
SENATE BILL 5206

State of Washington

65th Legislature

2017 Regular Session

By Senators Chase, Hunt, Conway, Hasegawa, Keiser, Kuderer, Wellman, and Saldaña

Read first time 01/17/17. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to providing for career and technical education
2 opportunities for elementary school students; amending RCW
3 28A.230.130, 28A.700.005, 28A.700.010, 28A.700.020, and 28A.700.050;
4 adding a new section to chapter 28A.188 RCW; and making an
5 appropriation.

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

7 **Sec. 1.** RCW 28A.230.130 and 2011 c 77 s 2 are each amended to
8 read as follows:

9 (1) All public high schools of the state shall provide a program,
10 directly or in cooperation with a community college or another school
11 district, for students whose educational plans include application
12 for entrance to a baccalaureate-granting institution after being
13 granted a high school diploma. The program shall help these students
14 to meet at least the minimum entrance requirements under RCW
15 28B.10.050.

16 (2) All public high schools of the state shall provide a program,
17 directly or in cooperation with a community or technical college, a
18 skill(~~(s—[skill])~~) center, an apprenticeship committee, or another
19 school district, for students who plan to pursue career or work
20 opportunities other than entrance to a baccalaureate-granting

1 institution after being granted a high school diploma. These programs
2 may:

3 (a) Help students demonstrate the application of essential
4 academic learning requirements to the world of work, occupation-
5 specific skills, knowledge of more than one career in a chosen
6 pathway, and employability and leadership skills; and

7 (b) Help students demonstrate the knowledge and skill needed to
8 prepare for industry certification, and/or have the opportunity to
9 articulate to postsecondary education and training programs.

10 (3) Within existing resources, all public high schools in the
11 state shall:

12 (a) Work towards the goal of offering a sufficient number of high
13 school courses that give students the opportunity to earn the
14 equivalent of a year's worth of postsecondary credit towards a
15 certificate, apprenticeship program, technical degree, or associate
16 or baccalaureate degree. These high school courses are those advanced
17 courses that have accompanying proficiency exams or demonstrated
18 competencies that are used to demonstrate postsecondary knowledge and
19 skills; and

20 (b) Inform students and their families, emphasizing communication
21 to underrepresented groups, about the program offerings and the
22 opportunities to take courses that qualify for postsecondary credit
23 through demonstrated competencies or if the student earns the
24 qualifying score on the proficiency exam. This information shall
25 encourage students to use the twelfth grade as the launch year for an
26 advance start on their career and postsecondary education.

27 (4) ((A)) An elementary or middle school that receives approval
28 from the office of the superintendent of public instruction to
29 provide a career and technical program in science, technology,
30 engineering, or mathematics directly to students shall receive
31 funding at the same rate as a high school operating a similar
32 program. Additionally, ((a)) an elementary or middle school that
33 provides a hands-on experience in science, technology, engineering,
34 or mathematics with an integrated curriculum of academic content and
35 career and technical education, and includes a career and technical
36 education exploratory component shall also qualify for the career and
37 technical education funding.

38 **Sec. 2.** RCW 28A.700.005 and 2008 c 170 s 1 are each amended to
39 read as follows:

1 (1) The legislature finds that many (~~secondary~~) career and
2 technical education programs have made progress in retooling for the
3 twenty-first century by aligning with state and nationally certified
4 programs that meet industry standards and by increasing the rigor of
5 academic content in core skills such as reading, writing,
6 mathematics, and science.

7 (2) However, the legislature also finds that increased
8 expectations for students to meet the state's academic learning
9 standards require students to take remedial courses. The state board
10 of education is considering increasing credit requirements for high
11 school graduation. Together these policies could restrict students
12 from pursuing high quality career and technical education programs
13 because students would not have adequate time in their schedules to
14 enroll in a progressive sequence of career and technical courses.

15 (3) The legislature further finds that teachers, counselors,
16 students, and parents are not well-informed about the opportunities
17 presented by high quality career and technical education.
18 (~~Secondary~~) Career and technical education is not a stopping point
19 but a beginning point for further education, including through a
20 bachelor's degree. Secondary preapprenticeships and courses aligned
21 to industry standards can lead directly to workforce entry as well as
22 to additional education. Career and technical education is a proven
23 strategy to engage and motivate students, including students at risk
24 of dropping out of school entirely.

