

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE SENATE BILL 6377

Chapter 170, Laws of 2008

(partial veto)

60th Legislature
2008 Regular Session

SECONDARY EDUCATION--CAREER AND TECHNICAL EDUCATION PROGRAMS

EFFECTIVE DATE: 06/12/08 - Except section 401, which becomes
effective 09/01/08

Passed by the Senate March 10, 2008
YEAS 48 NAYS 0

BRAD OWEN

President of the Senate

Passed by the House March 4, 2008
YEAS 93 NAYS 0

FRANK CHOPP

Speaker of the House of Representatives

Approved March 26, 2008, 10:07 a.m.,
with the exception of sections 204 and
307 which are vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of
the Senate of the State of
Washington, do hereby certify that
the attached is **SECOND SUBSTITUTE
SENATE BILL 6377** as passed by the
Senate and the House of
Representatives on the dates
hereon set forth.

THOMAS HOEMANN

Secretary

FILED

March 26, 2008

**Secretary of State
State of Washington**

SECOND SUBSTITUTE SENATE BILL 6377

AS AMENDED BY THE HOUSE

Passed Legislature - 2008 Regular Session

State of Washington 60th Legislature 2008 Regular Session

By Senate Ways & Means (originally sponsored by Senators Hobbs, Fairley, Rockefeller, McAuliffe, Kohl-Welles, Berkey, Shin, Regala, Oemig, Kilmer, Eide, Fraser, Franklin, and Rasmussen; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/12/08.

1 AN ACT Relating to secondary career and technical education;
2 amending RCW 28C.04.100, 28C.04.110, 28A.230.097, 28A.655.065,
3 28A.600.045, 28B.102.040, and 28A.505.220; amending 2007 c 399 s 3
4 (uncodified); amending 2007 c 354 s 12 (uncodified); adding new
5 sections to chapter 28B.50 RCW; adding new sections to chapter 28A.245
6 RCW; adding a new chapter to Title 28A RCW; creating new sections;
7 recodifying RCW 28C.04.100, 28C.04.110, and 28C.22.020; repealing RCW
8 28C.22.005 and 28C.22.010; providing an effective date; and providing
9 an expiration date.

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

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

17 (2) However, the legislature also finds that increased expectations
18 for students to meet the state's academic learning standards require
19 students to take remedial courses. The state board of education is

1 considering increasing credit requirements for high school graduation.
2 Together these policies could restrict students from pursuing high
3 quality career and technical education programs because students would
4 not have adequate time in their schedules to enroll in a progressive
5 sequence of career and technical courses.

6 (3) The legislature further finds that teachers, counselors,
7 students, and parents are not well-informed about the opportunities
8 presented by high quality career and technical education. Secondary
9 career and technical education is not a stopping point but a beginning
10 point for further education, including through a bachelor's degree.
11 Secondary preapprenticeships and courses aligned to industry standards
12 can lead directly to workforce entry as well as to additional
13 education. Career and technical education is a proven strategy to
14 engage and motivate students, including students at risk of dropping
15 out of school entirely.

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

27 (5) Therefore it is the legislature's intent to identify the gaps
28 in current laws and policies regarding secondary career and technical
29 education and fill those gaps in a comprehensive fashion to create a
30 coherent whole. This act seeks to increase the quality and rigor of
31 secondary career and technical education, improve links to
32 postsecondary education, encourage and facilitate academic instruction
33 through career and technical courses, and expand access to and
34 awareness of the opportunities offered by high quality career and
35 technical education.

36

PART I

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

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

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

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

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

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

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

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

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

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

37 (v) Annual local school board approval;

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

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

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

10 ((+2)) (3) To ensure high quality career education programs and
11 services in secondary schools, the office of the superintendent of
12 public instruction may provide technical assistance to local districts
13 and develop state guidelines for the delivery of career guidance in
14 secondary schools.

