

2SSB 6377 - H COMM AMD
By Committee on Education

NOT CONSIDERED 03/04/2008

1 Strike everything after the enacting clause and insert the
2 following:

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

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

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

27 (4) Finally, the legislature finds that state policies have been
28 piecemeal in support of career and technical education. Laws exist to
29 require state approval of career and technical programs, but could be
30 strengthened by requiring alignment with industry standards and

1 focusing on high-demand fields. Tech prep consortia have developed
2 articulation agreements for dual credit and smooth transitions between
3 high schools and colleges, but agreements remain highly decentralized
4 between individual faculty and individual schools. Laws require school
5 districts to create equivalences between academic and career and
6 technical courses, but more support and professional development is
7 needed to expand these opportunities.

8 (5) Therefore it is the legislature's intent to identify the gaps
9 in current laws and policies regarding secondary career and technical
10 education and fill those gaps in a comprehensive fashion to create a
11 coherent whole. This act seeks to increase the quality and rigor of
12 secondary career and technical education, improve links to
13 postsecondary education, encourage and facilitate academic instruction
14 through career and technical courses, and expand access to and
15 awareness of the opportunities offered by high quality career and
16 technical education.

17 **PART I**

18 **QUALITY, RIGOR, AND LINKS TO POSTSECONDARY EDUCATION**

19 **Sec. 101.** RCW 28C.04.100 and 2001 c 336 s 2 are each amended to
20 read as follows:

21 (1) To ensure high quality career and technical programs, the
22 office of the superintendent of public instruction shall periodically
23 review and approve the plans of local districts for the delivery of
24 career and technical education. Standards for career and technical
25 programs shall be established by the office of the superintendent of
26 public instruction. ~~((These standards should*))~~ The office of the
27 superintendent of public instruction shall develop a schedule for
28 career and technical education plan reapproval under this section that
29 includes an abbreviated review process for programs reapproved after
30 2005, but before the effective date of this section. All school
31 district career and technical education programs must meet the
32 requirements of this section by August 31, 2010.

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

34 (a) Demonstrate how career and technical education programs will
35 ensure academic rigor; align with the state's education reform
36 requirements; help address the skills gap of Washington's economy; and

1 maintain strong relationships with local career and technical education
2 advisory councils for the design and delivery of career and technical
3 education; (~~and~~)

4 (b) Demonstrate a strategy to align the five-year planning
5 requirement under the federal Carl Perkins act with the state and
6 district (~~vocational~~) career and technical program planning
7 requirements that include:

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

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

13 (iii) An assessment of the costs of supporting job shadows,
14 mentors, community service and industry internships, and other
15 activities for student learning in the community; (~~and~~)

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

18 (v) Annual local school board approval;

19 (c) Demonstrate that all preparatory career and technical education
20 courses offered by the district meet the requirements of RCW 28C.04.110
21 (as recodified by this act);

22 (d) Demonstrate progress toward meeting or exceeding the targets
23 established under section 104 of this act of an increased number of
24 career and technical programs in high-demand fields; and

25 (e) Demonstrate that approved career and technical programs
26 maximize opportunities for students to earn dual credit for high school
27 and college.

28 (~~(+2)~~) (3) To ensure high quality career education programs and
29 services in secondary schools, the office of the superintendent of
30 public instruction may provide technical assistance to local districts
31 and develop state guidelines for the delivery of career guidance in
32 secondary schools.

33 (~~(+3)~~) (4) To ensure leadership development, the staff of the
34 office of the superintendent of public instruction may serve as the
35 state advisors to Washington state FFA, Washington future business
36 leaders of America, Washington DECA, Washington (~~SkillsUSA-VICA~~)
37 SkillsUSA, Washington family, career and community leaders, and
38 Washington technology students association, and any additional career

1 or technical student organizations that are formed. Working with the
2 directors or executive secretaries of these organizations, the office
3 of the superintendent of public instruction may develop tools for the
4 coordination of leadership activities with the curriculum of technical
5 education programs.

6 ~~((4))~~ (5) As used in this section, "career and technical
7 education" means a planned program of courses and learning experiences
8 that begins with exploration of career options; supports basic academic
9 and life skills; and enables achievement of high academic standards,
10 leadership, options for high skill, high wage employment preparation,
11 and advanced and continuing education.

12 NEW SECTION. **Sec. 102.** (1) The office of the superintendent of
13 public instruction, in consultation with the workforce training and
14 education coordinating board, the Washington state apprenticeship and
15 training council, and the state board for community and technical
16 colleges, shall develop a list of statewide high-demand programs for
17 secondary career and technical education. The list shall be developed
18 using the high-demand list maintained by workforce development councils
19 in consultation with the employment security department, the high
20 employer demand programs of study identified by the workforce training
21 and education coordinating board, and the high employer demand programs
22 of study identified by the higher education coordinating board. Local
23 school districts may recommend additional high-demand programs in
24 consultation with local career and technical education advisory
25 committees by submitting evidence of local high demand.

