
HOUSE BILL 2064

State of Washington

60th Legislature

2007 Regular Session

By Representatives Ormsby, Priest, Quall, Jarrett, Haler, P. Sullivan, Fromhold, Schual-Berke, Orcutt, Hunter, Linville, Kenney, Conway, Wood, Simpson and Hudgins

Read first time 02/07/2007. Referred to Committee on Education.

1 AN ACT Relating to developing integrated academic and career and
2 technical field of study programs; creating new sections; and providing
3 an expiration date.

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

5 NEW SECTION. **Sec. 1.** The legislature strongly supports
6 continuation and expansion of secondary career and technical education
7 programs, as evidenced by legislation enacted in 2006 to support
8 secondary preapprenticeships in the trades; require course
9 equivalencies between academic and technical courses; develop a career
10 and technical alternative assessment option to the Washington
11 assessment of student learning; and provide a focus on rigorous
12 programs that lead to industry certification. A logical next step is
13 to provide incentives and support for high schools to combine all
14 aspects of best practice in career and technical education:
15 Integration of academic and technical instruction, coherent and
16 sequenced curriculum that is articulated with postsecondary education,
17 meaningful assessment options, rigorous programming focused on high
18 demand fields, and strong partnerships between schools, businesses, and
19 labor organizations.

1 NEW SECTION. **Sec. 2.** (1) Subject to funds appropriated for this
2 purpose, the superintendent of public instruction shall provide grants
3 to up to four high school partnerships to develop career and technical
4 fields of study programs in high demand fields.

5 (2) To be eligible for a grant, high schools must form partnerships
6 with local workforce development councils, skills panels, community and
7 technical colleges, apprenticeship councils, and business and labor
8 organizations in the community.

9 (3) Grant recipients must develop and deliver an integrated
10 curriculum in a high demand field of study, such as health care,
11 trades, mechanics and engineering, or other field. The partnership
12 must select a high demand field of study appropriate to meet the
13 workforce education needs in its region. Grant funds shall be used for
14 start-up costs, primarily for the development of the curriculum and
15 assessments described in this section and for professional development
16 for teachers using the curriculum and assessments. If sufficient funds
17 remain, grant funds may be used to upgrade equipment within the program
18 to meet industry standards.

19 (4) Within a field of study program, curriculum and instruction
20 must:

21 (a) Integrate core academic subjects such as reading, writing, and
22 mathematics with high quality career and technical preparation based on
23 the accepted industry standards for that field;

24 (b) Be coherent, sequenced, and articulated to community and
25 technical college courses to provide high school students with dual
26 credit for both high school graduation and college, as well as direct
27 transfer into postsecondary education programs in the field; and

28 (c) Emphasize projects and application of knowledge and skills and
29 provide extensive opportunities for work-based learning and
30 internships.

31 (5) Students who are struggling with core academic skills,
32 including the Washington assessment of student learning, shall receive
33 supplemental assistance and instruction within the program, including
34 assistance to create a career and technical collection of evidence as
35 an alternative to the Washington assessment of learning.

36 (6) Participants in a high demand field of study program should
37 expect to complete a high school diploma and a high quality career and
38 technical program and graduate ready to pursue postsecondary education.

1 (7) With assistance from the office of the superintendent of public
2 instruction and the workforce training and education coordinating
3 board, grant recipients shall develop end-of-course assessments for
4 their high demand field of study program. The assessments shall also
5 be integrated to include academic and technical knowledge and skills.
6 The legislature's intent is to use these assessments as prototypes for
7 possible future additional alternative assessments for career and
8 technical education students to demonstrate they meet the state's
9 learning standards.

10 (8) Grant recipients must develop a communications strategy for
11 parents and students in other area high schools and middle schools to
12 promote the field of study program as a high quality learning option
13 for students.

14 (9) This section expires July 1, 2009.

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