15 ((+3)) (4) To ensure leadership development, the staff of the
16 office of the superintendent of public instruction may serve as the
17 state advisors to Washington state FFA, Washington future business
18 leaders of America, Washington DECA, Washington ((SkillsUSA-VICA))
19 SkillsUSA, Washington family, career and community leaders, and
20 Washington technology students association, and any additional career
21 or technical student organizations that are formed. Working with the
22 directors or executive secretaries of these organizations, the office
23 of the superintendent of public instruction may develop tools for the
24 coordination of leadership activities with the curriculum of technical
25 education programs.

26 ((+4)) (5) As used in this section, "career and technical
27 education" means a planned program of courses and learning experiences
28 that begins with exploration of career options; supports basic academic
29 and life skills; and enables achievement of high academic standards,
30 leadership, options for high skill, high wage employment preparation,
31 and advanced and continuing education.

32 NEW SECTION. Sec. 102. (1) The office of the superintendent of
33 public instruction, in consultation with the workforce training and
34 education coordinating board, the Washington state apprenticeship and
35 training council, and the state board for community and technical
36 colleges, shall develop a list of statewide high-demand programs for
37 secondary career and technical education. The list shall be developed

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

9 (2) As used in this section and in sections 104, 105, 107, and 307
10 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 apprenticeship
15 or an undergraduate or graduate certificate or degree program in which
16 the number of students per year prepared for employment from in-state
17 programs is substantially fewer than the number of projected job
18 openings per year in that field, either statewide or in a substate
19 region.

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

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

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

30 (1) Either:

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

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

36 (2) (~~Require~~) Be comprised of a sequenced progression of multiple

1 courses(~~(, both exploratory and preparatory,)~~) that are
2 (~~vocationally~~) technically intensive and rigorous; and
3 (3) (~~Have a high potential for providing the program completer~~
4 ~~with gainful employment or~~) Lead to workforce entry (~~(into a)~~), state
5 or nationally approved apprenticeships, or postsecondary (~~(workforce~~
6 ~~training program)~~) education in a related field.

7 NEW SECTION. Sec. 104. (1) The office of the superintendent of
8 public instruction shall establish performance measures and targets and
9 monitor the performance of career and technical education programs in
10 at least the following areas:

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

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 NEW SECTION. Sec. 105. Subject to funds appropriated for this
29 purpose, the office of the superintendent of public instruction shall
30 allocate grants to middle schools, high schools, or skill centers, to
31 develop or upgrade high-demand career and technical education programs
32 as identified under section 102 of this act. Grant funds shall be
33 allocated on a one-time basis and may be used to purchase or improve
34 curriculum, create preapprenticeship programs, upgrade technology and
35 equipment to meet industry standards, and for other purposes intended
36 to initiate a new program or improve the rigor and quality of a

1 high-demand program. Priority in allocating the funds shall be given
2 to programs that are also considered high cost due to the types of
3 technology and equipment necessary to maintain industry certification.
4 Priority shall also be given to programs considered in most high demand
5 in the state or applicable region.

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

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

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

18 (a) Professional development for all staff;

19 (b) Whether the compensation system for instructional staff shall
20 include pay for performance, knowledge, and skills elements; regional
21 cost-of-living elements; elements to recognize assignments that are
22 difficult; recognition for the professional teaching level certificate
23 in the salary allocation model; and a plan to implement the pay
24 structure;

25 (c) Voluntary all-day kindergarten;

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

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

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

30 (g) Health and safety requirements; and

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

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

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

3 NEW SECTION. **Sec. 107.** (1) The office of the superintendent of
4 public instruction, the workforce training and education coordinating
5 board, the state board for community and technical colleges, the higher
6 education coordinating board, and the council of presidents shall work
7 with local school districts, workforce education programs in colleges,
8 tech prep consortia, and four-year institutions of higher education to
9 develop model career and technical education programs of study as
10 described by this section.

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

12 (a) Incorporate secondary and postsecondary education elements;

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

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

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

21 (3) During the 2008-09 school year, model career and technical
22 education programs of study shall be developed for the following
23 high-demand programs: Construction, health care, and information
24 technology. Each school year thereafter, the office of the
25 superintendent of public instruction, the state board for community and
26 technical colleges, the higher education coordinating board, and the
27 workforce training and education coordinating board shall select
28 additional programs of study to develop, with a priority on high-demand
29 programs as identified under section 102 of this act.