26 (2) As used in this section and in sections 104, 105, 107, and 307
27 of this act:

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

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

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

3 **Sec. 103.** RCW 28C.04.110 and 2006 c 115 s 2 are each amended to
4 read as follows:

5 ~~((The superintendent of public instruction shall develop a list of
6 approved career and technical education programs that qualify for the
7 objective alternative assessment for career and technical students
8 developed under RCW 28A.655.065. Programs on the list))~~ All approved
9 preparatory secondary career and technical education programs must meet
10 the following minimum criteria:

11 (1) Either:

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

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

17 (2) ~~((Require))~~ Be comprised of a sequenced progression of multiple
18 courses~~((, both exploratory and preparatory,))~~ that are
19 ~~((vocationally))~~ technically intensive and rigorous; and

20 (3) ~~((Have a high potential for providing the program completer
21 with gainful employment or))~~ Lead to workforce entry ~~((into a)),~~ state
22 or nationally approved apprenticeships, or postsecondary ~~((workforce
23 training program))~~ education in a related field.

24 NEW SECTION. **Sec. 104.** (1) The office of the superintendent of
25 public instruction shall establish performance measures and targets and
26 monitor the performance of career and technical education programs in
27 at least the following areas:

28 (a) Student participation in and completion of high-demand programs
29 as identified under section 102 of this act;

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

31 (c) Performance measures and targets established by the workforce
32 training and education coordinating board, including but not limited to
33 student academic and technical skill attainment, graduation rates,
34 postgraduation employment or enrollment in postsecondary education, and
35 other measures and targets as required by the federal Carl Perkins act,
36 as amended.

1 (2) If a school district fails to meet the performance targets
2 established under this section, the office of the superintendent of
3 public instruction may require the district to submit an improvement
4 plan. If a district fails to implement an improvement plan or
5 continues to fail to meet the performance targets for three consecutive
6 years, the office of the superintendent of public instruction may use
7 this failure as the basis to deny the approval or reapproval of one or
8 more of the district's career and technical education programs.

9 NEW SECTION. **Sec. 105.** Subject to funds appropriated for this
10 purpose, the office of the superintendent of public instruction shall
11 allocate grants to middle schools, high schools, or skill centers, to
12 develop or upgrade high-demand career and technical education programs
13 as identified under section 102 of this act. Grant funds shall be
14 allocated on a one-time basis and may be used to purchase or improve
15 curriculum, create preapprenticeship programs, upgrade technology and
16 equipment to meet industry standards, and for other purposes intended
17 to initiate a new program or improve the rigor and quality of a
18 high-demand program. Priority in allocating the funds shall be given
19 to programs that are also considered high cost due to the types of
20 technology and equipment necessary to maintain industry certification.
21 Priority shall also be given to programs considered in most high demand
22 in the state or applicable region.

23 **Sec. 106.** 2007 c 399 s 3 (uncodified) is amended to read as
24 follows:

25 (1) The funding structure alternatives developed by the joint task
26 force under section 2 of this act shall take into consideration the
27 legislative priorities in this section, to the maximum extent possible
28 and as appropriate to each formula.

29 (2) The funding structure should reflect the most effective
30 instructional strategies and service delivery models and be based on
31 research-proven education programs and activities with demonstrated
32 cost benefits. In reviewing the possible strategies and models to
33 include in the funding structure the task force shall, at a minimum,
34 consider the following issues:

35 (a) Professional development for all staff;

1 (b) Whether the compensation system for instructional staff shall
2 include pay for performance, knowledge, and skills elements; regional
3 cost-of-living elements; elements to recognize assignments that are
4 difficult; recognition for the professional teaching level certificate
5 in the salary allocation model; and a plan to implement the pay
6 structure;

7 (c) Voluntary all-day kindergarten;

8 (d) Optimum class size, including different class sizes based on
9 grade level and ways to reduce class size;

10 (e) Focused instructional support for students and schools;

11 (f) Extended school day and school year options; (~~and~~)

12 (g) Health and safety requirements; and

13 (h) Staffing ratios and other components needed to support career
14 and technical education programs.

15 (3) The recommendations should provide maximum transparency of the
16 state's educational funding system in order to better help parents,
17 citizens, and school personnel in Washington understand how their
18 school system is funded.

19 (4) The funding structure should be linked to accountability for
20 student outcomes and performance.

21 NEW SECTION. Sec. 107. (1) The office of the superintendent of
22 public instruction, the workforce training and education coordinating
23 board, the state board for community and technical colleges, the higher
24 education coordinating board, and the council of presidents shall work
25 with local school districts, workforce education programs in colleges,
26 tech prep consortia, and four-year institutions of higher education to
27 develop model career and technical education programs of study as
28 described by this section.

29 (2) Career and technical education programs of study:

30 (a) Incorporate secondary and postsecondary education elements;

31 (b) Include coherent and rigorous academic content aligned with
32 state learning standards and relevant career and technical content in
33 a coordinated, nonduplicative progression of courses that are aligned
34 with postsecondary education in a related field;

35 (c) Include opportunities for students to earn dual high school and
36 college credit; and

1 (d) Lead to an industry-recognized credential or certificate at the
2 postsecondary level, or an associate or baccalaureate degree.

