

---

SENATE BILL 5818

---

State of Washington

63rd Legislature

2013 Regular Session

By Senators Rivers, Rolfes, Cleveland, McAuliffe, Dammeier, Hasegawa, and Shin

Read first time 02/19/13. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to supporting K-12 career education, exploration,  
2 and planning; amending RCW 28A.150.220, 28A.230.090, 28A.600.045,  
3 28A.230.097, 28A.700.070, 28A.700.030, and 28A.700.040; adding new  
4 sections to chapter 28A.230 RCW; adding a new section to chapter 43.41  
5 RCW; adding a new section to chapter 28A.410 RCW; and creating a new  
6 section.

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

8 NEW SECTION. **Sec. 1.** (1) In 2011, the legislature directed the  
9 office of the superintendent of public instruction to create a  
10 statewide strategic plan for career and technical education. Among the  
11 goals of the plan, completed in December of 2012, are to:

12 (a) Improve access to and quality of career and technical  
13 education, which prepares students for lifelong learning and  
14 employment;

15 (b) Ensure that every student receives comprehensive career  
16 guidance that leads to a personalized program of study that will guide  
17 course selection and other high school activities;

18 (c) Require career and technical education teachers and school  
19 administrators to be prepared and supported in their roles; and

1 (d) Assure that career and technical education is a results-driven  
2 education system so as to demonstrate a positive return on investment.

3 (2) Using the strategic plan goals and recommendations as a  
4 resource, the legislature intends to use multiple strategies to provide  
5 additional support for career education, exploration, and planning.

6 **Sec. 2.** RCW 28A.150.220 and 2011 1st sp.s. c 27 s 1 are each  
7 amended to read as follows:

8 (1) In order for students to have the opportunity to develop the  
9 basic education knowledge and skills under RCW 28A.150.210, school  
10 districts must provide instruction of sufficient quantity and quality  
11 and give students the opportunity to complete graduation requirements  
12 that are intended to prepare them for postsecondary education, gainful  
13 employment, and citizenship. The program established under this  
14 section shall be the minimum instructional program of basic education  
15 offered by school districts.

16 (2) Each school district shall make available to students the  
17 following minimum instructional offering each school year:

18 (a) For students enrolled in grades one through twelve, at least a  
19 district-wide annual average of one thousand hours, which shall be  
20 increased to at least one thousand eighty instructional hours for  
21 students enrolled in each of grades seven through twelve and at least  
22 one thousand instructional hours for students in each of grades one  
23 through six according to an implementation schedule adopted by the  
24 legislature, but not before the 2014-15 school year; and

25 (b) For students enrolled in kindergarten, at least four hundred  
26 fifty instructional hours, which shall be increased to at least one  
27 thousand instructional hours according to the implementation schedule  
28 under RCW 28A.150.315.

29 (3) The instructional program of basic education provided by each  
30 school district shall include:

31 (a) Instruction in the essential academic learning requirements  
32 under RCW 28A.655.070;

33 (b) Instruction that provides students the opportunity to complete  
34 twenty-four credits for high school graduation, subject to a phased-in  
35 implementation of the twenty-four credits as established by the  
36 legislature. Course distribution requirements may be established by  
37 the state board of education under RCW 28A.230.090;

1 (c) If the essential academic learning requirements include a  
2 requirement of languages other than English, the requirement may be met  
3 by students receiving instruction in one or more American Indian  
4 languages;

5 (d) Supplemental instruction and services for underachieving  
6 students through the learning assistance program under RCW 28A.165.005  
7 through 28A.165.065;

8 (e) Supplemental instruction and services for eligible and enrolled  
9 students whose primary language is other than English through the  
10 transitional bilingual instruction program under RCW 28A.180.010  
11 through 28A.180.080;

12 (f) The opportunity for an appropriate education at public expense  
13 as defined by RCW 28A.155.020 for all eligible students with  
14 disabilities as defined in RCW 28A.155.020; (~~and~~)

15 (g) Programs for highly capable students under RCW 28A.185.010  
16 through 28A.185.030; and

17 (h) Opportunities for students to participate in career  
18 exploration, work-based learning, job shadowing, internships,  
19 development of their high school and beyond plan, student advisories,  
20 or other similar activities intended to engage students in preparing  
21 for their future, which must be provided when the increase in  
22 instructional hours required under subsection (2)(a) of this section  
23 takes effect, for at least eighty instructional hours per year for  
24 students in grades seven through twelve.