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

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

1 (2) Community and technical colleges shall create agreements with
2 high schools and skill centers to offer dual high school and college
3 credit for secondary career and technical courses. Agreements shall be
4 subject to approval by the chief instructional officer of the college
5 and the principal and the career and technical education director of
6 the high school or the executive director of the skill center.

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

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

14 **PART II**

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

16 NEW SECTION. **Sec. 201.** (1) The office of the superintendent of
17 public instruction shall support school district efforts under RCW
18 28A.230.097 to adopt course equivalencies for career and technical
19 courses by:

20 (a) Recommending career and technical curriculum suitable for
21 course equivalencies;

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

24 (c) In consultation with the Washington association for career and
25 technical education, providing professional development, technical
26 assistance, and guidance for school districts seeking to expand their
27 lists of equivalent courses.

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

32 (3) Subject to funds appropriated for this purpose, the office of
33 the superintendent of public instruction shall allocate grant funds to
34 school districts to increase the integration and rigor of academic
35 instruction in career and technical courses. Grant recipients are
36 encouraged to use grant funds to support teams of academic and

1 technical teachers using a research-based professional development
2 model supported by the national research center for career and
3 technical education. The office of the superintendent of public
4 instruction may require that grant recipients provide matching
5 resources using federal Carl Perkins funds or other fund sources.

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

8 (1) Each high school or school district board of directors shall
9 adopt course equivalencies for career and technical high school courses
10 offered to students (~~at the~~) in high schools and skill centers. A
11 career and technical course equivalency may be for whole or partial
12 credit. Each school district board of directors shall develop a course
13 equivalency approval procedure.

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

29 NEW SECTION. **Sec. 203.** A new section is added to chapter 28A.245
30 RCW to read as follows:

31 Skill centers may enter into agreements with one or more
32 cooperating school districts to grant a high school diploma on behalf
33 of the district so that students who are juniors and seniors have an
34 opportunity to attend the skill center on a full-time basis without
35 coenrollment at a district high school. To avoid competition with
36 other high schools in the cooperating district, high school completion

1 programs operated by skill centers shall be designed as dropout
2 prevention and retrieval programs for at-risk and credit-deficient
3 students or for fifth-year seniors. A skill center may use grant
4 awards from the building bridges program under RCW 28A.175.025 to
5 develop high school completion programs as provided in this section.

6 ***NEW SECTION.** *Sec. 204. (1) Subject to funds appropriated for this
7 purpose, the secondary integrated basic education and skills training
8 (I-BEST) pilot project is created to integrate career and technical
9 instruction, core academic and basic skills, and English as a second
10 language, for secondary school students. The objective of the pilot
11 project is to determine whether and how a successful community and
12 technical college instructional model can be adapted and implemented at
13 a secondary school level.*

14 *(2) The goal of secondary I-BEST is to enable and motivate
15 secondary students who are struggling with language and academic skills
16 to earn a high school diploma and be prepared for workforce entry or
17 further education and training in a career and technical field. Under
18 the pilot project, academic, career and technical, and English-as-a
19 second-language teachers shall provide instruction through team and
20 coteaching. Course content shall be integrated across the three
21 domains of career and technical, academic, and language.*

22 *(3) The office of the superintendent of public instruction shall
23 allocate pilot project grants to high schools or skill centers on a
24 competitive basis. Grants are for a three-year period. The office of
25 the superintendent of public instruction shall work with the state
26 board for community and technical colleges, grant recipients, and the
27 Washington State University social and economic sciences research
28 center to design and implement an evaluation of the pilot project that
29 includes comparisons of gains in achievement for students in the
30 project compared to other similar students. A report on the pilot
31 project and results of the evaluation shall be submitted to the
32 governor and the education and fiscal committees of the legislature by
33 December 1, 2011.*