3 (3) During the 2008-09 school year, model career and technical
4 education programs of study shall be developed for the following
5 high-demand programs: Construction, health care, and information
6 technology. Each school year thereafter, the office of the
7 superintendent of public instruction, the state board for community and
8 technical colleges, the higher education coordinating board, and the
9 workforce training and education coordinating board shall select
10 additional programs of study to develop, with a priority on high-demand
11 programs as identified under section 102 of this act.

12 NEW SECTION. **Sec. 108.** A new section is added to chapter 28B.50
13 RCW to read as follows:

14 (1) It is the legislature's intent to recognize and support the
15 work of community and technical colleges, high schools, and skill
16 centers in creating articulation and dual credit agreements for career
17 and technical education students, in part by codifying current
18 practice.

19 (2) Community and technical colleges shall create agreements with
20 high schools and skill centers to offer dual high school and college
21 credit for secondary career and technical courses. Agreements shall be
22 subject to approval by the chief instructional officer of the college
23 and the principal and the career and technical education director of
24 the high school or the executive director of the skill center.

25 (3) Community and technical colleges may create dual credit
26 agreements with high schools and skill centers that are located outside
27 the college district boundary or service area.

28 (4) If a community or technical college has created an agreement
29 with a high school or skill center to offer college credit for a
30 secondary career and technical course, all community and technical
31 colleges shall accept the course for an equal amount of college credit.

32 **PART II**

33 **ACADEMIC INSTRUCTION THROUGH CAREER AND TECHNICAL EDUCATION**

34 NEW SECTION. **Sec. 201.** (1) The office of the superintendent of

1 public instruction shall support school district efforts under RCW
2 28A.230.097 to adopt course equivalencies for career and technical
3 courses by:

4 (a) Recommending career and technical curriculum suitable for
5 course equivalencies;

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

8 (c) In consultation with the Washington association for career and
9 technical education, providing professional development, technical
10 assistance, and guidance for school districts seeking to expand their
11 lists of equivalent courses.

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

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

26 **Sec. 202.** RCW 28A.230.097 and 2006 c 114 s 2 are each amended to
27 read as follows:

28 (1) Each high school or school district board of directors shall
29 adopt course equivalencies for career and technical high school courses
30 offered to students (~~at the~~) in high schools and skill centers. A
31 career and technical course equivalency may be for whole or partial
32 credit. Each school district board of directors shall develop a course
33 equivalency approval procedure.

34 (2) Career and technical courses determined to be equivalent to
35 academic core courses, in full or in part, by the high school or school
36 district shall be accepted as meeting core requirements, including
37 graduation requirements, if the courses are recorded on the student's

1 transcript using the equivalent academic high school department
2 designation and title. Full or partial credit shall be recorded as
3 appropriate. The high school or school district shall also issue and
4 keep record of course completion certificates that demonstrate that the
5 career and technical courses were successfully completed as needed for
6 industry certification, college credit, or preapprenticeship, as
7 applicable. The certificate shall be either part of the student's high
8 school and beyond plan or the student's culminating project, as
9 determined by the student. The office of the superintendent of public
10 instruction shall develop and make available electronic samples of
11 certificates of course completion.

12 NEW SECTION. Sec. 203. A new section is added to chapter 28A.245
13 RCW to read as follows:

14 Skill centers may enter into agreements with one or more
15 cooperating school districts to grant a high school diploma on behalf
16 of the district so that students who are juniors and seniors have an
17 opportunity to attend the skill center on a full-time basis without
18 coenrollment at a district high school. To avoid competition with
19 other high schools in the cooperating district, high school completion
20 programs operated by skill centers shall be designed as dropout
21 prevention and retrieval programs for at-risk and credit-deficient
22 students or for fifth-year seniors. A skill center may use grant
23 awards from the building bridges program under RCW 28A.175.025 to
24 develop high school completion programs as provided in this section.

25 NEW SECTION. Sec. 204. (1) Subject to funds appropriated for this
26 purpose, the secondary integrated basic education and skills training
27 (I-BEST) pilot project is created to integrate career and technical
28 instruction, core academic and basic skills, and English as a second
29 language, for secondary school students. The objective of the pilot
30 project is to determine whether and how a successful community and
31 technical college instructional model can be adapted and implemented at
32 a secondary school level.

33 (2) The goal of secondary I-BEST is to enable and motivate
34 secondary students who are struggling with language and academic skills
35 to earn a high school diploma and be prepared for workforce entry or
36 further education and training in a career and technical field. Under

1 the pilot project, academic, career and technical, and English-as-a
2 second-language teachers shall provide instruction through team and
3 coteaching. Course content shall be integrated across the three
4 domains of career and technical, academic, and language.

5 (3) The office of the superintendent of public instruction shall
6 allocate pilot project grants to high schools or skill centers on a
7 competitive basis. Grants are for a three-year period. The office of
8 the superintendent of public instruction shall work with the state
9 board for community and technical colleges, grant recipients, and the
10 Washington State University social and economic sciences research
11 center to design and implement an evaluation of the pilot project that
12 includes comparisons of gains in achievement for students in the
13 project compared to other similar students. A report on the pilot
14 project and results of the evaluation shall be submitted to the
15 governor and the education and fiscal committees of the legislature by
16 December 1, 2011.

