
SUBSTITUTE HOUSE BILL 1650

State of Washington

63rd Legislature

2013 Regular Session

By House Education (originally sponsored by Representatives McCoy, Haler, Orcutt, Moscoso, Hunt, Seaquist, Santos, Maxwell, Bergquist, Ormsby, Orwall, Riccelli, Sells, Stonier, Reykdal, Van De Wege, Fey, Ryu, Morrell, Freeman, and Magendanz)

READ FIRST TIME 02/22/13.

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; adding a new section
6 to chapter 28C.18 RCW; and creating a new 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 twenty 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 or a locally developed template that the
26 school district has determined to have equivalent characteristics,
27 components, and activities as the standard template.

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

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

1 these programs have sufficient opportunity to earn a certificate of
2 academic achievement, complete the program and earn the program's
3 certificate or credential, and complete other state and local
4 graduation requirements.

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

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

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

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

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

37 (5) Students who have taken and successfully completed high school

1 courses under the circumstances in subsection (4) of this section shall
2 not be required to take an additional competency examination or perform
3 any other additional assignment to receive credit.

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

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

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

18 (2) The standard template must describe the following components
19 and activities to be included in a high school and beyond plan:

20 (a) Identification of personal interests and achievable career
21 goals;

22 (b) A plan for course-taking, to be annually reviewed and updated;

23 (c) Research on postsecondary education and entry-level jobs
24 related to the student's career interests, including the multiple
25 pathways to education and careers in any given field, the costs of
26 postsecondary education, and the projected wages of various career
27 options;

28 (d) Development of a budget based on personal and career interests
29 and goals, including a budget for postsecondary education;

30 (e) Completion of a resume and, if applicable, an application for
31 postsecondary education; and

32 (f) Participation in an on-site or virtual visit to a postsecondary
33 institution or a workplace.

34 (3) Beginning in the 2014-15 school year and beginning with
35 students in the eighth grade, school districts must use the standard
36 template for the high school and beyond plan developed under this
37 section or a locally developed template that the district has

1 determined to have equivalent characteristics, components, and
2 activities as the standard template. The forms of documentation
3 required for the components and activities of a high school and beyond
4 plan shall be established by the local school district.

5 (4) For the purposes of this section, "program of study" means a
6 coordinated, nonduplicative progression of courses within a career
7 pathway that aligns academic and career and technical education in
8 secondary education with postsecondary education to prepare students
9 for an occupation or group of occupations within a career cluster.
10 Each program of study follows a pathway offering multiple career
11 opportunities based on differing levels of education. A program of
12 study offers academic content and career and technical content aligned
13 with appropriate learning standards, includes opportunities for
14 students to earn dual high school and college credit, provides
15 opportunities for work-integrated learning, prepares students to enter
16 postsecondary education and employment, and culminates in an industry-
17 recognized credential, certificate, or degree whenever possible.

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

20 (1) Beginning with the 2014-15 school year, each high school must
21 implement a career planning and exploration program for all students in
22 grades nine through twelve. The legislature encourages each middle
23 school(~~(7)~~) and junior high school(~~(, and high school)~~) also to
24 implement a (~~comprehensive guidance and planning~~) career planning and
25 exploration program for all students. The purpose of the program is to
26 support students as they navigate their education and plan their
27 future; encourage an ongoing and personal relationship between each
28 student and an adult in the school; and involve parents in students'
29 educational decisions and plans. It is also a purpose of the program
30 to help students and parents understand that there are multiple
31 pathways and multiple opportunities for students to chart their
32 education and their future.

33 (2) A (~~comprehensive guidance and planning~~) career planning and
34 exploration program is a program that contains at least the following
35 components:

36 (a) A curriculum intended to provide the skills and knowledge
37 students need to select courses, explore options, plan for their

1 future, and take steps to implement their plans. The curriculum may
2 include such topics as analysis of students' test results; diagnostic
3 assessments of students' academic strengths and weaknesses; use of
4 assessment results in developing students' short-term and long-term
5 plans; assessments of student interests and aptitude; goal-setting
6 skills; planning for high school course selection; independent living
7 skills; exploration of options and opportunities for career and
8 technical education at the secondary and postsecondary level;
9 exploration of career opportunities in emerging and high-demand
10 programs including apprenticeships; and postsecondary options and how
11 to access them. Districts are encouraged to use available online
12 curricula for this purpose;

13 (b) Opportunities for regular meetings between ((each)) students
14 and a teacher, counselor, or other instructional staff member who
15 serves as an advisor throughout the ((student's)) students' enrollment
16 at the school. Nothing in this section prescribes a particular
17 frequency, duration, or teacher-to-student ratio for such meetings;

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

22 (d) Data collection that allows schools to monitor students'
23 progress.