25 (4) Finally, the legislature finds that state policies have been
26 piecemeal in support of career and technical education. Laws exist to
27 require state approval of career and technical programs, but could be
28 strengthened by requiring alignment with industry standards and
29 focusing on high-demand fields. Tech prep consortia have developed
30 articulation agreements for dual credit and smooth transitions
31 between high schools and colleges, but agreements remain highly
32 decentralized between individual faculty and individual schools. Laws
33 require school districts to create equivalences between academic and
34 career and technical courses, but more support and professional
35 development is needed to expand these opportunities.

36 (5) Therefore it is the legislature's intent to identify the gaps
37 in current laws and policies regarding (~~secondary~~) career and
38 technical education and fill those gaps in a comprehensive fashion to
39 create a coherent whole. This act seeks to increase the quality and
40 rigor of (~~secondary~~) career and technical education, improve links

1 to postsecondary education, encourage and facilitate academic
2 instruction through career and technical courses, and expand access
3 to and awareness of the opportunities offered by high quality career
4 and technical education.

5 **Sec. 3.** RCW 28A.700.010 and 2008 c 170 s 101 are each amended to
6 read as follows:

7 (1) To ensure high quality career and technical programs, the
8 office of the superintendent of public instruction shall periodically
9 review and approve the plans of local districts for the delivery of
10 career and technical education. Standards for career and technical
11 programs shall be established by the office of the superintendent of
12 public instruction. The office of the superintendent of public
13 instruction shall develop a schedule for career and technical
14 education plan reapproval under this section that includes an
15 abbreviated review process for programs reapproved after 2005, but
16 before June 12, 2008. All school district career and technical
17 education programs must meet the requirements of this section by
18 August 31, 2010.

19 (2) To receive approval, school district plans must:

20 (a) Demonstrate how career and technical education programs will
21 ensure academic rigor; align with the state's education reform
22 requirements; help address the skills gap of Washington's economy;
23 and maintain strong relationships with local career and technical
24 education advisory councils for the design and delivery of career and
25 technical education;

26 (b) Demonstrate a strategy to align the five-year planning
27 requirement under the federal Carl Perkins act with the state and
28 district career and technical program planning requirements that
29 include:

30 (i) An assessment of equipment and technology needs to support
31 the skills training of technical students;

32 (ii) An assessment of industry internships required for teachers
33 to ensure the ability to prepare students for industry-defined
34 standards or certifications, or both;

35 (iii) An assessment of the costs of supporting job shadows,
36 mentors, community service and industry internships, and other
37 activities for student learning in the community;

38 (iv) A description of the leadership activities to be provided
39 for technical education students; and

1 (v) Annual local school board approval;

2 (c) Demonstrate that all preparatory career and technical
3 education courses offered by the district meet the requirements of
4 RCW 28A.700.030;

5 (d) Demonstrate progress toward meeting or exceeding the targets
6 established under RCW 28A.700.040 of an increased number of career
7 and technical programs in high-demand fields; and

8 (e) Demonstrate that approved secondary career and technical
9 programs maximize opportunities for students to earn dual credit for
10 high school and college.

11 (3) To ensure high quality career education programs and services
12 in ((secondary)) schools, the office of the superintendent of public
13 instruction may provide technical assistance to local districts and
14 develop state guidelines for the delivery of career guidance in
15 ((secondary)) schools.

16 (4) To ensure leadership development, the staff of the office of
17 the superintendent of public instruction may serve as the state
18 advisors to Washington state FFA, Washington future business leaders
19 of America, Washington DECA, Washington SkillsUSA, Washington family,
20 career and community leaders, and Washington technology students
21 association, and any additional career or technical student
22 organizations that are formed. Working with the directors or
23 executive secretaries of these organizations, the office of the
24 superintendent of public instruction may develop tools for the
25 coordination of leadership activities with the curriculum of
26 technical education programs.