17 (4) The state board for community and technical colleges shall
18 provide technical assistance and advice to the office of the
19 superintendent of public instruction and the pilot project regarding
20 best practices for I-BEST, including program design, professional
21 development, assessment, and evaluation. The state board shall also
22 designate one or more community or technical colleges with exemplary
23 postsecondary I-BEST programs to serve as mentors for the pilot
24 project.

25 (5) This section expires June 30, 2012.

26 **Sec. 205.** RCW 28A.655.065 and 2007 c 354 s 6 are each amended to
27 read as follows:

28 (1) The legislature has made a commitment to rigorous academic
29 standards for receipt of a high school diploma. The primary way that
30 students will demonstrate that they meet the standards in reading,
31 writing, mathematics, and science is through the Washington assessment
32 of student learning. Only objective assessments that are comparable in
33 rigor to the state assessment are authorized as an alternative
34 assessment. Before seeking an alternative assessment, the legislature
35 expects students to make a genuine effort to meet state standards,
36 through regular and consistent attendance at school and participation
37 in extended learning and other assistance programs.

1 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
2 the superintendent of public instruction shall implement objective
3 alternative assessment methods as provided in this section for students
4 to demonstrate achievement of the state standards in content areas in
5 which the student has not yet met the standard on the high school
6 Washington assessment of student learning. A student may access an
7 alternative if the student meets applicable eligibility criteria in RCW
8 28A.655.061 and this section and other eligibility criteria established
9 by the superintendent of public instruction, including but not limited
10 to attendance criteria and participation in the remediation or
11 supplemental instruction contained in the student learning plan
12 developed under RCW 28A.655.061. A school district may waive
13 attendance and/or remediation criteria for special, unavoidable
14 circumstances.

15 (3) For the purposes of this section, "applicant" means a student
16 seeking to use one of the alternative assessment methods in this
17 section.

18 (4) One alternative assessment method shall be a combination of the
19 applicant's grades in applicable courses and the applicant's highest
20 score on the high school Washington assessment of student learning, as
21 provided in this subsection. A student is eligible to apply for the
22 alternative assessment method under this subsection (4) if the student
23 has a cumulative grade point average of at least 3.2 on a four point
24 grading scale. The superintendent of public instruction shall
25 determine which high school courses are applicable to the alternative
26 assessment method and shall issue guidelines to school districts.

27 (a) Using guidelines prepared by the superintendent of public
28 instruction, a school district shall identify the group of students in
29 the same school as the applicant who took the same high school courses
30 as the applicant in the applicable content area. From the group of
31 students identified in this manner, the district shall select the
32 comparison cohort that shall be those students who met or slightly
33 exceeded the state standard on the Washington assessment of student
34 learning.

35 (b) The district shall compare the applicant's grades in high
36 school courses in the applicable content area to the grades of students
37 in the comparison cohort for the same high school courses. If the

1 applicant's grades are equal to or above the mean grades of the
2 comparison cohort, the applicant shall be deemed to have met the state
3 standard on the alternative assessment.

4 (c) An applicant may not use the alternative assessment under this
5 subsection (4) if there are fewer than six students in the comparison
6 cohort.

7 (5) The superintendent of public instruction shall develop an
8 alternative assessment method that shall be an evaluation of a
9 collection of work samples prepared and submitted by the applicant(
10 ~~as provided in this subsection and, for career and technical~~
11 ~~applicants, the additional requirements of subsection (6) of this~~
12 ~~section~~)).

13 (a) The superintendent of public instruction shall develop
14 guidelines for the types and number of work samples in each content
15 area that may be submitted as a collection of evidence that the
16 applicant has met the state standard in that content area. Work
17 samples may be collected from academic, career and technical, or
18 remedial courses and may include performance tasks as well as written
19 products. The superintendent shall submit the guidelines for approval
20 by the state board of education.

21 (b) The superintendent shall develop protocols for submission of
22 the collection of work samples that include affidavits from the
23 applicant's teachers and school district that the samples are the work
24 of the applicant and a requirement that a portion of the samples be
25 prepared under the direct supervision of a classroom teacher. The
26 superintendent shall submit the protocols for approval by the state
27 board of education.

28 (c) The superintendent shall develop uniform scoring criteria for
29 evaluating the collection of work samples and submit the scoring
30 criteria for approval by the state board of education. Collections
31 shall be scored at the state level or regionally by a panel of
32 educators selected and trained by the superintendent to ensure
33 objectivity, reliability, and rigor in the evaluation. An educator may
34 not score work samples submitted by applicants from the educator's
35 school district. If the panel awards an applicant's collection of work
36 samples the minimum required score, the applicant shall be deemed to
37 have met the state standard on the alternative assessment.

1 (d) Using an open and public process that includes consultation
2 with district superintendents, school principals, and other educators,
3 the state board of education shall consider the guidelines, protocols,
4 scoring criteria, and other information regarding the collection of
5 work samples submitted by the superintendent of public instruction.
6 The collection of work samples may be implemented as an alternative
7 assessment after the state board of education has approved the
8 guidelines, protocols, and scoring criteria and determined that the
9 collection of work samples: (i) Will meet professionally accepted
10 standards for a valid and reliable measure of the grade level
11 expectations and the essential academic learning requirements; and (ii)
12 is comparable to or exceeds the rigor of the skills and knowledge that
13 a student must demonstrate on the Washington assessment of student
14 learning in the applicable content area. The state board shall make an
15 approval decision and determination no later than December 1, 2006, and
16 thereafter may increase the required rigor of the collection of work
17 samples.

