guidance counselors;

27 (b) Community and technical college professional-technical faculty;

28 (c) At least one of each of the following: A school director, a  
29 principal, a counselor, and a parent;

30 (d) Representatives from industry, labor, tech prep consortia,  
31 local workforce development councils, private technical colleges, and  
32 the Washington association for career and technical education; and

33 (e) A representative from the workforce training and education  
34 coordinating board.

35 (5) The office of the superintendent of public instruction shall  
36 submit a progress report to the education committees of the legislature  
37 and to the quality education council by December 1, 2011. The final

1 strategic plan, including priorities, recommendations, and measurable  
2 annual objectives for continuous improvement, is due by December 1,  
3 2012.

Passed by the House April 13, 2011.

Passed by the Senate April 5, 2011.

Approved by the Governor May 5, 2011.

Filed in Office of Secretary of State May 6, 2011.