25 (4) Nothing contained in this section shall be construed to require  
26 individual students to attend school for any particular number of hours  
27 per day or to take any particular courses.

28 (5) Each school district's kindergarten through twelfth grade basic  
29 educational program shall be accessible to all students who are five  
30 years of age, as provided by RCW 28A.225.160, and less than twenty-one  
31 years of age and shall consist of a minimum of one hundred eighty  
32 school days per school year in such grades as are conducted by a school  
33 district, and one hundred eighty half-days of instruction, or  
34 equivalent, in kindergarten, to be increased to a minimum of one  
35 hundred eighty school days per school year according to the  
36 implementation schedule under RCW 28A.150.315. However, effective May  
37 1, 1979, a school district may schedule the last five school days of  
38 the one hundred and eighty day school year for noninstructional

1 purposes in the case of students who are graduating from high school,  
2 including, but not limited to, the observance of graduation and early  
3 release from school upon the request of a student, and all such  
4 students may be claimed as a full-time equivalent student to the extent  
5 they could otherwise have been so claimed for the purposes of RCW  
6 28A.150.250 and 28A.150.260.

7 (6) Nothing in this section precludes a school district from  
8 enriching the instructional program of basic education, such as  
9 offering additional instruction or providing additional services,  
10 programs, or activities that the school district determines to be  
11 appropriate for the education of the school district's students.

12 (7) The state board of education shall adopt rules to implement and  
13 ensure compliance with the program requirements imposed by this  
14 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental  
15 program approval requirements as the state board may establish.

16 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.230  
17 RCW to read as follows:

18 (1) To take effect beginning with the graduating class of 2017, the  
19 state board of education must:

20 (a) Redesignate the credit in occupational education required for  
21 high school graduation as a credit in career and technical education,  
22 with courses approved under RCW 28A.700.010; and

23 (b) Adopt rules that permit a student to elect to pursue a course  
24 in an alternative subject area in lieu of one or both of the following  
25 required credits, based on an individualized program of study  
26 identified in the student's high school and beyond plan, because the  
27 student and parent have determined that such a course will better serve  
28 the student's education and career goals:

29 (i) The career and technical education credit; and

30 (ii) The fourth credit of English.

31 (2) If, after the effective date of this section, the state board  
32 of education increases the number of course credits in science that are  
33 required for high school graduation under RCW 28A.230.090, the board  
34 must permit a student to elect to pursue a course in an alternative  
35 subject area in lieu of a third credit in science, based on an  
36 individualized program of study identified in the student's high school

1 and beyond plan, because the student and parent have determined that  
2 such a course will better serve the student's education and career  
3 goals.

4 **Sec. 4.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to  
5 read as follows:

6 (1) The state board of education shall establish high school  
7 graduation requirements or equivalencies for students, except as  
8 provided in RCW 28A.230.122 and except those equivalencies established  
9 by local high schools or school districts under RCW 28A.230.097. The  
10 purpose of a high school diploma is to declare that a student is ready  
11 for success in postsecondary education, gainful employment, and  
12 citizenship, and is equipped with the skills to be a lifelong learner.

13 (a) Any course in Washington state history and government used to  
14 fulfill high school graduation requirements shall consider including  
15 information on the culture, history, and government of the American  
16 Indian peoples who were the first inhabitants of the state.

17 (b) The certificate of academic achievement requirements under RCW  
18 28A.655.061 or the certificate of individual achievement requirements  
19 under RCW 28A.155.045 are required for graduation from a public high  
20 school but are not the only requirements for graduation.

21 (c) Any decision on whether a student has met the state board's  
22 high school graduation requirements for a high school and beyond plan  
23 shall remain at the local level. However, school districts must use  
24 the standard template for the high school and beyond plan developed  
25 under section 5 of this act.

26 (2)(a) In recognition of the statutory authority of the state board  
27 of education to establish and enforce minimum high school graduation  
28 requirements, the state board shall periodically reevaluate the  
29 graduation requirements and shall report such findings to the  
30 legislature in a timely manner as determined by the state board.