18 (e) By September of 2006, the superintendent of public instruction
19 shall develop informational materials for parents, teachers, and
20 students regarding the collection of work samples and the status of its
21 development as an alternative assessment method. The materials shall
22 provide specific guidance regarding the type and number of work samples
23 likely to be required, include examples of work that meets the state
24 learning standards, and describe the scoring criteria and process for
25 the collection. The materials shall also encourage students in the
26 graduating class of 2008 to begin creating a collection if they believe
27 they may seek to use the collection once it is implemented as an
28 alternative assessment.

29 (6)(a) For students enrolled in a career and technical education
30 program approved under RCW 28C.04.110 (as recodified by this act), the
31 superintendent of public instruction shall develop additional
32 guidelines for ((a)) collections of work samples that ((~~evidences that~~
33 ~~the collection:~~

34 ~~(i) Is relevant to the student's particular career and technical~~
35 ~~program;~~

36 ~~(ii) Focuses on the application of academic knowledge and skills~~
37 ~~within the program;~~

1 ~~(iii) Includes completed activities or projects where demonstration~~
2 ~~of academic knowledge is inferred; and~~

3 ~~(iv) Is related to the essential academic learning requirements and~~
4 ~~state standards that students must meet to earn a certificate of~~
5 ~~academic achievement or certificate of individual achievement, but also~~
6 ~~represents the knowledge and skills that successful individuals in the~~
7 ~~career and technical field of the approved program are expected to~~
8 ~~possess.~~

9 ~~(b) To meet the state standard on the alternative assessment under~~
10 ~~this subsection (6), an applicant must also attain the state or~~
11 ~~nationally recognized certificate or credential associated with the~~
12 ~~approved career and technical program)) are tailored to different~~
13 ~~career and technical programs. The additional guidelines shall:~~

14 ~~(i) Provide multiple examples of work samples that are related to~~
15 ~~the particular career and technical program;~~

16 ~~(ii) Permit work samples based on completed activities or projects~~
17 ~~where demonstration of academic knowledge is inferred; and~~

18 ~~(iii) Provide multiple examples of work samples drawn from career~~
19 ~~and technical courses.~~

20 ~~(b) The purpose of the additional guidelines is to provide a clear~~
21 ~~pathway toward a certificate of academic achievement for career and~~
22 ~~technical students by showing them applied and relevant opportunities~~
23 ~~to demonstrate their knowledge and skills, and to provide guidance to~~
24 ~~teachers in integrating academic and career and technical instruction~~
25 ~~and assessment and assisting career and technical students in compiling~~
26 ~~a collection. The superintendent of public instruction shall develop~~
27 ~~and disseminate additional guidelines for no fewer than ten career and~~
28 ~~technical education programs representing a variety of program~~
29 ~~offerings by no later than September 1, 2008. Guidelines for ten~~
30 ~~additional programs shall be developed and disseminated no later than~~
31 ~~June 1, 2009.~~

32 ~~(c) The superintendent shall consult with community and technical~~
33 ~~colleges, employers, the workforce training and education coordinating~~
34 ~~board, apprenticeship programs, and other regional and national experts~~
35 ~~in career and technical education to create ((an)) appropriate~~
36 ~~((collection)) guidelines and examples of work samples and other~~
37 ~~evidence of a career and technical student's knowledge and skills on~~
38 ~~the state academic standards.~~

1 (7) The superintendent of public instruction shall study the
2 feasibility of using existing mathematics assessments in languages
3 other than English as an additional alternative assessment option. The
4 study shall include an estimation of the cost of translating the tenth
5 grade mathematics assessment into other languages and scoring the
6 assessments should they be implemented.

7 (8) The superintendent of public instruction shall implement:

8 (a) By June 1, 2006, a process for students to appeal the score
9 they received on the high school assessments; and

10 (b) By January 1, 2007, guidelines and appeal processes for waiving
11 specific requirements in RCW 28A.655.061 pertaining to the certificate
12 of academic achievement and to the certificate of individual
13 achievement for students who: (i) Transfer to a Washington public
14 school in their junior or senior year with the intent of obtaining a
15 public high school diploma, or (ii) have special, unavoidable
16 circumstances.

17 (9) The state board of education shall examine opportunities for
18 additional alternative assessments, including the possible use of one
19 or more standardized norm-referenced student achievement tests and the
20 possible use of the reading, writing, or mathematics portions of the
21 ACT ASSET and ACT COMPASS test instruments as objective alternative
22 assessments for demonstrating that a student has met the state
23 standards for the certificate of academic achievement. The state board
24 shall submit its findings and recommendations to the education
25 committees of the legislature by January 10, 2008.

26 (10) The superintendent of public instruction shall adopt rules to
27 implement this section.