34 *(4) The state board for community and technical colleges shall
35 provide technical assistance and advice to the office of the
36 superintendent of public instruction and the pilot project regarding
37 best practices for I-BEST, including program design, professional*

1 *development, assessment, and evaluation. The state board shall also*
2 *designate one or more community or technical colleges with exemplary*
3 *postsecondary I-BEST programs to serve as mentors for the pilot*
4 *project.*

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

**Sec. 204 was vetoed. See message at end of chapter.*

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

8 (1) The legislature has made a commitment to rigorous academic
9 standards for receipt of a high school diploma. The primary way that
10 students will demonstrate that they meet the standards in reading,
11 writing, mathematics, and science is through the Washington assessment
12 of student learning. Only objective assessments that are comparable in
13 rigor to the state assessment are authorized as an alternative
14 assessment. Before seeking an alternative assessment, the legislature
15 expects students to make a genuine effort to meet state standards,
16 through regular and consistent attendance at school and participation
17 in extended learning and other assistance programs.

18 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
19 the superintendent of public instruction shall implement objective
20 alternative assessment methods as provided in this section for students
21 to demonstrate achievement of the state standards in content areas in
22 which the student has not yet met the standard on the high school
23 Washington assessment of student learning. A student may access an
24 alternative if the student meets applicable eligibility criteria in RCW
25 28A.655.061 and this section and other eligibility criteria established
26 by the superintendent of public instruction, including but not limited
27 to attendance criteria and participation in the remediation or
28 supplemental instruction contained in the student learning plan
29 developed under RCW 28A.655.061. A school district may waive
30 attendance and/or remediation criteria for special, unavoidable
31 circumstances.

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

35 (4) One alternative assessment method shall be a combination of the
36 applicant's grades in applicable courses and the applicant's highest
37 score on the high school Washington assessment of student learning, as

1 provided in this subsection. A student is eligible to apply for the
2 alternative assessment method under this subsection (4) if the student
3 has a cumulative grade point average of at least 3.2 on a four point
4 grading scale. The superintendent of public instruction shall
5 determine which high school courses are applicable to the alternative
6 assessment method and shall issue guidelines to school districts.

7 (a) Using guidelines prepared by the superintendent of public
8 instruction, a school district shall identify the group of students in
9 the same school as the applicant who took the same high school courses
10 as the applicant in the applicable content area. From the group of
11 students identified in this manner, the district shall select the
12 comparison cohort that shall be those students who met or slightly
13 exceeded the state standard on the Washington assessment of student
14 learning.

15 (b) The district shall compare the applicant's grades in high
16 school courses in the applicable content area to the grades of students
17 in the comparison cohort for the same high school courses. If the
18 applicant's grades are equal to or above the mean grades of the
19 comparison cohort, the applicant shall be deemed to have met the state
20 standard on the alternative assessment.

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

24 (5) The superintendent of public instruction shall develop an
25 alternative assessment method that shall be an evaluation of a
26 collection of work samples prepared and submitted by the applicant(
27 ~~as provided in this subsection and, for career and technical~~
28 ~~applicants, the additional requirements of subsection (6) of this~~
29 ~~section)).~~

30 (a) The superintendent of public instruction shall develop
31 guidelines for the types and number of work samples in each content
32 area that may be submitted as a collection of evidence that the
33 applicant has met the state standard in that content area. Work
34 samples may be collected from academic, career and technical, or
35 remedial courses and may include performance tasks as well as written
36 products. The superintendent shall submit the guidelines for approval
37 by the state board of education.

1 (b) The superintendent shall develop protocols for submission of
2 the collection of work samples that include affidavits from the
3 applicant's teachers and school district that the samples are the work
4 of the applicant and a requirement that a portion of the samples be
5 prepared under the direct supervision of a classroom teacher. The
6 superintendent shall submit the protocols for approval by the state
7 board of education.