27 (5) As used in this section, "career and technical education"
28 means a planned program of courses and learning experiences that
29 begins with exploration of career options; supports basic academic
30 and life skills; and enables achievement of high academic standards,
31 leadership, options for high skill, high wage employment preparation,
32 and advanced and continuing education.

33 **Sec. 4.** RCW 28A.700.020 and 2012 c 229 s 802 are each amended to
34 read as follows:

35 (1) The office of the superintendent of public instruction, in
36 consultation with the workforce training and education coordinating
37 board, the Washington state apprenticeship and training council, and
38 the state board for community and technical colleges, shall develop a
39 list of statewide high-demand programs for primary and secondary

1 career and technical education. The list shall be developed using the
2 high-demand list maintained by workforce development councils in
3 consultation with the employment security department, and the high
4 employer demand programs of study identified by the workforce
5 training and education coordinating board. Local school districts may
6 recommend additional high-demand programs in consultation with local
7 career and technical education advisory committees by submitting
8 evidence of local high demand.

9 (2) As used in this section and in RCW 28A.700.040, 28A.700.050,
10 and 28A.700.060(~~(, and section 307 of this act)~~):

11 (a) "High-demand program" means a career and technical education
12 program that prepares students for either a high employer demand
13 program of study or a high-demand occupation, or both.

14 (b) "High employer demand program of study" means an
15 apprenticeship or an undergraduate or graduate certificate or degree
16 program in which the number of students per year prepared for
17 employment from in-state programs is substantially fewer than the
18 number of projected job openings per year in that field, either
19 statewide or in a substate region.

20 (c) "High-demand occupation" means an occupation with a
21 substantial number of current or projected employment opportunities.

22 **Sec. 5.** RCW 28A.700.050 and 2008 c 170 s 105 are each amended to
23 read as follows:

24 Subject to funds appropriated for this purpose, the office of the
25 superintendent of public instruction shall allocate grants to
26 elementary schools, middle schools, high schools, or skill centers,
27 to develop or upgrade high-demand career and technical education
28 programs as identified under RCW 28A.700.020. Grant funds shall be
29 allocated on a one-time basis and may be used to purchase or improve
30 curriculum, create preapprenticeship programs, upgrade technology and
31 equipment to meet industry standards, and for other purposes intended
32 to initiate a new program or improve the rigor and quality of a
33 high-demand program. Priority in allocating the funds shall be given
34 to programs that are also considered high cost due to the types of
35 technology and equipment necessary to maintain industry
36 certification. Priority shall also be given to programs considered in
37 most high demand in the state or applicable region.

1 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.188
2 RCW to read as follows:

3 (1) The office of the superintendent of public instruction shall
4 implement a grant program to fund K-12 STEM programs provided by a
5 national entity that is exempt from taxation under Title 26 U.S.C.
6 Sec. 501(c)(3) of the federal internal revenue code of 1986, as
7 amended, as of the effective date of this section. Awards from the
8 grant program shall be used to pay for one-time start-up costs for
9 courses to be offered to students beginning in the 2018-19 school
10 year. Priority must be given to schools that have an enrollment of
11 seventy percent or more students eligible for free or reduced-price
12 meals under the national school lunch program or the school breakfast
13 program to receive lunch or breakfast at no cost to the student or at
14 a reduced cost to the student.

15 (2) The office of the superintendent of public instruction and
16 the education data center in the office of financial management shall
17 track student participation and long-term outcome data.

18 NEW SECTION. **Sec. 7.** (1) The sum of two hundred fifty thousand
19 dollars, or as much thereof as may be necessary, is appropriated for
20 the fiscal year ending June 30, 2018, from the general fund to the
21 office of the superintendent of public instruction for the purpose of
22 awarding grants to fund a curriculum of K-12 STEM courses provided by
23 a national entity that is exempt from taxation under Title 26 U.S.C.
24 Sec. 501(c)(3) of the federal internal revenue code of 1986, as
25 amended.

26 (2) The funding in this section must be used for one-time start-
27 up costs for courses to be offered to students beginning in the
28 2018-19 school year.

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