28 **PART III**

29 **EXPANDING ACCESS AND AWARENESS**

30 NEW SECTION. **Sec. 301.** (1) Subject to funds appropriated for this
31 purpose, the office of the superintendent of public instruction shall
32 develop and conduct an ongoing campaign for career and technical
33 education to increase awareness among teachers, counselors, students,
34 parents, principals, school administrators, and the general public
35 about the opportunities offered by rigorous career and technical
36 education programs. Messages in the campaign shall emphasize career

1 and technical education as a high quality educational pathway for
2 students, including for students who seek advanced education that
3 includes a bachelor's degree or beyond. In particular, the office
4 shall provide information about the following:

5 (a) The model career and technical education programs of study
6 developed under section 107 of this act;

7 (b) Career and technical education course equivalencies and dual
8 credit for high school and college;

9 (c) The career and technical education alternative assessment
10 guidelines under RCW 28A.655.065;

11 (d) The availability of scholarships for postsecondary workforce
12 education, including the Washington award for vocational excellence,
13 and apprenticeships through the opportunity grant program under RCW
14 28B.50.271, grants under section 302 of this act, and other programs;
15 and

16 (e) Education, apprenticeship, and career opportunities in emerging
17 and high-demand programs.

18 (2) The office shall use multiple strategies in the campaign
19 depending on available funds, including developing an interactive web
20 site to encourage and facilitate career exploration; conducting
21 training and orientation for guidance counselors and teachers; and
22 developing and disseminating printed materials.

23 (3) The office shall seek advice, participation, and financial
24 assistance from the workforce training and education coordinating
25 board, higher education institutions, foundations, employers,
26 apprenticeship and training councils, workforce development councils,
27 and business and labor organizations for the campaign.

28 NEW SECTION. **Sec. 302.** (1) Subject to funds appropriated for this
29 purpose, the office of the superintendent of public instruction shall
30 provide grants to eligible students to offset the costs of required
31 examination or testing fees associated with obtaining state or industry
32 certification in the student's career and technical education program.

33 (2) The office shall establish maximum grant amounts and a process
34 for students to apply for the grants.

35 (3) For the purposes of this section, "eligible student" means:

36 (a) A student enrolled in a secondary career and technical

1 education program where state or industry certification can be obtained
2 without additional postsecondary work or study; or

3 (b) A student who completed a secondary career and technical
4 education program in a Washington public school and is seeking state or
5 industry certification in a program requiring additional postsecondary
6 work or study or where there are age limitations on certification.

7 (4) Eligible students must have a family income that is at or below
8 two hundred percent of the federal poverty level using the most current
9 guidelines available from the United States department of health and
10 human services.

11 **Sec. 303.** RCW 28A.600.045 and 2006 c 117 s 2 are each amended to
12 read as follows:

13 (1) The legislature encourages each middle school, junior high
14 school, and high school to implement a comprehensive guidance and
15 planning program for all students. The purpose of the program is to
16 support students as they navigate their education and plan their
17 future; encourage an ongoing and personal relationship between each
18 student and an adult in the school; and involve parents in students'
19 educational decisions and plans.

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

22 (a) A curriculum intended to provide the skills and knowledge
23 students need to select courses, explore options, plan for their
24 future, and take steps to implement their plans. The curriculum may
25 include such topics as analysis of students' test results; diagnostic
26 assessments of students' academic strengths and weaknesses; use of
27 assessment results in developing students' short-term and long-term
28 plans; assessments of student interests and aptitude; goal-setting
29 skills; planning for high school course selection; independent living
30 skills; exploration of options and opportunities for career and
31 technical education at the secondary and postsecondary level;
32 exploration of career opportunities in emerging and high-demand
33 programs including apprenticeships; and postsecondary options and how
34 to access them;

35 (b) Regular meetings between each student and a teacher who serves
36 as an advisor throughout the student's enrollment at the school;

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

5 (d) Data collection that allows schools to monitor students'
6 progress.

7 (3) Subject to funds appropriated for this purpose, the office of
8 the superintendent of public instruction shall provide support for
9 comprehensive guidance and planning programs in public schools,
10 including providing ongoing development and improvement of the
11 curriculum described in subsection (2) of this section.

12 NEW SECTION. Sec. 304. A new section is added to chapter 28A.245
13 RCW to read as follows:

14 (1) Subject to the provisions of this section and section 305 of
15 this act, a skill center may enter into an agreement with the community
16 or technical college in which district the skill center is located to
17 provide career and technical education courses necessary to complete an
18 industry certificate or credential for students who have received a
19 high school diploma.

20 (2) To qualify for enrollment under this section, a student must
21 have been enrolled in the skill center before receiving the high school
22 diploma and must remain continuously enrolled in the skill center. A
23 student may enroll only in those courses necessary to complete the
24 industry certificate or credential associated with the student's career
25 and technical program.

26 (3) Students enrolled in a skill center under this section shall be
27 considered community and technical college students for purposes of
28 enrollment reporting, tuition, and financial aid. The skill center
29 shall maintain enrollment data for students enrolled under this section
30 separately from data on secondary school enrollment.