24 (3) Subject to funds appropriated for this purpose, the office of
25 the superintendent of public instruction shall provide support for
26 ~~((comprehensive guidance and planning))~~ career planning and exploration
27 programs in public schools, including providing ongoing development and
28 improvement of the curriculum described in subsection (2) of this
29 section.

30 (4) Beginning in the 2015-16 school year, each middle school,
31 junior high school, and high school must provide information to
32 students and parents or guardians regarding the online career guidance
33 and exploration tools identified under section 13 of this act. Schools
34 are encouraged to offer training and orientation to students and
35 parents or guardians about using the online tools to identify a program
36 of study and consider multiple pathways for education and careers.

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, at a minimum, grant academic course
10 equivalency for a career and technical high school course from the
11 mandatory course equivalency list adopted under RCW 28A.700.070, but is
12 not limited to the courses on the list.

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

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

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

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

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

1 (c) In consultation with the Washington association for career and
2 technical education, providing professional development, technical
3 assistance, and guidance for school districts seeking to expand their
4 lists of equivalent courses.

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

9 (3) The office of the superintendent of public instruction shall
10 adopt rules establishing a list of mandatory course equivalencies for
11 career and technical education courses for which school district boards
12 of directors must, at a minimum, award academic credit beginning in the
13 2014-15 school year.

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

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

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

28 (1) Either:

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

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

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

36 (3) Include at least one work-integrated learning opportunity,

1 which may be work-based learning, an internship, a job shadow, or other
2 worksite experience; and

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

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

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

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

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

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

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

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

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

33 (1) The education data center must develop a standard report using
34 individual student data, to be prepared and disseminated annually, on
35 the postsecondary education and employment outcomes for students who

1 graduate from Washington public high schools. The report must examine
2 outcomes one year after high school graduation and five years after
3 high school graduation.

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

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

12 (1) The professional educator standards board shall review
13 certification standards for secondary principals to assure that
14 fundamentals of career and technical education and career and technical
15 education leadership are adequately reflected in the standards.

16 (2) The professional educator standards board, in collaboration
17 with approved career and technical education certification programs,
18 shall revise the standards for career and technical education
19 certification on the basis of business and industry work experience.
20 The objective of the revisions is to significantly increase the extent
21 that program requirements are based on demonstrated competencies rather
22 than course completion.

23 NEW SECTION. **Sec. 13.** A new section is added to chapter 28C.18
24 RCW to read as follows:

25 (1) By December 1, 2014, the board, in collaboration with the other
26 state education and workforce agencies, shall identify a sample of
27 existing, interactive online tools that students and parents or
28 guardians may use to explore career opportunities, identify a program
29 of study as defined under section 5 of this act, and assist in career
30 guidance. The board shall publicize these online tools on the board's
31 web site. The board may modify or supplement the online tools to make
32 them more helpful for users or to provide additional information
33 specific to the Washington state education system and economy.

34 (2) The board must annually create a brief, summary list of
35 promising careers based on analysis of employment openings and future
36 growth, as well as wages. The list must include careers that require

1 various levels of postsecondary education and must illustrate the
2 multiple pathways students may take to pursue the careers. The purpose
3 of the list is to illustrate a sample of high quality, high-demand
4 careers available through multiple pathways and encourage students and
5 parents or guardians to engage in career exploration. The list must be
6 publicized along with the online tools identified under subsection (1)
7 of this section and may be linked to other, more comprehensive analyses
8 and information regarding high-demand careers and career projections.

9 (3) Beginning July 1, 2015, the board, in consultation with the
10 state education and workforce agencies, must offer trainings regarding
11 the online tools in subsection (1) of this section to career and
12 technical education instructors, school counselors, and other education
13 or workforce-related personnel.

14 (4) The state education and workforce agencies and all community
15 and technical colleges must publicize the online tools and promising
16 careers identified under subsections (1) and (2) of this section on
17 their respective web sites. Worksource centers and libraries as
18 defined in RCW 27.12.010 must include information about the online
19 tools in existing publications, including newsletters, posters,
20 brochures, or other print materials, and must provide directions and
21 options for public internet access to the online tools.

22 (5) For the purposes of this section, "state education and
23 workforce agencies" means the office of the superintendent of public
24 instruction, the state board of education, the state board for
25 community and technical colleges, the student achievement council, the
26 workforce training and education coordinating board, and the employment
27 security department.

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