8 (c) The superintendent shall develop uniform scoring criteria for
9 evaluating the collection of work samples and submit the scoring
10 criteria for approval by the state board of education. Collections
11 shall be scored at the state level or regionally by a panel of
12 educators selected and trained by the superintendent to ensure
13 objectivity, reliability, and rigor in the evaluation. An educator may
14 not score work samples submitted by applicants from the educator's
15 school district. If the panel awards an applicant's collection of work
16 samples the minimum required score, the applicant shall be deemed to
17 have met the state standard on the alternative assessment.

18 (d) Using an open and public process that includes consultation
19 with district superintendents, school principals, and other educators,
20 the state board of education shall consider the guidelines, protocols,
21 scoring criteria, and other information regarding the collection of
22 work samples submitted by the superintendent of public instruction.
23 The collection of work samples may be implemented as an alternative
24 assessment after the state board of education has approved the
25 guidelines, protocols, and scoring criteria and determined that the
26 collection of work samples: (i) Will meet professionally accepted
27 standards for a valid and reliable measure of the grade level
28 expectations and the essential academic learning requirements; and (ii)
29 is comparable to or exceeds the rigor of the skills and knowledge that
30 a student must demonstrate on the Washington assessment of student
31 learning in the applicable content area. The state board shall make an
32 approval decision and determination no later than December 1, 2006, and
33 thereafter may increase the required rigor of the collection of work
34 samples.

35 (e) By September of 2006, the superintendent of public instruction
36 shall develop informational materials for parents, teachers, and
37 students regarding the collection of work samples and the status of its
38 development as an alternative assessment method. The materials shall

1 provide specific guidance regarding the type and number of work samples
2 likely to be required, include examples of work that meets the state
3 learning standards, and describe the scoring criteria and process for
4 the collection. The materials shall also encourage students in the
5 graduating class of 2008 to begin creating a collection if they believe
6 they may seek to use the collection once it is implemented as an
7 alternative assessment.

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

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

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

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

19 ~~(iv) Is related to the essential academic learning requirements and~~
20 ~~state standards that students must meet to earn a certificate of~~
21 ~~academic achievement or certificate of individual achievement, but also~~
22 ~~represents the knowledge and skills that successful individuals in the~~
23 ~~career and technical field of the approved program are expected to~~
24 ~~possess.~~

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

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

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

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

36 ~~(b) The purpose of the additional guidelines is to provide a clear~~
37 ~~pathway toward a certificate of academic achievement for career and~~
38 ~~technical students by showing them applied and relevant opportunities~~

1 to demonstrate their knowledge and skills, and to provide guidance to
2 teachers in integrating academic and career and technical instruction
3 and assessment and assisting career and technical students in compiling
4 a collection. The superintendent of public instruction shall develop
5 and disseminate additional guidelines for no fewer than ten career and
6 technical education programs representing a variety of program
7 offerings by no later than September 1, 2008. Guidelines for ten
8 additional programs shall be developed and disseminated no later than
9 June 1, 2009.

10 (c) The superintendent shall consult with community and technical
11 colleges, employers, the workforce training and education coordinating
12 board, apprenticeship programs, and other regional and national experts
13 in career and technical education to create ~~((an))~~ appropriate
14 ~~((collection))~~ guidelines and examples of work samples and other
15 evidence of a career and technical student's knowledge and skills on
16 the state academic standards.

17 (7) The superintendent of public instruction shall study the
18 feasibility of using existing mathematics assessments in languages
19 other than English as an additional alternative assessment option. The
20 study shall include an estimation of the cost of translating the tenth
21 grade mathematics assessment into other languages and scoring the
22 assessments should they be implemented.

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

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

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

33 (9) The state board of education shall examine opportunities for
34 additional alternative assessments, including the possible use of one
35 or more standardized norm-referenced student achievement tests and the
36 possible use of the reading, writing, or mathematics portions of the
37 ACT ASSET and ACT COMPASS test instruments as objective alternative
38 assessments for demonstrating that a student has met the state

1 standards for the certificate of academic achievement. The state board
2 shall submit its findings and recommendations to the education
3 committees of the legislature by January 10, 2008.