31 (b) The state board shall reevaluate the graduation requirements  
32 for students enrolled in vocationally intensive and rigorous career and  
33 technical education programs, particularly those programs that lead to  
34 a certificate or credential that is state or nationally recognized.  
35 The purpose of the evaluation is to ensure that students enrolled in  
36 these programs have sufficient opportunity to earn a certificate of

1 academic achievement, complete the program and earn the program's  
2 certificate or credential, and complete other state and local  
3 graduation requirements.

4 (c) The state board shall forward any proposed changes to the high  
5 school graduation requirements to the education committees of the  
6 legislature for review and to the quality education council established  
7 under RCW 28A.290.010. The legislature shall have the opportunity to  
8 act during a regular legislative session before the changes are adopted  
9 through administrative rule by the state board. Changes that have a  
10 fiscal impact on school districts, as identified by a fiscal analysis  
11 prepared by the office of the superintendent of public instruction,  
12 shall take effect only if formally authorized and funded by the  
13 legislature through the omnibus appropriations act or other enacted  
14 legislation.

15 (3) Pursuant to any requirement for instruction in languages other  
16 than English established by the state board of education or a local  
17 school district, or both, for purposes of high school graduation,  
18 students who receive instruction in American sign language or one or  
19 more American Indian languages shall be considered to have satisfied  
20 the state or local school district graduation requirement for  
21 instruction in one or more languages other than English.

22 (4) If requested by the student and his or her family, a student  
23 who has completed high school courses before attending high school  
24 shall be given high school credit which shall be applied to fulfilling  
25 high school graduation requirements if:

26 (a) The course was taken with high school students, if the academic  
27 level of the course exceeds the requirements for seventh and eighth  
28 grade classes, and the student has successfully passed by completing  
29 the same course requirements and examinations as the high school  
30 students enrolled in the class; or

31 (b) The academic level of the course exceeds the requirements for  
32 seventh and eighth grade classes and the course would qualify for high  
33 school credit, because the course is similar or equivalent to a course  
34 offered at a high school in the district as determined by the school  
35 district board of directors.

36 (5) Students who have taken and successfully completed high school  
37 courses under the circumstances in subsection (4) of this section shall

1 not be required to take an additional competency examination or perform  
2 any other additional assignment to receive credit.

3 (6) At the college or university level, five quarter or three  
4 semester hours equals one high school credit.

5 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.230  
6 RCW to read as follows:

7 (1) The office of the superintendent of public instruction shall  
8 develop a standard template for the high school and beyond plan  
9 required for high school graduation. The purpose of the template is to  
10 facilitate use of the high school and beyond plan as a tool to help  
11 students, beginning in the eighth grade, develop a program of study for  
12 their high school education based on their interests and goals, update  
13 the plan annually, and use the plan to guide their selection of  
14 courses, culminating project, and other activities. The office must  
15 also develop materials to support school districts in working with  
16 students to develop programs of study.

17 (2) School districts must use the standard template for the high  
18 school and beyond plan developed under this section beginning in the  
19 2014-15 school year, and beginning with students in the eighth grade.

20 (3) For the purposes of this section, "program of study" means a  
21 coordinated, nonduplicative progression of courses within a career  
22 pathway that aligns academic and career and technical education in  
23 secondary education with postsecondary education to prepare students  
24 for an occupation or group of occupations within a career cluster.  
25 Each program of study follows a pathway offering multiple career  
26 opportunities based on differing levels of education. A program of  
27 study offers academic content and career and technical content aligned  
28 with appropriate learning standards, includes opportunities for  
29 students to earn dual high school and college credit, provides  
30 opportunities for work-integrated learning, prepares students to enter  
31 postsecondary education and employment, and culminates in an industry-  
32 recognized credential, certificate, or degree whenever possible.

33 **Sec. 6.** RCW 28A.600.045 and 2008 c 170 s 303 are each amended to  
34 read as follows:

35 (1) Beginning with the 2014-15 school year, each high school must  
36 implement a comprehensive guidance and planning program for all

1 students in grades nine through twelve. The legislature encourages  
2 each middle school(~~(7)~~) and junior high school(~~(7, and high school)~~)  
3 also to implement a comprehensive guidance and planning program for all  
4 students. The purpose of the program is to support students as they  
5 navigate their education and plan their future; encourage an ongoing  
6 and personal relationship between each student and an adult in the  
7 school; and involve parents in students' educational decisions and  
8 plans.

