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**SUBSTITUTE HOUSE BILL 2383**

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**State of Washington**

**63rd Legislature**

**2014 Regular Session**

**By** House Higher Education (originally sponsored by Representatives Reykdal, Tarleton, Pollet, Stonier, Tharinger, Ryu, Morrell, S. Hunt, Gregerson, Freeman, and Santos)

READ FIRST TIME 01/31/14.

1       AN ACT Relating to integrating career and college readiness  
2 standards into K-12 and higher education policies and practices;  
3 creating new sections; and providing an expiration date.

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

5       NEW SECTION.   **Sec. 1.** The legislature acknowledges and supports  
6 the work being done by classroom teachers, curriculum specialists,  
7 college faculty, state education agencies, and other interested groups  
8 and organizations to implement new, more rigorous K-12 learning  
9 standards in English language arts and mathematics throughout the  
10 public school system in Washington. The common core state standards  
11 and the next generation science standards offer the potential to  
12 increase students' overall knowledge and skills, as well as  
13 significantly improve the rate at which students graduate from high  
14 school ready to pursue a range of career and college pathways without  
15 remediation and successfully attain higher levels of education. To  
16 ensure that the standards achieve this potential, the legislature  
17 intends to direct further work by state education agencies in key  
18 policy areas such as high school planning, curriculum and course

1 development, support for dual credit courses, and integration of the  
2 common core state standards and the next generation science standards  
3 into career and technical education and educator certification.

4 NEW SECTION. **Sec. 2.** The provisions in this section shall be  
5 accomplished within the state education agencies' available resources.

6 (1) The state board of education shall examine options and  
7 strategies for making the high school and beyond plan a more rigorous  
8 and meaningful tool for students to identify and pursue career and  
9 college pathways beginning in the eighth grade and align their high  
10 school course-taking with those pathways. The state board shall submit  
11 its recommendations along with examples of best practices currently  
12 used by high schools as provided under subsection (6) of this section.

13 (2) The office of the superintendent of public instruction, in  
14 consultation with career and technical educators and directors across  
15 the state, shall identify and recommend specific strategies and  
16 resources needed to embed the common core state standards and the next  
17 generation science standards into career and technical course  
18 curriculum and instruction. The office shall also make recommendations  
19 to address particular challenges, such as courses taught by individuals  
20 certified through a business and industry route or courses offered by  
21 skill centers that serve multiple school districts. The office shall  
22 submit its recommendations as provided under subsection (6) of this  
23 section.

24 (3) The professional educator standards board shall examine the  
25 strategies being used to incorporate the common core state standards  
26 and the next generation science standards into educator certification,  
27 including preservice, professional certification, and continuing  
28 certification through professional growth plans. The board shall also  
29 examine the verification and review processes used by both  
30 certification programs and the board to assure that all educators have  
31 the requisite knowledge and skills to support student learning of the  
32 standards. The board shall submit its recommendations for improvement  
33 along with examples of best practices as provided under subsection (6)  
34 of this section.

35 (4) The state board for community and technical colleges shall  
36 continue convening college faculty and high school teachers to design  
37 and develop courses and curricula for students in their senior year of

1 high school who do not meet the career and college ready standard on  
2 the eleventh grade consortium-developed assessments of the common core  
3 state standards and the next generation science standards. The purpose  
4 of the courses and curricula is to provide these students an  
5 opportunity to become career and college ready by the end of their  
6 senior year and avoid the need for remediation in English language arts  
7 or mathematics. The state board shall submit a status report and any  
8 recommendations to enhance statewide dissemination and use of the  
9 courses and curricula as provided under subsection (6) of this section.

10 (5) The student achievement council shall conduct an analysis of  
11 dual credit courses offered to high school students as a key strategy  
12 for increasing not only career and college readiness but also  
13 educational attainment of students. Specifically, the council shall  
14 examine the variability of access to dual credit opportunities; costs  
15 to students, high schools, and colleges; and acceptance of dual credit  
16 by institutions of higher education. The council shall recommend  
17 strategies and policies to reduce the variability of access, costs, and  
18 acceptance of dual credit courses as provided under subsection (6) of  
19 this section.

20 (6) The student achievement council shall convene the state  
21 education agencies at least three times in 2014 to address tasks  
22 assigned under this section and as specified in the ten-year roadmap  
23 under RCW 28B.77.020 to assure that the analyses, strategies, and  
24 recommendations from each agency are aligned and not duplicative. In  
25 developing their strategies and recommendations, the student  
26 achievement council and the agencies referenced in subsections (1)  
27 through (5) of this section are encouraged to consult with the  
28 workforce training and education coordinating board, labor  
29 representatives, and business representatives. The student achievement  
30 council shall also coordinate a common format for the analyses and  
31 recommendations required under this section and combine them to create  
32 a single report, to be submitted to the education and higher education  
33 committees of the legislature by December 1, 2014.

34 (7) This section expires December 31, 2014.

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