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

6 **PART III**
7 **EXPANDING ACCESS AND AWARENESS**

8 NEW SECTION. **Sec. 301.** (1) Subject to funds appropriated for this
9 purpose, the office of the superintendent of public instruction shall
10 develop and conduct an ongoing campaign for career and technical
11 education to increase awareness among teachers, counselors, students,
12 parents, principals, school administrators, and the general public
13 about the opportunities offered by rigorous career and technical
14 education programs. Messages in the campaign shall emphasize career
15 and technical education as a high quality educational pathway for
16 students, including for students who seek advanced education that
17 includes a bachelor's degree or beyond. In particular, the office
18 shall provide information about the following:

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

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

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

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

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

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

1 (3) The office shall seek advice, participation, and financial
2 assistance from the workforce training and education coordinating
3 board, higher education institutions, foundations, employers,
4 apprenticeship and training councils, workforce development councils,
5 and business and labor organizations for the campaign.

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

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

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

14 (a) A student enrolled in a secondary career and technical
15 education program where state or industry certification can be obtained
16 without additional postsecondary work or study; or

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

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

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

27 (1) The legislature encourages each middle school, junior high
28 school, and high school to implement a comprehensive guidance and
29 planning program for all students. The purpose of the program is to
30 support students as they navigate their education and plan their
31 future; encourage an ongoing and personal relationship between each
32 student and an adult in the school; and involve parents in students'
33 educational decisions and plans.

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

1 (a) A curriculum intended to provide the skills and knowledge
2 students need to select courses, explore options, plan for their
3 future, and take steps to implement their plans. The curriculum may
4 include such topics as analysis of students' test results; diagnostic
5 assessments of students' academic strengths and weaknesses; use of
6 assessment results in developing students' short-term and long-term
7 plans; assessments of student interests and aptitude; goal-setting
8 skills; planning for high school course selection; independent living
9 skills; exploration of options and opportunities for career and
10 technical education at the secondary and postsecondary level;
11 exploration of career opportunities in emerging and high-demand
12 programs including apprenticeships; and postsecondary options and how
13 to access them;

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

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

20 (d) Data collection that allows schools to monitor students'
21 progress.

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

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

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

35 (2) To qualify for enrollment under this section, a student must
36 have been enrolled in the skill center before receiving the high school
37 diploma and must remain continuously enrolled in the skill center. A

1 student may enroll only in those courses necessary to complete the
2 industry certificate or credential associated with the student's career
3 and technical program.

4 (3) Students enrolled in a skill center under this section shall be
5 considered community and technical college students for purposes of
6 enrollment reporting, tuition, and financial aid. The skill center
7 shall maintain enrollment data for students enrolled under this section
8 separately from data on secondary school enrollment.

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

11 (1) A community or technical college may enter into an agreement
12 with a skill center within the college district to allow students who
13 have completed a high school diploma to remain enrolled in the skill
14 center in courses necessary to complete an industry certificate or
15 credential in the student's career and technical program as provided by
16 section 304 of this act.

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

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

22 (b) The community or technical college does not offer the
23 particular industry certificate program or courses proposed by the
24 skill center.

25 (3) Under the terms of the agreement, the community or technical
26 college shall report the enrolled student as a state-supported student
27 and may charge the student tuition and fees. The college shall
28 transmit to the skill center an agreed-upon amount per enrolled full-
29 time equivalent student to pay for the student's courses at the skill
30 center.

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

33 (1) The board may select participants based on an application
34 process conducted by the board or the board may utilize selection
35 processes for similar students in cooperation with the professional

1 educator standards board or the office of the superintendent of public
2 instruction.

3 (2) If the board selects participants for the program, it shall
4 establish a selection committee for screening and selecting recipients
5 of the conditional scholarships. The criteria shall emphasize factors
6 demonstrating excellence including but not limited to superior
7 scholastic achievement, leadership ability, community contributions,
8 bilingual ability, willingness to commit to providing teaching service
9 in shortage areas, and an ability to act as a role model for students.
10 Priority will be given to individuals seeking certification or an
11 additional endorsement in math, science, technology education,
12 agricultural education, business and marketing education, family and
13 consumer science education, or special education.