9 (2) A comprehensive guidance and planning program is a program that  
10 contains at least the following components:

11 (a) A curriculum intended to provide the skills and knowledge  
12 students need to select courses, explore options, plan for their  
13 future, and take steps to implement their plans. The curriculum may  
14 include such topics as analysis of students' test results; diagnostic  
15 assessments of students' academic strengths and weaknesses; use of  
16 assessment results in developing students' short-term and long-term  
17 plans; assessments of student interests and aptitude; goal-setting  
18 skills; planning for high school course selection; independent living  
19 skills; exploration of options and opportunities for career and  
20 technical education at the secondary and postsecondary level;  
21 exploration of career opportunities in emerging and high-demand  
22 programs including apprenticeships; and postsecondary options and how  
23 to access them;

24 (b) Regular meetings between each student and a teacher, counselor,  
25 or other instructional staff member who serves as an advisor throughout  
26 the student's enrollment at the school;

27 (c) Student-led conferences with the student's parents, guardians,  
28 or family members and the student's advisor for the purpose of  
29 demonstrating the student's accomplishments; identifying weaknesses;  
30 planning and selecting courses; and setting long-term goals; and

31 (d) Data collection that allows schools to monitor students'  
32 progress.

33 (3) Subject to funds appropriated for this purpose, the office of  
34 the superintendent of public instruction shall provide support for  
35 comprehensive guidance and planning programs in public schools,  
36 including providing ongoing development and improvement of the  
37 curriculum described in subsection (2) of this section.



1           **Sec. 7.** RCW 28A.230.097 and 2008 c 170 s 202 are each amended to  
2 read as follows:

3           (1) Each high school or school district board of directors shall  
4 adopt course equivalencies for career and technical high school courses  
5 offered to students in high schools and skill centers. A career and  
6 technical course equivalency may be for whole or partial credit. Each  
7 school district board of directors shall develop a course equivalency  
8 approval procedure. Beginning with the 2014-15 school year, a school  
9 district board of directors must grant academic course equivalency for  
10 a career and technical high school course from the mandatory course  
11 equivalency list adopted under RCW 28A.700.070.

12           (2) Career and technical courses determined to be equivalent to  
13 academic core courses, in full or in part, by the high school or school  
14 district shall be accepted as meeting core requirements, including  
15 graduation requirements, if the courses are recorded on the student's  
16 transcript using the equivalent academic high school department  
17 designation and title. Full or partial credit shall be recorded as  
18 appropriate. The high school or school district shall also issue and  
19 keep record of course completion certificates that demonstrate that the  
20 career and technical courses were successfully completed as needed for  
21 industry certification, college credit, or preapprenticeship, as  
22 applicable. The certificate shall be either part of the student's high  
23 school and beyond plan or the student's culminating project, as  
24 determined by the student. The office of the superintendent of public  
25 instruction shall develop and make available electronic samples of  
26 certificates of course completion.

27           **Sec. 8.** RCW 28A.700.070 and 2008 c 170 s 201 are each amended to  
28 read as follows:

29           (1) The office of the superintendent of public instruction shall  
30 support school district efforts under RCW 28A.230.097 to adopt course  
31 equivalencies for career and technical courses by:

32           (a) Recommending career and technical curriculum suitable for  
33 course equivalencies;

34           (b) Publicizing best practices for high schools and school  
35 districts in developing and adopting course equivalencies; and

36           (c) In consultation with the Washington association for career and

1 technical education, providing professional development, technical  
2 assistance, and guidance for school districts seeking to expand their  
3 lists of equivalent courses.

4 (2) The office of the superintendent of public instruction shall  
5 provide professional development, technical assistance, and guidance  
6 for school districts to develop career and technical course  
7 equivalencies that also qualify as advanced placement courses.

8 (3) The office of the superintendent of public instruction shall  
9 adopt rules establishing a list of mandatory course equivalencies for  
10 career and technical education courses for which school district boards  
11 of directors must award academic credit beginning in the 2014-15 school  
12 year.