31 NEW SECTION. Sec. 305. A new section is added to chapter 28B.50
32 RCW to read as follows:

33 (1) A community or technical college may enter into an agreement
34 with a skill center within the college district to allow students who
35 have completed a high school diploma to remain enrolled in the skill

1 center in courses necessary to complete an industry certificate or
2 credential in the student's career and technical program as provided by
3 section 304 of this act.

4 (2) Before entering an agreement, a community or technical college
5 may require the skill center to provide evidence that:

6 (a) The skill center has adequate facilities and capacity to offer
7 the necessary courses and the community or technical college does not
8 have adequate facilities or capacity; or

9 (b) The community or technical college does not offer the
10 particular industry certificate program or courses proposed by the
11 skill center.

12 (3) Under the terms of the agreement, the community or technical
13 college shall report the enrolled student as a state-supported student
14 and may charge the student tuition and fees. The college shall
15 transmit to the skill center an agreed-upon amount per enrolled full-
16 time equivalent student to pay for the student's courses at the skill
17 center.

18 **Sec. 306.** RCW 28B.102.040 and 2005 c 518 s 918 are each amended to
19 read as follows:

20 (1) The board may select participants based on an application
21 process conducted by the board or the board may utilize selection
22 processes for similar students in cooperation with the professional
23 educator standards board or the office of the superintendent of public
24 instruction.

25 (2) If the board selects participants for the program, it shall
26 establish a selection committee for screening and selecting recipients
27 of the conditional scholarships. The criteria shall emphasize factors
28 demonstrating excellence including but not limited to superior
29 scholastic achievement, leadership ability, community contributions,
30 bilingual ability, willingness to commit to providing teaching service
31 in shortage areas, and an ability to act as a role model for students.
32 Priority will be given to individuals seeking certification or an
33 additional endorsement in math, science, technology education,
34 agricultural education, business and marketing education, family and
35 consumer science education, or special education.

36 ~~((For fiscal years 2006 and 2007, additional priority shall be~~
37 ~~given to such individuals who are also bilingual. It is the intent of~~

1 ~~the legislature to develop a pool of dual language teachers in order to~~
2 ~~meet the challenge of educating students who are dominant in languages~~
3 ~~other than English.))~~

4 NEW SECTION. **Sec. 307.** (1) Subject to funds appropriated for this
5 purpose, the in-demand scholars program is created. The purpose of the
6 program is to replicate a successful pilot program to attract high
7 school students into high-demand fields, as identified under section
8 102 of this act, that require one to three years of postsecondary
9 education, including apprenticeships. The program shall be
10 administered by the workforce training and education coordinating
11 board.

12 (2) The workforce training and education coordinating board, in
13 consultation with representatives from the statewide association of
14 workforce development councils, the Washington state labor council, and
15 a statewide business association, shall:

16 (a) Develop a model in-demand scholars program to be implemented by
17 local workforce development councils. The model program shall be
18 sufficiently flexible that councils may customize the design to meet
19 the unique needs and available resources in each region. Under the
20 model program, workforce development councils identify local industries
21 in high-demand fields that are having difficulty filling employee
22 positions that require one to three years of postsecondary education or
23 apprenticeship. Representatives of such industries present the
24 employment opportunities available in their industry to local high
25 school students and inform students about possible job shadowing or
26 internship opportunities in the industry. Students who participate in
27 a job shadow or internship under a model program are eligible to
28 receive an in-demand scholarship if the students enroll in a
29 postsecondary education program or apprenticeship in one of the high-
30 demand fields identified in the model program. Local workforce
31 development councils award the scholarships. Scholarships shall not
32 exceed an amount specified in the omnibus appropriations act and shall
33 be used to offset tuition and related education and training expenses
34 for a maximum of two years;

35 (b) Determine and make the initial allocation for the in-demand
36 scholars program to each workforce development council, based on its

1 projected outcomes and other criteria. Funding may be reallocated
2 among workforce development councils if necessary based on actual
3 results achieved; and

4 (c) Require that local workforce development councils submit
5 quarterly reports on the in-demand scholars program, including but not
6 limited to the industries participating and the projected and actual
7 number of students served, students completing job shadows or
8 internships, students entering and completing postsecondary education,
9 students entering the targeted career, and students continuing on to
10 four-year degrees or other additional education.

11 NEW SECTION. **Sec. 308.** (1) The office of the superintendent of
12 public instruction shall conduct a feasibility study to create
13 technical high schools in Washington state. In conducting the study,
14 the office shall convene an advisory committee including, but not
15 limited to, representatives from school districts, high schools, skill
16 centers, community and technical colleges, workforce development
17 councils, the workforce training and education coordinating board, the
18 Washington association for career and technical education, the
19 Washington state apprenticeship and training council, and the state
20 board for community and technical colleges. Subject to available
21 funds, the office shall contract with a third party to support the
22 study, including examining technical high school models in other
23 states.