14 (~~For fiscal years 2006 and 2007, additional priority shall be~~
15 ~~given to such individuals who are also bilingual. It is the intent of~~
16 ~~the legislature to develop a pool of dual language teachers in order to~~
17 ~~meet the challenge of educating students who are dominant in languages~~
18 ~~other than English.))~~

19 ****NEW SECTION. Sec. 307. (1) Subject to funds appropriated for this***
20 ***purpose, the in-demand scholars program is created. The purpose of the***
21 ***program is to replicate a successful pilot program to attract high***
22 ***school students into high-demand fields, as identified under section***
23 ***102 of this act, that require one to three years of postsecondary***
24 ***education, including apprenticeships. The program shall be***
25 ***administered by the workforce training and education coordinating***
26 ***board.***

27 (2) *The workforce training and education coordinating board, in*
28 *consultation with representatives from the statewide association of*
29 *workforce development councils, the Washington state labor council, and*
30 *a statewide business association, shall:*

31 (a) *Develop a model in-demand scholars program to be implemented by*
32 *local workforce development councils. The model program shall be*
33 *sufficiently flexible that councils may customize the design to meet*
34 *the unique needs and available resources in each region. Under the*
35 *model program, workforce development councils identify local industries*
36 *in high-demand fields that are having difficulty filling employee*
37 *positions that require one to three years of postsecondary education or*

1 *apprenticeship. Representatives of such industries present the*
2 *employment opportunities available in their industry to local high*
3 *school students and inform students about possible job shadowing or*
4 *internship opportunities in the industry. Students who participate in*
5 *a job shadow or internship under a model program are eligible to*
6 *receive an in-demand scholarship if the students enroll in a*
7 *postsecondary education program or apprenticeship in one of the high-*
8 *demand fields identified in the model program. Local workforce*
9 *development councils award the scholarships. Scholarships shall not*
10 *exceed an amount specified in the omnibus appropriations act and shall*
11 *be used to offset tuition and related education and training expenses*
12 *for a maximum of two years;*

13 *(b) Determine and make the initial allocation for the in-demand*
14 *scholars program to each workforce development council, based on its*
15 *projected outcomes and other criteria. Funding may be reallocated*
16 *among workforce development councils if necessary based on actual*
17 *results achieved; and*

18 *(c) Require that local workforce development councils submit*
19 *quarterly reports on the in-demand scholars program, including but not*
20 *limited to the industries participating and the projected and actual*
21 *number of students served, students completing job shadows or*
22 *internships, students entering and completing postsecondary education,*
23 *students entering the targeted career, and students continuing on to*
24 *four-year degrees or other additional education.*

**Sec. 307 was vetoed. See message at end of chapter.*

25 NEW SECTION. **Sec. 308.** (1) The office of the superintendent of
26 public instruction shall conduct a feasibility study to create
27 technical high schools in Washington state. In conducting the study,
28 the office shall convene an advisory committee including, but not
29 limited to, representatives from school districts, high schools, skill
30 centers, community and technical colleges, workforce development
31 councils, the workforce training and education coordinating board, the
32 Washington association for career and technical education, the
33 Washington state apprenticeship and training council, and the state
34 board for community and technical colleges. Subject to available
35 funds, the office shall contract with a third party to support the
36 study, including examining technical high school models in other
37 states.

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

3 (a) The definition of a technical high school and how a technical
4 high school might differ from current comprehensive high schools,
5 alternative high schools, or skill centers;

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

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

11 (d) Whether technical high schools should focus on particular
12 student populations or be structured as magnet schools or academies
13 with a particular programmatic focus;

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

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

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

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

25 **PART IV**
26 **MISCELLANEOUS**

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

29 (1) Total distributions from the student achievement fund to each
30 school district shall be based upon the average number of full-time
31 equivalent students in the school district during the previous school
32 year as reported to the office of the superintendent of public
33 instruction by August 31st of the previous school year. The
34 superintendent of public instruction shall ensure that moneys generated
35 by skill center students are returned to skill centers.