13 (4) Subject to funds appropriated for this purpose, the office of  
14 the superintendent of public instruction shall allocate grant funds to  
15 school districts to increase the integration and rigor of academic  
16 instruction in career and technical courses. Grant recipients are  
17 encouraged to use grant funds to support teams of academic and  
18 technical teachers using a research-based professional development  
19 model supported by the national research center for career and  
20 technical education. The office of the superintendent of public  
21 instruction may require that grant recipients provide matching  
22 resources using federal Carl Perkins funds or other fund sources.

23 **Sec. 9.** RCW 28A.700.030 and 2008 c 170 s 103 are each amended to  
24 read as follows:

25 All approved preparatory secondary career and technical education  
26 programs must meet the following minimum criteria:

27 (1) Either:

28 (a) Lead to a certificate or credential that is state or nationally  
29 recognized by trades, industries, or other professional associations as  
30 necessary for employment or advancement in that field; or

31 (b) Allow students to earn dual credit for high school and college  
32 through tech prep, advanced placement, or other agreements or programs;

33 (2) Be comprised of a sequenced progression of multiple courses  
34 that are technically intensive and rigorous; (~~and~~)

35 (3) Include at least one work-integrated learning opportunity,  
36 which may be work-based learning, an internship, a job shadow, or other  
37 worksite experience; and

1       (4) Lead to workforce entry, state or nationally approved  
2 apprenticeships, or postsecondary education in a related field.

3       **Sec. 10.** RCW 28A.700.040 and 2008 c 170 s 104 are each amended to  
4 read as follows:

5       (1) The office of the superintendent of public instruction shall  
6 establish performance measures and targets and monitor the performance  
7 of career and technical education programs in at least the following  
8 areas:

9       (a) Student participation in and completion of high-demand programs  
10 as identified under RCW 28A.700.020;

11       (b) Students earning dual credit for high school and college; and

12       (c) Performance measures and targets established by the workforce  
13 training and education coordinating board, including but not limited to  
14 student academic and technical skill attainment, graduation rates,  
15 postgraduation employment or enrollment in postsecondary education, and  
16 other measures and targets as required by the federal Carl Perkins act,  
17 as amended.

18       (2) If a school district fails to meet the performance targets  
19 established under this section, the office of the superintendent of  
20 public instruction may require the district to submit an improvement  
21 plan. If a district fails to implement an improvement plan or  
22 continues to fail to meet the performance targets for three consecutive  
23 years, the office of the superintendent of public instruction may use  
24 this failure as the basis to deny the approval or reapproval of one or  
25 more of the district's career and technical education programs.

26       (3) The office of the superintendent of public instruction must  
27 establish criteria and an award or designation to recognize exemplary  
28 career and technical education programs.

29       NEW SECTION. **Sec. 11.** A new section is added to chapter 43.41 RCW  
30 to read as follows:

31       (1) The education data center must develop a standard report using  
32 individual student data, to be prepared and disseminated annually, on  
33 the postsecondary education and employment outcomes for students who  
34 graduate from Washington public high schools. The report must examine  
35 outcomes one year after high school graduation and five years after  
36 high school graduation.

1 (2) In developing the report, the education data center must  
2 consult with the office of the superintendent of public instruction,  
3 the state board for community and technical colleges, the student  
4 achievement council, the public and private four-year institutions of  
5 higher education, the workforce training and education coordinating  
6 board, and the employment security department.

7 NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.410  
8 RCW to read as follows:

9 (1) The professional educator standards board shall revise  
10 certificate renewal rules and standards for secondary principals to  
11 include fundamentals of career and technical education and career and  
12 technical education leadership.

13 (2) The professional educator standards board, in collaboration  
14 with approved career and technical education certification programs,  
15 shall revise the standards for career and technical education  
16 certification on the basis of business and industry work experience.  
17 The objectives of the revisions are to:

18 (a) Significantly increase the extent that program requirements are  
19 based on demonstrated competencies rather than course completion; and

20 (b) Facilitate redesign of programs to offer a menu of courses  
21 where individual candidates have more flexibility to select only those  
22 courses needed to provide the competencies they need for certification.

--- END ---