24 (2) The feasibility study shall examine and make recommendations on
25 the following issues:

26 (a) The definition of a technical high school and how a technical
27 high school might differ from current comprehensive high schools,
28 alternative high schools, or skill centers;

29 (b) The governance structure for technical high schools, which may
30 be within a single district, a cooperative of multiple districts, or
31 other new governance structures that may be considered;

32 (c) Funding models and estimated costs to support technical high
33 schools, including both operating and capital funds;

34 (d) Whether technical high schools should focus on particular
35 student populations or be structured as magnet schools or academies
36 with a particular programmatic focus;

1 (e) Whether technical high schools should operate with a two-year
2 or four-year program or with part-time or full-time attendance;

3 (f) The implications of accountability for student achievement with
4 a technical high school, including adequate yearly progress; and

5 (g) Options, strategies, and estimated costs for possible
6 transition of selected current high schools or skill centers to a
7 technical high school model.

8 (3) The office of the superintendent of public instruction shall
9 submit an interim progress report to the governor and the education and
10 fiscal committees of the legislature by December 1, 2008, and a final
11 report with recommendations by September 15, 2009.

12 **PART IV**
13 **MISCELLANEOUS**

14 **Sec. 401.** RCW 28A.505.220 and 2005 c 514 s 1103 are each amended
15 to read as follows:

16 (1) Total distributions from the student achievement fund to each
17 school district shall be based upon the average number of full-time
18 equivalent students in the school district during the previous school
19 year as reported to the office of the superintendent of public
20 instruction by August 31st of the previous school year. The
21 superintendent of public instruction shall ensure that moneys generated
22 by skill center students are returned to skill centers.

23 (2) The allocation rate per full-time equivalent student shall be
24 three hundred dollars in the 2005-06 school year, three hundred
25 seventy-five dollars in the 2006-07 school year, and four hundred fifty
26 dollars in the 2007-08 school year. For each subsequent school year,
27 the amount allocated per full-time equivalent student shall be adjusted
28 for inflation as defined in RCW 43.135.025(8). These allocations per
29 full-time equivalent student from the student achievement fund shall be
30 supported from the following sources:

31 (a) Distributions from state property tax proceeds deposited into
32 the student achievement fund under RCW 84.52.068; and

33 (b) Distributions from the education legacy trust account created
34 in RCW 83.100.230.

35 (3) Any funds deposited in the student achievement fund under RCW
36 43.135.045 shall be allocated to school districts on a one-time basis

1 using a rate per full-time equivalent student. These funds are
2 provided in addition to any amounts allocated in subsection (2) of this
3 section.

4 (4) The school district annual amounts as defined in subsection (2)
5 of this section shall be distributed on the monthly apportionment
6 schedule as defined in RCW 28A.510.250.

7 **Sec. 402.** 2007 c 354 s 12 (uncodified) is amended to read as
8 follows:

9 (1) The superintendent of public instruction and the workforce
10 training and education coordinating board shall jointly convene and
11 staff an advisory committee to identify career and technical education
12 curricula that will assist in preparing students for the state
13 assessment system and provide the opportunity to obtain a certificate
14 of academic achievement.

15 (2) The advisory committee shall consist of the following nine
16 members:

17 (a) Four members of the legislature, with two members each
18 appointed by the respective caucuses of the house of representatives
19 and the senate;

20 (b) One representative from the career and technical education
21 section of the office of the superintendent of public instruction;

22 (c) One member appointed by the workforce training and education
23 coordinating board; and

24 (d) Three members appointed by the superintendent of public
25 instruction and the workforce training and education coordinating board
26 based on recommendations from the career and technical education
27 community.

28 (3) The advisory committee shall appoint a chair from among the
29 nonlegislative members.

30 (4) Legislative members of the advisory committee shall be
31 reimbursed for travel expenses in accordance with RCW 44.04.120.
32 Nonlegislative members, except those representing an employer or
33 organization, are entitled to be reimbursed for travel expenses in
34 accordance with RCW 43.03.050 and 43.03.060.

35 (5) By January 15, 2008, the advisory committee shall provide an
36 initial report to the governor and the legislature and, if necessary,
37 a work plan with additional reporting deadlines(~~(, which shall not~~

1 ~~extend beyond December 15, 2008~~). By December 2009, the advisory
2 committee shall report to the governor and appropriate committees of
3 the legislature with an evaluation of the status of the recommendations
4 made in the initial report and any additional recommendations the
5 advisory committee finds necessary to accomplish the goals of the
6 initial report.

7 NEW SECTION. Sec. 403. RCW 28C.04.100 and 28C.04.110 are each
8 recodified as sections in the new chapter created in section 408 of
9 this act.

10 NEW SECTION. Sec. 404. RCW 28C.22.020 is recodified as a section
11 in chapter 28A.245 RCW.

12 NEW SECTION. Sec. 405. The following acts or parts of acts are
13 each repealed:

- 14 (1) RCW 28C.22.005 (Findings) and 1993 c 380 s 1; and
15 (2) RCW 28C.22.010 (Skill center program operation) and 1993 c 380
16 s 2.

17 NEW SECTION. Sec. 406. This chapter may be known and cited as the
18 career and technical education act.

19 NEW SECTION. Sec. 407. Part headings used in this act are not any
20 part of the law.

21 NEW SECTION. Sec. 408. Sections 102, 104, 105, 107, 201, 204,
22 301, 302, 307, and 406 of this act constitute a new chapter in Title
23 28A RCW.

24 NEW SECTION. Sec. 409. Section 401 of this act takes effect
25 September 1, 2008."

26 Correct the title.

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