

CERTIFICATION OF ENROLLMENT

SUBSTITUTE SENATE BILL 6133

65th Legislature
2018 Regular Session

Passed by the Senate March 5, 2018
Yeas 49 Nays 0

President of the Senate

Passed by the House March 2, 2018
Yeas 98 Nays 0

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Brad Hendrickson, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SUBSTITUTE SENATE BILL 6133** as passed by Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

**Secretary of State
State of Washington**

SUBSTITUTE SENATE BILL 6133

AS AMENDED BY THE HOUSE

Passed Legislature - 2018 Regular Session

State of Washington 65th Legislature 2018 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Zeiger, Wellman, Keiser, Hasegawa, and Kuderer; by request of Superintendent of Public Instruction)

READ FIRST TIME 01/24/18.

1 AN ACT Relating to expanding statewide career and technical
2 education course equivalency options; and amending RCW 28A.700.070.

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

4 **Sec. 1.** RCW 28A.700.070 and 2014 c 217 s 101 are each amended to
5 read as follows:

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

9 (a) Recommending career and technical curriculum suitable for
10 course equivalencies;

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

13 (c) In consultation with the Washington association for career
14 and technical education, providing professional development,
15 technical assistance, and guidance for school districts seeking to
16 expand their lists of equivalent courses.

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

1 (3) The office of the superintendent of public instruction, in
2 consultation with one or more technical working groups convened for
3 this purpose, shall develop curriculum frameworks for a selected list
4 of career and technical courses that may be offered by high schools
5 or skill centers whose academic standards content (~~((in science,~~
6 ~~technology, engineering, and mathematics))~~) is considered equivalent
7 in full or in part to (~~((science or mathematics))~~) the academic courses
8 that meet high school graduation requirements. These courses may
9 include equivalency to English language arts, mathematics, science,
10 social studies, arts, world languages, or health and physical
11 education. The content of the courses must be aligned with (~~((state~~
12 ~~essential academic learning requirements in mathematics as adopted by~~
13 ~~the superintendent of public instruction in July 2011 and the~~
14 ~~essential academic learning requirements in science as adopted in~~
15 ~~October 2013, and))~~) the most current Washington K-12 learning
16 standards in English language arts, mathematics, science, arts, world
17 languages, health and physical education, social studies, and
18 required industry standards. The office shall submit the list of
19 equivalent career and technical courses and their curriculum
20 frameworks to the state board of education for review, an opportunity
21 for public comment, and approval. The first list of courses under
22 this subsection must be developed and approved before the 2015-16
23 school year. Thereafter, the office may periodically update or revise
24 the list of courses using the process in this subsection.

25 (4) Subject to funds appropriated for this purpose, the office of
26 the superintendent of public instruction shall allocate grant funds
27 to school districts to increase the integration and rigor of academic
28 instruction in career and technical courses. Grant recipients are
29 encouraged to use grant funds to support teams of academic and
30 technical teachers (~~((using a research-based professional development~~
31 ~~model supported by the national research center for career and~~
32 ~~technical education))~~). The office of the superintendent of public
33 instruction may require that grant recipients provide matching
34 resources using federal Carl Perkins funds or other fund sources.

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