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

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

11 (b) Distributions from the education legacy trust account created
12 in RCW 83.100.230.

13 (3) Any funds deposited in the student achievement fund under RCW
14 43.135.045 shall be allocated to school districts on a one-time basis
15 using a rate per full-time equivalent student. These funds are
16 provided in addition to any amounts allocated in subsection (2) of this
17 section.

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

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

23 (1) The superintendent of public instruction and the workforce
24 training and education coordinating board shall jointly convene and
25 staff an advisory committee to identify career and technical education
26 curricula that will assist in preparing students for the state
27 assessment system and provide the opportunity to obtain a certificate
28 of academic achievement.

29 (2) The advisory committee shall consist of the following nine
30 members:

31 (a) Four members of the legislature, with two members each
32 appointed by the respective caucuses of the house of representatives
33 and the senate;

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

36 (c) One member appointed by the workforce training and education
37 coordinating board; and

1 (d) Three members appointed by the superintendent of public
2 instruction and the workforce training and education coordinating board
3 based on recommendations from the career and technical education
4 community.

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

7 (4) Legislative members of the advisory committee shall be
8 reimbursed for travel expenses in accordance with RCW 44.04.120.
9 Nonlegislative members, except those representing an employer or
10 organization, are entitled to be reimbursed for travel expenses in
11 accordance with RCW 43.03.050 and 43.03.060.

12 (5) By January 15, 2008, the advisory committee shall provide an
13 initial report to the governor and the legislature and, if necessary,
14 a work plan with additional reporting deadlines(~~(, which shall not~~
15 ~~extend beyond December 15, 2008))~~). By December 2009, the advisory
16 committee shall report to the governor and appropriate committees of
17 the legislature with an evaluation of the status of the recommendations
18 made in the initial report and any additional recommendations the
19 advisory committee finds necessary to accomplish the goals of the
20 initial report.

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

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

26 NEW SECTION. Sec. 405. The following acts or parts of acts are
27 each repealed:

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

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

1 NEW SECTION. **Sec. 407.** Part headings used in this act are not any
2 part of the law.

3 NEW SECTION. **Sec. 408.** Sections 102, 104, 105, 107, 201, 204,
4 301, 302, 307, and 406 of this act constitute a new chapter in Title
5 28A RCW.

6 NEW SECTION. **Sec. 409.** Section 401 of this act takes effect
7 September 1, 2008.

8 NEW SECTION. **Sec. 410.** If specific funding for the purposes of
9 this act, referencing this act by bill or chapter number, is not
10 provided by June 30, 2008, in the omnibus appropriations act, this act
11 is null and void.

 Passed by the Senate March 10, 2008.

 Passed by the House March 4, 2008.

 Approved by the Governor March 26, 2008, with the exception of
 certain items that were vetoed.

 Filed in Office of Secretary of State March 26, 2008.

 Note: Governor's explanation of partial veto is as follows:

"I am returning, without my approval as to Sections 204 and 307,
Second Substitute Senate Bill 6377 entitled:

"AN ACT Relating to secondary career and technical education."

Section 204 provides for three-year grants to high schools and skills centers for implementing integrated work skills, basic skills and English skills programs. The Legislature did not allocate funding for Section 204 of this bill in either the supplemental operating budget or in Engrossed Second Substitute Senate Bill 6673, which specified the purposes of the appropriations for this legislation. Instead, the Legislature allocated funding in the supplemental operating budget for program development and plans for implementing integrated programs at five skills centers. I look forward to receiving the report on these efforts in November. This will guide future program development in this area.

Section 307 creates a new program, the In-Demand Scholars Program, to be administered by the Workforce Training and Education Board. The Legislature did not allocate funding for this new program in either the supplemental operating budget or in Engrossed Second Substitute Senate Bill 6673, which specified the purposes of the appropriations for this bill.

For these reasons, I have vetoed Sections 204 and 307 of Second Substitute Senate Bill 6377.

With the exception of Sections 204 and 307, Second Substitute Senate Bill 6377 is approved."